

“

Whenever I  
**leave**, I want  
 to **come back**.

”



Look at the photo and discuss the questions.

- 1 Would you like to visit this place? Why / Why not?
- 2 Is there a place that you often visit with your family or friends? How do you feel about it?
- 3 What parts of the world would you particularly like to visit? Why?

2

## On the bucket list

### READING

topic: inspiration for travel  
 skill: finding specific information  
 task: multiple matching

### GRAMMAR

past tenses  
 articles

### VOCABULARY

travel anecdotes and apps;  
 idiomatic phrases and expressions  
 collocations; linkers

### LISTENING

topic: travel-writing  
 skill: listening for specific information and opinion  
 task: multiple choice

### USE OF ENGLISH

multiple-choice cloze  
 open cloze

### SPEAKING

topic: summer holidays,  
 photo-bombing  
 skill: giving concise answers  
 task: interview

### WRITING

topic: best and worst holiday experiences  
 skill: describing, narrating and expressing contrast  
 task: article

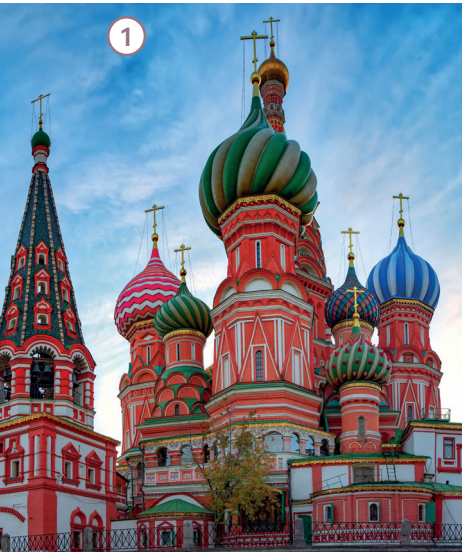
### SWITCH ON

video: Sidi Driss  
 project: film location map

# READING

## Power up

1 Describe the places in the photos. Which ones do you like the most? Why?



## Read on

2 Read the texts about places to visit quickly and match the photos (1–4) with the posts (A–D). What inspired each person to travel to these places?

### exam tip: multiple matching

It is a good idea to read the questions before you read the texts. This will help to focus your reading of the texts and remind you of what you are looking for. Remember you don't have to understand every detail of each text.

Read question 1 in Ex 3. The most important words here are: unexpected, change, travel plans. Quickly scan the texts to find the one you think might include all three ideas.

3 **e** Read the exam tip and complete the task. Read the texts again more carefully. Match the questions (1–10) with the people (A–D).

Which person

- 1 mentions an unexpected change in travel plans?
- 2 compared the scenery they saw to a film location?
- 3 refers to a significant increase in tourism to a particular area?
- 4 says that a certain type of scenery isn't always popular?
- 5 mentions an educational reason that influenced the decision to travel?
- 6 had been unaware of filming taking place locally?
- 7 contrasts what they saw with their more usual surroundings?
- 8 is determined to continue with something they have already started?
- 9 mentions celebrating a special event?
- 10 had previous knowledge about specific film locations?

4 Find the words or phrases in the texts that mean the following.

- 1 relating to the Middle Ages (text A)
- 2 a period of sudden growth (text A)
- 3 was as good as you had hoped (text B)
- 4 interest or attract sb (text B)
- 5 unusual and exciting (text C)
- 6 have the opportunity to use sth (text C)
- 7 extremely big (text C)
- 8 fantastic, amazing (x3) (text D)
- 9 was included (in a film) as an important part (text D)
- 10 becoming very emotional about sth (text D)

## Sum up

5 Which of the four young people do you identify with the most? Why?

## Speak up

6 Work in pairs and discuss the questions.

- 1 Have you ever wanted to travel to a particular place you've seen in a film or read about in a book? Where was it?
- 2 Would you like a film to be shot in or near your home town? Why / Why not?

Have you ever  
been inspired  
to travel by a  
**book**  
or a  
**film?**

**A** I'm not normally one of those people who visits film locations, but last summer, that's what I did. To explain: I live in Northern Ireland, where several scenes from the *Game of Thrones* TV series were filmed. I hadn't realised that until my friend Anna and I binge-watched the series over the summer holidays and I recognised certain places. We organised a trip to see one of them, Strangford Lough, as soon as possible – and we weren't disappointed. What made our day there special was when we saw groups of 'Thronies' dressed up in medieval cloaks and helmets and carrying plastic swords. They were really getting into the spirit of things!



**Trish**

Apparently, the recent boom in visitors to parts of Ireland is mainly due to the popularity of 'Game of Thrones' locations, which is good news for the economy!

