

GETTING STARTED**Travel plans****1** Listen and read.

Nick: Hi, Chau. How are things?

Chau: Good. Have you made up your mind about where to go on holiday?

Nick: Well, I've narrowed it down to two countries – my first choice is France and my second is Japan. What do you think?

Chau: Well, France is one of the largest countries in Europe. Since we've got a four-week summer holiday, you could go on a cycling tour of the country or go on a package tour.

Nick: No, I'm not into package tours. I'd like to visit the Alps, and climb Mont Blanc - the highest mountain in Western Europe. I'd also love to explore Paris, and go sightseeing in the historic city of Versailles.

Chau: Sounds exciting! I think it's quite warm there, much warmer than in Britain. I can just picture you, tanned and relaxed, tasting delicious local specialities like frogs' legs and snails!

Nick: Ha ha! That's not really my cup of tea. Perhaps I should go to Japan and stay at a seaside resort, eating sushi and sashimi every day! Anyhow, Japan is only my second choice.

Chau: Right. So what do your parents think about your plans?

Nick: Oh, they're cool. I'm glad that they let me make my own decisions.

Chau: Lucky you. Whatever you decide, you'll have a good time.

Nick: So what about you? Planning anything?

Chau: Well, my family ... (fades out)



Now begin the new unit. Write the unit title on the board. Tell Ss that this unit is about travelling and tourism. T may ask Ss to name some famous tourist attractions in Viet Nam, especially those in or near their region.

THIS UNIT INCLUDES:

VOCABULARY

Tourism
Compound nouns

PRONUNCIATION

Tones in asking for information

GRAMMAR

Articles: other uses

SKILLS

- Reading for general and specific information about a tourist attraction
- Talking about one's choice of holiday
- Listening for specific information about the benefits of tourism to an area/country
- Writing a paragraph about the negative effects of tourism on an area/country

COMMUNICATION

Discussing a place/country you would like to visit on holiday

Objectives:

By the end of this unit, students can:

- use the lexical items related to tourism
- identify tones in asking for information and ask questions for information with the correct intonation
- use common compound nouns correctly
- use *a, an, the* and *zero article* correctly and appropriately
- read for general and specific information about a tourist attraction
- talk about their choices of holiday
- listen for specific information about the benefits of tourism to an area/country
- write a paragraph about the negative effects of tourism on an area/country

GETTING STARTED

Travel plans

Introduction

Before starting the new lesson, let Ss review the previous unit by making a comparison.

Divide the board into two columns with a heading in the middle: "Eating habits" and some key words: *staple foods, famous dishes, special foods at festivals, ...* On the top of one column write *Western* and on the other write *Vietnamese*. Ask Ss to use the key words to compare these two. Alternatively, ask Ss to compare the eating habits of old people and teenagers in Viet Nam (any differences? any changes?)

Then ask Ss to name famous foods and specialities of Viet Nam that foreign tourists enjoy most and write them on the board.

- 1 Let Ss open their books to **GETTING STARTED**. Tell them to look at the picture and answer the questions:

What are Nick and Chau talking about?

What place/city may they be mentioning?

What do you know about this city/country?

...

Have Ss answer the questions as a class. Accept all possible answers and do not pause to correct mistakes.

Then tell Ss that they are going to listen to Nick and Chau talking about Nick's plans for his summer holiday. Play the recording and have Ss follow along.

a Find a word/phrase in the conversation that means:

- made a decision: _____
- reduced it: _____
- a trip where your travel and hotels are arranged for you: _____
- move around and discover things: _____
- something you don't really like: _____

Watch out!

To be into sth means you like it very much.

Example:

- 'I'm really into surfing!' (I love it.)
- 'I'm not into jazz.' (I don't listen to it.)



To picture sth/sb means you can imagine it.

Example:

- 'I can just picture the mess at home.'
- 'I can't picture Tom in a business suit.'

Lucky you is used to show that you think sb is lucky because she/he has sth or is able to do sth.

b Tick (✓) true (T) or false (F).

	T	F
1. Chau and Nick are going to have their winter holiday.		
2. A package tour is not interesting to Nick.		
3. Chau is teasing her friend about eating frogs' legs.		
4. Nick has decided to stay at a seaside resort in Japan.		
5. Nick's parents are very controlling.		

c Answer the following questions.

- What does 'Oh, they're cool' mean?
- What is the weather like in France in the summer?
- What would Nick like to do in France?
- What wouldn't Nick like to do in France?
- How do we know that Chau's parents don't allow her as much freedom as Nick's parents?

2 Collocation: Which word goes with which list below?

TOUR	HOLIDAY	RESORT	TRIP
------	---------	--------	------

- summer, package, adventure _____
- holiday, tourist, seaside _____
- sightseeing, guided, package _____
- boat, day, business _____

3 Fill each blank with a word/phrase from the list.

- | | | | |
|---------|-----------|-------------|----------------|
| luggage | price | in advance | seaside resort |
| delayed | souvenirs | destination | accommodation |

Most people enjoy travelling abroad, and having the chance to stay in an exotic city or a (1) _____. You can meet new people, learn new things, and take home some interesting (2) _____. But before you can do that, you have to reach your (3) _____, and that can sometimes be a challenge! You need to make lots of preparation. You will probably have to reserve a seat (4) _____ on planes, trains or buses. If you fly, you may find that your flight has been (5) _____ or you have problems with your (6) _____. In addition to the travel, it is often difficult to find good (7) _____ at a (8) _____ which you can afford. Nevertheless, most people love to go on holiday.

4 QUIZ

Give the names of the following. Choose one and talk about it with a partner.



- The city in Viet Nam where the International Fireworks Festival is held annually
- A structure near Beijing, China, that is one of the New7Wonders of the World
- An island in Korea that is a popular place for a holiday
- A local product that you would like to introduce to foreign visitors
- A custom of your locality that might surprise tourists
- Advice that you would like to give to a tourist visiting your area



- a** Play the recording twice or more if necessary. Ss may read the conversation again, and then do the exercise individually. Check and write the correct answers on the board. T may call on an able student to write the answers on the board.

Key:

1. made up your mind
2. narrowed it down
3. a package tour
4. explore
5. not my cup of tea

Explain to Ss the meaning and use of the three expressions in the **Watch out!** box. Ask Ss to locate them in the conversation, and give examples if time allows.

