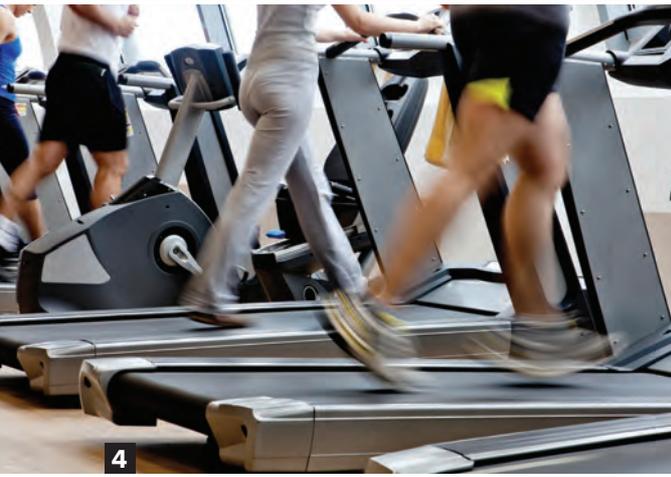


10 TRAVEL





3



4



9



15

IN THIS UNIT YOU LEARN HOW TO:

- talk about train travel
- buy tickets
- talk about the time
- talk about transport where you live
- recommend places

WORDS FOR UNIT 10

1 Work in pairs. Match the phrases to the photos.

- | | |
|-------------------------|----------------------|
| an animal on the line | a lovely pool |
| change money | park the car |
| charge for the motorway | pay in cash |
| cycle in a bike lane | taste delicious |
| get a haircut | travel first class |
| get in the car | vote for it |
| get off the train | wait on the platform |
| go to the gym | watch a live band |
| a lot of crime | |

2 70 Listen. Check your answers. Listen again. Repeat the words.

3 Work in pairs. Test each other. Cover the words.

Student A: point to a photo.

Student B: say the words.



10



11



16



17



WHEN'S THE NEXT TRAIN?

VOCABULARY Trains and stations

1 Work in pairs. Check you understand the words in bold in the questions below. Then decide who usually asks the question – a passenger (P) or someone who works for the train company (T)?

- 1 Would you like a **single** or **return**?
- 2 I'm a student. Do I get a **discount**?
- 3 Which **platform** is it?
- 4 Is it a **direct** train?
- 5 What's causing the **delay**?
- 6 Which stop do we **get off** at?
- 7 How would you like to pay?
- 8 How much is a **first-class** ticket?

2 Match the questions in Exercise 1 to the answers below (a–h).

- a In cash.
- b No, you have to change in Munich.
- c 67 pounds – and second class is 39.
- d A return, please, coming back tomorrow.
- e Not the next one, but the one after that.
- f Platform three.
- g There's an animal on the line.
- h Yes, you get 15% off.

3 Work in pairs. Practise saying the questions and answers in Exercises 1 and 2.

LISTENING

4 ▶ **71** Listen to a conversation in a train station in Amsterdam, Holland. Answer the questions.

- 1 What kind of tickets do the passengers buy?
- 2 How much are the tickets?
- 3 How do they pay?
- 4 What time is their train?
- 5 Which platform do they need?

5 ▶ **71** Listen again. Complete the sentences with one word in each space.

- 1 _____ can I help?
- 2 The _____ train is at 12.25.
- 3 It's probably _____ to buy two singles.
- 4 Please _____ your PIN. Great.
- 5 You have to _____ at Hilversum.
- 6 How long does the journey _____?
- 7 You _____ around three o'clock.
- 8 Thanks for your _____.

6 Work in groups. Discuss the questions.

- Are trains good or bad in your country? Why?
- Do you have a favourite train journey?
- Are there any train journeys you'd like to make?

DEVELOPING CONVERSATIONS

Telling the time

We can say times in two different ways.

