

03

Far from home

VOCABULARY Holiday activities, travelling, transport

GRAMMAR Past Continuous and Past Simple, relative pronouns [Use of English > page 185](#)

SPEAKING Asking for information

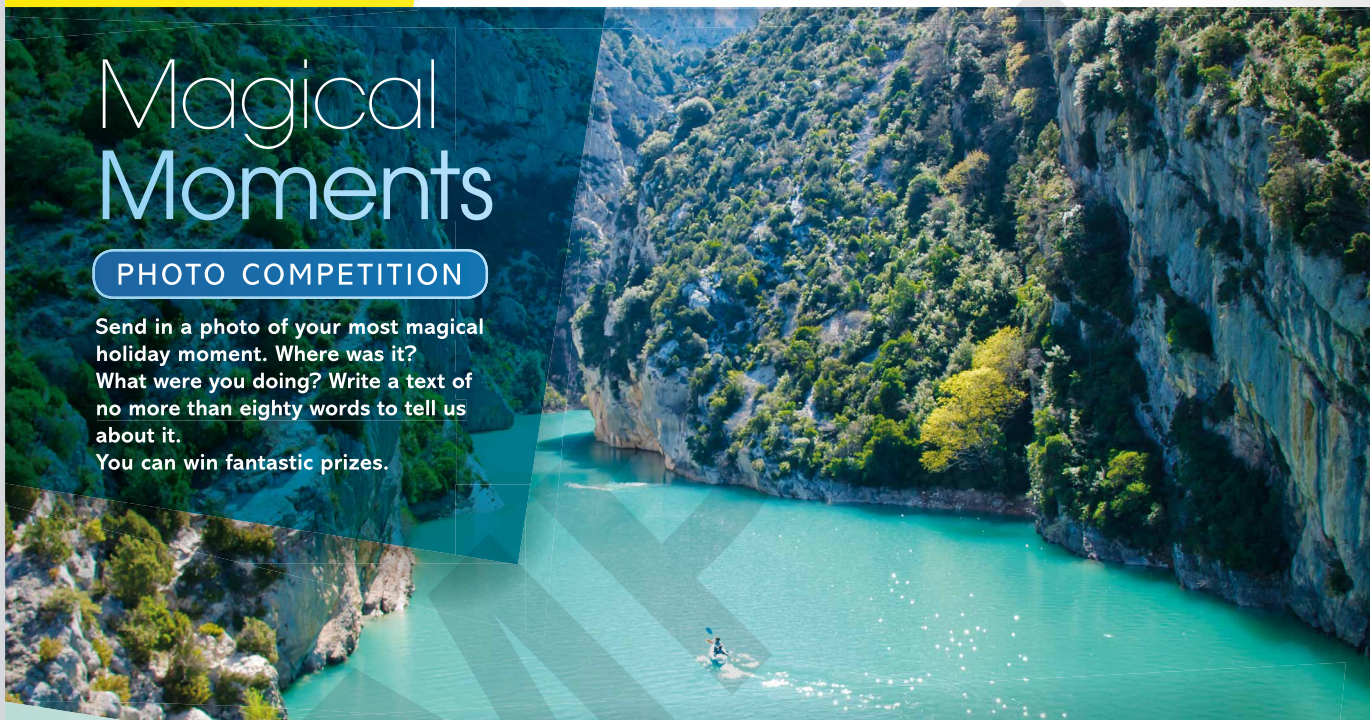
WRITING A blog post

VIDEO Grammar ▶ Communication ▶ Documentary ▶

Magical Moments

PHOTO COMPETITION

Send in a photo of your most magical holiday moment. Where was it? What were you doing? Write a text of no more than eighty words to tell us about it. You can win fantastic prizes.



Wild horses *Steve Curry, New York*

Last summer we were staying in a hotel in Scotland. One evening, we went for a drive. At about 7 p.m. we were going along a very quiet road. I wasn't looking at the countryside, I was playing a video game. Suddenly, my dad stopped the car. Right in front of us were lots of wild horses. They were running straight at our car. As they were going past, I took this photo. It was amazing!



Swimming in the rain

Kerry Kane, London

We were sunbathing on a beach in Cornwall. I was eating an ice cream when suddenly it started to rain. My parents ran to a café but my sister Lara said, 'Let's go for a swim! We're wet anyway.' While we were swimming, I took this photo. The rain stopped and the sun came out. We felt great. The only problem was that our towels were really wet!



A double rainbow

Adam Clark, Dublin

I was staying with my uncle on his farm in Canada. One evening it wasn't raining, so I went for a walk. As I was walking, I noticed it was getting very dark. Then I saw two rainbows over the fields! It was beautiful. I took lots of photos. It started to rain when I was going home but I didn't care.

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REFERENCES

VIDEO SCRIPT page 227

EXTRA ACTIVITIES IN CLASS

- After Exercise 10, put students in pairs or small groups and give them a minute to look at the collocations in Exercises 1 and 10. Ask them to close their books. They take it in turns to say the second part of the collocation for their partner to say the verb (e.g. A: *Your bag.* B: *Pack. Pack your bag.*).

- After the Grammar Video activity, put students in new pairs and get them to tell each other about a funny or embarrassing experience they had on holiday.

- 1 In pairs, check you understand the holiday activities in the box. Then think of some more things we typically do on holiday.

climb a mountain go for a swim/drive
lie/sunbathe on the beach make a trip pack your bag
see the sights watch the sun rise/set visit relatives

- 2 **SPEAKING** In pairs, use the vocabulary in Exercise 1 to talk about the things you did during your last holiday.

A *Did you see the sights the last time you went on holiday?*

B *No, I didn't. I just lay on the beach all day.*

- 3 Look at the 'Magical Moments' photos and read the stories. Which one is your favourite? Say why.

Past Continuous and Past Simple

- 4 Match sentences 1–2 with the uses of the Past Continuous a–b.

1 ☐ At about 7 p.m. we were going along a quiet road.

2 ☐ I was staying with my uncle on his farm in Canada.

a to give the background to a story

b to say that someone was in the middle of an action at a specific time

- 5 Read this sentence from one of the stories and answer the questions.

While we were swimming, I took this photo.

1 Did these actions happen

a one after another? ☐ b at the same time?

2 Which action was shorter and which tense do we use to talk about it? *Taking the photo was shorter. We use the Past Simple to talk about the shorter action.*

- 6 Read the Grammar box and find more examples of the Past Continuous and Past Simple in the stories.

Past Continuous and Past Simple

We use the Past Continuous:

- to give the background to a story
- to talk about an unfinished action at a time in the past
- to show that a long activity was interrupted by a short one (in the Past Simple)

| | I • He • She • It | We • You • They |
|------|--|---|
| + | I was swimming . | They were running . |
| - | She wasn't dancing . | We weren't walking . |
| ? | Was he sunbathing ? | Were they singing ? |
| | Yes, he was ./ | Yes, they were ./ |
| | No, he wasn't . | No, they weren't . |
| Wh-? | Whose car was he driving ? | What were you doing yesterday at 10 p.m.? |

Linkers: when, while, as

Grammar Reference and Practice > page 175

- 7 Look at the photos and stories again and correct the sentences.

1 Kerry was eating lunch when it started to rain.

No, she wasn't eating lunch. She was eating an ice cream.

2 Lara was looking at the camera when Kerry took the photo.

3 Steve's mum was driving the car when the horses appeared.

4 The horses were running away from Steve's car.

5 Adam was staying in a hotel in Canada.

6 The sun was coming up when Adam saw the rainbows.

- 8 What do you think your partner was doing at these times? Ask and check if your guesses were correct.

ten o'clock last night six o'clock this morning

last Saturday at 8 p.m. last Sunday at 11 a.m.

A *Were you sleeping at ten o'clock last night?*

B *No, I wasn't. I was studying Maths.*

- 9 **1.28** Complete the text with the Past Simple or Past Continuous. Listen and check.

We ¹**were travelling** (travel) to France on a car ferry.

I ²_____ (feel) a bit sick, so I ³_____ (go) outside to get

some air. While I ⁴_____ (look) down at the sea,

I ⁵_____ (see) a dolphin. It ⁶_____ (swim) next

to the ship. As I ⁷_____ (watch), it ⁸_____ (jump) high

out of the sea. I ⁹_____ (get) a wonderful photo.

- 10 Complete the sentences with the correct forms of the travel verbs from the box. Then in pairs, say if the sentences are true for you.

catch drive ride sail wait

1 I was running to **catch a bus** to school when I realised it was a holiday.

2 The first time I **_____ the car**, my dad was sitting beside me with his eyes closed.

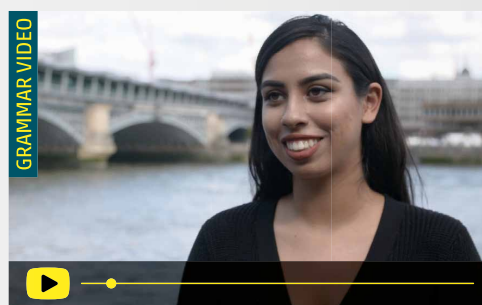
3 I met my boyfriend/girlfriend while I **_____ at a bus stop**.

