

## CAN DO OBJECTIVES




- Emphasise positive and negative experiences
- Describe journeys and landscapes
- Paraphrase and summarise
- Write a travel review

# UNIT 3

## Travel and adventure



### GETTING STARTED

- a**  Look at the picture and answer the questions.
- 1 What's just happened? Where do you think the bus was going? What factors might have led to the situation?
  - 2 Who do you think the people pushing the bus are? How do you think they feel?
  - 3 What's the man on the right doing? Why?
  - 4 What do you think will happen next?
- b**  Work in pairs. Use your answers in a to retell the events of the day this photo was taken.
- c**  Would you enjoy the type of trip these people are on? Why / Why not?




# 3A Never have I had such a rewarding experience

Learn to emphasise positive and negative experiences


**G** Inversion

**V** Wealth and poverty

## 1 READING and SPEAKING

**a**  Which of these volunteer jobs looks most interesting to you? Why?

- 1 working at a children's home in Belize
- 2 coaching sport to schoolchildren in Ghana
- 3 rescuing and caring for endangered bears in Cambodia
- 4 conserving coral reefs in the Caribbean

**b**  Have you ever done any of the activities in 1a? Where? When? Why? Would you be prepared to use your holiday time to help? Why / Why not?

**c** Read the two reviews of volunteer experiences. Answer the questions.

- 1 What are the similarities and differences in the two experiences?
- 2 What specific negatives does each review mention?

## THINKING OF VOLUNTEERING ABROAD?

Here are two inspiring stories from volunteers who joined on-going projects organised by PoD (Personal Overseas Development), an ethical, non-profit volunteer organisation.

### DEBBIE *Looking after children, Ghana*

There are a few village life truths that everyone forgets to mention. You will sweat profusely, you will get bitten by a million different insects, you will miss home comforts and no doubt feel frustrated by a fair few things. However, despite all this, you will forget all these worries in a heartbeat. No sooner had I woken up each morning than I would see a smiling face and hear a child's giggle that would melt my heart. Whether you are going to Ghana to build a school or to build a child's future your heart will break when it's time to leave because the people become your world. Never have I had such a rewarding and truly enlightening experience. Without a doubt, it will be the same for you.

The day starts with breakfast at 7 am. I worked in the kindergarten so it was up to class for 8:30 where I worked till lunchtime. Afternoons could be anything from extra classes, arts and crafts, sports coaching or even digging on the building site. Evenings were for chilling around the fire or having yam parties with the neighbours or playing silly games with the other volunteers. Normally we were all so tired from the long day that we were all fast asleep by 9 pm.

It's difficult to adjust to the intense heat and it really does sap a lot of your energy. It's also difficult when you want to do as much as possible to help but find yourself restricted by your own physical shortcomings.

The most rewarding part for me was the relationships that I built; there is no better feeling in the world than having a child run to you in the morning with pure happiness on their faces at seeing you.



Ghana

### LINDA AND MALCOLM

*Working at a children's home, Belize*

My husband and I spent two weeks at the children's home in Belize and we both thoroughly enjoyed every minute of it. The experience of living with these warm, friendly people was something we will always remember and we would certainly like to return in a couple of years. We were not really prepared for the intensity of the heat even though we had holidayed in the Caribbean previously.

The children were a joy and such characters, and we created some very special bonds. There was a lot of maintenance work to do and Malcolm, who was able to carry out more manual work, was at an advantage. We also did a lot of gardening and helping in the kitchen (my favourite). Time off was when you wanted it and with Belize being such a beautiful place with plenty of history and places to explore, you really need to make the most of it and see all you can.

Volunteering was something I have always wanted to do. We made some lovely friends and worked out of our comfort zone quite often, which for me made the experience even more special. At no time did we regret the decision to go there.

We loved being with the children, giving them little treats and helping make their environment better. We made them a special meal of burgers and chips, and the enjoyment on their faces made it so worthwhile. Little do children back home realise how the food they take for granted is a genuine treat for children here.



d Which review would you find more helpful if you were a prospective volunteer? Why?

**e Language in context** *Unusual experiences*

1 Match 1–8 with a–h to make an expression used in the reviews. Check new expressions in a dictionary.

- |   |                               |
|---|-------------------------------|
| 1 <input type="checkbox"/> miss home        | a your energy                 |
| 2 <input type="checkbox"/> melt your        | b special bonds               |
| 3 <input type="checkbox"/> have a rewarding | c comforts                    |
| 4 <input type="checkbox"/> sap a lot of     | d life skills                 |
| 5 <input type="checkbox"/> create some very | e heart                       |
| 6 <input type="checkbox"/> make the         | f and enlightening experience |
| 7 <input type="checkbox"/> take for         | g granted                     |
| 8 <input type="checkbox"/> acquire          | h most of it                  |

2 Complete these expressions with the correct preposition. Check your answers in the reviews.

- 1 \_\_\_\_\_ a heartbeat  
 2 \_\_\_\_\_ of your comfort zone  
 3 a feeling \_\_\_\_\_ self-worth and satisfaction

**2 GRAMMAR** Inversion

a Notice the phrases in **bold** in the sentences below. Why did the writers use these phrases?

