

PERSPECTIVES

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ON THE COVER

Children look down from inside The Hive at Kew Gardens, London. The Hive is a giant beehive that visitors to the botanical gardens can enter and have a multisensory experience. The lights and sounds are triggered by bee activity in a real beehive. The Hive was designed to demonstrate the role of bees in feeding the planet and the challenges that they face.

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PERSPECTIVES

UPPER INTERMEDIATE

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WELCOME TO PERSPECTIVES!

Perspectives teaches learners to think critically and to develop the language skills they need to find their own voice in English. The carefully guided language lessons, real-world stories and TED Talks motivate learners to think creatively and communicate effectively.

In Perspectives, learners develop:

• AN OPEN MIND

Every unit explores one idea from different perspectives, giving learners opportunities for practising language as they look at the world in new ways.

6A Evolution and conservation

VOCABULARY Endangered species

1 Work as a class. Discuss the questions.

- What is evolution? What is conservation?
- What reasons are there for a species to adapt? What characteristics about a species might change?

2 Complete the article about Madagascar with these words.

adapted breed conservation died out endangered extinct
habitat hunting risk survive varied species survival

Madagascar is an island famous for its biodiversity. Evolution has created thousands of unique (1) _____ that have (2) _____ to life on the island. In fact, scientists have discovered more than 600 new animals since the beginning of this century. However, while it may seem that wildlife is doing well, many animals and plants are in fact at (3) _____ because tropical forests are being destroyed to make farmland. Eighty percent of Madagascar's human population live in poverty and depend on basic farming for (4) _____. The tiny (5) _____ of the most (6) _____ animals. There are only around 250 left in the wild. A (7) _____ programme is trying to preserve its (7) _____ and prevent people from (8) _____. In the national dog of Madagascar, the Carac de Tuléar, was (9) _____ from extinction, and now people (10) _____ in several countries. The Madagascar Elephant died (11) _____ in the 17th century. It was three metres tall and may have (12) _____ because people stole its huge eggs, which were big enough to feed a family.

3 Work in pairs. Discuss the questions.

- What endangered species do you know?
- Why are they endangered?
- How are they being protected?
- What animals have become extinct? Why?
- What arguments can you think of for and against conservation?

4 Match each word with the correct group of collocations.

benefit	consequence	conservation	game
habitat	risk	species	survival

1 destroy their ... / preserve their ... / lose its habitat ...
2 ... of the threat / its long-term ... / conserve its ...
3 at ... of extinction / a high ... / reduce the ... of disease
4 walk in nature ... / be involved in a ... group / improve energy ...
5 an endangered ... / a ... of land / discover new ...
6 being a legend ... / a potential ... / be of ...

6D You have no idea where camels really come from

“I've learnt that, actually, a lot of scientists are historians, too. They make sense of the past.”

LATIF NASSER

Read about Latif Nasser and get ready to watch his TED Talk.

AUTHENTIC LISTENING SKILLS

Understanding full speech

When given an opinion very quickly, it can be difficult to hear individual words because words get shortened or sound as one.

1 Look at the Authentic Listening skills box. Then listen to these extracts from the TED Talk where people speak quickly. Try to write down what you hear. **EXERCISE**

- ... she thought it was just a splinter of wood, because _____ at the Fyles Leaf Bed before - prehistoric plant parts.
- How certain were you that you had it right, like ... that ...
- ... something like a cow or a sheep. But _____ it was just too big.
- ... you're going to have different body sizes, like giraffes, ... so they're actually functionally ...
- And, as a historian, you start with an idea

WATCH

1 Work in groups. Do you think the sentences are true (T) or false (F)? Why?

- Camels have been around for about a million years.
- The first camels were only found in North America.
- Giraffes and llamas are in the same family as camels.
- The hump on a camel's back contains water.
- Camels have evolved to walk on sand.

2 Work in pairs. Write down as many other facts about camels as you can. Then compare your ideas with another pair of students. Do any of the other pair's facts surprise you? Why?

