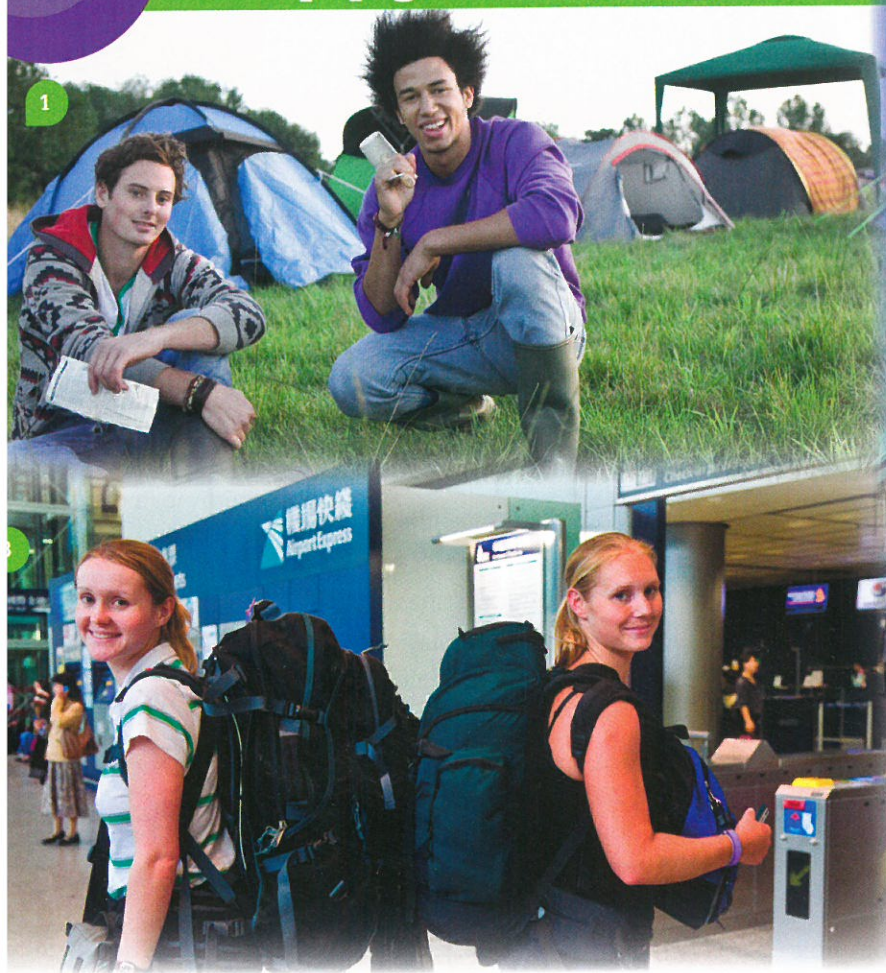


3 Happy holidays?



Starting off

1 Work in pairs. Complete the table below by writing the words and phrases from the box in the most appropriate column.

camping holiday at a campsite walking and climbing
at a luxury hotel a beach holiday on a cruise ship
meeting new people sunbathing a sightseeing tour
relaxing a cruise at a youth hostel backpacking
visiting monuments in the city centre at the seaside
seeing new places

types of holiday	holiday locations and places to stay	holiday activities

2 Now look at the photos and answer these questions using words and phrases from the table.

- What type of holiday does each photo show?
- What do people do on these types of holiday?
- Why do people choose these types of holiday?
- Which types of holiday would you enjoy most? Which would you enjoy least? Why?

Listening | Part 3

Exam information

In Listening Part 3, you:

- listen to five different speakers talking about a related subject. You must match each speaker with one of eight statements A–H. There are three extra statements you don't need.
- hear each speaker twice.

This part tests your ability to understand a variety of things, including the general idea being expressed, details, attitudes, opinions or purpose.

1 You are going to hear five people talking about the holiday they took last year. Before you listen, underline the main idea in each statement A–H.

- A I didn't enjoy it much at first.
B I didn't mind the discomfort.
C I got to know lots of people.
D I'd done something similar before.
E I wanted a low-cost holiday.
F I didn't do much during the day.
G I wasn't in as much danger as some people imagined.
H I went on the trip as a break from my parents.

2 **09** Now listen and, for questions 1–5, choose from the list (A–H) in Exercise 1 what each speaker says about their holiday. Use the letters only once. There are three extra letters which you do not need to use.

