

# 5

## Hit the road

### Learning situation

How can we reduce the environmental impact of tourism? Design a website to encourage people to travel locally.

### VOCABULARY

Travel and transport, phrasal verbs, adjectives for describing places, compound adjectives



**Documentary**  
Sustainable tourism  
on El Hierro

### GRAMMAR

Passive voice



**Grammar**  
animation

### READING

An opinion article about TV and film locations

### LISTENING

Listen to people talking about travel and transport, a radio interview with a travel journalist, a radio discussion



**Influencer**  
video

### SPEAKING

Describing places

### WRITING

A for and against essay

## 5.1

## VOCABULARY TRAVEL & TRANSPORT

**Objective:** use travel and transport vocabulary.

- 1 Discuss the questions.
  - 1 What forms of transport do you use most often?
  - 2 What annoying things do people do on public transport?
- 2 Read the article. Does it mention any of the annoying behaviour that you discussed in exercise 1? Which ones do you think are the worst?

### Dude, that's rude!

Want to be the most annoying person on public transport? I've got some tips for you!

Never wait to board a train, just jump the queue and push your way to the front. When the train doors open, don't let the other passengers get off first, just barge in. Go ahead and sit wherever you want. If a seat's reserved for disabled passengers, sit there anyway.



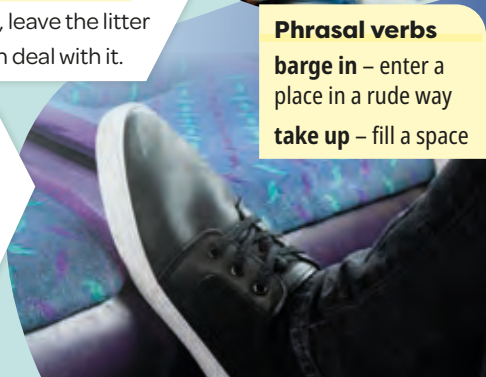
Take up as much space as you can, especially during **rush hour** when the train's packed with commuters. If the window seat is free, sit on the **aisle seat** and place your **rucksack** on the window seat next to you, so nobody else can get to it. Don't bother with the overhead **luggage rack**. Feeling lazy? Put your feet up on the seat opposite you and don't forget to take your shoes off!

Be a 'manspreader' and take up more space by sitting with your knees wide open.



Feeling hungry? Go to the **buffet car** and get the smelliest, crunchiest and messiest food you can. If the smell of your food in an enclosed carriage makes people feel ill, especially those who suffer from **travel sickness**, that's their problem. When you've finished, leave the litter on the seat. A member of the train crew can deal with it.

Play your favourite music, at high volume. Don't use **headphones**, especially in the **quiet carriage**. If a **fellow passenger** asks you to turn the volume down, suggest they mind their own business.



### Phrasal verbs

**barge in** – enter a place in a rude way  
**take up** – fill a space



**3 EXAM** Find words in the article that mean the following.

- 1 a separate section of a train for carrying people
- 2 people who work on public transport
- 3 people who travel to and from work
- 4 rubbish left in a public place
- 5 get on (a train, plane, ship, etc.)
- 6 go to the front without waiting

**4** **MEDIATION** Your classmate missed this lesson. Email them the main points from the article and the class discussion.

**5** Read the Vocabulary strategy. Then complete the sentences with some of the highlighted compound nouns in the article.

### Vocabulary strategy

A compound noun is made up of two words. They can be written as single words, two separate words or two words joined with a hyphen. If you understand each part of the compound, you can usually guess its meaning.

- 1 Do you carry your things in a (...)?
- 2 Do you prefer over-ear (...) or in-ear ones?
- 3 Do you ever get (...) in a car or boat?
- 4 Does your local public transport get very crowded at (...)?
- 5 Do you usually choose to sit in a window or (...)?

**→ VOCABULARY TRAINER** Page 100

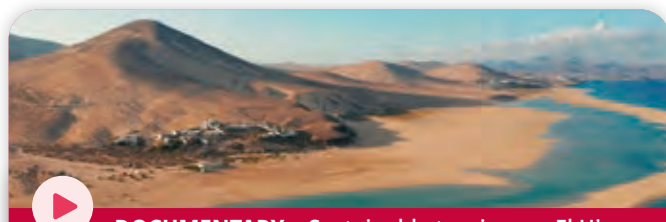
**6** Ask and answer the questions in exercise 5 with a partner.

**7** **28** Listen to three people talking about travel and transport. Which question A–C is each person answering?

- A What is your favourite form of transport and why?
- B Do you often use public transport? What do you like or dislike about it?
- C What do you think is the most environmentally friendly way to travel? Why?

### Your turn!

**8** Ask and answer the questions in exercise 7 with a partner.



**DOCUMENTARY** Sustainable tourism on El Hierro

- A** What do you know about tourism in the Canary Islands? Discuss with a partner.
- B** Watch the video. Were any of the things you discussed in exercise A mentioned?
- C** Watch the video again and answer the questions.
  - 1 Why are locals unhappy about tourists coming to the Canary Islands?
  - 2 What is special about El Hierro?
  - 3 What is a *geopark*?

**→ VIDEO AND LISTENING** WORKBOOK Page 55

### Learning situation Step 1

Work in small groups. Decide on three sections that you would like to include on your website to encourage people to travel locally. Use your own ideas or some of the ideas in the box.

famous buildings food and drink  
natural wonders places to stay  
responsible tourism social customs  
transport transport etiquette wildlife

Objective: read an opinion article.

1    Discuss the questions.

- 1 Which places in the world have become famous because of films or TV series?
- 2 What problems do you think are faced by people who live near famous locations?

2 **EXAM**  29 Read and listen to the opinion article. Then answer the questions.

- 1 Which films and TV shows are mentioned? Where were they filmed?
- 2 What kind of problems related to overtourism are mentioned?

