

# 5

## Hit the road

### Learning situation

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

▶ Watch the introduction video.

### 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

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 AND 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

# 5 Hit the road

## Unit contents

▶ Introduction video

### Vocabulary

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

▶ Documentary video

Sustainable tourism on El Hierro

### Vocabulary extension

Compound words

### Grammar

Passive voice

▶ Grammar animation video

### Reading

An opinion article about TV and film locations

Identifying key words and phrases

### Listening

People talking about travel and transport

A radio interview with a travel journalist

A radio discussion

Predicting answers

### Speaking

Describing places

▶ Influencer video

### Writing

A for and against essay

Formal language

### Pronunciation

/tʃ/ and /ʃ/

Stress in compound words

## 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.

**Skills:** evaluating sources

**Useful phrases:** describing places

## Unit summary and introduction video

The topic for this unit is tourism and its impact on our environment. In this unit, students will explore how we can reduce the environmental impact of tourism. As an outcome of this, they will have the opportunity to apply what they have learned in the final project task by designing a website aimed at encouraging people to travel locally.

By the end of this unit, students will have the skills to analyse how travel affects the world, and what we can do to make it more sustainable.

▶ Play the introduction video.

## Introducing the learning situation for the unit

Read out the learning situation (*How can we reduce the environmental impact of tourism?*) and explain to students that this unit is all about tourism and its impact on the

environment. Tell them that throughout the unit, they will be working on designing a website to encourage people to travel locally in order to reduce the environmental impact of tourism.

## Learning situation extension ideas

Students could plan a visit to some of the local places that they discussed during the task. They could then write short reports from their visits and share them with the rest of the class.

## Identifying a real-life context for the learning situation

Ask students to consider in what situations they might want to design a website to inform about something. Answers could include creating a website to showcase their hobby, sell something, promote their band, etc.

## 5.1 Vocabulary Travel & transport

### Lesson objectives

Use travel and transport vocabulary

Read an article about annoying behaviour on public transport

Listen to people talking about travel and transport

## Warm-up

- Ask students to focus on the photos on pages 56 and 57 and ask: *What topic connects all the photos?* (travel) Ask: *How do you feel about travelling? Do you love it or hate it? Is it exciting or boring? Why?* Have students discuss the questions in pairs or small groups. Ask pairs or groups to tell the class their ideas.

## 1 OTE EXAM

- Ask students to discuss each of the questions.
- Ask some students to tell the class their ideas. Ask other students if they agree or disagree, and why.
- Make a list on the board of annoying things that people do on public transport. Get a show of hands to find out the most annoying one.

## ANSWERS

Students' own answers.

## 2

- Ask students to identify the annoying behaviours in the photos (eating on public transport, putting a bag/backpack on the seat and not allowing other people to sit, putting your feet on the seat).
- Tell students they are going to read a satirical article. Elicit or explain what a satirical article is (an article that uses humour by saying the opposite of what it means, making fun of issues to make a point).
- Allow students time to read the article. Then elicit answers and discuss the questions as a class.

## ANSWERS

Students' own answers.

## Phrasal verbs

- Focus on the Phrasal verbs box. Ask students to find the words in the article and read them in context.
- Elicit translations of the phrasal verbs.

### Language note

*Manspreading* is a term used to describe a behaviour in which a person (usually a man) sits with their legs spread wide apart in public spaces, such as on public transport, taking up more room than necessary.

### 3 EXAM

- Ask students to read the article again and find words to match the meanings.
- Check answers, making sure that students understand all the words.

### ANSWERS

1 carriage 2 crew 3 commuters 4 litter 5 board  
6 jump the queue

### Exam tip: matching words with meanings

Before students start, tell them the following information.

- First, think about what part of speech the word you are looking for might be. Remember that the answers might be individual words, compound words, phrasal verbs or longer expressions.
- Read the text carefully and, if you find a word or expression that you think has a similar meaning to the definition, check by reading the sentence again, substituting it with the definition. If the meaning is the same, this is the correct answer.

### 4 MEDIATION

- Ask students to read the article again and choose three or four main points.
- Students work with a partner and summarize the main points in their own words.

### ANSWERS

Students' own answers.

### 5 Vocabulary strategy

- Write on the board: *toothbrush*, *coffee table* and *mother-in-law* and ask students what the words have in common (they are all compound nouns). Elicit a few ideas, then invite a student to read out the Vocabulary strategy.
- Allow students a few minutes to complete the questions. Check answers.

### ANSWERS

1 rucksack 2 headphones 3 travel sickness  
4 rush hour 5 aisle seat

VOCABULARY TRAINER Page 100

### 6

- Students discuss the questions in pairs or small groups first before sharing their experiences with the class.

### ANSWERS

Students' own answers.

### 7 28

- Check that students understand *environmentally friendly* (= not causing (too much) damage to the environment).
- Play the audio. Check answers.

Audio script, page T000

### ANSWERS

Speaker 1 B Speaker 2 A Speaker 3 C

### Your turn!

### 8 OTE EXAM

- Students discuss the questions in pairs or small groups first before sharing their experiences with the class.

### ANSWERS

Students' own answers.

### Documentary Sustainable tourism on El Hierro

### A

- Allow students time to discuss the question with a partner, then discuss the question as a class.

### ANSWERS

Students' own answers.

### B

- Allow students time to think about their answers, then discuss the question as a class.

