

“

I'm not  
into **stuffy**  
**hotels.**”

Look at the photo and discuss the questions.

- 1 What kinds of travel or holiday experiences do you enjoy most?
- 2 What makes a good travel companion?
- 3 What do you take photos of when you travel?

4

## Going places

### READING

topic: online travel photos  
skill: recognising points of view  
task: multiple matching

### GRAMMAR

participle clauses  
prepositions with *-ed* forms

### VOCABULARY

tourism; verb + noun collocations  
prefixes (*dis-*, *mis-*, *pre-*, *re-*, *over-*, *under-*)

### LISTENING

topic: virtual reality travel  
skill: listening for clarification  
task: sentence completion

### USE OF ENGLISH

open cloze  
word formation

### SPEAKING

topic: journeys to school  
skills: putting forward a clear argument; using formal English  
task: discussion

### WRITING

topic: dream study trip  
skill: adding ideas  
task: formal letter

### SWITCH ON

video: alone at sea  
project: young adventurers

## 4 Going places

# READING

### Power up

1 Look at the photo in the article. Where do you think it was taken?

2 Work in pairs. Turn to page 172 and look at the photos. Then discuss the questions.

- 1 Have you seen photos like this online?
- 2 Why do you think people take them?
- 3 Have you ever altered your photos? If so, how? If not, why not?

### Read on

3 Read the title of the article and the introduction. What do you think the article will be about? Read it quickly to check your ideas.

4 Match the sentences (1–4) with the topics (A–D). Highlight the synonyms or paraphrases that helped you.

- |   |  |
|---|--|
| 1 People know photos are edited these days and there's no real harm.          | A real and fake holidays                       |
| 2 A fake vacation is so much less hassle than the real deal.                  | B falsifying images of yourself                |
| 3 Who wants to waste a whole day squashed in an airline seat for hours?       | C fake holidays and other forms of distraction |
| 4 Faking a vacation is like watching TV – they're both just a form of escape. | D typical holiday experiences                  |

5 Match these functions with sentences 1–4 in Ex 4. Which words helped you?

a comparison   a contrast   a criticism   a justification

6 Highlight the topic and function in these points.

- 1 a difference in accounts of a holiday
- 2 a comparison of how we feel about our own and other people's photos
- 3 a description of how an unreal environment inspires real emotions
- 4 a suggestion that using social media influences our choice of social activities
- 5 a contrast between the motivations of two people
- 6 a failed attempt at falsifying a holiday that captured the public imagination
- 7 a justification for trying to mislead others
- 8 a comment on the environmental damage of re-creating holiday experiences
- 9 a positive result from another person's empathy
- 10 an opinion that realistic images require knowledge of technology

7 Read the exam tip. Then look at the two highlighted sentences in the article. Which best matches point 1 in Ex 6?

#### exam tip: multiple matching

In this task you have to match ten points with information in a text. Sometimes you can find similar information in two different sections of the text. Read both sections and the point again carefully. Only one will exactly match the topic and function.

8 Read point 2 in Ex 6 again. Match it with information in the article using the advice below.

- 1 Think of possible synonyms for key words.
- 2 Scan the article for the synonyms you predicted or others.
- 3 Read that section of the article carefully to see if the function also matches.

9 e Read the article again. For questions 1–10 in Ex 6, choose from the paragraphs (A–D) the one that mentions each point. The paragraphs may be chosen more than once.

10 Find words or phrases in the article that mean the following.

- 1 attempts to do something (para A)
- 2 realistic or believable (para B)
- 3 accept that something is true (para B)
- 4 became involved in something (para C)
- 5 become unclear and difficult to see (para C)
- 6 understanding how important or good something is (para D)

### Sum up

11 What were the different reasons the people in the article used fake photographs? Which did you sympathise with the most? Why?

### Speak up

12 Work in pairs and discuss the questions.

- 1 What kinds of photos do you post of yourself online?
- 2 Would it ever be OK to post fake photos? If so, in what circumstances?
- 3 What location would you choose for a fake holiday? Why?

# #Fakingit

We all post carefully selected photos to show us in the best light for our social media feeds. But is this honest? And where could it lead?

A A collection of badly-edited fake holiday photos on one woman's social media account were so poor they turned into a series of hilarious images that quickly became an internet hit. Sevelyn Gat had dreamt of taking a holiday in China for years. Knowing she couldn't afford the real trip, she decided to create a set of fakes. 'She posted a photo of herself, edited to make it look as though she was on the Great Wall, with comments saying that she was thrilled to be there. Except she'd never left home! Her pretty poor efforts to deceive her friends led to a new hashtag going viral. A series of images appeared online showing exotic locations with Gat's image poorly stuck on top. It ended well for Gat, though, when her story was picked up by fellow Kenyan, Sam Gichuru, a businessman. Recognising that Gat's actions were just a result of her determination to dream big, he felt inspired to pay for a real trip to China. He also gave Gat a job interning at his business.

