



# Talking Tourism

A communicative, multi-skill English language course for Indonesian vocational students

## Teachers' Guide



# Talking Tourism Teachers' Guide

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# About Talking Tourism

## ***About us***

We're **Pear tree Languages**, a training consultancy centre and language academy based in Cardiff, the capital city of Wales, UK. Our owner and Centre Manager is Nicky Partridge, a highly experienced teacher, examiner and language services consultant with a background in physical and digital course design and delivery, and our Academic Manager is Jon Letson, a teacher and trainer with many years of experience and interest in helping develop real-world functional language skills.

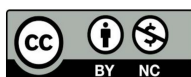
## ***PRELIM 3***

We were selected by the British Council to work on the **PRELIM 3** project with our esteemed colleagues in **TEFLIN** to develop extra English-language classroom materials on the topic of **tourism** for teachers of 15/16-year-old (Grade X) vocational school students. Developed with the help of invaluable input from our **Curriculum Leaders** (Indonesian educators working in and around the context of vocational schools), the materials comprise four standalone units forming the independent elements of a coursebook called **Talking Tourism**, any or all of which can be used to supplement the core curriculum.

## ***The materials***

We've aimed to make the Talking Tourism materials:

- **Communicative**: emphasis on building confidence with speaking and pronunciation



- **Interactive:** incorporating presential and digital collaboration/activities
- **Functional:** focus on developing real-life lexis and grammar
- **Engaging:** providing ideas and links for games and activities to reinforce language acquisition
- **Student-centred:** employing approaches and activities like guided discovery and internet quests to encourage learner autonomy and help develop 21st century skills
- **Project-based:** giving an expanded and a simplified project outline at the end of each unit to help learners use the language they've learned in real-world contexts

Though it's possible to use the Talking Tourism materials as a linear coursebook (i.e. all of Units 1-4 in sequence), we recommend that teachers select individual units, sections or even single activities to use and adapt as relevant and useful to their own learners and contexts

The materials have been designed to meet the real-life needs of Indonesian vocational school learners and teachers (at Grade X or any other level where they may be relevant), so the foundational language level for each unit is A1+ on the CEFR framework. However, due to the unit's scaffolded structure, and to help develop learners' confidence/abilities and provide opportunities for differentiated learning, the level of some lexis and functional language - particularly in the later parts of a unit - rises above this A1+ base.

### ***This Teachers' Guide***

This guide aims to provide advice and ideas for every single step and/or activity in each unit, in the form of:

- tips on which vocabulary it might be useful to pre-teach or give learners extra support with (highlighted in red)
- useful natural pronunciation features to focus on (highlighted in blue)
- ideas for extension and other differentiated instruction activities and, where relevant, adaptation of digital activities for the physical classroom



- notes on relevant information and cultural features relating to tourists likely to visit Indonesia from English-speaking countries
- links to helpful supplementary tools, guides and activities for both learners and teachers

The relevant page numbers from the units themselves are given next to the advice and ideas for each step/activity, and the **Contents** menu at the start of this guide is interactive (just click on a unit and/or specific section to go there directly).

We really hope you find **Talking Tourism** (along with this Teacher's Guide and our Project Plan e-books) a helpful and engaging resource that can become a go-to part of your 'teacher's toolkit', especially when it comes to encouraging learners to use English for real communication in their own lives. Any feedback is greatly appreciated and can be sent to: [dos@peartreelanguages.com](mailto:dos@peartreelanguages.com)



# Action Icons and Section Titles

## Talking Tourism: action icons



Find



Look



Talk



Watch



Listen



Play



Read



Remember



Grammar help



Internet quest

*\*All icons are colour coded to the unit section they appear in*

## Talking Tourism: unit section titles

**Warm up!**

This is the coursebook title for **Unit Intro/Warmer** sections

**What do you know?**

This is the coursebook title for **Diagnostic** sections

**New words / New words 2**

This is the coursebook title for **Language Presentation 1 and 2** sections

**Say it!**

This is the coursebook title for **Pronunciation Focus** sections

**Let's practise! / Let's practise again!**

This is the coursebook title for **Context, Consolidation and Controlled Practice and Freer Practice with All Unit Language** sections

**Let's learn more!**





This is the coursebook title for **Receptive Skills Activity** sections

**Quiz time!**

This is the coursebook title for **Review Quiz** sections

# Unit 1

\* **Language note:** 'trip' is a useful noun/verb for this unit as it usually talks about the overall experience of a holiday, not just the journey(s) involved ([TRIP | English meaning - Cambridge Dictionary](#))

## Unit Intro/Warmer

### Warm up!

**p.2** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

Alternatively, groups of three could work together; each student finishes one of the wordsearches, then shares the answers with the other group members.

**Suggested timing:** 20-25 minutes

**p.3** This activity could be done in pairs or small groups.

Possible language help

**Pronunciation:**

silent letters (e.g. bu(i)ldings)

combined letters (palace □ /s/)

syllable number and stress

**Functional language:**

I can see ...

There is (There's) / There are ...

I think this picture is ...

**Vocabulary:**

landmark (n)

**Vocabulary extension:**

US landmarks = The Empire State Building, The White House, The Statue of Liberty

UK landmarks = Big Ben, Stonehenge, Buckingham Palace



Australia landmarks = Sydney Opera House, Bondi Beach, Uluru

**Suggested timing:** 15-20 minutes

**p.4 Extension:** Follow the three YouTube video links and play the videos. You could play the 1<sup>st</sup> time with sound – students write down what they can see, then play the 2<sup>nd</sup> time without sound – students tell their partner what they can see 'live' as they watch.

**Recommendation:** use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're speaking.

**Suggested timing:** 20-30 minutes

## Diagnostic

### What do you know?

**p.5** This activity could be done individually, then checked in pairs/small groups, or done in pairs initially.

Possible language help

**Pronunciation:**

silent letters (e.g. blu(e))

combined letters (green □ /i:/)

**Vocabulary:**

rainbow (n)

Other colours e.g. black, white, pink, brown

**Suggested timing:** 10-15 minutes

**p.6** Start this activity by showing students the Indonesian flag to help establish context and concept.

After that, students can work in pairs and/or small groups to try and match the flags to the country names. This could be done by preparing cards with each flag and country name for the students to match; it could also be done by writing the list of countries on the board and asking students to write the correct country names on their flag cards.

Possible language help



**Vocabulary:****flag (n)****Extra note:**

If the teacher feels it's necessary, some modelling and drilling could be done at this point using the audio files from the Wordwall game in the next stage; with the teacher as a model, with peer-modelling, or a combination of these approaches. However, there will be an explicit focus on syllable number and stress with these countries at a later stage.

**Suggested timing:** 20-30 minutes

**p.7** The **Find the match** and **Match up** games are a bit easier and probably better for younger/lower-level students.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

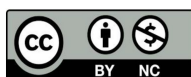
The game could also be played physically in class, using the flag cards from the previous activity e.g. as a table grab/floor grab game ([Grab Game \(taysteachingtoolkit.com\)](http://taysteachingtoolkit.com))

Encourage students to try and repeat the pronunciation they hear when playing the game, and even to try and say the country name before the voice on the game does once they get more practice/confidence.

**Suggested timing:** 30-40 minutes**p.8 Extension 1:**Possible language help**Vocabulary:****dragon (n)****Functional language:****Could you play it again, please?**

Teach your students the phrase, 'Could you play it again, please?' so that lower-level/less confident learners can ask for extra help while developing their functional language.

Again, ss could work in pairs and/or small groups to try and match the flags to the country names □ could be done by preparing cards with each flag and country name for the students to match / by writing the 3 countries' names on the board and asking ss to write the correct country names on their flag cards.



Extra cultural note:

\***Northern Ireland** is the fourth UK country, but it doesn't have its own official flag - you could give your students this info as well, or encourage them to find it out individually/in pairs via a quick mini internet quest.

**Suggested timing:** 10-15 minutes

### **p.8 Extension 2:**

This game could be played in pairs using the flag cards from previous activities; it could also be played as a whole-class game where the T gives a specific S a flag card. This S then describes the colours on the flag and other ss try to be the first to guess the country.

**Suggested timing:** 20-30 minutes

## Language Presentation 1

### **New words**

**p.9** This activity could be done in pairs/small groups.

Possible language help

**Pronunciation:**

consonant clusters (e.g. 6 = **six** → /ks/)

silent letters (8 = **ei(gh)t** → /eit/)

syllable number and stress with numbers 11 to 20 (e.g. 11 = **e**leven)

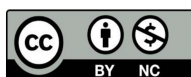
**Vocabulary:**

**numbers above 10**

Modelling and drilling could be done using the audio files provided; with the teacher as a model, with peer-modelling or a combination of any/all of the above.

Pictures could also be made into flash cards for classroom games/further pair or small-group practice

Recommended extension game: **Bingo** with numbers 1-20. This site provides a useful tutorial and an easy-to-use template generator for the game: [Free, Easy, Adaptable ESL Activities - BINGO Card Maker @ eslactivities.com | eslactivities.com](https://www.eslactivities.com/BINGO-Card-Maker)



**Extension:** For higher-level/more confident learners, the following larger numbers (potentially useful for talking about Indonesian currency) could also be taught, drilled and practised in the same way as the above numbers:

100 (a/one 'hundred) - 900 (nine hundred)

1000 (a/one 'thousand) - 9000 (nine thousand)

10,000 (ten thousand) - 90,000 (ninety thousand)

100,000 (a/one hundred thousand) - 900,000 (nine hundred thousand)

1,000,000 (a/one 'million) - 10,000,000 (ten million)

**Suggested timing** (including extension game): 30-40 minutes

**p.10** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

Possible language help

**Pronunciation:**

syllable number and stress with % → /pə(r)'sent/

elision of /r/ sometimes in UK English → pe(r) cent

combined letters (per cent □ /se/)

**Vocabulary:**

per cent (\*per cent is usually written as two words in UK English, but as percent in US English)

point for decimals

Modelling and drilling could be done using the audio files provided, with the T as a model, with peer-modelling, or a combination of any/all of the above.

**Suggested timing:** 10-15 minutes

**p.12** Possible language help

**Pronunciation/Listening:**

elision of /t/ sometimes in UK English → twen(t)y

**Vocabulary:**



tourist (n)

English-speaking (adj)

2019

**Suggested timing:** 10-15 minutes

**p.14 Possible language help**

**Vocabulary:**

nationality (n)

noun

**Functional language:**

match (v)

draw a line

**Extra language notes:**

The UK is sometimes also called **Britain** or **Great Britain (GB)**.

The USA is sometimes also called **the US** or **America**.

**Suggested timing:** 20-30 minutes

**p.16** This is an extension activity to help with consolidation, recycling and/or differentiated instruction:

**Functional language:**

match (v)

draw a line

**Suggested timing:** 10-15 minutes

## Pronunciation Focus

**Say it!**



**p.18** Possible language help**Vocabulary:**

**syllable** (n) → a sound unit within a word, usually containing a consonant and vowel sound

How many...?

**stressed** (adj) syllable

**Suggested timing:** 15-20 minutes

**p.20** This is an extension activity to help with consolidation, recycling and/or differentiated instruction.

Possible language help**Vocabulary:**

**syllable** (n) → a sound unit within a word, usually containing a consonant and vowel sound

How many...?

**stressed** (adj) syllable

**Suggested timing:** 10-15 minutes

**p.21** Recommended game for consolidation:

**Syllable Flash** - make flashcards with the names of the Top 10 (or 14, if you want to include the UK 'extension' countries) countries and nationalities on them.

Next, divide your class into two teams and give each team a set of flashcards. One student from each team takes a flashcard without looking and comes to the front of the class.

The student then looks at the card and says the country. The teacher gives one point to the team if the student stresses the correct syllable and an extra point if someone on their team correctly claps out the number of syllables.

After that, the whole process is repeated with a student from the other team. When all the flashcards have been used up, the team with the most points wins.

Note: This is a useful site for making flashcards: [Free Printable Flashcard Maker - Create Flashcards Online | Canva](#)

**Suggested timing:** 20-30 minutes





## Context, Consolidation and Controlled Practice with Language Set 1

### Let's practise!

#### p.22 Possible language help

##### Vocabulary:

internet quest (n)

smartphone (n)

device (n)

right (adj)

##### Functional language:

Where's ...? (e.g. 'Where's Canada?')

... 's here. (e.g. 'The UK's here.') / It's here.

It's a big/small country.

It's in Europe, in Asia, in Africa, in North America, in Oceania.

The teacher can give each pair of students a printout of the map image from the Materials for them to write the country names after their quest, or a large printout/board picture could be used whole-class. If there are connectivity/device access issues, the whole activity could be done in class using printouts of the world map image.

**Suggested timing:** 20-30 minutes

**p.23** The game is quite simple and should work for any age/language level.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, using the world map image from the previous activity.

**Suggested timing:** 20-30 minutes

#### **p.24 Incidental grammar focus - indefinite articles:**

##### Possible language help



**Vocabulary:**

noun (n)

gap (n)

**Pronunciation:**

weak forms: a = /ə/

an = /ən/

catenation: a → nAmerican

a → nIndonesian

It's a good idea to use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're watching/listening to the video.

**Suggested timing:** 20-30 minutes

**p.26** The **Hot Seat** game can be played with or without the UK 'extension' countries; here is a good guide: [Hot seat | TeachingEnglish | British Council](#)

First, divide learners into two teams. One student from each team comes to a seat at the front of the class.

Next, the teacher writes a nationality or noun for a person on the board, or holds up a flag for a country from the previously used set behind the student.

This student then has to guess the country/nationality by asking their team questions about: the colours on its flag (e.g. What colours are on the flag?); the pronunciation (e.g. How many syllables? / Which syllable is stressed?); whether it's a country, nationality or a noun (e.g. Is it a country? / Is it a nationality? / Is it a noun for a person?).

Finally, their team then shouts out clues by answering in any way they want, but they can't say the country or nationality or noun on the board/flag.

**Suggested timing:** 20-30 minutes

## Language Presentation 2

### New words 2

**p.27** Possible language help

**Vocabulary:**

complete (v)

they (subj. pronoun)

**Extra language notes:**

Other possible questions:

Which country are you from?

What's your nationality?

Where is (name) from?

Where are (name+name) from?

Is (name) Australian?

Are (name+name) British?

**Language extension for older/higher-level learners:**

Where do you come from?

Where does he/she/name come from?

Where do they come from?

**Suggested timing:** 15-20 minutes

**p.29** The **Whack-a-mole** game is simple and should be fun for younger/lower-level students. The **Gameshow quiz** option could be a good alternative/supplement for older/higher-level learners.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

Possible language help

**Vocabulary**

wrong (adj)

correct (adj)

**Suggested timing:** 20-30 minutes

**p.30** Possible language help



**Vocabulary:**

answer (v/n - pronunciation = ans(w)er)

**Language extension for older/higher-level learners:**

I come from Indonesia.

He comes from Malaysia.

They come from the USA.

**Suggested timing:** 10-15 minutes

**p.32 Incidental grammar focus - using the verb 'be':**

Possible language help

**Vocabulary:**

positive (adj)

negative (adj)

**Pronunciation:**

contractions: am = 'm

is = 's

are = 're

is not = isn't

are not = aren't

Note: It's a good idea to use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're watching/listening.

**Suggested timing:** 20-30 minutes

**p.35 Possible language help****Listening/pronunciation:**

contractions: Where is = Where's

weak forms: are = /ə/ (in UK English)



**Suggested timing:** 20-30 minutes

## Consolidation and Semi-controlled Practice with Language Sets 1 and 2

**Let's practise again!**

**p.37 Tourist conversation activity:** Pair students and ask them to interview each other using all the vocabulary they now know about countries/nationalities, and all the language they now know for asking questions and giving short answers.

To set up, one student is the interviewer and asks the questions, and the other is the interviewee who answers using a set of the flag cards from previous activities on each pair's table.

The interviewer then asks 'Where are you from?' or 'Are you (nationality - e.g. American)?' and the interviewee picks a flag card without looking and answers using the country on the flag e.g. 'I'm Australian' or 'I'm a Kiwi' or 'Yes, I am.'/'No, I'm not.' They can then switch roles and repeat.

Possible language help

**Vocabulary:**

imagine (v)

tourist (n)

swap (v)

role (n)

**Recommended extension:**

For older/higher-level learners, you could expand the pairs into groups of 3-4 and ask the students to use the 3rd-person and 3rd-person plural Q+A forms as well e.g. 'Where's she from?' → 'She's Filipina.' / 'Is he British?' → 'No, he isn't.' / 'Where are they from?' → 'They're from India.'

**Suggested timing (with extension):** 30-40 minutes

**p.38 Extension game for consolidation/confidence building:**

If connectivity/device access allows, ask students to play the flags+countries Wordwall game again.



This time, for every question they get right, they have to show their answer to a partner and ask them a related question (e.g. 'Where are you from?' / 'Are you American?').

Their partner then has to answer correctly using the flag/answer the questioner guessed correctly in the game (e.g. 'I'm from India.' / 'No, I'm not.').

If connectivity/device access is an issue, this could be played in class using the map image from a previous activity and/or the flag cards from previous activities.

**Suggested timing:** 20-30 minutes

## Receptive Skills Activity (recycling unit language)

**Let's learn more!**

p.39 Possible language help

**Vocabulary:**

true (adj)

false (adj)

many (quant.)

16 million

a lot (quant.)

the highest number

the second highest

the third highest

too (adv)

Depending on your context, your students' level and which receptive skill(s) you want to help your students develop, this stage is designed to be used as either reading-focused, listening-focused, or an integrated combination of the two skills.

An audio file of the text is provided, and the questions can easily be used without the accompanying text to make a listening-focused activity.

To help scaffold your students' learning, and to encourage integration of skills, you could try the activity (or parts of it) as listening-focused initially, then introduce the text for reading alongside the audio file. If your students find answering the questions from only listening to the audio file challenging, adding the reading text could also provide effective scaffolding for them to help find the answers and better understand the text itself.



**Suggested timing (single-skill):** 25-35 minutes

## Review Quiz

**Quiz time!**

**p.42 Possible language help**

**Vocabulary:**

unit (n)

review quiz (n)

The quiz could be done section-by-section (with breaks in between and/or in different classes) for younger/lower-level students, or in one go for older/higher-level students.

This review quiz can be used formatively, summatively, or as a combination of both (recommended). For formative purposes, pair/small-group work could be encouraged, as well as peer teaching and correction. For summative purposes, assessment is less complicated if the review quiz is done individually.

**Suggested timing:** 45-60 minutes (total)

## Project (including freer communication opportunity)

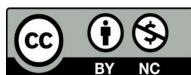
**\*see Project Plan e-book (Unit 1)**

Stage 1: Introduction

- Introduce the project topic to the students: **Finding out more about a country from this unit.**
- Use any of the previous activities/games to help review language the students can use (e.g. countries, nationalities, numbers, colours)
- Play a previous game with flags/nationalities to help re-set the context.

Stage 2: Internet Quest

- Ask the students to form pairs and choose one country that they've learned about in this unit (e.g. the USA, Malaysia) that they want to know more about.
- Demonstrate helpful age-appropriate websites or apps, such as KidzSearch Wiki ([Safe Wikipedia For Kids - KidzSearch Wiki](#)), Kids World Travel Guide ([Kids World Travel Guide | Geography for Kids | Travel Guide | Quizzes \(kids-world-travel-guide.com\)](#)) and YouTube Kids



([Shows - YouTube Kids](#) - the teacher will need to register for a free account first) which students can use to find out more information, and encourage them to use these to find out information about the following things:

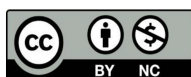
- where the country is
  - how many people live there
  - what the capital is
  - what the weather is like there
  - whether it's a big or small country
  - what its flag looks like
  - what languages people speak there
  - what people from this country like
- Ask the ss to take notes about the countries they research as they go.

