

# Unit 1 People

Dinah Halstead is in Milne Bay, Papua New Guinea. She's a diver.



## FEATURES

### 10 Explorers

Husband and wife explorers

### 12 A family in Kenya

The story of a famous family


### 14 The face of seven billion people

Facts and figures about the world's population

### 18 World party

A video about a world party

**1** Look at the photo and the caption. Where is Dinah? What's her job?

**2**  **1** Listen to an interview with the photographer. Match the answers with the questions.

- |                       |                                |
|-----------------------|--------------------------------|
| 1 What's your name?   | a The USA.                     |
| 2 Where are you from? | b Her name's Dinah Halstead.   |
| 3 What's her name?    | c She's from Papua New Guinea. |
| 4 Where's she from?   | d David Doubilet.              |

**3** Work in pairs. Ask and answer these questions.

*A: Hello. What's your name?*

*B: My name's ...*

*A: Where are you from?*

*B: I'm from ...*

**4** Work with another pair. Ask and answer these questions.

*A: What's his/her name?*

*B: His/Her name's ...*

*C: Where's he/she from?*

*D: He/She's from ...*

# 1a Explorers



Dereck and Beverley Joubert  
in Botswana

## Listening

- 1 Work in pairs. What can you see in the photo?
- 2 Listen to an interview with Beverley Joubert. Choose the correct option.
  - 1 Beverley Joubert is a *photographer / doctor*, explorer and filmmaker.
  - 2 Dereck Joubert is her *brother / husband*.
  - 3 They are from *Africa / Australia*.

## Vocabulary personal information

- 3 Complete this table with information from Exercise 2 about Beverley and Dereck.

First name	Beverley	Dereck	You
Surname	1 _____	2 _____	_____
Job/Occupation	3 _____	explorer and filmmaker	_____
Place of birth	4 _____	5 _____	_____
Married or single?	6 _____	married	_____
Relationship	wife	7 _____	_____

- 4 Add information about you to the table in Exercise 3.

## Grammar *be* (am/is/are)

### ▶ BE (AM/IS/ARE)

#### Affirmative

*I'm a photographer. ('m = am)*

*You/We/They're married. ('re = are)*

*He/She/It's from South Africa. ('s = is)*

#### Negative

*I'm not a journalist. ('m not = am not)*

*You/We/They aren't married.*

*(aren't = are not)*

*He/She/It isn't from South America. (isn't = is not)*

#### Questions and short answers

*What's your name?*

*Where are they from?*

*How old is he?*

*Are you from Botswana?*

*Yes, I am. / No, I'm not.*

*Is she single?*

*Yes, she is. / No, she isn't.*

For further information and practice, see page 158.

- 5 Look at the grammar box. Complete the information with the forms of the verb *be*.
- affirmative: I \_\_\_\_\_, you \_\_\_\_\_, he \_\_\_\_\_
  - negative: I \_\_\_\_\_, we \_\_\_\_\_, she \_\_\_\_\_
  - questions: \_\_\_\_\_ you ... ? \_\_\_\_\_ he ... ?
  - short answers: Yes, I \_\_\_\_\_. Yes, it \_\_\_\_\_. No, you \_\_\_\_\_. No, he \_\_\_\_\_.
- 6 ▶ 3 Choose the correct options to complete the conversation. Then listen and check.
- A: Hello. What <sup>1</sup> *are / is* your name?  
 B: My name's Mike Burney.  
 A: <sup>2</sup> *Are / Is* you married?  
 B: Yes, <sup>3</sup> *I'm / I am*. My wife's name is Sally. She <sup>4</sup> *aren't / isn't* here today.  
 A: What's her job?  
 B: <sup>5</sup> *She're / She's* a teacher. <sup>6</sup> *I'm / I's* also a teacher.  
 A: Are you both from the United Kingdom?  
 B: No, we <sup>7</sup> *isn't / aren't*. I'm from the UK, but Sally is from Canada.  
 A: And how old <sup>8</sup> *are / is* you?  
 B: I'm thirty-six.  
 A: Is Sally also thirty-six?  
 B: No, she <sup>9</sup> *am not / isn't*, she's thirty-five.

## 7 Pronunciation contracted forms

- a ▶ 4 Listen to eight sentences. Tick (✓) the form you hear.

1	'm ✓	am
2	're	are
3	'm not	am not
4	's	is
5	aren't	are not
6	're	are
7	isn't	is not
8	's	is

- b ▶ 4 Listen again and repeat the sentences.

- 8 ▶ 5 Complete this conversation at an airport with the correct form of *be*. Use a contracted form where possible. Then listen and check.

A: Good afternoon. <sup>1</sup> \_\_\_\_\_ you in New Zealand for work or a holiday?

B: For work. I <sup>2</sup> \_\_\_\_\_ a photographer

A: I see. What <sup>3</sup> \_\_\_\_\_ your address in Auckland?

B: We <sup>4</sup> \_\_\_\_\_ at 106a Eglinton Road.

A: We?

B: Yes, I'm with my wife and two children. They <sup>5</sup> \_\_\_\_\_ here.

A: <sup>6</sup> \_\_\_\_\_ your wife also a photographer?

B: Yes, she is, but she <sup>7</sup> \_\_\_\_\_ in Auckland for work. She <sup>8</sup> \_\_\_\_\_ here for a holiday.

## Speaking my life

- 9 Write questions with these words.

- what / first name?  
*What's your first name?*
- what / surname?
- are / student?
- what / job?
- where / from?
- how old / you?
- are / married?

- 10 Work in pairs. Ask and answer your questions from Exercise 9.

A: *Are you a student?*

B: *No, I'm not.*

A: *What's your job?*

B: *I'm a teacher.*

- 11 Introduce your partner to the class.

*Rosana's from Chile. She's a photographer.*

# 1b A family in Kenya

## Reading

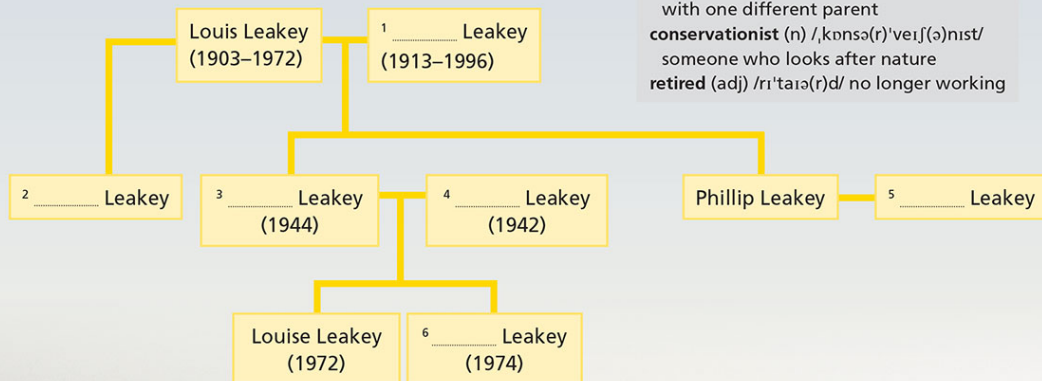
- 1 Is your family big or small? Where are all the people in your family?
- 2 Read about the Leakey family. Answer the questions.
  - 1 Where are the Leakey family?
  - 2 Are Louise and Meave explorers?
  - 3 What is Richard's job?
  - 4 What is Colin's job?
  - 5 Is Philip married?
  - 6 Is Katy an explorer?
- 3 Read the article again and complete the family tree.

### A family in KENYA



The Leakey family lives in Kenya. Louise Leakey is an explorer, but for her family that's normal! Louise's mother is Meave and she's an explorer. Louise's father is Richard Leakey. Richard is also in Kenya and he's a conservationist. Richard's half-brother is Colin Leakey. Colin isn't in Africa. He's retired and he lives in England. Louise's grandparents (Louis and Mary) are dead, but they were also famous explorers. Louise's sister is Samira. Their uncle and aunt are Phillip Leakey and his wife Katy. They have an international company.

**half-brother** (n) /,hʌf 'brʌðə(r)/ brother with one different parent  
**conservationist** (n) /,kɒnsə(r)'veɪʃ(ə)nɪst/ someone who looks after nature  
**retired** (adj) /rɪ'taɪə(r)d/ no longer working



## Vocabulary family

- 4 Look at these family words. Which are men (M)? Which are women (W)? Which are both (B)?

aunt cousin father grandparent  
half-brother mother mother-in-law  
nephew niece parent stepbrother uncle

- 5 Write the correct words from Exercise 4.

- your father's brother and sister: \_\_\_\_\_,
- your brother's daughter and son: \_\_\_\_\_,
- your uncle and aunt's son or daughter: \_\_\_\_\_
- a brother, but from one different parent: \_\_\_\_\_
- your husband's or wife's mother: \_\_\_\_\_
- your mother or father: \_\_\_\_\_
- your parent's mother or father: \_\_\_\_\_

### ▶ WORDBUILDING word roots

You can make more words from a root word.  
For example: *mother* → *grandmother* → *stepmother* → *mother-in-law*

For further practice, see Workbook page 11.

- 6 Look at the wordbuilding box and the words in Exercise 5. Make six more words with the root words *sister* and *father*.

## Grammar possessive 's and possessive adjectives

### ▶ POSSESSIVE 'S AND POSSESSIVE ADJECTIVES

#### Possessive 's

*Mike's wife is a teacher. Mike and Sally's home is in Canada.*

Note: 's is also the contracted form of *is*.

#### Possessive adjectives

subject pronoun	possessive adjective	subject pronoun	possessive adjective
I	my	we	our
you	your	you	your
he	his	they	their
she	her		
it	its		

*She's my sister. What's your name? His name is Charlie.*

For further information and practice, see page 158.

- 7 Look at the grammar box. Then find five examples of the possessive 's and three possessive adjectives in the article on page 12.

- 8 Choose the correct word to complete the sentences.

- I / My* parents are Spanish.
- I / My* am the only boy in my family.
- What's *you / your* name?
- Where are *you / your* from?
- She / Her* is a photographer.
- He / His* uncle is in the USA.
- We / Our* family is from Asia.
- They / Their* cousins are both girls.

## 9 Pronunciation the same or different sounds

▶ 7 Listen to these pairs of words. Is the pronunciation the same (✓) or different (X)?

- they're / their
- he's / his
- its / it's
- are / our
- you're / your

- 10 ▶ 8 Rewrite these sentences. Use the words in brackets. Then listen and check.

- I'm Fabien. (my name)  
*My name's Fabien.*
- Annie's sister is Claire. (her)
- Francis and Antony's cousins are Juliet and Jane. (their)
- Fritz's grandparents are dead. (his)
- Are you Sylvain? (your name)
- We have a niece. Her name is Helen. (our)

- 11 ▶ 9 Complete the description of a person's family and friends with these words. Then listen and check.

her her his my their

My family lives in Australia. <sup>1</sup>\_\_\_\_\_ mother is from Ireland and <sup>2</sup>\_\_\_\_\_ three sisters (my aunts) live there. My father is from Australia and he's a businessman. My sister's name is Orla and she's a teacher. She's married and <sup>3</sup>\_\_\_\_\_ husband is Tim. He's also a teacher. <sup>4</sup>\_\_\_\_\_ children are Rory and Jack. My best friend is Peter. <sup>5</sup>\_\_\_\_\_ father and my father have a company together.

## Speaking my life

- 12 Write five names of friends or people in your family. Introduce them to your partner.

*Karina is my best friend. She's from Argentina.  
Stefan and Ilona are my two cousins in Germany.  
They're my mother's nephew and niece.*

# 1c The face of seven billion people

## Speaking

### 1 Pronunciation saying numbers and percentages

**▶ 10** Listen and repeat these numbers and percentages.

1 billion	1.3 billion	3.5 billion	5.5 billion
7 billion	23%	38%	51%

## Reading

### 2 Read the text about the people in the world and match the numbers in Exercise 1 with the information (1–8).

- 1 the number of people in the world
- 2 the population of India
- 3 the number of speakers of English as a second language
- 4 the percentage of Muslims
- 5 the percentage of workers in agriculture
- 6 the percentage of people in cities
- 7 the number of people with the internet
- 8 the number of people with a mobile phone

## Critical thinking types of text

### 3 Read the text again. What type of text is it? Choose the correct option (a–c).

- a a text with facts
- b a text with opinions
- c a story

### 4 Which information in the text is new or surprising for you? Tell the class.

*The information about the city and the countryside is new for me.*

## Vocabulary everyday verbs

### 5 Find these verbs in the text. Then complete the fact file about China with the verbs.

have live speak use work

### FACT FILE: China

- 1.4 billion people <sup>1</sup> \_\_\_\_\_ in China.
- 70% of the population <sup>2</sup> \_\_\_\_\_ the language of Mandarin Chinese.
- Over 1.3 billion Chinese people <sup>3</sup> \_\_\_\_\_ a mobile phone.
- 25% of the population <sup>4</sup> \_\_\_\_\_ in agriculture.
- 55% of the Chinese <sup>5</sup> \_\_\_\_\_ the internet.

## Word focus in

### 6 Match the sentences (1–4) with the uses of *in* (a–c).

- 1 21 million people live in Mexico City.
- 2 There are 65 million people in the United Kingdom.
- 3 40% of the population work in the service industry.
- 4 49% live in the countryside.

- a *in* + a country
- b *in* + a city or region
- c *in* + a type of work or industry

### 7 Write three sentences about people in your country using *in*.

## Speaking my life

### 8 Work in pairs.

Student A: Turn to page 154.

Student B: Turn to page 156.

Read the information in your table and prepare questions to find out the missing information. Then ask and answer your questions and complete the tables.

### 9 Work in pairs. How many people are in your:

- country?
- town or city?
- English class?
- family?
- school / place of work?

*A: There are five people in my family.*

*B: There are sixty-five million people in my country.*



# THE FACE OF SEVEN BILLION PEOPLE

## ▶ 11

There are seven billion people in the world and there are seven thousand people in this photo. Each person in the photo is equal to one million people. That's seven billion in total!

### AGE

5 The average age of all the people in the world is 28.

### POPULATION

Twenty per cent of the world's population live in China. There are 1.3 billion people in India.

### LANGUAGE

10 Fourteen per cent of the world's population speak Mandarin as their first language. Six per cent speak Spanish as their first language. Six  
15 per cent speak English as their first language, but English is a second language for one billion people.

### RELIGION

20 There are many different religions in the world. For example, thirty-one per cent of the world are Christian, twenty-three per cent are Muslim and fifteen per cent are Hindu.

### JOBS

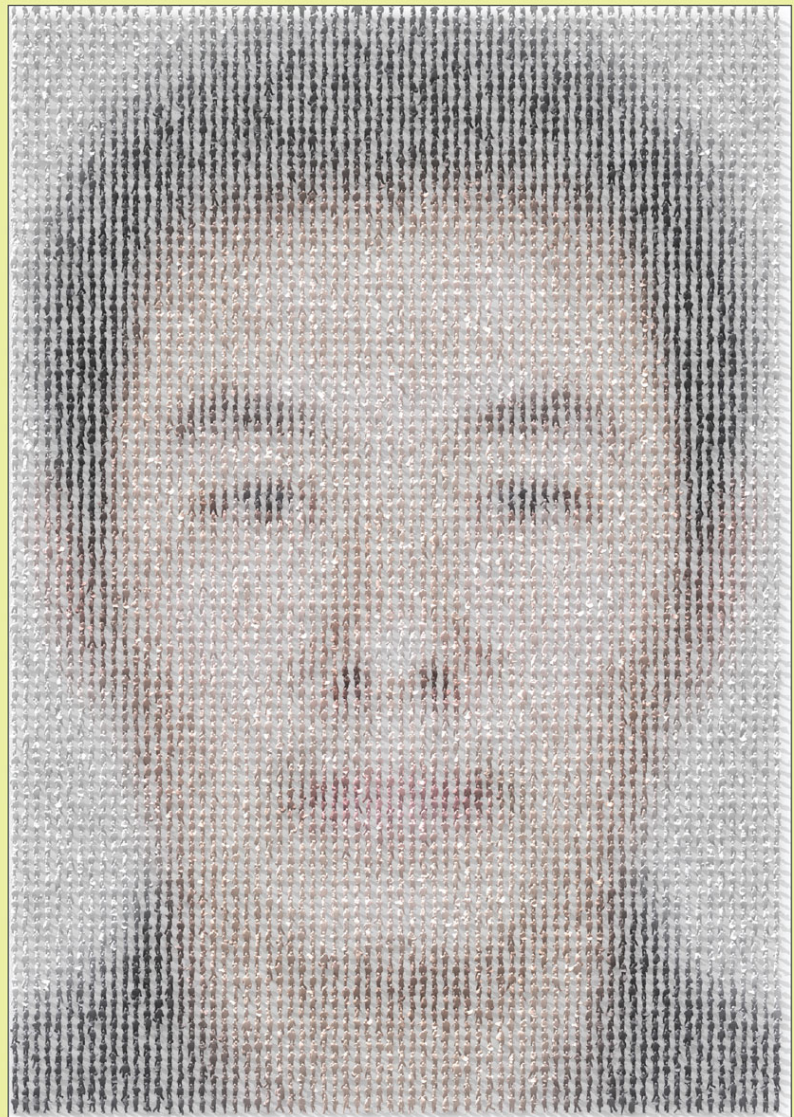
25 Forty per cent of people work in a service industry (hotels, banks, etc.), thirty-eight per cent are in agriculture and twenty-two per cent are in manufacturing and production.

### CITY AND COUNTRYSIDE

30 Fifty-one per cent of the world's population live in cities and forty-nine per cent live in the countryside.

### INTERNET AND MOBILE PHONES

35 3.5 billion people in the world use the internet and 5.5 billion people have a mobile phone.



average (adj) /'ævərɪdʒ/ usual, typical

(is) equal (to) (phr) /'i:kwəl/ the same as (2 + 2 = 4, two and two equals four)



# 1d The first day



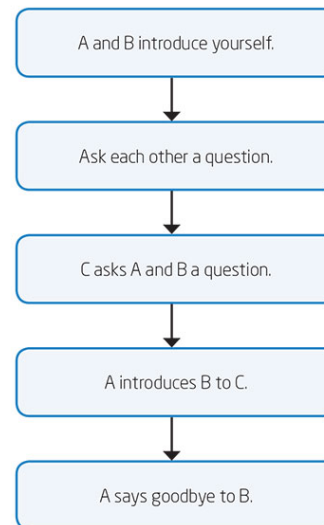
## Real life meeting people for the first time

- 3** ▶ **13** It's the first day for students at a university in the USA. Listen to two conversations with Rita, Matt and Valérie.
- Which two people are new students?
  - Which person works at the university?
- 4** ▶ **13** Listen again. Choose the correct option to complete the sentences.
- Conversation one**
- 1 This is their *first* / *second* meeting.
  - 2 Matt's surname is *Lawrence* / *Laurens*.
- Conversation two**
- 3 Valérie's surname is *Moore* / *Moreau*.
  - 4 *Valérie* / *Matt* says goodbye to Rita.
  - 5 Valérie is from *France* / *New Caledonia*.
- 5** ▶ **13** Look at the expressions for meeting people for the first time. Then listen again and tick (✓) the expressions you hear.

### ▶ MEETING PEOPLE

<b>Introducing yourself</b>	<b>Introducing another person</b>
Hello ... / Hi ...	This is ...
My name's ... / I'm ...	He's / She's from ...
I'm from ...	<b>Saying goodbye</b>
Nice to meet you.	See you later.
Nice to meet you, too.	It was nice meeting you.
	Goodbye. / Bye.

- 6** Work in groups of three: A, B and C. Practise the conversation. Then change roles and repeat the conversation two more times.



## Speaking

### 1 Pronunciation spelling

- ▶ **12** Listen and repeat the letters of the alphabet.

A B C D E F G H I J K L M N  
O P Q R S T U V W X Y Z

- 2** Work in pairs. Take turns to spell these words. Listen and write the words. Check your partner's spelling.

- your first name
- your surname
- your country
- your job

A: Can you spell your first name?

B: It's Pablo. P-A-B-L-O

A: Can you repeat that?

B: Sure. P-A-B-L-O

# 1e Introduce yourself

## Writing a personal description

- 1 Read the personal descriptions of Matt and Valérie. Look at the table and tick (✓) the information they write.

	Matt	Valerie
First name		
Surname		
Job/Occupation		
Home country		
Language		
Family		



### MATT LAURENS

Hi! My name's Matt and I'm a student. I'm from England, but I study at a university in the USA. I'm single and I have two brothers.



### VALÉRIE MOREAU

Hello. I'm Valérie Moreau and I'm from New Caledonia. It's a beautiful island in the Pacific Ocean. We speak French in New Caledonia, but I also speak English and Spanish.



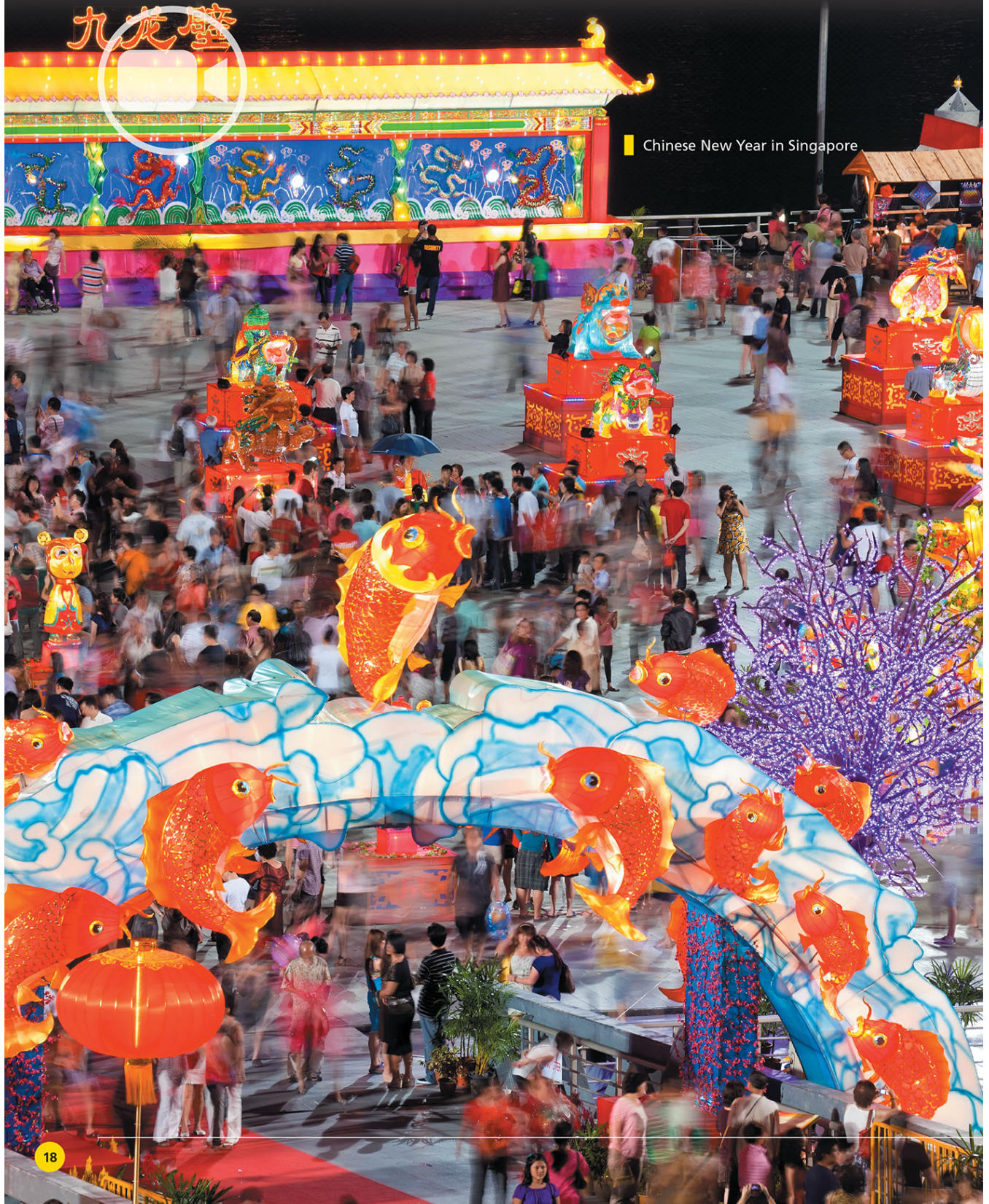
## 2 Writing skill *and* and *but*

- a Look at the words *and* and *but* in the personal descriptions in Exercise 1. Which word is for extra information? Which word is for a difference?
- b Rewrite the two sentences as one sentence. Use *and* or *but*.
- I live in Spain. I'm from Argentina.  
*I live in Spain, but I'm from Argentina.*
  - I'm 21. My sister is 21.  
*I'm 21 and my sister is 21.*
  - I'm British. Hindi is my first language.
  - He's from Germany. He works in Russia.
  - My friend is 30. He's single.
  - I live in Spain. I work in France.
  - She's a student. She's at Oxford University.
  - My family is in the countryside. I'm in the city.
- 3 Write a personal description for you. Use the table in Exercise 1 to help you. Use *and* and *but*.
- 4 Work in pairs. Exchange your descriptions. Use these questions to check your partner's description.
- Does the description include all the information from Exercise 1?
  - Does it use *and* and *but* correctly?
- 5 Display your descriptions around the classroom. Walk around and read about the other students in your English class.

# 1f World party

九龍壁

Chinese New Year in Singapore



## Before you watch


- 1 Look at the photo of a party in Singapore and answer the questions.
- When do you have parties in your country?
  - Where are the parties? (e.g. in your house, in the street, in a restaurant, at your college)

## 2 Key vocabulary

In the USA they use *feet* and *miles*, not *centimetres* and *kilometres*. Match the US phrases (1–5) with the metric phrases (a–e) that mean the same. Practise saying them.

- |                 |                      |
|-----------------|----------------------|
| 1 1 foot        | a 2,400 kilometres   |
| 2 3 square feet | b 800 kilometres     |
| 3 1 mile        | c 30 centimetres     |
| 4 500 miles     | d 1.6 kilometres     |
| 5 1,500 miles   | e 0.27 square metres |


## While you watch

- 3  1.1 Watch the video. Match the things in the video (1–8) with the numbers (a–h).

- number of years to count from one to seven billion
  - number of stars you can see at night
  - number of times around the Earth with seven billion steps
  - number of text messages in the USA every second
  - the area for one person to stand
  - the area for one person at a party
  - the area for seven billion people at a party
  - the area for seven billion people in a photo
- a thousand
  - six square feet
  - 1,500 square miles
  - three square feet
  - 200
  - 133
  - 65,000
  - 500 square miles

**a bit** (n) /bɪt/ a small amount


**compare** (v) /kəm'peɪ/ to talk about the differences and similarities between one thing and another thing

- 4  1.1 Watch the video again. Number these sentences from the video in the correct order (1–7).

- There are seven billion stars. **1**
- Or there's the state of Rhode Island.
- One person needs about three square feet.
- Smile!
- People send seven billion texts every 30 hours in the USA.
- So everyone needs about six square feet.
- The Juneau Icefield in Alaska is the correct size. But it's a bit cold.

## After you watch

### 5 Vocabulary in context

-  1.2 Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 6 Interview everyone in your class, using this questionnaire.

### How many people ...

- |   |       |
|---|-------|
| are in your class?                                  | _____ |
| are male?   | _____ |
| are female?   | _____ |
| are under 20?                                       | _____ |
| are over 20?  | _____ |
| are students?                                       | _____ |
| have a job?   | _____ |
| speak two or more languages?                        | _____ |
| are from this country (the country you are in now)? | _____ |
| have a mobile phone                                 | _____ |

- 7 Write a short report about your class.

*Fifteen people are in my class. Eight are male and seven are female. Everyone is under 20 ...*

# UNIT 1 REVIEW AND MEMORY BOOSTER

## Grammar

1 Write the words in order to make questions. Then work in pairs. Ask and answer the questions.

- 1 your / name? / 's / what
- 2 from / are / England? / you
- 3 are / you / where / from?
- 4 married? / you / are / single or
- 5 you / are / a teacher?

2 Complete the conversation with 's, isn't, are or aren't.

- A: What <sup>1</sup> \_\_\_\_\_ his name?  
 B: His name <sup>2</sup> \_\_\_\_\_ Felipe.  
 A: What <sup>3</sup> \_\_\_\_\_ her name?  
 B: Camila.  
 A: Are they from Mexico?  
 B: No, they <sup>4</sup> \_\_\_\_\_. They're from Brazil.  
 A: What <sup>5</sup> \_\_\_\_\_ Felipe's job?  
 B: He <sup>6</sup> \_\_\_\_\_ a conservationist.  
 A: Is Camila an explorer?  
 B: No, she <sup>7</sup> \_\_\_\_\_. She <sup>8</sup> \_\_\_\_\_  
 a conservationist too!

3 **>> MB** Write a similar conversation about these two people from Unit 1. Use the language from Exercise 2.



4 Choose the correct option to complete the sentences.

- 1 What's *you* / *your* name?
- 2 *He* / *His* aunt is French.
- 3 *They* / *Their* are my cousins.
- 4 The *photographer's* / *photographer is* wife is *my* / *I* best friend.
- 5 *She* / *Her* mother is from Germany, but *her* / *she* is from Switzerland.

### I CAN

- |   |                          |
|---|--------------------------|
| use the verb <i>be</i> in sentences         | <input type="checkbox"/> |
| use possessive 's and possessive adjectives | <input type="checkbox"/> |

## Vocabulary

5 Match the words 1–5 with a–e.

- |                |              |
|----------------|--------------|
| 1 surname      | a 28         |
| 2 relationship | b Stephenson |
| 3 age          | c brother    |
| 4 job          | d China      |
| 5 country      | e teacher    |

6 Complete the sentences with verbs.

- 1 90% of families h \_\_\_\_\_ a computer in their house.
- 2 80% of the population s \_\_\_\_\_ English.
- 3 A lot of people l \_\_\_\_\_ in apartments, not houses.
- 4 How many people w \_\_\_\_\_ in agriculture?

7 **>> MB** Write the opposite word.

- 1 single \_\_\_\_\_
- 2 brother \_\_\_\_\_
- 3 uncle \_\_\_\_\_
- 4 niece \_\_\_\_\_
- 5 hello \_\_\_\_\_

8 **>> MB** Write three sentences (two true and one false) with information about you. Then work in pairs and read your sentences. Guess your partner's false sentence.

### I CAN

- |                                 |                          |
|---------------------------------|--------------------------|
| talk about personal information | <input type="checkbox"/> |
| talk about families             | <input type="checkbox"/> |
| use everyday verbs              | <input type="checkbox"/> |

## Real life

9 Number the lines of the conversation in the correct order (1–5).

- \_\_\_ Sonia: Arnold is, but I'm not. I'm from Scotland.  
 \_\_\_ Arnold: Nice to meet you too, Rosa. I'm Arnold and this is my wife, Sonia.  
 \_\_\_ Rosa: I'm from Italy, but I live in France. Are you and Arnold from England?  
 \_\_\_ Rosa: Hi. My name's Rosa. Nice to meet you.  
 \_\_\_ Sonia: Hello, Rosa. Where are you from?

10 **>> MB** Work in groups of three. Practise a similar conversation to Exercise 9 using your real information.

### I CAN

- |                                   |                          |
|-----------------------------------|--------------------------|
| introduce myself and other people | <input type="checkbox"/> |
|-----------------------------------|--------------------------|

# Unit 1



## Language games



# Unit 1



## Language games



# Unit 2 Possessions



The Stow family with their plastic possessions, in Ohio, USA

## FEATURES

### 22 A place called home

Different families, same apartments

### 24 My possessions

An interview with the adventurer, Andy Torbet

### 26 Global objects

Making the Mini into an international car

### 30 A thousand words

A video about the photos on a lost camera

1 Look at the photo. How many people can you see in the photo? What are all the possessions made of?

2 14 Match the numbers with the words. Then listen to someone talking about the photo. Check your answers.

- |    |                 |
|----|-----------------|
| 3  | balls           |
| 7  | shoes and boots |
| 22 | sofa            |
| 1  | people          |
| 50 | TVs             |

3 Work in pairs. Find these objects in the photo. What colour are they?

balls boots a chair roller blades a sofa shelves  
shoes a toy car TVs

black blue brown green grey orange pink  
red white yellow

A: *The ball is yellow.*

B: *The shoes are white.*

4 Find three plastic objects in the classroom. What colour are they?

*My chair is black and grey.*



## 2a A place called home

### Reading

- Look at the four photos. What is the same in all the photos? What is different?
- Read the article about the homes in the photos. Are these things (a–e) the same (S) or different (D) in the four homes?
  - the country
  - the apartments
  - the number of rooms
  - the furniture
  - the pictures on the walls

	1	2	3	4
sofa	✓			
armchair				
chair	✓			
television (TV)	✓			
desk	✓			
lamp	✓			
computer	✓			
pictures	✓			
blinds				
curtains	✓			
cupboards and drawers	✓			
rug				
plant				
carpet				

### Vocabulary furniture

- Look at the table. The ticks (✓) show the furniture and other objects in apartment 1. Find the things in the photo.
- Look at the photos of apartments 2, 3 and 4 and complete the table. Then work in pairs. Which furniture is in your living room at home? Tell your partner.

### 15 A PLACE CALLED HOME

These four families are from Seoul, South Korea. Their apartments are in the Evergreen Tower. There are twenty-five floors and every apartment is the same. There is a living room, a kitchen, a bathroom and there are two bedrooms.

In all the photos, there are parents and children. There is always a sofa on the right and there are pictures on the walls. But there are some differences; for example, there isn't a rug in every apartment and the colour and style of the furniture is different.



## Grammar *there is/are*

### ► THERE IS/ARE

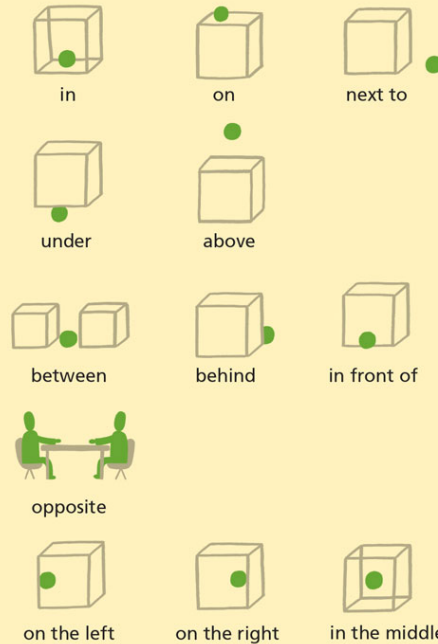
*There's a living room.*  
*There are two bedrooms.*  
*There isn't a table.*  
*There aren't any beds.*  
*Is there a sofa? Yes, there is. / No, there isn't.*  
*Are there any pictures? Yes, there are. / No, there aren't.*  
*How many pictures are there? There are three.*

For further information and practice, see page 160.

- 5 Look at the grammar box. Answer the questions (1–3).
- 1 Is the noun singular or plural after *there is*?
  - 2 Is the noun singular or plural after *there are*?
  - 3 What word usually comes after *there aren't* and *are there*?
- 6 Complete the sentences about apartment 3 with the correct form of *be*.
- 1 There 's a sofa.
  - 2 There \_\_\_\_\_ a rug in this apartment.
  - 3 There \_\_\_\_\_ five people in this apartment.
  - 4 There \_\_\_\_\_ any curtains.
  - 5 \_\_\_\_\_ there a television?  
Yes, there \_\_\_\_\_.
  - 6 \_\_\_\_\_ there any lamps?  
No, there \_\_\_\_\_.
  - 7 How many pictures \_\_\_\_\_ there?  
There \_\_\_\_\_ two.
  - 8 \_\_\_\_\_ there any books?  
No, there \_\_\_\_\_.
- 7 ► 16 Listen and check your answers from Exercise 6. Then listen again and repeat.
- 8 Work in pairs. Play a guessing game about the apartments in the article.
- Student A: Choose one apartment, but don't tell your partner. Answer your partner's questions.
- Student B: Ask your partner questions and guess the apartment.
- A: *Is there a TV?* B: *Yes, there is.*  
 A: *Are there any blinds?* B: *No, there aren't.*  
 A: *Is there a carpet?* B: *Yes, there is.*  
 A: *It's apartment 2.*

## Grammar prepositions of place

### ► PREPOSITIONS OF PLACE



For further information and practice, see page 160.

- 9 ► 17 Look at the grammar box. Then choose the correct prepositions to complete the description of apartment 4. Listen and check.
- There are two pictures <sup>1</sup> *in / on* the wall and the sofa is <sup>2</sup> *under / next to* them. There's a TV <sup>3</sup> *opposite / between* the sofa and there's a plant <sup>4</sup> *opposite / next to* the TV. There's a large rug <sup>5</sup> *on the right / on the left*. The family is <sup>6</sup> *in front of / behind* the window. The parents are <sup>7</sup> *in front of / behind* the children.
- 10 Complete the description of apartment 1 with prepositions of place.
- The family is <sup>1</sup> \_\_\_\_\_ of the room. They are <sup>2</sup> \_\_\_\_\_ the TV and the sofa. There isn't a rug in this apartment. There's a picture <sup>3</sup> \_\_\_\_\_ the wall on the right and the sofa is <sup>4</sup> \_\_\_\_\_ it. The computer is <sup>5</sup> \_\_\_\_\_ the desk and there's a lamp <sup>6</sup> \_\_\_\_\_ the computer.
- 11 Work in pairs. Turn to page 154 and follow the instructions.

## Writing and speaking my life

- 12 Write a description of a room in your home. Then work in pairs and read your description to your partner. What is the same in both your rooms? What is different?

## 2b My possessions

### Vocabulary useful objects

- 1 Look at the objects from an explorer's rucksack. Match the words with the objects.



boots bottle camera  
first-aid kit gloves hat knife  
map mobile phone pens torch



- 2 Work in pairs. Which objects in Exercise 1 are:

- 1 in your bag?
- 2 in your house?

### Listening

- 3 The photos in Exercise 1 are Andy Torbet's rucksack and possessions. Look at Andy's website. Match these activities to the photos on the website.

Climbing Diving Kayaking



- 4 18 Listen to an interview with Andy. Choose the correct answers.

- 1 Where is the interviewer with Andy?
  - a next to a mountain
  - b next to the sea
  - c next to a forest
- 2 Where's Andy from?
  - a England
  - b Wales
  - c Northern Ireland
  - d Scotland
- 3 Which objects are in his rucksack?

a camera a first-aid kit gloves a hat a laptop pens

## Grammar plural nouns

### ► PLURAL NOUNS SPELLING

Singular nouns	Plural nouns
boot, glove	boots, gloves
torch, bus, class	torches, buses, classes
country	countries
knife, shelf	knives, shelves
man, person, child	men, people, children

For further information and practice, see page 160.

5 Look at the grammar box. Complete the sentences about plural nouns.

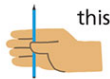



- We normally add -s.
- We add \_\_\_\_\_ to nouns ending in *-ch*, *-s*, and *-ss*.
- We change nouns ending in *-y* after a consonant to \_\_\_\_\_.
- We change nouns ending in *-f* or *-fe* to \_\_\_\_\_.
- Some nouns are irregular; e.g. the plural of *man* is \_\_\_\_\_.

6 ► 19 Write the plural of these nouns. Then listen and repeat.

- map \_\_\_\_\_
- mobile phone \_\_\_\_\_
- bottle \_\_\_\_\_
- hat \_\_\_\_\_
- camera \_\_\_\_\_
- life \_\_\_\_\_
- city \_\_\_\_\_
- lunch \_\_\_\_\_
- chair \_\_\_\_\_
- wife \_\_\_\_\_
- party \_\_\_\_\_
- woman \_\_\_\_\_

## Grammar *this, that, these, those*

### ► THIS, THAT, THESE, THOSE

Singular nouns	Plural nouns
 this	 these
 that	 those

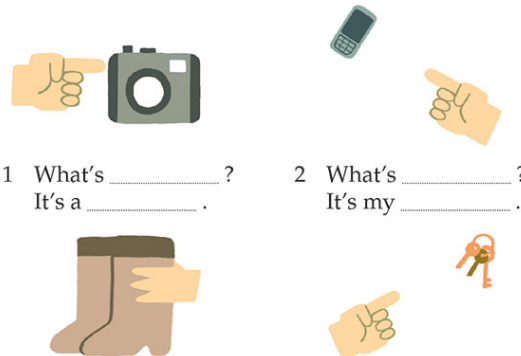
For further information and practice, see page 160.

7 Look at the grammar box. Which two words are for objects near to you? Which are for objects away from you?

8 ► 20 Listen to part of the interview with Andy and underline the correct option.

- I: I see. And what's <sup>1</sup>*this / that* here?  
 A: It's a first-aid kit. It's always in my rucksack.  
 I: Good idea. And what's <sup>2</sup>*this / that* in your hand?  
 A: It's my camera. I take it everywhere. And <sup>3</sup>*these / those* are my climbing shoes.  
 I: Right. And over there. What are <sup>4</sup>*these / those*?  
 A: My gloves.

9 Complete the questions with *this, that, these* or *those*. Then complete the answers with one word.



- What's \_\_\_\_\_?  
It's a \_\_\_\_\_.
- What's \_\_\_\_\_?  
It's my \_\_\_\_\_.
- What are \_\_\_\_\_?  
They're my \_\_\_\_\_.
- What are \_\_\_\_\_?  
They're \_\_\_\_\_.

## 10 Pronunciation /ɪ/ or /iː/

a ► 21 Listen to these vowel sounds: /ɪ/ and /iː/.

b ► 22 Listen to these words and circle /ɪ/ or /iː/. Then listen again and repeat.

- |                  |                  |
|------------------|------------------|
| 1 this /ɪ/ /iː/  | 5 pink /ɪ/ /iː/  |
| 2 these /ɪ/ /iː/ | 6 green /ɪ/ /iː/ |
| 3 keys /ɪ/ /iː/  | 7 big /ɪ/ /iː/   |
| 4 it /ɪ/ /iː/    | 8 read /ɪ/ /iː/  |

11 Match the beginnings of the sentences (1–8) with the endings (a–h). Then work in pairs. Read the sentences. Be careful with /ɪ/ or /iː/.

- |             |                      |
|-------------|----------------------|
| 1 What are  | a those your boots?  |
| 2 This      | b are their pens.    |
| 3 Those     | c Andy's gloves.     |
| 4 What's    | d these?             |
| 5 Are       | e bag is Sally's.    |
| 6 That's    | f that book?         |
| 7 Is        | g my brother.        |
| 8 These are | h this torch Andy's? |

## Speaking my life

12 Work in pairs. Ask and answer questions about:

- objects in the classroom.
- possessions in your bag or pocket.

What's *this/that*?  
What are *these/those*?

What colour is it?  
What colour are they?

## 2c Global objects

### Reading

- Look at the photo of the Mini on page 27. Is this car famous in your country? What are popular cars in your country?
- Read the article about the Mini. Choose the correct answer (a–c) for each question (1–3).
  - Germany
  - Britain
  - Many different countries
  - Which country is BMW from?
  - Where are the parts for a Mini from?
  - Where is the factory for the Mini?

### Critical thinking close reading

- Read sentences 1–8. Choose the correct option (A–C) for each sentence.
 

A = The sentence is true. The information is in the article.  
 B = The sentence is false. The information is in the article.  
 C = We don't know if it's true or false. The information isn't in the article.

  - In the past, the Mini was a British car.
  - Some parts are from Asia.
  - The Mini is a global product.
  - The Mini is famous in Brazil.
  - The engines are from two different countries.
  - The seats are made in America.
  - The windows are from a factory in France.
  - There is also a Mini with an electric engine.

### Vocabulary countries and nationalities

#### ▶ WORDBUILDING suffixes

Words for nationality often end with the suffix *-ish*, *-n*, *-an*, *-ian* or *-ese*:

Poland – Polish, Australia – Australian, Vietnam – Vietnamese

Some nationalities are irregular: France – French, the Netherlands – Dutch

For further practice, see page 19 of the Workbook.

- Look at the wordbuilding box. Complete the table with the countries and nationalities in the article and Exercise 3.

Country	Nationality
1 <i>Britain</i>	British
2 Germany	_____
3 Austria	_____
4 _____	Dutch
5 Canada	_____
6 Italy	_____
7 _____	Belgian
8 _____	English
9 Spain	_____
10 _____	French
11 _____	Brazilian

### 5 Pronunciation word stress

- 24 Listen to the countries and nationalities in Exercise 4. Underline the main stress in each word.

*Britain, British*

- 24 Listen again and repeat the words.

- Work in pairs. Answer the questions about the regions and continents in the box.

Africa Asia Europe the Middle East  
the Americas (North and South)

- Which two continents are in the article?
- Name two countries for each region and continent in the box.

### Speaking my life

- Work in pairs. Which country, region or continent are these objects from?

- your shoes
- your bag
- your mobile phone
- your car
- this book
- other objects in your bag or in the classroom

*My bag is from China.*

*My car is a German car.*

*I think my phone is ...*

*I don't know where my ... is from.*

# GLOBAL OBJECTS

▶ 23

**T**he Mini was a British car until 2000. Now BMW, a German company, is the producer of the Mini, but the car factory for the Mini is still in Oxford, England. There are 2,500 parts in the Mini and they are from many different countries in Europe and North America. So, what nationality is a car from a German company, with international parts, and from a factory in Britain? It's a global product.



## Bonnet

This is from a factory in the Netherlands, but the company is Austrian.

## Roof

Part of the roof is from England, but the company is Spanish.

## Mirrors

These are from a factory in Germany, but the headquarters is in Canada.



## Front and back bumper

These are from Britain, but the company is Canadian.

## Seats

Johnson Controls is an American company. They make the car seats in a factory in Britain.



## Engine

The Mini has got two different engines. There's a petrol engine and a diesel engine. The petrol engine is English and the diesel engine is Austrian.



## Windows

The glass in the windows is from a company in France, but a factory in Belgium makes the windows.

## Wheels

The wheels aren't from one country, they are from two! There are different parts and Italian and German companies produce them.

**factory** (n) /'fæktri/ where the company produces the object  
**headquarters** (n) /,hed'kwɔ:təz/ main office of a company



## Vocabulary prices and currencies

- 1 ▶ 25 Can you say these prices from a shop in the UK? Listen and check.

£1.00 £2.50 £31.35 £90.99 £111.11

- 2 What are these currencies? Which countries are they from?

1 \$      2 €      3 ¥

- 3 ▶ 26 Listen to three sentences and write the prices. Then work in pairs. Practise saying the prices.

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## Real life shopping

- 4 ▶ 27 Listen to conversations in three shops. Write what the person buys and the price.

Conversation 1: \_\_\_\_\_

Conversation 2: \_\_\_\_\_

Conversation 3: \_\_\_\_\_

- 5 ▶ 27 Look at the expressions for shopping. Who says them: the customer (C) or the shop assistant (S)? Listen again and check.

### ▶ SHOPPING

Can I help you? <b>S</b>	These ones are red.
I'd like a coffee, please. <b>C</b>	Those are nice!
Large or small?	How much are they?
A large one, please.	Are they all black and white?
These ones are large.	This one is red and blue.
Is there a medium size?	OK, that one, please.
Are there other colours?	How much is it?

- 6 Work in pairs. Have a conversation between a shop assistant (S) and a customer (C). Then change roles and have a new conversation.

S: Hello. Can / help?

C: I'd / T-shirt

S: Large / medium?

C: Medium. / other colours?

S: These / green and blue

C: How much / they?

S: \$7.50

## Word focus *one/ones*

- 7 Work in pairs. Underline *one* or *ones* in the expressions for shopping in Exercise 5. Then complete these sentences with *one* or *ones*.

1 I'd like a glass of water, please. A small \_\_\_\_\_.

2 I'd like two T-shirts. Small \_\_\_\_\_, please.

3 This ball is nice, but that \_\_\_\_\_ is horrible!

4 These gloves are small, but those \_\_\_\_\_ are large.

## 8 Pronunciation contrastive stress (1)

- ▶ 28 Listen to sentences 3 and 4 in Exercise 7. Notice the stress on *this*, *that*, *these* and *those*. Listen again and repeat.

- 9 Work in pairs. Practise two conversations between a customer and a shop assistant in a tourist shop.

Student A: Turn to page 154.

Student B: Turn to page 153.

# 2e For sale

## Writing adverts

1 Look at the adverts. Which advert:

- 1 has the price?
- 2 is for furniture?
- 3 is for an old product?
- 4 is for something nearly new?

**COMPUTER DESK AND CHAIR**

A useful, modern, white desk and chair. Cheap at only £5!

☎ Call 0206 685 6978 today.



**A**

**Car for sale**

Red, white and blue British Mini from 1965 with fast, new engine.

☎ Call 0209 671 336 today.



**B**

**RUCKSACK FOR SALE**

Large, green rucksack. Good for camping. Never used.

Email [l.taylor@hmail.net](mailto:l.taylor@hmail.net)



**C**

## Vocabulary adjectives

2 Find the opposite of these adjectives in the adverts in Exercise 1.

- 1 old modern / new
- 2 bad \_\_\_\_\_
- 3 useless \_\_\_\_\_
- 4 slow \_\_\_\_\_
- 5 small \_\_\_\_\_
- 6 expensive \_\_\_\_\_

### 3 Writing skill describing objects with adjectives

We can describe objects with adjectives in two ways. Look at the example. Then rewrite sentences 1–4.

*The desk is modern. = It's a modern desk.*

- 1 The car is old.  
It \_\_\_\_\_.
- 2 These laptops are slow.  
They \_\_\_\_\_.
- 3 The sofa is brown.  
It \_\_\_\_\_.
- 4 The shelves are useful.  
They \_\_\_\_\_.

4 Read the adverts again and notice the order of the adjectives. Complete the table with the adjectives.

Opinion	Size	Age	Colour	Nationality	Noun
<i>useful</i>		<i>modern</i>	<i>white</i>		desk
					Mini
					engine
					rucksack

5 Write the adjectives in the correct order to make sentences from adverts. Use the table in Exercise 4 to help you.

- 1 It's a (Japanese / new / fast) motorbike.  
*It's a fast, new, Japanese motorbike.*
- 2 They're (red / lovely) gloves.
- 3 There are two (Italian / beautiful / old) chairs for sale.
- 4 A (nice / grey / small) computer desk for sale.
- 5 For sale. A (large / modern / white) house.

6 Think of an object in your home. Write an advert for it.

7 Display your adverts around the classroom. Read the adverts. Which adjectives are there in the adverts? Are they in the correct order?



## 2f A thousand words



A picture says a thousand words. A photographer photographs his own reflection in a door handle.

## Before you watch

- 1 Look at the caption to the photo on page 30. What do you think it means? Is there a similar expression in your language?
- 2 Work in pairs. Look at this picture from the video. Try to predict the answers to these questions.
  - 1 Where is the man?
  - 2 Why is he there?
  - 3 Who has the photo on the screen?



## 3 Key vocabulary

Match the phrases (1–3) with the uses (a–c).

- 1 I miss you.
  - 2 Please forward.
  - 3 Good luck!
- a Say this to a person before something new or difficult, e.g. a new course, a new job, an exam.
  - b Write this on an envelope so it goes from one address to another.
  - c Say this when you are sad because another person is not with you.

