NATIONAL GEOGRAPHIC LEARNING | CENGAGE Learning

SPLIT A EDITION

Life

PRE-INTERMEDIATE

John Hughes
Helen Stephenson
Paul Dummett

B1

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PRE-INTERMEDIATE STUDENT'S BOOK

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Helen Stephenson
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Contents Split Edition A

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
1 Health pages 9–20	present simple adverbs and expressions of frequency present simple and present continuous	leisure activities *do*, *go* or *play* wordbuilding: verb + noun collocations word focus: *feel* medical problems	talking about illness	/s/, /z/ or /ɪz/ sound and spelling
VIDEO: Slow food page 18 ▶ REVIEW page 20				
2 Competitions pages 21–32	verb + *-ing* forms *like -ing* / *'d like to* modal verbs for rules	wordbuilding: word forms sport venues and equipment competition words word focus: *like*	talking about interests	/ŋ/ silent letters
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3 Transport pages 33–44	comparatives and superlatives *as … as*	modes of transport transport (1): nouns wordbuilding: compound nouns transport (2): verbs transport words	going on a journey	*than* sentence stress intonation
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VIDEO: Alaskan ice climbing page 54 ▶ REVIEW page 56				
5 The environment pages 57–68	countable and uncountable nouns quantifiers definite article (*the*) or no article	materials household items wordbuilding: hyphenated words results and figures word focus: *take*	phoning about an order	/ðə/ or /ðiː/ sounding friendly
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COMMUNICATION ACTIVITIES page 81 ▶ GRAMMAR SUMMARY page 83 ▶ AUDIOSCRIPTS page 91

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about two elderly ballroom dancers a health expert analyses sleep a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about measuring health and happiness	the main argument	a quiz your current life measuring happiness	text type: online advice writing skill: conjunctions (*and, or, so, because, but*)
someone describing an Ironman competition three people talking about sport a reporter describing the rules of a competition	quotes by famous sports people an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	guess the ambition explaining the rules of a competition your opinions about sport	text type: an advert or notice writing skill: checking your writing
someone describing a photo of a girl travelling by train in India two people discussing the pros and cons of electric cars two documentaries about using animals for transporting	an article about transport in the future an article about dog sledging an article about the fate of the rickshaw in Kolkata	reading between the lines	transport you use attitudes to using animals for transporting arguing for and against keeping rickshaws in Kolkata	a report about how people travel around town text type: notes and messages writing skill: writing in note form
a caver describing Rumbling Falls Cave an interview with a survival expert	an article about adventurers an article about a climbing accident	identifying opinion	asking about your past qualities needed for an expedition events you remember retelling a story	text type: a true story writing skill: using *-ly* adverbs in stories
extract from a documentary about the artist George Sabra a radio phone-in show about recycling	an article about e-rubbish an article about the Greendex an article about a boat made of plastic bottles, the *Plastiki* an online order	close reading	opinions on recycling presenting a report an interview with an environmentalist	a report of a survey text type: emails writing skill: formal language
an explanation to a riddle three people talking about their plans and intentions a news item about Mardis Gras	an article about how a couple changed their life an article about how Mardis Gras is celebrated around the world an article about a Masai rite of passage	identifying the key information	life-changing decisions your favourite festival describing annual events	text type: a description writing skill: descriptive adjectives

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UNIT 6 page 136 ▶ AUDIOSCRIPTS page 144 ▶ ANSWER KEY page 149

Contents Split Edition B

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Work	prepositions of place and movement present perfect simple	jobs wordbuilding: suffixes office equipment *for* or *since* job satisfaction word focus: *make* or *do* job adverts	a job interview	intrusive /w/ irregular past participles
VIDEO: Butler school ▶ REVIEW				
8 Technology	defining relative clauses zero and first conditional	the internet wordbuilding: verb prefixes expedition equipment word focus: *have* technology verbs	asking how something works	intonation in conditional sentences linking
VIDEO: Wind power ▶ REVIEW				
9 Language and learning	present simple passive *by* + agent past simple passive	education phrasal verbs wordbuilding: phrasal verbs	describing a process	stress in two-syllable words stress in phrasal verbs
VIDEO: Disappearing voices ▶ REVIEW				
10 Travel and holidays	past perfect simple subject and object questions *-ing* / *-ed* adjectives	holiday words (types of holiday, accommodation, activities, travel items) holiday adjectives wordbuilding: dependent prepositions places in a city	direct and indirect questions	*'d* number of syllables /ʤə/
VIDEO: Living in Venice ▶ REVIEW				
11 History	*used to* reported speech	archaeology wordbuilding: word roots *say* or *tell* word focus: *set*	giving a short presentation	/s/ or /z/ pausing
VIDEO: The lost city of Machu Picchu ▶ REVIEW				
12 Nature	*any-, every-, no-, some-* and *-thing, -where, -one, -body* second conditional *will* / *might*	classification of animals extreme weather society and economics wordbuilding: adjective + noun collocations	finding a solution	*would* / *'d* word stress
VIDEO: Cambodia Animal Rescue ▶ REVIEW				

Listening	Reading	Critical thinking	Speaking	Writing
someone talking about triplet police officers a documentary about working as a photographer an interview with an engineer	workplace messages with instructions an article about the cost of new jobs to an area an article about modern-day cowboys	the author's opinion	giving directions describing past experiences your opinion of a job	text type: a CV writing skill: action verbs for CVs
a documentary about the importance of technology a science programme about a new invention	an explorer's blog an article about biomimetics	supporting the main argument	problems that inventions solved inventing a new robot planning an expedition using nature to improve designs	text type: a paragraph writing skills: connecting words; topic and supporting sentences
an English teacher talking about working in Japan a radio documentary about learning Kung Fu in China	an article about the history of writing an article about saving languages	fact or opinion	adult education a general knowledge quiz the author's opinion	a general knowledge quiz text type: forms writing skill: providing the correct information
an interview with a herpetologist two conversations about problems whilst on holiday an interview with a *National Geographic* tour guide	an article about tipping in other countries an article about the tunnels in Paris	reading between the lines	a holiday or journey you remember planning the holiday of a lifetime a tourist website	a tourist webpage text type: a formal letter writing skill: formal expressions
an historian talking about Scott's hut at the Antarctic an interview with an archaeologist	an article about moments in space history a biography of Jane Goodall	relevance	items for a time capsule how we used to live moments in history reporting an interview an interview for a biography	text type: a biography writing skill: punctuation in direct speech
a nature expert talking about how animals camouflage themselves a documentary about a photographer	an article about storm chasers a profile on Greenland	close reading	promoting your region planning for every possibility predicting your country's future	text type: a press release writing skill: using bullet points

Video in Split Editions A and B

Life around the world

Unit 4 Alaskan ice climbing

How to climb a wall of ice.

USA

Unit 5 Coastal clean-up

A global effort to clean up the world's beaches.

Unit 8 Wind power

How the wind turbines of Spirit Lake save the schools energy and money.

Trinidad & Tobago

Unit 6 Steel drums

Steelband music, or pan, is an important part of this Caribbean island's culture.

UK

Unit 2 Cheese rolling

The ancient tradition of cheese rolling in a village in England.

Unit 7 Butler school

Find out how to become a butler.

Peru

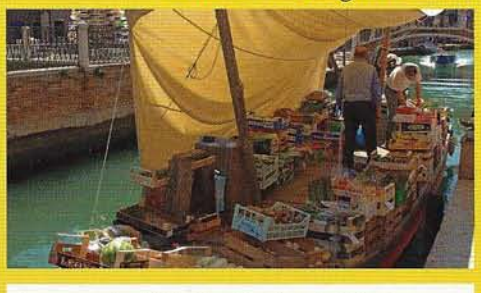
Unit 11 The lost city of Machu Picchu

The impact of tourism on the Inca city of Machu Picchu.

Unit 1 Slow food

A city that is enjoying itself – taking life slowly.

Unit 10 Living in Venice



Learn what it's like to live in Venice.

Unit 3 Indian railways

Learn more about the Indian railway system.

India

Cambodia

Unit 12 Cambodia Animal Rescue

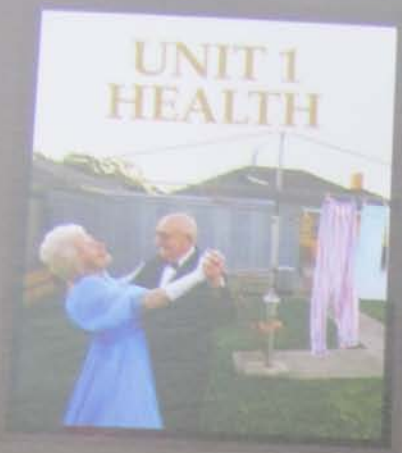
Rescuing victims of illegal animal poaching in Cambodia.

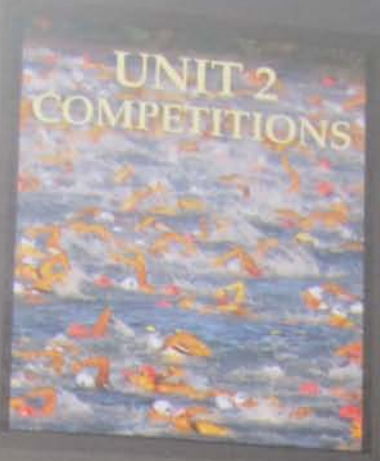
Australia

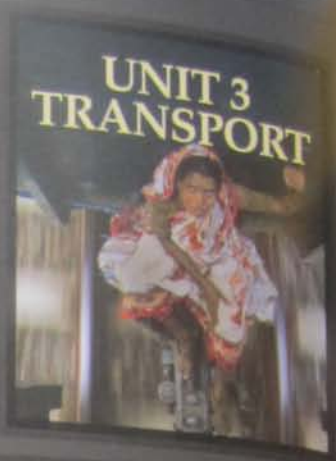
Unit 9 Disappearing voices

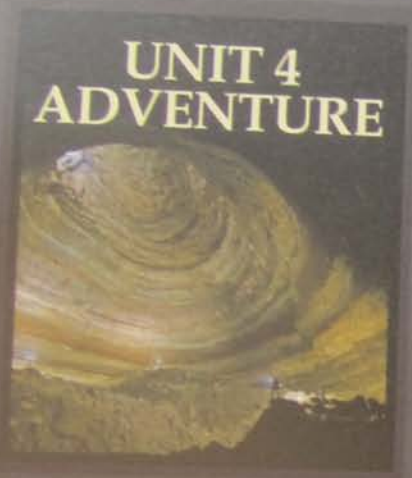
A project to record the last speakers of disappearing languages.

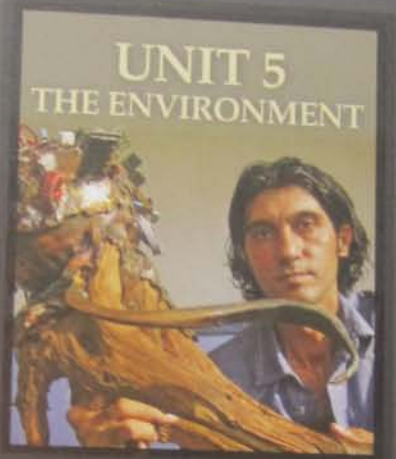
Split Editions A and B

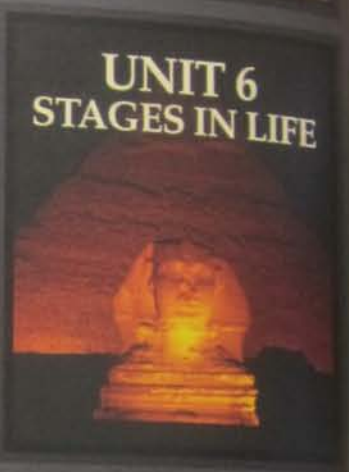


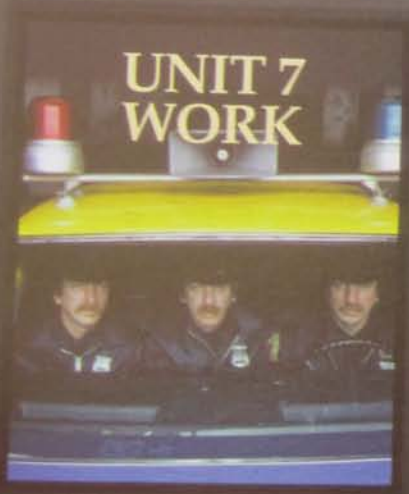


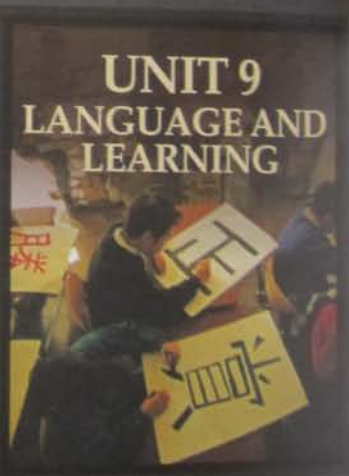


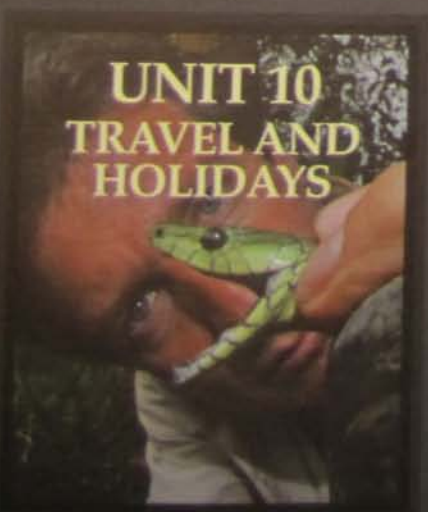


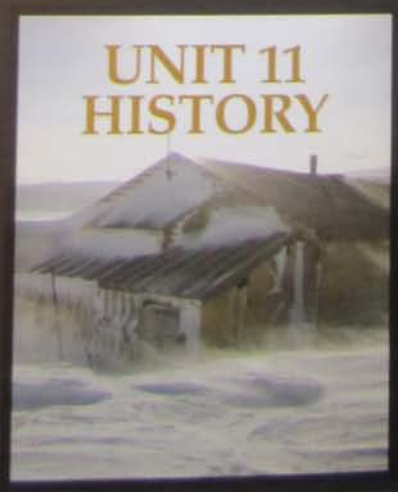


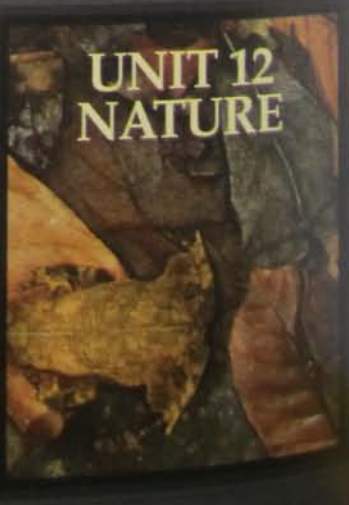












Dance practic
Photo by Bre

FEATU

10 How w
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Take a qu
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12 The sec
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How can
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14 Health
Measure
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18 Slow f
A video
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town

TALK ABOUT

Unit 1 Health

Dance practice, Australia
Photo by Brendan McCarthy

FEATURES

10 How well do you sleep?
Take a quiz and find out about how well you sleep

12 The secrets of long life
How can you live to be one hundred?

14 Health and happiness
Measure the level of happiness where you live

18 Slow food
A video about a healthier way of life in an Italian town

1 Look at the two people in the photo. Why do you think they are happy?

2 1.1 Listen to someone talking about the people in the photo. Answer the questions.

1 Who are they?
2 How often do they practise dancing?
3 Why do they think dancing is good for their physical and mental health?

3 Work in pairs. Look at these activities. Tell your partner which activities you often do. Why do you do them?

cycle through the countryside do crosswords
go for a long walk work long hours read a book
play computer games run marathons watch TV

I often cycle through the countryside because it's good for my health.

4 Think about other activities you do in your free time that are good for your physical or mental health. Tell your partner.

1a How well do you sleep?

Reading and speaking

1 Do you feel tired today? Why? / Why not?

2 Do the quiz below about sleep. Make a note of your answers.

Listening

3 1.2 Listen to a health expert talking about the quiz. Tick the characteristics which are true for each answer.

People with mostly A answers:
1 You have regular routines.
2 You are hardly ever tired.

People with mostly B answers:
3 You wake up once or twice a night.
4 You need more sleep than other people.

People with mostly C answers:
5 You regularly work in the evening.
6 You don't like sport.

4 Work in pairs. Compare your answers in the quiz. Which type of person are you? Do you need to change your lifestyle?

Grammar present simple and adverbs of frequency

5 Match the sentences from the quiz (1–2) with the uses of the present simple tense (a–b).

1 Before bedtime, I often do some work.
2 I'm never tired at work.

a to talk about things that are always true
b to talk about habits and routines

PRESENT SIMPLE

I/you/we/they sleep
he/she/it sleeps

I/you/we/they don't sleep
he/she/it doesn't sleep

Do you sleep ...?
Does he sleep ...?

For further information and practice, see page 84.

How well do you sleep?

Question: 1 2 3 4 5 6

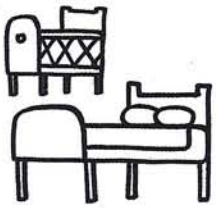
Q: Do you often feel tired?

A No, I don't often feel tired.
B I sometimes feel tired after a long day at work.
C All the time! I'm always ready for bed.

Question: 1 2 3 4 5 6

Q: How many hours a night do you sleep?

A Between seven and eight hours.
B More than nine. I rarely stay up late.
C Fewer than six.



Question: 1 2 3 4 5 6

Q: Before bedtime, I often ...

A watch TV or read a book.
B do some exercise.
C do some work.

Question: 1 2 3 4 5 6

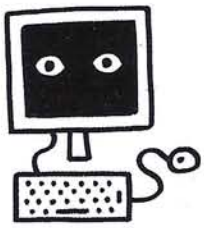
Q: At the weekend, I ...

A usually sleep the same amount as any other day.
B sometimes sleep for an hour or two extra.
C always sleep until midday! I never get up early.

Question: 1 2 3 4 5 6

Q: How often do you wake up in the middle of the night?

A I never wake up before morning.
B I rarely wake up more than once, and I usually fall asleep again quickly.
C Two or three times a night.



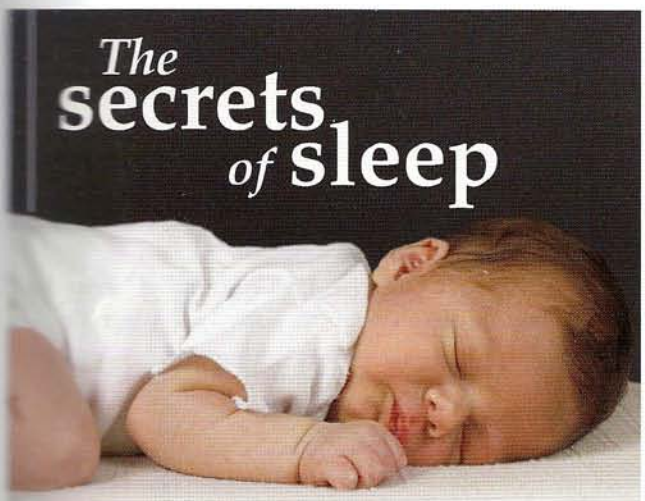
Question: 1 2 3 4 5 6

Q: Are you often sleepy during the day?

A No, I'm never tired at work.
B Sometimes, so I take a nap after lunch. After that I'm ready for work again.
C Always! That's because I work long hours and get home late.

fall asleep /fɔːl əˈsliːp/ start sleeping
take a nap /teɪk ə næp/ a short sleep that you have during the day

6 Look at the grammar box. Then complete the article about sleep with the present simple form of the verbs.



Why [1] *do we sleep* **(we / sleep)?**
From birth, we [2] _____ (spend) a third of our lives asleep but scientists still [3] _____ (not / know) exactly why.

Why [4] _____ **(humans / have) problems sleeping?**
In modern society, many people [5] _____ (not / get) the recommended seven or eight hours a night. We [6] _____ (work) long hours and we rarely [7] _____ (go) to bed at sunset.

Why [8] _____ **(we / sleep) differently?**
It [9] _____ (depend) on the time of year and also our age. Teenagers always [10] _____ (need) more sleep than adults. Lots of elderly people [11] _____ (not / sleep) longer than four or five hours, but they often [12] _____ (take) naps during the day.

7 Pronunciation /s/, /z/ **or** /ɪz/

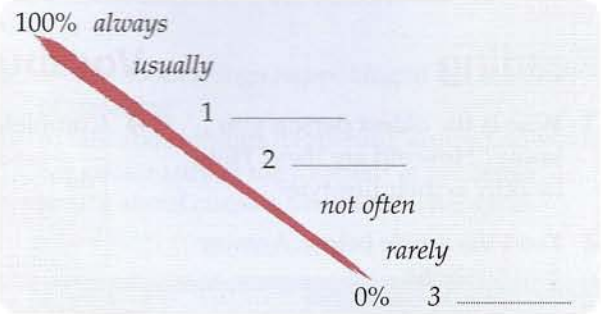
1.3 Listen to the ending of these verbs. Write /s/, /z/ or /ɪz/. Then listen again and repeat.

1 feels /z/	5 goes
2 needs	6 dances
3 watches	7 does
4 sleeps	8 works

8 Discuss the questions.

1 What time do people normally get up in your country? How late do they stay up? Do they ever take a nap in the afternoon?
2 How does this change during the year? Do people sleep longer in the summer or in the winter?

9 Complete this table with adverbs of frequency from the quiz in Exercise 2.



10 Look at the position of the adverbs and expressions of frequency in the example sentences in the grammar box. Then choose the correct options to complete the rules (1–2).

▶ ADVERBS and EXPRESSIONS OF FREQUENCY

*She's **usually** late for work.*
*I **often wake up** at seven.*
*How **often** do you wake up in the night?*
*She wakes up **two or three times a night**.*
***In the winter**, we sleep longer.*

For further information and practice, see page 84.

1 An adverb of frequency goes *after / before* the verb *to be* but it normally goes *after / before* the main verb.
2 An expression of frequency usually goes *at the beginning / in the middle* or at the end of a sentence.

11 Work in pairs. Ask and answer questions about these things. Use an adverb or expression of frequency in your answers.

do exercise	be late for work
take public transport	read a novel in the bath
eat out in restaurants	be in a bad mood
do gardening	go on holiday
play board games	be busy at weekends
check your emails	be stressed at work

How often do you do exercise?

Two or three times a week.

Speaking and writing

12 Work in groups. Prepare a *How healthy are you?* quiz for another group. Start each question with *How often …? Are you often …?* or *Do you ever …?* and offer three choices of answer (A, B or C).

13 When you are ready, join another group and ask the questions in your quiz. Afterwards, tell the class about their answers. Do you think the other group is very healthy?

1b The secrets of long life

Reading

1 Who is the oldest person you know? How old are they? How healthy is their lifestyle?

2 Read the article below. Answer the questions.

1 Why are the people of Okinawa famous?
2 What are the reasons for their good health?

3 Which of the reasons for good health in the article are true for your life? Tell your partner.

Vocabulary *do, go* or *play*

4 Complete the table with activities from the article in Exercise 2.

do	go	play
	fishing	

5 Add these activities to the table in Exercise 4. Use your dictionary to help you, if necessary. Then think of one more activity for each verb.

cards hiking homework nothing running shopping
tennis the piano yoga football karate surfing

WORDBUILDING verb + noun collocations

We can only use certain nouns with certain verbs. These are called collocations. For example, *go fishing* but not ~~*do fishing*~~ or ~~*play fishing*~~.

For further information and practice, see Workbook page 103.

The Secrets of Long Life

The island of Okinawa in Japan has some of the oldest people in the world. It's famous for its high number of centenarians – men and women who live beyond 100 years of age. There have been many scientific studies of their lifestyle and you can even buy cookery books based on their diets. Some of the reasons for their good health are that they …

- go fishing and eat what they catch.
- regularly do gardening and grow their own fruit and vegetables.
- go cycling and never drive when they can walk.
- often spend time with friends. They meet at people's houses and play games.
- rarely buy food from a supermarket.
- do regular exercise, go swimming and lead active lives.

Listening

6 1.4 Listen to a radio interview with David McLain, an explorer and journalist. Answer the questions.

1 What does David want to know?
2 Why is he in Sardinia?

7 1.4 Listen again. Are the sentences true (T) or false (F)?

1 David McLain is travelling to different countries.
2 He's talking to the radio presenter in the studio.
3 Men don't live the same number of years as women on Sardinia.
4 Sardinian families often eat together.
5 David thinks Sardinia is less stressful than other countries.
6 Younger people are eating more unhealthy food and they aren't getting much exercise.

Grammar present simple and present continuous

8 Look at the five sentences from the interview in Exercise 6. Which two sentences use the present simple tense? Why?

1 He's currently travelling to places and regions.
2 He's speaking to us right now on the phone.
3 Men live the same amount of time as women.
4 Every Sunday the whole family meets and they eat a huge meal together.
5 Young people are moving to the city so they are doing less exercise because of their lifestyle.

9 The three other sentences in Exercise 8 use the present continuous tense. How do you form the tense? Match the three sentences to the uses (a–c).

a to talk about things happening at the moment of speaking
b to talk about things happening around now but not necessarily at the moment of speaking
c to talk about current trends and changing situations

▶ PRESENT CONTINUOUS

I am speaking
you/we/they are speaking
he/she/it is speaking

I'm not travelling
you/we/they aren't travelling
he/she/it isn't travelling

Am I moving?
Are you/we/they moving?
Is he/she/it moving?

For further information and practice, see page 84.

10 Complete the sentences with the present simple or present continuous form of these verbs.

check not / do not / eat go ~~learn~~ play
read spend

1 We *'re learning* a new language at the moment.
2 My friends and I often _____ time at each other's houses.
3 One moment! I _____ my emails and then I'm ready to go.
4 How often _____ you _____ to the gym?
5 I _____ a really interesting book at the moment.
6 Currently, a friend of mine _____ any sweets and he says he feels healthier.
7 I'm nearly eighty but I _____ any exercise!
8 Which computer game _____ you _____? It looks fun.

Speaking

11 Work in pairs. Take turns to ask and answer the questions. Use the present simple and present continuous tense in your answers.

1 What's your typical working day? Are you working on anything new at the moment?
2 How do you spend your free time? Are you getting much exercise?
3 Do you often read novels? Are you reading anything interesting at the moment?
4 Where do you normally go on holiday? Are you planning your holidays for this year?
5 Do you speak any other languages? Are you learning any new languages?

1c Health and happiness

Speaking

1 Which of these things make you feel happy? Order them from 1 to 5 (1 = most happy). Compare with your partner.

- Sleeping for a long time
- Having money
- Relaxing on holiday
- Going out with friends
- Doing exercise

Critical thinking the main argument

2 Read the article on page 15. Which of the sentences (1–3) is the best summary of the main argument?

1 Happiness improves our health.
2 Denmark is the happiest country in the world.
3 There are different ways to measure happiness.

Reading

3 Choose the correct answer (a–c) for the questions, according to the information in the article.

1 How did the King of Bhutan measure the country's development?
a by money b by health
c by happiness

2 Which is easier to measure?
a happiness b health
c sickness and ill health

3 Why was Iceland number one in a survey?
a for its money b for its health
c for its happiness

4 How did researchers measure happiness in 155 countries?
a with answers to questions
b by looking at people's faces
c by measuring the number of sick people

5 What do visitors to Krikortz's website click on?
a questions b faces c numbers

6 How many categories does Krikortz have for measuring happiness?
a three b five c seven

7 What colour are the lights on the building when Stockholm is happy?
a red b green c purple

Word focus *feel*

4 Look at the sentences (1–4) from the article. Match *feel* in each sentence with the uses (a–d).

1 It's also easy to measure how many people feel ill or unhealthy in a country.
2 Denmark feels happier than other countries.
3 Krikortz feels that there are other ways of measuring happiness.
4 The coloured lights are also useful if you feel like visiting the city.

a to give an opinion
b to talk about an emotion
c to talk about physical illness
d to talk about wanting something or wanting to do something

5 Match the questions (1–3) to the responses (a–c).

1 How do you feel today?
2 What do you feel about Krikortz's project?
3 Do you feel like going for a coffee after the class?

a Fine, thanks. How about you?
b Yes, I'd like to.
c I'm not sure. It's quite interesting I suppose.

6 Work in pairs. Take turns to ask the questions in Exercise 5. Answer with your own words.

Speaking

7 Work in groups. Discuss the questions.

1 In paragraph 1, the King of Bhutan talks about 'Gross National Happiness'. How happy do you think your country is? Give reasons for your answer.
2 In paragraph 2, a doctor said, 'Happy people generally don't get sick.' How much do you agree with this opinion?
3 In paragraph 3 and 4, there are different questions and categories for measuring happiness. Which do you think are useful for measuring happiness? Which are not very useful?

8 Work in the same group. Make a list of five categories for measuring happiness (e.g. money, sleep). Then everyone in the group gives a score for each of the categories (1 = very happy, 2 = happy, 3 = OK, 4 = not very happy). How happy is your group? Present your categories and result to the class.

measuring HEALTH AND HAPPINESS

The small country of Bhutan in the Himalayan mountains is over one thousand years old. In the past it was a poor country and not many people visited it. But nowadays, it is becoming more and more popular with tourists. Medicine and health is improving and its economy is growing. King Jigme Singye Wangchuck, the king of Bhutan until 2006, talked about his country's 'Gross National Happiness'. In other words, he thought happiness is the way to measure the country's development.

But how do you measure happiness? Perhaps health is the best way because a famous doctor once said, 'Happy people generally don't get sick.' It's also easy to measure how many people feel ill or unhealthy in a country. For example, one survey says Iceland is the 'healthiest country in the world' because men and women live a long time there, the air is very clean and there are more doctors available per person than anywhere else in the world.

However, there was another survey of the happiest countries in the world and Iceland was not near the top. The questions on this survey included: How much do you earn? How healthy are you? How safe do you feel? After visiting 155 different countries, the researchers decided that Denmark feels happier than other countries.

So does happiness equal money and good health? Not according to the artist Erik Krikortz. He feels that there are other ways of measuring happiness. Krikortz has a website and visitors click on different happy or sad faces to comment on how well they sleep, their family and friends, their level of stress, their inspiration and their physical activity. When you finish, his website adds the results for each area and it gives you a final result for your happiness.

In his home city of Stockholm, Krikortz also shows the results of his survey as different coloured lights on the side of a large building in the city. For example, red means the people of Stockholm are very happy, green is OK and purple means many people are sad. 'A lot of people look at the building every day and see how "we" are,' Krikortz says. The coloured lights are also useful if you feel like visiting the city. For example, if the lights are red, you know the locals are feeling happy!

inspiration (n) /ˌɪnspəˈreɪʃn/ a feeling that makes you want to do something or gives you exciting new ideas

1d At the doctor's

Vocabulary medical problems

1 Look at the pictures. Match the people (1–8) with the medical problems (a–h).

a I've got a headache.
b I've got back ache.
c I've got a runny nose.
d I've got earache.
e I've got stomach ache.
f I've got a temperature.
g I've got a sore throat.
h I've got a bad cough.

2 Pronunciation sound and spelling

a Many English words have the same vowel sounds but different spellings. Match the words with the same vowel sounds.

1 head	wake
2 sore	saw
3 throat	off
4 cough	note
5 ache	here
6 ear	bed

b 1.5 Listen and check your answers. Then listen again and repeat.

3 What do you do when you have the medical problems in Exercise 1? Categorise them into the three groups. Then compare with your partner.

1 I go to bed.
2 I take medicine or pills.
3 I go to the pharmacy or see my doctor.

Real life talking about illness

4 1.6 Listen to two conversations, one at a pharmacy and the other at a doctor's. Write the number of the conversation (*1* or *2*) next to the person's medical problems and medical advice they receive.

Medical problem	Medical advice
sore throat *1*	take this medicine twice a day *1*
bad cough	go to bed
runny nose	drink hot water with honey and lemon
earache	take one pill twice a day
feel sick	buy a box of tissues
temperature	drink lots of water

5 1.6 Listen again and complete the sentences. Then match them with the correct section in the box.

1 I _____ _____ a sore throat.
2 You _____ take this medicine.
3 It's _____ _____ a sore throat.
4 You _____ a box of tissues.
5 If you still feel ill in a few days, see a _____.
6 Let me have a _____.
7 Do you _____ sick?
8 Let me check your _____.

TALKING ABOUT ILLNESS

Asking and talking about illness
I don't feel very well.
I feel sick / ill.
Have you got a temperature?
How do you feel?

Giving advice
Try drinking hot water with lemon.
You need to take one of these.
Drink lots of water.

6 Work in pairs. Practise this conversation. Then change roles and repeat the conversation.

Student A: You have a medical problem. (Choose one from Exercise 1.)

Student B: You are a pharmacist. Ask how Student A feels and give advice.