3 Watch Part 1 of the talk. Complete the summary with one to three words in each gap. **EXERCISE**

One day in 2006, Natalia Pilyczkovic was digging at a site in the (1) _____ south of the North Pole when she found a strange object. To begin with, she thought it was a piece of (2) _____. She collected more fragments over the next four years and eventually used a (3) _____ to find out what it was. It was a (4) _____ of a huge mammal. When they put a piece off one fragment, they (5) _____ collagen, which is a substance found in bones and which (6) _____. A couple of years later, she sent the fragments to a colleague who had invented a technique called (7) _____, which can identify an animal from a bone. They discovered (8) _____ was able to (9) _____ a million-year-old camel and that it must have weighed (10) _____ that camels today.

4 Watch Part 2 of the talk. Check your answers in Exercise 2. Correct the false answers. **EXERCISE**

Camels have been around longer than a million years. According to Latif, they have been around for 45 million years.

1 Watch Part 2 of the talk again. Choose the correct options. **EXERCISE**

- Scientists believe that at first, camels were only found in hot places / cold places.
- They also believe that 40 million years ago, there were around 200 different species of camels.
- They say that some early camels were as small as dogs / rabbits.
- They also say that one branch of camels became llamas / giraffes.
- Some scientists believe that a camel's hump helped it to survive long walks / swims.
- It is believed that three and a half million years ago, the weather was significantly warmer / cooler than today.

2 Watch Part 3 of the talk. Which sentence best summarizes the point Latif is making? **EXERCISE**

- It's important to change your mind about things.
- Scientists should also study history.
- Much of what we think we know might be wrong.
- Camels are well suited to different environments.

3 What discoveries or news have you heard about the natural world recently? THINK about:

- archaeology
- new or lost species
- the sea
- medical advances

4 VOCABULARY IN CONTEXT

1 Watch the clips from the TED Talk. Choose the correct meaning of the words and phrases. **EXERCISE**

2 Work in pairs. Discuss the questions.

- Have you ever experienced hitting a wall? Why? How did you overcome it?
- What scientific theories still have no proof?
- What good news do you know to:
 - have a good?
 - hang out with friends?
 - watch the world go by?
 - What things would you be willing or unwilling to do to be successful in life?

CHALLENGE

Think of a time in your life when you have had to rethink what you thought you knew about something - or someone.

- What did you use to believe? Why?
- Did you develop your new ideas quickly or slowly?
- How do you feel about the thing or person now?

Work in groups. Tell each other your experiences. Ask and answer questions about the changes. Decide who experienced the biggest change.

2

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Unit 6 Adapt to survive 77

● A CRITICAL EYE

Students learn the critical thinking skills and strategies they need to evaluate new information and develop their own opinions and ideas to share.

6B Tree life?

VOCABULARY BUILDING Compound nouns

We often use two or more nouns together to create a new meaning. The first noun acts like an adjective. It describes the type of thing. Its use, the material it is made from or other aspects of the second noun, such as where it is found.

For ages caused the extinction of many species.
Bookshelves are flying out in our country because people are buying books online.

1 Choose the correct forms to complete the sentences.

- We often go hiking in the Olympic Mountains / Mount Rainier north of here.
- On average there is 20 centimetres of rainfall / inches here in March.
- Many environmental charities run campaigns / social media / social media campaigns.
- Scientists believe there might be many new creature / creature sets that still have not been discovered.
- I really like our teacher's science / science teacher. She brings the subject to life.
- I'm excited all animal products / product animals. I don't even wear that leather / leather shoes.

2 Work in groups. Starting with these compound nouns, how many other compound nouns can you create by changing one word each time? Use a dictionary if necessary.

farm animal leather shoes varial science teacher

Use your eyes: cream cheese cheddar cake tin biscuit life life cream

READING

1 Think of one animal from these categories that you are familiar with and one that you would like to find out more about.

farm animals birds sea creatures wild animals

2 Work in groups. Compare the animals you thought of. Explain your choices.

3 Work in pairs. Look at the photo on page 73 and discuss the questions.

- Where do you think this animal is found?
- What is unusual about it?
- Where does it live?
- What threats are its natural habitat facing?

