

2

WANDERLUST

KEY LANGUAGE

Past forms
Adverbs and adverbial phrases
Travel
Adverbs

IDIOMS

Making stories interesting

EXAM PRACTICE

Reading and Use of English Parts 3, 4 & 5
Writing Parts 1 & 2
Listening Part 2
Speaking Parts 1 & 2

Speaking Part 1 Interview

Work with a partner. Discuss the questions.

- 1 How important is travel to you?
- 2 How much interest do you take in travel websites, magazines or TV programmes?
- 3 In the future, do you see yourself travelling more or less?
- 4 Does the environmental impact of travel outweigh personal or commercial benefits?

About English

wanderlust (n) /'wɒndə(r)lʌst/

A strong wish to travel

This word originally comes from German and describes the pleasure or delight taken from hiking. It is used more broadly in English to talk about travel in general.

What other words or phrases do you know in English that originally come from another language?

Speaking Part 2 Collaborative task

- SPEAK** Work in pairs. Look at pictures 1 and 2 below. They show people on different types of holiday. Talk together about what holiday types are suggested by these pictures.
- Before you do the speaking task, read the information in the boxes below.
- In pairs, talk together about which picture (1 or 2) interests you more.
- Now look at pictures 1–4. Imagine an online streaming service is going to create a new series exploring how tourism affects local environments around the world. Talk together about the different effects of tourism on local environments suggested by the pictures. Then decide which issue should be highlighted in the first episode.

How to go about it

- When you discuss the pictures in the first part of the task, be sure to make speculations and not simply describe them.
- Be a good listener. Throughout the task, respond to and build on what your partner says, for example, by using counterarguments. Don't just talk about your own ideas and opinions.
- In the decision phase, don't worry if you and your partner never actually reach a decision, as long as it is clear that you are trying to work towards one.

Don't forget!

Counterarguments are a good way to build on your partner's responses.

- › That would be great, except ...
- › That's probably true, but ...
- › Possibly, but ...
- › Even so, ...

Useful language

Responding to and building on your partner's comments

For 1–4 below, complete the sentences with one word in each gap.

- I like what you said _____ how people should be more mindful of the impact their actions are having on the natural world.
- What exactly did you mean _____ 'acceptable limits of change'?
- I largely agree with what you said, except for the part _____ golf courses wasting precious freshwater resources.
- So _____ you're saying is that saving local environments is a fool's errand?

1



2

Online series – effects of tourism



Vocabulary Travel

1 Underline the adjective in each group that doesn't normally collocate with the noun in capital letters.

- | | | | | |
|----------------|--------------|-------------|------------|--------------------|
| 1 arduous | occupied | perilous | uneventful | JOURNEY |
| 2 alternative | circuitous | scenic | beaten | ROUTE |
| 3 faraway | bumpy | smooth | long-haul | FLIGHT |
| 4 go-to | world-class | far-flung | over-run | DESTINATION |
| 5 fleeting | flying | torrential | impromptu | VISIT |
| 6 unrestricted | unacceptable | unavoidable | unforeseen | DELAY |

2 Write five sentences about a real or imagined trip you went on using collocations from Exercise 1.

3 Complete the sentences with an adjective from box A and a noun from box B. There is an example at the beginning.

A backwater bustling culture discerning
iconic leisurely overseas shoddy

B crowds landmark service shock
stroll travel traveller villages

- 0 What might a discerning traveller expect from a luxury hotel?
- 1 What would be the pros and cons of a job that involved frequent _____?
- 2 Which would be more relaxing to do on a beach holiday – lying in the sand or taking a _____ along the coast?
- 3 For you, what _____ in your country is a must-see for foreign visitors?
- 4 When in a major city, do you gravitate toward the _____ of the city centre or do you try to avoid them?
- 5 If you experienced _____ while on holiday, would you make a complaint?
- 6 Have you ever experienced _____? Where were you? How long, if ever, did it take you to adjust?
- 7 Do you think it's more interesting to visit cosmopolitan cities or quiet _____?

4 **SPEAK** Work in pairs. Discuss the questions from Exercise 3 with your partner.

3



4



Reading and Use of English Part 5 Multiple choice

1 SPEAK Work in pairs. Look at the photos opposite and discuss your ideas on the following:

- 1 Do you recognise either of the places? Where do you think they are?
- 2 What reasons might a tourist have to visit these places?