Francesca	<input type="text"/>	1
Mike	<input type="text"/>	2
Sally	<input type="text"/>	3
Paul	<input type="text"/>	4
Katie	<input type="text"/>	5

3 Work in groups.

What do you like about holidays with your:

- family?
- friends?



Grammar

Past simple, past continuous and *used to*

1 **09** Complete these extracts from Listening Part 3 by writing the verbs in brackets in the correct form in the gaps. Then listen again to check your answers.

- ... on family holidays we always (1) (go) to the same campsite and lie on the same beach ...
- My dad (2) (be) a climber when he (3) (be) younger ...
- Still, there was an upside because while we (4) (go) round yet another museum, I (5) (get) to meet this Polish girl called Jolanta.
- ... so we just (6) (dump) our parents and (7) (go) off for the day together. We (8) (have) a really great time ...
- ... we (9) (stay) in youth hostels, which saved us a bit of money. There were lots of other people like us from all over the world who (10) (do) the same sort of thing.

→ page 179 Language reference: Verb tenses – past simple, past continuous and *used to*

2 Circle the correct form of the verb in *italics* in each of these sentences.

- When he *walked* / *was walking* home, he found a wallet with a huge amount of money in it!
- When I was at primary school, I *was doing* / *used to do* about one hour's homework a day.
- As soon as Mandy *was getting* / *got* Simon's text, she *was jumping* / *jumped* on her bike and *was riding* / *rode* round to his house to speak to him.
- When I was younger, we *used to spend* / *were spending* our holidays in my grandparents' village.
- Luckily, we *walked* / *were walking* past a shopping centre when the storm *began* / *was beginning*.
- My mum *used to visit* / *was visiting* lots of exotic places when she *was* / *was being* a tour guide.

3 **09** Candidates often make spelling mistakes when adding *-ed* to past tense verbs. Add *-ed* to each of these words.

develop enjoy happen mention occur open
plan prefer stop study travel try

→ page 176 Language reference: Spelling

Vocabulary

travel, journey, trip and way

- 1 Candidates often confuse the following nouns: *travel, journey, trip* and *way*. Look at these sentences from the recording script in Listening Part 3 and complete the extract below by writing *travel, journey, trip* or *way* in the gaps.

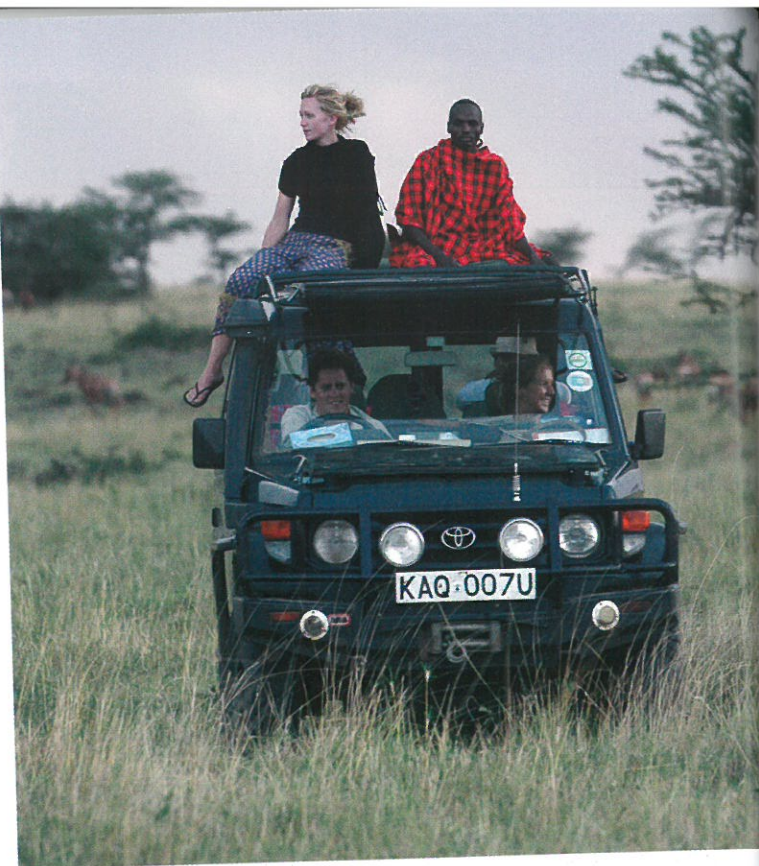
- I went on one of those **journeys** overland to Kenya ...
- ... we made a **trip** to the beach, which was only about 20 minutes away by bus.
- We were on our **way** back down the mountain when we got caught in this really big storm.
- I really like that sort of mixing of cultures – it's one of the best things about foreign **travel** ...

travel, journey, trip or way?