## While you watch

- 4 2.1 Watch the video. Are these objects the man's (M) or the woman's (W)?

apartment 102   a bed   a bicycle   a box  
a cake   a camera   a lamp   a letterbox  
a package   a pen   a plant

- 5 Work in pairs. Number these parts of the video in the correct order from 1 to 8.
  - a The woman is with two people and there is a cake.
  - b The man sends the camera to her old address in Los Angeles.
  - c The man and the woman are on the same train.
  - d The woman leaves the train with a box of possessions.
  - e The man finds her apartment but it is empty.
  - f The man finds her camera and looks at the photographs.
  - g The man is in the photographs on the camera.
  - h The man photographs himself with a phone number.
- 6 2.1 Watch the video again and check your answers from Exercise 5.

## After you watch

- 7 Work in pairs and read the questions. Can you answer them? Compare your ideas.
  - 1 Who are the two people with Nasim and the cake?
  - 2 Nasim leaves Los Angeles and goes to Boston. Why does she go there?
  - 3 When the man sees his photo on her camera, is he happy or sad?
  - 4 When he finds the apartment, is he happy or sad?
  - 5 The man sends the camera to Nasim. Whose telephone number is on the photograph?
  - 6 The film ends. What happens next?
- 8 Work in pairs. Think about the next part of the story. Nasim receives her camera in the package and telephones the man. Write their conversation.
 

Man: *Hello?*

Woman:

Man:

Woman:

Man:

Woman:

Man:

Woman:

Man:

Woman:

Man:
- 9 Work with another pair. Read your telephone conversations from Exercise 8. Are the conversations similar or different?

# UNIT 2 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Look at the photo. Choose the correct options to complete the sentences.

### Concordia Hotel

- There *is / isn't* a sofa.
- There *are some / aren't any* flowers.
- There *is / isn't* a picture.
- There *is a / aren't any* rugs.
- The desk and chair are *in front of / between* the window.
- The red shoes are *in / on* the floor.
- The sofa is *between / opposite* the table and the bed.
- The bed is *under / behind* the sofa.



- 2 Write the singular form of these nouns.

- |                  |       |                  |
|------------------|-------|------------------|
| 1 classes _____  | class | 5 knives _____   |
| 2 shelves _____  |       | 6 children _____ |
| 3 families _____ |       | 7 boots _____    |
| 4 women _____    |       | 8 shoes _____    |

- 3 >> MB Write five singular nouns and read them to a partner. Your partner writes the plural form of the nouns.

- 4 Complete the questions with *this, that, these* or *those*.

1 Who's \_\_\_\_\_ ?

2 Is \_\_\_\_\_ your pen?

3 Are \_\_\_\_\_ your roller blades?

4 Are \_\_\_\_\_ your boots?

**I CAN**  
talk about everyday objects and say where they are

## Vocabulary

- 5 Cross out the incorrect word in each group.

- COLOURS red grey white ~~chair~~
- FURNITURE sofa desk map chair
- COUNTRY Austria Dutch Belgium China
- ON YOUR FEET shoes roller blades hat boots
- ON THE FLOOR carpet blinds rug
- NATIONALITY France British Brazilian Spanish
- ADJECTIVES slow age useless large
- CURRENCIES pounds euros dollars money

- 6 Complete the sentences with one word from each group in Exercise 5.

- Stop the car at a red light.
- The computer is on my \_\_\_\_\_.
- \_\_\_\_\_ is a country in Europe.
- Are these \_\_\_\_\_ fast?
- There's a \_\_\_\_\_ next to the bed.
- \_\_\_\_\_ people speak Portuguese.
- The opposite of 'fast' is \_\_\_\_\_.
- You need \_\_\_\_\_ in the United States.

- 7 >> MB Choose eight more words from Exercise 5. Write a new sentence with each word.

- 8 >> MB Work in pairs. Take turns to say a country. Your partner says the nationality.

I CAN	
talk about furniture and objects in the house	<input type="checkbox"/>
say currencies, countries and nationalities	<input type="checkbox"/>

## Real life

- 9 Match the questions (1–5) with the correct response (a–e).

- Can I help you?
  - Large or small?
  - Is there a medium size?
  - Are there other colours?
  - How much are they?
- a A small one, please.  
b Yes, please. I'd like a coffee.  
c Three dollars fifty.  
d I'm sorry, but there isn't.  
e Yes, there's also blue and grey.

- 10 >> MB Work in pairs. Practise a conversation in a shop. Ask for objects on page 21 or 24.

I CAN	
ask about and buy objects in a shop	<input type="checkbox"/>

# Unit 2



# Language games



# Unit 2



# Language games



# Unit 3 Places



Flinders Street Station in Melbourne, Australia

## FEATURES

### 34 No-car zones

Some cities are clean and quiet because they don't have cars

### 36 Places of work

We meet a woman who works under the sea

### 38 Places and languages

Many places in the world have more than one language

### 42 Cowley Road

A video about the people and places on an English road

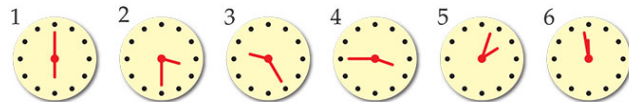
1 Look at the photo and caption. What is the place in the photo? Where is it?

2 ▶ 29 Listen to a description of the photo and answer the questions.

- 1 Why are there different times on the clocks?
- 2 Why is Flinders Street Station a good meeting place?

3 ▶ 30 Complete the times with these words. Then listen, check and repeat.

half minutes o'clock past to twelve



- 1 It's six \_\_\_\_\_.
- 2 It's \_\_\_\_\_ past three.
- 3 It's twenty-five \_\_\_\_\_ nine.
- 4 It's quarter \_\_\_\_\_ four.
- 5 It's three \_\_\_\_\_ past two.
- 6 It's two minutes to \_\_\_\_\_.

4 Work in pairs and answer the questions.

- What time is it now?
- What time is your English lesson?
- What times are on the clocks in the photo?

# 3a No-car zones

## Reading

- 1 Read the article and match the cities with the photos (1–4).
- 2 Read the article again and complete the table.

City	Where aren't there any cars?	Why do people go there?
London	<i>the parks</i>	1 _____ <i>for a break</i>
Tokyo	2 _____	3 _____
Bogotá	4 _____	5 _____
Melbourne	6 _____	7 _____ 8 _____

## Vocabulary describing cities

- 3 Underline all the adjectives in the article.

Which adjective means:

- 1 doesn't cost money? \_\_\_\_\_
- 2 many people like it? \_\_\_\_\_
- 3 has lots of people? \_\_\_\_\_
- 4 has bad air? \_\_\_\_\_
- 5 very good? \_\_\_\_\_

Which adjective is the opposite of:

- 6 quiet? \_\_\_\_\_ 9 dirty? \_\_\_\_\_
- 7 ugly? \_\_\_\_\_ 10 cheap? \_\_\_\_\_
- 8 old? \_\_\_\_\_ 11 big? \_\_\_\_\_

- 4 Work in pairs. Talk about your city or a city you know. Which places in the city are:

- 1 free or cheap? 4 modern and popular?
- 2 small and crowded? 5 beautiful and relaxing?
- 3 polluted and noisy?

▶ 31

## NO-CAR ZONES

Many people in cities have cars. But pollution is often a problem because of the traffic. Nowadays some city centres around the world don't have cars. These no-car zones are areas for people, bicycles and public transport only.

### LONDON

Eight million people live in the centre of London and another two million people go to work there every day. The city centre is very noisy with hundreds of cars, buses and taxis, but there are also a lot of beautiful parks with free music concerts. At lunchtime and after work, many people go there for a break.

### TOKYO

In the Ginza area of Tokyo there are no cars. This modern no-car zone is very popular and people like shopping there, so it's always crowded with hundreds of people.

### BOGOTÁ

In the past, Bogotá was polluted because there was lots of traffic. Now the city centre is a no-car zone and the air is clean! Many people don't have a car and half a million people go to work by bus every morning.

### MELBOURNE

In some cities, people don't like shopping in the centre. But in Melbourne, Bourke Street is popular because there are lots of great shops and no cars. It's expensive, but lots of people eat lunch in the small cafés.



## Grammar present simple (I/you/we/they)

### PRESENT SIMPLE (I/YOU/WE/THEY)

I/you/we/they **have** a car.

I/you/we/they **don't have** a car.

For further information and practice, see page 162.

- 5 Look at the grammar box. What is the main verb in the sentences? How do you make the verb negative?
- 6 Choose the correct form to make these sentences true for you. Then tell your partner.
- I *live* / *don't live* in the city centre.
  - I *have* / *don't have* a car.
  - I *go* / *don't go* to school/work by bus.
  - I *eat* / *don't eat* in cafés at lunchtime.
  - I *meet* / *don't meet* friends in the city centre after school/work.
  - I *like* / *don't like* shopping in the city centre.
- 7 Are your sentences from Exercise 6 also true for most people in your town or city? Make more sentences about life in the city with these phrases.

eat lunch   go to work   have a car  
like shopping   live   work

Most people in the city centre *don't have* a car.  
They *go to work* by bus.

## Listening

- 8 ▶ 32 Listen to an interview with a student in London. Complete the interviewer's notes with adjectives.

### In the City Centre

The shops are <sup>1</sup> \_\_\_\_\_.

There are lots of <sup>2</sup> \_\_\_\_\_ places like art galleries and museums.

London has <sup>3</sup> \_\_\_\_\_ theatres.

The restaurant is <sup>4</sup> \_\_\_\_\_ with tourists and is <sup>5</sup> \_\_\_\_\_ at lunchtimes.

The parks in London are beautiful and <sup>6</sup> \_\_\_\_\_.

- 9 ▶ 32 Match the journalist's questions (1–5) with the student's answers (a–e). Then listen again and check.

- Do you have a car in London? *b*
- Where do you live?
- Do you like art?
- What do you do?
- What time do you finish work?

- I'm a student at university and I work in a restaurant at lunchtimes.
- No, I don't. I go everywhere by bicycle.
- At about three o'clock.
- Yes, I do. And I like the theatre.
- In the city centre.

## Grammar present simple questions (I/you/we/they)

- 10 Look at the questions (1–5) in Exercise 9. Then look at the example for question 1 and follow these instructions.

- Underline the main verb in the questions.
- Circle the auxiliary verb.
- Which questions have *yes/no* answers?

Example

- 1 Do you have a car in London? *yes/no*

### PRESENT SIMPLE QUESTIONS (I/YOU/WE/THEY)

Do you like shopping? Yes, I do. / No, I don't.

Do they live in London? Yes, they do. / No, they don't.

What do you do?

Where do you live?

What time do we have lunch?

For further information and practice, see page 162.

- 11 Look at the grammar box. Write questions with *do* and these ideas.

- what / you / do?  
*What do you do?*
- where / you / live?
- you / like / shopping?
- what time / you / finish / work?
- you / have / a car?
- you / eat / in cafés at lunchtime?
- what time / you / eat / dinner?
- you / meet / friends after work?

## Speaking my life

- 12 Work in pairs. Ask and answer the questions from Exercise 11.

A: *What do you do?*

B: *I'm a website designer.*



## 3b Places of work


### Vocabulary places of work

1 Match these jobs with the places of work (1–7).


an accountant   a doctor   a pilot   a sailor  
a sales assistant   a teacher   a waiter

- |                       |                   |
|-----------------------|-------------------|
| 1 in an office        | 5 in a restaurant |
| 2 on a ship or a boat | 6 in a classroom  |
| 3 on a plane          | 7 in a shop       |
| 4 in a hospital       |                   |

### Listening

2  33 Listen to three people talking about their jobs. Match the people with their place of work.

- |           |                      |
|-----------|----------------------|
| 1 Beverly | a in the city centre |
| 2 Roger   | b on a boat          |
| 3 James   | c in a shop          |

3  33 Listen again and underline the correct words.

- 1 Beverly Goodman is *an archaeologist / a teacher*.
- 2 She studies places *under the sea / on the land*.
- 3 Roger Mason is *at school / at university*.
- 4 He wants to travel around *his country / the world*.
- 5 He works *at the weekend / on Monday and Tuesday*.
- 6 James is a *tour guide / tourist*.
- 7 He speaks *two / three* languages.
- 8 He works with tourists from *England and the USA / France and Japan*.



Dr Beverly Goodman,  
a marine archaeologist

## Grammar present simple (he/she/it)

### PRESENT SIMPLE (HE/SHE/IT)

He **works** in a shop.  
She **studies** places under the sea.  
He **has** exams soon.  
He **doesn't live** in London.

For further information and practice, see page 162.

- 4 Look at the grammar box. Answer the questions (1–2).
- In affirmative sentences, how does the verb change for *he/she/it* forms?
  - In negative sentences, what is the auxiliary verb?

- 5 Complete the text about Beverly Goodman with the correct form of the verbs.

Beverly Goodman is a marine archaeologist and she <sup>1</sup> \_\_\_\_\_ (study) places under the sea and objects from the past. She <sup>2</sup> \_\_\_\_\_ (have) an office, but she <sup>3</sup> \_\_\_\_\_ (not / work) there very often. Normally, she <sup>4</sup> \_\_\_\_\_ (work) on her boat. She <sup>5</sup> \_\_\_\_\_ (get up) just after five o'clock and she <sup>6</sup> \_\_\_\_\_ (meet) her team for breakfast at seven o'clock. She <sup>7</sup> \_\_\_\_\_ (start) work after breakfast and she <sup>8</sup> \_\_\_\_\_ (not / finish) work until the evening.

- 6 Read about another archaeologist. Complete the text with the correct form of these verbs.

not / have live speak study travel work

Dr James E. Campbell <sup>1</sup> \_\_\_\_\_ in England and he's an archaeologist. He <sup>2</sup> \_\_\_\_\_ at home, so he <sup>3</sup> \_\_\_\_\_ an office. He <sup>4</sup> \_\_\_\_\_ to different places around the world and he <sup>5</sup> \_\_\_\_\_ ancient places. James <sup>6</sup> \_\_\_\_\_ three languages: English, French and Arabic.

## 7 Pronunciation -s endings

▶ 34 Listen to the third person form of the verbs. Do you hear the sound /s/, /z/ or /ɪz/? Listen again and repeat.

- |                 |            |
|-----------------|------------|
| 1 works /s/     | 6 starts   |
| 2 lives /z/     | 7 speaks   |
| 3 finishes /ɪz/ | 8 teaches  |
| 4 studies       | 9 goes     |
| 5 meets         | 10 travels |

- 8 Work in pairs. Choose five verbs and use the verbs in five questions to ask your partner. Write your partner's answers.

live study do have speak get up  
meet work start travel

A: *Where do you live?* B: *I live in Poland.*

- 9 Work with a new partner. Talk about your partner from Exercise 8.

*Ania lives in Poland.*

## Grammar present simple questions (he/she/it)

### PRESENT SIMPLE QUESTIONS (HE/SHE/IT)

*What does he do? He's a doctor.*  
*Does she have children? Yes, she does. / No, she doesn't.*

For further information and practice, see page 162.

- 10 Look at the grammar box. Put the words in order to make questions about Beverly. Then find the answers in Exercise 5.

- does / do / Beverly / what / ?  
*What does Beverly do? She's a marine archaeologist.*
- what / does / study / she / ?
- she / work / where / does / ?
- get up / she / what time / does / ?
- she / does / when / work / start / ?

- 11 Work in pairs. Look at the answers about James Campbell. Write the questions.

- A: Where \_\_\_\_\_ ?  
B: In England.
- A: What \_\_\_\_\_ ?  
B: He's an archaeologist.
- A: Does \_\_\_\_\_ ?  
B: No, he doesn't. He works at home.
- A: Where \_\_\_\_\_ ?  
B: To different places around the world.
- A: What languages \_\_\_\_\_ ?  
B: English, French and Arabic.

## Speaking my life

- 12 Work in pairs. Exchange information to complete a fact file about Joel Sartore.

Student A: Turn to page 154.

Student B: Turn to page 157.

## 3c Places and languages

### Reading

- 1 Which languages do people speak around the world? Which are the most popular?
- 2 Read the article and check your answers from Exercise 1.
- 3 Read the article again and answer these questions.
  - 1 Where do most Spanish speakers live?
  - 2 Do more people speak English as a first language or second language?
  - 3 What do many people use English for?
  - 4 How many languages are there in the islands of Vanuatu?
  - 5 How many people speak Amurdag?


### Vocabulary ordinal and cardinal numbers

- 4 Look at the words in bold in this sentence from the article. Which say the order (ordinal numbers)? Which say 'how many' (cardinal numbers)?

Over **one billion** speakers in China speak Mandarin Chinese, so Chinese is in **first place** compared to other languages.

- 5 Underline the ordinal and circle the cardinal numbers in the article. Can you say them?
- 6 Work in pairs. Complete the sequence of ordinal numbers.
  - 1 \_\_\_\_\_ 3rd \_\_\_\_\_ 5th 6th 7th
  - 2 3rd 13th \_\_\_\_\_ 43rd
  - 3 21st 31st 41st 51st \_\_\_\_\_
  - 4 100th 101st 110th 111th \_\_\_\_\_

### 7 Pronunciation ordinal numbers

 **36** Listen and repeat the ordinal numbers in Exercise 6.

### Wordbuilding adjective + noun collocations

#### ▶ WORDBUILDING adjective + noun collocations

We often use some words together. These are called 'collocations'. Many collocations are an adjective and a noun, e.g. *first language*, *official language*.

For further practice, see Workbook page 27.

- 8 Find collocations in the article with the words *language* and *speaker*. Match the collocations with these definitions.

- 1 the language you learn after your first language
- 2 the main language that a person speaks
- 3 the language of the government
- 4 the language you first learn from your parents as a child
- 5 a person who speaks Spanish
- 6 a person who speaks the language from when they were a child

### Critical thinking main ideas and supporting information

- 9 A paragraph often has a sentence with the main idea, and sentences with supporting information. Look at the example. Then find sentences 1–6 in the article and decide if they are main ideas (M) or supporting information (S).

*Chinese is in first place compared to other languages.*

*main idea*

*One billion speakers in China speak Mandarin Chinese.*

*supporting information*

- 1 English is a second language for over one billion other people.
  - 2 They speak English for doing business, reading the news or studying science and medicine.
  - 3 It is also the language of education in many universities and schools.
  - 4 The other twenty per cent speak 6,996 languages between them.
  - 5 Many countries use lots of different languages.
  - 6 On the islands of Vanuatu in the South Pacific Ocean there are sixty-five different islands and they have one hundred and nine different languages.
- 10 Work in pairs. Read the last paragraph of the article. Which sentence gives the main idea of the paragraph? Which give supporting information? Compare your ideas with your partner and say why.

### Speaking

- 11 Work in groups. Discuss these questions.
  - 1 What is your first language?
  - 2 How many languages do you speak? Do you speak different languages in different places? (e.g. English at work, Hindi at home)
  - 3 Is English your second language?
  - 4 Does your country have an official language?
  - 5 What languages do people normally learn at school in your country? Why these languages?
  - 6 The article says that younger people don't learn the languages of their parents and grandparents. Do you think this is true? Is it a problem?

# PLACES AND LANGUAGES

▶ 35

There are over one hundred and ninety countries in the world and about seven thousand languages. Over one billion speakers in China speak Mandarin Chinese, so Chinese is in first place compared to other languages. The language of Hindi, in India, is in second place. And Spanish is in third place. Spain isn't a big country, but there are over four hundred and seventy million Spanish speakers in different countries around the world. Four hundred and eighteen million speakers live in Latin America. They all speak Spanish as their first language.

As a first language, English is in fourth place. About three hundred and eighty million people are native English speakers. But English is a second language for over one billion other people. They speak English for doing business, reading the news or studying science and medicine. In some countries, English is not the native language, but it is the official language for the government. It is also the language of education in many universities and schools.

About eighty per cent of the world's population speak the 'big four' languages, and the other twenty per cent speak 6,996 languages between them. And many countries use lots of different languages. For example, on the islands of Vanuatu in the South Pacific Ocean there are sixty-five different islands and they have one hundred and nine different languages. That's one point five languages for every island.

Unfortunately, the world loses a language every two weeks. This is because lots of younger people only speak one of the 'big four' languages and they don't learn the languages of their parents and grandparents. For example, Charlie Muldunga lives in Australia and he speaks English because it is the first language of the country, but his native language is Amurdag. Charlie is the last speaker of this language and when he dies, the language dies.

over (adv) /'əʊvə(r)/ more than



# 3d The city of Atlanta



## Vocabulary places in a city

- When you are a tourist in a new city, what places do you normally visit?
- Look at the map of Atlanta, in the USA. Where do you do these things?
 

1 get tourist information	6 read a book
2 learn about history	7 meet clients and colleagues
3 relax outside	8 look at sea life
4 see a play or a musical	9 stay the night
5 park your car	

## Real life giving directions

- ▶ 37 Listen to a conversation at the visitor centre. What places on the map do they talk about?



- ▶ 37 Look at the expressions for giving directions. Complete the conversation at the visitor centre. Then listen again and check.

T = Tourist, G = Guide

T: Hello. We'd like to go to the aquarium. Is it <sup>1</sup> \_\_\_\_\_?

G: It's <sup>2</sup> \_\_\_\_\_ fifteen minutes \_\_\_\_\_, but you go past some interesting places on the way. So look at this map. Go <sup>3</sup> \_\_\_\_\_ Decatur Street and then up Marietta Street. <sup>4</sup> \_\_\_\_\_ Spring Street and take the first street <sup>5</sup> \_\_\_\_\_ Centennial Olympic Park

is on the corner. It's very nice. Go across the park and on the right there's the World of Coca-Cola.

T: Oh, that sounds interesting.

G: Yes, it is. <sup>6</sup> \_\_\_\_\_ it and the aquarium is opposite.

T: Great. Thanks a lot.

### ▶ GIVING DIRECTIONS

#### Asking for directions

Where is ...?

I'd like to go to ...

Is it near here?

#### Giving directions

It's near here. / It's about ten minutes away.

Go past the ...

Go across ...

Go straight up ...

Take the first street on the left. / Turn left

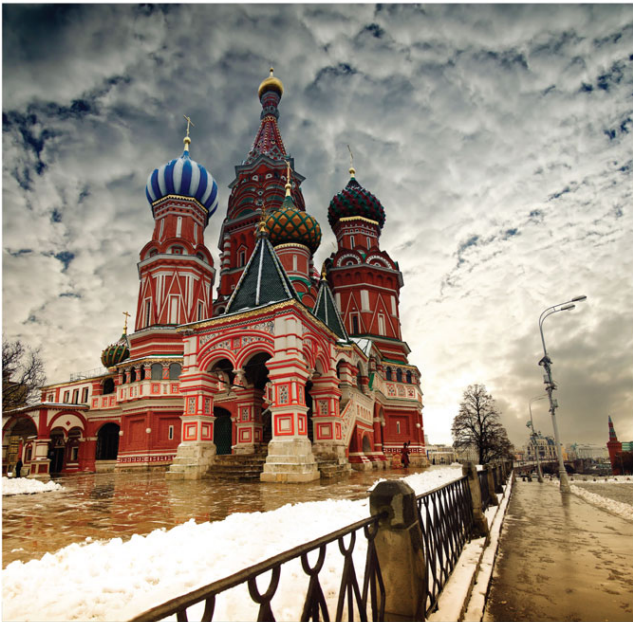
Take the first street on the right. / Turn right

- Work in pairs. Practise similar conversations at the visitor centre. Ask for and give directions to different places on the map of Atlanta.

## 3e My favourite city

### Writing a description of a place

- 1 When you travel to a new place, where can you find information?
- 2 Bella Potachouck writes for a travel website. Read about her favourite city. Tick (✓) the items she mentions (1–6).
  - 1 the name of her favourite city
  - 2 good places to visit
  - 3 her favourite time of year
  - 4 places to meet friends
  - 5 her favourite cafés and restaurants
  - 6 good ways to travel around the city



### WHY I LOVE MOSCOW

My favourite place in Russia is Red Square in Moscow because there are interesting museums and art galleries. I also like other parts of Moscow; for example, Krasnaya Presnya Park is great. On Saturdays in the summer I meet friends there in the afternoon. We relax and play sport – and it's free! I also love the winter in Moscow. December is my favourite month because the snow is beautiful and we go ice-skating.

### 3 Writing skill capital letters

- a Read the description in Exercise 2 again. Which of these things (1–8) do not have a capital letter?
  - 1 the word at the beginning of a sentence
  - 2 the pronoun *I*
  - 3 names of people, cities or places
  - 4 countries, nationalities or languages
  - 5 parts of the day
  - 6 days and months
  - 7 seasons
  - 8 streets, roads, parks and squares
- b Look at this description by a student. Which words need a capital letter? Look at the examples and circle all the incorrect letters.



I'm from @ustralia and i love sydney! there are over four million people here, but it's never crowded. that's because there's a harbour with the famous sydney opera house and there are beautiful beaches. on saturdays i go with my friends to narrabeen beach. it's quiet and relaxed. in the evening we go to the city centre. there are over three thousand restaurants. my favourites are japanese and lebanese.

- 4 Write a description of your favourite town or city for a website.
- 5 Display the descriptions around the classroom. Walk around and read each other's descriptions. Check the capital letters.

# 3f Cowley Road



The city of Oxford in England



## Before you watch

- 1 Work in groups. Look at the photo and read the caption. Use three adjectives to describe this city. Why do you think Oxford is a popular place for tourists?
- 2 Work in pairs. Imagine you are a visitor to Oxford. Write three questions to ask local people. Then compare your questions with the class.


*Is there a park in the city?*

## 3 Key vocabulary


Read the sentences (1–6). The words in bold are used in the video. Match the words with the definitions (a–f).

- 1 Can you go to the **post office** and buy a stamp?
  - 2 I live in a city with lots of different **communities**.
  - 3 There are parents with **pre-schoolers** in the park.
  - 4 I'm not very well. I need to go to the **medical centre**.
  - 5 When you make a cake, you use different **ingredients**.
  - 6 Stop when the **traffic lights** are red.
- a young children before they go to school  
 b nationalities and groups of people living in a city; Indian, Polish, English, etc.  
 c the different things you add together when you cook something, e.g. sugar, eggs  
 d a place to see a doctor  
 e lights on the road to control the traffic  
 f you send letters and packages from this place


## While you watch

- 4  3.1 Watch the video about a road in Oxford. Tick (✓) the places you see.

- |                   |                        |
|-------------------|------------------------|
| 1 a university    | 8 a post office        |
| 2 a church        | 9 a sports centre      |
| 3 a school        | 10 restaurants         |
| 4 shops           | 11 a park              |
| 5 a mosque        | 12 a hospital          |
| 6 a bus stop      | 13 supermarkets        |
| 7 a train station | 14 tourist information |

- 5  3.1 Work in pairs. Make questions with the words. Then watch the video again and check.

- 1 is / a post office / there / near here / ?  
.....
- 2 is / to eat / good place / there / a / near here / ?  
.....
- 3 round here / a park / is there / ?  
.....
- 4 get to the supermarket / how do I / from here / ?  
.....

- 6  3.1 Watch the video again. Choose the correct answers to the questions.

- 1 Why is the city of Oxford famous?  
a because of the university  
b because of its history  
c both answers a and b
- 2 How does the first speaker describe Cowley Road?  
a busy b noisy c crowded
- 3 Where do you cross the road for the post office?  
a at the bus stop  
b at the traffic lights  
c at the corner
- 4 Which types of restaurants do the two men talk about?  
a British d Portuguese  
b Italian e Greek  
c Turkish f American
- 5 Where is the park?  
a on Cowley Road  
b on Manzil Way  
c on Oxford Avenue
- 6 Where are the two big supermarkets?  
a on Manzil Way  
b on the right  
c opposite each other
- 7 Which small supermarkets does the woman talk about?  
a Greek d Russian  
b Polish e Japanese  
c Lebanese f Chinese

## After you watch

- 7  3.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 8 Work in pairs. Tell your partner about your favourite place in your hometown or city.
  - 1 Why do you like it?
  - 2 Is it in the north, south, east or west part of the town?
  - 3 Give your partner directions to the place from the town centre.
- 9 Work with a new partner.

Student A: Make a list of the good places for tourists in your town or city. Think about these things.

places to visit	places to eat
places to shop	places to relax

Student B: You are a tourist in a new town. Write questions to find out about the things in the box.

When you are ready, practise a conversation. Then change roles and repeat.



# UNIT 3 REVIEW AND MEMORY BOOSTER

## Grammar

1 Complete the sentences with these verbs.

eat go have like live work

- I \_\_\_\_\_ with my family in Dubai.
- We \_\_\_\_\_ in a restaurant near my house at the weekend.
- I don't \_\_\_\_\_ shopping in the city centre because the shops are crowded.
- They \_\_\_\_\_ in an office in that building.
- I don't \_\_\_\_\_ a car so I \_\_\_\_\_ to work by bus.

2 Complete the conversation with *do* or *don't*.

- A: Where <sup>1</sup> \_\_\_\_\_ you live?  
 B: In New York.  
 A: <sup>2</sup> \_\_\_\_\_ you like it?  
 B: Yes, it's great. There are lots of places to go.  
 A: <sup>3</sup> \_\_\_\_\_ you have a car?  
 B: No, I <sup>4</sup> \_\_\_\_\_. And I <sup>5</sup> \_\_\_\_\_ travel by public transport because I have a bicycle.  
 A: Do you like shopping in New York?  
 B: No, I <sup>6</sup> \_\_\_\_\_. I shop online.

3 Choose the correct option to complete the sentences.

- I *come* / *comes* from Egypt.
- He *live* / *lives* in Singapore.
- My friend *speak* / *speaks* four languages!
- We *don't* / *doesn't* have much free time.
- She *don't* / *doesn't* work in an office.
- What *do* / *does* your husband do?

4 **>> MB** What tense do you use in Exercises 1, 2 and 3? When do you add *-s* (or *-es*) to the verb?

5 **>> MB** Work in pairs. Say six things you do in a normal day, and what time you do them.

*I get up at six o'clock.*

### I CAN

- use the present simple
- ask questions with the present simple

## Vocabulary

6 Match the words with the sentences.

car park hospital hotel library museum  
 park restaurant

- There are waiters here. \_\_\_\_\_
- People read books here. \_\_\_\_\_
- Doctors work in this place. \_\_\_\_\_
- Stay the night in this building. \_\_\_\_\_
- People relax here at lunchtime. \_\_\_\_\_
- Put your car here. \_\_\_\_\_
- Learn about history here. \_\_\_\_\_

7 Complete the adjectives in the text about Bangkok.

Bangkok, in Thailand, is a <sup>1</sup> b\_g city with about ten million people. It's also a <sup>2</sup> p\_p\_l\_r city with tourists, so it's often very <sup>3</sup> cr\_wd\_d. The city is an interesting mix of <sup>4</sup> b\_a\_t\_f\_l, old houses and <sup>5</sup> m\_d\_rn office buildings. There's also a lot of traffic so sometimes the air is <sup>6</sup> p\_ll\_t\_d. For <sup>7</sup> c\_e\_n air and <sup>8</sup> q\_i\_t places, go to the parks and the river.



8 **>> MB** Work in pairs. Describe your town or city with words from Exercises 6 and 7.

### I CAN

- say the time
- describe a town or city
- talk about places of work

## Real life

9 Complete the word in each sentence.

- W\_\_\_\_\_ is the museum?
- Is it n\_\_\_\_\_ here?
- It's about ten minutes a\_\_\_\_\_.
- Go a\_\_\_\_\_ this street because it's on the other side of the road.
- T\_\_\_\_\_ the first street on the right.
- T\_\_\_\_\_ right and go straight up the road.

10 **>> MB** Work in pairs. Ask for and give directions from your English classroom to some of these places.

- a café
- a shop
- a bank
- a cinema
- your car or bicycle
- a bus stop

### I CAN

- ask for and give directions

# Unit 3



## Language games



# Unit 3



## Language games



# Unit 4 Free time



Early morning at Snoqualmie Falls, Washington, USA

## FEATURES

### 46 100% identical?

Identical twins look the same, but do they have the same interests?

### 48 Free time in the Arctic

How photographer Norbert Rosling spends his free time in the Arctic

### 50 Extreme sports

Meet four people who like dangerous sports

### 54 In my free time

A video about real people and their passions

**1** ▶ **38** Look at the photo and listen to three people talking about their free-time activities. Which person (1, 2 or 3) is in the photo?

**2** ▶ **38** Listen again and complete this table.

	What?	When?	With who?	Why?
Person 1	go 1 _____	every Saturday	with 2 _____	It's fun!
Person 2	go to the 3 _____	three times a week	on my own	It's 4 _____
Person 3	go fishing	early in the 5 _____	with my brother	It's very 6 _____

**3** Think about your favourite free-time activity. Write notes about these things.

- What?
- When?
- With who?
- Why?

**4** Work in groups. Talk about your free-time activity.

*I play computer games at the weekend with friends. It's fun!*

# 4a 100% identical?



## 100% IDENTICAL?

▶ 39

Identical twins have the same eyes and the same hair, but do they like doing the same things? What do they do in their free time?

### THE MULGRAY TWINS

Morna and Helen Mulgray are seventy-seven years old. They love books and they write crime books together. They live in the same house and they like the same free-time activities. They like gardening, and at the weekend, they go walking together.

### THE KITT TWINS

Camille and Kennerly Kitt are musicians and actors. They both play the same musical instrument, the harp. They do Taekwondo and they like swimming – together, of course.

### THE PHELPS TWINS

James and Oliver Phelps are actors and they are famous as the identical twins in the Harry Potter films. In their free time, they love playing golf and playing computer games. They like football but they don't like the same teams. Oliver is a fan of Aston Villa and James is a fan of Birmingham City.

**crime** (n) /kraɪm/ about people who do bad things and how the police find them  
**identical** (adj) /aɪ'dentɪkl/ exactly the same  
**twins** (n pl) /twɪnz/ two children born on the same day from the same mother

## Reading

1 Discuss these questions.

- Do you know any twins? Do they do the same job? Do they have the same hobbies and interests?
- Do you have any brothers or sisters? Do you spend your free time together?

2 Read the article about identical twins. Is the article about their work, their free time or both?

3 Read the article again and complete the table with information about the twins.

	The Mulgray twins	The Kitt twins	The Phelps twins
Job?	writers		
Free-time activities?			play golf

## Wordbuilding verb + noun collocations

### ▶ WORDBUILDING verb + noun collocations

We use certain verbs with certain nouns and *-ing* forms. These are verb + noun collocations.

For example: *do yoga, go camping, go cycling, go running, play computer games, play football, play golf, read a magazine, watch TV*

For further practice, see Workbook page 35.

- 4 Match the verbs (1–8) with the nouns (a–h) to make collocations.

- |         |                        |
|---------|------------------------|
| 1 go    | a computer games       |
| 2 play  | b films                |
| 3 do    | c friends              |
| 4 play  | d the gym              |
| 5 watch | e swimming             |
| 6 play  | f Taekwondo            |
| 7 go to | g a musical instrument |
| 8 meet  | h golf                 |

- 5 Complete the questionnaire with five free-time activities.

*In your free time, do you go swimming?*



In your free time, do you ...

- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?
- \_\_\_\_\_ ?

- 6 Work in pairs. Interview your partner with your questionnaire.

*A: Do you go swimming?*

*B: Yes, I do. / No, I don't.*

## Grammar like/love + noun/-ing form

### ▶ LIKE/LOVE + NOUN/-ING FORM

*They love books.*

*They don't like the same football teams.*

*Does he like football?*

*She likes swimming.*

*I don't like dancing.*

*Do they like doing the same things?*

For further information and practice, see page 164.

- 7 Look at the grammar box. Which three sentences have *like/love* + noun? Which three sentences have *like/love* + the *-ing* form of the verb?

- 8 Look at the article again. Underline the sentences with *like/love* + a noun or an *-ing* form.

### 9 Pronunciation /ŋ/

- ▶ 40 Listen and repeat these verbs in the *-ing* form.

playing listening singing watching  
going doing dancing shopping

## Speaking my life

- 10 Write three sentences (two true and one false) about your free-time activities, interests or hobbies. Use *love, like* or *don't like*.

*I love playing the guitar. (true)*

*I like watching football. (true)*

*I don't like going out for dinner. (false)*

- 11 Work in pairs. Read your three sentences to your partner. Guess which of your partner's sentences is false.

- 12 Now ask your partner questions about their free-time activities.

*What's your favourite team?*

*What kinds of music do you like playing?*

## 4b Free time in the Arctic

### Vocabulary everyday activities

1 Tick (✓) the activities you do every day.

do online shopping   go for a walk   have a coffee  
make phone calls   play online games   read a book  
browse the internet   text friends   use social media  
watch videos

2 Write two activities you do every day and one activity you never do. Then, work in pairs. Tell your partner your three activities. Guess which two activities your partner does every day.



### Listening

3 Look at the photos. What does Norbert Rosing photograph?

4 ▶ 41 Listen to part of a documentary about Norbert Rosing. Answer the questions with *yes*, *no*, or *we don't know* (because there is no information).

- 1 Are Norbert's photos in the *National Geographic* magazine and on the website?
- 2 Does Norbert photograph people?
- 3 Does he go to the Arctic in the winter?
- 4 Are there roads in the Arctic?
- 5 Does he travel by snowmobile and by boat?
- 6 Does he travel with other people?
- 7 Does he photograph polar bears at night?
- 8 Does he sleep during the night?
- 9 Does he play computer games?
- 10 Is Norbert often bored?

5 Do you think Norbert has a good job? Why? / Why not?

*A: I think Norbert has a good job because he loves it.*

*B: I don't think it's a good job because the Arctic is cold!*



Polar Bear in the Arctic  
Photo by Norbert Rosing

## Grammar adverbs of frequency

- 6 ▶ 41 Listen again and complete the sentences with these adverbs of frequency.

always never not often often sometimes usually

- Norbert's photos are \_\_\_\_\_ in the *National Geographic* magazine.
  - He goes to the Arctic once a year and he \_\_\_\_\_ goes in the summer.
  - He's \_\_\_\_\_ there for a few weeks.
  - He \_\_\_\_\_ goes by snowmobile and by boat.
  - He \_\_\_\_\_ sleeps at night so he sleeps for part of the day.
  - He's \_\_\_\_\_ bored.
- 7 Look at the sentences in Exercise 6 and answer the questions (1–2).
- Do adverbs of frequency come before or after the verb *to be*?
  - Do they come before or after other verbs?
- 8 Look at the grammar box. Complete the scale with four adverbs of frequency.

### ▶ ADVERBS OF FREQUENCY

100% ← ————— → 0%  
always 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ never

*I'm often away at the weekend.*  
*I don't often watch TV.*  
*I never play computer games.*

For further information and practice, see page 164.

- 9 Add an adverb of frequency to the sentences so they are true for you. Then work in pairs and tell your partner.
- I work eight hours a day.
  - I'm late for school.
  - I have a long lunch break.
  - I leave home early in the morning.
  - I travel to other countries for my holiday.
  - I play video games late at night.

## Grammar expressions of frequency

### ▶ EXPRESSIONS OF FREQUENCY

A: *How often* does Norbert go to the Arctic?

B: He goes **once a year**.

A: *How often* do you see polar bears in the Arctic?

B: Between August and November, you can see polar bears **every day**.

For further information and practice, see page 164.

- 10 Look at the grammar box. Read the questions and answers and answer these questions (1–2).

- What two words start a question about frequency?
- Where do expressions of frequency (e.g. *once a year*) usually go in a sentence?

- 11 Write *How often ...?* questions for the sentences below.

1 *How often do you go to the gym?*

1 I go to the gym on Tuesdays, Thursdays and Saturdays.

2 My family goes on holiday in April and in September.

3 I read all my emails at six o'clock in the evening.

4 We visit my cousins in the summer.

5 I drink a cup of coffee with breakfast, at eleven and after lunch.

6 I meet my old school friends on the first day of the month.

- 12 Change the underlined words in the sentences in Exercise 11 to an expression of frequency. Use words from A and B.

**A** every once a twice a three times a

**B** day week month year

## Speaking my life

- 13 Choose one topic below and prepare five questions with *How often*.

- sport and exercise
- work and travel
- holidays and free time
- evenings and weekends

- 14 Work in groups. Take turns to ask and answer your questions.



# 4c Extreme sports

## Vocabulary sports

1 Work in pairs. Look at these sports and answer the questions.

baseball basketball boxing cricket  
cycling football\* ice hockey running  
sailing skiing surfing swimming tennis

\*soccer (US Eng)

- Which sports do you play? Which sports do you like watching on TV?
- Which sports:
  - need a ball?
  - are in water?
  - are on snow?
  - are between two teams?
  - use the verb *play* (e.g. *play football*)?
  - use the verb *go* (e.g. *go skiing*)?

## Reading

2 Read the article. Match the sentences (1–4) with the sports (A–D) in the article. More than one answer is possible for some sentences.

- This sport is in the air.
- This sport is on a mountain.
- This sport needs water.
- This sport is always or often in very high places.

3 Find these adjectives in the article. Which sports in Exercise 1 do these adjectives also describe?

exciting popular relaxing

## Critical thinking fact or opinion

4 Look at these sentences from the article and decide if they are fact (F) or someone's opinion (O). Underline the important words for facts and opinions.

- He can jump between twenty and thirty metres.
- Cliff diving is a very exciting extreme sport.
- In this photo, American Andy Lewis walks above a canyon.
- Highlining is a great adventure.
- The landscape is perfect.
- Extreme paragliders can fly over 3,000 metres high.

5 What is the author's opinion of extreme sports? Do you think he likes them?

## Grammar can/can't

### ▶ CAN/CAN'T (+ ADVERB)

- He *can* jump between twenty and thirty metres.
- He *can't* see *very well*.
- Can* you speak French?
- I *can* speak French *very well / a bit*.
- How well* can you swim?

6 Look at the sentences in the grammar box. Answer the questions (1–5).

- Can* is a modal verb. Does it come before or after the main verb?
- Do we add *-s* to *can* for *he/she/it* forms?
- Do we need *don't* in a negative sentence?
- What are the adverbs in sentences b and d? Where are they in the sentence?
- How do you form the question in e?

7 Look at the grammar box again. Complete these sentences with *can* or *can't*. Which sentences contain adverbs?

- I \_\_\_\_\_ swim well, but I can't dive into water.
- How well \_\_\_\_\_ you play tennis?
- \_\_\_\_\_ you cycle up a mountain? No, I \_\_\_\_\_.
- I \_\_\_\_\_ play the guitar well and the piano a bit.
- How many languages \_\_\_\_\_ you speak?
- I \_\_\_\_\_ speak French but I \_\_\_\_\_ speak Chinese a bit.

## 8 Pronunciation can

a ▶ 43 Listen to the different pronunciation of *can* and *can't*.

- |                          |                        |
|--------------------------|------------------------|
| /kən/                    | /kɑ:nt/                |
| I can swim.              | I can't play tennis.   |
| /kæn/                    | /kən/                  |
| Can you play the guitar? | How well can you play? |

b ▶ 44 Listen and repeat the sentences from Exercise 7.

## Speaking my life

9 Write down a sport, a musical instrument and a language. Then work in pairs. Ask your partner *Can you ...?* questions with your ideas.

A: *Can you play/speak ...?*

B: *Yes, I can ... very well. / No, not very well.*

# EXTREME SPORTS

Lots of people do sport in their free time, but these people do extreme sports!

▶ 42

## A CLIFF DIVING

- 5 Cliff diving is a very exciting extreme sport and Cyrille Oumedjkane is an expert cliff diver. In this photo, he is in Kragerø, Norway at the cliff diving world series. He can jump between twenty and thirty metres into the water feet first. (Normal divers jump from ten metres or less and they jump into the water head first.) He can jump from any high place. 'I cliff dive because I don't like soccer. I like the adrenaline,' he says.



## B HIGHLINING

You can 'highline' in lots of different places, but mountains are popular. You put a line between two high places and walk across. In this photo, American Andy Lewis walks above a canyon in Utah, USA. It's early evening so he can't see very well. Also, the wind is strong so Andy can't walk fast, but highlining is a great adventure.

15

20

25



## C MOUNTAIN BIKING

- 30 Perhaps you often go cycling, but can you cycle across the top of a 1,000-metre mountain? Professional mountain biker Kenny Belaey cycles across South Africa's Table Mountain in this photo. 'The landscape is perfect,' he says.



## D PARAGLIDING

In this photo Justin Ferrar flies above Fronalpstock in the mountains of Switzerland. The weather is perfect for paragliding and today it's very peaceful. But paragliding isn't normally relaxing! Extreme paragliders can fly over 3,000 metres high and very long distances (over 300 kilometres).

35

40

**adrenaline** (n) /əˈdrenəlɪn/ a chemical in your body. Humans produce the chemical when they are excited (often in sports).

# 4d A gap year

## Reading

1 Read the website and answer the questions.

- 1 What does the website offer?
- 2 What are the top three volunteer jobs?

### GAP YEAR VOLUNTEER WORK

Do you need a break from your everyday work?

Do you want to travel and live in other countries?

Do you want to take a gap year between school and university?

We have hundreds of volunteer jobs for your gap year. This week, our **TOP THREE** volunteer jobs are:

- 1 Help the lions: volunteer in Zambia and help hundreds of orphan lion cubs.
- 2 Write a newspaper: an English newspaper in Bolivia needs young, enthusiastic journalists.
- 3 Teach English: work with young children in schools all over the world.



Call 0200 678 58476 now and ask for more information.

**cub** (n) /kʌb/ a very young lion  
**orphan** (n) /'ɔːfn/ a child with no parents  
**volunteer work** (n) /ˌvɒləntɪə(r) wɜː(r)k/ a job for no money  
**gap year** (n) /gæp jɪə(r)/ the year between school and university when some young people travel and work in other countries

2 Work in pairs. Answer the questions.

- 1 Do people take gap years in your country? What do they do during that time?
- 2 Do you do any volunteer work near where you live?

## Real life talking about abilities and interests

3 ▶ 45 Listen to someone phone the number on the website in Exercise 1. Which volunteer job is she interested in?

4 ▶ 45 Listen again. Look at the expressions for talking about abilities and interests and tick (✓) the expressions you hear.

### TALKING ABOUT ABILITIES AND INTERESTS

Are you good at **teaching**?  
 How well can you **speak English**?  
 Can you **teach**?  
 Do you like **animals**?  
 I can speak **English** well.  
 I can't **go for eighteen months**.  
 I'm (not very) good at **writing**.  
 I (don't) like **animals**.  
 I love **them**!

## 5 Pronunciation sentence stress

a ▶ 46 Listen to these sentences. Notice the stressed words. Then listen again and repeat.

- 1 Are you good at writing?
- 2 I'm good at writing.
- 3 Can you teach?
- 4 How well can you teach?
- 5 I can't speak English very well.
- 6 Do you like animals?
- 7 I love animals!

6 Write four questions using the expressions for talking about abilities and interests. Then work in pairs and ask and answer your questions.

A: Are you good at tennis?

B: Yes, I can play tennis well.

7 Work in pairs. Look at the website in Exercise 1 again and practise this telephone conversation.

Student A: You work for the Gap Year Volunteer Work company. Ask Student B about his/her abilities and interests.

Student B: You want to do a gap year. Answer questions about your abilities and interests.

# 4e You have an email

## Writing short emails

- How do you communicate with people in other places (e.g. by phone, by email, by text message, by online chat)? Is it different at work and in your free time? Why?
- Read these short emails. Which are about work and which are about free time?

**1** Hi!  
Are you interested in seeing the new Spielberg film? It starts at 8.

**2** Dear Sandy  
The receptionist is very busy today. Do you have any free time? Can you help her?  
Regards  
Molly

**3** Ray  
The party is at 8 p.m. on Friday. Omar thinks it's on Saturday. Can you tell him?

**4** Hi. I'm at work until six so do you want to eat out this evening? The new restaurant on Brooke Street does sushi. Do you like it? We can go there.

**5** Are you good at fixing photocopiers? The one in my office doesn't work. Please help!

**6** Hello Brigitte  
I can't understand this email from two customers in Paris. You can speak French so can you translate it for me and reply to them? Thanks.

## 3 Writing skill reference words

- Look at email 1 in Exercise 2. The writer uses 'it' so he doesn't repeat information. What does 'it' refer back to?
- Look at these words from emails 2–6. What do they refer back to?

- her
- it, him
- it, there
- one
- it, them

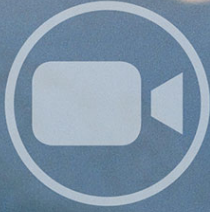
- These sentences repeat the same information. Change the underlined words to these words.

here him it it one them there  
there

- I like Joe's café. Can we meet at Joe's café?  
*there*
  - I have your letter. Can you come and get the letter?
  - Do you like Mexican food? The café downstairs does Mexican food at lunchtime.
  - I'm in my office so meet me in my office.
  - Olav can't finish his work. Can you help Olav?
  - Matt and Suki are late. Please call Matt and Suki.
  - I like the new nightclub. Can we go to the new nightclub?
  - Can you buy a new computer? This computer is very old.
- Write two short emails to a friend or someone you work with. Use reference words.  
Message 1: Ask for help with something at work.  
Message 2: Invite your partner somewhere (e.g. a restaurant, the cinema).
  - Work in pairs. Exchange emails with your partner. Does your partner use reference words? Write a reply to each message.



# 4f In my free time



A snowboarder jumps off a mountain at Alyeska ski resort in Alaska

## Before you watch

### 1 Key vocabulary

Match the free-time activities (1–6) with the photos (a–f).

- 1 playing the ukulele
- 2 going snowboarding
- 3 going to concerts
- 4 gardening on an allotment
- 5 playing golf
- 6 playing frisbee



- 2 Do you do any of these activities in your free time? Do you do anything similar?

### While you watch

- 3 **4.1** Watch the video. What three questions do the people answer?

- 1 \_\_\_\_\_ ?
- 2 \_\_\_\_\_ ?
- 3 \_\_\_\_\_ ?

- 4 **4.1** Watch the video again. Answer the three questions from Exercise 3. Write words and phrases in the tables. Don't write full sentences.

#### Question 1

Caroline	
Maureen	
Ben	

#### Question 2

Caroline	
Maureen	
Ben	

#### Question 3

Caroline	
Maureen	
Ben	

- 5 **4.1** Work in groups. Compare your answers from Exercise 4 and add more information to the tables. Then watch the video again and check.

## After you watch

### 6 **4.2** Vocabulary in context

Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 7 Work in pairs and answer these questions.

- 1 Before you go to school or to work, what do you have to get ready?
- 2 How often do you get together with friends? Where do you normally hang out with them?
- 3 Which is the best part of a holiday? Going away or coming back? Why?

- 8 Work in groups of three. Choose one of these roles: Caroline, Maureen or Ben. Imagine you are all at a party and you meet each other. Stand up and have conversations. Talk about what you do in your free time, how often you do it and why you enjoy it. Ask each other more questions about your free-time activities.

**fresh** (adj.) /freʃ/ clean  
**refreshed** (adj.) /rɪ'freʃt/ with more energy  
**allotment** (n) /ə'lɒtmənt/ a small area of land in a city for growing fruit and vegetables

# UNIT 4 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Complete the sentences with the *-ing* form of these verbs.

go listen play swim watch

- I love \_\_\_\_\_. It's great exercise!
- He likes \_\_\_\_\_ tennis.
- She doesn't like \_\_\_\_\_ to the gym.
- They love \_\_\_\_\_ to jazz music.
- We don't like \_\_\_\_\_ football on TV.

- 2 Write sentences about these people and their free time.

- Shelly / watch TV (never)  
*Shelly never watches TV.*
- Chris / watch TV (often)
- Annette / go to the cinema (once a month)
- Shelly / play computer games (sometimes)
- Chris / play computer games (every day)
- Chris / go to the cinema (sometimes)
- Annette / play computer games (not often)
- Shelly / go to the gym at the weekend (usually)

- 3 Match the questions with the answers.

