Vocabulary in context

Types of transport

1. Complete the sentences with the words in the box.

- cable car
- cruise ship
- ferries
- hot-air balloon
- skateboards
- underground
- vans

If you’re frightened of heights, going up in a _______ isn’t for you. But if you’re not, try it to get fantastic views flying above the Sahara desert.

2. London has the oldest _______ system in the world. It carries up to five million passengers a day. It’s also known as the Tube.

3. The Emirates Air Line is the first urban _______ in the UK. It’s an easy way to cross the River Thames when you’re frightened of heights.

4. Every year, the Staten Island _______ in New York provide a service for 22 million people. Tourists also ride on these to see the harbour and sail past the Statue of Liberty.

5. Lorries or _______ are a type of transport. However, in Los Angeles, riders use them for three hours.

6. People don’t often think _______ are a great option because they can be very cheap – especially if you’re sharing a room with up to 20 people. They say they can be more interesting than a low-price hotel or a basic room in a roadside _______.

7. If you’re travelling in Asia, they recommend _______ which are small and budget-friendly. A morning meal is often included in the price so it’s like staying at a _______. For the best local experience, however, Monica recommends _______ that travelers stay at a _______.

8. If you’re travelling in Asia, she recommends _______. There, you live in the house of a local family and get a real feel for the local culture.

Accommodation

1. Complete the article with the words in the box.

- apartment
- bed and breakfast
- campsite
- caravan
- homestay
- hostels
- motel
- tent

It’s a good idea to buy travel insurance in case you sometimes put up a _______.

2. Read the article. Decide if each sentence talks about Ed (E), Radu (R) or both (B).

a. He had cycled across Europe.

b. He had a serious delay at one point in his trip.

c. It was the first time someone had done this kind of trip.

d. He slept one night in an unusual place.

3. Match the underlined words in the articles with the definitions.

- started enjoying
- a blog that contains mainly video
- a pair of bags fitted to a bicycle and used for carrying things
- produced for an important event to help you remember it
- at risk, unprotected
- uncontrolled, violent

4. On a long trip by bike, are these factors an advantage (A), a disadvantage (D) or both (B)?

- Freedom to stay anywhere
- Freedom to go anywhere
- Effect on environment
- Cost

5. Transporting everything on the bike

Vocabulary extension

4. Complete the sentences with the words in the box.

- boarding pass
- excess
- guidebook
- passport control
- timetable

1. Make sure you have a _______ so you can see and do in the city.

2. His suitcase was heavier than he was allowed so he had to pay the _______.

3. We planned our journeys by train using a _______.

4. When you’re travelling with most airlines, you can download an electronic _______.

5. When travelling with most airlines, you can _______.

Reading

Tips

1. Look at the photos and the titles of the articles. What do you think is the topic of the articles? Read the articles quickly to check.

- a Summer holiday fun
- b New ways to travel in Europe
- c Teenagers’ unusual travel experiences

2. Read the article. Decide if each sentence talks about Ed (E), Radu (R) or both (B).

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5. Transporting everything on the bike

Geocaching – a different way to travel!

When Radu Clapa set off from Denmark on a 7,800 km bike tour, he was also going geocaching. Geocaching is an outdoor activity where people use an app and a GPS device to find boxes (called geocaches) in secret locations.

Ed’s grandfather had designed two special panniers on the front and back of the unicycle and Ed carried his luggage in these – including a _______. He posted his fun experiences on Facebook® as he travelled, such as one night when he had to sleep at a bus stop! Five months later he completed his incredible tour.

When he was 19, Ed Pratt began his epic 33,000 km journey, settling off from the UK to ride across Europe, East Asia, Australia, New Zealand and the US – on only one wheel!

When Ed left school, he knew that he didn’t want to go to university. He had uncycled since he was 16, after discovering a bike in his friend’s garage. He had read that no one had uncycled around the world before and he wanted to be the first to do that.

Ed’s grandfather had designed two special panniers on the front and back of the unicycle and Ed carried his luggage in these – including a _______. He posted his fun experiences on Facebook® as he travelled, such as one night when he had to sleep at a bus stop! Five months later he completed his incredible tour.
Grammar in context 1

Past simple, past continuous and past perfect

1. Match the halves to make sentences.

2. Choose the correct alternative.

3. Put the words in order to make sentences.

4. Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

5. Complete the article with the words in the box.

Developing vocabulary and listening

Phrasal verbs connected with travel

1. Read the clues and complete the puzzle with the correct form of the phrasal verbs given.

2. Listen to two people talking about their changing travel habits. Answer the questions.

3. Listen again and choose the correct answer.

Critical thinkers


Vocabulary extension

5. Complete the sentences with the phrasal verbs in the box.

get across • get around • get away • get back • get on • get off • get up to • get through to • get through

