

University of Anbar
College of Science
Department of Biology
Fourth Year
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جامعة الانبار
كلية العلوم
قسم علوم الحياة
المرحلة الرابعة
اللغة الانكليزية

Lec. 2 (Unit 2)

Been there done that!

مدرس المادة

م.م. يعرب قحطان حميد

Assist. Lec. Yaarub Qahtan Hameed



2 Been there, done that!

Present Perfect • Simple and continuous • Hot verbs – *make, do* • Exclamations

TEST YOUR GRAMMAR

- What is strange about these sentences? What should they be?
 - Columbus has discovered America.
 - Man first walked on the moon.
 - I travelled all my life. I went everywhere.
 - I've learnt English.
 - I've been losing my passport.
- Which of these verb forms can change from simple to continuous or vice versa? What is the change in meaning?
 - What do you do in New York?
 - I know you don't like football.
 - I had a cup of tea at 8.00.
 - Someone's eaten my sandwich.
 - I'm hot because I've been running.

EXPLORERS AND TRAVELLERS

Present Perfect

- Look at the pictures. Why did people go exploring hundreds of years ago? Why do young people go travelling these days?
- Read the first and last paragraphs of two articles about Marco Polo and Tommy Willis. Then match the sentences with the correct person. Put **MP** or **TW** in the boxes.

- He was born in Venice, the son of a merchant. When he was 17, he set off for China. The journey took four years.
- He's visited royal palaces and national parks in South Korea, and climbed to the summit of Mount Fuji in Japan.
- He's been staying in cheap hostels, along with a lot of other young people.
- His route led him through Persia and Afghanistan.
- He was met by the emperor Kublai Khan. He was one of the first Europeans to visit the territory, and he travelled extensively.
- 'I've had diarrhoea a few times.' Apart from that, his only worry is the insects. He's been stung all over his body.
- He stayed in China for seventeen years. When he left, he took back a fortune in gold and jewellery.
- He's been travelling mainly by public transport.

T2.1 Listen and check. What other information do you learn about the two travellers?

comptons antics roles.



MARCO POLO 1254-1324

MARCO POLO was the first person to travel the entire 8,000 kilometre length of the Silk Route, the main trade link between Cathay (China) and the West for over two thousand years.



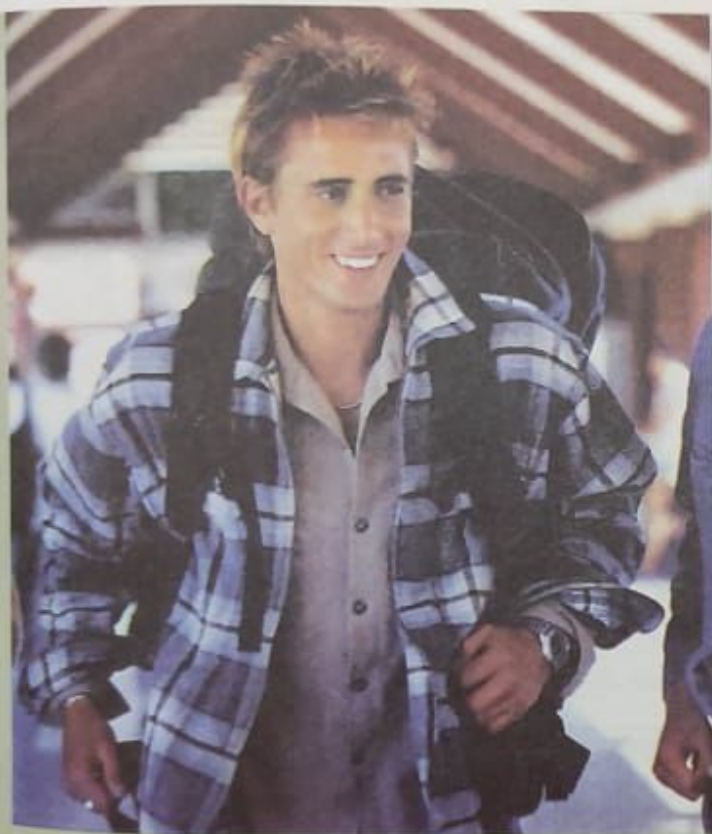
He wrote a book called *The Travels of Marco Polo*, which gave Europeans their first information about China and the Far East.



- 3 Match a line in A with a line in B. Practise saying them. Pay attention to contracted forms and weak forms.

