

# 5A | Tourist trail

## SPEAKING

- 1 Work in pairs. Discuss these questions.
  - What time of year do tourists come to your country?
  - Which parts of your country do the tourists go to?
  - What do they do there?

## READING

- 1 You are going to read an article about the place in the photograph. Which of these words do you think you will find in the article? Explain why or why not.

city fast food jungle path ruins  
tea bag train valley views

- 2 Read the article and say if the sentences are true (T) or false (F).
  - 1 Machu Picchu was built in 1911.
  - 2 It is extremely popular with tourists.
  - 3 The only way to Machu Picchu is on foot.
  - 4 Ana Redondo thinks there are too many tourists.
  - 5 Tourists leave their rubbish on the Inca Trail.
  - 6 She thinks the cable car is good for Machu Picchu.
  - 7 Ana's organization is trying to stop the cable car.
- 3 Underline the arguments for and against the cable car. Who do you agree with?

## The Ruins of Machu Picchu

For centuries, the Inca city of Machu Picchu was lost in the jungle. Then, in 1911, the American explorer, Hiram Bingham, discovered the ruins of the city. It is one of the most extraordinary places in the world. The city ruins, the Inca bridge, the mountain views and the beautiful river valley below are all absolutely breathtaking.

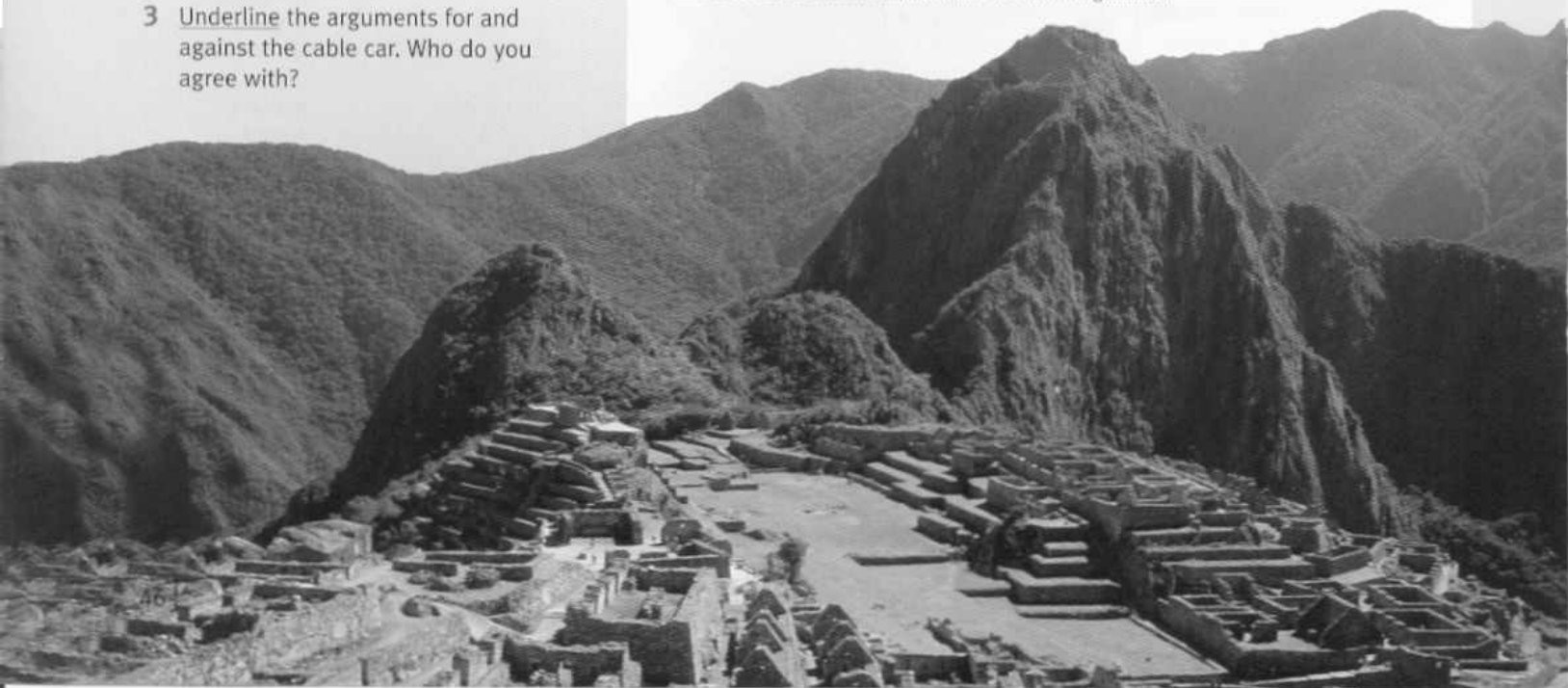
Today it is also one of the most popular tourist destinations in the world. Many people choose to follow the Inca Trail, a centuries-old path of 43 km that takes three or four days on foot. Others take the train and then a bus for the last part of the journey.