How to go about it

- Read the title and text quickly for general understanding.
- Look at the first question and underline the key words. Before you read the options (A, B, C and D), find the place in the text where the answer is located and underline the relevant part. Try to answer the question yourself without looking at the options. Then check and choose the option closest to your own answer.
- Don't be put off by difficult vocabulary. Even if you don't understand every word – or even every sentence – in the text, you can still get the answers right.

2 You are going to read a magazine article about film tourism. For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 What point is being made about film tourism in the first paragraph?
 - A It is the reason more producers are choosing to film in real-life settings.
 - B It has coincided with the rapid growth of international travel.
 - C It is revolutionising the film and television production industry.
 - D It has created new opportunities for collaboration between certain industries.
- 2 Why does the writer refer to *Game of Thrones*?
 - A It partnered with travel websites to increase tourism at its filming locations.
 - B It used tourist sites and historical monuments to create a feeling of authenticity.
 - C It demonstrated the potential effect a TV series can have on tourism.
 - D It had the ability to transform any film location into a tourist attraction.
- 3 In the third paragraph, what point about academic research does the writer emphasise?
 - A her admiration for the careful research done by an academic
 - B her surprise at the widespread lack of objectivity in academia
 - C her distrust regarding the motives of some experienced researchers
 - D her uncertainty about the type of methodology used in recent studies
- 4 What point is exemplified by the story of Maya Bay?
 - A Tourists may unwittingly participate in irresponsible holiday activities.
 - B A natural area may be devastated by tourism unless protective measures are put in place.
 - C Environmental regulations have a limited ability to restore areas devastated by tourism.
 - D A balance should be found between creating jobs and protecting the environment.
- 5 In the fifth paragraph, what do we learn about production incentives?
 - A They encourage production companies to employ local actors and film crews.
 - B They allow for independent films to be made with limited resources.
 - C They aim to create a connection between stakeholders that is mutually beneficial.
 - D They influence which countries film production companies choose to work in.
- 6 In this article, the writer is
 - A examining the trend of film tourism.
 - B outlining distinct visions of film tourism.
 - C arguing for more investment in film tourism.
 - D analysing the sustainability of film tourism.

3 SPEAK Is there a place you've always wanted to visit because of a film or TV series? What are the pros and cons of this kind of tourism for local people?

AS SEEN ON SCREEN



Rising to prominence in the 1990s, the trend of ‘film tourism’ really began to gather steam in the early 2000s thanks to the success of *The Lord of the Rings* film trilogy. In its wake, New Zealand, where the films were shot, is reported to have experienced an astonishing 50% surge in tourism. Over the years, a growing synergy has emerged between the tourism and the entertainment sectors, as countries try to actively promote themselves as settings for films or TV series in hope of reaping the rewards of increased tourism.

Take the ground-breaking, global phenomenon, *Game of Thrones*. The TV series, which originally ran on the streaming network HBO from 2011–2019, was shot on location in various European countries. Particularly around the release of the last season, those locations saw a significant jump in tourism, with bookings to Iceland swelling by 166% and those to Croatia, by 68%. Here the coastal city of Dubrovnik, where the city of King’s Landing was set in the series, proved particularly popular. Another prime example would be Zafra Castle in Guadalajara, Spain, which had a 488% increase in searches on TripAdvisor in one year after its appearance in the series, according to the travel platform. These figures coincide with research on the ‘*Game of Thrones* effect,’ which has found a correlation between the frequency and tendency of tourists to post photos of a film spot on social media with both the amount of screen time that spot is given in the show and where characters have the most intense scenes.

But what motivates so many tourists to visit these film locations? In her book, *Fan Sites: Film Tourism and Contemporary Fandom*, postdoctoral researcher Abby Waysdorf identifies a few key factors: the desire to have a novel experience by visiting film locations; prestige aspects, such as the inherent status symbol of posting a selfie of yourself at the setting of a famous film; and a sense of personal involvement with film – fans paying a kind of tribute to something important in their lives. However, Waysdorf approaches her subject with caution (unlike so many amateur researchers who, due to a growing need for positive results, tend to overinflate the significance of their findings) and stresses that film tourism is a more complex phenomenon than it might at first appear.

