Travelling – it leaves you speechless, then turns you into a storyteller.

Ibn Battuta

OBJECTIVES
- talk about your holiday expectations
- organise a holiday with friends
- tell a story about a nightmare journey or holiday
- give detailed directions to a place
- use diplomatic language to make recommendations, requests and refusals
- write a travel brochure for your hometown

Work with a partner. Discuss the questions.
1 Look at the picture. Why do you think the people have chosen to go to this place?
2 Read the quote. How can travel leave you speechless? How does it make you a storyteller?
3 What places have left an impression on you? Do you have any stories about travelling?
1.1 Dream holidays

READING

A SPEAK Work in pairs. Look at the pictures of holidays from a tourist website and discuss the questions.

1. What do you think each holiday involves?
2. Which holiday looks most/least appealing to you? Why?

B SKIM FOR MAIN IDEAS Read the advice about skimming and scanning. Then spend 60 seconds skimming the three extracts from the website. Which holiday is best for the three types of tourist (1–3) below?

1. an elderly married couple hoping to spend a relaxing but memorable time together
2. an adventure-lover travelling alone or with friends
3. a family with children looking for a range of experiences

Skimming and scanning

Both skimming and scanning involve reading a text very quickly. When we skim a text we are looking for the main ideas. We mostly focus on titles, subtitles and the first and last lines of paragraphs. We ignore unknown words and complicated grammar.

When we scan a text, we read for specific information (e.g. names, dates, numbers) and ignore everything else.

Days 1–2 Reykjavik: Iceland’s capital is a great place to start with a bang! We’ll take you deep inside the Thrihnukagigur volcano just south of the city for a truly terrifying experience. The locals assure us it’s safe, but we’re not so sure.

Days 3–4 The south coast: It’s time for some picturesque countryside and truly unique surroundings: black sandy beaches, luminous icebergs (yes, seriously!) and awe-inspiring waterfalls. You can even crawl behind the gushing waterfalls. You can even crawl behind the gushing waterfalls. You can even crawl behind the gushing waterfalls.

Incredible wildlife, idyllic beaches, rich cultural heritage – what’s not to love about this delightful island-hopping tour?

Days 1–3 Bali: Although Bali is rightly renowned as an exotic location with gorgeous beaches, it’s the island’s pristine forests that are its greatest treasure. In your three days here, you and your family will have time for guided nature tours, a quad-bike safari and a heart-stopping zipline ride right through the forest. We’ll drive you up to the volcanic crater of Mount Batur so you can peer inside, then cycle all the way down to the sea – which is a lot easier than going the other way!

Days 4–7 Island hopping: Indonesia consists of over 17,500 islands, which is too many to fit into a short break! But you’ll get a small glimpse of the rich diversity of this huge country on our island-hopping tour by planes, a traditional yacht. We’ll spend a day in Komodo National Park, famous for its unspoilt countryside, wild landscapes and the world’s largest lizard, the Komodo dragon.

We’ll take you kayaking around stunning coral reefs and snorkelling with manta rays at the incredible Manta Point.

Explore Indonesia

Unforgettable experiences in the land of ice and fire.

Victoria Falls:

This mighty waterfall on the border between Zambia and Zimbabwe is impressive enough when you’re on foot, but the best way to fully appreciate its majestic beauty and power is from a helicopter. Afterwards, you’ll sail up the Zambezi river to your luxurious accommodation in an all-inclusive resort, where you can watch hippos bathing as the sun sets.

Chobe National Park, Botswana:

Chobe is one of Africa’s best-kept secrets, with the most abundant wildlife all year round, including an estimated 120,000 elephants and vast herds of zebra, giraffe and water buffalo, not to mention the lions, cheetahs and crocodiles that prey on them. And on your final day in Chobe, you’ll take to the skies for the once-in-a-lifetime experience of a hot-air balloon safari, for some truly breathtaking views.

Skeleton Coast, Namibia:

The climax of your holiday is a three-day air voyage along Namibia’s spectacular Skeleton Coast in a light aircraft, with plenty of stops along the way to explore the desert landscape on foot or by off-roader and to eat and sleep in glamorous surroundings. The endless expanses of red and yellow sands, the vast skies and the rugged coastline are guaranteed to take your breath away.

