

2

2A

Vocabulary

Landscapes

I can describe landscapes.

Adventure

Unit map

Vocabulary

Landscape: features and adjectives
Adjectives to describe adventure
Extreme adjectives
Sports equipment
Outdoor activities

Word Skills

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1 **SPEAKING** Look at the photos (A–E). Would you enjoy these activities? Why? / Why not?

2 **1.15 VOCABULARY** Match two or more of the nouns below with each photo (A–E). Then listen to the descriptions and check your answers.

Landscape: features cave cliff desert forest hill lake mountain ocean river rocks shore stream valley volcano waterfall

A _____

D _____

B _____

E _____

C _____

3 **VOCABULARY** Check the meanings of the adjectives below. Find three pairs of opposites.

Landscape: adjectives dark deep icy low narrow rocky shallow steep tall wide

4 Work in pairs. Match each adjective in exercise 3 with two or more nouns from exercise 2.

dark forest, dark cave, dark valley; deep ...



5 **1.16** Listen to four adverts. Match three of them with photos A–E.

1 ___ 2 ___ 3 ___ 4 ___

6 **1.16** Listen again. Complete the extracts (1–8) from the adverts using the prepositions below, nouns from exercise 2 and adjectives from exercise 3.

across along behind beside down inside
near through under

- 1 Kayak *across* icy lakes and *shallow* rivers.
- 2 Your journey _____ mountains and deep _____.
- 3 Explore the _____ caves _____ the coast of Mexico.
- 4 After three days _____ the caves, the boat leaves the steep _____.
- 5 Stand _____ Lake Pinatubo, a lake _____ a _____.
- 6 A _____ lake formed, which soon became _____.
- 7 Kayak _____ narrow rivers _____ the trees.
- 8 Find dark _____ tall _____.

RECYCLE! *There is* and *There are*

We use *There's ...* for singular countable nouns and uncountable nouns. We use *There are ...* for plural nouns.

There's a forest. There are trees. There's (some) snow.

7 Read the **Recycle!** box. Complete the sentences below with *There's* or *There are* and match them with photos A–E. There is one extra photo.

- 1 _____ clear, blue water all around. ___
- 2 _____ grass in the valley and _____ also some trees. ___
- 3 _____ trees and bushes on both sides of the river. ___
- 4 _____ snow on the tops of the mountains. ___

8 **SPEAKING** Work in pairs. Describe a typical landscape in your country. Use as much vocabulary from this lesson as you can, and remember to use *There's / There are* correctly. Your partner guesses the landscape you are describing.

There's a tall mountain ...



Past continuous

I can use the past continuous.

- 1 Read the opening paragraph of a story.
Why does the narrator notice the tall man?



With my backpack in my hands, I stepped off the train onto the crowded platform. It was 7.30 in the evening. People were hurrying home. A mother and her two young children were sitting on a bench. The mother was talking to the boy, but he wasn't looking at her. The girl was singing quietly and playing with a toy. Around them, travellers were shouting greetings, waving goodbye, carrying heavy bags or running to catch trains. A very tall man was standing completely still near the exit. Why was he wearing summer clothes in this weather? And why was he looking straight at me?

- 2 Read the **Learn this!** box. Then find all the examples of the past continuous in the text in exercise 1.

LEARN THIS! Past continuous

- a** We often use the past continuous to set the scene.
It was snowing. Two men were walking towards the house.
- b** We use the past continuous to talk about an action that was in progress at a particular time.
At midnight, I was doing my homework.
- c** When we use the past continuous with two or more actions, we do not need to repeat the subject (I, we, etc.) or *was / were* if the subject is the same.
We were sitting on the sofa and eating pizza.

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- 3 Complete the paragraph below with the past continuous form of the verbs in brackets. Do not repeat the subject or *was / were* if they are not necessary.

I left the hotel early the next morning. Already, the sun
1 _____ (shine) brightly and the temperature
2 _____ (rise). In the square, café owners
3 _____ (carry) tables outside. A dog 4 _____
(lie) on the pavement nearby, but it 5 _____ (not sleep).
Two teenage girls 6 _____ (sit) on a bench
7 _____ (share) headphones. What 8 _____
(they / listen) to?

