

Travel and transport

I can talk about travel and transport.

Unit map

Vocabulary

Forms of transport

Travel: places

Collocations: verb + noun

Units of measurement

Holiday activities

Holiday accommodation

Word Skills

Verb patterns

Grammar

Third conditional

Particle clauses

Listening Travel solutions



Reading Miscalculations



Speaking Guided conversation



Writing A formal letter

Culture 9 Victorian explorers



Vocabulary Builder page 125

Grammar Builder and

Reference page 141



- 1 **VOCABULARY** Match photos A–F with six of the words below. Which would be the most exciting way to travel? Why?

Forms of transport aircraft cable car coach cruise ship ferry helicopter hot-air balloon hovercraft motorbike scooter tram underground yacht

- 2 Work in pairs. Check the meaning of all the words in exercise 1. In two minutes, how many more forms of transport can you think of?

boat, van, ...

- 3 Complete the travel facts with forms of transport from exercise 1. Check your answers with your partner.

- 1 A 'drone' is an unmanned _____.
- 2 In 1783, the Montgolfier brothers made the first manned flight in a _____.
- 3 The *Titanic* is the famous _____ that sank in the North Atlantic in 1912.
- 4 The first _____ line was opened beneath the streets of London in 1863.
- 5 A _____ can travel on land, water, mud, or ice.
- 6 The first _____ weren't electric. They were pulled by horses and appeared in New York in 1832.
- 7 The longest _____ in the world is 13.2 km long and carries people between the towns of Örtäsk and Mensträsk in Sweden.
- 8 In 1493, Leonardo da Vinci designed a machine that looked like a _____, but it was never built.

- 4 **SPEAKING** In pairs, discuss the forms of transport in exercise 1 and decide:

- 1 which would be a) the fastest, b) the cheapest and c) the most spectacular way to travel across a large city.
- 2 which would be a) the safest, b) the most environmentally friendly and c) the most comfortable way to travel across the sea to another country.

I think the fastest way to travel across a large city would be by scooter.

I agree. / I don't agree. I think travelling by underground would be faster.



- 5 **VOCABULARY** Check the meaning of the words below. Put them into the correct groups: a) sea travel, b) air travel, c) road travel and d) rail travel. Some can go in more than one group.

Travel: places airport arrivals hall buffet car bus stop cabin car park check-in desk coach bay coach station deck departure gate filling station harbour level crossing lost property office platform port service station sleeper taxi rank ticket barrier ticket office train station waiting room

► **Vocabulary Builder** Travel problems: page 125

- 6 **3.21** Listen to six dialogues. For each one, write:

- 1 what form(s) of transport is / are involved.
- 2 where the people are. Choose from the places in exercise 5.

RECYCLE! The passive

- 1 We form the passive with the verb *be* and the past participle of the verb.
This cruise ship was built ten years ago by Hyundai.
- 2 We use a passive infinitive after certain verbs. We use a passive base form (infinitive without to) after modal verbs.
The passengers needed to be rescued by the emergency services.
All passports must be shown at the departure gate.
- 3 When we want to say who or what performed the action in a passive sentence, we use *by*.

- 7 Read the **Recycle!** box. Complete the questions using the passive and the verb in brackets.

- 1 On which ferries _____ the return tickets _____? (*can / use*)
On which ferries can the return tickets ... ?
- 2 Why _____ the train _____? (*past simple / delay*)
- 3 Where _____ the jacket _____? (*past simple / leave*)
- 4 Where does the passenger want _____? (*passive infinitive / drop off*)
- 5 Why _____ the motorway _____? (*present perfect / close*)
- 6 Why _____ the passenger _____ to wait? (*past simple / ask*)

- 8 **3.21** Listen again and answer the questions in exercise 7. Write the answers.

- 9 **SPEAKING** Work in pairs. Choose one of the sets of instructions below and plan a role-play for it.

1

Student A: You want to travel to London by coach, coming back in two days. You need to find out about ticket prices, times and which bay the coach leaves from. Have a conversation with a clerk at the ticket office.

Student B: You are the clerk. Help the passenger.

