

CAMBRIDGE

English for Spanish Speakers

# OUT & ABOUT

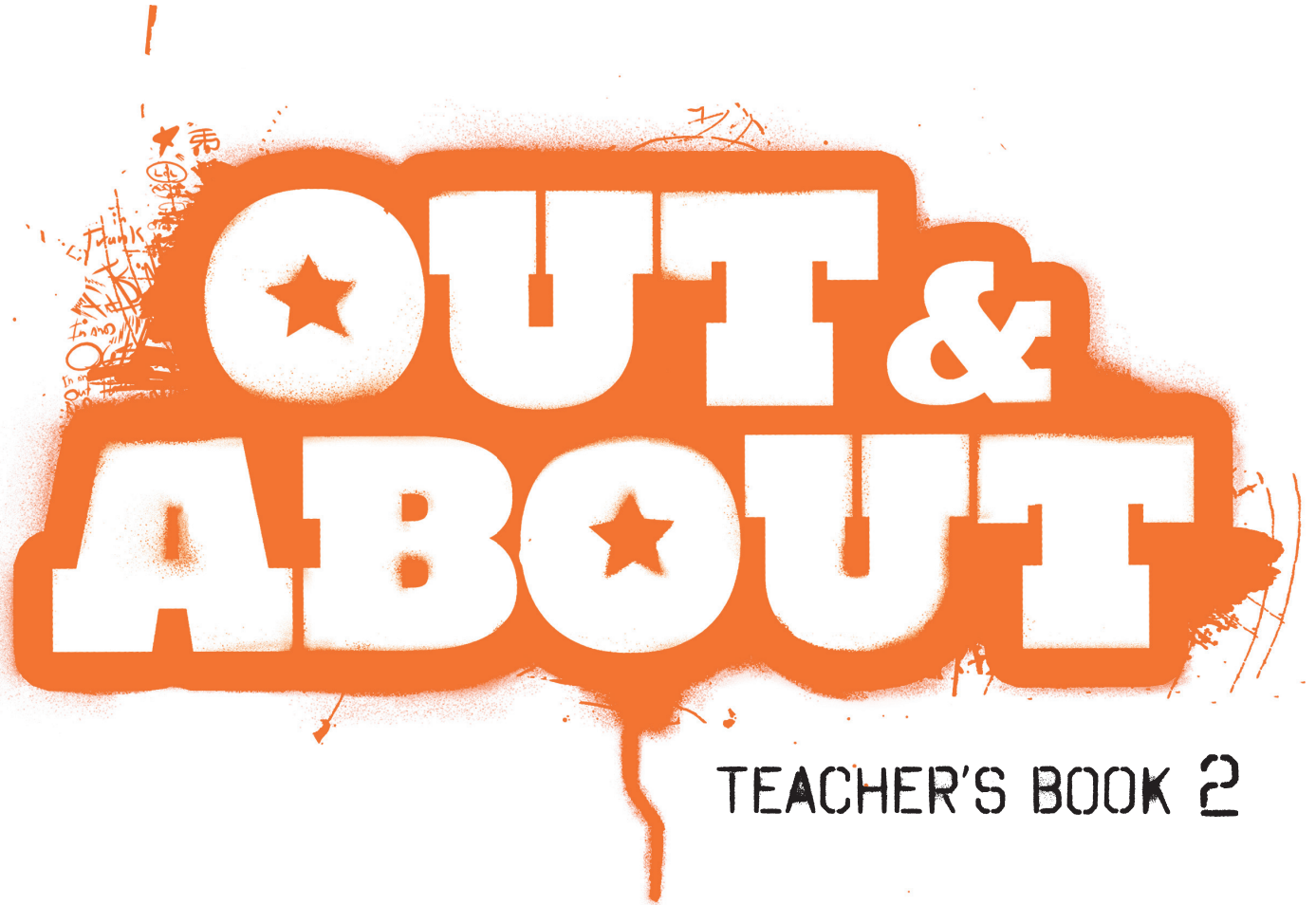
TEACHER'S BOOK 2

Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato



Annie McDonald





**OUT &  
ABOUT**

TEACHER'S BOOK 2

**Bachillerato  
Batxillerat  
Batxilergoa  
Bacharelato**

**Annie McDonald**



## ENGLISH FOR SPANISH SPEAKERS

The ENGLISH FOR SPANISH SPEAKERS editions help Spanish-speaking learners overcome the difficulties they face when learning English. This is achieved by integrating our expert knowledge of Spanish speakers with information taken from the unique *Cambridge English Corpus*.

Our in-depth understanding of Spanish-speaking learners is the result of extensive research carried out by our locally-based editorial team and is clearly evident in our ENGLISH FOR SPANISH SPEAKERS editions. This guarantees that the topics and activity types are relevant to Spanish-speaking learners of English, with a focus on areas of language which are typically problematic. Extra support is also provided for teachers of Spanish speakers through detailed teaching notes and specifically-designed ideas for the classroom.