- Can you speak Italian?
  - Can you swim fast?
  - I can play the guitar. Can you?
  - I can't sing very well. Can you?
  - How well can you play?
- a No, I can't, but my friend can sing very well.  
b No, but I can run fast.  
c Yes, I can, but not very well.  
d Not very well.  
e No, but I can play the piano.

### I CAN

- |  |                          |
|--|--------------------------|
| talk about likes and dislikes                  | <input type="checkbox"/> |
| use adverbs and expressions of frequency       | <input type="checkbox"/> |
| use <i>can/can't</i> for talking about ability | <input type="checkbox"/> |

## Vocabulary

- 4 Which words cannot follow the verb in CAPITAL letters? Cross out the incorrect word.

- PLAY tennis golf running
- DO yoga camping exercise
- GO fishing cycling football
- WATCH the guitar videos a film
- READ a book a magazine a musical instrument
- LISTEN TO the gym the radio music
- MEET friends family sport

- 5 >> MB Work in pairs. Play 'collocation tennis'. Take turns to say one of these verbs. Your partner says a noun and wins one point for a correct collocation. Try to win five points.

do go have make meet play read  
speak use watch

- 6 Complete the sentences with these words.

ball ice mountain snow teams water

- You play cricket and tennis with a \_\_\_\_\_.
- The sports of surfing and sailing are in \_\_\_\_\_.
- \_\_\_\_\_ hockey is popular in Canada.
- You ski on \_\_\_\_\_.
- In football, two \_\_\_\_\_ play each other.
- You can go climbing on a \_\_\_\_\_.

### I CAN

- |  |                          |
|--|--------------------------|
| use verb + noun collocations               | <input type="checkbox"/> |
| talk about free-time activities and sports | <input type="checkbox"/> |

- 7 >> MB What do these people like doing in their free time? Check your answers on page 46.



## Real life

- 8 Choose the correct options to complete the conversation.

- A: I'd like a job for the summer.  
B: OK. Are you good <sup>1</sup> *in / at* English? I have a job for an English teacher.  
A: I can speak English <sup>2</sup> *good / well*, but I don't like teaching. Is there anything else?  
B: What about tennis? How well can you <sup>3</sup> *do / play*?  
A: Not <sup>4</sup> *very well / a bit*. And I don't like tennis.  
B: <sup>5</sup> *Can / Do* you like animals?  
A: Yes, I love them!

- 9 >> MB Complete these questions. Then work in pairs. Take turns to ask and answer your questions.

- Do you like ...? How often do you ...?  
Are you good at ...? How well can you ...?

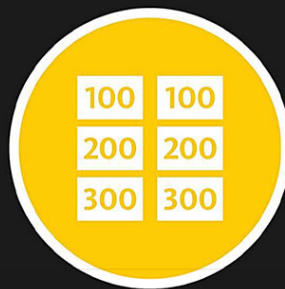
### I CAN

- |  |                          |
|--|--------------------------|
| ask and talk about abilities and interests | <input type="checkbox"/> |
|--|--------------------------|

# Unit 4



## Language games

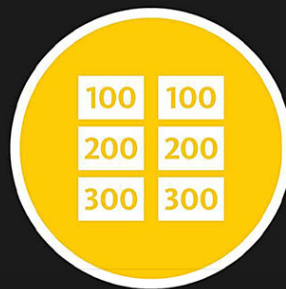




# Unit 4



## Language games



# Unit 5 Food



## FEATURES

### 58 Famous for food

Famous dishes from around the world

### 60 Food markets

Why food markets are much more than your local supermarket

### 62 An eater's guide to food labels

Do the words on your food labels mean anything?

### 66 The world food quiz

A video quiz about different types of food around the world.

1 Look at the photo and caption. Answer the questions.

- 1 Where does the woman in the photo cook and sell the food?
- 2 What kind of 'street food' can you buy in your country?

2 ▶ 47 Listen to a travel writer talking about the food in the photo. Answer the questions.

- 1 Why does she say she has a great job?
- 2 Why does she really love travelling?
- 3 Where does she always go when she arrives in a new city?
- 4 Why is Oaxaca one of her favourite places?
- 5 What is her favourite dish?

3 ▶ 47 Complete the sentences with these food verbs. Then listen again and check.

cook eat **make** serve smell taste

- 1 All the street chefs make the food by hand.
- 2 Then they \_\_\_\_\_ it on a real fire.
- 3 So when you walk up the street, you can \_\_\_\_\_ the food.
- 4 The chefs \_\_\_\_\_ the tortillas with a local hot sauce.
- 5 They \_\_\_\_\_ delicious.
- 6 I can \_\_\_\_\_ them at any time of day – for breakfast, lunch or dinner!

4 Work in pairs. Tell your partner about your favourite dish.

# 5a Famous for food

## Vocabulary food

1 Match the words with the pictures (1–20).

cheese chicken chips eggs fish juice lamb  
lemons lentils nuts onions oranges pasta pepper  
peppers potatoes prawns raisins rice salt



2 Work in pairs. Complete these sentences so they are true for you. Use the food words from Exercise 1. Compare your sentences with your partner.

- I really like \_\_\_\_\_, but I don't like \_\_\_\_\_.
- I often eat \_\_\_\_\_, but I don't often eat \_\_\_\_\_.
- I sometimes cook \_\_\_\_\_, but I never cook \_\_\_\_\_.
- I know what \_\_\_\_\_ taste(s) like, but I don't know what \_\_\_\_\_ taste(s) like.

3 Pronunciation /tʃ/ or /dʒ/

▶ 48 Listen to these words. Do you hear /tʃ/ or /dʒ/? Listen again and repeat.

- |              |             |
|--------------|-------------|
| 1 chicken // | 3 cheese // |
| 2 juice //   | 4 orange // |

## Listening and speaking famous for food

4 Work in pairs. Match the dishes (1–6) with the countries (a–f). Then check your answers on page 155.

- |           |                |
|-----------|----------------|
| 1 pizza   | a Italy        |
| 2 ceviche | b Indonesia    |
| 3 satay   | c Peru         |
| 4 kabsa   | d Poland       |
| 5 pierogi | e India        |
| 6 curry   | f Saudi Arabia |

5 ▶ 49 Listen to three people describing a dish from their country. Match the speakers (1–3) with the photos (A–C) on page 59.

Speaker 1 \_\_\_\_\_  
Speaker 2 \_\_\_\_\_  
Speaker 3 \_\_\_\_\_

6 ▶ 49 Listen again. Match the three dishes (1–3) with the sentences (a–h). More than one answer is possible.

- It's popular in other countries.  
*1, 2, 3*
- You make it with meat.
- You make it with fish.
- You can also add different vegetables.
- You cook it.
- You serve it with rice.
- You serve it with salad.
- You eat it hot.

7 Think of a popular dish in your country and answer these questions. Then tell your partner about the dish.

- What is the name of the dish?
- What do you make it with?
- What can you add to it?
- Do you eat it hot or cold?
- Do you serve it with something?

## Grammar countable and uncountable nouns with *a/an, some* and *any*

### ▶ COUNTABLE and UNCOUNTABLE NOUNS WITH *A/AN, SOME* and *ANY*

Cook the chicken with an **onion**.  
You need **some** meat and **some** onions and **tomatoes**.  
I don't use **any** carrots.  
Do you have **any** bread?

For further information and practice, see page 166.

- 8** Look at the grammar box. Look at the nouns in bold. Which nouns in bold can you count? Which nouns can't you count?
- 9** Look at the grammar box again. Choose the correct option (a–b) to complete these rules.
- We use *a/an* before:
    - countable nouns.
    - uncountable nouns.
  - We use *some* and *any* with:
    - singular nouns.
    - plural nouns and uncountable nouns.
  - We normally use *any* with:
    - affirmative sentences.
    - negative sentences and questions.



- 10** ▶ **50** Choose the correct options to complete the conversation about a dish called *curry*. Then listen and check.

A: I'd like to make chicken curry this evening. What do you think?

B: Sounds good.

A: OK, well, we need <sup>1</sup>*any / some* chicken. Can you buy <sup>2</sup>*a / some* kilo when you go to the supermarket?

B: Sure.

A: And we need <sup>3</sup>*a / some* tomatoes.

B: Right. And we don't have <sup>4</sup>*any / some* onions. I'll get some. Do we need <sup>5</sup>*any / some* rice?

A: No, I think there's <sup>6</sup>*any / some* rice in the cupboard.

B: OK. And I'll buy <sup>7</sup>*a / some* oil for cooking. So we need <sup>8</sup>*any / some* chicken, tomatoes, onions and oil. Anything else?

- 11** Work in pairs. You and your partner have two recipes you want to make. You both have some ingredients. Find out what your partner has and what you need from the supermarket.

Student A: Turn to page 154.

Student B: Turn to page 156.

## Speaking my life

- 12** Work in groups. Plan a special meal for six people. Choose three different dishes. Then make a list of the food you need.

A: We need *some* ...

B: And we also need *a* ...

A: Do we need *any* ...?

- 13** Tell the class about your meal and the food you need.

*Our three dishes are ... We need ...*

## 5b Top five food markets

### Reading

1 Where do you like shopping for food? Choose an answer (a–d).

- a at a supermarket
- b at a market
- c from lots of different shops on the high street
- d I don't like shopping!

2 Read the article about markets around the world. Answer the questions.

- 1 How old is St Lawrence market?
- 2 What food can you buy in St Lawrence market?
- 3 What is hot in Castries Market?
- 4 What is upstairs at Kreta Ayer Wet Market?
- 5 What can you hear in La Vucciria?
- 6 What days is Borough Market open?

3 Discuss these questions as a class.

- 1 Do you have a food market in your town or city? What days is it open?
- 2 Can you buy fresh food and local dishes there? What kind?
- 3 What other street markets are in your town or city? What do they sell?

### Grammar a lot of and much/many

#### ▶ A LOT OF and MUCH/MANY

There's a lot of different food.

There are a lot of shops here.

There aren't many markets.

There isn't much food.

Do you eat a lot of / many apples?

No, not a lot / not many.

Do you eat a lot of / much cheese?

No, not a lot / not much.

For further information and practice, see page 166.

4 Look at the grammar box. Complete the rules with a lot of, much and many.

- 1 We use \_\_\_\_\_ with countable or uncountable nouns.
- 2 We use \_\_\_\_\_ with countable nouns.
- 3 We use \_\_\_\_\_ with uncountable nouns.
- 4 We use \_\_\_\_\_ and \_\_\_\_\_ with questions and negative sentences.

## Top 5 | Food markets

Food markets are great places to find interesting local food. Here are our top five markets from around the world.

### 1 St Lawrence, Toronto, Canada

St Lawrence food market, in Toronto, is 200 years old. There are a lot of shops with every kind of meat and seafood.

### 2 Castries Market, St Lucia

Naturally, this island in the Caribbean has a market famous for fish and fruit. Try the local sauce – it's very hot and spicy!

### 3 Kreta Ayer Wet Market, Singapore

There's a lot of different food here and there's also a great restaurant upstairs. Go at around 6 a.m. and have some tasty noodles for breakfast.

### 4 La Vucciria, Palermo, Italy

There aren't many markets in the world with live music. But in Palermo, musicians play and sing as shoppers buy their sausages and fresh pasta.

### 5 Borough Market, London, England

Borough Market is 1,000 years old and famous with food lovers. It's open every day, but try to go early – it's very popular, so there isn't much food left by the end of the day!



- 5 Rewrite the sentences with *much* or *many* where possible.
- I don't eat a lot of fast food.  
*I don't eat much fast food.*
  - He eats a lot of fresh fruit and vegetables.
  - There aren't a lot of local markets in my region.
  - Do you buy a lot of sweets for the children?
  - There isn't a lot of milk in the fridge.
  - My family buys a lot of food from the supermarket.
  - She doesn't put a lot of salt on her food.
  - Do you eat a lot of strawberries in the summer?
- 6 Work in pairs. Complete these sentences in your own words and tell your partner.
- I eat a lot of ...                      I don't eat much ...  
I don't eat many ...

### Listening and vocabulary quantities and containers

- 7 ▶ 52 Listen to a shopper at one of the markets from the article. Which market is it?
- 8 ▶ 52 Listen again. Answer the questions.
- How many bananas does he buy?
  - How many kilos of rice does he buy?
  - How many bottles of sauce does he buy?



St Lawrence food market

- 9 Look at the pictures and complete the descriptions (1–8) with these words.

bag    bottle    glass    kilo    packet    piece  
slice    tin



- |                        |                    |
|------------------------|--------------------|
| 1 a _____ of sauce     | 5 a _____ of pasta |
| 2 a _____ of chocolate | 6 a _____ of tuna  |
| 3 a _____ of pizza     | 7 a _____ of flour |
| 4 a _____ of water     | 8 a _____ of rice  |

### Grammar how many/much

#### ▶ HOW MANY / HOW MUCH

- A: *How many bananas do you want?*    B: *Six, please.*  
A: *How much rice do you want?*        B: *A kilo.*

For further information and practice, see page 166.

- 10 Look at the grammar box. Which question asks about countable nouns? Which asks about uncountable nouns?
- 11 Complete these questions with *much* or *many*.
- 'How \_\_\_\_\_ apples would you like?'  
'Six, please.'
  - 'How \_\_\_\_\_ sugar do you want?'  
'Two kilos.'
  - 'How \_\_\_\_\_ tins of tuna do you need?'  
'Four tins.'
  - 'How \_\_\_\_\_ packets of pasta do you want?'  
'Just one.'
  - 'How \_\_\_\_\_ cheese would you like?'  
'Half a kilo, please.'

### Speaking my life

- 12 Work in pairs. Practise conversations at a food market. Take turns to ask for these things.
- Conversation 1: five apples and some cheese  
Conversation 2: some bread and a bottle of sauce  
Conversation 3: four tins of tuna and six slices of cake  
Conversation 4: a packet of pasta and six eggs
- 13 Have a new conversation at a food market. Ask for the foods you like to eat.

## 5c An eater's guide to food labels

### Reading

- 1 Work in groups. What food do you eat every week? List seven things. Then number the things on your list in order from 1 to 7. Tell the rest of the group what you eat.

1 = very good for you  
7 = not very good for you

*I eat salad about three times a week because it's very good for you. Once a week I really like burger and chips, but chips aren't very good for you.*

- 2 Look at the photos of food labels on page 63. Answer the questions.
- 1 What information is on the labels on tins, packets and boxes of food?
  - 2 Do you ever read labels? Why? / Why not?
- 3 Read the blog about food labels and choose the correct option (a–b).
- 1 Food with *superfood* or *natural* on the label:
    - a is always good for you.
    - b often costs more money than other food.
  - 2 The 'best before' date means:
    - a the food is good to eat before the date.
    - b don't eat the food after the date.
  - 3 In low-fat foods, there is often a lot of:
    - a sugar.
    - b good fat.
  - 4 'Traffic lights' on food labels:
    - a use two colours.
    - b help you choose healthy food.

### Word focus mean

- 4 The writer uses the word *mean* in the blog. Match the sentences (1–2) with the uses of the word *mean* (a–b).
- 1 Red **means** the food is unhealthy.
  - 2 The word 'healthy' **means** the food is good for you.
- a to explain a word
  - b to say what something shows or tells you

- 5 When do you say these phrases with *mean*? Match the sentences (1–4) with the uses (a–d).

- 1 Do you know what I **mean**?
  - 2 I see what you **mean**.
  - 3 Your pizza is delicious. I **mean** it!
  - 4 We went out for dinner last Friday – I **mean** last Saturday.
- a to check the other person understands you
  - b to say you are serious
  - c to correct something you said
  - d to say you understand

- 6 Work in pairs. Answer these questions.

- 1 What does the word 'vegetarian' mean?
- 2 What do the three colours on traffic lights mean for car drivers?
- 3 How often do you say things you don't really mean? Why?

### Critical thinking ways of giving advice

- 7 The writer's main aim in the blog is to give the reader advice. Match the sentences with the ways of giving advice (A–C). Underline the key words.

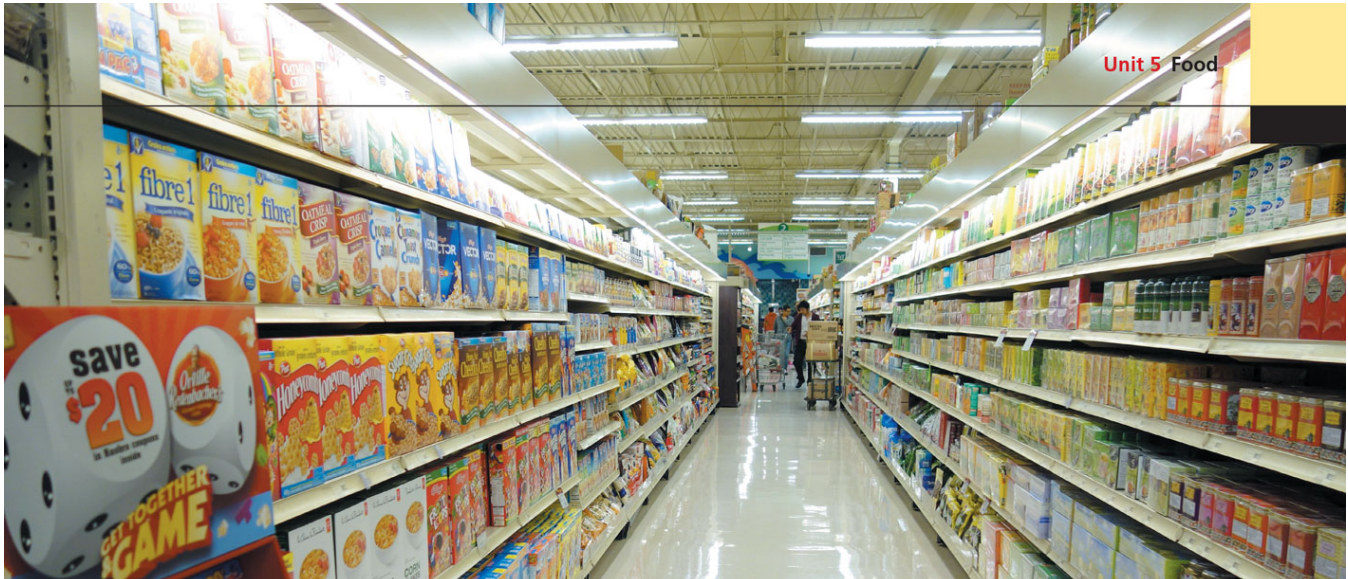
- A gives strong advice
- B makes a suggestion
- C says something isn't necessary

- 1 You could look at the price first or you could read the label. **B**
- 2 Check the rest of the label. **A**
- 3 Make sure you look carefully at the list of ingredients before you buy.
- 4 You can still eat it afterwards.
- 5 You don't need to throw the food away.
- 6 Remember that some types of fat are important for humans.
- 7 When the label has the number of calories in one portion, be careful.

### Writing and speaking my life

- 8 Work in pairs. Write three more pieces of advice about healthy eating for a food blog. Use the words and phrases from Exercise 7. Then read your advice to another pair.

*Make sure you eat lots of vegetables.*



## AN EATER'S GUIDE TO FOOD LABELS

▶ 53

You're in your local supermarket. There are hundreds of packets, bags, jars and tins of food and drink in front of you. Which ones do you choose? You could look at the price first or you could read the label to find out if it's healthy. But do food labels tell us everything about the food we eat?

### Superfood

The word 'superfood' is popular nowadays. It's usually food with lots of vitamins and it's often more expensive than other food. But 'superfood' doesn't mean much – anyone can write 'superfood' on any type of food, so check the rest of the label.

### Natural

Like 'superfood', 'natural' is another popular word on labels (and it often adds to the cost). It means that everything in the food is from nature (meat, vegetables, etc.), but this is not always true. Make sure you look carefully at the list of ingredients before you buy.

### Best before

The 'best before' date means the food is best before this date, but you can still eat it afterwards. You don't need to throw the food away immediately after the best before date.

### Low fat

We often think that 'fat is bad' and 'low-fat' food is good for you. But this isn't always true. Some 'low-fat' food has a lot of sugar in it, and remember that some types of fat are important for humans.

### Calories and portion size

When the label has the number of calories in one portion, be careful. Your normal portion size is often bigger than the one on the label, so you eat more calories.

PER PACK		
calories	469	GDA 23%
sugars	3.9g	4%
fat	23.4g	33%
saturates	5.6g	28%
salt	2.08g	35%

DISPLAY UNTIL / USE BY  
**16 JUN £3.00**  
KEEP REFRIGERATED BELOW 5°C



### Traffic lights

Some countries use 'traffic lights' on labels to help customers with their choices. Red means the food has a lot of fat, salt or sugar and is unhealthy. Orange means it's OK and green means it's very healthy. More and more countries plan to use traffic lights because they're easy to understand and you don't need to read every word.

**calorie** (n) /'kæləri/ a unit of energy

**portion** (n) /'pɔ:(r)(ə)n/ the size of your meal

**ingredients** (n) /m'gri:diənts/ the different foods to make a dish

**vitamins** (n) /'vɪtəmi:nz/ natural substances in food which the body needs; e.g. vitamin C



# 5d At the restaurant



## Vocabulary menus

1 Complete the restaurant menu with these headings.

Desserts   Drinks   Main courses   Starters

### Menu

1 \_\_\_\_\_

Garlic bread	\$6.95
Red pepper and tomato soup	\$7.50
Prawn salad	\$7.95

2 \_\_\_\_\_

Spaghetti Bolognese	\$13.95
Seafood pizza	\$11.95
Steak and fries	\$15.50
Mushroom and spinach burger with fries* (*suitable for vegetarians)	\$11.95
Chicken satay with Thai noodles	\$12.50

3 \_\_\_\_\_

Apple pie and ice cream	\$8.95
Chocolate fudge cake	\$7.95
Four cheeses and biscuits	\$7.50

4 \_\_\_\_\_

Fresh smoothies (orange, pineapple, strawberry)	\$3.95
Bottle of water (sparkling or still)	\$2.50
Iced tea	\$2.50

2 What are some common starters, main courses and desserts in restaurants in your country? Which do you normally order? Tell the class.

3 Look at the menu again and choose a dish or drink from each part. Work in pairs. Tell your partner.

## Real life ordering a meal

4 ▶ 54 Listen to two people at the restaurant in Exercise 1. Answer the questions.

- 1 What do they order?
- 2 Look at the menu again. How much does the meal cost?

5 ▶ 54 Look at these expressions for ordering a meal. Who says them: one of the customers (C) or the waiter (W)? Listen again and check.

### ▶ ORDERING A MEAL

Here is the menu.  
Can I get you anything to drink first?  
I'd like a bottle of water, please.  
I don't want a starter.  
I'll have a seafood pizza.  
I'd also like a dessert.  
Are you ready to order?  
That was delicious.  
Can I get you anything else?  
Could we have the bill, please?

## 6 Pronunciation contracted forms

a ▶ 55 Listen and repeat these contracted forms.

*I'd      I'd like a coffee.*  
*I'll      I'll have a pizza.*

b Practise saying the phrases for ordering a meal with contracted forms.

7 Work in groups of three. One person is the waiter, two people are customers. Practise a conversation at a restaurant. Use the menu in Exercise 1. Then change roles.

# 5e What do I do next?

## Writing instructions

- 1** Read the three texts with instructions. Match the texts (1–3) with the places (a–c).
- a inside a box
  - b in a cookery book
  - c on a food label

**1** You can make this cake in about fifteen minutes. First of all, heat the oven to 200°C. Put the flour in a bowl. Next, add the milk, eggs, butter and salt.

**2** Thank you for buying this *Home Barbecue Grill*. Please follow these instructions:

- 1 Do not use the barbecue inside a building.
- 2 Never leave children with the barbecue.

**3** Store this bottle of sauce in a cool, dry place. After you open the bottle, use the sauce within three months.

## 2 Writing skill punctuation

- a** Find examples of these types of punctuation in the instructions in Exercise 1.
- . (full stop)
  - , (comma)
  - : (colon)
- b** Match the punctuation with these uses and find an example in the instructions.
- 1 between words in a list  
*comma (milk, eggs, butter and salt)*
  - 2 at the end of a sentence
  - 3 between two or more adjectives
  - 4 to introduce a list
  - 5 after a sequence word  
*(e.g. first, next)*
  - 6 between two clauses in one sentence

- c** Read the instructions in this part of a recipe. Add the missing punctuation.



Fortune cookies are nice at the end of a meal in a Chinese restaurant and they're easy to make  
You need the following pieces of paper three eggs sugar salt and flour  
First of all write your messages on the pieces of paper Next mix the eggs sugar salt and flour and pour the mixture onto a tray

- 3** Work in pairs. Write instructions to make your favourite type of dish, sandwich or salad. Use some of these verbs in your instructions.



- 4** Exchange your instructions with another pair. Check the punctuation. Would you like to make the food?

## 5f The world food quiz



Crates of fruit and vegetables in a market in Cabo San Lucas, Mexico.

## Before you watch

- 1 Work in pairs. Look at the photo and read the caption. Which are fruit and which are vegetables? Do you know any of the names in English?


### 2 Key vocabulary


Read the sentences. The words in bold are used in the video. Match the words with the definitions (a-f).

- 1 When you answer a question correctly, you win one **point**.
  - 2 Corn is a type of **cereal**.
  - 3 Hold a flower by its **stem**.
  - 4 Pull up the plant and you can see the **root**.
  - 5 In the autumn, the **leaves** on a tree turn brown and fall off.
  - 6 The **final score** in the match was two-one.
- a the part of a plant under the ground  
 b a way of counting the score in a competition  
 c the long, thin part of a plant  
 d the number of points at the end of a game  
 e a type of plant which produces grains, such as wheat or rice  
 f the green things on a tree or a plant

## While you watch

- 3 You are going to do a video quiz with questions about different pictures on the screen. Before you watch, read the questions and get ready to start.

- 4  5.1 Watch the video quiz and answer the questions.

- 5  5.2 Watch and check your answers. Count your points and find out your final score.

## After you watch

- 6 Complete the sentences with these words.

cereal eggplant leaves seaweed stem wheat

- 1 Porridge is a famous Scottish food. It's made with oats, which are a type of \_\_\_\_\_.
  - 2 The British use the French word *aubergine* but it's called an \_\_\_\_\_ in the USA.
  - 3 Most people eat the root of the turnip but the \_\_\_\_\_ are also very good for you.
  - 4 A tomato plant has a tall \_\_\_\_\_ with lots of flowers and fruit.
  - 5 Flour is made from \_\_\_\_\_ and you make bread with it.
  - 6 \_\_\_\_\_ is traditional in countries by the sea like Japan and Korea.
- 7 Work in pairs. Prepare a short quiz about food by completing these questions with your own words. Decide how many points to give for each question.
- 1 Do you eat the stem, the leaf or the root of ...?
  - 2 What type of drink can you make from ...?
  - 3 Can you say three fruit or vegetables which are ...? (a colour)
  - 4 Which country or part of the world is famous for ...?
- 8 Write two more quiz questions using any of the question types in Exercise 7.
- 9 Work with another pair. Take turns to ask and answer your quiz questions. Afterwards, tell the other pair their score.

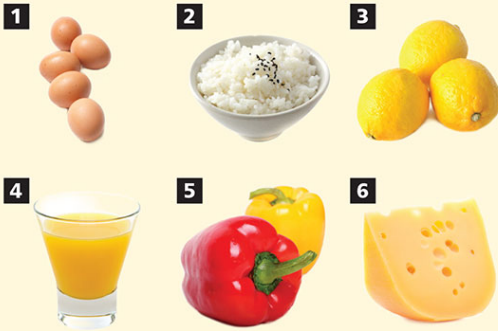
1	What are three types of food you make from wheat?	<b>Score</b>
1	_____ 2 _____ 3 _____	_____/3
2	Which country has the most types of potatoes?	
	(a) China (b) Peru (c) Italy	_____/1
3	Do you eat the stem, the leaf or the root of the asparagus or celery plant? _____	_____/1
4	Do you eat the stem, the leaf or the root of the lettuce or cabbage plant? _____	_____/1
5	Do you eat the stem, the leaf or the root of the turnip or carrot? _____	_____/1
6	What are the red and purple types of fruit on the screen? _____	_____/2
7	What are the last two fruits you see on the screen? _____	_____/2
8	What type of plant on the screen makes our food taste hot and spicy? _____	_____/1
9	What type of drink can you make from the bean at the end? _____	_____/1

Final score \_\_\_\_\_/13

# UNIT 5 REVIEW AND MEMORY BOOSTER

## Grammar

**1 >> MB** Can you remember the words for these types of food and drink? Are they countable (C) or uncountable (U)?



**2 >> MB** Write the six words from Exercise 1 in this table. Then add two more food and drink words under *How much* and *How many*.

How much ...?	How many ...?

**3** Match the sentence beginnings (1–6) with the endings (a–f).

- |                  |                   |
|------------------|-------------------|
| 1 We need        | a banana, please. |
| 2 Are there any  | b kilos.          |
| 3 Please buy two | c some chicken.   |
| 4 Chop an        | d onions?         |
| 5 I'd like a     | e onion.          |
| 6 Do we need a   | f lemon?          |

**4** Choose the correct options to complete the conversation. In two items, both words are correct.

- A: Do you want an apple?  
 B: No, thanks. I don't eat <sup>1</sup>many / much fruit.  
 A: Why not? <sup>2</sup>A lot of / Much fruit is good for you.  
 B: I know, but I prefer other food. I eat <sup>3</sup>many / a lot of pasta and pizza. Do you eat <sup>4</sup>a lot of / much Italian food?  
 A: Yes, I do. It's delicious. Are there <sup>5</sup>a lot of / many Italian restaurants in your town?  
 B: No, <sup>6</sup>not a lot of / not many.

### I CAN

- use countable and uncountable nouns
- use *alan, some, any, a lot of, much/many*

## Vocabulary

**5** Write these words in the correct group.

bag chicken juice lamb milk  
 oranges peppers pierogi potatoes  
 raisins satay tin

- 1 fruit \_\_\_\_\_, \_\_\_\_\_
- 2 vegetables \_\_\_\_\_, \_\_\_\_\_
- 3 meat \_\_\_\_\_, \_\_\_\_\_
- 4 drinks \_\_\_\_\_, \_\_\_\_\_
- 5 a dish \_\_\_\_\_, \_\_\_\_\_
- 6 a container \_\_\_\_\_, \_\_\_\_\_

**6 >> MB** Work in pairs. Think of one more word for each category in Exercise 5.

**7 >> MB** Match the words in A and B and describe the pictures using *a ... of ...*

**A** slice glass packet tin

**B** tuna water pizza pasta



### I CAN

- talk about different types of food
- describe how to make a drink or recipe

## Real life

**8** Replace the words in bold with these phrases.

Are you ready to I'd like Can we have  
 Would you like

- 1 **Can I get you** anything to drink? \_\_\_\_\_
- 2 **I'll have** a bottle of water. \_\_\_\_\_
- 3 **Would you like to** order? \_\_\_\_\_
- 4 **We'd like** the bill, please. \_\_\_\_\_

**9 >> MB** Work in pairs. When you go to a café or a restaurant, what do you normally order:

- for breakfast?
- for lunch with a friend from school or work?
- for a special dinner to celebrate something with family and friends?

### I CAN

- order a meal

# Unit 5



## Language games



# Unit 5



## Language games



# Unit 6 Past lives



Past and present

## FEATURES

### 70 Famous faces

What the faces on money tells us about our past

### 72 Visiting the past

The past lives of people living in caves

### 74 Lifelogging: a 21st century diary?

How we record every moment of our life

### 78 Objects from the past

A video about precious objects from the past

**1** ▶ **56** There is a connection between the two photos. What do you think it is? Listen and find out.

**2** ▶ **56** Listen again and underline the correct option.

- 1 Chris took black and white photos in the nineteen *fifties and sixties / seventies and eighties*.
- 2 The first photo is from *1980 / 1981*.
- 3 The second photo is from *2015 / 2016*.

**3** ▶ **57** Match the phrases for talking about periods in time (1–5) with the years. Then listen, check and repeat.

- |   |              |
|---|--------------|
| 1 the nineteen seventies                    | 1960 to 1969 |
| 2 the end of the eighteenth century         | 1789–1799    |
| 3 the beginning of the twenty-first century | 1800 to 1899 |
| 4 the sixties                               | 1970–1979    |
| 5 the nineteenth century                    | 2002         |

**4** Match these people and events with the periods of time (1–5) in Exercise 3.

- |                           |                           |
|---------------------------|---------------------------|
| a the first photographs   | d The Beatles             |
| b the euro currency       | e the American Revolution |
| c the first mobile phones |                           |

**5** Do you have a lot of family photos? How old are they? Whose 'past lives' do they show?



## 6a Famous faces

### Reading

- Which people and places are on the notes and coins in your country? Are they:
  - kings, queens or presidents?
  - scientists, musicians, writers or artists?
  - places or buildings?
- Read the article about faces and places on money. Match the paragraphs (1–3) with the pictures (a–c).
- Read the article again. Are these statements true (T) or false (F)?
  - George Washington was an American president.
  - His face is on every ten-dollar note.
  - Euro notes have famous faces on them.
  - Some euro notes have pictures of cities.
  - Frida Kahlo and Diego Rivera were artists.
  - Their faces are on different Mexican notes.

### Grammar was/were

#### ▶ WAS/WERE

George Washington **was** the first president of the United States of America.

His face **wasn't** on the US dollar.

The new notes **were** different from traditional money.

There **weren't** any famous people on the new euros.

When **was** he born?

**Were** they famous?

For further information and practice, see page 168.

- Look at the grammar box. Answer these questions.
  - Are the sentences about the past or the present?
  - What is the infinitive form of the verbs in bold?
  - Which form do we use for *you/they/we*?
  - Which form do we use for *I/he/she/it*?

▶ 58

## FAMOUS FACES

- George Washington was the first president of the United States of America. He was born in 1732 and lived during the American Revolution. He died in 1799, but his face wasn't on the US dollar until the nineteenth century. Now, his face is on the US one-dollar note and it is famous around the world.
- On January 1, 2002, there was a new currency in Europe – the euro. The new notes were different from traditional money because there weren't any famous people on the notes. Instead, there were pictures of different types of buildings from different times and places across Europe.
- Frida Kahlo painted and studied art when she was young. On August 21, 1929, she married the artist Diego Rivera and they lived and worked in Mexico City. During the nineteen thirties, they travelled around the world. Their paintings were famous in many countries. Today, Frida and Diego's faces are on the Mexican 500-peso note.



- 5 Choose the correct options to complete the text about Queen Elizabeth.



The famous face of Queen Elizabeth II is on many different notes. When she <sup>1</sup> was / were a child, she <sup>2</sup> was / were on the Canadian dollar. That was in 1936. By 1953, there <sup>3</sup> was / were nine countries with her face on their notes but – surprisingly – the Queen's face <sup>4</sup> wasn't / weren't on the British pound note until 1960. For a long time there <sup>5</sup> wasn't / weren't any happy faces of the Queen on pound notes, but finally, in 2002, there <sup>6</sup> was / were a happy face on the Scottish five-pound note.

- 6 Work in pairs. Ask and answer questions to complete texts about other people on currencies.

Student A: Turn to page 153.

Student B: Turn to page 155.

## Vocabulary time expressions

- 7 Number these time expressions in order from past to present.

- when I was a child
- yesterday
- during the nineteenth century
- the sixties
- last Monday evening
- before the eighteenth century **1**
- in 1799
- this morning
- last March
- on January 1st, 2000
- a week ago

- 8 Write *was/were* questions with these words. Then work in pairs. Ask your questions and use time expressions in your answers.

- When / your grandparents born?
- When / your last holiday?
- Where / you on January 1st this year?
- What month / you born in?
- Who / some famous people in the twentieth century?

## Grammar past simple regular verbs

### PAST SIMPLE REGULAR VERBS

We use the past simple to talk about finished actions and events.

*They worked in Mexico city.*

*He lived in the eighteenth century.*

*She studied art.*

*They travelled in Europe.*

For further information and practice, see page 168.

- 9 Look at the sentences in the grammar box. What do we usually add to regular verbs to make the past simple? What is different about the verbs *live*, *study* and *travel*?
- 10 Complete the sentences with the past simple form of the verbs.
- Barack Obama \_\_\_\_\_ (live) in the White House from 2009 to 2017.
  - They \_\_\_\_\_ (study) English together at university.
  - The artist Georgia O'Keefe \_\_\_\_\_ (paint) during the twentieth century.
  - The composer Arthur Honegger \_\_\_\_\_ (die) in 1955.
  - The astronaut Sally Ride \_\_\_\_\_ (travel) into space in 1983.
  - Angela Merkel \_\_\_\_\_ (work) as a scientist before she was Chancellor of Germany.
  - I \_\_\_\_\_ (finish) university last year with a degree in art.
  - My parents \_\_\_\_\_ (start) their business before I was born.

### 11 Pronunciation -ed endings

- a ▶ 59 Sometimes *-ed* adds an extra syllable to verbs in the past simple. Listen to these regular verbs and write the number of syllables.

1 live	1	lived	1
2 paint	1	painted	2
3 like		liked	
4 want		wanted	
5 work		worked	
6 start		started	
7 play		played	
8 visit		visited	
9 travel		travelled	

- b ▶ 59 Listen again and repeat.

### Speaking and writing my life

- 12 Write five sentences about someone's life (e.g. someone in your family or a famous person). Then work in pairs. Tell your partner about this person.

## 6b Visiting the past



### Listening

1 Look at the two photos. Why do you think the caves are important to the woman?

2 ▶ 60 Listen to part of a TV documentary and check your answer from Exercise 1.

3 ▶ 60 Listen again and complete these sentences with a word from the documentary.

- 1 The caves are in the Mustang region of northern \_\_\_\_\_.
- 2 Humans made the caves about a \_\_\_\_\_ years ago.
- 3 Many people lived in them until the \_\_\_\_\_ century.
- 4 The caves were warm and \_\_\_\_\_.
- 5 Yandu Bista was \_\_\_\_\_ in a cave.
- 6 In the end, her family moved to the town, but she says, 'I like living in a cave \_\_\_\_\_.'

## Grammar past simple irregular verbs and negatives

### PAST SIMPLE IRREGULAR VERBS

Many common verbs have irregular forms in the past simple. These forms do not end in *-ed*.

*go* → *went*, *bring* → *brought*, *build* → *built*, *do* → *did*,  
*have* → *had*, *make* → *made*

*I/you/he/she/it/we/they* **grew up** in a cave.

*I/you/he/she/it/we/they* **didn't live** in a house.

See page 182 for a list of irregular verbs.

For further information and practice, see page 168.

#### 4 Look at the grammar box. Answer these questions.

- Do all verbs in the past simple end in *-ed*?
- Does the verb change in the third person (*he/she/it*)?
- What auxiliary verb do you use for negative sentences?

#### 5 ▶ 61 Complete the sentences with the past simple form of the verb. (Some verbs are regular and some are irregular.) Then listen and check.

- Humans \_\_\_\_\_ (make) the caves about a thousand years ago.
- Many people \_\_\_\_\_ (live) in them until the fifteenth century.
- They \_\_\_\_\_ (build) houses and \_\_\_\_\_ (move) to towns.
- Yandu Bista \_\_\_\_\_ (be) born in a cave.
- She \_\_\_\_\_ (grow up) here with her family.
- They \_\_\_\_\_ (not have) water in the cave.
- She \_\_\_\_\_ (go) to the river every day and \_\_\_\_\_ (bring) water up the mountain.

#### 6 Complete the sentences with these irregular verbs.

be get go grow up have leave

- I \_\_\_\_\_ born in 1939.
- I \_\_\_\_\_ in a big city with my brother and two sisters.
- I \_\_\_\_\_ to my first school when I was four years old.
- I \_\_\_\_\_ a bicycle from my parents when I was seven.
- I \_\_\_\_\_ a job at the weekends.
- I \_\_\_\_\_ home when I was 16.

#### 7 Rewrite the sentences in Exercise 6 so they are true for you. You can use the negative form of the past simple and change other words. Then read your sentences to your partner.

*I didn't grow up in a big city; I grew up in a small town.*

## Grammar past simple questions

### PAST SIMPLE QUESTIONS

*What did you do at the weekend? I met some friends.*

*Where did you go? We went to a museum.*

*Did you go to the cinema? Yes, I did. / No, I didn't.*

For further information and practice, see page 168.

#### 8 Look at the grammar box. What auxiliary form do you use in past simple questions?

#### 9 ▶ 62 Complete this conversation with *did* or *didn't*. Then listen and check.

A: Hi. How was your weekend?

B: It was great, thanks.

A: What <sup>1</sup> \_\_\_\_\_ you do?

B: I went to Birmingham.

A: Oh, <sup>2</sup> \_\_\_\_\_ you go shopping?

B: No, I <sup>3</sup> \_\_\_\_\_. I went to the museum.

A: Oh right. What <sup>4</sup> \_\_\_\_\_ you see there?

B: An exhibition about the lives of people from the fifteenth century. It was fantastic!

A: <sup>5</sup> \_\_\_\_\_ you go with anyone?

B: I <sup>6</sup> \_\_\_\_\_ go to the museum with anyone but I met an old friend afterwards for lunch.

## Speaking my life

#### 10 Work in pairs. Imagine you both visited an interesting place at the weekend. Ask and answer questions about your visits.

Student A: Turn to page 153.

Student B: Turn to page 156.

#### 11 Write six short sentences about what you did yesterday, using the past simple form of these irregular verbs.

get up go meet have buy take

*I got up at six o'clock.*

#### 12 Work in pairs. Ask and answer questions about your day. Find out what was the same and what was different.

A: *Did you get up at six yesterday?*

B: *No, I didn't. I got up at seven.*

A: *I got up at six so that's different.*

A: *Where did you go?*

B: *To the gym.*

A: *Me too! / I also went to the gym.*

# 6c Lifelogging

## Reading

- 1 Look at the sentences about what someone did last week. Complete the sentences with these verbs. Then tell your partner which sentences are true for you.

made posted took wore wrote

- 1 I \_\_\_\_\_ my diary.
- 2 I \_\_\_\_\_ photos and shared them with friends.
- 3 I \_\_\_\_\_ a fitness tracker and went running.
- 4 I \_\_\_\_\_ a video with my phone.
- 5 I \_\_\_\_\_ comments on social media.

- 2 Do you write a diary? Why? / Why not? Tell the class.

- 3 Read the article and match the paragraphs (1–4) to the topics (a–d).

- a the first 'lifelogger'
- b the diary of Samuel Pepys
- c people who write a diary today
- d lifelogging today and in the future

- 4 Read the article again and answer the questions.

- 1 When did Samuel Pepys write his diary?
- 2 What did he write about?
- 3 What percentage of people write a diary nowadays?
- 4 Who writes a diary more – men or women?
- 5 Who was the first 'lifelogger'?
- 6 How often did his camera take a photograph?
- 7 How do many people record and share their lives nowadays?
- 8 In the future, why will people look at our photos, videos and comments?

## Word focus write

- 5 Look at these expressions with *write*. What type of word comes after *write* in each expression? Is it a preposition or an article + noun?

- 1 write about history
- 2 write a diary
- 3 write to your grandparents
- 4 write down a word

- 6 Work in pairs. Answer these questions.

- 1 What things do you write every day or every week? (e.g. a diary, a blog, comments on social media)
- 2 What do you write about? (e.g. everyday topics, school subjects, work)
- 3 Who do you often write to? (e.g. friends, family) How do you write to these people? (e.g. by email, text message, social media, letter)
- 4 Which new words did you write down in your English class today?

## Critical thinking for or against?

- 7 Read these comments about lifelogging and social media. Which comments are for (F)? Which are against (A)?

- 1 You can share photos with family and friends.
- 2 People spend all their free time looking at their phone.
- 3 Fitness trackers make people do more exercise.
- 4 It's interesting and fun to look at your past.
- 5 Sometimes people write bad things about others.
- 6 Historians can learn about people from their photos and videos.

- 8 What's your opinion? Are you for or against lifelogging? Why? Tell your partner.

## Speaking my life

- 9 Prepare a survey about lifelogging.

- Work in groups. Write five or six questions for the survey.  
*How many photos of your life do you take every day?*
- Interview people in other groups. Take turns to ask and answer your questions.
- Tell your group your results. Are the students in your class all lifeloggers?



# LIFELOGGING

## *a twenty-first century diary?*



▶ 63

In the seventeenth century, Samuel Pepys wrote the most famous diary in the English language. He began the diary in 1660 and finished it in 1669. Pepys wrote about important events in the history of England and about the lives of famous people. His diary also described the everyday lives of the people in London and his family. So this diary is very useful for historians in the twenty-first century.

Today, some people still write diaries. In a recent survey of 500 people, 23% said they wrote their diary regularly; one in five men and one in four women. This included over 35% of people aged between 18 and 34. People aged between 35 and 64 don't often have a diary – probably because they are busy with careers and family life – but 35% of people over 65 also write a diary.

In the twenty-first century, a lot of people want to share their lives and they record the things they do with digital technology. This is called 'lifelogging'. Gordon Bell became famous as the first 'lifelogger' in 2000. He wore a camera around his neck and the camera automatically took a picture every 30 seconds. In this way, Bell made a digital diary of his life. Nowadays, everyone is a lifelogger – we take photos of what we had for breakfast, post comments on social media about the news, and make videos of events in our lives. We wear fitness trackers so we know how much exercise we did and where we went.

So, just as today historians read the diary of Samuel Pepys and learn about life three hundred years ago, maybe historians in the future will look at our photos, videos and comments and learn about our lives in the twenty-first century.



# 6d How was your evening?

## Listening

- 1 ▶ 64 Listen to three conversations. Write the conversation number (1–3) next to the activity.
- We went to a café and ate a burger.
  - I stayed up late and watched a film.
  - My friend had a party.
  - I met a friend's family.
  - We walked along the river.
  - I couldn't sleep.
  - I went to the gym.

## Vocabulary opinion adjectives

- 2 The speakers use opinion adjectives. Write these words and phrases in the correct place in the table.

fantastic not bad It was fun  
nice boring terrible! OK fine  
not very good It was funny Great!

fantastic		OK		

## 3 Pronunciation intonation

- a ▶ 65 Listen and repeat the words and expressions from Exercise 2. Use the same intonation.
- b Work in pairs. Ask each other these questions and answer with opinion adjectives.
- How was your evening?
  - How was your weekend?
  - How was your last holiday?
  - How was your ...?

## Real life asking what people did

### ▶ ASKING WHAT PEOPLE DID

#### How was ...?

How was your evening / your weekend / your holiday?  
Did you have a good evening/weekend? Did you have a good time? Did you have fun last night?  
(It was great/fun/OK.)

#### Activity

Was it a special event/party? (Yes, it was my friend's ...)  
What did you do? (I went for a walk. / I watched TV. / Not much.)

#### The place

Where did you go? (To a café. / To a party. / To the cinema.)  
Where was it? (In the city. / At a friend's house.)

#### People

Who were you with? Who did you meet / go with?  
(A friend. / Friends. / My family.)  
Were there many people there?  
(Yes, lots! / No, not many.)

- 4 ▶ 64 Read the expressions for asking about past events and complete the conversations with the missing words. Then listen and check.

- 1 A: Hi! <sup>1</sup> \_\_\_\_\_ your evening?  
B: It was great, thanks.  
A: <sup>2</sup> \_\_\_\_\_ you go?  
B: To a new café in town. We ate a burger and then walked along the river.  
A: <sup>3</sup> \_\_\_\_\_ you with?  
B: My brother and his friend ...
- 2 A: How was your weekend?  
B: Fantastic! My friend had a party at his house. It went well.  
A: <sup>4</sup> \_\_\_\_\_ his birthday?  
B: No, he passed his university exams so he was really happy!  
A: That's nice. <sup>5</sup> \_\_\_\_\_ many people there?  
B: Yes, there were and I met his family for the first time. It was fun.
- 3 A: I'm so tired.  
B: Why? <sup>6</sup> \_\_\_\_\_ you do last night?  
A: Not much. I stayed up late and watched a film. It was a bit boring, so I went to bed, but I couldn't sleep for ages. <sup>7</sup> \_\_\_\_\_ a good evening?  
B: It was fine. I went to the gym and then I was in bed by ten.
- 5 Work in pairs. Take turns to ask your partner what they did at these times. Ask questions about the activity, the place and the people.
- last night
  - last weekend
  - last holiday

# 6e Thanks!

## Writing thank you messages

- Do you ever write a 'thank you' note, email or letter to people? If yes, is it for any of these reasons?
  - after a meal at someone's house
  - when someone gives you a present
  - to a client or customer at work
  - after you stay with someone in another country
- Read the card, email and letter. Why does the writer say 'thank you' each time?



**A**

Hi!

Thanks for coming to my party and I really liked the present! It was a fun night!

See you again soon.

Love

Ginny

**B**

Dear Nadia

Thank you for your work in Rio. The conference was very successful. In particular, we enjoyed the meal on the last night! Everyone in the team sends their thanks. See you again next year.

Best regards

Sanjit

**C**

Dear Mr Keeping

Thank you very much for attending our Spanish course last year. We hope it was useful.

Please find attached some information about our courses for the next academic year.

I look forward to hearing from you in the future.

Yours sincerely

AM Freeman

Course administration

## 3 Writing skill formal and informal expressions

- a** Complete the table with expressions from the thank you messages in Exercise 2.

	A	B	C
introduction	<i>Hi!</i>		
thank the person			<i>Thank you very much for ...</i>
talk about future contact		<i>See you again next year.</i>	
end the writing			

- b** Which message (A–C) uses very formal expressions? Which message uses very informal expressions?

- 4** Choose a situation (1–3) and write to thank the person. Decide if you need formal or informal expressions.

- You were in England and someone invited you to their home. You met his family and friends and you had lunch with them.
- You were on a ten-day visit to a university in Vietnam. Someone at the university showed you round Ho Chi Minh City at the weekend and helped you during your visit.
- You work for a sports equipment company. A customer bought some products from you this year. Email some information about your company's new products for next year.

- 5** Work in pairs. Exchange your thank you messages. Does your partner:

- introduce the writing?
- thank the person?
- talk about future contact?
- end the writing?
- use the correct formal or informal expressions?



## 6f Objects from the past



An ancient object at the Museo del Oro in Bogotá, Colombia

## Before you watch

1 Look at the photo and read the caption. Why do you think this object is important? Why do people like looking at this type of object in a museum?

### 2 Key vocabulary

Read the sentences. The words and phrases in bold are used in the video. Match the words with the definitions (a–g).

- 1 Put your new dress in the **wardrobe**.
  - 2 This old family photograph **reminds** me of my grandparents.
  - 3 When I was a child I had a **scary** teacher.
  - 4 I was **scared** of my old teacher.
  - 5 This painting **belonged** to my father.
  - 6 New York is an **incredible** city.
  - 7 **Wow!** I love your new dress!
- a was the possession of  
b afraid or worried that something bad is going to happen  
c making you feel afraid or worried  
d makes you remember something  
e really great  
f an expression you use when you are surprised or excited about something  
g a cupboard in a bedroom for clothes

## While you watch

3 You are going to watch a video with three people talking about objects from their past. Before you watch, match these sentences (a–f) with the objects (1–3).



1 The dress      2 The book      3 The bust

- a 'It was his school book.'
- b 'He's very serious and very scary.'
- c 'I started to wear it a lot.'
- d 'He has this incredible nose and chin.'
- e 'It's very important to me because it reminds me of my mum.'
- f 'It's called *Tom Brown's School Days*.'