**B** A while back, I was getting ready to go out when I overheard my parents discussing plans for a winter holiday. Mum wanted to go somewhere different for her birthday and I heard the word 'Iceland'. WOW! I thought, what a fantastic trip! My mind immediately jumped to dramatic landscapes of ice and volcanoes in *The Land of the Midnight Sun*. We had been watching a documentary about volcanoes the previous week (I was always thinking up good excuses for not getting on with my homework!) so that's presumably what gave them the idea of Iceland. Anyway, it certainly lived up to all our expectations. The volcanic landscape doesn't appeal to everyone, of course, but the amazing skies (Aurora Borealis at night!) and the hot geysers springing up from the earth were just out of this world.



**Rich**

**C** I'm half Russian, but the word 'Russia' still conjures up the idea of somewhere exotic. When I was a child, we used to stay with my Russian grandmother a lot, so I have had more access to the language than most people. Even so, Russian is really difficult to learn. I was going to give it up but then I thought, No, I can do this! This year, since I am studying Tolstoy's *Anna Karenina* at school, my mother decided the time was right to go back. So last month, we were in Russia and I was blown away by it all! The historical buildings are amazing and the countryside is so vast. The highlight was Tolstoy's country house at Yasnaya Polyana, but I also fell in love with Moscow and its colourful domes, and the Peterhof Palace in St Petersburg with its fountains and statues. It was just like being on a movie set!



**Alexandra**

**D** I recently won a trip to the USA through a travel app on my mobile phone. I'd answered some questions about US locations for *The Hunger Games* films, which I was a fan of, but I certainly didn't expect to win first prize. I was due to go off on holiday to Greece just then, but I ended up going to the US instead! Once there, my fellow prize-winners and I were taken to North Carolina, an area I recognised from pictures. I couldn't believe I was actually there! My favourite location was DuPont State Recreational Forest with its superb scenery of trees, rocks, waterfalls, ponds, lakes and streams. I recognised the Triple Falls and Bridal Veil Falls that had featured in the first film – but as a city boy not used to such awe-inspiring nature, I was freaking out! What an incredible experience!



**Sam**

# GRAMMAR

- 1** Read the grammar box. Match the examples (1–6) with the tense uses (A–G).

### explore grammar

→ p144

#### past tenses

##### past simple

- A** for finished events in the past  
It certainly **lived up** to all our expectations.

##### past continuous

- B** for an interrupted action in the past  
I **was getting** ready to go out when I overheard my parents.
- C** + *always* for expressing irritation OR for describing past activities in a negative way  
I **was always thinking up** good excuses for not getting on with my homework.
- D** for failed plans or unfulfilled expectations. We can also use *was going to* or *was due to*.  
I **was going to give** it up but then I thought, No, I can do this!  
I **was due to go off** on holiday to Greece.

##### past perfect

- E** for actions, events and situations that happened before another past action  
I **hadn't realised** that until my friend Anna and I binge-watched the series.


##### past perfect continuous


- F** for describing an action that was happening over a period of time before another action in the past  
We **had been watching** a documentary about volcanoes ... what gave them the idea of Iceland.

##### Watch out!

- G** We use *used to/would* for past habits or activities but only *used to* for past situations.  
We **used to stay** with my Russian grandmother a lot.

- I'd been waiting for half an hour before I realised the buses were on strike.
- Actually, I was hoping to leave early but I didn't manage it in the end.
- Paul was always leaving his shoes in the middle of the floor.
- Every birthday, I used to make a list of places I wanted to visit.
- One evening, while I was looking on the internet, I got inspired by photos of the Scottish Highlands!
- We were going to visit friends in France but my sister was sick so we had to cancel.

- 2**  **2.1** Listen to an account of an incident in a holiday village. What had happened to make people stop and look?

- 3**  **2.2** Write the correct past tenses in the sentences. Listen again and check.

- I ..... (walk) along the main street of the village ... when I ..... (see) a group of people.
- I ..... (meet) my friend at the beach ... but I ..... (stop) to find out what ..... (go) on.
- Apparently, some workmen ..... (dig) to get at a damaged pipe but ..... (finish) work for the day and ..... (go) home.
- It seemed that a curious dog ..... (fall) into the hole!
- Someone ..... (call) the fire brigade, who ..... (come) along with a ladder.

- 4** Read the customer complaint to a tourist office. How does the customer feel? Why? Choose the correct verb form.

**Customer:** I'm phoning to make a complaint about the summer holiday I **1've booked / booked** with you to Majorca last July. You see, this is what **2has happened / happened**. I **3'd arrived / was arriving** late at the hotel, I **4am / had been** travelling for hours and I **5used to be / was** very tired. I **6'd given / gave** the taxi driver the directions to the hotel from your website but it seems they were wrong and we **7got / have got** totally lost. I was furious by the time we **8had been arriving / arrived** at the hotel. Then there was no hot food available, only a stale sandwich. I **9'm not used / didn't use** to being treated in this way and I'm very disappointed. What's more, the following day, I **10got / have got** badly sunburnt while I **11had sat / was sitting** by your pool and no one **12managed / has managed** to find any cream I could put on afterwards. I demand my money back!!

