

LET'S TALK! ENGLISH



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LET'S TALK! ENGLISH
UPPER
INTERMEDIATE LEVEL B2



Robotel Corp.
Milwaukee, WI 53224
U.S.A.

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First published in 2020

Printed in Canada

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Many thanks to the participants that played a role in the videos for the book. As well, a thank you to our main characters: Jack, Connor, Skylar, and Grace.

Acknowledgements

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ISBN: 978-1-7326616-4-6

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LET'S TALK ENGLISH

Revision 1.0

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LET'S TALK ENGLISH

The **LET'S TALK! ENGLISH** is partitioned into five (5) different courses, corresponding to levels A1, A2, B1, B2 and C1 of the Common European Framework of Reference (CEFR) for languages as described below:

LEVEL		DESCRIPTION
BASIC	A1 Beginner	<ul style="list-style-type: none"> Can understand everyday expressions and very basic phrases Can introduce themselves and answer personal questions Can interact in a simple way with others
	A2 Elementary	<ul style="list-style-type: none"> Can understand sentences and frequently used expressions Can communicate in simple and routine tasks Can describe in simple terms aspects of their background
INDEPENDENT	B1 Intermediate	<ul style="list-style-type: none"> Can understand topics concerning family, work, school, etc. Can deal with most situations that arise while traveling Can describe experiences, events, dreams, hopes, and ambitions
	B2 Upper Intermediate	<ul style="list-style-type: none"> Can understand main ideas on both concrete, and abstract topics Can interact with a degree of fluency and spontaneity Can produce clear detailed text on a wide array of subjects
PROFICIENT	C1 Advanced	<ul style="list-style-type: none"> Can understand a wide range of demanding clauses Can express ideas fluently and spontaneously Can use language effectively, socially, and professionally
	C2 Proficiency	<ul style="list-style-type: none"> Can understand with ease virtually everything heard or read Can summarize information and reconstruct arguments Can express themselves very fluently and precisely

SMARTCLASS+

LET'S TALK! ENGLISH is designed to be used in conjunction with the **SmartClass+** language lab platform. The majority of activities presented herein require the use of the **SmartClass+ Live Activities Dashboard (LAD)** for classwork and/or the use of the **SmartClass+ Media Activities Dashboard (MAD)** for self-study work. The icons shown below are used to indicate which dashboard should be used with each activity.



LET'S TALK ENGLISH

	CONTENT	VOCABULARY	GRAMMAR
CHAPTER 1 - AT HOME			
1	Are you looking for a new home?	A Place to Call Home	<i>Used to</i> and <i>Would</i> Confusing Homophones
2	What do you want to update in your home?	Home Improvement	Relative Clauses: Objects The 3 rd Conditional
3	Let's hire some help!	Help at Home	Verbs + Gerund The Causative Passive
CHAPTER 2 - FOOD & DRINK			
1	What's for dinner?	Expansion of Food	Gradable and Non-gradable Adjectives Quantifiers: with or without "of"
2	Do you have a recipe for that?	Following a Recipe	Question Tags: Agreement Present Perfect Simple Comparisons
3	Let's go out to eat!	Going Out to Eat	Subject-Verb Agreement Passive Voice: All Tenses
CHAPTER 3 - TRAVEL			
1	Where do you want to go on vacation?	Taking a Trip	Future Plans Noun Clauses: Wh- Clauses
2	Let's check in!	Traveling	Reported Speech: Statements Adjectives + Dependent Prepositions
3	What should we do today?	Sightseeing and Weather	The Future Seen from the Past Narrative Tenses

CONTENT

VOCABULARY

GRAMMAR

CHAPTER 4 - THE WORLD AROUND YOU

1	Let's talk about animals!	Animals in the Wild	Review: Articles Noun Clauses: That
2	Where do animals live?	Farm Animals and Habitats	Different Uses of that Embedded Questions
3	Let's protect the environment!	Environment and Insects	Comment and Viewpoint Adverbs The Zero Conditional

CHAPTER 5 - HEALTH

1	Do you live a healthy lifestyle?	Healthy Habits	Verb + Infinitive or Gerund Conditionals: Wishes
2	What are your symptoms?	Going to the Doctor	Relative Clauses: Defining vs. Non-Defining Logical Connectors
3	Let's refer you to a specialist!	In the Hospital	Reported Speech: Questions & Commands Verbs + Dependent Prepositions

CHAPTER 6 - AT WORK

1	Are you looking for employment?	Employment Opportunities	Futures: Predictions and Probability Adverbs with Two Forms and Meanings
2	Let's talk about professions!	Having a Career	Nouns + Dependent Prepositions Future Perfect Simple
3	Are you good with technology?	At the Office	Reduced Relative Clauses Adjective Placement

LET'S TALK! ENGLISH

Welcome to **Milwaukee, Wisconsin** (USA)!

Throughout this book you will follow four students as they discuss topics relevant to each chapter. These students live in the Milwaukee, Wisconsin, area and are excited to be a part of your English learning experience.



My name is **Jack Jones**. I am 19 years old and come from Sussex, Wisconsin, where I was born and raised. I go to the University of Wisconsin - Oshkosh to study business. In my free time, I enjoy working on cars and being with my friends or family.



My name is **Connor Olsen**. I am 20 years old. I come from Milwaukee, Wisconsin. I study German and business at the University of Wisconsin-Madison. When I am not studying or working, I am playing sports. Baseball and ice hockey are my favorites. I also love to travel.



Hi! My name is **Grace Parker**. I'm 19 years old and live in Madison, Wisconsin. I'm studying pharmacy at the University of Wisconsin - Madison. In my free time, I enjoy hanging out with my friends and family, reading, cooking, baking, and spending time outdoors.



Hi! My name is **Skylar Campbell**, and I am 18 years old. I was born and still live in Milwaukee, Wisconsin. I go to the University of Wisconsin-Milwaukee where I am pursuing a career as a speech - language pathologist. In my free time, I love to meditate and do yoga, read books, take hikes outside, and go thrift shopping!



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CHAPTER THREE TRAVEL



LEARNING OBJECTIVES

I will be able to...

- use and differentiate between the *future tenses*.
- discuss taking a trip using *noun clauses*.
- talk about other people's experiences using *reported speech*.
- form correct *adjective + dependent preposition* combinations.
- express events in the *future with a past point of view*.
- *narrate stories* using a variety of tenses.



VOCABULARY

Taking a Trip	3-4
Traveling	3-21
Sightseeing and Weather	3-37



GRAMMAR

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LET'S TALK!

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REVIEW & ASSESSMENT

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CULTURE IN CANADA

THE PROVINCE OF QUÉBEC



Famous People:

Céline Dion
Claude Jutra
Genevieve Bujold
Gilles Villeneuve
Leonard Cohen
Maynard Ferguson
Mordecai Richler

Oscar Peterson
Pierre Trudeau
Ray Bourque
Saul Bellow
Thérèse Casgrain
William Shatner

Famous Places:

Château Frontenac
Forillon National Park
Montmorency Falls

Montréal Botanical Garden
Montréal Olympic Stadium
Mount Royal

Capital: Québec City

Other Major Cities: Montréal, Gatineau, Sherbrooke, Saguenay, Trois-Rivières

Population: 8,455,402 million (2019)

Area: 595,391 mi² (square miles)
1,542,056 km² (square kilometers)

Known For:

Cirque du Soleil
Ice Hotel
James Bay Project
Jazz Festival
Maple Syrup

Montréal Canadiens
Poutine
Saint Lawrence Seaway
Snowmobiling

Flag:



Château Frontenac



Olympic Stadium



Poutine



Montréal Canadiens Hockey Team



Céline Dion



INTERNET SEARCH: (in your language)

1. Joseph-Armand Bombardier is an inventor and businessman. What is his most famous invention that helps Canadians embrace long cold winters? What additional products are now part of the Bombardier Recreational Products portfolio?
2. Montréal is a world-class city that has hosted the 1967 World Fair and the 1976 Summer Olympics. The Olympic Stadium, designed by French architect Roger Taillibert, had one major design flaw. What is that flaw?



VOCABULARY



3

SECTION 1 VOCABULARY: Taking a Trip

Making Reservations		Planning the Itinerary	Other Words and Phrases
to book the cancellation policy to confirm the confirmation to contact the cruise the cruise ship the fee	per person private / public to refund to reserve the resort the travel agency the travel agent	the cave the cliff to create an itinerary the popular destination rather the waterfall	annual at least to depend on Have a relaxing trip! the memory thankful

SECTION 2 VOCABULARY: Traveling

At the Airport		At a Hotel	Other Words and Phrases
the airline the announcement the baggage claim to carry on the carry-on to check in / out the direct flight the elevator	the escalator the flight attendant the headphones the landing the layover the luggage the passenger the return flight	overnight the reception desk; the front desk the room service the suite the view	international rough safely smooth

SECTION 3 VOCABULARY: Sightseeing and Weather

Sightseeing		Weather
the ATM Can you point me in the right direction? the castle to continue the crowd crowded exhausted the fountain the guidebook the historical monument	to mail a postcard the souvenir the statue the tour guide the tourist the tourist center; the information center	the breeze the chance freezing to get* wet It's supposed to... the sunshine the thunderstorm the lightning the thunder the warning the weather forecast

*Go to the **Irregular Verb** chart to review the conjugations if needed.

Use the **Extended Vocabulary** and **Phrasal Verb** lists to expand your vocabulary for this chapter.

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INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

VOCABULARY



TAKING A TRIP



ACTIVITY 3.1.1 - SPEAK

MAD Open Recording

Say as much as possible about the Section 1 Vocabulary images. What words or phrases do you know? What do you see? What has happened, is happening, and will happen?

TEACHER NOTE: After students complete the activity in the MAD, discuss the image as a class using the LAD Presentation Mode.



ACTIVITY 3.1.2 Part 1 and Part 2 - READ, LISTEN, & SPEAK

MAD Pronunciation - Flashcards

Look at each vocabulary image. Then, pronounce sentences using Section 1 Vocabulary.

TEACHER NOTE: Translate the words and phrases in this MAD activity before assigning it.



ACTIVITY 3.1.3 Part 1 and Part 2 - READ

MAD Text Match

Match the correct translation in your language with each Section 1 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this MAD activity before assigning it.



ACTIVITY 3.1.4 - WRITE

MAD Open Text

Type each Section 1 Vocabulary word or phrase three times.



ACTIVITY 3.1.5 - LISTEN & WRITE

MAD Fill-in-the-Blanks

Listen to a short paragraph using Section 1 Vocabulary. Type the paragraph as you hear it.

[I am so excited about my trip next week. My friends and I are going on our annual vacation. This year we picked a popular destination, and we will be staying at a resort right on the ocean. The best part is that it has a private beach, so we are going to spend quite a bit of time relaxing in the sun. However, we are also going to do a lot of sightseeing. On Monday we will go on a hike to see a waterfall. Another day we are going to explore a cave. I always look forward to spending time with my friends and making new memories.]

VOCABULARY



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ACTIVITIES



CULTURAL NOTE - A Place to Stay Overnight

A significant cost to traveling is paying for overnight accommodations unless you have relatives or friends that you can stay with for free. If you want to spend the night in a city center or near a particularly touristy area, it is not uncommon for a hotel room to cost you over \$100 or over £77 per night. Luckily, there are several options to choose from besides staying in a hotel. Travelers can look for youth hostels where they are able to rent a very basic private room for a decent price or a bed in a multi-bed shared room for much cheaper than a hotel. Hostels are budget-friendly because they do not focus on luxury and comfort but rather basic needs such as a one-person bed, one pillow, a storage locker, and access to a bathroom, all which keep their prices low. Other options include finding a place to stay on websites such as Airbnb or Couchsurfing. Depending on where you are traveling and for how long, you might also find programs where you can exchange a few hours of work per day such as gardening, language tutoring, household chores, or running errands for free room and board at your host's home.

What do you look for when trying to find a place to stay overnight? What aspects are the most important?



ACTIVITY 3.1.6 - READ

MAD Sentence Jumble

Put the conversation between a travel agent and customer in the correct order.

- G. Good morning and welcome to our travel agency. How can I help you?
- L. Hi. I'd like some information about booking a cruise through your agency for next July.
- A. Absolutely. We offer many different cruises all over the world. Do you have a destination in mind?
- F. I was thinking about the Bahamas. I like the heat, and I hear that it is a popular destination.
- H. Definitely! It's beautiful there, and we have three different cruise ships you can choose from. How many people will be in your party?
- B. It would be my wife and me. We'd like one room with a view of the water. We would also like to make all dinner reservations ahead of time and create an itinerary for when we go on land.
- K. No problem. I will make sure to reserve all that for you. How about I give you this brochure, and you can take it home to your wife. In it you can find everything the cruise ship offers. Whether you want to explore nature, jump off a cliff, go kayaking through a cave, or find a hidden waterfall, there are all kinds of activities to choose from. In the back you will also find the restaurants and their menus, so you can decide where you want to eat.
- E. That's wonderful, thank you. So, how do we proceed then?

VOCABULARY



ACTIVITIES



ACTIVITY 3.1.6 - READ (Continued)

MAD Sentence Jumble

- D. Well, after you and your wife decide on everything, either give me a call, come back in, or send me an email with your ideal itinerary and restaurant selections. Then, I will book it for you. After that, you will get a confirmation email with all the details and a contact person from the cruise ship.
- I. And what if, for some reason, we can't go on the trip because of an emergency? What's the cancellation policy for these kinds of vacations?
- J. We can definitely add insurance so that you get a full refund in that case.
- C. Perfect. Thank you so much, and we'll be in touch soon.



ACTIVITY 3.1.7 - READ & WRITE

MAD Fill-in-the-Blanks

Choose the phrasal verb from the word bank that best completes each sentence. Then, type it in the blank using the correct tense. *Be careful with the conjugation of each verb.*

Separable Phrasal Verbs	Non-Separable Phrasal Verbs
to book ahead	to brush up on
to plan ahead	to get away
to take off	to go abroad
	to read up on
	to save up for
	to turn out to be

I've been working too much lately and decided I need to **take a vacation** [**get away**] for a while. I have already **accumulated money for** [**saved up for**] this vacation, since I'm **traveling to a foreign country** [**going abroad**]. I usually prefer to **make arrangements early** [**plan ahead**]; however, I'm going to be spontaneous and not **organize and pay for my vacation in advance** [**book**] my vacation [**ahead**] this time. I'm simply going to **request a two-week vacation** [**take**] two weeks [**off**], starting next Monday, and see what the travel agent has to offer in the Caribbean. That should give me enough time to **learn about** [**read up on**] my destination and perhaps even **practice** [**brush up on**] my Spanish, which I'll probably need. I'm sure it **will prove to be** [**will turn out to be**] an excellent short break, and I'm really excited about it.

VOCABULARY



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ACTIVITIES



ACTIVITY 3.1.8 - READ & WRITE

MAD Question and Answer

Type a question that could lead to the answer given. *Teachers, answers may vary.*

1. You can cancel up to 30 days in advance.

What is your cancellation policy?

2. Yes, I have confirmed my reservation.

Have you confirmed your reservation yet?

3. I still have to create an itinerary for the trip.

What do you still have to do?

4. No, I will not be going cliff jumping. It is too scary.

Are you going cliff jumping on vacation?

5. You need to contact a travel agent to help you plan your trip.

Who do I need to contact to help me plan my trip?

6. We decided to stay at a resort instead of a hotel.

Where did you guys decide to stay?

7. Yes, I have been on a cruise twice.

Have you ever been on a cruise ship?

8. The tour costs \$10 per person.

How much does the tour cost per person?

9. My favorite travel memory is when my family and I explored the caves.

What is your favorite travel memory?

10. I prefer a private beach instead of a public one when I am on vacation.

Do you prefer a public or private beach when you are on vacation?



ACTIVITY 3.1.9 - LISTEN & SPEAK

MAD Segmented Recording

Listen to each question a travel agent asks you to help plan your next vacation. Then, respond in the pauses provided using complete sentences. Click **"Done"** to move on to the next question.

1. Where would you like to go on vacation?
2. Are you looking for a relaxing vacation or one where you go out exploring?
3. Would you prefer to go on a cruise or stay at a resort?
4. How many people will be traveling with you?
5. How long would you like to be on this vacation?
6. What types of activities would you like to do while on vacation?
7. After I book the trip, would you like me to print the confirmation or email it to you?

GRAMMAR



LET'S BREAK IT DOWN!

FUTURE PLANS

We use many different tenses to talk about our **future plans**.

Tense	Use	Examples
Present simple	information (timetables, schedules, opening/closing times)	The plane leaves at 12:45 p.m. on Thursday . This cafe doesn't open until 6 a.m. tomorrow .
Present continuous (diary future)	fixed plans with a clear reference of time (plans you would write in your diary)	We are flying to Rio in May . She's staying here for the next 2 weeks .
Going to	intentions (no specific time)	I'm going to relax and read lots of books.
	decisions already made (not spontaneous)	Do you have a guidebook for your trip? Not yet , but I'm going to buy one tomorrow.
Future simple	first conditional (real future)	I'll go swimming if the water is warm enough.
	spontaneous decisions and reactions	Do you have a Band-Aid in your purse? No, I just ran out. I'll buy some later.
Future continuous	the normal course of events expected to happen (repeated event)	We will be staying at the same hotel we always do .
	unfinished action at a particular point of time in the future	I'll be lying on the beach reading a book this time tomorrow .
Modal verbs: might / may	possibility and probability (a chance something will happen)	We might go to Abu Dhabi next summer. If not, we may go to Hong Kong.



ACTIVITY 3.1.10 - READ & WRITE

MAD Fill-in-the-Blanks

Read each sentence and type which tense each one is written in. Then, type the letter of the reason why that tense is used.

For example: **You read:** My family and I might go on a cruise, but my parents aren't sure yet.

You type: [modal: might or may] [B]

Tense Word Bank

present simple	future simple	going to
present continuous	future continuous	modal: might or may

GRAMMAR



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ACTIVITIES



ACTIVITY 3.1.10 - READ & WRITE (Continued)

MAD Fill-in-the-Blanks

Reason Word Bank

A. an unfinished action at a particular point of time in the future

B. a chance or possibility

C. timetables, schedules, etc. (public information)

D. conditional plans

E. intentions: not fixed to a particular time

F. fixed plans with fixed time

G. the normal course of events, a regular, repeated series of events

H. intentions: already planned, not spontaneous

I. spontaneous decision

- Oh, sorry! I forgot! I'll create the itinerary right now.
- We're going to a resort in the Bahamas August 13th-23rd.
- I'm going to explore the caves along the beach this afternoon.
- I'm not sure if the water activities are included in the price.
We might have to pay extra.
- What time does our flight leave again? I forget.
- Where are you going? I'm going to get an ice cream.
- We won't be going on a cruise this year because it has become too expensive.
- We'll stay at the same hotel we did last year if they still have any rooms free.
- Why are we hurrying? The check-in doesn't open until 4 o'clock.
- We'll be flying over Niagara Falls just as the sun sets this evening.

[future simple] [I]

[present continuous] [F]

[going to] [E]

[modal: might or may] [B]

[present simple] [C]

[going to] [H]

[future continuous] [G]

[future simple] [D]

[present simple] [C]

[future continuous] [A]



ACTIVITY 3.1.11 - READ

MAD Multiple Choice

Choose the tense that best completes each sentence.

TEACHER NOTE: The correct answer is based solely on the chart given. Native English speakers commonly use other variations not taught here.

- Did you hear that the Talbots _____ a trip on an Alaskan cruise ship?
A. book **B. are going to book** C. will book
- If the booking fee is higher than 25%, we _____ afford the tickets.
A. will not be able to B. are not being able to C. are not going to be able to
- Jeff _____ cancel the reservations because there's a chance he'll have to work late.
A. might have to B. is having to C. will have to
- The cave tour _____ promptly at 10 a.m., so don't be late!
A. might depart B. will depart **C. departs**
- The group _____ the cliffs on Saturday.
A. will climb **B. is climbing** C. climbs
- Monica _____ at the best table in the restaurant for her birthday. She reserved it months ago!
A. is going to sit B. is sitting C. will sit

GRAMMAR



ACTIVITIES



ACTIVITY 3.1.11 - READ (Continued)

MAD Multiple Choice

7. It's raining outside? Oh no! Well, we _____ explore the mall instead of the beach.
A. have to B. will be having to **C. will have to**
8. This time next week, I _____ by the pool at the resort in Playa del Carmen, Mexico.
A. will be lying B. will lie C. am lying
9. Seth and Eddie talked about it last week, and they _____ to Paris because it's such a popular destination. They prefer more unique destinations.
A. will not go B. don't go **C. aren't going to go**
10. I'm so sorry you were unhappy with your experience. I _____ the cost of your ticket immediately.
A. refund **B. will refund** C. am refunding



ACTIVITY 3.1.12 - LISTEN & READ

MAD Text Match

Listen to each question. Then, match it with the correct answer.