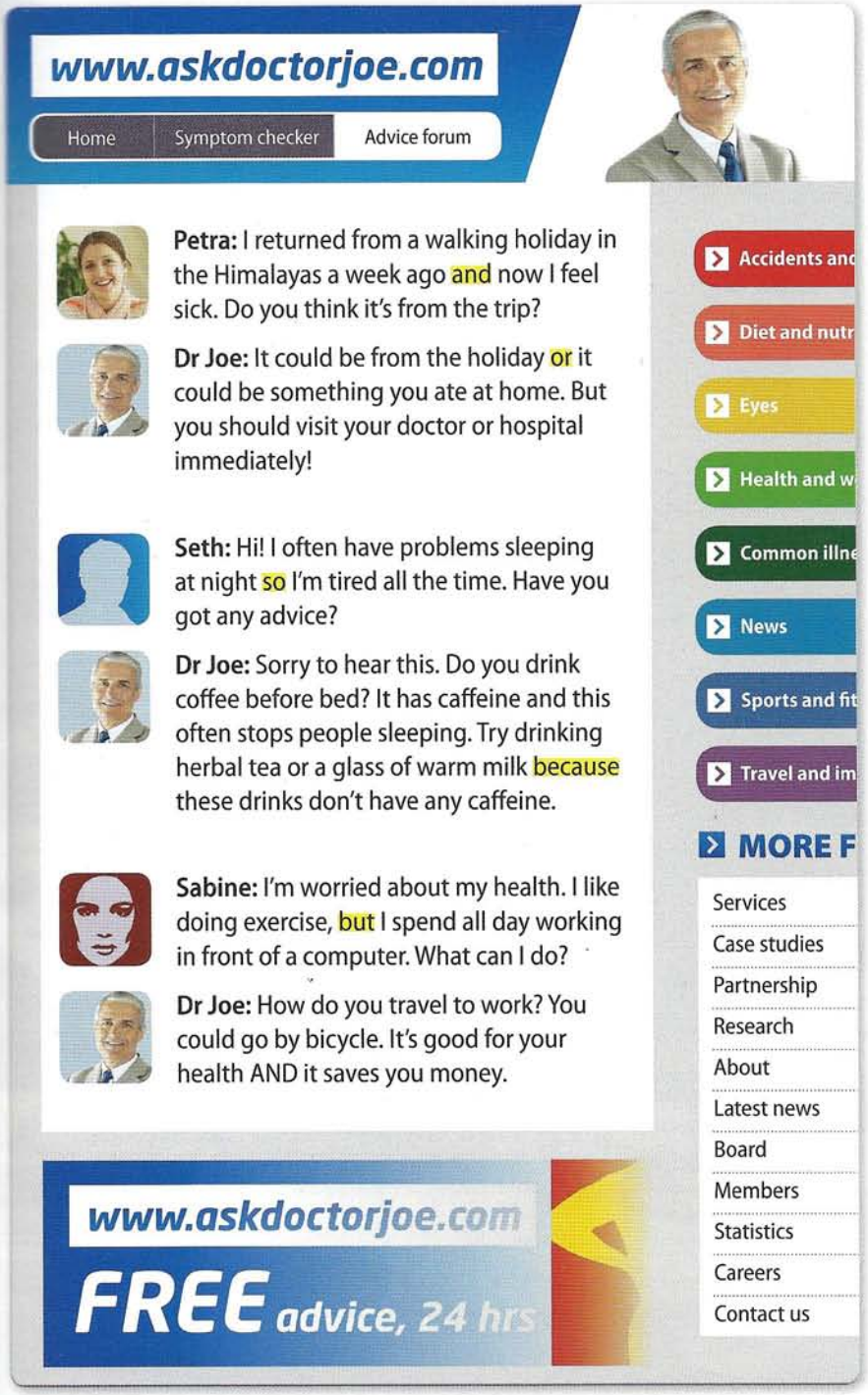
1e Medical advice online

Writing online advice

1 Many people look for medical advice on the internet before they visit their doctor. Do you think this is a good idea? Why? / Why not?

2 Look at the advice forum on a website. Answer the questions.

1 What medical problem has each person got?
2 Do you think the doctor gives them good advice?
3 Can you think of any more advice for each person?



3 **Writing skill conjunctions (*and, or, so, because, but*)**

a Look at the highlighted conjunctions in the forum in Exercise 2. Then complete the rules with those words.

1 We use *and* to connect two words or parts of a sentence.
2 We use _____ to introduce an idea that is different.
3 We use _____ to say 'with the result that.'
4 We use _____ to explain the reason.
5 We use _____ to connect an alternative word or idea.

b Complete the sentences with the conjunctions in Exercise 3a.

1 You need to do more exercise _____ eat healthy food.
2 Jogging is healthy, _____ eating chocolate is nicer!
3 You could try cycling _____ go walking if you don't have a bicycle.
4 Fruit and vegetables are good for you _____ they are full of vitamins.
5 Fruit and vegetables are full of vitamins, _____ they are good for you.

4 Imagine you want advice from the forum. Choose a medical problem. Then write a message to Doctor Joe and ask for advice.

5 Exchange your message with your partner. Imagine you are Doctor Joe. Write a reply with two or three pieces of good advice. Remember to use conjunctions.

1f Slow food

A place where time is slower.

Before you watch

1 Work in groups. Look at the title of the video and the photo. Discuss the questions.

1 What do you think 'slow food' is?
2 How do you think the people in the photo feel?
3 What do you think the photo caption means?
4 What do you think the video is about?

2 Tick the things you think will be in this video.

countryside
farmers and people making food
fast food restaurants
lots of cars
a modern city
relaxed people enjoying food

While you watch

3 Watch the video and check your ideas from Exercise 2.

4 Watch the video again. Are these sentences true (T) or false (F)?

1 Chianti is a region in Spain.
2 Four thousand people live in Greve.
3 Greve is part of the Slow Cities League.
4 Salvatore Toscano runs an American-style restaurant.
5 His restaurant is in Greve.
6 Farmers make pecorino cheese from cows' milk.
7 Pecorino cheese is not very popular nowadays.
8 Greve wants to escape from the modern world.

5 Watch the video again. Answer these questions.

1 What is Greve famous for?

.....

2 How many cities are in the Slow Cities League?

.....

3 What is the purpose of the Slow Cities League?

.....

4 How many members does the slow food movement have?

.....

5 Why is pecorino cheese popular again?

.....

6 What can you find everywhere in the world?

.....

die out (v) /daɪ 'aʊt/ disappear
mayor (n) /'meɪə/ the head of the administration of a town
vineyard (n) /'vɪnjɑːd/ a place where grapes grow
worldwide (adv) /wɜːld'waɪd/ all over the world

After you watch

6 Match the people (1–4) with what they say (a–d).

1 the narrator
2 Salvatore Toscano
3 Greve's mayor
4 the cheese maker

a Our aim is to keep Greve the same. We want to keep Greve and all the other slow cities special.
b It's about taking more time so you are more calm and relaxed.
c In the mountains of Pistoia, in northern Tuscany, farmers produce pecorino cheese.
d Not everyone knows about our product. But now the slow food movement means people know about us.

7 Roleplay a conversation with Salvatore Toscano

Work in pairs.

Student A: You are Salvatore Toscano. Read the questions below and make notes about yourself. Then ask your customer about his life.

- Why do you like Greve?
- What is it like living in Greve?
- Do you enjoy your job?

Student B: You are a customer in Salvatore Toscano's restaurant. You come from a large busy city. Read the questions below and make notes about yourself. Then ask Salvatore about his life in Greve.

- What's your name?
- What's your job?
- Do you like visiting Greve? Why?
- Do you want to live somewhere like Greve?

Act out the conversation. Compare your lives. Then change roles and repeat the conversation.

8 Read what the man says at the end of the video. Answer the questions.

From Singapore to Macao, in New York, in Rome, you always find the same pizza, the same hamburgers. Slow food doesn't want this.

1 Do you agree?
2 Do you think slow food is a good idea?

9 Work in pairs. Discuss these questions.

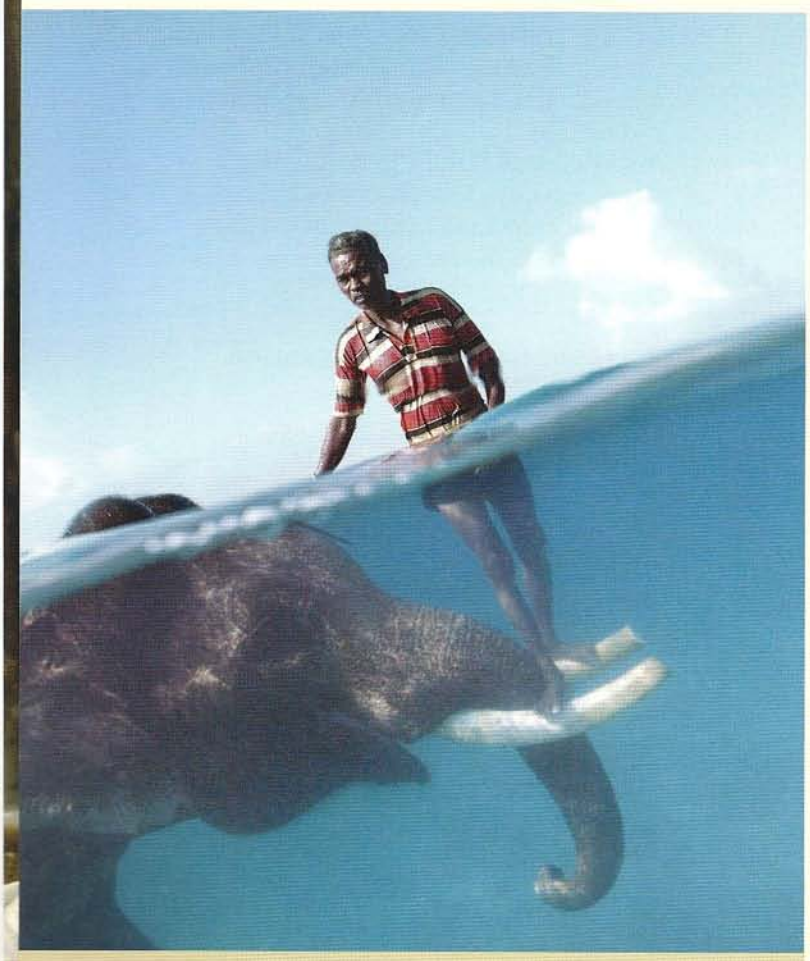
1 Would you like to live in Greve? Why? / Why not?
2 Do you live a quiet life or do you live in the fast lane? In what ways?

UNIT 1 REVIEW

Grammar

1 Work in pairs. Look at the photo. Where are the man and the elephant? What are they doing?

2 Choose the correct forms to complete the text about the man in Exercise 1.



Every day, Nazroo [1] *drives / is driving* elephants for a living, but, as you can see here, [2] *he takes / he's taking* his favourite elephant, Rajan, for a swim. In this photo [3] *they swim / they're swimming* in the sea around Andaman Island. Sometimes they [4] *like / are liking* to relax this way after a hard day. I was surprised because Rajan [5] *doesn't seem / isn't seeming* worried about being under the water. I guess it feels good after a long, hot day at work.

3 Work in pairs. How often do Nazroo and Rajan go swimming? How often do you go swimming? How do you like to relax?

I CAN	
talk about regular actions and events using the present simple	☐
describe actions in progress (now or around now) using the present continuous	☐
ask and answer questions with *How often ...?*	☐

Vocabulary

4 Which words can follow the verb in CAPITAL letters? Delete the incorrect word.

1	FEEL	tired, happy, ~~ache~~, sick
2	DO	exercise, housework, relaxing, yoga
3	PLAY	golf, swimming, games, tennis
4	GO	marathon, racing, hiking, driving

5 Work in pairs. How do you feel about your new English course? Do you feel worried about anything? (Tell your teacher if you are.)

I CAN	
talk about leisure activities	☐
say how I feel	☐

Real life

6 Choose the correct words to complete the conversation between two friends.

A: [1] *How do / Do* you feel?
B: Not very [2] *well / ill*. I've got a [3] *pain / sore* throat.
A: [4] *Do you feel / Have you got* a high temperature?
B: I don't know. I feel a bit hot.
A: [5] *Try / You need* drinking some honey and lemon in hot water.
B: Good idea.
A: But [6] *you should / it's a good idea* also see your doctor.

7 Work in pairs. Practise two similar conversations.

Conversation 1:
Student A has got a headache. Student B gives advice.

Conversation 2:
Student B has got stomach ache. Student A gives advice.

I CAN	
talk about feeling ill	☐
give advice	☐

Speaking

8 Complete these questions to ask someone about their everyday habits and interests.

1 Do you often play ...?
2 How often do you go ...?
3 Do you ever ...?
4 What are you *-ing* ...?
5 Why do you ...?

9 Work in pairs. Ask and answer your questions from Exercise 8.

Unit 2 Competitions

Ironman competition
Photo by Patrick McFeeley

FEATURES

22 Competitive sports
What it takes to be a real winner

24 Crazy competitions!
When people from all over the USA make new rules

26 Bolivian wrestlers
Women competing in a national sport

30 Cheese rolling
A video about a crazy and dangerous competition in England

1 Look at the photo. What kind of competition is it? Do you like this kind of sport?

2 1.7 Listen to someone talking about the photo. Answer the questions.

1 What are the three different types of sport in an Ironman competition?
2 Where is the annual championship?
3 Why do thousands of spectators watch the championship?

3 Work in groups. Discuss the questions.

1 Are you normally a competitor or a spectator? Which do you prefer?
2 Are you competitive? What kinds of competition do you compete in?

▶ WORDBUILDING word forms

When you learn a new word, try to learn its other forms.
For example:
compete (verb) – competitive (adjective) – competition (noun) – competitor (noun/person)

For further information and practice, see Workbook page 111.

2a Competitive sports

Reading and speaking

1 Read the quotes by famous sports people (1–6). Then discuss the questions.

1 How are the six quotes similar?
2 Are all these sports popular in your country? What other sports are popular?

1 *'Winning isn't everything, but wanting it is.'*
Arnold Palmer, winner of 92 golf tournaments

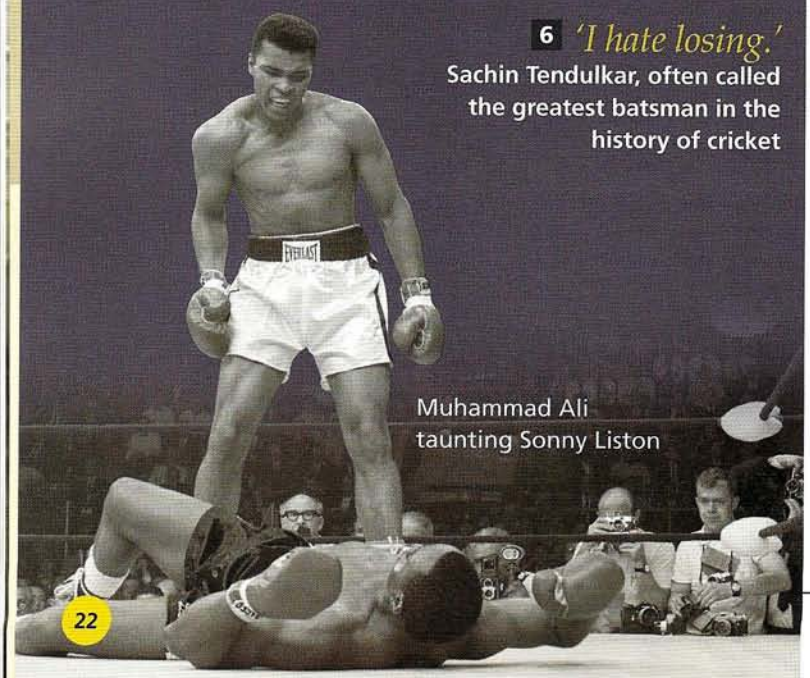
2 *'I never thought of losing.'*
Muhammad Ali, three times boxing World Heavyweight Champion

3 *'I just love winning.'*
Ayrton Senna, racing driver and three times Formula One World Champion

4 *'Swimming isn't everything, winning is.'*
Mark Spitz, swimmer and winner of seven gold medals at the 1972 Munich Olympics

5 *'A champion is afraid of losing. Everyone else is afraid of winning.'*
Billie Jean King, tennis player, won 129 major tournaments

6 *'I hate losing.'*
Sachin Tendulkar, often called the greatest batsman in the history of cricket



Muhammad Ali taunting Sonny Liston

Grammar verb + *-ing* forms

2 Underline the verb + *-ing* forms in the quotes in Exercise 1. Which of the underlined forms are:

1 the subject of the sentence?
2 after verbs (e.g. *like, dislike*) as an object?
3 after a preposition?

VERB + -ING FORMS

- Subject of the sentence: ***Swimming*** *is good for you.*
- After verbs (often *like, love, enjoy, prefer, don't like, hate, can't stand*) as an object: *I like* ***playing*** *tennis.*
- After a preposition: *I'm good* ***at learning*** *languages.*

For further information and practice, see page 85.

3 Look at the grammar box. Then correct the conversation between two friends. Change eight verbs into the *-ing* form.

A: The *Tour de France* is on TV tonight! I love ~~watch~~ it. *watching*

B: Oh no! Cycle is so boring.

A: I really enjoy see the cyclists on the mountains.

B: But it lasts for days! I hate wait for the end.

A: Today is the final day. It's exciting.

B: Sit in front of the TV is not exciting. I prefer do something. Hey! Are you good at play tennis? We could play this afternoon.

A: But I want to watch this.

B: I see. Are you afraid of lose against me or something?

4 Pronunciation /ŋ/

a 1.8 Listen to the words and underline the part of the word with the /ŋ/ sound. What is the most common spelling with the /ŋ/ sound? Listen again and repeat.

1 watching
2 language
3 waiting
4 thinks
5 cycling
6 losing
7 winning
8 English
9 competing
10 thanks

b Read the conversation in Exercise 3 aloud. Pay attention to the /ŋ/ sound in the verb + *-ing* forms.

5 Work in pairs. Ask questions to complete the sentences for both of you with the names of any sports or leisure activities.

1 I love watching _____ but my partner doesn't.
2 My partner likes _____ but I prefer _____.
3 I think _____ is boring but my partner loves it!
4 We both enjoy _____ but we can't stand _____.
5 I'm good at _____ but my partner isn't.

Do you like *-ing?*

What do you like *-ing?*

Are you good at ...?

Vocabulary and listening talking about sports

6 Write about the six sports in Exercise 1. Use these words to say where you play each sport and what you need. Then think of two other sports you like and describe them in a similar way.

where you play	what you need
court course pitch pool ring track	ball bat car club gloves goggles net racquet

Example:
You play golf on a golf course. You need a golf club and a ball.

7 Work in pairs. Take turns to describe a sport for your partner to guess.

The two teams play on a pitch. They use a bat and a ball.

Cricket.

Correct!

8 1.9 Listen to three people talking about sport. Make notes in the table.

	Which sport are they talking about?	Do they like or dislike doing the sport?	Why do they do the sport?
Meg			
Paul			
Kirsty			

coach (n) /kəʊtʃ/ a person who trains sports people

Grammar *like + -ing / 'd like to*

9 1.10 Listen to Kirsty again and complete the sentences (a–b). Then answer the questions (1–2).

a I _____ _____ tennis so much that currently I'm working with a tennis coach.
b One day I _____ _____ to become a professional player.

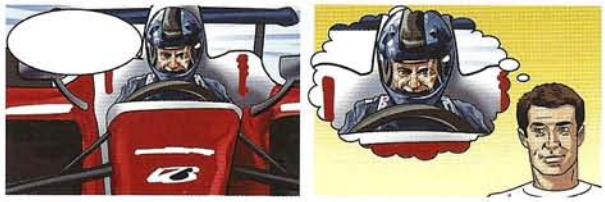
1 Which sentence describes a future ambition?
2 Which sentence is true now and talks about a general feeling?

'D LIKE TO

would ('d) like + to + infinitive
She'd like to play tennis later.
He'd love to become a boxer one day.
They wouldn't like to judge the competition.

For further information and practice, see page 85.

10 Make sentences about each pair of pictures using these words. Use *like + -ing* and *'d like to*.



1 love / drive / formula one cars

2 like / play golf

3 not like / lose

Speaking

11 Write down three ambitions for the future, one true and two false. Take turns to read them to your partner. Can he/she guess which of your ambitions are false?

I'd like to become a rock star.

No, you wouldn't.

I'd like to jump from an aeroplane with a parachute.

Yes, you would.

2b Crazy competitions!

Reading

1 Look at the photos of competitions (A–C) in the article. Which do you think is a fight, a match and a race?

2 Read about the competitions. Check your predictions in Exercise 1.

3 Read the article again. Match the sentences (1–8) with the competitions (A–C).

1 Competitors run from one place to another. _____
2 You can win money. _____
3 It's for individual competitors. _____
4 The competition is once a year. _____, _____
5 You use a type of transport. _____, _____
6 The rules are the same as another real sport. _____
7 It's for teams. _____, _____
8 There is a time limit. _____

4 Which of these sports would you like to play or watch? Do you have any similar competitions in your country?

Crazy competitions!

Ross McDermott and Andrew Owen travel round the United States going to different festivals and write about their experiences on the blog *The American Festivals Project*. Many of these festivals are also competitions.

A The Idiotarod

The Idiotarod is an annual race in New York City. Each team must have five people and a shopping cart. They can decorate their carts but they can't change the wheels. All the teams have to start and finish at the same place but they don't have to run on the same roads. The teams can choose their route but the members of each team must arrive at the finish line together. And they mustn't finish without the cart!

B Mud Bowl Championship

Mud Bowl football is similar to normal American football. The match is shorter but there are two teams and a referee. The winner is the team with the most goals at the end of sixty minutes. The only real difference is that the players have to play in half a metre of mud!

C Combine Harvester Fight

Combine harvesters are normally on farms but, for one day every summer, in the small town of Hillsdale in Michigan, farmers compete against each other for a prize of $1,500. For three hours, the giant machines have to fight until only one combine harvester is still moving.

Grammar modal verbs for rules

5 Look at the sentence from the article about the Idiotarod. What does the highlighted modal verb mean? Choose the correct answer (1–4).

Each team must have five people and a shopping cart.

1 It is necessary and an obligation.
2 It is allowed according to the rules.
3 It is not necessary (but allowed).
4 It is not allowed.

6 Find five more modal verbs in the article about the Idiotarod. Match them to the meanings (1–4) in Exercise 5.

MODAL VERBS FOR RULES

- Necessary and an obligation: *must, have to*
- Allowed: *can*
- Not necessary (but allowed): *don't have to*
- Not allowed: *mustn't, can't*

For further information and practice, see page 85.

7 Choose the correct options to complete the sentences about different sports.

1 You *have to / don't have to* play cricket with a bat and a ball.
2 Competitors *don't have to / mustn't* argue with the judge's decision.
3 Rugby players *can / can't* throw the ball forwards. It must always go backwards.
4 Competitors *can't / must* run 42 kilometres in a marathon.
5 A referee *can / mustn't* send a player off the pitch.
6 The goalkeeper in football *has to / doesn't have to* stay in the penalty area.
7 A tennis player *has to / doesn't have to* hit the ball inside the white lines.
8 The players *mustn't / don't have to* win every point to win a match.

Listening

8 1.11 Listen to a description of another race: The Woolly Worm Race. What does the speaker describe? Choose the correct answer (1–3).

1 why people like racing woolly worms
2 the rules of the competition
3 the history of the competition

9 1.11 Listen again. Answer the questions.

1 How often is the competition?
2 How old do you have to be to enter?
3 Do you have to bring your own woolly worm?
4 Can you touch your worm during the race?
5 What is the prize for the winner?

Vocabulary competitions

10 Complete the pairs of sentences with the correct words. Use a dictionary to help you.

1 (win / beat)
My woolly worm _____ yours!
Did you _____ the race?
2 (score / win)
How many matches did you _____?
How many goals did you _____?
3 (fans / spectators)
We're your biggest _____! We come to every match.
There were about 50,000 _____ at the match.
4 (referee / judge)
The _____ sent the player off.
One _____ gave the ice skater 10/10.
5 (trophy / prize)
The President gave the winning team the silver _____.
The _____ for the winner is $500.

Speaking

11 Work in groups. Imagine that you want to have a new annual competition for your town. Follow these steps.

1 Decide on a crazy competition.
2 Discuss the rules and write a list. Also discuss any other details.
3 Present your new competition to the class and explain the rules.

2c Bolivian wrestlers

Reading

1 Look at the photos on pages 26 and 27. Before you read, do you think the statements (1–3) will be true (T) or false (F)? Read the article and check your predictions.

1 Wrestling is popular in Bolivia.
2 Only men can wrestle in public.
3 People earn a lot of money from wrestling.

2 Read the article again. Which paragraph (1–6) describes:

a the two wrestlers before the fight? *2*
b the popularity of male and female wrestling in Bolivia?
c the moments before the wrestlers enter?
d Yolanda's family life?
e the reason why a fan watches it?
f the fight between the two women wrestlers?

3 Find words in the first three paragraphs of the article to match these definitions.

1 three words meaning a large group of people at a performance or sporting event: a_____, s_____, c_____
2 two verbs meaning to speak loudly and make a lot of noise: s_____, s_____
3 to clap your hands together: a_____
4 people who support someone famous: f_____
5 to get away from someone or something: e_____
6 three verbs to describe fast movements: j_____, s_____, t_____
7 the bad person (usually in a story, film or book): b_____
8 the good person (usually in a story, film or book): g_____

Critical thinking reading between the lines

4 An article doesn't always tell us everything about how the people feel, but we can often guess. Match these people from the article (1–3) with the sentences (a–c).

1 Yolanda
2 One of Yolanda's daughters
3 Esperanza

a I don't like the days when the wrestling is happening.
b I get a wonderful feeling every time I go out there.
c Life is very hard for people like me.

Word focus *like*

5 Look at the sentences from the article. Match *like* in each sentence (1–4) with the uses (a–d).

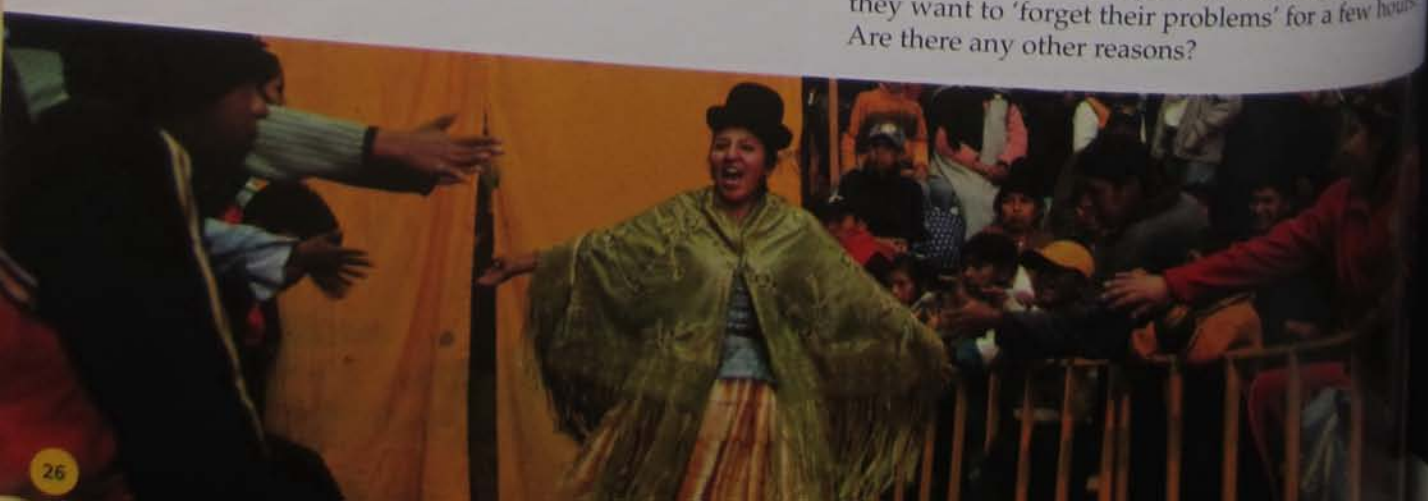
1 Would they **like** to become wrestlers one day?
2 Yolanda and Claudina walk through the crowds **like** pop stars.
3 Esperanza explains why she **likes** watching the wrestling.
4 She also has two daughters who both look **like** her.

a enjoys in general
b wants to do in the future
c similar behaviour to
d similar appearance to

Speaking

6 Discuss the questions.

1 Do you like watching sports with women in your country? Would you like to watch the type of wrestling in the article?
2 How important are sport and sports people in your country? Do any of them look like or behave like pop or film stars?
3 Do you think most people like watching sport because they want to 'forget their problems' for a few hours? Are there any other reasons?

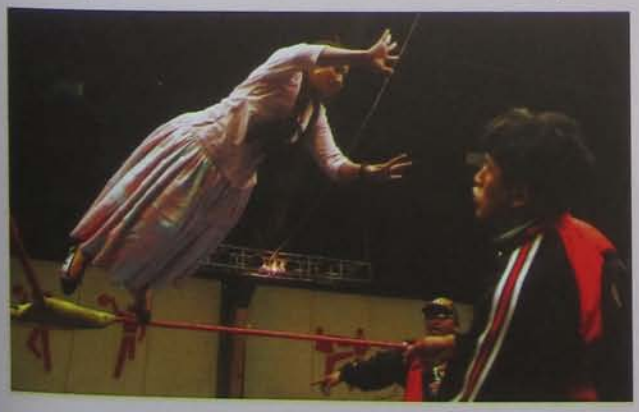


Bolivian wrestlers

In El Alto in Bolivia, an audience is sitting around a huge wrestling ring. The spectators are getting impatient and so they start to scream: 'Bring them on! Bring them on!' Suddenly, an announcer speaks into the microphone: 'Ladies and Gentlemen. It's time for Yolanda and Claudina!' The crowd shouts and applauds with excitement.

Two women enter. Yolanda and Claudina walk through the crowd like pop stars. They smile and greet their fans until suddenly the music stops. Both women jump into the wrestling ring and within seconds, Claudina hits Yolanda. Yolanda grabs Claudina. Claudina tries to escape, but Yolanda doesn't let her go. She spins Claudina round and throws her down on the floor. The audience goes crazy!

As Claudina lies on the floor, Yolanda is smiling and waving to the crowd. She doesn't see Claudina get up behind her. Then Claudina pushes Yolanda onto the ropes. The crowd shouts at her. Claudina is the baddie in this competition so when Yolanda – the goodie – gets up and throws Claudina out of the ring, the crowd cheers with happiness. One minute Yolanda is winning. The next minute, Claudina is winning.



Wrestling in Bolivia is incredibly popular and after a hard day's work many people love watching this mixture of sport, drama and entertainment. Usually, the wrestling matches are between men wearing masks and special costumes. But in El Alto you can also see women wrestling where it's especially popular.

The women wrestlers fight here and we laugh and forget our problems for three or four hours.

Yolanda is one of the top women wrestlers. Her father was also a wrestler so it's a family tradition. During the day she makes clothes. She also has two daughters who both look like her. Would they like to become wrestlers one day? Yolanda doesn't think so. 'My daughters ask me why I do this. It's dangerous and they complain that wrestling doesn't bring any money into the house.' But Yolanda loves wrestling because of her fans, and she has lots of them!

One fan called Esperanza Cancina pays $1.50 (a large part of her salary) to sit near the ring. She explains why she likes watching the wrestling: 'It's a distraction. The women wrestlers fight here and we laugh and forget our problems for three or four hours. At home, we're sad.'

2d Joining a club

Speaking

1 Who is a member of a club or local group in your class? Ask them these questions.

1 Does the club have regular meetings? How often?
2 Do you pay a membership fee? How much is it?
3 What are the benefits of being a member?
4 Does it ever have competitions?

2 Look at the adverts (A–C). Which of the questions in Exercise 1 do they each answer?

A

Would you like to **get fit** and **make new friends?**

Our running group meets at 7 p.m. every Wednesday.

There are two groups:
- Beginner's group (for anyone)
- Experienced (you must be able to run twenty or more kilometres)

It's non-competitive and a fun way to get fit!

Call Mike Burgess on 0776 58945.

B

Join us and WIN a new camera!

The Barton Photography Club welcomes new members. We are a busy club with regular speakers at our club meetings. Join before 1st March and you can also enter our summer photography competition. Three prizes including a brand new camera. The entry fee is 15 euros (including club membership for a year). Visit www.bartonphotoclub.com to download an entry form and for membership details.

C

Theatre group

A local theatre group is looking for actors and actresses to be in a musical comedy this summer. You must be available twice a week starting 2nd April. Enthusiasm is more important than talent!

Contact Mandy Giles on mandy76@dmail.com

Real life talking about interests

3 1.12 Two people are looking at the adverts in their local newspaper. Listen to their conversation and number the adverts in the order they discuss them.

4 1.12 Listen again and complete the sentences from the conversation.

1 You're really _____ _____ doing that.
2 Well, _____ _____ joining something else?
3 Are you _____ _____ acting?
4 I _____ standing up in front of people.
5 I'm _____ _____ good at singing.
6 Go _____. I think you'd _____ it.
7 I think I'd _____ _____ join this on Wednesday evenings.
8 It _____ fun. _____ _____ you come too?

5 Match the sentences in Exercise 4 with the three categories in the box.

TALKING ABOUT INTERESTS

Asking about interests
Do you like taking photographs?

Talking about interests (and likes/dislikes)
I'd like/prefer to join a running club.
I'm good at acting.
I wouldn't like to do it.
I'm (not) interested in photography.

Recommending and encouraging
It looks interesting.
I think you'd enjoy it.
You should do it with me.

6 Pronunciation silent letters

1.13 Some letters are not pronounced in English words. Listen to these words from the conversation in Exercise 3 and cross out the silent letters. Then listen again and repeat.

1 interested
2 should
3 friends
4 evenings
5 something
6 what

7 Work in pairs. Imagine you are interested in joining a club. Talk about each advert in Exercise 2 and each other's interests. Then choose one of the clubs to both join.

2e Advertising for members

Writing an advert or notice

1 Read the advice about how to write effective adverts and notices. Then look back at the three adverts on page 28. Answer the questions.

1 Which advert follows most of the advice?
2 How could you improve the other adverts?

How to WRITE EFFECTIVE ADVERTS AND NOTICES

- Start with a good headline. You could ask a question or solve a problem.
- The advert should explain the benefits.
- If possible, offer something for free or a prize.
- Include any other important information (dates, times, location, etc.)
- Photos, pictures or images always help.

2 Work in pairs. You are going to plan a new club. Discuss the questions.

1 What type of club is it (e.g. a chess club, a tennis club, a walking group)?
2 Who is the club for?
3 Are there any rules for members?
4 Is there a membership fee? How much is it?
5 How often will it meet?

3 Plan and write an advert for your new club.

4 Writing skill checking your writing

a It's always important to check your writing for mistakes, especially when a lot of people will read it (e.g. in an advert). Read the sentences (1–8) from different adverts and find the mistake in each. Match the sentences with the types of mistake (a–h). Then correct the mistakes.

1 Would you like to learn a musical instrument? *c*
2 *Enter our exciteing competition!*
3 **Are you good at play tennis?**
4 ***We meet at Tuesdays and Thursdays.***
5 **It's fun way to get fit.**
6 **Join this club new!**
7 Get healthy and play yoga.
8 Call peter on 077 237 5980.

a spelling	e grammar
b missing word	f word order
c punctuation	g capital letter
d preposition	h wrong word

b Read your advert in Exercise 3 again. Are there any mistakes? Correct them.

5 Display your adverts around the classroom. Walk around and read about each other's new clubs. Consider these questions.

- Which clubs would you like to join?
- Which adverts are effective? Why?

2f Cheese rolling

Cheese rolling has been a tradition in the town of Brockworth since the early 1800s.

Before you watch

1 Work in groups. Look at the photo and discuss the questions. Use the words in the glossary to help you.

1 What are the people doing?
2 Why do you think they are doing this?
3 Do you think they enjoy doing this?

2 Complete the summary with words from the glossary.

Most towns have their own [1]t_____. However, one town in England has a very unusual one: the annual cheese-rolling [2]r_____. At the start, the [3]c_____ wait at the [4]t_____ of Cooper's Hill. Then someone pushes a wheel of cheese down the [5]s_____ slope. The competitors run after the cheese. The winner is the first person who gets to the [6]b_____ of the hill. The [7]p_____ is the wheel of cheese. The race can be dangerous, for the competitors and the [8]s_____. One year a wheel of cheese went into the crowd and thirty people were [9]i_____. Nowadays there are [10]c_____ to protect the crowd.

