



CAN DO OBJECTIVES

- Talk about past holidays
- Describe difficult journeys
- Ask for information in a public place
- Write a travel blog

UNIT 2

Travel and Tourism

GETTING STARTED

a Look at the picture and answer the questions.

- 1 Where are the people? What are they doing? Why?
- 2 How is each person feeling?
- 3 What do you think the woman holding the child is saying?
- 4 What do you think happens next?

b In pairs, ask and answer questions 1–3.

- 1 Would you like to do this activity on holiday? Why / Why not?
- 2 Have you ever ridden a camel, or any other animal? Where? Why? Did you have fun?
- 3 What kind of activities make you feel like the child in this picture?



2A We had an adventure

Learn to talk about past holidays

- G** Past simple
V Tourism

1 READING AND LISTENING

a Ask and answer the questions.

- Where do you like to go on holiday?
- Do you like to try new things on holiday? What?
- Can you think of any kind of holiday you wouldn't enjoy?

b Read *Yes Man changed my life* and answer the questions.

- What is Danny Wallace's book, *Yes Man* about?
- What did Richard do after he read *Yes Man*?

c Read *Day One* and *Day Two* and then answer the questions.

Day One

- Why did Richard go into the travel agent's?
- What holiday did he book?
- Did he book the kind of holiday he usually likes?
- When was his flight?

Day Two

- Why did Richard go to the beach?
- How was the weather?
- What did he buy at the beach?
- What is he going to do on Day Three? How does he feel about it?

d Would you like to try water skiing? Do you think Richard will enjoy it?

e Listen to Richard describing day three. Are sentences 1–5 true (T) or false (F)? Correct the false sentences.

- The class began with a lesson before they went out to sea.
- Richard felt fine when they went out on the boat.
- He found it difficult to stand up on the water skis.
- He hated water skiing.
- When he got back to the hotel, he went to bed.

f Can you think of a time when you were surprised you enjoyed something?

2 GRAMMAR Past simple: positive

a Underline the past simple form of these verbs in the article.

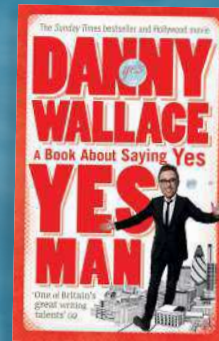
become feel decide start ask do change
 have want get see sleep go arrive give

b Which verbs in 2a end in *-ed* in the past tense? How do the other verbs change?

You can find a list of irregular verbs on [p.206](#)

c Complete the sentences with the past simple form of the verbs in brackets.

- I _____ as a waiter for a day, for no money. (work)
- I _____ a day fishing with five Greek fishermen. (spend)
- I _____ at a beach party until six in the morning. (stay)
- I _____ a dancing competition. (win)
- I _____ the same boat trip three times. (take)
- I _____ swimming at midnight. (go)

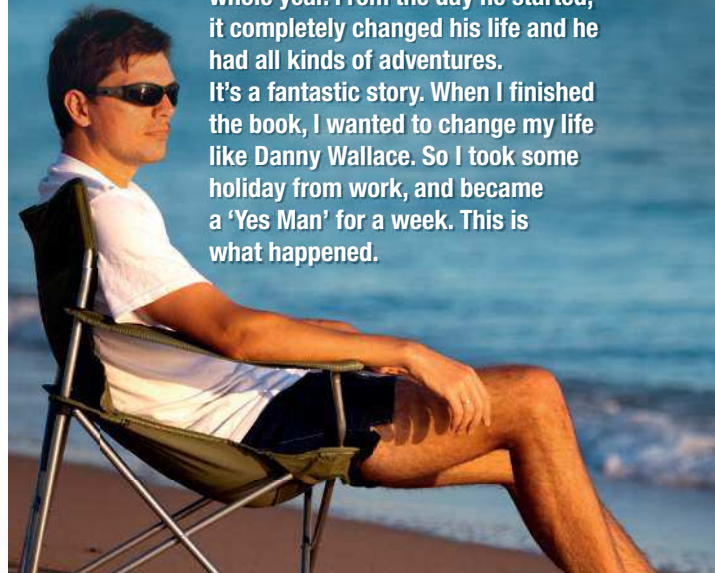


YES MAN CHANGED MY LIFE

by Richard Collins

Yes Man is the best book I've ever read. It's the true story of a year in the life of author, Danny Wallace. Before Danny Wallace became the 'Yes Man', his life was boring and he felt old. So he decided to make things more exciting. He started saying "yes" to every question people asked him. And he did it for a whole year. From the day he started, it completely changed his life and he had all kinds of adventures.

