

## Topics: Travel by Adrian Tennant

**LEVEL:** Intermediate +  
**AGE:** Teenagers / Adults  
**TIME NEEDED:** 90 minutes + project  
**ARTICLES:** understanding vocabulary in context; topic words, i.e. *transport*; verbs of travel; adjectives describing places and types of activities

### LEAD-IN

Put students in groups and ask them to discuss the five questions. Ask a few students to report back to the class about their group discussion.

### PICTURES

Ask students to look at the five photos and, in their groups, discuss what they can see. You could write up some prompts on the board, e.g. *Where was each photo taken? What kind of holiday does each photo show? What can you do in each place?* etc. Elicit ideas from students as a whole class discussion.

### READING: ADVERTISEMENTS

Ask students to read through the five advertisements and match the photos to the correct one. Tell them to look for the clues in each, i.e. advertisement 1: ... *while outside it's cold and icy*. If you want, you could give a short time limit, e.g. two minutes. Get students to check their answers in pairs before checking as a class.

**Key a** \_\_\_\_\_

1. D; 2. B; 3. E; 4. A; 5. C

Next, ask students to read the texts again and to complete the table. Draw their attention to the first question, which has been completed, as an example of what they have to do. Monitor, and help where necessary. Again, get pairs to check their answers together before checking as a class.

**Key b** \_\_\_\_\_

On which of the holidays ...	1	2	3	4	5
... are you in Europe?			✓	✓	
... can you see wildlife?	✓				✓
... is the beautiful scenery mentioned?	✓		✓	✓	
... are you not near a crowded place?	✓	✓			✓
... might you sleep in a tent?					✓
... do you travel slowly?		✓	✓		
... is taking a plane mentioned?				✓	
... is food part of the experience?		✓		✓	

### WORKING WITH THE LANGUAGE

#### Focus 1: Understanding meaning

Put students in pairs and ask them to answer the five questions. Monitor, and help where necessary before checking as a class.

**Key (accept similar answers, or answers that students can explain / justify)** \_\_\_\_\_

1. to link the experience to the place, i.e. icebergs floating
2. give the opportunity
3. because of the beautiful scenery, including travelling over 291 bridges and the Oberalp Pass
4. available
5. as world-famous

#### Focus 2: Language use

Ask students to look at the examples of article use in the box (a-e). Next, ask them to match these examples to the sentences explaining the different uses of articles (1-5). Put students in pairs and get them to check their answers together before checking as a class.

**Key a** \_\_\_\_\_

1. d; 2. a; 3. e; 4. b; 5. c

Then, ask students to complete the short text with *a*, *an*, *the* or no article individually. Monitor, and help where necessary. Get students to check their answers in pairs before checking as a class.

**Key b** \_\_\_\_\_

1. the; 2. -; 3. the; 4. the; 5. a; 6. the; 7. an

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### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Ask students to look back at the travel advertisements and find words that match the definitions. The words are in the order in which they appear in the advertisements. Encourage them to work in pairs and discuss their ideas as they read.

**Key** \_\_\_\_\_

1. snug; 2. get up close; 3. luxurious; 4. drift (along);  
5. scenic; 6. tear (yourself) away; 7. cobbled streets; 8.  
regional; 9. remote(st); 10. away from it all

#### Focus 2: Topic-related words

Ask students to try to find words in the texts for each of the four categories. Encourage students to work together and discuss their answers. Check the answers as a class.

**Key** \_\_\_\_\_

1. cruise ship, kayak, houseboat, train, car, raft(ing).  
Students might also want to add plane as in advertisement  
4 it mentions flying and airport, but the word 'plane'  
doesn't actually appear in the advertisement.  
2. cruise, ride, fly, drive  
3. stunning, scenic, picturesque  
4. hiking, climbing, camping

### LISTENING

Ask students to listen to a short radio feature and answer the two questions. Play the recording. Put students in pairs and ask them to discuss their answers together. Play the recording again, if necessary. Elicit ideas from the class asking students to explain their answers.

**Key** \_\_\_\_\_

B – Kerala. The clues are the holiday involves a boat and the person eats spicy food (which indicates India as the destination rather than the Antarctic).

#### Transcript:

Travel is my job, and yet even I was surprised by this holiday. I'm not one for sitting around and doing nothing. I prefer the bustle of shopping or the excitement of action-packed breaks. So the idea of sitting on a boat going nowhere didn't inspire me, but I have to say it was so relaxing and the scenery so beautiful that I didn't want it to end. Add to that the delicious spicy food and it was like a holiday in heaven.

### SPEAKING

Put students in small groups and ask them to discuss the questions together. Monitor, and help where necessary. Afterwards, ask a few groups to report back on their discussion, explaining which of the holidays they would like to go on and why.

### PROJECT

Ask students to carry out the project for homework. The advertisements could be posted around the room, possibly with photos showing the destinations.

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LEAD-IN

Work in groups to discuss the following questions:

1. What does the word *travel* mean to you?
2. Where did you last go on holiday?
3. How did you get there?
4. What did you do there?
5. What would your ideal holiday be? Why?

PICTURES

Look at these photos. Talk about what you can see in each one with a partner.

A.



B.



C.



D.



E.




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READING: ADVERTISEMENTS

a. Read the travel advertisements below and match the photos from the previous exercise to the correct advertisements.

1. \_\_\_\_\_



Do you like the idea of being snug and warm while outside its cold and icy?