2 Read the article to check your ideas in Exercise 5. What else do you learn about each question?

3 Which statements are suggested by the article? Which parts of the article help you decide your answers?

- The tree octopus is the most endangered creature in the USA.
- Washington State is one of the western places in the USA.
- The tree octopus may provide clues about how early sea creatures adapted to live on land.
- The animals often live in small groups.
- Many companies that cut down trees in the forests are not doing enough to protect octopuses.
- Young octopuses are dying because the seas are increasingly polluted.
- Soon there may be no tree octopuses left.
- Some people are aware of the dangers facing octopuses.

4 Work in groups. Discuss the questions.

- Do you know about the tree octopus before? If not, what surprised you most?
- Which of the threats to the tree octopus do you think is the most serious? Why?
- Which of the different kinds of actions do you think are the most effective? Why?
- What other ways of helping the tree octopus are there?

5 Look at the source for the article. Do you think it is reliable? What other sources could you check to make sure the information is accurate?

6 Listen to a news extract about the tree octopus story. Answer the questions. **DISCUSS**

- Why is the story interesting?
- What do the facts seem to suggest?

CRITICAL THINKING Assessing information

You'll often see information or read something that is unfamiliar. You need to do further reading or check the information is from a reliable source.

1 Work in pairs. Discuss the questions.

- Why do you think so many people believe this story?
- Looking back, is there anything in the story that should have made you more suspicious?
- What other research would be needed to check whether the story was really true?

2 MY PERSPECTIVE

Work in groups. Can you think of any other examples of fake internet stories like this?

● A CLEAR VOICE

Students respond to the unit theme and express their own ideas confidently in English.

6E Finding a solution

Speaking Strategy

Telling anecdotes
Anecdotes are short real-life stories. When we want to tell an anecdote, we often give a very short summary of what we are going to say. We might also add a comment or say how we felt in order to make it sound interesting.

Useful Language

Responding to anecdotes
If the listener is interested, they will say things like:
Really? Why was that?
How did that happen?
Really? They have been there?

1 Work in pairs. Look at the photo and discuss the questions.

- Where do you think the photo was taken? Who might the man be?
- How would you feel if you were the man in the photo?

2 Read the opening lines of six different anecdotes. Which sounds most interesting to you? What would you ask about it?

- I once saw a polar bear in a zoo. It was really sad.
- I almost stepped on a scorpion once.
- My brother once marked a group of gazelle in Africa.
- When I went to the city, I saw lots of buses in the street.
- Where my gran lives, there are volcanoes. We once climbed up to their nests.
- I had a cow. I was chased by some cows. It was really scary!

3 You are going to tell an anecdote about a time you encountered some kind of wild animal – big or small. Make notes using these questions and think of a sentence you will say to start the anecdote to get people interested.

- When did it happen? How old were you?
- Where was it?
- What happened?
- What was the animal doing?
- How did it make you feel?
- Did it have an effect on you afterwards?

4 Work in pairs. Tell your anecdotes. Your partner should show interest and ask questions to help you.

WRITING A problem-solution essay

1 Tigers are endangered in the wild. Do you think having them in zoos and parks is good for their survival? Why? Why not? What other things might help them?

2 WRITING SKILL Topic sentences

Read the essay about how people can help to protect tigers on page 151. Put the topic sentences in the correct order as they might appear in the text.

- The author LA Mills suggests we should strengthen rules about domestic tigers.
- Finally, we should work closely with local people.
- According to the WWF (World Wildlife Fund), there are only about 4000 tigers left in the wild.
- Countries have to work together to protect the habitat.

3 In the essay, the writer refers to various organizations and people. Answer the questions.

- Why does the writer do this?
- Do you think they are good sources to reference? Why? Why not?
- What other information would be good to know or what other sources could you look for?

4 Work in pairs. Choose one of the animals or things from your list that are at risk of dying out (page 71, Exercise 18). Find out more information and make notes on three big problems it faces. Then think of ways to tackle these problems and help save it.

5 Work on your own. Using your notes, write a problem-solution essay.

- In the first paragraph, outline the problems and say you will suggest solutions. Then tackle each problem in a subsequent paragraph. Use the writing mode on page 151 as a guide if you need to.
- Find two or three sources that you can add to your essay to give it greater authority. Decide how you want to use them and where to place the sources. Use the useful language box to help you.

