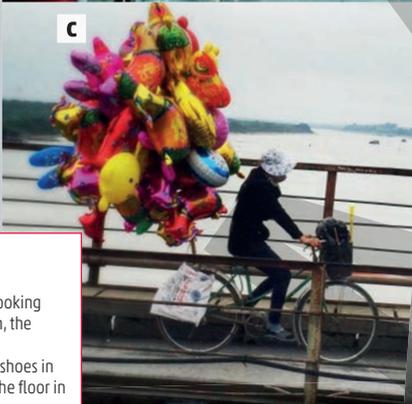


02

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



Exercise 3

- 1 S1: D, S2: E, S3: C
 2 S1: two exceptional-looking people: the rhino man, the golden man
 S2: a pair of women's shoes in decent condition, on the floor in a totally empty carriage
 S3: a mass of brightly-coloured balloons in midair, fastened to a bike, on a bridge
 3 S1 likes to watch people when travelling.
 S2 avoids rush hour - runs up to last train carriage.
 S3 checks out car/motorbike makes on long car journeys.
 4 S1: fancy dress parties / rhino man = campaign supporter / gold man = human statue
 S2: sore feet / new pair of shoes
 S3: The woman had just got married.

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?

18

REFERENCES

AUDIO SCRIPT page 218

EXTRA ACTIVITIES IN CLASS

- After Exercise 1, in the same or new pairs, students tell a partner about a memorable travel experience they have had. They should mention the

destination, when and how they travelled, and what happened to make the experience memorable.

- After Exercise 9, put students in pairs and allocate the idioms from Exercise 7 to one student, and the idioms from Exercise 9 to the other student. Give them a few minutes to revise their

sets of idioms and then ask them to cover their set, but not their partner's. In turns, they read out an idiom from their partner's set, and their partner must give an example sentence using the idiom. To turn this into a game, students win one point for each correctly used idiom, and the student with the most points at the end wins.

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

- quickly? lurch / stride / surge
- slowly? hobble / shuffle / wobble
- unsteadily? lurch / stagger / stumble / wobble
- without lifting your feet off the ground? shuffle
- with difficulty? lurch / hobble / shuffle / stagger / stumble / wobble

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

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

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

I can use verbs and idioms related to movement to talk about travelling.

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

- Ella **sailed** through her interview to become a tour guide.
- My cousin **drives** himself too hard in his work as a holiday rep and he'll be ill if he's not careful.
- I was so stressed while reading the speech that I **stumbled** over some of the words.
- We were **staggered** by the amount of homework the teacher gave us to do over the weekend.
- I was late this morning and I **flew** down the road to catch the bus with a few seconds to spare.
- No one can agree about whether or not to install speed bumps so let's just **park** that idea for now.
- He was in such a hurry that he **jumped** the lights and nearly had a crash.
- 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 **backpedalled** 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.

Exercise 5

- staggering
- surged
- shuffling
- lurched
- stumbled, was hobbling/hobbled
- strode
- surged, wobbled

FURTHER PRACTICE

- Workbook pages 16-17/Online Practice
- Photocopiable resource 4: What have I done?, pages 270, 284
- Extra digital activities: Vocabulary Checkpoint 2

ASSESSMENT

Vocabulary Quiz 2

NEXT CLASS

Ask students to do an Internet search to find out about the book *King Solomon's Carpet* by Barbara Vine, and write a brief synopsis of the story for the next lesson.

2B READING AND VOCABULARY

Exercise 4

- A** demonstrative referring forward (wad of people)
B pronoun referring back (eastbound train)
C object pronoun referring back (people coming on the train)
D possessive pronoun referring back (face)
E object pronoun referring back (the bag)
F phrase with indefinite pronoun referring back (heaving; continuous restless movement)
G demonstrative referring forward (two men and woman with a handbag)
H possessive adjective referring back (handbag's)

Exercise 7

- 1** normally when people are in pain or suffering; here: implies it was an effort for the doors to shut
2 usually an official mark; here: implies the people's expressions were similar and fixed
3 usually used for mass or lump of paper, etc.; here: implies lack of identity
4 implies an uncountable number, continually moving
5 refers to a group of people involved in the same activity
6 normally used to force an entry; here: implies combined determination to push forward
7 here: implies someone pushed the dress along like a broom pushes dust, not considering the nature of the item, lack of control
8 here: implies people became like statues

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.

