

Unusual Destinations

ACADEMIC PATHWAYS

Lesson A: Listening to a Presentation
Choosing the Best Vacation

Lesson B: Listening to a Group Conversation
Giving an Individual Presentation



Think and Discuss

1. Do you know what these lights in the sky?
2. Where can you see these lights?
3. What do you think the unit is about?

▲ Northern lights in the night sky over Norway



Exploring the Theme: Unusual Destinations

Look at the photos and read the captions and the information. Then discuss the questions.

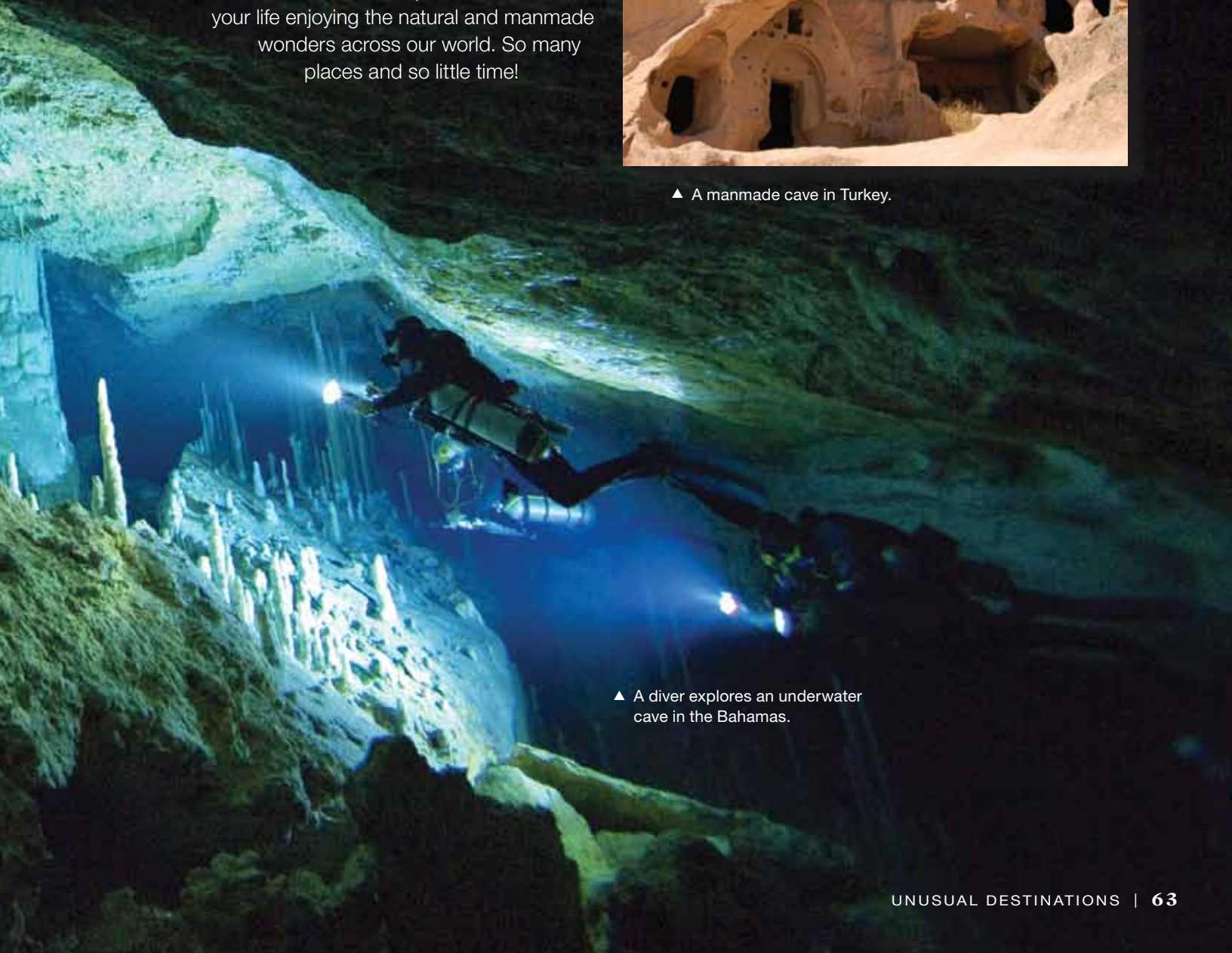
1. Where do you like to travel?
2. What differences do you see between the photos? How are they alike and how are they different?
3. Look at the two photos. Which place do you want to go to?

