

Holidays

6







Lead-in

1 **a** Work in pairs and look at the photos. What type of holidays do they show? Describe them using words and phrases from the box.

adventure holiday beach holiday camping holiday
(river) cruise package holiday safari sailing holiday
sightseeing tour

b Which of these holidays are romantic/convenient/dangerous/expensive/relaxing?

2 Cross out one adjective which does not collocate with the noun.

1 rocky/pebbly/snow-capped/scenic mountains
2 dramatic/sandy/scenic waterfall
3 snow-capped/green/lush/scenic valley
4 unspoilt/scenic/pebbly/rocky coastline
5 sandy/pebbly/tropical/rocky/lush beach
6 tropical/snow-capped/desert island
7 sandy/unspoilt/dramatic scenery

3 Work in pairs and discuss the questions.

1 Could any of the places in the photos be in your country? What kind of places do tourists visit in your country?
2 Have you ever been to any of the types of places in exercise 2?
3 Do you prefer holidays somewhere remote, or in a busy city? Why?

6.1 Across Africa

Grammar Past Perfect Simple

Can do describe a memorable photo



TRAVELS ACROSS AFRICA

For six hours we shot through the barren landscape of the Karoo desert in South Africa. Just rocks and sand and baking sun. Knowing our journey was ending, Daniel and I just wanted to remember all we had seen and done. He used a camera. I used words. I had already finished three notebooks and was into the fourth, a beautiful leather notebook I'd bought in a market in Mozambique. Southern Africa was full of stories. And visions. We were almost drunk on sensations. The roaring of the water at Victoria Falls, the impossible silence of the Okavango Delta in Botswana. And then the other things: dogs in the streets, whole families in Soweto living in one room, a kilometre from clean water.

As we drove towards the setting sun, a quietness fell over us. The road was empty – we hadn't seen another car for hours. And as I drove, something caught my eye, something moving next to me. I glanced in the mirror of the car; I glanced sideways to the right, and that was when I saw them. Next to us, by the side of the road, thirty, forty wild horses were racing the car, a cloud of dust rising behind them – brown, muscular horses almost close enough to touch them, to smell their hot breath. I didn't know how long they had been there next to us.

I shouted to Dan: 'Look!' but he was in a deep sleep, his camera lying useless by his feet. They raced the car for a few seconds then disappeared far behind us, a memory of heroic forms in the red landscape. When Daniel woke up an hour later I told him what had happened.

'Wild horses?' he said. 'Why didn't you wake me up?'

'I tried. But they were gone after a few seconds.'

'Typical,' he said. 'The best photos are the ones we never take.'

We checked into a dusty hotel and slept the sleep of the dead.



Reading

1 **a** Complete the phrases with the words from the box.

diary emails ~~home~~ photos souvenirs

phone *home*

1 keep a _____
2 take _____
3 buy _____
4 send postcards/letters/_____

b Do you do any of the things in exercise 1a when you travel?

2 Work in pairs and discuss the questions.

1 Have you been/Would you like to go to Africa?
2 What you would expect to see/experience there?

3 Read the extract from *Travels Across Africa* by Sophie Van Ranst, and answer the questions.

1 Where are Sophie and Daniel?
2 Do they experience the things you talked about in exercise 2?
3 How do they like to remember their travels?

4 Read the extract again. Write true (T), false (F) or not given (NG).

1 They drove slowly through the busy desert. ☐
2 Sophie wrote about her experiences in a notebook. ☐
3 Daniel took photos of the Victoria Falls. ☐
4 They had seen a lot of things, and heard many stories. ☐
5 Daniel was driving when they saw the horses. ☐
6 They had seen other animals, but they hadn't seen wild horses before. ☐
7 The horses didn't come near the car. ☐
8 Sophie woke Daniel so that he could take photos. ☐

Vocabulary | descriptive language

5 Look at the descriptive language from the extract. Choose the correct words in *italics* and answer the questions.

We shot through the barren landscape (line 1)

This means we moved very fast. Normally we use the word 'shoot' when guns are involved – 'He shot someone!'

1 *drunk on sensations* (line 9)
This means that you have seen and heard so much that you feel *incredible/bored*.
What normally makes people drunk?

2 *roaring of the water* (line 9)
This means the water *makes a loud noise/is quiet*.
What animal normally roars?

3 *quietness fell over us* (lines 14–15)
This means that as they drove *they had a small accident/it became silent*.
Give some more everyday examples of things that fall.

4 *caught my eye* (line 16)
This means that she had *something in her eye/noticed something and looked at it*.
What else can you catch?

5 *slept the sleep of the dead* (lines 34–35)
This means that they slept *very well/very badly*.



Grammar | Past Perfect Simple

6 **a** Look at the Active grammar box and answer the questions. Then choose the correct underlined words.

b Find other examples of the Past Perfect Simple in the extract on page 78.

Active grammar

(Past Simple) (Past Perfect Simple)
*We **wanted** to remember all we **had seen** ...*

Which action happened first?
1 *We saw things ...*
2 *We wanted to remember ...* (the experience)

We use the *Past Perfect/Past Simple* to make it clear that one event happened before another one in the past.