4 I **_____ my bike** when I saw our teacher.

5 While we **_____ on a ferry**, there was a storm.

- 9** Read the sentence below and watch the video. Say what the speakers answer. Then in pairs, ask and answer the question.

Tell me about a magical moment that happened to you on holiday.



Exercise 7

- 2 No, she wasn't looking at the camera. She was looking at the water.
3 No, Steve's mum wasn't driving the car when the horses appeared. His dad was driving the car.
4 No, the horses weren't running away from the car. They were running straight at/towards the car.
5 No, he wasn't staying in a hotel. He was staying on his uncle's farm.
6 No, the sun wasn't coming up when he saw the rainbows. It was going down.

Exercise 9

- 2 was feeling
3 went
4 was looking
5 saw
6 was swimming
7 was watching
8 jumped
9 got

Exercise 10

- 2 was driving
3 was waiting
4 was riding
5 were sailing

☐ I can use the Past Simple and Continuous to talk about past experiences.

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FURTHER PRACTICE

- Photocopiable extra Grammar Video activity 3, page 258
- Grammar Reference and Practice, Student's Book page 175
- Workbook pages 28–29/Online Practice
- Photocopiable resource 10: A special memory, pages 266, 285

- Extra digital activities: Grammar Checkpoint 3A

ASSESSMENT

Grammar Quiz 3A

3B VOCABULARY | Travelling

- 1 **THINK BACK** In pairs, talk about the kind of transport you can/can't take in/from your town or region.

You can't take the underground in our town but you can take a bus.

You can take a plane from ... airport.

- 2 **Check you understand the highlighted words. Then in groups, say which holidays you would/wouldn't like to go on and why.**

- 1 a one-day **excursion** to a theme park
- 2 a weekend **city break** in London or Paris
- 3 a **school trip** to an outdoor centre in Wales
- 4 a **package holiday** to a Greek island
- 5 a three-week **cruise** in the Caribbean
- 6 a scientific **expedition** to the Antarctic
- 7 an **adventure holiday** in an African safari park
- 8 a nine-month **journey** around the world

- 3 **Read the holiday reviews below. What kinds of holiday from Exercise 2 do they describe? Which trip do you prefer? Say why.**

Review 1: a school trip; Review 2: a package holiday

- 4 **In pairs, complete the table using the highlighted verbs from the reviews. Add words and phrases from the reviews to make collocations. Then use a dictionary to help you make more collocations.**

| | |
|---------------|---|
| Transport | go/travel by train, coach , ... take the underground , ... |
| Accommodation | stay in a five-star hotel, a budget hotel , ... |
| Activities | go climbing, put on your sunscreen , ... |

- 5 **Study Watch out! and choose the correct verbs to complete the sentences. Use the holiday reviews to help you.**

- 1 Did you **go** / take by train or coach?
- 2 We **got** / went a taxi to the airport.
- 3 I **stayed** / travelled in the worst hotel in London.
- 4 Two days later we left **for** / to Moscow.
- 5 As the plane was **checking in** / **taking off** I shut my eyes.
- 6 I fell asleep while we were **flying** / **landing** over the Atlantic Ocean.
- 7 We **arrived** / left at the airport three hours before the flight.
- 8 What time did you arrive **in** / **at** the station?
- 9 We **boarded** / missed the plane early.
- 10 It took us five minutes to **put on** / **put up** the tent.
- 11 Yesterday we arrived **in** / **at** Thailand.

WATCH OUT!

We say **arrive in** a city/country or **at** a station/airport, etc., NOT **arrive to**.

We say **leave for** a place, NOT **leave to**.

When travelling by plane, **take off** = leave and **land** = arrive.

- 6 **SPEAKING** Think about a holiday or school trip you went on. In pairs, ask and answer the questions. Use the vocabulary from Exercises 4 and 5.

- 1 How did you get there?
- 2 Where did you stay?
- 3 What did you do?
- 4 Was it a good trip?

Exercise 4

Transport:

go/travel by bus, taxi, underground, plane **take** the underground, a train, a coach, a bus, a taxi **leave** miss the bus **get** a taxi **board** the plane **take off** fly to Crete **land** an hour late

Accommodation:

put up the tents arrive at the campsite **check in** a hotel

Activities:

go kayaking, windsurfing, mountain biking, hiking, sightseeing **visit** museums **put on** your sunscreen/bikini **sunbathe**

HOLIDAY REVIEWS

[CLICK HERE](#) to write a review of your holiday



Destination: Brecon Outdoor Centre, Wales
Review by: Joe Queen, Norwich

GETTING THERE

We **went by** coach to Wales. We had a lot of fun on the way but the trip took five hours and it was too hot. I was glad when we **arrived at** the campsite.

ACCOMMODATION

It wasn't easy to **put up** the tents but they were big, so there was plenty of space for our backpacks and boots. Unfortunately, there were no beds, so we had to put our sleeping bags on the ground.

ACTIVITIES

We **went** kayaking on the river, windsurfing on a lake, mountain biking and hiking in the mountains. We were always doing something. It was brilliant!

YOUR VERDICT

A great school trip, especially the activities. I really recommend it. I was sorry to **leave**.



Destination: Heraklion, Crete
Review by: Helen Green, Oxford

GETTING THERE

We **missed** the bus, so we **got** a taxi to the train station. Then we **travelled by** train to London and **took** the underground to the airport. We **boarded** the plane on time but there was a delay before we **took off**. Although we **flew** directly to Crete, we **landed** an hour late. I was exhausted when we finally **checked in**.

ACCOMMODATION

We **stayed in** a budget hotel but it was fantastic! Big swimming pool, excellent food and my room had a double bed. I'm not surprised the hotel was fully booked.

ACTIVITIES

We went sightseeing every morning and **visited** lots of museums. In the afternoons I just **put on** my sunscreen and sunbathed by the pool!

YOUR VERDICT

It was our first package holiday. I loved the hotel and Crete is a great place to visit but the journey was a nightmare.

REFERENCES

CULTURE NOTES page 201

EXTRA ACTIVITY IN CLASS

In pairs or small groups, students look at the activities in the table in Exercise 4 and say which ones they have tried and/or would like to try. For the ones they have tried, they should say whether they

enjoyed them and why/why not. For the ones they would like to try, they should explain why.

FURTHER PRACTICE

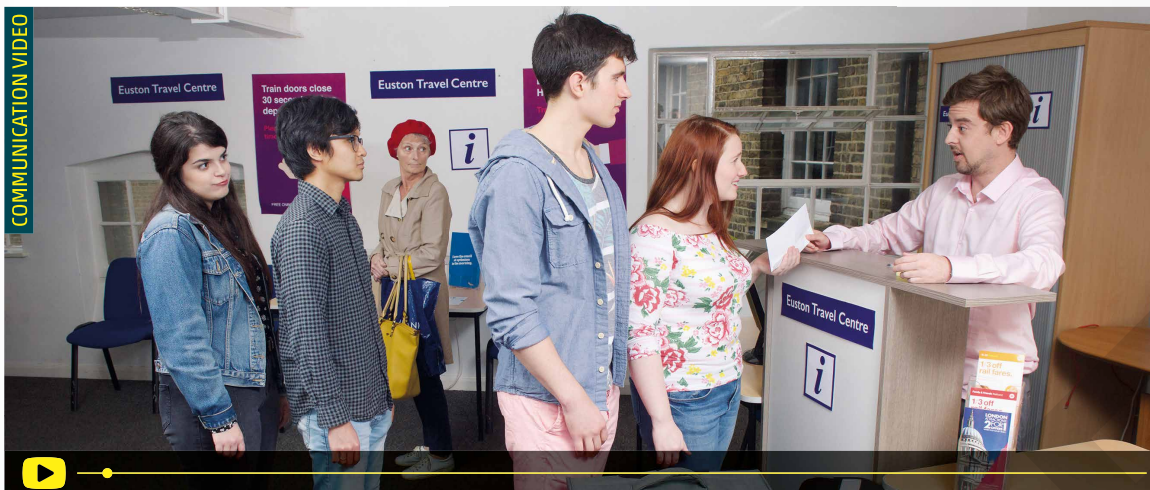
- Workbook page 30/Online Practice
- Photocopiable resource 11: Holiday snap, pages 266, 286
- Extra digital activities: Vocabulary Checkpoint 3

ASSESSMENT

Vocabulary Quiz 3

NEXT CLASS

Ask students to bring in a photo of a famous tourist attraction/destination in their country/city/area.



1 Where do most tourists to your country come from? What kind of things do they like doing? Discuss in pairs.

2 Match the places from the box with the descriptions.

Left Luggage taxi rank tourist office travel centre
tube station waiting room

A place where you can ...

- a sit and wait for a bus/train *waiting room*
- b get a taxi *taxi rank*
- c catch an underground train *tube station*
- d leave heavy bags for a few hours *Left Luggage*
- e ask about timetables, buy tickets *travel centre*
- f find out travel information, book hotels, get maps/leaflets *tourist office*

3 **10** **1.29** Look at the photo, watch or listen to the conversation and answer the questions.