Explore the Unusual

Are you bored with the same vacation spot? Our world has so many beautiful places. Some of them are natural like this cave in the Bahamas and some of them are manmade like this cave in Turkey. Many people go to the same place every year. This year, be adventurous and plan your next vacation at an unusual destination. Then, spend the rest of your life enjoying the natural and manmade wonders across our world. So many places and so little time!



▲ A manmade cave in Turkey.



▲ A diver explores an underwater cave in the Bahamas.



track 1-29

- A | Using a Dictionary.** Listen and check (✓) the words you already know. Use a dictionary to help you with any new words. These are words you will hear and use in Lesson A.

- | | | |
|--|--|---|
| <input type="checkbox"/> breathtaking (adj.) | <input type="checkbox"/> secluded (adj.) | <input type="checkbox"/> unusual (adj.) |
| <input type="checkbox"/> get away (v.) | <input type="checkbox"/> spot (n.) | <input type="checkbox"/> vacation (n.) |
| <input type="checkbox"/> relax (v.) | <input type="checkbox"/> unknown (adj.) | |



track 1-30

- B | Meaning from Context.** Read about and listen to these two people. Notice the words in **blue**. Then write each word in blue next to its definition below.

Where do you like to go on **vacation**? Do you like to go to a popular place or an **unusual spot**? Listen to these two people talk about their favorite destinations.

My favorite spot is Ochheuteal Beach, Cambodia. Not many people know about this beach. It is quiet and I can **relax** there. There are parts of the beach that are completely **secluded**. I don't like to go to tourist destinations, so this beach is perfect for me.

I like to travel to **unknown** places. My favorite place to **get away** is Spencer Glacier in Alaska. In this photo we are very close to the glaciers. They are **breathtaking**!

- _____ very beautiful
- _____ to be calm and not worried
- _____ different
- _____ very private and quiet
- _____ to go on a trip
- _____ a time when you don't go to work or to school
- _____ not many people know about it; not famous
- _____ a place

USING VOCABULARY

A | Read the telephone conversation below. Fill in each blank with the correct form of a word from exercise **A** on page 64.

A: Hello?

B: Hi John. Where are you? You weren't in class yesterday.

A: Oh, I'm on _____ right now.

B: Great! Is it a place I know or is it an _____ place?

A: I like to go to unusual _____.

It's a _____ beach. In my opinion,
the fewer people, the better!

B: That sounds nice.

A: Yes, I am sitting on the beach
right now. The view of the ocean
is _____.