B Gat isn't the only one whose fake holidays have stirred interest on the internet. Dutch student Zilla van den Born took things further, faking an entire five-week holiday across Southeast Asia. Working from her flat in Amsterdam, both she and her boyfriend possessed the computer know-how necessary to create a set of very convincing photos. Gat's amateur efforts were clearly nothing compared to this set of fakes. If Gat was a dreamer, van den Born had much wider aims, hoping to demonstrate just how far we are using social media to manipulate the image of ourselves that we share with the world. Fabulous social media lifestyles have become a reality that many people aspire to. Van den Born, like almost everyone these days, is familiar with the fact that photos of models and lifestyle bloggers are carefully constructed to distort reality. However, she feels that while many happily blame models for creating unrealistic expectations with their fake photos, they fail to acknowledge that we all regularly post photos online to show ourselves in the best light.

C With fake images filling our screens, it wasn't long before the professionals got in on the act. Journalist Gideon Jacobs decided to post a series of photos showing a road trip across America that never happened. His reason for creating the fake trip was to show how disconnected people today are from real life and enjoying the moment. In the past, cameras were used to record special moments as they naturally occurred. These days, we are more likely to choose to have an experience, such as attending a party, because we feel that it will produce a positive online image. Telling our own personal story online has taken over from living it. Jacobs reused images that had already been shared by other people, and so real geographic location tags had been automatically added to the images. 'The use of photos with location data made the vacations seem convincing, but the captions beneath told another story, making it clear that the holiday was fictional, not fact.' The result of Jacobs' project is intentionally confusing. Even his own mother didn't realise he'd never left home. It illustrates his point that the line between fiction and reality has begun to blur.

D Fake holidays don't only exist online – it's also possible to have a fake holiday in the real world. Leisure companies have created amusement parks based on foreign lands, set up beaches in the middle of cities, and even brought the desert into shopping centres. Inspired by pictures of these holiday destinations, Reiner Riedler decided to photograph people enjoying these plastic paradises thousands of miles from the original sites. After talking to the subjects of his photos, Riedler soon realised that the feelings associated with these artificial locations are anything but fake. People visiting pop-up beaches in busy European capitals reported genuinely enjoying the experience. Avoiding reality, whether you're on vacation or just imagining you are, seems to lead to genuine happiness. Turning ordinary places into fictitious worlds requires a massive technological effort, though. As Riedler points out, manufacturing these illusions places a huge unnecessary burden on our limited natural resources. We should be appreciating what occurs naturally around us, not shipping other worlds in.

Whatever your views on the merits or otherwise of these fake destinations, it is clear that when it comes to social media, it is becoming increasingly difficult to believe what we see.

# GRAMMAR

1 Read the grammar box and complete the participle clauses. Then check your answers in paragraphs A and D of the article on page 51.

## explore grammar

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### participle clauses

We can use a participle clause to join two clauses using fewer words. We form them with the present or past participle. We use the present participle if the verb is active, and the past participle if the verb is passive.

A We can shorten relative clauses.

Her pretty poor efforts to deceive her friends led to a new hashtag which went 1..... viral.

She posted a photo of herself which had been edited 2..... to make it look ...

B We can join two clauses. Note the subject of both clauses must be the same.

Because he recognised that 3..... Gat's actions were just a result of her determination to dream big, he ...

Because he was inspired 4..... by pictures of these holiday destinations, Reiner Riedler ...

2 4.1 Listen to part of a documentary on an unusual holiday destination. Answer the questions.

- 1 Where is Dharavi?
- 2 What is life like for people who live there?
- 3 What do tourists think of the area?

3 4.2 Complete the participle clauses in the sentences using these verbs. Listen and check your answers.

arrive bring in employ locate pass down

- 1 ..... in the city of Mumbai in India, it's home to almost a million people.
- 2 There are so many ..... from poor rural areas daily.
- 3 It's also an economically active area, ..... up to a billion US dollars a year.
- 4 The pottery and textile workers continue a tradition ..... over more than a century.
- 5 Jobs have appeared in the recycling industry, ..... around a quarter of a million people.

4 Read the first part of a text about slum tourism. What concerns are mentioned?

## Slum tourism – for better or worse

Many people are opposed to slum tourism, <sup>1</sup>questioning / questioned the ethics of privileged people <sup>2</sup>paying / paid to witness the suffering of others. However, not everyone agrees. <sup>3</sup>Pointing / Pointed to the realities of modern global economics, many experts believe that tour companies <sup>4</sup>basing / based in slums are here to stay, and that's not necessarily a bad thing. Researchers <sup>5</sup>studying / studied slum tourism in South Africa found that slum tourism is not necessarily an exploitative money-maker <sup>6</sup>imposing / imposed by outsiders.

