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Pre-Intermediate Student's Book

OXFORD

Jayne Wildman
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1

Our world

Reading and vocabulary Everyday life

1 SPEAKING Which of these things are most important to you? Which are least important? Number them 1 (most important) to 7 (least important).

- education ■ family ■ free time ■ friends ■ happiness
- health ■ success

2 Read the article about a film called *Life in a Day*. What things are important to people in the film?

STRATEGY

Scanning for specific information

If you need to find specific information in a text, like a name or a number, you do not need to read every word. You can quickly scan the text for key words.

To scan a text:

- decide what information you want to find: a number, a date, a time, a name.
- move your eyes quickly down the page until you find the information.
- do not read whole sentences until you have found your answer.

3 Read the strategy. Scan the article to complete sentences 1–7. You will find the information in paragraphs 1 and 2.

- 1 The film is by a director called
- 2 People recorded their day on July 2010.
- 3 They sent in video clips.
- 4 There were hours of footage.
- 5 It took weeks to make the film.
- 6 The film is minutes long.
- 7 There are countries in the film.

4 Read the article. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

- 1 People recorded short video clips of a special day.
- 2 The film begins at the start of a new day.
- 3 People in the film have friends in other countries.
- 4 The director thinks we worry about different things.
- 5 People in the film don't have typical things in their pockets.
- 6 The man with empty pockets feels ashamed because he hasn't got any money.
- 7 The young woman is happy with her life.
- 8 Most people want to be rich and famous.

LIFE IN A DAY

What do you love? What do you fear? What's in your pocket? These are the questions from the film *Life in a Day*. Director Kevin Macdonald asked people around the world to answer the questions and send in a video clip from a typical day. He was interested in creating a picture of the world, a digital time capsule for the future. On 24 July 2010, people from Africa, Europe, America, Antarctica and Asia recorded events on their mobile phones and digital cameras and uploaded the results onto YouTube. Altogether there were 81,000 video clips, or 4,500 hours of footage. It took Macdonald and a team of researchers seven weeks to make them into a film.

The film starts at midnight. The moon is high in the sky, elephants are bathing in a river in Africa and a baby is sleeping. At the same time, in other parts of the world, people are getting up, brushing their teeth and making breakfast. In the next minutes of the film, which is one and a half hours long, we watch everyday routines from more than 140 different countries and see the connections between them. In one scene an American girl is playing with her hula hoop, in another a child is working as a shoeshine in Peru. One looks privileged, the other is poor, but then the shoeshine boy shows us his favourite thing – his laptop. He's very proud of it because he earned the money to pay for it.

'We all care about the same things,' says the director and in some ways he's right. Family and friends are the things most people love and many of them are keen on sports, like football. But then one man says he loves his cat and another loves his fridge because it doesn't talk back!

Monsters, dogs and death are the things most people fear. One young girl is anxious about growing up and a man in Antarctica says, 'I'm afraid of losing this place.' But when asked, 'What's in your pocket?', the answers are surprising. We don't see an ID card, a shopping list, or a bus ticket. Instead, one person has a gun, then another shows us car keys for his Lamborghini. A poorer man says he has nothing. He's not ashamed of his poverty because he adds, 'But we are alive.'

The film ends just before midnight, with a young woman in her car. It's raining outside and she's fed up with her life. She was excited about *Life in a Day*, but her day was too boring to film. 'I just want people to know that I'm here,' she says. 'What she really wants is to be different, to matter,' says Macdonald. In *Life in a Day*, that's what most people want.

Vocabulary: adjectives + prepositions: feelings; compound nouns: everyday objects; collocations: *make* and *do*; phrasal verbs: *get*
Grammar: present simple and continuous; articles

Speaking: discussing everyday life, travel and immigration; persuading; asking for personal information
Writing: an informal letter



5 SPEAKING Work in pairs. Discuss the questions from the film.

- What do you love?
- What do you fear?
- What's in your pocket?

Work with another pair and compare your answers. The director of *Life in a Day* thinks people are very similar. Is he right? Are your answers similar or different?

V insight Adjectives + prepositions: feelings

6 Study the highlighted adjectives in questions 1–8. Scan the article to find the missing prepositions. Complete the questions. Then work in pairs and answer the questions.

- 1 Which sports are you **interested**
- 2 Which possessions or achievements are you **proud**
- 3 Which school subjects are you **keen**
- 4 What do you get **anxious**
- 5 What are you **afraid**
- 6 What things might people feel **ashamed**
- 7 What do you get **fed up**
- 8 What do you get **excited**

V insight Compound nouns: everyday objects

7 A compound noun is a word or phrase that has two or more parts that combine to make a single meaning, for example, *car park*. Find compound nouns in the article to match definitions 1–6.

- 1 a portable machine with a keyboard
- 2 a thing you use to open the door of a car
- 3 a piece of paper that lets you travel from one place to another
- 4 a note of the things you want to buy
- 5 a document that shows who you are
- 6 a portable machine that lets you call people

8 Make ten compound nouns with the words below.

computer
parking credit
shopping concert
birthday
key

+

ring
game
centre card
ticket bag
program
board

9 SPEAKING Work in groups. Imagine you are filming a video clip for *Life in a Day*. What part of your day are you filming and why?

Vocabulary bank Routines page 134

PROFILE: VOLUNTEER AFRICA



Eighteen-year-old Peter Hanson is working for Volunteer Africa for a month. He's building a new school in a village in Tanzania with four other volunteers. ¹At the moment, we're talking to him about the project.

What do you think of Tanzania?

It's an interesting place! ²I like it here because people are friendly, but it's very different from home. The village doesn't have electricity or running water, so we cook over a fire and carry water from a river. Life is hard.

³What do you do every day?

I get up at 7.00 a.m. because I always start work early. It's a difficult job, especially when it's hot, and ⁴it's very hot in the summer. We often finish at 12.30 p.m. and we don't usually work in the afternoons. However, I sometimes teach English to the children in the village, or we play a game of football in the evening. I'm never bored.

⁵Are you working on the school today?

Well, I'm not working right now because it's one o'clock. This afternoon I'm learning Swahili!

What are you doing this week?

⁶We're painting a classroom on Thursday, but we aren't working this Friday because the school is opening. We're organizing a party and we're very excited about it!



1 SPEAKING Look at the photos and the map. Where is Tanzania? What are the people doing?

2 Read the profile from a magazine. How does Peter describe these things?

- life in the village ■ the work ■ the weather ■ the people

Present simple and present continuous

3 Read the profile again. Match sentences 1–6 in the profile to rules a–f.

We use the present simple:

- a to talk about routines or habits, especially with adverbs of frequency such as *always*, *often*, etc. and time expressions such as *every day*.
- b to talk about facts and general truths.
- c with verbs that describe states: *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*.

We use the present continuous:

- d to talk about actions that are happening now.
- e to talk about actions that are happening around now.
- f to talk about planned future arrangements.

Reference and practice 1.1 Workbook page 104

Voluntourism

Every year thousands of young people

¹ (take) time out from their work or studies and travel abroad. Some of them ² (not stay) in hotels and they ³ (not lie) on the beach and sunbathe. Instead, they ⁴ (help) people in developing countries with local projects. This new way of travel is called 'voluntourism'.

According to a recent travel survey, 25% of young people are interested in voluntourism. Organizations like BUNAC and Raleigh International ⁵ (match) people to projects around the world. These organizations ⁶ (make) a big difference in countries where children ⁷ (not go) to school, or people ⁸ (not have) access to medical facilities. Volunteers often ⁹ (build) new schools and medical centres in Africa and Asia.

South America is a very popular destination, too, and right now hundreds of volunteers ¹⁰ (work) there. Eighteen-year-old Maria Black is a volunteer from the UK. At the moment, she ¹¹ (teach) English in Chile. 'At the end of this week I ¹² (fly) home, but more volunteers ¹³ (arrive) tomorrow.

It's a great experience, so I ¹⁴ (want)

to volunteer again next summer. You see the world, learn about different cultures and help people, too.'



4 Make questions. Then work in pairs and answer the questions.

- 1 Peter / build / a school on his own?
- 2 he / always / work / in the mornings?
- 3 what / he / do / at the moment?
- 4 the children / sometimes / learn English / in the afternoons?
- 5 Peter / paint classrooms / every day?
- 6 what / Peter / do / this Friday?

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

6 **1.01 SPEAKING** Work in pairs. Look at photos 1 and 2. What are the people doing? What type of projects are they working on? Listen to the podcasts and check your answers.

7 **1.01** Listen again and complete the information about Josep and Rosie in the table.

	Josep	Rosie	My project
Name of project		Sea Turtle	
Location	Costa Rica		
Number of people		seven	
Duration	one month		
Working hours		10.00 p.m. - 1.00 a.m.	
Difficulties	no clean water		
Benefits	learning a new language		
Current activity	collecting rubbish		

8 **SPEAKING** Work in pairs. Look at the advert. Then read the instructions.

Student A

Imagine you are a volunteer on one of the projects below. Complete the table in exercise 7 for your project, then phone your friend. Ask them to join you.

Student B

Your friend is on a volunteer project and wants you to join them. You need to know more about the project before you decide. Use the ideas in exercise 7 to help you.

Volunteers wanted!

- **Health First:** Build a medical centre in India.
- **Monkey Business:** Protect orang-utans in Borneo.
- **One World:** Teach children English in Tibet.

Want to help? Call: 01614960735

1C ■ Listening, speaking and vocabulary New friends

1 SPEAKING Work in pairs. Answer the questions.

- 1 How often do you go on holiday?
- 2 Who do you go with?
- 3 Where do you usually stay?
 - in a hotel ■ with family or friends
 - on a campsite ■ in a hostel



couch ¹ /kaʊtʃ/ *noun* [C] a long seat, often with a back and arms, for sitting or lying on:

surfer /ˈsɜːfə(r)/ *noun* [C] **1** a person who rides on waves standing on a special board **2** (informal) a person who spends a lot of time using the Internet

2 1.02 Study the dictionary entries. Then listen to the introduction to a radio programme. What do you think a 'couch surfer' is?

3 1.03 Listen to the radio programme and answer the questions.

- 1 What is the speaker's main purpose?
 - a to say thank you to couch surfers
 - b to warn people about staying with strangers
 - c to explain the benefits of couch surfing
- 2 How do couch surfers usually thank people?
 - a they pay for their accommodation
 - b they give people a small gift
 - c they pay for meals
- 3 How does Lucas describe most couch surfers?
 - a they are mostly older people
 - b they are mostly younger people
 - c they are mostly people with families
- 4 Where are the members of www.couchsurfing.com from?
 - a Europe and South America
 - b the USA and Canada
 - c all over the world
- 5 What is the most important thing for couch surfers?
 - a to travel cheaply
 - b to experience new cultures
 - c to volunteer for local projects
- 6 Where is Mika staying right now?
 - a Canada
 - b Alaska
 - c Australia
- 7 What are couch surfers not doing?
 - a changing people
 - b changing the world
 - c changing cultures

V insight Collocations with *make* and *do*

4 A collocation is a group of words that are often used together. Study the examples in the table. Then add these words from the radio programme.

- a choice ■ friends ■ the housework ■ a meal ■ a sport ■ your best ■ good (noun) ■ a difference

<i>make</i>	<i>do</i>
a mistake	homework
a phone call	exercise
a journey	(someone) a favour
an excuse	a crossword
a mess	your hair

5 Complete the sentences with the correct form of collocations in exercise 4.

- 1 Couch surfers aren't usually shy. They don't find it difficult to
- 2 Tom wasn't good at cooking, so he didn't for the family.
- 3 'Can I borrow your mobile? I need to
- 4 The ice hockey team, but they still didn't play very well.
- 5 'Can you and close the window? It's very cold in here!'
- 6 Mike and caught the wrong bus. That's why he's late.
- 7 We usually after school on Friday. This week it's football.
- 8 You can by working as a volunteer.

6 SPEAKING Work in pairs. Discuss the questions.

- 1 What are the benefits of couch surfing? Is it a good way to make friends?
- 2 What are the difficulties? Is it a good idea to stay with strangers?
- 3 Which do you think is better? Why?
 - to travel cheaply and experience more
 - to travel comfortably and experience less

Asking for personal information

7 SPEAKING Look at the photo and answer the questions.

- 1 Where are they?
- 2 Do they know each other?
- 3 What are they talking about?
- 4 How do they feel?

8 1.04 Listen to the dialogue. Where is Gina from? Does she like London?

9 1.04 Complete the phrases from the dialogue. Then listen again and check.

Asking for personal information

How do you ¹.....?

²..... are you from?

What's it ³..... there?

What do you think ⁴.....?

What do you do ⁵.....?

Are you ⁶.....?

Reacting

Me neither.

Really?

It's very different from

Actually, I love it.

I usually

Yes, I am. That sounds great.

10 1.05 Complete the dialogue with the phrases below. Then listen and check.

- I'm not bad. ■ I've got one sister. ■ No, she doesn't. ■ I spend time at the skatepark.
- Me too! ■ We're in the same class.

Dan So, how do you know Carly?

Amy ¹..... What about you?

Dan I play football with her brother, Marc.

Amy Have you got any brothers or sisters?

Dan ²..... She's older than me.

Amy Does she go to our school, too?

Dan ³..... She works in the library café.

Amy Really? I sometimes go there with my friends. What do you do after school?

Dan ⁴.....

Amy Are you good at skateboarding?

Dan ⁵..... Why don't you come along?

Amy No thanks, I'm not keen on it, but I'm good at bowling.

Dan ⁶..... Let's go bowling on Saturday then.

11 Read the dialogue again. Underline two questions which ask about free-time activities and one question which asks about family and friends.

12 SPEAKING Work in pairs. Prepare a dialogue. Use the dialogue in exercise 10 to help you.

You are at a friend's party when you meet a new person.

- Find out how they know your friend.
- Explain how you know them.
- Ask about their family.
- Ask about their free-time activities.
- Find something you both enjoy.

1D ■ Culture, vocabulary and grammar Immigration

1 SPEAKING Work in pairs. Answer the questions.

- 1 How do you travel to school in the morning?
- 2 What type of people do you meet?
- 3 What do you see? Which language(s) do you hear?
- 4 What do you do during your journey?

2 Read the article about the Number 7 train. How is Manuela's journey similar to your own? How is it different?

3 Read the article again and complete the sentences. Use three words in each sentence.

- 1 Manuela is on the train because she is
- 2 The train is special because every station is like
- 3 In 1917, people moved to Queens because there
- 4 People came to New York because they wanted to find
- 5 Tomas Garcia worked hard, started saving and
- 6 The people in Tomas's bakery are from Mexico,

V insight Phrasal verbs with get

4 Study the highlighted phrasal verbs in the article. Read the sentences and replace the words in italics with the correct form of a phrasal verb.

- 1 I don't *have a good relationship with* my sister. We argue all the time.
- 2 It was eight o'clock when the train *arrived at* Jackson Heights.
- 3 It's always good to *escape at* the weekend and go somewhere new.
- 4 We're almost in the town centre. Let's *leave at* the next stop.
- 5 In 1900, immigrant children had to *deal with* a difficult childhood. Many worked to help their families.
- 6 Quick! *Climb onto* the bus. It's leaving soon!

5 SPEAKING Work in pairs. Answer the questions.

- 1 Are there any stops on the Number 7 route you'd like to get off at and explore? Why / why not?
- 2 Which languages and cultures can you find in your country?



Around the world on the Number 7 train

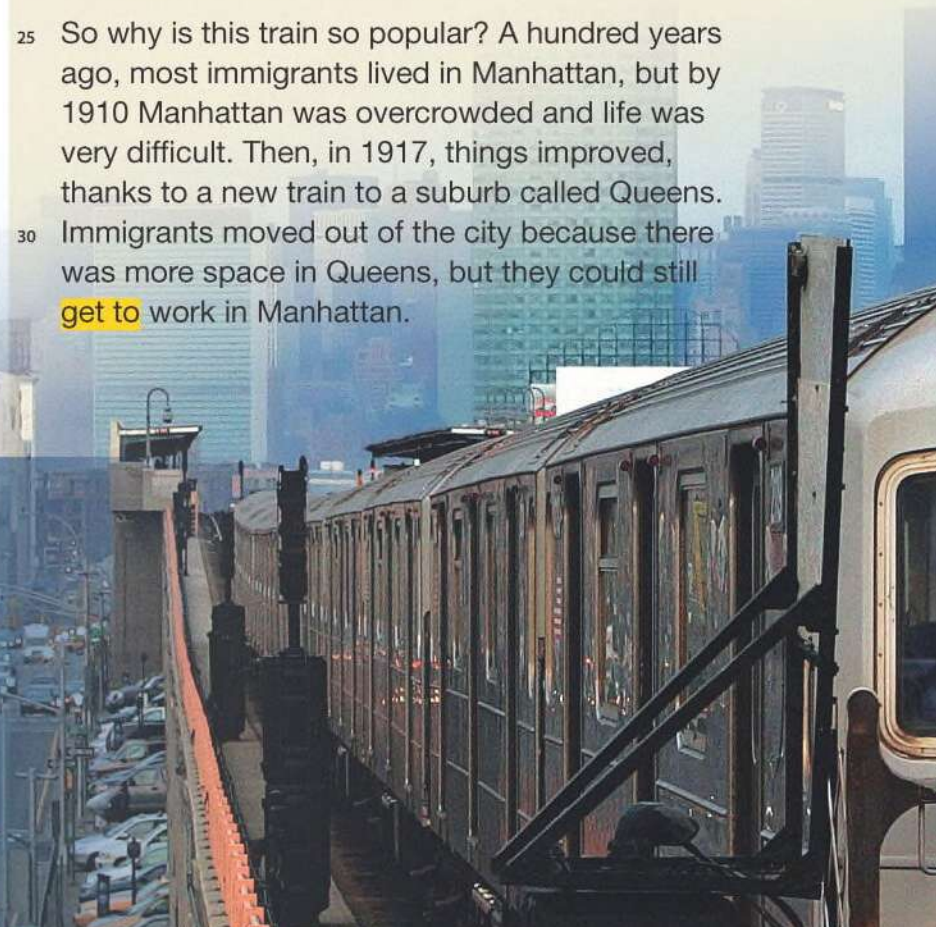
It's 8.15 in the morning and Manuela Garcia is on her way to college in New York City. She's sitting on the Number 7 train and she's doing her homework, but she hasn't got much space. Two Chinese women are sitting next to her – they're laughing and chatting in Cantonese. A young man is on the other side – he's listening to Shakira on his MP3 player and eating some tacos. Then an old woman **gets on** the train and sits down nearby – she's wearing a sari and she's reading a book in Hindi. At Jackson Heights, the old woman **gets off**. It's raining outside and Manuela can see Indian and Pakistani shops in the street below.

Welcome to the International Express, the most international train journey in the world. Every day, some of New York's three million immigrants take the Number 7 train from Queens to Manhattan and each stop is like a different country. Get off at Flushing station and experience China, go to Corona and you're in Mexico; the next stop is India at Jackson Heights. Many immigrants are from Latin America, Eastern Europe, Africa or Asia. If you listen carefully, you can hear more than 100 different languages.

So why is this train so popular? A hundred years ago, most immigrants lived in Manhattan, but by 1910 Manhattan was overcrowded and life was very difficult. Then, in 1917, things improved, thanks to a new train to a suburb called Queens. Immigrants moved out of the city because there was more space in Queens, but they could still **get to** work in Manhattan.

EAST FACTS

- New York population:** about 8.2 million
- Number of immigrants:** over 2.9 million
- 1910:** 75% of immigrants were from 5 countries
- 2010:** 66% of immigrants were from 25 countries





These first immigrants came to New York to escape poverty and war, and to have a better life. Today, people come for the same reasons. Manuela Garcia's family is typical. Her father, Tomas, came from Mexico in 1986 and sold tacos from a small food stall next to Corona station. Tomas **got through** hard times, saved his money and bought a bakery. Today the jukebox there plays Mexican songs and a satellite TV shows Mexican TV programmes. 'We're proud of our culture, but the bakery is not just for Mexicans,' says Tomas. 'We have Polish and Turkish customers, too. We all **get on with** each other.'

The train speeds past LaGuardia airport as the rain stops and the sun comes out. Manuela looks out of the window and watches the planes take off. People are **getting away** to experience the world. Manuela smiles. She doesn't need to go to faraway countries – the world is right there on the Number 7 train.



Articles

6 Match sentences 1–6 to rules a–f. Then find more examples in the text.

- 1 I got on **a train** at Queens.
- 2 I got on a train at Queens. **The train** went to Manhattan.
- 3 It was **the Number 7 train**.
- 4 There are 8.2 million people in **New York**.
- 5 **Immigrants** come from many different countries.
- 6 Tomas Garcia is **a baker**. He's also **an immigrant**.

We use *a / an* when:

- a we talk about something or someone for the first time.
- b we say what someone's job is, or when we describe what someone or something is.

We use *the* when:

- c we talk about a person or thing that was mentioned before.
- d there is only one person or thing.

We use *no article* when:

- e we talk about something in general.
- f we use names of people, continents, countries or cities.

Reference and practice 1.2 Workbook page 105

7 Read the extract from an online encyclopaedia and choose *a / an, the* or *0* (= no article).

Ellis Island

Ellis Island is ¹**an / the** island in ²**the / 0** New York Harbour. It's ³**the / a** tiny place, but between 1892 and 1954, more than twelve million people arrived at ⁴**a / the** island. ⁵**The / 0** people were immigrants and they came to the United States from all over ⁶**the / 0** world. Fifteen-year-old Annie Moore and her two younger brothers, Anthony and Phillip, were the first immigrants to go there on 1 January 1892. ⁷**0 / The** children were from Ireland and, after ⁸**a / 0** long journey across ⁹**the / 0** Atlantic Ocean, they all hoped for ¹⁰**the / a** better future.

Today, ¹¹**the / 0** visitors come to Ellis Island to learn about ¹²**the / a** history of their country and find out about their families. Over 40% of all US citizens have ancestors who first arrived in America at ¹³**the / 0** island!

8 SPEAKING Complete the questions with *a / an, the* or *0* (= no article). Then work in pairs and answer the questions.

- 1 Do you enjoy holidays abroad?
- 2 Are you interested in other cultures?
- 3 Have you got penfriend in another country?
- 4 Do you think it's difficult to live in new place?
- 5 What do you think are difficulties?
- 6 Is immigration important issue in your country? Why / why not?

DVD extra From Ireland to the USA

1E ■ Writing An informal letter



X-change Magazine: What's new?

Every year, thousands of students go on our exchange programmes all over the world. This month, we want to hear from YOU, so send us a letter about your experiences of being on an exchange programme. We want to know what you are learning: what's different, what's similar and what's new. Check out this page for the best two letters next month!

1 SPEAKING Work in pairs. Look at the photo and read the magazine advert. Would you like to go on an exchange programme? Why / why not?

STRATEGY

Preparing to write

Before you write, think carefully about the task.

Think about:

- who you are writing to.
- the type of composition: e.g. a formal or informal letter / email, a blog entry, a report, an opinion essay, a review.
- the things you want to include.

Prepare a paragraph plan and make short notes for each paragraph.

2 Read the strategy. Then imagine you are writing to X-change Magazine. Answer the questions.

- 1 What type of composition do you have to write?
- 2 What do you need to include?
- 3 Which four things from the list below would you like to write about?
 - the people ■ everyday routines ■ free-time activities ■ the weather
 - the food ■ school life ■ the language
- 4 Read letters A and B on page 13. Which things in question 3 do they mention?

3 Read letters A and B again and complete the table.

	Letter A	Letter B
Where are the writers from?		
Where are they staying?		
Do they like their host families?		
Which things are different?		
Which things are similar?		
What activities are they doing today / at the weekend?		
What do they think of the programme?		

Talking about similarities and differences

4 Study the highlighted words in letters A and B. Which words are used to talk about

- 1 similarities?
- 2 differences?

5 Complete the sentences. Then compare your answers with a partner.

- 1 The weather in my town is different from
- 2 Food in my country is similar to
- 3 My town is, in contrast to
- 4 Subjects in my school are the same as
- 5 My best friend and I have a lot in common and
- 6 We both
- 7 Neither of us

A

Calle Marina 32
08605 Barcelona
Spain

23 August 2013

Dear X-change,

I'm on an exchange programme in Barcelona and it's great! My host family is lovely and I'm already best friends with their son, Felipe. We **have a lot in common**: we're **both** keen on football and **neither of us** likes maths!

Many things are **similar**. School starts at the same time and the subjects **are like** the subjects I study at home. I'm not feeling homesick at the moment because people are very friendly.

Other things are **different**. It's warm and sunny, **in contrast to** England, where it rains all the time! Mealtimes are different, too. We always eat late, at nine o'clock, and we often have paella (it's typical Spanish food). Of course, the language is **not the same** and I am sometimes ashamed of my Spanish, but Felipe helps me.

It's Saturday today so I'm not going to school. I'm going to the beach with Felipe, then I'm watching Barcelona FC play at Camp Nou stadium. The X-change programme is a great way to see the world, make new friends and learn a new language!

Yours,
Conrad

B

32 King Street
London N12 44T
United Kingdom

23 August 2013

Hi X-change,

This is my first letter from London! My host family are nice, but their daughter Helen is quite shy – **unlike** me! We **have nothing in common**.

A lot of things are different here. London is an interesting city, but it's expensive and the people are **different from** people in Australia – they're not as friendly. Everyday life is different, too. Mealtimes are quite early and we don't go out in the evening. We usually watch TV.

Other things are **the same**. Food is **the same as** the food at home. School is **similar to** Australian schools, too. People are curious about Australia and they often ask me questions. I've made some friends here and we usually play basketball at break time – it's **just like** home.

Right now I'm feeling homesick – I'm fed up with the rain. But this weekend we're going to the Science Museum and I'm excited about that! It's a challenge to live in a new country, but it's also a great opportunity to try new things.

Yours,
Jenni

WRITING GUIDE

■ **Task** Imagine you are on a student exchange programme. Reply to the advert in *X-change Magazine*.

■ **Ideas** Answer the questions and make notes.

- 1 Which country are you visiting and what type of family are you staying with?
- 2 Look at the four topics you chose in exercise 2. Make notes about the similarities and differences.
- 3 What do you think about the X-change programme?

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Say where you are and describe the host family.

Paragraph 2: Say which things are different.

Paragraph 3: Say which things are similar.

Paragraph 4: Say what you are doing today / at the weekend. Then give your opinion about the X-change programme.

■ **Write** Write a letter to the magazine. Use the paragraph plan to help you.

■ **Check** Check the following points.

- Have you included the address and the date? Have you signed your letter?
- Have you included all the information asked for in the task? Have you used a variety of expressions to describe similarities and differences?
- Have you checked spelling, grammar and punctuation?

Vocabulary insight 1 Using a dictionary: parts of speech

1 Work in pairs. Read the statements and choose the ones that are true for you. Then compare your answers with a partner.

- 1 I use a dictionary only at school.
- 2 I use a dictionary only at home.
- 3 I use a dictionary at school and at home.
- 4 I prefer to use an online dictionary.
- 5 I have a dictionary app on my phone.
- 6 I check every word that I don't know.
- 7 I check the meaning of new words after I have finished reading.
- 8 I never check the meaning of new words.

STRATEGY

Using a dictionary

A dictionary entry gives you more information about a new word than just its meaning. This additional information can help you to learn how to spell the word, how to pronounce it and how to use it in a sentence.

2 Read the strategy above. Then study the extract from a dictionary entry for *make*. What information does it give you? Match the words below to parts of the entry 1–8.

- headword ■ example sentence ■ part of speech
- definition ■ pronunciation and stress ■ collocations
- extra information about how to use the word
- grammar related to the word

1

2

3

4

make /meɪk/ verb [T] (pt, pp made /meɪd/)

5 **>CREATE 1** to produce or create sth: *to make bread*
 ♦ This model is **made of** steel, and that one is **made out of** used matches. ♦ Cheese is **made from** milk.
 ♦ Those cars are **made in** Slovakia. ♦ Shall I **make** you a sandwich/**make a** sandwich for you? ♦ **to make** breakfast ♦ **to make a** hole in something ♦ **to make a** law/rule ♦ **to make a** movie

6 **>PERFORM ACTION 2** [used with nouns] to perform a certain action: *to make a mistake/noise* ♦ **to make a** guess/comment/statement/suggestion ♦ **to make** progress ♦ *I've made an appointment to see the doctor.*

7 **HELP** Make can be used like this with a number of different nouns. Often there is a verb with a similar form, for example **make a decision = decide**. But if you use 'make' + noun, you can use an adjective with it: *He made the right decision.* ♦ *They made a generous offer.*

8 **>CAUSE 3** to cause a particular effect, feeling, situation, etc: *The film made me cry.* ♦ *Flying makes him nervous.* ♦ *Her remarks made the situation worse.* ♦ *I'll make it clear to him that we won't pay.* ♦ **Make sure** you lock the car. ♦ *You don't need to know much of a language to make yourself understood.* ♦ **to make** trouble/a mess/a noise

>BECOME 4 to make sb/sth become sth; to have the right qualities to become sth: *She was made (= given the job of) President.* ♦ *You can borrow some money this time, but don't make a habit of it.* ♦ *Karen explains things very clearly—she'd make a good teacher.* **5** to become sth; to achieve sth: *I'm hoping to make head of the department by the time I'm thirty.*

3 Read the dictionary entry again and answer the questions.

- 1 What part of speech is *make*?
- 2 What is the past tense form of *make*?
- 3 How many meanings of *make* are there?
- 4 What examples are there for the meaning 'cause'?
- 5 What information about *make* does the **HELP** section give you?

STRATEGY

Identifying parts of speech

All words belong to categories called parts of speech. Most dictionaries use abbreviations to show what part of speech a word is. Study the definitions of the most common parts of speech below. The abbreviations are given in brackets.

- 1 *noun* (n) = a word that names a person, a thing or an idea
- 2 *verb* (v) = a word that refers to an action or a state
- 3 *adjective* (adj) = a word that describes a noun
- 4 *adverb* (adv) = a word that describes a verb, an adjective or another adverb
- 5 *pronoun* (pron) = a word that is used instead of a noun
- 6 *preposition* (prep) = a word that shows the position of something, the time when something happens, etc.
- 7 *conjunction* (conj) = a word that joins two phrases or sentences

4 Read the strategy above. Then study the words below. What parts of speech are they? Add them to categories 1–7 in the strategy. Use a dictionary to check your answers.