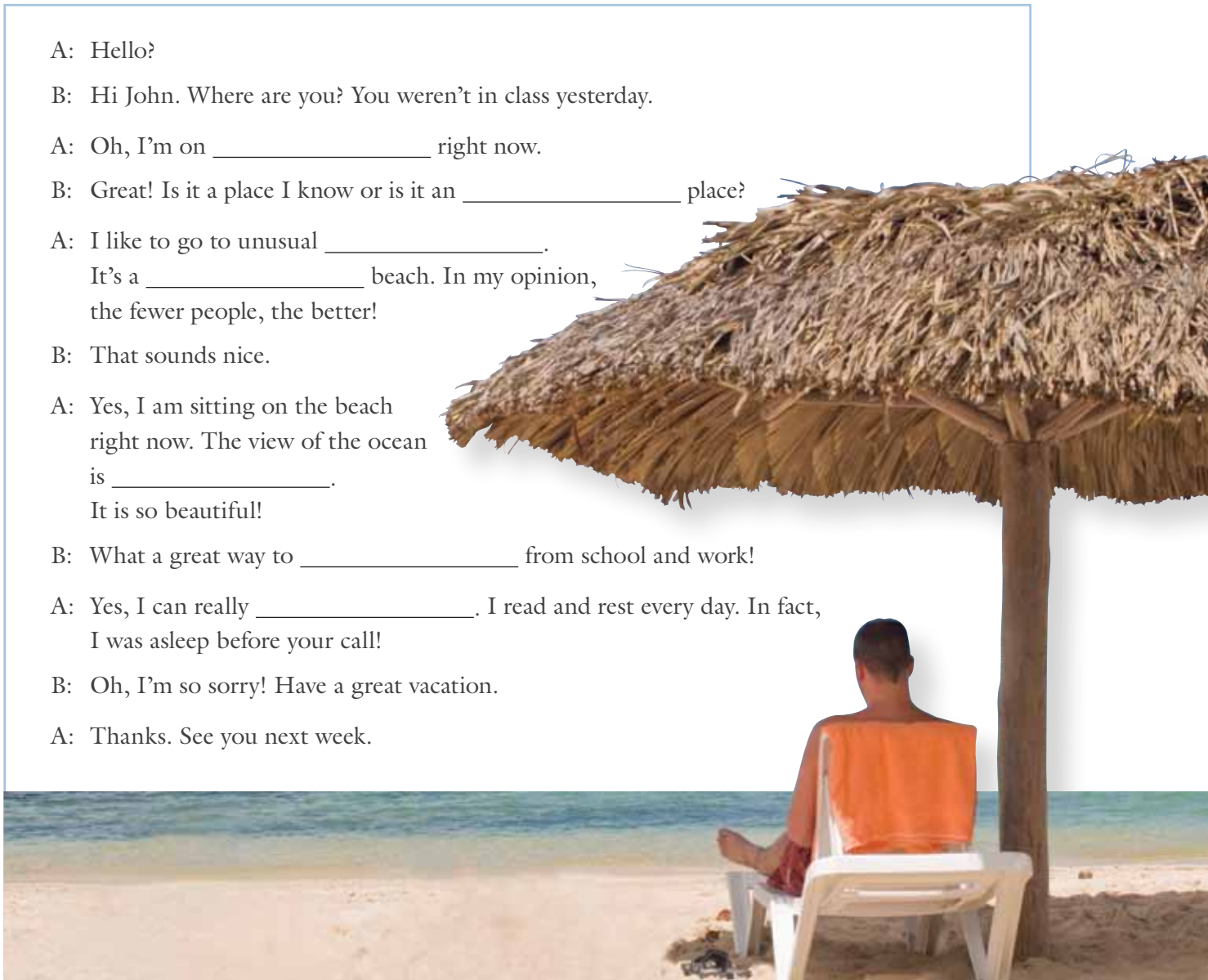
It is so beautiful!

B: What a great way to _____ from school and work!

A: Yes, I can really _____. I read and rest every day. In fact,
I was asleep before your call!

B: Oh, I'm so sorry! Have a great vacation.

A: Thanks. See you next week.



B | Work with a partner. Compare your answers from exercise **A**. Then practice the conversation.

C | **Discussion.** With your partner, discuss the questions below.

1. Where do you like to **get away**? Do you like to go to known or **unknown** places? Explain.
2. Tell about a **breathtaking** spot in your country. Is it an **unusual** or a popular vacation **spot**?
3. In the conversation in exercise **A** above, John says, "In my opinion, the fewer people, the better!" Do you agree? Explain.
4. Do you like to go to **secluded spots**? Or do you prefer popular **spots**? Why?

*I like to go to
the mountains
to get away.*

*I don't agree
with John.
I like to be
with people.*

Before Listening

Using Visuals to Activate Prior Knowledge

Often a speaker uses visuals such as maps, photos, and graphs with a lecture or talk. Before listening, look at the visuals. This information can help you understand what the lecture is going to be about

- A | Understanding Visuals.** You are going to listen to Tom Jenkins talk about his vacation in Southeast Asia. Look at the map and the photos and read the statements below. Circle **T** for *true* or **F** for *false*.

Southeast Asia

◀ “In this photo, I am hiking the Himalayan Mountains in Nepal.”

▶ “In this photo, I am walking through rice paddies in Indonesia.”

▲ “In this photo, I am relaxing on the beach in Thailand.”

