

# 3A

## Survive the drive

What's the best way to get around London?

Probably the Tube, although buses are cheaper.

**G** choosing between comparatives and superlatives **V** transport **P** /ʃ/, /dʒ/, and /tʃ/, linking

### 1 VOCABULARY & SPEAKING

transport

- a **3.1** Listen. What forms of transport can you hear? Write 1–8 in the boxes.

bike bus car lorry  
motorbike scooter train  
the Underground

- b **p.155 Vocabulary Bank Transport**  
c **Communication** I'm a tourist – can you help me? **A p.106 B p.111** Role-play being a tourist.

### 2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

- a **3.5** Look at the sound pictures. What are the words and sounds? Listen and repeat.



- b Write three words from the list in each column.

adventure bridge catch coach crash  
journey rush station traffic jam

- c **3.6** Listen and check. Practise saying the words.  
d **3.7** Listen to the pairs of words. Can you hear the difference? Practise saying them.  
/tʃ/ and /dʒ/      /ʃ/ and /tʃ/  
1 a cheap b jeep      4 a ship b chip  
2 a chain b Jane      5 a shoes b choose  
3 a choke b joke      6 a wash b watch  
e **3.8** Listen and circle the word you hear.  
f **3.9** Listen and write five short sentences or questions.

### 3 READING & LISTENING

- a You are going to read about a race across London. Read the introduction. Where do they have to go from? Where to? What are the four forms of transport?  
b Talk to a partner.  
1 Which one do you think will be the fastest? Why?  
2 In what order do you think the other three will arrive? Why?  
c Now read about the journeys by boat, bike, and car. Do you still think your predictions in b are correct?

## TopGear challenge

### What's the fastest way to get across London?

On *Top Gear*, a classic BBC series about cars and driving, they decided to organize a race across London to find the quickest way to cross a busy city.

The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east – a journey of approximately 15 miles. Four forms of transport were chosen: a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat**, and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport** (a bus, the Tube, and a train).

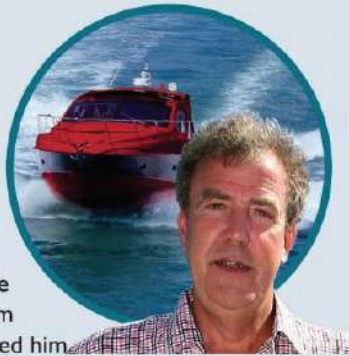
They set off on a Monday morning in the rush hour...





## Jeremy in the motorboat

His journey was along the River Thames. For the first few miles, there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point, he realized that he was going in the wrong direction. But he **turned round** and got back onto the right route. Soon, he was going past Fulham Football Club. He phoned Richard and asked him where he was. Good news for Jeremy! He **was ahead of the bike!** He got to Wandsworth Bridge. The speed limit finished there and he could now go as fast as he liked. Jeremy felt like the fastest-moving man in all of London. He was flying, coming close to 50 miles an hour! How could he lose now? He could see Tower Bridge ahead. His journey was seven miles longer than the others', but he was now going at 70 miles an hour. Not far to the airport now!



## Richard on the bike

Richard could use bus lanes, which was great, but of course he had to be careful not to **crash into** the buses. He hated buses! Horrible things! When the traffic lights **turned red**, he thought of cycling through them, but then he remembered that he was on TV, so he had to stop! When he got to Piccadilly, he was delighted to see that there was a terrible traffic jam – he could go through the traffic, but James, in his Mercedes, would **get stuck**. He got to Trafalgar Square and then went into a cycle lane. From now on, it was going to be easier...



## James in the car

He started off OK. He wasn't going fast, but at a steady speed – until he was stopped by the police! They only wanted to check the permit for the cameraman in the back of the car, but it meant that he lost three or four valuable minutes! The traffic was **getting worse**. Now he was going really slowly. 25 miles an hour, 23..., 20..., 18... It was so frustrating!



- d **Speed challenge!** In three minutes, read about the three journeys again and answer the questions with **Je** (Jeremy), **R** (Richard), or **Ja** (James).

Who...?

- 1 ☐ was asked to show a piece of paper
  - 2 ☐ went much faster in the later part of his journey
  - 3 ☐ decided not to do something illegal
  - 4 ☐ went more slowly in the later part of his journey
  - 5 ☐ was happy to see that there was a lot of traffic
  - 6 ☐ got slightly lost
  - 7 ☐ had the most exciting journey
- e Look at the **highlighted** verb phrases related to travel and transport. With a partner, work out their meaning from the context.



