

## 2

## Travel

## 2.1 TOURISM AND TRAVELLING

## IN THIS UNIT

## GRAMMAR

- past simple
- present perfect and past simple

## VOCABULARY

- travel expressions
- phrasal verbs (1)

## SCENARIO

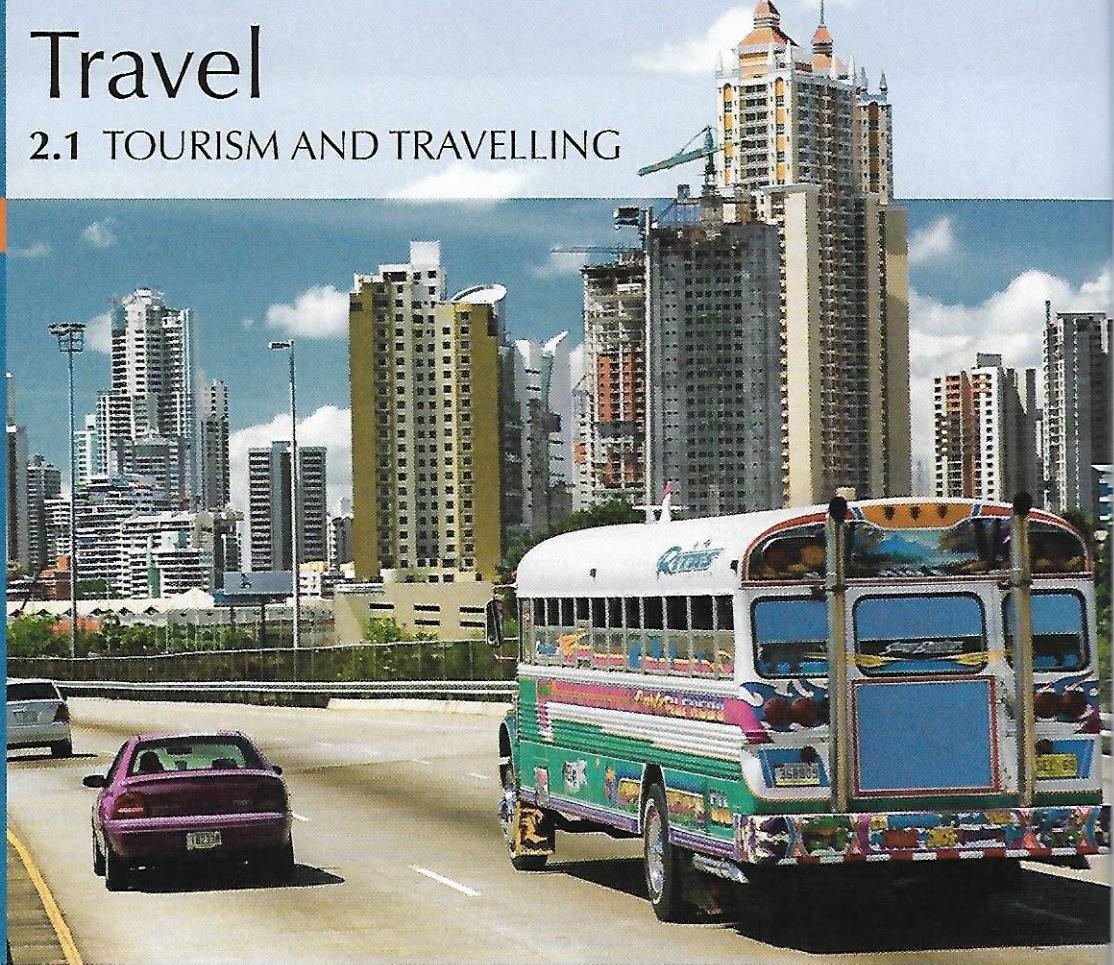
- discussing advantages and disadvantages, making suggestions
- organising a study trip

## STUDY SKILLS

- making notes while listening

## WRITING SKILLS

- a biographical profile



*Travel makes a wise man better, but a fool worse.* Thomas Fuller 1608–1661 English historian

## LISTENING AND VOCABULARY

## TRAVEL EXPRESSIONS

## 1a Complete the questions with the words in the box.

destinations travel journey abroad trip  
package home

- 1 What's the furthest you have travelled from home?
- 2 Have you ever been \_\_\_\_\_? Where did you go to?
- 3 Have you ever been on a business \_\_\_\_\_? Where to?
- 4 Do you like \_\_\_\_\_ holidays where everything is arranged for you? Why?/Why not?
- 5 What is the longest \_\_\_\_\_ you have been on?
- 6 What are the most popular \_\_\_\_\_ for people from your country?
- 7 Do you think that \_\_\_\_\_ broadens the mind?  
Why?/Why not?

## 1b In pairs or small groups, ask each other the questions.

## 2a 2.1 Listen to Nadia, a Swedish student who has travelled a lot. Tick (✓) the questions in Exercise 1a which she answers.

## 2b Listen again and make notes on her answers to the questions in Exercise 1a. Are they similar to your answers?

## 3a Complete the reasons for travelling with the words in the box. Look at Audio script 2.1 on pages 164–165 and check your answers.

broaden experience explore find get  
meet learn (x2) see become (x2) do  
study escape earn

## People travel in order to ...

- 1 get away from it all.
- 2 new sights.
- 3 new places.
- 4 new people.
- 5 different cultures.
- 6 new skills.
- 7 voluntary work.
- 8 more self-confident.
- 9 a new language.
- 10 money
- 11 themselves.
- 12 more independent.
- 13 their horizons.
- 14 for qualifications abroad.
- 15 poverty.

## 3b Inferring attitude Listen again. How do you think Nadia feels about the different reasons for travel? Is she positive (+), negative (-) or neutral (+/-) about each one?

- 1 get away from it all +/−

## 3c Work with a partner. How important are the different reasons, do you think? Why? Can you add any others?

## READING

## 4 Work with a partner to discuss the following.

- 1 What's the difference between a tourist and a traveller?
- 2 How much of your own country have you visited?
- 3 Is it possible to travel without leaving home?

## 5a Read the article quickly and choose the most suitable heading for each paragraph. (There are two extra headings.)

- a Virtual tourism
- b Tourist or traveller?
- c Most popular destinations
- d Holiday at home
- e Holiday problems

## 5b Read the article again and answer the questions.

- 1 How is a traveller different from a tourist? Give three examples.
- 2 How did tourism start?
- 3 What does the text say about people who live in large countries?
- 4 What is an 'armchair traveller'?
- 5 How has television affected attitudes to travel?
- 6 How might travel change or develop in the future?
- 7 Do you agree that travel is no longer necessary?

Think for a minute

## TRAVEL AND TOURISM

## Getting away from it all?

1 \_\_\_\_\_ What's the difference between travel and tourism? Well, being a traveller is more than just being a holidaymaker. A holiday is just a short time away, and it normally involves relaxation. Tourists stay in holiday resorts, not travellers. Travellers go for the experience, and their journeys are usually much longer and more challenging. For example, travellers tend to avoid tourist traps and like to go off the beaten track to discover new places. Travel is an age-old phenomenon, but tourism is a relatively recent invention. Thomas Cook is often described as the first travel agent because he arranged the first 'package tour': a 19-kilometre trip for 500 people, in 1841.

2 \_\_\_\_\_ Going overseas in order to experience a different way of life is what many people think of as travel, but travel does not necessarily mean going abroad. How many people can say they have visited every

'How many people can say they have visited every part of their own country?'

part of their own country? Many people who live in vast countries such as Russia and the USA have only visited a small part of their own country, and so domestic travel is also very exciting. It's a surprising fact that about 75 percent of US citizens do not own a passport, so travelling does not mean leaving the country for them.

