

LIFE VISION

Student Book

A2/B1

หนังสือเรียน รายวิชาพื้นฐานภาษาอังกฤษ
ชั้นมัธยมศึกษาปีที่ 2

กลุ่มสาระการเรียนรู้ภาษาต่างประเทศ
ตามหลักสูตรแกนกลางการศึกษาขั้นพื้นฐาน พุทธศักราช 2551

ผู้เรียบเรียง

Jane Hudson
Weronika Satandyk

ผู้ตรวจ

นายเสรี แซ่มัว
นายชัยภัทร ปวงอุปถัมภ์
นายธวัช พุทธิรักษ์

บรรณาธิการ

นางสุรีย์ รัตนธรรม

CONTENTS


| INTRODUCTION p.4 | LESSON 0.1 | LESSON 0.2 | LESSON 0.3 | LESSON 0.4 |
|---------------------|--|---|---|--|
| | Vocabulary: Appearances Grammar: Present tenses | Vocabulary: Art and culture Grammar: Present perfect | Vocabulary: Cities and the countryside Grammar: Articles | Vocabulary: High streets Grammar: <i>There was / There were</i> |

| UNIT | VOCABULARY 1 | GRAMMAR 1 | READING [®] / LISTENING [®] | GLOBAL SKILLS |
|--|--|--|--|--|
| 1 Going places p.8 | A day out Vocabulary: A day out 📺 Vlog | Past simple 📺 Grammar animation Pronunciation: regular past simple forms | ® Holidays: past and present Strategy: Finding specific information Vocabulary: Holidays in the past | Managing your time Vocabulary: A day out |
| Review p.18 Exam skills p.19: Reading <i>Missing sentences</i> ; Speaking <i>Questions about holidays</i> | | | | |
| 2 Home sweet home p.22 | Jobs around the house Vocabulary: Housework 📺 Vlog | Past continuous 📺 Grammar animation | ® A change for the better? Strategy: Understanding a speaker's purpose | Being a good neighbour Vocabulary: Adjectives to describe feelings |
| Review p.32 Exam skills p.33: Listening <i>Summary completion</i> ; Use of English <i>Multiple-choice cloze</i> ; | | | | |
| 3 Staying healthy p.34 | Healthy lifestyles Vocabulary: Food 📺 Vlog | Quantifiers 📺 Grammar animation | ® Good for you! Good for all of us? Strategy: Distinguishing fact from opinion | Developing healthy habits Vocabulary: Changing habits |
| Review p.44 Exam skills p.45: Reading <i>True or false</i> ; Speaking <i>Picture-based discussion</i> | | | | |
| 4 The world around us p.48 | Weather Vocabulary: Weather 📺 Vlog | Comparatives, as...as 📺 Grammar animation | ® Getting water Strategy: Previewing: focusing on title, photos and general knowledge Vocabulary: Getting water | Solving problems Vocabulary: Problems |
| Review p.58 Exam skills p.59: Listening <i>True, false or doesn't say</i> ; Use of English <i>Missing words</i> ; | | | | |
| 5 Time for school p.60 | Talking about school Vocabulary: School and education 📺 Vlog | Future tenses 📺 Grammar animation | ® Schools of the future Strategy: Taking notes | Being an autonomous learner Vocabulary: What makes a good learner |
| Review p.70 Exam skills p.71: Reading <i>Multiple matching</i> ; Speaking <i>Picture comparison</i> | | | | |
| 6 Living your own life p.74 | Life experiences Vocabulary: Life experiences Pronunciation: Two-syllable word stress 📺 Vlog | Present perfect 📺 Grammar animation | ® Becoming an adult Strategy: Identifying audience Vocabulary: Ceremonies | Understanding the customs of other cultures Vocabulary: Cultural differences |
| Review p.84 Exam skills p.85: Listening <i>Multiple-choice</i> ; Use of English <i>Word formation</i> ; Writing <i>An email</i> | | | | |
| 7 Out of this world p.86 | Space exploration Vocabulary: Life in space 📺 Vlog | Second conditional 📺 Grammar animation | ® The rise and fall of Mars One Strategy: Distinguishing different speakers | Successful teamwork Vocabulary: What makes a good team member |
| Review p.96 Exam skills p.97: Reading <i>Multiple choice short texts</i> ; Speaking <i>Roleplay</i> | | | | |
| 8 Making money p.100 | Summer jobs Vocabulary: Jobs 📺 Vlog | Past perfect 📺 Grammar animation | ® Jobs of the past Strategy: Use visual clues to help understanding | Working to your strengths Vocabulary: Personal strengths Pronunciation: The schwa sound /ə/ |
| Review p.110 Exam skills p.111: Listening <i>Multiple matching</i> ; Use of English <i>Open cloze</i> ; Writing <i>An article</i> | | | | |

| | |
|-----------------------------|-------|
| VOCABULARY BOOSTER | p.112 |
| GRAMMAR BOOSTER | p.128 |
| IRREGULAR VERBS LIST | p.148 |

| VOCABULARY 2 | GRAMMAR 2 | READING ® / LISTENING ① | SPEAKING | WRITING |
|---|--|--|---|--|
| Getting from A to B Vocabulary: Travel and transport | Past simple subject and object questions ▶ Grammar animation | ① The Greatest Adventure in the World Strategy: Listening for gist | Talking about your weekend Strategy: Maintaining a conversation Phrasebook: Maintaining a conversation Pronunciation: Intonation | A description of an attraction Strategy: Using vocabulary to make your writing more interesting |
| Vision 360 p.20 | | | | |
| Traditional homes Vocabulary: Homes and houses | Past simple vs past continuous ▶ Grammar animation Pronunciation: <i>was</i> and <i>were</i> | ® Neighbourhood apps Strategy: Reading a text quickly for general idea Vocabulary: Phrasal verbs | Polite requests Strategy: Using the correct register Phrasebook: Requests | A short forum post Strategy: Choosing the right tense Language focus: Sequencing expressions |
| Writing <i>A story</i> ▶ Documentary <i>Homes on wheels</i> | | | | |
| Sport and fitness Vocabulary: Sport words with <i>play, go</i> and <i>do</i> | Modals of obligation ▶ Grammar animation | ® Let's walk Strategy: Predicting from subheadings Vocabulary: Why people go walking | Asking for and giving advice Strategy: Using collocations Phrasebook: Asking for and giving advice Pronunciation: /ʊ/ and /u:/ sound | An opinion blog Strategy: Expanding on main points |
| Vision 360 p.46 | | | | |
| Are you ready for the next disaster? Vocabulary: Natural disasters | Superlatives; too and enough ▶ Grammar animation | ① What do cities smell like? Strategy: Identifying key words to understand the topic | Talking about good and bad news Strategy: Sentence stress Phrasebook: Reacting to news | A reply to an online post Strategy: Using pronouns to avoid repetition |
| Writing <i>A reply to a blog post</i> ▶ Documentary <i>Storm chasers</i> | | | | |
| After-school Vocabulary: After-school activities | Zero and first conditionals ▶ Grammar animation | ® What's the best way to learn? Strategy: Guessing meaning from context Vocabulary: Learning styles | What shall we do this afternoon? Strategy: Learning set phrases Phrasebook: Suggestions Pronunciation: Intonation in questions | A 'for and against' blog post Strategy: Using linkers of contrast |
| Vision 360 p.72 | | | | |
| Getting together Vocabulary: Life stages | Present perfect vs past simple ▶ Grammar animation | ① Side by side Strategy: Understanding the main idea | Describing a family photo Strategy: Make notes for monologue tasks Phrasebook: Describing a photo | An informal email: giving news Strategy: Using appropriate tenses Phrasebook: Phrases for informal emails |
| ▶ Documentary <i>Welcome refugees</i> | | | | |
| What a great idea! Vocabulary: Inventions | Present and past simple passive ▶ Grammar animation | ® Space scientists: past and present Strategy: Recognising and understanding paraphrasing Vocabulary: Adverbs | Talking about how things work Strategy: Using imperatives Phrasebook: Instructions | A report to make a recommendations Strategy: Writing headings Phrasebook: Paragraphing reports |
| Vision 360 p.98 | | | | |
| I'll do it later ... Vocabulary: Phrasal verbs | Reported speech ▶ Grammar animation | ® Dream job Strategy: Recognising purpose Vocabulary: Unusual jobs | Comparing photos Strategy: Paraphrasing unknown words Phrasebook: Conversation fillers; Comparing photos | An application email for a summer job Strategy: Selecting appropriate vocabulary for the context |
| ▶ Documentary <i>Ant man</i> | | | | |

A great look!

