

2 Enjoy the ride

Students in Colombia crossing the Rio Negro canyon using cables to get to school.

IN THIS UNIT YOU

- talk about getting around
- read about an unusual hobby
- learn about how to live and travel cheaply
- watch a TED Talk about 'happy maps'
- write a story about a journey you have made

2A Getting from A to B

VOCABULARY Travel

1 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- 'Travel is the only thing you buy that makes you richer.' What does this quote mean to you?
- What are the benefits of travel? Do you want to be a traveller? Why? / Why not?
- Look at the photo and read the caption. Would you like to go to school like this? Why do you think the children don't have a safer way of travelling?
- How do you get to school?

2 Work in pairs. Discuss the questions.

1 How many ways of getting around can you think of? Make a list.

go on your skateboard, take the bus, ...

2 Look at your list. Which form of transport:

- is the cheapest?
- is the fastest?
- is the most relaxing?
- is the most stressful?
- lets you see the most?

3 Complete the sentences with these pairs of words.

cruise + excursion
flight + destination

commute + lift
ride + route

expedition + voyage
trip + backpacking

- 1 My mum and dad _____ by car, so they normally give me a _____ to school.
- 2 RY5608 – that isn't our _____. It's flying to the same _____ but it's a different airline.
- 3 Some passengers on the _____ stayed on the ship, but we went on the _____ that they organized around the old port.
- 4 We had an amazing _____! I'm glad we were _____ and didn't stay in a hotel. We saw more of the country that way.
- 5 When I went for a bike _____ yesterday, I took a different _____ – I get bored going the same way all the time.
- 6 The _____ to the Antarctic lasted a year. After a difficult month-long sea _____, the scientists started their research.


4 Cross out the item in each list that does not collocate with the verb(s).

- 1 catch/miss my bus, my train, my car
- 2 get home, lost, school, from A to B
- 3 get on/off the bus, the car, the train, the plane
- 4 get to know the city, your way around, a trip
- 5 get to work, home, school
- 6 go for a trip, a bike ride, a drive
- 7 go on a flight, a journey, a travel, a trip, an expedition, a cruise
- 8 take a taxi, an hour, two kilometres, public transport


5 Complete the sentences with a word from Exercise 3 or 4. Then finish them so they are true for you.

- 1 My _____ to school takes ...
- 2 The best way for visitors to _____ to know my city is by ...
- 3 If I _____ public transport, I prefer to travel by ... because ...
- 4 The last long journey I _____ on was to ...
- 5 If I could take a _____ anywhere, I'd choose ... as my destination.

LISTENING

- 6 Listen to descriptions of three journeys to school. Complete the table.  8

	Where they live	How they travel	Time / distance they travel	What they do on the way
1 Santiago Muñoz				
2 Chosing	<i>The Himalayas</i>			
3 Daisy Mora				

- 7 Listen again. Who (Santiago, Chosing or Daisy):  8

- 1 travels the furthest?
- 2 doesn't take long to get to school?
- 3 stays at school for a long time?
- 4 gets up early to get to school on time?
- 5 takes public transport to get to school?
- 6 travels with a parent?
- 7 has a dangerous journey to school? (2 people)
- 8 is going to have an easier journey to school soon?

GRAMMAR Adjectives ending in *-ed* and *-ing*

- 8 Read the sentences in the Grammar box. Underline the adjectives. Which adjectives describe the journeys? Which adjectives describe how the people feel?

Adjectives ending in *-ed* and *-ing*

- a *You might think your journey to school takes ages, but Santiago Muñoz has one of the most tiring school commutes in the world ... He's excited about having more time to spend with friends and getting more sleep!*
- b *They don't talk much, but it is never boring. It takes them six days and at the end they are exhausted.*
- c *For some students living along the Rio Negro, their journey to school is absolutely terrifying ... If Daisy is frightened, she doesn't show it!*

- 9 Choose the correct option to complete the sentences.

