

UNIT 3

TRAVEL AND ADVENTURE

UNIT OBJECTIVES

At the end of this unit, students will be able to:

- understand and summarise details, attitudes and opinions in articles about various kinds of travel experiences
- follow broadcast material, including a speech and a podcast, and extended speech about various kinds of travel experiences, and make notes and summarise details and attitudes
- use a range of lexis to give clear, detailed descriptions and narratives of their own travel and tourism experiences and discuss and evaluate voluntary projects in other countries, using lexis and intonation accurately to emphasise particular events
- understand a radio interview and an emotional conversation and identify details and implicit opinions and attitudes of the speakers
- use a range of expressions which paraphrase and summarise information to clarify their remarks in social interaction
- write a descriptive narrative about a travel experience and a travel review of a tourist destination using appropriate lexis to express details precisely

UNIT CONTENTS

G GRAMMAR

- Inversion (adverbial + question word order for emphasis)
- Future in the past; Narrative tenses (review)
- Writing briefly: Informal ellipsis

V VOCABULARY

- Wealth and poverty: *affluent, deprived, destitute, disposable income, hardship, impoverished, live within your means, make ends meet, prosperity, well off*
- Landscape features: *an arid desert, calm turquoise waters, dark pools of stagnant water, dense fog/vegetation/undergrowth, empty moorland, forest canopy, the heart of the rainforest/capital/jungle, huge sand dunes, a mosquito-infested swamp, the mouth of a cave, pristine beaches, a remote area/forest/village, a rich green meadow, rocky ground, rugged coastline, sheer cliffs, a tropical rainforest/storm/island/paradise, an untouched wilderness/forest/plate of food, wooded slopes*
- Language in context: Unusual experiences; Descriptive verbs; Exaggerating
- Word power: Idioms: Landscapes: *be a slippery slope, be swamped, a drop in the ocean, get bogged down, get the lie of the land, out of the woods, an uphill struggle*

P PRONUNCIATION

- Intonation in inversion structures
- Word stress
- Consonant clusters across two words

GETTING STARTED

OPTIONAL LEAD-IN


Books closed. Write these sentences on the board:

- 1 *Travel broadens the mind.*
- 2 *He's got itchy feet again.*

Put students into pairs. Ask students to explain what the sayings mean and what their implications are. Ask students if they know any idioms or sayings in their language(s) connected with travelling. Tell them to translate and explain them to the rest of the class.



Possible answers

- 1 Travelling makes you more tolerant.
- 2 He's bored and wants to go somewhere new.

- a  Give students one minute to think about their answers to the questions before talking about the photo as a class. If you wish, give students information from the Culture Notes. Take feedback as a class.

CULTURE NOTES

This photo shows people trying to help a bus that has fallen off what has been called the world's most dangerous road, the North Yungas road from La Paz to Coroico in Bolivia. Most of the road is a narrow single-lane descent of over 3,000 metres with no barriers to stop vehicles falling off the cliffs. The rainy season from November to March is particularly dangerous and 200–300 travellers a year are killed on the road. Despite or perhaps because of the dangers, mountain bikers and other extreme sports enthusiasts come from all over the world to experience the road.

- b  Put students into pairs to retell the story of the day to each other. Tell them to take different perspectives, e.g., one student is the bus driver and the other is one of the people helping to get the bus back on the road. When taking feedback, ask some students to tell their story to the whole class.
- c  Put students into groups to discuss whether they would enjoy a journey on this road or something similarly extreme. Take feedback as a class.

EXTRA ACTIVITY

Ask students to imagine they are a passenger on the bus and to write a text message (maximum 160 characters) to a relative explaining the situation and asking for help. If students have mobile phones, they could send the text to a partner, compare their messages and write back answers.

3A

NEVER HAVE I HAD SUCH A REWARDING EXPERIENCE

OPTIONAL LEAD-IN

Books closed. Write the proverb *Charity begins at home* on the board and ask students what it means (look after your own family/society before you help others). Put students into groups to discuss whether and how they have ever given their time or money to help people in their own country. Elicit ways in which students have helped and list them on the board.

1 READING AND SPEAKING

- a** Ask students where Belize, Cambodia and Ghana are and what they know about these countries. Show them where these countries are on a map if you have one and also point out the Caribbean (/kærɪ'bi:ən/) Sea. Put students into different groups to discuss the different volunteer jobs. Take feedback as a class.
- b** Students discuss the questions in the same groups. Take feedback as a class.
- c** Ask students to look at the pictures, read the reviews quickly and say which of the jobs in 1a are described (1, 2). Then ask students to read the reviews in more detail and answer the questions. Encourage students to guess the meaning of the words and phrases in the Vocabulary support box if they ask about them. Check answers as a class.

Possible answers

- Similarities: Both reviews mention the relationships with the children, the types of work they did, the intense heat and that the experience was rewarding.
Differences: Debbie focuses more on physical discomfort and relationships with children; Linda and Malcolm mention tourism as well as volunteering, they compare children at home with children in Belize and they mention gaining life skills through volunteering.
- Debbie: sweating profusely, being bitten by insects, missing home comforts, being frustrated, the intense heat saps a lot of your energy
Linda and Malcolm: not being prepared for the intensity of the heat, Malcolm being able to carry out more manual work than Linda

VOCABULARY SUPPORT

a fair few - (informal) a considerable number, several
chilling out - (informal) spending time relaxing with other people
shortcomings - weaknesses/failings; ways in which something is not good enough

- d** Ask students which job seems the most interesting/challenging. Then check students understand *prospective* by asking which review would be more helpful to people thinking about becoming volunteers. Elicit some reasons from the class.

At the end of this lesson, students will be able to:

- read personal experiences, interpret the perspectives of the writers and work out the meaning of vocabulary and expressions connected with the theme of experiences
- discuss unusual and challenging travel and volunteer experiences
- use a range of adverbials using inversion for emphasis
- signal inversion with the appropriate intonation
- write a paragraph for a blog using inversion for emphasis
- listen to a speech and summarise the topic areas covered
- use a range of words and expressions connected with wealth and poverty

LOA TIP REVIEW AND REFLECT

- Help students to reflect on the reading task more systematically. Elicit some criteria to evaluate the usefulness of each review, e.g., practical details; description of the responsibilities; objectivity; balance of positive and negative points; useful extra information.
- Ask students to evaluate the usefulness of each review according to these criteria. They could give a 1–5 rating for each criterion and/or make notes.
- Students then compare their evaluation in groups, e.g., Debbie's review is more practical because it gives a timetable for the day.

e Language in context *Unusual experiences*

- Books closed. Write *feel __ by a fair few things* (frustrated), *to __ more manual work* (carry out) from the reviews on the board and tell students to fill in the missing words. Books open. Students check in the reviews. (Example 1 is in paragraph 1 of the first review and example 2 is in paragraph 2 of the second.) Students then do the matching exercise, using a dictionary if necessary. Check answers as a class.
- Explain *comfort zone* (a situation in which you feel comfortable and in which your ability and determination are not being tested). Students complete the expressions with prepositions. They then check their answers in the reviews.

Answers

- | | | | | |
|---|------|-------|------|-----|
| 1 | 1 c | 3 f | 5 b | 7 g |
| | 2 e | 4 a | 6 h | 8 d |
| 2 | 1 in | 2 out | 3 of | |

EXTRA ACTIVITY

Put students into groups of four. Each group chooses the volunteer job in either Ghana or Belize. Two students are candidates and prepare for an interview for the job. The other two students are interviewers and think of questions. Each interviewer interviews each applicant separately. The two interviewees then compare how their interviews went while the two interviewers compare notes and decide on one of the students for the job.

