

The theme of the module is travel and adventure. Reading texts cover topics such as the effect technology has had on modern travel, long independent travelling, travel to remote places, to food festivals, commuting, ethical travel and travel photography.

Lead-in p.87

Start with books closed. Ask students to think about the place (or 2–3 places) that they would most like to visit, assuming time and money was no object. Divide the class into small groups and ask students to talk about their choices, saying why they would go and what they would like to do there. Then tell them to look at p.87.

- 1 a** Discuss the meaning of the adjectives. Ask students to form the collocations, looking for as many as possible.
- 1 b** Students draw comparisons between the photos, which show tourists visiting a Greek island village, a woman climbing in a high mountainous area and someone cross-country skiing in a remote landscape, possibly Antarctica.
- 2** Check understanding of the term *self-fulfilment* before the discussion.

1 a1 d,e 2 c,g 3 a 4 f 5 e,h 6 b 7 e,h 8 c

6A Sense of adventure

Reading 1 p.88

Start with books closed. Have a short discussion about what students always take with them in their luggage when they travel. The website <http://iampacked.com> allows travellers to upload a photo of contents of their luggage and might be an interesting stimulus to talk about what people travel with.

- 1** Students discuss the various items of technology, which they own and what they would take on holiday. Ask them to consider why someone would want to take a GPS device with them (e.g. on a walking, cycling, skiing or other activity holiday; explorers).
- 2a/b** Students skim the text to see which writers are in favour or against technology and which they agree with.

Background

Jan Morris started travelling as a journalist after the Second World War and later accompanied the British team that made the first successful ascent of Mt Everest in 1953. Morris, who now lives in Wales, has written many books the most famous of which are about Hong Kong, Venice, Spain and New York.

Pico Iyer is a son of Indian parents, born and educated in England, but he was raised in the USA, so he started travelling at an early age. He started writing guidebooks in his summer holidays where he would have to cover 80 towns in 90 days. He currently lives in Japan.

Benedict Allen is a British traveller and adventurer, famous for arduous journeys relying on his survival skills and acquiring local knowledge from indigenous people. He was the first explorer to cross the Amazon basin at its widest point. He has said 'For me exposure and vulnerability is incredibly valuable. Your emotions and body have to confront the unknown.'

Vicky Baker is a freelance journalist writing for a number of publications and blogs. She lives in Buenos Aires and specialises in writing about local life in South America and promotes the use of travel networking sites, such as www.couchsurfing.org (where people make contacts and arrange to stay) to meet local people.

Rolf Potts is an American writer for magazines and blogs who promotes independent travel. He has travelled extensively all over the world, sometimes without any luggage at all. Though he rarely stays in one place for more than a few weeks or months, Potts feels somewhat at home in Bangkok, Cairo, Pusan, New Orleans, and north-central Kansas.

- 3 Students start the task by highlighting key words in the questions. Elicit suggestions for the first as an example (e.g. *retain, identity, despite, time*).
- 4 Allow 8–10 minutes for students to do the task, highlighting the sections of the text which help them to identify the correct section.
- 5 The task analysis should emphasise how ideas are expressed differently in the questions and in the text.
- 6 Many of the words and expressions in the Expert Word check are recycled in the following vocabulary exercise.
- 7 The two statements compare whether it is better to travel accompanied or alone.

2b No, Vicky Baker gives some positive uses and Rolf Potts encourages people to be aware of both the good and bad sides of technology.

4 1 B (*Though the tides of ... never seems greatly diminished*) 2 E (*Many of the older travellers ... argued ... These days I am tempted to look at younger travellers*)
3 A (*The comfort and safety of modern transport has lost some of its allure for me.*) 4 D (*There's nothing to stop you following a random tip you saw on an obscure blog.*) 5 C (*Not a greatly significant journey in itself ... Yet the ...*) 6 C (*Is it exploration? Well, ... no*)
7 A (*I am ashamed to admit ...*) 8 E (*That means ... travellers ... must be aware ...*)
9 B (*two weeks at Los Angeles airport ... offered as curious and rich a glimpse ...*)
10 D (*And if you have the ... to go off without so much as a guidebook ...*)