- for emphasis       to soften

- No sooner had I woken up** each morning than I would see a smiling face and hear a child's giggle that would melt my heart.
- Never have I had such** a rewarding and truly enlightening experience.
- At no time did we regret** the decision to go there.
- Little do children back home realise** how the food they take for granted is a genuine treat for children here.



Belize

One of the great things about volunteering is that you are acquiring life skills and experiences you will get nowhere else. A volunteer does not do the work just to help others, but for themselves too, to get a feeling of self-worth and self-satisfaction, to learn and experience the way other people live and how other cultures work, and to be part of this.

b Look at the phrases in **bold** in 2a and complete the rule.

For emphasis, the writers use a <sup>1</sup>positive / negative adverbial and <sup>2</sup>statement / question word order: adverbial + auxiliary verb + subject + verb

c Rewrite the sentences in 2a without an inverted word order.

d Now go to Grammar Focus 3A on p.142

**3 SPEAKING and WRITING**

a **1.53** Listen to the examples. Who or what do you think each person is talking about?

- Not only are they the nicest people in the world**, they're the best cooks, too.
- Only when we got to the beach** did it all become worthwhile.
- Not until the end of the holiday** did we realise how attached we had become to them.
- Never before** have I seen such enthusiasm and excitement.
- Not in a million years** would I have imagined building something from scratch.

b **1.53 Pronunciation** Listen to the examples in 3a again. Does the tone of the phrases in **bold** ... ?

- rise then fall
- fall then rise

c Tell a partner about the highlights of a travel experience. Use inversion after some of the adverbials in the box. Make sure you use the correct tone.

rarely ...    no sooner ...    at no time ...  
 not in a million years ...    only after ...  
 only when ...    not until ...

- first impressions of the journey/place
- new experiences you had and your reaction
- a moment when you realised something
- something unique about the experience

I was staying with a host family. **No sooner had I arrived than everybody rushed to meet me.**

I went to India in January. **Not in a million years did I think vegetarian food could taste so good.**

d Write a paragraph for a blog about your experience. Use two sentences with inversion.

only by chance ...    little ...    hardly ...  
 seldom ...    never before ...

*Little did I know how eventful this holiday was going to be.*

*Never before had I experienced such heavy rain.*

## UNIT 3

## 4 LISTENING

- a** Imagine you and your friends wanted to start a volunteer project to build a school in a developing country. What problems could there be?
- b** **1.54** Listen to Daniela Papi talking about her experience in Cambodia. Does she mention any of your ideas in 4a?
- c** **1.54** Listen again. Summarise what Daniela says about these topics.
- her initial plans for volunteer work in Cambodia
  - problems with this plan
  - her six years in Cambodia
  - her beliefs after ten years' volunteer work
  - the problems with good intentions and praise
- d** What specific criticisms do you think Daniela will go on to make in her speech? What questions would you like to ask her about this kind of work?



Daniela Papi

- b** Answer these questions about the words and phrases in **bold** in 5a.
- Which noun has the opposite meaning of *hardship*?
  - Compare the adjectives *impoverished*, *deprived* and *destitute*. Which one is more severe than the other two?
  - Compare *affluent* and *well-off*. Which one are we more likely to use when we speak?
  - Compare *make ends meet* and *live within our means*. Which expression suggests more of a struggle?
  - Which of these noun phrases has a similar meaning to *disposable income*?  
 a living expenses    b spending money
- c** **1.55 Pronunciation** Listen to the sentences in 5a and underline the stressed syllables in the words and phrases in **bold**.
- d** Look at the phrases in *italics* in 5a. Think of an example of each from your own knowledge/experience. Compare your ideas with a partner.

People here faced economic hardship during the recession.

## 5 VOCABULARY Wealth and poverty

- a** Do the words and phrases in **bold** below relate to wealth or poverty? Make two lists. Which word/phrase applies to people with any level of income?
- Many farmers *are facing real economic* **hardship** after the drought killed all their crops.
  - There's no money to help **impoverished** *communities* build basic facilities like schools and medical centres.
  - In **affluent** *suburbs* like this one, house prices are extremely high.
  - There's a direct relationship between a good education system and the *economic* **prosperity** of a country.
  - Even though I got a pay rise last year, I still *find it difficult to* **make ends meet**.
  - My grandparents used to be *relatively* **well off**, but they lost all their money in bad investments.
  - He lives with his parents and pays no bills, so he has a lot of **disposable income**.
  - In the most **deprived** *areas* of the city, unemployment stands at around 50% and social problems are rife.
  - We can't go on using our credit cards all the time. We have to *learn to* **live within our means**.
  - They lost everything they had in the flood and were *left* **destitute**.

