

# 2 Travellers' tales

## Reading and vocabulary The power of tourism

**1 SPEAKING** Work in small groups. What do most people do on holiday? Agree on the three most typical activities from the list below.

- find out about local communities ■ learn a new language ■ make new friends ■ eat local food
- use public transport ■ buy local crafts ■ help with conservation projects ■ relax by the pool ■ try to save water ■ get a good suntan ■ read a good book

**2** Read the definition of responsible tourism. What things in exercise 1 would a responsible tourist do? Then read the text. Why is Guludo Lodge a good example of 'responsible tourism'?

**Responsible tourism (n)** Travel that does not harm the cultural or natural environment. It can improve the life of local people and help protect the environment.

**3** Read the text again and put the events in the correct order in your notebook.

- 1 Education and health projects changed people's lives.
- 2 A charity was set up to help local people.
- 3 Amy completed her studies at college.
- 4 She worked in a school for free.
- 5 Amy and Neal decided to use tourism to help people.
- 6 Their work was recognized by the tourist industry.
- 7 They found a place for their lodge.
- 8 Jobs were created for people in the village.

**4** Answer the questions in your notebook.

- 1 What gave Amy the idea to help people through tourism?
- 2 Why did Amy and Neal decide to go to Mozambique?
- 3 What helped Amy and Neal to achieve their dream?
- 4 In what ways did the new beach lodge help local people?
- 5 How can you get to Guludo Lodge?
- 6 What can you see and do there?
- 7 What does the word 'nema' mean?

**5 SPEAKING** Discuss the questions.

- 1 What do you think about Amy and Neal's achievements?
- 2 In what other ways can we be responsible tourists? Think about:
  - how you get to a holiday destination.
  - what you use when you are there.
  - what you do when you are there.
  - what you leave behind.
  - what you bring back.

## A ROAD LESS TRAVELLED



Amy Carter-James is small, blue-eyed and blonde, with a friendly smile. She doesn't look like she could change the lives of thousands of people but, remarkably, she has.

It all started when Amy took a gap year in Africa after she finished university. 'I spent eight months volunteering in a very poor rural school in Kenya,' she says. 'That was the first time I saw poverty, I was so young and so easily inspired and I thought, "Why can't tourism do the same thing for community development?"'

On her return to England, twenty-two-year-old Amy and her boyfriend Neal decided to take 'the road less travelled'. They drove across Mozambique, one of the poorest countries in Africa, but it wasn't exactly a holiday. Mozambique had two qualities which appealed to them: great potential as a travel destination and local people who desperately needed help. Once there, the couple got off the beaten track and headed for Quirimbas National Park, where they found a tiny stretch of white sand close to a village called Guludo. Life in Guludo was hard: there was little clean water and not enough food. Healthcare was poor and people in the village had a life expectancy of thirty-eight years. Amy and Neal had no qualifications in tourism or healthcare but they had common sense, enthusiasm and determination. They talked to the villagers about their plan to create a small beach resort which would provide employment for people and lift families out of poverty. 'We took a translator with us,' says Amy. 'Their only question was: "When can you start?"'

The couple set to work on a beach lodge, building beach huts from local materials and employing people from the surrounding area. Once the lodge was complete, they set up a charitable foundation called NEMA, which received 5% of its revenue. This money was used to create clean water points, fund healthcare projects, build two primary schools and support conservation projects – it helped to improve the lives of thousands of people. ‘We wanted to show the world the power of tourism, that it could be a vehicle for change,’ says Amy.

It isn’t easy to get to Guludo. It’s not a typical package holiday with airport pick-ups and drop-offs. There’s no public transport, either. The nearest city is Pemba and once there, you have to take a helicopter, a boat or go on a three-hour car journey along bumpy roads. But Guludo Lodge is worth the effort. Today the lodge has nine ‘bandas’, or beach huts, with beautiful sea views. There are no overpriced souvenir shops and other tourist traps. It’s the perfect place to take time out, escape the crowds and soak up the sun. Visitors can see the sights – explore Ibo island with a tour guide, go scuba diving or observe African wildlife at the Mogandula Bush Lookout. But the highlight for many is getting to know people in the village, taking part in festivals and learning about NEMA’s work. ‘People who stay with us often come for the diving or the beach,’ says Amy, ‘but it’s the communities that really blow them away.’

People like Amy and Neal believe that the tourist industry can do much good in the world and Guludo Lodge is leading the way, winning many awards for its responsible tourism. Back in the village, people are talking about NEMA. In the local dialect, it’s a word with a special meaning. ‘It’s difficult to explain,’ says Amy, ‘but it means that kind of hope that accompanies the end of suffering.’



**NEMA in numbers**

- 2 new primary schools
- 150 secondary school scholarships
- 800 primary school meals
- 8,000 mosquito nets
- Clean water for 15,000 people

**V insight Compound nouns: travel**

**6** In your notebook, match the words in A to the words in B to make compound nouns. Then check your answers in the text.

- A** ■ beach ■ national ■ package ■ public ■ tourist  
■ tour ■ travel

- B** ■ destination ■ guide ■ holiday ■ park ■ resort  
■ trap ■ transport

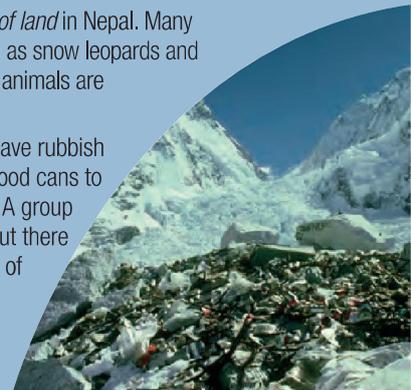
**7** Read the text. In your notebook, replace the phrases in italics with compound nouns in exercise 6.

