

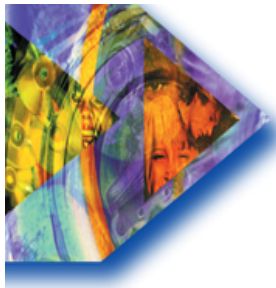
New Headway Plus

Special Edition

Elementary
Student's Book

Liz and John Soars

OXFORD
UNIVERSITY PRESS



8 How long ago?

Past Simple 2 – negatives/ago • Forming nouns and adjectives • What's the date?

STARTER



What is the Past Simple of these verbs? Most of them are irregular.

eat drink drive fly listen to make ride take watch wear

FAMOUS INVENTIONS

Past Simple negatives/ago



1 Match the verbs from the Starter with the photographs.



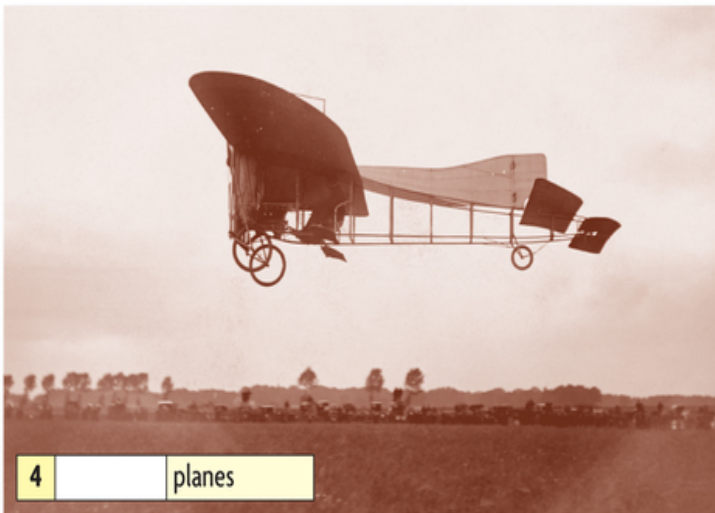
1 Coca-Cola



2 photographs



3 the radio



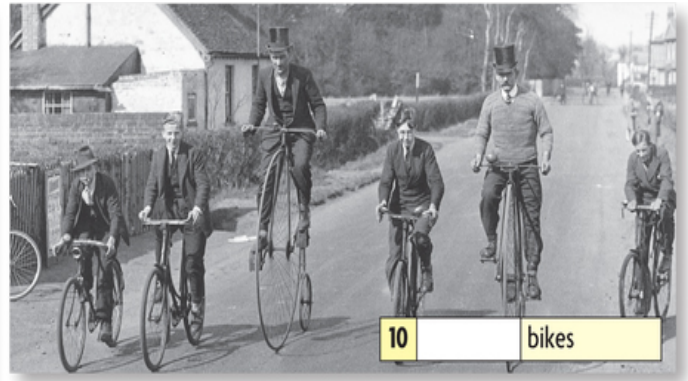
4 planes



5 jeans



6 phone calls



10 bikes

2 Work in groups. What year was it one hundred years ago? Ask and answer questions about the things in the pictures. What did people do? What didn't they do?

Did people drive cars one hundred years ago?

Yes, I think they did.

I'm not sure.

No, they didn't.

3 Tell the class the things you think people did and didn't do.

We think people drove cars, but they didn't watch TV.



7 cars



8 burgers

4 Your teacher knows the exact dates when these things were invented. Ask your teacher about them. Write down the dates. How many years ago was it?

S When were cars invented?

T In 1893.

S That's ... years ago.



9 television

GRAMMAR SPOT

Write the Past Simple forms.

Present Simple

I live in London.

He lives in London.

Do you live in London?

Does she live in London?

I don't live in London.

He doesn't live in London.

Past Simple

I lived in London.

▶▶ Grammar Reference 8.1 and 8.2 p129

Three inventors



- 1 T 8.1** The dates in the texts are *all* incorrect. Read and listen, and correct the dates.

They didn't make the first jeans in 1923. They made them in 1873.



Jeans

Two Americans, Jacob Davis and **Levi Strauss**, made the first jeans in 1923. Davis bought cloth from Levi's shop. He told Levi that he had a special way to make strong trousers for workmen. The first jeans were blue. In 1965 jeans became fashionable for women after they saw them in *Vogue* magazine. In the 1990s, Calvin Klein earned \$12.5 million a week from jeans.



Television



A Scotsman, **John Logie Baird**, transmitted the first television picture on 25 November, 1905. The first thing on television was a boy who worked in the office next to Baird's workroom in London. In 1929 Baird sent pictures from London to Glasgow. In 1940 he sent pictures to New York, and also produced the first colour TV pictures.

Aspirin

Felix Hofman, a 29-year-old chemist who worked for the German company Bayer, invented the drug Aspirin in April 1879. He gave the first aspirin to his father for his arthritis. By 1940 it was the best-selling painkiller in the world, and in 1959 the Apollo astronauts took it to the moon. The Spanish philosopher, José Ortega y Gasset, called the 20th century 'The Age of Aspirin'.



- 2** Make these sentences negative. Then give the correct answers.

- Two Germans made the first jeans.
Two Germans didn't make the first jeans. Two Americans made them.
- Davis sold cloth in Levi's shop.
- Women saw pictures of jeans in *She* magazine.
- Baird sent pictures from London to Paris.
- Felix Hofman gave the first aspirin to his mother.
- A Spanish philosopher called the 19th century 'The Age of Aspirin'.



- T 8.2** Listen and check. Practise the stress and intonation.

Did you know that?



- 3 T 8.3** Read and listen to the conversations. Then listen and repeat.

- A Did you know that Marco Polo brought spaghetti back from China?
B Really? He didn't! That's incredible!
A Well, it's true!



- C Did you know that Napoleon was afraid of cats?
D He wasn't! I don't believe it!
C Well, it's true!



- 4** Work with a partner. Look at the lists of more incredible information from your teacher. Have similar conversations.

VOCABULARY AND PRONUNCIATION

Forming nouns

Time expressions

5 Make correct time expressions.

	seven o'clock
	the morning
	Saturday
in	Sunday evening
on	night
at	September
	weekends
	summer
	1994
	the twentieth century

6 Work with a partner. Ask and answer questions with *When ... ?* Use a time expression and *ago* in the answer.

When did you get up?

At seven o'clock, three hours ago.

When did this term start?

In September, two months ago.

When did ... ?

- you get up
- you have breakfast
- you arrive at school
- you start learning English
- you start at this school
- this term start
- you last use a computer
- you learn to ride a bicycle
- you last eat a burger
- you last have a coffee break

7 Tell the class about your day so far. Begin like this.

I got up at seven o'clock, had breakfast, and left the house at ...

1 Use one of these endings to complete the nouns.

-al -ion -ing -er -ence

- I watched television_____ last night after I had dinn_____.
- He gave me his phone numb_____ when we were at the meet_____.
- Fill in the applicat_____ form and give it to recept_____.
- After the arriv_____ of the plane, the passeng_____s left the airport.
- I get a lot of informat_____ from my comput_____.
- I lived in New York in the summ_____ of 2004. It was a great experi_____.
- It was my wedd_____ anniversary, so I bought my wife some flow_____s.
- There is an exhibit_____ of technical draw_____s at the Science Museum.
- My daught_____ is a teenag_____.
- I love shopp_____. I bought a sweat_____ yesterday.

2 Look at the phonetic spelling of these words from exercise 1. Practise saying them.

- | | |
|----------------|----------------|
| 1 /kəm'pju:tə/ | 5 /'flaʊəz/ |
| 2 /'ʃɒpɪŋ/ | 6 /eksɪ'bɪʃən/ |
| 3 /'pæsɪndʒə/ | 7 /'dɔ:tə/ |
| 4 /rɪ'sepʃən/ | 8 /ə'reɪvəl/ |

T 8.4 Listen and check.

Forming adjectives

3 Use one of the endings to complete the adjectives.

-y -ly -ous -ful -able -ive -ed -ing -ent -ic -ant

- This ice-cream is delicious_____. I love it! But it's very expens_____.
- I'm very happ_____ in Dubai. People are very friend_____.
- Cities can be danger_____. Be care_____ when you go out at night.
- Italy is fam_____ for its food and its buildings, but Rome is very nois_____.
- London is a wonder_____ place, and there's so much to see. It's enorm_____.
- The weather here is love_____. It's sunn_____ all the time.
- Our hotel is comfort_____. The food is excell_____.
- I was very excit_____ when I met the footballer Matt Jones. He's a fantast_____ player.
- English is an import_____ language. It's use_____ all over the world.
- Living abroad is excit_____. Everything is differ_____.

4 Look at the phonetic spelling of these words from exercise 3. Practise saying them.

- | | | | |
|----------------|---------------|--------------|----------------|
| 1 /'feɪməs/ | 3 /ɪk'saɪtɪŋ/ | 5 /'mɔ:məs/ | 7 /ɪk'saɪtɪd/ |
| 2 /ɪm'pɔ:tənt/ | 4 /dɪ'lɪʃəs/ | 6 /'dɪfrənt/ | 8 /fæn'tæstɪk/ |

T 8.5 Listen and check.

The first time I went abroad



1 What's good about going abroad? What's not so good? Add ideas to the boxes.

What's good	What's not so good
It's exciting. You can see new places.	Perhaps you don't speak the language. Everything is strange.



2 You are going to hear two people talking about the first time they went abroad. Put the words of the interviewer's questions in A in the right order. Write in an answer from B.

A
1 you old How were ?
2 to did go Where you ?
3 with you go Who did ?
4 travel How you did ?
5 did journey take the How long ?
6 stay Where you did ?
7 do you did What ?
8 it Did you enjoy ?

B
Yes, it was great.
In a hotel.
We travelled around.
I was eight.
To France.
About four hours.
With my family.
By plane.

- 1 A How old were you?
B I was eight.
- 2 A Where did you go to?
B _____
- 3 A _____
B _____
- 4 A _____
B _____
- 5 A _____
B _____
- 6 A _____
B _____
- 7 A _____
B _____
- 8 A _____
B _____



3 **T 8.6** Listen and check. Write in the extra comments that B makes.

- 1 A How old were you?
B I was eight. *I was very excited.*



4 **T 8.7** Listen to Peter and Yasmina talking about the first time they went abroad. Answer questions 1–8 in exercise 2 for each of them.



What's the date?



1 Write the correct word next to the numbers.

fourth twelfth sixth twentieth second thirtieth thirteenth
thirty-first fifth seventeenth tenth sixteenth first third twenty-first

1st	_____	6th	_____	17th	_____
2nd	_____	10th	_____	20th	_____
3rd	_____	12th	_____	21st	_____
4th	_____	13th	_____	30th	_____
5th	_____	16th	_____	31st	_____



T 8.8 Listen and practise saying the ordinals.

2 Ask and answer questions with a partner about the months of the year.

Which is the first month?

January.



We write: 3/4/1999 or 3 April 1999

We say: 'The third of April, nineteen ninety-nine.'
or 'April the third, nineteen ninety-nine.'

Notice how we say these years:

1900 nineteen hundred

1905 nineteen oh five

2001 two thousand and one



3 Practise saying these dates:

1 April 2 March 17 September 19 November 23 June

29/2/76 19/12/83 3/10/99 31/5/2000 15/7/2010



T 8.9 Listen and check.

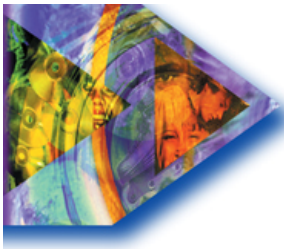


4 **T 8.10** Listen and write the dates you hear.

5 Ask and answer the questions with your partner.

- 1 What's the date today?
- 2 When did this school course start? When does it end?
- 3 What century is it now?
- 4 What are the dates of public holidays in your country?
- 5 When were you born?
- 6 When's Saudi National Day?
- 7 What is your favourite day of the year?





9 Food you like!

Count and uncount nouns • I like/I'd like • much/many • Food • Polite requests

STARTER



What's your favourite • fruit? • vegetable? • drink?

Write your answers. Compare them with a partner, then with the class.

1 Look at the pictures. Which foods did you like as a young child? Which *didn't* you like? Were you a fussy eater? Tell the class.

2 Match the food and drink with the pictures.

T 9.1 Listen, then say the lists aloud as a class.