When film and TV locations become  
HOT TRAVEL DESTINATIONS

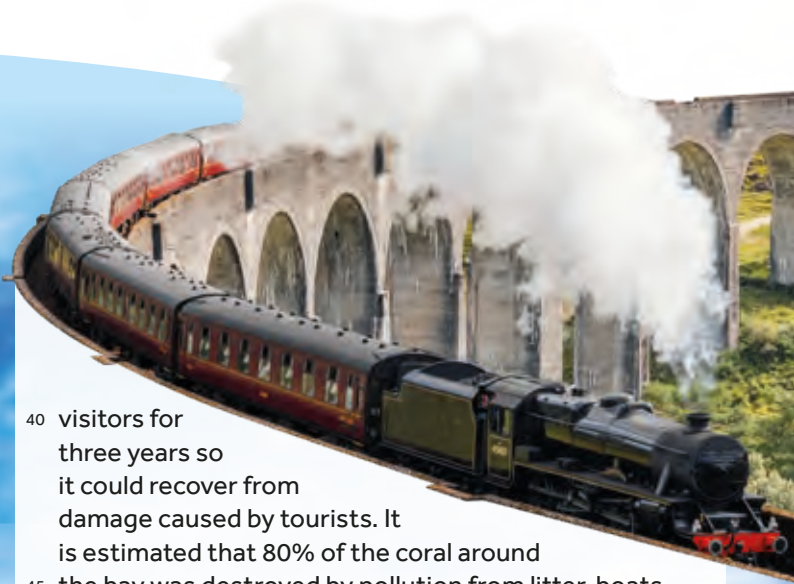
Have you ever wanted to travel to a place where your favourite film or TV series was shot? 'Location vacations' or 'set-jetting' (a play on 'jet-setting') is nothing new. New Zealand, for example, has attracted *Lord of the Rings* fans since the early 2000s. But this travel phenomenon has really **taken off** in the last few years. A recent travel trends report found that streamed films and TV series are now the top sources of travel inspiration, at 44%, way ahead of social media at 15%. Travel experts attribute this trend to the growth of streaming services and the increasing popularity of extended TV drama series.

Destinations that have benefitted from this trend include Romania, the filming location for supernatural comedy *Wednesday*, where visitor numbers **shot up** when the series **came out**.

But while film tourism boosts the economy, it can cause problems for residents. Often places are chosen as film locations precisely because they are quiet or off the beaten track. These areas cannot cope with the sudden increase in visitors.

Take, for example, the Glenfinnan viaduct in Scotland. This stretch of railway was made famous by the iconic Hogwarts Express train in the *Harry Potter* films. This picturesque area is inhabited by just 150 people, who have to **put up with** over 500,000 visitors **turning up** annually to see the famous bridge and take photos of the steam train as it passes over the viaduct. British Transport Police have warned that fans are risking their lives by wandering across the railway. The local authorities have expressed concern about the possibility of accidents due to overcrowding and dangerously parked vehicles.

And then there is Maya Bay, the once quiet beach in Thailand, made famous by the film *The Beach*, starring Leonardo DiCaprio, which had to be **closed off** to all



visitors for three years so it could recover from damage caused by tourists. It is estimated that 80% of the coral around the bay was destroyed by pollution from litter, boats and suncream. Since the bay has reopened, certain restrictions have been put in place to protect the restored coral. For example, tourists can only visit for an hour; swimming and motorboats are banned from the bay.

In the Bronx, in New York, the stone staircase, where Joaquin Phoenix did his famous dance down the steps in the film *Joker* has become a popular tourist destination. So many fans have flooded to the steps to take selfies or re-enact the dance scene, that visitors have been requested by local authorities to **stay away** from the landmark because of complaints that their presence is causing an obstacle to local commuters trying to go to work. The locals also object to the fact that fans have no desire to **check out** the other attractions or restaurants in the neighbourhood. Instead, they just head straight to the steps, take selfies, then go away again,

without **hanging around** long enough to spend any money in the area. Some locals have expressed their feelings in the form of graffiti, saying, 'This is real life. Not a movie.'

This is very true. They and others living near location tourism

hotspots have good reason to complain. But the set-jetting trend is also very real. The responsibility lies with the set-jettiers to respect the locals, the environment, and to contribute to

the economy, so everybody can benefit.



**3 CRITICAL THINKING** Discuss the questions.

- 1 What is something new that you learned from the opinion article?
- 2 Do the people who live close to location tourism hotspots have good reasons to complain?

**4 MEDIATION** A friend wants to visit a popular film location, but they are worried about the impact of their visit on the local community and environment. You have read this article which would be useful to them. Give them some advice using the information in the article.

**5 EXAM** Read the Reading strategy. Then answer the questions in your own words. Use complete sentences.

**Reading strategy**

Remember that comprehension questions will not contain exactly the same words as in the text. You need to identify key words and phrases in the questions, then search for paraphrases in the text, e.g. ...

- 1 synonyms, e.g. *inspiration* → *influence*.
- 2 the same word in a different form, e.g. *inspiration* → *inspirational*.
- 3 use of the passive, e.g. *it was reported* → *a report found*.

- 1 What is 'set-jetting' and where does the name come from?
- 2 Why has set-jetting become so popular in recent years?
- 3 How can tourists put themselves in danger when visiting a film location, according to the text?
- 4 How is the Maya Bay beach being negatively affected by tourism, according to the text?
- 5 Why might residents of the Bronx be late to work because of set-jettters?
- 6 Why might the owner of a restaurant near a famous location disapprove of set-jettters coming to the area?

**6 EXAM** Read the opinion article again and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 A recent survey has indicated that there has been a 44% rise in travel to film and TV locations.
- 2 The people who live close to the Glenfinnan viaduct are worried about accidents caused by road congestion.
- 3 As a result of damage caused by tourists at the famous beach in Thailand, the beach is now closed to tourists.
- 4 One of the complaints against fans at the *Joker* steps is that they spray graffiti on the steps.

**7 EXAM** Find a sentence in the opinion article that means what has been paraphrased below.

*The people who live there also complain that visitors do not want to see any of the other tourist attractions in that area of the city.*

**8 EXAM** Find words in the opinion article that mean the following.

- 1 people or things that cause or provide something (paragraph 1)
- 2 far from other people and houses (paragraph 3)
- 3 worry (paragraph 4)

**Vocabulary: phrasal verbs**

**9** Phrasal verbs can have a literal (clear) meaning or a figurative (unclear) meaning. Find the phrasal verbs in the box in the opinion article and decide which two have a literal meaning.

check out close off come out  
hang around put up with shoot up  
stay away take off turn up

**10** Replace the words in bold with the correct form of some of the phrasal verbs in exercise 9.

- 1 She **arrived** late at the airport and missed her flight.
- 2 Let's not **wait** here too long – this place looks scary.
- 3 When will the film **be released**?
- 4 I haven't **investigated** the new café yet.
- 5 Hotel prices have **increased enormously**.
- 6 'Coolcations,' taking a holiday in cold places, have really **become popular**.

