

2 BACK TO NATURE

Students will practise...

- the past simple
- the past continuous & past simple

and they will learn how to...

- talk about survival stories
- talk about what was happening in the past
- talk about more than one action in the past

KEY VOCABULARY PAGES 14–15

Lead-in

Write *Back to nature* on the board and elicit or explain the meaning (going from a city to live or spend time in the countryside). Ask students: *What can you see in the countryside? Do you enjoy being in the countryside? Do you enjoy going 'back to nature'?* Elicit a range of responses and encourage a class discussion. With a weaker or mixed-ability class, you could start by putting students into groups and asking them to brainstorm vocabulary to do with the countryside. Elicit words from the class and write them on the board. Try to incorporate revision of basic items such as *tree, flowers, river, hills, etc.*

- 1 Students discuss the question in pairs. Ask them to focus only on the actions in the photos at this point, and not to worry if they don't know all the vocabulary for the places where the people are.

ANSWERS

a horse-riding b meditating / praying c painting d playing on the beach e sleeping / fishing f taking a photo

- 2 Read through the phrases in A in the Key vocabulary panel and model and drill pronunciation of difficult words such as *mountains, island, country*. Check that students understand the meaning of the words and phrases, especially the difference between *coast* and *beach*. Students then work in pairs to describe the photos.

- 3 a Play the first part of the audio and elicit an example answer. Play the remaining audio for students to complete the task.

ANSWERS

Roxanne – f, Juan – e, Sunee – d, Mohammed – b



2.1

Roxanne

I don't like cities, especially the one I live in. It's noisy and dirty! When I can, I like to go somewhere wild, in the middle of nature. My favourite place is the rainforest in the south of China. It's wet and rainy, but there's so much to see, you don't care! I took loads of photos of trees and animals. I didn't want to forget anything!

Juan

My favourite place in the world is a river in the north of Uruguay, not far from where I live. It's a really peaceful place, so quiet. I go to the river most weekends and fish... At least, I pretend to fish, but a lot of the time I just relax. OK, so if I'm honest, sometimes I fall asleep!

Sunee

I've lived on the island of Phuket in Thailand my whole life. It's small, but it's very friendly. My family and I often go to this beach on the east coast to meet friends and talk, and sometimes we eat here too. It's a lively place – there's always something happening.

Mohammed

I love walking, which is useful, I guess, because I work as a tour guide! The Moroccan desert can be dangerous, but it's very beautiful too, especially in the mountains in the west. I try to help visitors understand that this place is unique – there's nowhere quite like it.

- b Play the audio again for students to complete the sentences with words from the Key vocabulary panel.

With a weaker class, before they listen, refer students back to the photos and the words and phrases in the Key vocabulary panel and predict which words are missing.

ANSWERS

1 rainforest 2 river 3 island, beach 4 desert, mountains

- 4 Complete the compass points with the whole class. Model pronunciation of the words, paying particular attention to *south*. Play the audio again for students to listen for the words.

ANSWERS

1 north 2 west 3 east 4 south

Roxanne – south (of China), Juan – north (of Uruguay),

Sunee – east (coast), Mohammed – (mountains in the) west

Focus on the Key vocabulary panel again. Read the phrases in the box and check understanding.

Read the example sentence and give one or two more examples based on the map. Students then work in pairs to match the places to the phrases.

Give a description of where your hometown is, then ask individual students to describe where their hometown is.

Alternative task

You could leave the remaining exercises with the map in the Key vocabulary panel until after students have completed exercise 5.

- 5 a** Read the sentences aloud. Elicit or teach the meaning of the adjectives and model and drill pronunciation. Students discuss the question in small groups. You could play the audio again for them to check if they find this difficult.

ANSWERS

1 Juan 2 Sunee 3 Mohammed 4 Roxanne

b Refer students to transcript 2.1 on page 162. Students find the adjectives in pairs. With a mixed-ability class, try to pair up weaker students with stronger students. Check answers. Check understanding of the adjectives and model and drill pronunciation.

Ask individual students which adjectives describe their hometown. Alternatively, ask students to choose the three adjectives that best describe their hometown. They can read them to the class and see who has made similar choices.

ANSWERS

wild, wet, rainy, quiet, small, lively, dangerous, beautiful

- 6** Allow students time to prepare their answers individually before they discuss in pairs. Ask some students to report back.

Extra activity

Students write a short description of their hometown or a place that they know, describing where it is and what it is like. They can read their descriptions to the class and students can give their reactions.

