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 trip you have made.

2A Getting from A to B

VOCABULARY  Travel

MY PERSPECTIVE

Work in pairs. Discuss the questions.
1 What does this quote mean to you?
“Travel is the only thing you buy that makes you richer.”
2 What are the benefits of travel? Do you want to be a traveler? Why?
3 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 traveling? How do you
get to school?

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 transportation is the:
• cheapest?
• fastest?
• most relaxing/stressful?

Complete the sentences with these pairs of words.
cruise + excursion commute + ride expedition + voyage
flight + destination ride + route trip + backpacking
1 When my parents __________ by car, they 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 an
__________ 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 outdoors 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.

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 plane
4 get to know 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
8 take a taxi, an hour, two miles

Complete the sentences with a word from Activity 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 transportation, I prefer to travel by… because .
4 The last long trip I __________ on was to .
5 If I could take a __________ anywhere, I’d choose . as my destination.
LISTENING

1. Listen to three people describe how they go to school. Complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Where they live</th>
<th>How they travel</th>
<th>Time / distance they travel</th>
<th>What they do on the way</th>
</tr>
</thead>
<tbody>
<tr>
<td>Santiago Muñoz</td>
<td>The Himalayas</td>
<td>Travels with a parent</td>
<td>6 days</td>
<td>Scared, but doesn’t show it!</td>
</tr>
<tr>
<td>Chosing</td>
<td></td>
<td>Takes public transportation</td>
<td>2 days</td>
<td>Doesn’t talk much, but it is never boring.</td>
</tr>
<tr>
<td>Daisy Mora</td>
<td></td>
<td>Has a dangerous trip to school</td>
<td>1 hour</td>
<td>Stays at school for a long time.</td>
</tr>
</tbody>
</table>

2. Listen again. Who (Santiago, Chosing, or Daisy):

1. travels the farthest?
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 transportation to get to school?
6. travels with a parent?
7. has a dangerous trip to school? (2 people)
8. is going to have an easier way to get to school soon?

GRAMMAR Adjectives ending in -ed and -ing

1. Read the sentences in the Grammar box. Underline the adjectives. Which adjectives describe the trips? Which adjectives describe how the people feel?

a. You might think it takes you a long time to get to school, but Santiago Muñoz has one of the most exhausting 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 trip to school is absolutely terrifying... If Daisy is scared, she doesn’t show it!

2. Choose the correct option to complete the sentences.

Participial 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.

3. 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 were a little disappointed / disappointing about 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 experience you’ve had on a car trip
   I was scared on a car trip and I didn’t want to go again.

3. a day when you did so much walking that you were completely exhausted / exhausting at the end
   I was tired after a long day of walking.

4. the longest and most boring trip you’ve ever been on
   I was bored on the bus trip to the beach.

5. a trip when you were very worried / worrying that you wouldn’t get to the destination on time
   I was worried about missing my flight.

6. an annoyed / annoying delay on public transportation that you really didn’t need
   I was angry about the delay on the train.

7. a depressed / depressing trip somewhere when you had a horrible time
   I was sad and disappointed on my trip to the zoo.

8. an expedition that you’d be very excited / exciting to go on
   I was excited about going on an expedition.

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

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

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

   I was scared on a car trip and I didn’t want to go again.

   I was tired after a long day of walking.

   I was bored on the bus trip to the beach.

   I was worried about missing my flight.

   I was angry about the delay on the train.

   I was sad and disappointed on my trip to the zoo.

   I was excited about going on an expedition.
What places do visitors to your city or a city near you usually visit?

- a site
- a station
- a subway
- a shopping mall
- a construction site
- public transport
- rail
- a road
- a park
- a rooftop
- an amusement park
- a view

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

Which of the compound nouns in Activity 2 are things visitors might do, use, or visit? Which are buildings? Which are places the public doesn't usually go?

You are going to read an article about urban explorers (urbexers). Write three questions you'd like to find out about them. Does the article answer your questions?

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 what urbexers do.
   c) the writer wants to recommend some ways of exploring cities.

2. Bradley Garrett: a) knows Paris very well. b) doesn’t like high places. c) would be a very good guide for traditional tourists.

3. Bradley Garrett and his friends: a) weren’t allowed to go to London’s abandoned underground stations. b) can’t explore together anymore. c) didn’t climb the Shard.

4. Garrett’s trip to the top of the Legacy Tower was: a) easy. b) alone. c) well planned.

5. Zhao Yang: a) investigates abandoned factories. b) explores friends. c) doesn’t want to tell anyone about his experiences.

Which are places the public doesn’t usually go? Which are buildings? Which are things urbexers might do, use, or visit? Which are things the public doesn’t usually go?

Why is urban exploration attractive to some people? What are some of the stories that urbexers have? Is the word “urbexer” in the dictionary? If I want to explore my local urban area, what can I do? How long have people been exploring in this way? Does urban exploration happen all over the world? How many people do it? How many people have been exploring in this way? Is the word “urbexer” in the dictionary? What are some of the stories that urbexers have? Why is urban exploration attractive to some people? What kind of places do urbexers visit? What kind of personal qualities do urbexers need?

Work in groups. Discuss the questions.

Did the article answer all your questions in Activity 6? Did the article answer all your questions in Activity 6? Did you find out the answers to the questions that weren’t answered?

