

2 BACK TO NATURE



a



c



b



d

1 Work in groups. Look at the photos. What are the people doing?

2 Use the phrases in **A** in the **KEY VOCABULARY PANEL** to describe the photos. Use a dictionary to help you.

3 **a** 2.1 Listen to four people describing a place. Match each speaker to one of the photos.

Roxanne Sunee
 Juan Mohammed

b Listen again and complete the sentences with words from **A**.

- Roxanne's favourite place is a Chinese
- Juan goes to the most weekends.
- Sunee lives on the of Phuket in Thailand. She often goes to the to meet friends.
- Mohammed thinks that the can be dangerous, but it's very beautiful, especially in the

4 Complete **B** in the **KEY VOCABULARY PANEL** . Listen again. Which point of the compass does each speaker mention?

5 **a** Work in groups. Can you remember who said these sentences?

- 'It's a really peaceful place.'
- 'It's very friendly.'
- 'This place is unique – there's nowhere quite like it.'
- 'It's noisy and dirty!'

b Read transcript 2.1 on page 162. Underline other adjectives to describe places. Which adjectives describe your hometown?

6 Work in pairs. Discuss the questions.

- Which of the places in the photos do you like the most? Why?
- What is your favourite outdoor place? Why do you like it?



e



f

KEY VOCABULARY

Geography

A Outdoor places

far from everywhere in a field in a forest
 in a rainforest in the country in the desert
 in the mountains near the sea on an island
 on the banks of a river on the beach on the coast

B Points of the compass

- Label the compass using *north, south, east, west*.



- Match the places on the map to the phrases in the box. (There are more phrases than places).

near the capital in the centre in the east
 inland on an island in the north
 in the south on the west coast


Coimbra is in the centre.



- Where is your hometown? Use the words above to describe exactly where you live.

I live in a small town in the north. It's on the coast, near the capital.

READING

- 1  Work in pairs. Look at the photos and newspaper headlines. What do you think is similar about these three stories?



- 2 a Read newspaper articles 1–3 and match them to headlines a–c in 1.

- b Read the sentences. Are they true or false? Correct the false sentences.

- Christopher used his mobile phone to call for help.
- Christopher was walking somewhere cold.
- Grayson did not have anything to eat.
- Grayson was wearing something bright.
- Rory thinks that TV can sometimes be useful.
- Rory was lost for more time than Christopher and Grayson.

2

In 2009, nine-year-old Grayson Wynne spent 18 hours alone in a forest in eastern Utah, USA. He survived – thanks to TV adventurer Bear Grylls.

Grayson and his family were on a camping holiday. **On** Saturday, Grayson went for a walk by himself. He put some food in his rucksack before he left. But he didn't take a map!

Grayson was a big fan of Bear Grylls's books and TV shows, and he knew what to do. Bear said that it was important to help people to find you, so Grayson left pieces of his yellow jacket on paths and in trees. Rescuers found Grayson after they noticed the yellow material.

1


A few years **ago**, Rory and Chiara Maddocks and Rachel Hodson lost their way in a rainforest in central Malaysia. They didn't have any food or drink, and they were tired and scared. The forest was beautiful, but it was dangerous, with many wild animals and rainy weather.

How did the three friends survive? They followed tips from Ray Mears's *Extreme Survival* programme on TV. They walked to a river until they saw the sea. They swam and they tried to find help. Luckily, some boys on a boat rescued them. After two nights in the forest, they were safe. When he got home, Rory said he wanted to watch more *Extreme Survival*. 'You never know when you might need it!'

Mar

- 3 Find words/phrases in the articles that mean:

- did not know where they were (3 words)
- felt unhappy about something bad (1 word)
- advice, useful ideas (1 words)
- with no other people (two items: 1 word / 2 words)
- safe places to sleep (1 word)
- the beginning of the day (1 word)

- 4  Work in groups. Discuss the questions.

