

TOPIC FOCUS

1 Look at the photos. Discuss the questions below with a partner.



backpacking



volunteering



adventure holidays



ecotourism

- Are any of these types of travelling popular in your country?
- Which one would you be most interested in, and why?
- How would you describe a typical holiday someone might take in your country?
- How have holidays changed since your grandparents' generation?

2 What do you think are the main reasons people visit your country? Tell a partner.

IELTS quiz
page 6, question 6

READING

LESSON AIMS

- Review: Sentence completion
- Multiple choice

1 Discuss these questions with a partner.

- When did you last travel? Where did you go, and what did you do?
- What do you think are the benefits of travel?
- Which kind of holiday (1–5) do you think would suit each personality type (A–E)?

1 jungle tour	A open to experience
2 backpacking	B conscientious
3 resort holiday	C extrovert
4 relaxing at home	D agreeable (= nice)
5 conservation holiday	E emotionally unstable

Skills focus 2 What can you remember about 'sentence completion' tasks from Unit 3? Discuss your task strategy with a partner, then attempt Questions 1–7 based on the reading passage on page 39.

Questions 1–7

Target time: 10 minutes
Target score: ___ / 7

Complete the sentences below.
Choose **NO MORE THAN TWO WORDS** from the passage for each answer.

- Our personalities remain quite stable because of
- We can affect our personalities by creating for ourselves.
- Researchers study personality change to see how experience affects it.
- The Zimmerman and Neyer study investigated the personality development of
- Some of the research subjects went abroad for up to
- Participants did a before going away.
- Researchers wanted to know if alterations to helped change personality.

Is travel good for you?

When we return from a foreign holiday, our minds are often filled with the memories of new places and people. We may also feel we understand a foreign culture better and appreciate our own culture more. Travel seems to make us different, better people, and researchers have now found evidence to prove it.

Psychologists will often try to measure how people change by observing personality dimensions. These are commonly put into five broad categories, referred to as the 'Big Five' by Lewis Goldberg: openness to experience, conscientiousness, extroversion, agreeableness, and neuroticism (emotional stability). To some extent, our personalities remain constant, since they are influenced by our genes. Openness to experience, for example, has been linked to the 'serotonin transporter' gene. But psychologists believe that by setting goals in life, we can also strengthen aspects of our personality.

However, studying the experiences that influence personality is difficult because researchers have to study change in individuals over time to explore how those experiences lead to changes in personality. One such study was conducted by Julia Zimmermann and Franz Neyer and published in the *Journal of Personality and Social Psychology*. It examined how extended travel influenced personality development in a large sample of German college students. Some of the students in their sample studied in another country for an extended period of time (one or two semesters), while the control group was in college, but did not study abroad.

Prior to the travel period, all participants were given a personality test to measure the 'Big Five' personality dimensions. Participants also gave an extended list of their social networks so that researchers could explore how far changes in personal networks were responsible for personality changes. After returning from travel, or after an equivalent period of time for those students who did not travel, these measurements were taken again.

The study was interesting because it allowed researchers to first understand what kind of holiday different personalities choose before measuring how the experience changed them. Researchers first discovered that personality influences our choice of holiday significantly, as one might expect. Participants who chose to study abroad were generally higher in extroversion. On the other hand, those who went on a one-semester trip tended to be higher in conscientiousness, perhaps reflecting their need to follow rules and to complete tasks. Finally, those who went abroad for

both semesters were generally higher in openness to experience than those who did not travel.

After returning from their trip, those who travelled tended to show an increase in openness to experience, agreeableness and emotional stability relative to those who did not travel. The effects were not huge, but they were reliable. These changes in personality were related to changes in people's social networks as a result of travel. As you might expect, those people who did not travel maintained a similar social network over the study period. In contrast, those people who travelled tended to meet a lot of new people from the host country of their travel and to lose touch with people from their home country. These changes in social network were particularly strongly related to the observed changes in openness to experience and emotional stability.

How can we explain these results? One idea is that extended foreign travel takes people outside their comfort zone. Travellers have to adapt to new people and new cultural practices. Even students going from Germany to another EU country had to adjust to differences in language, food and outlook. This may have made travellers more confident in seeking new experiences and contacts in the future. As regards emotional stability, the experience of dealing with change may help make travellers less emotionally reactive to day-to-day situations, increasing their emotional stability.