Video script, page T000

### ANSWERS

Students' own answers.

### C

- Check that students understand *locals*. Play the video for students to watch and answer the questions.

Video script, page T000

### ANSWERS

- 1 Locals are unhappy because they believe that if tourist numbers continue to grow, it will ruin the island's natural environment.
- 2 El Hierro doesn't have big cities or large holiday resorts.
- 3 A geopark is a natural area that is important in understanding how the Earth was formed. It also has a local community dedicated to conserving and protecting it through sustainable development.

VIDEO AND LISTENING WORKBOOK Page 55

### Learning situation Step 1 (10 minutes)

- Remind students of the Learning situation and project for this unit and explain that they will now start preparing their ideas for it.
- Put students into groups and explain that they will stay in the same group for the whole project.
- Read through the task with the students.
- Remind students to make notes as they will need the information for the final learning situation (on page 67).
- Elicit some ideas from the groups.

SPEAKING TRAINER WORKBOOK Page 120

### Further practice

Vocabulary, Workbook pages 48–49

Vocabulary worksheets, Teacher's Resources page T000

Online Practice



**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

**SPEAKING TRAINER** WORKBOOK Page 120

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

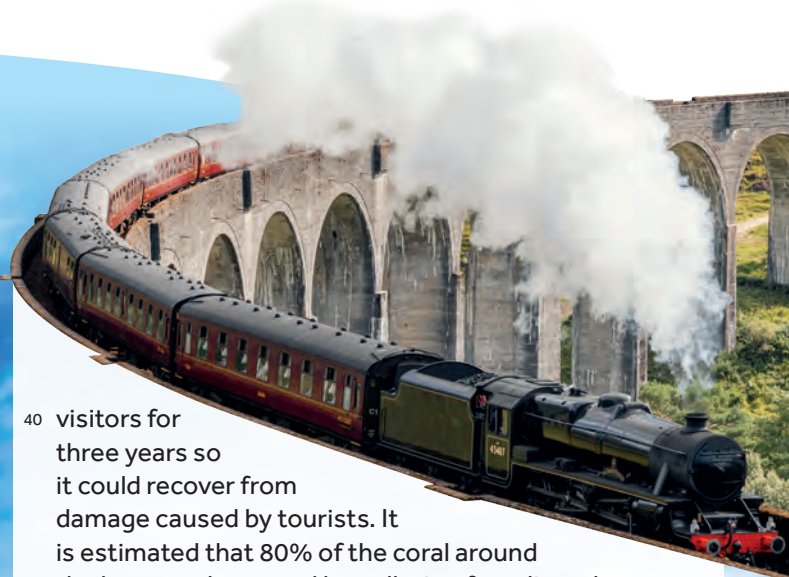
Have you ever wanted to travel to a place where your favourite film or TV series was shot? 'Location vacations' or 'set-jetting' (a play on 'jet-setting') is nothing new. New Zealand, for example, has attracted *Lord of the Rings* fans since the early 2000s. But this travel phenomenon has really **taken 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.



## 5.2 Reading An opinion article

### Lesson objectives

Read an opinion article about famous film and TV locations

Learn how to answer comprehension questions

### Warm-up

- Focus students' attention on the photos and ask them what they can see and if they know which films they are from (*Harry Potter* films, *Joker*, *Wednesday* and *The Beach*).
- Ask if they have seen any of these films.

### 1

- Ask individual students the questions. Encourage all students to join in and express their opinions. Alternatively, students could discuss the questions in pairs or small groups.

### ANSWERS

Students' own answers.

#### Fact-check

Here are some iconic places that have gained popularity because of the films/series made there:

#### 1 Skellig Michael, Ireland

**Films:** *Star Wars: The Force Awakens* and *The Last Jedi*

**What's special:** This dramatic island served as Luke Skywalker's secluded retreat, drawing *Star Wars* fans to its stunning terrain.

#### 2 Dubrovnik, Croatia

**Film/Series:** *Game of Thrones* (King's Landing scenes)

**What's special:** The walled city of Dubrovnik became a must-visit destination for fans of the series, thanks to its medieval architecture and coastal views.

#### 3 Glencoe, Scotland

**Film:** *Harry Potter and the Prisoner of Azkaban*

**What's special:** The majestic highlands were featured as the backdrop for Hagrid's Hut and scenes involving Buckbeak.

#### 4 Petra, Jordan

**Film:** *Indiana Jones and the Last Crusade*

**What's special:** The rose-red city of Petra became famous as the location of the Holy Grail's temple in the film.

#### 5 Kaua'i, Hawaii, USA

**Films:** *Jurassic Park* and *Jurassic World*

**What's special:** The lush rainforests and dramatic cliffs served as the backdrop for Isla Nublar, bringing fans to the tropical island.

#### 6 Alnwick Castle, England

**Films:** *Harry Potter* series (Hogwarts exterior scenes)

**What's special:** This castle, already historic, gained fame for its connection to Hogwarts.

### 2 EXAM 29

- Allow students time to read the questions. You could play the audio while students read. If you are not using the audio, you could set a time limit of three or four minutes for this.

- Allow students to discuss their answers in pairs before you check with the class.