- Which story did you find the most interesting? Why?
- Are survival television shows popular in your country?
- Would you be good at surviving outdoors? Why/Why not?

3

When Christopher Traverse's snowmobile broke **last** winter, the Canadian was worried. He didn't know where he was, and he didn't have a mobile phone with him. Luckily, he remembered a TV show called *Survivorman*. As part of the show, a man called Les Stroud stayed in many wild, dangerous places. Christopher decided to use some of Les's ideas. He slept in shelters which he made out of trees, and he drank snow. He got up each day **at** dawn, and he walked until it grew dark. Four days later, he found a road, and a way home.

GRAMMAR

1 a Work in pairs. Find the sentences in the articles.

- 1 They **noticed** the yellow material.
- 2 He **didn't have** a mobile phone with him.
- 3 How **did** the three friends **survive**?

b Complete 1 and 2 in the **GRAMMAR PANEL** .

2 Underline the past simple verbs in one of the articles. Which verbs are a) regular? b) irregular?

3 Look at the **highlighted** words in the articles. Complete 3–7 in the **GRAMMAR PANEL** .

4 a Look at the photo of Bear Grylls. What do you remember about him from the article?



b Complete the text using the past simple form of the verbs.

Q How ⁽¹⁾Bear / become a famous adventurer?

A

- He ⁽²⁾climb Mount Everest aged only 23.
- In 2003, he ⁽³⁾go across the Arctic Ocean. He ⁽⁴⁾not travel on a big ship, but on a tiny boat!
- Two years later, he ⁽⁵⁾fly over Angel Falls in Venezuela in a paraglider.

Q What ⁽⁶⁾he / do on his first show?

A

- On *Man vs Wild*, Bear ⁽⁷⁾sleep outside in many wild places. He ⁽⁸⁾not stay in warm hotels!
- He ⁽⁹⁾not take any food with him. On the show he ⁽¹⁰⁾eat many strange things, like snakes and sheep's eyes!

5 a Think about the last time you visited the countryside. Make questions. Then note your answers.

- 1 When / go What / weather like
- 2 Where / go What / place like
- 3 What / do anything interesting happen

b Work in pairs. Discuss with a partner.

PAST SIMPLE

We use the **past simple** for completed past actions.

- (+) They visited wild places.
 (-) They ⁽¹⁾..... any cities.
 (?) Which countries ⁽²⁾..... they?

Some verbs have an irregular affirmative form (+).
 make → made, do → did, etc.

Time expressions

We often use time words with the past simple, such as:

- a go, ⁽³⁾ a..., ⁽⁴⁾ i..., ⁽⁵⁾ l..., ⁽⁶⁾ o..., ⁽⁷⁾ w.....
 She went there last week. They left at half past ten.
 He left two hours ago. We found her on June 9th.
 I lived there in 2003. It was cold when we left.

See page 141 for grammar reference and more practice.

PRONUNCIATION: past simple endings

1 a Complete the table with the past simple form of the regular verbs.

Infinitive	Past simple	Infinitive	Past simple
decide	stay
follow	stop
need	walk
notice	want

b 2.2 Look at the infinitive forms. Which verbs have two syllables? Listen and check.

2 a 2.3 Listen to both the infinitive and the past simple forms. For which three verbs do we pronounce the -ed ending as an extra syllable /id/? Listen again and repeat.

b Complete the rule.