- 4 **SPEAKING** Work in pairs. Ask and answer questions about the people in the texts in exercises 1 and 3.

What were they doing?

- | | |
|------------------------|---------------------|
| 1 the mother | 5 the tall man |
| 2 the boy | 6 the café owners |
| 3 the girl | 7 the dog |
| 4 the other travellers | 8 the teenage girls |

What was the mother doing?

She was ...

- 5 Imagine that yesterday you arrived in the centre of a new city. Write sentences in the past continuous to describe the scene. Use the words below or your own ideas.

A tourist was reading a book.

a tourist
some birds
two taxi drivers
a street vendor
a police officer
some schoolchildren
a shop owner
some workmen
some shoppers

stand / sit
argue / fight
take photos
eat / drink
talk on the phone
read a book / magazine
laugh / smile / sing
walk / run / ride a bike

- 6 Work in pairs. Swap the sentences you wrote in exercise 5. Choose three of your partner's sentences and write a question about each one using the past continuous.

A tourist was reading a book.

What book was the tourist reading?

- 7 **SPEAKING** Ask and answer the questions you wrote in exercise 6.

What book was the tourist reading?

A travel guide to the city.

- 8 Write the opening paragraph of a story. Use your ideas from exercise 5 and include the extra information from exercise 7.

- 9 **SPEAKING** Read your paragraph to the class. The class decides which is the best opening and why.

Adrenaline junkies

I can listen for key words and antonyms.



- 1 **VOCABULARY** Put the adjectives below into three groups: describing a) people, b) extreme sports and c) landscapes. Some adjectives can go into more than one group.

Adjectives to describe adventure athletic brave
impressive remote risky spectacular strong
terrifying thrilling

- 2 **SPEAKING** Describe the photo above. Where are the people? What are they doing? What kind of people do you think they are? Use adjectives from exercise 1 and words from lesson 2A on page 18.

Listening Strategy

The information that you need to understand in the recorded text may be expressed differently in the task.

- Listen out for synonyms of key words in the task. Key words are content words such as adjectives, nouns and verbs.
- Listen out, too, for ways in which words with the opposite meaning, or negative verbs, correspond with key words in the task.

It's rather cold today. » It isn't very warm today.
We won the match. » We didn't lose the match.

- 3 **1.17** Read the **Listening Strategy**. Then listen to six people talking about BASE jumping. Write the synonyms or words with the opposite meaning that they use for the underlined words.

- 1 Fred loves being in wild, far-away places. *remote*
- 2 Sally says BASE jumping isn't popular with older people.

- 3 Chris doesn't consider himself a courageous person.

- 4 Celina says people who aren't strong and fit shouldn't try BASE jumping. _____
- 5 For Shelley, the appeal of BASE jumping is the breathtaking landscapes where you do it. _____
- 6 Martin really didn't enjoy BASE jumping. _____

- 4 Read the sentences. Can you think of synonyms for any of the underlined words? Write them in your notebook.

- 1 Tanya likes extreme sports because they're dangerous. ____
- 2 A friend told Tanya to try BASE jumping. ____
- 3 Tanya didn't enjoy her first experience of BASE jumping. ____
- 4 The cliffs in Tonsai, Thailand are the perfect venue for BASE jumping, in Tanya's opinion. ____
- 5 Tanya thinks the dangers of BASE jumping make women unwilling to try it. ____
- 6 In Tanya's opinion, Roberta Mancino is a great sportswoman. ____

- 5 **1.18** Listen. Are the sentences in exercise 4 true or false? Write T or F.

- 6 **1.18** Listen again. Did you hear any of the synonyms you wrote down in exercise 4? How did they help you to do the task?

- 7 **SPEAKING** Work in pairs. Explain why you would or would not like to try BASE jumping. Give three reasons. Use the adjectives in exercise 1 and ideas from exercise 3 to help you.

- 8 **INTERNET RESEARCH** Use the internet to find out about another extreme sport. Research:

- when and where it began.
- where you can do it and what equipment you need.
- whether there are competitions.

Contrast: past simple and past continuous

I can distinguish the use of the past simple and the past continuous.