- When I set out, the sky was full of clouds, but they'd cleared by the time I reached the bus stop. clouds
- What I hate about flying is all the waiting about. It really drives me up the wall. all the waiting about
- 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. stories
- In spite of their fears over delays, the students still made it to the exam with time to spare. students
- The travel news was depressing. More than fifty percent of planes had been grounded due to the storm. 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 <u>adjusting</u> | 5 pushing <u>showing</u> |
| 2 pulling <u>heaving</u> | 6 stopped <u>ceased</u> |
| 3 held <u>clutched</u> | 7 twitching <u>fidgiting</u> |
| 4 letting go <u>relinquishing</u> | |

Showing involves pushing, but implies harder pressure, with no thought for the person being pushed. The second verb in each pair contains the meaning of the first but adds emphasis to it.

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.

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

8 SPEAKING In pairs, discuss the questions.

- What do you think happens next in the story?
- How would you react in a similar situation?
- 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.

20

I can understand reference devices and talk about public transport.

REFERENCES

CULTURE NOTES page 208

EXTRA ACTIVITIES IN CLASS

- After Exercise 2, ask students to share their synopses in pairs or small groups.

Then hold a brief class discussion about whether students think the story is interesting and if they would like to read the whole book.

- After Exercise 5, ask students to choose a gap from the extract and write their own sentence to complete it. Remind

them that they can use reference devices to link their sentences to the sentence before or after the gap – refer them to the Active Reading box. They then give their sentence to a partner, who must decide where it fits in the extract.

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 C 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 F 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 A 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 G 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 ^Hhers, 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 ^Iit. 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 E 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 ^Ffidgiting, the ^Gadjusting of positions, the shifting of hands, ^Hceased and all became still. Everyone froze into stillness like people playing the statues game when the music stops. She knew why. If the ^Iheaving 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 ^Jsomething so intolerable imposed upon them.

They were still. ⁶ D 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 ^Kthose who surrounded her, her head under the men's elbows, a woman's handbag, ^Lclutched under an arm, driving ^Mits hard contents into her throat.

When the train stopped, she thought they were there.

60 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 B 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.

21

FURTHER PRACTICE

- Workbook pages 18–19/Online Practice
- Photocopiable resource 5: The scariest flight, pages 270, 285

NEXT CLASS

Ask students to think about an exciting or extreme sport they would like to try, and to make some notes about it for the next lesson.

2C GRAMMAR

Exercise 3

The first sentence is an example of negative inversion. It is used to emphasise a negative adverb or adverbial expression and to make a sentence sound more dramatic or memorable. (Examples are highlighted in the text.)

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? *a biographical article; in a sports magazine*
- 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. The word order is different.

- 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.

- 3** 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.
- 2 4** 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*.
- 1** 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**.

Grammar Reference > page 167

22

REFERENCES

AUDIO SCRIPT page 218
CULTURE NOTES page 209

EXTRA ACTIVITIES IN CLASS

- As an extension to Exercise 1, refer students to the notes they made at home and ask them to tell the class about the exciting or extreme sport they would like to try. If you have a large class, students could do this in groups instead. Encourage the class/groups to ask questions about the sport.

- After going through the second Watch Out box on page 23 with the class, ask students to write five true sentences about themselves using the sentence starters in the box (*The (only) thing that, The day when, The place where, The reason why, The person/people who*). They can then share their sentences in pairs or groups, or with the class.

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? Spain, France, Germany; the cars, the food in France and the hotels

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.

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

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



Exercise 7

- But Billy has given to others such inspiration that ...
- He wanted to become a Formula One driver.
The crash also seemed to destroy his dream ...
He has shown us that ...
- A fresh-faced, confident nineteen-year-old walks onto the stage. They applaud enthusiastically. Billy lost both his legs in ...
He stands here.

Exercise 9

- 1 Not once did he feel sorry ...
- 2 Little did he realise how hard ...
- 3 So severe were his injuries that he feared ...
- 4 Such was the pain he felt that ...

Exercise 10

- 1 Quickly, they got him out of the car.
- 2 Concentration is vital in a ...
- 3 Although he is young, Billy is ...
- 4 Next month he's taking part in ...

