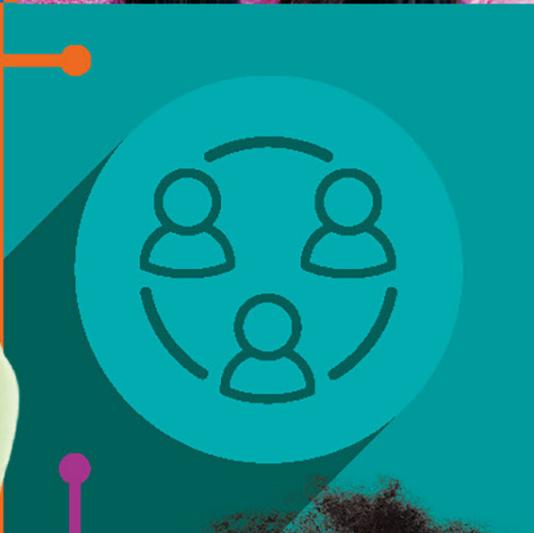
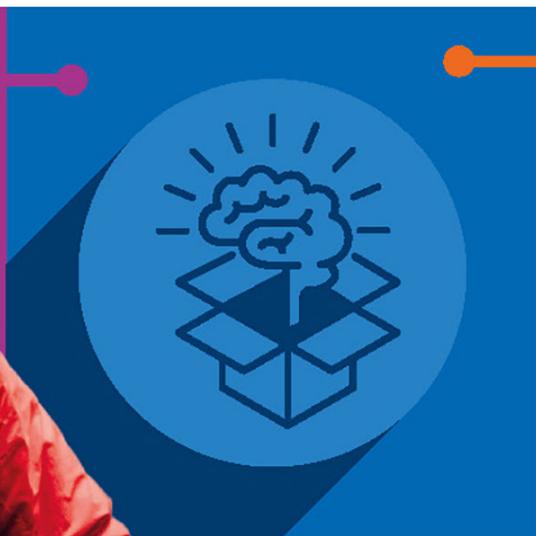


# Get INVOLVED!

# B1

Student's Book  
with Digital Student's Book



Catherine McBeth Patricia Reilly

Also  
includes



# 6

## Let's go!

WDYT?  
(What do you think?)

How can travel help us to learn about the world?

- Vocabulary:** transport and travelling; extreme adjectives
- Grammar:** future tenses: review; present tenses with future meaning; future continuous
- Reading:** an interview about 'world-schooling'
- Listening:** a conversation about travel plans
- Speaking:** buying tickets / arranging travel
- Writing:** an opinion essay
- Project:** a map/itinerary for a world-schooling curriculum



Video skills p73



Real-world speaking p79



Project: pp82-83



### Hot air balloons

Travel is all about getting **out of your comfort zone**, so how about taking a **trip** in a hot air balloon? You can **ride** above these beautiful rock formations in the region of 1 (...).



### Cable Car

If you aren't **afraid of heights**, you can **travel** all over the city of 4 (...) by cable car. It's the largest cable car system in the world, with 20 stations and six lines, like a 'metro' in the sky!



### Razzle Dazzle ferry

**Sail** across the River Mersey on this pop-art ferry. If you buy a **return ticket** and **set off** in the morning, you'll have time to visit the planetarium on the other side before you **come back** to 2 (...) in the afternoon.

### Pedicab

While you're **on your travels** in 3 (...), take a **tour** of the top **tourist sights** in a pedicab. There are no **traffic jams** on Sunday mornings when the centre is closed to motor vehicles.



### Maglev Train

The 'magnetic levitation' train is the fastest high-speed train in the world. If you need to **check in** at Pudong airport in 5 (...), the 30-km **journey** from the station will only take you seven minutes and 20 seconds, at a speed of 431 km/hour!



