

On Screen

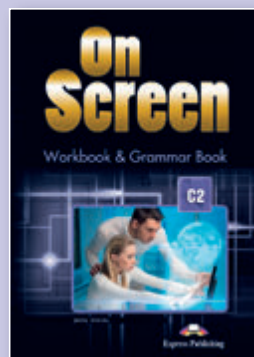


On Screen C2 is a course for learners of English at CEFR level C2. The course combines active learning with a variety of lively topics presented in eight themed units.

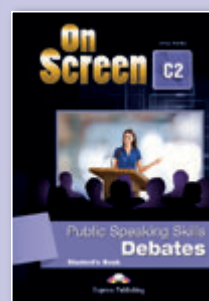
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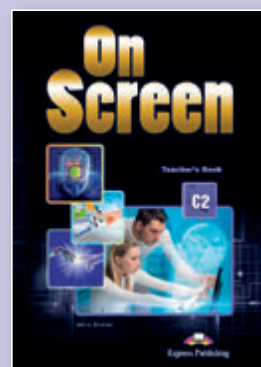


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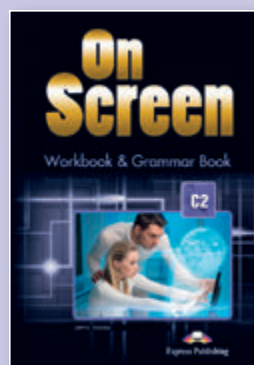


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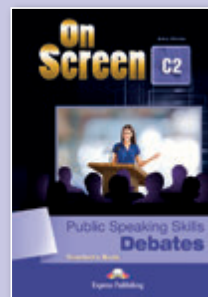
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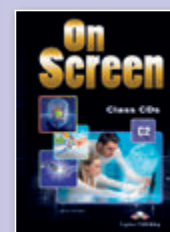
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Public Speaking Skills –
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DIGI SUPPORT

fully interactive
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thematically related to the topics of
the course and worksheets

On Screen C2 Student's Book

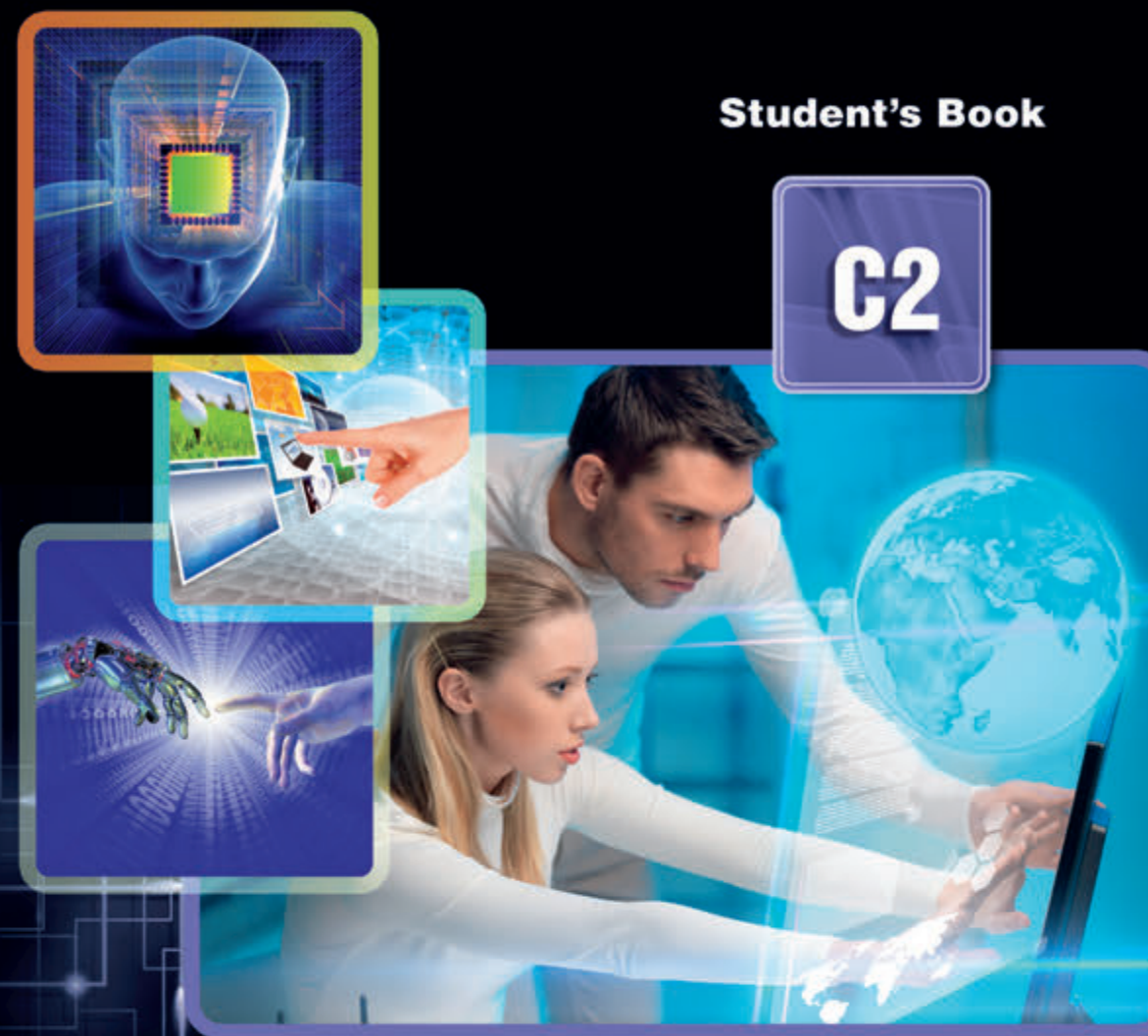
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<ul style="list-style-type: none"> the passive the causative reflexive/emphatic pronouns substitution/ellipsis 	<ul style="list-style-type: none"> interviews (multiple choice) 	<ul style="list-style-type: none"> discussing causes/results/offering solutions presenting an option/defending a decision 	<ul style="list-style-type: none"> an essay based on written input (PART II)
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The Road Less Travelled

Module 1

MODULE OBJECTIVES

► Vocabulary

- travel
- prefix *over*
- idioms related to flying and time
- collocations
- prepositions (travel)
- phrasal verbs (travel)
- word formation

► Reading

- an article about why we travel (multiple choice)

► Grammar

- present & past tenses review
- stative verbs
- *used to/would – be/get used to*

► Listening

- a discussion (multiple choice)

► Speaking

- making and responding to suggestions
- asking for and giving personal information

► Writing

- an essay based on written input (Part I)

► Language Focus

- word groups
- idioms related to travel
- grammar in focus

► Progress Check

Words of wisdom

We shall not cease from exploration, and the end of all our exploring will be to arrive where we started and know the place for the first time.
(T. S. Elliot)

Discuss

More than just a place to stay ...

- 1** Read the first sentence in text A. What do you know about the various types of accommodation mentioned?

A



Tripadvisor



What you see isn't what you get ...



Reviews ★★★★★

Fed up of traditional hotels, hostels, bed & breakfasts and timeshares? Take a classic formula and give it a whole new twist with our totally out of the **1) ordinary/conventional** dream retreats! From lighthouses to **2) converted/renovated** caves, we give you the chance to jump into the unusual! [+ MORE](#)

FIND & BOOK TODAY!

B

https://www.airbnb.com

Per Night ▼

Check in mm/dd/yyyy Check out mm/dd/yyyy Guests 1 ▼

Book it

Homestay with a Difference!

If you want to experience London at its finest, then stay with me and my family in our **3) peculiar/quaint** Edwardian terrace in Blackheath – a wonderful slice of village life and a **4) vibrant/vigorous** community in the heart of a thriving metropolis! Our cosy guestroom in our **5) lush/lavish** home is the perfect place to unwind and enjoy life like a local! [+ MORE](#)

CONTACT HOST

C



Reviews ★★★★★

Paradise under Canvas!

