3A Race across London

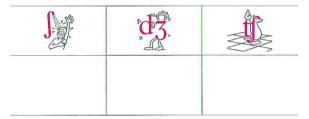
1 VOCABULARY & SPEAKING

transport

- a In pairs, can you think of four different forms of public transport in towns and cities in your country?
- b p.155 Vocabulary Bank Transport.

2 PRONUNCIATION /ʃ/, /dʒ/, and /tʃ/

a 2,4)) Look at the pictures. What are the words and sounds? Listen and repeat.



b Write three words from the list in each column.

adventure bridge catch coach crash journey rush station traffic jam

- c 2.5)) Listen and check. Practise saying the words.
- d Look at the words in the columns. What are the typical spellings for these sounds? Go to the Sound Bank p.167 and check.
- e (2,6)) Listen to the pairs of words. Can you hear the difference? Practise saying them.

/ts/ and /d3/

- 1 a cheap b jeep
- 2 a chain b Jane
- 3 a choke b joke

/ʃ/ and /tʃ/

- 4 a ship b chip
- 5 a shoes b choose
- 6 a wash b watch
- f (2,7)) Listen and circle the word you hear.
- g (2,8)) Listen and write five sentences.

3 READING & LISTENING

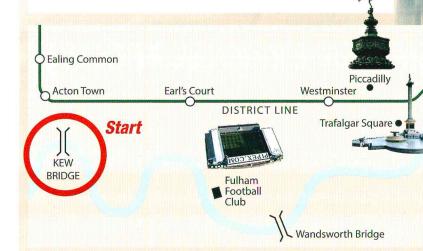
- **a** You are going to read about a race which the BBC car programme *Top Gear* organized across London. Read the introduction and answer the questions.
 - 1 Where do they have to go from? Where to?
 - 2 What are the four methods of transport?
 - 3 Which one do you think will be the fastest? Why?
 - 4 In what order do you think the other three will arrive? Why?

TopGear Challenge

What's the fastest way to get across London?

On *Top Gear*, a very popular BBC TV series about cars and driving, they decided to organize a race across London, to find the quickest way to cross a busy city. The idea was to start from Kew Bridge, in the south-west of London, and to finish the race at the check-in desk at London City Airport, in the east, a journey of approximately 15 miles. Four possible forms of transport were chosen, a bike, a car, a motorboat, and public transport. The show's presenter, **Jeremy Clarkson**, took the **boat** and his colleague **James May** went by **car** (a large Mercedes). **Richard Hammond** went by **bike**, and **The Stig** took **public transport**. He had an Oyster card. His journey involved getting a bus, then the Tube, and then the Docklands Light Railway, an overground train which connects east and west London.

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





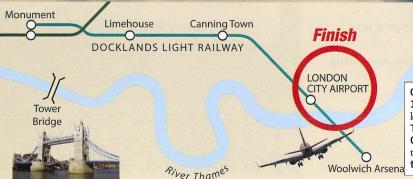
His journey was along the River Thames. For the first few miles there was a speed limit of nine miles an hour, because there are so many ducks and other birds in that part of the river. The river was confusing, and at one point he realized that he was going in the wrong direction. But he turned round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



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



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



- **b** Now read about the journeys by boat, bike, and car. Do you still think your predictions in **a** 3 and 4 are right?
- c Read the three journeys again and answer the questions with Je (Jeremy), R (Richard), or Ja (James).

W	ho	L			?
		Ĭ	۰	•	•

- was asked to show a piece of paper

 went much faster in the later part of l
 - went much faster in the later part of his journey
- 3 nearly did something illegal
- went more slowly in the later part of his journey
- 5 was happy to see that there was a lot of traffic
- 6 got slightly lost
- 7 had the most exciting journey
- **d** Look at the **highlighted** verbs and verb phrases. With a partner, work out their meaning from context.



- e (2,9)) Now listen to what happened to The Stig. Follow his route on the map.
- f Listen again. What information or warning do you hear when you are travelling on the Tube?
- g (2)10)) With a partner, write down the order in which you now think the four people arrived. Then listen to what happened. What order did they arrive in? Why do you think that Jeremy Clarkson was annoyed?
- h Think of your nearest big city. What kind of public transport is there? If a race was organized there between a bike, a car, and public transport, what order do you think they would arrive in?
- i ➤ Communication I'm a tourist can you help me? A p.104 B p.109.

Glossary

1 mile the unit of distance used in the UK and the USA (=1.6

kilometres); 15 miles = approx 25 km

The Stig nickname given to one of the members of the *Top Gear* team **Oyster card** a kind of travel card which you use to travel on public transport in London

the Tube nickname for the London Underground

4 GRAMMAR comparatives and superlatives

a Read the sentences. Are the highlighted phrases right or wrong? Tick (✓) or cross (✗) them and correct the wrong sentences.

What's the quicker way to get across London?

- 2 Driving is more boring than going by train.
- 3 The boat was nearly as fast than the bike.
- 4 Oxford is the same distance from London as Brighton.
- 5 There aren't as much trains as there were before on this line.
- 6 It was the more exciting journey I've ever had.
- 7 The worst time of day to travel in London is between 7.30 a.m. and 9.30 a.m.
- 8 Women drive more careful than men.
- b > p.136 Grammar Bank 3A. Learn more about comparatives and superlatives, and practise them.

5 PRONUNCIATION linking

O Linking

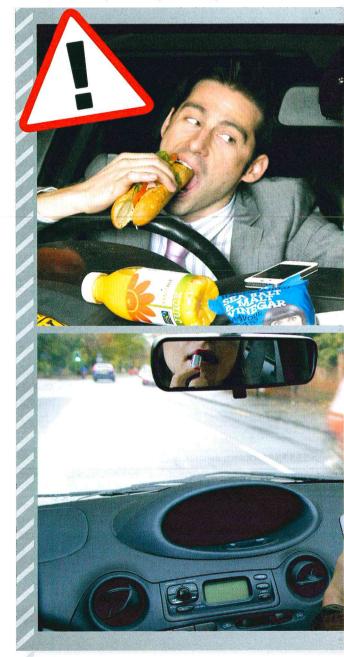
We often link words together in English, especially when we speak fast. We link words:

- 1 when a word ends in a consonant sound and the next word begins with a vowel sound, e.g. more exciting
- 2 when a word ends in a consonant sound and the next word begins with the same consonant sound, e.g. a dangerous cyclist
- 3 when a word ends in /t/ or /d/ and the next word begins with /t/ or /d/, e.g. the biggest dog
- a (2/14)) Listen and repeat the sentences. Try to link the marked words and copy the rhythm.
 - 1 Riding a motorbike is more exciting than driving.
 - 2 The fastest train only takes an hour and a half.
 - 3 It's more difficult to drive at night than during the day.
 - 4 My father's worse at driving than my mother.
 - 5 The most dangerous road in my town is the ring road.
- **b** Talk to a partner. For each group of three things compare them using the **bold** adjective, i.e. for **1** decide which is the most dangerous, and then compare the other two. Say why.
 - 1 dangerous: cycling; riding a motorbike; driving
 - 2 easy: learning to drive; learning to ride a bike; learning to ride a horse
 - 3 **relaxing:** flying; travelling by train; driving
 - 4 **difficult:** sleeping on a train; sleeping in a plane; sleeping on a bus
 - 5 **boring:** being stuck in a traffic jam; waiting at an airport; waiting for a bus

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

6 LISTENING

- a Read the text and then talk to a partner.
 - 1 Which of these things do you (or people you know) do when they are driving?
 - 2 Which do you think are the most dangerous? Number them 1–3 (1 = the most dangerous).
 - 3 Which one do you think is the least dangerous?
- b (2,15)) Now listen to a safety expert. Number the activities 1–7. Were your top three right?
- **c** Listen again for more information about each activity and why it is dangerous.



Which of these things are the most (and least)

dangerous

when you're driving a car?

A British car magazine tested drivers in a driving simulator. The drivers had to drive in the simulator and do the things in the list below.