4 6.1 Watch the video and check your answers from Exercise 3.

5 6.1 Watch the video again and match the time expressions with the events.

- 1 1955 *j*
  - 2 In the seventies
  - 3 The day after her wedding
  - 4 Years later
  - 5 In the nineteenth century
  - 6 In 1901
  - 7 On July 31st, 1890
  - 8 When he was a child
  - 9 In the thirteenth and fourteenth century
  - 10 Nowadays
- a Mr Montgomery gave the book to Charles Elisdon.
  - b She got married.
  - c Her daughter found the dress in a wardrobe.
  - d Dante was a writer in Italy.
  - e She wore the dress.
  - f The book was written.
  - g Her great grandmother's first husband died.
  - h He lives in the living room.
  - i He visited his grandparents every Sunday
  - j She was born in Moscow.

## After you watch

6 6.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct option to complete the sentences.

7 Think of a special object from the past in your home. Plan and write a short presentation about the object using time expressions and the past simple, and some of these expressions.

This is ...  
It's very important/special to me because ...  
It reminds me of ...  
It's a piece of my family history.  
It looks ...  
I like looking at it because ...

8 For the next lesson, bring in the object or a photo of the object. Give a short presentation about it and explain:

- what it is.
- its history.
- why it's important to you.

# UNIT 6 REVIEW AND MEMORY BOOSTER

## Grammar

**1 >> MB** Work in pairs. Answer the questions about the people in the pictures.

- Who was this person?
- Where was he/she from?
- What did he/she do?



**2** Complete the text with the past simple form of the verbs.

Marco Polo <sup>1</sup> \_\_\_\_\_ (grow up) in Venice in the 13th century. When he <sup>2</sup> \_\_\_\_\_ (be) seventeen, he <sup>3</sup> \_\_\_\_\_ (travel) with his father and uncle. They <sup>4</sup> \_\_\_\_\_ (go) from Venice to Persia, and finally to China. Polo <sup>5</sup> \_\_\_\_\_ (live) in China for seventeen years and he <sup>6</sup> \_\_\_\_\_ (work) for the Khan (or Emperor). Twenty-four years later, he <sup>7</sup> \_\_\_\_\_ (return) to Venice and <sup>8</sup> \_\_\_\_\_ (write) a book about his journeys in Asia. The book <sup>9</sup> \_\_\_\_\_ (become) famous across Europe because of the stories. Marco Polo <sup>10</sup> \_\_\_\_\_ (die) in 1324.



**3 >> MB** Which verbs in the text about Marco Polo are regular? Which are irregular?

**4** Write questions about Marco Polo using these words and verbs from Exercise 2. Use the past simple form.

- 1 Where / Marco Polo / in the thirteenth century?
- 2 When / he / with his father and uncle?
- 3 Which parts of the world / they / to?
- 4 How many years / he / in China?
- 5 Who / he / for?
- 6 When / he / to Venice?
- 7 What / he / a book about?

**5 >> MB** Work in pairs. Ask and answer the questions from Exercise 4.

### I CAN

- use the past simple
- ask and answer questions about the past

## Vocabulary

**6 >> MB** Work in groups. How many time expressions can you make with these words? You have two minutes. You can use words more than once.

before the 2001 Wednesday a this twentieth last March on sixties week evening in century ago month February 28th

**7 >> MB** Choose five time expressions from Exercise 6 and write five sentences about the past.

**8** Cross out one incorrect word in each group.

- ☺☺ fantastic, great, fine, very good
- ☺ fun, OK, nice, funny
- ☹ boring, fine, not bad, OK
- ☹ terrible, not very good, funny, boring

### I CAN

- use time expressions
- use opinion adjectives

## Real life

**9** Make questions with the words.

- 1 evening / how / your / was / ?
- 2 a / did / have / weekend / you / good / ?
- 3 special / was / party / a / it / ?
- 4 last / where / you / go / did / night / ?
- 5 you / were / with / who / ?
- 6 were / lots / of / there / there / people / ?

**10** Match the answers to the questions in Exercise 9.

- a To the cinema.
- b Yes, my friend finished university so lots of people were there.
- c My brother and his family.
- d It was OK. I slept a lot and we went for a walk yesterday.
- e No, not many.
- f It was fun. I went out for a meal with friends.

**11 >> MB** Work in pairs. Write a conversation asking about somebody's weekend. Use all these phrases.

Fantastic! With an old friend Lots! OK  
In the middle of the countryside Terrible!

### I CAN

- ask what people did
- talk about last night / the weekend, etc.

# Unit 6



## Language games



# Unit 6



## Language games



# Unit 7 Journeys



The long journey

## FEATURES

### 82 Animal journeys

Some animals travel long distances every year

### 84 The deepest place on Earth

The filmmaker James Cameron's journey down the Mariana Trench


### 86 A journey to Colombia's cities

Discovering different cities in a South American country

### 90 The final journey

A video about the dangerous final journey of salmon in Alaska.

1 Look at the photo of a ladybird. Why is the photo called 'The long journey'?

2  66 Listen to a description of the photo. Tick (✓) the five adjectives you hear.

clean cold dangerous difficult dirty easy fast  
hot huge long safe short slow tiny

3 Find seven pairs of opposite adjectives in Exercise 2.

*clean / dirty*

4 Which adjectives in Exercise 2 can you use to describe:

- 1 your journey to work or school?
- 2 transport where you live (e.g. cars, trains)?
- 3 your city or town?
- 4 the weather today?

# 7a Animal journeys

## Reading

1 You are going to read an article about the journeys three animals make. Before you read, look at the photos and match the animals (1–3) with the distances (a–c).

- |                     |                                      |
|---------------------|--------------------------------------|
| 1 saiga             | a 30 metres every year               |
| 2 tree frog         | b 14,000 kilometres in fifteen years |
| 3 loggerhead turtle | c 35 kilometres per day              |

2 Read the article and check your answers from Exercise 1.

3 Read the article again and complete the table.

	Saigas	Turtles	Frogs
When do they travel?	<i>spring</i>		
Where do they travel to?			
Which adjectives describe the journey?			

▶ 67

## Animal journeys

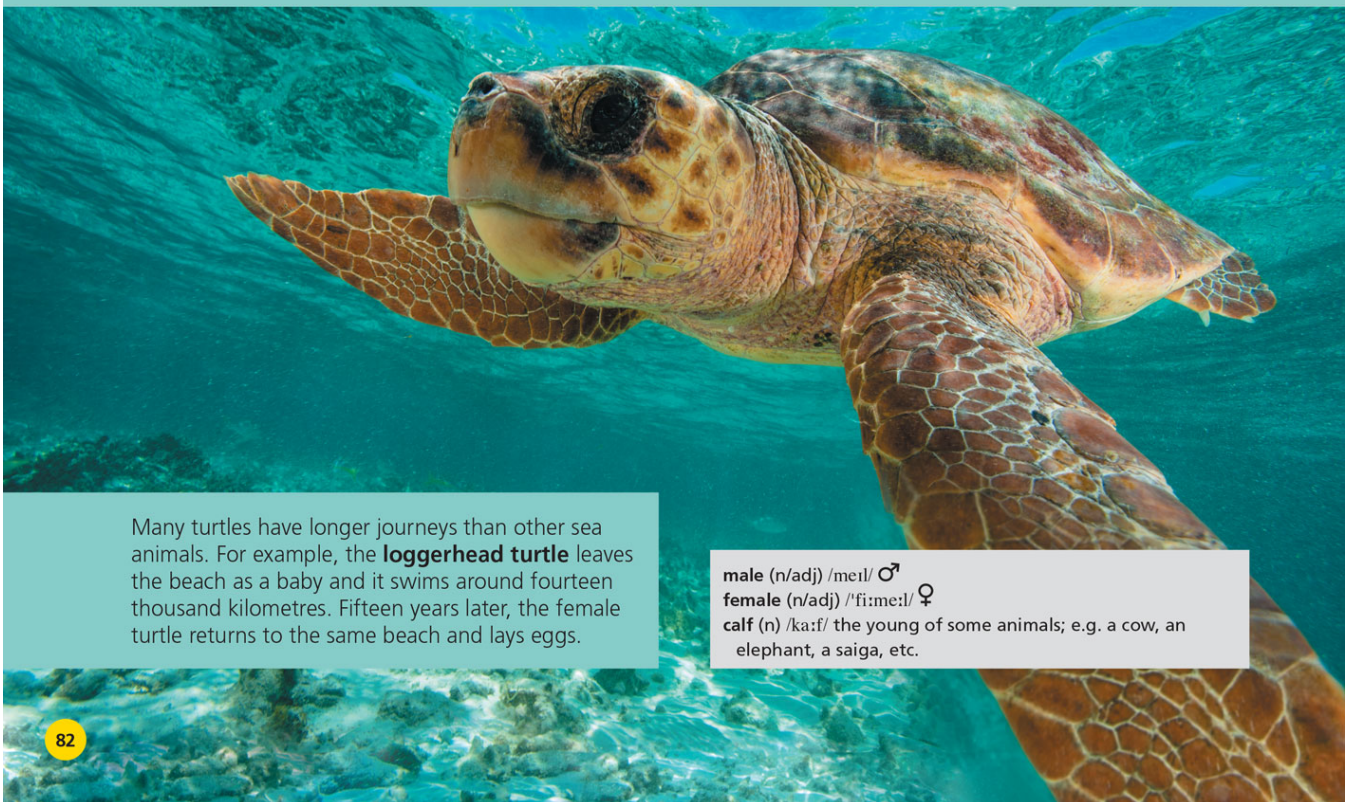
Every year, animals around the world go on long and difficult journeys called migrations.



**Saiga** antelopes live in Central Asia. In the spring, they walk to higher places for food. A male saiga can walk thirty-five kilometres a day and it's faster than a female. The journey is more dangerous for a female saiga because she has her calf in the spring.



**Tree frogs** have shorter journeys than other animals. But for a small frog, the journey isn't easier. In spring, it climbs thirty metres down a tree, lays its eggs in water, and then it climbs up the tree. For a tree frog it's a very difficult journey.



Many turtles have longer journeys than other sea animals. For example, the **loggerhead turtle** leaves the beach as a baby and it swims around fourteen thousand kilometres. Fifteen years later, the female turtle returns to the same beach and lays eggs.

**male** (n/adj) /meɪl/ ♂  
**female** (n/adj) /fi:meɪl/ ♀  
**calf** (n) /kɑ:f/ the young of some animals; e.g. a cow, an elephant, a saiga, etc.

## Grammar comparative adjectives

### ▶ COMPARATIVE ADJECTIVES

We use a comparative adjective to compare two things or groups of things.

*Turtles have long journeys.* → *Turtles have **longer** journeys **than** tree frogs.*

*Tree frogs have short journeys.* → *Tree frogs have **shorter** journeys **than** saigas or turtles.*

*The female saiga's journey is difficult.* → *The female saiga's journey is **more difficult** **than** the male's.*

Spelling changes: *big* → *bigger*, *safe* → *safer*, *easy* → *easier*  
Irregular adjectives: *good* → *better*, *bad* → *worse*

For further information and practice, see page 170.

- 4 Look at the grammar box. Answer these questions about comparative forms.

- 1 What two letters do you add to short adjectives (one syllable) to make the comparative?
- 2 What word comes before long adjectives (two or more syllables)?
- 3 Which adjectives have an irregular comparative?
- 4 What word often comes after a comparative adjective to compare two things?

- 5 Write the comparative form for these adjectives.

- |             |             |
|-------------|-------------|
| 1 big       | 9 difficult |
| 2 small     | 10 easy     |
| 3 cheap     | 11 fast     |
| 4 expensive | 12 slow     |
| 5 cold      | 13 good     |
| 6 hot       | 14 bad      |
| 7 dangerous | 15 long     |
| 8 safe      | 16 short    |

- 6 Complete the sentences with the comparative form of these adjectives.

big cheap difficult fast good hot  
long safe

- 1 The summer in Spain is \_\_\_\_\_ than in Iceland.
- 2 My journey was \_\_\_\_\_ than normal because the train was late.
- 3 Their new house has three bedrooms. It's \_\_\_\_\_ than their old house. It had two.
- 4 When I was a child, the roads were \_\_\_\_\_ than the roads today. That's because there weren't many cars.
- 5 Call a taxi. It's \_\_\_\_\_ than walking.
- 6 The questions on the exam this year were \_\_\_\_\_ than last year. Last year the exam was easy!
- 7 The bus ticket is \$10 and the train ticket is \$12, so the bus is \_\_\_\_\_.
- 8 I go to work by bus. It's \_\_\_\_\_ than going by car because I can read a book.

- 7 Make sentences comparing these things. Use a comparative adjective + *than*.

- 1 Australia / Antarctica  
*Australia is **hotter** than Antarctica.*
- 2 a car / a bicycle
- 3 rock-climbing / surfing
- 4 travel by air / by sea
- 5 an elephant / a lion
- 6 a holiday in the city / camping in the countryside
- 7 Paris / New York
- 8 train journeys / plane journeys

- 8 **Pronunciation stressed and weak syllables** /ə/

▶ 68 Listen to the stressed and weak syllables in these sentences. Then listen again and repeat.

- /ə/ /ə/  
1 Africa is hotter than Europe.  
/ə/ /ə/  
2 Australia isn't colder than Antarctica.

## Speaking my life

- 9 Compare these sentences from Exercise 7. Which sentence is a fact and which is an opinion?

*Australia is **hotter** than Antarctica.*  
*Rock-climbing is **more dangerous** than surfing.*

- 10 Which other sentences in Exercise 7 are opinions? Say the sentences with these phrases.

I think ... In my opinion ...

*I think rock-climbing is **more dangerous** than surfing.*

- 11 Write sentences with your opinion. Compare two of these things.

- places or cities
- sports or free-time activities
- types of travel
- types of holiday
- places in the city
- types of transport
- famous people

- 12 Work in pairs. Take turns to read out your opinions. Do you agree with your partner?

*A: I think London is **more expensive** than Dubai.*  
*B: I agree! / I don't agree!*



# 7b The deepest place on Earth



This fish has the **biggest teeth** of any fish for its size.

## Vocabulary ways of travelling

### ▶ WORDBUILDING collocations

We can talk about different ways of travelling with the verbs *walk, cycle, drive, fly, etc.* We can also use collocations with verbs + transport nouns.

*go by* + bicycle/train/car

*travel by* + train/bus/plane/boat

*take a taxi / a bus / the train*

For further practice see Workbook page 59.

- 1 Look at the wordbuilding box. Choose the correct option to complete these sentences.
  - 1 I always *take / drive* a taxi when I go out with friends in the evening.
  - 2 When my family goes on holiday, we always *drive / go by* car.
  - 3 How did you *fly / travel* to Moscow? By train or by plane?
  - 4 Most people *go by / go on* bicycle into the city centre at the weekend because the roads are quiet.
  - 5 When it's raining I normally *travel to / travel by* work on the train.
  - 6 Let's *travel by / take* the bus to the city centre.

- 2 Work in pairs. Ask and answer these questions using the words in Exercise 1.

- 1 How do you normally travel to work (or school)?
- 2 How do you normally travel when you go on holiday?
- 3 What's your favourite way to travel? Why?

## Listening

- 3 ▶ 69 Look at the photo of filmmaker James Cameron with his submarine Deepsea Challenger. Listen to a documentary about his journey to the deepest place on earth and complete the information.

- 1 The place: The Mariana Trench
- 2 Distance to the bottom: \_\_\_\_\_
- 3 Length of journey: \_\_\_\_\_
- 4 Type of transport: \_\_\_\_\_
- 5 Sea life on the journey: \_\_\_\_\_
- 6 Number of new species: \_\_\_\_\_

**documentary** (n) /ˌdɒkjʊ'ment(ə)ri/ a film about real life  
**species** (n) /'spi:ʃi:z/ type or group of animal

- 4 ▶ 69 Work in pairs. Compare your notes from Exercise 3. Then listen again, check your notes and add more information.

## Grammar superlative adjectives

### ▶ SUPERLATIVE ADJECTIVES

We use a superlative adjective to compare one thing with all the other things in a group.

*The Mariana Trench is **the deepest** place in the oceans.*

*This fish has **the biggest** teeth of any fish for its size.*

*Titanic is **the most popular** film by James Cameron.*

*Avatar was **the most expensive** film.*

Spelling changes: *big* → *biggest*, *easy* → *easiest*

Irregular adjectives: *good* → *best*, *bad* → *worst*

For further information and practice, see page 170.

- 5 Look at the grammar box. Answer these questions about superlative forms.


- 1 What three letters do you add to short adjectives (one syllable)?
- 2 What word comes before longer adjectives (two or more syllables)?
- 3 What word usually comes before a superlative adjective?

- 6 Complete the table with superlative adjectives.

Adjective	Comparative adjective	Superlative adjective
long	longer	1 _____
short	shorter	2 _____
fast	faster	3 _____
slow	slower	4 _____
expensive	more expensive	5 _____
difficult	more difficult	6 _____
good	better	7 _____

- 7 Complete the text with the superlative form of the adjectives.

New Year is the <sup>1</sup> \_\_\_\_\_ (important) holiday in China and around 3.5 billion people leave the <sup>2</sup> \_\_\_\_\_ (big) cities in China and travel home to their families. So it's the <sup>3</sup> \_\_\_\_\_ (busy) time of year for transport. Many university students go by train, and it's also the <sup>4</sup> \_\_\_\_\_ (bad) time of year for driving on the roads. Some people go by plane because it's the <sup>5</sup> \_\_\_\_\_ (fast) way to get home, but it's also the <sup>6</sup> \_\_\_\_\_ (expensive) because lots of tourists fly into the country at New Year. They visit the <sup>7</sup> \_\_\_\_\_ (popular) places in China, such as the Great Wall. With so many people travelling in China at this time, it's the <sup>8</sup> \_\_\_\_\_ (large) human migration in the world.

- 8  70 Work in pairs. Complete the conversation about Ireland with the superlative or comparative form of these adjectives. Then listen and check.

beautiful cheap famous good good  
hot popular small

- A: I want to visit Ireland in July but I only have ten days. What are the best places to visit?  
B: Well, Dublin is <sup>1</sup> *the most famous* city in Ireland, and of course it's also <sup>2</sup> \_\_\_\_\_ with tourists.  
A: But I don't want to see lots of other tourists. What's <sup>3</sup> \_\_\_\_\_ city?  
B: In my opinion, it's Galway. The city is <sup>4</sup> \_\_\_\_\_ than Dublin, but it's next to the sea, so there are great views.  
A: How cold is it?  
B: July is <sup>5</sup> \_\_\_\_\_ month, so it's OK.  
A: What about transport? What's <sup>6</sup> \_\_\_\_\_ way to travel?  
B: Buses are <sup>7</sup> \_\_\_\_\_, but I think a car is <sup>8</sup> \_\_\_\_\_ than public transport when you are a tourist. With a car you can stop and see lots of different places on the way.

## Speaking

- 9 Think about your country or a country you know well. Make notes about these things.

- the most famous city
- the oldest city
- the most beautiful place
- the most popular place for tourists
- the best place to visit
- the hottest month
- the coldest month
- the cheapest way to travel

- 10 Work in pairs and practise a conversation like the one in Exercise 8.

Student A: Ask questions using the ideas in Exercise 9.

Student B: Answer Student A's questions using your notes from Exercise 9.

Change roles and have another conversation.

A: *What's **the most famous city** in Poland?*

B: *I think it's probably Warsaw, but Krakow is **the oldest city**.*

# 7c Visit Colombia!

## Reading

- 1 Work in pairs. Look at the photos on page 87. What topics do you think are in the article? (e.g. food and restaurants in a city)
- 2 Now read the article. Can you find the topics you thought of in Exercise 1?
- 3 Read the article again. Match these sentences to the cities, according to the information in the text.
  - 1 In this city you can have dance lessons from experts.
  - 2 There's transport which goes over the city.
  - 3 No one lives in this city anymore.
  - 4 There are two important events every year.
  - 5 People in this city like to stop and talk to anyone.
  - 6 A famous Colombian comes from this city.
  - 7 It's difficult to get to this city.
- 4 Find words in the article to match these definitions.
  - 1 a type of city or place with ships and boats
  - 2 an informal and friendly conversation
  - 3 a type of artist who makes large objects, often from stone or metal
  - 4 the objects made by the artist in 3
  - 5 a type of transport which moves over your head (e.g. in the mountains)
  - 6 places with music and dancing
  - 7 a special public event or celebration, usually every year
  - 8 very old

## Word focus time

- 5 Find these phrases with *time* in the article. Then use the phrases to complete the sentences.

have a good time    have time for    save time  
spend time

- 1 At the weekend, we always \_\_\_\_\_ with family and friends.
- 2 I woke up late and so I didn't \_\_\_\_\_ breakfast.
- 3 Don't wait for the bus. \_\_\_\_\_ by taking a taxi.
- 4 Did you \_\_\_\_\_ on holiday?

- 6 Work in pairs and answer these questions.
  - 1 Do you spend all your time working on your homework?
  - 2 Do you have time for sport and other hobbies?
  - 3 Did you have a good time at the weekend?
  - 4 We *spend time* and *save time*. Do you know another noun we often use with *spend* and *save*?
- 7 Imagine you can visit the cities in the article. Using the information in the article, number the four cities from 1 to 4 (1 = your first choice, 4 = your last choice). Then compare your answers in groups and give your reasons.

*Cali is my first choice because I love music and I want to learn Salsa.*

## Critical thinking writing for the reader

- 8 Overall, what type of reader do you think the article is for? Who would be interested? Tell the class.
- 9 Now read a different text about the city of Cali. Compare it with the paragraph in the article. In each paragraph, what choices does the writer make about:
  - 1 the type of reader? (Is it for a tourist, a business person, a student, or someone who likes art?)
  - 2 the type of topics? (Is it about art, history, business, sport, or music and dancing?)

Cali is a city where people work hard and there is a lot of new business. It has a good airport for visitors, with comfortable hotels. There is good public transport, but taxis are the fastest way to get around the city. In the evening, Cali has restaurants with traditional and international food.

## Writing my life

- 10 Plan a paragraph about your town or city. First make choices about:
  - the type of reader (a tourist who likes art, a business person, a student, etc.).
  - the type of topic (art, history, food, sport, etc.).
 Then write your paragraph in 50 words.
- 11 Exchange your paragraph with a partner. Can you guess your partner's choices of reader and topics?

# A journey to *Colombia's* cities

▶ 71

Many visitors to Colombia spend time in Bogotá, the country's capital city, but Colombia also has some other great cities.

**Cartagena** is a port on Colombia's coast. Because the city is by the Caribbean Sea, the food here is a fantastic mix of seafood and tropical fruit. Also, Cartagena is one of the friendliest places in the world – everyone has time for a chat, including waiters in restaurants, shop assistants, taxi drivers, or people walking in the streets.



20 **Cali** is a city where people work hard, but they also know how to have a good time. The city is famous for its music and dancing and there are lots of concerts and nightclubs. It's also the home of Salsa in Colombia and you can take courses with some of the best dancers in the world. The annual Festival of Pacific Music and the World Festival of Salsa are in August and September, so these are good months to visit.



**Medellín** is best known for the sculptor Fernando Botero. He was born here and you can see his huge sculptures of people and animals everywhere in the city. The Botero Plaza is in the centre and has a lot of sculptures by him. You can also walk to other squares to see more. If you want to save time between places, take the cable car over the city. And in the afternoon, when the sun gets very hot, go inside the Museo de Antioquia to see Botero's paintings.



For a very different kind of Colombian city, take a four-day trek to the 'lost city' of **Ciudad Perdida**. You walk through rivers and jungle, and after three days, you finally climb up 1,241 steps. At the top, you find the stone walls of an ancient city over a thousand years old and an incredible view over the mountains.

trek (n) /trek/ a long and difficult journey on foot

# 7d Travel money

## Vocabulary money

1 Complete the sentences with these pairs of words.

borrow + cash   buy + ticket   change + dollars  
lend + coins   pay + credit card   spend + money  
take out + money

- I need to \_\_\_\_\_ some \_\_\_\_\_ into pounds.
- Did you \_\_\_\_\_ a lot of \_\_\_\_\_ on that dress?
- There's a cash machine. We can \_\_\_\_\_ some \_\_\_\_\_ from there.
- You can \_\_\_\_\_ by \_\_\_\_\_ or by cash.
- The machine doesn't take notes. Can you \_\_\_\_\_ me some \_\_\_\_\_ for parking?
- Can I \_\_\_\_\_ some \_\_\_\_\_ and pay you back later?
- They want to \_\_\_\_\_ a train \_\_\_\_\_.

2 ▶ 72 Listen to three conversations about money. Match the conversations (1–3) with the places (a–g).

- |                                 |                     |
|---------------------------------|---------------------|
| a in a currency exchange office | d at a cash machine |
| b in a bank                     | e in a post office  |
| c in a shop                     | f in a car park     |
|                                 | g in a hotel        |

## Real life requesting

3 ▶ 72 Complete the conversations from Exercise 2. Use the expressions for requesting to help you. Then listen and check.

### Conversation 1

- A: Hello, Can I change \$100 into euros?  
B: Yes, of <sup>1</sup>c \_\_\_\_\_. One moment. One hundred dollars is 89 euros.  
A: OK, <sup>2</sup>c \_\_\_\_\_ you give me the euros in tens?  
B: <sup>3</sup>S \_\_\_\_\_. Ten, twenty, thirty, forty, fifty, sixty, seventy, eighty ...

### Conversation 2

- A: Would you like to buy this?  
B: Yes, please. And <sup>4</sup>c \_\_\_\_\_ I have it in a bag, please?  
A: <sup>5</sup>C \_\_\_\_\_. It's twelve euros.  
B: Here's my credit card.  
A: Oh, I'm <sup>6</sup>s \_\_\_\_\_, but I can only take cash.  
B: Oh no! I don't have any.  
A: Don't worry, there's a bank with a cash machine around the corner.  
B: Oh, thanks.



### Conversation 3

- A: Oh no! It's two pounds for parking. I only have a ten-pound note.  
B: So what's the problem?  
A: The machine takes coins. <sup>7</sup>C \_\_\_\_\_ I borrow the money?  
B: I'm <sup>8</sup>a \_\_\_\_\_ I don't have any coins. But look! It takes credit cards.  
A: I haven't got a credit card with me.  
B: It's OK. I have.  
A: Great. I can pay you back later.  
B: Don't worry! I can pay!

### ▶ REQUESTING

Requesting	Responding 'no'
Can I change ...?	I'm sorry, but ...
Can you give me ...?	I'm afraid I don't ...
Could I have ...?	
Responding 'yes'	
Yes, of course.	
Sure!	
Certainly.	

4 Work in pairs. Take turns to ask for different things with these pairs of words. Respond 'yes' or 'no'.

lend / ten pounds   give / a drink  
borrow / your phone   pay / credit card  
use / your pen   buy / a ticket   have / some dinner

# 7e The end of the road

## Writing a travel blog

**1** Read a travel blog about a bus journey and answer the questions.

- 1 Where was the writer?
- 2 How many days was the journey?
- 3 What could the passengers see?
- 4 What happened to the bus?
- 5 Who tried to fix the engine?
- 6 How did the passengers feel?
- 7 Why did the writer feel sorry for the bus driver?
- 8 Why did the writer walk to the border?

Yesterday was the final day of my bus journey from Lhasa to Kodari, at the border with Nepal. It's the highest road in the world and it's also a very long journey. We travelled for three days through the Himalayas and you could see the north side of Everest.

In the afternoon, we were only five kilometres from Kodari and suddenly the bus stopped. The driver got out and looked at the engine. For the next three hours, he tried to fix the engine. Some of the other passengers got angry, but he couldn't start the bus.

Finally, all the passengers got out and started to walk to the border. I felt sorry for the bus driver because he looked sad and lonely. But I also wanted a good hotel and a hot meal, so I left the bus too and walked to Kodari. Later that night the bus arrived in the town.



## 2 Writing skill so and because

**a** Look at these sentences and answer the questions.

- a I felt sorry for the bus driver because he looked sad.
- b I wanted a good hotel and a hot meal, so I left the bus and walked to Kodari.

- 1 Which sentence gives the reason, then the action?
- 2 Which sentence gives the action, then the reason?
- 3 When do you use *so* and *because*?

**b** Complete the sentences with *so* or *because*.

- 1 We called a taxi ..... we were late for the meeting.
- 2 The train was late, ..... we waited on the platform.
- 3 We had a drink of water ..... it was a very hot day.
- 4 It started raining, ..... they ran home.
- 5 I wanted to sleep, ..... I stayed at a hotel.
- 6 We hired a car ..... there were no trains or buses.
- 7 I needed some money, ..... I looked for a cash machine.
- 8 My friend lent me ten dollars ..... I didn't have any cash.

**3** Choose the correct options to complete this travel blog.

It was the end of our family holiday <sup>1</sup> *and / because* we were very tired. We had a long car journey from Switzerland to England, <sup>2</sup> *so / but* we left early in the morning. The journey was easy at first <sup>3</sup> *so / because* there wasn't much traffic at that time of day, <sup>4</sup> *but / and* at midday we needed to stop at a garage near Paris <sup>5</sup> *but / because* there was a problem with the engine. The garage couldn't fix the car for 24 hours, <sup>6</sup> *so / because* we needed a hotel for the night. The nearest hotel was at Disneyland. We went there <sup>7</sup> *and / but* it was the best part of the holiday!

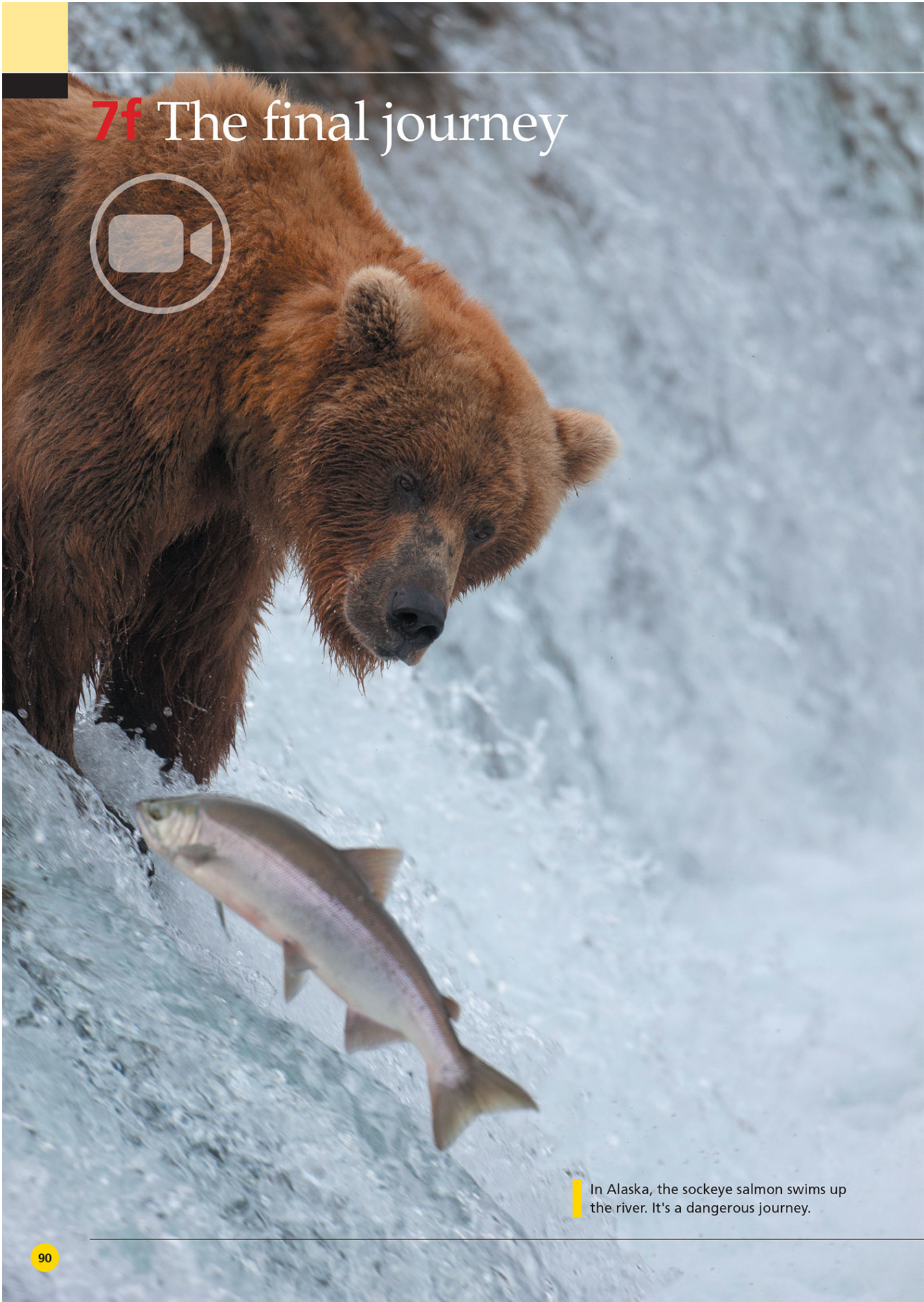
**4** Write a short travel blog about a journey or a place you visited on holiday. Think about these questions.

- Where were you?
- When was it?
- Who was there?
- What happened?

**5** Work in pairs. Exchange your travel blogs. Use these questions to check your partner's blog.

- Did your partner answer the questions in Exercise 4?
- Did the description use different conjunctions (*and*, *because*, *but* and *so*)?

## 7f The final journey



In Alaska, the sockeye salmon swims up the river. It's a dangerous journey.

## Before you watch

1 Look at the photo and read the caption. Why do you think it is a difficult journey for the sockeye salmon?

### 2 Key vocabulary

Read the sentences. The words in bold are used in the video. Match the words with the definitions (a–f).

- 1 When I sit in the sun, my **skin** doesn't **turn** brown. It turns red!
  - 2 The water in this river is very **shallow**.
  - 3 A baby's skin is very **smooth**.
  - 4 When an animal dies, its body **decays**.
  - 5 The chicken **lays** eggs.
- a breaks up and goes back into nature  
 b when a female bird pushes an egg from her body  
 c nice to touch, not rough  
 d not deep  
 e the outside part of a human's or animal's body  
 f change (colour)

## While you watch

3 You are going to watch a video about the final journey of the sockeye salmon. In what order do you think a–g happen? Number them from 1 to 7.

- a The fish try to jump past the brown bears.
- b The sockeye salmon start their journey up the river. 1
- c The salmon arrive in the shallow water.
- d The male salmon changes its shape and colour.
- e The female salmon lays her eggs.
- f The male salmon fight.
- g The salmon die and decay. 7

4  7.1 Watch the video and check your answers from Exercise 3.

5  7.1 Watch the video again and answer the questions.

- 1 Which US state are the rivers in?
- 2 Are the sockeye salmon born in the river or in the ocean?
- 3 How many salmon finish the long journey?
- 4 What are the four changes to the male salmon?
- 5 Do scientists know why this happens?
- 6 Where were the salmon born?
- 7 What do the males do in the shallow river?
- 8 What do the females do?
- 9 Why is it important for the parents' bodies to die and decay?

## After you watch

6  7.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct meaning of the words and phrases.

7  7.1 Work in pairs. Watch the video again with the sound OFF.

Student A: As you watch, describe the life of the sockeye salmon and try to use all these expressions in your description.

full of a type of fish	bodies start to change
it can take weeks	turn green / red
one in every thousand	start to fight
the biggest danger	lay their eggs
get past the bears	die and decay

Student B: Listen to Student A and tick (✓) the expressions you hear.

Change roles and do the activity again.



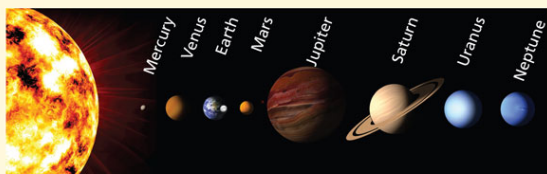


# UNIT 7 REVIEW AND MEMORY BOOSTER

## Grammar

1 Look at the picture. Complete the sentences with the name of a planet in the picture.

- 1 Mercury is the nearest planet to the Sun.
- 2 Saturn is a big planet but \_\_\_\_\_ is the biggest planet.
- 3 Venus is a hot planet but \_\_\_\_\_ is the hottest.
- 4 The journey from Earth to \_\_\_\_\_ is longer than Earth to Uranus.
- 5 \_\_\_\_\_ is the best planet for humans.
- 6 Mars is smaller than Earth but \_\_\_\_\_ is the smallest planet.



2 **>> MB** Underline nine adjectives in sentences 1–6 in Exercise 1.

- Which are comparative adjectives?
- Which are superlative adjectives?

3 Read the information. Then write two comparative sentences using the adjectives.

- 1 The summer temperature in Qatar is 40°C. It's 20°C in Berlin. (hot / cold)  
*Qatar is hotter than Berlin. Berlin is colder than Qatar.*
- 2 A Porsche can travel at 300 kph. A Mini can travel at 225 kph. (fast / slow)
- 3 This house costs \$1,000,000. This apartment costs \$250,000. (cheap / expensive)
- 4 London has a population of 8.6 million. Madrid has a population of 3.1 million. (big / small)
- 5 The River Nile is 6,650 km long. The River Amazon is 6,712 km long. (long / short)

4 Now read these sentences and compare them with the information in Exercise 3. Complete the superlative sentences.

- 1 The summer temperature in London is 18°C. London is the coldest city.
- 2 A Bugatti Veyron can travel at 430 kph. It's \_\_\_\_\_ car.
- 3 This castle costs \$10 million. It's \_\_\_\_\_ home.
- 4 Delhi has a population of 18.9 million. It's \_\_\_\_\_ capital city.
- 5 The Mississippi River is 3,733 km. It's \_\_\_\_\_ river.

### I CAN

use comparative and superlative adjectives

## Vocabulary

5 **>> MB** Work in pairs and say the opposite of these adjectives.

cheap clean cold easy fast long  
safe tiny

6 **>> MB** Write five sentences with adjectives from Exercise 5. Then work in pairs. Take turns to read your sentences, but don't say the adjective. Guess your partner's missing adjective.

A: It's very \_\_\_\_\_ in the winter. B: cold

7 Complete these sentences.

- 1 I often go \_\_\_\_\_ bus to work.
- 2 It's sunny today so let's \_\_\_\_\_ through the park.
- 3 Sometimes I drive to the shops and sometimes I \_\_\_\_\_ the bus.
- 4 Did you travel \_\_\_\_\_ Beijing by plane?

8 Underline the correct verb.

- 1 Can I pay / buy by credit card?
- 2 Can you lend / borrow me ten euros?
- 3 Could I change / pay one hundred pounds into dollars?
- 4 Spend / Take out some money from that cash machine.

### I CAN

use everyday adjectives

talk about ways of travelling

talk about money

## Real life

9 Match the two halves of the sentences.

- 1 Can you lend
  - 2 Could I borrow
  - 3 Could you pay by
  - 4 Can we have some
  - 5 Could I use your
- a a euro?  
b cash?  
c me a dollar?  
d pen?  
e lunch?

10 **>> MB** Write a short conversation between two people. Use two of the requests from Exercise 9 in your conversation.

### I CAN

request different things

# Unit 7



## Language games



# Unit 7



## Language games



# Unit 8 Appearance



The Dinagyang Festival in the Philippines

## FEATURES

### 94 Global fashions

How a fashion company from the Philippines went global

### 96 People at festivals

Traditions and appearances at the festival of Girona

### 98 Pink and blue


Do girls and boys prefer different colours?

### 102 Festivals and special events

A video about some of the world's most colourful festivals

- 1 Look at the photo and read the caption. Where is the festival? Which adjectives describe it?

boring colourful crowded exciting fun loud  
noisy popular quiet relaxing

- 2  73 Listen to a visitor at the Dinagyang Festival. Are these sentences true (T) or false (F)?

- 1 The Dinagyang Festival is in different cities in the Philippines.
- 2 The festival is always on the fourth Sunday in January.
- 3 People wear colourful clothes and make-up.
- 4 The music is in one part of the city.
- 5 The visitor didn't eat any of the local food.

- 3 Discuss these questions. Use the adjectives in Exercise 1.

- 1 What is an important day or festival in your town or city? When is it?
- 2 What do people do on the day? Do they eat special food?
- 3 Do people wear special clothes or make-up?

*... is a popular festival in my country.  
There's loud music and dancing in the city centre.  
People wear colourful clothes.*

# 8a Global fashions

## Vocabulary clothes

1 Match these words with the photos.

bag belt coat dress jacket jeans  
leggings scarf shirt shoes shorts skirt  
socks suit sunglasses tie top trousers  
trainers T-shirt uniform



2 **Pronunciation** /s/ and /ʃ/

▶ 74 Listen to the sounds /s/ and /ʃ/. Then listen to these words and write /s/ or /ʃ/.

suit shoes skirt shirt sunglasses shorts  
socks

3 Work in groups. Answer the questions.

- 1 What clothes do you wear every day?
- 2 What clothes do you only wear in the summer?
- 3 What clothes do you only wear in the winter?
- 4 When do men wear a suit?
- 5 When do women wear a dress?
- 6 What jobs have uniforms?

## Reading

4 Work in pairs. When you go shopping for clothes or bags, which of these things are most important for you? Discuss your ideas and number them from 1 to 4 (1 = most important, 4 = least important).

- the price
- the brand
- the colour
- the country it's from

5 Read the article about a fashion company. Answer the questions.

- 1 Which country are the bags from?
- 2 Where does the company sell the bags?

6 Read the text again and complete the sentences with these people.

Fashion designers    Local workers    Reese

- 1 \_\_\_\_\_ started Rags2Riches.
- 2 \_\_\_\_\_ make the products.
- 3 \_\_\_\_\_ get a good salary.
- 4 \_\_\_\_\_ work with the company.

▶ 75

## GLOBAL FASHION

The two women in the photo are making bags. They work for the company Rags2Riches in the Philippines. Reese Fernandez-Ruiz co-founded the company in 2007 to help workers (mainly women) in the Philippines. The company gives them jobs with a good salary. Rags2Riches is also an environmentally friendly company because it makes new, fashionable bags from old, unused materials.

Rags2Riches is still growing. It has about 1,000 workers and it is training more. It has five shops and an online shop which sells bags all over the world.

The company works with different well-known designers, for example, Rajo Laurel. Normally, he designs clothes for the rich and famous but at the moment, he's designing some new bags for Rags2Riches.

**co-found** (v) /kəʊ'faʊnd/ start a company with other people

## Grammar present continuous

### PRESENT CONTINUOUS

We use the present continuous to talk about:  
 An action you can see: *The two women in the photo are making bags.*  
 An action happening now or around the time of speaking: *The company is training more workers.*  
 Changing actions: *Rags2Riches started in 2007 and it's still growing today.*

#### Negatives and questions:

*I'm not working this week. I'm on holiday.*  
*He isn't wearing a coat. He looks cold.*  
*What are you wearing?*  
*Is she buying that bag? Yes, she is. / No, she isn't.*

For further information and practice, see page 172.

7 Look at the grammar box. Answer the questions.

- 1 What is the form of the main verb in the present continuous?
- 2 What auxiliary forms do we use?
- 3 What time expressions do we use with the present continuous?

8 Complete these sentences with the present continuous form of the verb.

- 1 I \_\_\_\_\_ (shop) at the moment.
- 2 We \_\_\_\_\_ (not work) in the office today.
- 3 He \_\_\_\_\_ (hold) a brown rucksack.
- 4 The company \_\_\_\_\_ (not make) any money at the moment.
- 5 \_\_\_\_\_ you \_\_\_\_\_ (buy) this bag?
- 6 \_\_\_\_\_ Tom Ford \_\_\_\_\_ (design) their clothes this year?



9 Work in pairs. Describe what clothes:

- you are wearing today.
- your partner is wearing.
- your teacher is wearing.

10 Tell your partner what someone in the class is wearing. Don't say the person's name. Can your partner guess who you are describing?

## Grammar present simple and present continuous

### PRESENT SIMPLE and PRESENT CONTINUOUS

*Rajo Laurel normally designs clothes for the rich and famous but at the moment, he's designing some new bags for Rags2Riches.*

For further information and practice, see page 172.

11 Look at the grammar box. Answer these questions.

- 1 Which tense do we use for a fact or a routine?
- 2 Which tense do we use for an action now or around the time of speaking?

12 Choose the correct option to complete the sentences.

- 1 At the moment, *I travel / I'm travelling* in Asia.
- 2 Usually, he *doesn't go / isn't going* to the gym during the week.
- 3 Today *she visits / she's visiting* an important customer.
- 4 My sister *likes / is liking* clothes and fashion.
- 5 These days, the cost of clothes *goes / is going* up.
- 6 She *doesn't go / isn't going* on holiday very often.
- 7 Joe *works / 's working* from home this morning.
- 8 My father *comes / is coming* from New York but lives in Philadelphia.

13 Match the questions (1–5) with the answers (a–e).

- 1 Do you normally wear a uniform?
  - 2 I'm doing my homework. Can you help me?
  - 3 Is it raining in your town today?
  - 4 Who are you working with this week?
  - 5 Where do you come from?
- a Sorry, not now. I'm making dinner. Maybe later.
  - b Two people from Japan. They're helping us with a new project.
  - c Spain, but I'm studying in England for a year.
  - d Yes, I do, but today I'm not working, so I can wear a T-shirt and jeans.
  - e No, it isn't. It's nice and sunny.

## Speaking my life

14 Work in pairs. Ask the questions in Exercise 13 and give answers that are true for you. Use the present continuous or the present simple.

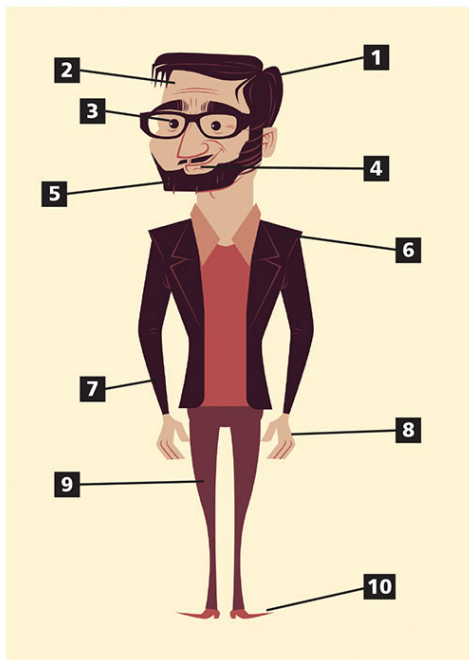
# 8b People at festivals



## Vocabulary face and body

1 Write these words in the correct place on the picture.

arm beard eye foot hair hand  
head leg mouth shoulder



2 Complete the sentences with these pairs of words.

beard + mouth arms + legs hair + eyes  
head + ears hands + neck

- 1 My sister has got long, dark \_\_\_\_\_ and blue \_\_\_\_\_.
- 2 Ralph is growing his \_\_\_\_\_ at the moment and it covers his \_\_\_\_\_!
- 3 That music is very loud! My \_\_\_\_\_ and both my \_\_\_\_\_ are aching.
- 4 It's very cold outside. You need gloves and a scarf to keep your \_\_\_\_\_ and \_\_\_\_\_ warm.
- 5 You need strong \_\_\_\_\_ and \_\_\_\_\_ for mountain climbing.

## 3 Pronunciation sound and spelling

a Match the words in A to the words in B with the same vowel sound.

**A** head shoes beard eye feet nose

**B** coat ears jeans leg tie suit

*head – leg*

b 76 Listen, check and repeat.

## Listening

- 4 Work in pairs. Look at the two photos from the same festival in Spain. Answer the questions.
- 1 What are the people doing?
  - 2 What clothes are they wearing?
- 5 77 Listen to a conversation about the two photos. Number the photos (1–2) in the order the people talk about them.
- 6 77 Words for parts of the face and the body are missing from these sentences. Try to remember the words. Then listen again and check.
- 1 The people at the bottom put their \_\_\_\_\_ around each other.
  - 2 Other people push them forward with their \_\_\_\_\_.
  - 3 Then four people climb up and stand with their \_\_\_\_\_ on the other people's \_\_\_\_\_.
  - 4 I think people on the bottom have to be strong and hold onto the other people's \_\_\_\_\_.
  - 5 They've all got big masks over their \_\_\_\_\_.
  - 6 The faces are amazing. They've got huge eyes and big \_\_\_\_\_.
  - 7 He hasn't got any hair but he's got a big black \_\_\_\_\_.

## Grammar *have got*

### ▶ HAVE GOT

- 1 *I've got one sister. (I've got = I have got)*
- 2 *He hasn't got a beard. (hasn't got = has not got)*
- 3 *Have they got a car?*  
Yes, they *have*. / No, they *haven't*.  
Note: *He's tall. (he's = he is)*  
*He's got long hair. (he's = he has)*

For further information and practice, see page 172.

- 7 Look at the sentences in the grammar box. Answer these questions.
- 1 Which sentences (1–3) use *have got* to talk about:  
a appearance?    b possessions?  
c family?
  - 2 With *have got* questions, do you answer *Yes, I have*, or *Yes, I have got*?
  - 3 In these sentences, does 's mean *is* or *has*?  
a She's short.    b She's got short hair.
- 8 Complete the conversation with the correct form of *have got* or a short answer.
- A: I <sup>1</sup> \_\_\_\_\_ some photographs of my family.  
Do you want to see them?  
B: Sure.  
A: This is me with my brothers. I <sup>2</sup> \_\_\_\_\_ three brothers.  
B: <sup>3</sup> \_\_\_\_\_ you \_\_\_\_\_ any sisters?

- A: No, I <sup>4</sup> \_\_\_\_\_, but I <sup>5</sup> \_\_\_\_\_ two cousins. They are the two girls in this photo.  
B: They <sup>6</sup> \_\_\_\_\_ similar faces.  
A: Yes, they're twins but they aren't identical.  
Gina <sup>7</sup> \_\_\_\_\_ blue eyes but Rachel <sup>8</sup> \_\_\_\_\_ brown eyes and longer hair.

- 9 Complete this description of dancers at a festival with the correct form of *be* or *have got*.



### FACE AT A FESTIVAL

This Polga tribesman is a dancer at a festival in Papua New Guinea. All the men <sup>1</sup> \_\_\_\_\_ tall and they <sup>2</sup> \_\_\_\_\_ colourful clothes with red hats over their hair. They <sup>3</sup> \_\_\_\_\_ white faces and black lines around their eyes. The man in the photo <sup>4</sup> \_\_\_\_\_ red make-up on his mouth and nose, and he <sup>5</sup> \_\_\_\_\_ a string of seashells around his neck.

- 10 Write a short description of your appearance (50 to 60 words), using *be* and *have got*. You can write about these things.
- height
  - eyes
  - hair
  - clothes
- 11 Read your description to your partner. Does your partner think your description is correct?

## Speaking my life

- 12 Work in pairs. Play this game.

Student A: Choose a person in the class, but don't say who it is. Answer Student B's questions.

Student B: Ask Student A questions and guess the person.

Then change roles and play the game again.

