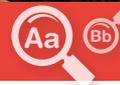


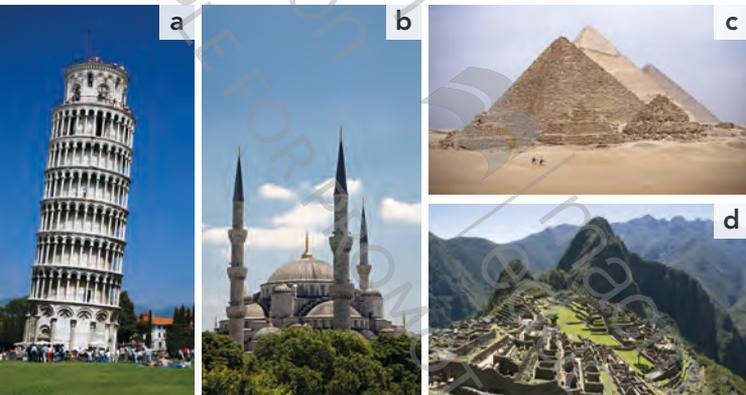
4 Tourist information



Vocabulary



Countries and nationalities



1a Work with a partner. In which countries are these tourist attractions? Choose from these countries.

Argentina • Brazil • China • Czech Republic
Egypt • France • the UK • Greece • Ireland
Italy • Japan • Mexico • Peru • Poland • Russia
Scotland • Slovakia • Spain • Switzerland • Turkey
Ukraine • the US

1b 40 Listen and repeat.

2a Work with a partner. Think of famous cities or tourist attractions for as many of the countries in 1 as possible.

Greece – the Acropolis Slovakia – Bratislava

2b **SPEAKING** Work in small groups. Take it in turns to say a city or tourist attraction. Can the others say the correct country?

Copacabana.

I think it's in Brazil.

3a Match the countries in 1 with these nationalities.

Russian • Swiss • Irish • French • British • Turkish
Argentinian • Spanish • Greek • American
Scottish • Egyptian • Polish • Brazilian • Ukrainian
Chinese • Japanese • Italian • Czech • Slovakian
Peruvian • Mexican

Argentina – Argentinian, Brazil – Brazilian

3b 41 Listen, check and repeat.

Words connected with tourism

4 Match the words with these definitions.

book (v) • guidebook • luggage
package holiday • passport • sightseeing
souvenir • tickets • travel agency • trip/excursion

- the bags you take on holiday
- a book that gives tourist information
- a business that helps people to plan holidays
- an official document for travelling with your photo and your nationality
- when you visit an interesting place for a short time
- reserve (for example a room in a hotel)
- travelling around to visit monuments and other interesting places
- papers that show you can use a type of transport or enter a place
- a holiday where everything is included – the transport, hotel, etc.
- something that you buy or keep to remember a place or holiday

5 **LISTENING** 42 Listen. What is the subject of each dialogue? Choose a word from 4 for each one.

-
-
-

6 **SPEAKING** Work with a partner. Ask and answer the questions.

- Have you got a passport? Do you like your passport photo?
- Do you ever go on school trips or excursions? Where do you go?
- Do you like sightseeing? Why/Why not?
- How much luggage do you or your family usually take when you go on holiday?
- Do you usually take a guidebook when you go on holiday? Why/Why not?
- What's your favourite souvenir from a holiday?

Have you got a passport?

Yes, I have.

Do you like your passport photo?

No, I hate it! It's really old!



1a Work with a partner. Look at the photo below and talk about what you can see.

1b Read the title of the article. What do you think the text is about?

2 Read the article and check your answer in 1b.

3 Answer the questions with information from the article.

- 1 Where was Ding Jinhao's graffiti?
- 2 Why was it easy to find Ding Jinhao?
- 3 What is the attitude today to tourist graffiti in Egypt?
- 4 Ding Jinhao's message is a new example of tourist graffiti. In the text, what is the *first* example?
- 5 Who was Giovanni Belzoni?
- 6 What is there at the top of the Great Pyramid and why?
- 7 What is the Chinese National Tourist Administration's message to tourists?

4 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Why do you think tourist graffiti is a crime in most countries now?

5 Match the underlined words in the article with these definitions.

- 1 an illegal activity
- 2 a religious building
- 3 an important or interesting historical building
- 4 have a good time
- 5 finding something or someone for the first time
- 6 a search to find something or someone important
- 7 polite, reasonable, good

6 **SPEAKING** What about you?

- 1 What do you think about Ding Jinhao's actions?
- 2 What's your opinion of graffiti, either tourist graffiti or street graffiti?