- b** Ss work in pairs to complete the task. Tell them to refer back to the conversation when necessary. Explain anything difficult. T may need to explain to Ss that although some people don't like the thought of eating snails and frogs' legs, they are considered specialities in France (so Chau is teasing Nick about eating them). Check Ss' answers.

Key: 1. F 2. T 3. T 4. F 5. F

- c** Let Ss work individually to answer the questions, then compare their answers with a partner. Help them find the information in the conversation. Call on some pairs to read out the questions and give their answers. Check their answers.

Key:

1. It means Nick's parents are relaxed and open-minded.
2. It's quite warm (warmer than in Britain).
3. Visit the Alps, and climb Mont Blanc, explore Paris, and go sightseeing in the historic city of Versailles.
4. Eat frogs' legs and snails.
5. She says 'Lucky you' when Nick says he can make his own decisions.

- 2** This activity is aimed at giving the collocations of common words related to the topic of travelling and tourism. Let Ss work in pairs first. Check their work, then let them read and remember each collocation.

Key: 1. holiday 2. resort 3. tour 4. trip

- 3** This exercise is a revision of words and phrases from previous lessons. Let Ss work individually to do the task. Check their answers. If time allows, call on some Ss to read the passage with the correct answers.

Key: 1. seaside resort 2. souvenirs 3. destination 4. in advance
5. delayed 6. luggage 7. accommodation 8. price

- 4** For 1, 2, and 3: let Ss do them individually and check their answers. If time allows, or for more able Ss, encourage each student to make a similar quiz for their partner to do. T may pick up any interesting questions and give them to the whole class. Praise good ideas.

For 4, 5, and 6: let Ss work in groups. When they finish, ask some Ss to give their groups' answers to the class. Check and give comments.

Key:

1. Da Nang City
2. The Great Wall of China
3. Jeju Island
- 4, 5, 6: Students' answers

A CLOSER LOOK 1

Vocabulary

1 Match each word/phrase with a definition.

trip	travel	expedition
resort	tour	tour guide

1. A journey, usually for pleasure, to visit different places: _____
2. A place where a lot of people go on holiday: _____
3. The act or activity of moving from one place to another: _____
4. A person who shows tourists around: _____
5. A short journey to a place, especially one for pleasure: _____
6. An organised journey to a place that is not easy to reach: _____

2 Fill each blank with a word from the list. There are two extra words.

visit	travel	environment	holiday	book
guides	pleased	excursion	reasonable	trip

Would you like to explore an exciting location? Do you want to (1) _____ to a beautiful, relaxing beach, and help to save the environment? If the answer is yes, then you should (2) _____ your holiday with EcoTours! At EcoTours, we help you enjoy your holiday and learn more about the places you (3) _____. In addition, EcoTours gives one dollar of the cost of your trip to help protect the local (4) _____. Call us today to talk with one of our experienced tour (5) _____. We'll help you choose and plan a stimulating (6) _____ that is right for you! Our holidays are definitely not boring. Don't worry about the cost. Our prices are very (7) _____. Call right now at (048) 555-6788. You'll be (8) _____ with your EcoTours vacation.

Compound Nouns

A compound noun is a noun that is made of two or more words. Compound nouns can be formed using the following combinations:

Noun	+	Noun	toothpaste
Noun	+	Verb	rainfall
Noun	+	Particle	passer-by

Look out!

A compound noun can be written as a single word (*motorbike*), a word with a hyphen (*passer-by*), or two words (*driving licence*).



3 Use the words below to complete the compound nouns that match the definitions.

lag	in	season	over	back	stop
-----	----	--------	------	------	------

1. A feeling of tiredness and confusion about time after a long plane journey: jet _____
2. A disadvantage or problem that makes something a less attractive idea: draw _____
3. A short stay somewhere between two parts of a journey: stop _____
4. A popular time of the year for holidays: peak _____
5. The place where you go first when you arrive at an airport, to show your ticket: check _____
6. A place at the side of a road marked with a sign, where buses stop: bus _____

4 Complete the sentences using the compound nouns below.

swimming pool	touchdown	checkout
pile-up	mix-up	full board

1. The _____ time is 12 noon at this hotel.
2. Let's make sure that we stay at a hotel with a _____.
3. There was a _____ with our tickets – we were charged for one-way tickets and not a round trip.
4. The motorway was blocked because there had been a _____.
5. After _____, please remain seated until the aircraft comes to a standstill outside the terminal building.
6. At the hotel, you can choose between bed and breakfast, and _____.

Verb	+	Particle	checkout
Verb-ing	+	Noun	driving licence
Adjective	+	Noun	greenhouse
Particle	+	Noun	underground
Particle	+	Verb	output

Note: A particle is a preposition or an adverb.

A CLOSER LOOK 1

Vocabulary

Introduction

Tell Ss that the words and phrases in this unit are connected with travelling and tourism, and that many of them are nouns and compound nouns.

Many of these words are already familiar: *trip, accommodation, jet lag*... Tell Ss to recall other words and collocations. Encourage them to call out as many words/phrases as possible.

- 1 Ss work individually, then compare their answers with a partner's. Ask some Ss to write their answers on the board. Check their answers as a class. Have them make sentences with the words if necessary.

Key: 1. tour 2. resort 3. travel 4. tour guide 5. trip 6. expedition

- 2 Ss work in pairs to do the task. Call on some Ss to write the answers on the board. Correct as a class. Then T may ask Ss to answer some questions about the passage:

- *What piece of writing is it? (Introduction of a tourist attraction? Itinerary? Advertisement?)*
- *What is EcoTours? (A travel agency/company)*
- *What is special about EcoTours? (It gives some money to help protect the environment)*

.....

Key:

1. travel 2. book 3. visit 4. environment
5. guides 6. holiday 7. reasonable 8. pleased

Compound nouns

First, give examples of the compound nouns Ss already know: *blackboard, swimming pool, haircut, tablespoon*... Ask them to give some more.

Then help Ss study the grammar box, and the **Look out!** box. Tell them to look up the spelling of words in the dictionary if they are not sure.

- 3 Let Ss work individually. Tell them to look at the words given and think which of them can go with which one in each definition. When they finish, check their answers and write the words on the board. Ask Ss to take notice of the spelling: whether the words are written as one word, or as two separate words, or with a hyphen.