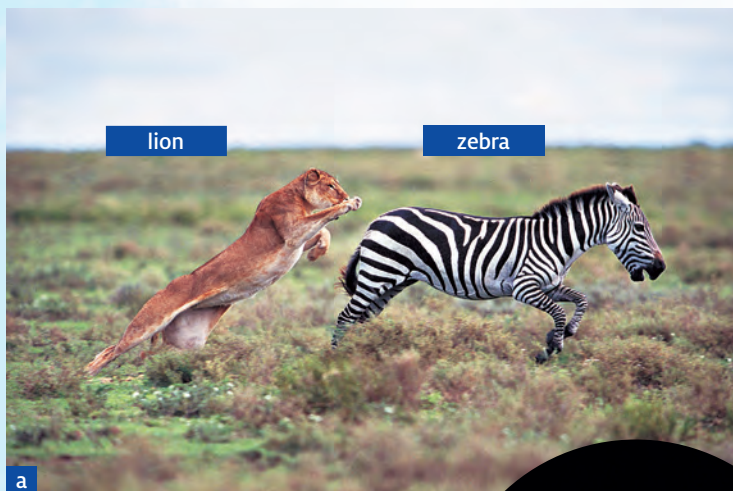
When the infinitive form of the verb ends in a /.../ or /.../ sound, the -ed ending is pronounced as an extra syllable /id/.

3 a Read the sentences. Which past simple endings are pronounced as an extra syllable?

- 1 We went camping last weekend. It rained and rained. I hated it!
- 2 I visited my grandparents last Sunday. We sat in the garden and talked about the weather.
- 3 We went on a long walk. We started at nine and we didn't get back until half past six!

b 2.4 Listen and repeat.

4 Write three sentences about last weekend. Use at least one regular past simple verb in each one.



lion

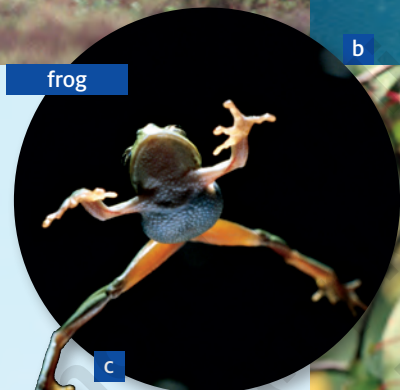
zebra

a



elephant

b



frog

c



monkey

d

SPEAKING & LISTENING

- 1 Work in pairs. Look at the photos. Discuss the questions.
- Where were the photographers when they took the photos?
 - How often do you take photos?
 - Do you use a camera or your mobile phone? Which do you prefer?

- 2 Work in pairs. Look at jobs 1–3. Discuss the questions.