- | | | |
|--|---|---|
| 1. Indonesia is south of Thailand. | T | F |
| 2. Sumatra is in Indonesia. | T | F |
| 3. Thailand is an island. | T | F |
| 4. Nepal is south of China. | T | F |
| 5. Indonesia has rice paddies. | T | F |
| 6. The Himalayan Mountains are in Nepal. | T | F |

- B | Prior Knowledge.** Work with a partner. What do you know about these countries? Look at the photos. Describe what you see.

Listening: A Presentation



track 1-31

A | Listening for Main Ideas. Read the questions and answer choices. Then listen and choose the correct answers.

1. Why is Tom Jenkins a speaker at this convention?
 - a. He is selling his new book.
 - b. He is speaking on the same topic as the convention's theme.
 - c. He is a famous traveler.
2. What kind of traveler is Tom Jenkins?
 - a. He likes to be in cities.
 - b. He likes to go to popular spots.
 - c. He likes to go to secluded places.



track 1-31

B | Listening for Details. Listen again. Choose the correct word or phrase to complete each sentence.

1. The speaker writes _____ about his adventures.
 - a. news stories
 - b. books
 - c. magazine articles
2. The speaker says that Hong Kong, Bangkok, and Singapore are _____.
 - a. popular spots
 - b. unknown spots
 - c. secluded spots
3. In Indonesia the speaker is _____.
 - a. walking on the beach
 - b. walking through the city
 - c. walking through a rice paddy
4. The speaker says that most travelers don't leave the _____.
 - a. cities
 - b. hotel room
 - c. countryside

After Listening



Critical Thinking. Form a group with two or three other students. Discuss the questions below.

1. Which book do you think Tom Jenkins wrote? Explain.
Tourist Hot Spots *The Unknown Road* *Traveling with a Tour Group*
2. Robert Frost wrote a poem, "The Road Not Taken." Read the last part of the poem below. What do you think it means? Do you agree?

*I took the one less traveled by,
And that has made all the difference.*

*I think it means that
unknown destinations
are the best.*

Grammar: The Present Continuous

We use the present continuous to talk about things that are happening right now.

am / is / are + verb + -ing

<p><i>I am (I'm)</i> <i>You are (You're)</i> <i>He / She / It is (He's, She's, It's)</i> <i>We / They are (We're, They're)</i></p>	}	<i>listening.</i>
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*I **am hiking** up the mountain.*
*Shiva **is taking** a vacation.*
*The people **are relaxing** on the beach.*
*They're **getting away** this weekend.*

A | Maria is on a vacation with her friends. She is putting her photos on her blog. Look at her photos. Read her first caption and then finish writing a caption for each photo.



It's now 8:00 A.M. and
I am eating breakfast on my balcony .



It's now 11:00 A.M. and
 _____ .



It's now 2:00 P.M. and
 _____ .



It's now 4:00 P.M. and
 _____ .

B | Complete the conversation with the present continuous form of the verbs in parentheses. Then practice the conversation with a partner.

A: Hi. What are you doing?

B: I _____ (look) at my photos from Egypt.

A: What?

B: Remember? My vacation to Egypt last month?

A: Oh, that's right. Can I see?

B: Sure. Take a seat.

A: What are you doing in this photo?

B: Oh, I _____ (ride) on a camel.

A: Did you say you _____ (ride) a camel?

B: Yes!

A: Was it bumpy?

B: Very! In this photo, my friends and I _____ (walk) on the beach.

A: Breathtaking view! What about this photo?

B: My friend _____ (drive) a motorcycle through Cairo.

A: Oh my. A bit dangerous, huh?

B: Yes, at times. Oh, in this photo my friends and I _____ (hike) up the pyramids.

A: A long way up!

B: Yes, it was. Here is a photo of all of us. We _____ (rest) half way up the pyramid!

A: Funny! Well, at least you _____ (smile).

B: Yes, we _____ (have) a good time.



C | Look at the photo and write three sentences using the present continuous tense. Read your sentences to your partner

1. _____

2. _____

3. _____

Language Function: Asking for Repetition

Here are some phrases you can use when you want someone to repeat something you didn't understand.

What?

What did you say?

Excuse me?