Key: 1. jet lag 2. drawback 3. stopover
4. peak season 5. check-in 6. bus stop

- 4 Let Ss work in pairs to complete the task. Have them read the sentences carefully and insert the compound nouns appropriately. Check their answers as a class. Explain anything difficult.

Key:

1. checkout 2. swimming pool 3. mix-up
4. pile-up 5. touchdown 6. full board

Pronunciation

Tones in asking for information



Look out!

When we ask a question, we may try to **find out** information that we do not know. Otherwise, we may ask a question in order to make sure that the information we think we know is, in fact, correct.

Finding out questions ('open' questions) usually end with a falling tone:

What part of Australia have you been to ?

Making sure questions ('check' questions) usually end with a falling-rising tone:

Have you just come back from South Africa ?



5 Listen and repeat the following mini-talks, paying attention to the tone in the questions.

- A:** Where would you like to go sightseeing?
B: I'd like to go to Australia most of all.
- A:** What do you think of the newly discovered cave?
B: Oh, fantastic.
- A:** Have you been sightseeing all day?
B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market.
- A:** Is Egypt a famous tourist attraction?
B: Yes. Millions of people go there every year.



6 Mark the questions with falling or falling-rising arrows, and practise the conversation with a partner. Then listen to check your pronunciation.

Martin: What's the matter, Janet?

Janet: I'm looking for my passport. It seems to be lost.

Martin: Have you already searched your purse?

Janet: Not yet. Oh, where are my glasses?

Martin: They may be in your plastic bag. Where is it?

Janet: Oh, no, it's not here. Have I dropped it on the plane?

Martin: Oh my God.

Janet: What should I do now?

Martin: Let's report it to the customs officer.

A CLOSER LOOK 2

Grammar

Articles: other uses

REMEMBER!

A/an is used:

- to talk about something that the listener or the reader doesn't know about yet:
K2 is a peak in the Himalayas.
- to describe what something or someone is:
ABS is an unreliable travel agency.

The is used:

- when the listener or reader knows what the speaker or writer is talking about:
Give me the money.
- when the speaker specifies what or who they are talking about:
Where are the tickets I gave you yesterday?
- with things that are the only ones around us, or that are unique:
Neil Armstrong landed on the moon in 1969.
- when we refer to the world around us or things that we all know about:
We had a sightseeing tour around the city.

Zero article is used:

- with plural or uncountable nouns when we are talking about things in general:
Passwords protect our personal information.
- with meals, months, days and special times of the year:
I visit my grandparents on New Year's Day.
- with most names of people and places (most countries, states and cities):
Da Lat is in Lam Dong Province.
- with geographical areas, lakes, mountains and islands:
We visited Lake Victoria. It's in East Africa.



Look out!

We use **the** with the names of a few countries: *the UK, the USA, the Netherlands, the Philippines*
We also use **the** with island groups, mountain ranges, oceans and names of rivers: *the Thames, the Pacific, the Amazon, the Danube...*



Pronunciation

Tones in asking for information

First write a *finding out* question and a *making sure* question on the board. Read the two questions to Ss with the right tone (several times if necessary) and let them give the rules. Then explain the **Look out!** box to them.

Note: A *making sure* question can be a statement. This statement question usually ends with a rising tone:

A: Our train is delayed. B: It's delayed ↗?

- 5 Play the recording once for Ss to listen, then play it again sentence by sentence for them to repeat. Have Ss repeat the questions as many times as necessary. Correct their pronunciation and intonation. After that, have Ss mark the questions with a falling or falling-rising tone. Check as a class.



Key + Audio script:

- | | |
|---|--|
| 1. A: Where would you like to go sightseeing ↘? | 3. A: Have you been sightseeing all day ↘↗? |
| B: I'd like to go to Australia most of all. | B: Yeah. We've been to the old pagoda, the orchid garden, and the open-air market. |
| 2. A: What do you think of the newly discovered cave ↘? | 4. A: Is Egypt a famous tourist attraction ↘↗? |
| B: Oh, fantastic. | B: Yes. Millions of people go there every year. |

- 6 Let Ss work in pairs to read the conversation, and mark the questions with falling or falling-rising arrows. Call on some pairs to read aloud to the class. Do not correct their mistakes yet. Play the recording. Ss listen and check.



Key + Audio script:

- Martin:** What's the matter, Janet ↘?
- Janet:** I'm looking for my passport. It seems to be lost.
- Martin:** Have you already searched your purse ↘↗?
- Janet:** Not yet. Oh, where are my glasses ↘?
- Martin:** They may be in your plastic bag. Where is it ↘?
- Janet:** Oh, no, it's not here. Have I dropped it on the plane ↘↗?
- Martin:** Oh my God.
- Janet:** What should I do now ↘?
- Martin:** Let's report it to the customs officer.

If time allows, have them work in pairs and make a mini-talk in which there is a *finding out* question and a *making sure* question, and then practise the talk.