2.1 SURVIVAL PAGE 16

READING

Lead-in

Write *survival* and *survive* on the board and elicit or teach the meaning. Ask: *How long can people survive in the mountains or the forest? Do you know any amazing survival stories?* Elicit a few ideas.

- 1** Students discuss the question in pairs. You could also ask them to predict how long each of the people in the photos survived.
- 2 a** Teach *rainforest*. Students read the articles quickly and do the task. Remind them not to worry at this stage if they don't understand everything in the articles.

ANSWERS

1 c 2 a 3 b

Background notes

Survival television shows are very popular on British television.

Ray Mears is a British TV presenter. He has had several successful TV series in which he demonstrates survival techniques, including *Ray Mears' Bushcraft*, *Ray Mears Goes Walkabout* and *Extreme Survival*. He is especially interested in survival techniques used by traditional hunter-gatherer communities.

Edward Grylls (known as Bear Grylls) is a British adventurer and TV presenter, whose TV series *Man vs Wild* (also called *Born Survivor*) was extremely popular. In the series, he is left in remote locations and has to survive and find his way back to safety.

Les Stroud is a Canadian film-maker and survival expert. When he married his wife, the two of them spent a year in the Canadian wilderness living a stone-age existence. His TV series *Survivorman* was extremely popular in Canada.

b With a weaker class, read the sentences aloud and teach any unfamiliar words, e.g. *bright*. Elicit which text each sentence refers to before students complete the task.

ANSWERS

- 1 false, he didn't have a mobile phone with him
2 true
3 false, he had some food in his rucksack
4 true
5 true
6 false, he was lost for more time than Grayson, but Christopher was lost for four days

- 3** Students do the task in pairs. With a weaker class, tell them that 1–3 are in text 1, 4 is in text 2, and 5–6 are in text 3.

ANSWERS

- 1 lost their way
2 scared
3 tips
4 alone / by himself
5 shelters
6 dawn

- 4** Students discuss the questions in small groups. In a multilingual class, try to ensure that each group has a mix of nationalities. Ask one or two students from each group to report back on their discussions.

GRAMMAR PAGE 17

- 1 a** Refer students back to the sentences in the articles. Ask if the verbs refer to the past, present or future. Ask if students can identify the tense (the past simple).
- b** Refer students to the Grammar panel. Read the notes on the past simple and complete the negative and question forms with the whole class.

ANSWERS

- 1 didn't visit 2 did... visit

PAST SIMPLE

Students often struggle with the fact that in the negative and question forms of the past simple, the base form of the verb is used, rather than the past simple form, e.g. *We didn't visit the city.* NOT *They didn't visited the city.* Students also find irregular verbs difficult, and it is worth giving them regular practice to help them learn the many common irregular verbs.

- 2** Divide the class into three groups and allocate one text to each group. Students can work in pairs within their group to find the past simple verbs and decide if they are regular or irregular. Tell students to look for just affirmative verbs. Monitor and help as necessary.

When students are ready, put them into threes, with one student from each group. Students can compare notes on the verbs in their texts. Encourage them to note down and learn the irregular forms.

ANSWERS

Text 1: Irregular: lost, were, was, saw, swam, got, said
Regular: followed, walked, tried, rescued, wanted

Text 2: Irregular: spent, were, went, put, left, was, knew, said, found

Regular: survived, noticed

Text 3: Irregular: broke, was, slept, made, drank, got up, found
Regular: remembered, stayed, decided, walked

- 3** Students work individually or in pairs to find the highlighted words and complete 3–7 in the Grammar panel. Check answers and read the examples in the Grammar panel. Point out the position of *ago*, and point out the difference between the prepositions *at* (times), *on* (days) and *in* (years).

ANSWERS

3 at 4 in 5 last 6 on 7 when

TIME EXPRESSIONS

Students often make mistakes with the prepositions used in time expressions. Typical mistakes include *at Wednesday* or *in the fifth of June*. Students also find it difficult that *ago* goes at the end of the time expression: *two years ago* NOT *ago two years*.

- 4 a** Ask students what they remember about Bear Grylls. You could ask them to read text 2 again to check their answers quickly.
- b** Students complete the past simple form of the verbs.

Mixed ability

With a weaker or mixed-ability class, go through the verbs with the class first and decide which are regular and which are irregular. Encourage students to use a dictionary to check the irregular verb forms.