C SCAN FOR INFORMATION Scan the extracts to answer the questions in less than 60 seconds.

1. How many elephants live in Chobe National Park?
2. What two forms of transport can you use in Thorsmork?
3. What are two animals that share their names with places in Indonesia?
4. Where is Thrihnukagigur?
5. Which four countries will you see on the African Skies holiday?
6. How many Indonesian islands are there?

D READ FOR DETAIL Read the extracts again and answer the questions.

Which two places can you visit if you want to …

1. see amazing waterfalls?
2. travel by boat?
3. look inside a volcano?
4. see large reptiles?
5. see sandy landscapes with unusual colours?
6. take a tour in an off-road car?
7. go diving?

E SPOKE Work in pairs. Discuss the questions.

1. What would/wouldn’t you enjoy about each holiday?
2. Which holiday do you think is the cheapest / most expensive / Why?
3. Are holidays like these a good way to get to know a country and its culture? Why/Why not?

F Tourism collocations

Tourism collocations are two or more words that commonly go together. They are a powerful way of building your vocabulary and sounding more natural. Get into the habit of underlining useful collocations while you’re reading, even if you already know all the words. When you learn a new word, (e.g. diversity), learn which words it collocates with, (e.g. not). Complete these collocations from the extracts with the nouns in the box. Use two of the nouns twice.

accommodation  countryside  feeling  location  resort  surroundings  views


B Work in pairs. Underline at least ten useful adjective+noun collocations in the text.

A Work in pairs. Discuss what you would expect from:

• a typical holiday
• your dream holiday

Use the topics in the box and collocations from this lesson to help you.

VOCABULARY

Tourism collocations

Tourism collocations

VOCABULARY

Tourism collocations

Tourism collocations

Tourism collocations
LISTENING

A SPEAK Work in pairs. Look at the picture. Discuss the questions.

1. What do you know (or can you guess) about this place?
2. What do you think it’s popular with tourists?
3. What types of attractions can you identify?

B LISTEN FOR MAIN IDEAS Listen to two friends, Jake (J) and Ollie (O), planning a holiday. Which person …

1. is pessimistic about the weather?
2. is short of money?
3. wants to go on a walking holiday?
4. has had bad experiences of camping?
5. isn’t keen on partying?
6. wants to visit another city?
7. is short of money?
8. suggests going to the seaside?

C LISTEN FOR DETAIL Match the advantages and disadvantages with the three types of holiday. Then listen again and check your answers.

- a bit boring
- a chance to have fun
- cultural and historical sites
- expensive
- fresh air
- hard physical work
- not very relaxing
- relaxing
- unpleasant in bad weather

<table>
<thead>
<tr>
<th>Advantages</th>
<th>Disadvantages</th>
</tr>
</thead>
</table>
| Walking/Camping holidays | 1
| City breaks | 2
| Beach holidays | 3 |

D SPEAK Work in small groups. What other advantages and disadvantages could you add to the ideas in Exercise C?

GRAMMAR Present and future forms review

A Choose the correct option to complete the extracts. Then listen and check.

1. What do you do / are you doing? You’ve / have been staring out of the window for the past ten minutes!
2. I’ve / I’m going to spend the whole summer outside in the fresh air.
3. I think you would like to / would you like / you would like to / you would like / you would like to be warm and sunny for weeks.
4. I bet I’ll / it’s going to start raining as soon as we finish / we’ll finish our exams next week!
5. According to the weather forecast, will / it’s going to stay nice until the end of the month. Our last exam / exam will be on the 20th, so …
6. Don’t worry – I’ll / I’m going to lend you some money if you like. …
7. … we’ll be feeling this time next week: we’ll / be / have been studying hard for a month and we’ll have just finished / been finishing our exams. We’ll / you’ll look / be looking forward to a relaxing break.
8. It usually rains and we / we spend / we’re spending most of the time sheltering in our not-very-waterproof tent. 
9. I’ll / We’ll go / We’re going there again later this summer – my parents arranged it ages ago.

B WORK IT OUT Match each verb form (1–15) in Exercise A with the correct pronunciation.

C Go to the Grammar Hub on page 122.

D SPEAK Work in pairs. Use the prompts to ask and answer questions.