Now a hotel company is going to build a cable car to the top of Machu Picchu. 'The cable car is good news for Machu Picchu,' says a company spokesman. 'There are going to be a lot more tourists and that means more jobs for the local people. Looking after the ruins is expensive. With the extra money, we can spend more on looking after them.'

However, the plan is not popular in Peru. Ana Redondo, a tour guide, explains the problem. 'There are already more than 300,000 tourists that go to Machu Picchu every year. The Inca Trail is crowded and dirty with old tea bags and water bottles everywhere. The new cable car is going to bring 400 tourists every hour! The company is also going to build a large hotel and tourist centre with souvenir shops, fast food restaurants and so on. It is the end of Machu Picchu.'

Ana is an activist who belongs to an organization that wants to save Machu Picchu. She says that the organization is going to stop the company's plans. 'Tomorrow we are meeting government ministers. Next week some people from UNESCO<sup>1</sup> are coming here to look at the plans. Next month we are organizing an international conference. We are not going to stop until the cable car idea is dead.'

<sup>1</sup> United Nations Educational, Scientific and Cultural Organization



## VOCABULARY: compound nouns

- 1 We can often put a noun together with another word to make a compound noun. Compound nouns are sometimes written as one word, sometimes as two words and sometimes with a hyphen in the middle. There are no rules, so use a dictionary if you are not sure.

boyfriend dinner party T-shirt

Read the article again. How many compound nouns can you find?

- 2 Can you name the objects in the picture below?
- 3 Match words from column A with words from column B to check your answers.

A	B
back	bag
camping-gas	book
credit	camera
first-aid	card
flash	glasses
guide	kit
insect	knife
mobile	light
pen	pack
sleeping	phone
sun	spray
video	stove

Use a dictionary to find out if the compound nouns are written as one or two words.

- 4 Work in pairs. You are going to walk the Inca Trail to Macchu Picchu. You can take six objects from the picture with you. Decide together which ones you are going to take.



## GRAMMAR: future 1 (future plans)

We can use both *am/is/are going to* + infinitive and the present continuous to talk about plans in the future.

*The new cable car is going to bring 400 tourists every hour.*

*Some people from UNESCO are coming here.*

Often we can use either form, but when we want to show that the plan is more arranged/fixed, we use the present continuous.

*The company is going to build a large hotel.*

(This is their plan.)

*Tomorrow, we are meeting government ministers.*

(The plan is fixed in our diaries.)

➤ SEE LANGUAGE REFERENCE PAGE 54

- 1 Rearrange the words to make questions.

- after are do going lesson the to what you?
- are get going home how to today you?
- cooking dinner evening is this who your?
- anything are at doing the weekend you?
- are birthday doing for next what you your?
- are going have holiday next to when you your?

- 2 Work in pairs. Ask and answer the questions in exercise 1. Use the expressions in the Useful language box to help you.

## Useful language

*I'm not sure.*

*I haven't decided yet.*

*It depends ...*

- 3 Imagine that you are the mayor of your town. How can you make your town a better place for tourists?

Work in pairs. Think of six things that you can do to improve your town for tourists. Tell the rest of your class your ideas.

*We're going to build a new airport.*

## 5B | Planes



### SPEAKING

- 1 Work in pairs. Think of a long/interesting/boring/frightening journey you have been on. Describe your journey.

### VOCABULARY: air travel

- 1 Find these things in the pictures.

boarding card   check-in   hand luggage  
overhead locker   seat belt   security guard

- 2 Put the phrases in the correct order.

- ☐ Fasten your **seat belt** and wait for **take-off**.
- ☒ **Book** your **flight** and get your **ticket**.
- ☐ Get on the plane and find your **seat**.
- ☐ Go to the airport **terminal**.
- ☐ Show your ticket and **passport** at **passport control**.
- ☐ Go to the **departure gate** and show your **boarding card**.
- ☐ Go to the **departure hall** and into the **duty-free shop**.
- ☐ **Pack** your bag(s).
- ☐ Put your **hand luggage** in the **overhead locker**.
- ☐ Go through **security**.
- ☐ Go to the **check-in** and **check in** your **luggage**.