**VOCABULARY TRAINER** Page 100

**Your turn!**

**11** Discuss the questions.

- 1 Which of the places mentioned in the article would you like to visit and why?
- 2 Is there a place you have seen in a film or TV series that you would like to visit?
- 3 Are there any places where you think there are too many tourists?

**Learning situation**

**Step 2**

Do some research and find five local places that everyone should visit. Check if there are any popular film locations. In your groups, decide on three places to include on your website.

# 5.3

## GRAMMAR THE PASSIVE

**Objective: use the passive voice.**

▶ Watch the video and then do the activities.

### A The passive: use

📖 Read examples 1–3 from the opinion article on page 58. Then complete the rules with the words in the box.

- 1 This picturesque area **is inhabited** by just 150 people.
- 2 Have you ever wanted to travel to a place where your favourite film or TV series **was shot**?
- 3 Visitors **have been requested** by local authorities to stay away from the landmark.

by does happens

#### Rules

We use the active voice to describe what someone or something <sup>1</sup>(...) and the passive voice to describe what <sup>2</sup>(...) to something or someone.

If we want to say who or what does / did the action (the agent) in a passive sentence, we can use <sup>3</sup>(...). We only use the agent (*by* + noun) when it is important to say who did the action.

### B The passive: form

📖 Read the examples. Then choose the correct options in the rules.

**Active:** Location scouts **choose** places as film locations because they are quiet.

**Passive:** Places **are chosen** by location scouts as film locations because they are quiet.

#### Rules

When we change an active sentence to a passive sentence, ...

- we use the verb *be* + <sup>1</sup>**past participle** / **present participle**.
- the <sup>2</sup>**object** / **subject** in the active sentence becomes the <sup>3</sup>**object** / **subject** in the passive sentence.
- the <sup>4</sup>**object** / **subject** in the active sentence becomes the agent in the passive sentence.


➔ **GRAMMAR REFERENCE WORKBOOK Page 120**

### Practice

1 Complete the sentences with the correct passive form of the verbs in brackets. 🌐

**SIX TRANSPORT FACTS**

- 1 In Dubai, police cars can (...) (drive) at 430 km/h.
- 2 In 1922, the writer, Ernest Hemingway, lost his entire life's work when it (...) (leave) on a train by his wife.
- 3 The first traffic lights (...) (introduce) eighteen years before the car (...) (invent).
- 4 Each year, 11,000 keys (...) (lose) on London's underground and buses.
- 5 In Rome, 7,575 streets (...) (name) after men, but only 580 after women.
- 6 In 1883, the English Channel (...) (cross) on a floating tricycle by a man called Jack Ferry.



2 🌐 📖 Which of the facts in exercise 1 did you find most surprising?

3 Add one missing word to each sentence. 🌐



- 1 In France, there is a category of car for which no licence needed.
  - 2 They called *voitures sans permis*, or in English, 'cars without licence.'
  - 3 They can driven on public roads by anyone from the age of fourteen.
  - 4 They are two-seaters and they limited to 45 km/h.
  - 5 Originally, these little cars used by older people in rural France.
  - 6 Recently, however, since more trendy and electric models have introduced onto the market, they have become popular with teenagers.
- 4 Find three more passive sentences in the article on page 58. Rewrite the sentences to make them active. Add a subject if necessary.

- 5 **EXAM** Read the Watch out! box. Then complete the second sentence so that it has a similar meaning to the first.

### Watch out!

We use the impersonal passive to talk about general facts or expert opinions. It is often used in formal, written English, or in news reports.

We often use it with verbs, like *think*, *believe*, *estimate*, *report*, etc.

We form the impersonal passive with *It / They + be + past participle + that ...*

**Active:** Reports **estimate** that 80% of the coral around the bay was destroyed.

**Passive:** **It is estimated** that 80% of the coral around the bay was destroyed.

- Reports say that the aviation industry produces about 3.5% of greenhouse gases.  
It is reported that about 3.5% of greenhouse gases (...).
- We can visit foreign countries using virtual reality.  
Foreign countries (...).
- Virtual reality is revolutionizing the tourist industry.  
The tourist industry (...).
- Do you think virtual tourism will ever replace real travel?  
Do you think real travel (...).
- We know that public transport is greener than private transport.  
It (...).
- During the pandemic, they didn't allow people to travel abroad.  
During the pandemic, people (...).

### Challenge yourself!

Write three passive sentences using the verbs below.

close off   switch off   take up

- 30 Listen to the description of a country. Guess which country is being described.
- Describe another country that you know or have visited. Answer the questions using the passive voice.
  - What is the country known for?
  - What food is typically eaten by locals?
  - What language(s) is / are spoken there?

## Consolidate

- 8 Complete the article with the correct active or passive form of the verbs in brackets. 🌐

### VR thrills ... and snacks on tracks!



One of the most amazing experiences of my life was when I went on a VR roller coaster ride at the Europa Park, a theme park which <sup>1</sup>(...) (locate) in Rust in Germany. I <sup>2</sup>(...) (take) there for my sixteenth birthday last year. The theme park <sup>3</sup>(...) (divide) into sixteen mini versions of European countries: Spain, France, Iceland and so on. Each mini 'land' <sup>4</sup>(...) (contain) replicas of that country's architecture, street scenes and restaurants with typical food that <sup>5</sup>(...) (eat) there. So, basically, you <sup>6</sup>(...) (can / transport) to lots of different countries without actually getting on a plane! But, for me, the VR roller coaster Coastality was the absolute highlight. Before you <sup>7</sup>(...) (board) the roller coaster, you <sup>8</sup>(...) (give) a VR headset to wear while you are on the ride. It's mind-blowing! The rises and sudden falls of the roller coaster train <sup>9</sup>(...) (accelerate) in VR: everything is faster, clearer and WAY scarier!

