

We're going to:

talk about holiday activities
read about a place to visit
describe a special place

write a poem about a dream holiday
read and talk about a special journey

1 Talk about it

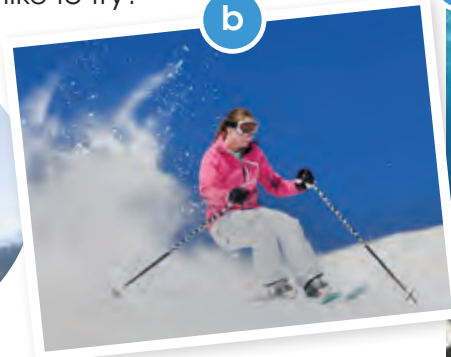


Which holiday activities are popular in your country?

Have you ever tried any of the activities in the pictures?
Which activities would you like to try?



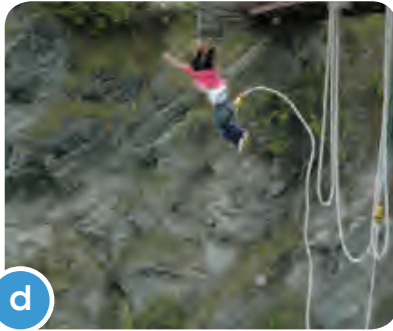
a



b



c



d



e



f

2 Word study Holiday activities

Match the words in the box to the pictures. Which of these activities can you do in your country? Where?

surfing bungee-jumping rock-climbing snowboarding skiing snorkelling

70 3 Listen

Which activities in the pictures are the children talking about?
Have they already tried the activities?

How is the second boy's opinion different?

- 2 Part 2: How does the first girl feel about the activity at the start?
Does she feel the same way at the end?

70 5  Listen again and complete these phrases from the conversations.

- 1 I'd really like to try it. It ___ be fantastic.
- 2 There is no ___ I'd do it!
- 3 It's really ___ and thrilling.
- 4 I don't think I ___ try it ___ I'd ___ really scared.
- 5 I'd ___ to have a go.
- 6 Maybe I ___ have a go, if I ___ the chance.

6 Use of English 2nd conditional

What kind of sentences are the phrases in Activity 5? Do they express real or imaginary situations?

7 Talk

Look at the *Use of English* box and use the phrases in Activity 5 to talk about the activities in the pictures opposite.

I'd love to try snorkelling ... There's no way I'd do ...

8 Talk

Think of an activity but don't tell your partner what it is. He/She will ask you questions to guess what it is. You can only answer **yes** or **no**.

Can you do the activity in this country?	No, you can't.
Do you do it in the sea?	Yes, you do.
Would you like to try it?	Yes, I would.
Is it ...?	

Use of English

Nouns with *-ing*

Nouns ending in *-ing*, are often words describing actions.

I really **love** **swimming** and **cycling**.

Have you ever **tried** horse-riding?



1 Talk about it If you were on holiday,

which of these places would you like to visit?
Why? What is your favourite kind of day out?
How do you decide where to go?

an adventure playground a museum
a wildlife park or zoo a theme park

Reading strategy: Prediction


You can often guess the content of a reading text by looking at what type of text it is.



2 Read

Before reading, look at the text opposite. What type of text is it?
What do you think you will find out?

3 Now read and match the text to one of the places in Activity 1.

4  Draw a table in your notebook and make notes about the good and bad points mentioned in the reviews.

5 Talk

Would you like to visit the Marine Park? Why? Why not?
Look at your notes from Activity 4 to help you decide.

6 Write

What words do the writers leave out of the sentences in **blue**? Complete the shortened sentences. Remember to change the punctuation.

There wasn't ~~not~~ enough time to ...

7 Use of English

Why do you think shortened sentences are used in a forum?
What other types of texts are written in this way?

8 Write Posting comments

- 1 Write positive and negative comments about a place that you and your classmates have all visited.
- 2 Display your comments on your classroom wall. Read other comments and vote on the most attractive place.