It is not clear whether travel affects adults' personalities to the same degree. College years are an intense period of transition for people, so they may be more susceptible to personality change. However, research by Adam Galinsky of Columbia University has shown that spending a period of time living in a foreign country can make adults think more creatively. In foreign cultures, people often learn ways of interacting with others in order to achieve social goals or carry out successful transactions, which may explain how people living abroad become more creative in problem solving, for example. As creativity is related to openness, it seems likely that adult personalities can be affected, if not by changes in social networks then at least by thought processes.


It is therefore not simply personality that can be changed by travel; our mental processes evolve too. A further study by the US Travel Association even claims that travel helps our brains grow. As we travel, we have to make sense of a range of new stimuli, not least language, and this encourages the brain to make new connections, keeping it constantly active. It seems that travel makes us not only better people but cleverer people, too.

3 Do the tasks in the **Strategy focus box**. Then answer Questions 8–13 based on the same reading passage.

Strategy focus *Multiple choice*

- Multiple-choice questions usually involve finding a sentence with a similar meaning. Read sentences 1 and 2. In each case, which sentence has a similar meaning, a or b?
 - Travelling abroad for an extended period of time develops people's minds.
 - Long periods in another country have a positive effect on brain development.
 - Foreign travel causes our minds to work more quickly.
 - People who are not open to new experiences do not like change in their environment.
 - Those that dislike doing new things often want a stable daily life.
 - People with open minds worry about changes to their environment.
- Underline the words in sentences 1 and 2 and the matching sentences that have a similar meaning.

Questions 8–13

 **Target time:** 9 minutes
Target score: ____ / 6

Choose the correct letter, **A, B, C** or **D**.

- The research was interesting because
 - more than one thing was studied.
 - it hadn't been done before.
 - it revealed which holidays were most popular.
 - it explained why people go abroad.
- The most conscientious students
 - went abroad for the longest period.
 - preferred not to travel abroad.
 - chose shorter foreign-study programmes.
 - didn't want to leave their studies for long.
- After the trip, students who had been abroad
 - had changed their personalities a lot.
 - couldn't relate to people who hadn't travelled.
 - had more friends than those who hadn't travelled.
 - lost some old friends.
- Students who travelled short distances
 - saw least change in their personalities.
 - changed the most in some cases.
 - experienced similar changes to others.
 - travelled more confidently.
- The impact of travel on personality
 - probably affects students and adults equally.
 - only affects college students.
 - doesn't affect adults.
 - may not affect adults and students for the same reasons.
- People who travel
 - can become more intelligent.
 - are more active.
 - sometimes become less creative.
 - usually learn languages.

Vocabulary extra

Answer the questions about these verbs from the reading passage.

adapt adjust affect evolve influence maintain remain

- Which of these verbs are linked to the idea of a) change and b) no change?
- Which verbs can't be followed by an object?
- Which verb is also a noun?

Explore further 4 **Work with a partner.** Would you like to spend an extended period in another country? **Why? / Why not?**

LISTENING

LESSON AIMS


- Section 4: Monologue on an academic subject
- Multiple choice
- Labelling a diagram

1 **Look at this advertisement.** Would you like to go on this holiday? Tell a partner **why / why not**.



Prepare to listen 2 **Ask and answer these questions with a partner**

- Look at Questions 1–6 below. How are Questions 4–6 different from Questions 1–3? How are they similar?
- Can you predict any of the answers?

3  **1.19** Listen to the first part of a lecture on ecotourism and answer Questions 1–6.

Questions 1–6

Target score: ____ / 6

Questions 1–3

Choose the correct letter, **A, B** or **C**.

- The ecotourism movement started in the
 - 1960s.
 - 1970s.
 - 1980s.
- Bigodi is the name of a
 - new school.
 - community.
 - craft project.
- In ecotourism projects, tourists always
 - spend time in the countryside.
 - take part in exciting activities.
 - educate local people.

Questions 4–6

Choose **THREE** letters, **A–G**.

Which **THREE** problems of ecotourism projects are mentioned by the speaker?

- The money from them doesn't help everyone.
- Farm animals might be destroyed.
- They are too small.
- They have few facilities.
- Local culture is slowly lost.
- Tourists damage wildlife.
- Environment is not a priority.

