

PREVIEW

UNITS 5-6

COMMUNICATIVE AIMS LEARNING HOW TO ...

- 1 Talk about what has and hasn't happened
- 2 Talk about experiences
- 3 Talk about achievements and important events
- 4 Describe a sequence of past events
- 5 Talk about past habits and states
- 6 Talk about inventions

TOPICS AND VOCABULARY

Countries

Phrases with *go, learn and ride*

Sport

Geographical features

Disability

Recycling

Household items

Materials

Inventions

Phrases with *do and make*

- 1 Match four of the communicative aims (1-6) with the pictures (A-D).
- 2 Complete the words and put them into categories.

Sport

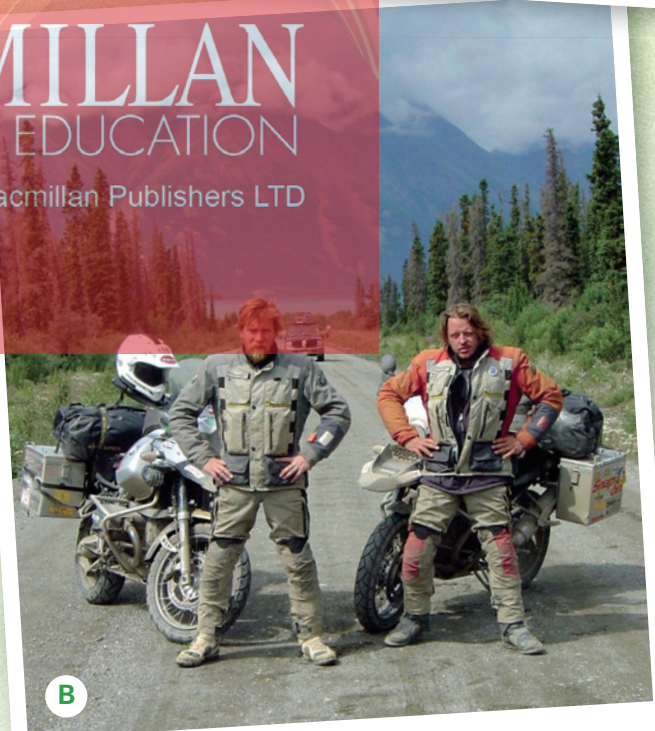
Materials

Household items


car_et co_ton c_cling
cu_board cu_tains gla_s
ic_ho_key m_tal mirr_r
plas_ic p_per r_nning sai_ing
sa_cepán s_iing su_fing
va_uum cle_ner wo_l



They didn't use to have electric light.



They haven't reached the USA yet.

- 3  2.15 Listen to extracts 1-3 from Units 5 and 6. Match them with A-C below.

- A An extract from an autobiography
- B A description of an invention
- C Information about a new sport



C

The car, which was sketched by da Vinci in 1478, runs by clockwork.

4 Play *What kind of person?*

Work in pairs and make notes describing four other students under these headings.

What kind of person?

Colour

Day of the week

Month of the year

Place

Clothes

Household item

Food

Animal



D

Ruth had planned to go to university, but instead she left school and started her own business.



Take turns to read out your descriptions to another group. Can they guess who the people are?

This person is red. She is Monday. June. And a beach. She is a pair of blue jeans. A phone. Pizza. And a cat.

**Believe
it or
not!**

Who is the world's greatest inventor? Many people think that Thomas Edison registered the most inventions – he had over 1,000 patents, including the light bulb. But Dr Yoshiro Nakamatsu from Tokyo has 3,200 patents, including the floppy disk! Although he's 78, he's still going strong, so that number will probably increase.


Has she learnt first aid yet?

Talking about what has and hasn't happened
Present perfect with *just, already, yet*

1 OPENER

Look at *10 things to do before you're 20*.
Tick the things that you have already done.

LISTENING

- 2  2.16 Listen to Lisa and Steve.
Write L (Lisa) and S (Steve) for
the things they've already done.

10 things to do before you're 20

- 1 Go to a gig
- 2 Learn first aid
- 3 Perform in a play
- 4 Ride a horse
- 5 Write a poem
- 6 Go camping with friends
- 7 Organise a birthday party
- 8 Go skiing
- 9 Learn to drive
- 10 Hold a baby



3 SPEAKING

Check your answers to exercise 2.