While you watch

3 Watch the video and check your answers from Exercise 2.

4 Watch the video again. Put these people and events in the order you see them.

a Doctors helping an injured person.
b People clapping to encourage the competitors.
c Someone carrying a British flag.
d A Japanese man with blond hair talking.
e Craig Brown holding up the cheese.
f The view from the top of Cooper's Hill.

5 Watch the video again. Are these sentences true (T) or false (F)?

1 The race is more than 200 years old.
2 The cheese travels at more than forty miles an hour.
3 Competitors have to catch the cheese before it reaches the bottom of the hill.
4 Craig Brown works in a pub.
5 There is no protection for spectators.
6 The race is dangerous for competitors when the weather is cold.
7 You can only compete once a day.

After you watch

6 **Roleplay an interview with Craig Brown**

Work in pairs.

Student A: You are a journalist for *National Geographic*. Use the ideas below to prepare questions to ask Craig Brown.

Student B: You are Craig Brown. Look at the ideas below. Think about what you are going to say to the journalist.

- age
- interests
- why you take part in the race
- how many times you have taken part
- if you have ever been injured

Act out the interview. Then change roles and repeat the interview.

7 At the end of the video, the narrator says: 'It's more than just cheese that makes people want to win.' What does she mean?

8 Work in pairs. Discuss these questions.

1 What kind of people do you think take part in the race?
2 Would you like to take part in the race? Why? / Why not?
3 Would you go to watch the race? Why? / Why not?
4 Do you have any unusual traditional races in your country? What are they and why are they popular?

accident (n) /ˈæksɪdənt/ an event where a person is hurt unintentionally
balance (n) /ˈbæləns/ a position in which your body stays in an upright position
bottom (n) /ˈbɒtəm/ the lowest part of a thing or place
competitor (n) /kəmˈpetɪtə/ a person who takes part in a sporting event
crash barrier (n) /ˈkræʃ bæriə/ an obstacle that stops people being hurt
crazy (adj) /ˈkreɪzi/ mad
crowd (n) /kraʊd/ a large group of people
fail (v) /feɪl/ be unsuccessful
ground (n) /graʊnd/ what is under your feet when you are outside
injured (adj) /ˈɪndʒəd/ hurt
protect (v) /prəˈtekt/ keep someone or something safe
prize (n) /praɪz/ something given to a person who is successful in a competition
race (n) /reɪs/ an event to see who can go the fastest
slope (n) /sləʊp/ the side of a mountain or hill
spectator (n) /spekˈteɪtə/ a person who watches a sporting event
steep (adj) /stiːp/ going up or down at a sharp angle
top (n) /tɒp/ the highest part of a thing or place
traditions (n pl) /trəˈdɪʃənz/ things that people have done for a long time
wheel (of cheese) (n) /wiːl/ a round object

UNIT 2 REVIEW

Grammar

1 Put the words in order to make sentences and questions.

1 than / losing / winning / is / fun / more
2 I'm / new / good / learning / at / games
3 learning / languages? / you / do / like
4 like / a musical instrument? / learn / would / to / you
5 you / like / who / look / do / in your family?

2 Complete the description of a competition with these verbs.

can don't have to have to mustn't

There's a competition in Alaska where you [1] ..... arrive without facial hair! That's because it's the world's moustache and beard competition. The judges [2] ..... choose the winners from the beards and moustaches of over 300 contestants from all over the world. But you [3] ..... have the longest moustache or biggest beard because there are many different categories. For example, you [4] ..... win the prize for 'Best English moustache' and 'Best natural moustache'.

3 Work in pairs. Which sport on TV do you like watching most? Explain the rules to your partner.

I CAN	
talk about likes, dislikes and ambitions	☐
describe the rules of a competition or sport using modal verbs	☐

Vocabulary

4 Choose the correct options.

1 My favourite football team *scored / beat* another goal!
2 In ice-skating, the *judges / spectators* gives points to the competitors.
3 My grandmother won a *trophy / prize* of a thousand dollars in a competition.
4 My team always loses. We never *win / beat* any matches.
5 Hit the tennis ball with your *racquet / net*!
6 During the fight, the two boxers must not leave the *court / ring*.
7 Wear these *gloves / goggles* over your eyes when you ski.
8 The *track / pitch* is 100 metres long. The fastest runners can complete it in less than ten seconds.

5 Work in pairs. Which sports person would you like to meet one day? Why do you admire this person?

I CAN	
talk about different kinds of sports	☐
talk about future ambitions	☐

Real life

6 Complete the conversation. Write one word in each gap.

A: Are you interested [1] ..... painting? There's a new evening course at my college.
B: I'm afraid I'm not very good [2] ..... art.
A: I'm not either but I'd like [3] ..... learn. Go [4] ..... You should do it with me.
B: Sorry.
A: [5] ..... you like taking photos? There's also a course for that.
B: Actually, it looks interesting.

7 Complete these sentences with your own interests.

1 I'm good at ...
2 I wouldn't like to ...
3 I'm also interested in ...
4 I think I'd enjoy learning ...

I CAN	
talk about interests	☐
recommend and encourage people to do things	☐

Speaking

8 Work in pairs. Take turns to tell each other about your interests in Exercise 7. Then recommend one of your interests to your partner and encourage them to do it in the future.

Unit 3 Transport

Taking the train
Photo by Amy Helene Johansson

FEATURES

34 Transport in the future

Is electricity the fuel of the future?

36 Animal transport

Where animals are still better for transporting

38 The last days of the rickshaw

How much longer can the rickshaw survive?

42 Indian railways

A video about one of the world's largest transport networks

1 Look at the photo. Where is the woman? Why do you think she is travelling like this?

2 1.14 Listen to someone talking about the photo. Why isn't the woman inside the train?

3 Work in pairs. Which of these modes of transport would you use for the activities (1–10)? Explain your reasons why.

by bicycle by bus in my car on a ferry on foot
by lorry on a motorbike on a plane on a ship
in a taxi by train

1 visit relatives
2 move house and furniture
3 get to the airport
4 see the countryside for pleasure
5 cross a river
6 get to the railway station
7 go out in the evening to a party or restaurant
8 take children to school
9 cross the sea
10 go shopping

4 What is your favourite way to travel? Why? Tell your partner.

3a Transport in the future

Reading

1 Do you travel and use transport every day? How do you commute to work? Are there many travel problems early in the morning?

2 Read the texts in the diagram below about transport in the future. What kind of transport does it describe? How is it different from transport today?

3 Read the texts again. Answer the questions.

Who …
1 commutes to work every morning?
2 knows in advance when there is a problem on the road?
3 don't use electric cars?
4 can't drive a long distance without recharging?
5 always needs to plug in the car before bedtime?
6 has a car which stops you from driving too quickly?
7 doesn't need to commute to his work.
8 works in an office?

Vocabulary transport (1): nouns

4 Find the words in the texts in Exercise 2 for these definitions.

1 machines with engine for transporting people, e.g. car or bus v_____
2 people who travel to work every day c_____
3 period in a day when lots of people travel to and from work r_____ h_____
4 long line of vehicles on the road t_____ j_____
5 construction or maintenance on part of a road r_____ w_____
6 place to fill your car with petrol p_____ s_____
7 the maximum speed you can legally drive s_____ l_____
8 people on foot in a town or city p_____

WORDBUILDING compound nouns

You can join two nouns to make a new noun:
rush + hour = rush hour, traffic + jam = traffic jam, speed + limit = speed limit

For further information and practice, see Workbook page 119.

5 Do you think the predictions in the texts are true? Are any of the predictions true now? Would you prefer an electric car to a petrol one? Why? / Why not?

TRANSPORT IN THE FUTURE

Meet the Watts. They are a three-car family in the near future which uses electric vehicles.

Bob is similar to most commuters. He charges his car at home overnight so it's ready for the morning rush hour. If he needs more electricity, there's a 'charging station' in the office car park.

Sonia's car travels about 30 kilometres on a full battery so it's good for short trips such as going to the shops or visiting friends nearby. The car also has its own computer which tells her if there are traffic jams or road works on the road ahead.

Justin works from home but enjoys going on a long journey in his sports car at the weekend. Instead of going to a petrol station for petrol, he can change his battery on the motorway or plug into a high-voltage charger. Another device in the car's engine stops him from going over the speed limit.

Their neighbours still use a car with a petrol engine but most cars have electric engines. The roads are quieter and there is less pollution so life is also better for pedestrians and cyclists!

Listening

6 1.15 Listen to two people discussing electric cars. What reasons do they give for and against this kind of transport?

7 1.15 Listen again. Choose the correct options.

1 Electric cars are much *cleaner / louder* than petrol cars.
2 Electric cars have the *more efficient / most efficient* type of engine.
3 Electric cars are much *cheaper / more expensive* than petrol cars.
4 Eight o'clock in the morning is the *best / worst* time of the day for commuting.
5 The town needs *better / faster* public transport.

Grammar comparatives and superlatives

8 Look at the comparative and superlative adjectives in Exercise 7. Answer the questions.

1 What letters do you add to regular short adjectives to form comparative and superlative adjectives? How do you form the comparative and superlative forms with longer adjectives?
2 Which are examples of irregular comparative and superlative adjectives?
3 Which word usually comes after a comparative adjective? Which word usually comes before a superlative adjective?
4 What word adds emphasis to a comparative adjective?

COMPARATIVES and SUPERLATIVES

Regular adjectives		
clean	cleaner	cleanest
big	bigger	biggest
happy	happier	happiest
expensive	**more** expensive	**most** expensive
Irregular adjectives		
good	better	best
bad	worse	worst

For further information and practice, see page 86.

9 **Pronunciation *than***

1.16 Listen to the pronunciation of *than* in sentences 1 and 3 in Exercise 7. Notice how we say /ðən/ not /ðæn/. Practise saying the two sentences.

10 A local town council asked residents for their views on transport. Look at the grammar box in Exercise 8. Then complete this extract from the report with the comparative or superlative form of the adjectives.

REPORT BACK

Your views on transport

For commuting and daytime travel, the [1] _____ (popular) form of public transport is the bus. [2] _____ (large) number of people in the survey use buses every day to get to work or school. However, taking the bus isn't [3] _____ (fast) form of transport. Everyone said that parking in the town centre is still the [4] _____ (big) problem so they don't often drive their car. The situation is much [5] _____ (good) in the evenings than during the day. As a result, taxis are [6] _____ (popular) than private cars. However, taxis are the [7] _____ (expensive) form of transport so many people want buses to run [8] _____ (late) in the evenings.

Speaking and writing

11 Look at the questionnaire for the survey in Exercise 10. Use these questions to interview other students about transport where they live. Make a note of their answers.

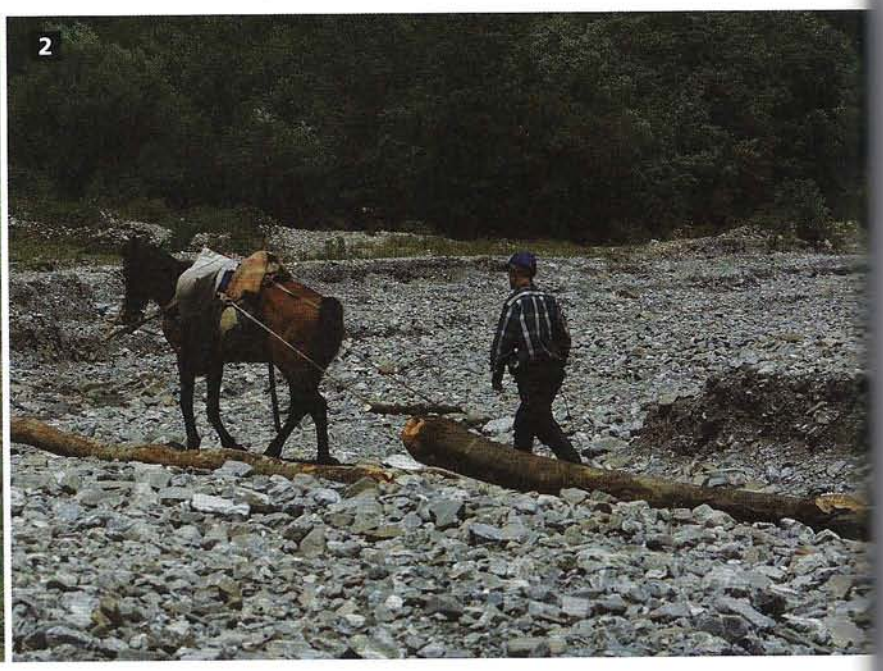
QUESTIONNAIRE

Resident views on transport

- How do you usually commute to and from work/ college? Why?
- How often do you use public transport?
- What types of public transport do you use?
- How do you rate car parking in the town? Excellent ___ Good ___ Poor ___
- How often do you take taxis?
- Do you have any suggestions to improve travel and transport in the town?

12 Work in pairs. Compare your notes and answers from the questionnaire. Then write a short report, similar to the one in Exercise 10.

3b Animal transport



Listening

1 Look at the photos. What is each animal transporting? Do people use animals for transporting in your country?

2 1.17 Listen to an extract from two documentaries. What kind of modern transport does the speaker compare each animal to?

3 1.17 Listen again. Answer the questions.

Documentary 1
1 What special event is happening?
2 What jobs did the Asian elephant do in the past?
3 What kind of people do they transport nowadays?

Documentary 2
4 Lester Courtney is a 'logger'. What do loggers do?
5 Why does Lester prefer to use horses?

Grammar *as ... as*

4 Look at the sentence from the documentary. Answer the questions (1–2).

Elephants are as heavy as cars but they aren't as fast – and most people also think elephants aren't as comfortable as cars.

1 Are elephants and cars the same weight?
2 Do they travel at the same speed?

▶ *AS ... AS*

Use *as* + adjective + *as* to compare something and say they are the same or equal.
Use *not as* + adjective + *as* to compare two things and say they are different or not equal.

For further information and practice, see page 87.

5 Look at the grammar box. Then complete the second sentence so that it has the same meaning as the first sentence.

1 Most people think cars are more comfortable than elephants.
Most people think elephants aren't as _____.
2 Elephants have the same importance now as they did in the past.
Elephants are _____ as ever.
3 Lester believes horses are better than modern machines.
Lester doesn't believe modern machines are as _____ horses.
4 Lorries and trucks are stronger than horses.
Horses _____ as _____ as lorries and trucks.
5 Trucks are noisier than horses.
Horses _____ as trucks.

6 Pronunciation sentence stress

1.18 Listen to these sentences. Notice the stressed words in each sentence. Then listen again and repeat.

1 **Lorries** are **heavier** than **horses**.
2 **Elephants** are as **heavy** as **trucks**.
3 They **aren't** as **fast** as **cars**.
4 **Horses** are the **fastest**.

7 Work in pairs. Make sentences using the adjective to compare these animals. Use comparative and superlative adjectives and (*not*) *as* + adjective + *as*.

1 strong: lion, mouse, horse
2 fast: snail, cheetah, elephant
3 comfortable: car, camel, plane
4 heavy: hippopotamus, blue whale, elephant
5 dangerous: shark, alligator, snake

8 Read out your sentences from Exercise 7, stressing the most important words.

Reading

9 Complete the article on the right with these words.

as best fast longest more much than the

10 Read the article again. Then discuss the questions.

1 What are the advantages and disadvantages of the huskies in Alaska?
2 Why do you think some people say the *Iditarod* is cruel for the dogs?
3 What sports do you have in your country with animals? Do people think they are cruel for the animals?

Speaking

11 Work in groups. Read and discuss these comments from different people about using animals for transport and sport. What's your opinion? Do you agree or disagree?

It's more natural and cleaner to use animals for work and transportation than engines. We should use them more.

It's wrong to use animals like horses and dogs in sports.

Modern transport is much better. There's no reason to use animals.

We still need animals for certain kinds of work.

I think it's better because ...

I don't think it's as bad as ...

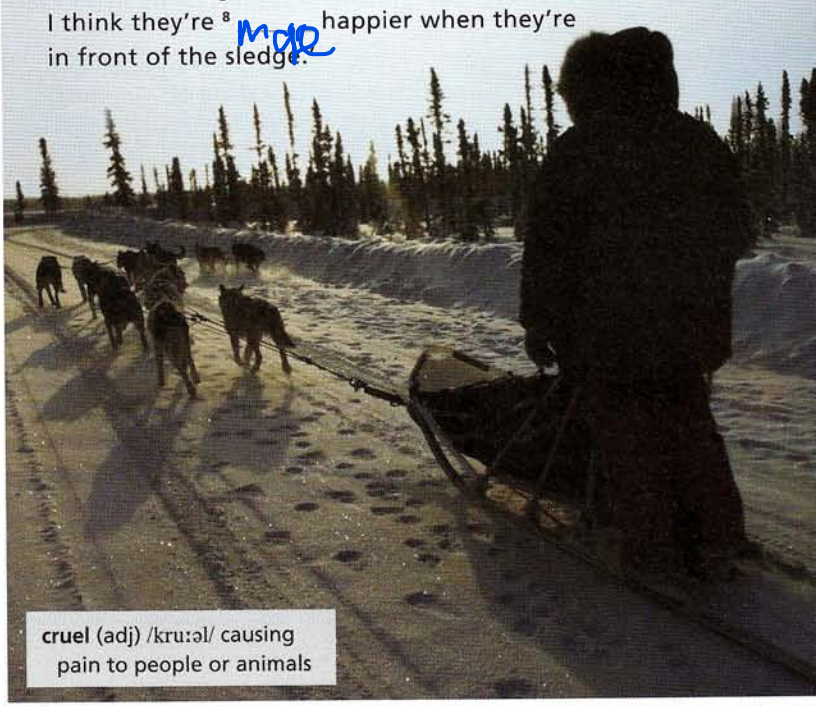
In my opinion, it's worse because ...

I agree ...

THE BEST WAY TO TRAVEL

In the most northern state of the USA you'll see every type of modern transport. But during the winter months the state of Alaska becomes one of [1] the coldest parts of the world. Temperatures fall as low [2] as – 50 °C. Car engines can freeze and even if your car starts, the snow and ice on the road can make travel impossible. When the weather is like this, the [3] best way to travel is with a team of huskies pulling you. That's according to people like Geoff Roland who prefer travelling by dog sledge. 'Huskies might not be as [4] fast as a modern snowmobile but they are better for the environment. The journey is also much quieter [5] than by snowmobile. It's what makes travel through the wilderness so enjoyable.'

When Geoff was younger he took part in the *Iditarod*. The word *Iditarod* originally comes from an old native American word meaning 'a faraway place' but nowadays it's the name of the world's [6] longest dog sledge race which takes place in Alaska each spring. The 1,600 kilometre route follows the old roads which the original Indians once used. As years passed, aeroplanes and snowmobiles became [7] much common and people started to forget about the old trails. But in 1973 a group of people started the race in order to maintain Alaska's history and its traditional form of transport. Some people criticise the *Iditarod* because they think it's cruel for the dogs but Geoff disagrees: 'Huskies are natural racers. I think they're [8] more happier when they're in front of the sledge.'



cruel (adj) /kruːəl/ causing pain to people or animals

3c Last days of the rickshaw

Reading

1 Look at the photo of the rickshaw in the article on page 39. Why do you think people choose this kind of transport? Are there any advantages with a rickshaw compared with other types of transport?

2 Read the first paragraph of the article. Which of these words and expressions describe Kolkata?

busy highly-populated noisy polluted quiet
safe for pedestrians

3 Read the second and third paragraph of the article. Which of these arguments in favour of rickshaws does the article mention?

Rickshaws are useful because ...

1 they are better in traffic jams.
2 they can travel down small streets.
3 they don't produce pollution.
4 they are good for shopping.
5 they are cheaper than other public transport.
6 they always travel during the monsoons.

4 Read the last paragraph. Why don't local officials and politicians ban rickshaws? Choose the correct reason (1–3).

1 There isn't much other employment for the drivers.
2 The tourists want them.
3 The drivers don't want to go back to the countryside.

Vocabulary transport (2): verbs

5 Find these verbs in the article Underline them and the noun which follows.

catch take pick up miss drop off
get on / off go by

Example:
catch a train

6 Replace the verbs in bold in the sentences with a verb of similar meaning from Exercise 5.

1 Do you want me to **collect** the children from school?
pick up
2 We need to **leave** the train at the next station.
3 I was late and I nearly didn't **get** my flight.
4 You'd better leave now. You don't want to **not catch** your flight.
5 I should **travel by** a taxi. It's much quicker.
6 Ask the driver to **leave** the children outside their school.

Critical thinking reading between the lines

7 Using the information in the article, which of these statements do you think people in Kolkata often say about the rickshaws in their city?

1 'Rickshaw drivers always blow their horns so loudly.'
2 'They represent our city!'
3 'They should not be on the roads!'
4 'They are very useful for day-to-day life.'
5 'You can never find a rickshaw when you need one.'
6 'Rickshaws are cruel.'

Speaking

8 Work in groups. Make a list of the reasons for and against keeping rickshaws in Kolkata. Use the information in the article and add your own ideas.

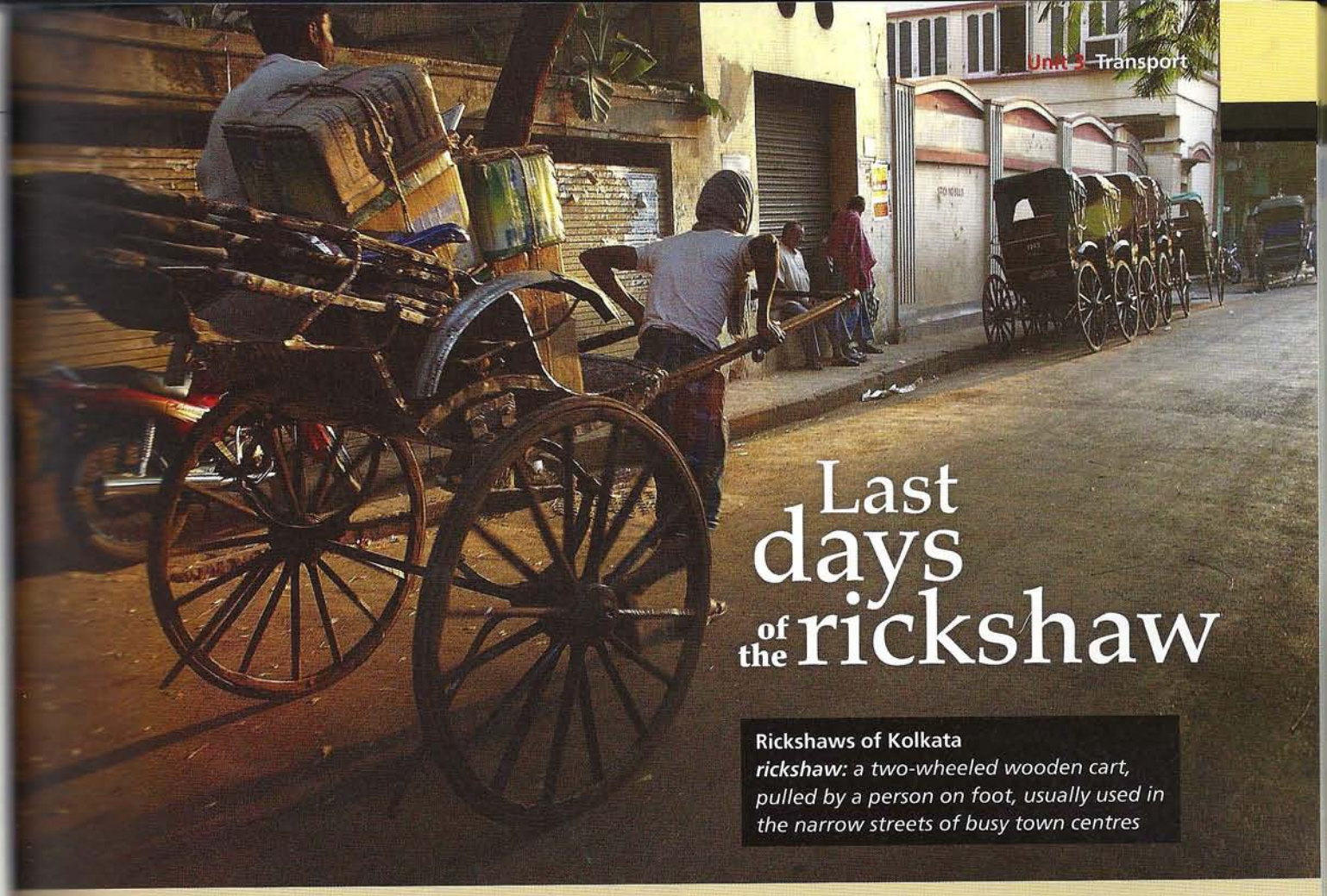
Example:
Rickshaws don't have engines so they are quiet and don't pollute the air.

9 You are going to have a debate to decide if Kolkata should ban rickshaws. Each person in the group has a role. Choose one of the roles below and think about if your person wants to ban rickshaws or to keep them in Kolkata. Choose arguments for or against from your list in Exercise 8 and plan your arguments for the debate. When you are all ready, discuss the topic and try to find a solution.

- a rickshaw driver in Kolkata
- a local politician who wants to modernise Kolkata
- a foreign tourist visiting the city
- a local person who uses rickshaws for shopping and sending the children to school
- a taxi driver in the city

In my opinion we should ban rickshaws because ...

I think rickshaws are good for the city because ...



Last days of the rickshaw

Rickshaws of Kolkata
rickshaw: *a two-wheeled wooden cart, pulled by a person on foot, usually used in the narrow streets of busy town centres*

Kolkata (previously known as Calcutta) is the famous capital of West Bengal in India and the home of nearly 15 million people. The traffic jams and engine fumes begin early in the morning with long lines of private cars, public buses, taxis, three-wheeled scooters and pedicabs. There aren't many alternatives. You can catch a train through the city or take the underground but sooner or later you have to go on foot and walking in Kolkata is a dangerous activity. As the drivers race towards pedestrians, they blow their horns. The sound never stops from morning to night.

So when I crossed a small road on my first day in the city, I was surprised because I heard a bell – not a horn. It was a tiny man pulling a rickshaw. He stopped and picked up two children from the front door of their house and then, with great strength, pulled them to school. For many people, the rickshaw is a symbol of Kolkata and they have many advantages. When the traffic is bad, rickshaws find a way through the traffic. If you miss your bus and there aren't any taxis, you can always find a rickshaw in Kolkata. Rickshaws are also very popular with local shoppers. The driver takes you from your house to the market and waits for you. Then he loads all your purchases, drops you off outside your home and helps you unload. No other type of public transport offers this kind of service.

You also see lots more people getting on and off rickshaws during the monsoon season. That's the period from June to September when Kolkata gets heavy rainfall. Sometimes it rains for 48 hours without a break. In the older parts of the city, the roads flood. The water can rise as high as people's waists in the worst part. When it's this bad, anything with an engine is useless. But the rickshaw drivers never stop working, even with water all around them.

But not everyone thinks rickshaws are a good thing. Some local officials and politicians want to ban rickshaws on 'humanitarian grounds'. They believe it is wrong for one man to pull another person when there is modern transport in the city. However, there is a problem with this plan. Many of the rickshaw drivers come from the countryside with no job and no qualifications. The only job they can find in Kolkata is pulling a rickshaw. If the city bans rickshaws, these men won't have a job or income. So for the moment, the people of Kolkata still go by rickshaw.

fumes (n) /fjuːmz/ smoke and gases from an engine
scooter (n) /ˈskuːtə(r)/ a small motorbike
pedicab (n) /ˈpedɪkæb/ a type of taxi with no engine. The driver cycles.
monsoon (n) /ˌmɒnˈsuːn/ period from June to September with lots of rain
flood (v) /flʌd/ when water covers an area (e.g. a floor, road, city)
ban (v) /bæn/ to stop or make illegal

3d Getting around town

Vocabulary and listening taking transport

1 Look at these pairs of words. Match them with the correct definition (a or b).

1 stop / rank
   a where you can get a taxi
   b where you can get a bus
2 fare / price
   a the money you pay for a journey by bus, train or taxi
   b the amount of money something costs
3 change / receipt
   a the money you receive when you pay more than the price because you don't have the correct amount
   b the piece of paper you receive to show you paid for something
4 gate / platform
   a where you get on a train
   b where you get on a plane
5 book / check in
   a when you buy a ticket in advance
   b when you arrive at the airport and leave your bags

2 1.19 Shelley and Javier are going to the airport and they take different transport. Listen to their conversations and answer the questions.

1 At the taxi rank: Where does Javier want to go?
2 In the taxi: How much is the fare? Does Javier want a receipt?
3 At the bus stop: Where does Shelley want to go? What type of ticket does she buy?
4 At the train station: How much is the ticket? Which platform does the train leave from?
5 At the airport: Where did Shelley book her plane ticket? Does she check in any bags?

Real life going on a journey

3 1.19 Look at the expressions for going on a journey. Then listen to the conversations again. Tick the sentences you hear.

GOING ON A JOURNEY

In a taxi
I'd like to go to the station, please.
You can drop me off here.
How much is that?
Do you have change?
Do you want a receipt?

On a bus
Do you stop at the airport?
A single or return ticket?
Please stop at the next one.
That's two pounds.

At the train station
A return ticket to the airport, please.
First or second class?
Can I pay by credit card?
Which platform is it?

At the airport
Can I see your passport?
How many bags are you checking in?
I only have this carry on.
Window or aisle?
Can I have a seat next to my friend?

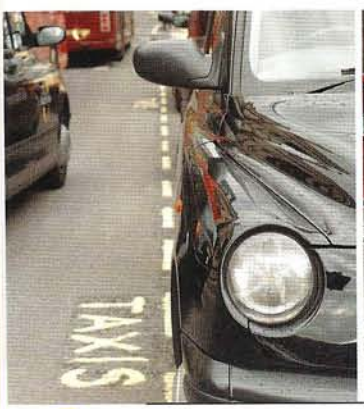
4 **Pronunciation intonation**

1.20 People often ask questions with incomplete sentences, e.g. *Single or return?* instead of *Do you want a single or return ticket?* Listen to these questions. Mark the intonation ↗ or ↘ down on the words. Then listen again and repeat.

1 Single or return?
2 Window or aisle?
3 Credit card or cash?
4 Bus or train?
5 North or south?
6 First or second?

5 Work in pairs. Student A is going to the airport. In each situation, Student B is the driver or the person at the ticket office or check-in desk. Practise the conversations, using the expressions for going on a journey to help you.

6 Change roles and repeat the four conversations in Exercise 5.



3e Quick communication

Writing notes and messages

1 Read these notes and messages (1–8). Match them with the reasons for writing (a–e).

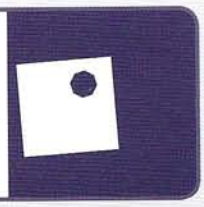
a thanking
b apologising
c giving travel information
d suggesting a time and place
e giving a message from someone else

1
Meet outside airport at 2? OK?

2
Sorry. Bus late. Will be 15 minutes late.

3
Javier called. Call him back. 0770 657 655.

4
Train leaves platform 6.



5
Thanks for getting tickets. Here's the money.

6
Plane at gate 6. Boarding now.

7
Am in taxi. See you outside museum in 5?

8
Afraid I missed meeting. My apologies.

2 Writing skill writing in note form

a People often miss out words in notes and messages. This is called elision. Find examples of these kinds of words missing in the notes and messages in Exercise 1.

- articles
- pronouns (e.g. *I, me*)
- auxiliary verbs
- polite forms (e.g. *Would you like to …? Can we …?*)

Example:
(Can we) Meet outside (the) airport at 2? (Is that) OK?

b Rewrite these transcripts from a telephone voicemail as shorter messages.

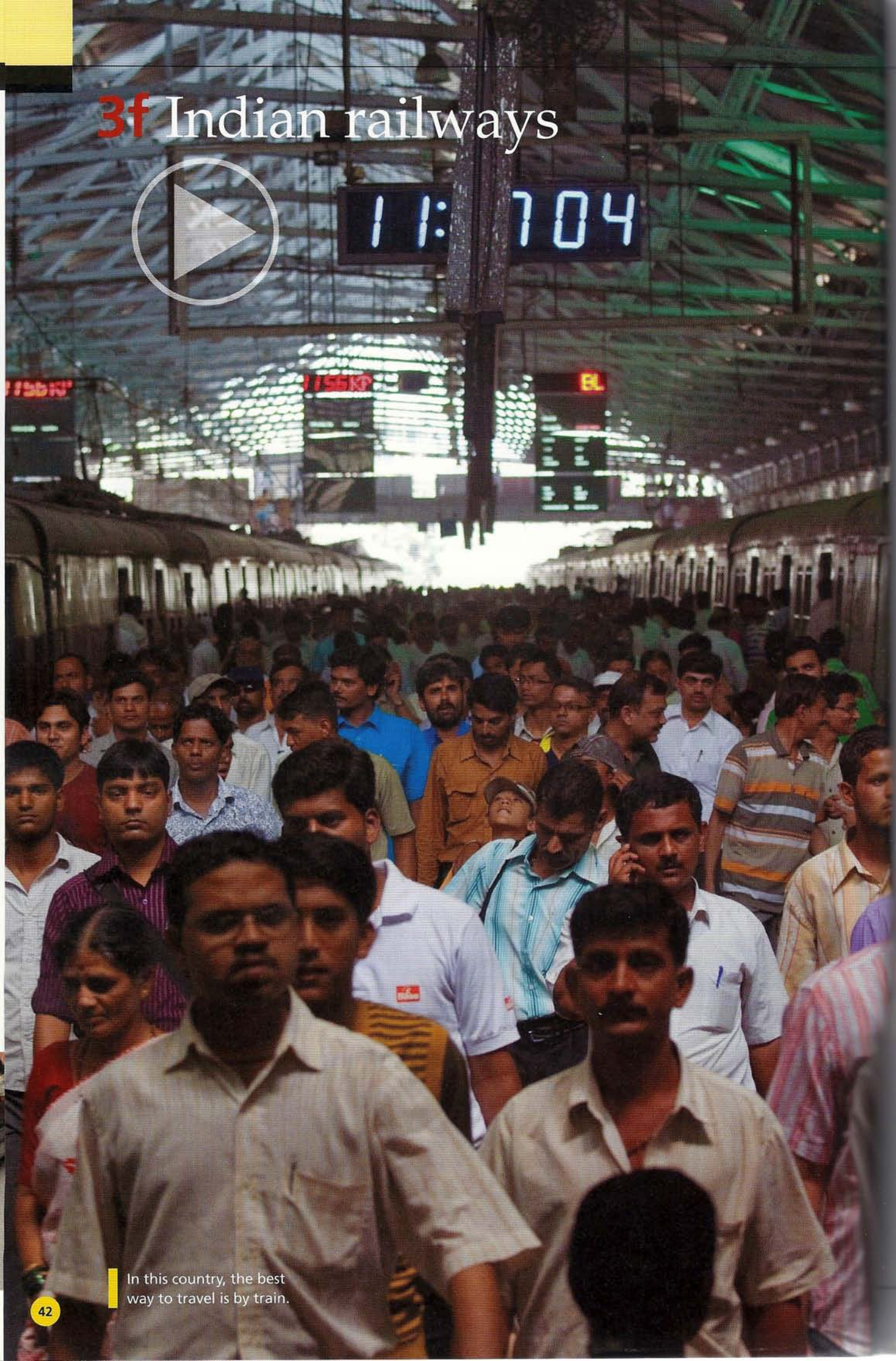
1 'I'm sorry but I'm stuck in a traffic jam. I'll see you in half an hour.'
Sorry. Stuck in traffic. See you in 30 mins.
2 'Thank you for booking the train tickets. I'll pay you when we meet at the station.'
3 'Take the underground to Oxford Street and the Moon café is at the end of platform one.
4 'Peter wants to come with us in the taxi. Can you call him and tell him where to meet us?'
5 'My flight is an hour late. Meet me at the arrivals terminal at five o'clock.'