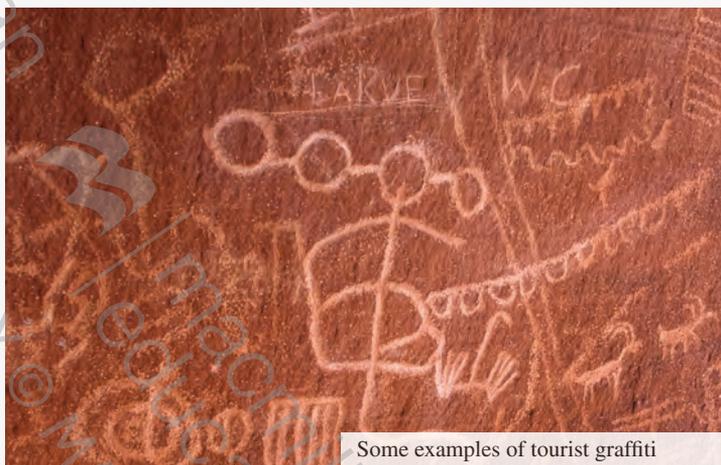
TOURIST GRAFFITI

A new problem?

A Chinese tourist on holiday in Egypt was shocked to see graffiti in Chinese on a 3,500-year-old monument in Luxor. A photo of the graffiti was soon on his blog on the Internet. People in China couldn't believe it!

They were angry and there was a big hunt to find the person responsible. They could find him easily because the message wasn't very imaginative or clever. It was basically 'Ding Jinhao was here'. That was enough for Internet users to find this particular Ding Jinhao, a teenager in Nanjing. His parents were quick to tell a local newspaper that their son was very sorry for his actions.

Ding's graffiti was a terrible idea. It is a serious crime to write on a historic monument in Egypt. You can go to prison for a year for doing it. But in the past, people could write on monuments and no-one was angry about it. At Giza there is an example of graffiti on a temple wall from 1244 BC.



Some examples of tourist graffiti

It says: 'Hadnakhte ... came to make an excursion and amuse himself on the west of the Memphis, together with his brother, Panakhti'.

In Roman times, it was normal to write messages on ancient monuments, to become part of the monument forever. One of the first Egyptologists, the Italian, Giovanni Belzoni, was the first modern man to enter the pyramid of Khafre. Inside the pyramid today you can read his text celebrating the discovery, with his name and the date.

Later, in the second half of the 19th century, Europeans could travel around the world thanks to the first package holidays. In those days, tourists could climb to the top of the Great Pyramid. Soon there was graffiti in just about every language up there.

Luckily, it wasn't difficult to make Ding Jinhao's graffiti disappear. But China's National Tourism Administration is right to advise all tourists to act in a civilised way.



Past simple of to be

1 Read the sentences and complete the table.

- 1 Belzoni **was** Italian.
- 2 It **wasn't** difficult.
- 3 They **were** on an excursion.
- 4 His parents **weren't** happy.
- 5 **Was** it a good idea? No, it **wasn't**.

Affirmative

I **was** in Egypt in 2013.
 You **were**
 He/She/It (a)
 We **were**
 You **were**
 They (b)

Negative

I **wasn't** in Egypt in 2013.
 You **weren't**
 He/She/It (c)
 We **weren't**
 You **weren't**
 They (d)

Question

(e) I/he/she/it in Egypt in 2013?
Were you/we/they in Egypt in 2013?

Short answers

Yes, I/he/she/it (f)
 No, I/he/she/it (g)
 Yes, we/you/they (h)
 No, we/you/they (i)

GRAMMAR REFERENCE ► PAGE 62

2 Complete the dialogue with the correct past forms of to be.

Mia: Hey! Where (a) you last week? You (b) at basketball club. Why not?

Ryan: I (c) in the US! My dad (d) there on business.

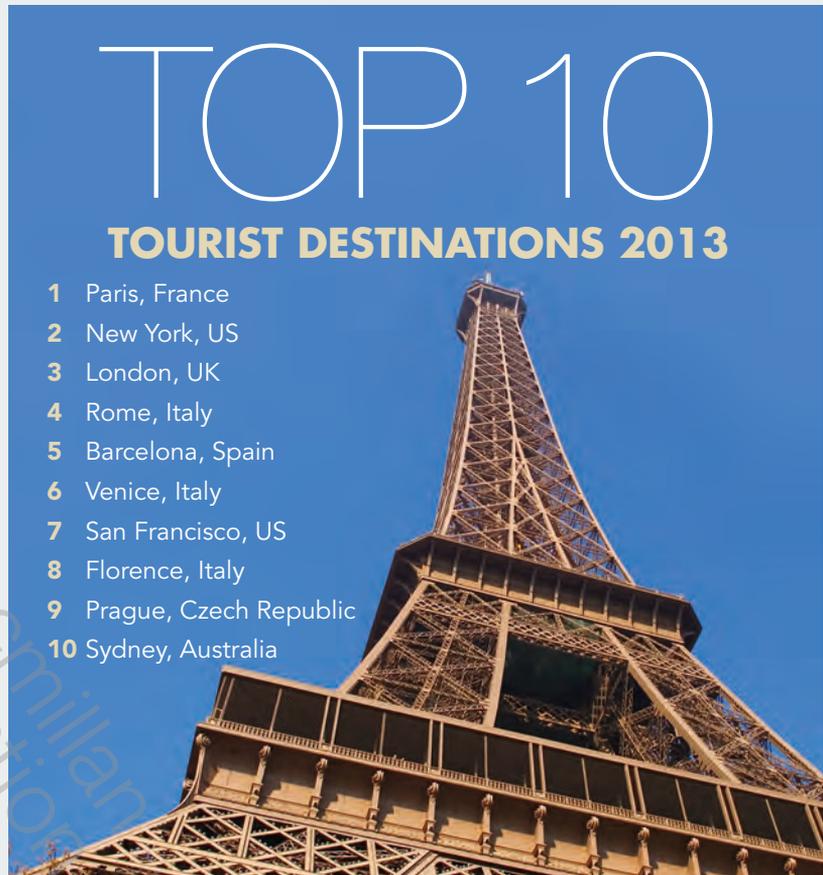
Mia: (e) you in New York?