### ANSWERS

- 1 *Lord of the Rings*, filmed in New Zealand; *Wednesday*, filmed in Romania; *Harry Potter* films, filmed in Scotland; *The Beach*, filmed in Maya Bay, Thailand; *Joker*, filmed in the Bronx, New York
- 2 Three main problems are mentioned:  
Tourists behave dangerously, putting their lives at risk (crossing the Glenfinnan railway viaduct in Scotland) and putting other people's lives at risk by parking dangerously in the area.  
Tourists cause damage to the environment, e.g. coral damage in Maya beach.  
Tourists cause inconvenience to local people, e.g. getting in the way of people on the *Joker* steps.

### 3 CRITICAL THINKING

- Allow students time to think about their answers, then discuss the questions as a class. Encourage all students to join in and express their opinions.
- Alternatively, students could discuss the questions in pairs or small groups.

### ANSWERS

Students' own answers.

### 4 MEDIATION

- Students first work individually and think about the different points they would like to include, based on the information in the article.
- Ask different pairs to share their advice with the class.

### ANSWERS

Students' own answers.

### 5 EXAM Reading strategy

- Read the Reading strategy with the class.
- Students read the article again and answer the questions. Point out that they should be using their own words and not reading fragments from the article.
- Check answers, eliciting evidence from the article to support the answers.

### ANSWERS

- 1 'Set-jetting' is visiting the sites of famous TV and movie scenes. It is a play on the word 'jet-setting': to travel the world by plane.
- 2 'Set-jetting' has become popular thanks to streaming services.
- 3 Tourists can put themselves in danger by taking selfies in dangerous situations.
- 4 The Maya Bay beach is negatively affected by tourists leaving litter, boats and sunscreen.
- 5 Set-jettiers are flooding to the area to take pictures and are getting in the way of local commuters.
- 6 Because set-jettiers aren't spending money in the location – they come, take photos and leave again.

#### Exam tip: using your own knowledge

Point out to students that they might be able to answer some questions based on their own knowledge of the topic; however, for the answer to be correct, the answer must be mentioned in the article.

## 6 EXAM

- Allow students to check their answers in pairs and correct the false sentences before checking with the class. Elicit evidence from the article to support the answers.

### ANSWERS

- 1 F (A recent travel trends report found that streamed films and TV series are now the top sources of travel inspiration, at 44%.)
- 2 T (The local authorities have expressed concern about the possibility of accidents due to overcrowding and dangerously parked vehicles.)
- 3 F (The beach had to be closed off to all visitors for three years.)
- 4 F (Some locals have expressed their feelings in the form of graffiti, saying, 'This is real life. Not a movie'.)

## 7 EXAM

- Read out the sentence to the class and remind them that it contains different words from the ones in the article.
- Allow students time to find the sentence in the article.
- Elicit the answer from the class.

### ANSWER

The locals also object to the fact that fans have no desire to check out the other attractions or restaurants in the neighbourhood.

## 8 EXAM

- Explain that the meanings in the list match words in the article.
- Check answers.

### ANSWERS

- 1 sources
- 2 off the beaten track
- 3 concern

#### Exam tip: matching words with meanings

Remind students that once they have chosen the meaning for a word, they should re-read the sentence in the text, replacing the word with the definition, to see if it makes sense, e.g. *Often places are chosen as film locations precisely because they are quiet or **off the beaten track**.* *Often places are chosen as film locations precisely because they are quiet or **far from other people and houses**.*

#### Extra activity: exam practice

- Write the following words on the board.
  - 1 *barrier* (noun)
  - 2 *oppose* (verb)
  - 3 *profit* (verb)
- Ask students to find words in the text that match those meanings (in paragraphs 6 and 7).
- Check answers, making sure that students understand the words.

### ANSWERS

- 1 obstacle
- 2 object
- 3 benefit

## Vocabulary: phrasal verbs

## 9

- Explain that phrasal verbs can have a literal meaning (meaning is clear and straightforward based on the usual meanings of its words), and a figurative meaning (the meaning is not directly clear from the words alone).
- Allow students time to find the phrasal verbs in the article and figure out their meanings from the context.
- Students identify which have a literal meaning and which a figurative meaning.
- Check answers with the class.

### ANSWERS

Literal meaning: close off, stay away

## 10

- Students can complete the sentences individually, then compare answers with their partner.

### ANSWERS

- 1 turned up
- 2 hang around
- 3 come out
- 4 checked out
- 5 shot up
- 6 taken off

VOCABULARY TRAINER Page 100

## Your turn!

## 11

- Allow students time to think about their answers, then discuss the questions as a class. Encourage all students to join in and express their opinions. Alternatively, students could discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class their ideas.

### ANSWERS

Students' own answers.

## Learning situation Step 2 (15 minutes)

- Remind students that the work they do now will help them to prepare for the project at the end of the unit.
- Students first work individually to research five local places that everyone should visit.
- If you do not have access to the internet in the classroom, this could be set for homework. You could ask students to brainstorm some ideas using their knowledge of their local area.
- Ask students to get into their groups and discuss which three places they should include on their website.
- Remind students to make notes as they will need the information for the final learning situation (on page 67).
- Elicit some ideas from the groups.

### Further practice

Reading, Workbook pages 50–51

Vocabulary, Workbook pages 48–49

Vocabulary worksheets, Teacher's Resources page T000

Online Practice

### 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-jettlers?
- 6 Why might the owner of a restaurant near a famous location disapprove of set-jettlers 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 94

### 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.

## 5.3 Grammar The passive

### Lesson objective

Present and practise passive forms

#### Grammar animation video

Please refer to page viii in the Teacher's Guide introduction to see how the Grammar animation video can be used.