Eating or drinking

Talking on a mobile (not 'hands free')

Setting or adjusting a satnav

Listening to your favourite music

Listening to music you don't know

Sending or receiving text messages

Doing your hair or putting on make-up





SPEAKING

Look at the statements below and decide whether you agree or disagree. Tick (\checkmark) the ones you agree with and put a cross (X) next to the ones you disagree with. Think about your reasons.

Slow drivers cause more accidents than fast drivers.

People who drink and drive should lose their driving licence for life.

Speed cameras do not stop accidents.

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

Cyclists should have to wear helmets.

The minimum age for riding a motorbike should be 25.

The speed limit on motorways should be lower.

b In groups, give your opinions on each statement. Try to use expressions from the box. Do you agree?

Agreeing and disagreeing

I agree / don't agree with this.

with Juan.

I think / don't think

you're right.

that's

I completely / totally | agree.

disagree.

WRITING

> p.115 Writing An article for a magazine. Write a magazine article about transport in your town or city.

(2) 16))) **SONG** 500 Miles **1**

Yes, in general I think they probably do.

3B Stereotypes - or are they?

1 READING & SPEAKING

- a In pairs, answer the questions.
 - 1 Are you a talkative or a quiet person?
 - 2 Who is ...?
 - a the most talkative person in your family
 - b the most talkative person you know
 - 3 Do you think that, generally speaking, women are more talkative than men?
 - 4 What topics do a) men talk about more than women? b) women talk about more than men?
- **b** Look at the definition of *stereotype*. Then **A** read the article *Men talk just as much as women* and **B** read the article *A gossip with the girls?* Find answers to questions 1–4.

stereotype //steriotalp/ noun a fixed idea about a particular type of person or thing, which is often not true in reality. ➤ stereotype verb In advertisements, women are often stereotyped as housewives.

- 1 What was the stereotype that the researchers wanted to investigate?
- 2 Where was the research done?
- 3 How was the research done?
- 4 What did the research show?
- c In pairs, tell each other about your article, using questions 1–4 to help you.
- **d** Now read both articles again and look at the highlighted words and phrases, which are commonly used in articles about research. Match them with definitions 1–10.

1	In fact	_adverb really
2		_verb make less
3	*	usually do it
4		_adverb a little bit
5		linking word used to connect or contrast two
		facts
6		verb say that sth is true
7		as said or shown by sb
8		verb include several different things in
		addition to the ones mentioned
9		adverb nearly
10		not completely believed, doubted

e Which of the two pieces of research do you think is...?

1 more credible

3 more surprising

2 more important

Men talk just as much as women – can it really be true?

Research by psychologists at the University of Arizona has shown that the stereotype that women talk more than men may not be true. In the study, hundreds of university students were fitted with recorders and the total number of words they used during the day was then counted.

The results, published in the New Scientist, showed that women speak about 16,000 words a day and men speak only slightly fewer. In fact, the four most talkative people in the study were all men.

Professor Matthias Mehl, who was in charge of the research, said that he and his colleagues had expected to find that women were more talkative.

A GOSSIP WITH THE GIRLS? JUST PICK ANY ONE OF FORTY SUBJECTS

omen are experts at gossiping – and they often talk about trivial things, or at least that's what men have always thought. However according to research carried out by Professor Petra Boynton, a psychologist at University College

London, when women talk to women their conversations are not trivial at all, and cover many more topics (up to 40) than when men talk to other men.

Women's conversations range from health to their houses, from politics to fashion, from films to family, from education to relationship problems.

Almost everything, in fact, except football. Men tend to talk about fewer subjects, the most popular being work, sport, jokes, cars, and women.





However, they had been sceptical of the common belief that women use three times as many words as men. This idea became popular after the publication of a book called *The Female Brain* (2006) whose author, Louann Brizendine, claimed that 'a woman uses about 20,000 words per day, whereas a man uses about 7,000.'

Professor Mehl accepts that many people will find the results difficult to believe. However, he thinks that this research is important because the stereotype, that women talk too much and men keep quiet, is bad not only for women but also for men. 'It says that to be a good male, it's better not to talk – that silence is golden.'

Professor Boynton interviewed over 1,000 women for her study. She also found that women move quickly from one subject to another in conversation, whereas men usually stick to one subject for longer periods of time.

Professor Boynton also says that men and women chat for different reasons. In social situations women use conversation to solve problems and reduce stress, while men chat with each other to have a laugh or to swap opinions.



2 GRAMMAR articles: a / an, the, no article

- **a** Complete 1-4 with $a \mid an$, the, or (no article).
 - 1 'Have you heard this joke? ____ man with ____ dog walks into ____ bar. ___ man says to ____ barman, "Can I have ____ beer and ___ whisky for my dog...?"'
 - 2 'I've just read _____ article on ____ internet about how eating ____ strawberries makes you look younger...'
 - 3 'I'm sure there's something wrong between us because we never go out to _____ dinner or to ____ cinema any more.
 - 4 'Did you watch ____ match ___ last night? I can't believe that ____ referee didn't see that it was ____ penalty...'
- **b** According to the article *A gossip with the girls?*, who do you think would probably say 1–4, a man or a woman?
- c ➤ p.137 Grammar Bank 3B. Learn more about articles and practise them.

3 PRONUNCIATION

/ə/, sentence stress, /ðə/ or /ðiː/?

a (2)20)) Listen and repeat the sound and words.



a about anniversary cinema problem relationship spider usually woman

- **b** (2) 21)) Listen and repeat the sentences. Then practise saying them with the |ə| sound.
 - 1 What are we going to have for lunch today?
 - 2 rd like to see a good film tonight.
 - 3 We need to go in the other direction.
 - 4 Could you ask the woman over there?
 - 5 There's a <u>ci</u>nema and there are lots of shops.
- c (2,22)) Listen and <u>underline</u> five phrases where *the* is pronounced |ðix| (not |ðə|). Why does the pronunciation change?

the cinema the end the other day the world the sun the internet the kitchen the answer the Earth

4 SPEAKING

Prove that the research in A gossip with the girls? is wrong! Work in pairs or small groups.

If you're a woman, try to talk for two minutes about:

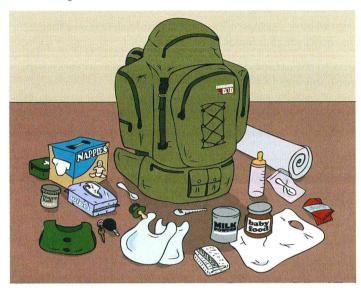
football cars computers

If you're a man, try to talk for two minutes about:

fashion shopping your family

5 READING & LISTENING

- a Do you think it is a stereotype that women are better than men at looking after small children? Do you know any men who stay at home and look after their children? How do they manage?
- b Look at an illustration from a new book about looking after young children. Can you name some of the things in the picture?



c Read the beginning of an article about the book. Why did Neil Sinclair write it? In what way is it different from other books about bringing up children?

For six years Neil Sinclair served as a commando with the British army. He had been in lots of dangerous situations, but nothing prepared him for the day when he brought his first baby home from hospital. 'I put the car seat containing my two-day-old son Samuel down on the floor and said to my wife, 'What do we do now?'

When he left the army, Sinclair and his wife agreed that he would stay at home and look after the baby, while his wife went back to work.

'I have done a lot of crazy things, but when I put that baby down I thought: I have a tiny baby and he is crying. What does he want? What does he need? I did not know. It was one of the most difficult days of my life.'

It was at that moment that Sinclair had an idea. 'I found myself thinking how much easier life would be if I had a basic training manual for my baby, like the manual you get when you join the army. I realized d (2,23)) Listen to two men talking in the park about the book and mark the sentences T (true) or F (false).



- 1 Miranda is older than Stephen.
- 2 Miranda's father slept badly the night before.
- 3 Stephen's father recommends sleeping tablets.
- 4 Stephen's father hasn't read Commando Dad.
- 5 He likes the website because he enjoys reading about other men's experiences.
- 6 Stephen's father really likes the book because it helps him and makes him laugh.
- 7 In Commando Dad, BT means 'Baby Trooper' and 'Base Camp' means the kitchen.
- 8 The author of *Commando Dad* thinks that women are only better than men when the baby is small.
- e Listen again and correct the wrong information.
- f Do you think it's a good idea to have a book and a website on childcare especially for men? Why (not)?