Afterwards, we <sup>10</sup>(...) (eat) at the Food Loop restaurant, where food <sup>11</sup>(...) (bring) to the table at high speed via a mini overhead roller coaster. During its journey, it <sup>12</sup>(...) (turn) upside down several times. It's a miracle the food doesn't spill and the fizzy drinks don't explode!

### Your turn!

- 9 Complete the questions with the correct passive form of the verbs in the box. Then ask and answer them with a partner.

replace   represent   use

- In your opinion, can real travel (...) by virtual travel?
- Have you ever been to a theme park where different countries (...)?
- Have you ever been to an exhibition where virtual reality (...)?

**Objectives:** understand a travel journalist and a radio discussion, describe places.



**A** Great Barrier Reef



**B** The Alps



**C** Venice

- 1 Look at the photos. What do you know about these places? These places are disappearing. What do you think are the reasons for this?
- 2 31 Listen to a talk about disappearing places. Were your ideas in exercise 1 correct?
- 3 Read the Listening strategy. Then read the questions and answer options in exercise 4 and decide which options can be eliminated straight away.

### Listening strategy

When you do a multiple choice task, read the options carefully. It is often the case that one option cannot be correct and can be eliminated straight away.



**D** Great Wall of China

### Vocabulary: adjectives for describing places

- 5 Check the meaning of the adjectives from the recording in the box. Then decide which adjectives can describe the things in 1–7.

ancient atmospheric  
bustling dilapidated  
impressive man-made  
picturesque steep stunning  
touristy unspoiled

- 1 a (...) village
- 2 a mountain with (...) slopes
- 3 an (...) monument
- 4 a (...) area
- 5 some (...) architecture
- 6 a (...) neighbourhood
- 7 a (...) building

- 6 Use the adjectives in exercise 5 to describe the photos in exercise 1.

- 4 **EXAM** 31 Listen again and choose the correct answers. Use your answers in exercise 3 to help you.
  - 1 What is true about the Great Barrier Reef?
    - A Predictions say that corals will disappear by the end of this century.
    - B It provides habitat to the largest amount of species in the world.
    - C It is 50% smaller than it was in 1995.
    - D Corals are losing their colour due to people bleaching them.
  - 2 What is one major impact that climate change has had on the Alps?
    - A The ski season is now one month shorter.
    - B 70% of animals living there will have to migrate.
    - C The snow cover has increased in the last few decades.
    - D The mountains have become taller due to increased snowfall.
  - 3 What is one reason for the damage to the Great Wall of China mentioned in the text?
    - A Local people have inserted bricks to make it stronger.
    - B Roads that go around and near the wall.
    - C It has been damaged by rain and wind over time.
    - D It has been reinforced to protect against heavy tourist traffic.



- 7 What is your opinion on the statement below?

There should be places on Earth that are off-limits to tourists.

- 8 32 Listen to a radio discussion in which three people give their opinions on the statement in exercise 7. Is each speaker for, against or not sure?

- 9 32 Listen again and answer the questions.

- 1 What examples of the negative impact of tourism in Antarctica does Riley mention?
- 2 According to Kyra, what happens to tourists who don't look after the environment in Palau?
- 3 What natural phenomenon does Musa enjoy close to his home?

### Vocabulary: compound adjectives

- 10 33 Check the meaning of compound adjectives 1–6. Match them with nouns A–F. Listen and check your answers.

- |                 |                |
|-----------------|----------------|
| 1 snow-capped   | A flight       |
| 2 crystal clear | B mountains    |
| 3 breathtaking  | C destinations |
| 4 long-haul     | D sight        |
| 5 faraway       | E spectacle    |
| 6 mind-blowing  | F water        |

- 11 Write example sentences with the compound adjectives in exercise 10.

### Speaking: describing places



#### INFLUENCER VIDEO

- 12 Do you recognize the places in the photos? What do you know about them? Discuss with a partner.
- 13 Watch the video. What are they trying to decide on? What decision did they make in the end?
- 14 Watch the video again. Make notes about what you can see and do in each place.
- 15 Complete the Useful phrases with the words in the box.

loads loved spot  
supposed well-known

#### Useful phrases: describing places

##### What you have heard about a place

It's said / known / meant / <sup>1</sup>(...) to be ...

It's famous / renowned / <sup>2</sup>(...) for ...

##### Your impressions of a place

The thing that I enjoyed / <sup>3</sup>(...) was ...

What I found most surprising /  
challenging was ...

##### What you can do / see there

It's a great place / <sup>4</sup>(...) / location to ... or for ...

There is/are lots / <sup>5</sup>(...) / a wide choice of ...

- 16 Take turns to describe one of the places below. Use the adjectives in exercises 5 and 10, and the Useful phrases in exercise 15.

- a place where you had a memorable holiday
- a place you would love to visit one day
- a place you regularly visit




#### Learning situation

#### Step 3


Work individually. Choose one of the places in Step 2 (page 59) and write a description of it to put on your website.




**Objective:** write a for and against essay.

- 1   34 Look at the photo of 'the swimming pigs' of The Bahamas and answer the questions. Then listen to an extract from a travel podcast and check your predictions. 



- 1 How did the pigs get to The Bahamas?
- 2 Why are they swimming in the sea?

- 2  **CRITICAL THINKING** Would you like to visit this tourist attraction? Why? / Why not?

- 3  **EXAM** Read the exam task and discuss your answer.

**Task:** 'The swimming pigs' attract many tourists to The Bahamas. Discuss the advantages and disadvantages of offering this experience to tourists, and give your opinion.

- 4 Read the model text. Is the writer for or against the idea of swimming with pigs?

- 5   Make a list of the arguments for feeding the swimming pigs and the arguments against. Which arguments are stronger in your opinion?