## The world’s highest rubbish dump

It’s one of the most famous places in the world and thousands of people have been there. But it isn’t a <sup>1</sup>place for a holiday by the sea and you can’t use <sup>2</sup>a regular bus or train service to get there. It isn’t <sup>3</sup>an organized holiday from a travel agent, with the usual <sup>4</sup>shops that sell overpriced souvenirs and the <sup>5</sup>person who shows tourists around will probably be a sherpa! As a <sup>6</sup>place for holiday makers, it’s pretty unusual – it’s Mount Everest.

Everest is part of a <sup>7</sup>protected area of land in Nepal. Many endangered species live there, such as snow leopards and black bears, but the park and these animals are suffering. The problem is rubbish.

Every year, hundreds of climbers leave rubbish on the mountain, everything from food cans to oxygen cylinders and even fridges! A group of climbers do regular clean ups, but there is still more than a hundred tonnes of waste to collect. Even the world’s highest mountain can’t escape the negative impact of tourism!



**V Travel**

**8** In your notebook, complete the descriptions with the correct form of the verbs below. Then check your answers in the text.

- escape ■ get off ■ get to know ■ see ■ soak up ■ take  
■ take part in

When we go away, we like to <sup>1</sup><> the beaten track, away from the usual tourist destinations. That’s the point of a holiday – to <sup>2</sup><> from the crowds and have an adventure!

I like to <sup>3</sup><> time out, lie on the beach, read a good book and <sup>4</sup><> the sun. The weather isn’t great at home, so I never usually sunbathe.

My family like to <sup>5</sup><> guided tours and activities – we always <sup>6</sup><> the sights. Last year, I tried snowboarding with my brother. It was fun because we <sup>7</sup><> some local people and made new friends.

**9 SPEAKING** Work in pairs. Which description in exercise 8 is your idea of a good holiday? Give reasons for your answer.

**ATLANTIC CHALLENGE**  
... the world's toughest rowing race

From Tenerife to Barbados:  
3,000 km, two rowers, one boat.  
Are you tough enough to compete?  
Apply online at [www.row...](http://www.row...)



**1 SPEAKING** Read the advert for the Atlantic challenge and discuss the questions.

- 1 What type of event is it?
- 2 What might the challenges be?
- 3 If you took part in the event, who would you choose as your rowing partner?  
 your best friend  your mum / dad  your teacher  someone famous

**2** Read part 1 of the story. Who was supposed to be Daniel's rowing partner? What happened? What do you think happened next?

**Part 1**

<sup>1</sup>Jan Meek usually **got** home from work at 6 o'clock and today was no different. <sup>2</sup>She **made** herself a cup of tea and **looked** out of the kitchen window. <sup>3</sup>It **was raining** and cold outside – not good weather for building a boat. Jan had an uneasy feeling and decided to check her answering machine. There was a message from her son, Daniel, and it wasn't good news. <sup>4</sup>At the time, 21-year-old Daniel **was preparing** to compete in the Atlantic challenge with a friend. Unfortunately, his friend had just called him with some bad news. He didn't have the time to prepare for the race, so Daniel had to find another partner, someone with enough free time to raise money, build a boat and to train!  
<sup>5</sup>The boat **was** very small and the race was long, so it also had to be someone he could get on with.  
<sup>6</sup>Jan phoned her son and asked him what **had happened**. Then <sup>7</sup>while Jan **was suggesting** solutions, Daniel **interrupted** her ...

**Narrative tenses**

**3** Read part 1 of the story again. In your notebook, match sentences 1–7 to rules a–g.

We use the past simple for:

- a a past state.
- b a past habit.
- c a sequence of actions in the past.

We use the past continuous for:

- d background descriptions.
- e an action or actions in progress at a specific time in the past.

We use the past simple and the past continuous for:

- f a longer action interrupted by a shorter action.

We use the past perfect for:

- g an action or event that happened before another action in the past.

**4** In your notebook, complete part 2 of the story with the correct form of the verbs in brackets. Then answer the questions.

- 1 Who did Daniel ask and why?
- 2 Why did they agree?
- 3 What was good / bad about the journey?

## Part 2

Surprisingly, Daniel <sup>1</sup> >< (ask) his fifty-year-old mum to be his rowing partner. His mum <sup>2</sup> >< (never / row) in her life, but she was very adventurous. The previous year she <sup>3</sup> >< (study) Chinese in <sup>4</sup> >< (know) that the race was a 'once-in-a-lifetime' opportunity.

Two years and many hours of training later, Jan and Daniel <sup>5</sup> >< (arrive) in Tenerife. At last they were ready to take part in the race – they <sup>6</sup> >< (raise) enough money and they <sup>7</sup> >< (build) a good boat. On the boat, there was enough food for 100 days, as well as books and music for entertainment. They <sup>8</sup> >< (also / ask) friends to write them letters and poems, so they had something to open during the difficult days ahead.

Once the race <sup>9</sup> >< (start), Jan and Daniel realized just how hard it was going to be. The rowing was tiring, they couldn't wash and they were constantly soaked with salt water. There were terrible days when they wanted to give up, but there were also good days. While they <sup>10</sup> >< (row), they saw dolphins, whales, and flying fish. They also <sup>11</sup> >< (get) to know each other extremely well.

In the end, the journey <sup>12</sup> >< (take) 101 days – two months longer than the winners of the race. Jan and Daniel thought that everyone <sup>13</sup> >< (forget) about them. But when they arrived in Barbados, people <sup>14</sup> >< (wait) on boats to greet them. Everyone <sup>15</sup> >< (cheer) and waving, and there was music and fireworks. People wanted to congratulate them on their amazing achievement!

### 5 Listen to a radio show about Jan and Daniel. What did they do next?



### 6 Listen again. In your notebook, put the events in the correct order, then retell their story. Use the words and phrases below.

- before (the expedition) ■ by the time (they arrived) ■ first ■ next  
 ■ then ■ after ■ while ■ when ■ in the end

Jan and Daniel thought about giving up.  
 They went on a course to learn survival skills.  
 They had a bad accident.  
 Jan suffered from frozen hands.