- and ■ at ■ bus ticket ■ but ■ car keys ■ do ■ excited
- get ■ in ■ laptop ■ often ■ on ■ proud ■ really ■ she
- shopping ■ them ■ understand ■ usually

5 Find the words *immigrate*, *immigrant* and *immigration* in a dictionary. Are the following statements true (T) or false (F)? Correct the false ones.

- 1 *Immigrate* is an adjective.
- 2 *Immigrate* is often used with the prepositions *to* and *from*.
- 3 *Immigrate* has an irregular past tense form.

- 4 *Immigrant* is a conjunction.
- 5 *Immigrant* can also be spelled *imigrant*.
- 6 *Immigrant* has three meanings.

- 7 *Immigration* is a noun.
- 8 *Immigration* doesn't have a plural form.

Vocabulary

1 Complete the sentences with the words below.

■ anxious ■ ashamed ■ excited ■ keen ■ proud

- 1 Mark's on football. He's in the school team.
- 2 They're of their son. He's at Oxford University.
- 3 Do you get about going to rock concerts?
- 4 Are you about the history exam tomorrow?
- 5 Emma is of making her little sister cry.

Marks / 5

2 Match the words in A to the words in B to make compound nouns. Then complete the sentences.

A ■ bus ■ car ■ credit ■ parking ■ shopping

B ■ card ■ keys ■ list ■ ticket ■ ticket

- 1 You can buy a from the driver.
- 2 You can pay in cash or by
- 3 We'll have to walk if you can't find the
- 4 Do you write a before you go to the supermarket to buy food?
- 5 You'll get a if you leave your car there.

Marks / 5

3 Complete the text with the correct form of *make* or *do*.

One family, six continents, twelve good deeds

Jackson Lewis came home one day last year and asked his father, 'Why aren't we doing more to ¹ a difference in the world?' His father's answer was to take Jackson and his brother on a trip to ² good in the world. Right now, they're on a journey through twelve different countries. In every place they visit, they ³ their best to help people in need. Sometimes they look after children, sometimes they ⁴ meals and sometimes they teach English. Wherever they go, they ⁵ friends with a lot of different people.

Marks / 5

4 Complete each sentence with one word.

- 1 We went by taxi, so we got the station on time.
- 2 I'm really stressed and I need to get, so I'm going on holiday next week.
- 3 She got the train and walked home.
- 4 It's going to be difficult to get tomorrow – I've got exams all day.
- 5 She paid the driver when she got the bus.

Marks / 5

Grammar

5 Complete the profile with the present simple or present continuous form of the verbs in brackets.

PROFILE: VOLUNTEER ASIA

Eighteen-year-old Becky Greenberg is working for Volunteer Asia for a month. ¹ (she / help) to look after old and sick animals at an elephant camp in Thailand. We asked her about the project.

What ² (you / do) every day?

³ (I / get up) very early to give the elephants breakfast. ⁴ (elephants / need) a lot of food, so this can take quite a long time.

How much food ⁵ (an elephant / eat)?

At least 100 kg a day. But ⁶ (one elephant / not have) all that for breakfast! Our elephants have three meals a day.

⁷ (they / eat) lunch at the moment.

⁸ (the elephants / go out) today?

Yes, ⁹ (we / take) them to the river this afternoon. ¹⁰ (it / get) very hot after lunch and ¹¹ (they / love) playing in the water.

Marks / 11

6 Complete the text with *a / an, the* or *0* (= no article).

¹ New York City is located at the mouth of ² Hudson River on ³ east coast of ⁴ USA. But there was a time when ⁵ city did not exist. The Italian explorer Da Verrazzano was the first European to visit the area, but it was ⁶ Englishman who first landed there. Henry Hudson was ⁷ English sailor, but he was working for ⁸ Dutch East India Company at the time. He bought ⁹ animal skins from the Native Americans there and he took ¹⁰ skins back to Holland. Soon after that, the Dutch built ¹¹ town in the area. They called it New Amsterdam. In 1664, the British took ¹² town and gave it ¹³ new name: New York. Since then, ¹⁴ town has become one of the most important cities in the world.

Marks / 14

Total / 45

2 Places

Reading and vocabulary Ghost towns

1 SPEAKING Work in pairs. Look at the photos of ghost towns and discuss the questions. Then read the text and compare your ideas.

- 1 What kind of people lived there? Think about:
 - farmers ■ miners ■ soldiers ■ criminals
 - business people ■ railway workers
- 2 Why did people go to these towns?
- 3 Why did they leave? Think about:
 - unemployment ■ pollution ■ natural disasters
 - war ■ famine ■ crime ■ overcrowding ■ poverty

STRATEGY

Identifying paraphrase

Paraphrasing means using different words to express the same idea. To identify paraphrase, look out for:

- synonyms (words with similar meaning) and antonyms (words with opposite meaning).
- sentences that say the same thing, but in a different order.
- ideas that are summarized and not repeated word for word.

2 Read the strategy. Underline sentences in the text that are similar to sentences 1–9. Then match sentences 1–9 to places A–C.

- 1 There was a lot of pollution.
- 2 People in the town were religious.
- 3 People went there to make money.
- 4 There wasn't any light.
- 5 People left because they didn't have jobs.
- 6 Animals live there today.
- 7 There was a lot of crime.
- 8 There were farms near the town.
- 9 People left because of natural and man-made disasters.

- A Kowloon Walled City
- B Craco
- C Kolmanskop

3 SPEAKING Work in pairs. Discuss the questions.

- 1 Which town has the most surprising story?
- 2 Which place would you like to visit?
- 3 Does your town have any of the ghost towns' problems?

V insight Antonyms: describing places

4 Find antonyms of these adjectives in the text.

- 1 deserted (line 5)
- 2 clean (line 5)
- 3 wide (line 7)
- 4 unpopular (line 9)
- 5 safe (line 11)
- 6 quiet (line 36)
- 7 messy (line 47)
- 8 modern (line 48)

Ghost towns:

Ghost towns ... why did people live there?
Why did they leave?
Read about three unloved places from around the world ...



Name: Kowloon Walled City Location: China

Then: Hundreds of years ago, it was a Chinese fort and only soldiers lived there. Then in the early 20th century, the soldiers left and squatters* moved in. By 1980, the 0.03 km² city had 500 buildings inside its walls and 33,000 residents lived there.

5 The city was crowded, dirty and full of rubbish. People called it 'the city of darkness' because the buildings were so high, there was no sunlight in the narrow streets below.

Why did people go there? There were no laws and no police in the city, so it was popular with criminals and people with illegal businesses. The Chinese government didn't do anything about the city because it was dangerous and difficult to control.

Why did people leave? In 1993, the government finally moved people out of the city and destroyed it.

Now: One building and the city gate are left. You can see them 15 in Kowloon Walled City Park.



Vocabulary: antonyms: describing places; places in town; the senses; verbs + prepositions; collocations: descriptive adjectives

Grammar: past simple and continuous; *while, as* and *when*

Speaking: talking about cities and towns; discussing acts of kindness; talking about the origin of place names; asking for and giving directions

Writing: a travel blog

then and now

Name: Craco **Location:** Italy

Then: The historic town of Craco is hundreds of years old. In the past, it was an important town with a castle, a church, a market, a university and a prison. Its population was about 2,500.

Why did people go there? The town had strong connections with the church, and farmers grew food on the land around the town.

Why did people leave? Craco lost many people because of a plague* in 1656. Wars and famine* also made people leave. Between 1892 and 1922,

about 1,300 left and went to North America. There were earthquakes, too, and many people died. By 1963, no one lived in the town.

Now: Craco is falling apart. If you want to visit, go there soon. The next earthquake may be its last.

Name: Kolmanskop **Location:** Namibia

Then: In 1910, Kolmanskop was a lively mining town. A thousand people lived there, many of them German miners. The town had a hospital, a theatre, a school, a casino, a furniture factory and a sports centre. It also had the first tramline in Africa and a railway station.

Why did people go there? In 1908, a railway worker found diamonds in the Namib desert. Many people went there because they wanted to make their fortune.

Why did people leave? By 1920, there were no more diamonds left. People started to leave the town because there was no work and no money. In 1954, the last person left, and sand started to cover the pretty gardens and tidy streets.

Now: One or two old buildings are still standing, but sand dunes cover most of the town. The town is deserted; only birds, hyenas and snakes live there now.

* squatters = people who live in a place illegally

* plague = a disease caused by rats

* famine = a time when there is no food

5 Complete the sentences with words in exercise 4. Sometimes more than one answer is possible.

- The city is always during carnival. Thousands of people come and celebrate.
- The river was There was a lot of pollution from the town's factories.
- I don't like cities with lots of tall, new buildings. They all look the same.
- It was late at night, and the shopping centre was There was no one there.
- That restaurant looks Lots of people are queuing to get in.
- There are no buses in this part of town because the roads are too
- This road is really There is a lot of traffic and it is difficult to cross.
- The park was clean and There was no rubbish and no graffiti.

V Places in town

6 Study the highlighted words in the text. Put them into the correct category A–F. Then add the places below to categories A–F. Can you add two more words to each category?

- cinema ■ football stadium ■ bus station ■ taxi rank
- library ■ skatepark ■ underground ■ art gallery
- concert hall ■ leisure centre ■ police station

- A Entertainment
- B Shopping
- C Transport
- D Education
- E Sports
- F Services

7 In which of the places in exercise 6 can you do these things?

- catch a train ■ see a play ■ watch a sport
- borrow books ■ work for a business
- win and lose money ■ listen to music
- do a sport ■ find work

8 SPEAKING Work in groups. Imagine you are designing a new town. Use the ideas below to help you. Prepare your plan and present it to the rest of the class. Decide on the best plan.

- the location of your new town
- why people should live there
- the four most important places to include
- four places that you would not include

Vocabulary bank Geographical features page 135

2B ■ Grammar and listening The kindness of strangers



Gemma **was** excited. She was also a bit nervous. She usually **met** her friends at the weekend, but that Saturday she was at the bus station. This wasn't her first bus trip on her own, but it was almost five hours to her aunt's house in Toronto.

It was nine o'clock when she **arrived** and the station was crowded. There **were** long queues of people and it **took** 45 minutes to buy a ticket. When she **got on** her bus, there was one seat left, next to a boy in a basketball shirt. He **looked up** from his mobile phone when she **sat down**. Gemma **smiled**, but he didn't smile back. He didn't want to talk, he just looked out of the dirty window. 'What did I do? Was I rude?' she **thought**; then she **sighed** and **closed** her eyes. She **needed** a rest ...

1 SPEAKING Look at the photo. Where is the girl? How does she feel? Read the beginning of the story and compare your ideas.

Past simple

- 2** Study the highlighted verbs in the story. Which ones are regular? Which are irregular? What are their infinitives?
- 3** Read the story again and find more examples of the past simple. Then answer the questions.
 - 1 How do we make negative and question forms of the verb *be*?
 - 2 How do we make negative and question forms of other verbs?

Reference and practice 2.1 Workbook page 106

4 Complete the next part of the story. Put the verbs in brackets into the past simple.

A few hours later, Gemma ¹..... (wake up). Outside there ²..... (be) empty streets and ugly houses, grey skies and rain. The boy beside her ³..... (get up) to leave. 'Where are we?' asked Gemma. 'Hamilton,' said the boy. '⁴..... we (go) through Toronto?' she asked. 'Yes, we did,' he replied. 'We ⁵..... (leave) Toronto an hour ago and ...' Gemma ⁶..... (not wait) to hear more. She quickly ⁷..... (get off) the bus before it left and ⁸..... (call) her aunt. No reply. She ⁹..... (try) again, but her phone stopped working. Then, things got worse. Gemma reached for her bag, but it was still on the bus and the bus ¹⁰..... (not be) in the station any more. Gemma ¹¹..... (begin) to cry. 'Does this belong to you?' said a voice behind her. It was the boy in the basketball shirt and he ¹²..... (have) her bag ...

5 Make questions. Then work in pairs and answer the questions.

- 1 what / mistake / Gemma / make ?
- 2 what / Hamilton / like ?
- 3 what / the weather / like ?
- 4 why / Gemma / start to cry ?
- 5 the boy / help / Gemma ?
- 6 how / Gemma / react ?

6 SPEAKING Work in pairs. Invent an ending for the story. Use the past simple form of the verbs below and your own ideas.

■ buy ■ call ■ explain ■ find out ■ forget ■ go ■ invite ■ laugh ■ leave ■ like ■ smile ■ talk ■ walk

7 **1.06** Listen to the ending of the story and compare your ideas in exercise 6.



World Kindness Day

¹In 1963, Mr Seiji Kaya was a teacher at Tokyo University. ²Every day, Mr Kaya took the train to work. ³At 8 a.m. one February morning, he was waiting for his train. ⁴It was snowing and a lot of people were at the station. ⁵Mr Kaya was getting on the train when a man stole his bag. ⁶He shouted for help, but no one tried to stop the thief. Mr Kaya was upset but no one asked if he was OK. In fact, no one talked to him at all.

After this bad experience, Mr Kaya started to encourage his students to 'be brave and practise small acts of kindness every day'. He wanted to create a wave of kindness across Japan, so he started the Small Kindness Movement. In 1997, 13 November became World Kindness Day and today people celebrate it all over the world!

Past simple and past continuous

8 Read about World Kindness Day and answer the questions.

- 1 Where was Mr Kaya from?
- 2 What did he do every day?
- 3 What happened one February morning?
- 4 Why did he start the Small Kindness Movement?
- 5 How many countries were part of the Small Kindness Movement?

9 Read the text again. Match sentences 1–6 to rules a–f.

We use the past simple for:

- a a completed past action or a past state.
- b a past habit.
- c a sequence of actions in the past.

We use the past continuous for:

- d background descriptions.
- e an action or actions in progress at a specific time in the past.

We use the past simple and the past continuous for:

- f a longer action interrupted by a shorter action.

Reference and practice 2.2 Workbook page 106

10 1.07 Read about four different acts of kindness. Put the verbs in brackets in the correct form. Then listen and check.

- 1 We (look) for the station and it (rain). Anyway, we (look) at our map when we (meet) an old lady. She (not know) the way to the station, but she (give) us her umbrella!
- 2 When I was a child, I (visit) my grandparents every weekend. They (have) a dog called Bono. One day, I (walk) the dog when I (get) lost. I (be) lucky because a woman from the village (find) me and (call) my grandma.
- 3 Yesterday I (wait) in my car at a traffic light. An old man (cross) the road with two bags of shopping when he (drop) one of his bags. I (get out) of my car and (help) him pick it all up.
- 4 Last week, I (stand) in a ticket queue in the London Underground when a girl (give) me her train ticket. She (not want) any money for it, she just wanted to give it to someone else.

11 **SPEAKING** Think about a time when you helped someone or someone helped you. Make notes about the things below. Then tell your stories to the rest of the class. Which act of kindness do you think was the most generous?

- When did it happen?
- What were you doing?
- What was happening in the background (the weather, people, etc.)?
- Why did you help them, or why did they help you?
- How did you feel?

2C ■ Listening, speaking and vocabulary Getting around

1 SPEAKING Can you name the five senses? Which senses do you use to find out about these things?

- an ice cream ■ rain ■ new friends ■ music ■ a sandy beach ■ a ghost ■ a fire

V The senses

2 Complete the table with these words.

- hear ■ hearing ■ nose ■ see ■ skin ■ smelly ■ taste ■ tasty ■ tongue ■ touch

Sense	Body part	Activity	Adjective
sight	eyes	I can ¹	sighted
²	ears	I can ³	
⁴	⁵	I can taste ...	⁶
smell	⁷	I can smell ...	⁸
⁹	¹⁰	I can feel ...	

3 1.08 Imagine you are visiting the place in the photos. Look at the photos and listen to the sounds. Then finish the sentences in the third column of the table in exercise 2. Use your imagination.



4 1.09 Listen to a radio programme about a traveller. What is unusual about him? Which senses does he use when he travels?

5 1.09 Listen again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Terri never walks around cities.
- 2 Terri went to Istanbul two years ago.
- 3 People always helped him when he was lost.
- 4 Terri once used his sense of smell to find out where he was.
- 5 In Istanbul people usually queue at bus stops.
- 6 Terri prefers train stations to bus stops.
- 7 Sounds give him an idea of a place.
- 8 Terri thinks sighted travellers should listen more to people talking.

6 SPEAKING Work in pairs. Answer the questions.

- 1 Think about a place you visited. What do you remember most about that place? Talk about the things you:
 - saw ■ heard ■ tasted ■ smelled ■ felt
- 2 Which sense helped you remember the most? Number them 1–5 in order of importance.
 - sight ■ hearing ■ taste ■ smell ■ touch



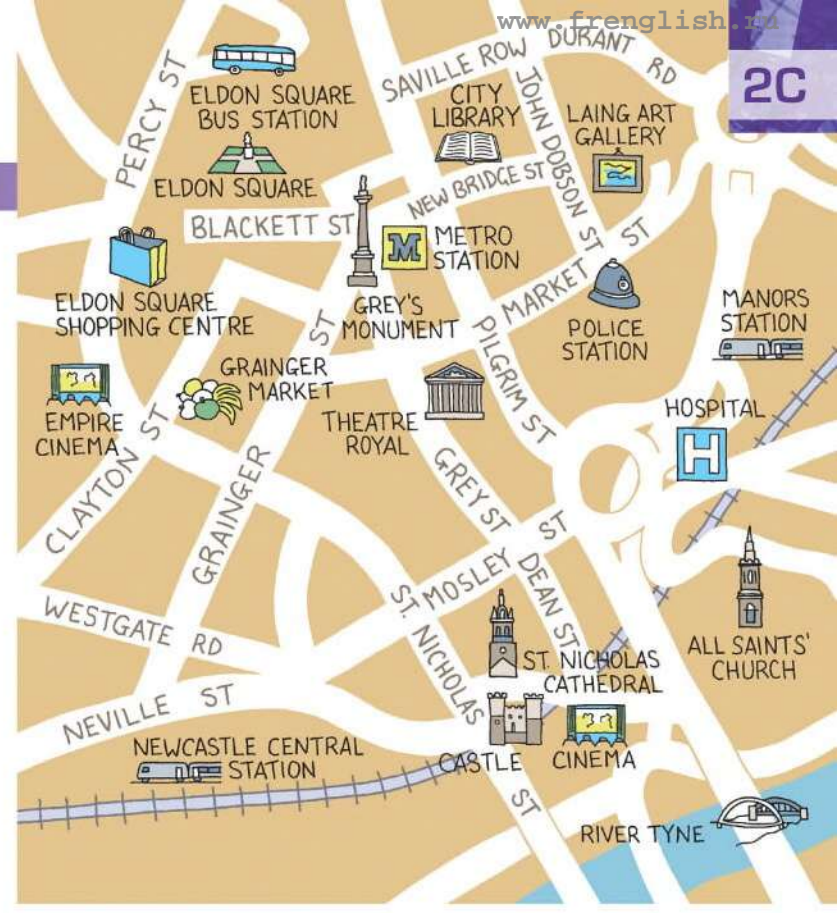
Asking for and giving directions

7 SPEAKING Work in pairs. Look at the map of Newcastle and find these places.

- a metro station
- an art gallery
- a market
- two cinemas
- a cathedral
- a railway station
- the river

8 **1.10** Listen to the dialogue. Where are the speakers? Where do they want to go?

9 **1.10** Complete the phrases from the dialogue. Then listen again and check.



Asking for directions	Giving directions	Asking for repetition
Which ¹ is the ... ?	Go ³ this road,	Sorry, I didn't ⁶
Could you ²	towards / away from the	that.
us / me how to get to ... ?	Then walk ⁴ the	Could you say that again?
Do you know how to get to ... ?	⁵ right / left right into	
Can you help us?	It's the first / second / third road	
We're looking for		

10 **1.11** Put the dialogue in the correct order. Then listen and check.

- **Sue** Sorry, I'm not sure I understood. Could you repeat that, please?
- **Teo** That's right.
- **Sue** OK, and then?
- **Sue** Oh, I see. So I go down New Bridge Street.
- **Teo** Well, when you reach the end of New Bridge Street you'll see Grey's monument, and there's a metro station right next to it.
- **Sue** Thank you!
- **Teo** Sure, go along John Dobson Street, and then turn right on to New Bridge Street. The metro station is there, but at the moment it's closed.
- **Sue** Excuse me. Can you help us? We're looking for the nearest metro station.
- **Teo** Yes, it's very near here. Go straight on, along John Dobson Street towards the river. Walk past Durant Road and Saville Row towards Market Street. When you get to New Bridge Street, turn right.

11 Read the dialogue again. Underline more ways of giving directions and asking for repetition.

12 SPEAKING Work in pairs. You are on Blakett Street. Take it in turns to ask for and give directions to these places. Remember to ask for repetition if you do not understand.

- the railway station
- a library
- a theatre
- a cinema
- the river

Vocabulary bank Prepositions of movement page 135

2D ■ Culture, vocabulary and grammar Naming places

1 SPEAKING Work in pairs. Answer the questions.

- 1 What does your name mean?
- 2 Is there a story behind your name?
- 3 Do you know other people who have the same name?

2 Study the names below. In which country are these places? Do you know what the names mean? Read the extract from a travel book and check your answers.

- Nambucca ■ Uluru ■ Murwillumbah
- Melbourne ■ Bondi Beach

3 Read the extract again and answer the questions.

- 1 How did the Aborigines name places?
- 2 Who were the first Europeans to arrive in Australia?
- 3 How did they feel when they arrived?
- 4 What type of names did they use?
- 5 What was special about Hell's Gates?
- 6 What happened at Gerringong?
- 7 How did Nowhere Else probably get its name?

V insight Verbs + prepositions

4 Find these verbs in the extract and write the prepositions that follow them.

- learn
- borrow
- belong
- happen
- wait
- hope
- warn
- think

5 Complete the sentences. Use the present simple or past simple form of the verbs in exercise 4.

- 1 The sign people the dangerous road.
- 2 The name Melbourne a British Prime Minister.
- 3 No one knows what the two explorers.
- 4 We can a lot Aboriginal place names.
- 5 Most people never the meaning of place names.
- 6 The Europeans a better life in Australia.
- 7 The sailors didn't want to leave without their captain. The ship him in Botany Bay.
- 8 I a book about Australia the library.

6 SPEAKING Work in pairs. Answer the questions.

- 1 Which of the place names do you think is the strangest? Which is the most memorable? Why?
- 2 Think about a strange or unusual place name in your country. Do you know the story behind the name?

What's in a name?

Last year, as I was travelling through Australia, I often stopped at places with strange or unusual names: names like Murwillumbah and Waterloo. I often asked myself, 'Where do all these names come from? And what can we learn from them?' Local people sometimes knew the answer and sometimes they didn't, so I decided to look at these place names more closely and found out some interesting facts.

Many place names give us a clue because they describe physical characteristics, like 'big hill', 'dry desert', or 'tall tree'. Thousands of years ago, this is how the first Australians – the Aborigines – named places. Today, in Australia, there are thousands of places with Aboriginal names, towns like Murwillumbah (good campsite), Nambucca (entrance to the sea), Bondi Beach from the word 'Boondi' (the sound of water falling over rocks) and Uluru (big rock).

The Europeans had different ideas. When they first arrived in 1606, they wanted to make this strange new land feel like home. How did they do it? Well, they borrowed names from the country they came from – it showed that these places belonged to them. French and Dutch place names like Bougainville and Arnhem Land started to appear along the Australian coast. Then, in 1770, the English explorer Captain Cook arrived in Botany Bay. Soon, there was Melbourne, a town named after a British Prime Minister, and Waterloo, named after a famous battle between England and France.



There are other names with more local stories to tell. They tell us what happened to people who lived there. I was waiting for a bus in Tasmania when I noticed a sign for Hell's Gates.

- 30 Later, I found out that the town got its name from a terrible prison nearby. The origins of Gerringong in New South Wales are equally dark. While I was visiting a museum there, a guide was explaining its history. Gerringong means a 'place of peril*' – it was the word the
- 35 Aborigines shouted when they first saw Captain Cook's ship. Other names tell us how people felt when they arrived, like Mount Disappointment and Nowhere Else in the Australian Outback*.
- 40 Perhaps the people who named these places hoped for something better!

- Altogether there are over 250,000 names in Australia; names of rivers, mountains, plains, towns and cities and many more. These names
- 45 can tell us what we can find there, they can tell us about history, they can warn us about danger or they can welcome us. Next time you travel to a new place, think about its name. What is it telling you?

* peril = danger

* the outback = mostly uninhabited, dry land in inland Australia

while, as and when

- 7 Find examples of *while*, *as* and *when* in the extract. Then complete the rules with the words below.

■ beginning ■ longer ■ shorter ■ same ■ after

We can use *while*, *as* and *when* to talk about actions that take place at the same time.

- a We usually use *while* or *as* to introduce the action.
- b We use *while* or *as* for two longer actions that happen at the time.
- c We use *when* to introduce a action that interrupts a longer action.
- d We use *when* to talk about one event that happens immediately another.
- e *While*, *as* and *when* can go at the or in the middle of sentences.

Reference and practice 2.3

Workbook page 107

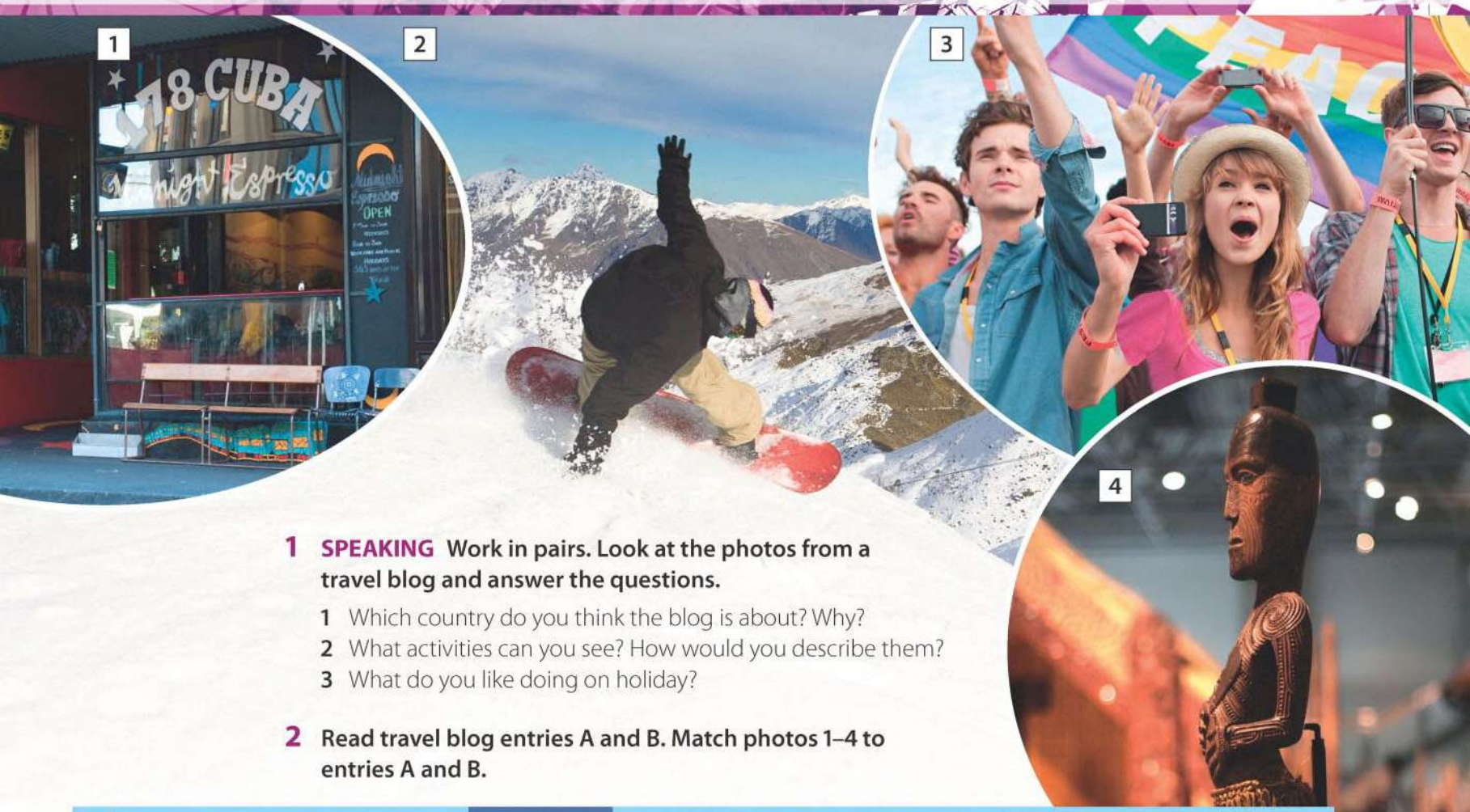
- 8 Read the story and choose the correct words.

My cousin Jake went to Australia last year. He was staying in Melbourne ¹**when / while** he decided to go to Lake Eyre in the Australian Outback. He was driving through the outback ²**when / as** he saw a sign for William Creek, the smallest town in Australia. ³**When / While** he got to the town, he saw a petrol station, a car park and a hotel. There was even a small museum. The hotel was open, so he had something to eat. He was talking to some local people ⁴**when / while** he was having his lunch. They were telling him stories about the outback ⁵**when / while** they heard a strange noise. ⁶**As / When** they were looking under the table, something crawled out of Jake's bag. It was a scorpion!

- 9 **SPEAKING** Work in pairs. Choose five of the sentences below and think of a suitable ending for each. Tell the endings to your partner. Can they guess which sentence it is?

- 1 I was watching a TV programme about Australia when ...
- 2 My friend was sending a text message while
- 3 While I was waiting in the cinema queue,
- 4 My teacher was explaining the past simple while
- 5 As I was waiting for the bus, ...
- 6 The lights went out while
- 7 When I woke up this morning, ...
- 8 As we were walking down the street, ...
- 9 My friend was looking out of the window when
- 10 As I was helping an old lady cross the road, ...