## 6 SPEAKING

- a** Think of someone you know well. Choose a suitable volunteer project for them, or think of another.
- saving cheetahs from extinction in South Africa
  - conserving the Amazon rainforest in Peru
  - helping build schools in Ghana
  - coaching sport to schoolchildren in Nepal
- b** What could you say to the volunteer about ... ?
- practical preparation *learn local customs*
  - psychological preparation
  - positive impact of volunteers
  - negative impact of volunteers
  - likely personal development and life skills
- c** Tell a partner about the person you chose in 6a and what you would say to them about volunteering.





# 3B I was expecting it to be tough

Learn to describe journeys and landscapes

- G** Future in the past; Narrative tenses
- V** Landscape features

## 1 READING and GRAMMAR

### Future in the past

- a** Look at the journey on the map. What do you think it would be like? Think about:
- what you'd expect to see
  - skills needed
  - people you might meet
  - possible risks.
- b** Read what Will Millard says about his journey. Answer the questions.
- Why does Will describe the forest as a *one-off environment*?
  - Why did Will take the journey? How did he travel? Why do you think he chose to travel that way?
  - What would you look forward to on a journey like this? What wouldn't you look forward to?

- c** Look at the underlined event in the article. Complete each sentence below with a phrase from the box. There is one phrase you do not need to use.

in the future   in progress   in the past

When Will arrived in Sierra Leone, this event was \_\_\_\_\_.  
 When Will wrote the article, this event was \_\_\_\_\_.

- d** Underline six more examples of the future in the past in the article. What four verb forms does Will use?
- e** Think of other things that Will might have considered before his trip. Write sentences using the future in the past.
- I knew that it was going to be difficult.  
 I was hoping to see some elephants.
- f** What do you think will make Will's journey difficult and dangerous?

## 2 VOCABULARY Landscape features

- a** How are the **highlighted** words in the article different in meaning? Use a dictionary to help you.
- b** Complete the collocations below with the words and phrases in the box. Check your answers in the article.

a tropical   a remote   the heart of the   dense   an untouched

- |                    |                    |              |
|--------------------|--------------------|--------------|
| 1 _____ rainforest | 3 _____ fog        | 5 _____ area |
| capital            | vegetation         | forest       |
| jungle             | undergrowth        | village      |
| 2 _____ rainforest | 4 _____ wilderness |              |
| storm              | forest             |              |
| island             | plate of food      |              |

- c** Now go to Vocabulary Focus 3B on p.160

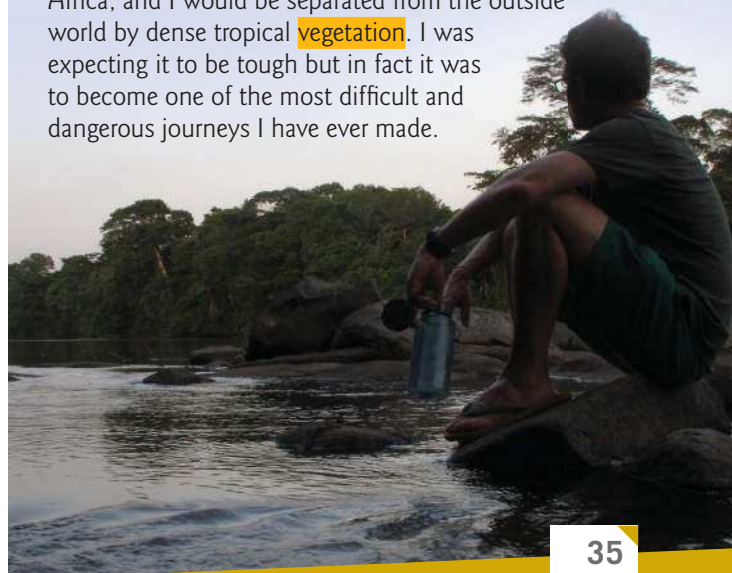


## Survival on the Mano river

My dream journey became a reality when I received a grant from the Royal Geographical Society to explore the Moro and Mano rivers. The grant was intended to cover expenses, radio training and kit to record my expedition for BBC Radio 4. I was planning to start at the top of the Gola Forest and make the first descent of the river border of Sierra Leone and Liberia, right through a chunk of Africa's most threatened **jungle** environment – one of the last untouched **wildernesses** of the Upper Guinean forest belt. More than a quarter of Africa's total mammal species are found in the belt, with bizarre creatures such as the pygmy hippopotamus found nowhere else on Earth. The need to protect what still remains of this one-off environment could not be more critical.



In Sierra Leone the Gola forest is already designated a national park, but I wanted to find out what life in the heart of a tropical **rainforest** was really like, so I was going to paddle down these rivers, hopefully as far as the sea. I knew that, although I would be in radio contact, I would be on my own in one of the most remote forests in West Africa, and I would be separated from the outside world by dense tropical **vegetation**. I was expecting it to be tough but in fact it was to become one of the most difficult and dangerous journeys I have ever made.



UNIT 3

3 LISTENING

- a 1.57 You are going to hear Will Millard describing his journey. Listen to five sounds from the recording. What do you think each sound is?
- b 1.58 Now listen to the whole recording and check your ideas in 3a.
- c 1.58 Look at pictures 1–5 below of the things from Will's trip down the river. Listen again and summarise what he says about each one.