3 \_\_\_\_\_ Some people can't travel or don't like the physical reality of travelling to faraway destinations. These days it is easy to be an 'armchair traveller'. People can visit distant corners of the world or even little known parts of their own country without leaving their living rooms by using Google Earth. Television documentaries and the internet make the world a small place, and some people argue that travel is no longer necessary. Many people already use interactive computer programmes, and virtual travel will become increasingly common. Enthusiasts argue that by doing this we will have all the benefits of travel without the inconvenience.

## SPEAKING AND WRITING

## 6 What are the most interesting places you have visited in your own country and abroad? Where else would you like to visit?

## 7 Complete these travel tips with the words in the box.

accommodation be customs documents find out vaccinations insurance read respect take

- 1 \_\_\_\_\_ about local laws and customs.
- 2 \_\_\_\_\_ aware of people acting suspiciously.
- 3 Obtain comprehensive travel \_\_\_\_\_.
- 4 Check what \_\_\_\_\_ and healthcare you need.
- 5 Make copies of \_\_\_\_\_, e.g. tickets, passport, insurance policy, and leave one copy at home.
- 6 \_\_\_\_\_ enough money.
- 7 \_\_\_\_\_ about local tricks used on tourists.
- 8 Never carry packages through \_\_\_\_\_ for others.
- 9 \_\_\_\_\_ local dress codes; think about what you wear.
- 10 Stay in locally-owned \_\_\_\_\_ and try to eat in locally-owned restaurants.

## 8 Work with a partner. Think of as many travel tips for someone visiting or coming to live/work in your country as you can, and write the five most important.

## READING

**1** What do you know about the people in the pictures? Who are they? What did they do?

**2a** Work in groups of three. Read about one explorer each and complete the chart for that explorer.

**2b** In your groups, summarise the key facts so that others in your group can complete the chart.

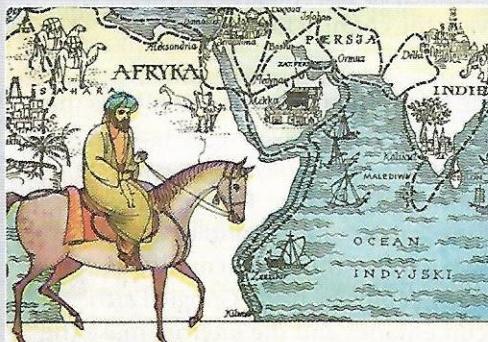
	Ibn Battuta	Cousteau	Tereshkova
Nationality			
When born			
Job/work			
Travelled to			
Length of journey			
Greatest achievement			
What they were called			
When died			

## Ibn Battuta

early traveller

Ibn Battuta was born in Tangier, Morocco in 1304. He was an Islamic scholar and was an explorer known for his extensive travels.

He set out, aged 21, on a hajj, or pilgrimage to Mecca. He travelled more than 75,000 miles and over a period of 30 years he travelled through most of the Islamic world. He visited all the Arab lands and stopped off in Spain, Russia and Turkey. He carried on to India before he got to China.



When he got back to his native city, he dictated an account of his journeys to Ibn Juzayy and called it the *rihla*, or *The Journey*.

He was called 'the traveller of the age' and is now considered one of the greatest travellers of all time. He died in 1369. The Ibn Battuta Mall in Dubai, UAE, was inspired by his travels and a film about him called *Journey to Mecca* came out in 2009.

**2c** According to the texts, which explorer:

- 1 became interested in the sea at an early age?
- 2 studied his religion?
- 3 had a name related to a seabird?
- 4 went on a holy journey?
- 5 received an important award?
- 6 had a relationship with someone who did the same job?
- 7 told his stories about his journeys in a book?
- 8 cared for the environment?

**2d** Evaluating and justifying Which of these explorers do you think achieved the most? Think of three reasons to justify your opinion.

## VOCABULARY

## PHRASAL VERBS (1)

**3a** Look at these eight phrasal verbs. Which six verbs are in the texts? Find and underline them.

break down get back stop off check in lift off  
set out carry on look around

## Jacques Cousteau

## underwater explorer

Jacques Cousteau was a French undersea explorer, environmentalist and inventor. He was born in France in 1910. When he was young, he became fascinated by the sea, machines and film-making.



In the French navy, Cousteau began exploring underwater and worked on a special breathing machine which allowed divers to stay underwater for several hours. This gave them time to really look around under the ocean. In 1943, he and engineer Emile Gagnan invented the aqualung – the very first scuba diving equipment.

In 1948, Cousteau began travelling the world's oceans in his research ship *Calypso*. Cousteau produced many films and books about his underwater adventures, including the TV series *The Undersea World of Jacques Cousteau*, which introduced the public to the world of sharks, whales, dolphins, treasure and coral reefs.

Cousteau started the Cousteau Society to protect ocean life. In 1989, he received a great honour: he was made a member of the French Academy. Finally, after a long and varied life, Cousteau died on 25 June 1997.

**3b** Match the phrasal verbs in Exercise 3a with their meanings below.

- 1 start/begin a journey
- 2 make a short visit to a place while you are going somewhere else
- 3 return
- 4 explore
- 5 continue
- 6 rise into the air
- 7 go to the desk at an airport or hotel
- 8 stop working

**3c** Complete the text with the phrasal verbs in the correct form.

We <sup>1</sup> \_\_\_\_\_ very early, before dawn, and drove south. We <sup>2</sup> \_\_\_\_\_ at a service station for petrol and a coffee. After this we <sup>3</sup> \_\_\_\_\_ driving for another three hours. There were a lot of delays and hold-ups. We finally arrived at the aircraft museum at 2 p.m., and <sup>4</sup> \_\_\_\_\_ the main sights. We didn't <sup>5</sup> \_\_\_\_\_ until midnight. It was a very tiring day.

## Valentina Tereshkova

space pioneer



Valentina Tereshkova parachuted out of over 125 aircraft before she jumped out of the spacecraft Vostok 6. This unusual hobby led to her selection for cosmonaut training and her achievement of becoming the first woman in space.

Tereshkova was born on 6 March 1937, in western Russia. As a teenager she worked in a textile plant and took up parachuting in her spare time.

When Tereshkova was selected for the Soviet space programme in 1962 because of her parachuting skills, she became the first recruit without experience as a test pilot. Tereshkova was chosen to be the pilot of the Vostok 6 mission. The pilots called her *Chaika*, Russian for 'seagull'.

The spacecraft lifted off from Tyuratam Launch Centre on 16 June 1963. It re-entered the Earth's atmosphere on 19 June and Tereshkova parachuted to the ground, landing near Kazakhstan in central Asia. On 3 November 1963, Tereshkova married another cosmonaut. They had a daughter, Elena – the first child born to parents who both went into space.

## GRAMMAR

### PAST SIMPLE

**4** Underline all the past simple verbs in the three texts. Which are regular and which are irregular?

**5** Which two statements about the past simple are not true?

- 1 We use the past simple for finished actions that are in the past.
- 2 We use the past simple with the following time expressions: *never, all my life, ever, yet*.
- 3 We often say the exact time of the action.
- 4 We use time expressions like: *yesterday, last week, in 1999, ago, when I was young*.
- 5 We use *did/didn't + the infinitive* in questions and negatives.
- 6 We normally use *did* and *didn't* with the verb *be*.