2E ■ Writing A travel blog



- 1 SPEAKING** Work in pairs. Look at the photos from a travel blog and answer the questions.
- Which country do you think the blog is about? Why?
 - What activities can you see? How would you describe them?
 - What do you like doing on holiday?
- 2** Read travel blog entries A and B. Match photos 1–4 to entries A and B.

A
Home Profile Photos

🔍 Search

My album

25 June

Last week I went to Queenstown in New Zealand. I took a bus from Christchurch, through the mountains and past **peaceful** lakes. It was a **long, tiring** trip, but while I was travelling, I met a girl called Kate. She was from Queenstown and she was very helpful. She told me all about the place.

Queenstown is in a **beautiful** location. It's next to Lake Wakatipu and it was originally a Maori settlement. Then in the 1860s there was a gold rush. That's when the Europeans came and settled there.

While I was staying in Queenstown, I didn't see any gold, but I did see a lot of adventure sports. Queenstown is **famous** for them. The weather was **chilly**, but **sunny** and **bright**, so I tried snowboarding. I also went to a music festival. It was very **busy**, but I met a lot of **friendly** people.

As well as festivals and sports, I visited some **lively** markets and ate at some **popular** (and **expensive**) restaurants. Queenstown was a **fantastic** place to stay!

B
Home Profile Photos

🔍 Search

My album

1 August

When I arrived in Wellington the weather wasn't nice. It wasn't a good start to my stay, but on the nice journey there, I read that Wellington was a nice city, with lots of things to see and do. I wasn't disappointed.

Wellington is on the south coast of New Zealand's North Island. It's an old city with a fascinating history. The Maori people lived there for hundreds of years before the British arrived in 1839.

There were lots of interesting places to see in Wellington. The parks were nice, the streets were nice and tidy, and the people were nice. While I was staying there, I visited the Te Papa National Museum and learned about the Maori people. Lots of tourists had the same idea – it's a very nice place! On my last day, I went shopping on Cuba Street. The shops were expensive, but luckily I found a nice coffee shop.

V insight Collocations: descriptive adjectives

- 3 Complete the table with the highlighted words from travel blog entry A. Some words can be used in more than one category.

The journey	short, dangerous, safe, exciting, boring
The weather	stormy, windy, hot, rainy, cold
The people	polite, nice, young
The place	historic, pretty, cheap, unpopular, awful, crowded, fascinating

- 4 What would you say in these situations? Use adjectives in exercise 3.

- There are a lot of people on the bus. **It's crowded!**
- You pay twenty euros for a sandwich at a café.
- The mountain road is very narrow.
- There's no one else swimming in the lake.
- It's starting to snow.
- The hostel you're staying in is very dirty.
- A lot of people visit this town.
- There aren't any clouds in the sky.
- You get lost and someone helps you.
- You spend the whole day sightseeing.

STRATEGY

Avoiding repetition

When you write, don't use the same words all the time. Use different adjectives, and try to use new words you have learned. This will help you to remember new vocabulary and make your writing more interesting.

- 5 Read the strategy. Then read travel blog entry B from the same trip. Underline the word the writer uses to describe the weather, the journey, the city, places in the city and the people. Replace the word with an adjective from the list.

■ cheap ■ sunny ■ long ■ popular ■ friendly ■ lively ■ pretty ■ clean

DVD extra Queenstown, New Zealand

WRITING GUIDE

- **Task** Think about an interesting place you visited in the past. Write a travel blog entry about the place and your visit.
- **Ideas** Read the instructions and make notes.
 - Decide which place you are going to write about.
 - Choose four of these things to write about.
 - How and when you got there.
 - The location of the place and its history.
 - The name of the place and where it comes from.
 - What you did and what you saw.
 - What the weather was like.
 - What the people were like.
- **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Introduction. Say where you went and how you got there.

Paragraph 2: Give background information. Say something about the place and its history.

Paragraph 3: Say what you did and saw.

Paragraph 4: Sum up why you liked it.
- **Write** Write a description of the place you visited. Use the paragraph plan to help you.
- **Check** Check the following points.
 - Have you included the information asked for in the task?
 - Are your ideas divided into paragraphs?
 - Is there a variety of adjectives?
 - Have you checked spelling, grammar and punctuation?

Vocabulary insight 2 Using a dictionary: synonyms and antonyms

1 Work in pairs. Think of a town or city you know well. Tell your partner about the places below.

- a a cheap place to eat
- b famous monuments to see
- c a beautiful area to walk around
- d old buildings to take photos of
- e a quiet place to relax
- f a large market

2 Read phrases a–f in exercise 1 again. Which six words in the phrases are adjectives?

STRATEGY

Using a dictionary to find synonyms and antonyms

Learning the synonyms and antonyms of a word can help you to improve your reading and writing skills. For example, they can help you to identify paraphrases when reading a text and to avoid repetition when writing.

You can find useful information about the synonyms and antonyms of a word in a dictionary. Most dictionaries use the following abbreviations:

- SYN = synonym (a word with a similar meaning)
- OPP = antonym (a word with an opposite meaning)

The synonyms and antonyms of a word are always the same part of speech as the word itself. For example, if the word is an adjective, all its synonyms and antonyms will be adjectives, too.

3 Read the strategy above. Then study the dictionary entry for *cheap* and answer the questions.

- 1 What is a synonym of *cheap*?
- 2 What is an antonym of *cheap*?

cheap /tʃi:p/ *adj* (cheaper; cheapest) **1** low in price, costing little money: *Oranges are cheap at the moment.* ♦ *Computers are getting cheaper all the time.* **SYN** inexpensive **OPP** dear, expensive **2** charging low prices: *a cheap hotel/restaurant* **SYN** inexpensive **OPP** expensive **3** low in price and quality and therefore not attractive: *The clothes in that shop look cheap.* **IDM** dirt cheap → dirt

4 Complete the table with the words below. Use a dictionary to help you.

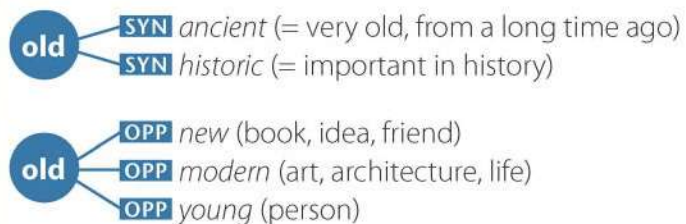
- ancient ■ big ■ expensive ■ inexpensive ■ modern
- noisy ■ peaceful ■ pretty ■ small ■ ugly ■ unknown
- well-known

adjective	synonym	antonym
1 cheap	inexpensive	expensive
2 famous		
3 beautiful		
4 old		
5 quiet		
6 large		

STRATEGY

Using synonyms and antonyms correctly

Some words, especially adjectives, can have more than one synonym or antonym. These words are often used in different contexts, so it is important to choose the correct synonym or antonym for the context. For example:



To help you choose the correct synonym or antonym, look at the dictionary entry for the word. Example sentences, **HELP** and information boxes give you extra information so that you choose the most suitable word for the context.

5 Read the strategy above. Then study the dictionary notes and choose the correct adjectives in sentences 1–5.

- 1 That music is too **loud** / **noisy**. Turn it down.
- 2 Our flat is on a main road, so it is very **loud** / **noisy**.
- 3 Anna is very **tall** / **high**. She's a basketball player.
- 4 How **tall** / **high** is this mountain?
- 5 Sam is a **big** / **large** boy for his age.

loud /laud/ *adj* (louder; loudest) *adv* **1** making a lot of noise; not quiet: *Can you turn the TV down? It's too loud.* ♦ *Could you speak a bit louder – the people at the back can't hear.* **OPP** quiet, soft

HELP Loud or noisy? Loud is usually used to describe the sound itself or the thing producing the sound: *a loud noise/bang* ♦ *loud music*. Noisy is used to describe a person, animal, place, event, etc. that is very loud or too loud: *a noisy road/party/engine/child*.

OTHER WORDS FOR

big

Big and **large** can both be used when talking about size or number: *a big/large house* ♦ *a big baby*. **Large** is more formal and should be used in writing, unless it is in an informal style. **Large** is not usually used to describe people, except to

HELP Tall or high? Tall and high have similar meanings. We use **tall** to describe the height of people, trees and other narrow objects: *He is six foot three inches tall.* ♦ *A tall oak tree stands in the garden.* ♦ *I saw the tall skyscrapers of Manhattan.* We use **high** to describe things that are not narrow: *high mountains* ♦ *The wall is two metres high.* and the distance of something from the ground: *a room with high ceilings*

6 Match words 1–4 with synonyms and antonyms a–d. Then find the words in a dictionary and compare their meanings.

- | | |
|---------|--------------------------------|
| 1 short | a OPP unsafe, dangerous |
| 2 cold | b SYN awful, terrible |
| 3 safe | c OPP long, tall |
| 4 bad | d SYN chilly, cool |

Vocabulary

- 1 Read the text and write the antonyms of the adjectives in italics.

Tourist attractions Spain

The Rastro of Madrid is a famous street market in Spain. It's in the historic centre of Madrid, where the buildings are very ¹*modern* and the streets are very ²*wide*. The area gets ³*deserted* on Sunday mornings because thousands of people go to the market. When the Rastro opens at 9 a.m., all of the stalls are ⁴*messy*, but at the end of the day, you can't find anything and the streets are very ⁵*clean*. It's ⁶*safe* to take a lot of money to the Rastro because someone might steal it from you.

Marks / 6

- 2 Complete the definitions with places in town.

- 1 you can see famous paintings here:
- 2 you go here if you break your leg:
- 3 you can borrow books here:
- 4 you can study a science degree here:
- 5 you go here if someone steals your bag:

Marks / 5

- 3 Complete the sentences with the words below.

■ hear ■ sight ■ skin ■ smelly ■ tongue

- 1 Put suncream on your so that it doesn't burn.
- 2 That cheese is very I don't like it.
- 3 Jack lost his in an accident, so now he's blind.
- 4 We can the birds singing when we wake up.
- 5 A person's can identify four different flavours.

Marks / 5

- 4 Complete sentence b with three words so that it has a similar meaning to sentence a. Use the correct form of the verbs below.

■ belong ■ borrow ■ learn ■ wait ■ warn

- 1 a Travelling teaches you many things.
b You can from travelling.
- 2 a My friend lent me this book.
b I from my friend.
- 3 a They were at the taxi rank for an hour.
b They taxi for an hour.
- 4 a That's my brother's digital camera.
b That digital camera brother.
- 5 a They told us to be careful of scorpions in the grass.
b They scorpions in the grass.

Marks / 5

Grammar

- 5 Complete the text with the past simple form of the verbs in brackets.

One day last year, I ¹ (go) to our local shopping centre with some friends. I ² (take) my mobile phone with me. The next day, I realized that I ³ (not have) my phone. My mum ⁴ (call) my number to see if my phone was at home. We listened, but we ⁵ (not hear) the ringtone. Suddenly, my mum's phone started ringing. She ⁶ (answer) it and ⁷ (speak) to a woman who ⁸ (have) my phone. We ⁹ (arrange) to meet at her house. When I got there, she ¹⁰ (give) me back my phone. I couldn't believe my luck!

Marks / 10

- 6 Complete the sentences with the past simple or past continuous form of the verbs in brackets.

- 1 Where (be) you yesterday morning?
- 2 Rosie (not study) at 8 p.m. last night. She was at a party.
- 3 What time the train (leave) the station?
- 4 I got up, (have) breakfast and went out.
- 5 you (sleep) when I called?
- 6 People (not write) emails in the past. They sent letters instead.
- 7 It was the first day of August and the sun (shine).
- 8 We were going to school when it (start) to snow.

Marks / 8

- 7 Complete the sentences with *while* / *as* or *when*.


- 1 Jack fell asleep he was watching a film.
- 2 We went out the rain stopped.
- 3 Ann was driving to work the accident happened.
- 4 I was walking through the park, I remembered it was mum's birthday!
- 5 They were listening to the radio they were making breakfast.
- 6 Paul bought a ticket he got to the station.

Marks / 6

Total / 45

Cumulative review Units 1–2

Listening

- 1  1.12 Listen to four people talking about places they visited. Match speakers 1–4 to sentences A–E. There is one sentence that you do not need.

Speaker 1
 Speaker 2
 Speaker 3
 Speaker 4

- A Many people didn't know this place existed until the beginning of the twentieth century.
 B There are some unanswered questions connected to this place.
 C This place was the site of the last battle fought by its ancient rulers.
 D This place changed the way experts thought about the past.
 E This place shows how much the builders knew about science at the time.

Speaking

- 2 Work in pairs. You are sightseeing on holiday when you see a person from your hotel. Prepare a dialogue.

- Attract their attention and explain how you know them.
- Find out how long they are staying at the hotel.
- Ask about the activities they are doing on holiday.
- Find something you both enjoy doing.

Reading

- 3 Read the travel blog. Choose the correct answers.

- 1 Right now, the writer of the blog is
 a planning a visit to Pompeii.
 b relaxing in her hotel.
 c sightseeing in Naples.
 d travelling to Naples.
- 2 People weren't worried about living next to Mount Vesuvius because
 a they didn't know it was a volcano.
 b it wasn't very near Pompeii.
 c it was only a very small volcano.
 d they couldn't see it from their houses.
- 3 The writer was happy with the tour guide because
 a she told them where to have lunch.
 b the tour didn't last very long.
 c her English was very good.
 d they saw things that tourists didn't usually see.
- 4 Inside the houses in Pompeii today, you can see
 a typical food and drinks from the area.
 b films about everyday life in Pompeii.
 c furniture and objects from Roman times.
 d actors performing the daily life of people in Pompeii.
- 5 The writer's plan for this afternoon is to
 a go back to Pompeii.
 b see something she didn't see the day before.
 c stay in the hotel and rest.
 d learn something about the history of Naples.

 Pompeii

Pompeii: the city

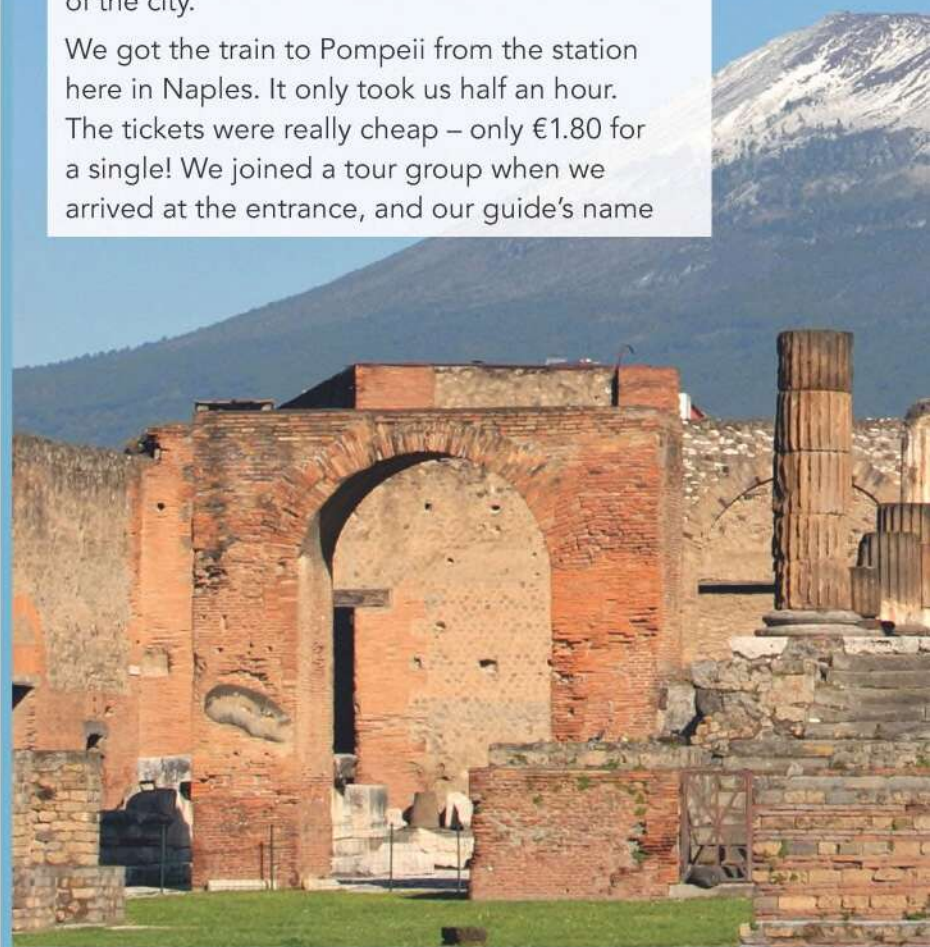


28 June

We're staying in our hotel in Naples this morning after spending all day yesterday in Pompeii. We had a great time, but there was so much to see that we're exhausted!

Pompeii is the city that disappeared when the local volcano, Mount Vesuvius, erupted in AD 79. At the time, people thought the volcano was a mountain, and so no one was worried about living next to it. They didn't realize their mistake until the 'mountain' exploded and volcanic ash started falling on top of the city. By then it was too late. Soon a thick layer of ash covered the houses and the people inside them. About 2,000 people died in the disaster. Eventually, the city of Pompeii disappeared completely under the ash, until it was found again in 1748. Since then, archaeologists have uncovered about two-thirds of the city.

We got the train to Pompeii from the station here in Naples. It only took us half an hour. The tickets were really cheap – only €1.80 for a single! We joined a tour group when we arrived at the entrance, and our guide's name



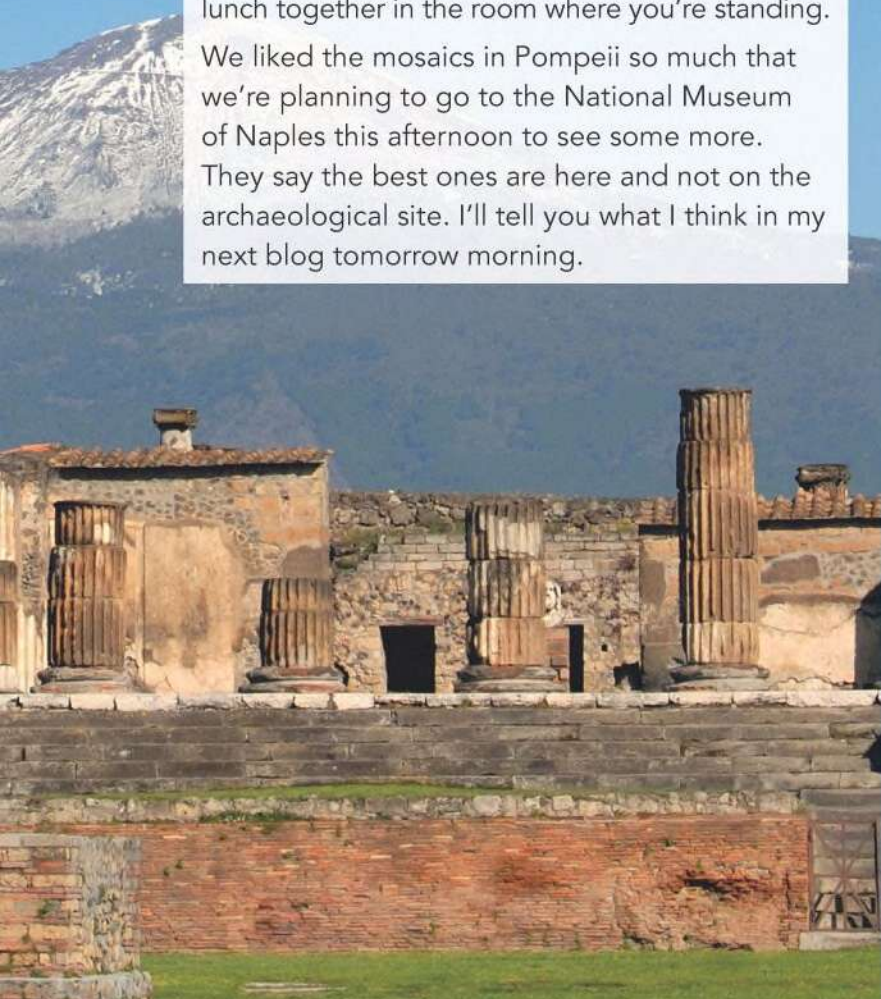
that time forgot



was Paola. She spoke fantastic English and she showed us lots of things that weren't in the guide book, which was really good. The tour took two hours, and then we had a small pizza and a bottle of water for lunch. After lunch, we spent another four hours looking round. We saw the amphitheatre, the baths, the forum and some of the most important houses.

The thing I liked best about our visit was that you really got an insight into Roman life nearly two thousand years ago. Pompeii was an important city at the time and the people lived in large, beautiful houses. The ash kept the houses and their contents in perfect condition, and the objects are just as the people left them. There are pots and pans in the kitchens and cups and plates on the tables, so you can imagine families having lunch together in the room where you're standing.

We liked the mosaics in Pompeii so much that we're planning to go to the National Museum of Naples this afternoon to see some more. They say the best ones are here and not on the archaeological site. I'll tell you what I think in my next blog tomorrow morning.



Grammar and vocabulary

4 Choose the correct answers.

Volcano threatens holidays in the Canaries

The Canaries are a group of islands off the north-west coast of Africa that belong ¹..... Spain. There are seven large islands, such as Tenerife and Gran Canaria, and a number of smaller ones. About twelve million tourists ²..... the islands every year, making them one of the most popular holiday destinations in Spain. But this summer, the island of El Hierro ³..... attracting any visitors. This is because the National Geographic Institute of Spain is warning people ⁴..... the possibility of a natural disaster. This year, the island ⁵..... many earthquakes every day, which is an indication that there is volcanic activity in the area. At first, the residents didn't notice the earthquakes at all, but the latest one to hit the island registered four on the Richter Scale. People ⁶..... the earth move under their feet.

Last summer, the organization also ⁷..... volcanic activity near El Hierro and people became anxious ⁸..... their safety. However, the main activity was out at sea, and they got ⁹..... the year without any problems. This summer, however, the activity is actually under the island. El Hierro is now on yellow alert and everyone is afraid ¹⁰..... a big disaster that could completely destroy the island.

- | | | |
|-------------------|----------------|---------------|
| 1 a from | b of | c to |
| 2 a visited | b are visiting | c visit |
| 3 a wasn't | b isn't | c doesn't |
| 4 a about | b for | c from |
| 5 a experience | b experiences | c experienced |
| 6 a felt | b heard | c saw |
| 7 a was detecting | b detected | c detects |
| 8 a of | b about | c in |
| 9 a away | b off | c through |
| 10 a from | b for | c of |

Writing

- 5 Imagine that you went on holiday to Italy last month. You made friends with a guest staying at your hotel and you visited the city of Pompeii together. Write an informal letter to a friend from home telling them about your visit to Pompeii. Include this information:

- when you arrived back home and how much you enjoyed your holiday.
- what you found out about your new friend.
- what you found out about Pompeii.
- two differences you noticed between Italy and your country.

3 Choices

Reading and vocabulary In my fridge

1 SPEAKING Look at the photo and answer the questions. Then read the article and compare your ideas.

- 1 What food items can you see in the fridge?
- 2 Which countries does this food probably come from?
- 3 Study the dictionary entry below. Is a big carbon footprint good or bad for the environment? Why?

carbon footprint noun [C] a measure of the amount of carbon dioxide that is produced by the daily activities of a person or company: Companies are looking at ways to **reduce** their carbon footprints.



2 Read the article again and choose the correct answers.

- 1 What does the writer want to find out about the food in his fridge?
 - a If it is good for his health.
 - b If it is good for the environment.
 - c If it saves him money.
- 2 What can we learn from food labels?
 - a Information about the people who make our food.
 - b How far the food has travelled.
 - c Why the price is low or high.
- 3 Why does the writer feel guilty about the pizza?
 - a Because it is made in Thailand.
 - b Because it has a big carbon footprint.
 - c Because it is bad for his health.
- 4 Why are bananas better than grapes?
 - a Because they don't have any packaging.
 - b Because they don't travel very far.
 - c Because they grow in natural sunlight.
- 5 Why are burgers 'the really ugly'?
 - a Because they are unhealthy.
 - b Because they come from the USA.
 - c Because they come from cows.
- 6 What does the writer want to do?
 - a He wants to stop eating meat.
 - b He wants to reduce his carbon footprint.
 - c He wants to have a healthy lifestyle.

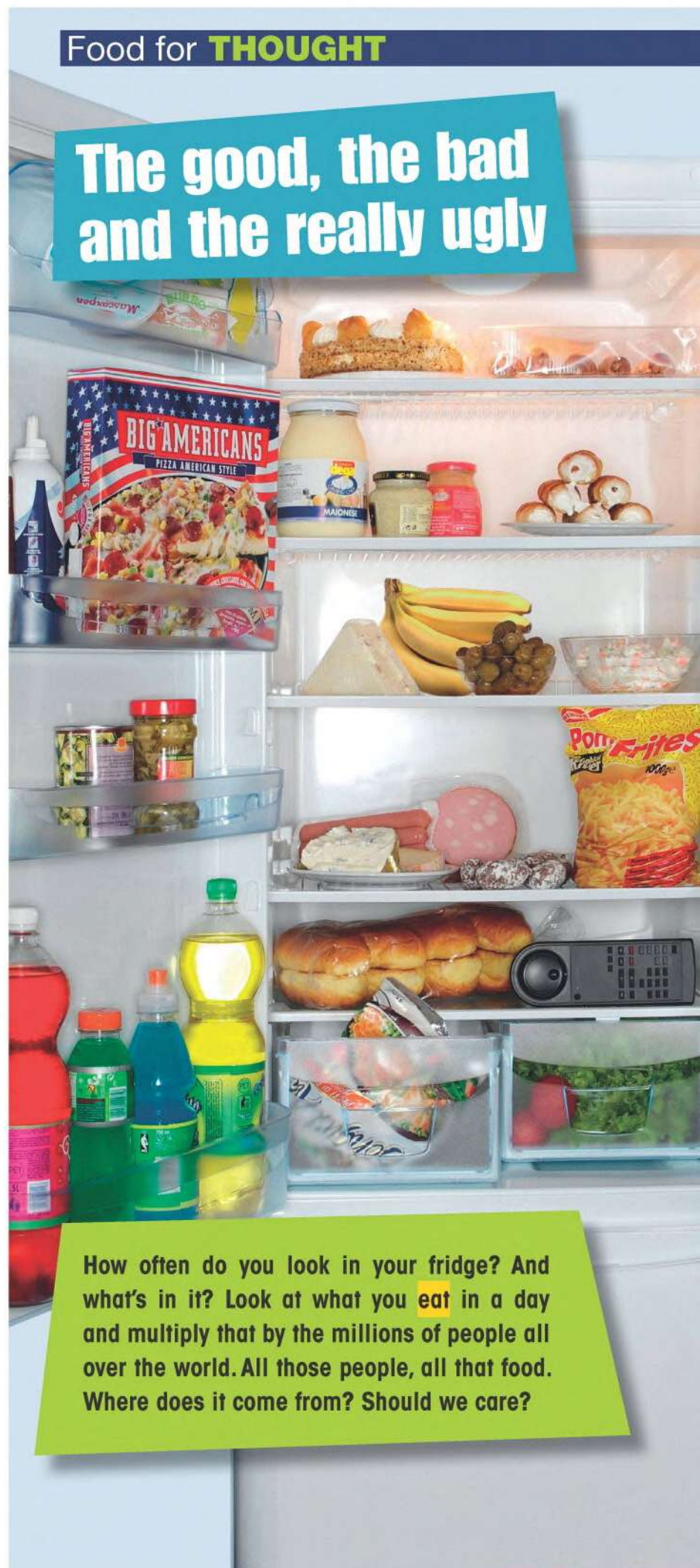
3 SPEAKING Work in pairs. Answer the questions.

- 1 Which of the food items below are good and which are bad according to the writer? Why?
 - pizza ■ prawns ■ bananas ■ grapes ■ burgers
- 2 Think about the food you have in your fridge at home. Do you know where it comes from? Which items are produced in your country?

Vocabulary bank Food and nutrition page 136

Food for **THOUGHT**

The good, the bad and the really ugly



How often do you look in your fridge? And what's in it? Look at what you eat in a day and multiply that by the millions of people all over the world. All those people, all that food. Where does it come from? Should we care?

Vocabulary: life cycle of food; compounds; containers

Grammar: determiners; indefinite pronouns and adverbs; relative pronouns and adverbs

Speaking: talking about food; discussing diets and eating habits; inviting
Writing: short texts

Today, in my fridge, there are a few grapes, a bunch of bananas and some fruit juice – things that are not expensive and that are good for me. There is also a pizza, and some burgers in the freezer – which are not so good. I know what this food does to my body, but what does it do to the world around me? It's time to look at my carbon footprint and sort out the good from the bad and the really ugly.

Food miles

My first stop is the label. Labels give us lots of information: how long we can keep our food, how many calories it has and where it comes from. A few hundred years ago, most of our food came from places we could walk to, but today, food travels thousands of miles*. We refrigerate it, then transport it in planes and ships all over the world. This creates pollution and causes global warming. I look at the slices of pizza and immediately feel guilty – not because it's unhealthy, but because the prawns on it are from Thailand. I know we produce prawns in the UK, but they're more expensive. I take out a banana – it's from Brazil, but that's not too bad. It came here by boat, so the carbon footprint of this healthy snack is small.

Packaging

The next stop is the packaging. In the UK, we don't recycle all our packaging; we throw away more than 30% of it. This waste goes to the rubbish dump and not to the recycling centre. Luckily, we don't need to package food like bananas, but food like grapes needs protection. I look at the grapes in my fridge – they're in a plastic container and they're from Spain.

Production

So my grapes are from Spain, but at least they grew in natural sunlight. In the UK, people grow grapes in heated greenhouses, which means British grapes are less energy-efficient. But there is one other thing in my freezer, and if pizza and grapes are 'bad', then this food is 'really ugly'. It's the burgers. They have the biggest carbon footprint because they come from cows. In the USA, cows create the same amount of greenhouse gases as 20 million cars! As I close the fridge door, I make a checklist for my next trip to the supermarket: 1 Read the label. 2 Look at the packaging. 3 Don't buy a lot of meat. Maybe I could grow my own vegetables, too. It's eco-friendly, I'd save some money and I wouldn't feel guilty about eating burgers!