They learned how to use a gun.  
 Friends followed their blog posts.  
 They were ready to start the expedition.  
 They broke another world record.

### 7 Write the correct answers in your notebook.

- Jan and Daniel **had been / were** on an adventure together before the polar challenge.
- Before they left, they **were starting / started** a blog about their expedition.
- They were well-prepared because they **had trained / trained** for over a year.
- They took a gun because a polar bear **had attacked / attacked** another team.
- One of the tents that they **brought / had brought** burnt down.
- They packed up their remaining tent, then **carried on / were carrying on** with their journey.
- Halfway through their journey, they realized that they **hadn't packed / didn't pack** enough food.
- By the time they reached the pole, they **had raised / raised** a lot of money for charity.

### 8 **SPEAKING** Work in pairs. Ask and answer questions about a memorable journey you have had. Use the ideas below.

#### Think about:

- where you went.
- what you had packed / read / done before your journey.
- who you travelled with.
- what you did / saw on the journey.
- how you were feeling before, during and after.
- what you thought about the journey.



**1 SPEAKING** Work in pairs. What are the differences between these travellers? Where do they normally spend their holidays? What are the pros and cons of each type of travel?

- armchair traveller ■ staycationer ■ adventure tourist ■ globetrotting backpacker ■ holidaymaker

**STRATEGY**

**Identifying purpose**

When you listen to people talking, try and identify the purpose of the conversation. Listen for:

- the context. How many people are speaking? Who are they? Where are they?
- how the speakers feel. Are they angry, happy, bored, interested, worried?
- why they are speaking: to make an arrangement / give an opinion / give instructions / make suggestions, etc.

**2** Read the strategy. Listen to the radio show. Which of the travellers in exercise 1 are speaking? Why are they calling in?

**3** Listen again. In your notebook, match each speaker 1–4 with two sentences a–h.

- |  |   |           |       |
|--|---|-----------|-------|
| 1 Luca   | 2 Noah  | 3 Katrina | 4 Jed |
| a likes to visit places that aren't popular.     | f disapproves of people on package tours.         |           |       |
| b says travelling is hard work.                  | g is aware of the environmental impact of travel. |           |       |
| c thinks typical tourist holidays are boring.    | h doesn't like to go away for a long time.        |           |       |
| d finds out about places on a computer.          |   |           |       |
| e likes to tell stories about his / her travels. |   |           |       |

**V Types of journey**

**4** Study the highlighted words in sentences 1–7. In your notebook, match them to definitions a–g.

- 1 Last summer, I went on a trek through the Alps.
- 2 I also went on a ten-day voyage around Antarctica, whale watching.
- 3 I'm not an explorer. I've never been on a polar expedition.
- 4 I also prefer short trips or weekends away to local places.
- 5 A flight to Thailand would produce a lot of CO<sub>2</sub>.
- 6 They go on coach tours which stop off at popular tourist attractions.
- 7 They go on planned excursions to crowded museums.

- a A journey by air.
- b A long journey which is often scientific.
- c A journey in a ship or a spacecraft.
- d A difficult walk, lasting several days or weeks.
- e Travelling from place to place with an organized group.
- f A short outing to one place for pleasure.
- g A short or long journey for business or pleasure.

**5 SPEAKING** Work in pairs A and B. Choose a role card and prepare a dialogue between a travel agent and a tourist.

**Student A**

You are a travel agent. Think about what visitors can see and do in your town. Decide which activities and places would appeal to different types of tourist. Listen to Student B, then give advice about what they can see and do.

**Student B**

You are a tourist. Tell student A what you want from your holiday and what type of activities you enjoy. Ask them for advice about what you can see and do.

**Persuading and negotiating**

**6 SPEAKING** Work in pairs. Read the adverts. Which tour of London would you like to try? Give reasons for your answer.



**A**  
**City Jogging Tours**

Join us as we guide you through 2,000 years of history on London's most exciting sightseeing tour. Our 6 km running tour stops off at many of London's most famous sights, such as Trafalgar Square, the London Eye, Big Ben and the Houses of Parliament. Experience London in a memorable and healthy way – book a City Jogging Tour now!

**2 hour tour £8**

**B**  
**EAST END EXPLORER**

An insider tour of East London.

Discover:

- colourful street art down tiny side streets
- fascinating shops, including London's best record store
- the story behind Brick Lane, Spitalfields Market and more

We guarantee you'll see loads of places you'll want to visit again ... and again!

**2 HOUR TOUR £12**

**C**  
**London Movie Tour**

Visit different film locations in and around London. See locations for *The Dark Knight*, *The Bourne Ultimatum*, *Pirates of the Caribbean 4* and many more. Our guides are all local actors and actresses and great storytellers!

**3 HOUR TOUR £25**

**7** Listen to a dialogue between a tour guide and two tourists. Which tour in exercise 6 are they talking about? How does the tour guide persuade them to join the tour?

**8** Complete the phrases from the dialogue in your notebook. Then listen again and check.

**Persuading and negotiating**

If you ..., I'll give you ...  
You've got <sup>1</sup> <> to lose.  
That sounds <sup>2</sup> <>, but ...  
I'm not so <sup>3</sup> <> ... I still think ...  
You won't be <sup>4</sup> <>.

**Reaching agreement**

Well, you've <sup>5</sup> <> me.  
OK, let's <sup>6</sup> <> for it.

**9** In your notebook, put the dialogue in the correct order. Then listen and check.

- Nick** OK, but I still think we should go on a tour. Look, here's another one. It's called East End Explorer and there's a local person as the tour guide.
- Fran** Hmm, I prefer to explore things on my own. It's more fun and you get to meet local people.
- Nick** Why don't we go on a tour?
- Fran** We've got a free morning tomorrow. What shall we do?
- Nick** Yes, and you can go shopping, too!
- Fran** That sounds interesting, but the weather forecast isn't great and I don't fancy running in the rain.
- Nick** Maybe, but we haven't got much time and a tour is a good way to see the sights quickly, don't you agree? Look, here's a leaflet for a city jogging tour.
- Fran** OK, you've persuaded me! Let's book it.
- Nick** Great! You won't regret it!
- Fran** So we would get to know local people.

