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# TRAVEL



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

Ibn Battuta

A hot-air balloon soars under the stars in Death Valley National Park.

## 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?

**S**—skimming and scanning    **V**—tourism collocations    **G**—present and future forms review    **P**—weak forms

## 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?

### Amazing Iceland



Unforgettable experiences in the land of ice and fire.

**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 water to experience the Seljalandfoss waterfall from the inside. Not for the faint-hearted!

**Days 5–6 Thorsmork:** Ready for some more adrenaline? We're going to head up into the mountains for a crazy snowmobile ride across vast valleys and mountain ridges. And before you've got your breath back, we're taking you on an epic 12-hour journey in a 4x4 off-roader. Be prepared to get seriously shaken up!

**Day 7 Silfra fissure:** This is the point where the great continental plates of North America and Eurasia are ripping apart, so it's no wonder there's so much geological action here. Pull on a wetsuit for a spot of snorkelling in the fresh volcanic waters. You'll be in the safe hands of our trained instructors, but it's still an exhilarating feeling to be so close to the awesome power of Mother Nature.

**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?

#### 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.

- 1 an older 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

### Explore Indonesia

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 *phinisi*, 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.



**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 SPEAK** 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?

### African Skies

Witness the spectacular panoramas and abundant wildlife of southern Africa from above.

**Days 1–2 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.

**Days 3–6 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.

**Days 7–9 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.



## VOCABULARY

### Tourism collocations

#### Tourism collocations

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. *rich*).

**A** 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

- 1 picturesque \_\_\_\_\_
- 2 unique \_\_\_\_\_
- 3 an exhilarating \_\_\_\_\_
- 4 an exotic \_\_\_\_\_
- 5 unspoilt \_\_\_\_\_
- 6 luxurious \_\_\_\_\_
- 7 an all-inclusive \_\_\_\_\_
- 8 breathtaking \_\_\_\_\_
- 9 glamorous \_\_\_\_\_

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

**C** Go to the **Vocabulary Hub** on page 142.

**D SPEAK** Work in pairs. Ask and answer questions using the collocations in Exercises A and C.

*Where's a good place to go for breathtaking views?*

*Have you ever eaten in glamorous surroundings?*

## SPEAKING

**SPEAK** 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.

accommodation  
travelling around (how?) or staying in one place?  
sightseeing (what type?)  
food: dishes, restaurants, self-catered?  
thrills or relaxation?  
seeing/interacting with wildlife  
interacting with people  
learning about nature/culture/history  
pre-organised or spontaneous?  
getting there and back

Bournemouth



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 Why do you think it's popular with tourists?
- 3 Is there somewhere similar in your country?

**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?   | J / O |
| 2 is short of money?                  | J / O |
| 3 wants to go on a walking holiday?   | J / O |
| 4 has had bad experiences of camping? | J / O |
| 5 wants to visit another city?        | J / O |
| 6 isn't keen on partying?             | J / O |
| 7 suggests going to the seaside?      | J / O |

**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   cheap  
 cultural and historical sites   expensive   fresh air   hard physical work  
 not very relaxing   relaxing   unpleasant in bad weather

	Advantages	Disadvantages
1 Walking/Camping holidays		
2 City breaks		
3 Beach holidays		

**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.

1.2 What <sup>1</sup>do you do / are you doing? You've <sup>2</sup>stared / been staring out of the window for the past ten minutes!

I've decided <sup>3</sup>I'll / I'm going to spend the whole summer outside in the fresh air.

I know what <sup>4</sup>you mean / you're meaning. <sup>5</sup>It's / It's been so warm and sunny for weeks.

I bet <sup>6</sup>it'll / it's going to start raining as soon as <sup>7</sup>we finish / we'll finish our exams next week!

According to the weather forecast, <sup>8</sup>it'll / it's going to stay nice until the end of the month.

Our last <sup>9</sup>exam's / exam will be on the 20th, so ...

Don't worry – <sup>10</sup>I'll / I'm going to lend you some money if you like.

... how we'll be feeling this time next week: we'll <sup>11</sup>be / have been studying hard for a month and we'll have just <sup>12</sup>finished / been finishing our exams. We'll <sup>13</sup>look / be looking forward to a relaxing break.

