

CAMBRIDGE

English for Spanish Speakers

# OUT & ABOUT

STUDENT'S BOOK 2

Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato



Mark Hancock  
Annie McDonald





# OUT & ABOUT

STUDENT'S BOOK 2

**Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato**

**Mark Hancock  
Annie McDonald**

# OUT & 2 ABOUT

## READING

## PHRASAL VERBS VOCABULARY 1

## LISTENING & IDIOMS

## GRAMMAR

<p><b>Unit 1</b> <b>Getting away from it all</b> page 5</p>	<p>Seven of the best things to do in the Brazilian Amazon</p> <p><b>TIP:</b> using context</p> <p><b>EXAM FOCUS:</b> rewriting sentences in your own words</p>	<p>check out sth/sb or check sth/sb out, watch out for sb / sth, make up sth, take sb back, be/get carried away</p>	<p>travel</p>	<p>a traveller's story</p> <p><b>Idioms:</b> to get away from it all, off the beaten track, up close and personal, in the blink of an eye</p>	<p>tense review: present and imperative; present perfect continuous; past; future</p>
<p><b>Unit 2</b> <b>Going up in smoke</b> page 17</p>	<p>How big is my carbon footprint?</p> <p><b>TIP:</b> reading carefully</p> <p><b>EXAM FOCUS:</b> true and false questions</p>	<p>bang out sth or bang sth out, eat up sth or eat sth up, get around sth, take up, put off sb or put sb off, go for sth</p>	<p>environmental problems</p>	<p>a quiz</p> <p><b>Idioms:</b> a drop in the ocean, to go through the roof, to go up in smoke, the tide is turning</p>	<p>modal verbs: <i>can, could, be able to, must, have to, should, need, must, might, could, may, can't</i></p>

## REVIEW

<p><b>Unit 3</b> <b>You are what you eat</b> page 31</p>	<p>Obesity: the new normal?</p> <p><b>TIP:</b> thinking about synonyms</p> <p><b>EXAM FOCUS:</b> finding synonyms</p>	<p>put on, pick up, grow up, sign up, sit back</p>	<p>health</p>	<p>a radio interview</p> <p><b>Idioms:</b> as right as rain, to feel under the weather, to sleep like a log, to feel down in the dumps, as fit as a fiddle</p>	<p>conditional possibility: conditional sentences; mixed conditionals; <i>unless, as long as, provided that / providing, in case, supposing, even if, otherwise</i></p>
<p><b>Unit 4</b> <b>Telling tales</b> page 43</p>	<p>Video games: the new face of story telling</p> <p><b>TIP:</b> answering open questions</p> <p><b>EXAM FOCUS:</b> answering open questions</p>	<p>feed back, take sb back, shout out, move on, go back</p>	<p>stories</p>	<p>a plot</p> <p><b>Idioms:</b> out of the blue, to get blood on your hands, a bitter pill to swallow, to hand something to someone on a plate</p>	<p>questions: <i>yes / no</i> questions; <i>wh-</i> questions; question tags; embedded questions; emphatic questions</p>

## REVIEW

<p><b>Unit 5</b> <b>A head for business</b> page 57</p>	<p>These kids mean business</p> <p><b>TIP:</b> meaning of compound nouns</p> <p><b>EXAM FOCUS:</b> multiple choice questions</p>	<p>sum (sth/sb) up, clock up, come up with sth, put (sth) together, start up sth, grow up</p>	<p>business</p>	<p>personal accounts</p> <p><b>Idioms:</b> for love nor money, to go it alone, up and running, got a head for business, bring it on</p>	<p><i>used to, would, wish, if only</i></p>
<p><b>Unit 6</b> <b>In the spotlight</b> page 69</p>	<p>When Edinburgh becomes the capital of comedy</p> <p><b>TIP:</b> looking for antonyms</p> <p><b>EXAM FOCUS:</b> antonyms</p>	<p>turn up, go on to do sth, slip away, turn into</p>	<p>entertainment</p>	<p>a radio interview</p> <p><b>Idioms:</b> butterflies in one's stomach, to go down the drain, to get to grips with something, tricks of the trade, to make something up as you go along</p>	<p>comparatives and superlatives: comparatives; <i>get + comparative + and + comparative</i>; <i>(not) as . . . as</i>; superlatives</p>

