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Lesson and objective	Grammar	Vocabulary	Pronunciation	Everyday English
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Listening	Reading	Speaking	Writing
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CAN DO OBJECTIVES


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




TRAVEL AND ADVENTURE


UNIT 3

GETTING STARTED

a  Look at the picture and discuss the questions.

- 1 What's just happened? Where do you think the bus was going? What factors might have led to the situation?
- 2 Who do you think the people pushing the bus are? How do you think they feel?
- 3 What's the man on the right doing? Why?
- 4 What do you think will happen next?

b  Work in pairs. Use your answers to retell the events of the day this photo was taken.

c  Would you enjoy the type of trip these people are on? Why / Why not?

3A


NEVER HAVE I HAD SUCH A REWARDING EXPERIENCE

Learn to emphasise positive and negative experiences


G Inversion

V Wealth and poverty

1 READING AND SPEAKING

a  Which of these volunteer jobs would interest you the most? Why?

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

b  Have you ever done an activity similar to those in 1a? Where? When? Why? Would you be prepared to use your holiday time to help other people? Why / Why not?

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

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

THINKING OF VOLUNTEERING ABROAD?

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



DEBBIE

Teaching children, Ghana

There are a few village life truths that everyone forgets to mention. You will sweat profusely, you will get bitten by a million different insects, you will miss home comforts and no doubt feel

frustrated by a fair few things. However, despite all this, you will forget all these worries in a heartbeat. No sooner had I woken up each morning than I would see a smiling face and hear a child's giggle that would melt my heart. Whether you are going to Ghana to build a school or to build a child's future, your heart will break when it's time to leave because the people become your world. Never have I had such a rewarding and truly enlightening experience. Without a doubt, it will be the same for you.

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

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

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

LINDA AND MALCOLM

Working at a children's home, Belize

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

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

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

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

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

e Language in context *Unusual experiences*

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

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

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

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

2 GRAMMAR *Inversion*

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

- for emphasis to soften

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



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

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

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

c Think about how the sentences differ. When might you use inversion rather than normal word order? Give an example.

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

3 SPEAKING AND WRITING

a **03.02** Listen to the examples. Who or what do you think each person is talking about?

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

b **03.02 Pronunciation** Listen to the examples in 3a again. Does the intonation of the phrases in **bold** ... ?

- rise then fall
- fall then rise

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

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

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

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

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

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





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

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

Never before had I experienced such heavy rain.



UNIT 3

4 LISTENING

- a  Imagine you and your friends wanted to start a volunteer project to build a school in a low-income country. What problems could there be?
- b  **03.03** Listen to Daniela Papi talking about her experience in Cambodia. Does she mention any of your ideas in 4a?
- c  **03.03** Listen again. Summarise what Daniela says about these topics.
- her initial plans for volunteer work in Cambodia
 - problems with this plan
 - her six years in Cambodia
 - her beliefs after ten years' volunteer work
 - the problems with good intentions and praise
- d  Think about the volunteer project you talked about in 4a. What questions would you like to ask Daniela about doing this kind of work?


5 VOCABULARY Wealth and poverty

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

- b Answer these questions about the words and phrases in **bold** in 5a.
- Which noun has the opposite meaning of *hardship*?
 - Compare the adjectives *impoverished*, *deprived* and *destitute*. Which one is more severe than the other two?
 - Compare *affluent* and *well off*. Which one are we more likely to use when we speak?
 - Compare *make ends meet* and *live within our means*. Which expression suggests more of a struggle?
 - Which of these noun phrases has a similar meaning to *disposable income*?
a living expenses b spending money
- c  **03.04 Pronunciation** Listen to the sentences in 5a and underline the stressed syllables in the words and phrases in **bold**.
- d  Look at the phrases in *italics* in 5a. Think of an example of each from your own knowledge/experience. Compare your ideas with a partner.

People here faced real economic hardship during the recession.

