

UPPER INTERMEDIATE COURSEBOOK

ENGLISH FOR INTERNATIONAL TOURISM

NEW EDITION



PETER STRUTT



ALWAYS LEARNING

PEARSON

UPPER INTERMEDIATE COURSEBOOK

ENGLISH FOR INTERNATIONAL
TOURISM



PETER STRUTT

Pearson Education Limited
Edinburgh Gate
Harlow
Essex CM20 2JE
England
and Associated Companies throughout the world.

www.pearsonelt.com

© Pearson Education Limited 2013

The right of Peter Strutt to be identified as the author of this Work has been asserted by him in accordance with the Copyright, Designs and Patents Act 1988.

All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise without the prior written permission of the Publishers.

First published 2013

ISBN: Coursebook and DVD-ROM Pack
9781447923916

Printed by Neografia in Slovakia
Set in Avenir Light 9.5/12.5pt

Acknowledgements

The publishers and authors would like to thank Dorling Kindersley for permission to use authentic material taken from the Eyewitness Travel Guides.

The publishers and authors would like to thank the following people and institutions for their feedback and comments during the development of the material:

Italy: Lesley Jane Ray, Caroline Jordan; **Poland:** Jolanta Regucka-Pawlina (Cracow University of Economics), Agnieszka Rutkowska (Poznan University of Technology); **Serbia:** Zorica Kovačević (IH Belgrade Syllabus); **Spain:** María Amparo González Rúa (Escuela Universitaria de Turismo de Asturias), María del Mar González Chacón (Escuela Universitaria de Turismo de Asturias); **Russia:** Tatyana Yefremtseva (Russian International Academy for Tourism).

'DK' and the DK 'open book' logo are trade marks of Dorling Kindersley Limited and are used in this publication under licence.

Author Acknowledgements

We are grateful to the following for permission to reproduce copyright material:

Tables

Table Unit1.1 adapted from http://www.nationmaster.com/graph/eco_tou_arr_by_reg_of_ori_eur-tourist-arrivals-region-origin-europe, World Tourism Organization Statistics Database and Yearbook | United Nations World Tourism Organization; Table Unit1.3 adapted from <http://www.statcan.gc.ca/tables-tableaux/sum-som/l01/cst01/arts34-eng.htm>

Text

Article Unit1.2 adapted from http://www.tourism.australia.com/en-au/research/5236_6563.aspx, Tourism Australia; Article Unit5. adapted from <http://www.terminalu.com/editors-column/what-makes-a-good-airport-and-why-many-have-got-it-wrong/15594/>, Louise Driscoll; Extract Unit5.6 adapted from <http://www.iom-airport.com/customer/safety.xml>, Isle of Man Government ©2012 Crown Copyright

In some instances we have been unable to trace the owners of copyright material, and we would appreciate any information that would enable us to do so.

Illustration Acknowledgments

(Key: b-bottom; c-centre; l-left; r-right; t-top)

Tony Richardson 55, 57

Picture Credits

The publisher would like to thank the following for their kind permission to reproduce their photographs:

(Key: b-bottom; c-centre; l-left; r-right; t-top)