GlamourRest are happy to offer our guests an **6) experiential/existential** stay in the thick of the adventure! Camping options that take "glamping" to a whole new level of awesome. Getting off the **7) worn/beaten** track doesn't have to mean missing out on opulence. Dive into one of our **8) luxurious/priceless** tents for a holiday unlike any other. Camping never looked so good! [+ MORE](#)

2



Read the texts and choose the correct word. Why do you think people are starting to choose alternative accommodation?

3

ICT

In groups, think of your perfect type of accommodation and write an advert for an online lodging marketplace. Include details about the kind of accommodation it is, why it's a good choice for travellers, what's good about the area and what it can offer. Present your advert to the class.

1a Reading

The Search for Wonder ...

Why do we travel and what makes us venture into the hazards of the unknown?



We travel, initially, to lose ourselves; and we travel, next, to find ourselves. We travel to 1) open our hearts and eyes and learn more about the world than our newspapers will accommodate. We travel to bring what little we can, in our ignorance and knowledge, to those parts 5 of the globe whose riches are differently dispersed. And we travel, in essence, to **become young fools again** — to slow time down and get taken in, and **lose ourselves**. Travel is a wondrous thing that guides us toward a better balance of wisdom and compassion — of seeing the world clearly, and yet feeling it truly. For seeing without feeling can be 10 uncaring; while **feeling without seeing can be blind**. Yet for me the first great joy of travelling is simply the luxury of leaving all my beliefs and certainties at home, and seeing everything I thought I knew in a different light, and from a crooked angle.

The sovereign freedom of travelling comes from the fact that it whirls 15 you around and 2) turns you upside down, and 3) stands everything you took for granted on its head. If a diploma can famously be a passport (to a journey through hard realism), then a passport can be a diploma (for a crash course in cultural relativism). And the first lesson we learn on the road, whether we like it or not, is how provisional and provincial 20 are the things we imagine to be universal.

We travel, then, in part just to **shake up our complacencies** by seeing all the moral and political urgencies, the life-and-death dilemmas, that we seldom have to face at home. Travel is the best way we have of 25 rescuing the humanity of places, and saving them from abstraction and ideology. And in the process, we also get saved from abstraction ourselves, and come to see how much we can bring to the places we visit, and how much we can become a kind of carrier pigeon transporting back and forth what every culture needs. For in closed or impoverished places, like Pagan or Lhasa or Havana, we are the eyes and ears 30 of the people we meet, their only contact with the world outside. One of the challenges of travel, therefore, is learning how to import — and export — dreams with tenderness.

By now, all of us have heard the old Marcel Proust line about how the real voyage of discovery consists not in seeing new places but in seeing with new eyes. Yet one of the subtler beauties of travel is 35 that it enables you to bring new eyes to the people you encounter. Thus, even as holidays help you appreciate your own home more — not least by seeing it through a distant admirer's eyes — they help you bring newly appreciative — distant — eyes to the places you visit. For many of us travel is a quest not just for the unknown, but the unknowing; I, at least, 40 travel in search of an innocent eye that can return me to a more innocent self. I tend to believe more abroad than I do at home and I tend to be more easily excited abroad, and even kinder.

In that spirit, it's vitally important to remember that all travel is a two-way transaction, a point intrinsic to travel that we all too easily forget. For what 45 we often ignore when we go abroad is that we are **objects of scrutiny** as much as the people we scrutinise, and we are being consumed by the cultures we consume. At the very least, we are objects of speculation (and even desire) who can seem as exotic to the people around us as they do to us. 50

Travel, at heart, is a kind of life-changing ritual. A desperate way for our modern secular selves to **latch onto some sense of spirituality** that enriches us as people. A chance to share something meaningful with others while keeping our minds mobile and awake. As Harvard philosopher George Santayana wrote, "There is wisdom in turning as 55 often as possible from the familiar to the unfamiliar; it keeps the mind nimble; it kills prejudice, and it fosters humour." Travel, in the end, is a heightened state of awareness, in which we are receptive, undimmed by familiarity and ready to be transformed. That is why the best trips, like the best adventures, never really end. 60

1 Read the text. Look at the phrases in bold and try to understand their meaning from the context. Then match them to the meanings below.

- | | |
|----------|---------------------------------------|
| 1 | become young fools again |
| 2 | lose ourselves |
| 3 | feeling without seeing can be blind |
| 4 | shake up our complacencies |
| 5 | (to be) objects of scrutiny |
| 6 | latch onto some sense of spirituality |

- | | |
|----------|---|
| a | to attach oneself to sth more meaningful |
| b | to return to a silly youthful state |
| c | to be closely judged |
| d | to get carried away |
| e | to react only emotionally can lead to not understanding sth correctly |
| f | to challenge our sense of security |

Check these words

- venture • ignorance • disperse
- from a crooked angle • sovereign
- whirl sb around • famously
- relativism • provisional • provincial
- abstraction • ideology • impoverished
- subtle • appreciative • intrinsic
- scrutinise • secular • latch onto
- nimble • prejudice • receptive
- undimmed

2



Work with a partner and discuss what the author's opinion about travel is. Find the phrases in the text that support your answer.

STUDY SKILLS

Multiple choice

Read the text and question stems (not the possible answers) carefully. Make sure you understand what the question is asking (some questions may ask about organisational features of the text such as exemplification, comparison and reference). Underline the parts of the text that answer the questions. Then read the possible answers and decide which one best matches the underlined answer in the text. Remember some options may be true statements but not answer the question.

3 Read the article again and for questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text.

- 1 The author claims that the main pleasure of travelling is
 - A being able to let go of everything and experience new perspectives.
 - B contributing to the lives of people in less developed countries than your own.
 - C experiencing the thrill of throwing oneself into the moment.
 - D understanding our place in the world in a global context.
- 2 In the third paragraph, what does the author say is an important responsibility of a traveller?
 - A They must preserve the memory and goodness of the place they visit.
 - B They should help promote the hopes and aspirations of those they meet.
 - C They have to respect the social and cultural conditions of where they are.
 - D They need to appreciate their unique status as a link to the wider world.
- 3 Why does the author mention Marcel Proust?
 - A to expand further on his ideas
 - B to provide a perfect example
 - C to contrast it with other peoples' opinions
 - D to criticise his view on the topic
- 4 In paragraph five, the author believes that travel is
 - A an unequal enterprise that favours only the traveller.
 - B a reciprocal exchange that fascinates hosts as much as visitors.
 - C a risk to locals who the tourism industry exploits.
 - D a sector where issues are overlooked and conveniently ignored.
- 5 The reference to ritual serves to illustrate
 - A the need to follow traditions while travelling.
 - B the power of religion in other parts of the world.
 - C the way that people use travel to fill a void in their lives.
 - D the degree of superstition practiced by travellers.

Vocabulary Focus

- 4** The highlighted items in the text are used metaphorically, that is, they have a figurative meaning rather than a literal one. What do they mean? Discuss with a partner.


e.g. rescuing the humanity of places – allowing us to view places as real and individual rather than as a stereotype.

- 5** Look at the underlined idioms in the text and choose the correct meaning below.

- 1 a allow us to feel sth new
b expose our inner feelings
- 2 a make you feel very upset
b cause you to change completely
- 3 a cause something to be seen in a different way
b prove that something is incorrect


Text Analysis

- 6** a) Highlight in the text the responsibilities of the traveller when travelling overseas and write them in your own words. Write down any other things travellers should keep in mind that are not mentioned in the text.

- b)  Which of the reasons for travel mentioned in the text apply to why you travel/would like to travel? Add any reasons you have that are not listed. Tell your partner.

Listening & Speaking



 Listen and read the text again. Discuss in pairs what the most beneficial thing about travelling is from the points mentioned in the text.

Writing

ICT Find information on the different types of travellers there are and the reason behind why they travel. Present the different traveller types to the class. Say which traveller type you are and why.

Vocabulary from the text

- 1 Replace the words/phrases in bold with a word from the list.