It's a fantastic story. When I finished the book, I wanted to change my life like Danny Wallace. So I took some holiday from work, and became a 'Yes Man' for a week. This is what happened.



3 LISTENING

a Listen to 1.24. Which of the activities in 2c do you think Richard enjoyed? Tell a partner. Listen and check.

b Listen again. What is Richard's last question? Do you think he will say yes or no? Why?

c Ask and answer the questions.

- Do you ever say yes when you don't want to? When?
- Would you like to be a 'Yes Man' for a week? Why / Why not?

Day One

I started on Saturday morning. At 10 am, I got my first question. I saw a poster in the window of a travel agent's. It said, "Tired?" (Yes – I slept badly the night before, so I was tired). Under this, it said, "Do you need a holiday?" (Yes, definitely.) So I went in. The travel agent asked me where I wanted to go. But before I could answer, she said, "Somewhere hot?" I don't like hot weather, but I said, "Yes." "A beach holiday? Maybe in Greece?" I don't like the beach. I prefer cities. But I said, "Yes." "What kind of accommodation? A hotel? Or a ... " I hate hotels, but before she could continue, I said, "Yes." Five minutes later everything was ready. My flight was the next day.

Day Two

I arrived at my hotel on the island of Zante at lunchtime. It was very, very hot. I just wanted to check in and unpack my suitcase, but the receptionist said, "We have a minibus to the beach in ten minutes. Do you want to go?" You know the answer I gave her. It was about 40°C at the beach. Luckily, I brought suntan lotion. A man came towards me: "Sunglasses? Do you want sunglasses?" I had some in my bag, but I said, "Yes." Five minutes later, another man came: "Beautiful hat, sir?" I tried not to look at him. Three hours later, I had two pairs of sunglasses, three hats, a watch and a woman's necklace. It was difficult to carry all my new things back to the minibus. I decided: no trips tomorrow, just rest. When I got back, the receptionist asked, "Did you like the beach?" I didn't, but I said, "Yes." "Oh, there's a water skiing course tomorrow. Do you want me to book a place for you?" I can't swim very well and I don't like the sea. I wanted to cry ...

UNIT 2



5 PRONUNCIATION -ed endings

- a** 1.27 Listen and tick (✓) the verbs which have an extra syllable when we add *-ed*.
- | | | | |
|------------------|--------------------------|---------------|--------------------------|
| change > changed | <input type="checkbox"/> | play > played | <input type="checkbox"/> |
| need > needed | <input type="checkbox"/> | ask > asked | <input type="checkbox"/> |
| decide > decided | <input type="checkbox"/> | want > wanted | <input type="checkbox"/> |
| start > started | <input type="checkbox"/> | | |

- b** Complete the rule with two sounds.

-ed endings are pronounced with an extra syllable /ɪd/ after ___ and ___ only.

- c** 1.28 Which of the verbs + *-ed* in the box have the extra /ɪd/ syllable? Listen and check.

waited included arrived looked watched
shouted smiled stopped ended believed

6 VOCABULARY Tourism

- a** What useful holiday items can you see on these pages? What else do people normally take?

- b** Now go to Vocabulary Focus 2A on p.133

7 SPEAKING

- a** Think of a holiday you enjoyed. Think about your answers to these questions.

- When did you go?
- Where did you go?
- Was it your first time?
- How long did you go for?
- Who did you go with?
- What kind of accommodation did you stay in?
- Did you do any sightseeing?
- Who did you meet?
- Did you bring back any souvenirs?

- b** Tell your partner about your holiday. Listen to your partner and ask questions.

4 GRAMMAR

Past simple: negative and questions

- a** Complete the sentences with the words in the box.

was didn't did weren't

- 1 Some of my experiences _____ very good.
- 2 I _____ like the mosquitoes that bit me.
- 3 _____ you have a good week?
- 4 What _____ your favourite thing?

- b** Look at the sentences in 4a and answer the questions about the past simple.

- 1 Which sentences include the verb *be*?
- 2 How do we make negatives and questions ...
 - with the verb *be*?
 - with other verbs?

- c** Now go to Grammar Focus 2A on p.144

2B Everyone was waiting for me

Learn to describe difficult journeys

- G** Past continuous
- V** Travel collocations



1 VOCABULARY Travel collocations

a Look at the list of ways to travel. Which do you prefer? Why?