### Stage 3: World Map Exercise

- Provide the students with a blank world map and ask them to label the country they've researched.
- Encourage the students to colour the flags of the countries on the map and write the nationalities of the people who live there.

### Stage 4: Presentation

- Ask the pairs to create a short presentation (3-4 mins per pair; though this could be longer for older/higher-level learners - see **Extension** below) about the country they researched.
- Encourage the students to use their notes and as much of the language they've learned in this unit as they can.
- The presentation should be given as a pair and include all the information they've found out about their country, and can include drawings/artwork, pictures, audio and video, if the students are able to incorporate those elements. It can be done in a multimedia way, via slides using software such as PowerPoint, or posters and/or the whiteboard if connectivity/device access is an issue.
- The other pairs should listen to each pair's presentation and try to ask at least one question at the end (the teacher can help with language input, as/when needed).
- The teacher can monitor all students as they work on their projects to help them with corrective feedback (and praise for good use!) on the language they want to use, as well as making notes during the presentations for a delayed whole-class feedback slot at the end of the whole process.
- The teacher can also assess students' speaking/communicative/language skills and give a final overall score to each student (using a rubric and criteria template which will be provided in a later version of the Teacher's Guide).





Overall, this project can help learners develop their research skills, expand their vocabulary and grammar, practise accurate pronunciation, communicate more freely and extensively in English, and increase their knowledge about different countries and cultures of English-speaking tourists who visit Indonesia. The internet quest element allows them to use technology to develop their digital literacy, while the presentation element allows them to practise and develop their communicative speaking skills, as well as building confidence in presenting to an audience.

**Extension:** For older/higher-level learners, groups could be expanded to 3 and each group could select 2 countries to research and present on.

## Unit 2

**\*Language note:** 'yum yum' is a useful interjection/exclamation for this unit as it is a friendly, informal way (particularly for children) to say that some food tastes or seems delicious ([YUM YUM | English meaning - Cambridge Dictionary](#))

### Unit Intro/Warmer

#### Warm up!

**p.2** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

It could also be done in groups of three; each student chooses four words to find in the crossword, then shares the answers with the other group members, who have been looking for the other words.

\* If all/most of the vocabulary is unfamiliar to students, this could be a good opportunity for them to do a mini internet quest using a smartphone or other device to find the English words they need.

#### Idea for extension/differentiation:

Two crosswords are provided - the one which gives 2 letters of each word is designed for lower-level/less confident learners, while the one with no letters provided is designed to challenge higher-level/more confident learners.

If time allows, another recommended way to use these materials would be to use the 'easier' crossword with the whole class first, then use the 'harder' (with no letters to help) crossword as a kind of quiz to review/recycle the words the ss have learned.

**Suggested timing:** 20-30 minutes (allow longer if both versions of the crossword are used)



**p.4** This activity could be done in pairs or small groups.

Possible language help

**Vocabulary:**

popular (adj)

dish (n)

**Pronunciation:**

silent letters (e.g. eg(g), lim(e) → /ai/)

combined letters (soup □ /u:/, noodles → /u:/, peas → /i:/)

syllable number and stress (coconut, banana)

**Functional language review:**

I can see ...

There is (There's) / There are ...

I think this picture is (picture's) ...

**New functional language:**

It looks like ...

I think it is (it's) ...

**Vocabulary extension:**

plate (n)

(frying) pan (n)

bowl (n)

spoon (n)

oil (n)

**Suggested timing:** 20-30 minutes

**p.5 Extension:** Follow the three YouTube video links, play the videos (1<sup>st</sup> time with sound – students write down what they can see; 2<sup>nd</sup> time without sound – students tell their partner what they can see 'live' as they watch.



**Recommendation:** Use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're speaking.)

**Suggested timing:** 20-30 minutes

## Diagnostic

### What do you know?

**p.6** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

It could also be done using the pictures provided as flashcards, and writing the names of the foods on the board for students to match to their cards, or using the worksheet provided.

Possible language help

**Pronunciation:**

syllable number/stress (**burgers**, **chicken**, **pasta**)

silent letters (e.g. pancak(e)s, )

combined letters (fries □ /ai/, pizza □ /tz/)

**Functional language:**

I think pizza **is popular in ...**

I think burgers **are popular in ...**

\*It could be useful to review **is/are** for **singular/plural nouns** here

**Extra vocabulary note:**

**Fries** are sometimes called **French fries**, especially by American English speakers

**Suggested timing:** 20-30 minutes

**p.9** This could be done as a race between different pairs/small groups on each table, or across the whole class.

Concept checking the meaning of each adjective with examples of typical foods the students are likely to eat is recommended; using L1 for checking/confirmation as/when needed could also be helpful for discrete lexical items like these.

Possible language help



**Pronunciation:**

The game in the next stage is designed to help with modelling drilling pronunciation, but if the teacher would like to begin focusing on it here, it could be useful to focus on syllable number/stress and combined letters e.g. **sour** □ /au/; **sweet** □ /i:/

**Functional language:**

What **does** ...(spicy)... **mean**?

...(mild)... **means** ...

**Vocabulary:**

adjective

flavour (\*this is spelled **flavor** in US English)

taste

without

sharp

thick

soft

strong

**Extra vocabulary note:**

**hot** can be used as a synonym for **spicy** in many varieties of English

**Suggested timing:** 30-40 minutes

**p.11** The **Match up** game is recommended here as it plays an audio file with the pronunciation of each word when the students click on it.

Asking the students to repeat the words they hear, count the number of syllables, and work out which syllable is stressed (with the teacher's help as/when needed) is a fun method for indirectly modelling and drilling accurate pronunciation. In this way, students should be confident to use these adjectives communicatively in the next stages.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making word □ definition flashcards using the worksheet from the previous stage e.g. as a game of **Snap!** or **On your head** (<https://kidsclubenglish.com/small-group-card-games/>)



**Suggested timing:** 15-25 minutes

**p.12** This activity could be done in pairs/small groups or done in pairs initially, then extended to a bigger group.

Recommend printing out and using the pictures from the previous section as flashcards.

This activity could also be extended and developed by encouraging students to use the adjectives from the last stage to talk about other Indonesian dishes they like (further to the 8 from the previous section).

It will probably be useful to demo a conversation model before students attempt the activity themselves. This is a suggested example:

E.g. Student 1: 'It's sweet and delicious.'

Student 2: 'Is it Pisang goreng?'

Student 1: 'Yes, it is!'

Possible language help

**Vocabulary:**

describe (v)

**Pronunciation:**

Contraction: It is = **It's**

**Functional language:**

It's (It is) ... (adj and adj) ...

Is it ... (name of dish) ...?

Yes, it is. / No, it isn't.

**Extra note:**

\*The 'it's' contraction is not used in short answers i.e. Yes, ~~it's~~. → Yes, it is.

**Suggested timing:** 25-35 minutes

**p.14 Extension:** This could be done in pairs or small groups initially, then opened up to a bigger group if time/situation allows.



It will probably be useful to demo a written model before students attempt the activity themselves. This is a suggested example:

E.g. This is fish and chips.

It's popular in Australia and the UK.

It's savoury and salty.

### Possible language help

#### **Vocabulary:**

taste (v/n)

device (n)

another (adj)

hold up (p.v.)

remember (v)

#### **Pronunciation:**

**and** is often reduced to a short /n/ sound in natural speech e.g. fish 'n' chips ([How to pronounce fish-and-chips - YouTube](#))

#### **Suggested further extension:**

For higher-level/more confident learners, the micro-presentation element where each student holds up a picture of their chosen dish and talks about it using the three sentences they've written could be opened out to whole-group or even whole-class level.

**Suggested timing:** 30-45 minutes

## Language Presentation 1

### **New words**

**p.16** This activity could be done in pairs/small groups.

### Possible language help

#### **Pronunciation:**

consonant clusters (e.g. **napkin** → /pk/)

silent letters (knif(e) → /naif/; plat(e) □ /pleit/)



combined-letter sounds (e.g. spoon □ /u:/)

syllable number and stress with multi-syllable words (e.g. 'bo.ttle; 'cut.le.ry)

### Vocabulary:

napkin(s) (n)

cutlery (n)

### Extra vocabulary note

**napkins** are sometimes also called **serviettes** in some English-speaking countries

Modelling and drilling could be done using the audio files provided; with the teacher as a model, with peer-modelling or a combination of any/all of the above.

Pictures could also be made into flash cards for classroom games/further pair or small-group practice

Recommended extension game: **What's missing?** with flashcards of the images. This site provides a useful tutorial and video guide to the game: [ESL Game: What's missing? - ESL Kids Games](#)

**Suggested timing** (including extension game): 30-45 minutes

**p.17** Follow the YouTube link and play the video. You could play the 1<sup>st</sup> time with sound – students write down what they can see, then play the 2<sup>nd</sup> time without sound – students tell their partner what they can see 'live' as they watch.

**Recommendation:** use the Playback Speed button via the Settings icon to slow it down to 0.75x, 0.5x or even 0.25x to give students more time/less pressure when they're speaking, and enough time to write down as many of the vocabulary items from the previous stage as possible e.g.

'I can see **cutlery**'

'I can see **bottles** and **glasses**.'

'I can see **tables** and **chairs**.'

**Suggested timing:** 10-20 minutes

**p.18** This activity could be done individually initially, then in pairs/small groups, or in pairs/small groups from the start of the activity.

Possible language help



\* Pronunciation will be focused on in detail in the next section, but any questions from students could be addressed briefly as a helpful 'bridge' at this point as well.

**Vocabulary:**

waiter (n)

customer (n)

coke (n - this is a commonly used abbreviation for coca-cola)

extra (adj)

share (v)

**Functional language:**

Could I/we have ..., (please)?

Could you bring me/us ..., (please)?

Could we/I get some/a ..., (please)?

I'll just get you some/a ...

Would you like a/some ...?

I/We need another ..., (please)?

I'll bring some/a ...

..., which is served in/on ...

**Suggested timing:** 25-35 minutes

## Pronunciation Focus

**Say it!**

**p.21 Possible language help**

**Vocabulary:**

syllable (n) → a sound unit within a word, usually containing a consonant and vowel sound

How many...?

stressed (adj) syllable





vowel (n)

**Extra pronunciation notes:**

**glass** can also be pronounced with an /ɑ:/ sound in some varieties of English

the /eə/ in **chairs** is sometimes also written as an /e:/ sound

**Suggested timing:** 20-30 minutes

**p.23** This activity could be done in pairs/small groups.

Possible language help

**Pronunciation:**

silent letters (**Cou(l)d**; **Wou(l)d**)

contractions (**I'll**)

This section indirectly introduces the concept and some common examples of **connected speech** - the ways/system by which natural English sounds very connected and often quite different from its written form. Examples of connected speech with this language set are:

**catenation:** where a consonant at the end of a word or syllable 'travels' to connect with the next vowel sound (e.g. 'Would you like a...' → /laɪ-kə/)

**elision:** where a sound disappears in natural speech, often with word-ending /t/ in many types of English (e.g. 'I'll jus(t) get you...')

**intrusion:** where an extra consonant sound appears between two vowels sounds to make the pronunciation more fluid, usually a /j/, w/ or /r/ sound (e.g. 'Could you bring me a ...' → /mi:-jə/)

**weak/reduced forms:** where the vowel sound in an unstressed syllable or word (usually a function word, like a preposition or article) becomes shorter and quieter, usually becoming a /ə/ or /ɪ/ sound (e.g. 'an /ən/ 'extra /trə/ plate to /tə/ share this...')

Depending on your learners' level/confidence, you may prefer to introduce and work on connected speech in an implicit way (without reference to the technical points and patterns above), which can work well. However, if you think your learners could benefit from developing more systematic awareness and control of these connected speech features (which occur in almost all instances of natural, confident English use), the following guides are good starting points: [Connected speech | TeachingEnglish | British Council](#)

[Connected speech 2 | TeachingEnglish | British Council](#)

**Suggested timing:** 20-30 minutes



**p.26** Recommended game for consolidation: **Telephone Game** (which has also been called 'Chinese Whispers', though that name is not widely used now) - make flashcards with the pictures of the restaurant vocabulary items and place them at the front of the class. **Extension suggestion:** make flashcards with the functional restaurant questions/sentences as well and place them with the other cards . →

Divide your class into two teams, with each team in a line/lines, if possible →

The teacher calls the first student from each team's line(s) to the front of the class then, without letting the other students see, shows the two 'lead students' a word or phrase that matches one of the flashcards e.g. 'chairs' or 'Would you like a glass of water?' →

The lead students then have to run back to their respective teams and whisper the word/phrase as accurately as possible to the next student in the line(s), who then whispers it to the next student, and so on until the last student in the line is reached. →

The last student has to stand up and say out loud the word/phrase that has been whispered down their line, then run to the front of the class to try and grab the flashcard with this word/phrase before the last student from the other team. →

The teacher can then give 1 point for the first student to pick up the correct card (if they pick up the wrong one, they lose 1 point), and 1 extra point to the student who had the most accurate pronunciation when they said their word/phrase out loud (this could be the same student who grabbed the card, the other student or - if you think they pronounced the word/phrase equally well, give both teams the extra point).

Each student in their team then moves along one place in their line(s), i.e. the last student from each round becomes the first student in the line in the next round. The teams keep the flashcards they have 'won' and the game ends when all the flashcards from the front have been taken; the team with the most points overall (including the extra 'pronunciation' points) wins the game.

(Here's a useful video with younger learners showing an example of how this game can be played: [224 - How to play Telephone Game | New Chinese Whispers | Flashcards game | Mux's ESL games | - YouTube](#))

**Suggested timing:** 25-35 minutes

## Context, Consolidation and Controlled Practice with Language Set 1

**Let's practise!**

**p.27** This activity could be done individually, then checked in pairs/small groups, or as pairs from the start.

Possible language help



**Vocabulary:**

best (superlative adj)

\*It could also be useful to teach ss some alternative options here e.g. 'Yes, please.' <> 'No, thanks.'

**Functional language:**

What have you got for Question (1)?

I think the answer's ...

It could be useful to point out to ss that **Sure / Of course / Certainly** are interchangeable here and can all be used to reply to customers' requests so using any of these answers as a reply to a customer can be marked correct.

The pronunciation of the 'answers' could be modelled/drilled using the audio files provided, by the teacher, through peer-modelling and teaching or - preferably - as a combination of these approaches.

**Suggested extension activity:**

When practising the pronunciation, you could play the first part of each audio file, then pause and ask the whole class and/or specific students to say the answer before they hear it, trying to get all of the words correct and shadowing (as closely as is reasonable) the audio file pronunciation.

**Suggested differentiated instruction option:**

As an alternative to listening to the audio files to check the answers, this activity could be made more challenging and listening-focused for higher-level/more confident learners by deleting the box containing the answers at the top of the page, and asking ss to listen and write the answers they hear with no textual prompts.

**Suggested timing:** 20-30 minutes

**p.31** The **Find the match** game is a bit easier and probably better for younger/lower-level students.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making flag cards with the question/answer/sentence pairs from the previous activity e.g. as a table grab/floor grab game ([Grab Game \(taysteachingtoolkit.com\)](http://taysteachingtoolkit.com))

Encourage students to try and repeat the pronunciation they hear when playing the game, and even to try and say the phrase before the voice on the game does once they get more practice/confidence.



**Suggested timing:** 30-40 minutes

**p.32 Incidental grammar focus - modal verbs (could and would):**

Possible language help

**Vocabulary:**

still (adj) water

sparkling (adj) water

prefer (v)

sit (v)

different (adj)

move (v)

recommend (v)

menu (n)

**Pronunciation:**

It could be useful here to remind ss of the natural/connected speech features looked at in the previous Pronunciation section e.g.

Could you = /kʊdʒu:/

Could I = /kʊdaɪ/

Would you = /wʊdʒu:/

**Suggested timing:** 20-30 minutes

**p.35 Hot Seat** game (here is a good guide to how to play this game: [Hot seat | TeachingEnglish | British Council](#))

First, divide learners into two teams. One student from each team comes to a seat at the front of the class.

Next, the teacher writes a food or restaurant-related word (e.g. sweet, table, salty, napkins) or holds up a picture behind the student.

This student then has to guess the word by asking their team questions about: the context (e.g. Is it about food? Is it about restaurants?); the physical characteristics ('Is it big?' 'Does it have



legs?'); the function ('Can you sit on it?'); the pronunciation (e.g. How many syllables? / Which syllable is stressed?); whether it's an adjective or a noun (e.g. Is it an adjective? / Is it a noun?)

Their team then shouts out clues by answering in any way they want, but they can't say the food-related adjective or restaurant-related noun on the board/picture.

### Suggested extension activity:

For higher-level/more confident students, you could also include some of the - probably shorter - phrases from the restaurant dialogue (e.g. 'Of course.' / 'Yes, please.' / 'I'd like a table for two, please.')

**Suggested timing:** 25-35 minutes

## Language presentation 2

### New words 2

#### p.36 Possible language help

#### Vocabulary:

allergies (n)

vegetarian (adj)

vegan (adj)

option (n)

gluten-free (adj)

dessert (n) → could also teach **starter (n)** and **main course (n)** here

anything (n) else

the bill (n)

typical (adj)

around here (adv)

local (adj)

taste (v/n)

\* **Extra note:**



The dietary requirements/preferences of some tourists from English-speaking countries can be complex; here's a quick guide to the most typical types of requirement/preference for the teacher's and/or students' reference: [AEE 468: Veg? Vegan? Gluten Free? How to Politely Voice Your Dietary Needs in English | All Ears English Podcast](#))

### **Suggested extension activity:**

If students are struggling with meaning/function of the questions and/or the teacher wants to encourage learner autonomy - although having the teacher as the main source of pre-teaching/teaching/concept-checking for these questions and their meanings/functions can also be very effective - the teacher could put them in pairs/small groups and ask them to do an internet quest with Google Translate ([Google Translate](#)), or a similar online tool, to check the meaning/function of questions they are unsure about. They could then peer-teach this information to other groups and/or the whole class.

**Suggested timing:** 30-40 minutes

**p.39** The **Whack-a-mole** game is simple and should be fun for younger/lower-level students. The **Gameshow quiz** option could be a good alternative/supplement for older/higher-level learners.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

### Possible language help

#### **Vocabulary**

wrong (adj)

correct (adj)

**Extra note:** It's possible to change the speed of the game (on a scale of 1-10; 1 = slowest / 10 = fastest) to help with differentiation for ss with different levels of ability and/or confidence.

**Suggested timing:** 20-30 minutes

### **p.40** Possible language help

#### **Vocabulary:**

answer (v/n - pronunciation = ans(w)er)

allergic (adj)

I'm afraid... (for apologies)

fine (adj)



Actually, ... (adv)

problem (n)

**Extra notes:** \*The teacher may need to explain to students that two separate positive and negative options are given as answers.

\*\*Answers can be checked directly with the answer key (provided at the bottom of the doc) or, if the teacher wants to give students some extra listening practice, using the audio files provided (these will be the main focus two stages after this).

**Suggested timing:** 15-25 minutes

#### **p.42 Incidental grammar focus - using there with the verb 'be':**

Possible language help

**Vocabulary:**

positive (adj)

negative (adj)

singular (adj)

plural (adj)

**Pronunciation:**

contractions: there is = **there's**

It's a good idea to use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're watching/listening.

**Extra notes:** \*The teacher could explain/demonstrate that we usually use **any** with **Are there ...?** questions

\*\* The teacher could also explain/demonstrate that **There is/There isn't/Is there...?** can be used for **uncountable nouns** as well (e.g. Is there any sugar in this dish?), though this extra information may be confusing for lower-level/less confident learners; it is recommended to use this as a potential extension for higher-level/more confident learners.