## REVIEW

**Life skills**  
page 84

**Language reference**  
page 90

**Writing guide**  
page 100

**Exam tips**  
page 106

**Irregular verbs**  
page 111



	VOCABULARY 2	PRONUNCIATION	SPEAKING	WRITING	LIFE SKILL	VIDEO
	ways of travelling: transport; directions; public transport	full and reduced vowels	complaining	a descriptive essay	planning and organising	<ul style="list-style-type: none"> <li>▶ Worst holiday</li> <li>▶ City break</li> </ul>
	word roots	word stress; nouns and verbs	having a discussion	an opinion essay	wise use of resources	<ul style="list-style-type: none"> <li>▶ Travelling by plane</li> <li>▶ Beekeeping in the city</li> </ul>
	quantities and capacity	the letters <i>ea</i> ; pronunciation of <i>of</i>	making suggestions	a proposal	stress management	<ul style="list-style-type: none"> <li>▶ Healthy diet</li> <li>▶ You are what you eat</li> </ul>
	time adverbs and expressions	<i>-tion</i> ; emphatic questions	telling an anecdote	retelling a narrative	problem solving	<ul style="list-style-type: none"> <li>▶ Coincidences</li> <li>▶ Walls can talk</li> </ul>
	prefixes	/i:/; /i/ and /e/	regretting and wishing	a letter of application	interview skills	<ul style="list-style-type: none"> <li>▶ Regrets</li> <li>▶ Bring your ideas to life</li> </ul>
	compound adjectives	<i>than</i> and <i>as</i>	inviting and responding to invitations	a critical review	communication skills	<ul style="list-style-type: none"> <li>▶ Invitation to an event</li> <li>▶ Make it big in the movies</li> </ul>




# Unit 1

# Getting away from it all

## UNIT OBJECTIVES

- find out about travel
- read and understand a text on travel
- topic words: travel words
- listen to a traveller's story
- grammar: tense review
- word building: ways of travelling
- speaking: complaining
- writing: a description essay
- life skill: planning and organising

 Look at the photo. Talk to your partner for one minute about what you can see.

Think about these questions:

- what can you see in the photo?
- where do you think the photo was taken?
- do people travel long distance by bus in your country?

How do you travel when you go on holiday? Why?

VIDEO 1

VIDEO 2





**1** Look at the photos, title and sub-headings. Choose the best answer according to the text. Only one answer is possible. Compare and discuss with a partner.

What kind of tourist do you think the article is for?

- a Somebody who wants to be physically active all the time.
- b Somebody who wants to travel by as many means of transport as possible.
- c Somebody who is looking for holiday adventures.

## Tip

Use what you know about parts of words and the context to help you guess their meaning.

**2** Read the definitions. Match them with the words highlighted in green in the text. Then translate the words into your language.

- 1 extremely exciting, beautiful or surprising (adj)
- 2 making you feel less hot or tired (adj)
- 3 having a magical, attractive or beautiful quality (adj)
- 4 attractive in appearance, especially in an old-fashioned way (adj)
- 5 needing a lot of hard physical effort and making you feel extremely tired (adj)
- 6 very famous and admired or spoken about (adj)

**3** Read the text quickly – in about three minutes! Was your answer to Exercise 1 correct?

**4** **1.01** Read the text again and listen. Say what you would do if you wanted to ...

- meet local people
- have peace and quiet
- see insects

## Exam focus: rewriting sentences in your own words

**5** Follow stages 1 – 3 for rewriting sentences in your own words.

- 1 Look at the sentence and identify the key words.  
*In the late 19th century, Manaus was a legendary city because of the wealth of the rubber trade.*
- 2 Think about how you would say the information if you were telling a friend: You should:
  - a change the structure.
  - b use synonyms.
  - c start a sentence or clause with a different subject.
 Now write your new sentence.
- 3 Reread your sentence and check you have included all the key information and that your wording is different.

**6** Find these sentences in the text and rewrite them in your own words. Follow stages 1 – 3 in Exercise 5.

- 1 There are literally hundreds of trips to choose between, from budget to luxury.
- 2 Manaus is the place where two of the world's biggest rivers meet.
- 3 The area also has caves, home to bats and lizards.
- 4 The beach at Ponte Negra, 14 km west of the city, has sands equal to any ocean beach.