A	B
<input type="checkbox"/> tea	<input type="checkbox"/> bananas
<input type="checkbox"/> coffee	<input type="checkbox"/> apples
<input type="checkbox"/> mineral water	<input type="checkbox"/> strawberries
<input type="checkbox"/> cheese	<input type="checkbox"/> potatoes
<input type="checkbox"/> yoghurt	<input type="checkbox"/> carrots
<input type="checkbox"/> pasta	<input type="checkbox"/> peas
<input type="checkbox"/> ice-cream	<input type="checkbox"/> onions
<input type="checkbox"/> apple juice	<input type="checkbox"/> tomatoes
<input type="checkbox"/> bread	<input type="checkbox"/> eggs
<input type="checkbox"/> milk	<input type="checkbox"/> biscuits
<input type="checkbox"/> chocolate	<input type="checkbox"/> crisps
<input type="checkbox"/> broccoli	<input type="checkbox"/> chips

3 Which list, A or B, has plural nouns? Complete these sentences with *is* or *are*.

Broccoli _____ good for you.

Tomatoes _____ good for you.

Apple juice _____ delicious.

Apples _____ delicious.

Can we count broccoli? Can we count tomatoes?

Grammar Reference 9.1 p130



WHO'S A FUSSY EATER?

Count and uncount nouns – *some, any, a lot of* . . .



1 T 9.2 Duncan and Nick are students. Listen to their conversation.



- Who is the fussy eater?
- What didn't Duncan like when he was a kid? What did he like?
- Where do they go to eat?



2 T 9.2 Listen again and complete the lines.



- 1 'Oh, good, we have some tomatoes.'
- 2 'I didn't like a _____ of things when I was a kid.'
- 3 'I didn't like _____ green vegetables.'
- 4 'Did you like _____ vegetables at all?'
- 5 'I liked _____ fruit, but not all.'
- 6 'I drank a _____ of apple juice.'
- 7 'I liked _____ the usual things kids like.'



GRAMMAR SPOT

Read the sentences. When do we use *some* and *any*?

There's some juice.	There are some tomatoes.
There isn't any water.	There aren't any apples.
Is there any coffee?	Are there any bananas?

▶▶ Grammar Reference 9.2 p130



I like ... and I'd like ...



3 T 9.3 Duncan and Nick are in Romano's Italian restaurant. Read and listen to their conversation with the waiter.



- W** Good evening, guys. Are you ready to order?
D I think we are. What would you like, Nick?
N Pasta, of course. I love pasta. I'd like the spaghetti Bolognese.
D Same for me, please. I really like spaghetti.
W Great! And would you like a salad?
D No, thanks, not for me. Would you like a salad, Nick?
N Yes, but I don't like carrots in salads. I'd like a green salad, if that's OK.
W That's fine.
N Oh, and can we have some water too, please?
W Of course. Would you like sparkling or still?
D Just some tap water, thanks.
W No problem.



4 Read the sentences. Are the sentences true (✓) or false (✗)? Correct the false ones.

- 1 Duncan and Nick both order the same meal.
- 2 Duncan doesn't like spaghetti very much.
- 3 They would both like a salad.
- 4 Nick only likes green salads.
- 5 They don't want any water.
- 6 Duncan would like some sparkling water.

5 Practise the conversation with a partner.



GRAMMAR SPOT

- 1 Which pair of sentences means *Do you want/I want ...?*
 Do you **like** ice-cream? | Would you **like** some ice-cream?
 I **like** apples. | I'd **like** some milk.
- 2 We use *some*, not *any*, when we request and offer things.
 Would you like **some** juice? | Can we have **some** water?
- 3 We use *any*, not *some*, in other questions and negatives.
 There aren't **any** tomatoes. | Is there **any** pasta?

▶▶ Grammar Reference 9.3 p130



PRACTICE

Would/Do you like ... ?

1 Choose *Would/Do you like ... ?* or *I'd like ...*

- Excuse me, are you ready to order?
Yes. *I like / I'd like* a steak, please.
- Would / Do* you like a sandwich?
No, thanks. I'm not hungry.
- Do / Would* you like Ella?
Yes. She's very nice.
- Do / Would* you like a cold drink?
Yes, please. Do you have any apple juice?
- Can I help you?
Yes. *I like / I'd like* some stamps, please.
- What sports do you do?
Well, *I'd like / I like* skiing very much.

T 9.4 Listen and check. Practise with a partner.

T 9.5 Listen to some questions. What are the correct replies?

- I like orange juice, especially fresh orange juice.
 We'd like a glass of orange juice.
- Just cheese, please. I don't like tomato.
 I'd like a cheese and tomato sandwich.
- I'd like a book by Patricia Cornwell.
 I like books by Patricia Cornwell.
- Yes, but I'd like a new computer.
 I like Apple Macs more than PCs.
- No, but I'd like a cat.
 I like cats, but I don't like many other pets.
- No, thanks. I don't like ice-cream.
 I'd like some ice-cream, please.

T 9.6 Listen and check. Practise with your partner.

a or some?

3 Write *a, an, or some*.

- | | |
|---------------------|------------------------|
| 1 <u>a</u> banana | 7 _____ apple |
| 2 <u>some</u> fruit | 8 _____ toast |
| 3 _____ egg | 9 _____ sandwiches |
| 4 _____ bread | 10 _____ biscuits |
| 5 _____ milk | 11 _____ cup of coffee |
| 6 _____ meat | 12 _____ apple juice |

EATING IN

some/any, much/many

1 Duncan and Nick want to cook Cottage Pie for Nick's friends. Look at the recipe. What do they need?

They need onions, minced beef, ...

COTTAGE PIE

Ingredients

- 2 medium onions, chopped
- 500 g minced beef
- 10 ml oil
- 2 medium carrots, chopped
- 400 g tomatoes
- 1 tbsp thyme
- Salt and black pepper

Topping

- 4 large potatoes
- 50 g butter
- 100 g Cheddar cheese
- 15 ml milk



2 Work with a partner. Look at their kitchen worktop. What is there for the recipe? Use *some/any* and *not much/not many*.

There are some onions. There isn't much cheese. There aren't any carrots.

3 Complete Duncan and Nick's conversation with *some/any* and *much/many*.

N This recipe for Cottage Pie looks easy.
D But I can't cook at all.
N Don't worry. I really like cooking.
 Now, vegetables – do we have any onions?
 Are there _____ carrots or potatoes?
D Well, there are _____ onions, but there aren't _____ carrots, and we don't have _____ potatoes. How _____ do we need?
N Four big ones.
D OK, put potatoes on your list.
N And how _____ tomatoes are there?
D Only two small ones. Put them on the list too.
N OK. How _____ milk is there?
D There's a lot but there isn't _____ cheese or butter.
N OK, cheese and butter. What about herbs? Do we have _____ thyme?
D Yeah, that's fine. But don't forget the minced beef. How _____ do we need?
N 500 grams. Now, is that everything?
D Er – I think so. Do we have oil? Oh yeah, there's _____ left in the bottle.
N OK, first shopping, then I'll give you a cooking lesson!
D I'd like that. I hope your friends like Cottage Pie.
N Everyone likes Cottage Pie!

T 9.7 Listen and check. Practise with your partner.

GRAMMAR SPOT

- We use *many* with count nouns in questions and negatives.
How **many** potatoes are there? There **aren't many** onions.
- We use *much* with uncount nouns in questions and negatives.
How **much** butter is there? There **isn't much** oil.
- In the positive we use *a lot of*.
There are **a lot of** tomatoes. There's **a lot of** milk.

▶▶ Grammar Reference 9.4 p130

much or many?

1 Complete the questions using *much* or *many*.

- How much toast would you like?
- How _____ yoghurt do we have left?
- How _____ people were at the wedding?
- How _____ money do you have in your pocket?
- How _____ petrol is there in the car?
- How _____ children does your brother have?
- How _____ days is it until your holiday?
- How _____ time do you need for this exercise?

2 Choose an answer for each question in exercise 1.

- | | |
|---|--------------------------------|
| a _____ Just 50p. | e _____ Two more minutes. |
| b _____ It's tomorrow! | f _____ Two. A boy and a girl. |
| c <u>1</u> Just one slice, please. | g _____ About 150. |
| d _____ Not a lot. Just one strawberry and one raspberry. | h _____ It's full. |

T 9.8 Listen and check. Practise with a partner.

Check it

3 Underline the correct word.

- How many eggs / butter / milk do you need?
- We don't have much biscuits / cheese / potatoes left.
- I'm hungry. I'd like a sandwich / bread / apple.
- I'd like a / some / any fruit, please.
- I don't like broccoli / an ice-cream / some cheese.
- Would you like some tea / sandwich / vegetable?
- How many money / cousins / family do you have?
- We have no / much / many homework today.

Speaking

4 Work in small groups. Who can cook? Look at the picture of the Cottage Pie. How do you think it is made? You can use these verbs.

chop fry boil mix add

You chop the onions and the ...

Project

What are your favourite recipes? Choose one. Find out the ingredients you need and how you make it. Tell the other students.

Food around the world

1 Which food and drink comes from your country? Which foreign food and drink is popular in your country?

2 Can you identify any places or nationalities in the photographs? What else can you see?

3 Read the text. Write the correct question heading for each paragraph.

WHERE DOES OUR FOOD COME FROM?

WHAT DO WE EAT?

HOW DO WE EAT?

4 Answer the questions.

- 1 When did human history start? Was it about 10,000 years ago or was it about 1 million years ago?
- 2 Do they eat much rice in the south of China?
- 3 Why do the Scandinavians and the Portuguese eat a lot of fish?
- 4 Why don't the Germans eat much fish?
- 5 Which countries have many kinds of sausages?
- 6 How many courses are there in China?
- 7 How do some people eat in the Middle East?
- 8 Why can we eat strawberries at any time of the year?

Speaking

5 Work in small groups and discuss these questions about your country.

- 1 What is a typical breakfast?
- 2 What does your family have for breakfast?
- 3 Is lunch or dinner the main meal of the day?
- 4 What is a typical main meal?

Writing

6 Write a paragraph about meals in your country.



FOOD

For 99% of human history, people took their food from the world around them. They ate all that they could find, and then moved on. Then about 10,000 years ago, or for 1% of human history, people learned to farm the land and control their environment.





AROUND THE WORLD

The kind of food we eat depends on which part of the world we live in, or which part of our country we live in. For example, in the south of China they eat rice, but in the north they eat noodles. In Scandinavia, they eat a lot of herrings, and the Portuguese love sardines. But in central Europe, away from the sea, people don't eat so much fish, they eat more meat and sausages. In Germany and Poland there are hundreds of different kinds of sausages.

In North America, Australia, and Europe there are two or more courses to every meal and people eat with knives and forks.

In China there is only one course, all the food is together on the table, and they eat with chopsticks.

In parts of India and the Middle East people use their fingers and bread to pick up the food.

Nowadays it is possible to transport food easily from one part of the world to the other. We can eat what we like, when we like, at any time of the year. Our bananas come from the Caribbean or Africa; our rice comes from India or the USA; our strawberries come from Chile or Spain. Food is very big business. But people in poor countries are still hungry, and people in rich countries eat too much.



My favourite national food

- 1 Look at the photos of four national dishes. Which do you like? Match them with the countries.

Italy Argentina England Austria

- 2 Find these things in the photos.

mushrooms tomatoes chilli onions egg chocolate beef



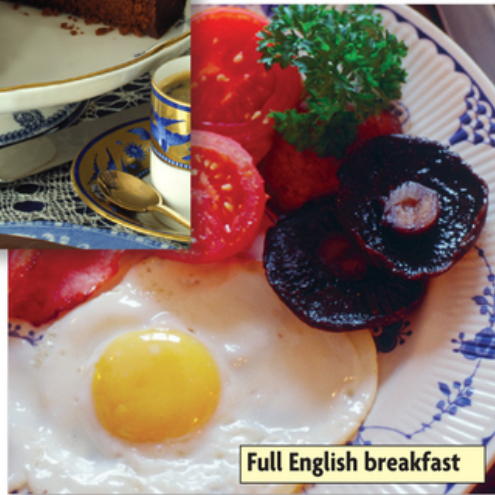
Bruschetta



Bife de chorizo



Sachertorte



Full English breakfast

- 3 T 9.9 Listen to the people. What nationality are they? Match them with their favourite food. What do they say about them?



Hans



Graham



Sergio



Alberto

- 4 Answer these questions about the people.

- Who ... ?
 - travels a lot
 - goes to cafés to eat their favourite food
 - likes sweet things
 - eats their favourite food at home
- Where is Café Sacher?
- Who invented *Sachertorte*?
- When does Graham eat a full English breakfast?
- How do you make *bruschetta*?
- Where is Sergio's favourite place to go?
- How often does Alberto eat beef?
- Who cooks it for him?

What do you think?