**Suggested extension exercise:** The teacher could use any practice exercises provided in the links that are appropriate for their ss (see **Practice link** in Materials column) or, alternatively, encourage students to talk about their classroom together using **There is / There are / Is there...? / Are there...? / Yes, there is. / No, there isn't. etc.** The students could also do this while rewatching the 'restaurant' video from a previous stage ([Restaurant Nordstjernen Fpv Tour - YouTube](#))



**Suggested timing:** 25-35 minutes

**p.45 Possible language help**

**Listening/pronunciation:**

contractions: There is = There's

weak forms: are = /ə/ (in UK English)

syllable number and stress: allergic = a.'lɪr.gɪk (3)

Actually = 'Ac.tʃu.əlɪ (3: UK) / 'Ac.tʃu.ə.lɪ (4: US)

**Suggested timing:** 20-30 minutes

## Freer Practice with All Unit Language

**Let's practise again!**

**p.47 Food and restaurant role-play activity:**

If possible, print out as many copies as needed of the materials for each pair to have a menu and a full set of role-play cards (Tourist Cards 1-4 and Waiter Cards 1-4) each. Alternatively, if circumstances allow and the teacher feels it could be useful to develop digital literacy skills, students could use their smartphones to download and use the menu and flashcards onscreen.

Pair students and ask them to role-play a conversation in a restaurant using all the vocabulary they now know about food/restaurants, and all the language they now know for asking questions and using there is/there are.

One student is an English-speaking customer and the other is the waiter. The students then ask and answer each other's questions using the prompts on the sets of role-play cards. It's recommended to encourage students to try and remember the language unprompted as much as possible; however, for lower-level/less confident learners, using picture/phrase flashcards from previous stages as prompts could be helpful.

Demoing this activity with a stronger learner is recommended, as is monitoring during the freer practice for spontaneous or delayed feedback/correction (as the teacher feels is appropriate).

Possible language help

**Vocabulary:**

imagine (v)

tourist (n)





pick (v)

pick up (p.v.)

swap (v)

role (n)

**Extra note:** The role-play cards provided here cover many of the language points focused on in this unit, but teachers are encouraged (if they have time!) to create their own cards as well, if there are specific language points they'd like their students to practise as well/instead/repeatedly. Higher-level/more confident learners could even be encouraged to make their own role-play cards based on the language in this unit, which could then be swapped with other pairs/groups.

### Recommended extension:

1. For learners who have already studied Unit 1, you could encourage them to use the language about countries/nationalities at the start of their role-plays as well **e.g. Hi → Hello → Where are you from? → I'm Australian.**
2. Though the focus of this course and activity is spoken communication, students could be asked to write down their best/favourite role-play(s) in order to develop written productive skills as well, then swap them with other pairs, who could then read and perform them.

**Suggested timing (with extension):** 45-60 minutes

## Receptive Skills Activity (recycling unit language)

**Let's learn more!**

**p.54** Possible language help

### Vocabulary:

true (adj)

false (adj)

enjoy (v)

special (adj)

type/kind (n)

health (n)

useful (adj)

staff (n)



chilli (n)

ginger (n)

spices (n)

traditional (adj)

cook (v)

Depending on your context, your students' level and which receptive skill(s) you want to help your students develop, this stage is designed to be used as either reading-focused, listening-focused, or an integrated combination of the two skills.

An audio file of the text is provided, and the questions can easily be used without the accompanying text to make a listening-focused activity.

To help scaffold your students' learning, and to encourage integration of skills, you could try the activity (or parts of it) as listening-focused initially, then introduce the text for reading alongside the audio file. If your students find answering the questions from only listening to the audio file challenging, adding the reading text could also provide effective scaffolding for them to help find the answers and better understand the text itself.

**Suggested timing (single-skill):** 30-45 minutes

## Review Quiz

**Quiz time!**

**p.57** Possible language help

**Vocabulary:**

unit (n)

review quiz (n)

The quiz could be done section-by-section (with breaks in between and/or in different classes) for younger/lower-level students, or in one go for older/higher-level students.

This review quiz can be used formatively, summatively, or as a combination of both (recommended). For formative purposes, pair/small-group work could be encouraged, as well as peer teaching and correction. For summative purposes, assessment is less complicated if the review quiz is done individually.

**Suggested timing:** 60-90 minutes (total)



## Project (including freer communication opportunity)

**\*see Project Plan e-book (Unit 2)**

### Stage 1: Introduction

- Introduce the project topic to the students: **An Indonesian dish that I love.**
- Use any of the previous activities/games to help review language the students can use (e.g. fruit/veg/chicken etc., adjectives to describe food, plates/bowls/cutlery, vegan/vegetarian)
- Play a previous Wordwall matching game with food adjectives to help re-set the context.


### Stage 2: Internet Quest

- Ask the students to form pairs and choose one dish from their area that they want to tell the class about; they could do this individually or as a small group, if preferable.
- Demonstrate helpful age-appropriate websites or apps, such as KidzSearch Wiki ([Safe Wikipedia For Kids - KidzSearch Wiki](#)), Kids World Travel Guide ([Kids World Travel Guide | Geography for Kids | Travel Guide | Quizzes \(kids-world-travel-guide.com\)](#)) and YouTube Kids ([Shows - YouTube Kids](#) - the teacher will need to register for a free account first) which students can use to find out more information, and encourage them to use these to find out information about the following things:
  - the history/origins of their chosen dish
  - vocabulary related to equipment needed to make it (example suggestions: \*frying pan \*saucepan \*pot \*spatula \*oven \*hob \*oil)
  - vocabulary related to the cooking/preparation process (example suggestions: \*fry \* bake \*stir \*cut \*chop \*boil \*roast \*mix \*add)
  - the recipe(s) and any extra vocabulary needed related to ingredients for the chosen dish (e.g. names of specific spices/seasonings)
  - any extra adjectives needed to describe the chosen dish (e.g. \*crispy \*crunchy \*soft \*hard \*colourful \*thick)
- Ask the students to take notes about the new vocabulary they find as they go.

### Stage 3: Poster-making

- Provide the students with a large blank sheet of paper and ask them to draw their dish, along with brief notes about:
  - its history/origins
  - what's in it
  - how you make it
  - why they love it



- Encourage the students to make their posters as attractive as possible, as the best three will be voted the winners by the whole class once everyone has seen each other's posters (some good ideas for helping students make creative posters - the video is in English, though some of the text on the examples isn't: [HOW TO MAKE A POSTER FOR SCHOOL PROJECT](#)  [CREATIVE POSTER PRESENTATION IDEAS - YouTube](#))

#### Stage 4: Presentation

- If possible, ask the pairs to record a short video with their smartphones (3-4 mins per pair; though this could be longer for older/higher-level learners - see **Extension** below) about the dish they chose, including:
  1. brief info about its history/origins
  2. info about what's in it
  3. info and a real-life visual demonstration (maybe with a family member who knows how to cook this dish!) of how to cook it e.g. 'First, you chop the banana. Next, you add the cream to the saucepan.'
  4. reasons they love this dish (e.g. 'We/I love ... because it's ...')
- Encourage the students to use their notes and as much of the language they've learned in this unit as they can.
- The presentation should be recorded as a pair and include all the information they've found out about their dish, and can include drawings/artwork, pictures, audio and their poster, as well as their main video, if the students are able to incorporate those elements. It could be also done just by posters and/or the whiteboard if connectivity/device access is an issue.
- The other pairs should watch/listen to each pair's presentation and try to ask at least one question at the end (teacher can help with lang input, as/when needed).
- The teacher can monitor all students as they work on their projects to help them with corrective feedback (and praise for good use!) on the language they want to use, as well as making notes during the presentations for a delayed whole-class feedback slot at the end of the whole process.
- The teacher can also assess students' speaking/communicative/language skills and give a final overall score to each st (using a rubric and criteria template which will be provided in the Teacher's Guide).

Overall, this project can help learners develop their research skills, expand their vocabulary and grammar, practise accurate pronunciation, communicate more freely and extensively in English, and increase their knowledge and ability to communicate about food from their own area which they can then talk about to English-speaking tourists/customers in restaurants, shops and hotels. The internet quest and video recording elements allow them to use technology to develop their digital literacy, while the presentation element allows them to practise and develop their communicative speaking skills, as well as building confidence in presenting to an audience.

**Extension:** For older/higher-level learners, groups could be expanded to 3 and each group could select 2 dishes to research, record a video about and present on.

#### Possible extra language help:



Sequence linkers (for describing cooking processes):

**\*First, ... \*Next, ... \*After that, ... \*Then, ... \*For the next step, ... \*Finally, ...**

### **Vocabulary**

recipe (n)

---

## Unit 3

**\*Language note:** 'I spy' is a useful expression for the sightseeing focus of this unit as it's the name of a children's game where one player gives the first letter of the name of an object that he/she can see, then the other players try to guess what it is ([I-SPY definition and meaning | Collins English Dictionary \(collinsdictionary.com\)](#))

### Unit Intro/Warmer

#### Warm up!

**p.2** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

This could also be done in groups of three; each student finishes one of the wordsearches, then shares the answers with the other group members.

#### **Suggested extension:**

For any words that learners don't know, encourage them to ask a peer (in their pair/group or elsewhere in the class) and/or look them up online/in class, using a dictionary (here's a great online picture dictionary and a good online video dictionary: [courtyard | Wordsmyth Word Explorer Children's Dictionary: WILD dictionary K-2 | Wordsmyth](#) and <http://www.vidtionary.com/words/building>). This will help develop students' autonomy and independence.

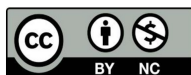
**Suggested timing:** 15-20 minutes

**p.3** This activity could be done in pairs or small groups.

Possible language help

### **Vocabulary**

cultural (adj)



attraction (n)

**Pronunciation:**

silent letters (e.g. co(u)rtyard)

combined letters (mosque □ /k/)

syllable number and stress

**Functional language:**

I can see ...

There is (There's) / There are ...

I think this picture is ...

**Suggested timing:** 15-20 minutes

**p.4 Extension:** Follow the three YouTube video links and play the videos. You could play the first time with sound – students write down what they can see, then play the second time without sound. Students then tell their partner what they can see 'live' as they watch.

**Recommendation:** use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're speaking.

**Suggested timing:** 15-25 minutes

## Diagnostic

### What do you know?

**p.5** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

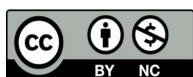
It could also be done using the pictures provided as flashcards, and writing the names of the foods on the board for ss to match to their cards, or using the worksheet provided.

Possible language help

**Pronunciation:**

syllable number/stress (**t**ower, **c**athedral)

silent letters (e.g. hous(e))



combined letters (mount □ /aʊ/)

### Functional language:

I think ... **is in** ...

I think ... **might/could be in** ... because ...

### Notes:

\*It could be useful to review/look at the vocabulary related to **English-speaking countries** from Unit 1 of this book here

\*\* It could be useful to look at or review **might/could** for **possibility/speculation** here.

**Suggested extension:** This activity could also be done as a mini-internet quest by giving different students one or two of the names of the international attractions (e.g. Mount Rushmore / The Taj Mahal), then asking them to look these places up online and share the information with their partner/peers to help complete the worksheet.

**Suggested timing:** 15-25 minutes

**p.8** This could be done as a race between different pairs/small groups on each table, or across the whole class.

Concept checking the meaning of each adjective with examples of places/attractions the students are likely to know is recommended; using L1 for checking/confirmation as/when needed could also be helpful for discrete lexical items like these.

This is a very good simplified online dictionary for English-language learners: [modern - Simple English Wiktionary](#).

Possible language help

### Pronunciation:

The game in the next stage is designed to help with modelling drilling pronunciation, but if the T would like to begin focusing on it here, it could be useful to focus on syllable number/stress and combined letters e.g. **large** □ /ɑ:(r)/; **large** □ /dʒ/)

### Functional language:

What **does** ...(ancient)... **mean**?

...(traditional)... **means** ...

### Vocabulary:

adjective



energy (n)

attention (n)

Nowadays (adv)

connected to

traditions (n)

customs (n)

religion (n)

culture (n)

**Suggested timing:** 30-40 minutes

**p.11** The **Quiz** game is recommended here as it plays an audio file with the pronunciation of each word when the students click on it.

Asking the students to repeat the words they hear, count the number of syllables, and work out which syllable is stressed (with the teacher's help as/when needed) is a fun method for indirectly modelling and drilling accurate pronunciation. In this way, students should be confident to use these adjectives communicatively in the next stages.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making word-definition flashcards using the worksheet from the previous stage e.g. as a game of **Snap!** or **On your head** (<https://kidsclubenglish.com/small-group-card-games/>)

### **Suggested differentiated instruction activities:**

The **Match up** version of the game may be a little easier to play for lower-level/less confident students (and may also be familiar to them already if they have studied Unit 2 of this course); the **Find the match** version of the game is a little more challenging and may be more engaging for higher-level/more confident learners. It could also be used as an extension activity for consolidation and recycling if/when students have gained confidence with the vocabulary already by playing the **Quiz** and/or **Match up** versions of the games.

**Suggested timing:** 15-25 minutes (without differentiated and/or extension activities)

**p.12** This activity could be done in pairs/small groups or done in pairs initially, then extended to a bigger group.

It's recommended to print out and use the pictures from the previous section as flashcards.





This activity could also be extended and developed by encouraging students to use the adjectives from the last stage to talk about other Indonesian cultural attractions they know/like (further to the 8 from the previous section).

It will probably be useful to demo a conversation model before students attempt the activity themselves. This is a suggested example:

E.g. Student 1: 'It's large and modern, and it has a tall minaret.'

Student 2: 'Is it Masjid Istiqlal?'

Student 1: 'Yes, it is!'

### Possible language help

#### **Vocabulary:**

describe (v)

#### **Pronunciation:**

Contraction: It is = **It's**

#### **Functional language:**

It's (It is) ... (adj and adj) ...

It has ... (n) ...

Is it ... (name of attraction) ...?

Yes, it is. / No, it isn't.

#### **Extra note:**

\*The 'it's' contraction is not used in short answers i.e. Yes, ~~it's~~. → Yes, it is.

**Suggested timing:** 25-35 minutes

**p.14 Extension:** This activity could be done in pairs or small groups initially, then opened up to a bigger group if time/situation allows.

It will probably be useful to demo a written model before students attempt the activity themselves. This is a suggested example:

E.g. This is the Taj Mahal.

It's in India..

It's beautiful and famous, and it has pillars and domes.



Possible language help**Vocabulary:**

noun (n)

device (n)

another (adj)

hold up (p.v.)

remember (v)

**Pronunciation:**

**and** is often reduced to a short /n/ sound in natural speech e.g. fish 'n' chips ([How to pronounce fish-and-chips - YouTube](#))

**Suggested further extension:**

For higher-level/more confident learners, the micro-presentation element where each student holds up a picture of their chosen attraction and talks about it using the three sentences they've written could be opened out to whole-group or even whole-class level.

**Suggested timing:** 30-45 minutes

## Language Presentation 1

### New words

**p.17** This activity could be done individually initially, then checked together in pairs/small groups.

Possible language help**Vocabulary:**

guess (v)

verb (n)

local area

local traditions

be into (e.g. If you're into...)

architecture (n)



relax (v)

enjoy (v)

(be) interested in...

suggest (v)

### Pronunciation/spelling:

architecture → 'tu' = /tʃ/ (like **C**hina)

su(g)gest → 1st 'g' is silent; 'ge' = /dʒ/ (like joke)

### Functional language:

Could you play that again, please?

I didn't catch (number 5). Could you play it again, please?

### Extra note:

\*Each sentence/questions is said twice (once 'normal' speed and once a little slower - but both with natural UK pronunciation) in the audio files; however, it could be useful and engaging for students to be able to ask to listen to each sentence/questions as many times as needed, using the functional language above.

\*\*Learners should definitely be encouraged to choose and talk about cultural attractions in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.

**Suggested timing:** 20-30 minutes

**p.19** This activity could be done individually initially, then in pairs/small groups, or in pairs/small groups from the start of the activity.

### Possible language help

\* Pronunciation will be focused on in detail in the next section, but any questions from ss could be addressed briefly as a helpful 'bridge' at this point as well.

### Vocabulary:

worker (n)

tourist (n)

**Suggested timing:** 20-30 minutes



**p.21 Blind Speed Spell** is a fun, engaging game to help students focus on written productive accuracy and the often tricky relationship(s) between pronunciation and spelling in English. A useful pdf guide to playing the game can be found here: [Blind speed spell \(teach-this.com\)](https://www.teach-this.com/blind-speed-spell).

The teacher arranges the class into groups of 4-6 students. When the teams are ready, the teacher asks one player from each team to come to the board. The teacher then gives each player a pen/chalk, then asks them to stand away from the board. The players at the front then put blindfolds on each other (if this is not possible/appropriate, they could be asked to keep their eyes closed; though this would rely a lot on trust!).

The teacher says a verb for the players to spell (e.g. enjoy). The players then go back to the board and try to spell the word as quickly as they can. For extra difficulty/fun, the teacher could even ask the players to spin around a few times before they start writing and have their teammates help direct them back to the board.

The first player to spell the word accurately (and in a legible way!) scores 3 points for their team, the second player scores 2, and the third player scores 1. Next, a different player from each team comes to the front, and the game carries on with a new verb.

The game can continue until everyone has had a chance to play. The team with the most points at the end of the game wins.

**Possible extension/differentiated instruction opportunity:** For higher-level/more confident learners, the teacher can give them whole sentences/questions to try and write.

Possible language help

**Vocabulary:**

get into (p.v.)

**Suggested timing:** 20-30 minutes

## Pronunciation Focus

**Say it!**

**p.22** Possible language help

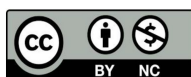
**Vocabulary:**

syllable (n) → a sound unit within a word, usually containing a consonant and vowel sound

How many?

stressed (adj) syllable

vowel (n)



**Extra notes:**

The /r/ sound at the end of words and syllables is often not pronounced in standard UK English (e.g. *explore* / *discover*), which can be heard in the audio files provided. However, [this /r/ is pronounced in other varieties of English](#), so it could be useful for your learners' real-life listening abilities to point out to your students that English-speaking tourists from different countries could pronounce these verbs slightly differently.

**Suggested timing:** 20-30 minutes

**p.25** This activity could be done in pairs/small groups.

Possible language help**Pronunciation:**

silent letters (**Cou(l)d**; **Wou(l)d**)

Weak forms in function words (e.g. prepositions: **to** → /t/, auxiliary verbs: **can** → /kn/)

contractions (We would = **We'd** / You are = **You're** / I would = **I'd** / You will = **You'll**)

catenation (e.g. If you're into... = **If you rinto...**)

common reduced forms (e.g. want to → **wanna**)

elision (e.g. should → shoul(d))

This section indirectly introduces the concept and some common examples of **connected speech** - the ways/system by which natural English sounds very connected and often quite different from its written form. Examples of connected speech with this language set are:

**catenation:** where a consonant at the end of a word or syllable 'travels' to connect with the next vowel sound (e.g. 'Would you **like a...**' → /laɪ-kə/)

**elision:** where a sound disappears in natural speech, often with word-ending /t/ in many types of English (e.g. 'I'll jus(t) get you...')

**intrusion:** where an extra consonant sound appears between two vowels sounds to make the pronunciation more fluid, usually a /j/, w/ or /r/ sound (e.g. 'Could you bring **me a ...**' → /mi:-jə/)

**weak/reduced forms:** where the vowel sound in an unstressed syllable or word (usually a function word, like a preposition or article) becomes shorter and quieter, usually becoming a /ə/ or /ɪ/ sound (e.g. 'an /ən/ 'extra /trə/ plate to /tə/ share this...')