2 GRAMMAR Inversion

- a Ask students to read the sentences and ask which sentences are about experiences (1 and 2) and which are about ideas or opinions (3 and 4). Ask students whether they think these particular experiences and opinions were important to the writers. Tell students to tick the reason for using these phrases. Check the answer as a class (for emphasis).
- b Ask students if they notice anything unusual about the word order in the phrases in bold in 2a (the auxiliary verb comes before the subject). Tell them to complete the rule. Check answers.

Answers

1 negative 2 question

- c Tell students to think of reasons for why these sentences might be inverted. Ask students to share their reasons with the class and then to produce examples orally. Check answers as a class.
- d **03.01** Students read the information in Grammar Focus 3A on SB p. 142. Make sure students read the tip about not overusing inversion. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Tell students to go back to SB p. 33.

Answers (Grammar Focus 3A SB p. 142)

- a 2 a2 b1 3a1 b2 4a1 b2 5a2 b1
- b 2 Only in the evenings did we feel relaxed.
3 Barely had I got home when the phone rang.
4 Seldom does Rita take responsibility for her actions.
5 Not a single shop did we find.
6 On no account will I accept.
- c 2 No sooner had I arrived
3 not in a million years did I think
4 Not until 9 pm did I find
5 not a single person did I see
6 Rarely have I been / Rarely had I been

3 SPEAKING AND WRITING

- a **03.02** Say to the students: *Seldom can you find one when you need one* and ask what this could refer to (a taxi on a rainy day). Put students into pairs, play the recording and ask students to discuss what the context for each sentence could be. Take feedback as a class.
- b **03.02** **Pronunciation** So students can tune their ears, say *No* as a refusal in order to elicit that the intonation falls and then *No* as a question in order to elicit that the intonation rises. Play the recording for students to mark the intonation. Drill each sentence: first only the phrases in bold (fall then rise) and then the phrases in bold and the rest of the sentence (finishing with a fall). Check the answer as a class (b, fall then rise).
- c Give your own short example of a travel story using inversion. Tell students to prepare their story individually and practise. Encourage them to use the adverbials in the box. Then put students into pairs to tell their stories. Ask students to share the most interesting experiences as a class.
- d Students write a paragraph for a blog about the travel experience they have just spoken about. Make sure they use inversion in two sentences. Ask some students to read out their paragraphs and give feedback.

4 LISTENING

- a If necessary, elicit the meaning of *low-income country* (a country or area that is economically vulnerable with a poorer population). Put the students into groups to discuss the question and compare ideas as a class.
- b **03.03** Play the recording for students to compare the problems mentioned with their ideas in 4a. Check answers as a class.

Answers

Problems mentioned: lack of preparation/research; money was wasted; corruption; disillusionment; failure to speak the language; lack of skills, experience, knowledge of life in the place; lack of questioning about volunteering plans

Audioscript

DANIELA PAPI I volunteered all over the world – building homes in Papua New Guinea, doing post-tsunami work in Sri Lanka, helping paint a school in Thailand. And I used to think it was the best way to travel. In 2005, I decided to organise my own volunteer trip – a bike ride across Cambodia with five friends. We were going to teach students we met along the way and raise funds to build a school. We spent months fundraising – through book sales and bake sales and speaking at community groups. We named the trip ‘The PEPY Ride’ – with PEPY being ‘Protect the Earth, Protect Yourself’ – because we were going to teach about the environment and health. The thing is, it turned out, there was more than one small problem with our plan. First of all, we didn’t really know that much about the environment or health, or Cambodia for that matter. And the money that we raised for other small projects that we hadn’t researched very much got wasted or landed in corrupt hands. And that school we helped to build, well, when I arrived to see it, I found a half-empty building and realised something I already should have known: schools don’t teach kids, people do. I was pretty disappointed, as you can imagine, that we’d spent the better part of a year fundraising and planning and things hadn’t turned out to be as simple as the celebrity volunteer trips I’d seen on TV. So, I decided to stay in Cambodia a bit longer and figure out how we could put that school building, and the rest of the funds we had raised, to better use. That ‘little bit longer’ turned into six years living in Cambodia, during which time I founded an education NGO and, to raise money for the non-profit work we were doing, I started a volunteer travel company – where I led hundreds of volunteers on trips to Cambodia. At first, our tours looked a lot like that first bike ride, and I took people on trips where we’d teach English or yoga or paint a building. But I slowly began to see that I was part of a growing system that I no longer believed in. After a decade of joining and leading volunteer trips, and from interviewing volunteers from all around the world as part of a book I am now co-authoring, I now firmly believe that the growing practice of sending young people abroad to volunteer is often not only failing the communities they are meant to be serving, but also setting these travellers, and by extension our whole society, up for failure in the long run. More and more young people are going abroad to volunteer each year – as part of school requirements, to build their CVs, or part of gap-year trips. Much of this demand is fuelled by the opinion that because we come from financially wealthier countries, we have the right, or obligation, to bestow our benevolence on people. Never mind if we don’t speak the language, don’t have the skills or experience to qualify for the jobs we are doing, or don’t know anything about what life is like in that, quote-unquote, ‘poor place’. Now, as a former serial-volunteer myself, I am in no way trying to criticise the good intentions of these volunteer travellers. I know from my former experience our desire to help is sincere. But I also now know that good intentions are not enough. Yet, good intentions are usually enough to get people to support your efforts. The praise and encouragement for international volunteering is almost blind to the details, the process or the research for how these young volunteers are actually going to help. Throughout the time we were

fundraising for that first bike trip, countless numbers of people praised our generosity and bravery – yet very few people questioned us at all about our plans. Perhaps instead of handing us a cheque, someone should have asked us how we planned to learn all we needed to know to be of help to anybody. The local papers wrote articles about us that made it sound like part of our heroism was the fact that we didn't know very much. I believe that our lack of critical engagement when it comes to international volunteering is creating a double standard.

- c** **03.03** Go through the questions and see how much the students can already say about them. Play the recording again for students to summarise what Daniela says. You may wish to help students with the meaning of the phrases in the Vocabulary support box. Check as a class.

Possible answers

- 1 to teach Cambodian students about the environment and health, and raise funds to build a school
- 2 Their knowledge of environmental and health issues, and of Cambodia, was insufficient. Lack of research meant that much of the money they raised was wasted or used dishonestly. Although a school was built, only half of the building was used as there wasn't enough money to staff it.
- 3 She founded an education NGO (non-governmental organisation) and started a travel company for volunteers going to Cambodia.
- 4 The increasing number of programmes for young volunteers abroad often fail the people they are designed to help and therefore also fail the volunteers and society as a whole, too.
- 5 Good intentions are not enough and praising them ignores the question of how young volunteers are actually going to help.

VOCABULARY SUPPORT

meet along the way – meet without planning, during the time that you are doing something

land in sb's hands – unintentionally arrive in the possession of that person

the better part of – most of

set sb up for failure – create a situation which will cause somebody to fail

gap year – a year between leaving school and starting university that is usually spent travelling or working

be fuelled by sth – be caused / made stronger by something

quote-unquote – said to show that you are repeating someone else's words, especially if you do not agree

be blind to sth (C2) – not be conscious of or deliberately ignore something obvious

lack of engagement – the state of not considering something carefully/enough

double standard – a standard of good behaviour that is applied unfairly to different groups of people

- d** Ask students to think about the project they discussed in exercise 4A and the challenges they expect to face. Then ask them to think of how talking to someone with experience could help them be more prepared. Put students into pairs to discuss the questions. Compare ideas as a class.

5 VOCABULARY Wealth and poverty

- a** Tell students to make a table with *wealth* and *poverty* in their vocabulary notebooks and write down the words under each category by reading the words in context in the sentences. Point out that they need to find one word/phrase that applies to everybody. Check answers.