A CLOSER LOOK 2

Grammar

Articles: other uses

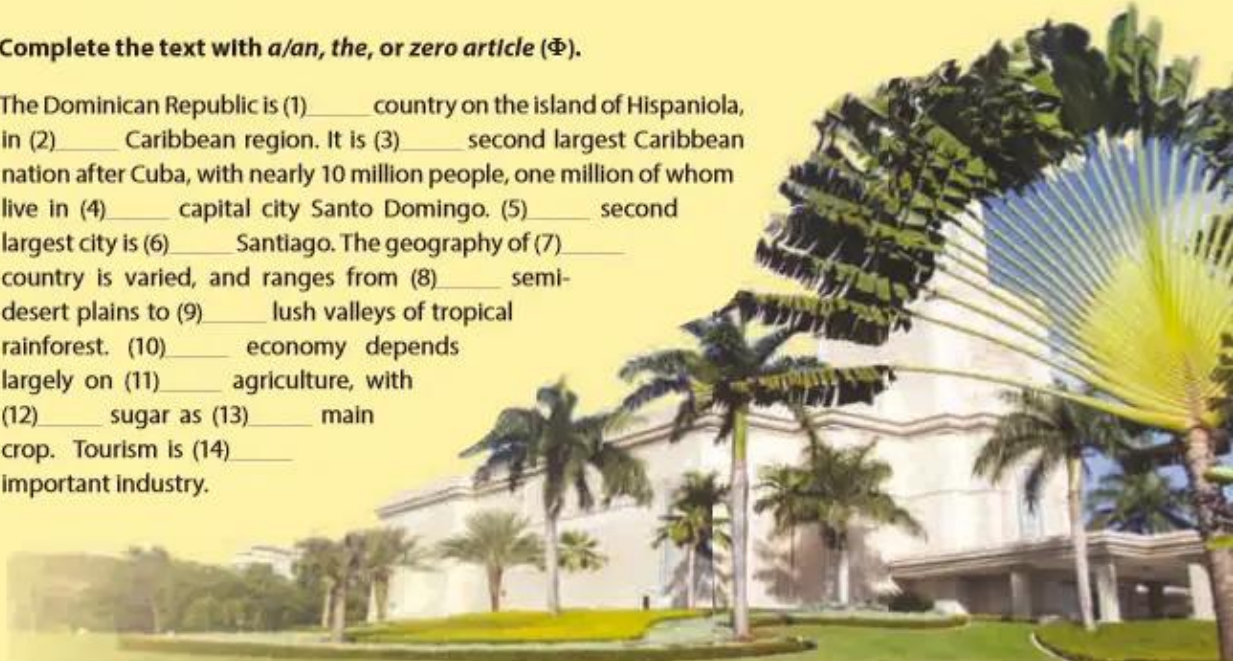
Ss have already learnt some uses of the articles *a*, *an*, and *the* in Tiếng Anh 8. Help Ss recall these and have them give some examples. Their sentences should be related to the topic of travelling and tourism. In this unit some more uses of *a*, *an*, and *the* are introduced. In addition, the uses of *zero article* are added and studied.

Explain carefully the uses of *a*, *an*, *the*, and *zero article* in the **REMEMBER!** box. Give more examples if need be.

Introduce the special use of *the* in the **Look out!** box. Refer back to the conversation in **GETTING STARTED** and ask Ss to find the special use of *the*. (i.e. the Alps).

1 Complete the text with *a/an, the, or zero article* (Φ).

The Dominican Republic is (1) _____ country on the island of Hispaniola, in (2) _____ Caribbean region. It is (3) _____ second largest Caribbean nation after Cuba, with nearly 10 million people, one million of whom live in (4) _____ capital city Santo Domingo. (5) _____ second largest city is (6) _____ Santiago. The geography of (7) _____ country is varied, and ranges from (8) _____ semi-desert plains to (9) _____ lush valleys of tropical rainforest. (10) _____ economy depends largely on (11) _____ agriculture, with (12) _____ sugar as (13) _____ main crop. Tourism is (14) _____ important industry.



2 a Ask and answer the questions. Choose from the list. Use *the* if necessary.

Lake Balkal Amazon River Thames
Statue of Liberty Lake Geneva Son Doong Cave
Ha Long Bay Angkor Wat Forbidden City

1. Which one is an imperial palace?
2. Which river runs through London?
3. Which one is the deepest lake in the world?
4. Which one is considered one of the New7Wonders of Nature?
5. Which one is the largest cave in the world?
6. Which one is a tourist attraction in New York?

b Choose one item above and say what you know about it as a tourist attraction.

3 a Write answers to the questions, using *a, an, the* or *zero article* in each answer. Give three true answers, but two untrue ones.

1. What colour and type of bicycle would you like to have?
2. Which holiday destination do you prefer: city, mountains, seaside?
3. Where would you like to go on holiday next?
4. What's your favourite time of the year?
5. Have you ever travelled anywhere by plane? Please explain.

b Tell your answers to a partner and ask him/her to guess which answers are not true.

4 Make full sentences from the words/phrases, adding articles as needed. Then mark them as true (T) or false (F).

1. original name/of/Ha Noi/Phu Xuan
2. most famous/Egyptian pyramids/found/at Giza/in/Cairo
3. there/city/called/ Kiev/in/America
4. My Son/set of ruins/from/ancient Cham Empire/ UNESCO World Heritage Site
5. English/first language/in/many countries/outside/United Kingdom

1 T may have to give Ss some information about the Dominican Republic:

- Location: on the island of Hispaniola, in the Caribbean region
- Area: 48,445 square kilometres
- Official language: Spanish

Have Ss work individually to complete the task. Tell them to refer back to the grammar box whenever necessary. Then have them compare their answers with a partner's. Give the correct answers and explain the use of a certain article in some cases.

Key:

- | | | | | | | |
|----------------|----------------|---------|-----------------|-----------------|----------------|--------|
| 1. a | 2. the | 3. the | 4. the | 5. The | 6. \emptyset | 7. the |
| 8. \emptyset | 9. \emptyset | 10. The | 11. \emptyset | 12. \emptyset | 13. the | 14. an |

2 a Ss work in groups and study the proper names in the list, and try to agree on which of these names have *the* before them. Then Ss ask and answer the questions. Check and give explanations if necessary.

Key:

- | | | |
|-----------------------|-------------------|--------------------------|
| 1. the Forbidden City | 2. the Thames | 3. Lake Baikal |
| 4. Ha Long Bay | 5. Son Doong Cave | 6. the Statue of Liberty |

The three unused names are: - the Amazon River - Angkor Wat - Lake Geneva

Note: Sometimes it is difficult to say why we use *the* with certain geographical names. If you are not sure, look it up in the dictionary or Google.

b Ss work in groups. Tell Ss that each of them chooses one item in **2 a** and says what they know about it as a tourist attraction. Give them two or three minutes to prepare before they talk.

3 a Ss work individually. Make sure they understand fully that they have to write down in their notebooks the answers to questions 1-5, using *a*, *an*, *the* or *zero article* in each answer. Remind them that they answer three questions truthfully, but write untrue answers for the other two. Go around and assist where and when necessary.

b After Ss finish **3 a**, let them form pairs and swap their answers. Each of them has to read carefully and guess which ones of their partner's answers are true, and which are not. This activity should be fun, so do not try to correct the mistakes in their writing.

4 Ss work individually to make sentences from the words/phrases, and write them down. Tell Ss to pay attention to the use of articles in their sentences. Then they work in pairs to check each other's work, and discuss which of the sentences are true, and which are false.

