

UNIT 2

PACK YOUR BAGS

IN THE PICTURE Travel

»»» Talk about travel items

WORK WITH WORDS

1 **RECALL** Work in pairs. Do the tasks. You have two minutes.

a Make a list of methods of transport under the headings.

Air	Rail	Road	Sea
plane	train	bike	boat

b Choose the correct preposition to complete the phrase.

travel *with* / *by* / *to* plane/train/bike, etc

c Match the verbs in the box to the correct methods of transport.

drive fly ride sail

You can drive a bus, a ...

2 a **1.17** Look at the pictures. Put items a–l in the correct groups. Then listen and check.

b Which item or items in the backpack can't you take on a plane in your hand luggage? Why not?

suitcase

luggage/
baggage



personal
items



money and
documents

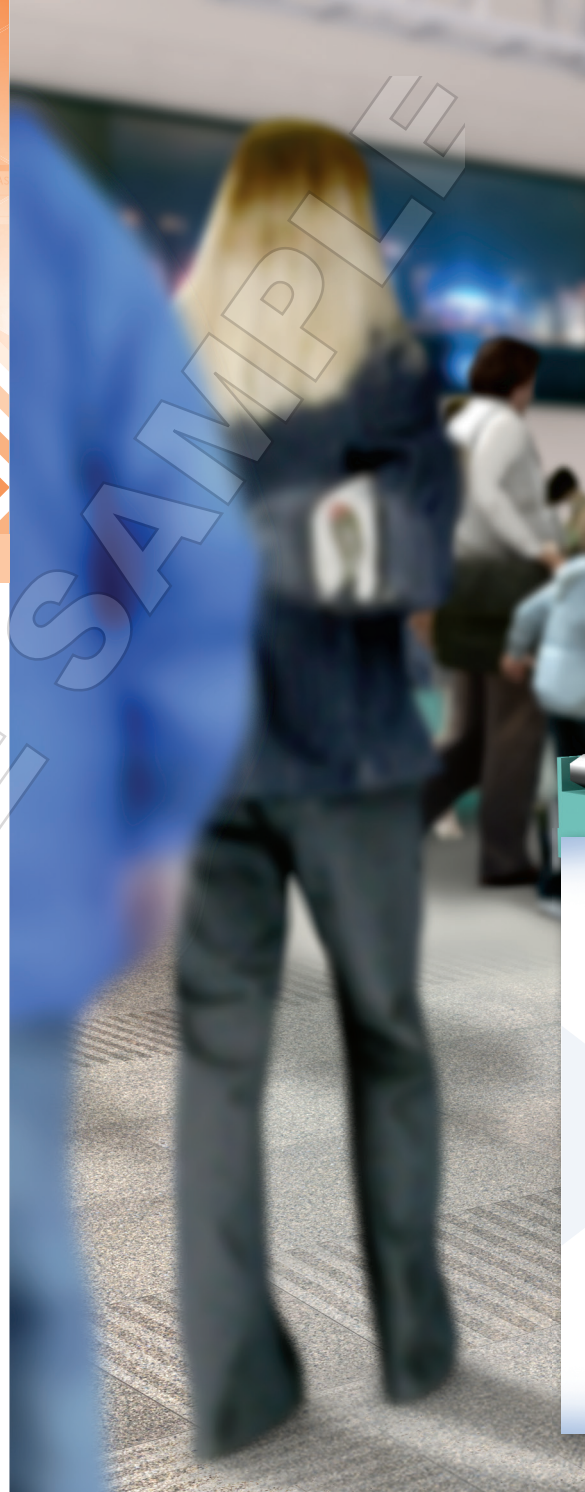


3 a **1.18** **PRONOUNCE** Listen to the words and repeat. Pay attention to the /p/ and /b/ sounds.

