

5.1 FANTASTIC FILM TRIPS

G past simple and past continuous

P weak forms: was/were

V transport



Kon-Tiki



Into the Wild

VOCABULARY

TRANSPORT

- 1 Work in pairs and answer the questions.
 - 1 How many types of transport can you think of in two minutes? Make a list.
 - 2 What do you think is the best way to travel? Why?

▷ page 155 **PHOTOBANK**

READING

- 2 Work in pairs. Look at photos A–C and discuss the questions.
 - 1 What types of transport do you think appear in the films above?
 - 2 Where do you think the people are going?
- 3 Work in groups. Student A: read the text on this page. Student B: read the text on page 161. Student C: read the text on page 163. As you read, make notes about your text.
 - 1 Who made the journey?
 - 2 Why did they want to go?
 - 3 Where did they go?
- 4 Take turns to tell your group about your text. Which story do you think sounds the most interesting?

KON-TIKI

In the middle of the twentieth century the Norwegian explorer and writer Thor Heyerdahl developed a theory. He believed that people from South America travelled to Polynesia 1,500 years ago and settled there. At the time, very few others believed his theory. They thought the journey was too difficult without modern technology. While others were discussing the theory, Heyerdahl decided to test it.

Using only materials and technology available to the people of that time, Heyerdahl and his team of five sailors (and a parrot) built a wooden raft*. On 28 April 1947 they left from Peru and crossed the Pacific.

While they were sailing, huge waves crashed into the raft, and whales and sharks came close. 101 days and 4,300 miles later they arrived in Polynesia. At the time, no one knew this type of journey was possible. But perhaps the most amazing thing about the journey was that Thor Heyerdahl didn't know how to swim!

Heyerdahl later wrote a book about the journey, and in 2012 a Norwegian film called *Kon-Tiki* came out, based on the trip.

*raft: a flat boat usually made of wood

speaKout TIP

Make short notes. Don't write full sentences. Choose only important information. Try to use your own words. *The sun was shining when they began their journey that Friday morning.* → *Sunny when they left.* Find a sentence in one of the texts. Make a note of the main idea in three or four words.

- 5 Discuss the questions.
 - 1 Which (parts of the) journeys sound enjoyable/terrible/frightening?
 - 2 Why do you think the stories were made into films?
 - 3 Can you think of any other journeys that have been made into films?

Lesson 5.1

3 Student B: read the text and make notes.

INTO THE WILD

When Chris McCandless graduated from Emory University, USA, he knew he wanted more from life than a normal career. He gave away his savings – \$24,000 – to charity, abandoned his car, burned the money in his wallet, and gave himself a new name: Alexander Supertramp. He rejected the modern world and decided to experience life alone and in the wild.

With hardly any equipment or technology, McCandless went into the Alaskan wilderness*. While he was travelling, he met several people who helped him, giving him rides and food. One man even offered to adopt him as a grandson, but McCandless decided to keep going, into the wild.

Eventually he ended up in an abandoned bus, hunting and picking plants for food. While he was living wild, he wrote a diary. It described his day-to-day life and the difficulties and pleasures he had from living in nature. McCandless stayed in the bus for four months and then his diary stopped. Eventually his body was found by a hunter.

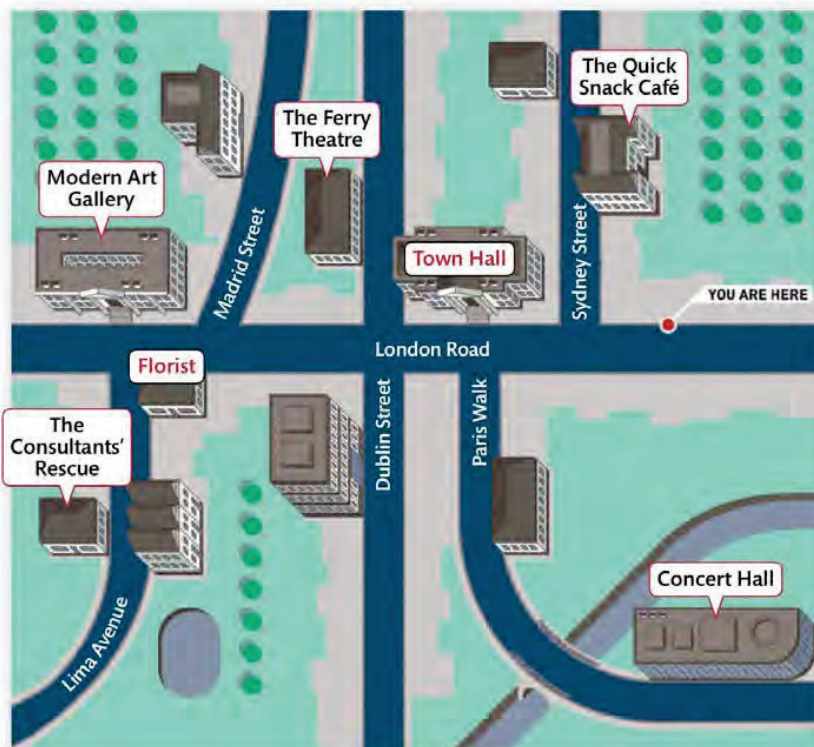
Following a book describing his life, a film came out based on his adventures.