We make the Past Perfect Simple with *had/hadn't* + *past participle/infinitive*.

see Reference page 89

7 Read the text and put the verbs in brackets into the Past Simple or the Past Perfect.

I had been warned about the dangers in Peru, but no one (1) _____ (tell) me how incredibly beautiful it was. The mountains (2) _____ (be) all shades of green and purple and as we arrived at Machu Picchu early in the morning, I was glad we (3) _____ (decide) to walk there rather than take the tourist train. The sun had only just come up and the air (4) _____ (smell) very fresh and sweet.
Machu Picchu (5) _____ (be) built in around 1450 but archeologists think it (6) _____ (be) abandoned by the time the Spanish (7) _____ (arrive) in the area a hundred years later.

8 **a** Complete the sentences using the Past Perfect and your own ideas.

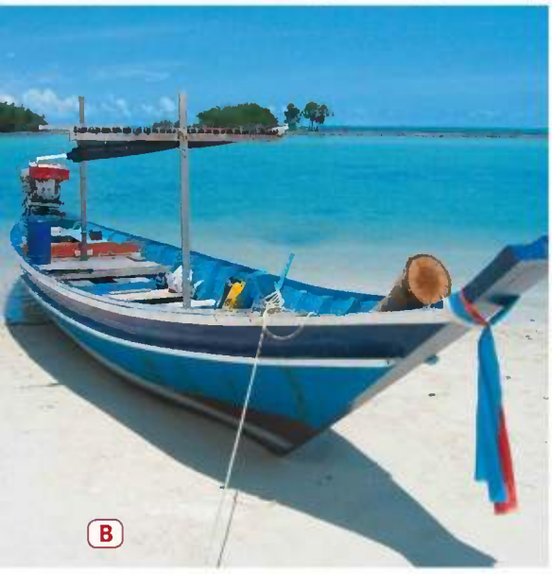
1 I got lost in the city because ...
2 My first evening on holiday went well because ...
3 I missed the flight because ...
4 I decided to travel overland because ...
5 There was a traffic jam because ...

b Have you ever been in any of the situations in exercise 8a? Work in pairs and discuss.



A


C


B

Listening and speaking

9 Work in pairs. Look at the photos and answer the questions.

1 What can you see in the photos?
2 Where do you think the photos might have been taken?
3 What do you think the people who took the photos had done earlier that day?
4 How do you think they are feeling?

10 **a** 2.1 Listen to three people describing the photos. Match the speakers, Helen, Matthew and Tracy with the photos (A–C).

b Listen again. For each speaker make notes about ...

- where they took the photo.
- what the weather was like.
- what else they had done that day.

c Look at the How to... box. Then listen again and tick (✓) the phrases you hear.

How to... describe a memorable photo

Say when and where the photo was taken	*This photo shows ...* *This is a photo I took in ...*
Describe what you can see in the photo	*In the background/foreground, you can see ...* *On the left-hand side/right you can see ...* *I think this is ...*
Give background information/talk about the people in the photo	*I/We had been (there) for ...* *I was staying ...* *We suddenly stumbled upon ...* *Afterwards, we ...* *We had always wanted to see ...* *We had a really amazing day.*

11 Think of a favourite photo, or choose a photo from page 148. Work in pairs and describe the photo to your partner, using the phrases in the How to... box.

6.2 Down under

Grammar uses of *like*

Can do get around a new place

Vocabulary | places in a city

1 **a** Work in pairs. Discuss the differences in meaning between each pair of words.

1 a castle/a palace
2 a museum/an art gallery
3 a pub/a café
4 a park/a garden
5 a lake/a fountain
6 a bookshop/a library
7 a shop/a market
8 a square/a roundabout
9 a hostel/a hotel
10 a canal/a river

A palace is a large building where a king or queen lives (or lived), but a castle is an old building, built to defend people from attack.

b Tell your partner your top three choices of things to do when you visit a new city.

Number one for me is visiting markets, because the atmosphere is usually very friendly. You can meet local people and buy presents too.

Listening

2 2.2 Mark and Kate are travelling around Australia. Listen to their dialogues (1–5). Where do you think they are in each instance?

3 Listen again and answer the questions for each dialogue.

1 What do they want or need?
2 What is the problem?



4 2.3 Listen and complete the sentences in the How to... box.

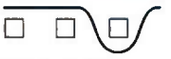
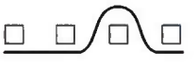
How to... get around a new place

Ask about places in a town	*What time does the museum ____ ?* *Is there a ____ near here?* *Can you recommend a good restaurant?*
Ask for travel information	*How much is a ____ to the city centre?* *____ this bus go to the airport?*
Sound polite	*Excuse me. Could you tell me what time the train ____ ?* *Excuse me. Do you know where ____ is?*
Ask/Give directions	*Can you tell me the way to the ____ ?* *Just go straight on. It's on your ____ .*

Pronunciation | intonation in questions

5 **a** 2.4 Listen to the questions (1–3) and match them with the intonation patterns (a–c).