5 Choose the correct participles to complete the text in Ex 4.

6 Rewrite the highlighted clauses in the second part of the text using participle clauses.

On the contrary, researchers found that communities often adopted tourism themselves, <sup>1</sup>because they saw it ..... as a way of taking the regeneration of their neglected neighbourhood into their own hands. Many in Rio de Janeiro's Rocinha favelas were positive about tourism, <sup>2</sup>and they used words ..... like 'splendid' and 'phenomenal' to describe the influx of tourists. In central Bangkok, Thai researchers looked at government plans <sup>3</sup>that threatened ..... to destroy a 100-year-old slum. They found that residents <sup>4</sup>who lived there ..... were able to use tourism to their benefit, to protect their homes. <sup>5</sup>When they witnessed ..... responsible slum tourism in action in this way, researchers concluded that it could bring substantial benefits to impoverished communities.

## Speak up

7 Work in pairs. Do you think that tourism is a good thing for a town? Would you like to have more tourists in your neighbourhood? What are the advantages and disadvantages?

### game on

Take turns to go around the class and describe an imaginary holiday. Add more information using participle clauses.

Student 1: I left home early.

Student 2: Leaving home early, I drove to the station.

If you can't remember the story, you're out of the game!

# VOCABULARY

## tourism

1 4.3 Listen to a woman talking about how two friends started a slum tourism company. How did they meet?

2 4.4 Listen again and complete the sentences with the correct words.

- 1 Krishna was working when some British ..... came in.
- 2 Chris and his friends were trying to avoid the ..... parts of the city.
- 3 Chris loved India so much he decided to ..... his trip.
- 4 Krishna didn't think tourists coming to Dharavi could ..... the culture.
- 5 Chris was sure people didn't just want a ..... holiday.
- 6 Krishna was shocked as they ..... around the slum.

## verb + noun collocations

3 Match the first half of each sentence (1–5) with the second half (A–E).

- 1 Reality tours **considered the**
  - 2 Few travellers **came into**
  - 3 Krishna didn't think locals **posed a**
  - 4 The kindness of locals **created an**
  - 5 Many guests **gained**
- A **contact** with extreme poverty.  
 B **insight** into their work ethics.  
 C **impression** on everyone.  
 D **threat** to visitors.  
 E **implications** of their actions.

4 Read the language box and complete the task. Then complete these sentences with nouns from the collocations in Ex 3.

- 1 Experts will need to examine the ..... of the new proposals.
- 2 It is important authorities establish ..... with community leaders.
- 3 It is unlikely they will issue a ..... to remove residents by force.
- 4 The locals conveyed a positive ..... when they spoke about the area.
- 5 Similar projects could provide a good ..... into the lives of others.

## explore language

### collocations

Words that you already know may have collocations that you're not aware of. Extend your knowledge by noting collocations down when you see them or finding new ones in your dictionary.

Look up 'tour' in a dictionary. How many collocations can you find?

5 Read the text quickly. Would you enjoy this kind of holiday? Why/Why not?

**DAY 3** We were outside of Mumbai, far from the crowded <sup>1</sup>landmarks of the <sup>2</sup>bustling city, staying in a beach hut in the fishing village of Mandrem. To get to the <sup>3</sup>remote village, we had to follow miles of bumpy <sup>4</sup>backroads, but it was worth it. The <sup>5</sup>unspoiled <sup>6</sup>coastline had no hotels or restaurants, and was a temporary home to just a handful of people. Spreading out before us were five kilometres of <sup>7</sup>deserted beaches, just empty sands, a few crabs and a green frog that lived in our toilet. On our <sup>8</sup>trek among the sand <sup>9</sup>dunes, close to the shore, we saw a turtle nest with rope around it to keep visitors away. On the first night, we caught sight of an eagle drifting in on the wind currents from <sup>10</sup>distant lands, miles away. It was a heavenly break from the crowds.

6 Match these definitions (A–E) with the nouns (1–5) in the text.

- A a long and difficult journey  
 B the area where the sea meets the land  
 C small roads that are not used very much  
 D small hills made of sand near the sea or in the desert  
 E something that is easy to recognise and helps you to know where you are

7 Match the adjectives in the text (A–E) with these phrases.

empty of people far away hard to get to natural very busy

## Speak up

8 Work in pairs and discuss the questions.

- 1 Do you think it's better to visit the famous sights or go to deserted places on holiday? Why?
- 2 Would you be interested in taking a tour of a slum? Why/Why not?
- 3 Where do you take friends or family members when they come to visit you? Why do you go there?