6 SPEAKING

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



3B

I WAS EXPECTING IT TO BE TOUGH

1 READING AND GRAMMAR **Future in the past**

a Look at the journey on the map. What do you think it would be like? Talk about:

- what you'd expect to see
- skills needed
- people you might meet
- possible risks.

b Read what Will Millard says about his journey. Answer the questions.

- 1 Why does Will describe the forest as a *one-off environment*?
- 2 Why did Will take the trip? How did he travel? Why do you think he chose to travel that way?
- 3 What would you look forward to on a trip like this? What wouldn't you look forward to?

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

_____ in the future in progress in the past

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

d Underline six more examples of the future in the past in the article. What four verb forms does Will use?

e Think of other things that Will might have considered before his trip. Write sentences using the future in the past.

I knew that it was *going to be* difficult.
I was *hoping to see* some elephants.

f What do you think will make Will's journey difficult and dangerous?

2 VOCABULARY **Landscape features**

a What do the **highlighted** words in the article mean? Which two words are very similar? How are they different? Use a dictionary to help you.

b Complete the collocations below with the words and phrases in the box. Check your answers in the article.

a tropical a remote the heart of the dense an untouched

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

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

Learn to describe journeys and landscapes

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

SURVIVAL ON THE MANO RIVER



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

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



3 LISTENING

- a 03.06 You are going to hear Will Millard describing his trip. Listen to five sounds from the recording. What do you think each sound is?
- b 03.07 Now listen to the whole recording and check your ideas in 3a.
- c 03.07 Look at pictures 1–5 below of the things from Will's trip down the river. Listen again and summarise what he says about each one.

Learning Tip

When listening, there may be words you don't know. You can either ignore them or guess roughly what they mean from the context.

*Just at the end of the day there was quite a large **cataract**, and I didn't really fancy taking it on till tomorrow ...*
He's rafting on a jungle river, so we can guess that a *cataract* is some feature of this environment that is difficult to get past.

- d Read the sentences below from the listening. Underline examples of the informal conversational style that Will Millard uses.

- 1 Thanks, mate.
- 2 Managed to just get my camp sorted.
- 3 I didn't really fancy taking it on till tomorrow.
- 4 I guess I'll find out.
- 5 If I lose the raft, I'm finished.

How could you express the sentences in a more neutral style?

- e 03.08 **Pronunciation** Listen again to part of what Will says. Notice how he pronounces the words in **bold**. Practise saying the phrases a–c.

- a ... **hit** this big rock ...
- b ... **just** managed to **get** control of it again ...
- c ... it's **got** my shelter on it ...

- f What would/wouldn't you have enjoyed from this part of Will's journey?



1 a dragonfly



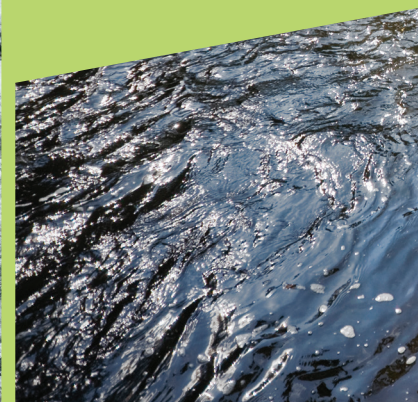
2 a fish eagle and a catfish



3 a hammock



4 rapids



4 READING

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

I love rafting in rainforests ...

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

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

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

Then I started to get sick. I tried to **shrug it off** with ibuprofen and fluid, putting it down to the exertion of paddling daily in the 40°C heat. But as my headache developed into a fever I began to **fret**, not least because among the last words of warning given to me before heading solo into the bush was the tale of a European woman who had complained

of flu-like symptoms, not gone directly to hospital, and died of an undiagnosed haemorrhagic fever 48 hours later. I desperately needed to make contact with someone on the

d  Discuss the questions.

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

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

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

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

Sierra Leone bank and find my way to the road, the hospital and proper treatment.