2

Student A: You are at the airport, meeting a friend from a foreign country. Welcome him / her and ask about the journey. Offer to help with the luggage and say how you will take the visitor to your home.

Student B: You are visiting a friend abroad, and have arrived at the airport. Greet your friend, tell him / her about the journey and respond to his / her questions.

3

Student A: You have left something on a train. Go to the lost property office and describe the lost item, and say when and where you left it.

Student B: You are the clerk at the lost property office. Ask questions about the lost item and explain what you will do.

- 10 **SPEAKING** Act out your dialogue to the class.

Third conditional

I can talk about imaginary events in the past.

- 1 **SPEAKING** Describe the photo. What are the people discussing, do you think?



- Sally We were supposed to be there by five and it's 5.15 already. **If you'd remembered the satnav, we wouldn't have got lost.**
- Ben We aren't lost. I know where we are on the map. We're nearly there.
- Sally **If we'd left home on time, we'd have arrived by now.**
- Ben Well, that isn't my fault, is it? We'd have left on time if your mum hadn't phoned just as we were leaving.
- Sally Don't blame my mum! And we wasted so much time at the services. **If we'd made sandwiches (like I suggested), we wouldn't have had to stop for lunch.**
- Ben Look, we're here now, and only fifteen minutes late. That isn't so bad.

- 2 **3.22** Read and listen to the dialogue. Look at the highlighted sentences and answer the questions. Then find one more third conditional sentence in the dialogue.

- Did Ben remember the satnav?
- Did they leave home on time?
- Did they make sandwiches for the journey?

- 3 Look at the highlighted sentences in the dialogue and answer the questions below. Then read the **Learn this!** box and complete the examples.

- What tense is used in the *if* clause?
- What form is used in the main clause?
- How is *have* pronounced?

LEARN THIS! Third conditional

- a We form the third conditional with *if* + past perfect, *would have* + past participle.
If I had seen her, I would have offered her a lift.
- b As in all conditional sentences, the *if* clause can come before or after the main clause.
I would have come to meet you if you¹ _____ (phone).
- c We use the third conditional to talk about imaginary situations and to say how things could have been different in the past.
If you hadn't gone by taxi, you² _____ (not arrive) on time.
- d We often use it to express regret or criticism.
If you³ _____ (leave) earlier, you⁴ _____ (not be) late!

- 4 Write sentences and questions in the third conditional.

- Tom / take / a taxi // if / he / have / some cash on him
Tom would have taken a taxi if he'd had some cash on him.
- if / you / find / 80€ / on the way to school this morning // you / keep / it?
- if / I / know / it / be / your birthday // I / buy / you / a present
- if / we / walk / all the way home // we / be / exhausted
- if / I / not want / to work on this journey // I / not take / the train
- Jim / pass / his maths exam // if / he / work / harder?
- if / we / have / more time // we / can / change / some money at the airport
- what / you / do // you / oversleep / this morning?

LOOK OUT!

- !** In written English we do not usually contract the verb *have* in third conditional sentences. But in spoken English, we do, pronouncing it as /əv/.

Written form: *would have* *I'd have* *wouldn't have*
Pronounced as: *'would've* *'I'd've* *'wouldn't've*

- 5 **3.23** Read the **Look out!** box. Then read out the sentences in exercise 4 using contractions where appropriate. Listen and check.

- 6 Read the sentences about what actually happened. Then write sentences about how things might have been different. Use the third conditional.

- We turned left and we got lost.
If we hadn't turned left, we wouldn't have got lost.
- I didn't go by train because the ticket was so expensive.
- I didn't meet you at the airport because I didn't know when you were arriving.
- We stopped at the service station because we were nearly out of petrol.
- I wasn't late for the meeting because I took a taxi.
- I bought the tickets on the train because there wasn't a ticket office at the station.
- You missed your train because you didn't check the timetable.

- 7 Complete the sentences with true information. Use the third conditional.

- If I'd felt ill this morning, _____.
- If there hadn't been school last Friday, _____.
- If I'd felt hungry on the way home from school yesterday, _____.
- If I'd forgotten to do my homework at the weekend, _____.
- If I hadn't studied English in primary school, _____.
- If I'd been late for school this morning, _____.

