

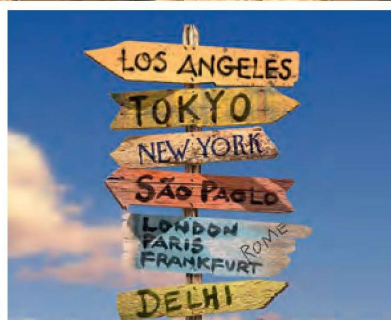
5 travel



FANTASTIC FILM TRIPS p48



TRAVEL TIPS p50



YOU CAN'T MISS IT p52



FULL CIRCLE p54

SPEAKING 5.1 Tell a travel anecdote 5.2 Discuss travel 5.3 Ask for and give directions
5.4 Present ideas for an award


LISTENING 5.2 Understand travel advice 5.3 Understand and follow directions in a city
5.4 Watch an extract from a BBC travel programme

READING 5.1 Read about amazing journeys in films
5.3 Read a text about a man who works in three countries every day

WRITING 5.2 Write an email describing a trip or weekend away
5.4 Write an application for an award

BBC

INTERVIEWS

 Do you enjoy travelling to different countries?



5.1 FANTASTIC FILM TRIPS

- G past simple and past continuous
- P weak forms: was/were
- V transport



Kon-Tiki



Into the Wild

VOCABULARY

TRANSPORT

- 1 Work in pairs and answer the questions.
 - 1 How many types of transport can you think of in two minutes? Make a list.
 - 2 What do you think is the best way to travel? Why?
- ▷ page 155 **PHOTOBANK**

READING

- 2 Work in pairs. Look at photos A–C and discuss the questions.
 - 1 What types of transport do you think appear in the films above?
 - 2 Where do you think the people are going?
- 3 Work in groups. Student A: read the text on this page. Student B: read the text on page 161. Student C: read the text on page 163. As you read, make notes about your text.
 - 1 Who made the journey?
 - 2 Why did they want to go?
 - 3 Where did they go?
- 4 Take turns to tell your group about your text. Which story do you think sounds the most interesting?



In the middle of the twentieth century the Norwegian explorer and writer Thor Heyerdahl developed a theory. He believed that people from South America travelled to Polynesia 1,500 years ago and settled there. At the time, very few others believed his theory. They thought the journey was too difficult without modern technology. While others were discussing the theory, Heyerdahl decided to test it.

Using only materials and technology available to the people of that time, Heyerdahl and his team of five sailors (and a parrot) built a wooden raft*. On 28 April 1947 they left from Peru and crossed the Pacific.

While they were sailing, huge waves crashed into the raft, and whales and sharks came close. 101 days and 4,300 miles later they arrived in Polynesia. At the time, no one knew this type of journey was possible. But perhaps the most amazing thing about the journey was that Thor Heyerdahl didn't know how to swim!

Heyerdahl later wrote a book about the journey, and in 2012 a Norwegian film called *Kon-Tiki* came out, based on the trip.

*raft: a flat boat usually made of wood

speaKout TIP

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. *The sun was shining when they began their journey that Friday morning.* → *Sunny when they left.* Find a sentence in one of the texts. Make a note of the main idea in three or four words.

- 5 Discuss the questions.
 - 1 Which (parts of the) journeys sound enjoyable/terrible/frightening?
 - 2 Why do you think the stories were made into films?
 - 3 Can you think of any other journeys that have been made into films?

C



Rabbit-Proof Fence

GRAMMAR

PAST SIMPLE AND PAST CONTINUOUS

6 A Look at sentences a)–c) and answer the questions.

- While they **were sailing**, huge waves **crashed** into the raft.
- While he **was living** wild, he **wrote** a diary.
- When it **was raining**, the girls **decided** to escape.

- What tenses are the verbs in bold?
- Which action started first in each sentence (*sail* or *crash*, etc.)?
- Which action took a longer period of time?
- Which actions are background information and which are main events?

B Underline the correct alternative to complete the rules.

RULES

- 1 Use the *past simple/past continuous* for background actions that continue for a long time.
- 2 Use the *past simple/past continuous* for shorter actions that move the story forward.

C Find one more example of the past simple and the past continuous in the same sentence in your text.