→ Language reference and extra practice pages 128–129

## PRONUNCIATION

**6a** **2.2** -ed endings Listen to the sentences containing these verbs. Do the verbs end in the sounds /d/, /t/ or /ɪd/?

travelled	visited	stopped	invented	produced
worked	lifted			

**6b** Listen again and practise saying the words.

**7** Complete the facts below with the past simple of the verbs in the box.

photograph	lead	hit	study	pilot	die	fly (x2)
sail	bring	explore	find	discover	not return	

- 1 Louise Boyd (1887–1972) \_\_\_\_\_ and \_\_\_\_\_ the Arctic Ocean. She also \_\_\_\_\_ over the North Pole.
- 2 Ferdinand Magellan \_\_\_\_\_ the first expedition that \_\_\_\_\_ around the Earth, between 1519 and 1522.
- 3 Sir Walter Raleigh (1554–1618) \_\_\_\_\_ potatoes and tobacco from America to Europe.
- 4 When \_\_\_\_\_ Ranulph Fiennes \_\_\_\_\_ the legendary Lost City of Ubor in the desert of Oman?
- 5 Vasco da Gama \_\_\_\_\_ in India in 1524. He \_\_\_\_\_ an ocean route from Portugal to the East.
- 6 Alan Shepard \_\_\_\_\_ America's first manned space mission. He briefly \_\_\_\_\_ into space on 5 May 1961. In a later mission he \_\_\_\_\_ golf balls on the Moon.
- 7 Ibn Battuta \_\_\_\_\_ to his home town, Tangier, for many years.
- 8 When he was young, Ibn Battuta \_\_\_\_\_ Islamic laws.

## SPEAKING

**8** Write down the dates or years of six important events in your past. Give your list to a partner. Ask each other questions to find out what the dates represent.

2001

Did you start primary school then?

## READING

- 1** Work with a partner to discuss the following.
- 1 Make a list of six words you associate with deserts. Compare your list with another pair.
  - 2 What might attract people to life in a desert?

explore

# Wilfred Thesiger

## Explorer of the 'Empty Quarter'

**1** Wilfred Thesiger was one of the greatest explorers and travel writers of the 20th century. He died in 2003. His books, which describe his journeys in Africa, Asia and the Middle East, have won many literary prizes. His best known book is *Arabian Sands*, which is about two journeys through Arabia. People have praised his description in the book of the 'Empty Quarter', a vast, waterless desert stretching between Saudi Arabia, Yemen and Oman. He spent five years travelling in the 'Empty Quarter', often accompanied by the Bedu, the fierce tribespeople living in the area.

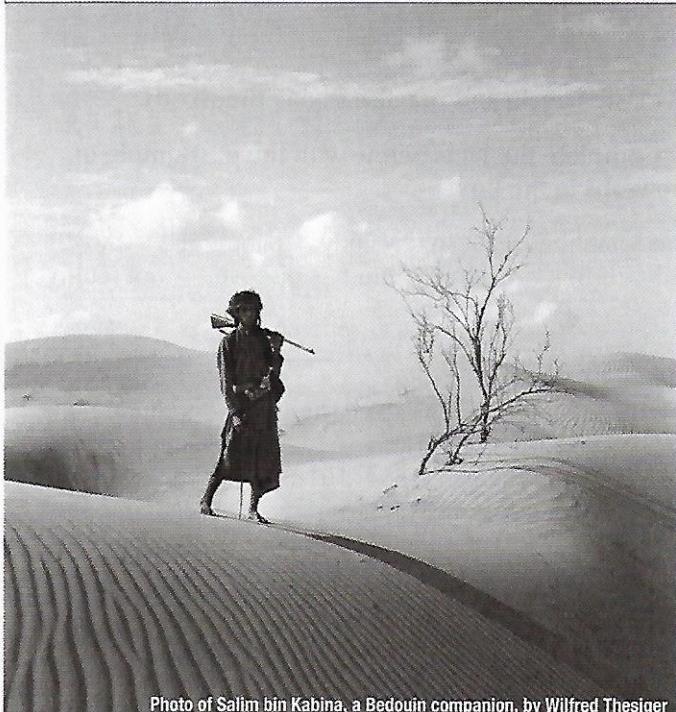


Photo of Salim bin Kabina, a Bedouin companion, by Wilfred Thesiger

**2** Thesiger fell in love with the desert. He enjoyed the 'sense of space, the silence, and the crisp clearness of the sand'. It was a place where he found peace and friendship. He also learned to love the Bedu, and they learned to respect him. He shot lions to protect his companions, and he became a competent amateur doctor. He chose the 'Empty Quarter' for his journeys because it was 'one of the very few places where I could satisfy an urge to go where others had not been'.

**2a** Read the article about the explorer Wilfred Thesiger. What attracted him to life in a desert?

**2b** Underline the parts of the article which tell you:

- 1 that Thesiger was well-known in the 20th century.
- 2 that his books were popular.
- 3 that it was difficult to travel in the 'Empty Quarter'.
- 4 who the Bedu were.
- 5 what kind of relationship Thesiger had with the Bedu.

**3** Read an extract from *Arabian Sands*. Are these statements true or false?

- 1 The camels began to rest at sunset.
- 2 Thesiger was happy because he thought the difficult journey was over.
- 3 The most difficult journey was the one for the next day.
- 4 When the travellers stopped the first time, they were near the Uruq al Shaiba.
- 5 The Uruq al Shaiba are bigger and higher than the Himalayas.

**1** To rest the camels we stopped for four hours in the late afternoon on a long gentle slope which stretched down to another salt-flat. There was no vegetation on it and no salt-bushes bordered the plain below us. Al Auf announced that we would go on again at sunset. While we were feeding I said to him cheerfully, 'Anyway the worst should be over now that we are across the Uruq al Shaiba.' He looked at me for a moment and then answered, 'If we go well tonight we should reach them tomorrow.' I said, 'Reach what?' and he replied, 'The Uruq al Shaiba. Did you think what we crossed today was the Uruq al Shaiba? That was only a dune. You will see them tomorrow.' For a moment I thought he was joking, and then I realised that he was serious, that the worst of the journey which I had thought was behind us was still ahead.

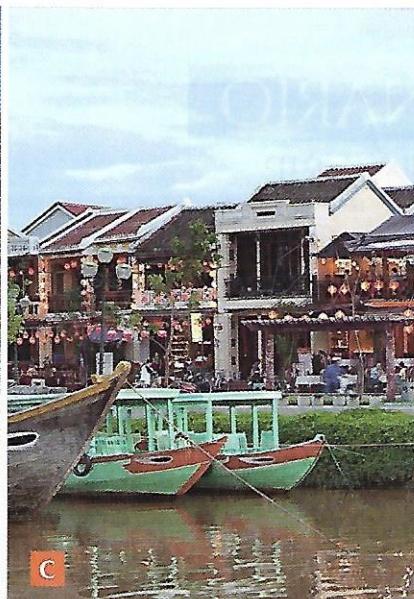
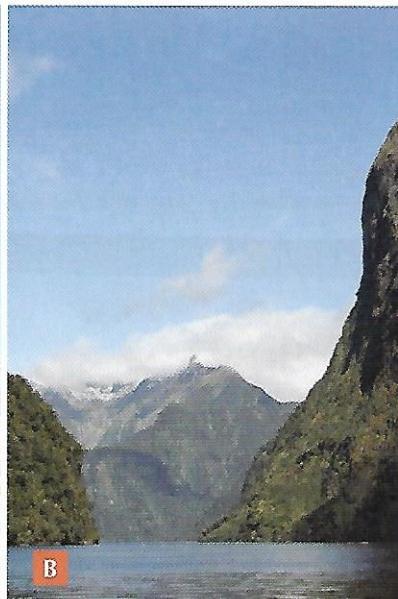
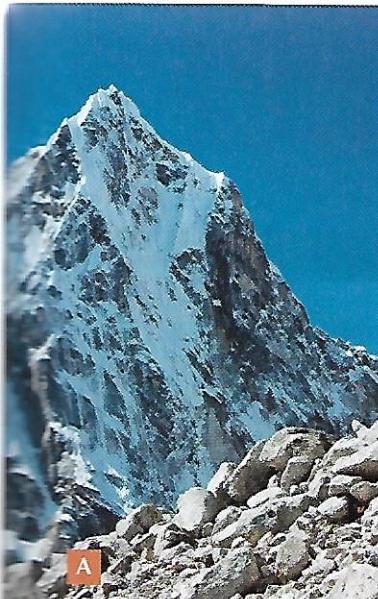
**2** It was midnight when at last al Auf said, 'Let's stop here. We will get some sleep and give the camels a rest. The Uruq al Shaiba are not far away now.' In my dreams that night they towered above us higher than the Himalayas.