akg-images Ltd: Erich Lessing 58bc, Francis Frith Collection 8t, North Wind Picture Archives 58cr; **Alamy Images:** Blue Jean Images 14br, Caro 16t, David Levenson 64t, Don B. Stevenson 40t, Garry Gay 59c, Greg Balfour Evans 54r, Inspirestock Inc 73tr, J W Alker / imagebroker 41cl, John Kellerman 27b, Markus Keller / imagebroker 86bl, Thomas Cockrem 41tr, UpperCut Images 37tr, Viacheslav Khmelnytskyi 24t; **Bananastock:** 10cl, 70tl; **Bridgeman Art Library Ltd:** Eduard Hau / Hermitage, St Petersburg, Russia 54cr, John Sell / The Higgins Art Gallery & Museum, Bedford, UK 59cr, John Wycliffe, English School / Private Collection / Ken Welsh 58bl, Mitchell Library, State Library of New South Wales 58br, Pietro Antonio / State Russian Museum, St Petersburg, Russia 54l, Private Collection 59cl; **Corbis:** 89b, 41, 43, 45, 47tr, Ariel Skelley / Blend Images 72tc, Cardinal 63b, Holden Caulfield / Image Source 18tr, David Clapp / Arcaid 5tc, 54br, David Spurdens / Flame 69tr, Drew Myers / Fancy 68l, Helena Wahlman / Alloy 76bl, Image Source 21b, 32tc, Jose Luis Pelaez, Inc / Image Source 88t, Ken Seet / Comet 43b, Matthew Ashton / AMA 61b, Michael Prince / Ivy 68bl, Michael Schmeling / imagebroker 34tr, Naho Yoshizawa / Aflo 84cl, Ocean 30cr, 32bl, 74tr, Pete Oxford / Minden Pictures 35b, RelaXimages / Alloy 80t, Rick Gomez 24bl, Simon Marcus 14tr, Tim Pannell 48b, Viaframe / Crush 36t; **DK Images:** 18cr, 32cr, 38tr, 58tr, 59r, 66tr, 82tr, Clive Streeter 79tc, 79tr, Greg Ward 31tr, Leandro Zoppe 38c, Lucio Rossi 38cl, 39cl; **Fotolia.com:** 76tl, 76cl, 79t, 86t, 106tc, 16, 18, 22tl, 32, 34, 38tl, 33, 35, 37, 39tr, 61, 63, 65, 67tr, 76, 78, 82tl, 8,10,14tl, 84, 86, 90tl, 9, 11, 13, 15tr, nyul 100, travelguide 98; **Getty Images:** Brooke Slezak / The Image Bank 32l, Carlo A / Flickr 68cl, Cavan Images / Photodisc 37br, Christian Kober / AWL Images 66c, Comstock Images 81tr, Datacraft Co Ltd 20t, Dennis Barnes / Britain on View 22cr, Digital Vision 44t, Echo / Cultura 75tr, Erik Isakson 9cr, EschCollection / Photonica 46tr, Fuse 84cr, George Doyle / Stockbyte 37r, Gonzalo Azumendi / The Image Bank 52cl, Greg Elms / Lonely Planet Images 79tl, ImagesBazaar 17cr, Jeff Rotman / Photographer's Choice 84t, John Lund / Marc Romanelli 106tr, Ken Chernus / Riser 32b, Michelangelo Gratton / Digital Vision 68t, Mike Powell / Stone 70bl, Peter Walton / Photolibrary 18br, quavondo / the Agency Collection 42tc, Ray Kachatorian / Workbook Stock 75tc, Richard l'Anson / Lonely Planet Images 78c, Thomas Barwick / Iconica 60t, Tim Graham 56t, William Albert Allard / National Geographic 83b, Yuri Arcurs 60cl; **John Fox Images:** 85, 87, 89, 91tr; **Library Hotel Collection:** 25cl; **MIXA Co Ltd:** 91bl; **Pearson Education Ltd:** 69, 71, 73, 75tr, Jules Selmes 32cl, 52, 54, 58tl; **PhotoDisc:** 77, 79, 81, 83tr; **Photolibrary.com:** 77tr; **Photoshot Holdings Limited:** WpN / UPPA 4 (film D); **Rex Features:** Sipa Press 25br, West Coast Surfer / Mood Board 70cl; **Robert Harding World Imagery:** Ben Pipe 5cl, 51b, Christian Kober 52b, Douglas Peebles 76t, Ellen Rooney 54b, Enzo Baradel / age fotostock 31c, Frans Lemmens 52t, Jeremy Bright 93b, Mark Mawson 5b, 52tl, Matthew Wakem / Aurora Photos 74-75cr, O Louis Mazzatenta / National Geographic 52l, Yadid Levy / age fotostock 54bl; **Shutterstock.com:** 37cr, 37b, 52c, 17, 19, 21, 23tr, 24, 26, 30tr, 25, 27, 29, 31tr, 40, 42, 46tl, 53, 55, 57, 59tr, 60, 62, 66tr, 68, 70, 74tl, Yuri Yavnik 5tr, 11c; **SuperStock:** Axiom Photographic Limited 12t, Bernd Rohrschneider / age fotostock 52bl, Blend Images 68b, F1 Online 82c, Hemis.fr 62cl, Juice Images 90-91, Nordic Photos 30bl, Photonstop 5cr, 41tl, Ranco Pizzochero / Marka 5tl, 95b, Tips Images 54cl, Westend61 71cr; **www.imagesource.com:** Cultura 28t

Cover images: *Front:* **4Corners Images:** Guido Cozzi / SIME bc, Massimo Ripani / SIME tc; **Corbis:** Blaine Harrington III b; **Getty Images:** Stuart Westmorland t; *Back:* **DK Images:** Greg Ward bl; **Robert Harding World Imagery:** Mark Mawson tl; **Shutterstock.com:** Yuri Yavnik cl

All other images © Pearson Education

In some instances we have been unable to trace the owners of copyright material, and we would appreciate any information that would enable us to do so.