▷ page 136 **LANGUAGEBANK**

7 A Make sentences with the prompts.

- 1 I / run / start to snow. So ...
I was running when it started to snow. So I went home!
- 2 I / wait for a bus / meet my boss. So ...
- 3 I / watch TV / recognise my best friend! So ...
- 4 I / walk home / find \$5,000 in a bag. So ...
- 5 We / travel by plane / a man with a gun stand up. So ...
- 6 We / ride our bicycles / a cow walk across the road. So ...
- 7 We / eat in a restaurant / see a mouse. So ...
- 8 I / study in my room / hear loud music next door. So ...

B Work in pairs and compare your ideas.

8 A ▶ 5.1 Listen to some ideas for Exercise 7A. Are they similar to yours?

B WEAK FORMS: was/were Listen again. Notice how *was* /wəz/ and *were* /wə/ are pronounced. Then listen and repeat the first part of the sentences.

9 Work in pairs and take turns. Student A: make sentences with the past simple and the past continuous. Use a prompt from A and a prompt from B. Student B: respond with another sentence beginning with *So ...*

A: *I was sleeping in my bed when I heard a strange noise.*

B: *So I called the police.*

A	sleep	B	get hungry
	ride my motorbike		buy a speedboat
	deal with a problem		crash
	go for a drink		decide to change job
	feel sick		start to feel tired
	go to a concert		fall asleep
	make a call		see the love of my life
	sit in a train		check my voicemail
	have some time off		read your email
	watch a film		hear a strange noise

SPEAKING

10 A Describe something that happened to you on a trip or journey. Think about questions 1–8 and make notes.

- 1 Where and when did you go?
- 2 Who were you with?
- 3 What was the form of transport?
- 4 How long did the trip take?
- 5 What places did you see during the journey?
- 6 Did anything go wrong during the journey?
- 7 What happened while you were travelling?
- 8 How did you feel?

Last summer I went on holiday to Turkey. I stayed in Istanbul for two days and then went to the coast. One day, while I was travelling by boat, I dropped my bag into the water. I lost my camera and my passport. It was a disaster!

B Work in groups. Tell your stories. Which were the most interesting and/or funniest stories you heard?

VOCABULARY

TRAVEL ITEMS

1 Work in pairs. Discuss the questions.

- 1 Do you travel light?
- 2 What do you usually pack when you go away for a short trip/long holiday?

2 A Work in pairs. Look at the words in the box and choose two things for travellers 1–3 below.

suitcase notebook digital camera souvenirs
waterproof clothes dictionary walking boots sun hat
backpack money belt binoculars map umbrella

- 1 a grandmother visiting her grandchildren in Australia
- 2 a student travelling around the world
- 3 a tourist visiting the sights in New York

B ▶ **5.2 STRESSED SYLLABLES** Listen and repeat the words. Underline the stressed syllables.

C Work in pairs. Discuss. Which of the things in Exercise 2A do you take on holiday with you?

▶ page 155 **PHOTOBANK**

LISTENING

3 A ▶ **5.3** Listen to people describing what they take on holiday. Which of the items in Exercise 2A do the travellers mention?

B Work in pairs and complete the notes.

- 1 I try to learn _____.
- 2 I love _____.
- 3 I take a lot of _____.
- 4 I usually spend my holidays in _____.
- 5 I sometimes travel in _____ places.
- 6 I don't carry too much _____.
- 7 I write things down because I like to _____ them.

C Listen again to check.



GRAMMAR

VERB PATTERNS

4 A Look at sentences 1–9 below and underline the verb + verb combinations.

- 1 We always expect to hear English.
- 2 I always want to talk to local people.
- 3 I love walking when I go on holiday.
- 4 I always seem to take hundreds and hundreds of photos.
- 5 I usually choose to go to a warm place.
- 6 I enjoy travelling in wild places.
- 7 If you decide to go walking, a backpack is easier to carry.
- 8 It's best to avoid carrying too much money.
- 9 I need to write things down.

B Complete the table below with the verbs in the box.

expect want seem choose enjoy
decide avoid need

verb + -ing	verb + infinitive with to
	<i>expect</i>

C Work in pairs. Add the verbs in the box below to the table above. Which two verbs can go in both columns?

hope finish imagine hate
would like love

▶ page 136 **LANGUAGEBANK**

5 Cross out the verb combination that is not possible in each sentence.

- 1 I ~~hope/enjoy~~/expect to get a free plane ticket.
- 2 I ~~want/would like~~/imagine to visit Australia.
- 3 She ~~loves/avoids~~/needs travelling.
- 4 Where did you ~~like/decide~~/choose to go on your next holiday?
- 5 They ~~hate/want~~/love working with tourists.
- 6 He doesn't ~~seem/need~~/enjoy to know this area well.
- 7 Do you ~~like/expect~~/love going to different countries?
- 8 Why did you ~~avoid/decide~~/hope to become a travel writer?