Exercise 12

- 2 a It's good food, fast cars and great roads that you can expect.
b What you can expect is good ...
- 3 a It's a passion for cars that unites ...
b What unites the group is a ...
- 4 a It's car racing that floats ...
b What floats Billy's boat is ...

Exercise 14

- 2 No, all Marie did was to give directions.
- 3 No, after reading a blog the only thing Mike talked about was the rally.
- 4 No, it was Mike who applied to do the rally.
- 5 No, Spain is where the rally started. / The place where the rally started was Spain.
- 6 No, the thing that Marie liked the most was the food in France.
- 7 No, what Marie didn't like was not being able to understand the people in Spain.
- 8 No, the only things Sam's brother needs to do to enter the rally are to write a letter and find a fast car.

Exercise 15

- 1 Not only was she tired
- 2 Never had she raced
- 3 All / The only thing she wanted to do was
- 4 It was at the first corner that the motorbike wobbled
- 5 What saved her were her quick reactions. / It was her quick reactions that saved her.
- 6 Powerfully, her bike surged forward.
- 7 not once did she think of giving up
- 8 It was her first race she had won.

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.

I can use inversion, fronting and clefting to add emphasis.

23

- After Exercise 12, ask students to find three lead sentences in the text on page 22 and rewrite them in two ways, using cleft sentences. They then swap with a partner and check each other's work or, time permitting, read their sentences out to the class.

FURTHER PRACTICE

- Workbook pages 20-21/Online Practice
- Photocopiable resource 6: Under no circumstances ... , pages 270, 286
- Extra digital activities: Grammar Checkpoint 2

ASSESSMENT

Grammar Quiz 2

NEXT CLASS

Ask students to think about space tourism, what a space trip would involve and the kind of person who might take a space trip, and to make notes for the next lesson.

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 share of government money?
- 2 What hurdles might you have to overcome to be successful in your chosen career?
- 3 Do you think you would enjoy travelling at breakneck speed?
- 4 Do you think there are any areas on Earth where humans have not left their mark?
- 5 Have you done anything recently that you might be tempted to brag about?
- 6 What might be the knock-on effect 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 getaway (away) to Scotland at the weekend.
- 2 The outcome (out) of the investigation into the collision will not be known before March.
- 3 They've recently made an amazing breakthrough (through) in developing driverless cars.
- 4 The weather outlook (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 setback (back) it won't be finished until next week.
- 6 From the outset (out), scientists have warned of the potential dangers of space junk.
- 7 The initial outlay (out) for developing a space tourist programme was immense, but it will eventually make a good profit.
- 8 There would be a public outcry (out) if the government made too many cutbacks (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.

24

I can identify specific information in a conversation and talk about space.

REFERENCES

AUDIO SCRIPT page 218
CULTURE NOTES page 209

EXTRA ACTIVITIES IN CLASS

- Lead in to the topic of the lesson by referring students to the notes they made at home. Put them in pairs or small groups to discuss their views and

ideas, then invite a few students to share them with the class.

- As an extension to Exercise 6, put students in groups and ask them to prepare a space trip itinerary that includes information about the type of spacecraft, place and time of departure, duration of trip, destination(s) and on-board activities.

FURTHER PRACTICE

- Workbook page 22/Online Practice
- Photocopiable resource 7: Space tourism, pages 271, 287

NEXT CLASS

Ask students to make a list of places they could visit with a group of friends to celebrate the end of school.



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 said for (a couple of days in the capital). But on the other hand, ...

Alternatively, we could put ² forward 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 favour of ...

Well, you could ⁴ argue 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 question (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 minds here. There are pros and cons for each.

If you really wanted to ⁷ pin 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* ”

I can consider and compare alternatives when talking about tourism.

25

REFERENCES

AUDIO SCRIPT page 219

EXTRA ACTIVITIES IN CLASS

- After Exercise 3, put students in small groups and refer them to the lists they made at home. Explain that they are going to plan their own outing

to celebrate the end of school. They should share their lists and then, as a group, make a final decision, using phrases from the Speaking box in their discussion. They can then present their decision to the class.

- As an extension to Exercise 4, ask students to discuss the following statement in pairs or small groups:

As inhabitants of this planet, we all have a right to travel wherever we choose. Then open up the discussion to the class.

