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UNIT 1 INTO THE UNKNOWN

LEARNING AIMS

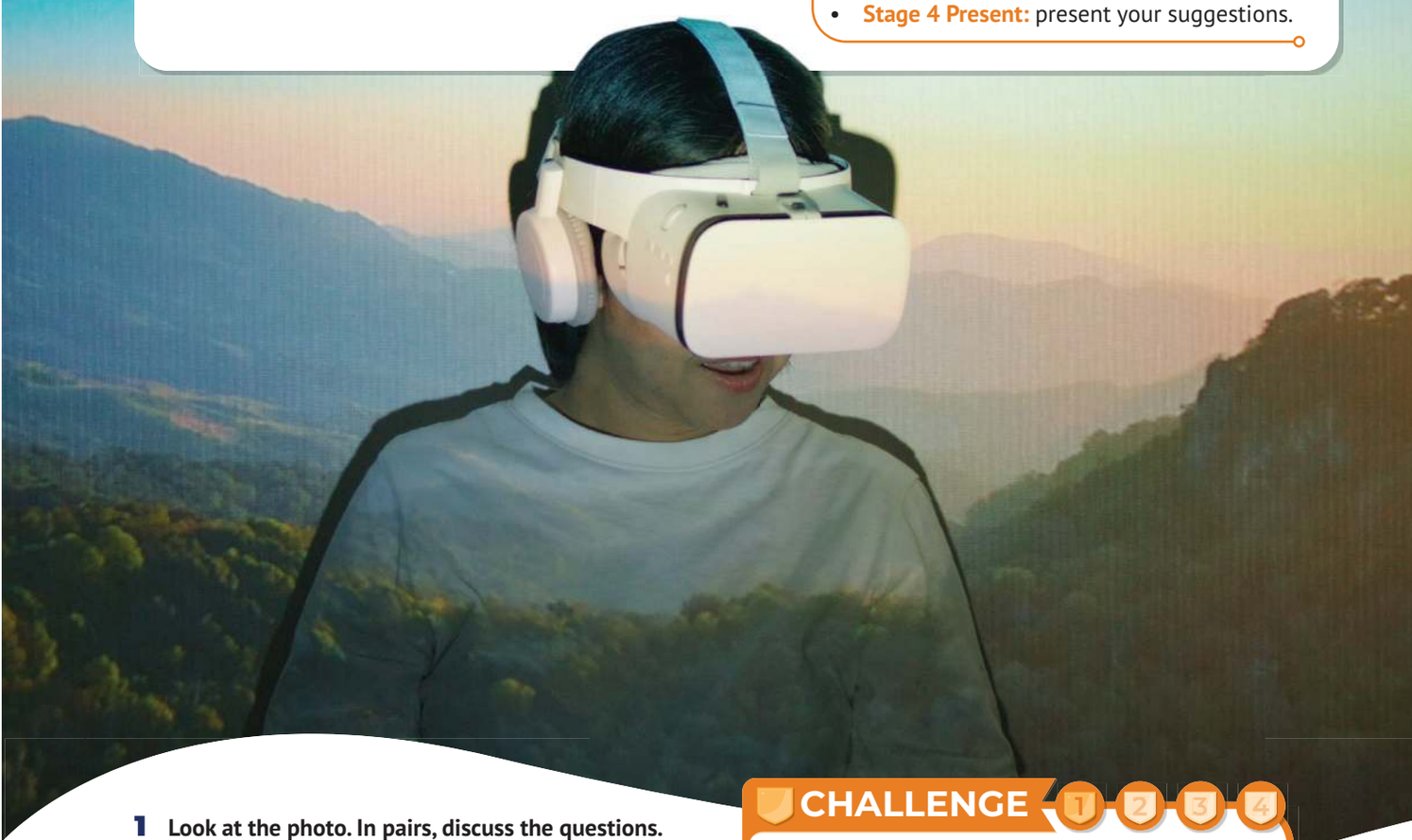
- **Skills**: discuss texts about exploration and write a for-and-against essay
- **Grammar**: learn and practise the present perfect simple and continuous, *have something done* and *get someone to do something*
- **Vocabulary**: learn and practise words for travel, exploration and world issues
- **Critical thinking**: evaluating arguments as a whole
- **Exam practice**: Reading and Use of English Part 5, Speaking Part 1, Reading and Use of English Part 2, Listening Part 1

THE CHALLENGE

Some parts of the planet are still unexplored. However, we always impact the places we explore.