A: *Has he got long hair?*

B: *Yes, he has. / No, he hasn't.*

A: *Is she tall?*

B: *Yes, she is. / No, she isn't.*



## 8c Pink and blue

### Reading

- 1 Work in pairs. Compare the two photos in the magazine article.
  - Say three things which are the same or similar.
  - Say three things which are different.
- 2 Read the article and match these headings with the paragraphs (1–5).
  - a Are all girls the same?
  - b Why does this happen?
  - c How it started
  - d Boys' favourite colour and toys
  - e Differences between the past and the present
- 3 Look at these words from the article. Match the words (1–8) with the definitions (a–h).
  - 1 toy
  - 2 doll
  - 3 jewellery
  - 4 make-up
  - 5 unusual
  - 6 superhero
  - 7 dinosaur
  - 8 advertisement
  - a objects you wear on your body, e.g. around your neck, on your ears, etc.
  - b an object for children to play with
  - c a picture or a short film to sell a product or service
  - d different from others
  - e a toy like a person or a baby
  - f something you put on your face (to improve or change your appearance)
  - g a large animal which lived millions of years ago
  - h a person in a story who can do amazing things, e.g. Superman, Batman

### Critical thinking is it in the text?

- 4 Read the article again. Decide if the information in these sentences (1–7) is:
  - in the article (✓).
  - not in the article (✗).
  - 1 Jeongmee is a photographer from South Korea. ✓
  - 2 She thinks her daughter is similar to other girls of her age.
  - 3 All girls in every country love pink.
  - 4 The types of toys in the girls' and boys' rooms were also different.
  - 5 Jeongmee thinks it's because of television and advertising.
  - 6 In the past, children had lots of different colours in their bedrooms.
  - 7 Jeongmee Yoon thinks pink for girls and blue for boys is bad.

### Word focus like

- 5 Read the sentences with the word *like*. Replace *like* in each sentence (1–3) with the words which have a similar meaning (a–c).
  - 1 There are blue toys **like** robots, dinosaurs and superheroes.
  - 2 Girls **like** pink make-up, clothes, or toys for cooking.
  - 3 Many of these girls were **like** Seewoo and had lots of pink things.
  - a love
  - b similar to
  - c such as
- 6 Complete these sentences in your own words. Then work in pairs. Tell your partner.
  - 1 When I was a child, I liked ...
  - 2 In my living room, I have possessions like ...
  - 3 I often wear ... , like other people of my age.

### Speaking my life

- 7 Choose the options to complete the sentences with your opinion.
  - 1 The information in the article is *surprising* / *not surprising*.
  - 2 The article is *interesting* / *not interesting*.
  - 3 What the article says is *true* / *not true* in every country.
  - 4 What the article says is *true* / *not true* for most boys and girls.
  - 5 Boys and girls make different colour choices because of *TV and advertising* / *other things*.
- 8 Work in groups. Tell each other your opinions from Exercise 7 and give reasons for your answers. Do you agree?

*I think the information in the article is surprising because ...*

*In my opinion, it's not true in my country because ...*

▶ 78

# Pink and blue



Jeongmee Yoon is a South Korean photographer. When her daughter was five years old, she loved pink. So her mother photographed Seewoo in her bedroom with all her possessions. There  
 5 were plastic toys, animals, dolls, books, clothes, jewellery, make-up and things for school. And everything was pink.

The photograph gave Jeongmee an idea. She asked parents if she could photograph their  
 10 daughters with their possessions. Many of these girls were like Seewoo and had lots of pink things. Jeongmee says: 'My daughter is not unusual. Most other little girls in the United States and South Korea love pink  
 15 clothing and toys.'

Next, Jeongmee photographed boys with their possessions, and most of their possessions were blue. She also noticed the difference in the type of objects: the boys' objects were blue  
 20 toys like robots, dinosaurs and superheroes, but

girls typically liked pink make-up, clothes, or toys for cooking.

Jeongmee's pink and blue photographs show how important these two colours are in the lives of young children. Jeongmee thinks children see  
 25 them on television and in advertisements and so parents buy products for children in these colours; for example, superheroes in films wear blue and dolls like Barbie wear pink.

The historian Jo Paoletti of the University of  
 30 Maryland says 'pink for girls and blue for boys' wasn't true in the past. In the 19th century, people wore clothes of different colours, so men also wore pink and women wore blue. And in  
 35 1914, one American newspaper even told new mothers to 'use pink for the boy and blue for the girl.' But in the 1950s, this started to change in America, and then in other countries. And today we are still buying these colours for our children.

## 8d The photos of Reinier Gerritsen



### Real life talking about pictures and photos

- 1 Do you take a lot of photos on your phone or with a camera? What do you often photograph?
- 2 Look at the photo. Discuss the questions.
  - 1 Where are these people? What are they doing? How do they feel?
  - 2 Do you think it is an interesting photograph? Why? / Why not?
- 3 ▶ 79 The photo is by Reinier Gerritsen. Listen to someone talking about him and his photography. Answer the questions.
  - 1 Why does the person like his photos?
  - 2 Where are the people in this photo?
  - 3 The speaker talks about the people in the photo. Who does she talk about first, second, third, fourth and fifth?
- 4 ▶ 79 Listen again and match the beginnings of the sentences (1–10) with the endings (a–j).
 

1 His photos are	a people in their everyday life.
2 They often show	b very interesting.
3 This one is	c the man and woman are talking.
4 On the right,	d is watching her.
5 The woman in the middle	e a bit sad.
6 In front of her the woman with blonde	f is reading her book.
7 Then the other blonde woman on the left	g I don't normally look at people very closely.
8 She looks	h hair is listening to music.
9 Look at the other woman	i at the back.
10 I like it because	j on the New York subway.

#### ▶ TALKING ABOUT PICTURES AND PHOTOS

##### Introduce the photo

This photo shows ...  
I can see ...

##### Location

On the left/right,  
in the middle  
at the front/back

##### The people (appearance and actions)

She looks *happy / sad / bored / nervous*.  
He is *reading / sleeping / thinking*.

##### Your opinion

I think ...,  
I like it because *it's a beautiful picture*.

### 5 Pronunciation silent letters

- ▶ 80 Listen to these words. Which letter is silent? Listen again and repeat.

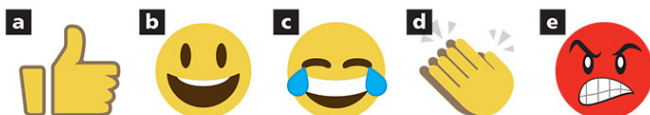
interesting sometimes everyday  
listening blonde closely

- 6 Work in pairs. You are going to describe another photo by Reinier Gerritsen. Look at page 157 and follow the instructions.
- 7 Choose a picture or photo you like. Show it to your partner and talk about it.

# 8e Short and simple

## Writing short messages

- 1** Work in pairs. Do you use these symbols when you send online messages? What do they mean?



- 2** Read five short messages from a mobile phone. Which symbol can you add at the end of each message? You can use more than one.

- 1 Well done on passing your exams!
- 2 Thanks for the photos. I love the photo of Sam in the funny costume!
- 3 I'm at the train station but the train isn't here. It's late again!
- 4 Thanks for the invitation to the film. Yes, I'd love to come.
- 5 It was nice to see you at the weekend.

### 3 Writing skill the KISS rules (keep it short and simple)

- a** Read the KISS rules for writing short messages.

- 1 Don't add unnecessary information.
- 2 Use numbers (not words) where possible.
- 3 Don't use long sentences with lots of conjunctions.
- 4 Don't use two sentences when you can use one sentence.
- 5 Use less formal words and phrases for everyday messages.
- 6 Miss out some words such as pronouns and auxiliary verbs.

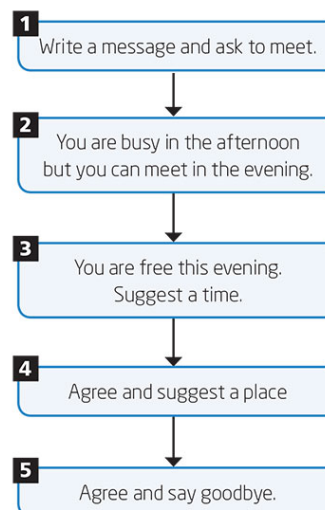
- b** Now compare the pairs of sentences (1–4). Which sentence (a or b) follows the KISS rules? Which rule or rules does the sentence follow?

- 1 a I'm sitting in the café at the moment. Would you like to meet me here?  
b Can you meet me now in the cafe?
- 2 a My English exam is today. Let's speak at 2.  
b I've got an English exam today but I'm free at two in the afternoon so we can speak then.
- 3 a See you next month.  
b I look forward to seeing you again in a month.
- 4 a I called earlier but you weren't in. Can you please call me back when you read this?  
b Please call me.

- c** Read these sentences and rewrite them as short and simple messages.

- 1 Would you like to meet me in town because I am visiting for the day?
- 2 I'm sorry but I'm staying with friends this week so I'm not at home.
- 3 I hope you have a good time. I look forward to seeing you in the summer then.

- 4** Work in pairs. You want to arrange to meet this week. Look at these instructions and write the first message. Exchange your messages, read your partner's message and write a reply.



- 5** Work in pairs. Read and check all your messages again.

- Are all your messages short and simple?
- Did you follow the KISS rules in each message?
- Can you improve any of the messages?

## 8f Festivals and special events



A parade with musicians in Argentina

## Before you watch

1 Work in pairs. Look at the photo and read the caption. Discuss the questions.

- 1 What are the musicians wearing in the parade?
- 2 What festivals or special events have music in your country?

## 2 Key vocabulary

Match these words with the pictures (1–7).

clarinet clown costume glove jewellery mask trumpet



3 Answer these questions about the objects in Exercise 2. Tell the class.

- 1 Which of these things can you see in your country?
- 2 When do you see them? (e.g. at festivals, at special events)

## While you watch

4 8.1 Watch the video. There are five photos in the video and each one shows a festival or a special event. Tick (✓) the things you can see in each photo.

- 1 Fire Festival: make-up  costume  fireworks
- 2 Rodeo: make-up  jewellery  clown
- 3 Parade: clarinet  trumpet  drums
- 4 Elephant festival: make-up  gloves  mask
- 5 Carnival: mask  gloves  jewellery

5 8.1 Watch the video again. Answer these questions.

### Photo 1

- 1 Which country is the Beltane Fire Festival in?
- 2 Does the narrator like the woman's costume?

### Photo 2

- 3 Where is the clown from?
- 4 Is he making the audience laugh or is he listening to his national anthem?

### Photo 3

- 5 Which city is the parade in?
- 6 How does the speaker describe the music?

### Photo 4

- 7 Where is this photo?
- 8 What colours can you see on the elephant?

### Photo 5

- 9 Which Italian city is the woman in?
- 10 How often is the carnival?

## After you watch

### 6 Vocabulary in context

8.2 Watch the clips from the video. Choose the correct option to complete the sentences.

7 Read these sentences from the video. Are the underlined words very positive or very negative? Practise reading the sentences. Stress the underlined words.

She's wearing an amazing costume!  
Those gloves are wonderful!  
The colours are incredible.

8 8.1 Work in pairs. Play the video again with the sound OFF. Take turns to be the narrator. Describe each photo when it is on the screen. Talk about:

- where it is.
- what you can see.
- what you like about it.

9 Read this email. Which event in Exercise 4 is the person writing about?

Hi!

We're having a great time in Scotland! Last night, we went to a festival. There were lots of people and they were wearing interesting costumes and white make-up. One woman had a white dress and an amazing tall hat. Everyone carried fire so it was an incredible event. I've attached a photo for you to look at.

Bye for now!

10 Choose another festival or event from the video. Imagine you went to it. Write an email to a friend and describe it.

11 Exchange emails with a partner. Can you guess which festival or event they described?

# UNIT 8 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 >> MB** Work in pairs. Find the photos in Unit 8 to match these sentences.
- These women live in the Philippines.
  - They are standing on other people's shoulders.
  - He's got a blue room.
  - A man is wearing a yellow, red and blue costume.
  - She's reading a book.
- 2 >> MB** Work in pairs. Look at Exercise 1 again. Underline the verbs in sentences 1–5 and answer these questions.
- What are the verb forms?
  - When do we use them?
- 3** Complete the sentences with the present simple or present continuous form of the verbs.
- At the moment, they \_\_\_\_\_ (work) in Japan.
  - He \_\_\_\_\_ (always / start) work at nine.
  - What \_\_\_\_\_ (you / do) now?
  - Currently, she \_\_\_\_\_ (write) a book about fashion.
  - We \_\_\_\_\_ (live) in Los Angeles.
  - \_\_\_\_\_ (you / like) this dress?
  - Why \_\_\_\_\_ (you / wear) those shoes this evening? They're ugly!
  - A: Where are Jan and Piotr? They're late.  
B: They \_\_\_\_\_ (drive) here now.

- 4** Complete the sentences with the correct form of *have got*.
- Penelope \_\_\_\_\_ blue eyes. (+)
  - I \_\_\_\_\_ a beard. (-)
  - The two sisters \_\_\_\_\_ the same dress. (+)
  - He \_\_\_\_\_ a hat. (-)
  - Maciej and Ania \_\_\_\_\_ long hair. (-)
  - The dancer \_\_\_\_\_ a white face with black lines. (+)
  - \_\_\_\_\_ you \_\_\_\_\_ make-up on your face?
  - \_\_\_\_\_ she \_\_\_\_\_ brown hair or blonde hair?

### I CAN

- use the present continuous with the present simple
- use *have got* to talk about appearance

## Vocabulary

- 5 >> MB** Can you remember the words for these pictures?



### I CAN

- talk about clothes
- talk about faces and parts of the body

## Real life

- 6** Choose the correct option to complete these sentences about the photo in Greece.



- This photograph *shows / takes* people in Xanthi, Greece.
  - Everyone is wearing black and white *costumes / uniforms*.
  - Some people have got *masks / make-up* on their faces.
  - Some people are wearing black *hats / belts*.
  - The woman *on the right / in the middle* hasn't got a hat.
  - She *looks / has got* happy.
- 7 >> MB** Look at other units in this book and choose a photo with people. Write five sentences to describe the photo and describe it to your partner.

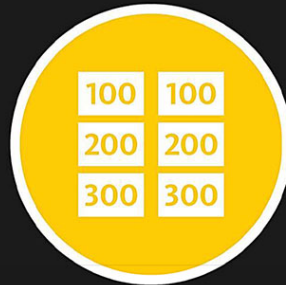
### I CAN

- describe a picture or photo

## Unit 8



# Language games

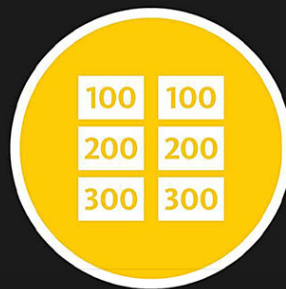




## Unit 8



# Language games



# Unit 9 Entertainment



Watching  
Photo by Volkan Güney, Istanbul, Turkey

## FEATURES

### 106 The Tallgrass Film Festival

We look at films from around the world

### 108 What's the future for TV?

Are we going to watch all our favourite programmes online in the future?

### 110 Nature in art

How different artists work with nature

### 114 Filming wildlife

A video about the secret lives of animals

1 Look at the photo and these places. Where do you think the woman is?

at a concert    at a stadium    in a museum  
at a cinema    at a theatre    in an art gallery  
at home

2 ▶ 81 Listen to somebody talking about the photo. Answer these questions.

- 1 Where is the woman?
- 2 What is she watching?
- 3 What are the people in the video doing?

3 Match the activities (1–7) with the places in Exercise 1.

- |   |                      |
|---|----------------------|
| 1 looking at a painting or a photo <i>in an art gallery</i> | 4 watching TV        |
| 2 looking at old objects                                    | 5 listening to music |
| 3 watching a film   | 6 watching a play    |
|   | 7 watching sport     |

4 Work in pairs. Imagine you want to go out this evening. Discuss the activities in Exercise 3 and number them from 1 to 7. Then compare your list with the rest of the class.

- 1 = This is the best entertainment. We want to do this!  
7 = We don't want to do this! It's really boring!

# 9a The Tallgrass Film Festival

## Vocabulary films

1 Complete these sentences in your own words. Then work in pairs and compare your sentences.

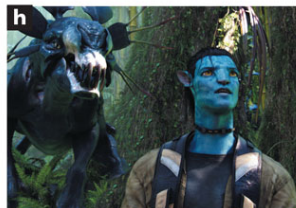
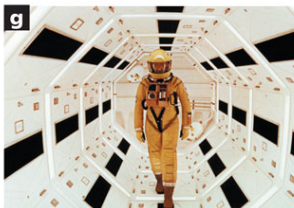
- I go to the cinema ... (once a week? once a month?)
- I usually watch films ... (on TV? on the internet? at the cinema?)
- I like watching films ... (with friends? on my own? with a big audience?)
- The last film I saw at the cinema was ...

### ▶ See or watch?

I went **to see a film** at the cinema. (to talk about the event)  
I like **watching films** with friends. (to talk about the activity)

2 Match the types of films with the photos (a–h).

animation comedy documentary fantasy horror film  
romantic comedy science-fiction film thriller



(Paycheck) Moviestore collection Ltd/Alamy Stock Photo, (The Simpsons Movie) Everett Collection, Inc./Alamy Stock Photo, (Dumb and Dumber To) Collection Christophel/Alamy Stock Photo, (When Harry Met Sally) AF archive/Alamy Stock Photo, (Nosferatu) World History Archive/Alamy Stock Photo, (2001: A Space Odyssey) ScreenProd/Photonstop/Alamy Stock Photo, (Avatar) Photo 12/Alamy Stock Photo

3 Work as a class. Think of one film for each type in Exercise 2. Which types of films do you like? Which types of films do you never watch?

## Reading

4 Read the article. What types of films can you watch at the Tallgrass Film Festival?

### THE TALLGRASS FILM FESTIVAL

▶ 82

Every year, the Tallgrass Film Festival shows more than 190 films from 33 different countries. You can see many different films including science fiction, documentaries and fantasy. Here are some of the films this year.

#### MOTHER

This comedy thriller is by the director Kadri Kõusaar. A man is shot in a small Estonian town and his mother tries to find out who did it.

#### BROTHER

In a drama from Venezuela, two brothers grow up in Caracas with a love for football. But life is difficult and sometimes violent for the two boys as they try to become professional players.

#### APRIL AND THE EXTRAORDINARY WORLD

It's 1941 and April lives with her family in Paris. One day her family disappears and April (with her cat) must find them. Great storytelling and animation for the whole family. (In French with English subtitles.)

5 Read the article again. Are these statements true (T) or false (F)?

- The Tallgrass Film Festival is once a year.
- You can see films from around the world there.
- It shows one type of film.
- This year you can see a film from Estonia.
- Brother* is about two football teams in Venezuela.
- April and the Extraordinary World* is only for children, not adults.

6 Which of the films at the festival would you like to see? Why?

## Listening

- 7** ▶ **83** Two friends are at the Tallgrass Film Festival. Listen to their conversation and answer the questions.
- Which film does Beata talk about?
  - Where does Charles invite Beata?
  - Does she answer yes or no?
- 8** ▶ **83** Listen again and complete the conversation with the verbs you hear.
- C = Charles, B = Beata  
 C: Hey! Beata.  
 B: Hi Charles. Are you enjoying the festival?  
 I'm going to <sup>1</sup> \_\_\_\_\_ a ticket for the next film. It's called *Mother*. Are you going to <sup>2</sup> \_\_\_\_\_ it too? It starts in ten minutes.  
 C: No, I'm not, but where are you <sup>3</sup> \_\_\_\_\_ afterwards? Didier, Monica and I are going to <sup>4</sup> \_\_\_\_\_ dinner at a Japanese restaurant. Do you want to come?  
 B: Sorry, but I'm not going to <sup>5</sup> \_\_\_\_\_ out late tonight. I'm tired.  
 C: Sure.  
 B: Oh, I must go. Bye.  
 C: Bye. See you later.

## Grammar *be going to* (for plans)

### ▶ BE GOING TO (FOR PLANS)

*I'm going to buy a ticket for the next film.*

*I'm not going to stay out late.*

*What are you going to see?*

*Are you going to see the film?*

*Yes, I am / No, I'm not.*

*going to go* → *going to*

We don't usually say *be going to go*. We say:

*I'm not going to go to work tomorrow.*

*Where are you going to go afterwards?*

For further information and practice, see page 174.

- 9** Look at the grammar box. Answer these questions.
- Does the form *be going to* + infinitive talk about the present or the future?
  - How do we form the negative and question form of *be going to*?
  - How can you say *going to go* in a different way?
- 10** Make sentences with *be going to*.
- we / see a film at the new cinema
  - I / not buy / a ticket. It's too expensive.
  - you / buy the tickets online or at the cinema?
  - where / you / sit?
  - I / not watch / the film. It starts at midnight.
  - where / you / go / after the film?
  - they / meet us in the centre of town?
  - I / never / watch a film by that director again!

## 11 Pronunciation /tə/

▶ **84** Listen to the sentences in Exercise 10. Notice the weak vowel sound in *to* is /tə/. Listen again and repeat.

## 12 Complete these sentences in your own words.

- This evening, I'm going to ...
- This weekend, I'm going ...
- Next weekend, I'm ...
- This summer, ...

## 13 Make questions about your sentences in Exercise 12. Then work in pairs. Ask and answer your questions.

A: *Are you going to see a film at the cinema this evening?*

B: *No, I'm not. But I am going to see one at the weekend.*

## Speaking my life

### 14 Imagine you are going to a film festival. Choose three films you want to see and plan your day.

#### In cinema 1

- 2.00–3.30 *Deepsea Challenge* – a documentary by James Cameron about the Mariana Trench  
 3.55–5.25 *The Martian* – a Hollywood science-fiction film  
 5.40–7.15 *Mumbai Delhi Mumbai* – a romantic comedy between two cities in India

#### In cinema 2

- 2.00–4.00 *Wild Tales* – six short, funny films from Argentina with some violence  
 4.15–5.35 *Best worst movie* – a fun documentary about one of the worst films in history  
 5.45–8.15 *Macbeth* – a new film version of Shakespeare's famous play

#### In cinema 3

- 2.00–4.10 *Howl's Moving Castle* – a classic Japanese animation film for children and adults  
 4.15–5.40 *And your mother too* – a film from Mexico with a mix of comedy and drama  
 5.45–6.45 *Everest* – a powerful documentary about the mountain and climbers

### 15 Work in groups. Imagine you are going to the festival with the people in your group. Discuss your plans.

A: *What are you going to see at two o'clock?*

B: *Deepsea Challenge because it's by James Cameron. Are you going?*

A: *No, I'm not. We're going to watch Howl's Moving Castle.*

# 9b What's the future for TV?

## Vocabulary talking about TV

1 ▶ 85 Listen to seven clips from different TV programmes. Match the clips (1–7) with the type of programme (a–g).

- a a sports programme
- b a comedy show 1
- c a quiz show
- d a horror film
- e a drama series
- f a wildlife documentary
- g the news

2 Read the comments about different TV programmes. Which programmes from Exercise 1 do they describe?

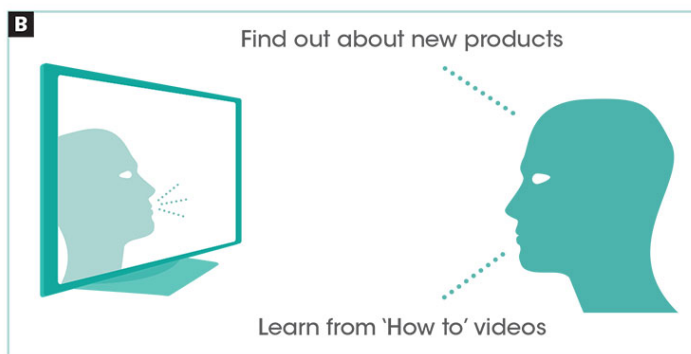
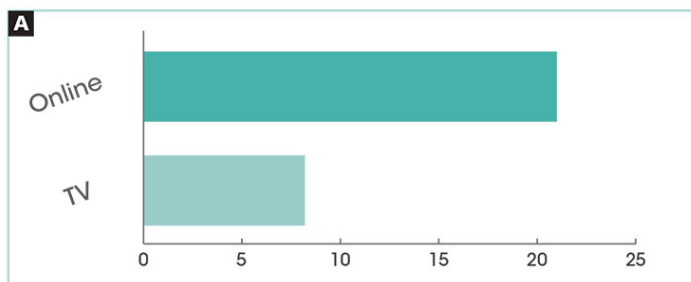
- 1 I love the actors in this show. They are all so **funny**!
- 2 It's really **interesting** how they filmed these animals under the ground.
- 3 Its episode three tonight. I enjoyed it last week but it was a bit **violent**.
- 4 The beginning of the film is **scary** because it happens in the middle of the night.
- 5 This is so **exciting**. They are both playing really well.
- 6 I can never answer the questions, but it's **fun**.
- 7 This is **boring**. Nothing new happened in the world today. Let's watch a film instead.

3 Work in groups and answer the questions.

- 1 Which TV programmes from Exercise 1 do you often watch?
- 2 Why do you watch them? (e.g. are they funny? interesting?)
- 3 What are you going to watch tonight when you get home?
- 4 Do you normally watch programmes on TV or do you watch online videos (e.g. on YouTube)? Give reasons for your answer.

## Listening

4 ▶ 86 Listen to a report about how young people watch videos and TV. Number A–C in the order the speaker mentions them (1–3).



**C**

	Online video	TV
I can watch it when I want to	81%	28%
It has programmes I want to watch	69%	56%

5 ▶ 86 Listen again and answer these questions.

- 1 Which TV programmes does the speaker mention at the beginning?
  - 2 Why do 81% of young people think online TV is better?
  - 3 What topics do people talk about on YouTube?
  - 4 Why do people watch 'How to' videos on YouTube?
- 6 At the end of the report, the speaker asks: 'Are we going to watch TV in the future?' What do you think?

*We're not going to watch TV in the future because ...*

## Grammar infinitive of purpose

### ▶ INFINITIVE OF PURPOSE

We use the infinitive of purpose to give the reason for an action.

*Turn on the TV to watch the news.*

*Go online to find a 'How to' video.*

*I'm going to record this film to watch it later.*

For further information and practice, see page 174.

7 Look at the grammar box. Answer the questions.

- Which part of the sentence describes the main action?
- Which part of the sentence gives the reason? What is the verb form in this part of the sentence?

8 ▶ 87 Read about an interview with the film maker Adrian Seymour. Complete the text with the infinitives of purpose (a–e). Listen and check.

- to make a film
- to finish making the film
- to find out about his films
- to have a holiday
- to film wildlife

9 Work in pairs. Match the actions (1–5) with the reasons (a–e). Then make sentences starting with *I'm going to ...*

- read this book about Martin Scorsese
- go to art school
- play this computer game again
- buy theatre tickets
- watch these videos

- to see a play by Shakespeare
- to reach level five
- to find out about his life
- to learn how to play the guitar
- to study painting

*I'm going to read this book about Martin Scorsese to find out about his life.*

## Speaking my life

10 Think about your plans. Write sentences about where you are going, when and why. Use some of these ideas.

the cinema tomorrow the theatre  
on Friday a concert at the weekend  
an art gallery next week a museum  
next month another place?

*I'm going to the cinema at the weekend to see Johnny Depp's new film.*

11 Work in pairs. Take turns to tell each other your plans. Ask your partner for the reason or more details.

*A: I'm going to London tomorrow.*

*B: Why are you going?*

*A: To meet some friends.*

## Interview with Adrian Seymour

Last week, I spoke to Adrian Seymour  
1 \_\_\_\_\_. Adrian makes films about  
nature and animals. This year he's going to  
Honduras 2 \_\_\_\_\_ about the rainforest.  
He's going in the summer 3 \_\_\_\_\_ and  
then he's going back to his office in the  
autumn 4 \_\_\_\_\_. So it's going to take  
about six months in total. Then in the winter, when  
he's finished the film, he's going to Indonesia  
5 \_\_\_\_\_!



# 9c Nature in art

## Vocabulary nature

1 The four pictures (1–4) show nature in art. Answer the questions for each picture.

- 1 Is the picture modern or traditional?
- 2 Do you know which country or period in history it is from?
- 3 What can you see in the picture? Use these words.

birds flowers grass lakes leaves  
mountains rocks sea sky trees

2 Do you have paintings or photos in your home? What kind of pictures are they? What do they show? (e.g. people, animals, places)

## Reading

3 Read the article and match each artist to the photo of their art (1–4).

4 Read the article again. Tick (✓) the sentences that are true for each artist, according to the information in the article.

## Critical thinking the writer's preferences

5 Look at the verbs *like* and *prefer* in this sentence. Does *prefer* mean 'like' or 'like one thing more than another'? Many people **like** Stanislaw Witkiewicz's paintings of people's faces, but I **prefer** his paintings of landscapes.

6 Read about the other three artists again. Answer the questions.

- 1 Which of the three artists does the writer like?
- 2 Which of their art does she prefer?

## Speaking my life

7 Work in pairs. Discuss the pictures on page 111.

- Say which picture you prefer in each of these pairs and say why. 1 or 2? 2 or 3? 3 or 4? 4 or 1?
- Which picture do you like the most? Why?

A: Which picture do you prefer? 1 or 2?

B: I prefer 2 because ...

This is my favourite painting because ...

	Stanislaw Witkiewicz	Andō Hiroshige	Beatriz Milhazes	Vincent van Gogh
1 This artist paints and uses nature in art.	✓	✓	✓	✓
2 This artist is living now.				
3 This artist painted the same subject eleven times.				
4 This artist also makes sculptures.				
5 This artist paints flowers.				
6 He didn't have money when he died.				



## Nature in art

▶ 88

Many artists paint and use nature in their work, but the results can be very different. Here are four of the most famous.

**Stanislaw Witkiewicz** (1885–1939) was a Polish artist and you often see his paintings in art galleries in Poland. Many people like Witkiewicz’s paintings of people’s faces, but I prefer his paintings of nature and landscapes. This one (painted in 1907) shows the Hinczow Lakes in the Tatra mountains. I like this painting because of the green fields and blue water – I’d love to go there. 5

Japanese art is famous for landscape paintings. You can often see sea and sky, and mountains and trees. **Andō Hiroshige** worked in the nineteenth century and he’s one of Japan’s most famous artists. He printed and sold thousands of beautiful prints in his lifetime. However, he was poor when he died. 15

**Beatriz Milhazes** is a Brazilian artist from Rio de Janeiro. She’s famous for her colourful paintings of flowers and interesting shapes. She also makes sculptures with different types of natural and man-made materials. Personally, I like all her work, though I prefer her paintings. 20

**Vincent van Gogh** made eleven paintings of sunflowers. They were his favourite paintings because he loved the colour yellow. I prefer his other paintings, but many people love the sunflower paintings. Nowadays, you see them on cards, postcards and T-shirts. Van Gogh died with no money, but in 1987 someone bought the last sunflower painting for \$49 million. 25

landscape (n) /'lændskeɪp/ a painting of an area outside (with trees, rivers, mountains, etc.)



# 9d Making arrangements



## Listening

- 1 Look at the photo of some theatres in Broadway, New York. Answer the questions.
  - 1 Is there a theatre in your town or city? What kinds of shows are there? (e.g. plays, musicals, dance)
  - 2 What was the last show you saw? What was it about?
- 2 ▶ 89 Two friends are talking about seeing a show at a Broadway theatre. Listen to their phone conversations and answer the questions.

### Conversation 1

- 1 Which show in the photo are they talking about?
- 2 When is the show?
- 3 Why isn't Adriana free?

### Conversation 2

- 4 Can Adriana finish work early?
- 5 What time does the show start?
- 6 What time are they going to meet?

## Real life inviting and making arrangements

- 3 ▶ 89 Complete the expressions for inviting and making arrangements with these words. Then listen again and check.

free great like 'd love meet see  
'm sorry time want

## ▶ INVITING AND MAKING ARRANGEMENTS

### Inviting

Would you <sup>1</sup> \_\_\_\_\_ to come?  
Are you <sup>2</sup> \_\_\_\_\_?  
Do you <sup>3</sup> \_\_\_\_\_ to go?

### Responding to the invitation

Thanks. I <sup>4</sup> \_\_\_\_\_ to.  
I <sup>5</sup> \_\_\_\_\_, but I'm working late tonight.  
That's <sup>6</sup> \_\_\_\_\_.

### Making arrangements

What <sup>7</sup> \_\_\_\_\_ does it start?  
Let's <sup>8</sup> \_\_\_\_\_ at seven.  
<sup>9</sup> \_\_\_\_\_ you at seven.

## 4 Pronunciation showing enthusiasm

- ▶ 90 Listen to these phrases for responding to invitations. Underline the word with the most stress. Then listen again and repeat.

- 1 I'd love to!
- 2 I'd really like to!
- 3 That's great!
- 4 That sounds fantastic!

## 5 Work in pairs. Practise these telephone conversations.

Student A: You've got tickets for the musical *Jersey Boys* tomorrow night. It starts at 8 p.m. Telephone Student B and invite him/her.

Student B: Answer the phone. You are at work. Listen to Student A's invitation and say yes. Arrange to meet.

Then change roles and have a conversation for the musical *Wicked*. It starts at 8.30 p.m.

# 9e It looks amazing!

## Writing reviews

- 1 People often write reviews on websites. Do you ever read them? Why? / Why not?
- 2 Match the extracts from reviews and comments (1–5) with these things.

an art exhibition   a film   music   perfume  
a restaurant

- 1 I loved their first album, so I was excited about their second. Some of the tracks are good, but it sounds very slow. So, it's a bit disappointing.
  - 2 After the show, we had a meal at this new place in the centre. We had mixed seafood for starters and it tasted great. We waited a long time for our main course and when it arrived, it was cold. So the waiter gave us desserts for free – they were delicious.
  - 3 The new exhibition in the gallery has paintings by the artist Picasso when he was very young. They look amazing! You can't believe he was only twenty when he painted them.
  - 4 I felt scared at the beginning because it starts in the middle of the night. There are two people in a car and they break down. So they go to a house and a strange man opens the door. But after that it's very funny. I laughed for two hours.
  - 5 I bought this because it has the name of my favourite actress on it, but it smells awful!
- 3 Which reviews in Exercise 2 are positive? Which are negative?

## 4 Writing skills giving your opinion with sense verbs

a Sense verbs are *look, feel, sound, taste, smell*. We often use sense verbs + adjectives in reviews to give our opinion about something. Underline five sense verbs + adjectives in the reviews in Exercise 2.

b Work in pairs. Which sense verbs could you use to write about these items? You can choose more than one for each item.

a musical at the theatre   a fitness centre  
a new building   a concert   a new café  
a new type of perfume   a computer game  
a new type of sports car  
some men's aftershave   clothes in a shop  
a new type of chocolate

c Which of these adjectives can you use with the verbs *look, feel, sound, taste, smell*? You can use the adjectives more than once.

angry   beautiful   bored   delicious   loud  
interesting   nice   soft   terrible   tired

5 Choose two of the items in Exercise 4b. Write a short review or comment for a website about them. Use sense verbs and adjectives.

6 Work in pairs. Exchange reviews. Use these questions to check your partner's reviews.

- Are the reviews positive or negative?
- Did your partner use sense verbs and adjectives?
- Are you now interested in the item in the review?

A musical show for Carnival in Montevideo, Uruguay



## 9f Filming wildlife



The photographer took this photo of an ocelot in Peru using a 'camera trap'.

## Before you watch



- 1 Do you ever watch wildlife documentaries on TV? Why? / Why not?
- 2 Look at the photo. Why do you think this animal is difficult to photograph?

### 3 Key vocabulary

Read the sentences. The words in bold are used in the video. Match the words with the definitions (a–e).

- 1 There are **rainforests** across Central and South America.
  - 2 You can use **camera traps** to photograph animals at night.
  - 3 A **kinkajou** lives in a rainforest.
  - 4 Leopards are a **species** of 'big cat' like lions and tigers.
  - 5 Adrian works with a **team** who help him.
- a something that takes photos when an animal moves in front of it
  - b type or group of animals
  - c places with many trees and different types of wildlife
  - d group of people working together
  - e a small animal

## While you watch

- 4  9.1 Watch the video with the sound OFF. Number Adrian's actions in the order you see them (1–9).
  - a He's getting up.
  - b He's going to bed.
  - c He's walking through the rainforest.
  - d He's putting a camera trap in a tree.
  - e He's taking a camera trap off a tree.
  - f He's looking for animals in the photos.
  - g He's having a bath.
  - h He's watching an animal on his computer.
  - i He's climbing up a tree.
- 5  9.1 Watch the video again with the sound ON. Choose the correct answer for the questions.
  - 1 Where is the rainforest?
    - a in Guatemala
    - b in Costa Rica
    - c in Honduras
  - 2 Where do a lot of the animals live?
    - a in rivers
    - b in trees
    - c under the ground

- 3 How many camera traps does Adrian put in the trees?
  - a six
  - b sixteen
  - c sixty
- 4 How long does Adrian wait before he looks at his camera traps?
  - a four hours
  - b four days
  - c four weeks
- 5 When Adrian looks at the first photos, what does he think?
  - a He thinks the cameras don't work.
  - b He doesn't think there are any animals.
  - c He doesn't know what the problem is.
- 6 He sees a kinkajou in the pictures. Which three facts are true about kinkajous?
  - a They come out at night.
  - b They live in rainforests.
  - c They also live in the desert.
  - d They eat meat and fruit.

## After you watch

### 6 9.2 Vocabulary in context

Watch the clips from the video. Choose the correct meaning of the words and phrases.

- 7 Complete this summary about Adrian Seymour and camera traps using words from the video.
 

Doctor Adrian Seymour is a <sup>1</sup>film-m\_\_\_\_\_ and his work is often on TV nature programmes. Recently, he went to the Honduran <sup>2</sup>r\_\_\_\_\_ to film animals that humans <sup>3</sup>r\_\_\_\_\_ see. Working with a <sup>4</sup>t\_\_\_\_\_ of people, Adrian put camera traps in different places, and waited. And waited. And waited – for four weeks. Then he <sup>5</sup>c\_\_\_\_\_ the traps and <sup>6</sup>s\_\_\_\_\_ the pictures back at his office.
- 8 Work in groups. You are a team of film-makers. A TV channel has lots of money for a new nature programme and it's going to give the money to the team with the best ideas. Plan your new TV programme and answer these questions.
  - 1 What are you going to call the TV programme?
  - 2 Where are you going to film?
  - 3 What are you going to film? What species of animal(s)? Why?
  - 4 How is your TV programme going to be different from other nature programmes?
- 9 Present your ideas to the other teams. Vote on the best idea.

# UNIT 9 REVIEW AND MEMORY BOOSTER

## Grammar

- 1 Complete the sentences with the *be going to* form of these verbs.

buy not drive have meet play (x2)  
watch not write

- We \_\_\_\_\_ a film on TV this evening.
- Matt and Raul \_\_\_\_\_ tennis.
- I \_\_\_\_\_ friends for dinner.
- They \_\_\_\_\_ here because there's a problem with their car.
- \_\_\_\_\_ you \_\_\_\_\_ a holiday this year?
- Rachel \_\_\_\_\_ the tickets online before we leave.
- The author \_\_\_\_\_ another book ever again.
- \_\_\_\_\_ she \_\_\_\_\_ her guitar at the concert?

- 2 Make five sentences with *be going to* and the infinitive of purpose.

I'm going to	the theatre	to have	a drink.
	a concert	to see	a musical.
	an art gallery	to listen to	music.
	a café	to look at	clothes.
	the shops	to buy	paintings.

- 3 >> MB Work in pairs. Tell each other about:

- a plan for this weekend with *be going to* ...
- the reason for your plan with the infinitive of purpose.

### I CAN

- talk about future plans with *be going to*
- use the infinitive of purpose correctly

## Vocabulary

- 4 Match these types of film with the comments (1–6).

animation comedy documentary horror  
science fiction thriller

- It's a story in space with aliens.
- It was very funny and I laughed for hours afterwards.
- It's all about polar bears and how they live.
- I couldn't watch the film. It was very scary!
- It's an exciting story with lots of danger.
- In the past, they drew all the pictures on paper. Nowadays, they make them with computers.

- 5 Cross out one incorrect word in each group.

- PLACES stadium cinema theatre gallery film
- TYPES OF FILM animation thriller fantasy news horror
- LANDSCAPES rocks mountains fruit sea sky
- PLANTS grass birds trees flowers leaves
- ANIMALS kangaroo turtle bird lake frog

- 6 >> MB Work in pairs. Look at the photos and answer these questions.

- What type of TV programme are they?
- What words describe these types of programmes?
- When you watch them, how do you feel? (e.g. happy, sad, angry, bored, scared, excited)



- 7 >> MB Work in pairs. Discuss these questions.

- What's your favourite TV programme at the moment?
- What words describe it?

### I CAN

- talk about different types of films and TV programmes
- talk about nature

## Real life

- 8 Number the lines of the conversation in the correct order (1–8).

- Would you like to come to the cinema?  
Sorry, but I'm working late.  
When are you going?  
OK. I'd love to come at nine.  
The film is also on at nine.  
Great. Let's meet outside the cinema at quarter to nine.  
At six.
- Right. See you there. Bye.

- 9 >> MB Work in pairs. Act out a telephone conversation arranging to meet next week. Then change partners and make another arrangement for a different day next week.

### I CAN

- invite someone
- make arrangements

## Unit 9



# Language games



## Unit 9



# Language games



# Unit 10 Learning



Walking into a new building in Yangzhou, China

## FEATURES

### 118 What have we learned?

Modern discoveries and new questions for science

### 120 How good is your memory?

Find out how to improve your memory with memory athlete Nelson Dellis

### 122 Good learning habits

Learn something new by changing your habits

### 126 Memory and language learning

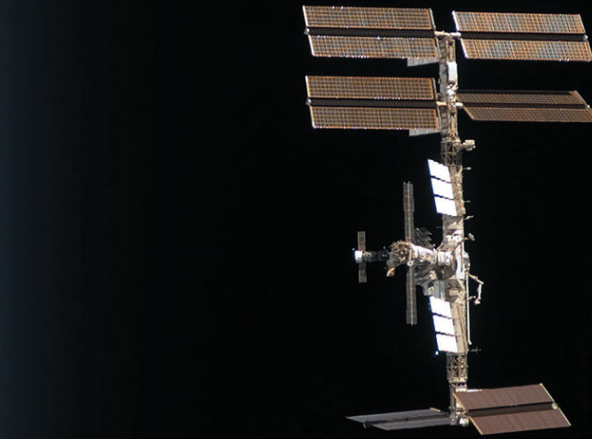
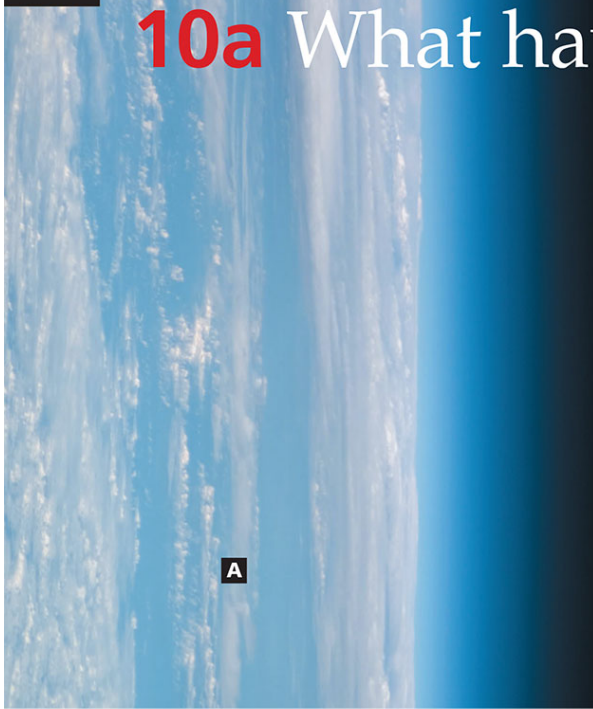
Compare ways of learning languages

- 1 Look at the photo. What do you think this building is for? What happens here?
- 2 91 Listen to part of a travel podcast and answer the questions.
  - 1 Why is Yangzhou famous?
  - 2 What types of books can you find in the place in the photo?
- 3 Match the subjects (1–8) with the topics (a–h).

1 history	a heat, light and energy
2 physics	b places in the world
3 literature	c the past
4 geography	d living things
5 biology	e chemicals
6 mathematics	f computers
7 chemistry	g numbers
8 IT (information technology)	h books
- 4 Which subjects do / did you study at school? Which subjects are most interesting for you? Why?



# 10a What have we learned?



## Reading

- 1 Look at the three pictures. What do you think is happening in each photo?
- 2 Read the article. Match the photos (A–C) with the paragraphs (1–3).

▶ 92

### What have we learned ... and what is still to learn?

- 1 In recent centuries, scientists have learned a lot. They've learned how to send people into space and they've discovered new medicines. More recently, they've invented the internet and they've designed robots to do routine jobs.
- 2 However, there are still some things which scientists haven't been able to do. For example, some scientists have tried to make objects invisible, but it hasn't worked very well. The car in the photograph has cameras on one side and it shows the images on the other side. But, as you can see, the wheels aren't invisible.
- 3 Other scientists are trying to solve the problem of transport on our busy roads. They've made self-driving cars, but so far they haven't been able to move a human from one place to another without transport. This is called 'teleporting' and scientists don't understand this difficult area of science yet.

- 3 Read the article again. Is the information in these sentences in the text (✓) or not in the text (X)?

- 1 Scientists have learned to do many things.
- 2 Some people have robots in their homes.
- 3 Scientists don't know everything.
- 4 The invisible car isn't completely invisible.
- 5 Self-driving cars work very well.
- 6 Scientists have tried different solutions to transport problems.

- 4 Work in groups. Discuss the questions and give reasons for your answers.

In the future, do you think we are going to:

- 1 use robots for housework?
- 2 make objects invisible?
- 3 use self-driving cars?
- 4 teleport humans?

## Vocabulary learning

### ▶ WORDBUILDING synonyms and antonyms

Synonyms are words with similar meanings: *learn – study*  
Antonyms are words with opposite meanings: *pass ≠ fail*

For further practice, see Workbook page 83.

- 5 Look at the wordbuilding box. Then choose the best option to complete the sentences.
- 1 Can you *learn* / *teach* me how to speak Spanish?
  - 2 Everyone in the class is going to *pass* / *fail* the test because their English is very good.
  - 3 I can't go out tonight. I need to *study* / *practise* for a history exam tomorrow.
  - 4 Can you *forget* / *remember* the past tense of the verb 'go'?
  - 5 My teacher explained it, but I still don't *know* / *understand* how it works.
  - 6 Hans Lippershey *discovered* / *invented* the first telescope in 1608.

## Grammar present perfect

### ▶ PRESENT PERFECT

*I've learned* the vocabulary for the test.  
*He's invented* a new robot.  
*We've discovered* a new type of medicine.  
*I haven't done* my homework.  
*He hasn't passed* the exam.  
*They haven't understood* the words.

Note: With regular verbs, add *-ed* to make the past participle form. See page 182 for a list of irregular past participle forms.

For further information and practice, see page 176.

- 6 Look at the grammar box. Answer these questions.
- 1 Are the sentences talking about an action in the past or present?
  - 2 Do we know exactly when the action happened?
  - 3 In the present perfect, the main verb is the past participle (e.g. *learned*). What is the auxiliary verb?
- 7 Complete the text with these words.

has have haven't hasn't has have

The mobile phone <sup>1</sup> \_\_\_\_\_ changed our lives forever. It <sup>2</sup> \_\_\_\_\_ become a normal part of our everyday life. In fact, most people <sup>3</sup> \_\_\_\_\_ forgotten what life was like without it. You probably <sup>4</sup> \_\_\_\_\_ called from a public telephone box in years. Of course, if you are aged under 25 years, life <sup>5</sup> \_\_\_\_\_ changed at all. Phones <sup>6</sup> \_\_\_\_\_ always been mobile.

- 8 Complete these sentences with the present perfect form of the verb.

- 1 I \_\_\_\_\_ (pass) all my exams! I'm so happy.
- 2 Tim \_\_\_\_\_ (study) mathematics at university and he plans to teach it.
- 3 There's nobody in school this week. All the teachers \_\_\_\_\_ (go) on holiday.
- 4 We \_\_\_\_\_ (not understand) anything. Can you explain it again in the next lesson?
- 5 BMW \_\_\_\_\_ (design) a new type of car. They're going to sell it next year.
- 6 He \_\_\_\_\_ (not do) any homework all year.
- 7 They \_\_\_\_\_ (forget) our address. Can you text it to them?
- 8 I \_\_\_\_\_ (not see) Tom this week. Is he on holiday?

### ▶ PRESENT PERFECT QUESTIONS and SHORT ANSWERS

*Have you forgotten* his phone number?

Yes, I *have*. / No, I *haven't*.

*Has she practised* the piano today?

Yes, she *has*. / No, she *hasn't*.

Questions with *Have you ever...?*

We often use *Have you ever* to ask about past experiences and we use *never* in negative answers.

*Have you ever studied* French?

No, I've *never studied* French.

For further information and practice, see page 176.

- 9 ▶ 93 Look at the grammar box. Complete the conversations. Then listen and check.

- 1 A: <sup>1</sup> \_\_\_\_\_ you done your homework?  
B: No, I <sup>2</sup> \_\_\_\_\_.
- 2 A: <sup>3</sup> \_\_\_\_\_ Peter finished his exams?  
B: Yes, he's <sup>4</sup> \_\_\_\_\_ all of them and now he's waiting for his results.
- 3 A: Have you <sup>5</sup> \_\_\_\_\_ studied Arabic?  
B: No, I've <sup>6</sup> \_\_\_\_\_ studied Arabic.

## Speaking my life

- 10 Work in pairs. Ask each other *Have you ever ...?* questions, using these ideas.

be / on TV fail / test invent / something  
meet / a famous person write / a book  
work / in another country

A: *Have you ever failed a test?*

B: *Yes, I have. I've failed my driving test twice!*

# 10b How good is your memory?



## Speaking and reading

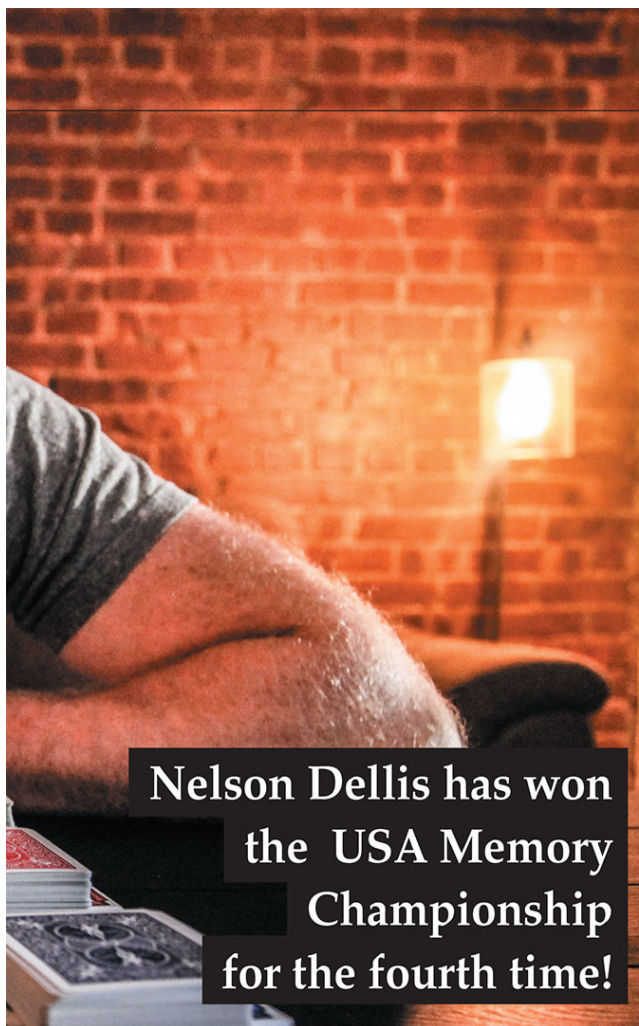
- 1 Work in groups of three. Which things on this list are easy to remember? Which do you often forget?
  - people's names and faces
  - directions and addresses
  - telephone numbers
  - dates and facts in history
  - food on shopping lists
  - the words of a song

- 2 Work in your group. Find your text and memorize the important information. Write notes in the table.