FURTHER PRACTICE

Workbook page 23/Online Practice

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



26

REFERENCES

CULTURE NOTES page 209

EXTRA ACTIVITIES IN CLASS

- After Exercise 7, put students in pairs and get them to test each other on the adverb + adjective collocations from Exercises 6 and 7. They should begin by writing down a list of the adverbs.
- Then, with books closed, they take it in turns to say an adverb from the list for their partner to provide a suitable adjective to complete the collocation.
- For Exercise 9, after students look at the notes and before they plan their letter of complaint, ask them to imagine they were on the ferry trip. In their pairs, they should relate to their partner some of the problems they faced.
- As there are six notes, these can be divided into three per student. They should expand on the notes by giving extra information they make up.
- After Exercise 10, students look at the advert in Exercise 9 again and, in pairs, come up with 5–6 different problems to those in Exercise 9. They make notes and then use them to write a second letter of complaint as homework.

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. *It failed to arrive on time.*
- 2 More than thirty minutes late ... *In excess of thirty minutes late ...*
- 3 The next thing that went wrong was ... *Our second issue was ...*
- 4 You know that ... *You may remember that ...*
- 5 To top it all ... *Finally, to our utter disbelief ...*
- 6 Not an apology from anyone. *At no time were we offered an apology.*
- 7 Luckily ... *We were extremely fortunate ...*
- 8 By the skin of our teeth ... *Just in time ...*

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* disappointed
- 2 *drastically* improved
- 3 *completely* inexcusable

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* obvious
- 2 *fundamentally* flawed / inaccurate
- 3 *gravely* mistaken / flawed
- 4 *infinitely* preferable
- 5 *vastly* overrated
- 6 *vehemently* opposed
- 7 *wildly* inaccurate / overrated
- 8 *wholly* unjustified

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.

Exercise 3

email/message to a friend: abbreviations; miss out unimportant words; use idioms/ colloquialisms; expressive punctuation; familiar greeting and closing; direct questions
formal email/letter: conventional greeting and closing; complete sentences; well-structured paragraphing; more precise choice of vocabulary; avoid idioms/ colloquialisms; more complex grammatical structures; use linkers and discourse markers; use passive voice

Exercise 5

- 1 While we were extremely fortunate ... to catch our flight, we believe we should receive ...
- 2 the coach had not been properly serviced
- 3 I would like to express in the strongest terms, how deeply disappointed we were
- 4 What was, in my view, completely inexcusable, was that at no time were we ...
- 5 Obviously, we hope that ...

Exercise 8

- 1 gravely mistaken
- 2 wildly inaccurate
- 3 vastly/wildly overrated
- 4 wholly unjustified
- 5 infinitely preferable
- 6 blindingly obvious

FURTHER PRACTICE

Workbook page 24/Online Practice

NEXT CLASS

Ask students to study the word list and do the Remember More exercises on Student's Book pages 28–29.

REMEMBER MORE

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

- When someone *lurches*, they move suddenly in an unsteady way.
- A person who *staggers* has difficulty walking.
- Cease* and *stop* are antonyms.
- If you *stumbled* through a speech, it means you did well.
- 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.

- The noise from the building site is driving up the wall.
- There's a huge traffic jam on the motorway, so steer clear it.
- I realised he was taking me a ride when he asked for the money.
- 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.

- We want to get away every weekend this summer.
- The school had to cut back on its spending.
- We don't know what will come out of this meeting.
- 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.