backpack brush bag passport shampoo toothpaste

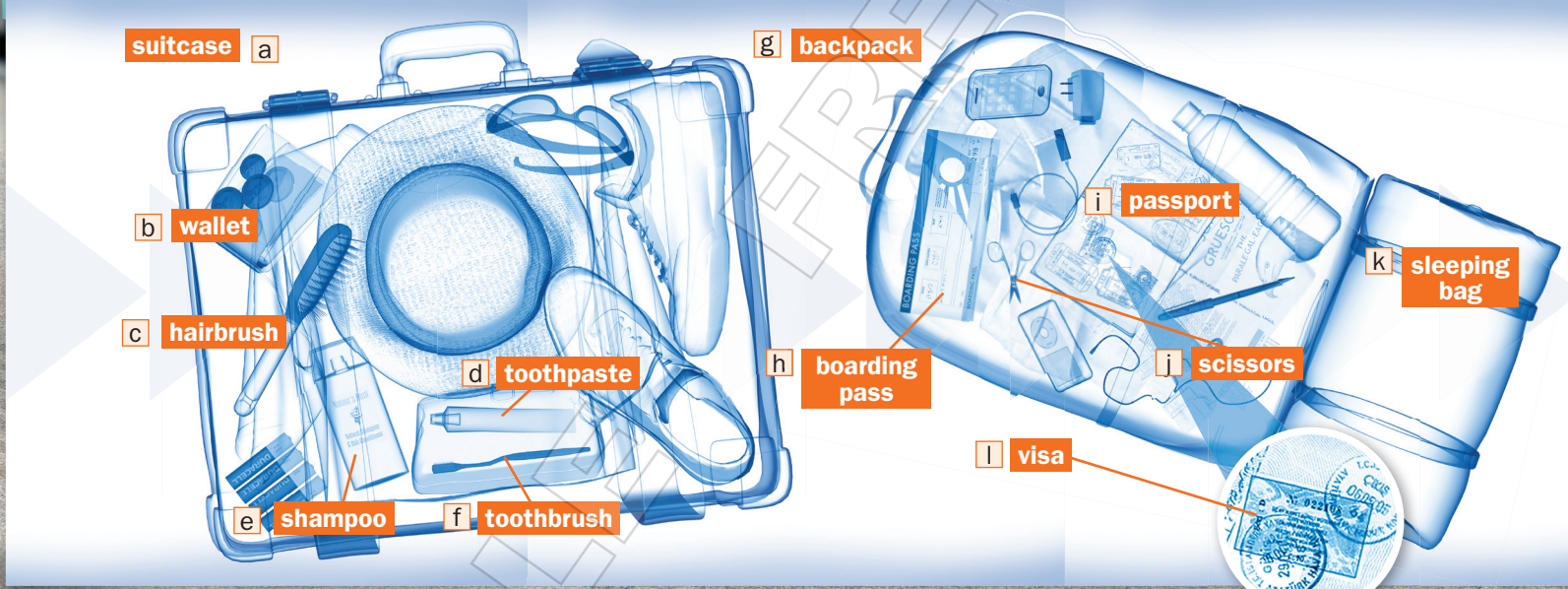
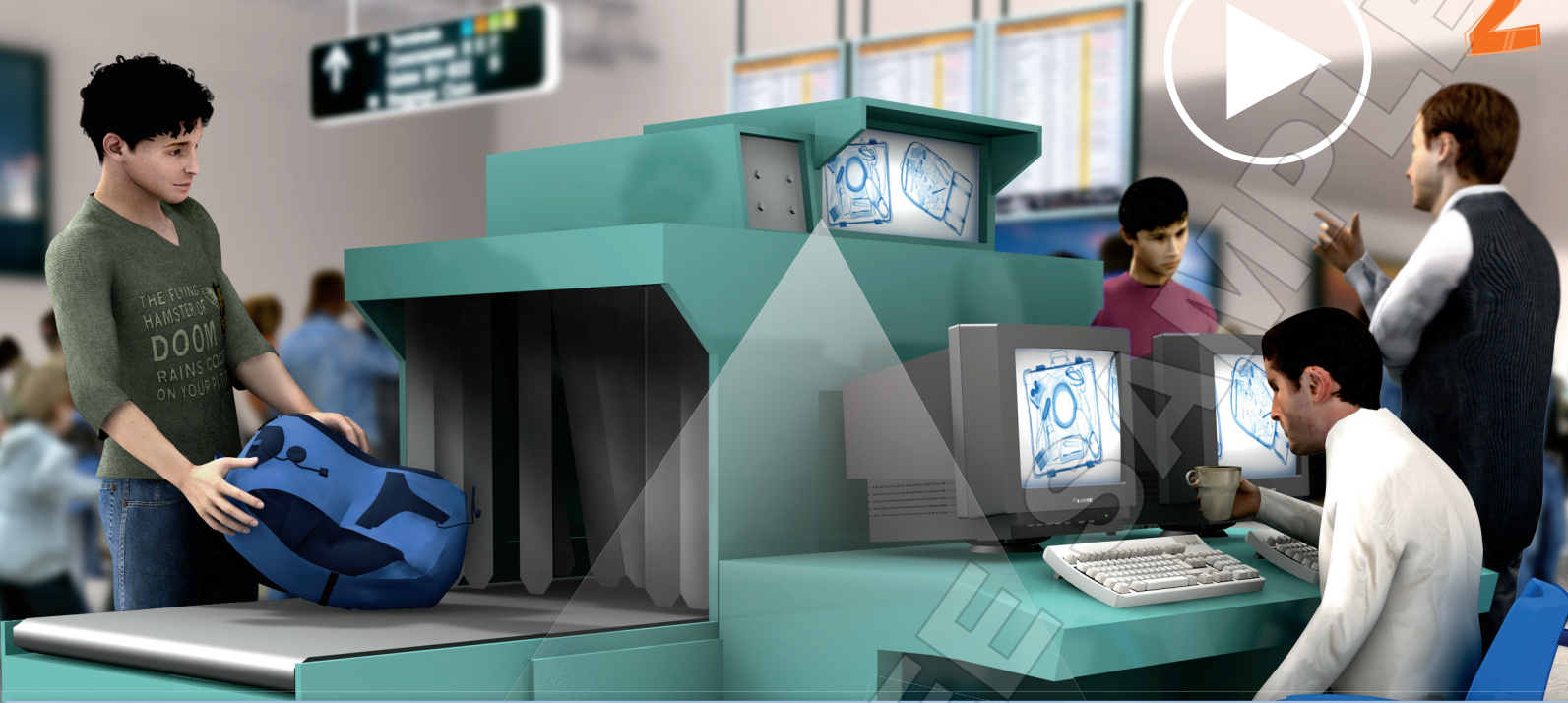
b **1.19** Listen to these words and circle the one you hear. Then listen and repeat both words.