 Video script, page T000

### Warm-up

- Write on the board: *150 people inhabit this picturesque area. This picturesque area is inhabited by just 150 people.*  
Ask: *What's the difference between the two sentences?*
- Elicit that one sentence is active, and one is passive. Underline the passive verb in the second sentence.  
Ask: *How do we form the passive? When do we use it?*  
Elicit what students know about the passive.

### A The passive: use

- Read through the information and examples with the class.
- Ask students to read through the rules and try to complete them with the correct words. They could work in pairs for this.
- Read through the rules with the class and elicit the words to complete them.

#### ANSWERS

1 does 2 happens 3 by

### B The passive: form

- Read through the information and examples with the class.
- Ask students to read through the rules and try to choose the correct options. They could work in pairs for this.
- Read through the rules with the class and elicit the answers.

#### ANSWERS

1 past participle 2 object 3 subject 4 subject

GRAMMAR REFERENCE WORKBOOK Page 120

### Practice

#### 1

- Students can complete the sentences in pairs before whole-class feedback.

#### ANSWERS

1 be driven 2 was left  
3 were introduced, was invented 4 are lost  
5 are named 6 was crossed

#### 2

- Allow students some time to discuss the question in pairs. Then elicit answers from the class.

#### ANSWERS

Students' own answers.

3

- Read out the first sentence and ask: *Is it an active or passive sentence?* (passive). Focus on the verb and ask: *Is it correct? What is missing?* Elicit the missing word (is).
- Students copy the sentences and add the missing words.
- Check answers with the class.

#### ANSWERS

- In France, there is a category of car for which no licence is needed.
- They are called *voitures sans permis*, or in English, 'cars without licence'.
- They can be driven on public roads by anyone from the age of fourteen.
- They are two-seaters and they are limited to 45 km/h.
- Originally, these little cars were used by older people in rural France.
- Recently, however, since more trendy and electric models have been introduced onto the market, they have become popular with teenagers.

#### Fact-check

'Voitures sans permis' (VSP) are small, lightweight cars that can be driven without a full driving licence in some European countries, especially France. The name translates to 'cars without a licence.' They are also called 'microcars' or 'quadricycles' in English.

VSPs are often used by teenagers (as young as fourteen or sixteen, depending on the country), and by older people who no longer hold a regular licence. To drive one, most countries require a basic training course or a special licence for light vehicles, but not a full driving licence.

4

- Students find the sentences and rewrite them.
- Check answers.

#### POSSIBLE ANSWERS

This stretch of railway was made famous by the ...  
Hogwarts Express.

The Hogwarts Express has made this stretch of railway famous.

Maya Beach ... had to be closed off to all visitors for three years.

They had to close off Maya Beach to all visitors for three years.

Certain restrictions have been put in place.

(Local authorities) have put certain restrictions in place.

Swimming and motorboats are banned from the bay.

(The authorities) ban motorboats from the bay.

## 5 EXAM Watch out!

- Read through the Watch out! box and the examples with the class.
- Tell students to focus on the verbs in the examples and decide which one needs to be changed into the passive (estimate).

### ANSWERS

- 1 are produced by the aviation industry
- 2 can be visited using virtual reality
- 3 is being revolutionized by virtual reality
- 4 will ever be replaced by virtual tourism
- 5 is known that public transport is greener than private transport
- 6 weren't allowed to travel abroad

### Exam tip: sentence transformations

Remind students that in transformations from active to passive, they should think about whether they need to include *by* + agent to keep the same meaning.

## Challenge yourself!

Refer fast finishers to the task. Ask some fast finishers to read out their passive sentences. Other students can listen and say the active sentences.

### ANSWERS

Students' own answers.

## 6 30

- Read out the instructions, then play the audio for students to listen and guess.
- Pause after each clue and give students an opportunity to make one guess.
- When you have played the whole audio, elicit the answer and ask: *Who guessed correctly? How quickly did you guess?* See who was the quickest to guess. Ask: *Which clues gave the answer away for you?*

**Audio script, page T000**

### ANSWER

Italy

## 7

- Students choose another country and answer the questions. If they have access to the internet, they could research their answers online.
- Ask some students to read their answers to the class. Other students can listen and guess the countries. Don't interrupt while students are speaking, but make a note of any errors they make with the passive, and correct the errors at the end.

### ANSWERS

Students' own answers.

### Extra activity: grammar

- Ask students to close their books, and divide them into teams.
- Write these verbs on the board: *choose, inspire, report, take*.
- In their notebooks, teams race to write a correct passive sentence using each verb. The first team to bring you a correct set of sentences wins.

### ANSWERS

Students' own answers.

## Consolidate

## 8

- Explain to students that this task brings together all the grammar they have learned in this unit. Ask students to read the article quickly, ignoring the gaps, to get the gist. Ask: *What is the Europa Park?* (a theme park in Rust, Germany).
- Students read the article again and complete it with the correct active or passive forms.
- Check answers.