1. What / you / finish / this English course?
2. What / you / do / after this class?
3. What / you / achieve / by 2030?

PRONUNCIATION Weak forms

A Look at the words in bold. Listen and underline the strong forms and circle the weak forms.

- present simple: (a) present states / processes at a particular time / time, (b) regular or timeless events / (c) scheduled future events / and (d) with a future meaning after linking devices, e.g. when, while, after, as soon as, etc.
- present continuous: (a) activities in progress now / and (b) future arrangements / future simple (will): (a) making spontaneous decisions/offers/promises / and (b) predictions based on your own opinion / going to: (a) talking about plans made earlier / and (b) making predictions based on facts/evidence / present perfect simple: measuring the time of states up to now / with how long / for / since / present perfect continuous: measuring the time of actions up to now / future continuous: events in progress at a particular future time, e.g. this time next week / future perfect: events that will be completed by a particular future time / future perfect continuous: results of incomplete processes at a particular future time.

Exercise A with the reason for choosing it.

Attractions in the south-west of England

Dartmoor National Park:
A huge expanse of rugged countryside – perfect for long hikes with spectacular views, rock climbing and wilderness survival courses.

Newquay:
A relaxed tourist town – perfect for relaxing on the beautiful beaches or take to the waves in the UK’s surfing capital … and then party all night with surfers!

Bristol Harbour:
Amazing museums and galleries, wonderful restaurants and cafes … and the world’s first great iron steamship.

Lundy Island:
If you want to get a long way from the crowds, go snorkelling, do some wildlife watching … and then go swimming with seals, Lundy Island is ideal for you!

O TALK TALK TALK

- Talk about your holiday expectations
- Organise a holiday with friends

WORK IN PAIRS

1. What are you doing after this class?
2. What do you think it’s popular with tourists?
3. What do you know (or can you guess) about this place?
4. Why do you think it’s popular with tourists?
5. What do you know (or can you guess) about this place?
6. What do you know (or can you guess) about this place?
7. What do you know (or can you guess) about this place?
8. What do you know (or can you guess) about this place?
9. What do you know (or can you guess) about this place?
10. What do you know (or can you guess) about this place?
11. What do you know (or can you guess) about this place?
12. What do you know (or can you guess) about this place?
13. What do you know (or can you guess) about this place?
14. What do you know (or can you guess) about this place?
15. What do you know (or can you guess) about this place?
The customs officers were on strike, so there
was a three-hour queue to get through
the border. It took us an hour to find each other!

I flew into A, the one for international flights, but my sister was waiting for
me at the one for domestic flights. It took us an hour to find each other!

I missed my connecting flight and there wasn’t
another flight until the morning, so I was
at the airport all night, with no food, water or money.

The customs officers were on strike, so there
was a three-hour queue to get through
the border. It was absolute chaos.

When ‘a friend was working as an editor’ for a company
that published travel guides, I asked him to put in a good
word for me. As a result, ‘I landed the undeserved chance’
to work on what I thought would be the best job in the
world: updating the USA guidebook. ‘Here’s the old edition,
have a bag of money, here’s a free flight and car rental
for three weeks and here are some bus cards to flash
around and get free stuff!’ Or so it went in my head.

I started at the visitors centre, where I nabbed every
brochure and pamphlet on offer. Then it was a blur of
museums, galleries, restaurants, hotels and cafés. I also
spent an hour on the phone at my hotel,
chasing information and updates. I missed dinner.

By the end of day three, it had become clear that
my dream job was actually a nightmare. So much of the book was incorrect to start
with, which meant I had been rewriting
some sections of the guidebook rather than just updating them. It was hard, frustrating,
time-consuming work and doing what I love
for money was making me hate it. In each
city or town, there was so much information
to check, it made my head spin. The stress
of it all kept me awake at night, trying to get
dony the dented mattresses of cheap
motels, counting the ceiling stains. It
turned out that a single page of
the guidebook was utterly overwhelming in
terms of the amount of information I had to
change, confirm or remove. What had I got
myself into? I ended up doing a lot of driving,
cross-counting the massive states of the
Great Plains in my rented, barely roadworthy,
Chevrolet Lownmower. The car ended up
dying near Denver and had to be replaced.