1. My family and I are driving to the Florida Keys.
Question 3: What are you doing this summer?
2. Because I'll be sitting on a bus for the next five hours!
Question 6: Why are you taking your computer?
3. We're going skiing in Mont-Tremblant in Québec.
Question 10: Where are you spending winter vacation this year?
4. I'm going to try all the local food and do lots of sightseeing.
Question 1: What are your plans when you're there?
5. Because I'm going to the cinema with friends.
Question 7: Why can't you come to the concert on Saturday?
6. No, not yet. I'm going to do it tomorrow.
Question 4: Have you printed out the itinerary yet?
7. We're taking the train to Seattle, then flying from there.
Question 2: How are you getting there?
8. I'll be beside the pool sunbathing.
Question 9: Where will you be when I call?
9. Sorry I can't. I'm playing tennis in the afternoon.
Question 8: Would you like to come on the day trip with me?
10. I'll probably be in a meeting wanting to be on vacation instead!
Question 5: What will you be doing this time next week?

GRAMMAR



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ACTIVITIES

**CULTURAL NOTE - Types of Transportation**

Transportation is how you get from point A to point B. Common everyday types of transportation in the U.S. include cars, city buses, taxis, motorcycles, bicycles, and walking. In larger cities, subways are also used. You will also find trams, streetcars, and electric scooters in some cities. You can easily call a taxi or request a ride through rideshare apps like Uber or Lyft.

If you need to cross a body of water, you may find yourself taking a ferry, which is a ship that carries people and sometimes cars and bikes from one shore to another. Common types of longer-distance transportation are airplanes, trains, and ships. Most people do not travel by helicopter on a regular basis. This type of aircraft is often used by the military, police, emergency medical services, and firefighters. Some places of interest may offer a helicopter tour, though!

Which types of transportation listed in this cultural note have you ridden before? What is your daily mode of transportation? What is your preferred mode of transportation?

**ACTIVITY 3.1.13 - LISTEN & WRITE****MAD Fill-in-the-Blanks**

Listen to each sentence. Then, change each one into the tense that is given. *Do not use contractions.*

For example: **You hear:** She's confirming the reservation on Friday.

You read and type: (going to) [**She is going to confirm the reservation on Friday.**]

- I'm paying the cancellation fee tomorrow.
(going to) [**I am going to pay the cancellation fee tomorrow.**]
- She'll stay at the well-known beach resort.
(present continuous) [**She is staying at the well-known beach resort.**]
- When is the cruise leaving?
(present simple) [**When does the cruise leave?**]
- They're not following the way of the early explorers.
(going to) [**They are not going to follow the way of the early explorers.**]

GRAMMAR



ACTIVITIES



ACTIVITY 3.1.13 - LISTEN & WRITE (Continued)

MAD Fill-in-the-Blanks

5. We're visiting the waterfall on Friday.
(might) [**We might visit the waterfall on Friday.**]
6. We don't book through a travel agent this time.
(future continuous) [**We will not be booking through a travel agent this time.**]
7. When will you get to the island?
(present continuous) [**When are you getting to the island?**]
8. The cliffs and caves tour won't be starting until 11 in the morning.
(present simple) [**The cliffs and caves tour does not start until 11 in the morning.**]
9. I hope the tour company refunds our money.
(future simple) [**I hope the tour company will refund our money.**]
10. My friends and I will stay in the same hotel as last year.
(future continuous) [**My friends and I will be staying in the same hotel as last year.**]



ACTIVITY 3.1.14 - READ & WRITE

MAD Fill-in-the-Blanks

Complete each sentence with the correct tense of each verb given. Choose from the following tenses: **present simple, present continuous, future simple, future continuous, or modal (use might).**

1. We [**are taking**] our annual vacation on Vancouver Island this year. (take)
2. His flight [**leaves**] at 1:45 p.m., so he has to be there by 11:45 at the latest. (leave)
3. I [**might have**] time to visit you this summer. I'm not sure yet. (have)
4. Priya [**is not flying**] to Ontario this Friday because of the pilots' strike. (not fly)
5. They [**will be sitting**] on that plane for the next 14 hours. That's so long! (sit)
6. The cruise ship [**sets sail**] at 10 a.m. and [**arrives**] at the next port at 5:30 p.m. (set sail / arrive)
7. Have a relaxing trip! Thanks, I [**will send**] you a postcard. (send)
8. André [**is going**] to the beach this weekend, so he can't come to the party. (go)
9. I [**will book**] the trip if it is under \$1500 per person. (book)
10. You can't rely on the weather. It [**might snow**] tomorrow or it [**might be**] sunny! (snow / be)



ACTIVITY 3.1.15 - LISTEN & SPEAK

MAD Segmented Recording

Listen to each question. Then, respond in the pauses provided using complete sentences. Click "**Done**" to move on to the next question.

1. Where are you going on your next vacation?
2. Why are you going there?
3. How are you getting there?
4. Where are you staying?
5. How long are you staying there?
6. Who are you going with?
7. What are you going to do there?
8. What are you looking forward to the most about this trip?

GRAMMAR



3

LET'S BREAK IT DOWN!

NOUN CLAUSES: WH- CLAUSES

A **noun clause** is a subordinate clause* that can take the place of a noun or noun phrase in a sentence as either:

- the subject
- the object (direct, indirect, or object of a preposition)
- a complement of the subject
- an adjective complement

* A subordinate clause has a subject and a verb but cannot stand alone. It must be linked to a main clause.

Noun / Noun Phrase	Noun Clause
I know the resort .	I know where the resort is .
I understood you .	I understood what you told me .
I love the waterfall .	I love how the waterfall creates rainbows in the sunshine .

A noun clause is linked to the main clause by one of these conjunctions:

Wh- Clause:

- **question words**
who, what, where, when, why, which, how
whoever, whatever, wherever, whenever, whichever

• **if or whether**

Q: How do I know what part of the sentence is a noun clause?

A: A noun clause can always be replaced by a pronoun (exception: adjective complements).

Wh- Clauses as:	Examples
the subject	How he got a room in that hotel is a mystery. What he said about the hotel was rather important. Whichever tour you want is fine with me.
the object - direct object	He doesn't know which day trip he wants to go on. We can do whatever we want during holiday break. I don't understand how the online booking didn't go through. Do you remember if you left your umbrella at the resort?
the object - indirect object	I'll give whoever writes the best essay about their holiday a prize. Please give whichever holiday pictures you like best a "like."
the object - object of a preposition	I'm not responsible for what you left behind on the bus. I want to go to whichever resort has the best swimming pools. I asked him about how his cliff climbing tour went.
the complement of a subject	The cancellation policy is what you should look at most closely. The best thing about the resort was what they gave us for breakfast.
an adjective complement	I'm not sure whether he can come on the cruise or not. We were happy when our flight was on time.

3

GRAMMAR



ACTIVITIES



ACTIVITY 3.1.16 - READ & WRITE

MAD Fill-in-the-Blanks

TEACHER NOTE: After this activity, ask students to explain why there is no noun clause for numbers 3, 7, and 10. The explanations are in parentheses for you.

Read each sentence and decide whether or not each one contains a noun clause. If it does, type the noun clause. If it does not, type "no noun clause." *Do not include punctuation.*

1. I don't know how much the trip will cost per person.
[how much the trip will cost per person]
2. What you read about the Saint Lawrence River sounds really interesting.
[What you read about the Saint Lawrence River]
3. Thanks for booking your holiday with Vista Tours.
[no noun clause] (no subordinate clause in this sentence)
4. I'm not sure if the tour operator will give us a refund.
[if the tour operator will give us a refund]
5. I didn't realize what type of a resort it was going to be.
[what type of resort it was going to be]
6. I am curious about how hot it will be there in July.
[how hot it will be there in July]
7. I booked the vacation when I saw all the great reviews.
[no noun clause] (when I saw all the great reviews = an adverb clause)
8. You can tell us later if you'd like to join us on the cruise next month.
[if you'd like to join us on the cruise next month]
9. Be sure to tell whoever is meeting you at the airport your arrival time.
[whoever is meeting you at the airport]
10. He wanted to stay at a youth hostel because his friends were there.
[no noun clause] (because his friends were there = an adverb clause)



ACTIVITY 3.1.17 - READ

MAD Multiple Choice

Choose the function the noun clause has in each sentence.

- | | |
|---|---|
| 1. We weren't sure whether the day trip would be canceled or not.
A. subject
B. direct object
C. complement
D. adjective complement | 3. Do you remember which tour we're going on first?
A. subject
B. indirect object
C. direct object
D. adjective complement |
| 2. The cancellation policy was very clear about what can be refunded and what can't.
A. subject
B. indirect object
C. object of a preposition
D. adjective complement | 4. What you wrote about your trip was very helpful for planning my own trip.
A. subject
B. indirect object
C. direct object
D. complement |

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.1.17 - READ (Continued)

MAD Multiple Choice

5. Don't forget to give whichever travel agent you liked best a good review on social media.
 - A. adjective complement
 - B. complement
 - C. direct object
 - D. indirect object**
6. What trip I decided to book seemed fun at the time, but now I wish I were going somewhere else.
 - A. subject**
 - B. indirect object
 - C. adjective complement
 - D. complement
7. We have to talk about what you're going to pack for your camping trip.
 - A. subject
 - B. indirect object
 - C. adjective complement
 - D. object of a preposition**
8. A cruise around the Mediterranean in spring is what I would prefer.
 - A. adjective complement
 - B. complement**
 - C. direct object
 - D. subject
9. I don't understand why they won't give us a refund. We canceled in time, didn't we?
 - A. adjective complement
 - B. direct object**
 - C. complement
 - D. subject
10. Whether we stay at a private or public resort depends on the price our travel agent finds for us.
 - A. direct object
 - B. indirect object
 - C. subject**
 - D. complement



ACTIVITY 3.1.18 - READ & WRITE

MAD Fill-in-the-Blanks

Fill in each blank with the correct conjunction from the word bank. *Not all words will be used.*

when	whatever	if	why	how high	whether
why	how cold	whoever	what	how	how long

1. The itinerary also describes [**what**] we're going to see at each stop.
2. We were very angry at [**how high**] the travel agency's fee was.
3. Please explain [**why**] we are going to Johannesburg first instead of Cape Town.
4. Do you know [**if**] the cancellation fee is expensive?
5. Does the itinerary say [**how long**] you have to wait at the Dallas airport?
6. We're very interested in [**why**] you decided to do a bike tour of San Francisco. There are so many hills!
7. Do you know [**how**] we're getting from the airport to the hotel?
8. I'll have to ask my travel agent [**whether**] I need a visa for Russia.
9. We weren't aware of [**how cold**] it would be in Madrid at this time of year.
10. Please tell [**whoever**] is organizing the day trip to the cave about my fear of the dark.

GRAMMAR



ACTIVITIES



ACTIVITY 3.1.19 - READ & WRITE

MAD Question and Answer

Read each sentence. Then, rewrite each one changing the noun or noun phrase marked between the two asterisks into a noun clause. *You may also have to add some extra words to help the sentence make sense. Teachers, answers may vary.*

For example: **You read:** I know *the resort*.

You type: I know where the resort is.

1. I don't understand *the cancellation policy*.

I don't understand what the cancellation policy says.

2. I love *the waterfall*.

I love how the waterfall sounds.

3. I'm scared of *the cave*.

I'm scared of how dark the cave is.

4. *Booking the private tour* is confusing.

How to book the private tour is confusing.

5. You should talk with *the travel agency* about the cancellation fee.

You should talk with whichever travel agency you booked through about the cancellation fee.

6. We talked to them about *the most popular destinations*.

We talked to them about what the most popular destinations are right now.

7. I would like to know *the itinerary*.

I would like to know what the itinerary is.

8. Our trip depends on *the weather*.

Our trip depends on how the weather is.



ACTIVITY 3.1.20 - READ & SPEAK

MAD Open Recording

Complete each sentence in your own words.

1. I don't know where _____.

6. It's amazing how _____.

2. I'll give whoever _____ 1 million dollars.

7. The best thing about traveling is when _____.

3. How _____ is confusing.

8. The worst thing about traveling is where _____.

4. I'm angry about how _____.

9. I'm not sure whether _____.

5. While cooking, it's important which _____.

10. I'm interested in what _____.



ACTIVITY 3.1.21 - LISTEN, READ, & SPEAK

MAD Segmented Recording

Listen to each sentence starter. Then, finish each one in the pauses provided by choosing the correct sentence ending. Click **"Done"** to move on to the next starter.

1. I'm really surprised at **how many pets are at the resort.**

2. We can go to **whichever restaurants we want on the cruise ship.**

3. I didn't know **whether my booking had been confirmed.**

4. The travel agent was very clear about **what we can and can't wear in this country.**

5. She'd like to know **who is meeting her at the airport.**

6. We were impressed with **what our travel agent organized for us.**

7. The low fee per person is the reason **why they booked online.**

8. I looked up **which restaurants the locals prefer to eat at.**

9. Do you remember **what you paid for the day trip last year?**

10. He wasn't sure **how to get to the Natural History Museum.**

CONVERSATION



ACTIVITIES



ACTIVITY 3.1.22 - College Graduation Trip

LAD Grouping Activity (Groups of 4)

TEACHER NOTE: You can either decide who will be the travel agent in each group or allow the students to decide. If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

You and two friends are going on a trip to celebrate your big college graduation! You decide to go to a travel agent to help you plan this trip. The travel agent will ask questions to help find the best vacation for you all. You must agree on a vacation before you leave the travel agency. Discuss your preferences before talking to the travel agent.

Whoever is the travel agent should use these topics to discuss with the customers. Feel free to ask any other questions that come to mind as these are only suggestions:

Trip Preferences

Price of trip
Activities they enjoy
Duration of the trip
Weather preferences

TRIP TO CANARY ISLANDS
STARTING FROM
\$1200
PER PERSON
FOR A 10 DAY TRIP

BOOK NOW!

10 DAY TRIP \$1800 PER PERSON
Visit the Canary Islands, a Spanish archipelago off the coast of northwestern Africa, which are rugged volcanic isles known for their black- and white-sand beaches.

Official language is Spanish

Enjoy the coastal weather that ranges from 64°F to 75°F

Activities you can do on your vacations:
- Cliff jumping
- Helicopter tours
- Swimming and surfing
- Water skiing
- Fishing on a boat, deep-water fishing

TRIP TO JAPAN
STARTING FROM
\$2000
PER PERSON
FOR A 10 DAY TRIP

BOOK NOW!

14 DAY TRIP \$2900 PER PERSON
Visit beautiful Japan: an island nation in the Pacific Ocean with dense cities, imperial palaces, mountainous national parks, and thousands of shrines and temples.

Official language is Japanese

Discover all 4 seasons where the weather ranges from 41°F to 80°F

Activities you can do on your vacations:
- Hiking
- Cave exploring
- Museums and historic tours
- Local market tour
- Cycling tours
- Sea bass fishing & boat tour

TRIP TO FRANCE
STARTING FROM
\$700
PER PERSON
FOR A 5 DAY TRIP

BOOK NOW!

10 DAY TRIP \$1300 PER PERSON
Visit historical France, in Western Europe, which encompasses medieval cities, alpine villages and Mediterranean beaches.

Official language is French

Enjoy the mediterranean weather all year round with a range between 50°F to 70°F

Activities you can do on your vacations:
- Wine tasting tour
- Classical art museum
- Visit the Eiffel Tower
- Historical Landmark bus tour with English Guide
- Day trip to the French Riviera
- Shopping in the most popular fashion stores



ACTIVITY 3.1.23 - SPEAK

MAD Open Recording

Talk about the graduation trip you and your friends decided to go on based on the conversation activity "College Graduation Trip." Include information about why you chose this location, the cost, activities you can do there, and how long you will be traveling.

3

CONVERSATION



ACTIVITIES



ACTIVITY 3.1.24 - Get the details!

LAD Pairing Activity

TEACHER NOTE: Partner 1 answers are in **pink**, and Partner 2 answers are in **green**. If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

You and your partner have the same text but with different missing information. Ask your partner questions to get the missing details.

For example: **You read:** My family and I are going to a _____ tomorrow.

You ask: **Where are my family and I going tomorrow?**

Hi Simone,

How are things with you? What are you up to?

Well, my family and I are in the middle of planning **our summer vacation** and guess what? We're going to **Greece** in **July**. We're flying to **Athens** first and spending the first **four** days there, exploring **the old city**. We're doing a tour of **the Acropolis** on day two and going on **a bike tour of the city** on the last day. We're also going to visit **at least two islands, maybe three** if we have **time**. But that hasn't been booked yet. **Our travel agent** is going to send us **some brochures** on all the islands and the **ferry times** between them. So next week, I'll be looking at **all these beautiful islands** and trying to decide **which ones to visit**. We'll be flying with **United Airlines**, as we always do, because **they have great specials if you book early**. I'm so looking forward to my vacation! We're going to explore **old ruins**, **lie** on the beach, eat lots of **seafood**, and enjoy **the great weather**. Dad might **rent a car** if **he finds a good deal**, or we might **rent mopeds** when we're there. That would be fantastic!

Write soon and tell me what you're doing this summer!

Looking forward to hearing from you,
Paulina

READING



3

POPULAR ACCOMMODATIONS

About 62% of all Americans go on vacation every year; that's over 200 million people traveling away from home. Where do people tend to stay, and what type of vacations do they choose to go on? More than 40 million people, which is about 13.5% of the US population, decide to go camping every year to connect with the outdoors. Otherwise, people may choose an environment more similar to home and book a room at a hotel, Airbnb, hostel, or rent a cabin or lake house. Beyond that, roughly 14 million Americans go on a cruise each year. While some people own a vacation home somewhere, most people rent a place to stay temporarily. Let's take a look at some of these options.

Camping

No matter what type of vacation you plan, vacations serve the purpose of giving yourself a break from your busy work schedule and the stress of everyday life. Camping is the perfect option for this as your resources are limited on a campground. You can even choose a campsite without electricity, which allows you to completely disconnect from technology. This is a **benefit** other types of vacations cannot necessarily offer. Camping also provides an opportunity for parents to teach their children basic life skills such as how to build a fire, set up a tent, or identify and avoid poisonous plants. And since face-to-face communication is **declining** in our everyday lives, camping enables people to strengthen their relationships and reconnect with each other by spending time together in nature.

Hotels

Until Airbnb made its appearance in the travel industry, hotels were probably the most common overnight option for people to choose for their vacations. Unlike camping, you have a warm dry bed, a toilet, a shower, outlets to plug in your electronics, and a lock on the door with a "Do Not Disturb" sign. At a hotel, you can enjoy the peace and quiet without being woken up by crickets, tent zippers, or other people talking late into the night. Staying in a hotel offers the comforts of home while being away from home. There are over 50,000 hotels in the US and about 62% of all hotel rooms are **occupied** at any given time. Not only do people book hotels for **pleasure** but for business trips as well. About 41% of travelers are doing so for business reasons.

Airbnb

Founded in 2008 in San Francisco, California, and originally called "AirBedandBreakfast," Airbnb is an online **brokerage** website that allows people to rent out their homes and other **properties** to travelers. It all started when the founders, Brian Chesky and Joe Gebbia, put an air mattress on their living room floor and turned their home into a "Bed and Breakfast" in order to make some extra money to pay rent for their expensive apartment. The website quickly **expanded** from offering air mattresses in apartments and houses to all kinds of short-term **lodging** options and tourism-related activities. Hosts often meet their visitors to hand off keys, give them a tour of their homes, and offer restaurant and sightseeing recommendations in the area. Now, Airbnb has over 150 million users worldwide and over 6 million listings available for short-term rent all over the world.