INTRODUCTION

English for International Tourism is a three-level series designed to meet the English language needs of professionals working in the tourism industry and students of tourism in further education. The course includes authentic material taken from Dorling Kindersley's acclaimed *Eyewitness Travel Guides* which explore some of the world's top tourist destinations. The course helps you to:

- build confidence in professional skills such as dealing with enquiries, marketing destinations, offering advice, negotiating, writing emails and speaking to groups
- develop language awareness through an integrated grammar and skills syllabus
- acquire the specialized vocabulary needed by tourism professionals
- practise language skills in realistic Case studies that reflect issues in the tourist industry today.

Structure of the Coursebook

The Coursebook contains ten units and two Review and consolidation sections. Each unit is divided into four lessons. The Unit Menu shows you the key learning objective of the lesson. Each unit has the same structure:

- a vocabulary lesson
- a grammar lesson
- a Professional skills lesson
- a Case study or tourism-related game.

KEY VOCABULARY

The vocabulary lessons introduce and practise many words and expressions required in the tourism industry introduced through either a reading text or a listening. By the end of the lesson you will be better able to use the specialist vocabulary in appropriate tourism contexts. At the end of each unit there is a Key Word box that provides a selection of words and phrases from the unit and a reference to the Mini-dictionary on the DVD-ROM.

KEY GRAMMAR

In the grammar lessons key aspects of grammar that are essential for progress at this level are presented within an authentic tourism context. These lessons include clear explanations and activities designed to help you understand and use the language effectively. By the end of the lesson you will be able to use the grammar more confidently. For additional support there is a comprehensive Grammar reference at the back of the Coursebook.

PROFESSIONAL SKILLS

The Professional skills lessons provide you with the opportunity to learn and practise effective interpersonal and business skills which are an essential job requirement in the travel and tourism industries. You will learn professional skills ranging from dealing with customer enquiries and meeting clients' needs to preparing a guided tour or a presentation.

CASE STUDIES

Each unit ends with a Case study linked to the unit's tourism theme. The Case studies are based on realistic tourism issues or situations and are designed to motivate and actively engage you in seeking solutions. They use the language and professional skills which you have acquired while working through the unit and involve you in discussing the issues and recommending solutions through active group work.

Language skills

Speaking skills: Each unit provides you with a range of speaking activities. The pairwork tasks are designed to provide you with further opportunities to communicate in realistic and motivating tourism-related contexts. The Case studies require you to engage in extended communication about topical issues in the tourism industry. At each level further speaking practice is available in a tourism-related board game.

Listening skills: Each unit contains several listening tasks developed around topics related to the travel industry. A range of British, American and other international native and non-native speakers are featured, helping you understand how people speak English in different parts of the world. Audio scripts of the recordings are available at the back of the Coursebook.

Reading practice: Reading texts feature regularly in the units providing you with a variety of texts and topics that you are likely to encounter in a tourism context.

Writing practice: In the writing sections you will write real texts related to the tourism workplace such as emails and tour itineraries. At each level there are also writing tasks to help you get a job in tourism. Models of text types are available in the Writing Bank at the back of the Coursebook.

Workplace skills

Working with numbers: Throughout the course there are sections that help you to manipulate numbers in English, which is a vital skill in the travel and tourism workplace.

Research tasks: Each unit contains one or more research tasks that encourage you to explore tourism-related issues on the internet or in your local environment.

Private study

Workbook: A separate Workbook with a CD provides you with extra tasks for study at home or in class. There are two versions of the Workbook – one with the answer key for private study and one without a key which can be used by the teacher for extra practice in class.

