

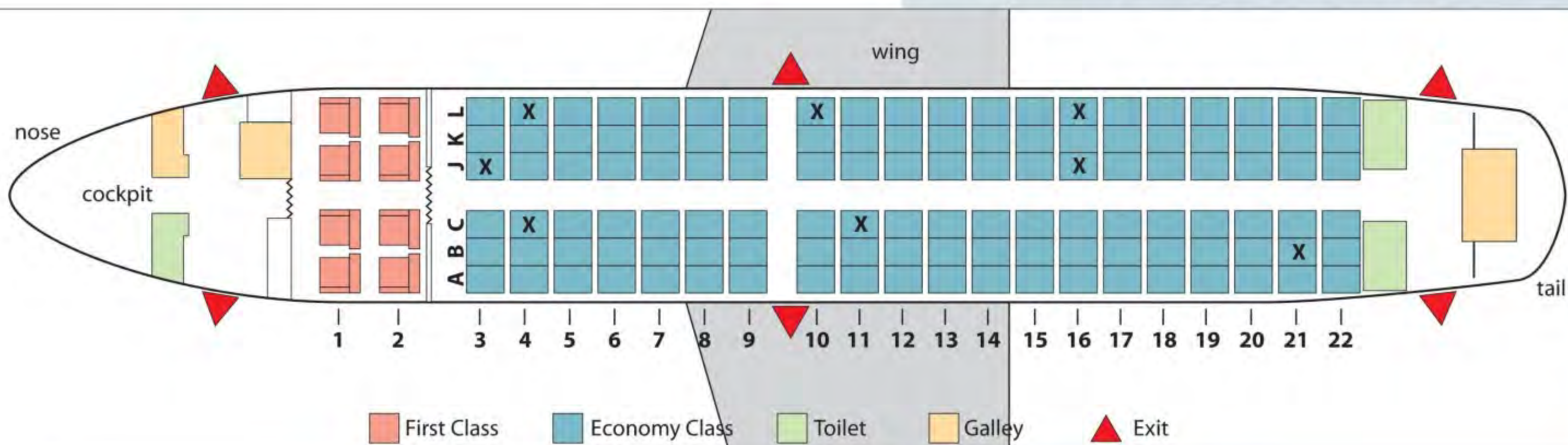
G narrative tenses, past perfect continuous, so / such...that V air travel P irregular past forms, sentence rhythm

1 LISTENING & VOCABULARY air travel

- a **3.1** Listen to some announcements. Would you hear them when travelling by train or by plane? Write **T** or **P**.
A B C D E F G H I J
- b **3.2** Listen again to the ones you would hear when travelling by train (or Underground). What do you need to know if you want to travel on...?
1 the 11.32 train to Margate
2 the 14.15 train to Bournemouth
3 the 17.08 train to Paddington in first class
4 the Jubilee line
- c **3.3** Listen again to the ones you would hear when travelling by plane. Answer the questions for each one.
• Would you hear it in the airport terminal or on the plane?
• What is it asking people to do?
- d **3.4** Listen to some extracts from the announcements 1–6 in c. What do these formal words and phrases mean?
1 approximately 4 place, personal electronic devices
2 locate 5 requiring
3 proceed to 6 disembark, rear
- e **p.154 Vocabulary Bank Air travel**

2 READING

- a When you travel by plane, bus, or train, do you normally prefer to sit at the front, in the middle, or at the back? Do you prefer a window seat or an aisle seat? Why?
- b Look at the seating diagram of a plane and the seats marked with a cross. Then read the article about where to sit on a plane and match the seat numbers to the correct paragraphs.



How to get the best seat



Every time you fly, and have to choose a seat, you ask yourself, 'Which is the best seat to choose?' The answer is that it depends entirely on your priorities as a passenger. *Telegraph Travel* has sifted through the research to reveal the top spots.



If you want a speedy exit

You're on a city break to Europe and you're travelling light with just a small carry-on case in the ¹ _____. You want to maximize the amount of time you spend at your destination and minimize the time spent on the plane. Verdict? You need to grab an aisle seat towards the front of the plane on the left, which is where the main exit is located and where passengers leave the aircraft from.