GOMMANDO EDIN

that somebody needed to write such a manual, and who better to write it than me? I had been a commando, but I was now a stay-at-home dad. I was the man for the job.'

His book, Commando Dad: Basic Training, is a set of instructions that explains with military precision and diagrams how new fathers should approach the first three years of their child's life to become a 'first-rate father'.

Adapted from The Times

Glossary

commando *noun* one of a group of soldiers who are trained to make quick attacks in enemy areas

stay-at-home dad *noun* a man who stays at home and looks after the children while his wife goes out to work

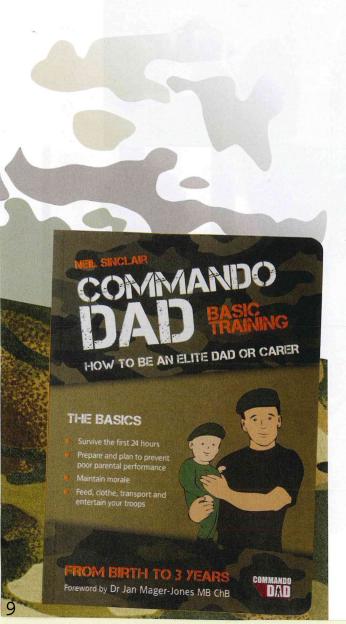
6 SPEAKING

a 224)) Listen to someone talking about men and women, and complete the gaps.

"Generally______, I think women worry more about their appearance than men.

They ______ to spend hours choosing what to wear, doing their hair, and putting on make-up. Women are also _____ better at making themselves look more attractive. But I think that in _____, men are more worried than women about their body image. They feel more insecure about their hair, for instance, especially when they're going bald."

b In small groups discuss if the statements opposite about men and women are stereotypes or true. Try to use the highlighted expressions for generalizing from **a**.



MEN & WOMEN stereotypes or true?

- Women worry more about their appearance than men.
- Women spend more time than men on social networking sites.
- Men talk more about things; women talk more about people.
- Men are more interested than women in gadgets like phones and tablets.
- Women are better at multitasking than men.
- Men find it more difficult than women to talk to their friends or family if they have a problem.
- Women spend more time than men talking about celebrities and their lifestyles.
- Men are more interested than women in power.
- Women are less interested in sport than men.
- Men worry more about their health than women.

7 VOCABULARY

collocation: verbs / adjectives + prepositions

- a Cover the statements above. Can you remember the missing prepositions?
 - 1 Men worry more ___ their health than women.
 - 2 Women are better ___ multitasking than men.
 - 3 Men are more interested than women ____ power.
- b > p.156 Vocabulary Bank Dependent prepositions.

When are prepositions stressed?

Prepositions are normally only stressed when they are the last word, e.g. in a question. Compare:

We need to talk about our holiday.

What are you talking about?

Freddie is afraid of flying. What are you afraid of?

- **c** Complete the questions with a preposition.
 - 1 When you're with friends of the same sex, what do you usually talk ____?
 - 2 Are there any sports or games that you're good ____?
 - 3 Is there anything you're really looking forward ____?
 - 4 Who in your family are you closest ____?
 - 5 What kind of films are you keen ___?
 - 6 Are there any animals or insects that you're afraid ___?
 - 7 What's your town famous ___?
 - 8 Are there any superstitions that you believe ___?
- **d 2.27**)) Listen and check. Then ask and answer the questions with a partner.

Practical English A difficult celebrity

1 ■ ROB'S INTERVIEW



- a (2,28)) Watch or listen to Rob interviewing Kerri. What is she happy / not happy to talk about?
- **b** Watch or listen again. Mark the sentences T (true) or F (false). Correct the F sentences.
 - 1 Kerri's song is about love.
 - 2 Kerri plays in a band.
 - 3 She used to go out with a member of the band.
 - 4 Only one of her parents was a musician.
 - 5 Kerri started playing the guitar when she was six.
 - 6 Her new album is very different from the previous ones.
 - 7 She's been recording and touring recently.
 - 8 She's going to give a big concert in New York.

2 GIVING OPINIONS

- **a 2.29**)) Watch or listen to the conversation at lunch. What do they disagree about?
- **b** Watch or listen again. Answer the questions.
 - 1 What does Kerri think about...?
 - a the waiters in New York compared to London
 - b people in New York compared to London
 - 2 Who agrees with Kerri? Who disagrees? What do they think?
 - 3 Who phones Rob? What about?



c (2)30)) Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

1	Kerri	, I think people in London
		are a lot more easy-going. London's
		just not as hectic as New York.
	Don	Sure, we all like peace and quiet.
		But in my, New York is
		possibly well, no, is definitely the
		greatest city in the world.
		Don't you?
	Kerri	To be, I definitely prefer
		London.
	Don	Come on, Rob. You've lived in both.
		What do you?
2	Don	OK I Landan has its
4	DOII	OK, I, London has its own peculiar charm. But if you
		me, nothing compares with a city like New York. The whole world is
		here!
	W!	110101
	Kerri	But that's the problem. It's too
		big. There are too many people.
		Everybody's so stressed out. And
		nobody has any time for you.
	Jenny	I don't think that's, Kerri.
		New Yorkers are very friendly.
	Kerri	Oh, they can sound
		friendly with all that 'Have a nice
		day' stuff.

- **d 2 31**)) Watch or listen and repeat the highlighted phrases. Copy the rhythm and intonation.
- e Practise the dialogues in c with a partner.
- f In small groups, practise giving opinions. Discuss the following sentences.
 - The best place to live is in a big city.
 - Cycling is the most practical way to get round big cities.
 - You only get good service in expensive restaurants.
 - It's irritating when people in shops or restaurants say Have a nice day!



3 A SURPRISE FOR KERRI

a (2)32)) Watch or listen to the end of the lunch. Why is Kerri surprised?



O British and American English cell phone = American English mobile phone = British English

- **b** Watch or listen again and complete the information.
 - 1 Kerri thinks the waitress is friendly when they leave because Don...
 - 2 Jenny is worried because she thinks Rob...
 - 3 Kerri thinks that the taxi driver is very...
- c Look at the **Social English phrases**. Can you remember any of the missing words?

Social	English phrases
Jenny	Did you what you said in the restaurant, Rob?
Jenny	It's that you seemed homesick in there.
Rob	Oh,on a minute.
Rob	Our taxi's come
Kerri	That was so of him!

- d (2)33)) Watch or listen and complete the phrases.
- e Watch or listen again and repeat the phrases. How do you say them in your language?

2	Can you?
	interview someone or be interviewed
	give your opinion about something
	agree or disagree with other people's opinions

Can you speak French?

No, I've never been able to learn a foreign language.

Failure and success

1 GRAMMAR can, could, be able to

a 'If at first you don't succeed, try, try, try again' is a well-known English saying. What does it mean?

b More recently other people have invented different ways of continuing the saying. Which one do you like best?

...give up

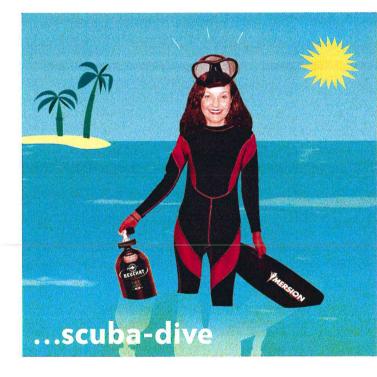


Look at the definition of be able to. What other verb is it similar to?

be able to (do something) to have the ability, opportunity, time, etc. to do something: Will you be able to come to the meeting next week?

- **d** Read about three people who have tried (but failed) to learn something, and complete the texts with A-G.
 - A I was able to
 - B Not being able to
 - C I just wasn't able to
 - D I will never be able to
 - E I would suddenly be able to
 - F I've always wanted to be able to
 - G we would never be able to
- e Read the article again. Why did they have problems? Have they completely given up trying? Have you ever tried to learn something and given up? Why?
- f Look at phrases A-G again. What tense or form is be able to in each one? What tenses or forms does can have?
- g > p.138 Grammar Bank 4A. Learn more about can, could, and be able to, and practise them.
- h Communication Guess the sentence A p.105 B p.109.