12.25: *twenty-five past twelve* or *twelve twenty-five*

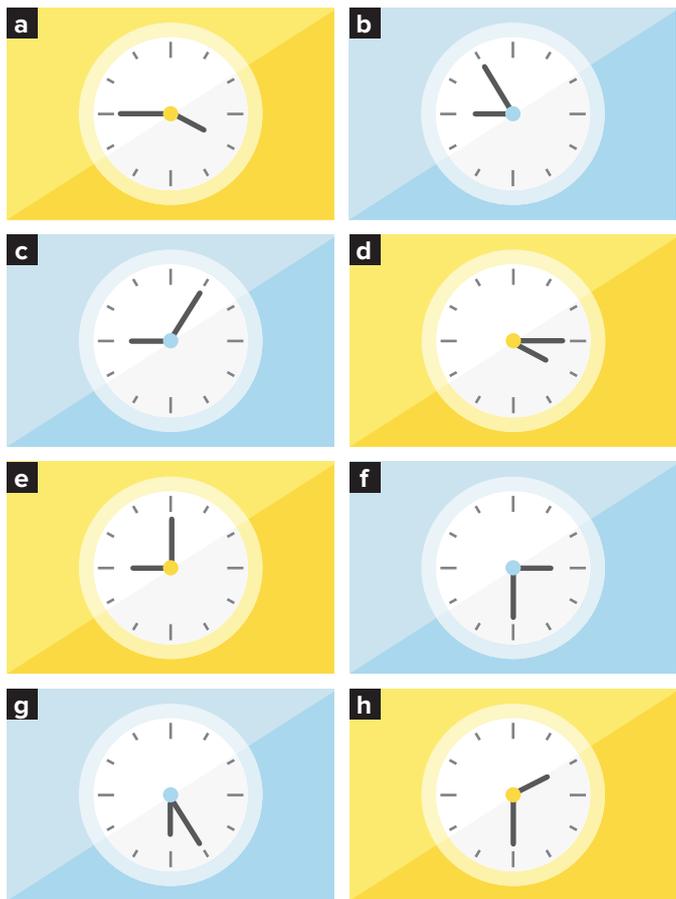
11.45: *quarter to twelve* or *eleven forty-five*

Both ways are very common.



7 Match the times (1–8) to the pictures (a–h).

- | | |
|-------------------|-------------------|
| 1 half past three | 5 five past nine |
| 2 quarter to four | 6 six twenty-five |
| 3 four fifteen | 7 nine o'clock |
| 4 five to nine | 8 two thirty |



8 Work in pairs. Cover the times in Exercise 7. Say the times in the pictures (a–h) in two different ways.

9 Work in groups. Discuss the questions.

- What time is it now?
- What time did your class start?
- What time does it finish?
- What time do you usually get up?
- What time did you go to bed last night?
- What time do you usually catch the bus / train in the morning?
- What time do you usually get home?
- What time do you usually have dinner?

PRONUNCIATION

- 10** ▶ **72** Listen to eight phrases and sentences that use *to* between other words. Notice that we often pronounce *to* as /tə/. Listen again and write what you hear.
- 11** ▶ **72** Listen again. Repeat what you hear.

CONVERSATION PRACTICE

12 Work in pairs. You are going to roleplay a conversation at a station.

Student A: you sell tickets. Look at File 8 on page 195.

Student B: it's nine in the morning. You'd like to buy a ticket to Hull. Ask Student A for information.

13 Now roleplay the conversation. Use the guide below to help you.

Student A

Student B

Ask: *How can I help you?*

Say where you'd like to go to.

Ask about the kind of ticket:
Single or return?
First or second class?
Fast or slow train?
Direct or with a change?

Say what ticket(s) you want.

Say the final price.
Confirm the platform and time the train leaves and arrives.

Thank Student A.

14 Change roles and have another conversation.

Student A: it's four in the afternoon. You'd like to buy a ticket to Hope. Ask Student B for information.

Student B: you sell tickets. Look at File 5 on page 194.

▶ 18 To watch the video and do the activities, see the DVD-ROM.

GETTING AROUND

VOCABULARY Transport

1 Complete each group of collocations with one word from the box.

bike bus car flight taxi train

- 1 get the ~ / the 73 ~ / get off the ~ / wait at the ~ stop / the ~es run all night
 - 2 go in the ~ / get in the ~ / park the ~ / my ~ broke down / rent a ~
 - 3 catch a ~ / get the 8.20 ~ / a direct ~ / miss my ~ / pick me up from the ~ station
 - 4 ride a ~ / lock my ~ / fell off my ~ / have a mountain ~ / someone stole my ~
 - 5 get a ~ / stop a ~ / the ~ driver took a long route / the ~ driver charged too much
 - 6 book my ~ / miss my ~ / the ~'s delayed / ~ FR09 to Rome
- 2 Tick the collocations you knew before and cross the collocations that are new for you. Then work in pairs. Compare what you knew. Check any words you don't know in a dictionary.
- 3 Work in groups. Discuss these questions.
- What bus routes go near your house? Where do they go? Do you take any of them? If yes, what stops do you usually get off at?
 - Do you have a bike? What kind? Is it safe to ride a bike where you live? Do people often steal bikes there? Have you ever fallen off a bike?