## Transport and travelling

1 Look at pictures 1-5. Which types of transport can you see? Which one would be most fun, in your opinion?

- bus cable car camel canoe coach ferry hot air balloon moped pedicab plane ship train tram underground

2 Copy and complete the table with the words from exercise 1.

Travel by ...	land (road/rail)	air or cable	water
	coach		

3 How do people get around where you live? Add more transport words to the table in exercise 2.

4 Work in pairs. Ask and answer about the types of transport in exercise 1. Who has used the most types of transport?

Have you ever travelled by ferry?

Yes, I have. I went by ferry to Staten Island when I visited New York.

### Talking about how we travel

We travelled **by bus**. We didn't go **on foot**.

5 Read the mini-texts and complete 1-5 with five of the options in the box. Have you been to any of these places?

- |                     |                      |
|---------------------|----------------------|
| Mexico City, Mexico | Madrid, Spain        |
| Liverpool, England  | Washington D.C., USA |
| Cappadocia, Turkey  | La Paz, Bolivia      |
| Rome, Italy         | Shanghai, China      |

6 Listen and check your answers. Can you answer the Bonus Question?

7 Read the mini-texts again and check the meaning of the words in bold. Find:

- three phrasal verbs
- three other nouns
- three other verbs
- three expressions
- three compound nouns

### Confusable words

trip (n) journey (n) tour (n) travel (v)  
travel (uncountable noun)



8 Complete the sentences to make them true for you.

- 1 My journey from home to school takes ...
- 2 I usually set off for school at ...
- 3 One of the best tourist sights in my region is ...
- 4 From my town/city, it's easy to travel to ...
- 5 I would be out of my comfort zone if I ...

### VIDEO SKILLS



9 Watch the video and answer the questions.

- 1 What places do you see?
- 2 Which place in the video would you most like to visit and why?

10 Work in pairs. Discuss the questions.

- 1 What kind of video is this?
- 2 Why is this type of video popular?
- 3 When might people watch this type of video?

## An interview

### 1 Skim the text quickly and choose the correct answers.

- Miro is travelling because he's ...
  - on a school trip.
  - a 'world-schooling' student.
- Miro's experience of travelling has been ...
  - more positive than negative.
  - more negative than positive.

### 2 37 Read and listen to the interview. Then write:

- two countries Miro has already visited
- four countries he'd like to visit
- four of his hobbies and interests
- his favourite subjects

### 3 Look at the interview and comments again. Correct one error in each sentence.

- Miro started travelling last year.
- At the moment, Miro and his mum live in a big city.
- In the future, Miro wants to be an engineer.
- JoGo and her family are travelling to America.
- JoGo is setting off on Saturday.

### 4 Answer the questions with information from the text.

- How many countries has Miro visited so far?
- How does Miro define 'unschooling'?
- According to Miro, what are the keys to successful travelling?
- What is BlueSkyAnnie's opinion of world-schooling?
- How is JoGo going to travel?

### 5 **Word work** In the interview, find the nouns that are used with adjectives 1–6. Then check the meaning of the phrases.

- vibrant (...)
- archaeological (...)
- must-see (...)
- like-minded (...)
- spare (...)
- favorite (US) (...)

### 6 Write:

- an example of a region in your country that has got a vibrant culture
- the name of an archaeological site in your country
- two must-see places for visitors to your area
- a place in your town where you can meet like-minded people
- two things that you enjoy doing in your spare time
- your three favourite subjects at school

### **Subskill: Identifying facts and opinions**

Facts are things that are true. An opinion is what someone thinks or believes.

### 7 Read the sentences from the interview. Are they facts or opinions? Do you agree with Miro's opinions?

- 'I've been to 14 countries.' *Fact*
- 'The world is full of places to explore.'
- 'It's foolish to stay in one place for the majority of your life.'
- 'There's a lack of community whilst travelling.'
- 'I can study what I want, when I want.'
- 'The world is a safe place.'

### 8 **Work in pairs. Answer the questions with your own opinions.**

- Would you like to have a world-schooling adventure? Why/Why not?
- Where would you like to go?