On day four, I had a nervous breakdown in
the bathroom of my hotel room. The thought
of another six hours of driving and checking so many things made me
weep. I called my editor-friend in London. ‘I’ve really been struggling’, I
told him. ‘I can’t go on.’ His advice was to cut corners, skip things,
make it up, do whatever I could to get through the remaining seventeen
days and make it look like I’d done a passable job.
I yearned to be rid of the guidebook and able to travel my own way
again. I drove on, but stopped going to every place. I skipped North
Dakota entirely. I enlisted the help of local tourism marketing people,
getting them to do the work. Eventually things started to improve.

As hard as it was, that whirlwind trip of the Great Plains now lives in my
mind as a good memory; an experience that made me understand what
work I don’t want to do. Now at least I can say I’ve seen some things.
I might otherwise have missed, like Carhenge in Nebraska and the Crazy
Horse Monument in South Dakota and fascinating cities like Deadwood
and Kansas City. But would I update another guidebook? I’m not sure.
Vocabulary

Travel phrasal verbs

A. Speak. Work in pairs. Ask and answer the questions to complete the quiz.

1. You’ve got some visitors arriving at the airport today. Do you...
   a. check what time their plane gets in and go to the airport to wait for them?
   b. tell them to walk to the car park so you can pick them up without paying for parking?
   c. tell them to hop on a bus and hope they turn up at your house eventually?

2. You decide to show your visitors around your town/city. Do you...
   a. make for your town’s/city’s main tourist attractions?
   b. head to a park or open space and hang around in the sunshine?
   c. wander around the town/city and make up a plan as you go along?

3. Your visitors want to go for a long drive. Do you...
   a. set out at the crack of dawn so you can fit in as many attractions as possible?
   b. buy them tickets for a coach tour and see them off at the coach station?
   c. head out on the open road, drive all day, stay over at a motel and then head back the next morning?

4. It’s time for your visitors to fly out. Do you...
   a. drop them off at the airport car park?
   b. wait with them in the terminal and wave them off?
   c. point them towards the bus stop so they can make their own way there?

B. Read the quiz again. Match the verbs in bold with the definitions.

1. ______ take somebody somewhere in a car and leave them there
2. ______ take somebody somewhere to say goodbye to them
3. ______ go somewhere to meet somebody who you have arranged to take somewhere in a car
4. ______ go towards something
5. ______ start a journey
6. ______ arrive, (e.g. in a plane/train)
7. ______ arrive unexpectedly / after a long wait
8. ______ have enough time for something
9. ______ spend the night somewhere

C. Work in pairs. Read the quiz again. Find the five phrasal verbs that match with the definitions below.

1. ______ get on a vehicle quickly
2. ______ spend time without doing anything in particular
3. ______ tell somebody which direction to go
4. ______ return
5. ______ explore, without going in a particular direction

D. Speak. Cover the left-hand side of Exercises B and C. Take it turns to read a definition to test how many of the verbs and phrasal verbs your partner remembers.

LISTENING

A. Listen for key information. Read the information in the box. Then listen to a conversation between two friends. Complete the notes with one word or a number in each space.

Listening for key information

A lot of what we hear is filter information – things that we don’t really need to know. An important listening skill is to ignore that filler and focus on the most important facts. Speakers often slow down to pronounce key information more clearly and loudly.

Speakers also often use phrases to signal that key information is coming. Some examples are The problem is... Your best bet is... What you need to do is... Remember... You absolutely have to...

1. ______ get to the station in time for trains at 9:__ pm
2. ______ take a _______ to the station – flag one down on the _______ road
3. ______ best bus numbers: _______ or _______
4. ______ cross road using _______
5. ______ walking from terminal: follow signs to city _______
6. ______ need to pay for minibus by _______
7. ______ train from Central Station to north _______ Suzie will get on at _______

B. Listen to the longer extracts and check your answers to Exercise A.

C. Choose the correct options to complete the rules.

1. When your voice goes up slightly at the end, it shows... You have/haven’t finished and tells the other person to reply/wait.
2. When your voice goes down at the end, it shows... It’s an invitation for the other person to reply/wait.

D. Work in pairs. Practise saying the sentences in Exercise A with the two intonation patterns. Your partner will tell you whether you’ve finished or not.

