

Exploring the world

Let's get started

1 Discuss as a class. Look at the person in this picture.

- 1 Why is this person doing this?
- 2 What kind of person becomes an explorer?
- 3 Describe a time when you, or someone you know, explored somewhere.

Vocabulary

2 Read the comments and match with an adjective in the box.

Example:

1 = *independent*

helpful positive decisive independent
determined ambitious patient

- 1 'I don't need anyone else's help.'
- 2 'We're going to get there and nothing is going to stop us.'
- 3 'Let me help you with that.'
- 4 'Don't worry. I can wait for you.'
- 5 'There are two choices but I think this is the best one ...'
- 6 'I feel great this morning. I feel certain today is the day we will reach the top.'
- 7 'I want to be the very best at what I do.'

3 Discuss in pairs. Which personal qualities in Exercise 2 are necessary for these occupations? Can you think of any other personal qualities that are important for them?

teacher manager artist doctor
athlete astronaut

4 Discuss as a class. Which personal qualities do you need to learn a language?



In this unit you will learn

- **Communication:** describing people, at a campsite
- **Vocabulary:** adjectives to describe people, exploration
- **Reading and Listening:** explorers making a difference, music explorer, exploring different cultures
- **Writing:** informal writing
- **Grammar:** the present simple, the present continuous, the present perfect, reflexive and reciprocal pronouns

Speaking

1 Discuss as a class. At what age are you allowed to ...?

- drive a car on the road
- leave school
- leave home
- get married

2 Now discuss if you think the rules for these should change. Should the age be lowered or raised?

Reading

3 Read the article below about a young explorer. Decide if these statements are true or false.

		True	False
1	Jessica sailed round the world on her own.		
2	She wanted to sail round the world to visit different countries.		
3	She used the Internet to write about her journey.		
4	Her parents were angry with her for going on the journey.		
5	Some people thought her parents were wrong to let her go on the journey.		
6	Jessica thinks some people don't know what a 16-year-old can do.		

4 Discuss these questions as a class.

- 1 Do you think Jessica was too young for this journey? Why? Why not?
- 2 Which adjectives from page 5 describe Jessica's personal qualities?
- 3 Do people like Jessica inspire you? Would you like to try something similar?

5 Match the underlined words in the text to definitions 1–7.

- 1 to succeed in finishing something after lots of effort
- 2 to be satisfied and pleased with something you did well
- 3 to test skill or ability
- 4 to have the ability or skill to do something
- 5 to try to do something which is very hard
- 6 to have an opinion only based on how someone looks
- 7 to make other people want to achieve something

One way Jessica kept herself busy during the lonely voyage was by writing a blog in which she described monstrous storms, beautiful sunrises, seeing a blue whale for the first time and watching shooting stars at night.

As her journey finally ended at Sydney Harbour, the first people on board were her parents. The reunited family hugged each other and then Jessica stepped off the boat to thousands of cheering spectators. Her parents had received a lot of criticism for allowing someone so 'immature and inexperienced' to attempt something so dangerous. But Watson responded to those critics by telling the huge crowd that, 'People don't think you're capable of these things – they don't realise what young people, what 16-year-olds and girls, are capable of.'

16-year-old conquers the world

Jessica Watson became the youngest explorer to sail solo around the world. While many of her classmates at school were entertaining themselves with pop music and make-up, the 16-year-old Australian completed the 210 day voyage across 23,000 nautical miles (about 38,000 kilometres) on her own. She told the *Los Angeles Times* that: 'I wanted to challenge myself and achieve something to be proud of. And yes, I wanted to inspire people. I hate being judged by my appearance and other people's expectations.'



6 Work in pairs. Ask and answer these questions.

- 1 What has been your biggest challenge?
- 2 Which life achievement are you most proud of?
- 3 Have you ever attempted something but failed?
- 4 How much do you think people judge each other by appearances? Do you think this is good or bad?
- 5 Which person has most inspired you? Why?