- 8 **SPEAKING** Work in pairs. Ask and answer about the sentences in exercise 7.

What would you have done if you'd felt ill this morning?

I'd have ... / I wouldn't have ...

Travel solutions

I can identify the context of a conversation and its register.

- 1 Read the text. Find the name of the inventor and the invention.



As air travel becomes more and more popular, simply getting to the airport can be a challenging and unpleasant experience. You pay a fortune to park your car, then you have to walk for hours with heavy suitcases to arrive at the terminal. Well, a farmer from China called He Liang has come up with an idea which solves both problems: a suitcase that you can ride like a motorbike. He has called it the City Cab. It is powered by a battery and can travel up to 60 km at a speed of 20 km/h. And, of course, you don't need to find a car park for the City Cab – you just drive into the airport terminal and check it in!

Listening Strategy 1

It is sometimes difficult to catch names and proper nouns when you listen. However, you can use the words around them (including collocations) to work out what they are (a person, a place, etc.). For example, if you hear 'We stayed four nights at the Grand Plaza', the underlined words tell you that the Grand Plaza is a hotel.

- 2 **VOCABULARY** Read **Listening Strategy 1**. Match the verbs and nouns below to make travel-related collocations. Some verbs can go with more than one noun.

Collocations: verb + noun

Verbs board book check in check into hail hire miss reach stay at

Nouns a cab / taxi a car a destination a holiday a hotel luggage / bags a plane / flight a room a ship a train

to board a plane / a flight / a ship / a train

- 3 **3.24** Listen to six short extracts and answer the questions. Listen for verbs and nouns from exercise 2 to help you.

Who or what is ...

- | | |
|-------------------------|---------------------|
| 1 the Princess Ariadne? | 4 Martins & Cole? |
| 2 a tuk tuk? | 5 Damian Fairchild? |
| 3 Ely? | 6 Bellagio? |

Listening Strategy 2

Being aware of formal register can help you identify the context. Formal terms used in announcements include:

adjacent (to next to) due to (because of) prior to (before)
 beverages (drinks) to commence (to begin)
 to depart (to leave) to proceed to (to go to)
 to purchase (to buy) refreshments (food and drink)
 to terminate (to end)

- 4 **3.24** Read **Listening Strategy 2**. Then listen again. Which extracts (1–6) are formal? Which words from the strategy do they include?
- 5 **3.25** Listen to four extracts. For each question, circle the correct answers (a–c).
- What is the speaker's main purpose?
 - to offer the passengers a drink or snack
 - to warn the passengers against standing up
 - to inform the passengers that they will take off late
 - It is the speaker's opinion, not a fact, that
 - nobody told him about the delay at check-in.
 - staff in the airport knew the reason for the delay.
 - a number of passengers got cross when they saw how long they'd have to wait for the flight.
 - What happened to the woman at the airport?
 - She caused her plane to take off late.
 - Her plane took off late because a fellow traveller wasn't on board.
 - She was asleep when they called her flight.
 - Where is this announcement made?
 - on a train
 - in an airport
 - in an aeroplane
- 6 Make the phrases more formal by replacing the underlined words with words from the list below.
- ahead of schedule appreciate approaching
 approximately complimentary in due course
 inform refreshments regret remain request
- I am sorry to tell you that ...
 - I would ask that passengers stay seated ...
 - ... give you an update later ...
 - ... pass through the cabin with free food and drink.
 - ... we are getting near our destination.
 - ... we should be there about ten minutes early.
 - We understand that this is inconvenient ...
- 7 **3.26** Listen to the formal extracts from exercise 3 again. Check your answers to exercise 6.
- 8 **SPEAKING** Work in pairs. Tell your partner about a journey on which you experienced travel problems, for example a delay. What was the problem? How did it affect your journey?

Participle clauses

I can use participle clauses correctly.

- 1 SPEAKING** Work in pairs. Do you think space programmes, which cost millions, are a good way for governments to spend money? Give reasons.
- 2 SPEAKING** Read part 1 of the article. How would you have felt if you had been one of the Apollo 13 astronauts?

