

02

On the move

VOCABULARY	Verbs of movement, travel and transport, idioms related to movement, collocations, intensifying adverb + adjective
GRAMMAR	Inversion, fronting, cleft sentences
READING	Using referencing, appreciating distinctions of style
SPEAKING	Comparing options, expressing preferences and choices
WRITING	A letter of complaint



2A VOCABULARY AND SPEAKING

- 1** **SPEAKING** In pairs, discuss how you spend your time on a journey. How often do you read, take photos, stare out of the window, watch other people or chat with them?
- 2** Work in pairs. Look at photos A-E of unusual things seen on a journey. Describe what you see and try to explain the situations. What difficulties might the people in the photos have had using the forms of transport? Say why.
- 3** **1.8** Listen to three people talking about unusual things they have seen on journeys and answer the questions.
 - 1 Which photo is each speaker talking about?
 - 2 What did each speaker see that was unusual?
 - 3 What does each speaker say about their own behaviour when travelling?
 - 4 How do the speakers explain the events?

Verbs of movement

- 4 Match the verbs from the recording with the type of movement they describe. Use a dictionary if necessary.

hobble lurch shuffle stagger stride stumble surge wobble

Which verbs describe moving

- 1 quickly? **lurch** / _____ / _____
- 2 slowly? _____ / _____ / _____
- 3 unsteadily? _____ / _____ / _____ / _____
- 4 without lifting your feet off the ground? _____
- 5 with difficulty? _____ / _____ / _____ / _____

- 5 Complete the sentences with the correct forms of the verbs from Exercise 4.

- 1 Look at that guy _____ along the platform, carrying an enormous suitcase. He can hardly walk in a straight line.
- 2 It felt quite scary when crowds of passengers on the ferry suddenly _____ to the back of the ship.
- 3 I put my sister's shoes on by mistake and found myself _____ around in sandals two sizes too big!
- 4 I _____ across to the other side of the car when the tube hurtled round a bend at top speed.
- 5 I _____ getting off my motorbike and hurt my ankle so I _____ around for days.
- 6 Dan was so angry that he _____ quickly over to the ticket collector and demanded his money back.
- 7 Peter _____ up the hill on his bike on a good day, but _____ on the bad days.

Idioms related to movement

- 6 Look at the highlighted idiom from the recording. What do you think it means? Choose a or b. Do you know any other idioms related to travel or movement?

'Or maybe the rhino man could have been part of a save the rhinos campaign or something. I suppose – **whatever floats your boat**, huh?'

- a People can do whatever they like.
b Some people are very strange.

- 7 Study Active Vocabulary. Then complete the sentences with the words from the box.

boat downhill force plain ride steer wall

- 1 There are new roadworks in the town centre, and it is **driving motorists up the** _____. So you'd better _____ **clear of** the main junction for at least a week.
- 2 He encountered some obstacles while training to become a pilot. It wasn't all _____ **sailing**.
- 3 It was because of Angela's commitment that the new rail project was successful. She was the **driving** _____ behind it.
- 4 The airline used to have an excellent reputation, but in recent months, **it's been going** _____ quickly.
- 5 Everyone's furious about the increase in car parking fees. We're all **in the same** _____ – we have no other option. We know the city needs money, but no one likes to **be taken for a** _____.

ACTIVE VOCABULARY | Idioms

Idioms have a figurative meaning and we shouldn't take them literally, e.g. **I'm completely at sea with the new computer system** means *I'm totally confused or not sure what to do with it*.

- Idioms are used mainly in informal or colloquial language.
- It is important not to change any word in an idiom or the meaning is lost.
- It is better not to overuse idioms, as this can sound unnatural.

- 8 In pairs, think of a situation when you could use each of the idioms from Exercise 7. Write down the sentences and share with the class.

When the café opened, it sold amazing food at really low prices, but since the new owners took over, it's been going downhill rapidly.

Travel verbs

- 9 Study Watch out! and give both a literal and figurative meaning of the verbs in the box. Then complete the sentences with the correct forms of these verbs. Use a dictionary if necessary.

backpedal drive fly jump park sail stagger stumble

- 1 Ella _____ through her interview to become a tour guide.
- 2 My cousin _____ himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
- 3 I was so stressed while reading the speech that I _____ over some of the words.
- 4 We were _____ by the amount of homework the teacher gave us to do over the weekend.
- 5 I was late this morning and I _____ down the road to catch the bus with a few seconds to spare.
- 6 No one can agree about whether or not to install speed bumps so let's just _____ that idea for now.
- 7 He was in such a hurry that he _____ the lights and nearly had a crash.
- 8 The teacher was about to tell us off for leaving our bicycles outside the front door when he realised the head teacher was with us. He _____ very quickly!

WATCH OUT!

Some verbs, apart from having a literal meaning, also have a figurative one. For example, the literal meaning of *to fly* is *to move in the air*, and its figurative meaning is *to move quickly and suddenly*, e.g. *I saw an opening in the crowd and **flew** down the platform*.

- 10 SPEAKING In pairs, choose one of the photos on page 18 not referred to in the recording and invent a story about a traveller seeing these events. Use the verbs from Exercise 4. Tell your stories to the class.

2B READING AND VOCABULARY

1 **SPEAKING** In pairs, make a list of the drawbacks of using public transport during rush hour. Compare your list with another pair.

2 Read the extract from a story, ignoring the gaps, and compare your ideas.

3 Study Active Reading. Then, in the sentences below, identify the reference devices and what they refer to.

- 1 When I set out, the sky was full of clouds, but they'd cleared by the time I reached the bus stop.
- 2 What I hate about flying is all the waiting about. It really drives me up the wall.
- 3 I recently read some stories about travel insurance claims. The one that made me laugh was about claiming for damage to a woman's hairstyle on her way to a wedding.
- 4 In spite of their fears over delays, the students still made it to the exam with time to spare.
- 5 The travel news was depressing. More than fifty percent of planes had been grounded due to the storm.

ACTIVE READING | Understanding reference devices

Reference devices are often used to avoid repetition. They can refer **back** to earlier information or **forward** to information that will come up later.

The most common reference devices are:

- pronouns and possessive pronouns, e.g. *you, your, yours, he, him, his, it, its*
- indefinite pronouns, e.g. *something, anything, everything, no one*
- relative pronouns: *who, whom, which, that, whose*
- demonstratives: *this/that, these/those, such, etc.*
- comparatives: *another, other, etc.*
- the words: *one/ones*

Referring back

As a child, I loved **the sudden rush of air** when a tube train was approaching. **It** would fill me with excitement.

I usually get on **the last car** of the train. I go for **that one** because it's mostly nearly empty.

Referring forward

Although **she** hated travelling by tube, **Katy** decided that it would be the fastest way home.

Sometimes reference is made by stating something which is then explained, exemplified or clarified in the following sentence(s), e.g.

The atmosphere inside the tube **was terrible**. **There seemed to be no air at all**.

4 Look at underlined words/phrases A–H in the text. In pairs, decide what type of reference words they are, if they refer back or forward and what they actually refer to.