Unit 2

Grammar in context

1. Match the halves to make sentences.

2. Choose the correct alternative.

3. Put the words in order to make sentences.

4. Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

5. Complete the article with the words in the box.

Developing vocabulary and listening

Phrasal verbs connected with travel

1. Read the clues and complete the puzzle with the correct form of the phrasal verbs given.

2. Listen to two people talking about their changing travel habits. Answer the questions.

3. Listen again and choose the correct answer.

Critical thinkers


Vocabulary extension

5. Complete the sentences with the phrasal verbs in the box.

get across • get around • get away • get back • get on • get off • get up to • get through to • get through

Unit 2
Grammar in context 2

1. Look at these sentences and decide if we can use the past simple, used to or would. Choose the correct alternative(s). For two sentences, all three options are correct.

   1. When we were young, we would stay/used to stay at the same hotel every year.
   2. Karl would often cycle/cycled/used to cycle to school.
   3. Where would you live/did you live to live/used to live before you moved here?
   4. I would never like/never used to like/never liked taking the bus to school.
   5. Would you have/Did you use to have/Did you have curly hair when you were a child?
   6. There didn’t use to be/weren’t/wouldn’t be so many cyclists in the park before.

2. Complete these sentences with be used to or to say if things are familiar (a) or not familiar (b).

   1. I’ve been used to changeing trains so many times.
   2. He travelled a lot so he delays and waiting around. (have)
   3. It’s not that bad! (you get up)
   4. She go to school by cable car. (go)
   5. He still feels strange going to work by motobike. (used)
   6. It’s not common for people to write letters nowadays. (writing)
   7. There wasn’t a train station in my village before. (be)
   8. He travels a lot so he doesn’t take them long. (live)
   9. He’s been here for a year but she still doesn’t take them long. (mould)
   10. They didn’t use to be/weren’t/wouldn’t be so many cyclists in the park before.

3. Correct the mistakes in the sentences.

   1. When Rachel was a teenager, she played a lot of sport. (used)
   2. Ed spent hours riding a unicycle when he was a teenager. (would)
   3. At 12, he was really shy, but now he is outgoing. (didn’t)

4. Rewrite the sentences using the words given. Do not change the meaning.

   1. When Rachel was a teenager, she played a lot of sport. (used)
   2. Ed spent hours riding a unicycle when he was a teenager. (would)
   3. At 12, he was really shy, but now he is outgoing. (didn’t)

5. Complete the text. Write one word in each gap.

   Family Education Travel More

   Travel unplugged!

   In a recent post on her travel blog, Traveller Nicole, American Nicole Lallage writes about travelling twenty years ago and compares it to today. Two decades ago, she (a) to plan her trips through a travel agent. She (b) use to do much research on where she (c) going and she (d) buy a guidebook, either. She (e) use to do using the Internet back then. When she arrived at a new city she (f) immediately look for a post office to buy stamps for her postcards. When she arrived for the first time in Paris, she (g) planned anything in detail. Of course, she (h) heard of the Eiffel Tower, but she enjoyed getting lost in the city and discovering new places. She met many friends in hostels because people would hang out together and swap stories. She thinks travellers (j) too busy pating their travel experiences on their smartphones (j) talk to each other nowadays.

6. Pronunciation

   The words that carry the important meaning in a sentence are usually stressed. Which words are stressed in these questions? Listen and check.

   1. I’d like to book a single ticket.
   2. Could you give me the final destination?
   3. How much are the tickets?
   4. I’d like to book a return ticket.
   5. I’d like to book a single ticket.

7. Practice asking the questions. If possible, record yourself.

Developing speaking

1. You are going to listen to two dialogues about short trips on a ferry and a cable car. Which words do you expect to hear?

   student railcard single traffic lights
   take-off return fare
   travel agent check-in tickets

2. Listen to the two dialogues and complete the table.

   |-------------------|------------------|------------------|---------------|-------------------|---------------|----------------
   | (1)              | (2)              | (3)              | (4) £         | (5)               | (6) take their | (7) Bay
   | (8)              | (9)              | (10)             | (11) £        | (12)              | (13) take a    | (14)           |

3. Listen again and put the words in order to make sentences.

   1. like / for / I’d / tickets / St Mawes ferry / the / buy / to / .
   2. journey / you / long / Could / how / tell / the / me / is / ?
   3. you / the / Can / tell / how / are / me / much / tickets / ?
   4. by / like / to / card / Would / you / pay / ?
   5. of / train / the / you / tell / Could / the / next / time / me / ?
   6. mind / again / Would / that / saying / you / ?

4. Look at the following requests. Use the word given to make them more polite.

   1. I want a single ticket to Dundee. (like)
   2. How much are the tickets? (could)
   3. When does the train leave? (can)
   4. Repeat that. (mind)

5. The words that carry the important meaning in a sentence are usually stressed. Which words are stressed in these questions? Listen and check.