### LISTENING

- 1 Describe what is happening in the pictures above. Use the vocabulary to help you.
- 2 1.42-1.44 Listen and match the conversations 1-3 to the pictures A-C.
- 3 1.42-1.44 Listen to the conversations again and choose the correct answer.
  - 1 What is Mike's seat number?  
a) 21A      b) 23A      c) 23F
  - 2 When does his plane board?  
a) 12.00      b) 12.15      c) 12.30
  - 3 What is his departure gate?  
a) 21      b) 31      c) 41
  - 4 What can't Mike take on the plane?  
a) his comb      b) his jacket      c) his mobile phone
  - 5 Where is Mike going?  
a) Dublin      b) Glasgow      c) London
  - 6 What does Mike order to drink?  
a) coffee      b) hot chocolate      c) tea



## FUNCTIONAL LANGUAGE: requests

### PRONUNCIATION: intonation

- There are many ways of asking for something and asking another person to do something. Look at tapescripts 1.42–1.44 on page 137. Underline all the requests. Then find different ways of responding to the requests and complete the table below.
- Find five more mistakes in the dialogue and correct them.

*I'd*

**Passenger:** Excuse me, I'd like a cup of coffee, please.

**Attendant:** I'm afraid but we're not serving drinks any more, sir. The plane is going to land in about twenty minutes.

**Passenger:** Oh, please, could I just have a cup of coffee? Please!

**Attendant:** I afraid that's not possible, sir. Could you to fasten your seat belt and close the table in front of you, please?

**Passenger:** Well, OK. Er, I wonder if could I go to the toilet before we land.

**Attendant:** Yes, of course. But can you being quick, please?

- 1.45 To make polite requests, we always say *please*. Friendly intonation is also important. Listen to these two sentences said in different ways.

Excuse me, could I have a coffee, please?  
Can you stand over here, please?

- 1.45 Listen and repeat.

- 1.46 Listen to the requests. Put a tick (✓) if they are polite and a cross (✗) if they are not.

- Excuse me, can I have a window seat, please? ✓
- Could I get past?
- I wonder if I could have another glass of water, please.
- Can you sit down?
- I'd like a black coffee.
- Could you put your bag up there, please?
- Can I see your passport, please?

- Work in pairs. Practise the dialogue in exercise 2. Remember to use friendly intonation.

### Roleplay

- Work in pairs, A and B. You are going to do two roleplays.

#### Roleplay 1

A: You are a passenger on a long-distance flight. You want to request some things from the flight attendant. Decide what you want to ask for. Use the ideas on page 129 to help you.

B: You are a flight attendant. Help the passenger.

#### Roleplay 2

A: You are a flight attendant. One of your passengers is very difficult. Look at the ideas on page 131 and choose some of the problems.

B: You are a passenger. Listen to what the flight attendant asks you to do.

Requests			
	<i>I'd like</i>	<i>a glass of water a coffee (+ noun)</i>	<i>please.</i>
<i>(Excuse me,)</i>	<i>I'd like to</i>	<i>have a receipt</i>	
	<i>Can I</i>	<i>see your passport (+ infinitive)</i>	
	<i>Could I</i>	<i>stand over here (+ infinitive)</i>	
	<i>I wonder if I could</i>		
	<i>Can you</i>		
	<i>Could you</i>		
Responses			
☺		☹	
Yes,	<i>s _ _ _</i>	<i>I'm a _ _ _ _ that ...</i>	
	<i>o _ c _ _ _</i>	<i>I'm s _ _ _ but ...</i>	
	<i>c _ _ _ _</i>		

# 5c | A weekend break

## VOCABULARY & SPEAKING: hotels

- 1 Complete the form below with words and phrases from the box.

air conditioning   central heating   countryside  
gym   lift   minibar   single   twin

<b>Location</b>	town centre <input type="checkbox"/>	<b>Room</b>	double <input type="checkbox"/>
	near the sea <input type="checkbox"/>		(2) _____ <input type="checkbox"/>
	(1) _____ <input type="checkbox"/>		(3) _____ <input type="checkbox"/>
			family <input type="checkbox"/>
<b>Hotel facilities</b>	restaurant <input type="checkbox"/>	<b>Room facilities</b>	shower <input type="checkbox"/>
	bar <input type="checkbox"/>		bath <input type="checkbox"/>
	swimming pool <input type="checkbox"/>		(6) _____ <input type="checkbox"/>
	sauna <input type="checkbox"/>		(7) _____ <input type="checkbox"/>
	(4) _____ <input type="checkbox"/>		satellite TV <input type="checkbox"/>
	free parking <input type="checkbox"/>		(8) _____ <input type="checkbox"/>
	(5) _____ <input type="checkbox"/>		internet connection <input type="checkbox"/>
			room service <input type="checkbox"/>

- 2 Look at the list of room and hotel facilities again. Choose the four most important facilities from the list for the following people:

- 1 A family with two children staying at the hotel for two weeks for their summer holiday.
- 2 A business person staying for three nights at the hotel for a conference.
- 3 A couple staying one night at the hotel. They are going to arrive late and leave early the next day.