1 back / pack 2 beach / peach 3 Ben / pen 4 bear / pear 5 big / pig



Get it right

Luggage/Baggage is uncountable. With uncountable nouns we don't use a or the plural form (a luggage/luggages).



4 Work in pairs. Describe and guess the objects in Exercise 2a.

You use it to keep your hair tidy. *Brush.*

5 Work in pairs. Look at the pictures again. What other objects are in the backpack and suitcase? Make a list.

6 THE MOVING PICTURE Watch the video of an airport scanner. Shout the names of the items that you see.

SPEAK

7 Work in pairs. You're going on a school camping trip in your area.

- With your partner, decide on the five most important things to pack. Look at the pictures for ideas and think of other items.
- Compare your ideas with another pair.

PHRASE BYTES

What about taking/packing ... ?
Let's take ... / Why don't we take ... ?
We definitely need ...
I don't think / I'm not sure ... is necessary/particularly useful ...


GO BEYOND

Do the Words & Beyond exercises on page 131.

READING Be a voluntourist

>>> Identify the purpose of a text

SPEAK AND READ

- 1 **Work in pairs. Talk about your best holiday. Answer these questions.**
 - 1 Where did you go and who were you with?
 - 2 What sort of holiday was it?
 - 3 Why was it so good?
- 2 **a Read the tips in the **HOW TO** box.**
b  1.20 **Read the first part of the text and identify its purpose.**
- 3 **Which tips in the **HOW TO** box did you use for help with Exercise 2b? Tick (✓) them.**

HOW TO

identify the purpose of a text

- Use the headings, layout, pictures and weblinks to identify the **type of text**.
- Read the beginning of the text to find **who it's for** – everybody, or particular readers.
- Identify the **writer** and the **writer's aim** – is it to give information?, to entertain you?, etc.

HOLIDAY HELP: see the world and change it!


What's a voluntourist?

You know what a tourist is. And you've probably heard of volunteers (people who help others for free). Voluntourists are people who travel to a different place in their holidays to provide aid after a natural disaster or help a local community.

What's Holiday Help?

Since 2001, *Holiday Help* has offered voluntourist programmes for 14- to 18-year-old students at home and abroad. For 2–4 weeks, you can live with a host family and do a programme of social or environmental work. All you need is a backpack, your toothbrush and a positive attitude! We have programmes in North and South America, Africa, Asia, Europe and Australia.

Interested? Click [here](#) and read what some of our students have said.

