

A great destination

4



Check-in

Spectacular buildings exist all over the world. Some of them are modern, some are very ancient. Some have a rich and interesting history.

What is the most spectacular building you have ever seen or visited?

Did you like it? Why? / Why not?

How could you find out about a building before you visit it? List three methods.

You are going to read some pages from a guidebook for Thailand.

Reading

- The pages **explain and describe** the Grand Palace in Thailand's capital city.

What is the capital of Thailand?

- The guidebook is written to **inform** visitors.
- It is also **written** to persuade.

What does persuade mean?

- What do you think the guide persuades people to do?
- These words are on the pages you are going to read.

*destination magnificence decorate ceremony
remarkable ignore dazzling royal office*

What do they mean? Check in a dictionary.

Looking at language

- Dictionary: **adverbs**.
- Spelling: words ending **-ture** / **-sure**.

Think of a word with each of these endings.

- Language development: **complex sentences**

Grammar

- Practise **reported statements and commands**.
- Practise **present simple for fixed future events**.
- Practise **phrasal verbs with hang**.

Writing

- Learn about the **features of writing to inform / persuade**.
- Write a guide to the Grand Canyon.

Where is the Grand Canyon?

- Write a guide to a local place you know.

Listening

- Holly and Ross's **conversation** about their schools.
- A **discussion** about two very different schools.

Speaking

- Talk in groups **about your school**.
- Tell the class about your school.

Bangkok

The Grand Palace

Visitors from all around the world are truly amazed by the beauty and magnificence of the richly decorated buildings of the Grand Palace. “Stunning”, “Dazzling”, “Like a dream”, “It’s a must!” Comments like these appear repeatedly in online reviews written by visitors from every continent. The palace is one of the sights in Bangkok that every tourist should see. If you only have a little time in the city, make it your first destination.

Facts about the palace

The Grand Palace stands majestically on the east bank of the Chao Phraya river. It is a complex of many buildings and the whole site measures more than 218,400sq m. It is surrounded by a protective wall which is 1,900m long. There are three parts to the palace complex: the Outer Court, the Central Court and the Inner Court.

History

The Grand Palace was built by King Rama I in 1782. At first it was a group of traditional wooden buildings which the king used for his residence and his administration offices. More buildings have been added gradually over the centuries. The Grand Palace is no longer the permanent home of the kings of Thailand but many buildings are used for government offices, or for important occasions and ceremonies. The palace remains uniquely important to the people of Thailand.



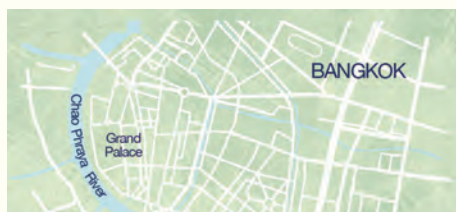
Architecture

Golden towers and colourful, steep roofs rise impressively above the palace walls. Architectural styles include Thai, with other features from China, Cambodia and Europe. King Rama I encouraged Thai culture and literature. He told his architects to decorate his palace walls lavishly with scenes from the Thai story, the *Ramakien*.

These remarkable murals can be seen on some of the oldest buildings in the Outer Court of the palace.



Statues representing legendary creatures stand fiercely on guard at entrances and adorn façades, terraces and staircases.



Important buildings in the palace complex



This building in the Central Court was first a royal residence. Now it is used for royal ceremonies.



This building was a royal residence for nearly fifty years and foreign guests were received here. Now it is a great hall for state occasions.



This is one of the oldest buildings in the palace complex and is built in an ancient architectural style.



This building has eight towers, each one a different colour with its own special meaning.

There are many other buildings to see in the Outer Court and Central Court including libraries and galleries, with murals showing historic events and battles. In the past, the Inner Court was the residence of the queen, the royal children and their servants. It is not possible to visit this part of the palace.

The Grand Palace is open every day, 8.30–15.30.

Tips from International Visitors

Go by boat

"The river boat express stops a short walk away. You get a great view of the palace from the river."

Isabella, Argentina

Wear the right clothes

"Shorts and sleeveless tops are not allowed. If you don't have the right clothes, there is a place where you can hire them for your visit but it's better to have your own."

Shirin, Sri Lanka

Take ...

"an umbrella. It will either pour with rain or the sun will burn you, so you'll need it whenever you go."

Kiera, UK

"plenty of water to drink. You'll be walking a lot and you'll get very hot."

Mai Ling, China

Ignore the tricksters

"They wait around for tourists and try to take them to some other place. They want your money! Walk on and don't stop."

David, Scotland

"A friendly man told us that the Grand Palace was closed. He said that he would take us to a palace that was open. He took us there, but afterwards he wanted us to buy expensive jewels from his friend's shop. Later, we found out that the jewels were fake and the Grand Palace wasn't closed at all!"