- 5** Complete these sentences in your own words, using a variety of past tenses.

- I was going to do my homework last night but ...
- The bus finally arrived after I ...
- My friend skyped me while I ...

## Speak up

- 6** Work in pairs. Think about one of the following ideas and write down a few notes. Then tell your partner what happened.

- something that happened to you that you would like to complain about
- something strange or funny that happened to you recently



# VOCABULARY

## travel anecdotes and apps

1 Complete the sentences with these phrasal verbs in the correct form.

conjure up   dress up   end up   give up   live up to   think up

- On holiday, we saw some amazing dances where the dancers were ..... in traditional costumes.
- The horse-riding and surfing holiday in the South of France ..... all my expectations. I want to go back again next year!
- Our friends, Max and Emma, had bought a boat and they asked us to ..... a name for it. We suggested 'Sea for Two'!
- When I was imagining my ideal holiday, I ..... images of a beautiful island with palm trees swaying in the breeze!
- We were hoping to bathe in the waterfall but it was too cold, so we ..... taking selfies instead!
- As soon as the group of tourists heard about the floods, they ..... the idea of travelling to the lakes.

2 Read vocabulary box 1. Complete the blog with suitable phrases.


### explore vocabulary 1

#### idiomatic phrases and expressions

English has many useful idiomatic phrases and expressions. Make a note of them as you find them and try to use them in your speaking and writing.

blown away (by something) → I was blown away by it all.

down in the dumps (about something), high on the/my list, over the moon (about something), fall in love (with), get into the swing/spirit (of things)

3  2.3 Read vocabulary box 2. Read the notes about travel apps and choose the correct words. Listen and check your answers.

### explore vocabulary 2

#### collocations (1)

Collocations are very important so keep a list of these and learn them as you come across them in your studies. There are many different types of collocation, for example:

noun (+ preposition) + noun = package tour, day excursion

verb + noun = have fun, make a reservation

adjective + noun = cheap travel, user-friendly website

verb + adverb = travel light, tan easily

adverb + adjective = extremely helpful, generally reliable

## Great travel apps!

Travel apps can improve your travel 'habits/experience'!

- Language problems? Solution: an app that provides an instant translation of <sup>2</sup>everyday / daily words.
- Problems with the sun? Solution: an app that calculates how long you can spend in the sun. You just have to <sup>3</sup>fill / enter your details, such as skin type and a couple of other facts.
- Want to have some fun? Solution: you need an app that will tell you what's on and where. You can also <sup>4</sup>order / book tickets and restaurants.
- Want to have some good memories? Solution: an app that uses an interactive map to keep a <sup>5</sup>proof / record of where you go. Add video to create a cool multimedia travel diary.
- Finally, <sup>6</sup>make / keep sure you don't <sup>7</sup>save / take such a long time packing your 'digital suitcase' that you forget your beach clothes!

## Speak up

4 What do you think 'digital suitcase' means? What would yours include?



### Maria's blog

Well, I'm just back from an 'interesting' school trip to Granada, near the Sierra Nevada mountains in Spain. Although climbing is not <sup>1</sup>..... of priorities, I was <sup>2</sup>..... by the scenery so I decided to <sup>3</sup>..... and climb the lower slopes with the rest of the group. Unfortunately, my friend Oliver kicked his football into the river and lost it! He was really <sup>4</sup>..... about that, but later that evening, a climber turned up at the hostel with the ball! He had found it a few kilometres downstream. Needless to say, Oliver was <sup>5</sup>..... and it made a happy ending to our holiday.

# LISTENING

## Power up

- 1 Work in pairs and talk about places you have visited. Which of these words or phrases would you use to describe that place? Why?

alone awestruck deserted easily accessible impressive remote  
stunning uncontrolled unspoilt wild

- 2 You're going to hear a podcast interview with a young travel writer. Before you listen, think about the following questions.

- 1 What do you think the job of a travel writer would involve?
- 2 What might be the attractions and difficulties of the job?



## Listen up

- 3  2.4 Listen to the interview. What different jobs has he had?

### exam tip: multiple choice: longer text

Before you listen, read the questions and the options carefully and underline the key words. As you listen, focus on these. Don't get distracted by other information you hear which is not relevant to the particular question.

Read question 1 in Ex 4 and underline the key words in the question and options. Listen to the first section of the interview and choose your answer.

- 4   2.5 Read the exam tip and complete the task. Listen again and choose the correct answer A, B or C. Compare your answers with a partner.