**7** Answer the questions according to the information in the text. Use your own words.

- 1 Why are smaller boats best to travel into the forest in?
- 2 Why, according to the writer, should you visit the Opera House?
- 3 How did the rubber barons make their money?
- 4 What can you learn about in the Rubber Plantation Museum?
- 5 Why might a person want to leave Manaus for the Magical Waterfalls?

**8** Imagine you are going to the Amazon. Choose three trips to go on and tell a partner.

## Phrasal verbs

**check out sth / sb or check sth / sb out:** to examine something or get more information about it in order to be certain that it is true, safe or suitable

**watch out for sb / sth:** to be careful to notice someone or something interesting

**make up sth:** to form a particular thing, amount or number as a whole

**take sb back:** if something takes you back, it makes you remember a period or an event

**be / get carried away:** to become so excited about something that you do not control what you do or say

# 7 OF THE BEST THINGS TO DO IN THE BRAZILIAN AMAZON

**M**anaus is the city at the very heart of the Brazilian Amazon, a four-hour flight from Rio de Janeiro. There's plenty to do here, from boating and hiking to relaxing on the beach or even an evening at the opera, so **check out** the options!

## JUNGLE HIKES

Book a tour from a certified tour operator. A good guide will know the best places to see birds such as parrots and macaws, as well as monkeys and other exotic fauna. On a budget trip, you'll sleep in a hammock in local style cabins and eat local dishes such as fish, beans and rice. But **watch out for** the creepy-crawlies, and don't forget your malaria tablets!

## BOAT RIDES

There are literally hundreds of trips to choose between, from budget to luxury. Smaller boats can take you deep into the forest, where you have the best chance of seeing caiman and piranhas. The rivers are lined with unspoilt forest, and you'll see the amazing giant water lilies.



### Get it right

#### We say:

- ✓ It's the colour of black coffee.
- X It's the colour of black coffe.

## THE OPERA HOUSE

In the late 19<sup>th</sup> century, Manaus was a **legendary** city because of the wealth of the rubber trade. The Opera House gives you a flavour of that glamorous past. No expense was spared in its construction. With marble from Italy, ironwork from Glasgow and 198 chandeliers of Murano glass **making up** the theatre, this is a must for sightseers.



## THE RUBBER PLANTATION MUSEUM

The wealth of the rubber barons of Manaus was built on the slave labour of local Indians. A visit to the Museu do Seringal Paraíso, which is restored from an original rubber plantation, will **take you** right **back** to those dark days. Here you will learn about the awful conditions and **backbreaking** work, as well as seeing a practical demonstration of how the rubber was extracted from the trees.



## THE MEETING OF THE WATERS

Manaus is the place where two of the world's biggest rivers meet. One of them, the Rio Negro, is the colour of black coffee. The other, the mighty Amazon (or Solimões), is the colour of white coffee. Where the rivers meet, the colours begin to mix in a **breathtaking**

spectacle of whirlpools 6 km long. You can go on a boat trip to take a look and you'll probably get to take photos of freshwater dolphins as an added bonus.

## MAGICAL WATERFALLS

If you want some relaxation away from the dust and heat of Manaus, head for the **picturesque** 'Land of Waterfalls', a two-hour bus ride from the city. The place **will carry** you **away** with its lush vegetation, tranquil pools for swimming in, and **fairy-tale** atmosphere. The area also has caves, home to bats and lizards.

## PARTY ON THE BEACH

The beach at Ponte Negra, 14 km west of the city, has sands equal to any ocean beach. This is where the people of Manaus come to socialise, picnic, listen to live music and dance. The brown water is not ideal for swimming but fine for a **refreshing** dip, and there are no piranhas to worry about!

## Streetwise

### it's a must

*Must* can be used as a noun when we want to say that something is necessary. *The opera house is a must for sightseers.*





# Travel

1 Find the words in the box in the photos.

a – local dishes, market

accommodation beaches bus ride fauna  
local dishes market scenery vegetation waterfall



2 Complete the text with the adjectives in the box. There may be more than one possibility.

brehtaking colourful exotic lush luxury  
mouth-watering picturesque scenic unspoilt

**COME TO COSTA RICA!**

- BREATHTAKING SCENERY
- \_\_\_\_\_ BEACHES
- \_\_\_\_\_ WATERFALLS
- \_\_\_\_\_ VEGETATION
- \_\_\_\_\_ FAUNA
- \_\_\_\_\_ MARKETS
- \_\_\_\_\_ LOCAL DISHES
- \_\_\_\_\_ BUS RIDES
- \_\_\_\_\_ ACCOMMODATION

**COSTA RICA HAS IT ALL!**

3 Make phrases with new adjectives.

- scenery which takes your breath away – *brehtaking scenery*
- a bus ride which takes two hours –
- work which breaks your back –
- a journey which is ten miles long –
- a cruise which is three weeks long –
- food which makes your mouth water –

## Get it right

### We say:

- ✓ I went on a school trip last year.
- ✗ I went on a school travel last year.