LEARN THIS! Participle clauses

- We use participle clauses to give more information about a noun. You can think of them as shortened relative clauses (defining or non-defining).
There were two men sitting on the bench. (= who were sitting on the bench)
- Participle clauses can begin with a present participle (-ing form). The participle replaces an active verb of any tense, including state verbs.
I saw a man wearing (= who was wearing) *a space suit.*
Students needing (= who need) *a lift should wait here.*
- Participle clauses can also begin with a past participle. The participle replaces a passive verb of any tense.
We lived in a large house, built (= which had been built) *in the 17th century.*

- Read the **Learn this!** box. Do the participle clauses in the examples replace defining or non-defining relative clauses?
- Rewrite the underlined participle clauses in part 1 of the article as relative clauses (defining or non-defining).
... which was launched from Florida on 11 April 1970.

Grammar Builder 9.2 page 142

- Read part 2 of the article. The Apollo 13 mission has been described as a 'successful failure'. Why?
- Rewrite the underlined clauses in part 2 as participle clauses.
 - ... fitted with its own oxygen tank ...
- Identify the relative clauses in these sentences. (Some contain more than one.) Rewrite them as participle clauses.
 - The word *astronaut*, which is formed from two Greek words, means 'star sailor'.
 - Only flights which reach an altitude of 100 km or more are considered space flights.
 - People who are chosen to become NASA astronauts have to complete a difficult training programme which lasts twenty months.
 - Astronauts who spend long periods in space do exercises which have been designed to keep them strong.
 - Spacecraft which intend to escape from Earth's gravity need to reach a speed of about 40,000 km/h.
 - People who watched the Apollo 13 mission on TV or who listened on the radio were very relieved when the astronauts returned safely.
 - James Lovell received the Exceptional Service Medal, which was awarded by NASA.
 - The film *Apollo 13*, which was made in 1995 and starred Tom Hanks, was nominated for many awards, which included nine Oscars.



PART 1

Apollo 13, launched from Florida on 11 April 1970, was the third Apollo mission designed to land on the moon. The three astronauts chosen for the mission were James Lovell, Fred Haise and John Swigert. The launch, watched by millions on TV, went smoothly and for the first two days in space, everything went well. The crew gave a 49-minute TV interview explaining how they lived and worked in zero gravity. However, nine minutes after the interview finished, a tank containing oxygen exploded and John Swigert, noticing a red warning light, said the famous words: 'Houston, we've had a problem here.' They checked all their equipment and realised that they were running out of water, power and oxygen – and fast. They were in a damaged spaceship floating 320,000 kilometres from Earth.

PART 2

The astronauts left the main part of the spaceship and went inside the lunar module, which had been fitted with its own oxygen tank. But inside the smaller module, which was designed to hold only two people, carbon dioxide levels started rising. The astronauts, who had been following instructions from the ground crew, made special filters out of plastic bags and cardboard. Then they waited in the cold and dark while the ground crew, who were working 24 hours a day, tried to work out a way to bring them home. If some people in America were losing interest in the Space Program, the Apollo 13 crisis, which was discussed on all the TV news programmes, changed all that. The astronauts who were risking their lives and the people who were trying to save them all became national heroes – especially when Apollo 13 returned safely to Earth with all three astronauts alive.



- 8 SPEAKING** Discuss the questions with your partner. Use the nouns and adjectives below to help you.

Nouns adventure danger discomfort excitement fear loneliness

Adjectives brave calm fit hard-working intelligent logical serious

- What personal qualities do astronauts need?
- What would be the best thing about the job be?
- What would be the hardest thing about the job be?

Verb patterns

I can identify and use verb patterns.



- 1 **SPEAKING** Describe the photo in pairs. What would be the best and worst things about going on a long trip on a boat like this? Talk about the topics below or your own ideas.

accommodation boredom food freedom
pirates relaxation safety sightseeing weather

- 2 Read the text. If you had been on a trip like this, would you have enjoyed it? Why? / Why not?