Vocabulary p.90

- 1 Many of the words here are from the text on the previous page. Ask students to decide if the words are positive or negative and which could be considered as opposites (e.g. *grimy/pristine*). Follow up by eliciting example sentences using the alternative words.
- 2 When students have complete the text with a suitable noun, elicit adjectives of each word (e.g. *nostalgia – nostalgic*) and check pronunciation of both. Finally check students' awareness of other vocabulary in the text (e.g. *stifled, nine-to-five, naive*).
- 3 The key words, all travel related, have plenty of collocations. Emphasise that the aim here is to find the words that do not collocate. Point out that the key word could be the first or final word in the collocation (e.g. *flight details – connecting flight*).
- 4 The expressions use two meanings of *sight*; 'the ability to see' and 'something you see'. Elicit any other expressions with *sight* that students have heard. (e.g. *a magnificent sight / a sight for sore eyes / out of sight, out of mind / not let sb out of your sight*).
- 5 One way to start the exercise would be to ask students to find expressions in the text on p.89 that refer to remote places (e.g. *back of beyond* in D, *far-flung* in E). Alternatively they could use a dictionary to find the expressions.
- 6a/b** Point out that *set* as a verb has more meanings than most verbs in English as well as many phrasal verbs. Some such as *set off* are likely to be well-known to students, others such as *set apart* are likely to be less well-known.

Photocopiable activity

Activity 6A could be used here. It is a pairwork activity in which students identify incorrect words or word forms in sentences and exchange them for the correct words with a partner.

- 7 Start by asking students to check the meaning of the verbs and group them according to similarities e.g. fast/slow, direction of movement.
- 8 Ask students to use the picture for inspiration or think of a trip that they made, and remind them to use as much of the vocabulary from Exercises 1–7 as possible to describe it.

1 1 ravaged 2 far-flung 3 grimy 4 fraught
5 tainted 6 haphazard

2 1 vagabond 2 spontaneity 3 motto
4 resilience 5 nostalgia 6 cynicism
3 1 trap 2 round, agency 3 documents
4 home 5 operator, tour 6 business, information
4 1 out of sight 2 looked a sorry sight
3 seeing the sights 4 set her sights on sailing 5 was a sight to behold
6 lose sight of
5 1 far-flung 2 nowhere 3 track 4 earth
5 sticks 6 backwater 7 out-of-the-way
8 beyond.
6a 1 d 2 e 3 a 4 b 5 f 6 g 7 c

Use of English 1 p.91

The lexical cloze uses some of the vocabulary from the page.

Background

Martin Strel, born 1954, is a Slovenian long-distance swimmer with records for being the first person to swim the length of many of the longest rivers in the world. In 2007, he swam 10 hours per day for 66 days to complete the 5268 km length of the Amazon. Describing the feeling of completing the swim he is reported to have said 'I was very happy; I was still alive!'

1 up 2 apart 3 something 4 as 5 order 6 So
7 date 8 for

▣ Student's Resource Book, pages 60–62

Listening 1 p.92

- 1 Ask students to say what they can see in the picture and the impression it creates, using the words given where possible. The picture is of an ice shelf in Antarctica, although that is not important here.
- 2 Students discuss the Arctic/Antarctic as a travel destination as a lead-in for the listening exercise.
- 3 **T2.02** Allow students sufficient time to read the rubric and the incomplete sentences before playing the recording. Remind them that the word or short phrase they require will be heard but that the ideas will be expressed differently.
- 4 At this stage students should be familiar with the strategies suggested and may have tried other approaches for completing the task.
- 5 A simple way to conduct the debate would be to divide the class in two and ask one group to consider the benefits more tourism will bring while the other half prepares to argue what the downside will be.

Background

Sermeq is the Greenlandic word for 'glacier' and *Kujalleq* means 'southern'. It is also known as Jakobshavn Glacier and lies on the west coast of Greenland 250km north of the Arctic Circle. It is the largest glacier in the northern hemisphere and, moving at 19–20m per day, is one of the fastest flowing glaciers in the world. At its mouth, icebergs that calve (break off) can be up to 1km in height. The place where it calves is receding each year.

3 1 (Scandinavian/Danish/Viking) settlers (from Scandinavia/Denmark)
2 productive 3 key indicator
4 permafrost 5 helicopter 6 veins
7 fish 8 dignity 9 washing line