In the morning, I started to paddle out. My headache had worsened to the point that I could barely keep my eyes open in daylight, and the pain in my joints was bordering on the spectacular. My bones felt like they were ⁴grinding to dust with every movement. I had GPS marks for all of the villages along the river but one – Tolo, which had been written on my map in felt tip by one of the Gola Rainforest National Park researchers. It was by far the closest settlement – only a three-hour paddle downstream. The river was much wider and calmer. I was dropping out of the heavy forest and knew I just had to hang on. [...]

At noon, a gap in the forest revealed a lone figure – a woman, ⁵crouched down washing her clothes. I was drifting by this point, almost incapable of going through the motions of the strokes. I remember her shouting, then multiple hands on me as I was ⁶peeled from my raft. I was ⁷propped up on a tree-stump stool against a mud-brick house. The chief was ⁸summoned. I might have been the first Westerner to arrive in the village in such a condition, but this place was no stranger to what to do with people carrying my symptoms. My gear was divided up, and I was ⁹hailed through the forest to the nearest village with a motorbike, then on to the roadside and eventually to a hospital.

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



5 a raft

5 GRAMMAR Narrative tenses

a Read sentences 1–7. What is each verb form in **bold**? Why is that particular verb form used?

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

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

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

c How does using a different tense change the meanings of these sentences?

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

6 WRITING AND SPEAKING

a Look at the first line of each paragraph in *I love rafting in rainforests* and answer the questions.

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

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

- a visit to a wild or remote place
- falling ill far from home
- travelling by an unusual form of transport
- being alone in an unfamiliar place.


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

- plans that were made
- expectations before the trip
- when the main events happened and what happened
- personal feelings during and after the trip.

I had been looking forward to going to Australia for months ...

Last summer, I was staying with friends in Paris ...

d  Work in pairs. Practise telling the story.

e  Work in groups. Tell the story to the others and answer any questions.

30

EVERYDAY ENGLISH

To cut a long story short

Learn to paraphrase and summarise

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



1 LISTENING

- a** Have you ever seen or heard a live broadcast that went wrong? What happened?
- b** Discuss the questions.
- 1 What's happening in picture a?
 - 2 What questions do you think Oscar will ask Max during the interview?
- c** **03.10** Watch or listen to Part 1 and check your answers.
- d** **03.10** Watch or listen to Part 1 again and choose one true ending for each sentence.
- 1 The inhabitants of the remote planet in Max's book are aliens who ...
 - a look very different from humans.
 - b look like humans but have a different culture.
 - c want to explore other planets.
 - 2 Oscar suggests that Max's ideas might come from ...
 - a his experiences while travelling.
 - b another science fiction novelist.
 - c experiences in his childhood.
 - 3 Oscar suggests that Max's next book ...
 - a will be published in the near future.
 - b will be a sequel to *Solar Wind*.
 - c will depend on the success of his first book.
- e** Discuss the questions.
- 1 How do you think Oscar and Max feel about the success of the interview? Why?
 - 2 Have you ever been interviewed for any reason? How did you feel ... ?
 - before the interview
 - afterwards

2 PRONUNCIATION

Consonant clusters across two words

- a** **03.11** Listen to the words and phrases in the box. Underline the letters which correspond to the consonant clusters given afterwards. Notice that consonant clusters can occur within a word or across two words.

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

- b** **03.12** Match phrases 1–7 with consonant clusters across two words a–g below. Listen and check your answers. Practise saying the phrases.

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

- c** **03.13** Listen to the pronunciation of the phrases in groups 1 and 2. In which group can you hear the letters in **bold** clearly?

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

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

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



3 LISTENING

a Look at picture b and answer the questions.

- 1 What do you think Emma thinks of Max's radio interview?
- 2 What do you think she will say to Max about it?

b **03.14** Watch or listen to Part 2. How is Emma dishonest?

c **03.14** Complete the sentences with the words you heard. Watch or listen to Part 2 again and check.