DVD-ROM: The course has a DVD-ROM designed to be used alongside the Coursebook or as a free-standing video for private study. The DVD-ROM is attached to the back of the Coursebook and provides you with five authentic films featuring different aspects of tourism. Each film has a printable worksheet, a transcript and a key to the exercises. These films give you the opportunity to listen to a variety of native and non-native speakers using English as an international language in five authentic documentary videos. Additionally, the DVD-ROM has a comprehensive Mini-dictionary featuring over 300 tourism-related terms along with their definitions, pronunciation and example sentences. The DVD-ROM also contains the MP3 files of the Coursebook audio material.

Professional exams

English for International Tourism is recommended preparation for the LCCI English for tourism exams (www.lcci.org.uk).

WORLD MAP



DVD-ROM FILMS

- A** Viking events
- B** Nature Air in Costa Rica
- C** Puntacana: A Caribbean resort
- D** The Erie Canal (USA)
- E** Sustainable golf



Unit	Grammar	Vocabulary	Professional skills	Case study
<p>1</p> <p>Trends in tourism</p> <p>p. 8–15</p>	<p>Continuous aspect</p> <p>p. 10</p>	<p>The history of tourism</p> <p>p. 8</p> <p>Tourist motivations – push and pull factors</p> <p>p. 9</p> <p>Describing visuals</p> <p>p. 13</p>	<p>Using visuals</p> <p>p. 12–13</p>	<p>Tailor a package</p> <p>p. 14–15</p>
<p>2</p> <p>Get the message</p> <p>p. 16–23</p>	<p>Countable and uncountable nouns</p> <p>p. 16</p>	<p>Advertising and publicity</p> <p>p. 16</p> <p>Web words</p> <p>p. 17</p> <p>Collocations</p> <p>p. 19</p>	<p>Maintaining a website</p> <p>p. 20</p>	<p>Improve a media profile</p> <p>p. 22–23</p>
<p>3</p> <p>Hotel branding</p> <p>p. 24–31</p>	<p>Making predictions – degrees of certainty</p> <p>p. 26</p>	<p>Brands and branding</p> <p>p. 24</p> <p>Boutique hotels</p> <p>p. 25</p> <p>Hotels of the future</p> <p>p. 26–27</p>	<p>Creating a business plan</p> <p>p. 28–29</p>	<p>Invest in a hotel</p> <p>p. 30–31</p>
<p>4</p> <p>Sustainability</p> <p>p. 32–39</p>	<p>Reporting verbs</p> <p>p. 35</p>	<p>Tourism and community</p> <p>p. 33</p> <p>Ecotourism</p> <p>p. 34–35</p> <p>Verb + noun collocations</p> <p>p. 36</p>	<p>Chairing a meeting</p> <p>p. 36–37</p>	<p>Develop an eco-resort</p> <p>p. 38–39</p>
<p>5</p> <p>Come fly with me</p> <p>p. 40–47</p>	<p>The passive</p> <p>p. 43</p>	<p>Airport facilities</p> <p>p. 40–41</p> <p>Airport security procedures</p> <p>p. 42–43</p>	<p>Dealing with difficult situations</p> <p>p. 44–45</p>	<p>Develop airport infrastructure</p> <p>p. 46–47</p>
<p>Review and consolidation 1 p. 48–51</p>				

Unit	Grammar	Vocabulary	Professional skills	Case study
6 Heritage p. 52–59	Talking about the past p. 53	Describing a heritage site p. 53 Architecture p. 55 Guiding expressions p. 56–57	Working as a tour guide p. 56–57	Design a museum exhibition p. 58–59
7 Managing events p. 60–67	Hypothetical situations p. 61	Collocations with event p. 60 Event management p. 62–63 Contracts p. 64–65	Understanding contracts p. 64–65	Make a festival profitable p. 66–67
8 Careers p. 68–75	Dependent prepositions p. 71	Applying for a job p. 68–70 Remuneration p. 69 Adjectives describing personality p. 70	Interviews p. 72–73	Recruit the right person p. 74–75
9 Gastronomy p. 76–83	Relative clauses p. 79	Food p. 76 Culinary tourism p. 77 Describing food p. 78	Giving feedback p. 80–81	Plan a new itinerary p. 82–83
10 Risk p. 84–91	Modal verbs p. 87	Types of risk p. 84 Risk prevention p. 84 Adventure sports p. 86	Dealing with crises p. 88–89	Game: The Olympic Game p. 90–91
Review and consolidation 2 p. 92–95				
Writing bank p. 96–101 Pairwork files p. 102–110 Grammar reference p. 111–115 Audio script p. 116–128				