5 Read the extract again. Match sentences A–G with gaps 1–7 in the text.

- A Each stamped with a kind of purposeful, hungry urgency, a determination to get into this train.
- B Whether this happened without dangerous cause, whether it often happened, what it signified, of all this she had no idea.
- C Looking up at the illuminated sign overhead she was glad she had not attempted to push her way in.
- D Some held their chins high, stretching necks, their expressions agonised, like martyrs in paintings.
- E The back of a head pushed one aside and pressed so close into her face that hair came into her mouth, she could smell the less than clean hair and see the beads of dandruff.
- F It was possible to walk in without pushing or being pushed, though there was no question of finding a seat.
- G A man, pushing past her, swept the dress bag out of her hand, carrying it along with him in his thrusting progress.

6 Match the highlighted words from the text with their synonyms. Discuss what differences there are between the pairs of words and when you would use each one.

- | | |
|--------------------|-------------------|
| 1 adapting _____ | 5 pushing _____ |
| 2 pulling _____ | 6 stopped _____ |
| 3 held _____ | 7 twitching _____ |
| 4 letting go _____ | |

Shoving involves pushing, but implies harder pressure, with no thought for the person being pushed.

7 Look at the highlighted words and decide what their literal meaning is. Then discuss their figurative meaning in phrases 1–8. Why do you think the writer has used the words in these phrases? Find a few more words in the text that have a different figurative meaning from their literal one.

- 1 The doors **groaned** shut.
- 2 ... each **stamped** with a purposeful urgency.
- 3 The dense **wad** of people.
- 4 She saw a **sea** of faces.
- 5 A marching **army**.
- 6 A **battering ram** of men and women.
- 7 A man **swept** the dress.
- 8 Everyone **froze** into stillness.

8 **SPEAKING** In pairs, discuss the questions.

- 1 What do you think happens next in the story?
- 2 How would you react in a similar situation?
- 3 If you were in a similar situation, would you have spoken to people around you or stayed silent? Say why.

9 **REFLECT | Society** In pairs, discuss how important you think it is for people to have experiences that are outside their comfort zone. Think about:

- visiting the non-tourist area of a town or city,
- sampling food never before tasted,
- switching off phones while travelling.

KING SOLOMON'S CARPET

BY BARBARA VINE

1.9

Once she went wrong. She waited for some minutes on a platform, a train came and she would have got into it if that had been possible. She could not have brought herself to do as some did, step in and squash

5 her body against the bodies of ^athose who formed the dense wad of people which already bulged from the open doors.
The doors ground to a close. ¹_____ The train was going eastwards, bound for a place called Hainault
10 she had never heard of.

She made the transfer to the right platform. Entering the train was not so bad as entering the eastbound ^bone would have been. ²_____ Others stood, so she could too, it would not be for long. What she
15 should have done was obey the voice that told her to pass right along the car. Instead she stayed near the doors, holding on as best she could to an upright rail, the bag with the dress in it clutched in her other hand.

At St Paul's, a great throng crammed the platform.
20 She saw a sea of faces. ³_____ As before, when she was on the Northern Line, she thought there must be some rule, some operating law that would stop more than a limited, controlled number getting in. Authority would appear and stop it.

25 But authority did not appear, not even in the form of a disembodied voice, and the people came on in, on and on, more and more of ^cthem, a marching army. A ^dshoving, crushing, battering ram of men and women. She could not see if the platform emptied because she
30 could not see the platform. ⁴_____ She could see it still, made an ineffectual grab at it, seized only a girl's skirt instead and, ^erelinquishing it with a gasp, saw its wearer's face loom close to ^fhers, as distressed as her own must be.

35 The bag was bundled, squeezed, stretched and squashed, between the legs of the stumbling mass. There was no possibility of her reaching ^git. She did not dare let go, hung onto the rail, where another four hands also hung on, for dear life. Faces were closer to hers than faces
40 had ever been. ⁵_____ She turned her face, twisted her neck, found her eyes meeting a man's eyes, their eyes close and gazing. His eyes were dead, purposely glazed over, blinded to deny contact.

And then, as the doors groaned shut and the train
45 moved, the ^hfidgeting, the ⁱadjusting of positions, the shifting of hands, ^jceased and all became still. Everyone froze into stillness like people playing the statues game when the music stops. She knew why. If the ^kheaving had continued, if there had been continuous restless
50 movement, existence inside the train would have been impossible. People would begin to scream. People would begin to beat each other in their frenzy at ^lsomething so intolerable imposed upon them.

They were still. ⁶_____ Others hung their heads in meek submission. It was worst for the very short, like
55 the girl she could see between face and face and back of head, standing with nothing to hold onto, supported by ^mthose who surrounded her, her head under the men's elbows, a woman's handbag, ⁿclutched under an arm, driving ^oits hard contents into her throat.

When the train stopped, she thought they were there. She wondered why the doors were not opening. Outside the windows all was darkness and she understood that they had stopped in a tunnel. ⁷_____ She would
65 have liked to ask, speak into the face of the man whose breath, rich with garlic, fanned hotly into her nostrils. Her throat had dried. She had no voice.

2C GRAMMAR

1 **SPEAKING** Look at the photos and discuss the questions in pairs.

- 1 What do you think are the attractions of travelling at high speeds?
- 2 Would you like the opportunity to drive in or watch one of these events? Say why.

2 **Read the text and answer the questions.**

- 1 What type of text is it? Where would you find it published?
- 2 Can you think of another sports person who did something similar? Tell your partner about him/her.

THE FIGHTING SPIRIT OF BILLY MONGER

The studio audience is hushed. We're all waiting for the famous guest to be announced. Then it comes: 'Billy Monger!' Onto the stage walks a fresh-faced, confident nineteen-year-old. All around the auditorium people rise to their feet. Enthusiastically, they applaud. For they know what this inspirational teenager has been through. Billy started racing when he was only six. All he wanted was to become a Formula One driver. But scarcely had his racing career begun when tragedy struck.

It was in 2017 that it happened. Little did Billy know when lining up for the race that day how his life was going to change. In a horrific car crash Billy lost both his legs and ended up in a wheelchair. What the crash also seemed to do was to destroy his dream of becoming a racing driver. However, so determined was Billy to achieve his goals that before long he was back behind the wheel of a car. Not only has Billy learned to drive without legs, but he has also started to race again. He had to work incredibly hard to recover, but not once did he think of giving up. And now he's back winning races in Formula Three!

Here he stands, delighted to be on stage. What the future holds for Billy is uncertain. But such is the inspiration that Billy has given to others that one thing is sure. What he has done is to show us that no matter what happens, never should we lose our fighting spirit.



Inversion, cleft sentences and fronting

3 **THINK BACK** Compare the sentence from the text with the sentence with a similar meaning. Which is an example of negative inversion? What do we use negative inversion for? Find four similar examples of inversion in the text.

Not only has Billy learned to drive without legs, but he has also started to race again.

He has learned to drive without legs and he has also started to race again.

4 **Compare sentences a from the article with sentences b. How are they different? Underline what is emphasised in sentences a.**

- 1 **a** All around the auditorium people rise to their feet.
b People rise to their feet all around the auditorium.
- 2 **a** It was in 2017 that it happened.
b It happened in 2017.
- 3 **a** So determined was Billy to achieve his goals that before long he was back behind the wheel of a car.
b Billy was so determined to achieve his goals that before long he was back behind the wheel of a car.
- 4 **a** What the future holds for Billy is uncertain.
b Billy's future is uncertain.

