

Unit goals

- Talk about vacation activities
- Rent equipment from a store
- Ask for advice
- Learn about adventure travel

Featured words/phrases

surfing

windsurfing

surf kayaking

snorkeling

sailing

body boarding

Unit language

Do you rent (body boards)?

How much are they?

Does the price include (fins)?

I'll rent one for (half a day).

Do I pay now?

You can pay when you come back.

You should go in the morning when the waves are smaller.

If you fall out, always stay with your boat.



Setting the Scene: Slip! Slop! Slap! Wrap!

On the board write: Slip! Slop! Slap! Wrap!

T: *Australia has the largest number of beaches in the world. (Over 7,000). T: This is an expression from the beaches of Australia, but is used in other countries, too. What do you think it means? Work in groups of three to four. Elicit and write answers on the board. (Answer: To protect your skin from the sun, it is important to slip on a long-sleeved shirt, slop on some sunscreen, slap on a hat and wrap on a pair of sunglasses.)*



Warm Up

Procedure

1. T: *Open your book to page 32. Have Ss look at the picture of the Gold Coast, Australia, at the top. T: Which country is this? What could you do here? Who would you take with you? Have Ss ask each other questions about the picture. This picture is of hotels and apartments along the Gold Coast,*

Australia. There are 35 km of beach in this area, world-famous for surfing and Australia's top vacation destination.

2. Read the Unit title and outline the Unit goals.
T: *In today's lesson, we will talk about vacation activities, etc.*
3. T: *Look at the Warm Up. Part A. Match the pictures with the vacation activities. Write the letters on the lines.*

Answers:

- | | | | |
|---|---------------|---|---------------|
| c | surfing | e | snorkeling |
| f | windsurfing | b | sailing |
| a | surf kayaking | d | body boarding |

4. T: *Part B. What are some other activities you can do when you go to the beach? Work with a partner and list two.*



Culture Clue: Australia

T: *What are the largest countries in the world? Work together in pairs and make a list of the six largest countries. Clue: Australia is in the top six. After they have come up with a list of six, have pairs of Ss join together and come up with a new agreed list. Have Ss tell you their lists and then compare them against the answers:*

1. Russia
2. Canada
3. China
4. United States
5. Brazil
6. Australia

T: *Australia is the sixth largest country in the world. It's about the same size as the 48 mainland states of the U.S. and 50% larger than Europe, but has the lowest population density in the world – only two people per square kilometer.*



Find Out

Procedure

1. T: *Look at the Find Out questions. Read the questions aloud or ask Ss to read them.*
2. T: *Ask and answer these questions with a partner. Remind your Ss to ask follow-up questions.*

- Quickly elicit the information that Ss learned about their partner.



Conversation

Procedure

- Use the picture to set the scene. T: *Look at the picture on page 33. What do you think Hiro will want to try? How much do you think the rental assistant will say it costs?* Have Ss ask each other questions about the picture.
- T: *Look at the conversation. Hiro is inside a rental store on the Gold Coast, Australia. In the blue box are expressions from the conversation. Write the correct expression in the spaces. Give Ss time to complete the task.*
- T: *Listen to the conversation and check your answers.* Play the Student Book CD Track 21.

Script answer key:

Hiro: Excuse me. Do you rent body boards?
 Jenny: We sure do. Do you want to give it a try?
 Hiro: How much are they?
 Jenny: They're \$5 hourly or \$15 for a half day.
 Hiro: I see. Does the price include fins?
 Jenny: Yes, it includes everything you need.
 Hiro: OK, I'll rent one for half a day.
 Jenny: Great. That'll be \$15.
 Hiro: Do I pay now?
 Jenny: No, you can pay when you come back. Have fun!
 Hiro: Thanks. I will.

- T: *Practice in pairs. Read the dialogue twice, then change roles.*



Practice

Procedure

- Chorus the first set of cues (1–6) line-by-line. Repeat for the second set.
- T: *In pairs, use these cues and practice the conversation. When you finish, change roles and practice again.*
- Have Ss use their own cues to practice the conversation.



Optional Activity: Scoring the student

Divide Ss into groups of three. One student watches while the other two practice the dialogue. At the end of each practice, the student watching gives the other two Ss a score between 1 and 5. The score could consider proficiency, pronunciation, appropriate gesturing, etc. After each practice ask all three Ss to change roles.



Travel Tip: Belongings on the beach

T: *Where should you keep your belongings when you are on the beach? Work in small groups and decide on the safest place to keep your belongings.* (Possible answer: You can place sunscreen and a towel on a beach mat, but don't leave valuables and personal belongings unattended. It's best if you keep your valuables and personal belongings in a hotel safe.)



Listening

Procedure

- Listening for gist. T: *Turn to page 34. Hiro and Sofia are returning their body boards. Part A. What do Hiro and Sofia want to try? Listen and check the correct picture. Then check your answer with a partner.* Play the Student Book CD Track 22. Let Ss compare answers.
- Listening for detail. T: *Part B. What advice does Jenny give Sofia? Listen again and complete the sentences.* Play the Student Book CD. T: *Check your answers with a partner.* Let Ss compare answers. Play the Student Book CD again, if necessary.
- T: *Part C. When does Jenny arrange to meet Hiro and Sofia? Play the Student Book CD again, if necessary.*

Script answer key:

Jenny: So, how was the body boarding, Hiro?
 Hiro: It was excellent. Thanks, Jenny.
 Jenny: Do you want to try something else tomorrow?
 Hiro: Sure. Sofia, what do you want to try?
 Sofia: I don't know. What do you suggest, Jenny?
 Jenny: How about surf kayaking?