- A Has Lisa been to a gig yet?
B Yes, she's already been to lots of gigs.
B Has she learnt first aid yet?
A No, she hasn't done that yet.

Now ask another student questions
about *10 things to do before you're 20*
and note down the answers.

4 WRITING

Write sentences about the student you
interviewed in exercise 3.

*Pedro hasn't been to a gig yet, but he's
already learnt first aid.*

Extension Write your own list of
10 things to do before you're 16 and
use it to interview another student.



5 READING

2.17 Read the newspaper report, and look at the route of the journey. How many countries have McGregor and Boorman been to so far?

Long Way Round

Actors Ewan McGregor and Charley Boorman have just arrived in Kazakhstan on a 20,000-mile motorcycle trip. The pair are on their way round the world – they've already travelled across Europe, but they haven't completed a quarter of their journey yet.

McGregor (famous for films such as *Star Wars*) and Boorman are spending more than three months travelling on motorbikes from London through Europe, Asia, Canada and the USA. It's a long and challenging journey – fortunately they haven't had any accidents yet.

Route of the journey

- 14 April – Belgium
- 15 April – Germany
- 16 April – Czech Republic
- 19 April – Slovakia
- 21 April – Ukraine
- 27 April – Russia
- 1 May – Kazakhstan
- 16 May – Russia
- 19 May – Mongolia
- 2 June – Russia
- 1 July – USA (Alaska)
- 8 July – Canada
- 17 July – USA
- 29 July – New York City

McGregor and Boorman are making a film about the trip and are highlighting the work of UNICEF. They've already visited the Chernobyl Children's Project in Ukraine, and they're going to call in at a youth centre in Kazakhstan. They are also planning to visit a project which helps street children in Mongolia.



6 AFTER READING

It's 1st May. Look at the route of the journey and ask and answer questions about McGregor and Boorman's trip.

- A Have they been to Germany yet?
 - B Yes, they've already been to Germany.
- | | |
|------------------|---------------------------|
| 1 go to Germany? | 4 cross Mongolia? |
| 2 reach Alaska? | 5 travel through Ukraine? |
| 3 go to Russia | 6 arrive in Canada? |

Make three more true statements about McGregor and Boorman's journey so far, using *just*, *already* or *yet*.

- A They've just left Russia.
- B They've already been to Belgium.
- A They haven't visited the street children project yet.

Your response How would you like to travel round the world – on a motorbike or bicycle, on foot, by car, by boat or by plane? Who would you like to go with?

7 VOCABULARY

Complete the word maps with these words and phrases.

a bicycle camping on holiday a horse
an instrument a language first aid
a motorbike skiing to drive to a gig



8 PRONUNCIATION

2.18 Listen and repeat.

/eə/ where	/et/ way
bear pair	bay pay
dare stare	day stay
hair their	hey they

Now listen and write the words you hear.

9 WRITING

Write a list of ten things you'd like to do in the future. Then exchange lists with another student. Write sentences about the things on your partner's list that you've already done and haven't done yet.

Meet a famous person *Travel round the world*
Appear on television

I've already met a famous person – I've just met Ewan McGregor!

Extension Find a different partner and write three true and two false sentences about things that you've already done and haven't done yet. Can your partner guess which are false?

LANGUAGE WORKOUT

Complete.

Present perfect with *just*, *already*, *yet*

They have _____ arrived in Kazakhstan.
They have _____ travelled across Europe.
They haven't completed a quarter of their journey _____.
Have they crossed Asia _____?

We can use the present perfect with _____ to talk about very recent events.

We use the present perfect with _____ to emphasise that something has happened.

We can use the present perfect with _____ to show that we expect something to happen.

► **Answers and Practice**

Language File page 117

2 Have you ever wondered ...?

Talking about experiences


Present perfect with *ever* and *never*

Present perfect and past simple

1 OPENER

Look at the photos and describe what the people are doing.

2 READING

-  2.19 Read the text and match the extreme sports with the photos. Then listen and check.



A

Zorbing

Zorbing – or sphereing – started in New Zealand in the mid-1990s. What's it like? It's like bungee jumping, it's like floating, it's like going on a roller coaster, and it's unlike anything you've ever done before! Imagine being inside a giant bouncy beach ball rolling down a steep hill at up to 50km an hour. You're strapped into the two-metre sphere and pushed over the top of a hill.