1 *Wh-* question:
What time does the museum open?
2 Indirect question:
Could you tell me what time the train leaves?
3 *Yes/No* question:
Is there a bank near here?

a 
b 
c 

b Which type (*Wh-*, *Yes/No* or Indirect) is each question in the How to... box? Practise asking the questions with the correct intonation.

see Pronunciation bank page 164

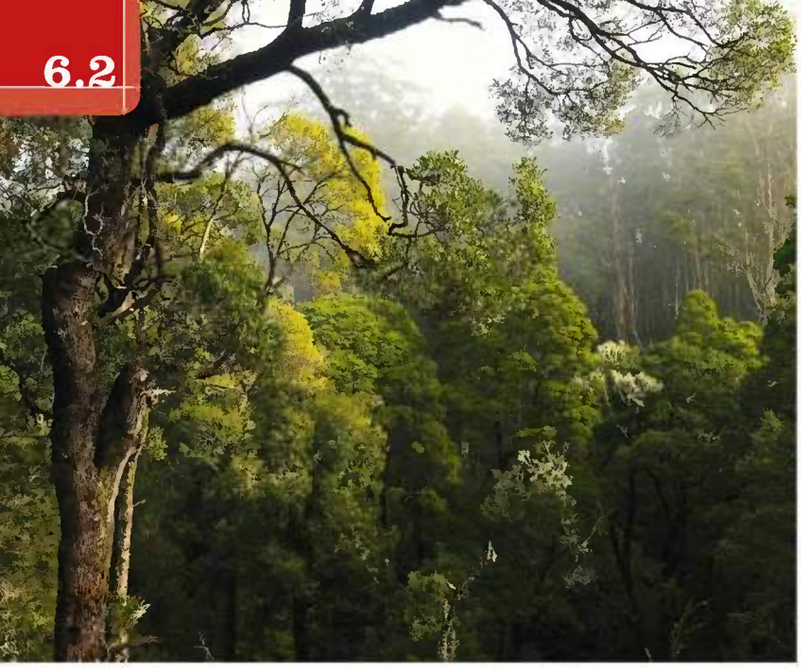
Speaking

6 Work in pairs.

Student A: turn to page 148.

Student B: turn to page 152.

Ask and answer questions to find out the information you/your partner needs. Try to use expressions from the How to... box in exercise 4.





Reading and speaking

7 **a** What country do you think is shown in the photos? Why?

b If you went to this country, which of these things would you like to do?

1 eat food from many different cultures
2 visit a rainforest
3 go to the beach
4 see wildlife
5 go deep-sea diving
6 visit a vineyard

c Read the article. Which of the things above did Dannii do on her trip?

8 Read the article again and answer the following questions.

1 Why does Dannii think Melbourne has become more cosmopolitan?
2 What does Dannii think is 'a wonderful challenge'?
3 What is St Kilda well known for?
4 What does the Queen Victoria Market sell?
5 What can you see as you drive along the Great Ocean Road?
6 What area of Australia does Dannii still hope to visit?
7 Why is it quite difficult to visit some of the resort islands?
8 What is Dannii's tip for making the long flight to Australia more comfortable?

Dannii Minogue loves travelling the world as much as her sister Kylie, but after working away she says there's no place like home ...

"Melbourne is where I grew up so it obviously means a lot to me. It's a city that is constantly evolving. Melbourne people, like all Australians, enjoy travelling and their increasing experience of other countries means local tastes have changed. The city has become much more cosmopolitan.



One of the best places to visit is the Crown Casino, which features more than forty eating places all under one roof. Someone told me that in Melbourne you can sample the cuisines of seventy-five different countries; I haven't managed to eat my way through them all, but it's a wonderful challenge. And besides the top-class restaurants, you mustn't miss Melbourne's vibrant cafe culture, with wonderful beachside places at St Kilda.

If you enjoy your food, you will love exploring local produce markets. One I really like is the Queen Victoria Market on the corner of Queen and Elizabeth streets, which is open five days a week and sells a huge variety of fruit and vegetables.

My boyfriend joined me for my most recent trip home. It was fun showing him all the familiar landmarks, but also going to places I've never been before. From Melbourne, we took the Great Ocean Road, a 150-mile highway that is a scenic delight. You pass through an area that includes the world-famous Twelve Apostles rock formations, the Otways rainforest and Bells Beach along with resort towns such as Torquay and Apollo Bay. We loved spending time on the beach, as well as visiting vineyards and taking in jazz music. It really was an amazing summer.

That said, we've still got a pretty extensive 'to do' list, including a trip to Queensland and the Barrier Reef. And although I've been to Hayman Island a couple of times, I'd like to get to know some of the more exclusive resort islands that can be reached only by private boat or helicopter.

The flight to Australia is a long one but perfectly comfortable if you follow a routine like mine. I get on board and immediately change into my flight pyjamas – one day I'm going to work out how to accessorise them with fashion items, but until then I just look like someone wearing pyjamas!

I just love to travel. It's an Aussie thing: as a people we are up for jumping on a plane and going off to explore. I can't wait to see where I'll go next."



Grammar | uses of *like*

9 **a** Do these extracts from the article use *like* as a verb or as a preposition?

Do you like it? (verb) *What's it like?* (preposition)

1 There's no place like home.
2 Melbourne people, like all Australians ...
3 One I really like is the Queen Victoria Market ...
4 I'd like to get to know some of the more exclusive resort islands ...
5 ... if you follow a routine like mine.
6 ... I just look like someone wearing pyjamas!

b Complete the Active grammar box with the example sentences (1–6) in exercise 9a.