3 Work in pairs. Write a short note or message for each situation.

1 You have to work late. Write a short text message to your friend. Say you will arrive at the bus station an hour later.
2 You are meeting tonight in the city centre. Suggest your friend takes a taxi from the taxi rank outside the train station.
3 You cannot travel with your friend on the underground to the airport. Explain you will travel by bus and meet him/her at the check-in desk.

4 Write a short message to your partner. Then, exchange messages. Can you understand your partner's message? Write a reply if necessary!

3f Indian railways



In this country, the best way to travel is by train.

Before you watch

1 Work in groups. Look at the photo and the caption. Discuss the questions.

1 How important are trains in your country?
2 Do many people travel by train? Why? / Why not?

2 Work in pairs. Think about Indian railways and choose the option you think is correct.

1 Every day approximately *two hundred thousand / two million* passengers pass through Mumbai train station.
2 There are over *two billion / one billion* people in India.
3 The British built the railways in India in the *eighteenth / nineteenth* century.
4 There are over *38,000 / 3,800* miles of railway track in India.
5 The Grand Trunk Express has travelled through India since *1939 / 1929*.
6 India's railways carry *four billion / four million* passengers every year.
7 Indian Railways employs *one hundred thousand / one and half million* staff.

While you watch

3 Watch the video and check your answers from Exercise 2.

4 Watch the video again and answer the questions.

1 When did the first steam train run in India?

_____

2 Is it easy for everybody in India to get to a railway station?

_____

3 What is the key man's job?

_____

4 Who tries to get travellers' attention and money at Indian railway stations?

_____

5 What do passengers do on the train?

_____

5 Complete the sentences with words from the glossary.

1 At the Victoria Terminus, Mumbai, it always seems to be _____.
2 Many of the trains have _____ names.
3 India's railways are the world's largest _____.
4 A huge _____ keeps this enormous system running.

After you watch

6 **Roleplay a conversation between passengers**

Work in pairs.

Student A: You are from the city. Use the questions below to make notes about yourself and your journey.

Student B: You are from a small village, a day's walk from the station. Use the questions below to make notes about yourself and your journey.

- What's your name?
- How old are you?
- Who do you live with?
- What's your job?
- What's your daily routine like?
- What's the best moment of your day? And what's the worst?

Act out the conversation. Describe your journey to the station today, your life at home and give your reason for travelling.

7 At the end of the video, the narrator says: 'The Indian railways are their own adventure.' What does she mean?

8 Work in pairs. Discuss these questions.

1 In what way are trains in your country similar to, or different from, trains in India?
2 Is travelling by train a good way to see a country? Why? / Why not?

employer (n) /ɪmˈplɔɪə/ a person or organisation that gives work to other people
impressive (adj) /ɪmˈpresɪv/ something that causes admiration
passenger (n) /ˈpæsɪndʒə/ a person who travels in a vehicle
rural (adj) /ˈrʊrəl/ of the countryside
rush hour (n) /ˈrʌʃ aʊə/ the busiest time of day, when a lot of people are going to or from work
staff (n) /stɑːf/ people who work for an organisation
track (n) /træk/ metal rails that a train runs on
villager (n) /ˈvɪlɪdʒə/ a person who lives in a very small town, often in the countryside
workforce (n) /ˈwɜːkfɔːs/ people who work for an organisation

UNIT 3 REVIEW

Grammar

1 Complete the article with the correct form of the adjectives.

The city of Guangzhou wins transport prize

China has the [1] _____ (large) population in the world and its capital city, Beijing, has some of [2] _____ (bad) traffic problems. A few decades ago, China's streets weren't as [3] _____ (polluted) as they are now because most people rode bicycles. But in modern China, cars are selling [4] _____ (fast) than in the USA.

However, one city in China recently received a prize for its transportation system from the Institute for Transportation and Development Policy (ITDP). The ITDP works with cities to make city life [5] _____ (good). This year it gave the city of Guangzhou a prize because it has one of the [6] _____ (good) public transport systems, not only in China, but worldwide. The system transports 800,000 people a day and runs on time. And bicycles are still as [7] _____ (popular) as ever because of the extensive network of bicycle paths. It all means the air in Guangzhou is much [8] _____ (clean) than in other cities.

2 Work in pairs. Compare your country to its nearest neighbours. Make five sentences using comparatives, superlatives or *as ... as* about these things:

- size (larger / smaller / as big as)
- population
- age
- other?

I CAN	
compare differences between two or more things	☐
talk about the similarities between things	☐

Vocabulary

3 Complete the sentences with transport words.

1 I work from home so I don't have to c_____ to and from work every day.
2 You can avoid the r_____ hour if you leave home earlier in the morning and leave work earlier in the afternoon.
3 There's always a bad traffic j_____ on the roads through the centre of the city. You sit in your car and never move.
4 The speed l_____ on a motorway in the UK is 70 miles per hour.
5 Look out! There's a p_____ crossing the road.
6 You can either cross the river by driving south for 30 minutes to the bridge or wait for the f_____ to arrive.

4 Complete the sentences with a preposition.

1 Can you pick _____ my shopping on the way home?
2 Please drop me _____ outside the café on the corner.
3 We both fell asleep on the train and so we didn't get _____ at our station!
4 I think I'll go _____ foot today and save some money.
5 Did you come _____ your car or _____ your motorbike?

I CAN	
talk about transport and travel in the city	☐

Real life

5 Number the lines of a conversation in the correct order (1–8).

1 Hi. I'd like a ticket to Moscow, please.
At ten thirty. Here's your ticket.
Single or return?
OK. A single ticket is 61 euros. Is that OK?
Thanks. Which platform does it go from?
Yes, that's fine. What time is the next one?
8 Platform eight.
Single, please.

6 Work in pairs. Roleplay this situation.

Student A: You are a tourist in Kolkata, India. Ask a rickshaw driver to take you to your hotel.

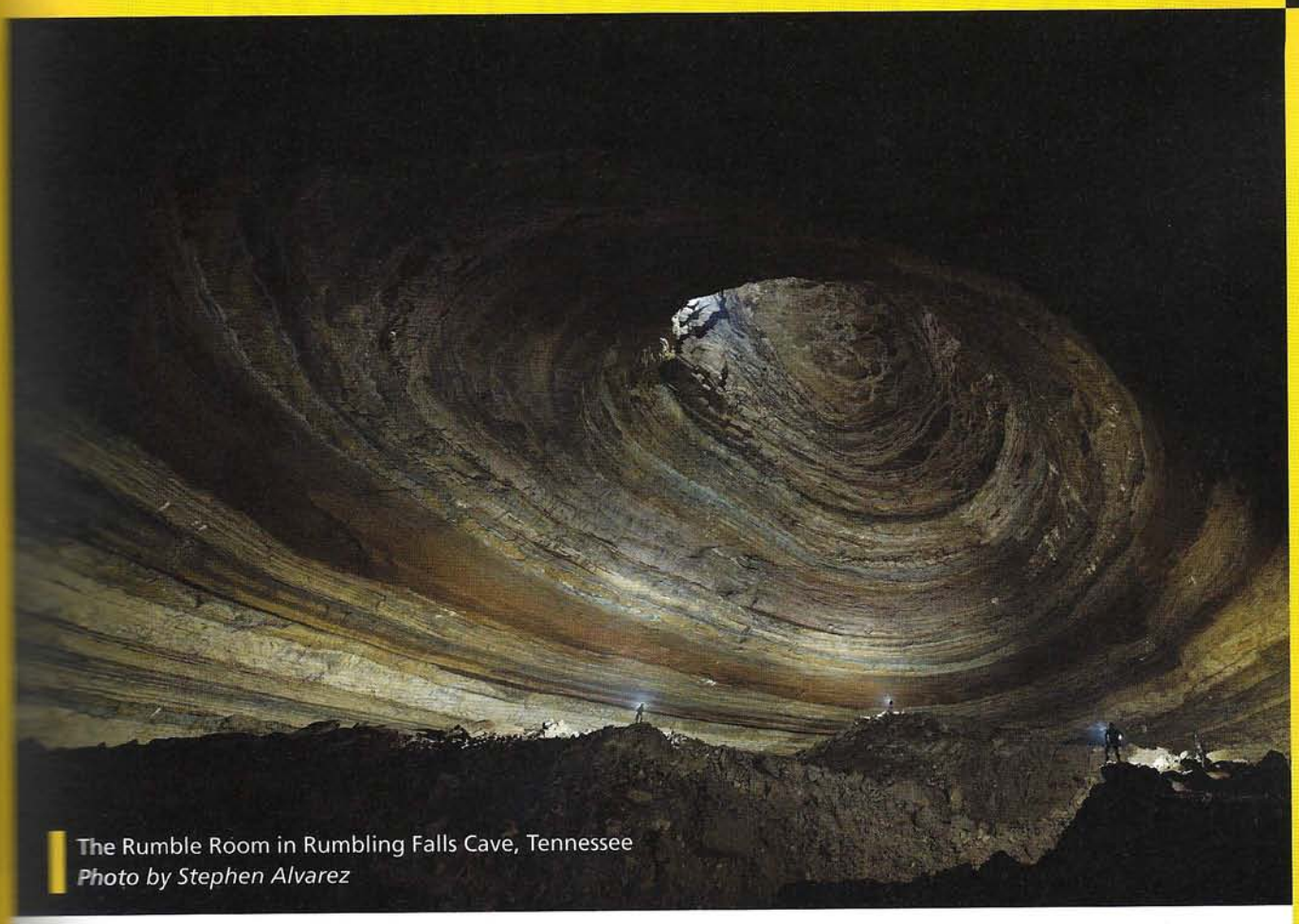
Student B: You are rickshaw driver. Talk to the tourist and discuss your price.

I CAN	
ask for and buy a ticket	☐
go on a journey using different types of transport	☐

Speaking

7 Work in pairs. What is your favourite way to travel (e.g. by plane, train, bus)? What is your least favourite way to travel? Why?

Unit 4 Adventure



The Rumble Room in Rumbling Falls Cave, Tennessee
Photo by Stephen Alvarez

FEATURES

46 Adventurers of the year

Profiles or some of the world's top adventurers

48 The survivors

What personal qualities do survivors need?

50 The right decision?

The real-life story of two climbers and how tough decisions saved their lives

54 Alaskan ice climbing

A video about adventure in the snow and ice of Alaska

1 Look at the photo. Where are the people? Do you think it looks exciting or dangerous?

2 1.21 Listen to a caver whose favourite cave is the Rumbling Falls. Answer the questions.

1 Why do colleagues at work think Vic is 'a bit crazy'?
2 Why do cavers need to be physically fit?
3 What does Vic say 'The Rumble Room' is like?

3 Match these words from the caver's description (1–3) with the definitions (a–c).

1 risk 2 challenge 3 achievement

a something which is dangerous
b something after a lot of hard work and effort (e.g. passing an examination)
c something new and very difficult to do

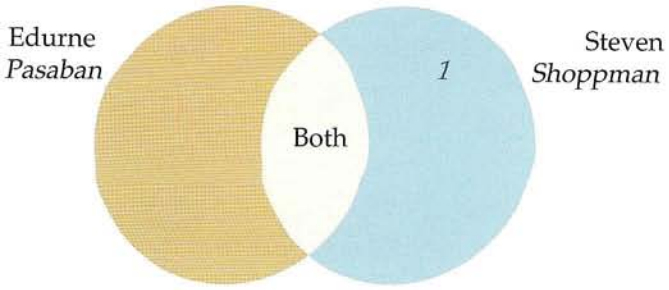
4 Work in groups. Discuss the questions.

1 Do you think you are a person who takes risks or are you usually very careful?
2 What is your biggest achievement in life so far?
3 What is your biggest challenge in the future?
4 Is there any kind of adventurous or risky activity you would like to try in the future?

4a Adventurers of the year

Reading

1 Read the article. Complete the diagram with the phrases (1–6).



1 born in the USA
2 travelled round the world
3 qualified in engineering
4 is famous
5 finished the adventure
6 loves adventure

2 Read the article again. Answer the questions.

1 What was Edurne's biggest challenge?
2 Why is she famous?
3 What was Steven and Stephen's ambition?
4 What was their biggest risk?

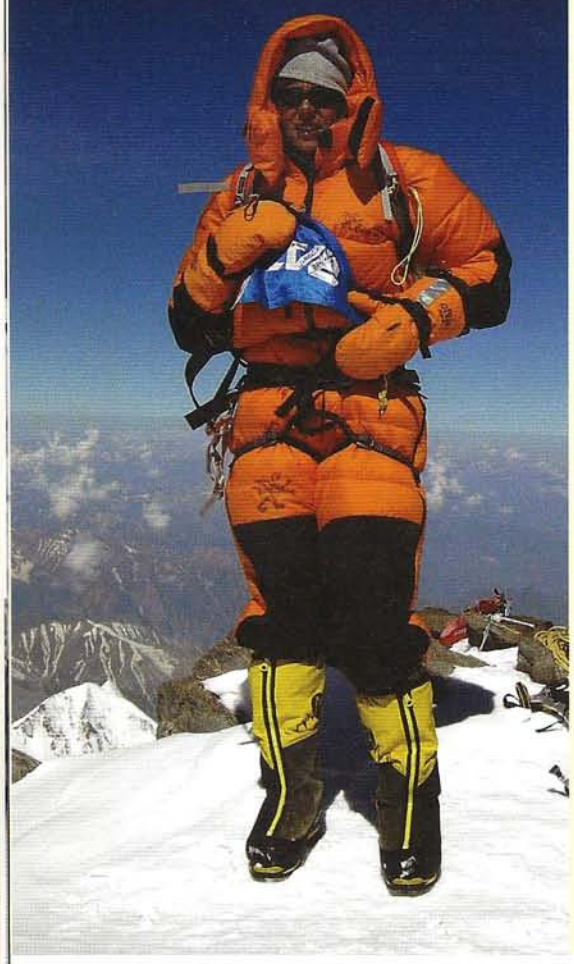
Grammar past simple

3 Underline all the verbs in the past tense in *The mountaineer* section of the article. Answer the questions.

1 What do you add to regular verbs in the past simple?
2 What auxiliary verb do you use to make the verb negative?

ADVENTURERS *of the* YEAR

EVERY YEAR, READERS OF NATIONAL GEOGRAPHIC MAGAZINE VOTE FOR THEIR ADVENTURERS OF THE YEAR. HERE ARE TWO OF THEM.

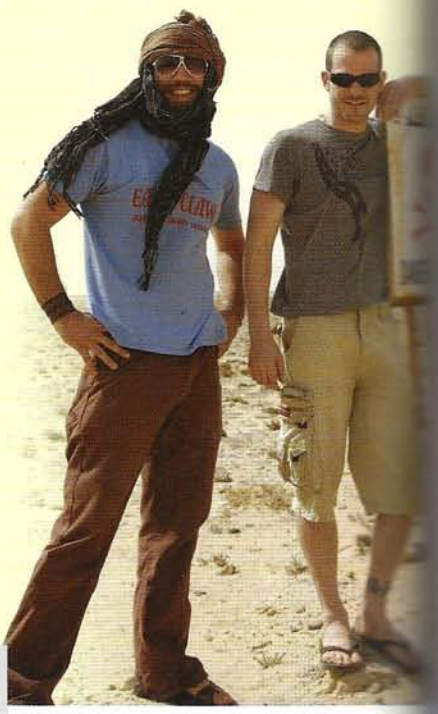


THE MOUNTAINEER

As a child, Edurne Pasaban lived in the mountainous Basque region of Spain and she climbed her first mountain when she was fourteen. At university, she studied engineering but she didn't want a nine-to-five job. In May 2010 she finished her biggest challenge, to climb the world's fourteen tallest mountains. Nowadays she is famous for her many climbing achievements, However, she didn't climb in order to become famous. She says, 'For me, adventure is a way of life.'

THE ROAD TRIPPERS

Steven Shoppman and Stephen Bouey were old friends who grew up together in Denver. But they knew each other a lot better after their adventure. They both had an ambition to go on a road trip round the world. From 2007 to 2010, they drove through 69 different countries during their 122,000-kilometre journey and had many adventures. They took a big risk when they went across a minefield (see photo). They also got help from lots of people and they found that the world wasn't as dangerous as they thought!



road trip (n) /ˈrəʊdtrɪp/
a long journey by road

4 Pronunciation /d/, /t/ or /ɪd/

1.22 Listen to the *-ed* ending of these regular verbs. Write /d/, /t/ or /ɪd/. Then listen again and repeat.

1	lived	/d/	5	waited	
2	finished	/t/	6	looked	
3	wanted	/ɪd/	7	decided	
4	studied		8	climbed	

PAST SIMPLE

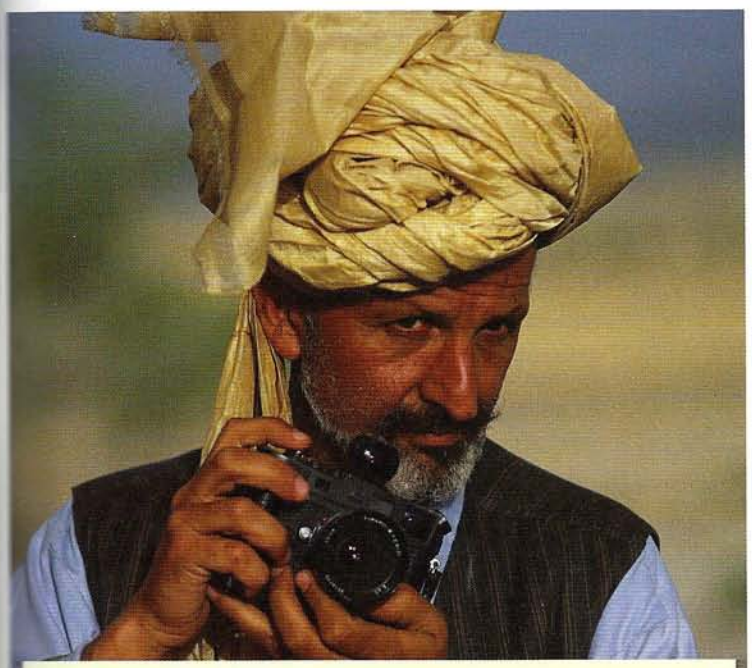
He climbed the mountain.
He didn't climb a mountain.
Did he climb a mountain?

For further information and practice, see page 87.

5 Find the past tense form of these irregular verbs in *The road trippers* section of the article in Exercise 1.

1	be	*was / were*	6	grow up	_____
2	drive	_____	7	have	_____
3	find	_____	8	know	_____
4	get	_____	9	take	_____
5	go	_____	10	think	_____

6 Complete the text about another adventurer with the past simple form of the verbs.



THE PHOTOGRAPHER

Reza [1] *was born* (be born) in Tabriz, Iran, in 1952. He [2] _____ (study) architecture at the university in Tehran but he [3] _____ (not / become) an architect. When he was a teenager, Reza [4] _____ (love) photography and, after university, he [5] _____ (get) a job with a local newspaper as a photographer. But he [6] _____ (not / want) to take photos of local news and in 1978 he [7] _____ (go) abroad and he [8] _____ (take) photos of wars. Nowadays he works for *National Geographic* magazine.

7 Read the text in Exercise 6. Answer the questions.

1 When was Reza born?
2 Where did he study architecture?
3 What did he love when he was a teenager?
4 What did he do after university?
5 Did he want to take photos of local news?
6 When did he go abroad?

PAST SIMPLE QUESTIONS

When were you born? In 1989.
What did you study at university? Economics.
Did you go abroad when you were young?
Yes, I did. / No, I didn't.

For further information and practice, see page 87.

8 1.23 Work in pairs. Read the article in Exercise 1 again. Write questions for these answers (1–6). Then listen and compare your questions with the recording.

1 In the mountainous Basque region of Spain.
2 When she was fourteen.
3 Engineering.
4 From 2007 to 2010.
5 A minefield.
6 That the world wasn't as dangerous as they thought.

Speaking

9 Write eight to ten questions to ask your partner about their past. Use some of these prompts to help you.

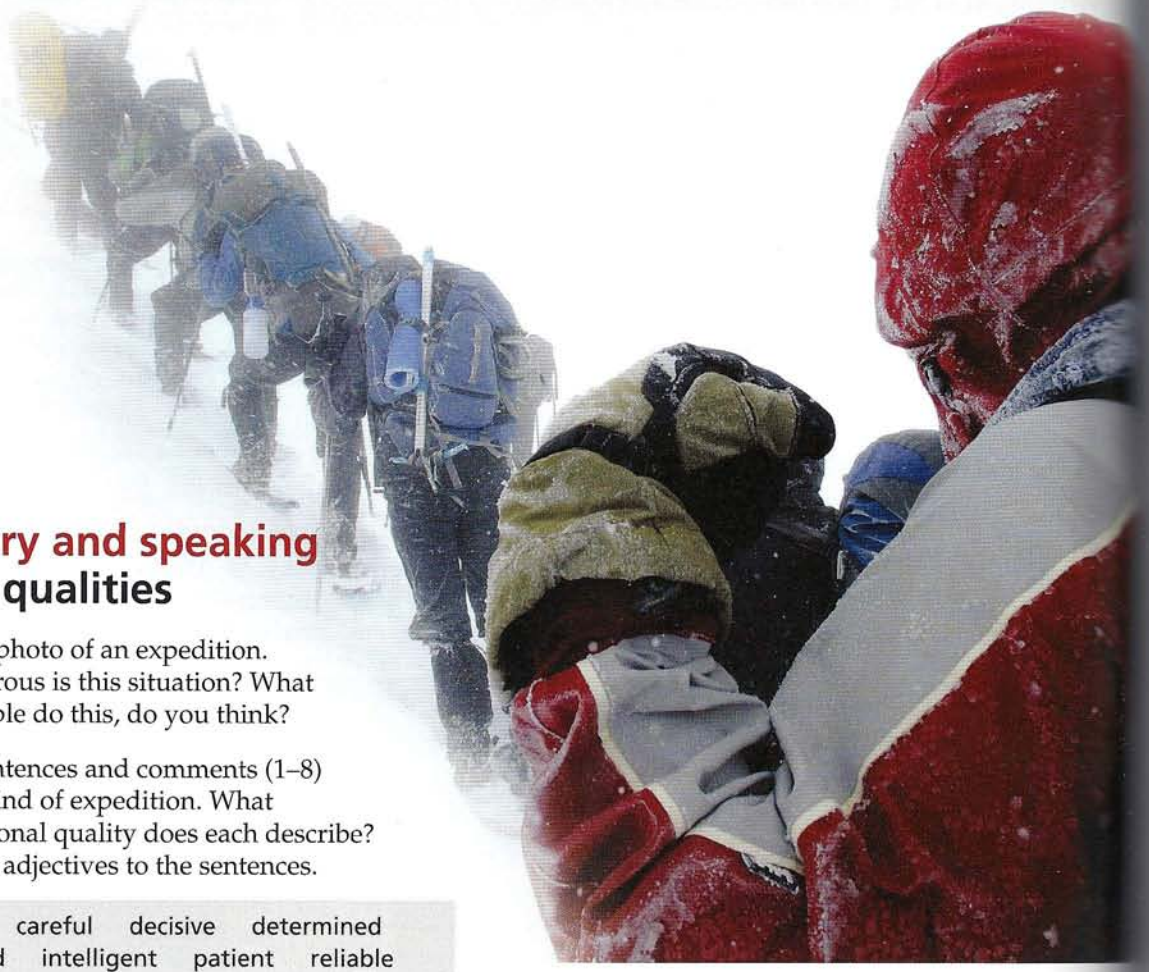
where / born? where / live?
what subjects / like / at school?
go / university? what job / want?
what / do after that?

10 Take turns to interview each other. Make notes about your partner's answers.

11 Swap partners and describe your first partner's life.

Chan was born in Hong Kong in 1982 ...

4b The survivors



Vocabulary and speaking
personal qualities

1 Look at the photo of an expedition. How dangerous is this situation? What kind of people do this, do you think?

2 Read the sentences and comments (1–8) about this kind of expedition. What kind of personal quality does each describe? Match these adjectives to the sentences.

ambitious careful decisive determined
experienced intelligent patient reliable

1 'The leader of our team has climbed in the Himalayas many times before in his thirty years as a mountaineer.'
2 'Whatever the risk, we always achieved our goal. Nothing stopped us.'
3 'Even as a child, I wanted to be the best at everything.'
4 'It's important to plan before any expedition.'
5 'When the weather is really bad, you have to wait. There's no point in taking stupid risks.'
6 'Everyone in the team always has to be there for each other. You won't survive without each other's help and support.'
7 'He has a quick brain and you need that for this kind of expedition.'
8 'The leader is the person who makes the final decision and everyone has to agree.'

▶ WORDBUILDING negative prefixes

You can make some adjectives for personal qualities negative by adding a prefix: ***unambitious, indecisive, impatient.***

For further information and practice, see Workbook page 127.

3 What personal qualities do these people need? Make sentences with the adjectives in Exercise 2 and explain your reasons.

a teacher a close friend a language learner
a news photographer a President
a sports competitor a TV presenter

Example:
A teacher is patient because the students need time to learn.

Listening

4 1.24 Listen to part of a radio interview with survival expert Doctor Weisz. Match the survivors (1–3) to the situations (a–c).

1 Maria Garza
2 Bethany Hamilton
3 Mr and Mrs Carlson

a lost at sea for thirty-one days
b escaped from a burning aeroplane
c surfing when attacked by a shark

5 1.24 Listen again. Choose the correct option (a–c) to complete the sentences.

1 The main aim of the TV programme is to talk about _____.
   a recent survival stories
   b the best survival stories
   c the personal qualities of survivors

2 Doctor Weisz says all survivors _____.
   a are decisive
   b need determination
   c are decisive and need determination

3 The Carlsons' story is different to Bethany's because _____.
   a they were at sea for a long time
   b they were in the water
   c they didn't have experience

4 Most survivors _____.
   a don't take risks
   b often take risks
   c aren't very careful

6 Do you ever need the personal qualities of a survivor? For example, are there other situations when you need to be decisive, experienced or careful?

Grammar past continuous

7 Look at the highlighted verbs in the extract from the interview in Exercise 4. Answer the questions.

She was sitting on an aeroplane in Denver airport with her one-year-old child when she saw a fire from the window. While the other passengers were running to the exits, Maria climbed out of the window.

1 Do all the highlighted verbs talk about the past?
2 Which verbs describe a completed action?
3 Which verbs describe actions in progress at a particular time?
4 How do you form the past continuous tense? What is the auxiliary verb? What is the form of the main verbs?

PAST CONTINUOUS

I/he/she/it was sitting	you/we/they were sitting
I/he/she/it wasn't sitting	you/we/they weren't sitting
Was I/he/she/it sitting?	Were you/we/they sitting?

We often join the past continuous tense with the past simple with the words *when* or *while* to talk about one action happening at the same time as another.
Maria was sitting on an aeroplane in Denver airport when she saw a fire from the window.
While the other passengers were running to the exits, she climbed out of the window.

For further information and practice, see page 88.

8 Look at the grammar box. Then choose the correct options to complete the true life survival stories.

TRUE life SURVIVAL STORIES!

The sun [1] *shone / was shining* when Bethany Hamilton arrived at the beach on a beautiful morning in Hawaii. But hours later, the young teenager [2] *surfed / was surfing* out at sea when a shark attacked her and she lost her left arm. Amazingly, Bethany [3] *swam / was swimming* back to the beach with one arm and, as she was swimming, she told other surfers to get out of the water.

While Steven and Rachel Carlson [4] *sailed / were sailing* around the Canary Islands, their boat sank. They [5] *didn't have / weren't having* much food and water but after 31 days at sea they still survived.

It was a normal afternoon at Denver airport but as Flight 455 was taking off, passengers [6] *saw / was seeing* a fire from the window. Immediately, the plane's captain realised that the engines [7] *didn't work / weren't working* and radioed for help. While passengers [8] *ran / were running* towards the front exits, Maria Garza pulled her daughter through the window exit next to the wing.

9 Which survival story do you think is the most amazing? Why?

10 Pronunciation *was*

1.25 Listen to these sentences. Notice how the pronunciation of *was* changes. Then listen again and repeat.

/wəz/
1 She was surfing in Hawaii.

/wɒznt/
2 It wasn't snowing.

/wɒz/
3 Was it raining?

Speaking

11 Work in pairs. Tell your partner which of these events happened to you in the past. Explain:

1 when they happened
2 what you were doing at the time

broke a bone | got your first job
first fell in love | fell off your bicycle

I was climbing on a wall when I was eight. I fell and broke my arm.

12 Think of three more real or special events in your life. Tell your partner.

Examples:
While I was working in …, I met …
I was living abroad when I …

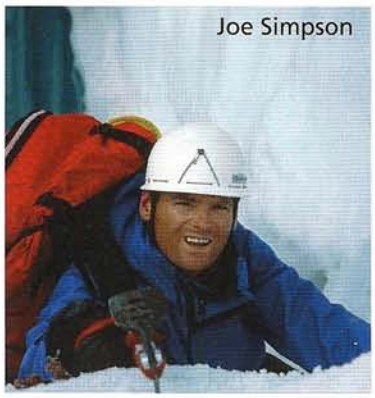
4c The right decision?

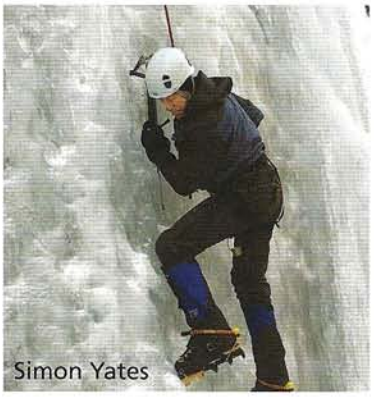
Reading

1 Work in pairs. What was your best decision in life? What was your worst decision? What happened? Tell your partner.

2 Read the true story on page 51 about two climbers, Simpson and Yates. What decision did Yates make? What decision did Simpson make?

3 Read the story again. Are the sentences true (T) or false (F).


Joe Simpson

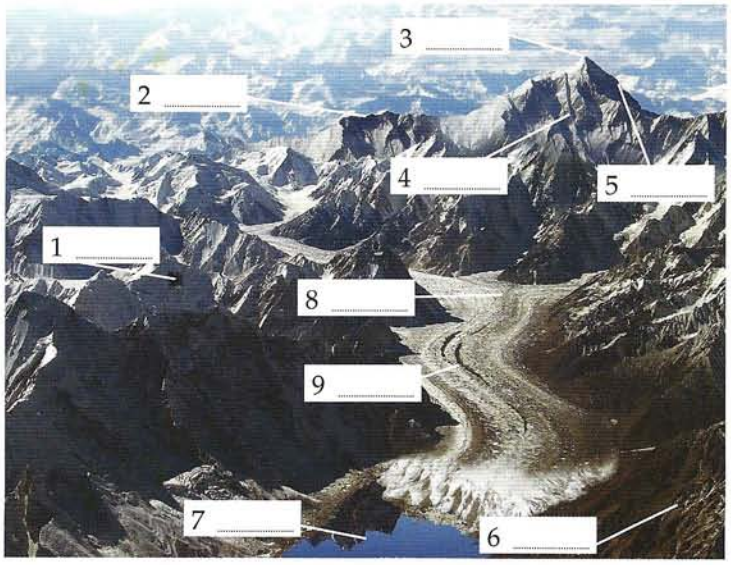

Simon Yates

1 The accident happened while Simpson and Yates were climbing up the mountain.
2 They didn't reach the top of Siula Grande.
3 Yates cut the rope because he wanted to survive.
4 Yates didn't look for Simpson afterwards.
5 Simpson managed to get to the base camp on his own.

Vocabulary geographical features

4 Match these words from the story to the picture.

lake north face mountain cave summit ridge
glacier cliff crevasse



Critical thinking identifying opinion

5 Read the last paragraph again. Do the following people (1–3) think that Yates made the right decision or the wrong decision?

1 some climbers
2 Simpson
3 the author of the article

6 Do you think Yates made the right decision? Why? / Why not?

Vocabulary *in, on* or *at* for time expressions

7 Look at these time expressions from the story. Then complete the rules (1–4) with *in, on* or *at*.

in May 1985 on Day 1
three days later at the last second
at four o'clock in the afternoon
in the middle of that night in 1988

1 We use _____ with months, years, seasons, decades, centuries and parts of the day.
2 We use _____ with days, dates and special days such as *her birthday, New Year's Day*.
3 We use _____ with times and special expressions such as *night, the weekend, the final moment*.
4 We don't use _____, _____ or _____ with time expressions such as *yesterday, last week, two days later*.

Speaking

8 Work in pairs. Match the time expressions in Exercise 7 to these events from the story. Then tell the main parts of the story using the time expressions.

stood at the top of the mountain
cut the rope wrote a book
heard his name
crawled near to base camp
started climbing Siula Grande

The RIGHT DECISION?

In May 1985 two climbers, Joe Simpson and Simon Yates, left their base camp by a lake and started climbing the north face of a mountain called Siula Grande in the Peruvian Andes. This climb was incredibly dangerous but the two men were experienced climbers and physically fit. On Day 1, the weather was good and the climb began well. At night they made a snow cave and slept on the side of the mountain.

Three days later, after some very difficult climbing and bad weather, the two men stood at the summit. Unfortunately, the weather was getting worse so they didn't stay long. As they were going down a mountain ridge, a disaster happened. Simpson fell and broke his knee. Quickly, Yates tied a rope to himself and then to his friend. He began lowering Simpson down the mountain and, for hours and hours, Yates helped Simpson get down the mountain. They were getting close to the glacier at the bottom of the mountain but suddenly Simpson slipped. This time he went over the edge of a cliff. He was hanging in mid-air. Simpson shouted up to Yates, but the wind was blowing loudly and Yates couldn't hear him.

Yates didn't know it but Simpson was – unbelievably – still alive inside the crevasse.