Language development 1 p.93

- 1 a** This area of grammar is something that many students will be less familiar with and may require extra time and attention. Refer students to the Expert Grammar on p.181.
Elicit a context for each situation, thinking about who is speaking, to whom and what about.
- 1 b** Students consider the meaning of the phrases highlighted and how they could be rephrased.
- 2** Help students out by giving them a suitable, perhaps topical, context for their sentences.
- 3** Having read the grammar summary students complete the second sentence using a subjunctive form to make it less personal or more formal. In Q1 compare a simpler passive form (*... insists that your suitcase is opened*) with the more formal subjunctive (*... insists that your suitcase (should) be opened*) or in Q5 the simpler verb + *-ing* (*I propose crossing ...*) with the subjunctive (*I propose that we should cross ...*).
- 4** The exercise highlights a number of structures students are likely to be familiar with (e.g. *I'd rather* + past tense) as well as some that are likely to be less familiar (e.g. *Suppose they were to do* compared with *Suppose they did*).
- 5** Students start by skimming the text to get an idea of the content and context; a letter, probably from a lawyer, offering legal advice (and therefore quite formal) to someone who has disputed costs involved in hiring a boat.

1 a1 Could be various people speaking, but accept parent, friend, colleague or boss – speaking to a person in their early/ mid-twenties
2 teenager/young adult, probably speaking to a parent
3 Speaker 1 could be a young impatient traveller, but speaker 2, a fellow traveller, is probably wiser, calmer and more accepting.
4 probably a parent speaking to teenager
5 could be two colleagues, an employee talking to a superior, customer and shop manager, etc.

1 b 1 I don't mean to preach 2 whatever
3 Nevertheless 4 go ahead
5 Put it this way
3 1 suitcase (should/must) be opened
2 should see Joanna in Cairo, give/send her **3** (should) go to the market in Istanbul to **4** were you, I'd visit/go to Machu Picchu **5** (that) we (should) cross the desert by **6** that David should follow the guide's instructions **7** that all passengers (should) have their passports ready / that all passengers' passports be ready **8** be offered the job, she'll have to.

4 1 had 2 packed, left 3 didn't 4 were to
5 weren't 6 Had 7 have made
5 1 take 2 have/hold 3 Had 4 may
5 suffice 6 were 7 reconsider/retract/ amend/change 8 Should

□ Student's Resource Book, pages 63–65

Writing 1 p.94

- 1 The opening discussion on commuting asks students how they travel from home to work/college in order to introduce pros and cons of different forms of travel, especially train travel. In classes where all students have a similar situation, elicit factors that would affect people in other locations (e.g. size of the town/city, availability of parking, range of public transport options, climate, economics).
- 2 Remind students that in Paper 2 Part 1, they have to both summarise and evaluate the texts. The two questions here get them to do just that.
- 3a Other counter-arguments could be that the trains can be unreliable or where popular can be very crowded, cancelling the benefits outlined in the text, and may not run at all times.
- 3b Elicit counter-arguments for travelling by train when going long distances. Sample ideas could include: a car could be useful at the destination, it is easier to transport luggage and a number of people can travel for little more than the cost of one. However, driving long distances is tiring and has greater accident rates. Air travel is the safest, but airports are often far from city centres. Counter-arguments to trains in 3a apply here too.
- 4 Students complete a summary paragraph with suitable linking words.
- 5 The essay should cover both sides of the argument for the best forms of travel over short and longer distances.

2 1 The first text advocates commuting by train, and lists the physical and emotional advantages of choosing the train over the car. The second text compares the environmental and financial cost of air travel to travelling by car or train, and suggests that the train is preferable.

4 1 While 2 certain 3 One of these
4 Another point worth 5 resulting in
6 Similarly 7 with respect to 8 In fact.

5 Suggested answer:

Both texts promote the virtues of train travel; the first considers the benefits for regular commuters, the second looks at the advantages of train travel for longer journeys.

The first text lists some of the reasons why taking the train is often the best choice for those taking a daily trip to and from work. These include the fact that it is less tiring, that you avoid getting fed up when stuck in traffic jams and there is the chance to either use the opportunity to work or to unwind and snooze on the journey home. The second text compares trains, planes and cars when travelling over longer distances and asserts that train travel in such cases is both less damaging to the environment than air travel and cheaper than driving due to the high costs of fuel.

While the first text makes some strong arguments in favour of travelling by train, there are certain aspects of rail travel that it ignores. One of these is the lack of reliability. Whatever the rail companies say there is no denying that trains are often delayed, leading to the frustration of being stuck outside a station unable to get off. Another point worth considering is that despite rail fares continually rising making train travel very expensive, the trains are often crowded, meaning that commuters pay high prices to stand.