4 Match the words in the box with their meanings.

travel voyage tour trip

- a journey in which you go somewhere, usually for a short time, and come back again (n)
- to make a journey, usually over a long distance (n or v)
- a long journey, especially by ship (n)
- a visit to a place or area, especially one during which you look around the place and learn about it (n or v)

See Language Reference on page 90.

5 Complete the sentences with the words from Exercise 4.

- I went on a sightseeing \_\_\_\_\_ of Italy last year.
- 100 years ago, going to New York was a two-week \_\_\_\_\_.
- I went to Madrid on a shopping \_\_\_\_\_ last weekend.
- I hate heavy luggage – I prefer to \_\_\_\_\_ light.

## Tip

Make word spiders to help you remember words in groups.

6 Look at this word spider. Make more word spiders relating to travel for three of the topics in the box.



environments fauna forms of transport  
holiday activities holiday destinations

7 What is your idea of a perfect holiday? Where would you go? What would you do and see? Discuss with a partner.

## PV

8 Make sentences from the box.

1 He started making a sand castle and got			a place before I travel there.
2 Hearing flamenco music always	carried check	out out	and ended up making a sand city.
3 I like to go on the internet and	takes me watch	back away	for snakes.
4 When you're in the jungle, you have to			to my last holiday in Spain.

# A traveller's story

- 1 You will hear someone describing a travel experience in Brazil. The following words are in the story. What do you think might have happened? Discuss with a partner.

**JUNGLE** **WAVING**  
**WILDLIFE**  
**BOAT** **FLOATING**  
**ALLIGATORS** **CABIN**

**Tip**

Listen carefully for linkers to help you understand detail.

- 2 Listen to the first part of the story. How many times does the speaker use the following linkers?  
 and because but so

- 3 Can you remember what the speaker said before and after any of the words in Exercise 2? Compare your ideas with a partner then listen again and check.

- 4 Listen to the next part of the story. Choose the best answer according to the story.

- How did the speaker feel about the boat when she first saw it?
 

a worried	c happy
b surprised	d excited
- What was the problem with the boat when it was travelling quickly?
 

a Part of it was low in the water.	c It wasn't long enough.
b The motor was noisy.	d It was too narrow.
- How did the speaker feel when they got to a smaller river?
 

a frightened	c happy
b excited	d relieved
- Why did they go out at night?
 

a to see the vegetation	c to see the starlight
b to see alligator-like creatures	d to get close to the jungle
- What did they do when they were staying in the cabin?
 

a went swimming	c ate fish
b fed the fish	d ate meat

- 5 Listen to the last part of the story and complete the sentences. Write no more than three words for each space. Compare with a partner.

- The motor on the back of the boat \_\_\_\_\_ and water started coming in.
- The water came up to \_\_\_\_\_.
- When they slowed down, the front of the boat wasn't up \_\_\_\_\_ any more.
- After about half an hour, a \_\_\_\_\_ came past.
- The people in the ferry \_\_\_\_\_ us and took us back to Manaus.

## Idioms

- 6 Read these extracts from the conversation. Match the idioms in **bold** with their meanings.

- I wanted to **get away from it all** and see some jungle.
- ... getting **off the beaten track** and seeing the wildlife.
- ... the guide caught a small one so we could get **up close and personal**.
- ... and then, **in the blink of an eye**, the back fell off.
 

a very quickly
b somewhere peaceful
c go where other tourists don't
d experience something from very near

## Streetwise

### have had it

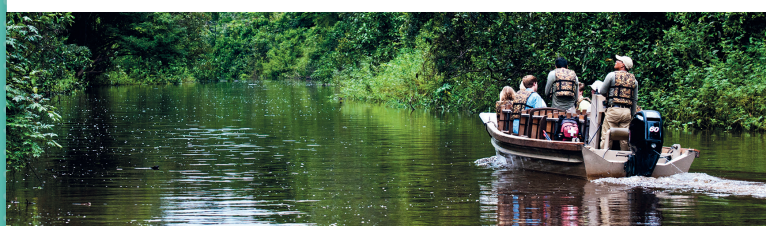
*Have had it* is an informal expression which we use when something is finished or over or when something has failed.