Participle adjectives are adjectives that are made from verbs. They usually end in *-ing* or *-ed*.

- 1 Adjectives that describe how a person feels end in *-ing* / *-ed*.
- 2 Adjectives that describe the thing that makes you feel an emotion end in *-ing* / *-ed*.

Check your answers on page 130. Do Exercises 1 and 2.



Students on the train in Kyoto, Japan.

- 10 Match the *-ed* adjectives (1–8) with their meanings (a–h). Then complete the *-ing* adjectives.

<i>-ed</i> adjective	meaning	<i>-ing</i> adjective
1 terrified	e	terrifying
2 exhausted		
3 annoyed		
4 disappointed		
5 depressed		
6 shocked		
7 worried		
8 confused		

- a surprised because of something bad that happened suddenly
- b unhappy and a little angry about something
- c unhappy because something was not as good as you hoped or because something did not happen
- d thinking about bad things that might happen
- e very frightened
- f very sad and without hope
- g unable to think clearly about or understand something
- h very tired

- 11 Choose the correct option. Then work in pairs and tell your partner about one or two experiences you have had.

1 a destination you were looking forward to seeing but you found a bit *disappointed* / *disappointing* when you got there

I was excited about a school excursion to the History Museum, but it was really boring. Everyone was really disappointed.

- 2 a *terrified* / *terrifying* moment you've had on a car journey
- 3 a day when you did so much walking that you were absolutely *exhausted* / *exhausting* at the end
- 4 the longest and most *bored* / *boring* journey you've ever been on
- 5 a journey when you were very *worried* / *worrying* that you wouldn't get to the destination on time
- 6 an *annoyed* / *annoying* delay on public transport that you really didn't need
- 7 a *depressed* / *depressing* trip somewhere when you had a terrible time
- 8 an expedition that you'd be very *excited* / *exciting* to go on

- 12 Work in groups. Share your stories from Exercise 11. Whose experiences have been the most exciting / boring / tiring / frightening / disappointing?



2B Urban explorers

URBEXERS LIFE ON THE EDGE OF THE CITY

Standing on the Forth Bridge, Scotland.

VOCABULARY BUILDING Compound nouns


- 1 What places do visitors to your city or a city near you usually visit?
- 2 Match words in column A with words in column B to make compound nouns. Check in a dictionary to find out if the compound nouns are one or two words.

A

- 1 sight
- 2 a walking
- 3 an underground
- 4 a shopping
- 5 a building
- 6 public
- 7 urban
- 8 railway
- 9 a sky
- 10 a roof
- 11 an amusement
- 12 a view

B

- a site
- b station
- c transport
- d seeing
- e centre
- f tour
- g tracks
- h top
- i park
- j exploration
- k scraper
- l point

- 3 Listen and check your answers to Exercise 2. Underline the stressed part of each compound noun. Is there a general rule about where the stress is?  9

- 4 Which of the compound nouns in Exercise 2 are:

- 1 things visitors might do, use or visit?
- 2 buildings?
- 3 places the public don't normally go?

- 5 Use the compound nouns in Exercise 2 to make eight sentences about your town or city.

READING

- 6 You are going to read an article about urban explorers (urbexers). What would you like to find out from this article? Write three questions about urbexers you would like to know the answers to. Then read the article to check if your questions are answered.
- 7 Read the article again. Choose the correct ending to complete the sentences.
 - 1 The article begins by talking about options for tourists because
 - a they are good examples of urban exploration.
 - b they are very different from the activities that urban explorers do.
 - c the writer wants to recommend some ways of exploring cities.

10 How do you get to know a city you've never been to before? For most people, the typical tourist options are enough. Take a bus tour to see the sights or, if you're feeling energetic, consider a walking tour. To get a taste of city life, use public transport.