Active grammar

The word *like* can be used as a verb or a preposition.

As a verb

A To enjoy something or to think that something is nice, good or right.
e.g. sentence 3

B To say what you want or to ask someone what they want.
e.g. sentence _____

C To suggest or offer something.
*We could go to the art gallery if you **like**.*

As a preposition

D Similar to something else or happening in the same way.
e.g. sentence _____ and _____
We often use *look* with this meaning.
e.g. sentence _____
We also use *sound/feel/taste*.
*What's that noise? It **sounds like** an aeroplane.*
*What does papaya **taste like**?*
*It's so warm, it **feels like** summer.*

E Used to give an example of something, instead of using *such as*.
e.g. sentence _____

F Used to ask someone to describe or give their opinion of something.
*What is it **like**? It's very cosmopolitan.*

see Reference page 89

10 Complete the dialogues using expressions with *like*.

1 A: I have never been to Paris. What _____ ?
B: Oh, it is a wonderful city.
2 A: What _____ do today?
B: I don't mind. You decide.
3 I love old buildings _____ castles and churches.
4 A: What _____ most about Krakow?
B: I love the market square with all the cafés and restaurants.
5 A: I am not sure if I will recognise Mr Williams. What _____ he _____ ?
B: He is tall, with dark hair.
6 A: Why didn't you like the food?
B: Because it was horrible! It _____ rubber.
7 A: I _____ really _____ modern art.
B: Neither do I. The paintings often _____ the work of children.
8 A: Shall we go out tonight?
B: We can _____ .

Speaking and writing

11 **a** Work in pairs. Tell your partner about your home town or a place you know well. Answer the following questions.

1 What is it like?
2 What are the people like?
3 Why do you like/dislike it?
4 What do you like doing there?
5 What would you like to change about it?
6 Does it look like any other cities/places that you know?

b Write a short article about a city or place you know well, recommending things a visitor should do. Use expressions from the article on page 82.

One of the best places to visit is ...
You mustn't miss ...
If you enjoy ..., you will love ...
One I really like is ...

c Read other students' articles. Which city/places would you like to visit? Why?

6.3 Travellers' tales

Grammar articles

Can do talk about unexpected events



Vocabulary | travelling

1 **a** Complete the texts with the adjectives in the box.

barren cultural famous
independent local new
package sandy
unforgettable tropical

A

Tourists ... are not so interested in (1) _____ experiences and sensations. When they go abroad, they either go sightseeing to see (2) _____ landmarks like St Mark's Square in Venice, or to (3) _____ beaches where they do nothing but sunbathe. Many tourists prefer (4) _____ holidays, which include travel, accommodation, and sometimes even food. Tourists just want to have fun and relax.

B

Travellers ... go to the (1) _____ capitals, just like tourists. However, travellers also explore (2) _____ rainforests, (3) _____ deserts and other places where tourists never go. Travellers try to experience the (4) _____ culture and meet the people who live there. They prefer (5) _____ travel to package tours and hope to experience an (6) _____ journey.

b Work in pairs. Read the texts in exercise 1a again. Do you agree with the definitions of *traveller* and *tourist*? Why/Why not?

2 Work in pairs and discuss the questions. Try to use the vocabulary from exercise 1.

1 Do you prefer to be a tourist or a traveller? Why?
2 What are the advantages and disadvantages of being a traveller rather than a tourist?

Listening and vocabulary

3 **a** Work in pairs. Look at the painting of Lady Mary Wortley Montagu and discuss the questions.

1 When do you think she lived?
2 Where do you think she lived?
3 What do you think she was like? Describe her using words from the box.

adventurous aggressive arrogant beautiful brave
clever confident intelligent open-minded well-off

b 2.5 Listen to a radio programme about Lady Mary and check your ideas.

4 **a** Listen again and complete the notes using between one and three words or a number in each gap.

Joanne Bright is the author of a book about (1) _____ in the eighteenth and nineteenth centuries.

Lady Mary Wortley Montagu went to Istanbul, with (2) _____ in (3) _____ . She wrote a series of (4) _____ which were published (5) _____ .

Lady Mary was unusually open to the new (6) _____ . She thought the Turkish ladies were much more (7) _____ than English ladies. She also copied the Turkish women in having her (8) _____ inoculated against smallpox and brought the idea back to England.

b Listen again and correct the following sentences.

1 Most women travellers went abroad to accompany their children.
2 Lady Mary didn't enjoy living in Turkey.
3 She wore English clothes.
4 She caught smallpox as a child.
5 She had her son inoculated against smallpox in England.
6 She helped to introduce inoculation to Turkey.

Pronunciation | sentence stress

5 **a** 2.6 Listen to the answers to exercise 4b and write down which word is most stressed in each sentence.

*Most women travellers went abroad to accompany their **husbands**.*

b Why are these words stressed? Practise saying the sentences in exercise 4b with this stress pattern.