7 Complete this text using the correct word (A, B, C or D).

- | | |
|-------------------|-------------------|
| 1 A achievements | B qualifications |
| C ambitions | D grades |
| 2 A competition | B activity |
| C place | D challenge |
| 3 A expectation | B ambition |
| C attempt | D appearance |
| 4 A afraid | B successful |
| C capable | D critical |
| 5 A judged | B interested |
| C inspired | D determined |
| 6 A determination | B appearance |
| C experience | D disorganisation |

Aged 20, Geordie Stewart's (1) _____ already include climbing the highest mountains in North and South America, Africa and Europe. Now he faces his biggest (2) _____ by attempting to climb Mount Everest for the second time. He tried in 2010 but was unsuccessful. But if this second (3) _____ is successful, he will also become the youngest Briton to conquer the highest peaks on every continent. It's something he feels fully (4) _____ of achieving. Geordie remembers climbing Scotland's highest peak – Ben Nevis – when he was only 11. 'It was very exciting to reach the summit of Ben Nevis at that age, and I have no doubt it (5) _____ me. I've loved climbing ever since.' The legendary explorer Sir Ranulph Fiennes gave support to Geordie by describing him as 'an ambitious young man with genuine (6) _____'.

Listening

- 8** 1.02 Listen to five speakers talking about Jessica Watson. How do they feel about her? Match the speaker to answers A–F. There is one extra answer.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	

- A The speaker is inspired by Jessica.
- B The speaker is critical of Jessica's parents.
- C The speaker congratulates Jessica.
- D The speaker describes the event.
- E The speaker comments on how Jessica looks.
- F The speaker knows Jessica personally.

Grammar: reflexive and reciprocal pronouns

- 9** Read sentences a–d and answer the questions about the pronouns in bold.

- a *Most girls of her age entertain **themselves** with pop music.*
- b *I wanted to challenge **myself**.*
- c *Jessica kept **herself** busy by writing a blog.*
- d *Her family hugged **each other**.*

- 1 What type of word does the pronoun follow?
- 2 Are the subject and object the same person?
- 3 Does sentence d mean Jessica hugged her parents and her parents hugged her?
- 4 Read the grammar summary below and complete the table.

Reflexive pronouns

Use reflexive pronouns to show that both the subject and the object of the verb are the same person or thing.

I	
you	yourself
he	himself
she	
it	itself
we	ourselves
you	yourselves
they	

Reciprocal pronouns

Use *each other* or *one another* to say that each person or thing does the same to the other person/people or thing/things:

They hugged each other = They hugged one another.

See Grammar Reference, page 144

1B

The music explorer

Reading

- 1 Work in groups. Read about an explorer and then discuss these questions.

- 1 What kind of an explorer is Ponte?
- 2 Why is his work important?

Joshua Ponte works as a music producer and documentary film-maker. He's explored many parts of the world in search of music but has a special love for the Central African country of Gabon. Since 2001, he's been involved in a number of conservation projects in the country, including the recording of traditional Gabonese folk music. Previous archaeologists and explorers have found evidence of humans dating back 400,000 years in this region of Africa, so the music Ponte is recording must be some of the oldest on the planet.



Listening

- 2 1.03 Listen to a radio interview with Joshua Ponte. Decide if statements 1–5 are true or false.

		True	False
1	The explorer has lived in London.		
2	He's speaking from the city of Libreville.		
3	He's working alone.		
4	He thinks local children are leaving the villages because of modern technology.		
5	Local people and musicians are often suspicious of him.		

Grammar: the present simple, the present continuous and the present perfect

- 3 Study sentences 1–7. Which tense is the verb in?