- It was blindingly obvious / unjustified that there was no money left in the budget.
- The description of the hotel was wildly preferable / inaccurate, so we'll be making a complaint.
- The review was full of lies - it was gravely / fundamentally flawed.
- 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)	/ˈbeəfʊt/
be plain sailing	/biˌpleɪn ˈseɪlɪŋ/
bizarre (adj)	/ˈbɪzɑː/
board (v)	/bɔːd/
bored silly	/ˈbɔːd ˈsɪli/
cluster around (phr v)	/ˌklʌstə əˈraʊnd/
cram (v)	/kræm/
disrupt (v)	/dɪsˈrʌpt/
drive oneself	/ˈdraɪv wʌŋself/
drive sb up the wall	/ˈdraɪv sʌmbɒdi ʌp ðə ˈwɔːl/
driving force behind sth	/ˈdraɪvɪŋ fɔːs biˌhaɪnd sʌmθɪŋ/
flash up	/flæʃ ˈʌp/
fly down the road	/flaɪ daʊn ðə ˈrəʊd/
for the life of me	/fə ðə ˈlaɪf əv mi/
go downhill	/gəʊ ˌdaʊnˈhɪl/
gust (v)	/gʌst/
hobble (v)	/ˈhɒbəl/
hurtle (v)	/ˈhɜːtl/
in the same boat	/ɪn ðə ˌseɪm ˈbəʊt/
jump the lights	/dʒʌmp ðə ˈlaɪts/
lurch (v)	/lɜːtʃ/
midair (n)	/ˌmɪdˈeə/
outfit (n)	/ˈaʊtfɪt/
pad (v)	/pæd/
park an idea	/ˌpɑːk ən aɪˈdɪə/
pinstripe (n)	/ˌpɪnstreɪp/
round the bend (v)	/raʊnd ðə ˈbend/
rush hour (n)	/ˈrʌʃ aʊə/
sail through sth (phr v)	/seɪl θruː sʌmθɪŋ/
scramble for sth	/ˌskræmbəl fə sʌmθɪŋ/
shove your way through	/ʃʌv jə ˌweɪ ˈθruː/
shuffle (v)	/ˈʃʌfl/
sink into a seat	/sɪŋk ˌɪntə ə ˈsiːt/
speed bump (n)	/ˈspiːd bʌmp/
stagger (v)	/ˈstæɡə/
stagger sb / be staggered by	/ˈstæɡə sʌmbɒdi / bi ˈstæɡəd baɪ/
station concourse	/ˈsteɪʃən ˌkɒŋkɔːs/
steer clear of sth	/stiə ˈkliə əv sʌmθɪŋ/
stride (v)	/straɪd/
stumble (over words) (v)	/ˈstʌmbəl (əʊvə wɜːdz)/
surge (v)	/sɜːdʒ/
take sb for a ride	/ˈteɪk sʌmbɒdi fə ə ˈraɪd/

whatever floats your boat /wʌtˌevə ˌfləʊts jə ˈbəʊt/

wobble (v) /ˈwɒbəl/

2B READING AND VOCABULARY

5.8

adjust (v)	/əˈdʒʌst/
battering ram (n)	/ˈbætərɪŋ ˌræm/
bead (n)	/biːd/
blinded (adj)	/ˈblaɪndɪd/
bound for (London) (adj)	/ˈbaʊnd fə (ˌlʌndən)/
bulge (n)	/ˈbʌldʒ/
bundle (v)	/ˈbʌndl/
cease (v)	/siːs/
claim for damage to sth	/kleɪm fə ˈdæmɪdʒ tə sʌmθɪŋ/
clutch (v)	/klʌtʃ/
dandruff (n)	/ˈdændrʌf/
disembodied (adj)	/ˌdɪsəmˈbɒdɪd/
distressed (adj)	/dɪˈstrest/
eastbound (adj)	/ˈiːstbaʊnd/
eastwards (adv)	/ˈiːstwədz/
fan (v)	/fæn/
fears over sth	/ˈfiəz əʊvə sʌmθɪŋ/
fidget (v)	/ˈfɪdʒɪt/
for dear life	/fə ˈdiə ˈlaɪf/
gasp (v)	/gɑːsp/
glaze over (v)	/gleɪz əʊvə/
groan (v)	/grəʊn/
grind (v)	/graɪnd/
haul (v)	/hɔːl/
heave (v)	/hiːv/
hungry urgency	/ˌhʌŋɡri ˈɜːdʒəntsi/
in a frenzy	/ɪn ə ˈfrenzi/
ineffectual (adj)	/ɪnəˈfektʃuəl/
insurance claim	/ɪnˈʃʊərəns ˌkleɪm/
loom (v)	/luːm/
make a grab	/ˌmeɪk ə ˈɡræb/
marching army	/ˌmɑːtɪŋ ˈɑːmi/
martyr (n)	/ˈmɑːtə/
meek submission	/ˌmiːk səbˈmɪʃən/
operating law	/ˌɒpəreɪtɪŋ lɔː/
purposely (adv)	/ˈpɜːpəsli/
relinquish (v)	/rɪˈlɪŋkwɪʃ/
rush of air	/ˌrʌʃ əv ˈeə/
shove (v)	/ʃʌv/
squash sth against sth	/ˈskwɒʃ sʌmθɪŋ əˈɡenst sʌmθɪŋ/
squeeze (v)	/skwiːz/

Exercise 2

- ... driving me/everyone/people up the wall.
- ... steer clear of it
- ... taking me for a ride ...
- ... the driving force behind the development ...