• provisional • subtler • intrinsic
• receptive • nimble • undimmed

- It is important to be **willing to accept and listen** to new ideas when travelling.
- The tour company provided us with a **temporary** travel itinerary subject to change.
- It is said that the challenges of travel keep the mind **quick and responsive**.
- A **less obvious** benefit of travel is the exchange of cultures between the traveller and locals.
- Travel leaves us in a state where our interest is **unweakened** by familiarity.
- An **inherently important** feature of travel is how it challenges our perception of the world.

- 2 Complete the sentences with the prepositional phrases below.

• in essence • at the very least
• in the end • in the process
• in part • in search of

- For all the wonder of a place, it is,, the people that we meet that teach us most.
- Sun seekers spend their holiday the perfect beach.
- Even if one does not like to actually travel,, one should engage in the world by reading about it.
- When travelling we can learn a great deal about other cultures and also ourselves
- To travel the world,, is to become a citizen of the world.
- Besides the need to discover new places, we travel,, to meet new people and make connections.

Topic vocabulary

Travel


- 3 a) **COLLOCATIONS** Fill in the gaps with the words from the list: *chartered, business, weary, unwary, direct, peak, scheduled, seasoned, high, connecting, economy, long-haul.*

1	flight	8	season
2		9	
3		traveller	
4			
5			
6	class	10	traveller
7		11	
		12	

- b) Fill in the gaps with phrases from Ex. 3a.

- You pay more for tickets during the season.
- flights are less likely to be cancelled because they run at set times all year.
- It's important to get up and walk around on flights.
- Local bazaars can be hazardous for the traveller.
- A ticket in class is much cheaper and the service is still at a high standard.

- 4 a) Fill in the gaps with words from the list: *impeccable, severe, unbeatable, delayed, bumpy, in-flight, low-cost.*



Last month we booked some 1) tickets to Madrid for our holidays. They were on sale at a(n) 2) price so we were really excited. However, our flight was massively overbooked and we were bumped to a later flight, which was 3) for 6 hours. On board, however, we received 4) service from the flight attendants and the 5) meal was delicious. Unfortunately, there was 6) turbulence and the weather on arrival made for an extremely 7) landing. Thankfully, the flight was not an omen for the holiday and we had a great time.

- b) Have you been in a similar situation? Discuss with your partner using words from Exs 3&4.

- 5 a) **COLLOCATIONS** Fill in the gaps with adjectives from the list to make collocations then write P (positive) or N (negative).

• panoramic • tedious • luxurious • raw • far-flung • poor
• quaint • desolate

- | | |
|-----------------------------|------------------------|
| 1 area | 5 service |
| 2 journey | 6 location |
| 3 view | 7 village |
| 4 accommodation | 8 deal |

b) Use collocations from Ex. 5a to complete the sentences. Make your own sentences with the rest using adverbs such as: *somewhat, charmingly, extremely, undeniably.*

- 1 We had an unbelievably beautiful from the top of the mountain road.
- 2 It was an incredibly that seemed to take forever.
- 3 We drove through a pretty with nothing around for miles.
- 4 My dad complained about the extremely we received at the resort.

Prefix over-

- 6 Fill in the gaps with words formed with *over*. Make your own sentences with the rest. Check in the Word List.

over-	<i>head</i>	<i>look</i>	<i>take</i>	<i>land</i>
	<i>load</i>	<i>whelm</i>	<i>excite</i>	<i>hear</i>

- 1 I love watching the planes flying
- 2 The children are about going to Disneyland and they are driving everybody crazy.
- 3 It's illegal to when there's a solid white line on the road.
- 4 Be careful not to the car with luggage.

Idioms (related to flying and time)

- 7 a) Fill in *fly* or *time* to form idioms.

- | | |
|---------------------------|------------------------|
| 1 have to kill | 6 in the face of |
| 2 off the handle | 7 be pressed for |
| 3 on the | |
| 4 the of one's life | 8 and tide wait |
| 5 go a kite | for no man |

b) Fill in the gaps with idioms from Ex. 7a in the correct form. Make your own sentences with the rest. Check in the Word List.

- 1 Justin at the airport because his flight landed early.
- 2 The plans to build a new runway environmentalism.
- 3 Ann was nervous about going to India but she's having
- 4 We should have taken more care when booking our accommodation; we did it and it wasn't very good.

Prepositions

- 8 Fill in: *below, at, on (x2), from*. Check in Appendix I.

- 1 The car was driving full speed when it passed me on the motorway.
- 2 He was disqualified driving after picking up too many points on his licence.
- 3 On the cruise, most crew cabins are decks.
- 4 Susie is embarking a new career as an air stewardess.
- 5 We missed our flight so we were put standby for the next available one.

Phrasal verbs

- 9 Use the verbs and particles below to form phrasal verbs. Check their meanings in Appendix II and fill in the gaps. Make sentences with three of the rest.

• pull • set • sail • flag • pass • hold • head • stop

• out for • over • down • for • up • through

- 1 Can you just by the bus stop and I'll get out?
- 2 Jenny her driving test and passed with flying colours.
- 3 You wait here and I'll a taxi.
- 4 A lorry lost its cargo and it's traffic on the motorway.

Word formation

- 10 Read the text. Use the words in capitals to form a word that fits in the gaps (1-8).



SPACE TOURISM

Tourism has 1) seen a huge boost since the advent of flying, but what's next? Some people who are 2) of a little more adventure believe the 3) of outer space is the next 4) step as travellers look towards the stars to 5) our already lavish holiday options. But how 6) is it that we will soon be packing our bags to Mars? It might be closer than you think. To begin with, the cost will prove 7) to most, but companies are already developing the technology and they are hopeful that they will eventually be taking all of us on the trip of a 8)

DOUBT

DESIRE
EXPLORE
LOGIC
DO
REAL

ACCESS

LIFE

Present tenses

see pp. GR1-GR3

- 1 Put the verbs in brackets into the correct present tense. Identify the tenses. Explain their use.



Hitting the Road

A young boy is sitting in front of the TV, and 1) (**watch**) his favourite actor, Ewan McGregor, taking a motorcycle trip around the world. When the programme ends, the boy 2) (**get up**) and tells his parents, 'Mum, Dad, I 3) (**want**) to cycle to Africa!' That boy was me, and of course my parents laughed. But little did they know that one day I would do exactly that!

Inspired by McGregor's adventures, I set off on a road trip of my own and experienced incredible things. I'll never forget when I was cycling along a river one day and startled a hippo! Now, the prevailing advice is if a hippopotamus 4) (**charge**), you 5) (**seek**) cover behind a tree, and definitely don't try to outrun it. In reality, there's no time to think. When I saw him glaring at me, I sped away on my bike as quickly as possible! Looking back, I wish I had been a bit more careful. As Mum used to say, 'You 6) (**always/do**) things that get you into trouble!'

Despite the occasional drama, I have the fondest memories of the many wonderful people that I met, their cheerfulness and kindness, and the experiences that we shared. I still cherish these memories today, even though so many years 7) (**pass**).

Finally, after I had been cycling for eight months, my journey came to an end. It was more than fifteen years after I had first felt the inspiration to follow in McGregor's footsteps and I thought to myself, 'Wow! I 8) (**just/cycle**) thousands of miles from the UK to Sub-Saharan Africa! Ever since I left London, I 9) (**follow**) my childhood dream!'

Stative verbs

see pp. GR1-GR2

- 2 Read this extract from the text in Ex. 1. Then answer the questions below. Give reasons for your answers.

'Despite the occasional drama, I *have* the fondest memories of the many wonderful people that I met, their cheerfulness and kindness, and the experiences that we shared. I *still cherish* these memories today...'

- 1 Would it be correct to use 'I am having' instead of 'I have'?
- 2 Would it be correct to use 'I'm still cherishing' instead of 'I still cherish'?
- 3 Can you find other examples of stative verbs in the text in Ex. 1?

- 3 Choose the correct option (a or b) that explains the meaning of the verb in bold.