### ANSWERS

- 1 is located
- 2 was taken
- 3 is divided
- 4 contains
- 5 is eaten
- 6 can be transported
- 7 board
- 8 are given
- 9 are accelerated
- 10 ate
- 11 is brought
- 12 is turned

### Fact-check

Europa-Park, located in Rust, Germany, is one of Europe's most visited theme parks, attracting millions of guests every year. Opened in 1975, it offers over 100 attractions and shows spread across themed areas inspired by different European countries. Each zone reflects the culture and architecture of its region, such as France, with its thrilling Silver Star roller coaster, or Italy, featuring gondola rides and delicious cuisine. The park caters to all ages, with family-friendly attractions like the Arthur indoor coaster and exciting experiences like the Blue Fire mega coaster.

Europa-Park is also known for its high-quality entertainment, including daily live performances, parades, and seasonal events. During Halloween, the park is transformed with spooky decorations, while winter brings Christmas markets and festive light displays. Located near the French border, Europa-Park is easy to reach and continues to be a favourite destination for families and thrill-seekers alike.

## Your turn!

## 9 OTE EXAM

- Allow students time to complete the questions.
- Put students into pairs or small groups to ask and answer the questions.

### Further practice

Grammar, Workbook pages 52–53

Grammar worksheets, Teacher's Resources page T000

Online Practice

- 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 + 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



**D** Great Wall of China

- 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.

- 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.

### 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 unspoilt

- 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.



## 5.4 Listening and speaking

### Disappearing places

#### Lesson objectives

Listen to a travel journalist talking about disappearing places

Listen to a radio discussion

Watch an influencer describing places

#### Warm-up

- With books closed, ask: *Which countries or places would you like to travel to? Why?*
- Elicit a few ideas, then ask: *What do you think people can gain from travelling?* Elicit ideas and have a class discussion.

#### 1

- Focus on each photo in turn and elicit what it shows.
- Ask students to discuss their answers.
- Ask some students to tell the class about their discussions.

#### ANSWERS

Students' own answers.

#### Fact-check

##### Great Barrier Reef

The Great Barrier Reef, located off Australia's north-east coast, is the world's largest coral reef system. Stretching over 2,300 kilometres, it is home to vibrant marine life, including fish, turtles, and sharks. This UNESCO World Heritage Site is a popular destination for snorkelling, diving, and eco-tourism.

##### The Alps

The Alps are Europe's highest mountain range, spanning countries, like France, Switzerland, Austria, and Italy. Known for their breathtaking scenery, they attract visitors for skiing, hiking, and mountaineering. Famous peaks like Mont Blanc and the Matterhorn make the Alps a favourite destination for both adventure enthusiasts and nature lovers.

##### Venice

Venice, located in north-eastern Italy, is a city built on over 100 small islands connected by canals and bridges. Visitors enjoy gondola rides, stunning architecture like St Mark's Basilica, and vibrant cultural events like the Venice Carnival. It's a UNESCO World Heritage Site.

##### Great Wall of China

The Great Wall of China stretches over 21,000 kilometres across northern China and was built to protect against invasions. Constructed over several dynasties, it features watchtowers and scenic landscapes. Today, it is a symbol of China's history and ingenuity, attracting millions of tourists each year.

#### 2

- Read out the task and the question, then play the audio. Students listen and compare the presented facts with their answers in exercise 1.

Audio script, page T000

#### ANSWERS

Students' own answers.

#### 3 Listening strategy

- Read the Listening strategy. Then read through the questions and answer options in exercise 4.
- Students can compare answers in pairs.

#### ANSWERS

Students' own answers.

#### 4 EXAM

- Allow students time to read through the questions again. Play the audio twice.
- Allow students to compare their answers in pairs before you check with the class.

Audio script, page T000

#### ANSWERS

1 C 2 A 3 C

#### Exam tip: multiple choice

Before students start, tell them the information below.

- When you listen for the first time, choose the answers that you think are correct.
- When you listen for the second time, check that your answers are correct.

### Vocabulary: adjectives for describing places

#### 5

- Allow students time to read through the words in the box. You could play the audio again for them to hear the words in context.
- Point out that some of the adjectives can describe more than one thing, but in this exercise, students should be completing phrases from the recording.
- Students can complete the task individually, then compare answers in pairs.

#### ANSWERS

1 picturesque 2 steep 3 ancient 4 touristy  
5 impressive 6 bustling 7 dilapidated

#### Extra activity: vocabulary

- Ask students to choose one of the phrases in exercise 5 and decide what other adjectives could be used, e.g. *a bustling / picturesque / stunning / touristy village*.
- To give students some autonomy, encourage them to use a printed dictionary or an app if they are allowed to use phones in class.

#### ANSWERS

Students' own answers.

#### 6

- Students could describe the photos in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to share their descriptions with the class.

#### ANSWERS

Students' own answers.

VOCABULARY TRAINER Page 100



- Check that students understand *off-limits* (a place where people are not allowed to go).
- Elicit some feedback from the class.

#### ANSWERS

Students' own answers.

#### 8 32

- Play the audio for students to listen and note down the answers.

**Audio script, page T000**

#### ANSWERS

Riley for Kyra against Musa not sure

#### 9 32

- Before students listen, point out that each question refers to a different speaker.