**10** Read the dialogue again. Find more ways of persuading and negotiating, and reaching agreement.

**11 SPEAKING** Work in pairs A and B. Choose one of the tours in exercise 6 and persuade your partner to go with you.

**Student A**

You are very sporty and like to be active. You also like visiting famous places and ticking them off your '100-things-to-see-before-you-die' list. You think the idea of a jogging tour is great. It's also cheap and you don't want to spend loads of money. Persuade your friend.

**Student B**

You are really interested in film and think the film tour sounds amazing. It's expensive, but you're willing to pay because it's a 'once-in-a-lifetime' experience. Your friend is not that interested in film, they'd rather go jogging. But they do want to see the sights. Persuade them.

**1 SPEAKING** Look at the photos and discuss the questions. Then read the text and check your ideas.

- 1 What type of places do the photos show?
- 2 What other things might you see along the road? Think about natural and man-made attractions.

**2** Read the text again. Are the sentences true (T) or false (F)? Correct the false ones in your notebook.

- 1 Route 66 connects the East coast of America with the West coast.
- 2 The road made life easier for people in big cities.
- 3 Unusual weather conditions caused the great migration.
- 4 In the 1930s, it was easy for farmers to find work in California.
- 5 In the 1940s, the road was given a new name.
- 6 The road became popular because of its tourist attractions.

**3 SPEAKING** Are there any famous routes in your country? What are the most popular tourist attractions? Are they connected to any historical events?

**V insight** Verbs + prepositions: travel

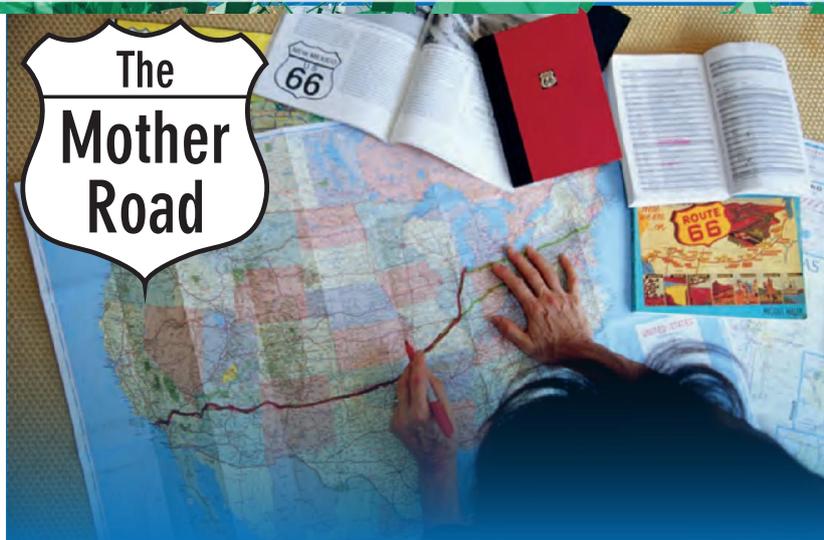
**4** Write the correct prepositions in your notebook. Then check your answers in the text.

- 1 It was getting dark so we headed **with** / **for** the nearest motel and booked a room for the night.
- 2 We followed the path and it led us **to** / **for** a small river, deep in the forest.
- 3 The interstate highway connects **to** / **along** Route 66 at Williams, Arizona.
- 4 When we came to the crossroads, we decided to travel **around** / **down** the road to California.
- 5 To get to the service station, you have to drive **along** / **with** the main road and turn left.
- 6 The road winds **around** / **for** mountains and lakes. The views are spectacular.
- 7 We were late, so we cut **down** / **through** the park.

**used to and would**

**5** Study sentences 1–5 in *The Mother Road*. Then complete the rules with *used to*, *would* or the past simple.

- a We use >< or >< for repeated past actions or habits that do not happen now.
- b We can also use >< or the past simple tense for states (= state verbs) in the past, that have changed or are different now.
- c We can't use >< or >< when something only happened once.  
We use ><.



It's over 4,000 km long and crosses two-thirds of the USA. It's been called 'The Mother Road' and 'The Main Street of America'. It's been in films, books and songs and there's even a piece on display at the Smithsonian Museum in Washington. Welcome to Route 66.

Route 66 starts in the hustle and bustle of Chicago. Outside the city, it cuts through cornfields and the open plains of the West, into gold mining towns and ghost towns, over deserts and through valleys, winding around lakes and mountains, until it arrives in Los Angeles on the Pacific Ocean. Midwest America is connected with the West coast, and the past is connected with the present. Let's go back to the 1920s to see how it all began.

**1920s**

In the early 1920s, life in Midwest America was very different. <sup>1</sup>People didn't use to travel much because there were no highways\* near the small towns – <sup>2</sup>a trip to LA would usually take weeks. But in 1926, things started to change thanks to a new road called Route 66. This new road opened up the American West to hundreds of thousands of people. <sup>3</sup>Agricultural communities that used to be isolated started to grow and develop into towns. Farmers were also able to sell their produce to big cities.

**1930s**

In the mid-1930s, hard times returned. America was suffering from the Great Depression and across the country, millions of people were out of work. In the Midwest, severe drought conditions and dust storms destroyed farmland and thousands of families were forced to leave their homes. They headed for California, along Route 66, where they had heard there were agricultural jobs. Unfortunately, the mother road led them to shanty towns\* outside towns and cities, where they lived in terrible poverty. Route 66 became associated with the pain and misery of this great migration.