Did you say . . . ?



track 1-32

- A** | Read and listen to the conversations. Then underline the expressions that show when the speakers don't understand.

Conversation 1

A: What are you doing?

B: I'm reading a book on South Africa.

A: What did you say?

B: I'm reading a book on South Africa. I'm going to Cape Town next month.

Conversation 2

A: Do you want to have dinner now?

B: No, I'm planning my vacation.

A: Did you say you're planning your vacation?

B: Yes, I leave next week!



- B** | Practice the conversations from exercise **A** with a partner. Then switch roles and practice them again.



- C** | **Critical Thinking.** Work with a group of your classmates. Follow the instructions below.

Imagine you are on a vacation. Tell your classmates what you are doing on your vacation. Your classmates try to guess where you are. Your classmates can ask for repetition if they don't understand something.

*I am wearing sunglasses.
I am swimming. I am
walking in the sand.*

*Did you say
you're walking
in the sand?*

*Yes. I am walking
in the sand.*

*You are at
the beach!*

Critical Thinking Focus

Describing

Describing is an important skill. Telling about the characteristics of a person, place, or thing helps you understand more about the topic. Sharing more details about your topic helps your partner understand more, too.

Choosing the Best Vacation

A | Look at these unusual destinations with a partner. Discuss what type of vacation each one is. Use descriptions from the box below. Write all the descriptions that apply in the chart.

adventurous	dangerous	incredible	relaxing	rough	special	typical
breathtaking	exciting	one of a kind	risky	secluded	thrilling	unusual



▲ Ballooning in Turkey



◀ Sightseeing in Antarctica



▲ Kayaking in the Philippines

Vacation Destinations		
Turkey	Antarctica	Philippines

B | **Critical Thinking.** Think about each vacation in exercise **A**. Which vacation is best for you? Think about two people you know well. Which vacation is best for them?

C | Tell a partner about the vacation plans you have for you and your two friends.

D | **Collaboration.** Work with your partner to discuss which vacation is best for your teacher. Discuss his or her likes, dislikes, and personality and decide which of the three vacations is best.

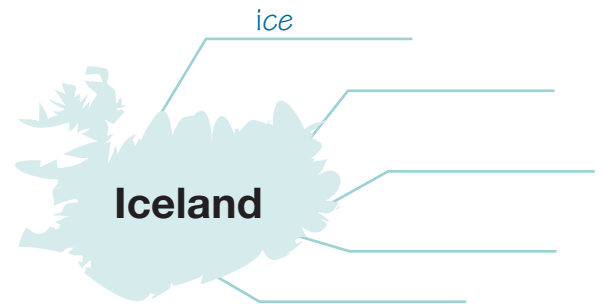
E | **Presentation.** Share your vacation plan for your teacher with the class. Explain why you think this vacation is best for him/her. After all classmates share their ideas, the teacher tells you which vacation he/she chooses.

Blue Lagoon

▲ Tourists soaking in Blue Lagoon spa at Svartsengi Geothermal Power Plant, Reykjanes Peninsula, Iceland

Before Viewing

A | Prior Knowledge. In this video, you will learn about an unusual destination in Iceland. When you think of Iceland, what words come to mind? Create a mind map with your words about Iceland. Share your ideas with a partner.



B | Predicting Content. Lesson **A** is about unusual natural places. Lesson **B** is about unusual manmade places. This video is about a spa that is both a natural and manmade destination. Before viewing, predict how this tourist destination is both natural and manmade.

Natural	Manmade

C | Using a Dictionary. Match each word to its definition. Use a dictionary to help you.

- | | |
|------------------------------|--|
| 1. lagoon (n.) _____ | a. to attract |
| 2. giant (adj.) _____ | b. a person who is visiting a place on vacation |
| 3. lure (v.) _____ | c. people who live in a particular place |
| 4. healing powers (n.) _____ | d. very large |
| 5. tourist (n.) _____ | e. feeling nervous |
| 6. tense (adj.) _____ | f. the ability to make healthy |
| 7. locals (n.) _____ | g. an area of shallow water separated from the sea |

While Viewing

 **A | Checking Predictions.** Watch the video and check your predictions in exercise **B** on page 72.

B | Watch the video again. Answer the questions.