You will:

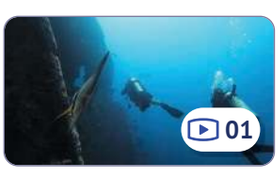
- **Stage 1 Think:** find out which parts of the planet remain unexplored and why.
- **Stage 2 Prepare:** consider the reasons for and against further exploration.
- **Stage 3 Develop:** research ways the impact could be reduced.
- **Stage 4 Present:** present your suggestions.



1 **Look at the photo. In pairs, discuss the questions.**

1 What is the boy exploring?
2 Why has he chosen to explore like this?
3 Why do people enjoy exploring?

2 **Watch the video. In pairs, discuss the questions at the end of the video.**



CHALLENGE 1 2 3 4

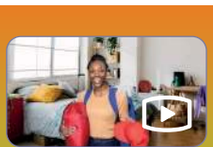
Think

Discuss the questions with a partner.

1 Which parts of Earth remain unexplored? Why?
2 What are the reasons for exploration?
3 What impact might exploration have on these places?
4 What are the reasons against exploration?



Documentary



Grammar

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VOCABULARY

TRAVEL AND EXPLORATION

1 **1.1 Go to the digital activity and match the words to the definitions. Listen, check and repeat.**

compass · curiosity · excursion · expedition · torch · GPS · itinerary · safari · sense of adventure · sense of direction · trek · voyage

▶ Vocabulary reference page 16

2 **Choose the correct answers to complete the questions. Then answer the questions in pairs.**

1 Do you have a good sense of *direction / adventure* or do you get lost easily?
2 Have you ever done a long sea *trek / voyage*? Would you like to? Why?
3 What subjects stimulate your *compass / curiosity*? In what ways?
4 Would you like to go on a scientific *expedition / safari* to a different planet?
5 What has been your favourite school *torch / excursion* so far? Why?
6 Do you use *GPS / an itinerary* to find new places in cities you visit?

3 PRONUNCIATION **Go to the digital pronunciation activity.**

4 **Choose words from Exercise 1 to complete the questions. Then work in small groups and discuss the questions.**

1 Which of your friends has the worst sense of _____? How do you know?
2 Would you like to go on an _____ to a place that has never been explored?
3 Have you ever used a _____ to find out which way to go?
4 Would you pack a compass for a five-hour _____ in the mountains? Why?
5 Imagine you travel around the world. Which cities are on your _____? Why? / Why not?
6 What animals would you most like to see on a _____? Why? / Why not?



CHALLENGE 1 2 3 4

Prepare

1 Form groups of three or four people.
2 Share your notes from Stage 1, Think.
3 Each group chooses three regions to investigate in detail. Each member of the group researches one unexplored region. Find out about the region in detail and report back to the group.
4 Plan more research into the effects exploration would have.

READING

AN ARTICLE

1 **Read the text and choose the best title.**

a Reasons to visit the land of fire and ice
b How a special journey helped me grow
c The importance of learning outdoor skills

EXAM TIP

You will find ideas and information in the text which relate to the wrong options. These are distractors. Make sure you read everything carefully to eliminate these options.

2 **Match the options in the first question of the task to the underlined phrases 1–4 in the first paragraph. Find the distractors. Which option is the correct answer? Why are the other options wrong?**

1 What was Emily's main reason for joining the expedition?
A to make new friends
B to challenge herself
C to improve her well-being
D to learn more about Iceland

Westridge Explorers Society

Home > My experience > Emily Farrow 1.2

When I first read about the Westridge Young Explorers Society expedition to Iceland, I couldn't wait to take part. I've always enjoyed outdoor activities. (1) Especially when I'm stressed, going for a walk in the countryside immediately makes me feel better. However, I'd never done anything like this before. I'm quite shy, so (2) the thought of spending weeks with people I didn't know was daunting, but not enough to put me off. For a start, (3) it looked like an amazing country to get to know. (4) Above all, though, I really wanted to push my limits and see if I had the strength to do something like this.