#### CRITICAL THINKING

- Remember** Read the interview and comments, and find examples of the *advantages* of world-schooling.
- Analyse** Are any *disadvantages* mentioned in the text? Can you think of any more?
- Create** In your opinion, does world-schooling have more advantages or disadvantages?

#### Research

Find examples of other young people who have travelled the world instead of going to school.



## Miro Siegel's real world-schooling adventure

A few years ago, Miro Siegel and his mother set off from their home in Los Angeles and began traveling. Since then, Miro hasn't been to school – he is being educated through 'world-schooling'. *Homeschooling Teen* magazine asked Miro about his experiences ...



### How many countries have you visited? Which one(s) did you like best?

I've been to 14 countries, and Guatemala and Peru are at the top. Guatemala for its colorful and vibrant culture, and Peru for its outstanding archaeological sites.

### What other countries are on your list of must-see places you want to visit?

Greece, Turkey, Japan and India.

### What do you like best about traveling?

Definitely the freedom that comes with it. The world is full of places to explore, and I think it's foolish to stay in one place for the majority of your life.

### Is there a negative side to being a world traveler?

The largest problem I can see is that there's a severe lack of community whilst traveling. I have yet to meet any other like-minded people my age during my five years on the road.

### What do you like doing in your spare time?

I read, write, or play video games. We're currently living in a mountain town and I enjoy hiking up the mountains.

### How would you describe the concept of 'unschooling' and what it means to you?

Unschooling simply means I have the freedom to do what I want. I'm in charge of my own education, so I can study what I want, when I want and how I want.

### Do you have any favorite subjects?

Literature is certainly at the top, and I like mythology.

### What have you learned from your adventures?

I've learned that the world is a safe place, and that everything will work out in one way or another.

### Where do you see yourself five years from now?

I honestly don't know. I haven't planned that far ahead yet. Eventually I want to become a writer, but I don't know how that's going to happen.

### What would you recommend to other teens who might like to travel?

Don't be afraid, and pack light. Those are the two keys to travel. Be open to new experiences, and step outside of your comfort zone.

#### Comments

 **BlueSkyAnnie** Sounds fantastic! Life's a journey – if you don't travel, you won't know what you're missing! Where are you going next on your travels?

 **JoGo** My parents have decided to take me and my sister on a trip to Asia. 😊 We're going to Thailand and Vietnam and we aren't coming back until August. Our plane leaves on Monday – I can't wait!



traveling (US) → travelling (UK)  
colorful (US) → colourful (UK)  
favorite (US) → favourite (UK)

## Future tenses: review

1 Read the examples and complete rules 1–3 with the words in the box.

intentions possibility predictions

Don't worry, everything **will be** fine!  
Jo **is going to visit** Asia.  
I **might travel** more when I'm older.

- We use **will/won't** for future (...).
- We use **be going to** for future (...).
- We use **might/might not** for future (...).

### Probably and definitely

The adverbs *probably* and *definitely* go after affirmative auxiliaries and before negative auxiliaries.  
I **will probably** travel when I finish university.  
I **definitely won't** leave school this year.

2 Complete the dialogue with *will / won't* or *might / might not* and the verbs in brackets.

- A:** Do you think Miro **will become** (become) a writer when he's older?  
**B:** Perhaps! He **1** (...) (**be**) famous in the future.  
**A:** I think he **2** (...) (**definitely / have**) some amazing experiences on his travels, but he **3** (...) (**probably/not take**) any formal exams.  
**B:** So when do you think **4** (...) (**you / leave**) school?  
**A:** I'm not sure yet. I **5** (...) (**probably / leave**) at 16 or 18. What about you?

3 Match sentences 1–4 with emoticons a–d. Then write them in order of probability.



- I'm probably not going to finish my project today.
- I'll definitely finish my project today.
- I definitely won't finish my project today.
- I might finish my project today.

4 Work in pairs. Imagine your classmate is going to leave school and go travelling. Write questions with *be going to*. Then ask and answer.

