

B1

PRELIMINARY

FORMULA

FOR EXAM SUCCESS

COURSEBOOK

with key

and **Interactive eBook**

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1 | SOUND

VOCABULARY: Verbs + prepositions

1 Work in pairs.

- 1 What sounds can the girl in the photo hear?
- 2 How do you think she feels? Why?
- 3 What sounds make you feel this way?

2 In film, sound effects are created using everyday objects. How do you think the sounds in the box are made?

thunder rain fire a heart beating flying animals a bone breaking

3 1.1 Listen to an interview with a sound effects creator and check your ideas.

4 1.2 Listen again. Complete each sentence with a preposition.

- 1 I create the films here in my studio and someone **adds** them later _____ a film scene.
- 2 The film-makers **focus** _____ recording the actors' voices during a scene.
- 3 If we **compare** it _____ the sound I just made, it's not as easy to hear.
- 4 So, a foley artist's toolkit **consists** _____ a lot of different things.
- 5 We **begin** _____ those and hope that they'll work.
- 6 It **depends** _____ the sound we want to make.
- 7 You don't just **think** _____ what to use, but also how to use it.
- 8 We can't **rely** _____ something working the first time.

5 Make questions from the prompts. Make sure you add a preposition. Then, ask and answer the questions with a partner.


- 1 Who / you / rely / for help / when / need it?
- 2 What / you / think / when / you / go / school or work / morning?
- 3 What / you / would like / add / your list of life goals?
- 4 What / help / you / focus / work?
- 5 What / your perfect weekend / begin?
- 6 What / your favourite meal / consist?
- 7 Your hobbies / depend / good weather?
- 8 How / your speaking skills / compare / your writing skills in English?

6 Work in a group. Think of six important sounds in your life. Tell each other why they are significant.

One sound I hear every day is an annoying 'beep'. It's my alarm clock waking me up at 6 a.m.

- 1 Read the sentences. Number each one from 1 (agree strongly) to 4 (disagree strongly). Compare your answers with a partner and explain your reasons.

- 1 Music helps me to relax.
- 2 I'd love to play in a band.
- 3 I love songs about strong feelings.
- 4 Music is better if you listen with friends.
- 5 I listen to music when I'm sad.
- 6 Music is only for parties!
- 7 I never listen to the words of songs.
- 8 I'd love to be a professional singer.
- 9 I listen to music when I study to help me concentrate.
- 10 Certain songs remind me of events in my life.
- 11 I will still like the same kind of music in 20 years.
- 12 The best place to listen to music is a concert.

- 2  1.3 Listen to three people talking about what music means to them. Match the speakers (1-3) with the statements (A-C).

- A This person talks about someone else's success, and would like to achieve the same thing.
- B This person discovered music as a way to show their feelings, and this helped them to succeed.
- C This person enjoys happy music and being with other people.

- 3 Discuss the questions in pairs. Give reasons for your answers.

- 1 Do you think that it's good for young people to learn music at school? Why? / Why not?
- 2 Is music a good way to meet and connect with people? Why? / Why not?
- 3 Would you like to become a famous singer or musician? Why? / Why not?

- 4 Read the text about a music event. What kind of text is it?

SINGERS WANTED FOR A MUSICAL!

No experience necessary.

Come and practise every Thursday evening.

Please apply by Friday.

- 5 Read the text again. Decide if the sentences are true or false.

- 1 It is asking for singers to be in a show.
- 2 You need to have experience if you want to apply.
- 3 You have to prepare for the show twice a week.
- 4 The last day you can apply is Friday.

EXAM FOCUS

Time expressions

Notices and short messages often mention specific times or periods of time. Understanding time expressions can help you decide what the notice or message means.

Please switch off phones **during** singing practice.

We will practise **until** 7 p.m.

Practice takes place **from** two o'clock **till** four every day.

The hall is closed **between** 4 p.m. **and** 6 p.m.

The results of the final vote are **due** in about ten minutes.

You need to sign up for classes by Wednesday **at the latest**.