- 1 Work in pairs. Make a list of as many clothes as you can in one minute.
- 2  Read the chat. Answer the questions.
 - 1 What does Agnes think of Harry's clothes?
 - 2 What does Pavel think at first?
 - 3 What does he think in the end? Why?

Harry

Hey Pavel!

Hi Harry! Are you having a good day?

Not bad, but Agnes is laughing at me! 😊

Why?

She says I look weird. 😬

What are you wearing?

A black dress, a dark grey cardigan and a scarf.

Very formal! 😲 Which dress is it?

The long, baggy one with white spots.

And the scarf?

The pale grey one with stripes. ^AI'm sending you a pic.

Great boots! 😄 Are they yours?

No, they're my niece's. ^BI often borrow them.^CDoes she know you're wearing them today?

Of course!

What's that in your hair?

It's my dad's hankie.

Why have you got a hankie in your hair?

^PI'm trying to grow it. I want to have long, straight hair. 😊 ^EThe hankie keeps it out of my face. 😬

It's a great look – very comfortable. Grey suits you because you've got blue eyes!

Thanks! 😊

- 3 Look at the examples of present tenses (A–E) in the chat. Then complete the grammar rules with *present simple* or *present continuous*.

Present tenses

We use the ¹_____:

- 1 for something that happens regularly.
- 2 for stating a fact.
- 3 with certain verbs that we do not usually use in continuous tenses, e.g. *know, like, love, mind*, etc.

We use the ²_____:

- 4 for something happening at this moment.
- 5 for something happening around this time.

GRAMMAR BOOSTER P128

- 4 Match examples A–E in the chat to grammar rules 1–5.
- 5 Complete the sentences with the present simple or present continuous form of the verbs below. Use contractions where possible.

borrow go look for not close
not give not talk not wear sit


- 1 We _____ coats because it's hot today.
 - 2 My sister rarely _____ my clothes.
 - 3 Anya is angry with Ethan, so she _____ to him.
 - 4 I hardly ever _____ shopping with my parents.
 - 5 My brother _____ his shoes – he can't find them.
 - 6 The shops _____ until 10 p.m. at weekends.
 - 7 I _____ next to a door, and I'm cold!
 - 8 The teacher _____ us homework every day.
- 6 **VOCABULARY** Write the **highlighted** words from the chat in the correct column.


Appearance

Clothes and fashion

- 7 Work in pairs. Add the words below to the table in Ex 6. Use a dictionary if necessary.


a beard a lovely smile a top attractive brown eyes
curly hair jewellery slim socks wavy hair

- 8  Work in pairs. Add at least three more words to each column in Ex 6.
- 9 Match 1–3 to A–C.
 - 1 She's
 - 2 She's got
 - 3 She's wearing
 - A long, wavy hair.
 - B a pink top with red flowers.
 - C very attractive.

- 10  Work in pairs. Look at the photo and describe Pavel. Use sentence beginnings similar to those in Ex 9 and the words in Ex 6 and 7.

Pavel



- 11  **THINK & SHARE** Work in pairs. Write a description of a famous person you admire. Read it aloud for the class to guess who it is.

Culture vultures



- 1 Read the definition of *culture vulture*. Which of your friends or family is most like a culture vulture? How?

culture vulture /'kʌltʃə vʌltʃə(r)/ (n) (humorous) a person who is very interested in serious art, music, literature, etc.

- 2 0.01 Read and listen to the quiz. Choose the correct answers for you.

Are you a culture vulture?

Quiz

- How often do you go to **art galleries**?
A I'm not interested in art.
B I prefer **street art** to pictures in galleries.
C I know all the **paintings** in our local gallery.
- How many 19th-century **novels** have you read?
A My bookshelf is full of **works** from that period.
B I don't know any 19th-century **authors**.
C I only ever read **fiction** at school.
- Do you ever go to concerts?
A I've never been to a **live concert**, but I often watch them online.
B I'm a **musician**, so I go to concerts to **perform**.
C I'm not really into music, so I rarely listen to it.
- Have you ever seen a Shakespeare **play**?
A I've never been to the theatre.
B I'm not really into Shakespeare, but I love **street theatre**.
C I love **drama** and I've **acted** in several Shakespeare plays.
- What kind of **programmes** do you watch on TV?
A I only watch TV to find out about **celebrities**.
B I watch lots of films and **documentaries**.
C I usually watch **series** on Netflix.

- 3 Calculate your score. Go to page 150 and read the key. Do you agree with the comments?

- | | | |
|-------|-----|-----|
| 1 A 0 | B 1 | C 2 |
| 2 A 2 | B 0 | C 1 |
| 3 A 1 | B 2 | C 0 |
| 4 A 0 | B 1 | C 2 |
| 5 A 0 | B 2 | C 1 |

- 4 **VOCABULARY** Write the **highlighted** words from the quiz in the correct category.

| Verbs | People |
|----------|-------------------|
| publish | character |
| Products | Places and events |
| drawing | arts festival |

- 5 Work in pairs. Do the words in Ex 4 apply to art (A), literature (L), music (M), theatre (T) or television (TV)? Some words can be related to more than one type of media.

- 6 Complete the leaflet for an arts festival with words in Ex 4.

The best of Oakland Arts Festival

- 7 June** Ashok Gupta and Ben and David Powell play a ¹ _____ of music by Beethoven. Get tickets early – these three ² _____ are very popular!
- 8 June** Tim Fisher shows artists how to make a quick ³ _____ with a pen or pencil. Tim has an ⁴ _____ online if you want to see some of his paintings.
- 9 June** Chapterhouse Theatre Company is at the festival again with another ⁵ _____. This year, they ⁶ _____ Shakespeare's *A Midsummer Night's Dream*.
- 10 June** ⁷ _____ Vanessa Rigg teaches new writers about writing a good novel. She explains how to build interesting ⁸ _____ and how to write dialogues for them.

- 7 Read the rules. Find an example for rules 1 and 2 in the quiz.

Present perfect

We use the present perfect (*have* or *has* + past participle) to talk about an experience in our lives.

- We can use *ever* (= at any time) in present perfect questions.
- We can use *never* (= at no time) + affirmative verb to give a negative meaning to a sentence.

We use *been*, not *gone*, as the past participle of *go* when we are referring to an experience.

Have you ever been to Florence?

No, I haven't. I've never been to Italy.

GRAMMAR BOOSTER P129

- 8 Work in pairs. Write ten questions for a quiz about culture in your country. Use the verbs below once only and the words in Ex 4.

act draw go listen to meet paint perform play read see

Have you ever read a novel by Pérez Galdós?

- 9 Swap pairs. Ask and answer your questions in Ex 8. Score one point for every *Yes, I have* answer. The winner is the student with the most points.

Have you ever read a novel by Pérez Galdós?

