

MY KIND OF HOLIDAY

LISTENING

1 Work in pairs. Look at the photos and the descriptions of people and holidays. What do you know about the places in the photos? Which people do you think go with which holiday? Explain your decisions.

2 ▶ 17 Listen to three people talking about their holiday plans for this year and answer the questions.

- 1 Which of the people in the photos are talking?
- 2 Where is each person having their holiday?
- 3 What other places do they mention?

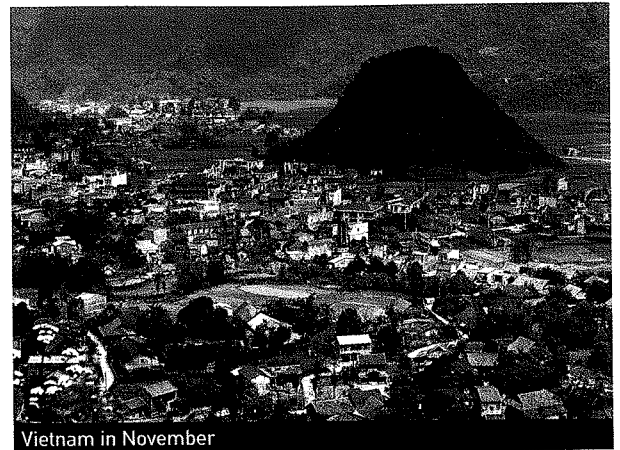
3 ▶ 17 Decide which of the following things are important for each speaker (1–3) when planning their holiday. There is one you do not need. Then listen again and check your ideas.

- a nice accommodation
- b evening entertainment and nightlife
- c guaranteed good weather
- d sights and history
- e meeting local people
- f mountains or beautiful countryside
- g good food
- h peace and quiet
- i extra activities (e.g. tennis, sailing, diving, climbing)



WENDY, 45

A British teacher with teenage kids.

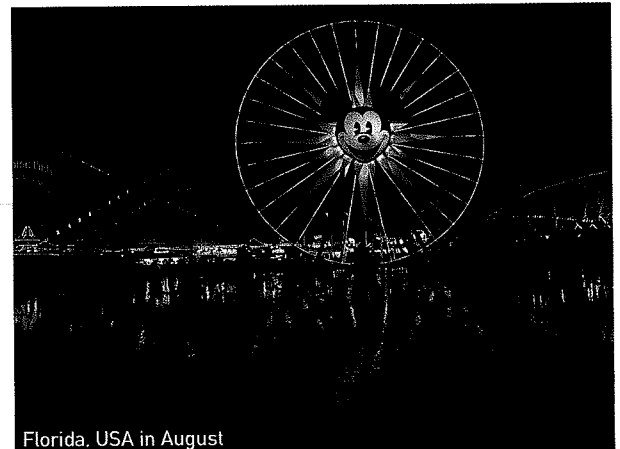


Vietnam in November

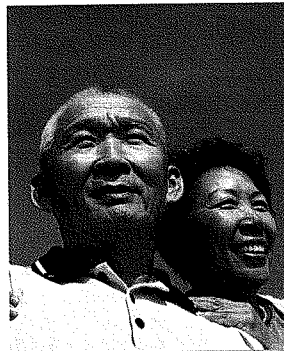


WALEED, 19

A Saudi student with parents and sisters.

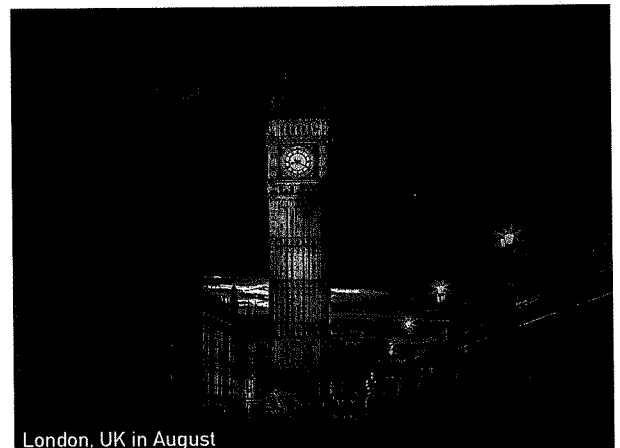


Florida, USA in August



LIAN, 61

A retired Chinese civil servant with husband.

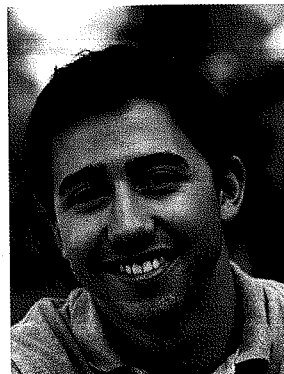


London, UK in August

SPEAKING

4 When choosing a holiday, what is most important for you? Rank the things in Exercise 3 from 1 (= most important) to 9 (= least important). Make some notes to explain why.

5 Work in groups and compare your choices. Who in your group would make the best partners to go on holiday with? Where might you go and what might you do?