A	B
He's been stung	in cheap hostels.
He's visited	all over his body.
He's been staying	a lot of really great people.
I've been	to Vietnam and Japan.
I've met	pickpocketed and mugged.
He's been	royal palaces.

T 2.2 Listen and check.



TOMMY WILLIS backpacker in Asia

Tommy Willis is in Fiji. He's on a nine-month backpacking trip round south-east Asia. He flew into Bangkok five months ago. Since then, he's been to Vietnam, Hong Kong, South Korea, and Japan.



He's looking forward to taking things easy for another week, then setting off again for Australia. 'Once you've got the travel bug, it becomes very hard to stay in the same place for too long,' he said.

LANGUAGE FOCUS

- 1 What is the main tense used in the sentences about Marco Polo? Why?
What are the main tenses used in the sentences about Tommy Willis? Why?
- 2 Compare the use of tenses in these sentences
 - 1 I've read that book. It's good.
I've been reading a great book. I'll lend it to you when I've finished.
I've been reading a lot about Orwell recently.
I've just finished his biography.
 - 2 She's been writing since she was 16.
She's written three novels.
 - 3 He's played tennis since he was a kid.
He's been playing tennis since he was a kid.

▶▶ Grammar Reference pp141-142

PRACTICE

Questions and answers

- 1 Read the pairs of questions. First decide who each question is about, Marco Polo or Tommy Willis. Then ask and answer the questions.
 - 1 Where did he go?
Where has he been?
 - 2 How long has he been travelling?
How long did he travel?
 - 3 How did he travel?
How has he been travelling?
 - 4 Who has he met?
Who did he meet?
 - 5 Did he have any problems?
Has he had any problems?
- 2 Here are the answers to some questions. Write the questions.

About Marco Polo

- 1 In 1254 in Venice.
- 2 Four years.
- 3 For seventeen years.
- 4 Gold and jewellery.
- 5 *The Travels of Marco Polo.*

About Tommy Willis

- 6 For five months. *How long ... away from home?*
- 7 Thailand, Vietnam, Hong Kong, South Korea, and Japan. *Which ...?*
- 8 In cheap hostels.
- 9 A few times. *How many ...?*
- 10 Yes, once. *Has ...?*

T 2.3 Listen and check your answers.

Discussing grammar

3 Put the verb in the correct tense.

- 1 Charles Dickens _____ (write) *Oliver Twist* in 1837.
I _____ (write) two best-selling crime stories.
She _____ (write) her autobiography for the past eighteen months.
- 2 _____ you ever _____ (try) Lebanese food?
_____ you _____ (try) *tabouleh* when you were in Beirut?
- 3 How many films _____ Charlie Chaplin _____ (make)?
How many films _____ Johnny Depp _____ (make)?
- 4 I _____ (live) in the same house since I was born.
He _____ (live) with his brother for the past week.
- 5 Carl's very pleased with himself. He _____ finally _____
(give up) smoking. He _____ (try) to give up for years.

Simple and continuous

LANGUAGE FOCUS

- 1 Simple verb forms see actions as a complete whole.
He works for IBM. It rained all day yesterday. I've lost my passport.
- 2 Continuous verb forms see actions in progress, with a beginning and an end.
*I'm working with Jim for a couple of days.
It was raining when I woke up.
The company has been losing money for years.*
- 3 State verbs don't tend to be used in the continuous.
*I know Peter well. I've always liked him.
I don't understand what you're saying.*
Do you know more verbs like these?

▶▶ Grammar Reference pp140–141

4 Match a line in A with a line in B. Write 1 or 2 in the box.

A	B
a <input type="checkbox"/> Peter comes	1 from Switzerland.
b <input type="checkbox"/> Peter is coming	2 round at 8.00 tonight.
c <input type="checkbox"/> I wrote a report this morning.	1 I'll finish it this afternoon.
d <input type="checkbox"/> I was writing a report this morning.	2 I sent it off this afternoon.
e <input type="checkbox"/> I heard her scream	1 when she saw a mouse.
f <input type="checkbox"/> I heard the baby screaming	2 all night long.
g <input type="checkbox"/> What have you done	1 since I last saw you?
h <input type="checkbox"/> What have you been doing	2 with my dictionary? I can't find it.
i <input type="checkbox"/> I've had	1 a headache all day.
j <input type="checkbox"/> I've been having	2 second thoughts about the new job.
k <input type="checkbox"/> I've known	1 my new neighbours.
l <input type="checkbox"/> I've been getting to know	2 Anna for over ten years.
m <input type="checkbox"/> I've cut	1 my finger. It hurts.
n <input type="checkbox"/> I've been cutting	2 wood all morning.

