

01

How was your vacation?

SPEAKING
Vacations

GRAMMAR
Agreeing / Disagreeing

LISTENING
Activities and plans

READING
Unusual vacation article

VOCABULARY

WARMUP
What was your favorite vacation?

1 Look at the pictures. What are the activities? Write the correct letter. Then listen and check your answers.

- | | | |
|------------------|-------------|-----------------------|
| a. rock climbing | d. camping | g. whitewater rafting |
| b. hiking | e. surfing | h. visiting museums |
| c. sightseeing | f. kayaking | i. scuba diving |



2 **PAIR WORK** Which activities above did you do in the past? Which activities do you want to do? Tell your partner.

I went kayaking last year.

Really? How was it?

It was great! I want to go surfing.

Me, too!

VOCABULARY TIP

Make flashcards to learn new words.

surfing

standing
on board in
the water

01

How was your vacation?

SPEAKING
Vacations
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Unusual vacation article

Vocabulary: camping, hiking, kayaking, rock climbing, scuba diving, sightseeing, surfing, visiting museums, whitewater rafting; acting class, art class, Chinese class

Conversation: Talking about vacations

Language Practice: Agreeing and disagreeing

Pronunciation: Word stress when agreeing and disagreeing

Listening: Conversations about vacation activities

Smart Talk: An information gap activity about vacations

Reading: An article about an unusual vacation

Writing: An email about vacation likes and dislikes

Speaking: A board game about vacation activities

VOCABULARY

The goal of this section is to present and practice the target vocabulary: vacation activities.

WARM-UP

- Books closed. Elicit places where students went on vacation. Write them on the board. Then elicit some activities that students did in these places. Write them on the board. Then ask *What was your favorite vacation? Why?* Elicit answers and reasons.
- If students contributed to the Warm-Up Discussion Board as part of the Online Practice, look at their comments now with the class.

Activity 1

- Books open. Focus attention on the pictures. Check which activities the students already know the word for in English.
- Focus on the instructions and the example. Explain that students should write the letter of the vacation activity word next to the number of the corresponding picture.
- Model the target vocabulary items in the word box: *rock climbing, hiking, etc.*
- Have students complete the activity on their own.
- Play the recording. Allow time for students to change incorrect answers. Then check answers.
- **LANGUAGE NOTE:** Explain that we use *go*, rather than *play* or *do*, with almost all of the activities listed in Activity 1 (except for *visiting museums*).

ANSWERS

- | | | |
|------|------|------|
| 1. a | 4. b | 7. f |
| 2. c | 5. h | 8. e |
| 3. d | 6. i | 9. g |

EXTRA IDEA

Elicit some places where people do the activities presented in Activity 1. For example, for *kayaking*, elicit *the ocean, a lake, a river*, etc.

Activity 2

- Focus attention on the instructions and the example conversation. Model the conversation with a student.
- Write the example conversation on the board. Elicit other follow-up questions about the activities and write them on the board. For example: *Where did you do it? Who did you do it with? Why do you want to do it?*
- Have students make pairs and do the activity. Remind them to use the vacation activities in the pictures in Activity 1 in their conversations. As students work, walk around the class to make sure they are using the correct tenses and to offer help as necessary.

ANSWERS

Answers will vary.

Vocabulary Tip

- Focus attention on the Vocabulary Tip box. Have a student read the tip aloud.
- Model making a flashcard for a vocabulary word. Write the word on one side and the definition on the other.
- Show the side with the word to a student and elicit the definition. Turn the card around for the student to check.

SMART CHOICE ONLINE

Remind students that there are extra vocabulary practice activities on Online Practice.

CONVERSATION

The goal of this section is to present and practice the target vocabulary and grammar of the unit in a typical conversation.

Note: Access the video of the conversation on the Teacher Resource Center or on the Classroom Presentation Tool.

WARM-UP

- Books closed. Set the scene. Ask *What do you say to other students when you return to class after a long break or vacation?* Elicit questions and responses such as *How was your vacation? What did you do on vacation? Where did you go? I had a great vacation. I went to Europe.*
- To extend the activity, teach or elicit idiomatic greetings, such as *How's it going? Long time no see,* etc.

