

UNIT 5

UNIT

5

SPEAKING

- › Tell a travel anecdote
- › Ask for and give directions
- › Discuss travel
- › Present ideas for an award

LISTENING

- › Understand travel advice
- › Understand and follow directions in a city
- › Watch an extract from a BBC travel programme

READING

- › Read about amazing journeys
- › Read a text about a man who works in three countries every day

WRITING

- › Write an email describing a trip or weekend away
- › Write an application for an award

BBC CONTENT

- ▶ Video podcast: Do you enjoy travelling to different countries?
- ▶ DVD: Full Circle

travel



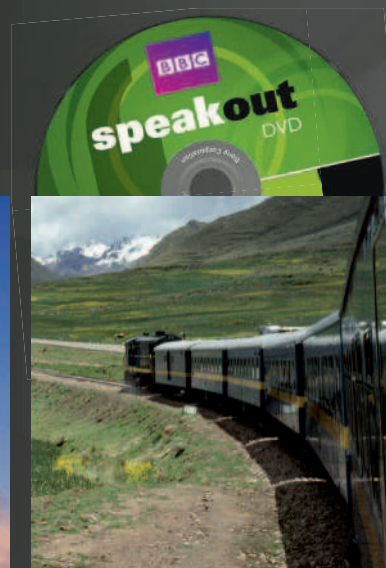
▶ Amazing journeys p48



▶ Travel tips p50



▶ You can't miss it p52



▶ Full circle p54



5.1 AMAZING JOURNEYS

▶ **GRAMMAR** | past simple and past continuous

▶ **VOCABULARY** | transport

▶ **HOWTO** | talk about journeys



Rabbit-Proof Fence



The Motorcycle Diaries

VOCABULARY transport

1 Work in pairs and answer the questions.

- How many types of transport can you think of? Make a list.
- What do you think is the best way to travel? Why?

▶▶▶ page 155 **PHOTOBANK**

READING

2 Work in pairs. Look at the photos and discuss the questions.

- What type of transport do you think the people are using?
- Where do you think the people are going?
- How do you think these words are connected to their journeys?

cow rabbit fence oxygen
crash experiments

3 Work in groups. Student A: read the text on this page. Student B: read the text on page 161. Student C: read the text on page 163. As you read, make notes about your text.

- Who made the journey?
- Where did they go?
- What problem(s) did they have on the journey?
- What happened at the end of the journey?

The motorcycle diaries

Before he became a famous revolutionary, Che Guevara was simply Ernesto Guevara de la Serna from Argentina, a student looking for fun. He was studying medicine when he decided to travel across Latin America by motorbike with his friend Alberto.

They slept on floors, met girls and drank beer. They walked through deserts and up mountains and spent some time working in a leper colony* in Peru. Their only problem was with transport, once crashing a motorbike into a cow! But it was an amazing journey. They travelled 5,000 miles in four months.

While he was travelling, Ernesto met many poor people from Chile, Peru and Bolivia, and this opened his eyes to the lives of poor people. At the end of the journey, he stopped studying to be a doctor, and began his life's work – fighting for the poor. Later, Guevara and his friend Alberto wrote books about this journey, and in 2004 the story was made into a film, *The Motorcycle Diaries*.

*leper colony – a place where people with leprosy (a very serious illness) go to live.

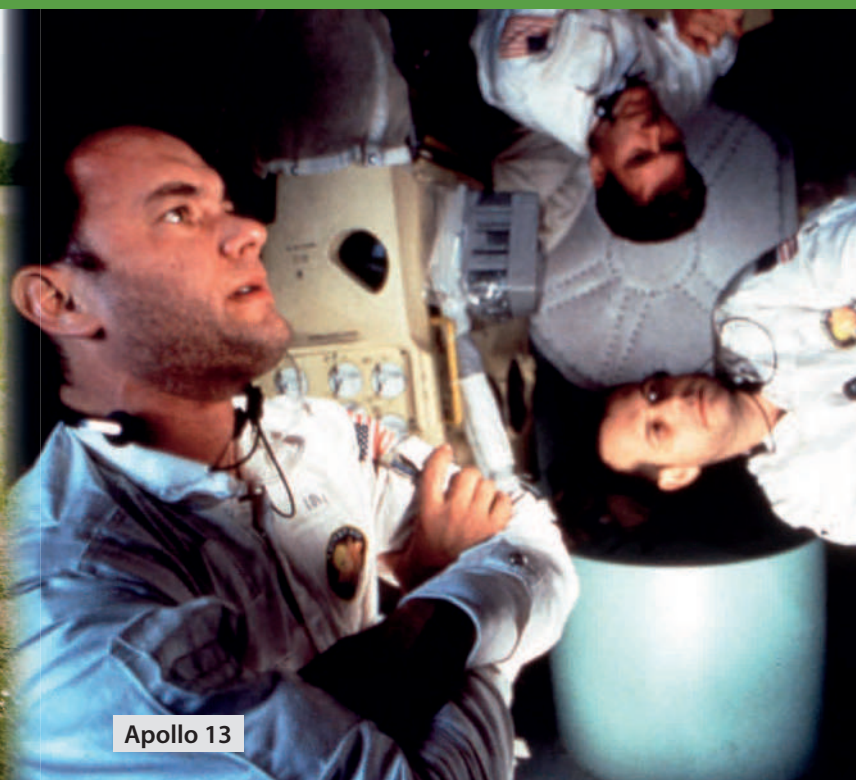
4 Take turns to tell your group about your text. Make notes about the other texts as you listen. Were your answers to Exercise 2 correct?