Tourists may indeed become aware of a new destination because of a film or TV series, but they may decide to visit based on a combination of other factors, such as being lured by attractive travel offers, a desire to learn about the place’s history, or simply to enjoy idyllic scenery.

Film tourism has been a boon for many tourist destinations, but an unexpected surge in visitors can have obvious downsides. After watching blockbuster film *The Beach*, hordes of tourists began descending on Maya Bay, a pocket of paradise on the coastline of Ko Phi Phi Leh in Thailand. At one point, up to 6,000 people were arriving daily. This unregulated, out-of-control tourism quickly precipitated coastline erosion and the destruction of coral reefs due to boats docking and shoreline swimming. In October 2018, Thailand’s Department of National Parks, Wildlife and Plant Conservation announced that the area would be closed to give the ecosystem time to recover. Maya Bay was eventually reopened, but swimming is now banned and there is a strict cap on tourist numbers.

Despite the possible downsides for local environments and communities, film tourism appears to be here to stay. National governments are even getting involved, proffering generous production incentives, in effect paying production companies to shoot within their borders. In many European countries, for example, even the smallest of independent film studios can bank on a cash rebate of between 20–30% of their production spending. Singapore subsidises a whopping 50% of qualifying expenses. These production incentives vary in scope and structure from place to place, but the objective is universal: a symbiotic financial relationship between countries and film production companies. There are, of course, caveats to consider. Production companies often have to meet a minimum amount of qualifying local expenditure, which can be high. And some countries even require a film or TV series to pass a ‘cultural eligibility test.’

Film and TV series are set in some of the most alluring locations on earth. Thus it’s unsurprising that viewers would be motivated to travel to these places. The key is to manage it responsibly. If local communities are sufficiently prepared for the deluge of tourists heading their way, through awareness campaigns and other measures, and if local environments do not deteriorate, it seems that cross pollination between the film and tourism industries can be, on the whole, a positive phenomenon for cities and towns keen to boost their local economies.



Language focus Past forms

1 Match sentences 1–10 with the types of past actions (a–e).

- 1 Did the cabin crew come round with snacks after the seatbelt sign went off?
 - 2 He had a staycation because he hadn't found the time to renew his passport.
 - 3 Her uncle would send her postcards from all the cities he visited.
 - 4 I went off social media because friends were always posting their amazing travel photos.
 - 5 They were on the verge of booking the flights when the website crashed.
 - 6 My teenagers now want to have really exotic holidays! As kids, they used to be happy anywhere with a swimming pool.
 - 7 He was constantly travelling for work those days when his boss couldn't get away.
 - 8 What a shame the museum was closed! Which paintings had you been hoping to see?
 - 9 She had more time to wander around the city after she had seen all the major sights.
 - 10 When they said it was their anniversary, the hotel staff sent complimentary gifts to the room.
- a Unfulfilled past intentions. _____ and _____
 - b Unexpected or annoying past actions. _____ and _____
 - c Sequential past actions. _____ and _____
 - d Non-sequential past actions. _____ and _____
 - e Repeated past actions or states. _____ and _____

2 Complete sentences 1–7 with the appropriate past form of the verbs in brackets. There may be more than one possible answer.

- 1 My love of Thai food started with a trip to the odd restaurant. But once I _____ (*be*) to all of them and ploughed through all the recipe books, there was only one thing to do and that was go to Thailand itself!
- 2 I almost went the year before. After one particularly stressful week, I _____ (*about/request*) temporary leave from work, but I let a friend talk me out of it right at the very last moment.
- 3 Back then, you see, I had a close friend who _____ (*always/question*) whether my plans were realistic or practical. But I eventually overcame this self-defeating pessimism and booked my flight to Bangkok.
- 4 When I started walking the streets of Bangkok, I _____ (*expect*) to see streets full of cooking schools but I didn't come across a single one!
- 5 After a while, I was tired and sweaty from walking so I went to a local café. I sat down and _____ (*order*) a drink. It was then that I finally spotted a flyer for what I had been searching for: 'Thai Cooking School.'
- 6 After we had had a few lessons learning the basics, the other students and I _____ (*begin*) to get to grips with this new world of spice and flavour.
- 7 I vividly remember how we used to dedicate hour upon hour to cooking and then, come mealtime, the pupils and teachers _____ (*sit*) down together around this big table to taste everyone's creations.