▶▶ WRITING Informal letters – Correcting mistakes p112

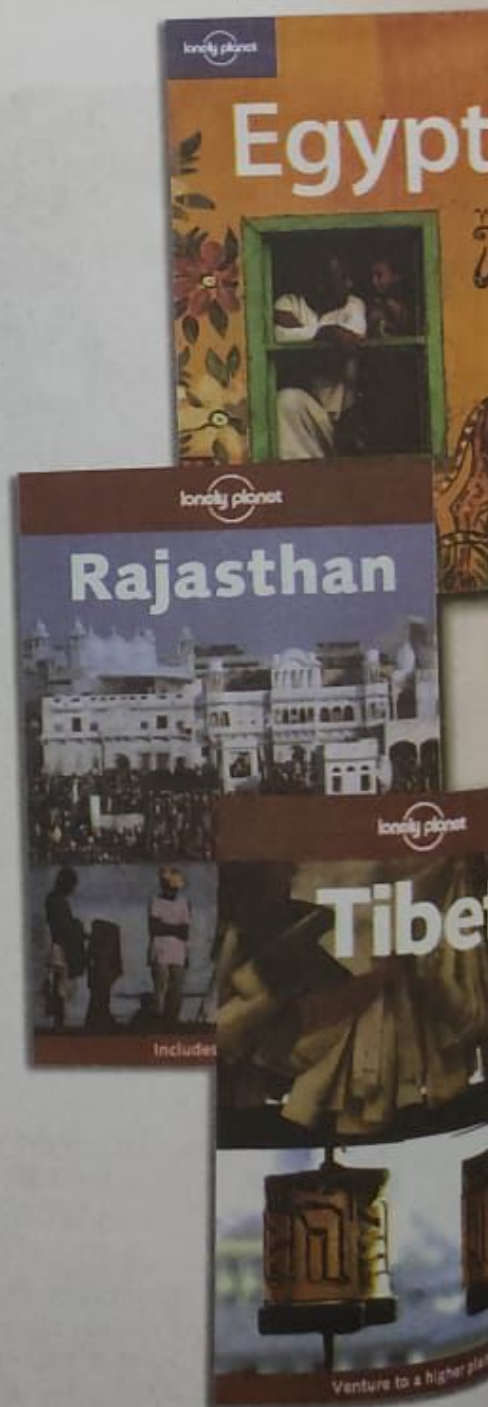
Exchanging information

5 Tony and Maureen Wheeler are the founders of the Lonely Planet travel guides. There are now over 650 books in the series.

Work with a partner. You each have different information. Ask and answer questions.

Student A Look at p153.

Student B Look at p154.