5 **Match options a of sentences 1–4 from Exercise 4 with explanations a–c below.**

- a** ☐ To add emphasis, we can begin a sentence with words like *So* and *Such* but, as with negative inversion, the verb comes before the subject.
- b** ☐ We can use **cleft sentences** to emphasise information in a sentence and make it sound more memorable or dramatic. These often begin with *What*, *It's*, *All (that)* or *The (only) thing*.
- c** ☐ When we want to focus on something important in a sentence (e.g. a place, a time or the way something happened), we bring it to the front of the sentence. This is called **fronting**.

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6 Read the text again and find:

- one example of inversion after *Such*,
- three more examples of cleft sentences,
- four more examples of fronting.

7 Rewrite the sentences from Exercise 6 in normal word order.

8 Study Watch out! Then, in pairs, rewrite the text about Billy to make it sound more natural.

WATCH OUT!

Don't overuse inversion, fronting and cleft sentences as it can make a text sound unnatural, just like the text about Billy created for the purpose of this lesson.

9 Rewrite the sentences using inversion. Start with the words in bold.

- 1 He never felt sorry for himself. **NOT ONCE**
- 2 He didn't realise how hard it would be. **LITTLE**
- 3 His injuries were so severe that he feared he'd never walk again. **SO**
- 4 The pain he felt was so bad that he cried. **SUCH**

10 Rewrite the sentences using fronting.

- 1 They got him out of the car quickly.
- 2 In a Formula One race concentration is vital.
- 3 Young though he is, Billy is striding forward in his career.
- 4 He's taking part in a race next month.

11 Read an advert about the European Rally. Have you heard of rallies like this? What might they involve?

LOVE CARS AND THE THRILL OF SPEED? WANT TO ENJOY A UNIQUE DRIVING EXPERIENCE?

CONTACT us to learn more about how YOU can take part in next year's annual European Rally. What you can expect is good food, fast cars and great roads. What you'll find amazing is the camaraderie that makes this a once in a lifetime adventure.

12 Look at cleft sentences 1a and 1b. Which information is emphasised? Rewrite sentences 2–4 in a similar way.

- 1 The camaraderie is amazing.
a *It's the camaraderie that's amazing.*
b *What you'll find amazing is the camaraderie.*
- 2 You can expect good food, fast cars and great roads.
a It's _____. b What _____.
- 3 A passion for cars unites the group.
a It's _____. b What _____.
- 4 Car racing is the thing that floats Billy's boat.
a It's _____. b What _____.

WATCH OUT!

Cleft sentences start not only with *It's* and *What*, but can also start with *The (only) thing that*, *The day when*, *The place where*, *The reason why* or *The person/people who*, e.g.

The only thing that unites the group is a passion for cars.

The person I want to see is you.

The day when I learnt how to use cleft sentences was the best day of my life!

13 1.10 Listen to Marie. Which countries did she and Mike visit? What did she enjoy about the rally?

14 1.10 Correct the statements about the rally from the interview, using the words in bold. Listen again and check.

- 1 Marie was driving the Ferrari in the rally. **IT**
No, it was Mike who was driving the Ferrari in the rally.
- 2 Marie did a lot of things to help Mike. **ALL**
- 3 After reading a blog Mike talked about lots of things. **ONLY**
- 4 Marie applied to do the rally. **IT**
- 5 The rally started in France. **WHERE**
- 6 Marie liked driving a Ferrari the most. **THING**
- 7 Marie didn't like the hotels. **WHAT**
- 8 To enter the rally Sam's brother needs to write a letter. **ONLY**

15 Rewrite the underlined parts of the text using inversion, fronting and cleft sentences. In pairs, compare your texts.

Kate shuffled over to the motorbike.

¹She was tired, but she was also afraid. ²She had never raced on such a dangerous track before.

³She wanted to get off the bike and go home, but she knew she couldn't let down her team. ⁴At the first corner the motorbike wobbled on the wet tarmac. ⁵Her quick reactions saved her. She didn't fall off. ⁶Her bike surged forward powerfully. The weather got worse, but ⁷she didn't think of giving up once. ⁸She won her first race.




16 SPEAKING In pairs, discuss your answers to these questions about driving and travelling. Use structures for emphasising.

- 1 What do you like or dislike about long journeys?
It's the boredom that gets me. I really do get bored after the first hour or so.
- 2 What do you enjoy or dislike about motor racing sports?
- 3 What do you think is difficult about overcoming physical challenges?

17 REFLECT | Society Do you think the risks involved in motorsports should stop people from practising them? Say why.

2D LISTENING AND VOCABULARY

1 In pairs, discuss whether you think the trend for developing space tourism will grow or decline in the future. Would you go on a trip to space? Say why.

2  **1.11** Listen to three conversations about space tourism. Tick the topic which is NOT mentioned.

- 1 ☐ costs of tickets to go into space
- 2 ☐ possible collisions of objects in space
- 3 ☐ life on the Space Station
- 4 ☐ likelihood of future settlements on planets
- 5 ☐ projects to clear space junk

3  **1.11** Listen again and choose the correct answers.

Conversation 1

- 1 The woman feels
 - a critical of the type of people who will be going.
 - b regretful that she doesn't have enough money to go.
 - c hopeful this will become a possibility relatively soon.
- 2 In the man's opinion the attraction of becoming a space tourist is
 - a to join an elite group of people.
 - b to have new physical experiences.
 - c to understand more about science.

Conversation 2

- 3 The woman
 - a explains why space junk is a problem.
 - b is astounded by the amount of traffic in space.
 - c complains about the lack of progress in dealing with space junk.
- 4 The woman says the ClearSpace-1 mission
 - a is already operating.
 - b will destroy debris in outer space.
 - c will tow debris to earth to have it destroyed.

Conversation 3

- 5 The boy is surprised about
 - a the length of time the tourist was able to spend in space.
 - b the fact that the man's outlook on life changed.
 - c the cost of the trip.
- 6 The tourist appreciated the trip because
 - a he was entertained by the astronauts.
 - b he could float in the spaceship.
 - c it influenced his attitude to life in general.

4 Complete the highlighted phrases from the recording with the words from the box. Then, in pairs, ask and answer the questions.

brag effect hurdles mark share speed

- 1 Do you think the space industry **gets its fair** of government money?
- 2 What **might you have to overcome** to be successful in your chosen career?
- 3 Do you think you would enjoy travelling **at breakneck**?
- 4 Do you think there are any areas on Earth where humans have not **left their**?
- 5 Have you done anything recently that you might be tempted to **about**?
- 6 What might be **the knock-on** of governments making cutbacks in their spending on space research?