Similarly, the second text's argument has limitations. It ignores the fact that when travelling by train, travel arrangements have to be made in advance, whereas

car drivers can set off whenever they wish. In addition, the car is the only way to get to out-of-the-way destinations. (273 words)

6B The conscientious traveller

Listening 2 p.95

- 1 Many people will put cost and climate as high priorities when choosing a holiday destination. The discussion here looks at some other factors. Students will no doubt have others.
- 2 The topic was introduced in the discussion on p.92. Encourage students to think of both positive (e.g. employment, business opportunities, income, cross-cultural relations) and negative (e.g. noise/pollution, only low-skilled seasonal work, use of precious resources, crime, erosion of traditional culture) consequences of tourism development for a local community. Encourage students to link and contrast ideas using suitable linking words.
- 3 **T2.03** To help students prepare for the exam, limit the time they have to read the task instructions, the questions and answers before playing the recording. Encourage them to use speed reading to gain as much information as possible in the short time available before they hear the passage.
- 4 Students compare answers, justifying their choices with evidence of what they heard on the recording. Students could use the audioscript to support their choices of why other possibilities are wrong. It is important that they become familiar with how distractors are used.
- 5 Give students a few minutes to respond to the content of the passage, justifying why they would or wouldn't like to visit the island.
- 6 Students check the meanings of useful words from the exercise, possibly using the audioscript to see the expressions in context. Emphasise the metaphorical use of some of the less common phrases (e.g. *watchdog*, *slip through the net*). Some (e.g. *unwind*) will be well-known.
- 7 Students discuss whether the rights and desires of people to visit famous sites and business interests are more important than the need to protect important historical and cultural places.

- 3 1 C Brian – acting ethically – in other words considering the needs of the local community
- 2 B Customers should check out each company's green credentials online
- 3 D Slow travel's more about respecting the tourist's need to unwind and just appreciate the fact of being
- 4 A Its aims are fairly simple: to preserve the island's unique environment and cultural identity.
- 5 C ... will the exposure the island's receiving in the media ultimately have an adverse impact on its environment, as the number of visitors increases?

Speaking p.96

- 1 a/b Start by spending a minute discussing what the pictures represent (a package holiday, a travel agent, an activity club for children and a simple camping trip). Students then sort the phrases into the three categories by meaning. Finish by eliciting other items to add to each category.
- 2a The exercise focuses on synonyms. Students will notice that the words in the box are also used in the sentences. For each sentence they should replace the word in italics with a synonym from the box.
- 2b The four words in the box are very similar in meaning. Deciding which fits in each of the

five sentences will help to separate meanings and usage as well as identifying collocations (e.g. *urge caution*).

- 3 **T2.04** The candidate answers the question on the task card on p.205 where she is asked her preference for a package holiday or independent travel. Students listen and assess her performance. Draw students' attention to the fact that the examiner is required to interrupt them if they speak for too long. It does not mean they have not performed well.
- 4 The exercise gives examples of useful 'starters' that candidates can use as fillers when composing their ideas. Ask students to think of them as phrases and to remember them as such.
- 5a-d In pairs, students act as candidate and examiner using the task cards on p.205, with the 'examiner' monitoring time.
- 6a/b Students assess their own and their partner's performance.

Photocopiable activity

Activity 6B could be used here. It is a pairwork/class activity in which students answer a question they are given, and the others in the class must decide what the question was.

- 7 The final discussion introduces factors that might prevent people from travelling to certain destinations. Other factors might be health, international relations/political situations, climate.
- Student's Resource Book, pages 66–68**

1 a Source of information: travel blog, travel agent, holiday brochure, newspaper travel section, friends' experiences, surfing the Net

Criteria for choosing: babysitting facilities, sporting activities, proximity to airport, access to beach/shops

Types of travel: package deal, coach tour, weekend break, backpacking

2a 1 consequences + for 2 result/upshot

3 impact/effects 4 outcome/implications

5 consequences/effects + on 6 a spin-off

2b 1 advocate 2 urged 3 recommended

4 promote 5 advocated/urged

3 1 Yes, she touches upon all the points in the card, though she doesn't manage to complete the last one. 2 She makes a comparison between different groups of people, the family and the single traveller, which strengthens her points.

3 She doesn't finish what she wants to say, but this will not affect her marks at all, as the reason for the interruption is that the examiner is obliged to stick to a strict timetable.

Language development 2 p.98

- 1 The exercise demonstrates how to add emphasis by starting sentences with an emphatic phrase. Draw students' attention to the structure of the phrases (e.g. *Whatever your reasons for + -ing, no matter what + 3rd person pres, no matter how + adj*)
- 2 The text picks up the theme of the effect that technology has on travellers.
- 3 Students give a personal reaction to the ideas expressed in the text using the stems given to give further practice of the emphatic structures.