- 1 Jason says the first articles he wrote were
  - A inspired by history lessons at school.
  - B based on a combination of travel and research.
  - C published almost immediately.
- 2 How did Jason feel when he got his first break?
  - A relieved because he'd been trying many different ideas
  - B disappointed that it had taken him so long
  - C surprised because he hadn't expected to be published
- 3 Why did Jason start the job in the travel agency?
  - A He wanted to learn how to deal with demanding clients.
  - B He felt it would be a way to meet more travel writers.
  - C He wanted to work with other people.
- 4 What worried Jason about becoming a full-time travel writer?
  - A He felt his lack of formal training could be a problem.
  - B He found certain kinds of writing more difficult than others.
  - C He thought he might spend too much time on social media.

- 5 How does Jason decide about the subject of his articles?
  - A He takes on any writing job that will pay well.
  - B He concentrates on particular destinations that interest him.
  - C He works with his colleagues to find really exotic places.
- 6 What does Jason say about the subject of his award-winning article?
  - A He was frustrated by the difficulties of reaching the location.
  - B He was reluctant to write about a place he wanted to keep secret.
  - C He was irritated by the attitude of the publisher who commissioned it.
- 7 According to Jason, what is the most important quality for travel writers to have?
  - A a love for what they do
  - B a desire to be the best
  - C a belief in themselves

- 5 Work in pairs. Discuss the meaning of the highlighted words.

- 1 I wrote up my **impressions**.
- 2 I missed having others to **bounce ideas off**.
- 3 It's a good idea to become an expert in a certain **niche** area.
- 4 All travel writers need to **be flexible** and write about different topics.
- 5 I thought the **ultimate** place for me to write about would be hidden beaches.
- 6 Not a place for the **faint-hearted**!

## Speak up

- 6 Work in pairs. Choose a place and give some convincing reasons why your partner should visit that place.

- 1 Research the place briefly online.
- 2 Write down a few good reasons to visit it.
- 3 Tell your partner why you think they should visit that place.



# USE OF ENGLISH 1

1 Read the grammar box. Can you think of some more examples of your own for each type of article?

## explore grammar

↳ p144

### articles

A We can use *the* + adjective in a limited number of cases, to mean a particular group of people.

**the** rich (and famous), **the** poor, **the** young, **the** faint-hearted, **the** British, **the** French, etc.

B Zero article is normally used in front of uncountable nouns or plural nouns, unless we are referring to a specific case.

The ultimate place ... would be **hidden beaches**.

**The beach I chose** is in a fantastic cove ...

You need to have **passion** for the craft of writing.

You must work on **the quality of your writing**.

C *a/an* and *the* are often used in set phrases or expressions. These need to be learnt individually.

be over the moon, go on a couple of trips, it's a good idea to become an expert in a certain area, visiting new places gave me a buzz

2 What is your ideal kind of holiday? Why?

3 **e** Read the magazine article and choose the word that best fits each gap. Choose from 'a', 'an' or 'the' or zero article (-).

## Why do people travel?



If you talk to <sup>1</sup>..... your friends or listen to <sup>2</sup>..... other people planning trips, you'll soon realise that everyone has very different motives for <sup>3</sup>..... travel. Some people like to choose places where they might bump into <sup>4</sup>..... rich and famous on the beach, Mykonos in Greece, for example. Others want to drown themselves in <sup>5</sup>..... art and <sup>6</sup>..... history, as well as <sup>7</sup>..... beauty of historical architecture such as you find in <sup>8</sup>..... places like Rome and Venice. Or they might prefer <sup>9</sup>..... 21st-century craziness and vibe of New York or Tokyo!

People who are into physical activities often choose <sup>10</sup>..... particular destination because they want <sup>11</sup>..... challenge. They want to ride a motorbike across <sup>12</sup>..... empty desert somewhere or cut their way through dangerous jungle undergrowth. The reasons for <sup>13</sup>..... travel are endless. However, one thing is sure, in my opinion: you simply can't beat <sup>14</sup>..... day on <sup>15</sup>..... beach!

4 Complete the quiz by filling the gaps (1–10) with 'a', 'an' or 'the' or zero article (-) and writing your own D options. Then ask and answer your quiz questions in pairs and try to guess each other's perfect destination.

## Quiz-time!

Where's your perfect destination?

Think about a place you would really like to travel to and answer the questions.

1 Why do you want to go there?

- A to meet <sup>1</sup>..... people there
- B to see <sup>2</sup>..... country
- C to learn <sup>3</sup>..... language
- D ?

2 What is special about it?

- A It has <sup>4</sup>..... fantastic food.
- B I have <sup>5</sup>..... relatives there.
- C It's easy to get to.
- D ?

3 What can you NOT say about it?

- A It has a lot of <sup>6</sup>..... culture.
- B It's <sup>7</sup>..... real shopping experience.
- C There are loads of activities.
- D ?

4 Which is true for you?

- A I love <sup>8</sup>..... hot places.
- B I can't stand <sup>9</sup>..... heat.
- C <sup>10</sup>..... beach parties are cool!
- D ?