- Do you have a car? What kind? Is it easy to park where you live? Has your car ever broken down? Have you ever rented a car?
- How often do you fly? When you book a flight how do you choose the airline? Have you ever missed a flight?
- Do you ever take taxis? Why? / Why not? Is there much competition between taxi companies in your city? Have you ever been charged too much or taken a strange route?

READING

- 4 Read the article about taxis round the world. Decide which of the ten paragraphs (1–10) is not true.
- 5 Work in groups. Discuss your ideas about which part of the article is not true. Then check in File 10 on page 195 to see if you were right.
- 6 Work in pairs. Look at the things, places and numbers below. Can you remember what the article says about these things?
- | | |
|--------------------------|-------------------------|
| 1 320 and 25% | 6 7,000 and 300 |
| 2 the hippocampus | 7 Olden and 550 |
| 3 Uzbekistan | 8 Seoul and 17 |
| 4 South Africa and 2,000 | 9 Britain, Europe and 1 |
| 5 a company in Puebla | |
- 7 Read again and check your ideas.

TAXI!

- 1 **KNOWLEDGE:** London taxi drivers have to take a course to learn 320 routes and all the names of the roads on each route. Only 25% of people finish the course and pass the exam.
- 2 **BIGGER BRAINS:** On average, taxi drivers have a bigger *hippocampus* than other people. The hippocampus is a part of the brain connected to memory and learning.
- 3 **EXPENSIVE:** In Muscat, Oman, you can get a one-million-dollar Ferrari Enzo taxi. The driver charges clients \$30 per kilometre.
- 4 **I HAVE A CAR. I AM A TAXI DRIVER:** In Tashkent, Uzbekistan, anyone with a car can be a taxi driver. If they see someone waiting at the side of the road, they can stop and negotiate a price.
- 5 **DANGEROUS:** In South Africa in the 1990s, competition between different taxi companies caused 'taxi wars' in which more than 2,000 people died.

- 6 **SAFER:** Many women don't feel safe in taxis if a man is driving. But there aren't enough women taxi drivers because they don't feel safe picking up men! A company in Puebla, Mexico, has found a solution: pink taxis. Women drive them and they only pick up women.
- 7 **THE LONGEST JOURNEY:** In 1930 two old ladies in Australia took a taxi on a 7,000-mile trip across the desert, with taxi driver Charles Heard. The trip cost around £300.
- 8 **LOST IN TRANSLATION:** A Spanish couple had to pay \$3,000 when they got a taxi in Norway. They wanted to go to Olden but the driver understood Halden – more than 550 kilometres further away!
- 9 **THAT'S BETTER:** The city of Seoul, South Korea found foreign tourists had difficulty using taxis because they don't know enough Korean. So now it provides a free translating service in seventeen languages. Customers can phone a number and ask a translator to speak to the driver.
- 10 **THEY'RE THE BEST:** Britain has some of the worst transport problems in Europe. There's too much traffic, there are too many delays on public transport and it costs too much. However, the UK is number one for taxis. International tourists voted on a website. They said Britain's taxi drivers are friendly and reliable: in fact, the best in the world!

GRAMMAR

too much, too many and not enough

Too shows a situation is bad because it's more than we want.

Not enough shows a situation is bad because it's less than we want.

There's **too much** traffic.

There are **too many** delays on public transport.

There **aren't enough** women taxi drivers.

They **don't know enough** Korean.