Depending on your learners' level/confidence, you may prefer to introduce and work on connected speech in an implicit way (without reference to the technical points and patterns above), which can work well. However, if you think your learners could benefit from developing more systematic awareness and control of these connected speech features (which occur in



almost all instances of natural, confident English use), the following guides are good starting points: [Connected speech | TeachingEnglish | British Council](#)

[Connected speech 2 | TeachingEnglish | British Council](#)

**Suggested timing:** 20-30 minutes

**p.27** Recommended game for consolidation: **Telephone Game** (which has also been called 'Chinese Whispers', though that name is not widely used now) - make flashcards with the 'cultural attraction' verbs from the previous gap-fill activity items and place them at the front of the class.

**Extension suggestion:** make flashcards with the functional tourist/worker questions/sentences, and the adjectives for describing cultural attractions from the previous section as well and place them with the other cards.

Divide your class into two teams, with each team in a line/lines, if possible.

The teacher calls the first student from each team's line(s) to the front of the class then, without letting the other students see, shows the two 'lead students' a word or phrase that matches one of the flashcards e.g. 'recommend' or 'traditional' or 'Would you like to explore the local area?'

The lead students then have to run back to their respective teams and whisper the word/phrase as accurately as possible to the next student in the line(s), who then whispers it to the next student, and so on until the last student in the line is reached.

The last student has to stand up and say out loud the word/phrase that has been whispered down their line, then run to the front of the class to try and grab the flashcard with this word/phrase before the last student from the other team.

The teacher can then give 1 point for the first student to pick up the correct card (if they pick up the wrong one, they lose 1 point), and 1 extra point to the student who had the most accurate pronunciation when they said their word/phrase out loud (this could be the same student who grabbed the card, the other student or - if you think they pronounced the word/phrase equally well, give both teams the extra point).

Each student in their team then moves along one place in their line(s), i.e. the last student from each round becomes the first student in the line in the next round. The teams keep the flashcards they have 'won' and the game ends when all the flashcards from the front have been taken; the team with the most points overall (including the extra 'pronunciation' points) wins the game.

(Here's a useful video with younger learners showing an example of how this game can be played: [224 - How to play Telephone Game | New Chinese Whispers | Flashcards game | Mux's ESL games | - YouTube](#))

**Suggested timing:** 25-35 minutes



## Context, Consolidation and Controlled Practice with Language Set 1

### Let's practise!

**p.28** This activity could be done individually, then checked in pairs/small groups, or as pairs from the start.

#### Possible language help

#### **Vocabulary:**

best (superlative adj)

great (adj)

spare time (n)

well-known (adj)

#### **Functional language:**

What have you got for Question (1)?

I think the answer's ...

The pronunciation of the 'answers' could be modelled/drilled using the audio files provided, by the teacher, through peer-modelling and teaching or - preferably - as a combination of these approaches.

#### **Suggested extension activity:**

When practising the pronunciation, you could play the first part of each audio file, then pause and ask the whole class and/or specific ss to say the answer before they hear it, trying to get all of the words correct and shadowing (as closely as is reasonable) the audio file pronunciation.

#### **Suggested differentiated instruction option:**

As an alternative to listening to the audio files to check the answers, this activity could be made more challenging and listening-focused for higher-level/more confident learners by deleting the box containing the answers at the top of the page, and asking ss to listen and write the answers they hear with no textual prompts.

**Suggested timing:** 20-30 minutes



**p.32** The **Open the box** game should work well for both higher- and lower-level learners. The countdown timer for each question is currently set at 40 seconds, but this time can easily be made longer or shorter, depending on students' levels/confidence.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making flash cards with the question/answer/sentence pairs from the previous activity e.g. as a table grab/floor grab game ([Grab Game \(taysteachingtoolkit.com\)](http://taysteachingtoolkit.com))

Encourage students to try and repeat the pronunciation they hear when playing the game, and even to try and say the phrase before the voice on the game does once they get more practice/confidence.

### **Differentiated instruction ideas:**

The **Find the Match** game is a bit easier for lower-level/less confident learners.

The **Gameshow Quiz** game is a little more challenging and could be a good initial or extension option for higher-level/more confident learners.

**Suggested timing:** 30-40 minutes

### **p.33** Incidental grammar focus - verb patterns for giving advice/suggestions:

Possible language help

#### **Vocabulary:**

advice (n)

suggestion (n)

wrong (adj)

correct (adj)

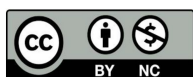
right (adj)

#### **Pronunciation:**

It could be useful to point out to higher-level learners that **'d** is a common contraction for would:

e.g. I would = **I'd** / She would = **She'd**

**Extra note:** For simplicity and ease of understanding, using **V-ing** and **to + V1** (instead of **gerund** and **infinitive**) is recommended, but the teacher may prefer to use these or other more technical classifications.





**Suggested timing:** 25-35 minutes

**p.38 Hot Seat** game (a good guide: [Hot seat | TeachingEnglish | British Council](#)) :

Divide learners into two teams. One student from each team comes to a seat at the front of the class.

The teacher then writes a cultural attraction-related noun, adjective or verb (e.g. monument, tower, ancient, unique, discover, explore) or holds up a picture/flashcard behind the student.

This student has to guess the word by asking their team questions for: the context (e.g. Is it about buildings?); a definition (What does it mean?); the pronunciation (e.g. How many syllables? / Which syllable is stressed?); the grammar (e.g. Is it an adjective? / Is it a noun? / Is it a verb)

Their team then shouts out clues by answering in any way they want, but they can't say the specific adjective, noun or verb on the board/picture.

**Suggested extension activity:**

For higher-level/more confident students, you could also include some of the - probably shorter - phrases from the tourist/worker dialogue (e.g. 'Are you interested in...?' / 'I'd recommend...' etc.)

**Suggested timing:** 25-35 minutes

## Language Presentation 2

### New words 2

**p.39 Possible language help**

**Vocabulary:**

accessibility requirements (n \*the phrase 'accessibility **needs**' is also used \*\*see **Extra note** below for more info)

How far ...?

What kind of ...?

(do some) sightseeing (n)

How long ...?

map (n)



local attractions

What kind of ...?

activities (n)

Is it possible to ...?

guided tour (n)

anything else

What's ... like?

What's there?

\* **Extra note:**

Accessibility requirements/needs of some tourists from English-speaking countries can be complex but many tourists have some type of disability and/or extra accessibility need; here's a link to the UN's latest advice and guidance (using advanced-level English) on accessible tourism for the T's reference: [Accessible Tourism | UNWTO](#)

**Suggested extension activity:**

If students are struggling with meaning/function of the questions and/or the teacher wants to encourage learner autonomy - although having the teacher as the main source of pre-teaching/teaching/concept-checking for these questions and their meanings/functions can also be very effective - the teacher could put them in pairs/small groups and ask them to do an internet quest with Google Translate ([Google Translate](#)), or a similar online tool, to check the meaning/function of questions they are unsure about. They could then peer-teach this information to other groups and/or the whole class.

**Suggested timing:** 25-35 minutes

**p.42** The **Whack-a-mole** game should be fun for younger/lower-level students (it's worth repeating that they need to **hit the correct** answers and **not hit the incorrect ones!**). The **Group Sort** option could be a good alternative/supplement for older/higher-level learners or learners who prefer a more 'serious' activity to help practise the new language.

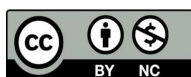
If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

Possible language help

**Vocabulary**

wrong (adj)

correct (adj)



**Extra note:** It's possible to change the speed of the game (on a scale of 1-10; 1 = slowest / 10 = fastest) to help with differentiation for students with different levels of ability and/or confidence.

**Suggested timing:** 20-30 minutes

### p.43 Possible language help

#### **Vocabulary:**

answer (v/n - pronunciation = ans(w)er)

wheelchair (n)

accessible (adj)

kilometres (n)

fly (n)

have to (for strong suggestions)

weekend (n)

take photos (\*\*take **pictures**' is sometimes used instead)

tour guide (n)

timetable (n)

That's it for now

**Extra notes:** \*The teacher may need to explain to students that two separate positive and negative options are given as answers.

\*\*Answers can be checked directly with the answer key (provided at the end of the doc) or, if the teacher wants to give students some extra listening practice, using the audio files provided (these will be the main focus two stages after this).

\*\*\*As with the previous stage, students can be encouraged to use Google Translate, another online translation tool or an offline dictionary to develop their autonomy and research skills by searching for any words/phrases they don't know themselves, though teachers can of course provide their own info/explanations/translations instead/as well.

\*\*\*\*As with the previous section, learners should definitely be encouraged to choose and talk about cultural attractions in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.

**Suggested timing:** 25-35 minutes



**p.45** Incidental grammar focus - using should for advice/suggestions:

Possible language help

**Vocabulary:**

positive (adj)

negative (adj)

**Pronunciation:**

silent letter: shou(l)d → /ʃʊd/

**Extra notes:** \*As in the previous section, for simplicity and ease of understanding, using **V1** (instead of **base form** / **bare infinitive**) is recommended, but the teacher may prefer to use these or other more technical classifications.

**Suggested extension exercise:** the teacher could use any practice exercises provided in the links that are appropriate for their students (see **Practice link** in Materials column) or, alternatively, encourage students to give advice (using **You should...** / **You shouldn't ...**) about a specific cultural attraction or attractions while rewatching one or more of the videos from a previous section ([Borobudur Temple Aerial Videography Drone Dji InspireOne - Candi Borobudur - YouTube](#) (0:30 – 1:25); [\[Drone\] Dari langit: masjid Istiqlal 4K - YouTube](#) (0:48 – 1:38); [ISTANA MAIMUN - MEDAN - YouTube](#) (0:20 – 1:10))

**Suggested timing:** 25-35 minutes**p.50** Possible language help**Listening/pronunciation:**

contractions: What is = What's

weak forms: are = /ə/ (in UK English)

syllable number and stress: allergic = /ac.ces.si.'bi.li.ti/ (6)

actually = 'ac.tua.lly (3: UK) / 'ac.tu.a.lly (4: US)

**Suggested timing:** 20-30 minutes

## Freer Practice with All Unit Language

### Let's practise again!

#### **p.52 Cultural attraction role-play activity:**

If possible, print out as many copies as needed of the materials for each pair to have a menu and a full set of role-play cards (Tourist Cards 1-4 and Worker Cards 1-4) each. Alternatively, if circumstances allow and the teacher feels it could be useful to develop digital literacy skills, students could use their smartphones to download and use the flashcards onscreen.

Pair students and ask them to role-play a conversation about visiting cultural attractions between a tourism worker and a tourist using all the vocabulary they now know from this unit, and all the language they now know for asking questions, giving advice/suggestions and using should/shouldn't.

One student is an English-speaking tourist and the other is the tourism worker. The students then ask and answer each other's questions using the prompts on the sets of role-play cards. It's recommended to encourage students to try and remember the language unprompted as much as possible; however, for lower-level/less confident learners, using picture/phrase flashcards from previous stages as prompts could be helpful.

Demoing this activity with a stronger learner is recommended, as is monitoring during the freer practice for spontaneous or delayed feedback/correction (as the teacher feels is appropriate).

#### Possible language help

#### **Vocabulary:**

imagine (v)

tourist (n)

pick (v)

pick up (p.v.)

swap (v)

role (n)

**Extra note:** The role-play cards provided here cover many of the language points focused on in this unit, but teachers are encouraged (if they have time!) to create their own cards as well, if there are specific language points they'd like their students to practise as well/instead/repeatedly. Higher-level/more confident learners could even be encouraged to make their own role-play cards based on the language in this unit, which could then be swapped with other pairs/groups.

#### **Recommended extension:**



1. As with previous sections, learners should definitely be encouraged to choose and talk about cultural attractions in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.
2. Though the focus of this course and activity is spoken communication, students could be asked to write down their best/favourite role-play(s) in order to develop written productive skills as well, then swap them with other pairs, who could then read and perform them.

**Suggested timing (with extension):** 45-60 minute

## Receptive Skills Activity (recycling unit language)

**Let's learn more!**

**p.58** Possible language help

### Vocabulary:

the past

visitor (n)

peace (n)

calm (n/adj)

decorations (n)

park (n)

diverse (adj)

landscape (n)

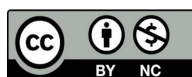
art gallery (n)

fashion shop (n)

Depending on your context, your students' level and which receptive skill(s) you want to help your students develop, this stage is designed to be used as either reading-focused, listening-focused, or an integrated combination of the two skills.

An audio file of the text is provided, and the questions can easily be used without the accompanying text to make a listening-focused activity.

To help scaffold your students' learning, and to encourage integration of skills, you could try the activity (or parts of it) as listening-focused initially, then introduce the text for reading alongside the audio file. If your students find answering the questions from only listening to the audio file



challenging, adding the reading text could also provide effective scaffolding for them to help find the answers and better understand the text itself.

**Suggested timing (single-skill):** 30-45 minutes

## Review Quiz

**Quiz time!**

p.61 Possible language help

**Vocabulary:**

unit (n)

review quiz (n)

The quiz could be done section-by-section (with breaks in between and/or in different classes) for younger/lower-level students, or in one go for older/higher-level students.

This review quiz can be used formatively, summatively, or as a combination of both (recommended). For formative purposes, pair/small-group work could be encouraged, as well as peer teaching and correction. For summative purposes, assessment is less complicated if the review quiz is done individually.

**Suggested timing:** 60-90 minutes (total)

## Project (including freer communication opportunity)

**\*see Project Plan e-book (Unit 3)**

Stage 1: Introduction

- Introduce the project topic to the students: **The best cultural attractions in my area!**
- Use any of the previous activities/games to help review language the students can use (e.g. tower/temple/mosque/park etc., adjectives to describe attractions, explore/discover/experience/learn about..., I'd recommend.../A great place to visit is.../You should/shouldn't... etc.)
- Play a previous Wordwall matching game with cultural attraction adjectives to help re-set the context.

Stage 2: Internet Quest



- Ask the students to form pairs and choose two attractions from their area that they want to tell the class about; they could do this individually or as a small group, if preferable.
- Demonstrate helpful age-appropriate websites or apps, such as KidzSearch Wiki ([Safe Wikipedia For Kids - KidzSearch Wiki](#)), Kids World Travel Guide ([Kids World Travel Guide | Geography for Kids | Travel Guide | Quizzes \(kids-world-travel-guide.com\)](#)) and YouTube Kids ([Shows - YouTube Kids](#) - the teacher will need to register for a free account first) which students can use to find out more information, and encourage them to use these to find out/remember information about the following things:
  - the history/origins of their chosen cultural attractions
  - vocabulary related to what's there (example suggestions: \*domes \*bridge \*lake etc.)
  - vocabulary related to describing the places (example suggestions: \*beautiful \*unique \*fascinating \*historical \*ancient \*stylish \*incredible etc.)
  - vocabulary related to what tourists can do there (example suggestions: \*discover \*try \*walk around \*take photos \*experience \*see \*enjoy etc.)
  - their recommendations about these places (\*I'd recommend... \*I'd suggest... \*If you like..., you'll love... etc.)
  - what they think is a good idea and a bad idea for tourists to do in these places (using \*should \*shouldn't)
- Ask the students to take notes about any new vocabulary they find as they go.

### Stage 3: Poster-making

- Provide the students with a large blank sheet of paper and ask them to draw their two attractions, along with brief notes about:
  - their history/origins
  - what's there
  - descriptions of the places to attract tourists
  - what tourists can do there
  - their recommendations about these places
  - what they think is a good idea and a bad idea for tourists to do in these places
- Encourage the students to make their posters as attractive as possible, as the best three will be voted the winners by the whole class once everyone has seen each other's posters (some good ideas for helping ss make creative posters - the video is in English, though some of the text on the examples isn't: [HOW TO MAKE A POSTER FOR SCHOOL PROJECT](#) 🌟 ⚡ [CREATIVE POSTER PRESENTATION IDEAS - YouTube](#))

### Stage 4: Presentation





- If possible, ask the pairs to record two short videos with their smartphones (1-2 mins per attraction per pair; though this could be longer for older/higher-level learners - see **Extension** below) about the cultural attractions they chose, including:
  1. Information about their history/origins
  2. Information about what's there
  3. Descriptions of the places to attract tourists
  4. Information on what tourists can do there
  5. Their own recommendations about these places
  6. What they think are good ideas and bad ideas for tourists to do in these places
  7. Why they these are their favourite attractions in their area
- Encourage the students to use their notes and as much of the language they've learned in this unit as they can.
- The presentation should be recorded as a pair and include all the information they've found out about their attractions, and can include drawings/artwork, pictures, audio and their poster, as well as their main video, if the students are able to incorporate those elements. It could be also done just by posters and/or the whiteboard if connectivity/device access is an issue.
- The other pairs should watch/listen to each pair's presentation and try to ask at least one question at the end (the teacher can help with lang input, as/when needed).
- The teacher can monitor all students as they work on their projects to help them with corrective feedback (and praise for good use!) on the language they want to use, as well as making notes during the presentations for a delayed whole-class feedback slot at the end of the whole process.
- The teacher can also assess students' speaking/communicative/language skills and give a final overall score to each student (using a rubric and criteria template which will be provided in a later version of the Teacher's Guide).

Overall, this project can help learners develop their research skills, expand their vocabulary and grammar, practise accurate pronunciation, communicate more freely and extensively in English, and increase their knowledge and ability to communicate about cultural attractions in their own areas, which they can then talk about to visiting English-speaking tourists. The internet quest and video recording elements allow them to use technology to develop their digital literacy, while the presentation element allows them to practise and develop their communicative speaking skills, as well as building confidence in presenting to an audience.

**Extension:** For older/higher-level learners, groups could be expanded to 3 and each group could select 2 dishes to research, record a video about and present on.

**Possible extra language help:**



## **Functional language**

... is one of my favourite places because...

I really like ... because ...

... is one of the best places to visit because ...

Everybody should visit ... because ...!

## Unit 4

**\*Language note:** 'splish-splash' is a useful verb/noun for this unit as it's a friendly, informal way to talk about throwing water around while having fun in it, particularly in the sea ([Splish-splash Definition & Meaning - Merriam-Webster](#))

### Unit Intro/Warmer

#### Warm up!

**p.2** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

Could also be done in groups of three; each student chooses four words to find in the crossword, then shares the answers with the other group members, who have been looking for the other words.

\*If all/most of the vocabulary is unfamiliar to students, this could be a good opportunity for them to do a mini internet quest using a smartphone or other device to find the English words they need.

#### **Idea for extension/differentiation:**

Two crosswords are provided - the one which gives two letters of each word is designed for lower-level/less confident learners, while the one with no letters provided is designed to challenge higher-level/more confident learners.

If time allows, another recommended way to use these materials would be to use the 'easier' crossword with the whole class first, then use the 'harder' (with no letters to help) crossword as a kind of quiz to review/recycle the words the ss have learned.

**Suggested timing:** 15-25 minutes (allow longer if both versions of the crossword are used)

**p.4** This activity could be done in pairs or small groups.



Possible language help

### **Vocabulary**

watersports (n)

destination (n)

### **Pronunciation:**

silent letters (e.g. wav(e))

combined letters (beach □ /i:/)

syllable number and stress

### **Functional language:**

I can see ...

There is (There's) / There are ...

I think this picture is ...

**Suggested timing:** 15-20 minutes

**p.5 Extension:** Follow the three YouTube video links and play the videos. You could play the first time with sound – students write down what they can see, then play the second time without sound; students tell their partner what they can see 'live' as they watch.

**Recommendation:** use the Playback Speed button via the Settings icon to slow it down to 0.75x or 0.5x to give students more time/less pressure when they're speaking.

**Suggested timing:** 15-25 minutes

## Diagnostic

### What do you know?

**p.6** This activity could be done individually, then checked in pairs/small groups or done in pairs initially.

This could also be done using the pictures provided as flashcards, and writing the names of the foods on the board for students to match to their cards, or using the worksheet provided.