'I didn't have a clue what was going on,' says someone who has tried it. 'I saw colours whizzing by: blue sky, green grass, blue sky, green grass, and I could hear myself laughing uncontrollably.'

Have you ever wondered what it's like inside a washing machine? Well, try Hydro-Sphereing, where you roll down the hill in a sphere containing 30 litres of water!

Kite surfing

Kite surfing started in France in the 1980s and has recently become very popular worldwide. You use a small surfboard and a large kite on 30-metre lines. The kite pulls you through the water and you can steer with the lines. You can just speed through the water, or you can do jumps as high as a house. 'I've never had so much fun,' says a kite-surfer. 'It's much more exciting than water-skiing behind a boat.'

Para-skiing

Have you ever wanted to ski off a mountain and fly? If you like skiing and paragliding, then this is the sport for you, because it combines skiing and flying!

The way to do it is to ski straight down the hill with the parachute wing behind you. Then let the parachute come up in the air behind you and whoosh! Suddenly you're flying.

Free running

This sport is also known as parkour in France, where it began, and there are lots of videos of it on the Web. It involves free running through the city, climbing walls, crossing roofs and jumping from building to building. 'It's about getting from point A to point B in the most efficient way,' a free-runner explains. 'It's not just about exercise – it's about finding new ways to do things and new ways of looking at life. I've never done anything like it before.'



B



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C



D

3 AFTER READING

Answer the questions.

Which sport(s) ...

- 1 gives you a new view of a city?
- 2 is like going on a roller coaster?
- 3 is more enjoyable than water-skiing?
- 4 makes you look at things differently?
- 5 do you do on water?
- 6 makes you laugh so much that you can't stop?
- 7 needs no equipment?
- 8 came from France?
- 9 use the wind?

In which sport do you ...

- 10 do nothing?
- 11 start very high up?
- 12 steer with lines?

Your response Which of these extreme sports would you most and least like to try? Why/Why not?

4 PRONUNCIATION

2.20 Listen and repeat the compound nouns. Mark the main stress.

bungee jumping ice hockey kite surfing
paragliding roller coaster water-skiing

5 SPEAKING

Ask other students questions and complete the chart.

Activity	Name	When	What it was like?
Go on a roller coaster			
Try bungee jumping			
Go water-skiing			
Play ice hockey			
Go sailing			
Do aerobics			
Win a race			
Ride a motorbike			

- A Have you ever been on a rollercoaster?
 B Yes, I have.
 A When did you do it and what was it like?
 B I did it on holiday last year. I was really scared on the ride, but I felt great afterwards.

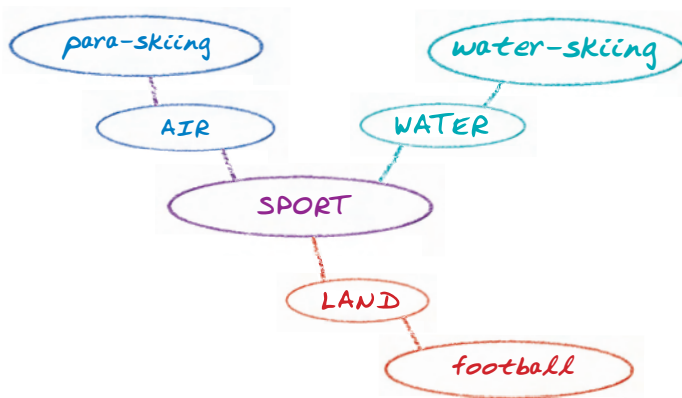
Compare your chart with three other students.

Extension Make another chart with five more activities and complete it with three other students.

6 WRITING

How many of the activities in exercise 5 have you tried? Write a paragraph saying what you have tried, when, and what it was like.

7 Make a word map for sport. Use words from this lesson, and add other words you know.



8 SPEAKING

Ask each other questions using *Have you ever wanted to ...?* and these phrases.

change your name move to another town
 live in another country visit ... meet ...
 learn to ... try ...

- A Have you ever wanted to change your name?
 B No, I haven't.
 A Why not?
 B Because I'm happy with it!

9 WRITING

Write a paragraph about five things you've always wanted to do but have never done. Say why you've never done them.

LANGUAGE WORKOUT

Complete.

Present perfect with *ever* and *never*

Have you _____ wondered what it's like?
 Have you _____ wanted to ski off a mountain?
 I've _____ had so much fun.
 I've _____ done anything like it before.