6 Exchange your essay with your partner. Read your partner's work and comment on:

- the structure and the strength of the argument,
- the use of sources,
- the use of language.

Writing Strategy

Topic sentences
It is good to start a new paragraph with a topic sentence – a sentence that explains what the paragraph is about.






Useful Language

Naming sources
According to (name) / organization / book, etc. ...
The (job title), (name), says that ...
I agree with (job title), (name), when she/he says that ...

Some people have a special connection with animals.




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<p>The passive 2</p>	 <p>Science is for everyone, kids included</p>	<p>BEAU LOTTO AND AMY O'TOOLE</p> <p>Beau Lotto and Amy O'Toole's idea worth spreading is that all of us can be scientists if we approach the world with the curiosity, interest, innocence and zeal of children.</p> <p>Authentic listening skills Fillers</p>	<p>Staging and hypothesizing</p>	<p>A scientific method</p> <p>Writing skill Describing a process</p>

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GRAMMAR	TED TALKS		SPEAKING	WRITING
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<p>Emphatic structures</p> <p>Pronunciation Adding emphasis</p>	 <p>A broken body isn't a broken person</p>	<p>JANINE SHEPHERD</p> <p>Janine Shepherd's idea worth spreading is that we have inner strength and spirit that is much more powerful than the physical capabilities of even the greatest athletes.</p> <p>Authentic listening skills Collaborative listening</p>	<p>Developing conversations</p>	<p>A success story</p> <p>Writing skill Using descriptive verbs</p>

1 Travel, trust and tourism

IN THIS UNIT YOU

- talk about student exchanges and study-abroad programmes
- read about a disappearing way of travelling for free
- learn about the Grand Tours that were popular in the past
- watch a TED Talk about how design can build trust between strangers
- write a review of a place you have visited



Jemaa el-Fnaa is a square and a market place in Marrakech, Morocco. Every evening, food stalls and entertainers attract local people and tourists to the main square of the city.

1A Cultural exchange

VOCABULARY Experiences abroad

1 Work in pairs. Discuss the questions.

- What do you normally do during the holidays?
- Have you been abroad? If yes, where? If no, would you like to? Why? / Why not?
- What do you know about student exchanges and study-abroad programmes?

2 Check you understand the words and phrases in bold. Use a dictionary if necessary. Then tell your partner which experiences you think are good and which are bad. Give your reasons.

- | | |
|----------------------------------------|------------------------------------------------|
| 1 be left to your own devices | 8 go hiking in the mountains |
| 2 find people very welcoming | 9 hang out with local people |
| 3 get a bit of a culture shock | 10 lie around a house all day |
| 4 get a real feel for the place | 11 see all the sights |
| 5 get food poisoning | 12 stay in a B&B |
| 6 get off the beaten track | 13 stay with a host family |
| 7 get robbed | 14 take a while to get used to the food |

3 Work in groups. Look at the words and phrases in Exercise 2. Discuss the questions.

- Which are most / least connected to visitors to your country?
- Which have you done? Or which have happened to you? When?
- Which three do you most want to remember and use? Why?

4 Work in pairs. Look at the photo and discuss the questions.


- How is the market different from a market close to where you live? How would visiting this place make you feel? Why?
- Which words and phrases in Exercise 2 can you use to describe what is happening? Make a list. Then explain your choices to a partner.

5 Complete the description with words and phrases from Exercise 2.

In the past, it was very common for teenagers to do student exchanges where they would go abroad and stay in each other's homes. The idea was not only to learn a new language but to (1) _____ with the local teenagers, even go to their school and get a (2) _____ the place and culture. Sometimes the (3) _____ was very welcoming and students got on well with the people in the home, but other times the (4) _____ was too much because they couldn't (5) _____ the food and ended up being left to their (6) _____. Maybe that's why these days it is more common for teenagers to go on a group trip abroad where everyone stays in a (7) _____ or hostel together. During the trip, students go and see (8) _____ and only briefly meet up with a group from a local school. This way teenagers don't (9) _____ a foreign house all day and there is no awkwardness. The worst that could happen might be a case of (10) _____ from a bad prawn and some sore feet from walking around the town.