Cruises

Cruises are becoming more and more popular, and once you have gone on a cruise, it's likely you won't want to vacation any other way. About 65% of all cruise passengers rate cruise vacationing as the best type of leisure travel over any land-based vacations like property rental, camping, tours, or all-inclusive resorts. Spending time at sea is so special, and it gives you the opportunity to enjoy the beauty of nature in combination with exploring different cities every day. There is no stress involved in traveling as the ship moves while you are asleep, and you get to wake up in a new destination without the **hassle** of land and air travel, such as switching planes, catching a train, hitting traffic, etc. Cruises are also popular because they offer many kinds of entertainment on board and give you the option to book tours at your destinations as well.

READING



POPULAR ACCOMMODATIONS

Cabins and Lake Houses

Renting out cabins and lake houses has always been a popular way of vacationing, even before Airbnb made it easier and more affordable for people to vacation this way. A cabin offers more comfort than traditional camping while still giving you the feeling that you are close to nature. Lake houses do this as well while also giving you access to a body of water, which allows you to engage in water sports such as fishing and swimming. Buying a vacation home such as a cabin or a lake house has become more **lucrative** for people because they are often able to rent them out to travelers to help them pay off their mortgages. In recent surveys, "profit" is actually named the top reason for people to buy a second home, closely followed by "leisure."

**ACTIVITY 3.1.25 - READ****MAD Text Match**

Match each pink word from the reading with the correct synonym or definition.

- | | |
|--|------------------|
| 1. a company that helps people do business | brokerage |
| 2. something that belongs to someone | property |
| 3. something good; advantage; pro | benefit |
| 4. to become bigger; more | expanded |
| 5. something that is being used | occupied |
| 6. to decrease or happen less often | declining |
| 7. for enjoyment or fun | pleasure |
| 8. a place to stay overnight | lodging |
| 9. something challenging or difficult | hassle |
| 10. to earn money; make a profit | lucrative |

**ACTIVITY 3.1.26 - READ & WRITE****MAD Open Text**

Pretend you are an Airbnb host and write a profile about your home. Answer each question in complete sentences and include any details you think will make your profile more attractive to travelers.

1. What features can you offer to someone staying with you? Describe where your guests will sleep, if they have their own bathroom, if there is a TV to watch, if you provide clean towels and bedding to use, etc.
2. What private and public spaces in your home will guests have access to?
3. How much do you charge per person? What is your cancellation and refund policy?
4. Do you have someone who comes in to clean after the guests stay, or do you expect the guests to clean before they leave? If they have to clean, what do you want them to do?
5. What restaurants and tourist destinations would you recommend in the area?
6. How will your guests check in and out?

VOCABULARY



3

TRAVELING



ACTIVITY 3.2.1 - **SPEAK**

MAD Open Recording

Say as much as possible about the Section 2 Vocabulary images. What words or phrases do you know? What do you see? What has happened, is happening, and will happen?

TEACHER NOTE: After students complete the activity in the **MAD**, discuss the image as a class using the **LAD Presentation Mode**.



ACTIVITY 3.2.2 Part 1 and Part 2 - **READ, LISTEN, & SPEAK**

MAD Pronunciation - Flashcards

Look at each vocabulary image. Then, pronounce sentences using Section 2 Vocabulary.

TEACHER NOTE: Translate the words and phrases in this **MAD** activity before assigning it.



ACTIVITY 3.2.3 Part 1 and Part 2 - **READ**

MAD Text Match

Match the correct translation in your language with each Section 2 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this **MAD** activity before assigning it.



ACTIVITY 3.2.4 - **WRITE**

MAD Open Text

Type each Section 2 Vocabulary word or phrase three times.



ACTIVITY 3.2.5 - **LISTEN & WRITE**

MAD Fill-in-the-Blanks

Listen to a short paragraph using Section 2 Vocabulary. Type the paragraph as you hear it. *If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.*

[I just left for my trip to Asia. It started out a little rough because I didn't have a direct flight and missed my second flight. My layover ended up being 12 hours; therefore, the airline paid for me to stay overnight at a nearby hotel. However, I won't get my luggage until I arrive at my destination city. At least I was smart and packed my toothbrush and an extra pair of clothes in my carry-on. Hopefully my return flight will be smoother. I don't want this to ever happen again.]

VOCABULARY



ACTIVITIES



ACTIVITY 3.2.6 - LISTEN & READ

MAD Multiple Choice

Listen to how Jasmine's most recent travel experience went. Then, decide if each statement is **true** or **false** based on what you hear.

I recently had to fly internationally for my job. I had such a bad day the day of my flight. First, my alarm didn't go off, so I overslept. I had to rush to the airport, but I arrived on time to check in. Since I was going to be gone for a week, I had to check a bag, but I also had one carry-on. Once I found my seat, I pulled out my computer to work but couldn't find my headphones. I had to ask a flight attendant for a pair. I was so thankful that the flight was not a rough one and that my bags arrived safely. By the time I got to my hotel, I was exhausted.

- | | |
|--|-------------------------|
| 1. Jasmine didn't hear her alarm. | A. True B. False |
| 2. She arrived late to the airport. | A. True B. False |
| 3. She would be traveling for two weeks. | A. True B. False |
| 4. She checked a bag and carried one on as well. | A. True B. False |
| 5. She worked while she waited to board her flight. | A. True B. False |
| 6. She got a pair of headphones from the flight attendant. | A. True B. False |
| 7. Her flight went well. | A. True B. False |
| 8. Jasmine had a great day. | A. True B. False |



ACTIVITY 3.2.7 - READ & SPEAK

MAD Open Recording

Read each sentence. Then, replace the bold verbs with a phrasal verb from the word bank and say the new sentence. *Be careful when using separable phrasal verbs and pronouns.*

Separable Phrasal Verbs	Non-Separable Phrasal Verbs
to drop something / someone off	to check in / out
to pick somebody up	to get in
to set your watch forward / back	to get on / off
to leave something behind	to see somebody off
	to stop over
	to hit it off

- I can't talk now. I'm about to **board** the plane.
I can't talk now. I'm about to get on the plane.
- My whole family came to the train station to **say goodbye**.
My whole family came to the train station to see me off.
- What time does your plane **arrive**?
What time does your plane get in?
- The local time is 11:17 a.m., but my watch still says 4:17 p.m. because I haven't **changed** it yet.
The local time is 11:17 a.m., but my watch still says 4:17 p.m. because I haven't set it back yet.

VOCABULARY



3

ACTIVITIES



ACTIVITY 3.2.7 - READ & SPEAK (Continued)

MAD Open Recording

5. I really **made friends** with the other travelers in my room at the youth hostel.
I really hit it off with the other travelers in my room at the youth hostel.
6. I can't find my umbrella. I must have **forgotten** it in the hotel room.
I can't find my umbrella. I must have left it behind in the hotel room.
7. How are you getting to the airport? My dad is going to **deliver** me to the airport.
How are you getting to the airport? My dad is going to drop me off at the airport.
8. How are you getting home from the airport? My mom is going to **collect** me.
How are you getting home from the airport? My mom is going to pick me up.
9. Are you going to **have a short break between flights** on your way to Toronto?
Are you going to stop over on your way to Toronto?
10. I want to **leave** my suitcase at the reception desk first; then we can have a coffee.
I want to drop my suitcase off at the reception desk first; then we can have a coffee.



ACTIVITY 3.2.8 - READ & WRITE

MAD Fill-in-the-Blanks

Fill in each blank with the correct vocabulary word from the word bank. *Not all words will be used.*

baggage claim	room	overnight	smooth	international flight
view	checking in	suite	elevator	reception desk
layover	direct	luggage	rough	flight attendants

I went on my first [international flight] last month. Since it was a ten-hour flight, we booked a flight that would be [overnight] instead of during the day. I am nervous when I fly, so it was nice to have [flight attendants] who were kind. One could tell how scared I was and went out of his way to tell me jokes. It helped keep my mind off the long flight ahead of me. However, it turned out to be a pretty [smooth] flight, so I was able to sleep quite a bit. The landing was a little [rough], but there was a lot of wind, so I expected it. After we landed, we got our luggage from the [baggage claim] and took a taxi to our hotel. As we were [checking in] at the [reception desk], we were told that our [suite] wasn't ready quite yet. We had arrived before the check-in time. They said that we could keep our [luggage] at the front desk if we wanted to go sightseeing until our room was ready. So, that is what we did. When we finally got to our room, the first thing I did was open the balcony doors and take a look at the beautiful [view]. That long, [direct] flight was definitely worth it to experience such beauty.



ACTIVITY 3.2.9 - LISTEN & SPEAK

MAD Segmented Recording

Listen to each question. Then, respond in the pauses provided using complete sentences. Click "Done" to move on to the next question.

1. Do you normally fly direct?
2. Have you ever had a long layover before? If so, what did you do?
3. Would you want to be a flight attendant? Why or why not?
4. Has your luggage been lost? How long did it take to get it back?
5. Do you normally carry your luggage on or check it? Why?

GRAMMAR



LET'S BREAK IT DOWN!

REPORTED SPEECH: STATEMENTS

Direct speech is what a person actually says when talking. In **reported speech**, we are repeating someone else's words or our thoughts. If we use a past reporting verb (he *said* / she *told me* / I *thought*) and if the information or situation is **no longer true** or **now different**, we usually make the changes listed below:

- We change the tense into the past.
- We change demonstratives, pronouns, and adverbs of place and time.

Direct Speech	→	Reported Speech
Present simple "I want to buy them right now ."	→	Past simple She said (that)* she wanted to buy them right then .
Present continuous "I'm leaving at 3 p.m. this afternoon ."	→	Past continuous She said she was leaving at 3 p.m. that afternoon .
Past simple "I saw him 2 hours ago ."	→	Past perfect simple He said he'd seen him 2 hours before .
Past continuous "I was texting you last night when you called."	→	Past perfect continuous She said she'd been texting him the night he'd called.
Present perfect simple "I've never been here before ."	→	Past perfect simple She said she'd never been there before that .
Present perfect continuous "I've been hiking for hours now ."	→	Past perfect continuous He said he'd been hiking for hours by then .
am / is / are going to "I'm going to buy it for my mom today ."	→	was / were going to He said he was going to buy it for his mom yesterday .
will "I'll call you tomorrow ."	→	would He said he would call me the next day .
can "I can't walk in these shoes."	→	could She said she couldn't walk in those shoes.
may "I may stay until Tuesday ."	→	might She said she might stay until the following Tuesday .
have to / must "We have to wait here until he comes back in 10 minutes ."	→	had to He said we had to wait there until he came back 10 minutes later .

**that* can be left out of the reported sentence "She said (that) she wanted to buy them." Other tenses and modal verbs do not change in reported speech.

When reporting your own thoughts, we normally always make the above changes using the reporting verb: **I thought**.

You think:	You say:
"You can't go into the temple in a swimsuit."	I thought you couldn't go into a temple in a swimsuit.
"The bus leaves at 4:30 p.m., doesn't it?"	I thought the bus left at 4:30 p.m.
"We're staying until Sunday, aren't we?"	I thought we were staying until Sunday.

When reporting what you think another person said, use **(But) I thought you said** or **(But) you said**.

- I thought you said we **were leaving** at 10:45. It's only 8 a.m., so why the rush?
- But you said we **could order** something from room service.

If we are reporting something that a person **didn't** say or think, we make the reporting verb negative.

- He **didn't tell me** we would be leaving at 6 a.m.!
- She **didn't think** it would be so expensive.

When reporting, use **say** or **tell**, but be careful with the grammar which follows these verbs.

- | | | |
|-----------------------------------|---|---|
| • say + something | She said <u>you were staying in a hotel</u> . | He said <u>we can pay for the tour now</u> . |
| • tell + someone something | She told me <u>you were staying in a hotel</u> . | He told her <u>we can pay for the tour now</u> . |

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.2.10 - READ

MAD Text Match

Match each reported speech statement with the correct direct speech statement.

- | | |
|---|---|
| 1. "I've never been cliff jumping." | E. She said she'd never been cliff jumping. |
| 2. "I went cliff jumping." | K. She said she'd gone cliff jumping. |
| 3. "I want to go cliff jumping." | B. She said she wanted to go cliff jumping. |
| 4. "I can go cliff jumping." | J. She said she could go cliff jumping. |
| 5. "I'm going cliff jumping." | G. She said she was going cliff jumping. |
| 6. "I have to go cliff jumping at 2:00." | D. She said she had to go cliff jumping at 2:00. |
| 7. "I was cliff jumping yesterday." | A. She said she'd been cliff jumping yesterday. |
| 8. "I'm going to go cliff jumping." | H. She said she was going to go cliff jumping. |
| 9. "I'll go cliff jumping with you tomorrow." | F. She said she would go cliff jumping. |
| 10. "I've been cliff jumping all afternoon." | I. She said she'd been cliff jumping all afternoon. |
| 11. "I may go cliff jumping this weekend." | C. She said she might go cliff jumping this weekend. |



ACTIVITY 3.2.11 - READ

MAD Multiple Choice

Decide if each statement is best completed with **said** or **told**.

- | | |
|---|------------------------|
| 1. Marcel ____ me that the return flight would be fully booked. | A. said B. told |
| 2. The announcement ____ that our flight was ready for boarding. | A. said B. told |
| 3. The passenger next to me ____ me that he had never flown before. | A. said B. told |
| 4. My grandpa ____ us that landings were often bumpy when he used to fly. | A. said B. told |
| 5. The woman at the check in ____ that unfortunately my carry-on was too big. | A. said B. told |
| 6. Mom ____ we'd be staying at an airport hotel overnight before our next flight. | A. said B. told |
| 7. Her travel agent ____ her that the layover would be about six hours. | A. said B. told |
| 8. The confirmation ____ that our room included breakfast. | A. said B. told |
| 9. The receptionist ____ us we could use the hotel gym and pool at any time. | A. said B. told |
| 10. The flight attendant ____ we should stay in our seats with our seatbelts on. | A. said B. told |



ACTIVITY 3.2.12 - READ & WRITE

MAD Fill-in-the-Blanks

Change the direct speech into reported speech using the reporting verb **tell**. *Be careful to change demonstratives or personal pronouns where necessary. Do not use contractions.*

For example: **You read:** (Peter & Mary) "We booked our spring vacation."

You type: [They told me they had booked their spring vacation.]

- (Sandra) "I bought some noise-canceling headphones."
[She told me she had bought some noise-canceling headphones.]
- (Phillip) "I want to stay here for a couple of days."
[He told me he wanted to stay there for a couple of days.]
- (Ian and Sinead) "We have to check out of our hotel."
[They told me they had to check out of their hotel.]

GRAMMAR



ACTIVITIES



ACTIVITY 3.2.12 - READ & WRITE (Continued)

MAD Fill-in-the-Blanks

4. (Sybille) "I've booked an aisle seat."
[She told me she had booked an aisle seat.]
5. (Marc) "The elevator isn't working."
[He told me the elevator was not working.]
6. (Melissa & Monica) "We looked at some direct flights."
[They told me they had looked at some direct flights.]
7. (Rachel) "My parents are driving me to the airport."
[She told me her parents were driving her to the airport.]
8. (mom & dad) "These suitcases are too big and heavy to carry on."
[They told me those suitcases were too big and heavy to carry on.]
9. (Pedro and Rose) "We haven't planned where we're staying yet."
[They told me they had not planned where they were staying yet.]
10. (Rodney) "I'll meet you at baggage claim."
[He told me he would meet me at baggage claim.]



ACTIVITY 3.2.13 - READ & WRITE

MAD Question and Answer

Where we put the negative is important in English. Read each pair of reported speech statements and type what each one means.

For example: **You read:** You didn't tell me there would be a layover.

You type: There would be a layover, but you didn't tell me this.

You read: You told me there wouldn't be a layover.

You type: There was a layover and you told me there wouldn't be one.

- | | |
|--|---|
| 1. You didn't tell me I could take two bags.
I could take two bags, but I didn't know this. | 7. I didn't think I needed a visa to visit Australia.
I need a visa, but I didn't know that. |
| 2. You told me I couldn't take two bags.
I knew I couldn't take two bags, so I didn't do this. | 8. I thought I didn't need a visa to visit Australia.
I need a visa, but I thought I didn't need one. |
| 3. You didn't say you wanted to stop in L.A.
You wanted to stop in L.A., but you didn't tell me this. | 9. He didn't tell his friends that he would be late.
He was late, but he didn't tell his friends this. |
| 4. You said you didn't want to stop in L.A.
You didn't want to stop in L.A., and you told me this. | 10. He told his friends that he wouldn't be late.
He wasn't late, and he told his friends this. |
| 5. She said she hadn't been moved up to business class.
She wasn't moved up to business class, and she told me this. | |
| 6. She didn't say she'd been moved up to business class.
She was moved up to business class, but she didn't tell me this. | |

GRAMMAR



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ACTIVITIES

**CULTURAL NOTE - Hotel Rooms**

When searching for a hotel room to stay in, you will come across terms for room types, as well as names for different bed sizes such as twin, double/full, queen, or king beds. Many hotels use their own terms for describing hotel occupancy, so one hotel description may not match a room at a different hotel. Most hotel websites will tell you how many beds are in each room, the type of beds, and up to how many people that room layout will sleep. There is no international bed size terminology, so be sure to look up dimensions or contact the hotel before you book your room. You can usually also find an overview of the room that lists features such as room size and furniture, or amenities offered such as a beautiful view, access to a fitness center, room service, free parking, or complimentary bottled water.

Here is a list of some common hotel room types:

Single room: 1 bed, sleeps 1 person

Double room: 1 or 2 beds, sleeps 2 people

Triple: sleeps up to 3 (generally 2 beds but in some cases maybe more)

Quad: sleeps up to 4 (in general there are 2 beds but in some cases maybe more)

Twin room: a room with twin-sized beds, sleeps up to 2 people

Queen room: 1 queen bed, sleeps up to 2 people

Double Queen room: 2 queen beds, sleeps up to 4 people

King room: 1 king bed, sleeps up to 2 people

Suite: one or more rooms connected by a common living room area

Connected rooms: rooms with separate entrances connected by a door on the shared wall

**ACTIVITY 3.2.14 - READ & SPEAK****MAD Open Recording**

Read what you think. Then, record what you would say.

For example: **You read:** I did not enjoy the return flight landing at all.

You say: I thought the return flight landing was quite rough.

1. The flight attendants are very friendly. **I thought the flight attendants were friendly on this airline.**
2. Oh, we're landing at 4:47! **I thought we were landing earlier than that.**
3. We have a three-hour layover in Montreal? **I thought we only had a one-hour layover in Montreal.**
4. You've never flown before? **I thought you had flown before.**
5. Wait. My return flight isn't a direct flight? **I thought I had booked a direct flight for my returning flight.**
6. Oh! Breakfast isn't included. **I thought breakfast was included.**

GRAMMAR



ACTIVITIES



ACTIVITY 3.2.14 - READ & SPEAK (Continued)

MAD Open Recording

7. I'll miss my flight! **I thought I would miss my flight.**
8. What? I can't carry my bag on? **I thought I could carry my bag on.**
9. We're not going to meet at the baggage claim? **I thought we were going to meet at the baggage claim.**
10. What? I've only been sleeping for 40 minutes! **I thought I'd been sleeping for hours!**
11. Oh, no. My confirmation says I only booked a single room. **I thought I booked a double room!**
12. This isn't the right direction to the closest ATM? **I thought I was going in the right direction.**



ACTIVITY 3.2.15 - LISTEN & SPEAK

MAD Segmented Recording

You met your friend Omar last week, and he told you about his vacation. Now you want to tell another friend what he said. Say Omar's sentences using reported speech (He said...) in the pauses provided.

Click **"Done"** to move on to the next statement.

1. "I've just been to Jamaica on vacation."
He said he'd just been to Jamaica on vacation.
2. "We had a fantastic time."
He said they'd had a fantastic time.
3. "I can highly recommend staying at the beach resort."
He said he could highly recommend staying at the beach resort.
4. "We were hiking in the mountains one day when a really bad storm hit."
He said they had been hiking in the mountains one day when a really bad storm hit.
5. "The airline lost one of my bags on the way home."
He said that the airline had lost one of his bags on the way home.
6. "I've been trying to get my bag back for over two weeks."
He said he'd been trying to get his bag back for over two weeks.
7. "I want to go to Barbados on my next vacation."
He said he wanted to go to Barbados on his next vacation.
8. "I'm going to travel with a bigger group next time."
He said he was going to travel with a bigger group next time.
9. "I'll book the flights at least two months before the next vacation."
He said he would book the flights at least two months before the next vacation.
10. "I'm busy planning the next trip."
He said he was busy planning the next trip.