¹A cold wind was blowing and large dark clouds were moving across the sky. ²A hundred metres from the cliffs, the boat was rising and falling with the waves. ³Harry took off his jacket and his jeans and put them behind a rock. ⁴Then he climbed down into the water and began to swim. ⁵As he was getting near the boat, he heard a shout. ⁶He held his breath and dived under the waves.



- 1 Read a short extract from a story. Where is Harry at the start of the paragraph? Where is he at the end?

LEARN THIS! Contrast: past simple and past continuous

a We use the past simple for a sequence of events in the past. The events happened one after another.
We had lunch. Then we put on our coats and left.

b We use the past continuous to describe a scene in the past. The events were in progress at the same time.
It was raining. People were wearing raincoats and carrying umbrellas.

c We use the past simple and the past continuous together for a single event that interrupted a longer event in the past.

As I was getting dressed, my friend phoned.

longer event

interruption

- 2 Read the **Learn this!** box. Match sentences 1–6 from the extract in exercise 1 with rules a–c.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

- 3 Complete the sentences. Use the past continuous or past simple form of the verbs in brackets.

- a** While he _____ (listen) to their argument, the boat's engines _____ (start).
b Someone _____ (fall) into the water. Harry _____ (realise) who it was and _____ (jump) in too.
c Still underwater, he _____ (swim) close to the boat, then _____ (come) up silently. Three people _____ (argue) loudly.
d The boat _____ (begin) to move away. As he _____ (decide) what to do, he _____ (hear) a scream.
e Before it started moving, Harry quickly _____ (climb) onto the back of the boat and _____ (hide).

- 4 1.19 Put the sentences from exercise 3 in the correct order to continue the story. Then listen and check.

1c, 2 ...

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LOOK OUT!

When a single event interrupts a longer event, we can use either *while / as* with the past continuous, or *when* with the past simple.

While / As I was walking along the beach, I found a gold coin.

I was walking along the beach when I found a gold coin.

- 5 Read the **Look out!** box. Then find all the sentences in exercises 1 and 3 which begin with *While* or *As*. Rewrite them using *when* before the past simple.

He was getting near the boat when ...

- 6 Choose an interruption from box B for each activity in box A. Then write five sentences using the past simple and past continuous. Use *while / as* or *when*.

As they were fighting, Harry heard a helicopter.

A activities

fight climb back onto the boat help hide
put on dry clothes swim to the shore talk

B interruptions

call for help feel ill find a note see a shark
find a case of money hear gunshots
remember something important hear / see a helicopter

- 7 **SPEAKING** Work in pairs. What do you think happened next in Harry's story? Discuss your ideas and make notes. Use the questions below and your sentences from exercise 6 to help you.

- Did Harry know the person who fell into the water?
- Did they fight or help each other?
- What happened to the boat?
- Did Harry return to the shore or get on the boat?
- What happened next?

- 8 **SPEAKING** In pairs, write five or six more sentences of the story using your notes from exercise 7. Then read your sentences to the class. The class votes for the best ideas.

- 9 1.20 Listen to the end of the story. Compare it with your ideas from exercise 8. How is it different?

In my ending ... , but in the actual story ...

Word building

I can understand parts of speech and dictionary entries.

- 1 Read the text. Find the name of the person in the photo. Do you agree with the theory at the end? Why? / Why not?



adventure-blog.com

exploration

Yesterday, sixteen-year-old Hector Turner began his attempt to become the youngest Briton to complete a 242 km 'ultra-marathon' across the Sahara Desert. On the same day, Geordie Stewart, a twenty-year-old university student, set off for Everest. He wanted to be the youngest Briton to achieve the 'Seven Summits' challenge – climbing the highest mountain on each continent. Last year, Mike Perham circumnavigated the world alone by boat at the age of seventeen.

Why do today's teenagers feel this need for exploration and adventure? Why do they want to have wild experiences? Mike Perham has a theory: 'Kids dream more than adults.'

- 2 Complete the table with words from the text in exercise 1.

noun	verb
1	attempt
completion	2
achievement	3
4	need
5	explore
6	experience
dream	7

- 3 Read the **Learn this!** box. Which different noun suffixes can you find in the text in exercise 1? Which nouns do not have a suffix?