- 1 news photographer
- 2 wildlife photographer
- 3 wedding photographer

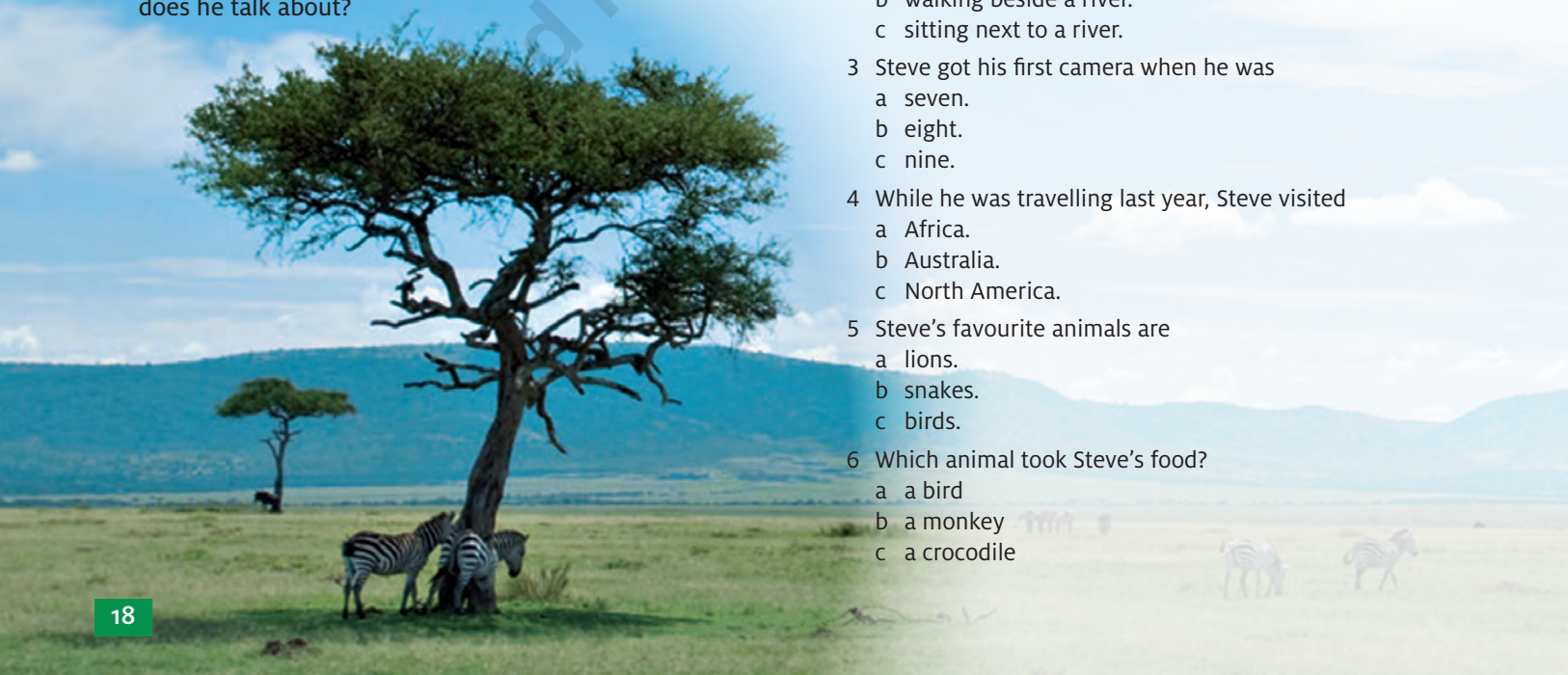
Which job

- do you think is the most difficult? Why?
- would you like to do the most/least?

- 3 2.5 Listen to a radio interview with a wildlife photographer. Which three animals in the photos does he talk about?

- 4 Read the questions. Listen again and circle the answers.


- 1 When did Steve win the photography competition?
 - a this morning
 - b a few days ago
 - c last year
- 2 Steve took his winning photo when he was
 - a sailing on a river.
 - b walking beside a river.
 - c sitting next to a river.
- 3 Steve got his first camera when he was
 - a seven.
 - b eight.
 - c nine.
- 4 While he was travelling last year, Steve visited
 - a Africa.
 - b Australia.
 - c North America.
- 5 Steve's favourite animals are
 - a lions.
 - b snakes.
 - c birds.
- 6 Which animal took Steve's food?
 - a a bird
 - b a monkey
 - c a crocodile



GRAMMAR

- 1 a Read the sentences. Which photos (a–d) is Steve talking about?

- 1 My girlfriend and I **were travelling** through Bolivia.
- 2 I **was working** in Africa.

b Look at the verbs in **bold** in 1a. Complete 1 and 2 in the GRAMMAR PANEL .

- 2 Read transcript 2.5 on page 162. Find five more examples of the past continuous.

- 3 a What were the animals in photos a–d doing when Steve took the photos?

Write sentences using the verbs in the box. More than one answer may be possible.


The zebra was running.

chase climb jump run
sit stand swim watch

- b Work in pairs. Compare your answers with a partner. Did you use the same verbs?

- 4 Look at photos e–h. What do you think the photographer was doing at the time?

I think he/she was travelling in a helicopter.