- car
- bus
- train
- plane
- coach
- on foot

b Look at the travel problems in the pictures. Which situation do you dislike most?

c Now go to Vocabulary Focus 2B on p.134

2 LISTENING

a Look at the picture and the headline. What do you think happened?



b Listen to the woman describing her experience. Were your ideas in 2a correct?

c Listen again. What does the woman say about ... ?

- her journey to the airport
- boarding the plane
- what the flight attendant said
- what happened when she was in the toilet
- how she feels about what happened now

d Do you believe the woman's story? Why? / Why not?



3 GRAMMAR Past continuous

a **1.34** Listen and complete the past continuous verbs in the sentences.

- It _____ when I left the house.
- When I boarded the plane, all the other passengers _____ for me.
- I _____ my book, when one of the flight attendants spoke to me.
- I _____ on the toilet when the turbulence started.

b Underline the past simple verbs in sentences 1–4 in 3a.

c Look at the sentences in 3a again and answer the questions.

- Which action started first in every sentence? (past simple or past continuous?)
- Think about when and why the past continuous action stopped in each sentence. Write the sentence numbers (1–4).

The past continuous action
 ... stopped because of the past simple action.
 ... stopped some time after the past simple action.

d Now go to Grammar Focus 2B on [p.144](#)

e **1.34 Pronunciation** Listen to the sentences. Notice which words are stressed.

- | | |
|--------------------------------------|-------------------------------------------|
| 1 It was <u>rain</u> ing. | 4 We were <u>driving</u> fast. |
| 2 It <u>wasn't</u> rain <u>ing</u> . | 5 We <u>weren't</u> driv <u>ing</u> fast. |
| 3 Was it <u>rain</u> ing? | 6 Were we <u>driving</u> fast? |

f **1.36** Listen to the sentences in 3e again. Do the vowel sounds in *was* and *were* sound the same in all the sentences?

g **1.37** Listen to five more sentences. Do you hear *was*, *wasn't*, *were* or *weren't* in each?

h Complete the sentences with the past continuous or past simple forms of the verbs in brackets.

- The train _____ (leave) the station, when I _____ (realise) I was on the wrong train.
- When I _____ (travel) around Australia, I _____ (lose) my passport.
- I _____ (run) for the bus when my bag _____ (open) and all my things _____ (fall) out.
- I _____ (drive) to a family wedding when my GPS _____ (stop) working.
- Someone _____ (steal) my bag when I _____ (stand) in the queue for a ticket.

i Have you had any similar experiences to those in 3h?

I lost my passport when we were moving house.

What did you do?

4 READING AND SPEAKING

a Read the headlines and look at the pictures. What do you think happened to the travellers?



Did you mean Capri?
 Swedish tourists miss their destination by 600 km

Coach passengers asked to get out and push



b **Communication 2B.** Student A: go to page [p.127](#). Student B: go to [p.128](#).

c Tell your partner your story. Use the questions to help you.

- Where were they going?
- How were they travelling?
- What was the problem?
- Who helped solve the problem? How?
- What happened in the end?

Two Swedish tourists were on holiday in Italy. They ...

d Which journey do you think was worse for the travellers?

e Think of a time you had a difficult journey. Think about your answers to these questions.

- | | |
|----------------------------|-----------------------------|
| • Where were you going? | • What went wrong? |
| • How were you travelling? | • What happened in the end? |

f Work in small groups. Tell the group about your journey.

When I was travelling to Florida, we waited for ten hours in the airport. Then they sent us to a hotel.

Was it free?

g Who in your group has had the worst experience on ... ?

- a plane
- a train
- a bus or a coach

20 Everyday English

What time's the next train?

Learn to ask for information in a public place

P Joining words

G Asking for more information

1 LISTENING

a What kind of information do people ask for in these places? Think of two kinds of information for each place.

- train stations
- tourist offices
- airports

b Look at the picture. Where is Annie? What information do you think she is asking for?

c **1.38** Watch or listen to Part 1 and check your ideas in 1b.



d **1.38** Watch or listen to Part 1 again. Answer the questions.

- 1 When does the next train to Birmingham leave? _____
- 2 How often do the trains leave? _____
- 3 Which platform does the Birmingham train leave from? _____
- 4 Which day will Annie come back? _____
- 5 How much is Annie's ticket? _____
- 6 What does Annie want to get from the newsagent's? _____

2 USEFUL LANGUAGE Asking for information in a public place

a **1.39** Match 1–6 with a–f to make questions from Annie's conversation. Then listen and check.