**4** Find words in the texts that mean the following.

- 1 said good things about something (article, para 1)
- 2 extremely large (article, para 1)
- 3 looking very aggressive or violent (article, para 1)
- 4 have a good opinion of (article, para 2)
- 5 a strong wish (article, para 2)
- 6 formed the edge of (extract, para 1)
- 7 a hill of sand (extract, para 1)

**5** Reacting to the topic In groups, discuss the following.

- 1 Are you interested in travel writing?
- 2 Have you ever read a travel book about a) your own country and b) a country you would like to visit?
- 3 Is it more interesting to read about 'exotic' places and people or ordinary places and people?



## LISTENING

**6a** You are going to listen to Martin Wells being interviewed for a magazine and he mentions the following places. Match the places with the photos. Do you know which countries they are in?

- 1 the Amazon River Basin
- 2 the ice-cut fjords of the South Island
- 3 the Himalayas
- 4 Hoi Anh

**6b** **[2.3]** Listen to the first part of the interview and check your answers.

**7a** **[2.4]** Listen to the second part of the interview. Take notes under the following headings.

- 1 The Salween River
- 2 Difficulties and dangers of the journey
- 3 What Martin learnt from the travel experience

**7b** Work with a partner and compare your notes. Correct or add to them if necessary. Then check the accuracy of your notes by looking at Audio script 2.4 on page 165.

## PRONUNCIATION

**8a** **[2.5]** Contractions Listen to the sentences and underline what the speaker says.

- 1 *I just returned / I've just returned* from the forests.
- 2 *I had / I've had* the most amazing year.
- 3 Last year in January, *I won / I've won* a scholarship.
- 4 Then *I raised / I've raised* a large sum of money.
- 5 And then *I started / I've started* travelling.
- 6 *I climbed / I've climbed* the Himalayas in Nepal.

**8b** Listen again and repeat the sentences.

## GRAMMAR

### PRESENT PERFECT AND PAST SIMPLE

**9a** Choose the correct tense in these sentences.

- 1 *I've never driven / I didn't drive* before.
- 2 *I left / have left* school when I was 16.
- 3 *I already visited / have already visited* a foreign country.
- 4 *I finished / haven't finished* my university studies yet.
- 5 *I've known / I knew* my best friend for the last ten years.
- 6 *I've never been / I never went* on a plane.

**9b** Complete the rules with *present perfect* or *past simple*.

- 1 We use the \_\_\_\_\_ to talk about finished actions in a time period that continues up to now (with time expressions such as *this week*, *for the last five years*).
- 2 We use the \_\_\_\_\_ to talk about finished actions at a specific past time (with time expressions such as *yesterday*, *last year*, *in 1999*, *when I was 9*).
- 3 We use the \_\_\_\_\_ to talk about experiences in our lives, but we don't say when they happened (with adverbs such as *never*, *ever*, *already*, *yet*).

**10a** Underline the sentences in Audio script 2.5 on page 165 that contain *already* and *yet*. Answer the questions.

- 1 Which adverb do we use in negative sentences?
- 2 Does *already* come before or after the main verb?
- 3 Where does *yet* come in the sentence?

→ Language reference and extra practice pages 128–129

**10b** Look at the sentences below. Each has a mistake with an adverb or time expression. Replace the wrong word/phrase with words from the box.

already before never this week yet

- 1 Martin has yet climbed Mont Blanc twice.
- 2 We've interviewed five people for this expedition so far last week.
- 3 We've ever been to the Himalayas.
- 4 The students haven't passed the course already.
- 5 Mark and Susanna have been on a climbing expedition once yet.

## SPEAKING

**11a** Look at these travel-related jobs. What experience do you need for each one?

- 1 Tour assistant – Paris, London, Rome
- 2 Mountain expedition assistant – Himalayas
- 3 Field trip volunteer – Amazon
- 4 Assistant travel agent – busy travel agency

**11b** Work with a partner. You are going to see if you are suitable for the jobs in Exercise 11a.

Student A: turn to page 155.

Student B: turn to page 161.

Which of the four jobs would suit you best?

**SITUATION**

- 1** Read the situation below. What kind of things can go wrong on a trip like this, do you think?

Westlake is an American university. Two years ago, the university organised a study trip to Poland and the Czech Republic, so that students could learn about the countries' culture and history. Unfortunately, the organisers made many mistakes and the trip was not successful. This year, they will take another group of students (aged 18–21) to the same area. They want to avoid the mistakes they made in the past.

- 2a** Read the notes written by one of the organisers about the previous trip. Which problems, if any, did you discuss in Exercise 1?

- 2b** Match each problem in the notes with one of these categories. You can use each category more than once.

theft	money	information
communication	climate	
misbehaviour	organisation	

- 3** In small groups, discuss these questions. Compare your answers with another group.

- 1 Which were the most serious problems? Rank them in order of seriousness (1 = most serious, 6 = least serious).
- 2 Which of the following do you blame for each problem?

the organisers	the students
bad luck	none of the above

- 4a** **2.6** Listen to a conversation between Douglas and Karen, two organisers of the previous trip. Which problems from the notes do they talk about?

- 4b** Listen again. Make notes on the topics they discuss. Use these headings.