## The Stig on the Underground

- f **3.10** Now listen to what happened to The Stig and look at the map. What route did he take? What information or warning do you hear when you are travelling on the Tube?
- g **3.11** With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?
- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?

### Glossary

**1 mile** the unit of distance used in the UK and the USA (= 1.6 kilometres); 15 miles = approximately 25 kilometres

**The Stig** the nickname of one of the members of the *Top Gear* team

**Oyster card** a travel card which you use on public transport in London



#### 4 GRAMMAR choosing between comparatives and superlatives

a Read the sentences. Are the **highlighted** phrases right (✓) or wrong (X)? Correct the wrong phrases.

- 1 What's **the quicker way** to get across London?
- 2 Driving is **more boring than** going by train.
- 3 The boat was nearly **as fast than** the bike.
- 4 Oxford is about **the same distance** from London **as** Brighton.
- 5 There aren't **as much trains as** there were before on this line.
- 6 It was **the more exciting journey** I've ever had.
- 7 **The worst time of day** to travel in London is between 7.30 a.m. and 9.30 a.m.
- 8 Women drive **more careful than** men.

#### b G p.136 Grammar Bank 3A

c Talk to a partner. Compare the three things in each group using the **bold** adjective, e.g. for 1, decide which is the most dangerous, and then compare the other two. Say why.

- 1 **dangerous** cycling  
driving  
riding a motorbike
- 2 **easy** learning to drive  
learning to ride a bike  
learning to ride a horse
- 3 **relaxing** driving  
flying  
travelling by train
- 4 **difficult** sleeping on a coach  
sleeping on a plane  
sleeping on a train
- 5 **boring** being stuck in a traffic jam  
waiting at an airport  
waiting for a bus

*I think cycling is the most dangerous because sometimes drivers don't see cyclists. Riding a motorbike is more dangerous than driving.*

#### 5 LISTENING & PRONUNCIATION linking

a Read the text about research into the causes of car accidents. Then talk to a partner.

- 1 Do you think the research process was reliable? Why (not)?
- 2 Which three things do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
- 3 Which one do you think is the least dangerous?

Two scientists at Virginia State University, in the USA, have published a book called **Survive the Drive**. In it, they describe their research into the most distracting things you can do when you are driving. They fitted video cameras and other devices to the cars of more than 3,500 drivers who were aged between 16 and 98. They then recorded their driving for three years and they got millions of hours of video. During this time, the drivers had more than 900 accidents, and the researchers used the video to analyse exactly why they happened.

## SURVIVE THE DRIVE!

A GUIDE TO KEEPING EVERYONE ON THE ROAD ALIVE

BY THOMAS A. DINGUS, PH.D., CHIEF  
AND MINDY BUCHANAN-KING

These are some of the things that drivers do or feel when they're driving, which are the main causes of accidents.



☐ adjusting the radio or music system

☐ adjusting the satnav



☐ eating or drinking

☐ feeling emotional



☐ feeling tired

☐ looking at something by the road



☐ reaching for something in the car

☐ talking to a passenger



### Linking

We often link words together in English, especially when we speak fast. Being familiar with when we link words will help you understand the individual words in fast speech. We link words:

- 1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. *the most interesting*.
- 2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. *the worst time*.
- 3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. *the biggest danger*.

- b **3.15** You're going to listen to an interview with a traffic safety expert. First, read the information box above. Then listen and complete some extracts with linked words from the interview.

- 1 What's the \_\_\_\_\_ thing you can do while you're driving?
- 2 ...you'll probably make \_\_\_\_\_
- 3 ...people slow down to \_\_\_\_\_
- 4 ...this is a really common \_\_\_\_\_ motorways.
- 5 This makes you \_\_\_\_\_ likely to \_\_\_\_\_
- 6 \_\_\_\_\_ you find \_\_\_\_\_?
- 7 ...always keep \_\_\_\_\_ the road!

### likely

*likely* is an adjective. We use it to talk about probability, e.g. *This is very distracting and makes you **more likely** to lose control of the car.*

- c **3.16** Now listen to the interview. Number the activities in a 1–8. Were your top three correct?
- d Listen again. Note down a number or fact about each dangerous activity.
- 1 feeling emotional *ten times more likely to have an accident*
- e Are you surprised by any of this research? Which of the things are you (or drivers you know) most likely to do when driving?