1. How is the Blue Lagoon formed? Number the sentences in order (1 = first; 5 = last).

- _____ The water goes into the lava fields.
- _____ The plant pumps the water back out.
- _____ The plant uses the water to make energy.
- _____ The water forms a lagoon.
- _____ The power plant takes super heated water out of the ground.

2. Where is the lagoon located?

- a. In a power plant within a volcano
- b. Next to a power plant and surrounded by volcanoes and old lava fields
- c. Near a steamy lake

3. How many tourists visit the Blue Lagoon each year?

- a. 30,000
- b. 130,000
- c. 300,000

4. What are some of the benefits of the water in the Blue Lagoon?

- a. The water makes you feel giant and tense.
- b. The water makes you feel hungry and tired.
- c. The water makes you feel relaxed and young.



C | Using the Present Continuous. Watch the video again without the sound. With a partner, tell what the people are doing in the video.

They are swimming.

After Viewing



A | Discussion. Form a group with two or three other students. Discuss the questions.

- The soft blue-green water of the Blue Lagoon **lures** many people every year. What **lures** you to a vacation spot? (e.g., good shopping, natural beauty, adventure, historical sites)
- Many people believe that the Blue Lagoon has natural **healing powers**. Do you believe in natural **healing powers**? Explain.
- Is there a place in your country where people go for natural **healing powers**? Do the **locals** go there or are there more **tourists**?



B | Critical Thinking. Many **locals** don't like to tell the **tourists** about their favorite places. Is this good or bad? Explain your answer to a partner.

I don't think it is good to tell tourists about the locals' favorite places. The places are not special anymore.

I think it is good to tell tourists about the best places. Tourists bring money to our town.



A | **Meaning from Context.** Look at the photos. Then read and listen to the descriptions. Notice the words in **blue**. These are words you will hear and use in Lesson **B**.

There are many breathtaking places on Earth. Some of them are **natural** places and others are **manmade attractions**. From very old to very modern, we **recommend** the following **spectacular** manmade destinations.



Manmade islands of Dubai

These are manmade islands off the coast of Dubai. They are several miles wide. One group of islands is in the shape of palm trees and another group is in the shape of a world map. They are resort islands. Many people visit them each year.



Petra, Jordan

This city is 2500 years old and is on many travelers' lists for unusual destinations. It is in the middle of the Jordanian desert. There are many beautiful temples¹ and monuments.² It is recommended for travelers seeking an unknown vacation spot.



Wat Rong Khun, Thailand

There are many temples in Thailand, but the Rong Khun, named The White Temple, is spectacular. It is just outside Chang Rai in northern Thailand. This unusual temple is all white. It has a **mix** of modern and old styles together.



SkyPark, Singapore

SkyPark is located on top of three tall buildings. It **overlooks** the beautiful city of Singapore. With restaurants, a large swimming pool, and a museum of modern art, there is something for everyone. The **view** is breathtaking!

B | Match each word in **blue** from exercise **A** with its definition.

- | | |
|-----------------------------|---------------------------------------|
| 1. natural (adj.) _____ | a. to look out on something |
| 2. manmade (adj.) _____ | b. combination |
| 3. attraction (n.) _____ | c. an area that you can see |
| 4. recommend (v.) _____ | d. very exciting or impressive |
| 5. spectacular (adj.) _____ | e. not made by people |
| 6. view (n.) _____ | f. made by people |
| 7. mix (n.) _____ | g. something interesting or fun to do |
| 8. overlook (v.) _____ | h. to suggest or advise |

¹A **temple** is a building where people go to pray.

²A **monument** is a statue or building to remember an important person or event.

USING VOCABULARY

A | Read the sentences. Circle the correct word.

1. I like to go to manmade (**attractions** / **overlooks**). I like to see modern buildings.
2. I am standing on top of the mountain now. The (**view** / **overlook**) is breathtaking.
3. The mountains and rivers are (**natural** / **manmade**) attractions in this country.
4. This bridge (**overlooks** / **mix**) the lake. It is a breathtaking view.
5. I like a mix of (**manmade** / **spectacular**) and natural destinations.
6. That man (**overlooks** / **recommends**) the natural attractions. He says they are spectacular.
7. A(n) (**mix** / **attraction**) of old and modern is an interesting style.
8. The view from the top of the building is (**spectacular** / **recommend**).