Visit a marine park



“Expensive but interesting” ☆☆☆☆☆ 26 July

Friends recommended Sol Marine Park, but we were disappointed by the crowds and the queues. **Not enough time to see everything in one day** and the two-day ticket was too expensive. But we loved feeding time at the fabulous dolphin arena and learned lots of fascinating facts at the marine life exhibition. Also, don't miss the interesting film about endangered marine species.

.....

“Great day out” ☆☆☆☆☆ 15 June

Great day out at Sol Marine Park! The underground aquarium is awesome. **Incredible experience** getting so close to sharks and giant turtles. Only downside was that it was crowded and we had to queue for most of the attractions.

Will definitely come again though.

.....

“Don't bother!” ☆☆☆☆☆ 11 August

Very expensive to get in; then we were shocked to find we had to pay extra for some of the attractions inside (e.g. the dolphin arena). **Also long tiring queues to get into most attractions** and only a small choice of expensive takeaway food. On the other hand, we enjoyed the endangered species documentary. Overall? Don't bother! We recommend the Seal Sanctuary nearby – cheaper and more relaxing.

.....

1 Talk about it



Think of a special place that you've been to.

Write as many adjectives as you can think of to describe it in one minute.

amazing, huge (the mountains were amazing because they were so huge)

- 2 Do you know anything about the city of Pompeii in Italy? What happened there? Look at the pictures and try to guess.




71 3 Listen

Listen to Hannah's description of her visit to Pompeii. What happened there? Were your predictions correct?

- 71 4 Listen again. Stop after each part and match with a heading.

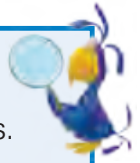
- a When Hannah visited Pompeii and who she was with
- b Her feelings about Pompeii
- c Interesting and surprising facts about Pompeii
- d What Hannah saw there

When you are describing a place, start with some interesting or surprising information to get the attention of the listener.

- 71 5  Write down three surprising facts from the first part of Hannah's description. Listen again and check.

Use of English

Adjectives + prepositions



We often use **prepositions after adjectives** to show how people feel about things.

I was **surprised by** how fast the time went.

6 Use of English

Look at the *Use of English* box and match the verbs and adjectives to prepositions to complete the sentences 1–4.

- 1 When we got there I ___ what I saw.
- 2 I ___ the stone figures.
- 3 I ___ the history and information
- 4 I ___ what I saw at the same time.

was fascinated
was really interested
was really amazed
felt very sad

+

about by in by

Present it!

Describing a special place

- Write notes about a special place you've visited. Organise your notes using the headings in Activity 4. Find some pictures.
- Write your description in full, using the headings to help you.
- Include some sentences to talk directly to your audience. This makes your audience feel included in your presentation.

You can see ... these things give us a picture of

- Include some sentences like the ones in Activity 6. Use these phrases to explain your reason for visiting the place, what you've learned and why it is important to you.

I was fascinated by I felt happy/sad about

- Practise your description with your partner or a small group.
- When you are confident, describe the place to your class or group. Listen to other descriptions and write down two interesting or surprising facts about each place.

1 **Talk about it** If you could go on holiday anywhere, where would you go? Why?

2  **Read**

Read the poems and match them to a picture.

I'd love to go to the Himalayas because I've never seen snow before ...
If I could go anywhere, I'd visit Sydney in Australia because ...

My dream holiday

If I could go anywhere in the whole wide world,
I'd travel to a tropical island by private plane ...
I'd **see shimmering** white sand and giant flowers,
And I'd hear toucans and humming birds.
I'd **touch** the **sapphire** blue ocean,
And I'd **taste** coconuts and mangoes.
I'd **smell** the warm **salty** air ...
And then I'd close my eyes and imagine all
my friends working hard at school!