1



TRENDS IN TOURISM

UNIT MENU

Grammar: continuous aspect

Vocabulary: tourist motivations, describing visuals

Professional skills: using visuals

Case study: Getaway Travel – tailor a package



Reading

THE HISTORY OF TOURISM

1 Read about the history of tourism and put the paragraphs in chronological order (1–6).

A __ With a great deal of time to spend in leisure pursuits – under Emperor Claudius, there were 159 public holidays – the Roman aristocracy had ample opportunity to go out of town for pleasure and relaxation. The most popular destination was the Bay of Naples, just four days' journey from Rome down the paved Via Domitiana. With an itinerarium – a list of villages and cities and the distances between them, which could be purchased from a street vendor – visitors knew in advance what facilities their chosen accommodation offered.

B __ During the Age of the Enlightenment in the eighteenth century, it was fashionable for young aristocrats to travel around Europe for up to three years in order to visit and study great works of art and architecture and to improve their education. This was known as the Grand Tour and took place in Paris, Florence, Rome and Venice.

C __ Throughout history, people have always found reasons to travel. The Olympic Games gave the ancient Greeks an opportunity to leave home every four years to watch the competitions. They also travelled to temples erected in honour of the god of healing and medicine, in the hope of being cured.

D __ Tourism, in the modern sense, dates back to the nineteenth century, when Thomas Cook first exploited the opportunity for short organized trips. In 1845 he chartered a train and offered a 150-km excursion with pre-paid accommodation and a list of department stores to visit. It was not long before he was taking parties to Switzerland, Italy, Egypt and the United States on all-inclusive tours.

E __ The early twentieth century was the golden age for the luxury cruise industry. Places like Havana, Miami and Beirut always had a ship in port, with passengers on 'cruise and stay' voyages. But holidays abroad were still only for the affluent and it was not until the 1970s and 80s that ordinary people who wanted to get away and enjoy themselves abroad were able to do so. Mass tourism was beginning to take off.

F __ Getting from A to B in the Middle Ages was often difficult and dangerous but pilgrims traversed long distances to visit the Holy Land or famous shrines, such as the one at Santiago de Compostela in Spain, and this created a demand for inns and hostleries for an overnight stay.

2 Read the texts in Exercise 1 again and tick (✓) the reasons for travel mentioned.

1 __ amusement

4 __ health

7 __ sport

2 __ business

5 __ religion

8 __ visiting friends and relatives

3 __ education

6 __ shopping

Speaking

TOURISM DEVELOPMENTS

3 In what ways do you think the tourism industry has changed since the 1970s?

Discuss with a partner. Think about the factors below.

- types of holiday
- choice of accommodation
- advances in technology
- transport infrastructure
- choice of destinations
- the profile of tourists

4 Tell your partner about the holidays you had as a child and the holidays you have now. How are they different?

Listening

TOURIST MOTIVATIONS

5))) 1.1 Listen to Paul Henley, a representative of the United Nations World Tourism Organization, talking about why people travel and tick (✓) the reasons he mentions. What examples does he give of these reasons?

- 1 ___ to escape from their daily routine
- 2 ___ to find out how other people live
- 3 ___ to visit friends and relatives
- 4 ___ to realize an ambition
- 5 ___ to acquire social status



6))) Listen again and complete what Paul says.

- 1 First of all, they want to recharge their batteries, just ¹ _____, chill out and then come back ² _____.
- 2 A couple has been saving up for a long time in order to go on a round-the-world cruise. We could call this '³ _____'.
- 3 I think people often travel to ⁴ _____ so that when they come back, they can ⁵ _____ their colleagues, friends or family.
- 4 I'm afraid most tourists don't actually ⁶ _____ with the local population, except very superficially.

7))) 1.2 Now listen to Paul talking about 'push' and 'pull' factors in tourism motivation and complete the table.

Push factors	Pull factors
	cheaper cost of living
love and romance	

Speaking

PULL FACTORS

8 Work in pairs. Discuss the pull factors that motivate tourists to come to your country.

RESEARCH

Ask members of the older generation about the kinds of holiday they had. Report back to the class. Compare and discuss your findings.



RECENT DEVELOPMENTS

Listening

TOURISM TRENDS

- 1))) 1.3 Monica Cheung works for the Hong Kong Travel Research Centre. Listen to her talking about trends in tourism over the past ten years and complete the summary.