- 1 Where do the tourists want to go? *to Glasgow*
- 2 What information do they want?
- 3 What problem do they have?
- 4 Why are they surprised at the end?

4 **10** **1.29** Study the Speaking box. Watch or listen again and tick the expressions you hear.

SPEAKING | Asking for information

- ☒ Excuse me, what time is the next train to ...?
- ☒ Which platform does the train leave from?
- ☒ Where's the nearest tube station/bus stop/taxi rank?
- ☒ Is there a bus/tram we can catch to ...?
- ☐ Is there a restaurant/bank/Travel Centre near here?
- ☒ How far is it to ...?
- ☐ Pardon me, I didn't hear that.
- ☒ I'm sorry, I didn't catch that.

5 **1.30** Complete the conversations with one word in each gap. Listen and check. Then in pairs, practise the conversations.

Hazel Excuse me. What time is the ¹*next* train to Glasgow?

Man Five fifty-nine.

Hazel I'm sorry, I didn't ²*catch* that. Can you ³*say* it again, please?

Joe Which ⁴*platform* does the train leave from?

Lee 8B.

Joe How ⁵*far* is it to the Brunswick Centre?

Alda It's not far. It's about ...

Hazel Is ⁶*there* a bus we can catch to get there?

Joe Or maybe we can take a cab. Where's the ⁷*nearest* taxi rank?

Alda The taxi rank is over there. But you can ⁸*walk*. It's only five minutes.

Joe ⁹*Where* is the Left Luggage?

Alda Next to Platform 16.

WATCH OUT!

British English
tube/underground
lift
taxi

American English
subway
elevator
cab

6 **1.31 PRONUNCIATION** Listen to questions 1–4 and repeat. Pay attention to the underlined words.

- 1 How far is it to the bus station?
- 2 Is there a map of the underground?
- 3 What time is the next coach to Leeds?
- 4 Is there a tram we can catch to the Old Town?

7 **1.32** Listen and write down the answers to the questions in Exercise 6. Then in pairs, practise the conversations.

8 In pairs, role play the situations. Student A, go to page 189. Student B, go to page 191.

Exercise 3

2 the time of the train, the platform it leaves from, the nearest hamburger restaurant, how far it is to the Brunswick Centre, the nearest taxi rank
3 They can't understand English accents.
4 The person they understand perfectly is not English – she's Portuguese.

☐ I can ask for information in situations related to travelling.

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REFERENCES

AUDIO SCRIPT page 211
VIDEO/AUDIO SCRIPT page 227

EXTRA ACTIVITY IN CLASS

Use the photos students bring in to lead in to Exercise 1. Why is this site/destination famous? What do tourists do there?

FURTHER PRACTICE

Workbook page 31/Online Practice

NEXT CLASS

Ask students to choose an English artist or a famous place/tourist attraction in England and research it online. They should bring in pictures to show the class if possible. You could divide the class into two groups, A and B, and assign 'artists' to group A and 'places' to group B.

3D GRAMMAR



Exercise 2

- 1 Banksy
- 2 Adele
- 3 Sherlock Holmes
- 4 Stonehenge
- 5 Rolls Royce
- 6 King's Cross
- 7 Stratford-upon-Avon
- 8 tea

England is a country that a lot of people visit, but what do you know about it? Read the clues below and find the answers!

- 1 A graffiti artist who likes to be anonymous.
- 2 A young woman that has a great voice.
- 3 A detective whose residence is at 221B Baker Street, London.
- 4 A prehistoric monument which is over 4,000 years old.
- 5 A company that started making very expensive cars in Manchester in 1906.
- 6 A train station which is famous for Platform 9¾.
- 7 The town where William Shakespeare was born.
- 8 A drink we love in England.



Exercise 7

- 1 Buckingham Palace
- 2 which/that, Liverpool
- 3 who/that, J. K. Rowling
- 4 whose, Ed Sheeran



- 1 In one minute, write down everything you know about England. Then in pairs, compare your lists.
- 2 1.33 In pairs, read the quiz. Do you know the answers? Listen and check.

Relative pronouns

- 3 Look at the quiz and answer the questions.

Which of the underlined words refer to ...

- a things? which and that
- b people? who and that
- c places? where, which and that
- d possessions? whose

- 4 Look at clues 7–8 in the quiz and answer the questions.

- 1 What comes after *where* when we define a place – a noun/pronoun or a verb? **a noun/pronoun**
- 2 When can we leave out *who*, *which* and *that* – when the next word is a noun/pronoun or a verb? **a noun/pronoun**

- 5 Study the Grammar box and check your answers to Exercises 3 and 4.

Relative pronouns

Which and *that* refer to things and places.

Who and *that* refer to people.

We also use *where* for places when the next word is a noun or pronoun.

Whose refers to possessions.

We can leave out *who/which/that* when the next word is a noun or pronoun.

Grammar Reference and Practice > page 175

- 6 Choose the correct relative pronouns. There may be more than one correct answer. Tick two sentences where you can leave out the relative pronoun.

- 1 ☒ Breakfast was the only meal that / *who* / *whose* I liked.
- 2 ☐ Old Trafford is the stadium *what* / where / *who* Manchester United play.
- 3 ☐ London is a city *where* / which / *who* has some great museums.
- 4 ☐ Coldplay is a group *which* / *who* / whose songs make me sad.
- 5 ☒ Benny Hill was an English comedian that / *which* / who my parents loved.

- 7 1.34 In pairs, complete the questions with relative pronouns and try to answer them. Listen and check.

What's the name of ...

- 1 the place where the Queen of England lives?
- 2 the city ___ is famous for the Beatles?
- 3 the woman ___ wrote the Harry Potter books?
- 4 the singer ___ songs include 'Castle on the Hill' and 'Shape of You'?

- 8 **SPEAKING** Think of three interesting facts about your country (a person, a place, a product, food or drink) and share them with the class. Use relative pronouns.

38 ☐ I can use relative pronouns to talk about people, things and places.

REFERENCES

AUDIO SCRIPT page 211
CULTURE NOTES page 201

EXTRA ACTIVITIES IN CLASS

- As a lead-in, ask students to tell the class about the artist/place they researched at home. They could do this as a mini-presentation in front of the

class. In large classes, students could do this in groups.

- After Exercise 7, elicit all the places in England that were talked about during the lesson. Which one would students most like to visit? Why?

FURTHER PRACTICE

- Grammar Reference and Practice, Student's Book page 175

- Workbook page 32/Online Practice
- Photocopiable resource 12: A travel crossword, pages 267, 287
- Extra digital activities: Grammar Checkpoint 3D

ASSESSMENT

Grammar Quiz 3D

3E LISTENING AND VOCABULARY

03



1 SPEAKING In pairs, answer the questions.

- How do you feel when you travel (e.g. relaxed, bored, nervous)?
- Do you prefer to travel by coach, plane or train? Say why.
- The last time you travelled, did you arrive at the airport or station early, on time or late? Talk about the trip.

2 In pairs, match the airport vocabulary from the box with the definitions.

arrivals boarding pass book a flight budget airline
cancelled check-in (desk) delayed departure lounge
gate hand luggage security trolley

- A bag or case that you take onto the plane with you. **hand luggage**
- A company that sells cheap flights. **budget airline**
- A thing that you put your bags on. **trolley**
- A thing that you need to get on the plane. **boarding pass**
- A place with lots of shops and restaurants. **departure lounge**
- The place where they check you and your luggage. **security**
- The place where you first show your ticket. **check-in (desk)**
- The place where you go after you land. **arrivals**
- The place where you wait to board the plane. **gate**
- To buy a plane ticket. **book a flight**
- Bad news: your flight is late. **delayed**
- Worse news: your flight is not taking off. **cancelled**

3 1.35 Complete the text with the correct forms of the words and phrases from Exercise 2. Listen and check.

I ¹ **booked** my flight to New York online with a ² _____ airline. It was a bargain! I printed my ³ _____ at home, so I didn't need to go to the ⁴ _____. I just went straight to ⁵ _____. I checked a monitor in the ⁶ _____ and saw that my flight was ⁷ _____ by half an hour. I wasn't happy but at least it wasn't ⁸ _____. My ⁹ _____ was heavy, so I got a ¹⁰ _____ and went round the shops. I bought a present for Caitlin. Then I went to the ¹¹ _____ to board the plane. The flight was fine. I went to sleep thinking about Caitlin waiting for me in ¹² _____ at JFK.

4 1.36 Study Active Listening and read the questions in Exercise 5. Then choose the correct answers in the summary below. Listen to the conversation and check.

This is a conversation between ¹ **two** / three people on a ² **plane** / train. They're talking about the ³ **fun** / problems you can have when you travel.

ACTIVE LISTENING | Predicting

- Look at the visuals to help you decide what the context of the audio recording is.
- Try to guess what the people are talking about. That will help you activate the vocabulary you need.
- Listen for key words from the questions. They can confirm that your predictions are right or wrong.