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Before setting off, we did a four-day training camp. I'd expected everyone to be a beginner, but there were two guys who'd done similar expeditions before. The group leaders taught us how to put up a tent in wind and rain, and how to read a paper map and use a compass, as we wouldn't be able to rely on GPS. That came as a shock to some participants. I don't think they'd realised the expedition would go through regions without any wi-fi signal. We also did several early morning treks with our backpacks full, which is how I learned the importance of packing light. I'd taken far too much with me for just four days!

I knew a few things about Iceland's geography from school, such as the fact it's almost entirely formed from volcanic rock, but I hadn't realised it has so many different types of scenery. Parts of it look like something out of a film set on another planet. We camped near rivers that run from glaciers, crossed valleys with amazing rock formations and even climbed one of the country's many volcanoes. Being one of the extinct ones, it didn't pose any danger, although I've heard that when an active one erupts, it's an incredible thing to witness.

We also had several 'discovery days'. Instead of trekking, we stayed in one place and learned how to take scientific measurements, such as the speed of a river, the content of the soil or the amount of cloud cover. We then compared results from different locations. Even though it was more relaxing than trekking all day, it was still hard work... but it was fun to discover more about the land in a hands-on way. It almost felt as if we were real scientists from the past on a real scientific expedition, finding things out about a newly discovered land.

During the expedition, we often trekked across difficult terrain, sometimes during terrible weather, but we always went to bed feeling proud of ourselves. Even though we were completely worn out by the last day, the sense of achievement was incredible. And even though I was looking forward to telling my mum and dad all about it when I got back, I wouldn't have said no to carrying on for another few days, not least because the more I saw of Iceland, the more I wanted to get to know it even better. Nevertheless, now I'm home, it's a relief to be able to sleep late again!

I've been researching other expeditions I'd like to join. I've also given several talks about my Iceland experience. I encourage anyone with a sense of adventure to become an explorer themselves. You learn loads of cool skills with interesting people and see incredible places. I've become a lot more confident socially as well. To anyone who'd like to get involved but is in two minds about whether to go for it or not, I'd say this: even though you might not think you can do it, you absolutely can.

67

5 20 9

EXAM TASK

READING AND USE OF ENGLISH PART 5

3 **For questions 2–6, choose the answer (A, B, C or D) which you think fits best according to the text.**

2 What surprised Emily during the training camp?
- A the timing of some of the exercises
- B the route they were going to take
- C the previous experience of some participants
- D how heavy her backpack felt

3 What does Emily say about the landscape in Iceland?
- A It reminded her of a film she'd seen.
- B She was particularly struck by its variety.
- C The volcanoes were the most impressive sight.
- D She had studied it in depth before.