*I thought we'd **had it** when the back fell off the boat!*

- 7 Would you like to travel on the Amazon? Why / Why not? Discuss with a partner.

## Reflection

- 8 What helped you understand the listening?
- Thinking about the topic before listening.
  - Listening carefully for linkers.
  - Listening for specific information.





# Tense review

## Present and imperative

- 1 Complete the text with the correct form of the verbs in the box. Use present simple, present continuous or imperative forms.

drive get look make move say  
sound steal think try turn say

We **1** *get* angry too easily when we **2** *are driving*. Perhaps the car horn is part of the problem. It **3** like you **4** , ' **5** out of the way!', or ' **6** where you're going, idiot!' What we need is a car horn which **7** , 'I'm sorry'. After all, we all **8** mistakes sometimes. Perhaps the traffic lights **9** green while you **10** about something else. Perhaps you **11** someone's parking spot which another driver **12** to use. The road would be a better place if we could admit our mistakes with a 'sorry' horn!



I'M SORRY!

- 2 1.05 Listen and check your answers.

See Language reference on pages 90-91.

- 3 Choose the correct option.
- 1 My family (live / are living / *have lived*) in Galicia since 2010.
  - 2 My grandmother (stays / is staying / has stayed) with us at the moment.
  - 3 My father (works / is working / has worked) at the port in Vigo.
  - 4 He (works / is working / has worked) there for five years.
  - 5 He (drives / is driving / has driven) there every morning.
  - 6 He (teaches / is teaching / has taught) me to drive at the moment.

### Get it right

#### We say:

- ✓ Have you ever been to Italy?  
✗ Have you ever went to Italy?

### Tip

Remember we use time expressions like *How long, for, since, all day, the whole week...* with the present perfect continuous.

*How long have you been waiting?*  
*I've been waiting all day!*

## Present perfect continuous

- 4 Read the sentences and answer the questions.

- 1 She has been living in Rome for the last two weeks.
- 2 I've been making a chocolate cake. Look! I've got chocolate all over my hands.
- 3 Clara is a very good football player – she's been playing football since she was six.

- 1 What's the name of this tense?
- 2 How is it formed?
- 3 How do you make the negative and question forms?
- 4 Can you match sentences 1 – 3 with these meanings?
  - a an activity that has just stopped or has recently stopped, whose effects are visible now
  - b an activity that began in the past and continues into the present
  - c an action repeated over a period of time

- 5 Read the situations and complete the questions or sentences with the present perfect continuous and the verbs in brackets.

- 1 Frida lives in Brazil now. She moved there four months ago.  
*Frida has been living in Brazil for four months.*
- 2 Sam disappeared this morning. I'm looking for him now.  
I \_\_\_\_\_ him all morning. (look for)
- 3 A friend tells you he's learning English. You want to know how long.  
How long \_\_\_\_\_ English? (learn)
- 4 Ben doesn't feel well. He hasn't been to school this week.  
Ben \_\_\_\_\_ all week. (feel)
- 5 Chloe doesn't speak much Chinese. She only started classes two weeks ago.  
Chloe \_\_\_\_\_ Chinese for very long. (speak)

- 6 Complete the sentences with the verbs in brackets. Use present perfect simple or present perfect continuous.

- 1 I've *sent* at least five emails today. (send)
- 2 It \_\_\_\_\_ for two hours. (rain)
- 3 \_\_\_\_\_ you ever \_\_\_\_\_ on a cruise? (go)
- 4 My uncle \_\_\_\_\_ in many different countries. (live)
- 5 Joe \_\_\_\_\_ here since 9.30 this morning. (wait)
- 6 I \_\_\_\_\_ a lot of books about the Amazon. (read)
- 7 I \_\_\_\_\_ to ring you all morning. (try)
- 8 We \_\_\_\_\_ all night and we're exhausted. (travel)

See Language reference on pages 91-92.

## Past

- 7 Complete the sentences with the verbs in brackets. Put one of them in the past simple and the other in past continuous or past perfect.