ANSWERS

- 1 did Bear become
- 2 climbed
- 3 went
- 4 didn't travel
- 5 flew
- 6 did he do
- 7 slept
- 8 didn't stay
- 9 didn't take
- 10 ate

- 5 a** Students write the questions in pairs. Check answers, and correct any mistakes with the question forms before they prepare their answers.

Ask a few students for their answers to some of the questions, and correct any errors with the verbs.

ANSWERS

- 1 When did you go? What was the weather like?
- 2 Where did you go? What was the place like?
- 3 What did you do? Did anything interesting happen?

- b** Students discuss the questions in pairs. Ask one student from each pair to report back to the class.

PRONUNCIATION

- 1 a** Students complete the table individually or in pairs. Check answers.

ANSWERS

decided, followed, needed, noticed, stayed, stopped, walked, wanted

- b** Check that students understand *syllable*. If necessary, write a few simple one and two-syllable words on the board to check. Students work in pairs to think about which of the infinitives have two syllables. Play the audio for them to check.

ANSWERS

decide, follow, notice

- 2 a** Play the audio. Students listen and identify the verbs where *-ed* is pronounced /id/.

ANSWERS

decided, needed, wanted

- b** Give students time to try and work out the rule in pairs, but be prepared to teach it if students find it too difficult.

ANSWERS

/t/ or /d/

- 3 a Ask students to underline the past simple verbs in the sentences, then read the sentences to each other in pairs and decide which verbs are pronounced with an extra syllable.
- b Play the audio for students to check, then listen again and repeat.

ANSWERS

hated, visited, started

- 4 Students work individually to write their sentences. Monitor and help weaker students.

2.2 CAPTURING THE WILD PAGE 18

SPEAKING & LISTENING

Lead-in

Refer students to the photos on page 18 and ask: *What do they show? Are they good photos? Why? Do you think it is difficult to take photos like this? Why?* Elicit a range of ideas and model pronunciation of the animal words.

Mixed ability

With a weaker or mixed-ability class, take this opportunity to revise animal vocabulary. Give students in pairs one minute to brainstorm animal words. Elicit words from the class and write them all on the board.

- 1 Students discuss the questions in pairs. Ask some students to report back.
- 2 Read the three jobs. Make sure students understand *wedding* and *wildlife*, then model and drill pronunciation of *photographer*. With a weaker class, elicit some ideas from the class by asking: *Why is the job of a news photographer difficult? What about a wedding photographer?* Students then discuss the questions in pairs. Ask students to report back, and see if the class agrees on which job is the most difficult.
- 3 Play the audio for students to listen and answer the question.

ANSWERS

frog, lion, monkey



2.5

P = Presenter S = Steve

- P: Welcome to *Nature Watch*. Our guest this morning is Steve Bolton, who won the World Wildlife Photographer competition a few days ago. Steve, it's a great photo. Was it difficult to take?
- S: No, it was very easy! I took it last year, while my girlfriend and I were travelling through Bolivia. I was sitting next to a river and I saw the frog. It was jumping to catch an insect and luckily I had my camera with me... and that was it!
- P: Being a photographer is an unusual job. How did it all start?

- S: Oh, it started way back, when I was a kid. I got a camera for Christmas when I was eight – no, sorry, when I was seven. I absolutely loved it... When I was nine, I already knew I was going to be a photographer when I grew up. And here I am!
- P: What are the best things about your job?
- S: Well, I love travelling! I've been to Africa a lot, because my parents live in Nairobi, the capital of Kenya. But I didn't go there last year. For a change, I visited the south, from Australia to Antarctica – well, the northern part of Antarctica, anyway. Next year I'd like to go somewhere new, maybe North America, to photograph the bears. That'd be exciting!
- P: Which animals do you like the best?
- S: Butterflies and fish are pretty, but I really love working with big, wild animals, especially lions. I once took a great photo of one when I was working in Africa. It looked amazing while it was running – so beautiful. I don't like snakes, though. They're too dangerous!
- P: I imagine working with animals can be difficult...
- S: Well, they often surprise you! Once, while I was filming birds in the desert, a monkey ran away with my lunch! On another trip, a crocodile ate my bag – with my mobile inside!
- P: How awful!
- S: Yeah, it wasn't funny at the time...

- 4 Give students time to read the questions and options. Play the audio again for them to listen and choose the correct answers.

ANSWERS

1 b 2 c 3 a 4 b 5 a 6 b

GRAMMAR PAGE 19

- 1 a Students read the sentences and match them to the photos on page 18.