Please help yourselves to tea and coffee **while** we wait.

Please return the books **by** Friday.



6 Read the Exam focus. Then read the pairs of sentences. Decide if they have the same meaning (S) or a different meaning (D).

- 1 A The ticket office is open daily between 10 a.m. and 9 p.m.
B The ticket office is open from ten in the morning till nine at night every day.
- 2 A Please wait outside while the band is practising.
B Do not come in until the band has finished practising.
- 3 A Festival tickets will not be available until 21 June.
B You cannot buy festival tickets after 21 June.
- 4 A Hurry up - our taxi will be here in five minutes!
B Our taxi is five minutes late.
- 5 A Wait until your flight is announced before going to your departure gate.
B Make sure you are already at your departure gate when your flight is announced.
- 6 A Please switch off all phones during the performance.
B You shouldn't keep your phone switched on while the performance is happening.
- 7 A Please let me know your decision by Friday.
B Please decide before Friday at the latest.
- 8 A Wait until the light has come on before opening the door.
B Don't open the door when the light is on.

7 Look at the four notices and messages on the right. Match each one to the correct description.

- A an advert for a future event
- B a message to a friend about a trip
- C a notice in a music shop
- D a sign at a music concert

EXAM TASK

8 Look at the notices and messages again. For each question, choose the correct answer.

1

DOORS CLOSE AT 7:30.

People who arrive late will not be allowed in until the interval.

- A The audience cannot go to their seats before 7:30.
- B If you arrive late, you can only see the second half of the concert.
- C The concert will start at a later time tonight.

2

Tony,
Max rang. He can't come to the music festival with us next month. Can you ask Anna by Friday if she wants his ticket?
Lea

- A Lea wants Tony to buy tickets for a music festival on Friday.
- B Lea wants Tony to call Max about the music festival.
- C Lea wants Tony to invite Anna to the festival before Friday.

3

MATTHEW BLUNT IN CONCERT

24 June | Tickets available from 24 May

Up to four tickets per person | Online booking only

- A You cannot buy more than four tickets.
- B 24 May is the last day for buying tickets.
- C You cannot buy tickets on the internet.

4

SPECIAL OFFER

This weekend only!
Free case when you spend £100 or more on a guitar.

- A You can get a free guitar bag worth £100.
- B The offer only lasts for a short time.
- C All prices are reduced this weekend.

Speaking or writing

9 Work in groups. Talk about a music event you went to, or an event you would like to go to. Talk about these things.

the event (where, when) the type of music
the people you went with the best things about the event

10 Write a short message to a friend about a music event you would like to go to. Invite your friend to come with you.

EXAM BOOST p2

➤ Complete Exam file SECTION A on page 2.

VOCABULARY: Verb phrases

- 1 Think about how much time you are silent doing the activities below on a typical day. Add one more activity. Then add up your total silent time.

During breakfast	_____	Evening meal	_____
Travelling to work/college	_____	Doing exercise	_____
At work/college	_____	Relaxing at home	_____
Lunchtime	_____	Total silent time	_____
Travelling home	_____		

- 2 Work in pairs. Compare your answers from Ex 1 and answer the questions.

- Do you enjoy silence? Why? / Why not?
- What do you think are the advantages of silence? Discuss the ideas below.
 - It can help you concentrate.
 - It can improve your memory.
 - It can help you sleep.
 - It can make you more creative.
 - It can help your relationships.
 - It can reduce stress.
 - It can help you make decisions.

- 3  1.4 Listen to a radio programme about silence. What advantages in Ex 2 does it mention?

- 4 Complete the phrases with the correct form of the verbs in the box.

concentrate disturb go have keep make
play ring switch

- I hate it when people _____ a noise when I'm trying to work. I prefer to _____ quiet and think about what I'm doing.
- I often _____ music while I'm studying. I can _____ on my work better.
- When I'm trying to sleep, even a small amount of noise _____ me.
- I hate it when car alarms _____ off in the street, and no one comes to turn them off!
- If my phone _____, I want to hear it straightaway. I never _____ it off.
- I _____ quite a good memory for names - I never forget them.