* 1 mile = 1.6 km

V Life cycle of food

4 Study the highlighted words in the article. Then complete the food facts with the correct form of the verbs.

Food facts

- 1 When we less meat at mealtimes, we help to reduce pollution.
- 2 There are 91 million cows in the USA. The USA most of the world's beef.
- 3 Food companies often bananas over 5,000 miles from Brazil to supermarkets in the UK.
- 4 Today, companies in the UK 70% of the food to protect it. They use plastic, paper and metal.
- 5 In the UK, people about 70% of food packaging. But more than 30% goes in the bin!
- 6 The best food for our planet is fruit and vegetables that we can locally.
- 7 Supermarkets in the UK food to keep it cold. This produces the same amount of pollution in one year as a plane flying from London to New York 2.5 million times.
- 8 Every year, people in the UK seven million tonnes of food. That's a lot of waste!

V insight Compound nouns and adjectives

5 Match the words in A to the words in B to make compound nouns and adjectives. Then match the compound words to definitions 1–7. Which two words are adjectives?

- A ■ eco- ■ energy- ■ food ■ greenhouse ■ global
■ recycling ■ rubbish
- B ■ centre ■ dump ■ efficient ■ friendly ■ gases
■ miles ■ warming

- 1 we leave things that we can't recycle in this place
- 2 not harmful to the environment
- 3 the increase in the temperature of the world's atmosphere
- 4 we take old objects and materials to this place and use them again
- 5 the distance food travels to get to our homes
- 6 not using a lot of power
- 7 gases like carbon dioxide that are bad for the environment

6 **SPEAKING** Work in groups. Choose a snack you eat at school and design a leaflet for an eco-friendly version of that snack. Use the ideas below to help you.

- its place of origin ■ how people make it ■ the distance it travels ■ information about the packaging

Compare your leaflets as a class. Decide which snack has the biggest carbon footprint and which has the smallest.

3B ■ Grammar and listening Burger or broccoli?



What's on your plate?

A recent study shows that more and more teenagers are not eating a healthy diet. We asked seventeen-year-old student Tanya Fairhurst to keep a food diary, to see what a typical teenager eats and drinks. Does she eat any **fruit and vegetables**? Are there many **hamburgers** in her diet? Is there much **juice**? Read on and find out!

Day 1

Breakfast: I woke up late for college, so I didn't eat any breakfast. My mum leaves for work before I'm awake. She left me some cereal, but I threw it away. I had some orange juice instead.

Lunch: My dad gives me money every week for my lunches, but I use it to buy magazines and CDs, so there's not much **money** left for food. Today, I had some **biscuits** instead of lunch.

Dinner: By 5 p.m. I was hungry, so I had a little **peanut butter** on bread for a snack, but I didn't eat any vegetables. For dinner, I had a burger. I don't have many big **meals** because I want to stay slim.

Day 2

Breakfast: I had some **bread** and drank a lot of **water**. I was still hungry, but I don't know how to cook, so I didn't eat any more.

Lunch: I drank a few **glasses** of orange juice, then I had a banana, some chocolate and a few crisps. I know you should eat five portions of fruit and vegetables a day. I sometimes eat fruit, but I don't eat many vegetables. I hate salad.

Dinner: I ate quite well this evening because I had dinner with my family. We had soup, chicken, baked potatoes, peppers and broccoli, but I didn't eat any **soup** or **potatoes**. I had some apple juice before I went to bed.

- 1 SPEAKING** Work in pairs. Look at the photo of seventeen-year-old Tanya with some of her favourite food. Which of the food items do you think are healthy?
- 2** Read Tanya's food diary and answer the questions.
 - 1 Why didn't Tanya eat breakfast on Day 1?
 - 2 What does she spend her lunch money on?
 - 3 Why doesn't she eat big meals?
 - 4 Why didn't she eat more for breakfast on Day 2?
 - 5 Why did she eat well at dinner time on Day 2?
- 3** Study the highlighted words in Tanya's diary. Which words are plural countable nouns? Which are uncountable nouns?

Determiners

- 4** Study the words in bold in Tanya's diary. Then complete the table with *a little*, *a few*, *some*, *any*, *much* and *many*.

	Affirmative sentences	Negative sentences	Questions
with countable nouns	a lot of	a lot of	a lot of
with uncountable nouns	a lot of	a lot of	a lot of

5 Complete the dialogue between Tanya and her mum. Use *some* or *any*.

- Mum** Tanya, let's have ¹..... pasta for lunch.
Tanya No thanks, Mum. I'm not very hungry.
Mum Well, there's ²..... salad in the fridge.
Tanya You know I don't like salad. Is there ³..... juice?
Mum No, there isn't ⁴..... juice, but there's ⁵..... milk.
Tanya Hmm, I'll have ⁶..... water instead.
Mum You can't just have water for lunch, you didn't have ⁷..... breakfast.
Tanya You're right, Mum. Have you got ⁸..... biscuits or crisps?

6 Read a nutritionist's opinion about Tanya's diet. Choose the correct words.



Tanya wants to stay slim, so she doesn't eat ¹**much / many** food. What she does eat isn't good for her. She usually has snacks with ²**a lot of / a few** sugar and fat. That's bad for her heart. She doesn't drink ³**much / many** milk or have ⁴**much / many** cheese, but her bones need calcium. She doesn't eat ⁵**much / many** apples or bananas, and she doesn't have ⁶**much / many** vegetables. This isn't good for her immune system. A healthy diet should include ⁷**a little / a few** fruit, ⁸**a little / a few** vegetables, ⁹**a little / a few** meat and carbohydrates. She could eat ¹⁰**a lot of / a few** healthy food and still stay slim.

7 **1.13 Listen to a radio programme about teenage diets and complete the table.**

Teenagers in the UK ...	Yes	No
1 eat junk food.	<input type="radio"/>	<input type="radio"/>
2 miss out meals.	<input type="radio"/>	<input type="radio"/>
3 are too lazy to eat well.	<input type="radio"/>	<input type="radio"/>
4 often eat with their families.	<input type="radio"/>	<input type="radio"/>
5 eat fruit and vegetables.	<input type="radio"/>	<input type="radio"/>

8 **1.13 Make questions with *how much* or *how many*. Then listen again and answer the questions.**

- 1 junk food / British teenagers eat?
- 2 sugar and fat / they have in their diet?
- 3 meals / some teenagers miss out?
- 4 times a week / they go out with friends?
- 5 homework / teenagers have?
- 6 times a week / they eat with their family?
- 7 fruit / they have every week?

9 SPEAKING Write your own food diary. Make a list of the type of food you usually eat for breakfast, lunch and dinner. Then work in pairs and interview your partner to find out about their diet. Do they have five portions of fruit and vegetables per day?

Are there any vegetables on your list?

How much fruit do you eat?

Do you drink much milk?

3C ■ Listening, speaking and grammar Eating out



1 SPEAKING Look at the photos. What are vending machines? What can you buy from them?

STRATEGY

Listening for key words and phrases

When you listen to people speaking in English, remember to listen for key words and phrases. Key words are often nouns and verbs. These words are usually stressed in spoken English.

2 **1.14** Read the strategy. Listen to four people talking about vending machines. Match the key words to speakers A–D.

- animals ■ snack ■ apples ■ junk food ■ December ■ airport ■ healthy food ■ forgot ■ refrigerate
- Japan ■ school ■ camera ■ postcard ■ T-shirts and shoes ■ depends

- A Jake B Guy C Sally D Dexter

3 **1.14** Match sentences 1–6 to speakers A–D in exercise 2. There is one sentence that you do not need. Use the key words to help you. Then listen again and check your answers.

- 1 He / She went on holiday last year in January.
- 2 You can buy clothes from a few machines.
- 3 The country he / she visited has a lot of unusual machines.
- 4 He / She bought electrical equipment from a machine.
- 5 Some machines sell food that is good for you.
- 6 He / She often buys unhealthy food from vending machines.

Indefinite pronouns and adverbs: some-, any-, no-, every-

4 **1.15** Complete the sentences from the radio programme with words from the table. Which words do we use to talk about places? Which ones do we use for people and which ones for things? Listen and check your answers.

some	+	one / body
any		thing
no		where
every		

Indefinite pronouns and adverbs refer to people, things or places without saying exactly who, what or where they are. The difference between indefinite pronouns and adverbs with *some-* and *any-* is like the difference between *some* and *any* on their own.

- 1 Today's gadget show is aboutthingone uses at one time or another.
- 2 Today, you can see themwhere – at bus stations, in schools, shopping centres and sports clubs.
- 3one buys the apples.one prefers chocolates or crisps.
- 4 Is therething we can't buy from them?

Reference and practice 3.2 Workbook page 108

- 5 Choose the correct answers.**
- 1 No one ordered pizza. **Everyone** / **Anyone** had burgers.
 - 2 There's **nothing** / **something** in this vending machine. It's empty!
 - 3 I can't find my phone, but I know it's here **anywhere** / **somewhere**.
 - 4 I'm hungry! Have you got **nothing** / **anything** to eat?
 - 5 Can **anyone** / **no one** help me with the shopping?
 - 6 You can find junk food **nowhere** / **everywhere** you go.
 - 7 **No one** / **Anyone** was interested in cooking.
 - 8 **Someone** / **Anyone** gave me a few sweets in class.

- 6 **SPEAKING** Work in groups. Read the announcement. Then prepare a proposal and present it to the class. Vote for the best proposal.

Wanted: a vending machine

Attention all students! The head teacher of our school agreed to have a vending machine and now wants us to submit proposals.


The proposals should suggest:

- what the machine can sell.
- the best location for it.



The head teacher would also like to know:

- what things students want to buy.
- what things students can afford.

Send your proposals to the head teacher by 15 December.



Inviting

- 7 **SPEAKING** What do you usually do at weekends? What are you doing this weekend?
- 8  1.16 Listen to the dialogue. What is Paul doing at the weekend? What is Zara doing?
- 9  1.16 Complete the phrases from the dialogue. Listen again and check.

Inviting

Do you ¹ ?
² like to come
 with me?

Responding

That's a good ³
 Thanks, but I'm ⁴
 Oh, that's a ⁵

Keeping a conversation going

What do you ⁶ ?
 They've got ... , right?

- 10  1.17 Complete the dialogue with questions A–E. Then listen and check.

- A Where's that?
 B What time are you meeting?
 C Why are you in such a hurry?
 D What about 8.30 then, in the park?
 E Are a lot of people going?

Karl Hi, Nina. ¹

Nina I'm going to the library. I've got a lot of maths homework, you know.

Karl But it's for Monday, right?

Nina Yes, it is, but there's a rock concert on Saturday.

Karl Really? ²

Nina It's in the park on Sefton Street.

Karl ³

Nina Yes, everyone.

Karl Well, no one told me about it.

Nina I didn't know you liked rock music. Why don't you come with us?

Karl Thanks, I'd like that. ⁴

Nina At 6 p.m. outside the pizzeria.

Karl I can't make it at six. I've got basketball practice.

Nina ⁵

Karl That sounds great. See you there!

- 11 Read the dialogue again. Underline more ways of inviting and responding.
- 12 **SPEAKING** Work in pairs. Choose one of the situations below or use your own ideas. Take turns to invite your partner. Use the dialogue in exercise 10 to help you.
- You are going to the cinema on Friday and you have a spare ticket.
 - You are having a few friends over for a pizza on Saturday.
 - You are going bowling for your birthday next Sunday.

3D ■ Culture, vocabulary and grammar Notes from a big country

1 SPEAKING Study the shopping lists and answer the questions.

- Which food is nutritious and healthy? Which is unhealthy?
- Which of these things can you buy in your country?

Shopping List
 mushrooms
 broccoli
 muesli
 milk
 cheese

Shopping List
 chocolate cookies
 Cookie Crisp cereal
 pancakes
 bacon
 pizza
 toaster strudel



2 Read the extract from Notes from a Big Country. What type of food does the writer like?

3 Read the extract again. Are the sentences true (T), false (F) or not given (NG)? Correct the false ones.

- The writer always goes to the supermarket with his wife.
- His wife approves of his 'American' diet.
- There is more junk food than healthy food in the store.
- The writer has a good relationship with his wife.
- Breakfast pizza remains in the trolley.
- The writer agrees to eat all the junk food in the trolley.
- His wife ate some of the junk food.
- The writer thought the junk food was disgusting.

4 SPEAKING Work in pairs. Discuss the questions.

- How would you describe the 'American' diet? Is your diet similar or different?
- If you lived abroad, which traditional food from your country would you miss the most?

V insight Containers

5 Look at photos A–H and match them to containers 1–8. Then find three containers in the text. What's inside them?

- | | | | |
|----------|----------|--------|----------|
| 1 packet | 3 carton | 5 tube | 7 bottle |
| 2 jar | 4 box | 6 can | 8 bag |

6 Complete the table. Then use your own ideas to add more items to the list.

a box	of	chocolates, tissues
		eggs, milk
		jam, coffee
		water, vinegar
		toothpaste, cream
		potatoes, flour
		crisps, biscuits
		olives, soda

Junk Food Heaven

Some weeks ago I announced to my wife that I was going to the supermarket with her next time she went because the stuff she kept bringing home was not fully in the spirit of American eating. Here we were living in a paradise of junk food – the country that gave the world cheese in a spray can – and she kept bringing home healthy stuff like fresh broccoli.

It was because she was English, of course. She didn't really understand the possibilities for greasiness that the American diet offers. I longed for bacon bits, cheese in a shade of yellow unknown to nature, and chocolate fillings, sometimes all in the same product. So I accompanied her to the supermarket and while she was off pricing mushrooms I made for the junk food section – which was the rest of the store. Well, it was heaven.

There were two hundred types of breakfast cereal. The most immediately interesting was a cereal called Cookie Crisp, which tried to pretend it was a nutritious breakfast but was really just chocolate chip cookies that you put in a bowl and ate with milk. Brilliant. I grabbed* a box and rushed* back to the trolley.

"What's that?" my wife asked in the special tone of voice with which she often addresses me in retail establishments*.



“Breakfast,” I panted as I rushed past, “and don’t even *think* about putting any of it back and getting muesli.”

It was the breakfast pizza that finally made my wife snap*. She looked at the box and said, “No.”

“I beg your pardon, my sweet?”

“You are not bringing home something called breakfast pizza. I will let you have” – she reached into the trolley for some samples – “Cookie Crisp and toaster strudel and ...” She lifted out a packet she hadn’t noticed before. “What’s this?”

I looked over her shoulder. “Microwave pancakes,” I said.

“Microwave pancakes,” she repeated, but with less enthusiasm.

“Isn’t science wonderful?”

“You’re going to eat it all,” she said. “Every bit of everything that you don’t put back on the shelves now. You do understand that?”

“Of course,” I said in my sincerest voice.

And do you know she actually made me eat it. I spent weeks working my way through a symphony of junk food, and it was awful. Every bit of it.

Extract from *Notes from a Big Country* by Bill Bryson

Glossary

- * grabbed = took quickly
- * rushed = walked / ran quickly
- * retail establishments = shops
- * snap = speak with an angry voice

Relative pronouns and adverbs

7 Read the information about Bill Bryson and study the highlighted words. Find more examples in the extract from *Notes from a Big Country*. Then complete rules a–e.

Bill Bryson is a famous writer **who** grew up in America. He visited England in 1973, then moved there **a few years later** after he got married. It’s the place **where** he wrote *Notes from a Small Island*, a book about life in England. In 1995, the year **when** he returned to the USA, he wrote *Notes from a Big Country*. This extract is about a visit to an American supermarket. Bill goes shopping with his wife, **whose** opinions about food are very different from his. In the supermarket, there is a lot of junk food **which** you can only find in America. It’s food **that** Bill Bryson likes ...

Relative pronouns and adverbs introduce more information about a person, a thing, a place or a time.

We use:

- a or *that* for people.
- b or for things.
- c for possessions.
- d for places.
- e for times.

We can leave out *who*, *that* and *which* if they are followed by another pronoun or a noun.
We can’t leave out *who*, *that* and *which* if they are followed by a verb.

Reference and practice 3.3 Workbook page 109

8 Complete the sentences with the correct word. There may be more than one correct answer. In which sentences can you leave out the relative pronoun?

- 1 Bill Bryson is someone enjoys telling funny stories.
- 2 He’s the man trolley is full of junk food.
- 3 Cookie Crisp is a cereal you can buy in America.
- 4 This is the broccoli we bought from the supermarket.
- 5 Here are the pizzas are for breakfast.
- 6 Sunday is the day some supermarkets close.
- 7 A garden is the place we can grow our own vegetables.

9 **SPEAKING** Work in pairs. Make sentences using the words in the table and your own ideas. Can your partner guess *who / what / where* it is?

This is	a person	which	I know very well.
	a place	where	I go with my friends.
	a drink	whose	I really enjoy.
	a time / day	when	I can’t stand.
	a thing	that	I use all the time.
	a food	who	is really good at sport.

DVD extra Food in the UK

3E ■ Writing Short texts: notes, invitations, adverts and announcements

1 SPEAKING Work in pairs. Look at short texts A–F. Then answer the questions.

- Where might you find each text A–F? Choose from the places below.
 ■ on a school noticeboard ■ on a desk in an office or at home ■ on a fridge
- When was the last time you wrote a note, an invitation, an advert or an announcement? What was it about? Tell your partner about it.

A

Tanya
 Don't forget your lunch box.
 It's on the third shelf, above the burgers.
 Working late tonight so can't cook dinner, but there's pizza in the fridge and some fruit, e.g. bananas and apples.
 See you later.
 Mum x

B

Lost python snake called Lucky.

Black with brown spots.
 Last seen Friday 13 Nov,
 near South Park.

€20 reward if found.

Call Eva, tel. 028 9018 0659.

C

Helen
 Just wanted to say thanks for the flowers!
 Lovely surprise to find them on my desk. 😊
 They're beautiful, esp. the yellow roses.
 Lily xx

D

Dan
 Kelly's birthday on Sat. Holly planning surprise party.
 Want to come?
 Party at 7.30 p.m., Gusto Pizza, Baker St.
 I'll be there from 7 - helping with decorations, lights, etc.
 RSVP to Holly if you can make it.
 Tanya

E

Harry
 Colour printer not working.
 Need to fix it asap. Can you call the electrician?
 Anne
 PS Buy more paper, too.

F

Book Sale

We are holding a second-hand book sale to celebrate World Book Day and raise money for schools in Africa.

Date: 7 March

Location: school canteen

Time: 2 p.m. – 5 p.m.

NB School canteen closed from 11 a.m. to 2 p.m. tomorrow, 7 March.
 Please bring your own lunch or use vending machine on the first floor, next to the gym.

STRATEGY

Thinking about purpose

Before you write a note, an invitation, an advert or an announcement, think about why you are writing and what you need to include. Do you want to remind, invite, explain, make a request or an offer, give instructions, advertise, apologize, suggest, announce something, thank somebody or ask for help? Make sure the purpose is clear.

- Read the strategy. Then read short texts A–F again. What is the main purpose of each text?

Abbreviations

- An abbreviation is a short form of a word or phrase. Study the highlighted abbreviations in A–F and match them to words and phrases 1–9.

- | | |
|-----------------------|--------------------------|
| 1 street | 6 this is very important |
| 2 please reply | 7 telephone number |
| 3 as soon as possible | 8 for example |
| 4 and so on | 9 especially |
| 5 I also want to say | |

- 4 Look at the informal letters on page 13 and compare them with short texts A–F. What are the differences? Think about:**
- the greetings (e.g. *Dear, Best wishes*).
 - the use of abbreviations.
 - the grammar: imperatives (e.g. *Don't be late.*), articles (*a / an* and *the*), pronouns and auxiliary verbs at the beginning of sentences (e.g. compare *I'm going to the beach.* with *Working late tonight.*).
- 5 Read the email below. What is its main purpose? Underline the most important information. Then write an advert to put on the noticeboard at Kelly's school. Use exercises 3 and 4 to help you.**



WRITING GUIDE

- 1** You are planning to spend the weekend camping and walking in the mountains with a group of friends from school. Write a note to a new student in your class to invite them to join you.
 - a Say where you are going.
 - b Give the time and place to meet.
 - c Ask them to tell you if they can come or not as soon as possible.
 - d Remind them that they will need good walking boots: this is very important.
- 2** You spent a week staying with an English friend and their family in London. Today is the last day of your visit and you have to get up very early to catch your plane. Write a note to thank your friend's parents.
 - a Say you are sorry not to say goodbye to everyone in person.
 - b Thank them for the food and the accommodation.
 - c Say how much you enjoyed your visit, especially the trip to Brighton.
 - d Add a message at the end to say you hope they will visit you soon.
- 3** You and two friends have tickets for a music festival this weekend, but one friend is ill and can't go. You want to sell the spare ticket. Write an advert to put on the school noticeboard.
 - a Say you have a spare ticket for sale and explain what type of event it is for.
 - b Describe the event and give information about the date, time and place.
 - c Say how much the ticket costs.
 - d Give your name and telephone number so that people can contact you.

■ **Task** Read tasks 1–3 and check you understand them.

■ **Ideas** Answer the questions.

- 1 Who is each short text for? Is it for a friend, a classmate, a member of your family, etc.?
- 2 Think about the main purpose of the texts. Are you writing to explain, invite, remind, make an offer, etc.?

■ **Plan** Follow the instructions.

- 1 Write the title of the message or the name of the person at the top, but don't include greetings.
- 2 Make sure the purpose of the text is clear. Keep it short. Use short sentences, imperatives and abbreviations where you can.

■ **Write** Write your note, invitation and advert. Use the plan to help you.

■ **Check** Check the following points.

- Have you included the information asked for in the task?
- Have you used informal language, short sentences, imperatives and abbreviations?
- Have you checked spelling, grammar and punctuation?

Vocabulary insight 3 Recording vocabulary

1 Work in pairs. Answer the questions.

- 1 Where do you record new vocabulary?
- 2 Can you find the words again easily? Why / why not?
- 3 What information do you record about a new word?

STRATEGY

Recording vocabulary

It is useful to have a vocabulary notebook or file on your computer where you can write down new words and find them easily later.

When you record vocabulary, first decide how important the word is. You should always include the meaning, part of speech and pronunciation. However, if it is a word you think you will use often, then it is a good idea to add more information about it, such as an example sentence, irregular forms, collocations, synonyms and antonyms.

You can find this information in a dictionary. It will help you to remember the word and use it correctly.

2 Read the strategy above. Look at the students' vocabulary records A and B. What information does each student have about the word *grow*? Which record do you think is more useful?

A

grow [grəʊ] (verb) - grew - grown
 = become bigger, develop in a place
 Translation: rosnąć, podrosnąć, podrastać
 Ex. My mum grows flowers in pots.
 (grow + plants / flowers)

B

grow - rosnąć, podrosnąć, podrastać -
 become bigger / longer

3 Study the dictionary entry and complete the vocabulary record for *healthy*.

healthy /'helθi/ *adj* (healthier; healthiest) **1** not often ill; strong and well: a healthy child/animal/plant **2** helping to produce good health: a healthy climate/diet/lifestyle **3** showing good health (of body or mind): healthy skin and hair **4** normal and sensible: There was plenty of healthy competition between the brothers. **OPP** for all meanings **unhealthy** ► **healthily** *adv*

healthy [_____] (_____)
 = strong and _____

Ex. _____

healthier / _____

≠ unhealthy

Collocations: child, diet, _____, _____

STRATEGY

Recording groups of words

Recording words in a group can help you to remember them more easily. There are different methods to record a group of words:

- 1 a labelled drawing
- 2 a mind map
- 3 in word families
- 4 a list with a topic heading.

4 Read the strategy above. Match A–D to methods 1–4 in the strategy.

A
Containers
 a bag
 a bottle
 a can
 a jar

B
 health
 healthy
 unhealthy

C
 flower
 grow
 pot

D
 FOOD
 fruit
 meat

5 Put the words below into three different groups using methods in exercise 4.

- delicious
- fresh
- grew
- grow
- grown
- growth
- jar
- label
- lid
- raw
- spicy
- tough

6 Work in pairs. Look at each other's records. Answer the questions.

- 1 Did you put the words into the same groups?
- 2 Did you use the same method to record each group of words?
- 3 Which method or methods do you think you will use in the future?

Vocabulary

1 Complete the text with the correct form of the verbs below.

- eat ■ grow ■ package ■ produce ■ recycle ■ refrigerate
■ throw away ■ transport



Bananas

Bananas ¹..... in tropical countries on huge farms called plantations. One of the countries that ²..... the most bananas is Costa Rica. Farmers pick the bananas when they are green. They ³..... the fruit to keep it fresh. Then, they ⁴..... it to different countries by boat. The bananas are kept in special cupboards until they are the right colour. Then, workers ⁵..... them in plastic and take them to the shops. People buy the bananas and take them home to ⁶..... . Most countries don't ⁷..... plastic, so people have to ⁸..... the packaging when they finish the bananas. The plastic packaging means that bananas sometimes have a large carbon footprint.

Marks / 8

2 Complete the compound words in the sentences.

- The temperature on Earth is rising because of global
- If you can't recycle something, take it to the dump.
- Take old newspapers, used cans and bottles to the centre.
- gases, like carbon dioxide, are bad for the environment.
- Buy an energy-..... refrigerator to save power and money.
- Eco-..... shopping bags don't pollute the environment.

Marks / 6

3 Match the words in A to the words in B to make things you can buy. Then complete the sentences.

- A ■ bag ■ box ■ carton ■ jar ■ packet ■ tube
B ■ biscuits ■ chocolates ■ eggs ■ jam ■ potatoes ■ toothpaste

- I want to make chips, so I need a
- There's a in the fridge, if you want something on your toast.
- My brother never puts the lid on the after he cleans his teeth.
- Our guests gave us a to say thank you.
- Shall we have a with our cup of tea?
- Tony bought a so that he could make omelettes for lunch.

Marks / 6

Grammar

4 Read the text and choose the correct words.

All foods are divided into groups. How ¹some / much / many groups are there? Well, there are five. The most important is fruit and vegetables. They contain ²a lot of / any / much vitamins, so you need to eat ³many / much / a lot of fruit and vegetables to be healthy. The next group is carbohydrates, like bread, pasta and rice. You should have ⁴any / some / a few food from this group with every meal. Protein is next, which is in meat, fish and eggs. Protein is good for you, but you shouldn't eat ⁵any / some / many eggs per week – no more than five. You shouldn't have ⁶much / a little / any red meat either – no more than twice a week. After that comes milk and dairy foods. How ⁷a lot of / much / many cheese can you eat? Well, cheese contains fat, so you should only eat ⁸a little / much / some every day. The final group is fats and sugars. Food in this group doesn't contain ⁹some / a few / any vitamins or protein, so you shouldn't have it often. Only eat it on special occasions, when you can have ¹⁰any / a little / a few biscuits or a piece of cake for a change.

Marks / 10

5 Complete the sentences with indefinite pronouns or adverbs with *some-, any-, no- or every-*.

- taught me to cook. I learned on my own.
- Has seen the knife? I can't find it.
- Let's eat different tonight.
- Are you enjoying the meal? Is all right?
- You can eat pizza nearly in the world.
- We need to go shopping. There's in the fridge.
- I wasn't hungry this morning so I didn't eat
- loves home-made cakes. They're delicious!

Marks / 8

6 Complete the sentences with *who, which, where, when or whose*.

- Sir Walter Raleigh was an Englishman brought the first potatoes from America to England.
- Camembert is a place in France they make delicious cheese.
- Brazil is a country in South America produces a lot of coffee.
- Do you remember the day we first met?
- Buñol is a town in Spain a tomato fight festival takes place.
- Queen Margherita was an Italian monarch favourite food was pizza.
- Jamie Oliver is a British chef tried to make school meals in the UK healthier.

Marks / 7

Total / 45

4

My space

Reading and vocabulary Moving house

1 SPEAKING Work in pairs. Look at the photo of a kitchen in a 1940s house. Choose the things you think the average family had in the 1940s. Do you think life was difficult? Why / why not?

- central heating ■ a DVD player ■ a fridge
- a microwave ■ a radio ■ an oven ■ a computer
- a washing machine ■ a Hoover ■ a dishwasher
- a phone ■ a television

2 Read the article and compare your ideas in exercise 1.

3 Read the article again. Then match sentences 1–7 to paragraphs A–F. There is one sentence that you do not need.

- 1 The most important thing for a 1940s family
- 2 The reasons why Lyn enjoyed the experiment
- 3 Why the family didn't have much to eat
- 4 Why the family decided to leave
- 5 What a 1940s house looked like
- 6 The difference between men's and women's lives
- 7 The reason for the experiment

4 SPEAKING Discuss the questions.

- 1 Would you like to take part in an experiment like this? Why / why not?
- 2 Do you think people were happy in the 1940s? Why / why not?
- 3 How were men's and women's lives different in the 1940s?