- a the present simple
 - b the present continuous
 - c the present perfect
- 1 Traditional forms of music are dying out.
 - 2 He's explored many parts of the world in search of music.
 - 3 He's recording traditional music in Gabon.
 - 4 Archaeologists have found evidence of humans dating back 400,000 years.
 - 5 Joshua travels ten hours every day.
 - 6 He's recorded hundreds of hours of music which you can listen to.
 - 7 He has a special love for the Central African country of Gabon.

- 4 Now match these uses (1–7) to the tenses (a–c) in Exercise 3. Use the sentences above to help you decide.

- 1 a regular event or activity **a**
- 2 a permanent state or situation
- 3 events or activities now or around the time of speaking
- 4 a current trend or development
- 5 a past event with a result in the present
- 6 an event in the past but we don't know when it happened (and it isn't important)
- 7 an event/activity which started at a specific point in the past and continues to the present

Stative verbs

We often use certain verbs to describe permanent states. These include **be, believe, have, know, like, think, understand**. We don't normally use these **stative verbs** in continuous tenses:

He's an explorer. → He's being an explorer.

They love Gabonese music. → They are loving Gabonese music.

See Grammar Reference, page 145

5 Read parts of the interview with Ponte. Underline the correct verb form.

- Interviewer Where are you exactly?
- Josh Ponte I (1) *speak* / 'm *speaking* to you from a small town about 50 miles from the capital, Libreville.
- Interviewer Great. And (2) *are you* / *have you been* in Gabon a long time?
- Josh Ponte On and off since 2001.
- Interviewer So what (3) *are you doing* / *have you done* there at the moment?
- Josh Ponte Currently, I (4) *collaborate* / 'm *collaborating* with a team of musicians and film-makers to make audio and video recordings of traditional Gabonese music and dance from villages in the countryside. So far, we (5) 're *visiting* / 've *visited* about ten different villages.
- Interviewer Why is this work important?
- Josh Ponte Well, lots of the old traditional culture (6) *slowly disappears* / *is slowly disappearing* from Gabonese culture. For example, some of the languages and songs.
- Interviewer Do you mean it (7) 's *become* / 's *becoming* extinct?
- Josh Ponte That's right. The children (8) *don't stay* / *aren't staying* in the villages because of better-paid jobs in the cities. We (9) *hope* / 've *hoped* to save this culture using modern technology.
- Interviewer So, how (10) *does the project go* / *is the project going*?
- Josh Ponte It's hard work. We (11) *usually drive* / *are usually driving* about ten hours a day from one village to the next. The roads are really bad but then we (12) *always seem* / 've *always seemed* to get a great welcome from the local people. They (13) *love* / *are loving* to sing their music. We (14) *already make* / 've *already made* about 100 hours of recordings.

6 1.03 Listen again and check your answers.

Pronunciation: final sounds in verbs

- 7** 1.04 Listen to these sounds and repeat them:
/d/, /t/, /s/, /z/, /k/, /ŋ/

- 8** 1.05 Listen to these sentences. Tick the final sound you hear at the end of the word in bold.

1 The number has **decreased**.

/t/ /d/

2 What are you **doing** there?

/k/ /ŋ/

3 He's **worked** there since 2001.

/t/ /d/

4 She **loves** to sing.

/s/ /z/

5 It **takes** over from smaller languages.

/s/ /z/

6 He's **recorded** over 100 hours.

/t/ /d/

7 Local people **sing** traditional folk songs.

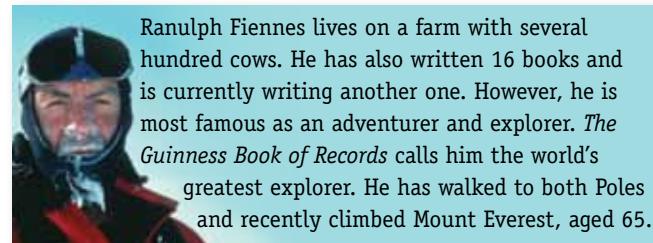
/k/ /ŋ/

- 9** 1.05 Listen again and repeat the sentences.