My dream holiday

If I could go anywhere in the whole wide world,
I'd travel to Machu Picchu by mountain train ...
I'd **see** the clouds and the mountains all around,
And I'd **hear** the **ancient** Incas laughing and singing.
I'd **touch** the statues and the old **worn** stones,
And I'd **taste** the cool mountain air.
I'd **smell** the mountain forest ...
And then I'd call my best friend and send a
helicopter, so she could come too!



remember from each poem.

4 Word study Descriptive adjectives

Match the adjectives in **red** with a description.

- | | |
|--------------------------------------|--|
| 1 very very old | 4 the blue colour of a precious stone or jewel |
| 2 the air around the sea | 5 something that reflects light in a |
| 3 something that has been used a lot | beautiful way |

- 5 Look at the verbs in **blue** and think about their meaning. What do they have in common?

6 Listen and write

Your teacher is going to ask you these questions.

Close your eyes and listen, then write down your thoughts.

- 1 If you could go on holiday anywhere, **where** would you go? *I would go to Japan.*
- 2 **How** would you **travel** there?
- 3 What would you **see**?
- 4 What would you **hear**? *I would hear the busy sound of people in Tokyo.*
- 5 What would you **touch**? *I would touch Mount Fuji.*
- 6 What would you **taste**? *I would taste sushi.*
- 7 What would you **smell**?

Writing tip

Take time to think about what you are going to write before you make notes or begin writing.

Write A poem – My dream holiday

- Use your notes from Activity 6 to write a poem about your dream holiday. Use the poems in Activity 2 to help you.
- Begin your poem like this and put your own ideas in the spaces:
*If I could go anywhere in the whole wide world,
I'd travel to ... (PLACE) by ... (TRANSPORT)*
- Now add more sentences using the verbs in blue and your own ideas.
I'd see And I'd hear
- For the last sentence, put your own idea (it can be funny or serious!).
And then I'd
- When you've finished, display your poems for other students to read. Read each other's poems. Write down three more places that you'd like to visit after reading your classmates' poems.





How far do you think these things are from Earth?

72 2 Read

Read and listen to the extract. Why are Gedanken and Uncle Albert talking about the sky at night?

- 3 Read again and decide if the sentences after each section are **true** or **false**. Correct the false sentences.

1 The Light Beam That Got Away from The Time and Space of Uncle Albert by Russell Stannard

'Turnip wants us to do a project,' Gedanken announced.

'Turnip?' repeated Uncle Albert.

'Mr Turner – the science teacher. We have to choose a topic – a scientific one. Then,' she added with an air of importance, 'we have to research it ...'

'Research it!?' exclaimed Uncle Albert, looking as though he were going to burst out laughing.

'Yes,' said Gedanken indignantly. 'We have to research it – and write up the results in a folder.'

She was very fond of her uncle, but he could be so annoying at times. She hoped one day to be a famous scientist like him. That's why she had hoped he would have been pleased at her news. She now wished she had stayed at home and watched television.

Sensing her disappointment, Uncle Albert apologised. 'Sorry. It's just that ... well, we didn't do that sort of thing when I was at school. What's your topic?'

Gedanken shrugged. 'Haven't decided yet. Alison's doing dinosaurs. Frances Alexandra's doing something on volcanoes. Turnip says I could do 'Energy in the Home' – double glazing, electric toothbrushes and that sort of thing. But I'm not sure. I'd like to do something really interesting.'



Glossary

indignantly: angry because something is wrong or not fair

shrug: to raise and lower your shoulders meaning 'I don't know'