- 1 The unexpected combinations of seasonings make Thai food **taste** bold, vibrant and exciting.
 - a Someone is testing the spiciness of their meal.
 - b Someone is explaining the flavour of a cuisine.
- 2 An author of several highly regarded travelogues **is appearing** at the book store.
 - a The author seems to be at the book store.
 - b The author will give a talk and sign books.
- 3 The government **is thinking** of limiting visitors to the reserve's most fragile ecosystems.
 - a The government is weighing up the idea of reducing visits.
 - b The government believes visits must be reduced.
- 4 Patagonia **has been having** a boom in adventure tourism for the last ten years.
 - a Patagonia is experiencing a sustained increase in adventure tourism.
 - b Patagonia currently possesses a lot of adventure tourism facilities.

Past tenses and used to/would – be/get used to

see pp. GR3-GR5

- 4 Underline all the past tense forms in the travel blog in Ex. 1a. Identify the tenses and justify their use.

- 5 **SPEAKING** Use these time words/phrases to make sentences about yourself: *all day, yesterday, last night, two weeks ago, last year, by the time, while, before, already, since, until, for five years, in 2010.*

Present & Past tenses (review)

- 6** Choose the correct verb form. Justify your answers. Check the *Grammar Reference* section.

- 1 As the plane was tossed around by the turbulence, Jason thought, 'I really wish we **were sitting/had sat/had been sitting** on our sofa at home!'
- 2 The Smiths **had tried/were trying/had been trying** to get a pass to the national park for several years before they finally succeeded.
- 3 In this photo, our group of volunteers **are digging/digs/used to dig** a well in Malawi.
- 4 Mattie **has visited/is visiting/has been visiting** five European countries so far during her travels.
- 5 As soon as Joy **understood/had understood/was understanding** that she would need to carry her own food and water, she cancelled her place on the backpacking holiday.
- 6 Oh no! There **goes/has gone/is going** the boat that was supposed to take us to the Isle of Skye!
- 7 This is the roughest sea voyage we **have ever been experiencing/have ever experienced/are ever experiencing!**

- 7** Read the sentences and choose the correct item.

- 1 Last summer he **found/used to find** several flights that only cost a few pounds.
- 2 Although he travelled for business for many years, he never **was used to/got used to** the feeling of jetlag.
- 3 When she was a child, Lea **used to/would** wish that she was a pirate, sailing around deserted tropical islands.
- 4 Matt **went/used to go** to Rome twice when he was eighteen.
- 5 Nicole was afraid she would feel lonely since she wasn't used to **travel/travelling** on her own.

- 8** Explain the meaning of each sentence depending on which of the two tenses is used. In which sentences is there no change in meaning?

- 1 We **want/do want** to travel overland by train in spite of the length of the journey.
- 2 Elise **has felt/has been feeling** increasingly excited as her departure date nears.
- 3 Harry **expected/had expected** to see Michelangelo's drawings while he was in Florence but unfortunately they were not on display.
- 4 I can't believe how calm and determined she **is/is being**.
- 5 Mark and Louise **have gone/went** on a business trip to develop links with clients in Eastern Europe.
- 6 The reason Eric **looks/is looking** rather under the weather is because he caught a cold while in London.
- 7 Nora **was sleeping/has been sleeping** peacefully for the entire trans-Atlantic flight.

Key word transformations

- 9** Complete the second sentence so that it means the same as the first, using the word in capitals. Use between three and eight words.

- 1 Passengers got very impatient when the airline offered unbelievable excuses for the delayed flights. **LITTLE**
Passengers
the airline's unbelievable excuses regarding the delayed flights.
- 2 Air ticket prices with the national carrier are now considerably higher than they were a few years ago. **RISEN**
Air ticket prices with the national carrier
..... few years.
- 3 I have been visiting this holiday resort for twenty years and I haven't seen it in such a bad condition as this. **WORST**
The condition of the holiday resort
..... twenty years of staying here.
- 4 Tourists' interest in the area has dropped significantly in the last decade. **DECLINE**
There
tourists' interest in the area in the last decade.

- 10** **WRITING & SPEAKING** What did/didn't you use to do on holiday when you were young/ a child? Write six sentences. Tell your partner.

Multiple choice

Preparing for the task

STUDY SKILLS

In this task you will be asked to listen for *opinion, attitude, feeling, inference, agreement, gist, detail*, but some of the answers to the questions will be implied rather than stated directly or paraphrased. To answer these questions, listen carefully for what is meant by the speakers rather than the actual words they use.

1 a) Read the questions below and the options. What are the questions asking for, *opinion, gist, detail*?

- 1 What problem does the man highlight?
 - a There are few websites advertising the local area.
 - b The reach of the website is too narrow.
 - c The number of visitors to the website has dropped.
- 2 What does the woman mean when she says it will be 'a win-win situation'?
 - a Tourists will have access to more aspects of the area.
 - b The company will attract local and foreign tourists.
 - c Local tourism benefits a number of areas.

b) Read the extract. Underline the key words. Answer the questions (1 & 2) in exercise 1a.

M: I believe our website shouldn't just target the overseas market. We should be promoting this beautiful area both at home and abroad, making it more interesting to a wider market.

W: You've got a point. There are a lot of people who don't realise what's in their own backyard, not to mention how it will help the communities as a whole. It's a win-win situation.

c) What information in the extract did you use to answer the questions? Do the speakers mention the answers explicitly or imply the information?

Discussing a school project about tourism

2 Listen and choose the correct option (A, B or C).



- 1 When are the girl and teacher talking?
 - A at the end of class
 - B during the lesson
 - C before class
- 2 What is the main problem the girl is having with her assignment?
 - A the subject matter is too broad
 - B she doesn't know how to do the type of project
 - C she doesn't understand the question
- 3 How does the teacher suggest the girl introduce the subject?
 - A He thinks she should concentrate on one local community.
 - B He proposes that she make a comparison with the past.
 - C He advises her to focus on a specific time in history.
- 4 What does the teacher suggest about jobs in tourism?
 - A They provide stable employment for the population.
 - B They offer a solution for unemployment issues.
 - C They aren't always remunerated well.
- 5 How might tourism affect property?
 - A by raising prices
 - B by improving standards
 - C by increasing availability
- 6 What does the girl say may happen to locals when shopping?
 - A Their disposable income will be diminished.
 - B They will have more choice in products.
 - C They will have a wider range of places to shop.
- 7 According to the girl, what positive outcome could tourism have on the environment?
 - A to increase awareness
 - B to raise money for causes
 - C to help endangered species
- 8 What issue does the girl need to pay particular attention to?
 - A The changes native people have made to tourism.
 - B How tourism affects native people.
 - C The way tourists mix with native cultures.
- 9 What does the teacher say about using graphs?
 - A They can make a presentation look untidy.
 - B They make a presentation more attractive.
 - C They make facts and figures easier to understand.
- 10 What best describes the teacher's tone during the conversation?
 - A encouraging
 - B persuasive
 - C inspired

3 Listen again. Use the ideas from Ex. 2 to prepare a set of prompt cards for the girl's presentation. Remember to use bullet points.

Speaking skills

1e

Making and responding to suggestions

- 1** a) Read the first two exchanges in the dialogue. Which topics do you think the dialogue will be about?

- future plans • family life • travel • leisure time
- learning

Listen and check.

- A: Hey, what are you doing?
 B: I'm searching for travel websites and holiday ideas for me and the family, but nothing's jumping out at me.
 A: Well, do you have a particular destination in mind?
 B: No, not really. But we've always gone somewhere off the beaten track.
 A: OK. Let's have a look together. What about unusual holidays like cave tours or urban exploration trips? Do those appeal to you?
 B: No, not really. They're a bit too extreme for us. We fancy more tranquil settings.
 A: I see. Would you be interested in a cultural cycling tour package?
 B: To be honest, it's not really our cup of tea. We prefer adventure holidays that combine walks in nature and fun activities.
 A: OK, what about this package holiday to Costa Rica? It includes flights and accommodation, as well as eco tours at a reasonable price. What do you think?
 B: It's a definite maybe. Can you bookmark this site so I can check it out later?
 A: Sure. Let's see what else we can find.