*Yes, I have. I've read *Fortunata y Jacinta*.*

Mumbai Beach

- 1 🗣️ Where is your nearest sea, lake or river? Is it clean? Why? / Why not?
- 2 🎧 0.02 Read and listen to the news story. What is the good news about Versova Beach?

NEWS

Good news about

VERSOVA BEACH



Mumbai is ^aa city on the west coast of India. Like all cities, it has houses, apartment buildings, office blocks, roads and railways. But Mumbai is different. It's very large – more than 20 million people live there. Also, it's on an island, so there's water all around it. Bridges connect ^{the}the city to the rest of India. There are rivers, lakes and parks on the island, and there are beaches too. Some of the beaches are very dirty.

Several years ago, Versova Beach had a lot of rubbish – it was over 1.5 metres high! In October 2015, Mr Afroz Shah went to live in the area. He was ^aa lawyer, but he was also interested in ^{the}the nature. When he saw the beach, he decided to clean it. During the week, he went ^{to}to work, and instead of relaxing at home at the weekend, he went to clean the beach. At first, he worked alone, and then a neighbour joined him. Soon, more people came to help, including a celebrity from Bollywood. In two years, Mr Shah and his team cleaned 13 million kilograms of rubbish from the beach. Today, turtles go to Versova Beach to lay eggs. Mr Shah was there when the first baby turtles came out of their eggs. He watched them walk down the beach to ^{the}the sea, and he was very happy!



Versova Beach before

- 3 Look at the examples of articles or no articles (A–F) in the news story. Match each example to the rules below. Complete the rules with *a / an, the* or no article (–).

Articles

- 1 We use ¹_____ to talk about something for the first time.
- 2 We use ²_____ when we mention something again.
- 3 We use ³_____ when it's clear what we're talking about, or when there's only one of something.
- 4 We use ⁴_____ to say what someone's job is.
- 5 We use ⁵_____ to make generalisations.
- 6 We use ⁶_____ in some set phrases, e.g. *in / to bed, at / to / from school, in hospital*.

GRAMMAR BOOSTER P130

- 4 Find another example in the news story for each grammar rule (1–6).
- 5 Complete the paragraph. Use *a / an, the* or no article (–).

Living in a city has several advantages. First of all, you don't need to travel very far. If you're ¹_____ student, you can walk to ²_____ school, or maybe go by bus – there's usually ³_____ bus stop near your house. Secondly, it's easier to find ⁴_____ job in a city. Companies have offices in ⁵_____ city centre, and they need ⁶_____ people to work there. Finally, there are a lot of things to do in a city. If you want to see ⁷_____ film, you can go to the cinema. After ⁸_____ film, you can go to a restaurant to have dinner.

- 6 **VOCABULARY** Write the **highlighted** words from the news story in the correct column.

| City | Countryside | Both |
|------|-------------|------|
| | | |

- 7 Work in pairs. Add the words below to the table in Ex 6. Use a dictionary if necessary.

desert factory farm field hill path
rainforest square village wood

- 8 🗣️ Work in pairs. Add at least two more words to each column in Ex 6.
- 9 🗨️ **THINK & SHARE** Discuss in pairs. What are the advantages of living in the country? Make a list.
- 10 Write a paragraph about living in the country. Use the correct articles and words in Ex 6. Use the paragraph in Ex 5 to help you.

On the high street

- 1 🗣️ Look at the photo of a high street. Where is your nearest high street? What can you do there?



- 2 🎧 0.03 Read and listen to the article. What did the first high streets look like? What do they look like now?

Before 1870, people rarely went shopping, because they grew their own food. Then they got jobs in the new factories, and work took up everybody's time. Shops opened in **town centres**, and the high street was born. There was always a **baker's** and there was usually a **butcher's** in the high street.

A few years later, there were **department stores** on the high street too. These had polite and helpful **shop assistants**. **Customers** bought all kinds of **items** there, from **clothing** to things for the house.

In the 1960s, the first **supermarkets** appeared, and there were cheaper prices. The small shops made their **shop windows** bigger so that customers continued shopping there. All the shops were full of people spending money. At first, they paid in **cash**. Later, they used **credit cards** and spent more money.

Now, many shops have closed, and there are more restaurants and cafés than shops. People prefer **online shopping** or **shopping centres** out of town. In the UK, one in ten shops is empty, and the high street looks very different today than it looked in the past.

- 3 **VOCABULARY** Write the **highlighted** words from the article in the correct category.

| Where to buy things | How to pay | Other nouns |
|---------------------|------------|-------------|
| | | |

- 4 Work in pairs. Add the words below to the table in Ex 3. Use a dictionary if necessary.

bookshop chemist's coin hairdresser's market
note payment queue receipt sale

- 5 🗣️ Work in pairs. Add at least two more words to each category in Ex 3.

- 6 Complete the information about a successful high street. Use words in Ex 3 and 4.

The town of Crickhowell in Wales recently won a prize for its high street. The high street is in the ¹_____, and some of the shops have been there for many years. HJ and D Webb and Sons opened in 1936 and is now called Webbs of Crickhowell. The shop is a ²_____ and each section sells different ³_____ for the home and the garden. If you walk past and look in the ⁴_____, you can see everything from beds to garden chairs. MT Cashell & Sons has been in Crickhowell for over 45 years. The shop is a popular ⁵_____, and it sells meat from the area. Book-ish is a ⁶_____ that first opened about ten years ago. It also has a café, so ⁷_____ often stay for a coffee and a cake after shopping there. The shops in Crickhowell all work together. Recently, a big ⁸_____ wanted to sell food and things for the home on the high street. The other shops all said they didn't want this new shop to open, and in the end, it didn't. Both local people and tourists enjoy shopping in Crickhowell, and there are no empty shops on the high street.

- 7 Find four examples of *there was / there were* in the article. Complete the grammar rules with the words below.

plural nouns singular nouns

There was / there were

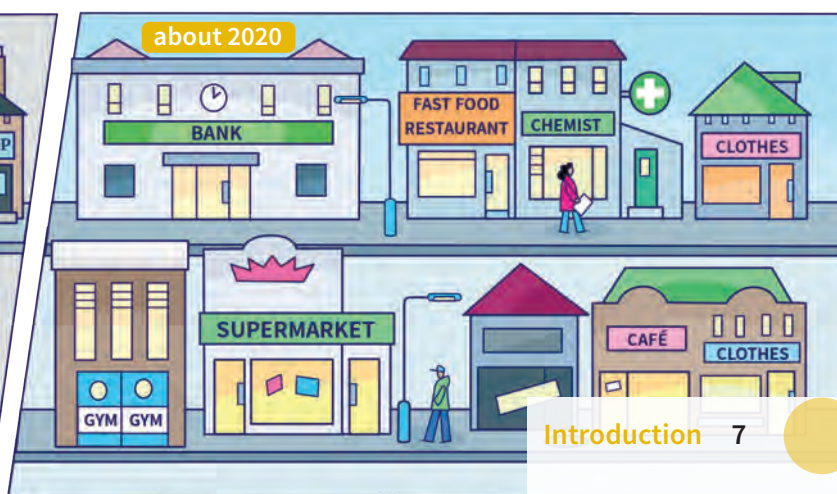
We use *there was / there were* to say that something existed or didn't exist in the past.

- 1 We use *there was / there wasn't* with _____.
2 We use *there were / there weren't* with _____.

GRAMMAR BOOSTER P131

- 8 🗣️ Work in pairs. Look at the pictures. Discuss what is different. Use *there was / there were* and the words in Ex 3 and 4.

Today, there's a gym. In the past, there was a cinema.