The *Cambridge English Corpus* is a multi-billion word collection of written and spoken English. It includes the *Cambridge Learner Corpus*, a unique bank of exam candidate papers. Our authors study the Corpus to see how English is really used, and to identify typical learner mistakes. We use this system to identify which words, grammar patterns or language structures cause the most problems for Spanish-speaking students learning English. As a result, ENGLISH FOR SPANISH SPEAKERS editions are able to confidently address the common mistakes that Spanish-speaking learners make, and give extra practice and tips to avoid these typical errors.

[www.cambridge.org/elt/ess](http://www.cambridge.org/elt/ess)

## CAMBRIDGE UNIVERSITY PRESS

José Abascal 56, 1º – 28003 Madrid, Spain

Cambridge University Press is part of the University of Cambridge.

It furthers the University's mission by disseminating knowledge in the pursuit of education, learning and research at the highest international levels of excellence.

[www.cambridge.org](http://www.cambridge.org)

© Cambridge University Press 2015

This publication is in copyright. Subject to statutory exception and to the provisions of relevant collective licensing agreements, no reproduction of any part may take place without the written permission of Cambridge University Press.

First published 2015

Printed in Spain

Legal deposit: M-7145-2015

978-84-9036-808-4 Teacher's Book 2

978-84-9036-806-0 Student's Book 2 with Common Mistakes at Bachillerato Booklet

978-84-9036-807-7 Workbook 2 with downloadable audio

978-84-9036-809-1 Class Audio CDs 2

978-84-9036-810-7 Teacher's Resource Disc 2

978-84-9036-811-4 Teacher's DVD with Activity Booklet

978-84-9036-813-8 PAU Test Generator

Additional resources for this publication at [www.outandabout.es](http://www.outandabout.es)

Cambridge University Press has no responsibility for the persistence or accuracy of URLs for external or third-party internet websites referred to in this publication, and does not guarantee that any content on such websites is, or will remain, accurate or appropriate. Information regarding prices, travel timetables, and other factual information given in this work is correct at the time of first printing but Cambridge University Press does not guarantee the accuracy of such information thereafter.



# Contents

<b>Introduction</b>	<b>vi</b>
<b>Unit 1 Getting away from it all</b>	<b>T5</b>
<b>Unit 2 Going up in smoke</b>	<b>T17</b>
<b>Review 1</b>	<b>T29</b>
<b>Unit 3 You are what you eat</b>	<b>T31</b>
<b>Unit 4 Telling tales</b>	<b>T43</b>
<b>Review 2</b>	<b>T55</b>
<b>Unit 5 A head for business</b>	<b>T57</b>
<b>Unit 6 In the spotlight</b>	<b>T69</b>
<b>Review 3</b>	<b>T81</b>
<b>Life skills</b>	<b>84</b>
<b>Language reference</b>	<b>90</b>
<b>Writing guide</b>	<b>100</b>
<b>Exam tips</b>	<b>106</b>
<b>Irregular verbs</b>	<b>111</b>
<b>Audio scripts</b>	<b>T113</b>
<b>Workbook answer key</b>	<b>T119</b>

## COURSE AIMS

The final Bachillerato exam and the University Entrance Exams are the key to success in this stage of students' learning, but education goes beyond the classroom and exams. This is the fundamental idea behind the creation of *Out & About* – a course which gives solid language and skills development for the exams but also helps to prepare students for the world in which they will live as adults.

## English for Bachillerato

*Out & About* has a clear and thorough grammar syllabus with ample practice in both the Student's Book and Workbook. In the Student's Book, students will find two whole pages in each unit dedicated to grammar practice and there is a comprehensive ten-page *Language reference* at the back of the book. The Workbook offers an extra two pages per unit of grammar practice.

Each unit in the Student's Book also includes two pages of vocabulary presentation and practice, the first of which focuses on a topic area and the second on word-building - an essential feature of the university entrance exam. A further two pages of practice can be found in the corresponding Workbook unit, and there are six pages of vocabulary reinforcement and extension in the *Vocabulary builder* at the back of the Workbook. In addition there is a strong focus on phrasal verbs in the course with at least four phrasal verbs being taught and practised within each Student's Book unit. A list of common phrasal verbs, alongside their meaning, is included at the back of the Workbook. A unique feature of the course is the PAU-specific wordlist also included in the Workbook.

*Out & About* also has a strong focus on the skills needed to pass the university entrance exam. Many of the comprehension questions accompanying the reading texts in each Student's Book and Workbook unit reflect the style of those to be found in different exams around the country. On the writing pages in the Student's Book, students are carefully guided through the steps needed to successfully write the typical text types to be found in university entrance exams: descriptive essay, opinion essay, letter of application, etc. They are given a second chance to write these kinds of texts in the corresponding Workbook unit.

There is a bank of mock practice exams, including speaking and listening tests at the back of the Workbook.

On the Teacher's Resource Disc, there are additional grammar and vocabulary practice worksheets, skills work and mock exams.

## Preparation for the real world

Students using *Out & About* are on the cusp of becoming adults and will increasingly find themselves having to deal with the real world. *Out & About* takes its role in helping them prepare for maturity very seriously. Unit topics deal with issues of relevance to the age group – travel, health, the world of work, etc. and students are encouraged to give their opinion on these subjects after working through the reading and listening texts.