# LISTENING

## Power up

1 Work in groups. Which of these places have you heard of? Have you visited any of them? Which would you like to visit in real life and which would you prefer to visit virtually? Why?

- the Himalayas the Brazilian rainforest the Maldives  
Machu Picchu the Egyptian Pyramids  
the Great Barrier Reef the Serengeti space

## Listen up

- 2 4.5 Listen to Marisa talking to a group of students about her experience of a virtual reality balloon ride. What did she see? How did she feel?
- 3 Look at the first gap in Ex 5. What could the missing word be?
- 4 4.6 Read the exam tip. Then listen to the first part of Marisa's talk again and complete gap 1 in Ex 5 with a word. Why is the answer NOT 'manufacturing' or 'tourism'?

### exam tip: sentence completion

To choose the correct answer and not a distractor, listen for words and phrases that express contrast (e.g. *rather than ... , I was going to ... but ... , I expected ... but ...*). Remember to write the words you hear.

Read the example sentence and question. Then choose the correct words in 1–2 below.

'I thought the trip would be fun rather than disappointing.'

The man described the trip as .....

- 1 The distractor is: fun / disappointing.  
2 The answer is: fun / disappointing.



5 4.7 Listen to the whole talk again. Complete each gap with a word or short phrase.

## Taking a virtual balloon ride

Marisa is convinced that virtual reality will not always be linked to the 1..... industry.

Marisa selected her virtual reality destination using a 2.....

Marisa uses the word 3..... to describe how she felt about the experience.

Marisa was surprised by how 4..... the landscape was in the Serengeti.

Marisa speculated that it was the 5..... season because she could see wild animals.

Marisa believed the experience to be real despite an inability to 6.....

Marisa's only criticism was that the virtual trip caused her to feel 7.....

Marisa claims that virtual reality will improve 8..... for tourists.

6 Work in pairs. What do the words in bold in the description mean?

I looked at the **picturesque** view. The horizon was **sparkling** so much I actually had to **squint**. I could **make out** something below us. At first I thought it was **bushes** but then realised it was a huge **herd** of wildebeest.

## Speak up

7 Work in pairs. Imagine you have taken a balloon ride over a place you know well. Describe what you saw. Use these words and the words in Ex 6 to help you.

- agricultural grass(y) hillside polluted rocky roof sandy scenic valley vegetation

# USE OF ENGLISH 1

- 1 Work in groups. In what ways is a virtual experience (e.g. a roller coaster ride) different to a real-life experience? Think of at least four ideas, both positive and negative.
- 2 4.8 Listen to a podcast about virtual experiences. Work in groups and discuss the final question the presenter asks.
- 3 4.9 Read the language box. Then listen again and complete the examples with prepositions.

### explore language

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#### prepositions with -ed forms

We use -ed forms in participle clauses and passive verbs, or as adjectives. They are often followed by a preposition

stunned 1..... the amazing view

identified 2..... a technology

thrilled 3..... exciting experiences

4 Complete the statements with these words. Do you agree with the statements? Why/Why not?

- adopted armed combined dissatisfied related

- 1 People will learn more about the world if ..... with VR equipment.
- 2 Learning is more fun when VR is ..... by schools.
- 3 There are a number of potential problems ..... to VR.
- 4 VR ..... with social media will change communication.
- 5 Some people might live solely in a virtual world if ..... with the real world.

5 Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Write between three and six words.

1 Dissatisfaction caused Paul to complain about his headset.

WITH

Paul ..... so he made a complaint.

2 The mix of virtual reality and education could be quite powerful.

COMBINED

When virtual reality ..... the potential to be quite powerful.

3 If schools adopt virtual reality, students will enjoy huge benefits from it.

BY

If virtual reality is ..... hugely from it.

4 The word 'virtual' describes anything on the internet.

AS

Anything connected ..... virtual.

5 Last year my school created a department for technology.

DEDICATED

Last year a department ..... created at my school.

6 The benefits persuaded school leaders to invest in VR.

CONVINCED

School leaders were so ..... invested in VR.

6 Read the exam tip. Then look at audioscript 4.5 and find four examples of -ed form + preposition collocations.

### exam tip: key word transformation

Exploit reading texts by highlighting useful collocations (e.g. -ed form + preposition) so you actively notice them. This will help you with exam tasks like key word transformation.

## Speak up

7 Work in groups. How could virtual reality be exploited in your school? List as many ideas as possible. Share them with the class.