We use *ever* and *never* with the present perfect to talk about the time up to now. We mainly use _____ in questions and _____ in statements.

Present perfect and past simple

Kite surfing **started** in France **in the 1980s** and **has recently become** very popular worldwide.

We can use the _____ to talk about an indefinite time in the past.

We use the _____ to talk about a specific time in the past.

► Answers and Practice


Language File pages 117–118

Talking about achievements and important events
Present perfect with *for* and *since*

1 OPENER

Look at the photo of Usain Bolt. How is he feeling?
What has he done?

2 READING

 2.21 Read the text and match six of these headings with quotations 1–6.

Something I'd like to change
What I do at a race
Drugs
The future
Someone I rely on
Winning
Charity work

Usain Bolt: 9.58

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Usain Bolt was born in Trelawney, Jamaica in August 1986. At the 2008 Olympics® in Beijing he won three gold medals (100 metres, 200 metres and 4x100 metres relay). He set a new world record in each event. In 2009 at the World Championships in Berlin he set new world records in both the 100 metres (9.58 seconds) and 200 metres (19.19 seconds). In his autobiography, *Usain Bolt: 9.58*, he talks about his life.

1 _____
'I've won hundreds of medals since I was at school. It's special when you win your first one, but after a while the novelty wears off. It's not the piece of metal that matters, it's the achievement itself. I don't need to see the medals to know I won, and I don't have to show them to anyone to prove it. Everybody knows.'

2 _____
'My best friend in the world is still NJ, or Nugent Walker Junior. We've been friends ever since we met on the first day at primary school and I can't remember ever falling out with him. We hit it off straight away and now he's my personal assistant, someone I can turn to at any time of day or night, who is always, always there for me.'

3 _____
'I don't worry about who I'm racing against or what's going to happen. I just go out there, entertain the crowd and win.'

4 _____
'I'd like to cut out the habit of looking around me as I run, because I know it would improve my times. It's a bad habit I've had since high school.'

5 _____
'My fame gives me an opportunity to help those who are less fortunate and assist other charitable agencies. I've been involved in a number of projects including work in the health, education, community development and sports sectors.'

6 _____
'My attitude to drugs has always been to stay away from them. I tried a cigarette when I was 13 years old, but I've never touched one since. I've had to do drug tests for years – I had my first drug test in Miami just before I was 17. I'm tested after every race, and every day I have to tell the authorities where I'm going to be in case they want to do a test.'

3 AFTER READING

Match the questions with the answers. There are two wrong answers.

- 1 How many medals did Usain Bolt win at the 2008 Olympics®?
 - 2 How many medals has he won since he was at school?
 - 3 How long has he known his personal assistant?
 - 4 Why would he like to get rid of a bad habit?
 - 5 What does being famous give him a chance to do?
 - 6 What happens to him after every race?
- a For three years.
 - b So he could run faster.
 - c He's tested for drugs.
 - d More than a hundred.
 - e Since they were at primary school.
 - f Help people who are less lucky than him.
 - g Travel around the world.
 - h Three.

Your response What do you admire about Usain Bolt? What does it take to be a successful athlete? What problems can fame and success cause?

4 VOCABULARY

Complete with the correct preposition: *about, at, in, to, with*.

- 1 be _____ the Olympic® Games
- 2 show something _____ someone
- 3 worry _____ something
- 4 fall out _____ someone
- 5 be involved _____ something
- 6 be _____ a class
- 7 be _____ school
- 8 live _____ a house

5 PRONUNCIATION

Mark the stressed syllable.

achievement attitude
 authorities community
 development entertain
 fortunate novelty
 opportunity primary

2.22 Now listen and check. Repeat the words.

6 SPEAKING

Make questions and interview another student. Note down the answers.



How long/you/be/at this school?

- A How long have you been at this school?
 B For three years./Since September 2010.

When/you/get/to school today?

- A When did you get to school today?
 B At eight o'clock.

- 1 How long/we/have/this coursebook?
- 2 When/you/start/learning English?
- 3 Who/you/know/the longest in this class? When/you/first/meet/them?
- 4 Which friend/you/have/the longest? How long/you/be/friends?
- 5 What's your favourite band? When/you/first/hear/them?
- 6 What's your favourite sport? How long/you/play/it?
- 7 How long/you/live/in this town?
- 8 How long/you/live/in the same house or flat?
- 9 What colour are your favourite shoes? When/you/get/them?