When Jane and Clive Green **stopped** working, they **decided** to go on a trip to Spain in their yacht. They **expected** to be away for about a week – but in the end, they **continued** travelling for sixteen years! After they reached Spain in their ten-metre yacht, they did not **fancy** returning home, so they **kept** sailing. After crossing the Atlantic, they **stopped** to explore the islands of the Caribbean for a while. Then they **continued** to sail west around the world. They **ended up** visiting 56 countries and sharing some amazing experiences. They particularly **enjoyed** swimming with seals near the Galápagos Islands. However, they **remember** feeling very anxious near Somalia because a boat would not **stop** following them and they had heard about pirates in that area. It was actually a fishing boat with an injured man on board, so Jane **offered** to help him before they continued on their way. They **managed** to pay for their trip by selling their house back in the UK. Most of the time, they could **afford** to buy food, but they ran out of money on an island near Fiji. Fortunately, a local woman **agreed** to give them a box of fruit and vegetables in exchange for some underwear!

LEARN THIS! Verb patterns

a Some verbs are followed by the infinitive of another verb.
Do you want to go out? She hopes to be a teacher.

b Some verbs are followed by the -ing form of another verb.
She always avoids paying. I spend a lot of time texting.

c Some verbs are followed by either an infinitive or an -ing form without any change in meaning.

d Some verbs change their meaning depending on whether they are followed by an -ing form or an infinitive.
I didn't remember speaking to Jo. (I forgot that I had spoken to her.)
I didn't remember to speak to Jo. (I didn't speak to her.)

e The verbs *let* and *make* are followed by an infinitive without to.
She let me drive. I made her laugh.

- 3 Read the **Learn this!** box. Then look at the highlighted verbs in the text above. Which verb pattern (a–e) does not have an example in the text?

- 4 Add the verbs from the text to the table. Can you add any more verbs?

verb + infinitive	verb + -ing form	infinitive or -ing (same meaning)	infinitive or -ing (different meaning)
choose want hope	not mind spend (time)	like start prefer	remember try

- 5 Compare sentences a and b. How is the meaning of the underlined verb different when followed by an -ing form or an infinitive?

- a I **tried** buying a present for her, but she was still angry with me.
b I **tried** to buy a present for her, but everything was too expensive.
- a I **stopped** talking to my friend when the film started.
b I **stopped** to talk to my friend when I met him in town.
- a After the film, they **went on** eating popcorn.
b After the film, they **went on** to eat pizza.
- a I won't **forget** visiting the Taj Mahal – it was amazing.
b I won't **forget** to visit the Taj Mahal – I've heard it's amazing.

- 6 Complete the text with the infinitive (with or without to) or -ing form of the verbs in brackets.

In the UK, people who are travelling long distances by road often stop ¹ _____ (spend) the night at a roadside hotel. But David and Jean Davidson have spent 22 years ² _____ (live) in one. The couple own a flat in Sheffield, in the north of England, but choose ³ _____ (stay) at a Travelodge hotel about 65 km away.

The Davidsons first tried ⁴ _____ (visit) Travelodge hotels in 1985. They enjoyed ⁵ _____ (be) there so much that gradually they stopped ⁶ _____ (go) back to their own home. When a new Travelodge opened 65 km from Sheffield, they decided ⁷ _____ (become) permanent guests. They like ⁸ _____ (live) there because it is safe and convenient, they say, and they don't mind ⁹ _____ (hear) the noise from all the cars and lorries in the car park outside. The staff look after them well and let them ¹⁰ _____ (have) family get-togethers at the hotel.

The retired couple can afford ¹¹ _____ (pay) for their room because they book it weeks in advance and get a good rate. In fact, last year, they managed ¹² _____ (save) enough money for a three-week holiday abroad in the USA. And where did they end up ¹³ _____ (stay)? In an American Travelodge hotel, of course!

- 7 **SPEAKING** Work in pairs. Tell your partner about something that you:

- loved doing.
- once made somebody do.
- often forget to do.
- will never forget doing.
- fancy doing after school.
- will try doing one day.

Miscalculations

I can understand texts about mistakes.

- 1 SPEAKING** Read the saying below. What does it mean?
Why is it good advice?

Measure twice, cut once.

