

# Do you know...?

- 1 a** Do you know these tenses? Match the sentences (1–7) with the tenses (a–g).
- I've lived here since I was a child.
  - She's studying French at the Sorbonne.
  - We left the office at about 7:00 p.m.
  - I'd already eaten lunch so I wasn't hungry.
  - He was playing his guitar when the string broke.
  - I'm leaving the company in July.
  - I write about fifteen emails a day.
- a Present Simple  
b Present Continuous (for ongoing actions)  
c Present Continuous (for future actions)  
d Present Perfect  
e Past Simple  
f Past Continuous  
g Past Perfect

**b** Complete the sentences with the tenses (a–g) from exercise 1a.

- We use the \_\_\_\_\_ to describe something that started and finished in the past.
- We use the \_\_\_\_\_ to describe a future plan.
- We use the \_\_\_\_\_ to describe something that started in the past and continues in the present.
- We use the \_\_\_\_\_ to describe something that is a state, habit or general truth.
- We use the \_\_\_\_\_ to describe a temporary situation that is happening around now.
- We use the \_\_\_\_\_ to describe something that happened before another event in the past.
- We use the \_\_\_\_\_ to describe something temporary that was in progress at a time in the past.

- 2** Can you recognise the underlined parts of the sentences? Label them with the headings in the box.

idiom (x2) phrasal verb (x2) prefix (x2)  
suffix (x2)

- The story was unbelievable!
- Can you give me a hand with this?
- She grew up in Ecuador.
- I've given up eating chocolate!
- This meat is overcooked.
- Happiness is the most important thing.
- This is the poem that I learned by heart.
- I was always useless at Maths.

- 3 a** Complete the mind maps with words from the box.

beach coffee colleague daughter  
doorbell hall husband island potato  
roof sightseeing stepmother tourist  
vacuum cleaner vegetable yoghurt



- b** Underline any /ə/ sounds in the words in exercise 3a.

**c** Add some more words to each mind map.

- 4 a** Complete the table with the correct verbs, nouns and adjectives.

verb	noun	adjective
<i>educate</i>	(1) _____	<i>educated</i>
(2) _____	<i>improvement</i>	<i>improved</i>
<i>televis</i>	(3) _____	xxx
<i>govern</i>	(4) _____	xxx
xxx	<i>expense</i>	(5) _____
xxx	<i>beauty</i>	(6) _____
<i>attract</i>	<i>attraction</i>	(7) _____
(8) _____	<i>application</i>	xxx

- b** Mark the main stress in the words in the table in exercise 4a. How many syllables are there in each word?

- 5** Put the words in the correct order to make useful phrases for the classroom.

- could/a/little,/speak/you/please/up ?
- dictionary,/I/could/your/borrow ?
- you/paper,/give/some/could/please/me ?
- these/down/words/write .
- in/do/English/say/you/how/'X' ?
- mean/does/'X'/what ?
- and/the/between/what's/'X'/'Y'/difference ?
- you/again/say/can/that ?
- are/page/on/we/what ?

# Friends

# 1



## Lead-in

- 1 Work in pairs and look at the photos. What relationship do you think the people in each photo might have?
- 2 Put the words in the box under these headings: (a) work/school, (b) family, (c) friends, (d) other. Can you add any more words under each heading?

acquaintance    best friend    boss    classmate    close friend    colleague  
 ex-girlfriend    father-in-law    friend of a friend    husband    stepmother  
 stranger    old friend    team-mate



- 3 Match the phrases in **bold** from A with the correct definition from B.

A	B
1 I'm sorry you're leaving. Let's <b>keep in touch</b> .	a not stay in contact
2 We <b>have the same sense of humour</b> and like the same jokes.	b like to be with him/her
3 We're both sporty. In fact, we <b>have a lot in common</b> .	c know him/her better
4 I hope we don't <b>lose touch</b> when you move away.	d find the same things funny
5 He's really nice when you <b>get to know him</b> .	e like/enjoy the same things
6 I really <b>enjoy her company</b> .	f stop being friends
7 They <b>fell out</b> over money and didn't speak to each other for years.	g understand each other well
8 We're really <b>on the same wavelength</b> .	h stay in contact

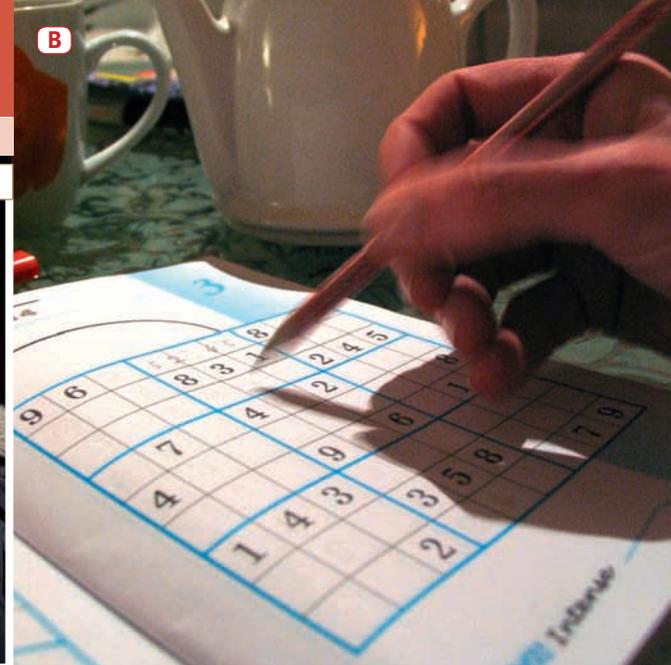


- 4 Look at the words from the box in exercise 2 and think of four people you know. Work in pairs and describe your relationship with the people you chose.

# 1.1 A lot in common?

Grammar auxiliary verbs (*do, be, have*)

Can do encourage further conversation by expressing interest in what is said



## Speaking and listening

**1** Work in pairs. Match the hobbies (1–5) with the photos (A–E).

- 1 snowkiting      3 juggling      5 sudoku  
2 t'ai chi      4 astronomy

**2 a** Complete the phrases in **bold** with the prepositions from the box.

about (x3)    at    for    on (x2)    in (x2)    to

- 1 What subjects do you like **reading** \_\_\_\_\_ ?
- 2 What do you **use** the Internet \_\_\_\_\_ ?
- 3 What activities and hobbies are you **good** \_\_\_\_\_ ?
- 4 What do you **spend** too much time \_\_\_\_\_ ?
- 5 What do you **worry** \_\_\_\_\_ ?
- 6 What types of exercise are you **keen** \_\_\_\_\_ ?
- 7 What do you usually **talk** \_\_\_\_\_ with friends?
- 8 What cultures are you **interested** \_\_\_\_\_ ?
- 9 What clubs do you **belong** \_\_\_\_\_ ?
- 10 How many languages are you **fluent** \_\_\_\_\_ ?

**b** Work in pairs. Choose five questions from exercise 2a and write down what you think your partner's answers will be.

**c** Ask your partner your questions. Were your ideas correct?

**3 a** 1.2 Listen to five dialogues about the hobbies in the photos. Which questions from exercise 2a do the speakers answer?

**b** What were their answers? Write one key word for each speaker.

**c** Listen again and make notes about the different hobbies. Then work in pairs and compare your notes.

**4** Work in pairs. Do you do any of the activities in the photos? Do you have any other unusual hobbies?

## Grammar | auxiliary verbs (*do, be, have*)

**5 a** Look at the Active grammar box. Complete the example sentences with an auxiliary verb. Make sure you use the correct tense.

**b**  1.3 Listen and check your answers.

### Active grammar

#### A Wh- questions

- 1 A: *How* \_\_\_\_\_ *you learn to do that?*  
B: *Well, I started off...*

#### B Yes/No questions

- 2 \_\_\_\_\_ *she have a telescope then?*  
3 \_\_\_\_\_ *you been there?*

#### C Echo questions (to check understanding or show interest)

- 4 A: *I'm quite good at juggling.*  
B: \_\_\_\_\_ *you?*

#### D Negatives

- 5 A: *Can you juggle with plates?*  
B: *No, I* \_\_\_\_\_ *think I could do that!*  
6 *I* \_\_\_\_\_ *even been skiing!*

#### E Short answers

- 7 A: *Do you do it regularly?*  
B: *No, I* \_\_\_\_\_ .  
8 A: *Have you been there?*  
B: *Yes, I* \_\_\_\_\_ .  
9 A: *Isn't it terrifying?*  
B: *Yes, it* \_\_\_\_\_ . *That's the whole point!*

see Reference page 19

**6** Find and correct two mistakes in each dialogue.

- 1 A: What subjects do you likes reading about?  
B: Oh, I'm quite interested in sport.  
A: Are you? What sports you like?  
B: Tennis and football, mainly.
- 2 A: What do you worry about?  
B: I not worry much. I guess sometimes I worry about money.  
A: Does you? I do too.
- 3 A: Use you the Internet a lot?  
B: No, not really. I not have time. Do you?  
A: Yes, all the time.
- 4 A: Have you seen that film yet?  
B: No, I didn't. What about you?  
A: Yes. I saw it last week.  
B: Was it any good?  
A: Yes, it were.

## Pronunciation | intonation in echo questions

**7 a** Write echo questions for these sentences.

I grew up in Peru.

*Did you?*

- I live in a seven-bedroom house.
- My boyfriend has travelled round South America.
- Next year I'm going to university.
- Last year I won a medal for swimming.
- I'm learning to drive at the moment.
- We both hate spaghetti.
- They've just moved to Egypt.
- He eats six eggs a day.

**b**  1.4 Listen and check your answers.

**c** Listen again, and notice if the person asking the echo questions sounds interested or not. What happens to the intonation when he sounds interested?

**d** Work in pairs. Practise the dialogues in exercise 7a. Try to show that you are interested and encourage your partner to say more.

A: *I grew up in Peru.*

B: *Did you?*

A: *Yes, my father was the ambassador to Peru.*

see Pronunciation bank page 85

## Speaking

**8 a** You are going to try to find something in common with someone in the class you don't know very well. First, complete the following sentence in different ways.

I'd like to find someone who ...