V insight Adverbs of manner and comment

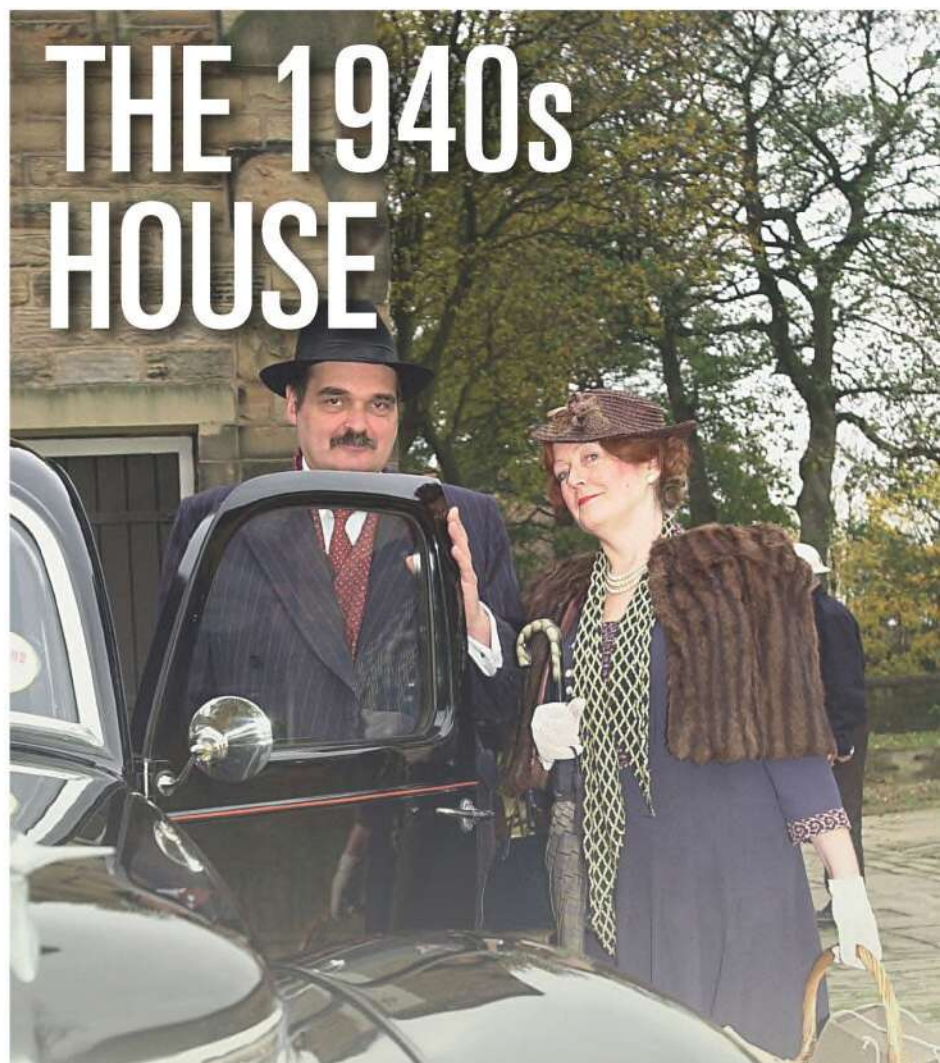
5 Study the adjectives in the table below. Find and underline the adverbs in the article. Then complete the spelling rules.

Adjective	Adverb
(un)fortunate	
lucky	
quick	
easy	
(un)surprising	
helpful	
necessary	
happy	

Spelling rules

To form adverbs from adjectives, we:

- a add
- b change -y at the end of adjectives to and add



THE 1940s HOUSE

A There were many times when I thought, "I can't do this. I am a twenty-first century woman, I don't work eighteen-hour days." But then I'd stop and say, "Hang on. In the 1940s, women didn't say they couldn't do it. They just got on with it." These are the words of fifty-year-old Lyn Hymers, who took part in an experiment called *The 1940s House*. The purpose of the experiment was to see if a modern-day family could survive in the 1940s.

B In March, Lyn, her husband Michael, her daughter and two grandsons arrived at a three-bedroomed, semi-detached house in south London. Unfortunately, when they opened the door, all twenty-first century labour-saving devices magically disappeared. There was no central heating in the two-storey house, not much soap or toilet paper and only a radio for entertainment! The family didn't have a fridge, but luckily they had an oven and a larder. They also had a coal fire to keep them warm.

C But food and warmth were not as important as safety – their first task was to quickly dig a hole in the garden for a 2 metre by 1 metre air-raid shelter*. World War II started in 1939 and, although the war wasn't real for the Hymers, they spent a lot of time in the old-fashioned shelter. They wanted the experiment to be as realistic as possible.

Vocabulary: adverbs; compound adjectives; collocations; phrasal verbs
Grammar: comparative and superlative adjectives; (not) as ... as, too, enough;
 verbs + infinitive or -ing form

Speaking: talking about houses and labour-saving devices;
 comparing rooms; discussing house rules; asking permission
Writing: an email: description of a room

D The war wasn't real, but the difficulties of everyday life were. In the 1940s, there was food rationing*. There wasn't much meat or milk, or many eggs, and the food was really boring. As a result, the family were often hungry, especially the children. Before the experiment, the children often had snacks, but now they ate dry sandwiches for lunch, filled with lettuce from the garden.

E Domestic chores were a challenge, too. In the 1940s these chores were like a full-time job. While Michael went out to work, Lyn and her daughter spent most of their time preparing meals, doing the dishes and Hoovering the floor. Things that Lyn did easily before, now became terribly difficult. She missed her washing machine most of all. 'We had to boil the clothes and when the weather wasn't good, it was impossible to dry anything,' said Lyn.

F Today, Lyn is back in her modern, open-plan home, but surprisingly, she misses the 1940s house. The family grew closer, she feels, because they helpfully shared the hard work. In the evenings they played board games with the children, read books or just talked. Life in the 1940s wasn't easy, but an easier and more comfortable life doesn't necessarily mean a better life. 'I would happily go back there,' she says. 'I loved that house and the shelter where we all laughed and cried together as a family.'

* *air-raid shelter* = a small building used to protect people from attacks from the air
 * *food rationing* = people are allowed a small amount of food each week



6 Adverbs can have different functions in the sentence. Study the adverbs you underlined in the article. Then answer the questions.

- Which adverbs tell us how something is done?
- Which adverbs give an opinion about the situation?

7 Complete the sentences with an adjective or adverb in exercise 5.

- The children ate their meal They were very hungry!
- After their meal, they were very and washed the dishes.
- Lyn smiled when she finished her chores.
- Everyday life in the 1940s house wasn't It was hard work.
- There was no central heating, so in winter it was to use a coal fire.
- The family built a shelter, but the war wasn't real.
- The children didn't have a DVD player or a computer, but, they didn't get bored.
-, Lyn can never go back to the 1940s house.

V insight Compound adjectives

8 Complete the text about Mr and Mrs Average with the highlighted words in the article.



Mr and Mrs Average are a typical ¹ British family. They live in a ², ³ house with their two children and a pet cat.

Thirty-eight-year-old Mr Average has a ⁴ job, while forty-year-old Mrs Average works part-time in a supermarket. They have two cars and their ⁵ house is full of ⁶ devices.

Mrs Average hates anything ⁷, so all the furniture is new in their ⁸ living room. They also have the latest computer and three mobile phones.

9 SPEAKING Work in groups. Imagine you are going to take part in a similar experiment, but you are allowed to take three labour-saving devices or gadgets with you. Agree on three things to take with you. You can use the list in exercise 1 to help you.

Vocabulary bank Houses and homes page 137

4B ■ Grammar and listening A room of my own

1 SPEAKING Work in pairs. Answer the questions.

- 1 What are the typical rooms in a house?
- 2 Which is your favourite room? Why? Think about these qualities:
 ■ size ■ comfort ■ privacy ■ warmth ■ light ■ decoration ■ entertainment

2 1.18 Listen to three people talking about their favourite rooms. Complete the sentences.

- 1 The worst room in Maya's house is
- 2 is more comfortable than Maya's bedroom.
- 3 The busiest and the most interesting room in Adrian's house is
- 4 Yasmin's is the best room, although it isn't the biggest.
- 5 It's also smaller and quieter than

Comparative and superlative adjectives

3 Find comparative and superlative adjectives in exercise 2. Then complete the table.

	Comparative	Superlative
Short adjectives		
big	bigger	
quiet		the quietest
small		the smallest
busy	busier	
Long adjectives		
comfortable		the most comfortable
interesting	more interesting	
Irregular adjectives		
bad	worse	
good	better	
far	further	the furthest

Reference and practice 4.1 Workbook page 110

4 Complete the text from a book about the history of homes with the comparative or superlative form of the adjectives in brackets.



We sleep in the bedroom, have breakfast in the kitchen, watch TV in the living room ... But in the past, many houses only had one important room and that was called the hall.

Hundreds of years ago, the hall was ¹..... (important) than it is now. It was ²..... (big) room in the house and everyone ate there and slept there. Halls were ³..... (busy) and ⁴..... (noisy) rooms. They were also ⁵..... (warm). There was often a big fire in the middle of the hall and a hole in the ceiling for smoke. Because of the smoke, homes were ⁶..... (dirty) than today and the ceiling in the hall was ⁷..... (high). Rooms were also ⁸..... (dark) than modern rooms because the only light they had came from fires or candles. Today, homes are ⁹..... (clean), lighter and ¹⁰..... (comfortable) than they were in the past ... and less crowded, too!

5 SPEAKING Make questions. Use comparative or superlative adjectives. Then work in pairs and answer the questions.

- 1 which / bright / room in your house?
- 2 which / useful / labour-saving device in your kitchen?
- 3 a computer / expensive / a mobile phone?
- 4 which / unusual / object in your house?
- 5 why / semi-detached houses / expensive / one-bedroomed flats?
- 6 which / tall / building in your town?
- 7 your house / far / from the town centre / your best friend's house?
- 8 what / quick / way to get to school?



A

We moved to the city last year. ¹Our new house isn't as big as our old house, so I share a room with my sister. It's not a problem for me, but my sister hates it. I'm not as tidy as she is. She often complains that ²the room is too messy and that ³there isn't enough space for two people. She's a year older than me, but I'm as tall as she is. I sometimes borrow her clothes ... Then I forget to put them back and that really annoys her. Why can't she just relax?

I share a room with my brother. I'm not as old as he is and he has more homework than me. He always does his work in the bedroom and that causes problems. We often argue. If I play my music or talk on my mobile, he complains that it's too noisy to work. I don't mind sharing, but he isn't as relaxed as I am. He says ⁴the room isn't big enough for both of us. ⁵It's too small to share.



B

(not) as ... as, too, enough

6 Read extracts A and B from two problem page letters. What is the problem? What do you think is the solution?

7 Match sentences 1–5 in the letters to rules a–b.

- a We use *(not) as ... as* to compare two people or things. The adjective comes between *as* and *as*.
 b We use *too* and *enough* to talk about degree.
- *too* comes before an adjective.
 - *enough* comes after an adjective, but before a noun.
 - An infinitive with *to* can come after an adjective + *enough*, or *too* + an adjective.

Reference and practice 4.2 Workbook page 110

8 Rewrite the sentences using the words in brackets.

- 1 My wardrobe isn't big enough for all my clothes! (too)
- 2 It isn't quiet enough to do my homework! (too)
- 3 You're too young to watch that horror film. (enough)
- 4 This chair is not comfortable enough to sit on. (too)
- 5 The room was too messy to sleep in. (enough)
- 6 The windows are very small in this room. It isn't light enough. (too)

9 Complete the extract from a report with the words below.

- than ■ enough (× 2) ■ more ■ as (× 2) ■ lonely ■ healthiest ■ most

Rooms with a point of view

Kids who share a room sometimes complain that their room isn't big ¹....., but a new study says teenagers who don't share space aren't ²..... happy as teenagers who do. The study found that sharers aren't as ³..... as non-sharers. They might not have ⁴..... space, but there is always someone to talk to about their problems. However, non-sharers spend more time alone, so they aren't as confident ⁵..... sharers and can't negotiate as well. Some are very shy; others are more selfish ⁶..... children who share. Sharers, on the other hand, are ⁷..... easy-going and relaxed. The study concluded that kids who share are the ⁸..... and the ⁹..... sociable.

10 SPEAKING Work in pairs. Look at the photos and answer the questions.

- 1 Which adjectives best describe these rooms?
- 2 Which room do you prefer and why?
- 3 Why don't you like the other room?



4C ■ Listening, speaking and vocabulary House rules

1 SPEAKING Look at the photos and answer the questions.

- 1 What are the people doing?
- 2 Do you think children should help with household chores? Why / why not?
- 3 Do you think girls are more hard-working than boys? Why / why not?



V insight Collocations: household chores

2 Match 1–8 to a–h to make sentences and questions. Which of these household chores do you do? Which is the worst chore? Which is the easiest?

- | | |
|--|---------------------------|
| 1 The bathroom is dirty. Can you clean | a the rubbish? |
| 2 After I get up, I usually make | b the table. |
| 3 Before we eat, dad always lays | c my bed and get dressed. |
| 4 After dinner, can you help me to do | d the bath, please? |
| 5 Take these dirty clothes and load | e the washing machine. |
| 6 When the clothes are dry, please do | f the dishes? |
| 7 The bin is full. Can you take out | g the floor. |
| 8 The carpet isn't clean. Let's Hoover | h the ironing. |

3 1.19 Listen to the first part of a talk about household chores and complete the factfile. Are you similar to or different from children in the survey?

Whose house is it anyway?

In the UK, there was a survey of children aged ¹..... to sixteen. The results were:

- Percentage of children who don't cook: ².....%
- Percentage who don't help with ³.....: 63%.
- Percentage who never clean ⁴.....: 75%.
- Boys don't ⁵..... hard as girls.
- Many children don't ⁶..... in the morning.

4 1.20 Listen to the second part of the talk and choose the ideas that you hear. Which do you agree with?

- 1 Today's children aren't as busy as children in the past.
- 2 Teenagers have more energy than young children.
- 3 It's important for children to learn how to cook and clean.
- 4 Chores remind children of their responsibility to other people.
- 5 Children who do chores feel more confident.
- 6 Parents are usually very selfish.
- 7 Children who do chores become better citizens.
- 8 Children like to do things that benefit other people.

5 SPEAKING Work in groups. Imagine you are agreeing a list of house rules with your parents. Use the ideas below and your own ideas. Choose four rules for your house.

House Rules

- 1 Everyone helps with household chores.
- 2 Complete homework on time.
- 3 Clean up any mess that you make.
- 4 Ask before you borrow or take something that belongs to others.
- 5 Ask for permission in advance to go out at night with friends.
- 6 Be kind and helpful at all times.
- 7 Eat regular meals: breakfast, lunch and dinner.
- 8 Get up for school on time.

Asking permission

- 6 SPEAKING** Study the situations. Whose permission might you ask in each situation: a parent's, a friend's or a teacher's?

You want to:

- | | | |
|------------------------|----------------------|---------------------------|
| 1 stay out late. | 3 make a phone call. | 5 buy a new mobile phone. |
| 2 borrow some clothes. | 4 get a tattoo. | 6 use a dictionary. |

- 7**  **1.21** Listen to dialogues A–D and match them to four of the situations in exercise 6.

- 8**  **1.21** Complete the phrases from the dialogues. Then listen again and check.

Asking permission

1 I use a dictionary, please?

Can I 2 borrow your T-shirt?

Is it OK if I use ... ?

Is it 3 if I stay ... ?

Responding

Of course you can.

Sure, no 4?

5 , go ahead.

That 6

- 9**  **1.22** Put the dialogue in the correct order.

Then listen and check.

- **Joel** I can come back earlier, Mum.
 **Mum** Hmm, I'll think about it.
 **Joel** Hi, Mum. Shall I do the washing? I can load the machine if you like.
 **Mum** That depends. What time does it finish?
 **Joel** Thanks, Mum. Oh, there's just one more thing. Could I please have my pocket money today? The tickets are expensive.
 **Mum** Thanks, Joel, that's helpful.
 **Joel** Er, Mum, Harry has got some tickets for a rock concert this Saturday. It's at the football stadium. Do you mind if I go?
 **Mum** Then I'm afraid not. We're going to your grandad's on Sunday, remember?
 **Joel** Around midnight.

- 10** Read the dialogue again. Underline two more ways of asking permission and two ways of responding.

- 11 SPEAKING** Work in pairs. Read the instructions and prepare a dialogue. Use the dialogue in exercise 9 to help you.

Student A

You are B's child and you want to do one of the following:

- dye your hair purple.
- go away for a weekend with your friends.
- have a party at home.
- have extra pocket money for expensive trainers.

Think of ways you can get your parent to agree.

Student B

You are A's parent. Listen to what they want. Then do one of the following:

- think of reasons for not granting permission.
- think of things you might want them to do to earn their extra freedom / pocket money.



4D ■ Culture, vocabulary and grammar Historic homes

1 SPEAKING Work in pairs. Think about your home and answer the questions.

- When was it built? Do you know who lived there before?
- Do you know anything else about its history?

STRATEGY

Predicting content

Before you read a text, try to predict its content and purpose. Look at:

- the layout. This can tell you where the text is from and who it is for.
- the title and paragraph headings. These give content clues.
- the pictures. Think about what's happening in them and what you can see.

2 Read the strategy. Look at the text and the photos and choose the correct answers. Then read the text and check your answers.

- The text looks like it is from
a a leaflet. b a newspaper. c a blog.
- The title tells me that the text will probably be
a mostly fiction. b mostly fact. c mostly opinion.
- People who read the text will probably be
a tourists. b historians. c journalists.
- The photos tell me that the text is about
a a modern house. b a very old house.
c a small house.

3 Read the text again and match paragraphs 1–5 to headings A–F. There is one heading that you do not need.

- | | |
|------------------------|------------------------|
| A Upstairs, downstairs | D Planning your visit |
| B Living in London | E Treasure and tragedy |
| C Size matters | F The small screen |

4 SPEAKING Work in pairs. Discuss the questions.

- What was the most interesting fact you learned about Highclere Castle?
- Think of a famous house in your country. How is it similar to or different from Highclere Castle?

V insight Phrasal verbs

5 Find eight phrasal verbs in the text and match them to definitions 1–8.

Paragraph 1

- to try and impress other people

Paragraph 2

- got out of bed
- moved to a higher place from a lower one
- made someone very tired
- became an adult
- took care of someone
- to learn some information

Paragraph 3

- caused; made something happen



A HOUSE WITH A HISTORY

1

Imagine living in a huge house, a house so big that you don't know how many rooms it has! Lady Carnarvon, owner of Highclere Castle, is not sure about the number of rooms, but she does know that Highclere is one of the biggest houses in England. From the outside, the castle looks like the Houses of Parliament in London. In fact, the same person, Sir Charles Barry, built both places. In the nineteenth century, many wealthy people **decided** to show off and built massive houses, and the Carnarvons did the same. When Barry **finished** building Highclere in 1842, the castle had more than fifty rooms, including one room with a fifteen-metre-high ceiling! But this room was only used on special occasions. Today, Highclere is one of the most expensive houses in Britain, worth more than 150 million pounds.

2

Country houses like Highclere sometimes had hundreds of servants. These servants got up before their employers and **carried on** working after their employers were in bed. They lived in rooms in the basement or attic and used a small staircase at the back of the house. They went up and down the stairs all day, cleaning or carrying water, meals or coal for the fires. The work tired the servants out, but they **managed** to



do it. Rooms for the family upstairs were more comfortable, although family life was very different then. Children didn't spend much time with their parents – they grew up in a separate part of the house and a nanny looked after them. You can still see the family rooms and servants' rooms at Highclere today and find out more about everyday life.

3
Do you **want** to learn about ancient Egypt? Visit Highclere and find out about its famous Egyptian connection. In 1922, the fifth Earl of Carnarvon and the archaeologist Howard Carter opened the tomb of Tutankhamun in the Valley of the Kings. Unfortunately, a few weeks later, Lord Carnarvon died from a mosquito bite. Many people thought that the Pharaoh's curse brought about his death. Today, you can read about his discovery in the castle's Egyptian exhibition and make up your own mind!

4
Nowadays, Highclere is one of the most well-known homes in Britain, but it's not because of its interesting past or its Egyptian treasures. Highclere is also the star of a British TV show called *Downton Abbey*. The show is all about the life of a wealthy family in the 1910s and more than ten million viewers **enjoy** watching it every week. Fans **love** coming to Highclere and many **hope** to see their favourite actors, too!

5

Open from May to September, 7 days a week, from 10.30 a.m. to 6.00 p.m.

Tickets: £9.50 child, £16.50 adult

Visit: www.highclerecastle.co.uk

6 Complete the text with the correct form of the phrasal verbs below.

- look after ■ grow up ■ tire out ■ find out ■ get up
■ go up

Charlotte ¹..... in a village near Highclere Castle. When she was sixteen, she made up her mind to find work at the castle. Her mother ²..... about a job there as a kitchen maid. Unfortunately, it was the worst job in the castle! Every morning Charlotte ³..... early and ⁴..... from the basement to the kitchen. She did the washing-up all morning. It was hard work and it ⁵..... her In the afternoons, she helped to ⁶..... the children. That was more fun!

Verbs + infinitive or -ing form

7 Match sentences 1–2 to rules a–b. Then add the highlighted verbs in the text to the table.

- 1 Imagine **living** in a huge house.
2 Do you want **to learn** about ancient Egypt?
a Some verbs are followed by an infinitive.
b Some verbs are followed by an *-ing* form.

Verb + infinitive	Verb + <i>-ing</i> form
agree	can't stand
try	don't mind
need	hate
promise	avoid
pretend	look forward to
would like	like

Reference and practice 4.3 Workbook page 111

8 Match 1–8 to a–h to make sentences.

- 1 I hope
2 My best friend can't stand
3 My parents don't mind
4 After school, I want
5 This weekend, I need
6 I am looking forward
7 A lot of British people enjoy
8 I sometimes pretend
a to do my homework.
b being late for class.
c to watch my favourite TV programmes.
d watching *Downton Abbey*. It's popular in the UK.
e to be a tour guide when I grow up.
f doing all the housework together.
g to like football because my friends like it.
h to hearing from you.

9 SPEAKING Work in pairs. Use the verbs in exercise 7 to make sentences that are true for you. Then interview your partner and compare your sentences.

Vocabulary bank Parts of a house page 137

DVD extra Homes in the UK

My space, my world

This week we want to know all about your personal space. What things do you have in your room? Email us a description of your room, including the three words which best describe it. The most entertaining description will appear in next month's magazine.

Email: ed@myspacemyworld.ed.uk



- 1 SPEAKING** Work in pairs. Read the advert from a student magazine and look at the photos. Answer the questions.
 - 1 Do you have any of these things in your room?
 - 2 What is your most prized possession? Why?
- 2** Read the opening paragraphs of different descriptions that students sent to the magazine. Which of the objects in exercise 1 are included?

A My mum says my room is a pigsty. She doesn't understand how I can live in such a mess. I tell her to close the door and to stop worrying. Yes, there are clothes on the floor, but it's not very messy, and I know where everything is. In fact, I think my room is quite comfortable.

B When I was ten, I pretended to be Spiderman, jumped off my bed and banged my head on the bookcase. The bookcase is still in my room, but today it's full of books like *The Hunger Games* – there aren't any Spiderman comics now!

C In my room, there is a bed, a desk and a chair. There are some posters on the wall and a really nice photo of my family.

D When I look out of my window, I can see shops, restaurants and a bus stop. It's always busy outside and a bit noisy, but it's interesting. My desk is next to the window, so I get a good view of the street when I'm doing my homework.

E There's a strange-looking wardrobe in the corner of my room. It's huge and rather old-fashioned and it belonged to my grandmother. Inside the wardrobe, ...

STRATEGY

Writing opening sentences

When you write a description, try to get the reader interested. Start your writing in a way that makes the reader want to find out more.

Start with:

- 1 a quote or an opinion, then agree or disagree with it.
- 2 an interesting or mysterious object, then describe other things in your room.
- 3 a view from outside (for example, a view from the window), then go inside.
- 4 a dramatic event. Use the past tense for this, but remember to use the present tense when you start describing your room.

Don't start with:

- 5 a straight description, like *There is a ... in my room.*

- 3** Read the strategy. Then read the opening paragraphs A–E again and match them to points 1–5. Which description do you think will be the most interesting? Why?

It's a small room, but ... by Jenni

'It's **incredibly** small,' said my best friend when she first saw my bedroom. She's right: it's tiny and **a bit** dark, but it's also **very** special.

When you walk through the door, the first things you see are a **rather** small bed and a **really** big poster on the wall. The poster is of Orlando Bloom in *Elizabethtown*, my favourite romantic film of all time. There isn't much space in my room, so it's **not very** tidy. Right next to my

bed is a dusty old bookcase full of textbooks and music magazines. I like reading vampire stories, so there are a lot of *Twilight* books there, too. On top of the bookcase, there are some family photos and my pink MP3 player. That's my most prized possession, apart from my guitar.

Opposite the bookcase is a small red desk. It's the messiest part of my bedroom because there's homework everywhere. Then, at the side of my desk, there is a big beanbag. It's **extremely** comfortable, so I often relax there and listen to music. My friends like to sit there when they visit, too.

The three words that best describe my room are: cosy, **slightly** messy and **quite** original. It's my own private space and I love spending time there.

4 Read the description the magazine published. What type of opening does the writer use to get the reader's attention?

5 Read the description again and answer the questions.

- 1 What is Jenni like? Choose the adjectives that describe her.
 friendly polite romantic boring tidy messy musical quiet
- 2 Which adjectives does she use to describe the room in general? Which adjectives does she use to describe the furniture?
- 3 Which prepositions of place does she use to say where things are?

V insight Adverbs of degree

6 Study the highlighted adverbs in Jenni's description. Put them into the correct category.

Words that mean **a little**:

Words that mean **a lot**:

7 Complete the sentences so that they are true for you. Compare with a partner.

- 1 I'm **quite** / **extremely** good at keeping my room tidy.
- 2 My bedroom is **not very** / **really** big, compared to my friend's.
- 3 It's **incredibly** / **rather** easy to make your own bed.
- 4 My alarm clock was **slightly** / **very** noisy this morning.
- 5 It's **a bit** / **incredibly** difficult to describe my room!

WRITING GUIDE

■ **Task** Write an email with a description of your room to *My space, my world*.

■ **Ideas** Decide how you are going to start your description. Remember to make it interesting. Make notes about:

- the general appearance of your room. Is it small or big? Tidy or messy? Dark or light?
- the things inside your room. Where exactly are they? What do they say about your personality and interests? Remember to use adjectives and adverbs.
- the things you like best about it. Choose three adjectives that best describe your room.

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Open your description in an interesting way.

Paragraph 2: Describe the most important things first.

Paragraph 3: Describe other things in your room. Remember to say what you use them for.

Paragraph 4: Sum up your description.

■ **Write** Write your email. Use the paragraph plan to help you.

■ **Check** Check the following points.

- Are your ideas divided into paragraphs?
- Is there a variety of adjectives and adverbs?
- Have you checked spelling, grammar and punctuation?

Vocabulary insight 4 Phrasal verbs: literal and non-literal meanings

- 1 Work in pairs. Study the verbs below. Do you know what they mean? Choose three verbs and write example sentences.

■ bring ■ come ■ get ■ go ■ grow ■ look ■ sit ■ stand
■ throw ■ turn ■ show

STRATEGY

Phrasal verbs

A phrasal verb is a combination of two or three words: a verb and at least one particle (a preposition or an adverb). The particle changes the meaning of the verb. Compare:

- *show* = to let somebody see something
They showed me their new house.
- *show off* = to try to impress somebody
He bought a new sports car just to show off.

Recognizing literal meanings

Some phrasal verbs have a literal meaning. You can guess the meaning of a literal phrasal verb by thinking about the meaning of the verb and the particle.

- *go* = to move to another place
- *down* = to or at a lower place or position
- *go down* = to move from a higher to a lower position
The sun is going down and it will get dark soon.

- 2 Read the strategy above. Then choose the correct particles to complete the sentences.

- 1 Welcome to our new house! Please come **out** / **in** and sit **down** / **off**.
- 2 Throw this old phone **in** / **away**. It doesn't work.
- 3 Turn **up** / **down** the radio. It's too loud.
- 4 Slow **away** / **down**! You're driving too fast.
- 5 When I grow **in** / **up**, I want to be an architect.
- 6 Could you bring **off** / **in** another chair? There aren't enough chairs for everyone.

STRATEGY

Recognizing non-literal meanings

Many phrasal verbs have a non-literal meaning. You can't guess the meaning of a non-literal phrasal verb even if you know what the verb and the particle mean.

- *look* = to turn your eyes in a particular direction
- *up* = to or at a higher place or position
- *look up* = to find information in a dictionary
If you don't know what this phrasal verb means, look it up in the Oxford Phrasal Verbs dictionary.

Some phrasal verbs have both a literal and a non-literal meaning.

- *get on* = climb onto
I think we got on the wrong bus.
- *get on* = have a good relationship
I often argue with my parents. We don't get on.

- 3 Read the strategies. Then look at the pairs of sentences 1–4. Is the meaning of the underlined phrasal verbs literal (L) or non-literal (NL)?

- 1 a The crowd looked up when they heard the plane.
b I looked up the answers on the internet.
- 2 a The teacher went over the instructions again.
b He kicked the ball and it went over the wall into the neighbour's garden.
- 3 a I took off my coat and sat down.
b Hurry up! The plane takes off in ten minutes.
- 4 a My friends and I often hang out in the park.
b Tom, can you help me hang out the washing?

- 4 Study the dictionary entries. Then complete the sentences with the correct particles.

look 'after sb/sth/yourself (especially BrE)
1 to make sure that sb/sth is safe; take care of sb/sth: *His parents are looking after the children for the weekend.* ◊ *She doesn't look after her clothes.* ◊ *Sophie will look after the visitors.* ◊ *They're old enough to look after themselves now* (= they don't need any help). ◊ *Would you mind looking after my bag for a minute?* ◊ *He needs to be properly looked after.* ◊ *See you soon—look after yourself* (= when saying goodbye to sb). **NOTE**

look at sb/sth 1 to turn your eyes towards sb/sth so that you can see them/it: *Don't look at me like that!* ◊ *What are you looking at?*

- 1 a Look my new poster. Do you like it?
b I'm looking my neighbours' cat while they are on holiday.

stand 1 /stænd/ verb (pt, pp stood /stud/)
► ON FEET 1 [I] to be on your feet, not sitting or lying down; to be in a vertical position: *He was standing near the window.* • *Stand still—I'm trying to draw you!* • *Only a few houses were left standing after the earthquake.* 2 [I] stand (up) to rise to your feet from another position: *He stood up when I entered the room.*

stand for sth 1 to be a short form of sth: *What does BBC stand for?* 2 to support sth (such as an idea or opinion): *I hate everything that the party stands for.*

- 2 a Can everyone stand and leave the room quietly?
b What does U.N. stand

bring sth a'bout to make sth happen: *What has brought about this change?* ◊ *His nervous breakdown was brought about by stress.*

bring sth 'back 1 (to sth) to return sth to the place it came from: *If the dress doesn't fit, bring it back to the shop and we'll change it for you.*

- 3 a You can borrow my dictionary, but please bring it tomorrow.
b The new head teacher brought a lot of changes at school.

- 5 Read the pairs of sentences in exercise 4 again. In which sentences does the phrasal verb have a non-literal meaning?