Ryan: Yes, we (f)

Mia: (g) it warm there?

Ryan: No, it (h) It (i) really cold!

3 Look at the list of top 10 tourist destinations. Complete the sentences below with was, wasn't, were, weren't.



- 1 Paris, France
- 2 New York, US
- 3 London, UK
- 4 Rome, Italy
- 5 Barcelona, Spain
- 6 Venice, Italy
- 7 San Francisco, US
- 8 Florence, Italy
- 9 Prague, Czech Republic
- 10 Sydney, Australia

- 1 In 2013, Paris the number one tourist destination in the world.
- 2 One destination in the top ten in the UK.
- 3 Prague number ten in the list.
- 4 Madrid and Milan in the top ten.
- 5 One of the top ten destinations in North America or Europe.
- 6 Three of the top ten tourist destinations in Italy.
- 7 Berlin in the top ten.
- 8 Two of the top ten destinations American.

4 Write questions using the past of to be.

- 1 Where/you/this morning at 6 am?
Where were you this morning at 6 am?
- 2 Where/your parents/at 10 pm last night?
- 3 Where/your family/last July?
- 4 Where/your best friend/yesterday?
- 5 Where/you/in 2012?

5 SPEAKING Work with a partner. Ask and answer the questions in 4. Then tell the class two of your partner's answers.

Where were you this morning at 6 am?
 I was in bed.

Past simple of can

6 Read the sentences and answer the questions.

- a Tourists **could** climb to the top.
- b They **couldn't** believe it.
- c **Could** you understand the message? No, I **couldn't**.

- 1 What part of the verb comes after **could** or **couldn't**?
- 2 What happens in questions? Where does **could** go?

GRAMMAR REFERENCE ► PAGE 62

7 Work with a partner. Look at the activities. Make sentences saying if tourists **could** or **couldn't** do these things 150 years ago.



- 1 book tickets online
Tourists couldn't book tickets online.
- 2 write graffiti on monuments
- 3 sail from England to America
- 4 travel by car at 160 kph
- 5 fly non-stop from England to Japan
- 6 stay in hotels
- 7 go on excursions
- 8 travel around the world in a week

8 **SPEAKING** Work with a partner. Find out at what age your partner could do these things for the first time.

- 1 swim
- 2 count to ten in English
- 3 walk
- 4 ride a bike
- 5 read
- 6 write your name
- 7 have a simple conversation in English

When could you swim?

I could swim when I was five. Could you?

No. I could swim when I was seven, I think.

Transport

1 Match some of these words to the photos. Use your dictionary if necessary.

bike • boat • bus • car • coach • helicopter • lorry
moped • motorbike • plane • ship • taxi • train
tram • underground • van



2 Complete the table with the words in 1.

Road	Rail	Air	Sea
bike	tram		

3 **SPEAKING** Work in small groups. Say how often you travel by the different types of transport in 1. Ask other questions to find out more information.

I never travel by plane.
I sometimes travel by coach.

Where do you go when you travel by coach?

I usually go to see my cousin. She lives about 50 kilometres from here.

Developing a product

LIFE SKILLS OBJECTIVES



- To learn about a successful business idea
- To understand key questions when developing a new product
- To work together to develop and present a new product

KEY CONCEPTS



company [n]: She works for a company that makes furniture.
enterprise [n]: Matt shows a lot of enterprise. He is able to think of new ideas and make them succeed. **sales [n]:** The business is doing well because sales of their new phone are good. **success [n]:** The new product was a great success – lots of people bought it.