GRAMMAR



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ACTIVITIES



ACTIVITY 3.2.16 - LISTEN, READ, & SPEAK

MAD Segmented Recording

Listen to each statement your friend says. Then, respond in the pauses provided using the expressions given. Click **"Done"** to move on to the next statement.

For example: **You hear:** "I've fixed my old suitcase."

You read: Really? / going to buy / new one

You say: Really? I thought you said you were going to buy a new one.

Complete sentences 1 - 4 with **I thought you said...**

1. Friend: "We'll have to change planes in London on the way home."

You: Why? / return flight / direct

You: **Why? I thought you said the return flight was direct.**

2. Friend: "My flight was nice and smooth."

You: Was it? / rough flight

You: **Was it? I thought you said it was a rough flight.**

3. Friend: "We'll have to go out each morning to have breakfast."

You: You sure? / breakfast / included in the price

You: **You sure? I thought you said breakfast was included in the price.**

4. Friend: "I'm going to check my bag at the counter."

You: Are you? / carry on

You: **Are you? I thought you said you were going to carry it on.**

Complete sentences 5 - 8 with **You said...**

5. Friend: "We can't stay at that hotel."

You: Why not? / cheap

You: **Why not? You said it was cheap.**

6. Friend: "There's no need to bring your swimsuit."

You: Why not? / stay / hotel with pool

You: **Why not? You said we were staying at a hotel with a pool.**

7. Friend: "You can't go shopping now."

You: Why not? / plenty of time between flights

You: **Why not? You said we'd have plenty of time between flights.**

8. Friend: "Who ordered this room service?"

You: I did. / hungry / restaurant closed

You: **I did. You said you were hungry and the restaurant is closed.**

Complete sentences 9 - 12 with **I thought...**

9. Receptionist: "Please take your key with you in the evenings."

You: Really? / front desk / open 24 hours

You: **Really? I thought the front desk was open 24 hours.**

10. Announcement: "Flight BA172 claim your baggage at belt number 6."

You: pick our bags up / belt 14

You: **I thought we had to pick our bags up at belt 14.**

11. Friend: "I'd like to have the window seat today."

You: Really? / prefer / aisle

You: **Really? I thought you preferred the aisle.**

12. Flight attendant: "The noise-canceling headphones cost \$10 per flight."

You: Really? / free

You: **Really? I thought they were free.**

GRAMMAR



LET'S BREAK IT DOWN!

ADJECTIVES + DEPENDENT PREPOSITIONS

The function of a **preposition** is to link something to a *noun*. A *noun* can take the following forms:

- gerund My cousin is **terrified of** flying.
- noun My sister is very **good at** languages.
- noun clause We were very **impressed with** what the tour offered.
- noun phrase I was **angry with** my best friend for losing our tickets.
- pronoun The watch I lost was very **important to** me.

Here is a list of common **adjective + dependent preposition** combinations.

about		about sth / with sb	at	at or by	for
anxious	sorry	angry	bad	amazed	excited
crazy	upset	annoyed	good	shocked	famous
excited	worried	furious		surprised	responsible
nervous		happy			sorry
from		in	of		of or by (passive)
different		interested	afraid	silly	frightened
			aware	stupid	
			full	suspicious	
			jealous / envious	sweet	
			scared / terrified	tired	
on		to	with		with or by
dependent		important	bored	pleased	impressed
		married	crowded	satisfied	
		similar	disappointed		



ACTIVITY 3.2.17 - READ & WRITE

MAD Fill-in-the-Blanks

Fill in each blank with the correct preposition(s) from the word bank.

with or by	for (2x)	of (2x)	at or by	about (2x)
to	with	at	in	

- The passenger next to me was terrified **[of]** the landing.
- Harriet is interested **[in]** booking a direct flight instead of one with a layover.
- Flight attendants are responsible **[for]** taking care of the passengers.
- Lester is impressed **[with or by]** the view from his suite. He can see the whole city!
- I am anxious **[about]** flying. The landing always makes me really nervous.
- Your headphones are similar **[to]** mine, but mine are a bit smaller.
- Edna was shocked **[at or by]** the prices of international flights.
- This hotel is famous **[for]** the warm cookies you get when you check in.
- The front desk is good **[at]** finding unique local restaurants.
- That was really nice **[of]** him to drive you to the airport.
- The airline was sorry **[about]** the delayed flight.
- All of the passengers were satisfied **[with]** the smooth landing.

GRAMMAR



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ACTIVITIES



ACTIVITY 3.2.18 - LISTEN & READ

MAD Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|---------------------------------------|---|
| 1. Rick has been nervous | F. about using elevators since he got stuck in one. |
| 2. Dad is furious | L. with Hannah for forgetting her passport at home. |
| 3. First-time flyers are amazed | I. by how fast planes can go. |
| 4. Passengers often get upset | D. about flight delays. |
| 5. I'm envious | B. of the extra leg room in first class. |
| 6. Neville is frightened | O. by escalators. |
| 7. It was generous | K. of your parents to pay for room service. |
| 8. The flight attendant was very rude | A. to Jerry when he asked for an extra blanket. |
| 9. It's important | N. to check out of a hotel on time. |
| 10. Harold was quite pleased | J. with the short check-in line. |
| 11. What we pack is dependent | G. on the weather. |
| 12. You are responsible | H. for making the hotel reservation. |
| 13. This pilot is really good | C. at landing a plane. |
| 14. They were not aware | M. of the gate change. |
| 15. I am frightened | E. of storms while flying. |



ACTIVITY 3.2.19 - READ & WRITE

MAD Question and Answer

Read each sentence. Then, type a second sentence so that it has the same meaning as the first one. Use an adjective from the word bank and the correct preposition. *Not all words will be used.*

different	full	excited	disappointed
suspicious	married	afraid	tired
sweet	famous	rude	crowded

- My uncle has a fear of flying. **My uncle is afraid of flying.**
- Southwest Airlines is well-known for its friendly flight attendants.
Southwest Airlines is famous for its friendly flight attendants.
- This flight has so many young children on board. **This flight is full of young children.**
- I don't trust this little plane. **I'm suspicious of this little plane.**
- Jackie's husband is Adrian. **Jackie is married to Adrian.**
- There were hundreds of travelers at the check-in area. **The check-in area was crowded with travelers.**
- The service on this flight is not as good as on my last one. **I'm disappointed with the service on this flight.**
- My suitcase is not the same brand as yours. **My suitcase is different from yours.**
- I'm really looking forward to my first international flight. **I'm excited about my first international flight.**
- I don't want to wait in airports anymore. **I'm tired of waiting in airports.**



ACTIVITY 3.2.20 - WRITE

MAD Question and Answer

Type one sentence for each topic using an **adjective + dependent preposition** in each one.

- | | |
|--------------------|---------------------------------|
| 1. short flights | 6. overnight flights |
| 2. room service | 7. cruise ships |
| 3. direct flights | 8. planning a trip |
| 4. layovers | 9. great flight attendants |
| 5. smooth landings | 10. bad weather while traveling |

GRAMMAR



ACTIVITIES

**CULTURAL NOTE - Miles and Reward Points**

Traveling, particularly flying, can be very expensive. There are programs for most airlines where you can earn points with each flight you take. Every time you fly, you can earn **miles**, which is the distance you travel. As your miles add up, you can redeem them for seat upgrades, early boarding times, or even free flights. You can earn these rewards faster if you try to be loyal to one specific airline so that every flight you purchase contributes to your rewards account. Another way to earn miles is through using a credit card with travel benefits. Many credit cards offer you thousands of miles if you sign up for their credit card, and it is fairly common in English-speaking countries for people to take advantage of such offers.

Have you ever traveled by plane? Do you have a preferred airline to fly? Do you or does someone you know collect miles with an airline rewards program or credit card?

**ACTIVITY 3.2.21 - LISTEN & SPEAK****MAD Segmented Recording**

Listen to each sentence. Then, respond in the pauses provided with an **adjective** from the word bank and **of + pronoun**. *Try to use each word once.* Click **"Done"** to move on to the next question.

For example: **You hear:** I gave up my window seat for my little sister.

You say: **That was generous of you!**

silly	nice	kind	polite	stupid
jealous	very rude	sweet	cruel	generous

- I mailed my grandma and grandpa a postcard from Lisbon. **That was nice of you!**
- My sister is late again! **That is very rude of her.**
- Kathrine stood up for an old lady on the bus. **That was polite of her!**
- My brother didn't give me the message that my departure time had been changed to an hour earlier, so I missed my flight. **That was cruel of him!**
- My mom gave me \$100 to spend during my trip. **That was generous of her!**
- The flight attendant gave us seats with more leg room when she saw how tall we were. **That was very kind of her.**
- My friend was annoyed with me because I kept talking about the trip I just went on. **That was jealous of her/him!**
- You left your charger at the hotel. **That was stupid of me!**
- I forgot to pack a book for the plane! **That was silly of you!**
- My aunt picked me up from the airport even though it was one in the morning. **That was sweet of her.**

GRAMMAR



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ACTIVITIES



ACTIVITY 3.2.22 - LISTEN, READ, & SPEAK

MAD Open Recording

Listen to the conversation between Nina and Larry. Then, say complete sentences about each person using the given adjectives and include dependent prepositions.

Larry: Nina, wake up! Do you hear that baby? Do you think it's going to cry the whole flight? I wish I'd brought my headphones like the guy next to me did.

Nina: Maybe you can get a pair from the flight attendant.

Larry: Oh, good idea.

Nina: Excuse me, ma'am? Are there any headphones available? Excellent. Thank you so much, I really appreciate it!

Larry: Now we just need to think about our arrival. Do you think we'll have enough time to go through baggage claim and be on time for our lunch reservation? What if the bags take an hour to be unloaded?

Nina: We'll be just fine. Just watch your movie, and we'll be there in no time! I'm going to put my headphones in and...

Larry: Okay, but once we get our bags, we're taking the elevator. Remember on our last trip when you dropped my bag on the escalator, and it bounced down every single step?

Nina: Yes, yes. I did apologize, you know!

Larry: I'll forgive you as long as you hold my hand while we land. You know I get scared every time.

Nina: Of course, dear. This is why we are husband and wife so I can help you when you need me. I'm going to close my eyes for a bit. Grab my hand when you need it, okay?

Larry: Okay... Hey! Did you hear that announcement? Did they say we're flying through a storm?!

Nina: Hmm, what? Oh, no, I didn't hear it. It looks stormy out the window though. Odd. I didn't see anything in the weather forecast this morning. I'm sure it won't delay our arrival. Now, dear, I'm going to put this movie on and try to sleep until we land.

1. Larry / annoyed
2. Larry / envious
3. Nina / pleased
4. Larry / worried
5. Nina / bad
6. Nina / sorry
7. Larry / scared
8. Nina / married
9. Nina / surprised
10. It's rude / Larry

Larry is annoyed with the crying baby.

Larry is envious of the passenger with headphones.

Nina is pleased with the flight attendant for bringing headphones.

Larry is worried about getting the luggage on time.

Nina is bad at carrying bags on an escalator.

Nina is sorry for dropping Larry's bag.

Larry is scared of landing.

Nina is married to Larry.

Nina is surprised by the storm.

It's rude of Larry to keep waking up Nina.

CONVERSATION



ACTIVITIES



ACTIVITY 3.2.23 - Tell me about your vacation!

LAD Grouping Activity (Groups of 3)

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Take turns asking questions about your partners' vacations and reporting what was said.

Partner 1 asks **Partner 2** questions. Then, reports to **Partner 3**.

Partner 2 asks **Partner 3** questions. Then, reports to **Partner 1**.

Partner 3 asks **Partner 1** questions. Then, reports to **Partner 2**.

Take notes because you will report on one of your partners' trips in the next activity.

Questions about previous trip	Partner's Answers	Questions about upcoming trip	Partner's Answers
Where did you last travel to?		Where / When is your next vacation?	
Why did you go there?		Why are you going there?	
What did you do there?		How are you getting there?	
How long did you stay?		Where are you staying?	
Where did you stay?		Have you been there before?	
Did you like it?		If yes, how many times have you been there before?	
What were you bored by?		What are you nervous about?	
Were you surprised by anything?		What are you going to do there?	
Have you been there before?		What do you think you'll be most impressed with?	
If yes, how many years have you been going there?		What will you do if the weather is bad?	



ACTIVITY 3.2.24 - READ & SPEAK

MAD Open Recording

Talk about one of your partners' vacations based on the conversation activity "Tell me about your vacation!" Use reported speech and talk about at least **six** of the questions discussed.



ACTIVITY 3.2.25 - Story Time

LAD Grouping Activity (Groups of 3)

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Create a story using phrasal verbs with your partners. Take turns adding a line to the story.

When it is your turn, look at the phrasal verb you need to use and say a sentence to add to the story. One partner will write the sentences down as your group comes up with the story.

to see someone off	to drop someone off	to check in	to drop something off	to get on
to stop over	to get in at	to set your watch back	to leave something behind	to hit it off

READING



PLANNING A FAMILY REUNION

New Message

To: Hyatt Staff Cc: Bcc

Trip to Quebec City

Good morning Hyatt Staff,

My wife and I are planning a trip to Quebec City for a family reunion and found your hotel information in a brochure at our local travel agency. We have a few questions in regards to your accommodation options. Aside from single and double rooms, do you have any suites available for July 5th-8th? If so, how many people does a suite sleep?

Lastly, do you have a large room that we could rent for about 6 hours on July 6th? We were thinking that we could hold the reunion at your hotel if there was a private area we could reserve.

Thank you so much in advance for answering our questions!

Best,
Rashad Singh

Send Send Later

Trip to Quebec City

To: Rashad Singh Cc: Bcc

RE: Trip to Quebec City

Dear Mr. Singh,

We are happy to help you with your inquiry and answer any questions you have. Yes, we do have suites with the following setup: a big living area, 3 separate bedrooms, and 2 bathrooms each. Each suite also has a kitchenette with a refrigerator, small freezer, coffee maker, silverware, stovetop, and oven. The suite can comfortably sleep 8 people. We have one suite available for the period of July 5-8. We also still have 7 double rooms and 9 single rooms available if that would interest you instead.

Our conference room is booked for those dates already, but we do have a nice backyard and patio area that we could reserve for you and your family for a small fee. We can also offer a BBQ package with a personal chef attending to your guests. Let me know if you'd like more information on that.

Would you like to make a reservation for any of the options I described above? We can do this online or over the phone. Please don't hesitate to get in touch if you have any further questions.

Sincerely,
Dana
Reception Desk Manager

Send Send Later

Trip to Quebec City

To: Hyatt Staff Cc: Bcc

RE: Trip to Quebec City

Hi Dana,

Thank you so much for all your answers. Yes, please reserve us a suite, the remaining 7 double rooms, and 3 single rooms for my family. We are very interested in the BBQ package and reserving the patio and backyard areas. One question - what if it is supposed to rain that day? Is there a place indoors where we could have our party? Please let me know the total for the rooms and catering for 45 people, as well as the patio reservation fee.

A couple more questions have come up in the meantime:

1. Do you have an elevator in the building? One of my wife's aunts is in a wheelchair, and we want to make sure she has access to everything as well.
2. When are check-in and check-out times?
3. Do you have any suggestions on things to do or see in Quebec City? Ideally we'd like them to be within walking distance so we don't have to worry about parking for 15+ cars.

Thank you so much,
Rashad

Send Send Later

Trip to Quebec City

To: Rashad Singh Cc: Bcc

Cc: Ryan Wehr

RE: Trip to Quebec City

Hi Mr. Singh,

I am confirming your reservation for a suite, 7 double rooms, and 3 single rooms, as well as the patio and BBQ party. Please let me know what day you would like the BBQ party so we can start preparing. My colleague Ryan will be your contact for planning the menu and getting the patio area ready for your guests. I cc'd him on this email so you can direct any questions to him. Part of the patio is sheltered, so if it is supposed to rain that day, you will be able to stay dry. We can also block off the cafe/sitting area for you if there is rain, thunder, or lightning in the weather forecast that day.

Attached you will find the confirmation of your reservation, which shows the price breakdown for the suite, each room, catering costs per person, and the patio/backyard area. A brochure with information about sights to see and things to do here in Quebec City is also attached. If you'd like to book any tours, we can assist with that as well.

To answer your question, yes, we do have an elevator and will ensure a handicap accessible room for your wife's aunt.

Our check-in time is at 3 p.m. May I ask if you will need to drop any luggage off before checking in? We will happily store your carry-on if you arrive before your room is available. We also have room for a few bigger suitcases, but we are going to have a lot of guests during this time, so please let me know sooner rather than later if you would need us to store anything for you.

We are looking forward to having you and your family stay at our hotel and explore our beautiful historic city.

Kind Regards,
Dana
Reception Desk Manager

READING



ACTIVITIES



ACTIVITY 3.2.26 - READ & WRITE

MAD Open Text

Continue the email conversation and answer Dana's email as if you were Rashad. Include the following information in your email:

1. Answer her question about if anyone is arriving early and will need to store their luggage.
2. Request to change your reservation by adding one more single room.
3. Ask how you should pay your bill.
4. Tell her the date and time of the BBQ party and what diet restrictions or allergies your family members have.



ACTIVITY 3.2.27 - READ & SPEAK

MAD Open Recording

Pretend you are Rashad and you are looking to book a tour of Quebec City for you and your family. Read the descriptions of each tour and pick the one that you would like to reserve. Then, say why you chose to book this tour instead of the other one.

QUEBEC CITY FOOD TOUR:

Quebec City has a lot of delicious food to offer, so come hungry! This tour will introduce you to smoked salmon, crepes, regional cheeses, sweets made from maple syrup, and of course, poutine. Bring comfortable shoes and appropriate clothing because this tour will take place rain or shine! Tours are available Thursday-Saturday from 6 to 8 p.m. and Sunday from 12:30 to 2:30 p.m. The cost is \$23.50 per person, and this tour is completely handicap accessible.

QUEBEC CITY HISTORY & CULTURE:

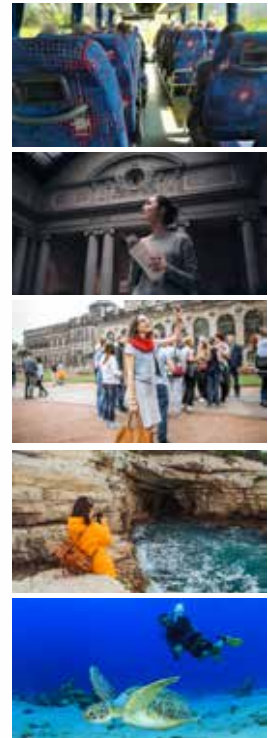
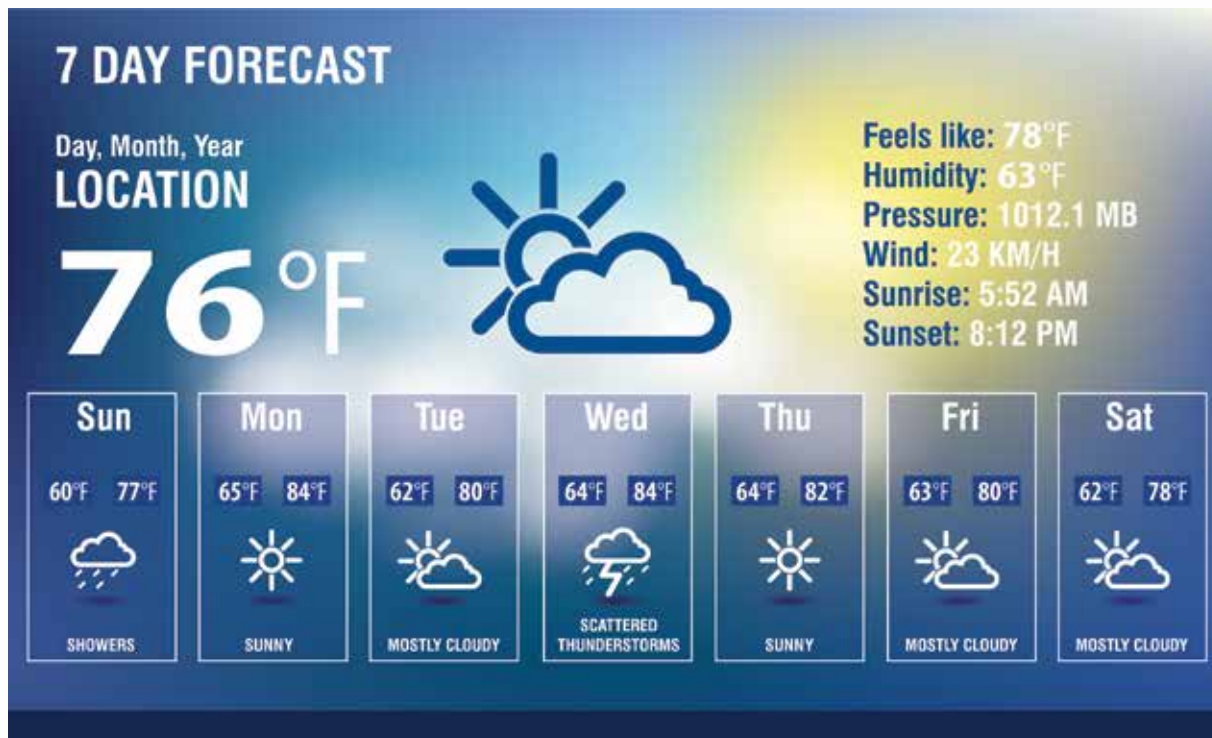
Learn about our charming city with this one-hour walking tour, packed with interesting history and entertaining stories! Your tour guide will show you the upper and lower parts of the city, La Citadelle de Quebec, the Place Royale, and the Old Port. You will also be shown the best restaurants and shops to visit in your free time. Tours are \$10 per person and are available every day of the week starting at 12 p.m., 3 p.m., and 6 p.m. If you need this walking tour to be handicap accessible, let us know 24 hours in advance, and we will happily accommodate you.