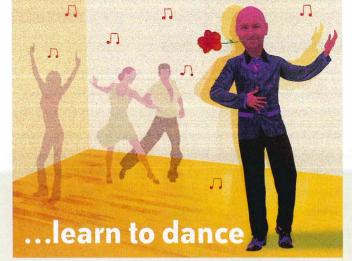
I've **never** been able to...



really wanted to learn. Maybe it was because of that scene in one of the very first James Bond films, where a beautiful actress comes out of the sea looking fabulous, with oxygen bottles on her back - I could see myself looking just like her. So, two years ago I booked a holiday which included a week's intensive course. On the first day of the course I was incredibly excited. First we had two hours of theory, and then we went into the sea to put it into practice. But as soon as I went under the water I discovered that I suffered from claustrophobia. 1_ do it. After about half an hour I gave up. Every evening for the rest of my holiday I had to listen to my scuba-diving classmates talking about all the wonderful things they had seen that day on their diving excursions. 2_ join in the conversation was very frustrating.

I still love swimming and snorkelling, but I think that I have to accept that 3_ scuba-dive.

Bea, USA



dance salsa, and when I was working in Ecuador there were free classes, so I joined. But the art of salsa is to keep your arms still and move your hips, and I just couldn't do it. When I hear music my arms start moving, but my hips don't. After about ten hours of classes 5 ______ do the basic steps, but I was dancing like a robot! I didn't give up, but soon everyone in the class was dancing and I was just slowly moving from side to side and counting out loud 'one, two, three, four'. It was a bit embarrassing. I was sure that one day 6 ______ do it – but that never happened. I can still remember the first two steps and I still try to dance when I hear a salsa tune – as long as nobody is watching!

Sean, UK



love Manga – Japanese comics – and I tried to learn Japanese, but I found it incredibly difficult and I gave up after two years. I think oriental languages, which have symbols instead of words, are extremely hard to learn for people who are more used to Roman letters. Also my teacher, a Japanese woman, didn't speak Spanish very well, which didn't help! She was a very charming woman, but she was a bit disappointed with us, and you could see that she thought that ⁷_______ learn. However, one day she invited us to dinner and gave us some delicious traditional Japanese food, and since then I often go to Japanese restaurants. So I learnt to love the food, if not to speak the language!

Joaquin, Spain

2 PRONUNCIATION sentence stress

- a (2)36)) Listen and repeat the sentences. Copy the rhythm.
 - 1 rd love to be able to ski.
 - 2 We won't be able to come.
 - 3 I've never been able to dance.
 - 4 She hates not being able to drive.
- **b** (2)37)) Listen again. Make new sentences with the verbs or verb phrases you hear.
 -))) I'd love to be able to ski. **Ride a horse**(I'd love to be able to ride a horse.
 -))) We won't be able to come. **Park**We won't be able to park.

3 SPEAKING

a Look at the topics. Choose two or three and think about what you could say for them.



Something you've tried to learn, but have never been able to do well.

Something you learnt to do after a lot of effort.

Something you can do, but you'd like to be able to do better.

Something new that you would like to be able to do.

Something you are learning to do and that you hope you'll soon be able to do well.

Something you think all young people should able to do before they leave school.

b Work with a partner. Tell him / her about the things you chose in **a**. Give reasons or explanations for each one.

' I've never been able to ski, and now I don't think I'll ever learn. I always wanted to learn, but I don't live near mountains...

4 VOCABULARY -ed / -ing adjectives



- **a** Look at the photo. Complete the sentences with *bored* or *boring*.
 - 1 The film was _____
 - 2 The audience were _____

) -ed and -ing adjectives

Many adjectives for feelings have two possible forms, either ending in -ed or in -ing, e.g. **frustrated** and **frustrating**.

We use the adjective ending in -ed for the person who has the feeling (I was very frustrated that I couldn't scuba-dive). We use the adjective ending in -ing for a person or situation that produces the feeling (I couldn't join in the conversation, which was very frustrating).

- **b** Read the information box. Then complete the adjectives with *-ed* or *-ing*.
 - 1 What do you think is the most **excit** sport to watch?
 - 2 What's the most **amaz**___ scenery you've ever seen?
 - 3 What music do you listen to if you feel **depress**___?
 - 4 Have you ever been **disappoint** by a birthday present?
 - 5 Which do you find more **tir__**, speaking English or listening to English?
 - 6 What's the most **embarrass**___ thing that's ever happened to you?
 - 7 Are you **frighten** of heights?
 - 8 Do you feel very **tir**___ in the morning?
 - 9 Who's the most **bor**___ person you know?
 - 10 Do you ever get **frustrat** by technology?
- c (2)38)) Listen and check. Underline the stressed syllable in the adjectives.
- **d** Ask and answer the questions in pairs. Ask for more information.

5 READING & SPEAKING

- a Do you know anybody who speaks more than two languages? Which languages do they speak? How did they learn?
- **b** (2,39)) You are going to read an article about Alex Rawlings, who speaks 11 languages. Before you read, match the languages below with words 1–11. Then listen and check.

English	Greek	German
Spanish	Russian	Dutch
1 Afrikaans	French	Hebrew
Catalan	Italian	

- c Read the article. Which language(s)...?
 - 1 did he learn as a child
 - 2 is he studying at university
 - 3 does he like best
 - 4 is he planning to learn next
 - 5 did he wish he had been able to speak when he was a child
 - 6 was the first one he taught himself
 - 7 did he find the most difficult



He's English, but he can speak eleven languages

A lex Rawlings has been named the UK's most multilingual student, in a competition run by a dictionary publisher.

The German and Russian student from London, who is only 20 years old, can speak 11 languages fluently. In a video for the BBC News website he demonstrated his skills by speaking in all of them, changing quickly from one to another. Rawlings said that winning the competition was 'a bit of a shock'. He explained, 'I saw the competition advertised and I heard something about a free iPad. I never imagined that it would generate this amount of media attention.'

As a child, Rawlings' mother, who is half Greek, used to speak to him in English, Greek, and French, and he often visited his family in Greece.

He said that he has always been interested in languages. 'My dad worked in Japan for four years and I was always frustrated that I couldn't speak to the kids because of the language barrier.' After visiting Holland at the age of 14 he decided to learn Dutch with CDs and books. 'When I went back I could talk to people. It was great.'

14

danted from a news website

- **d** Look at the highlighted words and phrases related to language learning, and work out their meaning from the context. Then ask and answer the questions with a partner.
 - 1 Can you or anyone in your family speak another language fluently?
 - 2 Do you know any basic phrases in any other languages?
 - 3 Do you have a personal link to another country or language? Why?
 - 4 Have you ever travelled to another country and felt that there was a real language barrier?

5 What other languages would you like to be able to speak? Why?



He taught himself many of the languages with 'teach yourself' books, but also by watching films, listening to music, and travelling to the countries themselves.

Of all the languages he speaks, Rawlings says that Russian, which he has been learning for a year and a half, is the hardest. He said, 'There seem to be more exceptions than rules!' He added, 'I especially like Greek because I think it's beautiful and, because of my mother, I have a strong personal link to the country and to the language.'

'Everyone should learn languages, especially if they travel abroad. If you make the effort to learn even the most basic phrases wherever you go, it instantly shows the person you're speaking to that you respect their culture. Going around speaking English loudly and getting frustrated at people is tactless and rude.'

The next language Rawlings hopes to learn is Arabic, but 'only once I've finished my degree and got some more time on my hands. For now I need to concentrate on my German and Russian, so I can prepare for my finals.'

Glossary finals the last exams that students take at university

e Read the grammar information box. Then complete 1–5 with a reflexive pronoun.

-
-

Reflexive pronouns

He taught **himself** many of the languages with 'teach **yourself**' books.

We use reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) when the object of a verb is the same as the subject, e.g. He taught himself Russian. = he was his own teacher. We also use reflexive pronouns to emphasize the subject of an action, e.g. We painted the kitchen ourselves.