*Where are you going to go first?*  
*I'm going to go to Australia!*

- Where / go first?    3 Which subjects / study there?
- Who / travel with?    4 How / prepare for the trip?

## Present tenses with future meaning

5 Read the rules and examples. What are the negative and question forms?

We use the present simple for future events that are part of a timetable or schedule.  
Our plane **leaves** at ten o'clock.  
We use the present continuous for future arrangements.  
**We're coming back** in August.

6 Complete the dialogue with the correct form of the present simple or present continuous.

- A:** Hi Ben, it's Adnan.  
**B:** Hi Adnan, how are things?  
**A:** Good, thanks. I'm calling about our trip to the Science Museum on Sunday.  
**B:** Yes, great! What time **are we meeting** (we / meet) ?  
**A:** How about 12? The museum **1** (...) (**open**) at 11.  
**B:** Yes, that's fine – I can meet earlier if you want. My brother **2** (...) (**give**) me a lift. **3** (...) (**you / get**) the train?  
**A:** Yes – my train **4** (...) (**not arrive**) until 11:45, so let's meet at 12.  
**B:** OK, no problem.  
**A:** **5** (...) (**your brother / come**) to the museum with us?  
**B:** No, I **6** (...) (**meet**) him later in town.  
**A:** OK, cool. See you there!

7 Answer the question to solve the Brain teaser.

BRAIN TEASER

**Travelling back in time?**  
Olga will be travelling on Flight XY3101 from New Zealand to Hawaii. The flight takes nine hours and 15 minutes, and the time difference between New Zealand and Hawaii is 23 hours. Olga's plane departs from Auckland airport at 00:15 and arrives in Hawaii at 10:30 the previous day and year!  
*What day of the year is Olga leaving New Zealand?*

## Extreme adjectives

### Extreme adjectives

We use extreme adjectives to give emphasis.  
*interesting > fascinating!*

1 38 Match the extreme adjectives in A with the adjectives that have a similar meaning in B. Then listen and check.

**A**  
amazing ancient awful delicious delighted  
exhausted freezing huge tiny unforgettable

**B**  
bad big cold happy memorable  
nice old tasty tired small

2 39 Rewrite the text changing the normal adjectives to extreme adjectives. Then listen and check your answers.

*I've just heard about a young woman called Vedangi Kulkarni who's going to cycle round the world. What a **1 big** challenge! She'll be **2 tired** when she finishes but I'm sure she'll have a **3 nice** time. It'll be a **4 memorable** trip – she's going to travel through 15 countries across four continents. I bet she'll be **5 happy** if she succeeds!*

### Extreme adverbs of degree

With extreme adjectives, we don't use normal adverbs of degree.

quite X	very X
really ✓	absolutely ✓

*We had an **absolutely unforgettable** trip!*

3 Answer the questions with extreme adverbs of degree and extreme adjectives. Do you know where these places are?

- Are the paellas in Valencia tasty? (**delicious**)  
*Yes, they are. They're really delicious!*
- Are the Giza pyramids old? (**ancient**)
- Is Istanbul a big city? (**huge**)
- Is it cold in winter in Siberia? (**freezing**)
- Is Monaco a small country? (**tiny**)
- Is the Yucatán Peninsula a nice place to visit? (**amazing**)

## A conversation

4 40 Listen to Eva and Matthew's conversation about Vedangi Kulkarni. Answer the questions.

- What do they think of Vedangi's travel plans?
- Would they like to go on a similar trip?

5 Listen again and choose the correct options in the Fact file.



### FACT FILE

#### Vedangi Kulkarni

**Occupation:** Studies **1** sports management/ economics at Bournemouth University.

**Age:** **2** 19/21 years old

**Country of origin:** **3** Britain/India

**Current objective:** To cycle around the world in **4** 80/100 days and **5** film/write about her journey.

**Previous trips include:** Cycling **6** from London to Brighton/across the Himalayas.

### Subskill: Following a conversation

We use certain words to introduce important points (e.g. *Basically, ... / Apparently, ... / So, ...*) or examples (e.g. *For example, ... / Like, ...*).