## Speak up

5 What does your country have to offer visitors? Is it more a winter or a summer destination – or both? Discuss.

# USE OF ENGLISH 2

- 1 Quickly read the newspaper article about Everest.
  - Why did Alyssa fail twice to climb Everest?
  - What is the effect of mass tourism on the region?
- 2 Read the vocabulary box. Choose the correct collocations each time in the newspaper article.

## explore vocabulary

### collocations (2)

Collocations can also be topic-related and this is another good way to learn them. Here are a few examples.

global warming, natural disaster, take risks, run into problems, foreign visitors, huge impact, local environment, bring in money, provide jobs, do a lot of harm

## Facing Everest

In May 2016 at the age of 19, Alyssa Azar became the youngest Australian to climb Mount Everest. She had <sup>1</sup>run over / run into various problems before, caused by a series of <sup>2</sup>natural / normal disasters, but she finally achieved her <sup>3</sup>goal / hope on her third <sup>4</sup>trial / attempt. She was always very careful and she knew that it was no <sup>5</sup>worth / use taking <sup>6</sup>risks / measures. She and her party were always prepared to turn back at the first <sup>7</sup>opportunity / sign of any problem.

Many other people share Alyssa's desire to conquer Everest. However, <sup>8</sup>major / mass tourism is now <sup>9</sup>bringing / having a huge impact on the region and this may eventually <sup>10</sup>create / cause severe damage to the ecology of the mountain. The area simply can't <sup>11</sup>cope / handle with 100,000 walkers and climbers every year. Perhaps people will have to think <sup>12</sup>twice / before about following that ambition to climb the world's highest mountain?

- 3 Quickly read the text about Venice. What is the main problem that Venice is facing as a city?

### exam tip: multiple-choice cloze

Read the text quickly first to get the general idea before you try to answer the questions. This will help you to 'get a feel' of the text and to choose the correct answers. Then check for possible collocations.

Read question 2 in Ex 4. Which verb collocates with the word 'with'? Try each of the alternatives to find the correct answer.

- 4 e Read the exam tip and answer the question. Then read the text again and choose the best answer, A, B, C or D.

- |              |               |              |              |
|--------------|---------------|--------------|--------------|
| 1 A time     | B season      | C group      | D attraction |
| 2 A cope     | B handle      | C manage     | D accept     |
| 3 A Enormous | B Huge        | C Large      | D Mass       |
| 4 A win      | B make        | C take       | D work       |
| 5 A result   | B consequence | C impact     | D conclusion |
| 6 A quality  | B value       | C importance | D worth      |
| 7 A give     | B produce     | C prevent    | D cause      |
| 8 A fail     | B destroy     | C collapse   | D finish     |

## Crisis in Venice!

Venice, as most people would agree, is one of the most romantic and attractive cities in the world. And it is still possible to have a lovely holiday there, preferably outside the main tourist <sup>1</sup>.....! However, residents are finding it increasingly difficult to <sup>2</sup>..... with the 22 million visitors that invade their city every year. <sup>3</sup>..... tourism has become a serious problem.

While it is true that many local inhabitants actually <sup>4</sup>..... a living from tourism, it cannot be denied that the number of visitors is having a negative <sup>5</sup>..... on the city. Both the <sup>6</sup>..... of life of the residents and the buildings themselves are suffering. The giant cruise ships entering the lagoon make the water rush through the canals and <sup>7</sup>..... damage to the buildings. If this continues, there is a real danger that Venice at some point will <sup>8</sup>..... into the sea! This must not be allowed to happen, at all costs!





# SPEAKING

## Power up

- 1 What kind of holiday does the photo show? Do you like this kind of holiday? Why / Why not?
- 2 2.6 Listen to three students answering questions about their holidays. For each student, note down the question and some key words from the answer.
- 3 2.7 Read the useful language and listen again. Which of the phrases do they use?

### useful language:

When answering short interview questions about yourself, give concise replies that include a brief explanation of your answer.

### explaining/giving reasons:

I like going to a campsite. **Because** it is by the sea, I can swim every day.

I like spending my holidays with my cousins. They're very sporty **so** we do lots of sports together.

We don't always go away but I don't mind that **as** there are lots of things to do in the town where I live.

### giving examples:

I enjoy doing creative activities **such as** painting and drawing.

I went to a summer school. It was great because you could learn things **like** horse-riding.

There are lots of things to do around here. **For example**, there's an open-air swimming pool down the road and a huge park as well.

## Speak up

### exam tip: interview

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In Part 1 of the exam, you have to answer some questions about yourself. The three golden rules are:

- Say something!
- Be interesting!
- Give a reason or an example!

Think of ways to expand this student's answer to the question:

**What do you enjoy doing at weekends?** → I like going out with my friends.

- 4 Read the exam tip. Work in pairs and ask each other the questions in the questionnaire. Expand your answers to include a specific example or explanation each time.