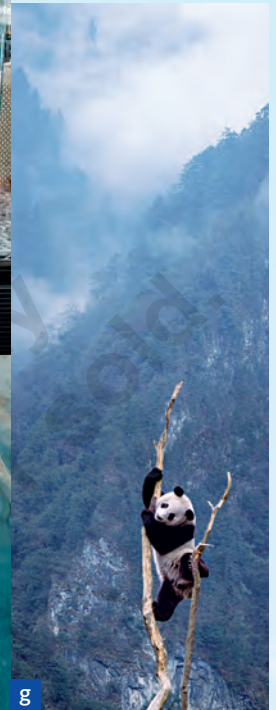
- 5  Work in pairs. Try to guess what your partner was doing at these times. Ask and answer. Were you right?

What were you doing:

- 1 ten minutes ago?
- 2 yesterday evening?
- 3 last summer?

Were you:

- 4 studying English this time five years ago?
- 5 living in the same place in 2000?



PAST CONTINUOUS

We use the **past continuous** to talk about an action that was in progress at a specific time in the past.

He was working in Africa at the time.

We form the past continuous with **was/were + verb + -ing**.


(+) *It ⁽¹⁾ swimming.*

(-) *It wasn't moving.*

(?) *What ⁽²⁾ they doing?*

See page 141 for grammar reference and more practice.


SPEAKING

- 1  Work in pairs. Look at the photo. Discuss the questions using the words in the box.

have/party laugh
swim walk watch

- What was the bull doing just before the photo?
- What were other people doing?
- What do you think happened afterwards?



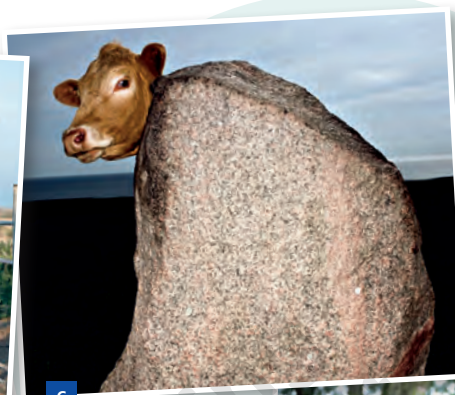
- 2  2.6 Listen to a woman talking about what happened. Check your ideas.



a



b



c



d

SPEAKING & VOCABULARY: animals

- 1 a Look at the photos. Can you name the animals? If not, find their names in the box. Use a dictionary to help you.

cat cow deer dog fox giraffe
 horse lion monkey pig polar bear
 rabbit sheep snake

b What are the animals doing in each photo? Which situation would worry you most?

- 2 a Match the animal names in 1a to the categories. Use a dictionary to help you. Some animals can go in more than one category.

- 1 Common pets rabbit
 2 Zoo animals
 3 Wild animals rabbit
 4 Common farm animals

b Can you add at least one more animal to each category?

- 3 Work in pairs. Discuss the questions with a partner.

- Is there a particular animal that is associated with your country or region?
- If yes, what is it?
- Why is this animal important?

I'm from Wales. Two animals are important in my country. The first is a mythical animal, the dragon – it's on our flag. The second is a sheep – there are more than 20 million sheep in Wales!

LISTENING

- 1 a 2.7 Listen to Jan and Lucia talking about an encounter with animals. Match their conversations to two of photos a–d.

b Listen again. Match the statements to the people, Lucia (L), Jan (J) or both (B).

- 1 It was the first night of the holiday. J
 2 It was the last day of the holiday.
 3 She enjoyed the holiday.
 4 They went to look at some animals.
 5 Some animals came to look at them.
 6 The experience scared her at first.
 7 The experience made her laugh.

- 2 Check your answers in transcript 2.7 on page 162.

- 3 a Look at the pairs of sentences. Choose the correct option, a or b, for each one.

Conversation 1

- 1 a The cows were in the campsite.
 b The tent wasn't in the campsite.
 2 a The cows sounded human.
 b The cows didn't sound human.
 3 a One of the campers opened the door of the tent.
 b One of the cows opened the door of the tent.

Conversation 2

- 4 a They were driving past a zoo.
 b They were driving through a safari park.
 5 a They were following some animals.
 b Some animals were following them.
 6 a They chased the monkeys away.
 b Some men chased the monkeys away.

b Listen again and check your answers.