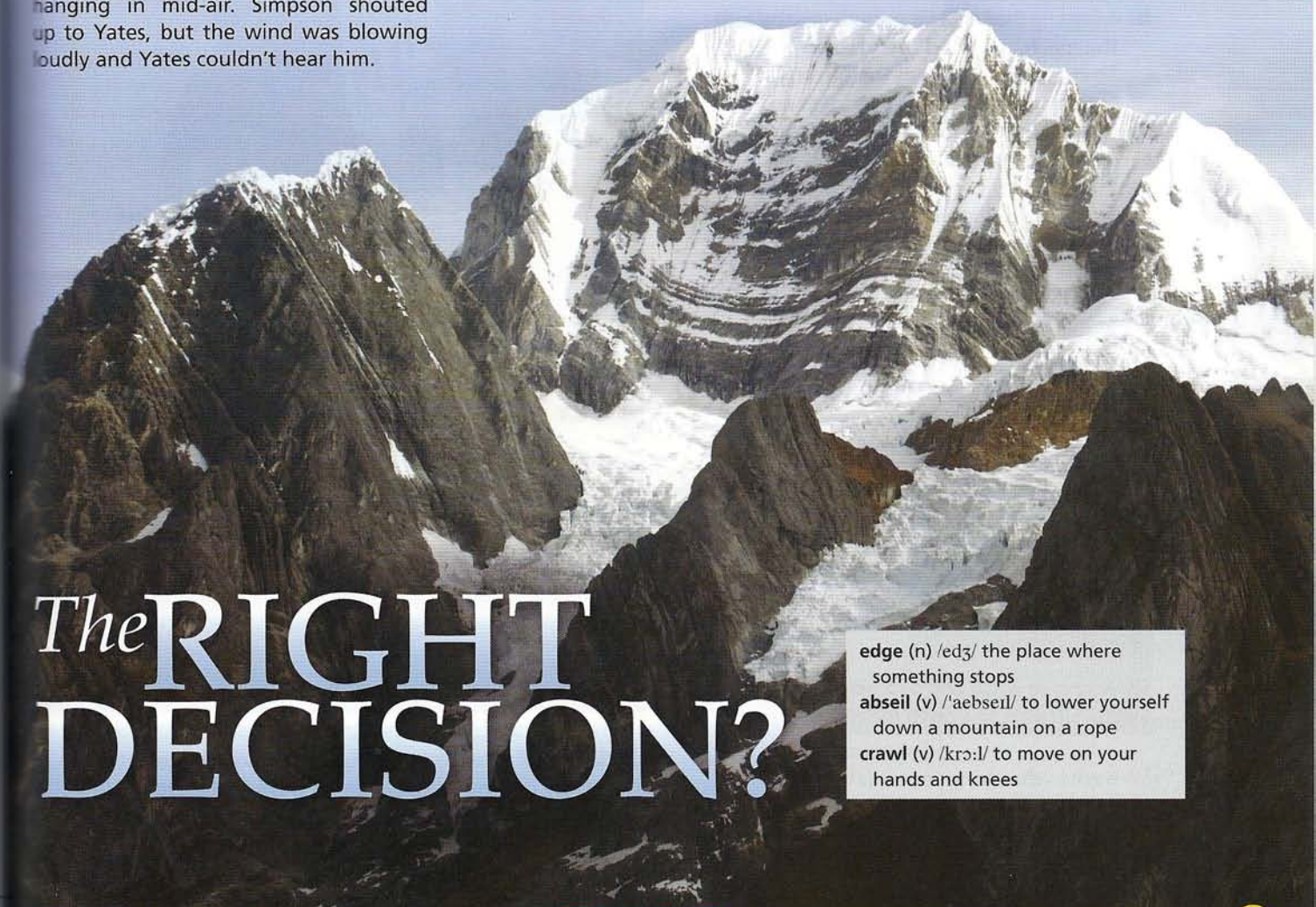
Yates didn't know what was happening below. He waited for an hour but the rope was too heavy and it was pulling Yates down the mountain towards the cliff. He had two choices: hold the rope but then both of them might die, or cut the rope and survive. It was an impossible decision for Yates but, at the last second, Yates cut the rope and saved himself. Immediately, Simpson fell thirty metres into a crevasse.

The next day, while Yates was desperately looking for Simpson, he found the crevasse. He called for Simpson but he heard nothing. Sadly, he decided that Simpson was dead. Yates didn't know it but Simpson was – unbelievably – still alive inside the crevasse.

Simpson waited for hours but when he realised Yates wasn't coming, he decided to take a risk. He had some rope so he abseiled to the bottom of the crevasse. He managed to find a way out. For three days, Simpson drank water from the snow and ice. He crawled back towards the base camp and at four o'clock in the afternoon of Day 7, Simpson was very near.

In the middle of that night, Yates was sleeping in his tent at base camp when he woke up. He was sure someone was shouting his name. Excitedly, he ran outside and looked around. Finally, after searching and searching he found Simpson. He was lying on the ground, not moving, but he was still breathing.

After a few days, the two men returned home and their story became famous. Unfairly, some climbers criticised Yates for cutting the rope. But, in 1988, Simpson wrote a book about the events and defended Yates. Simpson believed Yates made the right decision.



edge (n) /edʒ/ the place where something stops
abseil (v) /ˈaebseɪl/ to lower yourself down a mountain on a rope
crawl (v) /krɔːl/ to move on your hands and knees

4d A happy ending

Real life telling a story

1 1.26 Listen to a conversation between two friends about a camping trip. Answer the questions.

1 Was the start of the weekend good or bad?
2 When did Mark and the others leave?
3 Where did the car break down? Who fixed it?
4 Why couldn't they find the campsite at first?
5 What happened after they found the campsite?
6 Where did they go instead?

2 1.26 Listen again and complete the conversation.

A: Hi Mark. How was your camping trip?
B: It was great in the end but we had a terrible time at the beginning.
A: Why?
B: [1] _____, we left the house early on Saturday morning but after only half an hour the car broke down.
A: Oh no!
B: [2] _____, there was a garage nearby and the mechanic fixed the problem. But [3] _____ we arrived at the forest, it was getting dark. [4] _____ we drove around for about an hour, we [5] _____ found the campsite but it was completely dark by then. [6] _____, it started raining so we found a nice hotel down the road!
A: That was lucky!
B: Yes, it was a great hotel and [7] _____ _____ we stayed there for the whole weekend.
A: [8] _____ _____!

3 Match the words and expressions (1–8) in Exercise 2 with the correct section in the box.

▶ TELLING A STORY

Sequencing the story
At the beginning ... Then ... Next ... While ...

Introducing good and bad news
Luckily ... But ...

Reacting to good and bad news
Why? That was a good idea! Oh no!

4 Pronunciation intonation for responding

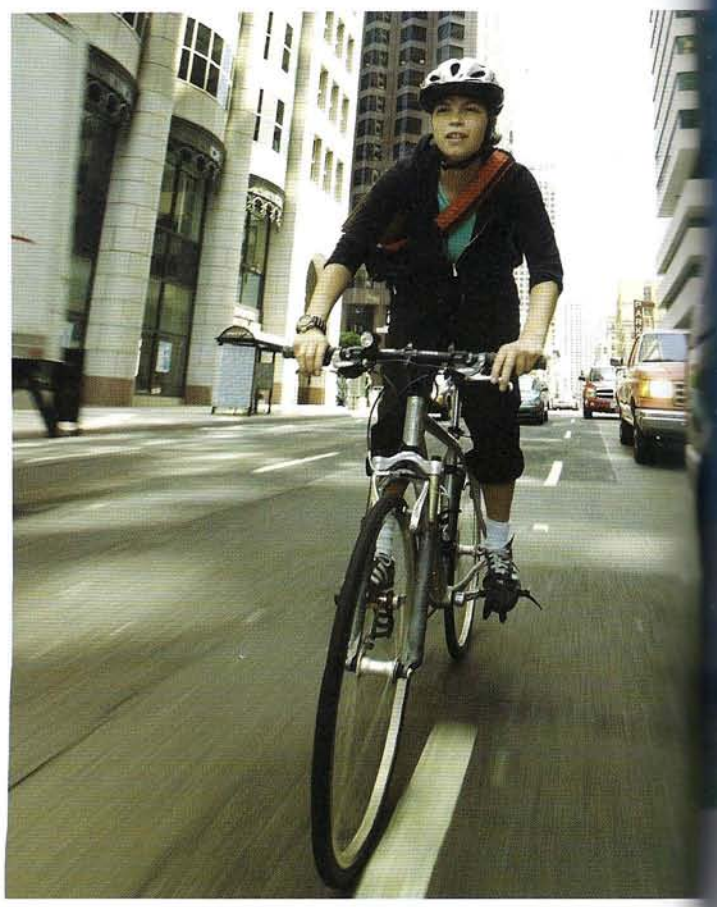
1.27 Listen to the expressions in 'Reacting to good and bad news' in the box. Notice how the listener uses intonation to show interest. Then listen again and repeat.

5 Work in pairs. Read the conversation in Exercise 2 aloud. Take turns to be person A. Pay attention to your intonation when you are responding.

6 Practise telling another story with your partner. Student A cycled to work and these events happened.

- You had a terrible journey to work.
- You were cycling and it started raining.
- A car hit your bicycle.
- You weren't hurt.
- The driver was very nice. He owns a bicycle shop.
- He gave you a new bike! It's much better than your old bicycle!

Tell your story to Student B. Student B listens and responds. Then change roles and repeat the story.



7 Think of a bad journey you had. Did it have a happy ending? Make a list of the events. Then tell your partner the story.

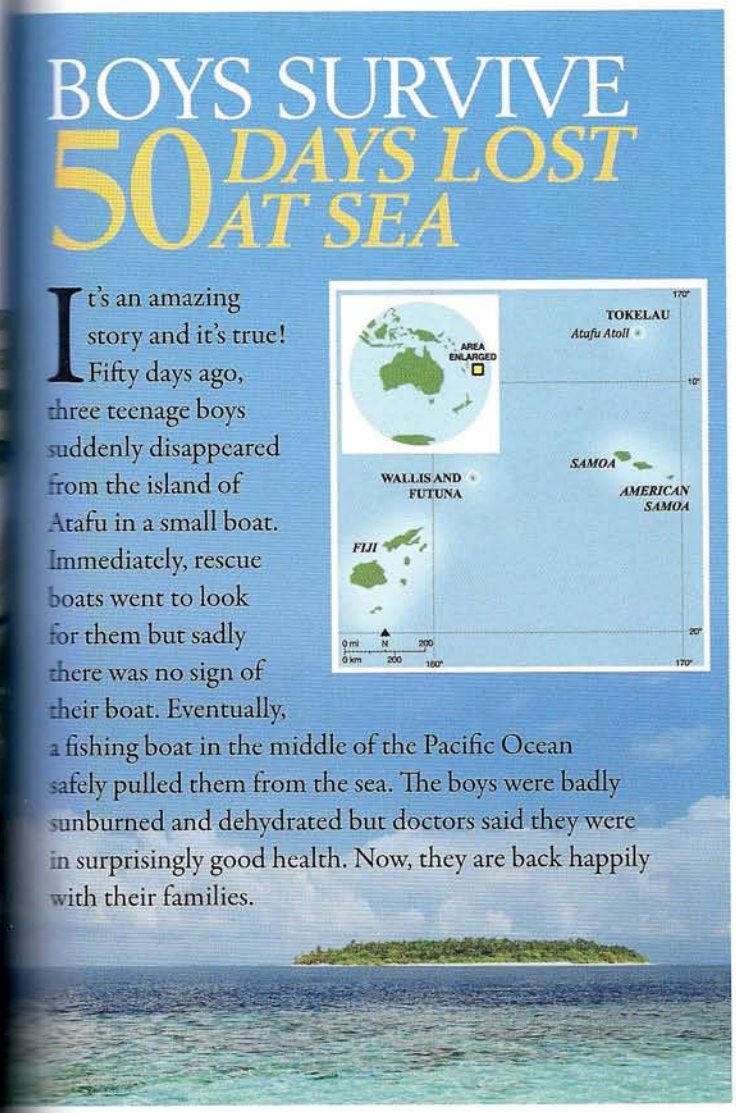
4e A story of survival

Writing a true story

1 When you read the news, is it always bad news? Are there ever any news stories with good news or happy endings?

2 True stories in the news often include some or all of this information. Read the story and find out which of this information is included.

the location the weather the people
why they were there any sudden or unexpected events that changed the situation
how the situation ended a happy or sad ending



BOYS SURVIVE 50 DAYS LOST AT SEA

It's an amazing story and it's true! Fifty days ago, three teenage boys suddenly disappeared from the island of Atafu in a small boat. Immediately, rescue boats went to look for them but sadly there was no sign of their boat. Eventually, a fishing boat in the middle of the Pacific Ocean safely pulled them from the sea. The boys were badly sunburned and dehydrated but doctors said they were in surprisingly good health. Now, they are back happily with their families.

3 Writing skill using -ly adverbs in stories

Look at the sentence from the story in Exercise 2. We often use -ly adverbs to make a story more interesting. Underline the other -ly adverbs in the story.

Fifty days ago, three teenage boys suddenly disappeared from the island of Atafu in a small boat.

4 Match the adverbs you underlined in Exercise 3 with the rules (1–3).

▶ -LY ADVERBS

We often use -ly adverbs to:
1 comment on the whole clause or sentence.
__Eventually__, they saw another ship in the distance.
2 describe the verb (how someone did something or how it happened).
He __slowly__ swam towards the island. (Also *He swam towards the island __slowly__.*)
3 describe an adjective.
The three survivors were __amazingly__ healthy.

Many adverbs are adjectives + -ly, e.g. *sudden – suddenly.*

5 Make these sentences from short stories more interesting using the adverbs.

1 The climb was dangerous. (incredibly)
The climb was incredibly dangerous.
2 The sun was shining. (brightly)
3 The man jumped into the car. (quickly)
4 They were nearly at the top of the mountain but one of them slipped. (suddenly)
5 It started raining. Gill had an umbrella. (fortunately)
6 The Amazon river was long and they were lost for days. (amazingly)
7 They walked back and looked into each other's eyes. (slowly)
8 They were lost in the forest for hours but they found the road again. (eventually)

6 You are going to write a true story. It can be from your own life or a story you read in the newspaper. Think about these questions and make notes.

- Where did it happen?
- What was the weather like?
- Who was there and what were they doing?
- What unexpected event happened?
- What happened next?
- Did it have a happy or sad ending?

7 Write your story. Use -ly adverbs to make it more interesting.

8 Work in pairs. Exchange stories. Use these questions to check your partner's story.

- What information in Exercise 6 does your partner include?
- Does he/she use -ly adverbs effectively?

4f Alaskan ice climbing

It's hard work climbing the glacier.

Before you watch

1 Work in pairs. Look at the photo and discuss the questions.

1 Where is the woman?
2 What is she doing?
3 Do you think this is a dangerous activity?
4 How do you think she is feeling?

2 What do you think these words mean? Try to match the words (1–3) with the correct meaning (a–c).

1 serac	a a narrow, deep hole in ice
2 crevasse	b an area with many seracs
3 ice fall	c large piece of glacial ice that sticks up in the air

While you watch

3 Watch the video and check your answers from Exercise 2.

4 Watch the video again and put the events from the climbers' trip in order (1–8).

a It was a very special feeling for the woman when she got to the top.
b They drove to the Matanuska glacier.
c They hiked across the glacier.
d When they arrived at Talkeetna, the weather was so bad that they couldn't fly to Mount McKinley.
e A woman slipped, but the rope saved her.
f After a long walk they reached solid ice at the heart of the glacier.
g When they arrived at the glacier, the guides explained how to use the equipment.
h They started climbing the ice wall.

5 Watch the video again and make notes about these topics.

the weather on the trip	
the glacier	
the guides	
the equipment	
the dangers	

After you watch

6 **Roleplay** **telling a friend about a trip**

Work in pairs.

Student A: You are one of the people who went to the glacier. You are now back at home. Tell a friend about your trip. Use the ideas below to make notes.

Student B: Your friend went on a trip to a glacier in Alaska. Use the ideas below to prepare questions to ask your friend.

- the journey to the glacier
- what the glacier was like
- what the weather was like
- the equipment
- what the climb was like
- how it felt to get to the top

Act out the conversation. Then change roles and have another conversation about a different trip.

7 The narrator says Colby and Caitlin are not usually doubtful when they're in the mountains. What does this tell you about them?

8 Work in pairs. Discuss these questions.

1 What kind of people like ice climbing?
2 Would you like to go ice climbing? Why? / Why not?

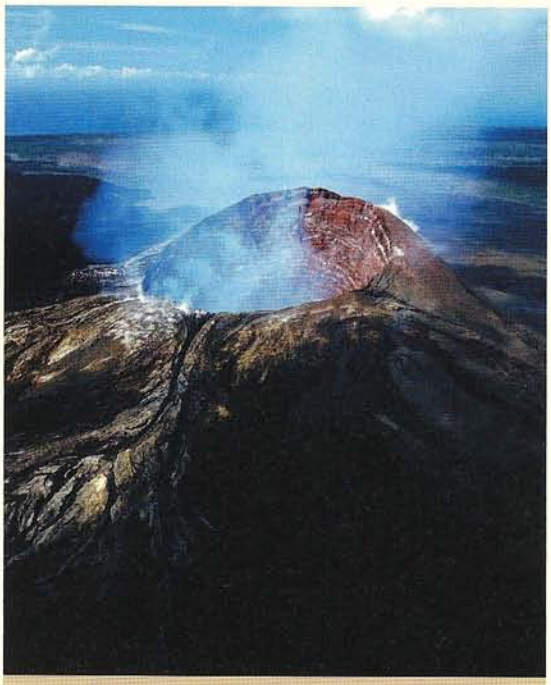
climb (v) /klaɪm/ go up with a lot of effort
climber (n) /ˈklaɪmə/ a person who climbs
crampons (n) /ˈkræmpɒnz/ spikes that climbers put on the bottom of their boots
doubtful (adj) /ˈdaʊtfl/ not feeling certain about something
glacier (n) /ˈglæsiə/ a large mass of ice
guide (n) /gaɪd/ a person who shows a place to visitors
heel (n) /hiːl/ the back part of the foot
hike (n) /haɪk/ a walk in a wild place
rope (n) /rəʊp/ a thick string used for tying things
stable (adj) /ˈsteɪbl/ not likely to fall or move in the wrong way
unsafe (adj) /ʌnˈseɪf/ dangerous
weather (n) /ˈweðə/ atmospheric conditions like rain, snow, sun, temperature

UNIT 4 REVIEW

Grammar

1 Work in pairs. Look at the photo. What can you see? Where do you think it is?

2 Read about two adventurers and check your ideas in Exercise 1. Then complete the text with the past simple form of the verbs.



Steve O'Meara [1] _____ (meet) Donna in Boston in 1986. On their second date, Steve [2] _____ (take) Donna in a helicopter to Hawaii. That sounds romantic but they [3] _____ (not / fly) to a beach. They [4] _____ (go) to the Kilauea volcano. A year later, they [5] _____ (visit) to the volcano again and this time they [6] _____ (get) married on the volcano. It [7] _____ (not / be) only for romantic reasons. Steve and Donna both [8] _____ (become) volcanologists and they [9] _____ (travel) all over the world to study volcanoes. But they really [10] _____ (want) to spend more time by the Kilauea volcano and some years later they [11] _____ (buy) a house there. Donna explains why: 'This volcano can still kill you but for me to live on the volcano is exciting every day.'

3 Work in pairs. Make questions about Steve and Donna O'Meara using these prompts. Then take turns to ask and answer using information from the text.

Student A: When / meet?
Where / get married? What / want to do?

Student B: Where / take Donna?
What / become? What / buy?

I CAN

- talk about past events and important moments in my life ☐
- ask questions about the past ☐

Vocabulary

4 Choose the correct option (a–c) to complete the sentences.

1 My biggest _____ at school was passing my mathematics exam. I got an A grade in the end!
a achievement b challenge c decision

2 Don't get angry when things don't happen as fast as you'd like. Learn to be _____.
a patient b reliable c experienced

3 Probably the most _____ person in history was Albert Einstein. He had an amazing brain.
a ambitious b careful c intelligent

4 You dropped water everywhere. Please try to be more _____!
a ambitious b careful c determined

I CAN

- talk about challenge and personal qualities ☐

Real life

5 Look at the pictures (1–5) and write sentences about what happened in each part of the story.

6 Work in pairs. Take turns to tell each other your stories from Exercise 5. The person telling the story has to include the words on the left. The person listening uses the words on the right.

then next	Why? Oh no!
while luckily	Good idea!

I CAN

- sequence the stages of a story ☐
- introduce good and bad news in a story ☐
- respond to a story ☐

Speaking

7 Write down five years when something important happened in your life. Show the years to your partner. Take turns to guess why each year was important.

Unit 5 The environment

An artist with his sculpture made from recycled parts of old computers
Photo by Peter Essick

FEATURES

58 Recycling
The real story behind recycling our rubbish

60 The Greendex
A new online survey finds out how green the world is

62 A boat made of bottles
How one environmentalist is trying to raise awareness

66 Coastal clean-up
A video about a plan to improve the US coastal environment

1 George Sabra is an artist and sculptor. What do you think of his sculpture in the photo? Which of these materials did he use?

cardboard glass leather metal paper plastic wood

2 1.28 Listen to part of a documentary about George Sabra. Answer the questions.

1 What everyday objects does the speaker talk about?
2 What does George Sabra do with these objects?
3 What does he want us to think about?

3 Look at the highlighted expressions for talking about objects. Make sentences about these everyday objects in a similar way.

A dictionary is made of paper. You use it for looking up words.

dictionary mobile phone pen scissors tin can

4 Work in pairs. Think of other everyday objects. Don't tell your partner the object but describe what it's made of and what it is for. Your partner has to guess the object.

5a Recycling

Vocabulary household items

1 How much do you recycle or reuse items in the house or at work? How easy is it to recycle where you live?

2 You can recycle all these objects. Match each object with the correct recycling bin above.

aluminium foil carton
cereal box coffee eggshell
yoghurt pot jar tin can
envelope newspaper bottle
plastic bag vegetable peel

3 Look at the grammar box. Which of the nouns in Exercise 2 are countable (*C*) and which are uncountable (*U*)?

COUNTABLE and UNCOUNTABLE NOUNS

Countable nouns have singular and plural forms: *a bottle, two bottles.*
Uncountable nouns are singular and have no plural forms. You cannot use them with numbers: *milk.*

For further information and practice, see page 88.

Listening

4 1.29 Listen to two callers on a radio phone-in show about recycling. Answer the questions.

1 Which caller (Reg or Sandra) thinks more people need to recycle?
2 Which caller doesn't think recycling helps the environment?

Grammar quantifiers

5 1.29 Listen to the radio show again. Match the two parts of the sentences.

1 There aren't any	a people on my street recycle
2 Are there any	b bags.
3 There are some	c recycling bins.
4 They don't recycle much	d recycling bins there?
5 Not many	e rubbish every week.
6 They throw away a lot of	f minutes every day.
7 Some people recycle a little	g recycling centres in my town
8 You only need a few	h stuff.

6 Find these quantifiers in the sentences in Exercise 5. Which of the quantifiers do we use to talk about small quantities?

any a few a little a lot of not many not much some

QUANTIFIERS

Countable nouns
We use *some, a lot of* and *a few* in affirmative sentences. We use *any* or *many* in negative sentences or questions.

Uncountable nouns
We use *some, a lot of* and *a little* in affirmative sentences. We use *any* or *much* in negative sentences or questions.

Note: *a lot of* = *lots of* (there is no difference in meaning or use)

For further information and practice, see page 88.

7 Work in pairs. Look at the grammar box. Then make sentences about what you recycle and throw away using the table.

I We (don't)	recycle throw away	a lot of many much any a few a little	metal newspapers plastic glass tin cans cardboard ink cartridges food other?

Reading

8 Read the article about e-rubbish. Answer the questions using quantifiers.

1 How many of us know where our e-rubbish goes?
2 Did Peter Essick follow the rubbish to lots of countries?
3 How many of the computers do sellers resell?
4 How much metal do the parts of the computers contain?
5 Why is the process of recycling these parts so dangerous?
6 How much e-rubbish does Peter Essick think we should export? Why?

WORDBUILDING
hyphenated words

We often join words or parts of other words with a hyphen to make new words: *e-rubbish, out-of-date, eco-friendly.*

For further information and practice, see Workbook page 135.

E-RUBBISH

Nowadays, every household produces electronic rubbish (or e-rubbish) – an old TV or computer printer, or an out-of-date mobile phone we no longer need. But when we throw these everyday items away, not many of us know where these objects go. The journalist and photographer, Peter Essick, decided to follow this e-rubbish to several different countries around the world.

In particular, Essick found a lot of e-rubbish goes to Ghana. There, he saw mountains of old computers in the local markets. The sellers resell some of them but not much equipment works. Instead, they recycle the broken computers by melting the parts inside. These parts contain a little metal such as copper or even gold sometimes. However, this process of recycling is dangerous for the workers because it produces a lot of toxic chemicals.

As a result of his journey, Peter Essick thinks it's important to stop exporting e-rubbish. It's bad for the environment and it's bad for people's health. Instead, he believes manufacturers need to produce more eco-friendly electronics in the future; in other words, electronic products which you can recycle cheaply, safely and in the country where they were made.

melt (v) /melt/ to heat an object until it turns to liquid
toxic (adj) /ˈtɒksɪk/ poisonous

9 Complete these sentences about the article. Then compare your sentences with the class.

I knew *a little / a lot* about this topic before reading this.

This article *is / isn't* surprising for me because …

I *agree / partly agree / don't agree* with Essick because …

Speaking

10 Work in pairs. Imagine you are talking on a radio phone-in programme.

Student A: You are the radio presenter. Turn to page 81 and follow the instructions.

Student B: You are a caller. Turn to page 82 and follow the instructions.

5b The Greendex

Reading and speaking

1 We describe people and their behaviour as 'green' when they help the environment. How green are you? Answer the questions.

1 Do you …
- recycle your rubbish?
- ever buy second-hand goods?
- switch computers and TVs off before you go to bed?
- use public transport or share car journeys?

2 Can you think of more ways to be green in your daily life?

2 Work in groups. Read the first paragraph in the article about the 'Greendex'. Then discuss the questions.

1 What is the purpose of the 'Greendex'?
2 Is your country in the survey?
3 What kinds of cost do you think each of the four categories includes (e.g. housing = electricity, gas)?

3 Read the latest results from the 'Greendex'. Label the pie charts (1–5) with the correct country.

The Greendex™

The 'Greendex' is a survey of 17,000 consumers in 17 different countries. It finds out how these people regularly spend their money. The four categories for spending are: housing, food, transportation and 'other goods' (such as electronic items and household appliances).

LATEST RESULTS FROM THE 'GREENDEX':

- About ninety per cent of people in Argentina eat beef nearly every day.
- Exactly half of all Russians use public transport every day or most days.
- Just over two thirds of people in Germany drink a bottle of water daily and most of them also recycle the bottle.
- Consumers in the United States have the most TVs at home. Well over two thirds have four or more.
- Nearly half of all Canadians regularly recycle electronic items.

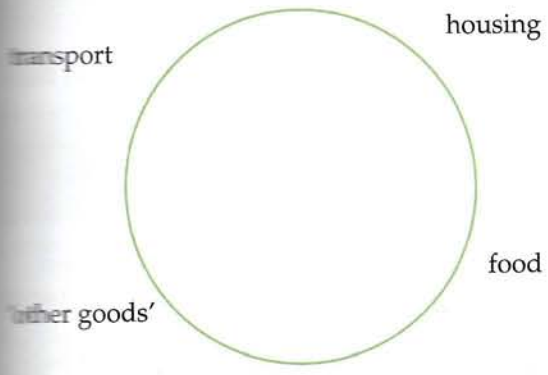
1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Vocabulary results and figures

4 Look at these words from the results in Exercise 3. Choose the correct percentage (a–c).

1 about ninety per cent
a 89% b 90% c 99%
2 exactly half
a 49% b 50% c 51%
3 just over two thirds
a 64% b 66% c 69%
4 well over two thirds
a 66% b 69% c 75%
5 nearly half
a 48% b 50% c 52%

5 Approximately, what percentage of your money do you spend on housing, food, transport and 'other goods'? Divide the pie chart to show the percentages.



6 Work in pairs. Present your pie chart using words from Exercise 4.

I spend about half my money on ...

Well over eighty per cent is on ...

Grammar definite article (*the*) or no article

7 Complete the text with *the* or Ø (no article). Then check your answers in the 'Greendex' results in Exercise 3.

- Just over two thirds of people in [1] _____ Germany drink a bottle of water daily and most of them also recycle [2] _____ bottle.
- [3] _____ consumers in [4] _____ United States have [5] _____ most TVs at [6] _____ home.

8 Look at the grammar box. Then match the rules (a–f) with the gaps (1–6) in Exercise 7.

DEFINITE ARTICLE (*THE*) or NO ARTICLE

Use the **definite article** (*the*):
a with something or someone you mentioned before.
b when it is part of the name of something (e.g. *The United Kingdom*).
c with superlative phrases (e.g. *the best*).

Use **no article**:
d with most countries.
e to talk about people and things in a general way.
f with certain expressions (e.g. *at night, at school*).

For further information and practice, see page 89.

9 Look at these sentences from the 'Greendex' survey. Delete *the* where it isn't necessary.

1 ~~The~~ European houses do not have air conditioning.
2 Countries such as the Brazil are using the electric cars more and more.
3 Many people around the world are trying to use less energy at the home.
4 The fish and seafood is the most common dish in the Japan.
5 The people in the United Kingdom are sharing the cars more and more to save costs.

10 Pronunciation /ðə/ or /ðiː/

a 1.30 Listen to the difference in the pronunciation of *the* before a consonant sound and a vowel sound.

/ðə/	/ðiː/
the TV	the internet

b 1.31 Listen and write /ðə/ or /ðiː/. Then listen again and repeat.

1 the bottle
2 the phone
3 the fuel
4 the apple
5 the electricity
6 the gas
7 the insurance
8 the water

Writing and speaking

11 Work in groups. You are going to prepare a 'Greendex' report about the class. Follow these steps:

1 Write eight to ten questions to find out how 'green' everybody is.
2 Each group member meets students from the other groups and interviews them using the questions.
3 Work with your first group again. Collect the information from your questions and summarise the results.
4 Present your conclusions to the class, using pie charts to help your presentations.

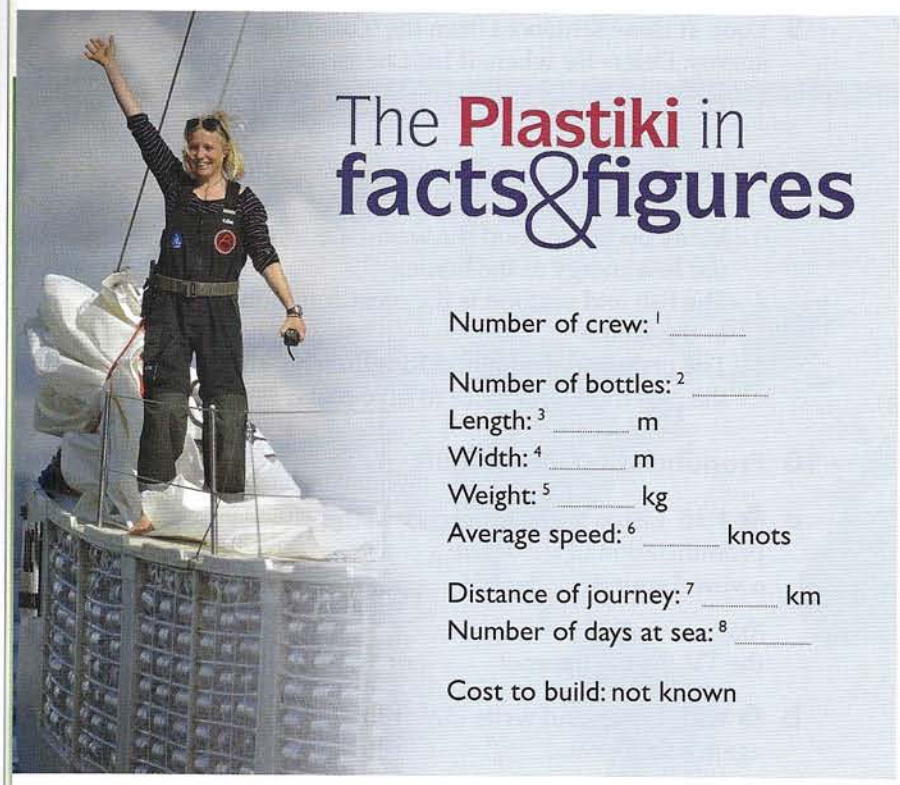
5c A boat made of bottles

Reading

1 Look at these words from the article on page 63. What do you think it is about? Read the article. Were your predictions correct?

boat plastic bottles recycle sail San Francisco
Sydney the Pacific Ocean

2 Read the article again. Complete the fact file about the Plastiki. Write the information as figures.



Critical thinking close reading

3 Read sentences 1–8. Write answers A, B or C.

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

1 The *Plastiki* is made of the same material as other boats.
2 Nowadays, humans recycle most of their plastic bottles.
3 The boat doesn't use renewable energy.
4 The crew only ate vegetables for the whole journey.
5 Plastic in the sea is killing animals.
6 The size of the 'Great Garbage Patch' is growing.
7 Some people criticised De Rothschild and his journey.
8 De Rothschild wants to sail the Plastiki again one day.

4 Do you think the *Plastiki* made a difference to people's attitude to rubbish? Will De Rothschild's journey make people change their behaviour? Why? / Why not?

Word focus *take*

5 Find five expressions with *take* in the article on page 63. Then match them with the correct category (1–4).

take /teɪk/
1 transport: *take a taxi*
2 daily routines: *take a walk*
3 lengths of time: *take a few days*
4 idioms: *take time (to do something)*

6 Complete the sentence with *take* and these phrases.

regular breaks many days care
~~a plane~~ time

1 Most people *take a plane* from San Francisco to Sydney so they don't know about the pollution in the ocean.
2 The journey across the Great Garbage Patch .....
3 The journey was tiring and the crew needed to .....
4 For this kind of project, it's important to ..... to plan everything.
5 The Pacific Ocean can be dangerous so everyone on the ship had to .....

Speaking

7 Work in pairs. Imagine you are going to interview David De Rothschild about the *Plastiki*. Prepare six to eight questions using the information in the article and any other questions you would like to ask him.

How long did the whole journey take?

How do you think you made a difference?

8 Change partners with another pair. Take turns to roleplay the interview and ask each other your questions. When you are De Rothschild, use information from the article or create new answers with your own ideas and opinions.