LEARN THIS! Related verbs and nouns

- a** Some nouns are formed by adding a suffix (e.g. *-(at)ion, -ment, -ure*) to a verb. Other spelling changes may be necessary.
argue (v) – *argument* (n) *fail* (v) – *failure* (n)
translate (v) – *translation* (n)
- b** Some nouns and verbs are identical.
thunder (v) – *thunder* (n) *fall* (v) – *fall* (n)
- c** In dictionaries, related nouns and verbs sometimes appear under the same entry.

- 4 **DICTIONARY WORK** Study the dictionary entries. Then answer the questions.

attempt /ə'tempt/ verb to try ▶ **attempt** noun [C]

circumnavigate /sɜ:kəm'nævigeɪt/ verb to go around something: *circumnavigate the globe/world*
 ▶ **circumnavigation** noun

thunder¹ /'θʌndə(r)/ noun [U] the loud noise in the sky that you can hear when there is a storm: *a clap/crash/roll of thunder* ▶ note at **storm** ▶ look at **lightning**

thunder² /'θʌndə(r)/ verb **1** [used with *it*] to make a loud noise in the sky during a storm: *The rain poured down and it started to thunder.* **2** to make a loud deep noise like thunder: *Traffic thundered across the bridge.*

- Which noun is spelled differently from the verb but is under the same entry?
 - Are the noun and verb forms of *thunder* pronounced differently or the same?
 - Which entry does not contain any examples?
 - Which noun is marked as countable? Which is marked as uncountable? Which is not marked?
- 5 **DICTIONARY WORK** Work in pairs. Using a dictionary, find the nouns related to the verbs below. Check their meanings.
- entertain _____ motivate _____
 erupt _____ relax _____
 examine _____ rescue _____
- 6 Complete sentence **b** in each pair with the correct noun formed from the underlined verb in sentence **a**. Use a dictionary to help you if necessary.
- a** Teenagers who go on adventures should be proud of what they accomplish.

b Teenagers who go on adventures should be proud of their _____.
 - a** Companies will want to employ them.

b Companies will want to offer them _____.
 - a** Preparing for the trips is the most difficult part.

b The most difficult part of the trips is the _____.
 - a** Teenagers shouldn't be allowed to risk their lives.

b Teenagers shouldn't be allowed to put their lives at _____.
 - a** These trips are a great way to develop personal skills.

b These trips are great for the _____ of personal skills.
 - a** Young people want to go on these adventures because they aren't able to imagine the dangers.

b Young people want to go on these adventures because they don't have enough _____ to understand the dangers.
 - a** Most teenagers dream of becoming famous.

b The _____ of most teenagers is to become famous.
- 7 **SPEAKING** Check your answers to exercise 6 in pairs. Then discuss whether you agree or disagree with the sentences.

Lost at sea

I can understand a survival story.

Reading Strategy

When you do a task with gapped sentences in a narrative text, look carefully at the sentence before each gap and think about what is likely to happen next. Then look at the options and see which of the sentences matches your ideas. Finally, check that the text reads smoothly with your chosen sentence in place.

- 1 Look at the photos. What do you think the text is about? Choose from headlines a, b and c.

- a **TOURISTS' FISHING TRIP DISASTER**
 b How to protect sea creatures
 c **Fish rescues sailors**

- 2 Read the first paragraph of the text. Did you choose correctly in exercise 1? How do you know?

- 3 Read the Reading Strategy. Then read the text, focusing on each gap and thinking about what might happen next.



1.21

A dream holiday turned into a nightmare for an American brother and sister called Dan and Kate Suski. They were enjoying a fishing trip in the Caribbean, near the **stunning** island of St Lucia, when their boat sank, leaving them and their captain to fight for their lives.

The fishing trip began well enough. The weather wasn't **brilliant**, but Dan wasn't complaining: he had a **huge** fish on his line! He was trying to pull it onto the boat and Kate was helping him.

But then, the captain realised there was a problem. Water was coming into the cabin and the boat was sinking fast. The captain used his radio to send a message for help. Then he shouted to the Suskis, 'Jump out! Jump out!' They were about 15 km from land.