5 1.36 Listen to the conversation again and choose the correct answers.

- Why did Tom almost miss the flight?
a He didn't know his seat number.
b He had a problem at security.
c He spent too long in the café.
- Why did he miss his flight to New York?
a Because of the weather.
b He got to the airport late.
c He didn't have his passport with him.
- Kate's dad was flying to
a Istanbul. **b** Edinburgh. c Frankfurt.
- Her dad missed his flight because he
a was talking on the phone.
b had a problem with his computer.
c didn't hear them calling his name.
- How much did Tom's ticket cost?
a £150 b £115 c £500
- Where is the plane going?
a To an island in the Caribbean.
b To a city in Spain.
c We don't know.

Exercise 3

- budget
- boarding pass
- check-in (desk)
- security
- departure lounge
- delayed
- cancelled
- hand luggage
- trolley
- gate
- arrivals

6 SPEAKING Think of a time you had a problem when you were travelling. What happened? In pairs, tell your stories. Use the prompts below to help you.

you miss your train you can't get a seat
it's too crowded it's fully booked
you can't find your ticket you feel ill on the coach
your flight/bus is delayed you get on the wrong bus

7 In pairs, discuss how to avoid/solve the problems in Exercise 6. Use the ideas below or your own.

allow plenty of time for your journey book a seat
book your ticket early check for up-to-date travel news
not travel in the high season
make a list and pack carefully pay attention

You should reserve a seat before you travel.

☐ I can predict what an audio recording is going to be about.

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REFERENCES

AUDIO SCRIPT page 211

EXTRA ACTIVITY IN CLASS

After Exercise 7, ask students to talk about their most memorable experience while travelling. They could do this in pairs or groups or, in smaller classes, this could be a whole-class activity.

FURTHER PRACTICE

- Workbook page 33/Online Practice
- Photocopiable resource 13: Grenada, Granada, pages 267, 288

NEXT CLASS

Ask students to think about what might make a trip 'an adventurous experience'. Use their ideas to lead in to, or after, Exercise 1 in the next lesson.

3F READING AND VOCABULARY

Exercise 5

- 2 valid
- 3 hospitable
- 4 border
- 5 set out
- 6 visa
- 7 overland
- 8 solo
- 9 state

Exercise 6

- 2 thirty-seven
- 3 1981
- 4 the USA
- 5 twice
- 6 www.wateraid.org

1 SPEAKING In pairs, answer the questions.

- 1 Do you like travelling? Say why.
- 2 What countries would you like to visit?

2 Look at the photo, the map and the title of the text. Then read the first and last paragraph. What is the text about?

- a A man who travelled alone from England to South America.
- b** A man who travelled around the world without using planes.
- c A man who broke the world record for a round-the-world trip.

3 Read the text and choose the correct answers.

- 1 Which sentence is true?
a Graham planned to travel by air and sea.
b Graham made the journey for more than one reason.
c Graham wanted to do dangerous things.
d Graham reached his destination in less than 12 months.
- 2 In which part of the world did Graham have the most problems?
a South America b the Caribbean c Europe
d Africa
- 3 Where did he get the visa for Mauritania?
a on a bus b at the border **c** in Morocco
d in Mauritania
- 4 What was the worst thing that happened to Graham?
a He fell ill.
b Someone stole his passport.
c The police arrested him.
d Nothing bad happened to him.
- 5 The woman on the bus in Iran
a couldn't speak English.
b was worried about her grandson.
c asked Graham what time the bus arrived.
d invited Graham to meet her family.
- 6 Why was South Sudan important for Graham?
a It was the first country on his list in 2009.
b It was the last country he visited.
c It was the only country he didn't visit.
d It became a country after he visited it.

4 Match the highlighted words from the text with the definitions.

- 1 A country or nation. *state*
- 2 A line between two countries. *border*
- 3 Not by sea or air. *overland*
- 4 A stamp in a passport that lets you visit a country. *visa*
- 5 Legal, authentic, acceptable. *valid*
- 6 Start a journey. *set out*
- 7 Alone. *solo*
- 8 Travel in another person's vehicle. *hitchhike*
- 9 Welcoming to visitors or guests. *hospitable*

5 Complete the questions with words from Exercise 4. Then in pairs, ask and answer the questions.

- 1 Is it a good idea to *hitchhike* on your own at night?
- 2 Have you got a _____ passport? When did you get it?
- 3 Are people in your country _____?
- 4 What countries has your country got a _____ with?
- 5 How do you feel when you _____ on a long journey?
- 6 Do you need a _____ in your passport to visit the UK?
- 7 Can you travel _____ from your country to Norway?
- 8 Do you prefer to travel _____ or with someone else?
- 9 Is Scotland an independent _____?

6 1.38 Listen to a description of the charity that Graham was collecting money for. Complete the notes with 1-2 words in each gap.

WaterAid

Objective: It provides people around the world with ¹ *clean water*, safe toilets and hygiene education.

President: Prince Charles

Works in ² _____ countries in Africa, Asia, Central America and the Pacific.

Started in ³ _____. Main office is in London but also has offices in Australia, Japan, Sweden and ⁴ _____

Organises sports activities to raise money.

Publishes 'Oasis' Magazine ⁵ _____ a year.

Website: ⁶ _____

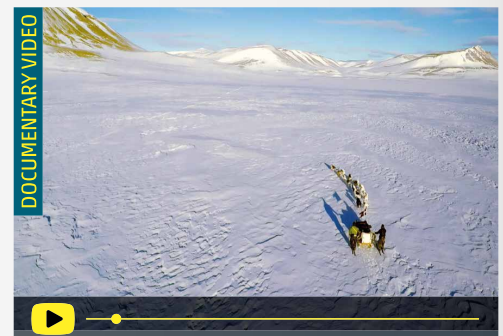
7 In pairs, find information about another charity. Then present your charity to the rest of the class.

- 1 What does it do?
- 2 Where does it operate?
- 3 When did it begin?
- 4 How does it raise money?
- 5 Does it publish a magazine?

8 REFLECT | Values In pairs, discuss the questions.

- 1 Why are charities important?
- 2 Would you like to join a charity? Say why.

11 WATCH AND REFLECT Go to page 164. Watch the documentary *A great adventure* and do the exercises.



REFERENCES

AUDIO SCRIPT page 212
VIDEO SCRIPT page 227
CULTURE NOTES page 202

EXTRA ACTIVITY IN CLASS

After Exercise 8, discuss the following questions in groups or as a class: *Are there any charities in your town/city/country? What are they? What do they do?*

FURTHER PRACTICE

Workbook pages 34-35/Online Practice

NEXT CLASS

Ask students to think about a trip (real or imaginary) they made to a town. They should find (or draw) pictures of the place and bring them to class.

Graham Hughes

& the Odyssey Expedition

1.37

On 1 January 2009, Graham Hughes from Liverpool, England, sailed across the River Plate from Argentina to Uruguay on a ferry. He was **setting out** on an incredible **solo** journey. He was going to visit every country in the world. And he was going to be the first person to do it without flying.

He was doing it to set a Guinness World Record and to collect money for the charity WaterAid. But he also wanted to show that the world isn't such a dangerous place.

Graham hoped to complete the trip in under a year. In the end it took him almost four years.

It started well. He visited all twelve countries in South America in only two weeks. But then in the Caribbean, he met his first big problem – islands! You can't travel **overland** to every country in the world, often there are no ferries between islands and Graham can't walk on water. He solved his problem by **hitchhiking** on other people's boats.

From North America, he sailed to Iceland on a container ship. Europe was easy. He got a railway ticket which allowed him to travel everywhere in Europe by train. It only took him a few weeks to visit fifty countries. Then he arrived in Africa.

He was planning on just three months there. It took him almost three years! He had problems with transport and also with politics. For example, he had a **valid**

passport, but he also needed a **visa** to enter Mauritania. Unfortunately, they weren't selling visas at the **border**.

So, he travelled 1,250 miles by bus all the way back to the place where he knew that he could get a visa – Morocco. When he returned to Mauritania a week later, he couldn't believe his eyes. They were selling visas at the border. And they were \$5 cheaper than the visas in Morocco!

During his journey Graham was never seriously ill. And nobody stole anything particularly valuable from him. However, he was arrested twice. Once in Cape Verde, when the police thought he was transporting immigrants. And again in the Congo, for being a spy! On both occasions he spent six days in jail.

He had some bad times but many more good times. Above all, he learned how **hospitable** people can be. One time when he was travelling on a night bus in Iran, he saw an old woman who was talking on her phone. She handed it to him. It was the woman's grandson. 'My grandmother's worried because the bus arrives very early,' he explained in English. 'She wants to invite you home to make you breakfast.' Graham accepted the invitation.

Finally, after three years, ten months and twenty-one days Graham arrived in the 21st and final country on his odyssey. It was South Sudan, the newest **state** in the world, a country that didn't even exist when he started his journey.