Learning Tip

When listening, there may be words which you don't know. You can either ignore them or guess roughly what they mean from the context.  
*Just at the end of the day there was quite a large **cataract** and I didn't really fancy taking it on till tomorrow ...*  
 He's rafting on a jungle river so we can guess that a *cataract* is some feature of this environment which is difficult to get past.

- d Read the sentences below from the listening. Underline examples of informal conversational style which Will Millard uses.
  - 1 Thanks, mate.
  - 2 Managed to just get my camp sorted.
  - 3 I didn't really fancy taking it on till tomorrow.
  - 4 I guess I'll find out.
  - 5 If I lose the raft, I'm finished.

How could you express the sentences in a more neutral style?
- e 1.59 **Pronunciation** Listen again to part of what Will says. Notice how he pronounces the words in **bold**. Practise saying the phrases a–c.
  - a ... **hit** this big rock ...
  - b **Just** managed to **get** control of it again ...
  - c it's **got** my shelter on it ...
- f What would/wouldn't you have enjoyed from this part of Will's trip?

4 READING

- a You are going to read about how Will got malaria while he was still in the rainforest. Before you read, discuss these questions.
  - 1 Why would this be particularly dangerous?
  - 2 What do you think his symptoms were?
  - 3 What would he need to do in order to survive?
- b Read the text. Check your answers in 4a.
- c Read the text again and answer the questions.
  - 1 Why is rafting down rivers a good way to see wildlife?
  - 2 How did he know there were chimpanzees nearby? How close did he get to seeing them?
  - 3 What was he planning to do when he got to the coast?
  - 4 What made him take his symptoms seriously?
  - 5 He says he *survived thanks to a mix of luck, exceptional local support and money*. What events and facts do you think Will is referring to in this sentence?
  - 6 What does the last sentence tell us about Africa?

*I love rafting in rainforests ...*

This near silent method of travel gives you an unencumbered and discreet approach, perfect for radio, but rivers are also among the best possible places to spot wildlife returning from the forest depths to feed, drink and socialise. This section of the Upper Guinean was one of the finest forests I had ever experienced. It was a storybook jungle, **teeming** with life.

For a couple of days I had been hearing primates everywhere – in the banksides, up the trees, behind distant ridges, but never quite close enough to see. At dawn I'd hear the piercing screaming call of a chimp, but it was impossibly far away, the last hour of light would often bring a flash of fur, a scuffle in the bushes, a warning shriek but nothing more.

After ten days on the river I believed I was through the worst and started to think about the finish line – where the river enters the Atlantic – and all the fried and liquid-based treats that would be waiting for me at the nearest village.

Then I started to get sick. I tried to **shrug** it **off** with ibuprofen and fluid, putting it down to the exertion of paddling daily in the 40°C heat. But as my headache developed into a fever I began to **fret**, not least because among the last words of warning given to me before heading solo into the bush was the tale of a European woman who had complained of flu-like symptoms, not gone directly to hospital, and died of an undiagnosed haemorrhagic fever 48 hours later. I desperately needed to make contact with someone on the Sierra Leone bank and find my way to the road, the hospital and proper treatment.

In the morning I started to paddle out. My headache had worsened to the point that I could barely keep my eyes open in daylight and the pain in my joints was bordering on the spectacular. My bones felt like they



1 dragonflies



2 a fish eagle and a catfish




3 a hammock



4 rapids



d  Discuss the questions.

- How well do you think Will coped with the experience? Would you have coped as well as he did?
- Do you think what he did was worthwhile? Why / Why not?

e **Language in context** *Descriptive verbs*

Match the **highlighted** words and phrases in the text with the meanings below.

- rub against a hard surface (in order to make a powder)
- contain large numbers of a living creature
- pull something heavy
- physically support
- bend down with knees bent
- pull off, like a skin
- treat something worrying as if it is not important
- worry (v.)
- call someone to be present


were **grinding** to dust with every movement. I had GPS marks for all of the villages along the river bar one – Tolo, which had been written on my map in felt tip by one of the Gola Rainforest National Park researchers. It was by far the closest settlement, only a three hour paddle downstream. The river was much wider and calmer. I was dropping out of the heavy forest and knew I just had to hang on. [...]

At midday a gap in the forest revealed a lone figure – a woman, **crouched down** washing her clothes. I was drifting by this point, almost incapable of going through the motions of the strokes. I remember her shouting, then multiple hands on me as I was **peeled** from my raft. I was **propped up** on a tree-stump stool against a mud-brick house. The chief was **summoned**. I might have been the first Westerner to arrive in the village in such a condition but this place was no stranger to what to do with people carrying my symptoms. My gear was divided up and I was **hailed** through the forest to the nearest village with a motorbike, then on to the roadside and eventually to hospital.

I survived thanks to a mix of luck, exceptional local support and money. An estimated half a million African people will not be so fortunate this year.




5 a raft

5 **GRAMMAR** Narrative tensesa  Read sentences 1–7. What is each verb form in **bold**? Why is that particular verb form used?