But there are people who want more than the standard tourist options. They are *urbexers* – urban explorers. They're interested in discovering parts of the city we normally see as less beautiful, the places tourists are not supposed to see: ghost underground stations that have been closed for years, shopping centres and amusement parks at night, abandoned* factories, building sites, tunnels and railway tracks. It's not for everybody. You can't be scared of heights or small spaces and you have to be willing to take risks.

Bradley Garrett is one of them. Urbexers don't follow the same routes as everyone else: 'I've been to Paris six times and I've seen more of the city underground than I have above ground,' he says. 'If somebody asked me for a good restaurant, I'd have no idea.'

It wasn't until Bradley and his urbexer friends had climbed to the top of London's tallest skyscraper, the Shard, and had managed to visit all of the city's fourteen abandoned underground stations that the police stopped them exploring as a group. Bradley was studying urbexers for a book he was writing when they had to stop.

Bradley's best experience as an urbexer was in Chicago with friends when they climbed the Legacy Tower, a 72-storey skyscraper. 'We were sitting on a rooftop looking up at this building when someone suggested we try to get up it. So we walked in and just got in the lift after some residents had opened the door. When we made it up to the roof, it was the most incredible view I've ever seen.'

Why do urbexers do it? Many enjoy the excitement of putting themselves in danger. Some enjoy the feeling they get from being alone in abandoned places. 'I feel I'm the only person in the world,' says Zhao Yang, a Chinese 29-year-old who explores places where people used to work, like old industrial sites and abandoned hospitals. Like many urbexers, Zhao is a keen photographer who takes his smartphone to record what he sees and, like many, he also writes a blog about his experiences, but he prefers to explore alone.

This can be dangerous, of course, but if you're interested in exploring city spaces, there are safe ways of doing it. For example, it's easy to look at a map, identify an area that is new to you and go there. Another way is to try to get lost in your own town. Or you could just set off for a walk without planning your route. Who knows what you might find!