- 1 In recent years, thanks to smartphones, the once little-known swimming pigs of The Bahamas have now become a worldwide sensation and attract large numbers of tourists. However, opinions are mixed about whether allowing tourists to feed and swim with the pigs is ethical.
- 2 On the one hand, there are clear benefits. The unique spectacle of pigs swimming offers a memorable experience for visitors, and attracts people, not just to the island, but to the whole area. This brings in vital income and employment for local residents.
- 3 On the other hand, there are some drawbacks. It can be harmful to the pigs, who may be given food that is dangerous for them to eat. A few years ago, some pigs died after ingesting sand as they were being fed on the beach rather than in the water. It is also feared that the pigs are a threat to the local ecosystem as they damage the environment and compete with other species for food.
- 4 On balance, I believe tourists should be allowed to continue to feed the pigs, since locals rely on the income and employment. However, some strict rules must be followed. For example, the animals should only be given fruit and vegetables and they should not be fed on the beach.



**6 TEXT ANALYSIS** Read the model text again and answer the questions.

**Paragraph 1**

- 1 How does the writer introduce the topic?
- 2 What is the purpose of the second sentence?

**Paragraphs 2 and 3**

- 3 What is the aim of these paragraphs?
- 4 Does the writer give arguments on both sides of the issue?

**Paragraph 4**

- 5 Which sentence presents the writer's opinion?
- 6 What is the purpose of the final two sentences?

**7**  **Read the Writing strategy. Then decide whether A or B in sentences 1–4 is formal. Explain why.**

**Writing strategy**

In more formal written language, we usually do not use ...

- contractions.
- exclamation marks.
- slang or colloquialisms.

We often use ...

- the passive voice, e.g. *It is thought ...*
- impersonal language to distance ourselves from opinions, e.g. *Many people say ...*
- more formal phrases, such as *In my opinion ...* or *There are clearly some benefits ...*

- 1 **A** I think it's a terrible idea!  
**B** In my opinion, this would not be a good idea.
- 2 **A** The results are believed to be inaccurate.  
**B** The results are definitely wrong.
- 3 **A** It really bugs me.  
**B** Many people find it annoying.
- 4 **A** Lots of people believe that ...  
**B** It is believed that ...

**8** Complete the Useful phrases with words from the model text in exercise 4.

**Useful phrases: for and against essays**

In <sup>1</sup> (...) years ...	On the other hand, ...
Personally, ...	In my opinion ...
<sup>2</sup> (...) balance, ...	However, ...
Opinions are <sup>3</sup> (...) ...	Nowadays, ...
On the one <sup>4</sup> (...) ...	Many people think ...

**Writing task**

- 9 EXAM** 'Wildlife tourism does more harm than good.' Write an essay discussing the arguments for and against this statement and give your own opinion. Write 120–150 words.

**Writing guide**

**Get ideas**

Make a list of arguments for and against the statement. Think about ...

- income for local communities and conservation projects.
- negative impact on the environment and wildlife.

**Plan**

Organize your ideas into paragraphs.

**Paragraph 1:** introduce the topic and say what people generally think about it.

**Paragraph 2:** list arguments for the statement and give examples.

**Paragraph 3:** list arguments against the statement and give examples.

**Paragraph 4:** state your opinion and summarize the arguments.

**Write**

Write your for and against essay. Use the paragraph plan to help you and include some of the Useful phrases.

**Check**

Read your essay carefully. Have you ...

- structured the essay properly?
- used formal language?
- used impersonal language when it is not your own opinion?
- included some of the Useful phrases?



**Objective: use compound words.**

- 1 Read the extracts from the article on page 56. What part of speech are the highlighted words?

Take up as much space as you can, especially during <sup>1</sup>**rush hour** when the train's packed with commuters.

Don't use <sup>2</sup>**headphones**, especially in the <sup>3</sup>**quiet carriage**. If a <sup>4</sup>**fellow passenger** asks you to turn the volume down, suggest they mind their own business.

- 2 Read the Language focus and find examples of A–C in exercise 1.

### Language focus

#### Compound words

A compound is a word made up of two or more words.

The meaning of the compound word is different from the meaning of its individual parts. Compounds can be written as one word or as separate words (sometimes hyphenated).

The most common compounds in the English language are compound nouns. Typical compound noun combinations are ...

- A noun + noun.
- B adjective + noun.
- C verb + noun.

- 3 Match the words in A with the words in B to make compound nouns.

**A** bank camper city double- guided high / low holiday night package pedestrian self-catering sight

**B** apartment break crossing decker holiday life resort season seeing tour (x2) van

- 4 Complete the sentences with some of the compound nouns in exercise 3.

- You get excellent views from the top of a (...) bus.
- Our train doesn't leave till 6 p.m., so there'll be time to do some (...) before we go.
- Hotels and airlines raise their prices in the (...).
- People who work on a (...) often get extra pay.
- I prefer staying off the beaten track to staying in busy (...) by the sea.
- One day I'd love to buy an old (...) and explore the world.

- 5 Look at the compound nouns in bold. Use the two parts of the compound nouns to try to guess their meaning.

- I took a **printout** of my travel documents as a **backup** in case my phone ran out of charge.
- There was a huge **hold-up** on the motorway because of a lorry **breakdown**.
- We could pick up a **takeaway** from the **drive-through** burger place.

- 6 **EXAM** Complete the text message with words in exercises 3, 4 and 5.

Good news! I've booked the accommodation for our <sup>1</sup>(...) in Amsterdam. It's a <sup>2</sup>(...), so we can make our own food. The price is quite reasonable as it's <sup>3</sup>(...). We'll be arriving late on the first night, so if we're hungry we can get a <sup>4</sup>(...) before we go out and explore the <sup>5</sup>(...). I've also booked us onto a <sup>6</sup>(...) for the first day so we get a sense of the <sup>7</sup>(...) of the city. The rest of the trip we can play by ear. Can't wait!



- 7 **EXAM PRONUNCIATION** 35 Listen to the words and phrases below. Are the highlighted letters pronounced /tʃ/ (as in *child*), /ʃ/ (as in *ship*) or /k/ (as in *crowd*)?

- |                       |                        |
|-----------------------|------------------------|
| 1 <b>rush</b> hour    | 5 <b>arch</b> itecture |
| 2 <b>anc</b> ient     | 6 <b>actu</b> ally     |
| 3 <b>pic</b> ture     | 7 <b>spec</b> ies      |
| 4 <b>destin</b> ation | 8 <b>virtu</b> al      |

- 8 **EXAM PRONUNCIATION** Answer the questions.