- 2** Read texts A–D quickly. Match them with photos a–d and titles 1–4 below.

- 1 Can't slow down! __, __ 3 Meet you in the middle? __, __
2 Too fat to fit! __, __ 4 Top heavy! __, __

Reading Strategy

When a statement can match more than one text, you need to make sure you have matched all of the possible texts to each statement. First decide which text matches with a particular statement. Then check that none of the other texts match the statement.

- 3** Read the **Reading Strategy**. Then carefully read text A and the two statements below. Does the text match with one or both of the statements? Find evidence in the text for your answer.

- 1 The mistake could only be rectified by altering something else.
2 One company failed to pass on all the information that it had to another company.

- 4** Match the texts (A–D) with statements 1–6 below. Two texts match with two statements.

This mishap:

- 1 had two distinct causes.
2 was caused because somebody failed to measure something.
3 involved engineers from two countries.
4 was the result of a mistake made in a country outside Europe.
5 resulted in a loss of life.
6 will need even more money to rectify.

- 5** Complete the third conditional sentences using information from the text.

- 1 The trains would have been the right width if _____.
2 If the NASA engineers had all used metric measurements, _____.
3 If the German and Swiss engineers had calculated sea level in the same way, _____.
4 The Vasa would not have sunk if _____ and if _____.

- 6 VOCABULARY** What units of length do these abbreviations represent? Which are metric? All the units are in the texts.

Units of measurement

- | | | |
|------|------|------|
| 1 cm | 3 m | 5 in |
| 2 mm | 4 km | 6 ft |

➡ **Vocabulary Builder** Size and dimensions: page 125

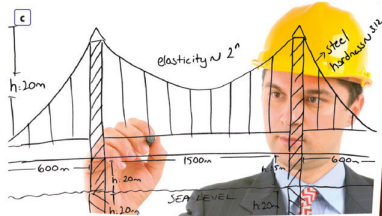
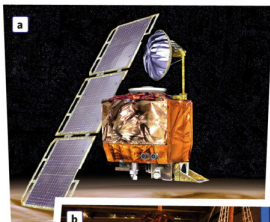
- 7** In the text, underline the units of length and distance listed in exercise 6, and say what they refer to.

1 – centimetres. The French trains were three centimetres too wide for the stations.

- 8 SPEAKING** Work in pairs. Discuss these questions. In your opinion, which was a) the most serious mistake and b) the least serious mistake? Why?

- 9 INTERNET RESEARCH** Research other famous mistakes made by engineers. Use these questions to help you and present your findings to the class.

- 1 What was the mistake?
2 Why was it made?
3 What were the consequences?



Disastrous MISTAKES!

3.27

A There were red faces at the headquarters of French train company SNCF in 2014 when they discovered that 2,000 new trains they had ordered were three centimetres too wide for many station platforms. The error appears to have happened because RFF, the company that runs the rail network, gave SNCF the wrong measurements. Instead of measuring all the platforms on the rail network, they only measured platforms that were less than thirty years old. They didn't realise that the gap between platforms built more than fifty years ago is narrower, because trains in those days were a bit slimmer. The new trains cost €15 billion, so there is no question of rebuilding them. It will be cheaper to alter the width of the platforms. But that has so far cost €50 million and the job is not yet finished: there are still 1,000 platforms that need adjusting.

B In September 1999, after a trouble-free 286-day journey from Earth, the *Mars Climate Orbiter* fired its engines in order to slow down and put itself into orbit around Mars. Its mission was to collect information about the Martian climate and try to discover whether there was water on the surface of the red planet. The engines fired successfully, but that was when the problems started. The spacecraft was only sixty kilometres from the planet's surface, instead of 160 kilometres. According to NASA scientists in Florida, the engine quickly overheated, stopped working and was unable to prevent the spacecraft from continuing straight past the planet. It is now probably orbiting the sun. The accident happened because two sets of engineers, one working in metric (millimetres) and the other working with the imperial system (inches), failed to communicate while they were building the spacecraft. It turned out to be an expensive mistake – the *Mars Climate Orbiter* cost £125 million!