Student A: Turn to page 154. Student B: Turn to page 155.  
 Student C: Turn to page 157.

- 3 Tell the students in your group about the information in your text. Listen to the other students and write notes in the table.
- 4 Now read all three texts and compare your notes.
  - 1 How much information have you remembered?
  - 2 How much information have the other students remembered?
  - 3 Which memory techniques have you used before?

	Student A	Student B	Student C
What was the topic of the text?			
What memory techniques did it describe?			



## Nelson Dellis has won the USA Memory Championship for the fourth time!

### Listening

- 5 Look at the photo and the headline. Answer the questions.
- Who is the man in the photo?
  - What has he won? Has he ever won it before?
- 6 ▶ 94 Listen to a news report about Nelson Dellis. Number these topics in the order the reporter mentions them.
- the USA Memory Championship
  - what Nelson can remember
  - Nelson's memory techniques
- 7 ▶ 94 Listen again. Answer the questions.
- How many new names and faces can Nelson memorize?
  - How many different numbers can he hear and repeat?
  - Which years did he win the USA Memory Championship?
  - Which sporting event is the USA Memory Championship similar to?
  - What did he study a few years ago?
  - How much did he practise?
  - Who does he teach his techniques to?

## Grammar present perfect and past simple

### ▶ PRESENT PERFECT and PAST SIMPLE

Nelson **has won** the USA Memory Championship four times. He **won** the competition in 2011, 2012, 2014 and again in 2015.

For further information and practice, see page 176.

- 8 Look at the grammar box. Choose the correct option to complete these rules.
- We can use the present perfect and the past simple to talk about the *present / past*.
  - We use the *present perfect / past simple* when we know or say the exact time.
  - We use the *present perfect / past simple* when we don't say or know the exact time.
- 9 Complete the sentences with two forms of the verb. Use the present perfect and the past simple.
- My friend \_\_\_\_\_ his mathematics exam twice! He \_\_\_\_\_ it last year and this year. (fail)
  - Sally \_\_\_\_\_ English before. When she was a child, she \_\_\_\_\_ it at school. (study)
  - Google \_\_\_\_\_ different driverless cars and in 2016 it \_\_\_\_\_ a car which travelled 200,000 km with no driver. (make)
  - I \_\_\_\_\_ you again at eight this morning, but there was no answer. So in total, I \_\_\_\_\_ you five times! (call)
  - We \_\_\_\_\_ a film at the weekend. I \_\_\_\_\_ it a few times before, but it was still funny. (see)

### Speaking my life

- 10 In everyday conversations, we often start with a question in the present perfect and then ask another question in the past simple. Write conversations with the ideas in 1–4.
- A: Have you ever studied in another country?  
B: Yes, I've studied in Mexico.  
A: When did you study there?  
B: I studied in Mexico in 1993.*
- Have / take / an English exam?  
When / take it?
  - Have / study / science?  
Where / study?
  - Have / teach / a subject?  
What / teach?
  - Have / learn / a musical instrument?  
What / learn?
- 11 Work in pairs. Ask and answer the questions from Exercise 10. Then ask your own questions to find out more about what your partner has learned.

# 10c Good learning habits

## Vocabulary daily habits



- 1** Work in groups. Discuss these habits (a–m) and decide what you think about each one. Write (✓) if you think it's a good habit. Write (–) if you think it isn't good or bad. Write (X) if you think it's a bad habit.
- drinking lots of coffee every day
  - brushing your teeth twice a day
  - swimming every morning
  - singing in the shower
  - biting your fingernails
  - buying the same newspaper every day
  - eating chocolate
  - checking your phone during meals
  - smoking cigarettes
  - practising the guitar for thirty minutes a day
  - putting sugar in tea
  - not eating breakfast
  - learning ten new English words every day

- 2** Work in pairs. Answer the questions.
- Do you have any of the habits in the list in Exercise 1?
  - Have you ever tried to change a habit? What happened?

## Reading

- 3** Read the article and answer the questions.
- What is Michael Phelps' habit before a race?
  - What has he won?
  - What examples of useful habits are there in paragraph 2?
  - Why does coffee and cake at the café become a habit?
  - Why is it a bad habit?
  - How long can it take to stop a bad habit?
  - How can you change a habit?

## Critical thinking supporting the main idea

- 4** Each paragraph in the article has a main idea. Match the paragraphs (1–3) with these ideas.
- how we can have good and bad habits
  - how good habits can help us do something well
  - how we can change our habits
- 5** The writer supports the main ideas in three different ways. Which paragraph (1–3) uses:
- different examples from everyday life?
  - information about a real person?
  - information from research and studies?

## Word focus up

- 6** Find two verb phrases with *up* in paragraph 1 and in paragraph 3.
- 7** Read the sentences. Match the verb phrase with *up* in bold (1–5) with the meaning (a–e).
- He **gets up** at 6.30 a.m.
  - They want to **give up** smoking.
  - We **wake up** at seven every day.
  - The cost of food **goes up** in the winter.
  - I always **dress up** for a party.
- get out of bed
  - wear fun or nice clothes
  - stop sleeping
  - stop (a bad habit)
  - increase
- 8** Complete these questions with a verb phrase with *up*. Then work in pairs. Ask and answer your questions.
- When you go out with friends, do you ...?
  - In the morning, what time do you ...?
  - Which bad habits do you want to ...?
  - How often does the cost of transport ...?

## Speaking and writing my life

- 9** Work in pairs. Choose one of these questions or think of your own question. Write advice about how you can do something well with good habits and routines.
- How can you run a marathon?
  - How can you swim like an Olympic swimmer?
  - How can you stop drinking too much coffee?
  - How can you save more money?
  - How can you play a musical instrument like a famous musician?
- 1** *Get up every day at six and eat a healthy breakfast.*



# Good learning habits

▶ 95

People who learn to do something really well nearly always have good routines and habits. Take the retired Olympic swimmer Michael Phelps. When he was training, he trained 365 days a year and he had the same training routine every day. He got up at 6.30 a.m. and had breakfast. He ate exactly 6,000 calories every day. Then he swam for six hours a day. Before a race, he always listened to very loud hip-hop music. Phelps has won 23 Olympic gold medals and 28 Olympic medals in total. That's more than any other person in history.

Habits are useful for all of us. We brush our teeth without thinking so we don't have problems with them. Most people travel to school or work the same way every day and don't get lost. And when we want to learn something new – like a musical instrument – it's important to have a daily routine such as practising for thirty minutes

before breakfast. Of course, habits can also be bad and more difficult to change. For example, imagine someone works in an office. Every day his colleagues go to a café during the break. He goes with them and buys coffee and cake. It's fun, so he does it again the next day – and the next. Soon it's a habit and he's spending more money, drinking more caffeine, and eating too many calories.

According to researchers at the University College London, most people can make something into a habit after 66 days of routine and repetition. Stopping a bad habit (e.g. giving up smoking) can take longer – up to 254 days. One conclusion was that the 'situation' is important for a habit. So, if you are going to change the habit of having coffee and cake every day, don't go to the café but go for a walk. In other words, change the situation and start a new routine.

# 10d Communication problems

## Listening

1 Look at the photo and discuss the questions.

- 1 How does the man feel? What do you think has happened?
- 2 Has your mobile phone or internet connection ever stopped working? How did you feel?

2 ▶ 96 Richard works for Omarox Engineering. He answers a telephone call from Omar. Listen and answer the questions.

- 1 Where is Omar?
- 2 What time is it?
- 3 What isn't working?
- 4 What is the name of Omar's hotel?
- 5 What is the number?
- 6 Where has Richard put the designs?



## Real life checking and clarifying

3 ▶ 96 Look at these expressions for checking and clarifying. Then match the responses (a–f) with the expressions (1–6). Listen again and check.

### ▶ CHECKING AND CLARIFYING

- 1 Is that three in the morning?
- 2 Was that the Encasa Hotel?
- 3 The number is 603 2169 2266.
- 4 Is there anything else?
- 5 Have you called our colleagues?
- 6 Have you emailed me all the designs?

- a So that's 603 2169 2266.
- b No, in the afternoon.
- c Yes, I have.
- d Yes, one thing.
- e No, the Ancasa Hotel. A for apple.
- f No, I haven't.

4 **Pronunciation contrastive stress (2)**

▶ 97 Listen and underline the stressed word in the responses. Then listen again and repeat the response.

- 1 A: Is that three in the morning?  
B: No, in the afternoon.
- 2 A: Was that the Encasa Hotel?  
B: No, the Ancasa Hotel.
- 3 A: Is that E for England?  
B: No, it's A for apple.

5 Work in pairs. Look at the information and prepare for the telephone call. Then practise the telephone conversations.

### Student A

Call 1

- You are working abroad, but your mobile phone isn't working.
- Telephone Student B from the Hotel Innsbruck. Your number is 0043 512 5703022.
- Check Student B has emailed your presentation for tomorrow's meeting.

Call 2

- Student B is abroad. Answer his/her call.
- Write down information about the hotel (name/number).
- You haven't emailed the video because Student B's email isn't working.

### Student B

Call 1

- Student A is abroad. Answer his/her call.
- Write down information about the hotel (name/number).
- Confirm that you have emailed the presentation for tomorrow's meeting.

Call 2

- You are working abroad, but your mobile phone isn't working.
- Telephone Student A from the Embassy Hotel. Your number is 0043 512 0067241.
- Check Student A has emailed the video for tomorrow's meeting.


# 10e Please leave a message after the tone

## Vocabulary email addresses and websites

1 ▶ 98 Can you say these email addresses and websites? Listen and check your answers.


1

j\_jones@hotmail.co.uk



2

www.ancasa.com



3

charityhelp.org/b-2



2 Work in pairs. Take turns to say and write down:

- your email address.
- your favourite website.

## Writing a telephone message

3 ▶ 99 Listen to a voicemail message and read the written message. There are five mistakes in the written message. Correct them.

MESSAGE

Name of caller: Richard Senger

Message for: Doctor Omar Al Harbia

Message: He can't email the designs.  
Download them from omarox.com/a-1  
Call him back on his home number  
(077 234 3785) or email him at  
r-sanger@omaroX.com

\*\*\*\*\* Urgent

## 4 Writing skill imperatives

a When we write messages, we often simplify what the speaker said. In this example, the message is written as an instruction and uses the imperative form.

'He can download them from this address: omarox.com/a-1' →  
 Download them from omarox.com/a-1.

b ▶ 100 Listen to five voicemail messages. Note the messages as instructions, using the imperative.

- 1 Call Jim back this evening.
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_

5 Prepare to leave a message for a colleague. Include these details.

- your name
- your number
- your email
- ask your colleague to do something

6 Work in pairs. Take turns to read your messages from Exercise 5. Listen to your partner and note down the most important information.

MESSAGE

Name of caller: \_\_\_\_\_

Message for: \_\_\_\_\_

Message: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

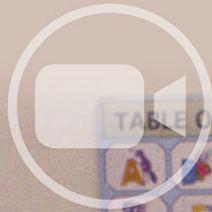
\_\_\_\_\_

\*\*\*\*\* Urgent

7 Check your partner's written message. Is it clear? Is everything correct (e.g. the spelling, phone numbers, email address)?



# 10f Memory and language learning






Children learning English in a school in Jericho, Palestine

### Before you watch


- 1 Work in pairs. Look at the photo and read the caption. Answer the questions.
  - 1 What language are they learning?
  - 2 Did you learn another language when you were a child?
  - 3 How old were you when you started learning English?
  - 4 Is it important to learn different languages when you are a child? Why?

### While you watch

- 2  10.1 Watch the video. What questions do the people answer?
  - 1 \_\_\_\_\_ ?
  - 2 \_\_\_\_\_ ?
  - 3 \_\_\_\_\_ ?
  - 4 \_\_\_\_\_ ?
- 3  10.1 Watch the video again. How do these people answer the questions (1–4)? Write words and phrases for each answer. Don't write full sentences.




- 4  10.1 Work in groups. Compare your answers from Exercise 3 and add more information. Then watch the video again and check.

### After you watch

- 5  10.2 **Vocabulary in context**  
 Watch the clips from the video. Choose the correct meaning of the words and phrases.
- 6 Work in pairs. Look again at your notes in Exercise 3. Which answers are true for you?
- 7 Work in groups. Discuss and plan a list of advice for other people learning English. Talk about these questions.
  - 1 How do you memorize new words in English?
  - 2 How can you learn English outside the classroom?

Now design a poster with advice for learning English. Use large pieces of paper. Write your ideas and add pictures.

Present your poster to other groups in the class and share your ideas.

	Question 1	Question 2	Question 3	Question 4
				
				
				
				

# UNIT 10 REVIEW AND MEMORY BOOSTER

## Grammar

1 Write *Have you ever ...?* questions using these ideas.

- 1 see / the Eiffel Tower?  
*Have you ever seen the Eiffel Tower?*
- 2 teach / a subject?
- 3 learn / guitar?
- 4 ride / a motorbike?
- 5 make / a film?

2 Match these answers with the questions in Exercise 1.

- a Yes, I have. I made one about my family for a college project.
- b Yes, I have. I rode across America on a Harley Davidson last summer.
- c No, I haven't, but I've helped my younger brother with his homework.
- d No, I haven't, but I'm going to Paris next year.
- e No, I haven't, but I'd like to play it one day.

3 **>> MB** Work in pairs. Take turns to ask and answer the questions in Exercise 1.

4 Complete the conversation with the present perfect or past simple form of the verbs.

- A: <sup>1</sup> \_\_\_\_\_ (you / ever / visit) Rome?  
 B: Yes, I have. I was a student at the university.  
 A: Really? What <sup>2</sup> \_\_\_\_\_ (you / study)?  
 B: Art. I also <sup>3</sup> \_\_\_\_\_ (work) in a museum for three months.  
 A: When <sup>4</sup> \_\_\_\_\_ (you / do) that?  
 B: In 2005.  
 A: <sup>5</sup> \_\_\_\_\_ (you / learn) Italian when you were there?  
 B: No, I didn't, because my parents are Italian so I <sup>6</sup> \_\_\_\_\_ (speak) Italian all my life.

### I CAN

use the present perfect correctly

ask about past experiences

## Vocabulary

5 These sentences are from different books in a school. Match the sentences to these subjects.

biology history geography chemistry  
 literature physics

- 1 About 60% of the human body is water.
- 2 The Mekong River is in Southeast Asia and goes through six countries.
- 3 Mary Shelley wrote the book *Frankenstein*.
- 4 Light travels at 299,792,458 metres per second.
- 5 Bolivia became a country in 1825.
- 6 Hydrogen and oxygen makes water.

6 **>> MB** Think of an example for these and tell your partner.

- an important fact about the history of your country
- a famous book in the literature of your country
- a scientific discovery in the twentieth century

7 Choose the correct option to complete the sentences.

- 1 I *study* / *invent* English every day for an hour.
- 2 Can you *know* / *remember* the past tense of the verb 'go'?
- 3 I always *memorize* / *forget* this word! What does it mean?
- 4 We can *practise* / *know* English together by only speaking English.
- 5 I need to *discover* / *learn* this list of words before the exam.

8 **>> MB** Complete this sentence for you. Then compare with your partner.

This week in my English lessons, I've learned ...

### I CAN

talk about subjects

talk about learning

## Real life

9 Put the words in the correct order to make questions for checking and clarifying.

- 1 Amsterdam? / as / in / A / is / that
- 2 thirteen / that / thirty? / or / was
- 3 675 6475? / number / the / is
- 4 there / anything / is / else?
- 5 have / sent / the / email? / you

10 **>> MB** Write down the following.

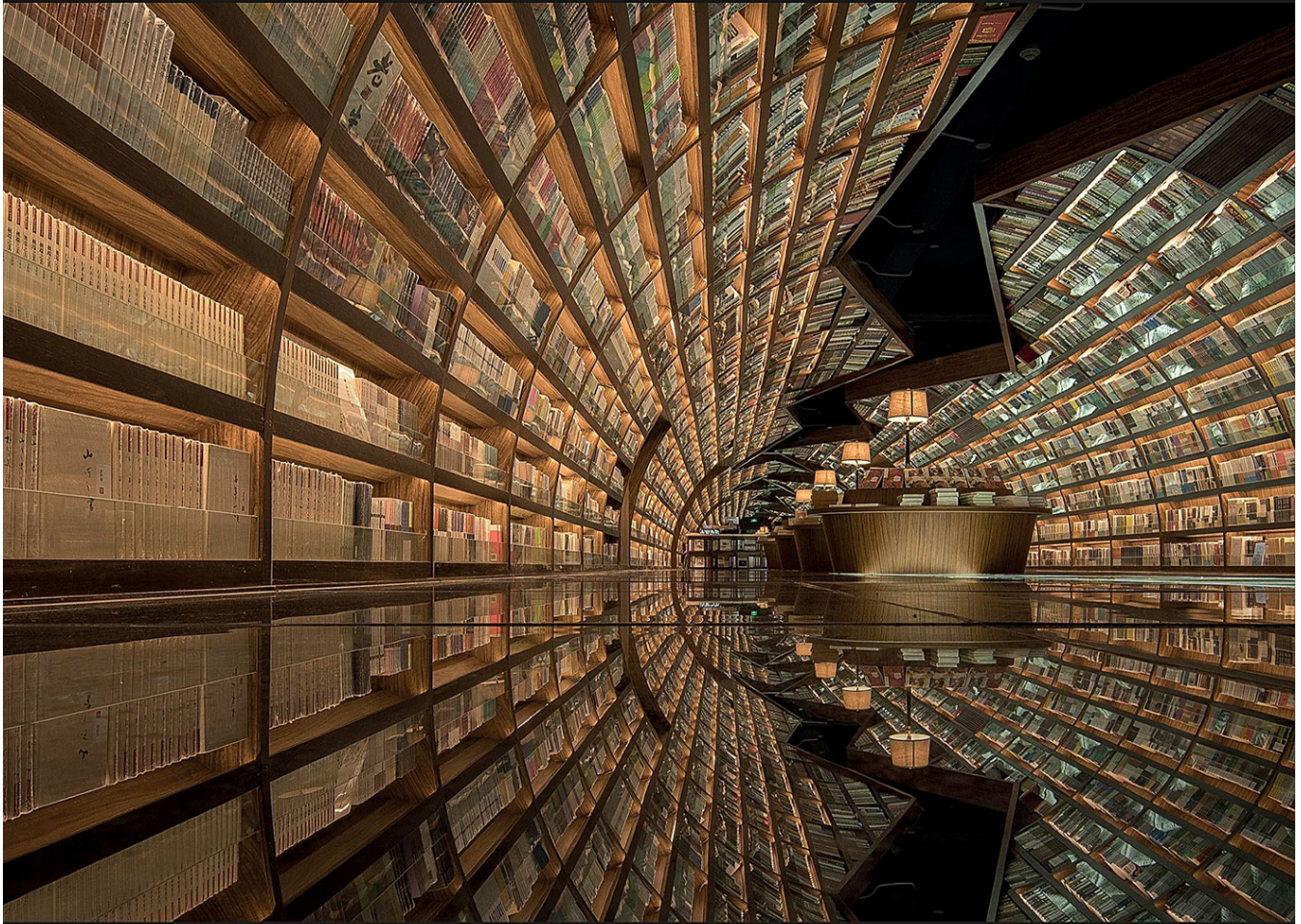
- the name of a famous person
- the telephone number of your best friend
- the address of someone else in your family

Then work in pairs. Take turns to read out your information. Listen and write down your partner's information. Check and clarify the spelling and numbers.

### I CAN

check and clarify information

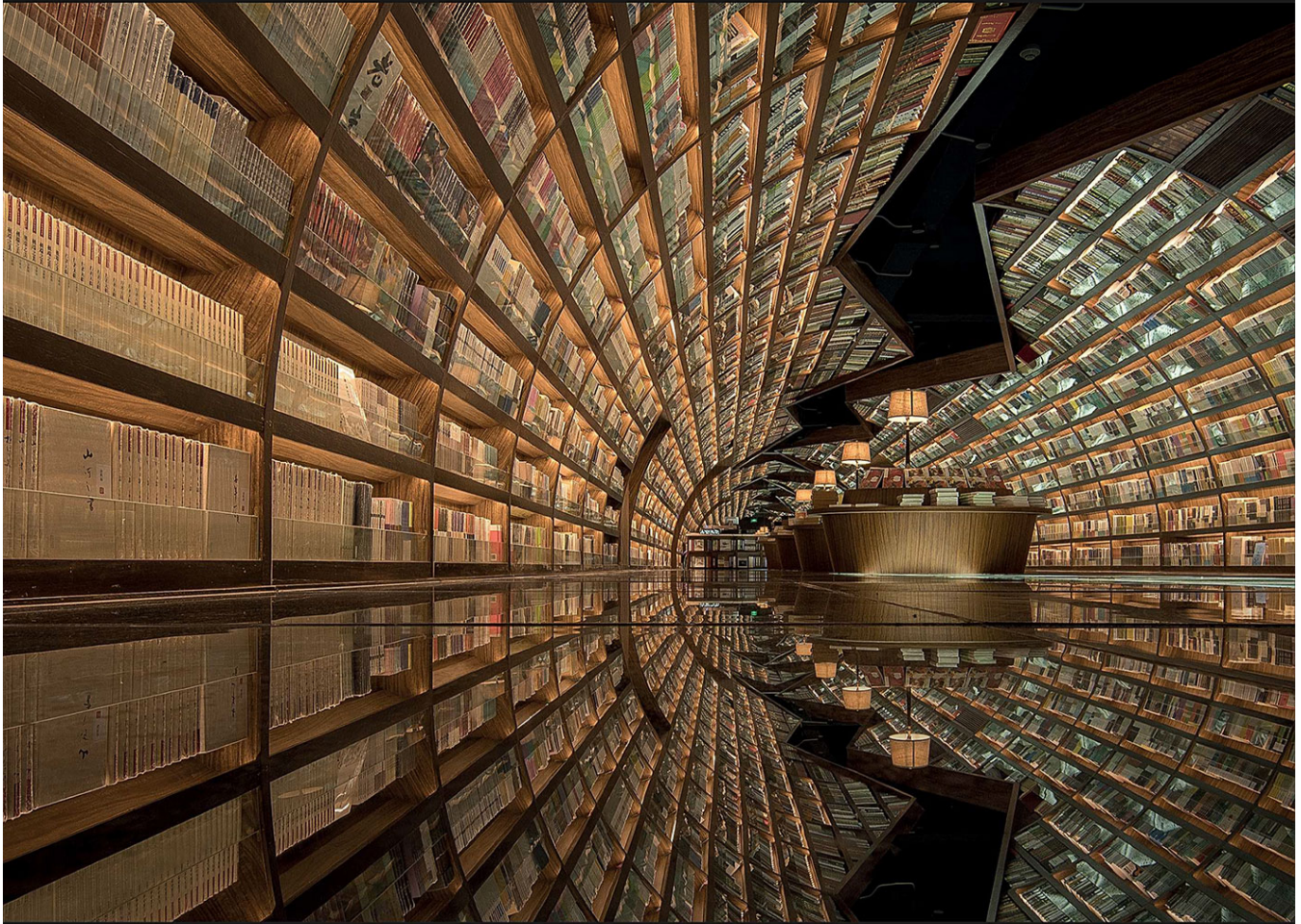
# Unit 10



## Language games



# Unit 10



## Language games



# Unit 11 Tourism

The desert in Jordan



## FEATURES

### 130 Planning a trip

How to prepare for your next holiday

### 132 On holiday

What type of tourist are you?

### 134 Should I go there?

Travel writer Carlos Gomm can't decide about his next holiday

### 138 A tour of London

A video about some of London's interesting old and new buildings

1 Look at the photo. Why do you think the table is in the desert?

2 ▶ 101 Listen to a man talk about his holiday in Jordan. Why was the table in the desert? What happened?

3 Which of these holidays did the man in Exercise 2 take?

a camping holiday  
backpacking around the world  
a sightseeing tour  
a package holiday by the beach  
hiking in the mountains

4 Work in groups. Look at the holidays in Exercise 3 again and discuss these questions.

- Which holidays do you prefer?
- Which holidays have you done in the past?
- Which holidays are you going to do in the future?

*I prefer package holidays to hiking in the mountains because I like to relax on holiday.*

*I've never been on a camping holiday.*

*I'm going backpacking round Ireland next summer.*

# 11a Planning a trip

## Reading

1 Work in groups. Discuss these questions.

- When do you normally plan your holiday? (e.g. a year before, six months before, the week before)
- What do you do before your holiday? Make a list and compare it with another pair.

*get a passport, buy a plane ticket*

2 Read the information for tourists and other visitors in Australia. Write the sub-headings in the information leaflet.

Road travel   Weather   Money   Visas   Language

▶ 102

## Information for tourists and visitors in Australia

- 1 \_\_\_\_\_

  - You have to get a holiday visa from the Australian Embassy before you leave.
  - Tourists can stay for a maximum of six months.
  - You can't work in Australia without a work visa. You have to get a visa from the Australian Embassy in your country.
- 2 \_\_\_\_\_

  - The currency is Australian dollars.
  - Most shops, hotels and banks in large cities accept credit cards.
  - In smaller towns, always have cash with you.
- 3 \_\_\_\_\_

  - Australia is a multicultural country so there are many different languages.
  - Most people speak or understand English.
- 4 \_\_\_\_\_

  - The climate is different in different areas of the country.
  - Summers are very hot and the temperature is often over 40°C. Always use lots of sun cream and wear a hat.
- 5 \_\_\_\_\_

  - Tourists don't have to get a new driving licence. But if you stay here for more than one year, you have to take an Australian driving test.



Ayers Rock or Uluru, Australia

3 Read the comments (1–5) from visitors to Australia. Have the people followed the information in Exercise 2?

- I've been a tourist here for seven months now. I'm going to stay a few weeks longer.
- I got a work visa before I left home.
- I've changed most of my money to US dollars.
- I'm working here for six months. I don't know if I can drive here.
- I've brought sun cream because of the heat.

## Vocabulary in another country

4 Complete the information about Brazil with these words.

climate   currency   licence   multicultural  
right-hand side   temperature   visa



- For employment in Brazil, most people need a work <sup>1</sup> \_\_\_\_\_.
- The Brazilian real is the national <sup>2</sup> \_\_\_\_\_.
- Portuguese is the official language, but Brazil is a <sup>3</sup> \_\_\_\_\_ country with over 200 different languages.
- Brazil is a huge country so the <sup>4</sup> \_\_\_\_\_ can change between the north and south. However, it's usually warm and in the summer the <sup>5</sup> \_\_\_\_\_ is often very high.
- Drive on the <sup>6</sup> \_\_\_\_\_ of the road.
- You have to carry your driving <sup>7</sup> \_\_\_\_\_ when you drive.

- 5 Work in groups. Discuss these questions about your country or countries. How many answers do you know? Afterwards, compare your answers with the class.

- 1 What is the currency?
- 2 Do tourists need a visa?
- 3 What's the normal temperature in the summer and winter?
- 4 Is the climate different in different areas?
- 5 Which side of the road do you drive on?
- 6 Do you always have to carry your driving licence?
- 7 How multicultural is your country?

## Grammar *have to / don't have to, can / can't*

### ▶ HAVE TO / DON'T HAVE TO, CAN / CAN'T

You **have to** get a holiday visa from the Australian Embassy.  
Tourists **don't have to** get a new driving licence.  
Tourists **can** stay for a maximum of six months.  
You **can't** work in Australia without a work visa.

For further information and practice, see page 178.

- 6 Look at the grammar box. Answer these questions about the verbs in bold.

- 1 Which verb means it is necessary?
- 2 Which verb means it is possible?
- 3 Which verb means it is not necessary?
- 4 Which verb means it is not possible?
- 5 What form of the verb comes after the verbs in bold?

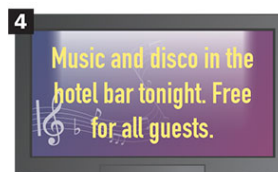
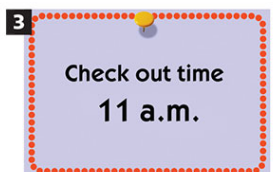
- 7 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 I have
  - 2 They don't
  - 3 He can't
  - 4 Tourists
  - 5 She can check in
  - 6 In my country, you have to
- a smoke in the airport.
  - b can pay with dollars in this shop.
  - c at reception after 3 p.m.
  - d telephone 999 for the police.
  - e to start work at nine every day.
  - f have to get a visa.

- 8 Look at these signs and notices for tourists. Choose the correct verbs.



- 1 You *have to / can* drive on the left-hand side.
- 2 Tourists *can't / don't have to* take photos here.



- 3 Guests *have to / don't have to* leave their room before 11 a.m.
- 4 Guests *have to / don't have to* pay.



- 5 You *can / can't* smoke in this area.
- 6 You *can / can't* use the hotel lift.



- 7 Business class passengers *can't / don't have to* wait.
- 8 All passengers *have to / can* show their passport.

## 9 Pronunciation /'hæftə/

▶ 103 Listen to the sentences with *have to* and *don't have to*. Notice the pronunciation: /'hæftə/. Listen again and repeat.

## Writing and speaking my life

- 10 Work in pairs. Choose one situation (a–c) below and complete the sentences (1–4).

- a visiting another country as a tourist
- b studying at your language school
- c working for your company

- 1 You have to ...
- 2 You don't have to ...
- 3 You can ...
- 4 You can't ...

- 11 Work with another pair. Tell them your sentences. Can they guess the situation?



# 11b On holiday



A village near Gunung Mulu National Park, Malaysia

## Vocabulary tourism

### What kind of **TOURIST** are you?

Look at the questionnaire questions and tick (✓) the things you do.

#### Tourist A

Do you ...	(tick)
always buy a return ticket?	<input type="checkbox"/>
check in more than one bag?	<input type="checkbox"/>
book the hotel in advance?	<input type="checkbox"/>
rent a car?	<input type="checkbox"/>
buy souvenirs?	<input type="checkbox"/>
use a tour guide?	<input type="checkbox"/>
like sightseeing?	<input type="checkbox"/>

#### Tourist B

Do you ...	(tick)
often buy a single ticket?	<input type="checkbox"/>
only take one 'carry-on' bag?	<input type="checkbox"/>
find a hotel after you arrive?	<input type="checkbox"/>
use public transport?	<input type="checkbox"/>
buy local food at markets?	<input type="checkbox"/>
learn some phrases in the local language?	<input type="checkbox"/>
meet local people?	<input type="checkbox"/>

Did you tick more questions for Tourist A or Tourist B?  
 Turn to page 157.

**1** Read the questionnaire from a tourism magazine. Find words in the questionnaire to match these definitions.

- 1 a ticket for travel to a place and back *return*
- 2 a ticket for travel to a place (but not back)
- 3 you carry this bag onto the plane
- 4 telephone for a hotel room (or reserve it online) before you arrive
- 5 special objects you buy on holiday
- 6 give your bag to the airline so they can put it on the plane
- 7 looking at famous and interesting places
- 8 pay to use something (e.g. a car) for a period of time

**2** Work in pairs. Answer the questions in the questionnaire. Then turn to page 157 and find out what your answers say about you. Tell your partner if you are Tourist A, Tourist B or both.

## Wordbuilding word families

### ▶ WORDBUILDING word families

When you learn a new word, it's useful to learn other words in the same 'family'. For example: *to tour* (verb) – *tourism* (noun) – *tourist* (person) – *tour guide* (noun + noun collocation).

For further practice, see Workbook page 91.

- 3 Work in pairs. Look at the wordbuilding box. Make word families with these words.

travel visit drive

## Listening

- 4 ▶ 104 Listen to a podcast with travel expert Jan Lanting. What kind of tourist is the podcast for?
- 5 ▶ 104 Listen again to the podcast. Number these places in the order Jan talks about them (1–3).
- The jungles of Malaysia
  - The Arctic
  - Thurlestone, on the coast of England
- 6 ▶ 104 Listen again and make notes about the three places.

	Thurlestone	Malaysia and the jungle	The Arctic
With a tour?	No		
Weather and temperature	Cold and it rains		
Transport			
Accommodation			

- 7 Which of the places in Exercise 6 would you like to go to? Why?

## Grammar *should/shouldn't*

### ▶ SHOULD/SHOULDN'T

You *should* rent a car.  
You *shouldn't* go in the winter.  
*Should* I go with a tour guide?  
Yes, you *should*. / No, you *shouldn't*.

For further information and practice, see page 178.

- 8 Look at the grammar box. Answer these questions.
- What form is the verb after *should* and *shouldn't*?
  - How do you make a question with *should*?
  - Do you use the auxiliary *do/does* in negatives and questions?

- 9 Work in pairs. Read the sentences. Then use the words in the table to give advice for each situation.

- I'm very tired.
- The sun is shining and the temperature is 40°C.
- I can't speak the local language.
- Public transport is slow to the city centre.
- This shop is expensive.
- Italy has very old and beautiful buildings.
- You can visit islands in Vietnam.
- In Norway, it's very cold in December and January.

You	should	take a holiday. go sightseeing. take a boat. learn some words.
	shouldn't	buy your souvenirs here. take the bus. go in the winter. wear sun cream.

## Word focus *take*

- 10 We use the verb *take* with different types of nouns. Match these words to the three types.

a taxi an umbrella a break

- take* + time when you stop work
- take* + type of transport
- take* + an object

- 11 Find five examples of *take* + noun in the audioscript on page 189.

## Speaking and writing my life

- 12 Work in pairs. Choose a country you know well and write advice for a tourist. Include these topics.

- weather
- famous sites
- local food
- transport
- language
- shopping

- 13 Work with another pair. Take turns to give your advice and ask each other questions.

A: You *should* go to the beaches because the weather is hot in this country.

B: *Should* I take sun cream?

# 11c Should I go there?

## Reading

- Look at the photo of tourists on a ship in Antarctica. Why do you think tourists go there? What do you think they can see?
- Read the article. Match the paragraphs (1–5) with the topics (a–e).
  - why Antarctica is a good holiday destination
  - the writer's problem
  - negative changes in Antarctica
  - which holidays the writer likes and doesn't like
  - the positive work of tourism in Antarctica
- Work in pairs. Read paragraphs 1 and 2 again. Answer the questions.
  - What does the writer want to do on his next holiday?
  - What types of holiday does he write about?
  - What is his problem? Why?
- Do you like the same types of holiday as the writer? Do you agree with him about holidays and other tourists? Why? / Why not?

## Critical thinking reasons for and against

- Work in pairs. Read paragraphs 3 and 4 again. What reasons does the writer give:
  - for a holiday in Antarctica?
  - against a holiday in Antarctica?
- Work with another pair and compare your lists from Exercise 5. Then read the last line of the article and discuss these questions.
  - Does the writer have a conclusion? Give reasons for your answer.
  - What do you think he should do? Why?

## Grammar something, nobody, anywhere

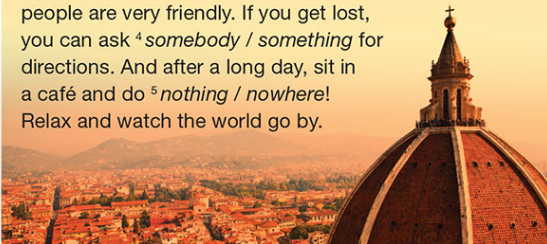
### ► SOMETHING, NOBODY, ANYWHERE

*I'd like to do something exciting.  
Nobody lives there.  
There isn't anything in my bag!  
Is there anywhere in the world without other people?*  
We normally use *some-* in affirmative sentences and *any-* in negative sentences and questions.

- Look at the grammar box.
  - Complete these sentences with *some-*, *any-* or *no-*.
    - We use words starting with \_\_\_\_\_ in a question or with a negative verb.
    - We use words starting with \_\_\_\_\_ with a positive verb. The meaning is positive.
    - We use words starting with \_\_\_\_\_ with a positive verb, but the meaning is negative.
  - Complete these sentences with *-thing*, *-body* or *-where*.
    - We use \_\_\_\_\_ for a person.
    - We use \_\_\_\_\_ for a place.
    - We use \_\_\_\_\_ for an object or activity.
  - Complete the sentences with *-thing*, *-body*, or *-where*.
    - There's no \_\_\_\_\_ interesting to do. Let's go home.
    - My ticket is some \_\_\_\_\_ in my bag but I can't find it.
    - Does any \_\_\_\_\_ want to go sightseeing with me?
    - I need some \_\_\_\_\_ to eat. How about a pizza?
    - No \_\_\_\_\_ in this shop speaks English.
    - I didn't buy any \_\_\_\_\_ at the souvenir shop.
  - Choose the correct option to complete the text from a travel magazine.

You should visit  
**Florence in Italy**

Is there <sup>1</sup>*anybody* / *anywhere* in the world like the city of Florence, in Italy? Of course, there are other beautiful cities but – for me – <sup>2</sup>*somewhere* / *nowhere* else is as beautiful as Florence. There's always <sup>3</sup>*anything* / *something* to see on every street corner. And the local people are very friendly. If you get lost, you can ask <sup>4</sup>*somebody* / *something* for directions. And after a long day, sit in a café and do <sup>5</sup>*nothing* / *nowhere*! Relax and watch the world go by.



## Writing and speaking my life

- Work in pairs. Choose a tourist destination and write a paragraph with the title 'You should visit ...!'
- Put your paragraphs around the classroom. Read about the different holiday destinations. Where would you like to go to? Tell the class about your choice.



# SHOULD I GO THERE?

Travel writer Carlos Gomm is thinking of taking a holiday in Antarctica. But **should he go there?**

5 I don't like holidays with hotels, beaches and swimming pools, and I'm not interested in sightseeing in old cities. So for my next holiday, I plan to do something exciting outdoors. There are so many tour companies on the internet offering that type of holiday. One company takes backpacking trips  
10 over the Andes of South America. Another company has animal safaris in Africa. And you can even go swimming with dolphins with a tour group in Australia.

The problem for me is that when I choose a holiday, I don't want to go somewhere and see lots of other  
15 tourists. I want to be the only person there, which is difficult these days. Is there anywhere in the world without other people? What about Antarctica?

**safari** (n) /sə'fɑ:ri/ a type of holiday in Africa to look at animals  
**environmental organization** (n) /ɪn,vairən'mentl ,ɔ:ɡənə'zeɪʃn/  
a group of people who want to help the natural world

Antarctica should be perfect for me. It's huge, it's quiet and it's thousands of kilometres away from other countries. It doesn't have a government and there are  
20 no cities, so there's no pollution or noisy traffic. It has lots of wildlife.

However, like many places in the world, Antarctica is changing. Fifty years ago nobody lived here, but now between 1,000 and 5,000 scientists live and work  
25 there all year, and over 50,000 tourists visit every year. The main way for tourists to visit the continent is by ship. There are no hotels, so cruise holidays are very popular. You can leave the ship during the day and there are guided tours of areas with wildlife. As a result  
30 of so many tourists, some people think the numbers of wild animals and birds are decreasing.

On the other hand, there is some positive news. Many cruise companies teach their passengers about the wildlife in Antarctica and give money to environmental  
35 organizations in the region. These organizations want to help the nature and wildlife of Antarctica so it doesn't change in the future. So what should I do? Should I go to Antarctica, go somewhere else or stay  
40 at home?

# 11d A holiday in South America

## Listening

- How do you choose your holiday? Which of these do you use?
  - travel books
  - a travel website
  - videos about places
  - advice from family and friends
  - a holiday brochure
- ▶ 106 Listen to two friends talking about a holiday. Answer the questions.
  - Which of the things in Exercise 1 are the friends looking at?
  - Which countries in South America do they mention?
  - What type of holiday does one person suggest at the end?

## Real life making suggestions

- ▶ 106 Look at the expressions for making suggestions. Complete these sentences with two words. Then listen again and check.
  - I went on a cruise all the way from Brazil to Argentina. \_\_\_\_\_ go on that.
  - Yes, but I'm \_\_\_\_\_ the wildlife.
  - \_\_\_\_\_ visiting the Andes?
  - But the disadvantage \_\_\_\_\_ there are lots of other people with a bus tour.
  - But \_\_\_\_\_ is that you see more with a tour guide.
  - \_\_\_\_\_ right.
  - Can I \_\_\_\_\_ suggestion?
  - Actually, that's a really \_\_\_\_\_.

### ▶ MAKING SUGGESTIONS

#### Suggesting

You should go there for a holiday.  
How about visiting the Himalayas?  
Can I make a suggestion?  
Why don't you go on a tour?  
You could travel on your own.

#### Responding

Yes, but I'm interested in climbing.  
But the disadvantage is that it's expensive.  
But the advantage is that it's with a tour guide.  
Maybe you're right.  
That's a really good idea.



## 4 Pronunciation /ʌ/, /ʊ/ or /u:/

- ▶ 107 Listen and repeat the vowel sounds.
- ▶ 108 Match these words with the sounds from Exercise 4a. Then listen, check and repeat.

could    cruise    bus    you    should    but    love    book  
food

- Work in pairs. Read about these people and discuss the best type of holiday for each of them.
  - Gary has two weeks' holiday to take. He loves travelling, but he doesn't like crowded cities.
  - Nigella is a student. She has three months in the summer, but she doesn't have much money.
  - Dorothy and Frank are in their sixties. They don't work anymore and they have lots of free time. They never travelled when they were young.
- Work in pairs. Take turns to choose a person from Exercise 5. Tell your partner your situation. Your partner suggests a holiday for you. Respond to your partner's suggestions.

# 11e A questionnaire

## Speaking my life

- 1** What is most important for you in a hotel? Number the things in this list (1 = most important, 8 = not important).
- a good restaurant
  - good public transport (to the hotel)
  - clean and comfortable rooms
  - internet facilities
  - friendly staff
  - gym and swimming pool
  - car parking
  - a good location (e.g. near to the beach or the city centre)

- 2** Work in groups. Compare your answers from Exercise 1.  
*I think a good restaurant is more important than car parking.*

## Writing a questionnaire

- 3** Look at an online questionnaire from a hotel to its customers. Answer the questions.
- 1 Why do hotels give this type of questionnaire to visitors?
  - 2 Which parts of the hotel does it ask about?
  - 3 Would you ask any other questions?

Thank you for your visit to our hotel. We hope you enjoyed your stay. Please answer the questions below. Your answers and suggestions are very important for us.

- 1** What was the reason for your visit?  
 leisure  business  other
- 2** How was your room?  
 very comfortable  comfortable  
 not very comfortable
- 3** How friendly and helpful were the staff?  
 very helpful and friendly  helpful and friendly  
 not very helpful and friendly
- 4** Did you use the fitness gym?   
If 'yes', how would you describe the facilities?  
.....
- 5** Did you eat in the hotel restaurant?   
If 'yes', can you comment on the food and the service?  
.....
- 6** Would you visit our hotel again?
- 7** Would you recommend this hotel to a friend?
- 8** What other suggestions do you have to improve our service?  
.....
- We appreciate your feedback.

## 4 Writing skill closed and open questions on questionnaires

- a** Good questionnaires use closed questions and open questions. We answer *yes/no* to closed questions and give longer answers to open questions. Read these questions. Are they closed (C) or open (O)?
- 1 How was your bus tour?
  - 2 Did the tour guide answer all your questions?
  - 3 Were all our staff polite and helpful?
  - 4 Did you book your holiday online?
  - 5 How easy was our website to use?
  - 6 Did you use the hotel swimming pool and gym?
  - 7 Would you recommend this holiday to your friends?
  - 8 What other suggestions can you make so we can improve our service?

- b** Does the questionnaire in Exercise 3 use a mixture of open and closed questions? How does it ask for more information after a closed question?

- 5** Work in pairs. Write a questionnaire for one of these groups.

- passengers at an airport
- customers at a restaurant
- visitors at a sports centre

- 6** Exchange questionnaires with another pair. Imagine you are the passenger, customer or visitor and write answers on the questionnaire.

- 7** Was the questionnaire you answered a good questionnaire? Use these questions to check.

- Was the questionnaire easy to use?
- Did it use both closed and open questions?
- Did it ask for more information after a closed question?

# 11f A tour of London



London is an interesting mixture of old and modern buildings.

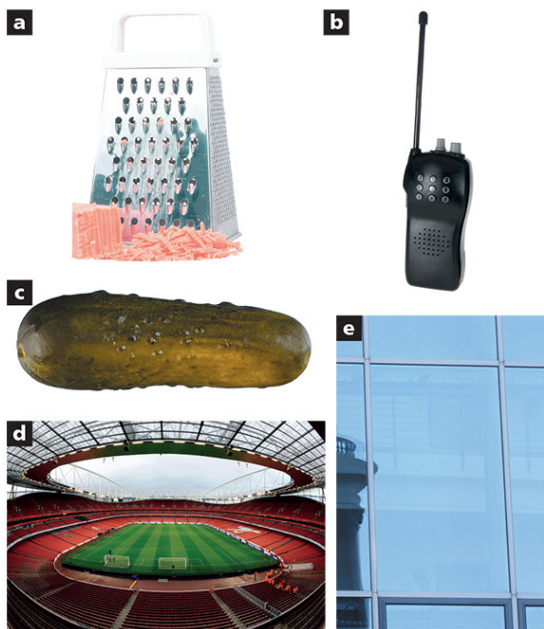
## Before you watch

1 Look at the photo on page 138 and read the caption. Why do you think people like living in London? Why do tourists go there?

### 2 Key vocabulary

Match the words (1–5) with the photos (a–e).

- 1 a football pitch
- 2 a gherkin
- 3 a cheese grater
- 4 a panel of glass
- 5 a walkie-talkie



## While you watch

3 11.1 Keith is a tour guide in London. Watch Keith giving a tour and number the places (a–g) in the order he talks about them (1–7).

- a The River Thames 1
- b The Tower of London
- c The Gherkin
- d The Shard
- e The Cheese grater
- f Tower Bridge
- g The Walkie-Talkie

4 11.1 Watch the video again and choose the correct options in these sentences.

- 1 Keith *grew up in London* / *wasn't born in London* and now he's a tour guide there.
- 2 The River Thames is the *longest* / *widest* river in England.

- 3 London was founded by the Romans *one thousand eight hundred* / *two thousand* years ago.
- 4 The roadway on Tower Bridge lifts up *in the middle* / *at one end*. The bridge still opens 700 times a year.
- 5 The Gherkin building is rounded and has a *black* / *silver* top.
- 6 The Cheese grater building is *taller* / *shorter* than the Gherkin.
- 7 The Walkie-Talkie gets wider at the *top* / *bottom*.
- 8 The Shard is the tallest building in western Europe. It is made out of 11,000 panels of glass, which is equal to *eight* / *eighteen* football pitches.

## After you watch

### 5 Vocabulary in context

11.2 Watch the clips from the video. Choose the correct option to complete the sentences.

6 11.3 Work in pairs and watch a short video of places in London. Take turns to be a tour guide and a tourist.

Student A: You are the tour guide. Watch the video and describe the places you see. You can use some of these phrases.

Good morning and welcome to the tour!  
 Today, I'm going to show you around the city of London.  
 This is ... (the River Thames / Tower Bridge / The Shard, etc.)  
 It's famous because ...  
 Now let's look at another famous London sight.  
 Straight ahead / To the right / Further to the right, you can see ...  
 That's the end of the tour. Do you have any questions?

Student B: You are the tourist. Watch the video and listen to the tour guide. Ask a question at the end.

Change roles and do another tour.

7 Work in pairs and plan a tour for a group of people. Choose one of these places.

- your home town or city
- the school you study English in
- your workplace
- your favourite place

Discuss the parts of the tour and write what you will say. Use 80–100 words. Begin with the words: *Good morning and welcome to the tour! Today, I'm going to show you around ...*



# UNIT 11 REVIEW AND MEMORY BOOSTER

## Grammar

1 Complete the sentences about a tour guide's job with *have to*, *don't have to*, *can* or *can't*.

- I wear nice clothes, but I \_\_\_\_\_ wear a uniform.
- The tourists \_\_\_\_\_ smoke on the tour bus, but they can outside.
- At lunchtime, I \_\_\_\_\_ eat with the tourists, but I don't have to.
- I \_\_\_\_\_ know everything about the city because the tourists ask a lot of questions.

2 Choose the correct option to complete the sentences.

- This hotel is terrible. We *should* / *shouldn't* stay here.
- She doesn't speak the local language. She *should* / *shouldn't* do a language course before she goes to Italy.
- You *should* / *shouldn't* rent a car because it's very expensive.
- Sometimes the hotels are full so we *should* / *shouldn't* book a room in advance.

3 **>> MB** Write four sentences about your job or studies. Use *should*, *shouldn't*, *have to*, *don't have to*, *can* or *can't*. Then compare your sentences with a partner.

4 Complete the words in the text with *-body*, *-thing* or *-where*.

## Vocabulary

5 Complete the sentences with one word.

- In Puerto Rico, the US dollar is the national c\_\_\_\_\_.
- Get a work v\_\_\_\_\_ before you get a job in a new country.
- In most countries, cars drive on the r\_\_\_\_\_ -hand side of the road.
- You can have a driving l\_\_\_\_\_ when you pass your test.
- Luxembourg is a m\_\_\_\_\_ country with three official languages.

6 Write these words in the correct category.

camping hiking return single  
sightseeing souvenirs tour guide tourist

- Type of holiday
- Type of ticket
- Something you buy on holiday
- Other people on a holiday

7 **>> MB** Work in pairs. Say three words that:

- are from the same family as the verb *tour*.
- collocate with the verb *take*.
- make a word with *some-*.

### I CAN

- talk about visiting another country
- talk about tourism

## Space Tourism

There's always <sup>1</sup> some \_\_\_\_\_ new to visit on Earth, but maybe you'd like to do <sup>2</sup> some \_\_\_\_\_ really different for your next holiday. 'Space Adventures' is a space tourism company and they sent <sup>3</sup> some \_\_\_\_\_ into space ten years ago. Since then, six more tourists have travelled with the company and hundreds more tourists have reserved flights in the future.

The first female space tourist, Anousheh Ansari

### I CAN

- give advice with *should* or *shouldn't*
- talk about necessity and possibility
- talk about places, people and things

## Real life

8 Match the suggestions (1–4) with the responses (a–d).

- How about going on a camping holiday?
  - You should visit the beach.
  - Can I make a suggestion?
  - Why don't you go hiking in the mountains?
- a That's a really good idea. I need some exercise.  
b Yes, but I don't like bad weather. I prefer sleeping in a hotel.  
c Yes, but the disadvantage is that it's very crowded in the summer.  
d Sure. What is it?

9 **>> MB** Work in pairs. Ask and answer these questions about your last holiday.

- Where did you go?
- Who did you go with?
- What did you do?
- Would you recommend this holiday?

### I CAN

- make suggestions and talk about holidays

# Unit 11



## Language games



# Unit 11



## Language games



# Unit 12 The Earth

An Inuit man in the Arctic holding a photo of South Carolina  
Photo by Ira Block



## FEATURES

### 142 Climate change

Predictions of global rainfall and temperatures

### 144 The unexplored Earth

Discovering places no one has ever been


### 146 Looking for a new Earth

Astronomers look into space for a new home

### 150 Earth University

A video about a different kind of university

1 Work in pairs. Compare the two places in the photo. How are the two places different?

2  109 Listen to part of a documentary about the photographer, Ira Block, and the two photos. Complete the sentences with the missing numbers.