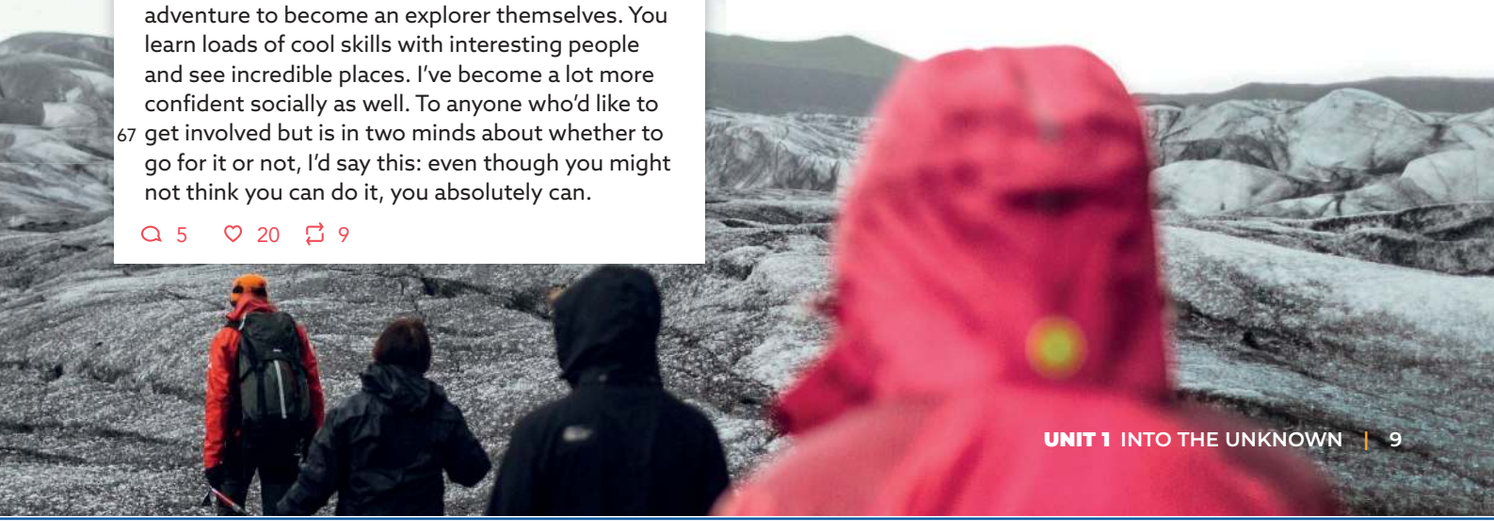
4 Emily enjoyed 'discovery days' because they
- A got her interested in a new subject.
- B didn't require much effort.
- C provided a break in their routine.
- D involved doing something practical.

5 When the expedition was over, Emily felt
- A eager to extend her stay in Iceland.
- B relieved that it wasn't longer.
- C impatient to see her family.
- D too exhausted to enjoy the moment.

6 What does *in two minds* in line 67 mean?
- A unwilling to take a risk
- B unsure what something involves
- C unable to make a decision
- D uninterested in learning more

4 **Work in pairs and discuss the questions.**

1 Would you like to go on an expedition like the one in the text? Why? / Why not?
2 Where would you like to explore? Why?



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GRAMMAR

PRESENT PERFECT SIMPLE AND CONTINUOUS

1 1.3 **Listen to the conversation. Why don't the friends go to see the Cook Caves in the end?**

2 **Match examples (a–d) from the conversation to uses (1–4) in the grammar box.**

a He's been looking forward to this for weeks.
b I've sent him three messages.
c I've been running.
d I've known him since we were children.

We use the **present perfect simple**
1 for a past action with a present result.
2 for an action that started in the past and continues now.

We use the **present perfect continuous** for actions that
3 started in the past and are continuing now.
4 have just finished and explain a present situation.

▶ Grammar reference and practice page 114

3 **Go to the digital activities.**

4 **Choose the correct ending for each sentence.**

1 The organisers have prepared …
2 The organisers have been preparing …
  a a new expedition, which is why they're all so tired.
  b seven expeditions in the last three years.
3 Both my sisters have taken …
4 University students have been taking …
  a a gap year to go travelling.
  b gap years for ages.
5 You've got a terrible sense of direction so …
6 My eyes are really tired because …
  a I've been drawing a map on the computer.
  b I've drawn an easy map.

5 **Complete the text with the correct form of the verbs in brackets.**

A: You look happy. What [1] _____ (do)?
B: I [2] _____ (travel). Just today I [3] _____ (visit) Quito, Seoul and Rome.
A: Really? You [4] _____ (not leave) the house!
B: Virtual-reality tourism! You just put on this headset and you're there!
A: I [5] _____ (hear) about that, but I [6] _____ (never try) it.
B: You should! Seoul is amazing. I [7] _____ (decide) to go for real one day.
A: Well, I'm glad you [8] _____ (have) fun. I [9] _____ (study) all day for an exam and I still [10] _____ (not learn) everything I need to!
B: I [11] _____ (put away) the headset, but I can get it out again if you want to take a break!
A: No, thanks. I [12] _____ (do) enough for today. I'm going to bed. I'll just travel in my dreams!