Dan, Canada

Don't forget

"Your ticket also admits you to the Vimanmek Mansion Museum which is near the Grand Palace. It's worth a visit."

Tracey, USA



1982 was the 200th year of Bangkok and the Mansion, built by King Rama V as a residence, was repaired. It is now a museum.

1 Answer these questions.

- 1 What are some of the comments that people make about the palace?
- 2 How big is the site of the palace?
- 3 How long is the wall around it?
- 4 Who built the palace?
- 5 How many parts to the palace are there?
- 6 What is the palace used for in the present time?
- 7 Which architectural styles can you see in the buildings?
- 8 How many important buildings of the palace complex are shown on the leaflet?
- 9 Is it permitted to visit the Inner Court now?
- 10 What sort of clothes can you not wear when you visit the palace?

2 Number the sections of the text in the correct order.

Write the section where you would look for the information below.

Important buildings _____ Architecture _____ The Grand Palace _____
Tips _____ History _____ Facts _____

- 1 the size of the palace complex _____
- 2 who built the palace _____
- 3 other buildings in the complex _____
- 4 a plan of the palace complex _____
- 5 things you should take when you visit _____
- 6 how the palace walls are decorated _____

3 Discuss your answers to these questions.

- 1 From what you can see in the guidebook, do you think the online review comments are right? Why? / Why not?
- 2 Do you think the traditional eastern architectural style is attractive? Why? / Why not?
- 3 Why do you think you have to wear the right clothes when you visit the palace?
- 4 How would you make sure you did not get tricked by the tricksters?

4 Write these adverbs next to their meanings.

impressively repeatedly lavishly uniquely majestically

- 1 _____: in large quantity and expensively
- 2 _____: in a way which makes people admire something or somebody
- 3 _____: in a beautiful and grand way
- 4 _____: in a special way
- 5 _____: many times



Vocabulary check

Find these words in the text. Check any you are not sure of in a dictionary.

*magnificence comment continent destination
decorate measure residence administration office
permanent style ceremony literature adorn
façade terrace remarkable murals sleeveless
hire ignore trickster fake dazzling stunning royal*

Your views

- Would you be interested in visiting this palace? Why? / Why not?
- Which of the buildings shown in the guidebook do you think looks the most impressive?
- Which of the tips do you think is the most useful?

A Dictionary work

Adverbs derived from adjectives

- **Common adverbs** in a dictionary are set out like this.

truly /'tru:li/ *adverb* completely

- More **unusual adverbs** come at the end of the **adjective** entry from which they are formed.

majestic /mə'dʒestɪk/ *adjective* very beautiful or impressive **majestically** *adverb*

1 Find the adverbs in the guidebook that are formed from these adjectives.

- 1 gradual 2 repeated 3 impressive
4 lavish 5 fierce

B Spelling

-ture and -sure endings

To decide whether a word ends in **-ture** or **-sure**, think about how the ending sounds.

- If it sounds /tʃ/ like *chair*, then the ending will be **-ture**.
culture *literature*
- If it sounds /z/ like *genre*, then the ending will be **-sure**.
measure *pleasure*

The **-ture** ending is more common than the **-sure** ending.

1 Add -ture or -sure to complete the words in these sentences.

- I painted a pic_____ of my house.
- The boy acted in a silly way.
He was very imma_____.
- I wrote my signa_____ at the bottom of the letter.
- In my lei_____ time I like to go swimming.
- It was a plea_____ to visit The Grand Palace.



C Language development

Simple and compound sentences

- You have learned about simple sentences.

1 How many main clauses are in this sentence?

The Grand Palace was built by King Rama I in 1782.

- You have learned about writing **compound sentences** by joining one or more main clauses with conjunctions *and*, *but* or *or*.

2 Underline the main clauses in this sentence.

This building was a royal residence for nearly fifty years and foreign guests were received here.

Complex sentences

Now learn about these.



- A **complex sentence** has a main clause and at least one subordinate clause.
- A **subordinate clause** has a verb but it does not make sense by itself.
- One example of a subordinate clause is a relative clause. It gives extra information about a part of the main clause.

3 Read this example about the Grand Palace. Underline the main clause.

At first it was a group of traditional buildings which the king used for his residence.

What information does the subordinate clause tell you?

- The sentence above could be written as two simple sentences.

At first it was a group of traditional buildings. The king used them for his residence.

- A complex sentence can contain more than one subordinate clause. It can contain more than one type of subordinate clause.
- A **participle clause** can begin with a present or past participle.

4 Read this example from the guidebook. Underline the main clause. How many subordinate clauses are there?

*There are many other buildings to see in the Outer Court and Central Court **including** libraries, and galleries with murals **showing** historic events and battles.*

5 Discuss how the sentence above could be written as three sentences. Compare the complex sentence with the three simple sentences. Why do you think the guidebook uses a complex sentence?