1 SPEAKING Work with a partner. Describe the photo. Who do you think the people are?

2 READING Read this text about the people. Answer the questions.

- 1 What are the people's names?
- 2 What is on their T-shirts?
- 3 Why are they wearing the T-shirts?
- 4 Why do you think they are standing in front of a map?

3 Read the text again and put these events in Maureen and Tony's life in the correct order.

- a Writing their first guidebook.
- b Travelling in Asia.
- c The meeting in Regent's Park.
- d Getting married.
- e Arriving in Australia.
- f Selling their company.
- g Answering their friends' questions.

How to start a business



A CASE ANALYSIS FROM THE WORLD OF GUIDEBOOKS

Lonely Planet is a company which produces modern, dynamic guidebooks. It also produces TV programmes, a magazine and lots of useful digital material on the Web. In 2010, there were 500 Lonely Planet books in eight languages, with annual sales of more than five million guidebooks.

The start of this global company was unusual. Maureen and Tony Wheeler were the two creators of *Lonely Planet*. Their first meeting was in Regent's Park in London in 1970. Maureen was just 20. A year later, they were married. Their idea of the perfect honeymoon was to travel across Europe and Asia all the way to Australia. The only problem was not having any money!

But Maureen and Tony's nine-month trip was a success. When they arrived in Australia, their friends asked how it was possible to make such a long trip with no money. Their answers were the basis of their first guidebook – *Across Asia on the Cheap*. The first version of the book, with its simple yellow cover, was the product of long nights writing at their kitchen table. But after just one week, they were able to sell 1,500 books. It was the only guidebook in the world written by adventurous young travellers for adventurous young travellers.

And it was the first guidebook written for people travelling 'on the cheap', without spending much money.

Lonely Planet was born thanks to Maureen and Tony's enterprise. Two years later, there was another book by the Wheelers, and then another and another.

Maureen and Tony eventually sold *Lonely Planet* for over half a million pounds. Today, there are over 200 *Lonely Planet* authors and there are *Lonely Planet* offices in Oakland and Franklin in the US, Guragon in India, London, Melbourne and Beijing. The company continues to produce great guidebooks and the Wheelers have more time to do what they enjoy – travel!



4 Look at this information about starting a new business. Try to answer the questions with information about the *Lonely Planet* guidebooks when they first appeared. Read the text again if necessary.

HOME NEWS **ADVICE** BOARD

SOME KEY QUESTIONS WHEN
STARTING A BUSINESS

To start a new business and be successful, you have to ask yourself important questions. For example:

- 1) Do people really want or need your new product or service? How do you know?
.....
.....
- 2) Who wants or needs your product?
.....
.....
- 3) How many people want it?
.....
.....

6 Work with a partner. Think of ideas for a new product. Read the advice below and write down all your ideas – even the crazy ones!

One way to think of a new product is to think of a problem or something that is difficult in your daily life. Then think of something to help with this problem or difficulty. Think about these areas of life:

- travel
- holidays
- sport and exercise
- home
- school
- hobbies

LIFE TASK



You want to develop a new product and present it to the class. Work in a small group.

Follow this plan:

- 1 Share the product ideas you had in 6 and choose one of them. Decide how exactly the product is different from all others and why people want or need it. Think also about who wants or needs it.
- 2 Plan a presentation of your product. Decide who does each part and what materials (a poster, a computer, photos, real objects, etc.) you need. Remember to do the following:
 - Explain in detail what the product is.
 - Make some illustrations of the product.
 - Say why you think your product is a good idea and how it is different.
 - Say who you think needs or wants your product.
- 3 Give the presentation.
- 4 Have a vote in your class to choose the winning product!

5a  **LISTENING** 43 Two students are presenting an idea for a new product. Watch the video or listen and choose the correct alternative.

- 1 Their product is a new type of towel/cap.
- 2 Their product is useful to keep valuable things safe at home/on the beach.
- 3 Half/All of the class were interested in the product.
- 4 The product is/isn't available to buy now.
- 5 The product is expensive/cheap to make.
- 6 They can make more than one/one type of the product.

5b What do you think of their product? Why?





Edinburgh castle

1 Choose the correct alternative. If you don't know, guess.

- Edinburgh *is/isn't* the capital of Scotland.
- Edinburgh is famous for its annual *sports events/festivals*.
- The Royal Mile is a famous *castle/road* in Edinburgh.

2 LISTENING ▶ 44 Listen and check your answers in 1.

EXAM SUCCESS

In the next exercise, you listen and say if the statements are True/False/Not Mentioned. When should you read the statements – before listening or after listening? Why?

▶ EXAM SUCCESS page 152

3 ▶ 44 Listen again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM)?