The world is your oyster

www.youroyster.blogspot.com



I'm Dominykas, I'm nineteen and I'm from Lithuania. I write about culture, food and, above all, travelling! The name of my blog comes from Shakespeare: I can do anything I want to, the world's my oyster. It means 'use all the opportunities that the world offers you' – that's my philosophy in life!

15th May. A wonderful trip to Wales.

My cousin Lukas recently invited me to the small seaside town where he studies – Aberystwyth in Wales.

I flew to Birmingham. Lukas was waiting for me at the airport. From Birmingham, we caught a train to Aberystwyth. The train journey was slow but very scenic. It was raining when we arrived, so we went straight to the house that Lukas shares with five friends. Everyone was very welcoming.

The next day we explored Aberystwyth. We had a walk along a beach, I took some fantastic photos and we visited the castle, too. It was too cold to swim but some brave people were windsurfing! On the third day, we climbed Cader Idris – a big mountain north of the town. It was snowing when we got to the top but the view was spectacular. On the last day, we went for an enjoyable drive along the coast.

Like Lithuania, Wales is a small country but people are very open and friendly. For example, everyone smiles and says 'hello' when you pass them on the street – it made a really positive impression. Overall, I had a brilliant time and made some great new friends!

42

REFERENCES

CULTURE NOTES page 202

EXTRA ACTIVITIES IN CLASS

- In pairs or small groups, students brainstorm ideas for each of the points in the writing task in Exercise 8.
- After students write their blog post, they illustrate it using the pictures they have brought in. The posts can then be displayed around the classroom for other students to read.

FURTHER PRACTICE

Workbook page 36/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 44–45.

- 1 Look at Dominykas' blog. Would you like to visit the place in the photo? Say why.
- 2 Read the blog post and answer the questions in pairs.
 - 1 Where does Dominykas come from? *Lithuania*
 - 2 Who is Lukas? *Dominykas' cousin*
 - 3 How did Dominykas travel to Wales? *He flew.*
 - 4 How many days did he stay there? *four*
 - 5 What was the weather like during his stay? *Cold; it was raining and snowing.*
 - 6 Did he enjoy himself? *Yes, he had a brilliant time.*

3 Read the blog post again and tick the things Dominykas writes about.

- ☒ how he got there
- ☒ what he did
- ☒ what the people were like
- ☐ history of the place
- ☒ overall impression
- ☐ how much it cost

4 Find at least eight positive adjectives in the blog post. Then match the adjectives from the box with their synonyms.

enjoyable scenic spectacular welcoming

- 1 amazing *spectacular*
- 2 attractive *scenic*
- 3 fun *enjoyable*
- 4 hospitable *welcoming*

5 Replace the underlined adjectives in the sentences below with more interesting ones. Use Exercise 4 to help you.

- 1 The local people we met were nice. *hospitable*
- 2 The journey through the mountains was great. *fantastic*
- 3 The weather was good all week. *wonderful*
- 4 There were attractive views of the sea. *scenic*
- 5 I thought the country was nice. *amazing*

6 REFLECT | Culture In pairs, answer the questions.

- 1 According to Dominykas, how do people in Wales greet strangers? *They smile and say 'hello' when you pass them on the street.*
- 2 How do people in your country greet people they know/don't know? Use the prompts below.

avoid eye contact bow ignore kiss (on the cheek/hand) say 'hi' shake hands (with) smile wave

In our country we generally only greet people we know but sometimes we say 'hello' to people hiking in the mountains...

- 3 Why are greetings important?

7 Study the Writing box and put paragraphs A-E in the correct order. Then in pairs, say which of the things in Exercise 3 the author mentions.

- 3 A After we checked into the hotel, we took the underground to the centre and walked along the Champs-Élysées. It was really beautiful.
- 5 B It was my first trip abroad and it made a positive impression. The people aren't so friendly and it's expensive but I had a really enjoyable time.
- 1 C I visited Paris on a school trip last May.
- 4 D The next day was brilliant. We visited museums, ate some fantastic food and even spoke some French (very badly!) On the third day, we took a boat ride on the river Seine and climbed to the top of the Eiffel Tower. The view was spectacular.
- 2 E We took the train to France through the Channel Tunnel. The journey was a bit dull because it was raining, so we couldn't enjoy the scenery.

WRITING | A blog post

Paragraph 1

Mention where you went:

I recently visited ...

My cousin/friend invited me ...

I stayed with my aunt in ...

It's a seaside town/a tourist centre/a small town in the mountains.

Paragraph 2

Mention how you got there and what the journey was like:

We flew to ... /caught the train to ...

The journey was slow/(un)comfortable/tiring/pleasant/scenic.

Paragraph 3

Talk about how you spent your time:

On the first/last/second/third day, ...

(On) the next day ...

We swam, sunbathed, went sightseeing/mountain biking.

I had a(n) amazing/magical/enjoyable/fantastic time.

Paragraph 4

Sum up your overall experience:

... made a positive impression.

People were welcoming/great/friendly/interesting.

Overall, I had a wonderful/enjoyable time.

It was great fun.

8 WRITING TASK Write a blog post about a trip (real or imaginary) you made to a town.

- Describe the town you visited and when the trip took place.
- Give and justify your opinion about the town.
- Recommend one place that is especially interesting.
- Describe a problem that occurred during your visit and the way you solved it.

☐ I can write a blog post.

43

Aberystwyth



REMEMBER MORE

Exercise 1

- 1 flight
- 2 airport
- 3 check-in
- 4 time
- 5 took off
- 6 destination

- 1 Complete the text with one word from the word list in each gap.

Our ¹f_____ was at 5 p.m., so we arrived at the ²a_____ at 3 p.m. We went to the ³c_____ desk and then through security. The plane was on ⁴t_____ and we ⁵t_____ o_____ at five o'clock exactly. Our ⁶d_____? Orlando in Florida!

- 2 Match the two parts of the collocations. Then check with the word list.

- | | |
|---------------------------------|--------------|
| 1 <input type="checkbox"/> pack | a a souvenir |
| 2 <input type="checkbox"/> buy | b a photo |
| 3 <input type="checkbox"/> take | c the bus |
| 4 <input type="checkbox"/> miss | d a bag |

- 3 Choose the correct words. Then check with the word list.

- 1 Which word means that something happened later than planned?
*cancelled / **delayed***
- 2 Where do people go when they are flying from an airport?
*arrivals / **departure lounge***
- 3 Which of these do you leave at the check-in desk?
suitcase / hand luggage
- 4 Which word completes the phrase: The world is your ...?
*border / **oyster***

Exercise 4

- 1 comedian
- 2 invitation
- 3 wonderful
- 4 dangerous

- 4 Complete the sentences with the correct words formed from the words in bold. Then check with the word list.

- 1 I'd love to be a _____. I like making people laugh. **COMEDY**
- 2 Thank you for the _____ to your birthday party. **INVITE**
- 3 We had a _____ holiday in France. **WONDER**
- 4 Don't be scared. Plane travel isn't _____. **DANGER**

ACTIVE VOCABULARY | Rhymes

Rhymes can help us remember new words and phrases. You can find many rhymes in songs and poems. For example, you could say the next **station** is my **destination**. Look at the wordlist and find more words that rhyme.

3A GRAMMAR AND VOCABULARY

5.15

- café** (n) /'kæfeɪ/
camera (n) /'kæməɾə/
car ferry (n) /'kɑː feɪ/
catch a bus /kætʃ ə 'bʌs/
climb a mountain /klaɪm ə 'maʊntən/
come out /kʌm 'aʊt/
drive a car /draɪv ə 'kɑː/
fantastic (adj) /fæn'tæstɪk/
field (n) /fi:ld/
get dark /get 'dɑːk/
get some air /get sʌm 'eə/
go for a walk/swim/drive /gəʊ fər ə 'wɔːk/ 'swɪm/'draɪv/
go on holiday /gəʊ ɒn 'hɒlədeɪ/
ice cream (n) /aɪs 'kriːm/
lie/sunbathe on a beach /laɪ/sʌnbəθ ɒn ə 'bi:tʃ/
magical (adj) /'mædʒɪkəl/
make a trip /meɪk ə trɪp/
pack your bag /pæk jə 'bæg/
rainbow (n) /reɪnbəʊ/
ride a bike /raɪd ə 'baɪk/
run (v) /rʌn/
sail on a ferry /seɪl ɒn ə 'feɪ/
see the sights /siː ðə 'saɪts/
ship (n) /ʃɪp/
stay with sb /steɪ wɪθ sʌmbədi/
take a photo /teɪk ə 'fəʊtəʊ/
towel (n) /'taʊəl/
visit relatives /vɪzɪt 'relətɪvz/
wait at the bus stop /weɪt ət ðə 'bʌs stɒp/
watch the sun rise/set /wɒtʃ ðə 'sʌn ,raɪz/,set/
wet (adj) /wet/
wild (adj) /waɪld/
wonderful (adj) /'wʌndəfəl/