Answers

Wealth: affluent, prosperity, well off, disposable income
 Poverty: hardship, impoverished, make ends meet, deprived, destitute
 Any level of income: live within our means

- b** Tell students to look back at the sentences and answer the questions. Check answers as a class.

Answers

- | | |
|--------------|------------------|
| 1 prosperity | 4 make ends meet |
| 2 destitute | 5 b |
| 3 well off | |

- c** **03.04** **Pronunciation** Play the first sentence of the recording. Ask: *How many syllables are there in the word in bold?* (two) *Which one is stressed?* (the first). Play the whole recording for students to work individually. Check as a class and then drill the words and phrases.

Answers

- | | |
|----------------------------------|---|
| 1 <u>h</u> ardship | 6 well <u>o</u> ff |
| 2 im <u>p</u> overished | 7 <u>d</u> isposable <u>i</u> ncome |
| 3 <u>a</u> ffluent | 8 <u>d</u> eprived |
| 4 <u>p</u> rosperity | 9 <u>l</u> ive within our <u>m</u> eans |
| 5 <u>m</u> ake ends <u>m</u> eet | 10 <u>d</u> estitute |

- d** Ask students to think of an example of each phrase in italics in 5a from their own knowledge/experience and compare their sentences in pairs. Take feedback as a class.

6 SPEAKING

- a** Tell students to look at the pictures and say what kind of volunteer work this is and how it might help the community. Pre-teach *cheetah* (a wild cat with black spots that can run faster than any other animal). Go through the four projects and ask students what would be interesting/challenging about them. Students think of someone they know and choose one of the projects for them or think of another project, perhaps a real one.
- b** Ask students for some more ideas about what to say to their volunteer about practical preparation, e.g., *speak to volunteers who have done this before, collect sports equipment*. Tell students to make notes under the categories.
- c** Put students into pairs to tell each other about the project they have chosen, their volunteer and what they would say to them. Ask students to think of possible questions the volunteer might have, e.g., *How can I learn some of the local language quickly?* and how they can answer them.

ADDITIONAL MATERIAL

Workbook 3A
 Photocopiable activities: Grammar 3A, Vocabulary 3A, Pronunciation 3A

3B

I WAS EXPECTING IT TO BE TOUGH

OPTIONAL LEAD-IN

Books closed. Ask students to choose one of these dream journeys:

- touring Australia, flying and staying in comfortable hotels
- trekking in northern Thailand, visiting local hill tribes
- cycling around the south coast of France, camping on beaches
- taking the Trans-Siberian railway across Russia.

Put students into groups according to their choices, e.g., all touring Australia, and ask them to talk about what they expect from their journey.

1 READING AND GRAMMAR

Future in the past

a Ask students questions about the map: *Where are these two countries?* (West Africa). *Is this journey up or down the river?* (down). Put students into pairs to use the prompts and their own ideas to discuss the journey. Check ideas as a class.

b Ask students to look at the pictures and say what kind of environment this looks like (African wilderness). Give students time to read the article and answer questions 1 and 2. Check answers as a class. Make sure students understand *paddle* (to push a pole with a wide end through the water in order to make a boat move). Although a demonstration is more effective, understanding complex explanations is a key skill for advanced students. Elicit why students think Will decided to paddle down the rivers rather than use some easier form of transport. Then put students into pairs to discuss question 3 and take feedback as a class.

Answers

- 1 It's unique. It's one of the last untouched wildernesses of the Upper Guinean forest belt and contains more than a quarter of Africa's total mammal species, with some creatures that don't exist anywhere else.
- 2 He wanted to find out what life in the heart of a tropical rainforest was really like. He paddled (went on a raft) down the rivers, as this was probably the only way to travel through such a wild environment and the best way to be at the heart of the forest.
- 3 Students' own answers

c Tell students to find and read the underlined sentence in the article and then complete the sentences with phrases in the box. Check answers as a class and explain that this form is an example of the future in the past.

Answers

- in the future
- in the past

At the end of this lesson, students will be able to:

- use the future in the past to talk about past intentions
- use a range of words and phrases to describe landscape features
- understand the informal conversational features of a spoken narrative
- read a travel narrative and work out the meaning of descriptive verbs
- understand when final /t/ sounds are not pronounced in connected speech
- consolidate their range of narrative tenses
- speak and write about an adventurous journey

LOA TIP ELICITING

- When you elicit grammar, use a simple personalised example before focusing students on the example in the SB. This is an easier and more engaging first stage. Tell students: *I felt bad this morning. I was going to have the day off, but then I felt better so I came to school.* Ask: *Am I telling you something about the past or future?* (past). *Did I intend to have the day off?* (yes). *Was I thinking about the future or past this morning?* (future).
- Elicit the form after the meaning. Write the sentence on the board and say: *Which verb form shows I was thinking about the future in the past?* (was going to).
- Now move on to the SB example.

d Tell students that there are different ways of expressing the future in the past. Adapt Will's example with *was planning to* rather than *was going to*, e.g., *I was planning to paddle down these rivers ...*. Students underline six more examples in the article. Check answers.

Answers

was planning to start
would be in radio contact / on my own / separated
was expecting it to be
was to become
He uses: past continuous of certain verbs (+ indirect object) + *to* + infinitive (*was planning to start, was expecting it to be*); *be going to* + infinitive (*was going to paddle*); *would* + infinitive (*would + be*); past simple of *be* + *to* + infinitive (*was to become*)

e Tell students to look at the examples and write five sentences using the future in the past about other things Will might have considered before his journey. Encourage students to use a variety of verb forms. Students compare their sentences in pairs. Take feedback as a class.

EXTRA ACTIVITY

Write these sentences on the board: *Last summer, I was going to ..., but ...*. *When I was younger, I thought I would ... and ...*. *This weekend, I was planning to ..., but ...*. Students complete the sentences and compare them in pairs. Take feedback as a class.

f Put students into pairs and ask them to predict what will make Will's journey difficult and dangerous. Discuss ideas as a class, but do not confirm or deny any ideas.

2 VOCABULARY Landscape features

- a** Ask students what the connection is between the highlighted words (they are all about landscape). Ask students which two words are very similar (jungle and rainforest). Ask: *Which would have more vegetation – a jungle or a wilderness?* (jungle). Put students into pairs to give definitions for the words and find the similarities and differences. Check answers as a class.

Answers

jungle: a tropical forest in which trees and plants grow very closely together

wilderness: an area of land that has not been used to grow crops or had towns and roads built on it, especially because it is difficult to live in as a result of its extremely cold or hot weather or poor soil

rainforest: a forest in a tropical area that receives a lot of rain

vegetation: plants in general, or plants that are found in a particular area

Jungle and *rainforest* are very similar. Both have thick vegetation, but a rainforest has a canopy of tall trees overhead, blocking out light.

- b** Ask: *Would we say ‘thick forest’ or ‘full forest’? (thick). Why? (it’s a collocation).* Tell the students to complete the collocations and then check their answers in the text. Check answers as a class.

Answers

- | | |
|--------------------|----------------|
| 1 the heart of the | 4 an untouched |
| 2 a tropical | 5 a remote |
| 3 dense | |



FAST FINISHERS

Ask fast finishers to think of one more noun for each of the words and phrases in the box, e.g., *a tropical fruit, a remote beach*. Tell them to compare their answers with another fast finisher.

- c** **03.05** Students complete the exercises in Vocabulary Focus 3B on SB p. 160. Monitor Exercise a and check answers as a class. Draw students’ attention to the Tip. Play the recording for students to check their answers to Exercise b. Monitor Exercise c and take feedback as a class. Tell students to now go to SB p. 36.