- 3 What are the most important room or hotel facilities for you? Explain your reasons.

*For me, an internet connection is the most important because ...*

- 4 What is the best (or worst) hotel you have ever stayed in? Work in pairs. Ask and answer these questions.

- How long ago was it?
- Where was it?
- How long did you stay?
- Why did you go there?
- Who did you go with?
- What was the hotel like?
- Was there anything special about the hotel?



## LISTENING

- 1 Look at the photo of a hotel in Brighton (in the south of England). Would you like to stay there? Why or why not?
- 2 1.47 Two people went to the hotel for the weekend. Listen to the recording and tick (✓) the problems that they had.

- |                  |                            |
|------------------|----------------------------|
| 1 broken lift    | 4 no central heating       |
| 2 cold shower    | 5 room too small           |
| 3 dirty bathroom | 6 unfriendly hotel manager |

- 3 1.47 Listen again and put the events in order.

- ☐ They found another hotel.
- ☒ They arrived at the hotel.
- ☐ They gave their key to the woman at reception.
- ☐ They had a cold shower.
- ☐ They paid for the room.
- ☐ They went to get their bags.
- ☐ They went to the cinema.

- 4 How much can you remember of Nicki and Gavin's experiences? Tell their story.



## GRAMMAR: future 2 (will)

We use *will* ('ll) + infinitive when we decide something at the moment of speaking.

*I forgot about the shower. I'll ask my husband to fix it.* (She is deciding now.)

We use *am/is/are/going to* + infinitive when we have already made the decision.

*We've got tickets for the cinema. We're going to see the new film.* (She decided some time ago.)

▶ SEE LANGUAGE REFERENCE PAGE 54

## 1 Complete the sentences with 'll and a verb from the box.

give see tell think

- 1 So, outside the cinema at eight o'clock? Yes, OK. I \_\_\_\_ you later.
- 2 Dad, can I borrow the car for the weekend? I \_\_\_\_ about it.
- 3 Tell me when you arrive, OK? OK, I \_\_\_\_ you a call.
- 4 What does this word mean? I \_\_\_\_ you later.

## 2 You are a friendly hotel manager. Some guests have some problems. What do you say?

1 *I'm sorry, sir. I'll send someone to look at it.*

- 1 The TV is making a strange noise.
- 2 We need to get up very early in the morning, but we don't have an alarm clock.
- 3 There's no water in the minibar.
- 4 Our room smells of cigarettes. It's horrible.
- 5 I'm very hungry, but the restaurant is closed.
- 6 The door to the gym is locked.
- 7 There's a spider in the bath!

3 Complete the dialogue between a guest and a hotel manager with 'll or the correct form of *going to*.

Guest: Excuse me, I (1) \_\_\_\_ visit the old part of town this afternoon. Can you tell me the way?

Manager: Yes, no problem. I (2) \_\_\_\_ give you a map.

Guest: Is it far?

Manager: No, not far. Do you want to walk or take a bus? It's a nice walk.

Guest: Oh, well, I (3) \_\_\_\_ walk, I think.

Manager: Or, if you like, I (4) \_\_\_\_ take you in my car. I (5) \_\_\_\_ do some shopping this afternoon.

Guest: That's kind of you. Thanks. When (6) \_\_\_\_ (you) leave?

Manager: About four o'clock.

Guest: Great. I (7) \_\_\_\_ see you here at four o'clock.

Manager: OK. I (8) \_\_\_\_ see you later.

## 4 1.48 Listen to the recording to check your answers. Then work in pairs and practise the dialogue.

## DID YOU KNOW?

- 1 What do you think the connection is between Las Vegas, the Eiffel Tower and a waterfall? Read the text to find out.



It is the hotel capital of the world. It has fourteen of the biggest hotels in the world and more than 125,000 hotel rooms. Many of the 37 million tourists who come here every year come to see the hotels. The Rio Hotel, for example, has an Ipanema beach, waterfalls, four swimming pools and sixteen restaurants. At the Venetian Hotel, you can take a gondola, and you can climb the Eiffel Tower or visit the Arc de Triomphe at the Paris Hotel.

Many tourists never go outside their hotels, which have everything you could possibly want: bars, restaurants, sports centres and pools, concerts, cinemas, theatres, casinos – even theme parks. In fact, there is little reason to leave your hotel. The only thing to visit is .... more hotels!

## 2 Work in pairs. Ask and answer these questions.

- What else do you know about Las Vegas?
- Do you know anybody who has been there? Would you like to go?
- What famous hotels are there in your country? Why are they famous?