- 1 I'm sure it wasn't that _____!
- 2 I'll never be able to show my _____ again!
- 3 I'll put _____ on.

d **Language in context** *Exaggerating*

1 **03.15** Complete Max's exaggerations with the words in the box. Listen and check.

outright complete and utter totally blithering

- 1 It was an _____ disaster!
 - 2 I came across as a _____ idiot!
 - 3 A _____ embarrassment!
 - 4 And my career's _____ ruined!
- 2 Why do you think Max exaggerated about his interview? In what situations do you think people choose to exaggerate? Why?

e Discuss the questions.

- 1 Do you think it's better to be kind or to be honest when people ask your opinion?
- 2 Have you ever ... ?
 - told someone a white lie to avoid hurting their feelings
 - felt someone has told you a white lie to avoid hurting your feelings

4 USEFUL LANGUAGE

Paraphrasing and summarising

a Read the extracts from Parts 1 and 2. Match the expressions in **bold** with their uses below.

- 1 *What happens next? **Or, to put it another way**, when will Solar Wind 2 be published?*
- 2 ***All things considered**, I think my first and last radio interview ... was a complete and utter embarrassment.*

- paraphrase = express the same idea in new words
 summarise = express only the main point(s)

b **03.16** Complete the extracts from Parts 1 and 2 below with the expressions in the box. Listen and check.

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

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

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

Paraphrasing	Summarising

d Complete the sentences with a suitable expression for summarising and paraphrasing and your own idea.

- 1 We had some ups and downs throughout the trip. All ...
- 2 People there spend a lot of time visiting aunts, uncles, cousins, that is ...
- 3 I had loads of problems on the trip, but to ...
- 4 I'm sorry, I didn't express myself very clearly. What ...
- 5 The novel is quite long and complicated, but in ...

5 SPEAKING

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

UNIT PROGRESS TEST

CHECK YOUR PROGRESS

YOU CAN NOW DO THE UNIT PROGRESS TEST.

3D

SKILLS FOR WRITING

The view is stunning

Learn to write a travel review

W Descriptive language; Writing briefly

1 SPEAKING

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

2 LISTENING

- a 03.17 Listen to Roberto and Annie talking about Cusco and answer the questions.
- 1 What do they say about the places in the photos?
 - 2 What similar points do they make?
 - 3 Do you think that Roberto and Annie would both go back to Cusco? Why / Why not?

- b 03.17 Roberto and Annie use descriptive phrases to talk about the city. Which phrases do they use? Match the words in boxes A and B. Then listen again to check.

A

ancient tiled
cobbled well
teeming crowds
romantic
breathtaking

B

atmosphere roofs
of tourists streets
preserved view
walls
with people

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

CUSCO, PERU

History magic and beauty to do to eat to see to go




Historic architecture of Cusco

Inca stone walls

It's no wonder that Cusco, high in the Andes mountains in Peru and a jumping-off point for the wonders of Machu Picchu, is on nearly everyone's list of must-see places in South America. It attracts 1.5 million visitors every year and has everything you'd expect of an Andean city ...



a romantic setting in a round valley surrounded by wild mountains



a historic city centre that you can walk around in a couple of hours, although you'll want to stay much, much longer



a mind-blowing mixture of Inca and Spanish colonial buildings and dozens of squares and parks



the magnificent Inca citadel of Sacsayhuamán, with great views across the city



comfortable accommodation at reasonable prices



a lively and welcoming street life, with shops, restaurants and atmospheric cafés

3 READING

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

- walls and buildings in Cusco
- the Inca citadel

Use your answers in 2a to help you. Underline the information in the review.

4 WRITING SKILLS Descriptive language; Writing briefly

a Find words or phrases in the text which could replace the words in *italics* below.

- 1 The owners *were very helpful*.
- 2 Walking along the streets is *very difficult*.
- 3 Sacsayhuamán is *an attraction you definitely should see*.
- 4 Climbing the steps *needed a lot of effort*.
- 5 There are *good opportunities to take photos*.
- 6 The restaurant had *traditional food from the country*.
- 7 The food was *not too expensive*.
- 8 The restaurants in the centre are *more expensive than they should be*.