- 4  1.20 **Read the students' stories. Complete the report form for Molly and Alex.**

Programme report

Area: _____
Project: _____
Project length: _____
How the programme has helped you: _____

REACT

- 5 **Work in pairs. Discuss the questions.**
 - 1 What helps communities in need more: volunteers or donations of money?
 - 2 As a voluntourist, what kind of programme would you choose?
 - 3 Which place, country or continent would you most like to visit?

GO BEYOND

Underline the names of six continents in the text. Which continent is missing?

Molly, 15 (New Zealand)

I've just spent four weeks in Mtubatuba, South Africa. I've been home for a week now and I haven't got used to it yet. I miss everything about South Africa, but especially the people. They were always cheerful and ready to share food or tell stories. I miss the children in the activity centre where I worked too. The programme gave me the opportunity to experience the world in a new way. I've learned that you don't need a lot of money or material goods to enjoy life.



Alex, 16 (USA)

I've never been abroad and I was a bit nervous about travelling outside the USA, so I chose a two-week project in Boston. My team helped elderly people with housework and shopping. It was my first time away from home alone, but I wasn't homesick because I made so many new friends. I can really recommend programmes like this. Since the trip I've felt much more confident. Making a difference as a voluntourist is definitely better than sitting at home!



READ >>> Grammar in context

1 Read the article. What volunteer activities are the Rawlins family doing and why?

Since 2006, thousands of voluntourists have travelled to New Orleans, USA to rebuild the city. Hurricane Katrina destroyed 300,000 homes in 2005, and the city hasn't completed rebuilding work yet. The Rawlins family have been in New Orleans for one week.

'We've already finished a playground and we've just started on a park project,' explains Amy Rawlins. 'I've never been on a trip like this before,' says 16-year-old Elena. 'Have you ever worked on vacation? Since we've arrived we've worked for eight hours every day. The weird thing is – I've had a fantastic time!'



STUDY

2 Read the explanations. Then underline examples of the three different uses of the present perfect in Exercise 1.

Present perfect (1)

Use:

For past actions when we don't know the exact time.
With *ever/never* for experiences in your life.
With *just/yet/already* for recent events.

Form:

have(n't)/has(n't) + past participle
Irregular past participles: See page 140.

3 Underline *for* and *since* in Exercise 1. Then complete the explanations.

Present perfect (2): with *for* and *since*

Use:

To answer the question *How long ... ?* about actions that started in the past and continue to now.

Use _____ with dates, points in time.

Use _____ with periods of time.

See GRAMMAR DATABASE, page 121.

PRACTISE

4 a Ben wants to be a voluntourist. Complete the interview with the present perfect form of the verbs and the adverbs.

I: (1) _____ (you / ever / be) to the USA?

Ben: Yes, I (2) _____ (already / visit) Boston on a sight-seeing trip.

I: (3) _____ (you / ever / stay) in a tent with 10 people?

Ben: Er ... no, I (4) _____ (never / be) camping. But I (5) _____ (sleep) in a sleeping bag at my friend's house.

I: (6) _____ (you / ever / work) eight hours in a day?

Ben: No, (7) I _____ (not do / that / yet). Erm, I think I (8) _____ (just / change) my mind ...

b Write your answers to the three questions in Exercise 4a. Use *already*, *not yet* and *never*.

5 Complete the visitor's form. Write the questions and complete the answers with *for* or *since*.

1 How many years _____ ?

We've spent our holidays in Westbourne _____ *since* I can remember.

2 How many years _____ ?

We've stayed at the Beach Campsite _____ 10 years.

3 How long _____ ?

We've been here _____ Saturday.

4 How many days _____ ?

We've had good weather _____ we came here.

5 How long _____ ?

I've looked forward to this holiday _____ a long time!

WRITE AND SPEAK

6 a Work in pairs. First write five activities you do regularly. Give your list to your partner.

I eat toast for breakfast. I do gymnastics. I annoy my brother. ...

b Ask your partner how long he/she has done the activities on their list. Answer your partner's questions.

How long have you eaten toast for breakfast?

For 10 years. / Since I was three.

c Tell the class one interesting thing about your partner.

LISTENING AND VOCABULARY Around the world

Listen for the information you need

SPEAK AND LISTEN

1 Work in pairs. Answer the questions.

- 1 What are your favourite ways to travel? Why?
- 2 What are the positive and negative aspects of travelling by sea?