- Key:**
- | | |
|--|---|
| 1. The original name of Ha Noi was Phu Xuan. | F |
| 2. The most famous Egyptian pyramids are found at Giza in Cairo. | T |
| 3. There is a city called Kiev in America. | F |
| 4. My Son, a set of ruins from the ancient Cham Empire, is a UNESCO World Heritage Site. | T |
| 5. English is the first language in many countries outside the United Kingdom. | T |

REFERENCE:

- Phu Xuan (*Phù Xuân*): a historic place in Hue, the capital of the Nguyễn Lords, the Tây Sơn Dynasty
- Giza (of the Cairo metropolis in Egypt): the site of the most famous Egyptian pyramids, and a number of other pyramids and temples
- Kiev: the capital and largest city of Ukraine

Note: For homework

At the end of the lesson tell Ss to find out some information about two or three countries among the 10 countries in the box in **2** on page 25, so that they have something to work on in the next lesson.

COMMUNICATION

Extra vocabulary

breathtaking

affordable

not breaking the bank

- 1 a** Read the following information about tourism in Viet Nam.

In 2014, a total of 7,874,300 foreign tourists visited Viet Nam. What are the reasons that make Viet Nam a tourist attraction for foreigners?

Here's what some foreign visitors had to say:

'There are so many beauty spots. Ha Long Bay is breathtaking!'



The landscape

'The people are so friendly and welcoming!'



The people

'Things are affordable here. We can have a lovely time without breaking the bank.'



The price

'The food is delicious and not expensive. I love the seafood!'



The cuisine

- b** Work in groups. Discuss the visitors' opinions above. Do you agree?
Add two more reasons to the list.

COMMUNICATION

Introduction

This section provides Ss with speaking practice on the topic of the unit. It should be handled in a light and enjoyable way. First, have Ss brainstorm the landscapes/places of Viet Nam that foreign tourists would like to visit most, and ask them why. Give them some cues if needed.

Then write the words and phrase from the **Extra vocabulary** on the board. Ask more able Ss to explain them, or give the Vietnamese equivalent. Otherwise, explain them yourself:

- *brehtaking* (adj.): very surprising, exciting and impressive
- *affordable* (adj. from the verb *afford*): not expensive, cheap enough for you to buy
- *not break the bank*: an idiom used to say that sth won't cost a lot of money, or more than you can afford:

We can go to Thailand for a holiday if you want – that won't break the bank!

1 a Have Ss quickly read the information about tourism in Viet Nam. Then tell them to look at the pictures and read what these foreign visitors say about their choice of Viet Nam as a holiday destination.











b Put Ss in groups of five or six. Have them discuss the visitors' opinions in **1 a**. Ss may or may not agree with these opinions. Ask for the class's agreement by a show of hands for each tourist's opinion. If any Ss do not agree, ask them to explain why. Then let each of Ss add two more reasons to the list. T may give some cues:

- cultural diversity
- beautiful beaches
- easy and various means of transport
- traditional festivals
- natural beauty

...

2 These are the top-ten most visited countries according to the figures published by the United Nations World Tourism Organisation (UNWTO).

Work in pairs. Complete the table by writing one or two famous things that visitors can see or do in each country.

Rank	Country	Million visitors	Some things to do or see there
1	France 	83.7	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	United States 	74.8	
3	Spain 	65.0	
4	China 	55.6	
5	Italy 	48.6	
6	Turkey 	39.8	
7	Germany 	33.0	
8	United Kingdom 	32.6	
9	Russia 	29.8	
10	Mexico 	29.1	






Spain

3 Work in groups. Discuss which country/place you would like to visit for a holiday.

Example:

A: I'd like to go to Spain for my holiday. It would be wonderful to tour Madrid, and visit the legendary land of Don Quixote.

- 2** Have Ss read the facts about the top-ten most visited countries. Ss work in pairs and complete the table by writing one or two famous things that visitors can see or do in each country (but the more the better). Have them write on a large sheet of paper. As Ss have already prepared for this, it will not take much time, so give them a few minutes only. After each pair finishes, they swap pairs. Continue until they have filled all the ten countries.
- 3** Then let Ss work in groups of five or six to talk about their choice of holiday. Tell them to give the reasons why, and say what they can do there. Encourage them to talk as much as possible. Walk around to observe and give help if needed.

Rank	Country	Some things to do or see there
1	 France	Go up the Eiffel Tower, visit the Louvre Museum in Paris
2	 United States	Visit the Statue of Liberty, visit the Grand Canyon, shop in New York, go surfing in Hawaii
3	 Spain	Tour Madrid, visit the legendary land of Don Quixote, visit the Olympic Ring in Barcelona
4	 China	Climb the Great Wall, tour Beijing National Stadium (Bird's Nest), tour the Forbidden City, visit the Stone Forest
5	 Italy	Visit the Vatican City, visit famous museums, tour Florence, tour Venice
6	 Turkey	Enjoy Turkish cuisine in Istanbul, go sightseeing in the Bosphorus (the strait separating two continents - Europe and Asia), visit Buyuk Ada (Big Island in Prince's Islands)
7	 Germany	Visit the 'Jewel of the Middle Ages' - Rothenburg ob der Tauber (= Rothenburg above the Tauber), visit the famous 'Cinderella Castle', go up the Berlin Tower, take the Berlin Segway Tour
8	 United Kingdom	Go sightseeing in London, visit Stonehenge, visit Liverpool, home of The Beatles.
9	 Russia	Tour Moscow (the Kremlin, Red Square, Moscow Metro ...), visit St. Petersburg: Hermitage Museum, cruise on Neva River, experience the white nights
10	 Mexico	Visit the UNESCO World Heritage Site of Antigua, have a boat tour on the water in Rio Dulce, try the delicious local speciality tapado (= seafood coconut soup), climb some of the tallest Mayan temples

Note: For homework

At the end of the lesson ask Ss to look for names of famous caves in Viet Nam and in the world (better still, some information about them).

SKILLS 1

Reading

1 a Work in groups. Name some famous caves in Viet Nam and in the world.

b Answer the questions with your own ideas.

1. Where is Son Doong Cave located?
2. When was it discovered?
3. How long is the cave?

Now read the passage and check the information.

Son Doong Cave has become more famous after the American Broadcasting Company (ABC) aired a live programme featuring its magnificence on 'Good Morning America' in May 2015.