6 **a** Turn to page 148 and read about another traveller. Write four sentences about them. Include an incorrect fact in each sentence.

b Work in pairs. Take it in turns to read your sentences. Try to correct your partner's mistakes, paying attention to your intonation.

see Pronunciation bank page 164

Reading and speaking

7 **a** Work in pairs. Describe what is happening in the pictures (A–C).



b Read the article. What strange event does each picture (A–C) show?

8 Work in pairs. Read the article again and answer the questions.

1 Is the article very serious, semi-serious or not serious? How do you know?
2 In your opinion, which are the most amazing events/coincidences in the article? Which are lucky? Which could have logical explanations?
3 Have you experienced a strange event/ coincidence? What happened?

9 Work in pairs. Retell the stories from the article using the key words below to help. Try to use some of the words and phrases in the box.

amazingly ...	... didn't expect to ...	Luckily, ...
turned out ...	unbelievably, ...	

1 family/Australian coast/whale/boat
2 Roger/drowning/saved/beach/Alice/beach/ husband
3 dog/Indiana/3,000 miles/Rocky Mountains
4 Karen/beach/ring

Strange things happen when you travel ...

The Johnson family expected to see some whales when they chartered a boat to sail around the Australian coast. But they didn't expect a 30-foot humpback whale to leap out of the ocean onto their boat. Amazingly, no one was seriously hurt, not even the whale.

If you think that's unbelievable, how about the story of Roger Lausier? Aged four, he had wandered away from his mother on Salem beach, Massachusetts and was saved from drowning by a woman called Alice Blaise. Nine years later, the thirteen-year-old Roger was on the same beach when he saw a man fall overboard. Roger saved his life. The man turned out to be Alice Blaise's husband.

Some of the most incredible travel stories, it seems, are about a pet. In August 1923 the Brazier family, holidaying in Indiana, lost their dog, Bobbie, and had to return home to Oregon, 3,000 miles away, without him. Unbelievably, Bobbie travelled across icy rivers, climbed the Rocky Mountains and, six months later, arrived back home in Oregon.

Or more recently, Charlie, a cat who decided to take a nap inside the engine of his neighbour's car and ended up being driven 160 miles away. Luckily for him, he was completely unhurt.

What about the things people lose and find when they are travelling? Rings are top of the list. In Hawaii, Ken Da Vico, who is a professional diver, claims to find about fifteen wedding rings a year in the sea. He returns many of them to their owners. Even if a fish eats the ring, there is still hope. There are many cases of rings being found years later inside the stomachs of sharks, mussels and other kinds of fish. Less common is when the loser finds the lost ring, as happened when Karen Goode went to a beach in Wales and found a ring she had lost there ten years before.

Grammar | articles

10 Look at the Active grammar box and match the example phrases/sentences (1–8) below with the rules (A–H).

1 Ken de Vico, who is a professional diver, says ...
2 In Hawaii, ...
3 Some of the most incredible travel stories ...
4 Rings are top of ...
5 They didn't expect a 30-foot humpback whale to leap out of the ocean ...
6 They didn't expect a 30-foot humpback whale to leap out of the ocean.
7 No one was seriously hurt, not even the whale.
8 Some of the most incredible travel stories are about a pet.

Active grammar

A We use *a/an* when something is one of many. e.g. sentence _____

B We use *a/an* when it's the first time something has been mentioned. e.g. sentence _____

C We use *a/an* with jobs. e.g. sentence _____

D We use *the* when something is the only one. e.g. sentence _____

E We use *the* when something has been mentioned before. e.g. sentence _____

F We use *the* with superlatives. e.g. sentence _____

G We use no article (–) when we make generalisations with plural or uncountable nouns. e.g. sentence _____

H We use no article (–) with most names of people and places. e.g. sentence _____

We use *the* in names if the title includes *States*, *Kingdom* and *Republic*: ***the*** *United States,* ***the*** *United Kingdom,* ***the*** *Republic of China.*

We use *the* if the name is a plural: ***the*** *Netherlands,* ***the*** *Andes,* ***the*** *Falkland Islands.*

We say ***the*** *south of Spain*, but *southern Spain* and ***the*** *north of Africa*, but *North Africa*.

We use *the* with rivers, seas, oceans and deserts: ***the*** *Pacific Ocean,* ***the*** *River Thames.*

see Reference page 89

11 Find and correct the mistake in each sentence.

1 The travellers should always respect other people's culture.
2 The Europe is not most beautiful continent.
3 The good way to see a country is to go by train.
4 It'd be really relaxing to go on trip along a river, like River Nile, for example.
5 The delayed flights are one of greatest problems travellers face these days.
6 Before going abroad, you should learn a few words of a local language.
7 The travel is a bit boring for me.
8 I hate travelling in the aeroplanes.

12 Complete the stories with *a/an/the* or – (no article).

Alvaro Cortez met his girlfriend, (1) _____ musician called Pilar, at college in Madrid, and she showed him her favourite guitar. (2) _____ guitar was (3) _____ same instrument that Alvaro's grandfather had played fifty years earlier. It had been lost when his grandfather moved to (4) _____ new house in (5) _____ Valencia, Spain.