Answers (Vocabulary Focus 3B SB p. 160)

- a** 1 d 2 c 3 f 4 g 5 b 6 a 7 e
b 1 pools 2 meadow 3 slopes 4 ground 5 moorland
 6 cliffs 7 cave 8 face 9 dunes 10 undergrowth
 11 canopy 12 beaches 13 waters

3 LISTENING

- a** **03.06** Ask students what kind of sounds they think Will will hear going down the river. Play the recording for students to compare the sounds with their predictions. Tell students to name the sound/activity and say what might be happening on the journey. Elicit students’ ideas, but don’t check answers at this point.
- b** **03.07** Pre-teach *raft* (a small rubber or plastic boat that can be filled with air – see the picture on SB p. 37). Play the whole recording for students to check their answers.

Answers

- Will pumping up his raft
- Will paddling and insect sounds
- Will paddling and bird calls
- Insect noises around Will’s camp at night
- Rapids on the river

Audioscript

WILL What do you think of my boat, Saqba?

SAQBA Oh, the boat – it’s nice ... no problem.

W You think it’s nice? No problem?

S Yeah, no problem.

W Cool ... OK, I’m going to try and get inside. Ooh ... This will be my home for the next few weeks. Here we go ... Can you push me off, Saqba?

S Yeah, no problem.

W Thanks, buddy ... OK, see you in a few days.

S Yeah. We shall see again. Safe journey.

W Thanks, mate! My first paddle strokes. Oh ... First of thousands, probably. This is absolutely amazing. It’s very shallow in parts. You might be able to hear the base of the boat just rubbing along the rocks, but it’s so quiet out here. I’ve only been going about 20 minutes and already I’ve seen far more wildlife than I’ve seen in the last three days, just in the forest surrounded by jungle. There’s dragonflies buzzing around, cattle egrets, large blue herons, kingfishers ... There’s a whole cloud of white butterflies just on the Sierra Leonean bank. I’m completely hemmed in on both sides by jungle. Ooh, a fish, a big fish swam straight past. The water is so clean here. I’m just silently drifting up to this enormous fish eagle. I can’t be much more than eight feet away from it now. It’s just staring straight at me. Big white-capped head, dark wings, burgundy-brown across the back. Just close enough now to see that it’s got a massive catfish in its talons. I think I might leave him to it.

Managed to just get my camp sorted. So this is my first night alone in the forest. Er ... I’ve got my mosquito net up. I’m actually in my hammock, but my hammock’s on the floor because ... I’m in a little stone island in the middle of the river. Just at the end of the day there was quite a large cataract, and I didn’t really fancy taking it on till tomorrow, so I’ve just camped in this little island, basically, but I’m kind of worried if it rains tonight, though, that the rain might just run straight through the middle of my camp or something. I don’t know though; I guess I’ll find out.

I’m just trying to catch my breath. I think ... I think the island last night marked the start of a series of rapids, just these rock-strewn whitewater passages, maybe 100 to 150 metres long. And then you get a short break, and then another, and then another, and another. I just took on this last one here and made a terrible mess of it, ended up sideways, hit this big rock in the middle of the river, which almost flipped the raft, just managed to get control of it again, and shot out of the bottom of this kind of small waterfall. So I’m just taking some shelter in this eddy right now and I’m going to have to unpack everything and tip out any water that I’ve taken on. And the thing is – just got to be so careful because if I lose the raft, I’m finished. It’s got all my communication equipment on, it’s got all my food on, it’s got my shelter on it. Without it, I cannot survive and now I am so far from the next village.

- c** **03.07** Play the recording for students to listen again and summarise what Will says about each picture. Use the Vocabulary support box to help where necessary but also refer students to the Learning Tip and emphasise that they don’t really need to know, for example, what an *egret* is to understand the text.

Answers

- He’s seeing lots of wildlife, including dragonflies buzzing around.
- He’s drifting close to a large fish eagle with a white head, dark-coloured wings and a red-brown back. The bird has caught a big catfish and is holding it in its talons/claws.
- He’s in his hammock but his hammock isn’t hanging from anything. It’s on the ground on a small stone island in the middle of the river.
- He’s sheltering in some quiet water in the middle of a series of rapids, each one about 100 to 150 metres long with whitewater and full of dangerous rocks.
- He can’t survive without his raft because it holds all his communication equipment, his food and his shelter.

VOCABULARY SUPPORT

egret – a white bird from the heron family

heron – a large bird with long legs, a long neck and grey or white feathers that lives near water

kingfisher – a small brightly-coloured bird with a long pointed beak that lives near rivers and lakes and eats fish

be hemmed in – be surrounded by barriers

leave sb to it – (informal) not interfere with somebody, so they can continue their activity

get sth sorted – (informal) complete the process of organising / setting up something

take sth on – attempt a particular task (especially a difficult one)

catch your breath – after being very active, rest for a moment so that you can breathe more slowly

make a mess of sth – do something very badly

shoot – move very quickly in a straight line

be finished – (of a person, informal) not be able to continue with something / survive

HOMEWORK ACTIVITY

Ask students to follow the advice given in the Learning Tip and find a short authentic text, less than one page, describing a journey or adventure. Students first read the text to understand the general meaning and only then underline any words and phrases they don't know. Tell them to look up these words and phrases in a dictionary just for interest. Ask students to bring their texts into class. Tell them to cross out all the words and phrases underlined and swap texts with a partner. They read their partner's text and tell each other what they have read. This activity is a very effective way of demonstrating the Learning Tip as students will find it motivating to be able to understand a text that is not even complete.

- d Ask students if they can remember any examples of informal language from the listening, e.g., *buddy* / *mate* = friend. Tell students to underline the examples in the sentences. Check as a class. Then ask students to say the sentences in more neutral language. Take feedback as a class.

Answers

- | | |
|-----------------------|----------------|
| 1 mate | 4 I guess |
| 2 get sorted | 5 I'm finished |
| 3 didn't really fancy | |

- e **03.08 Pronunciation** Play the recording and ask what is happening in this part of Will's journey (his raft with all his kit on it almost overturns). Play the recording again and ask how the words in bold are pronounced (without the /t/ sound at the end). Ask the students if the word following each word in bold starts with a consonant or vowel (consonant). Elicit the rule that when a /t/ sound is followed by a consonant it is not pronounced. Drill the phrases.
- f Put students into pairs to discuss the question. Take feedback as a class.

4 READING

- a Check students understand *malaria*, a disease you can get from the bite of a particular kind of mosquito, which causes periods of fever and makes you feel very cold and shake. Put students into groups to discuss the questions and then share ideas as a class.

- b Give students time to read the text and check their answers.

Answers

- 1 because malaria is a serious illness and he was alone in the rainforest
- 2 a bad headache, a fever, pain in his joints
- 3 Make contact with someone (on the Sierra Leone bank) and get to a hospital for treatment.

- c Remind students of the Learning Tip on SB p. 36, which applies to reading as well as listening. Give students time to read the text again and answer the questions. Check answers as a class.

Possible answers

- 1 It is almost silent so you can approach wildlife discreetly. Rivers are a very good place to see wildlife feeding, drinking and socialising.
- 2 He heard their sounds – a screaming call, a scuffle in the bushes, a warning shriek and saw a flash of fur. They were never quite close enough to see.
- 3 He was planning to have *fried and liquid-based treats*, i.e., more delicious food and drink than he had with him in the jungle, in the nearest village.
- 4 His symptoms got worse: his headache developed into a fever and he had heard of a woman who had ignored flu-like symptoms and died.
- 5 He was lucky that he was seen by a woman who called for help. He was rescued by local people. He had enough money to pay for hospital treatment.