6 A Complete the sentences and make them true for you. The next word must be either the infinitive with *to* or the *-ing* form of a verb.

- When I travel:
 - I always avoid ...
 - I hate ...
 - I love ...
- On my last holiday:
 - I chose ...
 - I decided ...
 - I enjoyed ...
- For my next holiday:
 - I want ...
 - I hope ...
 - I would like ...

B Work in pairs and compare your ideas.

SPEAKING

7 Work in pairs. Discuss the questions.

- What type of holidays can you see in the photos? Which do you prefer? Why?
- Is there anything that you really love doing when you are on holiday?
- When you travel, do you try to learn about the place, its customs and its language? Why/Why not?
- Do you enjoy visiting tourist areas, old cities, new cities, or none of these?

A: *I really like sightseeing holidays. I love spending time looking at beautiful old buildings.*

B: *I love taking photos. I put them on my Facebook page when I get back.*

A: *Me, too.*



WRITING

USING SEQUENCERS

8 A Work in pairs. Read an email describing a trip and discuss. What were the good/bad things about the trip?

To: paolo.moncello@flu.edi inbox 12

From: igonzalez@ab.esp

Hi Paolo,

I hope you're well. I've just got back from my trip to Poland. It was wonderful. First we flew to Warsaw. We were only there for two days, but we managed to see lots of interesting sights like the Royal Castle and the National Museum. Then we had a day in Kraków, which was beautiful, especially the huge square in the Old Town. Unfortunately, after a while, it started raining so we spent the afternoon chatting with locals in a bar. After that, we took a train to Łódź. I loved it. We visited various museums and walked along the famous Piotrkowska Street. Finally, we caught the plane back home. It was a great trip and we met lots of really friendly Poles, who promised to visit us in Spain!

Love,
Irina

B Underline five words/phrases that help us to understand the order of events. The first one has been done for you.

C Write an email to a friend about a trip or a weekend away. Use the words you underlined.

5.3 YOU CAN'T MISS IT

- F asking for/giving directions
- P intonation: questions
- V tourism



VOCABULARY

TOURISM

1 Work in pairs. Look at the words in the box. Which things can you see in the photos?

tour guide boat trip coach tour tourists
sightseeing natural wonder tax-free shopping

2 A Look at the title of the text below. Discuss. What do you think the man does? Why do you think he works in three countries every day?

B Read the text to find out.

C Discuss. Would you like Juan's job? Why/Why not?

FUNCTION

ASKING FOR/GIVING DIRECTIONS

3 A 5.4 Look at the map. Where is the tourist? Now listen and follow the routes on the map. For each route, write the destination (the country) on the map.

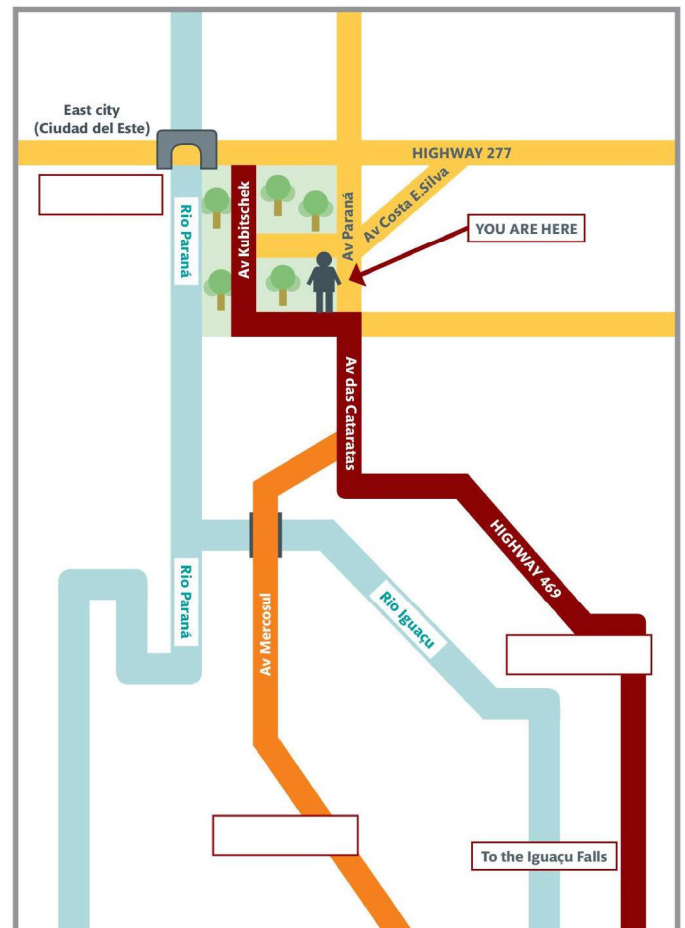
B Listen again and read audio script 5.4 on page 171. Underline useful phrases for giving directions.