- What are your favourite national foods? When and where do you eat them?
- Describe them to your partner.

Polite requests

1 What can you see in the photograph?



2 Match the questions and responses.

Would you like some more carrots?
 Could you pass the salt, please?
 Could I have a glass of water, please?
 Does anybody want more dessert?
 How would you like your coffee?
 This is delicious! Can you give me the recipe?
 Do you want help with the washing-up?

Black, no sugar, please.
 Yes, of course. I'm glad you like it.
 Do you want fizzy or still?
 Yes, please. They're delicious.
 Yes, of course. Here you are.
 Yes, please. I'd love some. It's delicious.
 No, of course not. We have a dishwasher.

! We use *Can/Could I ... ?* to ask for things.
 Can I have a glass of water?
 Could I have a glass of water?
 We use *Can/Could you ... ?* to ask other people to do things for us.
 Can you give me the recipe?
 Could you pass the salt?

T 9.10 Listen and check. Practise the questions and responses with a partner.

3 Complete these requests with *Can/Could I ... ?* or *Can/Could you ... ?*

- | | |
|---|---|
| 1 _____ have a cheese sandwich, please? | 5 _____ lend me some money, please? |
| 2 _____ tell me the time, please? | 6 _____ help me with my homework, please? |
| 3 _____ take me to school? | 7 _____ borrow your dictionary, please? |
| 4 _____ see the menu, please? | |

4 Practise the requests with a partner. Give an answer for each request.

Can I have a cheese sandwich, please?

Yes, of course. That's £2.50.

T 9.11 Listen and compare your answers.

10 Bigger and better!

Comparatives and superlatives • have got • City and country • Directions 2

STARTER

Work with a partner. Who is taller? Who is older? Tell the class.

I'm taller and older than Noor. She's smaller and younger than me.

CITY LIFE

Comparative adjectives

Adjective	Opposite
fast	cheap
big	slow
dirty	friendly
dangerous	clean
noisy	quiet
modern	old
unfriendly	safe
exciting	boring
expensive	small

1 Match an adjective with its opposite. Which adjectives describe life in the city? Which describe life in the country?

2 Make sentences comparing life in the city and country.

The city is The country is	cheaper safer noisier dirtier more expensive more exciting	than the country. than the city.
-------------------------------	---	-------------------------------------

3 **T 10.1** Listen and repeat. Be careful with the sound /ə/.

/ə/ /ə//ə/ /ə/ /ə/ /ə/
The country is cheaper and safer than the city.

4 What do you think? Tell the class.

I think it's safer in the country, but the city's more exciting.

GRAMMAR SPOT

1 Complete these comparatives. What are the rules?

I'm _____ (old) than you.

Your class is _____ (noisy) than my class.

Your car was _____ (expensive) than my car.

2 What are the comparatives of the adjectives in exercise 1?

3 The comparatives of *good* and *bad* are irregular. What are they?

good _____ bad _____

▶▶ Grammar Reference 10.1 p131

PRACTICE

Much more than . . .

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

- 1 A Life in the country is slower than city life. (slow)
 B Yes, the city's much faster. (fast)
- 2 A Moscow is _____ London. (safe)
 B No, it isn't. Moscow is much _____ . (dangerous)
- 3 A Paris is _____ Madrid. (big)
 B No, it isn't! It's much _____ . (small)
- 4 A Hong Kong is _____ Rome. (expensive)
 B No, it isn't. Hong Kong is much _____ . (cheap)
- 5 A The buildings in Mecca are _____ the buildings in Riyadh. (modern)
 B No, they aren't. They're much _____ . (old)
- 6 A The Underground in London is _____ the Metro in Paris. (good)
 B No! The Underground is much _____ . (bad)

T 10.2 Listen and check. Practise with a partner.

2 Work with a partner. Compare two cities that you both know. Which do you like better? Why?



COUNTRY LIFE

have got

1 **T 10.3** Jim moved to Seacombe, a small country town near the sea. Read and listen to Jim's conversation with his friend Alan. Complete it with the correct adjectives.

- A Why did you leave London? You had a _____ job.
 J Yes, but I've got a _____ job here.
- A And you had a _____ flat in London.
 J Well, I've got a _____ flat here.
- A Really? How many bedrooms has it got?
 J Three. And it's got a garden. It's _____ than my flat in London and it's _____ .
- A But you haven't got any friends!
 J I've got a lot of friends here. People are much _____ than in London.
- A But the country's so _____ .
 J No, it isn't. It's much _____ than London. And Seacombe has got lots of shops, a library, some fantastic cafés, and a park. And the air is _____ and the streets are _____ .
- A OK. Everything is _____ ! So when can I visit you?

GRAMMAR SPOT

- 1 *Have* and *have got* both express possession. We often use *have got* in spoken British English.
 I have a computer. = I've got a computer. (I've = I have)
 He has a car. = He's got a car. (He's = He has)
 Do you have a computer? = Have you got a computer?
 Does she have a car? = Has she got a car?
 They don't have a flat. = They haven't got a flat.
 It doesn't have a garden. = It hasn't got a garden.
- 2 The past of both *have* and *have got* is *had*.
- 3 Find examples of *have got* and *had* in the conversation.

▶▶ Grammar Reference 10.2 p131

2 Practise the conversation with a partner.

PRACTICE

have/have got



- 1 Write the sentences again, using the correct form of *have got*.
- London has a lot of parks.
London's got a lot of parks.
 - I don't have much money.
I haven't got much money.
 - I have a lot of homework tonight.
 - Do you have any homework?
 - Our school has a library, but it doesn't have any computers.
 - My parents have a new car.
 - Does your sister have a computer?
 - I don't have a problem with this exercise.

I've got more than you!



- 2 Work with a partner. You are both multi-millionaires. Your teacher has more information for you. Ask and answer questions to find out who is richer!

Millionaire A

Millionaire B

I've got four houses. How many have you got?

Five. I've got two in France, one in Miami, one in the Caribbean, and a castle in Scotland.

Well, I've got thirty cars!

That's nothing! I've got ...

How many ... ?



THE WORLD'S BEST HOTELS

Superlative adjectives

- 1 Read about the three hotels.



Claridge's London

- 100 years old
- 292 rooms
- \$556–\$4,400 a night
- 35 mins Heathrow Airport
- no swimming pool



The Mandarin Oriental Hong Kong

- 36 years old
- 542 rooms
- \$530–\$3,536 a night
- 30 mins Chek Lap Kok Airport
- swimming pool

Al Bustan Palace Muscat

- 20 years old
- 250 rooms
- \$260–\$1,223 a night
- 40 mins Seeb International Airport
- swimming pool



- 2 Correct the false sentences. How many correct sentences (✓) are there? What do you notice about them?

- The Mandarin Oriental is cheaper than Al Bustan Palace. ✗
No, it isn't. It's more expensive.
- Al Bustan Palace is the cheapest. ✓
- Claridge's is the most expensive hotel.
- Al Bustan Palace is older than the Mandarin.
- Claridge's is the oldest hotel.
- The Mandarin Oriental is the biggest hotel.
- Claridge's is smaller than Al Bustan Palace.
- Claridge's has got a swimming pool.
- Claridge's is nearer the airport than the Mandarin.
- The Mandarin is the nearest to the airport.
- Al Bustan Palace is the furthest from the airport.

- 3 Which is the best hotel in or near your city? What has it got?

GRAMMAR SPOT

- Complete these superlative sentences. What's the rule?
The Oasis is the _____ (cheap) hotel in Kuwait City.
The Sheraton Kuwait is the _____ (expensive).
- Dictionaries often show irregular comparative and superlative forms of adjectives. Look at this:
good /gʊd/ adj. (**better, best**)
Complete these irregular forms:
bad /bæd/ adj. (_____ , _____)
far /fɑː/ adj. (_____ , _____)

▶▶ Grammar Reference 10.1 p131

PRACTICE

The biggest and best!

- Complete the conversations using the superlative form of the adjective.
 - That house is very old.
Yes, it's the oldest house in the village.
 - Claridge's is a very expensive hotel.
Yes, _____ in London.
 - Tehran is a very big city.
Yes, _____ in Iran.
 - New York is a very cosmopolitan city.
Yes, _____ in the world.
 - Kabsa is a very popular dish.
Yes, _____ in Saudi Arabia.
 - Richard is a very funny boy.
Yes, _____ in our class.
 - Lulwah is a very intelligent student.
Yes, _____ in the university.
 - This is a very easy exercise.
Yes, _____ in the book.

T 10.4 Listen and check.

- T 10.5** Close your books. Listen to the first lines in exercise 1 and give the answers.

Talking about your class

- How well do you know the other students in your class? Describe them using these adjectives and others.

tall small old young intelligent funny

*I think Adel is the tallest in the class.
He's taller than Mosaad.*

Ziyad's the youngest.

I'm the most intelligent!

- Write the name of your favourite holiday destination. Read it to the class. Compare the places. Which holiday destination is the most popular in your class?

Check it

- Tick (✓) the correct sentence.
 - Yesterday was more hot than today.
 Yesterday was hotter than today.
 - She's taller than her brother.
 She's taller that her brother.
 - I'm the most young in the class.
 I'm the youngest in the class.
 - Last week was busier than this week.
 Last week was busyer than this week.
 - He hasn't got any sisters.
 He doesn't got any sisters.
 - Do you have any bread?
 Do you got any bread?
 - My homework is the baddest in the class.
 My homework is the worst in the class.
 - This exercise is the most difficult in the book.
 This exercise is most difficult in the book.

READING AND LISTENING

Megacities

1 Look at the list of cities. Put them in order of size of population: 1 = the biggest.

- Mumbai Shanghai Tokyo
 New York Mexico City

T 10.6 Listen. Were you right? What is a megacity? What happened in 2008?

2 Look at the photos. What can you see? Look at the title of each article. Which city ...?

- is very fast
- has a mix of cultures
- has a lot of poverty

3 Work in three groups.

Group A Read about **Tokyo**.

Group B Read about **Mumbai**.

Group C Read about **Mexico City**.

Make notes about your city under these headings:

The city and its people
 Money and business
 Buildings and history
 Climate
 Transport

4 Work with students from the other two groups. Exchange and compare information about the cities.

Listening

5 **T 10.7** Listen to these people from the three megacities. What do they like about their capital city? What do they say about ...?

- the people
- the climate
- transport
- things to do

Makiko from Tokyo	Vimahl from Mumbai	Carmen from Mexico City

Project

Research another megacity. Make some notes. Present your findings to the rest of the class.

HIGH-SPEED

TOKYO

Tokyo has a population of 35 million people. It is the largest city in the world. It is also one of the most exciting. Everything moves fast here. It has one of the biggest and busiest railway systems in the world. Every day, 11 million commuters use it to get to and from work. People earn the highest salaries, and they spend the most money. They wear the latest fashions, and have the most up-to-date phones. It is the world's most expensive city.



Old and new

Tokyo was originally a small fishing village called Edo. The name changed in 1868 when the Emperor moved there.

The architecture is very modern. There are not many old buildings because of the 1923 earthquake and the Second World War. But traditional Japan is always near, with many Shinto shrines and public baths around the city.

Visiting Tokyo

Tokyo is on the east coast of Japan. The summers are hot and humid. The most beautiful time of year is spring, when the famous cherry blossom is on the trees.

The city is huge, but it is one of the safest cities in the world.

Japan is mysterious. It is difficult for foreigners to understand.



MUMBAI

A CITY OF EXTREMES

Mumbai is India's largest city with a population of 22.8 million. It is also India's most important commercial centre. Mumbai was part of the British Empire until independence in 1947. It was called Bombay until 1995, when it was renamed Mumbai after a Hindu goddess, Mumba Devi.



Rich and poor

Mumbai is both old and modern, rich and poor. The streets are full of people doing business, selling snacks and clothes, or just living there. Money is everywhere in modern Mumbai. India's most important businesses and banks have their headquarters there. Mumbai is also one of the biggest centres for India's growing IT industry. Modern skyscrapers and new shopping malls are right next to slums. Sixty percent of the population live with no running water, no electricity, and no sanitation.

Visiting Mumbai

Mumbai is on the west coast. The wet season is from June to September. Between November and February it is a little cooler and dryer. The city is best at sunrise and sunset, when the colour of the stone buildings changes from gold to orange and pink. The cheapest and easiest transport is by bus. Trains can be crowded and dangerous. Because of its poverty, Mumbai can be a difficult place to live, but the experience is unique.

MULTICULTURAL MEXICO CITY

Mexico City has a population of 23.4 million. It is the largest city in both North and South America. The Aztecs called it Tenochtitlan, and it was already an important city when the Spanish invaded in 1521. The country became independent in 1821.