VOCABULARY SUPPORT

unencumbered – without anything that makes it difficult to proceed

storybook (adj.) – (of real life) pleasant in the way of a children's picture book

a flash of sth – an occasion when you see something for a very short time

scuffle (n.) – the noise of hurried movement, or a short, sudden fight

put sth down to sth – decide that the cause of something is a particular thing

felt tip – a kind of pen, often used by children to colour with

be no stranger to sth – be familiar with something

FAST FINISHERS

Point out the gap in the text on SB p. 37 marked by [...]. Ask fast finishers to write two or three sentences to complete this gap. Tell them to compare their ideas with another fast finisher.

- d Ask students if they think Will could have done anything to avoid getting ill. Put students into groups to discuss the questions. Take feedback as a class.

- e **Language in context** *Descriptive verbs*
Tell students to read the definitions and then look at the first highlighted word, *teeming*. Ask: *What follows 'teeming'?* (with life); *Does that mean the jungle had a*

lot of living things or not many? (a lot). Ask students to give the definition (b). Students work individually. Check answers as a class. Concept check some of the vocabulary, e.g., *If you have an important exam the next day, your friends might tell you not to ... ? (fret).*

Answers

- | | | |
|-----------|-----------------|---------------|
| a 4 grind | d 7 prop up | g 2 shrug off |
| b 1 teem | e 5 crouch down | h 3 fret |
| c 9 haul | f 6 peel | i 8 summon |

5 GRAMMAR Narrative tenses

- a** This is a review so students should already be familiar with the verb forms involved. The objective is to get students to use a range of narrative tenses more fluently and accurately. Books closed. Say sentences using these verb forms and tell students to name the tenses, e.g., *Will had always wanted (past perfect) to do this journey. He would dream (would + infinitive) about it back at home, but he didn't know whether he'd get the opportunity (past simple, would + to + infinitive for future in the past). He had been feeling bad, (past perfect continuous) but he was hoping (past continuous) it wasn't serious. Will's family were told (past simple passive) he had been taken (past perfect passive) to a hospital.* Books open. Put students into pairs. Students match the sentences with the verb forms and explain why that form is used. Check as a class.

Answers

- | | |
|-----------------------|---------------------------|
| 7 past simple | 4 past continuous |
| 3 past perfect | 1 past perfect continuous |
| 6 past simple passive | 5 past perfect passive |
| 2 would + infinitive | |

- b** **03.09** Students read the information in Grammar Focus 3B on SB p. 143. Play the recording where indicated and ask students to listen and repeat. Students then complete the exercises. Check answers as a class. Exercise b could lead to a discussion of nightmare holidays students have had. Tell students to go back to SB p. 37.

Answers (Grammar Focus 3B SB p. 143)

- a**
- | | |
|--------------------------|--------------------------|
| 2 would be getting | 7 had been working |
| 3 was to have paid | 8 got |
| 4 had been about to make | 9 had been going to give |
| 5 wondered | 10 would |
| 6 was driving | |
- b**
- hadn't gone / been
 - had told
 - turned / would turn
 - were still preparing
 - had brought
 - was hoping / had been hoping
 - was planning / had been planning
 - got
 - had lost
 - would give
 - was going to sue / would sue
 - (have) apologised
- c**
- | | |
|--|-----------------------|
| 1 ✓ | 4 had started started |
| 2 waited had been waiting / had waited | 5 ✓ |
| 3 ✓ | 6 she'll she'd |

CAREFUL!

A typical student error is to use the past perfect rather than the past simple, especially following time conjunctions like *when*: *I became very upset when the coach had broken down and the visit was cancelled.* (Correct form = *I became very upset when the coach broke down and the visit was cancelled.*)

- c** Put students into pairs to compare the verb forms. Check answers as a class.

Answers

- had heard* implies the action is now complete and finished, he has stopped hearing the primates; *had been hearing* emphasises that the sound continued up to the time of speaking, and suggests he may still be hearing this noise
- heard* implies this happened once on his trip; *'d hear* implies it happened every day on his trip, as a routine action
- was summoned* describes a completed action, the next thing that happened in a series of events; *was being summoned* implies that the action was in progress and incomplete, he could hear or knew this was happening while he lay against the tree

6 WRITING AND SPEAKING

- a** Ask students how many paragraphs there are in Will's article (six). Tell them to answer the questions. Check answers as a class.

Answers

- with a time expression
- opening paragraph: to set the scene
closing paragraph: to summarise the experience

- b** Ask students if they have read *Around the World in 80 Days* (written by Jules Verne), *The Beach* (written by Alex Garland, also a Danny Boyle film with Leonardo DiCaprio), *Wild: From Lost to Found on the Pacific Crest* (written by Cheryl Strayed, also a Jean-Marc Vallée film with Reese Witherspoon) or any other books about travel and adventure. Put students into groups to read the prompts and talk about an adventurous journey made by themselves or other people, real or imaginary. Take feedback as a class.

- c** Tell students to make a plan of the paragraphs of their article. Tell them that the first paragraph should set the scene, the last should summarise their experience and the middle paragraphs should start with time expressions to show the progress of events. Tell students to use the prompts as a guide as they write and to include a range of narrative tenses and descriptive verbs.

- d** Put students into pairs to read out their story to each other and give feedback on the content and language of their partner's story. Remind students of the pronunciation point on SB p. 36 and tell them not to pronounce the final /t/ sound before consonants.

- e** Put students into groups to share their stories. Each group should decide on the most interesting story to tell to the whole class. When taking feedback, provide error correction on the use of narrative tenses and descriptive vocabulary.

ADDITIONAL MATERIAL

Workbook 3B

Photocopiable activities: Grammar 3B, Vocabulary 3B

Documentary video Unit 3 *Travel and adventure*

Video worksheet Unit 3 *Travel and adventure*

3C

EVERYDAY ENGLISH

To cut a long story short

OPTIONAL LEAD-IN

Books closed. Ask students to think of a famous person, alive or dead, who they admire. Put students into pairs. They must interview each other and try and find out through the questions they ask who their mystery guest is (they can't ask *What's your name?* or *Who are you?*). See which student can find out the mystery guest's identity in the fewest questions.

1 LISTENING

- a** Ask students where they can watch or listen to live interviews, e.g., on a chat show. Put students into groups to discuss the questions. Take feedback as a class.
- b** Ask students if they can remember why Max is famous (he wrote the bestseller science-fiction story *Solar Wind*). Tell students to look at the picture and then answer the questions. Check ideas as a class.
- c** **03.10** If you have the video, play it without the sound first. Ask who is doing most of the talking (Oscar) and why that might be. Play Part 1 of the video or the audio recording and ask students to check their answer in 1b2.

Answers

- Oscar is conducting a radio interview with Max.
- ... where you got the basic idea for *Solar Wind*, Max?
... did you get the idea from your own travels and experiences of other cultures, for example?
... it all just came from your imagination, then?
Were you interested in science fiction growing up?
What happens next?
... when will *Solar Wind 2* be published?
So it's top secret information, then?
... you're not allowed to give any dates yet?

Videoscript/Audioscript (Part 1)

- OSCAR** OK! Max. So, I'll just talk for a minute to introduce you, and then we'll begin the interview, OK? Are you ready?
- MAX** Er, well, yeah, er, I think so ...
- O** OK, when the light turns red, we're live. Hello, I'm Oscar Simmons from City FM, and I'm here to talk to Max Redwood, author of the bestseller *Solar Wind*. Thank you for coming in to talk to us, Max!
- M** Thanks.
- O** So, as many of you will already know, *Solar Wind* is a story about space travel. And basically, in a nutshell, a group of explorers are visiting a remote planet which is populated by people, that is to say, aliens! Now, these aliens look very similar to humans, but have a radically different culture. I'd like to begin by asking you where you got the basic idea for *Solar Wind*, Max?
- M** Well, the idea came to me when ... it came to me when ...
- O** I mean, did you get the idea from your own travels and experiences of other cultures, for example?
- M** I haven't really travelled much, actually. I was planning a trip across Asia once ...
- O** Oh, right?
- M** But, well, to cut a long story short, I had to cancel it, so ...
- O** Right. So in other words, it all just came from your imagination, then?
- M** Well, you could say that, yes.
- O** OK. So next I'd like to move on to your childhood. Were you interested in science fiction growing up?
- M** Er... Well ... Yeah.