Speaking

- 10** Work in pairs. You will each ask and answer questions about two different explorers and conservationists. Student A see below. Student B go to page 143.

1 Read about this explorer and answer Student B's questions.



Ranulph Fiennes lives on a farm with several hundred cows. He has also written 16 books and is currently writing another one. However, he is most famous as an adventurer and explorer. *The Guinness Book of Records* calls him the world's greatest explorer. He has walked to both Poles and recently climbed Mount Everest, aged 65.

- 2 Now look at the missing information in this article about these explorers. Ask Student B questions and write in the missing words.

Example:

Where have his family explored?

The explorer Louis Leakey began searching for human fossils in the 1930s. Since then, three generations of his family have explored (1) _____ (**where?**). Meave and Louise Leakey work as (2) _____ (**what?**) in this region. They are currently running (3) _____ (**what?**) at (4) _____ (**where?**), where there are many ancient remains. Their discoveries have included a (5) _____ (**what?**).



Reading

1 Look at pictures of four modern explorers and answer the questions.

- 1 Match each picture to paragraph 1, 2, 3 or 4 in the article on page 11.
- 2 Prepare one sentence to describe how each explorer is trying to make a difference to the world (four sentences in total). Afterwards, compare your sentences with the rest of the class.

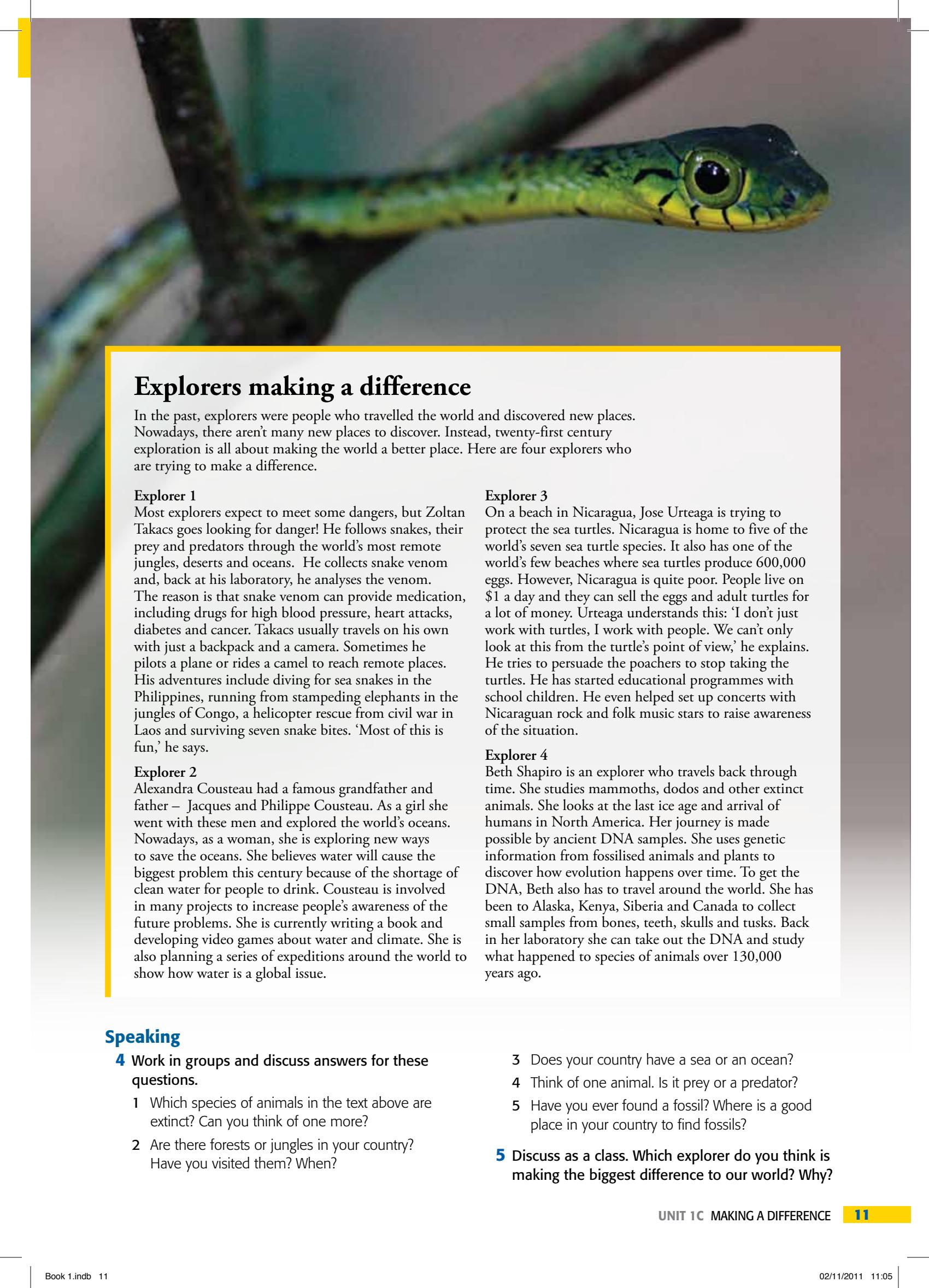
- 3 Now read the article again and match the sentences to the explorer. There are two possible answers for sentences 5 and 7.
 - 1 This explorer is continuing a family tradition. ____
 - 2 This explorer is worried about water on the planet. ____
 - 3 This person explores the past. ____
 - 4 This explorer wants to discover medical cures. ____
 - 5 These explorers also need to spend time in their laboratories studying their findings. ____
 - 6 This explorer wants to find out about animals which are no longer living. ____
 - 7 The work of these explorers includes educating people.