Special *Life Skill* sections are also included in each unit. In these sections, students are invited to identify a real-life problem, suggest a solution and apply it to their own life. The skill is expanded on in a dedicated page at the back of the Student's Book and each page ends with a list of ten

tips for the skill in question. Examples include planning and organising, wise use of resources and stress management.

*Out & About* also addresses the growing need for a more balanced approach to the skills for *Bachillerato* students who, as adults, may well find themselves in situations, either in their personal or their professional lives, where they need to be able to communicate orally in English. Without sacrificing the need to work on the skills tested in the university entrance exam, the course also gives multiple opportunities for students to improve their listening and speaking skills. Specific pages deal with all four skills and also offer an opportunity for students to work on these skills in a more integrated way: there are opportunities for speaking and listening on reading pages, speaking on the listening pages and reading on the writing pages.

All in all, *Out & About* provides *Bachillerato* students with solid preparation for the university entrance exam and offers a unique springboard for the adult life they are about to embark on.

## KEY FEATURES

- *Vox-pop* videos, featuring real English-speaking teenagers talking about their lives and beliefs, offer a model for extended speaking tasks, whilst documentaries give students the opportunity to discuss the Student's Book themes in greater depth.
- *Life Skill* sections focusing on such areas as planning and organising, wise use of resources and stress management help students to develop skills that they will need both during the years that they are studying and later on in life, whether or not they will be using English in the real world. Each *Life Skill* page finishes with a list of ten top tips.
- *Streetwise* boxes pull out natural, colloquial language from texts and focus students' attention on a language area which is not normally taught in the classroom and which will engage students' interest.
- *Tip* boxes, for example *using context to guess the meanings of words in a text*, give the students short learning strategies for all four skills and give them the opportunity to put the strategies into practice.
- *Exam focus* sections on all reading pages give students help in answering typical exam questions by going through the tasks step by step.
- *Idioms* sections on all listening pages invite students to work out the meaning of common expressions in English.
- Phrasal verbs are presented in context and defined in a glossary. They are then practised on the following vocabulary page.

## A COURSE FOR SPANISH SPEAKERS

- The *Common Mistakes at Bachillerato* booklet, packaged with the Student's Book, highlights errors Spanish-speaking students of English typically make, such as adjective order, the difference between *less* and *fewer*, prepositions of place. It also provides practice in the correct use of the language and tests after every three errors.
- *False friend* boxes draw students' attention to words that are often confused in English and Spanish by asking them to translate English sentences containing the words, into Spanish.
- *Get it right* boxes highlight common grammar and vocabulary mistakes made by Spanish speakers of English.
- *Pronunciation* tasks in every unit offer an original and fun approach to improving students' pronunciation and focus on areas of special difficulty for Spanish-speaking students.

## Components

### For students

#### Student's Book



The Student's Book contains six units and provides comprehensive coverage of all the grammar and vocabulary in the *Bachillerato* syllabus, alongside a thorough treatment of all four skills. It comes packaged with the *Common Mistakes at Bachillerato* booklet. The Student's Book also offers:

- three *Reviews*
- *Life skill* pages
- a comprehensive *Language reference*
- a *Writing guide*
- 100 *exam tips reference*
- *Irregular verb* list.

#### Common Mistakes at Bachillerato



This handy booklet, packaged with the Student's Book, looks at the errors Spanish-speaking students make and offers practice in correct usage. Progress is monitored through regular tests. The booklet includes a full answer key, making it ideal for self-study.

#### Workbook with downloadable audio



The Workbook offers extra practice in the content of the Student's Book. Extra sections are included to offer even more help: *Exam practice, Listening & Speaking tests, a Vocabulary builder, a PAU-specific wordlist, Phrasal verbs glossary.* All the audio from the Workbook is available for download from [www.outandabout.es](http://www.outandabout.es) and the scripts can be found at the back of the book.

#### Augmented Reality App



This unique app allows students to scan the opening page of each unit for direct access to multimedia resources on their smartphone or tablet.

### For students and teachers

#### Website

The dedicated website [outandabout.es](http://outandabout.es) offers extra resources for students and teachers, including audio files, videos, activities and the 'tips and tricks' section that gives students help with using English in the real world

### For teachers

#### Teacher's Book



The Teacher's Book provides teaching notes for each unit, including suggestions for optional activities and is interleaved with the pages of the Student's Book. It also includes:

- an introduction to the course
- a list of key features
- a description of the components
- Teaching notes for the *Life skill* pages
- audio scripts
- Workbook answer key

#### Class Audio CDs



These include all the recordings from the Student's Book. The Workbook audio is available online for download from [www.outandabout.es](http://www.outandabout.es).

#### Teacher's Resource Disc



The Teacher's Resource Disc provides a wealth of extra resources including grammar worksheets at two levels, vocabulary worksheets, listening practice, speaking practice, writing practice, translation practice, literature worksheets, PAU exam practice and unit, end-of-term and final tests at two levels.

#### Teacher's DVD



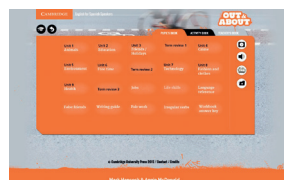
The Teacher's DVD contains all the videos from the course and is packaged with an Activity Book with photocopiable worksheets for use with the videos in class. Teacher's notes on how to exploit the videos are also included.