Possible language help



**Pronunciation:**

silent letters (e.g. i(s)land)

combined letters (sea □ /i:/)

**Functional language:**

I think ... **is in** ...

I think ... **might/could be in** ... because ...

**Note:**

\*It could be useful to review/look at the vocabulary related to **English-speaking countries** from Unit 1 of this book here.

\*\* It could be useful to look at or review **might/could** for **possibility/speculation** here.

**Suggested extension :**

This activity could also be done as a mini-internet quest by giving different students one or two of the names of the international attractions (e.g. Sunset Beach / Blackpool), then asking them to look these places up online and share the information with their partner/peers to help complete the worksheet.

**Suggested timing:** 15-25 minutes

**p.9** This could be done as a race between different pairs/small groups on each table, or across the whole class.

Concept checking the meaning of each adjective with examples of places/activities the students are likely to know is recommended; using L1 for checking/confirmation as/when needed could also be helpful for discrete lexical items like these.

This is a very good simplified online dictionary for English-language learners: [modern - Simple English Wiktionary](#).

Possible language help

**Pronunciation:**

The game in the next stage is designed to help with modelling/drilling pronunciation, but if the teacher would like to begin focusing on it here, it could be useful to focus on syllable number/stress and combined letters e.g. **peaceful** □ /i:/; **picturesque** □ k/)

**Functional language:**

What **does** ...(sandy)... **mean**?



...(thrilling)... **means** ...

**Vocabulary:**

adjective

weather

though

picture

happening

connected to

**Suggested timing:** 30-40 minutes

**p.12** The **Quiz** game is recommended here as it plays an audio file with the pronunciation of each word when the students click on it.

Asking the ss to repeat the words they hear, count the number of syllables, and work out which syllable is stressed (with the teacher's help as/when needed) is a fun method for indirectly modelling and drilling accurate pronunciation. In this way, ss should be confident to use these adjectives communicatively in the next stages.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making word-definition flashcards using the worksheet from the previous stage e.g. as a game of **Snap!** or **On your head** (<https://kidsclubenglish.com/small-group-card-games/>)

**Suggested differentiated instruction activities:**

The **Match up** version of the game may be a little easier to play for lower-level/less confident students (and may also be familiar to them already if they have studied Unit 2 of this course); the **Find the match** version of the game is a little more challenging and may be more engaging for higher-level/more confident learners. It could also be used as an extension activity for consolidation and recycling if/when students have gained confidence with the vocabulary already by playing the **Quiz** and/or **Match up** versions of the games.

**Suggested timing:** 15-25 minutes (without differentiated and/or extension activities)

**p.13** This activity could be done in pairs/small groups or done in pairs initially, then extended to a bigger group.

It's recommended to print out and use the pictures from the previous section as flashcards.



This activity could also be extended and developed by encouraging students to use the adjectives from the last stage to talk about other Indonesian beach/watersports destinations they know/like (further to the 8 from the previous section).

It will probably be useful to demo a conversation model before ss attempt the activity themselves. This is a suggested example:

E.g. Student 1: 'It has clear water, and diving.'

Student 2: 'Is it Raja Ampat?'

Student 1: 'Yes, it is!'

### Possible language help

#### **Vocabulary:**

describe (v)

#### **Pronunciation:**

Contraction: It is = **It's**

#### **Functional language:**

It's (It is) ... (adj and adj) ...

It has ... (n) ...

Is it ... (name of beach/watersports destination) ...?

Yes, it is. / No, it isn't.

#### **Extra note:**

\*The 'it's' contraction is not used in short answers i.e. Yes, ~~it's~~. → Yes, it is.

**Suggested timing:** 25-35 minutes

**p.15 Extension:** This activity could be done in pairs or small groups initially, then opened up to a bigger group if time/situation allows.

It will probably be useful to demo a written model before students attempt the activity themselves. This is a suggested example:

E.g. This is Piha Beach.

It's in New Zealand...

It's fun and picturesque, it has big waves, and you can go surfing there.



Possible language help**Vocabulary:**

noun (n)

device (n)

another (adj)

hold up (p.v.)

remember (v)

place (n)

**Functional language:**

You can ...(v1)... there

**Pronunciation:**

**and** is often reduced to a short /n/ sound in natural speech e.g. fish 'n' chips ([How to pronounce fish-and-chips - YouTube](#))

**Suggested further extension:**

For higher-level/more confident learners, the micro-presentation element where each student holds up a picture of their chosen beach/watersports destination and talks about it using the three sentences they've written could be opened out to whole-group or even whole-class level.

**Suggested timing:** 30-45 minutes

## Language Presentation 1

### New words

**p.18** This activity could be done individually initially, then checked together in pairs/small groups.

Possible language help**Vocabulary:**

guess (v)

verb (n)

paddle (v)



sunbathe (v)

in the morning

in the evening

check out (p.v. - phrasal verb)

book (v)

head (v) (to)

splash (v) (around)

coastline (n)

tour (n/v)

### Pronunciation/spelling:

sunbathe → 'tu' = /ei/ (like **play**)

tou(r) → is usually pronounced /tɔ:/ in standard UK English; however, in some accents - including some in Wales - it can be pronounced /tʊə/ → In US English, and some other types of English, the final /r/ is usually pronounced i.e. /tʊər/

### Functional language:

Could you play that again, please?

I didn't catch (number 5). Could you play it again, please?

### Extra note:

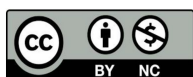
\*Each sentence/question is said twice (once 'normal' speed and once a little slower - but both with natural UK pronunciation) in the audio files; however, it could be useful and engaging for students to be able to ask to listen to each sentence/questions as many times as needed, using the functional language above.

\*\*Learners should definitely be encouraged to choose and talk about beach/watersports destinations in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.

**Suggested timing:** 20-30 minutes

**p.20** This activity could be done individually initially, then in pairs/small groups, or in pairs/small groups from the start of the activity.

Possible language help





\* Pronunciation will be focused on in detail in the next section, but any questions from students could be addressed briefly as a helpful 'bridge' at this point as well.

**Vocabulary:**

worker (n)

tourist (n)

**Suggested timing:** 20-30 minutes

**p.22 Blind Speed Spell** is a fun, engaging game to help students focus on written productive accuracy and the often tricky relationship(s) between pronunciation and spelling in English. A useful pdf guide to playing the game can be found here: [Blind speed spell \(teach-this.com\)](https://www.teach-this.com/blind-speed-spell).

The teacher arranges the class into groups of 4-6 students. When the teams are ready, the teacher asks 1 player from each team to come to the board. The teacher gives each player a pen/chalk, then asks them to stand away from the board. The players at the front then put blindfolds on each other (if this is not possible/appropriate, they could be asked to keep their eyes closed; though this would rely a lot on trust!).

The teacher says a verb for the players to spell (e.g. swim). The players then go back to the board and try to spell the word as quickly as they can. For extra difficulty/fun, the teacher could even ask the players to spin around a few times before they start writing and have their teammates help direct them back to the board.

The first player to spell the word accurately (and in a legible way!) scores 3 points for their team, the second player scores 2, and the third player scores 1. Next, a different player from each team comes to the front, and the game carries on with a new verb.

The game can continue until everyone has had a chance to play. The team with the most points at the end of the game wins.

**Possible extension/differentiated instruction opportunity:** For higher-level/more confident learners, the teacher can give them whole sentences/questions to try and write.

Possible language help

**Vocabulary:**

get into (p.v.)

**Suggested timing:** 20-30 minutes

## Pronunciation Focus

**Say it!**



p.23 Possible language help**Vocabulary:**

syllable (n) → a sound unit within a word, usually containing a consonant and vowel sound

How many?

stressed (adj) syllable

vowel (n)

**Extra notes:**

\* The /r/ sound at the end of words and syllables is often not pronounced in standard UK English (e.g. ~~explore~~ / ~~discover~~), which can be heard in the audio files provided. However, this /r/ is pronounced in other varieties of English, so it could be useful for your learners' real-life listening abilities to point out to your students that English-speaking tourists from different countries could pronounce these verbs slightly differently.

\*\* Verb phrases (go diving, go surfing) and a phrasal verb (check out) have been included in the same way as 'regular' verbs here; in the verb phrases the 'go' is stressed along with the first syllable of the v-ing form that follows it; in the phrasal verb, both syllables receive similar stress.

\*\*\* It may also be useful to point out to students that the 's' in 'is' is pronounced as /z/, not as /s/ i.e. /ɪz/

**Suggested timing:** 20-30 minutes

p.25 This activity could be done in pairs/small groups.

Possible language help**Pronunciation:**

silent letters (**Cou(l)d**; **Wou(l)d**)

Weak forms in function words (e.g. prepositions: **to** → /t/, auxiliary verbs: **can** → /kn/)

contractions (We would = **We'd** / You are = **You're** / I would = **I'd** / You will = **You'll**)

catenation (e.g. If you're into... = **If you rinto...**)

common reduced forms (e.g. want to → **wanna**)

elision (e.g. should → shoul(d))

This section indirectly introduces the concept and some common examples of **connected speech** - the ways/system by which natural English sounds very connected and often quite different from its written form. Examples of connected speech with this language set are:



**catenation:** where a consonant at the end of a word or syllable ‘travels’ to connect with the next vowel sound (e.g. ‘Would you **like a**... → /laɪ-kə/)

**elision:** where a sound disappears in natural speech, often with word-ending /t/ in many types of English (e.g. ‘I’ll jus(t) get you...’)

**intrusion:** where an extra consonant sound appears between two vowels sounds to make the pronunciation more fluid, usually a /j/, w/ or /r/ sound (e.g. ‘Could you bring **me a** ...’ → /mi:-jə/

**weak/reduced forms:** where the vowel sound in an unstressed syllable or word (usually a function word, like a preposition or article) becomes shorter and quieter, usually becoming a /ə/ or /ɪ/ sound (e.g. ‘an /ə/ **extra** /trə/ plate to /tə/ share this...’)

Depending on your learners’ level/confidence, you may prefer to introduce and work on connected speech in an implicit way (without reference to the technical points and patterns above), which can work well. However, if you think your learners could benefit from developing more systematic awareness and control of these connected speech features (which occur in almost all instances of natural, confident English use), the following guides are good starting points: [Connected speech | TeachingEnglish | British Council](#)

[Connected speech 2 | TeachingEnglish | British Council](#)

**Suggested timing:** 20-30 minutes

**p.27** Recommended game for consolidation: **Telephone Game** (which has also been called ‘Chinese Whispers’, though that name is not widely used now) - make flashcards with the ‘beach/watersports destinations’ verbs from the previous gap-fill activity items and place them at the front of the class.

**Extension suggestion:** make flashcards with the functional tourist/worker questions/sentences, and the adjectives for describing beach/watersports destinations from the previous section as well and place them with the other cards.

Divide your class into two teams, with each team in a line/lines, if possible.

The teacher calls the first student from each team’s line(s) to the front of the class then, without letting the other students see, shows the two ‘lead students’ a word or phrase that matches one of the flashcards e.g. ‘surfing’, or ‘sandy’ or ‘Would you like to try snorkelling?’

The lead students then have to run back to their respective teams and whisper the word/phrase as accurately as possible to the next student in the line(s), who then whispers it to the next student, and so on until the last student in the line is reached.

The last student has to stand up and say out loud the word/phrase that has been whispered down their line, then run to the front of the class to try and grab the flashcard with this word/phrase before the last student from the other team.

The teacher can then give 1 point for the first student to pick up the correct card (if they pick up the wrong one, they lose 1 point), and 1 extra point to the student who had the most accurate

pronunciation when they said their word/phrase out loud (this could be the same student who grabbed the card, the other student or - if you think they pronounced the word/phrase equally well, give both teams the extra point).

Each student in their team then moves along one place in their line(s), i.e. the last student from each round becomes the first student in the line in the next round. The teams keep the flashcards they have 'won' and the game ends when all the flashcards from the front have been taken; the team with the most points overall (including the extra 'pronunciation' points) wins the game.

(Here's a useful video with younger learners showing an example of how this game can be played: [224 - How to play Telephone Game | New Chinese Whispers | Flashcards game | Mux's ESL games | - YouTube](#))

**Suggested timing:** 25-35 minutes

## Context, Consolidation and Controlled Practice with Language Set 1

### Let's practise!

**p.28** This activity could be done individually, then checked in pairs/small groups, or as pairs from the start.

#### Possible language help

#### **Vocabulary:**

best (superlative adj)

perfect (adj)

coastline (n)

relaxing (adj)

young (adj)

give it a try (expression)

on foot (adv)

trip (n)

schedule (n)

#### **Functional language:**



What have you got for Question (1)?

I think the answer's ...

The pronunciation of the 'answers' could be modelled/drilled using the audio files provided, by the teacher, through peer-modelling and teaching or - preferably - as a combination of these approaches.

### Suggested extension activity:

When practising the pronunciation, you could play the first part of each audio file, then pause and ask the whole class and/or specific students to say the answer before they hear it, trying to get all of the words correct and shadowing (as closely as is reasonable) the audio file pronunciation.

### Suggested differentiated instruction option:

As an alternative to listening to the audio files to check the answers, this activity could be made more challenging and listening-focused for higher-level/more confident learners by deleting the box containing the answers at the top of the page, and asking students to listen and write the answers they hear with no textual prompts.

**Suggested timing:** 20-30 minutes

**p.32** The **Open the box** game should work well for both higher- and lower-level learners. The countdown timer for each question is currently set at 40 seconds, but this time can easily be made longer or shorter, depending on students' levels/confidence.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

The game could also be played physically in class, by making flash cards with the question/answer/sentence pairs from the previous activity e.g. as a table grab/floor grab game ([Grab Game \(taysteachingtoolkit.com\)](http://taysteachingtoolkit.com))

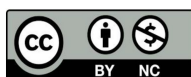
Encourage students to try and repeat the pronunciation they hear when playing the game, and even to try and say the phrase before the voice on the game does once they get more practice/confidence.

### Differentiated instruction ideas:

The **Find the Match** game is a bit easier for lower-level/less confident learners.

The **Gameshow Quiz** game is a little more challenging and could be a good initial or extension option for higher-level/more confident learners.

**Suggested timing:** 30-40 minutes



**p.33 Incidental grammar focus - more verb patterns for giving advice/suggestions:**

Possible language help

**Vocabulary:**

advice (n)

suggestion (n)

wrong (adj)

correct (adj)

right (adj)

life (n)

underwater (adj/adv)

turtle (n)

amazing (adj)

wildlife (n)

a sea view (n)

**Extra note:** For simplicity and ease of understanding, using **V-ing** and **(to +) V1** (instead of **gerund** and **infinitive**) is recommended, but the teacher may prefer to use these or other more technical classifications.

**Suggested timing:** 25-35 minutes

**p.38 Hot Seat** game (a good guide: [Hot seat | TeachingEnglish | British Council](#)) :

Divide learners into two teams. One student from each team comes to a seat at the front of the class.

The teacher writes a beach/watersports-related noun, adjective or verb (e.g. diving, fish, beach, sandy, sunny, paddle) or holds up a picture/flashcard behind the student.

This student has to guess the word by asking their team questions for: the context (e.g. Is it something you can do in the sea?); a definition (What does it mean?); the pronunciation (e.g. How many syllables? / Which syllable is stressed?); the grammar (e.g. Is it an adjective? / Is it a noun? / Is it a verb)

Their team then shouts out clues by answering in any way they want, but they can't say the specific adjective, noun or verb on the board/picture.

**Suggested extension activity:**

For higher-level/more confident students, you could also include some of the - probably shorter - phrases from the tourist/worker dialogue (e.g. 'Are you interested in...?' / 'I'd recommend...' etc.)

**Suggested timing:** 25-35 minutes

## Language Presentation 2

### New words 2

p.39 Possible language help

**Vocabulary:**

experienced (adj)

activities (n)

get (to) (v)

seafood (n)

(the) seafront (n)

excursion (n)

private (adj)

hear (v)

sealife (n) \*this can also be written as 'sea life'

lesson (n)

popular (adj)

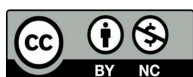
What is there to do...?

**Pronunciation**

It could be useful to highlight that **Why's...** is a commonly used contraction of 'Why is...'

**Suggested extension activity:**

If ss are struggling with meaning/function of the questions and/or the teacher wants to encourage learner autonomy - although having the teacher as the main source of pre-teaching/teaching/concept-checking for these questions and their meanings/functions can



also be very effective - the teacher could put them in pairs/small groups and ask them to do an internet quest with Google Translate ([Google Translate](#)), or a similar online tool, to check the meaning/function of questions they are unsure about. They could then peer-teach this information to other groups and/or the whole class.

**Suggested timing:** 25-35 minutes

**p.42** The **Missing word** game should be fun for younger/lower-level students.

If it's not possible for students to connect to the internet via a device in class, they could play the game as asynchronous homework on a smartphone outside school.

Possible language help

### Vocabulary

wrong (adj)

correct (adj)

**Extra note:** It's possible to change the counter on the game (it's currently set to count up from zero to 5 minutes, but this time period could be reduced/extended as needed for differentiated instruction, and changed to a countdown if preferred).

**Suggested timing:** 20-30 minutes

**p.43** Possible language help

### Vocabulary:

answer (v/n - pronunciation = ans(w)er)

once (adv)

never (adv)

I'm afraid (expression = 'I'm sorry' → formal)

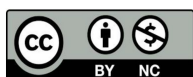
be a big fan of... (expression)

be (not) my cup of tea (idiom)

budget (n)

per night (expression)

busy (adj)





I think so (expression)

brochure (n)

high tide (expression)

That's everything (expression)

popular (adj)

**Extra notes:** \*The teacher may need to explain to students that two separate positive and negative options are given as answers.

\*\*Answers can be checked directly with the answer key (provided at the bottom of the doc) or, if the teacher wants to give students some extra listening practice, using the audio files provided (these will be the main focus two stages after this)

\*\*\*As with the previous stage, students can be encouraged to use Google Translate, another online translation tool or an offline dictionary to develop their autonomy and research skills by searching for any words/phrases they don't know themselves, though teachers can of course provide their own info/explanations/translations instead/as well.

\*\*\*\*As with the previous section, learners should definitely be encouraged to choose and talk about beach/watersports destinations in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.

**Suggested timing:** 25-35 minutes

#### p.45 Incidental grammar focus - using must/mustn't for strong advice:

Possible language help

**Vocabulary:**

positive (adj)

negative (adj)

**Pronunciation:**

silent letter: mus(t)n't → /'mʌs.n(t)/ \*In some types of English, including standard UK English, the final /t/ in many words isn't pronounced very clearly

**Extra notes:**

\*As in the previous section, for simplicity and ease of understanding, using **V1** (instead of **base form / bare infinitive**) is recommended, but the teacher may prefer to use these or other more technical classifications.



**Suggested extension exercise:** the teacher could use any practice exercises provided in the links that are appropriate for their students (see **Practice link** in Materials column) or, alternatively, encourage students to give advice (using **You must.../ You mustn't...**) about a specific beach/watersports destination or destinations while rewatching one or more of the videos from a previous section ([\(693\) Bali, Indonesia, Nusa Lembongan | Drone 4k footage - YouTube](#) (0:04 – 2:25), [\(693\) RAJA AMPAT DIVING | Best of West Papua, Indonesia 4k - YouTube](#) (0:58 – 3:00), [\(693\) Pesona Kota Labuan Bajo di Pulau Flores Nusa Tenggara Timur NTT dilihat dari udara dengan Drone 2021 - YouTube](#) (0:00 – 3:00))

**Suggested timing:** 25-35 minutes

### p.50 Possible language help

#### **Listening/pronunciation:**

contractions: Why is = Why's

What is = What's

weak forms: are = /ə/ (in UK English)

syllable number and stress: activities = /ac.tɪ.vɪ.tɪz/ (4)

actually = 'ac.tua.lɪ (3: UK) / 'ac.tu.a.lɪ (4: US)

**Suggested timing:** 20-30 minutes

## Freer Practice with All Unit Language

### Let's practise again!

#### p.52 Beach/watersports destinations role-play activity:

If possible, print out as many copies as needed of the materials for each pair to have a menu and a full set of role-play cards (Tourist Cards 1-4 and Worker Cards 1-4) each. Alternatively, if circumstances allow and the teacher feels it could be useful to develop digital literacy skills, students could use their smartphones to download and use the flashcards onscreen.