- Student relations
- Hotels
- Student behaviour
- Free time

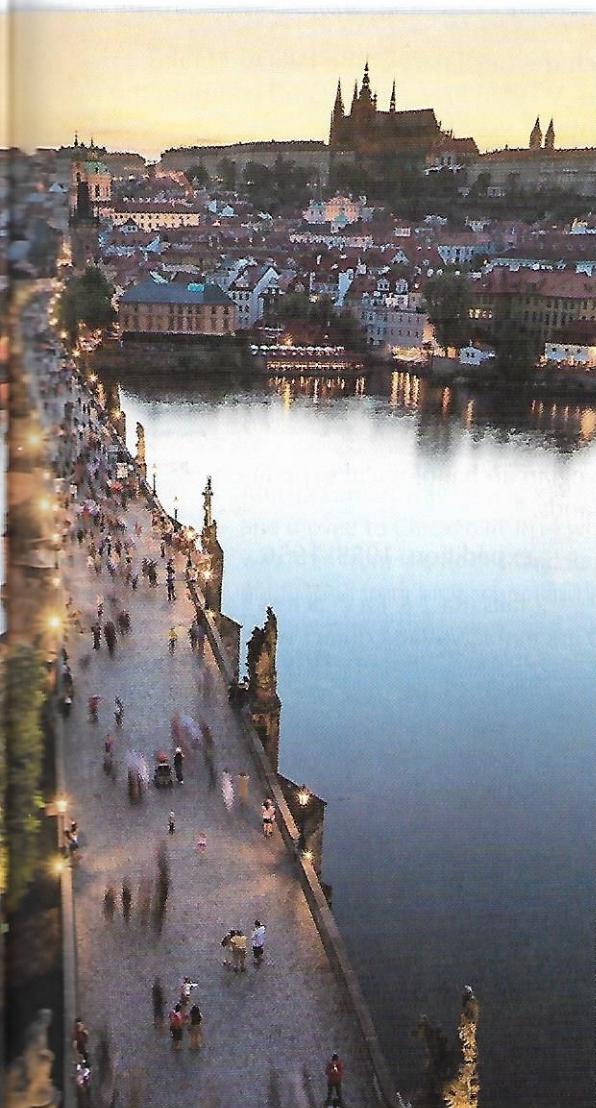
MyTablet  

New Edit My notes

### Student complaints

- 1 Not enough information about what to eat in restaurants.
- 2 Not enough opportunities to interact with Czech and Polish students in the same age group.
- 3 Exceptionally cold weather in Prague. Students didn't have suitable clothing for the weather conditions.
- 4 Hotels OK, but students didn't like sharing rooms. Several didn't get on with their partners. Many arguments – unhappy spirit in the group.
- 5 Very little information about the historical sites. No discussion after the visits with group leaders about what the students had learnt.
- 6 No maps of the cities were provided.
- 7 Saturday night, students broke a fire escape door in the hotel. Went down the fire escape. Stayed in the city centre until the early hours of the morning. Visit next day cancelled. Also, noisy, late-night parties in the hotels.
- 8 Cash problems. Some students ran out of money. Didn't expect such 'high prices' in both countries. Some borrowed friends' credit cards to buy presents. Parents complained at the end of the trip.
- 9 Cameras and mobile phones stolen in the underground. One student lost all his documents. Had to spend a day at the embassy.
- 10 Not enough free time during the trip.





## KEY LANGUAGE

DISCUSSING ADVANTAGES AND DISADVANTAGES,  
MAKING SUGGESTIONS

**5 Listen again and complete the two extracts.**

**Extract 1**

KAREN I think we talked about this before the trip. There are <sup>1</sup> \_\_\_\_\_ and <sup>2</sup> \_\_\_\_\_, aren't there? On the one hand, it's good to give them free time, they get a chance to explore places. <sup>3</sup> \_\_\_\_\_, if you give them too much free time, they say we haven't organised enough trips for them. You just can't win.

DOUGLAS: True, and don't forget, Karen, <sup>4</sup> \_\_\_\_\_ giving them a lot of free time is that they get into trouble.

**Extract 2**

KAREN: How could I forget that! Actually, I've got a few suggestions for this next trip.

DOUGLAS: Me too.

KAREN: Good. Well, I think we should have more meetings with students before they leave. The <sup>5</sup> \_\_\_\_\_ about this is they'd get to know each other better.

DOUGLAS: Yeah. That's true. Also, it'd be a <sup>6</sup> \_\_\_\_\_ to give students maps of the cities they visit. I suggest contacting the tourist boards and asking them to send us some.

KAREN: And how about showing them some restaurant menus before they leave? That'd be a big <sup>7</sup> \_\_\_\_\_ for them.

**6 Work with a partner. Discuss the advantages and disadvantages of giving young people a lot of free time during a study trip.**

## TASK

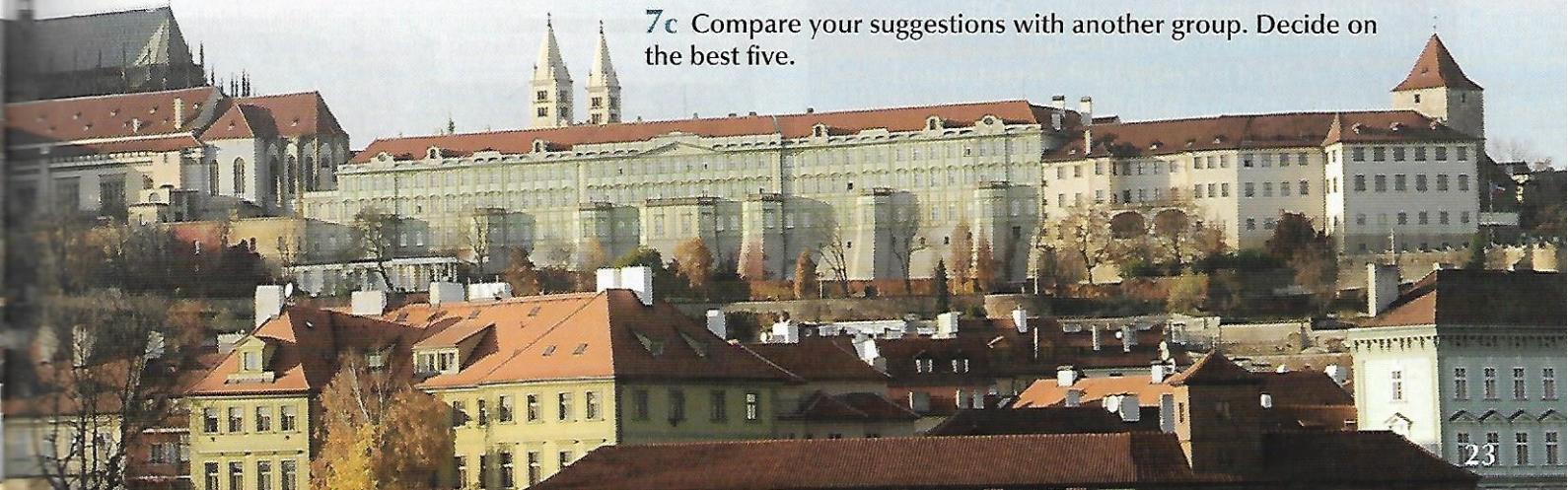
ORGANISING A STUDY TRIP

**7a** You are a member of the organising committee for the next trip to Poland and the Czech Republic. Discuss the advantages and disadvantages of these suggestions for the next trip.

- Students must be in their hotel rooms by 11 p.m. each night.
- They should all take the same amount of spending money.
- They should keep a diary each day of their impressions. The diary will be given a grade at the end of the trip.
- No student should explore areas by themselves.

**7b** Add five suggestions of your own which will make the next trip more successful. Think about the problems in the notes and conversation.

**7c** Compare your suggestions with another group. Decide on the best five.



## STUDY SKILLS

### MAKING NOTES WHILE LISTENING TO A TALK

**1a** Work with a partner. Discuss these ideas for how to make notes while listening. Which do you agree with? Why?

- Before you start, have some key questions you want the answers to, for example *Who? What? When? Why?*
- Listen for structuring language, e.g. *firstly, secondly*, etc.
- Listen carefully for phrases which tell you important information is coming, e.g. *Now, let's move on to ...*
- Wait until the end and write down what you can remember.
- Use a numbering system for your notes.
- Try to write down as much as you can.
- Use abbreviations where possible. (See Lesson 1.5.)
- Focus on verbs and nouns – leave out articles, pronouns, conjunctions, etc.
- Write in complete sentences.
- Use diagrams and word webs.

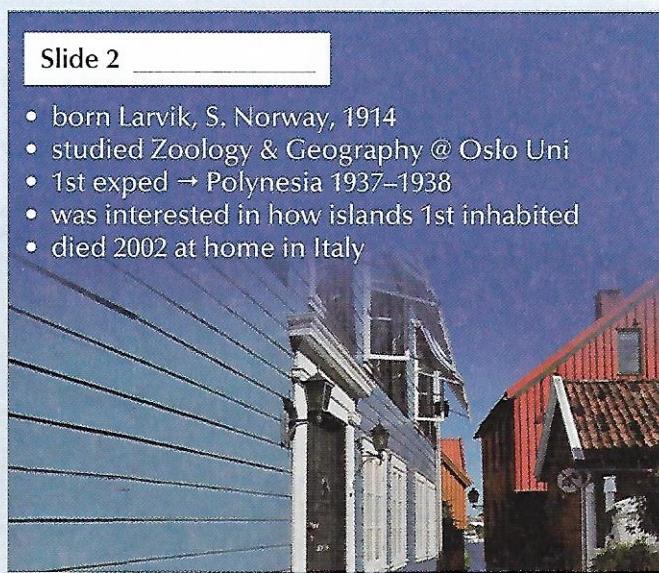
**1b** Can you add any other ideas that work for you?