People now book their vacations online and personalize their itineraries. This means that, although the High Street travel agent ¹ _____ yet, the retail agent ² _____ fast.

There is a(n) ³ _____ towards more sustainable tourism and governments in ⁴ _____ countries are attracting inward investment. As a result, remote areas ⁵ _____ up, there are more jobs and profits ⁶ _____. Adventure tourism and extreme sports are increasingly popular and this segment ⁷ _____ rapidly.

Current trends in demography and lifestyle are also important. The number of customized vacations for the seniors market ⁸ _____. There is another important ⁹ _____ trend associated with increased levels of stress in people's work and daily lives. As a result, there has been a(n) ¹⁰ _____ from vacations focused on entertainment towards more spiritual experiences, designed to improve health and wellness.

- 2))) Listen again. What prediction for the future does Monica Cheung make? Do you agree with her? What other predictions would you make?

GRAMMAR: CONTINUOUS ASPECT

- Use the **present continuous** to talk about situations that are changing, developing or progressing.
*The High Street retail travel agent hasn't disappeared yet but **is disappearing**.*
*Governments in emerging countries **are trying** to attract foreign direct investment.*
*People **are living** under increased levels of stress.*
 - Use the **present perfect continuous** to describe a situation or activity that started in the past and has been in progress for a period until now.
*So, are there any trends that **have been emerging** over the last ten years or so?*
*The number of people over 55 **has been increasing** steadily in Europe.*
 - Use the **past continuous** to describe past events repeated over time.
*A few years ago people **were saying** that the future lay in space travel.*
 - You can use continuous forms with modal verbs or the passive.
*People who go on a round-the-world cruise **may be fulfilling** a dream.*
*In emerging countries remote areas **are being opened up** and jobs **are being created**.*
 - Use continuous forms to indicate that the event or situation is unfinished.
*People **are increasingly looking** for a meaning to their lives.*
*I don't think that any tourists **will be staying** on the moon in the foreseeable future.*
- See Grammar reference, page 111.

- 3 Study the Grammar box. Underline the verb forms and identify the tenses used in the sentences. In each case, is the situation finished (F) or unfinished (U)?**
- 1 We've seen a complete reversal of the previous trend. F / U
 - 2 We've been selling a large number of adventure holidays. F / U
 - 3 Many old buildings have been destroyed to make way for new office blocks. F / U
 - 4 More and more people are using their smartphones to make bookings. F / U
 - 5 Climate change is having a profound impact on tourism. F / U
 - 6 Residents of India and China are becoming more mobile than ever before. F / U
- 4 Complete the article with the correct form of the verbs in brackets. There may be more than one possible answer.**

A portrait of China

Drawn by the air of mystery, the number of visitors to China ¹_____ (rise) rapidly. The moment they get off the plane, many tourists ²_____ (may / fulfil) a lifelong dream to see a country that for years seemed cut off from the rest of the world.

The Great Wall ³_____ (rebuild) completely in parts but its dizzying loops across the horizon still leave most visitors lost for words. The Forbidden City at the heart of Beijing ⁴_____ (draw) crowds that make its original majesty hard to imagine. But Beijing ⁵_____ (change) dramatically and ⁶_____ (still / change). In recent times the capital ⁷_____ (see) obvious economic development – luxury hotels, convenient public transport, modern shopping malls and excellent restaurants. However,

much of the traditional housing ⁸_____ (destroy) to make way for new highways which are choked with traffic, making the air difficult to breathe.

China's vast population, despite famines and civil wars, ⁹_____ (grow) from 400 million to approximately 1.4 billion in less than a century. This increase in population ¹⁰_____ (drive) a seemingly never-ending consumer boom in recent years, most evident in the cities with their stores selling fast food, smartphones and facelifts.

With few opportunities for work in the countryside, millions of people ¹¹_____ (move) to the cities in search of a better life. So if your taxi driver doesn't know where he ¹²_____ (go), it's because he ¹³_____ (also / just / arrive) in town!



Writing

A PORTRAIT OF ...

- 5 In what ways has your country changed in recent times? Write a description (250–280 words) for an airline magazine of the developments that have taken/are taking place. Use the topics in the box and the article in Exercise 4 to help you.**

culture economy family life lifestyle politics
population tourism working patterns