The captain told the Suskis to wait with him in the water. Help was coming. The weather was now **awful**, but they were wearing life jackets. After an hour, the captain and the Suskis lost each other, and there was no sign of rescue. They were both thinking the same **terrifying** thought: sharks!

25 A plane and a helicopter appeared in the sky, but nobody saw Dan and Kate in the water. Hours passed and night came. The Suskis swam for fourteen hours. Then, in the moonlight, they saw some cliffs. They were only a few metres from land!

30 ³ ___ The waves were breaking against sharp rocks; it was too dangerous. So Kate and Dan swam past the cliffs. By now, they were **exhausted**. Eventually, they reached a sandy beach. ⁴ ___

Then they started to look for a town or village. On the way, they picked and ate green bananas. Dan said later that it was the worst – and best – food of his life! After three hours, they met a young farm worker. ⁵ ___ He also gave them some **tragic** news: the captain was lost at sea.

40 Dan and Kate Suski spent a few days in hospital. Their story appeared in news programmes around the world. And there was one final piece of **astounding** news: the captain also survived. A rescue boat ⁴⁵ found him after 23 hours in the water!



4 Match sentences A–G with gaps 1–5 in the text. There are two extra sentences. Do any of the sentences match your ideas from exercise 3?

- A So Dan and Kate started to swim as fast as they could towards land.
 B The captain helped them as they climbed onto dry land.
 C He gave them water and food, and stayed with them until the police arrived.
 D So they did, and a few minutes later, the boat disappeared under the waves.
 E Out of the water at last, they lay down and rested.
 F But the sharks swam away after a few minutes.
 G But they couldn't get out of the water here.

5 Explain why the extra sentences in exercise 4 do not make sense in any of the gaps.

6 Read the text again. Are the sentences true or false? Write T or F.

- 1 When Dan and Kate were fishing, the weather was brilliant. ___
 2 Dan was the first person to see that there was a problem with the boat. ___
 3 The boat sank before Dan and Kate could jump into the water. ___
 4 A helicopter saw Dan and Kate in the sea, but it couldn't rescue them. ___
 5 When Dan and Kate reached land, they couldn't get out of the water at first. ___
 6 There was nobody on the beach when Dan and Kate got out of the sea. ___
 7 The captain swam to the beach a few hours after Dan and Kate. ___

LEARN THIS! Extreme adjectives

a Some adjectives are extreme equivalents of simpler adjectives.

delicious = very *tasty*

filthy = very² _____

disgusting = very *unpleasant*

starving = very³ _____

fantastic = very¹ _____

tiny = very⁴ _____

b Very common adjectives often have more than one extreme equivalent.

enormous, massive, gigantic, giant, immense = very *big*

7 Read the **Learn this!** box and complete it with the adjectives below.

small good hungry dirty

8 **VOCABULARY** Match the extreme adjectives highlighted in the text with the simpler adjectives below.

Extreme adjectives

1 very bad _____

5 very surprising _____

2 very good _____

6 very sad _____

3 very beautiful _____

7 very frightening _____

4 very big _____

8 very tired _____

9 Explain this sentence from the text in your own words. Try to include two extreme adjectives from the **Learn this!** box in your explanation.

Dan said later that it was the worst – and best – food of his life!

10 **SPEAKING** Work in pairs. Prepare an interview with Dan or Kate.

Student A: You are the interviewer. Write six questions using the prompts below and / or your own ideas.

Student B: You are Dan or Kate. Prepare your answers to Student A's questions. Use as much information from the text as you can.

1 what / weather / like / that day?

4 why / you / start / swimming?

2 what / you / doing?

5 how / you / feel?

3 what / happened / boat?

6 how / you / reach safety?

11 **SPEAKING** Work in pairs. Act out your interview.

What was the weather like that day?

Photo description

I can describe and speculate about a photo.

Photoshare



1 **VOCABULARY** Match two or more of the pieces of equipment below with each photo (A–C).