Exercise 3

- We want to go for a getaway every weekend this summer.
- The school had to make cutbacks in (its) spending.
- We don't know what the outcome of this meeting will be.
- There has been a temporary setback in the opening of the new school.

EXTRA ACTIVITIES IN CLASS

- Write the heading *Verbs of movement* on the board, followed by anagrams of the verbs in Lesson 2A (*hobble, lurch, shuffle, stagger, stride, stumble, surge, wobble*). Individually or in pairs, students try to solve the anagrams as quickly as they can. The first student/pair to do so wins.

- Divide the class into teams. Give each team in turn a phrasal noun from the word list for Lesson 2D. Give them some time to confer and then to use it in a sentence. Each correct sentence gives each team one point, and the team with the most points at the end are the winners. To make the activity more challenging, only one person

from the team can answer the question each time, and all team members must have a go. If the answer is wrong, the other team can nominate one of their players to answer the question and earn a point.

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

2C GRAMMAR 5.9

auditorium (n) /,ɔ:di'tɔ:riəm/
before long /'bi:fɔ: 'lɒŋ/
camaraderie (n) /,kæmə'reɪdəri/
emphasis (n) /'emfəsɪs/
fighting spirit /'faɪtɪŋ 'spɪrət/
fresh-faced (adj) /'fref'feɪst/
hush (v) /hʌʃ/
line up (phr v) /,laɪn 'ʌp/
rally (n) /'ræli/
scarcely (adv) /'skeəslɪ/
severe injuries /sə'vɪər 'ɪndʒərɪz/
stride forward /,straɪd fɔ:wəd/
tarmac (n) /'tɑ:mæk/
thrill of speed /θrɪl əv 'spi:d/
tragedy struck /'trædʒədi ,strʌk/
what the future holds /,wɒt ðə 'fju:tʃə ,həʊldz/

2D LISTENING AND VOCABULARY

5.10

afield (adv) /ə'fi:ld/
astound (v) /ə'staʊnd/
at breakneck speed /ət ,breɪknek 'spi:d/
brag about sth (v) /bræg ə'baʊt ,sʌmθɪŋ/
breakthrough (n) /'breɪkθru:/
build-up (n) /'bɪldʌp/
castaway (n) /'kɑ:stəweɪ/
cut back on sth (phr v) /,kʌt 'bæk ɒn ,sʌmθɪŋ/
cutback (n) /'kʌtbæk/
debris (n) /də'brɪ:/
defunct (adj) /dɪ'fʌŋkt/
exhilaration of speed /ɪg,zɪlə'reɪʃən əv 'spi:d/
get a fair share /,get ə ,feə 'ʃeə/
get away (phr v) /,get ə'weɪ/
get underway /,get ,ʌndə'weɪ/
getaway (n) /'getəweɪ/
it goes without saying /ɪt ,gəʊz wɪðəʊt 'seɪɪŋ/
knock-on effect /'nɒkɒn ɪ'fekt/

leave your mark /li:v jə 'mɑ:k/
likelihood (n) /'laɪklihʊd/
loss of gravity /lɒs əv 'grævətɪ/
outbreak (n) /'aʊtbreɪk/
outcome (n) /'aʊtkʌm/
outcry (n) /'aʊtkraɪ/
outlay (n) /'aʊtleɪ/
outlook (n) /'aʊtlʊk/
outset (n) /'aʊtset/
overcome hurdles /əʊvə,kʌm 'hɜ:dlz/
regretful (adj) /rɪ'gretfʊl/
rodent (n) /'rəʊdənt/
set sth back (phr v) /,set ,sʌmθɪŋ 'bæk/
setback (n) /'setbæk/
shuttle (n) /'ʃʌtl/
soar through (phr v) /,sɔ: 'θru:/
space junk /'speɪs ,dʒʌŋk/
tow (v) /təʊ/
towtruck (n) /'təʊtrʌk/
trap (v) /træp/
vastness (n) /'vɑ:stnəs/
weightlessness (n) /'weɪtləsni:s/
whizz round /'wɪz ,raʊnd/