- 1 While we were sailing down the Amazon, the back fell off the boat. (sail/fall)
- 2 I \_\_\_\_\_ Manaus while I \_\_\_\_\_ in Brazil. (visit/travel)
- 3 When I \_\_\_\_\_ to Brazil, I \_\_\_\_\_ to South America before. (go/never go)
- 4 The sun \_\_\_\_\_ when we \_\_\_\_\_ the cabin in the morning. (rise/leave)
- 5 I \_\_\_\_\_ a piranha in the water when I \_\_\_\_\_ my teeth. (see/brush)
- 6 When I \_\_\_\_\_ a photo, a spider \_\_\_\_\_ my leg. (take/bite)
- 7 I \_\_\_\_\_ a parrot in the wild before I \_\_\_\_\_ the Amazon. (never see/visit)

See Language reference on pages 92-93.

- 8 Complete the sentences with the correct form of the verbs in brackets. Use past simple or present perfect.

- 1 Oh no! I ve lost my keys and I can't get in to the house! (lose)
- 2 Alice \_\_\_\_\_ to Portugal on holiday, she \_\_\_\_\_ to Brazil, but she's home now. (not go, go)
- 3 Can I borrow your phone, please? I need to make a call and my phone \_\_\_\_\_. (break)
- 4 \_\_\_\_\_ Alex \_\_\_\_\_ a headache this morning? (have)
- 5 I \_\_\_\_\_ the tablet, it \_\_\_\_\_ her! (not drop, be)
- 6 \_\_\_\_\_ it \_\_\_\_\_ raining now? (stop)

- 9 Complete the text with the correct form of the verbs in brackets. Use past simple, past continuous or past perfect.



When I 1 was staying (stay) in Lisbon, I 2 \_\_\_\_\_ (go) out one evening to a concert. I 3 \_\_\_\_\_ (buy) the ticket in advance because it was a very popular band. While I 4 \_\_\_\_\_ (walk) back to the holiday apartment afterwards, I 5 \_\_\_\_\_ (notice) a man following me. I 6 \_\_\_\_\_ (run) all the way to the door in a panic and 7 \_\_\_\_\_ (look) for my key, but it had gone. Then the man who 8 \_\_\_\_\_ (follow) me arrived. He 9 \_\_\_\_\_ (give) me the key. It 10 \_\_\_\_\_ (fall) out of my bag while I was leaving the concert and the man 11 \_\_\_\_\_ (see) it happening and followed me to return it.

- 10 1.06 Listen and check your answers.

## Future

- 11 Work with a partner. Match the beginnings and endings of the sentences, then ask each other the questions.

1 - c

1 What are you doing	a after you finish university?
2 What are you going	b doing this time next year?
3 What do you think you'll be	c on Saturday evening?
4 What do you think you'll do	d to do in the summer holidays?

- 12 Match the sentences in Exercise 11 with the future forms below.

*going to* for the future

*will* for the future

future continuous

present continuous future

See Language reference on pages 93-94.

- 13 Complete the sentences with the best future form of the verbs in the box.

be buy lend lie

- 1 Just think - this time next week, we'll be lying on the beach in the sun!
- 2 I hate this suitcase. I \_\_\_\_\_ a new one!
- 3 Look at the clouds. I think there \_\_\_\_\_ a storm.
- 4 Don't worry if you're short of cash. I \_\_\_\_\_ you some.

- 14 Think about your ideas for 1-7 below. Tell a partner. Are any of your ideas the same?

Name one thing ...

- 1 you are doing right now.
- 2 you've never done.
- 3 you did last summer.
- 4 you wish you hadn't done.
- 5 you think will happen in the future.
- 6 you do at least once a week.
- 7 you are going to do this week.