Vocabulary

- 1 Make adverbs from the adjectives below. Then use the adverbs to complete the text.

■ helpful ■ lucky ■ necessary ■ quick ■ surprising
■ unfortunate

Labour-saving devices are designed to help people do household chores ¹ and efficiently. ², some of these devices are quite complicated and you don't ³ save time the first time you use them. ⁴, most companies have a hotline that you can call for advice. There's always an operator on the end of the line who will ⁵ explain how to switch the machine on. ⁶, some of these operators work in call centres in countries as far away as India!

Marks / 6

- 2 Match the words in A to the words in B to make compound adjectives. Then complete the sentences.

A ■ full- ■ modern- ■ old- ■ semi- ■ two-

B ■ bedroomed ■ day ■ detached ■ fashioned ■ time

- 1 We can't afford a big house in London, but we've got enough money for a flat.
2 families don't usually have many children.
3 People with jobs don't have much time for housework.
4 Most young people don't like furniture.
5 The most popular home in the UK is a house.

Marks / 5

- 3 Choose the correct words.

- 1 Dinner's ready. Can you **load** / **lay** the table, please?
2 Adam **hoovered** / **made** his bed before he left the house.
3 The bin smells. We need to **take out** / **do** the rubbish.
4 Our cleaning lady **makes** / **does** the ironing every Friday.
5 I **took out** / **loaded** the washing machine before I switched it on.
6 Please **clean** / **lay** the bath after you wash your hair.

Marks / 6

- 4 Replace the words in italics with the correct form of the phrasal verbs below.

■ find out ■ tire out ■ bring about ■ show off ■ look after
■ grow up

- 1 Alec only bought that big house to *impress his friends*.
2 The long staircase always *makes* visitors *tired*.
3 We *became adults* in the country.
4 A neighbour *takes care of* our dogs when we're away.
5 They *learned* about the opening times on the internet.
6 Moving house often *causes* many changes.

Marks / 6

Grammar

- 5 Complete sentence b so that it has a similar meaning to sentence a. Use comparative or superlative forms and write three words in each sentence.

- 1 a Flats are usually cheaper than houses.
b Houses are usually flats.
2 a In the UK, there aren't any cities bigger than London.
b London is in the UK.
3 a My brother's room is better than mine.
b My room my brother's.
4 a My neighbourhood is noisier than yours.
b Your neighbourhood mine.
5 a The cellar is colder than the attic.
b The attic the cellar.
6 a There's no easier way to get home than by taxi.
b to get home is by taxi.

Marks / 6

- 6 Complete the sentences with (*not*) *as ... as*, *too* or *enough* and the adjectives below.

■ big ■ comfortable ■ fast ■ small ■ tall ■ warm

- 1 My room is There isn't space for a wardrobe.
2 The bus is very slow. It is the Underground.
3 We can't sit in the garden. It isn't
4 Our kitchen isn't for a table and chairs.
5 My brother and I are the same height. He's I am.
6 I don't like these armchairs. They are the sofa.

Marks / 6



- 7 Complete the text with the infinitive or the *-ing* form of the verbs in brackets.

If you enjoyed ¹ (watch) Tim Burton's film *Alice in Wonderland* and you want ² (see) the place where it was made, you need ³ (go) to Antony House in Cornwall. The Carew family decided ⁴ (build) this enormous country house in the early eighteenth century and they've carried on ⁵ (live) there ever since. Fortunately, they don't mind ⁶ (have) visitors and they've agreed ⁷ (open) the house three days a week. Try ⁸ (visit) in good weather so that you can see the gardens when you finish ⁹ (walk) around the house. You can imagine ¹⁰ (be) Alice during one of her adventures!

Marks / 10

Total / 45

Listening

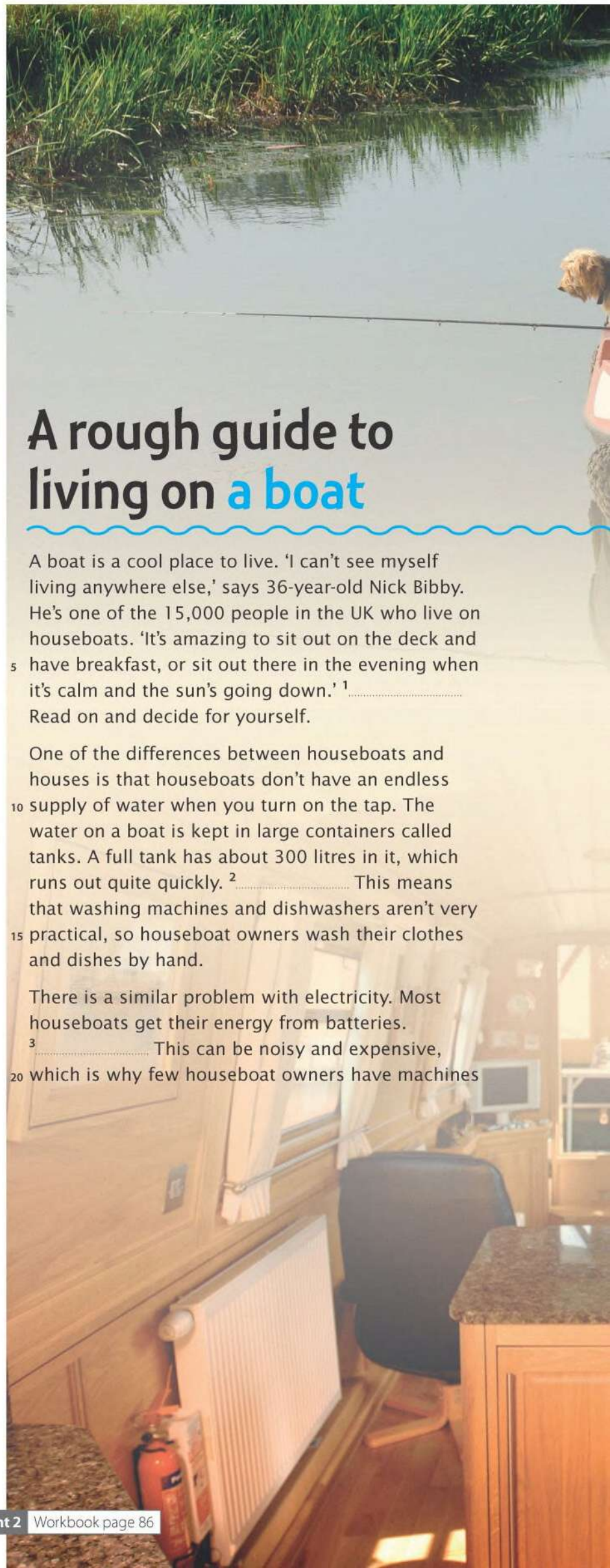
- 1  1.23 Listen to a radio programme about Knebworth House in England. What is the speaker's main purpose?
- To invite somebody to his house.
 - To give instructions to visitors.
 - To announce an event at the house.
 - To encourage people to visit the house.
 - To give a warning.
- 2  1.23 Read sentences 1–8 and underline the key words. Then listen to the radio programme again. Are the sentences true (T) or false (F)?
- Knebworth House is only interesting for people who like music.
 - The Lytton family built Knebworth House more than five centuries ago.
 - No one lives in the house today.
 - In the past, the house had some important visitors.
 - The speaker only gives the names of three rooms in the house.
 - Knebworth House is in some famous films.
 - You don't need much time to visit the house and gardens.
 - You can take your own food to Knebworth House.

Speaking

- 3 Work in pairs. You want to invite a friend to a barbecue at your house this weekend. Prepare a dialogue.
- Say what type of event it is and when it starts. Invite your friend.
 - Suggest a different day if your friend is busy.
 - Suggest your friend brings someone along.
 - Ask permission to borrow your friend's music system.

Reading

- 4 Read the article about living on a boat. Match sentences A–F to gaps 1–5 in the article. There is one sentence that you do not need.
- These get their power when the boat's engine is turned on.
 - You only need the basics like a bed and a table.
 - You just need to turn on the engine and sail away to somewhere different.
 - But some boat owners say that life on a houseboat is not as romantic as it sounds.
 - If you've never been on a boat, then do try it out for a few days.
 - Every few days, you have to find somewhere to fill it up again.



A rough guide to living on a boat

A boat is a cool place to live. 'I can't see myself living anywhere else,' says 36-year-old Nick Bibby. He's one of the 15,000 people in the UK who live on houseboats. 'It's amazing to sit out on the deck and have breakfast, or sit out there in the evening when it's calm and the sun's going down.' ¹ Read on and decide for yourself.

One of the differences between houseboats and houses is that houseboats don't have an endless supply of water when you turn on the tap. The water on a boat is kept in large containers called tanks. A full tank has about 300 litres in it, which runs out quite quickly. ² This means that washing machines and dishwashers aren't very practical, so houseboat owners wash their clothes and dishes by hand.

There is a similar problem with electricity. Most houseboats get their energy from batteries. ³ This can be noisy and expensive, which is why few houseboat owners have machines



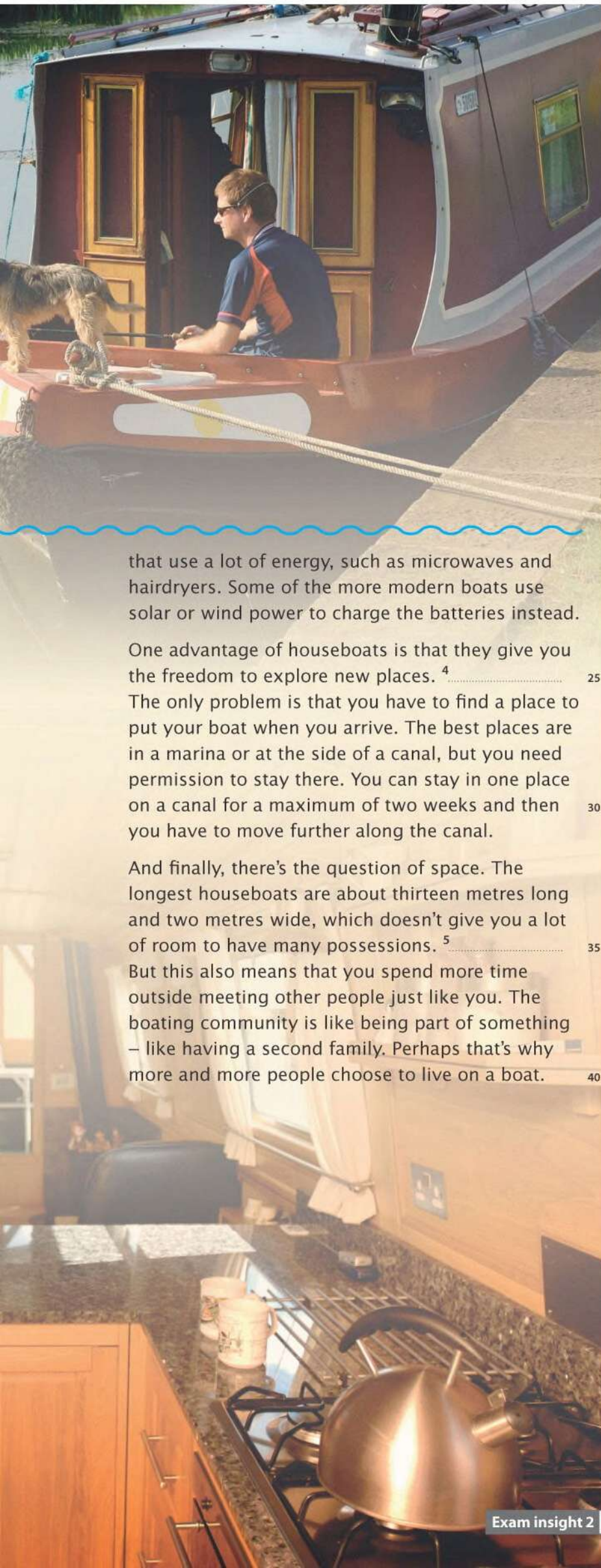
that use a lot of energy, such as microwaves and hairdryers. Some of the more modern boats use solar or wind power to charge the batteries instead.

One advantage of houseboats is that they give you the freedom to explore new places. ⁴..... 25

The only problem is that you have to find a place to put your boat when you arrive. The best places are in a marina or at the side of a canal, but you need permission to stay there. You can stay in one place on a canal for a maximum of two weeks and then ³⁰ you have to move further along the canal.

And finally, there's the question of space. The longest houseboats are about thirteen metres long and two metres wide, which doesn't give you a lot of room to have many possessions. ⁵..... 35

But this also means that you spend more time outside meeting other people just like you. The boating community is like being part of something – like having a second family. Perhaps that's why ⁴⁰ more and more people choose to live on a boat.



Grammar and vocabulary

5 Choose the correct answers.

The edible house

EATHOUSE is a house that is a garden, or a garden in the shape of a house, if you prefer. It was the idea of a group of Dutch architects, who are very proud ¹..... the design.

The basic structure is a set of long thin metal poles that you put together to form a house. Then you fill the spaces between the poles with special boxes called crates. The crates are the walls of the house and they contain plants which, eventually, ²..... vegetables.

The house is ³....., so you don't damage the environment when you build it. And you can take it down and build it in a different location whenever you want to. The good thing is that you don't leave ⁴..... waste when you move it. The system is very simple, so anyone who is keen ⁵..... growing vegetables can use it. However, you'll probably need the help of ⁶..... friends to hold the poles and carry the crates on your first day.

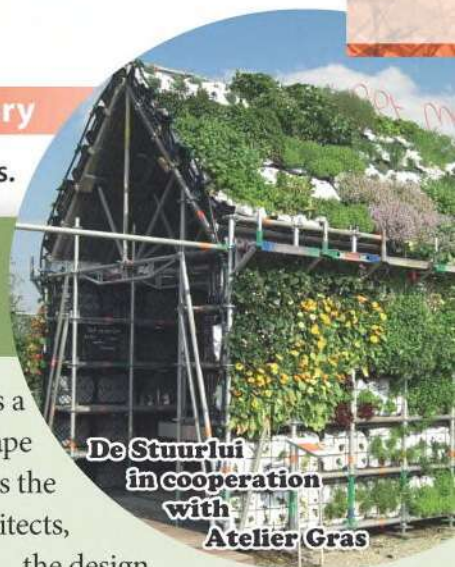
You only need sunshine, water and a lot of loving care to look ⁷..... Eathouse – it isn't as hard ⁸..... you might think. And it doesn't cost much either, because plastic crates and growbags are cheap ⁹..... for most people to afford. The watering system is probably the most ¹⁰..... part.

- | | | |
|------------------|--------------------|-------------|
| 1 a in | b for | c of |
| 2 a package | b produce | c recycle |
| 3 a eco-friendly | b energy-efficient | c open-plan |
| 4 a some | b any | c a few |
| 5 a on | b in | c of |
| 6 a a little | b much | c some |
| 7 a at | b after | c for |
| 8 a as | b than | c that |
| 9 a much | b enough | c too |
| 10 a popular | b tiring | c expensive |

Writing

6 Think of a house that you like. It can be a friend's house, the house of someone in your family or a house that you saw on TV. Write an email to a friend describing the house. Include this information:

- where it is, who it belongs to, and its general appearance.
- the rooms inside the house. What do they say about the personality and interests of the owner(s)?
- the things you like best about the house. Choose three adjectives that best describe the house.



De Stuurliu
in cooperation
with
Atelier Gras

5 No limits

Reading and vocabulary Taking risks

1 **SPEAKING** Look at the photos and discuss statements 1–4. Do you agree with them?

- 1 Small children take more risks than teenagers.
- 2 Boys take fewer risks than girls.
- 3 Teenagers often take risks when they want to be part of a group.
- 4 Seventeen-year-olds take more risks than younger teenagers.

2 Read the article. What does the author think about the statements in exercise 1? Has the article changed your opinion of any of them?

STRATEGY

Understanding pronoun referencing

When you read, notice the pronouns and think about what they refer to. Understanding pronouns will help you to understand the text. Pronouns can refer to:

- a word ■ a phrase ■ a whole sentence or idea

3 Read the strategy. Study the bold pronouns in the article. What do they refer to?

- | | |
|------------------|-------------------|
| 1 This (line 5) | 5 it (line 21) |
| 2 they (line 10) | 6 This (line 22) |
| 3 that (line 16) | 7 they (line 28) |
| 4 it (line 19) | 8 their (line 32) |

4 Match sentences A–G to gaps 1–5 in the article. There are two sentences that you do not need.

- A 'I just felt like it.'
- B Have you ever taken a risk to impress your friends?
- C You can get your dopamine fix in lots of other exciting ways.
- D They encourage us to take more risks.
- E Check out the latest theories and what you can do about it.
- F What has dopamine got to do with you?
- G Girls don't show off very often.

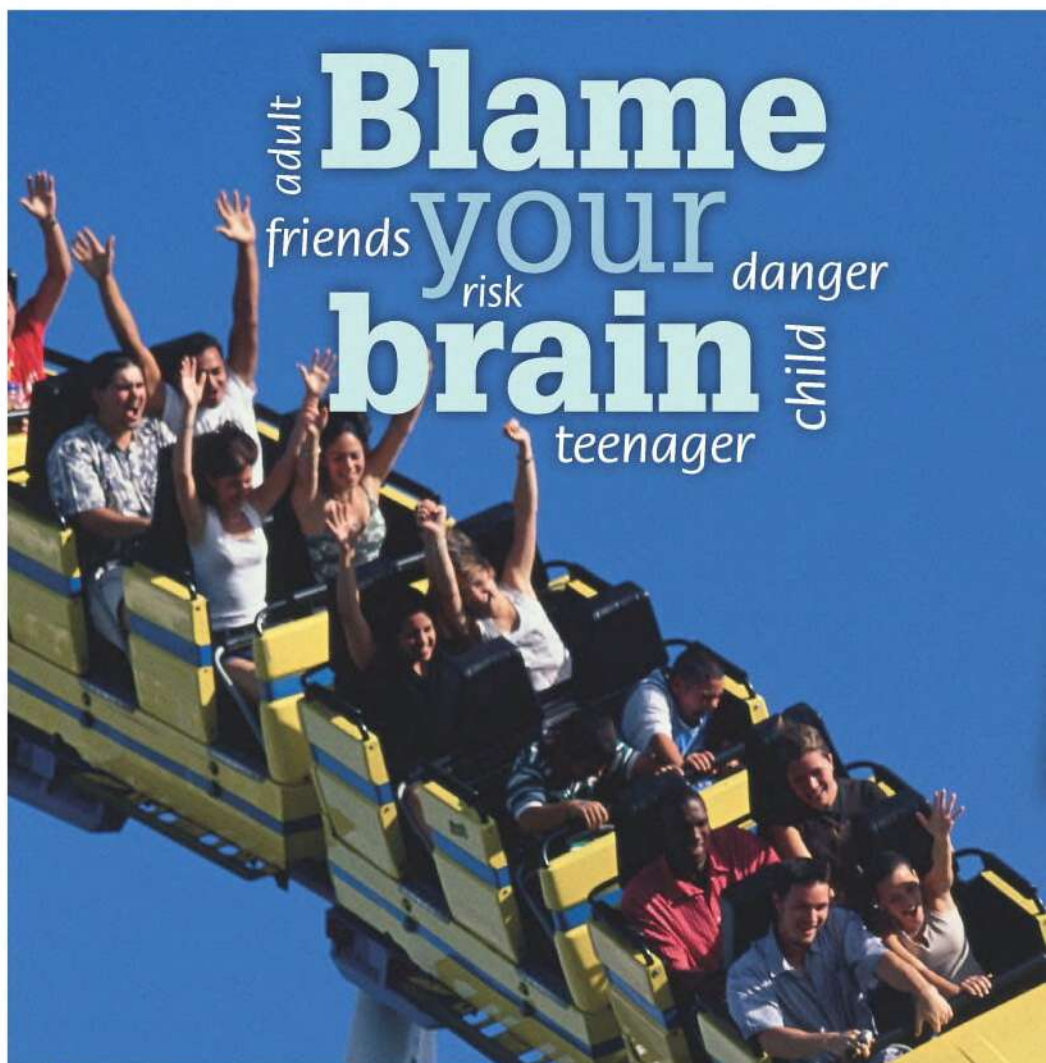
Vocabulary bank Generations page 138

V insight Adjective suffixes: -ing and -ed

5 Study the highlighted words in the article. Find the adjective forms of the verbs below. Then answer the questions.

- excite ■ frighten ■ amaze ■ surprise ■ embarrass

- 1 Which adjectives describe how someone feels?
- 2 Which adjectives describe what someone or something is like?



It's a fact: many teenagers take more risks than children and adults. The question is, why? ¹.....

The 'wow' factor

Have you ever been on a rollercoaster ride? How did you feel when you got off? **Excited?** **Amazed?** **This** is the 'wow' factor, the feeling of pleasure we get when we take and survive a risk. Scientists know that a brain chemical called dopamine causes this feeling of enjoyment. ²..... Well, some scientists believe that dopamine levels are sometimes lower in adolescence than **they** are in childhood. This means that some teenagers might need to take more risks to get the same 'wow' factor.

'I just felt like it'

Have you ever done something dangerous or **frightening** without thinking about what happens next? When an adult asks a teenager, 'What were you thinking of when you did **that?**' a common reply is, ³..... But the question misses the point, because the point is that the teenager might not have been thinking at all! The teenager had no intention of taking a risk, **it** just 'happened'. A few years ago, scientists made a **surprising** discovery: the teenage brain goes through many physical changes, and some parts of **it** develop later than others. The last part to fully develop is the frontal cortex. **This** is the area of the brain which allows us to do things such as controlling emotions and making good decisions.

This passage is heavily adapted from a section of *Blame My Brain – The Amazing Teenage Brain Revealed* by Nicola Morgan. Nicola Morgan is not responsible for the wording of this passage. For a clear understanding of the science, readers should refer to the original book.

Vocabulary: adjective suffixes: *-ing* and *-ed*; noun suffixes: *-ment* and *-ion*; base and strong adjectives; phrasal verbs: stages in a journey
Grammar: present perfect and past simple; *already*, *just* and *yet*; *for* and *since*

Speaking: discussing why people take risks; talking about experiences; talking about phobias; describing photos
Writing: a letter: description of a person



6 Complete each sentence with two adjectives formed from the verb in brackets. Use *-ed* or *-ing*.

- 1 It was a really match! Everyone was when our team scored a goal in the last minute. (excite)
- 2 I'm not like my friends. I hate things. I'm too to go on a rollercoaster ride. (frighten)
- 3 The skatepark was We were by how big it was. (amaze)
- 4 We're by the statistics. It's that boys take more risks than girls. (surprise)
- 5 I feel when I wear my bicycle helmet. It's because it's too big! (embarrass)

V insight Noun suffixes: *-ment* and *-ion*

7 Complete the table with words from the article and the sentences in exercise 4.

Verb	Noun
enjoy	1
2	development
3	encouragement
argue	4
5	impression
decide	6
intend	7
solve	8

8 Complete the news story with the correct form of a noun or a verb in exercise 7.

A party for 'friends'

When his parents went away for the weekend, 18-year-old Karl ¹ to have a party. He posted an invite on Facebook because he wanted to impress his girlfriend, Mim. He did, but he also made an ² on 200 other people. His invite was posted on other Facebook pages and 'friends of friends' didn't need much ³ to come.

At first, only a few people came, but as more teenagers arrived, people started to damage things and then they

started to steal. Karl asked some people to leave, but they just laughed. They had no ⁴ of leaving. Then he got into an ⁵ with another boy. Unfortunately, it ⁶ into a fight. Things were getting out of control and the only ⁷ was to call the police.

The next day, most people said they ⁸ the party and Karl got seventy-five 'likes' on his Facebook page. But Karl was in big trouble. The house was a mess and his parents were on their way back home.

9 SPEAKING Work in pairs. Interview your partner. Then read the key. Are they a risk-taker? Do you agree with the results?

Do you:

- 1 enjoy rollercoaster rides?
- 2 like films where you can't predict the ending?
- 3 do frightening things to impress your friends?
- 4 feel bored if you stay at home for a long time?
- 5 like to try new food you have never tasted before?
- 6 wear unusual clothes and enjoy looking different?
- 7 do things without thinking about 'what happens next'?

Are you a risk-taker?

KEY: If you answered 'yes' to more than five of these questions, then you are probably a risk-taker!

Peer pressure

⁴ Even teenagers who are not usually big risk-takers may suddenly do something dangerous because **they** want to show off or fit in. If you look at statistics, boys often take more risks than girls, perhaps because they don't want to be **embarrassed** in front of **their** friends – though girls dislike that, too. Boys are more likely not to wear seat belts or motorbike helmets, more likely to get into an argument or a fight, and more likely to carry a weapon, smoke and drink. But is taking risks really the best way to get people to respect, notice and like you?

What you can do

There's no easy solution, but try to make good choices and be independent. Don't get pushed into doing things by your friends.

⁵ Sports, rollercoasters, skateboarding, go-karting and trampolining will all give you the same 'wow' factor. And if you're around seventeen, stop worrying, because your brain has reached the stage where you can more easily make sensible decisions. You've survived up until now, so you've achieved a lot – well done!

5B ■ Grammar and listening Too young, too old?

1 SPEAKING Look at the profiles of Jordan Romero and Anthony Smith. What is unusual about them? What have they achieved? Why do you think they did it?

Present perfect and past simple

2 **1.24** Listen to an interview with a climbing instructor. Why did Jordan Romero climb Everest?

3 **1.24** Choose the correct answers. Then listen again and check.

- 1 How many mountains has Jordan Romero climbed?
 - a He's climbed eight mountains.
 - b He's climbed seven mountains.
- 2 When did he climb Everest?
 - a He climbed Everest in 2010.
 - b He climbed Everest in 2011.
- 3 How old was he then?
 - a He was thirteen.
 - b He was nine.
- 4 Has he been to Antarctica?
 - a Yes, he has.
 - b No, he hasn't.
- 5 Has Marco ever climbed with a young explorer?
 - a Yes, he's climbed with Jordan.
 - b No, he's never done that.

4 Study the questions and answers in exercise 3. Which sentences are in the past simple? Which are in the present perfect? Complete the rules.

- a We use to talk about an event that happened at a definite time in the past.
- b We use to talk about an event that happened at an indefinite time in the past.
- c We form the present perfect with the auxiliary verb and the past participle of the main verb.
- d We often use *ever* and *never* with the present perfect to talk about experiences. We only use in questions.
- e Compare the participles *been* and *gone*:
He's been to Antarctica. = He went to Antarctica and came back.
He's gone to Antarctica. = He went to Antarctica and is still there now.

Reference and practice 5.1 Workbook page 112

5 Complete the text about young adventurers with the correct form of the verbs in brackets.

6 SPEAKING Choose three of the activities below. Then ask and answer with a partner. Use the present perfect for the questions and the past simple to give more details.

- try a risky sport ■ watch an adventure film
- travel to another country ■ give money to charity
- be on a motorbike ■ fly in a hot-air balloon

Jordan Romero

Achievement: climbed Everest

Ambition: climb the highest mountain in every state of the USA

Recent activity: wrote a book

Interests: skiing, skateboarding, friends' parties



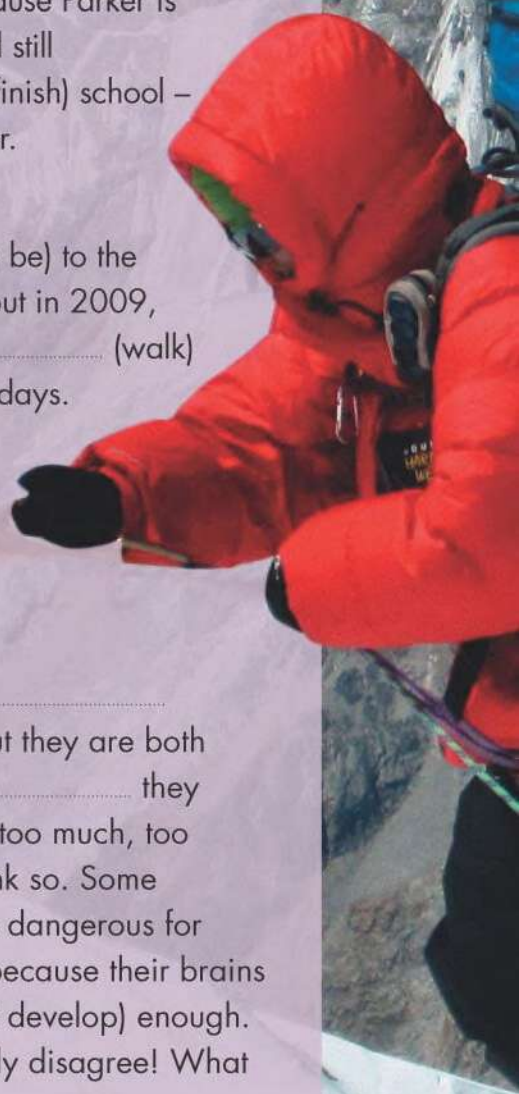
This month's

Young adventurers

Most people ¹ (never visit) the North Pole, but Parker Liautaud has. Last year, Parker ² (ski) 130 km across the Arctic in freezing temperatures. In the same year, he also ³ (start) a Facebook page about climate change. It's amazing because Parker is only sixteen years old and still ⁴ (not finish) school – he's a very young explorer.

⁵ you (ever be) to the South Pole? Maybe not, but in 2009, Katie Walter ⁶ (walk) there and back in twenty days. She was only seventeen years old and she ⁷ (make) a lot of money for charity.

Parker and Katie ⁸ (achieve) great things, but they are both still teenagers. ⁹ they (do) too much, too young? Some people think so. Some psychologists say that it's dangerous for teens to take these risks because their brains ¹⁰ (not develop) enough. Katie and Parker probably disagree! What do you think?



Have you ever tried a risky sport?

Yes, I have. I went skiing two years ago and broke my leg!