- 1 The Inuit man lives about \_\_\_\_\_ kilometres from the North Pole.
- 2 The US state of South Carolina is about \_\_\_\_\_ kilometres from the equator.
- 3 \_\_\_\_\_ million years ago, the Arctic probably looked like South Carolina.
- 4 At that time, the temperature in the Arctic was around \_\_\_\_\_°C.
- 5 Nowadays, the average temperature in the Arctic is around \_\_\_\_\_°C.



3 Work in groups. Answer these questions.

- 1 Is your country nearer to the Arctic, the Antarctic or the Equator?
- 2 Where is it spring or summer at the moment? In the northern or southern hemisphere?

# 12a Climate change

## Vocabulary measurements

- 1 Match the abbreviations with the meaning and the type of measurement.

Abbreviation	Meaning	Type of measurement
1 %	square metres	temperature
2 °C	kilometres	area
3 km	percentage	distance
4 l	degrees Celsius	weight
5 m <sup>2</sup>	kilograms	quantity of water (or liquid)
6 kg	litres	an amount out of 100

- 2 Complete these facts about the Earth with the abbreviations from Exercise 1.

## Earth Fact File

- The temperature at the centre of the Earth is about 7,500 \_\_\_\_\_.
- The North Pole is over 20,000 \_\_\_\_\_ from the South Pole.
- 70 \_\_\_\_\_ of the Earth's surface is water.
- 148,940 million \_\_\_\_\_ of the Earth is land.
- Objects on the Earth weigh less on the Moon. 100 \_\_\_\_\_ on the Earth is 16.5 \_\_\_\_\_ on the Moon.
- Every day, 914,000,000,000,000 \_\_\_\_\_ of rain falls on the Earth.

one trillion = one million million (1,000,000,000,000)

### ► WORDBUILDING word forms

Words often have more than one form:  
(verb) (noun)

It **weighs** 2 kilograms. / The **weight** is 2 kilograms.  
(adjective) (noun)

It's 12 metres **high**. / The **height** is 12 metres.

For further practice, see Workbook page 99.

- 3 Work in pairs. Choose the correct options. Then check the answers on page 157.

- What's the *long* / *length* of a marathon?
- How *deep* / *depth* is the Mariana Trench?
- Sweden has the tallest men and women in the world. What is their average *high* / *height*?
- How many *kilograms* / *kilometres* equals one mile?
- What *percentage* / *area* of the world's population live in China?
- Does a kilogram of metal or a kilogram of plastic *weigh* / *weight* more?

## Reading

- 4 What is the climate in your country (hot, cold, etc.)? In recent years, has the climate changed? How?

- 5 Look at the two maps on page 143 and read the article. Answer these questions for each map.

- What does the map show?
- How many years is it for?
- How does it show the change?

- 6 Look at the maps again. Are these sentences true (T) or false (F)?

### Map 1

- The temperature in the Arctic Circle has decreased by 4°C.
- The temperature change in the northern hemisphere is higher than in the southern hemisphere.
- The temperature in some parts of Antarctica has decreased by 2°C.

### Map 2

- Rainfall has increased in western Australia and it has decreased in eastern Australia.
  - Rainfall has increased in all of Europe.
  - Rainfall has decreased in parts of Africa by 10%.
- 7 What do the maps show about temperature and rainfall in your country? Is the information similar to your answers in Exercise 4?

## CLIMATE CHANGE ▶ 110

Climate scientists have measured the temperature and rainfall on every part of the Earth over many years. They look at the changes and predict the future. The first map shows the temperature change over 30 years. In most parts of the world, the temperature has increased by a few degrees and scientists think it will increase in the future.

The second map shows rainfall change on the Earth over 30 years. The change in rainfall is very different from region to region. It has increased in some countries, for example Venezuela, and scientists think it will continue to increase in the future. But rainfall has decreased in other places such as parts of Brazil. In these regions, rainfall will continue to decrease.

In conclusion, the changes in climate probably won't stop in the near future.

## Grammar *will/won't*

### ▶ WILL/WON'T

We use *will/won't* to talk about what we think or know about the future:

*The temperature will increase.*

*The rainfall won't increase.*

*Will the temperature increase?*

*If you/he/she/it/we/they'll feel hotter.*

*If you/he/she/it/we/they won't feel colder.*

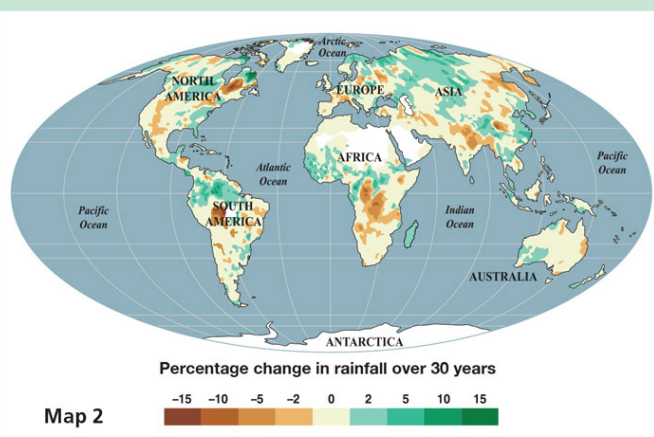
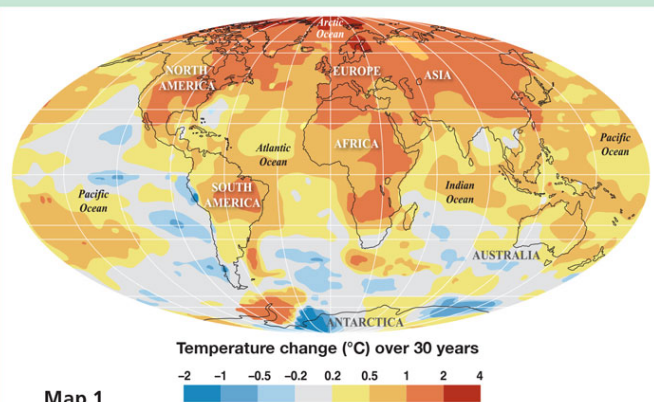
**I (don't) think + will**

We often use *will* with *I think*. For example: *I (don't) think it will snow tomorrow.*

For further information and practice, see page 180.

**8** Look at the grammar box. Choose the correct option to complete these rules.

- We use *will/won't* to talk about:
  - the past.
  - the present.
  - the future.
- For the third person form (*he/she/it*), we:
  - add -s to *will*.
  - don't add -s to *will*.
- The verb after *will* is the infinitive form:
  - with *to*.
  - without *to*.



**9** Underline the sentences with *will/won't* + infinitive verb in the article.

**10** Reorder the words to make sentences about the future.

- it / be / hotter in my country / in the future / will  
*It will be hotter in my country in the future.*
- increase / the rainfall in this country / in the future / won't
- I don't think / increase / the number of dry deserts / will
- be / longer / will / summers / there
- the percentage of people living in cities / decrease / will
- English / everyone / speak / will
- petrol / won't / people / use / in their cars
- move to / I'll / a warmer / I think / country

**11** Work in pairs. Make the sentences in Exercise 10 into questions. Ask your partner for his/her opinion.

*A: Will it be hotter in your country in the future?*

*B: Yes, it will.*

### 12 Pronunciation 'll

**a** ▶ 111 Listen to six sentences. Do you hear *will* or *'ll*?

- |              |              |
|--------------|--------------|
| 1 will / 'll | 4 will / 'll |
| 2 will / 'll | 5 will / 'll |
| 3 will / 'll | 6 will / 'll |

**b** ▶ 111 Look at the audioscript on page 190. Listen again and repeat.

## Writing and speaking

### my life

**13** Think about your partner's future. Write four sentences about:

- his/her future job.
- his/her future travel.
- his/her future home.
- one other thing in his/her future.

**14** Tell your partner your sentences. Does your partner think they will come true?

*A: I think you'll become a musician in the future.*

*B: I don't think I will. I can't play a musical instrument!*

# 12b The unexplored Earth



## Listening

1 Answer these questions. Tell the class.

- 1 Which place would you like to visit on the Earth?
- 2 Is it a place you saw on TV or read about in a magazine?
- 3 Why do you want to go there?

2 **▶ 112** You are going to listen to a radio programme about five unexplored places on the Earth. Work in groups of three and decide who is Student A, B and C. Look at the table below and read your sentences. Then listen and complete your sentences.

3 In your group, share your information and complete the whole table.

4 **▶ 112** Listen again. Check and complete the information in the table.

## Vocabulary land and water

5 Answer these questions about the places in Exercise 2.

- 1 Which unexplored places are water?
- 2 Which unexplored places are on land?
- 3 Which place would you like to explore? Why?

6 Complete the table with these words.

forest island lake mountain ocean river

Areas of water	Areas of land
sea ..... ..... .....	desert ..... ..... .....

7 Look at the places in Exercise 6 and think of examples from your country. Which places have you visited? Work in pairs and talk about your places.

*There's a forest near my home. We often go there at the weekend.*

	Student A	Student B	Student C
<b>The Black Hole of Andros</b>	In the Bahamas in the <sup>1</sup> ..... Ocean	The water is <sup>7</sup> ..... °C.	The hole is very <sup>12</sup> ..... so it's difficult to <sup>13</sup> ..... what's in there.
<b>Lake Vostok</b>	In <sup>2</sup> .....	It's <sup>8</sup> ..... square kilometres.	The ice is <sup>14</sup> ..... km deep so you can't get there.
<b>Mount Dinpernalason</b>	In the <sup>3</sup> ..... of the Himalayan <sup>4</sup> .....	It's <sup>9</sup> ..... metres high.	Nobody has ever <sup>15</sup> ..... it.
<b>The Merume Mountains</b>	In Guyana in <sup>5</sup> .....	At the end of the <sup>10</sup> ..... kilometre long Mazaruni River	It's one of the most <sup>16</sup> ..... rivers in the world.
<b>The Foja Mountains</b>	In a <sup>6</sup> ..... in Papua, on the island of New Guinea	The forest is <sup>11</sup> ..... square kilometres.	There are no <sup>17</sup> ..... of the region.

## Grammar articles

### Articles

#### Definite article

We use *the* with:

- the names of deserts, seas, oceans and rivers: *the Gobi Desert, the North Sea, the Atlantic Ocean, the River Amazon.*
- plural names or place names with words like *kingdom, states, east/west: the Alps, the Maldives, the United States of America, the United Kingdom, the Far East.*

#### No article

We use no article with the names of continents, countries, lakes or a single mountain: *Europe, Brazil, Lake Como, Mount Everest.*

For further information and practice, see page 180.

- 8 Look at the grammar box. Match the places (1–8) with the categories (a–h). Then write *the* or – (no article) for each place.

- 1 the Bahamas
- 2 – Mount Kilimanjaro
- 3 – Pacific Ocean
- 4 – Africa
- 5 – River Nile
- 6 – Merume Mountains
- 7 – Peru
- 8 – Lake Titicaca

- a group of mountains
- b name of a country
- c name of a continent
- d name of a mountain 2
- e name of a river
- f group of islands 1
- g name of a lake
- h name of an ocean

- 9 Look at the article and photo of an ancient map. Complete the text with *the* or – (no article).
- 10 Turn your book around and look at Al-Idrisi's map. Now north is at the top and south at the bottom. Which continents and countries can you see? Which parts of the world are not on his map?

## Speaking my life

- 11 Work in pairs. Play this guessing game. Think of a place, or choose one from Units 1–12 of this book (e.g. an ocean). Your partner guesses the place by asking *yes/no* questions only. The winner is the person who guesses with the lowest number of questions.

- A: *Is it a continent?*      B: *No.*  
 A: *Is it in Asia?*        B: *Yes.*  
 A: *Is it a desert?*        B: *No ...*



This map of <sup>1</sup> \_\_\_\_\_ Earth is from the 12th century. At the time, the king of <sup>2</sup> \_\_\_\_\_ Sicily wanted a map of the countries around <sup>3</sup> \_\_\_\_\_ Mediterranean Sea. He paid a man called Al-Idrisi to make a map. Al-Idrisi was from <sup>4</sup> \_\_\_\_\_ Morocco but he lived in <sup>5</sup> \_\_\_\_\_ Spain. Al-Idrisi interviewed thousands of travellers for information about the sea and the continents, including Arabia (now <sup>6</sup> \_\_\_\_\_ Middle East), and <sup>7</sup> \_\_\_\_\_ Asia. The map is difficult to understand because old maps used to put south at the top and north at the bottom. So this map shows <sup>8</sup> \_\_\_\_\_ North Africa at the top and <sup>9</sup> \_\_\_\_\_ Europe at the bottom.



# 12c Looking for a new Earth



## Speaking

- 1 Work in groups. In the future, do you think humans will live in these places? Choose one answer (A, B or C) for each place, and give reasons.

at the bottom of the ocean   on the Moon  
in the sky   near the Sun   on Mars   in Antarctica

- A Yes, definitely!  
B Possibly, but I'm not sure.  
C No, never!

- 2 Do you think we will live anywhere else in the future?

## Reading

- 3 Read the article. Match the sentences (a–e) to the end of the paragraphs (1–5).

- a As a result they are too hot and gassy or too cold and icy for human life.  
b With current space technology, humans will take 766,000 years to travel there.  
c And how do you find a 'new Earth'?  
d So even if we can't see water on a planet, it's sometimes there.  
e Humans can live in those temperatures.

- 4 Find these words (1–6) in the article. Then match them with the definitions (a–f).

- |              |            |
|--------------|------------|
| 1 astronomer | 4 orbiting |
| 2 planet     | 5 rock     |
| 3 star       | 6 air      |

- a a large round object in space made of rock and metal or gas (e.g. the Earth)  
b a large round object of burning gas in space (e.g. the Sun)  
c someone who studies the planets and stars in space  
d going round a planet or star  
e the gas humans breathe  
f the solid part of the Earth or a planet

- 5 Read the article again and answer these questions.

- When astronomers look for a new Earth, what do they look for in space?
- When they find a planet, what do they look for?
- How is Gliese 581g similar to the Earth?
- How is Gliese 581g different to the Earth?

## Critical thinking the writer's opinion

- 6 Which statement (a–c) do you think gives the writer's opinion? Underline words and sentences in the text which help you decide.

- The writer thinks we will find similar planets in the future, and maybe we will live on them.
- The writer thinks we will find similar planets in the future but we definitely won't live on them.
- The writer doesn't think we will find similar planets in the future.

- 7 With your partner, ask and answer these questions. Use the phrases for giving opinions.

- Do you think it's important to find 'a new Earth'?
- Can you imagine life on another planet, or do you think it's impossible?

In my opinion ... I think ... I don't think ...

## Word focus how

- 8 The article asks, 'How do you find a "new Earth"?' Is the question asking about:

- age?
- period of time?
- the distance?
- the way to do something?
- the number?
- price or quantity?

- 9 Match these question words with a–f in Exercise 8.

How   How far / near   How long  
How many   How much   How old

## Speaking my life

- 10 Work in pairs. Think of a place you'd like to visit and tell your partner. Take turns to ask and answer questions. Use the question words from Exercise 9.

A: *I'd like to see the Pacific Ocean.*  
B: *How far is it from your country?*



# LOOKING FOR A NEW EARTH

▶ 113

For thousands of years, humans explored the Earth. Now astronomers are exploring space, looking for new planets or a 'new Earth' for humans to live on in the future. But what will a new Earth look like?

5 First of all, astronomers look for a star. That's because our own Earth orbits a star (the Sun). When astronomers have found a star, they look for planets around it. In recent years, astronomers have found thousands of new planets orbiting suns. Once they find a new planet, it's also  
10 important to measure the distance between the planet and the sun. That's because most planets (unlike our Earth) are either too near to the star or too far away.

When they find a planet in a good position, astronomers look for three things: water, air and rock. Water is  
15 important because if humans go there, they will need

water to drink and to grow plants. If you can grow plants, then the plants can produce air for humans to breathe. Finally, astronomers also look for rocks, because water is often under the rocks.

In recent years, astronomers have found a few planets that are very similar to Earth. For example, Gliese 581g is a planet at a safe distance from the nearest star. Astronomers also think it has water and rock. The average temperature is between  $-31^{\circ}\text{C}$  and  $-12^{\circ}\text{C}$  which is cold, but not colder than Antarctica or the Arctic Circle.  
20  
25

However, there are some differences. Gliese 581g is bigger than the Earth and a year on Gliese 581g is only 37 Earth days instead of 365. And the biggest problem is the distance. Gliese 581g is 18 trillion kilometres from the Earth.  
30

**breathe** (v) /bri:ð/ to take air in through your nose or mouth

# 12d Earth Day

## Reading

- 1 Read about Earth Day. Answer the questions.
- 1 What do people do on Earth Day?
  - 2 When and where was the first Earth Day?
  - 3 Why did people go to it?

## Real life giving a presentation

- 2 ▶ 114 Listen to a presentation by a university student. Choose the correct ending (a or b) to complete the sentences, according to the presentation. In two sentences, both endings are correct.
- 1 Davi is from .....  
a Brazil  
b the USA
  - 2 He talks about Earth Day in the .....  
a past  
b present
  - 3 People in China planted 600,000 .....  
a flowers  
b trees
  - 4 In Brazil, people picked up rubbish in the .....  
a cities  
b countryside
  - 5 Davi thinks Earth Day is .....  
a important  
b fun
- 3 ▶ 114 Look at the expressions for giving a presentation. Then listen again. Number the expressions in the order you hear them.

### ▶ Giving a presentation

And finally, in my country lots of people picked up rubbish.

Today, I'd like to talk about an important day. Thank you very much for listening.

First of all, Earth Day began on April 22nd in 1970.

Nowadays, more than 175 countries have an Earth Day.

In conclusion, I really think Earth Day is important.

Good morning, and thank you for coming. My name's Davi, and I'm from Brazil.



Friends at 'Earth Day' in Washington, D.C.

April 22nd is Earth Day. For one day every year, people in different countries help the Earth. For example, they clean parks, pick up rubbish or plant trees. The first Earth Day was on April 22, 1970 in the USA. Over 20 million people went to an Earth Day in their city. There were politicians, teachers, artists and musicians. As one person said, 'We had fun, but we also wanted to help the Earth and the environment.'

## 4 Pronunciation pausing on commas

- a ▶ 115 Listen to these sentences from a presentation. Notice how the speaker pauses on the commas. Then listen again and repeat.

- 1 Today, I'd like to talk about my company.
- 2 First of all, we started the company in 1999.
- 3 In conclusion, I think it's very important.

- b Practise saying the expressions for giving a presentation in Exercise 3. Remember to pause on the commas.

- 5 Prepare a short presentation. Choose one of these topics and follow the instructions (1–4).

- your local club or organization
- an important day in the year
- your company or place of study
- something you think is important

- 1 introduce yourself and your subject
- 2 talk about its history
- 3 talk about now
- 4 say why you like it or why you think it's important

- 6 Work in groups and give your presentations.


# 12e Announcing an event

## Writing an announcement

- 1 An announcement gives us information about an event. Which of these announcements do you often read? Have you ever written one?
  - an advert for a concert or film
  - a poster for a charity event
  - an invitation to a friend's party
  - an email from work or school about a meeting
  - a notice at a gym about exercise classes
- 2 Look at the announcement on the poster. Which of these questions does it answer?
  - 1 Who is organizing the event?
  - 2 What is it?
  - 3 Where is it?
  - 4 What date is it on?
  - 5 What time does it start and end?
  - 6 How much does it cost?
  - 7 What activities are there?
  - 8 Is there car parking or transport?
  - 9 Why is it happening?
  - 10 What can you buy?
  - 11 Is there food and drink?
  - 12 Where can you read more information?

Newmarket Environmental and Conservation Group

# Earth Day



Plant 100 trees around Newmarket town centre

Theatre, music and art by local performers and artists

Presentations about how to help the environment

Shops selling environmentally-friendly products

Hot and cold food

Entrance FREE

Everyone welcome to Earth Day celebration  
Newmarket Park, April 22

[www.NECCG.org/earthday](http://www.NECCG.org/earthday) for more information

## 3 Writing skill important words and information

- a We don't normally write full sentences on announcements such as posters or notices. Look at the highlighted words in these sentences. They are the words and information on the poster. Which kind of words doesn't the writer use?

1 Everyone is welcome to our Earth Day celebration at Newmarket Park on April 22.

2 We are going to plant 100 trees around Newmarket town centre.

- b Underline the key words in these sentences. Then compare your ideas with the poster.

- 1 There will be presentations about how to help the environment.
- 2 You can watch theatre, listen to music and look at art by local performers and artists.
- 3 Shops are going to be selling environmentally-friendly products.
- 4 You can also buy hot and cold food.
- 5 Entrance to the event is free.
- 6 Visit our website at [NECCG.org/earthday](http://NECCG.org/earthday) for more information.

- 4 Work in groups and choose one of these events. Discuss the details (1–9) and plan your event.

- Earth Day in your local park
- a party at work or school
- a charity event to raise money

- 1 the name of the event
- 2 the reason for the event
- 3 the time and date
- 4 the place
- 5 the activities
- 6 the costs
- 7 food and drink
- 8 transport and parking
- 9 What else?

- 5 Design and write an announcement for your event as a poster, notice or advert.

- 6 Put your announcements on the wall in your classroom. Look at the posters, notices or adverts by other groups. Do they include all the important information? Do they use short sentences?

# 12f Earth University



Costa Rica exports its bananas around the world

## Before you watch

1 Look at the photo and read the caption. What type of food does your country export?


### 2 Key vocabulary

Read the sentences. The words and phrases in bold are used in the video. Match the words with the definitions (a–e).


- 1 I study **agriculture** at my university.
- 2 This hat **protects** me from the hot sun.
- 3 Plastic bags are not **environmentally-friendly**.
- 4 Humans need to **be respectful to** the environment.
- 5 My sister didn't have any money but she got a **scholarship** to a university.

- a when a university pays for a student's course
- b stops someone or something from being hurt
- c good for the natural world
- d look after something because you think it is important
- e the subject of farming

## While you watch

3  12.1 You are going to watch a video about the Earth University in Costa Rica. Number these actions in the order you see them.

- a Students are working on the banana farm.
- b Students are talking and relaxing.
- c A tractor is in a field.
- d A teacher and his students are in a classroom.
- e A cow is eating.

4  12.1 Watch the video again and complete the information about the university.

### The Earth University, Costa Rica

- 1 The principal: \_\_\_\_\_ Zaglul
- 2 Subject: \_\_\_\_\_
- 3 Number of students: \_\_\_\_\_
- 4 Where students come from: \_\_\_\_\_  
and \_\_\_\_\_
- 5 Days a week for study and work:  
\_\_\_\_\_
- 6 Months a year: \_\_\_\_\_
- 7 Reason for the banana farm: \_\_\_\_\_  
\_\_\_\_\_
- 8 Which country buys their bananas:  
\_\_\_\_\_
- 9 Courses: Farming and \_\_\_\_\_

## After you watch

5  12.2 **Vocabulary in context**

Watch the clips from the video. Choose the correct meaning of the words and phrases.

6 Work in pairs. Complete these sentences so they are true for you and tell your partner.

- 1 One of my skills is ...
- 2 Once, I sold ... and I made a profit.
- 3 ... is the leader of my country.

7 Work in groups. Imagine you are going to make a similar video about a school or university you know well (it could also be the school where you study English).

Discuss the video and make notes about what you will film (e.g. students working in a classroom) and what you will say (e.g. the number of students, the subjects they study).

As you discuss, write your ideas in this table.

<b>What will you film?</b>
<b>What will you say in the film?</b>

8 Join another group and explain your ideas for the film.

# UNIT 12 REVIEW AND MEMORY BOOSTER

## Grammar

1 Complete the conversations with 'll, will or won't.

- 1 A: I think we <sup>1</sup> \_\_\_\_\_ live on the Moon in the future.  
 B: No, we <sup>2</sup> \_\_\_\_\_. It's impossible.  
 2 A: <sup>3</sup> \_\_\_\_\_ the Earth get warmer?  
 B: It depends. It <sup>4</sup> \_\_\_\_\_ in some countries but it <sup>5</sup> \_\_\_\_\_ in others.  
 3 A: <sup>6</sup> \_\_\_\_\_ deserts get larger?  
 B: Yes, I think they <sup>7</sup> \_\_\_\_\_.

2 Write *the* or *-* (no article) for these places.

- 1 \_\_\_\_\_ Polynesian Islands  
 2 \_\_\_\_\_ Michigan  
 3 \_\_\_\_\_ Atlantic Ocean  
 4 \_\_\_\_\_ Atlas Mountains  
 5 \_\_\_\_\_ Africa  
 6 \_\_\_\_\_ Yangtze River  
 7 \_\_\_\_\_ Mount Kilimanjaro  
 8 \_\_\_\_\_ United Arab Emirates

3 **>> MB** In the future, which places do you think you will visit on the Earth? Write your top three destinations and compare your list with a partner.

### I CAN

- make predictions with *will*   
 use the definite article or no article with places

## Vocabulary

4 Work in pairs. Say these abbreviations in full, e.g. *degrees celsius*. Then complete the text with them.

°C m kg % km<sup>2</sup>

Easter Island is in the south-eastern Pacific Ocean and its area is 163 <sup>1</sup> \_\_\_\_\_. The climate is warm, with an average temperature of about 20 <sup>2</sup> \_\_\_\_\_. The island is famous for 887 statues called Moai. The largest Moai weighs 74,389 <sup>3</sup> \_\_\_\_\_ and it's 9.8 <sup>4</sup> \_\_\_\_\_ tall. 3,790 people live on the island. 60 <sup>5</sup> \_\_\_\_\_ of the population are Rapa Nui. The ancestors of this people built the Moai.



5 Complete the questions about Easter Island with these words. Then find the answers in the text.

tall big many warm

- 1 How \_\_\_\_\_ is Easter Island?  
 2 How \_\_\_\_\_ is the climate?  
 3 How \_\_\_\_\_ is the largest Moai?  
 4 How \_\_\_\_\_ people live on the island?

6 Choose the correct option to complete these sentences.

- 1 I'm from Italy and my family always spends the summer by the Mediterranean *Ocean / Sea*.  
 2 The *Lake / River* Amazon travels through six countries.  
 3 Greenland is the largest *forest / island* in the world.  
 4 We all think they are cold places, but the Arctic and the Antarctic are also *deserts / mountains*.

7 **>> MB** Work in pairs. Which of the eight areas of land and water in Exercise 6 do you have in your country? Tell your partner.

### I CAN

- talk and ask about measurements   
 talk about areas of land and water

## Real life

8 Delete the extra word in each sentence from a presentation.

- 1 Good morning ~~you~~, and thank you for coming.  
 2 My name's Eva, and I'm from the Germany.  
 3 Today, I'm am going to talk about my company.  
 4 First of all, the company has began in 1965.  
 5 In conclusion, I think the company will to grow in the future.  
 6 Thank you very much for your listening.

### I CAN

- give a presentation

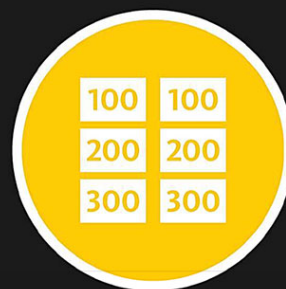
9 **>> MB** You have reached the end of the book! Work in groups and prepare a quiz with 12 questions about the facts in *Life*. Look at each unit and write one question about the information in it.

10 **>> MB** Work with another group and ask your twelve questions. Which group answered the most questions correctly?

# Unit 12



## Language games





# GRAMMAR SUMMARY UNIT 1

## be (am/is/are)

Affirmative	Negative
<i>I'm a journalist. (I'm = I am)</i>	<i>I'm not a journalist. (I'm not = I am not)</i>
<i>You're a photographer.* (you're = you are)</i>	<i>You aren't a photographer.* (you aren't = you are not)</i>
<i>He's/She's/It's from the USA. (he's = he is)</i>	<i>He/She/It isn't from the USA. (he isn't = he is not)</i>
<i>We're from Canada. (we're = we are)</i>	<i>We aren't from Canada. (we aren't = we are not)</i>
<i>They're beautiful. (they're = they are)</i>	<i>They aren't beautiful. (they aren't = they are not)</i>

\* Remember that we use *you* for singular and plural.

When we speak, and in informal writing, we normally use contractions of *be* after pronouns. We use an apostrophe (') to show a missing letter. With *is not* and *are not* there are two possible contractions.

*He isn't British. = He's not British.*

*They're not married. = They aren't married.*

### ► Exercise 1

Questions	Short answers
<i>Am I a journalist?</i>	<i>Yes, I am. No, I'm not.</i>
<i>Are you a journalist?</i>	<i>Yes, you are. No, you aren't.</i>
<i>Is he/she/it from the USA?</i>	<i>Yes, he/she/it is. No, he/she/it isn't.</i>
<i>Are we in Green Street?</i>	<i>Yes, we are. No, we aren't.</i>
<i>Are they married?</i>	<i>Yes, they are. No, they aren't.</i>

We often use the 's contraction after *who*, *what*, *where*, *when*, *how* and *why*.

*Who's Richard?*

*Where's the party?*

We never use contractions in positive short answers.

*Are you Michele? Yes, I'm.* *Yes, I am.*

### ► Exercises 2 and 3

## possessive 's and possessive adjectives

### possessive 's

We use noun + 's to show possession.

*The photographer's name is David Doubilet.*

*Miguel's brother is a journalist.*

After a plural noun, we only add an apostrophe.

*My grandparents' house is in the city centre.*

After noun + noun, we only use one 's.

*Petr and Magda's garden is beautiful.*

Remember that 's is also the contracted form of *is*.

### ► Exercise 4

## Possessive adjectives

We use possessive adjectives to talk about people in our family and possessions.

*Mehmet is my brother.*

*Your car is nice.*

*His sister is in China.*

*Her parents are here.*

*It's a restaurant. Its name is Happy Food.*

*Julie is our teacher.*

*Their family is from the USA.*

We don't put *the*, *a* or *an* before possessive adjectives.

*Maria and Valentina are the my cousins.*

*Maria and Valentina are my cousins.*

### ► Exercises 5 and 6

## Exercises

1 Complete the sentences with the correct affirmative (+) or negative (-) form of *be*.

- I \_\_\_\_\_ a doctor. (+)
- She \_\_\_\_\_ a student. (-)
- He \_\_\_\_\_ from Sweden. (+)
- I \_\_\_\_\_ married. (-)
- They \_\_\_\_\_ on holiday. (+)
- We \_\_\_\_\_ from France. (-)

2 Match the questions (1–6) with the short answers (a–f).

- Are you a teacher?
- Is he 20 years old?
- Are they from New Zealand?
- Is she single?
- Are you both at the train station?
- Am I late?

- Yes, she is.
- No, you aren't.
- Yes, we are.
- Yes, I am.
- No, they aren't.
- No, he isn't.

3 Complete the conversations. Use contractions when possible.

- A: How old \_\_\_\_\_ you?  
B: I \_\_\_\_\_ 28 years old.
- A: Where \_\_\_\_\_ she from?  
B: She \_\_\_\_\_ from the UK.
- A: \_\_\_\_\_ they at home now?  
B: Yes, they \_\_\_\_\_.
- A: \_\_\_\_\_ he at school?  
B: No, he \_\_\_\_\_.
- A: \_\_\_\_\_ you a nurse?  
B: No, I \_\_\_\_\_.
- A: What \_\_\_\_\_ your name?  
B: My name \_\_\_\_\_ Katie.

4 Add an apostrophe or 's in the correct place in the sentences.

- Lisa's brother is here.
- This is Hugo house.
- Abby grandmother is Mary Peters.
- Anna husband is a journalist.
- Sara and Pablo father is in Brazil.
- My parents house is in the centre.
- Simon cars are blue and green.

5 Complete the sentences with a possessive adjective.

- Marco and Samanta are married. \_\_\_\_\_ hobbies are swimming and running.
- He's from Germany, but \_\_\_\_\_ father is from Brazil.
- We live in the USA, but \_\_\_\_\_ grandparents live in Japan.
- This is a language school. \_\_\_\_\_ name is Study Centre.
- I'm 40 years old and \_\_\_\_\_ wife is 34 years old.
- A: What's \_\_\_\_\_ job?  
B: I'm a filmmaker.

6 Complete the dialogue with the words in the box. Use each word once.

her his his my sister's your

- A: Hello, I'm Maia. What's <sup>1</sup> \_\_\_\_\_ name?  
B: I'm Martina. Where are you from?  
A: I'm from Portugal. And you?  
B: I'm from Mexico but <sup>2</sup> \_\_\_\_\_ husband is from England. <sup>3</sup> \_\_\_\_\_ family are all in England.  
A: What's <sup>4</sup> \_\_\_\_\_ job?  
B: He's a photographer.  
A: Oh, my sister's a photographer. <sup>5</sup> \_\_\_\_\_ name is Silvia. Do you have brothers and sisters?  
B: Yes, I do. My <sup>6</sup> \_\_\_\_\_ name is Eva.

# GRAMMAR SUMMARY UNIT 2

## There is/are

We use *there is/are* to talk about things that are in a place.

We use *there's* (= *there is*) before a singular noun and *there are* before a plural noun. We add *any* after *there aren't* and *Are there*.

	Singular	Plural
<b>Affirmative</b>	<b>There's an armchair in the living room.</b>	<b>There are two armchairs in the living room.</b>
<b>Negative</b>	<b>There isn't a chair.</b>	<b>There aren't any chairs.</b>
<b>Questions and short answers</b>	<b>Is there a television?</b> Yes, <b>there is.</b> No, <b>there isn't.</b>	<b>Are there any pictures?</b> Yes, <b>there are.</b> No, <b>there aren't.</b>

We use *How many ... are there?* to ask about the number of things.

**How many people are there in your family?**

**How many rooms are there in your house?**

Note: we use *there is*, not *there are*, before a list of singular things.

**There are / There's a bed, an armchair and a desk in the bedroom.**

### ► Exercise 1

## Prepositions of place

We use prepositions of place to talk about the position of a thing or a person.

*There are three people **in** the room.*

*The computer is **on** the table.\**

*The photo is **on** the wall.\**

*Your phone is **under** the book.*

*The cinema is **between** the park and the supermarket.*

*The chair is **in front of** the television.*

*My flat is **opposite** a school.*

*Mexico City is **in the middle of** Mexico.*

*The fridge is **on the left/right**.*

\* Note the two uses of *on*.

*The computer is **on** the table.*



*The photo is **on** the wall.*

### ► Exercises 2 and 3

## Plural nouns

To make most nouns plural, we add *-s*.

*car* → *cars*

After nouns ending in *-ch*, *-sh*, *-s*, *-ss* and *-x*, we add *-es*.

*watch* → *watches*

*brush* → *brushes*

*bus* → *buses*

*boss* → *bosses*

*box* → *boxes*

With nouns ending in consonant + *-y*, we change the *-y* to *-ies*.

*party* → *parties*

With nouns ending in *-f* and *-fe*, we change the *-f* or *-fe* to *-ves*.

*life* → *lives*

Some nouns are irregular.

*man* → *men*, *person* → *people*

Other nouns have no plural.

*sheep* → *sheep*

In adjective + noun and noun + noun combinations, we only make the second word plural.

*mobile phone* → *mobile phones*

*train station* → *train stations*

### ► Exercise 4

## this, that, these, those

We use *this* and *these* to talk about people and things that are near to us. We use *this* + singular noun and *these* + plural noun.

*Is **this** your house?*

***These** are my two brothers.*

We use *that* and *those* to talk about people and things that are far from us. We use *that* + singular noun and *those* + plural noun.

***That's** a big mountain.*

*Are **those** your roller blades on the table?*

We can also use *this*, *that*, *these* and *those* before a noun.

*What's **this** book?*

***Those** gloves are very big.*

### ► Exercise 5

## Exercises

- 1 Complete the sentences with the affirmative, negative or question form of *there is/are*. Add *any* when necessary.

- \_\_\_\_\_ two bedrooms in my new flat. (+)
- \_\_\_\_\_ a table in the living room. (-)
- \_\_\_\_\_ good restaurants in this town? (?)  
Yes, \_\_\_\_\_.
- \_\_\_\_\_ a garden? (?) No, \_\_\_\_\_.
- \_\_\_\_\_ chairs in the living room. (-)
- \_\_\_\_\_ a swimming pool near my house.  
(+)

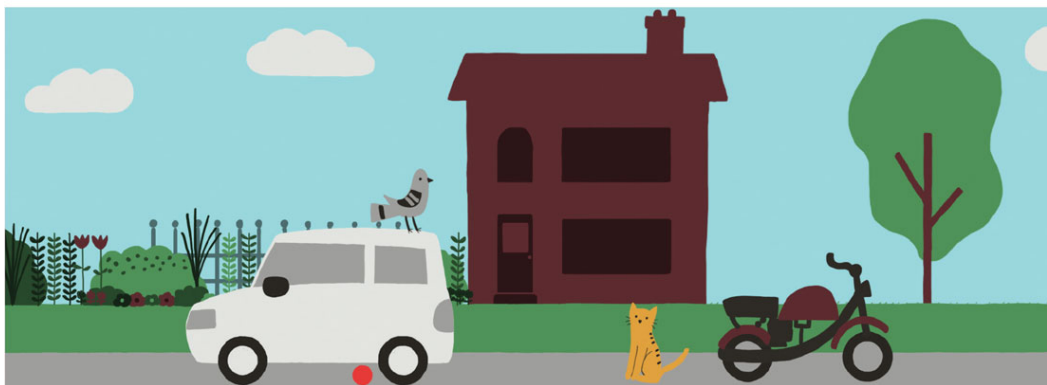
- 2 Choose the correct options to complete the conversation.

- A: How is your new house?  
B: It's nice. There <sup>1</sup> *are / is* four rooms – a living room, a kitchen, a bathroom and a bedroom.  
A: Is there a garden?  
B: No, there <sup>2</sup> *isn't / aren't*. But there's a park <sup>3</sup> *next to / in* the house.  
A: And how is your bedroom?  
B: It's OK. There's a big bed. There aren't <sup>4</sup> *any / no* pictures on the wall.  
A: <sup>5</sup> *There is / Is there* a TV in your bedroom?  
B: Yes, there is. There is a cupboard <sup>6</sup> *opposite / under* the bed, and the TV is <sup>7</sup> *on / between* the cupboard.  
A: Are there any windows?  
B: Yes, there is a window <sup>8</sup> *above / in* the cupboard.

- 3 Look at the picture. Complete the sentences with these words and phrases.

between   in front of   on   on the left  
on the right   under

- There is a car \_\_\_\_\_ the house.
- There is a tree \_\_\_\_\_.
- There is a bird \_\_\_\_\_ the car.
- There is a garden \_\_\_\_\_.
- There is a cat \_\_\_\_\_ the car and the motorbike.
- There is a ball \_\_\_\_\_ the car.



- 4 Correct the mistakes in the plural forms in these sentences.

- There aren't any persons in the café.
- Are there any boxes in his car?
- There are two babyes in the park.
- Are there any sandwichs for the picnic?
- The womans are from Russia.
- There are nice scarfs in the shop.
- There are two trains stations in my town.

- 5 Choose the correct word to complete the sentences. Use the information in brackets. (N) = the things/people are near. (F) = the things/people are far.

- A: What's *that / this* on your arm? (F)  
B: It's my new watch.
- A: Is *this / that* your key? (N)  
B: Yes. Thanks.
- I like *these / those* boots. (N)
- Is *this / that* Max's car there in the car park? (F)
- Who are *those / that* people in front of the station? (F)
- A: Is *this / that* your jacket? (N)  
B: No. It's Eduardo's jacket.
- Are *these / this* Teresa's glasses? (N)
- What are *those / these* buildings over there? (F)

# GRAMMAR SUMMARY UNIT 3

## Present simple (I/you/we/they)

### Use

We use the present simple to talk about routines and situations in the present.

*I go to work by car.* (routine)

*Seven million people live in St Petersburg.* (situation)

### Form

Affirmative	Negative
<i>I live in Madrid.</i>	<i>I don't live in Madrid.</i>
<i>You work in Rome.</i>	<i>You don't work in Rome.</i>
<i>We eat lunch at 1 p.m.</i>	<i>We don't eat lunch at 1 p.m.</i>
<i>They go to university in Lima.</i>	<i>They don't go to university in Lima.</i>

To form the present simple in affirmative sentences, we put the verb after the subject.

<i>I</i>	<i>live</i>	<i>in Madrid.</i>
SUBJECT	(MAIN) VERB	

In negative sentences, we use two verbs – the negative auxiliary verb *don't* (= *do not*) and a main verb.

<i>I</i>	<i>don't</i>	<i>live</i>	<i>in Madrid.</i>
	AUXILIARY VERB	MAIN VERB	

### ► Exercise 1

## Present simple questions (I/you/we/they)

Questions	Short answers
<i>Do I have a car?</i>	<i>Yes, I do. No, I don't.</i>
<i>Do you live in the city centre?</i>	<i>Yes, you do. No, you don't.</i>
<i>Do we take this train?</i>	<i>Yes, we do. No, we don't.</i>
<i>Do they want lunch?</i>	<i>Yes, they do. No, they don't.</i>

To form present simple questions with *I/you/we/they*, we add the auxiliary verb *do* before the subject.

<i>Do</i>	<i>you</i>	<i>live</i>	<i>in the city centre?</i>
AUXILIARY VERB	SUBJECT	MAIN VERB	

We use the auxiliary verb *do* or *don't* in short answers. We don't repeat the main verb.

*Do you like this restaurant?* ~~Yes,~~ **like:** *Yes, I do.*

We can also ask questions with *wh-* words (*who, what, where*, etc.). We put the *wh-* word at the beginning of the sentence.

*Where do you work?*

*What do you want?*

*What time do they arrive?*

### ► Exercises 2 and 3

## Present simple (he/she/it)

Affirmative	Negative
<i>He eats lunch at home.</i>	<i>He doesn't eat lunch at home.</i>
<i>Maria works in Barcelona.</i>	<i>Maria doesn't work in Barcelona.</i>
<i>The city centre has a lot of traffic.</i>	<i>The city centre doesn't have a lot of traffic.</i>

After *he, she* and *it*, or other singular names and nouns, we use a form of the verb ending with *-s*.

*I love Paris.* → *She loves Paris.*

*I live opposite the park.* → *Thomas lives opposite the park.*

In negative sentences, we use *doesn't*, not *don't*. The main verb doesn't change.

*I don't like this park.* → *He doesn't like this park.*

### Spelling rules

With most verbs, we add *-s* for the third person (*he/she/it*) form.

*like* → *likes*    *travel* → *travels*    *eat* → *eats*

But with some verbs, we change the spelling.

- With verbs ending in consonant + *y*, we use *-ies*.  
*study* → *studies*    *try* → *tries*
- With verbs ending in *-ch, -sh, -s, -ss* and *-x*, we add *-es*.  
*watch* → *watches*    *finish* → *finishes*

Some verbs are irregular after *he/she/it*.

*have* → *has*    *do* → *does*    *go* → *goes*

### ► Exercise 4

## Present simple questions (he/she/it)

Questions	Short answers
<i>Does he like classical music?</i>	<i>Yes, he does. No, he doesn't.</i>
<i>Does she live in the centre?</i>	<i>Yes, she does. No, she doesn't.</i>
<i>Does this bus go to the airport?</i>	<i>Yes, it does. No, it doesn't.</i>
<i>Where does Leonardo live?</i>	
<i>When does your train leave?</i>	

We use *does* after *he/she/it* (not *do*). The main verb doesn't change. We use *does* and *doesn't* in short answers.

### ► Exercises 5 and 6

## Exercises

1 Put the words in order to make affirmative and negative present simple sentences.

- apartment / live / I / an / in  
\_\_\_\_\_
- have / don't / a pet / they  
\_\_\_\_\_
- to work / go / by train / we  
\_\_\_\_\_
- don't / swimming / like / I  
\_\_\_\_\_
- eat / in that restaurant / lunch / Julia and Carlo  
\_\_\_\_\_
- our friends / meet / we / at the weekend / don't  
\_\_\_\_\_

2 Read the sentences and write questions with *you* or *your*.

- I like going to the city centre.  
*Do you like going to the city centre?* ?  
\_\_\_\_\_ ?
- I'm 32 years old.  
\_\_\_\_\_ ?
- I watch TV after work.  
\_\_\_\_\_ ?
- My city is polluted.  
\_\_\_\_\_ ?
- I like that café.  
\_\_\_\_\_ ?
- I live in a small town.  
\_\_\_\_\_ ?

3 Complete the dialogue with the present simple form of the verb.

- A: <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (go) to work by car?  
B: No, I <sup>2</sup> \_\_\_\_\_ (not have) a car. I come to work by bus. And you?  
A: Well, I come by car because I <sup>3</sup> \_\_\_\_\_ (not live) near my office.  
B: What time <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ (finish) work?  
A: At 6 p.m. What <sup>5</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) after work?  
B: I <sup>6</sup> \_\_\_\_\_ (like) meeting my friends. Sometimes, we <sup>7</sup> \_\_\_\_\_ (go) to a restaurant for dinner. And you?  
A: I drive home because I <sup>8</sup> \_\_\_\_\_ (be) always tired!

4 Write the third person singular (*he/she/it*) form of the verbs.

- do \_\_\_\_\_
- watch \_\_\_\_\_
- be \_\_\_\_\_
- go \_\_\_\_\_
- come \_\_\_\_\_
- finish \_\_\_\_\_
- have \_\_\_\_\_
- speak \_\_\_\_\_
- want \_\_\_\_\_
- fly \_\_\_\_\_
- study \_\_\_\_\_

5 Complete the sentences with the correct form of *do* to make negative sentences or questions.

- John and Fay \_\_\_\_\_ like living in a big city.
- What time \_\_\_\_\_ the lesson start?
- Jack \_\_\_\_\_ speak Spanish.
- What \_\_\_\_\_ they study at university?
- She \_\_\_\_\_ know a lot of people.
- We \_\_\_\_\_ watch many films.
- \_\_\_\_\_ he have a sister?

6 Complete the sentences with the present simple, using the words in brackets.

- \_\_\_\_\_ watching basketball.  
(I / like)
- \_\_\_\_\_ pasta for dinner?  
(you / want)
- \_\_\_\_\_ at the weekend.  
(we / not work)
- \_\_\_\_\_ in the evenings?  
(she / read)
- \_\_\_\_\_ work at 7.00 p.m.  
(he / finish)
- \_\_\_\_\_ a lot of parks.  
(my town / not have)
- \_\_\_\_\_ a lot of different languages.  
(some people / speak)

# GRAMMAR SUMMARY UNIT 4

## like/love + -ing form

After the verbs *like* and *love* we use a noun or noun phrase.

*They love books.* (*books* = a noun)  
*They don't like the same football teams.*  
(*the same football teams* = a noun phrase)  
*Does he like football?* (*football* = a noun)

When we use a verb after *like* and *love*, we use the *-ing* form. The *-ing* form is a noun.

*She likes swimming.*  
*They love playing computer games.*  
*I don't like dancing.*

The *-ing* form can also be part of a phrase.

*Do they like doing the same things?*

## Spelling

With most verbs, we add *-ing* to the main verb.

*watch* → *watching*    *read* → *reading*

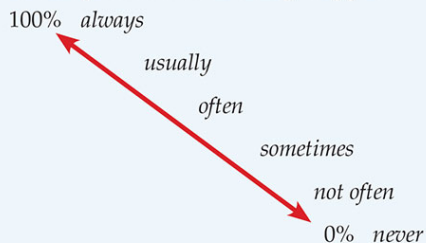
But with some verbs, we change the spelling.

- With verbs ending in consonant + *e*, we take off the *e* and add *-ing*.  
*dance* → *dancing*    *make* → *making*
- With verbs ending in vowel + consonant, we double the consonant and add *-ing*.  
*swim* → *swimming*    *run* → *running*

► Exercises 1 and 2

## Adverbs of frequency

We use adverbs of frequency to tell us how often we do things or how often things happen.



## Position

We put adverbs of frequency after the verb *to be*. We put them before other verbs.

*I'm usually at home in the evening.*  
*They aren't often late.*  
(*aren't often* = *are not often*)  
*We sometimes go swimming at the weekend.*  
*Luca never goes to the gym.*  
*We don't often go to the cinema.*  
(*don't often* = *do not often*)

► Exercise 3

## Expressions of frequency

We sometimes use expressions of frequency instead of adverbs. Some common expressions of frequency are:  
*once/twice/three times an hour/day/week/month/year*  
*etc.*

*every day/week/month/year, etc.*

We usually put expressions of frequency at the end of a sentence.

*I do online shopping three or four times a month.*  
*Jackie goes running every day.*

We ask about frequency with *how often*.

*How often do you use social media?*

► Exercises 4, 5 and 6

## Exercises

1 Write the *-ing* form of the verbs.

- 1 make \_\_\_\_\_
- 2 watch \_\_\_\_\_
- 3 go \_\_\_\_\_
- 4 come \_\_\_\_\_
- 5 swim \_\_\_\_\_
- 6 shop \_\_\_\_\_
- 7 play \_\_\_\_\_
- 8 write \_\_\_\_\_

2 Complete the sentences with the *-ing* form of these verbs

come do listen play swim  
watch write

- 1 I don't like \_\_\_\_\_ long emails.
- 2 She loves \_\_\_\_\_ TV in the evenings.
- 3 He likes \_\_\_\_\_ in the sea.
- 4 We love \_\_\_\_\_ to music in the car.
- 5 Sandy and Nick always like \_\_\_\_\_ to our house.
- 6 Marianne likes \_\_\_\_\_ Taekwondo.
- 7 I love \_\_\_\_\_ the piano.

3 Put the adverb of frequency in the correct place in the sentence.

- 1 I do online shopping. (sometimes)  
\_\_\_\_\_
- 2 She has a coffee after lunch. (always)  
\_\_\_\_\_
- 3 Michael is in the gym after work. (usually)  
\_\_\_\_\_
- 4 I play online games. (never)  
\_\_\_\_\_
- 5 The students are late for the lesson. (often)  
\_\_\_\_\_
- 6 He is hungry in the morning. (not often)  
\_\_\_\_\_

4 Put the words in order to make sentences

- 1 go / once / a walk / we / a day / for  
\_\_\_\_\_
- 2 on holiday / twice / go / a year / they  
\_\_\_\_\_
- 3 every / use / social media / day / I  
\_\_\_\_\_
- 4 her friends / she / every / weekend / meets  
\_\_\_\_\_
- 5 once / visit / or / I / a month / my parents / twice  
\_\_\_\_\_
- 6 to the gym / I / times / or / go / three / a / week / four  
\_\_\_\_\_

5 Write questions for the sentences in Exercise 4. Use *how often*.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

6 Complete the dialogue with these words and phrases. Use the *-ing* form of the verbs.

browse every go often  
once or twice a month swim  
three or four times a week

- A: What's in your bag?  
B: My clothes for the gym. I love <sup>1</sup> \_\_\_\_\_ to the gym after work.  
A: How often do you go?  
B: I go <sup>2</sup> \_\_\_\_\_ .  
A: That's a lot! I like <sup>3</sup> \_\_\_\_\_ . But I don't <sup>4</sup> \_\_\_\_\_ go to the pool – only <sup>5</sup> \_\_\_\_\_ .  
B: What else do you do in your free time?  
A: Well, I love <sup>6</sup> \_\_\_\_\_ the internet. I do it <sup>7</sup> \_\_\_\_\_ evening!