It usually rains and <sup>14</sup>we spend / we're spending most of the time sheltering in our not-quite-waterproof tent.

<sup>15</sup>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 reason for choosing it.

Present and future forms review

Present simple: (a) present states \_\_\_\_, (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 simple: events that will be completed by a particular future time \_\_\_\_

Future perfect continuous: results of incomplete processes at a particular future time \_\_\_\_

**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.

- 1 I **am** sure it **is**, Jake, but that **is** the last thing everyone **will** want to **do**.
- 2 Hopefully, they **will have** bought a new tent by then!
- 3 But it **will do** us good to let our hair down and **have** some fun while we **can**.

**B** Practise saying the sentences in Exercise A with the correct pronunciation.

SPEAKING HUB

**A PREPARE** Work in groups of three. You are going to plan a week's holiday together in the UK to celebrate the end of a difficult period, (e.g. exams, a tough work project). Discuss:

- a suitable time for your week's holiday.
- what exactly you will be celebrating.
- how you will all be feeling at that time.

**B PLAN** Decide who is Student A, B or C, then individually read about what kind of holiday your character wants to go on in the Communication Hub.

Student A – Go to page 148. Student B – Go to page 150. Student C – Go to page 155.

With your character profile in mind, read the information about attractions in the south-west of England below. Make notes on which place you would like to visit and why.

**C DISCUSS** Work in groups. Present your holiday ideas to your group. Listen to their ideas and discuss any objections you have. Try to work out a compromise to keep everybody happy.

**D REFLECT** Share your holiday plans with the class. Which group found the best compromise?

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.



Bristol Harbour:

Amazing museums and galleries, wonderful restaurants and cafés ... and the world's first great iron steamship.



Newquay:

Relax on the beautiful beaches or take to the waves in the UK's surfing capital ... and then party all night with surfers!



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!



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

**V** transport; travel phrasal verbs  
**S** listening for key information

**G** past forms review  
**P** continuing and finishing tones

## VOCABULARY

### Transport

**A SPEAK** Work in pairs. Discuss the questions.

- Do you (or anybody you know) travel often by plane? What problems do you/they often have?
- Why do so many people hate flying? Do you?

**B** Complete the stories about nightmare air journeys with the words in the box.

aircraft bumpy landing cabin crew cockpit runway security stuck Terminal

1 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!

2 The flight to the island was in a tiny light \_\_\_\_\_, with space for just four passengers! It was so noisy and shaky!

3 The flight was fine apart from a \_\_\_\_\_ at the end. We hit the ground really hard, but apparently it was perfectly safe.

4 Apparently the delay was caused by the \_\_\_\_\_ door jamming – the pilots couldn't open it to get inside!

5 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.

6 One of the other passengers was really aggressive and kept threatening the \_\_\_\_\_.

7 It was snowing so heavily that they couldn't keep the \_\_\_\_\_ clear for long enough for us to take off.

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

**C** Go to the **Vocabulary Hub** on page 142.

**D SPEAK** Work in pairs. Discuss the questions.

- Have you ever experienced any transport problems similar to the ones in Exercises B and C? What happened?
- What (if anything) can be done to avoid/minimise problems when travelling by plane or taxi?

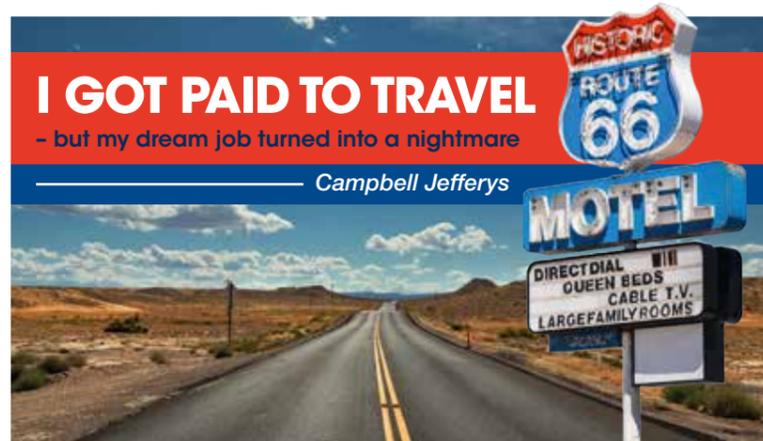
## READING

**A SPEAK** Work in pairs. Discuss the questions.

- Would you like to go on a long road trip? Why/Why not? What might go wrong?
- Would you like a job where you're paid to travel? Why/Why not? What might go wrong?