Located in Quang Binh Province, Son Doong Cave was discovered by a local man named Ho Khanh in 1991, and became known internationally in 2009 thanks to British cavers, led by Howard Limbert. The cave was formed about 2 to 5 million years ago by river water eroding away the limestone underneath the mountain. It contains some of the tallest known stalagmites in the world - up to 70 metres tall. The cave is more than 200 metres wide, 150 metres high, and nearly 9 kilometres long, with caverns big enough to fit an entire street inside them. Son Doong Cave is recognised as the largest cave in the world by BCRA (British Cave Research Association) and selected as one of the most beautiful on earth by the BBC (British Broadcasting Corporation).

In August 2013, the first tourist group explored the cave on a guided tour. Permits are now required to access the cave and are made available on a limited basis. Only 500 permits were issued for the 2015 season, which runs from February to August. After August, heavy rains cause river levels to rise and make the cave largely inaccessible.

2 Read the passage again and answer the questions, or choose the correct answers.

1. What happened in May 2015?
2. How was Son Doong Cave formed?
3. When can tourists explore the cave?
4. The word 'inaccessible' in the passage probably means _____.
A. should not be accessed
B. need to be careful
C. cannot be reached
D. may be flooded
5. From the passage, we know that _____.
A. there is a street inside Son Doong Cave
B. the cave is always covered with rain water
C. few tourists want to come to the cave
D. tourists need permission to explore the cave

Speaking

3 Which would you like to do most on holiday? Tick (✓) three things in the list.

1. explore Son Doong Cave
2. climb the Great Wall of China
3. visit the Pyramids of Egypt
4. go on a wildlife safari to Kenya
5. relax on a beach
6. go camping in Cuc Phuong National Park
7. go on an expedition to Mount Everest
8. take an adventure tour to the Arctic
9. take a sightseeing tour around New York
10. take a Trans-Viet cycling tour

4 Work in groups. Talk about one of your choices, trying to persuade your group to join you.

Example:

A: I'd like to go on a wildlife safari to Kenya as I'm very interested in the natural world and wildlife preservation. You can experience wild animals in their natural habitat - elephants, hippos, cheetahs, and lions...

B: I think a cycling tour from the north to the south of Viet Nam with some friends is the best. You travel at your own pace. You stop whenever and wherever you like. You can enjoy the beauty of different parts of our country and at the same time improve your health...

SKILLS 1

Reading

- 1 a** Ss work in groups and name some famous caves in Viet Nam and in the world (that they have prepared already for homework).

REFERENCE:

• **Famous caves in Viet Nam:**

- Phong Nha Cave
- En Cave (hang Én)
- Thien Duong Cave
- Sung Sot Cave (hang Sừng Sốt – Ha Long Bay)
- Tam Coc – Bích Dong (Ninh Binh)

...

• **Famous caves in the world:**

- Deer Cave (Borneo, Malaysia)
- Onondaga Cave (Missouri, USA)
- Gouffre Berger Cave (France)
- Reed Flute Cave (Gullin, China)
- Fingal's Cave (Scotland),
- Cave of Crystals (Mexico)

...

- b** Let Ss work in pairs and answer the questions with their own ideas. It is important that Ss not be allowed to read the passage yet. T doesn't need to check their answers and correct mistakes at this stage in the lesson.

Then have Ss quickly read the passage and check the information themselves. Ss write down the correct answers in their notebooks.

- 2** T may have Ss read the passage in chorus first, paying special attention to new words. Explain and clarify anything difficult. Then allow Ss time to read the passage individually – silently or aloud. Call on some individuals to read aloud to the class. Check their pronunciation and intonation. Then have them ask and answer the questions in pairs. Tell them to note where they can find the information for answering the questions or choosing the correct answer. Correct the answers as a class.

Key: 1. The American Broadcasting Company (ABC) aired a live programme (featuring the magnificence of Son Doong) on 'Good Morning America'.

2. By river water eroding away the limestone underneath the mountain

3. From February to August

4. C

5. D

Speaking

T may begin by letting Ss talk about the experiences they have had when travelling or going on holiday.

- 3** Have Ss study the list of holiday ideas. T may ask Ss what they think about these ways of spending one's holiday and whether they have done any of them. Then let them choose three things from the list.

- 4** Put Ss in groups of five or six. Tell them to refer to the three things they have ticked in **3**. Let them choose one and prepare to talk about it. Tell them to study the example carefully as a model. Give them some time before each group member shares his/her choice of holiday.

While Ss are talking, T goes around to give assistance if necessary. When Ss have finished, T may have one or two of them present to the class. The class can give comments. Praise them for their efforts.

SKILLS 2

Listening

1 Work in pairs. Is tourism important to Viet Nam? Give at least one reason.

2 Listen to the lecture and tick (✓) true (T) or false (F).

	T	F
1. Tourism plays an important part in the development of many nations.		
2. Modern transport promotes tourism.		
3. Tourism depends on the income of a country.		
4. People's lives get better with the development of tourism.		
5. Tourism helps promote international understanding and cooperation.		
6. Young people go to big cities to meet foreign tourists.		

3 Listen again and choose the correct answer.

The next part of the lecture probably continues to discuss _____.

- A. other benefits of tourism
- B. the tourism industry in Viet Nam
- C. the negative effects of tourism

Writing

4 Work in groups. Talk about the negative effects of tourism on a region or country. The following ideas may be helpful to you.

- Natural environment is damaged.
- Natural beauty is spoiled.
- Traditional ways of life are affected.
- Social problems may arise.