- Sam says Edinburgh is a very big city. **T/F/NM**
- Sam's trip to Edinburgh was in the summer. **T/F/NM**
- The events are quite expensive. **T/F/NM**
- All the events in the summer in Edinburgh are indoors. **T/F/NM**
- Sam recommends visiting Edinburgh in autumn. **T/F/NM**
- You have to climb up a rock to visit Edinburgh Castle. **T/F/NM**
- At Edinburgh Castle they fire a cannon at 1 pm to let sailors know the time. **T/F/NM**
- Shortbread is a type of bread that's popular in Scotland. **T/F/NM**
- They ate fish and chips every day. **T/F/NM**
- Sam could understand local people in Edinburgh. **T/F/NM**

4 SPEAKING What about you?

Which city or cities would you like to visit one day? Why?

I'd like to visit Rome.

Why?

Because there are lots of great monuments. And I love Italian food!

Past simple affirmative: regular and irregular verbs

1a Read the sentences and put the verbs in the correct place in the table.

- I **loved** it.
- We **visited** the castle.
- We **climbed** to the top.
- We **walked** along the road.
- She **wanted** to stop.
- I **went** last year.
- They **spoke** in English.
- We **bought** souvenirs there.
- We **ate** really well.
- I always **understood** them.
- We **saw** concerts and shows.

List A:		List B:	
Infinitive	Past form	Infinitive	Past form
love	loved	buy	
visit		eat	
climb		go	
walk		see	
want		speak	
		understand	

1b Now decide which column is Regular and which is Irregular.

GRAMMAR REFERENCE ▶ PAGE 62

1c Match the spelling rules for regular past simple forms (1–4) with the examples below (a–d).

- Most verbs: add *-ed* to most verbs. **b**
 - Verbs that end in *-e*: add *-d*.
 - Verbs that end in a consonant + *y*: take away the *-y* and add *-ied*.
 - Verbs that end in one vowel + one consonant: double the consonant and add *-ed*.
- a *study – studied, try – tried*
 b *walk – walked, need – needed*
 c *stop – stopped, shop – shopped*
 d *decide – decided, phone – phoned*

1d How do we spell the past simple form of these verbs? Follow the rules in 1c.

- | | |
|--------|----------|
| 1 like | 4 want |
| 2 cry | 5 arrive |
| 3 chat | 6 work |

2a PRONUNCIATION ▶ 45 Listen to the verbs in the table.

/d/	/t/	/ɪd/
listened	liked	hated

2b ▶ 46 Listen to these past simple forms and write them in the correct column above.

decided • loved • needed • played • started
 stayed • wanted • washed • watched • worked

2c ▶ 47 Listen, check and repeat.

3 Complete the text with the past form of these verbs. Use each verb once. Use the irregular verb list on page 157 to help you.

buy • eat • go • see • speak • take • understand
 use • visit • walk

Last year, I (a) on holiday with my family. We (b) Rome. I (c) a guidebook with me and I (d) it to find out useful information. We (e) people dressed as centurions and gladiators at the Colosseum! We (f) really good pasta and I (g) presents for my friends in a big shopping centre. My legs were really tired because we (h) a lot every day. My mum (i) Italian all the time because her Italian is very good. She (j) everything that people said to her.

4a Complete the sentences with the correct past simple form of the verbs given. Use the irregular verb list on page 157 to help you.

- Yesterday afternoon, I (have) a lot of homework.
- Last night, my brother and I (make) the dinner.
- The day before yesterday, my parents (catch) a train to go to the airport.
- Two days ago, we (do) a history project at school.
- Last week, my friends and I (swim) in the sea.
- Last month, our English teacher (teach) us different parts of the body.
- Last year, I (come) to school by bus.
- Three years ago, my parents (buy) me a pet for my birthday.

4b What are the underlined words in 4a?

5a Write true sentences about yourself and your family. Begin the sentences with the underlined words in 4a.

Yesterday afternoon, I played computer games with my friend.
Last night, I watched football on TV.

5b SPEAKING Tell your partner the things that you did, but don't say when you did them. Can your partner guess when you did the different things?

I went to London. I think it was last year.
 No, it was three years ago.





Talking about a holiday

1 Look at Jonathan's holiday photos. Match some of the topics to the photos.

- 1 where you went
- 2 who you went with
- 3 how you went
- 4 where you stayed
- 5 what you saw and did
- 6 what you ate
- 7 what you bought



2 **SPEAKING** Work with a partner. Take it in turns to talk about Jonathan's holiday using the photos.

He went to Barcelona.

3a **LISTENING** 48 Listen to Jonathan talking about his holiday. What does he say about the topics in 1? Make notes.

2 Went with family – mum, dad and brother.

3b **SPEAKING** Compare your answers in 3a with your partner. Help each other to complete all the answers.

4 Complete the useful expressions in the Speaking bank with *at*, *to*, *with* or *by*. Use your dictionary if necessary.