 - 8 This explorer saves animals. ____

Vocabulary

3 Study these pairs of words that have similar meanings but with slight differences. Match the words to definition a or b.

- 1 dead / extinct
 - a something is no longer living
 - b a species of animal is no longer living
- 2 ocean / sea
 - a area of salty water partly surrounded by land
 - b huge area of salty water
- 3 poison / venom
 - a liquid that will kill you
 - b liquid that comes from a snake that kills you
- 4 jungle / forest
 - a a large area of trees and plants
 - b area of trees and plants in very hot countries
- 5 education / awareness
 - a to know something happens
 - b to learn about something
- 6 poachers / thieves
 - a people who steal things
 - b people who kill or steal animals for money
- 7 raise / rise
 - a increase
 - b develop or improve of something (e.g. understanding/knowledge)
- 8 species / race
 - a a set of animals with the same appearance (e.g. elephants)
 - b a group of people with similar appearance
- 9 bones / fossils
 - a the rock forms of ancient animals which are now extinct
 - b white hard part inside the body
- 10 prey / predators
 - a animals that another animal hunts and eats
 - b animals which hunt and eat other animals



Explorers making a difference

In the past, explorers were people who travelled the world and discovered new places. Nowadays, there aren't many new places to discover. Instead, twenty-first century exploration is all about making the world a better place. Here are four explorers who are trying to make a difference.

Explorer 1

Most explorers expect to meet some dangers, but Zoltan Takacs goes looking for danger! He follows snakes, their prey and predators through the world's most remote jungles, deserts and oceans. He collects snake venom and, back at his laboratory, he analyses the venom. The reason is that snake venom can provide medication, including drugs for high blood pressure, heart attacks, diabetes and cancer. Takacs usually travels on his own with just a backpack and a camera. Sometimes he pilots a plane or rides a camel to reach remote places. His adventures include diving for sea snakes in the Philippines, running from stampeding elephants in the jungles of Congo, a helicopter rescue from civil war in Laos and surviving seven snake bites. 'Most of this is fun,' he says.