Activity 1

- Books open. Focus attention on the model conversation.
- Preteach words and phrases students might not be familiar with. For example: *real vacation, campground, hard work, that's a pity,* etc.
- Have students read the conversation silently, without doing the activity.
- Have students fill in the blanks on their own.
- Watch the video. Allow time for students to change incorrect answers.
- Have students check their answers with a partner. Then check answers with the class.
- Watch the video again. Pause after each line of the conversation and have students repeat. Be sure to correct pronunciation and intonation.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.
- **CULTURE NOTE:** The academic year in the United States traditionally starts in late August or early September. Students usually have a long summer vacation between May or June and August, and they often have part-time or full-time jobs during this period.

ANSWERS

1. d 2. b 3. c 4. a

VARIATION

- If you cannot watch the video in class, play the recording instead for students to check their answers.
- Play the video (or recording) again before students practice the conversation. Pause after each line of the conversation and have students repeat.
- When students are familiar with the conversation, have them close their books. Pause the video (or recording) before Adam's lines and have students say his lines. Repeat this procedure for Maria's lines.

Activity 2

- Focus attention on the chart. Explain that the chart is color-coded and numbered. So items in the first column, for example, can be substituted into the first box in the conversation. Demonstrate this with *worked*. Point out the other colors and numbers, their columns in the chart, and the boxes in the conversation.
- Preteach or elicit the meaning of *forest, hostel, and beach resort*.
- Point to the blank lines at the bottom of the chart and elicit other words or phrases that can go in each column. Explain that students can practice with their own ideas as well as those in the book.
- Have students make pairs and practice the conversation. Make sure pairs change roles so they practice each part.

EXTRA IDEA

Have students describe to the class what they did during the last vacation or holiday period. Have students vote for the most enjoyable and least enjoyable vacation.

Activity 3

- Focus attention on the instructions for Student A and Student B. Explain that students follow these to make their own conversation.
- Model the role play with two students. Show students how they can use their own ideas, using the conversation in Activity 1 for help. For example:
Student A How was your vacation?
Student B Great! I went to the beach.
Student A So did I! Where did you go?
Student B I went to Miami.
- Have students practice the role play.
- Focus attention on the picture of the cell phone. Then have students video their role plays using a cell phone.
- Have students show their videos to others and offer feedback to one another.

VARIATION

If you are unable to use cell phones in class, students can take turns performing their conversations for the class.

EXTENSION

If you and your students use a Learning Management System or a Social Learning Platform, have students share their videos. Together with the class, decide on criteria that students can use to give feedback to each other. For example, *Student A speaks naturally, Student B speaks clearly,* etc. You can use a scale from 1 to 5.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 1 from the Teacher Resource Center for additional in-class speaking practice.

Print Unit 1 Video Worksheet from the Teacher Resource Center for additional in-class video practice.

SMART CHOICE ONLINE

Remind students that there are extra conversation practice activities on Online Practice.

CONVERSATION



1 Complete the conversation. Then watch and check your answers. Practice the conversation with a partner.

- a. kayaking b. by a river c. campground d. studied

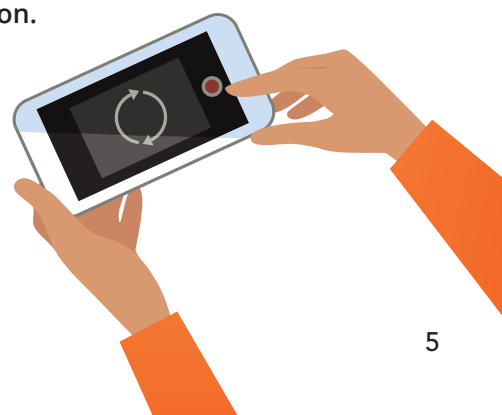
Adam Hi, Maria! How was your summer vacation?
 Maria It was OK. I **1** most of the time.
 Adam So did I. I didn't have money for a real vacation.
 Maria Neither did I. But I spent one weekend **2** .
 Adam Really? So did I. Where did you stay?
 Maria I was at a **3** called "The Falls."
 Adam No way! So was I!
 Maria Really? That's strange—I didn't see you. What did you do there?
 Adam I went **4** .
 Maria Hey! So did I! I loved it.
 Adam Really? I didn't. It was hard work!
 Maria Oh, that's a pity.