**B READ FOR MAIN IDEAS** Read the article quickly to answer the questions.

- What was the writer expecting when he took the job?
  - plenty of money and free time
  - more work than was done on the first edition
  - the opportunity to work hard and prove himself
- What was the main problem during the writer's trip?
  - He wasn't paid as much as he expected.
  - His car broke down several times.
  - There were too many things to check.
- How does the writer feel about the experience now?
  - He regrets not visiting more places.
  - He's glad because he learned from the experience.
  - He's ashamed that he couldn't do it properly.



When <sup>1</sup>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, <sup>2</sup>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, here's a bag of money, here's a free flight and car rental for three weeks and here are some business cards to flash around and get free stuff.' Or so it went in my head.

Three weeks seemed ample time to traverse a mere seven states of the Great Plains and check a few hotels, restaurants and museums along the way. After all, <sup>3</sup>the really hard work had been done already by the people who had written the first edition of the guidebook. I was just passing through, enjoying the scenery and ensuring phone numbers, addresses and prices were correct.

<sup>4</sup>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

**C INFERRING MEANING** What does the writer mean when he uses the following phrases?

- ... I landed the undeserved chance ...
- Or so it went in my head.
- ... a mere seven states ...
- I missed dinner.
- ... counting the ceiling stains.
- Chevrolet Lawnmower
- ... be rid of the guidebook ...
- I'm not sure.

**D SPEAK** Work in pairs. Discuss the questions.

- Was the writer right to change his approach to the job? Why/Why not?
- Can you trust the information in tourist guidebooks/websites?

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 <sup>5</sup>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 comfy on the dented mattresses of cheap motels, counting the ceiling stains.

It turned out that a single page of a 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, criss-crossing the massive states of the Great Plains in my rented, barely roadworthy, Chevrolet Lawnmower. 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. <sup>6</sup>'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 didn't want to do. Now at least I can say <sup>7</sup>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.

## GRAMMAR

### Past forms review

**A WORK IT OUT** Complete rules a–e in the box with the underlined phrases (1–7) in the article.

#### Past forms review

- We use the past simple with action verbs for the main events in a story in the order they happened: \_\_\_\_, \_\_\_\_
- We use the past continuous for situations in progress around the time of the main events: \_\_\_\_
- We use the past perfect simple for completed events before the main events: \_\_\_\_
- We use the past perfect continuous for incomplete processes before the main events: \_\_\_\_
- In general, we don't use the present perfect (simple or continuous) in stories about the past, apart from when reporting a speaker's actual words \_\_\_\_ and when showing how the story relates to the moment of speaking or writing. \_\_\_\_

**B** Go to the **Grammar Hub** on page 122.

**C SPEAK** Work in pairs. Complete the sentences about the article in a suitable way.

- The writer thought it would be easy because another writer had already ...
- After a few days, he was exhausted because he had ...
- The car was replaced because it had ...
- By the end of his trip, he had ...

## SPEAKING

**A PREPARE** You are going to tell a true or invented story about a nightmare journey or holiday. Work alone to plan the following:

- The main events: What happened? In what order?
- Earlier context: What had happened / been happening earlier?
- Background situations: What was happening around the time? How were you feeling?
- Present results: How have you changed since / as a result of the experience?

**B SPEAK** Work in pairs to tell your stories. Ask questions about your partner's story.

#### Glossary

ample (adj) more than enough  
weep (v) cry desperately  
yearn for sth (v) want something desperately



## VOCABULARY

Travel phrasal verbs

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

# What kind of host are you?



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.