Explorer 2

Alexandra Cousteau had a famous grandfather and father – Jacques and Philippe Cousteau. As a girl she went with these men and explored the world's oceans. Nowadays, as a woman, she is exploring new ways to save the oceans. She believes water will cause the biggest problem this century because of the shortage of clean water for people to drink. Cousteau is involved in many projects to increase people's awareness of the future problems. She is currently writing a book and developing video games about water and climate. She is also planning a series of expeditions around the world to show how water is a global issue.

Explorer 3

On a beach in Nicaragua, Jose Urteaga is trying to protect the sea turtles. Nicaragua is home to five of the world's seven sea turtle species. It also has one of the world's few beaches where sea turtles produce 600,000 eggs. However, Nicaragua is quite poor. People live on \$1 a day and they can sell the eggs and adult turtles for a lot of money. Urteaga understands this: 'I don't just work with turtles, I work with people. We can't only look at this from the turtle's point of view,' he explains. He tries to persuade the poachers to stop taking the turtles. He has started educational programmes with school children. He even helped set up concerts with Nicaraguan rock and folk music stars to raise awareness of the situation.

Explorer 4

Beth Shapiro is an explorer who travels back through time. She studies mammoths, dodos and other extinct animals. She looks at the last ice age and arrival of humans in North America. Her journey is made possible by ancient DNA samples. She uses genetic information from fossilised animals and plants to discover how evolution happens over time. To get the DNA, Beth also has to travel around the world. She has been to Alaska, Kenya, Siberia and Canada to collect small samples from bones, teeth, skulls and tusks. Back in her laboratory she can take out the DNA and study what happened to species of animals over 130,000 years ago.

Speaking

- 4 Work in groups and discuss answers for these questions.

- 1 Which species of animals in the text above are extinct? Can you think of one more?
- 2 Are there forests or jungles in your country? Have you visited them? When?

- 3 Does your country have a sea or an ocean?

- 4 Think of one animal. Is it prey or a predator?

- 5 Have you ever found a fossil? Where is a good place in your country to find fossils?

- 5 Discuss as a class. Which explorer do you think is making the biggest difference to our world? Why?



Vocabulary

1 Categorise these words and expressions in the table. Some words can fit more than one category.

medium-height teens late-twenties slim
bald fair middle-aged well-dressed pale
well-built short muscular smart streaky
spiky elderly tanned dark shaved curly
fashionable scruffy wrinkly

Age	Height and build	Hair	Skin / complexion	Dress and general appearance

Listening: describing people

2 1.06 Sandy Thoren is an explorer and professional photographer. Listen to her describe five of her favourite pictures. What part of the person's appearance does she mention? Match each description to categories a–e.

- a age
- b height and build
- c hair
- d skin / complexion
- e dress and general appearance

3 We use certain verbs to talk about appearance. Write these verbs in the language summary below.

looks like have got are look
are wearing

Verbs for describing appearance

Age / Build: *He's quite elderly.* / *They (1) _____ huge.*

Clothes: *These people (2) _____ fancy clothes to the wedding.*

Hair, eyes and physical features: *The twins (3) _____ long dark hair and brown eyes.*

Use *look* before an adjective: *The married couple (4) _____ happy.*

Use *look like* before a noun: *This worker (5) _____ she's been in the sun a long time.*

Speaking

4 Work in pairs. Talk about the appearance of the people in each picture on the left. Comment on their age, hair, build, complexion and dress.

Writing: informal writing

5 Read the email below. Are these statements true or false?

- | | |
|--|--------------|
| 1 Giulia and Sally are both going to university this autumn. | True / False |
| 2 Sally is saving money for her air ticket. | True / False |
| 3 Sally's sister is going to study in Rome. | True / False |
| 4 She has recently changed her appearance. | True / False |
| 5 Sally and her sister are similar in appearance. | True / False |

From: sally@geemail.com
To: giulia@geemail.com
Subject: Hi!