C What is sea level? Surely it is the same everywhere on Earth? Well, in fact, it isn't, and that is what led to a problem with a bridge being built across a river between Germany and Switzerland in 2004. In Germany, people measure height in relation to the North Sea, while Switzerland chooses to use the Mediterranean, which is 27 centimetres lower. The engineers were fully aware of this difference between the two versions of sea level. However, as the two sides of the bridge came closer to each other, it became clear that they would not meet exactly, as there was a height difference of over half a metre: 54 centimetres, to be precise. Instead of subtracting 27 centimetres, the German engineers had added 27 centimetres. The German side therefore had to be lowered before the bridge could be completed.

D In 1628, the *Vasa* was the most powerfully armed warship in the world, with 64 enormous cannons. Her Swedish makers were justifiably proud of her. But twenty minutes into her first journey, she was hit by strong winds. She tipped over to the side, water rushed into the ship and she quickly sank, only a mile from the port. Thirty people died. Over the centuries, scientists have tried to explain why the ship was unstable. Most agreed that the top of the ship was far too heavy, but that was not enough to explain why the ship sank. Now, however, scientists at the Vasa Museum, where the ship is displayed, believe they have the answer. They measured every piece of wood in the ship and found that the vessel is asymmetrical and one side of the ship is much heavier than the other. How did this happen? The scientists discovered four rulers that the workman had used. But the rulers used different scales. Two used 'Swedish feet', which were divided into twelve inches, while the others used 'Amsterdam feet', which had eleven inches in each foot. So different carpenters were using different systems of measurement and this led to the wood on one side being thicker than on the other.

Guided conversation

I can have a conversation about holiday plans.

**LEARN THIS!** Reply questions and question tags

- a** In reply questions and question tags, we use auxiliary verbs (*do, have, would, etc.*) or the verb *be*.
- b** We can use reply questions to respond to a statement. They express interest or surprise.
'We're nearly at the hotel.' 'Are we?'
'You didn't tell me.' 'Didn't I?'
- c** We can use a question tag when we want somebody to confirm what we are saying.
You booked the hotel, didn't you?
We aren't lost, are we?

1 Describe the photo and answer the questions below.

- 1 VOCABULARY** Which of these activities are likely to be on offer at or near this location? Where could you do the others?

Holiday activities fishing hiking horse riding kayaking mountain biking scuba diving shopping sightseeing skiing swimming

- 2** Would you prefer to be on holiday here or in an expensive hotel in a city? Give reasons.

Speaking Strategy 1

Use your preparation time to read the task carefully. Make sure that you understand each of the points that you need to discuss. If you have time, think of two or three key pieces of information or vocabulary connected with each topic.

2 Read **Speaking Strategy 1**. Then read the task below. Under which of the four points in the task are you most likely to mention these?

- | | |
|--------------------------|------------------------|
| 1 a job | 5 a week / a fortnight |
| 2 a month of the year | 6 borrowing / lending |
| 3 a popular tourist area | 7 youth hostels |
| 4 buses and trains | 8 beaches and the sea |

You are planning to go on holiday with friends this summer. Discuss the holiday with one of the friends. Make a decision about each of these four points:

- when you want to go and for how long
- choice of destination
- transport
- paying for the holiday

3 **3.28** Read **Speaking Strategy 2**. Then listen to a student doing the task above. Do you think he reacts appropriately during the conversation?**Speaking Strategy 2**

In a guided conversation, it is important to interact appropriately with the other person. Do not just give your opinions and ignore what the other person is saying.

4 Read the **Learn this!** box. Write reply questions for statements 1, 3 and 5 and add question tags to statements 2, 4 and 6.

- That's a long time!
- The Baltic coast is lovely.
- There's more to do there.
- We need quite a lot of money.
- My parents will give me some money too.
- That's kind of them.

5 **3.28** Listen again and check your answers to exercise 4.

► **Grammar Builder 9.3 & 9.4** pages 142 and 143

6 **VOCABULARY** In pairs, check the meaning of the words below. Then discuss which types of accommodation you prefer.

Holiday accommodation B&B (bed and breakfast)
 campsite caravan site holiday camp hostel
 hotel self-catering apartment villa

I prefer caravan sites to campsites.