1 1 d 2 a 3 f 4 e 5 b 6 c

2 1 Whatever 2 Whether 3 though/as
4 However 5 matter 6 whenever

Photocopiable activity

Activity 6C could be used here. It is a pairwork/ groupwork activity in which students match sentence parts to form complete sentences, then identify a suitable 'response' for each sentence.

Use of English 2 p.98

Remind students of the requirements of the KWT task by looking at the example together. Remind them of the mark scheme; that there are two marks per question and that they are often divided between two halves of the answer with one point for each correct half.

1 you (ever) entertain | the idea of staying
2 what happens, | Simon can be relied
3 mind is made up 4 what may, | I have no intention of missing 5 paid attention |
to Gayle's advice 6 as it | may sound

Use of English 3 p.99

1 One way to start would be by asking students to describe the strangest thing that they have ever eaten. Then ask them to look at the list of unusual dishes and say which they have tried, and which they would like to or not.

Background

Snake is very common in Asia and other regions. Its meat is low in fat, nutritious and tastes similar to chicken.

Sheep's head is a common dish from Iran to Western China where heads are boiled and served whole. Eaten by picking the meat from the bones starting with the eyes. Cooking an adult sheep's head is now banned in the EU.

Frog's legs is the classic French dish.

Black pudding British name for *blood sausage* widely eaten across Europe, Asia and the Americas. Made with boiled congealed blood from various animals and fillers such as potato, oatmeal, bread and rice.

Haggis Although said jokingly to be a rare small hairy Scottish animal, a traditional haggis is made from the minced heart, lungs and liver, mixed with spices and oatmeal and stuffed into the stomach lining from a sheep. It is therefore like a spicy round sausage.

Tripe is the cleaned stomach of an animal – usually a cow. In the UK, it was a common dish for people on low incomes, cooked with onions. It is eaten all over the world.

Head cheese is not a cheese but a terrine made from the tongue, cheeks and possibly other parts of a cow's head. When boiled and left to cool, it sets solid and is usually eaten cold. Known as *brawn* in the UK, [pyeonyuk](#) in Korea, [salceson](#) in Poland, the name translates into 'head cheese' in many languages (e.g. *queso de cabeza*, Latin America; *cabeça de xara*, Portugal; *formaggio di testa*, Italy).

- 2a/b Students discuss why people are interested in food from around the world.
- 3 The exercise is to encourage students to think of different words of the same type that can be formed from the same root word. Here all the words can form a number of different nouns. Ask students to brainstorm what they can think of before looking for more in a dictionary.
- 4 Set a suitable time limit for students to skim the text then complete the task.
- 5 Ask students to describe a food related festival that they have experience of.

3 1 back – backing – backup – backdrop – background – backer – backpacking – backpacker – backlash – backhander – backbone
2 set – setting – setup – setback
3 work – worker – workman – workmanship – workshop – worktop – workstation – workout – worksheet – workroom – workmate – workforce – workhorse – workhouse
4 refer – referral – reference – referee
5 life – lifetime – lifebelt – lifebuoy – lifeline – lifeboat – lifeguard – lifelessness
6 serve – servant – serving – service – servitude – server – servery –servility – disservice

4 1 expertise 2 workshops 3 unspoilt/ unspoiled 4 background/backdrop
5 diversity 6 incomparable 7 enriched
8 indulgence/self-indulgence

□ Student's Resource Book, pages 69–70

Writing 2 p.100

- 1 The initial discussion could pick up on the ideas expressed in the text on p.98.
- 2 Ask students to look at the photographs and if any of them can recognise or guess where they were taken.
Ask students what their photos are mostly of when they travel; landscapes, interesting buildings, themselves, friends and family or local people. Discuss what that might say about them or their attitude to holiday and travel. Why do people like to photograph themselves in front of a famous monument? To aid their memory? To prove they were there? To tick off the destination from a list of places to visit?
- 3 Discuss the difficulties of photographing scenery.
- 4 Students skim the texts and answer the summary questions.
- 5 This reminds students of the need to spend equal amounts of time on the summary and the evaluation of the texts.
- 6 Remind students that there are different ways to plan the essay, either summary and evaluation of text 1 followed by the same for text 2 or summary of both texts followed by evaluation of both.
- 7 There is a chance here to revise the travel-related vocabulary practised earlier.
- 8 There is some useful contrasting language here (*juxtaposed; While the first text..., the second text ...; Weighing up the points made in ...*).
- 9 Remind students that although the bulk of the 240–280 words will be in the middle paragraphs summarising and evaluating, they need to save a few for a short strong conclusion. This exercise gives them some useful phrases to help.
- 10/11 At this stage, the essay could still be written either individually or collaboratively in or out of class. The important factor is that they practise the skills of planning and organising their answers and expressing ideas in well constructed linked sentences.