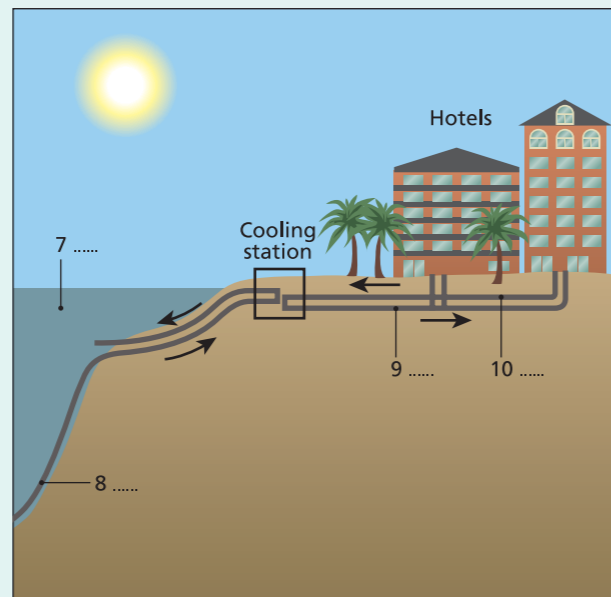
4 1.20 Listen to the second part of the lecture and answer Questions 7–10.

Questions 7–10

Target score: ____ / 4

Label the diagram using words from the box.
Write the correct letter, A–I.

- A lake water
- B hot water
- C fresh water
- D sea water
- E heated water
- F cold water
- G frozen water
- H waste water
- I air conditioning



Explore further 5 Find out about the popular ecotourism destinations of Costa Rica, Kenya, Norway and Palau. Which would you like to visit? Which place would you associate each of the following with?

- 1 elephants 2 rainforests 3 scuba diving 4 snowy mountains

SPEAKING

LESSON AIMS

- Part 1: Giving personal information
- Speaking for between one and two minutes on a topic
- Discussing a topic

1 Look at the photos. Tick the activities you like to do on holiday.



- sunbathing shopping sightseeing visiting museums eating out

2 Compare your activities with a partner's. Tell them about your ideal holiday.

Vocabulary focus 3 Put these places in the correct column of the table.

- a the main square b public gardens c the old town d statues
e cathedrals and mosques f markets and bazaars g museums and galleries
h historic monuments i fountains j the harbour k a mall

Objects you look at	Outdoor spaces	Buildings you enter

4 Make questions by re-ordering these words, putting the verb in brackets in the correct form.

- 1 around / do / gardens / like / public / (walk) / you / ?
- 2 a / (go) / gallery / have / recently / to / you / ?
- 3 at / can / famous / in / (look) / statues / town / what / you / your / ?
- 4 around / malls / markets or / prefer / (walk) / would / you / ?
- 5 at / do / enjoy / historic / (look) / monuments / you / ?

5 Ask and answer the questions in Exercise 4 with a partner.

Prepare to speak 6 1.21–1.22 Listen to two candidates answering Part 1 questions. Which candidate answers each question? Number them 1 or 2.

- a What do you like to do on holiday?
- b Do you prefer travelling alone or with friends?
- c Where in the world would you like to visit if you had the chance?
- d What's your favourite way to travel?
- e Do you often travel abroad?
- f Have you travelled to other places? Where are they?

7 1.21–1.22 Listen again and answer the *You're the examiner* questions. Compare your answers with a partner's.



You're the examiner

- Which candidate successfully ...
- 1 varies their language? (How?)
 - 2 avoids grammar mistakes? (Can you find three mistakes made by the other candidate?)
 - 3 uses some high-level phrases. (Which are they?)

Fluency focus 8 Match each pair of adverbs with its function.

- | | |
|------------------------|---|
| 1 occasionally, rarely | a Used to talk about frequency |
| 2 actually, strangely | b Used to make a guess |
| 3 basically, generally | c Used to say something surprising |
| 4 possibly, perhaps | d Used to say something is fundamentally true |

9 Add an adverb from Exercise 8 to each response below. Then extend the responses using another adverb.

Example: I'll go abroad this year ... → I'll *probably* go abroad this year. *It's basically too expensive in this country.*

- 1 I've never travelled abroad ... 2 I go for a walk ... 3 I like travelling ...

Boost your band score Fluency

In Part 1, you should aim to speak for about 12 seconds on each question. This means you need three or four sentences in response to each question. You can extend your responses by using:

- adverbs of frequency to talk about how often you do things
- adverbs such as *generally, actually, maybe* to talk about preferences.