- |  |  |
|--|--|
| <input type="checkbox"/> past simple               | <input type="checkbox"/> past continuous         |
| <input type="checkbox"/> past perfect simple       | <input type="checkbox"/> past perfect continuous |
| <input type="checkbox"/> past simple passive       | <input type="checkbox"/> past perfect passive    |
| <input type="checkbox"/> <i>would</i> + infinitive |  |

- For a couple of days, I **had been hearing** primates everywhere ...
- At dawn I **'d hear** the piercing screaming call of a chimp ...
- My headache **had worsened** to the point that I could barely keep my eyes open ...
- ... and the pain in my joints **was bordering on** the spectacular.
- ... Tolo, which **had been written** on my map in felt tip ...
- My gear was divided up and I **was hauled** through the forest to the nearest village with a motorbike ...
- I **survived** thanks to a mix of luck, exceptional local support and money.

b  Now go to Grammar Focus 3B on p.143

## c How would using a different tense change the meaning in these examples?

- For a couple of days, I **had heard** / **had been hearing** primates everywhere.
- At dawn, I **heard** / **'d hear** the piercing screaming call of a chimp.
- The chief **was** / **was being** summoned.

6 **WRITING and SPEAKING**

## a Look at the first line of each paragraph in Will's article and answer the questions.

- How do all the paragraphs (except two) start?
- Which paragraphs start differently? What are the purposes of these paragraphs?


## b Think about an adventurous trip you have been on, or one you have seen in a film / on TV, or read about. Here are some ideas.

- a time you visited a wild or remote place
- a time you fell ill far from home
- a time you travelled by an unusual form of transport
- a time you were alone in an unfamiliar place

## c Write an article about the trip. Use narrative tenses and descriptive vocabulary. Describe:

- plans you made
- what you expected when you started the trip
- when the main events happened and what happened
- how you felt about it at the time and afterwards, and why.

I had been looking forward to going to Australia for months ...  
Last summer, I was staying with friends in Paris ...

d  Work in pairs. Practise telling your story.e  Work in groups. Tell your story to the others and answer any questions.

# 30 Everyday English

## To cut a long story short

Learn to paraphrase and summarise

- S** Paraphrase and summarise in informal conversations
- P** Consonant groups across two words



### 1 LISTENING

- a** Have you ever seen or heard a live broadcast that went wrong? What happened?
- b** Answer these questions.
- What's happening in picture a?
  - What questions do you think Oscar will ask Max during the interview?
- c** **2.2** Watch or listen to Part 1 and check your answers in 1b2.
- d** **2.2** Watch or listen to Part 1 again and choose one true ending for each sentence.
- The inhabitants of the remote planet in Max's book are aliens who ...
    - look very different from humans.
    - look like humans but have a different culture.
    - want to explore other planets.
  - Oscar suggests that Max's ideas might come from ...
    - his experiences while travelling.
    - another science fiction novelist.
    - experiences in his childhood.
  - Oscar suggests that Max's next book ...
    - will be published in the near future.
    - will be a sequel to *Solar Wind*.
    - will depend on the success of his first book.
- e** Discuss the questions.
- How do you think Oscar and Max feel about the success of the interview? Why?
  - Have you ever been interviewed for any reason? How did you feel ... ?
    - before the interview
    - afterwards

### 2 PRONUNCIATION

#### Consonant groups across two words

- a** **2.3** Listen to the words and phrases in the box. Underline the letters which correspond to the consonant groups given afterwards. Notice that consonant groups can occur within a word or across two words.

explorers /ksp/    space travel /str/    aliens look /nzl/  
 long story /ŋst/    bestseller /sts/

- b** **2.4** Match phrases 1–7 with consonant groups across two words a–g below. Listen and check your answers. Practise saying the phrases.

- |   |          |
|---|----------|
| 1 <input type="checkbox"/> deep space         | a /ksp/  |
| 2 <input type="checkbox"/> dense jungle       | b /lθkr/ |
| 3 <input type="checkbox"/> Max Redwood        | c /ksr/  |
| 4 <input type="checkbox"/> science fiction    | d /nsf/  |
| 5 <input type="checkbox"/> six planets        | e /nsdʒ/ |
| 6 <input type="checkbox"/> tourism statistics | f /psp/  |
| 7 <input type="checkbox"/> wealth creation    | g /mst/  |