## 6 SPEAKING

- a Look at the statements below. Tick (✓) the ones you agree with and cross (X) the ones you disagree with. Think about your reasons.

People who drink and drive should lose their driving licence for life, even if they did not cause an accident.

Slow drivers cause more accidents than fast drivers.

Speed cameras do not stop accidents, they just make money for the government.

Drivers who are over 70 are as dangerous as young drivers.

Cyclists in cities should only be allowed in cycle lanes, not where cars and other vehicles drive.

It should be illegal to eat or drink when you're driving.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

- b In groups, take turns to give your opinions on a statement in a. Do the others in the group agree or disagree with you? Use the language from the **Giving your opinion** box.

### Giving your opinion

*Personally, I don't think it **should be illegal** to eat and drink while you're driving, because...*

*In my opinion, cyclists **should be allowed** to cycle on all roads...*

We often use *should* + verb to say what we think is the right thing or a good thing (to do).

## 7 WRITING

**Wp.117 Writing** An article for a website Write an article about transport in your town or city.

# Communication

## PE1 HOW AWFUL! HOW FANTASTIC!

### Student A

- a Read your sentences 1–9 to **B**. **B** must react with a phrase, e.g. *You're kidding*, *Oh no!*, etc.

- 1 I collect old English tea cups.
- 2 I spilled some coffee on my laptop last night and now it doesn't work.
- 3 I'm going to New York next weekend.
- 4 Someone stole my bike yesterday.
- 5 My dog can open the kitchen door by himself.
- 6 My father's going to be interviewed on TV tomorrow.
- 7 My grandmother's just bought a sports car.
- 8 My parents met when they were only 15.
- 9 I've just won €2,000 in the lottery!

- b Listen to **B**'s sentences and react with a phrase.

- c Tell **B** some real (or invented) news about you for **B** to react.

React to **B**'s news.

## 2A MONEY Q&A Student A

- a Ask **B** your first question. Ask for more information if you can.

*What do you spend your money on apart from food, rent, etc.?)*

*(I go out a lot at weekends and...)*

- b Then answer **B**'s first question. Continue with questions 2–7. If you don't want to answer a question, say, *I'm sorry, I'd rather not talk about that*.

- 1 What do you spend your money on apart from food, rent, etc.?
- 2 What kind of things do you normally buy online? Why don't you buy them in a shop?
- 3 Have you bought anything nice this week?
- 4 What's the most expensive thing you've ever bought? Was it worth it?
- 5 Is there anything you'd love to buy but can't afford at the moment?
- 6 How much pocket money did you get when you were a child? Did you use to save it or spend it?
- 7 Do you know someone who has raised money for charity? Which one?

## 2B ARE YOU HUNGRY? Student A

- a Ask **B** your questions. He / she must respond with the phrase in brackets.

- 1 Is the water cold? (Yes, it's **freezing**.)
- 2 Was the film good? (Yes, it was **fantastic**.)
- 3 Were you tired after the exam? (Yes, I was **exhausted**.)
- 4 Was the flat dirty? (Yes, it was **filthy**.)
- 5 Is your suitcase big? (Yes, it's **enormous**.)
- 6 Were you surprised that she passed her test? (Yes, I was **amazed**.)
- 7 Are you sure that he's coming? (Yes, I'm **positive**.)

- b Respond to **B**'s questions. Say *Yes, it's... / I'm...*, etc. + the strong form of the adjective which **B** used in the question. Remember to stress the strong adjective.

*Is the soup hot?) (Yes, it's boiling.*

- c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely*, *really*, etc.

## 3A I'M A TOURIST – CAN YOU HELP ME?

### Student A

- a Imagine you are an English-speaking tourist in your town / city (or the nearest big town). **B** lives in the town. You are planning to **get around using public transport**. Ask **B** questions 1–5. Get as much information from **B** as you can.

- 1 What kind of public transport is there?
- 2 What's the best way for me to get around the city?
- 3 Can I hire a bike? Are there any cycle lanes?
- 4 Is it easy to find taxis? How expensive are they?
- 5 What's the best way to get to the airport from the town centre? How long does it take?