- A (1) is a journey in which you visit a place for a short time and come back again.
- '(2) ' refers only to the route that you take to get from one place to another.
- The noun '(3) ' is a general word which means the activity of travelling.
- Use '(4) ' to talk about when you travel from one place to another.

- 2 Circle the correct word in *italics* in each of these sentences.

- 1 She met plenty of interesting people during her weekend *travel* / *trip* to Montreal.
- 2 We stopped at the supermarket on the *way* / *trip* to the beach to pick up some cold drinks.
- 3 My mum and dad have booked a *journey* / *trip* to Greece for our holidays this August.
- 4 My mum is away on a business *journey* / *trip*, so the house is really quiet at the moment.
- 5 People spend far more on foreign *travel* / *journeys* than they did 50 years ago.
- 6 The *travel* / *journey* to my village will take about three hours.
- 7 'Have a good *travel* / *trip* to Budapest!' 'Thanks! See you next week when I get back!'
- 8 You can't get to school by bicycle if the *journey* / *way* is too long – over 30 kilometres, for example.
- 9 Excuse me, I'm a bit lost. Can you tell me the best *journey* / *way* to the bus station?



- 3 Complete each of the sentences by writing an adjective from the box. In some cases, more than one answer may be possible.

a(n) homeward/outward/hard/dangerous journey
a business/sightseeing/shopping/day/forthcoming/
round trip
a(n) outward/pleasant/successful/safe/extended/
overnight journey/trip

- 1 I hope you have a(n) journey.
- 2 I'm going on a(n) trip to Zurich, so I won't be back till tomorrow.
- 3 The journey wasn't nearly as hard as the homeward one.
- 4 They've gone on a(n) trip, so I guess they'll come home with lots of new clothes.
- 5 What are you going to do on your trip to New York? Is it for business or pleasure?
- 6 Have a(n) journey and don't drive too fast!

- 4 Work in groups. Imagine you are planning a trip together this weekend. Decide:

- where to go
- how to get there
- what to do when you arrive.

Reading and Use of English | Part 3

- 1 Form adjectives from these nouns and verbs by adding a suffix.

	noun (n) or verb (v)	adjective
1	nature (n)	natural
2	adventure (n)	
3	friend (n)	
4	memory (n)	
5	mystery (n)	
6	risk (n + v)	
7	crowd (n + v)	
8	thrill (n + v)	
9	doubt (n + v)	
10	success (n)	
11	remark (n + v)	
12	access (n + v)	

- page 181 Language reference: Word formation – adding suffixes

- 2 Form adjectives from the nouns and verbs in the box. In some cases, more than one answer may be possible. When you have finished, use your dictionary to check your answers.

artist caution colour educate emotion energy mass
predict reason respond storm thought wealth

Exam information

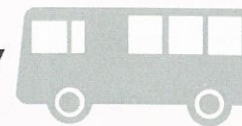
In Reading and Use of English Part 3, you read a text of 150–160 words with eight gaps and one example (0). You write the correct form of the word given in **CAPITALS** at the end of the line in each gap.

This part tests your knowledge of vocabulary and your ability to form words by adding prefixes and suffixes and making other changes.

In the test, the words will be a mix of nouns, adjectives, adverbs and verbs.

- 3 Read the text on the right. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line. When you have finished, use your dictionary to check your answers.

A bus journey



Tasha climbed onto a (0) *crowded* bus which was going to take her to a nearby village. The wooden seats looked quite (1) , so she decided to stand, even though a (2) passenger offered her a seat. As the bus moved through the countryside, it filled with women dressed in bright, (3) clothes on their way to market to do their weekly shopping. 'This is an (4) experience,' thought Tasha, who was beginning to feel (5) about her journey.

More passengers climbed aboard laughing and chatting, and the noise became (6) Gradually, the bus grew hotter and Tasha began to feel a little (7) that she might not get to the door when the bus reached her stop. Fortunately, though, a (8) passenger saw her problem and shouted to the other passengers to let her pass and suddenly everyone made room for her to get off.