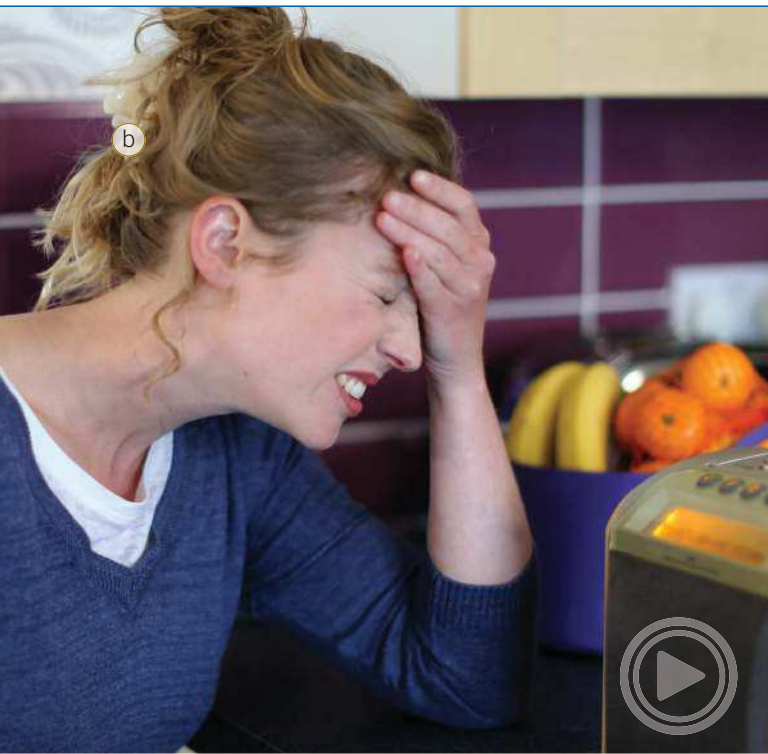
- c** **2.5** Listen to the pronunciation of the phrases in groups 1 and 2. In which group can you hear the letters in **bold** clearly?

1 /t/ or /d/ before a	2 /t/ or /d/ before a
a Westgate Street	Westgate Avenue
b travelled <b>l</b> much	travelled <b>l</b> a lot
c remote planet	remote area
d different culture	different abilities
e <i>Solar Wind</i> <b>2</b>	<i>Solar Wind</i> <b>8</b>
f top secret classified	top secret information

- d** Complete the name of each group in the table in 2c with *vowel* or *consonant*.

- e** Practise saying the phrases in the table in 2c.





UNIT 3

4 USEFUL LANGUAGE Paraphrasing and summarising

- a Read the excerpts from Parts 1 and 2. Match the expressions in **bold** with their uses below.
- 1 *What happens next? **Or, to put it another way**, when will Solar Wind 2 be published?*
  - 2 ***All things considered**, I think my first and last radio interview ... was a complete and utter embarrassment.*
- paraphrase = express the same idea in new words  
 summarise = express only the main point(s)
- b 2.8 Complete the extracts from Parts 1 and 2 below with the expressions in the box. Listen and check.

in other words    in a nutshell    that is to say  
 to cut a long story short    what I meant by that was

- 1 And basically, \_\_\_\_\_, a group of explorers are visiting a remote planet ...
- 2 ... populated by people, \_\_\_\_\_, aliens!
- 3 I was planning a trip across Asia but, well, \_\_\_\_\_, I had to cancel it
- 4 So \_\_\_\_\_, it all just came from your imagination, then?
- 5 \_\_\_\_\_, you're not allowed to give any dates yet?

- c Add the expressions from 4a and b to the correct group below.

Paraphrasing	Summarising

- d Complete the sentences with a suitable expression for summarising and paraphrasing and your own idea.
- 1 We had some ups and down throughout the trip. All ...
  - 2 People there spend a lot of time visiting aunts, uncles, cousins, that is ...
  - 3 I had loads of problems on the trip, but to ...
  - 4 I'm sorry, I didn't express myself very clearly. What ...
  - 5 The novel is quite long and complicated, but in ...

3 LISTENING

- a Look at picture b and answer the questions.
- 1 What do you think Emma thinks of Max's radio interview?
  - 2 What do you think she will say to Max about it?
- b 2.6 Watch or listen to Part 2. How is Emma dishonest?
- c 2.6 Complete the sentences with the words you heard. Watch or listen to Part 2 again and check.
- 1 I'm sure it wasn't that \_\_\_\_\_.
  - 2 I'll never be able to show my \_\_\_\_\_ again!
  - 3 I'll put \_\_\_\_\_ on.
- d **Language in context** *Exaggerating*
- 1 2.7 Complete Max's exaggerations with the words in the box. Listen and check.
- outright    complete and utter    totally    blithering
- 1 It was an \_\_\_\_\_ disaster!
  - 2 I came across as a \_\_\_\_\_ idiot!
  - 3 A \_\_\_\_\_ embarrassment!
  - 4 My career's \_\_\_\_\_ ruined!
- 2 Why do you think Max exaggerated about his interview? In what situations do you think people choose to exaggerate? Why?
- e Discuss the questions.
- 1 Do you think it's better to be kind or to be honest when people ask your opinion?
  - 2 Have you ever ... ?
    - told someone a white lie to avoid hurting their feelings
    - felt someone has told you a white lie to avoid hurting your feelings

5 SPEAKING

- Communication 3C** Work in pairs. Go to p.129

Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.



# 3D Skills for Writing

## The view is stunning

Learn to write a travel review

**W** Descriptive language; Writing briefly

### 1 SPEAKING

- a What is the most rewarding place you've been to as a tourist, and what is the most disappointing? Why?
- b Read the description of Prague from a tourist website. How much does it appeal to you as a tourist destination?