2 PAIR WORK Practice the conversation again. Use the ideas below. Add your own ideas.

1	2	3	4
worked	in a forest	hostel	hiking
stayed home	at the beach	beach resort	whitewater rafting
_____	_____	_____	_____

3 OVER TO YOU Work in pairs. Make a video of your conversation. Ask your partner about his / her vacation.

Student A Ask Student B about his / her vacation.
 Compare it with your vacation.
Student B Answer Student A's questions.
 Talk about your vacation.



LANGUAGE PRACTICE



Agreeing and disagreeing

Grammar Reference page 114

	Agree	Disagree
I'm going on vacation.	So am I.	Really? I'm not.
I was at the beach.	So was I.	Oh, I wasn't.
I like hiking.	So do I.	Really? I don't.
I stayed at a nice hotel.	So did I.	I didn't.
I'm not going on vacation.	Neither am I.	Really? I am.
I don't want to go camping.	Neither do I.	Well, I do.
I can't take a vacation this year.	Neither can I.	Oh, I can.

1 Match the statements and responses.

- | | |
|---|---------------------|
| 1. I didn't take a vacation this year. <u>e</u> | a. Neither can I. |
| 2. I want to visit Europe next year. ____ | b. So did we! |
| 3. He doesn't want to go scuba diving. ____ | c. Really? I'm not. |
| 4. I'm planning to go sightseeing. ____ | d. Oh, I do. |
| 5. I can't go on the trip. ____ | e. Neither did I. |
| 6. We went kayaking. ____ | f. So do I. |

2 Complete the conversations. Agree or disagree.

- A I want to travel to different countries.
B _____. It's the best thing to do.
- A I'm not going to the beach this year.
B _____. I'm going to the mountains.
- A I want to visit the Grand Canyon one day.
B _____? _____. I like visiting cities.
- A I don't like doing sports on vacation.
B _____? _____. It's boring sitting around doing nothing.



3 PAIR WORK Respond to the statements in activity 2 with information about you.

I want to travel to different countries.

Really? I don't. I want to spend my vacations here.

PRONUNCIATION Word stress



1 Listen. Notice the stress on subject words when agreeing or disagreeing.

- | | |
|----------------------------------|-----------------------|
| 1. I was at the beach yesterday. | So was I! |
| 2. I like swimming. | Really? I don't. |
| 3. Jo can't play the guitar. | Well, <u>Rob</u> can. |
| 4. I don't have a car. | Neither do I. |



2 Listen again and repeat. Be sure to stress the subject words correctly.

LANGUAGE PRACTICE

The goal of this section is to present and practice the target grammar: agreeing and disagreeing.

- Books closed. Divide the board into four squares. In the top left square, write *So am I*. In the top right square, write *I'm not*.
- Elicit statements using *I am* from the class. For example: *I'm from Seoul. I'm 20 years old*. Agree and disagree with these statements using *So am I* and *I'm not* to explain the difference. When disagreeing, give information that is true for you. For example: *I'm not. I'm from Toronto, Canada*.
- Write *Neither am I* and *Really? I am* in the bottom left and bottom right squares of the grid on the board, respectively. Repeat the above procedure with negative statements. Elicit statements such as *I'm not from Canada*.
- Books open. Focus attention on the Language Practice box. Show how the statements and the responses, agreeing and disagreeing, use the same verb tense. For example: *I stayed ... So did I*.
- Direct students to page 114 of the Grammar Reference for more information and practice.

TEACHER RESOURCE CENTER

Launch Unit 1 PowerPoint™ slides on the Teacher Resource Center for additional grammar presentation and practice.

Activity 1

- Explain that students need to match the statements and the responses. Have students notice the use of the same tense in the first statement and its response. Ask if the response agrees or disagrees with the statement. (It agrees.)
- Have students complete the activity on their own.
- Check answers by asking pairs of students to read a statement and its response to the class. Then ask if these agree or disagree.

ANSWERS

1. e 2. f 3. d 4. c 5. a 6. b

EXTENSION

Have students change the statements from affirmative to negative or from negative to affirmative. Then have students change the responses accordingly.