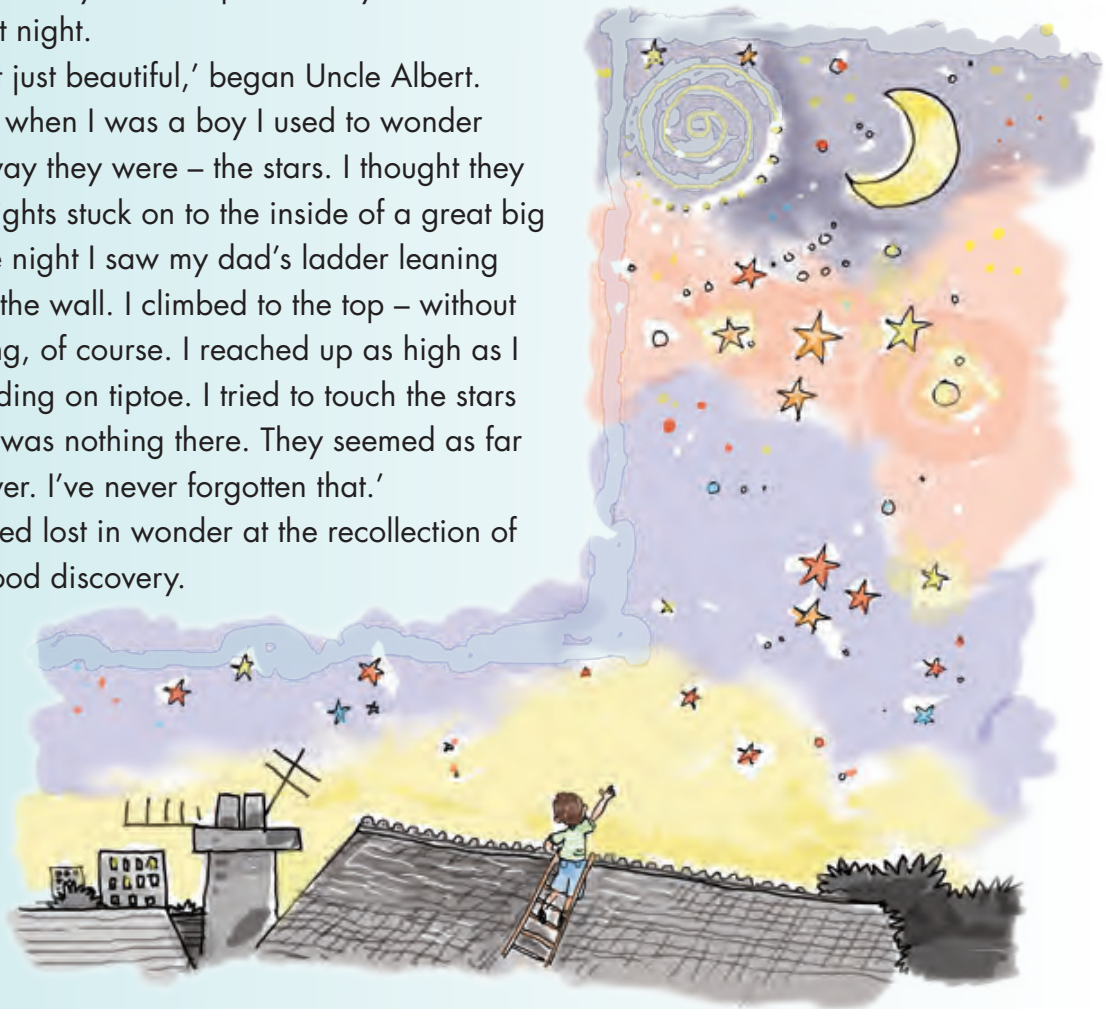
- 3 Uncle Albert is a science teacher.
- 4 Gedanken wants to be a famous scientist one day.
- 5 Gedanken is going to do her science project about 'Energy in the Home'.

2

They reached the park and Uncle Albert thankfully sat down on a bench. Gedanken joined him. Together they looked up at the sky. It was a lovely starlit night.

'Isn't that just beautiful,' began Uncle Albert. 'You know, when I was a boy I used to wonder how far away they were – the stars. I thought they were little lights stuck on to the inside of a great big dome. One night I saw my dad's ladder leaning up against the wall. I climbed to the top – without him knowing, of course. I reached up as high as I could, standing on tiptoe. I tried to touch the stars – but there was nothing there. They seemed as far away as ever. I've never forgotten that.'

He seemed lost in wonder at the recollection of that childhood discovery.