6 Listen again and answer the questions. Listen carefully for the words in the Subskill.

- Why does Vedangi want to complete her trip in 100 days?
- What is the current world record?
- How many kilometres will Vedangi have to cycle every day?
- How far is the trip in total?
- Where will Vedangi's journey begin and end?
- How old was Vedangi when she went on her first big bike trip?

7 What do you think of Vedangi's plans? Write three sentences. Use extreme adverbs and adjectives in your answers.

## Future continuous

1 Look at the examples and answer the questions.

Vedangi **will be finishing** her trip in about three months' time.

I **won't be cycling around the world** when I'm 19!

Will she **be cycling** alone?

Yes, **she will**. / No, **she won't**.

- 1 What form is the verb after *will/won't + be*?
- 2 Do we use the verb in short answers?

2 Complete the sentences with the future continuous form of the verbs.

- 1 Vedangi (...) (**finish**) her trip in about three months' time.
- 2 I (...) (**not cycle**) round the world when I'm 19!
- 3 We (...) (**study**) when we're her age.
- 4 (...) (**you / go**) for a bike ride next weekend?
- 5 I (...) (**do**) my English homework on Saturday.

3 Look at the itinerary and complete the sentences. Use the future continuous.

### Three Cities tour: itinerary

Monday	fly to Barcelona
Tuesday	visit Barcelona
Wednesday	travel to Paris
Thursday	go on a boat trip
Friday	take the train to London
Saturday	go sight-seeing
Sunday	return to the USA



- 1 On Monday they'll be flying to Barcelona.
- 2 On Tuesday (...)
- 3 On Wednesday (...)
- 4 On Thursday (...)
- 5 On Friday (...)
- 6 On Saturday (...)
- 7 On Sunday (...)

4 Complete the time expressions with the correct words.

in on at next when

- 1 (...) this time tomorrow/11 o'clock tonight
- 2 (...) two weeks' time/September
- 3 (...) your birthday/Monday morning
- 4 (...) you've got time/you're older
- 5 (...) summer/weekend

5 Work in pairs. Choose the correct time expressions. Then ask and answer.

What will you be doing ...

- 1 **after/next** this lesson?
- 2 **when/at** nine o'clock this evening?
- 3 **at/on** this time tomorrow?
- 4 **next/last** Saturday afternoon?
- 5 **at/in** August?
- 6 **this time/when** you're 22?

What will you be doing after this lesson?

I'll be taking a break before the maths lesson!

6 Choose the correct option.

### GRAMMAR ROUND-UP

1 2 3 4 5 6 7 8



### My Travel Diary

- Day 5: Friday
- We 1 **'ve/d** just arrived in London (on the train from Paris) and we're having coffee in St Pancras Station. There's a piano in the middle of the station and there's a girl 2 **which/who** is playing some amazing music. Apparently the piano 3 **gave/was given** to the station by Sir Elton John. Well, I'm so happy that I'm travelling! I 4 **had never been/never went** to Europe before this trip but I definitely want to come back. Tomorrow morning we 5 **visit/will be visiting** the Tate Modern art gallery. We 6 **'re going to take/take** the cable car across the River Thames! Unfortunately that 7 **will be being/will be** our last day, because our flight 8 **leaves/is leaving** really early on Sunday morning...

### Research

Find out about the places in the travel diary.



## Buying tickets

1 Watch the video and complete 1–4 in the dialogue. How is Kate travelling?

**Ticket agent** Can I help you? Kate

**Kate** Yes, I'd like tickets for the cable car, please.

**Ticket agent** Are you travelling now? Kate

**Kate** Yes – how long does it take?

**Ticket agent** About 1 (...) minutes. Single or return? Kate

**Kate** Two singles, please – we'll be coming back on the Tube.

**Ticket agent** OK. Are you over 15? Kate

**Kate** Yes – we're both 2 (...). How much is it?

**Ticket agent** It's 3 (...) single, so that'll be £9.00, please. Kate

**Kate** £9.00?

**Ticket agent** Yes. Are you paying cash or card? Kate

**Kate** Er, I'll pay 4 (...) please.

**Ticket agent** Thanks. You get on just over there. Kate

**Kate** Great, thanks!

2 Watch again and answer the questions.

- 1 Why doesn't Kate buy return tickets?
- 2 Why do you think the ticket agent asks Kate about her age?
- 3 What is the advantage of doing this journey by cable car, in your opinion?