#### Online PAU Test Generator



The online Cambridge PAU Test Generator allows teachers to produce customised mock PAU exams for their students and includes all the regional variations of the exam. Listening and speaking tests are also included. When new University Entrance Tests are created in 2017, it will be updated to reflect these changes.

#### Digital Out & About



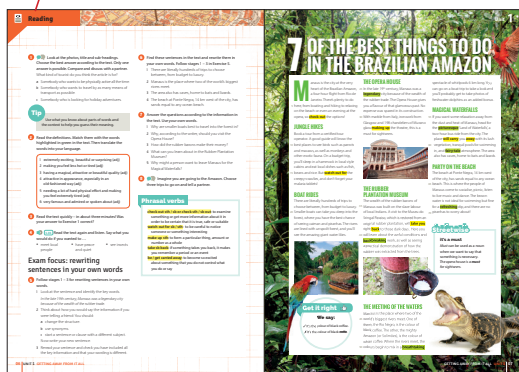
Digital *Out & About* includes the Student's Book and Workbook for classroom presentation, alongside the videos and audios. It also includes answer keys, interactive activities, the digital Teacher's Book and the Teacher's Resource Disc materials.

## Student's Book unit structure



Each unit begins with a large, impactful photo related to the topic of the unit, which arouses curiosity and encourages students to talk about the theme of the unit freely. Several questions are provided on the page itself and there are further questions for discussion in the Teacher's Book.

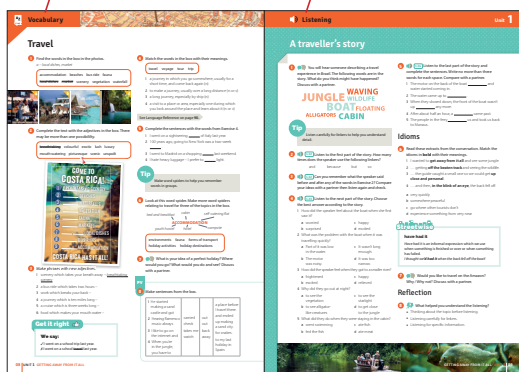
### Reading



The second and third pages of each unit are dedicated to a stimulating reading text and corresponding questions. All of these reading pages contain tips, exam focus sections, phrasal verbs and *Streetwise* boxes. The comprehension questions follow the style of the university entrance exams and each reading page ends in an exercise which gives students the opportunity to talk about the topic they have read about.

### Vocabulary

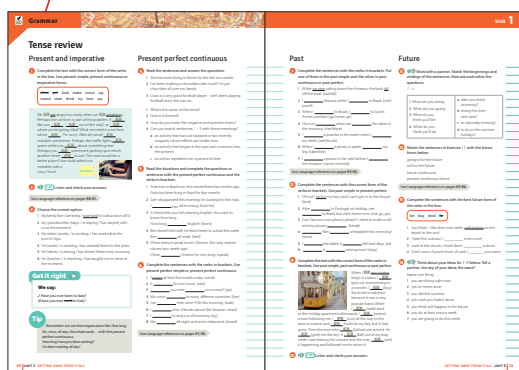
### Listening



The first vocabulary page draws on and develops vocabulary related to the theme of the unit. Students are introduced to the vocabulary through matching exercises, often using images and then go on to put these lexical items into practice.

The listening page introduces students to different listening genres and is based around the theme of the unit. The page not only provides practice in the listening skill, but also speaking opportunities. On each of the listening pages, there is also a section on idioms so that students learn some of these difficult expressions in context. Each of the listening pages ends with a *Reflection* task, allowing students to reflect on how they listen in order to improve this essential skill.

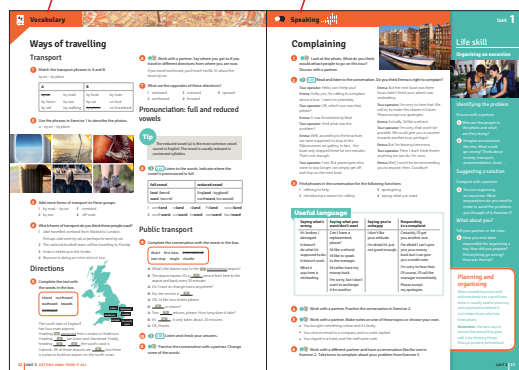
### Grammar



The grammar pages develop areas of grammar already encountered in the reading text and the listening. A guided discovery approach is used to encourage students to focus on examples of the language in context and to discuss their uses and form. Ample practice of the target language is supplied, along with opportunities for speaking. A more detailed *Language reference* section is provided at the back of the book.

# Introduction

## Vocabulary

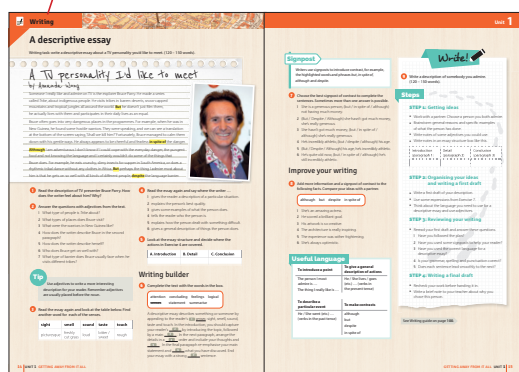


The second vocabulary page in the unit concentrates on an aspect of word building. Students are given ample practice in this area and are encouraged to understand the workings of the language and develop as independent learners.