## 1940s–1950s

<sup>4</sup>When the Great Depression came to an end after World War II, there was a new age of optimism and thousands moved from East to West, looking for a better life. People had more free time and many owned cars. <sup>5</sup>Families wouldn't stay at home during holidays. Instead, they would drive along Route 66 to the beaches of California, visiting the Grand Canyon and other attractions along the way. It was boom time for the road and hundreds of diners, motels and service stations lined the route. Billboards and huge statues tempted tourists to stop at man-made and natural attractions, such as the giant Blue Whale in Oklahoma or the Meramec Caverns in Missouri. Then jazz musician Bobby Troupe wrote the hit song Route 66. The mother road had a brand new image – one of freedom and fun.

## 1956–present day

As more people travelled from East to West, a newer, bigger road was needed and work began on a national interstate highway. Sadly, the towns and attractions along Route 66 began to die out. Then in the 1990s, people started campaigns to preserve the old road, new signs were put up and tourists began to travel down it once again.



Today, the mother road still offers an amazing journey through the American West. Whether you want the freedom of the open road, a trip into the past, or simply a greasy burger from an all-American diner, you can still 'get your kicks\*' on Route 66'.

- \* highways = main roads in America, usually 8 lanes wide
- \* shanty towns = areas outside a town where poor people live in homes made out of cardboard and wood
- \* get your kicks = have a good time



6 In your notebook, complete the text with the correct form of the verbs in brackets and *used to* or *would*. Sometimes both may be possible.



## WILLIAMS, ARIZONA

Williams, Arizona, on Route 66, is a small town 50 miles from the Grand Canyon National Park. Today, the town is a popular tourist attraction, with steam train rides and Route 66 memorabilia. But in the past, life <sup>1</sup> <> (be) very different in Williams, Arizona.

In 1882, 250 people <sup>2</sup> <> (live) in Williams. The town had a few dirt streets with log cabins and tents and everyday life <sup>3</sup> <> (be) very dangerous. Cowboys <sup>4</sup> <> (often / have) 'gunfights' in the streets and outside the town outlaws <sup>5</sup> <> (often / rob) stagecoach passengers or travellers on horseback.

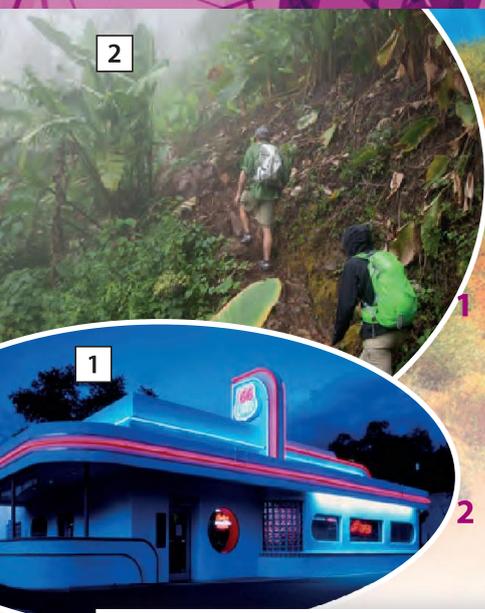
Day-to-day life was hard, too. Back then, there <sup>6</sup> <> (not be) a school, so children <sup>7</sup> <> (stay) at home. They <sup>8</sup> <> (help) their parents to milk cows, collect wood and grow vegetables. They <sup>9</sup> <> (not play) much because there were so many chores to do. When they did have free time, families <sup>10</sup> <> (entertain) themselves with picnics in the forest, violin music, or simply reading aloud from a book.

7 **SPEAKING** Write sentences in your notebook using *used to* or *would* about life in your town in the past.

Think about:

- houses and homes.
- transport: how people got around.
- free time and entertainment.
- everyday life.

**Vocabulary bank** Travel and transport page 135



**1 SPEAKING** Work in pairs. Look at the photos and answer the questions.

- 1 Where are these places?
- 2 What type of traveller would go there?
- 3 What adjectives would you use to describe these places?

**2** Read about a competition from a travel magazine. Then read extracts A–D from four competition entries. In your notebook, match extracts A–D to photos 1–4.

## Travellers' Tales Writing Competition

This month is all about Travellers' Tales. Send in tales of your weird or wonderful journeys and you might appear in next month's magazine. One lucky winner will go on the trip of a lifetime – a Greyhound Bus Tour round the USA!

**A** The Australian Outback is a very big place. It went on as far as the eye could see. I tried to start the car again, but the engine died. 'That's it,' said Jez. 'What do we do now?' He was starting to panic. 'Just wait,' I replied calmly. 'And if nobody comes? It's hot out here and we only have one bottle of water.' 'Look,' I replied angrily, 'I don't know, OK? Let's just hope someone comes along.' **That's when** we noticed the small sign a few hundred metres down the road. We ran over to it and read: 'William's Creek 20 km'. 'We could walk there ...,' I thought.

**B** 'How much?' I asked, pointing to the bottle of water. '10 rupees' replied the street vendor, smiling. I gave him a couple of coins, then walked back towards the platform, just in time to see my train leave the station. 'Hey!' I yelled as I ran after it, pushing through the crowds of people. **But it was too late. By the time** I got to the platform, the train had gone, along with my backpack. I had to think fast – the next stop was Delhi, at least an hour away. But how could I get there in time?

**C** It was raining hard as we drove along Route 66. It was late and we were tired and looking for a place to stop. **After a while** we saw some neon lights ahead. They belonged to a motel, so we decided to take a break. The motel café was deserted. The waitress behind the counter looked up, but she didn't smile. 'We're out of pancakes and fries,' she said as she handed us the menu 'but I can do y'all a hamburger.' We were eating our hamburgers, **when** a motorcycle gang stopped outside. 'Time to move on,' I thought, but the rain was getting worse. **Suddenly**, the lights went out.

**D** **Some time ago**, we went to Guatemala on holiday. **While** we were there we took a trip to the rainforest, to take photos of monkeys and exotic birds. Sounds like a typical traveller's tale, doesn't it? But it isn't. **At first**, everything went smoothly. Backpacks were packed, cameras were ready and the guide arrived on time. We jumped into his jeep and **eventually** we were driving along a narrow track deep into the forest ... that's when we saw it.

