

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.

C



Rabbit-Proof Fence

GRAMMAR

PAST SIMPLE AND PAST CONTINUOUS

6 A Look at sentences a)–c) and answer the questions.

- While they **were sailing**, huge waves **crashed** into the raft.
- While he **was living** wild, he **wrote** a diary.
- When it **was raining**, the girls **decided** to escape.

- What tenses are the verbs in bold?
- Which action started first in each sentence (*sail* or *crash*, etc.)?
- Which action took a longer period of time?
- Which actions are background information and which are main events?

B Underline the correct alternative to complete the rules.

RULES

- 1 Use the *past simple/past continuous* for background actions that continue for a long time.
- 2 Use the *past simple/past continuous* for shorter actions that move the story forward.

C Find one more example of the past simple and the past continuous in the same sentence in your text.

▶ page 136 **LANGUAGEBANK**

7 A Make sentences with the prompts.

- 1 I / run / start to snow. So ...
I was running when it started to snow. So I went home!
- 2 I / wait for a bus / meet my boss. So ...
- 3 I / watch TV / recognise my best friend! So ...
- 4 I / walk home / find \$5,000 in a bag. So ...
- 5 We / travel by plane / a man with a gun stand up. So ...
- 6 We / ride our bicycles / a cow walk across the road.

8 A ▶ 5.1 Listen to some ideas for Exercise 7A. Are they similar to yours?

B WEAK FORMS: was/were Listen again. Notice how *was* /wəz/ and *were* /wə/ are pronounced. Then listen and repeat the first part of the sentences.

9 Work in pairs and take turns. Student A: make sentences with the past simple and the past continuous. Use a prompt from A and a prompt from B. Student B: respond with another sentence beginning with *So ...*

A: *I was sleeping in my bed when I heard a strange noise.*

B: *So I called the police.*

A

sleep

ride my motorbike

deal with a problem

go for a drink

feel sick

go to a concert

make a call

sit in a train

have some time off

watch a film

B

get hungry

buy a speedboat

crash

decide to change job

start to feel tired

fall asleep

see the love of my life

check my voicemail

read your email

hear a strange noise

SPEAKING

10 A Describe something that happened to you on a trip or journey. Think about questions 1–8 and make notes.

- 1 Where and when did you go?
- 2 Who were you with?
- 3 What was the form of transport?
- 4 How long did the trip take?
- 5 What places did you see during the journey?
- 6 Did anything go wrong during the journey?
- 7 What happened while you were travelling?
- 8 How did you feel?

Last summer I went on holiday to Turkey. I stayed in