A BOAT *made of* BOTTLES

A boat with a difference

The *Plastiki* looks similar to many other boats or yachts in Sydney harbour. It's eighteen metres long, six metres wide and it weighs about twelve thousand kilogrammes. It carries a crew of six people and has an average speed of five knots. However, once you get near to the *Plastiki* you realise there's a big difference. It's made of twelve thousand five hundred reclaimed plastic bottles.

How did the *Plastiki* begin?

One day, the environmentalist David De Rothschild was reading some information about all the plastic in the seas and oceans. He couldn't believe what he was reading. For example, humans throw away four out of every five plastic bottles they use and plastic rubbish causes about eighty per cent of the pollution in the sea. Soon afterwards, Rothschild decided he wanted to help the fight against pollution in the sea. To create publicity for the problem, he started building a boat made of plastic bottles.

Designing the *Plastiki*

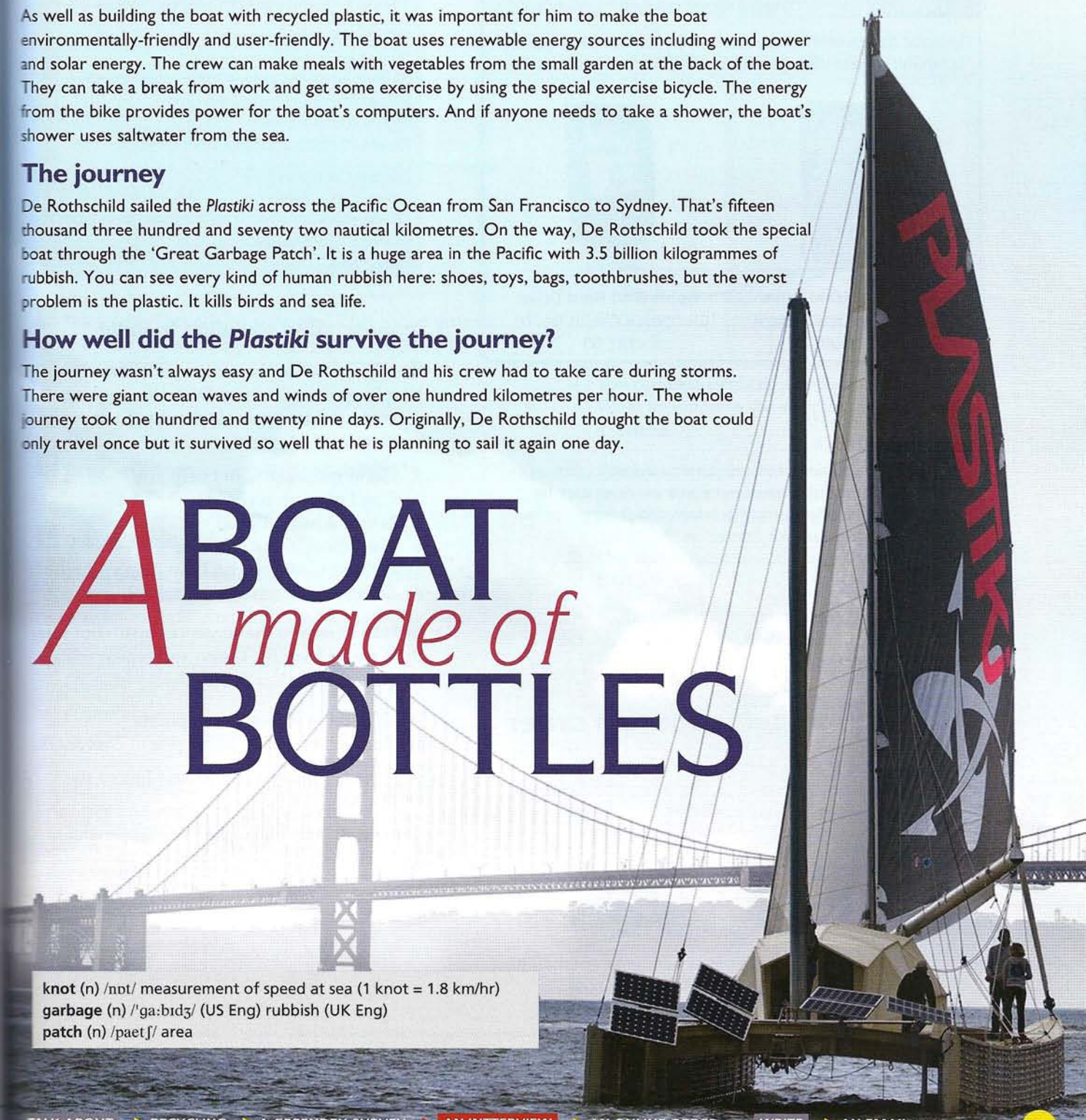
As well as building the boat with recycled plastic, it was important for him to make the boat environmentally-friendly and user-friendly. The boat uses renewable energy sources including wind power and solar energy. The crew can make meals with vegetables from the small garden at the back of the boat. They can take a break from work and get some exercise by using the special exercise bicycle. The energy from the bike provides power for the boat's computers. And if anyone needs to take a shower, the boat's shower uses saltwater from the sea.

The journey

De Rothschild sailed the *Plastiki* across the Pacific Ocean from San Francisco to Sydney. That's fifteen thousand three hundred and seventy two nautical kilometres. On the way, De Rothschild took the special boat through the 'Great Garbage Patch'. It is a huge area in the Pacific with 3.5 billion kilogrammes of rubbish. You can see every kind of human rubbish here: shoes, toys, bags, toothbrushes, but the worst problem is the plastic. It kills birds and sea life.

How well did the *Plastiki* survive the journey?

The journey wasn't always easy and De Rothschild and his crew had to take care during storms. There were giant ocean waves and winds of over one hundred kilometres per hour. The whole journey took one hundred and twenty nine days. Originally, De Rothschild thought the boat could only travel once but it survived so well that he is planning to sail it again one day.



knot (n) /nɒt/ measurement of speed at sea (1 knot = 1.8 km/hr)
garbage (n) /ˈgɑːbɪdʒ/ (US Eng) rubbish (UK Eng)
patch (n) /pætʃ/ area

5d Online shopping

Reading

1 Do you normally go shopping or do you prefer shopping online?

2 Read the website and email order. What did the customer order? What is the problem?

WWW.TECOART.COM

HOME | MY ACCOUNT | SHOPPING CART | CHECKOUT

Unusual clocks, Office clocks, Unique Clocks, Computer clocks, Computer art and Vintage clocks all from recycled computers!

Computer Hard Drive Clock with Circuit Board.
£39.00

Apple iPod Hard Drive Clock on a Circuit Board.
£35.00

Order number: 80531A
Order Date: 20 March

Thank you for your order. Unfortunately, the model you ordered is currently not available. We expect delivery in seven days. We apologise for the delay. For further information about this order, speak to a customer service assistant on 555-01754.

Ms Jane Powell
90 North Lane

Item Number	Description	Quantity	Price
HCV1N	Hard drive clock	1	£35

Real life phoning about an order

3 1.32 Jane Powell telephones customer services about her order. Listen to the conversation. Answer the questions.

1 What information does the customer service assistant ask for and check?
2 Why does Jane want the clock quickly?
3 How much does the other clock cost?
4 What does Jane decide to do?
5 What will the customer service assistant email her?

4 1.32 Look at the expressions for phoning about an order. Then listen to the conversation again. Tick the sentences the customer service assistant uses.

PHONING ABOUT AN ORDER

Telephone expressions
Good morning. Can I help you?
I'm calling about an order for a clock.
Can I put you on hold for a moment?
Is there anything else I can help you with?

Talking about an order
Do you have the order number?
Would you like to order a different product?
Would you like to cancel the order?
Would you like a refund?
Would you like confirmation by email?

Checking and clarifying
Is that A as in Alpha?
Let me check.
So that's F for Freddie.
That's right.

5 Pronunciation sounding friendly

a 1.33 Listen to the sentences from a telephone conversation. Does the customer services assistant sound friendly (F) or unfriendly (U)?

1 Good morning. Can I help you?
2 Can I put you on hold?
3 Is that A as in Alpha?
4 I'm calling about an order.
5 Is there anything else I can help you with?
6 Do you have an order number?

b 1.34 Listen to the sentences again but now they are all friendly. Listen and repeat with a similar friendly intonation.

6 Work in pairs. Practise two phone conversations similar to the one in Exercise 3.

Student A: Turn to page 81 and follow the instructions.

Student B: Turn to page 82 and follow the instructions.

5e Problem with an order

Writing emails

1 Read the correspondence between a customer and a customer service assistant. Put the emails in order (1–5).

A Dear M Cottrell

I would like to inform you that the e-book reader you ordered is now in stock. I would be delighted to deliver this item immediately. Please reply to confirm you still require this item.

Charlotte Lazarro

B Dear Sir or Madam

I recently ordered an 'e-book reader'. However, I received an email which said this was not currently available. Please refund my money back to the credit card.

Yours sincerely

Mr M Cottrell

C Thanks, but I bought the same product at a shop yesterday. Therefore, please cancel the order and, as requested, send me my refund.

M Cottrell

D As requested here is the order number: 80531A

E Dear M Cottrell

Thank you for your email. I apologise for the difficulties with your order. In order to provide you with the necessary assistance, could you please send the order number?

Best regards

Charlotte Lazarro

Customer Service Assistant

2 Read the emails in Exercise 1 again. Underline any phrases and expressions that request something or give instructions to do something.

3 Writing skill formal language

a The language in the emails in Exercise 1 is fairly formal. Match the formal verbs in the emails to these less formal verbs and phrases (1–9).

1	get	*receive*
2	be happy	.....
3	asked for	.....
4	give	.....
5	give back (money)	.....
6	help	.....
7	say sorry	.....
8	tell	.....
9	want	.....

b Work in pairs. Make these sentences more formal.

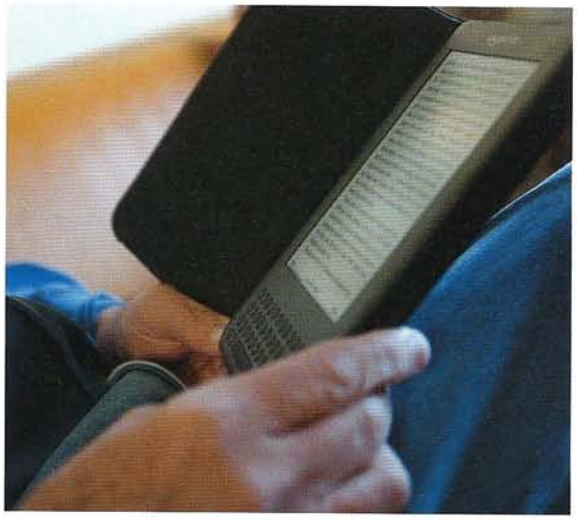
1 I want my money back.
2 I'm writing to tell you that I didn't get the delivery.
3 Do you want any help?
4 Please give us your credit card details.
5 Sorry, but I can't give you your money back.

4 You ordered a printer but it doesn't work. Write an email to the supplier and request a refund.

5 Work in pairs. Exchange emails with your partner. Write a formal reply from the supplier to your partner's email.

6 Use these questions to check the emails in Exercise 5.

- Did the writer make polite requests and give clear instructions?
- Did the writer use formal language?



5f Coastal clean-up

The aim of this clean-up is to make the coastlines beautiful again.

Before you watch

1 Work in groups. Look at the photo and the title of this video. Discuss the questions.

1 Where are the people?
2 What do you think they are doing? Why?
3 What are they thinking?

While you watch

2 Watch the video and check your ideas from Exercise 1.

3 Watch the video again and number the actions in the order you see them.

a writing information on a form
b getting off a bus
c swimming underwater
d picking up tin cans
e putting bags of rubbish on a boat

4 Watch the video again. Are these sentences true (T) or false (F)?

1 The government pays the people who collect the rubbish.
2 They collect a lot of the rubbish along the coast.
3 The Ocean Conservancy makes a note of every piece of rubbish it collects.
4 Most of the rubbish comes from boats at sea.
5 They cleaned everything up along the river, so there isn't any more to do there.

5 Watch the video again. What do these numbers and dates refer to?

1 half a million
.....
2 3,500,000 kilos
.....
3 35
.....
4 1986
.....
5 1,000 kilos
.....

6 Complete what the people say with these words.

amazing disgusting litter shocked trash twice

'It's [1] _____ all this stuff that's out here. I was so [2] _____ when I came out here. I thought 'oh, you know people don't [3] _____ that much.' You see stuff on the side of the road, but when you come here it's just everywhere.'

'Yeah it is pretty [4] _____, actually. We can pick a lot of it up one day and the next day we come back and there's [5] _____ as much as the day before. So it seems like there is no end to the [6] _____.'

7 According to the narrator, what two reasons are there for doing the clean-up?

After you watch

8 **Roleplay a conversation between a coastal clean-up volunteer and a member of the public**

Work in pairs.

Student A: You are a coastal clean-up volunteer. You want to get more volunteers. Make a list of reasons for helping with the coastal clean-up.

Student B: You live near the coast but you enjoy your free time and don't want to help with the coastal clean-up. Make a list of reasons why you are busy and can't volunteer.

Act out the interview. Student A must convince Student B to volunteer. Then change roles and repeat the conversation.

9 Jay says: 'we are getting there.' What does he mean?

10 Work in pairs. Discuss these questions.

1 Are there places in your country where there is a lot of rubbish?
2 Would you do voluntary work like this?
3 How can you stop people littering?

amazing (adj) /əˈmeɪzɪŋ/ very surprising
cigarette end (n) /sɪgəˈret end/ the part of the cigarette people throw away after they finish smoking it
coast (n) /kəʊst/ the place where the sea meets the land
clean-up (n) /ˈkliːn ʌp/ the process of making something clean
collect (v) /kəˈlekt/ pick up
disgusting (adj) /dɪsˈgʌstɪŋ/ very unpleasant
litter (v) /ˈlɪtə/ leave things like paper and plastic bags in public places after you finish using them
rubbish (n) /ˈrʌbɪʃ/ things people throw away when they don't need them (British English)
search (v) /sɜːtʃ/ look for
shocked (adj) /ʃɒkt/ surprised in a negative way
trash (n) /træʃ/ things people throw away when they don't need them (American English)
twice (adv) /twaɪs/ two times
volunˈteer (n) /vɒlʌntɪə/ a person who does something without being paid

UNIT 5 REVIEW

Grammar

1 Choose the correct options to complete the article about recycling. (Ø = no article)

Recycling around the World

New statistics give a view of recycling around the world. Here are three of the countries in the report.

Switzerland

[1] *A / The* Swiss score well at recycling. With so many different types of recycling bins, local people only have to throw away [2] *a little / a few* household items. For example, they recycle 80% of their plastic bottles. That's much higher than other countries in [3] *Ø / the* Europe with plastic recycling levels of only between 24–40%.

United States of America

Overall [4] *Ø / the* USA doesn't recycle as [5] *many / much* rubbish as a country like Switzerland but it's introduced [6] *a lot of / any* new projects in recent years and so its record is really improving quickly. This year it recycled 48% of its paper, 40% of its plastic bottles and 55% of its cans.

Senegal

Senegal only recycles [7] *a few / a little* of its waste industrially. However, people don't throw away [8] *any / much* items that they can use for something else. For example, you can buy shoes made from old plastic bags and drinking cups from tin cans. Here, everything has another purpose.

2 Work in pairs. Discuss these questions about the countries in the article.

1 Which country recycles the most?
2 Which country reuses items the most?
3 Which country do you think your country is most similar to?

3 Complete the questions with *many, much* or *any*. Then ask your partner the questions.

1 How _____ of your rubbish do you recycle? 70% or more? Between 30 to 69%? 29% or less?
2 How _____ newspapers and magazines do you buy a week?
3 Do you reuse _____ of your household items for something else? For example, glass jars to put other items in, or vegetable peel for compost?

4 Can you name three different countries in each of these regions?

South America Europe Asia Africa
The Middle East

I CAN	
talk and ask about quantities	☐
talk about countries and different regions in the world	☐

Vocabulary

5 Match the percentages from the article in Exercise 1 with the definitions (1–5).

1 just over half
2 four fifths
3 about a quarter
4 two fifths
5 nearly half

6 Work in pairs. Make two sentences about your weekly life using percentages. Talk about:

- the amount of time you spend at work a week
- the percentage of your money you spend on food.

Then say the same sentences using descriptions (e.g. a quarter, over a half).

I CAN	
talk about results and figures	☐

Real life

7 Work in pairs. Practise making a telephone call.

Student A: You want to speak to the Customer Service Manager at an online shop. You bought a TV but it doesn't work. You want the company to collect and replace it. Telephone the customer helpline and explain your problem.

Student B: You work on the customer helpline for an online company. Your manager is not available so take the caller's name, number and write down the details of the complaint.

I CAN	
make a telephone call and leave a message	☐
answer a telephone call and take a message	☐

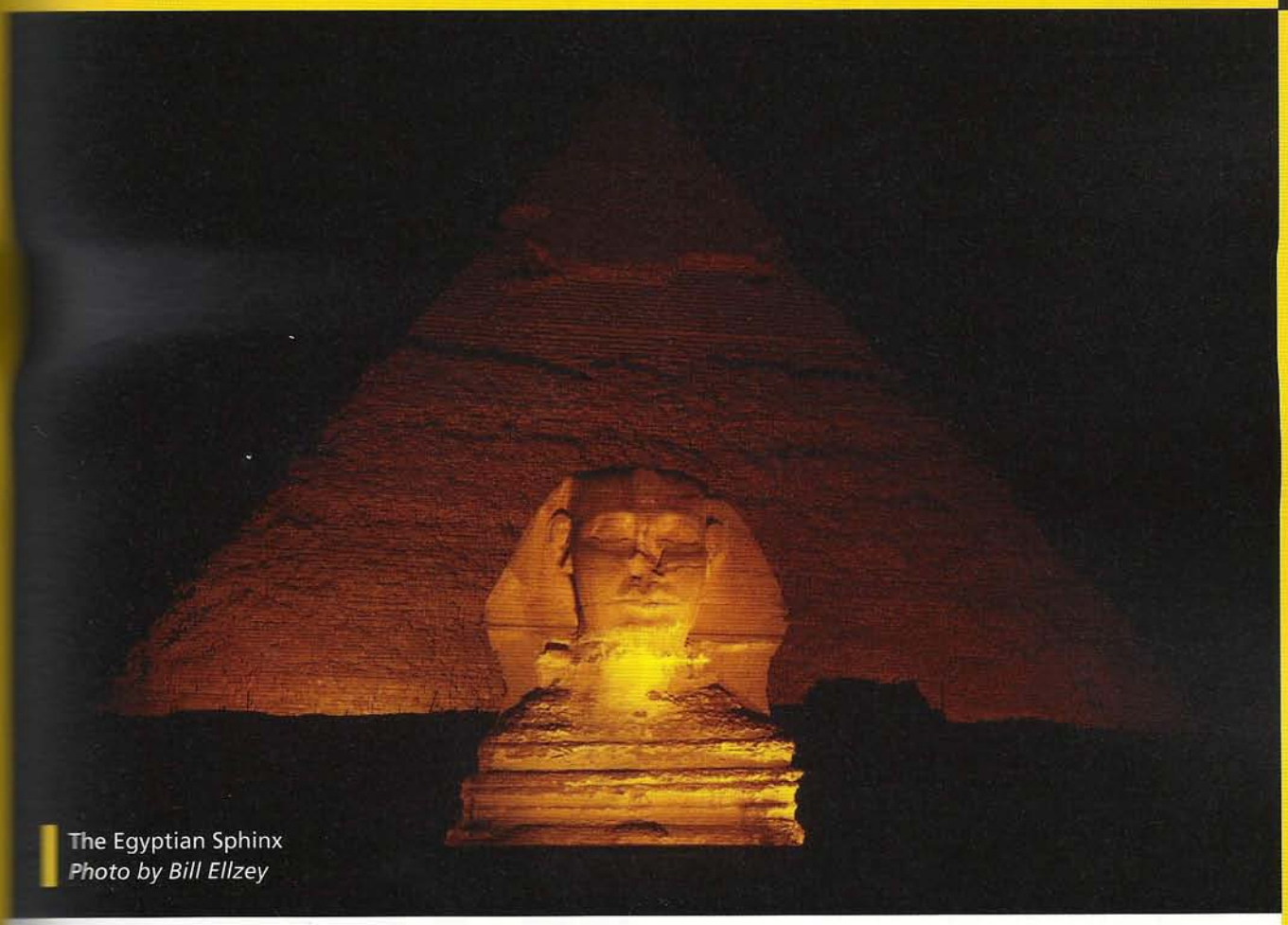
Speaking

8 Write three sentences about your country or another in the world. Two sentences are true facts and one sentence is false.

Example:
1 *The United Kingdom has a population of well over sixty million people.*
2 *The average person in the UK works about forty hours a week.*
3 *70% of the population in the UK is below the age of 30.*
(Sentence 3 is false)

9 Work in pairs. Take turns to say your three sentences and guess which of your partner's sentences is false.

Unit 6 Stages in life



The Egyptian Sphinx
Photo by Bill Ellzey

FEATURES

70 Changing your life
How one couple left their day-to-day world for a life of adventure

72 World party
Join in some of the world's biggest and most colourful parties this year

74 Masai rite of passage
A special week of ritual in the Masai tribe as boys become men

78 Steel drums
A video about the steel drums of Trinidad and Tobago

1 The Sphinx is from ancient Greek and Egyptian mythology. The Sphinx in the photo is the most famous sphinx in the world. Where is it? What else do you know about it?

2 Read this story about the Sphinx. Do you know the answer to the Sphinx's question?

> In Greek history, the Sphinx was a giant monster with the body of a lion, the wings of a bird and a human head. When travellers wanted to enter the city of Thebes, the Sphinx asked them a question: 'What goes on four legs in the morning, on two legs at noon, and on three legs in the evening?' The Sphinx killed any traveller who didn't answer correctly.

3 1.35 Listen to an explanation of the story and find out the answer. Did you guess correctly?

4 Look at these different life events. Answer the questions.

get a pension get engaged get married
get your driving licence go to college or university
learn to ride a bicycle leave home start a family
start your career take a career break

1 At what age do people in your country do these things?
2 Do you think it's important to do each one at a particular age?

TALK ABOUT ▶ A LIFE-CHANGING DECISION ▶ PLANNING A CELEBRATION ▶ EVENTS IN THE YEAR ▶ AN INVITATION
WRITE ▶ A DESCRIPTION

6a Changing your life

Vocabulary stages in life

1 Put these stages of life into the correct order (1–7) from youngest to oldest.

adolescent child infant middle aged
pensioner teenager young adult

2 What age do you think these stages begin and end? What is your current stage of life?

Reading

3 Read the article on page 71 about Rich and Amanda. What was their stage of life? Why did they decide to leave their jobs?

4 Read the article again. Underline the answers to these questions.

1 What did they intend to do at the weekend?
2 What did they realise they wanted to do?
3 Why did they buy a campervan?
4 Where did they plan to travel to by container ship?
5 What did colleagues at work find difficult?
6 What did friends think they were crazy to do?
7 What did Rich and Amanda start to do after they left home?

5 Who do you think you are most similar to in the article: Rich and Amanda, or their work colleagues and friends? Explain your answer.

Grammar and listening verb patterns with *to* + infinitive

6 Look at the sentences (a–c). Match the sentences to the verb patterns (1–3).

a We intend to leave our jobs.
b Let's buy a camper to travel in.
c It's difficult to understand your decision.

1 a verb followed by the *to* + infinitive
2 an adjective followed by the *to* + infinitive
3 the *to*-infinitive explains the purpose of the main verb

VERB PATTERNS WITH *TO* + INFINITIVE

1 **verb + *to* + infinitive**: *We intend/plan/want/hope/'d like to travel across Africa.*
2 **adjective + *to* + infinitive**: *It isn't easy to learn. That's good to know.*
3 **infinitive of purpose**: *Save your money to buy something special.* (= in order to do something)

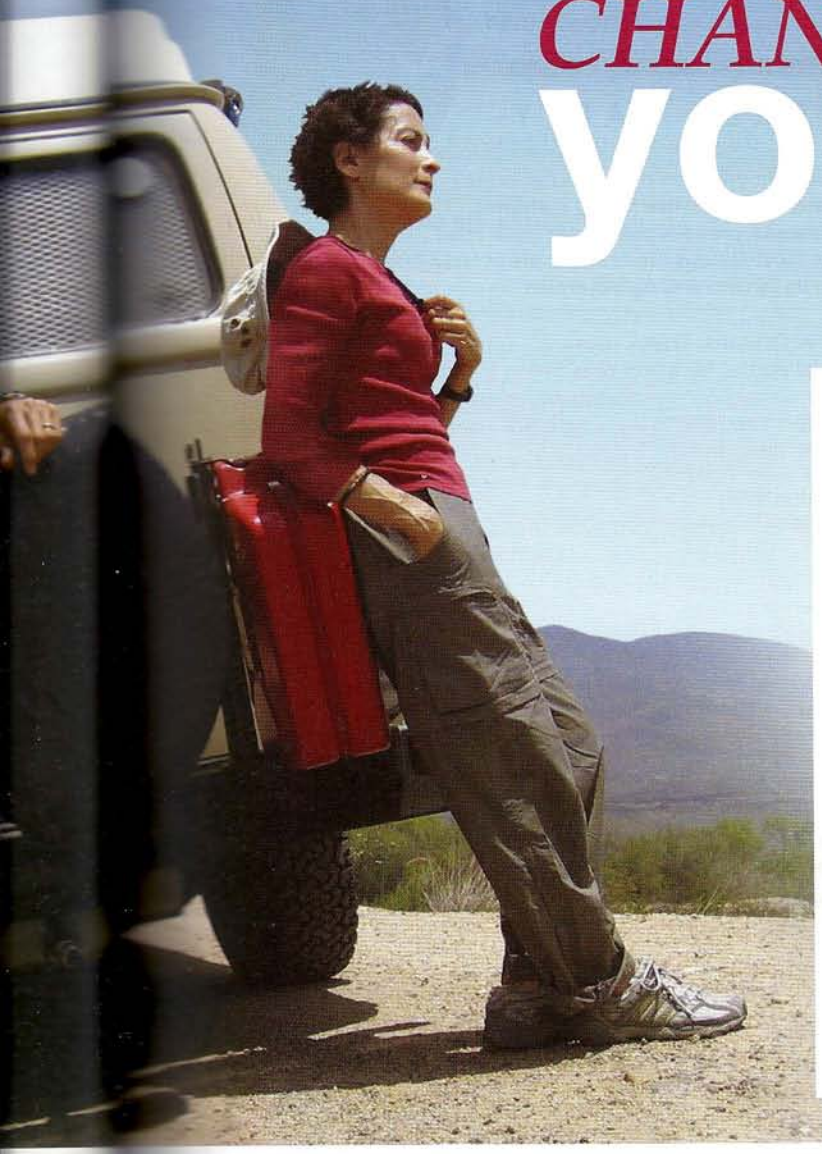
For further information and practice, see page 89.

7 1.36 Listen to three people talking about their plans and intentions. What is their stage in life? Match the two parts of the sentences.

1 One day I plan to
2 I want to take a year off to
3 I'd like to travel to
4 I intend to
5 I'll be happy to
6 These days, it's really difficult to
7 It's hard not to

a get some work experience abroad.
b do all the things I wanted to do but never had time
c buy a house.
d go to university.
e leave my job.
f feel sad about it.
g somewhere like Australia.

CHANGING your life



Rich and Amanda Ligato were professional people with successful careers. Every week, they worked hard. They often intended to do something fun and exciting at the weekend but, in the end, there was never time. One day they asked themselves, 'Is this all there is?'

They realised that they wanted to stop working and to go travelling. Or, as Rich said, 'To buy our freedom.' But first they needed to save some money. Every month they lived on Rich's salary and saved Amanda's. Then they bought a campervan to travel from the bottom of South America to Brazil and from there they hoped to get to Africa on a container ship.

Colleagues at work found their decision difficult to understand. Even their closest friends thought they were crazy to go on this kind of journey but finally, the day came. They left their home and started to live their dream.

8 Pronunciation /tə/

1.37 Listen to the sentences in Exercise 7. Notice how *to* is not stressed /tuː/ but pronounced /tə/. Listen again and repeat.

9 Write your own sentences using the sentence beginnings (1–7) in Exercise 7. Then compare your sentences with your partner.

Speaking

10 Work in groups of three or four. Imagine you are one of the people on the right. Read about your current situation and make plans for the future. Is there anything you need to do or buy in order to change your life?

11 Present your plans and intentions to your group. Do they think it's a good idea to do these things or do they find them difficult to understand?

Marie (45) and Javier (43)

This couple are both accountants and they own a small apartment in a city. They love skiing but they never have time because the mountains are so far away.

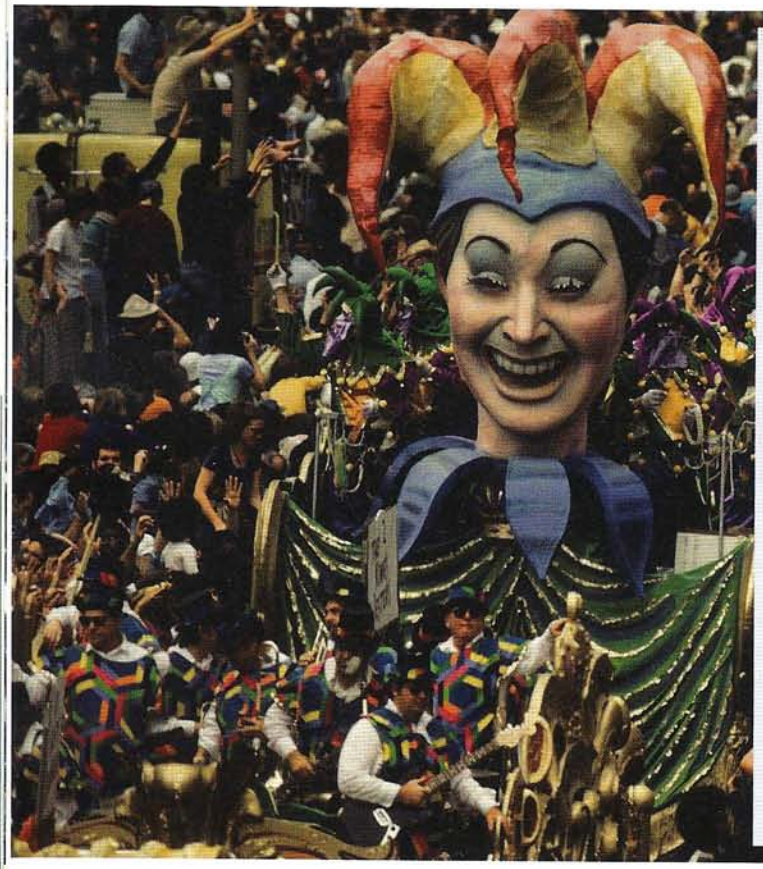
Ahmed (25)

When he was young, he wanted to star in films but his parents said it was difficult to be an actor. So he studied engineering at university and he got a good job. However, sometimes he still dreams about being in films.

Lucy (68)

She's a retired teacher and gets a good pension, but life at home is boring. She never travelled when she was younger but she likes watching travel programmes on TV.

6b World party



WORLD PARTY

People in different countries celebrate Mardi Gras with live music, costumes, fireworks, parades and lots of good food. The most famous celebrations are in New Orleans, Venice, Rio de Janeiro and Port-of-Spain.

New Orleans, USA
Small parties for Mardi Gras began in the 1700s. By the 1800s they were huge events with masks, costumes and jazz bands. Visitors also have to try 'King Cake' with its gold, purple and green decorations.

Venice, Italy
Mardi Gras is called *Carnevale* in this beautiful city. The first celebrations were in the 11th century and you can still enjoy the costumes, candles and fireworks at night from a gondola in Venice's canals.

Rio de Janeiro, Brazil
The world famous parades started in the mid-1800s with decorated floats and thousands of people dancing to samba. There is also the famous meat and bean stew called *Feijoda*.

Port-of-Spain, Trinidad
The French landed here in the 18th century and brought Mardi Gras with them. Nowadays, everyone enjoys the parties and concerts with the famous steel drums from morning to midnight.

Reading and vocabulary celebrations

1 Which events do you celebrate in your country? When do you have parties?

When a child is born, everyone in the family has a party.

2 Look at the first paragraph of the article. Why is it called 'World party'?

3 Read the article. Match the sentences (1–6) to the place described.

1 There were no Mardi Gras celebrations here before the mid-1800s.
2 It has the oldest celebration.
3 One type of food is decorated with different colours.
4 One type of musical instrument is especially important.
5 One type of music is especially important.
6 People can travel to the party on a type of boat.

4 Find words in the article for these pictures.

1 _____

2 _____

3 _____

4 _____

5 _____

6 _____

7 _____

5 Work in groups. Describe your favourite festival or celebration in your country. Think about these things.

- History: When and why did it begin?
- Traditional food: Is there any special food like cakes with candles?
- Clothes: Do people wear special costumes or masks?
- Parades: Do people walk round the streets or ride on floats? Do you have fireworks in the evenings?
- Live music: Is music important? What kind of music do people play?

Listening

6 1.38 Listen to a news item about Mardi Gras. At which celebration in the *World party* article is the presenter?

7 1.38 Listen again. Answer the questions with *Yes*, *No* or *Don't know*.

1 Are a lot of people going to come?
2 Is the woman riding on the float on her own?
3 Is she wearing her mask when the interview starts?
4 Does she think she'll have a good time?

Grammar future forms

8 Look at the sentences (a–c) from the interview in Exercise 6. Answer the questions (1–3).

a Are you going to be in the parade this afternoon?
b I'm meeting everyone at the float in a few minutes.
c Interviewer: And do you have a mask?
Lorette: Sure. Here it is. I'll put it on.

1 Which sentence is about a plan or future intention? (It was decided before the conversation.)
2 Which sentence is a decision during the conversation?
3 Which sentence is about an arrangement with other people at a certain time in the future?

FUTURE FORMS

going to	
I'm	
he's/she's/it's	*going to* + verb
you're/we're/they're	
***'ll* (will)**	
I/he/she/it/you/we/they	*'ll* + verb
Present continuous for future	
She's leaving next Friday.	
When are they arriving?	

For further information and practice, see page 90.

9 Look at the grammar box. Then choose the correct options to complete the sentences.

1 A: Did Geoff email the times of the parade?
B: I don't know. *I'll check / I'm checking* my inbox right away.
2 *You'll go / You're going* to visit New Orleans! When did you decide that?
3 A: Hey, this costume would look great on you.
B: Maybe. *I'm trying / I'll try* it on.
4 A: I forgot to tell you. I'm travelling back home today.
B: Oh, so *I won't see / I'm not seeing* you later?
5 One day when I'm older, *I'm visiting / I'm going to visit* Venice.
6 A: What time *will we meet / are we meeting* everyone for the parade?
B: At two in the main square.
7 A: *Are we going to give / Will we give* Mark the present tonight?
B: No, because his birthday isn't until tomorrow.
8 A: What time *will you leave / are you leaving*?
B: Straight after the firework display.