1 Read.

A group of tourists was on a tour of the Grand Palace in Bangkok. One young man **thought** the palace **was** magnificent. His wife **said** that **she loved** the style of architecture. An elderly American tourist **said he would take** some photos of the statues. His wife **reminded him not to forget his** umbrella. One small boy **said he was** fed up. He **added that he was dying** of thirst and **asked his mother to give him** a drink. She **told him to stop complaining!** The tourist guide **asked** everyone to **follow her**. She **explained that there was** lots more to see.



2 Answer these questions.

- 1 What did the young man and his wife think of the palace?
- 2 What did the elderly tourist say he would do?
- 3 Why was the small boy fed up?
- 4 What did his mother tell him to do?
- 5 What did the tourist guide ask everyone to do? Why?

Remember!

Reported statements

When the reporting verb is in the past tense (e.g. *said*), the verbs of the original direct speech usually change tense.

"Lucy is tired," said John. → *John said that Lucy was tired.*

When the reporting verb is the present tense (e.g. *says*), the verbs in the original direct speech do not change tense.

"I have attached some photos." → *Carrie says that she has attached some photos.*

3 Report the following statements, changing the tenses of the verbs.

- 1 "The Grand Palace is dazzling," said the tourists.
- 2 The guide told the visitors, "The statues represent legendary creatures."
- 3 "Visitors cannot enter the Inner Court," the guide explained.
- 4 She said, "Everyone has to wear suitable clothes."
- 5 "It will be an unforgettable visit," promised the guidebook.

Remember!

Reported commands

"Please, sit down!" said the teacher. → *The teacher asked the students to sit down.*

The teacher said, "Don't speak!" → *The teacher told the students not to speak.*

4 Report the following commands.

- 1 "Stop complaining, Billy!" said the woman.
- 2 "Please notice the remarkable murals, everyone," said the guide.
- 3 King Rama I ordered his architects, "Decorate the palace wall lavishly!"
- 4 "Please don't enter the Inner Court," the guide said to the tourists.
- 5 The guide said to her group, "Ignore the tricksters!"
- 6 "Don't believe what they say!" she told them.

Remember!

In reported speech pronouns and possessive adjectives can change, too.

I can't swim said George. → *George said that he couldn't swim.*

5 Complete these sentences. Report the direct speech and make any necessary changes.

- 1 "I'll help you." Jack told Laura that ...
- 2 "Hand in your work, please."
The teacher asked the class ...
- 3 "The book isn't mine." The boy said that ...
- 4 "We can't remember your name." The girls told me that ...

Always think of the meaning and you won't go wrong!



1 Listen and read.

Jack: Come on, Laura. Can't you walk a bit faster? Our bus **leaves** in two minutes.
Laura: Hang on a sec. That's my phone. I've got a text.
Jack: Don't read it now!
Laura: But it might be important. Oh! It's from Robert in Kenya.
Jack: Can't you read it on the bus?
Laura: He wants us to send him information about schools in the UK.
Jack: You can email him later.
Laura: Yes, and I can tell him about our school.
Jack: Good idea. Send him some photos, too.
Laura: He says he needs the information by the twenty-fifth. When's the twenty-fifth?
Jack: It's next Tuesday I think.
Laura: He says do we know there's a solar eclipse in Nairobi next week.
Jack: He needs to tell the Science team about that, not us.
Laura: It's interesting though.
Jack: When **is** our next team meeting, by the way?
Laura: I think it's on Saturday afternoon. I'll check when we get on the bus.
Jack: If we ever manage to catch the bus. Come on!



2 Cover the dialogue and read the following statements. Write T (true) or F (false). Correct the false statements.

- 1 Their bus leaves in ten minutes. ____
- 2 Laura gets a text from Robert in Kenya. ____
- 3 He needs some information by the twenty-fifth. ____
- 4 The twenty-fifth is next Wednesday. ____
- 5 There's a solar eclipse in Nairobi next month. ____
- 6 Jack thinks their next meeting is on Saturday. ____

3 Ask and answer in pairs. Use the present simple of to be.

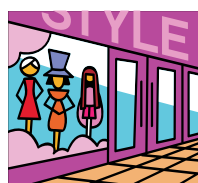
- 1 What – day – tomorrow?
A: What day is it tomorrow? B: It's ...
- 2 What – date – tomorrow?
- 3 What – date – next Saturday?
- 4 When – next exams?
- 5 When – next holiday?
- 6 When – next break?
- 7 What – next lesson?
- 8 What – programmes – TV – this evening?