SPEAKING BANK

Useful expressions to talk about a holiday

- I went (a) (Paris/Tokyo/Cairo) (b) (car/plane/coach/ train) (c) (my family/my brother/my friends/my school).
- It took (20 minutes/two hours/a day) to get there.
- We stayed (d) (the Ritz Hotel/a campsite/a youth hostel/a bed and breakfast).
- We went (e) (the beach/the city centre/a theatre/a stadium).
- We did some sightseeing./We went sightseeing.
- We saw (a monument/bridge/tower).
- We bought (souvenirs/a T-shirt/a CD).
- We ate (tropical fruit/typical food).
- It was (great/brilliant/spectacular/delicious).
- I had a great time./I loved it.

5a **SPEAKING** Work with a partner. Take it in turns to talk about your holiday photos.

Student A: Your photos are on page 155.

Student B: Your photos are on page 156.

5b Now change photos.

PRACTICE MAKES PERFECT

6a **SPEAKING** Work with a partner. Take it in turns to do the task below. Invent your holiday if you prefer. You can help your partner by saying:

Tell me about what you did/saw/ate.

Talk about a holiday that you really liked. Include this information:

- when, where and how you went, and who you went with
- where you stayed and what you did and saw
- what you ate and bought

6b Tell the class about your partner's holiday.

EXAM SUCCESS

What language and expressions are important to revise for a speaking exam where you need to talk about past events?

➤ EXAM SUCCESS page 152

A postcard

1a SPEAKING Work with a partner. Which of these things are important for you to have a great holiday? Decide together and put them in order of importance.

- the food you eat
- shopping
- sightseeing
- relaxing
- activities
- the hotel and area where you are staying
- the weather

The important thing for me is sightseeing. I like visiting interesting places.

I agree. But I think relaxing is important too, because holidays are for relaxing.

OK. So number 1 on our list is sightseeing and number 2 is relaxing.

1b Tell the class the top and bottom activities on your list. Do people generally agree?

2a READING Read this postcard. Which of the things in 1 does Megan write about?

2b Read the postcard again and underline any information about the things in 1.

Hi Alex,

How are you? I hope you're well and enjoying the school holidays.

We're here in the Big Apple and we're having a brilliant time. We're sitting in a café having a burger and a milkshake, and thinking about you!

Yesterday we went sightseeing. We went to the top of the Empire State Building! We also saw the Statue of Liberty and Times Square.

This morning we did some shopping near the hotel. I bought a cool T-shirt, and a little present for you.

Wish you were here!

Love,

Megan



Alex Williams

5, Manor Road

London

N7 6PB

England

3 Look at the postcard again and complete the advice in the Writing bank.

WRITING BANK

Useful advice for writing a postcard

- We usually begin a postcard with (a) or Dear and the person's first name.
- Then, we ask about the person we are writing to using (b) are you? and I (c) you're well.
- Next, we talk about where we are and what we are doing. We use the (d) continuous to talk about what we are doing.
- When we talk about things we did before writing the postcard, we use the (e) simple.
- We usually end a postcard with Wish you were (f), (g), Bye for now or See you soon and our first name.

PRACTICE MAKES PERFECT

4a Look at the task. Choose one of the postcards on page 156. Plan what you are going to write. Follow the advice in the Writing bank.

You are on holiday. Write a postcard to an English friend. Say what you are doing now and what you did yesterday and this morning. You can talk about sightseeing, shopping, food and drink, your hotel, etc.

WRITING BANK > PAGE 158

4b Individually, write your postcard and then 'send' it to your partner.

Grammar reference

Past simple of to be		Past simple of can	
FORM		FORM	
Affirmative	I/He/She/It was in Scotland last year. You/We/They were in Scotland last year.	Affirmative	I/You/He/She/It/We/they could + verb He <i>could</i> swim when he was five.
Negative	I/He/She/It wasn't (was not) in Brazil last year. You/We/They weren't (were not) in Brazil last year.	Negative	I/You/He/She/It/We/They couldn't (could not) + verb She <i>couldn't</i> ski when she was five.
Question	Was I/he/she/it in Italy last year? Were you/we/they in Italy last year?	Question	Could I/you/he/she/it/we/they + verb? <i>Could they speak French?</i>
Short answers	Yes, I/he/she/it was . / No, I/he/she/it wasn't . Yes, you/we/they were . / No, you/we/they weren't .	Short answers	Yes, I/he/she/it/we/they could . No, I/he/she/it/we/they couldn't . Yes, they <i>could!</i> No, he <i>couldn't</i> .
USE		USE	
		After could/couldn't we use the infinitive form of the verb without to. <i>She could use a computer.</i> <i>We couldn't write.</i>	