3 Go to **Ready for Grammar** on **page 206** for rules, explanations and further practice.

4 **SPEAK** Work in pairs. Where there are two or more possible forms in Exercise 2, is there a change in meaning?

5 **SPEAK** Work in pairs. Prepare to tell your partner about a time when you learned something new or had a new experience while travelling. Make notes on the sequence of events. Think about your intentions when you started travelling and how they might have changed. Take turns describing your experiences.

Listening Part 2 Sentence completion

1 **SPEAK** Work in pairs. Look at the photo and discuss the following questions.



- 1 Where in the world do you think it is?
- 2 What might draw someone to visit somewhere like this?
- 3 Are there any areas like this in your country?

What to expect in the exam

- In Part 2, you will listen to an informative monologue.
- There are nine gapped or incomplete sentences to answer. You need to complete the gaps with either single words or short phrases. The questions follow the order of the information in the text.
- For some questions you will hear distractors: words or phrases that fit the sentence grammatically, and might seem relevant, but are incorrect.

How to go about it

- You will hear the recording twice. Before you listen, read through all the questions and predict the type of information required.
- Underline the key words in each sentence. This can help guide you through the speaker's monologue. As these tracks are quite long – around four minutes – it's possible to get lost. Knowing what type of information is coming up can help you identify if you have missed a question and need to move on.
- The second time you listen to the recording, check your answers. Make sure that your spelling is correct and that your answer fits the sentence grammatically.

2 **2.1** You will hear a travel expert and writer reporting on travelling in deserts. For questions 1–9, complete the sentences with a word or short phrase.

INTO THE WILDERNESS

According to the writer, deserts are the (1) _____ for experienced travellers like herself.

While describing desert features, she compares rock formations to (2) _____.

In contrast to the other three types of deserts, (3) _____ do not experience extremely high or low temperatures.

She describes the sand dunes outside of Merzouga as (4) _____ and _____.

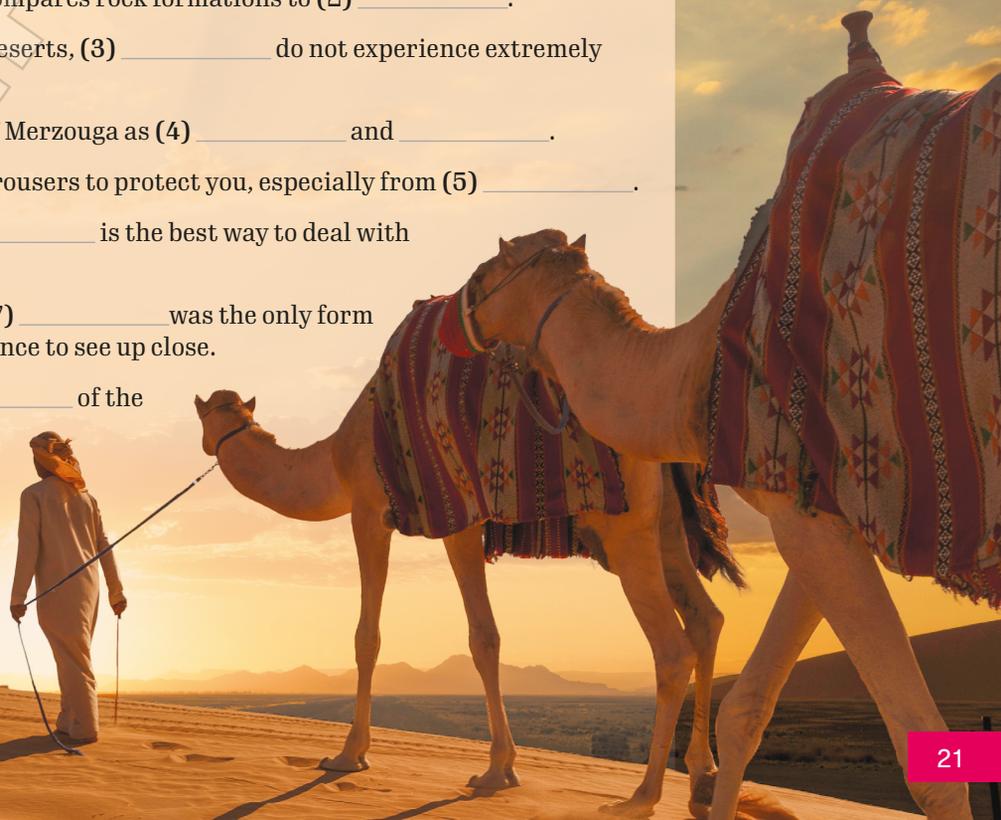
The writer recommends wearing long trousers to protect you, especially from (5) _____.