Indian and European

Mexico City offers a variety of experience. Standing in the Zócalo, the main square, you can see buildings from the city's Spanish and Aztec past, and also a modern skyscraper, the first in the world to survive a major earthquake. European squares and colonial houses sit next to busy markets selling Mexican food and Indian handicrafts. The city has many tourist attractions, monuments, and parks. It is the richest city in Latin America. There are elegant shops selling high-class goods, expensive restaurants, and supercool cafés. There are also many people who live in poor houses.

Visiting Mexico City

Mexico City is in a valley in the south central area of the country. It is surrounded by mountains. The rainy season is from June to October. The warmest months are April and May. It has the largest and cheapest subway system in Latin America. Traffic moves so slowly that it is often faster to walk. The air quality is not good, and visitors need to be careful, but the city offers a rich cultural mix.

VOCABULARY AND PRONUNCIATION

City and country words

City	Country	Both

- 1 Find these words in the picture. Which things do you usually find in cities? Which in the country? Which in both? Put the words into the correct columns.

wood park museum school hospital farm bridge car park port factory field library lake
village hill mountain cottage building river bank tractor



- 2 Complete the sentences with a word from exercise 1.

- 1 Mount Everest is the highest _____ in the world.
- 2 The Golden Gate _____ in San Francisco is the longest _____ in the USA.
- 3 The Caspian Sea isn't a sea, it's the largest _____ in the world.
- 4 Rotterdam is the busiest _____ in Europe. Ships from all over the world stop there.
- 5 The Empire State _____ in New York was the tallest _____ in the world for over 40 years.
- 6 A mountain is much bigger than a _____.

- 3 Write these words from exercise 1.

/wɒd/ _____ /'lɑ:bri/ _____ /fɑ:m/ _____ /'vɪldʒ/ _____
/'fæktəri/ _____ /'kɒtɪdʒ/ _____ /fi:ld/ _____ /mju:'ziəm/ _____

T 10.8 Listen and repeat.

- 4 Do you prefer the city or the country? Divide into two groups. Play the game. Which group can continue the longest?

Group 1 A walk in the country

Continue one after the other.

- S1 I went for a walk in the country and I saw a farm.
S2 I went for a walk in the country and I saw a farm and some cows.
S3 I went for ...



Group 2 A walk in the city

Continue one after the other.

- S1 I went for a walk in the city and I saw some shops.
S2 I went for a walk in the city and I saw some shops, and a school.
S3 I went for ...



Directions 2



1 **T 10.9** Listen to the directions to the lake. Mark the route on the map. Then fill in the gaps.



'Drive _____ Park Road and turn _____. Go _____ the bridge and _____ the school. Turn _____ up the hill, then drive _____ the hill to the river. _____ after the farm and the lake is _____ right. It takes twenty minutes.'

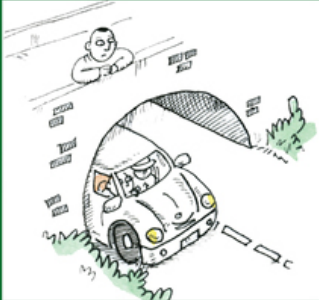
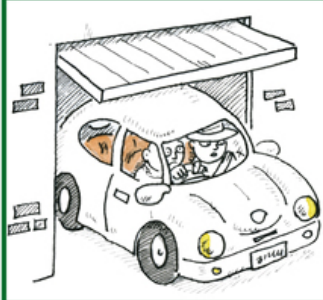


2 **T 10.10** Complete the text with the prepositions. Listen to Norman and his wife talking about their drive in the country. Check your answers.

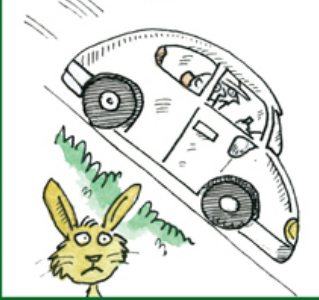


along down into out of over past through under up

NORMAN'S DRIVE IN THE COUNTRY



Norman drove
_____ the garage,
_____ the road, and
_____ the bridge.



Then he drove
_____ the school,
_____ the hill, and
_____ the hill.



Next he drove
_____ the river,
_____ the hedge,
and _____ the lake!

3 Cover the text. Look at the pictures and tell Norman's story.

4 Work with a partner. **Student A** Think of a place near your school. Give your partner directions, but don't say what the place is!
Student B Listen to the directions. Where are you?

11

Looking good!

Present Continuous • Whose? • Clothes • Words that rhyme • In a clothes shop

STARTER

1 Look around the classroom. Can you see any of these clothes?

a hat a coat a sweater a shirt a T-shirt a dress a skirt a jacket
a suit trousers jeans shorts shoes trainers boots

2 What are you wearing?
Tell the class.

*I'm wearing blue trousers
and a white shirt.*

DESCRIBING PEOPLE

Present Continuous

1 Look at the photographs. Describe the people.

Who ... ?

- is tall
- isn't very tall
- is pretty
- good-looking
- handsome

Who's got ... ?

long
short
fair
dark
grey

hair

blue
brown

eyes

Becca's got fair hair and blue eyes.

2 What are they doing?

Who ... ?

- is smiling
- is talking
- is writing
- is laughing
- is eating
- is cooking
- is ice-skating
- is playing
- is running
- is sitting down

Anna's smiling.

Tom's running.

3 What are they wearing?

Juan's wearing a white T-shirt.



Lucy, Mary, and Anna



Nadia



Rudi



Hassan and George



Tom

GRAMMAR SPOT

- 1 *Am/is/are* + adjective describes people and things.
She is young/tall/pretty.
- 2 *Am/is/are* + verb + *-ing* describes activities happening now.

Complete the table.

I	_____	learning English. sitting in a classroom. listening to the teacher.
You	_____	
He/She	_____	
We	_____	
They	_____	

This is the Present Continuous tense. What are the questions and the negatives?

- 3 What is the difference between these sentences?
He speaks Spanish.
He's speaking Spanish.

▶▶ Grammar Reference 11.2 p132



Juan



Edna and Violet

PRACTICE

Who is it?

- 1 Work with a partner.

Student A Choose someone in the classroom, but don't say who.

Student B Ask *Yes/No* questions to find out who it is!

Is he sitting near the window?

No, he isn't.

Has he got grey hair?

No, he hasn't.



Miles



Becca

- 2 Write sentences that are true for you at the moment.

- 1 I/wearing a jacket
I'm not wearing a jacket, I'm wearing a sweater.
- 2 I/wearing trainers
- 3 I/standing up
- 4 I/looking out of the window
- 5 It/raining
- 6 teacher/writing
- 7 We/working hard
- 8 I/chewing gum

Tell a partner about yourself.

Who's at the conference?

3 **T 11.1** Oliver is at a conference, but he doesn't know anyone. Mike is telling him about the other participants. Listen and write the names above the people.



4 Listen again and complete the table.

	Present Continuous	Present Simple
Jeffrey	He's sitting down and he's talking to Pierre.	He works in L.A..
Pierre		
Fiona		
Susan		
Barry and Ziyad		

5 Work with a partner. Look at the pictures of a picnic from your teacher. Don't show your picture! There are *ten* differences. Talk about the pictures to find them.

In my picture three people are cooking.

In my picture four people are cooking.

A DAY IN THE PARK

Whose is it?

1 Find these things in the picture.

a baseball cap a bike a football kite trainers
a baby sunglasses a radio a skateboard
an umbrella flowers



2 **T 11.2** Listen to the questions. Complete the answers with *his*, *hers*, or *theirs*.

- Whose is the baseball cap? It's ____.
- Whose are the flowers? They're ____.
- Whose is the football? It's ____.

Practise the questions and answers with a partner. Then ask about the other things in exercise 1.

3 Give something of yours to the teacher. Ask and answer questions about the objects. Use these possessive pronouns.

mine yours his hers ours theirs

Whose jacket is this?

It's May's.

It's hers.

Is it yours, May?

Yes, it's mine.



who's or whose?

- 1 Choose the correct word. Compare your answers with a partner.
- I like *your / yours* house.
 - Ours / Our* house is smaller than *their / theirs*.
 - And *their / theirs* garden is bigger than *our / ours*, too.
 - My / Mine* daughters are older than *her / hers*.
 - Whose / Who's* talking to *your / yours* sister?
 - This book isn't *my / mine*. Is it *your / yours*?
 - '*Whose / Who's* dictionary is this?' 'It's *his / him*.'
 - '*Whose / Who's* going to the restaurant?' 'I'm not.'
 - '*Whose / Who's* children are playing in *our / ours* garden?'

- 2 **T 11.3** Listen to the sentences.
If the word is *Whose?* shout 1! If the word is *Who's?* shout 2!

What a mess!

- 3 **T 11.4** The house is in a mess!
Complete the conversation.
Listen and check.



- A _____ is this tennis racket?
B It's _____ .
A What's it doing here?
B I'm _____ tennis this afternoon.

! The Present Continuous can also describe activities happening in the near future.
I'm playing tennis this afternoon.
We're having pizza for dinner tonight.

- 4 Make more conversations with a partner.
- these football boots? / John's / playing football later
 - these notes? / Mary's / writing a report this evening
 - this suitcase? / mine / going on holiday tomorrow
 - this coat? / Jane's / going for a walk soon
 - this plane ticket? / Jo's / flying to Rome this morning
 - all these plates? / ours / having a picnic this afternoon

Check it

- 5 Correct the sentences.
- Noor is tall and she's got long, black hairs.
 - Who's boots are these?
 - I'm wearing a jeans.
 - Look at Roger. He stands next to Jeremy.
 - He's work in a bank. He's the manager.
 - What is drinking Suzie?
 - Whose that man in the garden?
 - Where you going this evening?
 - What you do after school today?

GRAMMAR SPOT

- 1 Complete the table.

Subject	Object	Adjective	Pronoun
I	me	my	mine
You	you	_____	_____
He	_____	his	_____
She	_____	_____	hers
We	us	our	_____
They	them	_____	_____

- 2 *Whose ... ?* asks about possession.
Whose hat is this?
Whose is this hat? It's mine. = It's my hat.
Whose is it?

- 3 Careful!
Who's your teacher? Who's = Who is

▶▶ Grammar Reference 11.3 p132

What a wonderful world!

1 Look out of the window. What can you see? Buildings? Trees? A car park? Can you see any people? What are they doing? Describe the scene.



2 These words often go together. Match them. Can you see any of them in the photos?

shake	clouds
babies	roses
sunny	hands
starry	trees
blue	day
red	night
white	cry
green	bloom
flowers	of the rainbow
colours	skies

3 Read the poem, *What a Wonderful World*. Can you complete any of the lines? Many of the words are from exercise 2.



4 **T 11.5** Listen and complete the poem.



What do you think?

Make a list of things that you think are wonderful in the world. Compare your list with a partner.



What a Wonderful World

I see _____ of green
red _____ too
I see them _____ for me and you
and I think to myself
what a wonderful world.
I see _____ of blue
and _____ of white
the bright _____ day
and the dark _____ night
and I think to myself
what a wonderful world.
The _____ of the rainbow
so pretty in the sky
are also on the _____
of the people going by.
I see friends shaking _____
saying, 'How do you do?'
They're really saying
'I _____ you.'
I hear _____ cry
I watch them grow.
They'll _____ much more
than you'll ever know
and I think to myself
what a wonderful world.
Yes, I think to myself
what a wonderful world.