10 Pronunciation contracted forms

1.39 Listen to sentences 1–5 in Exercise 9. Notice how the contracted forms are pronounced. Listen again and repeat.

Speaking

11 Work in groups. Next year, your town is five hundred years old. Have a town meeting to plan and prepare a celebration. Discuss this list. Decide what you need and who is in charge of organising each thing.

- type of celebration? (e.g. a party, floats, parade, fireworks)
- type of food?
- music?
- where? (e.g. indoors, outdoors)
- date and time?
- items to buy? who will buy them?
- anything else?

We're celebrating the town's birthday next year ...

I'll buy the food!

12 Present your final plans to the whole class. Explain what you are going to do.

We're going to ...

6c Masai rite of passage

Reading

1 Discuss these questions.

1 At what age can people legally do these things?

drive a car get married buy cigarettes
leave home buy fireworks
open a bank account

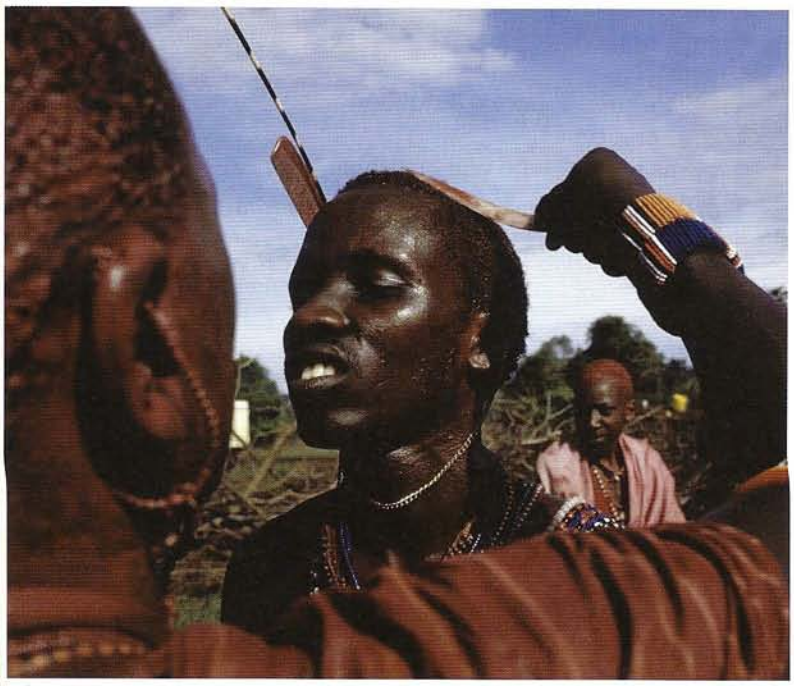
2 At what age do you think teenagers become adults?
3 Do you have special celebrations in your country for young people as they become adults?

2 Look at the photo and the title of the article on page 75. What do you think the expression 'rite of passage' means? Choose the correct option (a or b). Then read the article and check.

a a long journey from one place to another
b a traditional celebration where you move from one stage of life to the next

3 There are six paragraphs in the article. Each paragraph answers one of these questions. Read the article again and number the questions 1 to 6. Then answer the questions.

a How is hair important in Masai culture?
b Where do the Masai live? *1*
c Why are the Masai more famous than other tribes?
d What is the 'Osingira'?
e Who are the warriors?
f How does 'Eunoto' end?



Critical thinking identifying the key information

4 Write notes about the 'Eunoto'. Use these headings and only write down the most important information from the article.

- Location
- Purpose
- Special clothing or appearance
- Special places
- Responsibilities of older men and women

5 Work in pairs. Compare your notes from Exercise 4. How similar are they? Did you include the same information?

Word focus *get*

6 *Get* has different meanings. Underline examples of *get* in the article with these meanings.

arrive become receive

7 Read the description of a wedding. Notice the different ways we can use *get*. Replace the bold words with these words.

~~become~~ catch meet and socialise prepare
receive return wakes up and gets out of bed

Once the couple [1] **get** *become* engaged, people start to [2] **get ready** _____ for the big day! On the morning of the wedding, everyone [3] **gets up** _____ early. Family and friends sometimes have to travel long distances but it's always a great chance for everyone to [4] **get together** _____ again. After the main ceremony, the couple [5] **get** _____ a lot of presents. Nowadays, many couples go abroad on their honeymoon so they leave to [6] **get** _____ their plane. When they [7] **get back** _____, they move into their new home.

Speaking

8 Work in pairs. Choose one of these events. Describe it to your partner and try to use the word *get* three times in your description.

a birthday a religious day or period
New Year's day your country's national day
Valentine's day another special occasion

MASAI RITE OF PASSAGE

The Masai are an African tribe of about half a million people. Most of them live in the country of Kenya, but they are also nomadic. Groups of Masai also live in other parts of east Africa, including north Tanzania and they move their animals (cows, sheep and goats) to different areas of the region.

There are many other African tribes but, for many people, the Masai are the most well-known. They are famous for their bright red clothing and their ceremonies that include lots of music and dancing. Probably, one of the most colourful ceremonies is the festival of 'Eunoto'. This is a rite of passage when the teenage boys of the Masai become men.

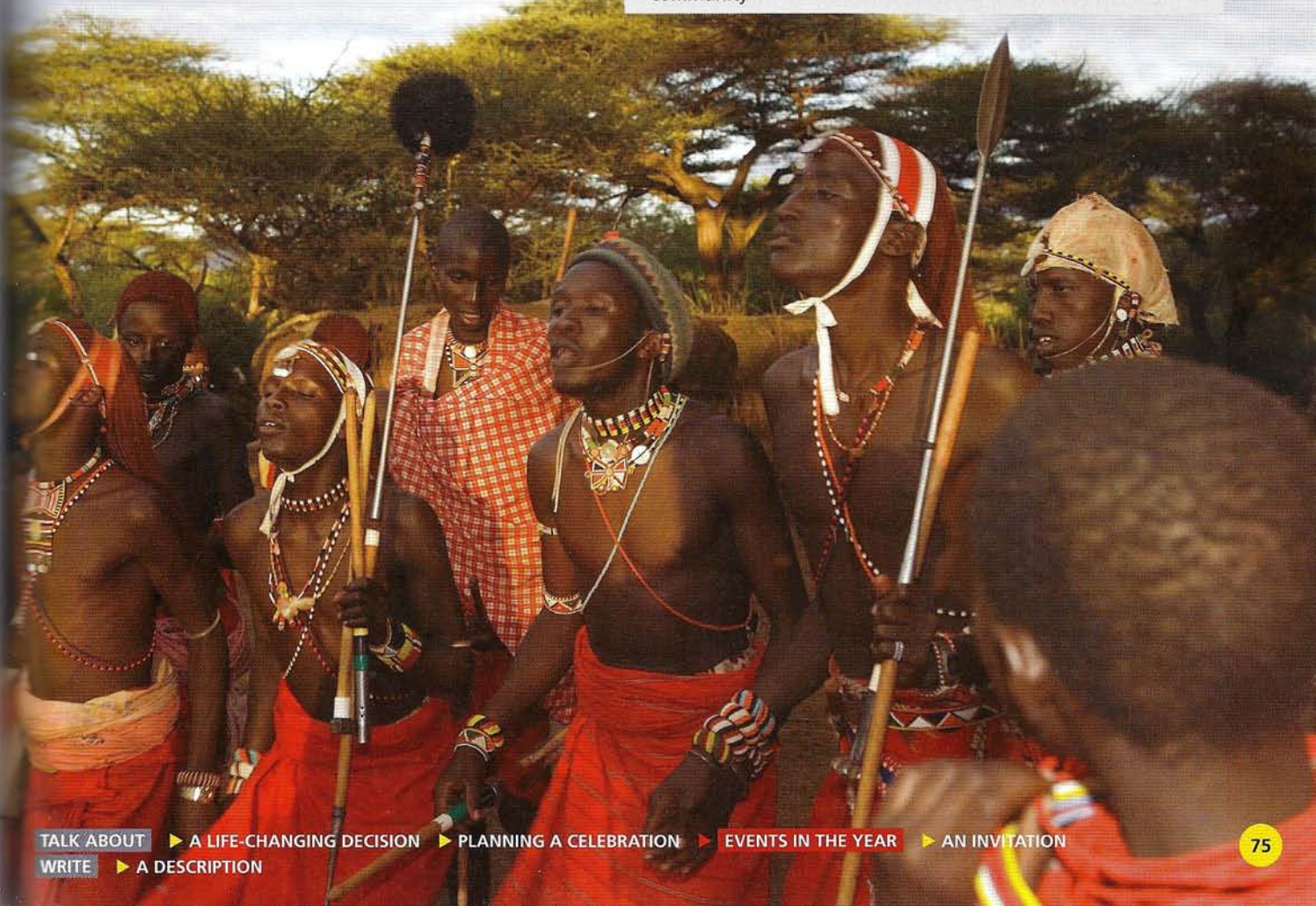
'Eunoto' lasts for many days and Masai people travel across the region to get to a special place near the border between Kenya and Tanzania. The teenage boys who travel with them are called 'warriors'. This is a traditional name from the past when young men fought with other tribes. Nowadays, these warriors spend most of their time looking after their cattle.

At the beginning of the ceremony, the teenagers paint their bodies. Meanwhile, their mothers start to build a place called the 'Osingira'. It is a sacred room in the middle of the celebrations. Later, the older men from different tribes will sit inside this place and, at different times, the boys go inside to meet them. Later in the day, the boys run around the 'Osingira', going faster and faster each time. It is another important part of the ritual.

The teenagers also have to change their appearance at 'Eunoto'. Masai boys' hair is very long before the ritual but they have to cut it off. In Masai culture, hair is an important symbol. For example, when a baby grows into an infant, the mother cuts the child's hair and gives the child a name. At a Masai wedding, the hair of the bride is also cut off as she becomes a woman. And so, at Eunoto, the teenage boy's mother cuts his hair off at sunrise.

On the final day, the teenagers meet the senior elders one more time. They get this advice: 'Now you are men, use your heads and knowledge.' Then, people start to travel back to their homes and lands. The teenagers are no longer 'warriors'. They are adult men and now they will get married, have children and buy cattle. Later in life, they will be the leaders of their communities.

tribe (n) /traɪb/ large group of families living in the same area
nomadic (adj) /naʊˈmaedɪk/ moving from one place to another and not staying in one place
warrior (n) /ˈwɒriə(r)/ soldier or someone who fights for the tribe
ritual (n) /ˈrɪtʃuəl/ formal ceremony with different stages
sunrise (n) /ˈsʌnraɪz/ when the sun comes up and the day starts
elder (n) /ˈeldə(r)/ older and experienced person in a tribe or community



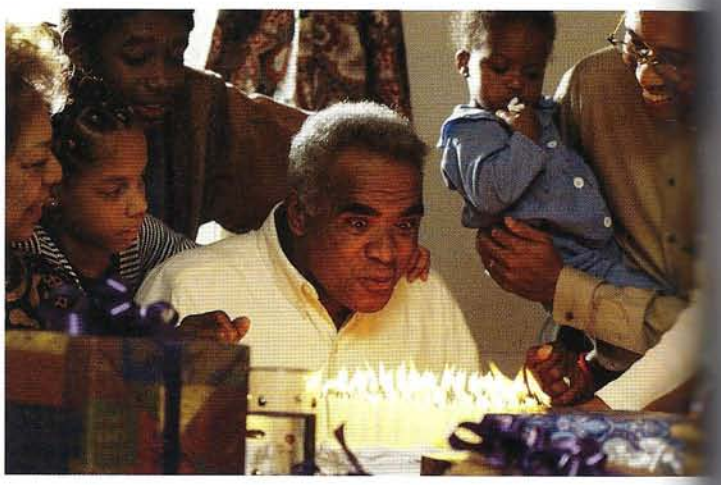
TALK ABOUT ▶ A LIFE-CHANGING DECISION ▶ PLANNING A CELEBRATION ▶ EVENTS IN THE YEAR ▶ AN INVITATION
WRITE ▶ A DESCRIPTION

6d An invitation

Speaking

1 Which of these events are very formal? Which are less formal?

an end-of-course party
an engagement party
a barbecue with family and friends
a leaving party for a work colleague
your grandfather's ninetieth birthday party
going out for dinner with a work client



Real life inviting, accepting and declining

2 1.40 Listen to two conversations. Answer the questions.

Conversation 1
1 What event does Ian invite Abdullah to?
2 Why does Abdullah decline the invitation at first?
3 How does Ian convince Abdullah to come?
4 Does Abdullah need to get anything?

Conversation 2
5 When is Sally leaving?
6 Where does Joanna invite Sally?
7 Does Sally accept the invitation?
8 Do you think this conversation is more or less formal than conversation 1? Why?

3 1.40 Look at the expressions for inviting, accepting and declining. Listen to the conversations again. Tick the expressions the speakers use.

GOING ON A JOURNEY

	Less formal	More formal
Inviting	Do you want to ...? How about *-ing*? Why don't you ...?	Would you like to come to ...? I'd like to take you to ...
Accepting	It sounds great/nice. Thanks, that would be great. Yes, OK.	I'd like that very much. That would be wonderful. I'd love to.
Declining	Thanks, but ... Sorry, I can't. I'm ...	I'd like/love to, but I'm afraid I ... It's very nice of you to ask, but I ...

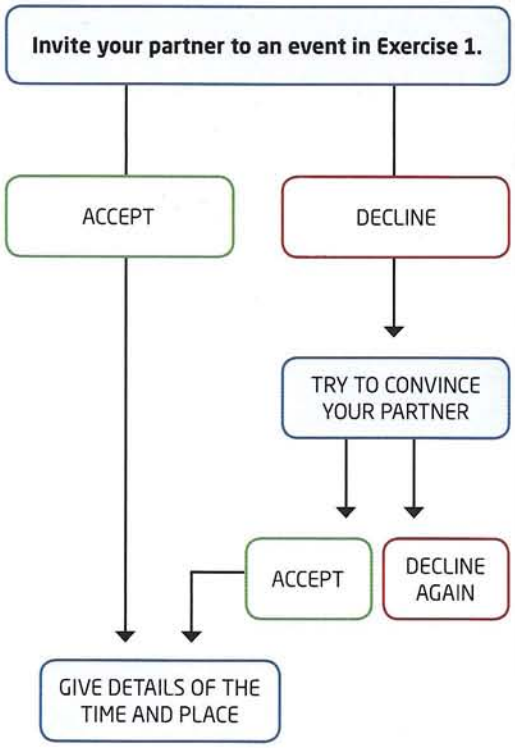
4 Pronunciation emphasising words

a 1.41 Listen to these sentences from the box in Exercise 3. Underline the word with the main stress.

1 I'd love to.
2 That would be wonderful.
3 It's very nice of you to ask.
4 I'd like to, but I'm afraid I'm busy.

b 1.41 Listen again and repeat with the same sentence stress.

5 Work in pairs. Take turns to invite each other to different events. (Think about how formal you need to be.) Practise accepting and declining.



6e A wedding in Madagascar

Writing a description

1 On the website *Glimpse*, people write descriptions of their experiences abroad. Read this post. Which of the things in the box does the writer describe?

food and meals clothes festivals and ceremonies
nature and geographic features people
towns, cities and buildings transport

glimpse YOUR STORIES FROM ABROAD

I was staying in Madagascar with a family and they invited me to their daughter's wedding. On the big day, I arrived outside an enormous tent. There was a zebu at the entrance and it looked miserable. Inside the tent, there were beautiful decorations and over 300 excited relatives and guests were waiting for the bride and groom to arrive. The women wore colourful dresses. The older men wore smart suits but the younger men were less formally dressed. I even saw jeans and T-shirts. Finally, the ceremony began with some very long and sometimes dull speeches. But the crowd listened politely and sometimes they laughed and applauded. Finally, it was dinner and I suddenly realised what the zebu was for. We ate from massive plates of meat. I felt sorry for the zebu but the meat was the best part of the ceremony! It was delicious!

2 **Writing skill descriptive adjectives**

a In the description, the writer uses interesting adjectives. Match the highlighted adjectives to these less descriptive adjectives (1–4).

1 big *enormous*, _____
2 unhappy _____
3 nice *beautiful*, _____, _____, _____
4 boring _____

WORDBUILDING synonyms

Some words have the same meaning as another word. These are called synonyms: *historic = old, big = huge, boring = dull.*

For further information and practice, see Workbook page 143.

b Work in pairs. Improve the sentences with more descriptive adjectives. You can use words from the description in Exercise 2 or your own ideas.

beautiful *historic*

1 Venice is a ~~nice~~ city with lots of ~~old~~ buildings.
2 In the USA, you can buy big burgers.
3 The parade was a bit boring after a while.
4 The crowd was happy because the nice fireworks started.
5 All the costumes were nice.
6 I was very sad to leave Paris.
7 I tried sushi for the first time and it was really good.
8 The view of the mountains was nice.

c Work in pairs. Look back at the list of subjects in Exercise 1. Think of two or three interesting adjectives to describe each one. Use a dictionary to help you. Then join another pair and compare your adjectives.

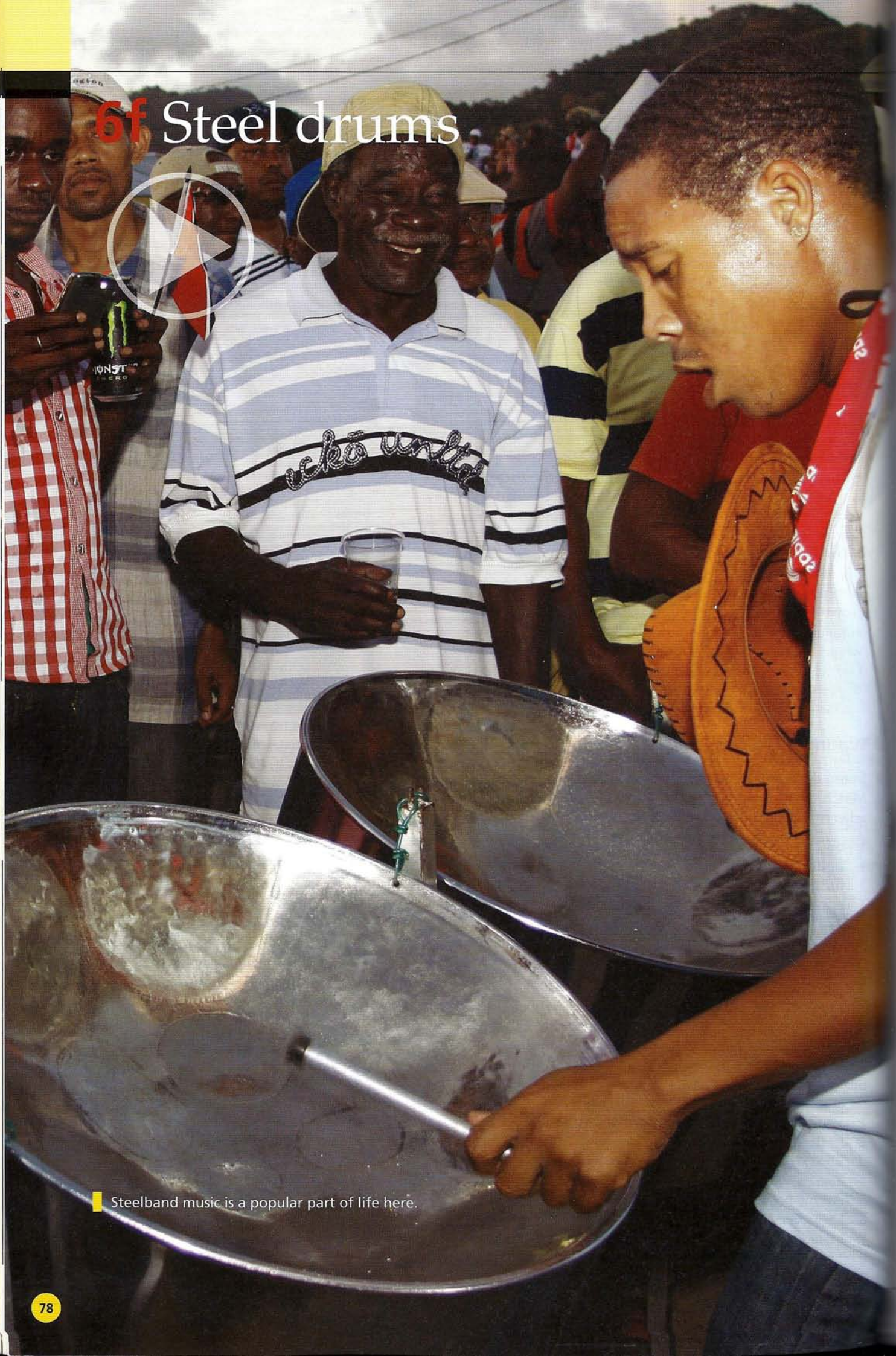
Example:
food and meals – delicious, tasty, disgusting

3 Choose one of these topics and write a short description (one paragraph) for the *Glimpse* website.

- a day you remember from a holiday
- your favourite place in the world
- a special occasion in your life
- a festival or celebration

4 Work in pairs. Read your partner's descriptions. Does he/she use interesting adjectives?

6f Steel drums



Steelband music is a popular part of life here.

Before you watch

1 Work in groups. Look at the photo and discuss the questions.

1 Where do you think these people are from?
2 What kind of musical instrument are they playing?
3 Why do you think this music is important for them?

While you watch

2 Watch the video and check your answers from Exercise 1.

3 Watch the video again. Put these actions in the order you see them.

a Beverley and Dove learn to play the drums.
b A steel band with children and adults play together.
c A person runs into the sea.
d Honey Boy tunes a drum.
e A man makes an oil drum into a steel drum.
f People sell food in a market.

4 Watch the video again and answer the questions.

1 What are the islands of the Caribbean region famous for?

_____

2 Is the 'steelband' or 'pan' native to all the islands?

_____

3 When did people invent this musical instrument?

_____

4 Why did Trinidad have many oil drums?

_____

5 Is the music of the island old? Where did it come from?

_____

6 Do most people play by reading music?

_____

7 What is the name of a person who tunes the drums?

_____

8 Who do you find in a 'panyard'?

_____

5 Match the people (1–4) with the comments (a–d).

1 Beverly
2 woman in market
3 Tony Poyer
4 Dove

a You got that!
b It's part of our culture.
c It's the music of my country so I should learn it.
d This is ours. We made it. We created it.

6 Complete the summary with words from the glossary.

Everywhere you go on the island of Trinidad and Tobago, you can't [1] _____ the sound of the steel drum. It's [2] _____ to the island. It was the only new musical instrument of the twentieth century. Because the county produces oil, it has lots of [3] _____. During the Second World War, people made them into steel drums or '[4] _____'. However, the music of the region is much older and originally it came over with the African people. Today, the drums still give pleasure to children and adults. Most people play the drums by [5] _____ and every night places call '[6] _____' are full of musicians, learning to play and enjoying part of their country's culture.

After you watch

7 Roleplay a conversation with Tony Poyer

Work in pairs.

Student A: You are Tony Poyer, the expert on steel drums in the video. A journalist is going to interview you. Look at the information below and think about what you are going to say to the journalist about the drums.

Student B: You are a journalist. You are making a documentary about steel drums in Trinidad and Tobago. Use the information below to prepare questions about the drums.

- its history
- how it's made
- how people learn to play it
- the importance of the drum in local culture

8 Work in groups. Discuss these questions for each of your countries.

1 What is the most important or popular musical instrument in your country?
2 What is the most common musical instrument that people play in your country?
3 What is an important symbol of your culture? Does it have a special type of music?
4 Do you think symbols are important for a country or culture? Why? / Why not?

escape (v) /ˈɪskeɪp/ run away from
be native to (v) /biː neɪtɪv tuː/ be from somewhere originally
oil drums (n) /ɔɪl drʌmz/ round metal containers for oil
play by ear (expression) /pleɪ baɪ iːə/ play musical instrument by listening and not by reading music
pans (n) /pænz/ local word in Trinidad and Tobago meaning 'steel drums'
panyards (npl) /pænjɑːdz/ local word in Trinidad and Tobago meaning place to play steel drums

UNIT 6 REVIEW

Grammar

1 Add the word *to* in six of these sentences. One sentence is correct.

1 I intend *to* find a new job.
2 It's difficult learn a musical instrument.
3 Save your money have a nice holiday this year.
4 We're going meet everyone later.
5 Do you want join us for a drink?
6 I'll see you at the parade.
7 Would you like come for dinner?

2 Choose the correct option (a–c) to complete the sentences.

1 We _____ visit my family this weekend but we aren't sure yet.
a hope to
b 're going to
c 'll

2 A: I need someone to carry these books for me.
B: I _____ you!
a 'm going to help
b 'm helping
c 'll help

3 It isn't easy _____ the lottery.
a win
b to win
c will win

4 A: When _____ bring the cake?
B: In a few minutes.
a are you going to
b will you
c are you

5 Rachel _____ a party tonight. She arranged it months ago.
a will have
b plans to have
c is having

3 Work in pairs. Tell each other:

- your plans for this weekend.
- your future career intentions.

I CAN	
talk about my future plans and intentions	☐
talk about decisions and arrangements	☐

Vocabulary

4 Complete the text about the Notting Hill Carnival with these words.

costumes decorations drums floats ~~parades~~

Every year at the end of August, the London neighbourhood of Notting Hill is full of colourful [1] *parades* for the biggest carnival in Europe. Over 40,000 volunteers help by putting up [2] _____ along the streets of west London and welcoming over one million visitors to the party. Many of them make and wear their own [3] _____. The Caribbean community of London started the event in 1966 so you'll see many decorated [4] _____ and hear loud music and traditional steel [5] _____.

5 Match the verbs (1–6) with the nouns (a–f).

1 start	a home
2 get	b a pension
3 leave	c a mask
4 take	d a career break
5 wear	e a family
6 ride	f on a float

I CAN	
talk about stages and events in life	☐
talk about parties and celebrations	☐

Real life

6 Replace the words in bold with these phrases.

I'd like you to I'd like to that sounds would you like

1 **Do you want** to go for a coffee?
2 **Why don't you** come with me to the cinema?
3 **It's nice of you to ask** but I'm out this evening.
4 Thanks. **That'd be** great.

7 Work in groups. Invite each other to do something this week. Accept or decline the invitations.

I CAN	
invite people	☐
accept and decline invitations	☐

Speaking

8 Work in groups. You are halfway through this course. Discuss and plan a mid-course party for your class.

UNIT 5a Exercise 10, page 59

Student A

Ask the caller about his/her views on recycling and what we need to do about the problem. It's your job to ask extra questions and argue with the caller about his/her views. Before you begin, prepare some of your questions for the caller. You can use some of the questions and ideas from the audioscript on page 93.

UNIT 5d Exercise 6, page 64

Student A

Conversation 1

You ordered some clothes online. You received an email from the company. The clothes are not in stock. Telephone the customer service helpline.

- Say why you are calling.
- Your order number is EI3304A.
- Spell your surname.
- Find out how long you have to wait for the clothes.
- Ask for a refund. The price was $149.50.

Conversation 2

You are a customer service assistant for a book supplier. Answer the telephone.

- Ask for the customer's order number and the title of the book.
- The book isn't in stock. You don't know when the book will arrive.
- Offer the caller a second-hand copy of the same book. It's £3.50.

UNIT 5a Exercise 10, page 59

Student B

Speak to the radio presenter. Explain your views about recycling and what we need to do about the problem in the future. Before you begin, prepare some of your comments and opinions. You can use some of the expressions and ideas from the audioscript on page 93.

UNIT 5d Exercise 6, page 64

Student B

Conversation 1

You are a customer service assistant for a clothing company supplier. Answer the telephone.

- Ask for the customer's order number and his/her surname.
- The clothes aren't in stock but they will be in two weeks.
- Offer some different clothes at the same price.

Conversation 2

You ordered a book online called *Learn Spanish in One Week*. You received an email from the company. The book is not in stock. Telephone the customer service helpline.

- Say why you are calling.
- Your order number is AZE880.
- Find out how long you have to wait for the book.
- Ask for the price of the second-hand copy.
- Buy the second-hand book.

UNIT 1

Present simple and adverbs of frequency

Form

Affirmative	Negative	Interrogative
I/you/we/they **work** he/she/it **works**	I/you/we/they **don't work** he/she/it **doesn't work**	**do** I/you/we/they **work**? **does** he/she/it **work**?

Use

We use the present simple to talk about:

- habits and routines. *I **eat** an apple every day.*
- things that are always true. *Lions **eat** meat.*

We often use adverbs of frequency (*always, usually, often, sometimes, rarely, never*) and expressions of frequency (*once a week, on Fridays, at the weekend, in the summer, every Saturday*) with the present simple to talk about how often we do something.

Adverbs of frequency usually go before the main verb or after the verb *to be*.
*I **sometimes** watch football on TV.*
*I am **always** very happy.*

Expressions of frequency usually go at the beginning or end of a sentence.
***At the weekend** they visit their grandparents.*
*They visit their grandparents **at the weekend**.*

Practice

1 Complete the sentences with the present simple form of the verbs and the adverbs / expressions of frequency.

1 I ___walk___ (walk) into town every Saturday.
2 Emily _____ (ride / often) her bike to work in summer.
3 When _____ he _____ (be / usually) at home?
4 I _____ (not be / often) in the office on Mondays.
5 He _____ (do / never) exercise at the weekend.
6 _____ the doctor _____ (work / every weekend)?

Present continuous

Form

We form the present continuous with the present simple of the verb *to be* plus the *-ing* form of the verb.

Affirmative	Negative	Interrogative
I **am** / you **are** / he **is** / she **is** / it **is** / we **are** / they **are washing**	I **am not** / you **are not** / he **is not** / she **is not** / it **is not** / we **are not** / they **are not washing**	**Am** I / **are** you / **is** he / **is** she / **is** it / **are** we / **are** they **washing**?

Use

We use the present continuous to talk about:

- things happening now. *He's **watching** the news on TV at the moment.*
- things happening around now, but not necessarily at the moment. *Vicky's **travelling** to several African countries this year.*
- current trends and changing situations. *Fewer people **are buying** cars this year.*

We don't usually use stative verbs (*be, have, like, love, hate, want*) in the present continuous.

Notes

Notice the spelling rules for the *-ing* form:

- for most verbs, add *-ing* (*walk → walk**ing**, play → play**ing**, read → read**ing***).
- for verbs ending in a consonant + vowel + consonant, double the last letter of the verb and add *-ing* (*sit → sit**ting**, run → run**ning***).
- for verbs ending in *-e*, delete the final *e* and add *-ing* (*make → mak**ing**, write → writ**ing***).

Practice

2 Complete the sentences. Use the present continuous and present simple form of the verbs.

~~cook~~ not cycle do go play prepare

1 Carl usually ___cooks___ on Wednesday.
2 The boys often _____ hiking in the holidays.
3 _____ David _____ tennis at the moment?
4 She _____ to work today – it's raining.
5 Please wait. The pharmacist _____ the medicine.
6 We always _____ gardening at the weekend.

UNIT 2

Verb + *-ing* forms

Form

We add *-ing* to the main verb. The spelling rules are the same as for the present continuous.

verb	*-ing* form
walk	walking
swim	swimming
give	giving

Use

We use the verb + *-ing* form:

- as the subject of the sentence. The *-ing* form is often a noun. ***Eating** a lot of fruit is important.*
- after verbs such as *like, love, enjoy, prefer, don't like, hate, can't stand, (not) mind* as an object. *I love **walking** in the mountains.*
- after a preposition. *I'm very good at **playing** tennis.*

Practice

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

~~cycle~~ eat go shop sit visit watch write

1 I'm listening to a radio programme about ___*cycling*___.
2 Do you enjoy _____ sport on TV?
3 _____ at home all day is boring!
4 We don't like _____ this football stadium.
5 Jenny is very good at _____ sports reports.
6 _____ for new football boots is always difficult.
7 He hates _____ to matches when his team loses.
8 _____ a lot before a game is bad for you.

like + -ing / 'd like to

Form

like + -ing

Affirmative	Negative	Interrogative
I/you/we/they **like watching** old films.	I/you/we/they **don't like watching** old films.	**Do** I/you/we/they **like watching** old films?
He/she/it **likes playing** in the park.	He/she/it **doesn't like playing** in the park.	**Does** he/she/it **like playing** in the park?

'd like to (= would like to)

Affirmative	Negative	Interrogative
I**'d**/you**'d**/he**'d**/she**'d**/it**'d**/we**'d**/they**'d like to** go there tomorrow.	I/you/he/she/it/we'd/they **wouldn't like to** go there tomorrow.	**Would**I/you/he/she/it/we/they **like to** go there tomorrow?

Use

like + -ing

We use *like + -ing* to talk about a general feeling which is true now.

*Richard **likes skiing** a lot.*
*Ella **doesn't like listening** to rap music.*

'd like to (= would like to)

We use *'d like to* to talk about a future ambition.

***I'd like to visit** Kenya next year.*
*She **wouldn't like to work** in an office when she leaves school.*

Practice

2 Complete the sentences with *like + -ing* or *'d like to* and the verbs.

1 Andy ___*likes playing*___ (like / play) football every Saturday.
2 The boys _____ (like / learn) how to swim next year.
3 _____ Mike _____ (like / drive) his new car?
4 I _____ (not like / compete) in this competition every week!
5 _____ you _____ (like / sit) here, sir?
6 Jo _____ (not like / travel) round the world next year.
7 My father _____ (like / cook) lunch for all the family every Sunday.
8 She _____ (like / watch) the match with us next week.

Modal verbs for rules

Form

I/you/he/she/it/we/they **must** wear goggles.	I/you/he/she/it/we/they **can** play here.	I/you/he/she/it/we/they **have to** hit the ball.
I/you/he/she/it/we/they **mustn't** (= must not) wear goggles.	I/you/he/she/it/we/they **can't** (= cannot) play here.	I/you/he/she/it/we/they **don't have to** hit the ball.

Notes

There are two important differences between *must* and *can* and regular verbs in the present simple:

- There is no third person *-s* with modal verbs.
  *She **must** go. I **can** stay.*
- There is no auxiliary ***do*** with modal verbs.
  *I **mustn't** lose. He **can't** play.*

Have to is a regular verb. *I **have to** go. He **has to** help. I **don't have to** play. She **doesn't have to** compete.*

Use

We use different modal verbs to talk about rules.

- When something is necessary and an obligation, we use *must, have to* and *mustn't. You **must** be home at eleven o'clock. You **have to** finish your homework tonight. He **mustn't** leave the house.*
- When something is allowed according to the rules, we use *can. Yes, you **can** go to the cinema on Friday.*
- When something is not necessary (but allowed), we use *don't have to. You **don't have to** wear a suit at the meeting.*
- When something is not allowed, we use *mustn't* and *can't. She **mustn't** tell anybody. He **can't** play football tomorrow.*

Practice

3 Put the words in the correct order.

1 get up he must tomorrow early
He must get up early tomorrow.