The speaking page deals with different functions of the language. The students are given a model text, which they can also listen to, and are then asked to identify certain phrases from the text which are typical of the function being practised. They are also given a *Useful language* box, where they find relevant expressions for the function. The final task brings everything together and the students then carry out a speaking activity with similar results to that of the model given

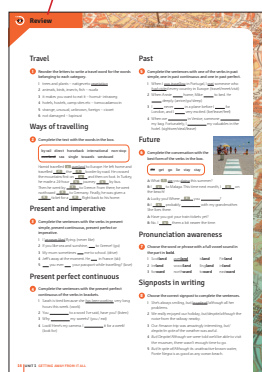
On this page, there is also a *Life skill* section, which is then followed up in more detail at the back of the book.

## Writing



These two pages deal with different genres of writing. A model text is supplied for students to study. A step-by-step approach is used while students work through a series of tasks allowing them to then write a text in the genre given. There is a *Writing builder* on each of these spreads, which summarises the structure of each of the genres given. *Signpost* boxes, *Useful language* boxes and an *Improve your writing* section all help towards students achieving a good end result.

## Review



This review page not only concentrates on the grammar and the vocabulary of the unit, but also on pronunciation and writing. Through this page, students are able to revise all of these aspects seen in the corresponding unit.

## Extra content

### Reviews

There are three Reviews in *Out & About 2*, which appear after every two units. These review pages give students the opportunity to revise the grammar structures and the vocabulary items that they have studied in the previous two units.

### Life skills

There are six *Life skill* pages at the back of the book. These pages follow on from the *Life skill* sections on the speaking pages and give a more detailed insight into different skills that students will need in their future lives.

### Language reference

The *Language reference* explains the grammar from the units in a more detailed way, with notes on form, use and multiple examples on how to use these various structures.

### Writing guide

There are six pages in the *Writing guide* section, each one of which concentrates on the genre dealt with in the corresponding unit and gives extra practice and notes on the given style.

### 100 Exam tips

This handy section works through 100 tips for students taking the exam. It is divided into sections: before the exam on the day of the exam, during the exam etc. and there are also several tasks that students can do to put the tips into practice.

### Irregular verbs

This is a useful list of irregular verbs for students' reference.

# Unit 1


# Getting away from it all

This page serves as a 'magazine cover' for the unit, including the contents and a large image related to the theme 'getting away from it all'. The theme of this unit is travel, and the title *Getting away from it all* is an expression which means going somewhere to have a holiday, often because you need to rest.

## UNIT OBJECTIVES:

<b>Vocabulary</b>	travel, transport, directions, public transport; word building (ways of travelling)
<b>Grammar</b>	tense review: present and imperative; present perfect continuous; past; future
<b>Reading</b>	a text about travel in the Amazon: '7 of the best things to do in the Brazilian Amazon'
<b>Exam focus</b>	rewriting sentences in your own words
<b>Listening</b>	listening to a traveller's story
<b>Speaking</b>	complaining
<b>Pronunciation</b>	full and reduced vowels
<b>Writing</b>	writing a descriptive essay
<b>Get it right</b>	spelling of <i>coffee</i> ; <i>trip</i> vs. <i>travel</i> ; formation of the present perfect
<b>Life skill</b>	planning and organising

## The two videos for this unit are:

- v1** *What's the worst holiday you've ever had?* It is recommended that students watch this video and do the corresponding worksheet after completing the Speaking tasks on page 13.
- v2** *City break* This video and its worksheet are best done at the end of the unit.
-  An augmented reality link to both videos is included on the Student's Book page opposite.

## CLASS DISCUSSION

Use the photo as a point of departure for a class discussion. Ask the questions on the page and some or all of the extra questions below. Some possible answers are given in *italics*. Give the students space to lead the conversation off in other directions, but staying within the theme.

- Would you like to travel in this country? Why? Why not? *It would be interesting, an adventure; I would already speak the language; it might be uncomfortable and dangerous; it would be expensive to get there.*
- What is your ideal holiday? Why?
- Do you prefer to travel with friends or with family? Why?

As the discussion proceeds, write some of the key words and phrases that come up on the board. At the end of the discussion, you could take a photo of it or ask students to do so. You could show this photo at the beginning of the next class and ask students to remember what the words and phrases were about.