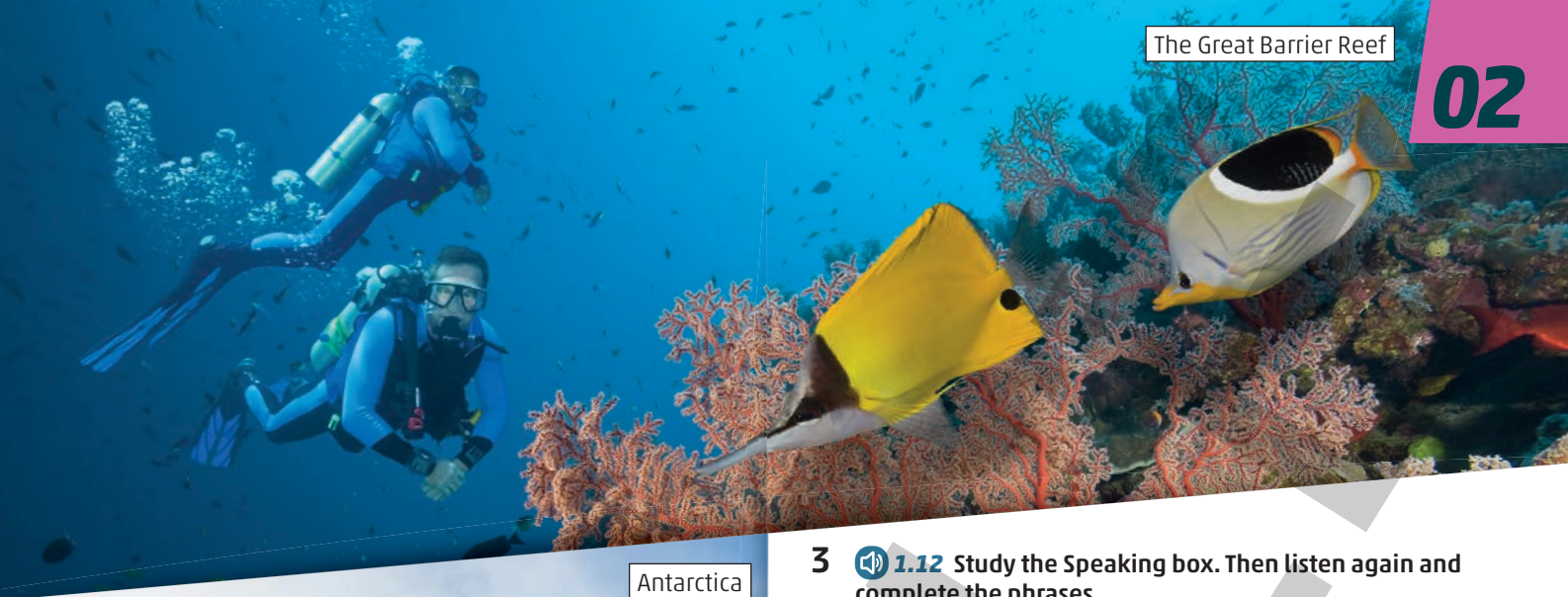
5 Complete the sentences with the phrasal nouns made from the words in the box and the prepositions in brackets.

break come cry cut get lay look set (x2)

- 1 We're going for a quick **lay** (away) to Scotland at the weekend.
- 2 The **break** (out) of the investigation into the collision will not be known before March.
- 3 They've recently made an amazing **cut** (through) in developing driverless cars.
- 4 The weather **set** (out) for August sounds really good, so let's book a holiday for then.
- 5 Our aim was to print the report on Friday, but due to a **come** (back) it won't be finished until next week.
- 6 From the **look** (out), scientists have warned of the potential dangers of space junk.
- 7 The initial **effect** (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
- 8 There would be a public **cry** (out) if the government made too many **hurdles** (backs) in education.

6 **SPEAKING** In pairs, discuss ways to advertise a trip into space. Use phrasal nouns from Exercise 5. Think about: cost, attractions, dangers, timings.

7 **REFLECT | Society** In pairs, discuss whether it is better for space research to be in the hands of commercial companies or governments.



Antarctica

2E SPEAKING

- 1 Read the definition of 'last chance tourism' and answer the questions.

last chance tourism – a growing trend where people are travelling to visit places or see aspects of cultures that are in danger of getting wiped out because of climate change (among other factors)

- Which places in the world do you think are last chance destinations?
- Do you think there are other reasons why the places in the photos are endangered?
- Are there any such destinations in your country?

- 2 1.12 Listen to some students discussing where to choose for a group outing to celebrate the end of school. Then answer the questions.

- Where do they decide to go and why?
- Which suggestion would you go for? Say why.

- 3 1.12 Study the Speaking box. Then listen again and complete the phrases.

SPEAKING | Considering and comparing alternatives

When presented with different options to consider, in both formal and informal situations, try to balance your discussion by weighing up the pros and cons before giving your preference.

Considering alternatives

There's a lot to be ¹ _____ for (a couple of days in the capital). But on the other hand, ...

Alternatively, we could put ² _____ the idea of ...

You have to consider the fact that ... and likewise with this option, there are some drawbacks too.

There are a lot of points in ³ _____ of ...

Well, you could ⁴ _____ that ...

If you're thinking about cost, then ... but if we're talking enjoyment, then it's a whole different ball game.

Giving preferences

I'd go for ... anytime!

A canal trip? No ⁵ _____ (about it)! Definitely!

It's pretty clear cut to me that ...

On balance, I'd say ...

No two ways about it, my choice would be ...

I'm split between the ... and ...

I'm in two ⁶ _____ here. There are pros and cons for each.

If you really wanted to ⁷ _____ me down, I'd have to go for ...

- 4 In pairs, discuss the pros and cons of the following topics, using the phrases from the Speaking box.

- Tourists going on last chance holidays.
- Holidaying in your own country instead of visiting other countries.
- Holidaying in a large group or a small one.

- 5 Work in pairs. Choose a quotation to use in a talk about the benefits of travelling. Prepare a short presentation.



Do not follow where the path may lead.
Go instead where there is no path
and leave a trail. *Ralph Waldo Emerson*



The world is a book and those who do not
travel read only one page. *St Augustine*



2F WRITING AND VOCABULARY | A letter of complaint

A Hi Jon,

What a nightmare journey! As you know, we were getting a coach to the airport – save on some money – and it didn't get off to a great start! Coach was half an hour late picking us up. Rain was forecast – and guess what – while we were waiting, down it came! In buckets! The next thing that went wrong was on the coach itself. You know how cold it was on Thursday? Well, the heating on the coach stopped working after ten minutes. How we didn't all catch our death of cold sitting there in our wet clothes was a miracle! Then to top it all there was engine trouble and the coach stopped on the motorway! We had to wait another hour for a replacement coach to arrive and then luckily we just managed to catch the plane by the skin of our teeth! Talk about cutting it fine. And not an apology from anyone! Will tell you more when I'm back.

M x

B Dear Sir,

I am writing to complain about a journey my friends and I recently made on one of your coaches. Although your company had been recommended to us as reliable and offering good value for money, the service definitely did not meet our expectations.

We had booked the coach to arrive at 8.15 which would have enabled us to arrive at the airport in good time for our flight to Italy. We were disappointed when the coach failed to arrive on time. In fact, it was in excess of thirty minutes late. The driver admitted to having first gone to a completely different pick-up point.

The second issue was with the heating system on the coach. You may remember that last Thursday was a particularly cold morning. Unfortunately, the coach's heating system was faulty and did not work properly for the majority of our journey.

Finally, to our utter disbelief, the coach suffered an engine problem and broke down on the motorway. This could not be repaired by roadside assistance and necessitated the driver arranging a replacement coach to take us the final ten kilometres. What was, in my view, completely inexcusable, was that at no time were we offered an apology of any kind, either by the driver on the day, or by the company in the days that followed.