## Questionnaire

- 1 How did you spend last summer?
- 2 Who were you with (on holiday)?
- 3 Did you share your summer experiences on social media?
- 4 Did you read any books during the summer holidays?
- 5 Did you take any selfies?
- 6 What was your soundtrack to last summer?
- 7 If you had one top travel tip, what would it be?
- 8 What's the best/worst souvenir you have ever given or received?

## Speaking extra

- 5 Tell the story behind the photo as if you were the person with the sandwich. Then compare it with other members of the class. Use the words below to help you.

dive sandwich seagull



# WRITING

## Power up

- 1 Are you interested in water sports? What type of activity would you like to learn when you are on holiday?
- 2 Brainstorm what can make a holiday good or bad. Think of three main ideas and discuss.

## Plan on

- 3 Read the task and the article written by a student. Have you experienced anything similar?

You see this request for articles in an English-language online magazine.

What are the best and worst things that happened to you when you were on a trip away from home?

This can be a holiday or simply a day trip somewhere. We want to know! Send us your articles and the best one might win the trip of your dreams!

### Good times and bad times

Trips away are always memorable, usually for the right reasons. But sometimes, things go wrong.

My most enjoyable holiday experience was when I had water-skiing lessons. We were on holiday in the UK, and even though the water was cold, I went out every day. Of course I fell into the water loads of times while we were going around the bay, but I didn't give up. By the end of the holiday, I had gained a lot of confidence. I can't wait to go again – but next time, in the Med!

It was on a weekend trip to Edinburgh castle that it all went wrong for me. We were leaning over the castle wall taking photos of the view when suddenly, my mobile slipped out of my hand and crashed onto the rocks below! I was horrified because I hadn't had the phone long. I'm afraid that spoilt the day for me, although my friends tried to make me feel better. It didn't work, though.

Luckily, I haven't had too many disasters like that. Anyway, I think it's better to remember the good times.

- 4 Read the article again. Underline any phrases that you think are useful for this type of writing.



- 5 Read another article. What is wrong with this one? Can you improve it?

Last year we stayed in the UK and my parents had booked a week in Devon. I had really been looking forward to this after working hard for my exams. But it was a disaster! It rained steadily for six days. I couldn't believe it. My best trip away was on a day trip to Paris. Although I'm a bit scared of heights, we went up the Eiffel Tower! Then we had a boat trip down the Seine through the centre of Paris. In Devon, my only views of the sea were through the car windows. I also actually felt sorry for my parents since they had paid to hire a cottage and we didn't see much of Devon at all. However, I beat them all at Scrabble! When I was in Paris, I even managed to practise my French on some French students. It was really an experience I'll never forget!

- 6 Find these phrases in the articles. Think up your own situations to use them in context. Compare in class.

can't wait   feel sorry for   gain confidence   go wrong  
 can't believe it   look forward to   make sb feel better  
 be scared of heights   spoil the day

- 7 Read the language box and use a suitable linker to make logical sentences.

## explore language

### linkers

You can use linkers of concession and contrast and linkers of cause and result, to join two sections (or more) of a sentence or to connect two different sentences.

**concession and contrast:** *although, but, even though, however, though*

**cause and result:** *because, since, so*

- ..... we arrived late in the evening, the castle was already lit up and it looked fantastic.
- ..... I was tired and hungry, I was so happy to see my friends again after so long.
- We were exhausted after walking around all the Oxford colleges! It was worth it, .....
- I want to see a lot of different places. ...., there isn't time to go everywhere!
- By the time we arrived, the restaurant was closed ..... we had a sandwich in our rooms.

## Write on

- 8 Read the exam tip. Plan your own article in response to the task in Ex 3. Brainstorm your ideas about both points with a partner and make a note of them.

### exam tip: article

↳ p169

You can make your article interesting by including your personal feelings and opinions (e.g. *The show was really interesting and I had a great time.*)

Find at least three phrases in the article in Ex 3 that show the writer's feelings and opinion.

- 9 As you plan and write your article, use this checklist to make sure you haven't forgotten the basics!

- 👍 Check you have answered the question and you support your points with examples and personal opinions.
- 👍 Check your organisation: is it clearly organised into paragraphs?
- 👍 Check your tenses: remember what you have learnt!
- 👍 Check your language: have you made your article interesting by including a variety of language, e.g. adjectives, adverbs, linkers, collocations, phrasal verbs, idiomatic expressions, and so on?
- 👍 Check your style: is it neutral and not too formal?
- 👍 Check your word count: don't go over or under the limit.
- 👍 Check your spelling: don't make any silly mistakes.
- 👍 Check your punctuation: full stops, commas, capital letters.

- 10 **e** Write your article in 140–190 words.

## Improve it

- Write the first draft of your article and check it against the checklist in Ex 9. Then swap with a partner and do the same thing with theirs.
- Discuss any areas of improvement with each other and make any necessary corrections to your article.
- Read your work though one final time before you hand it in for marking.