Experience the trip of a lifetime by floating among the glaciers of Antarctica on a cruise ship.

Join the ship in Ushuaia in the far south of Argentina for a magical eleven-day cruise in one of the most stunning places on the planet.

Go sea kayaking to get up close to the penguins and watch seals basking in the sun.

2. \_\_\_\_\_



Relax on your own luxurious houseboat and cruise along the backwaters of Kerala.

Hundreds of miles of rivers allow you to see so much of this southern Indian state.

Visit villages, buy fresh fruit from the riverside markets and just relax as you drift along on the water.

3. \_\_\_\_\_



**DON'T LIKE HIGH-SPEED ROAD TRAVEL? TAKE THE TRAIN!** **ON THE RAILS**

Enjoy the slowest train ride in Europe and ride past some of the most scenic landscape imaginable. Travelling through 91 tunnels, across 291 bridges, as well as the 7,000-foot-high Oberalp Pass, you'll have trouble tearing yourself away from the window.

4. \_\_\_\_\_



**The perfect fly-drive break!** **simply travel**

Fly to Lisbon, hire a car at the city airport and drive through some of the most stunning landscape around.

Stop off at the picturesque town of Óbidos, with its cobbled streets and medieval walls, to experience a bit of history and taste some of the regional dishes on offer.

5. \_\_\_\_\_



**HIKING, CLIMBING AND CAMPING IN ONE OF THE MOST REMOTE PARTS OF THE USA.**

**WHY NOT SPEND A WEEK AWAY FROM IT ALL IN THE WORLD-FAMOUS YOSEMITE NATIONAL PARK?**

IF YOU'RE LUCKY YOU MIGHT EVEN SEE ONE OF THE MANY BLACK BEARS FOUND IN THE PARK. WHILE THE MORE ADVENTUROUS CAN GO RAFTING DOWN THE MERCED RIVER.

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b. Now read the texts again and complete the table.

On which of the holidays ...	1	2	3	4	5
... are you in Europe?			✓	✓	
... can you see wildlife?					
... is the beautiful scenery mentioned?					
... are you not near a crowded place?					
... might you sleep in a tent?					
... do you travel slowly?					
... is taking a plane mentioned?					
... is food part of the experience?					

WORKING WITH THE LANGUAGE

Focus 1: Understanding meaning

Answer the following questions:

1. In text 1, why does the writer use the word *floating*?
2. In text 2, does the word *allow* mean 'give permission' or 'give the opportunity'?
3. In text 3, why might you have trouble tearing yourself away from the window?
4. In text 4, what does the writer mean by *on offer*?
5. In text 5, how is Yosemite National Park described?

Focus 2: Language use

Articles are an important part of English. Look at the examples below:

- a. ... hire a car ...
- b. Fly to Lisbon ...
- c. ... drive through some of the most stunning landscape ...
- d. go rafting down the Merced River ...
- e. ... seals basking in the sun.

a. Match the examples above to the grammatical uses below.

1. We use the definite article, *the*, with many rivers, seas and mountain ranges.
2. We use an indefinite article, *a* or *an*, when we are talking about a singular thing that we haven't mentioned before.
3. We use the definite article, *the*, when there is only one.
4. Generally we do not use an article with a place name.
5. We use the definite article, *the*, when we use a superlative adjective.

b. Complete the advertisement with *a*, *the* or *-* if no article is needed.



**LONDON CITY BREAKS**

As one of (1) \_\_\_\_\_ major capitals of Europe, (2) \_\_\_\_\_ London has much to offer.

The best way to travel around is to use (3) \_\_\_\_\_ Underground, which covers pretty much all of London.

Visit the South Bank and (4) \_\_\_\_\_ Houses of Parliament and take (5) \_\_\_\_\_ cruise along (6) \_\_\_\_\_ River Thames.

It's (7) \_\_\_\_\_ experience you shouldn't miss.

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### WORKING WITH VOCABULARY

#### Focus 1: Meaning

Look back at the travel advertisements and find words to match these definitions.

1. feeling comfortable and safe  
\_\_\_\_\_
2. to move near something  
\_\_\_\_\_ (three words)
3. very expensive and comfortable  
\_\_\_\_\_
4. to move somewhere slowly as though you do not know where you are going \_\_\_\_\_
5. providing beautiful views of nature  
\_\_\_\_\_
6. to force yourself to leave somewhere or stop doing something \_\_\_\_\_ (three words)
7. surfaces made from many small round stones fixed closely together \_\_\_\_\_ (two words)
8. relating to or typical of a particular area of a country \_\_\_\_\_
9. far away from cities, towns or people  
\_\_\_\_\_
10. far from people, places, or things, especially so you feel relaxed and stress-free \_\_\_\_\_ (four words)

#### Focus 2: Topic-related words

Read the texts again and find the following:

1. six types of transport
2. four verbs to do with travelling on different transport
3. three adjectives that mean beautiful
4. three activities you can do in the mountains

### LISTENING

Listen to the short radio feature and answer the questions below.

1. Which of the five holidays featured in the travel advertisements did the person go on?
2. How do you know?

### SPEAKING

Discuss these questions in small groups.

1. Which of the five holidays would you choose as a group? Why?
2. What would you need to take with you on the holiday?

### PROJECT

Write a short travel advertisement for a newspaper about a holiday destination of your choice.