If you want to sleep

Sleep is hard to come by at an ² _____ of 35,000 feet. There are so many things conspiring against you that it's hard to nod off: the hum of the engines, the passenger next to you needing to get out, the lack of neck support in your seat. Some places, however, are better than others, for example, some areas of the ³ _____ are less noisy. Window seats give you control of the window blind and a place to rest your head; they also mean you don't need to be woken up every time the passenger next to you needs the toilet. The verdict? A window seat at the front of the plane, where it is also quieter.

If you don't like turbulence

Turbulence does, of course, shake the entire aircraft, but experts claim there are some seats on a plane where bumps will feel less intense. The verdict? Sit in the middle of the plane, above the wings, which help keep the plane steady when the going gets tough.

If you need more legroom

Seats in exit rows have more legroom than most. These seats are, however, in such high demand, that some airlines, especially ⁴ _____ ones, charge more for them. They also come with restrictions: passengers in exit rows, for instance, must be willing to assist in the ⁵ _____ of the aircraft during an emergency, so they are not available for children or people needing ⁶ _____. The verdict? If you're travelling without children, if you're fit and you can afford it, choose a seat in an exit row.

If you want a better dining experience

According to Professor Charles Spence – author of *Gastrophysics: The New Science of Eating* – plane food tastes better at the front of the aircraft, where it is quieter and the air is more humid. 'Dry cabin air and the loud ⁷ _____ noise all contribute to our inability to taste and smell food and drink,' he told *Telegraph Travel*. Verdict? Sit as close to the cockpit as possible if you want to make plane food taste better. More often than not, you'll also get served first.

If you're safety-conscious

Airlines and plane manufacturers will tell you that all seats are equal when it comes to matters of safety. However, some seats are more equal than others. A 2007 study by the magazine *Popular Mechanics* found that passengers sitting near the ⁸ _____ of a plane were 40 per cent more likely to survive a crash than those sitting in the first few rows. Verdict? Sit as far back as possible.

If you want to have an empty seat next to you

If you are flying with a companion, try booking both the aisle and the window seat. You will often find that the middle seat – as it is the least favoured by passengers travelling solo – has been left empty. Relax and enjoy it.

c Now read the article again and complete it with a word or phrase from the list.

altitude cabin engine
evacuation low-cost overhead locker
special assistance tail

d According to the information in the article, which do you now think would be the best seat for you?

e Grammar in context so / such...that...

There are **so many** things conspiring against you **that** it's hard to nod off...

These seats are, however, in **such high demand**, **that** some airlines, especially low-cost ones, charge more for them.

We often use *so / such...that* to express a consequence.

- Use *so* + adjective or adverb, e.g. *The taxi driver drove so quickly (that) we got to the airport on time.*
- Use *so much* + uncountable noun and *so many* + plural countable noun, e.g. *There was so much traffic / There were so many buses on the road (that) we nearly missed our flight.*
- Use *such a* + adjective + single countable noun, e.g. *It was such a great hotel (that) we want to go back there.*
- Use *such* + adjective + uncountable or plural noun, e.g. *We had such terrible weather / such small rooms (that) we didn't enjoy the holiday.*

Complete with *so*, *so much / many*, *such*, or *such a*.

- 1 The flight was _____ long that I got really bored.
- 2 I had _____ noisy child behind me that I couldn't sleep.
- 3 I slept _____ badly on the flight from New York that the jet lag was worse than usual.
- 4 There were _____ people at Check-in that we had to queue for ages.
- 5 We had _____ luggage that we had to get two trolleys.
- 6 We met _____ nice people in the hotel that we were never bored.

3 SPEAKING

In pairs, ask and answer the questions.

If you have flown several times

- 1 How often do you fly? What kinds of airlines do you normally use?
- 2 When was the last flight you took? Where did you go? What for? Where did you sit?
- 3 Have you ever flown long-haul? Where did you go? How long was the flight? Did you get jet lag?
- 4 How do you feel about flying? Have you ever had a very bad experience on a flight?

If you have never / hardly ever flown

- 1 When was the last time you went on a journey? Where did you go? What for?
- 2 How do you normally travel a) short distances, b) longer distances? Why do you choose to travel this way?
- 3 What's the furthest you've ever travelled? Why did you go there?
- 4 What's your favourite way of travelling? Why?

Have you ever...

- been very delayed when travelling? How long for?
- missed a flight, train, or bus? Why? What did you do?
- had to sit near a screaming baby (or a child that kept kicking your seat) on a plane, train, or bus? What did you do?
- had to catch a connecting flight, train, or bus with very little time to spare? Did you catch it?