6 Work in pairs. Which of the two programmes described in Exercise 5 do you think is better? Why?


LISTENING

7 Listen to the first part of a podcast about study-abroad programmes. Find out:  1

- 1 who can do these programmes.
- 2 how long people can go abroad and study.
- 3 when the system started.
- 4 what the possible benefits are.

8 Listen to Kenji and Catalina. Answer the questions.  2

- 1 Where did they do their study-abroad programmes?
- 2 How long did they stay for?
- 3 Did the trip increase their understanding of other cultures and develop their language skills? If yes, how do you know?

9 Work in pairs. Decide if the sentences are true (T) or false (F). Then listen again to check your answers.  2

- 1 Kenji had visited several countries before studying abroad in Munich.
- 2 He was really excited about studying abroad.
- 3 His host family helped him develop a better understanding of the German language.
- 4 He's still in touch with his host family.
- 5 Catalina has family roots* in Italy.
- 6 She felt at home as soon as she arrived.
- 7 After a few weeks, she spoke enough Italian to do what she needed to do.
- 8 She's glad she went to Italy but has no plans to go back.

family roots *original place where a family is from*

Some study-abroad programmes allow students to visit countries like China where they can go to places like the Great Wall.

10 MY PERSPECTIVE

Work in pairs. Think of two more benefits and three possible issues students might face when doing a study-abroad programme. Then discuss the questions.

- What do you think the biggest benefit is? Why?
- What do you think the biggest issue is? Why?

GRAMMAR Present and past forms

11 Look at the sentences in the Grammar box. Decide:

- 1 which two are about the present.
- 2 which four are about the past.
- 3 which two describe actions that happened before something else in the past.
- 4 which three use simple forms.
- 5 which three use continuous forms.

Present and past forms

- a *I was actually thinking about cancelling my trip.*
- b *I'd been wanting to go there for ages.*
- c *We're talking about study-abroad programmes.*
- d *I'd never left Argentina!*
- e *I spent six months in Germany last year.*
- f *I miss my host family.*

Check your answers on page 128. Do Exercises 1 and 2.

12 Match the rules (1–6) with the examples (a–f) in the Grammar box.

- 1** We use **the present simple** to talk about habits, permanent states and things that are generally true.
- 2** We use **the present continuous** to talk about actions we see as temporary, in progress and unfinished.
- 3** We use **the past simple** to describe finished actions in the past, especially when there is one finished action after another.
- 4** We use **the past continuous** to emphasize an action in progress around a time in the past.
- 5** We use **the past perfect simple** to emphasize that one thing happened before a particular point in the past.
- 6** We use **the past perfect continuous** to talk about an action that was in progress over a period of time *up to* or *before* a particular point in the past.

13 Complete the extract by putting each verb in brackets into the best form.

I really (1) _____ (love) travelling. It's probably the most important thing in my life. I'm 17 now, and I (2) _____ (plan) to spend the summer on a National Geographic Student Expedition! I actually (3) _____ (go) on my first adventure trip a couple of years ago when I (4) _____ (spend) two months in China. It was the first time I (5) _____ (ever / go) abroad, and I (6) _____ (love) every minute of it! While we (7) _____ (stay) in Beijing, we (8) _____ (visit) the Great Wall of China which was something I (9) _____ (dream) of doing ever since I was a child. Just amazing! I (10) _____ (hope) to do an expedition to Iceland next year and stay somewhere really off the beaten track.

14 Complete the pairs of sentences by putting one of the verbs in brackets into the correct simple form and the other into the correct continuous form.

- 1a** We usually _____ (spend) the summers with my grandparents at their house on the coast.
- 1b** This summer, though, my brother is in Costa Rica. He _____ (stay) with a host family there.
- 2a** This weekend I _____ (go) hiking in the mountains with some friends.
- 2b** The coach _____ (leave) at six every morning, so we should be at the bus station 15 minutes before.
- 3a** I _____ (get) really bad food poisoning while I was in Scotland. I've no idea why!
- 3b** Things got worse when somebody stole my suitcase while I _____ (wait) in the queue to buy train tickets to Glasgow.
- 4a** I spoke good French by the time I left Québec because I _____ (hang out) with the locals for the last few months of the ski season.
- 4b** It was a great trip, but scary, because I _____ never _____ (try) skiing before.