- b Then change roles. **B** is an English-speaking tourist in your town / city, and has **hired a car**. Answer **B**'s questions and give as much information as you can.



## PE1 HOW AWFUL! HOW FANTASTIC!

### Student B

- a Listen to **A**'s sentences and react with a phrase, e.g. *You're kidding, Oh no!* etc.
- b Read your sentences 1–9 for **A** to react.
- 1 I failed my driving test yesterday.
  - 2 I lost my wallet on the way to class.
  - 3 I met George Clooney at a party last week.
  - 4 I think I saw a ghost last night.
  - 5 I won a salsa competition last weekend.
  - 6 I'm going to be on a new edition of *Big Brother*.
  - 7 My dog died yesterday.
  - 8 My grandfather has a black belt in karate.
  - 9 My uncle is 104.
- c Tell **A** some real (or invented) news about you for **A** to react.
- React to **A**'s news.

## 2A MONEY Q&A Student B

- a Answer **A**'s first question. If you don't want to answer a question, say, *I'm sorry, I'd rather not talk about that.*

*What do you spend your money on apart from food, rent, etc.?*  
(*I go out a lot at weekends and...*)

- b Then ask **A** your first question. Ask for more information if you can. Continue with questions 2–7.
- 1 How much do you spend on food and drink each week?
  - 2 Are you good at finding bargains in the sales?
  - 3 When do you prefer to pay with cash and when do you prefer to pay by card?
  - 4 Do you spend much money on travelling? What was the last trip you went on? Was it expensive?
  - 5 Do you ever give money to charity?
  - 6 Have you ever lent money to anyone? Why (not)? Have you ever borrowed money from your parents? What for?
  - 7 Is the cost of living going up in your country? What kinds of things are getting more expensive?

## 2B ARE YOU HUNGRY? Student B

- a Respond to **A**'s questions. Say *Yes, it's... / it was...*, etc. + the strong form of the adjective which **A** used in the question. Remember to stress the strong adjective.

*Is the water cold?* (Yes, it's freezing.)

- b Ask **A** your questions. He / she must respond with the phrase in brackets.

- 1 Is the soup hot? (Yes, it's **boiling**.)
- 2 Are you afraid of snakes? (Yes, I'm **terrified**.)
- 3 Was the teacher angry? (Yes, he / she was **furious**.)
- 4 Is the bedroom small? (Yes, it's **tiny**.)
- 5 Are the children hungry? (Yes, they're **starving**.)
- 6 Is the book interesting? (Yes, it's **fascinating**.)
- 7 Was she happy with the present? (Yes, she was **delighted**.)

- c Repeat the exercise. Try to respond as quickly as possible. Use *absolutely, really*, etc.

## 3A I'M A TOURIST – CAN YOU HELP ME? Student B

- a Think of the town / city where you are, or the nearest big town. **A** is a foreign tourist who is planning to **get around using public transport**. You live in the town. Answer **A**'s questions and give as much information as you can.
- b Then change roles. You are an English-speaking tourist in your town / city. **A** lives in the town. You have **hired a car**. Ask **A** questions 1–5. Get as much information from **A** as you can.

- 1 What time is the rush hour in this town?
- 2 Where are there often traffic jams?
- 3 What's the speed limit? Are there speed cameras anywhere?
- 4 What will happen if I park somewhere illegal?
- 5 Where's the nearest tourist attraction outside the city? How long does it take to drive there?

### 3 AN ARTICLE FOR A WEBSITE

## TRANSPORT IN LONDON

### The Underground (the Tube)

This is the quickest way to get <sup>1</sup> *around* the city and there are many stations all over London. The cheapest way to use the Underground is to get an Oyster card. You put money on it and then top it up when you need to. Then you use it every time you get <sup>2</sup> \_\_\_\_\_ or <sup>3</sup> \_\_\_\_\_ the Tube. You can buy Oyster cards at Tube stations and online. You can also use a contactless bank card to pay, or your smartphone (if you have a mobile payment app). Some Tube lines operate 24 hours a day at the weekend.

### Buses

Buses can be quicker than the Underground if there isn't too much traffic. The easiest way to use them, like the Underground, is with an Oyster card, contactless card, or smartphone. Some buses operate 24 hours a day, so you can use them late at night. Travelling <sup>4</sup> \_\_\_\_\_ the top deck of a double-decker bus is also a very good way to get to know London and see some of its famous buildings.