3B VOCABULARY 5.16

- accommodation** (n) /ə,kɒmə'deɪʃən/
activity (n) /æk'tɪvəti/
adventure holiday (n) /əd'ventʃə ,hɒlədeɪ/
airport (n) /'eəpɔːt/
arrive at/in /ə'raɪv ət/ɪn/
board the plane /bɔːd ðə 'pleɪn/
brilliant (adj) /'brɪljənt/
budget/five-star hotel (n) /bʌdʒət/,faɪv stɑː hə'tel/
check in /tʃek 'ɪn/

- city break** (n) /'sɪti breɪk/
cruise (n) /kruːz/
delay (n) /dɪ'leɪ/
destination (n) /destɪ'neɪʃən/
double bed (n) /dʌbəl 'bed/
excellent (adj) /'eksələnt/
excursion (n) /ɪk'skɜːʃən/
expedition (n) /eksprɪ'dɪʃən/
fall asleep /fɔːl ə'sliːp/
flight (n) /flaɪt/
fly (v) /flaɪ/
fully booked /fʊli 'bʊkt/
get a taxi /get ə 'tæksi/
go climbing/hiking/kayaking/mountain biking/sightseeing/windsurfing /gəʊ 'klaɪmɪŋ/ 'haɪkɪŋ/'kaɪækɪŋ/'maʊntən ,baɪkɪŋ/'saɪt'siːɪŋ/ 'wɪndzɜːfɪŋ/
go/travel by train /gəʊ,trævl baɪ 'treɪn/
have (a lot of) fun /hæv (ə lɒt əv) 'fʌn/
journey (n) /'dʒɜːni/
lake (n) /leɪk/
land (v) /lænd/
leave (v) /liːv/
miss the bus /mɪs ðə 'bʌs/
nightmare (n) /'naɪtmeə/
on time /ɒn 'taɪm/
outdoor centre (n) /aʊtdɔː 'sentə/
package holiday (n) /'pækɪdʒ ,hɒlədeɪ/
put on sunscreen /pʊt ɒn 'sʌnskriːn/
put up /pʊt 'ʌp/
recommend (v) /rekə'mend/
review (n) /rɪ'vjuː/
river (n) /'rɪvə/
school trip (n) /'skuːl trɪp/
sleeping bag (n) /'sliːpɪŋ bæɡ/
stay in a hotel/campsite/tent /steɪ ɪn ə həʊ'tel/ 'kɑmpsaɪt/'tent/
swimming pool (n) /'swɪmɪŋ puːl/
take a coach/plane/taxi/bus/train/the underground /teɪk ə 'kəʊtʃ/'pleɪn/'tæksi/'bʌs/ 'treɪn/ði 'ʌndəgraʊnd/
take off /teɪk 'ɒf/
train station (n) /'treɪn ,steɪʃən/
visit a museum /vɪzɪt ə mjuː'ziəm/
3C SPEAKING AND VOCABULARY 5.17
leaflet (n) /'liːflɪt/
Left Luggage (n) /'left 'lʌɡɪdʒ/

EXTRA ACTIVITIES IN CLASS

- Play *True or False* with vocabulary from the word list. Divide students into teams. Give teams in turn true/false statements about a word, e.g. *A budget hotel is an expensive hotel.* (F) *Your destination is the place you are going to when you travel.* (T) In stronger classes, students could also play in groups, with players taking it in turns to give

statements for their group to decide if they are true or false. Each correct answer gives teams one point and the team with the most points wins.

- Choose phrases of more than one word from the word list. Say the first word or first part of the phrase and get students to complete it, e.g. *watch the sun ...* (rise), *miss your ...* (flight/train), *pack your ...* (bag).

FURTHER PRACTICE

Workbook page 37/Online Practice

NEXT CLASS

Ask students to revise Unit 3.

| |
|--|
| lift/elevator (n) /lɪft/ˈeləvətə/ |
| map (n) /mæp/ |
| opening/closing times (n) /ˈəʊpənɪŋ/ˈkləʊzɪŋ taɪmz/ |
| platform (n) /ˈplætfɔːm/ |
| taxi rank (n) /ˈtæksi ræŋk/ |
| taxi/cab (n) /ˈtæksi/kæb/ |
| ticket (n) /ˈtɪkt/ |
| timetable (n) /ˈtaɪmˌteɪbəl/ |
| tourist (n) /ˈtuərɪst/ |
| tourist office (n) /ˈtuərɪst ˌɒfɪs/ |
| tram (n) /træm/ |
| travel centre (n) /ˈtrævəl ˌsentə/ |
| tube station (n) /ˈtjuːb ˌsteɪʃən/ |
| tube/underground/subway (n) /tjuːb/ˈʌndəgraʊnd/ˈsʌbweɪ/ |
| wait for a bus/a train /ˌweɪt fə ə ˈbʌs/ə ˈtreɪn/ |
| waiting room (n) /ˈweɪtɪŋ ruːm/ |
| walk (v) /wɔːk/ |

3D GRAMMAR 5.18

| |
|---|
| anonymous (adj) /əˈnɒnɪməs/ |
| comedian (n) /kəˈmiːdiən/ |
| detective (n) /dɪˈtektɪv/ |
| famous for /ˈfeɪməs fɔː/ |
| graffiti artist (n) /ˈgræfɪti ˌɑːtɪst/ |
| monument (n) /ˈmɒnjəmənt/ |
| prehistoric (adj) /ˌpriːhɪˈstɒrɪk/ |
| residence (n) /ˈrezɪdəns/ |
| stadium (n) /ˈsteɪdiəm/ |

3E LISTENING AND VOCABULARY

5.19

| |
|---|
| arrivals (n) /əˈraɪvəlz/ |
| boarding pass (n) /ˈbɔːdɪŋ pɑːs/ |
| book a flight/seat/hotel /ˌbʊk ə ˈflaɪt/ˈsiːt/ˈhəʊtel/ |
| budget airline (n) /ˌbʌdʒət ˈeəlaɪn/ |
| cancelled (adj) /ˈkænsəld/ |
| change flights /tʃeɪndʒ ˈflaɪts/ |
| check-in desk (n) /ˈtʃekɪn ˌdesk/ |
| crowded (adj) /ˈkraʊdɪd/ |
| delayed (adj) /dɪˈleɪd/ |
| departure lounge (n) /dɪˈpɑːtʃə ˌləʊndʒ/ |
| early (adj) /ˈɜːli/ |
| gate (n) /geɪt/ |
| get on the plane /ˌget ɒn ðə ˈpleɪn/ |
| hand luggage (n) /ˈhænd ˌlʌɡɪdʒ/ |
| high season (n) /ˌhaɪ ˈsiːzən/ |

| |
|---|
| miss your flight/train /ˌmɪs jə ˈflaɪt/ˈtreɪn/ |
| monitor (n) /ˈmɒnɪtə/ |
| passport (n) /ˈpɑːspɔːt/ |
| rucksack (n) /ˈrʌksæk/ |
| seat number (n) /ˈsiːt ˌnʌmbə/ |
| security (n) /sɪˈkjʊərɪti/ |
| trolley (n) /ˈtrɒli/ |

3F READING AND VOCABULARY

5.20

| |
|--|
| acceptable (adj) /əkˈseptəbəl/ |
| aid (n, v) /eɪd/ |
| arrest (v) /əˈrest/ |
| authentic (adj) /ɔːˈθentɪk/ |
| border (n) /ˈbɔːdə/ |
| charity (n) /ˈtʃærɪti/ |
| collect/raise money /kəˌlekt/ˈreɪz ˈmʌni/ |
| container ship (n) /kənˈteɪnə ʃɪp/ |
| dangerous (adj) /ˈdeɪndʒərəs/ |
| hitchhike (v) /ˈhɪtʃhaɪk/ |
| hospitable (adj) /ˈhɒspɪtəbəl/ |
| hygiene (n) /ˈhaɪdʒiːn/ |
| immigrant (n) /ˈɪmɪɡrənt/ |
| incredible (adj) /ɪnˈkredɪbəl/ |
| invitation (n) /ˌɪnvəˈteɪʃən/ |
| invite (v) /ɪnˈvaɪt/ |
| island (n) /ˈaɪlənd/ |
| jail (n) /dʒeɪl/ |
| legal (adj) /ˈliːɡəl/ |
| magazine (n) /ˌmæɡəˈziːn/ |
| nation (n) /ˈneɪʃən/ |
| occasion (n) /əˈkeɪʒən/ |
| odyssey (n) /ˈɒdɪsi/ |
| operate (v) /ˈɒpəreɪt/ |
| overland (adv) /əʊvəˈlænd/ |
| plan (n, v) /plæn/ |
| publish (v) /ˈpʌblɪʃ/ |
| safe (adj) /seɪf/ |
| set out /ˌset ˈaʊt/ |
| solo (adj) /ˈsəʊləʊ/ |
| solve a problem /sɒlv ə ˈprɒbləm/ |
| spy (n) /spaɪ/ |
| stamp (n) /stæmp/ |
| state (n) /steɪt/ |
| transport (n) /ˈtrænsˌpɔːt/ |
| transport (v) /trænˈspɔːt/ |
| travel around the world /ˌtrævəl əˈraʊnd ðə ˈwɜːld/ |

| |
|--|
| valid (adj) /ˈvælɪd/ |
| visa (n) /ˈviːzə/ |
| visitor/guest (n) /ˈvɪzətə/ˌɡest/ |
| website (n) /ˈwebsaɪt/ |