1		on new vocabulary – it's a good		
	way to remember it.			
2	My uncle built the house	It took him three		
	years.			
3	This light is automatic. It turns_	on and off.		
4	Did you fix the computer	? Well done!		
5	My sister's so vain! Every time sl	he passes a mirror, she		
	looks at in it!			

6 LISTENING & SPEAKING

a (2,40)) You're going to listen to six advanced students of English giving a tip which has helped them to learn. Listen once and complete their tip. Then compare your notes with a partner.

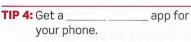


TIP 1: Change the language to English on all the ______ you have, for example on your _____, or _____.

TIP 2: Do things that you _____, but in English.



TIP 3: Try to find an English-speaking or _____.





TIP 5: Book yourself a _____ in



TIP 6: Listen to as many _____ as possible in English, and then them.

b Listen again. Try to add more details about each tip.

- c Talk to a partner.
 - Do you already do any of these things?
 - Which do you think is the best tip?
 - Which tip could you easily put into practice? Try it!
 - What other things do you do to improve your English outside class (e.g. visit chat websites, listen to audio books)?

Yes, I think you probably should.

4B Modern manners?

1	VOCABULARY & SPEAKING
	phone language
a	(2,41)) Listen and match the phone sentences with the sounds.
	A He's dialling a number. B She's texting / messaging a friend.
	C He's just hung up. D She's choosing a new ringtone.
	E He's calling back.
	F She left a message on his voicemail.
	G L. The line's engaged / busy.
b	Can you explain what these are?

c Use the questionnaire to interview another student. Ask for more information.

quiet zones instant messaging

Skype a screensaver silent / vibrate mode

YOU AND YOUR PHONE

- What make is your phone? How long have you had it?
- Would you like to get a new one?
 Why (not)?
- What ringtone do you have?
- What do you use your phone for (apart from talking)?
- Where and when do you normally switch off your mobile?
- Have you ever...?
 - lost your phone
 - sent a message to the wrong person
 - forgotten to turn your phone off (with embarrassing consequences)

2 GRAMMAR

modals of obligation: must, have to, should

- a Read the extract from Debrett's guide to mobile phone etiquette. Then talk to a partner about questions 1–4.
 - 1 Do you agree with what Debrett's says?
 - 2 Do you ever do any of these things?
 - 3 Are they a problem where you live?
 - 4 Are there any other things people do with their phones that annoy you?

Debrett's, a well-known British publisher, has been producing guides on how people should behave since the 1900s, including *Debrett's Etiquette and Modern Manners* and *The English Gentleman*. Nowadays it still offers advice on what (and what not) to do in social situations.

DEBRETT'S

guide to mobile phone etiquette

- 1 Think what your ringtone says about you If you're sometimes embarrassed by your ringtone, it's almost certainly the wrong one and you should change it.
- 2 When in doubt, use silent or vibrate mode It may surprise your companions when you suddenly answer an invisible, silent phone, but at least they won't have to listen to your ringtone.
- 3 Take notice of who is around you
 Make sure your conversation is not disturbing other people.
 Intimate conversations are never appropriate in front of others.



- **b** Read the text again. Match the highlighted phrases with their meaning. Two of the phrases match the same meaning.
 - A You don't need to do this. It isn't necessary.
 - B Don't do this. It isn't allowed / permitted.
 - C It's necessary or compulsory to do this.
 - D It's a good idea to do this.
- c > p.139 Grammar Bank 4B. Learn more about *must*, have to, and should, and practise them.
- 4 Respect quiet zones
 You must not use your phone in 'quiet zones' on trains or in hotels. That is the reason why they exist.
- 5 Never shout
 Your phone is not a megaphone. You don't have to shout.
 And don't shout because you think reception is poor. It
 won't make any difference.
- 6 People with you deserve more attention than those at the end of a phone
 Wherever possible, turn off your phone in social situations and at mealtimes, or put it on vibrate. If you have to keep your phone on because you are expecting an important call, apologize in advance.
- 7 Don't carry on phone conversations when you are in the middle of something else
 This is especially true if you are in banks, shops, etc. It is insulting not to give the people who are serving you your full attention.
- 8 Think about where you are calling from
 Don't make (or receive) calls in inappropriate places. Put
 your phone on vibrate in meetings, cinemas, etc. If you
 must take a call in the car, use a hands-free set.

Adapted from Debrett's Modern Manners



3 PRONUNCIATION & SPEAKING

silent consonants, linking

a Each of the words in the list has a silent consonant or consonants. With a partner, cross out the silent letters.

should ought mustn't talk wrong listen half dishonest knowledge design whole rhythm doubt foreign calm island

- b (2)46)) Listen and check.
- c (2)47)) Listen and repeat the sentences. Try to copy the rhythm and to link the marked words.
 - 1 You must switch off your phone on a plane.
 - 2 You should only call him in an emergency.
 - 3 We have to leave at eleven.
 - 4 You mustn't open other people's emails.
 - 5 You shouldn't talk loudly on a mobile phone.
- **d** Read the definition of *manners*. Then make sentences using *should* | *shouldn't* for something which you think is a question of manners, and with *must* | *mustn't* | *have to* for something which is a law or rule.

manners / mænəz/ plnoun a way of behaving that is considered acceptable in your country or culture

- switch off your phone in a theatre
- talk loudly on your phone in public
- send text messages when you are driving
- reply to a message on your phone while you are talking to somebody face-to-face
- play noisy games on a phone in public
- use your phone at a petrol station
- video people on your phone without their permission
- set your phone to silent mode on a train
- send or receive texts in the cinema
- turn off your phone on a plane during take-off and landing

4 READING

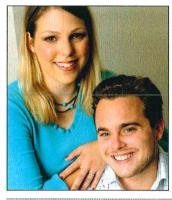
- a Imagine that you have been invited to stay for a weekend with your partner's family. Think of three things that you think it would be bad manners to do.
- **b** Read the article. Did Heidi do any of those things? What did she do wrong (according to Mrs Bourne)? Now look at the title of the article. What do you think 'from hell' means in this context?

News online

Mother-in-law from hell... or daughter-in-law from hell?

By NEWS ONLINE Reporter

Everyone knows it can be difficult to get on with your in-laws, but for 29-year-old Heidi Withers, it may now be impossible. Heidi was invited to spend the weekend with her fiancé Freddie's family at their house in Devon, in south-west England, But soon after they returned to London. Heidi received a very nasty email from Carolyn Bourne, Freddie's stepmother, criticizing her manners.







Here are a few examples of your lack of manners:

- · When you are a guest in another's house, you should not declare what you will and will not eat - unless you are allergic to something.
- · You should not say that you do not have enough food.
- You should not start before everyone else.
- · You should not take additional helpings without being invited to by your host.
- · You should not lie in bed until late morning.
- · You should have sent a handwritten card after the visit. You have never written to thank me when you have stayed.

Heidi was shocked, and immediately sent the email on to some of her close friends. Surprised and amused, the friends forwarded it to other people, and soon the email had been posted on several websites, with thousands of people writing comments about 'the mother-in-law from hell'.

Adapted from a news website

C	Find	words	or n	hrases	in	the	article	which	mean
	Tillu	Words	orh	mases	111	uie	article	WIIICH	mean

1	noun a man to whom you are going to be
	married
2	<i>adj</i> unpleasant
3	verb saying what is bad or wrong with sb or
	sth
4	noun not having enough of sth
5	noun a person who you invite to your house
6	noun a person who receives a visitor
7	verb sent an email or message you received
	to another person

Should have

We use should have to talk about something that happened in the past that you think was wrong, e.g. You should have written me a thank-you letter. = you didn't write to me. I think this was wrong.