CROWD

COMFORT

THOUGHT

COLOUR

FORGET

OPTIMIST

CONSIDER

ANXIETY

SYMPATHY



- 4 Work in groups. What things make you nervous or anxious when you're travelling?


Grammar

at, in or on in time phrases

- 1 Complete these sentences from Listening Part 3 by writing *at*, *in* or *on* in the gaps.

- We got up late the morning or even the afternoon ...
- Except of course days when it was cloudy.
- But night, we were down at the clubs, partying to the small hours, getting back to the hotel two or three in the morning.
- I went off with a couple of my friends March.

→ page 172 Language reference: Prepositions – *at*, *in* and *on* in time expressions

- 2  Candidates often make mistakes with *at*, *in* and *on* in time phrases. Some of these sentences are correct. Find and correct the mistakes.

- I would like to travel on July because it is the perfect time to go to the camp.
- In the weekends, he only stays at home on Sunday on the afternoon, because in the mornings he goes to see football games.
- At weekends, everything opens in 11.00 a.m.
- I would advise you to come in summer because the weather is great and there are many islands with great beaches.
- She graduated from Cambridge University at 2008.
- So I prefer shopping on weekdays unless I am busy or have an appointment.
- The traffic makes us nervous, particularly in certain times of the day when the roads are busy.
- We used to go to the beach at the morning in a normal day, and clubbing every night.

Reading and Use of English | Part 7

Exam information

In Reading and Use of English Part 7, you will read either one long text divided into four to six sections, or four to six separate short texts. The total length will be 500–600 words. There are ten questions which you must match with the different texts or sections.

This part tests your ability to understand specific information, detail and opinion.

- Work in groups. You are going to read about four people's nightmare holidays. Before you read, discuss what things sometimes spoil people's holidays.
- Read questions 1–10 carefully and underline the key words in each question.

Which person

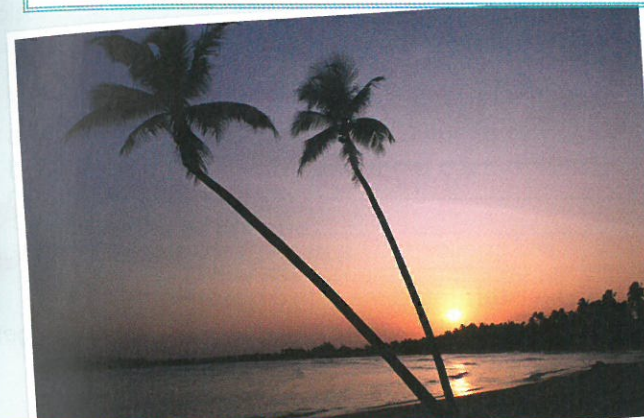
- had to hide from danger?
- found an employee intimidating?
- was not pleased to spend so long somewhere?
- had visited the country on a previous occasion?
- worried about how strong something was?
- missed speaking to people?
- had a painful experience?
- travelled with an ex-criminal?
- was unaware of the danger in what they were doing?
- realised the holiday might be a mistake before arriving?

- For questions 1–10, choose from the people (A–D). Each person may be chosen more than once.
- Work in groups. Which of the holidays sounds the worst to you? Take turns to tell each other about a memorable holiday you have had. Then decide which of you had the most interesting holiday.

My nightmare holiday!