speakout TIP

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

5 Discuss the questions.

- Which (parts of the) journeys sound interesting/enjoyable/terrible/frightening?
- Why do you think the stories were made into films?
- Can you think of any other journeys that have been made into films?



Apollo 13

GRAMMAR past simple and past continuous

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

- He **was studying** medicine when he **decided** to travel.
- But while they **were travelling**, something **went** wrong.
- One night when it **was raining**, the girls **decided** to escape.

- What tenses are the verbs in bold?
- Which action started first in each sentence (*study* or *decide*, etc.)?

B Underline the correct alternative to complete the rules.

Rules:

- Use the *past simple/past continuous* for actions that continue.
- Use the *past simple/past continuous* for completed actions.

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

▶▶▶ page 136 **LANGUAGEBANK**

PRACTICE

7A Make sentences with the prompts.

- I / run / start to snow. So ...

I was running when it started to snow. So I went home!

- I / wait for a bus / meet my boss. So ...
- I / watch TV / recognise my best friend! So ...
- I / walk home / find \$5,000 in a bag. So ...
- We / travel by plane / a man with a gun stand up. So ...
- We / ride our bicycles / a cow walk across the road. So ...
- We / eat in a restaurant / see a mouse. So ...
- I / study in my room / hear loud music next door. So ...

B Work in pairs and compare your ideas.

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

B Listen again. Notice how *was* and *were* are pronounced. Then listen and repeat the first part of the sentences.

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

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

B: *So I called the police.*

A

sleep

ride my motorbike

go for a drink

feel sick

deal with a problem

make a call

sit in a train

go to a concert

have some time off

watch a film

B

get hungry

buy a speedboat

crash

decide to change job

start to feel tired

fall asleep

see the love of my life

check my voicemail

read your email

hear a strange noise

SPEAKING

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

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

Last summer I went on holiday to Greece with a friend. We stayed in Athens for two days and then we visited some of the islands. One day, while we were travelling by boat, I dropped my bag into the water. I lost my camera, my money and my passport. It was a disaster!

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

VOCABULARY travel items

1 Work in pairs. Discuss the questions.

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

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

suitcase notebook digital camera souvenirs
waterproof clothes dictionary walking boots
sunhat rucksack money belt binoculars
map umbrella

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

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

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

▶▶▶ page 155 **PHOTOBANK**



LISTENING

3A Read the introduction to a radio programme. Which of the items in Exercise 2A do you think the travellers will mention?

What do experienced travellers take on holiday?

The Holiday Show asks the experts to name one thing they always take on holiday.



B ▶ **5.3** Listen and check.

4A Work in pairs and complete the notes.

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

B Listen again to check.

GRAMMAR verb patterns

5A Look at sentences 1–9 below and underline the verb + verb combinations.

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

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

~~expect~~ want seem choose enjoy decide avoid need

verb + -ing	verb + infinitive with to
	expect

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

hope finish imagine hate would like love

▶▶▶ page 136 **LANGUAGEBANK**

PRACTICE

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

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

7A Complete the sentences and make them true for you. The next word must be either the infinitive with *to* or the *-ing* form of a verb.

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

B Work in pairs and compare your ideas.

SPEAKING

8 Work in pairs. Discuss the questions.

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

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

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

A: Me, too!

WRITING using sequencers

9A Work in pairs. Read an email describing a trip and discuss. What were the good/bad things about the trip?

To: mmazuri@yahoo.com
From: CelineB@soutain.fr

Hi Mohamed,
I've just got back from my trip to Southern Africa. It was great. First we flew to Lesotho from Johannesburg. Then we took a boat down the river for two weeks. We saw lots of interesting animals and plants. After a while, it started raining heavily so I'm glad I had my waterproof clothes! After that, we went to Cape Town for a week to recover. Finally, we caught the plane back home. I loved the trip but I got tired of living out of a rucksack!
Speak soon.
Love,
Celine

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

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

D Read other students' emails. Who had the most interesting trip?