Hi Giulia!

Great to hear from you again! It must be two years since you were here. I'm so glad that your plans for university are working out. What subjects are you going to study? Hope you are going to have time to relax this summer before the term begins in October.

I'm also finishing school this year but my big news is that I've decided to take a gap year before starting university. I'm doing some part-time work at a shop at the weekends to try and save money for it. I've bought my ticket but I need some spending money. My flight goes to LA and then on to Australia. I can't wait!!

Anyway, thanks so much for agreeing to meet my sister in Rome and letting her stay for a few days. She's very excited about her course and I've told her all about you and your family. I've attached a photo of her. Unfortunately it's about six-months old and only shows her face. Since then she's dyed her hair, so it's brown with red streaks and she's wearing a lot of dark make-up these days, so she looks a bit unusual. Not sure if she'll still look like that when she arrives! Anyway, she's medium-height and most people say we look alike. She's got a photo of you as well, so I'm sure you'll find each other.

Her plane arrives on Tuesday 10th at midday and she's got your home number in case of any delays.

OK, I need to go now. I start work at the shop in an hour and I have to look smart!

Best wishes
Sally



6 How does Sally organise each part of the email? Number each part (1–6) in the order you read them:

- ___ talks about the main reason for writing
- ___ gives the reason for ending
- ___ refers to the previous letter
- ___ confirms the final arrangement
- ___ comments on friend's news
- ___ tells friend her news

USEFUL EXPRESSIONS informal writing

Starting

Dear ... / Hi! / Hello

Refer to a previous letter / email

Thanks for your ... / Great to hear from you again.

Introducing news

The big news is ... / Did I tell you that ...? / I can't wait! / Guess what?

Linkers

Anyway / But / Apparently / Maybe / By the way / Unfortunately

Enclose (with a letter) / Attach (with an email)

I've attached / enclosed a ...

Ending

I need to go now ...

Bye for now / Best wishes / Write soon

Tip

Notice how the writer uses a new paragraph for each new part of the letter.

7 Reply to a letter from a friend in England.

- tell him/her your news
- thank him/her for offering to look after your best friend
- describe in detail your best friend's appearance
- explain when and where the friend is arriving

Reading

1 Why do you think people travel and go on holiday to other countries?

2 Here are some reasons people travel. Which would be your main reason? Put them in order from 1–7 (1 = your main reason).

- to buy things they can't buy in their own country
- to lie on a sunny beach
- to have new experiences
- to be able to tell all their friends at home
- to go sightseeing
- to meet new people and make new friends
- to understand other cultures

3 Read paragraph 1 of the article on page 15 about the Polish-British anthropologist, Bronisław Malinowski. What was his main reason for travel?

4 Now read the whole article and match these headings A–F to paragraphs 1–5. There is one extra heading.

- A Explorer, traveller and anthropologist
- B Academic success
- C Changing the way we view other cultures
- D Remembering the importance of Malinowski
- E The Kula Ring
- F Becoming English

5 Read the text again and choose an answer for questions 1–5. Circle A, B, C or D.

1 Malinowski's biggest influence was on ...

- A Polish culture.
- B writing.
- C other cultures.
- D how we study other cultures.

2 He first moved to Britain to ...

- A study British culture.
- B escape the First World War.
- C study and lecture.
- D learn English.

3 The Kula Ring was ...

- A a piece of jewellery.
- B an island.
- C a ritual.
- D the King of the Trobriand islands.

4 Malinowski's new approach to anthropology was to ...

- A read about societies.
- B find out about their history.
- C interview the leaders.
- D become part of their society.

5 What is the author's purpose in this article?

- A to criticise
- B to praise
- C to agree
- D to inform

6 Discuss in groups. Imagine that a modern anthropologist wants to study society in your country. What do you think they would say about your ...?

- food
- clothes
- architecture
- daily lives and routines

What else would they be interested in observing?