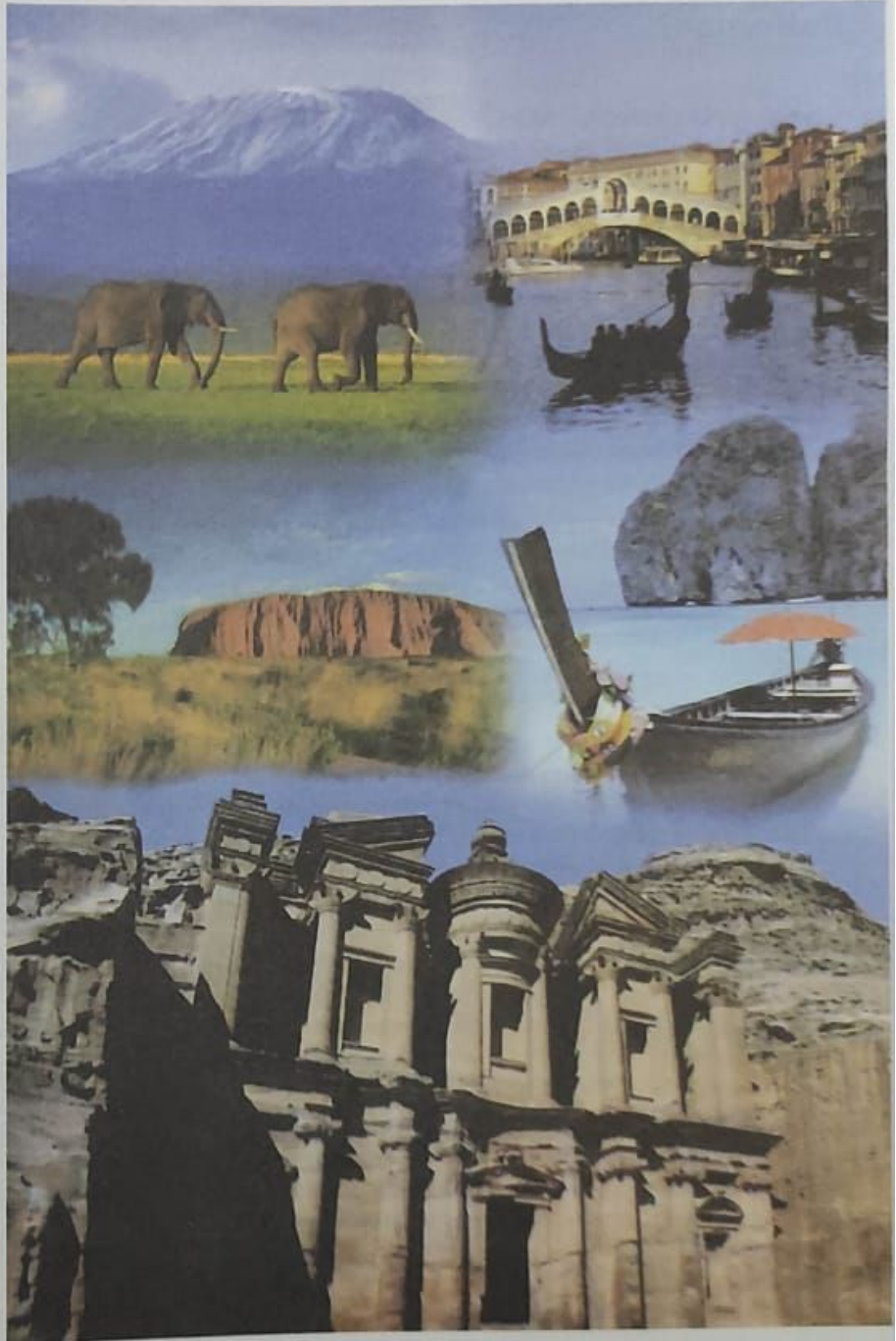




READING AND SPEAKING

Paradise Lost

- 1 Look at the pictures of tourist destinations in the world. Where are they? Have you been to any of them?



- 6 Work in groups to prepare an interview with Tony Wheeler. One half of the class will be the interviewers (look at the ideas below), and the other half Tony Wheeler (look at the ideas on p154).

Interviewers

BACKGROUND

Where ... grow up?
What ... father do?

EDUCATION

Where ... school?
Which university ...?

WORK

What work ... after university?

FAMILY

How many children ...?

HOLIDAYS

What ... like doing ...?

LONELY PLANET GUIDES

When ... the first guide book come out?

Where ... idea come from?

What ... the best and worst moment?

What ... secret of your success?

How ... get into travel writing?

FUTURE

Where would you like ...?

- 2 What are the most important tourist spots in your country? Does tourism cause any problems there?
- 3 What are the main problems associated with the tourist industry in the world?

Turn to p20.

Paradise lost

What can be done to stop tourism destroying the object of its affection? **Maurice Chandler** reports on the boom in world travel.

On the sun-soaked Mediterranean island of Majorca, the locals are angry. Too late. In the last quarter of the twentieth century, they cashed in on foreign nationals, mainly Germans, wanting to buy up property on their idyllic island. Suddenly it occurred to Majorcans that the island no longer belonged to them. They don't deny tourism's vital contribution to the local economy. The industry has transformed Majorca from one of Spain's poorest parts to the richest in per capita income. But the island's 630,000 inhabitants are increasingly convinced that the 14 million foreign visitors a year are far too much of a good thing. Water is rationed, pollution is worsening, and there is no affordable housing left for them to buy.

On the other side of the world, 250 Filipinos were recently evicted from their homes. Their lake-shore village of Ambulong was cleared by hundreds of police, who demolished 24 houses. The intention of the authorities was to make way for a major business venture – not oil, logging, or mining, but an environmentally-friendly holiday resort.