- d Now read some of the comments that were posted on the internet. Write H next to the ones that support Heidi, and C next to the ones that support Carolyn.
 - Mrs Bourne says Heidi should have sent a handwritten thank-you note... however, she sends this letter by email! We are in the 21st century. Nobody sends handwritten letters any more. 13/07/2011 18:52
 - Why do we hear nothing about Freddie's role in all this? Why didn't he prepare Heidi? He must know what his stepmother is like. He could also have prepared his family by telling them about any eating problems his girlfriend has. 13/07/2011 16:25
 - The email was a private communication. I don't think Heidi should have sent it on to her friends. It makes me think that Mrs Bourne might be right about her bad manners. 13/07/2011 12:40
- The stepmother seems to be extremely jealous of Heidi, perhaps she wants to keep Freddie all to herself. If I were Heidi, I would leave him. 12/07/2011 10:15
- The mother-in-law may have a few good points but she should have spoken to Heidi face-to-face, not sent her an email. 11/07/2011 18:50
- I think that the one with the extremely bad manners is Mrs Bourne. 11/07/2011 14:10
- Mrs Bourne, I agree with every word you say. Young people just don't have any manners nowadays. I hope Freddie sees sense and finds someone better. 11/07/2011 09:48
- e Write your own comment. Then compare with a partner. Do you agree?
- ➤ Communication The big day p.105. Read about what Heidi and Freddie did next.

5 LISTENING

- a 248)) Listen to Miranda Ingram, who is married to Alexander Anichkin, talking about the difference between Russian manners and British manners. What was their problem? How have they managed to solve their differences?
- **b** Listen again and mark the sentences **T** (true) or **F** (false).
 - 1 In Russia you should say please (in Russian) when you ask someone to do something.
 - 2 Before Miranda took Alexander to meet her parents she taught him about English manners.
 - 3 When Alexander smiled at people in the UK, he felt ridiculous.
 - 4 When Miranda went to Russia the first time Alexander's friends were delighted because she smiled all the time.
 - 5 Alexander thinks that the English sometimes use very polite expressions unnecessarily.
 - 6 Alexander thinks the English are too direct.
 - 7 Miranda doesn't think her dinner guests should criticize her cooking.
- **c** What would people from your country do in these situations?

6 SPEAKING

In groups, talk about each thing in the *Good Manners?* questionnaire. Do you think it's good manners, bad manners, or not important / not necessary. Why?

I think it is very rude to criticize the food if you are in somebody's house.

I think it depends. It's OK if you know the person very well or if it's a member of your family...

7 (2)49)) SONG You Can't Hurry Love 5



WHEN YOU ARE INVITED TO SOMEBODY'S HOUSE...

- criticize the food (e.g. if it is too cold, salty, etc.)
- ____ take a present

RESTAURANT...

- write an email to say thank you
- arrive more than ten minutes late for lunch or dinner

leave your mobile on silent on

answer or send a text or message

the table in front of you

WHEN YOU ARE HAVING A MEAL WITH FRIENDS IN A



WHEN GREETING PEOPLE...

- use more formal language when speaking to an older person
- kiss a woman on both cheeks when you meet her for the first time
- use your partner's parents' first names



ON SOCIAL NETWORKING SITES...

make a phone call

kiss your partner

- post a private message or conversation on an internet site
- post an embarrassing photo or video clip of a friend without asking their permission
- post all the details of your breakup with a partner



MEN AND WOMEN – A MAN'S ROLE...

- pay for the meal on a first date
- wait for a woman to go through the door first
- accompany a woman home





3&4 Revise and Check

GRAMMAR

Stor III AT III	No ED BY BE F
Circl	e) a, b, or c.
$\phantom{aaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaaa$	I walk to work. It's than going by car.
	a healthyer b as healthy c healthier
2	Cycling isn't people think.
	a as dangerous as b as dangerous than
	c so dangerous than
3	This is time of day for traffic jams.
	a the most bad b the worse c the wors
4	My wife is a much safer driver than
	a I b me c my
5	What beautiful day!
	a a b - c an
6	I never drink coffee after dinner.
	a - b the c an
7	are usually good language learners.
	a The women b Women c Woman
8	We've decided to visit the UK
	a the next summer b next summer
	c the summer next
9	We won't come to the party.
	a can b be able c be able to
10	When he was five he already swim.
	a can b could c was able
11	My mother has never cook well.
	a been able to b could c be able to
12	Entrance is free. You pay anything.
	a don't have to b mustn't c shouldn't
13	I'll work harder if I want to pass.
	a must b should c have to
14	I don't think I have a dessert. I've
	already eaten too much!
	a must b should c have to
15	You switch on your phone until the
	plane has landed.
	a don't have to b mustn't c shouldn't
VOC	CABULARY
4 6	
- 0	the state of the s

ı	С	omplete with a pro	eposition.
	1	We arrived	Prague at 5.30.
	2	I apologized	being late.
	3	I'm not very keen_	horror films.
	4	My son is good	speaking languages
	5	This song remind	s me my holiday.

b	Complete the compound nouns.					
	1	Slow do	wn! The spe	edo	n this road is 100	, not 120.
					ve all put on your	
			, 0	•	sts – there are very	
	4		_		ng thehou	ır – between
	_		d 9.30 in the		a tha atation	
			a taxi		e the station.	
c		Complete with the right word.				
		We were late because we got s in a terrible traffic jam.				
	2 I'm moving into a new flat next week. I've hired a v, so the I can take all my things there.			v, so that		
	3	The nex	t train to Bri	istol is now y	waiting at pl	5.
	4 We're going to s off early because we want to get to the hotel before it gets dark.			to get to the		
	5	How los	ng does it t _	to get	from here to the a	irport?
d	C	ircle) the	right adject	tive.		
		1 The match ended 0–0. It was really bored boring.				e a Biblio
					tening experience	
			5 0	15 0	ut our holiday!	
			•		ting with my exar	n results.
	5	This pro	ogramme is t	too depressed	d depressing. Turi	n it off.
e	C	Complete the missing words.				
		_		1 1100	1a messag	re.
			e's eng			,
					him and he just h	up!
				_	one. Is it a photo o	-
					loud r on t	
	SC	NUN	CIATION			
a	0	ircle the	e word with	a different s	sound.	
	1		tram	want	manners	traffic
	2		the moon	the sun	the beginning	the end
	3		switch	cheap	machine	coach
	4	Sign.	should	crash	permission	gossip
	5	d3	carriage	message	argue	apologize

3 pe de stri an 5 em ba rra ssing

b Underline the stressed syllable.

2 di sa ppoin ted 4 vi brate

1 mo tor way

CAN YOU UNDERSTAND THIS TEXT?

a Read the article once. What kind of concert was it? What happened?

Turn it off!

Something historic happened at the New York Philharmonic on the evening of 10 January 2012, about an hour into Mahler's Ninth Symphony. During the beautiful fourth movement, an audience member's cellphone loudly rang.



And rang. And rang again. It was the kind of marimba riff we've all heard on the street from a stranger's phone.

From my seat in Row L, I could see the horrified discomfort of the other audience members from their body language. We all wondered whether the conductor Alan Gilbert would react, and how. Suddenly there was silence. The orchestra had stopped playing. Mr Gilbert had halted the performance. He turned to the man, who was seated in the front row, and said:

'Are you going to turn it off? Will you do that?'

There was some 'discussion' between the conductor and the cellphone owner, but we couldn't hear it.

In the Avery Fisher Hall, many members of the audience stood and demanded that the man leave the hall. They were so furious that I could have imagined them dragging him from his seat on to the stage, tying him to a stake, and setting him alight!

When the 'power off' button on the man's phone had finally been located and put to use, Mr Gilbert turned to the audience. 'Usually, when there's a disturbance like this, it's best to ignore it,' he said. 'But this time I could not allow it.'

The audience applauded as if Mahler himself, the orchestra's conductor from 1909 to 1911, had suddenly been resurrected onstage. Mr Gilbert neither smiled nor acknowledged the cheers. Instead he turned to the orchestra, instructing the players to resume, several bars back from the point at which he had stopped the performance. Just before, he raised his baton and turned again to the audience and said, this time with a smile, 'We'll start again.' A few seconds later, the fourth movement resumed.

Mr Gilbert's brave decision that night brought new music to the Philharmonic.

cellphone (AmE) mobile phone

- **b** Read the text again and answer the questions.
 - 1 In what part of the symphony did the phone ring? What kind of ringtone was it?
 - 2 Did the owner turn it off immediately?
 - 3 How did the audience react a) to the phone ringing, and b) to what the conductor did?
 - 4 Did the audience really drag the man onto the stage?
 - 5 Did Mr Gilbert restart the music from the same place where he had stopped?
 - 6 Does the journalist think Mr Gilbert made the right decision?
- Choose five new words or phrases from the text. Check their meaning and pronunciation and try to learn them.