- 5 Work in pairs. Which sentences in Ex 4 do you agree with?

- 6 Read about a 'silent café'. Why is it silent? Would you like to go there?

EXAM TASK

- 7 For each question, choose the correct answer.



SILENT CAFÉS

1000 & 1 Signes looks like any other café in Paris, but it is a 'silent café' because all the waiters and cooks are deaf. Customers often go in and (1) _____ for a table as normal, but soon realise that the waiter can't hear them. The waiters are used to this. They (2) _____ their hands to tell customers where to sit, and give out menus with a smile. Customers can then relax and (3) _____ on enjoying the delicious food.

Silent cafés are opening around the world, and the idea is to teach people about deaf culture and sign language. The owners find that many customers are (4) _____ in learning some sign language while they eat. Others just enjoy the experience of (5) _____ quiet and escaping from all the noise outside. Some customers even decide to (6) _____ off their phones, to enjoy the full silent experience!

- | | | | | |
|---|------------|-----------|-----------|---------------|
| 1 | A ask | B demand | C want | D insist |
| 2 | A show | B use | C manage | D do |
| 3 | A remember | B think | C imagine | D concentrate |
| 4 | A fond | B curious | C happy | D interested |
| 5 | A holding | B keeping | C getting | D making |
| 6 | A put | B let | C switch | D take |

- 8 Discuss the questions.

- Do you agree that it's good to have more silence in your life? Why? / Why not?
- How easy is it for you to stay silent for an hour every day?

EXAM BOOST p10

-  Complete Exam file SECTION A on page 10.

- 1 Work in pairs. What do you think most people complain about in their local area? Order them 1-5 (1 = most complaints).

air pollution noise litter traffic
untidy homes and gardens

- 2 Listen to the first part of a conversation between Olly and his friend Maisie. What order does Olly give for the ideas in Ex 1?

- 3 You're going to listen to the second part of the talk. What advice do you think Olly gives Maisie to help her with the noise in her area?

- 4 Listen and check.

EXAM FOCUS

Predicting what you will hear

When we listen in our first language, we naturally make predictions about what we are going to hear next. We use our understanding of the people, their relationship, the context, the topic and the speaker's intonation to help us do this. When learning a different language, it can be helpful to actively make predictions to prepare for what you are going to hear.

- 5 Read the Exam focus. Then look at question 1 in Ex 8. What do you think the conversation will be about? What words/phrases do you think you will hear?

- 6 Listen and check your ideas. How much did predicting help you to prepare? Why?

- 7 Look at questions 2-7 in Ex 8 quickly. Predict what the people will say and some words/phrases they might use.



EXAM TASK

- 8 Listen. For each question, choose the correct answer.

- 1 What is the man unhappy about?



- 2 What course does the woman decide to take?



- 3 What did the girl buy?



- 4 What does the man think the woman should do?



- 5 What time do the friends agree to meet?



- 6 What did the boy break?



- 7 What noise did the man hear?



Speaking or writing

- 9 Work in pairs. Do you think these situations are normal or a problem? Why? Do you think noise pollution is a serious problem?

a train passenger playing loud music dogs barking all night
a neighbour having a late-night party children in a café playing loudly

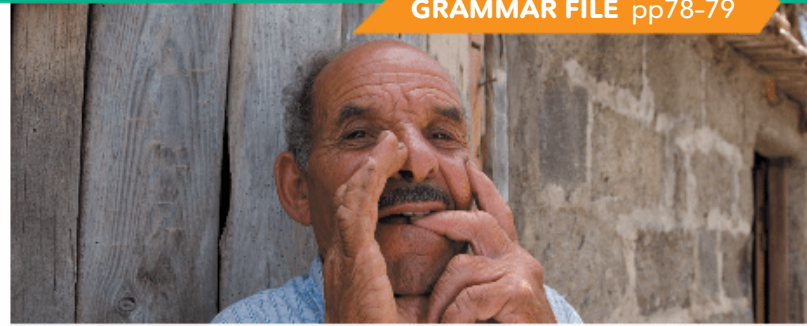
- 10 Your neighbour often plays loud music late at night. Write him or her a polite message to complain. Say what the problem is, why it is a problem and what you want him or her to do about it.