Anthony Smith

Achievement: flew a hot-air balloon from Zanzibar to East Africa

Ambition: climb a mountain, go skydiving

Recent activity: sailed across the Atlantic in a raft

Interests: science, gardening, reading



cool explorers

A veteran's story

Anthony Smith is an old-age pensioner from London. He ¹ a life full of adventure. When he was young, he ² biology at university. After that, he ³ a pilot and also ⁴ as a science correspondent for a newspaper. He ⁵ more than thirty books, but he ⁶ any films. In January 2012, he ⁷ from the Canary Islands to the Bahamas in the Caribbean. He wanted to prove that old people can still have adventures. He ⁸ alone. Three other old adventurers joined him. He ⁹ a lot of money for a charity that provides clean water for people in Africa, Asia and Central America. He ¹⁰ through seventy countries, but he ¹¹ to the South Pole. He ¹² an interview for our newspaper. You can read it in the next issue.

Present perfect with *already, just* and *yet*

- 7 Look at the profile of Anthony Smith, then read the advert he posted in a newspaper. What is it asking for? What type of person would answer the advert?

Fancy sailing across the Atlantic in a raft?

Famous traveller needs three crew.

Must be old-age pensioners.

Serious adventurers only.

- 8 Read the profiles of Jordan and Anthony again and complete the sentences.

- has *already* flown in a hot-air balloon.
- hasn't climbed a mountain *yet*.
- has *just* written a book.

- 9 Study the sentences in exercise 8 and complete the rules with *already, just* and *yet*. Then make three more sentences about Jordan and Anthony.

With the present perfect, we use:

- to talk about recent events.
- to talk about an event or action that happened sooner than expected.
- to talk about an event or action that has not happened.
- in negative sentences and questions. It goes at the end of the sentence.
- and before the past participle.

Reference and practice 5.2 Workbook page 113

- 10 Complete the text about a veteran's story with the present perfect or past simple form of the verbs below. Can you add *already, just* or *yet* to any of the sentences?

■ become ■ give ■ have ■ not be ■ not go ■ not produce
■ raise ■ sail ■ study ■ travel ■ work ■ write

- 11 **SPEAKING** Work in groups. How well do you know your classmates? Complete the profile for each person in your group. Then ask and answer to find out if your ideas are correct.

Name

Achievement:

Ambition:

Recent activity:

Interests:

DVD extra Great explorers: Edmund Hillary

5C ■ Listening, speaking and vocabulary Fears and phobias

1 SPEAKING Work in pairs. Look at the photos and the chart. Answer the questions.

- Do any of these things make you feel scared? Rate them on a scale of 0–5 (0 = not scared at all, 5 = terrified). Then compare your scores with a partner.
- Did anything score 4 or 5? Can you explain why?

Are you afraid of ...?

Score	0	1	2	3	4	5
the dark	○	○	○	○	○	○
small spaces	○	○	○	○	○	○
large crowds	○	○	○	○	○	○
heights	○	○	○	○	○	○
spiders	○	○	○	○	○	○
public speaking	○	○	○	○	○	○
flying	○	○	○	○	○	○
injections	○	○	○	○	○	○
exams	○	○	○	○	○	○
open spaces	○	○	○	○	○	○



- 1.25** Listen to the introduction to a programme about phobias. What is a phobia? Why do people have phobias?
- 1.26** Listen to three people talking about their phobias. Which phobias in exercise 1 do they mention?
- 1.26** Listen again and match speakers A–C to statements 1–8. There are two statements that you do not need.

- Speaker A** 1 This person thinks their phobia is silly.
Speaker B 2 This person thinks their phobia started in childhood.
Speaker C 3 This person can't stand cold weather.
 4 This person has a fear of heights.
 5 This person has the same fear as a parent.
 6 This person doesn't mind walking up stairs.
 7 This person doesn't like huge open spaces.
 8 This person asked someone for help with their phobia.

V insight Base and strong adjectives

5 1.27 Complete the table. Then listen and check your answers.

■ boiling ■ freezing ■ hilarious ■ huge ■ ridiculous ■ furious ■ terrible ■ tiny

Base adjectives	hot	silly	cold	big	funny	angry	small	bad
Strong adjectives	boiling (=very hot)							

- Which adjectives in exercise 5 would you use to describe these things?
 - the weather in Alaska ■ your favourite joke ■ an unpleasant experience
 - the temperature in the Sahara ■ a baby ■ how you feel when someone has lied to you

7 SPEAKING Work in pairs. Study the unusual phobias and answer the questions.

- Which do you think is the most ridiculous? Why?
- Which of these phobias might start when you are
 - a child? ■ a teenager? ■ an adult?


Fear of ...


- colours
- clowns
- cars
- the number 13
- storms
- dancing
- the sun
- youth
- school

Describing a photo

8 SPEAKING Work in pairs. Look at photos A and B and discuss the questions.

- 1 What type of event do you think it is?
- 2 What are the people doing?
- 3 How do you think they feel?
- 4 Which adjectives would you use to describe the events?
 - frightening ■ amazing ■ boring
 - ridiculous ■ exciting

9  **1.28** Listen to the dialogue. Which photo are the people talking about?

10  **1.28** Complete the phrases from the dialogue. Then listen again and check.

Locating

in the ¹
 in the foreground
 in ² of
 on the right / left
 next to

Describing

I can ³ that it's
 It shows
 In this photo, there is / are

Speculating

Judging ⁴ his face,
 He does ⁵ a bit
 It looks ⁶ it was

11  **1.29** Put the dialogue in the correct order. Then listen and check.

- **Hannah** It's in Dublin. It's a photo of a St Patrick's Day concert.
 **Josh** Hey, that's a nice picture. Where is it?
 **Hannah** Yes, it's a big celebration in Ireland on 17 March. There's usually a huge parade through the streets.
 **Josh** St Patrick's Day?
 **Hannah** Yes, we did. It was amazing!
 **Josh** I've never celebrated St Patrick's Day, but it looks fun. Is that you in the middle of the picture?
 **Hannah** Oh, these are shamrocks. It's the symbol of Ireland.
 **Josh** There are lots of people there. What are they waving?
 **Josh** That's interesting. Well, I bet you all had a good time!
 **Hannah** Yes, it is. And that's my cousin on the left. My friends Liz and Dora are just behind us.

12 Read the dialogue again. Underline more ways of locating and speculating.

13 SPEAKING Work in pairs. Look at the photo and prepare a dialogue. Use the dialogue in exercise 11 to help you.

Take turns to ask about the photo. Ask questions about:

- the place and the event: Where is it? What is it?
- the people: What are they doing? Why are they there? Who are they?



5D ■ Culture, vocabulary and grammar Antarctic adventure

1 **SPEAKING** Work in pairs. How much do you know about the Antarctic? Do the quiz. Then read the text and check your answers.

- The Antarctic is than the Arctic.
a colder b less cold
- Thousands of live there.
a polar bears b penguins
- The Inuit people have lived there.
a never b always
- It's dark
a all year round b for half the year
- It's the place on Earth.
a wettest b driest

2 Read the text again and answer the questions.

- What job does Brita do?
- How was Amundsen's expedition different from Scott's?
- Why did most of Scott's team go back?
- Why was Scott disappointed when he got to the South Pole?
- What problems did he experience on the way back?
- What makes Scott's boots special?
- Why does Brita think Scott's story is an inspiration?

3 **SPEAKING** Work in groups. Discuss the questions.

- Do you think it is important to preserve historic buildings like Scott's Hut? Why / why not?
- Which famous explorers do you know of? What did they explore / discover? Are there any from your country?

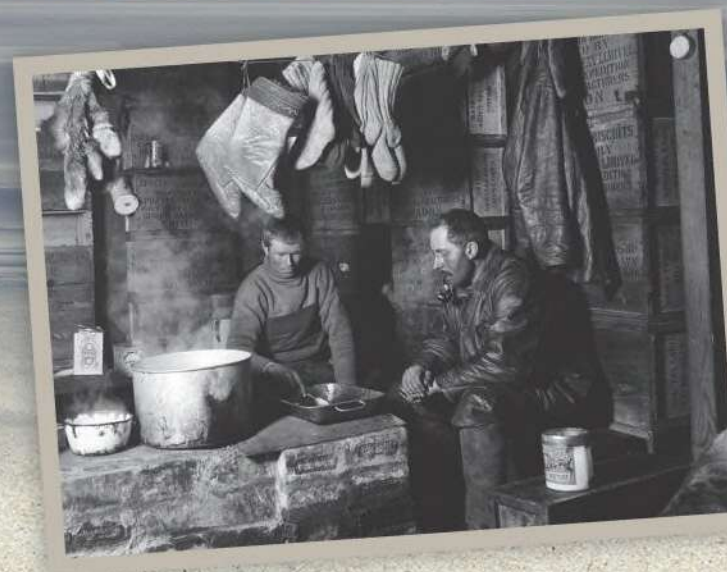
V insight Phrasal verbs: stages in a journey

4 Study the highlighted phrasal verbs in the text. Then read sentences 1–8 and replace the words in *italics* with the correct phrasal verb.

- Last August we went on a road trip. The first day of the holiday, we *began our journey* from home.
- After a few kilometres, we decided to *stop for a short time* and have breakfast at a small café.
- We were there for an hour, then we *continued* with our journey.
- Unfortunately, it started to rain. Then we *travelled down* the wrong road and got lost.
- Later, things got worse and the car *stopped working*. Dad's mobile phone stopped working, too!
- We spent half an hour repairing the car, but in the end we *stopped trying*.
- We decided to *go in the opposite direction* and go home, so we got out of the car and started walking.
- We didn't *meet or find* any other cars or people all the way home!

5 **SPEAKING** Have you ever been on a long or eventful journey? Where were you going? Describe the journey.

Eyewitness account: Scott's Hut



Brita Harding is a scientist and she's been in Antarctica for five weeks. She is working in a small building called Scott's Hut and helping to preserve it. The British explorer Captain Robert Scott used the hut as a base camp in 1911.

The Antarctic is the driest, coldest and windiest continent in the world. It's dark for six months of the year and not many animals live here, apart from penguins. There are no native people like the Inuits, and tourists never **stop off** to explore. It's easy to understand why. It isn't the best place to live and work and it's freezing at the moment – we've had temperatures of -73°C since Monday!

Every day, I **go down** to Ross Island and work in Scott's Hut with other scientists. Inside there are books, wooden skis, biscuits, penguins' eggs and many other interesting things. All these things have been here for a hundred years and they're completely frozen. That's why we want to save the hut – it brings Scott's expedition to life!

The race to the South Pole is a famous story. Captain Scott and a Norwegian explorer called Roald Amundsen both wanted to get there first. They both prepared for many months, but in the end their expeditions were very different: Amundsen used dogs to pull his sleds and Scott used motorized sleds and horses. Amundsen had good weather during his expedition, but Scott had bad weather. When Scott's team **set out** from the hut on 1 November 1911, there were terrible snow storms and the sleds **broke down**. After a few weeks, the horses died and most of his team **turned back**. In the end, only five men **carried on** to the South Pole: Scott, Oates, Evans, Bowers and Wilson.



On 17 January 1912, Scott's team reached the Pole and **came across** the Norwegian flag – Amundsen's team were there before them and were already racing back to tell the world. Tired and disappointed, Scott made his way back home, but the return journey was a nightmare. They ran out of food and got lost in snowstorms; then on 17 February, Evans had a bad fall and died. A month later, Oates walked into a snow storm and disappeared. Scott, Bowers and Wilson stayed in the tent for two more weeks. Sadly, the storm didn't stop, so they died. They were only eighteen kilometres from a supply of food.

In Scott's hut, there is a pair of old explorer's boots. Scott wore these boots for years and they are dirty and broken, but they're very special, too. They tell us Scott's story – that he was hard-working, ambitious and determined, and that he pushed himself to the limit. Although the journey was terrible and terrifying, Scott never **gave up**, and that's an amazing achievement.



Present perfect with *for* and *since*

6 Read the sentences and answer the questions.

We've had temperatures of -73°C **since** Monday.

The skis have been in the hut **for** a hundred years.

How long have you lived in the Antarctic?

- When did it start getting very cold? Is it still very cold today?
- When did Scott first put the skis in the hut? Are they in the hut now?
- Do the sentences refer to the present, the past, or both?
- We use *for* and *since* with the present perfect to say how long a situation has existed. Which word do we use with a period of time? Which one do we use with a point in time?
- Which question word do we use with the present perfect when we want to know the duration of an activity?

Reference and practice 5.3 Workbook page 113

7 Read the email from Brita to a friend. Complete the text with the present perfect or the past simple form of the verbs in brackets.



Hi Carine

I ¹..... (live) in Antarctica for two months now and it's been an interesting experience. It's an amazing place, but I ²..... (not see) my family since Christmas and I'm starting to feel homesick. It's summer here now, so lots of scientists ³..... (arrive) recently. More come in the summer as they can do more research.

One of my friends is a biologist and he's studying penguins. He ⁴..... (tag) hundreds since he arrived. But he ⁵..... (not do) any tagging since Monday this week because the weather has been terrible. No one ⁶..... (be) outside because there's a 'category 2' warning, which means there's a huge snow storm. I ⁷..... (have) two thick jumpers on for days, but I still feel cold!

I ⁸..... (not send) an email last week because I didn't have any news – I ⁹..... (stay) in my room all week, read books about astronomy and wrote my blog. I also ¹⁰..... (chat) with Max, one of the scientists. Have I told you about him? He ¹¹..... (live) here for six months and he's studying astronomy. It's easier to see the night sky as there's no light pollution here. I have to go now, but I'll write again next week.

Brita

8 SPEAKING Work in pairs. Student A is a scientist who works in the Antarctic. Student B is an interviewer for a radio programme. Use the email in exercise 7 to help you.

Interviewer Where do you live in the Antarctic?

Scientist I live in a research station near Ross Island.

Interviewer How long have you lived there?

Scientist I've lived here since December.

Vocabulary bank Personality adjectives page 138

My page



This month's competition is all about inspirational people.

- Write a description of a person you admire. It can be a famous person, a friend or a member of your family.
- Say why they are special and what they have achieved!
- Send in your description with a photo by Friday, 16th January.
- Winners will get a copy of the best-selling book *Teens Can Make It Happen* by Stedman Graham.

- 1 SPEAKING** Read the magazine competition announcement. What prize is the winner going to receive? Have you ever taken part in a magazine competition?
- 2** Read competition entries A and B on page 65. Which description is about a friend? Which description is about someone famous?

STRATEGY

Paragraphs and topic sentences

When you write, always organize your ideas into paragraphs.

- The introduction tells you what the text is going to be about.
- The middle paragraph(s) give background information and details.
- The conclusion repeats and summarizes the ideas from the introduction.

In each paragraph there is always a topic sentence which introduces the topic and often summarizes what the paragraph is about. The topic sentence is usually at the beginning of a paragraph.

- 3** Read the strategy. Then read description A again and put the paragraphs in the correct order.
- 4** Complete description B with topic sentences a–c.
 - People say you shouldn't judge by appearances and that's true.
 - Things aren't always easy for Stacey.
 - My best friend Stacey is a person I admire.

Expressing addition

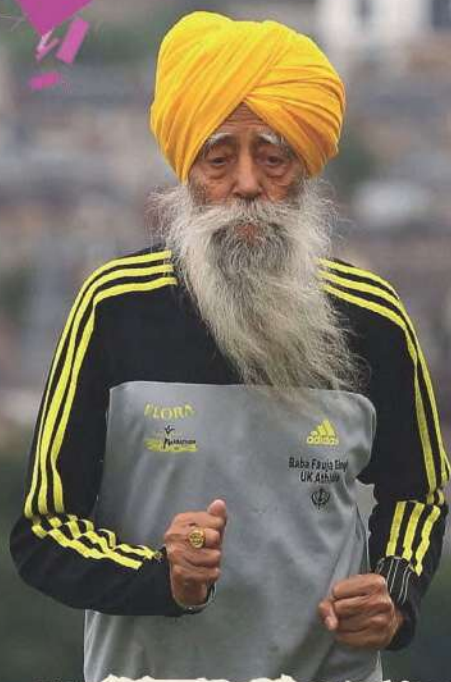
- 5** Study the highlighted words in descriptions A and B. Complete the rules.

We use addition linkers to join ideas and add information when we write. We can use:

- as well* and at the end of a sentence or new idea.
- before a main verb, but after auxiliary verbs and *be*.
- and *what's more* at the beginning of a sentence or new idea.

- 6** Choose the correct words.

- Marathon running is fun. **In addition**, / **As well**, it's good for your health.
- My sister is hard-working. She's very ambitious **as well** / **in addition**.
- My cousin got fantastic exam results. He **also** / **what's more** passed his driving test!
- These trainers are comfortable. They are **in addition** / **also** very light.
- My friend Sarah is amazing at tennis. She's good at basketball, **too** / **also**.
- My dad is brilliant at chess. He can **also** / **too** do crosswords.
- Jaime speaks English well. **What's more**, / **Too**, he can speak Spanish and German.



A

Fauja started running when he was 89 years old, and you may wonder why. When his wife died, he moved from India to the UK to be with his son. He wanted something to focus on and running provided that. Fauja ran his first race in 1992 and since then has run marathons around the world. He's **also** broken many records and he's made a lot of money for charity, **too**.

When Fauja Singh runs a marathon, he never gives up. He always carries on. 'I don't want to stop,' he says. 'I want to die running.' And that's why I admire him.

Fauja Singh is a person I admire. Fauja shows that old people can achieve amazing things, just like young people. In 2011, when Fauja was one hundred years old, he became the oldest person to run a marathon. That's an incredible achievement!



B

1 She's taught me not to judge people by their appearances. **What's more**, she is a very brave person.

2 I met Stacey when we were both twelve years old. She was in my class, but I didn't talk to her at first. I was embarrassed because Stacey looked different. You see, Stacey uses a wheelchair. Then one day, in sports class, we played basketball. Stacey joined in and we had a lot of fun. **In addition**, she was a really good player! I started talking to Stacey and found that we had a lot in common.

3 It's difficult to open doors when you're in a wheelchair. People sometimes ignore you **as well**. 'We're all different,' she says, 'but it's good to be different.' But Stacey never complains about her disability – she just smiles and carries on, and that's why I admire her.

WRITING GUIDE

■ **Task** Think of a person you admire. Write a letter with a description of the person to enter the *My page* competition.

■ **Ideas** Decide who you are going to write about and make notes.

- 1 Make a list of people you admire. Decide who you are going to write about.
- 2 Make notes about:
 - why you admire them.
 - the things they have achieved.
 - if it's a friend, how you met them.
 - their personal qualities.

■ **Plan** Decide which ideas you are going to use and match them to these paragraphs.

Paragraph 1: Say who you admire and why.

Paragraph 2: Give background information. Talk about their achievements, or how you know them.

Paragraph 3: Say why you admire them again.

■ **Write** Write your letter. Use the paragraph plan to help you.

■ **Check** Check the following points.

- Are your ideas divided into paragraphs?
- Does each paragraph have a clear topic and a topic sentence?
- Have you checked spelling, grammar and punctuation?

Vocabulary insight 5 Phrasal verbs: understanding the particle

1 Work in pairs. Study the words below. Which ones are not phrasal verbs? How do you know?

- play games ■ look after ■ sit down ■ feel bored
- go out ■ take risks ■ look up

STRATEGY

Understanding the meaning of the particle in phrasal verbs

A phrasal verb is a combination of two or three words: a verb and at least one particle (a preposition or an adverb). Some of the most common particles are *at*, *back*, *down*, *for*, *in*, *off*, *on*, *out*, *to*, *up* and *with*. The same particle can have different meanings in different phrasal verbs. For example, *out* and *up* have several meanings:

OUT

- sharing: Share the chocolates out between you.
- leaving: We set out early on our trip.
- removing: I've just had a tooth taken out.

UP

- moving from a low to a high position: Please stand up when the head teacher comes into the room.
- finishing: I've used up all my money.
- increasing: He grew up on a farm in Ireland.

Knowing the possible meanings of a particle will help you to understand new phrasal verbs.

2 Read the strategy above. Then study the underlined phrasal verbs in the sentences below and match the particles to meanings a–f.

- 1 She went over to the crying child and picked him up.
- 2 I got some fruit juice out of the fridge and drank it.
- 3 The price of petrol has gone up again.
- 4 I went around the guests, serving out tea and biscuits.
- 5 They ate up the rest of the cake.
- 6 We started out at six in the morning and arrived at lunchtime.

- a increasing
- b finishing
- c removing
- d sharing
- e leaving
- f moving from a low to a high position

3 Choose the correct words.

- 1 Ann, can you help me to give **out** / **up** the dictionaries?
- 2 Please turn the music **out** / **up**. I can't hear it.
- 3 Don't leave your coat on the floor! Pick it **out** / **up** and put it in your wardrobe.
- 4 Drink **out** / **up** all your milk!
- 5 I took the books **out** / **up** of my bag and started doing my homework.
- 6 They checked **out** / **up** of the hotel at eight o'clock.

4 Complete the sentences with the correct form of the phrasal verbs below.

- eat up ■ get up ■ go out ■ hurry up ■ rub out

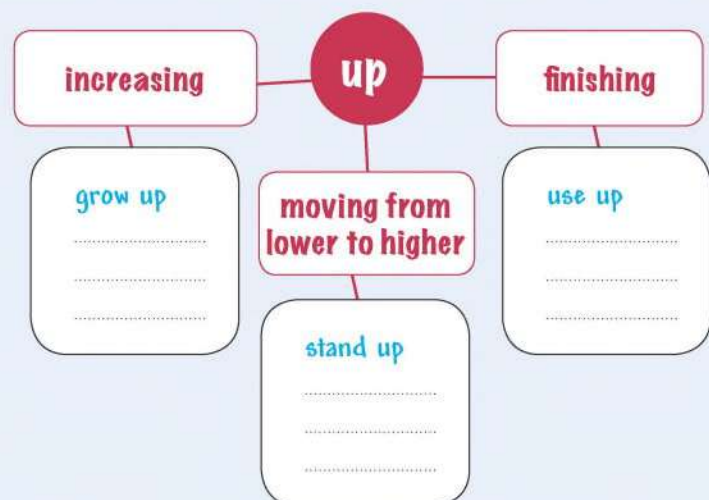
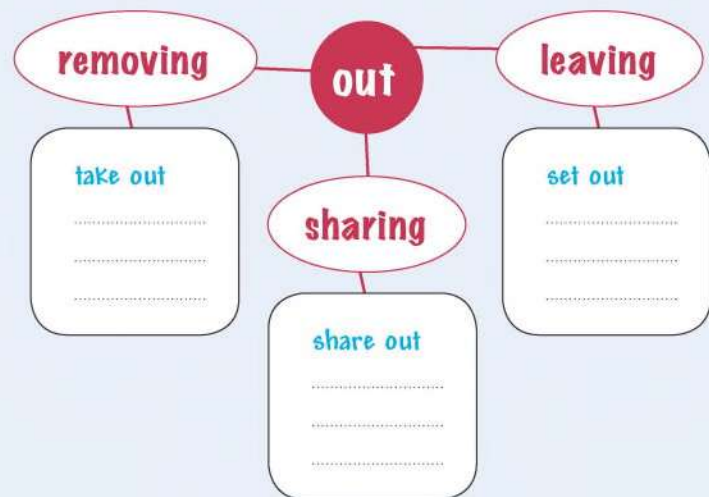
- 1 I at six o'clock this morning and had a shower.
- 2 Dad, I'm just See you later.
- 3 your sandwich and let's go.
- 4! We're going to be late.
- 5 The teacher the drawing on the board and wrote the date.

STRATEGY

Recording phrasal verbs

It is useful to group and record phrasal verbs by the meaning of the particle. A mind map can be a good technique to use. You can add more phrasal verbs to the group as you learn them.

5 Read the strategy above. Put the phrasal verbs from exercises 2, 3 and 4 under the correct particle meaning in the mind map. Can you add one more phrasal verb for each particle meaning?



6 Work in pairs. Take turns to say a sentence using a phrasal verb from exercises 2, 3 and 4. Your partner has to guess the meaning of the particle.

- A Bus ticket prices have gone up.
- B Increasing.
- A Correct!

Vocabulary

- 1 Complete the text with the adjective form of the verbs in brackets. Use *-ed* or *-ing*.

People say that bungee jumping is ¹..... (amaze), but I'm not so sure. I once saw a video of a jump that went wrong and the images were quite ²..... (frighten). They showed a woman jumping at the Victoria Falls in Zambia. She was very ³..... (excite) before the jump, but it nearly ended in disaster. The bungee broke and she fell into the river below, which was full of crocodiles. The ⁴..... (surprise) thing is that the woman survived the experience, but she says she was very ⁵..... (frighten) and she would never do it again.

Marks / 5

- 2 Complete the sentences with the noun form of the underlined verbs.

- I enjoy skiing.
I get a lot of out of it.
- Mike impressed the interviewer.
He made a good
- We've solved the problem.
We've found a
- They didn't intend to do it.
It wasn't their
- Technology develops quickly today.
There are a lot of new in technology.

Marks / 5

- 3 Replace the words in *italics* with strong adjectives.

- Canada is a *very big* country. It's 9,984,670 km².
- It's *very hot* in Death Valley, California. The temperature goes up to 49°C!
- British comedian Peter Kay is *very funny*. He's sold over ten million DVDs.
- The Razzies are prizes for *very bad* films. They're the worst films of the year.
- Monaco is a *very small* country. It's only 2 km².

Marks / 5

- 4 Match the words in A to the words in B to make phrasal verbs. Then complete the sentences with the correct form of the verbs.

A ■ break ■ come ■ set ■ stop ■ turn
B ■ across ■ back ■ down ■ off ■ out

- They some old friends at the hotel they were staying at.
- We at a petrol station to ask for directions.
- Can you help me? My car
- They early tomorrow to avoid the traffic.
- It started to rain, so we and went home.

Marks / 5

Grammar

- 5 Complete the dialogue with the present perfect or the past simple form of the verbs in brackets.

Ewan ¹..... you ever (climb) a mountain?

Max Yes, I have. I ²..... (go up) Snowdon in Wales with my brother last year. It ³..... (not take) long and we ⁴..... (have) a great view from the top. I ⁵..... (do) a lot of climbing with my brother. He's very good.

Ewan ⁶..... he ever (think) about climbing abroad?

Max Yes, but he ⁷..... (not try) it yet. Right now, he only goes climbing in the UK. Last month, he ⁸..... (fly) to Scotland to climb Ben Nevis.

Ewan ⁹..... he (get) to the top?

Max No, the weather was bad, so he ¹⁰..... (give up) before he reached the top.

Marks / 10

- 6 Choose the correct words.

- I've **just / yet / already** bought a new bike. Do you want to see it?
- Charlie can't go out. He hasn't done his homework **just / yet / already**.
- We've **just / yet / already** seen that film. We went to the cinema last month.
- Can we go home? Has the match finished **just / yet / already**?
- We are thirty minutes late. The concert has **just / yet / already** started.
- Tessa can't ski. She hasn't had lessons **just / yet / already**.
- They're wearing pyjamas. They've **just / yet / already** got up.

Marks / 7

- 7 Complete sentence b so that it has a similar meaning to sentence a. Use the present perfect form of the verbs in brackets with *for* or *since*.

- a Harry met Kate five years ago. (know)
b Harry five years.
- a The last time I had a holiday was in January. (not have)
b I January.
- a Caitlin became a doctor in 2010. (be)
b Caitlin 2010.
- a We came here eight years ago. (live)
b We eight years.
- a The last time Rob saw his family was in May. (not see)
b Rob May.
- a You lost your job six months ago. (not work)
b You six months.
- a I started learning English when I was eight. (study)
b I I was eight.
- a The last time it rained was five weeks ago. (not rain)
b It five weeks.

Marks / 8

Total / 45

Grammar reference and practice 1

1.1 Present simple and present continuous

Present simple

Affirmative and negative			
I			in a city.
We	live		
You	don't (= do not) live		
They			
He	lives		
She	doesn't (= does not) live		
It			
Questions and short answers			
Do	I we you they	live in a city?	Yes, I do. No, I don't.
Does	he she it		Yes, he does. No, he doesn't.

Spelling rules: third person singular

- Most verbs: add -s
- Verbs ending in -s, -sh, -ch, -o, -x: add -es
- Verbs ending in consonant + -y: change -y to -ies

Use

We use the present simple to talk about:

- habits and everyday routines, normally with adverbs of frequency such as *always, usually, often, sometimes, rarely* and *never*. We can also use time expressions such as *every evening / Monday / winter* or *in the morning / evening, etc.*
I sometimes get up late on Sunday.
Diana travels to Latin America every summer.
 Note that adverbs of frequency go immediately before the main verb, but after the verb *be*. Longer time expressions usually go at the end of the sentence.
Do you always do your homework before dinner?
The school is never open on Sunday.
The school usually closes in the afternoon.
- facts and general truths.
AnniKa and Elly come from the Netherlands.
December isn't a warm month in Europe.
- states. Some verbs that describe states are *believe, hate, know, like, love, need, prefer, understand, want*.
Erdem knows the names of all countries in Africa.
Do you want to work on one of our projects?

1 Choose the correct words.

- Carol **go** / **goes** to school by train.
- My father often **flies** / **fly** to Italy for his work.
- Helen **washes** / **wash** her hair every day.
- Our friends don't **lives** / **live** very far from here.
- Does** / **Do** Paul have a big family?
- My sister **don't** / **doesn't** finish school at 4 p.m.

2 Put the words in order to make sentences.

- don't / I / have breakfast / usually / .
.....
- your brother / a new car / every year / buy / does / ?
.....
- never / before eleven o'clock / we / go to bed / .
.....
- is / often / Paula / late for class / .
.....
- we / at home / sometimes / have our lunch / .
.....
- always / Simon's parents / in the evening / watch TV / .
.....
- have / in the afternoon / rarely / lessons / they / .
.....
- cinema / you / go / do / the / to / often / ?
.....

Present continuous

Affirmative and negative			
I	'm (= am)		playing tennis.
	'm not (= am not)		
He	's (= is)		
She	isn't (= is not)		
It			
We	're (= are)		
You	aren't (= are not)		
They			
Questions and short answers			
Am	I		Yes, I am. No, I'm not.
Is	he she it	playing tennis?	Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Spelling rules: -ing form

- Most verbs: add -ing
- Verbs ending in -e: remove -e and add -ing
- Verbs ending in -ie: change -ie to -ying
- Short verbs ending consonant + vowel + consonant: double the final consonant and add -ing

Use

We use the present continuous to talk about:

- actions that are happening at the time of speaking, often with expressions such as *at the moment* and *now*.
Where is Peter? – He's having lunch at the moment. I can't talk right now. I'm eating dinner.
- actions that are happening around now, but perhaps not at the moment of speaking.
Paul is teaching English in Africa. (He isn't necessarily teaching English right now.)
Freya is studying Japanese at university. (She isn't necessarily having lessons right now.)
- planned future arrangements, usually with time expressions such as *tomorrow*, *tonight* and *this afternoon / week / Friday*.
I'm flying out to Africa tomorrow.
What are you doing tonight?
Sandra isn't going on holiday this summer.