- \_\_\_\_\_ take somebody somewhere in a car and leave them there
- \_\_\_\_\_ take somebody somewhere to say goodbye to them
- \_\_\_\_\_ go somewhere to meet somebody who you have arranged to take somewhere in a car
- \_\_\_\_\_ go towards something
- \_\_\_\_\_ start a journey
- \_\_\_\_\_ arrive, (e.g. in a plane/train)
- \_\_\_\_\_ arrive unexpectedly / after a long wait
- \_\_\_\_\_ have enough time for something
- \_\_\_\_\_ spend the night somewhere

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

- \_\_\_\_\_ get on a vehicle quickly
- \_\_\_\_\_ spend time without doing anything in particular
- \_\_\_\_\_ tell somebody which direction to go
- \_\_\_\_\_ return
- \_\_\_\_\_ 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

1.4 **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 'filler' 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/thing is ...*, *Your best bet is to ...*, *What you need to do is ...*, *Remember ...*, *You absolutely have to ...*

- Get to the station in time for train at 9. \_\_\_ pm
- Take a \_\_\_\_\_ to the station – flag one down on the \_\_\_\_\_ road
- Best bus numbers: \_\_\_\_\_ or 18
- Cross road using \_\_\_\_\_
- Walking from terminal: follow signs to city \_\_\_\_\_
- Need to pay for minibus by \_\_\_\_\_ – best to have the right \_\_\_\_\_
- Take train from Central Station to north \_\_\_\_\_ . Suzie will get on at \_\_\_\_\_ Station.

1.4 **B LISTEN FOR DETAIL** Listen again and answer the questions.

- Which part of the airport is Lisa calling from?
- Where is Suzie? Why?
- Where are they going to stay tonight?
- Why shouldn't Lisa take a taxi?
- Where does the number 14 minibus go?
- Why isn't Suzie going to the Central Station?
- Why is Lisa worried at the end?

C **SPEAK** Work in pairs. Discuss the questions.

- What does Suzie mean when she says that Lisa's journey will be a fun adventure?
- Do you prefer to travel like a local, (e.g. on buses) or are you happy to pay 'tourist prices' for a taxi?

## PRONUNCIATION

Continuing and finishing tones

1.5 **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?

- It's a complete nightmare.
- It sounds a bit complicated.
- Call me when you arrive at the station.
- Wish me luck.



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

C Choose the correct options to complete the rules.

- When your voice goes up slightly at the end, it shows you *have / haven't* finished and tells the other person to *reply / wait*.
- When your voice goes down at the end, it shows you *have / haven't* finished. 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?

○ Tell a story about a nightmare journey or holiday

○ Give detailed directions to a place

### ▶ 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       |

#### Glossary

**aardvark (n)** a southern African animal with a long nose and a long sticky tongue that eats ants

**cliché (n)** a phrase or idea that is boring because people use it a lot and it is no longer original

**Gaelic (n)** a Celtic language that people speak in parts of Scotland

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

What makes Edinburgh special? It has a <sup>1</sup> \_\_\_\_\_ in the middle of the city.

Arthur's Seat (name comes from words in the <sup>2</sup> \_\_\_\_\_ language) is <sup>3</sup> \_\_\_\_\_ metres above sea level.

Alastair first visited as an <sup>4</sup> \_\_\_\_\_-year-old aspiring actor.

Good names for theatre companies in festival brochure: <sup>5</sup> \_\_\_\_\_ or Aaaagh!

Alastair is tempted by some woollen trousers that cost <sup>6</sup> \_\_\_\_\_.

Edinburgh is considered best city to <sup>7</sup> \_\_\_\_\_ in the UK.

The city is popular because it has lovely architecture;

<sup>8</sup> \_\_\_\_\_ running through centre;

<sup>9</sup> \_\_\_\_\_ public parks; more <sup>10</sup> \_\_\_\_\_

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 Charles grew a beard to lend himself
- 2 The wooden roof beams lend the hotel
- 3 Criminal gangs often help their local communities to lend themselves
- 4 The evocative music lends
- 5 Jo sometimes speaks with a foreign accent to lend herself

- a an air of respectability.
- b a more exotic character.
- c a certain old-world charm.
- d a more mature appearance.
- 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?

### ▶ Makeover



SAM

GABY

ZAC

MILLY

**B** Match the examples (1–6) in Exercise A with the rules in the box.

#### Being diplomatic

We often use diplomatic language when we want to avoid sounding too direct, e.g. when making recommendations, asking for help or refusing to help.