▲ An ice sculpture at a festival in China

B | **Discussion.** With a partner, discuss these questions.

1. Do you like **natural** or **manmade attractions**?
2. Describe a **spectacular view**.

C | **Critical Thinking.** With a group of your classmates, think of natural and manmade attractions in your city, in your country, and around the world. Complete the chart. Share the attractions with the rest of the class.


Attractions			
	City	Country	World
Natural			
Manmade			

D | Did you visit any of the attractions you listed in the chart above? Share your experience with a partner. Do you recommend it?

I went to the Grand Canyon. The view was spectacular.

SkyPark in Singapore is beautiful. I recommend it.

Before Listening

 **Predicting Content.** You are going to listen to a conversation about a person's trip to an attraction. Look at the photo and discuss these questions with a partner.

Where do you think the attraction is? What kind of attraction do you think it is? Is it manmade? Is it natural? What do you think the person will say about it?



Listening: A Group Conversation



A | Checking Predictions. Listen to the conversation. Then look back at your answers from the Before Listening exercise. Were your predictions right?



B | Listening for the Main Idea. Read the question and answer choices. Then listen again and choose the correct answer.

What did Maria think about her trip to the ICEHOTEL?

- It was a very cold, manmade attraction.
- It was a good mix of a natural and manmade attraction.
- It was secluded and relaxing.



C | Listening for Details. Listen again and circle the details from the story.

It's 200 km north of the Arctic Circle.	The restaurant serves only cold food.
You can only stay one night.	You sleep on reindeer skins.
There were 47 rooms this year.	The hotel is the same every year.
You don't need a hat or warm clothes.	The temperature stays between -5 and -8 degrees Celsius.
They serve you hot juice in the morning.	Maria recommends a one-week stay.



D | Making Inferences. Read the statements. Then listen again and circle **T** for *true* or **F** for *false*.

The answers are not in the speaker's exact words. You need to think about what you hear.

- | | | |
|--|----------|----------|
| 1. This was Maria's second time at the ICEHOTEL. | T | F |
| 2. Maria likes to go to unknown destinations. | T | F |
| 3. The ICEHOTEL is dependent on the weather. | T | F |
| 4. You need warm clothes inside the ICEHOTEL. | T | F |



E | Compare your answers with a partner.

After Listening



Collaboration. Form a group with two or three other students. Create an unusual manmade attraction. Complete the chart and then share your idea with your classmates.

What is the name of the attraction?	What is the attraction?	Where is the attraction?	Who likes the attraction?



Pronunciation: Reduction of *-ing*

When people speak English quickly, they don't always pronounce every word fully. In fast speech, the *-ing* in the present continuous often gets reduced. Listen to the sentences. Pay attention to the reduction of the *-ing*.

Careful Speech	Fast Speech
<i>I am looking at the view.</i>	<i>I'm lookin' at the view.</i>
<i>We are relaxing on the beach.</i>	<i>We're relaxin' on the beach.</i>
<i>They are eating breakfast.</i>	<i>They're eatin' breakfast.</i>



With a partner, practice saying the sentences below. Reduce the *-ing* sound.

- | | |
|------------------------------------|--------------------------------------|
| 1. She's staying at the ICEHOTEL. | 4. I'm seeing the attractions today. |
| 2. We are going on vacation. | 5. He is getting away this weekend. |
| 3. They are walking on the bridge. | |

Grammar: The Present Continuous in Questions

Yes/No Questions	Wh- Questions
<p><i>Are you sleeping?</i> <i>Is he/she/it traveling?</i> <i>Are they relaxing?</i></p>	<p><i>What are you doing?</i> <i>Why is she leaving?</i> <i>Where are they going?</i></p>



A | Write the words in the correct order.

1. planning / are / your / you / trip / Easter Island / to / ?

2. brother / where / your / is / on / vacation / going / ?

3. getting away / are / parents / your / ?

4. is / why / John / going / spot / a / secluded / to / ?

5. your / are / friends / train / riding / the / ?

6. plane / when / the / is / coming / ?