**Audio script, page T000**

#### ANSWERS

- 1 Riley mentions: the environmental impact of travelling a long distance by plane or cruise ship to get to Antarctica; the damage caused to plants and flowers when they are trodden on by tourists; the fact that penguins are stressed by visitors, which affects reproduction.
- 2 Kyra explains that tourists who break their promise to look after the environment are fined up to a million dollars.
- 3 Musa enjoys watching a spectacle called a 'murmuration' where thousands of small, black birds (starlings) fly together and create amazing shapes in the sky.

## Vocabulary: compound adjectives

#### 10 33

- Check that students understand the meaning of all the words. Students could do the task individually or in pairs.

**Audio script, page T000**

#### ANSWERS

1 B 2 F 3 D 4 A 5 C 6 E

#### 11

- When students have finished writing their example sentences, ask some of them to read them out, omitting the compound adjective. See if the rest of the class can guess the missing compounds.

#### ANSWERS

Students' own answers.

VOCABULARY TRAINER Page 101

## Speaking: describing places

### Influencer video

#### 12

- Elicit from the class what places the photos show (the Canary Islands, Paris and New York).
- Students could discuss what they know about these places as a class, in pairs or in small groups.

#### ANSWERS

Students' own answers.

#### 13

- Play the video. Students can compare their answers in pairs before whole-class feedback.

**Video script, page T000**

#### ANSWERS

They are trying to decide where to go on holiday. In the end, Marta goes on holiday on her own.

#### 14

- Play the video again for students to note down their answers.
- Ask volunteers to share their answers with the class.

**Video script, page T000**

#### POSSIBLE ANSWERS

Paris: it has stunning landmarks, it's atmospheric in the spring, but too touristy  
 Rome: it has good food, but it's boiling hot in the summer  
 Lisbon: a picturesque city with impressive views, it has steep streets  
 New York: it's a bustling city with a wide choice of things to do, but too pricey  
 Canary Islands: lots of unspoiled beaches, stunning scenery, crystal-clear waters

## Useful phrases: describing places

#### 15

- Allow students time to complete the phrases.
- Check answers, then read through all the phrases with the class and make sure students understand them all.

#### ANSWERS

1 supposed 2 well-known 3 loved 4 spot 5 loads

#### 16

- Put students in pairs or small groups to do the task.
- Go around monitoring and giving assistance while students are working. Encourage them to use a range of adjectives and Useful phrases.
- Ask some students to share their descriptions with the class.

#### ANSWERS

Students' own answers.

## Learning situation Step 3 (15 minutes)

- Tell students that they will be working individually.
- Before students start writing their descriptions, ask them to review their notes from Learning situation step 2 and choose one place to write about.
- Encourage students to use the adjectives and Useful phrases from the lesson in their descriptions.
- Ask volunteers to read out their descriptions.

SPEAKING TRAINER WORKBOOK Page 122

### Further practice

Listening, Workbook page 54

Vocabulary, Workbook pages 48–49

Vocabulary worksheets, Teacher's Resources page T000

Online Practice



- 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.

- What examples of the negative impact of tourism in Antarctica does Riley mention?
- According to Kyra, what happens to tourists who don't look after the environment in Palau?
- 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

- Do you recognize the places in the photos? What do you know about them? Discuss with a partner.
- Watch the video. What are they trying to decide on? What decision do they make in the end?
- Watch the video again. Make notes about what you can see and do in each place.
- 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.



## 5.5 Writing A for and against essay

### Lesson objectives

- Write a for and against essay
- Use formal language

### Warm-up

- Focus on the photos and ask students to describe what they can see and how this could be a tourist attraction.
- Do not give them the answer at this point.

#### 1 34

- Go through the task and the questions.
- Elicit answers from the class.
- You can also ask students if they correctly guessed how the pigs could be a tourist attraction.

**Audio script, page T000**

### ANSWERS

- There are several theories, but the most likely one is that they were left there by residents of another island as a way to attract tourists.
- They swim in the sea so they can be fed by visiting tourists.

### Fact-check

Swimming with pigs is a unique and popular tourist attraction in the Bahamas, specifically on Big Major Cay, also called Pig Beach. This uninhabited island is home to a group of wild, but friendly pigs that enjoy swimming in the crystal clear waters. The origin of the pigs is uncertain, with theories suggesting they were left by sailors or swam to the island after a shipwreck. Visitors can interact with the pigs by feeding them and taking photos while swimming alongside them. This charming and unusual experience has made Pig Beach one of the Bahamas' most famous and Instagram-worthy destinations.

### 2 CRITICAL THINKING

- You could discuss the question as a class or in small groups.
- Elicit some answers from the class.

### ANSWERS

Students' own answers.

### 3 EXAM OTE EXAM

- Students could work in pairs or small groups to discuss the advantages and disadvantages of this tourist attraction.
- Elicit some arguments for and against from the class and write them on the board.

### ANSWERS

Students' own answers.

4

- Ask students to read the model text quickly and answer the question.
- Check the answer with the class, eliciting reasons and evidence from the model text to support the answer.

### ANSWER

The writer is for the idea of swimming with pigs.

### 5

- Students read the model text again and list the arguments for and against.
- Elicit answers and list the arguments on the board. Have students discuss which arguments are stronger and why.
- You can also ask students if the writer presented any arguments similar to the ones they discussed in exercise 3.
- Discuss their ideas as a class.

### POSSIBLE ANSWERS

Arguments for:

It offers a unique, memorable experience for tourists.  
It brings employment and an income to the local area.

Arguments against:

It can be harmful for the pigs if they are given the wrong food.