Pair students and ask them to role-play a conversation about beach/watersports destinations between a tourism worker and a tourist using all the vocabulary they now know from this unit, and all the language they now know for asking questions, giving advice/suggestions and using must/mustn't.

One student is an English-speaking tourist and the other is the tourism worker. The students then ask and answer each other's questions using the prompts on the sets of role-play cards. It's recommended to encourage students to try and remember the language unprompted as



much as possible; however, for lower-level/less confident learners, using picture/phrase flashcards from previous stages as prompts could be helpful.

Demoing this activity with a stronger learner is recommended, as is monitoring during the freer practice for spontaneous or delayed feedback/correction (as the teacher feels is appropriate).

### Possible language help

#### **Vocabulary:**

imagine (v)

tourist (n)

pick (v)

pick up (p.v.)

swap (v)

role (n)

**Extra note:** The role-play cards provided here cover many of the language points focused on in this unit, but teachers are encouraged (if they have time!) to create their own cards as well, if there are specific language points they'd like their students to practise as well/instead/repeatedly. Higher-level/more confident learners could even be encouraged to make their own role-play cards based on the language in this unit, which could then be swapped with other pairs/groups.

#### **Recommended extension:**

1. As with previous sections, learners should definitely be encouraged to choose and talk about beach/watersports destinations in their own local areas as well as/instead of the eight already suggested in this unit. This should help with engagement, inclusion, and willingness to communicate.
2. Though the focus of this course and activity is spoken communication, students could be asked to write down their best/favourite role-play(s) in order to develop written productive skills as well, then swap them with other pairs, who could then read and perform them.

**Suggested timing (with extension):** 45-60 minutes

## Receptive Skills Activity (recycling unit language)

**Let's learn more!**

**p.58** Possible language help

#### **Vocabulary:**



amazing (adj)

colourful (adj) \*this is spelled 'colorful' in US English

coral (n)

nature(n)

lay eggs (expression)

on foot (adv)

wonderful (adj)

have a great time (expression)

Depending on your context, your students' level and which receptive skill(s) you want to help your students develop, this stage is designed to be used as either reading-focused, listening-focused, or an integrated combination of the two skills.

An audio file of the text is provided, and the questions can easily be used without the accompanying text to make a listening-focused activity.

To help scaffold your students' learning, and to encourage integration of skills, you could try the activity (or parts of it) as listening-focused initially, then introduce the text for reading alongside the audio file. If your students find answering the questions from only listening to the audio file challenging, adding the reading text could also provide effective scaffolding for them to help find the answers and better understand the text itself.

**Suggested timing (single-skill):** 30-45 minutes

## Review Quiz

### Quiz time!

#### p.61 Possible language help

#### **Vocabulary:**

unit (n)

review quiz (n)

The quiz could be done section-by-section (with breaks in between and/or in different classes) for younger/lower-level students, or in one go for older/higher-level students.

This review quiz can be used formatively, summatively, or as a combination of both (recommended). For formative purposes, pair/small-group work could be encouraged, as well as



peer teaching and correction. For summative purposes, assessment is less complicated if the review quiz is done individually.

**Suggested timing:** 60-90 minutes (total)

## Project (including freer communication opportunity)

**\*see Project Plan e-book (Unit 4)**

### Stage 1: Introduction

- Introduce the project topic to the students: **The best beach and watersports destinations in my area!**

\*This could be changed to **'The best beach and watersports destinations in Indonesia'** if the students don't live near any beaches and/or watersports destinations.

- Use any of the previous activities/games to help review language the students can use (e.g. fish/beach/sand/diving etc., adjectives to describe beach/watersports destinations, book/swim/splash around/go surfing..., IYou can...../...is perfect for.../You must/mustn't etc.)
- Play a previous Wordwall matching game with beach/watersports adjectives to help re-set the context.

### Stage 2: Internet Quest

- Ask the students to form pairs and choose two beach/watersports destinations from their area (or elsewhere in Indonesia - see above) that they want to tell the class about

\*students could do this individually or as a small group, if preferable



- Demonstrate helpful age-appropriate websites or apps, such as KidzSearch Wiki ([Safe Wikipedia For Kids - KidzSearch Wiki](#)), Kids World Travel Guide ([Kids World Travel Guide | Geography for Kids | Travel Guide | Quizzes \(kids-world-travel-guide.com\)](#)) and YouTube Kids ([Shows - YouTube Kids](#) - the teacher will need to register for a free account first) which students can use to find out more information, and encourage them to use these to find out/remember information about the following things:

- the location of their chosen beach/watersports destinations
- vocabulary related to what's there (example suggestions: \*beach \*sand \*waves etc.)
- vocabulary related to describing the places (example suggestions: \*beautiful \*calm \*thrilling \*adventurous \*peaceful \*wet \*sunny etc.)
- vocabulary related to what tourists can do there (example suggestions: \*book \*try \*walk along... \*swim \*go snorkelling \*see etc.)



- their recommendations about these places (\*You should... \*...is perfect for... \*...is a very popular place to... etc.)
- what they think is a very good idea and a very bad idea for tourists to do in these places (using \*must \*mustn't)
- Ask the students to take notes about any new vocabulary they find as they go.

### Stage 3: Poster-making

- Provide the students with a large blank sheet of paper and ask them to draw their two destinations, along with brief notes about:
  - their locations
  - what's there
  - descriptions of the places to attract tourists
  - what tourists can do there
  - their recommendations about these places
  - what they think is a very good idea and a very bad idea for tourists to do in these places
- Encourage the students to make their posters as attractive as possible, as the best three will be voted the winners by the whole class once everyone has seen each other's posters (some good ideas for helping ss make creative posters - the video is in English, though some of the text on the examples isn't: [HOW TO MAKE A POSTER FOR SCHOOL PROJECT](#)    
[CREATIVE POSTER PRESENTATION IDEAS - YouTube](#))

### Stage 4: Presentation

- If possible, ask the pairs to record two short videos with their smartphones (1-2 mins per destination per pair; though this could be longer for older/higher-level learners - see **Extension** below) about the beach/watersports destinations they chose, including:
  1. Information about their locations
  2. Information about what's there
  3. Descriptions of the places to attract tourists
  4. Information on what tourists can do there
  5. Their own recommendations about these places
  6. What they think are very good ideas and very bad ideas for tourists to do in these places
  7. Why these are their favourite beach/watersports destinations in their area (or elsewhere in Indonesia, if relevant - see above)

- Encourage the students to use their notes and as much of the language they've learned in this unit as they can.
- The presentation should be recorded as a pair and include all the information they've found out about their destinations, and can include drawings/artwork, pictures, audio and their poster, as well as their main video, if the students are able to incorporate those elements. It could be also done just by posters and/or the whiteboard if connectivity/device access is an issue.
- The other pairs should watch/listen to each pair's presentation and try to ask at least one question at the end (the teacher can help with language input, as/when needed).
- The teacher can monitor all students as they work on their projects to help them with corrective feedback (and praise for good use!) on the language they want to use, as well as making notes during the presentations for a delayed whole-class feedback slot at the end of the whole process.
- The teacher can also assess students' speaking/communicative/language skills and give a final overall score to each student (using a rubric and criteria template which will be provided in a later version of this Teacher's Guide).

Overall, this project can help learners develop their research skills, expand their vocabulary and grammar, practise accurate pronunciation, communicate more freely and extensively in English, and increase their knowledge and ability to communicate about beach/watersports destinations in their own areas (or elsewhere in Indonesia, if applicable), which they can then talk about to visiting English-speaking tourists. The internet quest and video recording elements allow them to use technology to develop their digital literacy, while the presentation element allows them to practise and develop their communicative speaking skills, as well as building confidence in presenting to an audience.

**Extension:** For older/higher-level learners, groups could be expanded to 3 and each group could select 2 dishes to research, record a video about and present on.

### **Possible extra language help:**

#### **Functional language**

... is one of my favourite beaches because...

I'm a big fan of ... because ...

... is one of the best places to visit because ...

Everybody has to visit ... because ...!

# Answers

## Unit 1

**p.2** Wordsearch answers on page below each wordsearch:

[https://drive.google.com/drive/folders/1nrMX3ZaonP7xHz\\_AYuVUvqILxiiZ2PFG?usp=sharing](https://drive.google.com/drive/folders/1nrMX3ZaonP7xHz_AYuVUvqILxiiZ2PFG?usp=sharing)

**p.3** The USA, the UK and Australia

**p.4** The USA (New York), the UK (London) and Australia (Sydney)

**p.5** (possible answers) red, orange, yellow, green, blue, purple, white

**p. 6** Indonesia

(international flags – clockwise from top left) The USA, Australia, Canada, Singapore, the UK, New Zealand, South Africa, India, the Philippines, Malaysia

**p.8** Wales, Scotland, England

**p.10** 1) 1.5 2) 9.1 3) 15.4 4) 7.3 5) 20.2 6) 6.8 7) 20% 8) 10%

**p. 12** 19.6% from Australia. | 6.9% from the UK. | 3.5% from the USA.

2% from Canada. | 1.6% from Singapore. | 1.4% from India.

1.3% from Malaysia. | 1.2% from New Zealand. | 0.9% from the Philippines.

0.8% from South Africa.

**p.14**

<b><u>Country</u></b>	<b><u>Nationality</u></b>	<b><u>Noun</u></b>
<b>Australia</b>	Australian	an Australian / an Aussie (informal)
<b>Canada</b>	Canadian	a Canadian
<b>New Zealand</b>	Kiwi	a New Zealander / a Kiwi (informal)
<b>Singapore</b>	Singaporean	a Singaporean
<b>South Africa</b>	South African	a South African
<b>The UK</b>	British	a Brit (informal)



The USA	American	an American
Malaysia	Malaysian	a Malaysian
India	Indian	an Indian
The Philippines	Filipino / Filipina	a Filipino / a Filipina

## p.16

<u>Country</u>	<u>Nationality</u>
Wales	Welsh
Scotland	Scottish
England	English
Northern Ireland	Northern Irish

## p.24

1. a Malaysian
2. an Indian
3. a Singaporean
4. a South African
5. an Australian
6. a New Zealander
7. an American
8. a Brit
9. a Filipino / a Filipina
10. a Canadian
11. an Indonesian.

## p.27

1. Where are you from?
2. Where is he from?
3. Where is she from?
4. Where are they from?
5. Are you Australian?
6. Is she Singaporean?
7. Is he South African?
8. Are they Indian?

## p. 30

1. Where are you from? I'm from New Zealand.
2. Where is he from? He's from Singapore.
3. Where is she from? She's from the UK.
4. Where are they from? They're from the Philippines.
5. Are you Australian? Yes, I am. / No, I'm not.
6. Is she Singaporean? Yes, she is. / No, she isn't.
7. Is he South African? Yes, he is. / No, he isn't.
8. Are they Indian? Yes, they are. / No, they aren't.

## p.33

+	-	?
I <u>am</u>	I'm <u>not</u>	(Wh-) <u>am</u> I ...?
You <u>are</u>	You <u>aren't</u>	(Wh-) <u>are</u> you ...?
He/She/It <u>is</u>	He/She/It <u>isn't</u>	(Wh-) <u>is</u> he/she/it ...?

+	-
---	---

Yes, I <u>am</u> .	No, I'm <u>not</u> .
Yes, you <u>are</u> .	No, you <u>aren't</u> .
Yes, he/she/it <u>is</u> .	No, he/she/it <u>isn't</u> .

### p.40

1. A lot of people visit Indonesia every year. (**True/False**)
2. Sometimes, more than 30 million tourists come to Indonesia in one year. (**True/False**)
3. The highest number of English-speaking tourists usually come from the USA. (**True/False**)
4. Many English-speaking tourists who come to Indonesia aren't from countries where they speak other languages too. (**True/False**)
5. In the Philippines, there are only two languages. (**True/False**)

1. How many tourists sometimes visit Indonesia in one year? More than 16 million (tourists sometimes visit Indonesia in one year).
2. Where are the highest number of English-speaking tourists usually from?

(They're from) Australia

3. What other language do many people in India speak, besides English?

(Many people in India also speak) Hindi

4. How many languages do Singaporeans often speak?

(Singaporeans often speak) three or more languages

5. What are the two languages people usually speak in the Philippines?

(People in the Philippines usually speak) Tagalog and English

### p. 42

Fill in the gaps to make the right sentences/questions:

1. Where are you from?
2. Is he Canadian?
3. I 'm / am from the UK.
4. She 's / is from Indonesia.



5. They 're / are from Malaysia.
6. Where are they from?
7. Is she British?
8. He 's / is from the Philippines.

Choose **a** or **an** to fill in the gaps:

1. an American
2. a Malaysian
3. a Brit
4. an Aussie
5. a South African
6. an Indonesian
7. a Kiwi
8. a Singaporean

Write the right nationality or noun:

<u>Country</u>	<u>Nationality</u>	<u>Noun</u>
<b>Australia</b>	1. <u>Australia</u> n	an Australian / an Aussie (informal)
<b>Canada</b>	Canadian	2. <u>a</u> Canadian
<b>New Zealand</b>	Kiwi	3. <u>a New Zealander</u> / a Kiwi
<b>Singapore</b>	4. <u>Singaporean</u>	a Singaporean
<b>South Africa</b>	South African	5. <u>a South African</u>
<b>United Kingdom</b>	6. <u>British</u>	a Brit
<b>United States</b>	American	7. <u>an American</u>

<b>Malaysia</b>	8. <u>Malaysian</u>	a Malaysian
<b>India</b>	Indian	9. <u>an Indian</u>
<b>The Philippines</b>	10. <u>Filipino / Filipina</u>	a Filipino / a Filipina

Extension - write the right nationality or country:

<b><u>Country</u></b>	<b><u>Nationality</u></b>
<b>Wales</b>	1. <u>Welsh</u>
2. <u>Scotland</u>	Scottish
3. <u>England</u>	English
<b>Northern Ireland</b>	4. <u>Northern Irish</u>

Look at the flags and write the right answer for each question:

1. Where are you from?

I'm from India / I'm Indian.

2. Are you American?

No. I'm not. I'm South African.

3. Are you from Malaysia?

Yes, I am.

4. Where's she from?

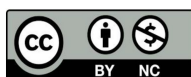
She's from Canada / She's Canadian.

5. Where's he from?

He's from Indonesia / He's Indonesian.

6. Are they British?

No, they aren't. They're Australian.



7. Are they from the Philippines?

Yes, they are.

8. Where are they from?

They're from Singapore / They're Singaporean.

9. Are you from Canada?

No, I'm not. I'm from New Zealand.

10. Are you from the UK?

Yes, I am.

11. Where are you from?

I'm from the USA / I'm American.

Extension - look at the flags and write the right answer for each question:

1. Where's she from?

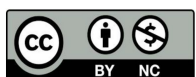
She's from Scotland / She's Scottish.

2. Are you English?

No, I'm not. I'm Welsh.

3. Where are you from?

I'm from England / I'm English.



## Unit 2

**p.2** Crossword answers image in folder with crosswords:

[https://drive.google.com/drive/folders/13ICly3BNzwcEWN2PP-Gw\\_5BgSKq\\_-QcR?usp=drive\\_link](https://drive.google.com/drive/folders/13ICly3BNzwcEWN2PP-Gw_5BgSKq_-QcR?usp=drive_link)

**p.5** (clockwise from top left) Sate Padang | Es Pisang Ijo | Pisang Goreng | Mie Goreng | Nasi Goreng | Gado Gado | Ayam Rica-rica | Coto Makassar

**p.7**

- |                               |                  |                    |                       |
|-------------------------------|------------------|--------------------|-----------------------|
| 1. <i>Fried chicken</i> = (G) | 2. Pasta = J     | 3. Cheesecake = F  | 4. Fries = B          |
| 5. Curry = K                  | 6. Ice cream = A | 7. Pancakes = C    | 8. Fish and chips = I |
| 9. Burgers = D                | 10. Pizza = H    | 11. Sandwiches = L | 12. Pie and mash = E  |

**p.8**

Teacher's note:

*These dishes are all popular in many different English-speaking (and other countries) around the world; the country names given below only indicate **one or more** English-speaking countries where this dish is especially popular (and not necessarily where the dish originally comes from e.g. pasta and pizza originate in Italy):*

*Fried chicken = The USA | Pasta = in many English-speaking countries | Cheesecake = The USA | Fries = The USA/Canada | Curry = India/The UK | Ice cream = The UK/The USA/Canada/Australia/New Zealand | Pancakes = Canada/The USA | Fish and chips = The UK/Australia/New Zealand | Burgers = The USA/Canada/The UK | Pizza = in many English-speaking countries | Sandwiches = The UK/The USA/Canada/Australia/New Zealand | Pie and mash = The UK/Australia/New Zealand*

**p. 9**

### Adjectives

**tasty**

**spicy**

**sweet**

**delicious**

**salty**

**mild**

**healthy**

**savoury**

**sour**

**creamy**

### Definitions

with a good flavour/a taste you like

with a strong, hot flavour

with a flavour like sugar

with a really good flavour/a taste you love

with a taste of salt; not sweet

without a strong flavour

good for your body

not a sweet food

with a sharp taste; not sweet

thick and soft

**p.16** (clockwise from top left) knife \ fork | spoon | bottle | napkins | plate | bowl | glass | cutlery | table | chairs



## p.18

1. Excuse me, could you bring me a **spoon**, please?  C
2. Could we get some **napkins**, please?  C
3. I'll just get you some **cutlery**.  W
4. Would you like a **glass** of water?  W
5. Could I get a **bottle** of coke, please?  C
6. I need another **fork**, please.  C
7. Could we have a **table** for two, please?  C
8. I'll bring some extra **chairs**.  W
9. Could we get an extra **plate** to share this, please?  C
10. It's a popular dish from this region, which is served in a **bowl**.  W

## p. 27

1. Excuse me, could you bring me a spoon, please?

Of course.

2. Could we get some napkins, please?

Certainly. I'll just get you some.

3. I'll just get you some cutlery.

Great. Thanks.

4. Would you like a glass of water?

Yes, please.

5. Could I get a bottle of coke, please?

Sure. How many glasses would you like with that?

6. I need another fork, please.

Of course. I'll just get you another one.

7. Could we have a table for two, please?

Certainly. Would you like to sit inside or outside?

8. I'll bring some extra chairs.

Thank you.





9. Could we get an extra plate to share this, please?

Sure. I'll just get you an extra one.

10. It's a popular dish from this region, which is served in a bowl.

That sounds good. I'll try that, please.