8 Look at the sentences above. Complete these rules with *too much, too many* or *not enough*.

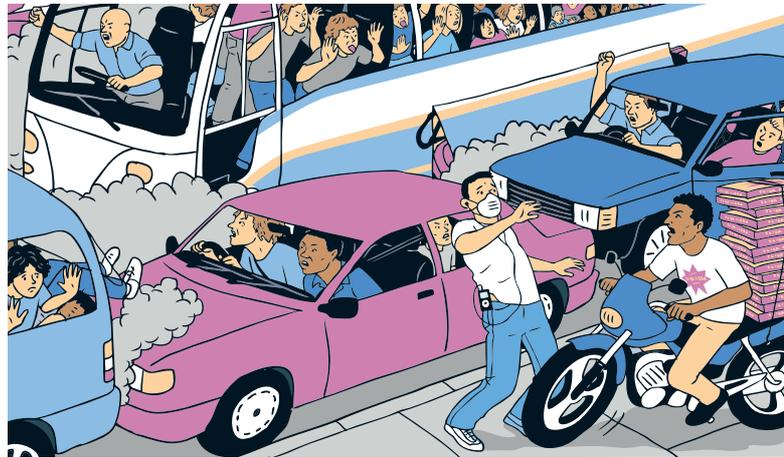
- _____ only goes with uncountable nouns.
- _____ only goes with plural nouns.
- _____ can go with uncountable noun or plurals.

G Check your ideas on page 181 and do Exercise 1.

9 Choose the correct option.

- There *aren't enough* / *are too many* trains. They need to run more often.
- The government says there are *too much* / *too many* accidents here, so it wants to reduce the speed limit.
- I always travel by car. There *is* / *are* too much crime on public transport.
- There *isn't* / *aren't* enough buses at night. You have to get a taxi after eleven in the evening.
- Too much* / *many* people are flying these days. Flights are too cheap.
- There are too many cars on the road. Travelling to work takes too much *time* / *hours*.

10 Work in groups. In three minutes, see how many sentences about the picture you can say using *too / not enough*. Which group can get the most?



G For further practice, see Exercise 2 on page 181.

SPEAKING

11 Work in groups. Talk about where you live using *too much, too many* and *not enough*. Think about the things in the box. Say what your town or city needs to make things better.

For example:

The trains in my city are OK, but there aren't enough trains at night. They stop at midnight.

accidents	cyclists	places to park	taxis
airport	drivers	pollution	traffic
buses	flights	roads and motorways	trains



WHERE'S THE BEST PLACE TO GO?

DEVELOPING CONVERSATIONS

Where's the best place?

When we want to know good places to do things, we often ask *Where's the best place to ...?*

To suggest places, we often say *Try* + the name of a place.

1 Match the questions (1–8) to the suggestions (a–h).

- 1 Where's the best place to eat?
 - 2 Where's the best place to stay?
 - 3 Where's the best place to change money?
 - 4 Where's the best place to go shopping?
 - 5 Where's the best place to go dancing?
 - 6 Where's the best place to go cycling?
 - 7 Where's the best place to get some exercise?
 - 8 Where's the best place to get a haircut?
- a Try the park. There are **bike lanes** there, so it's very safe.
 - b Try Melati's. It's small and friendly, and it has a really nice **atmosphere**. The food is great as well.
 - c Try Embassy. It's always really busy and the music's great. They have **live bands** every Friday as well.
 - d Try the post office. They usually give you a good **rate**, especially for dollars.
 - e Try the Natural Fitness Centre. They have a good gym and a nice **swimming pool**.
 - f Try the big department store in town. They sell a good **selection** of different things.
 - g It depends what **style** you want.
 - h Try the Imperial. The rooms are nice and it's not very expensive. It's **good value for money**.

2 Work in pairs. Discuss what you think the words in bold in Exercise 1 mean.

3 Now practise having conversations.

Student A: you are a tourist. Ask questions 1–8 from Exercise 1.

Student B: suggest good places you know in your town or city.

Then change roles.

LISTENING

4 73 Listen to a conversation in a hotel between two guests and a receptionist. Answer these questions.

- Which two questions from Exercise 1 do the guests ask?
- Which places does the receptionist recommend?



5 73 Choose the correct option. Then listen again and check your answers

- 1 How *can* / *I can* help you?
- 2 *We like* / *We'd like* to go out for dinner.
- 3 It's not *the cheapest* / *cheaper* place in town.
- 4 *Need we* / *Do we need* to book?
- 5 *Which* / *What time* would you like your table?
- 6 What's the *easy* / *easiest* way to get there?
- 7 It *takes* / *spends* about half an hour to walk there.
- 8 *Do* / *Would* you like me to book one for you?
- 9 There's a nice market *in* / *at* the main square.
- 10 No problem. *It's my* / *It was* pleasure.