Eating food from the sand is dangerous to the pigs.

It can be harmful to the local ecosystem as the pigs damage the environment and compete with other species for food.

## 6 TEXT ANALYSIS

- Students read the model text again and answer the questions.

### ANSWERS

- The writer introduces the topic by giving a historical context and explaining why the situation is relevant now.
- The purpose of the second sentence is to introduce the idea that there are arguments for and against this tourist attraction.
- The aim of paragraph 2 is to present the arguments in favour of the tourist attraction. The aim of paragraph 3 is to present the arguments against it.
- yes
- The first sentence presents the writer's opinion.
- The final two sentences qualify the writer's opinion.

## 7 Writing strategy

- Ask: *Do you think you use formal or informal language in a for and against essay?* Elicit that you use formal language. Ask: *How is formal language different from informal language?* Elicit a few ideas, but do not confirm them.
- Read out the Writing strategy.
- Students decide which sentence in each pair is more formal.
- Check answers, eliciting reasons for the answers.

### ANSWERS

- 1 B 2 A 3 B 4 B

#### Extra activity: writing

- Ask students to look at the model text on page 64 and find ...
  - another word for 'advantages.'
  - another word for 'disadvantages.'
- Remind students that when they write their essay, they should not repeat 'for' and 'against' all the time, but to use a variety of words.

### ANSWERS

- 1 benefits 2 drawbacks

## Useful phrases: for and against essays

8

- Read through the Useful phrases with the class and make sure students understand them all. Point out that they are all formal phrases which can be used in an essay.
- Students complete the phrases.
- Check answers with the class.

### ANSWERS

- 1 recent 2 On 3 mixed 4 hand

## Writing task

### 9 EXAM OTE EXAM

- Ask students to read the writing task.
- Allow students time to think of arguments for and against, then elicit ideas and build up a list of arguments on the board. Point out that there is a wide range of different ideas that students could write about in their essay, and they should focus on just one or two arguments for and one or two arguments against, rather than trying to cover every possible point.
- Point out to students that they should use a similar number of arguments for and against in their writing to produce a balanced essay.
- Students follow the instructions and write their essay.
- You could read through the paragraph plan with the class and refer back to the model text on page 64 to show how it follows this plan.
- Students write their essay, then check it carefully, using the checklist. They could swap with a partner and do this in pairs if they prefer.

### ANSWERS

Students' own answers.

WRITING WORKSHOP Page 111

#### Writing workshop

The Writing workshop for Unit 5 on page 111 gives another example writing task on a similar topic, with both a model text and a step-by-step approach to writing.

#### Further practice

Writing, Workbook page 56

Online Practice

**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?



WRITING WORKSHOP Page 111

**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 lay night package pedestrian self-catering sight

**B** apartment break crossing decker holiday life out 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 arch <b>it</b> ecture |
| 2 an <b>ci</b> ent     | 6 actual <b>ly</b>      |
| 3 pict <b>ur</b> esque | 7 spec <b>i</b> es      |
| 4 destina <b>ti</b> on | 8 virt <b>u</b> al      |

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

- How is the *ch* pronounced in *beach*: /tʃ/ or /ʃ/?
- How is the *s* pronounced in *stunning*: /ʃ/ or /s/?

➔ **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 Vocabulary extension

### Compound words

#### Lesson objective

Learn and use compound words

#### Warm-up

- Write the following words on the board: *building, drive, in, impressive, quietly, we*.
- Students could work in pairs to identify what part of speech each word is.

#### ANSWERS

building (noun), drive (verb), in (preposition), impressive (adjective), quietly (adverb), we (pronoun)

1

- Allow students time to read the extracts, then elicit the answer from the class.

#### ANSWER

They are all compound nouns.

#### 2 Language focus

- Read through the Language focus together.
- Point out that if students are unsure of the spelling of a compound word, they should use a dictionary.
- Students could do the task individually or in pairs.
- Check answers and that students understand the different types of compounds.

#### ANSWERS

A noun + noun: headphones

B adjective + noun: quiet carriage, fellow passenger

C verb + noun: rush hour

3

- Students make the compound nouns. Check their answers, and check they understand all the compound nouns.

#### ANSWERS

bank holiday, camper van, city break, double-decker, guided tour, high / low season, holiday resort, layout, nightlife, package tour, pedestrian crossing, self-catering apartment, sightseeing

4

- Read out the first gapped sentence and ask: *Which compound noun from exercise 3 fits? Why?* Elicit the answer.
- Students complete the sentences with the correct compound nouns.
- Check answers with the class.

#### ANSWERS

1 double-decker 2 sightseeing 3 high season

4 bank holiday 5 holiday resorts 6 camper van

5 

- Focus on the first word in bold and its two parts: *print + out*. Ask students to guess the meaning of the compound noun.

- Students can do the task individually, then compare answers in pairs or small groups.

#### ANSWERS

Students' own answers.

#### 6 EXAM

- Ask students to read the text message quickly ignoring the gaps. Ask: *What is the text message about?* (an upcoming holiday to Amsterdam).
- Students read the text message again and complete the gaps. Remind them to use compound words from exercises 3, 4 and 5.
- Check answers with the class.