   1. Could you write it down for me, please?
   2. Is it possible to pay by card?
   3. Could you print out the times for me?
   4. Can you tell me how much it costs?
   5. Which platform does it leave from, please?

6. You are in London and you want to go on a bus tour. You need to find out information from the ticket office. Prepare what you’re going to ask using the prompts.

   - sights / see on the Red Tour?
   - how often / buses / leave?
   - how much / tickets / cost?
   - listen / audio commentary?
   - what time / leave / Hyde Park Corner?
   - how many / stops / be?
   - what / be / final destination?
   - how long / tour / last?

7. Practice asking the questions. If possible, record yourself.
Developing writing

A blog post

1. Look at this description of a youth hostel. Are the sentences True (T) or False (F)?

   1. YHA New Forest is a three-star hotel. T/F
   2. It’s in the middle of Burley, a village in Hampshire. T/F
   3. You can stay in a tent at the YHA New Forest. T/F
   4. There are lots of outdoor activities to do in the New Forest. T/F

2. Read the blog post. How long did Martha stay at YHA New Forest?

Blog post:

Martha’s Blog Spot

Get away to the New Forest!

Posted April 12

I spent the weekend cycling in the New Forest National Park with a friend. We took a train and hired mountain bikes at a bike shop at the station. It was such a fantastic experience! The bike shop owner was so friendly and helpful. He gave us a map. We had booked a night in a dormitory room at the New Forest Youth Hostel, so we cycled there and left our luggage. It’s such a wonderful place! It’s in a beautiful location and it’s not at all expensive. I do recommend staying there if you ever visit the New Forest!

I made such a great lunch in the hostel kitchen. I do prefer my own sandwiches. Then we set off on a 20-mile cycle route. While we were cycling, Lola had a problem with her wheel. Luckily the bike shop man had also given us some tools and we could fix it! We cycled past so many amazing trees and such beautiful wild horses. What an incredible day! When we got back to the hostel, it was getting dark! Well, what do you think about my getaway weekend?

Comments:

I went cycling there once and it was brilliant!

Sue, 13, Bournemouth

I was thinking about going to the New Forest.

Hol, 14, Brighton

3. Read the blog post again and answer the questions.

   1. How did Martha and her friend get to the New Forest?

   2. What did they hire?

   3. What did they leave at the hostel?

   4. What did Lola use to fix her bike?

   5. What did they see in the New Forest?

   6. Who is thinking about going to the New Forest?

4. Make these sentences more emphatic by using the word given.

   1. It was an amazing experience! (such)

   2. The hostel was warm and comfortable. (so)

   3. I loved my weekend away! (did)

   4. The New Forest is a beautiful place. (such)

   5. It was a great experience. (What)

   6. She makes great sandwiches. (does)

5. Choose which two topics you wouldn’t include in a blog post about a weekend away.

   - types of transport
   - accommodation
   - food
   - places you visited
   - weather
   - activities
   - who you met
   - special moments
   - a funny experience

6. Use this paragraph plan to help you organise your blog post.

   Title: Give a blog post a title.

   Paragraph 1: Describe the place you went to and say how you got there.

   Paragraph 2: Talk about where you stayed.

   Paragraph 3: Describe the activities you did.

   Explain something funny or unusual that happened during your weekend.

   Paragraph 4: Describe a special moment. Explain your feelings about the weekend.

   Ask your readers to make a comment on your weekend.

7. Write your blog post. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

8. Read your blog post and complete the checklist.

   - I used words and expressions to give emphasis.
   - I included relevant and interesting vocabulary.
   - I used a variety of past tenses.
   - I wrote in a friendly, informal style.
   - I gave my blog post a title.

Writing reference

Useful words and expressions to give emphasis

- We can use What + (adjective) + noun, e.g. What a beautiful sound!
- We can use so + adjective or such + (adjective) + noun, e.g. It was such good fun!
- We can use do and did in affirmative sentences, e.g. I really do want to go back to Aberafon one day!
Grammar

Choose the correct alternative.
1 I listen / I'm listening to the news, but I can help you if you want to wait five minutes.
2 He hasn't succeeded yet, but he try / is trying.
3 I usually drink / am drinking water, not orange juice.
4 She wants to go running but it rains / is raining.
5 We learn / go-learning to play basketball at school. We started last week.
6 The train always arrives / is arriving at 15 minutes past the hour.

Complete the adjectives of personality and present simple or present continuous form of the verbs given.
Cecilia: Hi Jack. I'm going to get a sandwich at the café. (a)
Jack: OK. I (b) (work) on my geography project, but I (c) (need) a break.
Cecilia: (d) (know) how you feel!
Jack: How (e) (your project go)?
Cecilia: I haven't finished it yet, but I (f) (get) close. My problem is that I (g) (usually leave) homework to the last minute!