Words that rhyme

1 Match the words that rhyme.

red	list
hat	mean
missed	shoes
green	said
laugh	that
whose	bought
short	half

white	here
near	wear
they	night
hair	knows
rose	flowers
ours	pay

2 Write two of the words on each line according to the sound.

Vowels

1 /e/ red said 5 /ɑ:/ _____
 2 /æ/ _____ 6 /u:/ _____
 3 /i/ _____ 7 /ɔ:/ _____
 4 /i:/ _____

Diphthongs

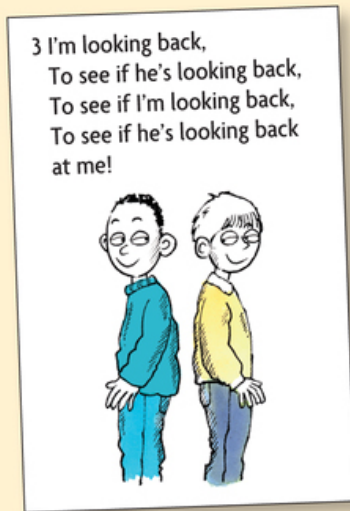
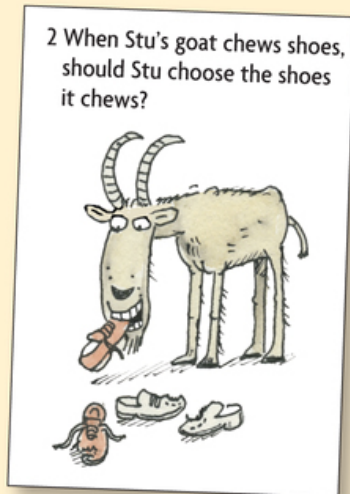
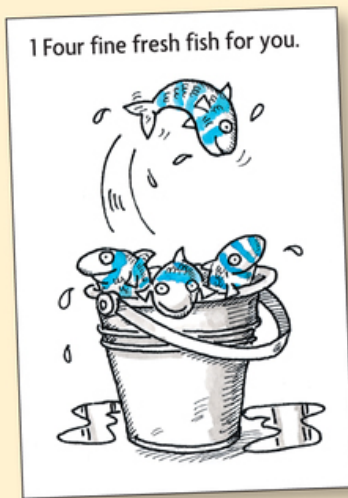
1 /aɪ/ white _____ 4 /eə/ _____
 2 /ɪə/ _____ 5 /əʊ/ _____
 3 /eɪ/ _____ 6 /aʊ/ _____

T 11.6 Listen and check.

3 Can you add any more words to the lists? Practise saying the words in rhyming pairs.

Tongue twisters

4 **T 11.7** Tongue twisters are sentences that are difficult to say. They are good pronunciation practice. Listen, then try saying these quickly to a partner.



5 Choose two tongue twisters and learn them. Say them to the class.

In a clothes shop



1 Read the lines of conversation in a clothes shop. Who says them, the customer or the shop assistant? Write C or SA.

- a Can I help you? SA
- b Oh yes. I like that one much better. Can I try it on? C
- c £39.99. How do you want to pay?
- d Yes, please. I'm looking for a shirt to go with my new suit.
- e Blue.
- f Yes, of course. The changing rooms are over there.
- g OK. I'll take the white. How much is it?
- h Can I pay by credit card?
- i What colour are you looking for?
- j No, it isn't the right blue.
- k No, it's a bit too big. Have you got a smaller size?
- l That's the last blue one we've got, I'm afraid. But we've got it in white.
- m Well, what about this one? It's a bit darker blue.
- n What about this one? Do you like this?
- o Is the size OK?
- p Credit card's fine. Thank you very much.

2 Can you match any lines?

Can I help you?

Yes, please. I'm looking for a shirt to go with my new suit.

*What about this one?
Do you like this?*

No, it's not the right blue.



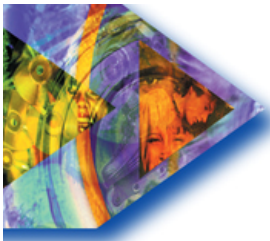
3 Work with a partner and put the all the lines in the correct order.



T 11.8 Listen and check.

4 Practise the conversation with your partner. Make more conversations in a clothes shop. Buy some different clothes.





12 Life's an adventure!

going to future • Infinitive of purpose • The weather • Making suggestions

STARTER



1 How many sentences can you make?

2 Make similar true sentences about you. Tell the class.

I'm going to Malta
I went to Malta

soon.
when I was a student.
next month.
in a year's time.
two years ago.
when I retire.

FUTURE PLANS

going to



1 Jack and his sports teacher, Danny Carrick, both have plans for the future. Read their future plans. Which do you think are Jack's? Which are Danny's? Write **J** or **D**.

- 1 **J** I'm going to be a footballer.
- 2 I'm going to travel all over the world.
- 3 I'm going to train very hard.
- 4 I'm going to try new things.
- 5 I'm going to play for Manchester United.
- 6 I'm not going to marry until I'm very old.
- 7 I'm not going to stay at home and watch TV.
- 8 I'm going to learn to scuba-dive.
- 9 I'm going to write a book.
- 10 I'm going to be famous.



T 12.1 Listen and check. Were you correct?



2 Talk first about Jack, then about Danny. Use the ideas in exercise 1.

Jack's going to be a footballer.

He's going to ...

He isn't going to ...

Which two plans are the same for both of them?

They're both going to ...



3 **T 12.2** Listen and repeat the questions and answers about Jack.

Is he going to be a footballer?

Yes, he is.

What's he going to do?

Train very hard.

When I grow up ...

Jack, age 11





Danny Carrick, age 58

Questions about Jack



1 With a partner, make more questions about Jack. Then match them with an answer.

Questions

- 1 Why/he/train very hard?
- 2 How long/play football?
- 3 When/marry?
- 4 How many children/have?
- 5 Who/teach to play football?

Answers

- a Until he's 35.
- b Two.
- c His sons.
- d Not until he's very old – about 25!
- e Because he wants to be a footballer.



2 **T 12.3** Listen and check. Practise the questions and answers with your partner.

Questions about you

3 Are you going to do any of these things after the lesson? Ask and answer the questions with a partner.

- 1 watch TV
- 2 have a coffee
- 3 catch a bus
- 4 eat in a restaurant
- 5 meet some friends
- 6 cook a meal
- 7 go shopping
- 8 wash your hair
- 9 do your homework

Are you going to watch TV?

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

4 Tell the class some of the things you and your partner *are* or *are not* going to do.

We're both going to have coffee.

I'm going to catch a bus, but Paul isn't. He's going to walk home.

GRAMMAR SPOT



1 The verb *to be* + *going to* expresses future plans. Complete the table.

I		going to leave tomorrow.
You		
He/She		
We		
They		

What are the questions and the negatives?

2 Is there much difference between these two sentences?
I'm leaving tomorrow. I'm **going to** leave tomorrow.



▶▶ Grammar Reference 12.1 p133

I'm going to sneeze!

! We also use *going to* when we can see *now* that something is sure to happen soon.

5 What is going to happen? Use these verbs.

buy sneeze win jump be late turn rain fall



1 It _____



2 I _____



3 He _____



4 He _____



5 You _____



6 It _____



7 They _____ a new house.



8 He _____

6 Put a sentence from exercise 5 into each gap.

- 1 Take an umbrella. _____.
- 2 Look at the time! _____ for the meeting.
- 3 Rob's running very fast. _____ the race.
- 4 Look! Jack's on the wall! _____.
- 5 Look at that man! _____.
- 6 _____. They want to live in the country.
- 7 Follow that car! _____.
- 8 'Oh dear. _____. Aaattishoo!' 'Bless you!'

T 12.4 Listen and check.

92 Unit 12 • Life's an adventure!

Infinitive of purpose

1 Match the places and activities. Can you find them in the photos?

Nepal	fly over the Grand Canyon
Brazil	climb Mount Everest
The Great Barrier Reef	take photographs of the lions
China	walk along the Great Wall
Hawaii	go scuba-diving
Alaska	visit the rainforest
the USA	watch whales
Kenya	go surfing

2 Danny Carrick is going to visit all the countries in exercise 1. He is telling his friend, Harold, about his plans. Read their conversation and complete the last sentence.

Danny First I'm going to Nepal.

Harold Why?

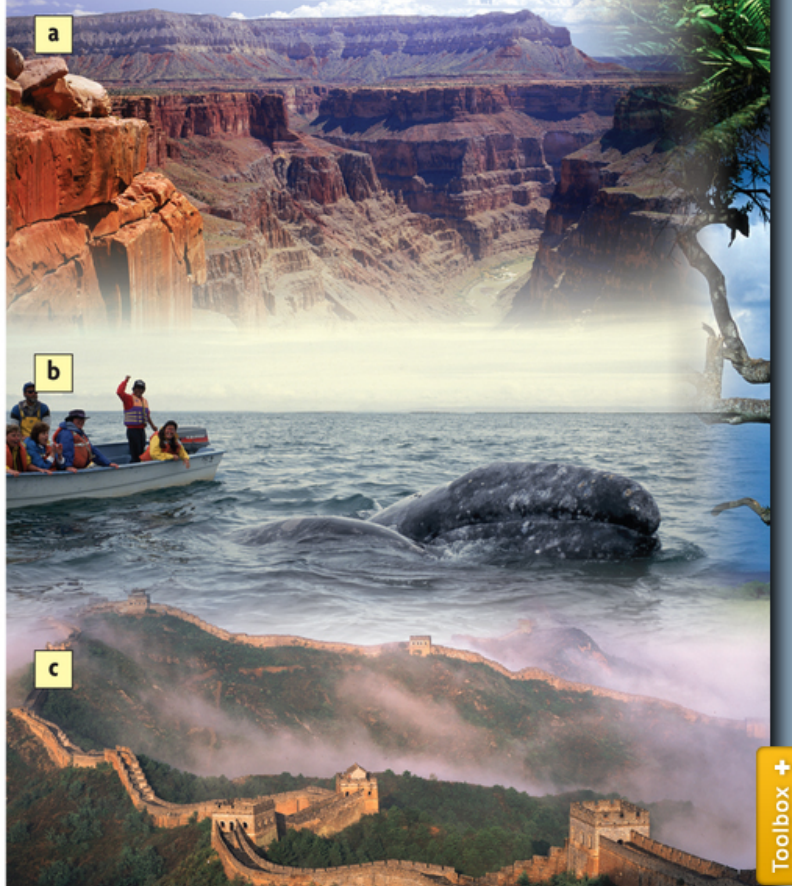
Danny To climb Mount Everest!

Harold Oh my goodness! What are you going to do after that?

Danny Well, then I'm going to Kenya to ...

T 12.5 Listen and check. Practise the conversation with a partner.

3 Would you like to try any of these activities?



GRAMMAR SPOT

- 1 With the verbs *to go* and *to come*, we usually use the Present Continuous for future plans.

I'm **going** to Nepal tomorrow.

X I'm going to go to Nepal soon.

She's **coming** this evening.

X She's going to come this evening.

- 2 Do these sentences mean the same?

I'm going to Nepal **to climb Mount Everest**.

I'm going to Nepal **because I want to climb Mount Everest**.

The infinitive can tell us *why* something happens.

I'm going to America **to learn English**.

▶▶ Grammar Reference 12.2 p133



PRACTICE

Roleplay

- 1 Work with a partner. **Student A** is Harold, **Student B** is Danny. Ask and answer questions about the places.

Harold Why are you going to Nepal?

Danny To climb Mount Everest!

Harold Oh my goodness!

- 2 Talk about Danny Carrick's journey. Use *first*, *then*, *next*, *after that*.

First he's going to Nepal to climb Mount Everest.

Then he's ...

Why . . . ? and When . . . ?

- 3 Write down the names of some places you went to in the past. Ask and answer questions about the places with a partner.

Why did you go to England?

To learn English.

When did you go?

Two years ago.

Why did you go to Switzerland?

To visit my cousins.

When did you go?

Last year.

Tell the class about your partner.

- 4 Use your imagination! Write down the names of some places you are going to in the *future* and do the same.

Why are you going to Paris?

To go shopping.

When are you going?

In two weeks' time.

Check it

- 5 Tick (✓) the correct sentence.

1 Is going to rain.

It's going to rain.

2 Do you wash your hair this evening?

Are you going to wash your hair this evening?

3 She's going to have lunch.

She's going to has lunch.

4 I'm going to the post office to buy some stamps.

I'm going to the post office for buy some stamps.

5 I'm going home early this evening.

I'm go home early this evening.

6 I opened the window to get some fresh air.

I opened the window for to get some fresh air.

Living dangerously

1 Match a verb with a noun or phrase.

have	sick
win	an accident
feel	in water
float	top marks
get	a race

2 Which of these sports do you think is the most dangerous? Put them in order 1–6. 1 is the *most* dangerous. Compare your ideas with a partner and then the class.

- skiing football motor racing
 windsurfing golf sky-diving

3 Look at the photos of Clem Quinn and Sue Glass. Which of their sports would you most like to try? Why?

Work in two groups.

Group A Read about Clem. **Group B** Read about Sue.

Answer the questions about your person. Check your answers with your group.

- 1 What happened when he/she was a child?
- 2 What job did he/she do when she/he grew up?
- 3 How did he/she become interested in the sport?
- 4 Why does he/she like the sport?
- 5 Does he/she think it is a dangerous sport?
- 6 Does he/she teach the sport?
- 7 What are his/her future plans?
- 8 When is he/she going to stop doing it?
- 9 These numbers are in your text. What do they refer to?
5 6 20 100

4 Work with a partner from the other group. Compare Clem and Sue, using your answers.

Interviews

1 **Group A** Make questions about Sue.