1

VOCABULARY

A day out
Travel

GRAMMAR

Past simple
Past simple questions +
question words

READING

Holidays through
history

LISTENING

An interview about the
Mongol Rally

GLOBAL SKILLS

Managing your time

SPEAKING

Talking about your
weekend

WRITING

A description of an attraction

VISION 360

Uros floating island

VOCABULARY BOOSTER P112-113

GRAMMAR BOOSTER P132-133

Going places



1 Work in pairs. Answer the questions.

- 1 What do you understand by 'a day out'?
- 2 What can you do on a day out?

2 **THINK & SHARE** Look at the video still and answer the questions.

- 1 Where was Dan's day out?
- 2 What do you think he did?

3 **1.01** Watch or listen. Why does Dan try to hide one of his photos at the end?

4 **1.01** Watch or listen again. Correct the mistakes in the sentences.

- 1 Dan hasn't got any photos for the vlog.
- 2 One of his favourite places is the Why Valley.
- 3 You can see plants called peregrine falcons at Symonds Yat Rock
- 4 Goodrich Castle is quite modern.
- 5 You can borrow equipment to go canoeing on the river.
- 6 Dan goes brown when it's sunny.

- 5 **REAL ENGLISH** Choose the correct meaning for the words and phrases in **bold**.

1 **At last!**

A That was quick! B That took ages!

2 **What a gorgeous day!**

A It's sunny. B It's raining.

3 **That sounds fun!**

A I'm laughing. B I'd like to do that.

4 **That's really funny!**

A I'd like to do that. B I'm laughing.

5 **Don't be silly!**

A That's a bad idea. B That's a good idea.

6 **That's a shame.**

A I'm pleased about that. B I'm sorry about that.

- 6 **VOCABULARY** Look at the words and phrases for a day out. Match them to photos A–C below. You can match some words to more than one photo.

A day out

1 what to do

explore go canoeing go cycling
go on a guided tour look round

2 what to see

a cave an attraction an exhibition
countryside ruins wildlife

3 what to take

an audio guide equipment sunscreen

4 what it's like

peaceful spectacular



C



- 7 Work in pairs. Add at least two words to each section (1–4) in Ex 6. Use a dictionary if necessary.

- 8 Work in pairs. Student A: read the advert on this page. Student B: read the advert on page 149. Complete the adverts for a day out with words and phrases in Ex 6.

A

A day out on the *Isle of Arran*

The Isle of Arran is the perfect place to ¹_____. You don't need to bring your own ²_____, as you can pay to borrow a bike in Brodick. The ³_____ on the island is beautiful, and there are ⁴_____ views from the highest hills. Go north to visit the ⁵_____ of Lochranza Castle, or cross the island to go into the ⁶_____ in the rocks at Blackwaterfoot. Stay by the coast to see sea animals and other ⁷_____.

- 9 **MEDIATION** In your pairs, you are going to decide which of the places in Ex 8 you would like to visit. Student A: tell Student B about your place in three sentences. Student B: tell Student A about your place in three sentences. Which of the two days out do you prefer? Why?

- 10 Work in pairs. Write a short advert (50–70 words) for a day out to a place that you know. Share your advert with the class. Think about ...

- where to go.
- what to do there.
- what you can see there.
- what to take.
- what it's like.



Past simple

- 1 Read Dan's chat with his friend Luke. Why did Luke not go canoeing with Dan?

< Luke

Hi Dan! How was canoeing? Sorry I ^Acouldn't come.

Me too! It ^Bwas fun! There ^Cweren't many people on the rock, so we ^Dsaw some peregrine falcons. 😊

Great! What about the castle?

We ^Edidn't have time to look round. 😞
How was your weekend?

OK. We ^Fvisited my cousins in Scotland.
Please send me photos of canoeing!

- 2 Read the grammar rules. Then match the underlined verbs in Dan's chat (A–F) to the grammar rules (1–5).

Past simple: affirmative and negative

Grammar animation

We use the past simple to talk about finished actions that happened once, or more than once, in the past.

- We form the affirmative past simple form of **regular verbs** with base form + *-ed*, e.g. *want – wanted*.
- Irregular verbs** have irregular past simple forms, e.g. *eat – ate*. See the irregular verbs list on page 148.
- The past simple forms of **be** and **can** are also irregular: *be – was / were*, *can – could*.
- We form the negative past simple form of **regular and irregular verbs** with *didn't* + base form, e.g. *didn't go*.
- The negative past simple form of **be** and **can** is irregular: *be – wasn't / weren't*, *can – couldn't*.

GRAMMAR BOOSTER P132

- 3 Complete the sentences with the correct past simple form of the verbs below.

cry go have look meet not be (x2)
not can not go out not like not pass
play see sit stop study

- My parents _____ at home, so I _____ a party!
- We _____ surfing, but I _____ stand up on the board.
- I _____ a friend, and we _____ football.
- We _____ a film, and I _____ at the end.
- Iris _____ all weekend because she _____ very well.
- We _____ round an art exhibition, but I _____ it.
- Scott _____ for the exam, but he _____ it.
- They _____ by a river and _____ down under a tree.

- 4 **PRONUNCIATION** How are the regular past simple forms below pronounced? Write them in the correct column. When do we pronounce *-ed* as an extra syllable?

laughed looked needed played started
stopped waited walked wanted watched

One syllable

Two syllables

- 5 **1.04** Listen and check your answers in Ex 4. Then listen and repeat the past simple forms.

- 6 **1.05** Listen to a phone conversation between Beth and Mia, about Mia's day trip to Sydney, Australia. Tick (✓) the things she did and cross (X) the things she didn't do.

- go up Sydney Tower _____
- go shopping on Market Street _____
- look round the art gallery _____
- explore the Royal Botanic Gardens _____
- have lunch at Sydney Harbour _____
- go on a guided tour of the Opera House _____
- take a boat around the Harbour _____
- visit the zoo _____

- 7 **Work in pairs.** Use your answers in Ex 6 to say affirmative or negative past simple sentences about Mia's day trip.

Mia went up Sydney Tower. She ...

- 8 Imagine you went on a day trip to New York. Choose activities from the list below and complete the email. Use the correct past simple form of the verbs.

explore Central Park go on a tour of the Statue of Liberty
go into the library go up the Empire State Building
look round the MoMA have a burger at Shake Shack
see a Broadway show visit Grand Central Station
visit Times Square walk across the Brooklyn Bridge

Hi!

Just to tell you about my trip to New York!

First, we [+]

We ... [-] because ...

Next, we [+]

After that, we [+]

We ... [-] because ...

After lunch, we [+]

We ... [-] because

Finally, we [+]

Next time, why don't you come with us?!

- 9 **Work in pairs.** Imagine you are just back from a day trip to an amazing city. Choose a city that you know. Write sentences about what you did. Then tell another pair about your trip. Remember to use the past simple.

Holidays: past and present

- 1 Look at the photos of places to go on holiday. What is the attraction of each place?



Florence, Italy



Egypt, North Africa



Benidorm, Spain



Thornbury Castle, UK

- 2 1.06 Read the article. Compare your answers in Ex 1. Match photos A–D to paragraphs 1–4.

Holidays through history

1 Where it all began

The Romans were the first people who thought about leaving their homes to go travelling for fun. There was peace during the Roman Empire (27 BC to 476 AD), so Romans with money – and **leisure** time – went on holiday for as long as two years! The Empire contained parts of North Africa and West Asia, as well as Western Europe, so people could travel a long way without crossing a **border**. Travellers needed a place to eat and sleep, so inns and restaurants opened, where they could spend the night or have a meal.

2 A royal holiday

In 15th-century England, it was mainly kings and queens who went on holiday. They usually took about a thousand people with them – Henry VIII once took four thousand! Their **destination** was the country house of a 'friend' of the royal family, where they stayed from one night to a few weeks. In total, they were away for about a month. These holidays happened twice a year: once in summer, to **escape** the heat of the city, and again in winter, so that they didn't get bored in the palace.