### STRATEGY

#### Starting a story

When you write a story, your opening sentence should grab the reader's attention and get them interested.

Start with:

- 1 a quote from a character in the story, that introduces a main event.
- 2 a description of the weather, the time of day and how you were feeling. It establishes the atmosphere.
- 3 a description of the location, especially if it's unusual.

Try not to start with:

- 4 when the event happened, like *Last summer*, *A few weeks ago*, *The year before last* ... etc. But if you do, make it interesting by adding something surprising.

**3** Read the strategy. Then read extracts A–D again. In your notebook, match extracts A–D to 1–4 in the strategy. Which story do you think will be the most interesting? Why?

## Ordering events in a story

- 4** In your notebook, complete 1–4 with the highlighted words and phrases in extracts A–D.
- 1 Start of a sequence of events: In the beginning, To start with, ...
  - 2 Show how a story moves on: A few minutes later, Just then, ...
  - 3 Show that two events happen at the same time: As, ...
  - 4 End of a sequence of events: In the end, Finally, ...
- 5** Work in pairs. Discuss what happens next in each story A–D.
- 6** Read the rest of story A. Were your ideas similar or different?

<sup>1</sup> >< we were still walking. <sup>2</sup> ><, we'd felt confident, but <sup>3</sup> >< we'd run out of water. Our road trip round Australia was turning into the holiday from hell. The sun was hot and <sup>4</sup> >< we stopped talking and just walked. Then <sup>5</sup> >< something hopped onto the road ahead. It was a red kangaroo, about two meters tall. <sup>6</sup> >< we got closer it didn't move, it just sat there looking at us. 'Don't show that you're afraid,' I said, as we carefully took a detour around it. There was something strange about it.

We carried on walking, but a few kilometres later Jez had had enough. 'We're never going to get out of here,' he complained. <sup>7</sup> >< we heard a distant buzzing noise. 'Look!' I cried excitedly. There in the distance was an old red truck, speeding down the road. <sup>8</sup> >< it reached us and stopped, and a farmer jumped out. 'What are you boys doing here?' he asked. 'Is that your car back there?' 'Yes, it is ...' 'Well, you're lucky,' he interrupted. 'Don't use this road much, but we're looking for a kangaroo, a sick one and nasty – it attacked the dogs on the farm this morning.' I looked at Jez and he looked at me. 'Get in,' the farmer added. We did, of course. It was a long time before we visited the Outback again.

- 7** In your notebook, complete the story in exercise 6 with the words and phrases below. There might be more than one possible answer.
- eventually ■ two hours later ■ finally ■ at first ■ after a while ■ suddenly ■ as ■ just then

## WRITING GUIDE

- **Task** Write your own entry for the travel competition in your notebook.
- **Ideas** Brainstorm ideas for your story. Think of questions beginning with *Who / Why / What / Where / When*. Then answer them.  
Decide how you are going to start your story. Use the strategy to help you.
- **Plan** Decide which ideas you are going to use and match them to these paragraphs.
 

**Paragraph 1:** Begin your story in an interesting way. Introduce the main character(s), the place and the type of journey.

**Paragraph 2:** Develop the story, describing the events in the order that they happened. Use the words and phrases in exercise 7 to help you.

**Paragraph 3:** Bring your story to an end. Did anything happen to end your journey? Did someone help you continue it? Did anything funny, strange, scary happen?
- **Write** Write your story in your notebook. Use the paragraph plan to help you.
- **Check** Check the following points:
  - Does the story start in an interesting way? Is there a variety of adjectives and adverbs?
  - Is the story divided into logical paragraphs? Does the sequence of events make sense?
  - Have you checked grammar, vocabulary, spelling and punctuation?

## Vocabulary insight 2 Using a dictionary: compound nouns

- 1 Work in pairs. Study the highlighted words in the extract from the text on page 17. What part of speech are all the words?

It isn't easy to get to Guludo. It's not a typical **package holiday** with **airport pick-ups** and **drop-offs**. There's no **public transport**, either. The nearest city is Pemba and once there, you have to take a helicopter, a boat or go on a three-hour car journey along bumpy roads. But Guludo Lodge is worth the effort. Today the lodge has nine 'bandas' or **beach huts**, with beautiful **sea views**.

### STRATEGY

#### Using a dictionary to find compound words

A compound is a word made up of two or more words. The meaning of the compound word is different from the meaning of its individual parts. Compounds can be written as one word or as separate words (sometimes hyphenated). A good dictionary will tell you how to write them.

The most common compounds in the English language are compound nouns. Typical compound noun combinations are:

- 1 noun + noun
- 2 adjective + noun
- 3 noun + verb
- 4 verb + preposition

- 2 Read the strategy above. In your notebook, match the highlighted compound nouns in exercise 1 to types 1–4 in the strategy.

- 3 Study the dictionary entry for *tour*. How many compound nouns does it list? What types of compound nouns are they?

**tour** /tuə(r); tɔ:(r)/ *noun* **1** [C] a **tour** (of/round/around sth) a journey that you make for pleasure during which you visit many places: *to go on a ten-day coach tour of/around Scotland* ♦ a *sightseeing tour* ♦ a *tour operator* (= a person or company that organizes tours) ➔ note at **travel 2** [C] a short visit around a city, famous building, etc.: a *guided tour round St Paul's Cathedral*

- 4 In your notebook, complete the sentences with compound nouns from the dictionary entry in exercise 3.

- 1 We were taken on a <> around the museum and learned a lot about the various pieces of art.
- 2 We didn't enjoy the <> because we sat in one place for too long and there was no space to stretch our legs.
- 3 During the <> we saw the most important monuments in the city.
- 4 We normally book our holiday with a <> because they arrange everything for us.

### STRATEGY

#### Word order in compound nouns

The first word in a compound noun is like an object, and it is usually in the singular, even if it has a plural meaning. For example:

*holidays that schools have* = *school holidays* (not *schools holidays*)

- 5 Read the strategy above. Study the dictionary entries for *resort* and *holiday*. Rewrite definitions 1–5 in your notebook with the correct singular or plural form of the compound nouns.