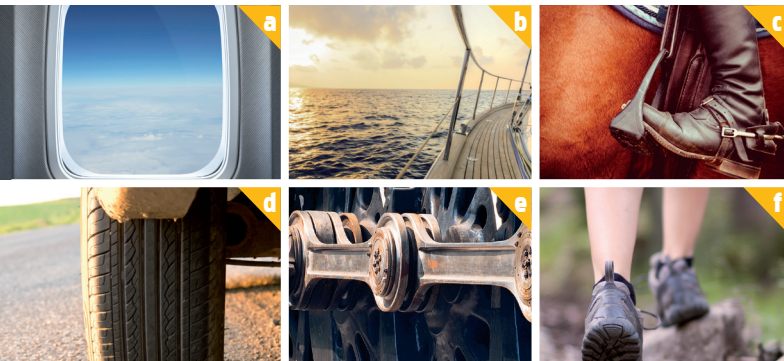
# Ways of travelling

## Transport

1 Match the transport phrases in A and B.  
by air – by plane

A		B	
by air	by road	by boat	by train
by horse	by sea	by car	on foot
by rail	by walking	by plane	on horseback

2 Use the phrases in Exercise 1 to describe the photos.  
a – by air – by plane



3 Add more forms of transport to these groups.

1 by road – by car	3 overland
2 by sea	4 off-road

4 Which forms of transport do you think these people used?

- Jake travelled overland from Madrid to London.  
*Perhaps Jake went by rail, or perhaps he went by car.*
- The national football team will be travelling to Florida.
- Anita is trekking in the Andes.
- Beyonce is doing an international tour.

## Directions

5 Complete the text with the words in the box.

inland northward  
southward towards  
westward



The south east of England has four main airports. Heading **1** *westward* from London is Heathrow. Heading **2** are Luton and Stanstead. Finally, heading **3**, **4** the south coast is Gatwick. All of these airports are **5**, but there is a plan to build an airport on the south coast.

6 Work with a partner. Say where you get to if you travel in different directions from where you are now.  
*If you travel southward, you'll reach Seville. It's about five hours by car.*

7 What are the opposites of these directions?

1 eastward	3 outward	5 upward
2 northward	4 forward	

## Pronunciation: full and reduced vowels

**Tip** The reduced vowel (ə) is the most common vowel sound in English. The vowel is usually reduced in unstressed syllables.

8 1.07 Listen to the words. Indicate where the vowel is pronounced in full.

full vowel	reduced vowel
land /lænd/	England /ɪŋɡlənd/
ward /wɔːrd/	northward /nɔːθwəd/

1 over**land** inland island Poland woodland  
2 south**ward** outward **toward** eastward backward

## Public transport

9 Complete the conversation with the words in the box.

direct first class **international**  
non-stop single shuttle

A: What's the fastest way to the **1** *international* airport?  
B: The airport express. It's a **2** service from here to the airport and back, every 30 minutes.  
A: Do I have to change trains anywhere?  
B: No, the service is **3**.  
A: OK, I'd like two tickets please.  
B: **4** or return?  
A: Two **5** returns, please. How long does it take?  
B: It's **6**, it only takes about 20 minutes.  
A: OK, thanks.

10 1.08 Listen and check your answers.

11 Practise the conversation with a partner. Change some of the words.



# Complaining



1 Look at the photo. What do you think would attract people to go on this tour? Discuss with a partner.

2 **1.09** Read and listen to the conversation. Do you think Emma is right to complain?

**Tour operator:** Hello, can I help you?

**Emma:** Hello, yes, I'm calling to complain about a tour I went on yesterday.

**Tour operator:** OK, which tour was that, please?

**Emma:** It was *Amsterdam by Boat*.

**Tour operator:** And what was the problem?

**Emma:** Well, according to the brochure, we were supposed to stop at the Rijksmuseum art gallery. In fact, the boat only stopped there for ten minutes. That's not enough.

**Tour operator:** I see. But passengers who want to stay longer can simply get off and hop on the next boat.

**Emma:** But the next boat was three hours later! I think your advert was misleading.

**Tour operator:** I'm sorry to hear that. We will try to make this clearer in future. Please accept our apologies.

**Emma:** Actually, I'd like a refund.

**Tour operator:** I'm sorry, that won't be possible. We could give you a voucher towards another tour, perhaps?

**Emma:** But I'm leaving tomorrow.

**Tour operator:** Then I don't think there's anything we can do. I'm sorry.

**Emma:** Well, I won't be recommending you to anyone, then. Goodbye!

3 Find phrases in the conversation for the following functions:

- 1 offering to help
- 2 introducing a reason for calling
- 3 apologising
- 4 saying what you want

## Useful language

Saying what's wrong	Saying what you want/don't want	Saying you're unhappy	Responding to a complaint
It's broken / damaged.	Can I have a replacement, please?	I don't like your attitude.	Certainly, I'll get you another one.
It doesn't do what it's supposed to do.	I'd like a refund.	I'm afraid it's just not good enough.	I'm afraid I can't give you your money back but I can give you a credit note.
It doesn't work.	I'd like to speak to the manager.		I'm sorry to hear that.
What it says here is misleading.	I'd rather have my money back.		Of course, I'll call the manager immediately.
	I'm sorry, but I don't want to exchange it for another.		Please accept my apologies.