2E SPEAKING 5.11

(there are) no two ways about it /('ðeə ə) ,nəʊ tu: 'weɪz ə'baʊt ɪt/
baking hot /,beɪkɪŋ 'hɒt/
be in two minds /bi ɪn tu: 'maɪndz/
be split between /bi 'splɪt bi'twi:n/
check sth out (phr v) /,tʃek ,sʌmθɪŋ 'aʊt/
come down in buckets /,kʌm 'daʊn ɪn 'bʌkɪts/
crunch (n) /krʌntʃ/
go for sth (phr v) /gəʊ fə ,sʌmθɪŋ/
group outing /'gru:p ,aʊtɪŋ/
have a lot going for /həv ə 'lɒt ,gəʊɪŋ fə/
hence (adv) /hens/
in favour of sth /ɪn 'feɪvər əv ,sʌmθɪŋ/
make a pledge /,meɪk ə 'pledʒ/
money to throw around /,mʌni tə θrəʊ ə'raʊnd/
on balance /ɒn 'bæləns/
on fire /ɒn 'faɪə/
pin sb down (phr v) /,pɪn ,sʌmbədi 'daʊn/
something to be said for sth /,sʌmθɪŋ tə bi 'sed fə ,sʌmθɪŋ/
sweltering (adj) /'sweltərɪŋ/
wander (v) /'wɒndə/
wipe out (phr v) /waɪp 'aʊt/

work sth out (phr v) /wɜ:k ,sʌmθɪŋ 'aʊt/

2F WRITING AND VOCABULARY

5.12

blindingly obvious /blaɪndɪŋli 'ɒbvɪəs/
by the skin of one's teeth /baɪ ðə ,skɪn əv ,wʌnz 'ti:θ/
cut sth fine /,kʌt ,sʌmθɪŋ 'faɪn/
faulty (adj) /'fɔ:ltɪ/
ferry crossing /'ferɪ ,krɒsɪŋ/
fundamentally flawed /,fʌndə'mentəli 'flɔ:d/
fundamentally inaccurate /,fʌndə'mentəli ɪn'ækjərət/
get off to a good/bad start /get ɒf tə ə ,gʊd / ,bəd 'stɑ:t/
gravely flawed /,ɡreɪvli 'flɔ:d/
gravely mistaken /,ɡreɪvli mə'steɪkən/
in excess of /ɪn ɪk'ses əv/
in the strongest terms /ɪn ðə ,strɒŋgɪst 'tɜ:mz/
inexcusable (adj) /ɪnɪk'skjʊ:zəbəl/
infinitely preferable /ɪn'fɪnətli 'prefərəbəl/
let sth rest /,let ,sʌmθɪŋ 'rest/
monetary compensation /,mɒnətəri ,kɒmpən'seɪʃən/
necessitate (v) /nə'sesəteɪt/
pick-up point /'pɪkʌp ,pɔɪnt/
replacement (n) /rɪ'pleɪsmənt/
roadside assistance /rəʊdsaɪd ə'sɪstəns/
suffer inconvenience /sʌfə ,ɪnkən'vi:niəns/
to one's disbelief /tə ,wʌnz ,dɪsbə'lɪ:f/
unmatchable (adj) /ʌn'mætʃəbəl/
vastly overrated /vɑ:stli əʊvə'reɪtɪd/
vehemently opposed /vi:əməntli ə'pəʊzɪd/
wholly unjustified /həʊli ʌn'dʒʌstəfaɪd/
wildly inaccurate /waɪldli ɪn'ækjərət/
wildly overrated /waɪldli əʊvə'reɪtɪd/

- Put students in pairs and ask them to write a short paragraph using at least one word/phrase from each of the six sections of the word list (2A–2F) in the word list. If time allows, they can then read out their paragraphs to the class, who can take a vote on the most original text.

- Divide the class into teams. Dictate to each team in turn a word from the word list to spell correctly for one point. Ensure each pair of words has similar spelling difficulty. Students get an extra point if they can use it correctly in a sentence. The team with the most points at the end are the winners.

FURTHER PRACTICE

Workbook page 25/Online Practice

NEXT CLASS

Ask students to revise Unit 2.

VOCABULARY AND GRAMMAR

Exercise 4

- Under no circumstances would I lie to you.
- Only when I saw the sign did I change platforms.
- No sooner had we set off for New York than the car broke down.
- At no time have I ever had a problem with my passport.
- Little did he know that the plane was already boarding.
- In no way was the cyclist to blame for the accident.