**resort**<sup>1</sup> /rɪ'zɔ:t/ *noun* [C] a place where a lot of people go to on holiday: a *seaside/ski resort* ➔ note at **holiday**

**holiday** /'hɒlədeɪ/ *noun* **1** (AmE **vacation**) [C,U] a period of rest from work or school (often when you go and stay away from home): *We're going to Italy for our summer holidays this year.* ♦ *How much holiday do you get a year in your new job?* ♦ *Mr Phillips isn't here this week. He's away on holiday.* ♦ *I'm going to take a week's holiday in May and spend it at home.* ♦ *the school/Christmas/Easter/summer holidays* **2** [C] a day of rest when many people do not go to work, school, etc. often for religious or national celebrations: *Next Monday is a holiday.* ♦ *New Year's Day is a bank/public holiday in Britain.*

- 1 resorts on the beach
- 2 holidays in the summer months
- 3 a resort where skiers go
- 4 a holiday during Christmas
- 5 a resort by the seaside

- 6 In your notebook, match the words in A to the words in B to make compound nouns. Check your answers and the spelling in a dictionary.

- A ■ holiday ■ school ■ travel ■ theme ■ guide  
B ■ park ■ resort ■ book ■ holiday ■ agency

- 7 In your notebook, complete the sentences with the compound nouns in exercise 5.

- 1 We always buy a <> to read about the places we're travelling to.
- 2 My class went to a <> last week. Everyone had a great time and we tried all the rides.
- 3 The <> we booked our holiday with specializes in coach tours abroad.
- 4 I can't wait for the <> to start. No homework for six weeks!
- 5 The <> we stayed in last time didn't have any sports facilities, so we decided to go somewhere else this year.

## Vocabulary

1 Complete the sentences in your notebook using compound nouns formed from the words in A and B.

A ■ national ■ package ■ public ■ tour ■ travel ■ tourist

B ■ destination ■ guide ■ holiday ■ trap ■ park  
■ transport

- 1 Thomas Cook invented the first >< with travel and accommodation in 1841.
- 2 Disneyland, Paris, is Europe's most popular ><.
- 3 The first kind of >< was the ferry boat.
- 4 Polar bears live in the world's biggest >< in Greenland.
- 5 Before becoming an author, John Steinbeck worked as a ><.
- 6 The souvenir shop in the museum was a real >< – everything was overpriced.

Marks [6]

2 In your notebook, complete the collocations with verbs.

- 1 We prefer to >< off the beaten track.
- 2 We >< time out from school.
- 3 I love to >< up the sun on the beach.
- 4 I try to >< to know the local people.
- 5 We explore the area and >< the sights.
- 6 I like to >< the crowds and go somewhere peaceful.

Marks [6]

3 In your notebook, complete the sentences with the words below. Use each word only once.

■ expedition ■ flight ■ tour ■ trek ■ trip ■ voyage

1519–1522	Magellan led the first sea <sup>1</sup> >< round the world.
the 1700s	Art and history <sup>2</sup> ><s of Europe became fashionable for rich young people.
1903	The Wright brothers made the first <sup>3</sup> >< in an aeroplane.
1911	Machu Picchu was rediscovered. Now thousands of walkers go on <sup>4</sup> ><s there every year.
1911	Roald Amundsen's <sup>5</sup> >< reached the South Pole, using boats, dogs and horses.
today	A short day <sup>6</sup> >< from London to Edinburgh and back takes less than a day.

Marks [6]

4 In your notebook, complete the text with the correct prepositions.

■ along ■ across ■ across ■ for ■ to ■ with

'Turn left here and head <sup>1</sup>>< Ballyrigg. Drive <sup>2</sup>>< this road for 10 km. It winds <sup>3</sup>>< fields and plains and cuts <sup>4</sup>>< a valley. Keep going until the road connects <sup>5</sup>>< the B105. Go east here, and the road will eventually lead you <sup>6</sup>>< the castle.'

Marks [6]

## Grammar

5 In your notebook, complete the text with the past simple, past continuous, or past perfect form of the verbs in brackets. Include a time word where given.

In April 2012, Laura Dekker <sup>1</sup>>< (become) the youngest person to sail around the world. Journalists <sup>2</sup>>< (hurry) to interview her as soon as she <sup>3</sup>>< (complete) her voyage. The sixteen year old <sup>4</sup>>< (just / spend) 518 days at sea, so at the time of the interviews she <sup>5</sup>>< (feel) quite tired! But she <sup>6</sup>>< (say) she was very happy. Just before Laura finished her journey, she <sup>7</sup>>< (celebrate) her sixteenth birthday – by eating doughnuts for breakfast! While she <sup>8</sup>>< (travel), she also <sup>9</sup>>< (spend) time surfing, diving, and playing the flute. She explained that the flute was easier to play than a guitar while strong winds <sup>10</sup>>< (blow)!

Marks [10]

6 In your notebook, complete the sentences. Use the past simple, past continuous or past perfect form of the verbs below.

■ already leave ■ climb ■ download ■ lie ■ listen ■ lose  
■ not go ■ take

- 1 They >< maps from the internet yesterday.
- 2 This time yesterday I >< on the beach.
- 3 It was a place that I >< to before.
- 4 The coach >< when I arrived.
- 5 We >< part in a tour. Then we went shopping.
- 6 When the plane landed they >< to music.
- 7 I broke my leg while I >< the mountain.
- 8 She was upset because she >< her passport.

Marks [8]

7 In your notebook, complete sentence b so that it has a similar meaning to sentence a. Use between two and five words, including one of the words in brackets.