SPEAKING

EXAM TASK SPEAKING PART 1

EXAM TIP

In Speaking Part 1 of the exam, the examiner will ask you questions about personal topics. Make sure you expand your answers by giving one or two details and examples.

6 1.4 **Listen to two candidates answering these questions from Part 1 of the Speaking exam. Which three answers do they not expand on?**

1 Have you done anything interesting with your friends recently?
2 Who do you spend time with after school?
3 Tell us about a film you like.
4 Tell us about a good teacher you've had.
5 Do you enjoy being outside?
6 What are you going to do this weekend?

ORACY

Speaking clearly

In an exam or an interview, take a deep breath before you start to answer questions. This will help you speak more clearly and confidently.

7 **Ask and answer the questions in Exercise 6. Give full answers and speak clearly.**

HOW IS UNIT 1 SO FAR?

☆☆☆ I understand ☆☆ I'm getting there ☆ I don't understand

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THINK OUTSIDE THE BOX!

LET'S FIX THE EARTH BEFORE WE EXPLORE SPACE

Planet Earth is not in great shape. We need to fix the existing problems instead of exploring new places for humans to live. The time, money and energy we have should be spent on solving the major issues that affect our world for the benefit of everyone. We have the resources – advanced technology and highly skilled people – so why are we wasting money on exploration?

Today about 50% of the world's population lives in poverty. The millions spent on space missions could be better spent on sending aid to developing countries which are in desperate need now.

Despite thousands of years of discovery, the Earth has still not been fully explored. Incredibly, parts of our planet are still unknown. Scientists estimate that a mere 14% of species living on Earth have been identified. Only 5% of the oceans has been explored. They are essential for our planet's existence as they produce half of the world's oxygen, absorb carbon from the atmosphere, control the temperature and provide food.

This is not to say that space exploration is unimportant. The world's population has already benefitted from inventions designed for space trips, from LEDs to the computer mouse. Space exploration would also help to answer many questions about the origins of the solar system, extinction of the dinosaurs and the likelihood of life on other planets.

However, current issues on Earth demand urgent action: climate change, poverty, biodiversity, sustainable food production. Once we have saved our planet, then we can start exploring the rest of the universe.

READING

AN ARTICLE

1 **Look at the title and the photos. What do you think are the main problems on Earth that need to be solved?**

2 1.5 **Now read and listen to the article and compare it with your ideas from Exercise 1.**

3 **Read the article again and decide if the sentences are true, false or if the information is not given.**

1 The article is totally opposed to space exploration. _____
2 The resources we have available could be used in better ways. _____
3 Everything there is to know about the Earth has already been discovered. _____
4 We urgently need to understand more about the deep sea. _____
5 Space missions could be justified at some point in the future. _____

4 Critical Thinking **In small groups, read the title of the article again and say whether you agree with the statement as a whole, giving your reasons.**

5 **In pairs, list the main problems the world faces today. Think of ways we could start to solve them using the resources and money that would be available if space missions were stopped. Present your ideas to the class.**

VOCABULARY

WORLD ISSUES

1 1.6 **Go to the digital activity and complete the table with the words in all three forms where possible. Listen, check and repeat.**

absorb · current · developing · discovery · exploration · extinction · identify · mission · origin · poverty

▶ Vocabulary reference page 16

2 **Complete the gaps with a highlighted word from the text.**

1 The team's next challenge is the _____ of the caves to look for more signs of life.
2 Plants _____ water from the soil through their roots.
3 We need to act immediately. The _____ situation is dangerous.
4 Most _____ countries are to be found in Africa and Asia.
5 The family had nothing, not even a home, and lived in extreme _____.
6 Many plants and animals face _____ due to climate change.
7 The medical team have made a new _____ about the virus.