4 LISTENING



- a You are going to listen to an airline pilot talking on a radio programme. Before you listen, discuss questions 1–6 with a partner and imagine what the answers will be.
- 1 What weather conditions are the most dangerous when you are flying a plane?
 - 2 Is turbulence really dangerous?
 - 3 Which is more dangerous, take-off or landing?
 - 4 Why do passengers have to switch off electronic devices and put their tables up during take-off and landing?
 - 5 Is it really worth listening to safety demonstrations?
 - 6 Do you ever get scared?
- b 3.9 Listen to the programme. How many of the pilot's answers did you predict correctly?
- c Listen again and take notes. How does he explain his answers?
- d What did the pilot say that might make you feel more relaxed next time you fly?

5 GRAMMAR narrative tenses, past perfect continuous

- a Read a newspaper story about a delayed easyJet flight. What did the *Daily Mail* say had happened? What really happened?
- b Read the story again and circle the correct form of the verbs 1–8.
- c Now look at a sentence from the story. Which nights were the passengers at the hotel? What tense do you think the **highlighted** verb is?

The 150 passengers **had been waiting** in hotels in Malaga for 36 hours before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels...

- d p.136 Grammar Bank 3A
- e In pairs or groups, try to complete the two sentences in four different ways, using the four narrative tenses.
- 1 The police stopped the driver because he...
 - 2 I couldn't sleep last night because...

easyJet denies passengers asked to vote

Britain's biggest budget airline has denied that passengers on a delayed flight from Malaga to Bristol were asked to vote on whether they wanted to take off with only one engine working.

Flight EZY6058 from Malaga had originally been due to take off shortly before midnight on Thursday 8th June, but the flight was delayed because of problems with the plane. The 150 passengers had been waiting for 36 hours in hotels in Malaga before they were finally able to re-board the Airbus. On Saturday afternoon, they eventually left their hotels and ¹boarded / were boarding the plane. They ²had sat / were sitting inside the plane waiting to take off, when the easyJet pilot told them that there was still a problem with one of the engines. He then ³asked / had asked if the passengers, who were by now extremely frustrated and angry, would like to get off the plane, or remain on board while he ⁴had tried / was trying to start the engines. However, the *Daily Mail* reported that the pilot had told passengers that there was a high chance that they would fly with only one engine working, and ⁵asked / had asked the passengers whether they wanted to remain on the plane or get off.



An easyJet spokesperson ⁶said / was saying later, 'The pilot never asked the passengers to vote. We would never attempt to fly the aircraft without both engines working correctly.'

After a further delay, easyJet ⁷provided / had provided a replacement aircraft to take the passengers back to Bristol. They finally ⁸landed / were landing in the UK at 6pm on Saturday 10th June, 40 hours behind schedule.


Adapted from The Independent

6 PRONUNCIATION irregular past forms, sentence rhythm

- a Write the past simple of the following verbs in the chart, according to the pronunciation of the vowel sound.


become catch cut drive fall fight fly hear
hide hold hurt keep leave lie read
ride say sleep tell think throw write

1 	2 	3 	4 
		caught	
5 	6 	7 	8 
			became


- b Look at the verbs in a again. Which ones have a past participle which is different from the past simple form? Write these past participles in the chart.
- c  3.12 Listen and check. Then listen and repeat.
- d Read a short anecdote about a flight. With a partner, guess what the missing verbs might be.



This ¹ _____ when my wife and I were on a flight to New York, and we'd been ² _____ for a few hours. I was ³ _____, and my wife was ⁴ _____ a film, when suddenly, we ⁵ _____ an announcement – 'Is there a doctor on board?' It ⁶ _____ out that a woman was ⁷ _____ a baby! Luckily, two doctors ⁸ _____ forward, and the baby was ⁹ _____ safely.

- e  3.13 Listen and complete the gaps. Practise reading the anecdote aloud with the correct rhythm, with light stress on the main verbs and other **bold** words.

7 SPEAKING

- a  **Communication** Flight stories **A** p.107 **B** p.112
Read a newspaper story. Then tell your partner the story.

- b You are going to tell an anecdote. The story can either be true or invented. If it's invented, you must try to tell it in such a convincing way that your partner thinks it's true. Choose one of the topics below and plan what you're going to say. Use the language in the **Telling an anecdote** box to help you, and ask your teacher for any other words you need.