**2** Look at the man on the first slide from a talk. What sort of person do you think he is?



**3** **2.1** Watch the first part of the talk and choose the most suitable heading for Slide 2 from the list below.

- |                           |                        |
|---------------------------|------------------------|
| a Career and travels      | d Greatest achievement |
| b Travels in Polynesia    | e Early life           |
| c Publications and awards | f Books                |



**4** **2.2** Watch the second part of the talk and complete the notes 1–10 in Slide 3. Use one word, number or date in each gap. Compare your answers with a partner.

**5** **2.3** Watch the third part of the talk and make your own notes. Work with a partner and compare the style of your notes.

**6** Choose the most suitable headings from Exercise 3 for Slides 3–5. (There are two extra headings.)

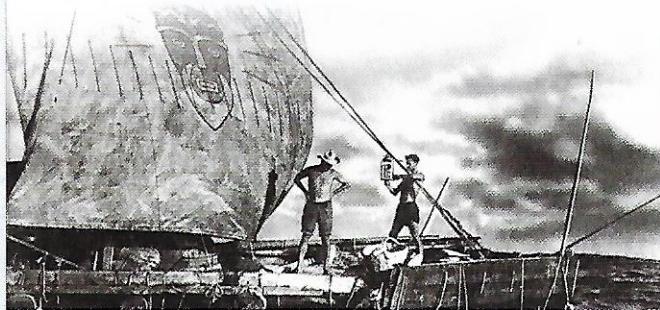
Slide 3 \_\_\_\_\_

1 \_\_\_\_\_ – built raft (Kon-Tiki) – crossed Peru → Polynesia in 2 \_\_\_\_\_ days wanted to prove ancient cultures connected by 3 \_\_\_\_\_ who crossed 4 \_\_\_\_\_

5 \_\_\_\_\_ Norwegian archaeological expedition → Galapagos Islands, 6 \_\_\_\_\_

led Easter 7 \_\_\_\_\_ expedition, 1955–1956

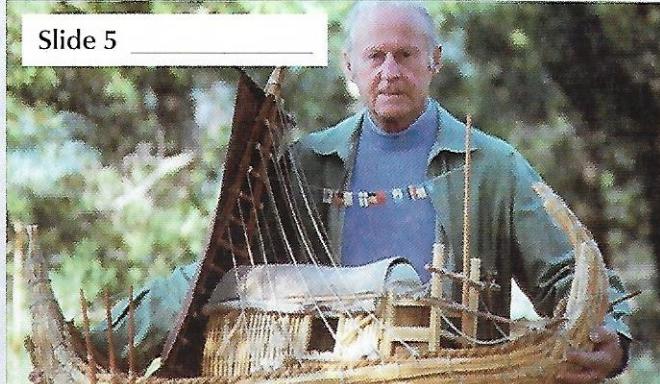
1969–70 8 \_\_\_\_\_ 2 rafts (Ra 1 & Ra 2) across 9 \_\_\_\_\_ to show possible ancient Egyptian contact with S. 10 \_\_\_\_\_



Slide 4 \_\_\_\_\_



Slide 5 \_\_\_\_\_



## Amelia Earhart (1897–1937) Aviation pioneer



- 1 Amelia Earhart was born in Kansas, USA, in 1897 and moved to Chicago in 1914 when her father was fired from the Rock Island Railroad. After graduating from high school in 1915, she went to Canada where she trained as a nurse's aide. In 1919 she attended Columbia University but gave up after a year to join her parents in California.
- 2 In 1920 Earhart went to her first air show and was hooked. She took flying lessons and bought her first plane, which she flew to a height of 14,000 feet in October 1922, a women's world record. In 1925 she moved to Boston and got a job as a social worker. During that time, she also wrote local newspaper columns on flying.
- 3 Earhart will be principally remembered for being the first woman to fly solo non-stop across the Atlantic. On 20 May 1932, she took off from New Brunswick. She wanted to fly to Paris, but poor weather conditions and mechanical problems forced her to land in Derry, Northern Ireland.
- 4 It was inevitable that Earhart would attempt a round-the-world flight, and she left Miami on 1 June 1937. After stopping in South America, Africa, the Indian subcontinent and south east Asia, she arrived in New Guinea on 29 June. She left on 27 July, but while she was crossing the Pacific, contact was lost. The US government spent \$4m looking for her, but she was never found. In 2012 a new expedition tried to prove that she survived a crash landing but died a little while later on a small island, very close to the original rescue search.
- 5 Earhart published two books about her flying experiences: *20 Hours 40 Minutes* and *The Fun of It*, but she went missing before her third book was published. She was awarded the Distinguished Flying Cross by Congress and the Cross of Knight of the Legion of Honour by the French government. In 2009 a film was made of her life starring the Hollywood actress Hilary Swank.

### WRITING SKILLS

#### A BIOGRAPHICAL PROFILE

**7** Read the biography of Amelia Earhart. Match each paragraph with one of these topics.

- a the end of her life
- b her early life and education
- c her early career
- d publications, awards and prizes
- e her greatest achievement

**8** Find verbs in the text that mean the following.

- 1 be dismissed from a job (para 1)
- 2 finish high school or university (para 1)
- 3 learn a particular job (para 1)
- 4 go to (school or university) (para 1)
- 5 stop doing something (para 1)
- 6 go to a new place to live (para 2)
- 7 write and print something for sale (para 5)
- 8 be given a prize, honour or money (para 5)

**9** Time linkers Look at the text and underline five different time linkers, e.g. after.

**10** Match these sentence halves and join them in an appropriate way using the time linkers.

- 1 Heyerdahl received a number of awards
  - 2 Heyerdahl went to the Galapagos Islands
  - 3 Heyerdahl became curious about how the islands were inhabited
  - 4 He set out to prove his theories
- a leading an expedition to Easter Island.
  - b his lifetime.
  - c he was staying in Polynesia.
  - d giving up his study of Geography.

**11** Write a biographical profile of Thor Heyerdahl. Use the notes you made in the Study Skills lesson. Use the text about Amelia Earhart and the time linkers from Exercise 9 to help you.

**GRAMMAR****G1 PAST SIMPLE**

Form the past simple of most regular verbs by adding **-ed** to the end of the verb.

*jump – jumped  
last – lasted*

With verbs ending in **-e**, add **-d** only.

*dance – danced  
die – died*

With verbs ending in **-y**, remove **-y** and add **-ied**.

*carry – carried  
hurry – hurried*

Where a verb ends with the letter **t** or **d**, the **-ed** is an extra syllable and is pronounced /ɪd/.

*lasted /'la:stɪd/  
landed /'lændɪd/*

For other verbs the **-ed** is pronounced either /t/ or /d/, depending on the sound at the end of the verb.

*jumped /dʒʌmpt/  
received /rɪ'si:vɪd/*

Many commonly used verbs have an irregular past simple form. For example:

<i>become – became</i>	<i>lead – led</i>
<i>begin – began</i>	<i>take – took</i>
<i>write – wrote</i>	<i>go – went</i>

Use the past simple to refer to finished actions that are in the past.