5.3 YOU CAN'T MISS IT

► **FUNCTION** | asking for/giving directions

► **VOCABULARY** | tourism

► **LEARN TO** | show/check understanding



VOCABULARY tourism

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

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

READING

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

B Read the text to find out.

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

FUNCTION asking for/giving directions

3A ▶ **5.4** Listen to Juan talking about one place in the city. What is special about it?

B ▶ **5.5** Listen and follow the routes on the map. For each route, write the destination on the map.

C Listen again and read audio script 5.5 on page 171. Underline useful phrases for giving directions.

The man who works in three countries every day

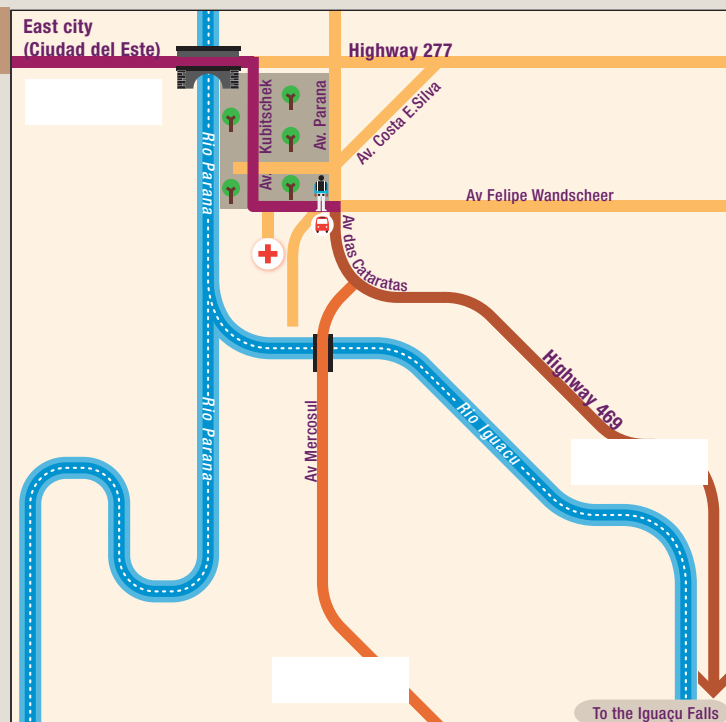


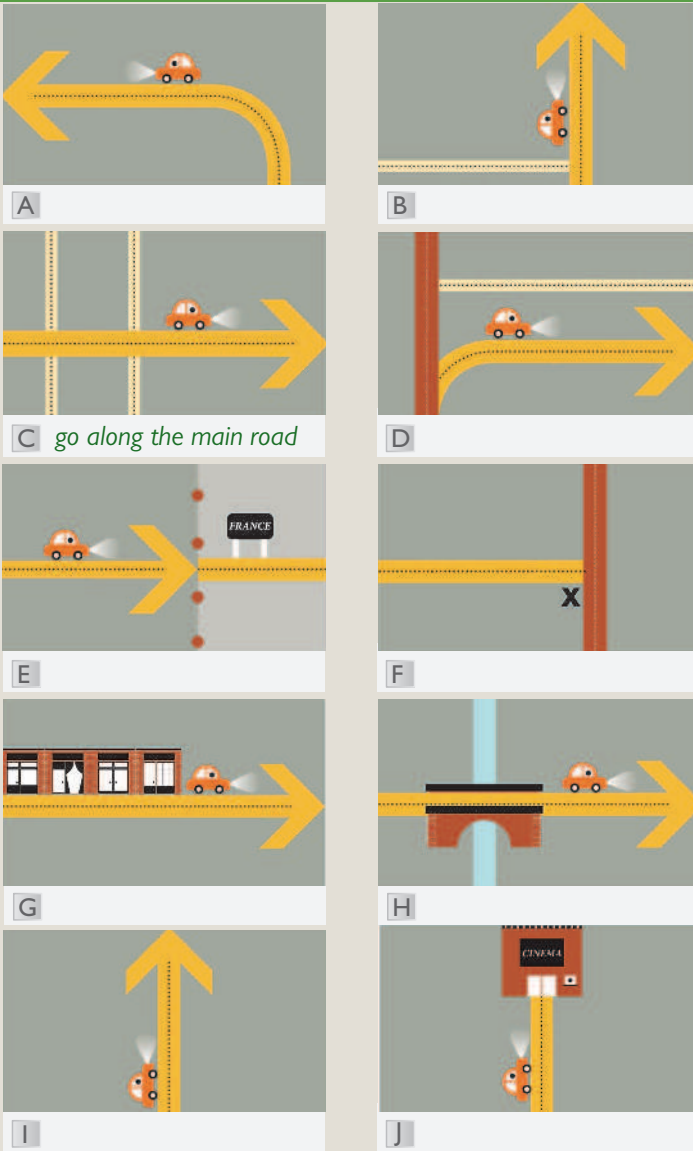
JUAN OLIVEIRA was born in Argentina, grew up in Paraguay and now lives in Brazil. He says he loves the three countries equally, and he works in all three of them every day.