She says that taking numerous (6) _____ is the best way to deal with dramatic changes in temperatures.

With the exception of camels, a single (7) _____ was the only form of desert wildlife the writer had the chance to see up close.

She particularly admires the (8) _____ of the addax, a type of endangered antelope.

The writer is sceptical of what is called (9) _____, which for her represents the wrong way to think about deserts.



Language focus Adverbs and adverbial phrases

- 1** Match each adverb or adverbial phrase (1–3) in **bold** from the listening on page 21 with its type and function (a–c).
- 1 In the desert, **even** the sound of your own footsteps is different.
 - 2 It is estimated that the current population living **in the wild** could be in the low hundreds ...
 - 3 ... great swathes of land are irrigated intensely with the goal of growing crops, **supposedly** in the name of saving mankind from the climate crisis.
- a Adverbial of place: informs us where something happened.
 - b Comment adverb: comments on, and sometimes distances the speaker from, what they are saying.
 - c Focusing adverb: highlights one part of the sentence.
- 2 SPEAK** Work in pairs. Read the sentences and look at the adverbs and adverbial phrases in **bold**. How does the emphasis change when they move to a different place?
- 1 A The committee **even** got support for the measure from its longest standing members.
B The committee got support for the measure **even** from its longest standing members.
 - 2 A **At one point or another**, boredom hits the most avid of backpackers.
B Boredom hits the most avid of backpackers **at one point or another**.
 - 3 A **Reportedly**, the spy was travelling with a fake passport.
B The spy was **reportedly** travelling with a fake passport.
 - 4 A You **really** should read the instruction manual before trying to assemble the furniture.
B You should **really** read the instruction manual before trying to assemble the furniture.
 - 5 A A bright star appeared **way up in the night sky**.
B **Way up in the night sky** a bright star appeared.
- 3** Go to **Ready for Grammar** on **page 208** for rules, explanations and further practice.
- 4 SPEAK** Work in pairs. Talk about a memorable journey you have had. Use adverbs and adverbial phrases to give details about your actions before, during and after this experience.



Word formation Adverbs

1 Underline the correct adverbs in the following sentences.

- 1 The Minister disputed claims she had *knowledgeably* / *knowingly* misled the public, assuring journalists that she 'would never *purposely* / *purposefully* deceive anyone'. **KNOW**
- 2 Our kitchen staff coped *admirably* / *admiringly* with the high demand of the holiday weekend, coupled with the *considerably* / *considerately* increased workload caused by flu-related absences. **PURPOSE**
ADMIRE
CONSIDER
- 3 Footballers who are *spatially* / *spaciously* aware can accurately assess the position of other players on the pitch, and pass the ball *confidentially* / *confidently* with pinpoint accuracy. **SPACE**
CONFIDE
- 4 They reached an agreement *whereby* / *wherever* each employee would receive a one-off bonus of three thousand pounds. Shortly *thereby* / *thereafter* the company went bust. **WHERE**
THERE

2 Choose three of the adverbs from Exercise 1 that were not used and write gapped sentences for each of them. Then, work in pairs. Give your sentences to your partner to complete.

3 Complete the sentences with an appropriate adverb form of the word in capitals. Use each suffix in the box once only and make any further spelling changes necessary.

-ally -less -ly -ward -wise

- Crazy, I know, but I once travelled (1) _____ around France, using only local buses – north to east, then south, west, and north again. **CLOCK**
- I prepared it all (2) _____, poring over routes and timetables for hours on end. Nothing would be last-minute or (3) _____ arranged; everything was planned well in advance. I never once deviated from my schedule; even when I felt ill, I carried on (4) _____. **METHOD**
HURRY
- I set off at the start of July from Dieppe, and by the end of August, I was back in Normandy and (5) _____ bound. **REGARD**
HOME

4 Using the same suffixes as in Exercise 3, write adverb forms for the following words. The same suffix is needed for all three words. Some words may require further spelling changes.