VOCABULARY



3

SIGHTSEEING AND WEATHER



ACTIVITY 3.3.1 - WRITE

MAD Open Text

With a partner, plan an itinerary based on the weather forecast and the Section 3 Vocabulary images. Include the activities pictured in your itinerary. *Before you start your itinerary, type both of your names.*

TEACHER NOTE: After students complete the activity in the **MAD**, you can decide if you want any partner groups to read their stories to the class aloud or use the **LAD Presentation Mode**.



ACTIVITY 3.3.2 Part 1 and Part 2 - READ, LISTEN, & SPEAK

MAD Pronunciation - Flashcards

Look at each vocabulary image. Then, pronounce sentences using Section 3 Vocabulary.

TEACHER NOTE: Translate the words and phrases in this **MAD** activity before assigning it.



ACTIVITY 3.3.3 Part 1 and Part 2 - READ

MAD Text Match

Match the correct translation in your language with each Section 3 Vocabulary word or phrase.

TEACHER NOTE: Translate the words and phrases in this **MAD** activity before assigning it.



ACTIVITY 3.3.4 - WRITE

MAD Open Text

Type each Section 3 Vocabulary word or phrase three times.

VOCABULARY



ACTIVITIES



ACTIVITY 3.3.5 - LISTEN & WRITE

MAD Fill-in-the-Blanks

Listen to a short paragraph using Section 3 Vocabulary. Type the paragraph as you hear it. *If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.*

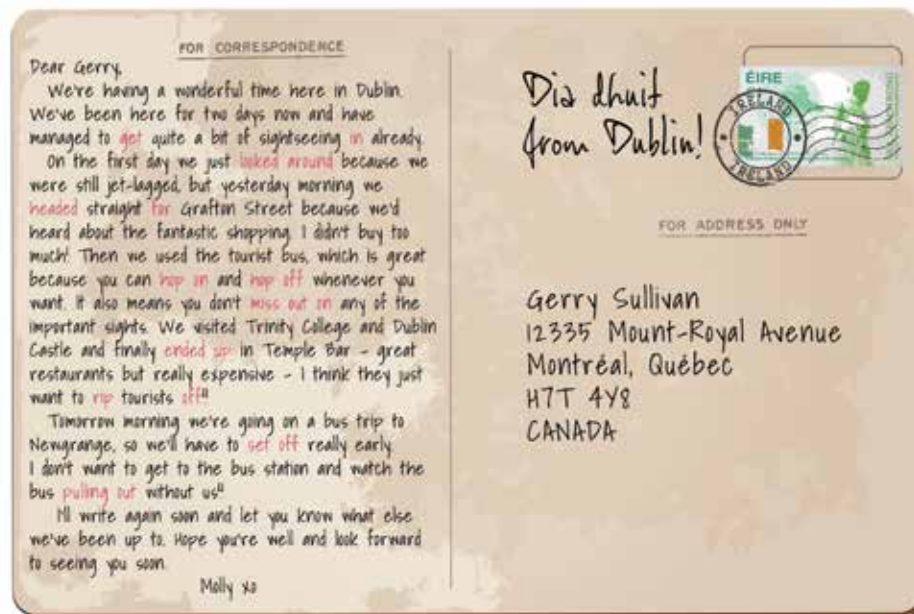
[We decided to go to the tourist center the first day of our trip in Canada. I am thankful because they recommended we join a tour group for two days to see everything in this city before we move on to the next part of Canada. We saw lots of historical monuments and a few beautiful castles. I liked having a tour guide there to explain the history and to point us in the right direction when we had free time to sightsee on our own. The crowds downtown weren't too bad because it wasn't a weekend and because it was freezing outside. However, we dressed warmly and had a great time.]



ACTIVITY 3.3.6 - READ

MAD Text Match

Match each phrasal verb with the correct definitions based on the text.



1. to get off a bus, train, or plane
2. to have enough time to do something
3. to make somebody pay too much for something of poor quality
4. to start driving; a vehicle leaves the side of the road and goes into traffic
5. to casually view a place
6. to find yourself in a place or situation that you didn't expect or plan
7. to begin a trip or journey
8. to go directly to a place
9. to not take part in something you would like to do
10. to get on a bus, train, or plane

hop off
get in
rip off
pull out
look around
end up
set off
head for
miss out on
hop on

VOCABULARY



3

ACTIVITIES



ACTIVITY 3.3.7 - LISTEN

MAD Image Match

Listen to Mariana's story about her class trip to Spain. Then, match the order of her story with the correct images.

Last summer I went on a class trip to Spain. We did so many fun things.

The first day we were there, it was a lovely day full of sunshine.

In the morning, we went to the tourist center to meet our tour guide.









We were each given a guidebook so we could follow along.

The first stop on our tour was a beautiful castle.

I knew my mom would have loved to be there. So, I bought a postcard of it to mail home to her.

Our next stop was a historical monument that was actually a fountain.

The final stop was at an open-air market where we had time to shop for souvenirs.

1. 	8 th	2. 	4 th	3. 	6 th
4. 	1 st	5. 	7 th	6. 	2 nd
7. 	5 th	8. 	3 rd		



ACTIVITY 3.3.8 - LISTEN & WRITE

MAD Category Match - Fill-in-the-Chart

Listen to each person describe a vacation. Then, fill in the chart with the correct information. If there are more than two answers, type the answers in the order you hear them and use the & symbol instead of typing **and**. Do not use **the** or **a**.

For example: **You hear:** The weather was hot and rainy.

You type:

	Type of Vacation	Hotel Type	Weather	Activities	Favorite Sights
Chris			hot & rainy		
Brendan			hot and rainy		
Kim			rainy & hot		

VOCABULARY



ACTIVITIES



ACTIVITY 3.3.8 - LISTEN & WRITE (Continued)

MAD Category Match - Fill-in-the-Chart

Chris: Last month I went on a relaxing vacation to a private resort in Mexico. It was just what I needed. My family and I didn't do much besides lie on the beach or at the pool. Some of my friends had been there just a couple of weeks earlier, and they got rained out completely. They had to stay inside and visit museums or watch TV. For us, it was the opposite. It was sunny and warm. Since we traveled during the off-season, we were practically alone in the resort. We didn't do any sightseeing, but I went souvenir shopping one afternoon to buy a few gifts for friends and family that were super jealous they couldn't come on the trip. The uncrowded beach was definitely my favorite sight. I'd totally do this again. Hopefully, we can go back next year and relax some more!

Brendan: When I travel, I usually want to learn something and explore the country I visit, so a relaxing beach vacation is not my thing. One of my favorite vacations was an educational trip through Germany. It's funny that it became my favorite because in the beginning, I didn't like it much at all. I had booked a couple of hotels along the Mosel River in Germany, as my passion is ancient and medieval history. That area had always been on my bucket list because of all the ancient monuments and medieval castles. The hotels were tiny, though nothing compared to the standard rooms I am used to. I could barely turn around. On top of that, there were thunderstorms all week long. So you can imagine my mood, but then I reminded myself that I was standing on historic ground and made the best of it. I just went to every museum possible. The huge monuments and all the little castles along the river were obviously my favorite sights. They still looked like they did hundreds of years ago. It was absolutely beautiful and so interesting. I highly recommend this trip, ideally with some sun so you can walk to each castle and enjoy the river cruises they offer during the main season.

Kim: If you knew me, you would know that I wouldn't go on any vacation that isn't adventurous. There is nothing I enjoy more than some adrenaline and excitement. When I had a chance to go on a cruise with my grandma, I really had to think for a long time if that were something I'd enjoy. Finally, I decided to go, and let me tell you, it became one of the most adventurous trips I had ever been on. It was kind of a perfect combination of relaxing and exploring. The weather on board in the ocean was breezy, but as soon as we docked on land, it was hot. One of my favorite sights was all of the islands that we got to see. I had no idea there were about 15 Hawaiian islands. I only thought there were a couple. My other favorite thing to see was the waterfalls on Maui island. We were on our way to go cave exploring and saw about three different waterfalls. They were beautiful.

	Type of Vacation	Accommodation	Weather	Activities	Favorite Sights
Chris	relaxing	private resort	sunny & warm	souvenir shopping	uncrowded beach
Brendan	educational	hotel	thunderstorms	museums	monuments & castles
Kim	adventurous	cruise	breezy & hot	cave exploring	islands & waterfalls

VOCABULARY



3

ACTIVITIES



ACTIVITY 3.3.9 - LISTEN & READ

MAD Multiple Choice

Listen to the weather forecast by meteorologist Mark Baden. Then, choose the best answer for each sentence based on what you hear.

- The thunderstorm watch is special because it is a _____.
A. PSD watch **B. PDS watch** C. PDE watch
- Winds can be as strong as _____.
A. 150 mph B. 110 mph **C. 100 mph**
- The thunderstorms are close to which counties?
A. Fond du Lac B. Sheboygan **C. both answers are correct**
- If the weather moves _____, "we" (the meteorologist and people in his area) will be impacted.
A. south B. west C. both answers are correct
- The winds are already up to which speed?
A. 80-90 mph B. 88-98 mph C. 100 mph
- Which of the following weather conditions is already occurring with the winds?
A. rain **B. hail** C. neither answer is correct
- The damage the thunderstorms could do is described as _____.
A. some **B. big time** C. slight
- Which part of the state is at risk?
A. southern B. northeastern **C. northern**
- The level of risk for the severe thunderstorm and weather is _____.
A. high **B. moderate** C. marginal
- The hail that has already come down was the size of _____.
A. baseballs B. tennis balls C. golf balls



ACTIVITY 3.3.10 - SPEAK

MAD Continuous Recording

Based on what you heard the weatherman say in Activity 3.3.9, use your own words to summarize what you see for this weather report.

GAME - CHAPTER 3 VOCABULARY REVIEW

Class Activity



Team Trivia and Vocab Master

(The explanation and playing sheet for these games are located in the **B2 Resources Google Doc Folder**, or download the **B2StudentWorksheet.pdf**.)

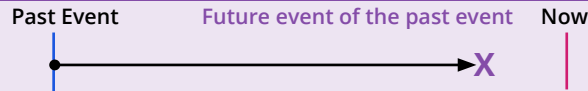
GRAMMAR



LET'S BREAK IT DOWN!

THE FUTURE SEEN FROM THE PAST

If we want to express an event that was still in the future of a past point of time, we use the past forms of the tenses we normally use for the future.



THE FUTURE FROM NOW	THE FUTURE FROM THE PAST
Present Continuous	Past Continuous
I don't want to go to Portland now because we're driving there in October.	I didn't want to go to Portland then because we were driving there in October.
is / are going to	was / were going to
I think I'll buy my tickets online because I've found a great deal. He promises he'll mail me a postcard!	I thought I'd buy my tickets online because I'd found a great deal. He promised he would mail me a postcard.
will + infinitive	would + infinitive
She's going to relax and read lots of books while on vacation.	She was going to relax and read lots of books while on vacation.

Sometimes we want to express that we intended to do something in the past but did not do it for some reason. For this we use the following expressions: *I was going to..., I meant to..., I intended to..., I wanted to...*

The context makes it clear whether the event happened or not:

- I **was going to call** you, but I forgot to, sorry! (*you didn't call*)
- I didn't call you because I **was going to see** you later that day. (*you did see her*)



ACTIVITY 3.3.11 - READ

MAD Multiple Choice

Decide if each statement is **the future from now** or **the future from the past**.

- | | | |
|--|-------------------------------|------------------------------------|
| 1. He's going to buy a guidebook for his trip. | A. the future from now | B. the future from the past |
| 2. She'll be freezing after getting wet in the rain. | A. the future from now | B. the future from the past |
| 3. They were going to continue exploring, but the streets were too crowded. | A. the future from now | B. the future from the past |
| 4. The tour group leaves at 2 p.m. from the Trevi Fountain. | A. the future from now | B. the future from the past |
| 5. We thought we were following the tour guide in the right direction. | A. the future from now | B. the future from the past |
| 6. We are planning on hiding from the thunderstorm in a museum. | A. the future from now | B. the future from the past |
| 7. I expected we would have the chance to get authentic gelato. | A. the future from now | B. the future from the past |
| 8. It was supposed to rain, but the weather forecast was wrong! | A. the future from now | B. the future from the past |
| 9. Mom and Dad are going to join the crowd around the Mona Lisa, but I would rather find some statues. | A. the future from now | B. the future from the past |
| 10. We were going to go to bed early. | A. the future from now | B. the future from the past |

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.3.12 - READ & WRITE

MAD Fill-in-the-Blanks

Look at the parts of each sentence marked between the two asterisks. If they are correct, type "correct." If they are incorrect, rewrite the entire sentence with the correct tense.

For example: **You read:** There *would be* less of a crowd at 9 a.m., so we could go then.

You type: [There will be less of a crowd at 9 a.m., so we could go then.]

- *We are going to visit* the Taj Mahal, but we didn't have time on our trip.
[We were going to visit the Taj Mahal, but we didn't have time on our trip.]
- Alexa decided that she *would buy* her souvenirs on the last day of the tour. [correct]
- *She is going to send* you a postcard, but she couldn't find any stamps.
[She was going to send you a postcard, but she couldn't find any stamps.]
- We didn't visit the historical monument this morning because we *were going to see* it on the tour this afternoon.
[We didn't visit the historical monument this morning because we are going to see it on the tour this afternoon.]
- *I'm going* to the tourist center first to get some maps. [correct]
- The thunderstorm *would be* over by 2 p.m. We could walk in the park afterwards if you'd like.
[The thunderstorm will be over by 2 p.m. We could walk in the park afterwards if you'd like.]
- We had a little goodbye party because our tour guide *is leaving* early the next morning.
[We had a little goodbye party because our tour guide was leaving early the next morning.]
- We wanted to get there by 9 a.m. as it *will be* very crowded later on.
[We wanted to get there by 9 a.m. as it would be very crowded later on.]
- We went to bed early because we *were going to hike* to the waterfall the next morning. [correct]
- We *are meeting* at the castle gates at 10:45 a.m., so we left the hotel at 10:30.
[We were meeting at the castle gates at 10:45 a.m., so we left the hotel at 10:30.]

**CULTURAL NOTE** - Travel Safety and Precautions

Here are some common travel tips to keep you and your belongings safe:

- Store emergency numbers and services in your phone.
- Hold onto your bag or purse at all times.
- Don't carry any valuables in an outside pocket of a backpack or your back pocket.
- Be cautious when connecting to free public Wi-Fi.
- Be aware of your surroundings and avoid anything or anyone that looks suspicious.
- Try to stay with a group or blend in so you do not look like a tourist.
- Make sure someone knows what your travel plans are so they can check on you.
- Beware of common travel issues in the country you are going to.
- See if your hotel has a room safe or a locked storage area to keep valuables.
- Make copies of important documents and keep them in a safe place.
- Use ATMs at banks.
- Beware of unclean water or undercooked food that could make you sick.

Can you think of any other travel safety tips you would add to this list? Have you used any of these precautions when you have traveled? If so, which ones?



GRAMMAR



ACTIVITIES



ACTIVITY 3.3.13 - LISTEN & READ

MAD Text Match

Listen to each sentence starter. Then, match two parts to form the correct sentence.

- | | |
|--|--|
| 1. They were going to take a walk in Central Park, | D. but it was way too hot. |
| 2. He didn't mean to forget my birthday, | E. but he's traveling at the moment. |
| 3. I wanted to buy the cheap souvenir, | I. so I had enough money for something else, too. |
| 4. We didn't intend to get wet, | A. but the rain surprised us. |
| 5. She meant to take lots of photos, | G. but she forgot her extra SD card. |
| 6. I meant to catch the 9 a.m. bus, | B. but I overslept. |
| 7. He intended to write a blog about his trip, | J. but it's been months since he got back. |
| 8. They saw as much as they could because | F. they weren't going to visit the U.S. again. |
| 9. He wanted to climb the statue, | H. but his mom wouldn't let him. |
| 10. We read about the history in the guidebook | C. even though our guide was going to explain it to us. |



ACTIVITY 3.3.14 - LISTEN

MAD Multiple Choice

Listen to each sentence. Then, decide if the activities in the first part of each one happened (**yes**) or not (**no**) based on the context.

- | | | |
|---|---------------|--------------|
| 1. They were going to take a walk in Central Park, but it was way too hot. | A. Yes | B. No |
| 2. He didn't mean to forget my birthday, but he's traveling at the moment. | A. Yes | B. No |
| 3. I wanted to buy the cheap souvenir, so Mom bought me a nicer one. | A. Yes | B. No |
| 4. We didn't intend to get wet, but the rain surprised us. | A. Yes | B. No |
| 5. She meant to take lots of photos, but she forgot her extra SD card. | A. Yes | B. No |
| 6. I meant to catch the 9 a.m. bus, but I overslept. | A. Yes | B. No |
| 7. He intended to write a blog about his trip, but it's been months since he got back. | A. Yes | B. No |
| 8. They saw as much as they could because they weren't going to visit the U.S. again. | A. Yes | B. No |
| 9. He wanted to climb the statue, but his mom wouldn't let him. | A. Yes | B. No |
| 10. We read about the history in the guidebook even though our guide was going to explain it to us. | A. Yes | B. No |



ACTIVITY 3.3.15 - READ & WRITE

MAD Fill-in-the-Blanks

Fill in each blank with the correct verb from the word bank using **would** or the **past continuous**. There are two sentences where **going to** must be used. *Not all words will be used.*

throw	hire	read	write	leave	visit
catch	pick up	arrive	be	fit	post

- I saw the forecast but didn't think there **[would be]** thunder and lightning!
- I lost my passport the day before we **[were leaving]** on our cruise.
- He decided he **[would hire]** a private guide so that he didn't look like a tourist all alone.
- She called to tell him she **[was arriving]** earlier than expected.
- She knew they **[were visiting]** Machu Picchu in the fall, so she bought them guidebooks.
- I **[was going to throw]** money into the fountain, but the sign said not to, so I didn't.
- He told them he **[would post]** all his photos online.
- We **[were going to write]** lots of postcards, but we downloaded an app instead.
- I couldn't fit the castle tour in as I **[was catching]** the train later that afternoon.
- She left home early as she **[was picking up]** her cousin from the airport at 8 a.m.