Do you? I prefer campsites.

7 Read the task below. Think about what ideas and vocabulary you will need for each point. Use notes 1–4 below to help you.

You are planning to go away for a few days with your penfriend while he or she is visiting you this summer. Discuss your ideas with your penfriend. Make a decision about each of these four points:

- choice of destination
- accommodation
- holiday activities
- what you need to take with you

- Think about destinations you know well and can talk about.
- Use the list of words in exercise 1.
- Use the list of words in exercise 6.
- Think about clothing, equipment (for activities) and entertainment (books, gadgets, etc.).

8 **SPEAKING** Work in pairs. Do the task in exercise 7. Decide who is playing which role. Make sure you both respond appropriately to what the other person says.

A formal letter

I can write a formal letter of enquiry.



1 SPEAKING Describe the photo. Have you ever stayed in a youth hostel? How are they different from hotels?

2 Read the writing task and the letter. Has the writer covered all four points in the task?

You are planning to visit Bristol in the UK this summer with a small group of friends and have been given a recommendation for a youth hostel. Write a letter to the youth hostel in which you:

- give information about your group.
- inform them of the dates you want to stay and ask about availability.
- ask about food and drink.
- ask for suggestions about places to visit in Bristol.

3 KEY PHRASES Look at the beginning and the end of the letter. Complete the rules in **Writing Strategy 1**. Use the phrases below.

Dear Miss / Mrs / Ms / Mr ..., Dear Sir or Madam,
Yours faithfully, Yours sincerely,

Writing Strategy 1

- If you know the name of the person you are writing to, start with ¹_____ and finish with ²_____ followed by your signature and your full name.
- If you don't know the name of the person, start with ³_____ and finish with ⁴_____ followed by your signature and your full name.

Writing Strategy 2

- 1 Divide your letter into paragraphs.
- 2 In the first paragraph, which can be a single sentence, say why you are writing.
- 3 Each paragraph should have its own topic. It is usually best to deal with each point in the task in a separate paragraph.
- 4 In the final paragraph, which can be a single sentence, say that you expect a reply.
- 5 Avoid colloquial language and short forms.

4 Read **Writing Strategy 2** and do the tasks below.

- 1 Divide the letter into six paragraphs.
- 2 Find three examples of short forms. Correct them.
- 3 Find words and phrases in the letter which would be better expressed with these more formal words and phrases:
friends I would be grateful if you could inform me I would certainly be interested receiving a reply recommendations
- 4 Find words and phrases in the letter which express these things in a more formal way:
ask about soon sort out tell me about

Dear Sir or Madam,

I am writing to enquire about a visit to your youth hostel in Bristol next month. I'll be travelling to Bristol with three mates from school. All four of us are female and aged seventeen or eighteen. We're planning to stay for seven nights between 10 and 17 August. Please tell me whether you have beds available for those dates. I'd also like to know whether your youth hostel has a café or restaurant. If not, would it be possible to recommend any places to eat near the hostel which are not too expensive? This will be our first visit to Bristol. Although I have read about the city on the internet, I'd love to hear any tips for places to visit in the city. I look forward to getting an answer from you in due course so that we can finalise the details of our visit.

Yours faithfully,

Hazel Jones

Hazel Jones

You are planning to visit York in the UK this summer with a friend from school and have been given a recommendation for a small hotel. Write a letter to the hotel in which you:

- give information about who will be travelling and when.
- enquire about prices and availability.
- ask about the best way to get to the hotel using public transport.
- ask about suggested activities in the surrounding area.

5 Read the task above. Make a paragraph plan and include brief notes for each of the four points in the task.

Paragraph 1: giving reason for writing

Paragraph 2: first point in task

Paragraph 3: second point in task

Paragraph 4: third point in task

Paragraph 5: fourth point in task

Paragraph 6: requesting a reply

6 Write your letter using your notes from exercise 5.

Remember to follow the advice in the two strategies.

CHECK YOUR WORK

Have you ...

- covered all four points in the task?
- avoided contractions and informal language?
- divided the letter into paragraphs?
- opened and closed the letter correctly?