Michael and Tamara Weisch went on (6) _____ two-week holiday to Warsaw. One evening, in (7) _____ restaurant of (8) _____ small hotel where they were staying, they started talking to another couple, who, they soon realised, were also called Michael and Tamara Weisch, also from (9) _____ New York City. But (10) _____ best coincidence of all: both couples had been to (11) _____ same hotel in Prague exactly a year before.



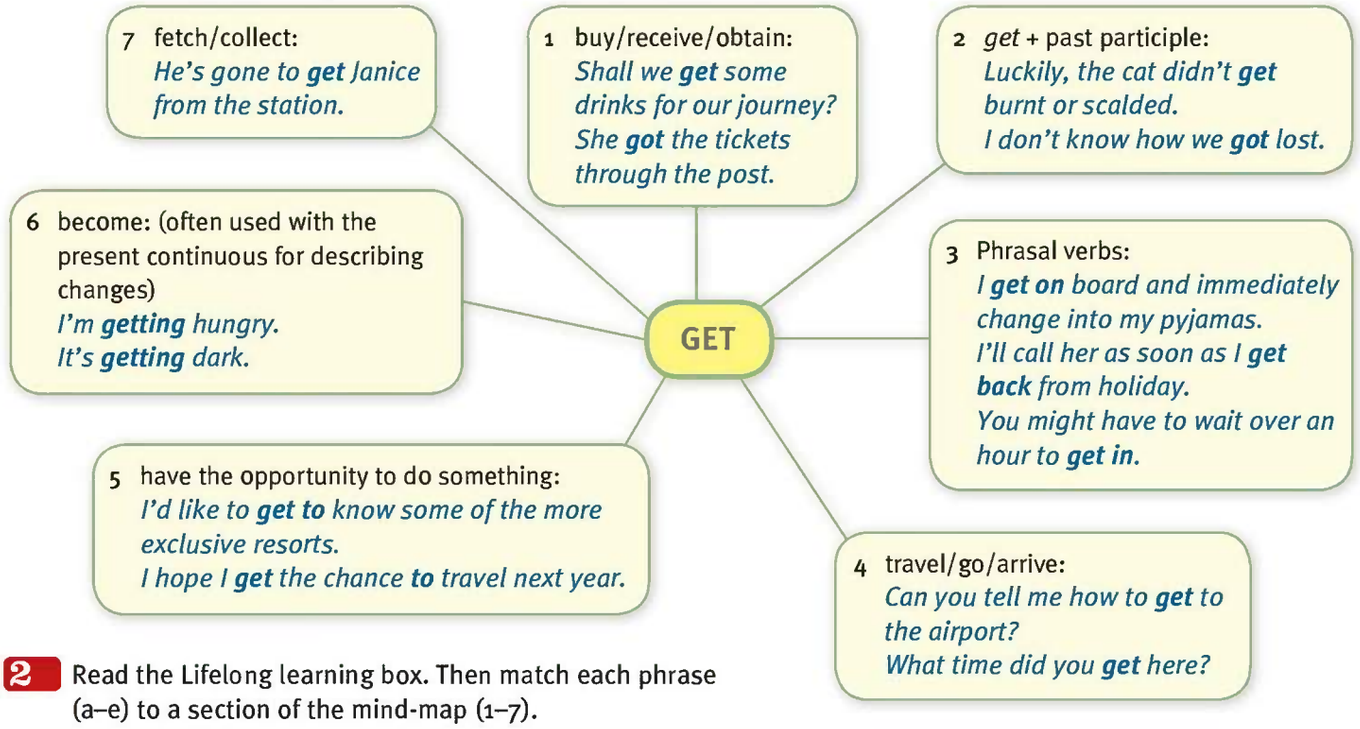
Speaking

13 Read the corrected sentences in exercise 11 again. Write *yes* (Y) if you agree completely, *no* (N) if you disagree, or *don't know* (DK). Then work in groups and discuss your answers.

I agree with sentence 1 because ... What do you think?

6 Vocabulary | expressions with *get*

1 Look at the mind map and tick (✓) the expressions with *get* that you know. Can you add any more expressions to the map?



2 Read the Lifelong learning box. Then match each phrase (a–e) to a section of the mind-map (1–7).

Lifelong learning

Maps for the mind

Don't always write new vocabulary in a list. Use maps like the one above to put related words together. This will help you to remember them.

a How did you **get away with** that? *(section 3)*
b I forgot my umbrella so I **got** really wet.
c I **got** some directions to the hotel in an email.
d It's quite easy to **get around** the city.
e I **got** really **lost** in the old part of town.

3 Complete the story with the words/phrases in the box.

get away with get it into get off get on getting on
got got out of

The funniest thing that ever happened to me on an airplane was about twenty years ago, in Brazil. My boyfriend and I were (1) _____ a flight from Recife to Brasilia. In front of us in the queue to (2) _____ board was a woman carrying a large cardboard box. She tried to (3) _____ the overhead locker, but it was too big, so she sat down directly behind us with the box on her lap.

Before we could take off, there was a squawking noise and all of a sudden a parrot landed on my boyfriend's head! Honestly! It had (4) _____ the cardboard box and the cabin crew had to chase it round the plane for quite some time before they caught it. The lady and the parrot both had to (5) _____ the plane. She (6) _____very angry, but I don't know how she thought she would (7) _____ it!