### p.32

1. Could you \_\_\_\_\_ me a fork, please?

A) giving B) **give** C) gave

2. Would you \_\_\_\_\_ still or sparkling water?

A) preferred B) preferring C) **prefer**

3. Could we \_\_\_\_\_ another bottle of coke, please?

A) **have** B) had C) having

4. Could I \_\_\_\_\_ some more napkins, please?

A) getting B) got C) **get**

5. Would you \_\_\_\_\_ to sit inside or outside?

A) liking B) liking C) **like**

6. Could we \_\_\_\_\_ to a different table, please?

A) **move** B) moved C) moving

7. Could you \_\_\_\_\_ me something spicy?

A) recommended B) recommending C) **recommend**

8. Could I \_\_\_\_\_ the menu again, please?

A) saw B) **see** C) seeing

### p.36

2. Do you have any vegetarian **dishes** ? C

3. **Are** there any vegan options? C

4. **Is** there anything gluten-free? C

5. Can I help you with the **menu** ? W

6. **Would** you like to see the dessert menu? W

7. Could we **see** the drinks menu, please? C



8. Is everything **ok** with your meal? **W**
9. **Can** I get you anything else? **W**
10. How was your **meal**? **W**
11. **Could** we get the bill, please? **C**
12. What kind of **food** is typical around here? **C**
13. Could you **recommend** a local dish? **C**
14. **What** does it taste like? **C**
15. **Are** you ready to order? **W**

### p.40

1. Do you have any allergies?  
Yes, I'm **allergic** to ... / No, I **don't**.
2. Do you have any vegetarian dishes?  
Yes, we **do**. I'll show you. / I'm **sorry**, I'm afraid we don't.
3. Are there any vegan options?  
Yes, there **are**. I'll show you. / I'm sorry, I'm afraid there **aren't**.
4. Is there anything gluten-free?  
Yes, there **is**. I'll show you. / I'm sorry, I'm afraid there **isn't**.
5. Can I help you with the menu?  
Yes, **please**. / No, **thanks**.
6. Would you like to see the dessert menu?  
Yes, we **would**. / No. We're **fine**, thanks.
7. Could we see the drinks menu, please?  
Of **course**. Here you are.
8. Is everything ok with your meal?  
Yes. **Great**, thanks. / Actually, no. There's a **problem** with ...
9. Can I get you anything else?  
Yes, **could** we get...? / No. Just the **bill**, please.
10. J: How was your meal?  
C: It was **delicious**, thanks. / Actually, there **was** a problem with ...

11. Could we get the bill, please?

**Certainly.** Here you are.

12. What kind of food is typical around here?

Well, the most **popular** dishes in this region are ...

13. Could you recommend a local dish?

Sure. I'd **recommend** the ... because it's ...

14. What does it taste like?

Well, **it's** ...

15. Are you ready to order?

Yes, I'll **have** the ..., please. / No, could we have a few more **minutes**?

### p.43

+	-	?
There <u>'s/is</u> a table	There <u>isn't</u> a table	<u>Is</u> there a table?
There <u>'re/are</u> tables	There <u>aren't</u> any tables	Are <u>there</u> any tables?

+	-
Is there ...? → Yes, there <u>is</u> .	Is there ...? → No, there <u>isn't</u> .
Are there ...? Yes, there <u>are</u> .	Are there ...? No, there <u>aren't</u> .

### p. 55

Are these sentences true or false? Circle the right word:



1. Indonesia has many different types of food that tourists don't like eating. (True/False)
2. It is good for waiters and staff in restaurants to know words like gluten-free and vegetarian because customers often ask about them. (True/False)
3. Gado-Gado is a recommended dish for tourists who prefer eating meat. (True/False)
4. Ayam Rica-Rica is a chicken dish that is very mild. (True/False)
5. Kolak is a sweet Indonesian dish made with coconut milk and fruit. (True/False)

Fill in the gaps with words from the text to answer these questions:

6. Indonesia has a lot of different kinds of **delicious** food that tourists love eating.
7. Customers from English-speaking countries often want to have **special** kinds of food.
8. **Gado-Gado** is a good dish to suggest for customers who don't like eating meat.
9. Ayam Rica-Rica is made with chicken and also has **chilli**, ginger and spices.
10. Kolak is a good dish for customers to eat when they finish their meal, before they ask for **the bill**.

## p.57

Fill in the gaps to complete the adjectives about food:

1. Ayam rica-rica is **spicy**.
2. Pisang goren is **sweet**.
3. Indonesian food is **delicious**.
4. Gado-gado is **mild**.
5. Kolak is **creamy**.
6. I think pizza is **tasty**.

Choose *is*, *are*, *isn't* or *aren't* to fill in the gaps:

1. **Is** there a table for two outside? → Yes, there **is**.
2. **Are** there any napkins? → No, I'm sorry, I'm afraid there **aren't**.
3. There **are** two spicy dishes I can recommend.
4. **Are** there any vegan options? → Yes, there **are**. I'll just show you.
5. There **is** a sweet dish called Es pisang ijo, which **is** served in a bowl.
6. **Is** there anything gluten-free? → No. I'm sorry, I'm afraid there **isn't**.

Write the best verb to complete the questions:

1. Would you **like/prefer** a table inside or outside?
2. Could you **bring** me some cutlery, please?
3. Can I **get** you anything else?
4. Could we **see/have/get** the drinks menu, please?
5. Would you **prefer/like** still or sparkling water?
6. Could you **recommend** a local dish?

Draw a line to match the word to the right definition:

<u>Word</u>	<u>Definition</u>
1. vegetarian	A. food without wheat or similar grains
2. gluten-free	B. food without any meat or anything from animals
3. customer	C. things which can make someone sick
4. vegan	D. food without any meat
5. allergies	E. a sweet dish which you eat at the end of your meal
6. waiter	F. someone who wants to buy something in a restaurant or a shop
7. the bill	G. someone who works in a restaurant and helps customers

8. dessert	H. paper customers gets to show how much they need to pay
---------------	---

Look at the pictures and write the right words:

1.

**(a) spoon**

2.

**(a) bottle**

3.

**chairs**

4.

**(a) bowl**

5.

**cutlery**

6.

**napkins**

7.

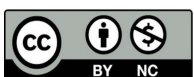
**(a) fork**

8.

**(a) plate**

9.

**(a) table**



10.

**(a) knife**

11.

**(a) glass**

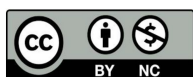
Fill in the gaps to complete the questions and answers:

1. Do you **have** any allergies? → Yes, I'm **allergic** to (dairy products/nuts/gluten).
2. Do you have any vegetarian **dishes**? → I'm **sorry**, I'm afraid we don't.
3. Are **there** any vegan options? → Yes, there **are**. I'll show you.
4. **Is** there anything gluten-free? → Yes, there is. I'll **show** you.
5. Can I **help** you with the menu? → No, **thanks**.
6. Would you **like** to see the dessert menu? → No. We're **fine**, thanks.
7. Could we **see/get/have** the drinks menu, please? → Of course. Here you **are**.
8. Is everything **ok** with your meal? → **Actually**, no. There's a problem with ...
9. Can I **get** you anything else? → No. Just the **bill**, please.
10. How **was** your meal? → It **was** delicious, thanks.
11. **Could/Can** we get the bill, please? → **Certainly/Of course**. Here you are.
12. What **kind/sort/type** of food is typical around here? → Well, the most **popular** dishes in this region are ...
13. Could you **recommend** a local dish? → Sure. I'd recommend the \_\_\_\_\_ (write your own idea here) because it's \_\_\_\_\_ (write your own idea here).
14. What does it taste **like**? → **It's** (spicy/mild/salty/creamy).
15. Are you **ready** to order? → Yes, I'll **have** the Coto makassar, please.

## Unit 3

**p.2** Wordsearch answers on page below each wordsearch:

[https://drive.google.com/drive/folders/1MRYSLTDqykvKezHTKArj-MdHUPysULAC?usp=drive\\_link](https://drive.google.com/drive/folders/1MRYSLTDqykvKezHTKArj-MdHUPysULAC?usp=drive_link)



**p.3** (clockwise from top left) Fort Rotterdam | Borobudur Temple | Istiqlal Mosque | Maimun Palace | Tana Toraja | Taman Mini Indonesia Indah | Ubud

### p.5

1. D (India)
2. C (New Zealand)
3. H (The UK)
4. F (The USA)
5. A (Canada)
6. B (Singapore)
7. G (Australia)
8. E (The Philippines)

### p. 9

#### Adjectives

beautiful

tall

interesting

historical

modern

cultural

large

welcoming

traditional

religious  
Islam/Christianity)

lively

exciting  
happy

unique

ancient  
old)

famous  
or person)

#### Definitions

very good to look at

high (place/building or person)

keeps your attention and isn't boring

from history

new/from nowadays

connected to culture

big (place/building or person)

friendly (especially to new people)

connected to traditions and customs

connected to religion (e.g.

with a lot of energy (place or person)

gives you energy and makes you feel

the only one like this

very, very old (e.g. thousands of years)

many people know this (place/building





## p.17

1. The best place to \_\_\_\_ (see) \_\_\_\_ is Istiqlal Mosque. **W**
2. Would you like to \_\_\_\_ (explore) \_\_\_\_ the local area? **W**
3. We'd like to \_\_\_\_ (discover) \_\_\_\_ more about local traditions. **T**
4. If you're into architecture, I'd \_\_\_\_ (recommend) \_\_\_\_ visiting Fort Rotterdam. **W**
5. Where can we \_\_\_\_ (learn) \_\_\_\_ about Indonesian history? **T**
6. You can \_\_\_\_ (walk) \_\_\_\_ around and \_\_\_\_ (take) \_\_\_\_ pictures of the beautiful gardens. **W**
7. If you want to \_\_\_\_ (experience) \_\_\_\_ something unique, it's a great idea to visit Tana Toraja. **W**
8. You can \_\_\_\_ (relax) \_\_\_\_ and \_\_\_\_ (enjoy) \_\_\_\_ the music and dancing in Ubud. **W**
9. Hi. How can I \_\_\_\_ (help) \_\_\_\_ you? **W**
10. If you \_\_\_\_ (like) \_\_\_\_ art, you'll \_\_\_\_ (love) \_\_\_\_ Bandung. **W**
11. If you \_\_\_\_ (have) \_\_\_\_ time, you should \_\_\_\_ (go) \_\_\_\_ to Taman Mini Indonesia Indah. **W**
12. I'm interested in seeing traditional buildings. Where would you \_\_\_\_ (suggest) \_\_\_\_? **T**

p.19 See answers for p.17

## p. 29

1. We're interested in visiting some religious buildings. Where would you suggest? ← The best place to **see** is Istiqlal Mosque.
2. Would you like to **explore** the local area? → Yes, we'd love to. Could you give us some recommendations?
3. We'd like to **discover** more about local traditions. → That's great. The first place I'd suggest is Tana Toraja.
4. Could you recommend somewhere with interesting architecture? ← *If you're into architecture, I'd **recommend** visiting Fort Rotterdam.*
5. Where can we **learn** about Indonesian history? → A great place to learn about Indonesian history is Ubud.
6. We'd like to do something a bit different. → If you want to **experience** something unique, it's a great idea to visit Tana Toraja.
7. Hi. How can I **help** you? → Hello. We'd like some information about the best places to visit in the area, please.
8. I'm really into art. Is there anywhere famous for that in this region? → If you **like** art, you'll **love** Bandung.
9. If you **have** time, you should **go** to Taman Mini Indonesia Indah. → Great, maybe if we have a bit of spare time. What's there?
10. I'm interested in seeing some famous traditional buildings. Where would you **suggest**? → I'd definitely suggest visiting Borobudur Temple.

## p.33

1. C) Are you interested in seeing some local art?
2. A) I'd recommend going to Maimun Palace.
3. B) The best place to visit is Ubud.
4. A) A great place to see is Istiqlal Mosque.
5. B) I'd suggest travelling by boat.

## p.35.



e.g. How can I	<ul style="list-style-type: none"> <li>● <b>V1 ...?</b></li> </ul>
Are you interested in	<ul style="list-style-type: none"> <li>● <b>V-ing ...?</b></li> </ul>
I'd recommend	<ul style="list-style-type: none"> <li>● <b>V-ing ...</b></li> </ul>
The best place	<ul style="list-style-type: none"> <li>● <b>to V1 is ...</b></li> </ul>
A great place	<ul style="list-style-type: none"> <li>● <b>to V1 is ...</b></li> </ul>
I'd suggest	<ul style="list-style-type: none"> <li>● <b>V-ing ...</b></li> </ul>

1. I'd suggest **going** (go) to Istiqlal Mosque.
2. The best place **to experience** (experience) traditional music and dancing is Ubud.
3. Are you interested in **learning** (learn) about Indonesian history
4. I'd recommend **travelling** (travel) by bus.
5. A great place **to see** (see) is Maimun Palace.
6. Are you interested in **experiencing** (experience) something unique?
7. I'd recommend **seeing** (see) the traditional buildings in Tana Toraja.
8. The best place **to discover** (discover) modern Indonesian art is Bandung.
9. A great place **to visit** (visit) is Borobudur Temple.
10. I'd suggest **exploring** (explore) the local area.

### p.39

1. Do you **have** any accessibility requirements? **W**
2. How **far** is (Bandung) from here? **T**
3. What's the **best** way to get to (Ubud)? **T**
4. What **kind** of experience are you interested in? **W**

5. We'd like to do some sightseeing. Where would you **recommend**? **T**
6. Are you **interested** in art? **W**
7. Could you suggest some **famous** places we could visit? **T**
8. How **long** are you staying? **W**
9. When's the best **way** to go there? **T**
10. Would you like a **map** of the area and our local attractions? **W**
11. What kind of **activities** do you enjoy? **W**
12. Is it **possible** to have a guided tour? **T**
13. Is there anything else I can **help** you with? **W**
14. What's (Maimun Palace) **like**? **T**
15. (Istiqlal Mosque) sounds **interesting**. What's there? **T**

### p.43

1. Do you have any accessibility requirements?

Yes, we do. Is it wheelchair accessible? / No, we don't.

2. How far is Bandung from here?

Not far - it's about 50 kilometres away. / Quite far away - it's about 300 kilometres from here.

3. What's the best way to get to Ubud?

You can go by bus, by boat or you can fly.

4. What kind of experience are you interested in?

I'd really like to experience some traditional Indonesian music and dance.

5. We'd like to do some sightseeing. Where would you recommend?

A great place to start is (Taman Mini Indonesia Indah). It's very interesting and you can learn a lot about Indonesia there.

6. Are you interested in art?

Yes, we are! / Not really. We're more interested in history.

7. Could you suggest some famous places we can visit?

Of course. If you like ancient history, you have to go to Borobudur Temple!

8. How long are you staying?

We're here for a week.

9. When's the best time to go there?

I'd recommend going at the weekend. If you want to see some dancing, you should definitely go in the evening.



10. Would you like a map of the area and our local attractions?

Sure, thanks a lot.

11. What kind of activities do you enjoy?

We like taking photos and learning about local culture.

12. Is it possible to have a guided tour?

Absolutely! I can arrange one with a local tour guide.

13. Is there anything else I can help you with?

Yes, actually there is. Do you have any local bus timetables? / No, that's it for now. Thanks for your help.

14. What's (Maimun Palace) like?

It's beautiful and unique. If you're into architecture, you really should visit it.

15. Istiqlal Mosque sounds interesting. What's there? → There's a large courtyard, a very tall tower and modern buildings.

### p. 46

+	-
Subject + should + <u>V1</u>	Subject + <u>shouldn't</u> + <u>V1</u>

p. 50 See answers for p. 43

### p. 58

Are these sentences true or false? Circle the right word:

1. Indonesia doesn't have a lot of interesting places to visit. (True/False)
2. Tourists can learn about history in Fort Rotterdam. (True/False)
3. Borobudur Temple is very small. (True/False)
4. Visitors can take pictures of traditional buildings in Tana Toraja. (True/False)
5. Bandung is a good place to visit for tourists who like art. (True/False)

Fill in the gaps with words from the text to answer these questions:

6. Fort Rotterdam has beautiful courtyards.
7. Borobudur Temple is in Central Java.
8. Istiqlal Mosque is large and modern.



9. In Tana Toraja, tourists can learn about the **local culture**.
10. If they go to Ubud, visitors can see **traditional dances** and beautiful landscapes.

### p.57

Fill in the gaps to complete the adjectives about cultural attractions:

1. Istiqlal Mosque is **modern**.
2. Borobudur Temple is **ancient**.
3. Maimun Palace is **unique**.
4. Tourists can see **traditional** buildings in Tana Toraja.
5. Bandung is **famous** for art.
6. Fort Rotterdam is an interesting **historical** building.

Write the verb in the **right form** to fill in the gaps:

1. I'd recommend **visiting** (visit) Ubud.
2. The best place **to see** (see) is Istiqlal Mosque.
3. I'd suggest **travelling** (travel) by boat.
4. A great place **to go** (go) to is Fort Rotterdam.
5. Are you interested in **having** (have) a guided tour?

Write the best **verb** to complete the questions/sentences:

1. Would you like to **explore/see** the local area?
2. Where can we **learn** about Indonesian history?
3. You can **take** photos of the beautiful gardens.
4. Hi. How can I **help** you?
5. If you **like** art, you'll **love** Bandung.
6. If you **have** time, you should **go** to Taman Mini Indonesia Indah.
7. I'm interested in seeing traditional buildings. Where would you **recommend/suggest**?

Draw a line to **match** the word to the right definition:



<b>Word</b>	<b>Definition</b>
1. <b>sightseeing</b>	A. about how easy it is for someone with a disability and/or different physical abilities to go to and experience a place
2. <b>a map</b>	B. the days when many people don't work (Saturday and Sunday in many countries)
3. <b>local attractions</b>	C. visiting and looking at different famous places in an area
4. <b>accessibility</b>	D. a local person who shows tourists an attraction (or attractions) and tells them interesting information
5. <b>the weekend</b>	E. a list of times when things happen (often about transport e.g. bus or train)
6. <b>a tour guide</b>	F. interesting things to see/do in this area
7. <b>a timetable</b>	G. with many different kinds and types
8. <b>diverse</b>	H. a picture that shows where things and places are

Look at the pictures and write the **right words**:

1.

**(a) mosque**

2.

**(a) courtyard**

3.

**(a) tower**

4.



**(a) church**

5.

**(a) park**

6.

**costumes**

7.

**pillars**

8.

**trees**

Fill in the gaps to complete the questions and answers:

1. Do you **have** any accessibility requirements? → Yes, we do. Is it wheelchair **accessible**?
2. How **far** is Bandung from here? → It's about \_\_\_\_\_ kilometres away. (write your own real answer here)
3. What's the **best** way to get to Ubud? → You can go **by** bus or you can fly.
4. What kind of experience **are** you interested in? → I'd really **like/love** to experience some traditional Indonesian music and dance.
5. We'd like to do some sightseeing. Where would you **suggest/recommend**? → A great place to start is \_\_\_\_\_. (write your own real answer here)
6. **Are** you interested in art? → Yes, we **are**!
7. Could you **recommend/suggest** some famous places we can visit? → Of **course**. If you like ancient history, you have to go to Borobudur Temple!
8. How **long** are you staying? → We're here **for** a week.
9. **What's** the best time to go there? → I'd recommend **going** at the weekend.
10. **Would** you like a map of the area and our local attractions? → Sure, **thanks** a lot.
11. What **kind/sort/type** of activities do you enjoy? → We like taking pictures and **learning** about local culture.
12. Is it **possible** to have a guided tour? → Absolutely! I can arrange one with a local tour **guide**.
13. Is there anything **else** I can help you with? → No, **that's** it for now. Thanks for your help.
14. What's Maimun Palace like? → It's beautiful and unique. If you're **into** architecture, you really should visit it.
15. Fort Rotterdam sounds interesting. What's there? → **There's** a large courtyard, a very tall tower and modern buildings.