Now tell another student about the most interesting answers.

Extension Ask another student to interview you. Give some true and some false answers to the questions. Your partner has to guess which answers are false.

7 WRITING

Look at questions 3–10 in exercise 6 again. Write a paragraph about yourself answering some of the questions.

LANGUAGE WORKOUT

Complete.

Present perfect with *for* and *since*

I've won hundreds of medals _____ I was at school.
 I've had to do drug tests _____ years.

We can use the present perfect with *for* and *since* to talk about the unfinished past.

We use _____ to say *how long* something has lasted.
 We use _____ to say *when* something started.

► **Answers and Practice**

Language File pages 117–118

4 Integrated Skills

Describing personal experiences

1 OPENER

How much do you know about Peru? Do the quiz: choose A or B.

1 Peru is on the ... coast of South America.

A Atlantic B Pacific

2 Its capital is ...

A Lima B Santiago

3 It shares a border with ...

A Bolivia B Paraguay

4 The Andes ... runs through Peru.

A river B mountain range

5 The ... built Machu Picchu.

A Aztecs B Incas

READING

2 Students Julie and Simon are backpacking round South America. Read and complete Julie's blog with phrases a–f.

- a and rises to over 4,000 metres in some places
- b which tastes a bit like beef
- c it was the capital of the Inca empire
- d it's 3,809 metres above sea level
- e for a hot shower and a rest before dinner
- f on the edge of the mountain

2.23 Now listen and check. Which words in the phrases helped you to complete the text?



We've been busy since we arrived in Peru from Ecuador a week ago! It's our fourth country so far. First we took a bus from Lima, the capital, to Cuzco (24 hours!). Somewhere on the journey I lost my watch, but it wasn't **valuable**, so it didn't really matter. Cuzco is a beautiful old town surrounded by the Andes mountains – 1.

We spent a night in a **hostel**, and the next morning we started to walk the Inca trail to the city of Machu Picchu. The trail is often very **steep** 2, so lots of people suffer from **altitude** sickness. I've been lucky because I haven't felt ill, but Simon has had a bad headache for a couple of days.

The trek along the Inca **trail** took four days and it was **exhausting**. But it was well worth it. On the last day, we got up at 4am to reach Machu Picchu in time for sunrise. When we got there, the city was **invisible** because it was covered in cloud. But suddenly the cloud lifted, and there was Machu Picchu 3. It was magic!

We spent several hours **wandering** round the site – what an incredible place! Then back to Cuzco by bus and train 4. We've had some interesting food in Peru. I've already tried llama, 5. A local speciality in Cuzco is roast guinea pig, but I couldn't face it!

Tomorrow we're going to Lake Titicaca, on the border between Peru and Bolivia. It's the largest freshwater lake in South America and one of the highest in the world – 6. The weather has been great – let's hope it stays that way.



3 Find the **highlighted** words in the text which mean:

- 1 cheap hotel *n*
- 2 height *n*
- 3 walking in a relaxed way *v*
- 4 path through the countryside *n*
- 5 rising quickly *adj*
- 6 very tiring *adj*
- 7 worth a lot of money *adj*
- 8 something you can't see *adj*

4 **Linking words:** *so* and *because*.

Find examples of *so* and *because* in the text. Then complete these rules.

We use _____ to talk about reason or cause.
 We use _____ to talk about consequence or result.

Now complete these sentences with *so* or *because*.

- 1 They were tired _____ the bus journey took 24 hours.
- 2 Cuzco is surrounded by mountains, _____ it gets very cold at night.
- 3 We got up early _____ we wanted to see the sunrise.
- 4 Lots of people visit Machu Picchu _____ it's very beautiful.
- 5 I haven't got much money, _____ I can't go on holiday this year.

5 LISTENING

2.24 Listen to Julie and Simon talking to Rod, an American backpacker in Cuzco. Follow their route on the map and number the countries in the order they're visiting them.



SPEAKING

6 Look at your answers to exercise 5. Use the map and tell each other which countries Julie and Simon have already visited, and which countries they haven't visited yet.

7 Plan a backpacking trip with another student. Choose a country or group of countries, and decide which places you want to visit. Plan your itinerary.