## 4 Going places

# USE OF ENGLISH 2

- 1 Work in pairs. Look at the photo below. What kinds of things can go wrong on a journey?
- 2 4.10 Listen to a news story. What went wrong with the journey?
- 3 Read the language box. Complete the table with these words.

again before not not enough too much wrongly

### explore language → p160

#### prefixes

prefix	meaning	example
dis-	1 .....	dishonest
mis-	2 .....	mistrust
pre-	3 .....	pre-order
re-	4 .....	redevelop
over-	5 .....	overpay
under-	6 .....	underpay

- 4 Add a prefix to each of these words. Some words go with more than one prefix.

age arranged belief courage estimate historic lead miss state taken understanding view

- 5 4.11 Listen to the news story again. Which words from Ex 4 do you hear?
- 6 Complete each gap in the topics below with a prefix. More than one answer might be possible.

- 1 a ..... understanding you had during a trip
- 2 a tourist attraction for which you ..... paid
- 3 a trip away you had to ..... arrange at the last minute
- 4 a place you visited that was ..... crowded
- 5 a place you would ..... courage other people from visiting

- 7 Work in pairs. Talk about each topic in Ex 6 for one minute.

- 8 Read the article about GPS. What is the writer's opinion of this technology? Do you agree?

## Is GPS making us stupid?

We've all seen headlines like 'Woman drives into river after GPS error'. Just the other day an American tourist drove for five hours across Iceland when his GPS <sup>1</sup> ..... sent him in the wrong direction. It was only after the man had suffered much <sup>2</sup> ..... during the 266-mile journey and arrived at his destination that he realised his GPS had <sup>3</sup> ..... him.

So, is GPS making us all stupid? Certainly, some experts believe we're too <sup>4</sup> ..... on it. They say that, because our mental map making skills are now <sup>5</sup> ....., our navigation skills are insufficient. Map-reading skills haven't been taught in mainstream lessons for years, but experts suggest they should be <sup>6</sup> ..... into lessons.

Is this an old-fashioned idea or a sensible suggestion for helping young people become <sup>7</sup> ..... thinkers and cope better when technology fails? Without navigation skills, it's possible they'll be <sup>8</sup> ..... from applying for certain jobs or, at the very least, risk the same fate as the American tourist in Iceland.

CORRECT

COMFORT LEAD

RELY DEVELOP

INTRODUCE

DEPEND

COURAGE

- 9 **e** Read the article in Ex 8 again. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.

### Speak up

- 10 Work in pairs. Imagine a story of your own 'worst journey'. What happened to you? Use prefixes where possible.
- 11 Work in new pairs. Tell your story as if it happened to you. Whose journey was the worst?



## SPEAKING

### Power up

- 1 Work in groups. Look at the photos of children going to school. Who has the best, worst and most interesting journey to school? How do these journeys compare with your own journey to school?
- 2 Read the discussion questions. What topic do they cover? Choose two questions and discuss them with a partner.

- 1 How easy is it for children to get to school in your country?
- 2 How could more people be encouraged to walk or cycle to school?
- 3 How important do you think it is for people to use public transport?
- 4 Some people think that governments should do more to increase the use of public transport. What do you think?
- 5 Is it always better to use public transport? Why/Why not?
- 6 What do you think public transport companies could do to make long journeys more interesting for passengers?

- 3 4.12 Listen to Hayley and Mark discussing question 2 in Ex 2. Who provides the clearest argument? Why?

- 4 Match each highlighted phrase that Hayley uses (1–5) with its function (A–E). Which words in the phrases are stressed?

- 1 Personally, I think the local government should build more cycle paths.
- 2 The main reason for this is that at the moment kids have to cycle on the roads.
- 3 To give an example, where I live there are regular cycling accidents.
- 4 Cycle paths mean children get to and from school more easily and, above all, more safely.
- 5 What do you think?

- |                          |                           |
|--------------------------|---------------------------|
| A introducing a reason   | D inviting an opinion     |
| B introducing an example | E emphasising a key point |
| C giving an opinion      |                           |

- 5 Match these phrases with the functions in Ex 4 (A–E).

It seems to me that ... What's your view? Let me give you an example. ... since ... What that means is ... For instance, ... The key thing is that ... As I see it, ... How do you feel about it? This is due to ...

- 6 Read the exam tip. Then look at the audioscript and add phrases to make Mark's argument clearer. Work in pairs and compare your ideas.

#### exam tip: discussion

To give a clear, logical argument, state your opinion and then give reasons and examples. Use phrases to organise and emphasise your ideas so the listener can follow them clearly.

### Speak up

- 7 Work in pairs and answer question 1 in Ex 2. Student A, give an opinion, a reason and an example. Invite Student B to give his/her view. Student B, respond to Student A's view, give your view, a reason and an example.
- 8 **e** Work in pairs and discuss the answers to questions 2–6 in Ex 2.

### Speaking extra

- 9 Work in groups. Invent a perfect form of transport for travelling to school. It could be for your area or one of the areas in the photos. It has to be convenient, safe, comfortable and environmentally-friendly.