Sports equipment boots helmet dinghy life jacket paddles poles rope rucksack safety harness

- A _____
- B _____
- C _____

➔ **Vocabulary Builder** Sports clothing and equipment: page 118

Speaking Strategy

Make sure your photo description has a simple structure. Start by saying what the photo shows in general (Who? What? Where?). Then mention interesting details. You can finish with a personal comment or some speculation.

2 **1.22** Read the **Speaking Strategy**. Then listen to two students describing photos A and B. Who follows the strategy better, in your opinion?

3 **1.22** **KEY PHRASES** Complete the phrases for describing a photo with the words below. You need to use some words more than once. Then listen again and check.

at in looks on seems shows

Describing a photo

- The photo ¹ _____ ...
- ² _____ the foreground / background
- ³ _____ the top left corner / bottom right corner
- ⁴ _____ the top / bottom
- ⁵ _____ the left / right
- ⁶ _____ the centre
- It ⁷ _____ like a ...
- It ⁸ _____ as if they're ...
- She ⁹ _____ to be ...

4 **SPEAKING** In pairs, describe photos A and B. Follow the advice in the **Speaking Strategy** and use phrases from exercise 3.

5 **KEY PHRASES** Work in pairs. How do you think the people in photos A and B are feeling? Use the words below or other adjectives from lesson 1A on page 8.

angry bored calm excited nervous relaxed scared shocked

Speculating about feelings

She's probably feeling ... and ...
 I expect they're feeling ... , but maybe a bit ...
 Judging by her expression, I'd say ...
 To me, they look as if they're feeling ...

6 **1.23** Listen to the second student answering the teacher's questions about photo B. Which adjectives from exercise 5 does she use?

7 **1.23** Listen again. Complete the phrases at the beginning of extracts 1–6. Then translate the phrases.

- 1 Well, basically, you can see it in their faces.
- 2 _____, no, I wouldn't.
- 3 _____, the worst thing would be that I couldn't stop.
- 4 _____, I went on a bike ride with a friend of mine.
- 5 _____, it was a really good day out.
- 6 _____ that's the last time I did an outdoor activity.

8 **SPEAKING** Describe photo C using words and phrases from this lesson. Then ask and answer these questions.

- 1 Do you think the person is enjoying himself? Why do you think that?
- 2 Would you like to try this activity? Why? / Why not?
- 3 Can you tell me about the last time you did an outdoor activity?

An invitation

I can write an invitation and a reply.

- 1 **VOCABULARY** Match two of the words below with the photos. Then describe the photos.

Outdoor activities abseiling jet-skiing kayaking mountain biking orienteering paintballing quad biking rock climbing kite surfing

A _____ B _____



➔ **Vocabulary Builder** Outdoor activities: page 118

- 2 Answer the questions about the activities in exercise 1.

- 1 Which outdoor activities from the list would you like to do? Why?
- 2 Which would you dislike? Why?

- 3 Read two invitations and a reply. Which invitation does the reply match? Write the missing names.

To:

Dear Harry,

It's my birthday at the end of August and I'm planning a party at an outdoor activity centre. It offers lots of activities (e.g. rock climbing, abseiling, etc.).

The party is on Saturday 26 August. We're meeting at my house at 8:30 a.m. and driving to the activity centre in a minibus.

I really hope you can make it, but don't worry if you can't. A lot of people are away or busy that weekend.

Paddy

RSVP by text or email

To:

Hi Bess,

I'm having a party on the beach to celebrate the end of term. It's on Sunday 20 July and starts at 3 p.m.

In the afternoon, we're going to try two different water-sports: jet-skiing and kite surfing. It's going to be a lot of fun!

In the evening, we're having a BBQ on the beach, with loads of food and music too. Please let me know if you can come.

Lisa

PS My dad is doing the BBQ, so you don't have to bring anything.

Dear ¹ _____,

Thank you so much for your invitation. It sounds like a great way to celebrate the start of the school holidays. Unfortunately, I can't make it because I'm going to be in France with my parents.

We get back on 27 July. It would be nice to meet up some time. Why don't we go to the cinema?

I hope you enjoy the party!

² _____

- 4 **KEY PHRASES** Look at the phrases below. Find two more in the reply in exercise 3.