3 Read the Key phrases. Who says each question, the ticket agent or the customer?



4 Create your own dialogue. Follow the steps in the Skills boost.

### MERSEY Ferries

Single: £1.30 (child) / £2.70 (over 15)

Return: £1.70 (child) / £3.50 (over 15)

Ferries every 20 minutes.

Journey time 10 minutes.

### SKILLS BOOST

#### THINK

Look at the information and think about your journey. Will you need a single or return? How many people are travelling? How are you going to pay?

#### PREPARE

Prepare your dialogue. Use the Key phrases and the model dialogue to help you.

#### PRACTISE

Practise your dialogue. Remember to use intonation to make your questions clear.

#### PERFORM

Act out your dialogue for the class.

5 Peer review Listen to your classmates. Answer the questions.

- 1 Do they ask the right questions?
- 2 Which Key phrases do they use?
- 3 Do they make their questions clear?

### Key phrases

Can I help you? / Are you travelling now? / How long does it take? / Single or return? / How much is it? / Are you paying cash or card?

### Real-world grammar

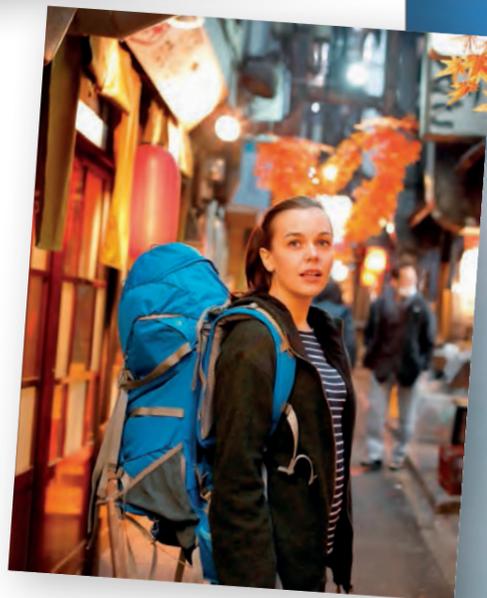
Er, I'll pay cash please.

**'International travel is the best way to learn about the world.'**

**Do you agree or disagree with this opinion?**

- 1 Nowadays, it is becoming easier and cheaper to travel to distant places. In my opinion, international travel is the best way to learn about the world for several reasons.
- 2 First of all, I think that we can meet amazing people and explore different cultures when we travel. We can also practise speaking languages and learn new ones. In my view, this cultural exchange will help people to cooperate better and live in peace.
- 3 In addition, it seems to me that travelling forces us out of our comfort zone. Things might go wrong on our travels but we will learn to be more independent. Some people think that it's enough to read about the world or take a virtual tour of famous tourist sight, but I disagree. I don't think that these activities can replace real travel.
- 4 In conclusion, I believe that international travel is definitely the most inspiring way to learn about the world, and about ourselves. I'll soon be planning my next amazing adventure!