- | | | |
|------------------|----------------|--------------|
| 1 length _____ | other _____ | like _____ |
| 2 admit _____ | suppose _____ | repute _____ |
| 3 doubt _____ | never _____ | none _____ |
| 4 strategy _____ | analysis _____ | theme _____ |
| 5 on _____ | back _____ | sea _____ |

5 Complete the sentences with the appropriate form of the word in capitals. You may need to add suffixes, prefixes or make other changes to the word.

- 1 Both players have been **suspended** _____. It is not known when – or indeed, if – they will return to the side. **DEFINITE**
- 2 He stammered, **paused** _____, as though to gather his thoughts, and then relaunched into his speech. **MOMENT**
- 3 Her research _____ **focuses** on the issue of adult literacy. **DOMINATE**
- 4 The webpage is _____ **updated** with the latest travel restrictions. **PERIOD**
- 5 The mayor said he _____ **agreed** with my concerns and would look into my proposal. **HEART**
- 6 After the story broke, the actor was **pursued** _____ by the press. **RELENT**
- 7 The company is suing a former employee for _____ **stealing** proprietary documents. **ALLEGE**

6 SPEAK Work in pairs. Choose five of the adverbs in Exercise 5. Think of two other contexts for each of them.

Software is **periodically updated** to fix bugs and make other small improvements.
Dictionaries are **periodically updated** to keep pace with the times.

Writing Part 1 Essay

What to expect in the exam

In Part 1 of the Writing paper, you have to write an essay in which you summarise and evaluate key points from two source texts. There are usually four key points in total – two in each text. The views expressed in the texts are either contrasting or complementary. In addition to evaluating the arguments from the texts, you must also include your own ideas. You should write between 240–280 words.

- 1 **SPEAK** Work in pairs. Read the Writing Part 1 texts below. Do you agree or disagree with the views expressed in the texts? Justify your answers.

Write an essay summarising and evaluating the key points from both texts. Use your own words throughout as far as possible, and include your own ideas in your answer. Write your answer in 240–280 words.

TRAVELLING SOLO

Much has been said about what fun it can be to travel alone, but on a more profound level it's an exercise in self-confidence. You see yourself as a stronger, more independent person after travelling alone, whether it be to a far-flung location or merely a neighbouring town. You will feel more comfortable with being in your own skin, more comfortable in your own company. What's more, solo travel has practical benefits. It enables you to indulge in idiosyncratic whims, such as visiting a quirky museum or even trawling a local antiques shop, because your choices are not contingent on fellow travellers.



MISSING OUT



The inescapable truth is that, despite what many a self-help blogger may claim, life is a great deal more enjoyable in the company of other people. Take travelling alone. Although the quiet contemplation of an unexpectedly beautiful scene does hold a certain appeal, it's ultimately disheartening to have no one with whom to share this sort of experience. There is also the small matter of it being inherently inconvenient to travel on your own. When travelling solo, there is no one to hold you accountable for missteps, no one to bounce ideas off before it's too late and you make a bad decision.

- 2 There are four key points underlined in the texts. Read the texts again and answer the questions.

- 1 Does the language in the key points tend to be more general, or more specific?
- 2 Key ideas are never supporting examples. In *Travelling solo*, the writer introduces an example with the phrase *such as*. What other phrases do writers use to introduce examples?
- 3 Linking words or phrases are sometimes used in the middle of the source texts to move from one key point to another. What examples of this can you find in these texts?

3 Read the model answer. Decide:

- whether the writer includes a summary of the key points.
- whether the writer includes their own ideas.

FREEDOM OR FOMO?

Travel is delightful and generally considered to be good for the soul. **But is it a good idea to travel alone?** This largely depends on the purpose of your trip.

Without question, travelling on your own has upsides. It can help you become more independent and self-confident. It can help you grow as a person. In addition, travelling alone means you don't have to negotiate your plans with other people, which is ideal for travellers who like to selfishly indulge in their passions, for example, an architecture nut who enjoys nothing more than visiting every notable building in the city.