JUAN OLIVEIRA was born in Argentina, grew up in Paraguay and now lives in Brazil. He says he loves the three countries equally, and he works in all three of them every day. Juan is a tour guide in Foz do Iguacu, a Brazilian town which is close to the borders of both Argentina and Paraguay. He takes tourists around the Iguacu Falls, one of the great natural wonders of the world.

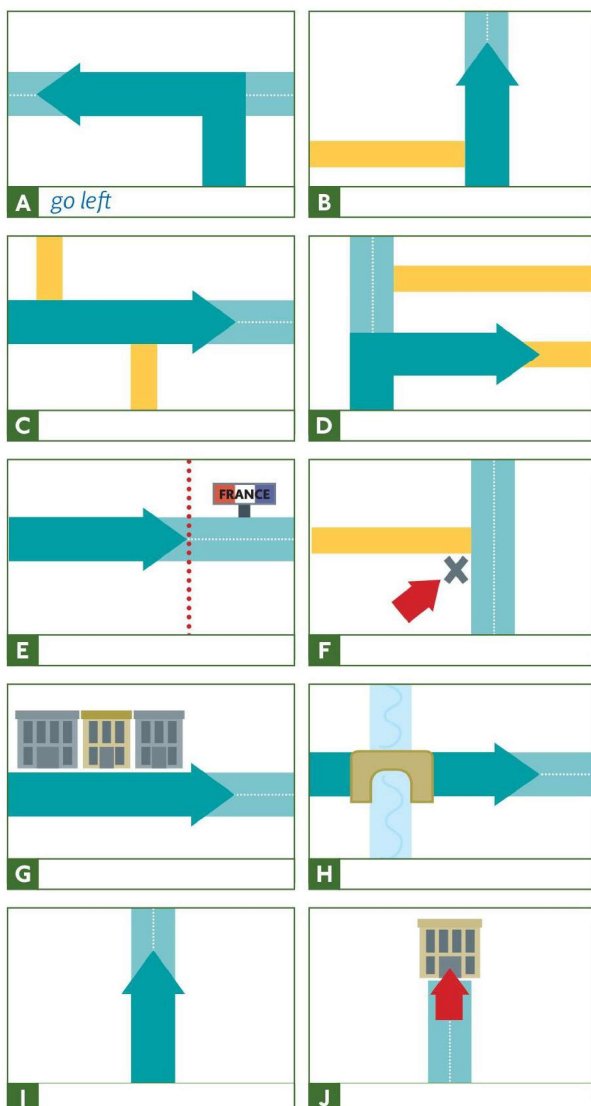
First, he shows tourists the waterfall from the Brazilian side. Then they cross the border to see the water from the Argentinian side. After that, they go on a boat trip which takes them under the waterfall. Finally, he takes them on the short journey to Ciudad del Este in Paraguay to do some tax-free shopping.

He says the Falls are amazing, especially in the rainy season. He sees them every day and he never gets tired of them.



4 Label pictures A–J with the phrases in the box.

go along the main road go straight on
in front of you go past the turning **go left**
take the first right at the corner cross a bridge
keep going until you reach (the border)
go through the (centre of the town)



5 A ▶ 5.5 Listen to three conversations. Are the statements true (T) or false (F)?

- 1 Speaker 1 takes the bus.
- 2 Speaker 2 has a map.
- 3 Speaker 3 will see a restaurant before arriving at The Grand Motel.

B Complete the notes. Listen again to check.

Conversation 1 Carnival

It takes _____ minutes. Go straight on. You'll hear the _____!

Conversation 2 Plaza Hotel

Go past the cinema. Take the first _____. Keep going for _____ minutes. You'll see the _____.