# INDEPENDENT LEARNING

## Feedback

- 1 Tick the points that you agree with. Then discuss in pairs.

**When I give feedback to a fellow student, I should:**

- mention all the things they did wrong.
- point out the positive aspects of their work first.
- avoid using words such as 'no good', 'very bad' and other negative words.
- try to help them understand the reasons why they made mistakes.
- give encouragement so that the learning process can continue.
- show them that my opinion of their work is not very high.

**When I receive feedback, I should:**

- see all the negative points and get upset.
- look carefully at my mistakes in order to understand why I made them.
- ignore the mistakes I made and hope I get 100% in the next test.

- 2 Work in pairs and look back at the articles you wrote.

- 1 Find three things that are good about it and three mistakes that you will try not to make in the future.
- 2 Give some feedback to each other.

### When giving feedback:

- Say positive things about the other person's work too.
- Use some of the phrases below as ways of expressing feedback.  
*I think your ideas are really interesting. Perhaps you need to check your tenses. Are there any that you find particularly difficult? I enjoyed reading your essay. Maybe you could make it more interesting by using lots of different adjectives?*

- 3 Now that you have received feedback, write down two things you will try to do better next time you write an article.

1
2

## SWITCH ON

### Sidi Driss

- 1 Work in pairs.
  - 1 In one minute, draw a real or fictional location that you know well.
  - 2 Take turns to describe the place to your partner: the physical characteristics, the smells, the sounds, the temperature, etc.
- 2 Watch the clip. Why do you think Sidi Driss in Tunisia attracts so many tourists?
- 3 Watch again. How do different visitors react to the location? Give three examples.
- 4 One visitor has made the trip without having seen any of the films made at the location. Why might she have visited Sidi Driss?
- 5 Why do you think visiting Sidi Driss means so much to the fans?

### Project

- 6 Work as a class to create a film location map of the world.
  - 1 Work as a class to draw a poster sized map of the world.
  - 2 Write a card about different film locations you have learnt about in this unit and place them on the map. Include: the title of the film, the location, the lead actors and if possible a still from the film.
  - 3 In pairs, research your favourite films and find out about any interesting locations used for filming. Add details to new 'cards'.
  - 4 Present your findings to the class and add your cards to the film location map.
  - 5 Discuss as a class which locations are the most interesting.

# UNIT CHECK

## Wordlist

### Phrasal verbs

conjure up (a picture of)  
dress up (as sb/sth)  
end up (doing sth)  
give up (doing sth)  
have an impact on  
live up to (sb's expectations)  
look forward to (sth)  
make sb feel better  
think up (an idea/plan)

### Idiomatic phrases and expressions

be blown away by  
be high on my list  
be over the moon about  
fall in love with  
get into the spirit/swing of things  
be down in the dumps about

### Collocations

achieve a goal  
at the first sign of (a problem)  
book tickets  
bring in money  
cause (severe) damage to  
cheap travel  
cope with (a problem)  
day excursion  
enter details  
everyday words  
extremely helpful  
foreign visitors  
generally reliable  
global warming  
have fun  
huge impact  
keep a record  
local environment  
make a living  
make a reservation  
make sure

mass tourism  
natural disaster  
on her third attempt  
provide jobs  
package tour  
quality of life  
reach the summit  
run into problems  
severe damage  
spend time  
take a long time  
take risks  
think twice  
travel light  
user friendly

### Landscape and natural world

scenery (n)  
slope (n)  
stream (n)  
volcano (n)  
waterfall (n)

### Other

alone (n)  
appeal to (phr)  
awestruck  
be scared of heights (phr)  
can't believe it (phr)  
can't wait (phr)  
deserted (adj)  
easily accessible (phr)  
exotic (adj)  
gain confidence (phr)  
have access to (phr)  
impressive (adj)  
incredible (adj)  
medieval (adj)  
remote  
spoil the day (phr)  
stunning (adj)  
superb (adj)  
unspoilt (adj)  
vast (adj)  
wild (adj)

## Practice

### 1 Complete the dialogue with idiomatic expressions from the wordlist in the correct form.

- Felipe:** So, welcome back from your travels in Ireland! Did you have a good time?
- Maria:** It was amazing. I <sup>1</sup> ..... by the scenery – it was like something out of a film.
- Felipe:** How adventurous were you? Did you swim in the cold Atlantic Sea? Ha ha!
- Maria:** I can't say that <sup>2</sup> ..... of things to do! No, but I really <sup>3</sup> ..... with the world heritage site, the Giant's Causeway. I <sup>4</sup> ..... when our tour guide told us we were going there. That experience really made the whole trip special for me.
- Felipe:** Did you join in the Irish dancing in the evening? I really love their dances, you know, *Riverdance* and all that?
- Maria:** Oh yes, we all <sup>5</sup> ..... and had a great time!
- Felipe:** Cool.