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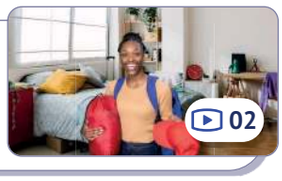
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GRAMMAR

HAVE SOMETHING DONE / GET SOMEONE TO DO SOMETHING

1 **Watch the grammar vlog. Why is Ivy excited?**



2 **Complete the sentences from the grammar vlog with one word.**

1 I'm _____ my brother to buy me a new one.
2 It _____ to have the brakes fixed.
3 I don't want to _____ it stolen.

Complete the rules with the correct words.

1 When someone else does something for us, we use:
subject + _____ in the appropriate tense + _____ + past participle of the verb.
We can replace *have* with _____ in informal language.
2 When we ask or persuade someone to do something for us, we use:
subject + _____ in the appropriate tense + object + *to* + _____ of the verb.

3 **Go to the digital activities.**

4 **Rewrite the sentences using *have something done* or *get someone to do something*.**

1 We asked Rory to carry the camping equipment.
We _____ the camping equipment.
2 The doctor checked my ears.
I _____ by the doctor.
3 I haven't got my bike. It's at the repair shop.
I'm _____ repaired today.
4 They stole Mike's car during the night.
Mike _____ during the night.
5 The men are coming to cut the trees next week.
We _____ next week.
6 He asked Rosa to lend him her tent.
He _____ him her tent.

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

EXAM TASK

MEDIATION WORKSHEET

READING AND USE OF ENGLISH PART 2

5 **In pairs, look at each gap in the exam task and think of the type of word that might be missing. For example: pronoun, preposition.**

6 **Read the text below and think of the word which best fits each gap. Use only one word in each gap. There is an example at the beginning (0).**

EXAM TIP

Focus on the words immediately before and after the gap because they can give you useful clues for the word you need to use.

A LIFE OF ADVENTURE

Darren Edwards is an adventurer who [0] *had* his life changed by a mountaineering accident. He survived the fall [1] _____ was instantly paralysed. Darren had his multiple injuries treated in hospital over the following five months. He had his back operated [2] _____ by specialist surgeons. [3] _____ this, he will always have to use a wheelchair to [4] _____ his daily life to the full.

At first, he got other people [5] _____ help him move and reach things, but he was determined to regain his independence. He had dreamed of becoming an explorer since childhood, so his ambition of a life of discovery has had to [6] _____ changed. He started by getting an instructor at the local pool, [7] _____ had facilities for people with all kinds of disabilities, to teach him to kayak. A year [8] _____, he led a team of disabled adventurers on a 1,400 km kayak expedition! Darren's current challenge is preparing for seven wheelchair marathons in seven different countries in seven days.

CHALLENGE 1 2 3 4

Develop

1 In your group, share your information from Stage 2. Discuss the pros and cons of exploration in each region.
2 Consider the problems and solutions.
3 Decide which aspects to present and the best way to present them.
4 Create a first draft of your presentation.

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WRITING

A FOR-AND-AGAINST ESSAY

1 **In pairs, discuss the questions.**

1 Do you know anyone who has taken a gap year, i.e. a year off between school and university to travel, volunteer or work?
2 Would you like to take a gap year? Why? / Why not?

2 **Look at the writing task. With a partner, think of three reasons why a person:**

a should take a gap year.
b shouldn't take a gap year.

Writing task

In class, you have been discussing the advantages and disadvantages of gap years. Now your teacher has asked you to write a for-and-against essay on this statement.

All students should take a gap year between school and work or university.

Write between 140 and 190 words.

3 **Read the essay. Does the writer mention any of your ideas from Exercise 2?**

1 Many students take a gap year after finishing school and before starting work or university in order to travel or gain new experiences. There are many benefits to this, but it is not without its drawbacks either.
2 Firstly, a gap year can be a great opportunity to explore your own or other countries. Travelling alone or with friends can also help you gain confidence and become more independent. If you decide to volunteer during a gap year, it can help you gain work experience and learn skills that will be useful for life, especially when you're looking for a job.
3 On the other hand, a gap year can be very expensive. Many students also prefer to begin their university degree right away, especially if they're going to study something that takes a long time. Besides, it's also possible to travel later in life or volunteer while working.
4 To sum up, while a gap year can be a good choice for some people, nobody should feel they have to take one if they don't want to.