3 Complete the sentences. Use the present continuous form of the verbs in brackets.

- 1 It (snow) at the moment.
- 2 I (not do) anything right now.
- 3 Gina and Paul (try) to make a meal over a fire.
- 4 you (write) your essay?
- 5 They (not open) the new school this month.
- 6 What time we (leave) on Friday?

4 Complete the sentences. Use the present continuous form of the verbs below.

■ brush ■ not organize ■ get ■ make ■ play ■ do

- 1 It's nearly seven o'clock.
you ready?
- 2 Leo a mess with those paints.
- 3 I'm nearly ready. I my teeth.
- 4 We the party. Kim is doing it.
- 5 She isn't very good at cooking, but she her best.
- 6 Chris and Phil tennis this afternoon.

5 Complete the sentences. Use the present simple or present continuous form of the verbs in brackets.

- 1 Can you help me? I (look) for a good hostel.
- 2 The children's English isn't very good, but it (get) better.
- 3 My friend and I (chat) online about twice a week.
- 4 (Sally and Naomi / come) to watch the match later?
- 5 I (not have) the same thing for breakfast every day.
- 6 This project is hard work. You (need) to be very fit and healthy.
- 7 We (meet) Samuel at eight o'clock tonight.
- 8 (you / prefer) hot or cold weather?

1.2 ■ Articles

a / an

We use *a / an* before singular countable nouns when:

- we mention something for the first time.
When they first arrived, they lived above a bakery.
- we describe a person or thing.
It's a lovely day.
He's from a poor family.
- we say what someone's job is.
Her mother is a cleaner.

the

We use *the* before singular and plural countable nouns, and uncountable nouns when:

- we refer to something that was mentioned before.
Tomas bought a food stall. The stall did very well.
- there is only one of something, or when it is clear which one we mean because of the context.
Wait for me at the station. (There is only one station.)

no article

We use no article with:

- plural or uncountable nouns when we talk about something in general.
Bakers make bread and cakes.
- names of people, streets, cities, mountains, countries, languages and continents (*Uncle Peter, Caracas, Everest, Africa*). Note that there are exceptions to this rule: we use *the* before some countries, regions and mountains such as *the USA, the UK, the Middle East, the Rocky Mountains*. We always use *the* with rivers, seas and oceans such as *the Hudson river, the North Sea, the Pacific Ocean*.

1 Complete the sentences with *a / an* or *the*.

- 1 We had a great meal in Indian restaurant called Mumtaz.
- 2 Let's eat in restaurant across the road tonight.
- 3 bank that my father works in is opposite my school.
- 4 Gina works in bank. I don't know which one.
- 5 I talked to interesting woman at the bus stop this morning.
- 6 woman who lives next door used to be an actress.

2 Add *the* once or twice to each sentence.

- 1 It rains a lot in UK.
- 2 When was last time you saw Aunt Carla?
- 3 It's been very wet recently. Rain is damaging flowers in our garden.
- 4 We're spending some time in France. We're staying in an apartment near river Seine.
- 5 We got to airport very early, and had to wait a long time for flight.
- 6 You can't eat in here. Look at signs on walls.
- 7 Dog looked very thirsty, so we went to look for water.
- 8 Don't ever look directly at sun.

Grammar reference and practice 2

2.1 Past simple

Affirmative and negative			
I You He / She / It We They	lived didn't (= did not) live	here.	
Questions and short answers			
Did	I you he / she / it we they	live here?	Yes, I did. No, I didn't.

Spelling rules

- Most regular verbs: add *-ed*
- Regular verbs ending in *-e*: add *-d*
- Short regular verbs ending in consonant + vowel + consonant: double final consonant and add *-ed*
- Regular verbs ending consonant + *-y*: change *-y* to *-ied*

Many verbs have irregular past simple forms, for example, *have* → *had*, *know* → *knew*, *teach* → *taught*. They form questions and negatives in the same way as regular verbs. The verb *be*, however, is different. The past simple affirmative forms of *be* are *was* and *were*. The negative forms are formed by adding *n't* (= *not*).

You / We / They were excited about the trip.

I / He / She / It wasn't very old then.

The past simple question form of *be* is formed by changing the order of the subject and the verb.

Were you / we / they excited about the trip?

Use

We use the past simple for:

- a completed past action or a past state. We often use it with expressions that show when things happened, such as *yesterday*, *ago*, *when I was a child*, *in April / 2008*, *last night / week / month / year*, etc.
The train left the station two minutes ago. You missed it. We helped the lady with her bags. She was very old.
- a past habit, often with adverbs of frequency and time expressions such as *every week / Monday / summer / year*.
They visited their grandparents every Sunday.
- a sequence of actions in the past.
The man crossed the road and went into a café.

1 Choose the correct words.

- What did you **buy / bought** at the shops?
- It **stopped / stop** raining.
- I didn't **liked / like** the hotel.
- George **didn't be / wasn't** in class yesterday.
- Did you **caught / catch** the train on time?
- She **study / studied** French at university.

2 Complete the sentences. Use the past simple form of the verbs in brackets.

- We're hungry because we (not have) breakfast this morning.
- (your mum and dad / buy) a new car recently?
- When Jack was younger, he (spend) every summer by the sea.
- Ella (go) into town, had coffee with her friends and then came back home.
- The shops in town (not be) very busy yesterday.
- When (you / learn) to speak French?
- I (run) all the way home to see my favourite TV programme.
- (they / travel) by train or by bus?
- Alina (not come) to see us last weekend.
- (she / forget) the name of the hotel where they stayed?

2.2 Past continuous

Affirmative and negative			
I He She It	was wasn't (= was not)		travelling very fast.
We You They	were weren't (= were not)		
Questions and short answers			
Was	I he she it	looking at a map?	Yes, I was. No, I wasn't.
Were	we you they		Yes, we were. No, we weren't.

Use

We use the past continuous for:

- background descriptions, especially in stories.
The sun was shining and the birds were singing.
- actions in progress at a specific time in the past.
What were you doing at 3 p.m. on Wednesday?
I was watching TV and my brother was listening to music.

We often use the past continuous and the past simple together for a longer action interrupted by a shorter action.

It was raining when we left the house.

We do not use the past continuous with state verbs such as *believe*, *need*, *understand*, etc. but we often use it with verbs which show that the action or event has duration such as *wait*, *live*, *work*, *rain*, etc.

1 Complete the sentences. Use the past continuous form of the verbs below.

- hope ■ talk ■ not sit ■ have ■ call ■ not listen
■ send ■ watch

- We a fantastic time at the party.
- Joe tried to tell her the truth, but Eva to him.
- Who you an email to?
- I to get a bike for my birthday, but I got a new football.
- Tim my name?
- The people at the concert down because there weren't any seats.
- The TV was on, but no one it.
- Sorry, you to me?

2 Complete the sentences. Use the past continuous form of the verbs in brackets.

- You were shouting in your sleep. What (you / dream) about?
- Dan and Dave (not swim) in the sea. They were on the beach.
- When I woke up, I (lie) on the floor.
- We (get) ready for the party when you phoned.
- Why (Fred / run) to school? He wasn't late.
- I wasn't at home at ten o'clock. I (help) my uncle in his garden.
- What's the name of the girl you (talk) to last night?
- Kim and I (wait) for you in the park. Why didn't you come?

3 Write sentences without changing the word order. Use the past simple and past continuous in each sentence.

- Maya / walk / to school / when / she / meet / Lola
.....
- we / sit / by the pool / when / it start / to rain
.....
- when / the bus / come, / Joe / buy / a magazine
.....
- when / you / phone / me, / I / bake / a cake
.....
- Carla / not smile / when / I / look / at her
.....
- the children / not play / outside / when / the accident / happen
.....
- when / the police / stop / him, / he / drive / home
.....
- I / read / your email / when / they / arrive
.....

2.3 ■ while, as and when

- We use *while* and *as* with the past simple and past continuous to talk about actions that take place at the same time. Generally, *while* and *as* are used to introduce longer actions.

While you were having lunch, I was working hard in the garden.

They arrived as I was leaving.

- We use *when* to introduce a shorter action that interrupts a longer one.

He was walking home when he met an old friend.

- We also use *when* to talk about an event that is immediately followed by another event.

When it stopped snowing, we went outside.

- We can use *when*, *as* or *while* at the beginning of a sentence or in the middle. If it is used in the middle, there is no comma.

I was working hard in the garden while you were having lunch.

We went outside when it stopped snowing.

1 Choose the correct sentence ending.

- I was crossing the street
 - while I heard the shop window break.
 - when I heard the shop window break.
- While I was repairing my bike,
 - I cut my hand.
 - I was cutting my hand.
- The sea was coming in quickly as
 - we were walking along the beach.
 - we walked along the beach.
- When we stopped the car to look at the map,
 - while we were realizing we were lost.
 - we realized that we were lost.
- As Dave was putting up the tent,
 - when Mark made dinner.
 - Mark was making dinner.
- The ferry left
 - while the passengers were getting on.
 - when the passengers got on.
- I heard a strange noise
 - just as I was falling asleep.
 - when I fell asleep.

2 Complete the sentences with *while*, *as* or *when*. Sometimes more than one answer is possible.

- No one was listening Sam was telling the joke.
- Everyone laughed Karen told the joke.
- we were planning our route, the wind blew the map away.
- we planned our route, we didn't have a very good map.
- Sue and Ian decided to get a sandwich they were waiting for you.
- Were you annoyed Ryan arrived late?

Grammar reference and practice 3

3.1 ■ Determiners

These determiners are used to talk about quantity: *some, any, a little, a few, much, many, a lot of*.

We use *some* and *any* before uncountable nouns or plural countable nouns to mean 'a number of' or 'an amount of'.

- *Some* is used in affirmative sentences.
I've got **some** apples. There's **some** tea on the table.
- *Any* is used in negative sentences and in questions.
Did the supermarket have **any** chicken?
We haven't got **any** carrots.
Have you got **any** bananas?
There isn't **any** meat in the fridge.
- *Some* can also be used in questions, but only if they are offers or requests.
Would you like **some** cake?
Can I have **some** cake?

We use *a little* and *a few* to refer to small amounts.

- We use *a little* with uncountable nouns.
We **only need a little** milk for the cake.
- We use *a few* with plural countable nouns.
Meals are healthier if you add **a few** vegetables.

Much and *many* are used in negative sentences and questions to talk about larger quantities.

- We use *much* with uncountable nouns.
Have you got **much** rice?
There isn't **much** coffee.
- We use *many* with plural countable nouns.
Are there **many** glasses in the cupboard? ~ Yes, but there aren't **many** plates.

We generally use *a lot of* to talk about larger quantities in affirmative sentences, for both uncountable and plural countable nouns. It is also possible to use *a lot of* in negatives and in questions.

Ellie eats **a lot of** fruit and vegetables.
A **lot of** people like Italian food.

1 Choose the correct sentence in each pair.

- 1 a I've got a lot of milk.
b I've got much milk.
- 2 a There isn't many coffee left.
b There isn't much coffee left.
- 3 a I'm only buying a little grapes.
b I'm only buying a few grapes.
- 4 a We haven't got any ice cream, I'm afraid.
b We haven't got some ice cream, I'm afraid.
- 5 a Can I have any tea?
b Can I have some tea?
- 6 a Do you want much bottles of water?
b Do you want many bottles of water?
- 7 a People eat much junk food these days.
b People eat a lot of junk food these days.
- 8 a Are there any onions in the cupboard?
b Are there some onions in the cupboard?

2 Choose the correct countable or uncountable nouns to complete the sentences.

- 1 Are there any **additives** / **fat** in this snack bar?
- 2 There aren't many **cheese** / **mushrooms** on my pizza.
Can I have some more, please?
- 3 We have a little **burgers** / **meat** left in the freezer.
- 4 There was some **meals** / **food** at the party, so I'm not hungry now.
- 5 You can eat a few **chocolate** / **biscuits** every week, but not too many.
- 6 Is there much **apples** / **fruit** in this cake?

3 Complete the sentences with the words below. There is one word that you do not need.

- much ■ little ■ any ■ some ■ a lot of ■ many ■ few
- 1 The bus was late because there was traffic.
 - 2 Chloe doesn't take clothes on holiday.
 - 3 There are only a sandwiches here. We need more for the picnic.
 - 4 If you like sweet tea, you should only add a sugar, as it's bad for your teeth.
 - 5 Have you got information about places to visit around here?
 - 6 There isn't water left – only half a bottle.

3.2 ■ Indefinite pronouns and adverbs: *some-, any-, no-, every-*

We use indefinite pronouns that combine *some-, any-, no-* and *every-* with *-body, -one* or *-thing* to refer to people and things without saying exactly who or what they are.

The pronouns *somebody* and *someone* mean the same; so do *anybody* and *anyone*, *everybody* and *everyone*, etc. Note that the indefinite pronoun *no one* is two separate words.

Somebody is upstairs.

There isn't anything in the fridge.

I opened the door, but no one was there.

In English, a sentence can only contain one negative form, so an affirmative verb must be used with pronouns or adverbs formed with *no-*.

No one came to the party. I didn't see anyone.

NOT ~~No one didn't come. I didn't see no one.~~

We can use the same combination of *some-, any-, no-* and *every-* with *-where* to form the adverbs *somewhere, anywhere, nowhere* and *everywhere*. These words refer to places.

I looked everywhere but I couldn't find my shoes.

The station is somewhere near here.

This animal is found in Australia and nowhere else.

Note that after indefinite pronouns and adverbs we always use a singular verb.

Everyone knows about it.

NOT ~~Everyone know about it.~~

1 Complete the words with *some, any, no* or *every*.

- We invited a lot of people to the concert butbody came.
- My dog follows mewhere. He even follows me to school.
-one is talking upstairs. Who is it?
- I looked for a present for Mum, but I didn't buything in the end.
- Have you beenwhere today?
- A lot of children get bored in the summer. They say that there'sthing to do.
- 'Do you knowone who lives in London?' 'Yes, a few people.'
- This place is very popular.body likes it.

2 Complete the sentences with an indefinite pronoun or adverb.

- I didn't go this weekend. I stayed at home.
- In the past, you couldn't buy spices in many places, but now you can find them
- Teresa made a cake, but liked it. It wasn't sweet enough.
- What did I do with my MP3 player? I know I put it in this room.
- Here's the menu. Would you like to drink?
- lent me €5 recently, but I can't remember who it was.
- I've eaten at all today. That's why I'm so hungry!
- It's very dark here. I can't see

3.3 ■ Relative pronouns and adverbs: *who, whose, which, that, when, where*

Relative pronouns and adverbs link two ideas.

There is a vending machine. It sells frozen food.

There is a vending machine that sells frozen food.

NOT ~~There is a vending machine that it sells ...~~

The relative pronoun *who* refers to a person, and *which* refers to a thing. The pronoun *that* can refer back to both people and things.

There is a vending machine which / that sells frozen food.

I know someone who / that lives near you.

We can leave out *who, which* or *that* if they are followed by another pronoun or a noun. We can't leave out *who, which* or *that* if they are followed by a verb.

An additive is a thing (which / that) we put in food.

BUT

An additive is a thing which / that is put into food.

We use the relative pronoun *whose* to refer back to a person who owns something.

There's my neighbour. We found his dog.

There's my neighbour whose dog we found.

The relative adverb *when* refers to a time at which something happened.

I was happy when I was a child.

Sunday is the only day when I can relax.

The relative adverb *where* refers to a place in which something happened.

I want to show you the house where I was born.

Britain is one of the few countries where people drive on the left.

1 Choose the correct words. In which sentence can the relative pronoun be left out?

- The place **where** / **that** we're spending our holidays is near the beach.
- Let's meet in the café **that** / **where** is in the square.
- Did you meet the boy **who** / **whose** parents are both chefs?
- Do you know the name of the new girl **who** / **which** sits next to Jack?
- We're looking forward to the day **when** / **which** we leave school.
- The shop **that** / **whose** we buy our school uniforms from is very expensive.
- Saturday is the only day **which** / **when** I don't have to do homework.
- A concert hall is a place **where** / **whose** you can listen to live music.
- My grandma remembers a time **that** / **when** these streets were all countryside.
- The area **where** / **which** we live is very quiet.

2 Rewrite the sentences that do not need a relative pronoun.

- The girl that lives next door to me is in my class.
.....
- Mrs Taylor isn't a person that I know very well.
.....
- The family whose cat destroyed our flowers are buying a dog.
.....
- The cinema which we go to every week is closing down.
.....
- Our teacher is a person who everyone respects.
.....
- Our teacher is a person who expects a lot of her students.
.....

Grammar reference and practice 4

4.1 ■ Comparative and superlative adjectives

Spelling rules

- For short adjectives, add *-er* to form the comparative and *the + -est* for the superlative.
small → *smaller* → *the smallest*
young → *younger* → *the youngest*
- For short adjectives ending in *-e*, add *-r* or *the + -st*.
large → *larger* → *the largest*
cute → *cuter* → *the cutest*
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-er* or *the + -est*.
hot → *hotter* → *the hottest*
wet → *wetter* → *the wettest*
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-ier* or *the + -iest*.
early → *earlier* → *the earliest*
busy → *busier* → *the busiest*
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *more* or *the most* before the adjective.
modern → *more modern* → *the most modern*
delicious → *more delicious* → *the most delicious*
- Some adjectives are irregular, for example:
good → *better* → *the best*
bad → *worse* → *the worst*
far → *farther / further* → *the farthest / furthest*

Use

We use comparative adjectives to compare two people or things. Comparative adjectives are often followed by *than*.

In the past, houses were darker than they are now.

I think my sister is more intelligent than my brother.

We use superlative adjectives to compare a person or thing with the whole group. We do not use *than* after superlatives.

The bathroom is the smallest room in our house.

This old castle is the most popular tourist attraction in our town.

1 Write the comparative and superlative form of each adjective.

- 1 beautiful
- 2 funny
- 3 nice
- 4 far
- 5 dangerous
- 6 sad
- 7 interesting
- 8 bad
- 9 wide
- 10 clean
- 11 dirty
- 12 famous

2 Study the table and write comparative sentences. Use the adjectives in brackets.

	House A	House B
Location	city centre	countryside
Date of building	1965	1925
Height	20 metres	15 metres

- 1 House A is (noisy) House B.
- 2 House A is (modern) House B.
- 3 House A is (big) House B.
- 4 House B is (quiet) House A.
- 5 House B is (old) House A.
- 6 House B is (small) House A.

3 Complete the sentences with the superlative form of the adjectives below.

- good ■ hot ■ tidy ■ lazy ■ expensive ■ large

- 1 We've got dog in the world. He just lies on the sofa all day.
- 2 room in our house is the living room, but my parents' bedroom is also quite big.
- 3 My computer is thing I own. It cost a lot of money.
- 4 Tom got exam result in the class. He was very happy about it.
- 5 Megan's bedroom is room in the house because she puts all her things away.
- 6 country in the world is Libya. Temperatures reach up to 57.8°C.

4.2 ■ (not) as ... as, too, enough

(not) as ... as

We can use *(not) as + adjective + as* to compare two people or things. The adjective doesn't change and it always comes between *as* and *as*.

- *as ... as* shows that two people or things are the same or equal
- *not as ... as* shows that two people or things are not the same or equal

Our dog is as old as yours. (The two dogs are the same age.)

Danny isn't as funny as Ben. (One of the two boys is funnier than the other.)

Is this necklace as expensive as that bracelet?

too + adjective

We use *too + adjective* to describe something that is more than is necessary, or is not acceptable.

They didn't buy the house because it was too expensive. (It cost more money than they wanted to pay.)

The adjective always comes after *too*.

The infinitive form of the verb can also follow *too + adjective*.

We were too tired to run.

(not +) adjective + enough

We use adjective + *enough* to describe something that is as good, big, fast, etc. as is necessary.

Is your room warm enough? (= Do you need more heating?)

The adjective always comes before *enough*.

NOT ~~enough warm~~

We can add *not* before adjective + *enough* to make a negative.

I can't get to sleep. I'm not tired enough.

The infinitive form of the verb can also follow adjective + *enough*.

Is he old enough to go to university?

1 Write sentences with *as ... as* and *not as ... as*.

- 1 a cottage / a mansion (not big)
.....
- 2 Buckingham Palace / the Tower of London (well-known)
.....
- 3 bicycles / sports cars (not expensive)
.....
- 4 musicians / actors (popular)
.....
- 5 a 10,000-metre / a 100-metre race (not fast)
.....
- 6 a lake / an ocean (not deep)
.....
- 7 the Sahara Desert in Africa / the Gobi in Asia (dry)
.....
- 8 Mount Fuji / Mount Everest (not high)
.....
- 9 skiing / skating (dangerous)
.....
- 10 the moon / the sun (not far from Earth)
.....

2 Choose the correct words.

- 1 At Christmas, the shops are **crowded enough** / **too crowded**.
- 2 My wardrobe isn't **big enough** / **too big** to put all my clothes in. I need a larger one!
- 3 These days, everything is **too** / **enough** expensive.
- 4 Is the meat ready? Is it **enough tender** / **tender enough**?
- 5 We never use those chairs because they are **not enough** / **too** uncomfortable to sit on.
- 6 Processed food has got a lot of sugar and salt in it. It isn't **too healthy** / **healthy enough**.
- 7 I'm very tired. The bus journey was **too long** / **not long enough**.
- 8 The book I need is on the top shelf. I'm **not tall enough** / **too tall** to reach it.
- 9 I can't hear you. Please turn down the music. It's **too** / **enough** loud.
- 10 What time is it? Six o'clock? It's **enough early** / **too early** to get up!

4.3 ■ Verb + infinitive or -ing form

When two verbs appear together in a sentence, the first one can be followed by the infinitive or the *-ing* form of the second.

When I'm older, I want to be a historian. (*want* + infinitive)

I enjoyed reading this book. (*enjoy* + *-ing* form)

It is important to remember the pattern for each verb.

Below are some of the most common.

Verb + infinitive	Verb + <i>-ing</i> form
agree	avoid
decide	can't stand
hope	don't mind
need	enjoy
promise	hate
pretend	like
try	look forward to
want	love
would like	

Note the difference between *like* and *would like*:

Do you like swimming? (= Do you enjoy it in general?)

Would you like to go swimming today? (= Do you want to do it now, or at a specific time?)

1 Match 1–8 to a–h to make sentences.

- 1 What do you like
 - 2 My grandad wanted
 - 3 I can't stand
 - 4 Diana tried to imagine
 - 5 Once I finish school, I hope to
 - 6 Karl says he doesn't mind
 - 7 What do you mean? We never agreed to
 - 8 I'm looking forward to
- a painting the fence. He finds it quite relaxing.
 - b being back home for the holidays.
 - c pay for everyone's food!
 - d to be an archaeologist when he was younger.
 - e work abroad as a journalist.
 - f ironing. It's such a boring job.
 - g doing in your spare time?
 - h sitting in her favourite armchair back at home.

2 Complete the sentences using the infinitive or -ing form of the verb in brackets.

- 1 You should avoid (go) anywhere too hot.
- 2 Leo is hoping (become) famous.
- 3 Lucy and Caroline enjoy (study) at the summer school.
- 4 Why do you want (be) a lawyer?
- 5 We are looking forward to (relax) on our holiday.
- 6 I really hate (get) mosquito bites.
- 7 I'd like (work) abroad next year.
- 8 Take your time. I don't mind (wait).

Grammar reference and practice 5

5.1 Present perfect

We form the present perfect with the auxiliary verb *have* and the past participle of the main verb.

Affirmative and negative			
I			seen this film.
We	have		
You	haven't (= have not)		
They			
He	has		
She	hasn't (= has not)		
It			
Questions and short answers			
Have	I we you they	seen this film?	Yes, I have. No, I haven't.
Has	he she it		Yes, he has. No, he hasn't.

Use

We use the present perfect:

- to talk about something that happened before now, at an indefinite time in the past.
I've met a lot of famous people in my life.
He's written six books.
They've travelled a lot in Africa and Asia.
- to talk about an action or event that started or happened in the past, but has got a connection with the present. The action or event might be finished or unfinished.
The rain has stopped. We can go out now.
I've made a cake. Would you like some?
She's lost her keys and can't open the door now.
He's lived in this town all his life. (He was born here and he still lives here now.)
- to talk about experiences, especially with *ever* and *never*.
- to talk about recent events.

been and gone

The verb *go* has two past participle forms: *been* and *gone*.

- We use *been* when we know that someone has returned from a journey.
Josh has been to India. (He is back now.)
- We use *gone* when the person has not returned.
Josh has gone to India. (He is still in India.)

ever and never

In present perfect questions, we often use *ever* (= at any time in the past).

Have you ever tried a risky sport?

To express a negative, we can use *never* (= at no time in the past) + affirmative verb.

I've never tried a risky sport.

1 Study the table and complete the sentences using the present perfect.

	take a lot of risks	travel to different countries	have a number of exciting experiences
Lydia	✓	✗	✓
Ryan	✗	✓	✓
Scott	✓	✗	✗

During the past year ...

- Lydia a lot of risks.
- Ryan a lot of risks.
- Lydia and Scott to different countries.
- Ryan to different countries.
- Lydia and Ryan a number of exciting experiences.
- Scott many exciting experiences.

Present perfect and past simple

Present perfect	Past simple
For experiences and actions that happened at an indefinite time in the past, often with <i>ever</i> and <i>never</i> . Have you ever been to Spain? <i>I've never been to Spain.</i> <i>Carrie has stayed at that hotel twice.</i>	For actions that happened at a specific point in the past, usually with time expressions such as <i>ago</i> , <i>yesterday</i> , <i>last week / year</i> , <i>in 2009</i> , etc. and in questions with <i>when</i> . When did Lee go to Spain? <i>Lee went to Spain last year.</i>
For finished or unfinished actions and situations that have a connection with the present. <i>I've lived in Germany all my life.</i>	For finished actions and situations that happened in a period of time that has ended. <i>I lived in Germany from 2002 to 2006.</i>

2 Write the correct past simple or present perfect form of the verbs in brackets.

- Mr Franks was well known in this town. He (play) football for the local team until 2012.
- My grandma (be) very happy when we visited her in her new home.
- We (meet) Tim and Helen in the park last week.
- I (not see) a film at the cinema for a few months.
- you ever (wear) fancy dress?
- He didn't pass the exam because he only (write) his name on the paper.
- We (have) a terrible day. I hope tomorrow will be better.
- Mum (not go) to the shops. She's still writing the shopping list.

5.2 ■ Present perfect with *already*, *just* and *yet*

We use *just* before the past participle in affirmative sentences and questions to talk about something that happened immediately before the moment of speaking.

I've just finished making the dinner.

We use *already* before the past participle in affirmative sentences and questions to talk about something that happened sooner than expected.

Mr Smith has already arrived. He's an hour early.

We use *yet* at the end of the sentence in negative sentences and questions to talk about something that was expected to happen, but which hasn't happened.

Robert hasn't called yet. We're still waiting.

Have you met Billy yet?

1 Write sentences with *just* and the present perfect.

- 1 He / arrive.
.....
- 2 She / see / her name on the list.
.....
- 3 Carol and Ted / get married.
.....
- 4 I / write / an email / to you.
.....
- 5 You / walk / past a very famous person.
.....
- 6 We / finish / our homework.
.....

2 Choose the correct words.

- 1 She's only been here two weeks and she's **yet** / **already** made lots of friends.
- 2 He said he'd contact you. Has he phoned you **yet** / **already**?
- 3 Have they **yet** / **already** decided who's in the team? That was quick!
- 4 I haven't seen that film **yet** / **already**. Is it good?
- 5 'Is John still in the queue for the rollercoaster?' 'No, he's **yet** / **already** been on it.'
- 6 'Could you tell Phil that his dinner is ready?' 'I **yet** / **already** have.'

5.3 ■ Present perfect with *for* and *since*

We use the present perfect + *for* or *since* to say how long a situation has existed.

■ We use *for* with a period of time: *for a few seconds, for a day, for two weeks, for several years.*

She's had this house for many years.

■ We use *since* with a specific time: *since ten o'clock, since Friday, since yesterday, since May, since 2007.*

She's had this house since 2011.

We can use the question *How long ... ?* with the present perfect to ask about the length of time that a present situation has existed.

How long has Jo lived here? (Jo still lives here.)

1 Rewrite the sentences using *for* or *since*. Today is Friday 19 June 2025. Marcia is twenty-five years old.

- 1 Marcia's been here since Monday.
Marcia's been here
- 2 Marcia's parents have lived in New York for two years.
Marcia's parents have lived in New York
- 3 Marcia has had a car since she was eighteen.
Marcia has had a car
- 4 Marcia's twin brothers have been teenagers for ten days.
Marcia's twin brothers have been teenagers
- 5 Marcia's worked at the post office since January.
Marcia's worked at the post office
- 6 Marcia's been engaged for two months.
Marcia's been engaged

2 Complete the questions. Then write true answers.

- 1 Where do you live? How long / you / live there?
.....
- 2 What's the weather like today? How long / it / be cold (sunny, raining, snowing, etc.)?
.....
- 3 What are you wearing? How long / you / have it?
.....
- 4 Who is your best friend? How long / you / know them?
.....
- 5 Do you study geography at school? How long / you / study it?
.....
- 6 What are your favourite animals? How long / you / be interested in them?
.....

3 Complete the sentences with the words below.

■ for ■ since ■ already ■ just ■ ever ■ never ■ yet

- 1 I've known my best friend a long time.
- 2 My sister has tried a risky sport.
- 3 Have you tried trampolining?
- 4 Mike's thirty-two now, and has had a fear of injections his childhood.
- 5 Have they published the exam results?
- 6 The ground is wet because it has stopped raining.
- 7 It's only September, but they've bought some Christmas presents.