Past simple affirmative: regular and irregular verbs	
FORM	
Affirmative	I/You/He/She/It/We/They visited India. I/You/He/She/It/We/They went to India.
SPELLING	
Spelling of regular past simple forms.	
<ul style="list-style-type: none"> Most verbs add -ed. <i>walk – walked, want – wanted, need – needed</i> Verbs that end in -e add -d. <i>decide – decided, phone – phoned, arrive – arrived</i> Verbs that end in a consonant + y take away -y and add -ied. <i>study – studied, cry – cried, try – tried</i> Verbs that end in one vowel + one consonant double the consonant and add -ed. <i>stop – stopped, chat – chatted, jog – jogged</i> 	
USE	
<ul style="list-style-type: none"> Many common verbs are irregular. See the list of irregular verbs on page 157. We use the past simple to describe finished actions or situations in the past. <i>I watched a film last night.</i> With the past simple we often use time expressions like <i>yesterday, yesterday morning/afternoon/evening, last night, the day before yesterday, two/three/four days/weeks/months/years ago, last week/month/year.</i> 	

Vocabulary

Countries/Nationalities	Argentina – Argentinian • Brazil – Brazilian • China – Chinese • Czech Republic – Czech Egypt – Egyptian • France – French • the UK/the United Kingdom – British • Greece – Greek • Ireland – Irish Italy – Italian • Japan – Japanese • Mexico – Mexican • Peru – Peruvian • Poland – Polish • Russia – Russian Scotland – Scottish • Slovakia – Slovakian • Spain – Spanish • Switzerland – Swiss • Turkey – Turkish Ukraine – Ukrainian • the US/the United States – American
Words connected with tourism	book (v) • guidebook • luggage • package holiday • passport • sightseeing souvenir • tickets • travel agency • trip/excursion
Transport	bike • boat • bus • car • coach • helicopter • lorry • moped • motorbike • plane • ship • taxi train • tram • underground • van
Other words and phrases	➤ page 148

Grammar revision

Past simple of to be and can

/ 7 points

- 1 Complete the sentences with was, were, wasn't, weren't, could, or couldn't.**
- Mozart very famous because he play the piano at the age of five.
 - Shakespeare American. He English.
 - We vote in the general election last year because we only 15 years old.
 - Nefertiti and Cleopatra Indian.

Past simple affirmative – regular verbs

/ 6 points

- 2 Complete the sentences with the past simple form of the verbs in brackets.**
- Last night, I (walk) home with my friends.
 - My brother (study) German last year.
 - My father (stop) driving to work two years ago.
 - Last summer, we (want) to go to Scotland for our holidays.
 - Last night, I (decide) to go to bed early.
 - My mum (hate) the film on TV last night.

Past simple affirmative – irregular verbs

/ 7 points

3 Change the sentences from the present simple to the past simple.

- She sees her grandparents at the weekend.
She saw her grandparents at the weekend.
- He buys CDs and books.
- I take a pen to the class.
- We do a lot of sport on Friday.
- Mrs Jones teaches maths.
- My friend comes to school by bus.
- My dad catches the train to work.
- They get back home late on Saturday.

Vocabulary revision

COUNTRIES AND NATIONALITIES

/ 7 points

1 Complete the table.

Country	Nationality
Poland	1
Egypt	2
3	Greek
4	Turkish
Scotland	5
6	Swiss
China	7

TRANSPORT

/ 6 points

3 Complete the words for transport with vowels.

- l...r...y
- t...m
- v...n
- m...p...d
- ...nd...rgr...nd
- c...ch

WORDS CONNECTED WITH TOURISM

/ 7 points

2 Complete the sentences with the words in the box.

book • guidebook • luggage • package holiday
sightseeing • travel agency • trip

- Pass me the I want to read about the monument we visited this morning.
- Is this all your – just these two bags?
- I love When I went to New York, I saw the Statue of Liberty, Times Square, the Empire State Building ...
- I'd like to a room in this hotel for next Saturday.
- I went to the to ask the price of a holiday in Ireland.
- When I was 12, we went on a to Oxford, just for the day.
- I don't want to go on a I want to explore and find my own place to stay when I arrive there.

Reading

▶ TIP FOR READING EXAMS

In multiple-choice activities, remember ... Always answer all the questions. You do not lose marks for incorrect answers.

▶ EXAM SUCCESS page 152

1a Look at this photo of a sport called 'underwater rugby'. Work with a partner. What two things would you like to know about this sport? Look at the examples. Then write two more questions.

Is it difficult to play?

How many people are there in a team?

1b READING Read the text. Does it answer your two questions?



'Underwater rugby' is an unusual sport. People usually think that it's similar to rugby. It isn't. You play underwater, so you have to be able to swim well to play.

The game has two halves. Each half is 15 minutes. In the middle, the game stops and the players have a break for four minutes. There are two teams. One team usually wears white and the other team wears blue or black. This is to make it easy to see who is on your team and who isn't. Each team has 11 players. But your team can't have 11 players in the water at the same time. Only six people from each team can be in the water. It's very difficult to swim fast under water for a long time. So the other five players are substitutes: they go in and play when the other players get tired. Men and women can play in the same team.