4 **Match paragraphs 1–4 of the essay to a–d below.**

a Arguments against the statement
b Introduction to the topic
c Arguments for the statement
d Conclusion with the writer's opinion

5 **Find words and phrases which mean the following in the essay.**

1 advantages _____
2 disadvantages _____
3 to start with _____
4 nevertheless _____
5 in addition _____
6 in conclusion _____
7 although _____

6 **Look at the writing task below. Then plan and write your essay.**

You have been discussing different types of maps in class. Now your teacher has asked you to write a for-and-against essay on this statement.

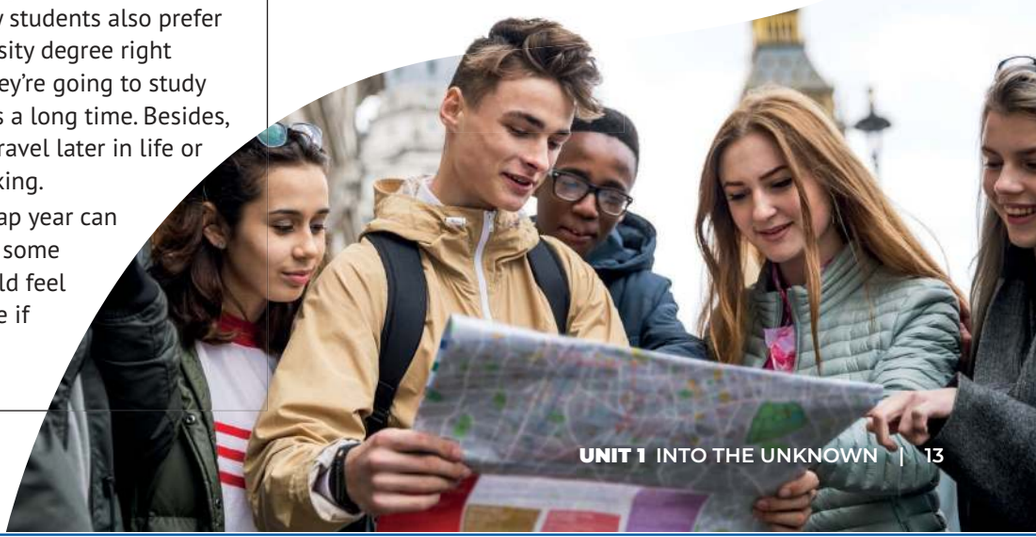
Knowing how to read a paper map is still an important life skill.

Write between 140 and 190 words.

7 **Read your essay and revise your work. Use these questions to help you.**

1 Did you divide your essay into paragraphs?
2 Did you introduce the topic in your own words?
3 Did you give reasons both for and against the statement?
4 Did you use a variety of vocabulary to avoid repetition?
5 Did you write a conclusion based on the ideas you've discussed?
6 Did you write between 140 and 190 words?

8 **Now work in pairs. Read each other's essays and give feedback. Use the questions in Exercise 7 to help you. Make a note of your partner's feedback and write a second draft of your essay.**



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LISTENING

MONOLOGUES AND DIALOGUES

EXAM TIP

In Part 1 of the Listening exam, there are eight individual extracts which are not related in any way. The extracts are either monologues or short dialogues.

1 1.7 **Listen and match the topics to the extracts. There is one extra topic.**

1	___	A	Benefits of travel
2	___	B	Future plans
3	___	C	Unexpected information
4	___	D	Travel advice
5	___	E	A new project
		F	Exploring the unknown

EXAM TASK LISTENING PART 1

2 **You will hear people talking in five different situations. For questions 1–5, choose the best answer (A, B or C).**

1 You hear a boy talking about his future.
How did his interest in his chosen career start?
A on a holiday abroad
B from seeing wildlife close-up
C from a science lesson

2 You hear two classmates discussing a lesson.
What has the lesson made the girl think about?
A how appealing exploration is
B how different today's world is
C how important understanding history is

3 You hear two friends discussing a documentary about deep-sea exploration.
What do they both agree?
A Deep-sea diving is an uninviting activity.
B The documentary was educational.
C The oceans should be explored.