By Katy



**An opinion essay**

- 1 Read Katy's essay. Does she agree or disagree with the quotation?
- 2 Read the essay again. Which reasons does Katy give to support her opinion?
  - meet amazing people
  - explore different cultures
  - learn new languages
  - visit the main tourist sight
  - step out of your comfort zone
  - become more independent
- 3 Match paragraphs 1–4 in the essay with four items from a–e. Which one is not in the opinion essay?
  - a the main reason why you agree/disagree
  - b concluding paragraph
  - c introduction to the essay
  - d whole paragraph about a different opinion
  - e additional reason why you agree/disagree and short reference to a different opinion

**Subskill: Giving opinions**

- I (don't) think/believe that ...
  - In my view/opinion, ...
  - It seems to me that ...
  - As far as I can see, ...
  - I'm not sure if/whether ...
- 4 Read the subskill information. How many of the phrases for giving opinions can you find in Katy's essay?
  - 5 Complete the sentences with phrases for giving opinions to make them true for you.
    - 1 (...) it's better to explore your own region than travel abroad.
    - 2 (...) the region where I live is a great place to visit.
    - 3 (...) we can learn a lot by visiting new places.
    - 4 (...) you can meet amazing people wherever you are.
    - 5 (...) local travel is cheaper than international travel.

**Grammar**

**Future tense review (will/might/be going to)**

We use *will/won't* for future predictions.  
*Don't worry, everything will be fine!*  
 We use *be going to* for future intentions.  
*Jo is going to visit Asia.*  
 We use *might/might not* for future possibility.  
*I might travel more when I'm older.*  
 The adverbs *probably* and *definitely* go after affirmative auxiliaries and before negative auxiliaries.  
*I will probably travel when I finish university.*  
*I definitely won't leave school this year.*

**Present tenses for future meaning**

We use the present simple for future events that are part of a timetable or schedule.  
*Our plane leaves on Monday.*  
 We use the present continuous for future arrangements.  
*We're coming back in August.*

**Future continuous**

We use the future continuous to talk about unfinished actions in the future. We only use the future continuous with action verbs (not stative verbs).  
*On her world trip, Vedangi will be cycling through 15 different countries.*  
*She won't be riding across the oceans!*  
*Will she be cycling every day?*  
 Yes, *she will.* / No, *she won't.*

**Vocabulary**

- 41 **Transport**  
 bus, cable car, camel, canoe, coach, ferry, hot air balloon, moped, pedicab, plane, ship, train, tram, underground
- 42 **Travelling**  
 journey, ride, sail, travel, trip, tour  
 tourist sight, traffic jam, return ticket  
 check in, come back, set off  
 (go/be) on your travels  
 (be) afraid of heights  
 (be/get) out of your comfort zone
- 43 **Extreme adjectives**  
 amazing, ancient, awful, delicious, delighted, exhausted, freezing, huge, tiny, unforgettable



**6 Write an opinion essay to answer the question. Follow the steps in the Skills boost.**

'There's so much to learn from exploring my own region/country!' Do you agree or disagree?

**THINK**

- 1 Decide if you agree or disagree with the statement.
- 2 Write a list of reasons to support your opinion.

**PREPARE**

Organise your ideas into paragraphs. Use the model essay to help you.

- Paragraph 1:** introduction to the essay
- Paragraph 2:** the main reason why you agree/disagree
- Paragraph 3:** additional reason why you agree/disagree, and short reference to a different opinion
- Paragraph 4:** concluding paragraph

**WRITE**

Write your opinion essay. Remember to use phrases for giving opinions.

**CHECK**

- Read your essay. Answer the questions.
- 1 Have you written four paragraphs?
  - 2 Have you included phrases for opinions?
  - 3 Have you used at least three examples of future tenses?
  - 4 Have you used vocabulary about travelling and extreme adjectives?

**7 Peer review** Work in pairs. Exchange your essay with another student. Answer the questions.

- 1 Does your classmate agree or disagree with the question / with you?
- 2 How many reasons does your classmate give for his/her opinions?
- 3 Has he/she used grammar and vocabulary from this unit?

WDYT?  
(What do you think?)

How can travel help us to learn about the world?

**TASK:** Create an itinerary for your ideal 'world-schooling' curriculum, and track it on a map.

**Learning outcomes**

- 1 I can plan, create and present an itinerary for a world-schooling curriculum.
- 2 I can use visuals to improve a creative project.
- 3 I can use appropriate language from the unit.