4 Work with a partner. Practise the conversation in Exercise 2.

5 Work with a partner. Make notes on one of these topics or choose your own.

- You bought something online and it's faulty.
- You sent an email to a company and no one's replied.
- You stayed in a hotel, and the staff were rude.

6 Work with a different partner and have a conversation like the one in Exercise 2. Take turns to complain about your problem from Exercise 5.

## Life skill

### Organising an excursion



### Identifying the problem

Discuss with a partner.

- 1 Who are the people in the photo and what are they doing?
- 2 Imagine an excursion like this. What could go wrong? Think about money, transport, accommodation, food ...

### Suggesting a solution

Compare with a partner.

- 3 You are organising an excursion. What preparations do you need to make to avoid the problems you thought of in Exercise 2?

### What about you?

Tell your partner or the class.

- 4 Have you ever been responsible for organising a trip. How did you prepare? Did anything go wrong? How was the trip?

## Planning and organising

When something works well and everybody has a good time, there is usually careful planning and organisation behind it. Luck helps those who help themselves!

**Remember:** the best way to ensure that everything goes well is by thinking things through properly beforehand.



## A descriptive essay

Writing task: write a descriptive essay about a TV personality you'd like to meet. (120 – 150 words).

A TV personality I'd like to meet  
by Amanda Wong

Someone I really like and admire on TV is the explorer Bruce Parry. He made a series called *Tribe*, about indigenous people. He visits tribes in barren deserts, snow-capped mountains and tropical jungles all around the world. **But** he doesn't just film them, he actually lives with them and participates in their daily lives as an equal.

Bruce often goes into very dangerous places in the programmes. For example, when he was in New Guinea, he found some hostile warriors. They were speaking, and we can see a translation at the bottom of the screen saying, 'Shall we kill him?' Fortunately, Bruce managed to calm them down with his gentle ways. He always appears to be cheerful and fearless **in spite of** the danger.

**Although** I am adventurous I don't know if I could cope with the everyday danger, the pungent food and not knowing the language and I certainly wouldn't do some of the things that Bruce does. For example, he eats crunchy, slimy insects for supper in South America, or does a rhythmic tribal dance without any clothes in Africa. **But** perhaps the thing I admire most about him is that he gets on so well with all kinds of different people, **despite** the language barrier.



1 Read the description of TV presenter Bruce Parry. How does the writer feel about him? Why?

2 Answer the questions with adjectives from the text.

- 1 What type of people is *Tribe* about?
- 2 What types of places does Bruce visit?
- 3 What were the warriors in New Guinea like?
- 4 How does the writer describe Bruce in the second paragraph?
- 5 How does the writer describe herself?
- 6 Who does Bruce get on well with?
- 7 What type of barrier does Bruce usually face when he visits different tribes?

4 Read the essay again and say where the writer ...

- 1 gives the reader a description of a particular situation.
- 2 explains the person's best quality.
- 3 gives some examples of what the person does.
- 4 tells the reader who the person is.
- 5 explains how the person dealt with something difficult.
- 6 gives a general description of things the person does.

5 Look at the essay structure and decide where the actions in Exercise 4 are covered.

A. Introduction	B. Detail	C. Conclusion

### Tip

Use adjectives to write a more interesting description for your reader. Remember adjectives are usually placed before the noun.

3 Read the essay again and look at the table below. Find another word for each of the senses.

sight	smell	sound	taste	touch
picturesque	freshly cut grass	loud	bitter/sweet	rough

## Writing builder

6 Complete the text with the words in the box.

attention   concluding   feelings   logical  
senses   statement   summarise

A descriptive essay describes something or someone by appealing to the reader's **1** *senses*: sight, smell, sound, taste and touch. In the introduction, you should capture your reader's **2** by introducing the topic, followed by a main **3**. In the next paragraph, arrange the details in a **4** order and include your thoughts and **5**. In the final paragraph re-emphasise your main statement and **6** what you have discussed. End your essay with a strong **7** sentence.