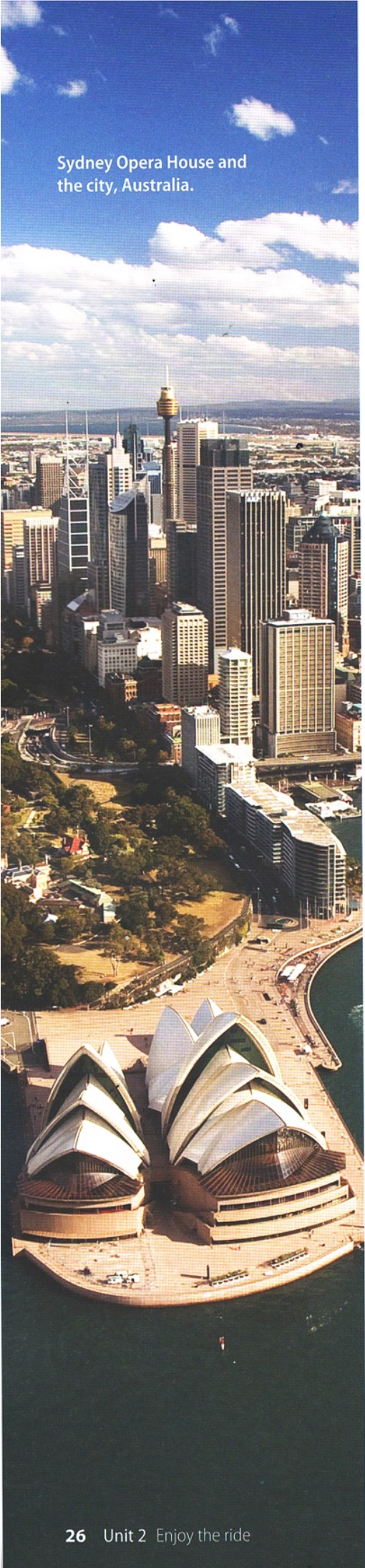
abandoned *left empty*

- 2 The places that urban explorers visit are
 - a always underground.
 - b not used any more.
 - c not usually attractive to many people.
- 3 Bradley Garrett
 - a knows Paris very well.
 - b doesn't like high places.
 - c wouldn't be a very good guide for traditional tourists.
- 4 Bradley and his friends
 - a weren't allowed to go to London's abandoned underground stations.
 - b can no longer explore together.
 - c didn't climb the Shard.
- 5 Garrett's trip to the top of the Legacy Tower was
 - a easy.
 - b lonely.
 - c well planned.
- 6 Zhao Yang
 - a investigates abandoned factories.
 - b explores with friends.
 - c doesn't want to tell anyone about his experiences.
- 7 The article ends by
 - a describing more activities that urban explorers do.
 - b recommending other ways of exploring cities.
 - c explaining the health benefits of urban exploration.

CRITICAL THINKING Selecting information

If they are writing about something that is unfamiliar to a lot of people, writers have to think about the kind of information that will interest their readers.

- 8 Read the Critical thinking box. Which questions does the article answer about urbexers and urban exploration?
 - 1 Does urban exploration happen all over the world?
 - 2 How long have people been exploring in this way?
 - 3 How many people do it?
 - 4 If I want to explore my local urban area, what can I do?
 - 5 Is the word 'urbexer' in the dictionary?
 - 6 What are some of the stories that urbexers have?
 - 7 Why is urban exploration attractive to some people?
 - 8 What kind of places do urbexers visit?
 - 9 What personal qualities do urbexers need?
- 9 Work in groups. Discuss the questions.
 - Did the article answer all your questions from Exercise 6?
 - What other information would you like to see in the article?
 - How could you find out the answers to the questions that weren't answered?
- 10 Do you think the author did a good job? Did he choose the information that was interesting to you?



Sydney Opera House and the city, Australia.

2C Sydney on \$20

GRAMMAR Narrative forms

- 1 Work in pairs. Can you remember Bradley Garrett's adventure at the Legacy Tower? Retell the story using these words.

rooftop	the lift	view
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- 2 Check your ideas in Exercise 1 with the article on page 25.
- 3 Choose the correct options to complete the sentences in the Grammar box.

Narrative forms

- a *It wasn't until Bradley and his friends **had climbed / were climbing** to the top of the Shard and **used to manage / had managed** to visit all of the city's abandoned underground stations that the police **stopped / were stopping** them exploring as a group.*
- b *Bradley **studied / was studying** urbexers for a book he **wrote / was writing** when they had to stop.*
- c *We **had sat / were sitting** on a rooftop when someone **suggested / used to suggest** we try to get up the Legacy Tower. So we **walked / were walking** in and just **had got / got** in the lift after some residents **had opened / were opening** the door.*
- d *Zhao Yang explores places where people **were working / used to work**, like old industrial sites and abandoned hospitals.*

- 4 Read the sentences in the Grammar box and complete these rules with *past simple, past continuous, past perfect or used to*.

When we tell stories or talk about actions or events in the past:

- 1 we use the _____ to describe an incomplete action or event when another action happened. The actions are often connected with *when, while* or *as*. We also use it to give background information. It is not used with state verbs (*know, love, etc.*).
- 2 we usually use the _____ to describe completed actions in the past. If actions happen one after another, we use this tense.
- 3 we use the _____ to emphasize that one past action finished before another past action. The actions are often connected with *after, before* and *already*.
- 4 we usually use _____ to talk about situations, habits and routines that were true in the past but are not true any more.

Check your answers on page 130. Do Exercises 3–6.

- 5 Read about freeganism. What are the advantages of living like this? Would you like to live like this? What do you think the disadvantages are?

Freeganism is a way of living and travelling that costs almost nothing. It's simply using your skills so you don't have to pay for things. People who practise freeganism are called 'freegans', and they try to buy as little as possible because they want to save money and reduce their impact on the environment. They choose to eat food that has been thrown away and find alternatives to sleeping in hotels and paying for transport when they travel.