*I began school in 1989.*

*He set out across Europe in 1271.*

We often use the past simple when we know or say the exact time of the action and with time expressions such as *yesterday, last week, in 1271*.

**G2 PRESENT PERFECT**

Form the present perfect with *has/have ('s/'ve)* + past participle of the verb.

*She's sailed round the world.*

*They've climbed Mount Everest.*

Use the present perfect to talk about:

- finished actions in a time period that continues up to now. We often use time expressions such as *today, this week, this year*.  
*We've been really busy all week.*  
*You've worked hard all year.*
- experiences in our lives when we don't say when they happened. We often use adverbs such as *never, ever, already, yet, just*.  
*Have you ever visited their house?*  
*They've never climbed Mont Blanc.*

**ALREADY, YET AND EVER**

These three adverbs are often used in conjunction with the present perfect:

- ever* is used in questions to refer to any time up to the present.  
*Have you ever been to Germany?*

- already* is used in affirmative sentences and questions to refer to an event close to the present that has happened.

*We've already done that. What's next?*

- yet* is used in questions and negative sentences to refer to an event that is planned or expected, but not completed.

*I haven't had time to do it yet.*

! We use *already* and *ever* before the main verb, but *yet* comes at the end of the sentence.

*I have already finished it.*

*Sorry, I haven't finished it yet.*

**G3 PRESENT PERFECT AND PAST SIMPLE**

The present perfect and past simple both refer to the past, but the present perfect doesn't necessarily say or imply when something happened.

*We've already found someone suitable.*

The present perfect and past simple can both refer to finished actions, but the past simple refers to a specific past time and the present perfect to a time continuing up to now.

*We looked for someone suitable last year.*

*We've looked for someone suitable this year.*

! We rarely use adverbs such as *ever, already, yet* with the past simple.

**KEY LANGUAGE****K1 DISCUSSING ADVANTAGES AND DISADVANTAGES, MAKING SUGGESTIONS**

There are arguments for and against.

On the one hand ...

On the other hand ...

Another disadvantage of ... is that ...

I think we should ...

It'd be a good idea to ...

I suggest we ...

How about ...

Another drawback of ...

That's a big bonus for them.

**VOCABULARY****V1 TRAVEL**

abroad, destination, home, journey, package holiday, travel (n), trip

**V2 TRAVEL EXPRESSIONS**

become more independent, become more self-confident, broaden your horizons, broadens the mind, do voluntary work, earn money, escape poverty, experience different cultures, explore new places, find yourself, get away from it all, learn a new language, learn new skills, meet new people, see new sights, study for qualifications abroad

**V3 PHRASAL VERBS**

break down, carry on, check in, get back, lift off, look around, set out, stop off

**G1** 1 Complete the text with the past simple form of the verbs in the box.

lead start have cross run stop be  
fly complete

Sir Ranulph Fiennes <sup>1</sup> born in 1944. In the army he <sup>2</sup> several expeditions, including a hovercraft expedition on the White Nile and crossing from the North to the South Pole. He <sup>3</sup> the Antarctic on foot, but seven years later illness <sup>4</sup> his solo trek to the North Pole and in 2003, he <sup>5</sup> heart surgery to save his life. Only four months after the operation, he <sup>6</sup> seven marathons in seven continents in seven days. He <sup>7</sup> in Santiago, Chile and then <sup>8</sup> to the Falkland Islands, Sydney, Singapore, London and Cairo. He <sup>9</sup> the marathons in New York.

**2 Speaking practice** Work with a partner to talk about:

- one thing you did last weekend.
- how you celebrated your last birthday.
- what you learnt in your last English lesson.

**G2** 3 Put the word in brackets in the correct place in each sentence.

- 1 Have you been to France? (ever)
- 2 I've told you that – don't ask me again. (already)
- 3 Bill and Martin have seen it so let's watch it now. (never)
- 4 Haven't you finished it? (yet)
- 5 Have you finished your lunch? (already)
- 6 Why haven't you told me? (ever)
- 7 I haven't had time to speak to her. (yet)
- 8 Has he been late for class? (ever)

**G3** 4 Write the words in brackets in the past simple or the present perfect.

- 1 They \_\_\_\_\_ (climb) Mount Everest twice before and are going for a third time this year.
- 2 \_\_\_\_\_ you ever \_\_\_\_\_ (ride) on a camel?
- 3 When \_\_\_\_\_ he \_\_\_\_\_ (die)?
- 4 \_\_\_\_\_ he \_\_\_\_\_ (have) time to see Martin last week?
- 5 He \_\_\_\_\_ (just announce) another attempt to reach the South Pole.
- 6 She \_\_\_\_\_ (raise) money for charity last year by crossing the desert.
- 7 I \_\_\_\_\_ (never live) abroad. What's it like?
- 8 We \_\_\_\_\_ (meet) loads of wonderful people when we went to Ethiopia last year.
- 9 How many exams \_\_\_\_\_ you \_\_\_\_\_ (have) so far this month?
- 10 I \_\_\_\_\_ (visit) so many countries in my life that I can't remember them all.

**KL** 5 Put the words in the correct order to make expressions.

- 1 On the \_\_\_\_\_ cold.  
one / hand / it's
- 2 On the \_\_\_\_\_ beautiful.  
it's / other / hand
- 3 There are \_\_\_\_\_ for \_\_\_\_\_.  
arguments / against / and
- 4 Another \_\_\_\_\_ is that \_\_\_\_\_.  
expensive / disadvantage / it's
- 5 It'd be \_\_\_\_\_ to \_\_\_\_\_.  
a / idea / ask / people / other / good
- 6 I think \_\_\_\_\_ see \_\_\_\_\_.  
should / what / we / say / they

**V1** 6 Match the words in the box with the meanings below.

abroad travel destination journey trip  
package holiday

- 1 going to different places \_\_\_\_\_
- 2 in a different country \_\_\_\_\_
- 3 the time spent travelling from one place to another, often over a long distance \_\_\_\_\_
- 4 a short journey, often for work \_\_\_\_\_
- 5 where you're trying to get to \_\_\_\_\_
- 6 a holiday that has a fixed price and includes travel, accommodation, etc. \_\_\_\_\_

**V2** 7 Match the sentence halves.

- 1 They say travel helps you to find \_\_\_\_\_
  - 2 You should broaden \_\_\_\_\_
  - 3 I prefer to explore \_\_\_\_\_
  - 4 Most people just go abroad to \_\_\_\_\_
  - 5 Travel makes you become \_\_\_\_\_
  - 6 I like places where you experience different \_\_\_\_\_
  - 7 We saw some incredible \_\_\_\_\_
- a more independent.
  - b yourself, but I think it's just running away.
  - c new sights.
  - d your horizons with a journey.
  - e get away from it all.
  - f cultures.
  - g new places and meet new people.

**V3** 8 Choose the correct answer.

- 1 Did you have time to look *out/around*?
- 2 We set *out/in* on our adventure as the sun was rising.
- 3 Ask the taxi driver to carry *on/along* to the end of the road.
- 4 Let's stop *out/off* at the temple on the way.
- 5 How do you get *out/to* the market?
- 6 What time does he get *return/back* from work?
- 7 How many hours before we fly do we have to check *out/in*?
- 8 What time is she going to get *back/away* from her trip?

# COMMUNICATION ACTIVITIES

## LESSON 10.4 EXERCISE 4A (PAGE 103)

### STUDENT 1

Think about the problems and make notes of your ideas for solving them. You want:

- all clubs and bars to close at midnight.
- a new, underground car park to be built in the town centre
- the Sandy Cove project to be cancelled – it's expensive and not good for the environment.
- more flats and houses to be built for students.