- *writes poetry.*
- *is a really good cook.*

**b** Ask your classmates questions to try and find someone for each of your sentences. Show your interest through echo questions.

A: *Do you write poetry?*

B: *No, I don't, but I do write novels.*

A: *Do you? Have you had anything published?*



## Reading and speaking

**9** Work in pairs and discuss the questions.

- 1 Look at the photos. What aspects of culture do they represent?
- 2 What are some typical features of your culture?
- 3 How is your culture different from other cultures you know about? How is it similar?

**10 a** Work in pairs. You are each going to read about a cultural misunderstanding.

**Student A:** read the text on this page and answer the questions below.

- 1 What did Kyle's father-in-law keep doing?
- 2 How did she usually react?
- 3 What happened when she got angry?
- 4 What did her husband explain?

**Student B:** read the text and answer the questions on page 77.

**b** Tell your partner about the story you read and listen to your partner's story. Ask questions about anything you don't understand.

**c** Have you ever had a cultural misunderstanding? Tell your partner what happened.

## Not in my culture...

*'Ah, Kyle, gordita, como estas?' (translation: 'Ah, Kyle, fatty, how are you?').'*

**T**his is how my father-in-law would greet me every time we went over to his house. At first, I thought I needed to be on my best behaviour for my husband's parents, so I would just smile and nod, when really I felt furious as he insulted me about my weight over and over again.

Finally, one day I'd had enough. When my father-in-law mentioned my weight at the dinner table once again, in front of everybody, telling me I looked 'even fatter than normal', I lost my temper, 'Well, you look older and more wrinkly than normal.' Silence. I turned bright red as I realised I'd just said something truly offensive. Eventually someone coughed politely and changed the subject. But, after dinner my husband took me aside. 'Why in the world would you insult my dad like that?!' he asked. I told him, 'I've had enough of the weight comments, tell him to stop insulting me.' And then my husband told me that in Chile, 'gordita' is a term of endearment and is only used lovingly. He also explained that it's not at all impolite to bring up other people's weight loss/weight gain and that if people do, that just means they care about you enough to notice.

So I explained to my husband that telling someone they look fat/fatter is one of the rudest things you can possibly do in my culture. Well, my husband had a little chat with my father-in-law and my size was never mentioned again.

# 1.2 How many friends?

Grammar Present Simple and Present Continuous

Can do start a conversation with a stranger

## Listening

- 1 a** Work in pairs and discuss the questions.
- Who do you consider to be your best friend?
  - Where and when did you meet them?
  - What do you like about them?
  - How are they different from you?
- b** <sup>1.5</sup> Listen to Pete answering the same questions about his best friend, and note down his answers.

## Vocabulary | personality

- 2 a** Work in pairs. Complete the definitions (1–10) with the adjectives from the box.

dependable encouraging generous  
jealous kind-hearted mean  
pleasant selfish sulky upbeat

A/An \_\_\_\_\_ person ...

- is friendly and well-behaved.
- cares about you and wants to help you.
- always does what you need them to.
- is unhappy if you have something they'd like themselves.
- happily gives you whatever you need.
- has a positive, optimistic attitude.
- tries to give you the confidence to succeed.
- is angry and unhappy for long periods.
- thinks of themselves first.
- doesn't like giving anything away.

**b** Choose three adjectives in exercise 2a which you think are most important in a good friend. Explain why.

**c** Work in pairs. Tell your partner about a friend who one of the adjectives in exercise 2 describes. Explain why.

*When I lost my job last year, my friend Lucia was really encouraging. She kept telling me I would get a better job soon, and I have!*

## Pronunciation | sounds and spelling: ea

- 3 a** <sup>1.6</sup> Listen to the four ways in which 'ea' can be pronounced. Then put the adjectives from the box in the correct column.

fearful jealous kind-hearted mean pleasant upbeat

/i:/	/e/	/ɪə/	/a:/

- b** <sup>1.7</sup> Listen and check your answers.

**c** Put more words that you know with 'ea' into the correct column.

see Pronunciation bank page 84

## Speaking

- 4 a** Work in pairs and discuss the questions.
- When was the last time you made a new friend?
  - How did you meet?
- b** Complete the How to... box with the headings below.
- at a bus stop
  - at a party
  - on public transport

### How to... start a conversation with a stranger

- A \_\_\_\_\_ : Cold today, isn't it?  
: Excuse me, could you tell me the time?
- B \_\_\_\_\_ : Excuse me, is anyone sitting here?  
: Is it always this crowded?
- C \_\_\_\_\_ : So how do you know Jason? (the host)  
: Have you tried this chicken? It's delicious!

**c** Respond to each conversation starter in the table in exercise 4b.

**d** Work in pairs. Choose a conversation starter and write a short conversation.

- A: *Have you tried this chicken? It's delicious!*  
B: *No, it looks good though. You should try some of the fish. I think Mary made it herself.*



# How many friends should you have?



People often say that while money may bring wealth, friends bring riches. New research, however, shows that friends may bring both kinds of riches. An American study asked eighteen-year-olds to list their three best friends. Years later, it was discovered that those named most often tended to be earning the most. In fact, every extra friend added two percent to their salary. The researchers believed that this is because people with better social skills do better in the workplace. So, the more friends the better!

One theory states that we all have about 150 friends. This may sound like a lot, but only about five of those are really close friends, the kind you can ring at 4:00 a.m. About another ten are part of an inner group, and these can include family members. Then there are about thirty-five not so close friends, and the other 100 are really just acquaintances. Susie, a market researcher, agrees: 'I have loads of friends, but I'm studying as well as working at the moment, so I only see a few friends once a week or so.'

Have social networking websites changed this? Facebook™, one of the most popular social networking sites, has more than 300 million active users worldwide, all making new friends online. The average number of Facebook friends is 130, but many people have hundreds or even thousands of online friends. Paulo, a graphic designer, thinks he is fairly typical of his generation: 'I have more than 700 Facebook friends, many of them from other countries. It is as easy nowadays to have a friend on the other side of the world as one round the corner.' However, research indicates that while some people may have more than 150 friends, the number of close friends remains exactly the same – about five.

It appears that whatever technology may make possible, human beings can only manage a small number of 'true' friends.

## Reading

**5 a** Work in pairs. Do you think that the following statements are true (T) or false (F)?

- 1 People who have more friends usually earn more money.
- 2 Most people have about 150 friends.
- 3 The average number of online friends on Facebook is 700.
- 4 Most people only have one or two close friends.

**b** Read the article above and check your answers.

**6** Read the article again and answer the questions.

- 1 According to the American study, how much was each friend 'worth'?
- 2 Why did the researchers believe that more popular children earned more as adults?
- 3 How many of the 150 friends mentioned are really acquaintances?
- 4 How many people use Facebook worldwide?
- 5 What is the writer's opinion about the effect of technology on how many close friends we have?

- 7** Read the comments below from a website. Then work in pairs and discuss which opinions you agree or disagree with.

I would never accept an online 'friend' who I didn't already know. How can you be friends with someone you've never met?  
Sylwia, UK

I'm reading this at work – it's my lunchbreak – and I wanted to comment about the fact that most companies won't let you go on Facebook while you're at work, even in your own time. I don't think it's fair because this is the main way I communicate with my friends.  
Jon, UK

I think people who have hundreds of friends online must just be really self-obsessed and looking for attention.  
Rui, Portugal

- 8** Work in pairs. How many friends do you think is the 'right' number to have? Why?

## Grammar | Present Simple and Present Continuous

- 9 a** Look at the Active grammar box. Match the example sentences (1–5) with the rules (A–E).
- b** Complete the table in the Active grammar box with the verbs in the box.

### Active grammar

- People with better social skills **do** better in the workplace.
- I **have** more than 700 Facebook friends.
- I **'m studying** as well as working.
- I **see** them once a week.
- I **'m reading** this at work.

We use the Present Simple for ...

- A habits/routines, e.g. sentence \_\_\_\_\_ .
- B things that are always true/permanent, e.g. sentence \_\_\_\_\_ .
- C describing a state, e.g. sentence \_\_\_\_\_ .

We use the Present Continuous for ...

- D things that are happening now at this precise moment, e.g. sentence \_\_\_\_\_ .
- E temporary situations that are happening around now, e.g. sentence \_\_\_\_\_ .

believe do eat go have like live need  
play think understand want

Action verbs	State verbs	Both
go, ...	believe, ...	live, ...

We do not usually use state verbs in continuous tenses.

- 10** Put the verbs in brackets into the correct form of the Present Simple or Present Continuous.

- \_\_\_\_\_ (you/read) that book? Can I see it?
- Sasha \_\_\_\_\_ (not/work) on Tuesdays, so she's at home now.
- I'm so tired. I \_\_\_\_\_ (need) a holiday!
- That looks hard. \_\_\_\_\_ (you/want) any help?
- I'm afraid we \_\_\_\_\_ (not/have) any tea because I always drink coffee.
- Where \_\_\_\_\_ (you/live) at the moment?
- \_\_\_\_\_ (you/understand) this computer manual?
- You look very happy! Who \_\_\_\_\_ (you/think) about?
- I \_\_\_\_\_ (not/want) to leave too late because I \_\_\_\_\_ (hate) driving in the dark.
- What horrible weather! I \_\_\_\_\_ (stay) inside until the rain stops.

- 11** Make questions from the prompts using the Present Simple or Present Continuous.

- What/you/do? (job/occupation)
- What/you/do/at work (or school)/at the moment?
- How often/you/go out with friends?
- What/you/like/do?
- What films/you/like/watch?
- What/you/usually/do/at the weekends?
- You/read/a good book/at the moment?
- You/play (or watch)/any sports/ these days?
- Why/you/study/English/this year?
- You/do/any other courses/at the moment?

- 12** Work in pairs. Ask your partner the questions in exercise 11. Tell the class anything interesting you learned.

# 1.3 Brotherly love?

Grammar Present Perfect Simple and Past Simple

Can do retell a simple narrative in your own words



## Listening and speaking

**1 a** 1.8 Listen to three people talking about someone who they fell out with. Match the speakers (1–3) with the photos (A–C).

**b** Listen again and complete the notes in the table.

	Speaker 1	Speaker 2	Speaker 3
Who do they talk about?		<i>Romina – best friend</i>	
How long have they known/did they know each other?			<i>one year</i>
Why/When did they fall out?			
How is their relationship now?			

**c** Work in pairs and check your answers.

## Vocabulary | arguing

**2** Listen to the three people in exercise 1a again and complete the table with phrases which have a similar meaning.

get angry	have an argument
lose your _____	have a _____
see _____	_____ over something

**3** Work in pairs and discuss the questions.

- Do you ever have arguments with your friends?
- Have you ever fallen out with a close friend? What happened?
- What do friends/family usually argue about?

## Reading

**4 a** You are going to read a true story about two brothers. Work in pairs and look at the photos on page 15. How could the items in the box be significant?

an argument a business  
a nickname a shoemaker a wild cat  
the 1932 Olympic games

**b** Now read the article on page 15 and check your ideas.

**5** Read the article again. Write true (T) or false (F).

- The Dasslers' father was a sportsman.
- The brothers first made sports shoes at home.
- They argued about the shoes.
- They decided to start their own companies.
- Puma sells more shoes than Adidas.
- People in the town have now forgotten the argument.

**6** Read the Lifelong learning box. Then practise the skill by finding words in the story which mean the following:

- provided a product (paragraph 1)
- created (an institution/company, etc.) (paragraph 4)
- moved permanently to a different place (paragraph 5)
- one or more of the most successful companies (paragraph 6)

### Guessing from context

! When you are reading, it is often better to try to guess the meaning of a new word rather than stopping to use a dictionary. It will help you to read more fluently.

Lifelong learning

**7** Work in pairs. Take it in turns to retell the story using the words/phrases from exercise 2 and the verbs from exercise 6.



# Brotherly Love?

**Adidas® and Puma® have been two of the biggest names in sports shoe manufacturing for over half a century.**

Since 1928 they have supplied shoes for Olympic athletes, World Cup-winning football heroes, Muhammad Ali, hip hop stars and rock musicians famous all over the world. But the story of these two companies begins in one house in the town of Herzogenaurach, Germany.

Adolph and Rudolph Dassler were the sons of a shoemaker. They loved sport but complained that they could never find comfortable shoes to play in. Rudolph always said, 'You cannot play sports wearing shoes that you'd walk around town with.' So they started making their own. In 1920 Adolph made the first pair of athletics shoes with spikes, produced on the Dasslers' kitchen table.

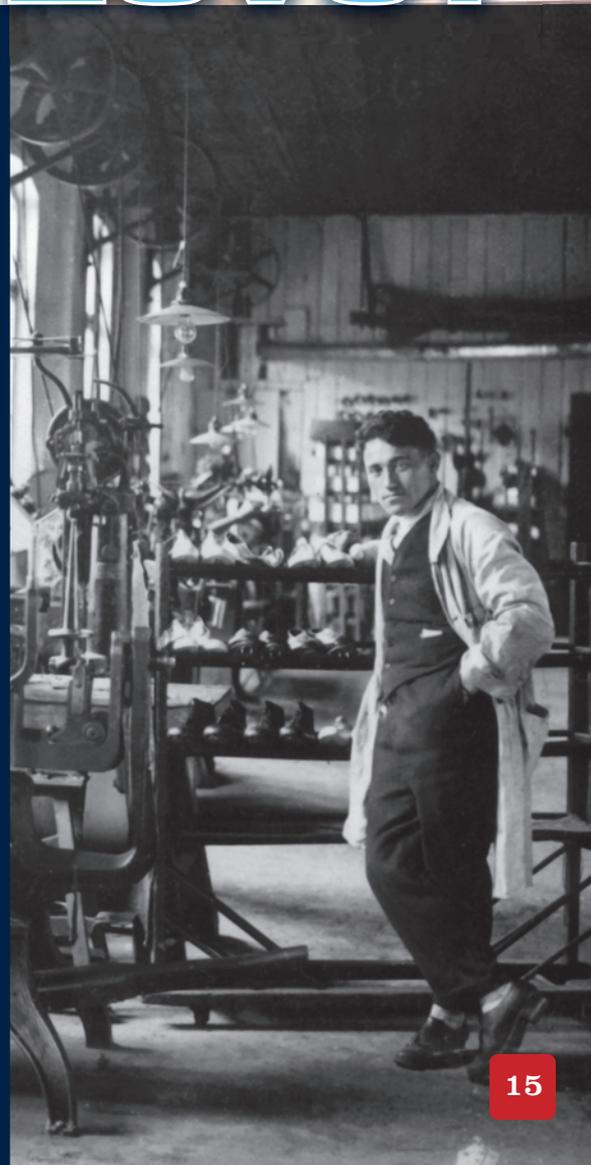
On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd and they worked together for many years. The company became successful and it provided the shoes for Germany's athletes at the 1928 and 1932 Olympic Games.

But in 1948 the brothers argued. No one knows exactly what happened, but family members have suggested that the argument was about money or women. The result was that Adolph left the company. His nickname was Adi, and using this and the first three letters of the family name, Dassler, he founded Adidas.

Rudolph relocated across the River Aurach and founded his own company too. At first he wanted to call it Ruda, but eventually he called it Puma, after the wild cat. The famous Puma logo of the jumping cat has hardly changed since.

After the big split of 1948 Adolph and Rudolph never spoke to each other again and their companies have now been in competition for over sixty years. Both companies were for many years the market leaders, though Adidas has always been more successful than Puma. A hip hop group, Run DMC, has even written a song called *My Adidas* and in 2005 Adidas bought Reebok®, another big sports shoe company.

The terrible family argument should really be forgotten, but ever since it happened, over sixty years ago, the town has been split into two. Even now, some Adidas employees and Puma employees don't talk to each other.



## Grammar | Present Perfect Simple and Past Simple

- 8 a** Work in pairs. Look at the extracts (1-8) from the story on page 15. Does each one use the Present Perfect Simple or the Past Simple?
- 1 Since 1928 they have supplied shoes for Olympic athletes.
  - 2 Adidas has always been more successful than Puma.
  - 3 On 1st July 1924 they formed a shoe company, Dassler Brothers Ltd.
  - 4 Run DMC has even written a song called *My Adidas*.
  - 5 They worked together for many years.
  - 6 The family argument happened ... over sixty years ago.
  - 7 The companies have now been in competition for over sixty years.
  - 8 Ever since it happened ... the town has been split into two.
- b** Read the Active grammar box and choose the correct underlined words to complete the rules. Use the sentences from exercise 8a and the examples to help you.

### Active grammar

- 1 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a finished period of time in the past. There is no connection to now.
- 2 We use ago/for with the Past Simple to say when something happened and ago/for to talk about the period when something happened.
- 3 We use the Past Simple/ Present Perfect Simple to talk about actions or states which happened in a period of time that is connected to now.
- 4 We often use for and since with the Present Perfect. We use for + a point/period of time and since + a point/period of time.
- 5 We use just with the Present Perfect Simple/ Past Simple to show that an action is very recent.  
*I've just bought some new shoes.*
- 6 We use not yet/already with the Present Perfect Simple to emphasise that a situation has not started. We use not yet/already to emphasise that a situation has started or an action has finished.  
*I haven't done the shopping yet.*  
*I've already finished cooking.*

see Reference page 19

- 9** Read the texts below about other famous brothers and sisters and choose the correct words in *italics*.

Venus and Serena Williams are both famous tennis stars. They (1) *have played/played* each other professionally more than twenty times.

In 2001, the actors Jake and Maggie Gyllenhaal (2) *starred/have starred* together in the film *Donnie Darko*, where they (3) *played/have played* brother and sister.



Penelope Cruz is a world famous actor, but her siblings, Eduardo and Monica are also quite famous. Eduardo (4) *had/has had* several international hits and Monica is a well-known Spanish actor. She would like to star internationally but she (5) *didn't learn/hasn't learnt* English yet.

- 10** Complete the sentences with the time expressions from the box.

ago   already   for   just   since   yet

- 1 Kylie and Dannii Minogue have been professional performers \_\_\_\_\_ they were children.
- 2 Kylie's first performance on television took place over thirty years \_\_\_\_\_.
- 3 Kylie has \_\_\_\_\_ achieved a lot in her career, but she still seems to have plenty more to offer.
- 4 Kylie hasn't \_\_\_\_\_ had as much success in America.
- 5 Dannii has been a judge on a TV talent show \_\_\_\_\_ a few years now.
- 6 Dannii has \_\_\_\_\_ started a family. She had her first baby last year.

## Speaking

- 11** Work in pairs. Do you think it's a good idea to go into business with your friends and family? Why/Why not?

# 1 Vocabulary | phrasal verbs

**1 a** Read the text below and answer the questions.

- 1 What languages did the author speak? Why?
- 2 What language did her father tell her off for using? Why?
- 3 Why did the author want to become a painter? Why was she not successful?

**b** *Brought up* is a phrasal verb. Which other phrasal verbs can you find in the text?



I was brought up in a small town near Paris. My parents are English, so I grew up speaking English and French. A young English student lived with us during the school holidays, and she looked after me when my parents were away on business. I remember my father always told us off if he heard us speaking in English, because she was studying French. Usually we changed to French for a few minutes, and then carried on in English when he couldn't hear us, because it was easier for both of us. She was an artist, and we got on very well. I looked up to her, and later tried to become a painter myself. Unfortunately, I took after my father, who wasn't artistic, and so I was never successful.

**2** Use the text in exercise 1 to help you match the phrasal verbs from A with the definitions from B.

A	B
1 grow up	a admire and respect someone
2 bring up	b continue (doing something)
3 tell (someone) off	c develop from being a child to being an adult
4 take after (someone)	d take care of (someone or something)
5 look after (someone or something)	e talk angrily to someone because they have done something wrong
6 get on (with) (someone)	f have a friendly relationship with someone
7 look up to (someone)	g look or behave like another member of your family
8 carry on (doing something)	h care for children until they are adults

**3** Complete the sentences with a phrasal verb from exercise 2 in the correct form. Use each verb once.

- 1 You really \_\_\_\_\_ your father. You look just like him!
- 2 I don't \_\_\_\_\_ very well with my mother; we argue a lot.
- 3 I \_\_\_\_\_ in Brazil. It was a happy childhood.
- 4 We \_\_\_\_\_ arguing, even though Dad had told us to stop.
- 5 My brother always \_\_\_\_\_ for borrowing his records because I always scratched them!
- 6 After their mother died, the children were \_\_\_\_\_ by their aunt.
- 7 I still \_\_\_\_\_ my older brother, and ask him for advice.
- 8 My sister \_\_\_\_\_ me when I was ill.

**4** Work in groups and answer the questions.

- 1 Where did you grow up?
- 2 When you bring up a child, what do you think is the most important thing to teach him/her?
- 3 As a child, did anyone tell you off? Why? Did this make you stop or did you carry on anyway?
- 4 Which member of your family do you get on with best?
- 5 Who in your family do you take after?
- 6 Who looks after you when you are ill?
- 7 As a child, who did you look up to?

**5** Read the Lifelong learning box and follow the instructions.

## Personalising vocabulary

! One of the best ways to remember vocabulary is to make it mean something to *you*.

Using the ideas from exercise 4, write one sentence for each phrasal verb that is true for you.

*I grew up in a small country town.*

Lifelong learning

# 1 Communication

Can do describe a friend

**1 a** Which of the following are the best ways to meet a new partner? Why?

- through friends
- at a party
- at the gym
- on holiday
- while studying
- on an Internet dating site

**b**  1.9 Listen to a short talk about Internet dating and answer the questions.

- 1 How many people used an Internet dating site in the UK last year?
- 2 What specialist dating websites does the speaker mention?
- 3 How is the website *CanIintroduceyou.com* different from the others?

**2** Read the profiles of Nadia and Sam, which were written by their friends. Answer the questions below for each profile.

- 1 How did they meet?
- 2 What does each friend say about their friend's personality?
- 3 What does each friend say about their friend's interests?

**3** Work in pairs and look at the qualities below. Which five qualities do you think are most attractive in a partner?

- gets on with everyone
- has a great sense of humour
- has an opinion on everything
- is a really good listener
- is genuine, loyal and honest
- is great fun to be around
- is one of the funniest people I know
- is really thoughtful and caring
- is the life and soul of the party
- would do anything for his/her friends
- you will never have a dull moment in his/her company

**4** Write a similar profile about a friend of yours. Include the following paragraphs:

- 1 How you met
- 2 Personality
- 3 Interests
- 4 Conclusion

## Key facts:

**Name:** Nadia Rees  
**Age:** 25

**Occupation:** Teacher  
**Location:** Bath



I've known Nadia for years. In fact we went to school together and we're still best friends.

Nadia is genuine, loyal and honest. She would do anything for her friends, and is really thoughtful and caring. She is also one of the funniest people I know, and always

the life and soul of the party!

She is a fabulous cook and her dinner parties are famous! She enjoys socialising and has lots of friends – she just hasn't met that special person yet.

So what are you waiting for? Get in touch with her!

Richard

## Key facts:

**Name:** Sam Walker  
**Age:** 26

**Occupation:** Engineer  
**Location:** Liverpool



Sam and I have been friends since we shared a house together at university. We have kept in touch ever since as we were always on the same wavelength.

He has a great sense of humour and you will never have a dull moment in his company. He has an opinion

on everything, but is also a very good listener. He's kind, gets on with everyone and is great fun to be around.

He's quite a sporty person, and often spends his weekends mountain climbing or surfing. I think you'd need to be pretty active too – just to keep up with him.

Sam is well worth getting to know, so why not send him an email?

Jenna

# 1 Reference

## Auxiliary verbs: *do, be, have*

### Questions

Invert the subject and the auxiliary verb. If there is no auxiliary verb, use *do/does* or *did*.

Yes/No questions

*Are you Polish?*

Wh- questions

*Where are you going? How did you learn to do that?*

Echo questions

*'He lives in the country.' 'Does he?'*

Negatives

We use *not* or add *n't* to the auxiliary. If there is no auxiliary verb use *doesn't, don't, didn't*.

*I'm not afraid.*

Short answers

Repeat the auxiliary verb used in the question.

*'Have you finished yet?' 'Yes, I have.'*

## Present Simple and Present Continuous

We use the Present Simple for habits/routines, things that are always true/permanent and describing a state.

*Seung-Ah starts work at eight o'clock.*

*Spain is a hot country.*

*Dimitri is really happy about his new job.*

We use the Present Continuous for things that are happening now, at this moment and temporary situations that are happening around now (but not at this exact moment).

*Jade's having a shower. I'm learning Spanish for my job.*

Main verbs can describe actions or states.

Some verbs have an action meaning as well as a state meaning, so can be used in continuous tenses.

*We're having a wonderful holiday.* (have = action/experience – **can** be used in the continuous)

*We have a lovely room by the sea.* (have = possess – **can't** be used in the continuous)

## Present Perfect Simple and Past Simple

We use the Past Simple to talk about completed actions or states which happened in a **finished** period of time in the past. There is no connection to now.

*I went to Disneyland last year.*

We use *ago* with the Past Simple to say when something happened and *for* to talk about the period of time.

*They met ten years ago and worked together for two years.*

We use the Present Perfect Simple to talk about completed actions which happened in an unfinished period of time that is connected to now.

*I've eaten out twice this week.* (this week is not yet finished)

*I've been to Disneyland.* (some time in my life up to now)

We often use *for* and *since* with the Present Perfect.

We use *for* + a period of time and *since* + a point in time.

*I've known her for two months/since April.*

We use *just* with the Present Perfect Simple to show that an action is very recent.

*I've just bought some new trainers.*

We use *not yet* with the Present Perfect Simple to emphasise that a situation has not started, and *already* to emphasise that a situation has started or an action has finished.

*I haven't done the shopping yet.*

*I've already finished cooking.*

## Phrasal verbs

Form: verb + one or two prepositions (or adverb)

*He grew up in France. I got on well with her.*

One phrasal verb can have more than one meaning.

Take off: *The plane took off at 6:00. I took off my coat.*

The meaning often has no connection with the verb.

*We ran out of money.* (= there is none left)

Phrasal verbs are often informal/spoken English. Often there is a more formal word which means the same.

*She looks up to him.* (= she respects him)

### Key vocabulary

#### Relationships and arguing

acquaintance be on the same wavelength boss  
classmate close/old/best friend colleague  
enjoy his/her company ex-girlfriend  
fall out (about/over sthg) father-in-law  
friend of a friend get angry get on well  
get to know him/her have a lot in common  
have an argument/row have the same sense of humour  
husband keep in touch lose touch lose your temper  
see red stepmother stranger team-mate

#### Verbs/Adjectives + prepositions

belong to fluent in good at keen on read about  
spend money on talk about interested in  
use (something) for worry about

#### Personality

dependable encouraging generous kind-hearted  
jealous mean pleasant selfish sulky upbeat

#### Phrasal verbs

bring up carry on get on with grow up look after  
look up to take after tell off



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 79

# 1 Review and practice

## 1 Choose the correct words in *italics*.

- 1 Mary *is/has* taking a shower.
- 2 *Does/Has* the postman delivered the post yet?
- 3 They *are/do* writing in their journals now.
- 4 *Had/Have* your friends spoken to you today?
- 5 I *don't/haven't* understand this question.
- 6 *Do/Are* we going to the theatre tonight?
- 7 She *has/is* never been to Hawaii before.
- 8 *Doesn't/Don't* his mother live here?
- 9 *Haven't/Didn't* we seen this film already?

## 2 Complete the dialogues with auxiliary verbs.

- 1 A: Hi. \_\_\_\_\_ you know many people here?  
B: Yes, a few. Some of us \_\_\_\_\_ doing an English course together.
- 2 A: \_\_\_\_\_ you live near here?  
B: No, we \_\_\_\_\_. We live in Italy.
- 3 A: \_\_\_\_\_ you staying in a nice hotel?  
B: Actually, we \_\_\_\_\_ like it very much.
- 4 A: \_\_\_\_\_ you know this area well?  
B: No, we \_\_\_\_\_. We \_\_\_\_\_ never been here before.
- 5 A: \_\_\_\_\_ you like the city?  
B: Yes, we \_\_\_\_\_ enjoying our stay here.
- 6 A: \_\_\_\_\_ you worked here long?  
B: No, I \_\_\_\_\_. Only one year.
- 7 A: Liz! What \_\_\_\_\_ you doing here in Rio?!  
B: I \_\_\_\_\_ travelling around South America!
- 8 A: \_\_\_\_\_ we met before?  
B: Yes, we \_\_\_\_\_. We met in Jakarta.

## 3 Complete the telephone conversation with the Present Simple or Present Continuous form of the verbs in brackets.

- Sara: Hi, It's me. I'm just ringing for a chat. How are you?  
Lucy: Oh, fine, you know. How are things?  
Sara: Well, I (1) \_\_\_\_\_ (not/feel) very well, actually.  
Lucy: Oh no, what's the matter?  
Sara: I (2) \_\_\_\_\_ (not/know) exactly. Probably just a cold. What about you?  
Lucy: Well, I (3) \_\_\_\_\_ (work) in a different office this week.  
Sara: Why's that?  
Lucy: I (4) \_\_\_\_\_ (help out) at another branch because there are a lot of people away. Actually, I (5) \_\_\_\_\_ (enjoy) the change this week. I (6) \_\_\_\_\_ (like) meeting new people.  
Sara: (7) \_\_\_\_\_ (do) the same job?  
Lucy: More or less, but I (8) \_\_\_\_\_ (deal) with clients more here. I (9) \_\_\_\_\_ (think) I might try and do more of that when I go back to my own office.  
Sara: Well, it sounds great.  
Lucy: Yes, mmm. I'm a bit tired though. I usually (10) \_\_\_\_\_ (get up) at about 7:30, but this week I (11) \_\_\_\_\_ (get up) at about six! You know I (12) \_\_\_\_\_ (hate) getting up that early.

## 4 Complete the email with the Past Simple or Present Perfect Simple form of the verbs in brackets.

Hi Mateus,

It's amazing to get in touch with you again on Facebook. You asked for my news. Well, since I (1) \_\_\_\_\_ (leave) university three years ago, I (2) \_\_\_\_\_ (do) a Master's degree in Portuguese literature. I'm now teaching at London University - I (3) \_\_\_\_\_ (be) here for nearly a year now. It's hard work, but the students are great! Last year I (4) \_\_\_\_\_ (get) married - to Sheila, remember her? She (5) \_\_\_\_\_ (work) in Portugal for a year, but (6) \_\_\_\_\_ (come) back to the UK last year so we could be together. What else? We (7) \_\_\_\_\_ (buy) a house and we (8) \_\_\_\_\_ (be) very busy re-decorating it. It's nearly finished now. Why don't you come and stay?

Hope to hear from you again soon,

Chris

## 5 Complete the sentences with a word or phrase which means the same as the words or phrases in brackets.

Let me introduce you to my colleague Gustav. (someone you work with)

- 1 He was a complete \_\_\_\_\_. (someone you don't know)
- 2 We get on well because we have a lot \_\_\_\_\_. (share similar interests)
- 3 Barbara is \_\_\_\_\_ Spanish. (speaks very well)
- 4 When she told me what she'd done, I really \_\_\_\_\_. (lost my temper)
- 5 Are you sure? That's very \_\_\_\_\_ of you! (happily give you whatever you need)
- 6 I told my boss I was having problems at work, but he wasn't very \_\_\_\_\_. (positive towards me)
- 7 Sophie really \_\_\_\_\_ her big brother. (admires and tries to be like)
- 8 Mike \_\_\_\_\_ smoking even when he felt ill. (continue)
- 9 I'm not very \_\_\_\_\_ watching TV. (like/interested in)
- 10 When we left school, I \_\_\_\_\_ with him. (stopped being in contact)

# Lifestyle

## 3



### Lead-in

**1 a** What does *home* mean to you? Write notes about your favourite rooms, smells, views, special objects and your feelings about home.

**b** Work in groups and compare your answers.

**2 a** Decide in which section of the table (A, B, C or D) the words and phrases in the box belong.

an apartment a cellar a commercial district a fireplace a garden  
a garage a gate a park and a playground a studio flat the suburbs

House	Area/neighbourhood
<b>A</b> I live in ... a (semi) detached/terraced house a block of flats a cottage	<b>C</b> I live in ... a residential area the centre/outskirts of town
<b>B</b> It's got ... a lift an attic a balcony a good view high ceilings a drive wooden floors stairs	<b>D</b> It's got ... lots of green spaces shops and restaurants cinemas and theatres

**b** Make a list of any other words you know for each section of the table.

**3 a** Work in pairs. Take it in turns to describe the houses in the photos using the expressions from exercise 2a.

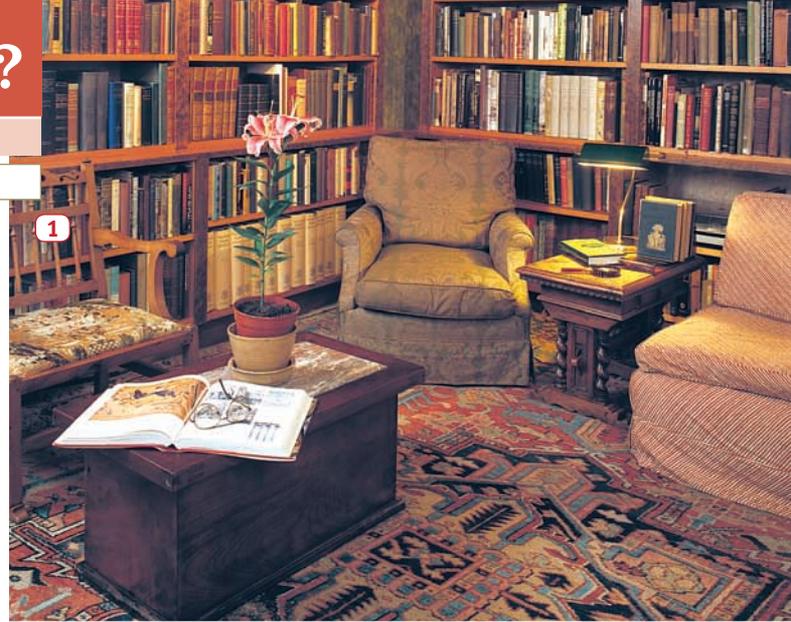
**b** Describe the place where you live.

*I live in a block of flats. It's quite modern. It has a ...*

# 3.1 Your place or mine?

Grammar future plans

Can do make a complaint



## Reading and speaking

- 1 Look at the photos. Try to match the outside of the properties (A–B) to the insides (1–2). How are they similar to, or different from where you live?
- 2 Read the texts below and match the property descriptions with the photos. Were your answers to exercise 1 correct?

## Your home – My home

We help families to exchange homes with other families, so both can experience a fantastic break in another country without it costing a fortune!

### Property 1

Bright and comfortable apartment in the centre of Seville, in a quiet street with no heavy traffic around; in fact, the only noise you can hear during the day is the bells of the cathedral nearby.

The apartment is decorated in a very traditional Sevillian style, with plenty of plants and sunlight. The property is on the third floor (there is a lift) and covers an area of 60 square meters. There are two bedrooms, one with a single bed and one with a double bed.

The apartment has recently been completely refurbished and opens onto the balcony with a beautiful view of the cathedral.

### The area

The apartment is in the historical centre of Seville. It is a very beautiful area, with narrow bustling streets and little gardens behind iron gates. There are plenty of local bars and restaurants serving 'tapas' (typical Spanish dishes).

## Your home – My home

### Property 2

Ideal for a family holiday, this is a beautiful four-bedroomed Victorian house, situated on a quiet residential road. This charming property has a large living area and a separate dining room and well-equipped kitchen. Upstairs there are four bedrooms, all doubles, and two ensuite bathrooms, one with a shower and one with a bath. There is a large garden, with a patio area where you may enjoy a typical English afternoon tea!

### The area

The property is located close to Wimbledon Park, with a children's playground. The nearest tube station, just five minutes walk away, will take you straight into central London, where you will find all the museums, shops, theatres and restaurants you could wish for!

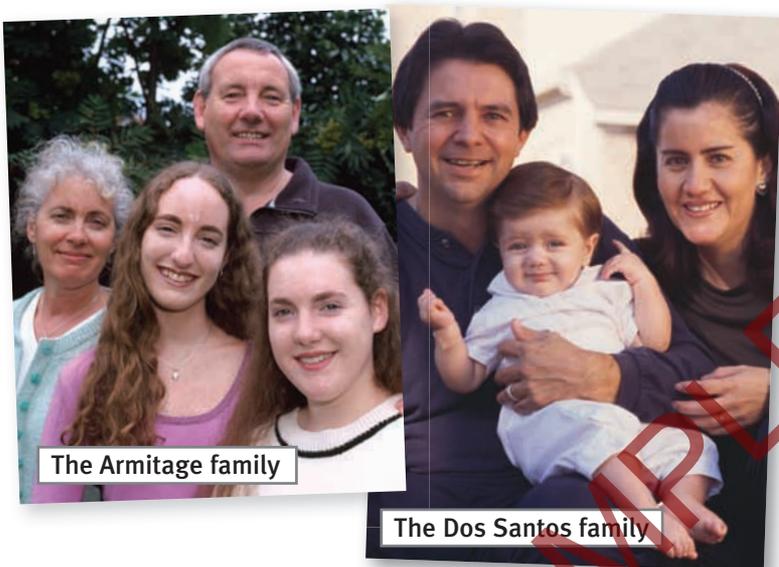
**3 a** Read the property descriptions again and write *property 1* or *property 2* next to each question.

Which property ...

- 1 is near the centre of the city?
- 2 has outside space?
- 3 has more than one bathroom?
- 4 is near public transport?
- 5 is near places where children can play?
- 6 has a balcony?
- 7 has been redecorated?

**b** Work in pairs. Which of the two properties would you prefer to live in for a month? Why?

## Listening



The Armitage family

The Dos Santos family

**4 a** 1.20 Listen to two couples talk about their plans for a home exchange. Write *D* (Dos Santos) or *A* (Armitage) next to the activities they mention.

- |                           |                   |
|---------------------------|-------------------|
| 1 visit museums           | 4 go shopping     |
| 2 see cathedrals          | 5 visit friends   |
| 3 enjoy the local cuisine | 6 go to the beach |

**b** Look at the extracts from the listening. Then listen again and choose the correct words in *italics*.

**Miriam:** ... we (1) *'ll spend* / *'re spending* more than one month in London. We've never been there before.

**Miriam:** And I'm (2) *going to do* / *doing* lots and lots of shopping.

**Interviewer:** Great. There are some wonderful shops in London. I (3) *'ll give* / *'m giving* you the address of a great shoe shop.

**Jeremy:** Spain has such a rich culture ... We (4) *'ll go* / *'re going* to see the cathedrals.

**Jeremy:** We're (5) *going to try* / *trying* all the local dishes.

**Jeremy:** We (6) *won't* / *aren't going to* go to McDonald's. Forget it!

## Grammar | future plans

**5** Match the sentences (1–6) in exercise 4b with the rules (A–C) in the Active grammar box.

### Active grammar

We can use the Present Continuous, *be going to* or *will* to talk about future plans.

**A** We use *be going to* to talk about something you've decided to do.

e.g. sentences \_\_\_\_\_

**B** We use *will* for a decision made at the time of speaking, or an offer.

e.g. sentences \_\_\_\_\_

**C** We use the Present Continuous to talk about arrangements (plans that you have already organised, i.e. you have arranged the dates).

e.g. sentence \_\_\_\_\_

see Reference page 47

**6** Complete the texts with words and phrases from the box.

is going to (x2) 're going to (x2) 'll (x2)  
's moving 'm starting

### Sarah and Jeremy

I (1) \_\_\_\_\_ a new job in June and it's in Oxford, so we (2) \_\_\_\_\_ need to move house. We'd like to buy somewhere in the countryside, so we (3) \_\_\_\_\_ to look at some of the small villages outside the city. Jeremy says he (4) \_\_\_\_\_ take a day off next week to go and look.

### Miriam and Carlos

My mother (5) \_\_\_\_\_ in with us next year, because she's old and doesn't want to stay on her own. She (6) \_\_\_\_\_ to sell her house. Carlos isn't too happy about this plan, but he says he (7) \_\_\_\_\_ put up with it to please me. It (8) \_\_\_\_\_ be great because I'll have some help looking after the baby.

## Speaking

- 7 a** Imagine you are going to live abroad for a month. Decide on ten things you will need to do before you go.

*get a passport, buy some suntan lotion*

**b** Work in pairs. Try to guess what is on your partner's list by asking questions.

A: *Are you going to get a passport?*

B: *No, I've already got one.*

**c** When you have guessed all you can, look at your partner's list and offer to help them.

*I'll get you some suntan lotion, I'm going into town later.*

- 8 a** Write three or four questions to ask other students about their plans for ...

- their education/career.
- their next holiday.
- their (family's) future.
- this evening.
- their home.
- this weekend.

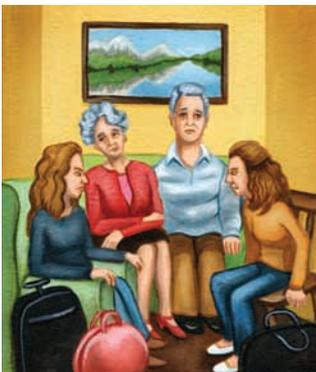
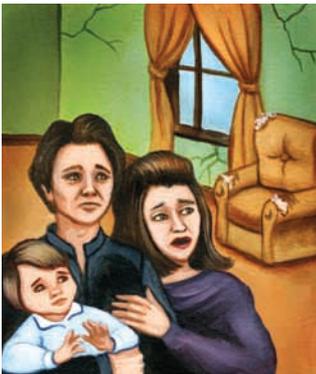
**b** In groups, ask and answer the questions about your future plans.

A: *Katia, what are you planning for the weekend?*

B: *I'm going to visit my aunt. She's having a party to celebrate her ...*

## Listening

- 9** Work in pairs. Look at the pictures of the Armitage and Dos Santos families during their home exchange. What do you think the problems were?



- 10 a** 1.21 Listen to interviews with Miriam and Jeremy and check your ideas for exercise 9.

**b** Listen again and make notes. List four problems Miriam and Jeremy each had.

**c** 1.22 Listen to Miriam phoning the company to complain. Answer the questions.

- 1 How long did it take to get to the centre?
- 2 What was wrong with the bathroom?
- 3 Why was the house in such a mess?
- 4 What did Miriam have to buy and why?
- 5 What was the problem with the heating and hot water?
- 6 What compensation did the representative offer Miriam?

- 11** Look at the How to... box. Listen again and write *M* next to the phrases Miriam says and *R* next to those the company representative says.

### How to... complain politely

Stating a complaint	<ul style="list-style-type: none"> <li>• <i>I don't like to complain, but ...</i></li> <li>• <i>I'm sorry, but ...</i></li> <li>• <i>I'm sorry but it just isn't good enough.</i></li> </ul>
Disagreeing politely	<ul style="list-style-type: none"> <li>• <i>Well, ...</i></li> <li>• <i>Actually, ...</i></li> </ul>
Asking for what you want	<ul style="list-style-type: none"> <li>• <i>I'd like you to ...</i></li> <li>• <i>I think you should ...</i></li> </ul>
Apologising/sympathising	<ul style="list-style-type: none"> <li>• <i>I'm sorry to hear that.</i></li> <li>• <i>We must apologise about/for that.</i></li> <li>• <i>I do apologise for the inconvenience.</i></li> </ul>

## Speaking

- 12 a** Look at your notes from exercise 10b. What four problems did Jeremy's family have? What compensation do you think he should ask for?

**b** Work in pairs.

**Student A:** You are Jeremy. Ring the company to complain and say what you would like them to do about the problems.

**Student B:** You are the company representative. Talk to Jeremy, try to explain and apologise.

## 3.2 City life

Grammar comparatives and superlatives

Can do compare cities

### Reading

- 1 a  1.23 Listen to some sounds. Are you in the city or the country? Tick (✓) the sounds in the box you hear.

bees buzzing   birdsong  
car horns   engines  
people talking   sirens  
waves crashing

b Think about where you live. What sounds can you hear ...

- in the morning?
- in the evening?
- in the afternoon?
- at night?

c Do you enjoy these sounds? Work in pairs and compare your answers.

- 2 a  1.24 Listen and read the poem. Match the photos (A–D) with the verses (1–4).

b What can the poet hear and see in each verse? Does he enjoy the sounds and sights of the city?

- 3 a What examples can you find in the poem of words which rhyme?

*sputters – gutters*

b Some words, such as *bang*, *crash*, *pop*, *click* sound like the sound they describe. What examples of words like this can you find in the poem?

*swish*

c What examples can you find of words close together which begin with the same sound?

*swish – swash*

*pulse – people*

- 4 Work in pairs. Do you enjoy city life, or do you prefer a smaller town or the country? Why?

# City I love

1 In the city  
I live in  
city I love  
mornings wake  
to  
swishes, swashes,  
sputters  
of sweepers  
swooshing litter  
from gutters

2 In the city  
I live in  
city I love –  
afternoons pulse  
with  
people hurrying,  
scurrying  
races of faces  
pacing to  
must-get-there  
places.

3 In the city  
I live in –  
city I love –  
nights shimmer  
with lights  
competing  
with stars  
above unknown heights.

4 In the city  
I live in –  
city I love –  
as dreams  
start to creep  
my city  
of senses  
lulls me to sleep.



### Glossary

- swish** (noun) – the sound of something moving quickly and quietly through the air  
**swash** (noun) – the sound of water hitting a surface  
**sputter** (noun) – a noise like a small explosion  
**swoosh** (verb) – making the sound of air or water moving quickly  
**scurrying** (verb) – moving quickly with short steps  
**pacing** (verb) – walking with regular steps  
**shimmer** (verb) – to shine with a soft light  
**lull** (verb) – to make someone feel calm and ready to sleep

## Vocabulary | adjectives describing places

- 5 a** Look at the adjectives in the box. Find pairs of words that mean the opposite.

bustling clean dull enormous  
friendly lively modern picturesque  
polluted quiet tiny ~~touristy~~  
traditional ugly ~~unspoilt~~ unwelcoming

*unspoilt – touristy*

- b** Think of a town or city for each adjective.

*Tokyo is enormous.*

## Listening

- 6 a**  1.25 Listen to Heather talking about Kyoto in Japan. Which of the adjectives in exercise 5a does she use?

- b** Listen again. Which of these things did she like or not like about Kyoto?

- old buildings
- shops
- temples
- people
- restaurants
- nightlife
- climate

- 7 a** Write a list of what you think makes a city good or bad to live in.

*Good: beautiful views Bad: dirty*

- b** Work in pairs and compare your lists. Which cities do you think are good to live in?

## Reading

- 8** Read the article on page 41. Does it mention any of the cities you thought of in exercise 7?

- 9** Read the article again and find which city or cities ...

- 1 has/have a very old university.
- 2 is/are good for skiing.
- 3 has/have a very good subway system.
- 4 has/have thirty-seven beaches.
- 5 is/are quite polluted.
- 6 has/have a series of gardens round the old city.
- 7 has/have beaches within easy reach.

- 10** Work in pairs. Would you ever move to these cities? Why/Why not?



# WHY NOT MOVE TO...?

Fed up with where you're living, or just fancy a change? We take a look at some of the best cities in the world to live in. So, why not move to ...

## Santiago, Chile?

Santiago has one of the most attractive settings of any city in the world, circled by snow-topped mountains. Unfortunately, the mountains hold in the pollution, so it isn't one of the world's cleanest cities. Despite that, life expectancy is higher than the global average and the quality of life is very good.

The city is fast becoming a major economic centre, with one of the most efficient subway systems in the world. It also has a lively arts scene and leafy urban parks. Outside the city, an hour will take you to the mountains, for skiing, hiking or snowboarding, or to the coast for surfing or scuba diving.

## Sydney, Australia?

If you're an outdoors type, you won't find anywhere better to live than Sydney. Hot summers and mild winters mean that you can be outside most of the time, swimming or surfing at the city's thirty-seven beaches, walking in the bush ... the list is endless. Sydney was also recently voted the friendliest city in the world. It is the world's fifteenth most expensive city, though, so you'd better be prepared to work hard as well as play hard!

## Vancouver, Canada?

Vancouver has been named the world's most liveable city on several occasions over the last decade. Although the weather is not as good as in some cities, it's at least very mild. The city is clean and, perhaps most importantly, it's very beautiful. The city lies with the Strait of Georgia on one side and the Coast Mountains on the other, providing some of the finest skiing in the world. Vancouver has a reputation for being more relaxed than other cities and, certainly, the Vancouverites have the longest lifespans of any city in Canada, with an average life expectancy of 81.1 years.

## Krakow, Poland?

With more than forty public parks, Krakow is one of Europe's leafiest cities. Perhaps the most famous park, the Planty, is a collection of about thirty gardens which go all the way around the Old Town. Krakow also has one of the best preserved medieval city centres in Europe, with churches around every corner and the second oldest university in Central Europe. It also offers hundreds of restaurants and bars, hidden away in narrow streets and cellars. It is also sunnier than you might imagine, with average temperatures of 24 degrees in summer.

## Grammar | comparatives and superlatives

- 11** Match the rules (A–I) in the Active grammar box with the underlined examples in the article.

### Active grammar

	Comparatives	Superlatives
One-syllable adjectives	A + -er than	F + the -est
Two (or more) syllable adjectives	B more + adjective + than	G the most + adjective
Two-syllable adjectives ending in -y	C remove -y and add -ier than	H the -iest
Irregular adjectives: e.g. bad	D worse than	I the worst
For negative comparatives	E not as + adjective + as	

see Reference page 47

- 12** Complete the text with the comparative or superlative forms of the adjectives in brackets. Add *than* where necessary.

Just finished my tour of Russia, which is (1) \_\_\_\_\_ (big) country in the world and one of (2) \_\_\_\_\_ (interesting) too. My flight was much (3) \_\_\_\_\_ (comfortable) this time – big seats! Also, the service was (4) \_\_\_\_\_ (good) last time – free food and drink! When I arrived in Warsaw, the people at Customs were (5) \_\_\_\_\_ (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn't (6) \_\_\_\_\_ (cold) Moscow, which was freezing! This afternoon I had (7) \_\_\_\_\_ (delicious) lunch of my trip so far: a Polish speciality called *bigos* in a great restaurant in (8) \_\_\_\_\_ (old) part of the city.

- 13 a** Complete the comparative sentences about cities that you know.

- You won't find anywhere \_\_\_\_\_ than \_\_\_\_\_.
- The \_\_\_\_\_ is/are not as \_\_\_\_\_ in some cities.
- \_\_\_\_\_ has a reputation for being \_\_\_\_\_ than other cities.

- b** Now use the phrases in the box to write five superlative sentences about cities that you know.

probably the ... in ...  
... of any city in ...  
one of the most ...  
one of the world's ...  
some of the best ... the ...

## Speaking

- 14 a** Work in groups. Decide together on the three best places to live in your country (or the country where you are studying).
- b** Tell the other groups which places you chose and explain why.

## 3.3 Eco-homes

Grammar future possibility

Can do take notes while listening

### Reading

**eco-friendly** /'i:kəʊ,frendli/ *adj* not harmful to the environment

**1** Work in pairs. Look at the definition above and discuss the questions.

- 1 Have you made any changes to the way you live in order to be more eco-friendly?
- 2 If so, explain what you have done and why.

**2 a** Read the title and introduction to the article below and look at the words in the box. How do you think each word is significant in the article?

adaptable climate flooding fuel household waste  
insulated recycling self-sufficient sound waves

**b** Read the article and check your predictions.

**3 a** Read the article again and answer the questions.

- 1 How is a 'passive house' mainly heated?
- 2 What is the advantage of moveable walls?
- 3 How will the plants in the fish tank help the fish?
- 4 What can the energy created by the fish tanks be used for?
- 5 Why will there be no more private swimming pools?
- 6 What two things will 'clever' fridges be able to do?

**b** Work in pairs. Which of the predictions in the article do you think are likely to happen? Why?

# What does the future hold?



We spoke to Professor John Williams, futurologist, for his expert predictions on life in the next few decades.

Well, the first thing to say is that I don't believe we're all going to be living in treehouses and walking or cycling everywhere. We are going to have to make changes though.

Unfortunately, it looks quite likely that the climate may change significantly, with hotter summers, colder winters and more flooding. At the same time, fuel for heating or air conditioning will probably become much more expensive. For these reasons, our houses will definitely have to become much better insulated. People are already building so-called 'passive houses', which have little or no central heating at all, relying on the bodyheat of the people who live there.

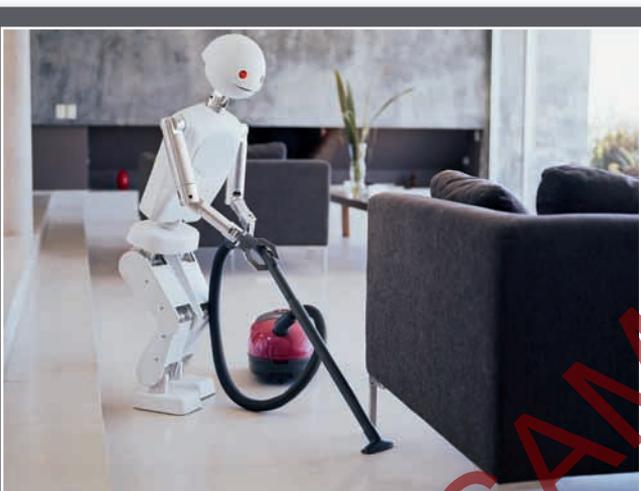
Homes probably won't be as big, and so we will need more adaptable furniture, such as sofa-beds, and when we are not using our furniture we will be able to fold it away into wall cabinets. Houses could have moveable walls so that the same space can be arranged in different ways. Tabletops may double as computer screens or DVD players.

New technology will make us more self-sufficient. Kitchens may have fish tanks which, as well as providing fish to eat, also produce fresh vegetables (see photo). The plants will provide oxygen for the fish. These tanks will be powered by household

## Listening

- 4  1.26 Listen to Tracy and Stig discussing the predictions in the article. Tick (✓) the predictions they think are likely and cross (X) those they think are unlikely.

	Tracy	Stig
1 Homes will be smaller.		
2 People will stop using cars.		
3 People will keep fish to eat.		
4 Fridges will be intelligent.		
5 Robots will be more common.		



waste and create energy, which can then be used to run the family car – though we might not all have cars!

Water will definitely be more expensive and the home of the future will probably be designed to use much less. Washing machines and dishwashers might use sound waves to shake dirt off. We may even take showers using sound waves. What water we do use will be recycled and used again round the house and private swimming pools will become a thing of the past.

We will also certainly have more robots in our houses, though they won't look like the ones in films. There will probably be small robots designed to clean the fridge or open the curtains. Clever fridges will tell us when food is about to go out of date and even suggest recipes, and we will be able to communicate with our homes by mobile phone wherever we are. 

## Grammar | future possibility

- 5 Complete the Active grammar box using the underlined words and phrases from the article. Then answer the questions.

### Active grammar

#### Certain

- + *Our houses \_\_\_\_\_/ certainly have to become much better insulated.*  
*We definitely won't waste so much.*

#### Probable

- + *Fuel \_\_\_\_\_ become much more expensive.*  
*Homes \_\_\_\_\_ be as big.*

#### Possible

- + *The climate \_\_\_\_\_/ might/could change significantly.*  
*We may/ \_\_\_\_\_ all have cars.*

- How does the position of the adverb (*probably, definitely, certainly*) change in positive and negative sentences?
- Which modal verb can't be used in the negative to talk about possibility?

see Reference page 47

- 6 Choose the correct words in *italics*.

- Technology *probably will/will probably* become less expensive.
- We *definitely will/will definitely* be able to do more and more online.
- We *probably won't/won't probably* use so much water.
- We *might not/couldn't* all have our own cars.

- 7 Look at the sentences about twenty-five years ago and change them to make predictions about the next twenty-five years.

Twenty-five years ago ...

*most people had cars.*

*In the next twenty-five years there will probably be fewer cars because of the price of fuel.*

- People wrote more letters.
- Most people didn't have the Internet.
- People watched videos rather than DVDs.
- People didn't worry about wasting water.
- Most people didn't have mobile phones.
- People didn't buy organic food.



- 8 a Write seven predictions for people in your class. Don't write their names.

*She'll probably move to the USA.*

*He might become a famous musician.*

- b Exchange your predictions with other students. Guess who the predictions are about.



A



B



C



D

## Vocabulary | compound nouns

**9** Read the descriptions (1–4) of different types of home and match them to the photos (A–D). What would it be like to live in each of them?

- 1 This treehouse has two floors, with a beautiful wooden staircase, a full kitchen, bedroom, bathroom and even a fireplace.
- 2 A motorhome with a difference – instead of being pulled by a car, it's powered by a bike. Inside there is a bed, shelves and even pictures on the walls.
- 3 Dug into the hillside, a skylight in the roof provides natural light and solar panels provide electricity.
- 4 This yurt, a kind of tent, is compact but well-equipped. To save space there are bunk-beds on the left and a sofa bed on the right.

**10 a** *Motorhome* is a compound noun (a noun made from two smaller words put together). Can you find other compound nouns in the descriptions in exercise 9?

**b** Match words in box A with words in box B to make compound nouns.

A

washing central sofa wall computer DVD mobile air  
fish swimming bunk

B

heating cabinets conditioning phone machine pool player  
screen bed tank bed

## Pronunciation |

word stress in compound nouns

**11 a** Look at your answers to exercise 10b. Which are *noun + noun* and which *adjective + noun*?

**b** 1.27 Listen to the compound nouns from exercise 10b and mark which word is stressed.

**c** What type of compound noun has the stress on the second word – *noun + noun* or *adjective + noun*?

see Pronunciation bank page 84

## Speaking

**12** Work in pairs and discuss the questions.

- 1 Which of the items from exercise 10b have you got?
- 2 Would life be easier with/ without any of these items? Why?
- 3 Which are the most important to you? Why?

# 3 Vocabulary | prefixes and suffixes

**1 a** Which parts of the words in the box are prefixes? Which are suffixes? What do you think the prefixes and suffixes mean?

endless forgetful successful unfair  
unspoilt

**b** Add some more examples to the prefix table below. Use a dictionary or ask your teacher to help you.

Prefixes	Examples	Your examples
un = not	<i>uninteresting</i> <i>unusual</i>	un_____
re = again	<i>rearrange</i> <i>review</i>	re_____
ex = former/ previous	<i>ex-boyfriend</i> <i>ex-Prime Minister</i>	ex_____
mis = wrong	<i>mispronounced</i> <i>misheard</i>	mis_____
dis = not	<i>dislike</i> <i>disappear</i>	dis_____

**2 a** What are the noun and/or verb forms of the adjectives in the suffix table below?

**b** Add some more examples to the table.

Suffixes	Example adjectives	Your examples
ive	<i>creative, attractive, ...</i>	_____ive
(l)y	<i>dirty, friendly, ...</i>	_____y/ly
ful	<i>careful, helpful, ...</i>	_____ful
less	<i>useless, careless, ...</i>	_____less
able/ible	<i>enjoyable,</i> <i>comprehensible, ...</i>	_____able _____ible

**3** Read the Lifelong learning box. Can you think of any other words you have learned recently which use prefixes or suffixes? Use a dictionary to help you.

## Word building

! When you learn a new word, find out if it uses prefixes and suffixes, and if it has other forms (for example, the noun can change to a verb). This will help you to increase your vocabulary.

Lifelong learning

**4** Read the advertisements below. Then complete them with the correct form of the words in **bold**.

**5** Write a short advertisement for one of the things below, or use your own ideas. Try to include at least three words with prefixes or suffixes.