- 6** Becky Khalil was a freegan in Australia for some time. Choose the correct options to complete what she says about travelling as a freegan in Sydney.

I (1) *used to think / was thinking* that Australia was a really expensive place, and the first time I (2) *went / had gone there*, I worked to pay for my living expenses. But while I (3) *had stayed / was staying* in Australia last time, I (4) *found / used to find* another way to live. I (5) *used to use / had already used* my working visa on my first trip, so I couldn't get a job this time. To make things worse, someone (6) *was stealing / had stolen* all my money during a train journey. So I (7) *became / had become* a freegan. Before, I (8) *used to buy / was buying* too much food and threw a lot of it away, but this time I (9) *had eaten / ate* leftover food from friends and shops, like day-old bread. I (10) *didn't spend / hadn't spent* anything on accommodation, less than \$100 on travel and less than \$20 on food for six weeks!

- 7** Complete the rest of Becky's story with the best form of the verbs.

Most of the time, friends of mine (1) _____ (let) me sleep on their sofas, but before my trip I (2) _____ (contact) a company that organizes 'house-sitting' jobs, so I sometimes looked after houses when the owners were on holiday. To save money on bus fares, I (3) _____ (get) lifts with people I knew, and while I (4) _____ (travel) around the country, I usually decided to camp. Once I went to sleep under the stars because I (5) _____ (be) too tired to put my tent up. Finding cheap or free food was much easier than I (6) _____ (expect) it to be. Even in winter, I enjoyed it because I (7) _____ (live) with other freegans and we (8) _____ (become) friends and helped each other. At the end of each day, shops gave us anything they (9) _____ (not sell). Believe it or not, we (10) _____ (eat) extremely well!

- 8** **PRONUNCIATION** Weak forms: *used to*

Listen to these sentences. How is *used to* pronounced? Practise reading the sentences. **11**

- 1 Our grandparents never used to throw their food away.
- 2 Did people use to travel a lot when your parents were young?
- 3 A: Do you enjoy travelling by plane?
B: I used to, but not any more.

- 9** Complete the sentences in your own words. Then work in pairs and compare your sentences.