- 4 Work in pairs. Discuss the questions with a partner. Whose story do you think is
- more interesting? Why?
 - more amusing? Why?

GRAMMAR

- 1 a Complete the sentences with the correct endings in the box.

some monkeys jumped on the car
 took my sunglasses
 Agata opened the door of the tent
 a cow put its head inside the tent

Conversation 1

- 1 While we **were talking** about what to do,

 2 She **opened** the door and

Conversation 2

- 3 We **were driving** through a safari park when

 4 One of the monkeys **climbed** through the
 window and

- b Work in pairs. Answer the questions.

- 1 Look at the verbs in **bold** in 1a. Which are in
 a the past simple?
 b the past continuous?
 2 Look at the second verb in each sentence.
 Which describe
 a an action that happened while the first
 action was in progress?
 b an action that happened immediately after
 the first action?
 2 Choose the correct options to complete 1–4
 in the GRAMMAR PANEL.
 3 Choose the correct form of the verbs to
 complete the story.

We ⁽¹⁾ *walked / were walking* along a quiet country road when we ⁽²⁾ *heard / were hearing* a noise in the trees. We ⁽³⁾ *stopped / were stopping* and ⁽⁴⁾ *were listening / listened* carefully. Suddenly a fox ⁽⁵⁾ *jumped / was jumping* into the middle of the road. It ⁽⁶⁾ *carried / was carrying* a bird in its mouth. It ⁽⁷⁾ *looked / was looking* at us, then ⁽⁸⁾ *was turning / turned* and ⁽⁹⁾ *was running / ran away*.



- 4 a Work in pairs. Look at the pictures. Write a short story about what happened.



- b 2.8 Listen to Alison talking about her experience. Compare her story with your own. Were there any differences?

- 5 a Work in groups to discuss the questions.

- Have you ever seen an animal in the wild?
- If yes, where were you?
- What were you doing?
- What happened?

- b Report the most interesting story to the class.

PAST SIMPLE & PAST CONTINUOUS

We often use the **past continuous** and the **past simple** in the same sentence. This shows that an action happened while a longer action was in progress:

We *were driving* through a safari park (a) when some monkeys *jumped* on the car (b).



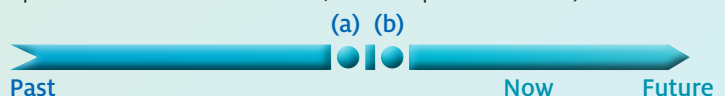
The ⁽¹⁾ *past continuous / simple* describes the shorter, completed action.
 The ⁽²⁾ *past continuous / simple* describes a longer action that was in progress at the time.

We often use the ⁽³⁾ *past continuous / past simple* with **while**:

While we were talking about what to do, Agata *opened* the door of the tent.

We can use two verbs in the **past simple** to show that one action followed another:

Agata *opened* the door (a) and a cow *put* its head in (b). (= first Agata opened the door and after that, the cow put its head in.)



We often use linkers like **and**, **then** and **so** with the ⁽⁴⁾ *past continuous / past simple* to introduce the second action.

So we put the tent up quickly, *then we went* to bed.

See page 141 for grammar reference and more practice.

2.4 FUNCTIONAL LANGUAGE: CHECKING IN

TUNE IN

- 1 a Look at the photos. Where are the people? What is the connection with the title of the lesson?



a



b

- b Match the words to the situations in the photos. Some words go with both situations.

	a	b
1 Boarding pass		✓
2 Passport	✓	✓
3 Reference number		
4 Connection		
5 Internet		
6 Breakfast		
7 Boarding gate		
8 Suite		
9 Bags		

- 2 a 2.9 Listen to two conversations. Match them to the photos in 1a. Underline the words you hear in 1b.

- b Listen again. Mark the statements true (T) or false (F). Correct the false statements.