However, there are also clear downsides. Not only is it more fun to travel with other people, it is also more convenient. There are certain aspects of travel that can be quite daunting to face on your own, such as exchanging currency or reserving accommodation in a foreign country.

To take a wider view, the purpose of travel is often to spend time with other people – or to get away from them. If you want to disconnect from a demanding job, a solo trip could be just what the doctor ordered. That said, it's a great deal more common to go on holiday with family or friends, who we often don't get to spend enough quality time with. The point of these trips is to be together. Where you go and what you do is of little consequence.

To sum up, when deciding whether or not to travel alone, a good place to start is by asking yourself why exactly you have chosen to leave home in the first place.



- 4 Underline the words and phrases the writer uses to paraphrase the four key points from the original texts.
- 5 Look at the phrase in bold. What purpose does it have for the model answer as a whole?
- 6 Rhetorical questions can also be used to introduce the main theme of a paragraph. Rewrite the underlined sentence at the beginning of the third paragraph to make it a rhetorical question.
- 7 Either write your own answer to the task in Exercise 1 or do the task in the **Additional materials** on page 196. Before you start writing, read the advice in the *How to go about it* box.

How to go about it

- Start by reading the two source texts and underline the key points.
- Decide to what extent you agree with the views expressed. Make notes about how you will summarise and evaluate them.
- List some relevant ideas of your own to include. Think about how to support these ideas with reasons, examples, evidence, etc.
- Set your essay out into clear paragraphs. Check that the plan includes a summary of key points as well as your own ideas. Remember to include an introduction and conclusion.
- Write your essay using a neutral or semi-formal style.

About English

FOMO (n) /'fəʊ.məʊ/

An abbreviation for fear of missing out; used to describe a social anxiety someone may feel when they see what others are doing, especially via social media sites.

What do the following abbreviations stand for?

WFH

BRB

JSYK

IRL

AKA

For more information on writing essays, see page 190.

Vocabulary Travel

1 For sentences 1–6, underline the correct alternative.

- The years of stress at work had taken their toll. He was excited for his adventure, having never been on a long-haul *stroll* / *delay* / *travel* / *flight* before.
- It was an incredibly long and *alternative* / *arduous* / *iconic* / *far-flung* journey through the mountains on horseback.
- She was a seasoned traveller and had been to many *shoddy* / *discerning* / *far-flung* / *torrential* destinations.
- After dinner, you should take a leisurely *service* / *stroll* / *travel* / *visit* from the main square down to the riverside promenade.
- The hotel apologised for the *shoddy* / *circuitous* / *world-class* / *perilous* service and went so far as to give the family a full refund.
- Profits at the company took a turn for the worse over the period, with the CEO citing a sharp decline in overseas *landmarks* / *shock* / *strolls* / *travel* as the primary cause.

Reading and Use of English Part 3 Word formation

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the space in the same line. There is an example at the beginning (0).

Home away from home

For some, home swapping may not be worth serious (0) CONSIDERATION, but there are many travellers who enjoy this type of budget holiday option every year. Indeed, this trend is currently seeing (1) _____ growth. Ideal for flexible travellers, home swapping (2) _____ the need to book hotels, and avid home-swappers rave about the range of (3) _____ places they've stayed in. As you might expect, people with (4) _____ beachside villas or swanky flats in the city centre (5) _____ get first pick of the available options, but don't worry: many swappers are just looking for a decent place that's available when they are.

To get started, (6) _____ a list of enticing details about your home to include on the house exchange site. Remember to provide personal references and, of course, lots of photos. After you have uploaded everything, check the site



(7) _____ for any new listings. Once you find a potential swap, be clear about your expectations. Agree on how to handle worst-case (8) _____ and pin down all the details before you leave. Then, all that is left is to hope for the best!

CONSIDER

PRECEDENT
VENT
FAR
PICTURE
VARIABLE

PILE

PERIOD

SCENE

Reading and Use of English

Part 4 Key word transformations

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **three and eight words**, including the word given.

What to expect in the exam

- Part 4 tests your ability to paraphrase and your knowledge of both vocabulary and grammar, e.g. your ability to change verbs to nouns, move from active to passive, etc.
- Your answer cannot be less than three words nor more than eight words long, and must include the key word. Bear in mind, contractions are counted as two words.