- | | |
|----------------------------------------------------|-------------------------|
| 1 <input type="checkbox"/> What time's | a is a ticket? |
| 2 <input type="checkbox"/> How often | b pay by card? |
| 3 <input type="checkbox"/> Could you tell me where | c the ticket office is? |
| 4 <input type="checkbox"/> How much | d the next train? |
| 5 <input type="checkbox"/> Can I | e do the trains leave? |
| 6 <input type="checkbox"/> Where can I | f buy a magazine? |

b **1.40** Listen and complete the questions the assistant asks.

- 1 Yes, how _____ help you?
- 2 Is there _____ I can help you with?

c Complete the dialogue with words from the box.

what time where can I can I how much could you tell me

- A** Hi, ¹ _____ where the museum is, please?
B Yes, it's not far. It's by the river. Look on the map – here.
A I see. And ² _____ does it open?
B From 8 am till 4 pm.
A ³ _____ is a ticket?
B For adults, it's £14.
A ⁴ _____ buy a ticket?
B I can sell you a ticket here, or you can buy one at the museum.
A Oh, I'll buy one here. ⁵ _____ pay by card?
B Of course – that's no problem.

d **1.41** Listen and check. Practise the dialogue.

3 PRONUNCIATION Joining words

a **1.42** Listen to the questions and look at the letters in **bold**.

- Where **can I** buy a magazine?
- How **much** is a ticket?

1 Underline the correct word to complete the rule.

There *is / isn't* a pause between words when a consonant sound comes before a vowel sound.

2 What sound exactly do the letters in **bold** in each question make?

b Underline the letters and spaces where there isn't a pause.

- | | |
|----------------------------|----------------------------------|
| 1 Is anyone sitting here? | 4 Do you want a drink? |
| 2 Could I sit next to you? | 5 Where do you get off? |
| 3 What are you reading? | 6 Can I have your email address? |

c **1.43** Listen and check.

d In pairs, ask the questions in 3b and answer with your own ideas.

4 CONVERSATION SKILLS

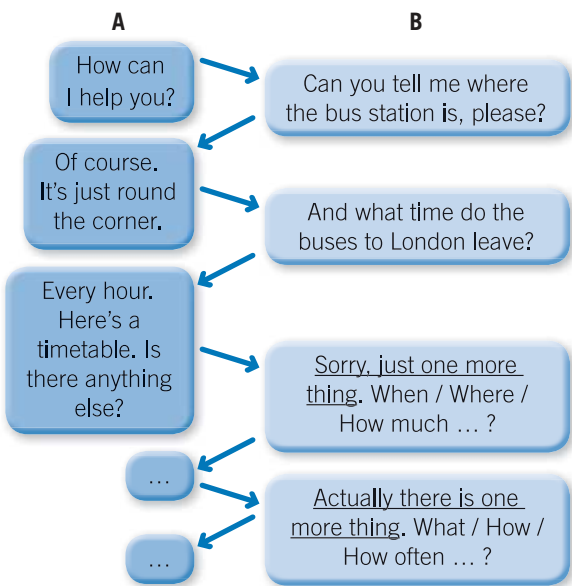
Asking for more information

a Look at the underlined phrases. Do the phrases show that the speaker wants to ... ?

- 1 end the conversation
- 2 ask something else

ANNIE Sorry, just one more thing.
ASSISTANT Yes, of course.
ANNIE Could you tell me where the ticket office is?
ASSISTANT Is there anything else I can help you with?
ANNIE Actually, there is one more thing. Where can I buy a magazine?

- b** **1.44** Listen to the phrases and repeat.
- c** Work in pairs. Student A: you are a tourist officer. Student B: you are a tourist in town. Use the dialogue below, and ask two more questions.



d Swap roles. Do the dialogue again.

5 LISTENING

- a** Look at the picture from Part 2. Why do you think Annie runs back to the assistant?
- b** **1.45** Watch or listen to Part 2 and check your ideas. What mistake did Annie make? What is her last question?
- c** Have you ever made a silly mistake like Annie? What happened?

6 SPEAKING

a **Communication 2C** Student A: go to 6b below. Student B: go to p.128.

Student A

b Look at Card 1. Think about what you want to ask.