### Bikes

Bikes are now more popular than ever in London, especially <sup>5</sup> \_\_\_\_\_ tourists and commuters. It's a good way to get some exercise. There are quite a lot of cycle lanes and there's a good bike-hire programme. You pay at a docking station with a credit or debit card and it costs £2 to access bikes for the next 24 hours. During this time you can use as many bikes as you like. The first 30 minutes for any bike is free. If you want to use a bike for a longer journey, you have to pay more – each extra 30 minutes costs £2.

### Taxis and minicabs

London's black taxis (black cabs) are expensive, but they are comfortable and the taxi drivers know London very well. You normally tell the driver where you want to go before you get <sup>6</sup> \_\_\_\_\_ the taxi. Minicabs are normal cars which work for a company and most people book them with an app. They are usually much cheaper than black taxis. Taxis or minicabs are probably the safest way to travel late <sup>7</sup> \_\_\_\_\_ night.

- a Look at the four forms of public transport in London. Which one do you think is probably...?

- the most expensive
- the best for sightseeing
- the healthiest
- the safest late at night



the Tube



a double-decker bus



hire a cycle



a black cab

- b Read the article from a website about public transport in London and check your answers to a. Then answer these questions from memory.

- 1 What can you use an Oyster card for?
- 2 How much does it cost to hire a bike?
- 3 What's the difference between a black cab and a minicab?

- c Read the article again and complete the gaps with a preposition from the list.

around at in off on (x2) with



#### Transport in your town

you = people in general:

You can buy Oyster cards at Tube stations.

You must have a ticket or card before you get on a bus.

Comparatives and superlatives:

Buses aren't as quick as trams.

Cycling is the cheapest way to get around.

- d Write an article about transport in your nearest big town or city. Plan what headings you're going to use and what to say about each form of transport. Use the language from the **Transport in your town** box and **Vocabulary Bank Transport p.155** to help you.

- e Check your article for mistakes (grammar, vocabulary, punctuation, and spelling).



## choosing between comparatives and superlatives

## comparing two people, places, things, etc.

- 1 My car is a bit **older than** yours. 3.12  
 London is **more expensive than** Edinburgh.  
 This test is **less difficult than** the last one.  
 Olive oil is **better** for you **than** butter.
- 2 The new sofa isn't **as comfortable as** the old one.  
 I don't have **as many** books **as** I used to.

- 1 We use comparative **adjectives** + **than** to compare two people, places, things, etc.
- Regular comparative adjectives: spelling rules *old* → *older* *big* → *bigger* *easy* → *easier* *modern* → *more modern* *difficult* → *more difficult*
  - Irregular comparative adjectives: *good* → *better* *bad* → *worse* *far* → *further* / *farther*
  - One-syllable adjectives ending in -ed: *bored* → *more bored* *stressed* → *more stressed* *tired* → *more tired*
- 2 We can also use (not) **as** + adjective + **as** to make comparisons.

Object pronouns (*me, him, etc.*) after **than** and **as**

After **than** or **as** we can use an object pronoun (*me, him, her, etc.*) or a subject pronoun (*I, he, she, etc.*) + auxiliary verb.  
*She's taller than me.* OR *She's taller than I am.* NOT *She's taller than I.*

*They're not as busy as us.* OR *They're not as busy as we are.*  
 NOT *They're not as busy as we.*

**the same as**

We use **the same as** to say that two people, places, things, etc. are identical.

*Her dress is the same as mine.*

## comparing two actions

- 1 My father drives **faster than** me. 3.13  
 He walks **more slowly than** I do.  
 Liverpool played **worse** today **than** last week.
- 2 Max doesn't speak English **as well as** his wife.  
 I don't earn **as much as** my boss.

- 1 We use comparative **adverbs** to compare two actions.
- Regular comparative adverbs: spelling rules *fast* → *faster* *slowly* → *more slowly* *carefully* → *more carefully*
  - Irregular comparatives: *well* → *better* *badly* → *worse*
- 2 We can also use (not) **as** + adverb + **as** to make comparisons.

## superlatives

- Kevin is **the tallest** player in the team. 3.14  
 Oslo is **the most expensive** capital city in Europe.  
 The small bag is **the least expensive**.  
 Lucy is **the best student** in the class.  
 Who dresses **the most stylishly** in your family?  
 That's **the worst** we've ever played.