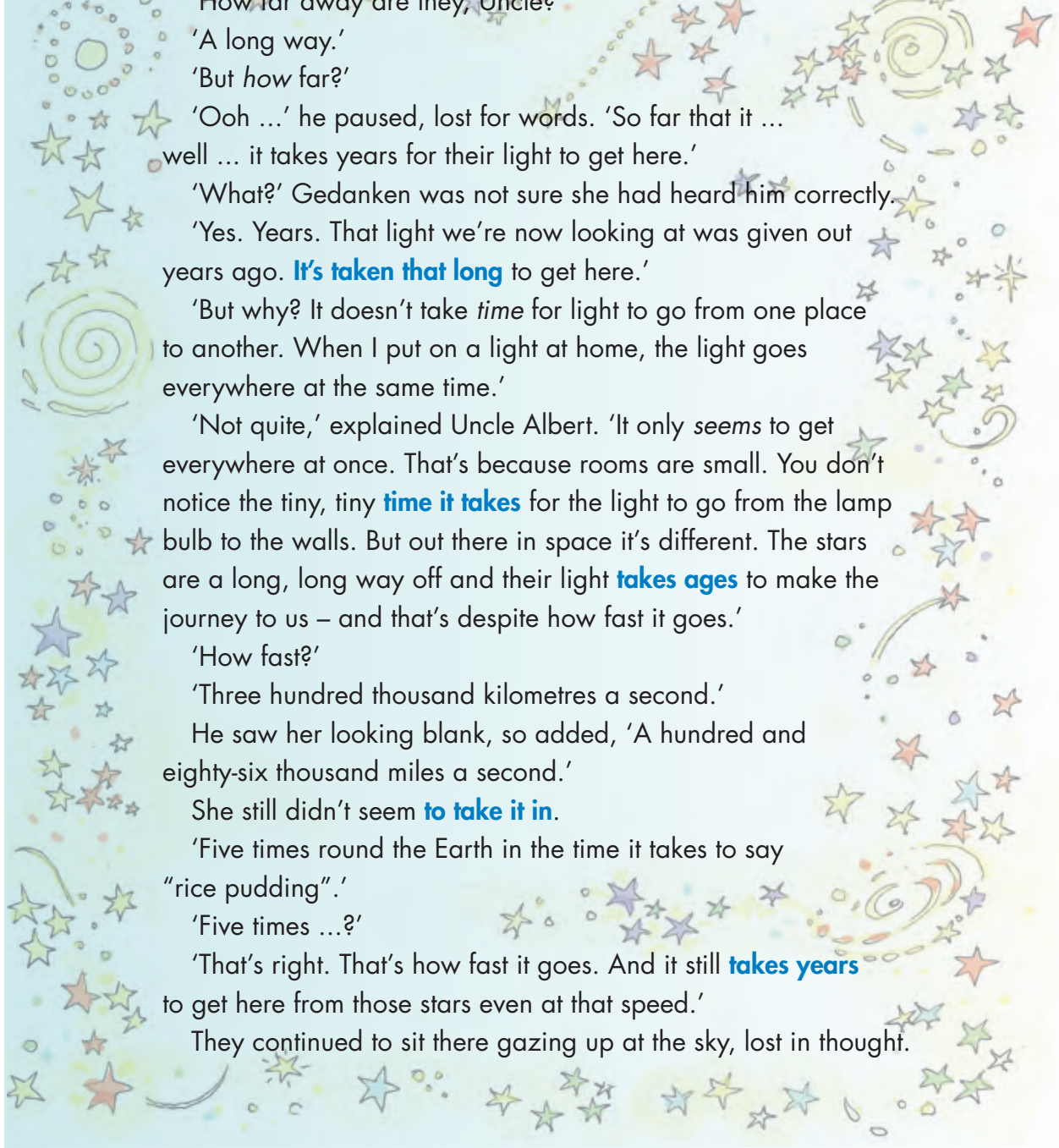


- 6 Gedanken and Uncle Albert are looking at the stars.
- 7 When he was a boy, Uncle Albert's father climbed a ladder and tried to touch the stars.