At the end of this lesson, students will be able to:

- understand an interview in which an author promotes his work, and evaluate how successful the interviewer and interviewee were
- pronounce consonant clusters over word boundaries
- learn phrases for exaggerating
- paraphrase and summarise ideas using a range of functional language

- O** Right, so now for the question that all our listeners will be asking ... What happens next? Or, to put it another way, when will *Solar Wind 2* be published?
- M** Um ...
- O** Right, I see. So it's top secret information, then?
- M** Um, I'm sorry?
- O** What I meant by that was, you're not allowed to give any dates yet?
- M** Er ...
- O** Right, so, to wrap things up now, I'd just like to thank Max Redwood for taking the time out of his busy writing schedule to come in and talk to us today. Thank you, Max, and looking forward to *Solar Wind 2*!
- M** Yeah, thanks. No problem.
- ALEX** Max. Hi. Alex. I'm, er, Emma's boyfriend.
- M** Emma's ... Alex! Of course.
- A** Yeah, listen, um, I've read the book ...
- M** Look, I'm really sorry. I've got to go.
- A** Nice to meet you too!

- d** **03.10** Play Part 1 of the video or the audio recording again. Tell students to choose the true ending for each sentence and say why the other endings are wrong. Check answers as a class.

Answers

- b Oscar says, 'these aliens look very similar to humans, but have a radically different culture'.
- a Oscar says, 'I mean, did you get the idea from your own travels and experiences with other cultures, for example?'
- b Oscar asks, '... when will *Solar Wind 2* be published?' and says, 'looking forward to *Solar Wind 2*'.

FAST FINISHERS

Ask fast finishers to make a list of interview tips for both the interviewer and the interviewee, e.g., *what to wear*, and to present them to the class when the other students have finished.

- e** Put students into pairs to discuss the questions. Ask students to share interesting interview stories with the class.

EXTRA ACTIVITY

Ask students to work in pairs and rewrite the interview between Max and Oscar with Max confidently giving interesting and articulate answers to all the questions. Ask some pairs to act out their interview to the class.

2 PRONUNCIATION

Consonant clusters across two words

- a** **03.11** Write these names of books on the board and ask students to underline the consonant clusters (more than two consonants together): *The Great Gatsby*, *Frankenstein*, *Goldfinger*, *Midnight's Children*. Point out that *Midnight's Children* is an example of consonant clusters going across

words (/tstʃ/). Tell students to listen and underline the letters that match the transcription /kspɪ/, etc. Check answers as a class.

Answers

explorers space travel aliens look long story bestseller

- b** **03.12** Books closed. Say the first three phrases and see if students can write the transcription for the consonant groups across two words themselves. Books open. Tell students to do the matching exercise. Check answers and drill the phrases.

Answers

1 f 2 e 3 c 4 d 5 a 6 g 7 b

FAST FINISHERS

Ask fast finishers to think of another two-word phrase for each of the consonant groups, e.g., /kspɪ/ *takes place*; /lθkr/ *health cruise*; /ksr/ *likes rice*; /nsf/ *once for*; /nsdʒ/ *once jumped*; /psp/ *top speed*; /mst/ *optimism starts*.

- c** **03.13** Drill *bestseller* and ask students whether they can hear the /t/ clearly (no). Play the recording and ask students whether they can hear the letters in bold clearly in 1 or 2. Check the answer as a class.

Answer

2

- d** Ask students to complete the name of each group. Check answers as a class.

Answers

1 consonant 2 vowel

- e** Drill the phrases, concentrating on the pronunciation of /t/ and /d/.

LOA TIP DRILLING

- Include a lot of variety and pace in drilling so that students don't get bored and switch off. First play the recording, pause and drill each phrase with the whole class. Then say each phrase yourself and drill. Repeat but go through the phrases more quickly. Next say pairs of phrases, *Westgate Street, Westgate Avenue*, and drill. Repeat at a quicker pace. Then choose individual students to repeat individual phrases and pairs of phrases after you.
- As a final stage, put students into pairs or groups (or both in separate stages) to drill amongst themselves. Monitor and make sure that all students are involved and pronouncing the /t/ and /d/ only where it's natural to do so.

LANGUAGE NOTES

We usually pronounce /t/ and /d/ before /h/, e.g., *stopped him, called home*.

3 LISTENING

- a** Tell students to look at the picture and answer the questions in pairs. Check ideas as a class.
- b** **03.14** Ask students to predict how Emma is dishonest. Then play Part 2 of the video or the audio

recording for students to check. Check the answer as a class.

Answer

She says that she didn't listen to the interview, but she did.

Videoscript/Audioscript (Part 2)

EMMA Oh, hello Max.

MAX You didn't listen, did you?

E Er, no. How did it go?

M It was an outright disaster! I came across as a blithering idiot!

E Calm down. I'm sure it wasn't that bad!

M OK, let me try and think about this calmly, shall I? All things considered, I think my first and last radio interview, listened to

by the entire city, was, how shall I put this ... ? ... A complete and utter embarrassment! And my career's totally ruined! And I'll never be able to show my face again! Yes, I think that just about sums it up.

E Calm down. I'll put the kettle on. You'll feel better after a cup of tea. And a biscuit? A chocolate one ...

- c** **03.14** Tell students to complete the sentences. Then play Part 2 of the video or the audio recording again for students to watch or listen and check. Check as a class.

Answers

1 bad 2 face 3 the kettle

EXTRA ACTIVITY

03.14 Put students into groups. Play Part 2 of the video or the audio recording again. Pause after *How did it go?* and ask students to write down as much as they can remember of Max's reply. Play the video or the audio recording again for students to check.

d Language in context *Exaggerating*

- 1 **03.15** Check students understand the meaning of *exaggerate*. Give a personal example, e.g., *My hair's getting so long. It'll be down to my knees soon*. Ask students if it is true that my hair is long. (yes) Ask students if it is true that it will grow to my knees soon. (no) Elicit that *exaggerate* means to state something is much more, better, longer, harder, etc. than it really is. Tell students to complete Max's words. Play the recording for students to check their answers.

Answers

1 outright 2 blithering 3 complete and utter 4 totally

- 2 Put students into groups to discuss why they think Max exaggerated about his interview and in what situations people exaggerate. Give the example that old people may exaggerate about how hard life was when they were younger. Take feedback as a class.

LANGUAGE NOTES

Point out that *blithering* /'blɪðərɪŋ/ is only found in the phrase *blithering idiot* (an extremely stupid person) and highlight that like many *and* phrases (students will encounter more later, in Unit 8 Wordpower on SB p. 102), you cannot reverse the order of *complete and utter* (NOT *utter and complete*).

- e** Ask students to give an opinion on something you are wearing or something in the classroom, e.g., *Do you like my shirt?* When they answer, ask if they were being honest, and why (not). Put them into groups to discuss the questions. Take feedback as a class.


4 USEFUL LANGUAGE

Paraphrasing and summarising

- a** Ask students to paraphrase these expressions from the text on SB pp. 36–7 (see 4e): *haul* (pull something heavy), *shrug off* (treat something worrying as if it is not important), *summon* (call someone to be present). Write this short paragraph on the board and ask students to summarise it in one sentence: *At the hotel we enjoyed the meal we ate in their restaurant. We thought the rooms were excellent, too. The prices were very reasonable.* (The hotel was great and good value for money.) Ask students to work individually and match the expressions with their uses. Check answers as a class.