- Which words do not have the /k/ sound?  
self-catering, beach, crashing, species
- Which compound word contains a silent letter?  
fellow passenger, rush hour

### PRONUNCIATION Page 131

- 9 Discuss the questions.

- Which do you prefer, city breaks or staying in a holiday resort? Why?
- Would you enjoy going on holiday in an old camper van? Why? / Why not?

# 5 Learning situation

## Design a website

**Objective:** design a website to encourage people to travel locally.

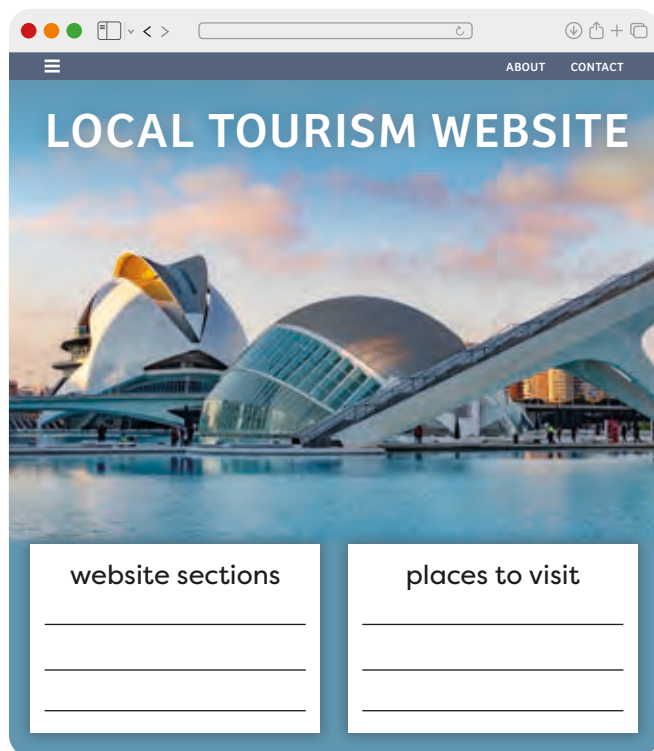
**Learning situation:** how can we reduce the environmental impact of tourism?

**Project:** design a website to encourage people to travel locally.

**Objective:** encourage people to travel locally in order to reduce the environmental impact of tourism.

### Review

- 1 Review your work from Learning situation steps 1–3 in this unit. Then complete the notes with information about your website.



### Decide

- 2 Work as a group to plan your website using the questions below.

#### < Notes

⏮ ⏪ ⏩ ⏭ Done

- What title will you give your website?
- Which visuals will you use (photos, videos, VR, etc.)?
- What will the balance be between visuals and written content?
- Which information from the Learning situation steps do you want to include?
- What will be on the home page?
- How will you divide tasks in your group?

- 3 Read the Learning situation skills and make a list of the sources you can use to find information for your website.

### Learning situation

### Skills

#### Evaluating sources

Some sources of information are not reliable, and this can lead to people being misinformed. Before choosing sources, check that the information has been published in more than one place. When evaluating sources, ensure that the writer's language is neutral and objective.

### Create

- 4 Write the texts for your website. Use your notes in exercise 2, the sources in exercise 3, the descriptions in Step 3 and the Useful phrases.

#### Useful phrases : describing places

##### Describing a place

... offers / boasts ... (the best views).  
You can usually / easily find ...  
... a five-minute walk from ...  
... was set / filmed here.

##### Expressing recommendation

Make sure you ...      ... is well worth (visiting).  
Don't miss ...      An excellent way to ...  
Be sure to check out ...      is to ...

- 5 Design your website. Follow your notes in exercise 2 and use the texts you have written in exercise 4.

### Share

- 6 Show your websites to the class. Make a note of the local places that you would like to visit.
- 7 Work in small groups and discuss the places you chose to visit.

### Reflect

- 8 Think about the work you did on the Learning situation in this unit. Read the statements and score yourself 1–3 for the below.

1 – need to improve in this area    2 – feel good about this  
3 – feel very good about this

- 1 I can write content for and design a website.
- 2 I can describe local attractions to encourage people to travel locally.
- 3 I can evaluate sources.

Complete all activities in your notebook.

# 5 VOCABULARY TRAINER

## Travel and transport

- 1 **EXAM** Complete the text with the words and phrases in the box. There are three extra words or phrases you do not need to use.

aisle fellow passengers headphones  
luggage rack quiet carriage rucksack  
rush hour travel sickness

Most people's general knowledge of travel and means of transportation covers famous examples. For instance, when <sup>1</sup>(...) boarded a flight between London and New York, they knew it would break the sound barrier. Maybe they also chose an <sup>2</sup>(...) seat, knowing there would be little to see as the plane sped through the clouds!

Many London commuters will tell you that their city has the oldest underground system. But what about the third oldest? Well, it's in Glasgow and it opened in 1896. It's known as the Subway, or by its nickname, The Clockwork Orange. It's a great way to get round the city during <sup>3</sup>(...) to avoid the traffic. What's special about it? You won't have time to suffer from <sup>4</sup>(...) because it only has fifteen stations, taking a total of 24 minutes to arrive back at the first station. So you'll hardly have time to sit down and listen to music with your <sup>5</sup>(...) before you arrive at your destination.

- 2 Write sentences with the words you did not use in exercise 1.

## Phrasal verbs

- 3 Read the Vocabulary strategy and complete it with the words in the box.

alphabetically definition example sentence  
pronunciation

### Vocabulary strategy

#### Vocabulary notebook organization

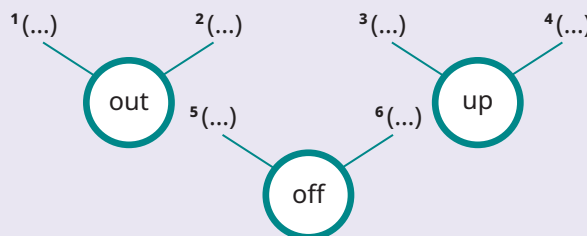
It helps to be systematic in the way you note down new vocabulary. You can organize new vocabulary chronologically, by topic or <sup>1</sup>(...).

It helps to make a note of:

- the new word,
- its <sup>2</sup>(...) (how we say it),
- its <sup>3</sup>(...) (what it means),
- an <sup>4</sup>(...) using the word in context.