ALAIN, 27

A French waiter on his own.



Oman in July

GRAMMAR

Future plans

When we talk about plans in the future, we can use a variety of forms: *will*; *be going to*; the present continuous; *have to*; *may / might*; *be thinking of*.

6 Look at these sentences from the listening. Answer the questions below.

- We're staying in a five-star hotel, of course.*
- So we'll probably hire a car to do off-road.*
- I have to work long hours in July and August.*
- When the season ends, I might take a short holiday.*
- I'm going to travel round Vietnam later in the year.*
- So we're thinking of going to a show or two.*

- Which three sentences show plans that are definite – already decided or arranged?
- Which three sentences show plans which are less certain?
- Which sentence shows a plan which is an obligation?
- Do you know two questions we often use to ask about future plans?
- What are the negative forms of each of the structures in a–f?

G Check your ideas on page 168 and do Exercise 1.

7 Complete the conversations with one word in each space. Contractions count as one word.

- A: ¹_____ you going away in the summer?
- B: Probably, but we're ²_____ to leave it till the last minute to book and try to get a cheap package deal to Greece, or somewhere like that. What about you?
- A: Nowhere special. We ³_____ probably just go to my parents' in Scotland. I suppose we ⁴_____ possibly go camping along the coast. We'll see how things go.
- B: That sounds nice. What's the weather usually like up there at this time of year?
- C: Do you have any ⁵_____ for the weekend?
- D: Well, I have an exam next week so I ⁶_____ to do some revision, but I'm ⁷_____ a friend on Sunday morning to go to the Moca gallery. We ⁸_____ go for lunch too. It depends how much work I do on Saturday. Why? What about you?
- C: Well, I'm ⁹_____ of maybe going to the cinema on Saturday night and thought you might like to go, but maybe you ¹⁰_____ be too busy.
- D: No. I can work during the day, but then I probably ¹¹_____ want to work in the evening. What are you ¹²_____ of seeing?
- C: I haven't decided. Let's have a look now and see what's on.

8 Work in pairs. Discuss the questions.

- Are you going away in the summer?
- Do you have any plans for the weekend?
- What are you doing after the class?
- Are you going to do anything for your birthday?
- Are you going to continue studying English after this course?
- What are you going to do after you leave school / graduate?
- Do you have any plans to change jobs?

G For further practice, see Exercise 2 on page 168.

VOCABULARY Weather

When we want to know about weather in the future, we usually ask one of these questions:

What's the forecast for tomorrow / the weekend?

What's the weather going to be like this afternoon / when you're there?

To talk about predictions we're sure of, we use *will* or *be going to*. To show we're less certain, we use *it'll probably* or *it may / might*.

They said it's raining it'll probably rain this afternoon but it might clear up by this evening.

9 Match the two parts of the sentences.

- They said it'll be **hot and humid** during the day, and so
 - They said it's going to be **really windy**, so
 - Apparently, it's going to be **really sunny**, so
 - They said it'll be **freezing** and
 - They said it's going to be **boiling hot** all week and
 - Apparently, it's going to **pour down** tomorrow, so
 - They said it'll be generally **quite warm** during the day, but
 - The same as today: **grey and miserable**, but
- it might **drop to minus 10°**.
 - on Tuesday it might **reach 36°**. I hate the heat!
 - there might possibly be **a storm** this evening.
 - we should take down the parasol or it'll blow away.
 - I'll probably stay at home and keep out of the rain!
 - I might even get a suntan!
 - they said it might **clear up** next week!
 - it might get a bit **chilly** at night.

10 Work in pairs. Discuss the questions.

- Do you know what the forecast is for tomorrow / the weekend / next week?
- Are there any bad times to visit where you live because of the weather? Why? When is the best time to visit?
- What's the coldest it gets in your country? What's the hottest?
- How many of the different kinds of weather in Exercise 9 have you had in the last year?

A COMPLETE DISASTER

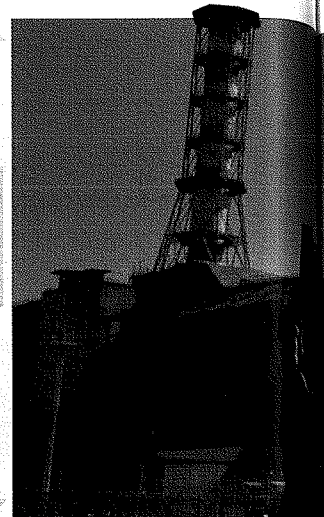
STRANGE WORLD

LUCY CLEGG

Is disaster tourism such a total disaster?

For most of us, if we describe a holiday as a disaster, it might mean we got robbed, were stuck indoors as it poured with rain outside, or experienced any number of other things that could spoil our two weeks of relaxation. We generally want to avoid these things. So you might be surprised to learn that there are now companies that actually organise 'disaster experiences' for people looking for adventure in their time off. You can travel to look for a storm – the kind that might blow your house down, not just blow your hat off. Or perhaps you might like to visit a war zone? Visas, travel and accommodation can all be

arranged and personal protection can be provided at a cost of anything up to \$20,000. How about visiting Chernobyl, the nuclear power plant that exploded in 1986? There is even a company that organises a realistic simulation of a plane crash 'including a smoke-filled cabin.' According to their website, this could provide an excellent day out for employees as a company team-building experience, because 'disasters bring people closer together!' Are they serious? Don't we have enough stress at work without having to pretend we're all going to die!