2 Read the start of Oscar's blog. Why is he writing a blog?

3 a Read the tips in the **HOW TO** box.

b 1.21 Listen to Oscar's video blog. First listen for the main ideas only and answer the questions. Then listen again and add some details to your answers.

- 1 What are the family doing now?
- 2 How does Oscar feel about the trip?
- 3 At sea, what does he do in the morning?
- 4 What does he do in the afternoon?
- 5 Who's Oscar meeting in Brisbane?
- 6 What are they going to do?

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Tick (✓) them.

REACT

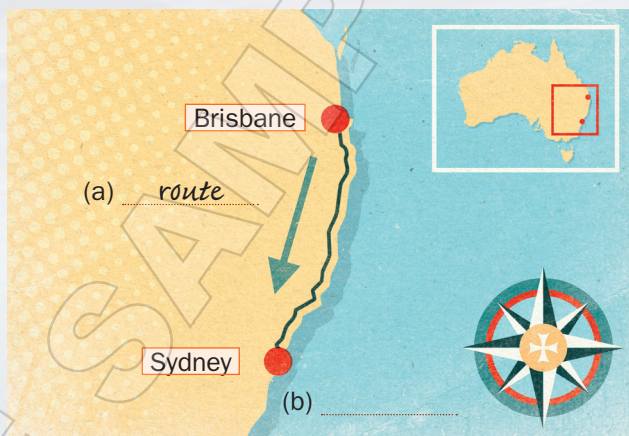
5 Work in pairs. What do you think? Tell your partner.

- 1 What are the good things about living on a boat?
- 2 What problems are there living in a small space on a boat?
- 3 Would you like to have homeschooling? Why?/Why not?
- 4 Would you like to do a voyage around the world? Why?/Why not?

WORK WITH WORDS

6 1.22 Complete the map and online ticket with the travel words in the box. Listen and check.

arrival connection delay departure destination fare passenger reservation route seat



Hi, I'm Oscar. My family and I are sailing around the world on a two-year voyage in our boat, Dolphin. Check out myself and the rest of the crew (that's my mum and dad and my sister Poppy) and follow our voyage on this blog. I'll probably post some videos too. Enjoy!



HOW TO

listen for the information you need

First listen for the main ideas.

- Don't worry if you can't understand everything.
- Listen for words you know. They can help you understand important ideas.

Then listen for specific information.

- Decide what you want to know.
- Think about the words you might hear.

(c) : Brisbane, October 5, 07:30
 (d) : Sydney, October 5, 21:06
 (e) s: none (direct train)
 Please note that there may be a possible
 (f) because of work at Sydney Central Station.
 (g) 4 s (2 adults, 2 children under 16)
 (h) 4 s, (i) s: 21, 22, 23, 24 in
 coach G
 Total (j) : \$289.52

7 a Make an online ticket like the one in Exercise 6. Change the journey details (destination, arrival and departure times, the connections, etc). Don't show anybody.

b Work in pairs. Ask your partner questions to find out the details of his/her journey and make notes.

GO BEYOND

Do the Words & Beyond exercise on page 131.

»»» Talk about events in the future

READ »»» Grammar in context

1 Read the chat message. What's an InterRail trip?



DAN: My big sister's starting her InterRail trip on Saturday. Her train to Paris leaves at 12 o'clock, and then she's going to travel around Europe by train for a month.

JUAN: Wow, that'll be amazing. Will she be OK?

DAN: Well, she isn't travelling alone and my parents will definitely phone her every day. So she isn't likely to have any problems.

JUAN: What countries are they going to visit?

DAN: They don't know their final route yet – but it's likely to be a lot! You can travel to 30 countries on an InterRail ticket. They probably won't remember which countries they went to!

STUDY

2 Read the explanations. Then underline an example of each form in Exercise 1.

The future	
Form	Use
present continuous	future arrangements
present simple	events on a timetable
be + going to + infinitive	future plans/intentions
will/won't + infinitive + definitely = 100% sure + probably = 75% sure	predictions
be + likely to + infinitive	probable events

Word order:
will + definitely/probably + infinitive
definitely/probably + won't + infinitive
See GRAMMAR DATABASE, page 121.

PRACTISE

3 1.23 Sam and his parents are going on their dream trip on the Trans-Siberian Railway. Choose the correct options to complete the conversation. Then listen and check.

Sam: We (1) *'ll go / 're going* on holiday tomorrow.