- 1 Create an illustration of it. Decide what it's called, how it works and what its benefits are.
- 2 Present your ideas to the class. Vote on the best invention.

# WRITING

## Power up

- 1 Work in groups. The people in the photos have travelled abroad to study and learn a new skill. Imagine you could do the same. Follow these steps.
  - 1 Think of a skill you'd like to learn (e.g. learn to cook, ride a unicycle) but don't tell your classmates.
  - 2 Take turns to mime the skill. Your classmates have to guess what the skill is.
  - 3 The first group to mime and guess all the skills wins.
  - 4 Tell your group where you'd like to learn the skill you mimed and why. Find out if they're interested in the same thing as you.

## Plan on

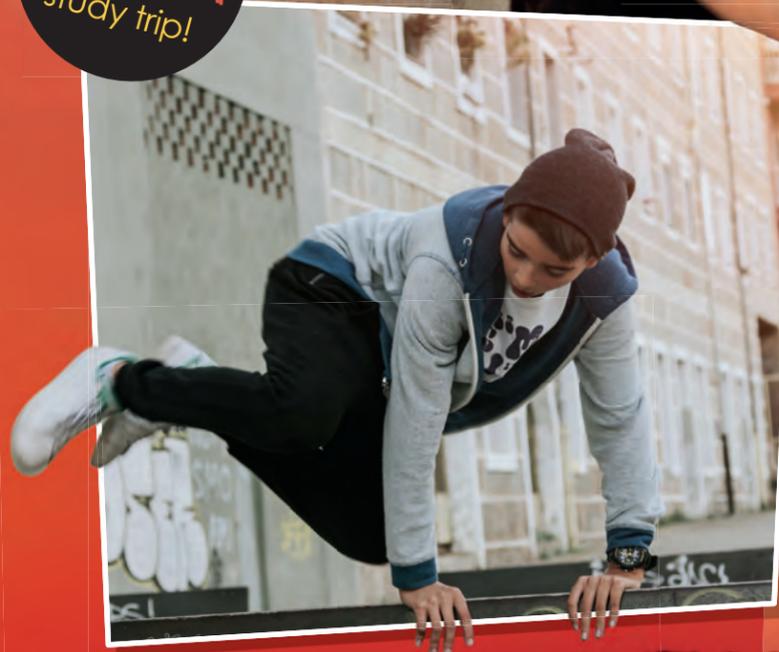
- 2 Read the competition advertisement below. What three things do you need to write about in your letter? How do you think you can make your letter persuasive?
- 3 Read the letter on page 59 and answer the questions.
  - 1 Does the writer include all the relevant information?
  - 2 How many paragraphs does he use? What is the topic of each paragraph?
  - 3 How does he make his letter persuasive?
  - 4 What phrases does he use to start and end his letter?
  - 5 Is his language formal or informal? How do you know?

# free study ABROAD

The Worldwide Study Programme (WSP) is offering a prize of a two-month course in a country of your choice. Why not learn to make pizza or ice cream in Italy, play the sitar in India or learn some of the skills used by stunt artists in Hollywood? To enter, write us a letter and tell us where you'd like to study and why, what skill you'd like to learn and why we should pick you. The most persuasive letter will win.

Write your letter 220–260 words.

Win your dream study trip!



Dear Sir or Madam,

I am writing to enter the competition to win a place on a course abroad. I would like to put my name forward as not only would I benefit from the prize, but I would also be able to help others as a result.

If I were to win the prize, I would choose to do an app development course in California. This is because I have an idea for an app that I would like to create but I do not currently have the technical skills to create it myself. I believe that the course abroad would allow me the opportunity to learn the technical skills that I need to do this myself with some support. Furthermore, it would allow me to meet and learn from people in Silicon Valley, California, who have expertise in this area and could help me in my future career.

I believe you should select me because I am extremely outgoing and enjoy meeting new people and collaborating in a team. In addition to this, I volunteer each weekend to help run the under-tens football team. I hope to launch an app where other young people can volunteer for an hour each week and be matched to a community activity that suits their skills. As a result, the course abroad would benefit the local area where I live.

I hope that you find my application attractive and look forward to hearing from you in due course.

Yours faithfully,

Alex Panos

- 4 These sentences are too informal for a formal letter. Rewrite the highlighted parts using more formal language. Use the letter above to help you.

- 1 I'm writing because I want to win your competition.
- 2 I want to do a course in marine biology.
- 3 The course abroad would give me the chance to learn more about the Pacific Ocean.
- 4 I reckon you should pick me because I like sea animals.
- 5 I hope you think my application's good.
- 6 I'll wait for your reply.

- 5 Read the language box and add two more linkers from the letter.