3G WRITING AND VOCABULARY

5.21

| |
|---|
| amazing (adj) /əˈmeɪzɪŋ/ |
| attractive (adj) /əˈtræktɪv/ |
| avoid eye contact /əˌvɔɪd ˈaɪ ˌkɒntækt/ |
| bow (v) /baʊ/ |
| castle (n) /ˈkɑːsl/ |
| coast (n) /kəʊst/ |
| comfortable/uncomfortable (adj) /ˈkʌmfətəbəl/ˌʌnˈkʌmfətəbəl/ |
| dull (adj) /dʌl/ |
| enjoy yourself /ɪnˈdʒɔɪ jəˌself/ |
| enjoyable (adj) /ɪnˈdʒɔɪəbəl/ |
| explore (v) /ɪkˈsplɔː/ |
| friendly (adj) /ˈfrendli/ |
| fun (adj) /fʌn/ |
| greet (v) /ɡriːt/ |
| have a brilliant time /ˌhæv ə ˌbrɪljənt ˈtaɪm/ |
| ignore (v) /ɪɡˈnɔː/ |
| kiss on the cheek/hand /ˌkɪs ɒn ðə ˈtʃiːk/ˈhænd/ |
| local people (n) /ˌləʊkəl ˈpiːpəl/ |
| make a positive impression /ˌmeɪk ə ˌpɒzətɪv ɪmˈpreʃən/ |
| make new friends /ˌmeɪk njuː ˈfrendz/ |
| open (adj) /əʊpən/ |
| opportunity (n) /ˌɒpəˈtjuːnɪti/ |
| pleasant (adj) /ˈplezənt/ |
| say hi /ˌseɪ ˈhaɪ/ |
| scenery (n) /ˈsiːnəri/ |
| scenic (adj) /ˈsiːnɪk/ |
| seaside (n) /ˈsiːsaɪd/ |
| shake hands with sb /ʃeɪk ˈhændz wɪθ ˌsʌmbədi/ |
| smile (n, v) /smaɪl/ |
| spectacular (adj) /spekˈtækjələ/ |
| stranger (n) /ˈstreɪndʒə/ |
| the world is your oyster /ðə ˌwɜːld ɪz jə ˈɔɪstə/ |
| tiring (adj) /ˈtaɪərɪŋ/ |
| view of the sea /ˌvjuː əv ðə ˈsiː/ |
| wave (v) /weɪv/ |
| welcoming (adj) /ˈwelkəmɪŋ/ |

VOCABULARY AND GRAMMAR

Exercise 1

2 fully 3 city
4 check-in 5 budget
6 tourist 7 safari
8 boarding 9 hand
10 hotel 11 luggage
12 rank 13 holiday
14 airline 15 bag
16 park 17 station
18 room

Exercise 2

2 pack
3 take
4 stay, go
5 sunbathe, climb
6 go, see
7 visit, go
8 buy, watch

Exercise 4

1 was shining, were driving, started
2 was cycling, saw, wasn't looking, was going, crashed
3 fell, was sitting, was still sleeping, reached
4 were you doing, called, was packing, was listening, didn't hear

Exercise 5

2 who/that
3 whose
4 (which/that)
5 which/that
6 where

1 Complete the phrases with the words from each box.

A boarding budget check-in city double fully hand safari tourist

1 double bed 4 desk 7 park
2 booked 5 hotel 8 pass
3 break 6 office 9 luggage

B airline bag hotel holiday luggage park rank room station

10 five-star 13 package 16 theme
11 left 14 budget 17 tube
12 taxi 15 sleeping 18 waiting

2 Complete the questions with the verbs from the box.

buy climb go (x3) pack see sunbathe stay take travel visit watch

WOULD YOU RATHER ...

- travel by train or plane?
- your bag the night before or at the last minute?
- photos with your phone or a camera?
- in a hotel or camping?
- on a beach or a mountain?
- for a swim or the sights?
- a museum or hiking?
- souvenirs or the sun rise?

3 Choose the correct verbs to complete the sentences. Sometimes more than one verb is possible.

- As the plane was going / landing / taking off I shut my eyes tightly.
- Excuse me, do you know how to make / put on / put up a tent?
- I had to stand all the way because I forgot to book / check / pay a seat.
- I love driving / riding / sailing boats but my boyfriend prefers driving / riding / sailing a bike.
- It was an easy trip. It only stayed / took / travelled an hour.
- The train arrived / left / went on time.
- We caught / missed / waited for the bus, so we had to walk home.
- It's 9 a.m. What time can we board / book / check in at the hotel?

4 Complete the sentences with the correct Past Simple or Past Continuous forms of the verbs in brackets.

- When I woke (wake) up this morning, the sun (shine), but as we (drive) to school, it (start) to snow.
- George (cycle) down a mountain when he (see) wild horses. He (not look) where he (go), so he (crash) into a tree.
- My grandmother (fall) asleep while she (sit) on a bus. She (still/sleep) when the bus (reach) the end of the line.
- 'What (you/do) when I (call) you last night?' 'I (pack) my bag for my holiday. I (listen) to music, so I (not hear) the phone. Sorry.'

5 Complete the sentences with the correct relative pronouns. If it's possible to omit the pronoun, put it in brackets.

- Bath is a city (that) you should visit.
- Dr Watson is the doctor (who) lives with Sherlock Holmes, the detective.
- Roald Dahl is a writer (whose) most famous books are for children.
- The pound is the currency (which) the British use.
- The Thames is the river (which) goes through London.
- This is the house (where) Charles Dickens lived.

USE OF ENGLISH

6 Choose the correct words a-d to complete the text.

STRATEGY | Multiple choice cloze

First, read the text and try to understand as much as you can while ignoring the gaps. Then do the task.

An act of kindness

A few years ago I was travelling abroad ¹ bus. We got to the ² with another country. I showed the guard my ³. I wasn't worried because it was ⁴ and I knew I didn't need a ⁵ for that country. Unfortunately, he told me to get off the bus and wait. Soon, the bus ⁶ without me. An hour later, they gave me my passport. I tried to ⁷ but nobody stopped, so I started walking. The countryside was ⁸ but I felt exhausted and it was getting dark. Then a man on a motorbike stopped. He spoke to me. We ⁹ hands. He took me home to meet his family and spend the night. They were so ¹⁰ that I invited them to visit me in my country.

- | | | | |
|----------------|--------------|---------------|-------------|
| 1 a at | b by | c in | d on |
| 2 a border | b journey | c state | d transport |
| 3 a money | b pass | c passport | d photos |
| 4 a safe | b valid | c valuable | d welcoming |
| 5 a number | b problem | c vehicle | d visa |
| 6 a arrived | b left | c sailed | d stayed |
| 7 a fly | b hitchhike | c ride | d travel |
| 8 a friendly | b overland | c spectacular | d tiring |
| 9 a kissed | b shook | c smiled | d waved |
| 10 a enjoyable | b hospitable | c magical | d scenic |

Use of English > page 185

FURTHER PRACTICE

- Use of English, Student's Book page 185
- Class debates pages 256-257
- Self-assessment 3 and Self-check 3, Workbook pages 38-39/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 3 Language Test (Vocabulary, Grammar, Use of English)
- Unit 3 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 3 Writing Test

READING

- 7 Read the short story below and choose the correct answers.

STRATEGY | Multiple choice task

First, read the text and the main parts of the questions without reading the answers. Try to answer the questions yourself. Then read the options a–c; if your answer is one of them, it's probably correct.

- Why did Randy wake up late?
 - He forgot to set his alarm.
 - His clock wasn't working.
 - His clock was slow.
- Who was Kate?
 - a girl Randy met on the bus
 - a friend of Randy's in Boston
 - Randy's girlfriend from Miami
- How did Randy finally get to the airport?
 - by car
 - by bus
 - by subway
- Why couldn't Randy board his flight?
 - He forgot his boarding pass.
 - The plane was taking off.
 - He was at the wrong gate.
- How do you think Randy felt at the end of the story?
 - delighted
 - unlucky
 - sad

SPEAKING

- 8 Look at the photo showing a passenger at an airport. In pairs, take turns to describe what you can see in the photo and answer the questions below.



- What do you think happened?
- How do you think the man is feeling?

WRITING

- 9 You see this ad on a booking website.

Holidays and problems

Tell us about a holiday when things went wrong. Say when and where you went, describe the journey, mention the problems you had and how you solved them.

Write a blog post about a trip in which you had some problems.

Exercise 9

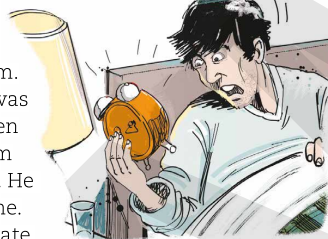
Depending on which exams you are preparing your students for, ask them to write 100–150 words.