- b) Which underlined phrases in the dialogue are making suggestions and which are responding positively/negatively? Replace them with phrases from the Useful Language box below.

Making suggestions

- I think you should ... • Would you be interested in ...?
- I thought perhaps you might like ... • I was thinking it would be a nice change if ... • How/ What about ...?
- Let's ...

Responding positively

- You're probably right. • Sounds perfect! • That would be lovely! • That's a great idea! • It's a definite maybe.

Responding negatively

- I don't think so. • I'm not sure that would be appropriate. • No, I'm not sure about that. • Well, I don't know. • To be honest, it's not my cup of tea. • No, not really.

- 2** Work in pairs. Imagine you want to book a holiday and need some help from your friend to plan it. Use the phrases from the dialogue and the Useful Language box to act out a dialogue similar to the one in Ex. 1a.

Asking for and giving personal information

Asking	Responding
Introductory questions	
• Where are you from?	• I was born in .../I come from .../I'm from ...
Leisure time	
• Which leisure activities do you prefer doing in your free time?	• By and large, I am rather interested in/quite keen on ...
Learning	
• Do you think learning a foreign language will help you in your future career?	• In my view ... • As far as I'm concerned ...
Future plans	
• Do you see yourself living abroad one day?	• I'm in two minds/ I'm ambivalent about that one ... • I would definitely entertain the possibility of ...
Daily life	
• Do you prefer having a routine or doing different things on a daily basis?	• Personally, I prefer ... • Well, as a matter of fact ... • Actually to be honest .../ If you ask me ...
Travel	
• Which part of the world would you most like to visit? Why?	• For the most part I'd love/like to visit...

- 3** Read the questions. Listen to speakers A and B answering the questions below and tick (✓) the correct box (A or B).

Where are you from?
 What has been your best travel experience?
 How can travel benefit you as a person?

Which speaker:

- uses short sentences?
- gives detailed reasons to support their answers?
- speaks with some hesitation?
- uses rich language?
- uses a variety of grammar structures?
- speaks in a natural manner?

A	B

- 4** Work in pairs. Answer the questions in Ex. 3. Use the questions (1-6) in Ex. 3 to evaluate your partner's performance.

General introduction

Essays based on written input are pieces of writing which are based on two 100-word texts. The texts are on the same topic and each one has clear main points. The texts may present opposing or complementary views and may be extracts from newspapers, books, magazines or online source material.

The task requires you to **summarise** the key points from both texts and **evaluate** them, **adding** any relevant points of your own.

Before doing anything, read the two texts and underline the key points in each text. Decide if you agree or disagree with these points and add ideas of your own that are relevant.

When writing your essay, avoid using exact words from the texts. Always try to **paraphrase** the information, using synonymous phrases, sequence words (firstly, finally, etc) and linking devices (moreover, in addition, also, etc). You can choose to use one or two important phrases from the text but always place them in quotation marks.

Write in register which is neither formal nor informal and in an impersonal tone if there is no reference to personal experience.

General outline for essays based on written input

There are two ways to summarise the texts.

Plan A

- Para 1 ► Introduction (present the topic)
- Para 2 ► Summary of both texts
- Para 3 ► Evaluation of both texts
- Para 4 ► Conclusion (present your opinion)

Plan B

- Para 1 ► Introduction (present the topic)
- Para 2 ► Text 1 – summary & evaluation
- Para 3 ► Text 2 – summary & evaluation
- Para 4 ► Conclusion (present your opinion)

Understanding the rubric

- 1** Read the rubric and underline the key words. Then answer the questions.

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 answers. Write your answer in 240-280 words.

- 1 What type of writing task is it?
- 2 What skills should be used to analyse the material?
- 3 How should the information in the text be presented?

Identifying key points

The term '**key point**' is used to refer to the main ideas of a text which are the author's message about the topic. When you are asked to identify a key point, you have to distinguish between the most and least important points raised in a text. The key points are usually preceded or followed by examples which provide interesting information and are there to clarify the points.

- 2** Read the underlined points in the texts below. Do they present opposing or complementary views?

Text 1

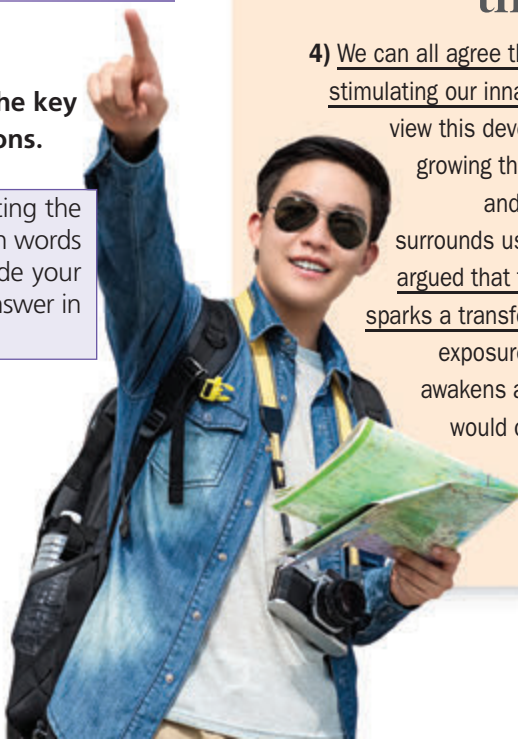
Travel broadens the mind

1) The purpose of travel is connected with building social relationships, opportunities to learn and grow by exploring the world; from meeting new people, to encountering new and unfamiliar cultures or visiting places of breathtaking natural beauty. 2) Perhaps the greatest impact of travel is that it promotes a global mindset. Each trip overseas adds incredible experiences and adventures and transforms you in ways you never expected. 3) Being immersed in different cultures, beliefs and living conditions will undoubtedly alter your perspective on the world as you soak in new experiences that you'll take with you for the rest of your life.

Text 2

Traversing the self

- 4) We can all agree that travel has an incredible way of stimulating our innate ability to change. Many people view this development in terms of learning and growing through understanding other people and cultures and the wider world that surrounds us. 5) Furthermore, it could also be argued that travel itself is the touchpaper that sparks a transformative journey of the self. Every exposure to new experiences unlocks and awakens a new facet of our personality that would otherwise remain dormant forever. 6) It is fair to posit therefore, that both the external and internal shift our understanding.



Paraphrasing

When you paraphrase someone's ideas, you express these ideas in your own words as much as possible, using a different sentence structure. This can be done using synonyms and antonyms, making the subject the object or vice versa, with the use of derivatives, etc. When you have finished check that:

- you have done more than substitute a few words with synonyms and have changed the sentence structure, too.
- you have retained the meaning of the original.

3 Read sentences a-f below. Which are the correct paraphrases of four of the points in Ex. 2? Why are the others wrong?

- Arguably the biggest consequence of exploration is the development of cosmopolitan attitudes.
- Exposure to new and often contrary views and societal norms can unquestionably change the way we look at ourselves.
- There is a shared consensus that travel has a unique ability to nurture our inherent capacity to develop.
- An essential element of travel is the manner in which it allows us to forge new links whilst increasing our global knowledge.
- It is reasonable to suggest therefore, that a combination of outer and inner elements redirect our comprehension.
- We can also hypothesise that the act of travelling is in fact the catalyst for a metamorphic change of one's character.

4 Read sentences 1-3 and use the prompts to rewrite them in your own words.

- Travel websites give you the opportunity to design your holiday to suit your tastes.
 • online sources • provide • freedom
 • personalise • trip

- Businesses in the tourism industry are developing new markets in previously closed communities.
 • travel companies • branch out • seize
 • opportunities • exciting • ways

- New visitors to the area have generated commercial success and higher profits.
 • arrival • tourism • bring • new business
 • prosperity • region

Summarising

In order to summarise the texts effectively you will have to read them to understand their overall meaning. Underline the key points in each text ignoring any unnecessary facts and make a note of the most important details. It is imperative to paraphrase and not incorporate large amounts of the original language as you have to write a short summary.