Talk about a time when you...



were robbed or lost something important when you were travelling or on holiday.



got completely lost while travelling in another city or country.



arrived home from a trip and had a surprise.

Telling an anecdote

Setting the scene

This happened (to me) when I was...

I was...-ing when...

I..., because I had / hadn't...

The main events

I decided to..., because...

So then I...

Suddenly / At that moment,...

What happened in the end

In the end / Eventually,...

It turned out that...

I felt...

- c In pairs, **A** tell **B** your story. **B** show interest and ask for more details. Decide whether you think the story is true or not. Then swap roles.

This happened to me a few years ago, when I was on holiday in Mexico. I was swimming in the sea one day when I saw a shark.

Really? How big was it?

1 **GRAMMAR** the position of adverbs and adverbial phrases

a Read four 50-word stories. With a partner, predict how you think each story ends.

fiftywordstories.com

fiftywordstories.com is a website to which people from all over the world contribute 50-word stories in English.

1 Sweet talking



'What are you reading there? It looks serious – you must be **incredibly** smart.' He uses his usual chat-up lines on the train. Ask them a simple question. Then pay them a compliment. It **always** works with women. **Sadly** not this time. ■

2 Departed



'Has Mummy gone?'
'**Unfortunately** she has, sweetie.'
'I miss Mummy.'
'So do I, sweetie. Don't cry.'
'Let's go and get Mummy, **right now!**'
'We can't do that, sweetie.'
'Where is she?'
'She's in a **much** better place.'
'WHERE?' ■

3 Can't live without it



Absolutely alone. Silence imprisons her. Suffocating silence. She gets up and crosses the room. She presses the button. Waits.

Three. Two. One.

At once, there is noise! Footsteps running down the stairs. Shouts and wonderful chaos **at last!** She smiles. Three voices shout in unison, ■

4 Revenge is sweet



'You're sitting in my seat!' the woman said. She showed me her ticket and shouted **rudely**, 'See? It's mine. Move.'
I looked at the ticket **carefully**. Then I stood up **silently**.
As the train left the station, I whispered to her, ■

5 SPEAKING

- a Look at the questions about reading habits and answer them with a partner.

Reading habits

- Which of the following do you read? How often?

PRINT

comics or magazines

fiction, e.g. classic or modern novels, short stories, graphic novels

non-fiction, e.g. self-help books, history books, travel writing, guidebooks

textbooks, manuals, or instructions

ONLINE

blogs chat rooms / forums


news reports and articles

recipes shopping websites

social media song lyrics

study- or work-related articles

- Why do you choose to read some things in print and some on-screen?
- What do you read, if anything, specifically to improve your English?

- b  **Communication** Reading habits p.108 Compare your reading habits.

6 READING & LISTENING

Reading for pleasure

When you read this story, you will understand it better and enjoy it more if you ask yourself questions from time to time. Think about...

- the setting of the story: Where and when does it take place?
- the characters: Who are they? What do they look like? What kinds of people are they? How do you feel about them?
- the events of the story: What is happening at each stage? What might happen next?
- the ending: What might have happened after the end of the story? What is the writer trying to say?

Glossary

franc /fræŋk/ (noun) French currency, until the euro was introduced in 2002

The Necklace

BY GUY DE MAUPASSANT

Part 1

Mathilde Loisel was a pretty and charming girl, but born into a poor family. She was ambitious, and thought she deserved to be part of the highest level of French society. As she grew up, she was increasingly ashamed of her circumstances, but there was little she could do about it. Eventually, she married a clerk at the Ministry of Education.

They led a simple life, and Mathilde suffered. She felt that she deserved a life of luxury, and their poor house and ugly furniture, and just one young servant, made her miserable. She had no dresses, no jewellery, nothing. She never visited her one rich schoolfriend, Madame Forestier, because she could not bear to see the life that she herself would never have.

One evening, her husband came home, proudly holding in his hand a large envelope.

'Here,' he said, 'here's something for you.'

She quickly opened it. It was an invitation from the Minister of Education to a party at the palace of the Ministry. But instead of being delighted, as her husband had hoped, she threw the invitation on the table.

'What do you want me to do with this?'

'My dear, I thought you would be pleased. You never go out, and this is a great occasion. I went to a lot of trouble to get the invitation. Everybody wants one and not many are given to the clerks. You will meet all kinds of important people there.'

She looked at him impatiently and said, 'What do you want me to wear to the party?'

He had not thought of that; he hesitated.