- 1 Why/not like driving?
- 2 Why/Julian Swayland take you to Brands Hatch?
- 3 Why/do well on the motor racing course?
- 4 Why/stop motor racing?
- 5 What/do next year?

Group B Make questions about Clem.

- 1 What/do when you were five?
- 2 When/do your first parachute jump?
- 3 Why /move to the country?
- 4 Why/love sky-diving?
- 5 What/do next July?

2 Work with a partner from the other group. Ask each other the questions.





Clem Quinn

SKY-DIVER

Clem Quinn was always interested in flying. When he was five, he tried to fly by jumping off the garden shed with a golf umbrella, but when he grew up he didn't become a pilot, he became a taxi driver. Then

20 years ago he did a parachute jump and loved it. He decided that being a taxi driver in London was a lot more dangerous than jumping out of a plane, so he moved to the country to learn parachute jumping and sky-diving. He is now a full-time teacher of sky-diving. He says:

'I love sky-diving because the world looks so good – blue sky, green fields, white clouds. You float through the air, it's like floating in water. You can see forever, all the way to the French coast. The views are fantastic. You can forget all your worries. People think it is dangerous but it's very safe. Football is much more dangerous. Footballers often have accidents. When did you last hear of a sky-diving accident? Next July I'm going to do a sky-dive with 100 people from six planes. That's a record. I'm never going to retire. I'm going to jump out of planes until I'm an old man.'



Sue Glass

RACING DRIVER

Sue Glass had a car accident when she was eight so she didn't like driving. When she grew up this was a problem, because she got a job with a car company. Then six years ago she met Julian Swayland, a racing driver, and she told him she was afraid of cars. He wanted to help, so he took her to Brands Hatch, a Grand Prix racing circuit. He drove her round corners at 100 mph and she loved it. Then she heard about a special motor racing course. She did the course with five men and was amazed when she got top marks. She says:

'I think I did well because I listened to everything the teacher said. I needed to because I was so afraid. The best moment was my first championship race. I didn't win but I came fourth out of 20. I love the excitement of motor racing but it's a dangerous sport and I'm always very frightened. In fact I stopped doing it a year ago, because I got so nervous before each race; I felt really sick. I'm not going to race again, I'm going to teach other people to drive. I'm going to open a driving school next year.'

The weather



1 Match the words and symbols.

sunny rainy windy snowy cloudy foggy



Which symbols can the following adjectives go with?

hot warm cold cool wet dry



2 **T 12.6** Listen and complete the answers.

- A What's the weather like today?
- B It's _____ and it's very _____.
- A What was it like yesterday?
- B Oh, it was _____ and _____.
- A What's it going to be like tomorrow?
- B I think it's going to be _____.

! The question *What... like?* asks for a description.
 What's the weather like? = Tell me about the weather.

Practise the questions and answers. Ask and answer about the weather where *you* are today, yesterday, and tomorrow.



3 Work with a partner. Find out about the weather round the world yesterday.

Student A Look at the information on this page.
Student B Look at the information from your teacher.

Ask and answer questions to complete the information.

WORLD WEATHER

NOON YESTERDAY

		°C
Athens	S	18
Berlin	R	7
Bombay		
Edinburgh	C	5
Geneva		
Hong Kong	S	29
Lisbon		
London	R	10
Los Angeles		
Luxor	S	40
Milan		
Moscow	Sn	-1
Oslo		

S = sunny
 C = cloudy
 Fg = foggy
 R = rainy
 Sn = snowy

What was the weather like in Athens?



It was sunny and warm. 18 degrees.



4 Which city was the hottest? Which was the coldest? Which month do you think it is?

Making suggestions

- 1 Make a list of things you can do in good weather and things you can do in bad weather. Compare your list with a partner.

Good weather 	Bad weather 
go to the beach	watch TV

- 2 **T 12.7** Read and listen to the beginning of two conversations. Complete **B**'s suggestions.

1 **A** It's a lovely day! What shall we do?
B Let's _____!

2 **A** It's raining again! What shall we do?
B Let's _____ and _____.

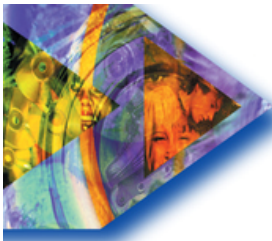
- !** 1 We use *shall* to ask for and make suggestions.
 What **shall** we do?
Shall we go swimming? = I suggest that we go swimming.
- 2 We use *Let's* to make a suggestion for everyone.
Let's go! = I suggest that we all go. (Let's = Let us)
Let's have a pizza!

- 3 Continue the two conversations in exercise 2 with these lines. Put them in the correct order a–c.

- Well, let's go swimming.
- OK. Which exhibition do you want to see?
- i a** Oh no! It's too hot to play tennis.
- Oh no! We watched TV last night.
- OK. I'll get my swimming costume.
- Well, let's go to a museum.

T 12.8 Listen and check.

- 4 Have more conversations suggesting what to do when the weather is good or bad. Use your lists of activities in exercise 1 to help you.



13

How terribly clever!

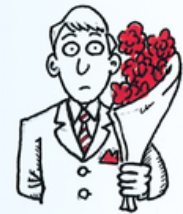
Question forms • Adverbs and adjectives • Describing feelings • Catching a train

STARTER



- 1 Match a question word with an answer.
- 2 Look at the answers. What do you think the story is?

When ... ?	Six.
Where ... ?	Last week.
What ... ?	The hospital.
Who ... ?	Because she was ill.
Why ... ?	My aunt.
Which ... ?	Some roses.
How ... ?	£25.
How much ... ?	The red ones.
How many ... ?	By bus.



A QUIZ

Question words

- 1 Work in groups and answer the quiz.
- 2 **T 13.1** Listen and check your answers. Listen carefully to the intonation of the questions.

GRAMMAR SPOT

- 1 Underline all the question words in the quiz.
- 2 Make *two* questions for each of these statements, one with a question word and one without.
 - I live in London. (where)
 - 'Where do you live?' 'In London.'
 - 'Do you live in London?' 'Yes, I do.'
- 1 She's wearing jeans. (what)
- 2 She works in the bank. (where)
- 3 He's leaving tomorrow. (when)
- 4 I visited my aunt. (who)
- 5 We came by taxi. (how)
- 6 They're going to have a meeting. (why)

▶▶ Grammar Reference 13.1 p133

- 3 In groups, write some general knowledge questions. Ask the class!

GENERAL KNOWLEDGE QUIZ



- 1 When did the first man walk on the moon?
a 1961 b 1965 c 1969
- 2 Where is Mount Everest? In the ...
a Kush b Himalayas c Rockies
- 3 Who started A1 Grand Prix motor racing?
a Sheikh Maktoum
b Basil Shaaban
c Michael Schumacher
- 4 Who won the World Cup in 2010?
- 5 How many bones are there in the human body?
a 57 b 158 c 206
- 6 How much does an African elephant weigh?
a 3-5 tonnes b 5-7 tonnes c 7-9 tonnes

Questions and answers



1 Look at the question words in A and the answers in C. Choose the correct question from B.

A	B	C
Where		To the shops.
What		A new jacket.
When	did you buy?	This morning.
Who	did you go?	A friend from work.
Why	did you go with?	To buy some new clothes.
Which one	did you pay?	The black leather one.
How		We drove.
How much		£120.99.
How many		Only one.

Listening and pronunciation



2 **T 13.2** Tick (✓) the sentence you hear.

- Where do you want to go?
 Why do you want to go?
- How is she?
 Who is she?
- Where's he staying?
 Where's she staying?
- Why did they come?
 Why didn't they come?
- How old was she?
 How old is she?
- Does he play tennis?
 Did he play tennis?
- Where did you go at the weekend?
 Where do you go at the weekend?



Asking about you



3 Put the words in the correct order to make questions.

1 like learning do English you?

2 do you night what did last?

3 languages mother many does how your speak?

4 last go you shopping did when?

5 football which you do team support?

6 come car today school by you to did?

7 much do weigh you how?

8 usually who sit you do next class in to?

9 English want learn to you do why?

4 Work with a partner. Ask and answer the questions.

7 How much of the earth's surface is desert?
a 20% b 25% c 30%

8 What sort of literature did Al-Mutanabbi write?
a biographies b poems c novels

9 What languages do Swiss people speak?

10 What did Marconi invent in 1901?

11 Who wrote the world's first computer program?
a Bill Gates b Ada Lovelace c Albert Einstein

12 Which city is on two continents?
a Istanbul b Moscow c Gibraltar

13 Who was Ibn Battuta?
a a writer b a traveller c an engineer

14 Why do birds migrate?

15 Which was the first country to have TV?
a Britain b the USA c Russia

16 Which language has the most words?
a French b Chinese c English

DO IT CAREFULLY!

Adverbs and adjectives

- 1 Are the words in *italics* adjectives or adverbs?
- 1 Unfortunately we had *bad* weather on our holiday.
The team played *badly* and lost the match.
 - 2 Please listen *carefully*.
Tony's a *careful* driver.
 - 3 The homework was *easy*.
Tamer's very good at tennis. He won the game *easily*.
 - 4 I know the Prime Minister *well*.
My husband's a *good* cook.
 - 5 It's a *hard* life.
Teachers work *hard* and they get very tired.

GRAMMAR SPOT

- 1 Look at these sentences.
Lunch is a quick meal for many people. (*quick* = adjective. It describes a noun.)
I ate my lunch quickly. (*quickly* = adverb. It describes a verb.)
- 2 How do we make regular adverbs? What happens when the adjective ends in -y?
- 3 There are two irregular adverbs in exercise 1. Find them.

▶▶ Grammar Reference 13.2 p133

- 2 Match the verbs or phrases with an adverb. Usually more than one answer is possible. Which are the irregular adverbs?

get up	slowly
walk	quietly
work	early
run	fluently
speak	carefully
speak English	easily
pass the exam	hard
do your homework	fast/quickly


PRACTICE

Order of adjectives/adverbs

- 1 Put the adjective in brackets in the correct place in the sentence. Where necessary, change the adjective to an adverb.
- 1 We had a holiday in Turkey, but unfortunately we had weather. (terrible)
 - 2 Maria cooks. (good)
 - 3 When I saw the accident, I phoned the police. (immediate)
 - 4 Don't worry. Samir is a driver. (careful)
 - 5 Carlos is a Brazilian. He loves food and football. (typical)
 - 6 Please speak. I can't understand you. (slow)
 - 7 We had a test today. (easy)
 - 8 We all passed. (easy)
 - 9 You speak English. (good)

Telling a story

- 2 Complete these sentences in a suitable way.
- 1 It started to rain. **Fortunately** ...
 - 2 Peter invited me to his wedding. **Unfortunately** ...
 - 3 I was fast asleep when **suddenly** ...
 - 4 I saw a man with a gun outside the bank. **Immediately** ...
- 3 **T 13.3** Listen to a man describing what happened to him in the middle of the night. Number the adverbs in the order you hear them.



Noises in the night

- quickly
- quietly
- slowly
- immediately
- carefully
- suddenly
- fortunately
- really

- 4 Work with a partner and tell the story again. Use the order of the adverbs to help you.

Check it

- 5 Each sentence has a mistake. Find it and correct it.
- 1 Where does live Anna's sister?
 - 2 The children came into the classroom noisily.
 - 3 What means *whistle*?
 - 4 I always work hardly.
 - 5 Do you can help me, please?
 - 6 When is going Peter on holiday?

Describing feelings



1 Match the feelings to the pictures.

bored tired worried excited annoyed interested



2



3

4



5



6



2 Match the feelings and reasons to make sentences.

Feelings		Reasons
I am	bored tired worried excited annoyed interested	because
		I'm going on holiday tomorrow. we have a good teacher. I worked very hard today. I can't find my keys. I have nothing to do. I want to go to the picnic but I can't.

! Some adjectives can end in both *-ed* and *-ing*.
The book was interesting.
I was interested in the book.
The lesson was boring.
The students were bored.



3 Complete each sentence with the correct adjective.

1 **excited, exciting**

Life in New York is very ...
The football fans were very ...

3 **annoyed, annoying**

The child's behaviour was really ...
The teacher was ... when nobody did the homework.

2 **tired, tiring**

The marathon runners were very ...
That game of tennis was very ...

4 **worried, worrying**

The news is very ...
Everybody was very ... when they heard the news.

4 Answer your teacher's questions using adjectives from exercises 1 and 2.





Did you like doing the quiz on page 98?


Yes, we did. It was very interesting!

How did you feel?

Very interested!