1 2 Left: landscape of Meteora, in Central Greece, famous for its incredible monasteries built high on the rocks; Right: village street market scene taken in Mexico. 3 Possible things to consider: the lens, the time of day, light, angle/direction of the sun, weather, colours, creating depth, framing the scene

4 1 Travel photography 2 While both talk about the feelings travel photography arouses, text 1 is a personal reflection on the nostalgic value of travel photography for the photographer, while text 2 gives advice on preparing to take such photographs, and the need to get a feel for the place that you intend to photograph. 3 Answers will vary.

10 Suggested answer:

The two texts consider different aspects of travel photography, the first focuses more on the nostalgic value of photographs while the second gives advice on how to approach travel photography.

The first text describes the effect travel pictures have when seen years later and how seeing a photo can take the photographer back to the time and place it was taken, evoking all the senses that were active at the time. It concludes that what sets good photography apart is that it is not just a record of the moment but a reminder of the whole trip and the people and places the photographer came across. The second text emphasises the importance of responding to a place and to being guided by the feelings it arouses. It gives the unusual advice that to take better photos you should go out without a camera, especially initially when you set about finding people and places to photograph.

I tend to agree with the writer in text 1 that seeing a photo from years ago can take you back to the pristine landscape or the street scene bustling with life where it was taken. However, the writer overlooks the fact that a good photographer can convey so much of the atmosphere of a place or the character of the people in a photo for people who were never there. Although the importance of responding to initial feelings is valid the idea could be misguided, especially if your first reaction is negative.

To sum up, whether your pictures are of a day out or a round-the-world trip, a little planning will result in photos that help memories to last a lifetime. (277 words)

□ Student's Resource Book, page 71

Module 6: Review p.102

1 1 behold/see 2 nowhere 3 travel
4 aside 5 beaten 6 set 7 connecting
8 beyond
2 1 D 2 B 3 C 4 C 5 B 6 A 7 B 8 B
3 1 setback 2 workmanship 3 reminiscent
4 juxtaposition 5 comparatively
6 landmark 7 erosion 8 memorable
4 1 Suffice it 2 amend/update/revise/alter
3 be 4 Had 5 Be that as 6 whatever
7 were 8 be

Exam practice 3 TRB p.183

Paper 1: Use of English Part 3

1 invaluable 2 ongoing 3 reluctance
4 binding 5 invariably 6 ingenious
7 sculpture 8 incisions

Paper 1: Reading

Part 5

1 B 2 A 3 B 4 C 5 D 6 D

Paper 2: Writing Part 1

Essay

Key points to include are:

- whether guidebooks provide useful information
- the increased range and popularity of guidebooks
- the need to choose the most suitable guidebook

Suggested answer:

The two texts present a very different view of guidebooks. The first writer can really see no point in them at all and is clearly an independent traveller who prefers to go off on a journey into the unknown. That is all very well, but the majority of us are not so confident when visiting unfamiliar places. Indeed, without the services of a guidebook, many of us would risk missing the best sights and experiences altogether. Even worse, we might wander into areas that are unsuitable, or possibly

unsafe. In other words, without a guidebook we would be unlikely to stray far from the 'tourist spots' that the first writer so despises.

The second writer makes a more realistic appraisal of the role of guidebooks, highlighting the fact that an enormous range of titles is available, each geared to the needs of a particular type of traveller. I think this underlines the great strength of the modern guidebook. When I go away, I usually buy two: a general one that will provide me with the basic information about the place, its history and culture, good places to stay and eat, etc; but also a specific one aimed at people like me who are into adventure sports, so I can see where exactly to go find the right sort of action.

To conclude, there's another point to make about guidebooks; they can be fun to buy, read and collect. Am I alone in deriving pleasure from reading about places that I might never visit; from planning itineraries for visits to hypothetical destinations? I think not. The guidebook, after all, is the ideal gift for the armchair traveller. (276 words)

Paper 3: Listening Part 2

- 1 hunter(-)gatherer 2 monolingual
- 3 colour/color 4 batteries 5 humming
- 6 pronouns 7 collective memory
- 8 sense of direction 9 (keeping) (an) open mind