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.3.16 - LISTEN, READ, & SPEAK

MAD Segmented Recording

Before your trip to London, your dad gave you a written itinerary with his recommendations for each day. However, you were more interested in having fun and didn't stick to his plan. Now, after your trip, listen to each of his questions. Then, tell him why you couldn't visit these places when you were in London in the pauses provided. Click "**Done**" to move on to the next question. Remember to use the **past continuous** for *fixed plans* and **was/were going to + verb** for *plans with no fixed time*.

Tuesday	Wednesday	Thursday	Friday	Saturday
Sherlock Holmes Museum / 10 a.m.	The London Eye / 9:30 a.m.	Hyde Park / enjoy the sunshine	River Thames / boat tour / 10:30 a.m.	Wembley Stadium / football match / 11 a.m.
Shard's Viewing Platform	Covent Garden Markets explore / shop	Musical in the West End / 3 p.m.	Warner Brother's Studio / tour / 1 p.m.	Heathrow Airport / fly home / 2 p.m.

For example: **You hear:** Why didn't you visit London Bridge on Monday morning?

You read: Harrods / some shopping

You say: **We couldn't because we were going to visit Harrods for some shopping.**

1. Why didn't you go to a concert in Covent Garden on Wednesday afternoon?

We couldn't because we were going to explore and shop at the markets in Covent Garden instead.

2. Why didn't you visit Buckingham Palace on Thursday morning?

We couldn't because we were going to walk in Hyde Park and enjoy the sunshine.

3. Why didn't you go on a tour of the Tower of London on Friday morning?

We couldn't because we were going on a boat tour of the River Thames at 10:30 a.m.

4. Why didn't you visit Shakespeare's Globe Theatre on Tuesday afternoon?

We couldn't because we were going to visit the Shard's viewing platform.

5. Why didn't you see St. Paul's Cathedral on Saturday afternoon?

We couldn't because we were flying home from Heathrow Airport at 2 p.m.

6. Why didn't you go to Trafalgar Square on Thursday afternoon?

We couldn't because we were seeing a musical in the West End at 3 p.m.

7. Why didn't you go to Hampton Court Palace on Saturday morning?

We couldn't because we were going to Wembley Stadium to watch a football match at 11 a.m.

8. Why didn't you visit Westminster Abbey on Friday afternoon?

We couldn't because we were going on a Warner Brothers Studio Tour at 1 p.m.

9. Why didn't you visit The Houses of Parliament on Wednesday morning?

We couldn't because we were going on the London Eye at 9:30 a.m.

10. Why didn't you go to the British Museum on Tuesday morning?

We couldn't because we were going to the Sherlock Holmes Museum at 10 a.m.

GRAMMAR



ACTIVITIES



ACTIVITY 3.3.17 - READ & SPEAK

MAD Open Recording

Complete each sentence prompt with your own ideas. *Say the complete sentence.*

1. I was running because _____.
2. I promised my mom I would _____.
3. I was in the information center because _____.
4. I told my friends I would _____.
5. I couldn't stop to chat because _____.
6. I thought I would _____ after school today.
7. I didn't go on the trip because _____.
8. I couldn't meet you for lunch because _____.
9. I didn't realize it was going to rain, so _____.
10. I was going to _____, but _____.



ACTIVITY 3.3.18 - LISTEN & SPEAK

MAD Segmented Recording

Listen to the things you weren't able to do. Then, give an excuse for why you didn't do those things in the pauses provided. Use each expression **I was going to, I wanted to, I meant to, I intended to** twice.

Click **"Done"** to move on to the next thing.

For example: **You hear:** do my homework

You say: *I intended to do my homework, but we didn't have electricity because of the storm!*

1. mail a postcard
2. drink from the fountain
3. get money from the ATM
4. take a picture of the statue
5. buy you a souvenir
6. walk to the historical monument
7. tour the castle
8. find a map on my phone

LET'S BREAK IT DOWN!

NARRATIVE TENSES

Narrative tenses are used to tell a story. The past tense is the anchor of the story with each event told in chronological order. Other tenses are used to show an event that happened before, during, or after the past tense (present in the story) event.

Future in the story:

- would
- past continuous
- was / were going to + infinitive

- future
- fixed future plans
- future intentions, no fixed time

Present in the story:

- past simple
- past continuous
- could
- should

- the present
- the action in the present, sets the background scene
- present ability, possibility or permission
- present advice / recommendations

Past in the story:

- past perfect
- past perfect continuous
- modal + present perfect

- the past
- the action from the past up to the story's present
- past modal verbs

GRAMMAR



3

LET'S BREAK IT DOWN!

NARRATIVE TENSES (CONTINUED)

We'd **been hiking** for ten hours when we finally **got** to the youth hostel in the old city center. It **was raining** and we **were feeling** tired and hungry. We **were** very lucky to get the last four beds, but unfortunately we'd **missed** dinner so we **had to eat** the nuts and other hiking food we **had** in our backpacks. This **didn't** exactly **fill me up**. I still **could have eaten** a lot more, but at least I **was** now warm and dry. We **went** to bed early as we **knew** we **should get** a lot of sleep after such a long day.

The next morning **started off** sunny and clear. We **got up** at 7 a.m., **had** breakfast, and then **thought** about what we **were going to do** that day. We **were spending** five days in the town and **had** already **planned** a few things, like visiting the castle and the fun park, and we **were going** to the zoo on Saturday. We **were sitting** on our beds **talking** about this when it **started** to rain again. It'd **been raining** all night, but we'd **hoped** it **wouldn't start** again so soon. According to my weather app, it **shouldn't have started raining** again until that evening. After some complaining, we **decided** to go shopping and then to the cinema. They **were showing** a film we all **wanted** to see anyway. At least I **could tell** my sister I'd **seen** it when I **got** home!

Story Sequencers - linking the parts of your story together

Starting

- It all started out with
- It started off with
- The story started with

Continuing the story flow

- After (that)
- As soon as
- Before
- Later on
- Next
- Once
- Then

Interruptions

- Suddenly
- Unexpectedly

Parallel events

- During the...
- While I was...

Ending

- Eventually
- Finally
- In the end

Here are some useful expressions we use when telling a story:

1. **Did I ever tell you about the time when** my car broke down?
2. **It all started when** I left my keys at home.
3. **Speaking of** missed flights, **something similar once happened to me!**
4. **Hearing your story reminds me of when** I lost my credit card.
5. **I'll never forget (the night) when** I went to my first concert.
6. **The first thing I did was** take a picture getting off the airplane.
7. **I couldn't believe that** I'd forgotten the tickets!
8. **There I was,** sitting on one of the most beautiful beaches in the world!
9. **There was nothing I could do but** pay for another ticket.
10. **It was only after** I got back to my room **that I** realized my phone had been stolen.
11. **Without thinking,** I slammed down the phone and ran out of the room.
12. **But it all turned out OK in the end.**

GRAMMAR



ACTIVITIES



ACTIVITY 3.3.19 - READ

MAD Text Match

Match each narrative past modal sentence with the correct original statement.

1. I got lost in the museum.
D. I should have asked a guide for directions, but I was too embarrassed.
2. My mom wanted to hear about my trip.
H. I should have mailed a postcard; unfortunately, I forgot.
3. I was exhausted.
B. I could have rested, but I decided to go to the Maisonneuve Monument instead.
4. The breeze blew the woman's hat off the table.
G. I would have picked it up, but someone else got to it first.
5. The heat was horrible.
J. I could have gone to the pool or gotten a cold drink.
6. The manager warned us a storm was coming.
C. I would have gone inside; however, it was too late. I got wet!
7. The information center was closed.
F. I should have gone earlier.
8. The tourist was trying to pay with the wrong money.
I. I would have helped, but the cashier explained the problem to her.
9. I was out of cash.
E. I could have used an ATM or paid by card.
10. The castle was on top of the hill.
A. I could have walked up, but I took the bus instead.



ACTIVITY 3.3.20 - READ

MAD Multiple Choice

Read this true story about every passenger's worst nightmare. Then, choose the correct narrative tense of each verb that best completes the story.

On June 24, 1982, British Airways flight 009 **1.** _____ over Jakarta at more than 36,000 ft. and **2.** _____ in the air for an hour-and-a-half when Captain Eric Moody **3.** _____ his famous announcement: "Ladies and gentlemen, this is your captain speaking. We have a small problem. All four engines have stopped. We are doing our [best] to get it under control..." Amazingly, passengers and crew reacted calmly. Nobody screamed and nobody panicked. Captain Moody **4.** _____ an easy flight as the weather radar showed smooth flying for the next 300 miles. Then the crew **5.** _____ to notice a thin layer of cloud surrounding the plane. But the radar showed a clear sky, and there was no thunder or lightning that night. Looking out of the aircraft windows, the passengers **6.** _____ that their plane was covered in a strange white light and that huge flames **7.** _____ out of all four engines. The cabin **8.** _____ with thick smoke, getting thicker and thicker, and the flight **9.** _____ very bumpy. Then the worst **10.** _____: the pilot announced that all four engines **11.** _____ and the plane was now falling from the sky. It **12.** _____ a massive glider. And there was another problem: the oxygen **13.** _____ very soon. The captain knew he **14.** _____ the engines down as per his training. But Captain Moody **15.** _____ drastic action: he went into a nosedive, dropping 6,000 ft. in one minute, to an altitude where there was enough oxygen in the outside atmosphere to fill the cabin.

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.3.20 - READ (Continued)

MAD Multiple Choice

Suddenly, one by one, the engines **16.** _____ back to life. The nosedive had saved the plane, and it **17.** _____ it to Jakarta airport! Safely on the ground, passengers hugged each other and applauded the crew. But what had happened? How had all four engines failed? The results of an investigation found that the engines **18.** _____ because the plane **19.** _____ through a cloud of volcanic ash. The crew hadn't seen the volcanic cloud on the radar because it was made of very dry material, which radar cannot detect. By flying down into clearer air, the volcanic material **20.** _____ free and the engines could start again.

1. A. is flying

2. **A. had been**

3. A. was making

4. A. would expect

5. A. were starting

6. A. were seeing

7. **A. were coming**

8. A. should now fill

9. A. could become

10. **A. happened**

11. A. failed

12. A. would become

13. A. was running out

14. **A. should shut**

15. A. was taking

16. A. had been coming

17. A. was making

18. **A. had stopped**

19. A. was going to fly

20. A. would blow

B. was flying

B. was

B. had been making

B. had been expecting

B. had been starting

B. could see

B. came

B. now filled

B. had become

B. was happening

B. would fail

B. had become

B. ran out

B. was going to shut

B. took

B. would come

B. had made

B. were stopping

B. had flown

B. was blowing

C. flew

C. would be

C. made

C. was going to expect

C. started

C. had seen

C. could come

C. was now filling

C. was going to become

C. had happened

C. had failed

C. became

C. was going to run out

C. shut

C. had been taking

C. came**C. was going to make**

C. were going to stop

C. would fly

C. was blown

3

INTRO

SECTION 1

SECTION 2

SECTION 3

LET'S TALK!

REVIEW & ASSESSMENT

GRAMMAR



ACTIVITIES



ACTIVITY 3.3.21 - READ & SPEAK

MAD Open Recording

TEACHER NOTE: The main point of this activity is for the students to verbalize how the change in tense affects the meaning of a sentence. If they cannot explain this in English, consider allowing them to do it in their native language.

Based on the story from Activity 3.3.20, explain the difference between each minimal pair based on the tense each one is written in.

For example: **You read:** 1A. Huge flames were coming out of all four engines.

1B. Huge flames had come out of all four engines.

You say: In 1A the flames are still coming out. In 1B the flames are done coming out.

1A. The cabin was filling with thick smoke, getting thicker and thicker.

1B. The cabin had filled with thick smoke, getting thicker and thicker.

In 1A the cabin was still filling with smoke - makes sense with 'getting thicker and thicker.' In 1B the cabin finished filling with smoke - doesn't make sense with 'getting thicker and thicker.'

2A. The flight had become very bumpy.

2B. The flight was becoming very bumpy.

In 2A it had already become bumpy. In 2B it was just starting to become bumpy.

3A. All four engines had failed.

3B. All four engines were failing.

In 3A all four engines had already stopped working. In 3B all four engines were beginning to stop.

4A. The plane was falling from the sky.

4B. The plane had fallen from the sky.

In 4A the plane was still in the sky but falling. In 4B the plane was no longer in the sky and had already crashed.



CULTURAL NOTE - City Center, Downtown, CBD

Cities are often designed around a center area that is usually somewhat walkable to pedestrians. Travelers will typically explore the center of the city they are visiting because they can see a lot of highlights at once, such as government buildings, museums, theaters, cathedrals, parks, plazas with fountains or statues, universities, main shopping areas, restaurants, sports stadiums, and much more. In general, it is easy to get from one city center to another city center because transportation like train and bus stations are centrally located. Speakers of British English often use the term **city centre**, speakers of American English usually say **downtown**, speakers of Canadian English say **city center** or **downtown**, and speakers of Australian English use **central business district** or **CBD**. Though there are many names, the concept in the English language is pretty much the same across the board.

What is there to see in the city center of a city near you? What is your favorite city that you have visited?



GRAMMAR



3

ACTIVITIES



ACTIVITY 3.3.22 - READ & WRITE

MAD Fill-in-the-Blanks

This story about backpackers hiking in France is told in chronological order only, with no background information about what happened before, during, or after the individual events in the story. Type each sentence fragment (without the number) into the story to add extra background information.

1. we were slowly making our way downhill when
2. just as it was getting dark
3. we'd been walking for about two hours when
4. we'd only been going for a little over three hours when
5. poor Celine had been waiting there for over an hour because
6. because we'd read that it was a skiing hotel in the winter
7. we knew we would sleep well that night!
8. the same hotel we had passed at midday
9. the sun was shining, and we were walking through
10. we'd been walking in
11. and hope we would find a road
12. about the fact that we had walked in a huge circle

On day three, we had an early breakfast and then set off at 8:30 a.m. to meet up with another backpacking traveler, Celine, outside of the hotel. **[Poor Celine had been waiting there for over an hour because]** she had forgotten to adjust her alarm clock to the current time in France. She had been traveling in Bulgaria the weeks prior to meeting us in France, and was still an hour ahead! Our hike started off well. **[The sun was shining, and we were walking through]** beautiful scenery and countryside. **[We'd only been going for a little over three hours when]** we passed our next hotel, but as it was only midday, we didn't realize this, so we kept walking. We could see Mont Lozère in the distance, and we thought our hotel was at the top **[because we'd read that it was a skiing hotel in the winter]**. As we climbed up the steep path, it quickly got foggy and cold. **[We'd been walking for about two hours when]** we came to a fork in the path. We decided to take the right-hand way up to the top of the hill, but the higher we got, the less we could see. When we finally reached the top, rather than finding our hotel, we found an old ruin with a rusted car out in front! We were extremely disappointed and also very lost because we couldn't find the path and couldn't remember the direction **[we'd been walking in]**. The only thing to do was to head downhill **[and hope we would find a road]**. This was not easy as the slope was covered in little streams and very slippery, muddy ground. **[We were slowly making our way downhill when]** it started to rain, but at least we could see a bit further now. Then we spotted a road! We were so happy! But then we had to decide whether to turn left or right. We turned right and luck was with us because after another two hours of walking, we saw a hotel: **[the same hotel we had passed at midday]**! So, **[just as it was getting dark]**, we thankfully checked in to the hotel. The first thing we did was drink a hot chocolate and eat some French gateaux, which is my favorite type of cake. Then we laughed **[about the fact that we had walked in a huge circle]**! **[We knew we would sleep well that night]**!



ACTIVITY 3.3.23 - READ

MAD Category Match - Graded Order

Put the three separate stories in the correct order using the sequencers of each story. *The order will be graded.*

Story A: "Did I ever tell you about the time when I nearly lost my passport?..."

Story B: "I'll never forget the day when I almost lost my credit card..."

Story C: "Hearing your story reminds me of the time I drove through the Black Forest in thick fog..."

GRAMMAR



ACTIVITIES



ACTIVITY 3.3.23 - READ (Continued)

MAD Category Match - Graded Order

1. She had my passport in her hand! I'd left it on the counter when I was looking for my boarding pass.
2. In the end, I got my card back and enough cash to last me many days!
3. After that, we kept driving for a little while, but
4. After a long explanation, he finally agreed to open up the machine.
5. Once I'd found the right boarding pass, the machine let me through, and I could get onto the plane.
6. During the next three hours, I was very stressed as I was far from home with no money and no card.
7. The story started at 6 a.m. when I tried to get some money at the ATM. I'd entered the right PIN, but the machine didn't give me any money nor would it give me my card back.
8. We'd been driving for about an hour when it started to get dark and foggy.
9. It started off with me placing my boarding pass on the scanner and it flashing a red light and beeping at me.
10. As soon as the bank opened, I spoke to the manager, who initially was not very helpful.
11. I had put the boarding pass I needed in my bag and had the wrong one in my hand.
12. It all started out when we decided to drive through the forest instead of taking the boring highway.
13. Then, while I was waiting for take off, the flight attendant came up to me and asked, "Is this yours?"
14. Suddenly, I realized that I couldn't see more than five feet in front of the car.
15. Eventually, we had to stop at a restaurant and wait until the fog lifted.

Story A	Story B	Story C
9	7	12
11	6	8
5	10	14
13	4	3
1	2	15



ACTIVITY 3.3.24 - READ & WRITE

MAD Open Text

Your family spent a day in Vancouver. Read the chronological events of the story. Then, rewrite the story, but add story sequencers to tell it. Start your story with: "We got up very early, then..."

Our Day in Vancouver

- | | |
|---|---|
| 1. Get up very early | 8. Ride to the Second Beach Concession for lunch |
| 2. Have breakfast at hotel | 9. Ride to English Bay Beach |
| 3. Pick up bikes from rental shop | 10. Get there; go for a swim in the sea |
| 4. Bike around Stanley Park for an hour | 11. Cut across town on our bikes to Gastown |
| 5. Stop for sodas at the café at Prospect Point | 12. Look at shops, but not buy anything |
| 6. Ride to the Vancouver Aquarium | 13. Have dinner at The Old Spaghetti Factory; excellent |
| 7. Spend two hours there | 14. Started to rain, so hurry back to the hotel; a full day |

Possible answer:

We got up very early, and then had breakfast at the hotel. Next, we picked up our bikes from the rental shop. After that, we biked around Stanley Park for an hour before we stopped for sodas at the café at Prospect Point. Then, we rode to the Vancouver Aquarium. After we spent two hours there, we rode to the Second Beach Concession for lunch. After lunch, we rode to English Bay Beach. Once we got there, we went for a swim in the sea. Later on, we cut across town on our bikes to Gastown. Then, we looked at the shops, but in the end, we didn't buy anything. Finally, we had dinner at The Old Spaghetti Factory, which was excellent. Suddenly, it started to rain, so we hurried back to the hotel. What a full day!

GRAMMAR



3

ACTIVITIES



ACTIVITY 3.3.25 - READ & WRITE

MAD Open Text

Read the story. Then, type the entire story, but change the verbs after each number into the correct narrative tenses.

We **1.** are sitting at the gate waiting to board when we **2.** hear the announcement that our flight to London **3.** has been delayed. After we **4.** wait another 30 minutes, we **5.** know that we **6.** will miss our connection to Singapore. Our flight finally **7.** takes off and an hour later, we **8.** land in Frankfurt. Ground staff **9.** meet us at the gate and **10.** tell us that they **11.** are holding the flight to Singapore for us. They **12.** say that if we **13.** run, we **14.** will make the flight, but our bags **15.** will not. The rest of our trip **16.** goes smoothly, and we **17.** get to Brisbane on time. We only **18.** have our carry-on luggage with us, but we **19.** know our bags **20.** will be delivered the next day.

We **1.** **were sitting** at the gate waiting to board when we **2.** **heard** the announcement that our flight to Frankfurt **3.** **had been delayed**. After we **4.** **had waited** another 30 minutes, we **5.** **knew** that we **6.** **would miss** our connection to Singapore. Our flight finally **7.** **took off** and an hour later, we **8.** **landed** in Frankfurt. Ground staff **9.** **met** us at the gate and **10.** **told** us that they **11.** **were holding** the flight to Singapore for us. They **12.** **said** that if we **13.** **ran**, we **14.** **would make** the flight, but our bags **15.** **would not**. The rest of our trip **16.** **went** smoothly, and we **17.** **got** to Brisbane on time. We only **18.** **had** our carry-on luggage with us, but we **19.** **knew** our bags **20.** **would be delivered** the next day.