Making suggestions

Shall we (do something)?

Let's (do something)

Do you fancy (doing something)?

How / What about (doing something)?

We could always (do something)

1 _____

2 _____

- 5 **SPEAKING** Work in pairs. Take turns to be A and B. Use different expressions from exercise 4 to make suggestions.

Student A: Suggest doing one of the activities from the list below.

Student B: Say 'I'd rather not' and then suggest a different activity.

do homework go for a bike ride go shopping
go swimming have lunch in a café play tennis watch a DVD

Writing Strategy

In an informal text, you can use common abbreviations like *e.g.* and *etc.* You should use short forms like *I'm* and *don't*, not full forms (*I am* and *do not*).

- 6 Read the **Writing Strategy**. Find these abbreviations in the invitations in exercise 3. What do they mean? Do you know any other common abbreviations?

a.m. BBQ p.m. e.g. etc.

- 7 Write an invitation to a party that includes outdoor activities. Remember to include:

- the reason for the party (birthday, end of exams, etc.).
- the date, time and place of the party.
- any instructions (what the person should bring, wear, etc.).

- 8 Work in pairs. Swap your invitations from exercise 7. Then write a reply. In your reply, you should:

- thank your partner for the invitation.
- say why you cannot come to the party.
- suggest doing something another time.

CHECK YOUR WORK

Have you ...

- covered all the points in exercises 7 and 8?
- used short forms rather than full forms?
- used a phrase from exercise 4 in your reply?
- checked the spelling and grammar?

Reading

Strategy

Some questions are about the whole text, so you need to have a general idea of what the text is about. Read the text quickly before you look at the questions and ask yourself:

- 1 Who or what is the text about?
- 2 What kind of text is it?
- 3 Where might you read the text?
- 4 Why has the writer written it?

1 Read the **Strategy** and decide which question (1–5) in the task is about the whole text. Then read the text quickly and answer the four gist questions in the **Strategy**.

2 Read the text and answer the questions (1–5). Circle the correct answer (A–D).

Lost in Australia

When eighteen-year-old British student Sam Woodhead left college, he dreamed of joining the army – but he decided to have a gap year and go travelling first. Sam was already a keen long-distance runner and was very fit and healthy, but he thought backpacking in Australia was great training for his future.

In December 2012, Sam arrived in Central Queensland and found a job on a cattle farm. The farm was in the middle of the countryside, and Sam was enjoying his life there. One Tuesday morning, only eight days after his arrival, he decided to go for a run. But Sam made some mistakes. He took a heavy backpack but only one bottle of water. He also didn't have a route, and he didn't know the landscape. After only two hours, he finished his water and realised he was lost. The temperature was close to 40°C and he was soon exhausted. After four or five hours, he decided to stop and spend the night in the outback.

The next morning, Sam didn't report for work. His employers checked his room. His backpack and running shoes were gone, but his mobile and wallet were there. They called the rescue services and then they called Sam's family in England. The rescue services sent helicopters to the area to try to find Sam, but there were a lot of trees and plants in the area so it was difficult for the pilots to see a person on the ground.

Meanwhile, Sam was trying to find his way back. He made an SOS emergency signal on the ground from all the clothes in his backpack, including a pair of colourful shorts. Then, on Friday morning, Sam heard two helicopters flying over him. He shouted and waved his arms, but of course they didn't see him, and they couldn't hear him because their engines were too noisy. Then, in the afternoon, a third helicopter flew right over the SOS signal. At first, the pilot didn't see anything, but the wind from the helicopter's engine picked up Sam's shorts, and the pilot suddenly spotted them. He searched the area again, and at last he found the missing student only four or five kilometres from the cattle farm. Sam went to a hospital in the nearby town, Longreach, to recover. He was lucky to be alive!