How to go about it

- Carefully read the first and second sentences and think about what information is missing from the second one. It can be helpful to cross off the words in the first sentence that are repeated or paraphrased in the second. This helps you focus on the words and structures you will need to manipulate.
- Once you decide on your answer, double check that you have used the key word. Make sure you have kept the second sentence as similar as possible to the first, in terms of meaning, tense and aspect.

- 1 As soon as they arrived at the main square, they fell in love with the city.

SET

They fell in love with the city the _____ the main square.

- 2 In the interview, the famous travel writer didn't mention how her mother had influenced her.

REFERENCE

In the interview, the famous travel writer _____ of her mother.

- 3 Did the stock market perform any better yesterday?

IN

Was there any _____ yesterday?

- 4 The way the hotel manager dealt with workplace issues was not always very diplomatic.

LACK

At times, there _____ the way the hotel manager dealt with workplace issues.

- 5 No one had foreseen the mechanical problems that delayed the flight.

HELD

The flight _____ mechanical problems.

- 6 The local residents used to object to how rude the tourists were.

EXCEPTION

The local residents used to _____ the tourists.

Writing Part 2 Report

You work for a company that makes travel goods. The company is planning to advertise a new product or accessory on social media. Your manager has asked you to write a report on which social media platform the company should choose for its marketing campaign. You should briefly describe one social media platform and explain why you would recommend it. You should also evaluate the extent to which social media can influence people's purchasing decisions.

Write your **report**.

For more information on writing reports, see **page 194**.

Idioms Making stories interesting



Discussing idioms

Discuss the differences in meaning between these idioms:

- a split second / a New York minute
- don't get me wrong / don't take this the wrong way
- a stroke of luck / a lucky break

1 Guess the missing words in idioms 1–10 used for making stories interesting. The first two are from the listening on page 21.

- 1 I did see a scorpion. I almost stepped on it – and it **scared the** _____ **out of me!**
- 2 It is estimated that the current population living in the wild could be in the low hundreds ... **Time will** _____ whether or not they can be saved.
- 3 I like my little car – **don't get me** _____ – but it's getting a bit old.
- 4 And can you believe Megan met her favourite footballer in Lisbon airport. What a **stroke of good** _____!
- 5 A wave of dizziness came over me and, **for a split** _____, I thought I might need to sit down, but then it passed.
- 6 It can't be easy for Mark and Ruth to share such a small space on such a long journey. They're both quite demanding people, **to put it** _____.
- 7 I got the camera repaired and never told Juliet what happened. That's strictly **between you and** _____, though.
- 8 I travelled around the world in just 38 days. It was _____ **down** the best thing I've ever done.
- 9 I've started taking my holidays in September. **There's a lot to be** _____ **for it.** Prices are so much lower.
- 10 He claims he can't go because he has to catch up on work – **a likely** _____! Tomás is always cancelling plans.

2 **2.2** Listen and check your answers to Exercise 1.

3 **SPEAK** Work in pairs. Discuss the meaning of the idioms in Exercise 1.

4 Listen to sentences 1 and 2 again. Underline the words that carry the most prominent stress. The forward slashes (//) indicate the places where the speaker makes a slight pause.

- 1 // I did see a scorpion // I almost stepped on it // and it scared the life out of me //
- 2 // Time will tell // whether or not // they can be saved //

Pronunciation: Speech units

When we speak, we divide our words into groups called speech units. Fixed phrases and idioms are usually pronounced as one speech unit. Within speech units, it's usually one of the content words (nouns, main verbs, adjectives, adverbs) that carries the most prominent stress. For longer words, one of the syllables within the content word carries the prominence, e.g. // it came as a surprise //.

5 **SPEAK** Work in pairs. Practise saying the sentences in Exercise 1. Say each idiom as a speech unit, putting the most prominent stress on the gapped words.

6 **SPEAK** Work in small groups. Play the board game.

Rules

- 1 Toss a coin. Move two spaces for heads and one space for tails.
- 2 Use the idiom or fixed phrase from Exercise 1 containing the word in the box to tell a short anecdote, real or imagined.

START	▶	life	▶	Go back one space
hands	▶	◀	◀	mildly
Miss a turn	▶	said	▶	Go forward one space
second	▶	◀	◀	wrong
Go back one space	▶	story	▶	FINISH