A growth industry

Tourism is the world's largest and fastest growing industry. In 1950, 25m people travelled abroad; last year it was 750m. The World Tourism Organization estimates that by 2020 1.6bn people will travel each year, spending over two trillion US dollars.

The effects of tourism

To millions of tourists, foreign destinations are exotic paradises, unspoilt, idyllic, and full of local charm. But many of the world's resorts are struggling to cope with relentless waves of tourists, whose demands for ever more swimming pools and golf courses are sucking them dry.

'The issue is massive and global,' says Tricia Barnett, director of Tourism Concern, a charity which campaigns for more responsible approaches to travel. 'Tourists in Africa will be having a shower and then will see a local woman with a pot of water on her head, and they are not making the connection. Sometimes you'll see a village with a single tap, when each hotel has taps and showers in every room.'

The problem is that tourists demand so much water. It has been calculated that a tourist in Spain uses up 880 litres of water a day, compared with 250 litres by a local. An 18-hole golf course in a dry country can consume as much water as a town of 10,000 people. In the Caribbean, hundreds of thousands of people go without piped water during the high tourist season, as springs are piped to hotels.



In 1950, 25m people travelled abroad; last year it was 750m.

Winners and losers

The host country may not see many benefits. In Thailand, 60% of the \$4bn annual tourism revenue leaves the country. **Low-end package** tourists tend to stay at big foreign-owned hotels, **cooped up in the hotel compound**, buying few local products, and having no contact with the local community other than with the waiters and chambermaids employed by the hotel. 'Mass tourism usually leaves little money inside the country,' says Tricia Barnett. 'Most of the money ends up with the airlines, the tour operators, and the foreign hotel owners.'

These days the industry's most urgent question may be how to keep the crowds at bay. A prime example of this is Italy, where great cultural centres like Florence and Venice can't handle all the tourists they get every summer. In Florence, where the city's half-million or so inhabitants have to live with the pollution, gridlock, and crime generated by 11 million visitors a year, there's talk not only of boosting hotel taxes, but even of charging admission to some public squares. The idea is to discourage at least some visitors, as well as to pay for cleaning up the mess.

The future

For many countries, tourism may still offer the best hope for development. 'The Vietnamese are doing their best to open up their country,' says Patrick Duffey of the World Tourism Organization. 'Iran is working on a master plan for their tourism. Libya has paid \$1 million for a study. They all want tourists. And people like to discover ever new parts of the world, they are tired of mass tourism. Even if a country doesn't have beaches, it can offer mountains and deserts and unique cultures.'

Yet if something isn't done, tourism seems destined to become **the victim of its own success**. Its impact on the environment is a major concern. In hindsight, tourist organizations **might have second thoughts** about what exactly they were trying to sell.

As Steve McGuire, a tourist consultant, says, 'Tourism more often than not ruins the very assets it seeks to exploit, and having done the damage, simply moves off elsewhere.'

For many countries, tourism may still offer the best hope for development.

Reading

- Read the title and the quotes in the article. What do you think the article will be about?
- Read the article. Answer the questions.
 - Which of the places in the pictures on p19 are mentioned?
 - What is said about them?
 - What other places are mentioned?
 - Does the article talk about any of the problems you discussed?
 - The author asks 'What can be done to stop tourism destroying the object of its affection?' What would Steve McGuire's answer be?
- In groups, discuss these questions.
 - How is tourism destroying the object of its affection in Majorca and the Philippines?
 - What are the statistics of the global tourist industry?
 - What are the effects of tourism?
 - Who are the winners and losers?
 - What are possible future developments?

What do you think?

- Give your personal reactions to the text using these phrases.

I didn't know/I already knew that ... What surprised me was ...
 It must be really difficult for ... It's hard to believe that ...
 I wonder what can be done to ... It's a shame that ...

- In groups, think of more questions to ask the other groups. Use the prompts if you want.

Who ...? Why ...? In what way ...?
 What is meant by ...? How many ...?
 What exactly ...? What are some of the problems ...?

Who has bought nearly all the property on the island of Majorca?

Vocabulary work

- Work with a partner. Discuss the meaning of the words **highlighted** in the article.
- Match a line in A with a line in B. Can you remember the contexts?

A	B
the boom	destinations
tourism's vital	venture
per capita	for development
a major business	income
foreign	example
consume	in world travel
a prime	as much water
the best hope	contribution to the economy

SPEAKING AND LISTENING

Dreams come true

- 1 20,000 people were asked what they most wanted to do before they die. Here are the top fifteen activities.