EXAM BOOST p18

- ➔ Complete Exam file SECTION A on page 18.

GRAMMAR: Present tenses

- 1 Look at the photo. What is the man doing?
- 2 Discuss the questions.
 - 1 Can you whistle? How good are you?
 - 2 How many different situations can you think of when people whistle?
 - 3 What kinds of thing can people communicate by whistling?
- 3 Read the article. Decide if the sentences are true or false.
 - 1 It is possible that whistling languages existed before languages that use words.
 - 2 Whistling languages can only communicate simple ideas.
 - 3 Modern technology is replacing whistling languages in some places.
 - 4 No young people on La Gomera are now learning Silbo Gomero.



- 5 Read some comments on the article. Choose the correct verb forms to complete them.

What an amazing story! I **(1) think / 'm thinking** it's a fantastic idea to teach these ancient languages to children. Too many languages **(2) have disappeared / are disappearing** over the last 50 years.

Languages are so important because they **(3) teach / are teaching** us about different cultures. I **(4) 'm reading / 've read** about this whistling language before, and I really hope the people manage to keep it alive.

Thank you for this article. I usually **(5) go / am going** to Spain for my holidays, but now I want to go to La Gomera to hear this amazing whistling language for myself! I **(6) look / 'm looking** at flights right now!

- 6 Complete the email with one word in each gap.

 From: Jo

Hi Jen,

We **(1)** _____ having an amazing time right now on La Gomera! We **(2)** _____ been up into the mountains a few times, but unfortunately the weather **(3)** _____ not been brilliant so far, so we've also spent quite a bit of time in the hotel! I **(4)** _____ sending you a video of someone using Silbo. **(5)** _____ you heard of it? Our guide can make all kinds of different whistling sounds to communicate different things – I really do **(6)** _____ know how he does it! But I think it's important to keep languages like this alive. What **(7)** _____ you think?

See you soon,

Jo

- 4 Look at the bold verbs in the text. Match them to the meanings A-F. Read the Grammar file on page 78 and check your ideas.
 - A regular actions or habits
 - B things that are always true
 - C things happening now
 - D things that started in the past and continue in the present
 - E experiences at an unknown past time
 - F opinions or feelings (state verbs)

- 7 Discuss the questions.

- 1 Do you think it is important to save old and unusual languages? Why? / Why not?
- 2 What languages would you like to learn?
- 3 How can technology help with learning new languages?

Saving Silbo Gomero

Whistling languages **have existed** for thousands of years, usually in mountain areas, where people need to communicate across valleys, over long distances. Whistles **travel** better than shouts or calls. If you **have whistled** to a friend across the street, you will know this takes a lot less effort than shouting! Some experts believe people have used these languages since the time of the first humans, before spoken languages developed. But this does not mean that they are simple. They are often complicated, with different sounds for different words, so people can have full conversations using just whistles.

Unfortunately, many whistling languages are dying out. Fewer people now live in mountain areas, and the people who do **are using** text messages to communicate, rather than the traditional whistling language. But the people of La Gomera, one of the Canary Islands, **believe** it is important to save Silbo Gomero, their traditional whistling language. They have decided to start teaching it to children in schools. Children in primary schools now study the language and they **practise** the traditional whistles every week. The community hopes that in this way they can keep their language and culture alive.

1 Discuss the questions.

- A How do you usually communicate with people online?
- B How many people did you message yesterday?
- C What will you use your phone for in the next 24 hours?
- D How many times do you check your messages in a day?
- E Do you like using technology to communicate?

2 **1.9 Listen to five people answering the questions in Ex 1. Which question (A-E) does each person answer?**

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

EXAM FOCUS

Answering questions

In this part of the speaking exam, you don't need to give very long answers. However, you should answer the question and add a little more information each time. This allows the examiner to assess your level of English.