## LESSON 2.3 EXERCISE 11B (PAGE 21)

### STUDENT A

Read about jobs 1 and 2 below and tell Student B a little about them. Ask questions about your partner's experience to find out if he/she is suitable for either of the jobs.

*Have you ever done any voluntary work?*

– Yes, I have.

*Oh, when did you do that?*

– Well, I worked for Save the Children last summer.

#### VACANCY

1

Vacancies for speakers of two languages to accompany small groups of fourteen-year-old students to major European cities such as Paris, London and Rome. The ideal person will:

- have experience of looking after groups of children.
- have knowledge of at least two major European cities.
- be reliable and well-organised.

#### VACANCY

2

We require four active, strong and enthusiastic young adults to accompany a trip for older people to the foothills of the Himalayas. The ideal person will:

- have experience of working with or looking after older people.
- have experience of working in a foreign country.
- be responsible and reliable.

Answer Student B's questions about jobs 3 and 4.

## LESSON 3.2 EXERCISE 10B (PAGE 29)

### STUDENT A

Listen and correct Student B, using the prompts below. Repeat the whole sentences.

- 1 Poland
- 2 for nine months
- 3 Spanish

Say the sentences below. Your partner will correct you.

- 1 So, you've been working from home for two years?
- 2 So, you've been studying computing since January?
- 3 So, you've been driving for six years?

## LESSON 4.4 EXERCISE 5A (PAGE 43)

### STUDENT D

You think the best option is to send senior and middle managers to the UK and the USA for crash courses, and to provide as many one-to-one classes as possible. Try to persuade the other members to accept your ideas. Use the ideas below and your ideas from Exercise 2b.

- Managers will learn English quickly.
- Crash courses in the UK / the US are the most effective way of learning English.
- One-to-one teaching means that managers can learn English at a time that is convenient for them.
- You do not want to have online courses. In your opinion, they are not effective. You need face-to-face contact with a teacher.

## LESSON 12.3 EXERCISE 8 (PAGE 121)

### STUDENT B

Julie Barriskell used to be a school friend of the victim, but became jealous of her success. Julie was the last known person to see the victim. She sent a text message to the victim and invited her to the lake at 5 p.m. Police have a record of the text message. She is a friend of Dr Drake Ramorey. She has an alibi from 8 p.m.

## LESSON 12.4 EXERCISE 5 (PAGE 123)

### STUDENT B CASE 1

The following information is for you to use in the discussion to help you reach a decision.

- Woman got angry and lost control.
- Man already unconscious and no danger.
- Burglar had no weapon.
- Woman gave no warning.
- Burglar was small and light.

## LESSON 3.4 EXERCISE 8 (PAGE 33)

### CANDIDATES

#### Evaluation sheet

Name of interviewer .....

For each category, write a number from 1 to 5.  
(1 = excellent, 5 = poor)

- 1 Did the interviewer make you feel relaxed?
- 2 How good/fair were the interviewer's questions?
- 3 Did the interviewer give you enough time to answer the questions?
- 4 How carefully did the interviewer listen to your answers?
- 5 How appropriate were the follow-up questions?
- 6 How effective was the interview?

Overall quality of interviewer .....



## LESSON 4.4 EXERCISE 5A (PAGE 43)

### STUDENT B

You think the best option is to hire two English language teachers to give courses at Head Office. Try to persuade the other members to accept your idea. Use the ideas below and your ideas from Exercise 2b.

- The teachers will teach British English and American English.
- You will be able to control closely the language training they provide.
- Staff will attend classes when it is convenient for them.
- You do not want to use the nearby English language school. You think staff will take too much time after classes returning to Head Office.

## LESSON 10.4 EXERCISE 4A (PAGE 103)

### RESIDENT 2

Think about the problems and make notes of your ideas for solving them. You want:

- immediate action to reduce pollution in the city.
- severe penalties for young people who behave badly at weekends.
- the Sandy Cove project to go forward. It will attract more visitors and bring income to businesses.
- more police officers to deal with the increase in the crime rate – your car was stolen recently.

## LESSON 2.3 EXERCISE 11B (PAGE 21)

### STUDENT B

Read about jobs 3 and 4 below and tell Student A a little about them. Ask questions about your partner's experience to find out if he/she is suitable for either of the jobs.

*Have you ever done any voluntary work?*

– Yes, I have.

*Oh, when did you do that?*

– Well, I worked for Save the Children last summer.

SOUTH AMERICA

### VACANCY

3

We are looking for five people to accompany scientists on a trip to the Amazon Forests of Brazil. The ideal person will:

- have experience of working in a scientific environment.
- have experience of working with animals.
- be young, fit and enthusiastic.

### VACANCY

4

Assistant travel agent required to help customers with their enquiries about foreign travel. The ideal person should:

- have some experience of travelling to a variety of places.
- have good communication skills.
- be a good team member.

Answer Student A's questions about jobs 1 and 2.

## LESSON 12.4 EXERCISE 5 (PAGE 123)

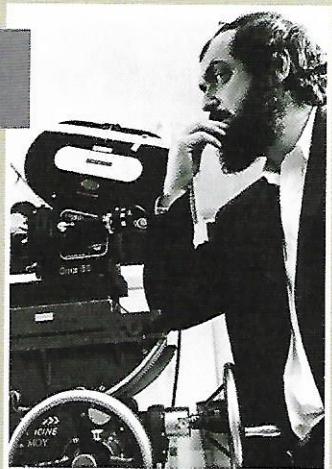
### STUDENT B CASE 3

Your job is to briefly summarise the case so that everyone in your group is clear about the details of the case. Then join in the discussion and express your opinion about what the others say to reach a decision.

## LESSON 11.2 EXERCISE 2A (PAGE 108)

### STUDENT C

### Stanley Kubrick (1928–1999)



<sup>1</sup> Stanley Kubrick is often described as a perfectionist genius. He is admired as one of cinema's greatest talents. As a director he made only thirteen feature films in a career of over forty years, but many of them are regarded as masterpieces, and he earned nine Oscars. Kubrick once said that a film was more like music than fiction, although all his films were adapted from novels.

<sup>2</sup> He directed the Hollywood epic *Spartacus* in 1960, the most expensive film of its day, and the only all-Hollywood movie he ever made. Soon after finishing this film, unhappy with the pressure of Hollywood, he moved from America to Britain.

<sup>3</sup> Kubrick spent five years developing his film *2001: A Space Odyssey* (1969). This is probably his most famous and influential film. It was a science fiction blockbuster which was popular with both the critics and the public. Often described as a masterpiece, its special effects won an Academy award and were a big influence on George Lucas when he came to make the *Star Wars* films. His final film was *Eyes Wide Shut* (1999), starring Tom Cruise and Nicole Kidman.

<sup>4</sup> The film *A Clockwork Orange* (1971) was removed from cinemas in the UK after Kubrick felt it had been misinterpreted, and it was only shown again after his death.

<sup>5</sup> He valued his privacy and worried about security. He certainly disliked travel after he moved to England, and he also had a well-known fear of flying. He once told a friend that he travelled to London four or five times per year, only for appointments with his dentist.

<sup>6</sup> Kubrick was frequently unwilling to discuss personal matters publicly, and this gave rise to his reputation as an eccentric, reclusive genius. This image of him was denied by his family after his death. It was often reported that Kubrick was rude and unfriendly to the people he worked with. For example, he had a good friendship with the actor Malcolm McDowell during the making of *A Clockwork Orange*, but after the filming ended Kubrick never contacted him again.

<sup>7</sup> Kubrick had little contact with the media, so few people knew what he looked like. Kubrick once told a reporter who came to his door that Stanley Kubrick wasn't at home.