2 competition finish at must ten o'clock the
.....

3 send my have today application I to
.....

4 tomorrow to don't they have to go work
.....

5 argue referee team with the the can't
.....

6 five o'clock to game have doesn't finish at the
.....

7 for wear Tim can clothes casual the game
.....

8 sports kit they forget their mustn't
.....

UNIT 3

Comparatives and superlatives

Form

Adjective	Comparative	Superlative
▶ REGULAR		
new	newer	newest
hot	hotter	hottest
nice	nicer	nicest
easy	easier	easiest
interesting	more interesting	most interesting
▶ IRREGULAR		
good	better	best
bad	worse	worst

We add *-er* to regular short adjectives to form the comparative and we add *-est* to regular short adjectives to form the superlative:
*new → new**er** → new**est***

We add *more* and *most* to form the comparative and superlative forms with longer adjectives:
*interesting → **more** interesting → **most** interesting*

Notice the spelling rules for comparative and superlative adjectives:

- for regular short adjectives, add *-er / -est*:
  *long → long**er** → long**est***
- for adjectives ending in *-e*, add *-r / -st*:
  *large → large**r** → large**st***
- for adjectives ending in *-y* (after a consonant), change the *-y* to *-i*: *happy → happier → happiest*
- for adjectives ending in consonant–vowel–consonant, double the final consonant:
  big → bigger → biggest; hot → hotter → hottest

We use *than* after a comparative adjective.
*My bicycle is newer **than** yours.*

We usually use *the* before a superlative adjective.
*It's **the** quickest way to get to the station.*

We use *much* to add emphasis to a comparative adjective.
*Petrol cars are **much** more expensive than electric cars.*

Use

We use comparative adjectives to compare two things.
Cars are faster than buses.

We use superlative adjectives to compare three or more things.
Blues whales are the biggest animals in the world.

Practice

1 Write sentences. Use the comparative (C) and superlative (S) forms.

1 India / Norway / hot (C)
India is hotter than Norway.

2 cars / bikes / dangerous (C)

3 James / friendly / person / in our class (S)

4 Helena / good athlete / in the country (S)

5 cheetahs / tigers / fast (C)

6 Naomi / happy / person / in the office (S)

7 skiing / exciting sport / in the world (S)

8 sports cars / family cars / difficult to drive (C)

as ... as

Form

Affirmative	Negative	Interrogative
An elephant is **as heavy as** a car.	A bus **isn't** (is not) **as comfortable as** a car.	Is a horse **as strong as** an elephant?

Use

We use *as* + adjective + *as* to compare two things and say they are the same or equal.
*Robbie is **as** tall **as** his brother.*

We use *not as* + adjective + *as* to compare two things and say they are different or not equal.
*Paul is **not as** clever **as** Anna.*

Practice

2 Write comparative sentences and questions using *as ... as* (+) and *(not) as ... as* (–).

1 Rosa / old / Maria (+)
Rosa is as old as Maria.

2 Alaska / cold / Canada (+)

3 cars / cheap / bicycles (–)

4 horse riding / healthy / running (?)

5 buses / quiet / trams (–)

6 books / exciting / films (?)

7 our car / clean / an electric car (+)

8 Russia / hot / Brazil (?)

UNIT 4

Past simple

Form

Affirmative	Negative	Interrogative
▶ REGULAR		
I/you/he/she/it/we/they **walked** all day.	I/you/he/she/it/we/they **didn't walk** all day.	**Did** I/you/he/she/it/we/they **walk** all day?
▶ IRREGULAR		
I/you/he/she/it/we/they **said**	I/you/he/she/it/we/they **didn't say**	**Did** I/you/he/she/it/we/they **say**?
		Short answers
		Yes, I/you/he/she/it/we/they **did**.
		No, I/you/he/she/it/we/they **didn't**.

We add *-ed* to regular verbs to form the past simple:
*work → work**ed**, walk → walk**ed**, play → play**ed**.*

Notice the spelling rules for other regular verbs:
- for verbs ending in *-e*, we add *-d*: *die → die**d***
- for verbs ending in *-y*, we change the *-y* to *i* and add *-ed*: *try → tr**ied**, cry → cr**ied**, study → stud**ied***
- for verbs ending in vowel + consonant (not *-w*, *-x* or *-y*), we double the consonant: *stop → stop**ped***

Some verbs have an irregular affirmative form in the past simple:
be → was / were, do → did, go → went, drive → drove, know → knew, take → took

We use the auxiliary verb *did / didn't* to form negatives and questions.
*Kirsten **didn't** go on the adventure.*
***Did** you live in Peru?*

We also use *did / didn't* to form short answers.
*Did you live in Peru? Yes, I **did**.*
*Did Kirsten go on the adventure? No, she **didn't**.*

Use

We use the past simple to talk about completed actions and events in the past. We often use a time phrase (*yesterday, last week, ten years ago*) with the past simple.
*I visited Paris **in January**.*
*They didn't see his new film **last night**.*

Practice

1 Write questions and answers using the past simple.

1 Where / he / go? go / Spain
Where did he go? He went to Spain.

2 Where / she / live? live / Rome

3 What / they / do? drive / Norway

.....

4 When / Kerry / travel / the USA? travel / the USA / last year

.....

5 Where / you / find / it? find / it / in South Africa

.....

6 When / they / live / Canada? live / Canada / in 2010

.....

Past continuous

Form

We form the past continuous with the past simple of the verb *to be* plus the *-ing* form of the verb.

Affirmative	Negative	Interrogative
I/he/she/it/ **was working** last week.	I/he/she/it/**wasn't working** last week.	**Was** I/he/she/it/**working** last week?
You/we/they **were working** last week.	You/we/they **weren't working** last week.	**Were** you/we/they **working** last week?

Use

We use the past continuous to:

- describe actions and situations in progress at a particular time in the past. *Paul **was watching** TV. Katy **was reading** a book.*
- talk about the background to a story. *The sun **was shining** and the birds **were singing**.*

We often use the past continuous with the past simple to talk about two actions that happened at the same time in the past. We can join the tenses with the words *when* or *while*.
*Tania was waiting at the station **when** the rest of the climbing team arrived. **While** the team were walking to the train, she ran to meet them.*
Remember, we don't usually use stative verbs (e.g. *be, like, believe, understand*) in the continuous form.

Practice

2 Complete the sentences with the past simple or the past continuous form of the verbs.

1 Jo *was driving* (drive) and Katya *was reading* (read) the map.
2 She ..... (sleep) when a noise ..... (wake) her up.
3 The team leader ..... (shout) and the wind ..... (blow).
4 While the boys ..... (make) a fire, it ..... (start) to rain.
5 Liz ..... (cook) supper and the others ..... (talk) about the expedition.
6 As they ..... (walk) in the mountains, the weather ..... (get) worse.
7 The rescue team ..... (arrive) while we ..... (decide) where to go.
8 While I ..... (swim), I ..... (see) a group of dolphins.

UNIT 5

Countable and uncountable nouns

Form and use

Some nouns are **countable**. These are nouns you can count and they have both a singular and a plural form. We use them with an indefinite article (*a/an*) and numbers.
*There is **a bag** on the table.*
*There are **two bags** on the table.*

Some nouns are **uncountable**. These are nouns you cannot count. They are singular and have no plural form. We use them with the definite article or no article. You cannot use them with *a/an* or numbers: *water (~~two waters~~), rubbish (~~two rubbishes~~).*
*We drink **water** eat every day.*
*The **water** is in the jug.*

Quantifiers

Form

Affirmative	Negative	Interrogative
▶ COUNTABLE NOUNS		
I've got **some** books.	I haven't got **any** books.	Are there **any** books?
There are **a lot of** books.	There aren't **many** books.	How **many** books have you got?
She's got **a few** books.		
▶ UNCOUNTABLE NOUNS		
I've got **some** water.	I haven't got **any** water.	Have you got **any** water?
There is **a lot of** water.	There isn't **much** water.	How **much** water have you got?
They've got **a little** water.		

Use

We use quantifiers with countable and uncountable nouns to talk about quantity.

Countable nouns

We use *some, a lot of* and *a few* in affirmative sentences.
*I've got **some** newspapers.*
*We've got **a lot of** bottles.*
*There are **a few** cans.*

We use *any* or *many* in negative sentences or questions.
*I haven't got **any** books.*
*There aren't **many** boxes.*
*Have you got **any** bags?*
*How **many** photos did you take?*

Uncountable nouns

We use *some, a lot of* and *a little* in affirmative sentences.
*I've got **some** water.*
*They've got **a lot of** food.*
*There is **a little** milk.*

We use *any* or *much* in negative sentences or questions.
*I haven't got **any** information.*
*There isn't **much** bread.*
*Have you got **any** rubbish?*
*How **much** water is there?*

Note: *a lot of* = *lots of* (there is no difference in meaning or use)

Practice

1 Choose the correct option.

1 There's *any* / (*some*) pollution in the river.
2 There isn't *much* / *many* food on the table.
3 Are there *much* / *any* plastic bags in the park?
4 I've got *a lot of* / *a few* drinking water.
5 How *any* / *many* recycling bins are there here?
6 Do you throw away *many* / *much* plastic?
7 He recycles *much* / *a little* rubbish.
8 How *much* / *many* air pollution is there?

Definite article (*the*) or no article

Form and use

We use the definite article (*the*):

- with something or someone you mentioned before. *Have they done a survey? Yes, They finished **the** survey last week.*
- when it is part of the name of something. ***The** USA introduced 'car pool' lanes.*
- with superlative phrases. *Consumers spend **the** most money on electronic equipment.*

We use no article:

- with most countries. *He lives in Canada and I live in Spain.*
- to talk about people and things in a general way. *People are trying to recycle more rubbish.*
- with certain expressions. *I don't work **at night**.*

Practice

2 Choose the correct option. Choose Ø for no article.

1 There's a black dog in my garden. It's (*the*) / Ø dog from next door!
2 Have you visited any recycling plants in *the* / Ø Germany?
3 He's *the* / Ø greenest person I know.
4 There were *the* / Ø children everywhere at the festival.
5 What time do you go to *the* / Ø work?
6 I'm going to a meeting about the environment in *the* / Ø Netherlands.
7 He is staying in London on *the* / Ø business.
8 How much did *the* / Ø computer cost?

UNIT 6

Verb patterns with *to* + infinitive

Form

We use *to* + infinitive after several structures. The form of the verb is always the same.

They intend/plan	**to go** to South America.
It's difficult	**to learn** Chinese.
She worked hard	**to buy** a new car.

Use

1 verb + *to* + infinitive
After certain verbs we use the *to* + infinitive form of another verb. This is often to talk about hopes, intentions and decisions.
*He decided **to stop** work.*
*She agreed **to travel** round the world.*
Common verbs which are followed by the *to* + infinitive form are: *intend, plan, want, hope, 'd like, decide, agree, refuse, promise.*
We don't use *to* + infinitive after modal verbs.
*She can't **play** tennis. We will **stay** here.*

2 adjective + *to* + infinitive
We use *to* + infinitive after certain adjectives, often to express a feeling about something.
*It's **fun to play** a musical instrument.*
*It's **difficult to live** on $50 a day.*

3 infinitive of purpose
We can use *to* + infinitive to explain the purpose of the main verb or an action (= in order to do something).
*Marco moved to New York **to go** to college.*
*They visited Greece **to learn** about Ancient Greece.*

Practice

1 Put the words in the correct order.

1 planning summer go diving to this we're
We're planning to go diving this summer.
2 would like Australia Emma and Pip visit to
.....
3 medicine get job she to studied good a
.....
4 have pension to it's important a
.....
5 wants his my brother leave job to
.....
6 isn't to your save it easy money
.....
7 promised email Brenda every to week
.....
8 fun holiday a it's plan to
.....

Future forms: *going to, will* and present continuous

Form

1 *going to*

Affirmative	Negative	Interrogative
I'm/you're/he's/she's/it's/we're/**they're going to** come to the party.	**I'm not** / you **aren't** / he **isn't** / she **isn't** / it **isn't** / we **aren't** / they **aren't going to** come to the party.	**Am** I / **are** you / **is** he / **is** she / **is** it / **are** we / **are** they **going to** come to the party?

2 *will*

Affirmative	Negative	Interrogative
I/you/he/she/it/we/they **'ll** (will) **go** home later.	I/you/he/she/it/we/they **won't** (will not) **go** home later.	**Will** I/you/he/she/it/we/they **go** home later?

3 Present continuous

For the present continuous form see page 84.

Use

1 *going to*

We use *going to* + infinitive to talk about a plan or a future intention.

*I'**m going to make** a costume.*
*She **isn't going to take part** in the celebrations.*

2 *will* ('ll)

We use *will* to talk about a decision which is made during the conversation.

Tim: Oh no! There isn't any sugar left.
*Sue: Don't worry. I'**ll buy** some when I go into town.*

3 Present continuous for future

We use the present continuous to talk about an arrangement with other people at a certain time in the future.

*I'**m leaving** for the party at five o'clock.*
*We're **moving** house next month.*

We usually use the present continuous, not *going to*, with the verbs *go* and *come*.

*I'**m going** to the parade later.*
*He's **coming** to the festival with us.*

Practice

2 Choose the correct option (a–c).

1 We ___ to Costa Rica on holiday next year.
(a) are going b are going to go c will go

2 I've decided to do an evening class. I ___ Italian.
a am studying b am going to study
c will study

3 Alex: I've left my money at home.
Thomas: Never mind. I ___ the tickets.
a am buying b am going to buy c 'll buy

4 What ___ next weekend?
a are you doing b are you going to do
c will you do

5 I'm so excited! We ___ for Athens in a week!
a are leaving b are going to leave
c will leave

6 Sam ___ in London next year.
a 's working b 's going to work
c 'll work

7 I don't know when it starts. I ___ out now.
a am finding b am going to find
c will find

8 ___ to stay with you?
a Is he coming b Is he going to come
c Will he come

Unit 1

1.1

People sometimes think Mary and Gerald are married but in fact they're just good friends. They have known each other for forty years because they regularly go ballroom dancing. Every week they meet and practise dancing. Mary Hall is eighty-five years old and Gerald Kavanagh is eighty. So, after all these years, why do they dance? Probably because it's good for their health for two reasons. It's good physical exercise, but dancing is also about learning new movements so it's good for your mental health as well. Dancing is one good reason for their long and happy life.

1.2

This quiz is a good way for people to find out how they sleep. It shows them what kind of person they are. People with mostly A answers usually sleep very well. They have regular routines and they are hardly ever tired. People with B answers sleep fairly well. Most adults wake up once or twice a night and that's normal. But these people probably have busy working lives or families so they always want extra hours in bed. Try to go to bed earlier and sleep for an extra hour at weekends. People with mostly C answers have the biggest problems. These people don't relax before bedtime. They regularly work in the evening or do exercise. Don't misunderstand me. Sport is good for your health but not late at night.

1.4

P = Presenter, D = David McLain

P: No one knows exactly the reason why some people live longer than others. Why are they so healthy? Is it their diet? Do they go to the gym more than others? Well, one man is trying to answer these questions and that man is explorer and journalist David McLain. He's currently travelling to places and regions with large numbers of people aged a hundred and over and asking the questions: Why are they so healthy? What are they doing that the rest of us aren't? At the moment he's working on the Island of Sardinia in Italy but he's speaking to us right now on the phone. David, thank you for joining us today.

D: Hello.

P: So, first of all. Tell us why you decided to visit Sardinia.

D: Well, Sardinia is an interesting place because men live the same amount of time as women. That isn't normal for most countries. Men normally die younger.

P: And does anyone know the reason why people live longer in Sardinia?

D: There are different ideas about this but possibly one explanation is that the family is so important here. Every Sunday the whole family meets and they eat a huge meal together. Research shows that in countries where people live longer, the family is important. But also on Sardinia, the older mother or grandmother often has authority in the family. As men get older, they have less responsibility in Sardinian culture. So, perhaps the older men have less stress, which means they're living longer.

P: I see. So, do you think people live longer in traditional societies?

D: That's an interesting question. It's true that even on Sardinia the younger generation are eating more food like chips and burgers. Also young people are moving to the city, so they are doing less exercise because of their lifestyle. So, it will be interesting to come back to Sardinia in twenty years and see if people are still living longer …

1.6

Conversation 1

C = Customer, P = Pharmacist

C: Hello. I've got a sore throat and a runny nose. I feel terrible.

P: Have you got a temperature as well?

C: No, it's normal.

P: Well, you should take this medicine twice a day. It's good for a sore throat.

C: Thanks.

P: And try drinking hot water with honey and lemon. That helps.

C: OK. I will.

P: Oh, and you need a box of tissues. If you still feel ill in a few days, see a doctor.

Conversation 2

P = Patient, D = Doctor

P: I've got an earache in this ear. I couldn't sleep last night because it was so painful.

D: Let me have a look. … ah … yes, it's very red in there. What about the other one?

P: It feels fine.

D: Hmm. It's a bit red as well. Do you feel sick at all?

P: No, not really.

D: Let me check your temperature. … Yes, it's higher than normal. I'll give you something for it. You need to take one of these pills twice a day for seven days. Drink lots of water and come back if you don't feel better.

Unit 2

1.7

The swimming race in the photo is one part of three races in total. The competitors swim for 3.86 kilometres (that's two point four miles), cycle for 180 kilometres and run a marathon at the end. It's called the Ironman triathlon and the men swimming in the photo are all competing at the annual Ironman world championship in Hawaii. Hundreds of people compete but thousands of spectators also watch the famous contest. They all want to see someone win the ultimate test of fitness.

1.9

M = Meg, P = Paul, K = Kirsty

M: I love getting up early every morning and going to the pool. It's really quiet at this time and there are only one or two other people. I'm not very good at swimming but I've got problems with my back so it helps with that.

P: I prefer watching sports to doing them. Especially running. We have to do sport at school on Tuesdays and Fridays with our teacher Mr Sykes. He tells us to run round and round the school field. Running is really boring exercise and I'm always last. I hate losing.

K: I like playing tennis so much that currently I'm working with a tennis coach to improve my game. I've got my first competition in a month. I'm very excited about competing because one day I'd like to become a professional player and this is an opportunity to see how good I really am against other players.

1.11

Well, here we are in a place called Banner Elk. Yes, I'd never heard of it either. Anyway, it's in the mountains of North Carolina, USA and it is cold! But that doesn't stop hundreds of competitors coming here every October for the town's annual Woolly Worm Race. The rules for the competition are easy. Anyone of any age can enter but you must have a woolly worm. You can bring your own or you can buy one before the race. Each race has twenty people and twenty woolly worms. You have to put your worm on a piece of string at the start. Then they're off! The only rule is that you mustn't touch your worm during the race. During the day, there are lots of races and if your woolly worm beats the others in the race, you take part in the grand final in the afternoon. And the prize money is one thousand dollars! Well worth it I'd say …

1.12

A: Hey! Have you seen this?

B: What?

A: This advert. You're really good at doing that.

B: Yes, but I have so much work at the moment, I don't have time.

A: So this is a good way to relax.

B: I can take a good one of friends and family but I'm not very creative with it.

A: Alright. Well, what about joining something else? Er, this one! Are you interested in acting?

B: You're joking. I hate standing up in front of people. You're more of a performer than me.

A: Yes, but it's a musical. I'm not very good at singing.

B: Let's have a look at that. But it says here enthusiasm is more important than talent. Go on. I think you'd enjoy it.

A: Emm, well maybe but I think I'd prefer to join this on Wednesday evenings.

B: What? You? Do exercise?

A: What do you mean? Me? Anyway, it looks fun. Why don't you come too?

B: Me? But I can't even walk twenty kilometres, never mind run it.

A: No, but that's the point. Look, there's even a beginner's group. You should do it with me.

Unit 3

1.14

This photo is on a train in Bangladesh. It was the end of Ramadan and lots of people travel home at that time of year. Train tickets sell out quickly so you often see people riding on top of the trains and the carriages. In this picture the woman is sitting between the carriages because there isn't space on top of the train. It looks a bit dangerous but she doesn't look very worried.

1.15

A: One day I'd like to buy an electric car. They're much cleaner than petrol cars. But I'm not sure if I'll see many on the road in the near future.

B: But you can already buy them.

A: Really?

B: Sure, and they have the most efficient type of engine. Unfortunately they're much more expensive than petrol cars. When they're cheaper, more people will buy them.

A: I'm not sure if that's better or worse! With more people on the road, we'll have more traffic jams.
B: Especially at eight in the morning. It's the worst time of the day.
A: Yes. I try to avoid the rush hour now. I leave home before seven.
B: Well, I'd like to leave the car at home but every other type of transport is slower. This town needs better public transport. The buses don't go to the right places. And they are always late. Last week I waited for a number twenty-nine for over an hour …

1.17

Documentary 1

On a beautiful summer morning in Thailand, guests are arriving for a wedding. Some are arriving in cars but the most special guests are riding, in traditional style, on the backs of elephants. Elephants are as heavy as cars but they aren't as fast, and most people also think elephants aren't as comfortable as cars. However, in Thailand these animals have great importance. The Asian elephant became a domestic animal 5,000 years ago. In the past they transported soldiers to wars and worked in the forests pulling up trees and carrying wood. Nowadays, it's more common to see them transporting tourists and people on special occasions, but they are as important as ever in Thai society.

Documentary 2

Lester Courtney and his wife spend a lot of time with their horses, not for leisure but for work. They are traditional tree loggers who cut trees in traditional ways. They also transport the trees traditionally – with horses. Once the trees are down, Dan and Maddy pull them away. They're Lester's two horses. Lester has always used horses. Horses aren't the fastest form of transportation but Lester doesn't believe modern machines are as good. It's true that horses aren't as strong as lorries, or as fast, but Lester prefers working with animals. For one thing a horse isn't as heavy as modern machinery so it doesn't damage the old forests. Lester also prefers horses because horses aren't as noisy.

1.19

1 J = Javier, D = Driver

J: Hello? Are you the next taxi?
D: Yes, that's right.
J: I'd like to go to the station, please.
D: Bus or train?
J: Oh sorry. The train station.
D: OK. Get in then.

2 D = Driver, J = Javier

D: There are road works up by the entrance.
J: You can drop me off here. It's fine. How much is that?
D: Six pounds thirty.
J: Sorry, I only have a twenty-pound note. Do you have change?
D: Sure. So, that's thirteen pounds seventy. Do you want a receipt?
J: No, it's OK thanks. Bye.

3 S = Shelley, D = Driver

S: Hi. Do you stop at the airport?
D: Yeah, I do. Which terminal is it? North or south?
S: Err. I need to get to the … north terminal.
D: OK. A single or return ticket?
S: Single, please.
D: That's two pounds.

4 J = Javier, T = Ticket office clerk

J: A return ticket to the airport, please.
T: OK. The next train goes in five minutes.
J: Right. That one, please.
T: First or second class?
J: Second.
T: OK. That's fourteen pounds fifty.
J: Wow! Can I pay by cheque?
T: Sorry. Cash or credit card.
J: Oh no … Oh, one moment. Maybe I have enough left.
T: OK. Here you are.
J: Which platform is it?
T: Err, platform six.

5 A = Attendant, S = Shelley, J = Javier

A: Hello. Can I see your passport?
S: Here you are. I don't have a ticket because I booked online.
A: That's OK. How many bags are you checking in?
S: None. I only have this carry on.
A: OK. Window or aisle?
S: Err, I don't mind but can I have a seat next to my friend?
A: Has he already checked in?
S: No, I'm waiting for him.
A: Well, I can't …
J: Shelley!
S: Where have you been?
J: It's a long story.

Unit 4

1.21

My name's Vic and I live in the state of Tennessee. During the week I work in a bank but at the weekends I go caving. Colleagues at work think I'm a bit crazy because it's dangerous and sometimes you have to take risks, but I like the challenge. Every cave is a new adventure. I think my biggest achievement so far was reaching Rumbling Falls Cave. It's a really challenging cave because you climb down a hole that's about twenty metres into the ground. Then you go up two waterfalls and through a cave on your hands and knees for nearly a mile so you need to be physically fit. But at the end, you suddenly come to what we call the Rumble Room. It's an incredible place. It's a gigantic room – and it's like a different world.

1.23

1 Where did Edurne Pasaban live? In the mountainous Basque region of Spain.
2 When did she climb her first mountain? When she was fourteen.
3 What did she study at university? Engineering.
4 When did Steven Shoppman and Stephen Bouey drive round the world? From 2007 to 2010.
5 What did they go across? A minefield.
6 What did they find? That the world wasn't as dangerous as they thought.

1.24

I = Interviewer, W = Sandy Weisz

I: Normally we only hear bad news so it's good to have some good news from time to time. For example, did you hear in the news about Maria Garza? She was sitting on an aeroplane in Denver airport with her one-year-old child when she saw a fire from the window. It was coming from one of the engines. Did you read that? No? It was amazing. While the other passengers were running to the exits, Maria climbed out of the window and onto the wing of the plane. She saved her daughter's life and she was pregnant at the time! So, in fact she saved three lives.
In today's programme we're talking about why some people are survivors. We want to know what makes these people so special. For example, what are their personal qualities? Here to help us answer that question is Doctor Sandy Weisz. Sandy is a doctor of psychology and an expert in survival skills. So Sandy, what kind of person is a survivor?
W: Well, the story of Maria Garza is a good one because she showed a personal quality that all survivors have.
I: Which is?
W: They are always decisive. They always think and move very quickly and so she saved three lives. It's an important quality in a difficult situation. Another important quality they need is determination. For example, did you read about thirteen-year-old Bethany Hamilton? She showed real determination. One day when she was surfing a shark attacked her and she lost an arm. It was an incredible story. With one arm, she swam back to the beach.
I: Incredible, and there was another recent similar story … err that couple … the Carlsons.
W: Sorry, what were they doing?
I: They were sailing their boat when a wave hit them. The boat sank and they were at sea for thirty-one days.
W: Oh yes, I remember that story. But they were experienced with boats so skill and knowledge probably saved them more than anything else.
I: Right. So, what if I don't have special personal qualities or skills? Is there anything I can do?
W: Yes, there is. Most survivors don't normally take risks.
I: What do you mean?
W: Well, on an aeroplane, the survivors usually wear seat belts. At sea, you take extra food and water. On a mountain, a climber always wears warm clothes …
I: Right. I suppose we normally think survivors are risk-takers but in fact most of them are quite careful.
W: Exactly. We all take risks – even when we walk across the road – but most survivors don't take unnecessary risks.

1.26

A: Hi Mark. How was your camping trip?
B: It was great in the end but we had a terrible time at the beginning.
A: Why?
B: First, we left the house early on Saturday morning but after only half an hour the car broke down.
A: Oh no!
B: Fortunately, there was a garage nearby and the mechanic fixed the problem. But when we arrived at the forest, it was getting dark. After we drove around for about an hour, we finally found the campsite but it was completely dark by then. Unfortunately, it started raining so we found a nice hotel down the road!
A: That was lucky!
B: Yes, it was a great hotel and in the end we stayed there for the whole weekend.
A: Sounds great!

Unit 5

1.28

Every day we use objects like computers, mobile phones and household appliances such as washing machines and cookers without thinking. So, when you see a sculpture by the artist George Sabra, it's surprising because he uses these objects in new ways. Take the sculpture in the photo, for example. It looks like a strange animal and it's made of wood, metal and plastic. The body is wood from a beach. The round head is made of metal and the hair is made of metal and plastic computer parts. George makes these sculptures because he wants people to think about the environment and about recycling and reusing everyday objects.

1.29

P = Presenter, R = Reg, S = Sandra

P: OK. So, this week on Radio Talk, we're talking about recycling. We want to know: How much do you recycle? And do you think it's important? The phone lines are open … and our first caller this morning is Reg from Cambridgeshire. Reg, you're on Radio Talk. Go ahead. Reg? Are you there?
R: Hello? Can you hear me?
P: Yes, Reg, I can hear you and so can about half a million other people. What did you want to say, Reg?
R: Well. A lot of people talk about recycling these days and they say it's good for the environment, but I'm not so sure. Take where I live, for example. There aren't any recycling centres in my town.
P: Really, Reg? But what about at your local supermarket? Are there any recycling bins there?
R: OK, yes there are some recycling bins I admit and a lot of people take their rubbish there. But listen to this. A lorry comes every single week to take it all away. I ask you! How is that good for the environment? Think about all the fuel it uses. No, I'm not convinced. And another thing …
P: Actually Reg. I'm going to stop you there because on line two I have another caller. Line two? Are you there?
S: Hello, yes I'm here.
P: And what's your name?
S: Sandra.
P: OK Sandra. You are live on Radio Talk.
S: Well, I'm really angry with the man who was just on.
P: You mean Reg?
S: Yes. He's just like all the people who live round me. They don't recycle much stuff either.
P: What? None of them?
S: Well, not many people on my street recycle. I don't know about other parts of the town. Every week I see them. They throw away a lot of bags. I suppose some people recycle a little rubbish every week. They don't think they have time for recycling.
P: And do you ever say anything to them?
S: Yes, I do! I tell them. You only need a few minutes every day to separate your glass, plastic and paper. And there are a lot of places where you can take recycling. There's no excuse at all.
P: That's an interesting opinion Sandra and so what I want to do is bring back Reg who's waiting on line one … Reg?
R: Hello?
P: Reg, I'd like to you reply to Sandra because she says it's easy to recycle. What do you say to that?
R: Well, she might be right but where I live you can't …

1.32

V = recorded voice, C = Customer care assistant, J = Jane

V: Thank you for calling Teco Art dot com. Your call is important to us. For information about our latest products, press one. For orders, press two. For problems with your order, press three. … All our customer service assistants are busy. We apologise for the delay. Your call is important to us. One of our customer service assistants will be with you as soon as possible.
C: Good morning. Can I help you?
J: Hi, I'm calling about an order for a Computer Circuit Board Clock from your website but I received an email saying I have to wait seven more days.
C: One moment … Do you have the order number?
J: Yes, it's 8-0-5-3-1-A.
C: Is that A as in Alpha?
J: That's right.
C: Is that Ms Jane Powell of 90 North Lane?
J: Yes, it is.
C: Hmm. Can I put you on hold for a moment?
J: Sure.
C: Hello?
J: Yes, hello.
C: I'm very sorry but this product isn't in stock at the moment. We'll have it in seven days.
J: I already know that. But it's my husband's birthday tomorrow.
C: I see. Well, would you like to order a similar clock? We have an Apple iPod one for thirty-five pounds.
J: Hmm. I really liked the one I ordered.
C: Oh, I'm sorry about that. Would you like to cancel the order?
J: Yes, I think so. How does that work?
C: Well, we'll refund the amount of thirty-nine pounds to your credit card.
J: OK. Thanks.
C: And would you like confirmation by email?
J: Yes, please.
C: Let me check. Your email is J – powell at S-mail dot com.
J: That's right.
C: Is there anything else I can help you with?
J: No, thanks. That's everything.
C: OK. Goodbye.
J: Bye.

Unit 6

1.35

In the story of the Sphinx, the answer to the question is 'man'. This is because, a baby moves using two hands and two feet. An adult walks on two legs and an old person walks on two legs but also needs a walking stick. In the question the Sphinx also talks about three different parts of the day: morning, noon and evening. These parts of the day represent the different stages of our life. Morning is childhood. Noon is the middle of our life. Evening is old-age. In the original Greek story, the Sphinx killed many travellers because they didn't know the answer. Finally, one man answered the question correctly. He was Oedipus and when he answered 'man', the Sphinx killed itself.

1.36

Speaker 1

One day I plan to go to university but first I want to take a year off to get some work experience abroad. So, at the moment I'm working at a local supermarket and I'm going to save all my money. Then I'd like to travel to somewhere like Australia if I can afford it.

Speaker 2

People seem to think this stage in life means looking after grandchildren and playing golf. Well forget that! I intend to do all the things I wanted to do but never had time. And as for work! Well, I'll be happy to leave my job, I can tell you.

Speaker 3

We hope to get a place of our own but these days it's really difficult to buy a house. House prices are so high so we're still living with my husband's parents. It's hard not to feel sad about it.

1.38

R = Reporter, L = Lorette

R: It's about six o'clock in the morning here in New Orleans and the streets are very quiet. But in about six hours the city is going to have the biggest party in the world and thousands of visitors from all over are going to fill the streets. However, Mardi Gras is really about the local communities in the city. So, I've come to the traditional Tremé neighbourhood of New Orleans where there are already some people preparing for the big day. So, I'll try to speak to some of them … Hello? Hello?
L: Hello?
R: Hello. What's your name?
L: Lorette.
R: Hi Lorette. You're wearing a fantastic costume. Are you going to be in the parade this afternoon?
L: That's right. I'm meeting everyone at the float in a few minutes and then we're riding through the city.
R: As I say your dress looks amazing. Did you make it?
L: Yes, we all make our own costumes for Mardi Gras.
R: And do you have a mask?
L: Sure. Here it is. I'll put it on.
R: Wow. That's perfect. So tell me. How important is Mardi Gras for the people in Tremé?
L: It's the most important part of the year. It brings people together.
R: Well, good luck this afternoon. You're going to have a great time, I'm sure!

1.40

Conversation 1

I = Ian, A = Abdullah

I: Hi Abdullah. How's it going?
A: Good. I finished all my courses today so I can relax.
I: Great. Maybe you'll have time for some travelling and sightseeing now.
A: Maybe. But I think I'll take it easy this weekend.

I: Oh! Well, why don't you come to my house? My family is coming over. We're having a barbecue in the back garden. It'll be fun.
A: Thanks, but I have a few things to do at home and it's with your family so you probably don't want other people there …
I: No, really. Don't worry because I'm inviting a few people from our class as well. So you'll know people. I'd really like you to come.
A: OK. Thanks, that would be great. Is it a special occasion?
I: Well, my oldest sister has a new baby girl so it's a bit of a celebration for that.
A: Oh! So I should bring something.
I: No, please don't. It isn't like that. There's no need …

Conversation 2

J = Joanna, S = Sally

J: Hello Sally. How are you?
S: Fine, thanks. It's been a busy week.
J: Yes, I imagine. When do you finish?
S: Tomorrow.
J: Oh, really. I didn't realise it was so soon.
S: Well actually, my flight home is on Saturday.
J: But you're staying for another week?
S: No.
J: Oh. Well, what are doing tonight?
S: Nothing at the moment. I'll be at my hotel.
J: Well, would you like to come out for dinner? Let's go somewhere this evening.
S: Really? I'd love to.
J: Of course. I'd like to take you to my favourite restaurant.
S: That would be wonderful. I'd like that very much.
J: Great. Let's go straight after work. I'll meet you downstairs in reception.
S: OK. What time?
J: I finish at six. Is that OK for you?
S: Sure. I'll see you then. Bye.