A: Who did you talk to online yesterday?

B: My friend Anna. We talked about what we're going to do next weekend. We're thinking of going away for a couple of days.

The only question where you don't need to do this is when the examiner asks you for your name.

3 **1.10 Read the Exam focus. Then listen to the answers in Ex 2 again. What short answer does each person give to answer the question?**

- | | |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | |

4 **1.11 Listen again to the extra information the speakers give. Answer the questions.**

- 1 When exactly does he check his messages?
- 2 When does she use her email?
- 3 What did he chat to people about?
- 4 What worries her about new technology?
- 5 How else will he use his phone?

5 Match questions 1-6 to phrases A-F.

- 1 Do you work or are you a student?
- 2 Where do you live?
- 3 When do you usually chat to your friends?
- 4 What do you chat to your friends about?
- 5 Have you ever chatted to someone online in English?
- 6 How often do you upload photos to social media?

- A Probably a few times a ...
- B I work / I'm a student. I'm a ... at ... / I study ...
- C Different things. For example, ...
- D Usually on / in / at ...
- E Yes, I have. / No, I don't think so.
- F In a place / area / town called ...

6 **1.12 Listen to exam candidates Jorge and Marta answering the questions and check your answers. Did each speaker give any extra information? Which speaker is better?**

7 Work in pairs. Take turns to ask and answer the questions in Ex 5. Use the prompts to help you and try to give more information.

EXAM BOOST p26

Complete Exam file SECTION A on page 26.

EXAM TASK

8 **1.13 Work in A/B pairs. Listen, and when you hear your questions, tell your partner the answer. Give a little more information each time.**

9 Discuss the questions with your partner.

- 1 Did you each answer the questions correctly?
- 2 Did you give a little more information each time?
- 3 How could you both improve next time?



- 1 Work in pairs. What five words could you use to describe the place in the photo?
- 2 Read the email below. What suggestions does Alice make?

From: Alice
Subject: Your visit!

Hi Isabel,
So glad you're coming to New Zealand!
For your first few days, we could go and explore the mountains. The scenery there is incredible. Then, we could hire a campervan and travel around the rest of the national park or stay at my house and explore Queenstown. Let me know which you prefer.
Also, let me know if you have any questions.
Alice

- 3 Read Isabel's reply. How does she respond to Alice's suggestions?

From: Isabel
Subject: Your visit!

Hi Alice,
I'm really happy I'm coming, too. It looks awesome.
A trip to the mountains sounds perfect. I'd love to take a cruise along Milford Sound to get a good view of the mountains and amazing waterfalls. Is that possible?
We could go kayaking there, too, as I've never tried it.
As for the rest of the trip, I think I'd rather visit different places than stay in one place. I'd love to go to the coast, visit some lakes and see a few different towns. I'm not keen on going camping, though. I like hot water too much! I'd prefer to stay in a guest house where it'll be more comfortable.
I can't wait!
Isabel

EXAM FOCUS

Describing what you like, dislike, want and prefer

To describe general likes, we can use **I like / love / really enjoy** (+ noun / -ing verb).

To describe dislikes politely, we can use **I don't particularly like / I'm not fond of** (+ noun / -ing verb).

To say what we want politely, we can use **I'd like to / I'd love to** (+ infinitive).

To talk about preferences, we can use **I'd prefer to ... (than ...) / I'd rather ... (than ...)**.

- 4 Read the Exam focus. Then, underline the phrases Isabel uses to describe her likes, dislikes, wants and preferences.

EXAM BOOST p14

- 5 Complete Exam file SECTION A on page 14.
- 6 Read the exam task in Ex 7. What four things do you need to include in your reply to James?
- 7 Plan your reply. Include all four ideas in the notes, give reasons and use correct language for likes, etc.

EXAM TASK

- 7 Read this email from your English-speaking friend James and the notes you have made. Write your email to James using all the notes in about 100 words.