5 Write a sentence that summarises the information from the two texts below. You should be able to reduce the number of words by half. Use the beginning of the sentence below to help you.

- If you have travelled to far-flung places, there's no doubt that you will have tried new and sometimes unusual cuisine. Some people shy away from new tastes but it is all part of the experience of visiting a different country and culture.

In text 1 the writer claims that trying new foods goes hand-in-hand with

- It's important to immerse yourself in all aspects of a place, be it the food, the music, the architecture, the people or the history. These are the things that give a place its character and appeal, and it's impossible to get the genuine experience without each of them.

In text 2 the writer suggests that in order to gain a proper understanding of a place

Evaluating key points/Adding your own ideas

In this task you are also asked to evaluate the key points raised by the writers. You should consider how far you agree with the points and comment on them. Finally, you should list any relevant ideas of your own by considering what the writers may have failed to mention.

6 a) Read text 1 in Ex. 2. Then read the two extra ideas below. Which one is relevant and which is irrelevant?

Text 1:

- Remaining detached and isolated enables travellers to avoid unfortunate international incidents.
- Travellers should behave responsibly and be mindful of their own influence on other societies when engaging with different cultures.

b) Read text 2 in Ex. 2 and write a relevant idea of your own.

Text 2:

- 7** a) Read the rubric and the two texts and underline the key points in both texts. Do the key points that you have underlined present opposing or complementary views?

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 answers.
Write your answer in 240-280 words.

Text 1

Shifting sands: travel sector

The digital revolution has turned out to be a profound force of good for consumers as it has greatly altered the way they shop for travel products. Thanks to breakthroughs in technology and high-speed Internet, travellers can now effortlessly book their flights and hotels online. Similarly, they can also opt to stay at a stranger's house through accommodation sharing websites and comb through online reviews for unfamiliar restaurants on their mobile devices. In the digital age, increased personalisation has taken off as we have become a generation of DIY holidaymakers who plan, manage and book travel online in a more cost-effective way.

Text 2

Independent travel itineraries

It seems that many people booking their own travel arrangements online have little awareness of potential setbacks. Do-it-yourself rather than using a professional travel service provider can appear attractive to the enthusiastic amateur, offering a lower cost option. However, the amateur's lack of knowledge or expertise might result in the exact opposite. In the real world, travel itineraries can change and a travel disruption could mean that the traveller will need to rebook, wasting additional time and money. So, before holidaymakers rush to book online, they need to consider the true costs of doing it themselves.

- b) Read the model essay and underline the paraphrased version of the points you underlined in Ex. 7a. Highlight the writer's opinion.

Nobody can deny that technology has had an impact on our lives, and as the texts point out, it has even transformed the travel industry. The first text focuses on the advantages of personalised travel while the second considers the potential pitfalls for consumers.

So, how can the breakthroughs in technology alter our travel experiences? According to the first text, websites have provided holidaymakers with online portals, permitting them to organise and book their own travel, which is quickly becoming the norm. It points out that the digital revolution has altered the consumer path to purchasing holiday packages in an economical way. This is an interesting point that justifies the appeal technology has to consumers. And let us not forget the added convenience of accessing online bookings at any time and from anywhere, which ultimately makes it indispensable.

In contrast, the second text raises the issue that those utilising the Internet are ignorant of the risks and possible disadvantages, in particular the risk of losing time and money due to inexperience, as travel itineraries are not the easiest to navigate. Consumers have forgotten that the purpose of travel agents is to provide hassle-free services to the public. The writer is of the opinion that holidaymakers have become swayed by travel and review websites without weighing up the costs. This is a view that to my mind does not do justice to those consumers who have successfully embraced the new technology at their disposal, becoming the next 'generation of DIY holidaymakers'.

The texts obviously present different reactions to what digitalisation is offering travellers in the 21st century. The current reality is that more and more people are using online tools to personalise their travel than ever before. So, despite its pitfalls, in my opinion, the rise of independent travel can have a positive outcome, as it contributes to greater choice at a lower cost.

- c) Read the model essay again and answer the questions.

- 1 What is the focus of the first main body paragraph?
- 2 What is the focus of the second main body paragraph?
- 3 Does the writer summarise and evaluate the key points of the texts?
- 4 Does the writer add extra relevant points?
- 5 Does the writer use their own words?
- 6 Which writing plan A or B in the theory box on p. 14 does the writer use?



d) Rewrite the main body using the other writing plan in the theory box on p. 14.

8 Read the rubric and underline the key words. Then read the two texts and answer the questions that follow.

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



Text 1

Modern tourism

Global tourism has experienced continued growth and deepening diversification in the latter decades of the twentieth century. It has made it possible for us to travel the world and broaden our horizons, diminishing our attachment to cultural stereotypes. And this cultural value is not the only aspect to be considered. The more people travel around the world, the greater the economic benefits to host countries. Destinations around the world which might otherwise have stagnated financially can flourish as tourists explore attractions and natural landscapes which are often the key reason for the initial interest in the area.

Text 2

Impacts of Tourism

It appears that people travelling around the world are oblivious to the detrimental effects of mass tourism. This can be clearly seen in the case of industry leaders undercutting small local businesses in popular tourist destinations. Governments around the world appear to neglect this issue and actively promote mass tourism for financial reasons.

And as tourism numbers grow, so does environmental degradation due to air travel emissions and land pollution. Only serious action from local authorities is likely to resolve economic and environmental issues arising from the tourism industry.

- 1 What are the key points of each text?
- 2 Are the key points in the set of texts opposing or complimentary?
- 3 How could you paraphrase these key points?
- 4 How many paragraphs will the essay contain?
- 5 What would you include in the introduction to the essay?
- 6 Do you need to evaluate the points raised?

9 Use your ideas from Ex. 8 and the Useful Language box to write your essay.

Useful Language

To summarise points

- The texts consider the issue of ...
- Both texts identify ... • The first text views/presents/discusses how ...
- The second text raises the issue of ...

To emphasise a point

- Clearly, .../Obviously, .../Without a doubt, ...
- This is an interesting point ...

To express similar ideas

- Similarly,/Likewise,/In the same way,/ In addition,/Furthermore,/Moreover, ...

To express opposing ideas

- However,/On the other hand,/ Nevertheless, ...

To express generalisations

- As a (general) rule,/By and large, ...
- It is usually the case that ...,
- The current reality is ...
- This fact suggests that ...

To make partially correct statements

- To a certain extent/degree,/In a way/ sense, ... • This is partly true (but),
- To a limited extent ...

To express one side of the argument

- An argument in favour of/in support of ...

To express the other side of the argument

- Opponents of ... argue/claim/believe that ..., • In contrast ...

To formulate an opinion

- As far as I am aware,/In my experience,/ To my mind,/In my opinion, ...

To conclude

- In conclusion,/In summary,/ To conclude, ...



Checklist

When you finish your piece of writing, check that:

- all the points asked for in the rubric are included
- appropriate beginning and ending statements are used
- the writing is well-organised (key points are paraphrased in separate paragraphs)
- the evaluations and extra ideas are included in the essay
- there is a variety of suitable linking words to connect ideas
- there is a range of rich vocabulary
- the grammar and spelling is used accurately
- the target reader is fully informed

Multiple choice cloze

Preparing for the task

STUDY SKILLS

Read through the text quickly and try to guess what word fits in each gap. Pay particular attention to the words before and after the gaps, keeping in mind that the correct choices will often be parts of **idioms** (phrases with words that have a different meaning when they are in isolation, e.g. *hit the road* doesn't mean to strike the road, it means to begin a journey), **collocations** (words that are often used together, e.g. *ultimate destination*), **fixed phrases** (expressions where words cannot be substituted even if they have a similar literal meaning e.g. *developing country* NOT *evolving country*), **phrasal verbs** (a verb plus a particle that changes its meaning, e.g. *count on*), examples of **complementation** (e.g. words followed by a particular preposition, or by a gerund or the infinitive, e.g. *must + infinitive without to*).