Answers

1 paraphrase 2 summarise

- b**  **03.16** Students complete the extracts with the phrases. Play the recording for students to check their answers.

Answers

1 in a nutshell 2 that is to say 3 to cut a long story short
4 in other words 5 What I meant by that was

- c** Students decide which phrases are paraphrasing and which are summarising and complete the table. Check answers and drill the phrases.

Answers

Paraphrasing: to put it another way; in other words; that is to say; what I meant by that was
Summarising: all things considered; in a nutshell; to cut a long story short

FAST FINISHERS

Give fast finishers a copy of the audioscripts for Parts 1 and 2 and ask them to complete these sentences with the correct expressions: *Right, so, _____ now, I'd just like to thank Max Redwood ...* (to wrap things up); *Yes, I think that just about _____.* (sums it up). Tell them to think of more multi-word verbs with *up* and to list them in their vocabulary notebook with their meanings.

- d** Books closed. Read out each of the expressions in 4b with a mistake in it, e.g., ~~to cut a short story long~~, and tell students to correct you. Then tell students to complete the sentences using their own ideas. Take feedback as a class.

5 SPEAKING

»» Tell students to go to Communication Plus 3C on SB p. 129. Tell students to read and complete the conversations using their own ideas. Students then think about how they will describe the situations. Divide the class into pairs and assign A and B roles. Tell Student As to use the pink bubbles and Student Bs the green bubbles and role play the four conversations. They then swap roles. Monitor and make sure students are paraphrasing and summarising where appropriate using the expressions in 4c.

ADDITIONAL MATERIAL

Workbook 3C

Photocopiable activities: Pronunciation 3C

Unit Progress Test

3D

SKILLS FOR WRITING

The view is stunning



OPTIONAL LEAD-IN

Books closed. Write on the board (or show the students pictures of): *The Great Pyramid of Giza*, *The Hanging Gardens of Babylon*, *The Lighthouse of Alexandria*. Ask students if they know what these places have in common (they are three of the Seven Wonders of the Ancient World – amazing ancient buildings/constructions which were listed by ancient Greek authors). Put students into groups. Ask them to make a list of seven wonders of the modern world and then compare their list with other groups.


At the end of this lesson, students will be able to:

- use descriptive language to talk and write about tourist destinations
- improve their writing style by using more concise language
- use adjectives and phrases with a positive or negative connotation

1 SPEAKING

- a**  Ask students what makes a rewarding place to visit, e.g., a long history, good infrastructure for tourists. Put students into groups to discuss the questions. You could tell students to discuss this in two categories: places in their country and places abroad. Take feedback as a class.
- b**  Ask students what they know about Cusco. Tell them to describe the pictures and say what impression they make. Give students time to read the website and tell a partner what appeals to them about Cusco and what doesn't. Take feedback as a class.

2 LISTENING

- a  03.17 Tell students to read the questions. Ask: *Have Roberto and Annie been to Cusco?* (yes). You may wish to pre-teach *look beyond sth* (to ignore something superficial so you can see some more permanent/important quality). Play the recording. Tell students to answer the questions individually and then compare their answers in pairs. Check answers as a class.


Possible answers:

- 1 *Roberto*: The town is in a bowl in the mountains; you can see the ancient Inca walls with the Spanish colonial buildings sitting on top; there are narrow cobbled streets and steps.
Annie: beautiful old buildings and cobbled streets; you can still see Inca remains, walls they built; breathtaking view across the whole city; maze of tiled roofs; bare mountains all around it.
- 2 They both mention the Inca remains/walls and the setting of the city. They both mention that it has changed because of tourism.
- 3 *Roberto*: Maybe, but he doesn't like it as much as before (he thinks it's been a bit spoiled by tourism)
Annie: Yes, she's only been there once and she loved it.

Audioscript

ROBERTO Well, I know Cusco quite well. I've been there several times and I even have friends who live there. And I'd say, of course, it's one of the most beautiful cities in Peru. The whole city is in a kind of bowl in the mountains; it's an amazing setting. And the city centre is really well preserved. You can still see the ancient walls that the Incas built, with the Spanish colonial buildings sitting on top of them – of course, that's one reason why so many people go there, to see that. And then there are these little lanes going up from the centre with narrow cobbled streets and steps and lovely little squares. So it's a fantastic city and definitely worth visiting, that's for sure. But seeing how Cusco has changed over the years, I think it's been a bit spoiled by tourism. It's not quite like it was before. Like, the old streets used to be full of little shops selling ordinary things, but now it's really all tourist shops and restaurants, and people trying to sell you souvenirs, and crowds of tourists – I mean obviously it's a major tourist destination these days. So I'd recommend trying to go to Cusco outside the main tourist season, although I don't think there's any time when it isn't busy. Friends of mine who live there say they don't go to the city centre much any more because it's too crowded. They tend to go to other parts of the city which aren't so touristy. I think it's a shame the way tourism tends to take over these historic places – it changes their character a little, I think.

ANNIE I went to Cusco last year and I loved it. It has such a romantic atmosphere; you can really feel the history of the place – all the beautiful old buildings and the cobbled streets and the squares with little fountains. It used to be the Inca capital, and you can still see Inca remains in the city: all these amazing walls they built, just incredible. Some people say that it's been spoiled by tourism, and I suppose that's true in a way. It's definitely on the main tourist route, and the centre's full of tourist shops and usually teeming with people. But I think if you can look beyond that and just appreciate the buildings and the layout of the city, it's a magical place. The thing I loved most in Cusco was walking up the hill above the city. We went up these twisty narrow paths, lots of steps – and then right at the top there's an old Inca citadel – and we had this breathtaking view across the whole of the old city. And looking down, it was like a maze of tiled roofs spread out beneath us with these bare mountains all around it. I took so many photos of Cusco – every corner there's something to take a picture of. It was wonderful. It was quite tiring, though; Cusco's over three thousand metres above sea level, so you really feel the altitude!

- b  03.17 Ask students which verb in box A was also used by Will when he was talking about how much wildlife there was (teeming). Tell students to match *teeming* with the correct phrase in B (with people). Then ask students to match the other phrases. Play the recording again for students to check.

Answers


ancient walls
cobbled streets
teeming with people
romantic atmosphere
breathtaking view
tiled roofs
well preserved
crowds of tourists

FAST FINISHERS

Give fast finishers a copy of the audioscript for 03.17 and tell them to find these words. Tell them to mark the number of syllables and the stress: *narrow* (2), *lovely* (2), *spoiled* (1), *crowded* (2), *character* (3), *breathtaking* (3). Ask students to write three sentences with gaps for three of these words and to give them to another fast finisher. Students take turns to read out the complete sentence to their partner with the correct pronunciation of the word, e.g., *My niece gets everything she wants. She is very _____.* (spoiled)

LOA TIP CONCEPT CHECKING

- At an advanced level, you need to check that students have a full understanding of new vocabulary and its meaning in extended contexts, e.g., 'Well-preserved' *can be about a place, but can it be about a person?* (Yes, someone who looks younger than their age.). *If you cobble something together, would it look nice?* (No, 'cobble something together' means to make something quickly and not very carefully.).
- It's important that students' vocabulary knowledge also includes grammatical information about the words. Books closed. Ask: *What preposition follows 'teeming'?* (with). *Do we usually use 'teem' in the simple or continuous?* (continuous).

- c  Put students into resident groups and tourist groups. Tell them to discuss the issues from their point of view. Then combine residents and tourists into new groups to present and defend their arguments. Take feedback on the issues as a class.