CAN YOU UNDERSTAND THESE

2 50)) In the street Watch or listen to five people and answer the questions.











Christopher Maria

Harry

- 1 Christopher likes using the subway because
 - a he only needs to take one train
 - b he gets to work in less than half an hour
 - c it runs all day and night
- 2 Maria thinks that women are better than men at looking after young children because _
 - a they have had a lot of practice
 - b they know when children are hungry
 - c they know what to do when children are ill
- 3 Harry says that men in her family _
 - a don't enjoy telling stories
 - b talk about the same things as women
 - c try to talk about things that interest them
- 4 Sean_
 - a started learning yoga three years ago
 - b can touch his toes
 - c is thinking of giving up yoga
- 5 It annoys Liz when people
 - a make phone calls all the time
 - b play games on their phones
 - c use their phones when they are with other people

CAN YOU SAY THIS IN ENGLISH?

Do the tasks with a partner. Tick (\checkmark) the box if you can do them.

Can you...?

- compare different methods of public transport in your town / country agree or disagree with this statement, and say why: All towns and cities should have a lot more cycle lanes. talk about typical stereotypes about men and women, and say if you think they are true
- describe something you would like to be able to do, but have never been able to
- 5 talk about things which are | aren't good manners in your country if you are staying with someone as a guest, and what you think is the right thing to do



Transport

1 PUBLIC TRANSPORT AND VEHICLES

a Match the words and pictures.

carriage /ˈkærɪdʒ/ coach /kəʊtʃ/ scooter/'skuitə/

coach/kəot]/
lorry/'lori/(AmE truck)

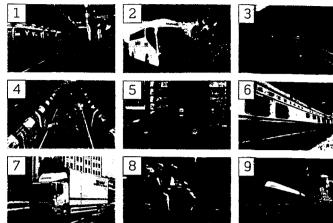
the <u>un</u>derground /'ʌndəgraund/ (AmE <u>sub</u>way)

motorway /ˈməutəweɪ/ t.
1 platform /ˈplætfəɪm/ v.

tram /træm/ van /væn/

b (2,2)) Listen and check.

c Cover the words and look at the pictures. Try to remember the words.



2 ON THE ROAD



Compound nouns

Compound nouns are two nouns together where the first noun describes the second, e.g. a child seat = a seat for a child, a bus stop = a place for buses to stop, etc. In compound nouns the first noun is stressed more strongly than the second. There are many compound nouns related to road travel.

a Complete the compound nouns.

belt/belt/ <u>camera //kæmərə/ erash /kræf/ cro</u>ssing //krɒsɪŋ/ fine /fam/ hour //aʊə/ jam /dʒæm/ lane /leɪn/ lights /laɪts/ <u>li</u>mit //lɪmɪt/ rank /ræŋk/ <u>sta</u>tion //steɪfn/ works /wɜːks/ zone /zəʊn/



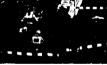
64e)



1 car <u>crash</u>

in ord





4 pedestrian

5 <u>pe</u>trol_

6 road____

The last in a

0

.



rush _____

8 seat_





11 <u>ta</u>xi





12 <u>tra</u>ffic_

13 <u>tra</u>ffic __

14 <u>ze</u>bra _

b (2/3)) Listen and check. Then cover the compound nouns and look at the pictures. Remember the compound nouns.

3 HOW LONG DOES IT TAKE?



D How long does it take?

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

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

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

Use take (+ person) + time (+ to get to) to talk about the duration of a journey, etc.

Read the information box above. Then ask and answer with a partner.

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



Phrasal verbs

Learn these phrasal verbs connected with transport and travel.

We **set off** at 7.00 in the **morning to** try to avoid the traffic. (= leave **on a journey**)

I arrive at 8.15. Do you think you could pick me up at the station? (= collect sb, in a car, etc.)

I got on the wrong bus, and I ended up on the opposite side of town. (= find yourself in a place / situation that you did not expect)

We're running out of petrol. Let's stop at the next petrol station. (= finish your supply of sth)

Watch out! / Look out! You're going to crash! (= be careful or pay attention to sth dangerous)

⋖ p.24

Preposition

to , for

Dependent prepositions

1 AFTER VERBS

Complete the Preposition column with a word from the list.

about at between for in of on to



He apologized to the policeman for driving fast.

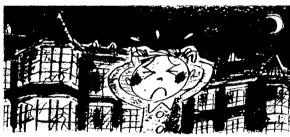
- (2)25)) Listen and check.
- Cover the **Preposition** column. Say the sentences with the correct preposition.

- 1 He apologized the policeman driving fast.
- 2 We're arriving Milan on Sunday.
- 3 We're arriving Malpensa airport at 3.45.
- 4 Who does this book belong
- 5 I never argue my husband money.
- 6 Could you ask the waiter the bill?
- 7 Do you believe ghosts?
- 8 I can't choose these two bags.
- 9 We might go out. It depends the weather.
- 10 Idreamt my childhood last night.
- 11 Don't laugh me! I'm doing my best!
- 12 I'm really looking forward the party.
- the meal, can you get the drinks? 13 If I pay
- our honeymoon in Italy. 14 This music reminds me
- 15 I don't spend a lot of money clothes.

2 AFTER ADJECTIVES

Complete the **Preposition** column with a word from the list.

about from in of on to



*also scared of and frightened of

- b (2)26)) Listen and check.
- Cover the **Preposition** column. Say the sentences with the correct preposition.
- Gerunds after prepositions

4		5
	Z P	the same
		THE REST

My brother is afraid of* bats.

Remember that after a preposition we use a verb in the gerund (+ -ing). We're really excited about going to Brazil. I'm tired of walking. **⋖** p.31

- 1 My brother is afraid*
- her boyfriend last night. 2 She's really angry
- 3 I've never been good sport.
- 4 Eat your vegetables. They're good you.
- my elder sister. 5 I'm very close
- 6 This exercise isn't very different the last one.
- 7 We're really excited going to Brazil.
- 8 I'm fed up listening to you complaining.
- 9 Krakow is famous its main square.
- 10 My sister is very interested astrology.
- my little nephew. He's adorable 11 I'm very fond
- 12 She's very keen cycling. She does about 50 kilometres every weekend.
- 13 I don't like people who aren't kind
- 14 She used to be married a pop star.
- my new motorbike. 15 I'm really pleased
- 16 My dad was very proud learning to ski.
- 17 Why are you always rude waiters and shop assistants?
- 18 Rachel is worried losing her job.
- 19 I'm tired walking. Let's stop and have a rest.

Preposition
<u>of</u>
(or to)
<u></u>

3A

comparatives and superlatives: adjectives and adverbs

comparing two people, places, things, etc.

- 1 My sister is a bit **taller than** me. (2 11))
 London is **more expensive than** Edinburgh.
 This test is **less difficult than** the last one.
 Olive oil is **better** for you **than** butter.
- 2 The new sofa isn't **as comfortable as** the old one.

I don't have as many books as I used to.

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

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

After than or as we can use an object pronoun (me, him, her, etc.) or a subject pronoun (I, he, she, etc.) + auxiliary verb.

She's taller than me. OR She's taller than I am. NOT She's taller than I.

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

the same as

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

Her dress is the same as mine.

comparing two actions

- My father drives faster than me.
 You walk more quickly than I do.
 Liverpool played worse today than last week.
- 2 Max doesn't speak English **as well as** his wife does. I don't earn **as much as** my boss.
- 1 We use comparative adverbs to compare two actions.

2 12))

2 (13))

- Irregular comparatives:
 well > better badly > worse
- 2 We can also use (not) as + adverb + as to make comparisons.

superlatives

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

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

0

o in after superlatives

Use in (NOT of) before places after a superlative. It's the longest bridge in the world. NOT of the world It's the best beach in England. NOT of England

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

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

I think skiing is ______ horse-riding. easy

A motorbike is _____ a scooter. powerful

I think that travelling by train is _____ form of transport. relaxing

You walk _____ I do. slowly

time to travel is on holiday weekends. bad

I've ever driven is from London to Edinburgh. far

The London Underground is _____ the subway in New York. old

This is _____ coach I've ever been on. hot

9 Of all my family, my mum is _____ driver. good

b Complete with one word.