- We use superlative **adjectives** and **adverbs** to compare people, things, or actions with all of their group.
- We form superlatives like comparatives, but we use -est instead of -er and *the most* / *least* instead of *more* / *less*.
- We normally use *the* before superlatives, but we can also use possessive adjectives, e.g. *my best friend*, *their most famous song*.
- We often use a superlative with the present perfect + *ever*.  
*It's the best book I've ever read.*

**in** after superlatives

Use **in** (NOT *of*) before places after a superlative.

*It's the longest bridge in the world.* NOT *of the world*

*It's the best beach in England.* NOT *of England*

a Complete with the comparative or superlative of the **bold** word (and **than** if necessary).

What's **the fastest** way to get across London? **fast**

- I think skiing is \_\_\_\_\_ horse-riding. **easy**
- This is \_\_\_\_\_ train I've ever been on. **hot**
- A motorbike is \_\_\_\_\_ a scooter. **powerful**
- I drive \_\_\_\_\_ my partner. **slowly**
- \_\_\_\_\_ time to travel is on holiday weekends. **bad**
- \_\_\_\_\_ I've ever driven is from London to Edinburgh. **far**
- The London Underground is \_\_\_\_\_ the subway in New York. **old**
- I think that travelling by train is \_\_\_\_\_ form of transport. **relaxing**
- Of all my family, my mum is \_\_\_\_\_ driver. **good**

## b Complete with one word.

Going by motorboat is **more** exciting than travelling by ferry.

- A coach isn't as comfortable \_\_\_\_\_ a train.
- It's \_\_\_\_\_ most expensive car we've ever bought.
- The traffic was worse \_\_\_\_\_ we expected.
- This is the longest journey I've \_\_\_\_\_ been on.
- He gets home late, but his wife arrives later than \_\_\_\_\_.
- The \_\_\_\_\_ interesting place I've ever visited is Venice.
- I leave home at the same time \_\_\_\_\_ my brother.
- He drives \_\_\_\_\_ carefully than his girlfriend – he's never had an accident.
- We don't go abroad \_\_\_\_\_ often as we used to.
- What's the longest motorway \_\_\_\_\_ the UK?



# Transport

## VOCABULARY BANK

### 1 PUBLIC TRANSPORT AND VEHICLES

a Match the words and photos.

- coach\* /kəʊtʃ/
- ferry /'feri/
- lorry /'lɒri/ (AmE truck)
- motorbike /'məʊtəbaɪk/
- motorway /'məʊtəweɪ/ (AmE freeway)
- scooter /'sku:tə/
- tram /træm/
- the Underground /'ʌndəgraʊnd/ (AmE subway)
- van /væn/

\* coach also means part of a train

b 3.2 Listen and check.



### 2 ON THE ROAD

a Complete the compound nouns.

belt /belt/ camera /'kæməɾə/ crash /kræʃ/ crossing /'krɒsɪŋ/  
 fine /faɪn/ hour /aʊə/ jam /dʒæm/ lane /leɪn/ lights /laɪts/  
 limit /'lɪmɪt/ rank /ræŋk/ station /'steɪʃn/ works /wɜ:kz/  
 zone /zəʊn/



b 3.3 Listen and check.

**ACTIVATION** Cover the compound nouns and look at the photos. Remember the compound nouns.

### 3 HOW LONG DOES IT TAKE?

How long does it take?

We use *take* (+ person) + time + *to get* (to / from) to talk about the duration of a journey, etc.

*It takes* about an hour to get from London to Oxford by train.

*It took* (me) more than an hour to get to work yesterday.

*How long does it take* (you) to get to school?

Read the information box. Then talk to a partner.

- How do you get to work / school? How long does it take?
- How long does it take to get from your house to the town centre?

### 4 PHRASAL VERBS

a Complete the phrasal verbs with a word from the list.

end look pick run set

- We \_\_\_\_\_ off at 7.00 in the morning to try to avoid the traffic.
- I arrive at 8.15. Do you think you could \_\_\_\_\_ me up at the station? (opp drop off)
- Always check the address you put in your satnav or you may \_\_\_\_\_ up in the wrong place.
- We're going to \_\_\_\_\_ out of petrol soon. Let's stop at the next petrol station.
- \_\_\_\_\_ (or Watch) out! You're going to crash!

b 3.4 Listen and check.

p.26