1 a) Read the sentences (1-6) and decide what is being tested: *an idiom, a collocation, a fixed phrase, a phrasal verb, or complementation*.

- 1 At the first sign of weather conditions, hikers are advised to descend the mountain.
A declining C depreciating
B deteriorating D degenerating
- 2 Trekkers should be prepared to it as there are few facilities in remote areas.
A struggle C succumb
B rough D tolerate
- 3 This tour has been organised in with the Natural History Museum.
A conjunction C relationship
B assistance D unification
- 4 Pat's decision to visit Costa Rica was on her interest in tropical ecology.
A built C based
B taken D brought
- 5 To everyone's surprise, Tom booked a holiday this year.
A parcel C package
B packet D pack
- 6 The explorers relied on an ancient map to find the ruins.
A heavily C tightly
B closely D thoroughly

b) For each sentence in Ex. 1a decide which answer (A, B, C or D) best fits each gap.

2 Read the text and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).



Though millions of tourists from all over the world visit the Grand Canyon, few are 0) **B** access to the dramatic waterfalls at its heart. Every February, a limited number of passes become available for visits over the course of the year and they sell out almost immediately, snatched up by those who have a 1) for adventure.

Though access is restricted, it is for good reason. The blue-green waters that thunder over the cliff face and then 2) through the canyon give their name to the Havasupai people, who have 3) the region for thousands of years. They 4) their strength from the land, which they consider sacred, and they view themselves as its guardians.

So, when modern pressures precluded their ancestral hunter-gather lifestyle, they developed tourism, but in a way that does not 5) with their values. They built a hotel and a campsite to accommodate around 300, though more would gladly come. Local guides talk visitors 6) the process of keeping safe in the 7) landscape and also how to respect it, asking that whatever they have brought, including all their rubbish, they carry out when they leave. The Havasupai have found a contemporary way to live off the land, but never at the 8) of their invaluable blue-green waters.

- | | | | |
|----------------|------------|--------------|--------------|
| 0 A avowed | B allowed | C eschewed | D abjured |
| 1 A thirst | B quest | C taste | D stretch |
| 2 A wander | B stroll | C crawl | D meander |
| 3 A resided | B dwelt | C abided | D inhabited |
| 4 A haul | B rake | C draw | D pluck |
| 5 A clash | B dispute | C brawl | D impact |
| 6 A about | B through | C out | D around |
| 7 A stale | B arid | C shrivelled | D dehydrated |
| 8 A forfeiture | B mortgage | C expense | D detriment |

Grammar

3 Choose the correct item.

Remember!

There is no grammatical rule that can help you choose the correct preposition. Instead, they must be memorised in association with nouns, verbs or adjectives as whole expressions.

- 1 Regrettably, the popularity of this lake with tourists has contributed its pollution.
A in B by C with D to
- 2 The head of the department was amazed students' positive response to the study trip abroad.
A at B for C from D that
- 3 Dad was concentrating driving and was not able to enjoy the scenery.
A in B on C with D from
- 4 You can hire a guide when hiking the trail but it's necessary.
A by no means C on no means
B for any means D in any means

Remember!

Phrasal verbs consist of a verb and a particle which gives the verb a new meaning. It can help to learn the phrasal verb in context, i.e. *Schools break up for holidays. The conference wrapped up yesterday.*

When a phrasal verb has a direct object, the object can often be placed before or after the particle. However, in these cases, if the object is a personal pronoun, it is always placed before the particle.

- 5 The challenges Ann encountered while assisting the medical charity in Africa the best in her personality.
A brought up C brought about
B brought out D brought around
- 6 The plane had moved onto the runway and the cabin crew were take-off.
A standing by for C standing up for
B standing in for D standing up to
- 7 When we were booking our tickets we a problem.
A ran around C ran up against
B ran over D ran through
- 8 There was a bomb scare at the airport, which for hours.
A held on us C held up us
B held us on D held us up

Vocabulary

4 Use the words in the list to fill in the gaps. What part of speech is each item and what does it mean?

Remember!

Some words can have the same spelling and even pronunciation, whilst being different parts of speech with different meanings. For example, a word can be both an adjective and a verb or a noun and verb.

When Mark asked questions about the terms of the special offer the travel agent was reluctant to elaborate further. (v) – to go into more detail

Angela's hotel features lots of elaborate furnishings and décor. (adj) – intricate

• conflict • board • range

- 1 In the case of a between guests and hotels, holiday reps can arbitrate.
- 2 Room prices at the hotel from £50 a night to £100 a night.
- 3 As a business class passenger, Karen gets to her plane before economy class travellers.
- 4 Steve works on the of an ecological charity that helps develop eco-tourism.
- 5 The results of the customer satisfaction survey with the claims that the tour company advertises.
- 6 While travelling, Sarah met a wide of fascinating people.

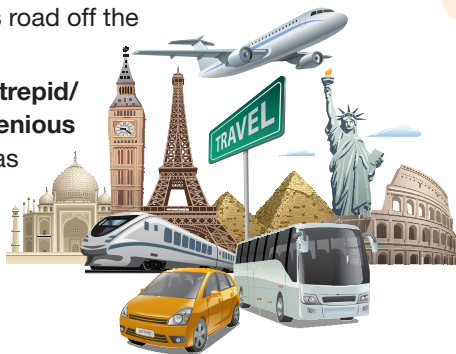
5 Choose the correct item. Give reasons.

- 1 The new airport the way for a boom in tourism on the remote island.
A ploughed C polished
B penetrated D paved
- 2 He had entered the dense rainforest when he was struck by the sheer volume of natural sounds surrounding him.
A tactfully C superficially
B scarcely D tangibly
- 3 It was extremely of us to stay in a 5-star hotel, but we wanted to treat ourselves.
A improvident C extravagant
B ostentatious D immoderate
- 4 Before he left for the airport, Brian couldn't help smiling in of his coming adventure.
A instigation C imitation
B agitation D anticipation

Travel

1 Choose the correct word.

- The sailing club has a number of boats **docked/moored/fastened** on the lake.
- You can buy snacks and light meals in the buffet **carriage/compartiment/car**.
- We paid extra for a(n) **deluxe/exotic/scenic** cabin with a view.
- You should take the next **lay-by/slip/access** road off the motorway.
- Joanna is an **intrepid/inquisitive/ingenious** traveller who has gone on many daring adventures.



Word Groups

2 Fill in the words in their correct form.

A • navigate • divert • skid • steer • drift • slip

- The car to a halt to avoid colliding with the lorry.
- On my cycling proficiency test I had to round some obstacles.
- High-sided vehicles are being warned that high winds on the bridge might cause them to into another lane.
- His foot off the clutch and he stalled the engine.
- Sailors of old used to use the stars to help them the world's oceans.
- The police are traffic around the burst water mains.

B • spectacle • site • scenery • scene • sight

- I love driving past the castle on my way to work; it's not everywhere that you can see a like that on your daily commute.
- We drove to a charming village which was surrounded by breath-taking
- The flight delays resulted in a chaotic at the airport.
- This location is a prime for the new motorway.
- The air show was a magnificent of aeronautical prowess.

Idioms (related to travel)

3 a) Match the two columns to form idioms.

1	□	sail	a	clear of sb/sth
2	□	run	b	into a rage
3	□	drive	c	aground
4	□	rock	d	sb round the bend
5	□	steer	e	close to the wind
6	□	fly	f	the boat

b) Use the idioms in Ex. 3a in the correct form to complete the sentences.

- You should the motorway; there's a traffic jam.
- Stop asking me if we're nearly there yet; you're
- There's an interesting wreck on the beach of a boat that decades ago.
- Bob when the car hit his bike; he was fuming.
- Carrie didn't want to and upset anyone by questioning the travel plans.
- Paula was when she criticised Ralph's driving; it was rather mean.

Grammar in Focus

Fill in the gaps with the correct word, put the words in brackets in the correct form or choose the correct word.