What are your top five? Number them 1–5.
Which ones don't interest you at all? Put an X.

- go whale-watching
- see the Northern Lights
- visit Machu Picchu
- escape to a paradise island
- go white-water rafting
- fly in a fighter plane
- fly in a hot-air balloon
- climb Sydney Harbour Bridge
- swim with dolphins
- walk the Great Wall of China
- go on safari
- go skydiving
- dive with sharks
- drive a Formula 1 car
- go scuba diving on the Great Barrier Reef

Compare your lists in groups.



- 2 You can read the actual results of the poll on p155. Does anything surprise you? What do you think is missing from the list?
- 3 Do you know anyone who has done any of these things? What was it like?
- 4 **T 24** Listen to three people describing their experience of one of these activities. Which one are they talking about? What do they say about it?



VOCABULARY

Hot verbs – make, do

1 There are many expressions with *make* and *do*. Look at these examples from the text on p20.

- They wanted ... to *make way* for a holiday resort.
- They aren't *making the connection*.
- The Vietnamese are *doing their best* to open up their country.
- Tourism, having *done the damage*, moves off elsewhere.

2 Put the words in the right box.

a good impression business arrangements a decision a difference
 research a profit/a loss your best a start/a move sth clear
 a good job a degree an effort sb a favour a suggestion

MAKE	DO

3 Complete the sentences with some of the expressions in exercise 2.

- 1 When you go for a job interview, it's important to _____.
- 2 I think we're all getting tired. Can I _____? How about a break?
- 3 A lot of _____ has been _____ into the causes of cancer.
- 4 I think the director is basically _____. He's reliable, he's honest, and he gets results.
- 5 I'd like to _____ right now that I am totally opposed to this idea.
- 6 Right. I think we should _____ and get down to business.
- 7 I don't mind if we go now or later. It _____ no _____ to me.
- 8 Could you _____ me _____ and lend me some money till tomorrow?

T 2.5 Listen and check.

4 Match an expression in A with a line in B. Underline the expression with *make* or *do*.

A	B
1 She's made the big time as a writer.	'She's an accountant.'
2 We'll never make the airport in time.	'I can make myself understood.'
3 'What does she do for a living?'	'Yeah. It really made my day.'
4 'You'll all have to do more overtime and work weekends.'	The traffic's too bad.
5 'How much do you want to borrow? £20?'	She can command \$20 million a book.
6 'How much Spanish do you speak?'	'Great. That'll do fine.'
7 'I hear the boss said you'd done really well.'	'That does it! I'm going to look for another job!'

Phrasal verbs

5 Complete the sentences with a phrasal verb with *do*.

do away with sth do without sth
 could do with sth do sth up



- 1 We've bought an old house. We're going to _____ it _____ over the next few years.
- 2 I'm so thirsty. I _____ a cup of tea.
- 3 I think we should _____ the Olympic Games. It's a waste of time. And expensive.
- 4 I could never _____ my personal assistant. She organizes everything for me.

T 2.6 Listen and check.

6 Do the same with these phrasal verbs with *make*.

make sth up make up for sth
 make sth of sb make off with sth

- 1 Thieves broke into the castle and _____ jewellery and antique paintings.
- 2 Jake's parents buy him loads of toys. They're trying to _____ always being at work.
- 3 What do you _____ the new boss? I quite like him.
- 4 You didn't believe his story, did you? He _____ the whole thing _____.

T 2.7 Listen and check.

LISTENING AND SPEAKING

Tashi Wheeler – girl on the move

- 1 What are some of your earliest memories of holidays and travelling as a child? Tell the class, and show any photos you have brought.
- 2 Look at the photographs of Tashi Wheeler, the daughter of Tony and Maureen (p18). In each photo ...
 - How old is she?
 - Where do you think she is – Mexico, Singapore, Kenya (x2), US (Arizona), or Peru?
 - What is she doing?



- 3 Tashi began travelling when she was eight months old. What questions would you like to ask her?

What was the first foreign country you went to?
 What are your earliest memories?
 Which countries have you been to?

- 4 **T 2.8** Listen to part one of an interview with Tashi. Does she answer any of your questions?

What memories does she have of ...?

- transport
- her mother
- being on safari
- trekking in Nepal

- 5 **T 2.9** Listen to part two. Correct the wrong information.