3 The Grand Tour

In the middle of the 17th century, the sons of rich families in Western Europe began spending time **abroad** to complete their education. This trip was called the Grand Tour, and the idea was to experience different cultures and learn foreign languages. The first tours lasted up to three and a half years, but later tours were usually 'only' two years long. The young men visited, among other countries, France and Italy because of their famous artists and works of art. Later, rich young women also began going on a Grand Tour, but an older family member always went with them.

4 Mass tourism

During the Industrial Revolution, travel became easier because there were new forms of transport, such as the train. In the 1840s, the businessman Thomas Cook began arranging trips that included travel, food and hotels, but these were still for the rich. The invention of the plane in the 1900s made it quicker to travel long distances, but the first flights were expensive. In the 1960s, flights became cheaper, and companies began offering trips to the Mediterranean that ordinary people could **afford**. Today, these holidays are still popular, but many tourists prefer to travel further away, to places like Machu Picchu in Peru.

inn (n) a place where you could have a meal and stay the night
the Mediterranean (n) the countries next to the Mediterranean Sea, e.g. Spain, Italy and Greece

STRATEGY Finding specific information

When you want to find specific information in a text, you don't need to read every word. First, read the question and decide what information you need. Then read the text quickly to find the information. Remember, the words in the text will probably be different from the words in the question.

- 3 Read the **strategy**. Then read the article again and answer the questions.

- 1 What made it possible for rich Romans to start travelling?
- 2 What was the effect of their travels?
- 3 How long were each of the king's or queen's holidays?
- 4 Why did they need a break from the city?
- 5 How did the Grand Tour change over time?
- 6 What did young people do while they were away?
- 7 What affected travel most in the 19th and 20th centuries?
- 8 What kind of holidays do people look for today?

- 4 **VOCABULARY** Match the **bold** words in the article to the definitions.

- 1 the line that divides two countries _____
- 2 have enough money to be able to buy something _____
- 3 free time when you don't have to work or study _____
- 4 in or to another country _____
- 5 a place where somebody is going _____
- 6 get free or away from a place _____

- 5 **THINK & SHARE** Discuss in pairs.

- 1 How do you usually spend your holidays?
- 2 How do you think your parents spent their holidays when they were your age?
- 3 Imagine you can travel through time. Choose a period in the article. How do you spend your holidays?

Managing your time

- 1 Read the definition. Then look at the example itinerary and answer the questions.

itinerary /aɪ'tɪnərəri/ (n) [C] a plan of a journey, including the route and the places that you will visit

- Where is the group planning to go?
 - How are they planning to get there?
 - What activities are they planning to do?
 - How long are they planning to spend there?
- 2 **VOCABULARY** Match the **bold** words and phrases in the itinerary to the definitions.
- ask someone to keep something for you, e.g. a table _____
 - leaves a place, especially to start a trip _____
 - before something happens _____
 - a journey on water, visiting several different places _____
 - the place where you get on and off the train _____
 - the act of coming to a place _____
- 3 **1.07** Read *Things to do in Cardiff*. Then listen to a phone conversation between Ruby and her mum about Ruby's day trip to Cardiff. Number the activities in the order you hear them.

Trip to Edinburgh

| Time | Activity |
|------------|---|
| 9.00 a.m. | Meet on station platform |
| 9.24 a.m. | Train departs for Edinburgh |
| 10.31 a.m. | Arrival in Edinburgh |
| 10.50 a.m. | Look round Edinburgh Castle (buy tickets online in advance) |
| 12.45 p.m. | Lunch (Luna to make a reservation) |
| 2.15 p.m. | Sightseeing cruise : The Maid of Forth |
| 4.25 p.m. | Go shopping on the Royal Mile |
| 6.05 p.m. | Train leaves Edinburgh |

THINGS TO DO IN CARDIFF



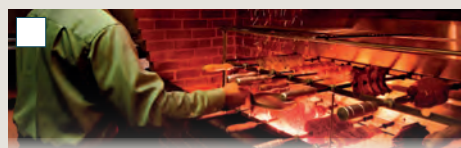
Explore this ancient castle and discover 2,000 years of Welsh history.



Learn how to bodyboard at the Cardiff International White Water Centre.



You have 60 minutes to get out of the room at Cardiff Escape Rooms.



Have lunch at Viva Brazil and try fourteen different kinds of meat.



Experience the Bay Blast: an exciting fifteen-minute ride on a high-speed boat.



Go on a guided tour of the Principality Stadium, home of Welsh rugby.

- 4 **1.07** Listen again and answer the questions.
- Which activity did Ruby and her friends do?
 - Why didn't Ruby and her friends do the other activities? Complete the sentences.

| | |
|----------------------------|---------------------|
| A There was a _____. | D It was too _____. |
| B There weren't any _____. | E It was too _____. |
| C They didn't _____. | |
 - What can you do to avoid the problems in 2?
- 5 Read the advice on how to plan an itinerary. What did Ruby and her friends **not** do? For each problem (A–E) in Ex 4, find the piece of advice they needed to follow.

How to plan an itinerary for a day trip

An itinerary will help you use your time well so that you have a successful day out.

- Research opening times and prices of activities.
- Find the places on a map, and plan the best order to do them in.
- Agree how much money you want to spend.
- Buy tickets online in advance for popular activities.
- Make a reservation for specific restaurants.

- 6 Work in pairs. Think of at least one more piece of advice to add to the advice in Ex 5. Use the ideas below or your own ideas.

how long meeting place
transport which activities

- 7 Work in pairs. Plan an itinerary for a day trip. Use *Things to do in Cardiff* in Ex 3, or research a different place. Use the itinerary in Ex 1 to help you.
- 8 Compare your itinerary with another pair's. Which is best? Why?
- 9 **THINK & SHARE** Answer the questions.
- Do you usually make an itinerary before you go on a day trip? Why? / Why not?
 - Do you think an itinerary is useful? Why? / Why not?
 - Do you think you will make an itinerary in the future? Why? / Why not?

Travel

- THINK & SHARE** How do you prefer to travel long distances? Number the forms of transport in order of preference (1 = the form of transport you like best). Explain your choices.
- Read the travel information about different ways of getting from London to Paris. Which is the quickest way to travel? Which is the slowest?



Getting from LONDON to PARIS

By train The Eurostar train departs from St Pancras Station in London and goes through the Channel Tunnel to reach Paris. The journey takes around two and a half hours. It's expensive, but convenient because both stations are in the city centre.

By plane Flights from London to Paris are cheap, but it takes longer than going by train. There's a long wait in departures if you have to check in a bag. You often have to wait at security, and then again at the gate before you board the plane, especially if it's delayed.

By ferry To get to Paris by ferry, you first have to catch a train to Dover. Passengers can buy tickets at the

port, but there are often long queues. The journey takes nine hours, but it's longer if you miss a train.

By coach Some coach companies use the tunnel to cross the Channel; others go by ferry. It's the cheapest way to travel, but it's also the longest. The journey can take up to ten hours if there's a lot of traffic.

By car The journey takes between seven and nine hours – it depends if you use the Channel Tunnel or go by ferry. Driving is comfortable because you can put your luggage in the boot of your car. It's also expensive, as you have to pay for petrol on top of your tickets.

- VOCABULARY** Match the highlighted words in the travel information to photos A–C. You can match some words to more than one photo.