Luck

Randy woke up and checked the time. It was 6.05. No problem. His flight to Miami was at 7.45. However, then he realised the alarm clock wasn't ticking. He reached for his phone. It was 6.50. He was late. He thought fast. The airport was a twenty-minute drive from his apartment in Boston. He could still catch the plane.

Randy grabbed his bag and the car keys, ran down the stairs and got into his car. It was 6.58. He turned the key but the car didn't start. He tried again. The battery was dead.

Suddenly, he saw a bus. It was the airport express! He jumped out of his car. A few seconds later he was sitting on the bus, a smile on his face. He was going to make it. He was going to see Kate, the girl he loved. Ten minutes later the bus was stuck in a traffic jam. Randy checked his phone. 7.09! What could he do?



The subway! There was a direct line to the airport. He got off the bus, ran to the station and got on the train just as it was leaving the platform.

He got to the airport at 7.25. Fortunately, the security check was quick. Unfortunately, the gate was a long way from the departure lounge. When he got there, he showed his boarding pass. The woman at the gate shook her head and pointed out of the window. A plane was moving down the runway. Randy watched sadly as his plane left for Miami without him.



Later, Randy was sitting at home, wondering why he was so unlucky. The door bell rang. He got up and walked slowly to the door. It was probably going to be more bad news. He opened the door and there was Kate. She was standing in the doorway, smiling. 'Surprise!' she said.



A special memory

3A GRAMMAR AND VOCABULARY (Past Continuous and Past Simple)

- 1 Complete the sentences with the correct Past Continuous or Past Simple forms of the verbs in brackets. Then choose words to create your 'special memory'.**

A special memory

- 1 I _____ (be) out with my *cousin / father / grandmother / best friend*.
- 2 The sun _____ (shine) and it was *raining / snowing / windy / early in the morning*.
- 3 We _____ (walk) *along the river / on the beach / in town / through the park* when ...
- 4 ... we suddenly _____ (hear) *a noise / a strange voice / fireworks / music*.
- 5 We _____ (stop) next to *a tree / a bridge / a lady selling ice cream / a statue ...*
- 6 ... and we _____ (look) *over the bridge / across the road / to our right / up at the sky*.
- 7 We _____ (see) *lots of balloons / a fantastic flashmob / an old man singing to his wife / a beautiful fireworks display*.

It was amazing and I'll never forget it!

- 2 You are going to ask other students about their 'special memory'. In groups, complete the questions.**

- 1 Who _____ ?
- 2 What _____ ?
- 3 Where _____ ?
- 4 What _____ ?
- 5 Where _____ ?
- 6 Where _____ ?
- 7 What _____ ?

- 3 Ask other students your questions. Whose special memory is more like yours? Tell the class.**

Verb cards



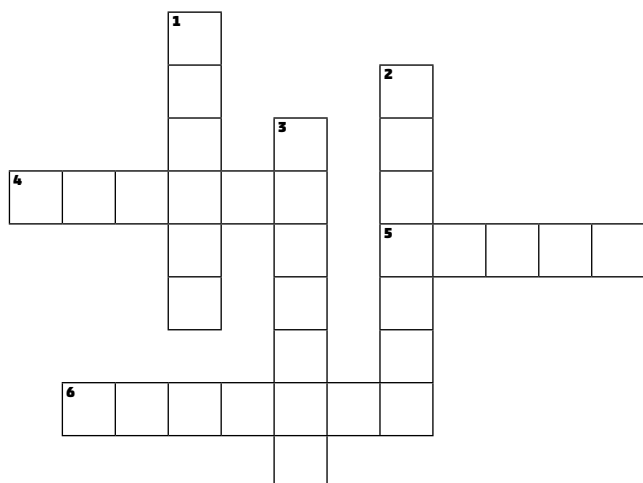
| | | | |
|-------|--------|--------|------|
| go | get | put on | stay |
| stay | arrive | miss | go |
| go | put up | go | stay |
| visit | board | go | take |

Phrase cards



| | | | |
|-----------------------|-----------------|-------------------------|----------------------|
| by coach | a taxi | sunscreen | in a budget hotel |
| in an expensive hotel | at the campsite | the bus | on a package holiday |
| climbing | the tent | on an adventure holiday | in a tent |
| a museum | the plane | on an excursion | the underground |

A travel crossword | Student A



Clues

Across

- 4 A thing *which / whose* _____
 5 A vehicle *who / that* _____
 6 A person *that / which* _____

Down

- 1 A building *whose / where* _____
 2 A place *where / whose* _____
 3 A person *who / whose job* _____

Answers

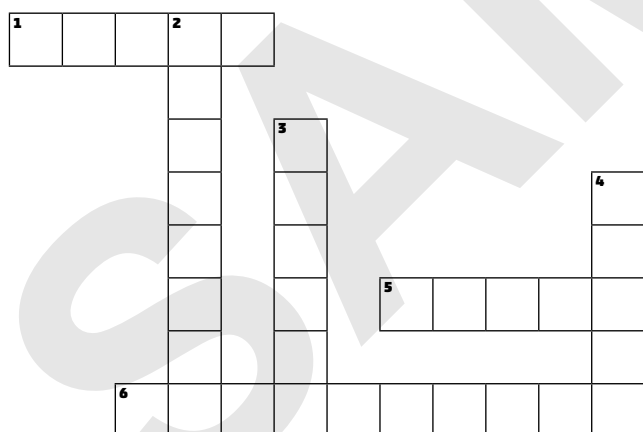
Across

4 camera 5 plane 6 tourist

Down:

1 museum 2 airport 3 captain

A travel crossword | Student B



Clues

Across

- 1 A person *who / whose* _____
 5 A place *whose / where* _____
 6 A place *where / that* _____

Down

- 2 Something *who / that* _____
 3 Something *whose / which* _____
 4 A person *who / whose job* _____

Answers

Across

1 guest 5 hotel 6 restaurant

Down:

2 suitcase 3 ticket 4 pilot

1 1.36 Choose the correct prepositions to complete the conversation.

- Tom:** Excuse me. Is this row 24?
- Kate:** **Yes, that's right.** I'm in seat 24C.
- Tom:** I must be in the seat next to you, by the window, then. I'm Tom, ¹*on* / *by* the way.
- Kate:** Hi, I'm Kate.
- Tom:** I was sure I was going to miss this flight.
- Kate:** It sounds ²*as* / *like* you're lucky it was delayed!
- Tom:** Yes! I had to take all my things out of my rucksack ³*at* / *on* security. They thought there was a strange object in my hand luggage. Do you know what the 'dangerous object' was? My toothpaste! I had to run all the way from security ⁴*at* / *to* the gate. I didn't even have time ⁵*of* / *for* a coffee!
- Kate:** **Poor you!**
- Tom:** **Honestly,** something goes wrong every time I fly! I think the worst time was when I went to New York. When I was leaving to go to the airport, it started raining, so I ran back inside and changed ⁶*on* / *into* my waterproof jacket. Hours later, when I got ⁷*to* / *off* the check-in desk at the airport, I suddenly remembered my passport was in the other jacket! I couldn't get ⁸*on* / *in* the flight. I had to go home and book a new ticket!
- Kate:** Oh no! A funny thing happened to my dad one time when he was flying from Istanbul back home to Edinburgh. He had to change flights in Frankfurt and he was sitting in departures, watching a film ⁹*in* / *on* his laptop or something. He thought he had about two hours to kill before his flight took ¹⁰*out* / *off*. But unfortunately, he forgot to change the time on his phone and it was actually an hour later than he thought! They were calling his name: 'Can Mr McGregor please go immediately to Departures,' but he didn't hear because he was wearing headphones, so he missed the flight!
- Tom:** It's easy to make stupid mistakes!
- Kate:** Hmm.
- Tom:** I can't believe how cheap this flight is, ¹¹*on* / *by* the way. Only £150 for a return ticket ¹²*to* / *in* Grenada! That's amazing!
- Kate:** **You think so?** I only paid £115.
- Tom:** Wow! It's usually a lot more – about five hundred, I think ...
- Attendant:** Hello. Could you fasten your seatbelt please, Sir?
- Tom:** **Yes, of course.** Eh ... what time do we arrive? I'm really looking forward ¹³*to* / *at* swimming in the Caribbean.
- Attendant:** I'm sorry. Did you say the Caribbean?
- Tom:** Well, yes – we're flying to the island of Grenada in the Caribbean.
- Attendant:** We're actually flying to the city of Granada in Spain. I think perhaps you booked the wrong flight, Sir.
- Kate:** What! **I don't believe it!**
- Announcement:** **Can I have your attention, please,** Ladies and Gentlemen. There will now be a short safety demonstration. **Can I ask you to** turn ¹⁴*in* / *off* all laptops and mobile phones ...
- Tom:** Oh well, I suppose it's a chance to see a new place!
- Kate:** And another great story for you to tell!

2 Look at the expressions in bold in the conversation. In pairs, discuss how you say them in your language. Then write example sentences or mini-conversations with the expressions.