15 You are going to tell a story. Choose one of the situations below. Then plan what you want to say about where you were and when – and what happened during your time there. Think about how to use all four past forms at least once.

- a** Something that happened while you were on holiday
- b** A time you stayed with other people
- c** A place you have visited

16 Work in pairs. Tell each other your stories.



1B Ask for a lift

VOCABULARY BUILDING Phrasal verbs

We often use phrasal verbs in conversation instead of more formal words. They are very common in English. The meaning of a verb often changes when it is used in a phrasal verb.

1 Rewrite the italics using the correct forms of these phrasal verbs.

break down	come down to	pick up
pull up	queue up	turn out

- 1 They offered to give me a lift to the airport and *collected me* from the hotel at eight o'clock.
- 2 The bus *stopped working* on the way there so we were five hours late.
- 3 It was the New Year holiday, so I had to *wait in a line* for hours to get a train ticket.
- 4 I think the changes *are basically because of* two things: wealth and technology.
- 5 A car *stopped by the side of the road* and the driver asked us for directions.
- 6 I was worried because I'd never been abroad before, but everything *was* great in the end.

2 Write sentences using these phrasal verbs.

hang out	lie around	look after	step out
----------	------------	------------	----------

3 Work in pairs. Look at the photo on page 13 and discuss the questions.

- What is happening?
- Which of the phrasal verbs in Exercise 1 can you connect to the photo? Explain your choices.

READING

4 Read about hitchhiking and match these headings with the numbered paragraphs (1–6).

- a Fear
- b More wealth
- c New needs and opportunities
- d Legal restrictions
- e Low-cost flights
- f Greater access to cars

5 Work in pairs. Which of these ideas does the author present? What evidence is given?

- 1 There used to be far more hitchhikers.
- 2 There was a high number of robberies involving hitchhikers.
- 3 It's difficult to find a place to hitchhike these days.
- 4 More people drive compared to the past.
- 5 Air travel is safer than driving or hitchhiking.
- 6 We are wasting a lot of energy by driving alone.
- 7 People only hitchhike now if they are poor.
- 8 Hitchhiking brings benefits to communities and individuals.

6 Work in pairs. Imagine you are standing at the side of a road trying to hitchhike. Tell your story. Before you do, talk and make notes about:

- where you are going.
- why you are hitchhiking.
- how you are feeling.
- what happens next.
- how the story ends.

7 Tell your stories to other people in your class. Vote on the best one. Explain why it is the best story.

CRITICAL THINKING Evaluating ideas

Evaluating ideas and judging them against other perspectives helps to form a basis for developing your own point of view.

8 Work in groups. Discuss the questions.

- 1 Which is the most important reason the author gives for the decline in hitchhiking? Do you agree? How important are the other reasons?
- 2 What comparison does the author provide from the website Wand'rly? Do you think it is a fair comparison? Why? / Why not?
- 3 How is the example of hitchhiking in Virginia different from other kinds? Does this make it safer? Why? / Why not?
- 4 Why do you think the author says he got a different perspective to other tourists? Do you think that is true? Do you think his perspective was better? Why? / Why not?

9 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Do you think more hitchhiking is a good idea? What other reasons could there be for doing it?
- How could you make hitchhiking safer?

Hitchbot, a hitchhiking robot, waits for a lift at the side of a road. Read more about Hitchbot on page 129.



Hitchhiking

Where did all the hitchhikers go?

3 I was driving along the other day, and I passed a man sticking his thumb out. He was asking for a lift. When we had gone past, my daughter, who is 15, asked me, ‘What was that man doing?’ The question surprised me because hitchhiking used to be so common. I used to do it all the time when I was a student going home to visit friends, and I also spent one summer hitching around South America. Often when you went to some hitching spots, you’d have to queue up behind several others already waiting for a lift – it was so popular. So what happened? Why is it so rare now? The authors of *Freakonomics*, Stephen Dubner and Steve Levitt, have also asked this question in one of their regular podcasts and suggested it probably comes down to five main reasons.