Fariq: What time (2) *does your train leave / is your train likely to leave?*

Sam: At 15:30 tomorrow. It (3) *'s arriving / arrives* in Moscow three days later, so I'll sleep on the train. Then it's seven days to Vladivostok.

Fariq: (4) *Are other people going to sleep / Do other people sleep* in your train compartment?

Sam: No, we have a reservation for just us three.

Fariq: It sounds exciting. Is it (5) *likely to be / being* cold?

Sam: No, it's quite warm in the summer.

4 Read quotes by students about their plans and dreams. Write the correct future forms.

- Tomorrow, I *'m doing* (do) an audition for a theatre school.
- My judo course (start) next week.
- Next year, I (learn) Japanese.
- In 10 years, I (definitely / be) a pilot.
- My dream is to be a famous singer. But it (not / likely / come) true.
- I (probably / get) my driving licence and a car when I'm 17.

WRITE AND SPEAK

5 a Work in pairs. Write three sentences about your plans and dreams using these time phrases. (Don't show your partner.)

- Next week ...
- In 10 years ...
- Next year ...

b Try and predict your partner's future. Write three sentences, using your own ideas.

*Next week you'll definitely get good marks in your English test.
In 10 years you'll probably be a musician.
You're not likely to be a teacher.*

c Tell your partner your ideas. Then look at your partner's sentences from Exercise 5a. Were any of your predictions correct?

This year you'll get on the football team.

Yes, I'm definitely going to do that. / Perhaps I'll do that. / I'm not sure.

No, I'm not going to do that. / I'm not likely to do that. / No, I probably won't do that.

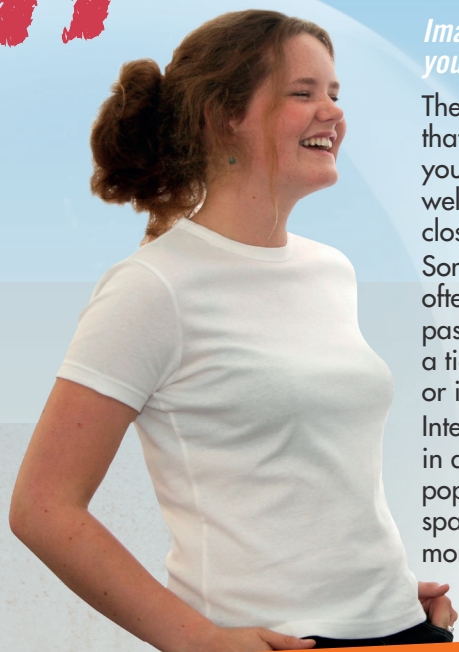
LANGUAGE & BEYOND

Imagine you're in an invisible bubble. This bubble is your personal space – your ideal distance from other people.

The area of the brain which builds this 'bubble' is the same area that controls being scared. So when you know somebody well, you allow them to come closer to you. If you don't know people well, you put more space between you. Two girls usually get closer together when they talk than two boys.

Sometimes it's hard to keep a normal distance from people. This often happens when travelling – for example, when you're a passenger on a busy bus or underground train, or in a queue at a ticket office or bus stop. It can also happen at crowded concerts or in a lift.

Interestingly, personal space is different for different cultures and in different countries. People who live in countries with a large population, like China or India, usually have a smaller personal space. People in North America and northern Europe often need more space than people in South America or southern Europe.



»»» Respect other people's personal space


READ

- 1 Look at the picture on the right. What do you think it shows? Read the article and check.
- 2 Choose the correct options for you. Compare your answers with the class.
 - 1 I *don't mind* / *like* being in a crowd.
 - 2 I *don't mind* / *like* standing close to somebody in a queue.
 - 3 I *don't mind* / *like* closed spaces like lifts.


DO

- 3 Work in groups of three. Do the following task.
 - 1 Two people stand opposite each other but quite far away.
 - 2 Talk about something: free time, your favourite music ...
 - 3 Walk slowly towards your partner until you both feel uncomfortable and can't concentrate on your conversation.
 - 4 The third person measures the space between you.
 - 5 Compare your distance with other people in the class.

REFLECT

- 4  Discuss the questions with your class. Do you agree with the **REFLECTION POINT**?
 - 1 Which people do you allow to come closer to you than other people?
 - 2 How do you feel if somebody comes too close? Think of an example.
 - 3 What do you do if people come too close? Do you say anything?