- Work in pairs. Think of at least two words to add to each photo. Use a dictionary if necessary.
- Complete the sentences with the correct form of two highlighted words in Ex 2.
 - The train goes through a long _____ before it _____ Cardiff.
 - We had a coffee before we went to the _____ to _____ our flight.
 - All our _____ didn't fit in the _____, so we had to put several bags in the car.
 - It was a gorgeous day, so we decided to _____ the Channel by _____.
 - When we arrived at the airport, we went to _____ to _____ our bags.
 - We ran to the station because we didn't want to _____, but in the end it was _____.
 - We live near the _____, so it's more _____ for us to go by boat.
 - It was the start of the holidays, so there were _____ of people waiting to go through _____.

- Work in pairs. Discuss the best form of transport from London to Paris for people 1–6. Explain your answers.

- a student with a lot of time, but very little money
- a family with two small children who are visiting France for a month
- two friends who want a cheap weekend in Paris
- a passenger who doesn't like going through tunnels
- the manager of a multinational company who has a meeting in Paris
- a football team who have a match in Paris on Saturday afternoon

I think the best form of transport is the ferry because the student has a lot of time.

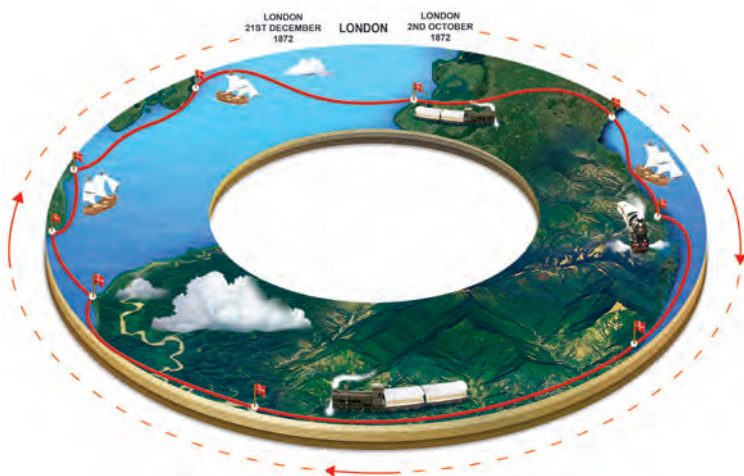
Yes, but the coach is cheaper than the ferry. I think the coach is better.

- Think of a place you would like to visit. How are you going to get there? Research the trip and plan the travel arrangements. Then share them with the class.
- Answer the questions. In your opinion, which form of transport in Ex 1 is ...
 - the most comfortable?
 - the most convenient?
 - the most stressful?
 - the best for the planet?

Past simple questions + question words

1 🗨️ In 1873, Jules Verne published his novel *Around the World in Eighty Days*. Look at the route the characters Phileas Fogg and Passepartout took and answer the questions.

- When did they depart from London?
- How did they cross the oceans?
- What was their arrival date back in London?



2 Study the questions in Ex 1 and complete the grammar rules.

Past simple questions

▶ Grammar animation

Regular and irregular verbs

- With regular and most irregular verbs, we form past simple questions with: _____ + subject + base form ... ?
- When we use a question word, we use: question word + _____ + subject + base form ... ?

be and can

- With *be* we use: *Was / Were* + subject ... ?
With *can* we use: *Could* + subject ... ?

3 Nellie Bly was the first person to travel around the world in real life. Use the words to write questions about her.

- who / be / Nellie Bly?
 - be / she / a millionaire?
 - whose idea / be / it / to travel around the world?
 - why / she / want to make the trip?
 - when / she / depart?
 - where / she / start from?
 - which country / she / visit first?
 - how / she / travel there?
 - she / travel alone?
 - what / she find out when she got to Hong Kong?
- 4 Underline the question words in the questions in Ex 3. What do they mean?

5 Read the first part of Nellie Bly's story and answer the questions in Ex 3.

NELLIE BLY'S real name was Elizabeth Cochran, and she was an American journalist. Her first job was with the *Pittsburgh Dispatch*, but she got bored at this newspaper, and went to New York. After four months, she had hardly any money left, but she was lucky to find a job at the *New York World*. Some months later, she read Jules Verne's famous book, and she had an idea. She wanted to see if it was possible to travel around the world in real life. And she wanted to complete the trip faster than Phileas Fogg. The editor agreed that Nellie could go, so on 14 November 1889, she left New Jersey on a boat for London. Nellie's only luggage was a small bag, and she travelled alone. The first part of the journey went well, and she reached Hong Kong on 25 December. But when she got there, she found out that she was in a race with another reporter. Elizabeth Bisland from *Cosmopolitan* magazine wanted to complete the trip faster than Nellie, and she was already three days in front of her.



6 🗣️ 1.10 Listen to the second part of Nellie Bly's story. Answer the questions.

- Who won the race around the world?
- Who helped her win?

7 Study the two questions in Ex 6. Why do we use the past simple and not *did* + base form? Read and complete the rule.

Subject and object questions

Nellie Bly read *Around the World in Eighty Days*.

[subject] [object]

What did Nellie Bly read?

Around the World in Eighty Days. (object question)

Who read Around the World in Eighty Days?

Nellie Bly. (subject question)

We don't use *did / do / does* in _____ questions.

GRAMMAR BOOSTER P133

8 Choose the correct alternative in the subject and object questions.

- Who **did** Nellie travel / **Nellie travelled** with?
- Which newspaper **did** Nellie work / **worked** Nellie for in Pittsburgh?
- Which newspaper **did** give / **gave** Nellie a job in New York?
- What **did** Nellie take / **Nellie took** with her on her trip?
- What **did** happen / **happened** in Hong Kong?
- Who **did** pay / **paid** for a private train?
- How many countries **did** Nellie visit / **Nellie visited**?

9 Write questions to ask a partner about their longest trip. Use the verbs below or your own ideas.

board catch cross depart drive get go
like miss reach take travel wait

10 🗨️ Work in pairs. Ask and answer your questions. Then tell the class about your partner's trip. Whose trip was the longest?

The Greatest Adventure in the World



- 1 Read the advert and study the map. Answer the questions.
- Where does the Mongol Rally start and finish?
 - Why is it 'a different kind of car race'?
 - Why do you think people call it 'the Greatest Adventure in the World'?

THE MONGOL RALLY

A different kind of car race

- 15,000 km in eight weeks in a tiny car.
 - There's no route, not many roads and you get no help.
 - YOU'RE ON YOUR OWN.
- It's the Greatest Adventure in the World!!!



STRATEGY Listening for gist

The first time you listen to a recording, focus on the general meaning or gist. Try to work out who is speaking, where they are, when the conversation is taking place and why.

- 2 1.11 Read the **strategy**. Listen to an interview and answer the questions.
- Where are the people?
 - Who are they?
 - When is the interview taking place?
 - Why are people asking the guests questions?

- 3 1.11 Listen again and complete the notes. Write between one and three words, or a number.



Ana and Ed's Mongol Rally

- They did the race after their ¹ _____.
- They planned their route on ² _____.
- The countries they most wanted to visit were Romania and ³ _____.
- Before the race, they had to get the right ⁴ _____.
- The first races finished in ⁵ _____.
- They were on ⁶ _____ in Kazakhstan when they had a problem with their car.
- After their bad experience, they ⁷ _____ with some local people.
- The total amount of money they raised was ⁸ £ _____.

- 4 Work in pairs. Imagine you did the Mongol Rally. Answer the questions. Use your imagination!


- What car did you drive?
- What did you pack?
- Which country did each of you want to see?
- Which route did you take?
- What problems did you have?
- How did you feel when you finished?

- 5 You are going to interview another pair about their trip. Write 2–4 more questions. Use the words below to help you.


When? Where? Who? Whose? Why?

- 6 Work in groups of four. Pair A: interview Pair B about their trip. Then swap. Which pair gave the best interview? Why?