- a One important technique involves expanding a request by adding extra words and phrases, e.g. *possibly, I don't suppose*. \_\_\_\_\_, \_\_\_\_\_
- b Another technique involves making a statement of fact, which the listener is expected to interpret as a refusal, request, etc. \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

**A** 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.

**B** ▶ Watch the video. Complete the sentences with *Sam, Zac, Gaby* or *Milly*.

- 1 \_\_\_\_\_ owns the café.
- 2 \_\_\_\_\_ is going to run the café.
- 3 \_\_\_\_\_ is clumsy.
- 4 \_\_\_\_\_ arrives late for work.
- 5 \_\_\_\_\_ owns and runs a shop.
- 6 \_\_\_\_\_ has catering experience.
- 7 \_\_\_\_\_ agrees to help in the café.
- 8 \_\_\_\_\_ plans to ask somebody to get married.

### SPEAKING SKILL

**A** Match these extracts from the video (1–6) with the more direct meanings (a–d). You will need to use two of the letters (a–d) twice.

- 1 Time management is really important.
- 2 You should possibly think about hiring someone part-time.
- 3 You might have forgotten but I have my own shop to run.
- 4 Is there any way you could give me a hand for a few weeks?
- 5 It'd be great to have an expert like you around to help out ...
- 6 I don't know, Zac. I've got plans and ...

- a Please! I'm desperatel
- b No, I can't help you.
- c You're late!
- d I strongly recommend this.

### ○ SPEAKING HUB

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

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

**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.

○ Use diplomatic language to make recommendations, requests and refusals

▶ Turn to page 156 to learn how to write a travel brochure for your hometown.



## VOCABULARY

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

affordable accommodation all-inclusive resort  
 breathtaking 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 \_\_\_\_\_!  
 The brochure also promised 6 \_\_\_\_\_  
 of 7 \_\_\_\_\_. In fact, the only thing we  
 could see from our balcony was another huge  
 hotel complex. The one thing the brochure got  
 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.

- If you go past a slower car, you o \_ e \_ t \_ k \_ it.
- Planes take off and land on a r \_ n \_ a \_.
- The c \_ b \_ n c \_ e \_ look after you on a plane.
- When you r \_ v \_ r \_ e, you drive backwards.
- Large airports have several t \_ r \_ i \_ a \_ s for departures and arrivals.
- If you're s \_ u \_ k at an airport or in a traffic jam, you can't move/travel.
- Pilots sit in the c \_ c \_ p \_ t at the front of the plane.
- 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 \_\_\_\_\_, but I'll  
 3 \_\_\_\_\_ you \_\_\_\_\_ right outside  
 the main entrance. Just go in through the main doors and  
 4 \_\_\_\_\_ the security gate. You've only got hand  
 luggage, right? How on earth did you 5 \_\_\_\_\_  
 everything \_\_\_\_\_?  
 Anyway, after your flight, call me as soon as your  
 plane 6 \_\_\_\_\_. Is your friend coming to  
 7 \_\_\_\_\_ you \_\_\_\_\_ at the airport?  
 Or are you just going to 8 \_\_\_\_\_ at her house  
 without warning? Does she even know you're planning to  
 9 \_\_\_\_\_?

## GRAMMAR

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

- We \_\_\_\_\_ (*plan*) our trip for the past six months, so hopefully everything \_\_\_\_\_ (*go*) smoothly – but it's impossible to be sure.
- It looks like we \_\_\_\_\_ (*be*) late – the train \_\_\_\_\_ (*leave*) in 10 minutes and we're still stuck in this horrible traffic jam.
- I \_\_\_\_\_ (*meet*) you at the airport tomorrow, if you like. It'll be easy to recognise me: I \_\_\_\_\_ (*hold*) a sign with your name on it.
- Apparently, they \_\_\_\_\_ (*still / build*) our hotel, but the travel agent assures me they \_\_\_\_\_ (*finish*) it by the time we get there.
- I'll want to have a sleep when I \_\_\_\_\_ (*arrive*) – I \_\_\_\_\_ (*travel*) for eight hours by then.
- I've bought the tickets! I can't believe I \_\_\_\_\_ (*finally / go*) on a safari next month! I \_\_\_\_\_ (*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. I 10 \_\_\_\_\_ (*look*) up at the departure board. The clock in the corner said 7.45 – I was two hours early. I 11 \_\_\_\_\_ (*not oversleep*) after all – my clock battery 12 \_\_\_\_\_ (*simply / go*) flat at 8.30 the previous night.