SPEAKING HUB

A. Plan. You are going to give somebody directions/instructions involving several stages, (e.g. walking, bus, train). First, decide where you’re going to give directions/instructions to and from. What will the person need to do on the way, (e.g. take out cash, buy a ticket)?

B. Speak. Work in pairs. When you finish, swap roles and repeat the activity.

Student A: Give your directions/instructions as clearly as possible. Reassure your partner that everything will be OK.

Student B: Listen carefully to your partner’s directions/instructions. Make notes of the key points. Express any concerns you may have about what might go wrong.

C. Reflect. How easy was it to follow your partner’s directions? How would you feel about taking this journey in real life?

PRONUNCIATION

Continuing and finishing tones

A. Listen to some extracts from the conversation. Does it sound like the speaker has finished talking or is she going to continue and say more?

1. It’s a complete nightmare.
2. It sounds a bit complicated.
3. Call me when you arrive at the station.
4. Wish me luck.

Tell a story about a nightmare journey or holiday.

Give detailed directions to a place.
1.3 Awesome places

Edinburgh tour

COMPREHENSION

A Work in pairs. Discuss the questions.
1. What do you know (or can you guess) about Edinburgh?
2. The Edinburgh Festival Fringe is the world’s largest arts festival. What do you think it involves?

B Watch the video. Match the places (1–3) with the descriptions (a–c).
1. Arthur’s Seat
   a. a volcano
2. The Royal Mile
   b. a place to buy tickets
3. The Fringe Office
   c. a tourist cliché

C Watch again. Complete the notes with one word or number in each space.

What makes Edinburgh special? It has a \[ \_ \] in the middle of the city. Arthur’s Seat (name comes from words in the \[ \_ \] language) is \[ \_ \] metres above sea level. Alastair first visited as an \[ \_ \] year-old aspiring actor. Good names for theatre companies in festival brochure: \[ \_ \] or \[ \_ \].

Alastair is tempted by some woollen trousers that cost \[ \_ \].

Edinburgh is considered best city to \[ \_ \] in the UK. The city is popular because it has lovely architecture; \[ \_ \] running through centre; \[ \_ \] public parks, more \[ \_ \] per person than any other city.

AUTHENTIC ENGLISH

A Read the sentence from the video and the information in the box. How does Arthur’s Seat make Edinburgh feel different?

There’s something very special about Arthur’s Seat that lends Edinburgh a quite extraordinary air.

lend

You can use lend to say something gives a person, place or object a certain appearance, characteristic or ‘air’ (= a feeling).

B Match 1–5 with a–e to form full sentences.

1. Arthur’s Seat
   a. a volcano
2. The wooden roof beams lend the hotel
   b. a place to buy tickets
3. Criminal gangs often help their local communities to lend themselves
   c. a tourist cliché
4. The evocative music lends
   d. a more mature appearance.
5. Jo sometimes speaks with a foreign accent to lend
   e. a haunting atmosphere to the film.

C Work in pairs. What could you do to lend yourself a more

mature appearance, an air of respectability or a more exotic character?

SPEAKING HUB

Work in pairs. Look at the room you are in now. Discuss how you could give it an extreme makeover to lend it ...

1. a more sophisticated air.
2. a retro style.
3. a sci-fi feel.

A Chain

Work in pairs. Student A – Go to the Communication Hub on page 148. Student B – Go to the Communication Hub on page 154.

A PLAN Work in pairs. Student A – Present your makeover ideas to Student B. Listen to Student B’s comments and reply diplomatically. Then use diplomatic language to try to persuade Student B to help you to complete the makeover.

Is there any way you could come and help me paint the walls?

Student A – Present your makeover ideas to Student B. Listen to Student B’s comments and reply diplomatically. Then use diplomatic language to try to persuade Student B to help you to complete the makeover.

Is there any way you could come and help me paint the walls?

Student B \[ \_ \] Listen carefully to Student A’s ideas. Use diplomatic language to criticise the ideas and make different recommendations. When Student A asks for you to help, try to refuse as diplomatically as possible.

C REFLECT Report back to the class on your partner’s ideas for the makeovers. Try to be as diplomatic as possible.

B SPEAK Work in pairs. Roleplay this situation below. Then swap roles and repeat the roleplay.