6 Work in pairs. Discuss these questions.

- Are you happy to go to a more expensive restaurant if the food there is very good?
- How often do you eat fish and seafood? Do you have a favourite place to eat fish?
- What kind of places do you eat in when you are in a town you don't know?
- Do you prefer walking or taking a taxi? Why?
- Do you like shopping in markets or do you prefer other kinds of places? Why?
- Do you usually buy presents when you go on holiday? If yes, what kind of things do you buy?

GRAMMAR

Superlatives

To compare more than two things, use *the* + a superlative adjective.

To make superlative adjectives:

- add *-est* to short, one-syllable adjectives.
- for short adjectives ending in a consonant, double the consonant.
- for adjectives ending in *-y*, change to *-iest*.
- for longer adjectives (two or more syllables), use *the most* + adjective.

A small number of superlative adjectives are irregular.

7 Read the information in the Grammar box and complete the table with the correct superlative forms.

Adjective	Comparative	Superlative
good	better	
bad	worse	
fast	faster	
small	smaller	
big	bigger	
strange	stranger	
hot	hotter	
early	earlier	
boring	more boring	
interesting	more interesting	

G Check your ideas on page 181 and do Exercise 1.

8 Complete the conversations with the superlative form of the adjectives in brackets.

- A: What's _____ way to get back to our hotel? (quick)
B: Take the underground. It's only two stops away.
- A: How was Vienna?
B: Amazing. It's one of _____ cities I've ever been to. (beautiful)
- A: Is it an expensive hotel?
B: Well, it's not _____ place to stay, but it's not _____ either. (cheap, expensive)
- A: Is the crime bad there?
B: Yes. It's one of _____ cities in the world! (dangerous)
- A: How was your journey?
B: It was awful – one of _____ flights I've had. (bad)
- A: How's your course going?
B: It's impossible! It's _____ thing I've done! (difficult)

G For further practice, see Exercise 2 on page 182.

SPEAKING

9 Work in groups. Make questions by changing the words in italics into superlatives.

- Where's *good* place to live in your town / city?
- And where's *bad* place to live?
- Where's *old* part of your town / city?
- What's *easy* way to get around your town / city?
- Where's *cheap* place to eat?
- What's *big* city in your country?
- What's *beautiful* part of your country?
- What are *popular* places for tourists?
- Who's *famous* person from your country?
- What's *delicious* food from your country?

10 Now discuss your answers to the questions. Do you agree with the other people in the group?

SOUNDS AND VOCABULARY REVIEW

11 ▶ **74** Listen and repeat the sounds with /ʊ/, /u:/, /ɜ:/ and /a:/. Are any of them difficult for you to hear or say?

12 ▶ **75** Work in groups. Listen to eight sentences using the words in the box. Together, try to write them down. Then listen again and finish writing them.

booked	half	route	world
car	journey	value	would

G For further revision, see Exercises 1–3 on page 182.

VIDEO 5

BARCELONA'S STREET LIFE

1 Look at the photo. Discuss the questions.

- What do you think of this kind of street performer?
- Do you sometimes see similar people where you live?
- What other kinds of street performers have you seen? Where?
- Do you ever give money to people performing on the street?

2 19 Watch the video. Decide if these sentences are true (T) or false (F).

- 1 You see all of the following:
 - a jazz band
 - people dancing
 - a clown
 - a woman performing magic
 - a man selling art
 - a shop selling flowers
- 2 All the speakers like the Ramblas.
- 3 All the speakers are from Barcelona.

3 Work in groups. Discuss the questions.

- Have you been to Barcelona? If yes, what did you think of it?
- If no, would you like to go there?
- Did you like any of the performers in the video?

4 19 Read the sentences below. Then watch the video again and put the sentences in the order you hear them.

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___

- a In the Ramblas you can find ... music from Argentina, from Spain, from Africa, from all the world.
- b You'll always find a friend on the streets.
- c There's never nobody in the Ramblas. Every hour of the day there's life.
- d You have traffic, you have people, you have tourists, you have thieves, you have performers.
- e It's worth coming to Barcelona.
- f If you walk past, by the flower shops, I mean, the way they build it up is beautiful.

5 Work in groups. Make a list of:

- the three best streets where you live.
- the three best places you have ever visited.