# 5D | Holiday heaven

## READING

- 1 Read the webpage and match the pictures A-H to the different holidays.

A



B



C



D



Go To: <http://www.heavenholidays.com>

# Heaven Holidays

Looking for something different? We have the holiday for you.

<h3>Sea holidays</h3> <p><b>Scuba Safari</b> Experience the beauty of the seas of Borneo</p> <p><b>Titanic Times</b> An unforgettable dive to the wreck of the Titanic</p> <p><b>Dolphin Days</b> Swim with the dolphins of the Bahamas</p>	<h3>Adventure holidays</h3> <p><b>Route 66</b> An incredible journey from Chicago to Los Angeles by Harley-Davidson</p> <p><b>Mountain Memories</b> Cycling through the volcanic valleys of Reunion Island</p> <p><b>Mach 3</b> Fly a Russian MiG-25 jet and see the world from above the clouds</p>	<h3>Haunted holidays</h3> <p><b>Monster Party</b> Looking for the Loch Ness monster (includes visits to whisky distilleries)</p> <p><b>Feast of Lanterns</b> Experience the magic of the Hungry Ghost Festival in Malaysia.</p> <p><b>Yeti Hunt</b> Two weeks in the high Himalayas on the trail of the yeti</p>	<h3>History trails</h3> <p><b>Great Wall</b> Explore the villages and temples of Mongolia and northern China</p> <p><b>Mayan Treasures</b> See the lost Mayan pyramids in the rain forest of Mexico.</p> <p><b>Alexander the Great</b> Follow the path of Alexander the Great through the historic cities of Turkey</p>
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- 2 Read about some more holidays. What type of holiday are they?

1

**Meet the Shojo**  
Explore the Pacific islands of southern Japan in the company of Shojo ghosts

2

**Siberian White Water**  
Kayak down the Katun River

3

**Inca Gold**  
Follow the trail of the conquistadors and discover the ancient Peruvian cities

4

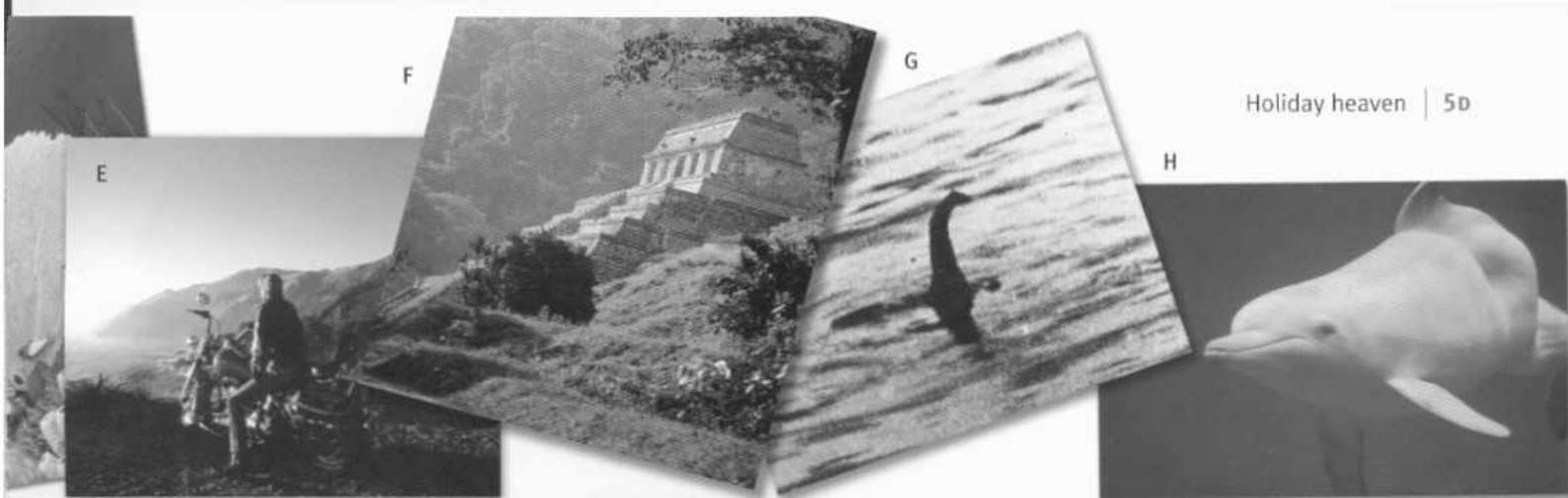
**Grand Canyon**  
Paragliding and sky diving in America's Wild West