I would like to express in the strongest terms, how deeply disappointed we were with your company's service. Not only was it clear that the coach had not been properly serviced, but also that sufficient care had not been taken over administrative matters, such as ensuring the driver had the correct address. While we were extremely fortunate in that we reached the airport just in time to catch our flight, we believe we should receive monetary compensation for the inconvenience we suffered and the disruption to the smooth running of our journey. Obviously, we hope that your coach service will be drastically improved for future customers.

Yours faithfully,

Matthew South



1 **SPEAKING** In pairs, discuss what might go wrong on an organised holiday.

2 In pairs, discuss what differences in language there might be between the types of texts below. Use the ideas in the box.

contractions choice of vocabulary organisation
punctuation use of idioms and phrasal verbs
use of tenses writing conventions

- an email or message to a friend, complaining about a bad holiday experience
- an email or letter to an organisation/company, complaining about a bad holiday experience

3 Read the emails on page 26 and check your ideas from Exercise 2.

4 Find formal equivalents for the following phrases in email B.

- 1 It didn't arrive on time.
- 2 More than thirty minutes late ...
- 3 The next thing that went wrong was ...
- 4 You know that ...
- 5 To top it all ...
- 6 Not an apology from anyone.
- 7 Luckily ...
- 8 By the skin of our teeth ...

5 Study the Writing box and add an example for each point from email B.

WRITING | A letter of complaint

- Use clauses of concession to give balance.
Although a short delay might be acceptable, ...
1 _____
- Use passives to be less direct and more formal.
We were only informed of the timetable change ...
2 _____
- Remain polite and be assertive but not aggressive.
I would like to emphasise that treatment such as this cannot be tolerated.
3 _____
- Use emphasis to strengthen your position.
Never have I experienced such discomfort.
4 _____
- Use initial comment adverbs: *realistically, ultimately.*
Ultimately, the fault lies with the supplier.
5 _____

6 Complete the adverb-adjective collocations from email B with the correct words.

- 1 deeply _____
- 2 drastically _____
- 3 completely _____

7 Complete the collocations with the words from the box. Use a collocations dictionary if necessary.

flawed inaccurate mistaken obvious opposed
overrated preferable unjustified

- 1 *blindingly* _____
- 2 *fundamentally* _____ / _____
- 3 *gravely* _____ / _____
- 4 *infinitely* _____
- 5 *vastly* _____
- 6 *vehemently* _____
- 7 *wildly* _____ / _____
- 8 *wholly* _____

8 Complete the comments with the collocations from Exercise 7.

- 1 You are _____ if you think we are going to let the matter rest.
- 2 Your information regarding the cost of local transport was _____.
- 3 The hotel recommended by you was _____ in the reviews you have on your website.
- 4 In our opinion, you are _____ in increasing the holiday costs at this stage.
- 5 It would be _____ to be given a refund rather than the upgrade on a future flight as you suggest.
- 6 It was _____ that your company had not checked out the hotel in years.

9 Read an advert for a trip organised by a ferry company with notes made about the experience. In pairs, discuss how you would plan your letter of complaint.

WHY NOT GO FOR A SHORT GETAWAY WITH BARTON FERRIES THIS SUMMER?

Our ferry company operates between the south of England and ports in northern France and we have a special offer you just can't ignore!

LE HAVRE CHERBOURG ST MALO CALAIS

OUR UNMATCHABLE PRICE OF £500 INCLUDES

- return ferry crossing for two passengers to one of these ports
- 2 nights in a four-star hotel
- free transport to town centre for shopping or sightseeing
- excursion to a local place of interest (depending on destination)

Book now to avoid disappointment: tel. 0800 123 456.

- both crossings delayed with NO explanation or apology
- room – v. noisy, dirty; no wi-fi
- free hotel bus – every three hours!
- excursion – no translator; four hours and nowhere to have refreshments
- got ill after eating meal on return crossing
- request refund

10 **WRITING TASK** Use your notes from Exercise 9 to write your letter of complaint.

REMEMBER MORE

1 Are the statements true (T) or false (F)? Correct the false ones. Then check with the word list.

- 1 ☐ When someone *lurches*, they move suddenly in an unsteady way.
- 2 ☐ A person who *staggers* has difficulty walking.
- 3 ☐ *Cease* and *stop* are antonyms.
- 4 ☐ If you *stumbled* through a speech, it means you did well.
- 5 ☐ When someone *parks an idea*, they decide not to deal with it until later.

2 Rewrite the sentences with the missing words in the correct places. Then check with the word list.

- 1 The noise from the building site is driving up the wall.
- 2 There's a huge traffic jam on the motorway, so steer clear it.
- 3 I realised he was taking me a ride when he asked for the money.
- 4 The local government was the driving force the development of the new school.

3 Rewrite the sentences by replacing the phrasal verbs with phrasal nouns. Then check with the word list.

*The children broke out in a rash.
There was an outbreak of rash.*

- 1 We want to get away every weekend this summer.
- 2 The school had to cut back on its spending.
- 3 We don't know what will come out of this meeting.
- 4 The opening of the new school has been set back temporarily.

4 Choose the correct words to complete the sentences. Then check with the word list.

- 1 It was blindingly *obvious* / *unjustified* that there was no money left in the budget.
- 2 The description of the hotel was wildly *preferable* / *inaccurate*, so we'll be making a complaint.
- 3 The review was full of lies – it was *gravely* / *fundamentally* flawed.
- 4 The whole community is *vehemently* / *wholly* opposed to the new road.

2A VOCABULARY AND SPEAKING

5.7

at sea	/ət si:/
backpedal (v)	/ˌbækˈpedl/
barefoot (adj)	/'beəfʊt/
be plain sailing	/bi ˌpleɪn 'seɪlɪŋ/
bizarre (adj)	/'bɪzɑː/
board (v)	/bɔːd/
bored silly	/'bɔːd 'sɪli/
cluster around (phr v)	/ˌklʌstər ə'raʊnd/
cram (v)	/kræm/
disrupt (v)	/dɪs'rʌpt/
drive oneself	/'draɪv wʌnˌself/
drive sb up the wall	/ˌdraɪv ˌsʌmbədi ʌp ðə 'wɔːl/
driving force behind sth	/'draɪvɪŋ fɔːs bɪˌhaɪnd ˌsʌmθɪŋ/
flash up	/ˌflæʃ 'ʌp/
fly down the road	/ˌflaɪ daʊn ðə 'rəʊd/
for the life of me	/fə ðə 'laɪf əv mi/
go downhill	/gəʊ ˌdaʊnˈhɪl/
gust (v)	/gʌst/
hobble (v)	/'hɒbəl/
hurtle (v)	/'hɜːtl/
in the same boat	/ɪn ðə ˌseɪm 'bəʊt/
jump the lights	/ˌdʒʌmp ðə 'laɪts/
lurch (v)	/lɜːtʃ/
midair (n)	/ˌmɪd'eə/
outfit (n)	/'aʊtfɪt/
pad (v)	/pæd/
park an idea	/ˌpɑːk ən aɪˈdɪə/
pinstripe (n)	/'pɪnstreɪp/
round the bend (v)	/ˌraʊnd ðə 'bend/
rush hour (n)	/'rʌʃ aʊə/
sail through sth (phr v)	/'seɪl θruː ˌsʌmθɪŋ/
scramble for sth	/'skræmbəl fə ˌsʌmθɪŋ/
shove your way through	/ʃʌv jə ˌweɪ 'θruː/
shuffle (v)	/'ʃʌfəl/
sink into a seat	/ˌsɪŋk ɪntu ə 'siːt/
speed bump (n)	/'spiːd bʌmp/
stagger (v)	/'stægə/
stagger sb / be staggered by	/'stægə ˌsʌmbədi / bɪ 'stægəd baɪ/
station concourse	/'steɪʃən ˌkɒŋkɔːs/
steer clear of sth	/ˌstiə 'kliə əv ˌsʌmθɪŋ/
stride (v)	/straɪd/
stumble (over words) (v)	/'stʌmbəl (əʊvə ˌwɜːdz)/
surge (v)	/sɜːdʒ/
take sb for a ride	/'teɪk ˌsʌmbədi fə ə 'raɪd/