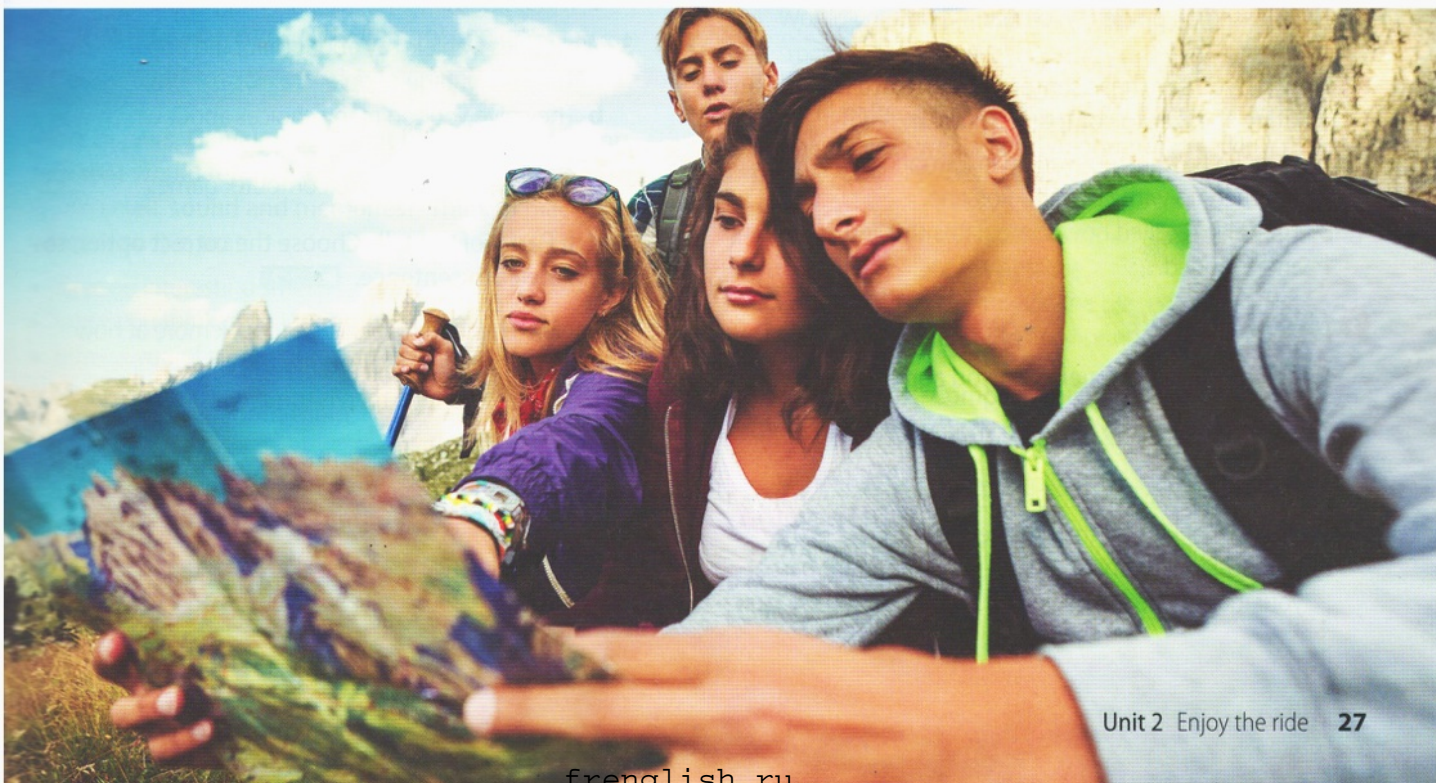
- 1 Before this lesson I didn't know ...
- 2 When I was younger, I used to ...
- 3 I didn't use to ... (but I do now).
- 4 The last time I ... was when ...
- 5 I didn't spend any money when ...
- 6 I bought ... while I was ...

- 10** Prepare notes about a trip or journey you have taken that was memorable in some way. Use these questions to help you plan what you are going to say.

- Where did you go? Did you use to go to the same destination regularly, or was this the first time?
- How did you travel?
- When did you make the trip?
- Who did you go with?
- What memorable things happened? What were you doing when they happened?
- How did you feel about the journey in general?

- 11** **CHOOSE**

- 1 Work in pairs. Tell your stories to each other. Ask each other questions to find out more.
- 2 Present your story to the class.
- 3 Write your story. Read each other's stories and choose your favourite.



2D Happy maps

“ If you think that adventure is dangerous, try routine. It’s deadly. ”

DANIELE QUERCIA

Read about Daniele Quercia and get ready to watch his TED Talk. ▶ 2.0

AUTHENTIC LISTENING SKILLS

Understanding accents

When you travel abroad or listen to people on TV and the internet, you will hear foreign and regional accents in English. It’s helpful to practise listening to different accents so you can enjoy listening to people from all over the world.

- 1 Listen to the beginning of the TED Talk, first said by a native English speaker and then by Daniele Quercia, a native Italian speaker. Compare the pronunciation of the underlined sounds. 🔊 12

I have a confession to make. As a scientist and engineer, I’ve focused on efficiency for many years.

- 2 How do you say these sentences? Listen to Daniele and a native speaker to compare. 🔊 13

- 1 I lived in Boston and worked in Cambridge.
- 2 I teamed up with Luca and Rossano.
- 3 They also recalled how some paths smelled and sounded.

3 MY PERSPECTIVE

Which of these statements do you agree with? Why?