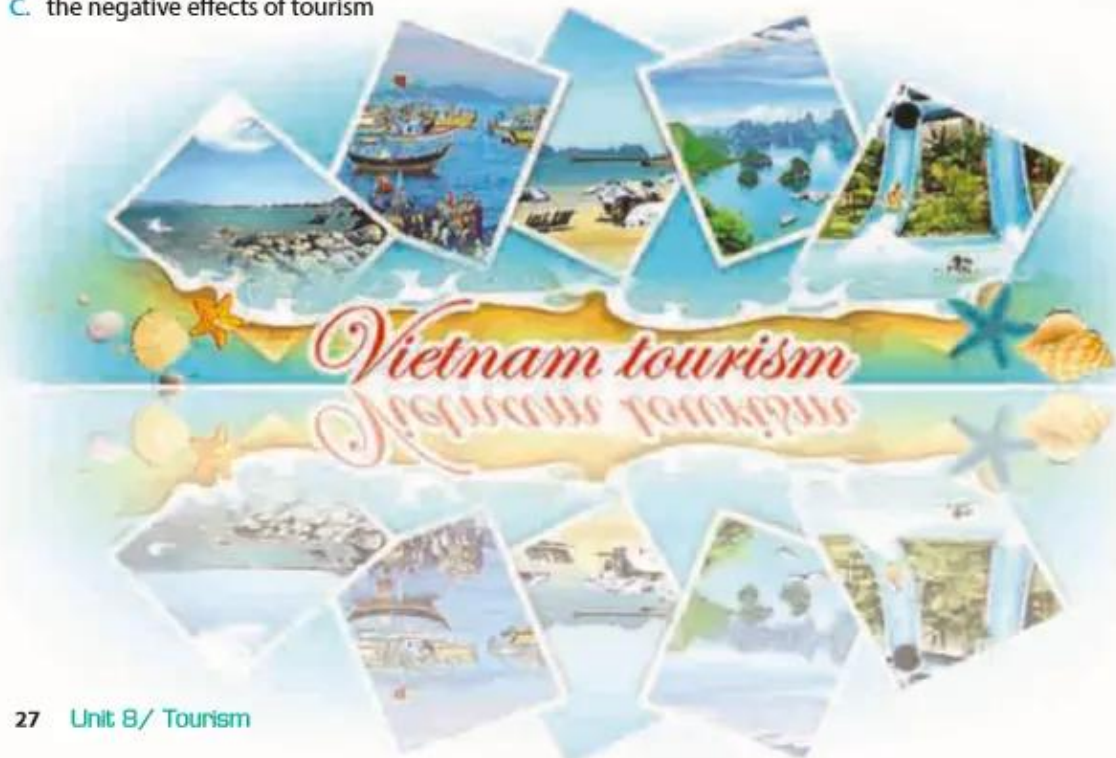
5 Choose one negative effect that you have discussed above and write a paragraph about it. Make sure you use the right connectors.

First/Firstly/The first .../One of the ...

Second/Secondly/Another ...

Third/ Thirdly/Furthermore/In addition ...

- A. other benefits of tourism
- B. the tourism industry in Viet Nam
- C. the negative effects of tourism



SKILLS 2

Listening

- 1 Let Ss work in pairs. Encourage them to think about the importance of tourism to Viet Nam. Elicit as many ideas from them as possible.
- 2 Play the recording one or two times. Clarify anything which is unclear or difficult. Ask Ss to listen carefully and tick T/F as they hear answers in the lecture. For less able Ss, T may play the recording again, or as many times as needed.

Key: 1. T 2. T 3. F 4. T 5. T 6. F



Audio script:

Thanks to the widespread use of modern means of transport, people have more choice of holiday destination and can now visit even the remotest parts of the world. Tourism has certainly become an important factor in the development of many countries.

An obvious benefit of tourism is that it plays a key role in economic growth. It contributes greatly to the income of a region or country. It also brings job opportunities to all kinds of people, and therefore helps promote prosperity in diverse fields. Another positive aspect of tourism is that it helps promote international understanding and cooperation among nations. In addition, tourism can improve the standard of living of local or rural communities, so young people are encouraged to stay in their hometown to build a good life rather than move to big cities. Finally, tourism brings cultural benefits, as travellers learn about the history and culture of a place, and spread them around the world.

On the other hand, the drawbacks of tourism can't be denied ...

- 3 Play the recording again. Tell Ss to pay special attention to the last sentence of the lecture. Then they choose the correct answer as required. T corrects as a class.

Key: C

Writing

- 4 Have Ss work in groups and discuss the negative effects of tourism on their locality (if possible), or on our country. Tell them to study the prompts given, and give some more if possible.
- 5 Tell Ss to recall any of their previous work about the negative effects/disadvantages of something. Let them choose one negative effect that they have discussed in 4 and write a paragraph of about 100-120 words about it. When they have finished, tell them to swap their writing and check each other's work.
T may collect some Ss' writing papers and mark them, then give comments to the class in the next lesson.
If time doesn't allow, have Ss make an outline in class, and then write the full version as homework. T checks in the next lesson.

Sample writing:

One of the drawbacks of tourism is the damage to the environment of a country or area. In the first place, tourists use a lot of local resources such as water, food, energy, etc., and this puts pressure on the environment. Secondly, there is the problem of pollution. Many cities and towns become overcrowded with tourists, with all their vehicles causing traffic jams as well as air and noise pollution. Another bad effect of tourism is the destruction of the wildlife in some places. The habitat of wild plants and animals is lost because of the building of tourist resorts, and by visitors' activities. In short, the development of tourism has bad effects on the environment.

LOOKING BACK

Vocabulary

- 1 Fill each gap with a word from the box to complete the passage. There are two extra words.

touring safaris breathtaking experience
ticket holidays expeditions travellers

If you dream of getting close to the wild side of the natural world, then join our WildlifeTours! We offer classic wildlife (1)____, exciting (2)____, family holidays, and tailor-made holidays. Our adventure (3)____ to Africa range from a week (4)____ Kenya to the ultimate

African adventure travelling from South to East Africa over one month! Perfect for families, groups of friends or solo (5)____, our safari holidays aim to offer you an incredible wildlife (6)____. And remember, nothing gets your heart beating faster than hearing lions roar at night.



- 2 Form compound nouns from the following words, then fill the gaps to complete the sentences.

holiday out jet offs check sun
glasses over take maker stop lag

- Travellers who cross the Atlantic from New York to London often suffer from _____ for a few days.
- We would like to remind all guests that _____ is at noon.
- We didn't fly directly to Australia – we had a one-night _____ in Singapore.
- It is irritating that some movie stars wear their _____ even in church.
- Someone who is away from home on holiday is a _____.
- Because of the bad weather, there were no _____ from the airport this morning.

- 3 Form compound nouns from these words, then make sentences with them, and share with a partner.

tour return soft ticket package
operator tour round ware trip

Example:

tour operator

If there are any problems, you should contact your tour operator.

Grammar

- 4 Find and correct the mistakes in the sentences, using *a/an, the* or *zero article*.