Writing Tip

When writing a description, try to use words that carry a more precise or an extra meaning. So instead of *through some ... lanes which had little shops and cafés*:

- *through some ... lanes which were **lined with** little shops and cafés* (extra meaning: they were in lines along the sides)

Instead of *zigzag walls with stone doorways in them*:

- *zigzag walls **interspersed with** stone doorways* (more precise meaning: they were spaced evenly along the walls, between each section of wall)

You can also convey your attitude by using words with a positive or a negative meaning. So instead of *the city was full of tourists*:

- *The city was **buzzing with** tourists.* (= it was full of life; it was good)
- *The city was **overrun with** tourists.* (= there were too many of them; it was bad)

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

- 1 Only one problem.
- 2 Took hundreds of photos.
- 3 Then back down to the hotel for a quick shower.

c Find three more examples of words which are omitted. What is the effect of leaving out words in this way?

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

d Now go to Writing Focus 3D on p. 170.



Cusco getaway

We stayed at the Hotel Casa Verde – a small hotel in a quiet area just up the hill from the centre. It was fairly basic, but the owners were very hospitable and really put themselves out for us. Our double room was comfortable and spotlessly clean. To our surprise, it cost just £30 per night, including a delicious breakfast with fresh fruit, eggs and excellent coffee.

We spent the morning wandering around the city. Really impressive architecture – massive Inca walls with perfectly interlocking stones which the Spanish used as foundations for their colonial buildings, built in slightly forbidding grey stone. Only one problem – it was quite overrun with tourists (like us!), and the streets near the centre were full of people selling souvenirs, so they were kind of a nightmare to get through. We preferred the quieter lanes leading uphill from the city centre and found a few pleasant little squares where we could sit and soak up the atmosphere away from the crowds.

In the afternoon, we decided to visit Sacsayhuamán, the ruined Inca citadel above the city – a must-see attraction. We set off uphill away from the centre, through some quiet cobbled lanes which were lined with little shops and cafés. Then the hill got steeper and the lane turned into flights of steps leading up through a quiet residential area. Quite rough at such a high altitude (we had to stop every few minutes to get our breath back!), but we got to the top eventually. Great photo ops from the top with views across the whole city and the mountains beyond. The citadel itself is fascinating – massive Inca stones which are fitted so perfectly that you can't get a piece of paper between them (we tried!), and zigzag walls interspersed with perfectly proportioned stone doorways. Took hundreds of photos, and definitely worth the climb up there!

Then back down to the hotel for a quick shower and something to eat. Near the hotel there was a restaurant with authentic cuisine – quite a limited menu but very reasonably priced. I had alpaca stew, which tasted delicious. A much better option than the overpriced restaurants in the city centre!

5 WRITING

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

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

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

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

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

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

UNIT 3

Review and extension

1 GRAMMAR

a Reorder the words to make sentences.

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

b Cross out the verb form that is NOT correct.

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

2 VOCABULARY

a Complete the sentences with the words in the box.

affluent deprived destitute disposable
hardship means prosperity well off

- 1 This neighbourhood is fairly _____, so prices are high.
- 2 I don't really have much _____ income.
- 3 You can tell it's a(n) _____ area by the crime rate.
- 4 The floods left many poorer residents _____.
- 5 I wouldn't say I'm super-rich, but I am _____.
- 6 A recession had started, and the years of _____ were over.
- 7 It is no _____ to live without a car in a big city.
- 8 We manage to live within our _____ somehow.

b Complete the missing words.


- 1 Many species live only in the h_____t of the rainforest.
- 2 Anything might be hiding in the dense v_____n!
- 3 This is truly an u_____d wilderness.
- 4 The r_____d coastline is popular with walkers.
- 5 Once a year the rains bring the a_____d desert to life.
- 6 Tourists come for the p_____e beaches and gentle sea.
- 7 They say there are alligators in the s_____p.

3 WORDPOWER Idioms: Landscapes


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

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

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

b  **03.18** Complete the sentences with an idiom from 3a. Listen and check.

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

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

REVIEW YOUR PROGRESS

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

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

I CAN ...

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