### 2 LISTENING

- a **2.9** Listen to Tony and Lola talking about Prague and answer the questions.
  - 1 What do they say about the places in the photos?
  - 2 What similar points do they make?
  - 3 Do you think that Tony and Lola would both go back to Prague? Why / Why not?

- b **2.9** Tony and Lola use descriptive phrases to talk about the city. Match the words in boxes A and B. Then listen again and check.

A		B	
well-	romantic	streets	atmosphere
skilfully	cobbled	of tourists	view
hordes	breathtaking	roofs	with people
teeming	tiled	restored	preserved

- c Discuss the questions. Consider the issues from the point of view of both residents and tourists.
  - 1 What are the good and bad effects that tourism can have on a city like Prague?
  - 2 Do you think popular tourist cities should try to limit tourists or charge them to see the city?

## Prague, Czech Republic

... Culture, magic and romance

to do
to eat
to see
to go

It's no wonder that Prague is on everyone's list of must-see places in Europe and attracts four million visitors every year. Prague has everything you'd expect of a European city ...

- a historic city centre so compact you can walk round it in a couple of hours, though you'll want to stay much, much longer
- a romantic castle built in the 9<sup>th</sup> century, with great views across the city
- splendid examples of Baroque and Renaissance architecture and scores of fountains, squares and parks
- the magnificent Charles Bridge, spanning the River Vltava which flows through the city
- delicious local food and drink at reasonable prices
- a diverse nightlife, from fashionable clubs to sophisticated restaurants to atmospheric cafés



View from Prague Castle



Old Town



The Charles Bridge



**3 READING**

Read the traveller's review. What further information (beyond the descriptions in the listening) does it include about ... ?

- Old Town
- Charles Bridge
- the castle

Use your answers in 2a and/or the audioscript on p.205 to help you. Underline the information in the review.

**4 WRITING SKILLS****Descriptive language; Writing briefly**

a Write the **highlighted** words and phrases in the review in two lists:

Positive  
hospitable

Negative  
pretty basic

**Writing Tip**

When writing a description, try to use words which carry a more precise or an extra meaning. So instead of *There were stalls on the bridge*:

- *The bridge was **lined with** stalls.* (extra meaning: they were in lines along the sides)
- *The bridge was **crowded with** stalls.* (extra meaning: there were too many, so there wasn't enough space)

You can also convey your attitude by using words with a positive or a negative meaning. So instead of *The streets were busy*:

- *The streets were **lively**.* (= there were lots of people – it was good)
- *The streets were **overcrowded**.* (= there were lots of people – it was bad)

b Which **highlighted** words or phrases could replace the words in *italics* below?

- 1 The food was *not too expensive*.
- 2 The centre is *full of tourists*.
- 3 Walking along the streets was *very difficult*.
- 4 There are *good opportunities to take photos*.
- 5 The restaurant had *traditional food from the country*.
- 6 It's *an attraction you definitely should see*.
- 7 The castle *looks rather ordinary*.
- 8 The owners *were very helpful*.

c In the review, the writer sometimes omits certain words. What words could you add to these examples to make complete sentences?

- 1 Lots of music and very lively and laid-back.
- 2 Took hundreds of photos.
- 3 Then back to the hotel for a quick shower.

d Look at the third paragraph of the review and find three more examples of words which are omitted. What is the effect of leaving out words in this way?

- 1 It seems more formal.
- 2 It seems less formal and more like conversation.

e ► Now go to Writing Focus 3D on p.170

**Prague get-away weekend**

We stayed at the Slavka Hotel – a small hotel in a residential area. It was **pretty basic** but the owners were very **hospitable** and **really put themselves out for us**. Our large double room was comfortable and **spotlessly clean**. To our surprise, it cost just \$90.00 per night, including a delicious breakfast with fresh fruit, excellent coffee and freshly baked rolls.

We spent most of the day wandering around Old Town – the city centre. The architecture is a stunning and mind-boggling mixture of styles from every period – Gothic, Baroque, Renaissance, Art Nouveau – all absolutely immaculate, all beautifully restored. Only one problem – it was quite **overrun with tourists** (like us!), and especially the narrower streets were **a bit of a nightmare** to get through. We found a few nice little squares where there weren't so many people and we could sit and admire the buildings.

We wrapped up our day in the city with a walk across Charles Bridge, followed by a visit to the castle. The bridge is about 800 metres long, pedestrian only, and lined with impressive statues – **a must-see attraction** if you visit Prague. Lots of music and very lively and laid-back, but a bit **crowded with stalls** selling souvenirs. **Great photo ops** from the bridge overlooking the river and city.

On the other side of the river you can wander up tiny winding lanes to the castle. I loved this part of the city – still has such an untouched romantic atmosphere. You can imagine you're back in the Middle Ages. The castle itself **isn't much to look at**, as although it dates from the 9<sup>th</sup> century, it's been restored so it doesn't even look particularly old. But the views across the city and the river are absolutely breathtaking. Took hundreds of photos.