EXTEND

- 5 a  1.24 Listen to the sentences about areas of personal space. Write *agree*, *disagree* or *not sure* for each sentence.
 - b Work in pairs. Compare your answers and explain any differences.



PHRASE BYTES

I allow my friend/mother/sister ... to come closer.
I feel annoyed/embarrassed/nervous ...
I look at them / move back / say something / shout ...

REFLECTION POINT

Different people have different ideas about personal space. Protect your own space and respect other people's space.

SPEAKING At the airport

Check in at the airport

SPEAK

1 Answer these questions.

- Where's the nearest airport to your town or area?
- What's the best way to get to the airport from your home?
- How many times have you been to an airport? Did you go there to meet people or fly?

2 Match the airport signs (a-f) to the correct activities (1-6).

- Planes land at this part of the airport.
- Planes take off from this part of the airport.
- You board the plane here.
- You get your boarding pass here and/or give in your luggage.
- Somebody checks your passport before you enter a country here.
- Somebody sometimes checks your luggage after your flight here.



WATCH OR LISTEN

3 Watch or listen to the scene. Where's Bella? What other airport places are mentioned?

Bella: Hello, I'd like to check in for the flight to Rome.
Assistant: Can I have your passport, please?
Bella: Yes. Here you are.
Assistant: How many bags are you checking in?
Bella: One suitcase.
Assistant: Do you have any hand luggage?
Bella: I have a backpack.
Assistant: OK, that's fine. Do you have any sharp objects in there?
Bella: Sorry, I don't understand. Could you repeat that, please?
Assistant: Do you have any sharp objects in your hand luggage?
 Scissors, knives, anything like that?
Bella: Er, yes, I have some scissors.
Assistant: I'm sorry, you'll have to put those in your suitcase. ...
 Here's your boarding pass. Departures is upstairs.
Bella: Which gate number is it?
Assistant: You board from Gate 30.
Bella: Sorry, I didn't hear that. Can you say that again, please?
Assistant: Gate 30. ... Have a good flight.



4 Underline sentences in the conversation for 1-4 below. Listen and check. Then listen and repeat.

- you want to check in
- you give something to somebody
- you talk about hand luggage
- you ask about the gate

5 a Read the tips in the HOW TO box.

b Complete the phrases from the conversation. Listen and check. Then listen and repeat.

- Sorry, I don't ...
- Sorry, I didn't ...
- Could you ... ?
- Can you say ... ?

ACT

6 Work in pairs. One student is at the check-in desk, the other student wants to check in. Decide where you are flying to, how much luggage you have and if you have sharp objects. Prepare and act a scene.

HOW TO

check you understand

- Say you didn't hear or don't understand.
- Ask the other person to repeat the information.
- Be polite: use *sorry* and *please*.

PHRASEBOOK 1.28

Check in at the airport

I'd like to check in (for) ...

Here you are.

I have a backpack/suitcase ...

Where's Departures?

Which gate number is it?

Check you understand

Sorry, I didn't hear that. Can you say that again, please?

Sorry, I don't understand. Could you repeat that, please?

WRITING Wish you were here

Use correct verb tenses

SPEAK AND READ

1 Work in groups. Answer the questions.

- Why do people usually write postcards?
- Who do you receive postcards from?
- Who do you send postcards to?

2 Read Vik's postcard. Tick (✓) the correct pictures on the front.

Dear Marco,
We've been in Spain for three days now, and I'm having a fantastic time! The journey was terrible - our flight had a three-hour delay. I was getting really tired of waiting in the airport. Then we missed our connection, of course, because of the late departure. But our campsite is brilliant! There's a huge swimming pool, a games room and lots of sports like mini golf and table tennis. The weather isn't bad, but it's a bit cloudy. Yesterday we hired bikes and rode along the coast. Then we went to an excellent restaurant. The food here is so delicious! Tomorrow we're taking the train into Barcelona, and we're going to do some sightseeing. I think it'll be exciting.
Wish you were here!
Vik

MULTI-PURPOSE POSTCARD

Place _____ Date _____

Journey	a	b	c
	a	b	c
	a	b	c
Food	a	b	c

Get it right

Journey: travel from one place to another, usually with a long distance between places

Trip: travel to a place and back again

Voyage: a long journey by sea or in space

Flight: a journey by air

3 a Read the tips in the HOW TO box.