1

'Imagine yourself ... alone on a tropical beach ...' With those words, an explorer, traveller and famous anthropologist begins one of his books. Bronisław Malinowski was always happiest when he was travelling and he wrote many diaries and travelogues. But, more importantly, he changed the way we study and talk about people from other cultures.

2

Malinowski was born in Kraków on April 7, 1884 to Lucjan and Józefa. He grew up in an educated upper-class family and as a student he received his PhD in Philosophy, Physics and Mathematics from the Jagiellonian University in Kraków in 1908. In 1913, he lectured at the London School of Economics, where he earned his PhD in Science in 1916. It was in England that he first became interested in anthropology: the exploration of different human cultures.

3

One of his first and most famous anthropological studies was with the Trobriand Islanders of New Guinea in the southwest Pacific from 1915 to 1918. He studied their day-to-day life and learnt their language. He was particularly interested in their beliefs and one of their rituals called 'the Kula Ring'. The people on the different Trobriand islands gave and took two types of objects from each other: a necklace or a bracelet. The islanders would sail long distances to exchange these gifts with people on other islands. Necklaces travelled clockwise and the arm bracelets travelled anti-clockwise. There were many rules to the Kula Ring and Malinowski concluded that the ritual helped keep friendly relationships between the islanders and in particular show respect to the different kings, who exchanged the special gifts.



Bronisław Malinowski

4

In 1920, Malinowski published his book about the expedition called *Argonauts of the Western Pacific*. The book was particularly important because, unlike other explorers of the time, Malinowski was the first anthropologist to use 'participant observation'. In other words, he lived among the people he was studying. It may seem obvious to us nowadays, but Malinowski's approach was very new in those days. He ate with the people, followed their daily routines and attended their ceremonies. He stressed that anthropology should be about understanding 'the native's point of view, his relation to life, to realise his vision of his world.'

‘Malinowski changed the way we study and talk about people from other cultures.’

5

After this period, Malinowski mainly lived and worked in England. He changed his citizenship to British in 1931 and continued to travel widely. In 1934, he studied African tribes and he visited Indian tribes in Mexico from 1941 to 1942. In later life he lived in the USA and died on May 14, 1942 in New Haven, Connecticut. Since his death, Malinowski's research and books have continued to influence anthropologists in their work. There is even the annual Malinowski Award. It can be awarded to any anthropologist who tries to understand and help societies in the world.

At the campsite

Listening and speaking

1 Look at the two pictures and answer the questions.

- 1 Why do people go camping?
- 2 Compare the two types of camping in the pictures.
- 3 Which type of camping do you prefer? Why?



2 1.07 Two people have arrived at a campsite. Listen to the conversation at the reception. There are five mistakes in the advert and booking form. Correct the mistakes.

Camp Europe

With over 200 registered campgrounds across Europe, Camp Europe is one of the biggest networks for caravans, campers and traditional tents.

Discounts for students!

There is a 20% discount for all students holding a valid ISIC card.

Facilities

All our campsites are fully equipped with washrooms, outdoor swimming pool and a shop with all the basics.

Bike hire

Why not explore the countryside by bike during your stay? Bike hire is available at all sites for 50 euros a day.

Booking Form

Number of nights:	3
Site number:	E21

3 Look at these phrases from the listening. Who says them? Write C (camper) or R (receptionist).

We'd like to camp here for two nights. C

Do you have a reservation? R

We're fully booked.

There are a few spaces left.

Can you fill in this form?

I need to see your passport.

There's a discount.

It's 15 euros a day.

Can we hire two for tomorrow?

Anything else?

Have a nice stay.

4 1.07 Now listen again and check your answers.

5 Work in pairs. One of you is the camper and the other person is the campsite receptionist. Practise the conversation in the listening. Use the phrases in Exercise 3 and the information in the advert. Afterwards, swap roles and repeat the dialogue.