How was your weekend?

- 1  Work in pairs. Where did you go last weekend? Did you do any of the activities in the photos?




- 2  **1.12** Listen to the dialogue between Ryan and Ellie. Answer the questions.
- What did Ellie do last weekend?
 - Did she have fun? Why? / Why not?
 - Is Ryan interested in what Ellie is saying? How do you know?
 - How does Ryan keep the conversation going?
 - Does Ellie do anything to keep the conversation going? If so, what?
 - What does Ellie say to change the focus of the conversation to Ryan?
 - What did Ryan do last weekend?
 - Did he enjoy it? Why? / Why not?

STRATEGY Maintaining a conversation

You only need a few words to keep a conversation going.

- Use one word to show you are interested and listening, e.g. *Yeah?*, *Right*.
- Use a short phrase to show your feelings, e.g. *How nice!*, *That's a shame*.
- Use an auxiliary verb to make a short question, e.g. *Do you?*, *Are you?*

- 3  **1.12** Read the **strategy** and the **Phrasebook**. Then listen again. Which phrases do Ryan and Ellie use? Which phrase do you hear twice?

PHRASEBOOK Maintaining a conversation

Asking about the weekend

How was your weekend?

Did you have a good weekend?

Expressing interest

Really? Wow! OK.

How lovely! That's amazing! What a great idea!

Did you? Were you?


Expressing sympathy


How awful! That's sad. What a pity!

Changing the focus

And you? How about you?

What about your weekend?

- 4 **PRONUNCIATION**  **1.13** Listen to the phrases for expressing interest and sympathy in the **Phrasebook**. In which phrases does the speaker's voice go up? What happens to the speaker's voice in the other phrases? Practise saying the phrases with a partner. Try to sound interested or sympathetic.

- 5  Work in pairs. Add at least two phrases each to Expressing interest and Expressing sympathy in the **Phrasebook**.


- 6 Number the dialogue in the correct order 1–10.

- ___ We went for a ride in the countryside. It was awesome.
- ___ Hey Simmy! Did you have a good weekend?
- ___ Yes, I did – a chocolate cake. It was delicious! What about your weekend, Iris?
- ___ How lovely! Maybe I can go with you next time.
- ___ Hi Iris! Yes, it was fun. We visited my grandparents.
- ___ It was amazing! I went cycling with my brother.
- ___ It was my grandad's birthday, so we had a party.
- ___ Really? Where did you go?
- ___ Did you? What did you do at their house?
- ___ How lovely! Did you make him a cake?

- 7 Make notes about a memorable weekend. Use your own ideas or one of the activities in Ex 1. Use the questions below to help you.

- Where did you go?
- What did you do there?
- How was it / were they?
- Who did you go with?
- How did you get there?
- Did you have fun? Why? / Why not?

- 8 Work in pairs. Prepare a dialogue about a memorable weekend. Use the phrases in the **Phrasebook** to help you.

- 9  Work in pairs. Practise your dialogue in Ex 8. Try to sound interested or sympathetic. Then act out your dialogue for the class. Which dialogue is best? Why?

- 10 **REFLECT** Work in pairs. Answer the questions.

- Was your dialogue successful? Why? / Why not?
- Did you manage to maintain the conversation? Why? / Why not?
- Which phrases from the Phrasebook did you use?

A description



- 1 **THINK & SHARE** Discuss in pairs.
- 1 What do you know about the attractions in the photos? Where do you think they are?
 - 2 What do you think are the good and bad points about each attraction?
 - 3 What are the most popular attractions in your country? Name two or three.
- 2 Read the description and answer the questions.
- 1 Which of the attractions in Ex 1 is the writer describing?
 - 2 What exactly is the attraction?
 - 3 What did the writer like about it?
 - 4 What didn't she like about it?
 - 5 What does the writer do in the last paragraph?
 - 6 In general, is it a positive or negative description?

A bird's-eye view

- 1 I went to this fantastic attraction when I visited London with my family last September. It's called the London Eye. It's an enormous wheel that goes around and takes you up into the sky.
- 2 The ride was amazing! We were in a large glass cabin with about 20 people, but it was very comfortable. We could sit down or walk around to look out of the windows – the views were spectacular!
- 3 However, the attraction wasn't perfect. We bought tickets online in advance, but they were still expensive. On top of that, there were long queues and we waited 40 minutes to get on the wheel.
- 4 Our ride on the London Eye wasn't cheap, and it took ages to get on, but I'll never forget the experience. I recommend going on this incredible attraction, but you only need to do it once.

- 3 Look at the description in Ex 2. Match paragraphs 1–4 to topics A–D.
- 1 Paragraph 1 A negative points
 - 2 Paragraph 2 B conclusion
 - 3 Paragraph 3 C positive points
 - 4 Paragraph 4 D general description

STRATEGY Using vocabulary to make your writing more interesting

When you write a description, you can make your writing more interesting by using adjectives. We often use adjectives that are either positive or negative.

- 4 Read the **strategy** and underline the adjectives in the description in Ex 2. Does the writer use them with a positive or a negative meaning? Write the adjectives in the table.

| Positive | Negative |
|----------|----------|
| | |

- 5 Add the adjectives below to the table in Ex 4. Then, with a partner, add two more adjectives to each column. Use a dictionary if necessary.

ancient beautiful boring crowded exciting famous

- 6 **THINK & SHARE** Think of an attraction you visited in the past. Answer the questions about the attraction with a partner.
- 1 What was it?
 - 2 Where was it?
 - 3 When did you visit it?
 - 4 What did you like about it?
 - 5 What didn't you like about it?
 - 6 Would you like to go again? Why? / Why not?
- 7 Write a description of the attraction you visited. Follow the paragraph plan in Ex 3 and write two adjectives in each paragraph.
- 8 **CHECK YOUR WORK** Did you ...
- write four paragraphs?
 - write a title?
 - include a variety of adjectives?
 - use the correct verb forms?
 - check spelling, grammar and punctuation?

Grammar

1 Complete the sentences with the affirmative or negative past simple form of the verbs in brackets.

- My team _____ very well in the last match. (play)
- I _____ my homework yesterday. (not finish)
- My brother _____ lunch last Saturday. (make)
- I _____ go to my cousin's party. (not can)
- We _____ my grandparents last weekend. (not see)
- I _____ a lot of photos in the countryside. (take)
- A friend _____ me this morning before school. (call)
- My parents _____ at home last night. (not be)

2 Write past simple questions for the answers. Use the question words below where necessary.

how how long what when where who why

- A _____?
B My last holiday was in the summer.
- A _____?
B We went to Sicily.
- A _____?
B We went to Sicily because my parents wanted to go there.
- A _____?
B My mum booked the holiday.
- A _____?
B We travelled to Sicily by plane.
- A _____?
B We were there for two weeks.
- A _____?
B We ate fish and a lot of different pasta.
- A _____?
B Yes, we had a really good time.

Vocabulary

3 Match 1–8 to A–H.

- When we arrived in Mostar, we went on
 - My brother got up late, so he missed
 - I arrived early because I had to check in
 - After the cathedral tour, we looked round
 - It was a beautiful day, so I decided to go
 - He got to the port in plenty of time to
 - We put the luggage in the boot of the car;
 - It takes between six and eight days to cross
- A then we set off on our holiday.
B cycling along the canal path.
C a bag at the airport.
D the Atlantic Ocean by boat.
E a guided tour of the city.
F the exhibition of paintings.
G board the ferry.
H the train to his summer camp.