- 4 Match the verbs in the box with the correct prepositions to make phrasal verbs.

check close come shoot take turn



- 5 Complete the definitions with the words in the box. Then write your own dictionary entry for the phrase you did not use.

hang around put up with stay away

1 (...) phrasal verb  
BrE /hæŋ ə'raʊnd/  
to wait or stay near a place, not doing very much

2 (...) phrasal verb  
BrE /pʊt ʌp wɪð/  
to accept somebody / something that is annoying, unpleasant, etc. without complaining

## Describing places

- 6 Choose the correct options.



1 steep / touristy



3 unspoilt / ancient



2 picturesque / dilapidated



4 atmospheric / man-made

7 Use the words in the box to describe a place you know.

bustling impressive man-made picturesque  
stunning touristy unspoilt

## Compound adjectives

8 Read and complete the rules with the words and phrases in the box.

adjectives adverbs features how it works nouns

### Rules

Compound adjectives are adjectives that are made up of two words.

The first part of the adjective can be a noun, adjective or adverb.

<sup>1</sup>(...)

curly + haired – curly-haired

cold + blooded – cold-blooded

<sup>2</sup>(...)

star + shaped – star-shaped

English + speaking – English-speaking

<sup>3</sup>(...)

hard + working – hard-working

well + known – well-known

Compound adjectives often use the *-ed* (four-legged) or *-ing* (self-cleaning) form of a word in the second part of the adjective. Adjectives ending in *-ed* describe the qualities or <sup>4</sup>(...) of something. Adjectives ending in *-ing* describe what something does or <sup>5</sup>(...). Sometimes the second part of the adjective is a noun (high-speed).

9 Write *-ed* or *-ing* to complete the adjectives. Then write sentences with the adjectives.

1 snow-capp(...)

2 breathtak(...)

3 mind-blow(...)

4 awe-inspir(...)

10 Complete the compound adjectives.

1 Standing at the top of the mountain, we were treated to an awe-(...) view of the city.

2 After a long-(...) flight across the ocean, we finally landed in Melbourne, Australia.

3 The snow-(...) mountains were sparkling in the sun.

4 In the lagoon, the water was crystal-(...) and you could see all the way to the bottom.

5 Hidden in a far-(...) corner of the world, the island was still unspoilt by tourists.

6 The popular beach remained off-(...) to visitors, but we were able to see it from a boat.

7 Experiencing the northern lights was a mind-(...) phenomenon that we'll never forget.

8 The documentary showcased some truly breath-(...) landscapes, including vast oceans and tropical forests.

## Wordlist

### Travel and transport

aisle seat  
board  
buffet car  
carriage  
commuter  
crew  
fellow passenger  
headphones  
jump the queue  
litter  
luggage rack  
quiet carriage  
rucksack  
rush hour  
travel sickness

### Phrasal verbs

check out  
close off  
come out  
hang around  
put up with  
shoot up  
stay away  
take off  
turn up

#### Wordlist task

Choose five adjectives from the Wordlist and write nouns that they describe.

### Describing places

ancient  
atmospheric  
bustling  
dilapidated  
impressive  
man-made  
picturesque  
steep  
stunning  
touristy  
unspoilt

### Compound adjectives

awe-inspiring  
breathtaking  
crystal clear  
faraway  
long-haul  
mind-blowing  
off-limits  
snow-capped

## A for and against essay

In a for and against essay, you consider a topic or statement from opposite points of view, before giving your own opinion.

**Example task:** 'Everyone should do voluntary work at some time in their life.' Discuss.

### Useful language

#### Introducing the topic

In recent years / Nowadays, ...

Many people think / believe / consider (*that*) ... . However, others ...

There are both advantages and disadvantages to this idea.

#### Introducing contrasting ideas

On the one hand, ... On the other hand, ...

On balance, ...

However, / Nevertheless, it can also be argued that ...

One (dis)advantage of ... is ...

An(*other*) argument for / against ... is ...

#### Giving evidence

According to ...

It is clear that ...

(*Research*) has shown that ...

#### Making suggestions or recommendations

... should (not) / ought (*not*) to ...

Shouldn't we / people (*be able to*, etc.) ... ?

Would (noun / + *-ing*) be a better solution / alternative?

#### Expressing your opinion

(*Personally*), I think / believe / feel / am of the opinion (*that*) ...

I (*strongly*) agree / disagree that ... / with the statement that ...

In my opinion / view, ...

## A Get ideas

- What do you already know about the statement or topic?
- List as many arguments as you can *for* and *against* the statement.
- Now choose your two strongest arguments in each category.
- Decide what your own opinion is.

## B Plan

- Organize your ideas into paragraphs. For example:

### Paragraph 1

- Introduce the topic and say what people generally think about it.

### Paragraph 2

- List arguments for the statement and give examples.

### Paragraph 3

- List arguments against the statement and give examples.

### Paragraph 4

- State your opinion and summarize the arguments.

## C Write

### Tips for writing a for and against essay

- ✓ In the first paragraph, give a general introduction to the topic, not your opinion. Leave this for the final paragraph.
- ✓ Separate for and against arguments into equal, distinct paragraphs.
- ✓ Support your arguments by giving evidence and examples.
- ✓ Use formal language.

<sup>1</sup>It is said that <sup>2</sup>everyone <sup>3</sup>should <sup>2</sup>do voluntary work at some time in their life because it is good for both the volunteer and the people that <sup>1</sup>are helped. <sup>4</sup>However, <sup>2</sup>there are both advantages and disadvantages to this idea.

<sup>4</sup>On the one hand, <sup>1</sup>it is <sup>5</sup>often <sup>1</sup>thought <sup>5</sup>that doing voluntary work is very important because the volunteer can help people who need it. In addition, voluntary work can help the volunteer gain useful experience for a future job.

<sup>4</sup>On the other hand, <sup>1</sup>many people say <sup>5</sup>voluntary work is not a good idea because the volunteer <sup>1</sup>is not paid. Moreover, <sup>1</sup>many people believe <sup>5</sup>that sometimes those <sup>1</sup>being helped <sup>5</sup>rely on the voluntary work when they <sup>3</sup>should <sup>5</sup>actually be helping themselves.