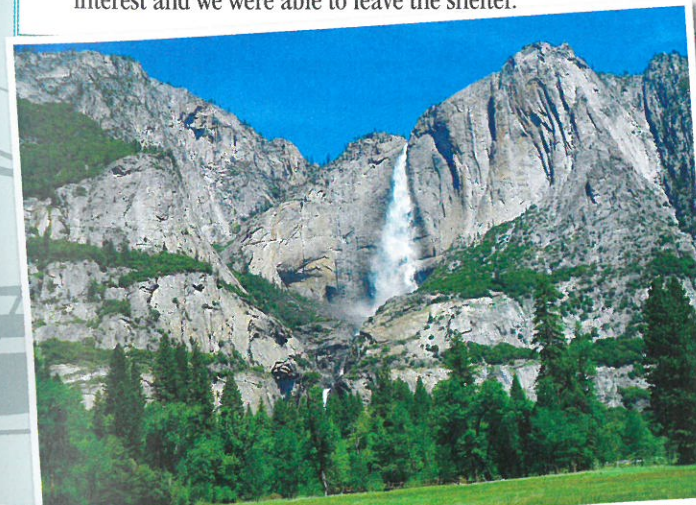
A Pauline Vernon – Malaysia

My dad was teaching in Kota Bharu, Malaysia. When my mum and I flew out to visit him for three weeks, he had already organised our stay in great detail. On our first evening we had a party on the beach. It was an idyllic scene: a beautiful empty beach, palm trees, white sand, the warm gentle waters of the South China Sea. I swam in the shallow water thinking "this is the life", when a jellyfish swam between my legs. The sting, on both legs, was agony, and it was only then I discovered that two people had died from jellyfish stings that year and until that point, no one had bothered to mention the sea-snakes, for whose bite there is no cure. I now understood why the beach was deserted.



B Sandy Henderson – the USA

I was on a camping holiday in Yosemite National Park in California with a friend, when I awoke to the sound of screaming. I looked out of my tent and saw my friend trying to get out of his sleeping bag, with a giant black bear rearing up behind him. Quite possibly the quickest I've ever got out of bed, I scrambled up and we both sprinted in no particular direction. By pure chance, we'd passed a small cabin a little way back on the trail and we made a dash for that, jumped inside and locked the door. Seconds later, the bear was scraping at the door as we cowered inside, afraid that the whole thing might fall off. After quite a long time, the bear lost interest and we were able to leave the shelter.



C Cat O'Donovan – the USA

Twenty-three hours into an epic bus trip across the States, I began to wonder what I had let myself in for. I was at Denver bus station, sitting on my backpack, drinking coffee. Before boarding the first bus in LA, I had been filled with romantic ideas of friendship among the passengers and fascinating stops, as well as spectacular scenery. After the guy next to me had finished talking about his time in jail, I realised my expectations were a bit off. After all, I was 17 and travelling alone.

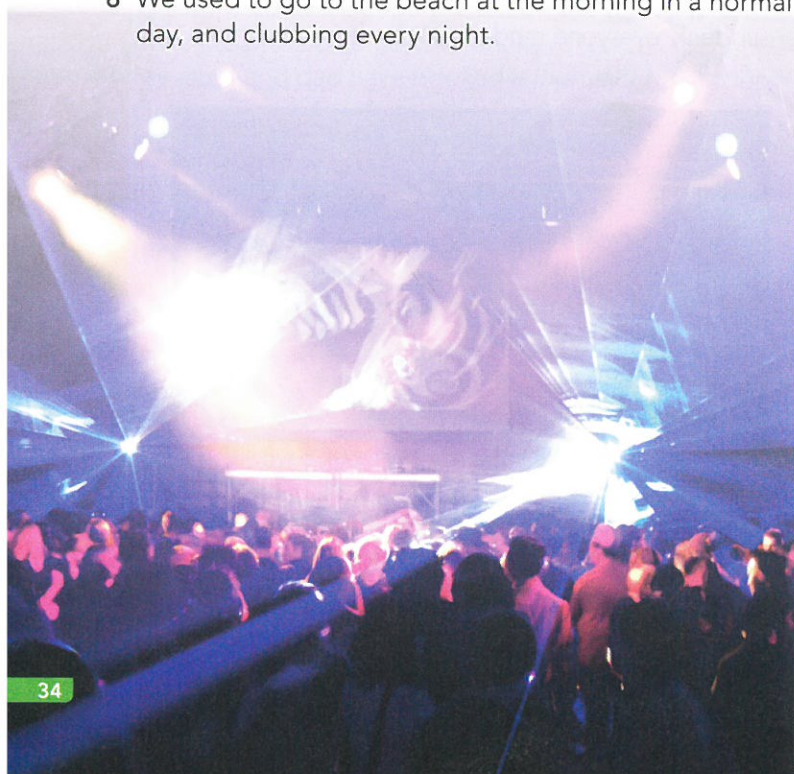
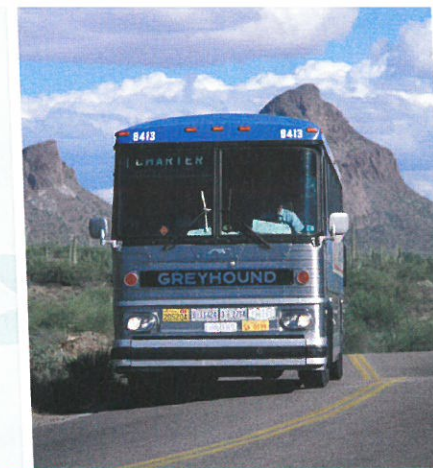
I had no idea when the next bus was, so I went up to the counter to ask. One unfriendly staff member was so large I feared she had eaten several passengers, so I waited until her colleague was free. "Three-and-a-half hours," she said. I groaned. Would I ever reach New York? I sat back down to drink my coffee.