ACTIVITY 3.3.26 - READ & WRITE

MAD Question and Answer

Read the three phrases in each sentence. Decide in which order the events happened and then type each one in order using the correct tenses. You must add any necessary pronouns and connecting words (so, then, but, when, because, etc.).

- we stopped at a café / we had been walking for hours / we were starting to feel exhausted
We had been walking for hours. We were starting to feel exhausted, so we stopped at a café for some cool drinks.
- it had been raining for five minutes / we hid in the subway station / we heard the thunderstorm warning
It had been raining for five minutes when we heard the thunderstorm warning, so we hid in the subway station.
- we decided to get some food instead / we had already stopped at the information center for a guidebook / we were using the guidebook to find the main square
We had already stopped at the information center for a guidebook. We were using the guidebook to find the main square when we decided to get some food instead.
- we ended up choosing sunshine / we asked the guide which one he recommended / we could have soaked up the sunshine in the main square or go to an air-conditioned tourist attraction
We could have soaked up the sunshine in the main square or gone to an air-conditioned tourist attraction, so we asked the guide which one he recommended. We ended up choosing sunshine.
- went back to get my camera / I wanted to take some photos / realized I had left my camera in the hotel room
I wanted to take some photos but realized I'd left my camera in the hotel room, so I went back to get my camera.
- you called to tell me / you were going to meet me for the tour in two hours / I was posting photos on my Facebook page
I was posting photos on my Facebook page when you called to tell me you were going to meet me for the tour in two hours.

GRAMMAR



ACTIVITIES



ACTIVITY 3.3.26 - READ & WRITE (Continued)

MAD Question and Answer

7. we were supposed to join a guided tour / we had already seen the castle the day before / we bought some souvenirs instead
We were supposed to join a guided tour, but we had already seen the castle the day before, so we bought some souvenirs instead.
8. she would put the bag in the overhead bin / the flight attendant came and said it wasn't possible / I was trying to fit my bag under the seat
I was trying to fit my bag under the seat in front of me when the flight attendant came and said it wasn't possible and that she would put it in the overhead bin.
9. the driver announced that there would be a 20-minute delay / one guest hadn't arrived yet / we were waiting in the bus for the tour to start
We were waiting in the bus for the tour to start when the driver announced that there would be a 20-minute delay because one guest hadn't arrived yet.
10. I took some photos and sent all my friends e-postcards / I remembered an app a friend had told me about / I was going to write some postcards
I was going to write some postcards, but then I remembered an app a friend had told me about. So, I took some photos and sent all my friends e-postcards.



ACTIVITY 3.3.27 - SPEAK

MAD Open Recording

Tell a story for two of the pictures given. Use story sequencers when possible.

1.



3.



2.



4.



ACTIVITY 3.3.28 - SPEAK

MAD Open Recording

Tell a story about one of your vacations using a variety of tenses. Use story sequencers when possible.

CONVERSATION



ACTIVITIES

ACTIVITY 3.3.29 - **Take a guess!****LAD** Grouping Activity (Groups of 4)

TEACHER NOTE: If you want to save time in class, have your students write the narration of their stories for homework the night before doing this activity. If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

First, narrate **two** stories to read to your group. Choose stories from a book, movie, or other cultural stories you're familiar with. Write **four to six** sentences per story about what happened as if you were the main character. Share your stories with your group and see if they can guess which ones you chose.

For example:

You write: I had been working for my stepmom ever since my dad died. I wasn't very happy, and my stepsisters were always really mean to me. One day while I was cleaning the kitchen, a messenger arrived and invited us all to a party at the castle. My stepsisters were going to go, but my stepmom said I couldn't attend. In the end, my godmother helped me get there, and I met the prince, and we fell in love. Though my stepfamily tried to hide me from him, he found me by my missing shoe. We lived happily ever after.

Your group answers: [Cinderella](#)

ACTIVITY 3.3.30 - **Did I ever tell you...?****LAD** Pairing Activity

TEACHER NOTE: If you want to be able to listen to these conversations later, launch the recorder at the beginning of this activity and hit record.

Tell a story that happened to you using the narrative expressions given. **Partner 1** will tell Story #1. **Partner 2** will tell Story #2. Both **Partner 1** and **2** will tell Story #3 based on something they were reminded of from the other person's story. Use other expressions as needed that may add to your story.

Story 1	Story 2	Story 3
<ul style="list-style-type: none"> • Did I ever tell you about the time when...? • I couldn't believe that... • It was only after the... that I realized... 	<ul style="list-style-type: none"> • I'll never forget the (time) when... • The first thing I did was... • There was nothing I could do but... 	<ul style="list-style-type: none"> • Hearing your story reminds me of when... OR • Speaking of _____, something similar once happened to me!

READING



THE SEVEN WONDERS OF THE WORLD

Have you ever heard of the Colossus of Rhodes? How about the statue of Zeus at Olympia? If you had been a tourist in ancient times, these structures would probably have been on your travel bucket list. They would be as familiar to you as the Eiffel Tower in Paris or the Grand Canyon in Arizona are to today's travelers. The writings of Greek philosophers tell us of seven popular **sites** for tourists in ancient times. These "Seven Wonders of the Ancient World" were impressive man-made monuments, mostly in the Mediterranean and Middle Eastern regions, that displayed the skillful engineering know-how of the time. But, sadly, only one ancient structure on the list can still inspire awe for visitors. The Great Pyramid of Giza in Egypt still exists and hosts up to 14 million modern travelers each year. The rest have been lost to time: destroyed or simply worn away by thousands of years of history.

The Seven Wonders of the World list has been updated many times. The most current list, released in 2007, was compiled from over 100 million phone and online votes worldwide. Voters chose their favorite **destinations** that represented the most impressive examples of human creativity and engineering. This list of the Seven New Wonders of the World presents **spectacular** sites from a variety of cultures for modern travelers to visit. As you read each description below, imagine what each looks like. Picture yourself visiting each destination.

1. The Great Wall of China (China)

The Great Wall of China is actually many different walls that form a **barrier** across 13,000 miles of northern China. Parts of the wall were built over 1500 years ago, but much of what tourists can see today was completed between the 14th and 17th centuries. These sections of the wall are made of brick, and tourists can enjoy hiking it. Tour companies offer guided one-day or overnight hiking trips where you can see the beautiful Chinese countryside and listen to tour guides discuss China's interesting history.

2. Petra (Jordan)

The city of Petra in southern Jordan is an ancient city with buildings completely cut from its reddish stone hillsides. This stone gives the city its nickname, the Rose City. It is thought that the city was built as early as 312 BC but was abandoned after an earthquake 400 years later. It remained unknown to travelers until it was rediscovered in 1812. In 1989, Petra was introduced to the entire world as one of the **locations** for the popular movie *Indiana Jones and the Last Crusade*. One favorite **spot** on sightseeing tours of the city is the Petra water system, which was advanced technology for the time. Tourists can also take a camel ride through the colorful desert and see the beautiful sunset over the sands.

3. The Colosseum (Italy)

The Colosseum in Rome, Italy, is an **enormous** stone amphitheater built in the 1st century where ancient Romans would gather for their favorite entertainment: **gruesome** battles between sword-swinging gladiators or between exotic wild animals. Two-thirds of the large amphitheater has been destroyed over its two thousand year history, but today's tourists are still able to see the **remnants** of the circular structure. Visitors can book a walking tour of the Colosseum that goes through not only the amphitheater's stands, but also through the complex maze of underground tunnels on the lower floors.

4. Chichén Itzá (Mexico)

Chichén Itzá is the **ruin** of a Mayan city located near the popular Mexican resort town of Cancún. In the year 600 A.D., the city was a thriving economic center, covering about two square miles. The city fell into decline about 500 years later, and by the 1800s, Chichén Itzá had become a major archeological site that continues to provide major artifacts of the Mayan civilization. Before visitors even enter the city ruins, they can **marvel** at the pyramid in the center of the city, El Castillo. Also known as "The Castle," El Castillo rises 98 feet above the city.

READING



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5. Machu Picchu (Peru)

This Incan city ruin sits high in the Peruvian Andes and is the most important remaining piece of the Incan civilization. The city was built in the 15th century and abandoned 100 years later with the arrival of the Spanish to South America. Visitors to Machu Picchu love the natural environment. The city sits at the top of a mountain **ridge** with views of deep valleys below. Thousands of people hike to Machu Picchu each year. Several tour companies offer hikes that suit every travel taste from historical tours focusing on the **grand** Incan culture to adventure tours featuring biking and zip-lining.

6. Taj Mahal (India)

The Taj Mahal is a **massive**, ornate structure built in the mid 1600s in Agra, India, as the final resting place for the **beloved** wife of the emperor. Construction took over 20 years to complete and employed 20,000 workmen and 1,000 elephants. Visitors to the Taj Mahal say that the **remarkable** white stone architecture changes color as the sun moves around it. Be ready with your camera to take a selfie with the Taj Mahal in the background.

7. Christ the Redeemer (Brazil)

The most modern of the Seven New Wonders of the World is Christ the Redeemer, a **gigantic** statue of Jesus Christ in Rio de Janeiro, Brazil. Completed in 1931, the statue stands 98 feet tall (30 meters) and its **outstretched** arms span 92 feet. Sitting on top of Corcovado Mountain at 2,330 feet makes the statue an **incredible** sight. Visitors can hike or take van tours to the base of the statue where they are treated to spectacular views of the city below.

So, grab your camera, book your flight, and get ready to cross these **fantastic** world wonders off of your travel bucket list before they disappear into history.



ACTIVITY 3.3.31 - READ

MAD Image Match

Match each name of one of the Seven Wonders of the World with the correct image. Use the descriptions of each place to help you identify each image.



Chichén Itzá



Christ the Redeemer



The Colosseum



Machu Picchu



Petra



The Taj Mahal



The Great Wall of China

READING



ACTIVITIES



ACTIVITY 3.3.32 - READ & WRITE

MAD Category Match - Fill-in-the-Chart

The pink words from the reading are in the word bank. Fill in the chart with the ones that match the meaning of each category title. *Not all words will be used.*

grand	ruin	incredible	gigantic	remarkable
ridge	fantastic	spot	outstretched	spectacular
locations	massive	marvel	sites	gruesome
remnants	beloved	enormous	barrier	destination

amazing	big	old building(s)	place(s)
grand	gigantic	ruin	destination
spectacular	massive	remnants	spot
remarkable	enormous		locations
fantastic			sites
incredible			

LET'S TALK!



VIDEO - LET'S CALL THE FRONT DESK!



LT 3.1 - LISTEN

MAD Viewing

Watch the chapter video.

TEACHER NOTE: You can also launch this as a **LAD** activity and have all of your students watch the video at the same time.

Receptionist: Reception desk at Dana Hotel in Chicago. How may I help you?

Skylar: Hi. This is Skylar Campbell from Room 305. Our air conditioning stopped working, and our room is super hot. Can you please send someone up to fix it?

Receptionist: Oh, I'm sorry about that. I don't have a staff member to fix it at this moment. Can I give you another room?

Skylar: Yes, please! What other rooms are available?

Receptionist: Well, I have a single king-size bed available on the fifth floor.

Skylar: I'm actually here with a friend. Do you have any double rooms instead?

Receptionist: A room with double queen beds plus a pull-out couch is available in three hours.

Skylar: We really don't need the pull-out couch. I'm really just here for the view. Do you have any rooms facing the lake maybe?

Receptionist: Let's see. That one faces the city. Let me look for a double queen bed room with a view of the lake. And here's one. Room 618. It even has a balcony. This one should be available in two hours.

Skylar: That's okay. We can wait. Is there a café in the lobby?

Receptionist: Yes, we serve coffee and pastries at the café. And I can keep your luggage safe at the front desk, too, while you wait.

Skylar: I'd really appreciate that. We can just hang out there, maybe go shopping for a bit until the room is ready.

Receptionist: All right, and just to confirm... are you checking out on Saturday?

Skylar: Sunday morning.

Receptionist: No problem. The room is yours until Sunday.

Skylar: Awesome, what time is check-out again?

Receptionist: It's at 11:00 a.m. And don't forget that we offer complimentary breakfast in the morning.

Skylar: Right! I almost forgot. And we wanted to check out some local restaurants, too. Do you have any lunch or dinner suggestions for areas around the city?

Receptionist: Sure! I'm here to help, and I have lots of restaurant suggestions. Why don't you go grab your luggage and make your way down to the reception desk.

Skylar: Awesome. We'll just pack up our luggage, and then we'll be right down. Thanks so much.

Receptionist: My pleasure.

LET'S TALK!



ACTIVITIES



LT 3.2 - LISTEN & READ

MAD Multiple Choice

Choose the best answer for each question based on the chapter video.

- Skylar called the reception desk at the hotel because what stopped working?
A. the shower **B. the air conditioning** C. the heating unit D. the lock on the door
- Because the receptionist didn't have anyone to fix the problem, what other room did Skylar choose?
A. a single king-size bed room
B. a double queen bed room with pull-out couch
C. a double queen bed room facing the city
D. a double queen room facing the lake
- Skylar's new room would be ready in how many hours?
A. one hour **B. two hours** C. three hours D. four hours
- Where did Skylar say she might wait for her new room?
A. in the café B. in her old room C. on the balcony D. at the reception desk
- What will happen to Skylar's luggage while she waits for her new room?
A. She will keep it with her.
B. The receptionist will move it to her new room.
C. The receptionist will keep it at the front desk.
D. She will leave it in her old room.
- What day of the week is Skylar planning to check out of the hotel?
A. Monday B. Wednesday C. Saturday **D. Sunday**
- What time will Skylar have to check out on that day?
A. 8:00 a.m. B. 9:00 a.m. C. 10:00 a.m. **D. 11:00 a.m.**
- What does the receptionist remind Skylar that she can get for free at the hotel?
A. luggage service **B. breakfast** C. airport shuttle D. phone calls
- Skylar asks the receptionist for what kind of suggestions?
A. local restaurants
B. places to take pictures
C. shopping
D. night-time entertainment



LT 3.3 - READ & SPEAK

MAD Open Recording

Have you ever spent the night in a hotel? If so, answer the following questions about your experience:

- In what city was the hotel? What time of year was your visit?
- What did you see outside your hotel? How was the view?
- Did you have any problems with your room? What were they? How were the problems fixed?

If you have never spent the night in a hotel, imagine what type of experience you might have.

Answer the following questions about the experience:

- In what city would you like to stay? What time of the year would you like to go there?
- What type of view would you like to see from your hotel window?
- What is the worst type of problem you might have with your room? Why would this problem be so bad?

LET'S TALK!



3

INTERVIEWS - LET'S TALK ABOUT VACATIONS!



LT 3.4 - LISTEN

(Available with or without captions)

MAD Viewing

Listen to the students talk about themselves.

TEACHER NOTE: The interview answers are unscripted responses to a question. You may notice some grammatical errors, so please keep in mind that these are authentic responses.



Nina



Jack



Alex



LT 3.5 - LISTEN, READ, & WRITE

MAD Fill-in-the-Blanks

Listen to the students talk about themselves. Fill in each blank with the correct missing words.

Nina: The [last place I traveled] was Michigan to stay with my grandparents for his 95th birthday, and we stayed at their house. [My favorite vacation] is when I went to Vail, Colorado, because it was the first time I ever skied. So, we got a ski instructor, and he taught me how to ski on [some of the tallest mountains] I've ever seen before. I really like to [go out to dinner on vacation] because we don't do that a lot at home. The places on my bucket list to travel are Greece, Armenia, which is where my family came from, and Italy.

Jack: The last place I traveled was I went out with [my friend when he moved] to Utah. I drove out there with him to help him move out. It was a 23-hour drive, so we kinda* [just stayed in hotels], and then eventually once we got to his house, I stayed there for a few days and [then flew back home]. My favorite vacation would be when I was younger, we took a trip to Florida where we didn't do anything but just [sit on the beach] the whole time. [It was nice just to relax] and not worry about anything else. What I like to do on vacation is pretty much that; I like to sit and kinda* relax on the beach, but [I will go sightseeing]. And I like to [go climbing in the mountains] and whatnot, too. If I could choose one place that I would really like to go visit, it would be Norway.

Alex: The last place I traveled was a [trip across Europe] last summer. We went to countries like Sweden, Denmark, France, and Germany. [We stayed in] a lot of hostels and hotels. My favorite vacation was [probably that last vacation] to Europe because we did so much in such little time. And to see a continent like Europe -- it's breathtaking. We did a lot of tourist attractions such as looking at cathedrals and a lot of rich history in those countries. [I like to explore] new territories such as high terrains and mountains [that you can't see in the United States]. Some places that are on my bucket list to go visit are Ireland, Argentina, and Spain.

*kinda = kind of

LET'S TALK!



ACTIVITIES



LT 3.6 - LISTEN

MAD Category Match - Graded Order

Place each word under the correct person and in the correct topic based on the interviews. *The order will be graded.*

	Nina	Jack	Alex
Last place they traveled	Michigan	Utah	Europe - traveled
Their favorite vacation	Colorado	Florida	Europe - vacation
1st place they'd like to go	Greece	Norway	Ireland
2nd place they'd like to go (if applicable)	Armenia		Argentina
3rd place they'd like to go (if applicable)	Italy		Spain



LT 3.7 - LISTEN & SPEAK

MAD Segmented Recording

Listen to each question. Then, respond in the pauses provided using complete sentences. Click **"Done"** to move on to the next question.

1. Where was the last place you traveled to?
2. Did you enjoy the trip? Why or why not?
3. What did you do there that you enjoyed?
4. Where would you like to travel next? Why?
5. What would you like to do there?

REVIEW & ASSESSMENT



REVIEW: SELF-EVALUATION

I CAN...	Additional Practice Review (R)	How well do I understand the topic?		
1. use and differentiate between the <i>future tenses</i> .	R. 1, 6, 8			
2. discuss taking a trip using <i>noun clauses</i> .	R. 2, 4, 6, 8			
3. talk about other people's experiences using <i>reported speech</i> .	R. 3, 5, 8			
4. form correct <i>adjectives + dependent prepositions</i> combinations.	R. 2, 6, 8			
5. express events in the <i>future with a past point of view</i> .	R. 1, 8			
6. <i>narrate stories</i> using a variety of tenses.	R. 5, 6, 7, 8			



R1 - LISTENING 1

MAD Question and Answer

Listen to the weather report. Then, type a sentence about the upcoming weather in each tense given based on what you hear meteorologist Mark Baden say about it.

1. present continuous
2. present simple
3. going to
4. future simple
5. future continuous
6. modal verb: might or may
7. future seen from the past



R2 - LISTENING 2

MAD Fill-in-the-Blanks

Listen to a paragraph using the chapter vocabulary and grammar. Type it as you hear it. *If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.*

[When we booked our trip to England, it was important to find a travel agency with a good cancellation policy. It would be stupid not to have this for such an expensive trip. We found an agency that was generous to travelers. The policy said we could decide between a refund or make a reservation for a later date. There would be a fee of 200 dollars per person, which is much better than losing all of our money. I am happy with myself for asking about this because we ended up having to cancel our trip. We were nervous about the weather forecast because it was supposed to be freezing weather with big snowstorms. We decided we would rather go in May when the weather should be nicer, and we would have a more relaxing trip.]

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R3 - GRAMMAR 1

MAD Question and Answer

Read what each person says. Then, type a sentence using reported speech to tell that information.
For example:

You read: Ron, 11 a.m. today: "My flight today may be canceled." (You, 1 p.m. today)

You type: **Ron said his flight today might be canceled.**

You read: Thomas, last month: "My hotel booking for next Monday has been confirmed." (You, today)

You type: **Thomas said his hotel booking for the following Monday had been confirmed.**

1. Lisa, Tuesday: "I'm flying to Milan this Friday morning." (You, Thursday)
Lisa said she's flying to Milan tomorrow morning.
2. Ben, Saturday: "My flight leaves at 7:50 this evening." (You, Monday)
Ben said his flight left at 7:50 that evening.
3. Fred, 9 a.m.: "I've missed my connecting flight. The next flight is at 1 p.m. this afternoon." (You, 5 p.m.)
Fred said he had missed his connecting flight and the next flight was at 1 p.m.
4. Mom, four days ago: "We have to check out by 11 a.m. tomorrow." (You, now)
Mom said we had to check out by 11 p.m. the next day.
5. Jim, last week: "I love traveling internationally for my job." (You, this week)
He said he loves traveling internationally for his job.
6. Sara, last October: "I'm going to take my own headphones for the flight." (You, now)
Sara said she was going to take her own headphones for the flight.
7. Jessie, last year: "I always reserve an aisle seat." (You, now)
Jessie said she always reserves an aisle seat.
8. Fabio, Friday: "The passenger next to me watched movies the whole flight." (You, Saturday)
Fabio said the passenger next to him watched movies the whole flight.
9. Moira, yesterday: "The airline has lost my luggage again today!" (You, today)
Moira said the airline had lost her luggage again yesterday.
10. Dimitri, last week: "I may fly business class. I'm not sure." (You, today)
Dimitri said he might fly business class. He wasn't sure.