From: James
Subject: Your visit!

Hi,
I'm really looking forward to your visit!
Would you prefer to see a concert, or invite some friends to my house? We could explore the nearby forest, too. Let me know what time your flight arrives so I can meet you.
James

Me, too.

Say which.

Yes, please.

Tell James.

- 8 Review your email. Check you've done all the things in Ex 6 well.



2 | SIGHT

VOCABULARY: Adjectives


- 1 Look at the facts about the human eye and the way we see. Decide which fact is false.

OUR AMAZING EYES

- The human eye has around two million working parts.
- The muscles in our eyes are very **powerful**.
Doing exercises can help them continue to work well.
- Most people can see about a thousand different colours.
- We can see colours better when it's **bright** and sunny.
At night, we can't see in colour.
- Some animals can see 350 times better than us at night.
- There is no limit to how far away we can see an object, as long as enough light reaches our eyes. It takes light 4.3 years to reach us from the nearest star outside our solar system, but we can still see it, as a **tiny** spot of light in the sky.
- Objects start to become less **clear** when they are about a metre away from our eyes.

- 2 Match the adjectives in bold in Ex 1 with their opposites in the box.

dark huge difficult to see weak

- 3  2.1 Listen to an interview with a scientist about the human eye and the way we see things. What does she mention?

animals that see well in the dark
exercises for your eyes
eating to keep your eyes healthy
machines to help you see
why sunglasses are important
how your brain helps you to see

- 4  2.2 Listen again. Answer the questions.

- 1 What should you do to take a break from looking at your phone?
 - 2 What kind of food can help to keep our eyes healthy?
 - 3 What differences does Kimberley mention between our eyes and the eyes of animals that can see in the dark?
 - 4 What does the brain do when the eyes see something that isn't very clear?
 - 5 What things can affect how good our brains are at deciding what we see?
- 5 **Work in pairs. Discuss the questions and try to find out who is better at noticing things.**
- 1 Don't look around you! How many details can you remember about what's in the room and what people are wearing?
 - 2 Have you ever seen something, but your brain thought it was something else?
 - 3 How well do you usually notice the things around you? Give examples.

1 Work in pairs. Talk about places you have visited, or places you have seen in films or online, using the ideas below.

- far from towns and cities
- you can feel the power of the natural world
- you can see wild animals in their natural environment

2 Match the words in the box to the meanings (1-8). Talk about examples of each thing that you have seen.

cave cliff desert island lake rock
waterfall wildlife

- 1 a large natural hole in the side of a mountain
- 2 a large piece of stone
- 3 a large area of water that is surrounded by land
- 4 an area of land that is dry, with very little rain
- 5 an area of land that is surrounded by the sea
- 6 animals that live in the wild
- 7 a place where a river falls down over rocks
- 8 a very steep wall of rock close to the sea

EXAM FOCUS

Understanding what someone wants, likes or needs

Texts often give information about what people want, like or need. Writers can give this information in many different ways.

Showing what someone wants, likes or needs

would like ... loves/likes/enjoys ... is interested in ...
wants to ... needs ... is looking for ...

Showing what someone doesn't want / isn't able to do

hates ... can't afford to ... is only free ...
cannot ... doesn't want to ...

3 Read the Exam focus. Then read the descriptions of two people and answer the questions.

JAMES loves the coast and enjoys beautiful views of the sea and land. He likes hiking and is interested in wildlife. He hates being surrounded by large numbers of people.

YULIA is planning a driving holiday. She wants to visit some interesting sights, but she would prefer to visit places she can get to easily by car. She is interested in unusual landscapes with great views. She is only free in winter.

- 1 Who doesn't like crowds?
- 2 Who can't visit in the summer?
- 3 Who doesn't want to use public transport?
- 4 Who likes views that are different in some way?
- 5 Who enjoys walking?
- 6 Who would like to see some animals?