Conversation 3 The Grand Motel

Go to the end of this street. Go _____ and go past the _____. It's on the _____.

▶ page 136 **LANGUAGEBANK**

LEARN TO

SHOW/CHECK UNDERSTANDING

6 A ▶ 5.6 Read and listen to the extracts from the audio script. Are the phrases in bold asking for information (A), explaining directions (E) or showing understanding (U)?

Extract 1

A: Can we walk? A

B: Yes, it takes about ten minutes from here. E

Extract 2

C: Excuse me, can you help me? I'm looking for the Plaza Hotel. **Is this the right way?**

D: Um ... Plaza Hotel, Plaza Hotel. Yes, keep going, past the cinema and take the first left.

C: OK.

D: Then keep going for about fifteen minutes until you reach the end of the road. And **you'll see** the sign for the hotel. **You can't miss it.**

C: OK. Can you show me on the map?

D: Sure.

Extract 3

E: Excuse me, we want to get to The Grand Motel. Is it far?

F: Umm ... sorry, I've no idea. Jim, do you know?

G: What?

F: The Grand Motel?

G: The Grand Motel? Yeah, it's just over there. Just go to the end of this street. Go left and go past the ... um ... there's a restaurant. Go past the restaurant and it's on the left.

E: On the left. So I need to go to the end of the street, turn left, go past the restaurant and it's on the left.

B Which phrases mean:

- 1 Am I going in the right direction?
- 2 Continue.
- 3 It's easy to see it.

C ▶ 5.7 INTONATION: questions Listen to five questions. Which words are said louder and with a higher voice: words at the beginning (*is, can*) or near the end of the question? Listen again to check.

7 Work in pairs. Look at audio script 5.5 on page 171 and practise the first two conversations.

SPEAKING

8 Work in pairs. Student A: look at the map on page 161. Student B: look at the map on page 163. Ask for and give directions.

A: How do I get to the station?

B: Go straight on until you reach the Greek restaurant, then turn right.

DVD PREVIEW

1 A Have you ever been on a long and/or difficult journey? What can you remember about it? Tell other students.

B Read the programme information and answer the questions.

- 1 What does Michael Palin do?
- 2 Where does he travel to in *Full Circle*?
- 3 How does he travel in this episode?



Full Circle

Michael Palin is an actor and travel writer. In *Full Circle*, he went on a journey through the seventeen countries along the Pacific coast. While travelling 50,000 miles in ten months, he saw and discovered things beyond his dreams. He learnt how to cook eggs in a volcano and how to make music with horses' bones in Chile! In this episode, Michael travels across the Andes from Arica in Chile to La Paz in Bolivia in a small train.

DVD VIEW

2 Watch the DVD. Was it an enjoyable journey? Which of the problems below do the people mention?

- the food is terrible
- the train gets very hot
- the air is thin and it's difficult to breathe
- the train is very noisy
- the train stops a lot because of animals/cars on the track
- the train is very slow

3 A Work in pairs. What do you think the words/phrases in bold mean?

- Twice a week**, a railway service leaves Arica. 1
- We've **reached** the Bolivian border. ___
- It's going to **take two hours**. ___
- Some passengers are **local**. ___
- Is it the **journey of a lifetime**? ___
- It's the **journey of (everyone's) dreams**. ___
- We've **crossed** the Andes at 16.4 miles an hour. ___

B Watch the DVD again. Number the sentences in Exercise 3A in the order you hear them.

4 Work in groups. Discuss the questions.

- 1 What do you think of this journey?
- 2 Would you like to do it? Why/Why not?



speakout an award

5 A Read the text and answer the questions.

- 1 What is the award?
- 2 What will the winner do?

Journey of my Dreams is an award of €5,000 for the best idea for an original and inspiring journey anywhere in the world. The winner will receive training in film-making and will record their experiences for a future programme.

B 5.8 Listen to someone describing her journey.

- 1 Where does she want to go?
- 2 What does she want to do there?

C Listen again and tick the key phrases you hear.

KEY PHRASES

We would like to go to ...
 The trip is going to take ...
 Some of the problems we're going to face include ...
 We want to experience the local culture ...
 Our plan is to speak to the local people ...
 We hope to find out about their traditions ...
 It should be an inspiring trip.
 This is the journey of my/our dreams.