whatever floats your boat /wʌtˌevə ˌflaʊts jə 'bəʊt/

wobble (v) /ˈwɒbəl/

2B READING AND VOCABULARY

5.8

adjust (v)	/əˈdʒʌst/
battering ram (n)	/'bætərɪŋ ˌræm/
bead (n)	/biːd/
blinded (adj)	/'blaɪndɪd/
bound for (London) (adj)	/'baʊnd fə (ˌlʌndən)/
bulge (n)	/bʌldʒ/
bundle (v)	/'bʌndl/
cease (v)	/siːs/
claim for damage to sth	/kleɪm fə ˌdæmɪdʒ tə ˌsʌmθɪŋ/
clutch (v)	/klʌtʃ/
dandruff (n)	/'dændrʌf/
disembodied (adj)	/ˌdɪsəmˈbɒdɪd/
distressed (adj)	/dɪ'strest/
eastbound (adj)	/'iːstbaʊnd/
eastwards (adv)	/'iːstwədz/
fan (v)	/fæn/
fears over sth	/'fiəz əʊvə ˌsʌmθɪŋ/
fidget (v)	/'fɪdʒɪt/
for dear life	/fə ˌdiə ˌlaɪf/
gasp (v)	/gɑːsp/
glaze over (v)	/ˌgleɪz əʊvə/
groan (v)	/grəʊn/
grind (v)	/graɪnd/
haul (v)	/hɔːl/
heave (v)	/hiːv/
hungry urgency	/ˌhʌŋɡri ˈɜːdʒənsi/
in a frenzy	/ɪn ə ˈfrenzi/
ineffectual (adj)	/ˌɪnəˈfektʃʊəl/
insurance claim	/ɪnˈʃʊərəns ˌkleɪm/
loom (v)	/luːm/
make a grab	/ˌmeɪk ə ˈɡræb/
marching army	/ˌmɑːtʃɪŋ ˈɑːmi/
martyr (n)	/'mɑːtə/
meek submission	/ˌmiːk səbˈmɪʃən/
operating law	/'ɒpəreɪtɪŋ lɔː/
purposely (adv)	/'pɜːpəsli/
relinquish (v)	/rɪˌlɪŋkwɪʃ/
rush of air	/ˌrʌʃ əv ˈeə/
shove (v)	/ʃʌv/
squash sth against sth	/'skwɒʃ ˌsʌmθɪŋ əˈɡenst ˌsʌmθɪŋ/
squeeze (v)	/skwiːz/

stamp (v) /stæmp/
 stillness (n) /'stiːlnəs/
 stretch (v) /stretʃ/
 throng (n) /θrɒŋ/
 thrusting (adj) /'θrʌstɪŋ/
 twitch (v) /twɪtʃ/
 upright rail /'ʌpraɪt reɪl/
 urgency (n) /'ɜːdʒəntsi/
 wad of sth /'wɒd əv ,sʌmθɪŋ/

2C GRAMMAR 5.9

auditorium (n) /ˌɔːdə'tɪəriəm/
 before long /bɪˈfɔː lɒŋ/
 camaraderie (n) /ˌkæmə'rɑːdəri/
 emphasis (n) /'emfəsɪs/
 fighting spirit /ˌfaɪtɪŋ 'spɪrət/
 fresh-faced (adj) /ˌfref'feɪst/
 hush (v) /hʌʃ/
 line up (phr v) /ˌlaɪn 'ʌp/
 rally (n) /'ræli/
 scarcely (adv) /'skeəslɪ/
 severe injuries /səˈvɪərɪ 'ɪndʒərɪz/
 stride forward /straɪd 'fɔːwəd/
 tarmac (n) /'tɑːmæk/
 thrill of speed /θrɪl əv 'spiːd/
 tragedy struck /'trædʒədɪ ,strʌk/
 what the future holds /wɒt ðə 'fjuːtʃə ,həʊldz/

2D LISTENING AND VOCABULARY

5.10

afield (adv) /ə'fiːld/
 astound (v) /ə'staʊnd/
 at breakneck speed /ət ˌbreɪkˌnek 'spiːd/
 brag about sth (v) /'bræg əbaʊt ,sʌmθɪŋ/
 breakthrough (n) /'breɪkθruː/
 build-up (n) /'bɪldʌp/
 castaway (n) /'kɑːstəweɪ/
 cut back on sth (phr v) /ˌkʌt 'bæk ɒn ,sʌmθɪŋ/
 cutback (n) /'kʌtbæk/
 debris (n) /də'brɪː/
 defunct (adj) /dɪ'fʌŋkt/
 exhilaration of speed /ɪgˌzɪlə'reɪʃən əv 'spiːd/
 get a fair share /ˌget ə ˈfeə 'ʃeə/
 get away (phr v) /ˌget ə'weɪ/
 get underway /ˌget ˌʌndə'weɪ/
 getaway (n) /'getəweɪ/
 it goes without saying /ɪt ɡəʊz wɪðəʊt 'seɪɪŋ/
 knock-on effect /'nɒkɒn ɪˈfekt/

leave your mark /ˌliːv jə 'mɑːk/
 likelihood (n) /'laɪklihʊd/
 loss of gravity /ˌlɒs əv 'ɡrævəti/
 outbreak (n) /'aʊtbreɪk/
 outcome (n) /'aʊtkʌm/
 outcry (n) /'aʊtkraɪ/
 outlay (n) /'aʊtlei/
 outlook (n) /'aʊtlʊk/
 outset (n) /'aʊtset/
 overcome hurdles /ˌəʊvəˌkʌm 'hɜːdlz/
 regretful (adj) /rɪ'ɡretfʊl/
 rodent (n) /'rəʊdənt/
 set sth back (phr v) /ˌset ,sʌmθɪŋ 'bæk/
 setback (n) /'setbæk/
 shuttle (n) /'ʃʌtl/
 soar through (phr v) /ˌsɔː 'θruː/
 space junk /'speɪs ˌdʒʌŋk/
 tow (v) /təʊ/
 towtruck (n) /'təʊtrʌk/
 trap (v) /træp/
 vastness (n) /'vɑːstnəs/
 weightlessness (n) /'weɪtləsənəs/
 whizz round /'wɪz ˌraʊnd/