Activity 2

- Write the first conversation on the board. Elicit the response and why the correct answer is *So do I*. (The speaker agrees with the statement *I want to travel to different countries*, which is indicated by the additional statement, *It's the best thing to do*.)
- Have students complete the activity on their own.
- If students have difficulty with the activity, briefly go through the items and elicit whether speaker B agrees or disagrees with speaker A. Next, have students focus on the tenses used in speaker A's statements. Then focus attention back on the Language Practice box.
- Check answers by having pairs of students read the completed conversations to the class.

ANSWERS

- | | |
|-----------------|--------------------|
| 1. So do I | 3. Really, I don't |
| 2. Neither am I | 4. Really, I do |

Activity 3

- Focus attention on the example conversation. Make sure students understand that the statement in the first speech bubble is A's line in the first item in Activity 2.
- Explain that students should agree or disagree with A's statements in Activity 2 using the short responses from the Language Practice box and adding some more information about themselves.
- Have students do the activity in pairs.

ANSWERS

Answers will vary.

TEACHER RESOURCE CENTER

Print Unit 1 Worksheet 2 from the Teacher Resource Center for additional in-class speaking practice.

PRONUNCIATION

The goal of this section is to focus on word stress when agreeing and disagreeing.

Activity 1

- Model the examples. Make sure students notice that the subject words, such as *I* and *Rob*, are stressed in the responses.
- Play the recording.

Activity 2

- Play the recording again.
- Have students practice saying the examples in Activity 1.

SMART CHOICE ONLINE

Remind students that there are extra grammar practice activities on Online Practice.

LISTENING

The goal of this section is to practice listening for the main idea, to practice listening for specific information, and to introduce some new vocabulary.

Activity 1

- This activity introduces three new vocabulary items: *acting class*, *art class*, *Chinese class*.
- Model each new vocabulary item and have students repeat.
- Focus attention on instructions. Elicit or explain the meaning of *evening classes* and *vacation classes*. Then focus on the three photos. Have students describe where the people are and what they are doing.
- Ask several students *Do you take evening or vacation classes? Do you think the classes in the photos are interesting?* Elicit answers. Then have students discuss the questions in pairs.

ANSWER

Answers will vary.

Activity 2

- Focus attention on the instructions and the picture. Ask *What are these people's names?* (Jane and Tim.) *What are they doing?* (They're talking about their vacation.) Make sure students understand that *Tim* is a male name and *Jane* is a female name.
- Focus attention on the items. Explain that students will write the initial of the person next to the places they visited and subjects they mention. Sometimes both initials will be possible.
- Read the items to the class or have some students do it.
- Play the recording and have students do the activity.
- Have students check their answers with a partner. Then check answers with the a class.

ANSWERS

- | | | |
|--------|--------|------|
| 1. J | 4. J,T | 7. J |
| 2. T | 5. T,J | 8. J |
| 3. T,J | 6. J,T | 9. T |

Activity 3

- Focus attention on the questions. Elicit or explain the meaning of words students might not be familiar with. Then explain that students will listen to the conversation again and write short answers to the questions.
- Play the recording again. If necessary, pause after the relevant parts to give students time to write their answers.
- Have students check their answers with a partner. Then check answers with the class.

ANSWERS

1. Languages.
2. San Francisco.
3. He went to acting classes.
4. He put on a show (at the Comedy Theater).
5. They both worked hard during their vacation.

Activity 4

- Focus on the picture. Explain that now students are going to listen to a conversation between Tim, Jane, and Lisa, a friend of Jane's. They should mark the sentences about the conversation as true or false.
- Preview the statements. Elicit or explain the meaning of words students might not be familiar with.
- Play the recording and have students do the activity. Then check answers.

ANSWERS

1. True 2. False 3. False 4. False 5. True

EXTENSION

Have students rewrite the false statements in Activity 4 to make them true. For example: *Tim and Lisa weren't in the same class last semester.*

EXTRA IDEA

- Write a comprehension question about the Listening Plus conversation on the board. For example: *Where did Lisa go on vacation?* Elicit answers. (San Francisco)
- Have students write three more comprehension questions about the conversation. Then have students make pairs to exchange and answer the questions.
- Play the recording again and have students check their answers.

SMART TALK

Teaching notes for the Smart Talk activity begin on page T-84.

SMART CHOICE ONLINE

Remind students that there is an extra video activity on Online Practice.