## POSSIBLE ANSWERS

What can you see in the photo? *at least four buses in a bus station; a man holding open the door of one of the buses; a busy street in the background with a person walking along; sunny weather*

Where do you think the photo was taken? Why? *not in Spain – buses here don't have the door in the back and luggage space on the roof; a Spanish speaking country – we can see some Spanish writing; a South American country in the Andes; in a bus station in a big town*

Do people travel long distance by bus in your country? *some do because it's cheaper; some prefer the train; flying is getting cheaper too*

## WB

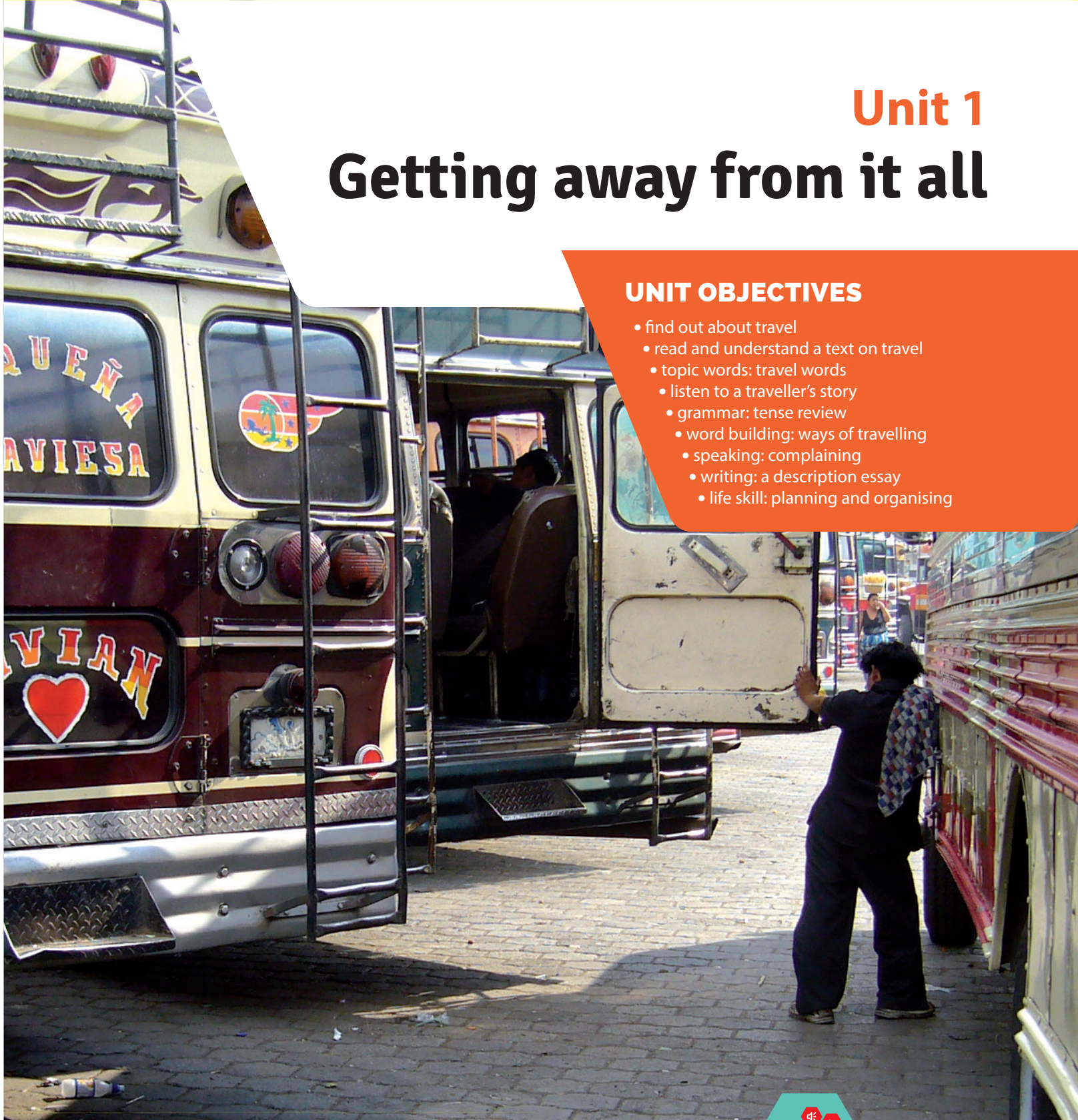
For more class discussion you can ask students to do the quiz on travelling round the world, on page 04 of the Workbook.

# 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



In this section students read a magazine article, *7 of the best things to do in the Brazilian Amazon*, which is about the different things for tourists to do in the city of Manaus. They are given phrasal verbs which appear in the text, along with their meanings.

If students enjoy reading this article, they could try reading some other articles on the same subject. Ask them to type *Travelling in the Amazon* into a search engine.



### Optional activity

Books closed. In groups, ask students to choose the top five things for visitors to see or do in their home town.

1



Read the instructions and ask students to think about the key words in options a–c. Put students into pairs and monitor and help them express their ideas. Nominate a student to give their answer and justify their choice. See if the class agrees but don't feed back at this stage.

### Tip

Read the tip aloud and give the example of *backbreaking*. Ask students to say which part or parts of the word will help them guess the meaning (*back, break*).

2

Read the instructions and monitor and help with vocabulary if necessary while students match the words in green in the text with a definition from 1–6. Ask volunteers to give answers and check pronunciation as necessary. Nominate students to give translations.