2E SPEAKING 5.11

(there are) no two ways about it / (ðəər ə) ,nəʊ tuː ˈweɪz əbaʊt ɪt/
 baking hot /ˌbeɪkɪŋ 'hɒt/
 be in two minds /ˌbi ɪn tuː 'maɪndz/
 be split between /ˌbi ˈsplɪt bɪˈtwiːn/
 check sth out (phr v) /ˌtʃek ,sʌmθɪŋ 'aʊt/
 come down in buckets /ˌkʌm 'daʊn ɪn 'bʌkɪts/
 crunch (n) /krʌntʃ/
 go for sth (phr v) /'ɡəʊ fə ,sʌmθɪŋ/
 group outing /'ɡruːp ˌaʊtɪŋ/
 have a lot going for /ˌhəv ə 'lɒt ˌɡəʊɪŋ fə/
 hence (adv) /hens/
 in favour of sth /ɪn 'feɪvər əv ,sʌmθɪŋ/
 make a pledge /ˌmeɪk ə 'pledʒ/
 money to throw around /ˌmʌni tə θəʊ ə'raʊnd/
 on balance /ɒn 'bæləns/
 on fire /ɒn 'faɪə/
 pin sb down (phr v) /ˌpɪn ,sʌmbədi 'daʊn/
 something to be said for sth /ˌsʌmθɪŋ tə bi 'sed fə ,sʌmθɪŋ/
 sweltering (adj) /'sweltərɪŋ/
 wander (v) /'wɒndə/
 wipe out (phr v) /ˌwaɪp 'aʊt/

work sth out (phr v) /ˌwɜːk ,sʌmθɪŋ 'aʊt/

2F WRITING AND VOCABULARY

5.12

blindingly obvious /ˌblaɪndɪŋli ˈɒbvɪəs/
 by the skin of one's teeth /baɪ ðə ˌskɪn əv ˌwʌnz 'tiːθ/
 cut sth fine /ˌkʌt ,sʌmθɪŋ ˈfaɪn/
 faulty (adj) /'fɔːlti/
 ferry crossing /ˌferi ˌkrɒsɪŋ/
 fundamentally flawed /ˌfʌndəˌmentəli ˈflɔːd/
 fundamentally inaccurate /ˌfʌndəˌmentəli ɪnˈækjərət/
 get off to a good/bad start /ˌɡet ɒf tə ə ˌɡʊd / ˌbæd 'stɑːt/
 gravely flawed /ˌɡreɪvli ˈflɔːd/
 gravely mistaken /ˌɡreɪvli məˈsteɪkən/
 in excess of /ɪn ɪkˈses əv/
 in the strongest terms /ɪn ðə ˌstrɒŋɡɪst ˈtɜːmz/
 inexcusable (adj) /ɪnɪkˈskjuːzəbəl/
 infinitely preferable /ˌɪnfənətli ˈprefərəbəl/
 let sth rest /ˌlet ,sʌmθɪŋ ˈrest/
 monetary compensation /ˌmʌnətəri ˌkɒmpənˈseɪʃən/
 necessitate (v) /nəˈsesəteɪt/
 pick-up point /ˌpɪkʌp ˌpɔɪnt/
 replacement (n) /rɪˈpleɪsmənt/
 roadside assistance /ˌrəʊdsaɪd əˈsɪstəns/
 suffer inconvenience /sʌfə ɪnˌkənˈviːniəns/
 to one's disbelief /tə ˌwʌnz ˌdɪsbəˈliːf/
 unmatched (adj) /ˌʌnˈmætʃəbl/
 vastly overrated /ˌvɑːstli ˌəʊvəˈreɪtɪd/
 vehemently opposed /ˌviːəməntli əˈpəʊzd/
 wholly unjustified /ˌhəʊli ʌnˈdʒʌstəfaɪd/
 wildly inaccurate /ˌwaɪldli ɪnˈækjərət/
 wildly overrated /ˌwaɪldli ˌəʊvəˈreɪtɪd/

VOCABULARY AND GRAMMAR

1 Complete the sentences with the correct form of the words in brackets.

- The punctuality of the train service has been going _____ (hill) since the beginning of this year.
- The increase in airline taxes is _____ (just) and should definitely not be implemented.
- Sometimes it's nearly impossible to understand the _____ (body) platform announcer's words when you're waiting for a train.
- We had to _____ (come) a lot of hurdles when setting up our travel website, but now it's doing well.
- In my opinion, the new car model is _____ (rate) because it isn't as reliable as the previous one.
- Surely, it's _____ (blind) obvious that we cannot reduce car emissions quickly.

2 Choose the correct words to complete the email.

Hi Dean,
Excellent trip apart from the fact that the museum was ¹*crammed* / *overcome* with tourists and we all had to ²*hobble* / *shuffle* round following this guide who was SO slow! The theatre was brilliant. I've seen my fair ³*boat* / *share* of musicals in life, but this was something very special. The ⁴*driving* / *shoving* force behind the production was a new, unknown director and from the ⁵*outset* / *outlook* we knew we were in for something really different. There was none of the usual ⁶*stumbling* / *fidgeting* when the lights went down and the first effect – of a huge robot ⁷*lurching* / *steering* from side to side across the stage – made everyone gasp! You must try to get to see it. So, how was your weekend?
Best,
Dan

3 Complete the sentences with the correct form of the verbs in the box.

adjust leave relinquish steer surge take

- I don't mind paying a lot for a holiday, but I hate being _____ for a ride by unscrupulous agents.
- If you're choosing a holiday insurer, I would _____ clear of those who promise a lot for very little cost.
- When they opened the doors of the concert hall, the crowd _____ forward and they nearly knocked over the door attendants.
- My mother always has to _____ the driver's seat after my dad's been driving the car.
- There was a group of football fans travelling on the train and they certainly _____ their mark; there were sandwich wrappers and drinks cans all over the floor!
- When Tara took me round the racing track, I refused to _____ my hold of the grab handle – she was driving so fast!

4 Rewrite the sentences using the phrases in the box.

At no time In no way Little did he know No sooner
Only when Under no circumstances

- I wouldn't lie to you whatever the situation.
- I didn't change platforms until I saw the sign.
- We had just set off for York when the car broke down.
- I have never had a problem with my passport.
- He had no idea that the plane was already boarding.
- The cyclist was definitely not to blame for the accident.

5 Rewrite the sentences in two ways starting with the words given.

- I just can't understand the cost of space research.
What _____. / It _____.
- I meant to send the query to James, not Helena.
The person _____. / It _____.
- We need to check the insurance cover for winter sports before we book.
What _____. / It's _____.
- I was astonished by the complete lack of communication from the airline.
What _____. / It _____.

USE OF ENGLISH

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

STRATEGY | Multiple choice

Read the whole text first, and then focus on the sentence with the gap. Sometimes your instinct will give you the answer. If not, choose the option that fits the best.


Dash cams and road accidents



This year has seen a significant rise in the number of dash cam images that have been uploaded from cars whose drivers were ¹_____ by car crashes they'd seen. People have been sending in clips of incidents from those driving at break- ²_____ speeds to drivers ³_____ the lights in town centres. Many believe that the ⁴_____ in police budgets over recent years have meant that traffic control is becoming more and more ⁵_____. This overload of digital images – more than 10,000 last year – is having a negative effect, and the ⁶_____ is that many police hours are spent watching footage of minor incidents.