Over to you 10 Work with a partner.

Student A: Ask your partner four questions from Exercise 6.

Student B: Ask your partner the four questions below.

- 1 Do you have many tourists in your country?
- 2 Is there a popular tourist destination in your country?
- 3 When is the best season to travel in your country?
- 4 What recommendations would you make for a tourist in your country?

11 Feed back to your partner. Use the *You're the examiner* box to help.

WRITING

LESSON AIMS

- Task 2: Opinion essays
- Making your opinion clear

1 Look at these forms of transport. Which would you prefer to use to travel to a foreign country, and why?



2 Make notes on these questions. Then discuss them in groups.

- A In what ways can newer forms of transport be better?
- B Are there any ways in which more traditional types of transport are better?
- C Should governments take action to reduce air travel? Why? / Why not?

Prepare to write **3 Read this task and decide which of the questions in Exercise 2 (A–C) is closest to it.**

Write about the following topic:

People who travel by air often see very little of the countries they visit. It's better for tourists and local communities when people use traditional forms of travel, like ferries and trains. To what extent do you agree or disagree?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

Write at least 250 words.

4 Read these two extracts from sample answers, then answer the You're the examiner questions.

Candidate 1

Air travellers land in international airports, arrive in international hotels and visit the most famous sites. Some see this as a way of making international travel more convenient. Others believe it stops people interacting with local populations. I will discuss both views.

Those who believe air travel has improved tourism argue that air travellers get to destinations quickly and have access to the facilities of international airports and hotels, which are similar in all countries. There they can interact with people who speak English, so it's more convenient for them.

Candidate 2

Nowadays it is possible to travel to a foreign country by air using only the services of international companies and tour operators. As a result, we are losing the benefits of travel.

The first reason for this view is that modern tourists and local people don't have the opportunity to mix and learn about each other. Air travellers may meet some local taxi drivers, but when a tourist travels by train, for example, they can travel through a range of landscapes and remote locations, meeting people from rural areas.



You're the examiner

Which candidate has successfully ...

- 1 responded clearly to the instructions?
- 2 stated a reason in the second paragraph (rather than a viewpoint)?
- 3 avoided using key words and phrases more than once?

Language focus **5 The words below can be used to admit or concede information. Answer these questions about them.**

- 1 Which ones can link two clauses together?
- 2 Which ones are often followed immediately by a comma?
admittedly although even if maybe true

6 Complete this continuation of Candidate 2's answer using the adverbs from Exercise 5.

Secondly, by using trains and ferries, tourists can support the local economy. Air passengers paying high fares are ¹ _____ useful for the economy. However, ² _____ they generate income and create jobs, many of the profits of airlines or hotels go to large corporations that are owned by wealthy nations. People travelling by slower, less direct, forms of transport can buy local products and services.

Trains and ferries also allow tourists the time to reflect on their lives. ³ _____, with air travel you can achieve a lot quickly and ⁴ _____ air travellers do have time to themselves. But in-flight entertainment rarely gives you time to think or gain new experiences. Train or ferry travel gives you time for contemplation, ⁵ _____ you're travelling relatively short distances.

7 Look again at the sample answer in Exercise 6 and answer these questions.

- 1 Does Candidate 2 think air travel is good or bad?
- 2 Underline the ideas that *don't* support Candidate 2's opinion.
- 3 Why does Candidate 2 use the five adverbs in the box?
 - a To tell us an idea supports their argument.
 - b To tell us an idea *doesn't* support their argument.

Boost your band score *Using adverbs*

Making your views clear throughout the response will help you gain a higher score for task response. Using adverbs to do this will also give you an opportunity to use a wider range of grammar.

Over to you **8 Write about this topic.**

Modern media, like documentaries and virtual reality, let us experience other countries without travelling to them. Long-distance travel has therefore become unnecessary. To what extent do you agree with this?

Give reasons for your answer and include any relevant examples from your knowledge or experience.

Write at least 250 words.

9 Exchange your work with a partner. Use the You're the examiner and the Boost your band score boxes to evaluate their writing.

- Underline any part that doesn't respond to the instructions.
- Highlight words that are repeated too often.
- Circle words used to show agreement/disagreement.

10 Turn to page 99 and compare your answer with sample answer 6.