ANSWERS

1 c 2 a

- b Focus on the verbs in bold and elicit or teach that they are in the past continuous form. Read through the Grammar panel with the class before they do the task.

ANSWERS

1 was 2 were

PAST CONTINUOUS

Students often forget that they need to use *were* with a plural noun: *We were travelling*. NOT *We was travelling*. In negative and question forms, they may make the mistake of using *did* or *didn't*: *We didn't travelling*.

- 2 Students study the transcript and find more verbs in the past continuous.

ANSWERS

was sitting, was jumping, was running, was filming

- 3 a&b** Make sure students understand the verbs in the box. Students prepare their ideas individually, then compare answers in pairs.

Check answers and write the past continuous forms on the board for students to check their spellings.

- 4** Elicit ideas from the whole class, or put students into pairs to discuss their ideas.
- 5** Allow students time to read the questions and guess their partner's answers before they ask and answer the questions in pairs.
- Ask students to report back on how many of their guesses were correct.

SPEAKING

- 1** Focus on the photo and elicit *bull* and *swimming pool*. Students ask and answer the questions in pairs. Elicit some ideas from the class.
- 2** Play the audio for students to check their ideas.



2.6

This is a very strange photo. I took it last summer. We were staying in the countryside, not far from a local farm. Anyway, it was a sunny evening, and I was having a party with some friends. Suddenly, a bull ran into the garden! Well, you can imagine how we felt... everyone was really surprised, and just a little bit frightened! We didn't know what to do. While we were watching, the bull jumped into the swimming pool. It was, well, it was just so funny. He looked like he was having fun! Eventually, some farm workers arrived. They tried to get the bull out, but it was very difficult, especially as everyone was laughing. I don't think any of my friends will forget that party!

Extra activity

Ask students to write a summary of the story based on the listening, using verbs in the past simple and past continuous. Ask some students to read their stories to the class, then play the audio again for them to compare.

2.3 ANIMAL ENCOUNTERS PAGE 20

SPEAKING & VOCABULARY

Lead-in

Ask students: *Do you have any pets? What are they? Do you enjoy going to the zoo? Do you like spending time with animals? Would you like to work with animals?* Elicit a range of ideas.

- 1 a** Read the title *Animal encounters* and elicit or teach the meaning. Students work in pairs to name the animals. Encourage them to use a dictionary to check any animals in the box that they don't know.

ANSWERS

a polar bear, dog b giraffe c cow d monkey

- b** With the whole class, discuss what the animals are doing and which situation is the most worrying.

- 2 a** Students do the task in pairs.

ANSWERS

- 1 cat, dog, horse, snake
2 giraffe, lion, monkey, polar bear, snake
3 deer, fox, giraffe, lion, monkey, polar bear, snake
4 cow, horse, pig, sheep

- b** Students do the task in pairs, or as a whole class.

- 3** Read the example answer as a class. Give students time to prepare their answers individually. In a multilingual class, put students into pairs of different nationalities. In a monolingual class, you could do this exercise with the whole class.

LISTENING

- 1 a** To help students, ask them what kinds of words they will listen for to help them do the matching exercise (the names of animals). Tell students they will hear Jan first, then Lucia. Play the audio for students to listen and match.

ANSWERS

Jan – photo c, Lucia – photo d



2.7

Jan

- A: We had a really great time on holiday. I've got to tell you about the first night, because it was really funny. Something really strange happened...
- B: Yeah, what?
- A: Well, we spent ages shopping, so we were late getting to the campsite. While we were driving there, it got really dark. So we put the tent up quickly, then we went to bed. Anyway, early in the morning, we heard this really strange noise... It woke everyone up because it was so loud... And that's not all. It didn't sound, well, *human*...
- B: Ooh, frightening!
- A: Yeah, it was! Jacek and I wanted to call for help, but Agata told us not to be silly... While we were talking about what to do, she opened the tent door, and you won't believe what happened...
- B: What?
- A: This, uh, *cow*, put its head right inside the tent! There were cows everywhere! It seems we were camping in the wrong place!
- B: That's crazy!
- A: Yep, it was crazy all right, but really funny! We laughed for ages. I'll never forget it...

Lucia

- A: It was a fantastic holiday – really great. Well... apart from the last day that is! We had a bit of a scary experience!
- B: Oh no, what happened?
- A: Well, we were driving through a safari park when some monkeys jumped onto the car! We were driving along, looking at all the animals. Some monkeys were following us when

suddenly they jumped onto the roof. We could see them through the windows.