Conversation 1

- The passenger is late for her flight.
- The airline worker asks her three questions.
- They don't know how long the delay is.

Conversation 2

- The couple have booked the room for two nights.
- The room price doesn't include breakfast.
- The receptionist has given the guests a better room.

FOCUS ON LANGUAGE

- 3 a Match extracts 1–9 from the conversations to people a–c.

a airline worker b hotel receptionist c hotel guest

- Is breakfast included?
- Here's a free pass to our business lounge.
- Can I check in, please?
- I'm afraid there's a delay to your flight.
- I'm pleased to tell you, you have a suite!
- I'm afraid there's an extra cost for internet. Here are the details.
- How many bags do you want to check in?
- Do you have your booking reference number?
- Can I have your passports, please?

- b Match responses a–i to extracts 1–9.

- Just this one.
- Yes, of course, here they are.
- Yes, here it is, we booked online.
- Let me check, sir...
- Of course, do you have your booking reference number?
- Oh, that's a shame.
- Oh, that's a surprise. Thanks very much.
- Oh, that's great... thank you!
- Oh, dear... how long is it?

- 4 Listen again and check.

“Intonation: sounding surprised and disappointed”



2.10 Look again at the last four responses in 3b. Which speakers are a) happy? b) unhappy?

Listen to the four responses. What do you notice about the intonation? When does it a) go up? b) go down?

Practise saying the responses sounding surprised or disappointed.

OVER TO YOU

- 5 a Work in pairs. Act out the first situation (at an airport check-in desk). Student A, turn to page 158. Student B, turn to page 160.

- b Act out the second situation (at a hotel reception). Student A, turn to page 158. Student B, turn to page 160.

TUNE IN

- Work in pairs. Look at the photos on a travel website. Discuss the questions.

 - Where did the woman go on holiday?
 - What did she do on holiday?
 - Do you think she enjoyed it? Why?
- Quickly read the holiday review and check your answers to 1.
- The website has a 'rate this review' feature, where readers decide how useful a review is. How would you rate this review? Why?

Holiday company: Wild Travel
Reviewer: Sally Castle

Rate this review:

very useful ☆☆☆☆☆
 quite useful ☆☆☆
 not useful ☆

HOLIDAY REVIEW

a When we booked our holiday, my husband and I were really excited. We are both quite adventurous people, so trekking on the island of Borneo seemed like our dream holiday. Unfortunately, it was more like a nightmare!

b We travelled in summer, so we were expecting hot, sunny weather. But when we arrived at the airport, it was raining. It rained for fourteen days! We walked for more than 10 kilometres every day, but we didn't see any interesting wildlife – only dangerous snakes! Our tour guide, Azman, wasn't very reliable. On the first day he was two hours late. Then he lost our map while we were following a river. We were walking until midnight that night!

c By the end of the holiday, we were tired and fed up. Borneo was beautiful. But the best part of our holiday was going home!

PREPARE FOR TASK

- Match paragraphs a–c to descriptions 1–3.
 - giving a conclusion
 - setting the scene
 - describing what happened
- Read the review again. Find and underline two examples of
 - past tenses
 - time expressions
 - adjectives
 - linkers

TASK

- Imagine you are going to write about a holiday experience for the website. Choose one of the following:
 - an amazing holiday experience
 - a terrible holiday experience
- Think of an experience to describe. You can use your own ideas, or describe an experience from the news or TV. Answer the questions in the paragraph plan.

Paragraph	Content ideas
1	Where did you go on holiday? When did you go? Who did you go with?
2	What happened on the holiday? Why was it good/bad?
3	How did you feel after the holiday?

- Now write a short description of your holiday experience. Remember to:
 - follow the paragraph plan in 7.
 - use a variety of language as in 5.

REPORT BACK

- Compare your reviews in groups.

What are the two most interesting things about each story?
- Decide as a group which was your favourite holiday review. Why?