5

**Arctic Ice**  
A visit by submarine to a wreck under the Arctic ice

6

**1492**  
Discover the Jamaica and Puerto Rico of Christopher Columbus



3 Match the paragraphs 1–4 to the holidays in the webpage advertisement.

- 1 I'm really looking forward to riding the motorbike. I hope to go with a friend, but if he hasn't got enough money, I intend to go alone. I've got a brother in Los Angeles and I plan to stay with him when I get there.
  - 2 We would like to learn some Chinese before we go, because we want to meet lots of people when we're there. My wife is looking forward to seeing the wall, but I'm more interested in finding out about the people who live in that part of the world.
  - 3 I know it's going to be difficult so I plan to do a lot of practice on my bike before I go. I intend to take a lot of photos of the volcanoes and the animals and everything. I hope to get some pictures of the monkeys. I want to have an exhibition of the photos when I get back.
  - 4 I would really like to see the monster, but it doesn't matter too much. I'm also interested in seeing Scotland and I plan to visit the village where my father was born. My husband is looking forward to tasting all the different whiskies.
- 4 Which of these holidays do **not** interest you? Why?

## VOCABULARY: verb patterns

1 Choose the correct form of the verb to complete the sentences.

- 1 I **hope to find** / *finding* the yeti.
- 2 I **intend to take** / *taking* some Turkish lessons.
- 3 I'm **very interested in learn** / *learning* more about the yeti.
- 4 I'm **looking forward to swim** / *swimming* with the dolphins.
- 5 I **plan to spend** / *spending* two weeks in the jungle.
- 6 I **want to visit** / *visiting* the old temples.
- 7 I **would like to read** / *reading* more about Alexander.

Find the phrases in **bold** in Reading exercise 3 to check your answers.

2 Choose one of the holidays from the advertisement. Prepare answers to these questions.

- Which holiday do you want to go on?
- Would you like to go with another person or alone?
- Why are you interested in that holiday?
- Do you intend to prepare for the holiday in any way?
- What do you plan to take with you?
- What are you looking forward to most in the holiday?
- What do you hope to do when you are there?

3 Now work in pairs. Ask and answer the questions.

## PRONUNCIATION: silent letters

1 Circle the silent letters in the words below.

- |           |             |
|-----------|-------------|
| 1 castle  | 6 receipt   |
| 2 climb   | 7 ghost     |
| 3 foreign | 8 Wednesday |
| 4 hour    | 9 whole     |
| 5 knife   | 10 wreck    |

2 1.49 Listen to the recording to check your answers.

3 How many more words can you think of with silent letters?

## SPEAKING

1 Two friends from Australia are coming to visit you for a week. It is their first visit to your country. You are going to be their guide.

First of all, decide what you intend to do with them. Look at the list and use ideas of your own.

- visit different parts of the country
- things to do and see
- means of transport
- places to stay
- places and things to eat
- people to introduce them to
- things to do on the last night

2 Work in pairs and discuss your plans. Then tell the rest of the class.



# 5 | Language reference

## GRAMMAR

### Going to

#### Going to

We can use *going to* + infinitive to talk about plans in the future. The action has been decided before the person speaks.

*We're going to save money to buy a flat.*

*I'm going to buy a present for Amanda. It's her birthday.*

Affirmative & Negative				
I	'm			
	'm not			
He/She/It	's	going to	phone him tonight.	
	isn't			
You/We/They	're			
	aren't			
Question				
When	am	I		
	is	he/she/it	going to	phone him tonight?
	are	you/we/they		
Short answer				
Are you going to phone?	Yes, I am. / No, I'm not.			
Is she going to phone?	Yes, she is. / No, she isn't.			

When we talk about future plans with the verb *go*, it is normal to 'drop' the infinitive, *to go*.

*I'm going to the cinema this evening.*

Not ~~*I'm going to go to the cinema this evening.*~~

### Present continuous for future

We can also use the present continuous to talk about future plans. We can often use either the present continuous or *going to* without changing the meaning, but when we want to show that the plan is more arranged or more fixed, we use the present continuous.

*The teachers are going to ask for more money.*

(This is their plan.)

*We're meeting the managers at ten on Monday.*

(The plan is fixed in our diaries.)

See page 44 for more information about the present continuous.

### Will + infinitive

We use *will* + infinitive when we decide something at the moment of speaking.

*Don't worry. I'll ask my husband to fix the window this afternoon.* (She is deciding now.)

We sometimes use *will* to make offers.

*If you like, I'll take you in my car.*

Affirmative & Negative				
I		'll		
He/She/It		won't		phone.
You/We/They				
Question				
When	will	I		
		he/she/it		phone?
		you/we/they		
Short answer				
Will you phone?	Yes, I will. / No, I won't.			