#### ANSWERS

1 city break 2 self-catering apartment 3 low season  
4 takeaway 5 nightlife 6 guided tour 7 layout

#### Extra activity: vocabulary

- Challenge students in pairs or small groups to use some of the words from this lesson and their own ideas to form new compound words, e.g. *breakthrough*.
- Elicit new compound words from the class and write them on the board. Point out to students that compound words in English are not fixed, and students can be inventive with them.

#### ANSWERS

Students' own answers.

### Pronunciation

#### 7 EXAM 35

- Say some words that begin with the three sounds to model them for the students, e.g. *child, chilly, chicken, ship, shine, shimmer, cold, kitten, cap*.
- You can ask students to identify the sounds in the task before you play the audio, or after.
- Read out each word a few times and elicit the answer.

#### ANSWERS

1 /ʃ/ 2 /ʃ/ 3 /tʃ/ 4 /ʃ/ 5 /k/ 6 /tʃ/ 7 /ʃ/ 8 /tʃ/

#### 8 EXAM

- In item 1, tell students that the words contain the three sounds in exercise 7.
- Students could do the exercise individually or in pairs.
- Elicit answers from the class.

#### ANSWERS

1 beach, species

2 rush hour

PRONUNCIATION Page 131

#### 9 NOTE EXAM

- Discuss the questions as a class or in pairs.

#### ANSWERS

Students' own answers.

#### Further practice

Pronunciation, Student's Book page 131

Online Practice

## 5 Learning situation Design a website

### Lesson objectives

Design a website to encourage people to travel locally  
Evaluate sources

### Warm-up

- Ask students if they have any favourite websites and what they like about them. Then ask why they don't like certain websites (e.g. they look too busy, they are difficult to navigate, they have many ads, etc.).

### Review

1

- Read out the Learning situation, project and objective from the top of the page, and remind students that they have been working towards this task through the unit, in the work they have done in class and in the three Learning situation steps.
- Divide students into the same groups they were in when they worked on the Learning situation steps and ask them to nominate a group monitor.
- In their groups, students go through their notes from the Learning situation steps and complete the information.

#### ANSWERS

Students' own answers.

### Decide

2

- Read through the questions as a class.
- Students work in the same groups and plan their websites.
- Remind the group monitor to make sure everyone contributes.

#### ANSWERS

Students' own answers.

### 3 Learning situation skills

- Read the *Learning situation skills* with the class and check that everybody understands why it is important to evaluate the sources that they use.
- Students work in their groups and make a list of sources they can use.
- Elicit some ideas from the class.

#### ANSWERS

Students' own answers.

### Create

4

- Read through the Useful phrases with the class, making sure that students understand them.
- Students use all their notes and sources to write texts for their websites.

#### ANSWERS

Students' own answers.

5 

- Students work individually to design a rough version of their website.
- They could then use their rough version to do mini presentations to their group.
- Encourage the groups to be constructive in the feedback and offer useful tips or advice.
- Students then design their final version.

#### ANSWERS

Students' own answers.

### Share

6

- You could ask individual students or groups to give mini presentations about their websites for the class.
- Remind students who are listening or reviewing the websites to note down the places they would like to visit.

#### ANSWERS

Students' own answers.

7

- Allow students time to discuss the places they chose. Monitor and help where necessary.
- Elicit some discussion points from the class.

#### ANSWERS

Students' own answers.

### Reflect

8 

- Ask students to complete the reflection exercise individually, and then compare with their group. Ask: *Are your answers different? How? Why?*

#### ANSWERS

Students' own answers.

### Further practice

Exam practice Unit 5, Student's Book pages 122–123

Test generator Unit 5, iPack

Online Practice

# 5 Learning situation

## Design a website

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

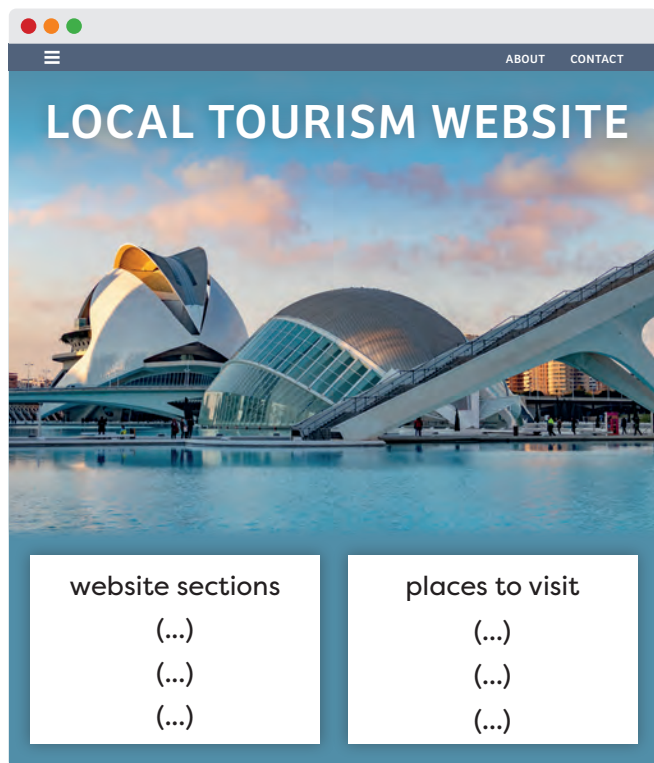
**Learning situation:** how can we reduce the environmental impact of tourism?

**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.