4 Complete the sentences with the correct word.

- The first humans lived in c _____ in the side of a hill or under the ground.
- In the past, there was a castle at the top of the hill, but now only the r _____ are there.
- I had to show my passport and boarding pass at the g _____ before I could board the plane.
- They built a t _____ through the mountains so that cars no longer had to drive over the top.
- You should put s _____ on your skin every two hours if you're outside in the summer.
- Our flight was d _____ by an hour, so we went to get something to eat.
- W _____ in the area includes rabbits, mice and snakes.
- My brother had to open his bag at s _____ to show the customs official what was in it.

Cumulative review

5 Complete the text with the words below.

appeared attractions convenient could
countryside didn't explore queues reach
spectacular weren't wrote

The Lake District is a large area of ¹ _____ in the north-west of England. The region is very wet, and it has a lot of high hills, so people ² _____ often travel there in the past. Then, in 1778, the first book about the area ³ _____: *A Guide to the Lakes* by Thomas West. In his book, West included a list of the best places to enjoy ⁴ _____ views over the lakes. Soon, people began travelling to the area to see its ⁵ _____ for themselves. And they ⁶ _____ disappointed! In 1810, a famous English poet, William Wordsworth, ⁷ _____ another guidebook, and this attracted even more visitors to the area. At first, it was only rich people who went to the Lake District, because it wasn't easy to ⁸ _____. The first railway to the area opened in 1847, and this made it more ⁹ _____ to travel there. It meant that workers from cities like Manchester, Liverpool and Newcastle ¹⁰ _____ go there on a day trip. In the 1960s, people started travelling to the area by car, and many of the railways closed down. Today, around 12 million visitors go to ¹¹ _____ the Lake District each year. In the summer, there are often long ¹² _____ of traffic on the narrow roads leading to some of the most popular villages.

Think & share

6 Read the quote. Then answer the questions.

Work, travel, save, repeat. Anonymous

- How expensive was your last day out?
- What did you and your family or friends spend money on?
- Is it necessary to spend a lot of money to have a good time? Why? / Why not?
- How often do you think people should have a day out?

Reading

EXAM STRATEGY

When you complete a text with missing sentences, look at the sentences before and after the gaps. Look for words that might link to the missing sentences, for example, subjects, pronouns and reference words.

- 1 Read the **strategy** above. Then look at the exam task in Ex 2. Read the text. Which words before or after the first gap might link to the missing sentence? What do these words tell you about the missing sentence?

Alaskan Adventure



Last summer, I had an amazing adventure. I went on a wild holiday with two friends to my dream destination – Alaska.

¹___ We drove there because it was 25 kilometres from the nearest town! There were only two rooms in the cabin – a bedroom and another room that we used as a living room and kitchen. There wasn't any electricity, but it had a little gas cooker and some oil lamps. ²___ There was a shower and a toilet – outside! Living like that was hard, but it was the most exciting adventure of my life.

The area was very beautiful. There were mountains and lakes a few kilometres away. Winter in Alaska is the most beautiful season, but it's also very difficult. We went in the summer because it was easier. We had warm, sunny weather for most of our stay.

³___ First, we went to get water from a nearby river. After that we did household jobs and then we went out to explore the area. In the evenings we made dinner, read books or played games. We always went to bed really early.

Luckily, there was a mobile phone signal in case of emergencies. We nearly used it one day. ⁴___ But my friend found the problem and repaired it. That was our only emergency, but something quite frightening happened one night. We were in the cabin one evening when we heard a noise. We thought an animal was outside the cabin. ⁵___ In the morning, we found animal tracks on the ground, and marks on the door! It was probably a bear! After that, everyone felt a bit more nervous, and nobody went to the toilet in the middle of the night!

- 2 Five sentences have been removed from the article. Choose from sentences A–H the one which fills each gap (1–5). There are three sentences that you do not need.

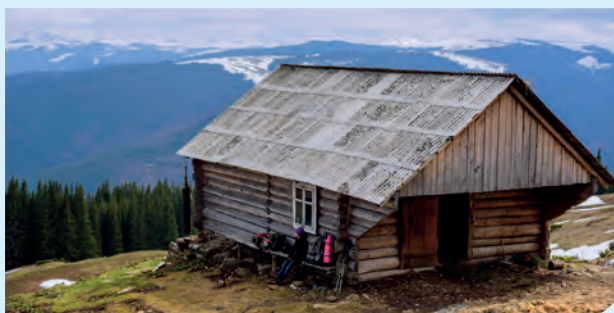
- A It was more comfortable than my house!
- B We looked outside, but we couldn't see anything.
- C We were on a mountain road when our car suddenly made a loud noise and just stopped!
- D We stayed in a small wooden cabin (like a very simple cottage) in the middle of a forest.
- E Every day we had the same routine!
- F It had beds, a table, chairs and a sink.
- G We flew to Anchorage, the biggest city in Alaska.
- H The evenings were quite boring.

Speaking

EXAM STRATEGY

When you answer personal questions in a speaking task, be prepared to use different tenses.

- 3 Read the **strategy** above. Then read the questions in the exam task in Ex 4 and decide if they are in past or present tense. Write *past* or *present* next to each question.
- 4 Work in pairs. Ask and answer the questions.
 - 1 Where did you go for your last holiday? _____
 - 2 What kind of holidays do you prefer? _____
 - 3 What activities do you like doing on holiday? _____
 - 4 Where do you usually stay when you are on holiday? _____
 - 5 What is your favourite tourist attraction in your country? _____
 - 6 What do you usually do at the weekend? _____
 - 7 What did you do last weekend? _____
 - 8 What did you enjoy most about last weekend? _____



Floating islands



Unit 1 360° hotspots



- 1 **THINK & SHARE** Work in pairs. What are the positive and negative effects of tourism on an area? Make notes.

EXPLORE



Access the interactive 360° content now!

- 2 Look around the photo. In pairs, discuss the questions.
- 1 What can you see in the photo?
 - 2 Who are the people on the island?
- 3 **ALL HOTSPOTS** Explore the hotspots. Make a list of the activities that tourists can do on the island.
- 4 Listen to the tour guide. Answer the questions.
- 1 When did the Uros move to Lake Titicaca?
 - 2 What is different about the houses now?
 - 3 What are the good things about living on the lake?
 - 4 How many people live on the islands?
 - 5 What will the group of tourists do now?

- 5 Read the review. Answer the questions.

- 1 Is the review positive or negative?
- 2 What negative points does the review mention?
- 3 What advice does the review give?
- 4 Do you think the review is typical for this guest house? Why? / Why not?
- 5 Would you like to stay at the guest house? Why? / Why not?


- 6 Read the tips and the travel blog. Do you think Dana followed the tips? Why? / Why not? Complete the table.

She is a responsible
tourist because ...

She isn't a responsible
tourist because ...

- 7 Work in pairs. Compare and discuss your answers in Ex 6.



- 8  **ALL HOTSPOTS** Explore the hotspots again. How do tourists have an effect on the island? Using the information in the hotspots and your own ideas, think about:

- 1 effect on the land and environment
- 2 money
- 3 culture

- 9  **THINK & SHARE** Work in pairs. Discuss the questions.

- 1 Do many tourists come to the area where you live? Why? / Why not?
- 2 Which places do tourists visit in your area?
- 3 In general, do you think tourism has a more positive or negative effect on an area? Why?

CREATE ... a travel vlog

STEP 1

You are going to create a travel vlog about the town or area where you live. In pairs, think about the three or four places you would recommend to tourists.

RESEARCH IT!

Go online and find out an interesting fact about each place.

STEP 2

What other information will you include in your vlog? Use the ideas below to help you. Make notes and do extra research if necessary.

best places to eat how long to stay prices
things to do transport where to stay

STEP 3

Write a script or a plan for your vlog. In pairs, practise the script.

STEP 4

Create your vlog.

STEP 5

Watch another pair's vlog. What did you like about it?