## explore language

### adding ideas

Use a variety of linkers of addition to join similar ideas and add information. Try to use one or two in each paragraph.

not only ... but ... , 1..... , 2.....

- 6 Link the sentences using the words in brackets.

- 1 I have a keen sense of humour. I enjoy performing on stage. (as well as that)
- 2 I would like to drive a racing car. I would like to win races. (not only ... but ...)
- 3 I really enjoy outdoor activities. I am keen to learn survival skills. (in addition to)
- 4 One day I want to be a journalist. I want to write novels. (as well as)
- 5 I enjoy physical activities. I want to push myself out of my comfort zone. (furthermore)
- 6 Learning to cook will help me be creative. I would become more independent. (what's more)

## Write on

- 7 Turn to page 173 and read another advertisement. What could you write about? Make notes under these headings.
  - Place and reasons
  - Benefits for my future
  - Why choose me
- 8 Work in groups. Turn to page 173 and follow steps 1–4.
- 9 Plan your letter. Think about:
  - your audience and tone
  - how to start and end your letter appropriately
  - the number of paragraphs and topic of each one
  - how to link your ideas.

- 10 e Write your letter in 220–260 words.

## Improve it

- 11 Read your letter. Which of the four points in Ex 9 have you addressed well? Are there any improvements you could make?
- 12 Look back at your last two pieces of written work. What grammar and vocabulary errors did you make? Check if you've made any of these errors in your letter.



## SWITCH ON

### Alone at sea

- 1** Work in groups.
  - 1 Talk about someone you know who has wanderlust (a strong desire to travel).
  - 2 Where do they want to go? Why?
- 2**  Watch the clip. Work in pairs and answer the questions.
  - 1 How far does Mike have to travel to go all the way around the world? Write your answer.
  - 2 What happens to Mike in the Pacific Ocean and how does he fix the problem?
- 3** List three examples of Mike being proactive. Then work in pairs and compare your lists.
- 4** Work in pairs. You are getting ready for a similar trip. Discuss what you plan to take with you:
  - to eat and drink
  - to keep you warm and dry
  - to stop you getting bored
  - to remind you of home.

### Project

- 5** Work in groups to create a slideshow or presentation about a young adventurer and their achievements.
  - 1 Research some young people who have undertaken inspirational journeys.
  - 2 Decide which person's story to tell and how to tell it.
  - 3 Decide how to structure the story and create your slideshow or presentation.
  - 4 Present your work to the class.
  - 5 Write down what you've found most inspiring about the stories you've heard.

## INDEPENDENT LEARNING

### Reading and writing

- 1** Work in pairs and discuss the questions.
  - 1 In what ways will the reading skills you practised in this unit help you in the future? What was the most valuable thing you learnt? Why?
  - 2 Did you and partner approach the letter writing task in the same way or in different ways? What approach could you try next time to see if it works? Why?
- 2** Look at the tips from Units 1–4 for improving your reading and writing skills. Which ones do you think are the most useful? Which would you like to focus on practising?

#### Reading

- identifying attitude
- recognising opinion
- understanding cohesion
- recognising points of view

#### Writing

- developing an argument
- making your ideas sound less definite
- building ideas towards a conclusion
- adding ideas

- 3** Complete the sentences with your own reading and writing goals.
  - 1 One thing I will do to make sure I improve my reading skills is .....
  - 2 One thing I will do to make sure I improve my writing skills is .....
  - 3 Outside of class, I would prefer to practise by .....

## UNIT CHECK

### Wordlist

#### Verb + noun collocations

**contact**  
come into contact with sb  
establish contact with sb

**impression**  
convey an impression  
create an impression

**implication**  
consider the implications  
examine the implications

**insight**  
gain insight  
provide insight

**threat**  
issue a threat  
pose a threat

#### Tourism

backpacker (n)  
backroad (n)  
bustling (adj)  
coastline (n)  
deserted (adj)  
distant (adj)  
dune (n)  
extend a trip (phr)  
landmark (n)  
package holiday (n+n)  
remote (adj)  
soak up the atmosphere (phr v + n)  
touristy (adj)  
trek (v)  
unspoiled (adj)  
wander around/along (v)

#### Prefixes

disbelief (n)  
discomfort (n)  
discourage (v)  
dismiss (v)  
misunderstanding (n)  
mislead (v)  
mistaken (adj)  
prearrange (v)  
prehistoric (adj)  
preview (n)  
rearrange (v)  
reintroduce (v)  
restate (v)  
review (v)  
overestimate (v)  
overstate (v)  
overview (n)  
underage (adj)

underdeveloped (adj)  
underestimate (v)  
understate (v)

#### Other

blur (v)  
burden (n)  
bush (n)  
convincing (adj)  
effort (n)  
get in on the act (phr)  
herd (n)  
hilarious (adj)  
integrity (n)  
make smth out (phr v)  
overlook (v)  
picturesque (adj)  
sparkling (adj)  
squint (v)

### Vocabulary

- 1** Complete the sentences with verb + noun collocations from the wordlist.
  - 1 You really should ..... of what you do before you act.
  - 2 Arriving late won't ..... if you want people to like you.
  - 3 When you take up a new sport, you often ..... new people.
  - 4 I'd love to ..... into what my dog's thinking!
  - 5 It's wrong to ..... to people, even if you don't mean it.
- 2**  4.13 Listen to six people. What word from the Other section of the wordlist does the beep represent?
 