D Graham Whitely – Nepal

It was not my first walking holiday to Nepal, but for some reason I no longer remember, I decided to go several weeks before the walking season actually began. There were no other walkers on the flight to Kathmandu, which suggested I might not have made the best decision. Walking to my empty hotel through rainy streets on the first night, I tried not to think what conditions would be like at higher altitudes.

Next day I flew to Tumlingtar to start walking up the remote, rarely visited Arun valley. As I climbed, the bushes on either side of the path were covered in ice and the weather was constantly cloudy. The lodges where I stayed were run by people who spoke no English, and the only meal available was boiled rice with lentil soup.

Each day required at least eight hours of unpleasant solitary walking, longing for a conversation with someone. During all the long walk towards Kathmandu, it continued cloudy and I never even saw a mountain.



Grammar

Past perfect simple and continuous

- 1 Look at this sentence from Reading and Use of English Part 7 (A Pauline Vernon) and answer the questions below.

When my mum and I flew out to visit him for three weeks, he had already organised our stay in great detail.

- Which of these actions happened first?
A He had organised their stay.
B They flew out to visit him.
- Which verb form is used to indicate that something happened before something else in the past?
- Compare the sentence above with the one below. What does the sentence below suggest about when the stay was organised?
When my mother and I flew out to visit him for three weeks, he organised our stay in great detail.

→ page 179 Language reference: Verb tenses – past perfect simple

- 2 Work in pairs. Find six other examples of the past perfect (*had been / had done*) in Reading and Use of English Part 7. Why is the past perfect used in each case, i.e. what is the event or situation in the past simple? e.g. *A Pauline Vernon: I discovered that two people had died from jellyfish stings that year – i.e. I discovered (this).*

- 3 Complete these sentences by writing the verb in brackets in the correct form (past simple or past perfect) in the gaps.

- We were feeling hungry although we (eat) lunch only an hour before.
- I didn't know my way around the city because I (never be) there before.
- The party, which our hosts (organise) before we arrived, was one of the most enjoyable parts of our trip.
- When I (arrive) in Nairobi, I wasn't allowed into the country because I (lose) my passport.
- I (recognise) her from the photograph, although I (never speak) to her before.
- He helped to raise money to repair homes which the hurricane (damage).

- 4 Look at sentences A and B below.

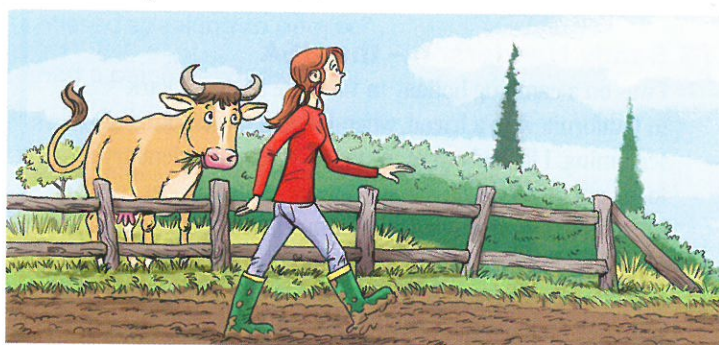
- Which sentence focuses on the length of time spent travelling?
- Is the underlined verb in the past perfect simple or past perfect continuous?

- A Paul was tired because he'd been travelling all day.
B Paul went to the information office because he'd never travelled in the region before.

→ page 179 Language reference: Verb tenses – past perfect continuous

- 5 Complete these sentences by writing the verb in brackets in the correct form (past perfect simple or continuous) in the gaps.

- The storm damaged the house where she (live) since she left school.
- We (walk) up the mountain for about three hours when suddenly it (begin) to rain.
- I (already finish) the work when she (offer) to help me.
- I (only speak) for 30 seconds when he interrupted me with a question.
- I was tired and dirty when I (get) home because I (walk) in the country all afternoon.



- 6 Candidates often make mistakes with the past perfect simple and continuous. Correct the mistakes in these sentences.