1 You need to book a train ticket.

- – first train to Manchester / in the morning?
- how often / trains to Manchester?
- £ two adult tickets?
- pay by card?
- where / leave luggage?
- where / the waiting room?

c Listen to Student B and reply. Find out the information you need.

d Now look at card 2. Start the conversation with Student B. Say 'How can I help you?'

2 You are a tourist guide in Warwick.

- castle is in the centre of town
- opening hours 10 am–6 pm
- prices: adult £30.60, child £25.80
- buy tickets at the castle or online
- tours every hour
- visitors can bring food, but many places to buy food



Unit Progress Test

CHECK YOUR PROGRESS

You can now do the Unit Progress Test.

2D Skills for Writing

This city is different, but very friendly

Learn to write a travel blog

W Linking: *and / but / so / because / when*

1 SPEAKING AND LISTENING

a Look at the pictures of Indonesia. Ask and answer the questions.

- 1 What can you see in the photos?
- 2 What do you know about Indonesia?
- 3 Have you been there? Would you like to go there? Why / Why not?

b **1.46** Listen to Karen talking to her nephew Tim about Indonesia. Answer the questions.

- 1 Why is Tim phoning Karen?
- 2 When did she travel to Indonesia?
- 3 Which of the things in the photographs (a–e) in 1a does Karen describe to Tim?

c **1.46** Listen again and answer the questions.

- 1 How is Tim planning to get to his hostel?
- 2 What were the problems with Karen's flight to Jakarta?
- 3 How does Karen describe Indonesian traffic jams?
- 4 How did Karen feel about the storms in Indonesia?
- 5 Why didn't Karen write a blog?

d Ask and answer the questions.

- 1 Do you write a blog or diary when you travel? Do you know someone who does?
- 2 Do you like reading other people's blogs? Why / Why not?

2 READING

a Read Tim's travel blog about arriving in Jakarta, Indonesia. Tick (✓) the topic he does not write about.

- his flight to Jakarta
- animals
- the weather
- the traffic
- the people
- food
- tourist places

MY BLOG

ABOUT ME

Indonesian Adventure

TUESDAY 22ND APRIL

JAKARTA – EVENING

We've arrived and it's really exciting! It was a long flight, but I slept most of the way, so I'm not tired. When I got off the plane, I noticed the heat first – 32 degrees! It's really humid, because this is the rainy season.

Everything they say about the roads in Jakarta is true! When we left the airport, there was a huge traffic jam.

It took a very long time to get to the centre of town.

We got a taxi to the hostel (where we're staying). The taxi driver was very friendly, but he didn't speak much English.

I just showed him the address of the hostel on a piece of paper and he brought us here. I think we paid him too much, because he seemed very happy when he drove away!

Sam's telling me to get ready to go and eat, so I have to finish now – more tomorrow.



b Read the blog again and answer the questions.

- 1 What did Tim do on the flight?
- 2 Why was the journey to the city centre slow?
- 3 Why did Tim think the taxi driver was happy?
- 4 What did he think of the food at the restaurant?
- 5 What did he see in the Old Town?

3 WRITING SKILLS Linking words

a Read the examples and answer the questions about the linking words in **bold**.

- 1 I slept most of the way, **so** I'm not tired.
- 2 **When** I got off the plane, I noticed the heat first.
- 3 It was really fresh **and** full of flavour.
- 4 The taxi driver was very friendly, **but** he didn't speak much English.
- 5 I decided to have *nasi goreng* **because** it's the Indonesian national dish.

Which word do we use to ... ?

- a say two things happen at the same time
- b add a similar idea
- c add a different idea
- d give the reason for something
- e give the result of something

b Find and underline more examples of the linking words in Tim's blog.

c Put *but, when, so* or *because* where you see **▲** in the sentences.

- 1 We were very tired, **▲** we went straight to bed.
- 2 **▲** we got to the hotel, I unpacked.
- 3 It was the middle of the night, **▲** the streets were completely empty
- 4 The restaurant looked small and cheap, **▲** the food was amazing.
- 5 We gave the waiter \$5 **▲** the service was excellent.
- 6 We ran into a shopping centre **▲** the storm began.
- 7 We went to the National Museum **▲** we wanted to understand more about the country's history.
- 8 We tried to check in, **▲** we were very early and the desk was closed.

4 WRITING

a You're going to write a blog. Choose one of the topics.