The meaning of life

-  Look at the pictures and read the introduction to the story of *The Businessman and the Fisherman*. Answer the questions.
 - Where was the businessman?
 - Who did he meet?
 - Did he like the fish?
 - What did he say?
 - What nationality were the two men?
-  **T 13.4** Close your books and listen to the second part of the story. Who do you think has the best ideas on how to enjoy life?
-  Read the second part of the story and decide if these sentences are true (✓) or false (✗). Correct the false sentences.
 - 1 The businessman and the fisherman met in the morning.
 - 2 It took the fisherman an hour to catch the tuna.
 - 3 He stopped fishing because he had enough fish for his family.
 - 4 The fisherman is often bored because he has nothing to do.
 - 5 The businessman went to Harvard University.
 - 6 He gave the fisherman a lot of advice.
-  Complete the second part of the story with the missing words in 1–10.


 **T 13.4** Listen again and check.

- 5 Do you think the fisherman will follow the businessman's advice? Why? Why not?

➤ Read the last part of the story on p104.

The Businessman & the Fisherman





An American businessman was on holiday in a fishing village in the south of Mexico. One morning, he met a young fisherman with a small boat full of lovely, yellowfin tuna fish. 'What beautiful tuna!' the American exclaimed.

.....

'How long did it take to catch them?' the American asked.

'Oh, about ¹_____ hours,' said the fisherman.

'Why didn't you fish for longer and catch more?'

The Mexican replied, 'I ²_____ want to fish for longer. With this I ³_____ enough fish for my family.'

'But what do you do with the rest of your day? Don't you get bored?'

The fisherman smiled, 'I'm never bored. I get up ⁴_____, play with my children, watch football, and take a siesta with my wife. Sometimes in the evenings I walk to the village café to see my friends, tell jokes and stories and play card ⁵_____.'

The American couldn't understand, 'Look, I am a very successful businessman. I ⁶_____ to Harvard University and I ⁷_____ business. I can help you. Fish for four hours every day and sell the extra fish you catch. Then, with the profits, you can buy a bigger boat, catch more, and ⁸_____ more money. Then buy a second boat, a third, and so on, until you have a big fleet of fishing boats. You can export the fish and leave this village and move to Mexico City, or LA, or New York City, and open a fishing business.'

The fisherman smiled, 'But how long will all this take?'

The businessman thought about it for a bit. 'Probably ⁹_____ 15 to 20 years,' he said.

'And then what, Señor?' asked the fisherman.

'Why, that's the exciting part!' laughed the businessman. 'You can sell your business and become very rich, a ¹⁰_____!'

'A millionaire? Really? But what do I do with all the money?'

The young fisherman didn't look excited.

6 Read the end of the story and chose the best answer to questions 1-3.

- The businessman couldn't understand the fisherman, because the fisherman
 - doesn't like fishing.
 - doesn't want to do any work.
 - doesn't think that being rich is important.
- The fisherman isn't interested in the businessman's plans because
 - he doesn't want to spend time with his family.
 - he already has the life the businessman promises him.
 - he likes fishing.
- The fisherman
 - lives for the future.
 - lives in the present.
 - lives in the past.

Vocabulary work

7 Match the verbs and nouns from the story.

1 catch	a jokes and stories
2 take	b university
3 tell	c a business
4 play	d fish
5 open	e a siesta
6 see	f friends
7 go to	g card games

8 Retell the story around the class.

What do you think?

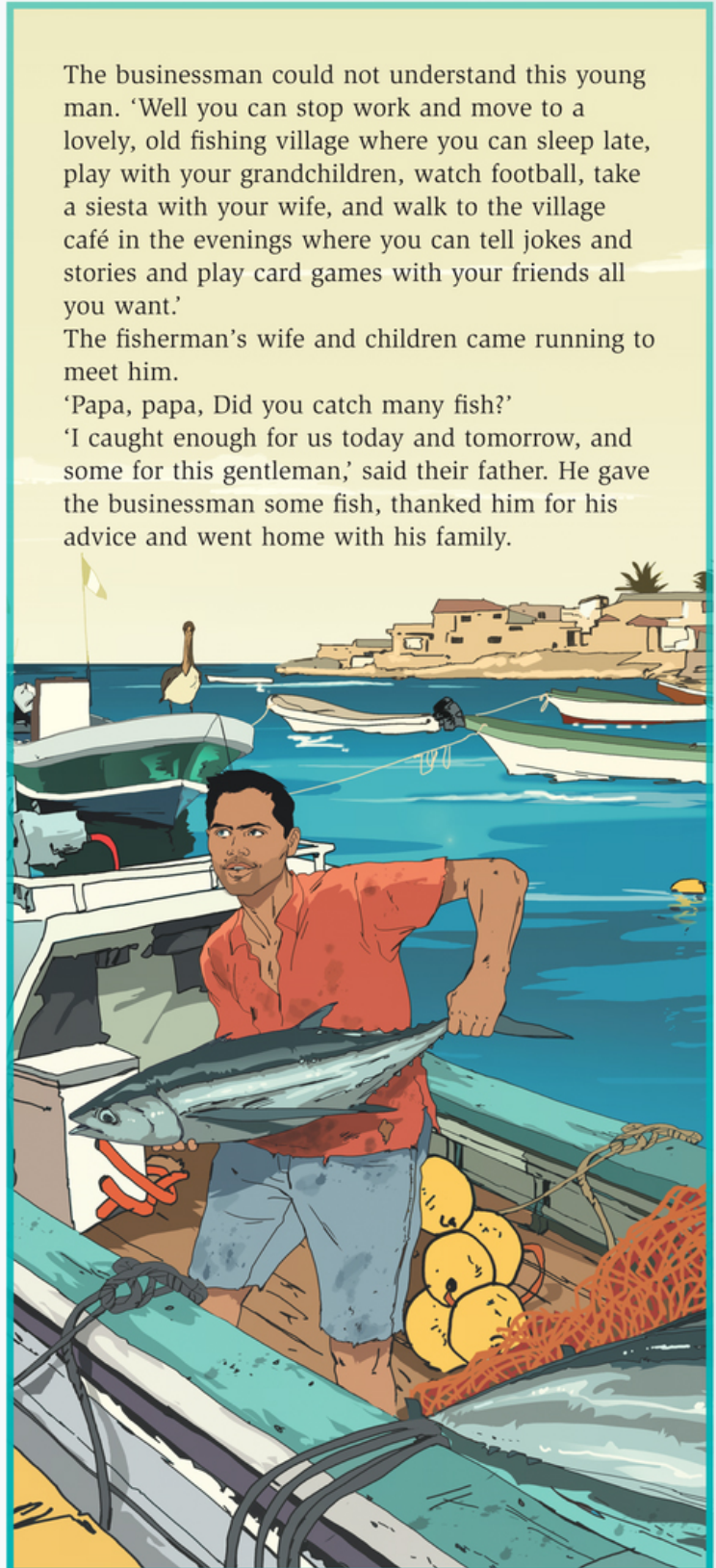
- Why does the businessman think the fisherman is stupid?
- Why does the fisherman think the businessman is stupid?
- Do you want your life to be like the businessman's, or the fisherman's? Why?
- What is the moral of this story:

'Money makes the world go round.'

'Understand what really matters in life.'

'Don't listen to other people's advice.'

'Make money while you can – the future is uncertain.'



The businessman could not understand this young man. 'Well you can stop work and move to a lovely, old fishing village where you can sleep late, play with your grandchildren, watch football, take a siesta with your wife, and walk to the village café in the evenings where you can tell jokes and stories and play card games with your friends all you want.'

The fisherman's wife and children came running to meet him.

'Papa, papa, Did you catch many fish?'

'I caught enough for us today and tomorrow, and some for this gentleman,' said their father. He gave the businessman some fish, thanked him for his advice and went home with his family.

Catching a train



1 Ann is phoning to find out the times of trains to Bristol.

T 13.5 Listen and write in the arrival times.



Notice we often use the twenty-four hour clock for timetables.
7.00 in the morning = 0700 (oh seven hundred hours)



2 **T 13.6** Ann is at Oxford Station. Listen and complete the conversation. Then practise with a partner.



A Good morning. (1) _____ the times of trains
(2) _____ Bristol (3) _____ Oxford,
please?

B Afternoon, evening? When (4) _____ ?

A About five o'clock this afternoon.

B About (5) _____. Right. Let's have a look.

There's a train that (6) _____ 5.28, then there
isn't (7) _____ until 6.50.

A And (8) _____ get in?

B The 5.28 gets into Oxford at 6.54 and the 6.50
(9) _____ .

A Thanks a lot.



3 Ann goes to the ticket office. Put the lines of the conversation in the correct order.

- I A Hello. A return to Bristol, please.
- A A day return.
- C How do you want to pay?
- II A OK, thanks very much. Goodbye.
- C Here's your change and your ticket.
- C You want platform 1 over there.
- A Here's a twenty-pound note.
- C Day return or period return?
- A Cash, please.
- C That's eighteen pounds.
- A Thank you. Which platform is it?



T 13.7 Listen and check. Practise the conversation with a partner.

4 Make more conversations with your partner. Look at the information from your teacher. Decide where you want to go. Find out about times, then buy your ticket.

DEPARTURE TIME

from OXFORD

ARRIVAL TIME

at Bristol Temple Meads

0816

0945

1040





14 Have you ever?

Present Perfect + *ever, never, yet, and just* • At the airport

STARTER



1 Match the countries and flags.

Morocco Brazil France Egypt Germany Great Britain the USA
United Arab Emirates Italy Japan Canada Saudi Arabia



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



11 _____



12 _____

2 Tick (✓) the countries that you have visited.

IN MY LIFE

Present Perfect + *ever* and *never*



1 **T 14.1** Read and listen to the sentences. Then listen and repeat.

I've been to Morocco. (I've = I have)

I haven't been to France.

I've been to the USA.

I've never been to Egypt.

I haven't been to any of the countries!

Work in groups. Tell each other which of the countries above you have or haven't been to. Have you been to any other countries?



2 **T 14.2** Read and listen to the conversation. Practise with a partner.

A Have you ever been to Paris?

B No, I haven't.

A Have you ever been to Berlin?

B Yes, I have.

A When did you go?

B Two years ago.





- Write down the names of four cities in your country or another country that you have been to. Have similar conversations with your partner.
- Tell the class about your partner.

Maria's been to Tunis. (Maria's = Maria has)

She went there two years ago.

But she hasn't been to Marrakech. / She's never been to Marrakech. (She's = She has)



BUDAPEST



LISBOA



GRAMMAR SPOT

- We use the Present Perfect to talk about experiences in our lives.
Have you ever (at any time in your life) been to Paris?
- We use the Past Simple to say exactly *when* something happened.
When did you go to Paris?
I went there last year.
I went there two years ago.
I went there in 1998.
- We make the Present Perfect tense with *has/have* + the past participle. Complete the table.

	Positive	Negative	
I/You/We/They	_____	_____	been to Paris.
He/She/It	_____	_____	

- Write *ever* and *never* in the right place in these sentences.
Has he _____ been to London?
He's _____ been to London.

▶ Grammar Reference 14.1 p134

PRACTICE

Past participles

- Here are the past participles of some verbs. Write the infinitive.
eaten eat made _____ given _____
seen _____ taken _____ won _____
met _____ driven _____ had _____
drunk _____ cooked _____ stayed _____
flown _____ bought _____ done _____
- Which are the two regular verbs?
- What are the Past Simple forms of the verbs?
- Look at the list of irregular verbs on p142 and check your answers.

The life of Ryan

- 1 **T 14.3** Listen to Ryan talking about his life and tick (✓) the things he has done.



	Ryan	Student
lived in a foreign country	<input type="checkbox"/>	<input type="checkbox"/>
worked for a big company	<input type="checkbox"/>	<input type="checkbox"/>
stayed in an expensive hotel	<input type="checkbox"/>	<input type="checkbox"/>
flown in a jumbo jet	<input type="checkbox"/>	<input type="checkbox"/>
cooked a meal for ten (or more) people	<input type="checkbox"/>	<input type="checkbox"/>
met a famous person	<input type="checkbox"/>	<input type="checkbox"/>
driven a tractor	<input type="checkbox"/>	<input type="checkbox"/>
been to hospital	<input type="checkbox"/>	<input type="checkbox"/>
won a competition	<input type="checkbox"/>	<input type="checkbox"/>

- 2 Tell your teacher about Ryan and answer your teacher's questions.

He's lived in a foreign country.

Which country did he live in?

Japan.

How long did he live there?

One year.

- 3 Ask a partner the questions. Tell the class about your partner.