- I couldn't believe he have done such a thing.
- I was hungry when I arrived because I didn't have anything to eat all day.
- He didn't go to London before and he found it really exciting.
- On one of my birthdays, my father had bought me a bicycle because I always wanted one.
- She was 19 years old and she just finished school two weeks earlier.
- I was tired because I have been cleaning the house the whole day.

Speaking | Part 3

Exam information

In Speaking Part 3:

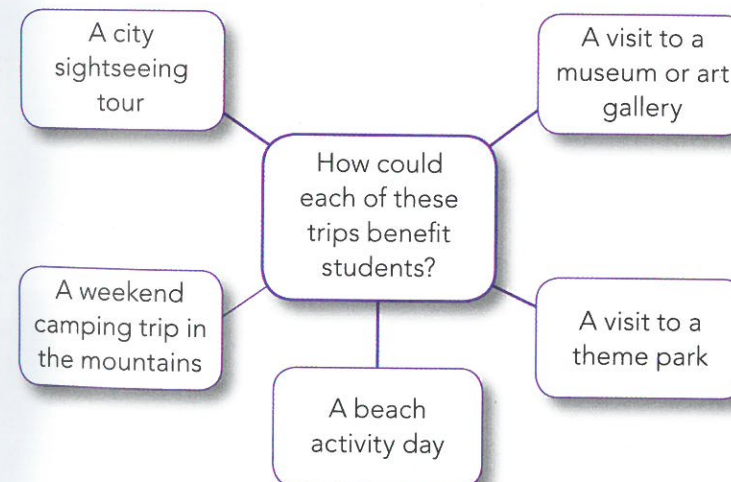
- you and the other candidate must discuss a situation or problem together and reach a decision.
- the examiner gives you a page with a task consisting of a question and five different word prompts.
- you have 15 seconds to read and think about the task and then you have two minutes to discuss your ideas.
- the examiner then asks you another question (which is not written down) so that you can summarise your thoughts. You will have one minute to do this.

This part tests your ability to interact by exchanging ideas, discussing opinions, suggesting, agreeing, disagreeing, etc.

- 1 Work in pairs. Read the examiner's instructions and look at the task. Which phrases in the box below could you use to talk about each option?



I'd like you to imagine that your college has won first prize in a competition – a trip for all the students. Here are some ideas for trips that students could do and a question for you to discuss. Talk to each other about how these different trips could benefit the students.



become more self-confident become more independent
learn to work in a team cope in another language
be educational make a change from their everyday lives
get a real thrill have new experiences
appreciate other cultures learn teamwork
tough conditions get away from their daily routine

- 2 Listen to two candidates, Miguel and Antonia, beginning this task. What benefits do they mention for three of the options?



- 3 In Speaking Part 3, it's important for candidates to react to each other's ideas and suggestions. You can do this by asking each other questions. Complete the students' questions below by writing a word or phrase from the box in the gaps. Then listen again to check your answers.


about that don't you shall think this one what about

- we start with ?
- How do you a sightseeing tour of a city might be good for students?
- this sort of activity holiday in the mountains?
- Yes, and they learn to be more independent because they're away from home and their families, think?
- And the beach activity day: what ?

4 Pronunciation: intonation (1)

You can indicate that you have finished speaking, or that you have more to say by making your voice rise or fall. This is called **intonation**. A **falling intonation** shows that you have finished speaking, while a **rising intonation** often indicates that you still have more to say.

The speaker's voice falls or rises most on words which are stressed.

- 1  **11** Listen to these extracts from the conversation. Decide if the speaker's voice rises or falls on the underlined words.

- How do you think a sightseeing tour might be good for students?
- I think you can learn a lot about architecture and history and things like that.
- Yes, and also you can visit somewhere very different and learn about other cultures.
- What about this sort of activity holiday in the mountains?
- I think it can give young people exciting experiences and adventures, things they don't get in their everyday lives.

- 2 Work in pairs. Take turns to read sentences 1–5 aloud.

- 3 Write two sentences of your own, explaining the benefits of two of the options in the speaking task. Decide which words you should stress and whether your voice should rise or fall on the stressed words. When you are ready, work in pairs and

- take turns to read your sentences aloud
- react to what your partner says with your own ideas.

- 5 Work in pairs. Do the first part of the task yourselves.

- Ask each other the questions from (Speaking) Exercise 3.
- Talk about each of the options from the speaking task in turn. Take two minutes to do this.
- Try to use the words and phrases from the box in (Speaking) Exercise 1.

