

## UNIT 6 ANOTHER WORLD

**UNIT OVERVIEW:** In this unit students will talk about travel plans and experiences.

**Conversation Starters: *Travel Advice***

Friends talk about recent trips.

**Building Fluency**

Recommending; verb phrases — sightseeing

**Conversation Model**

Lucky you! — Don't stress short and unimportant words

**Let's Talk About It: *How many stars?***

Rate and discuss a city you have visited.

**Conversation Idioms:**

check out the art galleries

catch a concert

hang out at the airport

without a doubt

go on a homestay

is a must

I'd pass on

I'd give it a miss

be a complete disaster

spend time with the local people

Additional Links for this unit: Mitchell from Hawaii gives tips for his home island.

<http://www.ello.org/english/0601/621-Mitch-Hawaii.html>

### STEP 1 BUILDING THE ATMOSPHERE

Ask your students to briefly discuss some of the best holidays they have experienced. Tell them that Amy has only experienced bad holidays. Play the **Amy and Erik introduction** and ask your students to listen for the phrase Amy uses that means her holidays have all been really bad (a complete disaster – provide hints as necessary). Finally, ask your students if they've ever been on a holiday that was a disaster.

**Scripts [Track 33]**

Erik: Hi again, and welcome to Unit 6, "Another World." In this unit we're going to talk about our favorite travel destinations. So, Amy, how about you?

Amy: Well, actually Erik, every holiday I've ever been on has been a complete disaster. When I went to Spain, I missed my plane... When I went to Portugal,...

Erik: Maybe we should just listen to what our friends have to say.

Amy: Good idea. Let's listen.

### STEP 2 CONVERSATION STARTERS: TRAVEL ADVICE

*Students will listen to people talk about their travel recommendations.*

#### 1. First Listening

- Books open. Play the audio and have students mark their answers. If necessary, play the audio again. Allow students to compare their answers in pairs before checking as a class.
- Books closed. Elicit the four places talked about and write the following on the board:
  - 1) *Australia (going / went)*
  - 2) *Italy (going / went)*
  - 3) *Paris (going / went)*
  - 4) *America (going / went)*
- Play the audio again. This time, they must listen for whether the person is planning to go (going) or if the person has already gone to the place (went). After each track, pause the audio have students discuss what they think and why. Elicit the answers as a class. Highlight any key grammar words to indicate the answer. (Note: This low stakes listening will allow slower students more time to be ready for the Second Listening activity.)

## 2. Second Listening

Books open. Have students listen again and mark the recommendation and the reason for each place. Remind them to write only a few key words or phrases for the reasons.

### BONUS

Have students discuss the bonus questions in pairs. At the end, you could get a quick show of hands to see which place is the most popular destination.

#### Answer Key

First Listening:

1 – Uluru, 2 – pizza, 3 – the Louvre, 4 – family

Second Listening:

1. Visit Uluru (in Australia) / It's magical, a must-see
2. Try the pizza (in Italy) / It's delicious and better than Japanese pizza
3. Visit the Louvre (in France) / Soon's an art lover, the Louvre's amazing and you can see the Mona Lisa
4. Do a homestay and stay with an American family (in the US) / spending time with the local people is a special experience

#### Script: [Tracks 34-37]

1. **Ken:** Was there one big highlight for you on your trip to Australia?  
**Emma:** Oh, yeah, without a doubt it was Uluru. Fantastic.  
**Ken:** Uluru? Isn't that that big rock?  
**Emma:** Oh, it's more than that. It's magical — something from another world. It's truly a must-see.  
**Ken:** OK. If you say so.  
**Emma:** Yeah. It's too good to miss.
2. **TJ:** How was the trip to Italy?  
**Miki:** Great.  
**TJ:** Did you do the usual tourist stuff?  
**Miki:** Yeah, I did the usual stuff, but I also had some really great Italian food.  
**TJ:** Oh, really? Like what?  
**Miki:** Well, the pizza especially was great. Italian pizza is different than I thought it would be. It was sooo good. Ah, something to die for!  
**TJ:** That good?  
**Miki:** Oh, mouth-watering. The cheese, the crust...mmm. So different from the cardboard stuff we get in Japan.
3. **Soon:** Guess what? I'm going to Paris next week.  
**Simon:** You're going to Paris?! Lucky you. How long you there for?  
**Soon:** Just a day. It's a stop-over on my way home.  
**Simon:** Only one day, huh? Well, you're an art lover, so you should go check out the Louvre.  
**Soon:** That sounds so touristy, so boring.  
**Simon:** No, no, no, no. The Louvre is more than a museum. It's an amazing place. And the Mona Lisa is an absolute must-see if you're an art lover. You really should see it with your own eyes if you have the chance.
4. **Deanna:** Blaire, I want to travel around the States during the summer holiday, but I can't decide where to go. There are so many cool places that I want to see.  
**Blaire:** You know, sightseeing is important. But if you really want to experience the States, you've got to live with an American family. You really should think about going on a homestay. Spending time with the local people is one of those once-in-a-lifetime experiences.  
**Deanna:** Yeah, yeah, that's an interesting idea. I'll think about it.