(1) _____

Several horror films have shown psychotic drivers who kidnap and murder the hitchhiker they pick up (or vice versa), and this has been reinforced by certain stories in the media of people getting robbed and being left in the middle of nowhere. Unsurprisingly, this has caused trust to break down. Some people believe that the chances of these things happening are small. The website Wand’rly, for example, suggests people are far more likely to die by tripping and falling than hitchhiking.

(2) _____

There are more major roads now than there used to be, and hitching is either banned or drivers are not allowed to pull up.

(3) _____

Alan Piskarsi, a transport expert, points to the fact that cars last longer so there are more of them available at

a cheaper price and, what’s more, many more people have driving licences.

(4) _____

In the past, young people simply couldn’t afford to fly long distances and travelling by train wasn’t necessarily much quicker than travelling by car. However, now we have budget airlines, making air travel more accessible.

(5) _____

Alongside that, people’s standard of living has increased and perhaps people opt for higher levels of comfort, privacy or reliability when they travel.

(6) _____

The trouble is that privacy comes at a cost. Levitt and Dubner state that in the USA, 80 percent of passenger space in cars is unused, which makes them more costly to operate and creates unnecessary traffic and pollution. The solution could be more hitchhiking! They give the example of a city in Virginia, where commuters have organized a spot where they meet to hitch a lift so drivers with no passengers can use fast lanes on the freeway that are reserved for cars that contain more than one person.

Fresh fears

But what about general travel? I often argued with my parents about the dangers of hitching, and I would tell them about all the amazing experiences I’d had and the generous, interesting people I’d met. And I think it genuinely gave me a different perspective to other travellers and tourists. But now I look at my daughter and I wonder about her going on a trip. Would I want her to go hitchhiking?

Andrew Skurka's longest 'Grand Tour' was 7,775 miles.

1C The Grand Tour

GRAMMAR *Used to and would*

1 Look at the Grammar box. Match the structures (1–3) with the uses (a–c), based on the examples in bold.

- | | |
|---------------------------------------|-----------------------------------------------------|
| 1 past simple | a to describe a past state over a period of time |
| 2 <i>used to, would</i> , past simple | b to describe individual past events and situations |
| 3 <i>used to</i> or past simple | c to describe a habit or regular action in the past |

Used to and would

Hitchhiking **used to be** so common. I **used to do it** all the time when I **was** a student going home to visit friends, and I also **spent** one summer hitchhiking around South America. Often when you went to some hitchhiking spots, **you'd have to queue up** behind several others already waiting for a lift – it was so popular. I **often argued** with my parents about the dangers of hitchhiking, and I **would tell them about** all the amazing experiences I'd had.

Check your answers on page 128. Do Exercises 3–5.

2 Read about Grand Tours. Find out what they were and why people did them.

Humans have always been travellers, moving out of Africa to all parts of the world in search of space, food and resources. But the idea of guided tourism for leisure and education (1) **didn't really start** until the 17th century when the Grand Tour (2) **began** to be established. Young aristocrats* from different parts of the world (3) **spent** several months travelling around important sights in Europe after they had finished university. The Tour often (4) **started** in the Netherlands, where the tourists (5) **hired** a coach, servants and a tutor to show them the sights and teach them about what they saw.

From the Netherlands, they went to Paris, where they (6) **did** a French language course before moving on to Switzerland and then crossing the Alps to Italy. After an extensive tour of Italy, they (7) **went** home directly, (8) **travelled** back to the Netherlands via Austria and Germany or (9) **carried on** south to Greece.

The Grand Tour (10) **played** an important part in education and in spreading culture. The tourists would often bring back paintings and books which influenced artists in their own country. The Venezuelan Francisco de Miranda even (11) **saw** the beginnings of the French Revolution on his Grand Tour, which (12) **led** him to fight for independence for his country.

aristocrat person belonging to a high class

3 Change the words in bold in Exercise 2 from the past simple to *used to* or *would* + verb, where possible.

4 MY PERSPECTIVE

Work in pairs. Discuss the questions.

- Do you think anyone does Grand Tours today? How are they similar / different to the Grand Tours you read about in Exercise 2?
- Where would you go if you could do a Grand Tour over a few months? Why? Think about:
 - the sights you would visit.
 - the food you would eat.
 - the people you would meet.