#### ANSWERS

- 1 breathtaking
- 2 refreshing
- 3 fairy-tale
- 4 picturesque
- 5 backbreaking
- 6 legendary

3

Remind students that to get the general idea of a text, they should first read it quickly. Ask students to read and check their answer to Exercise 1 (c is the best description of the type of tourist the article is for, as it suggests that there are many adventures a visitor can choose from. The other options are too specific).

4



1.01

Read the question and situations. Advise students that the information is not given in the same order as the situations are listed. Tell students they can make brief notes if they want to, then play the audio for them to listen and read. Check answers.

#### ANSWERS

- go to Ponte Negra – the party on the beach
- go to the magical waterfalls
- go on a jungle hike



### Optional activity

Books closed. Put students into pairs or small groups. Ask one student to name something to do or somewhere to visit in the Amazon, and to nominate another student to give as much information as they can remember about it. When everyone has had a turn, tell students to reread the relevant part of the text to see if they forgot to mention anything important.

## Exam focus: rewriting sentences in your own words

Tell students that in the exam there is often an exercise in which they have to answer a reading comprehension question using their own words.

5

Work through stages 1–3 as a class, using the example given. Copy the sentence onto the board and underline key words and phrases (*late 19<sup>th</sup> century, Manaus, legendary, wealth, rubber trade*). Tell students that their new sentence should include this information, but expressed differently. Read points a–c in stage 2, and ask students to rephrase the following: *late 19<sup>th</sup> century (the end of the 19<sup>th</sup> century); legendary (everybody knew); wealth (rich)*. Write the following version of the sentence on the board: *Towards the end of the 19<sup>th</sup> century, the rubber trade meant that everybody knew that Manaus was a rich city*, and point out how the order of information in the new sentence is different.



- 6 Put students into pairs and monitor and help as they rewrite sentences 1–4. Remind students to reread their new sentences to check they are grammatically correct. Ask volunteers to give possible answers.


### POSSIBLE ANSWERS

- 1 Tourists can choose from hundreds of different trips, from the cheapest to the most expensive.
- 2 Two of the biggest rivers in the world come together in Manaus.
- 3 There are caves in the area too, where bats and lizards live.
- 4 14 km west of Manaus is Ponte Negra's beach, with sands as good as ocean beaches.

- 7 Ask students to read sentences 1–5 and check vocabulary if necessary. Remind students to identify the key words in the questions so that they can scan the text first to locate the relevant information before reading carefully to find the answer. Tell them to follow some of the advice in Exercise 5 to help them write the answers in their own words.

### ANSWERS

- 1 You can get further into the forest and so have more opportunity to see more animals.
- 2 The Opera House reflects the wealthy past of the city of Manaus and was built with the finest materials.
- 3 Rubber barons made the local Indians work for free.
- 4 You can learn about the terrible circumstances and ways in which the slaves had to work, and find out how rubber was obtained.
- 5 People might want to go to the waterfalls to relax and get away from hot and dusty Manaus.

- 8  Get students to work alone first and choose three of the trips. Then put them in pairs to explain their choices. If they have chosen different trips, they should also try to persuade their partner to change his or her choices.

## Phrasal verbs

Ask students to read the definitions of the phrasal verbs, then read the sentences where they appear in the text (highlighted in yellow) to see them in context. Give more example sentences with the verbs if necessary (*You can check out the prices of the tours on the website. When you go to the Opera House, watch out for the fabulous Venetian glass in the theatre. Three days in the city of Manaus plus two days in the jungle make up the five-day tour. Reading this article takes me back to my last holiday. You'll get carried away by the amazing wildlife in the jungle.*) There is a practice exercise for these phrasal verbs on page 8 so there is no need to get the students to practise using them yet. However you might, at this point, want to familiarise them a little more with these verbs by doing one of the following tasks:

- 1 Put students into pairs to find the subject and/or object of each of the phrasal verbs in the text.
- 2 Give students a couple of minutes to memorise the particle that goes with each phrasal verb, then ask them to close their books and test each other.

## Get it right

Ask a volunteer to identify the spelling mistake in the second sentence. Ask students for other words that they often spell wrongly.

## Streetwise

Read the information about *it's a must* and the example. Ask a volunteer to make a new sentence with the phrase. The volunteer then nominates another student to make another sentence. Repeat several times. Ask the class to check the sentences are grammatically correct.



## Optional activity

Ask volunteers to tell the class about another interesting trip they have been on.



For more practice see pages 06–07 of the Workbook.

# 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.
- ✗ 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.

breathtaking colourful exotic lush luxury  
mouth-watering picturesque scenic unspoilt



3 Make phrases with new adjectives.

- scenery which takes your breath away – *breathtaking 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.

# Travel

This section deals with vocabulary connected to travel.

The phrasal verbs section recycles language from the article *7 of the best things to do in the Brazilian Amazon*.

The target vocabulary is reviewed on page 16.



## Target vocabulary

accommodation	local dishes	tour
beaches	lush	travel
bus ride	luxury	trip
back-breaking	market	unspoilt
brehtaking	mouth-watering	vegetation
colourful	picturesque	voyage
exotic	scenery	waterfall
fauna	scenic	

- 1 Ask students to look at the photos and identify what they can see. Go through the first photo together as a class before students continue individually.