LISTENING

1 BEFORE YOU LISTEN Look at the photos. Do you take evening or vacation classes? Do you think the classes in the photos are interesting?



art class



Chinese class



acting class

2 Listen to two students talking about their vacation. Write *T* (Tim) and *J* or *J* (Jane) next to the places they visited and the subjects they mention.

- 1. Italy _____
- 2. San Francisco _____
- 3. acting _____
- 4. art _____
- 5. grandparents _____
- 6. languages _____
- 7. Italian _____
- 8. Portuguese _____
- 9. Chinese _____



3 Listen again. Answer the questions.

- 1. What does Jane want to study this semester? _____
- 2. Where do Tim's grandparents live? _____
- 3. What did he also do when he visited them? _____
- 4. What did he do at the end of his classes? _____
- 5. What did Tim and Jane finally agree about the vacation? _____

4 LISTENING PLUS Listen to a conversation between Tim, Jane, and Lisa. Choose (✓) *True* or *False*.

- | | True | False |
|---|--------------------------|--------------------------|
| 1. Lisa recognized Tim when she saw him. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2. Tim and Lisa were in the same class last semester. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3. Lisa and Jane met in Europe this summer. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4. Lisa's grandparents live in Italy. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5. Lisa saw Tim in San Francisco. | <input type="checkbox"/> | <input type="checkbox"/> |



READING

1 BEFORE YOU READ Look at the photos. What are the people doing?



The Monteverde Extremo zip line

ZIP-LINING IN
COSTA RICA

If you're looking for an adventure vacation, this is it! In Costa Rica, there are zip lines over the rainforests. A zip line is a **cable**. Costa Rica has the longest zip line in Latin America, the Monteverde Extremo, which is 1,590 meters long. Parts of it are more than 400 meters above the ground, and there are 14 **platforms**. You stand on the platform, attach yourself to the cable, and fly down the zip line over the trees! There is also a Tarzan **swing**. You can hold onto a rope and swing over a **valley**. It looks really dangerous. I can't imagine doing something like this. I'm not very **athletic**.

My friend Amy called me about three months ago. "Do you have any vacation plans this year?" she asked. "No, I don't," I replied. "OK, neither do I. But I have an idea." I love Amy, but she's a problem. When she discovers something new, she wants to do it. And she wants me to do it with her. This year, she discovered zip-lining. "I think we should go to Costa Rica," she said. "I'm afraid of **heights**," I said. "So am I," said Amy. "I want to go to the beach on vacation and do nothing," I said. "No, you don't," she said. Now here we are in Costa Rica. Today we rode on the Monteverde Extremo and the Tarzan swing. They were really **frightening**, but a great thing to do! I recommend them to everyone.



The Tarzan swing

2 Read the article. Answer the questions.

1. When did the writer get a call from Amy?
2. Was he enthusiastic about Amy's idea?
3. What was his alternative suggestion?
4. Describe the Monteverde Extremo.
5. In the end, how did he feel about the experience?

3 GROUP WORK Discuss the questions with your group.

1. Is there anything like this experience in your country?
2. Do you want to do something like this?

I think it's a great idea.

So do I. I'd like to do it.

WRITING

Turn to page 108.

READING

The goal of this section is to practice reading comprehension.

Activity 1

- Books closed. Ask students *When you go on vacation, do you like to be active or do you prefer to relax? What kinds of things do you like to do? Why?*
- Books open. Focus attention on the photos. Ask *What are they doing?* Have students describe what they see in each photo.

POSSIBLE ANSWERS

Someone is going down a zip line.
Someone is swinging with a rope.

Activity 2

- Focus attention on the questions. Explain or elicit the meaning of words students might not be familiar with.
- Have students read the article individually and answer the questions. Tell them not to be concerned if they do not understand every word in the text.
- Have students check their answers in pairs. Then check answers with the class.
- If your students need extra support with the reading, play the recording to the class. Have students stop you when there is a word they don't understand. Have other students provide the answers by paraphrasing, drawing, or miming.

ANSWERS

1. About three months ago.
2. No.
3. He wanted to go on a beach vacation (and do nothing).
4. It is the longest zip line in Latin America. It is 1,590 meters long. Some parts of it are more than 400 meters high. There are 14 platforms. You attach yourself to a cable and zip down the line over the trees.
5. It was frightening but great, and he recommends it to everyone.