On holiday, the Wheeler family are very relaxed. They get up late and go to bed early. They spend a lot of time on the beach. Tony Wheeler reads the paper. They go to the same restaurant every day. Tashi and her brother spend a lot of time watching movies. She doesn't feel that travel broadens the mind.

- 6 **T 2.10** Listen to part three and answer the questions.

- 1 How did her attitude to travel change as she got older?
- 2 What did she find difficult socially?
- 3 Why was 'adjusting back and forth' difficult?
- 4 What did the kids at school have that she didn't? What did she have that they didn't?
- 5 Where does she feel comfortable? Where does she feel uncomfortable?
- 6 What are Tashi's final bits of advice for future travellers?
- 7 'I get very itchy-footed.' Which phrase with a similar meaning did Tommy Willis use on p17?

SPOKEN ENGLISH Fillers

When we speak (in any language!), we can be vague and imprecise. We also use fillers, which don't mean very much, but fill the gaps!

Tashi And Galapagos Islands, Philippines, *and stuff like that.*
 ... monkeys swinging off the rear-view mirrors, *and things.*
 The getting up at *like* four in the morning ...

Interviewer And when you were on these travels, *I mean*, did your dad sort of have a notebook, and he'd be *sort of* stopping everywhere ...?

Look at the tapescript on p126. Find more examples of imprecise language and fillers.

EVERYDAY ENGLISH

Exclamations

1 Look at these examples of exclamations. When do we use *What a(n) ...!*, *What ...!*, and *How ...!*?

What an exciting experience! What nonsense! How horrible!

2 Match an exclamation in B with a line in C.

A	B	C
<input checked="" type="checkbox"/> 1	Mmm!	How interesting!
<input type="checkbox"/>	Wow!	That's disgusting!
<input type="checkbox"/>	Hey, Peter!	That's unbelievable! How amazing!
<input type="checkbox"/>	Oh, really?	Sorry about that! I dropped it!
<input type="checkbox"/>	Ah!	It's absolutely delicious!
<input type="checkbox"/>	Ouch!	That's nonsense! What a stupid thing to say!
<input type="checkbox"/>	Yuk!	What a shame!
<input type="checkbox"/>	Uh?	That really hurt!
<input type="checkbox"/>	Phew!	Come over here and sit with us.
<input type="checkbox"/>	Whoops!	What a relief! Thank goodness for that!

3 **T 2.11** Listen to ten lines of conversation. Reply to each one using an exclamation in B and its matching line in C. Write the number of the conversation 1–10 in column A.

4 What is the next line in each conversation? Put a number 1–10 next to the correct line.

A How's your steak? Is it OK?

B Mmm! It's absolutely delicious! Just the way I like it.

- Don't worry. I'll get you a new one.
- Triplets! That'll keep them busy!
- You must be so disappointed!
- 1 Just the way I like it.
- I hadn't done any revising for it at all.
- You wouldn't catch me eating that!
- I told you! Well, it isn't bleeding, but you'll have a nice bruise.
- Let's have a chat.
- You know it's not true.
- I haven't seen her for ages. How is she?

T 2.12 Listen and check. Practise the conversations, paying special attention to intonation. You could act some of them out and make them longer!

Music of English

With exclamations using *What ...!* and *How ...!*, your intonation should rise and fall on both the adjective and noun:

What *awful* shoes! What *a fantastic* view! How *amazing*!

T 2.13 Listen and repeat.

5 Put *What ...*, *What a ...*, or *How ...* to complete the exclamations.

- 1 _____ silly mistake!
- 2 _____ brilliant idea!
- 3 _____ utterly ridiculous!
- 4 _____ dreadful weather!
- 5 _____ rubbish!
- 6 _____ mess!
- 7 _____ awful!
- 8 _____ wonderful!
- 9 _____ relief!
- 10 _____ terrible thing to happen!

Which are positive reactions? Which are negative?

6 **T 2.14** Listen to some situations. Respond to them, using one of the exclamations in exercise 5.

7 Write a dialogue with a partner. Use some of the exclamations on this page. You could ask about a meal, a holiday, or a sports event.

Begin with a question.

What was the ... like?
Well, it was ...

Act out your conversations to the class.

References

Soars, L. (2009). *New headway: Upper-Intermediate student's book*.

Soars, L. (2009). *New headway: Upper-Intermediate Working book*.