There are two goals, one at each end of the swimming pool. They are like the baskets in basketball but they are on the bottom of the pool. To score a goal, you must put the ball in the basket. The ball has got salt water inside it. This makes the ball go down in the water, not up. The players mustn't take the ball out of the water. You mustn't attack another player. If you do, you have to be out of the water for two minutes and your team must play with only five people, not six.

2 Read the text again. Choose the best answers.

- 1 To play 'underwater rugby', it's important to be good at ...
 - a swimming.
 - b rugby.
 - c unusual sports.
- 2 The game lasts for ...
 - a 15 minutes.
 - b 30 minutes.
 - c 34 minutes.
- 3 You can easily see the different teams because ...
 - a one team has men, the other has women.
 - b they have very different colours.
 - c one team has to swim fast, but the other doesn't.
- 4 In a game of 'underwater rugby' there are usually ... players in the water in total.
 - a six
 - b eleven
 - c twelve
- 5 Which of these things is *not* bad?
 - a putting the ball in the air
 - b putting the ball in the basket
 - c playing with five people in your team

3 SPEAKING What about you?

Would you like to play underwater rugby? Why/Why not?

Speaking

▶ TIP FOR SPEAKING EXAMS

In activities where you have to talk about past events, remember ...

Prepare by learning as many regular and irregular past forms as possible. Learn and use words and expressions of time (*yesterday, two years ago, last night, etc.*) to explain when things happened.

▶ EXAM SUCCESS page 152

4 Work with a partner. What are the past forms of these verbs? Some are regular, some are irregular.

be • buy • eat • get • go • hate • have • like
love • make • read • see • speak • stay • take
understand • visit • walk • want

5 SPEAKING Work with a partner. Look at the situation below and role-play the dialogue. When you finish, change roles.

Talk about a trip that you went on and really loved or really hated. Include this information:

- where you went
- when you went
- who you went with
- what you did and saw
- what was good or bad, and why

Listening

TIP FOR LISTENING EXAMS

In *True/False/Not Mentioned* activities, remember ...
Read the statements before you listen. They can give you an idea of what you are listening for.

▶ EXAM SUCCESS page 152



- 6** Look at this photo of Paris. Work with a partner and make a list of things you think you can do on holiday in Paris.

*visit the Eiffel Tower
go on the river in a boat*

- 7** **LISTENING** ▶ 49 Listen to a girl talking about a trip to Paris. Are these sentences True (T), False (F) or is the information Not Mentioned (NM)?

- | | | |
|---|--|--------|
| 1 | Katie went to Paris with her family. | T/F/NM |
| 2 | Katie didn't like travelling by boat. | T/F/NM |
| 3 | Katie couldn't speak a word of French the first time she went. | T/F/NM |
| 4 | Katie bought some <i>Asterix</i> comics. | T/F/NM |
| 5 | Katie's friend wasn't happy eating fast food. | T/F/NM |
| 6 | Katie saw an adventure film on her trip. | T/F/NM |
| 7 | It was impossible for Katie to understand the film she saw. | T/F/NM |

Speaking

TIP FOR SPEAKING EXAMS

In information role-plays, remember ...
You have to communicate specific information.
You cannot just say what you like.

▶ EXAM SUCCESS page 152

- 8** Work with a partner and follow the instructions.

Student A: You want information about swimming lessons. Ask your partner for this information:

- where? ■ how much? ■ day? ■ time?
- need to bring anything?

Student B: You work at the swimming pool. Look at the information about swimming lessons on page 155 and answer your partner's questions.

- 9** Now change roles and act out the dialogue again.



'CAN DO' PROGRESS CHECK UNITS 3-4

CEF

- 1** How well can you do these things in English now? Give yourself a mark from 1 to 4.

- 1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

- | | | |
|---|---|--------------------------|
| a | I can talk about abilities and obligations using <i>can</i> , <i>must</i> , <i>have to</i> , etc. | <input type="checkbox"/> |
| b | I can name different parts of the body and physical activities. | <input type="checkbox"/> |
| c | I can understand simple written and spoken texts about sports. | <input type="checkbox"/> |
| d | I can ask for and give information about sports classes. | <input type="checkbox"/> |
| e | I can write short announcements. | <input type="checkbox"/> |
| f | I can talk about the past using the past simple affirmative. | <input type="checkbox"/> |
| g | I can name different countries and nationalities. | <input type="checkbox"/> |
| h | I can understand written and spoken texts about travel and tourism. | <input type="checkbox"/> |
| i | I can talk about a holiday. | <input type="checkbox"/> |
| j | I can write a postcard. | <input type="checkbox"/> |

- 2** Now decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises.
▶ WORKBOOK Units 3 and 4
- 3 Ask for help.
- 4 Other: