

3 Work in pairs. Identify six types of food from exercise 1 in the photos above. Use the phrases below to help you.

It looks like ... I think it's ... That's definitely ...
I agree. / I disagree. / I'm not sure about that.

LEARN THIS! Countable and uncountable nouns

- a Countable nouns can be singular or plural:
strawberry strawberries
- b Uncountable nouns only have a singular form:
pasta cheese bread

4 Read the **Learn this!** box. Then add the words in exercise 2 to the table below.

Countable nouns	Uncountable nouns
apples,	beef,

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5 Look at the breakfast menu below. Which five nouns in the menu are countable? How do you know?

breakfast

- cereal
- tea
- eggs
- coffee
- pancakes
- hot chocolate
- yoghurt
- milk
- toast (butter, jam, honey)
- apple juice
- cakes
- orange juice
- bananas
- water
- oranges

caf  menu

6 **2.17** Check your answers to exercise 5. Then, listen and repeat the words in the menu.

7 **SPEAKING** Work in pairs. Ask and answer questions about the food in exercises 2 and 5. Find three things you both really like.

I really like olives. What about you?

Me too!

It's / They're OK.

I don't like it / them.

8 **2.18** Listen to four people talking about meals. Which question (a–e) is each speaker answering? There is one extra question.

- a What do you have for breakfast and when do you have it?
- b What do you usually have for lunch during the week?
- c What do you have for lunch at weekends?
- d What are your favourite dinners and who cooks them?
- e What do you usually order when you have dinner in a caf ?

Speaker	1	2	3	4
Question				

RECYCLE! Articles

Indefinite article: We use *a* or *an* with singular (countable) nouns. We use *some* with plural nouns.

Definite article: We use *the* with singular and plural nouns. We often use the indefinite article when we mention something for the first time and the definite article when we mention it again.

We've got some olives and a melon. The melon is on the table, the olives are in the fridge.

9 Read the **Recycle!** box. Complete the sentences with *a*, *an*, *the* or *some*.

- Speaker 1** He usually cooks meat, fish or pasta – I think my favourite is ¹_____ fish. My other favourite dinner is my mum's home-made pizza. It's mainly cheese and tomato, but she puts ²_____ olives on it too.
- Speaker 2** There's ³_____ caf  and ⁴_____ restaurant in our village, but ⁵_____ restaurant is quite expensive, so we usually go to the caf . The burgers at ⁶_____ caf  are great: they're really big and they come with lots of chips.
- Speaker 3** I have ⁷_____ sandwich and ⁸_____ crisps. Sometimes I'm still hungry after ⁹_____ sandwich and ¹⁰_____ crisps, so I buy ¹¹_____ orange or ¹²_____ banana.
- Speaker 4** I usually have breakfast, but it's just ¹³_____ small cake; I eat it on the bus to school.

10 **2.18** Listen again and check your answers to exercise 9.

11 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8.

What do you have for breakfast and when do you have it?

I usually have ...

there is / there are; some and any

I can use there is / are and some / any correctly.



- Look at the food in the photo. Do you think this person has a healthy diet? Why? / Why not?
- Work in pairs. Read the text and answer the two questions at the end.

Madison is a student in London. In this photo, you can see the food she buys every week. She tries to choose healthy food. There's some meat and some fish. There are some vegetables too. For snacks, there are some crisps, but there aren't any biscuits or sweets and there isn't any chocolate. There aren't any ready meals because there isn't a microwave in her flat! Now compare this with the food you eat at home every week. Is there a big difference? Are there any things your family and Madison both buy?

- Complete the table with the correct verb forms. Use the text to help you.

Singular: <i>there is</i>	Plural: <i>there are</i>
Affirmative	Affirmative
There's a melon.	³ _____ some tomatoes.
Negative	Negative
¹ _____ a cucumber.	⁴ _____ any prawns.
Interrogative	Interrogative
² _____ a melon? Yes, there is. / No, there isn't.	⁵ _____ any peas? Yes, there are. / No, there aren't.

- Look at the photo in exercise 1 again. Complete the sentences below with *there's*, *there are*, *there isn't* or *there aren't*.

- _____ some apples.
- _____ a lettuce.
- _____ a pizza.
- _____ three peppers.
- _____ any lemons.
- _____ a big bottle of water.
- _____ any bananas.

LEARN THIS! *some and any*

- We use *some* and *any* with plural countable nouns and uncountable (singular) nouns.
We've got some olives and some bread.
- We use *some* in affirmative sentences.
There isn't any cheese. There aren't any eggs.
Is there any beef? Are there any mushrooms?

- Read the **Learn this!** box. Then find all the examples of *some* and *any* in the text in exercise 2. Are the nouns countable or uncountable?

- Complete the sentences with *some* or *any*.

- I can't see _____ butter on the table.
- There aren't _____ prawns in the salad.
- I always have _____ crisps with my lunch.
- Have we got _____ rice in the cupboard?
- I'm making _____ pasta. Are you hungry?
- Are there _____ mushrooms on the pizza?

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- Complete the text with the words below.

any (x3) are aren't is isn't (x2) some (x2)

There ¹ _____ a food market every Thursday morning in my village. I always get there early because after 10 o'clock in the morning, there ² _____ ³ _____ bread! I always buy ⁴ _____ vegetables, and I usually get ⁵ _____ chicken too. There ⁶ _____ ⁷ _____ fish, but that's OK because I don't like fish. The other food depends on the seasons. For example, in winter, there ⁸ _____ ⁹ _____ tomatoes. But there ¹⁰ _____ always lots of potatoes! I love the market.

- SPEAKING** Work in pairs. Student A: Look at the picture below. Student B: Look at the picture on page 142. Find three differences between the pictures. Ask and answer questions using *Is there ... ? / Are there ... ?*

Is there any cereal?

No, there isn't.

Are there ... ?



What a waste!

I can identify and understand unstressed words.

- 1 **SPEAKING** Work in pairs. Describe the photo. Use the words below to help you.

verbs not need throw away

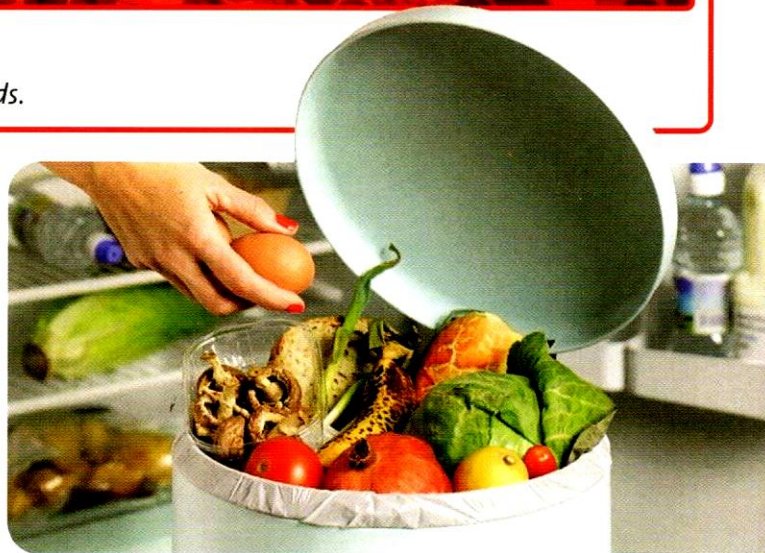
nouns egg fruit rubbish bin vegetables

adjectives fresh old

- 2 Complete the text about freeganism with the words below. Do you find any of the information surprising?

angry clothes food fruit hungry

meal rubbish bin shape



FREEGANISM

In the UK, we throw away seven million tonnes of ¹ _____ and drink every year. Supermarkets throw away food that is past its sell-by date, and they also throw away ² _____ and vegetables that are the wrong ³ _____ or size! We also waste a lot of food at home because we buy too much, or cook too much for a ⁴ _____. And 35% of school lunches go straight into the ⁵ _____ too!

Freegans are very ⁶ _____ about this. They try not to waste anything. They collect good food that supermarkets throw away, and they eat it or give it to people who are ⁷ _____. Freegans recycle and reuse other things too – for example, ⁸ _____ and furniture. They want to change the way we live.

LEARN THIS! Unstressed words

a We usually stress the important 'content words' in sentences (e.g. nouns, names, main verbs, adjectives, question words).

Tom is in the kitchen.

Where is the *knife*?

b Less important 'functional words' are often unstressed (e.g. prepositions, modal verbs, articles, conjunctions, the verb *be*, pronouns, possessive adjectives).

c The vowel sound in unstressed words sometimes changes to a schwa sound /ə/.

/frɒm/ > /frəm/

- 3 **2.19** Read the **Learn this!** box. Listen and underline the 'content words' in these sentences.

- Where's the bread?
- Can you pass me the salt?
- Dan is in the café.
- His sister, Sophie, can cook.
- What's the name of this song?
- Sushi is from Japan.

Listening Strategy

Unstressed words can be difficult to catch in natural speech. Being able to recognise the unstressed form of words will help you to understand them when you hear them.

- 4 **2.20** Read the **Listening Strategy**. Then listen. How are the italicised unstressed words pronounced?

- | | |
|-------------------------------|---------------------------------|
| 1 Pizza's <i>from</i> Italy. | 5 I'm going <i>to</i> the café. |
| 2 Here <i>are</i> two apples. | 6 salt <i>and</i> pepper |
| 3 Where's <i>your</i> cup? | 7 Here's <i>some</i> cheese. |
| 4 I <i>can</i> help you. | 8 This apple is <i>for</i> you. |

- 5 **2.21** Listen to an interview with a freegan. Only one of these sentences is correct. Which one?

- Adam eats food from rubbish bins outside shops.
- Adam gives food to homeless people.
- Adam doesn't like spending money on food.

- 6 **2.22** Listen and complete the sentences. How many unstressed words are there in each gap?

- Adam _____ freegan _____ Luton _____ UK.
- _____ collects food _____ supermarkets _____ restaurants.
- _____ collects _____ food three _____ four times _____ week.
- _____ collect _____ food _____ dark.
- _____ Adam's friends _____ freegans.
- _____ never come _____ house _____ meal.

- 7 **2.21** Listen to the interview again. Are the sentences in exercise 6 true or false?

- 8 **SPEAKING** Work in pairs. Say if you agree or disagree with the statements below. Give reasons for your opinions.

- Freeganism is disgusting.
- Freeganism isn't safe.
- Freeganism is a good idea.
- Freegans should buy food, not take it.
- Shops and restaurants should throw away less food.

I agree / don't agree that ...

how much / how many, much / many / a lot of, a few / a little

I can talk and ask about quantity.



1 **2.23** Read and listen to the dialogue. What does Jim want to make? What ingredients does he need?

- Sophie** What are you doing, Jim?
Jim I'm looking for ingredients. How much flour have we got? How many carrots are there?
Sophie There's a little flour in the cupboard, and there are a few carrots in the fridge.
Jim Good. ... Oh, dear. There isn't much sugar in the bowl. And we haven't got many eggs.
Sophie What do you need them for?
Jim I want to make a carrot cake.
Sophie But you can't cook!
Jim Yes, I can. That isn't very nice!
Sophie Sorry. Look, there's a lot of sugar in the cupboard. And three eggs are enough.
Jim Great ... Oh, hang on. There's only one carrot in the fridge. Can I use a pepper instead?
Sophie I really don't think so!

2 Read the **Learn this!** box. Underline the examples of *how much*, *how many*, *much*, *many* and *a lot of* in the dialogue.

LEARN THIS! *how much / how many, much / many / a lot of*

- a** We use *how much* ... ? with uncountable nouns.
How much rice is there?
b We use *how many* ... ? with countable nouns.
How many onions have we got?
c We usually use *a lot of* in affirmative sentences.
There's a lot of butter. There are a lot of bananas.
d We use *a lot of*, *much* and *many* in negative sentences.
There's isn't much butter. / There's isn't a lot of butter.
There aren't many bananas. / There aren't a lot of bananas.

3 Complete the questions with *How much* and *How many*.

- _____ students are there in class today?
- _____ time do you spend on homework every day?
- _____ money do you spend every week?
- _____ DVDs have you got?
- _____ housework do you do every week?

4 SPEAKING In pairs, take turns to ask and answer the questions in exercise 3.

How much time do you spend on homework every day?

About an hour.

5 Circle the correct answers. Sometimes two answers are possible.

- We've got **much / many / a lot of** bread.
- There aren't **much / many / a lot of** books in my bag.
- I've got **much / many / a lot of** friends.
- There isn't **much / many / a lot of** milk in the fridge.
- I haven't got **much / many / a lot of** homework this week.
- I need **much / many / a lot of** help with this exercise.

6 Read the **Learn this!** box. Find an example of *a little* and an example of *a few* in the dialogue in exercise 1.

LEARN THIS! *a little and a few*

- a** We use *a little* with uncountable nouns.
We've got a little butter.
b We use *a few* with countable nouns.
There are a few onions.

7 Complete the sentences with *a little* or *a few*.

- There's _____ time before the end of the lesson.
- I've got _____ posters in my bedroom.
- There are _____ students in the gym.
- 'Would you like some pizza?' 'Just _____, please.'
- We need _____ prawns for this recipe.

8 Write six sentences about the picture, three true and three false. Use *a lot of*, *a few*, *a little*, *not much* and *not many*.

There aren't many ... There's a little ...
 There are a lot of ... There are a few ...



9 SPEAKING Work in pairs. Take turns to read your sentences to your partner. Correct your partner's sentences.

There isn't much ...

That's true.

There are a few ...

That's false. There are a lot of ...

Adjective + preposition

I can use adjective + preposition collocations.

- 1 **SPEAKING** Work in pairs. How many foods can you identify in the photo?

JUNK FOOD ADVERTISING

What can we do about junk food adverts for children? The World Health Organisation (WHO) believes that junk food adverts are responsible for a lot of obesity in children. It is very worried about this problem.

American children are used to food and drink adverts on TV. The average teenager watches sixteen every day! But now the food companies are also making computer games with junk food adverts. These games are very popular with children. The adverts are usually for food that is full of fat and sugar, for example burgers, biscuits, sweets and fizzy drinks. Most children are very keen on these foods, but of course they are bad for you. And after they watch the adverts, the children eat on average 45% more junk food.

The food industry says that this is not a problem. The WHO is disappointed with this attitude, because obesity in children is increasing every year. The WHO wants to ban junk food advertising for children in all countries. In Quebec, Sweden and Norway, they are already banned. What do you think?

- 2 Read the text. One of these sentences is not true. Which one?

- After children watch adverts for junk food, they eat more of it.
- Junk food companies say that there is a problem.
- In some countries they don't have any TV adverts for junk food.

- 3 Do you agree with the WHO that we should ban junk food adverts? Why? / Why not?

LEARN THIS! Adjective + preposition

We use prepositions with some adjectives:

I'm *good at* maths but I'm *bad at* art.

I'm *interested in* history.

France is *famous for* cheese.

- 4 Read the **Learn this!** box. Then find the adjectives below in the text and write the prepositions that follow them.

- | | |
|---------------------|----------------------|
| 1 responsible _____ | 5 full _____ |
| 2 worried _____ | 6 keen _____ |
| 3 used _____ | 7 bad _____ |
| 4 popular _____ | 8 disappointed _____ |



- 5 **DICTIONARY WORK** Look at the example sentences in these dictionary entries. Identify the prepositions that are used with the adjectives.

afraid /ə'freɪd/ **adjective** If you are **afraid** of something, it makes you feel fear: *Some people are afraid of snakes.*
 ◇ I was afraid to open the door.
 I'm afraid ... a polite way of saying that you are sorry: *I'm afraid I've broken your calculator.* ◇ I'm afraid that I can't come to your party.

kind² /kaɪnd/ **adjective** (*kinder, kindest*) friendly and good to other people. *'Can I carry your bag?'* 'Thanks. That's very kind of you.' ◇ Be kind to animals.
 ⇨ OPPOSITE **unkind**

- 6 Complete the sentences. Use the prepositions and adjectives below.

at in of to with

- Are you interested _____ photography?
 - Jason loves football, but he isn't very good _____ it.
 - Kate is disappointed _____ her exam results.
 - Tom is afraid _____ dogs.
 - You should be kind _____ your little sister.
- bad kind popular used worried
- Are you _____ about your exams?
 - RnB music is _____ with a lot of teenagers.
 - Fizzy drinks and sweets are _____ for your teeth.
 - I've got a new phone, but I'm not _____ to it yet.
 - It was _____ of you to help with my homework.

- 7 Complete the questions with the correct preposition.

- Which subjects at school are you good _____?
- Which subjects at school are you bad _____?
- Outside school, what are you interested _____?
- What foods do you like that are bad _____ you?
- What foods do you like that are good _____ you?
- What food is your country famous _____?

- 8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

Which subjects at school are you good at?

I'm good at ...

Unusual restaurants

I can understand a text about unusual restaurants.

1 Look at the photos of the restaurants (1–4). In which restaurant ...

- can you see water above the tables?
- can you see fish and water around the tables?
- do the customers sit in hammocks, not chairs?
- is it very dangerous to leave the table?

2 **SPEAKING** Work in pairs. Would you like to eat in these restaurants? Why? / Why not? Choose a favourite.

3 Read the text. Match the names of the restaurants to the photos. What other restaurants are in the text but not in the photos?

Reading Strategy

When you have to complete sentences with information from a text, start by deciding which part of the text contains the information you need. Remember that the sentences follow the same order as the text.

4 Read the Reading Strategy. Then read the sentences below, ignoring the gaps. In which paragraph of the text (A–D) can you find the information for each sentence?

- It is difficult for restaurants in big cities to attract _____. (1 word)
- A 'gimmick' is something to make your restaurant _____. (1 word)
- At Ithaa, you can have dinner at a table below the _____. (2 words)
- You can experience Dinner in the Sky in 45 different _____. (1 word)
- In Accra, you can have a meal inside an _____. (1 word)
- At B.E.D. in Miami, there aren't any tables or _____. (1 word) for the customers.
- At Zauo, the customers don't order their fish, they _____. (2 words)

A Competing for customers

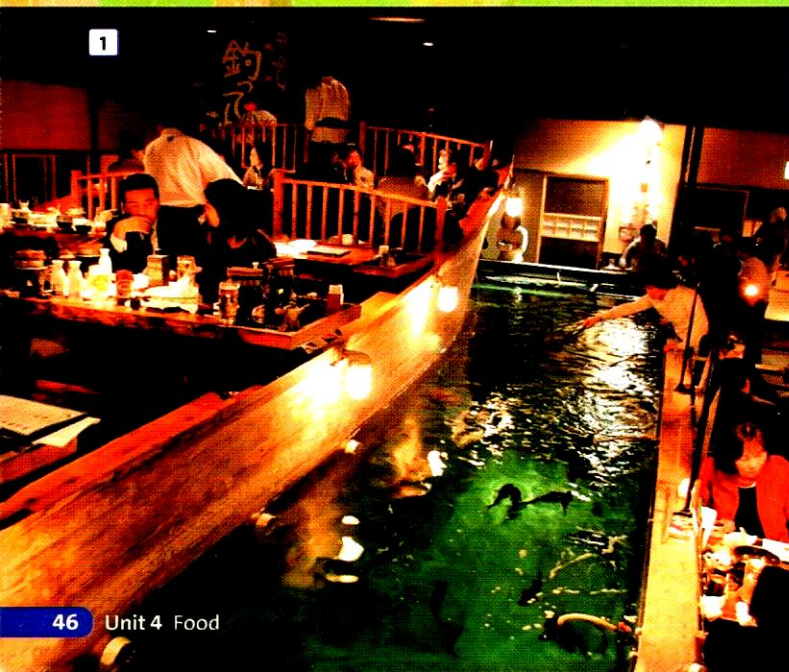
There are hundreds of restaurants in every big city. Often they serve similar food at similar prices – so how do they attract **customers**? Most restaurants try to offer good food and great **service** – and they hope customers come back again and again. But some restaurants offer a gimmick – something unusual to make their restaurant different from all the others.

B Location, location, location

Sometimes the gimmick is the restaurant's location. El Diablo, on the Spanish island of Lanzarote, is on a volcano. The **chef** uses heat from the volcano to cook the food. Or how about an underwater restaurant? At Ithaa, a restaurant in the Maldives, you can have dinner five metres below the Indian Ocean and watch sharks and turtles while you eat. Or you can go to the other extreme and choose Dinner in the Sky. Here, customers enjoy their meal at a special table 50 metres in the air. The company has restaurants in 45 different countries. It's an amazing experience – but don't drop your **knife** or **fork**!

2.24

Out OF THE ORDINARY



5 Complete the sentences in exercise 4 with information from the text. Write one or two words in each gap.

6 **VOCABULARY** Complete the definitions using the highlighted words in the text.

- 1 *Service* is the help and attention you get in a restaurant.
- 2 _____ are people who pay to eat in a restaurant.
- 3 You use a _____ to cut food on your plate.
- 4 You use a _____ to hold the food while you cut it.
- 5 You can use a _____ to carry a lot of drinks at the same time.
- 6 A _____ cooks the food in a restaurant or café.
- 7 The _____ is a list of the food and drink you can order.
- 8 A _____ serves customers in a restaurant.

7 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 On what occasions do people generally eat out in your country?
- 2 What kinds of restaurant are there in your town?
- 3 Is the service good there, do you think?
- 4 How often do you eat out?
- 5 What kind of food do you like to eat when you eat out?

8 **PROJECT** Work in pairs. Invent a restaurant. Then describe your restaurant to the class. The class votes for the best one. Think about:

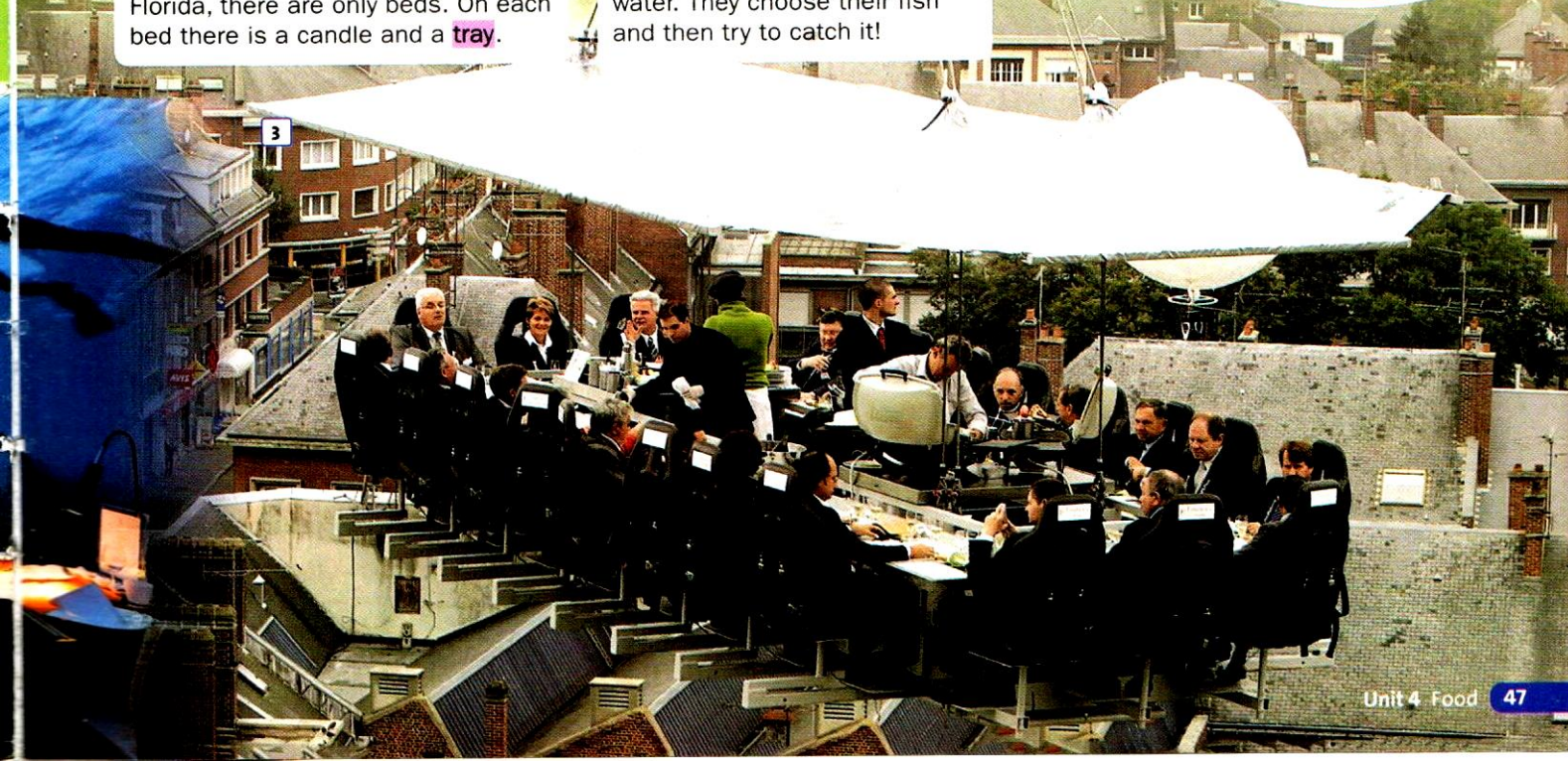
- how to attract customers.
- the location.
- what kind of food you can order there.
- a gimmick.

C Are you sitting comfortably?

People often complain about the seats in aeroplanes: they're uncomfortable and there isn't enough space. So surely a restaurant inside an aeroplane is a bad idea. Well maybe not. In Accra, the capital of Ghana, you can have lunch or dinner inside an old DC-10 aeroplane. The **waiter** brings your food and drink on a trolley! Other restaurants offer extra comfort. At the Hammock Café in Sri Lanka, there are hammocks instead of chairs. And at B.E.D. in Miami, Florida, there are only beds. On each bed there is a candle and a **tray**.

D Work for your food

People go to restaurants to eat, chat with their friends and relax. But some restaurants ask their customers to work for their food. Zauo is a popular restaurant in Tokyo, Japan. It is a fish restaurant, but the customers do not order their fish from the **menu** – they have to catch it. Inside the restaurant, all of the tables are on an artificial boat, with water all around. There are different fish in different parts of the water. They choose their fish and then try to catch it!



In a restaurant

I can order food and drink in a restaurant.



- 1 **SPEAKING** Describe the photo. What are the people doing? What are they saying, do you think? Use the words below to help you.

look at menu order (verb) restaurant
sit table waiter write

menu

Starters

Red pepper soup • Thai prawn salad • Mushroom pâté

Main courses

Roast beef or lamb • Fish and chips • Vegetable pie

Desserts

Ice cream • Fruit salad • Chocolate cake

- 2 **2.25** Read and listen to the dialogue. Complete the dialogue with the food that they order from the menu.

Waitress Hi. Are you ready to order?

Woman Yes, we are. I'd like the ¹ _____ to start, please.

Waitress And for your main course?

Woman ² _____.

Waitress Fish and chips. Thank you. And for you, sir?

Man I'd like the ³ _____ to start, please. Followed by the ⁴ _____.

Waitress Thank you. Would you like anything to drink?

Man Can I have an ⁵ _____, please?

Waitress Of course.

Woman The same for me, please.

Waitress So that's two orange juices. Thank you.

- 3 Read the Learn this! box. How many examples of *would like* (affirmative or interrogative) can you find in the dialogue in exercise 2?

LEARN THIS! *would like*

a We use *I'd like ...* to ask for something in a polite way.
I'd like some milk, please.

b We use the question form *Would you like ... ?* for offers:
Would you like a sandwich?

- 4 **SPEAKING** Work in groups of three. Act out the dialogue in exercise 2, but order different food and drinks.

- 5 **2.26** Listen to dialogues 1–4 between the two customers and the waitress from exercise 2. In which dialogue or dialogues do the customers ...

- a ask for the menu? ____ and ____
b order / ask for food or drink? ____ and ____
c ask for the bill? ____

- 6 **2.26** **KEY PHRASES** Listen again and complete the phrases. Who says them? Write W for the waiter or C for a customer.

Ordering food and drink

Can we have a table ¹ _____, please?

Can ² _____ the menu, please?

Is everything ³ _____ you?

⁴ _____ some water, please.

And ⁵ _____, madam?

⁶ _____ you _____ a coffee or a tea?

⁷ _____ have the bill, please?

⁸ _____ include service?

⁹ _____ leave a tip.

LOOK OUT!

Drinks are usually uncountable, but they can be countable when we mean 'a cup / glass of ...'.

(uncountable) I don't drink coffee.

(countable) Would you like a coffee? (= a cup of coffee)

We can't do this with food words. We use partitives like 'a bowl of', 'a packet of', etc.

I'd like a bowl of soup.

➔ **Vocabulary Builder** Partitives: page 119

- 7 Read the Look out! box. Find a countable noun in the dialogue that can also be uncountable. Is it food or drink?
- 8 **SPEAKING** Work in groups of three: two customers and a waiter. Look at the menu below. Then prepare a dialogue in which you do three of the following:
- Ask for bread.
 - Order a dessert.
 - Order drinks.
 - Ask for the bill.
 - Ask for the dessert menu.

menu

STARTERS

Pea soup ■ Bread and butter ■ Cheese and tomato salad

♦

MAIN COURSES

Roast chicken ■ Sausages and mashed potato ■ Vegetable pasta

♦

DESSERTS

Pancakes ■ Fruit salad ■ Chocolate cake

♦

DRINKS

Apple juice ■ Hot chocolate ■ Tea or Coffee

- 9 **SPEAKING** Act out your dialogue to the class. Use key phrases from exercise 6 and try not to read from your script.

An invitation

I can write an invitation.



Dear Zak,
It's my birthday next week and I'm having a party to celebrate it. We're going to the beach for a BBQ on Sunday afternoon. That's the 16 August. Would you like to join us? If the weather is fine, bring your swimsuit and a towel. Can you also please bring a few sausages or burgers and some bread rolls for the BBQ?
Put it in your diary!

Love,
Emily x



Hi Denise,
I'm planning a sleepover at my house on Saturday 18 January. Can you come? I'm inviting Laura too, so it should be great fun. Can you please bring some DVDs? I know you've got some good horror and sci-fi movies. My DVDs are all really old!
Come about 6 and you can eat with us too, if you like. Hope you can come. Let me know!
Take care.
Lisa :)

Dear Martha,
Our exams finish at the end of June and I'm having a party to celebrate. It's at the village hall here in Greenwood. I'm inviting everyone in our school year. I'm organising the music, but everyone has to bring something to eat and drink. Can you bring some fruit – maybe some grapes or strawberries?
Hope you can make it.
Love,
Kaylee

4 Read the Writing Strategy. Then check the invitation below and find four mistakes for each category mentioned.

Hi Anna,
I having a party at my hose on 16 Febuary to celebrate my birthday. I'm inviting all my friends so it should be grate fun. You don't have to take any food or drink, but can I please lend your speakers? I've got a lot of music on my MP3 player, but I hasn't got some speakers.
A party starts at 6 p.m. but can you please take the speakers a few hours before that – in the afternoon? Let me now if you can go.
Take care,
Sally

5 Write an informal invitation for one of the occasions below. Include the following information:

- Say why you are holding the party / event.
- Say when and where the party / event is (day, date and time).
- Say what the person you are inviting should do or bring with them.
- Remind them to confirm if they are coming or not.

Christmas Halloween New Year's Eve
the end of the exams the end of the school year
your birthday

➔ Vocabulary Builder Parties and celebrations: page 119

1 Read the invitations (1–4) and match one of them with the photo. Which invitation is formal?

2 Find the following information for each invitation:

- the event
- the date and time
- the place

3 KEY PHRASES Complete the phrases with the words below. They are all in the invitations in exercise 1.

bring can celebrate diary hope
join know make planning

Invitations

I'm having a party to ¹_____ my birthday.
I'm ²_____ a sleepover.
Would you like to ³_____ us?
Can you ⁴_____ some food?
Put it in your ⁵_____!
I ⁶_____ you can come. Let me ⁷_____!
Hope you ⁸_____ ⁹_____ it.
RSVP

Writing Strategy

When you have finished writing, check your work carefully for mistakes. Read once for grammar, once for choice of vocabulary and once for spelling.

CHECK YOUR WORK

- Have you ...
- used some key phrases from exercise 3?
 - checked the grammar?
 - checked your choice of vocabulary?
 - checked the spelling?

Reading

Strategy

Read the whole text, ignoring the gaps. Then look at the sentences. What is each one about: a person, a place, etc.? Try to find information about these things in the text.

- 1 Read the **Strategy**. Complete the table with the words below.

airport chef curry dish guest peas restaurant
restaurant owner sausage scientist sight smell sound
sweetshop taste touch TV presenter university

people	places	food	the senses
TV presenter	airport	curry	sight

- 2 Match gaps (1–7) in the text with sentences (A–H). There is one extra sentence which does not fit any of the gaps.

- A For one TV series, he made lots of very large items of food.
B Then there's a fifth one at Heathrow Airport.
C Blumenthal is a British chef and restaurant owner.
D His food always feels interesting when you eat it.
E Or a big sausage with fish, chips and peas inside it?
F I know that the right sound can help food taste better.
G I feel like a child in a sweetshop.
H Yes, he sometimes uses sounds with his dishes.

Blumenthal's Big Ideas about Food

Would you like some chicken curry ice cream for dinner? ¹___ How about a house more than one metre tall made of sweets, biscuits and chocolate for dessert? These are some of the amazing dishes that Heston Blumenthal makes.



²___ He's famous for making very interesting meals. He believes food is fun. 'When I think of a new idea for a meal,' he says, 'I get really excited. ³___ I want guests in my restaurants to feel the same way.'

Blumenthal has lots of restaurants. There's one in London and three more in a town called Bray in the south of England. ⁴___ His restaurants aren't cheap, but his dishes are very special. He takes ideas from many different places and has particular interests in the history of food and the science of food.

Blumenthal's meals don't only taste fantastic, they look, smell, feel and sound amazing too. They sound amazing? Really? ⁵___ The Sound of the Sea, for example, is a seafood soup of fish and prawns served with an i-Pod. Guests can listen to the sound of the sea, seabirds and children's voices as they enjoy their soup. Blumenthal says, 'I did some tests with scientists at Oxford University. ⁶___'

As well as running five restaurants, Blumenthal is a food writer, chef and TV presenter. ⁷___ He made the world's biggest boiled egg and a teacup he could stand in. What will he think of next?

Listening

Strategy

Sometimes the wrong answers include words from the recording or have a similar meaning to what is said. To help you choose the right answer, think carefully about the meaning of the options, including the grammar, e.g. is the sentence affirmative or negative?

- 3 Read the **Strategy**. Do these pairs of sentences mean the same (S) or different (D) things? Write S or D.

- 1 She doesn't have many hats.
She doesn't have a lot of hats. _____
- 2 There are a few DVDs.
There aren't many DVDs. _____
- 3 I'm not watching TV.
I never watch TV. _____
- 4 He's keen on fizzy drinks.
He doesn't like fizzy drinks. _____
- 5 That isn't kind.
That's unkind. _____
- 6 I need that pen.
I need a pen. _____

- 4 2.27 Listen to four short recordings. Choose the correct answer (A–D).

- 1 What are Tina and Emmy both wearing?
A jeans
B a long-sleeved top
C trainers
D a dress
- 2 What does the presenter say about the Bath Farmer's Market?
A There are lots of places to buy clothes.
B It's a food festival.
C A festival is happening there at the moment.
D There aren't many cakes at the market.
- 3 What does the girl need?
A some old T-shirts
B a new T-shirt
C a patterned T-shirt
D a plain T-shirt
- 4 What does James decide to have for lunch?
A a cheese sandwich
B cold pasta, cheese and red pepper
C tomato and red pepper soup
D pasta and prawns

Use of English

Strategy

After completing the gaps in a gap fill task, check that you have put the right kind of word (e.g. noun, verb, adjective) in each gap.

5 Read the Strategy. In sentences 1–7 below, write a word which can complete each gap. Then match the word to the correct part of speech below.

adjective adverb article noun preposition verb

- 1 I never _____ magazines.
- 2 There's an apple in the _____.
- 3 He's worried _____ Millie.
- 4 My sister _____ helps me.
- 5 It's a _____ fashion company.
- 6 I need _____ dictionary.

6 Read the text and add ONE missing word in each gap.

Upcycling

Like most people, I know that recycling is good ¹ _____ the environment. When I throw plastic, paper, metal or glass ² _____, I always put it in the recycling box. I ³ _____ put it in the rubbish bin. These days I'm interested ⁴ _____ upcycling too. That's when you take things that people don't want and make them useful again. ⁵ _____'s a shop in my town called 'The Green House'. It sells lots ⁶ _____ fantastic upcycled furniture. ⁷ _____ woman who owns the shop upcycles old chairs. She paints them in different colours and they look amazing. I try ⁸ _____ upcycle clothes when I can. I make T-shirts from old long-sleeved tops, for example, and I'm good ⁹ _____ using old jumpers to make scarves. At the moment, my friend and I ¹⁰ _____ making a pair of trousers from an old Indian skirt.

Speaking

Strategy

To help you role-play different situations, learn pairs of sentences which go together.

7 Read the Strategy. Match answers A–E with questions 1–5.

- 1 Can we have a table for two, please?
 - 2 I'd like the crab to start, please.
 - 3 Is everything OK for you?
 - 4 And for you, madam?
 - 5 Would you like coffee?
- A Yes, thank you. It's very good.
 B No, thanks.
 C Certainly. And for your main course?
 D I'd like the chocolate cake, please.
 E Yes, of course. Come with me.

8 Work in pairs or in groups of three.

Students A and B: You are customers. Look at the menu and follow the points below.

Student C: You work at the restaurant. Serve the customers.

- Ask for a table
- Ask for the menu
- Order a main course, and a starter or a dessert
- Ask for the bill

The International Kitchen
menu

STARTERS



Thai
Crab
Soup



Italian
Salad

MAIN COURSES



Indian
Meat
Curry



Japanese
pizza

DESSERTS



Turkish Sweets



French Fruit Ice



Russian Honey Cake

Writing

Strategy

When you finish writing, check your work to make sure no little words like *a*, *to* or *for* are missing.

9 Read the Strategy. Add one missing word below to each line.

'm it to (x2) with

- 1 We're planning a party celebrate New Year.
- 2 Bring some DVDs you.
- 3 I organising a film evening.
- 4 Would you like join us?
- 5 Hope you can make!

10 You are studying fashion. It's the end of term next week. Write an invitation for your end-of-term fashion party. Include the information below.

- why you are having the party
- when and where it is
- what you want the person you're inviting to wear
- what you want them to bring with them

5

In the city

5A

Vocabulary

Places

I can describe places in a city.

Unit map

Vocabulary

Places in towns and cities
Prepositions of place
Town and country
Transport

Word Skills

Words that go together

Grammar

Comparatives
Superlatives

Listening

Town or country?



Reading

Unusual cities



Speaking

Asking for and giving directions



Writing

An article

Culture 5

New York



Vocabulary Builder page 119

Grammar Builder page 132

Grammar Reference page 133



1 **SPEAKING** Work in pairs. Match the photos (1–5) with five of the places in the list below.

Places in towns and cities

- ✓ airport bank bus station car park church cinema fire station gym
hospital hotel library mosque museum park police station post office
shopping centre square swimming pool town hall train station zoo

2 **2.28** Listen and repeat all the places in exercise 1.

3 **2.29** Listen. Where are the people? Choose from all the places in exercise 1.

- 1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____ 8 _____

4 Answer the questions using places from exercise 1.

Where do people go to ...

- 1 report a crime? _____
- 2 do some exercise? _____
- 3 catch a train? _____
- 4 buy some new clothes? _____
- 5 see some animals? _____
- 6 play football or have a picnic? _____
- 7 leave their car? _____
- 8 see a doctor? _____
- 9 change pounds into dollars? _____
- 10 borrow a book? _____

5 Work in pairs. Complete the gaps in the quiz using words from exercise 1.



1 This is a photo of the Blue _____. Where is it?

- a Cairo b Baghdad c Istanbul

2 When you fly to Heathrow _____, which country are you visiting?

- a the USA b England c Australia

3 'Grand Central' in New York is a

- a train _____
 b shopping _____
 c town _____



4 The Marina Bay Sands is an expensive _____ in which city?

- a Singapore b Hong Kong c Dubai



5 Inside Regent's _____ in London there is a famous:

- a hotel b cinema c zoo

6 Work in pairs. Do the quiz in exercise 5.

RECYCLE! *there is / there are*

We use *there's* (*there is*) with singular nouns (including uncountable nouns).

We use *there are* with plural nouns.

The negative forms are *there isn't* and *there aren't*.

There's a bus station, but there isn't an airport.

There are three banks. There aren't any hotels.

7 **2.30** Read the **Recycle!** box. Then listen to a teenager describing his town. Complete the sentences with *there's*, *there are*, *there isn't* or *there aren't*.

- 1 _____ a gym.
- 2 _____ a swimming pool.
- 3 _____ a park.
- 4 _____ a train station.
- 5 _____ lots of shops in town.
- 6 _____ a few banks.
- 7 _____ a supermarket.
- 8 _____ a cinema in the town.

8 **VOCABULARY** Check the meaning of the prepositions of place below. Find two pairs of opposites and one pair which mean the same.

Prepositions (place)

behind between close to in / inside in front of
 near next to opposite outside

9 **2.30** Listen again. Answer the questions.

- 1 What is the town hall opposite?
- 2 What is the park next to?
- 3 Is the shopping centre in town or outside town?
- 4 What is inside the shopping centre?
- 5 Where does the speaker live? (Use *between* in your answer.)
- 6 What is the bus stop close to?

10 **SPEAKING** Work in pairs. Ask and answer questions about your town or a city you know well. Use *Is there a ... ?* or *Are there any ... ?* and the places below. Then ask another question using the adjectives.

- 1 hotels? (cheap / expensive?)
- 2 a swimming pool? (public / private?)
- 3 a shopping centre? (small / large?)
- 4 an airport? (inside / outside town?)
- 5 parks? (busy / quiet?)

Are there any hotels?

Yes, there are.

Are they cheap or expensive?

There's an expensive hotel and ...

5B

Grammar

Comparatives

I can make comparisons.

- 1 SPEAKING** Describe the photos. Which is New York and which is Los Angeles? How do you know?
- 2** Read the internet forum. Which city should Cassie choose, in your opinion?



C

@Cassie I'm planning a short holiday in the USA. Should I visit New York or LA? Can I have some advice, please?

@Grace What do you want to do? LA is a more relaxing city. It has wider streets and lower buildings than New York. New York is bigger and noisier. People call it 'the city that never sleeps'.

@Jack When are you going? The climate in Los Angeles is better, I reckon – winters are sunnier and summers are more comfortable.

@Ben Do you like flying? For Europeans, Los Angeles is further than New York: the flight is four hours longer.

- 3** Read the **Learn this!** box. Then complete the table below with comparative forms from the text in exercise 2.

LEARN THIS! Comparative adjectives

a We can compare two things using a comparative adjective and *than*:
Today is warmer than yesterday.

b We can also use a comparative form before a noun:
We're looking for a bigger house.

Short adjective	Comparative	Rule
long	1 _____	+ -er
big	2 _____	double consonant + -er
sunny	3 _____	-y → -ier
wide	4 _____	+ -r
Long adjective	Comparative	Rule
comfortable	5 _____	more + adjective
Irregular adjective	Comparative	
good	6 _____	
far	7 _____	
bad	worse	

- 4** Write sentences comparing New York and Los Angeles. Use information from the text in exercise 2 and the comparative form of these adjectives.

1 be / small	3 have / narrow / streets
Los Angeles is smaller than New York.	4 have / tall / buildings
2 be / quiet	5 have / bad / climate
	6 be / near

- 5** Write questions about the cities below using the comparative form of the adjectives.
 - large / Moscow or Paris?
Which is larger, Moscow or Paris?
 - polluted / Warsaw or Mexico City?
 - expensive / Prague or Tokyo?
 - sunny / Cairo or Istanbul?
 - safe / Cape Town or New York?
 - crowded / Athens or Lisbon?
 - dry / London or Milan?
- 6 SPEAKING** Work in pairs. Ask and answer the questions in exercise 5. Make a note of your answers.

Which is larger, Moscow or Paris? Moscow.

- 7** **2.31 PRONUNCIATION** Listen, repeat and check your answers to exercise 6. Pay attention to the pronunciation of: a) the -er ending of comparative forms, and b) *than*.
- 8** Find one mistake in each sentence and correct it.
 - The afternoons are often sunnier than the mornings.
 - The shops in the town centre are more expensive the shops in the shopping centre.
 - I enjoy maths, but I'm gooder at English.
 - The houses are more expensive and more larger in the west of the city.
 - Big cities are always more exciting that small cities.

- 9 SPEAKING** Work in pairs. Compare places that you know. Use the comparative form of the adjectives below.
attractive busy exciting expensive noisy
rainy safe small sunny warm
- I think Budapest is more attractive than ...

I agree. / I disagree. I think ...

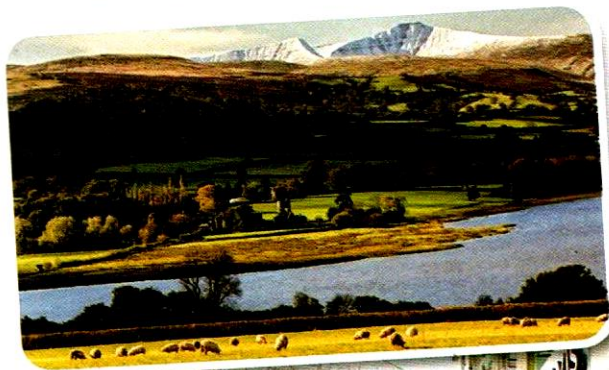
Town or country?

I can identify the main idea of a listening text.

- 1 **VOCABULARY** Divide the words below into 'town' and 'country'. Do some words belong to both groups?

Town and country crowd farm field hill lake office block shopping centre street traffic valley village wood

- 2 **SPEAKING** Describe the photos below. Which of the things in exercise 1 can you see?



- 3 Complete the texts with the comparative adjectives below.

cleaner easier friendlier quieter safer

THE ADVANTAGES OF LIVING IN THE COUNTRY

FACT FILE

- It's ¹ _____ because there is less crime.
- There isn't much traffic, so it's ² _____ and the air is ³ _____.
- People are ⁴ _____.
- It's ⁵ _____ to be active – to walk, and get out into the fresh air.

better bigger easier more exciting

THE ADVANTAGES OF LIVING IN THE CITY

FACT FILE

- It's ⁶ _____ to travel round because there are lots of buses and trams. You don't always need a car.
- There's more to do: cinemas, concerts, museums, theatre, etc. It's ⁷ _____.
- There are lots of restaurants. The food is ⁸ _____ and more interesting.
- There are lots of shops, and they are ⁹ _____ so there is more choice.

Listening Strategy

Sometimes it isn't necessary to understand all of the details when you listen, as long as you understand the main ideas. In these cases, focus on what you need to know and do not worry if you do not understand every word.

- 4 **2.32** Read the **Listening Strategy**. Then listen and choose the correct answers. Do not worry if you don't understand everything.

- What is the speaker talking about?
 - The best place to visit in London.
 - The arrangements for the morning.
 - What they need to take with them.
- Where are the man and woman going to eat?
 - On the train.
 - At the station.
 - At their house.
- Why does the tourist decide not to visit the castle?
 - The path isn't safe.
 - It's a long walk.
 - It's already getting late.
- The speaker's main aim is to
 - compare two different villages.
 - recommend a house that is for sale.
 - recommend a village to live in.

- 5 **2.33** Listen and match speakers (1–4) with sentences (A–E). There is one extra sentence. Remember not to worry if you don't understand every word the speakers say.

The speaker

- explains why he / she doesn't like life in the town. ___
- is encouraging people to come and live in the country. ___
- complains that there isn't much to do where he / she lives. ___
- is advertising a radio programme. ___
- would like to have a house in the city and one in the country too. ___

- 6 **SPEAKING** Work in pairs. Ask and answer the questions. Use the phrases below to help you.

- What are the advantages of living in your town or village?
- What are the disadvantages?
- Would you like to live somewhere else? Why? / Why not?

An advantage of living in _____ is that there are ...

A disadvantage is that ...

It's good that you can ...

It isn't good that you can't ...

I'd like to move to _____ because ...

I'd like to stay where I live now because ...

Superlatives

I can use superlative adjectives.



1 **VOCABULARY** Match the photos with four of the forms of transport below. Check the meaning of the other words.

Transport bus car coach motorbike plane ship taxi train tram underground

2 **2.34** Read and listen to the dialogue. How do they decide to travel from Scotland to London?



Martha We're going to London this weekend. How shall we get there? Train, coach, or plane?

Dan Well, the plane is certainly the quickest and easiest, but it's also the most expensive.

Martha Yes, the train and coach are cheaper. I think the train is the most convenient and the most comfortable.

Dan Overall, I think the coach is the best. It's certainly the cheapest.

Martha But I hate long coach journeys. I always feel sick. I think the coach is the worst option!

Dan OK, let's go by train. Can you ring and book the tickets?

Martha No, let's book online. You get the best deals there.

3 Complete the table with superlative adjectives from the dialogue in exercise 2.

Short adjective	Superlative	Rule
quick	1 _____	+ -est
large	the largest	+ -st
easy	2 _____	-y → -iest
hot	the hottest	double consonant + -est
Long adjective	Superlative	Rule
convenient	3 _____	the most + adjective
Irregular adjective	Superlative	
good	4 _____	
far	the furthest	
bad	5 _____	

4 Study the sentences below and complete the rule in the **Look out!** box with the correct preposition.

- Who's the most intelligent girl in the school?
- What's the highest mountain in the world?

LOOK OUT!

After a superlative adjective and a noun we often use _____ followed by the name of a place or a group.

5 Complete the quiz. Use the superlative form of the adjective in brackets.

- What is _____ (sunny) city in the USA?
- What is _____ (hot) city in Europe?
- What is _____ (far) capital city from the equator?
- What is _____ (large) city in Asia?
- What is _____ (wet) city in Europe?
- What is _____ (expensive) city in the world?

6 **SPEAKING** **2.35** Work in pairs. Ask and answer the questions in the quiz in exercise 5. Use the cities below. Then listen and check your answers.

Athens Bergen Las Vegas Reykjavik
Shanghai Singapore

► Grammar Builder 5D page 132

7 Compare the different ways of travelling in cities. Give your opinions. Make sentences using comparative and superlative adjectives.

- quick – buses / walking / bicycles
Bicycles are quicker than walking, but buses are the quickest.
- convenient – trams / buses / taxis
- slow – the underground / buses / motorbikes
- expensive – taxis / buses / trams
- dirty – motorbikes / bicycles / cars
- cheap – bicycles / walking / buses

8 Write the questions with superlative adjectives.

- who / talented / singer in the world?
Who's the most talented singer in the world?
- who / funny / comedian on TV?
- what / scary / form of transport?
- who / good-looking actor in the world?
- what / good / way to travel to the UK?
- what / good / way to get round in your town or city?

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8.

In your opinion, who's the most talented singer in the world?

Adele. Do you agree?

- Yes, I do. / No, I think Taylor Swift is more talented.

5E

Word Skills

Words that go together

I can use a range of travel-related collocations.



RACING THE TUBE!

The latest craze in big cities with underground trains is 'racing the tube'. The idea is to run faster than an underground train! First you choose two underground stations that are very near to each other. Then you buy a ticket and get on a train that is travelling to the first station. When the train arrives at the station, and the doors open, you get off the train, go up the stairs or escalator – very quickly! – and run to the next station. You can't take a taxi or catch a bus or ride a bicycle. You have to run. But watch out for traffic and don't lose your way! It's easier if someone helps you. For example, when you have to cross the road, they can warn you if cars are coming. When you arrive at the second station, you have to catch the same train. It's more difficult than it sounds!

- 1 SPEAKING** Describe the photo. Why is the man running, do you think?
- 2** Read the text and check your ideas from exercise 1. Would you like to race the tube? Why? / Why not?
- 3 KEY PHRASES** Complete the travel collocations. The missing words are all in the text in exercise 2. Check the meaning of all the collocations.

Travel collocations

- buy a ¹ _____
- get to / travel to school / work / London / the shops, etc.
- get on / off a ² _____ / a bus / a tram, etc.
- get in / out of a car / a taxi / a van, etc.
- go up ³ _____ / the escalator
- go by taxi / bus / tram / train / plane, etc.
- take a ⁴ _____ / a bus / a train / a tram / a plane, etc.
- catch a ⁵ _____ / a tram / a train / a plane, etc. (but not a taxi)
- miss a train / a bus / a tram / a plane, etc.
- go on foot
- ride a ⁶ _____ / a motorbike / a scooter / a horse
- lose your ⁷ _____
- cross the ⁸ _____
- drive to work / into town / to London
- wait for a bus / a tram / a train, etc.
- give somebody a lift

- 4 Complete the sentences with the verbs below. Use the correct form.**

buy get in get off get on go ride take

- My mum _____ a scooter to work.
- Open the door, _____ the car and put on your seat belt.
- 'I want to go to the town centre. Where should I _____ the bus?'
Driver: 'At the next stop.'
- There aren't any buses. You have to _____ on foot or _____ a taxi.
- You have to _____ a ticket before you _____ the train.

cross drive go up lose miss wait for

- 'What should I do if I _____ the bus?'
'_____ the next one. They come every five minutes.'
- Look and listen before you _____ the road.
- My uncle never _____ to work because he hasn't got a car.
- 'Where's the ticket office?'
'_____ the stairs. It's on the left.'
- Joe never _____ his way because he's got a satnav on his phone.

LOOK OUT! arrive in and arrive at

- We use *arrive in* with countries, towns and cities.
arrive in Britain / arrive in Oxford
- We use *arrive at* with buildings or events.
arrive at the cinema / arrive at school / arrive at the party
- We don't use *to* with *arrive*.
NOT What time do you arrive to London? X
- We don't use *in* or *at* with *home*.
arrive home

- 5 Read the Look out! box. Find two examples of arrive at in the text in exercise 2.**

- 6 Complete the sentences with in or at or no preposition (-).**

- The train arrives ___ Paddington Station at 10 p.m.
- Let's have dinner when we arrive ___ the hotel.
- I usually arrive ___ home at 5 p.m.
- When do you arrive ___ Budapest?
- Arrange your visa before you arrive ___ the USA.

- 7 SPEAKING** Work in pairs. Ask and answer the questions below. Use collocations from exercise 4 in your answers. Which answers are the same for you and your partner?

- How do you usually get to school?
- How do you usually get to: a) the shops, b) your friends' houses?
- How does your mum or dad get to work?
- How do you usually go on holiday?
- How do you usually get to other towns and cities in your country?

Unusual cities

I can understand a text about unusual cities.

1



2



1 **SPEAKING** Look at the photos. Do these cities look like good or bad places to live? Give reasons.

Reading Strategy

When you do a matching task, read all the texts first to get a sense of the overall meaning. Then, go through the questions one by one. Decide which text you think contains the answer and look for it carefully. If you can't find it, look at the other texts.

2 Read the **Reading Strategy**. Then read the texts (A–C) and match them with the photos (1–4). One of the texts matches two photos.

3 Match each question (1–7) with one of the texts (A–C).

Which text is about a city which ...

- 1 has more than a million inhabitants? _____
- 2 is easy to travel around? _____
- 3 is next to a much larger city? _____
- 4 is less than a hundred years old? _____
- 5 has a good system of recycling? _____
- 6 offers high salaries for workers? _____
- 7 has a lot of green spaces? _____

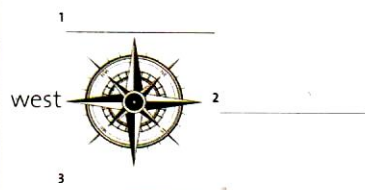
4 Explain the significance of these numbers and measurements from the texts.

Text A: 1.7 million 400 metres 50 square metres
 Text B: 2,000 70 300 km
 Text C: eight million 60,000 90%

Curitiba has a population of about 1.7 million.

5 **VOCABULARY** In the texts, find the missing words for the compass points and continents.

Compass points



Continents

Antarctica Australia Europe North America
 4 _____ 5 _____ 6 _____

6 Work in pairs. Complete the sentences with the correct words from exercise 5.

- 1 Canada is to the north of the USA.
- 2 Egypt is in the _____ of _____.
- 3 England is to the _____ of Scotland.
- 4 Spain is in the _____ of _____.
- 5 Los Angeles is on the _____ coast of _____.
- 6 Germany is to the _____ of Poland.

7 In pairs, write more sentences like the ones in exercise 6. Include facts about your own country and its neighbours.

8 **SPEAKING** In pairs, ask and answer questions about the cities in the texts. Use the superlative form of these adjectives.

attractive / ugly big / small clean / dirty near / far

Which city is the most attractive?

I think Curitiba is the most attractive.

2.36

UNUSUAL CITIES

THE GOOD, THE BAD and THE UGLY

A Green city

Curitiba is a medium-sized city in the south of Brazil, the largest country in South America. Why is it unusual? Because many South American cities are very polluted. But Curitiba is the opposite: it is one of the cleanest and 'greenest' cities in the world. In most cities, cars cause a lot of pollution. But in Curitiba, only a quarter of the 1.7 million inhabitants use a car – the others use public transport. That is because the bus system is probably the best in the world. It is called the BRT (Bus Rapid Transport) and it carries two million passengers a day. Tickets are cheap and journeys are fast. And nobody in the city lives further than 400 metres from a bus stop. There are lots of parks in the city: in fact, there are 50 square metres of green space per person!

B Artificial city

Neft Dashlari is a man-made city in the Caspian Sea. It is about 65 kilometres from the east coast of Azerbaijan, in Asia, and it has a population of about 2,000. The most unusual thing about the city is its location – it is in the sea, but not on an island. The ground below the city is completely artificial. Neft Dashlari is about 70 years old and it exists for one reason: oil. The city is in very bad condition. For example, it has 300 kilometres of roads, but only 45 kilometres are safe to use. The bridges are falling into the sea and some of the apartments are under water. But people still live and work there. It is probably one of the worst cities in the world for its inhabitants, but salaries are much higher than in other places.

C Recycling city

Cairo, in the north of Egypt, is one of the biggest cities in Africa. It is the capital and has a population of nearly eight million. Like any city, it creates tonnes of rubbish every day. But amazingly, the city does not employ anybody to collect rubbish. Instead, a group of people called the Zabbaleen collect it. The inhabitants of Cairo pay them a small amount of money for doing this. The Zabbaleen take the rubbish back to their town on the edge of Cairo. It is called Manshiyat Naser and has a population of about 60,000. There, the women and children sort the rubbish by hand. It seems a very slow system, but in fact it works very well. They recycle nearly 90% of the rubbish, which is far better than recycling centres in most western countries. Manshiyat Naser certainly is not one of the most attractive places in Egypt. But thanks to a 2009 film about it, *Garbage Dreams*, it is quite famous – and quite popular with tourists!

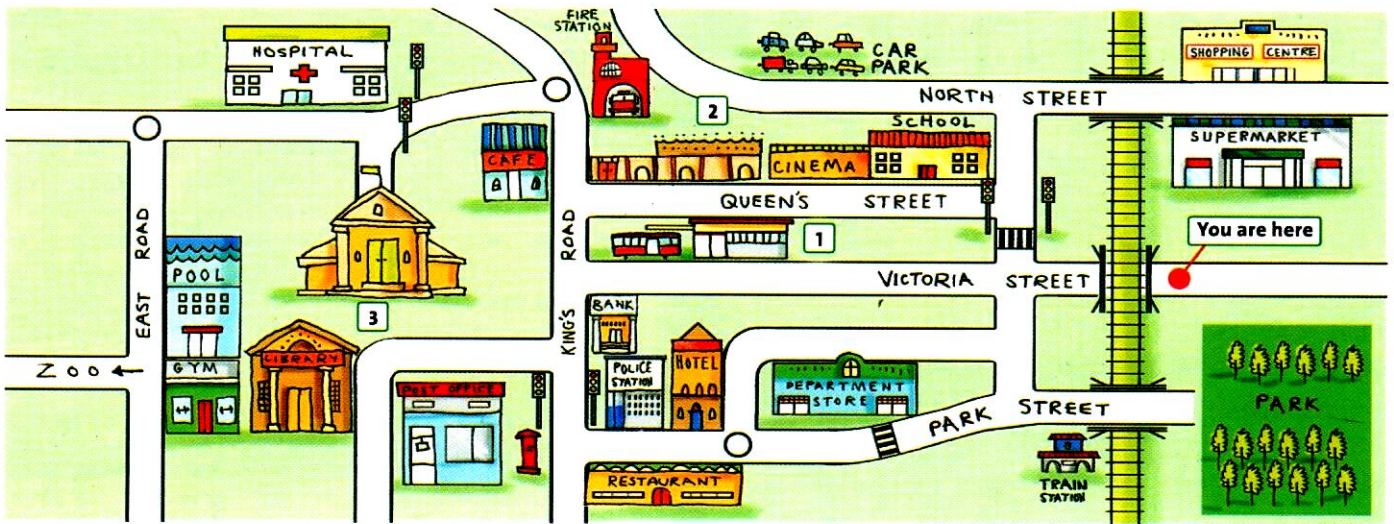
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4



Asking for and giving directions

I can ask for and give directions.



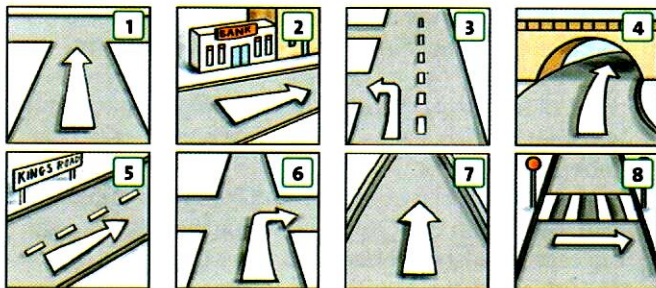
- Find these things on the map.
bridge crossroads roundabout traffic lights
- KEY PHRASES** Match the phrases for giving directions with the diagrams.

Giving directions

Go straight on.
Go along King's Road.
Take the first left.
Go to the end of the road.
Go past the bank.
Turn right at the crossroads.
Cross the road.
Go under / over the bridge.

Location

The ... is next to the ...
It's between the ... and the ...
It's opposite the ...
It's on the corner.
It's on your right / left.



- 2.37** Read and listen to the dialogue. Follow the directions and find the museum on the map. Is it 1, 2 or 3?

Girl Excuse me. Can you direct me to the museum, please?
Man Sure. Go along Victoria Street, under the bridge. Take the first right. Then turn left at the traffic lights. Go past the cinema and the museum is on the corner, opposite the café.
Girl Sorry, could you repeat that, please? Go along Victoria Street, under the bridge, ...
Man Yes. Take the first right and turn left at the traffic lights. Go past the cinema and it's opposite the café, on the corner.
Girl Thanks very much.
Man You're welcome.

- SPEAKING** Look at the map. Ask and answer questions about these places using the phrases for location.
car park hospital hotel post office swimming pool

Where's the hotel?

It's opposite the restaurant. / It's on the corner, next to the police station.

➔ **Vocabulary Builder** In the street: page 119

- 2.38** Listen to four dialogues. Follow the directions on the map. Where do the people want to go?

Speaking Strategy

If you don't understand, ask the person you are talking to to slow down, repeat, or clarify.
Could you speak more slowly, please?
Could you repeat that, please?
What does ... mean?

- 2.38** Read the **Speaking Strategy**. Then listen again. Which questions from the **Speaking Strategy** did each speaker use?

- SPEAKING** Work in pairs. Use the map and the prompts below to plan a dialogue.

A Ask B how to get to a place on the map.

B Give directions.

A Ask for clarification.

B Repeat the directions.

A Thank B.

- SPEAKING** Work in pairs. Act out your dialogue for the class.

An article

I can write an article about a town.

- 1 **SPEAKING** In pairs, look at the photo of Beverley, a town in the north of England. Compare it to your town or village using the comparative form of these adjectives.

attractive clean crowded exciting

It looks more / less attractive than my town. It's probably ...

➔ **Vocabulary Builder** Describing towns and cities: page 119

- 2 Read the task and the model text, ignoring the gaps. Think of three similarities between Beverley and your town or village.

Write an article for an international student magazine describing your own town or a town that you know well. Include information which will be appealing to young visitors.

They both have a shopping centre. They ...

A town worth visiting

1 ___ It is a small town, with a population of about 30,000, but it is popular with tourists. They come to explore the narrow streets and to visit the medieval buildings.

2 ___ There are two music festivals every year: a classical music festival in May and a folk music festival in June. There is also a theatre in the town centre. And for nature-lovers, there is a beautiful park called Beverley Westwood. It's the perfect place for a walk or a picnic. There isn't a football stadium in Beverley, but there is a leisure centre and a racecourse.

3 ___ The narrow streets are full of small, interesting shops. There is also a big new shopping centre on the edge of town. And every Saturday, there is a market in the town centre with more than a hundred different stalls.

Writing Strategy

Write in paragraphs of two or more sentences. Give each paragraph its own topic and introduce the topic in the first sentence. Plan your paragraphs before you begin writing.

- 3 Read the **Writing Strategy**. Match the gaps in the model text (1–3) with three of the sentences (a–e) below. There are two extra sentences.

- a There are many different forms of entertainment in Beverley.
- b It is easy to travel around when you are in Beverley.
- c For people who love shopping, Beverley has a lot to offer.
- d Beverley, in the north of England, is a very attractive and historic town.
- e There is a wide choice of places for eating out, some cheap and some quite expensive.



- 4 Read the paragraph below. Which of the extra sentences in exercise 3 would be a good opening sentence?

___ For a quick lunch, it's easy to find a tea room or café. There are some good sandwich shops too. In the evening, you can enjoy dinner in one of the town's many restaurants. Some of the pubs offer good food at low prices. And like most towns in Britain, there are also fish and chip shops!

- 5 Find six different places for eating and drinking in the paragraph in exercise 4.
- 6 Plan an article about your own town or a town you know well. Choose three of the topics below and write two or three ideas for each topic in the table.

eating out entertainment getting around history
places of interest places to stay shopping

Paragraph	Topic	Ideas
1		
2		
3		

- 7 Write a sentence to introduce each topic that you chose in exercise 6.
- 8 Write your article using your plan from exercise 6. Begin each paragraph with your sentences from exercise 7.

CHECK YOUR WORK

Have you ...

- written in paragraphs?
- started each paragraph with a sentence to introduce the topic?
- checked your spelling and grammar?

6

Going wild

Unit map

Vocabulary

Wild animals
Parts of an animal
Past time expressions
Prepositions of movement
The natural world

Word Skills

Prepositions of movement
and place

Grammar

Past simple affirmative (regular)
Past simple: *be* and *can*

Listening

Missing sounds



Reading

Stranger than fiction?



Speaking

Photo description

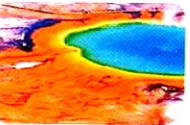


Writing

A postcard

Culture 6

Yellowstone National Park



Vocabulary Builder

page 120

Grammar Builder

page 134

Grammar Reference

page 135

Extra speaking task

page 142

6A

Vocabulary

Wild animals

I can talk about different wild animals.

- 1 **VOCABULARY** Match the photos A–F with six of the words below. Which of the animals in the list can you find in the wild in your country?

Wild animals bear bee butterfly crocodile dolphin eagle elephant frog giraffe gorilla hippo kangaroo lion monkey shark snake spider tiger whale wolf

- 2 **3.02** Listen and repeat all the words in exercise 1.

- 3 Work in pairs. Decide which animals from exercise 1 you usually see

a on land a bear, ... b in water c in the air

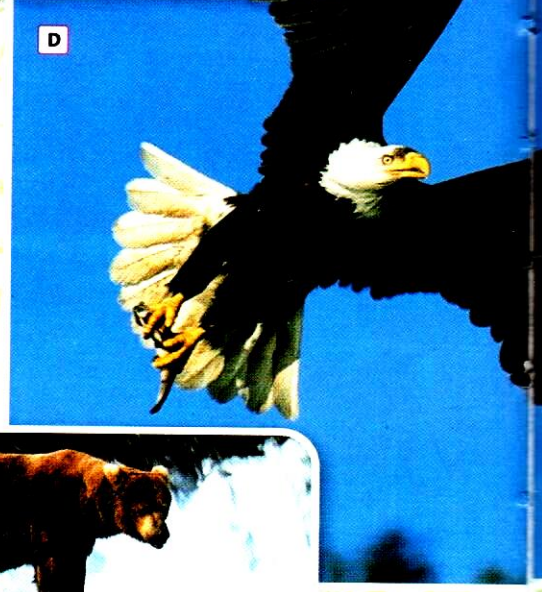
- 4 Match the animals in exercise 1 with the correct category. Then check your answers in pairs.

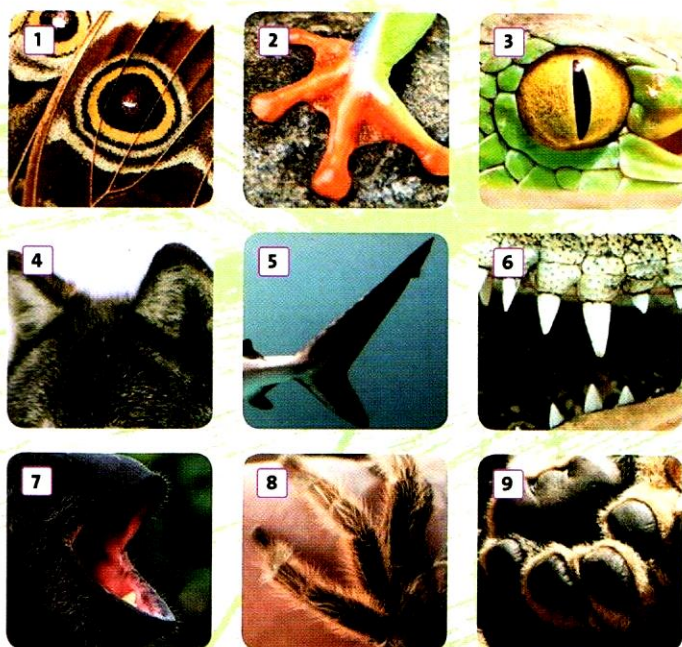
Insects: _____ Mammals: _____

Birds: _____ Reptiles: _____

Fish: _____ Others: _____

- 5 Work in pairs. Can you add any more animals to the categories in exercise 4?





6 **SPEAKING** Work in pairs. Ask and answer questions about the photos above using the words below and the animals from exercise 1.

Parts of an animal ear eye foot (pl feet) leg mouth paw tail tooth (pl teeth) wing

What's number 1?

I think it's a butterfly's wing.



7 **3.03** Listen and check your answers to exercise 6.

RECYCLE! Comparative and superlative forms

The comparative form of short adjectives ends in *-er*; the superlative form ends in *-est*.

small – smaller – the smallest

big – bigger – the biggest

rare – rarer – the rarest

pretty – prettier – the prettiest

With longer adjectives, we add *more* before the adjective to form the comparative and *the most* to form the superlative.

beautiful – more beautiful – the most beautiful

8 Read the **Recycle!** box. Then complete the sentences below with the comparative or superlative form of the adjectives in brackets.

- Sharks are _____ (dangerous) than crocodiles.
- Crocodiles are _____ (slow) than most humans on land.
- Tigers are the _____ (heavy) of the big cats.
- Giraffes are the _____ (tall) land animals.
- Dolphins are _____ (intelligent) than gorillas.
- Baby gorillas are _____ (big) than human babies.

9 **3.04** Listen to a guide at a wildlife park. Are the sentences in exercise 8 true or false? Write T or F.

10 **3.04** Listen again. Answer the questions.

- How many people do sharks kill every year?
- How fast is a crocodile?
- How heavy is an adult male tiger?
- How tall is an adult giraffe?
- How many words can some gorillas understand?
- How heavy is a baby gorilla?

11 **SPEAKING** Work in pairs. Ask and answer questions about the animals below. Use the comparative form of the adjectives. Do you agree with your partner?

- ugly / a frog or a snake
- beautiful / a butterfly's wings or a tiger's face
- frightening / a snake or a spider
- intelligent / a bee or a bear
- rare / a tiger or a wolf
- strong / a crocodile's mouth or a whale's tail

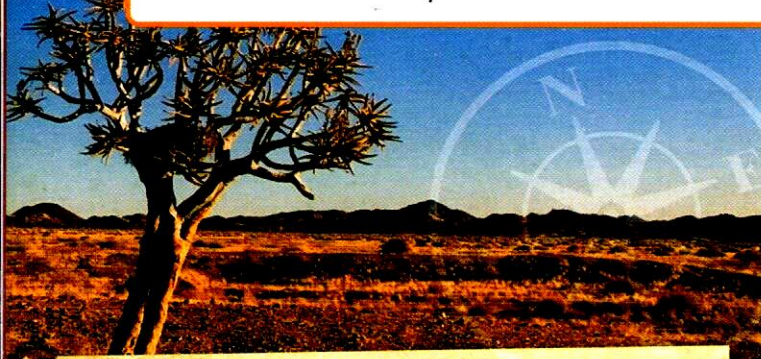
Which is uglier, a frog or a snake?

A frog.

I agree. / I don't agree. I think ...

Past simple (affirmative): regular

I can talk about past events.



SEARCHING FOR THE LOST CITY

The successful Canadian entertainer William Hunt lived and worked in Europe under the name The Great Farini. But he wanted a new challenge and loved the idea of exploration. So in 1885, he sailed to Africa and crossed the huge Kalahari Desert on foot. A photographer travelled with him and photographed the journey. After the journey, they described a lost city in the middle of the desert. Their story caused a lot of excitement and many other explorers studied the photographs and then tried to find the city, but without success. In the end, people stopped looking. Perhaps Farini invented the lost city – nobody knows for sure.

- 3.05** Read and listen to the text about exploring the Kalahari Desert. What three different jobs does it mention?
- Read the **Learn this!** box. Then look at the highlighted past simple verbs in the text in exercise 1 and match two with each spelling rule (a–d).

LEARN THIS! Past simple (affirmative): regular verbs

The past simple affirmative of regular verbs ends in *-ed*.

- With most verbs, we add *-ed* to the infinitive without *to*:
work → *worked*
- If the verb ends in *-e*, we just add *-d*:
like → *liked*
- If the verb ends in *-y*, the *-y* changes to *-ied*:
carry → *carried*
- If the verb ends in a vowel and a consonant, we usually double the consonant before adding *-ed*:
chat → *chatted*

- 3.06 PRONUNCIATION** Listen and repeat these past simple forms. In which verbs is the *-ed* ending an extra syllable pronounced /ɪd/? What is the rule?
*arrived chatted decided interrupted liked
needed planned visited worked*
- PRONUNCIATION** Say the past simple forms of these regular verbs. Pay attention to the endings.
end live start stop travel wait walk want watch

- Choose the correct verb for each gap. Then complete the text with the past simple affirmative form.

CROSSING THE SAHARA

Michael Asher is a British explorer and the first person to cross the Sahara Desert using only camels. As a young man, Asher ¹ _____ (work / arrive) as a police officer and then a teacher. But he ² _____ (want / wait) to be an explorer. So he ³ _____ (visit / move) to Africa, ⁴ _____ (live / watch) with an African tribe and ⁵ _____ (study / start) their language. He ⁶ _____ (describe / marry) an Italian woman called Mariantonietta Peru. She ⁷ _____ (plan / love) the idea of exploring too, and together, they ⁸ _____ (walk / plan) a journey across the Sahara Desert from west to east by camel and on foot. They ⁹ _____ (train / stop) for three months and then they ¹⁰ _____ (start / end) their journey. They ¹¹ _____ (work / travel) about 7,250 kilometres and ¹² _____ (arrive / live) at their destination 271 days later. Asher ¹³ _____ (decide / describe) the crossing in his book *Impossible Journey – Two Against the Sahara*.



➔ Grammar Builder 6B page 134

- Complete the sentences with the past simple affirmative form of the verbs below.

chat live stop travel wait walk

- I walked into town last night.
 - My cousins _____ around Italy last summer.
 - We _____ three hours for a bus.
 - His grandparents _____ in America for years.
 - The rain _____ an hour ago.
 - I _____ to my neighbour yesterday morning.
- VOCABULARY** Add the four underlined time expressions from the sentences in exercise 6 to the list below. Then put all of the expressions into the correct order (1–10), starting with the most recent.

Past time expressions *a few minutes ago last month
last week ten years ago three hours ago
two months ago*

1 A few minutes ago, 2 ...

- SPEAKING** Work in pairs. Using past simple verb forms from this lesson, tell your partner things you did:

last week ten years ago this morning yesterday

This morning, I walked to school. I arrived at school. I ...

Missing sounds

I can understand words which are joined together in connected speech.

1 **SPEAKING** Work in pairs. Describe the photo. Use the nouns below to help you.

bear chair grass paw sleeping bag tent

2 Complete the safety advice with the verbs below.

climb feed keep look rely run take tell walk



Safety in the National Park

- 1 _____ someone where you are going.
- Do not 2 _____ on mobile phones. You often can't get a signal in the wild.
- 3 _____ a map and compass with you.
- Never 4 _____ bears or other wild animals.
- Don't 5 _____ food in your tent. Put it in your car or in a box a few metres from your tent.
- If you see a bear, 6 _____ slowly away from it. Do not 7 _____. Do not 8 _____ at the bear's eyes.
- Do not 9 _____ a tree. Most bears are good climbers.

Listening Strategy

In connected speech, some sounds disappear when we join words together. This is especially true of /d/ and /t/ sounds at the end of a word, when the next word begins with a consonant. The more you listen, the more you will get used to this.

3 Read the **Listening Strategy**. Mark one /d/ or /t/ sound in each sentence which might disappear when the sentence is spoken at natural speed.

- 1 Kate is my best friend.
- 2 My grandad is an old man.
- 3 I'm going to the USA next week.
- 4 It's a cold morning.
- 5 You must go to the doctor.
- 6 We camped in Wales last summer.

4  **3.07** Listen, check and repeat. Copy the pronunciation.

LOOK OUT! Past simple endings


You may not hear the past simple ending very clearly in connected speech if the following word begins with a consonant.


We played tennis yesterday. can sound like
We play tennis yesterday.

I cooked dinner last night. can sound like
I cook dinner last night.


However, we can usually identify past tense forms from the context or from other words in the sentence.

5  **3.08** Read the **Look out!** box. Then listen to the two example sentences. How do we know that the verbs are past simple, not present simple?

6  **3.09** Listen to eight sentences. Say if the verb is present simple, past simple or could be either. How do you know?

7  **3.10** Listen to four people describing their experiences in the wild. Match the speakers with sentences A–E. There is one extra sentence.

- A The speaker describes a problem with a vehicle. ___
- B The speaker camped in a beautiful place. ___
- C We learn how a mobile helped to solve the problem. ___
- D The speaker explains why it's important always to take a phone with you. ___
- E The speaker nearly lost some possessions. ___

8  **3.11** Read these sentences from exercise 7. Mark the /d/ and /t/ sounds that disappear. Then listen, check and repeat.

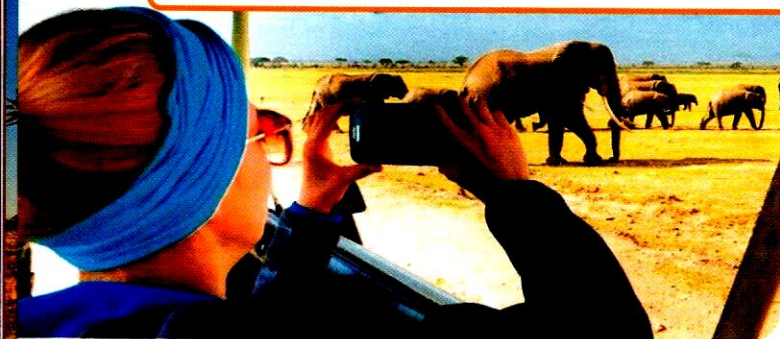
- 1 We changed into our swimming trunks behind some trees.
- 2 We noticed two boys in the wood.
- 3 Last year my friend Sam and I visited Yellowstone National Park.
- 4 We closed the car doors.
- 5 We followed the wrong path.
- 6 We opened the app.
- 7 Suddenly, the car slowed down and stopped.
- 8 My little brother noticed some lions.

9 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 Are there any National Parks in your country?
- 2 What animals can you see there? Are any of them dangerous?
- 3 What can you do in the National Parks?

Past simple: *be* and *can*

I can talk about the past using *be* and *can*.



3.12 Read and listen to the dialogue. Where was Molly? Which animals did she see?

Max Were you on holiday last week?

Molly Yes, I was. I was on safari.

Max Lucky you! Was it fun?

Molly Yes, it was amazing. We travelled to Cape Town to visit my uncle and the next day we were in a jeep in the middle of the African plains!

Max Wow!

Molly From the jeep we could see giraffes, elephants and zebras.

Max Could you see any lions?

Molly No, we couldn't. Not there. But later we crossed the plain to a river and there were lions and hippos. It was fantastic. And I wasn't scared!

Max It sounds incredible. Were there any tigers?

Molly No, there weren't. There aren't any tigers in Africa!

2 Complete the **Learn this!** box. Use the dialogue to help you.

LEARN THIS! Past simple: *be* and *can*

be: Affirmative

I / he / she / it was there.

you / we / they ¹ _____ there.

be: Negative

I / he / she / it ² _____ there.

you / we / they weren't there.

be: Interrogative and short answers

³ _____ I / he / she / it there?

Yes, I / he / she / it ⁴ _____. / No, I / he / she / it wasn't.

Were you / we / they there?

Yes, you / we / they were. / No, you / we / they ⁵ _____.

can: Affirmative

I / he / she / it / you / we / they could swim.

can: Negative

I / he / she / it / you / we / they could not swim.

can: Interrogative and short answers

⁶ _____ I / he / she / it / you / we / they swim?

Yes, I / he / we could. / No, she / it / you / they ⁷ _____.

The forms for *could* are the same for all persons.

➔ Grammar Builder 6D page 134

3 Complete the sentences with the correct form of *be*.

1 Fran and Harry _____ at school yesterday. Why not?

2 Today is Friday. Yesterday _____ Thursday.

3 '_____ you at the cinema last night?' 'No, I _____.'

4 My keys _____ on the table, but they aren't there now.

5 The science teacher _____ in the lab. She was in the teachers' room.

6 '_____ the weather good when you _____ in France last week?' 'It _____ OK. It was sunny, but it _____ very warm.'

4 Complete the sentences. Use *couldn't* and *because*, and the phrases below.

he was full I wasn't well **it was raining** it was too windy
she wasn't tired the sea was very rough

1 we / have a barbecue in the garden ...

We *couldn't* have a barbecue in the garden *because* it was raining

2 Josh / swim ...

3 I / go to school ...

4 Liam / finish his burger ...

5 we / put up the tent ...

6 Harriet / sleep ...

5 Complete the dialogue with the correct past simple form of *be* or *can* (affirmative, negative or interrogative).

Zoe Where ¹ _____ you last night? You ² _____ at Leah's party.

Marcus No, I ³ _____ go to the party. ⁴ _____ it good?

Zoe No, it ⁵ _____.

Marcus Oh, why not?

Zoe The music ⁶ _____ very good, and it ⁷ _____ too loud. I ⁸ _____ hear people talk! And the neighbours ⁹ _____ hear the music. They ¹⁰ _____ very happy! They complained!

Marcus Oh, dear. ¹¹ _____ the food good?

Zoe It ¹² _____ OK. But at the end of the party I ¹³ _____ find my coat! I think someone else has got it now.

Marcus Oh, no, what a nightmare!

6 Write questions from the prompts. Use the past simple form of *be* and *can*.

1 swim / four

Could you swim when you were four?

2 count to ten in English / seven

3 write your name / three

4 talk / two

5 walk / one

6 ride a bike / six

7 SPEAKING Work in pairs. Take turns to ask and answer the questions in exercise 6. (If you don't know the exact ages, just guess!)

Could you swim when you were four?

Yes, I could. /
No, I couldn't.

Prepositions of movement and place

I can use prepositions of movement and place.

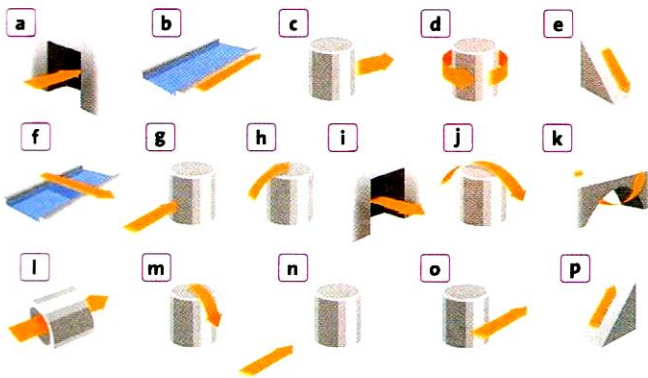
SURVIVAL IN THE RAINFOREST

Gileno Vieira da Rocha is a Brazilian engineer. He helps to build roads in the Amazon rainforest. Last year he was in the forest, 300 miles from the nearest big town. When he finished work one day, he decided to walk back to the camp, ten kilometres away. His workmates walked along the usual path. But Gileno decided to take a shortcut. He walked across a field, and into the jungle. But he got lost. He couldn't see any other people and he couldn't return to his workmates. He continued to walk through the trees. He climbed over tree trunks and crawled under bushes. At night he rested in a tree or on the ground. After a few days he was very hungry, but he couldn't find any fruit or animals to eat. So he decided to catch bees and flies for food! Finally, after twelve days, he arrived at a river and started to walk along it. There were people by the river and they helped him. Gileno almost died, but he finally arrived home safely. He was a very lucky man!

- SPEAKING** Work in pairs. Look at the photo and the title of the text. What do you think happened?
- Read the text and check your ideas.
- VOCABULARY** Match the prepositions of movement with the diagrams. Which six can you find in the text in exercise 2?

Prepositions of movement

across along away from down into off onto out of over past round through to towards under up



LEARN THIS! Prepositions of place: on, in and by

- We use *in* with large areas, e.g. countries and continents, and three-dimensional spaces:
in South America in Peru in the jungle / desert in the air in a plane
- We use *on* with a surface or a line:
on a lake on the ground on the coast on the edge of the cliff
- We use *by* to mean 'very near to':
by the sea by a lake by the river

- Read the **Learn this!** box. Find three of the examples from the box in the text.
 - Complete the sentences with prepositions from exercise 3 and the **Learn this!** box. Sometimes more than one answer is possible.
- We walked _____ some trees to the river and _____ the bridge to the other side.
 - There aren't many wild animals _____ the desert.
 - Go _____ the tunnel and _____ the hill to the top.
 - They sailed _____ the ocean in a large ship.
 - Hastings is _____ the south coast of England.
 - Jake walked _____ the classroom, closed the door and then walked _____ the science lab and sat down.
 - The road doesn't go _____ the mountain. It's too high. It goes _____ it to the other side and back down.
 - We live _____ the sea. I can see it from my bedroom window.
- SPEAKING** Work in pairs. Cover the text and retell the story using the words below. Tell half of the story each.

Student A

- Gileno Vieira da Rocha / Brazilian engineer / builds roads / Amazon rainforest
- last year / rainforest / 300 miles / nearest town
- decide / walk / camp / workmates / walk / usual path
- Gileno / decide / take shortcut / walk / field / rain forest
- he / lost / couldn't see / people / couldn't return / workmates

Student B

- after a few days / hungry / couldn't find / fruit / animals
- decide / catch bees and flies
- twelve days / arrive / river / walk / along river
- there / people / by / river
- he / almost / die / very lucky man

Stranger than fiction?

I can understand a text about real animals which people thought were myths.

- 1 **SPEAKING** In pairs, read the paragraph. Then answer the questions below.

Hundreds of years ago, travellers shared stories about strange animals from other parts of the world. But in most people's opinion, these stories were just myths: the animals were not real. However, in a few cases, they were wrong – the animals were real. And hundreds of years later, people proved it!

- 1 What is a 'myth'?
 - 2 What were people wrong about?
- 2 Look at the headings (1–4) in the text and match them with the photos (A–D).

Reading Strategy

When you do a multiple-choice task, treat each option as a true or false task. Remember that only one option – the correct answer – is true.

- 3 Read the Reading Strategy. Then read the first section of the text. Decide if these statements are true or false. Write T or F.

The first people to describe a giant squid were

- A the Ancient Greeks. ___
 B sailors in the Middle Ages. ___
 C two fisherman in 1873. ___

- 4 Read all of the text. Circle the correct answers (a–c).

- 1 People finally realised giant squid were real when
 - a stories from the Middle Ages matched the stories from Ancient Greece.
 - b some fishermen showed the arms of a giant squid to scientists.
 - c somebody filmed a video of one.
- 2 Who first used the word 'gorillae'?
 - a Ancient Greeks
 - b Africans
 - c Germans
- 3 Scientists realised that the okapi were not a myth when
 - a they discovered Ancient Egyptian descriptions.
 - b they studied Henry Stanley's description.
 - c they received an okapi skin from Henry Johnston.
- 4 After a pilot discovered Komodo Dragons during the First World War, he
 - a shared the story with his friends.
 - b informed London Zoo about the animal.
 - c tried to catch one.



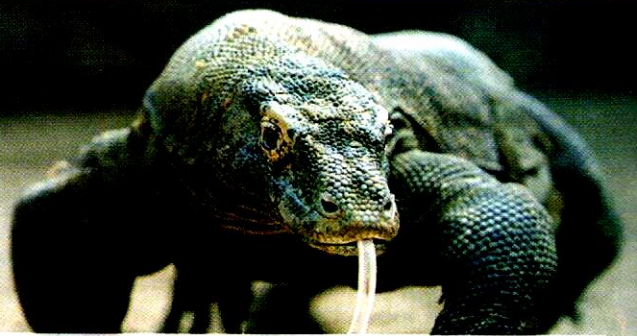
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3.13

REAL ANIMALS

THAT WERE ONCE A MYTH

A



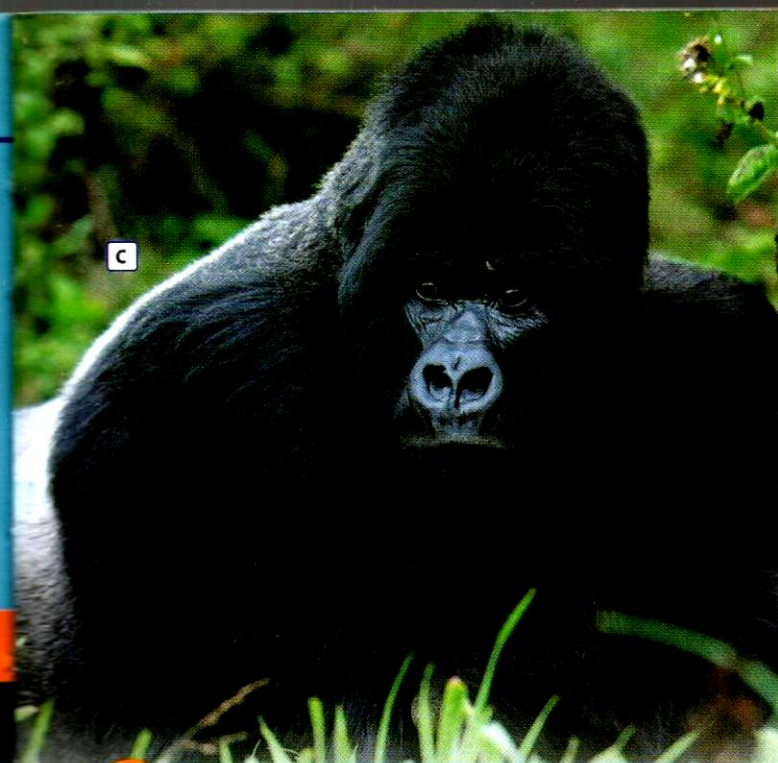
1 Giant squid

In Ancient Greek times, there were stories about huge sea monsters with very long arms. Similar stories appeared in the Middle Ages. These monsters lived in very deep water, but sometimes they attacked sailors. However, were these creatures real or were they a myth? For hundreds of years, scientists were not sure. But that changed in 1873. A giant squid attacked a small boat near the east coast of North America. The fishermen in the boat used an axe to cut off two of the giant squid's arms. They were six metres long! They showed the arms to the scientists at a local museum. The scientists were amazed! Today, everyone knows that giant squid are real, but people very rarely see them. In fact, only one video exists of a giant squid in its natural habitat.

2 Gorillas

About 2,500 years ago, an Ancient Greek explorer called Hanno travelled to Africa. On one island near the coast, there was a group of strange people with black hair on their faces and bodies. He asked the local people for information about them: they were 'gorillae', they answered. These 'people' were violent, bad-tempered and very strong. And for hundreds of years, there were similar stories about strange creatures – half human and half animal – in the forests of Africa. The first scientific description of gorillas only appeared in the 19th century. And mountain gorillas were a complete mystery until a German soldier discovered them in 1902!

C



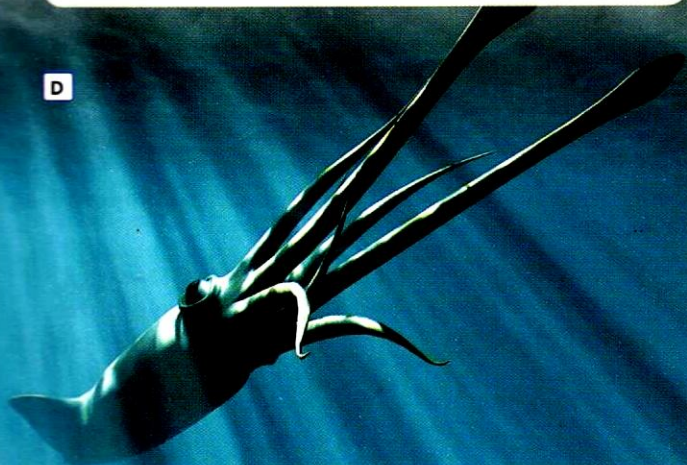
3 Okapi

The Ancient Egyptians were familiar with the okapi, a strange creature from the forests of Africa. It looked like a mix between a zebra and a horse. In the 19th century, the famous British **journalist** and explorer Henry Stanley described the same animal. But was it all a myth? An English **politician** in central Africa, Henry Johnston, was very interested in Stanley's description. He decided to find the animal. It was not easy, but in 1901 Johnston finally managed to get a complete okapi skin. He sent it to London and the scientists there were amazed. Later, they realised that the okapi is not a type of zebra – in fact, it is a relative of the giraffe.

4 Komodo dragons

During the First World War (1914–18) a **pilot** crashed into the sea near Indonesia. Luckily, he could swim well. He reached one of the smaller islands. He was safe! Or was he? On the island, he discovered a horrible monster. It looked like a dragon: it was very big with short legs and a long tongue. It attacked and killed large animals for food. The pilot survived and later he described the monster to his friends. They laughed at him! But in fact, the animal was real: it was a Komodo dragon, the largest lizard in the world. In 1927, London Zoo opened its new Reptile House and it included the first pair of Komodo dragons in Europe.

D

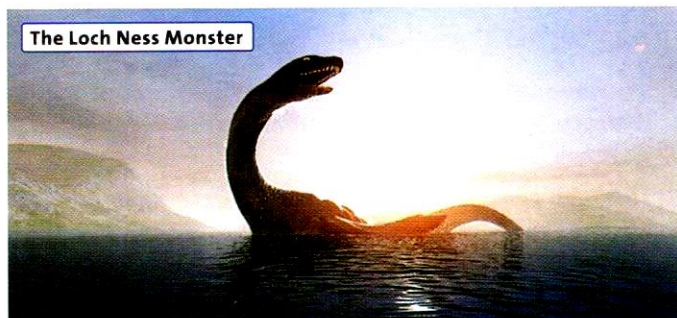


5 VOCABULARY Match the highlighted professions in the text with the definitions below

- 1 **scientists**: people who do scientific work.
- 2 _____: somebody who fights in an army.
- 3 _____: somebody who writes for newspapers and / or magazines.
- 4 _____: somebody who goes to new places to discover what they are like.
- 5 _____: somebody who helps to make a country's laws.
- 6 _____: people who go out in boats to catch fish.
- 7 _____: somebody who flies a plane.
- 8 _____: people who work on a boat.

6 SPEAKING In pairs, choose one of the creatures below and describe it to your partner. What does it look like? Is it big or small? Does it live on land or in water?

The Loch Ness Monster



Bigfoot



Giant Anaconda



7 INTERNET RESEARCH Search online to find out more about one of the creatures from exercise 6. Use the questions below to help you. Then share your answers with the class.

- Are there a lot of stories about it or only a few?
- Where does it live, according to the stories?
- Are there any photos or videos of it?
- Does it really exist, in your opinion?

Photo description

I can describe photos.



- SPEAKING** Work in pairs. Look at the photos and decide which place looks:
 more beautiful more relaxing quieter warmer
- VOCABULARY** In pairs, match some of the words below with one photo or both. Some words do not match either photo.
 The natural world beach cloud flower grass ground moon mountains rock sand sea sky snow stars sunrise sunset tree water

➔ Vocabulary Builder The weather: page 120

- 3.14** Listen to a student describing the first photo. Which words from exercise 2 does he use?

Speaking Strategy

When you describe a photo, begin by saying what the photo shows in general. Then describe different parts of the photo using phrases like 'in the centre'. Remember to use present tenses in your description.

- 3.14 KEY PHRASES** Read the **Speaking Strategy**. Then listen again and complete the key phrases using the prepositions below:

in (x2) at on

Describing a photo

- in the centre
 - ___ the background / the foreground
 - ___ the distance
 - ___ the left / the right
 - ___ the bottom / the top
- Write four sentences describing the second photo in exercise 1. Use words and phrases from exercises 2 and 4.

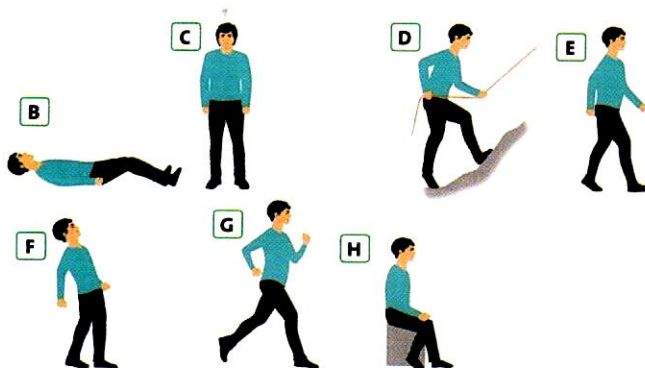
In the centre, there's ...

In the distance, you can see ...

- 3.15** Listen to another student describing the second photo in exercise 1. Does she say any of your sentences from exercise 5?

- VOCABULARY** Match the phrases in the table with the diagrams.

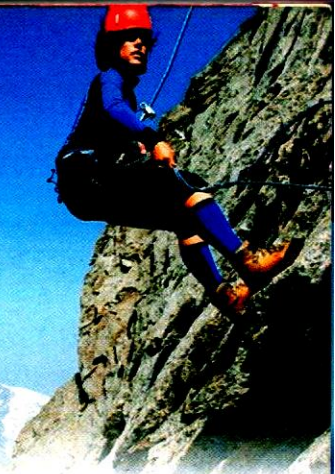
He's	climbing (up ...)
She's	facing (the tree)
They're	looking up / down
	lying (on the ground)
	running
	standing
	sitting (on ...)
	walking



- Look at the photos in exercise 1 again. Which phrases from exercise 7 can you use to describe them? Match two with each photo.
- Work in pairs. Look at page 142. Choose one photo each. Decide what vocabulary from exercises 2, 4 and 7 you need to describe it.
- SPEAKING** Describe one of the photos on page 142 to your partner. Use words and phrases from this lesson and follow the advice in the Strategy.

A postcard

I can write a postcard.



1 **VOCABULARY** Match the photos with three activities from below. Check the meaning of all the activities. Can you add any others?

Adventure holiday activities abseil cycle explore kayak surf trek

➔ **Vocabulary Builder** Adventure holiday adjectives: page 120

2 Read the postcards. Match each with three activities from exercise 1.

3 Answer the questions for each postcard in exercise 2.

- 1 Which country is the writer in?
- 2 Where is he / she staying?
- 3 What's the weather like?
- 4 What activities did he / she do yesterday?
- 5 What activities is he / she planning to do?

Writing Strategy

When you write a postcard:

- Use the present continuous to say where you are staying.
- Use the past simple to describe activities that you did. Use past time expressions where appropriate.
- Use the present continuous for future arrangements that you have made.

4 Read the **Writing Strategy** and find examples of the tenses in the postcards in exercise 2.

5 **KEY PHRASES** Tick the phrases that the writers use in the postcards in exercise 2.

Postcards

- I'm having a great time in ...
- This is my third day in ...
- The weather is (fabulous / OK / terrible).
- We've only got two / three / four more days here.
- Wish you were here!
- Thinking of you!
- Say hello to (David).
- Give my love to (your brother).
- See you soon.

6 Imagine you are on an adventure holiday. Plan a postcard. Make notes and include the following information.

- which country? Where are you staying?
- describe the weather
- activities you did and when you did them
- activities you are planning to do

7 Write your postcard. Use your notes from exercise 6. Include activities from exercise 1, phrases from exercise 5, and the tenses mentioned in the **Writing Strategy**.

CHECK YOUR WORK

- Have you ...
- included all the information in the task in exercise 6?
- used three different tenses and useful phrases?
- checked your spelling and grammar?

Hi Sam,

POST CARD

I'm having a great time in Vietnam. We arrived three days ago and now we're staying in a hostel by a river in the jungle. The weather is very hot and sunny.

Yesterday we trekked into the jungle and explored. We also looked for monkeys in the trees, but we couldn't see any. There were lots of horrible spiders! Yuck!

Tomorrow morning we're travelling to the beach and in the afternoon we're surfing. I can't wait!

Say hello to Emma. See you soon.

Love, Milla

Hi Joanna,

This is my second day in Canada. We're staying at a campsite near a lake in Ontario. The scenery is really beautiful. The weather is OK. Yesterday it was really cold and windy, but today it's better.

Yesterday we kayaked down a river. It was very scary as there were lots of rocks. Today I abseiled down a cliff. That was scary too, but I enjoyed it!

Tomorrow we're cycling to the nearest village to buy food and drink. I've only got three more days here. ☹️

Wish you were here!

Bye for now!

Tom

POST CARD

Reading

Strategy

Multiple-choice questions often focus on the gist of each text (the general meaning) or on the writer's intention (why the author wanted to write the text, e.g. to tell a story). Read each text quickly to see what the writer's intention is.

1 Read the **Strategy**. Match sentences A–E with intentions 1–5 below.

- 1 give a reason _____
- 2 give information about the past _____
- 3 describe something _____
- 4 compare things _____
- 5 give directions _____

- A Silver Street is more attractive than East Street.
 B It has big wings and a long tail.
 C I like living in the house because it's near the gym.
 D Come out of the station, cross the square and walk 100 m along Mill Lane.
 E 300 years ago, people lived in small houses near the lake.

2 Read the texts and answer the questions (1–3). Choose the correct answer, (A–D).

The heart of Seoul

Seoul is the capital city of Korea. It's 600 years old and it's a large, busy, noisy city. But a small river runs for 5.8 km through the middle of the city. It's called the Cheonggyecheon Stream. The river is older than the city, but for many years the people of Seoul couldn't see it at all because there was a big road over it. Then, in 2003, the government closed the road. They took the road away completely and opened the river again. Now the river is a beautiful place to go for a walk and relax.

- 1 The text gives readers
 A a list of good places to visit in Seoul.
 B a funny story about a river.
 C reasons why the city needed a big road in 1958.
 D information about the history of a river.

Forest fright

Last year, my family and I visited the Piedras Blancas National Park in the south-west of Costa Rica. We stayed in a small wooden house on a beach near the Pacific Ocean. On the first day, we walked into the rainforest with a guide. It was warm, dark and rainy. Suddenly, a big brown snake appeared on the path in front of us! It was a Hog-Nosed Pit Viper, the most dangerous snake in Costa Rica. We stopped, and luckily the snake moved away. Amazing!

- 2 What does the boy say about his visit to Costa Rica?
 A He wanted to see a snake.
 B He was interested in the trees in the forest.
 C An exciting thing happened on the first day.
 D He walked over Costa Rica's most dangerous snake.

A Green City Walk

When we were in Paris last month, we walked along the Promenade Plantée. Do you know it? It's a park now, but a hundred years ago it was a train line. The line closed, and then in 1988 two men planned a public garden for the space. They planted trees and flowers and created a beautiful long path through the 12th District. Away from the crowds and the traffic, it was hard to believe we were in the middle of the city.

- 3 The author of the text
 A invites you to go to a park with her.
 B tells you about the history of a park that she visited.
 C explains why two men wanted to make a park.
 D gives facts about the birds and insects in a park.

Listening


Strategy

When you do a true or false task, read the questions carefully. If you hear a word that has a *similar meaning* to a word in the question, the answer is probably *true*. If you hear a word with an *opposite meaning*, the answer is probably *false*.

3 Read the **Strategy**. Add the words below to the correct place in the table.

clean long loud polluted quick quiet safe slow
start wait

	similar meaning	opposite meaning
dirty		
noisy		
fast		
short	—	
dangerous	—	
stop		

4  3.16 Listen to a conversation between a boy called Stephen and a girl called Myra. Are the sentences true or false? Write T or F.

- 1 Myra isn't happy with the trams in the city. ___
- 2 Stephen says it's difficult for trams to move left and right. ___
- 3 Stephen thinks trams are faster than buses. ___
- 4 Myra thinks the air in their city is polluted. ___
- 5 Stephen thinks bikes are bad for the city. ___
- 6 Stephen thinks trams are noisier than buses. ___

Use of English

Strategy

Before you start a multiple-choice task, read the word before and after each gap. Think about common combinations of words that you know: preposition + noun (e.g. *in Paris*), verb + noun (e.g. *catch a bus*). You should also use your knowledge of grammar to help you. For example, if you see a superlative adjective, the word before it must always be *the* (e.g. *the best*).

5 Read the Strategy. One word in each phrase (1–6) below is wrong. Underline it.

- 1 in ... Spain, New York, a motorbike
- 2 get off ... a bike, a car, a tram
- 3 get out of ... a bus, a taxi, a car
- 4 miss ... your way, the bus, the train
- 5 on ... the ground, Istanbul, a bus
- 6 at ... the museum, the airport, Germany

6 Read the text and choose the correct answer A, B or C to fill the gaps.

City Monkeys

Do you like monkeys? Some people think they're the ¹ _____ animals in the world. In India, however, a lot of people don't want to see monkeys. Their cities have a big monkey problem.

² _____ Delhi, there are tens of thousands of monkeys. They live in the trees and move around the city. They ³ _____ buses and go into people's houses.

Now, people are getting angry with them. In India, people keep water on the roof. The monkeys climb ⁴ _____ people's houses and drink the water. This makes the water dirty, so people can't drink it.

'A few days ⁵ _____, there was a monkey outside my office,' says Gulam Bannerjee. 'At lunchtime, it followed me ⁶ _____ the road to the shop. I ⁷ _____ the fridge and the monkey watched me. I closed the fridge, but then the monkey copied me and got some food. They're very clever! I think they're cleverer ⁸ _____ some people!'

- | | | |
|-------------|-----------|------------|
| 1 A funny | B funnier | C funniest |
| 2 A On | B In | C At |
| 3 A miss | B get on | C cross |
| 4 A up | B under | C past |
| 5 A past | B last | C ago |
| 6 A through | B along | C round |
| 7 A opened | B opening | C open |
| 8 A as | B than | C from |

Speaking

Strategy

When you describe a photo of an outdoor place, talk about the scene first, e.g. say where it is and what time of day it is. Then say what's happening in the photo.

7 Read the Strategy. Complete the table with the words below.

afternoon bridge city cloud cold evening ground park relax sit snow sunrise sunset travel

place	time	weather	activity

8 Choose one of the photos to describe.



Writing

Strategy

When you write a postcard, use adjectives when you give your opinions of places, people and things. Give reasons for your opinions.

9 Read the Strategy. Circle the correct adjective.

- 1 It's very **cold** / **hot**. Yesterday, it was 41°C!
- 2 I had a **bad** / **good** day yesterday. I waited 50 minutes for the bus and then I missed my train.
- 3 It's really **noisy** / **quiet**! Cars, buses and taxis go past my window all the time and I can't sleep at night.
- 4 I'm in the **smallest** / **tallest** building in the city. It's about 650 metres high.
- 5 We have the **worst** / **best** room in the hotel. It's clean and comfortable, and we can see the sea from our window.
- 6 The swimming pool is **fantastic** / **awful**. It's big and the water is really warm.

10 Imagine you are on a city holiday. Write a postcard to a friend. Include information about:

- the city and the weather.
- where you are staying (e.g. a hotel).
- activities you did and when you did them.
- activities you are planning to do.

7

Digital world

Unit map

Vocabulary

Computing (nouns)
Computing (verbs)
Sequencing words
Phrasal verbs: computers
Features of gadgets

Word Skills

Introduction to phrasal verbs

Grammar

Past simple affirmative (irregular)
Past simple (negative and interrogative)

Listening Listening to instructions



Reading A story of kindness



Speaking In a shop



Writing A narrative

Culture 7 British scientists



Vocabulary Builder page 120

Grammar Builder page 136

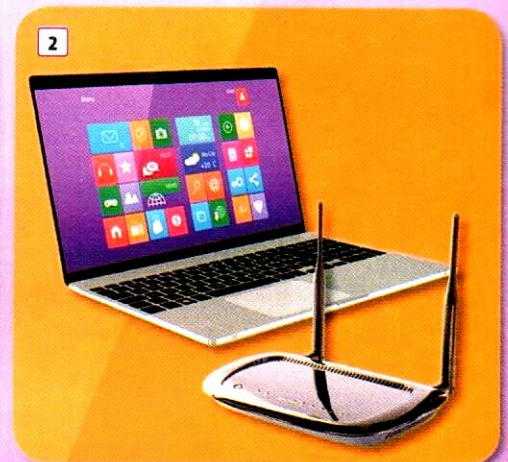
Grammar Reference page 137

7A

Vocabulary

Computing

I can talk about computer equipment.



1 **SPEAKING** Look at photos 1–6. Does the computer equipment look old or modern? Which things look the oldest / the most modern?

2 **VOCABULARY** Look at the words in the list. Match them with the items in the photos.

Computing (nouns) charger computer headphones keyboard laptop memorystick monitor mouse printer router speakers tablet webcam

3 **3.17** Listen and repeat all the words in exercise 2.

- 4 **VOCABULARY** Complete the phrases using the verbs in the list. Use each verb only once.

Computing (verbs) connect to delete download enter post print ~~scan~~ surf upload

- 1 ~~scan~~ a drawing / a photo / a document
 - 2 _____ a comment (on a social networking site)
 - 3 _____ a photo / video (onto the internet)
 - 4 _____ an app / some software / a song / a photo (from the internet)
 - 5 _____ a document / a contact / a photo (from your computer)
 - 6 _____ a Wi-Fi network / the internet
 - 7 _____ your password / your contact details
 - 8 _____ the Web
 - 9 _____ a document / a photo
- 5 3.18 Listen to four conversations. Which phrases from exercise 4 can you hear?
- 6 Complete the computer quiz. Use words from exercises 2 and 4.

- 7 Work in pairs. Do the quiz in exercise 6.

RECYCLE! Present continuous

We form the present continuous with *be* and the *-ing* form of the verb:

I'm listening. We aren't watching. Is he laughing?

We use the present continuous to talk about what is happening now, or around now. We also use it to talk about future arrangements.

I'm learning Chinese. She's leaving tomorrow.

- 8 3.19 Read the **Recycle!** box. Then listen to six short conversations and complete the summaries. Use the present continuous (affirmative or negative) form of the verbs from exercise 4.

- 1 His tablet _____ to Wi-Fi this evening.
- 2 She _____ a contact from her phone.
- 3 They _____ a comment on Instagram.
- 4 He _____ the correct password.
- 5 She _____ some photos onto her Facebook page this afternoon.
- 6 They _____ the Web in a café.

- 9 Decide which sentence from exercise 8 is using the present continuous to talk about the future.

- 10 3.19 **KEY PHRASES** Listen again. Match the two halves of these useful phrases.

Computer collocations

- | | |
|---------|--------------------|
| 1 get | a your emails |
| 2 click | b return |
| 3 press | c online |
| 4 check | d an error message |
| 5 get | e a web page |
| 6 visit | f on a button |

- 11 **SPEAKING** Work in pairs. Using words and phrases from this lesson, tell your partner:

- 1 how often you use email and what you use it for.
- 2 the different ways you use the internet and where you normally are when you get online.
- 3 other things you use a phone, laptop, tablet or computer for.
- 4 something that annoys you when you're using a phone, laptop, etc.

I check my emails a few times a day. I use it for ...

I use a tablet to ...

It annoys me when ...

- 1 The *computer* language for a lot of pages on the internet is:

a HTTP b HDMI c HTML

- 2 Which famous American rap star makes Beats _____?

a Dr Dre b Jay Z c 50 Cent

- 3 Look at photo A. What is another term for a _____?

a a flash drive
b a Wi-Fi connector
c a CD-ROM

- 4 'You can usually _____ a photo from the internet faster than you can upload it.'

a true b false

- 5 When you describe a _____ as '300 Mbps' you're talking about its:

a price b speed c age

- 6 Look at photo B. This _____ has a 16GB hard drive. What does 'GB' stand for?

a gigaband b gigabyte
c gigabar

- 7 When you _____ the Web, what do 'cookies' do?

a Protect your computer from viruses and hackers.
b Make the web page the correct size and shape for your phone, tablet, etc.
c Share information about your visit with the website.



Past simple (affirmative): irregular

I can talk about past events.



Make your dreams a reality

Imagine that your dream is to fly aeroplanes but you can't afford to go to school or university. What can you do? In today's digital world, the answer is simple: use the internet.

As a boy, George Mel from South Sudan had a dream: to be a pilot. He made flying machines in his garden and tried to fly. Once, he fell off the roof and nearly broke his leg!

When George became a teenager, he went to high school for a few years. However, he had to give up because his family had no money. He found a job and worked hard – but he still dreamed about flying.

He read about aeroplanes on the internet. Secretly, he got some old pieces of wood and metal and began to make an aeroplane in his bedroom. In the end, he built his aeroplane. He drew a Sudanese flag on it and took his work to the South Sudan Air Force. When they saw it, they offered him a job!

- 1 Read the text. What is unusual about the aeroplane in the photo?
- 2 Read the **Learn this!** box. Then find all the past simple forms of the verbs in the text in exercise 1. Which are regular and which are irregular?

LEARN THIS! Past simple (affirmative): irregular

a Many verbs have irregular past simple forms. There are no rules for forming these, you need to learn them.

do – did speak – spoke come – came

b The verb *be* is the only verb with two (irregular) past simple forms:

I / he / she it was you / we / they were

- 3 Match the irregular past simple forms of the verbs in the text with their infinitive without *to*.
- | | | |
|----------------|---------------|---------------|
| 1 become _____ | 6 fall _____ | 11 make _____ |
| 2 begin _____ | 7 find _____ | 12 read _____ |
| 3 break _____ | 8 get _____ | 13 see _____ |
| 4 build _____ | 9 go _____ | 14 take _____ |
| 5 draw _____ | 10 have _____ | |

- 4 Complete the sentences with the past simple forms of verbs from the **Learn this!** box and exercise 3.

- 1 I _____ a lot of housework before school yesterday.
- 2 We _____ a great film at the cinema last night.
- 3 My sister _____ to Paris for the weekend.
- 4 I _____ an old memory stick on my bedroom floor.
- 5 She _____ a lot of photos during the holiday.
- 6 We _____ to our teacher about the homework.

LOOK OUT!

! Several past simple forms end in *-ought* or *-aught*. These endings are pronounced /ɔ:t/ (rhyming with *short*).

- 5 Read the **Look out!** box. Then complete the sentences with the past simple form of the verbs below.

bring buy catch fight teach think

- 1 The British and Americans _____ on the same side in the Second World War.
- 2 We _____ a new car about a month ago.
- 3 I _____ about my cousin yesterday because it was her birthday.
- 4 Aristotle _____ Alexander the Great when he was at school.
- 5 I _____ my homework to school, but now I can't find it.
- 6 We _____ the train at six o'clock in the morning.

➔ Grammar Builder 7B page 136

- 6 Complete the email with the past simple form of the verbs in brackets. Some are regular and some are irregular.



To: milly@email.com

Hi Milly,

How are you? I hope you ¹ _____ (have) a good weekend.

My weekend ² _____ (be) great. On Friday evening, I

³ _____ (do) all my homework, so I ⁴ _____ (can) relax on

Saturday and Sunday. On Saturday morning, I ⁵ _____ (go)

into town and ⁶ _____ (buy) new speakers for my laptop. In

the afternoon, a friend ⁷ _____ (come) to see me. He

⁸ _____ (bring) a few DVDs, so we ⁹ _____ (stay) at home

and ¹⁰ _____ (watch) them.

On Sunday morning, I ¹¹ _____ (speak) to my cousin on Skype.

Then, in the afternoon, I ¹² _____ (play) football in the park.

Tom and Logan from our class ¹³ _____ (be) there, so it was

fun.

See you soon!

Love, Max

- 7 **SPEAKING** In pairs, tell your partner five things you did last weekend. Make sentences with five different verbs from this lesson.

I broke my dad's printer. I ...

Listening to instructions

I can understand instructions.



1 **SPEAKING** Work in pairs. Which of these problems have you experienced while using a computer? Can you think of any others? Which problem is the most annoying, in your opinion?

- You've forgotten your password.
- The Wi-Fi connection is very slow.
- You can't access the internet.
- The computer is running very slowly.
- The computer crashes and you lose your work.

2 **VOCABULARY** Complete the instructions for setting up a printer. Circle the correct verbs.

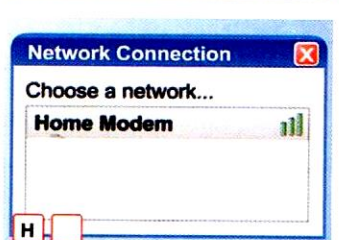
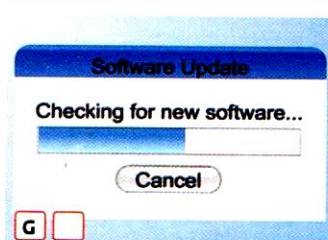
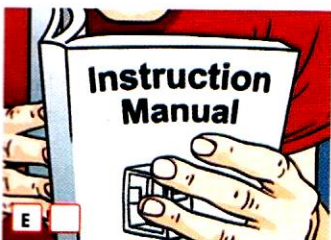
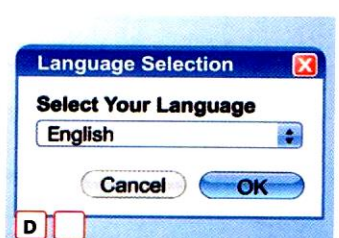
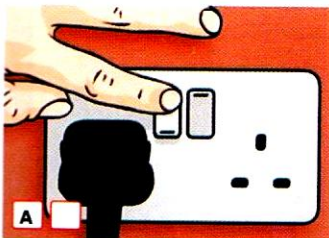
Setting up your new printer

- ▶ Take your new printer out of the box and **remove / install** all packaging.
- ▶ **Turn on / Connect** the printer to the power source.
- ▶ **Install / Turn on** the printer. (The green light flashes.)
- ▶ **Download / Connect** the printer to your computer with the cable.
- ▶ **Upload / Install** the printer software, and **follow / delete** the on-screen instructions.
- ▶ **Remove / Restart** your computer.
- ▶ **Enter / Visit** the printer website and **download / scan** the operating instructions.

Listening Strategy

When you are listening to a set of instructions, it can help if you can first identify the steps. You can do this by identifying sequencing words (e.g. *first of all*, *secondly*, *then*, etc.). This will make it easier to understand the detail when you listen again.

3 **3.20** Read the **Listening Strategy**. Then listen to the instructions. Number the pictures (A–H) in the correct order.



4 **3.20** **VOCABULARY** Check the meaning of the sequencing words below. Then listen again. Which sequencing words did you hear that marked the start of each new stage?

Sequencing words after that finally first of all next now secondly then thirdly to start off with

5 **3.21** Listen to three conversations with a computer Help Desk. In each conversation, how many steps are there in the instructions: 3, 4 or 5?

6 **3.21** Listen again and circle the correct words.

Conversation 1

- The woman asks the man to check the **power source / cable** behind the computer.
- At first the man forgets his **password / office network**.

Conversation 2

- The woman finds the missing files in the **recycle bin / on the desktop**.
- The man tells the woman to drag the **documents / recycle bin** into the folder.

Conversation 3

- Ben can't use his **memory stick / computer**.
- Sally works in room **240 / 204**.

7 **SPEAKING** Work in pairs. What computer problems have you had? How did you solve them?

I forgot my password. I had to make a new one.

Past simple (negative and interrogative)

I can say what did and didn't happen in the past.



- 1 **SPEAKING** Work in pairs. Write down five things you can do with your phone.

I can send messages.

- 2 **3.22** Read and listen to the first part of the dialogue. What was the problem with James's videos?

James Did you go to the music festival in the park last weekend?

Chloe No, I didn't. Did you go?

James Yes, I did. It was fun.

Chloe Did Cool Heart play?

James Yes, they did. They were brilliant.

Chloe Did you take any photos?

James No, I didn't take any photos, but I filmed a few songs. Look ...

Chloe I can't hear anything. There's no sound!

James Oh no! It didn't work.

Chloe Did you have your finger over the microphone?

James Yes, maybe. I didn't check. I'm useless with technology!

- 3 Find all the examples of the past simple negative and interrogative in the dialogue in exercise 2. Then complete the **Learn this!** box with *did* and *didn't*.

LEARN THIS! Past simple (negative and interrogative)

- a** We form the past simple negative with _____ + the infinitive without *to*.
- b** We form the past simple interrogative with _____ + *he / they / you*, etc. + the infinitive without *to*.
- c** We form short answers with _____ and _____.

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- 4 Make the sentences negative.

- Tom went to bed before 10 p.m. last night.
- I caught the bus to school.
- Sarah had a dream last night.
- We studied English in primary school.
- My friend watched TV before school this morning.
- Sarah and Fred had breakfast this morning.

- 5 Make questions from the sentences in exercise 4. Use *you* and the past simple.

Did you go to bed before 10 p.m. last night?

- 6 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 5.

Did you go to bed before 10 p.m. last night?

Yes, I did. / No, I didn't.

LOOK OUT!

- ! Remember that we don't use *did / didn't* to make the past simple negative and interrogative forms of *be* and *can*.

- 7 **3.23** Read the **Look out!** box. Then complete the rest of the dialogue with the past simple negative or interrogative form of verbs in brackets. Listen and check.

Chloe Never mind. Tell me about the festival.

1 _____ (be / you) close to the stage?

James No, I 2 _____ (be / not). I 3 _____ (not / can) see very well. That's why I wanted to film it.

Chloe What kind of music 4 _____ (Cool Heart / play)?

James Mostly pop music. They 5 _____ (not / play) any of their new songs.

Chloe 6 _____ (be) the other bands good?

James Yes, they were. But I 7 _____ (not / hear) all of them. I left early because I 8 _____ (not / want) to miss the last bus.

- 8 Complete the table with the verbs below. Then tick the things that were true for you yesterday.

be eat go help meet play send surf use

What did you do yesterday?	You	Your partner
1 _____ to the cinema		
2 _____ with the housework		
3 _____ social media		
4 _____ out		
5 _____ your friends		
6 _____ computer games		
7 _____ a lot of texts		
8 _____ the internet		
9 _____ in bed before 11 p.m.		

- 9 **SPEAKING** Work in pairs. Take turns to ask and answer questions using the table in exercise 8. Tick the things that your partner did.

Did you go to the cinema?

Yes, I did. / No, I didn't. What about you? Did you ... ?

- 10 **SPEAKING** Tell the class what your partner did yesterday. Use the past simple affirmative and negative.

Jack went to the cinema. He didn't ...

Introduction to phrasal verbs

I can use a range of computer-related phrasal verbs.

First of all, turn on your computers. Type in your passwords and log on. After you complete the test, save your work, and then log off. Finally, shut down your computers.

- SPEAKING** Describe the photo. Would you like to learn in a classroom like this? Why? / Why not?
- Read the **Learn this!** box. Then find and underline five phrasal verbs in the teacher's speech bubble. Are they transitive or intransitive?

LEARN THIS! Phrasal verbs

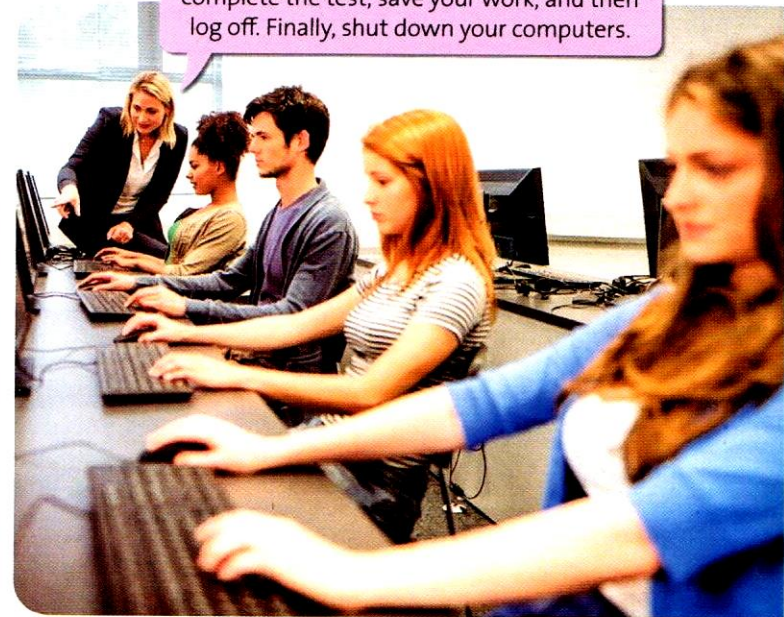
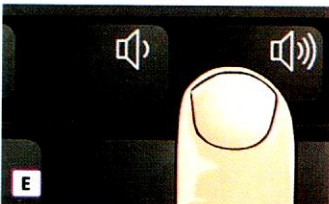
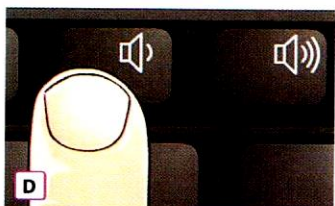
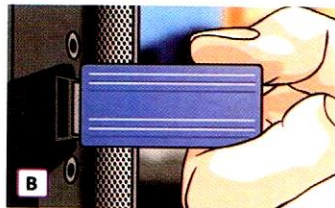
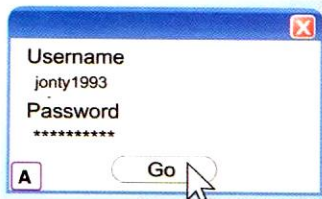
- a** Phrasal verbs consist of a verb and a particle (e.g. *up, on, in, back, off*, etc.) They are very common in English.
- b** Some phrasal verbs are transitive. They take a direct object, e.g.:
- subject verb direct object
put on: Alexander puts on his jacket.
- c** Some phrasal verbs are intransitive. They do not take a direct object, e.g.:
- get up:* I got up at six o'clock.

- VOCABULARY** Match eight of the phrasal verbs below with the pictures. Check the meaning of all the phrasal verbs.

Phrasal verbs: computers

Transitive back up (your work) plug in (a printer)
scan in (a document) shut down (a computer)
turn down (the radio) turn off (the light) turn on (the TV)
turn up (the volume) type in (your username)

Intransitive break down log off log on



- DICTIONARY WORK** Study the dictionary entries. How do you know if the phrasal verb is transitive or intransitive?

turn something off to move the handle or switch that controls something, so that it stops: *Turn the tap off.* ◇ *She turned off the television.*

break down

- if a machine or car **breaks down**, it stops working: *We were late because our car broke down.*
- if a person **breaks down**, they start to cry: *He broke down when he heard the news.*

- Complete the sentences with the phrasal verbs below. Use the correct tense and form.

back up log on plug in shut down
turn down turn on type in

- The music was very loud, so I _____ the volume.
 - I couldn't _____ because I forgot my username and password.
 - Sally _____ her username and password, then pressed enter.
 - Yesterday evening, I _____ all my important documents to a hard drive so that I didn't lose them.
 - Dan closed all the applications and then _____ his computer.
 - I couldn't print the photo because I forgot to _____ the printer and _____ it _____!
- Work in pairs. Prepare six instructions using transitive phrasal verbs from exercise 3 and a noun. Do not show your partner.
 - Plug in the computer.
 - SPEAKING** Take turns to say your sentences to each other. Your partner acts out the instructions.

Dancing Man

I can understand a text about a social media campaign.

- 1 SPEAKING** Work in pairs. What is 'cyberbullying'? Give one or two examples (real or invented).
- Read the text, ignoring the gaps. What kind of cyberbullying does the text mention? Is it like the examples you thought of in exercise 1?

Reading Strategy

When you do a gapped sentence task, think about the order of events within a text. Having a clear idea of the sequence helps you to check that your sentence fits.

- Read the Reading Strategy. Then put these events into the order in which they happened.
 - Cassandra Fairbanks raised money for Sean O'Brien's plane ticket.
 - Photos of Sean O'Brien appeared on an internet forum.
 - Sean O'Brien threw the ball to start a baseball game.
 - Sean O'Brien performed at a gig.
 - There was a big party for Sean O'Brien in Hollywood.
 - Cassandra Fairbanks started a campaign on Twitter.
 - Sean O'Brien appeared on an American TV show.

1 d, 2 ...

- Match gaps (1–4) in the text with sentences (A–E). Use your answers to exercise 3 to help you. There is one extra sentence.
 - This quickly raised more than \$20,000.
 - After one day, they found him.
 - Two days later, he returned to England.
 - Afterwards, Sean said, 'It was the best night of my life!'
 - They wanted to help the man.

- Read and listen to the complete text. Check your answers.

- VOCABULARY** Match the two halves of these phrases. They are all in the reading text.

- | | |
|---------------|------------|
| 1 internet | a media |
| 2 social | b page |
| 3 viral | c account |
| 4 hashtag | d forum |
| 5 fundraising | e campaign |
| 6 Twitter | f story |

- SPEAKING** Work in pairs or groups. Think of a campaign you would like to start on social media to make your school, town or environment better in some way. Invent a hashtag for your campaign.
- SPEAKING** Present your campaign to the class. Which is the most popular?

The aim of our campaign is to ...

We want people to ...

Our hashtag is ...

3.24

PEOPLE POWER

In March 2015, a British man went to a gig in London. He liked the music and he began to perform. Because he was a large man, other people noticed his performing. A few of them laughed and took photos of him. When the man saw their reaction, he stopped performing and looked sad.

A few days later, the photos appeared on a well-known internet forum. There were comments about the man's performing and some of the comments were very unkind. The man was a victim of cyberbullying. But that wasn't the end of the story; it was only the beginning.



Cassandra
@CassandraRules

Follow

Anyone know this man or who posted this? There's a huge group of ladies in LA who would like to do something special pic.twitter.com/DGBu3AXOrB

5:54 PM · 5 Mar 2015

3,444 RETWEETS 3,613 FAVORITES



A group of people on social media, including an American writer called Cassandra Fairbanks, were angry about the cyberbullying. ¹ ____ They decided to have a huge party for him in California. But they didn't know who he was! However, it quickly became a viral story and Twitter users started a hashtag campaign: #FindDancingMan! ² ____ Sean O'Brien was his name. He was originally from Liverpool but lived in London.

Cassandra Fairbanks and her friends on social media began to organise the party for Sean in Los Angeles. They also set up an online fundraising page to pay for Sean's ticket to the USA. ³ ____