4 You hear a girl telling a friend about a new activity.
What is the girl trying to do?
A Prevent her friend from getting lost.
B Help her friend prepare for a trip.
C Persuade her friend to try something new.

5 You hear a girl talking about her gap-year trip.
What has she learned from this experience?
A the importance of education
B respect for other cultures
C how to make new friends

ORACY

Showing interest

You can show interest in what someone is saying by commenting and asking for more information. Your body language can also show interest: your expression, leaning towards the speaker, smiling, nodding in agreement and making eye-contact with the speaker.

3 **Listen to question 2 again and answer the questions.**

1 How does the boy show he's listening to the girl?
2 How does the girl react?

4 **Listen to question 4 again. How does the boy show he is actively listening to the girl?**

5 **Compare dialogues 2 and 4. What similarities and differences did you notice?**

Think about:
- purpose of the conversation
- delivery
- B's comments.

CHALLENGE 1 2 3 4

Present

1 Make sure each member of the group has a role and knows what to do.
2 Check that you have all the material and equipment you need.
3 Each person presents both sides of the question, for and against exploration.
4 The group gives a brief summary of their opinion on exploration in general.

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WRAP UP



Look back at the unit. Write down:

1. some words to talk about travel and exploration
2. some words to talk about world issues
3. what you learned from the challenge
4. two functions of the present perfect simple and continuous
5. examples of *have something done* and *get someone to do something*
6. one creative way we can solve an issue facing the world today
7. something in the unit that you did not know before

Sustainability

1 **Write down your ideas about the most sustainable ways of travelling long distances. Why are they sustainable?**

2 **How do you think we could explore space in the future in a sustainable way? Discuss with a partner.**

SELF-ASSESSMENT: UNIT 1

How confident do you feel about:

- using words about travel, exploration and world issues?
- using the present perfect simple and continuous?
- using *have something done* and *get someone to do something*?
- reading a long text and answering multiple-choice questions in Reading and Use of English Part 5?
- speaking about past experiences in Speaking Part 1?
- choosing the correct words to complete gaps in Reading and Use of English Part 2?
- listening for gist in monologues and dialogues in Listening Part 1?
- writing a for-and-against essay?
- discussing further exploration on Earth?



Learning to Learn **Look ahead at the next few units. What topics are you familiar with? Which ones are you looking forward to exploring?**

>>> STRETCH! YOUR CHOICE

Now choose an extra activity!

Option 1:
Find out about the life of a modern-day explorer. Prepare a talk with slides about him/her for the class.

Option 2:
Carry out a survey into how adventurous your classmates are. Create a questionnaire, collate and analyse the answers, then use diagrams to display the results.

Option 3:
Try the experiment of exploring the area within a 5km radius of your home. Report back to the class with your new discoveries.

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VOCABULARY REFERENCE

TRAVEL AND EXPLORATION



1 **Match the words to the definitions.**

1 itinerary
2 curiosity
3 compass
4 expedition
5 safari
6 GPS
7 sense of adventure
8 sense of direction
9 excursion
10 trek
11 voyage
12 torch

a (global positioning system) a system that can show the exact position of a person or thing by using signals from satellites
b the willingness to try new things and to take risks
c a long journey by ship
d a small light that is held in the hand and usually gets its light from batteries
e a short trip for study or pleasure, often made by a group of people
f a long walk over land such as hills, mountains or forests
g the ability to find places or know which direction to go
h a detailed plan for a journey or a trip
i an eager wish to know or learn about something
j an organised journey to look at wild animals, especially in Africa
k an organised journey for a particular purpose such as science or discovery
l a device for finding direction with a needle that moves easily and always finds magnetic north

WORLD ISSUES

2 **Complete the table with the words in all three forms where possible.**

absorb · current · developing · discovery · exploration · extinction · identify · mission · origin · poverty

noun	verb	adjective
absorption	*absorb*	*absorbent*

DIGITAL CLASSROOM
PRACTICE EXTRA UNIT 1

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