Commuting with a Difference



There are 1) things more boring than the daily commute. Benjamin David from Munich in Germany was 2) sick of fighting his way through traffic and 3) (inhale) toxic exhaust fumes that one day, 4) sitting in his flat, he came up with a truly unique idea. He 5) (look) out of the window at the River Isar flowing 6) **alongside/along** the road when he suddenly thought he could swim to work! Now, every morning, he packs his things into a waterproof bag that also doubles 7) a flotation device, dons a pair of swimming trunks (or a wetsuit if it's cold) and jumps into the river. He then swims the 2km to his office. Benjamin 8) (find) that it's both 9) (quick) and more relaxing. It's not for everyone, but Benjamin, who 10) (do) it for two years, says that it's the perfect way to get to work.



When Cultures Collide

When I first arrived in Australia at the age of 16 to go to High School for one year and live with a host family, I was completely over the moon with everything – and I mean everything! When the plane from Germany finally touched down in Sydney, I was so exhilarated that I was finally in Australia. I would soon discover that even though I had participated in a one-day 5 preparatory meeting, no kind of preparation could have prevented the inevitable culture shock I was experiencing – and I'm glad it didn't!

Many people confuse the term culture shock with a phase of feeling discomfort, confusion, frustration and homesickness before adjusting to a foreign culture. However, culture shock is so much more! It also includes 10 those first weeks or months of a kind of "novelty phase" where you are ecstatic to be in that other culture and everything you experience seems exotic, new and exciting. You are, so-to-speak, wearing your rose-coloured culture glasses and cosily floating on a cultural cloud nine!

However, as I was to soon find out, this feeling didn't last forever. After 15 about two months, things started to feel odd. Differences became more apparent and I started missing home more and more. Frustrating thoughts increasingly populated my head: "Nobody really understands me, my English is not good enough. I wish people would just be able to speak German for one day! I wish public transportation would work the same 20 way as at home!" And so on. These thoughts were of course highly unproductive and I knew that it was an unhelpful mindset. However, these are part of the process that heralds the "negotiation phase". Feelings of anxiety would creep up on me from nowhere and initial feelings of excitement and exhilaration would alternate with feelings of disorientation 25 and frustration.

Over the next few months, though, my sense of belonging superseded that of displacement as I learned to adapt to stress, and made many new friends while venturing out into new social situations. I had slowly and unknowingly entered the "adjustment phase" and my English had also 30 improved dramatically - not only had my vocabulary expanded significantly, but I also thought and dreamt exclusively in English!

Things started to make sense and I understood Australian culture better and better. That was a major breakthrough for me personally. Every day I felt more and more comfortable with my new home and was avoiding 35 making unfortunate faux pas. I adopted many new traits while also keeping earlier ones from my home country. This process which occurred over my last few months abroad is called the "mastery phase". My happiest moment was when my friend one day remarked during a conversation: 'You are Australian now, Jude! You sound just like us!' I finally knew that I'd reached 40 that point!

So how did I do it? How did I go from a timid German who could hardly follow a conversation to an almost accent-free bicultural person with a solid grasp of the language? Here's what helped me deal with culture shock: try to really put yourself out there and make friends! Talk, even 45 when you make mistakes! Develop a routine! Think about how you dealt with stress at home and apply it to the new culture. Try to be positive and see the good aspect in everything, and use humour to make light of a situation. All in all, I believe that the benefits of acquiring intercultural skills during a culture shock make the previous feelings of disconnection and 50 anxiety well worth it. Maybe if we all did an exchange of some sort, we would live in a more understanding, peaceful world.

1

Progress Check

Reading

- 1 You are going to read an article about culture clashes. For questions 1-5, choose the answer (A, B, C or D) which you think fits best according to the text.
 - 1 What point does the writer make about culture shock?
 - A The emotions felt by those experiencing it are often exaggerated.
 - B There are misconceptions regarding its meaning.
 - C Initial negative emotions evolve into a type of unique euphoria.
 - D It develops out of a provisional state of excitement.
 - 2 What does the writer reveal about her feelings in paragraph 3?
 - A She was unaware of their negative effects.
 - B Her negative feelings became progressively worse overtime.
 - C They were unpredictable and varied constantly.
 - D They stemmed from her struggles with the language.
 - 3 The writer believes her friend's comment
 - A motivated her to overcome her cultural struggles.
 - B demonstrated how well she has assimilated into the culture.
 - C proved that she no longer makes any regrettable social blunders.
 - D showed disbelief at the level of her communicative ability.
 - 4 What suggestion does the writer give for overcoming culture shock?
 - A Re-evaluate and question old coping techniques for difficult situations.
 - B Try to avoid mistakes and disconnect from negative feelings.
 - C Leave your previous habits behind and recreate yourself.
 - D Engage in your surroundings and don't take things too seriously.
 - 5 What does the writer imply in the last paragraph?
 - A Cultural interaction leads to a more compassionate world.
 - B The ends justify the means when assimilating into a new social group.
 - C The negative aspects of culture shock should not be underestimated.
 - D Peaceful coexistence depends on our ability to express ourselves proficiently.

(5x4=20)

Listening

2 Listen and do the task.

Travel writing

- Why does the speaker talk about left and right?
 - to illustrate the complexity of the job
 - to discuss the direction writers should take
 - to introduce the objective of the subject
- What does the speaker say is true of new writers?
 - They can easily fall at the first hurdle.
 - They often lose focus when they write.
 - They can be too concerned with success.
- What type of person may have difficulties succeeding in the profession?
 - overly adventurous people
 - shy and reserved personalities
 - people that are not observant
- What is the speaker's opinion of using notebooks?
 - They help you remember details.
 - They allow you to concentrate on the sights.
 - They assist in organising your thoughts.
- For what purpose should travel writers hire guides?
 - show them round the most popular sights
 - tell them secrets about the sights
 - provide them with local knowledge of the area

(5x3=15)

Vocabulary

3 Choose the correct item.

- Jamie can't get a(n) **connecting/direct/scheduled** flight to Athens so he's going via Frankfurt.
- Jean was **overwhelmed/overlooked/overloaded** with emotion when she passed her pilot's exam.
- The construction **sight/scene/site** of the new airport is coming along nicely.
- The plane was **delayed/docked/diverted** to another airport because it suffered an engine failure mid-flight.
- Young drivers often get a **tedious/raw/poor** deal when it comes to buying car insurance.

(5x3=15)

Grammar

4 Choose the correct item.

- This is the second time Kim **travels/has travelled/is travelling/has been travelling** to Singapore.
- When she **knew/had known/was knowing/had been knowing** how many people were coming, she booked the hotel.
- I **had been hoping/was hoping/have been hoping/hoped** to hire a car for the weekend. What do you have available?
- She **has intended/is intending/was intending/had intended** to spend the summer travelling before she got ill.
- Oh no! There **is going/has gone/goes/has been going** our train!

(5x3=15)

Speaking

5 Choose the correct response.

- A: How about going somewhere exotic?
B: **a** They're probably right.
b That's a great idea.
- A: Do you see yourself living in another country some day?
B: **a** I am quite interested in travelling.
b I would definitely entertain the idea.
- A: Do you prefer relaxing holidays or would you rather go on an adventure?
B: **a** To be honest, I'm not the adventurous type.
b As a matter of fact, I rather like them.

(3x5=15)

Writing

- Look at the texts on p. 14. Write an essay summarising and evaluating the key points from both texts (240-280 words). Use your own words throughout as far as possible, and include your own ideas in your answers.

(20 marks)
(Total = 100)

Competences

GOOD ✓

VERY GOOD ✓✓

EXCELLENT ✓✓✓

Now I can ...

Lexical Competence

- use vocabulary about air, sea and land travel
- use idioms related to flying and time
- use prepositions related to travel

Reading Competence

- use phrasal verbs related to travel
- read an article and answer multiple choice questions
- summarise an article

Grammar Competence

- form the present and past tenses

Listening Competence

- use stative verbs, *used to/would – be/get used to*
- listen to a discussion about a school project on tourism
- answer 3 option multiple choice questions

Speaking Competence

- make & respond to suggestions
- ask for & give personal information

Writing Competence

- write an essay based on written input