<sup>6</sup>Personally, I believe that voluntary work is beneficial and <sup>3</sup>ought to <sup>6</sup>be encouraged. <sup>4</sup>Nevertheless, <sup>6</sup>I feel that people who decide not to do it <sup>3</sup>should <sup>6</sup>not be judged.

<sup>1</sup>Use passives and impersonal distancing language

<sup>2</sup>Give a general introduction

<sup>3</sup>Use modals to make suggestions and recommendations

<sup>4</sup>Use linkers of contrast

<sup>5</sup>Separate arguments for and against into two paragraphs

<sup>6</sup>Give your own opinion at the end

## VISITORS BEHAVING BADLY

**A**

The Mediterranean island of Sardinia is famous for its white sandy beaches – in fact, holidaymakers turn up and take large quantities of sand home with them. One summer, a couple were caught with 40 kg of white sand in fourteen plastic bottles. The couple told police they were taking the sand home as a souvenir and did not realize that they had committed a crime. It has been illegal to remove sand and shells from Sardinian beaches since 2017 to protect the stunning beaches. Visitors who break the law may face fines of between €500 and €3,000.

**B**

So many of the accidents in museums and galleries these days are caused by visitors taking selfies. Not long ago, an 18th century statue of Saint Michael in the National Museum of Ancient Art in Lisbon was destroyed by a tourist. In an attempt to get the perfect shot of himself with the statue, the man stepped back into the statue and knocked it to the floor, where it broke into several pieces. Another visitor took a photo of the damage and shared it on social media. It is not clear whether or not the tourist was punished for the incident.

**C**

Things can also go wrong when an exhibit doesn't actually look like one. One couple in their twenties damaged a graffiti artwork on display at a gallery in the Lotte World Mall in Seoul. They were so sure the brushes and paint laid out were for visitors that they used them to add their own touch to the work. In fact, the tools were an essential part of an untitled piece painted by US graffiti artist JonOne in front of an audience in Seoul in 2016 and displayed in various galleries since then. The work was estimated to be worth just under \$500,000. In the end, the couple weren't charged for the damage because it was considered a genuine mistake.

**D**

The ancient Colosseum, in the centre of Rome, is such an impressive attraction that it receives more than seven million visitors each year. Not all of them treat the monument with respect, however. One summer, a tourist was seen on video cutting his girlfriend's name into the walls of the structure using his keys. The video went viral, and the man was identified and charged with damaging a historical and artistic landmark.



## Reading

**1** Read the article and decide if the following statements are true (T) or false (F). Give evidence from the article for your answers.

- 1 You are not allowed to take items from the beach on the island of Sardinia.
- 2 The tourist who visited the National Museum of Ancient Art in Lisbon was charged with causing damage.
- 3 The couple who visited the gallery in Seoul were attending an art class.
- 4 The tourist who visited the Colosseum ... broke the law.

**2** Read the article and answer the questions.

- 1 What reason for taking sand from the beach did the couple give the police?
- 2 How did the tourist destroy the statue of Saint Michael?
- 3 Why wasn't the couple in text C charged for the damage that they did?
- 4 How did a tourist damage the Colosseum?

**3** Find sentences in the article that mean what has been paraphrased below.

- 1 When trying to take a photo, a visitor knocked over a statue.
- 2 The video was spread very quickly and the man was found ...

**4** Find words or phrases in the article that mean the following.

- 1 people who are visiting a place on holiday
- 2 a photograph
- 3 being in a place where people can look at it
- 4 a building or a place that is very important historically and that should be preserved



## Listening

- 5 50 Listen to a podcast interview with a teenager who went on holiday with her family to a horse ranch. Choose the correct answers.

- Where is the horse rescue ranch?  
A near New York      C in Big Apple  
B in America      D near her family home
- Samantha is staying ...  
A in an old house.      C in the ranch house.  
B with the owners.      D in a cottage.
- The ranch owners ....  
A don't earn money.  
B earn a large profit.  
C charge a lot.  
D give some money to charity.
- What HASN'T Samantha been doing?  
A feeding horse  
B building a shed  
C filming for their YouTube channel  
D riding the horses
- Why are the horses there?  
A Because people don't have the money to look after them.  
B Because the ranch is a better place to live.  
C Because they need to see a vet.  
D Because they behaved badly.
- The best thing about the ranch for Samantha is ...  
A that she's been able to adopt a horse.  
B the trail rides.  
C the other guests she'd met.  
D the photos she's taken for Instagram.

## Use of English

- 6 Rewrite the sentences with the correct passive form of the verbs in brackets.

- They made these boots in Morocco.  
These boots (...).
- Work started on the Tower of Pisa in 1173.  
Work (...).

- The travel industry employs lots of people.  
Lots of people (...).
- An older couple are renting the house on the beach at the moment.  
The house on the beach (...).
- We won't forget your hospitality while we were staying with you.  
Your hospitality (...).

- 7 Rewrite the sentences in the passive form. Only include the agent where necessary.

- We'll refund your money if you aren't satisfied.  
Your money (...).
- Many people think that tourism started in Egypt.  
It (...).
- Reports estimate that there will be 85 million tourists in Spain this year.  
It (...).
- People of all ages own rucksacks these days.  
Rucksacks (...).
- Dad is booking our winter holiday.  
Our winter holiday (...).
- People say that it's best to walk around the old town early in the morning.  
It (...).
- We've seen the film star in the village several times since the film crew arrived.  
The film star (...).
- Locals were discussing the negative aspects of tourism when more visitors arrived.  
The negative sides of tourism (...).

## Pronunciation

- 8 Answer the questions.

- How is *e* pronounced in *impressive*: /i:/, /ə/ or /e/?
- How is *a* pronounced in *ranch*: /ɑ:/, /æ/ or /ə/?
- How is *o* pronounced in *horse*: /ɜ:/, /ɔ:/ or /ʊ/?
- How is *s* pronounced in *shed*: /tʃ/, /ʃ/ or /s/?

## Writing

- 9 Write a composition of 120–150 words on *one* of the topics below.

- There should be limits on the number of tourists allowed in popular destinations. Write an essay discussing the arguments for and against this statement and give your own opinion.
- Discuss the advantages and disadvantages of the impact that social media has on travel trends.