4 Read about a place to visit. What would James like about it? What would he dislike? What would Yulia like about it?

The Giant's Causeway in Ireland is an area of huge, strange-looking rocks, between the open sea and beautiful mountains. It's well worth visiting at any time of year. It's easy to park nearby. Then it's just a short walk to the main viewing areas, and you'll see all kinds of sea birds. The crowds can be annoying at times.

5 The people below all want to visit a place with an amazing view. What things does each person want or not want?

- 1 Matt is looking for an adventure in July. He loves climbing and wants somewhere high up in the mountains with amazing views. He hates busy locations.
- 2 Libby is planning a trip with her two small children in January. They love wildlife, and the children would like some fun activities. She can't drive.
- 3 Pablo wants to experience a beautiful landscape. He doesn't like noisy places. He loves walking and outdoor activities. He needs cheap accommodation because he doesn't have much money.
- 4 Eva wants to experience a beautiful, wild place that is by the sea. She loves hiking and enjoys organised activities. She enjoys learning about the places she visits.
- 5 Sam loves sights with unusual natural shapes or colours. He can only travel in October and wants to go somewhere hot. He hates travelling by sea.

EXAM TASK

6 On the opposite page there are eight descriptions of places. Decide which place would be the most suitable for each person.

Speaking or writing

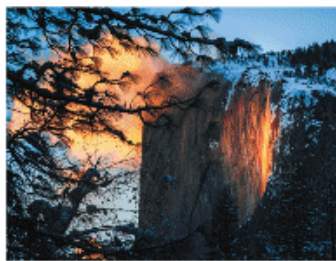
- 7 Choose the places in the descriptions that you would most like to see. Then work in groups. Tell your group about the places and why you would like to see them.
- 8 Write a short description of a place you know with an amazing view. Don't mention the name of the place. Then work in groups. Take turns to read out your descriptions. Can you guess where each other's places are?

EXAM BOOST p4

➤ Complete Exam file SECTION A on page 4.

A HORSETAIL FALL, USA

This waterfall looks bright orange in the evening, when the sun shines on it. It only happens in February! Be prepared to walk 2 km to the waterfalls and bring warm clothes because you have to walk back in the dark.



B MOUNT NIMBUS, CANADA



Try Sky Walking at Mount Nimbus! A great way to get away from the crowds! Walk along narrow bridges, 2,600 metres up, with amazing views of the mountains. Transport there is by helicopter, and warm clothes are necessary. Not suitable for under-15s. Open June to August.

C WIND CATHEDRAL, NAMIBIA

In this desert area of Namibia, wind has blown the sand into huge pink and orange structures that look like buildings. Visit September to January and be prepared for high temperatures. Either drive or book a plane ride. There are few visitors so there is no accommodation.



D NINETY MILE BEACH, NEW ZEALAND

A beautiful beach, with miles of perfect sand! You can only get there by train. There are plenty of hotels, although prices are high. There are activities for all ages, and some unusual fish in the lake. If you don't mind walking, you can see loads of animals and birds in the forest. Visit November to February.



E FINGAL'S CAVE, SCOTLAND

Discover the underground rocks of Fingal's Cave, on the coast of the Island of Staffa. You have to travel there by boat, so book onto a day trip. The captain is also your guide and can tell you all about the island. There are no hotels, but there are walking paths, and lots of seabirds.



F MAVORA LAKES, NEW ZEALAND



A peaceful, silent area surrounded by lakes, mountains and forests. Great for swimming, walking and fishing. Stay at the campsite, which isn't expensive. It's perfect for kids! Visit in November or December, when the days are warm. There is no public transport, so you need a car.

G ATLANTIC OCEAN ROAD, NORWAY

This unusual road takes you along the edge of the sea and across bridges to different islands, with views of the ocean and the mountains. It can be busy, and it isn't the place to go for hot sun! There are plenty of good hotels.



H CHOCOLATE HILLS, PHILIPPINES



The Chocolate Hills are over 1,200 small, perfectly round hills, surrounded by forest. There is no accommodation, so take a day trip with a group. The viewing points have amazing views, but lots of people! You may see monkeys. Hiking isn't allowed.