HOW TO

use correct verb tenses

- Decide if the action is past, present or future.
- Look at the rules for past, present and future tenses in Units 1 and 2.
- Use the correct tense with the correct time words (yesterday, tomorrow, etc).

b Underline examples of seven different tenses in the postcard.

PRACTISE

4 Write the sentences in another postcard in the correct tense. Use the HOW TO box to help you.

- We (get) here five days ago.
- I (play) tennis here every day.
- I (not play) computer games since we got here.
- We (watch) a show later this evening.
- It (rain) today.
- I hope it (stop) later.

PLAN

5 You're going to write a holiday postcard. Think of your ideal holiday and make a plan.

WRITING PLAN

- Say hello from your holiday place.** Where are you? What was the journey like?
- Describe the place.** Where are you staying? What's it like there?
- Describe your activities and plans.** What did you do yesterday? What are you going to do tomorrow? (Use the correct verb tenses for each part.)
- Finish your postcard.**

WRITE AND CHECK

6 Use your plan and write your postcard. Then check it. Tick (✓) the things in the plan.

SHARE

7 Swap your postcard with a partner. Whose trip sounds most interesting? Why?

VOCABULARY Travel items

1 Complete the conversation with the correct words.

Teacher: How much luggage do you have, Luke?

Luke: Er, just two big (1) s_____ with my clothes and shoes ...

Teacher: That's a bit much for five days in Berlin! Your (2) b_____ looks heavy too.

Luke: I have my (3) s_____ b_____ so I can sleep on the plane. And my (4) t_____ and (5) t_____ so I can clean my teeth after lunch, my (6) h_____, of course, for my hair. Oh, and (7) s_____, to wash my hair later. I like to be prepared!

Teacher: Right ... OK, everybody, did you all check in online? Good, get your (8) b_____ p_____ ready. Ping, do you have your (9) v_____ for Germany? Right, let's take our luggage to the desk. Remember, no sharp items like (10) s_____ in your hand luggage. Yes, Luke?

Luke: Erm ... I think I've forgotten my (11) p_____ and my (12) w_____ with all my money in it ...



Travel

2 Choose the correct options to complete the travel plan.

Tuesday

Our flight is at 14:25. Hopefully there will be no (1) **delays / fares**. Please check in online with your (2) **connection / reservation** number and choose a (3) **seat / destination**. We will meet at the airport an hour before (4) **arrival / departure**. Please remember not to disturb other (5) **seats / passengers** during the flight. After our (6) **arrival / departure** in Berlin, we will get our (7) **passenger / connection** to Zoo Station which is our final (8) **delay / destination**. We will take the tram, which is the quickest and cheapest (9) **passenger / route**. The (10) **reservation / fare** for the tram is included in the price of the trip.

Wednesday

Visit to the famous Pergamon Museum.

___/12

___/10

GRAMMAR

Present perfect

3 Write the verbs in the present perfect and choose for or since.

Guide: This vase is the museum's most expensive item. It

- (1) _____ (be) in the museum
- (2) **for / since** I started work here.
- I (3) _____ (work) here
- (4) **for / since** 30 years. (5) **For / Since** the last two years a rich collector
- (6) _____ (want) to buy the vase.
- We (7) _____ (just / decide) to sell it, but the collector (8) _____ (not take) it away yet. ... Don't touch it, young man!

Luke: Oh, er ... sorry.

___/16



The future

4 Choose the teacher's next sentence (A or B).

- 1 It's our last day today.
A We're flying back home.
B We're likely to fly back home.
- 2 We need to be at the airport at 17:00.
A The plane leaves at 18:00.
B The plane is leaving at 18:00.
- 3 You have a free afternoon.
A You're enjoying it. B I hope you'll enjoy it.
- 4 I've checked the weather for later today.
A It doesn't rain. B It isn't likely to rain.
- 5 Let's meet at Zoo Station at 16:00.
A We're going to travel to the airport by tram.
B We travel to the airport by tram.
- 6 Luke, please make sure you're on time.
A We aren't waiting for you.
B We won't wait for you.

___/12

Your score: ___/50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
- ✓✓ Yes, I can. But I need a bit of help.
- ✓ Yes, I can. But I need a lot of help.

- I can identify the purpose of a text. _____
- I can listen for the information I need. _____
- I can respect other people's personal space. _____
- I can check in at the airport. _____
- I can use correct verb tenses. _____