8 GUIDED WRITING

Imagine you are on the road! Write a blog about the backpacking trip you planned in exercise 7. Use the text in exercise 2 to help you and include this information.

- Where are you now?
- Where is it exactly, and what's it like?
- How did you get there?
- Where have you already been?
- What have you done?
- Where are you going next?

LEARNER INDEPENDENCE

9 Self assessment: Look back over this unit, think about what you've learnt and make a list.

Information I've found out more about South America.

Grammar I've learnt how to use 'already' and 'yet' with the present perfect.

Vocabulary I've learnt new words for sports.

If there are any areas where you have problems, look back at the lesson again and refer to the Language File.

10 Word creation: Make nouns ending in *-ity* from these adjectives and complete the sentences.

active electric national popular
 possible real responsible special

- 1 Seafood is a _____ in this restaurant.
- 2 Reading is my favourite leisure _____.
- 3 There's a _____ of rainstorms later today.
- 4 The _____ of backpacking holidays has grown recently.
- 5 Where are you from? What's your _____?
- 6 Parents have a _____ to look after their children.
- 7 If we turn off the lights, we'll save _____.
- 8 Snowboarding looks difficult, but in _____ it's quite easy.

11 **2.25** **Phrasebook:** Find these useful expressions in Unit 5. Then listen and repeat.

I didn't have a clue.
 Have you ever wondered what it's like?
 I've never had so much fun.
 I've never done anything like it before.
 It didn't really matter.
 It was well worth it.
 It was magic!
 What an incredible place!
 I couldn't face it.
 Let's hope it stays that way.

Now write a five-line dialogue using three or more of the expressions.



LANGUAGE LINKS

Try to write eleven English words for colours. Then read *The Language of Colours*.

THE LANGUAGE OF COLOURS

English, like most languages, has eleven words to describe colours: white, black, red, green, yellow, blue, brown, purple, pink, orange and grey.

However, the Japanese word *awo* can mean *green*, *blue* or *pale* depending on what it is used to describe (for example, vegetables, sea, clouds).

In Hanunóo, a language which is spoken by 7,000 people on the island of Mondoro in the Philippines, there are just four words for colours: black, white, red and green. The Native American language Navaho uses the same word for blue and green, but has two words for black: one for the black of darkness, and one for the black of objects like coal.

Dani, a language spoken in Papua New Guinea, has only two words for colours: one is for 'cool' colours, like black, green and blue, and the other is for 'warm' colours, including white, red and yellow.

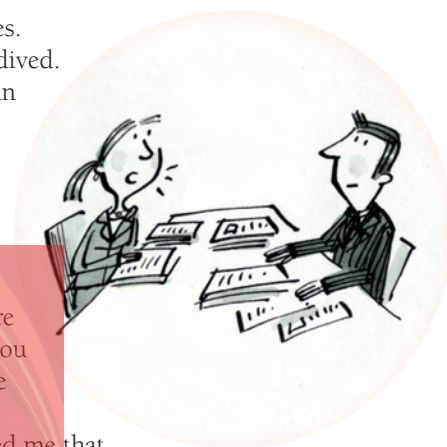
Find out what these colours are. Which two are colours of the rainbow?

beige khaki indigo maroon turquoise violet

SKETCH *The Interview*

2.26 Read and listen.

- WOMAN Are you ready?
 MAN Yes, sorry. Right. Er. Now. Which job have you applied for?
 WOMAN Deep-sea diver.
 MAN And what experience have you got of diving?
 WOMAN Well, none, really, but I ...
 MAN I'm sorry. Let me ask you again. Have you ever been underwater?
 WOMAN Oh yes, lots of times.
 MAN I see. So you have dived.
 WOMAN No, I haven't. Not in the sea, that is.
 MAN Then where have you dived?
 WOMAN Do I have to answer that?
 MAN Come on. Answer the question! Where have you dived if you haven't dived in the sea?
 WOMAN You've already asked me that.
 MAN I know I have! And what's the answer?
 WOMAN In the bath at home.
 MAN That's not deep-sea diving!
 WOMAN I know. But you see – there's a problem. I can't swim.
 MAN So why have you applied for a job as a deep-sea diver?
 WOMAN Why? Because it's very well paid and there's lots of foreign travel.
 MAN Well paid! Travel! Stop wasting my time and get out! You've failed to get the job! The interview is over.
 WOMAN No, I'm sorry, but you're the one who has failed. We were looking for a good interviewer and you were terrible. Goodbye. Next!