- a flat to rent
- a flatmate
- a new person for a team or club

### FLAT TO RENT

*Airy* flat (60 square metres) in \_\_\_\_\_ area of London. Two bedrooms, sitting room, bathroom. \_\_\_\_\_ neighbours. \_\_\_\_\_ rent – £680.

**air**  
**peace**  
**friend**  
**week**

Call **Mr Johnson** on 0207 931674

### Home needed!

\_\_\_\_\_ cat, Musa soon to be \_\_\_\_\_ needs \_\_\_\_\_ owner with large, \_\_\_\_\_ garden.

**love**  
**home**  
**response**  
**sun**

Please call Luke on **01823 273305**

### Flatmate wanted

Very \_\_\_\_\_ flatmate is wanted to share home full of \_\_\_\_\_, \_\_\_\_\_ antiques. No \_\_\_\_\_ people, please.

**care**  
**expense**  
**break**  
**mess**

Call Miss Crabbins – **393 3321**

# 3 Communication

Can do describe hopes, dreams and ambitions



**1** Read the advertisement looking for people to be on a TV programme. What happens in the programme? How can you apply to appear on it?

**3** Complete the sentences in the How to... box so they are true for you.

## Country or City?

Ian Brown and Chiara Woods help people find their dream home, whether they want to move from the city to the country, or vice versa.

In each programme we find out where the person lives, why they want to move and what exactly they're looking for. Then we take them to the area they've chosen and show them round some dream properties. We also let them try out their new lifestyle, be it raising animals or clubbing all night!

If you want to change your lifestyle for the one you've always dreamed of, then please apply.

- Prepare a short speech explaining ...
- why you dream of moving to the country or city.
  - what you plan to do when you move.

Interviews will be held in London.

### How to... talk about hopes, dreams and ambitions

- I hope to ...*
- My hope is to ...*
- I dream of ...*
- My dream is to ...*
- I have a lifelong dream of ...*
- My ambition is to ...*

**2 a** 1.28 Listen to two people giving their speeches to the TV production team and complete the notes in the table.

	Speaker 1	Speaker 2
Where do you live now?	In the suburbs of the city.	In a _____.
What type of lifestyle do you have?	It's very _____.	It's quite healthy but a bit dull.
Why do you want to move?	I hope to _____.	My dream is to _____.
What are your plans for your new home?	I'm going to _____. I'll probably _____. I might _____.	I'm going to _____. I'll definitely _____. I could _____.

**b** Listen again and check.

**c** Work in groups. Should Speaker 1 or Speaker 2 be chosen for the programme? Why?

**4 a** You are going to apply to be on *Country or City?* Make notes answering the questions in exercise 2a. Use the Reference page to help you with grammar and vocabulary.

**b** Work in groups of four: two speakers and two judges.

**Speakers:** take it in turns to make your speeches.

**Judges:** ask questions to find out more information.

**c** Change roles and repeat. Then decide who should be chosen for the programme. Tell the class and explain why.

# 3 Reference

## Future plans

We use **be going to** to talk about plans for the future or intentions (things you have already decided to do).

*I'm going to take a holiday in March.*

*Sue isn't going to buy that car.*

With the verbs *go* and *come* we often use the Present Continuous.

We use the Present Continuous to talk about fixed future arrangements (usually involving another person).

*I'm meeting Sam at 2p.m.* (I called him this morning to arrange it)

*Are you coming to the party this evening?* (You have been invited)

In many cases you can use either **be going to** or the Present Continuous.

*I am playing rugby tomorrow.*

*I am going to play rugby.*

We use **will** for unplanned decisions (made at the time of speaking), offers or promises.

*I'll/won't tell her I saw you.*

*Will you carry this box for me?*

For general predictions you can use **will** or **be going to**.

*I think Brazil will/are going to win the next World Cup.*

## Comparatives and superlatives

One-syllable adjectives, or two-syllable adjectives ending in -y

Adjective	Comparative	Superlative	Notes
<i>old</i>	<i>older (than)</i>	<i>(the) oldest</i>	Add <i>-er, -est</i>
<i>big</i>	<i>bigger (than)</i>	<i>(the) biggest</i>	With short vowels (/ɪ/, /e/, /ɒ/, /æ/), double the consonant.
<i>friendly</i>	<i>friendlier (than)</i>	<i>(the) friendliest</i>	If the adjective ends in <i>-y</i> , change it to <i>-i</i> and add <i>-er, -est</i> .

Two-syllable, and longer adjectives

Adjective	Comparative	Superlative	Notes
<i>useful</i>	<i>more/less useful (than)</i>	<i>(the) most/least useful</i>	Add <i>more (+), or less (-),</i>
<i>dangerous</i>	<i>more/less dangerous (than)</i>	<i>(the) most/least dangerous</i>	<i>(the) most (++)</i> , or <i>(the) least (--)</i>

Irregular adjectives

*good – better (than) – (the) best    bad – worse (than) – (the) worst*  
*far – further (than) – (the) furthest or far – farther (than) – (the) farthest*

(*not*) *as + adjective + as*

*The train is as expensive as flying.* (the same)

*It's not as warm as last week.* (different)

## Future possibility

We use **will/won't** + adverb to say how likely something is in the future. **Will** comes before the adverb in affirmative sentences and after the adverb in negative sentences.

*I'll definitely go.* (you are certain)

*I certainly won't go.* (you are certain)

*I'll probably stay.* (quite certain)

*I probably won't stay.* (quite certain)

We use **may/might/could** when you are not certain.

Do not use **could** in the negative to talk about possibility.

*Alice may meet us later for a drink.*

*The shop might not be open.*

With modal verbs (*will, may, might, could*) we use the infinitive without *to*.

### Key vocabulary

#### Home

apartment attic balcony  
 block of flats ceiling cellar  
 centre of town commercial district  
 cottage (semi-) detached house  
 drive fireplace floor gate  
 green spaces lift neighbourhood  
 outskirts of town residential area  
 park playground stairs studio flat  
 suburbs terraced house view

#### Adjectives describing places

bustling clean dull enormous  
 friendly lively modern picturesque  
 polluted quiet tiny touristy  
 traditional ugly unspoilt  
 unwelcoming

#### Compound nouns

air conditioning bunk bed(s)  
 central heating computer screen  
 DVD player mobile phone sofa bed  
 swimming pool wall cabinets  
 washing machine

#### Environment

adaptable climate flooding fuel  
 household waste insulated  
 recycling self-sufficient soundwaves



ACTIVEBOOK

Listen to the explanations and vocabulary.



see Writing bank page 81

# 3 Review and practice

## 1 Choose the correct words in *italics*.

- 1 I'm *thinking/will think* of moving house soon.
- 2 *Will you go/Are you going* out tonight?
- 3 We would love to come and see you at the weekend, but Lorenzo *is working/will work*.
- 4 A: Who is that at the door?  
B: I'll *go/I'm going to go* and see.
- 5 What *will/are* you going to wear to the theatre tonight?
- 6 I can't see you on Sunday because I'm *playing/will play* football with some friends.
- 7 I am too tired to finish the washing up now. I think I'll *do/I'm doing* it in the morning.
- 8 What *are you doing/will you do* after class?

## 2 Rewrite the sentences using the phrases in brackets so that the meaning stays the same.

I don't know if I'll find a flat I like.

(might not) *I might not find a flat I like.*

- 1 I think I'll go and look at flats tomorrow.  
(probably) \_\_\_\_\_
- 2 I don't think I will be able to afford one right in the centre.  
(probably won't) \_\_\_\_\_
- 3 But I have a good chance of finding one in the outskirts of town.  
(might) \_\_\_\_\_
- 4 I don't have a lot of time, so it's possible that I won't be able to see very many flats tomorrow.  
(might not) \_\_\_\_\_
- 5 But I'm almost certain I'll find one if I keep looking.  
(probably) \_\_\_\_\_
- 6 Maybe I'll find a flatmate to help with the bills.  
(could) \_\_\_\_\_

## 3 Complete the second sentence so it has the same meaning as the first.

The blue sofa and the green sofa both cost €200.

The blue sofa is as cheap as the green sofa.

- 1 The white cabinet is 96 cm tall, the blue one is 78 cm tall.  
The white cabinet is \_\_\_\_\_ the blue one.
- 2 No rooms in the house are bigger than the sitting room.  
The sitting room is \_\_\_\_\_ in the house.
- 3 I thought the curtains were very beautiful, but not the rug.  
The curtains were \_\_\_\_\_ the rug.
- 4 The sofa was more comfortable when it was new.  
The sofa is not \_\_\_\_\_ it was when it was new.
- 5 The bedroom and the bathroom are the warmest rooms in the house.  
The bedroom is one \_\_\_\_\_ rooms in the house.

## 4 Complete the sentences with comparative forms of the words in the box. Use *than* if necessary.

cold crowded easy far  
old-fashioned picturesque polluted  
quick quiet

It takes such a long time to drive to Scotland. We usually fly because it's quicker.

- 1 Bangkok is such a noisy city. I'd prefer to live somewhere \_\_\_\_\_.
- 2 There were so many people on the train. It was \_\_\_\_\_ usual.
- 3 We saw them a lot when they lived in Paris, but now they have moved \_\_\_\_\_ away.
- 4 Our old apartment was much \_\_\_\_\_ our new one, which is really modern.
- 5 Look at all the snow! It's much \_\_\_\_\_ today \_\_\_\_\_ it was yesterday.
- 6 Cities are so ugly. I prefer living in the countryside where the views are \_\_\_\_\_.
- 7 Some parts of the city are \_\_\_\_\_ others because of all the traffic.
- 8 It's \_\_\_\_\_ to find your way around New York streets \_\_\_\_\_ in London because in New York the streets have numbers.

## 5 Rewrite the letter using the opposite of the underlined words.

Dear Juliana,

I'm here in El Paso for six months. I'm staying in a house in the modern (historical) part of town. The part of town where I'm staying is really (1) clean, (2) picturesque and (3) unspoilt. The house is (4) enormous. During the day it's very (5) quiet. The city centre is very (6) lively at night and I go for a walk with friends most evenings. My landlady is quite (7) unwelcoming.

Speak to you soon.

Clara