Discuss your reasons. Then share your ideas with the class.

UNDERSTANDING FAST SPEECH

6 20 Read and listen to this extract from the video said fast, then slow. Stressed sounds are in CAPITALS.

like Any TIME you go OUT of your HOUSE, there's ALWAYS SOMETHING going ON.

7 You try! Practise saying the extract with the same stressed sounds.

REVIEW 5

GRAMMAR

1 Complete the text with one word in each space.

Have you ¹_____ had Moroccan food? I think it's ²_____ best food in the world! I cooked some a few days ³_____ and it was one of the ⁴_____ delicious things I've ⁵_____ eaten in my life. The only problem was my wife didn't like it. She said it was ⁶_____ hot. She also said I spend too ⁷_____ time cooking – and not ⁸_____ time talking to her.

2 Put the verbs in the questions in the present perfect and the answers in the past simple.

- A: *you / ever / be* to Brazil?
B: Yes. *I / go* there last year on holiday.
- A: *your son / see* the new Disney film?
B: Yes. *he / see* it at the weekend, actually.
- A: *they / visit* the USA before?
B: Yeah, *they / come* to see us here two years ago.
- A: *she / meet* your parents yet?
B: Yes. *we / have* lunch with them on Sunday.
- A: *you / try* Indian food?
B: Once, in London, but *I / not like* it.

3 Correct the mistake in each sentence.

- That's her goodest book.
- He have done this hundreds of times before.
- The most easy way to get there is by taxi.
- I've never readed anything by Günter Grass.
- There not enough time to do it now.
- There are too much guns in our society.
- The Alhambra is most beautiful building in Spain.
- I've played a really good computer game yesterday.
- There isn't enough places to park in the city centre.
- His books are too much long.

4 ▶ 76 Listen and complete the sentences with one word in each space. Contractions (*I'm, don't, etc.*) are one word.

- She's _____ funniest people _____.
- I've _____ there, but _____ go.
- _____ pollution and there _____ cars on the road.
- I _____ in Madrid _____ ago.
- There _____ chairs here _____.
- I _____ help. _____ happened.

5 ▶ 76 Work in pairs. Compare your ideas. Listen again to check.

VOCABULARY

6 Replace each adjective in sentences 1–10 with its opposite from a–j.

- | | |
|---|--------------|
| 1 The mountains are quite <i>far</i> . | a stressful |
| 2 We had a very <i>relaxing</i> week. | b expensive |
| 3 It's a very <i>exciting</i> film. | c right |
| 4 It's very <i>cheap</i> there. | d fast |
| 5 We're on the <i>wrong</i> platform. | e early |
| 6 I was very <i>sad</i> to leave. | f impossible |
| 7 We arrived <i>late</i> . | g boring |
| 8 It's <i>easy</i> to park the car there. | h dangerous |
| 9 We took the <i>slow</i> train. | i happy |
| 10 It's a very <i>safe</i> place to live. | j near |

7 Put the words into two groups – problems, or trains and stations.

buy a single	get a discount	pay in cash
enter your PIN	hurt myself	steal money
feel ill	lose my bags	
first class	make a mess	

8 Match the verbs in the box to the groups of words they go with in 1–8.

arrive	break	get off	miss
book	charge	lose	take

- ~ the bus / ~ at the next stop / ~ the train
- ~ a long route / ~ the wrong train / ~ two and a half hours
- ~ in London at eight / ~ late / the train ~s at nine
- ~ a flight / ~ a table / ~ a taxi for you
- ~ my flight / ~ my train / ~ my bus
- ~ a glass / ~ a window / ~ my glasses
- ~ a lot / ~ for the motorway / ~ £60 an hour
- ~ my keys / ~ the match / ~ money

9 Complete the text with one word in each space. The first letters are given.

My grandfather was born in 1900 and ¹d_____ in 2000, one day after his 100th birthday. He had an ²ac_____ and fell down the stairs. He had several jobs in his life – he was a taxi ³dr_____, a teacher and, for 20 years, he was a politician. He had quite a lot of success. He wanted better ⁴p_____ transport and he wanted more people to ⁵cy_____ when other people just wanted more cars and to build more ⁶mot_____. Because of his work, they created the first bike ⁷la_____ in the country. Lots of people don't like politicians, but my grandfather was very ⁸po_____. I really miss him.