- 6 Work in pairs. Look at the examiner's instruction for the second part of the task and the list of strategies (1–6) which follow. Then:


- decide together which strategies would be good for this part of the task. Write Y (yes) or N (no) next to each strategy
- give reasons for your answers.



Now you have a minute to decide which trip the school should choose.



- Talk about each of the options in turn again.
- Suggest which option you would choose, say why, and ask your partner if he/she agrees.
- Agree with the first option your partner suggests.
- Disagree with the first option your partner suggests, say why you disagree, then suggest another option and say why.
- Agree with the first option your partner suggests, but then suggest an alternative and say why.
- Disagree with everything your partner says in order to make the discussion longer.

- 7  **12** Listen to two pairs of candidates, Miguel and Antonia, and Irene and Nikolai, doing this part of the task. Which of the strategies from Exercise 6 (1–6) does each speaker use?

- Miguel: Antonia:
- Irene: Nikolai:

- 8 Match each of these phrases (1–7) with their function (a–e). Some functions can be matched with more than one phrase.

- In my opinion, the best choice is ... because ...
- I think we should choose ... because ...
- What do you think?
- Yes, I think you're right, but ... because ...
- You might be right, but I think we should also consider ... because ...
- I think ... is a better option because ...
- I think your suggestion would be fine if ... , but ...

- a suggest an option and say why
- b ask your partner if they agree
- c disagree with a suggestion and say why
- d suggest a different option
- e agree with a suggestion, but suggest a different option and say why

- 9 Now work in pairs and do the second part of the task using phrases from Exercise 8.

 page 197 Speaking reference: Speaking Part 3

Writing | Part 2 A report

- 1 A report is a factual description of events or a situation. Read this writing task and underline the things you must deal with in your report.

You recently made a one-day excursion with your class to a local place of interest. Now the director of your college has asked you to write a report about it for senior teachers to read. You should explain what you did **and** say why you think the day was a success.

Write your report.

- 2 Work in pairs. Discuss these questions about the writing task above, then decide which ideas you would like to include in your answer.

- Where did you go, and what was the purpose of the excursion? (You may have to invent these details. These could be a visit to a theatre, museum, a day in the country, a visit to a sporting event, or something else.)
- When did you go, and what did you do and/or see?
- What reasons can you think of to explain why the day was a success?

- 3 Sandra is studying English near London. Read the report she wrote on the right and circle the correct form of the verb in *italics*.

- 4 Read the report again and answer these questions.

- Does the report have a title?
- How many sections does the report have? How do we know what each section is about?
- How many purposes of the excursion does Sandra mention?
- What reasons does Sandra give for the day being a success?

- 5 Work in pairs. Write a plan for the writing task in Exercise 1. Decide:

- what title you will give the report
- how many sections you need
- what section headings you want to use
- what each section will contain.

- 6 Write your report using the report in Exercise 3 as a model. You should write between 140 and 190 words.

Excursion to London

Purposes of trip

On 2nd April, our class (1) took / was taking a break from normal lessons and (2) has gone / went on a day trip to London. The purpose of our visit (3) was / had been to ride on the London Eye in the morning and then do a tour of the Globe Theatre, which (4) was being / had been Shakespeare's theatre, in the afternoon.

What we did

We (5) rode / were riding for about half an hour on the London Eye, which is a giant wheel. Fortunately, the weather was good, so we (6) were / have been able to see views across the whole of London. After lunch and a walk along the South Bank, we (7) took / have taken a guided tour of Shakespeare's Globe Theatre, where the guide explained how the theatre (8) was operating / had operated in Shakespeare's time and how the theatre works nowadays.

Comments

The excursion (9) was / has been excellent because the two activities (10) were / had been extremely interesting and very different, so everyone (11) enjoyed / had enjoyed something. Also, we (12) learned / have learned a lot. The day was well planned, and we (13) had / have had plenty of opportunities to practise our English outside the classroom, which I think the class (14) found / was finding very motivating.

Exam information

When writing a report for Writing Part 2:

- you should give it a title.
- you can divide it into sections and give each section a heading (the first and last sections could be Introduction and Conclusion).
- make suggestions and recommendations (if required by the task).
- make sure that you answer all parts of the task.

This writing question tests your ability to organise and express information and make recommendations or suggestions.

 page 191 Writing reference: Writing Part 2 Reports