Graphic organiser → Project planner p120

**1** Watch a video of students presenting their world-schooling itinerary. Answer the questions.

- 1 Which four countries do they talk about?
- 2 Which place are they going to visit in each country?



**STEP 1: THINK**

**2** Look at plans A–D in the model itinerary on p83 and match them with school subjects in the box. There may be more than one possible answer.

art citizenship foreign languages geography history literature maths science

**STEP 2: PLAN**

- 3 Work in pairs. Follow the instructions.**
- 1 Choose four school subjects from exercise 2.
  - 2 Divide the subjects between you and decide which places you're going to visit for each one.
- 4 Make notes about what you will do in each place on your itinerary. Use plans A–D in the Model project to help you.**

**STEP 3: CREATE**

**5 Work in pairs. Read the tips in the Super skills box and practise saying the Key phrases with a partner.**

**CREATIVITY**



**Using visuals**

**Tips**  
Visuals such as maps, photos and graphics can make a presentation easier to follow as well as more attractive.  
Consider using digital visuals if possible.

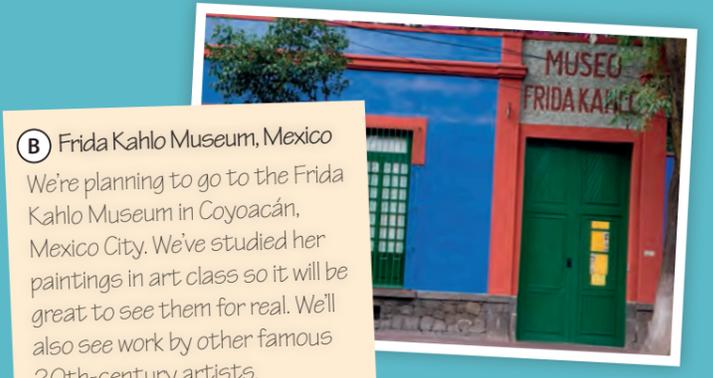
**Key phrases**  
How shall we make it look more colourful/attractive/interesting?  
Shall we include a map/some photos?  
Let's use different colours/fonts/headers.  
We could draw/cut and paste/cut out some images.  
How about using an interactive map/digital template?

**6** Read the *How to ...* tips on p120. Follow the steps to make your own world-schooling itinerary and map.

## Model project



**(A) CERN, Switzerland**  
We're going to visit CERN, the European Organization for Nuclear Research, in Geneva. We'll take a tour of the laboratories and see the Large Hadron Collider, which we've learnt about in our physics class. Hopefully we'll begin to understand the mysteries of the universe!



**(B) Frida Kahlo Museum, Mexico**  
We're planning to go to the Frida Kahlo Museum in Coyoacán, Mexico City. We've studied her paintings in art class so it will be great to see them for real. We'll also see work by other famous 20th-century artists.



**(C) Gallipoli Centre, Turkey**  
We learnt about the Battle of Gallipoli in our history class, so we're going to visit the Gallipoli Simulation Centre near Kabatepe. We'll also go to Anzac Cove and the war cemeteries.



**(D) Shakespeare's Globe Theatre, UK**  
We're going to see *Romeo and Juliet* at Shakespeare's Globe in London – we've read the play in our English Literature class. We'll also take a tour of the theatre, and we'll learn more about Shakespeare's life.

**STEP 4: PRESENT**

- 7** Check the creative visuals in your project and practise presenting it.
- 8** Present your itinerary and map to the class. Explain where you're going to travel and why, and describe what you'll learn in each place.
- 9 Peer review** Watch your classmates' presentations and vote for your favourite.

## FINAL REFLECTION

- 1 The task**  
How successful was your itinerary?   
How easy was it to produce it?
- 2 Super skills**  
Did you use visuals creatively?   
Give examples.
- 3 Language**  
What new language did you use from this unit?

**Beyond the task**  
Is it possible to learn about the world without leaving your home town? Think about the places in your itinerary. Could you experience any of them without travelling? How?  
*We could take a virtual tour of CERN without travelling to Geneva.*