*wilderness: a wild area where no one lives

Lesson 5.3

8 Student A: look at the map and ask Student B for directions to:

- a nightclub called Risky Business
- a restaurant called The Waterfall
- the Screen by the Pond cinema
- a pub called The Courier's Rest
- the Museum of Fashion and Design



Lesson 6.3

6 A Student A: you are a doctor seeing a patient. Use the prompts to ask questions and make suggestions.

- how long?
- where / hurt?
- when / hurt?
- how / you / hurt?
- take painkillers
- get lots of rest
- don't do sport

Start like this:

Hello. How can I help you?

B Student A: now you are a patient seeing a doctor. Use the prompts to explain your problem.

- bad cough / few months
- tried antibiotics
- no temperature / don't feel ill
- smoke / ten cigarettes a day

Lesson 10.2

7 C Here are the alternative sentences:

- 1 Over a period of two years, the boys had to clean the walls of every house in the street three times a year.
- 2 They had to spend a day at a festival standing in a small swimming pool and handing out water-safety leaflets.
- 3 He was made to listen to classical music for six hours a day.
- 4 She had to work on the farm for free for one month.

Lesson 10.3

8 B Student B: you are the director at the Noparlo School of English. A student is going to complain about some of the problems in Exercise 8A on page 103. Apologise to the student and think of reasons for the problems. Use these expressions:

I'm really sorry about that.

We had a problem with ...

I'll look into it.

Lesson 5.1

3 Student C: read the text and make notes.

RABBIT-PROOF FENCE

It is Australia in 1931. Three Aborigine girls, Molly, fourteen, her sister Daisy, eight, and their cousin Gracie, ten, were taken from their home by government officials because of their race. They were sent to live in a camp far from home. Life at the camp was terrible, and they hated it.

One night when it was raining, the girls decided to escape. They knew that the rain would hide their footprints in the mud, so they began the long journey home. In the desert they had no food and nowhere to sleep.

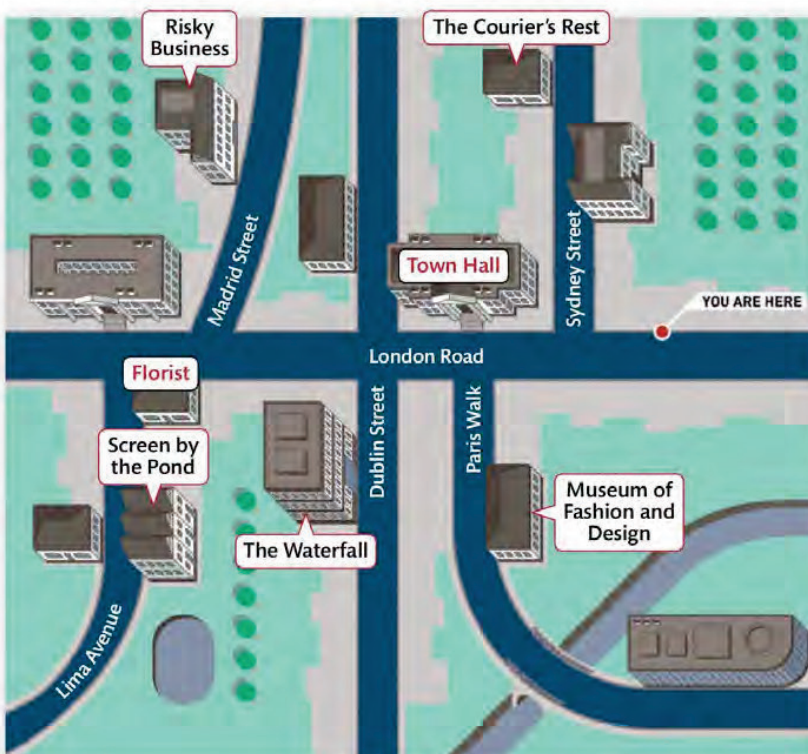
They didn't have a map either, but while they were walking, they saw the 'rabbit-proof fence', one of the longest fences in the world. It was there to stop rabbits from entering farmland. The girls recognised the fence and walked next to it for 1,200 miles. After nine weeks they got home.

Many years later, Molly's daughter, Doris Pilkington Garimara, wrote a book about the journey and in 2002 the story was made into a film, *Rabbit-Proof Fence*.

Lesson 5.3

8 Student B: look at the map and ask Student A for directions to:

- The Quick Snack Café
- The Ferry Theatre
- the Concert Hall
- a bar called The Consultants' Rescue
- the Modern Art Gallery



Lesson 6.3

6 A Student B: you are a patient seeing a doctor. Use the prompts to explain your problem.

- problem / two weeks
- pain / lower back
- hurts / walk
- accident / playing football

B Student B: now you are a doctor seeing a patient. Use the prompts to ask questions and make suggestions.

- how long?
- a temperature?
- feel ill?
- smoke cigarettes?
- have an X-ray
- give up smoking

Start like this:

Hello. What's the problem?

Lesson 8.3

6 A Student A: you work in a clothes shop. You start the conversation.

- 1 Offer to help.
- 2 Ask what colour.
- 3 Give the customer the shirt and say, 'Here you are. The fitting room is over there.'
- 4 Ask if it fits OK.
- 5 Ask how he/she wants to pay.
- 6 Ask him/her to enter his/her PIN.
- 7 Say thank you and goodbye.

B Student A: now you are in an electronics shop. Student B starts the conversation.

- 1 Say you are looking for a camera.
- 2 Say you need a digital one.
- 3 Thank him/her.
- 4 Ask for a cheaper one.
- 5 Say 'This one is fine.'
- 6 Say you will pay by cash.
- 7 Say thank you and goodbye.