EXTENSION

Ask more comprehension questions, for example:

What can visitors do on the Tarzan swing?

(They can hold onto a rope and swing over a valley.)

Why did the author not want to try zip-lining?

(He is afraid of heights.)

What does the author say is Amy's problem?

(Amy likes to try new things.)

CHALLENGE WORDS

- Focus attention on the words in blue in the article and explain that these are challenge vocabulary items.
- Write each sentence containing blue words on the board.
- If these challenge words haven't been defined by this point, ask students to use the context of the sentence to guess the definition of each one and then check their guesses in a dictionary. Then elicit and write the correct definitions on the board.
- Have students create new sentences for each challenge item and share them with the class.

Activity 3

- Focus attention on the questions and the example discussion. Have a pair of students read the example to the class.
- Then have students discuss the questions in groups.

ANSWERS

Answers will vary.

EXTENSION

Ask students to share their own experience of similar activities with a group or the class.

WRITING

Teaching notes for the Writing section are on page T-108.

SPEAKING

The goal of this section is to practice the language in the unit in an enjoyable, meaningful, and personalized way.

Activity 1

- Focus attention on the game board. Tell students they are going to play a game about vacation activities.
- Focus attention on the game instructions. Read them to the class and check understanding.
- Have students make pairs, write the numbers 1 to 9 on pieces of paper, and put them in a bag or box.
- Focus attention on the example conversation in the speech bubbles. Model the conversation with a student. Then have another student choose a number and ask you a question about the corresponding activity on the board. Answer the question and then have the student ask you for more information.
- Have students play the game in pairs, taking turns asking and answering questions. Remind them to ask for more information and to take notes so that they can report on their partner in Activity 2.
- As students work, walk around the class to check progress and offer help as necessary.

Activity 2

- Focus attention on the instructions and the example conversation in the speech bubbles. Model the conversation with a student.
- Have each pair of students join another pair. Then have students take turns telling about their partner's vacation. Encourage students to ask for more information.

VARIATION

With small classes, have students tell the class about their partners. Have the other students ask for more information.

Activity 3

- Have students go online to find an unusual and interesting activity to do on vacation. Suggest that students can search on websites of travel agencies specializing in adventure tours, or look for articles on interesting things to do on vacation, for example.
- Have students write a text with the information or present it to the class.
- Remind students that they can also share the information they find on the Discussion Board on Online Practice. You might also want to ask them to use the Discussion Board for the next unit's Warm-Up activity.

TEACHER RESOURCE CENTER

Print Unit 1 Test from the Teacher Resource Center for an end-of-unit assessment.

SPEAKING What did you do on vacation?

1 PAIR WORK Follow the instructions to play the board game.

<p>1</p>  <p>Play a sport</p>	<p>2</p>  <p>Go hiking</p>	<p>3</p>  <p>Meet interesting people</p>
<p>4</p>  <p>Go to the mountains</p>	<p>5</p>  <p>Study</p>	<p>6</p>  <p>Go to the beach</p>
<p>7</p>  <p>Travel to another country</p>	<p>8</p>  <p>Go sightseeing</p>	<p>9</p>  <p>Visit family</p>

- Write numbers 1 to 9 on pieces of paper and put them in a bag or box.
- Take a number and ask your partner about the activity on the board.
- Respond to your partner's answer, agreeing or disagreeing, and ask for more information.
- Take turns asking questions. Make notes of your partner's information.

Did you study on your vacation?

No, I didn't.

Neither did I. So, what did you do?

I went to the beach.

2 GROUP WORK Join another pair. Tell the group about your partner's vacation. Ask for more information about the other students' vacations.

Rita went to Rio last summer. She went sightseeing.

Rita, did you go to Copacabana Beach?

3 OVER TO YOU Find an unusual and interesting activity to do on vacation. Share the information with the class.

GO ONLINE
for grammar, vocabulary, and speaking practice

NOW I CAN

<p>SPEAKING</p> <p><input type="checkbox"/> describe a vacation.</p>	<p>GRAMMAR</p> <p><input type="checkbox"/> agree and disagree with others.</p>	<p>LISTENING</p> <p><input type="checkbox"/> understand activities and plans.</p>	<p>READING</p> <p><input type="checkbox"/> understand an article about an unusual vacation.</p>
---	---	--	--