7. you / leaving / now / are / ?

8. relaxing / now / on / my / are / friends / beach / the / ?




B | Listen to the telephone conversation. Underline the present continuous questions and statements.

- A: Hi, Keiko? It's Alex. Are you working now?
 B: No, I'm taking my vacation this week.
 A: Where are you?
 B: I'm on Easter Island. I'm on a group tour with 15 other people.
 A: Wow! Are you having a good time?
 B: Yes, I'm learning a lot about the island and I'm having a lot of fun.
 A: What are you doing right now?
 B: I'm hiking up a big mountain.
 A: Are you seeing beautiful views?
 B: Yes, I'm standing on a bridge that overlooks the island's famous statues. It's a spectacular view!



C | Practice the conversation from exercise **B** with a partner.

 **D | Role-Playing.** With a partner, read the scenario for the role play. Complete the role play dialog and then practice it with your partner. Perform the role play for the class.

Role play scenario: You are on vacation. Your friend calls. Create a telephone conversation.

A: Hi. _____ (name).

B: Oh, hi _____ (name).

A: Where are you?

B: I'm on vacation. I'm in _____.

A: Oh! What are you doing now?

B: _____.

A: Really?


B: Yes, and I'm also _____.

A: _____ (have a good time)?

B: _____.

A: Well, have fun!

B: Thanks for calling.

 **E | Discussion.** Form a group with two or three other students. Discuss the questions.

1. Do you like to take vacations on your own or with other people? Explain.
2. What are the good points (pros) and bad points (cons) of taking a group tour? Write your ideas in the chart.

Student to Student

Working Together

Pair work and group work are common classroom activities. Here are some expressions you can use when working with other people.

Let's work together. *Do you want to work together?*

Let's get started. *We need one more idea.*

Taking a Group Tour	
Pros	Cons

4

In this section, you are going to think about the type of vacations you like and how you like to spend your time on vacation. You will create a graph with these ideas and then give a presentation to the rest of the class about your preferences.



▲ Seeing historical sites



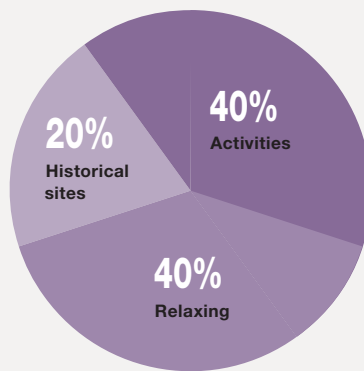
▲ Relaxing



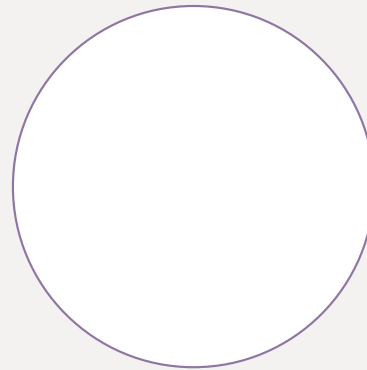
▲ Doing activities

- A | Critical Thinking.** On vacation, how much time do you like to relax, see historical sites, or do activities? Look at the sample pie chart. Then complete the blank chart with your own information.

Sample Pie Chart



Your Chart



- B | Planning a Presentation.** Look at the sample presentation below based on the sample chart above. Replace the underlined words with your own information.

Hello. I want to tell you how I like to spend my time on vacation. On vacations, I like to do many things. As we can see from my graph, 20 percent of the time I like to see historical sites. I like to learn a little about the place I am visiting. Looking at my graph, 40 percent of the time I like to do activities. I like to go to natural attractions and hike or bike. The graph shows that the last 40 percent of my vacation, I like to relax. I have such a busy schedule at home. It is nice to have time to relax on my vacation. Are there any questions?

- C | Practicing your Presentation.** Copy your graph on a bigger piece of paper. Practice pointing to the graph when giving your presentation.
- D | Presentation.** Give your presentation to the class. Remember to point to your graph.

Presentation Skills: Using Graphics

Using graphics in a presentation helps your audience understand your topic more. Say these phrases when using graphics.

This graph shows . . . As we can see from this graph . . .