Hiro: Good idea. I've always wanted to give it a try.

Jenny: Great.

Sofia: Can you give us some advice?

Jenny: Sure. You should go in the morning when the waves are smaller.

Sofia: Uh-huh. That makes sense.

Jenny: And if you fall out, always stay with your boat.

Sofia: OK. We're ready.

Jenny: Cool! You'll have a great time! Hey, I'm giving some lessons on the beach at 8 o'clock tomorrow. Do you want to meet? I could show you what to do.

Hiro: Great. Thanks.

Jenny: No worries. See you tomorrow.



Role Play

Procedure

1. Have Ss form pairs. One student is the tourist and the other is the rental assistant.
2. On the board, write:

Tourist:

- ask the assistant for advice about two activities
- ask the assistant to confirm the price for both activities
- choose one activity and rent equipment

Rental assistant:

- greet the tourist and offer assistance
- give prices for two activities
- rent the tourist the equipment

3. Model the role play with a student. Take the role of the tourist.
4. T: *In pairs, use the language from today's lesson to complete these tasks. Point to the list.*
T: *Change roles after you complete the tasks.*




Teaching Tip: Effective activities

Make sure that the Ss know what they are supposed to do by giving them a clear model. Repeat the same type of activity more than once, so that Ss immediately know what to do without much explanation. Incorporate a total physical response in as many activities as possible, and

arrange furniture to make sitting, standing and moving around the classroom possible. Use your creativity and ingenuity to arrange furniture and people to reproduce the setting of the dialogue, conversation or role play in the Student Book. Finally, make it clear what Ss need to do to finish the task.

Travel Guide

Procedure

1. T: *Look at the Travel Guide. Australia is a popular place for adventure holidays. What kind of holidays are there, and what other countries do people go to? Focus the Ss' attention on the questions.*
 As an alternative have the Ss listen to the Travel Guide first on CD. Play the Teacher's Manual CD Track 6.
2. T: *Read the passage below and answer the questions. Then check your answers with a partner.*

Answers:

- 1 Outdoor vacations for people who like to be active
- 2 Scuba diving and surfing
- 3 The Blue Mountains, near Sydney



Travel Tip: Before leaving

T: *What should you do before you go to a foreign country? Work in small groups and write down three things you should do. (Possible answers: You should study culture. Learn about the history, the people and the language. You should learn about the place where you will be visiting. Look at maps and check it out on the Internet. Talk with people who have been there before. Get their advice, etc.)*

Sports Interview

Procedure

1. T: *Part A. Look at the questions below. Ask your partner and write their answers.*
2. T: *Part B. Change partners. Tell your new partner what you learned.*

Wrap Up

Procedure

1. T: *What did we cover in today's lesson?* Elicit the Unit goals.
2. Ask if there are any questions.
3. Thank the class for their participation.



Phrase Book Option

Refer Ss to Section F (Leisure Activities) in the Phrase Book for additional useful language.

Workbook Option: Assign homework from the Workbook pages 16–17.

Answers:

1.
a Snorkeling gear d Mountain bikes g Surf kayaks
b Body boards e Jet skis
c In-line skates f Windsurfers
2.
a Do you rent in-line skates?
b How much are the body boards?
c Does that include fins?
d Do I pay now?
e How much are the in-line skates for two hours?
3.
wear/take/water bottle/don't speed/should/lesson
Remember/stay/waves/Please don't/stop/tired/Please ask/help

Project Option: Make a group presentation

Divide the Ss in your class into groups, one group per destination. Each member of the group should make a speech about one aspect of that destination. For example, if the destination was Australia, one person could make a speech about accommodation, another about transportation, another about food, another about popular tourist spots and so on.

Homework Option: Focus on Australia

T: *Where can I see koalas in Australia?* Have Ss search the Internet or contact travel agencies to find the answer.

Photocopiable Activity

Paradise Island

Procedure

1. Before class, photocopy page 91. Each sheet has material for one student. Each student should have a copy of the picture of Paradise Island.
2. Hand out the picture of Paradise Island. T: *Look at Paradise Island. Can you match the pictures with the activities at the bottom of the page?* Elicit answers.
3. Divide the class into As and Bs. Give instructions to all A Ss. T: *You are working as a rental shop assistant at the Paradise Island Resort. Your job is to rent out all the equipment to different people. You must rent all the equipment for a total of \$100 or more. First you must decide on a price. Write in the price next to the name of the activity at the bottom of the sheet.*
4. Give instructions to all B Ss. T: *You are on holiday at the Paradise Island Resort. You want to try all these activities. You need to find the best price for your activity. You have only \$100 dollars to spend.*
5. T: *A Ss need to rent their equipment to B Ss.*
6. Make sure Ss keep a record of what they have done. T: *When A Ss rent something, they should write the name of the person next to the picture. When B Ss have decided to rent something, they should write in the price and the name of the person they rented it from next to the picture.*
7. Model the language required for the activity.
T: *Do you want to try jet skiing? Yes, I do./No, I don't.*
T: *How much is it? It costs _____ an hour.*
T: *So, do you want to give it a try? Yes, I do./No, I don't. It's too expensive.*
T: *How long do you want to try it for? For two hours.*
8. Encourage Ss to move around and try to rent all of the equipment. Set a time limit.
9. Review the activity by asking Ss what they rented and for how much. The winners are the Ss who made the most money or spent the least.