## STEP 3 BUILDING FLUENCY: RECOMMENDING

*Students will practice recommending and learn several verb phrases to describe sightseeing activities.*

### 1. Expressions

- Have students decide which expressions mean "I recommend" and which mean "I don't recommend."
- Then, have students quiz each other on the phrases. In pairs, one Partner A (book open) reads a phrase; if it is a recommendation Partner B (book closed) motions with a thumbs up sign. If it is not a recommendation, the

student motions with a thumbs down sign. See sample dialogue below:

A: *I'd pass on...*

B: *(motions thumbs down)*

A: *You shouldn't miss...*

B: *(motions thumbs down)*

A: *Actually that is a recommendation.*

### Answer Key

I recommend = 1, 3, 5, 7, 8, 10

I don't recommend = 2, 4, 6, 9

## 2. Vocabulary

- In pairs have the students match the words to the best pictures. Then, go over the answers as a class.
- Next, reinforce the vocabulary by having students write an example from their hometown or country for each phrase. Model with your own city or country first. See example below for San Francisco:

*In your city, where is the best place to...*

1) *try the local food. (North Beach – The Italian District)*

2) *check out a gallery. (DeYoung Museum or SFMOMA)*

3) *catch a concert ( The Civic Center / downtown)*

After students have written one place for each phrase, have them compare in pairs.

### Answer Key

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

## VOCAB TROUBLESHOOTING

Check out – to go somewhere to see what it's like, to visit a place (informal)

Catch – to go to see a performance (informal)

## HOW THE GRAMMAR WORKS

Go over the structures as a class. Then, in pairs, have students choose one phrase from the vocabulary step and have them substitute the phrase in each structure. Call on random pairs to share a few of their sentences with the class.

Examples:

*I'd pass on the local food.*

*If I were you I'd skip the local food.*

*You shouldn't miss trying the local food.*

*The local food is a must.*

*etc...*

## 3. Let's Practice

Students can make recommendations for the countries listed in the box or they can use their own ideas.

## STEP 4 CONVERSATION MODEL: LUCKY YOU!

*Students will learn about not stressing short and unimportant words.*

### Optional Warm-up

Write the following questions on the board.

1) *Where is the man going?*

2) *What does the woman suggest?*

3) *Will the man take her advice?*

Books closed. Direct the students to the questions on the board. Next, have the students listen to the audio and try to answer the questions above. After listening as needed, students compare answers in pairs and then as a class.

## 1. Situation

- Have your students check the conversation for unknown words, and explain any difficult phrases.

## VOCAB TROUBLESHOOTING

A stopover – a short stop in one's trip, normally to change planes

Hang out at the airport – spend time at the airport

## HOW THE PRONUNCIATION WORKS: DON'T STRESS SHORT AND UNIMPORTANT WORDS

Explain the unit pronunciation point, which is a follow-up on not stressing short and unimportant words first introduced in Unit 1. In English, it is common not to stress short words such as “be” verbs, prepositions, articles and conjunctions, which don’t hold much meaning. When these words become unstressed, they typically become a schwa sound and often blend with “stressed” words, so “what are” sounds like “whata” and “going to” sounds like gonna. (This also applies to “what a” and “got to” found in the **Conversation Model**.) This can create a lot of difficulties for students when they listen to native speaker conversations. While students do not have to pronounce words in this way, it is very important for them to be aware of this, especially for listening comprehension purposes.

- Next, play the conversation model [Track 38] and encourage your students to listen out for how “what are” and “going to” are pronounced.
- As a class do a choral practice of this conversation, focusing particularly on the pronunciation point. Say each line or chunk, and have your students repeat.

## EXTRA PRONUNCIATION POINTS: JUMP THE /T/ AND /D/ SOUNDS, REDUCE SOUNDS

Have you finished planning your trip – have you finish(ed) planning your trip

But I’ve got a – bu (d)i’ve goda

You’ve got to check out the – You’ve gotta checkou(t) the

I’ll think about it – I’ll thinka bou dit

### 2. Substitution

Have students work individually to number the phrases in the columns to make a coherent conversation. Then, have students compare answers in pairs.