Now act out the sketch in pairs.

Game *Help!*

- Work in small groups.
- One group member is a tourist on holiday in a country where he/she doesn't speak the language. The other members are people who live in that country.
- The tourist has a problem and needs help. But because the tourist doesn't speak the language he/she has to mime the problem. The other group members try to guess what the problem is.
- The group member who guesses the problem becomes the tourist, and the game is played again.

Your plane goes at ten o'clock, but you've lost your watch and don't know what the time is.

There's a crocodile in your room and it's eaten your bag.

REVISION

LESSON 1 Look at *10 things to do before you're 20* on page 62. Use your answers to exercise 2 to write eight sentences about Lisa and Steve.

Lisa's already been to lots of gigs. She hasn't learnt first aid yet.

LESSON 2 Look at exercise 8 on page 65. Write six sentences about the student you interviewed.

Helena has never wanted to change her name because she likes it.

LESSON 3 Write five sentences using these phrases.

last four days last Wednesday I got up
a couple of minutes summer

*She's only been here for a couple of minutes.
I haven't felt well since I got up.*

EXTENSION

LESSON 1 Look at exercise 5 on page 63. Imagine it is 17 July. Write eight questions about McGregor and Boorman's trip using verbs from the text in the present perfect and *yet*. Answer the questions using *just*, *yet*, or *already*.

*Have they been to the Czech Republic yet?
Yes, they've already been there.*

LESSON 2 Look at the chart you completed in exercise 5 on page 65 and write a paragraph about the students you interviewed.

Kris and Stephanie haven't been water-skiing, but Nadia has. She went water-skiing when she was on holiday in Spain last summer.

LESSON 3 Look at exercise 2 on page 66. Imagine you are interviewing Usain Bolt. Choose some of the questions 4–10 in exercise 4 and write his answers.

YOUR CHOICE!

CONSTRUCTION Present perfect or past simple?

Complete with the present perfect or past simple of the verbs.

Zorbing is quite a new sport and many people 1 (not try) it yet. Dwane van der Sluis and Andrew Akers 2 (invent) zorbing in New Zealand in the 1990s. The inventors 3 (want) to design a ball so that people could 'walk' on water, but it 4 (not work) very well. Then they 5 (try) rolling it down a hill with great success. Now zorbing centres 6 (open) around the world and soon everyone will know someone who 7 (try) the sport. 'Once you 8 (have) a go, you want to do it again and again,' a teenage zorber said.

ACTION Make yourself look good!

- Work in groups of four. Use these verbs: go, kiss, meet, see, talk, win.
- Student A makes a sentence using one of the verbs in the present perfect.
I've been to India.
- Student B repeats the sentence and adds to it.
I've been to India and China.
- Student C repeats Student B's sentence and adds to it.
I've been to India, China and Egypt.
- Student D repeats Student C's sentence and adds to it.
I've been to India, China, Egypt and Antarctica.

REFLECTION Present perfect

Choose the correct rule.

- We use *for* to refer to
A a period of time. B a point in time.
- We use *since* to refer to
A a period of time. B a point in time.
- We use the present perfect with *just* to talk about things that
A happened a long time ago. B happened very recently.
- We use the present perfect with *already* to talk about things that
A have happened. B haven't happened.
- We use the present perfect with *yet* to talk about things that
A we expect to happen. B have happened recently.
- We usually use *ever* in
A questions. B negative statements.
- We use *never* in
A affirmative statements. B negative statements.

INTERACTION The present I've always wanted

- Work in a small group.
- We are given presents on our birthdays and at other times of the year. Imagine it's one of those days and you can choose the present.
- What present have you always wanted but never got? It could be a thing, or an event, or a skill you'd like to have, or something you'd like for someone else.
- Take turns to tell each other about the present you've always wanted and why it has been such an important wish.

TOURISM

A

Wait until the guys back home see this!

Do you think we should give them money?

Great! I wanted to get a picture of the Masai jump dance!



B Tourism: who gets the money?

Many tourists believe that much of the money they spend on a holiday to a poor country benefits the local community. But how much of the cost of this kind of holiday really goes to the country you visit?