## FUNCTIONAL LANGUAGE

### Requests

*I'd like* + noun.

*I'd like to* + infinitive ...

*Can I* + infinitive ... ?

*Could I* + infinitive ... (please)?

*I wonder if I could* + infinitive ...

*Can you* + infinitive ... ?

*Could you* + infinitive ... ?

### Responses

*Yes, sure.*

*Yes, of course.*

*Yes, certainly.*

*I'm afraid that ...*

*I'm sorry, but ...*

When we say *no* to a request, it is polite to give a reason.

## WORD LIST

## Compound nouns

backpack <i>n C</i>	/bækpæk/
boyfriend <i>n C *</i>	/bɔɪfreɪnd/
cable car <i>n C</i>	/keɪbl kɑː/
camping-gas stove <i>n C</i>	/kæmpɪŋ 'gæs stəʊv/
credit card <i>n C</i>	/kredit kɑːd/
dinner party <i>n C</i>	/dɪnə pɑːti/
first-aid kit <i>n C</i>	/fɜːst 'eɪd kɪt/
flashlight <i>n C</i>	/flæʃlaɪt/
guide book <i>n C</i>	/gaɪd bʊk/
insect spray <i>n U</i>	/ɪnsekt spreɪ/
mobile phone <i>n C</i>	/məʊbaɪl 'fəʊn/
penknife <i>n C</i>	/pen naɪf/
sleeping bag <i>n C</i>	/sliːpɪŋ bæɡ/
sunglasses <i>n plur</i>	/sʌŋɡləsɪz/
tea bag <i>n C</i>	/tiː bæɡ/
tour guide <i>n C</i>	/tʊə gaɪd/
T-shirt <i>n C</i>	/tiː ʃɜːt/
video camera <i>n C</i>	/vɪdɪəʊ kæmərə/
water bottle <i>n C</i>	/wɔːtə bɒtl/

## Air travel

board <i>v</i>	/bɔːd/
boarding card <i>n C</i>	/bɔːdɪŋ kɑːd/
book <i>v *</i>	/bʊk/
check in <i>v</i>	/tʃek 'ɪn/
check-in <i>n U</i>	/tʃekɪn/
departure <i>n C</i>	/dɪpɑːtʃə/
duty-free <i>adj</i>	/dʒuːti 'friː/
fasten <i>v ***</i>	/fɑːsn/
flight <i>n C ***</i>	/flaɪt/
gate <i>n C **</i>	/geɪt/
hall <i>n C ***</i>	/hɔːl/
hand luggage <i>n U</i>	/hænd lʌɡɪdʒ/
land <i>v **</i>	/lənd/
locker <i>n C</i>	/lɒkə/
luggage <i>n U</i>	/lʌɡɪdʒ/
overhead <i>adj</i>	/əʊvə'hed/
pack <i>v *</i>	/pæk/
passport <i>n C *</i>	/pɑːspɔːt/
passport control <i>n U</i>	/pɑːspɔːt kəntrəʊl/
seat <i>n C ***</i>	/siːt/
seat belt <i>n C</i>	/siːt belt/
security <i>n U ***</i>	/sɪkjuərəti/
security guard <i>n C</i>	/sɪkjuərəti gɑːd/
take-off <i>n C/U</i>	/teɪk ɒf/
terminal <i>n C</i>	/tɜːmɪn(ə)l/
ticket <i>n C ***</i>	/tɪkɪt/

## Hotels

air conditioning <i>n U</i>	/eə kən'dɪʃnɪŋ/
central heating <i>n U</i>	/sentrəl 'hiːtɪŋ/
connection <i>n C ***</i>	/kə'neɪʃn/
countryside <i>n U **</i>	/kʌntrɪsaɪd/
facility <i>n C ***</i>	/fə'sɪləti/
gym <i>n C</i>	/dʒɪm/
lift <i>n C *</i>	/lɪft/
location <i>n C **</i>	/ləʊkeɪʃn/
minibar <i>n C</i>	/mɪnɪbɑː/
room service <i>n U</i>	/ruːm sɜːvɪs/
satellite <i>n C *</i>	/sætələɪt/
sauna <i>n C</i>	/sɔːnə/
shower <i>n C *</i>	/ʃəʊə/
single <i>adj ***</i>	/sɪŋɡl/
twin <i>adj</i>	/twɪn/

## Verb patterns

be interested in + verb + -ing ***
hope to + infinitive ***
intend to + infinitive ***
look forward to + verb + -ing
plan to + infinitive ***
want to + infinitive ***
would like to + infinitive