R4 - GRAMMAR 2

MAD Question and Answer

Type a noun clause using the vocabulary word given and an adjective from the word bank. Make sure you use the correct dependent preposition with each adjective chosen.

For example: **You read:** the resort

You type: **I know where the resort is that you are crazy about.**

similar	interested	crowded	annoyed
worried	happy	impressed	pleased
amazed	different	nice	important

- | | | | |
|----------------------------|----------------------|---------------------------|------------------|
| 1. the cancellation policy | 2. the travel agency | 3. the baggage claim | 4. the escalator |
| 5. the front desk | 6. the crowd | 7. the information center | 8. the tourist |

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R5 - READING

MAD Question and Answer

Read about the Wright Brothers' first flight. Then, answer each question in complete sentences using any support or ideas from the reading to help you. *Teachers, answers may vary.*

The Wright Brothers' First Flight

By: Orville and Wilbur Wright

Though the subject of aerial navigation is generally considered new, it has occupied the minds of men more or less from the earliest ages. Our personal interest in it dates from our childhood days. Late in the autumn of 1878, our father came into the house one evening with some object hidden in his hands, and before we could see what it was, he tossed it into the air. Instead of falling to the floor, as we expected, it flew across the room till it struck the ceiling where it fluttered awhile and finally sank to the floor. It was a little toy, known to scientists as a "helicopter," but which we, with sublime disregard for science, at once dubbed a "bat." It was a light frame of cork and bamboo, covered with paper, which formed two screws, driven in opposite directions by twisted rubber bands. A toy so delicate lasted only a short time in the hands of small boys, but its memory was abiding.

Several years later, we began building these helicopters for ourselves, making each one larger than that last. But, to our astonishment, we found that the larger the "bat" the less it flew. We finally became discouraged and returned to kite-flying, a sport to which we had devoted so much attention that we were regarded as experts. But as we became older, we had to give up this fascinating sport as unbecoming to boys of our ages.

We began our active experiments in October, 1900, at Kitty Hawk, North Carolina. Our machine was designed to be flown as a kite with a person on board in winds from 15 to 20 miles an hour. But, upon trial, it was found that much stronger winds were required to lift it up. We then turned to gliding—coasting downhill on the air—as the only method of getting the desired practice in balancing a machine. After a few minutes' practice, we were able to make glides of over 300 feet, and in a few days were safely operating in 27-mile per hour winds. When the time came to design our new machine in 1901, we decided to make it exactly like the previous machine in theory and method of operation. But as the former machine was not able to support the weight of the operator when flown as a kite, except in very high winds, we decided to increase its lifting power. Finally, we decided to undertake the building of a motor ourselves.

The experiments at this time were far from encouraging. Although a fellow aviation pioneer Mr. Octave Chanute assured us that our results were better than those of any of our predecessors, we saw that the calculations upon which all flying machines had been based were unreliable. Having set out with absolute faith in the existing scientific data, we were driven to doubt one thing after another, till finally, after two years of experimentation, we cast it all aside and decided to rely entirely upon our own investigations. Nevertheless, the time spent in preliminary study of books was not wasted, for they gave us a good general understanding of the subject, and enabled us to avoid effort in many directions in which results would have been hopeless.

The first flights with the power machine were made on December 17, 1903. During the night of December 16, 1903, a strong cold wind blew from the north. When we arose on the morning of the 17th, the puddles of water, which had been standing about camp since the recent rains, were covered with ice. The wind had a velocity of 10 to 12 meters per second (22 to 27 miles an hour). Only five people besides ourselves were present that day to watch. Although a general invitation had been extended to the people living within five or six miles, not many were willing to face the cold December wind in order to see, as they no doubt thought, another flying machine that won't fly. The first flight lasted only 12 seconds, a flight very modest compared with that of birds, but it was, nevertheless, the first in the history of the world in which a machine carrying a person had raised itself by its own power into the air in free flight, had sailed forward on a level course without slowing down, and had finally landed without being wrecked. The second and third flights were a little longer, and the fourth lasted 59 seconds, covering a distance of 852 feet over the ground against a 20-mile wind. After these successful flights, we continued working on improving our airplane design for the rest of our lives.

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R5 - READING (Continued)

MAD Question and Answer

1. The Wright brothers always needed to know the weather forecast before flying. Why do you think this was so important to them? **They needed strong winds to help lift their airplane off the ground.**
2. No crowd had gathered to watch the first flight; only a few people were there on December 17, 1903. Why do you think that was? **The weather that day was very cold and windy, so people likely preferred to stay indoors. Also, people may have doubted the success of this flight, as many other attempts to fly had been unsuccessful.**
3. How do you think the invention of the airplane has changed the way we live today?
4. Explain paragraph four in your own words. What are the Wright brothers trying to say here? **The Wright brothers thought they would be able to continue the work that other aviation pioneers had started, but in the end they had the most success doing their own research. They explain that reading about the work of others gave them a solid foundation to build upon, so they were glad they spent so much time learning the basics. In short, learning is never a waste of time.**



R6 - WRITING

MAD Open Text

Type a story about a flight experience you had. Talk about how you booked the flight, the airport experience, how the flight was, where you were going to, etc. Include **noun clauses, adjectives + dependent prepositions**, and **narrative** and **future tenses**.



R7 - SPEAKING 1

MAD Open Recording

Tell a story using the picture and word prompts. You can tell the story in the first person (I, we, my, etc.) or the third person (he, she, they, their, etc.). Include story sequencers to link the events in the story. *You will tell the first half of the story here in the review and the second half in the assessment.*

Story Sequencers

Starting

- It all started out with
- It started off with
- The story started with

Continuing the story flow

- After (that)
- As soon as
- Before
- Later on
- Next
- Once
- Then

Interruptions

- Suddenly
- Unexpectedly

Parallel events

- During the...
- While I was...

Ending

- Eventually
- Finally
- In the end

REVIEW & ASSESSMENT



REVIEW ACTIVITIES



R7 - SPEAKING 1 (Continued)

MAD Open Recording

My first day in Montreal

1.	2.	3.	4.	5.
family arrives in city, Monday morning	at hotel	looks at itinerary	Dad says:	Daughter says:
				
6.	7.	8.	9.	10.
Mom says:	Daughter says:	10 mins later; into town; great weather	famous statues and other historical monuments	Son says:
				



R8 - SPEAKING 2

(Optional: Refer to the Rubric Section.)

MAD Open Recording

TEACHER NOTE: Listen to the students' 3.1.1 recording to compare the growth they have shown since first completing this activity.

You already recorded yourself talking about these vocabulary images in Section 1. Talk about these images again, but this time focus on expanding on those thoughts. You are going to be graded on your growth and improvement in vocabulary, grammar, pronunciation, and overall comprehensibility.

What words or phrases do you know? What do you see? What has happened, is happening, and will happen? Focus on using a variety of future tenses: **present simple**, **present continuous**, **going to**, **future simple**, **future continuous**, **modal verbs (might/may)**, and **future seen from the past**.



REVIEW & ASSESSMENT



ASSESSMENT



PROJECT 1 - My Dream Vacation

(Optional: Refer to the Rubric Section.)

LAD/MAD/NOT IN LAB

TEACHER NOTE: You can assign these destinations or allow partners to choose their destination city. To add another element of difficulty, you can have your students include the prices for each of these things. Take it one step further and give them a budget. They will need to look at a menu, admission, and hotel prices to price out the cost of everything for the trip. Have students take notes on each other's projects.

You and a partner went on a trip to an English-speaking destination. As part of your presentation, you must have pictures of the sites you visited/toured, where you ate, and the places you stayed while on your vacation. You should only have key words on your presentation so you are not simply reading while presenting about your experiences there.

1. Include a map of the country with a star marking the location of the city you decided to visit.
2. Use as much Chapter 3 Vocabulary as possible. Be sure to explain:
 - how you got there
 - where you stayed
 - where and what you ate
 - what you saw (three points of interest/sights)
 - what you did (two free-time activities)
3. Mention at least one thing you or your travel partners did not like during the course of the trip.
4. Mention at least one thing you or your travel partners liked during the trip.
5. Include pictures of hotels, restaurants, and the things you did and saw.



PROJECT 2 - Debate

(Optional: Refer to the Rubric Section.)

LAD/MAD/NOT IN LAB

TEACHER NOTE: Here are debate ideas for this chapter. You can choose one for your students, have students choose one, create your own debate topic ideas, or even have the students create their own. Look at the **Debate Overview** and **Rubrics** in the **B2 Resources Google Doc Folder** for all additional information on implementing a debate. The rubrics are also in the back of this book in the **Rubric** section.

You will be assigned a debate topic and team. As a team, research arguments and take notes on your student worksheet in order to prepare for the debate.

Debate ideas for this chapter:

- Camping is the best vacation for families.
- Vacationing should be about relaxing, not going on adventures and stressing out about the best pictures.
- Dangerous selfies should be forbidden.
- Mass tourism is destroying our planet.
- Ecotourism is nonsense.
- Taking children out of school for a cheaper vacation is not acceptable.
- Swimming with dolphins, riding elephants, and other wildlife vacations are cruel and harm the animals.

REVIEW & ASSESSMENT



ASSESSMENT



LISTENING 1

MAD Question and Answer

Listen to the weather report. Then, type a sentence about the upcoming weather in each tense given based on what you hear meteorologist Mark Baden say about it.

1. present continuous
2. present simple
3. going to
4. future simple
5. future continuous
6. modal verb: might or may
7. future seen from the past



LISTENING 2

MAD Fill-in-the-Blanks

Listen to a paragraph using the chapter vocabulary and grammar. Type it as you hear it. *If you hear a number that is ten or under, type the word. If it is over ten, type the numeral.*

[This year for spring break, my friends and I decided to go to a more unpopular destination. We always make a lot of great memories together no matter where we go, so it isn't dependent on the destination. The hotel has a couple of private pools, but I prefer swimming in the ocean. Thankfully, there is a beautiful public beach nearby. I just got confirmation from my travel agent that there is a room available the week we want to go. I was worried about that, so until I knew we had a room, I didn't want to make any plans. Now the fun begins, and we get to plan our itinerary. One of my friends would be upset about having all of our days booked full of activities. Therefore, I will plan two days of only pool time. After all, what good is a vacation if you don't get to relax.]



GRAMMAR 1

MAD Question and Answer

Read what each person says. Then, type a sentence using reported speech to tell that information.

1. Carla, last week: "We can cancel the trip up to four days before we leave." (You, today)
Carla said that we can cancel the trip up to four days before we leave.
2. Hugo, 9 a.m.: "I am checking in to my hotel at 3 p.m. today." (You, 5 p.m.)
Hugo said he (had) checked in to his hotel earlier this afternoon.
3. Justina, Monday: "I'm going on a guided tour this Saturday afternoon." (You, Friday)
Justina said she's going on a guided tour tomorrow afternoon.
4. Paula, yesterday: "I have to contact a travel agent today." (You, today)
Paula said she had to contact a travel agent yesterday.
5. Oliver, Sunday: "The weather forecast looks good tomorrow." (You, Monday)
Oliver said the weather forecast looked good today.
6. Weatherman, four days ago: "There is a chance of thunderstorms tomorrow." (You, now)
The weatherman said there was a chance of thunderstorms the next day.
7. Travel agent, yesterday: "I will email you a confirmation today." (You, today)
The travel agent said she/he would email me a confirmation yesterday.
8. Liam, last week: "My layover is five hours." (You, this week)
Liam said his layover was five hours.
9. Antonia, last October: "I have to start planning our annual family trip." (You, now)
Antonia said she had to start planning their annual family trip.
10. William, Saturday: "The view from the cliff was spectacular." (You, Sunday)
William said the view from the cliff was spectacular.

REVIEW & ASSESSMENT



ASSESSMENT



GRAMMAR 2

MAD Question and Answer

Type a noun clause using the vocabulary word given and an adjective from the word bank. Make sure you use the correct dependent preposition with each adjective chosen.

anxious	crazy	bored	dependent	afraid	happy
disappointed	famous	tired	jealous	polite	nervous

- | | |
|-------------------|-------------------------|
| 1. the ATM | 5. the cruise ship |
| 2. the waterfall | 6. the weather forecast |
| 3. the tour guide | 7. the airline |
| 4. the cliff | 8. the fountain |



READING

MAD Question and Answer

Read about Henry Ford. Then, answer each question in complete sentences using any support or ideas from the reading to help you. *Teachers, answers may vary.*

My Life and Work

By: Henry Ford

My "gasoline buggy" was the first and, for a long time, the only automobile in Detroit. It was considered to be something of a nuisance, for it made a racket and it scared horses. Also, it blocked traffic. For if I stopped my machine anywhere in town, a crowd was around it before I could start up again. If I left it alone even for a minute, some inquisitive person always tried to run it. Finally, I had to carry a chain and chain it to a lamp post whenever I left it anywhere. And then there was trouble with the police. I do not know quite why, for my impression is that there were no speed-limit laws in those days. Anyway, I had to get a special permit from the mayor and thus for a time enjoyed the distinction of being the only licensed chauffeur in America. I ran that machine about one thousand miles through 1895 and 1896 and then sold it to Charles Ainsley of Detroit for two hundred dollars. That was my first sale. I had built the car not to sell but only to experiment with. I wanted to start another car. Ainsley wanted to buy. I could use the money, and we had no trouble in agreeing upon a price.

It was not at all my idea to make cars in any such petty fashion. I was looking ahead to production, but before that could come, I had to have something to produce. It does not pay to hurry. I started a second car in 1896; it was much like the first but a little lighter. I learned a great deal from that car. Others in this country and abroad were building cars by that time, and in 1895, I heard that a Benz car from Germany was on exhibition in Macy's store in New York. I traveled down to look at it, but it had no features that seemed worthwhile, and it was much heavier than my car. I was working for lightness; the foreign makers have never seemed to appreciate what light weight means. I built three cars in all in my home shop, and all of them ran for years in Detroit. I still have the first car; I bought it back a few years later from a man to whom Mr. Ainsley had sold it. I paid one hundred dollars for it.

REVIEW & ASSESSMENT



ASSESSMENT



READING (Continued)

MAD Question and Answer

During all this time, I kept my position with the electric company and gradually advanced to chief engineer at a salary of one hundred and twenty-five dollars a month. But in the end, I was told I had to choose between my job and my automobile. I chose the automobile, or rather I gave up the job—there was really nothing in the way of a choice. For already I knew that the car was bound to be a success. I quit my job on August 15, 1899, and went into the automobile business.

In our first year, we built the “Model A,” selling the runabout for eight hundred and fifty dollars. We made and sold 1,708 cars in the first year. That is how well the public responded.

In our first advertisement we said:

Our purpose is to construct and market an automobile specially designed for everyday wear and tear—business, professional, and family use; an automobile which will attain to a sufficient speed to satisfy the average person without acquiring any of those breakneck velocities which are so universally condemned; a machine which will be admired by man, woman, and child alike for its compactness, its simplicity, its safety, its all-around convenience, and—last but not least—its exceedingly reasonable price, which places it within the reach of many thousands who could not think of paying the comparatively fabulous prices asked for most machines.

The whole design has been refined; the present Ford car, which is the “Model T,” has four cylinders and a self starter—it is in every way a more convenient and an easier riding car. It is simpler than the first car. But almost every point in it may be found also in the first car. The changes have been brought about through experience in the making and not through any change in the basic principle—which I take to be an important fact demonstrating that, given a good idea to start with, it is better to concentrate on perfecting it than to hunt around for a new idea. One idea at a time is about as much as any one person can handle.

1. Many changes have been made regarding automobiles since the late 1800s. Compare and contrast the price of cars and driving laws described in the reading to today's prices and laws.
2. What did Henry Ford do before he began his automobile business, and why did he leave his previous job? **Henry Ford was an engineer at an electric company and he was told to choose between his job and his automobile business.**
3. What did Henry Ford think about the car from Germany that was on display? **He thought that there was nothing special about the car, and that it was heavier than his car design.**
4. In your own words, explain what the first Ford “Model A” advertisement says. **It is safe, affordable, and convenient transportation for everyone, from families to business professionals.**



WRITING

MAD Open Text

Type a story about a hotel experience you had. Talk about how you booked the hotel room, the hotel experience, how the room was, what city you were in, what you did there, etc. Include **noun clauses**, **adjectives + dependent prepositions**, and **narrative** and **future tenses**.

REVIEW & ASSESSMENT



ASSESSMENT



SPEAKING 1

MAD Open Recording

Continue telling the story you began in the review using the picture and word prompts. You can tell the story in the first person (I, we, my, etc.) or the third person (he, she, they, their, etc.). Include story sequencers to link the events in the story.

My first day in Montreal

11.	12.	13.	14.	15.
restaurant with local food; Mom says:	parents surprise kids; Old Port of Montreal	becomes cloudy; kids on rides all day;	starts to rain; need umbrellas	public transportation to concert
16.	17.	18.	19.	20.
close to concert hall; Dad says:	runs back to hotel	kids laugh at dad	Dad meets family and says:	concert is starting



SPEAKING 2

(Optional: Refer to the Rubric Section.)

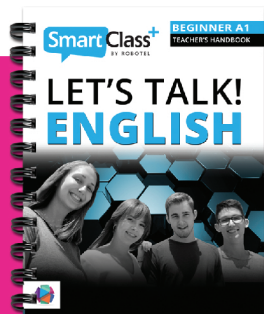
MAD Open Recording

TEACHER NOTE: Listen to the students' 3.2.1 recording to compare the growth they have shown since first completing this activity.

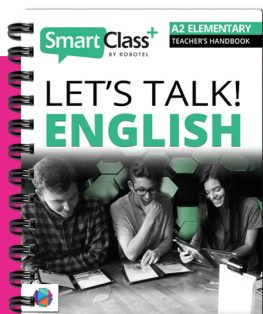
You already recorded yourself talking about these vocabulary images in Section 2. Talk about these images again, but this time focus on expanding on those thoughts. You are going to be graded on your growth and improvement in vocabulary, grammar, pronunciation, and overall comprehensibility.

What words or phrases do you know? What do you see? What has happened, is happening, and will happen? Focus on using a variety of future tenses: **present simple**, **present continuous**, **going to**, **future simple**, **future continuous**, **modal verbs (might/may)**, and **future seen from the past**.

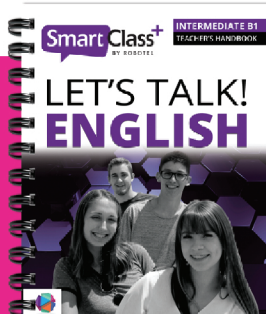




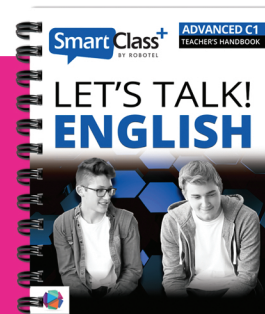
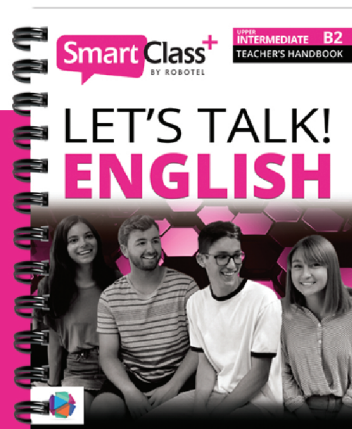
LEVEL A1



LEVEL A2



LEVEL B1



LEVEL C1

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