6 A You are going to apply for the award. Work in pairs. Decide:

- where/how you are going to travel
- what you would like to experience/see/do
- which people you are going to stay/work with
- why you deserve the award

B Present your ideas to the class. Use the key phrases to help you. Who should win the award?

writeback an application

7 A Read the application. Match paragraphs 1–3 with headings a)–c).

- a) Goals and objectives
- b) Details of the plan
- c) Introduction

APPLICATION FORM

1 _____

We would like to go to Easter Island to live with the local people for three months. Easter Island is one of the great mysteries of the world. It has many famous stone statues of heads, but no one knows who made them or why.

2 _____

Our plan is to talk to the islanders about their history and about their present and future. We will ask them about their lives and what they think of the statues. We want to learn how the world's most isolated people live: what they eat, what they do for entertainment and what they think of the modern world of computers and other technology.

3 _____

We will record all of the interviews on film. We will also keep a diary of our own experiences on the island. Eventually, we hope to make a TV documentary and write a book about our time on the island.

B Write your application for the award. Use the model in Exercise 7A to help you.

V TRANSPORT

- 1 A** Choose four types of transport from the box below. Write a sentence about each type. Don't mention the name.

train	tram	minibus	taxi
motorbike	ferry	speedboat	
coach	lorry	helicopter	

It travels through water and is very fast.

- B** Work in pairs and take turns. Student A: read your sentences. Student B: guess which type of transport it is.

A: *It's a fast type of transport. It goes on the road. It has two wheels.*

B: *A motorbike.*

G PAST SIMPLE AND PAST CONTINUOUS

- 2 A** Put the verbs in brackets into the past simple or past continuous.

- 1** While they (walk), they (see) a fence.

While they were walking, they saw a fence.

- 2** While they (cross) the sea, a terrible storm nearly (destroy) the raft.

- 3** They (run) away one night while it (rain).

- 4** While he (wander) in the wilderness, he (meet) some people who helped him.

- 5** When the men (sail) on the ocean, they (see) many sea creatures.

- 6** While he (live) in an abandoned bus, he (realise) he might die.

- B** Work in pairs. Discuss. Which films from Lesson 5.1 do the sentences go with?

- 3** Work in pairs and take turns. Ask and answer the question.

Where were you and what were you doing at these times yesterday?

6:00	10:00	13:00
16:00	19:00	22:00

V TRAVEL ITEMS

- 4 A** Add the vowels.

- | | |
|-------------------------------|-------------------|
| 1 stcs <i>suitcase</i> | 6 svnrs |
| 2 bckpck | 7 bnclrs |
| 3 wtrprf clths | 8 ntbk |
| 4 wlknng bts | 9 dgtl cmr |
| 5 sn ht | 10 mny blt |

- B** Work in pairs. Decide which of the items above are important for the holidays below.



A sun hat is important for a beach holiday.

G VERB PATTERNS

- 5 A** Complete the sentences with the correct form of the verbs in brackets.

- 1** I sometimes choose _____ (go) somewhere on holiday because a friend recommends it.

- 2** I hope _____ (visit) more cities in my own country this year.

- 3** I seem _____ (have) good luck with the weather when I go on holiday. It never rains!

- 4** I want _____ (travel) to places where tourists never go.

- 5** I always avoid _____ (travel) by boat because I get sick.

- 6** I don't enjoy _____ (fly) very much.

- 7** I can't imagine _____ (go) on a camping holiday – I prefer hotels!

- 8** I wouldn't like _____ (have) a holiday with a big group of people.

- B** Work in pairs. Discuss. Are sentences 1–8 true for you? Why/Why not?

F ASKING FOR/GIVING DIRECTIONS

- 6 A** Find and correct the mistakes. There are two mistakes in each conversation.

Conversation 1

A: Excuse me. I'm looking for the Natural History Museum. Is this right way?

B: Keep going until you reach the crossroads. It's in the right.

Conversation 2

A: Hello. We want to go to the Italian Embassy. Is far?

B: No. Just turn left and you'll see the sign for it. You can't miss.

Conversation 3

A: Excuse me, do you know where the university is?

B: Keep going long the main road. Then you'll see a sign and it's in front to you.

- B** Work in pairs and practise the conversations.

- C** Work in pairs and take turns.

Student A: ask for directions:

- from a well-known place in the town to Student B's house
- from Student B's house to the school

Student B: ask for directions:

- from the school to a nearby restaurant
- from a nearby restaurant to a well-known place in the town

A: *OK. How do I get from the station to your house?*

B: *Well, you take the first right ...*