Exercise 5

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

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

- The punctuality of the train service has been going downhill (hill) since the beginning of this year.
- The increase in airline taxes is unjustified (just) and should definitely not be implemented.
- Sometimes it's nearly impossible to understand the disembodied (body) platform announcer's words when you're waiting for a train.
- We had to overcome (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 overrated (rate) because it isn't as reliable as the previous one.
- Surely, it's blindingly (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 ¹crammed / overcome with tourists and we all had to ²hobble / shuffle round following this guide who was SO slow! The theatre was brilliant. I've seen my fair ³boat / share of musicals in life, but this was something very special. The ⁴driving / shoving force behind the production was a new, unknown director and from the ⁵outset / outlook we knew we were in for something really different. There was none of the usual ⁶stumbling / fidgiting when the lights went down and the first effect – of a huge robot ⁷lurching / 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 taken for a ride by unscrupulous agents.
 - If you're choosing a holiday insurer, I would steer clear of those who promise a lot for very little cost.
 - When they opened the doors of the concert hall, the crowd surged forward and they nearly knocked over the door attendants.
 - My mother always has to adjust 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 left their mark; there were sandwich wrappers and drinks cans all over the floor!
 - When Tara took me round the racing track, I refused to relinquish 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 |

Use of English > page 178

REFERENCES

- AUDIO SCRIPT page 220
- CULTURE NOTES page 209

FURTHER PRACTICE

- Use of English, Student's Book page 178
- Class debates pages 265–266
- Self-assessment 2 and Self-check 2, Workbook pages 26–27/Online Practice
- Extra digital activities: Use of English, Reading, Listening

ASSESSMENT

- Unit 2 Language Test (Vocabulary, Grammar, Use of English)
- Unit 2 Skills Test (Dictation, Listening, Reading, Communication)
- Unit 2 Writing Test
- Units 1–2 Cumulative Review Test
- Units 1–2 Exam Speaking

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.

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

- When talking about dangers to cyclists, the man and woman disagree about
 - the seriousness of the problem.
 - the best solution to the problem.
 - whose fault the problem is.

2 You hear a couple at an airport security check.

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

- The woman mentions her shoes
 - as part of an explanation.
 - as a complaint about their quality.
 - 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.

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

- The woman makes a promise about
 - reducing the time spent travelling.
 - preparing food for the journey.
 - reducing the stress of the journey.

SPEAKING

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

Student A

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

Student B

- Would you like to live in another part of your country? Say why.
- How do you think you will use English in the future?
- 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

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

Student B

- Which of these forms of transport should people be encouraged to use more frequently and which less? Say why.
- 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 Valparaiso, 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.

32

REFERENCES

AUDIO SCRIPT page 220
CULTURE NOTES page 210

EXTRA ACTIVITIES IN CLASS

- Lead in to the topic of the lesson by putting students in pairs and asking

them to tell their partner about the trip of their dreams. They can talk about why they want to go there, what they would like to see and do, when they would like to go and who they would like to travel with. If there is time, ask a few students to share their answers with the class.

- After students complete the Life Skills project, ask them to think about a time when they were faced with a complicated ethical decision. It doesn't have to be about a trip – they can talk about anything they like. Did they follow any of the tips in the Life Skills box? If yes, which ones and how



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.

Exercise 2

- 1 Chile
- 2 She visited Santiago, Valle Nevado to go skiing, Moon Valley and Mars Valley, and Valparaiso.
- 3 No. They wanted to do different things. They didn't agree on where to go and Amy didn't approve of how her friend behaved in certain places.
- 4 Daisy wanted to go skiing and Amy didn't. She went with her though. Amy didn't like that Daisy was taking photos of local people and then posting them online to make fun of the locals.

Exercise 3

tourist destinations are overcrowded, which may have impact on the environment and local communities; visiting countries with questionable human rights records

Exercise 5

- 1 some research
- 2 possible outcomes
- 3 values and beliefs
- 4 perspectives
- 5 you can learn

did that help them make their decision? If not, do they think their decision might have been different if they had followed these tips? Give them a few minutes to think about their experience and make notes, then get them to tell their partner/group about it. If there is time, invite a few students to share their experiences with the class.