

8f Questions and answers



Before you watch

- 1 You're going to watch two videos in which National Geographic Explorers give their personal answers to questions. Before you watch, discuss these questions.
 - 1 What kind of work do explorers do? Where do they work?
 - 2 What items might they need to take with them when they're exploring?
 - 3 Why do you think people become explorers?

See next slide for answers



Cory Richards on the Cordillera Blanca in Peru

2 Key vocabulary

a Read the sentences. The words in bold are used in the video. Guess the meaning of the words.

- 1 If you want to watch animals in the wild, a pair of **binoculars** is very useful.
- 2 I'd get really burned if I didn't use **sunblock**.
- 3 I'm not very good with a **paintbrush** – I prefer doing pencil drawings.
- 4 All children are **curious** about the world around them.
- 5 I've been making good **progress** in Italian since I started classes.

b Match the words in bold in Exercise 2a with these definitions.

- a a tool to paint with
- b cream that protects your skin from the sun
- c equipment with lenses for looking at things far away
- d improvement and development
- e interested in something and wanting to learn about it

While you watch

[Video 8.1](#)

Video 1: What item would you not leave home without?

- 3 Read what four of the explorers say about why they chose the items they take with them. What do you think they are talking about?
 - 1 Carlton Ward, photographer
'without a _____, we'd still be paddling in circles somewhere'
 - 2 Amy Dickman, zoologist
'_____, just to have a break at the end of the day'
 - 3 Chris Thornton, archaeologist
'_____. I'm very, very white.'
 - 4 Cory Richards, photographer
'a _____ to record what I'm experiencing'
- 4 Watch the video. Check your ideas from Exercise 3.

5 Watch the video again. Tick the items the explorers mention.

[Video 8.1](#)

binoculars camera DVDs
family photographs GPS hat headlamp
knife local person paintbrush pencil
sunblock sunglasses

6 Work in pairs. Which of the items in Exercise 5 surprised you? Did the explorers mention any of the items you discussed in Exercise 1 question 2?

Students' own answers

Video 2: Why is it important to explore?

[Video 8.2](#)

- 7 Read what the explorers in the video say. What do you think the missing word is? Then watch the video and check your ideas.
 - 1 John Francis, ecologist
'If you have _____ and you don't pursue them, then to me it's a life unlived.'
 - 2 Laly Lichtenfeld, big cat conservationist
'It keeps _____ exciting, I mean that's what exploring is about.'
 - 3 Enric Sala, marine ecologist
'Without exploration, there would be no _____.'
 - 4 Lee Berger, paleoanthropologist
'We think we _____ how things work, but we don't.'
- 8 Watch the video again. Who gave the most interesting answer, in your opinion?

After you watch

9 Vocabulary in context

- a** Watch the clips from the videos. Choose the correct meaning of the words and phrases.
- b** Answer the questions in your own words. Then work in pairs and compare your answers.
 - 1 Does the power ever go out where you live? What do you do when that happens?
 - 2 Do you think it's human nature to be curious? What else is human nature?
 - 3 What kind of thing do you think drives artists and business people?

Video 8.3

- 1 There's a lot of times when **the power goes out**.
 - a I'm really tired
 - b there's no petrol
 - c we have no electricity
- 2 I need to make sure I have **a local** with me.
 - a a map of the area
 - b a person from the area I'm in
 - c a place to stay
- 3 It's part of **human nature** to be curious ...
 - a experiencing wild places
 - b our education
 - c the way we are
- 4 It's where you **find yourself**, where you find new things, where you grow.
 - a feel happy
 - b understand who you really are
 - c want to live
- 5 That's what **drives people** to the highest mountain ...
 - a makes people want to go
 - b takes people in a car
 - c works as a driver for explorers

10 Work in pairs. Discuss the questions.

- 1 What would you not leave home without if you were travelling?
- 2 Why is it a good idea to travel?

engage (v) /ɪn'geɪdʒ/ to keep your interest or hold your attention

fundamentally (adv) /fʌndə'mentəli/ basically, most importantly

paddle (v) /'pædəl/ to move a boat with an oar

pursue (v) /pə'sjuː/ to follow or work at

UNIT 8 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Complete the article about Thomas Cook with the correct verb tense or form. Use the following: past simple, present perfect simple, present perfect continuous, *-ing* form or infinitive with *to*.



Before 1872, people 1 _____ (not / travel) for pleasure very much. Then a man called Thomas Cook 2 _____ (change) everything when he 3 _____ (form) a travel agency, Thomas Cook & Son. Cook aimed 4 _____ (provide) educational and cultural tours. His son was successful in 5 _____ (expand) the business around the world. At first, foreign travel was expensive, but incomes 6 _____ (rise) since those days. Nowadays, many millions of ordinary people expect 7 _____ (go) on holiday at least once a year. In the twentieth century, holiday makers preferred 8 _____ (book) trips with travel agencies. For the last few years, travel agencies 9 _____ (struggle) because most people 10 _____ (make) their own plans online. Thomas Cook, however, is still one of the biggest travel companies in the world.

2 Answer the questions about the article in Exercise 1.

1 How has travel changed since the time of Thomas Cook?

2 Why do you think the travel agency *Thomas Cook & Son* was successful?

- 3 Write four true or false sentences about yourself with these verbs. Work in pairs and say if your partner's sentences are true or false. >> MB

have been learning	have seen
am interested in trying	want to go

- 4 Work in pairs. Have you ever been to places like these on holiday? Ask and answer questions about your experiences. >> MB

a beach resort	a safari
a cultural centre	a theme park
a natural park	a zoo

I CAN

use verb patterns correctly (*-ing* form and *to* + infinitive)



talk about recent activities and experiences (present perfect simple and continuous)



Vocabulary

- 5 Match nouns from A and B to make travel vocabulary. Then write questions with the expressions.

A		B	
baggage	flight	allowance	control
boarding	passport	card	delays
customs	travel	checks	sickness

- 6 Work in pairs. Which of these activities would you do in a seaside resort, a big city, a natural park and a campsite? Give your reasons. **>> MB**

be active	learn new things
go sightseeing	spend time with friends
have new	or family
experiences	take it easy

I CAN

use travel vocabulary appropriately

☐

talk about holiday activities

☐

Real life

7 Read these sentences from a conversation at an airport. Put the sentences (a–h) in order (1–8).

- a A: What? How has that happened?
- b A: Well, let's have another look. Calm down.
- c A: Well, have you looked through all your pockets?
- d A: Is anything wrong?
- e B: Yes, I have. And I've checked the suitcase.
- f B: I've been worrying so much about everything, and now this!
- g B: I think I've lost the boarding passes.
- h B: I don't know. I thought they were in my pocket, but they aren't there now.

8 Work in pairs. Act out conversations similar to Exercise 7. **>> MB**

Conversation 1: Student A is a tourist and Student B is a tour guide. Student A has lost his/her passport.

Conversation 2: Student A is an airline official and Student B is a customer. The flight is cancelled.

I CAN

talk about travel problems ☐

ask for and give explanations ☐