- 1 Learners should try to sound like native speakers of English.
- 2 Sometimes it’s easier to understand other non-native speakers of English than native speakers.
- 3 Your foreign accent in English is an important part of your identity, so be proud of it.

WATCH

- 4 What do you usually see on your journey to school? What can you hear? What can you smell?
- 5 Watch Part 1 of the talk. Answer the questions. ▶ 2.1
- 1 What journey helped Daniele see that travel isn’t just about efficiency?
 - a moving from Boston to Barcelona
 - b a bicycle race he took part in
 - c his commute to work
 - 2 How was the new route different from the old one?
 - a It went along Massachusetts Avenue.
 - b It had less traffic.
 - c It was shorter and quicker.
 - 3 What does Daniele say about mapping apps?
 - a They encourage people to explore more.
 - b They give you too many choices about which way to travel.
 - c They are very similar to computer games.
- 6 Watch Part 2 of the talk. Choose the correct option to complete each sentence. ▶ 2.2
- 1 Daniele changed his research to look more at how people *experience / get around* the city.
 - 2 The red path on the map is the *shortest / most enjoyable* one.
 - 3 They collected data by asking people to *play a game / take a test*.



- 4 The first map that they designed was of *Boston / London*.
- 5 Their research now is in developing maps based on smell, sound and *memories / sights*.
- 6 Their goal is to encourage people to take *the best path / many paths* through the city.

7 VOCABULARY IN CONTEXT

- a Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. ▶ 2.3
- b Think of examples of the following things. Then work in pairs and compare your examples.
 - a place that's *surrounded by countryside*
 - a time when you felt *shame*
 - somewhere that only has a *handful of shops*
 - a situation that makes you feel *shy*
 - a time you *teamed up with someone*

CHALLENGE

Work in pairs. Daniele asks 'What if we had a mapping tool that would return the most enjoyable routes based ... on smell, sound and memories?' Think of places near where you live that:

- have an interesting smell.
- make you think of an interesting sound.
- remind you of a memory.

Tell your partner about them.

8 Work in groups. Discuss the questions.

- 1 How does Daniele think that his mapping app will make people's lives better?
- 2 Daniele's London map shows routes that are short, happy, beautiful and quiet. Which kind of route would you prefer to use to get around your city? Why?
- 3 Why might these people be interested in using this kind of mapping app? Give reasons for each one.
 - a tourist spending a week in a new city
 - a courier who delivers letters and parcels quickly for companies by bicycle
 - a student
 - a taxi driver
- 4 Would you like to have this mapping app on your smartphone? Why? / Why not?

9 Work in pairs. Look at a map of your town or a city that you know well. Plan two one-hour walking routes for the city.

- Route 1. This must include as many beautiful sights and interesting places as possible.
- Route 2. This must include the places most likely to interest teenagers who are visiting the city.

10 Work in groups. Compare your routes and discuss the questions.

- Which of the tours would you enjoy most if you were a tourist? Why?
- What other types of (guided) tours could you offer in the town or city?

2E You can't miss it


SPEAKING

- 1 Work in pairs. Discuss the questions.

How do you find your way when you are lost? Have you ever used a map, satnav or app to help you, or do you prefer to ask someone?

- 2 Listen to two conversations. Complete the table.  14

	Conversation 1	Conversation 2
1 Do the speakers know each other?		
2 Where do they want to get to?		
3 How are they travelling?		
4 How far is it?		
5 What will they do if they get lost?		

- 3 Look at the map and listen again. Match a letter from the map with each of these places.  14

- | | |
|--|-------------------|
| 1 where the first conversation takes place | 3 the cinema |
| 2 the science museum | 4 Melanie's house |

- 4 Use one word to complete the expressions. Listen again to check.  14

- Can you _____ me? I'm trying to _____ to the museum.
- It's quite a long _____ from here. About fifteen minutes' _____
- Go up Northway Street for about five minutes _____ you get to the supermarket on your left. Then take the second _____ on the right.
- You can't _____ it.
- Can you give me _____ to your house?
- So if the station's _____ you, you'll need to turn right.
- At the _____ of the street you'll see a cinema in front of you.
- _____ on up Northway Street until you get to a supermarket on your right. Just after _____, there's a street on the left.