'The dress you wear to the theatre—'

He stopped, as he saw that his wife was crying.

'What's the matter? What's the matter?'

Mathilde wiped her eyes and replied calmly, 'Nothing. Only I have no dress, so I cannot go to this party. Give your invitation to some colleague whose wife has better clothes than I.'

Her husband was heartbroken.

'Look here, Mathilde, how much would this cost, a proper dress?'

She thought for a few seconds, and answered, 'I don't know exactly, but I think I could do it with four hundred francs.'

He grew a little pale. He had saved exactly this amount for a short trip the following summer with his friends. But he said, 'All right. I will give you four hundred francs. But make sure you get a pretty dress.'

But as the day of the party drew near, Mathilde was still not happy. Although she now had her dress, she had no jewellery to go with it. When she told her husband, he suggested that she ask her friend Jeanne Forestier to lend her something.

Pleased with the idea, she went to her friend's house, and told her about her distress. Madame Forestier agreed to lend her something. She tried on several pieces, but nothing was right, until she suddenly saw a magnificent diamond necklace. To her joy, her friend let her borrow it.



a **3.20** Read and listen to Part 1 of a short story. With a partner, continue sentences 1–8 in your own words.

- 1 Mathilde was unhappy because...
- 2 She never visited Madame Forestier because...
- 3 Her husband was proud when he came home one night because...
- 4 Mathilde threw the invitation on the table because...
- 5 Her husband was really upset because...
- 6 He was able to give her the money for a dress because...
- 7 Mathilde was still unhappy because...
- 8 She was delighted when she visited Madame Forestier because ...

When do you think the story takes place? What kinds of people are Mathilde and her husband? Who do you sympathize with more? Do you think Mathilde will enjoy the party?

b **3.21** Now listen to Part 2. Answer the questions with a partner.

- 1 Did Mathilde enjoy the party? Give examples.
- 2 How did they get home?
- 3 What did she discover when they got home?
- 4 What did her husband do?
- 5 What did they decide to do in the end?
- 6 How did they raise the money?
- 7 How did Madame Forestier react?

How do you think their lives will change now?

Glossary

clasp /klu:sp/ (noun) a device that fastens something, such as a handbag, or the ends of a piece of jewellery

Palais Royal /'pælɛi rɔ:l'jæl/ an expensive area of Paris

c **3.22** Read and listen to Part 3. Answer the questions with a partner.

- 1 How did life change for Mathilde?
- 2 How did it change for her husband?
- 3 What had they achieved at the end of the ten years?
- 4 How had Mathilde changed over the ten years?

Who do you think suffered the most, Mathilde or her husband? Why? What do you think would have happened if Mathilde hadn't lost the necklace?

How do you think the story ends?

d **3.23** Listen to the end of the story. Did it end the way you expected?

Do your feelings for Mathilde change during the story?

What do you think might have happened after the final conversation?

What do you think the message of the story is?

Glossary

Champs-Élysées /ʃɑ:mz e'li:zei/ the most famous and beautiful avenue in Paris, which goes from the Place de la Concorde to the Arc de Triomphe

7 WRITING

W p.116 Writing A short story Write a short story of 140–190 words.



Part 3

Mathilde now learned the terrible life of the really poor. Heroically, she made the best of it. The debt must be paid. She would pay it. They dismissed their servant; they left their house and rented a small attic under the roof.

She learned how to do housework, and how to cook. She washed the dishes, wearing out her pink nails on the greasy pots and the bottoms of the pans. She washed their dirty sheets and clothes. She took their rubbish down to the street every morning, and she carried up the water, pausing for breath on every floor. Wearing old, worn-out clothes, she went out to the greengrocer, the grocer, the butcher, with a basket on her arm, bargaining, insulted, fighting to save a sou here or there.

Every month, they had to pay back part of the money they had borrowed. Her husband worked in the evening, doing the accounts for a shopkeeper, and at night, often, he did copying at five sous the page.

This life lasted ten years. At the end of ten years, they had paid everything back, everything, with all the accumulation of interest.

With her badly combed hair, and her red hands, Mathilde now looked like an old woman. But sometimes, when her husband was at the office, she sat down by the window, and she thought of that evening long ago, of that party, where she had been so beautiful and so admired.

What would have happened if she had not lost that necklace? Who knows? Who knows?

Glossary

sou /su:/ (noun) an old French coin worth very little (100 sous = 1 franc)