A HONEYMOON IN LONDON

Present Perfect + *yet* and *just*

- 1 Rod and Marilyn come from Auckland, New Zealand. They are on honeymoon in London. Before they went, they made a list of things they wanted to do there. Read the list below.

LONDON

Things to do -

- go to Buckingham Palace
- see the Houses of Parliament
- have a boat ride on the River Thames
- go on the London Eye
- walk in Hyde Park
- go shopping in Harrods
- see the Crown Jewels in the Tower of London
- travel on a double-decker bus
- go to The Ritz

- 2 **T 14.4** Marilyn is phoning her sister Judy, back home in New Zealand. Listen to their conversation. Tick (✓) the things she and Rod have done.



The life of Ryan

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READING AND SPEAKING

We've never learned to drive!

- 1 Work with a partner. Ask and answer the questions. Compare answers with the class.

Have you ever . . . ?	Never	Once or more When? Where? Who with?
... walked a long way		
... cycled a long way		
... ridden a motorbike		
... hitch-hiked/ thumbed a lift		
... ridden a horse		
... ridden in a horse and cart		

- 2 These words are in the texts. Translate them.

a gun a hearse a locust a tornado

- 3 Work in two groups.

Group A Read about **Tudor Bowen-Jones**.

Group B Read about **Josie Dew**.

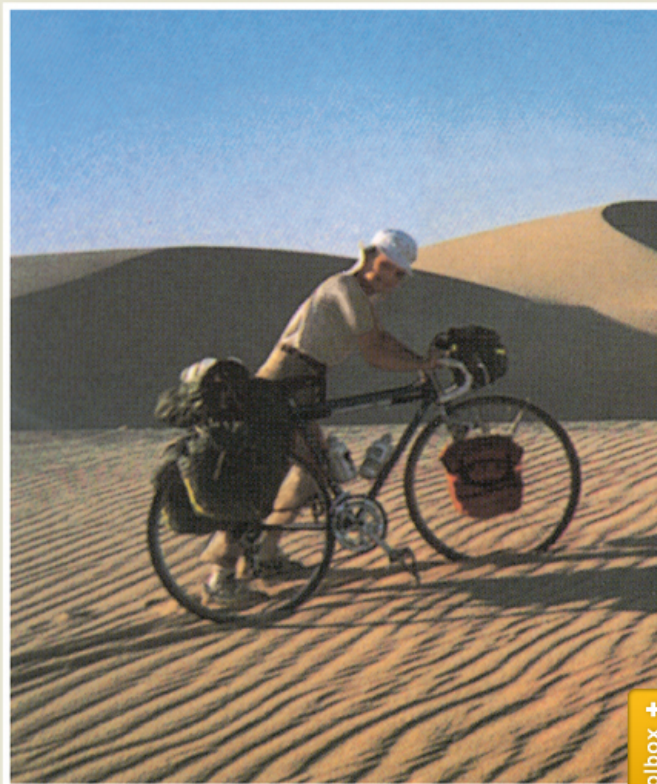
- 4 Answer the questions.

- Does he/she have a job?
- How does he/she like to travel?
- When did he/she start travelling?
- Which year did he/she go abroad for the first time?
- How many countries has he/she been to?
- Has he/she been to Egypt?
- Has he/she been to the USA?
- Has he/she ever been frightened? What happened?
- Tell your partner three more interesting things that have happened to him/her.
- What is he/she going to do next?

- 5 Find a partner from the other group. Compare Tudor and Josie, using your answers.

What do you think?

- Would you like to travel like Tudor or Josie? Why/why not?
- Do people cycle a lot or hitch-hike in your country? Why/Why not?
- What's your favourite way to travel? Why?



90th year doing what he loves best – hitch-hiking.

Tudor, a retired teacher from South Wales, has spent 60 years hitch-hiking all over the world. He is now on his seventh passport, and wants to be in Vienna when he turns 90. Tudor's first journey abroad was to France and Belgium in 1947. Now he likes to make two or three journeys a year. But he has never learned to drive.

Tudor says: 'I started hitch-hiking round Britain in the 1940s when I didn't have any money. It was the only way to travel. I've been to 40 countries, and I think it's an excellent way to visit places and meet people. People are usually very surprised when I tell them what I am doing!'

His journeys have taken him across Europe, the Middle East, and South America, and he has taken all kinds of interesting lifts. He has hitch-hiked with a horse and cart in Hungary, ridden a motorbike across Egypt, sat in the back of a hearse in France, and enjoyed the comfort of a Rolls-Royce in Germany. The longest he has waited for a lift is twelve hours.

Once a driver took out a gun. Tudor was frightened, but the driver cleaned the gun and put it back again! Tudor says that hitch-hiking is not dangerous, if you are careful.

He has made friends all over Europe. They come and visit him in his little home in Wales. 'I'm always going to hitch-hike,' Tudor says.



When **JOSIE DEW** was young, she fell out of a car, so she has never learned to drive.

She was still at primary school when she decided she wanted to travel. So when she was eleven, she decided to go for long bike rides, and cycled 40 or 50 miles every day.

Josie says: 'The only good thing about secondary school was cycling there and back. I left when I was 16. I love cooking, so I started a business. I cooked three-course meals, and delivered them by bike! In 1985, as soon as I had some money, I cycled to Africa and back.'

Josie has been to 40 countries and has had all kinds of interesting experiences. She has cycled through the Himalayan mountains in Nepal, then down into India. She has cycled through millions of locusts in the Moroccan desert. She has travelled through tornados in the USA. She was in Romania when someone killed President Ceaușescu. She wants to go to Egypt, but she hasn't been there yet.

She has sometimes travelled with friends, and even her mother, but she has often cycled alone. She had only one really frightening experience – a dog attacked her in Bulgaria.

In 1997 she hurt her knee very badly, so she started writing books about her journeys. She's written five books, and now she's on her bike again! At the moment she's planning to cycle around New Zealand.



Why did you leave?

Work with a partner.

1 Match the question words and answers.

What . . . ?	Nobody.
Where . . . ?	Because I needed a holiday.
When . . . ?	Last September.
Why . . . ?	Spain.
Who . . . ?	A suitcase.
How . . . ?	The small brown one.
Which . . . ?	It's mine.
Whose . . . ?	By boat.

Complete the questions to suit the answers.

2 Read the poem 'Why did you leave?'. It has lots of questions in it. Who do you think is asking the questions? Who is answering them? What is the poem about?

3 Discuss with your partner which words on the right best complete the lines of the poem. Read some verses aloud to the class.

4 **T 14.5** Listen to the poem. Compare your words. Do you think any of your ideas are better than those in the poem?

5 Write some more verses for the poem. Complete these lines.

Who did you meet? I met . . . Who did you meet? I met . . .
How can we help you? You . . . How can we help you? You . . .
What have you learned? I've learned . . . What have you learned? I've learned . . .

Read your verses to the class. Whose lines are most interesting?



Why did you leave?

When did you leave?

I left with the leaves, in ⁽¹⁾ _____, *summer/autumn*

When did you leave?

I left when the time was ⁽²⁾ _____. *right/early*

Where have you gone?

To a busy, crowded ⁽³⁾ _____. *village/city*

Where have you gone?

To a place where I'm not ⁽⁴⁾ _____. *alone/known*

What did you take?

Just clothes, and books of ⁽⁵⁾ _____. *recipes/poetry*

What did you take?

Mostly ⁽⁶⁾ _____, and hope. *photographs/memories*

How did you travel?

By ⁽⁷⁾ _____, by bus, and taxi. *plane/bicycle*

How did you travel?

On my own. I need to be ⁽⁸⁾ _____. *alone/busy*

Why did you leave?

Because I have ⁽⁹⁾ _____ up now. *got/grown*

Why did you leave?

Because ⁽¹⁰⁾ _____ must fly the nest. *cats/birds*

When are you coming home?

When I have become ⁽¹¹⁾ _____. *someone/rich*

When are you coming home?

I don't know. Just let me ⁽¹²⁾ _____. *sleep/go*

What do you think?

How old is the person in the poem? Where has he left? Where has he gone? What is he going to do? Do you think he will come back?

At the airport



1 What do you do at an airport? Read the sentences and put them in the correct order.

- | | |
|--|---|
| <input type="checkbox"/> You wait in the departure lounge. | <input type="checkbox"/> You check in your luggage and get a boarding pass. |
| <input type="checkbox"/> You board the plane. | <input type="checkbox"/> You go through passport control. |
| <input type="checkbox"/> You get a trolley for your luggage. | <input type="checkbox"/> You check the departures board for your gate number. |
| <input type="checkbox"/> You arrive at the airport. | |



2 **T 14.6** Listen to the airport announcements and complete the chart.



FLIGHT NUMBER	DESTINATION	GATE NUMBER	REMARK
BA 516	GENEVA	4	LAST CALL
SK			DELAYED
AF			NOW BOARDING GATE
LH			NOW BOARDING GATE
VS			WAIT IN LOUNGE



3 **T 14.7** Listen to the conversations. Who are the people? Where are they? Choose from these places.



- in the arrival hall
- in the departure lounge
- at the departure gate
- at the check-in desk



4 Complete each conversation with the correct question.

When can we see each other again?
 Did you have a good honeymoon?
 Did the announcement say gate 4 or 14?
 have you got much hand luggage?

- 1 A Listen! ... BA 516 to Geneva. That's our flight.
 B _____?
 A I couldn't hear. I think it said 4.
 B Look! There it is on the departure board. It *is* gate 4.
 A OK. Come on! Let's go.
- 2 A Can I have your ticket, please?
 B Yes, of course.
 A Thank you. How many suitcases have you got?
 B Just one.
 A And _____?
 B Just this bag.
 A That's fine.
 B Oh ... can I have a seat next to the window?
 A Yes, that's OK. Here's your boarding pass. Have a nice flight!



- 3 A Rod! Marilyn! Over here!
 B Hi! Judy! Great to see you!
 A It's great to see you too. You look terrific!
 _____?
 B Fantastic. Everything was fantastic.
 A Well, you haven't missed anything here.
 Nothing much has happened at all!
- 4 A There's my flight. It's time to go.
 B Oh no! It's been a wonderful two weeks.
 I can't believe it's over.
 A I know. _____?
 B Soon, I hope. I'll write every day.
 A I'll phone too. Goodbye.
 B Goodbye. Give my love to your family.



T 14.7 Listen and check. Practise the conversations with a partner.

5 Work with a partner. Make more conversations at each of the places.

Phonetic symbols

Consonants

1	/p/	as in	pen /pen/
2	/b/	as in	big /bɪg/
3	/t/	as in	tea /ti:/
4	/d/	as in	do /du:/
5	/k/	as in	cat /kæt/
6	/g/	as in	go /gəʊ/
7	/f/	as in	four /fɔ:/
8	/v/	as in	very /'veri/
9	/s/	as in	son /sʌn/
10	/z/	as in	zoo /zu:/
11	/l/	as in	live /lɪv/
12	/m/	as in	my /maɪ/
13	/n/	as in	near /nɪə/
14	/h/	as in	happy /'hæpi/
15	/r/	as in	red /red/
16	/j/	as in	yes /jes/
17	/w/	as in	want /wɒnt/
18	/θ/	as in	thanks /θæŋks/
19	/ð/	as in	the /ðə/
20	/ʃ/	as in	she /ʃi:/
21	/ʒ/	as in	television /'telɪvɪʒn/
22	/tʃ/	as in	child /tʃaɪld/
23	/dʒ/	as in	German /'dʒɜ:mən/
24	/ŋ/	as in	English /'ɪŋɡlɪʃ/

Vowels

25	/i:/	as in	see /si:/
26	/ɪ/	as in	his /hɪz/
27	/i/	as in	twenty /'twenti/
28	/e/	as in	ten /ten/
29	/æ/	as in	stamp /stæmp/
30	/ɑ:/	as in	father /'fɑ:ðə/
31	/ɒ/	as in	hot /hɒt/
32	/ɔ:/	as in	morning /'mɔ:nɪŋ/
33	/ʊ/	as in	football /'fʊtbɔ:l/
34	/u:/	as in	you /ju:/
35	/ʌ/	as in	sun /sʌn/
36	/ɜ:/	as in	learn /lɜ:n/
37	/ə/	as in	letter /'letə/

Diphthongs (two vowels together)

38	/eɪ/	as in	name /neɪm/
39	/əʊ/	as in	no /nəʊ/
40	/aɪ/	as in	my /maɪ/
41	/aʊ/	as in	how /haʊ/
42	/ɔɪ/	as in	boy /bɔɪ/
43	/ɪə/	as in	hear /hɪə/
44	/eə/	as in	where /weə/
45	/ʊə/	as in	tour /tʊə/