1 .....	4 .....
2 .....	5 .....
3 .....	6 .....
- 3**  4.14 Listen and check your answers.

- 4** Complete the blog with words from the Tourism and Prefixes sections of the wordlist. You may need to change the tense of verbs.

Some young people aren't interested in going on organised <sup>1</sup>..... holidays. Backpackers often prefer to get off the beaten track and avoid the <sup>2</sup>..... parts of a country. They're also happy to suffer the <sup>3</sup>..... of a cheap, basic hotel to travel on a budget. However, don't <sup>4</sup>..... the difference between backpackers and holidaymakers who have everything <sup>5</sup>..... for them when it comes to activities. Even backpackers tend to visit <sup>6</sup>..... cities, full of people, where they can <sup>7</sup>..... the culture in museums and galleries or <sup>8</sup>..... around the back streets.

- 5** Write a similar blog entry in favour of package holidays.

# UNIT CHECK

## Review

**1** Complete the text with prepositions.

In the 1950s residents of the Galapagos Islands, bothered <sup>1</sup>..... the effects of tourism, made some changes. They made the decision, armed <sup>2</sup>..... research, to turn the Islands into a national park. At first, local wildlife was protected not <sup>3</sup>..... park managers but <sup>4</sup>..... personnel at a research station. However, now the wildlife protection is accomplished <sup>5</sup>..... the establishment of the Galapagos National Park. In 2011 the number of nights a cruise ship can stay was reduced <sup>6</sup>..... four every fortnight. In 2010 the Islands were removed <sup>7</sup>..... the list of World Heritage endangered sites.

**2** Read the text. Use the word given at the end of some of the lines to form a word that fits in the gap in the same line.

The coral reefs around the world have been under attack for many years from pollution, climate change and as a result of <sup>1</sup>..... to the point of emptying previously <sup>2</sup>..... seas. However, new research looking into the effects of sun cream have produced results with startling <sup>3</sup>..... Swimmers produce large amounts of sun cream. Recently, research which was <sup>4</sup>..... in coral reefs showed that young corals were killed off at an alarming rate after exposure. Just one drop in an entire Olympic-sized swimming pool caused damage. <sup>5</sup>..... that between 4,000 and 6,000 tonnes of sun cream enter coral reef areas, that's a major problem. The coral loses its colour, which eventually <sup>6</sup>..... new growth. But the whole process is unnecessary as many sun creams <sup>7</sup>..... on non-toxic substances are widely available. Many areas, such as Hawaii, have found the evidence so <sup>8</sup>..... that they have decided to ban the use of toxic sun cream products on their beaches.

- FISH
- SPOIL
- IMPLY
- TAKE
- GIVE
- COURAGE
- BASE
- CONVINCE

**3** Complete the second sentence so that it has a similar meaning to the first sentence using the word given. Do not change the word given. Use between three and six words.

**1** The tour operator would ensure our money went to local people so we booked with them.

**ENSURING**

We booked with the tour operator, ..... to local people.

**2** We always felt comfortable.

**TIME**

At ..... uncomfortable.

**3** We had no contact with local people, which was disappointing.

**LACK**

We ..... contact with local people.

**4** We had the most fun when we went on a day cruise.

**ENJOYED**

What we ..... on a day cruise.

**5** The local representative came to visit and he knew a lot of facts.

**ARMED**

The local representative was ..... facts when he came to visit.

**6** We only chose restaurants where they served fish they caught fresh.

**SERVING**

We only ate at restaurants ..... fish.

**4**  **4.15** Listen to four stories about bad holiday experiences. Predict the ending of each story.

**5**  **4.16** Complete the sentences with a suitable word or phrase. Listen to check your answers. Did you guess the endings correctly?

**1** Mum offered me a sandwich but, ..... I decided to put the sandwich down for a minute.

**2** I twisted my ankle ..... The next day I cut my foot .....

**3** I spent last summer working the vacation, ..... the grass in the neighbours' houses down our street.

**4** We got there in the afternoon, ..... but happy, but ..... my bedroom, I saw ...