- 1 Sam went backpacking because
 - A he didn't know what to do with his life.
 - B he didn't like being a student.
 - C he wanted to become fit.
 - D he thought it would be good for his career plans.
- 2 Sam got lost because
 - A he didn't prepare well.
 - B his map was incorrect.
 - C the weather suddenly changed.
 - D he wasn't well.
- 3 Sam's employers realised Sam was lost when
 - A he called them from his mobile.
 - B they saw that all his money was gone.
 - C his family rang to speak to him.
 - D some of his things were missing.
- 4 The rescue services found Sam after they
 - A heard him shouting.
 - B saw him moving about.
 - C noticed his signal.
 - D decided to land.
- 5 In the article, the author
 - A gives advice on survival.
 - B describes an adventure that went wrong.
 - C advertises a rescue centre.
 - D tells the story of Sam's career.

Listening


Strategy

In some listening tasks, the recordings you hear are connected by one topic. It helps to look at typical topics for a listening task and brainstorm vocabulary related to them.

3 Read the **Strategy**. Put the words below in the correct categories (A–D).

boat bored burn canoe cave cliffs climbing
condition confused cure cut delighted diving
embarrassed injury kayaking landscape ocean
~~proud~~ stream

- | | | |
|------------|--------------------|----------|
| A Feelings | <i>proud</i> , ... | C Nature |
| B Sport | | D Health |

4  1.24 Listen to six people talking about sport. Match sentences A–G with speakers 1–6. There is one extra sentence.

- A We learn how a new sport developed. _____
- B We find out about a new sporting venue. _____
- C The speaker is talking to holiday guests. _____
- D The speaker is talking about the different benefits of sport. _____
- E The speaker is describing a personal experience of a sport. _____
- F The speaker is advertising sports activities. _____
- G The speaker is explaining the advantages of extreme sports. _____

Use of English

Strategy

Read the text quickly, ignoring the gaps, to get a general idea of what it is about. Then read it again more slowly and think of possible words to complete the text. Try out different ideas and say the sentences in your head before making a decision.

- 5 Read the **Strategy**. Complete the text with one word in each gap.

Why do people travel?

Do you enjoy travelling, or do you prefer to stay at home? Some people go on holiday in their own country with ¹_____ family or friends, and spend time on beaches or sightseeing in cities. They're more interested in relaxing than doing anything else. However, there are some people who love to travel all ²_____ time. They give up their normal lives and have adventures such ³_____ going to Australia for a year, or travelling around Africa. They live with local people and explore deserts, rainforests and other amazing places. If they run out of money, ⁴_____ find work in bars and restaurants, or they teach English to local people. They don't care about having careers at home or earning lots ⁵_____ money. They only want ⁶_____ have the experience of travelling. Often, young people go travelling before or after they go to university. Travelling is also popular with older people who want to take a break from work. So why do people love travelling so ⁷_____? If you're travelling alone, it's ⁸_____ great way to meet new and interesting people. You can learn ⁹_____ different cultures, eat new food and practise a new language. More ¹⁰_____ anything, travel gives you memories that you have forever.

Speaking

Strategy

After you describe a photo in a speaking task, you often have to speculate about things such as people's feelings or the reasons why they are doing things. Use phrases which show that you are just speculating and that there is no correct answer.

- 6 Read the **Strategy** and look at the photo. Then look at phrases 1–5. Which can we use to speculate? Can you think of any other phrases?

- 1 He could be ...
- 2 It's clear that ...
- 3 He's probably ...
- 4 You can see that ...
- 5 Maybe he is ...

- 7 Describe the photo.



- 8 Answer questions 1–3.

- 1 Why is this person smiling?
- 2 Would you like to try something like this? Why? / Why not?
- 3 Talk about a situation when you or someone you know did something really enjoyable or exciting.

Writing

Strategy

You often have to make suggestions when you write an invitation. Make sure you use appropriate structures (*do something* or *doing something*) after, e.g. *Let's ...*, *How about ... ?*, etc.

- 9 You are going to write an invitation to a friend asking him / her to come on a camping weekend with you and a few other friends. Read the **Strategy**. Then use some of the phrases below to write sentences suggesting things you might do.

Shall we ... ? How / What about ... ? We could always ... Do you fancy ... ? Let's ...

- 10 Write a short email invitation to a friend, asking them to come on a camping weekend with you and a few other friends. Remember to include:

- the date, time and place of the weekend.
- suggestions for things to do.
- a request for your friend to bring something (e.g. tent, sleeping bag, cooking equipment).