## Unit 4

**p.2** Crossword answers image here:

[https://drive.google.com/file/d/1Cdw53J7ONDbxIH8IUm8w7o8gCXPE1MXS/view?usp=drive\\_link](https://drive.google.com/file/d/1Cdw53J7ONDbxIH8IUm8w7o8gCXPE1MXS/view?usp=drive_link)

**p.4** (clockwise from top left) Nusa Lembongan | Raja Ampat | Pulau Bunaken | Labuan Bajo | Sukamade Beach | Sine Beach | Kanawa Island | Cianfir Beach

**p.6**

1. *G (The Philippines)*
2. *D (India)*
3. *E (Canada)*
4. *A (The UK)*
5. *C (The USA)*
6. *B (Australia)*
7. *H (Malaysia)*
8. *F (New Zealand)*

**p. 10**

### Adjectives

sunny

sandy

warm

clear

relaxing

refreshing

wet

dry

fun

thrilling

adventurous

### Definitions

weather when you can see the sun

with a lot of sand

a little bit hot (not cold)

you can see through it

makes you feel relaxed

gives you energy again

with water on/in it

without any water in/on it

something you enjoy

makes you feel really excited

something new and exciting





peaceful	quiet and without anything happening
picturesque	beautiful like a picture
calm	quiet and helps you feel relaxed
active	with a lot of action

**p.18**

1. You can \_\_\_(sunbathe)\_\_\_ on the beach in the morning and in the evening. **W**
2. Would you like to \_\_\_(try)\_\_\_ snorkelling? **W**
3. We'd like to \_\_\_(go)\_\_\_ somewhere where we can \_\_\_(walk)\_\_\_ along the coast. **T**
4. If you're into windsurfing, I'd \_\_\_(check out)\_\_\_ Nusa Lembongan. **W**
5. You can \_\_\_(book)\_\_\_ a great boat tour in Labuan Bajo. **W**
6. If you want to \_\_\_(swim)\_\_\_ in beautiful, clear water, you should \_\_\_(head)\_\_\_ to Pulau Bunaken. **W**
7. Kanawa Island is perfect if the kids just want to \_\_\_(splash)\_\_\_ around in the sea. **W**
8. Hi, \_\_\_(is)\_\_\_ there anything I can help you with? **W**
9. Where's the best place to \_\_\_(go)\_\_\_ surfing? **T**
10. Raja Ampat is a very popular place to \_\_\_(go)\_\_\_ diving. **W**

**p.20** See answers for p.18

**p. 29**

1. Is Sine Beach relaxing?

Yes, you can sunbathe on the beach in the morning and in the evening.

2. Would you like to try snorkelling?

Yes, we'd love to give it a try!

3. We'd like to go somewhere where we can walk along the coast.

Well, Sukamade is perfect for enjoying the coastline on foot.

4. Where's the best place to windsurf?

If you're into windsurfing, I'd check out Nusa Lembongan.

5. We're interested in exploring the coastline by boat.

You can book a great boat tour in Labuan Bajo.

6. Could you recommend a good place to go swimming in the sea?

If you want to swim in beautiful, clear water, you should head to Pulau Bunaken.

7. My children are quite young but they love the beach. Where would you suggest for a family trip?



Kanawa Island is perfect if the kids just want to splash around in the sea.

8. Hi, is there anything I can help you with?

Yes, please. We'd like some schedules for local boat trips.

9. Where's the best place to go surfing?

If you like surfing, you'll love Ciantir Beach.

10. We're really into scuba diving. Do you have any recommendations?

Raja Ampat is a very popular place to go diving.

**p.33**

1. C) Would you like to book a boat tour?
2. B) You can see beautiful fish in the sea at Pulau Bunaken.
3. A) Raja Ampat is perfect for exploring life underwater.
4. C) Kanawa Island is a very popular place to see amazing wildlife.
5. B) If you like windsurfing, you should check out Nusa Lembongan.

**p.35.**

<i>e.g. Is there anything I can</i>	● <u>V1</u> ...?
<i>...is/are perfect for</i>	● <u>V-ing</u> ...
<i>You can</i>	● <u>V1</u> ...
<i>Would you like</i>	● <u>to V1</u> ...?
<i>You should</i>	● <u>V1</u> ...
<i>...is a very popular place</i>	● <u>to V1</u> ...

1. Sukamade Beach is a very popular place to see (see) turtles on the sand.
2. Raja Ampat is perfect for learning (learn) to dive.

3. You can **check out** (check out) the beautiful trees and beaches.
4. You should **head** (head) to Kanawa Island, if you have time
5. Would you like **to find** (find) a hotel with a sea view?
6. Java has many places which are perfect for **surfing** (surf).
7. It's a very popular place **to relax** (relax) and sunbathe.
8. You can **hire** (hire) a boat at Labuan Bajo.

## p.39

2. \_\_\_(Have)\_\_\_ you done any watersports activities before? **W**
3. Is it \_\_\_(possible)\_\_\_ to get to (Kanawa Island) by boat? **T**
4. Are you \_\_\_(interested)\_\_\_ in trying some local seafood? **W**
5. We'd like to go snorkelling. Where would you \_\_\_(suggest)\_\_\_? **T**
6. Are you \_\_\_(into)\_\_\_ windsurfing? **W**
7. Could you \_\_\_(help)\_\_\_ us find a good hotel on the seafront? **T**
8. Would you like to book a group excursion or a \_\_\_(private)\_\_\_ boat trip? **W**
9. \_\_\_(What's)\_\_\_ the best time of day for sunbathing? **T**
10. Have you \_\_\_(heard)\_\_\_ of Nusa Lembongan? **W**
11. Where \_\_\_(would)\_\_\_ you recommend if we want to see lots of sealife? **T**
12. \_\_\_(Would)\_\_\_ it be possible to get some diving lessons? **T**
13. Would you like any \_\_\_(other)\_\_\_ help or advice? **W**
14. What is \_\_\_(there)\_\_\_ to do at (Raja Ampat) ? **T**
15. We've heard a lot about (Pulau Bunaken). Why's it so \_\_\_(popular)\_\_\_? **T**

## p.43

1. Are you an experienced surfer?

Yes, I've been **surfing** for years. / No, I've only tried it **once**.

2. Have you done any watersports activities before?

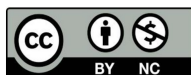
Yes, but only a bit of **snorkelling**. / No, **never**.

3. Is it possible to get to (Kanawa Island) by boat?

Yes, **going** by boat is easy. / No, it's not, I'm **afraid**. You have to fly there.

4. Are you interested in trying some local seafood?

Absolutely! We'd **love** to. / No, thanks. I don't like **fish**.



5. We'd like to go snorkelling. Where would you suggest?

You really must check out Pulau Bunaken if you like snorkelling.

6. Are you into windsurfing?

Yes, I'm a big fan of it. / No, it's not really my cup of tea.

7. Could you help us find a good hotel on the seafront?

Of course, what's your budget per night?

8. Would you like to book a group excursion or a private boat trip?

A group tour would be great, thanks.

9. What's the best time of day for sunbathing?

I'd recommend heading to the beach in the morning, before it gets too busy.

10. Have you heard of (Nusa Lembongan)?

Yes, I think so. Isn't that in Bali? / No, I haven't. What's there?

11. Where would you recommend if we want to see lots of sealife?

If you like sealife, you must go to Sukamade Beach. You can see turtles there!

12. Would it be possible to get some diving lessons?

Sure, I'll give you some brochures for local diving schools.

13. Would you like any other help or advice?

Actually, yes. Do you know what time high tide is? / No, that's everything. Thanks a lot.

14. What is there to do at (Raja Ampat)?

You could go scuba diving or just enjoy the clear water and the waves.

15. We've heard a lot about (Pulau Bunaken). Why's it so popular?

Well, it's very picturesque but also great for adventurous activities, like snorkelling.

p. 46

+	-
Subject + must + <u>V1</u>	Subject + <u>mustn't</u> + <u>V1</u>

p. 50 See answers for p. 43

p. 58



Are these sentences true or false? Circle the right word:

1. Indonesia doesn't have a lot of amazing places to try watersports. (True/False)
2. Tourists can go diving in Raja Ampat. (True/False)
3. It rains a lot on Pulau Bunaken's beaches. (True/False)
4. Visitors who like animals should go to Sukamade Beach. (True/False)
5. Ciantir Beach is very busy and noisy. (True/False)

Fill in the gaps with words from the text to answer these questions:

6. At Nusa Lembongan, the sea is clear.
7. The beaches at Pulau Bunaken are sandy and sunny.
8. You can take a tour by boat from Labuan Bajo.
9. Sine Beach is great for people who want to walk along the coast.
10. Kanawa Island is thrilling and adventurous.

**p.61**

Fill in the gaps to complete the adjectives about beach and watersports destinations:

1. The water at Nusa Lembongan is very clear.
2. Pulau Bunaken has sandy beaches.
3. Sine Beach Palace is quiet and calm.
4. Kanawa Island is great if you want an adventurous holiday.
5. Ciantir Beach is very peaceful.
6. Beach holidays in Indonesia can be relaxing and active.

Write the verb in the right form to fill in the gaps:

... is perfect for..., You can..., Would you like...?, You should..., and ...is a very popular place...

1. You can learn (learn) to dive at Raja Ampat.
2. Sukamade Beach is perfect for seeing (see) wildlife and sealife.
3. You should try (try) windsurfing.
4. Labuan Bajo is a very popular place to book (book) boat tours.
5. Would you like to know (know) about the best times for sunbathing?

Write the best verb to complete the questions/sentences:

1. **Is** there anything I can help you with today?
2. Where's a great place to **go/try** surfing?
3. We'd like to **book/hire** a private boat tour, please.
4. Would you like to **try/go** windsurfing?
5. If you want to **swim/paddle/splash/relax** in warm, clear water, you really must go to Pulau Bunaken.
6. We'd really like to **walk/travel** along the coast.
7. It's better to **sunbathe/walk** on the beach in the morning when you can enjoy the warm weather, but it's not so busy.

Draw a line to match the word to the right definition:

<u>Word</u>	<u>Definition</u>
1. coastline	A. gives you energy again
2. head to	B. many people like this thing/person
3. on foot	C. the part of a country where the land meets the sea
4. schedule	D. go to (informal)
5. refreshing	E. an animal that can live in the water or on land, and lays eggs on beaches
6. turtle	F. things you can eat which come from the sea
7. seafood	G. walking (not using any other type of transport e.g. car/bus)

8.	popular	H. a timetable / list of times when events or actions happen
----	---------	--

Look at the pictures and write the right words:

1.

**(a) beach**

2.

**sand**

3.

**(a) wave**

4.

**diving / (a) diver**

5.

**fish**

6.

**surfing / (a) surfer**

7.

**snorkelling**

8.

**(a) boat**

Fill in the gaps to complete the questions and answers:

- Are you an **experienced** surfer? → Yes, I've been **surfing** for years.
- Have you **done/tried** any watersports activities before? → No, **never/I haven't**.
- Is it possible to get to Kanawa Island **by** boat? → Yes, going **by** boat is easy.
- Are you interested **in** trying some local seafood? → No, thanks. I **don't** like fish.



5. We'd like to go snorkelling. Where **would** you suggest? → You really must **check** out Pulau Bunaken if you like snorkelling.
6. Are you **into** windsurfing? → Yes, I'm a **big** fan of it.
7. Could you help us find a good hotel on the **beach**? → Of course, what's your **budget** per night?
8. Would you like to **book** a group excursion or a private boat trip? → A group excursion **would/will** be great, thanks.
9. What's the best **time** of day for sunbathing? → I'd recommend heading to the beach **in** the morning, before it gets too busy.
10. Have you **heard** of Nusa Lembongan? → Yes, I **think** so. Isn't that in Bali?
11. **Where** would you recommend if we want to see lots of sealife? → If you like sealife, you must go to Sukamade Beach. You can see **turtles** there!
12. Would it be possible to get some diving **lessons**? → Sure, I'll give you some **brochures** for local diving schools.
13. Would you **like** any other help or advice? → Actually, yes. Do you know what time high **tide** is?
14. What is there to **do/see** at Raja Ampat? → You can **go/try** scuba diving or just enjoy the clear water and the waves.
15. We've heard a lot about Pulau Bunaken. **Why's/Why is** it so popular? → Well, it's very picturesque but also great for adventurous activities, like **snorkelling**.

## Project Assessment Rubrics and Templates

### *PBL and Its Benefits for Language Learners*

Project Based Learning (PBL) is a pedagogical approach that focuses on helping students learn language and skills by taking an active part in real-life projects with goals that have a meaningful impact on their own lives and contexts (<https://www.pblworks.org/what-is-pbl>).

Making project work engaging and authentic for students usually involves them researching, presenting on and/or actively engaging in changing or improving some aspect(s) of their personal and local contexts.

Years of studies and experience have shown that PBL approaches have many benefits for students across a range of knowledge and skills, especially in the language classroom. Here are some of the main advantages:

- Increased motivation and engagement
- All four skills are integrated
- Autonomous learning is promoted
- Learning outcomes provide learners with a clear end-product





- Authentic tasks = more authentic language input
- Interpersonal relations developed through group-working
- Provides a break from routine; the chance to do something different can be energising
- Provides a useful context for balancing fluency and accuracy (Haines 1989)

(<https://www.teachingenglish.org.uk/professional-development/teachers/planning-lessons-and-courses/articles/project-work-teenagers>)

## *PBL for Differentiated Instruction in the Project Plans*

This section is designed to provide teachers and learners with a helpful ready-made 'toolkit' for structuring, guiding, reflecting on and assessing the suggested project plans connected to each unit of **Talking Tourism** (see the **Project Plan** (\*links to follow) ebooks for more details). Based on feedback from our Curriculum Leaders and their piloting of the materials, we have also adopted a PBL framework for each unit-ending Project Plan because the adaptability of this approach to individual needs, levels and interests means they can easily be used as tools for differentiated instruction in the following ways:

- **Extension**; more confident and/or higher-level learners can be encouraged to follow the *maxi-project* guide in the relevant ebook, meaning more opportunity for greater research depth/scope, broader and lower-frequency language acquisition and use, and reduced presentation length and format(s). Fast-finishers could also continue with their project preparation in class time if other learners need more time for tasks/activities.
- **Streamlining**; less confident and/or lower-level learners can be encouraged to follow the *mini-project* guide in the relevant ebook, meaning more basic research depth/scope, more limited and higher-frequency language acquisition and use, and reduced presentation length and format(s).

All the toolkit templates for Talking Tourism project work can be found below, beginning on the next page.



## *Project Calendar Template*

<b>Names of cycles</b>	<b>Meeting Time</b>	<b>Teacher's activities</b>	<b>Students' activities</b>	<b>Forms of assessments</b>
<b>Preparation cycle</b>				
<b>Information gathering cycle</b>				
<b>Information processing cycle</b>				
<b>Information display cycle</b>				
<b>Reflections cycle</b>				

## Student Exit Slip Template

<b>3</b> things I learned	
<b>2</b> things I found interesting	
<b>1</b> question I have	

## *Project Video Assessment Rubric*

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Videography -Clarity</b>	Video did not rock/shake and the focus was excellent throughout.	Video did not rock/shake and the focus was excellent for the majority of the video.	Video had a little rocking/shaking, but the focus was excellent throughout .	Problems with rocking/shaking AND focus.
<b>Interest and Purpose</b>	Video has a clear and interesting purpose.	Video is interesting but the purpose is somewhat unclear.	Video is not very interesting and the purpose is somewhat unclear.	Video is not interesting and has no discernable purpose.
<b>Knowledge</b>	All students showed excellent knowledge of content, needing no cues and showing no hesitation in talking or answering questions.	All students showed excellent knowledge of content, but 1-2 students once needed note cards to talk or answer questions.	Most students showed excellent knowledge of content, but 1-2 often needed note cards to talk or answer questions.	Most students needed note cards to talk and to answer questions.

## *Project Poster Assessment Rubric*

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Content - Accuracy</b>	At least 7 accurate facts are displayed on the poster.	5-6 accurate facts are displayed on the poster.	3-4 accurate facts are displayed on the poster.	Less than 3 accurate facts are displayed on the poster.
<b>Graphics -Clarity</b>	Graphics are all in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content easily viewed and identified from 6 ft. away.	Most graphics are in focus and the content is easily viewed and identified from 4 ft. away.	Many graphics are not clear or are too small.
<b>Attractiveness</b>	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
<b>Graphics - Relevance</b>	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.

## *Project Oral Presentation Assessment Rubric*

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Volume</b>	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume is often too soft to be heard by all audience members.
<b>Speaks Clearly</b>	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or can not be understood OR mispronounces more than one word.
<b>Content</b>	Shows a full understanding of the topic.	Shows a good understanding of the topic.	Shows a good understanding of parts of the topic.	Does not seem to understand the topic very well.
<b>Enthusiasm</b>	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in the topic being presented.
<b>Vocabulary and grammar</b>	Uses vocabulary and grammar appropriate for the audience. Extends audience vocabulary by	Uses vocabulary and grammar appropriate for the audience. Includes 1-2 words that might be new to	Uses vocabulary and grammar appropriate for the audience. Does not include any vocabulary that	Uses several (5 or more) words or phrases that are not understood by the audience.

	defining words that might be new to most of the audience.	most of the audience, but does not define them.	might be new to the audience.	
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## *Suggested assessment weighting*

- Poster/video (15%)
- Presentation (35%)
- Teamwork plan (15%)
- Teamwork reports & progress (25%)
- Self & Peer reflections (10%).



## Teamwork Plan Template

PROJECT MANAGEMENT LOG: TEAM TASKS	
PROJECT NAME:	
MEMBERS OF TEAM:	

TASK	WHO IS RESPONSIBLE	DUE DATE	STATUS	DONE
				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

				<input type="checkbox"/>
				<input type="checkbox"/>
				<input type="checkbox"/>

## Teamwork Report Template

Project Name:			
Members of Team:		Date	
For the Time Period:	Day(s): _____ Week: _____		

During this time, we had the following goals for project work:	1	
	2	
	3	

During this time, we accomplished...	1	
	2	
	3	

Our next steps are...	1	
	2	
	3	

Our most important concerns, problems or questions are...	1	
	2	
	3	

## *Project Self /Peer Evaluation Scoring and Templates*

**Please assess the work of you and your friends by using the following criteria. We will consider your feedback in assigning the grade for the project. Please try to be as honest and fair as possible in your assessment.**

5 = Excellent work; was crucial component to group's success

4 = Very strong work; contributed significantly to group

3 = Sufficient effort; contributed adequately to group

2 = Insufficient effort; met minimal standards of group

1 = Little or weak effort; was detrimental to group

*Note: An assessment of "1" or "0" requires a written explanation.*

**SELF Evaluation (Name: \_\_\_\_\_):**

\_\_\_\_\_ Participation in developing ideas and planning project

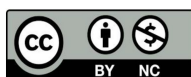
\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in project

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material



**PEER Evaluation (Partner 1: \_\_\_\_\_):**

\_\_\_\_\_ Participation in developing ideas and planning project

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in project

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

**PEER Evaluation (Partner 2: \_\_\_\_\_):**

\_\_\_\_\_ Participation in developing ideas and planning project

\_\_\_\_\_ Willingness to discuss the ideas of others

\_\_\_\_\_ Cooperation with other group members

\_\_\_\_\_ Interest and enthusiasm in project

\_\_\_\_\_ Participation in leading/facilitating discussion

\_\_\_\_\_ Ease and familiarity with discussion material

**PEER Evaluation (Partner 3: \_\_\_\_\_):**

\_\_\_\_\_ Participation in developing ideas and planning project

\_\_\_\_\_ Willingness to discuss the ideas of others



- \_\_\_\_\_ Cooperation with other group members
- \_\_\_\_\_ Interest and enthusiasm in project
- \_\_\_\_\_ Participation in leading/facilitating discussion
- \_\_\_\_\_ Ease and familiarity with discussion material

### *Self-Reflection Template*

#### **1. What did you learn from the experience?**

.....

.....

.....

.....

.....

.....

.....

#### **2. What do you think went well?**

.....

.....

.....

.....

.....

.....

.....

#### **3. What would you have done differently, given the opportunity?**

.....

.....

.....

.....



.....  
.....  
.....

**4. Do you have any other comments or suggestions about the project?**

.....  
.....  
.....