Glossary

dome: a roof that is a round shape

recollection: memory



How far away are they, Uncle?

'A long way.'

'But *how* far?'

'Ooh ...' he paused, lost for words. 'So far that it ... well ... it takes years for their light to get here.'

'What?' Gedanken was not sure she had heard him correctly.

'Yes. Years. That light we're now looking at was given out years ago. **It's taken that long** to get here.'

'But why? It doesn't take *time* for light to go from one place to another. When I put on a light at home, the light goes everywhere at the same time.'

'Not quite,' explained Uncle Albert. 'It only *seems* to get everywhere at once. That's because rooms are small. You don't notice the tiny, tiny **time it takes** for the light to go from the lamp bulb to the walls. But out there in space it's different. The stars are a long, long way off and their light **takes ages** to make the journey to us – and that's despite how fast it goes.'

'How fast?'

'Three hundred thousand kilometres a second.'

He saw her looking blank, so added, 'A hundred and eighty-six thousand miles a second.'

She still didn't seem **to take it in**.

'Five times round the Earth in the time it takes to say "rice pudding".'

'Five times ...?'

'That's right. That's how fast it goes. And it still **takes years** to get here from those stars even at that speed.'

They continued to sit there gazing up at the sky, lost in thought.

- 8 It takes a very long time for light to travel to Earth.
- 9 When we put a light on at home, the light goes everywhere at the same time.
- 10 Uncle Albert doesn't know exactly how long it takes for light to travel from space to Earth.

- 1 What did Uncle Albert believe about the stars when he was a young boy?
- 2 What did you believe about the stars when you were very young?
- 3 Which topic do you think Gedanken might choose for her science project?

The stars and moon Electric toothbrushes The Journey of light from space to Earth

5   **Write**

Why are these numbers important in the story? Write the words as numbers.

Three hundred thousand kilometres a second.

A hundred and eighty-six thousand miles a second.

6 **Word study** Expressions with *take*

Look at the expressions in **blue** in the last part of the story.

Which phrase is the odd-one-out? Why?

7  **Talk**

Discuss the questions with your partner.

- 1 How long does it **take** you to get to school?
- 2 How many years does it **take** to start and finish school in your country?
- 3 How much time does it **take** to travel from your home to your nearest family member?
- 4 What have you learned in school recently that you found difficult to **take in**?
- 5 Tell me about something that it **takes ages** to do.

73 **8** **Pronunciation** The *o* sound

Listen and repeat these words from the story. What difference do you notice when pronouncing the **o** sound? Which word has both sounds?

topic going fond so hoped sorry volcanoes

9  **Values** Learning from family members

- 1 What information did Gedanken learn from her Uncle Albert? Which school subject will it help her with?
- 2 How do your family members help you with your school work? Who is the most helpful? Why?
- 3 Tell your partner about something important that you have learned from one of your family. It can be connected with school work or useful advice about anything at all.

1 A survey and mini-report

- 1 Write down six holiday activities.
- 2 Make two questions to ask your classmates to find out:
 - which activity they would like to try (that they haven't tried before)
 - why they would like to try it
- 3 Interview ten classmates: Student A asks one question and Student B makes notes; Student B asks the other question, Student A makes notes.
- 4 Look at the results and create a pie chart.
- 5 Write a short report explaining why your classmates would like to try the activities.



Two classmates would like to try rock climbing because it would be exciting and scary at the same time

- 6 Make a poster showing your pie chart and mini-report; present your findings to the class and compare with other groups.

2 Make a poster about a place you would like to visit

- 1 Research the place; talk to someone who has already been there, use the Internet or library.
- 2 Make notes on the following topics: a description of the place; how you would get there; where you would stay; what would you do while you were there.
- 3 Now write about each topic. Write a first draft and check grammar, vocabulary and spelling.
- 4 When you've checked, write your texts on a large piece of poster paper. Decorate with pictures.
- 5 Display your poster on the wall. Read other groups' posters and write down something interesting or surprising that you have learned from each one.