4 In pairs ask and answer using the present simple.

9 am

3.30 pm

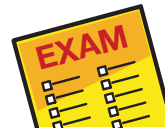
5.30 pm



Tuesday

4.45 pm

7.15 am



- 1 When – train – leave – tomorrow?
A: When does the train leave tomorrow?
B: It leaves at nine o'clock.
- 2 When – plane – land?
- 3 When – exams – start?
- 4 What time – film – begin?
- 5 What time – shops – shut – tomorrow?
- 6 When – taxi – get here?

Remember!

The **present simple** is used for fixed and certain events in the future.

- Statements about the calendar.
Today is Monday so tomorrow is Tuesday.
- Events which cannot change.
When is the next full moon?
- Planned, fixed events.
What time is the football match?
- With verbs such as *arrive, come, leave, start*, etc. when referring to plans, programmes or schedules.
Our train leaves in ten minutes.

Features of writing to inform and persuade

The guidebook to the Grand Palace in Bangkok is non-fiction writing that gives the reader **information** and uses description to **persuade** people to visit.

▶ Tenses

Both **past** and **present** tenses are used in the guide.

Past tenses are used for actions and descriptions that happened in the past.

The Grand Palace **was** built ...

He **told** his architects to decorate ...

Present tenses are used for describing the Palace today and people's reactions.

Visitors from all around the world **are** truly amazed ...

Golden towers and colourful, steep roofs **rise** impressively above the palace walls.

ACTIVITY

Find three more examples of **past** and **present** tenses.

▶ Information

Visitors to the Grand Palace will want to know facts about it. The guide gives:

historical information

built by King Rama I in 1782.

descriptive information

It is surrounded by a protective wall which is 1,900m long.

practical information

Shorts and sleeveless tops are not allowed.



ACTIVITY

Find one other **historical** fact, one other **descriptive** fact and one other piece of **practical** information.

▶ Persuasive language

The writer of the guidebook uses language designed to **persuade** people that the Palace is an interesting place to visit.

... make it your first destination

NOT 'go if you can'

These remarkable murals ...

NOT 'some wall pictures'

The guidebook also includes **positive opinions** from people who have seen the Palace.

"Stunning"

"Dazzling"

"It's a must!"

"You get a great view of the palace from the river."

▶ Layout

The way the guidebook **looks** is very important. If the writer had just used text it would not look very interesting. There are different **presentational devices** to make the pages exciting and informative.

ACTIVITY

Find examples of these **presentational devices** and discuss them.

a sub-heading

b map

c plan

d photo

e caption

f tip box

Why do you think the writer has used them?

How do they make the pages more interesting?

Writing together

As a class, you are going to write about The Grand Canyon in North America. Below is a photograph, a map and a factfile.

You must include **information**, decide on the **layout** and think carefully about the language you use to **persuade** people to visit.

Read the fact file and look at the map and photograph.



Fact file:

One of the Seven Natural Wonders of the World

Location: north-west Arizona, North America

Size: app. 5,200sq km. / world's largest gorge / 1.6km at its deepest point / 29km at its widest point

Formation: took 3–6 million years to be formed by the Colorado River which on average is 300ft wide and 100ft deep

National Park: 1919

Population: Indian tribes – Hopi, Navajo, Havasupai and Paiute

Plants and animals: within the park – species of plants (1,500); birds (355); mammals (89); reptiles (47); amphibians (9); and fish (170)

Exploring the Grand Canyon

- on the ground – by foot / bike / mule / bus / jeep
- on the river – rafting
- in the air – small plane / helicopter

Nearly 5 million visitors each year

Opening times: South Rim – all year round / North Rim – from May to October (in winter months the North Rim is often blocked by snow)

Some persuasive language you could use:

The views: unique breathtaking magnificent

The tours: informative exciting challenging

Add your own ideas.

Write your guidebook page.

WB p39

Conversation practice

1 Ross and Holly are talking. Look at the pictures and the words in the box. What do you think they are talking about?



facilities grounds technology sports hall stage
science lab equipment canteen uniform

2 Listen to Ross and Holly. Were you right?

3 Read the phrases in the box. Listen again and spot the phrases.

pretty big not really my thing Let's see ... Well ...
out of this world I bet too good to be true

4 In groups talk about your school. List the facilities. How is your school different from Ross's school?

Start like this: *Do you think that we've got good facilities at our school?*

Listening comprehension

1 Listen to Izzie and Dan. They are talking about their schools. Who goes to School A? Who goes to School B? Now answer the questions.

- Whose school has more students?
- Whose school is older?
- Which school has more sporting facilities?
- What is a 'boarding school'?
- How often does Dan see his family?
- Whose school has bigger classes?
- What does Izzie hate?
- What does Dan dislike about his school?
- What is a 'mixed school'?
- What is the main difference between a state school and a private school?



Individual speaking

You are going to talk about your school.

WB p40