- a holiday experience
- your first day doing something new (for example, starting a new course or job)
- a new place you visited recently

b Make notes. Think about:

- where you were
- how you felt
- what you saw and did
- who you talked to

c Write your blog. Use some linking words from 3a.

d Work in pairs. Read your partner's blog. Do they use linking words? Is it similar to your blog?



WEDNESDAY 23RD APRIL

JAKARTA – THE NEXT DAY!

Sam and I had a delicious meal last night in a small local restaurant – we were the only tourists there, so it seemed to be a place for local people. I decided to have *nasi goreng* because it's the Indonesian national dish. It was really fresh and full of flavour. I felt tired when I got back to the hostel and fell asleep immediately.

Today we visited the Old Town. There are lots of old buildings in different styles. They're very attractive and very different from anything you see in the UK. I took a lot of photos ...



UNIT 2

Review and extension

1 GRAMMAR

- a Complete the sentences with the past simple forms of the verbs in the box.

ask not get learn meet need not spend wear

- We _____ a lot of money, because everything was very cheap.
- She _____ the bus driver for directions.
- I _____ to change my ticket before I got on the train.
- I _____ the bus home, because I didn't have any money.
- He _____ his new shirt to the party.
- _____ you _____ any interesting people on holiday?
- I _____ how to surf when I lived in California.

- b Choose the correct verb forms.

I had a terrible journey. I ¹walked / was walking to the train station and it started raining. And then the train was twenty minutes late. When it ²came / was coming, I ³found / was finding a seat by the window. Some girls ⁴played / were playing music on their mobiles, but it was great music. That was OK, but I ⁵read / was reading my book when the train ⁶arrived / was arriving at the next station. Two people got on and a man ⁷sat / was sitting down next to me and he started talking loudly on his mobile. He ⁸told / was telling someone about his new car, his job – everything! He was still talking when the train ⁹got / was getting in to the station.

2 VOCABULARY

- a Match the clues (1–5) to the words.

suntan lotion sunglasses backpack foreign currency
 guidebook map passport suitcase

- You wear or use these two things when it's sunny.
- This is money from another country.
- These two things give you ideas of where to go.
- You normally need this to travel internationally.
- You pack clothes in these two things when you go away.

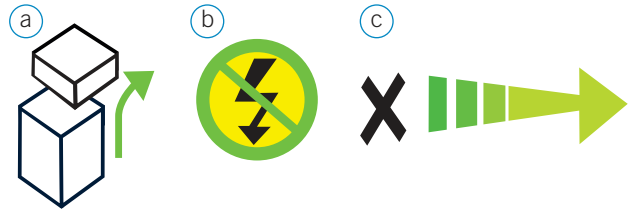
- b Complete the sentences with the verbs in the box.

change check out do get
 go away set off travel around

- We hope to _____ the world next year.
- You need to _____ a visa if you want to visit China.
- You will have time to _____ some sightseeing later.
- You need to _____ trains at Frankfurt for Berlin.
- We want to _____ for the weekend later this month.
- We _____ very early, because our train was at 6.30 am.
- We need to _____ of our hotel before 10 am.

3 WORDPOWER off

- a Match the general meanings of *off* (a–c) with the groups of sentences (1–3).



- We booked an early ferry, so we **set off** at 5 am. OK, **I'm off**. My train leaves in ten minutes. The traffic lights turned green and they **drove off**. I asked a man for directions, but he just **walked off**. The plane **took off** half an hour early.
- The airline has 20% **off** tickets to New York. He **fell off** the chair and hurt his back. Can you **cut off** a piece of that cheese for me? Why don't you **take off** your coat? It's not cold here.
- I hate it when people don't **switch off** their phones in the cinema. I tried to call him, but his phone **was off**. I was tired, so I **turned off** the TV and went to bed.

- b Match sentences (1–8) with replies (a–h).

- There's 10% off if you buy today.
 - Is that your phone? What happened to it?
 - Why is it so cold in here?
 - When are you off?
 - Can I try some of that sausage?
 - Can you turn off the radio, please?
 - We took off an hour late.
 - So, do you know who hit your car?
- a It fell off the table.
 b Of course. I'll cut off a piece for you.
 c Great! I'll take two, please.
 d In five minutes.
 e What time did you land?
 f No, they drove off before I saw them.
 g No. I'm listening to it.
 h The heating's off.

- c Work in pairs. Cover a–h in 3b and try to remember the replies.

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 ...

Talk about past holidays

Describe difficult journeys

Ask for information in a public place

Write a travel blog