## Other words &amp; phrases

activist <i>n C</i>	/æktɪvɪst/
afterwards <i>adv **</i>	/ɑːftəwɔːdz/
ancient <i>adj **</i>	/eɪnʃ(ə)nt/
attendant <i>n C</i>	/ə'tendənt/
beach <i>n C **</i>	/biːtʃ/
beauty <i>n U **</i>	/bjuːti/
bell <i>n C **</i>	/bel/
brehtaking <i>adj</i>	/breθteɪkɪŋ/
build <i>v ***</i>	/bɪld/
calm <i>adj **</i>	/kɑːm/
capital <i>n C ***</i>	/kæpɪtəl/
casino <i>n C</i>	/kə'sɪnəʊ/
cleanliness <i>n U</i>	/klenlɪnəs/
climb <i>v ***</i>	/klaɪm/
cloud <i>n C ***</i>	/klaʊd/
comb <i>n C/v</i>	/kəʊm/
comfortable <i>adj **</i>	/kəmftəbəl/
crowded <i>adj *</i>	/kraʊdɪd/
depend <i>v ***</i>	/dɪpend/
destination <i>n C *</i>	/destɪneɪʃn/
discover <i>v ***</i>	/dɪskəʊv/
distillery <i>n C</i>	/dɪstɪləri/
dive <i>n C/v *</i>	/daɪv/
dolphin <i>n C</i>	/dɒlfɪn/
exhibition <i>n C **</i>	/eksɪ'bɪʃn/
explore <i>v ***</i>	/ɪk'splɔː/
extraordinary <i>adj *</i>	/ɪk'strɔːdnəri/
extremely <i>adv ***</i>	/ɪk'striːmli/

fast food <i>n U</i>	/fɑːst 'fuːd/
festival <i>n C</i>	/festɪvl/
fix <i>v **</i>	/fiks/
ghost <i>n C</i>	/ɡəʊst/
give up <i>v</i>	/ɡɪv 'ʌp/
hang on <i>v</i>	/hæŋ 'ɒn/
historic <i>adj</i>	/hɪ'stɒrɪk/
horrible <i>adj *</i>	/hɒrəbl/
hunt <i>n C/v *</i>	/hʌnt/
ice <i>n U **</i>	/aɪs/
incredible <i>adj</i>	/ɪn'kredəbl/
journey <i>n C ***</i>	/dʒɜːni/
jungle <i>n C/U</i>	/dʒʌŋɡl/
kayak <i>n C</i>	/kəɪæk/
key <i>n C ***</i>	/kiː/
local <i>adj *</i>	/ləʊkl/
lock <i>v **</i>	/lɒk/
luxury <i>n U</i>	/lʌkʃəri/
magic <i>n U *</i>	/mædʒɪk/
map <i>n C **</i>	/mæp/
metal <i>n C/U ***</i>	/metl/
mind <i>v ***</i>	/maɪnd/
minister <i>n C **</i>	/mɪnɪstə/
monster <i>n C</i>	/mɒnstə/
motorbike <i>n C</i>	/məʊtəbaɪk/
nervous <i>adj **</i>	/nɜːvəs/
object <i>n C ***</i>	/ɒbdʒɪkt/
organization <i>n C ***</i>	/ɔːɡənə'raɪzɪʃn/
path <i>n C ***</i>	/pɑːθ/
receipt <i>n C *</i>	/rɪ'siːt/
rubbish <i>n U *</i>	/rʌbɪʃ/
ruins <i>n pl</i>	/ruːnz/
save <i>v ***</i>	/seɪv/
search <i>v **</i>	/sɜːtʃ/
shout <i>v ***</i>	/ʃaʊt/
sign <i>n C ***</i>	/saɪn/
sky diving <i>n U</i>	/skaɪ daɪvɪŋ/
smell <i>n C/v **</i>	/smel/
souvenir <i>n C</i>	/suːvə'nɜː/
spider <i>n C</i>	/spaɪdə/
spokesman <i>n C ***</i>	/spəʊksmən/
stairs <i>n pl **</i>	/steəz/
submarine <i>n C</i>	/sʌbmə'riːn/
temple <i>n C</i>	/templ/
throw <i>v ***</i>	/θrəʊ/
trail <i>n C *</i>	/treɪl/
treasure <i>n C/U</i>	/treʒə/
vacancy <i>n C *</i>	/veɪkənsi/
valley <i>n C *</i>	/væli/
view <i>n C ***</i>	/vjuː/
volcano <i>n C</i>	/vɒl'keɪnə/
wall <i>n C ***</i>	/wɔːl/
waterfall <i>n C</i>	/wɔːtəfɔːl/
welcome <i>v **</i>	/welkəm/
wreck <i>n C</i>	/rek/
yacht <i>n C</i>	/jɒt/