4 **a** Work in groups. Write a story using the phrases from the box, and other *get* phrases you know.

get a taxi get back get bored
get married get cold
get directions get divorced
get home get ill get lost
get on (with) get to the airport late
get to the hotel get someone a drink
get wet

b Write your story for other students to read. Leave spaces where there is an expression with *get*. Can the other students guess which word/phrase is missing?

Jim was planning to get _____ but on the way to the church ...

6 Communication

Can do suggest and respond to ideas

1 Work in groups. When you visit another city, what do you like/not like doing? Tell your group.

2 You are going to plan a day trip for your group in London. Look at the *What's on in London* leaflet and find ...

1 a tour which lasts for half a day.
2 the time it takes to go round the London Eye.
3 a musical you could see.
4 where the piano concert is playing.
5 two museums you could visit.
6 an exclusive shop to buy souvenirs.

3 **a** 2.7 Listen to three people planning a day trip. What do they decide to do ...

1 during the day? 2 in the evening? 3 if it rains?

b Look at the audioscript for track 2.7 on page 171. Underline the phrases the speakers use to make suggestions and respond to ideas. Then work in pairs and compare.

4 **a** Work in groups. Plan your day in London, using the leaflet.

- You can spend £100 each.
- Plan activities for the morning, the afternoon and the evening.
- Try to include activities for everyone in your group.

b Tell the class about your plans.

What's on in LONDON

General

Tour around London on a Big Red Bus. Enjoy the views from the top of this famous London bus, as you learn about the sights from one of our friendly guides. Half-day tour, £25 per person.

London walks – Experience London on foot with one of our specialised walking tours. £5 per two-hour walk.

Camden market – the perfect place to walk around and visit shops, eat in a local café, buy some arts and crafts and just sit with a coffee and watch London go by. Colourful, fun and cheap – this is real London.



Buckingham Palace – Entrance ticket: £12 per person. Watch the Changing of the Guard outside Buckingham Palace at 2 p.m. every afternoon.

The London Eye – the Giant Observation Wheel became operational in January 2000. The Wheel is the largest of its kind ever to be built and visitors to London from abroad are delighted by this new way of seeing the city. Tickets £12.50, duration 30 minutes.



Theatre

Les Misérables – Palace Theatre 020 7494 5555. 'This musical has been playing for eighteen years, and it is still like going to a first night'. Eves 7:30, Mats Thu and Sat 2.30. Tickets from £40.

Music

Philharmonic Orchestra
Hear Rachmaninoff's first piano concerto (with Michael Pletnev) accompanied by the Philharmonic Orchestra. Free. The Royal Festival Hall.



Museums and Galleries

Madame Tussaud's – Visit the museum to see their world-famous wax models of famous stars, past and present. A very popular attraction, you might have to wait over an hour to get in. £24.50.



The British Museum – has outstanding collections that cover world cultures from pre-history to the present day. Free.

The National Gallery – The National Gallery, London, houses one of the greatest collections of European painting in the world, with over 2,300 paintings covering the period from about 1250 to 1900. Free.

Shopping

Shop at Harrods – the most famous department store in the world. Buy exclusive souvenirs for family and friends, and enjoy afternoon tea and wonderful views across London in our sky-view café.

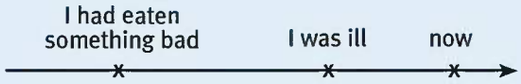
6 Reference

Past Perfect Simple

We use the Past Simple to talk about something that happened in the past, e.g. *I **was** ill.*

We use the Past Perfect Simple to talk about what happened before that, e.g. *I **had eaten** something bad.*

We use it to make the order of events clear.
*I **was** ill because **I'd eaten** something bad.*



We don't need to use the Past Perfect Simple when the sequence of events in the past is clear:
*I **came** home and **turned** on my computer.*

The Past Perfect uses many of the same expressions as the Present Perfect (*since, for, already*).

Uses of *like*

As a verb

1 To enjoy something or think that something is nice, good or right.
*I **like** fresh coffee. Harry **doesn't like** swimming.*

2 To say what you want or ask someone what they want.
*I'**d like** a non-smoking room please.*

3 To suggest or offer something.
*I'll help you, **if you like**.*

As a preposition

1 Similar to something or happening in the same way.
*He eats **like** a horse.*

We often use *look, sound, feel, taste* with this meaning.
*Sam **looks like** a popstar.*

We can also use *look like* and *feel like* with a more idiomatic meaning.
*It **looks like** Rachel is going to be late again!*
*I don't **feel like** going.*

! When *like* is a preposition and is followed by a verb we use *-ing*.

2 Used to give an example (instead of *such as*).
*Big cities **like** London can be expensive.*

3 Used to ask someone to describe or give their opinion.
***What's** London **like**? It's enormous.*

Articles

a/an is used ...

1 when something is one of many.
*I went to **an** island in the Pacific.*

2 when it's the first time we've mentioned the subject.
*I went to **an** island in the Pacific. The island was completely isolated.*

3 with jobs.
*She's **a** doctor, he's **a** cook.*

the is used ...