### ANSWERS

- b bus ride, fauna  
c accommodation, scenery, beaches  
d waterfall, vegetation, scenery

- 2 Read the instructions and check students have access to a dictionary. Monitor and help as necessary while students continue individually.

### ANSWERS

- 2 unspoilt/breathtaking/ picturesque  
3 picturesque  
4 lush/exotic/colourful  
5 exotic  
6 colourful/exotic  
7 mouth-watering/exotic  
8 scenic  
9 luxury

- 3 Do the first item with the class, pointing out that *breath* and *take* with *-ing* create a new word meaning *spectacular*. Remind students of the position of adjectives.

### ANSWERS

- 2 a two-hour bus ride  
3 backbreaking work  
4 a ten-mile long journey  
5 a three-week long cruise  
6 mouth-watering food



For more practice see pages 05 and 13 of the Workbook.

## Get it right

Read through the right and wrong sentences. Ask students what type of word *trip* is in the sense of 'journey' (*noun*) and whether it is countable or uncountable (*countable*). Point out that *travel* is a verb and an uncountable noun.

- 4 Ask students to match the words and meanings first, then to check answers in their dictionaries or the *Language Reference* section on page 90.

### ANSWERS

- 1 trip      2 travel      3 voyage      4 tour

- 5 Do the first item with the class.

### ANSWERS

- 1 tour      2 voyage      3 trip      4 travel

## Tip

Read the tip aloud and direct students to the word spider for 'Accommodation' in Exercise 6. Explain that it is easier to remember words that are linked to each other by theme or topic.

- 6 Go through the instructions and monitor and help students with ideas.

- 7 Ensure that in their discussion students mention all the topics in Exercise 6.

- 8 Refer students back to the *Phrasal verbs* box on page 6 to revise meaning. Do the first item together as a class.

### ANSWERS

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




## Optional activity

Give students the following travel related vocabulary: *package tour* (n), *all-inclusive* (adj), *peak season* (n), *timeshare* (n). Ask them to guess the meanings, check in their dictionaries and write a sentence using each one.


# A traveller's story

In this section students listen to someone describing a travel experience in Brazil.

- 1  Go through the instructions and put students into pairs or small groups to discuss their ideas. Monitor and help with pronunciation. Ask a spokesperson from each pair or group to share their ideas with the class.


## Tip


Read the tip aloud and ask students why this is a good idea (*recognising linkers can help prepare you for the type of information you are about to hear*).

- 2  **1.02** Read the instructions and play the first part of the story. Check answers.

### ANSWERS


and = 4    because = 1    but = 1    so = 2


 The audio script can be found on page T113.

- 3  **1.02** Read the instructions and give students about three minutes to compare their ideas. Play the audio again, pausing occasionally for volunteers to give answers.

### ANSWERS


... a bit of an exaggeration, but I thought I was going to drown ... flown into Manaus, you see, and I wanted to get away from it all and see some of the jungle, so I looked around the town for a tour operator and found this guy ... I liked it because it would be just a small group, so much better for getting off the beaten track and seeing the wildlife.


 The audio script can be found on page T113.

- 4  **1.03** Read the instructions and stress that students should listen for the best answer. Ask students to read the questions and answer options and check vocabulary if necessary. Play the audio. Ask students to compare answers in pairs and give them the option of a second listening before checking answers.

### ANSWERS


1 a    2 a    3 c    4 b    5 b

 The audio script can be found on page T113.

- 5  **1.04** Read the instructions and the example and ask students to read sentences 1–5 before listening. Tell them to think carefully about the type of information required to fill the gaps, e.g. a noun or a verb phrase. Play the audio. Put students into pairs to compare answers. Ask volunteers to suggest an answer for each sentence.

### POSSIBLE ANSWERS

- 1 fell off
- 2 their ankles
- 3 in the air
- 4 ferry boat
- 5 came and rescued

 The audio script can be found on page T113.

## Idioms


- 6 Read the instructions. Do the first item with the class. Put students into pairs to complete the exercise. Check answers.

### ANSWERS


1 c    2 b    3 d    4 a

## Streetwise

Read the information about *have had it* and the example. Ask volunteers to make new sentences with the phrase. Ask the class to check the sentences are grammatically correct.

- 7  Encourage students to ask their partner to justify their opinions. For example, if their partner says *It would be too dangerous*, they should ask them why.

## Reflection

- 8  Ask students to read the strategies. Ask them which they felt helped them do the listening activities. Ask them to choose one they will try next time.



For more practice see page 10 of the Workbook.

# 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

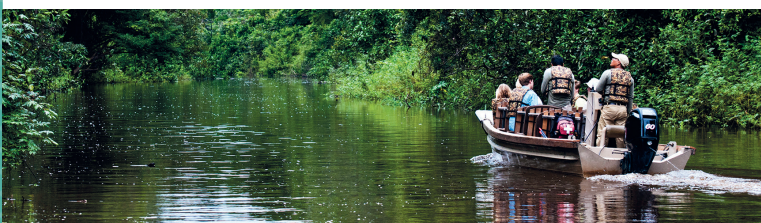
*Have had it* is an informal expression which we use when something is finished or over or when something has failed.

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



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?
X 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.