READING

1 Work in groups. Think of:

- four things that could be described as a disaster.
- four things that could spoil a holiday.

Then discuss whether you have experienced or heard of any of the things. Explain what happened in as much detail as you can.

2 Read the first paragraph of an article about disaster tourism above. Answer the questions.

- 1 What examples of disaster tourism and disaster experiences are given?
- 2 What does the author seem to think of disaster tourism?
- 3 What do you think of it? Would you want to try any of the holidays / days out mentioned?

3 Work in pairs. Look at the four photos in this lesson and discuss the questions.

- 1 Do you know what countries they are in or why they are famous?
- 2 How might they be connected to disaster tourism?

Then read the rest of the article in File 2 on page 187 and check your ideas.

4 Read the article again. Find:

- 1 why the website 'Selfies at serious places' is mentioned.
- 2 two reasons why the author visits places with bloody histories.
- 3 the aims of the company Political Tours.
- 4 two benefits of disaster tourism that James Wilcox mentions.
- 5 how the author ends up feeling about disaster tourism – and why.

5 Work in groups. Discuss the questions.

- Can you think of other places that tourists visit which have a connection to disasters and death? Would you like to visit them?
- What other benefits of disaster tourism might there be?

- Are there any problems with disaster tourism that the author hasn't mentioned?
- Do you think there are times when / places where you shouldn't take photos or selfies? Why?

UNDERSTANDING VOCABULARY

Useful chunks in texts

A chunk is a group of words that often go together. The words may all be next to each other in a sentence, or they may be spread out across a sentence with other words between the different parts of the chunk. Noticing chunks and thinking about how to use them to express your own ideas is important if you want to get better in a language. We often reuse chunks, but change the words around them.

You might be surprised to learn that there are now companies that actually organise 'disaster experiences.'

You might be surprised to learn that there are more pyramids in Mexico than Egypt.

6 Work in pairs and look at the chunks below. How much can you remember about what the writer said using these chunks? Then look at the article and check your ideas.

- 1 ... my initial reaction when I first ... was to ...
- 2 I told myself that there's no way ...
- 3 ... which commemorates the people who died ...
- 4 ... which was completely destroyed by ...
- 5 ... looking at ... now, I am wondering ...
- 6 ... have a lot to offer.
- 7 ... willing to take the risk and ...

7 Write your own sentences using the chunks in Exercise 6. Try to make the sentences true.

My initial reaction when I first saw the mess in the house after the party was to scream!

8 Work in groups. Compare your sentences and explain as much about them as you can. Who has the best example for each chunk?



Selfie at Chernobyl

GRAMMAR Present perfect simple

- 9 Look at this extract from the article. Answer the questions below.

*I **have been** to the peace park in Hiroshima, which **commemorates** the people who **died** from the first nuclear bomb. I've **visited** many castles like the Tower of London where people **were executed**. Last year I **went** to Pompeii, the ancient ruins of a city which **was completely destroyed** by a volcano in the first century. While there, I **took** a photo of the 2,000-year-old dead person.*

- Which verbs are in the present perfect simple?
- Do you know how to make the present perfect examples into questions and negatives?
- Which of these statements are true?
 - The present perfect is often used to introduce experiences connected to a present discussion.
 - When we use the present perfect, we make clear the time of the experience.
 - The details of the experience are usually in the past simple.

G Check your ideas on page 169 and do Exercise 1.

- 10 Read the Grammar box and answer the questions below.

When someone asks us a present perfect question, we usually give information or opinions about our experiences – or we ask questions. Note that we often answer using tenses other than the present perfect.

- Why might someone ask this question?
Have you been to the theme park along the coast?
- Which of these answers do you think help to develop the conversation? Why?
 - Yes, I have.
 - Yeah. It's great.
 - No, I haven't. Why?
 - No.
 - Yeah, I went there last year.

- 11 Complete these answers to the question *Have you (ever) been to X? with Yes or No (never).*

- _____. What's it like?
- _____, but it's supposed to be amazing.
- _____. Several times.
- _____, but I might actually go at the weekend.
- _____. I've never really fancied it.
- _____. I'd love to, though.
- _____. It's great. You should go.
- _____. I spent a week there last year.
- _____. I'm going this summer, though.
- _____. Have you? I've heard it's quite nice.

G For further practice, see Exercise 2 on page 169.

- 12 Write five questions starting with *Have you (ever) been to ...?* Ask about places you know and want to compare experiences of – or places you're thinking of going to and want opinions of.
- 13 Talk to some other students. Ask your questions and answer other students' questions. Give as many details as you can.



Pompeii



The Tower of London



Hiroshima