Rewrite the sentences that are incorrect.
1 That dog is looking at me. It won't stop!
2 They're just coming out now. Here they are!
3 This pizza is tasting absolutely delicious!
4 They're just coming out now. Here they are!
5 I'm not thinking that the gym should change its regulations. They are fine.

Complete the sentences with the correct words.
1 Melissa's always leaving her bedroom in a mess. She's so (a)
2 You can really count on her. She's incredibly (b)
3 My father hasn't got much hair, but he's not completely (c) yet.
4 Don't just think of yourself - that's so (d)!
5 Harry thinks he's better than everyone else. He's very (e)
6 My sister's really (f) - her stories always make us laugh.
7 Have you noticed that (b) people are always telling other people what to do?
8 He's not tall or short. He's (m) h.

Complete the types of accommodation with the correct words (a, i, o, u).
1 n rv s 6 pt m st c
2 m d m h 7 g y g
3 c h r f l 8 s n s bl
4 f r 9 l k b l
5 n s r t c

Complete the sentences with the correct words.
1 The snow (fall) as they (get on) the coach.
2 When we (arrive), a long queue of people (wait).
3 While he (ride) his bike through China he (have) an accident.
4 Somebody (take) her luggage when she (not look).
5 The boy (try) to find a seat when he (notice) his friend.

Complete the sentences with the correct words.
1 How long is the (j) from London to Leeds?
2 Paco is so (s) - He was chatting to me for 40 minutes yesterday!
3 Karen occasionally helps an (e) neighbour with her shopping.
4 The flight was cancelled, so all the (l) was taken off the plane.

Cumulative review

Vocabulary

Complete the adjectives of personality and appearance with the correct vowels (a, e, i, o, u).
1 n rv s 6 pt m st c
2 m d m h 7 g y g
3 c h r f l 8 s n s bl
4 f r 9 l k b l
5 n s r t c

Complete the sentences with the words in the box.

brilliant · elderly · glad · hard · impatient · outgoing

1 They're so (a) that you've come to visit.
2 We didn't find the maths homework too (b).
3 He's so (c) - he talks to everyone!
4 She's a really (d) girl. She always does well in exams.
5 My grandpa is very (e) now so we all look after him.
6 Don't be so (f). You just need to wait a minute!

Complete the sentences with the correct vowels (a, e, i, o, u).
1 t n t 6 h l d y
2 b d d n 7 h m m
3 b r k f t 8 h s l
4 c m p s t 9 m l d
5 c r v n 10 p r t m n

Complete the sentences with the words in the box.

cancel · delay · fare · miss · single

1 We didn't go because we couldn't afford the (a).
2 If it's still foggy, the airline could (b) the flight.
3 The pilot apologised for the long (c).
4 Hurry up, Luke, or you'll (d) the bus!
5 If you're only going one way, buy a (e).

Complete the sentences with the words in the box.

away · down · in · into · off

1 Excuse me, what time does the next train get (a)?
2 Why have they stopped? Has their car broken (b)
3 She always holds my hand as the plane takes (c)
4 My aunt hopes to get (d) for a short holiday next week.
5 Can you get (e) the car and put your seatbelt on?

On-the-Go Practice
This section tests your understanding of factual information. You will read profiles of young people and match them to short texts about a topic. For this task you should:

- read and underline the key information in each profile
- read the short texts and underline any information that matches the descriptions in the profiles
- make sure a text has all of the requirements that are mentioned in the profile
- avoid simply matching up the same words that appear in the profile and in the texts. Instead, look for words or expressions that have similar meaning in the profiles and texts.

For each question, choose the correct answer.

---

1. For each question, choose the correct answer.

**Craft competition**

Sunday in the school hall.
5 yrs–14 yrs.
All welcome.
Check online for entry form.
You can bring it on the day.
www.krttyd.com

You can only do the competition if...
A you go to the school on Sunday.
B you send in your form before Sunday.
C you are a student at the school.

---

2. For each question, choose the correct answer.

The young people (1–3) all want to take part in an event at the School Competition Day. Decide which event (A–E) would be most suitable for each person.

1. Sven wants to compete in athletics with professionals. He would like to offer training for younger beginners but also to have some training for himself.
2. Cheri likes team sports, but she has only played at school. She wants to meet other teams and also to learn a new sport. She's the only one at her school who is interested at the moment.
3. Jared is a good runner and swimmer. He’s keen to enter competitions with people from other areas. He also wants to find a company to help him pay for his sports kit.

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This class is longer than usual.
B The class will now usually be in a new venue.
C The classroom is further away than usual.

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Sarah is asking Alex...
A to keep her laptop until 5 pm.
B whether he will be at home at 5 pm.
C if he could bring her the laptop at 5 pm.