#### Answer Key

Visiting Japan: 4-2-1-3

Visiting Thailand: 3-4-1-2

Visiting France: 1-3-4-2

Visiting South Korea: 2-1-4-3

### 3. Practice

- Have students use the **substitution** words to practice the conversation. Remind them to take particular care with the unstressed and blended words. Have early finishers create their own conversations.
- Choose a pair to demonstrate the conversation. Comment on their pronunciation of “what are,” “going to,” “what a” and “got to” and offer pronunciation and intonation advice as necessary.

## STEP 5 LET’S TALK ABOUT IT: HOW MANY STARS?

*Students will rate and discuss a city they have visited.*

### Optional Warm-up

Write several sample sentences on the board that include events for each category in **Get Ready**. Have students identify which category and country for each sentence. The answers are in parentheses.

*The pyramids are amazing! (Egypt / Historic site)*

*You should go to the Grand Canyon. The view is amazing. (US / Nature Spots)*

*You should see Chelsea and Manchester United play each other. (England / Sporting Event)*

*Seeing an opera at the Sidney Opera house is a must. (Australia / Entertainment)*

*You can buy a kimono in Tokyo. (Japan / souvenirs)*

### 1. Get Ready

Have students fill out the review page for a place they have visited. Allow students to review their home city if they haven’t traveled much and cannot come up with enough information to do the exercise. You could do a model review of your own on the board to serve as an example. Be sure to demonstrate using key words and phrases only in the reasons column.

### 2. Let’s Talk

Have students discuss their reviews in small groups.

### 3. Follow Up

Then, have students find out from their group members whether they want to visit the city/country after hearing the ratings and recommendations. You could get feedback from each group on which city/country most group members want to visit.

#### **BONUS: Speaking Activity**

If time permits, have students try the bonus speaking questions. This could be done as either a pair/group/class discussion or an extemporaneous speaking exercise.

#### **BONUS ACTIVITY**

Have students create a class guidebook for the city in which they are now living. They should be as creative as possible and include at least a general introduction for the city and an entry for each category introduced on page 32. There are many forms in which they can create their guidebook, including traditional paper-based guidebook, podcast, vodcast, blog or wiki. If you have exchange students visit your school, give them a copy of the guidebook and have them judge its usefulness.

### **STEP 6 LANGUAGE AWARENESS**

Assign the language awareness activity on page 86 for homework. If necessary, do the first one or two questions together as a class. Leave 5 or 10 minutes at the beginning of the next class to go through the answers.

#### **Answer Key**

1. without a doubt
2. Isn't that that big rock?
3. It's magical – something from another world.
4. the usual tourist stuff
5. Like what?
6. something to die for
7. You're going to Paris?!
8. Only one day, huh?
9. touristy
10. the States
11. a once-in-a-lifetime experience
12. I'll think about it.

### **STEP 7 ERIK'S LEARNING TIP**

This Erik learning tip is also about World Englishes (also see Unit 3 **Amy's Culture Tip**). Many students typically learn “American” or “British” English, depending on the country in which they are studying. However, it can be a disservice not to have experienced, or at least know the existence of, other Englishes, such as Australian, New Zealand, Canadian and Indian English, to name a few. Moreover, we should not forget the fact that most speakers of English as a second or foreign language will most likely communicate in English with another non-native speaker, rather than a native speaker. Having experience with a wide variety of Englishes is particularly important when it comes to listening, and thanks to the Internet it is now much easier to expose students to the variety of World Englishes which are out there (and this is also something that we have tried to achieve in our own audio recordings with *Impact Conversation*). One interesting activity is to collect snippets of various world leaders' speeches, and to get students to guess the country they are from and their names.

## **STEP 8 UNIT TEST**

Make copies of the Unit Test for each student. Start by playing the audio for the Listening section (download Track 6 from <http://www.elttestcenter.com>). Decide whether you give them one or two listenings. Then, allow the students about 5-10 minutes to complete the rest of the test. Correct the test in class, and record the score.

### **AUDIO Script**

I'm so excited. I'm finally going to make my trip to Greece next week. I've got everything planned... thanks to my friend Leanne. She's been to Greece like four times, and knows all the best spots. She says visiting the historic sites, like the Acropolis, is an absolute must, so I'm going to Athens first. She also recommended that I should just chill out at one of the islands. So, after Athens I'm going to go to the island of Santorini and just relax in the sun for a week! I can't wait!

### **Answer Key**

#### **Part A.**

1. b
2. a

#### **Part B.**

3. visit
4. If I were you
5. Petting a kangaroo
6. I'd pass on

#### **Part C.**

7. a soccer match
8. the local people
9. a concert
10. duty-free shopping