### 2 Work in pairs. Describe a place you have been to in the countryside or by the sea. Say what there was in the area and what you particularly liked about it. See if your partner can guess where it was. Use words from the wordlist to describe the landscape. Then swap roles.

### 3 2.8 Complete the travel blog post with collocations and phrases from the wordlist. Listen and check your answers.

Well, we've just reached the <sup>1</sup> ..... of Snowdon, the highest mountain in Wales and England! I really <sup>2</sup> ..... it when I managed to get up here this afternoon. I'm not a climber in any sense of the word, but my father said that I couldn't do it – and I had to show him that I could! Although I'm a bit <sup>3</sup> ..... generally, I must admit the view from up here is amazing. Funnily enough, just getting up here and <sup>4</sup> ..... has made me <sup>5</sup> ..... in myself. I now feel ready to conquer the world! Now I <sup>6</sup> ..... to tell my mum that I did it – and I <sup>7</sup> ..... to a nice celebratory meal and a long hot bath! Not even the thought of the long walk back down the mountain can <sup>8</sup> ..... for me now.

# UNIT CHECK

## Review

### 1 Choose the correct verb form.

- 1 By the time they finally **arrived / had been arriving** at the port, they **were / had been** on the ferry for twelve hours.
- 2 I **have texted / texted** you three times so far this morning with no reply. Are you OK?
- 3 All the staff were exhausted at the end of the summer season since they **used to work / had been working** so hard.
- 4 We **were going / had gone** on a trip to the sea on Saturday but we can't now that Cathy is ill.
- 5 I was late getting to the party and by the time I arrived, everyone **had eaten / ate** all the food!
- 6 Paolo **ran / was running** down the mountain when suddenly he **was tripping / tripped** over a small rock.
- 7 The village **used to / would** be a small fishing village but now it's a popular holiday resort.

### 2 2.9 Listen to a girl talking about a trip to Spain. Complete the sentences with the correct form of the verb.

- 1 Molly ..... (plan) to visit Juan for a long time.
- 2 They finally ..... (organise) the trip for August.
- 3 Molly ..... (feel) especially excited about visiting a place connected with the *Game of Thrones*.
- 4 Not many tourists ..... (normally / visit) that place since it was a desert area.
- 5 However, there ..... (be) a big increase in visitors since the films.
- 6 Molly was happy to see the sun after all the rain they ..... (have) back at home.

### 3 Complete the dialogue with *a, an, the* or *-*.

- Amy:** I visited <sup>1</sup>..... amazing underground cave <sup>2</sup>..... last weekend, Ben!
- Ben:** Cool. Did you go inside?
- Amy:** Well, yes! There was <sup>3</sup>..... lake inside <sup>4</sup>..... cave so we went in by <sup>5</sup>..... boat. It was fantastic! <sup>6</sup>..... water was a really bright green colour.
- Ben:** Well, we went on <sup>7</sup>..... visit to <sup>8</sup>..... Tower of London. It was <sup>9</sup>..... fantastic place and I loved <sup>10</sup>..... sense of <sup>11</sup>..... history! Of course, <sup>12</sup>..... London was full of <sup>13</sup>..... tourists and there were <sup>14</sup>..... queues everywhere.

### 4 Complete the text with one word in each gap.

## The advantages of train travel

In my opinion, the <sup>1</sup>..... thing about going away is the travelling, especially by train. You can just watch the world go by. It's a great time for day-dreaming and letting your mind relax. Last weekend, I went by train to stay with a friend. I <sup>2</sup>..... been studying hard at school and I <sup>3</sup>..... feeling really tired after my exams, <sup>4</sup>..... I just sat and stared out of the window. However, my mind kept working and <sup>5</sup>..... the time I arrived in Brighton, I'd just about sorted out my life – well at least my plans for the next year or two. Train journeys are great for forward planning, <sup>6</sup>..... I haven't quite decided what I <sup>7</sup>..... giving my friend for her birthday on Saturday! Oh dear, more decisions – but then short-term decisions are sometimes <sup>8</sup>..... difficult to make than long-term plans, I find.

### 5 Rewrite the sentences using the word given. Use between two and five words, including the word given.

- 1 Marcus started to travel abroad three years ago.  
**BEEN**  
Marcus ..... three years.
- 2 My father often told us fascinating stories about his travel adventures.  
**USED**  
The travel adventures my father ..... stories about were fascinating.
- 3 The storm suddenly started during our breakfast.  
**WERE**  
While ..... breakfast, the storm suddenly started.
- 4 I might possibly take part in an international summer camp next year.  
**THINKING**  
I ..... part in an international summer camp next year.
- 5 I got this tablet when I was twelve.  
**HAVE**  
I ..... I was twelve years old.

### 6 Write your own personal travel blog about a recent trip or holiday. Include some anecdotes and a variety of past tenses.