# GRAMMAR SUMMARY UNIT 5

## Countable and uncountable nouns with *a/an*, *some* and *any*

Some nouns are countable. We can count them and they can become plural, for example *car* (plural: *cars*), *book* (plural: *books*) and *friend* (plural: *friends*).

Other nouns are uncountable. We can't count them and they cannot normally become plural, for example *bread*, *meat*, *paper*.

We use *a/an* before singular, countable nouns.

*There's a banana on the table.*

We use *some* and *any* with uncountable nouns and plural, countable nouns.

- We use *some* in affirmative sentences.  
*We have some onions at home.*  
*There's some bread in my bag.*
- We use *any* in negative sentences and questions.  
*We don't have any oranges.*  
*There isn't any juice in the fridge.*  
*Are there any eggs?*  
*Do you have any cheese?*

When we offer something or ask for something, we use *some*.

*Do you want some water?*  
*Can I have some rice?*

Sometimes we use *some* and *any* without a noun.

A: *Do we have any potatoes?*  
B: *Yes, there are some in the cupboard.*  
(*some = some potatoes*)

A: *Can we have lamb for dinner?*  
B: *No, we don't have any.* (*any = any lamb*)

### ► Exercises 1, 2 and 3

## *a lot of* and *much/many*

*A lot of*, *much* and *many* are quantifiers. We use quantifiers to talk about quantity.

We use *a lot of* in affirmative sentences with plural, countable nouns and uncountable nouns. We can use *lots of* or *a lot of* – they have the same meaning.

*I always eat a lot of fresh vegetables.* (*a lot of* + plural, countable noun)  
*There's a lot of salt in this food.* (*a lot of* + uncountable noun)

We use *much* and *many* in negative sentences and questions.

- We use *much* with uncountable nouns.  
*There isn't much cheese.*  
*Do we have much food at home?*
- We use *many* with plural, countable nouns.  
*There aren't many people here today.*  
*Are there many markets in your city?*

We can also use *a lot of* or *lots of* in negative sentences and questions with the same meaning.

*There isn't a lot of rice.*  
*Are there normally lots of people at the market?*

### ► Exercise 4

## *How many* / *How much*

To ask about quantity, we use *how many* and *how much*.

- We use *how many* to ask about plural, countable nouns.  
*How many Italian restaurants are there here?*
- We use *how much* to ask about uncountable nouns.  
*How much rice do you want?*

### ► Exercises 5 and 6

## Exercises

### 1 Complete the sentences with *a/an* or *some*.

- 1 We have \_\_\_\_\_ pet cat.
- 2 She wants \_\_\_\_\_ pasta for dinner.
- 3 There's \_\_\_\_\_ car outside my house.
- 4 He always likes \_\_\_\_\_ salt on his food.
- 5 I normally meet \_\_\_\_\_ friends for lunch.
- 6 I have \_\_\_\_\_ apple in my bag.
- 7 You need \_\_\_\_\_ fish to make this dish.

### 2 Choose the best word to complete the sentences.

- 1 Can I have *some / any* coffee, please?
- 2 I don't have *some / any* vegetables in the fridge.
- 3 Are there *any / some* people on the bus?
- 4 He has *some / any* new boots.
- 5 Do you want *some / any* tea?
- 6 She doesn't want *some / any* food because she isn't hungry.

### 3 Complete the conversation with *a/an, some* or *any*.

- A: Are you hungry? Do you want <sup>1</sup> \_\_\_\_\_ food?  
B: Yes, good idea. Can I have <sup>2</sup> \_\_\_\_\_ sandwiches?  
A: No, sorry. I don't have <sup>3</sup> \_\_\_\_\_ bread. I can make you <sup>4</sup> \_\_\_\_\_ salad.  
B: Thanks, that's perfect. I can help you.  
A: OK, we need <sup>5</sup> \_\_\_\_\_ lettuce, <sup>6</sup> \_\_\_\_\_ tomatoes, and <sup>7</sup> \_\_\_\_\_ onion.  
B: Oh dear. There aren't <sup>8</sup> \_\_\_\_\_ tomatoes or onions in the fridge. I have a good idea. Let's go out for lunch! Are there <sup>9</sup> \_\_\_\_\_ restaurants near here?  
A: Yes, there are. Come on, let's go!

### 4 Choose the correct option to complete the sentences. Sometimes both options are possible.

- 1 There are *lots of / a lot of* students in the classroom.
- 2 Do you write *much / many* emails at work?
- 3 Does the town have *lots of / many* interesting places to visit?
- 4 We don't have *much / many* milk left.
- 5 Is there *a lot of / much* sugar in this cake?
- 6 This dish doesn't have *much / a lot of* cheese.
- 7 I don't know *many / much* people at this party.
- 8 They eat *much / a lot of* fresh fruit every day.

### 5 Complete the questions with *how much / how many*.

- 1 \_\_\_\_\_ texts do you send in a day?
- 2 \_\_\_\_\_ juice do the school children drink?
- 3 \_\_\_\_\_ meat do they eat every day?
- 4 \_\_\_\_\_ films does he watch in a week?
- 5 \_\_\_\_\_ bags of rice does she have?
- 6 \_\_\_\_\_ kilos of flour do we need?
- 7 \_\_\_\_\_ water do they drink?
- 8 \_\_\_\_\_ sauce do you want with your food?

### 6 Complete the conversation with these words and phrases.

a   an   any   how many   how much  
much   some   some

- A: What do we need to buy?  
B: Well, we need <sup>1</sup> \_\_\_\_\_ bottle of olive oil and <sup>2</sup> \_\_\_\_\_ pasta.  
A: <sup>3</sup> \_\_\_\_\_ pasta do you want?  
B: Let's get two packets.  
A: OK, here they are. Do we need <sup>4</sup> \_\_\_\_\_ tins of tomatoes?  
B: Yes, get two. Also, we don't have <sup>5</sup> \_\_\_\_\_ coffee left – there's only half a packet. So let's buy <sup>6</sup> \_\_\_\_\_ .  
A: Here's the coffee.  
B: OK, and we also need <sup>7</sup> \_\_\_\_\_ onion.  
A: Only one?  
B: Yes, we already have two at home. Right, let's go and pay.  
A: OK, <sup>8</sup> \_\_\_\_\_ bags do we have?  
A: One. That's enough.

# GRAMMAR SUMMARY UNIT 6

## was/were

We use *was* and *were* to talk about the past. *Was* and *were* are the past simple forms of the verb *be*. We use *were* after *you, they* and *we*. We use *was* after *I, he, she* and *it*.

	Affirmative	Negative
I/he/she/it	Pablo Picasso <b>was</b> a famous Spanish artist.	Vincent Van Gogh <b>wasn't</b> rich.
you/they/we	We <b>were</b> on holiday last week.	They <b>weren't</b> at the gallery.

	Questions	Short answers
I/he/she/it	<b>Was</b> Lisa at work yesterday? <b>Where was</b> the party?	Yes, she <b>was</b> . No, she <b>wasn't</b> .
you/they/we	<b>Were</b> they at the restaurant? <b>Why were</b> you late?	Yes, they <b>were</b> . No, they <b>weren't</b> .

There are no contractions of *was* and *were*.

### ► Exercise 1

## Past simple regular verbs

To make the past simple of regular verbs, we add *-ed* to the verb.

*walk* → *walked*    *watch* → *watched*

Past simple verbs never change – we use the same form for all persons (*I, you, he/she/it*, etc.).

*I lived* in Rome.  
*You lived* in Rome.  
*She lived* in Rome.

## Spelling

With some verbs, we change the spelling.

- With verbs ending in *-e*, we add *-d*.  
*live* → *lived*
- With verbs ending in consonant + *-y*, we change the *-y* to *-ied*.  
*study* → *studied*
- With verbs ending in vowel + consonant, we double the consonant and add *-ed*.  
*travel* → *travelled*    *plan* → *planned*

We never double the consonants *w, x* or *y*.  
*show* → *showed*    *play* → *played*

### ► Exercise 2

## Past simple irregular verbs

Not all past simple verbs end in *-ed*. Many common verbs are irregular.

*go* → *went*    *build* → *built*    *make* → *made*

We use the same irregular form for all persons (*I, you, he/she/it*, etc.).

*I had* a party.  
*You had* a party.  
*They had* a party.

### ► Exercises 3 and 4

## Past simple negatives

In negative sentences in the past simple, we use two verbs – the negative auxiliary verb *didn't* (= *did not*) and a main verb. The main verb is an infinitive.

*He didn't come* to the exhibition.

SUBJECT	AUXILIARY	MAIN	
	VERB	VERB	(INFINITIVE)

We don't use the past simple form of the main verb in negative sentences.

*We didn't visited* visit the museum.

### ► Exercise 5

## Past simple questions

Questions	Short answers
<b>Did you see</b> the film?	Yes, I <b>did</b> . No, I <b>didn't</b> .
<b>Did she like</b> the food?	Yes, she <b>did</b> . No, she <b>didn't</b> .
<b>Where did you go</b> ?	

To form questions in the past simple, we add the auxiliary verb *did* before the subject. The main verb is an infinitive.

<i>Did</i>	<i>you</i>	<i>like</i>	<i>the concert?</i>
AUXILIARY	SUBJECT	MAIN	
VERB		VERB	(INFINITIVE)

We use the auxiliary verb *did* or *didn't* in short answers. We don't repeat the main verb.

*Did you build this house?* ~~Yes, we built.~~ Yes, we **did**.

### ► Exercises 6 and 7

## Exercises

- 1** Complete the sentences with the correct form of *was/were*. Use the negative when you see (-) in brackets.

- 1 \_\_\_\_\_ he a famous actor?
- 2 I \_\_\_\_\_ a good student at school.
- 3 A: \_\_\_\_\_ the bus late yesterday?  
B: No, it \_\_\_\_\_. (-)
- 4 There \_\_\_\_\_ many people at the concert. (-)
- 5 \_\_\_\_\_ the tickets expensive?
- 6 Clive and Sarah \_\_\_\_\_ born in the sixties.
- 7 We \_\_\_\_\_ at the gym this morning. (-)
- 8 \_\_\_\_\_ you at home yesterday evening?

- 2** Write the past simple form of the verbs.

- |                |                |
|----------------|----------------|
| 1 live _____   | 6 play _____   |
| 2 work _____   | 7 want _____   |
| 3 travel _____ | 8 like _____   |
| 4 finish _____ | 9 stop _____   |
| 5 start _____  | 10 watch _____ |

- 3** Complete the text with the past simple form of the verbs in brackets.

Gabrielle-Emilie Le Tonnelier de Breteuil  
 1 \_\_\_\_\_ (be) a famous scientist. She  
 2 \_\_\_\_\_ (be) born in Paris, France, in 1706.  
 She 3 \_\_\_\_\_ (get) married when she was 19  
 and 4 \_\_\_\_\_ (have) three children. But at  
 the age of 27, she 5 \_\_\_\_\_ (start) to study  
 mathematics and physics. She was famous in the  
 world of science and she sometimes 6 \_\_\_\_\_  
 (work) with the famous French philosopher  
 Voltaire. She 7 \_\_\_\_\_ (write) a translation  
 of a famous book by the British scientist Isaac  
 Newton, and people still use it today. She  
 8 \_\_\_\_\_ (die) at the age of only 42.

- 4** Write the past simple form of the verbs. Write *R* after the verb if it is regular, and *I* if it is irregular.

- 1 go \_\_\_\_\_
- 2 grow \_\_\_\_\_
- 3 make \_\_\_\_\_
- 4 do \_\_\_\_\_
- 5 find \_\_\_\_\_
- 6 talk \_\_\_\_\_
- 7 buy \_\_\_\_\_
- 8 see \_\_\_\_\_
- 9 paint \_\_\_\_\_
- 10 write \_\_\_\_\_
- 11 read \_\_\_\_\_
- 12 move \_\_\_\_\_
- 13 have \_\_\_\_\_
- 14 meet \_\_\_\_\_
- 15 listen \_\_\_\_\_

- 5** Write past simple sentences using these ideas.

- 1 we / not go / on holiday / last year  
\_\_\_\_\_
- 2 Magda / not like / the film  
\_\_\_\_\_
- 3 they / live / in the USA / for ten years  
\_\_\_\_\_
- 4 Mike / make / a big mistake  
\_\_\_\_\_
- 5 she / not buy / a ticket  
\_\_\_\_\_
- 6 I / speak / to Bogdan / this morning  
\_\_\_\_\_

- 6** Write past simple questions using these ideas.

- 1 you / live / in a house or an apartment?  
\_\_\_\_\_
- 2 What / they / do last night?  
\_\_\_\_\_
- 3 Where / Anton / study?  
\_\_\_\_\_
- 4 you / watch / the football game last night?  
\_\_\_\_\_
- 5 the food / taste nice?  
\_\_\_\_\_
- 6 How / they / build their houses?  
\_\_\_\_\_

- 7** Complete the dialogue with the past simple form of the verbs in brackets.

A: What 1 \_\_\_\_\_ (you / do) at the weekend?  
 B: I 2 \_\_\_\_\_ (visit) my parents on their farm.  
 A: I 3 \_\_\_\_\_ (not know) your parents have a  
 farm!  
 B: Really? I 4 \_\_\_\_\_ (grow) up on that farm!  
 A: Wow! 5 \_\_\_\_\_ (you / like) living there?  
 B: Yes, it 6 \_\_\_\_\_ (be) great! We  
 7 \_\_\_\_\_ (play) outside all day with the  
 animals.  
 A: 8 \_\_\_\_\_ (you / have) many animals?  
 B: Yes, we 9 \_\_\_\_\_ (do). But we  
 10 \_\_\_\_\_ (not have) many friends because  
 our farm 11 \_\_\_\_\_ (not be) near any other  
 houses.

# GRAMMAR SUMMARY UNIT 7

## Comparative adjectives

We use a comparative adjective + *than* to compare two things or groups of things.

*A tiger is **faster than** a lion.*

*Spiders are **more dangerous than** sharks.*

We make comparative adjectives in different ways.

- With most short adjectives (one syllable) we add *-er*.  
*cold → colder    high → higher*
- With two-syllable adjectives ending in *-y*, we change the *-y* to *-ier*.  
*happy → happier    easy → easier*
- With long adjectives (two or more syllables) we put *more* before the adjective.  
*difficult → more difficult*  
*dangerous → more dangerous*
- Some comparative adjectives are irregular.  
*good → better    bad → worse*

## Spelling

With short adjectives ending in *-e*, we add *-r*.

*safe → safer*

With adjectives ending in one vowel + consonant, we double the final consonant and add *-er*.

*hot → hotter    big → bigger*

► Exercises 1, 2 and 3

## Superlative adjectives

We use a superlative adjective to compare one thing with all the other things in a group.

*The elephant is **the heaviest** animal. (= heavier than all other animals)*

*Sharks are **the biggest** fish in the world. (= bigger than all other fish)*

We often put *the* before a superlative adjective. We make superlative adjectives in different ways.

- With most short adjectives (one syllable) we add *-est*.  
*slow → **the slowest**    short → **the shortest***
- With two-syllable adjectives ending in *-y*, we change the *-y* to *-iest*.  
*tiny → **the tiniest**    happy → **the happiest***
- With long adjectives (two or more syllables) we put *most* before the adjective.  
*difficult → **the most** difficult*  
*dangerous → **the most** dangerous*
- Some superlative adjectives are irregular.  
*good → **the best**    bad → **the worst***

We sometimes use a superlative without a noun when it is clear what we're talking about.

*I like all his films. But Titanic is **the best**.*

(= the best film)

## Spelling

With short adjectives ending in *-e*, we add *-st*.

*safe → **the safest***

With adjectives ending in one vowel + consonant, we double the final consonant and add *-est*.

*hot → **the hottest**    big → **the biggest***

► Exercises 4, 5 and 6

## Exercises

### 1 Correct the mistakes in these sentences.

- 1 My car journey was longer as your bus journey.
- 2 My sister is more tall than me.
- 3 She feels happier in the summer.
- 4 Today is hotter than yesterday.
- 5 Cars are dangerouser than planes.
- 6 He's a gooder cook than me.

### 2 Write comparative sentences using these ideas.

- 1 The new restaurant in town / good / the old restaurant.
- 2 German / difficult to learn / English.
- 3 The book / interesting / the film.
- 4 The weather today / bad / the weather yesterday.
- 5 She / busy / her husband.
- 6 Travelling by train / nice / travelling by bus.
- 7 Josh's house / big / my house.

### 3 Complete the conversations with the comparative form of these adjectives.

boring easy expensive fast hot short

- 1 A: Are lions \_\_\_\_\_ than horses?  
B: No, they aren't. Lions are slower.
- 2 A: I paid £100 for my shoes.  
B: They are \_\_\_\_\_ than my shoes. My shoes only cost £60.
- 3 A: Your hair is \_\_\_\_\_ than it was yesterday.  
B: Yes, I went to the hairdresser's!
- 4 A: Was your meeting interesting this week?  
B: No! It was \_\_\_\_\_ than the meeting last week. I wanted to go to sleep!
- 5 A: Was the weather nice on your holiday?  
B: Yes, it was \_\_\_\_\_ than it is here. I went to the beach every day.
- 6 A: Do you want to walk or go in the car?  
B: It's \_\_\_\_\_ to walk because there's a lot of traffic on the roads.

### 4 Complete the sentences with the superlative form of the adjective.

- 1 The blue whale is the \_\_\_\_\_ animal on Earth. (big)
- 2 The giraffe has the \_\_\_\_\_ neck of all animals. (long)
- 3 This is the \_\_\_\_\_ programme on TV. (bad)
- 4 The cheetah is the \_\_\_\_\_ animal in the world. (fast)
- 5 Mount Elbrus is the \_\_\_\_\_ mountain in Russia and Europe. (high)
- 6 Australian football is one of the \_\_\_\_\_ sports in Australia. (dangerous)
- 7 He is the \_\_\_\_\_ person I know. (happy)

### 5 Complete the conversations with the superlative form of the adjectives.

bad good hot

- A: I'd like to go somewhere in Italy this year.  
B: I think Tuscany is the <sup>1</sup> \_\_\_\_\_ place to visit because there is a lot to see.  
A: OK, and when is the best time to go? I don't like hot weather.  
B: July and August are the <sup>2</sup> \_\_\_\_\_ months so they are the <sup>3</sup> \_\_\_\_\_ months to visit! Spring is the best time for you.

cold high popular

- A: This is interesting. Do you know what the <sup>4</sup> \_\_\_\_\_ mountain in the world is?  
B: Yes, it's Mount Everest.  
A: Yes, that's right. And do you know the <sup>5</sup> \_\_\_\_\_ place to live?  
B: No, I don't.  
A: It's in Siberia! In winter the temperature is usually -25 degrees Celsius!  
B: Wow!  
A: And do you know the <sup>6</sup> \_\_\_\_\_ sport in the world?  
B: Yes, of course. It's football!

### 6 Look at the information and complete the sentences using comparative and superlative forms of the adjectives.

#### Fun animal facts

African elephant	5,000 kg
hippopotamus	2,000 kg
crocodile	1,100 kg

heavy light

- 1 The African elephant is \_\_\_\_\_ the hippopotamus.
- 2 The hippopotamus is \_\_\_\_\_ the African elephant.
- 3 The crocodile is \_\_\_\_\_.

#### Aeroplane tickets to Peru

AirPeru	\$ 550
Flink Air	\$ 690
Am Travel	\$ 725

cheap expensive

- 4 Am Travel is \_\_\_\_\_.
- 5 Flink Air is \_\_\_\_\_ Am Travel.
- 6 AirPeru is \_\_\_\_\_.

#### Lakes

Caspian Sea	1,199 km
Lake Superior	616 km
Lake Victoria	322 km

short long

- 7 Lake Superior is \_\_\_\_\_ the Caspian Sea.
- 8 Lake Superior is \_\_\_\_\_ Lake Victoria
- 9 The Caspian Sea is \_\_\_\_\_.

# GRAMMAR SUMMARY UNIT 8

## Present continuous

### Use

We use the present continuous to talk about:

- an action you can see.  
*In the photo, Rajo Laurel is talking to a group of designers.*
- an action happening now.  
*A: What are you doing?*  
*B: I'm getting ready for the party.*
- an action happening around the time of speaking.  
*Sara's looking for a new job.*
- a changing situation.  
*Environmentally friendly clothes are becoming more popular.*

### Form

We form the present continuous with a form of the auxiliary verb *be* + the *-ing* form of the main verb.

Remember the spelling rules for *-ing* verbs. See page 164.

	+	-	?
I	<i>I'm working.</i>	<i>I'm not working.</i>	<i>Am I working?</i> Yes, I am. No, I'm not.
you/we/they	<i>We're working.</i>	<i>They aren't working.</i>	<i>Are you working?</i> Yes, you are. No, you aren't.
he/she/it	<i>He's working.</i>	<i>She isn't working.</i>	<i>Is she working?</i> Yes, she is. No, she isn't.

Some verbs describe states (for example, *like, love, hate, know, want*). We don't use these verbs with the present continuous.

*I'm knowing a really nice café near here.*  
*I know a really nice café near here.*

With the present continuous we often use time expressions like *this week/month/year, today, at the moment, this morning*, etc.

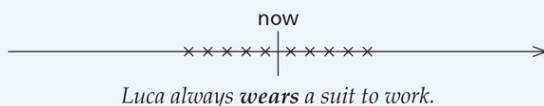
*I'm wearing my new dress today.*

### ► Exercises 1 and 2

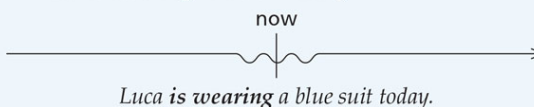
## Present simple and present continuous

We use both the present simple and the present continuous to talk about actions and situations in the present.

- We use the present simple to talk about facts and routines.  
*The company gives workers a good salary. (fact)*  
*Luca always wears a suit to work. (routine)*



- We use the present continuous to describe an action now or around the time of speaking.  
*Luca is wearing a blue suit today.*



### ► Exercise 3

## have got

### Use

We can use *have got* instead of *have*. We use *have got* to talk about:

- appearance  
*She's got blue eyes.*
- possessions  
*I've got a new smartphone.*
- family  
*Max has got six brothers!*

### Form

	Affirmative	Negative
I/you/we/they	<i>I've got an older brother. (I've got = I have got)</i>	<i>You haven't got your bag. (haven't got = have not got)</i>
he/she/it	<i>He's got a new car. ('s got = has got)</i>	<i>He hasn't got a beard. (hasn't got = has not got)</i>

	Questions	Short answers
I/you/we/they	<i>Have they got our address?</i> <i>Who's got the key?</i>	<i>Yes, they have.</i> <i>No, they haven't.</i>
he/she/it	<i>Has it got a swimming pool?</i> <i>Why has Julie got that book?</i>	<i>Yes, it has.</i> <i>No, it hasn't.</i>

Note that we can use *'s* to mean *is* or *has*. In *'s got*, it always means *has*.

We don't normally use a past form of *have got*. We usually use the past form of *have* (*had* or *didn't have*) instead.

*Stephan had got long hair when he was at university.*  
*Stephan had long hair when he was at university.*

### ► Exercises 4, 5 and 6

## Exercises

- 1 Write present continuous sentences using these ideas.

- I / wear / my favourite shirt today.  
\_\_\_\_\_
- you / stay / at a hotel in the city centre?  
\_\_\_\_\_
- She / not work / this morning.  
\_\_\_\_\_
- We / wait / for our train now.  
\_\_\_\_\_
- Claudia and Martin / watch / TV?  
\_\_\_\_\_
- I / not go / to my lessons at the moment.  
\_\_\_\_\_
- They / not stay / here for long.  
\_\_\_\_\_
- he / learn / a new language?  
\_\_\_\_\_

- 2 Complete the sentences with the present continuous form of these phrases.

computer not work   talk to someone else  
wait for her   rain outside   browse the internet  
wear a T-shirt   stay at home today  
live with my parents

- We can't go out because it \_\_\_\_\_.
- It's hot today, so I \_\_\_\_\_.
- He can't speak to you now because he \_\_\_\_\_.
- I'm bored, so I \_\_\_\_\_.
- She needs to leave now because her friend \_\_\_\_\_.
- I don't have a place to live at the moment, so I \_\_\_\_\_.
- Merrick doesn't feel well so he \_\_\_\_\_.
- Sammir can't work at home today because his \_\_\_\_\_.

- 3 Complete the conversation with the present simple or present continuous of the verb.

- A: Hi! What <sup>1</sup> \_\_\_\_\_ (do) here?  
B: Hi! I <sup>2</sup> \_\_\_\_\_ (shop).  
A: That's nice. I <sup>3</sup> \_\_\_\_\_ (go) to work!  
B: On a Saturday! Why?  
A: Oh, I always <sup>4</sup> \_\_\_\_\_ (work) on Saturday!  
I usually start at 11 a.m. and I <sup>5</sup> \_\_\_\_\_  
(finish) at 3 p.m.  
B: Oh dear. Poor you!  
A: I know! So, did you buy some new clothes?  
B: Not clothes – I bought a new bag! Here, look  
... <sup>6</sup> \_\_\_\_\_ (you / like) it?  
A: Oh, I love it! <sup>7</sup> \_\_\_\_\_ (you / go) home  
now?  
B: No, I <sup>8</sup> \_\_\_\_\_ (want) to buy more things!

- 4 Put the words in order to make affirmative and negative sentences with *have got*. Change full forms to contractions when possible.

- or sisters / has / any / he / brothers / got / not  
\_\_\_\_\_
- eyes / got / she / blue / has  
\_\_\_\_\_
- I / a new computer / got / have  
\_\_\_\_\_
- has / town / parks / not / got / our / many  
\_\_\_\_\_
- children / got / they / not / any / have  
\_\_\_\_\_
- got / have / for a coffee / time / you  
\_\_\_\_\_

- 5 Write questions and short answers using these ideas.

- your brother / brown eyes?  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
- you / a new phone?  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
- your parents / black hair?  
A: \_\_\_\_\_  
B: Yes, \_\_\_\_\_.
- Lucy / a pet?  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
- we / any milk left in the fridge?  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.
- they / tickets for the concert?  
A: \_\_\_\_\_  
B: No, \_\_\_\_\_.

- 6 Complete the email with the correct forms of *have got*. Use *had* when necessary.

Hi Mark,

How are you? Do you remember my friend Katie? She <sup>1</sup> \_\_\_\_\_ long black hair and brown eyes, and she works with me. Well, she <sup>2</sup> \_\_\_\_\_ two older brothers and they're living and working in Australia. They <sup>3</sup> \_\_\_\_\_ a big house near a beach and we're staying with them now! I'm sitting on the beach near their house! The beach is amazing because it <sup>4</sup> \_\_\_\_\_ three or four cafés and restaurants, but it <sup>5</sup> \_\_\_\_\_ many people on it so it's nice and quiet. Last week, Katie and I went to visit Sydney and we stayed in a great hotel. It <sup>6</sup> \_\_\_\_\_ a swimming pool and sauna!

I'd like to send you a present but I <sup>7</sup> \_\_\_\_\_ your address. Can you email it to me, please? Let's chat soon!

Lisa



# GRAMMAR SUMMARY UNIT 9

## be going to (for plans)

### Use

We use *be going to* to talk about a plan for the future.

*I'm going to watch a film tonight.* (= this is my plan)

*They are going to travel around the world when they finish their exams.*

*She's going to look for a better job.*

### Form

	Affirmative	Negative
I	<i>I'm going to buy a new TV.</i>	<i>I'm not going to buy a new TV.</i>
you/we/they	<i>We're going to buy a new TV.</i>	<i>They aren't going to buy a new TV.</i>
he/she/it	<i>She's going to buy a new TV.</i>	<i>She isn't going to buy a new TV.</i>

	Questions	Short answers
I	<i>Am I going to buy a new TV? What am I going to do tonight?</i>	<i>Yes, I am. No, I'm not.</i>
you/we/they	<i>Are they going to buy a new TV? What are we going to do tonight?</i>	<i>Yes, they are. No, they aren't.</i>
he/she/it	<i>Is she going to buy a new TV? What is she going to do tonight?</i>	<i>Yes, she is. No, she isn't.</i>

We form *be going to* with a form of *be* + *going to* + infinitive. Note that this is like the present continuous form of *go*.

*They're going for a coffee now.* (present continuous)

*They're going to leave at 9 p.m.* (*be going to*)

We don't usually say *going to go*. We use the present continuous of *go* instead.

*I'm going to go to the shops later.* → *I'm going to the shops later.*

We often use time expressions like *tonight*, *this weekend*, *this summer*, *next year*, etc. with *be going to*.

*We're going to visit my sister this weekend.*

*She's going to move to Edinburgh next year.*

### ► Exercises 1, 2 and 3

## Infinitive of purpose

We use the infinitive of purpose (*to* + infinitive) to give the reason for an action.

*He went home to watch TV.*

*We're going shopping to buy some new clothes.*

*They bought tickets to see a musical in London.*

There are two parts of a sentence with the infinitive of purpose:

*I called the cinema to buy some tickets for the film.*

MAIN ACTION

REASON FOR ACTION

We also use the infinitive of purpose on its own to answer questions with *why*.

A: *Why are you getting up so early?*

B: *To go for a run.*

### ► Exercises 4 and 5

## Exercises

- 1 Correct the mistakes in four sentences. Two sentences are correct.

- 1 I going to meet my friend later.
- 2 We're going finish work early today.
- 3 He's going to call you after his appointment.
- 4 They don't going to watch the football game tonight.
- 5 Tommy's going to do his exams next week.
- 6 Do you going to travel by car tomorrow?

- 2 Match the questions (1–8) with the answers (a–h).

- 1 Is Sara going to come to our house?
- 2 When are we going to watch the film?
- 3 Who are you going to meet this evening?
- 4 Is he going to get a new car?
- 5 How long are they going to be away?
- 6 Where are you going to have lunch?
- 7 Are you going to work today?
- 8 What are we going to do tonight?

- a My friend Poppy.
- b We're going to watch a film.
- c Yes, he is.
- d For a few hours.
- e No, she isn't. She doesn't have time.
- f Tonight. At about 8.00 p.m.
- g In a café near my house.
- h No, I'm not. I'm going to stay at home.

- 3 Complete the conversation with *going to* and a verb from the box.

do not / watch relax not / eat watch sit

- A: <sup>1</sup> \_\_\_\_\_ the football game tonight?  
B: No, <sup>2</sup> \_\_\_\_\_ it because I don't like football! What about you?  
A: I'm going to a restaurant, but we  
<sup>3</sup> \_\_\_\_\_ there. The restaurant has a TV outside, so we <sup>4</sup> \_\_\_\_\_ at a table and watch the game there. What  
<sup>5</sup> \_\_\_\_\_ after work, then?  
B: I <sup>6</sup> \_\_\_\_\_ at home and read a book. For me, that's more interesting than football!

- 4 Match the beginnings of the sentences (1–6) with the endings (a–f).

- 1 I'm going to call the waiter
- 2 He's going to the shops
- 3 She's writing her best friend a text message
- 4 Let's go to a café
- 5 I'm calling my doctor
- 6 The student waited after the lesson

- a to book an appointment.
- b to speak to his teacher.
- c to say 'happy birthday'.
- d to buy a present for his wife.
- e to get a coffee.
- f to ask for a menu.

- 5 Rewrite the two sentences as one sentence. Use the infinitive of purpose.

- 1 I went to the shops. I bought some new shoes.  
\_\_\_\_\_ new shoes.
- 2 He called the restaurant. He booked a table.  
\_\_\_\_\_ a table.
- 3 Helen is going to the sports centre. She's going to have a swim.  
\_\_\_\_\_ a swim.
- 4 They called the cinema. They booked tickets for the film.  
\_\_\_\_\_ for the film.
- 5 She went to the supermarket. She got some food for dinner.  
\_\_\_\_\_ for dinner.
- 6 I'm going to the university library. I'm going to study for my exams.  
\_\_\_\_\_ for my exams.

# GRAMMAR SUMMARY UNIT 10

## Present perfect

### Use

We use the present perfect to talk about an action in the past. We often use it when we don't know exactly when the action happened, or we don't say because it's not important. The past action is usually important in the present.

*Ask Michael for help. He's **done** a German course.*  
(= He did a course in the past. He knows some German now.)

We often use the present perfect to talk about experiences in our lives.

*I've **visited** the USA **five times**.*

### Form

	Affirmative	Negative
I/you/we/they	<i>I've <b>failed</b> my exam. They've <b>learnt</b> a lot.</i>	<i>We <b>haven't seen</b> this film. You <b>haven't finished</b>.</i>
he/she/it	<i>He's <b>forgotten</b> the address. She's <b>designed</b> a robot.</i>	<i>He <b>hasn't done</b> the homework. She <b>hasn't come</b> back.</i>

We form the present perfect with a form of the auxiliary verb *have* + the past participle form of a main verb.

*We 've finished our work.*  
AUXILIARY VERB      MAIN VERB (PAST PARTICIPLE)

### Past participles

Past participles can be regular or irregular.

- With regular verbs, we add *-ed* to the infinitive form. The form is the same as the past simple.  
*look* (infinitive)  
*looked* (past simple)  
*looked* (past participle)
- Other past participles are irregular. With some irregular verbs, the past participle is the same as the past simple form.  
*make* (infinitive)  
*made* (past simple)  
*made* (past participle)
- With other irregular verbs, the past participle is different from the past simple.  
*write* (infinitive)  
*wrote* (past simple)  
*written* (past participle)

See page 182 for a list of irregular past participle forms.

### ► Exercises 1 and 2

## Present perfect questions and short answers

### Form

	Questions	Short answers
I/you/we/they	<i><b>Have you seen Sofia?</b>  Which restaurant <b>have they chosen?</b></i>	<i>Yes, I <b>have</b>. No, I <b>haven't</b>.</i>
he/she/it	<i><b>Has the film finished?</b> Why <b>has John left</b> his bag here?</i>	<i>Yes, it <b>has</b>. No, it <b>hasn't</b>.</i>

To form questions with the present perfect, we put the auxiliary verb *have* before the subject.

*Have you finished dinner?*  
AUXILIARY VERB      SUBJECT      MAIN VERB (PAST PARTICIPLE)

We use *has(n't)* and *have(n't)* in short answers, not the main verb.

### Questions with *Have you ever ... ?*

With present perfect questions, we often use *ever* to ask about past experiences.

*Have you **ever been** to Asia? (ever = in your life)*

We use *never* in negative answers.

*No, I've **never been** there. (never = not in my life)*

### ► Exercise 3

## Present perfect and past simple

We use both present perfect and past simple to talk about the past.

*I've **eaten** at this restaurant before. (This happened some time in the past.)*  
*I **ate** at this restaurant last week. (We know when it happened.)*

We always use past simple, not present perfect, when we use a time phrase (e.g. *yesterday, last week, at 2 a.m., in 2005*) to say the exact time the action happened.

*I've **bought** a new car last month.  
I **bought** a new car last month.*

However, we can use present perfect when the time phrase refers to an unfinished period of time (e.g. *today, this week, this month*).

We often start a conversation using the present perfect to talk about general experiences, and then use the past simple to give details.

A: ***Have you ever lost** something important?*  
B: *Yes, I **have**. Once I **left** my laptop in a café.*  
A: *What **happened**?*  
B: *I **went** back to the café and it **wasn't** there.*  
A: *Oh no!*

### ► Exercises 4, 5 and 6

## Exercises

- 1 Write the past participle form of the verbs. Tick (✓) the forms which are the same as the past simple form.

- 1 do \_\_\_\_\_
- 2 begin \_\_\_\_\_
- 3 be \_\_\_\_\_
- 4 see \_\_\_\_\_
- 5 watch \_\_\_\_\_
- 6 hear \_\_\_\_\_
- 7 speak \_\_\_\_\_
- 8 eat \_\_\_\_\_
- 9 make \_\_\_\_\_
- 10 get \_\_\_\_\_
- 11 buy \_\_\_\_\_
- 12 wake \_\_\_\_\_
- 13 understand \_\_\_\_\_
- 14 know \_\_\_\_\_
- 15 learn \_\_\_\_\_
- 16 work \_\_\_\_\_

- 2 Make affirmative and negative sentences using these ideas and the present perfect.

- 1 I / not travel / on an aeroplane.
- 2 They / not see / the new film.
- 3 He / forget / his friend's telephone number.
- 4 Isabel / start / a language course.
- 5 Leo / become / a member of a gym.
- 6 She / not eat / her dinner.
- 7 We / not do / any exercise.
- 8 Our train / leave / the station.

- 3 Complete the questions with the present perfect of these verbs. Then complete the short answers.

buy find finish meet write visit

- 1 \_\_\_\_\_ the students \_\_\_\_\_ their exams? Yes, they \_\_\_\_\_.
- 2 \_\_\_\_\_ Marcos \_\_\_\_\_ a new job? No, he \_\_\_\_\_.
- 3 \_\_\_\_\_ she ever \_\_\_\_\_ China? Yes, she \_\_\_\_\_.
- 4 \_\_\_\_\_ they \_\_\_\_\_ their plane tickets? Yes, they \_\_\_\_\_.
- 5 \_\_\_\_\_ you ever \_\_\_\_\_ my friend Carla? Yes, I \_\_\_\_\_.
- 6 \_\_\_\_\_ you \_\_\_\_\_ a text message to Sarah? No, I \_\_\_\_\_.

- 4 Choose the correct option to complete the sentences.

- 1 Have you spoken to Anna *yesterday* / *today*?
- 2 Terry *has been* / *went* to the USA in 2003.
- 3 We *haven't seen* / *didn't see* our friend Mary at the party last night.
- 4 My holidays *started* / *have started* two days ago.
- 5 I've called her a few times *this week* / *last week*.
- 6 Our lesson *finished* / *has finished* at 11 o'clock this morning.

- 5 Number the sentences in order to make two conversations.

### Conversation 1

- a Yes, I have. I forgot my wife's birthday! She was very angry with me!
- b Oh dear! Did you buy her something nice afterwards?
- c Yes, I did. I booked a trip to Paris!
- d Have you ever forgotten something important? *1*

### Conversation 2

- e Yes, maybe. I need to go back and look.
- f Oh no! When did you last use it?
- g I've lost my phone! *1*
- h OK. Did you leave it in your classroom?
- i I think I sent a message to a friend during my last lesson.

- 6 Complete the conversation with the present perfect or past simple form of the verbs.

- A: <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (see) the news story about this man? It says he <sup>2</sup> \_\_\_\_\_ (lose) his memory – he can't remember his name or where he's from!
- B: That sounds terrible.
- A: I know. It says he <sup>3</sup> \_\_\_\_\_ (go) into a police station yesterday and <sup>4</sup> \_\_\_\_\_ (ask) for help.
- B: And <sup>5</sup> \_\_\_\_\_ the police \_\_\_\_\_ (help) him?
- A: No, they couldn't. He <sup>6</sup> \_\_\_\_\_ (not have) any ID so they couldn't do anything.
- B: I'm sure someone is looking for him. A friend or relative.
- A: Yes. The police <sup>7</sup> \_\_\_\_\_ (speak) about him on all the local radio stations today. And they <sup>8</sup> \_\_\_\_\_ also \_\_\_\_\_ (put) his photo on Facebook and Twitter. Here's the photo on Facebook.
- B: Ah yes. That's good. I'm sure someone is going to recognize him soon.

# GRAMMAR SUMMARY UNIT 11

## have to / don't have to, can / can't

### Use

We use *have to*, *don't have to*, *can* and *can't* to talk about rules and things we need or don't need to do.

- We use *have to* to say that something is necessary.  
*I have to get up early tomorrow to go to the airport.*
- We use *can* to say that something is possible.  
*You can leave your bag at the train station.*
- We use *don't have to* to say that something is not necessary.  
*We don't have to leave the hotel until midday.*
- We use *can't* to say that something is not possible.  
*You can't visit most beaches on the island without a car.*

We never use *don't have to* to say that something is impossible or not allowed. We use *can't*.

*With this visa, you don't have to stay more than six months.*

*With this visa, you can't stay more than six months.*

### Form

	Affirmative	Negative
<i>have to</i>		
I/you/we/they	<i>I have to leave early.</i>	<i>I don't have to leave early.</i>
he/she/it	<i>She has to leave early.</i>	<i>She doesn't have to leave early.</i>
<i>can</i>		
I/you/he/she/it/we/they	<i>We can change our currency here.</i>	<i>We can't change our currency here.</i>

	Questions	Short answers
<i>have to</i>		
I/you/we/they	<i>Do you have to leave early?</i>	<i>Yes, I do. No, I don't.</i>
he/she/it	<i>Does she have to leave early?</i>	<i>Yes, she does. No, she doesn't.</i>
<i>can</i>		
I/you/he/she/it/we/they	<i>Can we change our currency here?</i>	<i>Yes, you can. No, you can't.</i>

The verb *can* is a modal verb.

- The verb doesn't change after *he/she/it*.
- We don't use the auxiliary *do/does* to make negatives and ask questions.

After *have to*, *don't have to*, *can* and *can't*, we use an infinitive. To make questions with *can*, we put *can* before the subject. To make questions with *have to*, we add *do* or *does* before the subject.

We also use *can* and *can't* to talk about our abilities.

*I can speak Spanish. I can't speak German.*

The full form of *can't* is *cannot*.

### ► Exercises 1, 2 and 3

## should/shouldn't

### Use

We use *should* and *shouldn't* to give or ask for advice.

*You should visit the MALBA museum when you go to Buenos Aires. (= I think this is a good idea.)*

*You shouldn't drink the tap water. (= I think this is a bad idea.)*

### Form

	Affirmative	Negative
I/you/he/she/it/we/they	<i>You should stay in the centre.</i>	<i>You shouldn't stay in the centre.</i>

	Questions	Short answers
I/you/he/she/it/we/they	<i>Should I stay in the centre? Where should we go now?</i>	<i>Yes, you should. No, you shouldn't.</i>

The verb *should* is a modal verb.

- The verb doesn't change after *he/she/it*.
- We don't use the auxiliary *do/does* to make negatives and ask questions.
- The verb after *should* is an infinitive without *to*.

### ► Exercises 4 and 5

## Exercises

1 Complete the sentences with a form of *have to*, and complete the short answers.

- 1 A: \_\_\_\_\_ (you / go) to work by car?  
B: No, \_\_\_\_\_.
- 2 \_\_\_\_\_ (my son / not go) to school today because the school's closed.
- 3 A: What time \_\_\_\_\_ (Irene / be) at the train station?  
B: At 4 p.m.
- 4 A: \_\_\_\_\_ (people / get) a visa to work in this country?  
B: Yes, \_\_\_\_\_.
- 5 \_\_\_\_\_ (I / not cook) tonight because we're going to eat in a restaurant.
- 6 A: \_\_\_\_\_ (he / switch off) his mobile phone during the exam?  
B: Yes, \_\_\_\_\_.
- 7 \_\_\_\_\_ (Julie / not wake up) early tomorrow because it's the weekend.

2 Complete the sentences with *can/can't* and a correct verb from the box

eat or drink    leave    park    speak    take    use

- 1  You \_\_\_\_\_ your bike here.
- 2  You \_\_\_\_\_ here.
- 3  You \_\_\_\_\_ your car here.
- 4  You \_\_\_\_\_ in this shop.
- 5  You \_\_\_\_\_ photos here.
- 6  You \_\_\_\_\_ your mobile phone here.

3 Complete the dialogue with *can, can't* or the correct form of *have to*.

- A: What time <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ be at the airport?  
B: Two hours before my flight. But we still have lots of time so we <sup>2</sup> \_\_\_\_\_ leave immediately.  
A: OK. How many bags do you have?  
B: Two, a big suitcase and a small bag. You <sup>3</sup> \_\_\_\_\_ only take one small bag with you on the plane.  
A: <sup>4</sup> \_\_\_\_\_ you take food and drink on the plane?  
B: No, you <sup>5</sup> \_\_\_\_\_. You <sup>6</sup> \_\_\_\_\_ buy food on the plane. It's a new rule!  
A: That's terrible! Where's the best car park?  
B: You <sup>7</sup> \_\_\_\_\_ park. Just leave me near the entrance. I can go in by myself.  
A: OK, fine.

4 Match the sentences with the advice. Then complete the advice with *should* or *shouldn't*.

- 1 He feels very tired all the time.
  - 2 She has a bad cold.
  - 3 There's a lot of traffic on the roads.
  - 4 Hanna's face is very red.
  - 5 They want to get fit.
- a They \_\_\_\_\_ play a sport together.
  - b You \_\_\_\_\_ take the train.
  - c He \_\_\_\_\_ go to bed so late.
  - d She \_\_\_\_\_ sit out in the sun all day.
  - e She \_\_\_\_\_ go to the doctor's.

5 Complete the dialogue with these words.

can (x2)    can't (x2)    don't have to    have to  
should (x2)    shouldn't

- A: We'd like to go on a walking holiday in Peru.  
<sup>1</sup> \_\_\_\_\_ we book the hotels now?  
B: Yes. A lot of tourists go there, so you <sup>2</sup> \_\_\_\_\_ always find a room if you don't book. Do you speak Spanish?  
A: No, we don't.  
B: Well, not everyone speaks English so you <sup>3</sup> \_\_\_\_\_ learn a few phrases before you go. But you <sup>4</sup> \_\_\_\_\_ speak perfectly. People are very helpful.  
A: We'd like to go in February. Is that a good time?  
B: No, the best time is from May to September. It's not too hot so you <sup>5</sup> \_\_\_\_\_ do lots of walking.  
A: OK.  
B: But you <sup>6</sup> \_\_\_\_\_ go walking alone. It's easy to get lost! Your hotels will help you find good local guides.  
A: That's good. Do we need a visa?  
B: Yes, you <sup>7</sup> \_\_\_\_\_ get a visa before you visit. And you <sup>8</sup> \_\_\_\_\_ only use it once. You <sup>9</sup> \_\_\_\_\_ leave the country and then go back in with the same visa.

# GRAMMAR SUMMARY UNIT 12

## will/won't

### Use

We use *will* and *won't* to talk about what we think or know about the future.

*It will be 30 degrees this afternoon.*

*It won't (= will not) rain tomorrow.*

We often use *I (don't) think + will*.

*I think they'll be late.*

*I don't think you'll like Greece in August – it's so hot.*

Note that we don't normally use *I think + won't* as a negative form. We use *I don't think + will* instead.

*I think the weather won't get better this week.*

*I don't think the weather will get better this week.*

### Form

	Affirmative	Negative
I/you/he/ she/it/we/ they	<i>It will be sunny tomorrow.</i>	<i>It won't be sunny tomorrow.</i>

	Questions	Short answers
I/you/he/ she/it/ we/they	<i>Will it be sunny tomorrow?</i> <i>Where will it be sunny tomorrow?</i>	<i>Yes, it will.</i> <i>No, it won't.</i>

We normally use the contraction *'ll* after a pronoun.

*He'll probably be late; there's a lot of traffic today.*

Note that the contraction of *will not* is *won't* (NOT *withn't*).

*I won't do very well in the exam; I don't understand this topic.*

The verb *will* is a modal verb.

- The verb doesn't change after *he/she/it*.
- We don't use the auxiliary *do/does* to make negatives and ask questions.
- The verb after *will* is an infinitive without *to*.

► Exercises 1, 2 and 3

## Articles

### Definite article (the)

We use *the* with:

- the names of deserts, e.g. *the Sahara Desert*
- seas and oceans e.g. *the Red Sea, the Pacific Ocean*
- rivers, e.g. *the River Thames*
- place names that contain a plural noun, e.g. *the Philippines, the Netherlands*
- country names that contain the words *kingdom, republic* and *states*, e.g. *The Kingdom of Saudi Arabia, The Republic of China, The United States of America*
- some geographical areas with the words *east* and *west*, e.g. *the West, the Middle East*
- *north/east/south/west* to talk about part of a country or place, e.g. *the north of Italy, the east of the city*

### No article

We use no article with the names of:

- continents, e.g. *Asia*
- countries, e.g. *France*
- states in a country, e.g. *Florida*
- cities and towns, e.g. *Boston*
- the names of roads and streets, e.g. *First Avenue, Oxford Street*
- lakes, e.g. *Lake Michigan*
- a single mountain, e.g. *Mount Everest*

► Exercises 4, 5 and 6

## Exercises

1 Choose the correct option to complete the sentences.

- 1 We think we *will / won't* visit Mount Etna next year. It is easy to go there.
- 2 I *will / won't* be busy tomorrow, so you should come and see me now.
- 3 There *will / won't* be many children in the park today because it's raining.
- 4 She doesn't think she *will / won't* have time to study at the weekend.
- 5 I think the number of university students *will / won't* decrease because it's so expensive.
- 6 He *will / won't* come to our dinner party. He has too much work to do.
- 7 They *will / won't* go camping with us because they prefer to stay in hotels.

2 Find the mistakes in six sentences. Two sentences are correct.

- 1 My parents will to arrive soon.
- 2 There will be more things to see in Lisbon.
- 3 He wills be tired tomorrow morning because he went to bed late.
- 4 There will be a lot of floods and droughts in the future.
- 5 We think our customers won't buy the new product.
- 6 Do factories will produce less pollution in the future?
- 7 I don't will have time to see you after my lesson.
- 8 He doesn't think it won't snow this winter.

3 Complete the sentences with *will* and a word from the box.

not remember    pass    have    not use  
become    find

- 1 I'm sure I \_\_\_\_\_ my driving test. I can drive very well now!
- 2 \_\_\_\_\_ the Earth \_\_\_\_\_ hotter in the future?
- 3 I'm sure he \_\_\_\_\_ my name. We've only met once.
- 4 Maria has left her job. But I think she \_\_\_\_\_ another job soon.
- 5 \_\_\_\_\_ you \_\_\_\_\_ time to see me next week?
- 6 In the future we \_\_\_\_\_ our cars so often because buses and trains will be better.

4 Write the places in the correct column in the table.

Beijing    Czech Republic    Green Road  
Himalayas    Indian Ocean    Kalahari Desert  
Lake Garda    Lake Victoria    River Ganges  
San Francisco    South Korea

<i>the</i>	no article

5 Complete the sentences with *the* or no article (-).

- 1 I'd love to go up \_\_\_\_\_ Mount Olympus one day.
- 2 She's never been to \_\_\_\_\_ United Kingdom.
- 3 They went on a cruise on \_\_\_\_\_ river Nile.
- 4 There are many wild animals that live in \_\_\_\_\_ Arabian desert.
- 5 We've moved to \_\_\_\_\_ Budapest.
- 6 \_\_\_\_\_ Mediterranean Sea is the best place to go swimming.
- 7 I live on \_\_\_\_\_ Portland Street.

6 Find four places where *the* is incorrect and three places where *the* needs to be added.

Millions of tourists visit the Argentina every year because there is a lot to see and do there. Most tourists go to the Buenos Aires to enjoy the great beaches and swim in Pacific Ocean. Tourists who want to go somewhere quieter can visit the Lake Buenos Aires, or Patagonian Desert in Patagonia. It is found in south of Argentina but a small part is also in the Chile. There, you won't find many tourists, so it's a good place to go if you want to think and be with nature!



Irregular verb table

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
be	was/were	been
become	became	become
begin	began	begun
bring	brought	brought
build	built	built
buy	bought	bought
choose	chose	chosen
come	came	come
cost	cost	cost
do	did	done
drink	drank	drunk
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hurt	hurt	hurt
keep	kept	kept
know	knew	known

INFINITIVE	PAST SIMPLE	PAST PARTICIPLE
leave	left	left
learn	learned	learned
let	let	let
make	made	made
meet	met	met
pay	paid	paid
put	put	put
read	read	read
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
write	wrote	written