1 when the subject is unique (there's only one).
***The** President of the US*

2 when we already know which one we are talking about.
*I went to an island in the Pacific. **The** island was completely isolated.*

3 with superlatives: *It's **the** best holiday I've ever had ...*

No article

We use no article when we make generalisations with ...

plural nouns: *Trousers are warmer than skirts.*

uncountable nouns: *Progress is possible.*

Articles in place names

We use no article with ...

1 most place names: *Warsaw, Spain*

2 names with South/East, etc. *South America*

We use *the* for ...

1 countries with the word *State, Kingdom* or *Republic*: ***the** United States, **the** United Kingdom.*

2 plural names: ***the** West Indies.*

3 rivers, seas, oceans, deserts: ***the** River Seine.*

4 describing where in a country: ***the** south of France, **the** west coast of Scotland.*

Key vocabulary

Holidays and travelling
(river) cruise cultural and historical capitals barren deserts famous landmarks go abroad go sightseeing have fun and relax independent travel adventure/package/beach/camping/sailing holiday local culture safari sightseeing tour unforgettable journey

Describing landscape
beach coastline desert dramatic green island lush mountains pebbly rocky sandy scenery scenic snow-capped tropical unspoilt valley waterfall

Places in a city
bookshop/library canal/river castle/palace hostel/hotel museum/art gallery lake/fountain park/garden pub/café shop/market square/roundabout

Expressions with *get*
get a letter/an email/a distinction/a job/directions
get a newspaper/a drink get away with something
get hungry/dark/worse/cold/wet/ill/bored
get home/to the airport
get someone from the station/a taxi
get on/get back/get on (with)
get married/dressed/lost get (the chance) to + infinitive


ACTIVEBOOK Listen to the explanations and vocabulary.


see Writing bank page 158

6 Review and practice

1 Choose the correct words in *italics*.

1 When I got to the restaurant I realised that I *left/had left* her phone number at home.
2 By the time she was eighteen she *lived/had lived* in six cities.
3 On my birthday, when I *got/had got* home I found that my husband *had cooked/cooked* dinner.
4 That morning, she got up, had breakfast and *went/had gone* to work, as normal.
5 Tibet was incredible. I *never saw/had never seen* such a beautiful country before.
6 He called twice but no one answered. They *all went/had all gone* to bed.
7 When I arrived in France, my cousins *kissed/had kissed* me on the cheek.
8 When I returned a month later, I found that the weather *grew/had grown* cold and I *had/had had* to buy a new jacket.
9 It was Max! I *hadn't seen/didn't see* him for twenty-five years.

2 Correct the mistakes in the sentences. Four of the sentences are correct.

1 I don't feel like to go tonight.
2 A: What's he like?
  B: He's like really nice.
3 It tastes like coffee.
4 Would you like having a drink?
5 What Madrid like?
6 We could eat out tonight, if you like.
7 I like going to restaurants.
8 Can you hear that noise? It sound likes Joe's car.
9 I'll come round tomorrow and help clear up, if you're liking.
10 I like two tickets please.

3 Complete the names with *the* or – (no article).

the Black Sea
1 ___ Canary Islands
2 ___ Africa
3 ___ Czech Republic
4 ___ Andes (mountains)
5 ___ River Nile
6 ___ Canada
7 ___ United Arab Emirates
8 ___ northern Europe
9 ___ Atlantic Ocean
10 ___ Mount Kilimanjaro
11 ___ Sahara Desert
12 ___ Mediterranean Sea

4 Choose the correct words in *italics*.

1 A: Why do you like this hotel so much?
  B: It's *a hotel/the hotel* where I met Dave.
2 A: How was the restaurant?
  B: *The food/Food* was wonderful.
3 A: Why don't you go to Australia for your holiday?
  B: I don't like *the aeroplanes/aeroplanes*.
4 A: Who was Alexander Fleming?
  B: He's *a/the* man who discovered penicillin.
5 A: Why didn't you buy a dog?
  B: *The cats/Cats* are easier to look after.
6 A: What happened yesterday?
  B: *The/A* strange man knocked on our door and asked for water.
7 A: Why does Mariana always win prizes?
  B: Because she is *the most/most* intelligent person in the class.
8 A: What did you do last night?
  B: I went to *a/the* club.
  A: Oh really, which one?

5 Complete the advertisement with the words from the box. Some words may be used more than once.

get getting go sandy travel tropical unforgettable

Would you like to (1) _____ abroad? Would you like to (2) _____ the world? If you are only interested in (3) _____ a tan and lying on a (4) _____ beach with all the other tourists, then AMAZ Tours are not for you. We organise trips to the (5) _____ rainforest in Brazil. We offer a truly (6) _____ journey where you (7) _____ the chance to experience something truly different. The Amazon is (8) _____ smaller and smaller. See it before it disappears. We fly every Saturday. It takes fifteen hours to (9) _____ there and a whole lifetime to leave! (10) _____ your ticket before 12th July and we will give you a fifteen percent discount!

6 Choose the correct words in *italics*.

1 It was a lovely day so I decided to do some digging in the *park/garden*.
2 George took a boat out on the *lake/fountain*.
3 I bought a new paperback at the *library/bookshop*.
4 *Hostels/Hotels* are good places to stay if you're on a budget.
5 There's a market in the *square/roundabout* every Friday.