Do you think the author did a good job? Did he choose the information that was interesting to you?
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 elevator view

2 Check your ideas in Activity 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 from exploring as a group.

b. Bradley studied / was studying urbex 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 gotten / got in the elevator 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.

Check page 130 for more information and practice.

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

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

1. we use the (simple past) 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 stative verbs (know, love, etc.).

2. we usually use the (past perfect) to describe completed actions in the past. If actions happen one after another, we use this tense.

3. we use the (past perfect) 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 (past continuous) to talk about situations, habits, and routines that were true in the past but are not true anymore.

5 Read about freeganism. What are the advantages of living like this? What are the disadvantages?

Freeganism is a way of living and traveling that costs almost nothing. It’s simply using your skills so you don’t have to pay for things. People who practice 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 transportation when they travel.

6 Becky Khalil was a freegan in Australia for some time. Choose the correct option to complete what she says about traveling 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 (3) had stayed / was staying in Australia last time, I (4) found / used to find another way to live. I (5) used to / 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 ride. So (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 (9) had eaten / ate leftover food from friends and shops, like day-old bread. I (10) didn’t spend / hadn’t spent anything on accommodations, less than $500 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 couches, but before my trip I (2) ________ (contact) a company that organizes “house-sitting” jobs, so sometimes I took care of houses when the owners were on vacation. To save money on bus fares, I (3) ________ (get) rides 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, stories gave us anything they (9) ________ (not sell). Believe it or not, we (10) ________ (eat) extremely well!

8 Choose one of the following activities.

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 favorite.

9 PRONUNCIATION Used to

Listen to these sentences. How is used to pronounced? Practice reading the sentences.

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 traveling by plane?

B I used to, but not anymore.

10 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…

11 Prepare notes about a trip 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 trip in general?

12 Choose one of the following activities.

1 Present your story to the class.

2 Write your story. Read each other’s stories and choose your favorite.

3 Choose one of your memorable travel memories and write a story about it.

4 Enjoy the Ride
If you think that adventure is dangerous, try routine. It’s deadly.

DANIELE QUERCIA

Authentic Listening Skills

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

“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.

“I lived in Boston and worked in Cambridge. I teamed up with Luca and Rossano. 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.

Vocabulary in Context

a. Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases.

b. Think of examples of the following things. Then work in pairs and compare your examples.

1. a place that’s surrounded by nature
2. a time when you felt happy, beautiful, and quiet
3. somewhere that only has a handful of stores
4. a situation that makes you feel shy

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

1. Route 1. This must include the places most likely to interest teenagers who are visiting the city.
2. Route 2. This must include the places most likely to interest teenagers who are visiting the city.

Challenge

Think of examples of the following things. Then work in pairs and compare your examples.

1. a tourist spending a week in a new city
2. a courier who delivers letters and packages quickly for companies by bicycle
3. a student
4. a taxi driver


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.

4. Daniele changed his research to look more at how people experience / get around the city.

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.

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. a tourist spending a week in a new city
   b. a courier who delivers letters and packages quickly for companies by bicycle
   c. a student
   d. a taxi driver
4. Would you like to have this mapping app on your smartphone? Why?

Watch Part 2 of the talk. Choose the correct option to complete each sentence.

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.

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

1. As a tourist, what tour would you enjoy most? Why?
2. What other types of (guided) tours could you offer?
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, GPS, or app to help you, or do you prefer to ask someone?
2 Listen to two conversations. Complete the table.

<table>
<thead>
<tr>
<th>Conversation 1</th>
<th>Conversation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do the speakers know each other?</td>
<td></td>
</tr>
<tr>
<td>Where do they want to get to?</td>
<td></td>
</tr>
<tr>
<td>How are they traveling?</td>
<td></td>
</tr>
<tr>
<td>How far is it?</td>
<td></td>
</tr>
<tr>
<td>What will they do if they get lost?</td>
<td></td>
</tr>
</tbody>
</table>

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

1 where the first conversation takes place
2 the science museum
3 the movie theater
4 Melanie’s house

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

1 Can you ________ me? I’m trying to ________ to the museum.
2 It’s a long ________ from here. About a fifteen-minute ________.
3 Go up Northway Street for about five minutes ________ you get to the supermarket on your left. Then take the first… no, the second ________.
4 You can’t ________ it.
5 Can you give me ________ to your house?
6 So if the station’s ________ you, you’ll need to turn right.
7 At the ________ of the street you’ll see a movie theater in front of you.
8 Just after ________, there’s a street on the left.

5 Label the sentences in Activity 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 ended up just where I needed to be!

9 Use the story on page 149. When did the writer feel uncertain?

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

a only
b recently
c exactly
d almost
e very soon (with be about to)

11 You are going to write a story about a 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 trip.
• Getting to school had never been so complicated.

12 Prepare to write your 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?

Useful language

A Asking for directions

1 Excuse me. Can you tell me how to get to…? / Do you know the way to…?

B Giving directions

1 Go all the way up there until you get to…

At the traffic lights, go straight / turn right.

After 200 yards, take the first exit off the traffic circle.

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 less than half a mile from there.

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? What happened? How did you feel? What happened next?

Paragraphs 2 and 3: Main events

What happened? I hadn’t expected to have such an exciting trip. Getting to school had never been so complicated.

Paragraph 4: The end

What happened in the end? How did you or other people feel? What do you remember most about the events?