Juan is a tour guide in Foz do Iguaçu, a Brazilian town which is close to the borders of both Argentina and Paraguay. He takes tourists around the Iguaçu Falls, one of the great natural wonders of the world.

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

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





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

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

5A 5.6 Listen to three conversations. Are the statements true (T) or false (F)?

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

B Complete the notes. Listen again to check.

Conversation 1 Carnival

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

Conversation 2 Plaza Hotel

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

Conversation 3 The Grand Motel

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

LEARN TO show/check understanding

6A 5.7 Read and listen to the extracts from the audio script. Are the phrases in **bold** asking for information (A), explaining directions (E) or showing understanding (U)?

Extract 1

A: Can we walk? **A**

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

Extract 2

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

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

C: OK.

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

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

D: Sure.

Extract 3

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

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

G: What?

F: The Grand Motel?

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

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

B Which phrases mean:

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

C 5.8 Listen and repeat the phrases.

7 Work in pairs. Look at audio script 5.6 on page 171 and practise the first two conversations.

SPEAKING

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

A: *How do I get to the station?*

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

DVD PREVIEW

1 Read the programme information and answer the questions.

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

BBC Full Circle

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



DVD VIEW

2A Look at the photos. Do you think it was an enjoyable journey? Think about food/comfort/weather/other passengers.

B Watch the DVD and tick the problems the people mention.

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

3A Work in pairs. Use a dictionary to check the meaning of the words/phrases in bold.

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

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

4 Work in groups. Discuss the questions.

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




speakout an award

5A Read the text and answer the questions.

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

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

B  **5.9** Listen to someone describing her journey of a lifetime and answer the questions.

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

C Listen again and tick the key phrases you hear.

keyphrases

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

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

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

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

writeback an application

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

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

APPLICATION FORM

1 _____

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

2 _____

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

3 _____

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

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



TRANSPORT

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

train tram minibus motorbike
taxi ferry speedboat coach
lorry helicopter

It travels through water and is very fast.

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

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

B: A motorbike.

PAST SIMPLE AND PAST CONTINUOUS

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

1 They (play) when the police (come).

They were playing when the police came.

2 They (run) away one night when it (rain).

3 While they (travel) by motorbike, they (meet) many people.

4 It (lose) oxygen for several hours before they (fix) the problem.

5 He (work) with the poor when he (decide) to change career.

6 While they (fly), some equipment (stop) working.

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

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

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

6.00

16.00

8.00

19.00

10.00

22.00

13.00

TRAVEL ITEMS

4A Add the vowels.

1 stcs *suitcase*

2 rcksck

3 wtrprf clths

4 wlknng bts

5 sn ht

6 svnr

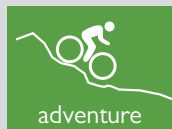
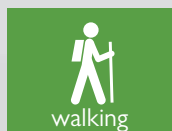
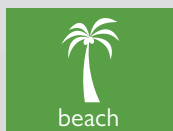
7 bnclrs

8 ntbk

9 dgtl cmr

10 mny blt

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



A sun hat is important for a beach holiday.

VERB PATTERNS

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

- I sometimes choose _____ (go) somewhere on holiday because a friend recommends it.
- I hope _____ (visit) more cities in my own country this year.
- I seem _____ (have) good luck with the weather when I go on holiday. It never rains!
- I want _____ (travel) to places where tourists never go.
- I always avoid _____ (travel) by boat because I get sick.
- I don't enjoy _____ (fly) very much.
- I can't imagine _____ (go) on a camping holiday – I prefer hotels!
- I wouldn't like _____ (have) a holiday with a big group of people.

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

ASKING FOR/GIVING DIRECTIONS

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

Conversation 1

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

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

Conversation 2

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

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

Conversation 3

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

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

B Work in pairs and practise the conversations.

C Work in pairs and take turns. Student A: ask for directions:

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

Student B: ask for directions:

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

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

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

BBC VIDEO PODCAST



Watch people talking about what they like/dislike about travelling on ActiveBook or on the website.

Authentic BBC interviews

www.pearsonELT.com/speakout