Then back to the hotel for a quick shower and something to eat. Near the hotel there was a restaurant with **authentic cuisine**, very **reasonably priced**. A much better bet than the **overpriced** restaurants in the tourist areas of town.

**5 WRITING**

a Make a list of tourist attractions in the town and area where you are now. Include:

- attractions you think are worth visiting
- attractions you think are less worthwhile.

b Imagine you spent a day here as a tourist. Choose two or three attractions in the list and write a review. Include comments on your accommodation and somewhere you ate too.

c Work with a partner. Look at what you both wrote and see how you could improve it by:

- using adjectives and phrases with a stronger positive or negative meaning
- making some sentences shorter by omitting words.

d Read your review to the class. Which reviews do most people agree with?



# UNIT 3

## Review and extension

### 1 GRAMMAR

a Reorder the words to make sentences.

- get / plane / was / about / a / John / to / on
- you / home / did / her / at / rarely / very / see
- was / that / thought / faint / Amelia / to / she / going
- account / anyone / told / on / no / be / must
- next / set / we / early / day / to / were / leave / the
- on / go / like / would / I / a / no / trip / way / that

b Cross out the verb form which is NOT correct.

- Kevin *was leaving* / *was about to leave* / ~~*would leave*~~ on a business trip when he got the call.
- Originally we *planned to take* / *had been going to take* / ~~*would be taking*~~ the train.
- As soon as we *arrived* / *had arrived* / ~~*had been arriving*~~, we checked in.
- Our supplies *had ended* / *had been ending* / ~~*ended*~~ and we had to find more from somewhere.
- Our room was terrible and I *had been complaining* / ~~*might complain*~~ / ~~*complained*~~ to the manager.
- Travel *was* / ~~*would be*~~ / ~~*was to be*~~ cheaper in those days.

### 2 VOCABULARY

a Complete the sentences with the words in the box.

affluent deprived destitute disposable  
hardship means prosperity well-off

- This neighbourhood is quite \_\_\_\_\_ so prices are high.
- I don't really have much \_\_\_\_\_ income.
- You can tell it's a \_\_\_\_\_ area by the crime rate.
- The floods left many poorer residents \_\_\_\_\_.
- I wouldn't say I'm super-rich but I am \_\_\_\_\_.
- A recession had started and the years of \_\_\_\_\_ were over.
- It is no \_\_\_\_\_ to live without a car in a big city.
- We manage to live within our \_\_\_\_\_ somehow.

b Complete the missing words.

- Many species live only in the h\_\_\_\_\_t of the rainforest.
- Anything might be hiding in the dense v\_\_\_\_\_n!
- This is truly an u\_\_\_\_\_d wilderness.
- The r\_\_\_\_\_d coastline is popular with walkers.
- Once a year the rains bring the a\_\_\_\_\_d desert to life.
- Tourists come for the p\_\_\_\_\_e beaches and gentle sea.
- They say there are alligators in the s\_\_\_\_\_p.

### 3 WORDPOWER Idioms: Landscapes

a Match the expressions in **bold** with definitions a–g.

- A I'm absolutely **swamped** this week.  
B Poor you. Let me know if there's anything I can do.
- A We've had loads of customers this week.  
B It's great, I know. But we're not **out of the woods** yet.
- A What are you going to say to him?  
B I don't know. I'll go over and **get the lie of the land** first.
- A How are you coping with the move and the new job?  
B It's **an uphill struggle** but I'm just about managing!
- A It seems like when we talk we're always **getting bogged down with** tiny details.  
B So you're not making any progress?
- A I've had cake every afternoon this week!  
B Be careful! It's **a slippery slope** once you start.
- A I paid £100 off our credit card last month.  
B That's just **a drop in the ocean** though, isn't it?

- a small amount compared to the amount required
- a series of events that become out of control and create worse problems
- free from problems/danger
- wait until you have all the information about a situation
- get stuck on a particular point and be unable to make progress
- be overwhelmed by too much work
- when making progress is very difficult

b 2.10 Complete the sentences with an idiom from 3a. Listen and check.

- I made a small donation, but I know it's just \_\_\_\_\_.
- She clearly wants to \_\_\_\_\_ before she makes any big decisions.
- Regaining popular opinion is going to be \_\_\_\_\_ for the party.
- We've just had some great news from the hospital: Sam's \_\_\_\_\_.
- I told her borrowing was \_\_\_\_\_. She's going to have to get a second job.
- If you can't answer a question, don't \_\_\_\_\_ it, just move on to the next one.
- Ever since they put the ad out, they've been completely \_\_\_\_\_ with phone calls.

c What situation do you think each person in 3b is talking about?

### REVIEW YOUR PROGRESS

How well did you do in this unit? Write 3, 2, or 1 for each objective.

3 = very well 2 = well 1 = not so well

#### I CAN ...

- |   |                          |
|---|--------------------------|
| emphasise positive and negative experiences | <input type="checkbox"/> |
| describe journeys and landscapes            | <input type="checkbox"/> |
| paraphrase and summarise                    | <input type="checkbox"/> |
| write a travel review                       | <input type="checkbox"/> |