Use diplomatic language to make recommendations, requests and refusals.

Turn to page 156 to learn how to write a travel brochure for your hometown.
Unit 1  Review

VOCABULARY

A Complete the hotel review with the collocations in the box.

affordable accommodation  all-inclusive resort
breath-taking views  exhilarating feeling
luxurious accommodation  package tour
self-catering holiday  unspoilt countryside
vibrant nightlife

★ ★ ★ ★ ★ Very disappointing

We stayed in this hotel as part of a 1___________, which included flights and transport. We paid a lot of money to stay in 2___________ in an 3___________. However, the food was terrible, so we ended up cooking our own. If we had wanted a 4___________, we would have saved money and chosen more 5___________ of 7___________. In fact, the only thing we could see from our balcony was another huge hotel complex. The one thing the brochure got 6___________ right was the 8___________ – the hotel was surrounded by noisy discos. Fine if you want the 9___________ of partying all night, but if you’re trying to relax – forget it!

B Add the missing letters to complete the words.

1 If you go past a slower car, you  o _ e _ t _ k it.
2 Planes take off and land on a  r _ n _ a _ .
3 The  c _ b _ n c _ e _ look after you on a plane.
4 When you  r _ v _ r _ e , you drive backwards.
5 Large airports have several  t _ r _ i _ a _ s for departures and arrivals.
6 If you’re  s _ u _ k at an airport or in a traffic jam, you can’t move/travel.
7 Pilots sit in the  c _ c _ p _ t at the front of the plane.
8 When a car  b _ e _ k _ d _ w _ it stops working.

C Complete the extract from a conversation with the correct form of the phrasal verbs in the box.

drop off  fit in  get in  make for  pick up
see off  set out  stay over  turn up

I’ll drive you to the airport, if you like. We’ll need to 1___________ really early, in case there’s a traffic jam. I won’t be able to come inside the building to 2___________ you 3___________, but I’ll 4___________ you right outside the main entrance. Just go in through the main doors and 5___________ the security gate. You’ve only got hand luggage, right? How on earth did you 6___________ everything 7___________?

Anyway, after your flight, call me as soon as your plane 8___________ . Is your friend coming to 9___________ you 10___________ at the airport? Or are you just going to 11___________ at her house without warning? Does she even know you’re planning to 12___________ ?

GRAMMAR

A Complete the sentences with the correct form of the words in brackets.

1 We 1___________ (plan) our trip for the past six months, so hopefully everything 2___________ (go) smoothly – but it’s impossible to be sure.
2 It looks like we 3___________ (be) late – the train 4___________ (leave) in 10 minutes and we’re still stuck in this horrible traffic jam.
3 I 5___________ (meet) you at the airport tomorrow, if you like. It’ll be easy to recognise me: I’ll hold a sign with your name on it.
4 Apparently, they 5___________ (still/build) our hotel, but the travel agent assures me they 6___________ (finish) it by the time we get there.
5 I’ll want to have a sleep when I 7___________ (arrive) – I 8___________ (travel) for eight hours by then.
6 I’ve bought the tickets! I can’t believe I 9___________ (finally/go) on a safari next month! I 10___________ (want) to do that since I was a child.

B Complete the story with suitable past forms of the verbs in brackets.

Airport dash

I woke up and stared at the alarm clock. It was half past eight and I 1___________ (oversleep)! I was sure I had set it the previous evening, but for whatever reason, it 2___________ (not go) off.

I was going to miss my flight! I was furious with myself – I 3___________ (look) forward to that trip for months.

My heart 4___________ (race) as I pulled on some clothes and grabbed my bags. Fortunately, I 5___________ (pack) the previous night, so everything was ready. I ran outside. Luckily, a taxi 6___________ (drive) down my street at that exact moment. I 7___________ (wave) my arms to attract the driver’s attention. ‘To the airport!’ I yelled as I got in.

Somehow, we made it to the airport in record time – the driver 8___________ (go) extremely fast. In fact, I was amazed that she 9___________ (not crash). I paid the driver, jumped out and raced into the departure lounge. 10___________ (look) up at the departure board. The clock in the corner said 7.45 – I was two hours early! 11___________ (not oversleep) after all – my clock battery 12___________ (simply/go) flat at 8.30 the previous night.