- 1 a We had a daily swim in the sea. (would / use)  
b We >< in the sea every day.
- 2 a My first meeting with Alice happened last summer. (met / meet)  
b I first >< last summer.
- 3 a We went to the beach resort every summer. (use / would)  
b We >< every summer.
- 4 a The idea of 'responsible tourism' is new. (use / wouldn't)  
b The idea of 'responsible tourism' >< exist.
- 5 a 2012 was the year of my holiday to Peru. (used / went)  
b In 2012 >< Peru on holiday.
- 6 a Travelling by coach was a regular habit of ours. (would / didn't)  
b >< by coach.
- 7 a I've only just started to enjoy family holidays. (would / to)  
b I >< family holidays.
- 8 a Were you keen on camping when you were young? (use / used)  
b >< like camping when you were young?

Marks [8]

Total 50

Listening

1 Listen and, in your notebook, match speakers 1–4 to options A–E. There is one option that you do not need.

Which speaker's holiday:

- A did not have good facilities?
- B was quite expensive?
- C did the speaker not book ahead?
- D was very relaxing?
- E does the speaker regret taking?

Speaking

2 Work in pairs. Look at the photos of different holiday accommodation. Speculate about where these places might be, why people might choose to stay in them and what a stay might be like.



3 Work in pairs and follow the instructions.

- 1 Each choose a different photo from exercise 2. Imagine you are planning a holiday with your partner. Try to persuade him / her to choose your accommodation.
- 2 Negotiate a compromise with your partner. Agree a place to stay, but make sure both of you feel happy!

Reading

4 In your notebook, complete the text *House swapping* with sentences A–H.

- A Firstly, there are the profiles.
- B They cost a fortune!
- C Luckily, she seemed to like what we'd written, too.
- D By the time my boyfriend came home from his Saturday job, it was spotless.
- E Well, yes and no. It isn't for everyone.
- F A flat above an all-night bar didn't make the list, either.
- G What if they make a mess?
- H Thanks to them, we discovered a wonderful jazz café – and a roller disco!



by Annie Toase

It was the night before my holiday and I was already exhausted. I'd just spent the whole day frantically cleaning the flat. <sup>1</sup> I'd even dusted the lights! My easier-going other half found my efforts very amusing. 'Aren't holidays meant to be relaxing?' he asked.

We'd joined *HouseExchange.com* a few weeks ago, when we'd been searching for cheap holidays online. Package holidays were out of the question. <sup>2</sup> I'm a student nurse and Max is a musician, so money is tight. But *HouseExchange.com* allows you to stay in someone's home in a beautiful tourist destination – for free!

So what's the catch? Well, while you're away, strangers will be staying in your home. <sup>3</sup> Or laugh at your bad taste in furniture? The worries don't end there. What if you don't like *their* home? It's important to choose your house swap with care!

*HouseExchange.com* is a bit like a dating service in two respects. <sup>4</sup> Everyone has to write one of these in order to 'sell' their home and neighbourhood. Secondly, site users are often quite fussy! After all, few of us want to swap with just 'anyone'.



## Grammar and vocabulary

5 Read the text. Write the correct answers in your notebook.

# Paris

Paris is a 'dream' destination for many foreign tourists. Some love shopping in the boutiques and admiring the fashions. Parisians are famous for their <sup>1</sup><>, modern style and effortless elegance. Other tourists immediately <sup>2</sup><> for the museums and art galleries, especially the astonishing *Lowvre*. Other people simply enjoy spending their time relaxing and soaking <sup>3</sup><> the atmosphere. But, like all big cities, Paris can <sup>4</sup><> a lonely place at times! If you'd like to meet other travellers during your stay, why not attend our 'Polyglot Picnic'? We <sup>5</sup><> this free event every Sunday at 3 p.m., for visitors who <sup>6</sup><> for language exchange, food and fun. You can <sup>7</sup><> the noise and crowds in a beautiful city park near the university. It's a great way to <sup>8</sup><> to know people in the area and to make friends from around the world. Everyone is very welcome, so there's no need to be <sup>9</sup><>. No one is a stranger here and you'll quickly feel welcome. We <sup>10</sup><> a small group in the past, but now hundreds of people join us every summer. We hope you'll join us, too. Please bring a frisbee, badminton racket, game or music to share. And of course, a smile!



For this reason, I'm afraid I rejected the home of a charming middle-aged couple, who had a rules list that was thirty pages long! <sup>5</sup><> I even dismissed an exquisite house in the heart of Paris 'which you can share with my pet snakes' – for obvious reasons. However, Rika's Berlin flat looked stylish and clean in the photos – and Rika herself sounded refreshingly 'normal'! <sup>6</sup><> At least, she sounded very positive! I think the house-swap worked out well for all of us. We admired Rika's amazing collection of art and she said she loved our stylish 'retro' furniture (I think she was being kind – we bought it second-hand because it was cheap!).

As well as all the benefits of staying in a home-from-home, house swapping is a great way to feel like a local on holiday. Many of Rika's neighbours said 'hello', and recommended places to visit. <sup>7</sup><> Neither were mentioned in the guidebook, so we felt like real 'explorers'.

Would I recommend it? <sup>8</sup><> Being open-minded is a must and yes, you do have to be prepared to do quite a bit of housework before you travel! But as a way to travel for virtually nothing, you can't beat it.

- |                  |            |               |
|------------------|------------|---------------|
| 1 a chic         | b vintage  | c trim        |
| 2 a head         | b journey  | c travel      |
| 3 a with         | b on       | c up          |
| 4 a to be        | b be       | c being       |
| 5 a are holding  | b held     | c hold        |
| 6 a like to look | b look     | c are looking |
| 7 a listen       | b escape   | c join in     |
| 8 a take         | b get      | c become      |
| 9 a shy          | b modest   | c sensitive   |
| 10 a were being  | b would be | c used to be  |

## Writing

6 Imagine you are joining *HouseExchange.com*. Write a profile for the website in your notebook. Include information about:

- you (your name, where you live, your personality and interests).
- your home (this can be your real home or an imaginary one).
- your neighbourhood or town and what visitors can see and do there.
- your ideal holiday with HouseExchange (where you would like to go and why).