EXTRA ACTIVITY

Put students into groups to discuss how tourism might change in the future, e.g., *growth of ecotourism* (ecotourism = the business of organising holidays to places of natural beauty in a way that helps local people and does not damage the environment). Take feedback as a class.

3 READING

Tell students to read the review and find the extra information, using 2a to help them. Check that students don't include information they already know by asking *There is Spanish architecture. Is this new?* (no). You may wish to pre-teach *photo ops* (another way to say an opportunity to take a photograph). Check answers as a class.

Answers

Walls and buildings: massive Inca walls with perfectly interlocking stones; the Spanish buildings are built in slightly forbidding grey stone.

The Inca citadel: it's ruined; it's called Sacsayhuamán; it's built of massive stones; you can't put a piece of paper between the stones; it has zigzag walls and stone doorways.

4 WRITING SKILLS

Descriptive language; Writing briefly

- a** Tell students to replace the words in italics with words or phrases from the article. Do the first one as a class by asking students to read out the first paragraph until they find the phrase that could be substituted with *were very helpful* (*put themselves out for us*, which means to make a special effort for someone). Check answers as a class and read through the Writing Tip with the class.

Answers

- 1 really put themselves out for us
- 2 kind of a nightmare
- 3 a must-see attraction
- 4 was quite rough
- 5 great photo ops
- 6 authentic cuisine
- 7 very reasonably priced
- 8 overpriced

- b** Give students time to read the review again if necessary and ask them to complete the exercise individually. Before sharing with the class, divide them into pairs to see if they had similar ideas. Check answers as a class.

Answers

- 1 *There was* only one problem.
- 2 *I/We* took hundreds of photos.
- 3 *Then we went* back down to the hotel for a quick shower.



FAST FINISHERS

Explain that *ops* is short for *opportunities*. Write these short forms on the board. Ask fast finishers to find out what they mean and to add other short forms and their meanings to the list: *app* (application), *hols* (holiday/s), *op* (operation), *TV* (television).

- c** Ask students to read the review to find more examples of words being omitted. After they find them, have students check the reason for omitting words. Check answers as a class.

Possible answers

(It had) really impressive architecture
(It was) quite rough
(There were) great photo ops from the top
(it has) massive Inca stones
(it was) definitely worth the climb
(It was) a much better option ...
Effect of leaving out words: 2

- d** >>> Students complete the exercises in Writing Focus 3D on SB p. 170. Ask students to read the description and say what kind of text it is and how they know. Students then say which words have been left out and complete the rest of the exercises. Check the answers to Exercises a–d as a class. In Exercises e and f, tell students to write a review of a tourist attraction, show a partner and ask each other questions. Tell students to go back to SB p. 41.

Possible answers (Writing Focus 3D SB p. 170)

- a Because it's written in an informal style. Some words are left out.
1, 3, 4
- b *There were* lots of narrow windy streets, *and there was* a great view from the top.
I/We took hundreds of photos! *It's* a fabulous place. *I'm/We're* definitely planning to come back here next year.
- c 1 *There's* not much to do here in the evenings, and *the* food in most places *is* overpriced. *It's* quite a disappointing place to visit.
2 *I've* been to most resorts in Mexico but *there's* nowhere as impressive as Tulum / but *nowhere's* as impressive as Tulum.
3 *The* best time to visit *is* in the late autumn. *There are* no tourists *and* *it's* great weather.
4 *I* went to Budapest last year. *It was* much more interesting and *had* more reasonable prices.
- d 1 Great place for a honeymoon – so romantic.
2 So much to take photos of! Good thing I had my camera.
3 Arrived late. Nowhere to eat. Not very impressed!
4 Go early to beat the heat. Beautiful beach at foot of cliff – great for cooling off.
- e Students' own answers
f Students' own answers

5 WRITING

- a** Ask students to think about the local area and what these different kinds of people would enjoy seeing and doing: a student, a retired widower, a couple with young children, a middle-aged disabled person. Put students into pairs to make a list of things worth seeing locally and things not worth seeing. Combine pairs into groups to compare their lists. Take feedback as a class.

- b** Tell students to write a review of two or three attractions (or just one for less advanced students). Remind students to look back at the Writing Tip and to include comments on accommodation and food.

- c** Put students into pairs to compare their work and suggest improvements using adjectives with a stronger positive or negative meaning and shorter sentences. Write an example on the board and ask students to improve it: *The views were nice* (Breathtaking views).

- d** Tell students to read out their reviews and see what other students think. If you have a large class or are short of time, tell students to pin their reviews around the classroom walls. Students then walk around and add their comments under each review.

⊕ ADDITIONAL MATERIAL

Workbook 3D

UNIT 3

Review and extension

1 GRAMMAR

- a Write these words on the board and tell students to reorder them beginning with the adverbial to make a sentence: *place / been / like / a / I / have / this / to / never* (Never have I been to a place like this.). Tell students to reorder the words into sentences. Check answers as a class.

Answers

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

- b Ask students why we can use the two forms in the example (both future in the past). Tell students to go through the sentences in pairs and say why one form is not correct. Check as a class.

Answers (crossed out options)

- 2 would be taking
- 3 had been arriving
- 4 had been using
- 5 might complain
- 6 would be

EXTRA ACTIVITY

Tell students to make sentences using the verb forms they crossed out in order to tell a story, e.g., *She **would leave** for work at 8 o'clock every morning. She knew that her friend **would be taking** the same train ...*

2 VOCABULARY

- a Ask *Is 'affluent' usually used to describe people or places? (places). Is 'disposable' about money you have to spare or money you owe? (money to spare).* Tell students to complete the sentences. Check answers as a class.

Answers

- | | |
|--------------|--------------|
| 1 affluent | 5 well off |
| 2 disposable | 6 prosperity |
| 3 deprived | 7 hardship |
| 4 destitute | 8 means |

- b Do the first question as an example. *What part of speech is this? (a noun). Could it be talking about location? (yes). What word can mean 'centre'? (heart).* Students complete the sentences individually. Check as a class.

Answers


- | | |
|--------------|------------|
| 1 heart | 5 arid |
| 2 vegetation | 6 pristine |
| 3 untouched | 7 swamp |
| 4 rugged | |

3 WORDPOWER Idioms: Landscapes

- a Ask the students *Is a swamp a nice place?* (no). Tell students to read the first conversation and then ask: *Does A need help?* (yes). Tell students to find the matching definition (f). Students do the rest of the exercise individually. Check as a class.

Answers

- 1 f
- 2 c
- 3 d
- 4 g
- 5 e
- 6 b
- 7 a

- b  **03.18** Read out this sentence with a gap for the expression and ask students to complete it: *It will be _____ to raise enough money for my trip (an uphill struggle).* Students complete the sentences. Play the recording for them to check.

Answers

- 1 a drop in the ocean
- 2 get the lie of the land
- 3 an uphill struggle
- 4 out of the woods
- 5 a slippery slope
- 6 get bogged down with
- 7 been, swamped

EXTRA ACTIVITY

Tell fast finishers to underline the /t/ and /d/ sounds in these phrases which would not be pronounced: *swampd this week, outt of the woods, get the lie of the land, getting bogged down with, just a drop in the ocean.*

- c  Put students into pairs to imagine a context for each sentence. Take feedback as a class.

EXTRA ACTIVITY

Put students into pairs to make a dialogue using one of the sentences in 3b. They act out their dialogue in front of the class without using that sentence. The other students guess the missing sentence.

» Photocopiable activities: Wordpower 3

LOA TIP REVIEW YOUR PROGRESS

Students look back through the unit, think about what they've studied and decide how well they did. Students work on weak areas by using the appropriate sections of the Workbook and the Photocopiable worksheets.