- | | | | |
|-----------------|---------------|----------------|------------|
| 1 a wobbled | b lurched | c staggered | d surged |
| 2 a back | b head | c limb | d neck |
| 3 a shooting | b flying | c jumping | d bragging |
| 4 a setbacks | b cutbacks | c outcries | d outlays |
| 5 a ineffectual | b disaffected | c unsatisfying | d unstable |
| 6 a outlook | b turnout | c breakthrough | d outcome |

LISTENING

7  **1.13** You are going to hear three short conversations. For questions 1–6, choose the answer A, B or C which fits best according to what you hear.

1 You hear a couple talking about their son.

- 1 The couple have different opinions about the
 - A speed of cars at that time of day.
 - B their son's cycling skills.
 - C the poor air quality on the cycle paths.

2 When talking about dangers to cyclists, the man and woman disagree about

- A the seriousness of the problem.
- B the best solution to the problem.
- C whose fault the problem is.

2 You hear a couple at an airport security check.

- 3 According to the woman, the machine
 - A should have been installed in every airport by now.
 - B won't cause any problems to their possessions.
 - C will save time for travellers in the future.

4 The woman mentions her shoes

- A as part of an explanation.
- B as a complaint about their quality.
- C as a criticism of the way the security personnel perceive them.

3 You overhear a man and a woman talking about a future holiday plan.

- 5 From what the woman says about *flygskam* (flight shame), we can understand that
 - A it was an idea invented by Greta Thunberg, the Swedish environmental campaigner.
 - B although popular in theory, the idea hasn't led to any significant changes in behaviour yet.
 - C without Greta Thunberg, people outside Sweden might not have heard about the idea.

6 The woman makes a promise about

- A reducing the time spent travelling.
- B preparing food for the journey.
- C reducing the stress of the journey.

SPEAKING

8 In pairs, take it in turns to ask and answer the questions.

Student A

- 1 Do you enjoy living in your town? Say why.
- 2 Do you ever use English outside the classroom? Say why.
- 3 Which famous person do you most admire?

Student B

- 1 Would you like to live in another part of your country? Say why.
- 2 How do you think you will use English in the future?
- 3 Which famous person would you most like to meet? Say why.

9 The photos show different ways of travelling. Take it in turns to compare the pictures. In pairs, ask and answer the questions below.



Student A

- 1 What might the people in the photos be thinking and why might they have chosen this form of transport?
- 2 Which of these forms of transport can be more stressful?

Student B

- 1 Which of these forms of transport should people be encouraged to use more frequently and which less? Say why.
- 2 How could each travelling experience be improved for those using it?

WRITING

10 You travel regularly to school by train and have a monthly pass. Recently, there have been a lot of cancellations and delays to the services, and the trains that do run are always very crowded. Write a letter of complaint to the director of the railway company explaining the problem and how it has affected you. In your complaint, ask for a discount on your next pass in recognition of the poor service.

THE TRIP OF MY DREAMS?

It had always been on my bucket list. A country of such amazing contrasts, the Atacama Desert at one end of the country, and the edge of Antarctica at the other. Old colonial towns, and the modern skyscrapers of Santiago. Where am I talking about? Chile of course!

I was going with my new best friend, Daisy. We hadn't known each other that long, but we'd really hit it off right from the start. I'm quite reserved, whereas she is a real live wire, but we seemed to complement each other well. And when I mentioned my fascination with Chile, she became the driving force in actually making my dream happen.

Before I knew it, we were arriving in Santiago. What an incredible city! I loved spending the days walking around the different neighbourhoods, trying some typical dishes such as *caldillo de congrio* (eel soup – don't knock it 'til you've tried it) and soaking up the atmosphere. But, after a few days, things started to go downhill. Daisy was bored. She wanted to go skiing in the Valle Nevado. The problem was, not only had I never been skiing, but that it was also likely to completely blow my budget. When I explained this to her, she sulked. I wasn't sure what to do. I couldn't really afford the trip, but, then again, I didn't want to fall out with her, especially so early on in our holiday. So, we went.

Daisy loved it and being the social butterfly she is, she soon made a whole load of new friends. Being in the mountains was great, but I can't say that I really clicked

with the new crowd. And I was also itching to get on with our tour and visit the Atacama desert. Eventually, I managed to drag her away, and we set off north.

Wow. What a landscape! We visited Moon Valley and Mars Valley, and it really did feel as if we were on another planet. But it wasn't long before another problem reared its head. I had noticed that Daisy kept taking photos of the local people. Some of them did look pretty incredible, wearing bright colours and big wide hats, but it never seemed to occur to her to ask them for permission first. It drove me up the wall! And then, to make matters even worse, I saw that she was posting them online with stupid comments laughing at them. I wanted to say something to her, but our friendship was already getting pretty frayed around the edges so I just bit my tongue.

Then something happened which pushed me over the edge. We had travelled back down to Valparaíso, which is a really beautiful old city just north of Santiago, on the Pacific coast. It's gorgeous, but there's also quite a lot of poverty. To my surprise, Daisy announced that she had booked us onto a 'slums tour', visiting the poorest parts of the city to take photos. I was outraged, but she just couldn't grasp why I found it problematic.

After this, the trip went from bad to worse. By the end, I couldn't wait to get home. Needless to say, we haven't seen much of each other since we returned.



1 In pairs, look at the photos and discuss the questions.

- 1** Which country do you think all the photos were taken in?
- 2** Does it look like somewhere you would like to go? Say why.
- 3** Who would you like to go with? What makes a good travelling companion?

2 Read the blog post about Amy's trip to the country in the photos and answer the questions.

- 1** Which country did she visit?
- 2** What did she do there?
- 3** Did Amy choose her travelling companion well? Say why.
- 4** What dilemmas did travelling with Daisy cause Amy? Do you think Amy always made the right decisions? Say why.

3 **1.14** Listen to Jane Boden, an ethics specialist, talking about ethical travel dilemmas. Which two issues does she mention?

4 **REFLECT | Society** Some cities are becoming very overcrowded with tourists. Do you think tourist numbers should be limited, or that accommodation should be restricted? Say why.

5 **1.14** Complete the advice in the Life Skills box with 1-3 words in each gap. Then listen again and check.

LIFE SKILLS | How to make a good decision

- 1** Gather relevant information – do _____.
- 2** Make a list of possible options, and consider the pros and cons and _____ of each.
- 3** Consider how these options relate to your _____.
- 4** Get some different _____ – ask others for their views or experience.
- 5** Make the decision and later consider what _____ from this experience.

6 In pairs, talk about some decisions you made connected with a trip, e.g. where to go, who to travel with, or perhaps a more complicated ethical decision. How did you make that decision?

7 Do the task below.

LIFE SKILLS | Project

Work in pairs or small groups.

- Choose one of the ethical travel dilemmas:
 - 1** You are visiting South Africa and are given the opportunity to go diving (in a cage) and come face to face with the great white shark. Would you go?
 - 2** You are visiting a country with a great deal of poverty; the local children ask you for sweets. Should you give them?
 - 3** You are mountain trekking in a poor country. Your equipment is extremely heavy. Should you use porters who suffer appalling working conditions to carry your luggage?
- Using the tips in the Life Skills box, analyse the dilemma and come to a conclusion.
- Join up with a pair who chose a different dilemma and explain the decision-making process you went through, as well as what you finally decided.