- 5 Label the sentences in Exercise 4 with the correct category (A–D) from the Useful language box.

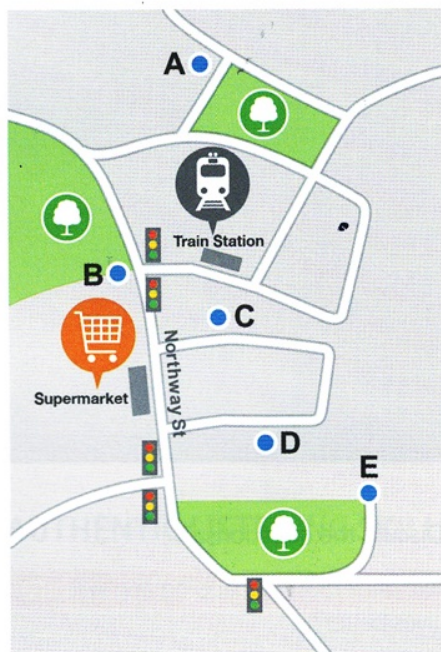
- 6 Work in pairs. Ask for and give directions between places on the map.

- 7 Work in groups. Give directions to each other from school to destinations around town. Listen and say what you think the destinations are.

WRITING A story

- 8 Work in pairs. Read the writing task below. Then tell your partner about a time when you got lost.

Write a story that ends with the sentence: *After so many hours feeling completely lost, I had ended up just where I needed to be!*



Useful language

A Asking for directions

Excuse me. Do you know the way to ...?

B Giving directions

Go all the way up there until you get to ...

At the traffic lights, go straight on / turn right.

After 200 metres, take the first turning on the left.

C Talking about landmarks and destinations

Go past a ... on your left / right.

The train station is on your left.

D Talking about time and distance

It's not very far from here.

It's no more than a kilometre from there.

9 Read the story on page 149. At which of these moments did the writer feel uncertain?

- | | |
|-------------------------|---------------------------|
| 1 talking to his cousin | 4 when he got off the bus |
| 2 at the bus station | 5 on the motorbike |
| 3 on the bus | 6 at the boat |

10 **WRITING SKILL** *just*

Match the sentences (1–5) with the meaning of *just* (a–e).

- 1 My cousin had just returned from an island called Koh Tao.
- 2 An old man pointed to a bus that was just about to leave.
- 3 I was just falling asleep when the driver shouted, 'Koh Tao!'
- 4 I couldn't see the sea, just a quiet road.
- 5 I had ended up just where I needed to be!

- | | |
|------------|--|
| a only | d almost |
| b recently | e very soon (with <i>be about to</i>) |
| c exactly | |

11 You are going to write a story about a journey or trip that ends with one of these three sentences. Choose your ending.

- That was one of the worst trips of my life.
- I hadn't expected to have such an exciting journey.
- Getting to school had never been so complicated.

12 Prepare to write your story.

- 1 Use the questions in the Writing strategies box to help you make notes about the details of your story.
- 2 Think about the verb forms you will need to tell the story.

13 Write your story. When you have finished, share it with other people in the class. Whose stories sound like the best/worst experiences?

Writing strategies

Writing a story

Use a paragraph plan like this when you write a story:

Paragraph 1: Set the scene

Where does the story start?

Who is the story about?

When does the story take place?

Paragraphs 2 and 3: Main events

What happened?

How did you feel?

What happened next?

Paragraph 4: The end

What happened in the end?

How did you or other people feel?

What do you remember most about the events?

Koh Tao is a beautiful island in Thailand. Its name means 'Turtle Island.'