B: Oh no!

A: It was a bit scary! They were making a lot of noise! Then one of them climbed through the window and took my sunglasses!

B: No! I don't believe it!

A: Yes! Then it ran away with them – and they were really expensive! Anyway, when some men came and chased the monkeys away.

B: That sounds... er, interesting, Lucia. The thing is, I've got to go, I've got some friends coming over and... Shall I call you later?

b Allow students time to read the statements. Deal with any vocabulary queries before you play the audio again.

ANSWERS

1 J 2 L 3 B 4 L 5 J 6 J 7 L

2 Refer students to transcript 2.7 on pages 162–163 to check their answers.

3 a Allow time for students to read the sentences. Deal with any vocabulary issues. Students do the task individually or in pairs.

b Play the audio again for students to check their answers.

ANSWERS

Conversation 1: 1 b 2 b 3 a

Conversation 2: 4 b 5 b 6 b

4 With a weaker or mixed-ability class, work with the class to retell each story and make sure students have understood it fully before they discuss the questions in pairs.

GRAMMAR PAGE 21

1 a Students do the task individually or in pairs.

ANSWERS

1 Agata opened the door of the tent

2 a cow put its head inside the tent

3 some monkeys jumped on the car

4 took my sunglasses

b Students do the task in pairs.

ANSWERS

1 a past simple: climbed, opened

b past continuous: were talking, were driving

2 a opened, jumped

b took, put

2 Focus on the Grammar panel and read the explanations with the class. Work as a whole class to complete 1–4.

ANSWERS

1 past simple 2 past continuous

3 past continuous 4 past simple

PAST SIMPLE & PAST CONTINUOUS

Students often under-use the past continuous and instead use the past simple for both longer and shorter actions in the past: *We walked home when we met him.*

3 Students choose the correct verb forms. With a weaker class, do the first one or two as examples, encouraging students to think about why each verb form is correct.

ANSWERS

1 were walking 2 heard 3 stopped 4 listened 5 jumped

6 was carrying 7 looked 8 turned 9 ran

4 a Focus on the pictures. Elicit or teach *bear* and *pots and pans*. You could give students a possible first line for their story: *Two people were camping in Canada.* Students work individually to write their stories. Monitor and help as necessary. Ask students to compare their stories in pairs.

b Play the audio for students to compare the story to their version. Ask what differences there were.

2.8

We were camping in the mountains, not far from a lake. We knew it was bear country but we were very careful and didn't leave any food around. Early one morning we were sleeping in our tents when a noise woke us up. I got up and looked out through the tent window. There were two bears in the woods. They were walking towards our tents. They were really incredible animals, so big and beautiful. We were terrified. We didn't know what to do. Jane picked up a pan and started hitting it. The bears stopped and listened for a moment, but they didn't run away. We were banging the pans and making as much noise as possible! The bears didn't like it. They turned around and ran slowly back into the woods. It was a really scary experience. But it was special too. It's not every day a bear comes to visit!

5 a&b Students discuss the questions in small groups. Ask each group to report the most interesting story to the class.

Extra activity

Ask students to write up their stories and include some of the vocabulary from pages 14–15 and the time expressions from page 17.

2.4 FUNCTIONAL LANGUAGE PAGE 22

TUNE IN

1 a Focus on the photos and ask students: *Where are the people?* Refer them to the title of the lesson and elicit that we check in at a hotel and at an airport.

b Students can do this exercise in pairs, and use dictionaries if necessary. Check answers and model pronunciation of *suite*.

ANSWERS

3 both 4 b 5 a 6 a 7 b 8 a 9 both

- 2 a** Play the conversations for students to match them to the photos and underline in 1b any words that they hear.

ANSWERS

Conversation 1: photo b; passports, reference number, bags, boarding gate, connection

Conversation 2: photo a; reference number, breakfast, suite, bags, internet



2.9

Conversation 1

A: Good morning, can I have your passports, please?

B: Yes, of course, here they are.

A: Where are you travelling to, madam?

B: Singapore.

A: Do you have your flight reference number with you?

B: Yes, here you are.

A: Thanks very much. How many bags do you want to check in?

B: Just this one.

A: Did you pack the bag yourself?

B: Yes.

A: You didn't leave it unattended at any time?

B: No, no.

A: OK, thank you. Madam, I'm afraid there is a delay on your flight...

B: Oh dear... how long is it?

A: I'm not sure. They'll inform you at the boarding gate. Please go straight through to passport control now.