Let's take a family in Europe who go on holiday somewhere in Africa. Some of their money goes to the travel agent who sells the holiday, and to the tour company that organises it. More money goes to the European airline that flies the family there and back. The resort is owned by a European company. The manager and top staff at the resort are European, and most of their salary is paid into banks back home. The tourists travel from the airport to their hotel in an imported coach and the hotel furniture is all made in Europe. The waiters, cooks and cleaners are local, but they don't earn very much money. And the food and drink which they serve is almost all imported.

As a rule, less than a third of the money paid for this kind of holiday goes to the country which is visited.

C How tourism can help developing countries

So is it always wrong to visit poor countries as a tourist? Not at all – it depends on the kind of holiday you take. Responsible tourists use their visit to learn about the culture and language of the country they are in. They interact with the locals and ask questions – rather than believing that they know all the answers! They travel by public transport and eat the local food. The souvenirs they buy are locally-made, not imported. And everyone benefits. The responsible tourist has a great holiday and the money that is spent stays in the country.

D The good news about tourism

Tourism is big business in Europe and provides at least 10 million jobs across the continent. Spending by tourists is vital for the economies of many European countries, providing a high percentage of their income. Croatia gets 25.5% of its income from tourism, Malta 23% and Greece 17.2%. Tourism is also important for Spain (17.2%) and Switzerland (12.6%).

E

THE TOURISTS ARE COMING

Benjamin Zephaniah

Tell them to be careful
If they're not give them an earful
The tourists are coming
The tourists are coming.

They may want to party nightly
But tell them they must be tidy
The tourists are coming
The tourists are coming.

They must respect what we've planted
They should not take us for granted
The tourists are coming
The tourists are coming.

They should practise what they preach
When they're lying on our beach
The tourists are coming to play.

Because our land is sunny
They come here with their money
The tourists are coming
The tourists are coming.

3 LISTENING

2.28 Listen and choose the correct answer.

Are tourists destroying the famous places they visit?

Let's look at some well-known tourist sites around the world and see what's happening.

Machu Picchu

This Inca site in Peru receives about **100,000/1,000,000** visitors a year. There are so many tourists that you can only walk along the Inca Trail to the site if you are **in a group/on your own**.

Angkor Wat

More and more tourists come to Cambodia to visit the Angkor Archaeological Park. One way of **reducing/increasing** numbers is to have two prices for entry: Cambodians go free but foreigners pay **\$10/\$20** for a day ticket.

Pompeii

The Roman town is one of the best-known sites in the world but it is also one of the ones which is in most danger. In 1981, **86,300/863,000** visitors came to see what life was like in Roman times, but now the numbers have increased to **two/ten** million people a year.

Taj Mahal

The Taj Mahal is the most popular tourist site in India – every year it has **300,000/3,000,000** visitors – and you are never alone there. One plan is to close the Taj Mahal completely and only let visitors look at it from a distance.

1 READING

2.27 Read texts A, B, C, D and E and answer the questions.

- Which text(s):
 - gives advice on responsible tourism?
 - tells local people and tourists how to behave?
 - gives facts and figures about money and tourism?
 - shows the attitudes of tourists to local people?
- In general, how much of the money that tourists spend on a holiday to a poor country benefits the local community?
- In *The Tourists Are Coming* the poet tells the tourists to do four things. What are they?
- In your opinion, how valuable is the income from tourism to your country? What can people do to increase it?
- Have any of the texts made you change your ideas about tourism?
- What do you think the Masai's attitude to tourists and tourism is?

2 VOCABULARY

Match these words with their definitions.

- | | |
|----------------------|--|
| 1 resort <i>n</i> | a tell people what to do |
| 2 benefit <i>v</i> | b show you think something is important |
| 3 community <i>n</i> | c place where people go for a holiday |
| 4 respect <i>v</i> | d people who work for a business or organisation |
| 5 salary <i>n</i> | e bring into a country from abroad |
| 6 staff <i>n</i> | f what you earn each month from a job |
| 7 import <i>v</i> | g group of people who live in a place |
| 8 preach <i>v</i> | h help |

4 MINI-PROJECT

Responsible tourism

Discuss these topics with another student. Use the texts in this lesson to help you.

- Ways in which tourism could become more responsible: money, jobs, respect for the environment and local people.
- Problems which more responsible tourism could face: numbers of people, accommodation, travelling to and from remote places.

Work together and write two paragraphs giving your views on responsible tourism. Read your work carefully and correct any mistakes. Then compare your report with other students.