What can we learn from travelling and holidays?

- 1 Which holiday activities are featured in Lesson 1? Which ones did the children talk about? Which ones can you do in your country?
- 2 Write your thoughts about three activities from Activity 1.
I'd love to try skiing.
I don't think I'd try rock climbing – I'd be really scared!
- 3 Finish these phrases to write three sentences about a place you've visited:
I was amazed ... I was interested ... I was fascinated ...
- 4 Which places are the poems about in Lesson 4?
- 5 Finish the sentences about a place you'd like to go to:
If I could visit anywhere, I'd I'd
I'd stay in a ... , if I If my family
- 6 What kind of project does Gedanken have to do in the story in Lesson 5?
- 7 What does she talk about with her uncle?



Look what I can do!

Write or show examples in your notebook.

- 1 I can talk about trying new holiday activities.
- 2 I can read and discuss information about a place to visit.
- 3 I can describe a place that is special to me.
- 4 I can listen and understand other descriptions.
- 5 I can write a poem about a dream holiday.
- 6 I can read and talk about a story about a special journey.

In pairs, do the tasks in each box. How many points can you get?

1

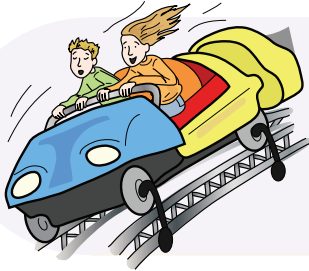


Act out four free-time activities. Can your partner guess what they are? Then tell your partner what you like / don't like doing in your free time.

I really like but I can't stand

Total: 8 Points

2



Change these adjectives into nouns.

amazing brave beautiful afraid proud excited
(1 point for each + 1 extra point for correct spelling)

Total: 12 Points

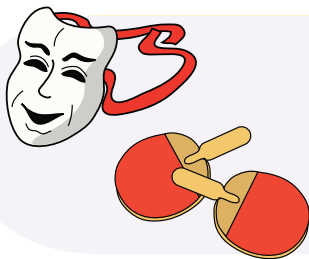
3



Name as many school subjects as you can in 1 minute (1 point for each). Tell your partner which ones you are good at / like / don't like.

Total: ? Points

4



What extra-curricular activities can you do at your school? Which ones do you do? Which would you like to do?

Total: 8 Points

5



Act out four sports that you have done or played in the last two years. Which do you like best? Why? Tell your partner what equipment you need to do these sports.

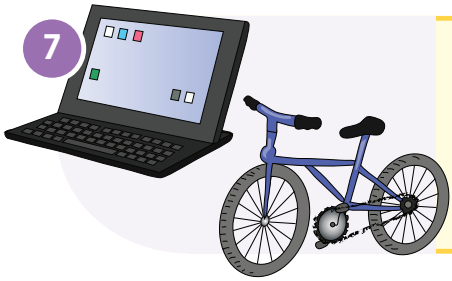
Total: 8 Points



partner correct spelling, then tell your partner about the last film you saw – the type of film, the plot and the setting. Would you recommend the film? Why / why not?

Total: 15 Points

7



Name four gadgets or pieces of equipment that you use a lot. Which is your favourite? Why? Tell your partner.

It's got to be my ... because ...

Total: 8 Points

8



If you could go on an exciting expedition, where would you go? Why? What equipment would you need (name at least four things)?

Total: 8 Points

9



Write down six verb/noun phrases to describe ways of communicating (e.g. send an email). Which have you used in the last 2 days? Which is your favourite way of communicating? Why?

Total: 8 Points

10



Write down as many holiday activities as you can, ending in *-ing*. You have 1 minute.

(1 point for each correct word / 1 point for each correct spelling).



Have a great holiday!

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Key: t = top, c = centre, b = bottom, l = left, r = right.

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