B: Oh, that's terrible, I'm going to miss my connection.

A: Here's a free pass to our business lounge, you'll be more comfortable there

B: Oh, that's great... thank you!

Conversation 2

A: Hi, can I help?

B: Yes, can I check in, please? The name's Mantel.

A: Of course, do you have your booking reference number?

B: Yes, here it is, we booked online.

A: What was the name, again?

B: Mantel.

A: Ah yes, here you are, a double room arriving 15th and leaving on the 17th... Is that correct?

B: That's right. Just one question.

A: Certainly...

B: Is breakfast included?

A: Let me check sir... Yes, that's right. Breakfast is from 7 to 10. And I have some good news for you, you have a suite!

B&C: Oh, that's a surprise. Thanks very much!

A: Here's your key... room 202... Leave your bags and we'll take them up to your room. Enjoy your stay!

B&C: Thanks, we will! One more thing...

A: Yes?

B&C: Is there Wi-Fi in the rooms?

A: Yes, but there's an extra cost for internet. Here are the details.

B&C: Oh, that's a shame.

- b** Allow students time to read the statements before you play the audio again for them to do the task.

ANSWERS

Conversation 1: 1 F 2 F 3 T

Conversation 2: 1 T 2 F 3 T

FOCUS ON LANGUAGE

- 3 a** Check that students understand words a–c. Students work individually or in pairs to match the extracts to the people. Check answers.

ANSWERS

1 c 2 a 3 c 4 a 5 b 6 b 7 a 8 b 9 a

- b** Students match the responses to the extracts.

- 4** Play the audio again for them to listen and check.

ANSWERS

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

Focus on the *Intonation* box and work through the exercise with the class. If students are struggling to hear the intonation, read the responses yourself, exaggerating the intonation and using your hand to indicate where your voice goes up or down.

Drill the responses chorally and individually, encouraging students to use the correct intonation.

ANSWERS

happy: g, h (intonation goes up) unhappy: f, i (intonation goes down)

Extra activity

Put students into pairs. Tell them to cover 3b and take turns to read the extracts from 3a. Their partner should try and give the response from memory, using the correct intonation.

OVER TO YOU

- 5 a** Put students into pairs and refer them to the pairwork pages. Monitor and help as they act out the first situation.
b Students act out the second situation. Monitor while students are working, and correct any common errors in a feedback session at the end.

2.5 WRITING TASK PAGE 23

Lead-in

Ask students: *Where do you usually go on holiday? What kind of holidays do you enjoy? What do you like doing on holiday?* Elicit a variety of responses.

TUNE IN

- 1 Students discuss the questions in pairs.
- 2 Students read the holiday review and check their answers.

ANSWERS

- 1 She went to Borneo. 2 She walked every day.
- 3 No, she didn't enjoy it because it rained every day and she didn't see any interesting wildlife.

- 3 Students discuss the question in pairs, or as a whole class.
Ask: *What information do you expect to find in a holiday review?* Elicit a range of answers.

PREPARE FOR TASK

- 4 Students match the paragraphs to the descriptions.

ANSWERS

- 1 c 2 a 3 b

- 5 Students read the review again and find examples of the language. Check answers.

Write the time expressions and adjectives on the board and elicit other ones you could use in a holiday review. Refer students back to the adjectives on page 14 to help them.

TASK

With a stronger class, work through exercises 6 to 8 as described here. For a weaker class, follow the alternative ideas below.

- 6 Elicit some ideas of amazing or terrible holiday experiences. Write good ideas and useful vocabulary on the board.
- 7 Students can plan individually or in pairs. Alternatively, read through the content questions with the class and elicit ideas for each question.
- 8 Students write their descriptions, following the plan in 7 and using the language checklist in 5.

Alternative task

Read the two possibilities. Ask students: *Is the review in exercise 1 an amazing experience or a terrible experience?* (Terrible.) Ask them to imagine the same holiday as an amazing experience.

With the whole class, compose a positive version of the review and write it on the board.

Elicit some ideas for other holiday experiences and write them on the board. You could bring in some pictures from holiday brochures to give students ideas.

Read out the questions on content ideas one by one, and elicit a variety of answers for each one. Write useful adjectives on the board.

Students can work in pairs to write their review.

REPORT BACK

- 9 **a&b** Students compare their reviews in groups. Ask them to identify the most interesting things in each review.
- 10 Students decide on their favourite review as a group. You could get each group to read out its favourite review.