- My aunt and uncle love sun! They stay in UK in summer and visit friends in Australia in winter.
→ _____.
- Not much is known about how brain works.
→ _____.
- Bicycle is among the most efficient machines invented by man.
→ _____.
- They plan to launch expedition into interior of Australia.
→ _____.
- If you want to go on long trip, you should prepare properly for it.
→ _____.
- I'm very interested in the history, especially history of Asian countries.
→ _____.

- 5 Rewrite each sentence so that it has a similar meaning, using the word in CAPITALS.

Example:

My sister studies at university.

A

→ My sister is a university student.

- The journey was terrible. WHAT
- Our hotel was lovely – it was by the sea. STAYED
- I watched an interesting programme on TV yesterday. THE
- The guitar my friend has just bought is old. AN
- She needs to travel to Kyoto on business. TRIP

LOOKING BACK

T may give Ss a few minutes to review all the important things they have learned throughout the unit before doing the exercises in this section. Tell Ss to record their results for each exercise in order to complete the final *Finished! Now I can ...* assessment.

Vocabulary

- 1 Let Ss read the words in the box first, then read the passage and complete the exercise individually. Tell them to pay attention to the common collocations related to the topic of the unit. After that, let some Ss read the passage aloud - sentence by sentence. Correct as a class.

Key:

- | | | |
|------------------------|------------------------|---------------|
| 1. safaris/expeditions | 2. expeditions/safaris | 3. holidays |
| 4. touring | 5. travellers | 6. experience |

- 2 Tell Ss to look at the 12 elements and try to form compound nouns from them. Then have them read the sentences and fill the gaps with the compound nouns formed. Tell them to change the elements if they do not fit the gaps and do it again. Less advanced classes can complete this exercise in pairs. Check as a class.

Key:

- | | | |
|---------------|-----------------|--------------|
| 1. jet lag | 2. checkout | 3. stopover |
| 4. sunglasses | 5. holidaymaker | 6. take-offs |

- 3 Ss do the task by themselves. T checks the compound nouns, then have Ss write sentences in their notebooks – at least one sentence with a compound noun, and share with a partner.

Key: 1. package tour, return ticket, software, round trip

Grammar

- 4 Quickly review the articles *a*, *an*, *the* and *zero article* Ss have learned. Then have them do the task and write down their answers in their notebooks. Correct their answers as a class.

- Key:
- | | | |
|----|---|---------------------------------|
| 1. | → | the sun, the UK |
| 2. | → | the brain works |
| 3. | → | The bicycle |
| 4. | → | an/the expedition, the interior |
| 5. | → | a long trip |
| 6. | → | in history, the history of |

- 5 This task helps Ss use the grammar and vocabulary they have learned in the unit to rewrite sentences. T may have some Ss write sentences on the board. Let other Ss give comments. Then check as a class.

- Key:
- | | |
|----|--|
| 1. | What a terrible journey (it was)! |
| 2. | We stayed at a lovely hotel by the sea. |
| 3. | The programme I watched yesterday was interesting. |
| 4. | My friend has just bought an old guitar. |
| 5. | She needs to go on a business trip to Kyoto. |

Communication

- 6 a** What would you like to do most on holiday? Tick (✓) three things. Share your ideas with a partner.

go camping	<input type="checkbox"/>
watch the wildlife	<input type="checkbox"/>
visit a museum	<input type="checkbox"/>
meet local people	<input type="checkbox"/>
visit historic places	<input type="checkbox"/>
relax and laze around	<input type="checkbox"/>
make new friends	<input type="checkbox"/>
go to a theme park	<input type="checkbox"/>

- b** Name three things you don't like to do on holiday, and say why.

Example: cook meals
I don't like to cook meals on holiday. I like to eat out and relax.

Finished! Now I can...	✓	✓✓	✓✓✓
<ul style="list-style-type: none"> use lexical items related to tourism use common compound nouns use <i>a, an, the</i> and <i>zero article</i> ask questions for information with the correct intonation read for general and specific information about a tourist attraction talk about my choice of holiday listen for specific information about the benefits of tourism to an area/country write a paragraph about the negative effects of tourism on an area/country 			

PROJECT

An advertisement for a tourist attraction

- 1** Read the following advertisement for a holiday in Italy.

Italy - Paradise on Earth!

Come to sunny Italy! It is a country full of fascinating cities and beautiful scenery. It is considered the birthplace of Western culture. High art and monuments are to be found all over the country. Moreover, the food is delicious. There are also shops full of bargains. You can spend your time sightseeing, shopping, or you can simply relax on one of the excellent beaches. Whatever you do, you are certain to have a most enjoyable holiday!

- 2** What are good ways to write an advertisement? Put a tick (✓).

- Create a striking headline
- Keep your ad brief
- Write some drawbacks
- Try to attract attention
- Ask a lot of questions
- Give the main features

- 3** Write a short advertisement for a tourist attraction in your area.



Communication

6 a Have Ss read the things one can do on holiday, and tick (✓) the three things they would most like to do, then share their ideas with a partner.

b Ss work in pairs. Tell them to read the example and think of the three things they do not like to do on holiday.

T may give prompts:

- Do homework
- Wash clothes
- Do the washing-up
- Be online
- Play sports
- Write postcards

.....

Finished!

Ask Ss to complete the self-assessment. Identify any difficulties and weak areas and provide further practice if necessary.

PROJECT

An advertisement for a tourist attraction

This activity focusses on introducing to Ss the way to write/say good things about a place/landmark as a tourist attraction, or to advertise it.

1 Have Ss read the advertisement for a holiday in Italy. Tell them to underline the features that may attract tourists and make them want to visit the country.

2 Have Ss work independently, then exchange their work with a partner. Elicit Ss' answers. Explain to Ss that in order to make a good impression on tourists, they have to introduce the characteristics of a landmark/place in a brief but positive and enjoyable way.

Key: 1, 2, 4, 6

3 Tell Ss to think of a place in their locality or neighbouring area to introduce to tourists: it may be a museum, a craft village, a workshop, a temple, a church, an ancient house, a wood/forest, a lake, or simply a nice paddy field.

Ask Ss to write their advertisement out of class. Tell them to refer to the advertisement in **1**. They can also refer to exercise **1** in **LOOKING BACK** for a good way to write an advertisement. In the next lesson, have them present what they have written to the class. The class gives comments and praise.