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

1 A coach isn't as comfortable _____ a train.

2 It's _____ most expensive car we've ever bought.

3 The traffic was worse ____ we expected.

4 This is the longest journey I've ____ been on.

5 He gets home late, but his wife arrives later than ____.

6 The ____ interesting place I've ever visited is Venice.

7 I leave home at the same time ____ my brother.

8 He drives ____ carefully than his girlfriend – he's never had an accident.

9 We don't go abroad ____ often as we used to.

10 What's the longest motorway ____ the UK?

GRAMMAR BANK

2 19)

articles: a / an, the, no article

a / an

1 I saw an old man with a dog.

2 17))

2 18))

- 2 It's a nice house. She's a lawyer.
- 3 What an awful day!
- 4 I have classes three times a week.
- We use *a* | *an* with singular countable nouns:
 - 1 the first time you mention a thing / person.
 - 2 when you say what something is or what somebody does.
 - 3 in exclamations with What...!
 - 4 in expressions of frequency.

the

- 1 I saw an old man with a dog. The dog was barking.
- 2 My father opened the door. The children are at school.
- 3 The moon goes round the Earth.
- 4 I'm going to the cinema tonight.
- 5 It's the best restaurant in town.

- · We use the:
 - 1 when we talk about something we've already mentioned.
 - 2 when it's clear what you're referring to.
 - 3 when there's only one of something.
 - 4 with places in a town, e.g. cinema and theatre.
 - 5 with superlatives.

no article

- 1 Women usually talk more than men. Love is more important than money.
- 2 She's not at home today. I get back from work at 5.30.
- 3 I never have breakfast.
- 4 See you next Friday.
- · We don't use an article:
 - 1 when we are speaking in general (with plural and uncountable nouns). Compare:

I love flowers. (= flowers in general)

I love the flowers in my garden. (= the specific flowers in my garden)

- 2 with some nouns, (e.g. home, work, school, church) after at | to | from.
- 3 before meals, days, and months.
- 4 before next | last + day, week, etc.

а	(Circle) the correct	ct answers.
••		

I love (weddings) the weddings!

- 1 Jess is nurse | a nurse in a hospital. A hospital | The hospital is a long way from her house.
- 2 What a horrible day | horrible day! We'll have to eat our picnic in the car | a car.
- 3 My wife likes love stories | the love stories, but I prefer the war films | war films.
- 4 We go to theatre | the theatre about once a month | once the month.
- 5 I'm having dinner | the dinner with some friends the next Friday | next Friday.
- 6 My boyfriend is chef | a chef. I think he's the best cook | best cook in the world.
- 7 I'm not sure if I closed the windows | windows before I left the home | home this morning.
- 8 In general, I like dogs | the dogs, but I don't like dogs | the dogs that live next door to me.
- 9 I got to the school | school late every day the last week | last week.
- 10 I think happiness | the happiness is more important than success | the success.

- **b** Complete with $a \mid an$, the, or (= no article). A We're lost. Let's stop and buy a map.
 - B No need. I'll put *the* address in *the* satnav.
 - 1 A How often do you go to _____ gym? B About three times _____ week. But I never Fridays. go on _____
 - 2 A What time does ___ ___train leave?
 - B In ten minutes. Can you give me ____ lift to
 - 3 A What _____lovely dress!
 - B Thanks. I bought it in _____ sales ____ last month.
 - 4 A What's ____ most interesting place to visit in your town?
 - B Probably ____ castle. It's ____ oldest building in town.
 - 5 A What shall we do _____ next weekend?
 - B Let's invite some friends for _____ lunch. We could eat outside __ garden.
 - 6 A Do you like_ _dogs?
 - B Not really. I prefer ____ cats. I think they're ____ best pets.
 - 7 A Is your mum ____ housewife?
 - __teacher. She's always tired when she finishes B No, she's_ work.
 - 8 A Have you ever had _____ problem in your relationship?
 - B Yes, but we got over ____ problem and we got married_ last year.
 - 9 A When is __ __ meeting?
 - B They've changed _____ date. It's _____ next Tuesday now.





can, could, be able to (ability and possibility)

can / could

I can speak three languages fluently. Jenny can't come tonight. She's ill. My cousin **could** play the violin when she was three. They **couldn't** wait because they were in a hurry. Could you open the door for me, please?

• can is a modal verb. It only has a present form (which can be used with future meaning) and a past or conditional form (could).

• For all other tenses and forms, we use be able to + infinitive.

be able to + infinitive

1 Luke has been able to swim since he was three. I'd like to be able to ski. I love being able to stay in bed late on Sunday morning. You'll be able to practise your English in London.

2 Fortunately, I am able to accept your invitation. My colleagues weren't able to come to yesterday's meeting.

2 35))

2 34)))

1 We use be able to + infinitive for ability and possibility, especially where there is no form of can, e.g. future, present perfect, infinitive and gerund, etc.

Could you open the door for me, please?

2 We sometimes use be able to in the present and past (instead of can | could), usually if we want to

be more formal.

a	Complete with the correct form of <i>be able to</i> (+, -,
	or ?).

I've never been able to scuba dive.

- 1 Her mobile has been switched off all morning, so I _ talk to her yet.
- 2 I don't like noisy bars. I like have a conversation without shouting.
- leave home when I get a job.
- 4 We're having a party next Saturday. _
- 5 You need_ _____ swim before you can go in a canoe.
- 6 I'm going to France next week, but I don't speak French. I hate communicate with people.
- 7 Fortunately, firefighters ___ the people trapped inside the burning house.
- 8 I'm very sorry, but we_ wedding next month. We'll be on holiday.
- 9 I'm feeling a bit worse. contact the doctor yet?
- 10 The manager see you right now because he's in a meeting.

(Circle) the correct form. Tick ✓ if both are possible.



I've always wanted to can | be able to dance salsa.

- 1 My little boy couldn't | wasn't able to speak until he was nearly two years old.
- 2 She's much better after her operation. She'll can | be able to walk again in a few months.
- 3 He hasn't could | been able to mend my bike yet. He'll do it tomorrow.
- 4 It's the weekend at last! I love can | being able to go out with my friends.
- 5 When we lived on the coast, we used to can | be able to go to the beach every day.
- 6 I can't | 'm not able to send any emails at the moment. My computer isn't working.
- 7 I could | was able to read before I started school.
- 8 We won't can | be able to go on holiday this year because we need to spend a lot of money on the house.
- 9 Linda's really pleased because she's finally could | been able to find a part-time job.
- 10 Alex can | is able to speak Portuguese fluently after living in Lisbon for ten years.

p.34

4B

GRAMMAR BANK

have to, must, should

have to / must (+ infinitive)

1 You have to wear a seatbelt in a car.
Do you have to work on Saturdays?
I had to wear a uniform at my primary school.
I'll have to get up early tomorrow. My interview is at 9.00.

2 You **must** be on time tomorrow because there's a test. You **must** remember to phone Emily – it's her birthday.

- 3 I love the Louvre! You **have to** go when you're in Paris. You **must** see this film it's amazing!
- *have to* and *must* are normally used to talk about obligation or something that it is necessary to do.
- 1 *have to* is a normal verb and it exists in all tenses and forms, e.g. also as a gerund or infinitive.
- 2 *must* is a modal verb. It only exists in the present, but it can be used with a future meaning.
- 3 You can also use have to or must for strong recommendations.

have to or must?

Have to and must have a very similar meaning, and you can usually use either form.

Have to is more common for general, external obligations, for example rules and laws.

Must is more common for specific (i.e. on one occasion) or personal obligations. Compare:

I have to wear a shirt and tie at work. (= It's the rule in this company.)

I must buy a new shirt – this one is too old now. (= It's my own decision.)

have got to

Have got to is often used instead of have to or must in spoken English, e.g. I've got to go now. It's very late.

don't have to

You don't have to pay – this museum is free. (2) 43)) You don't have to go to the party if you don't want to.

mustn't

You mustn't park here.
You mustn't eat that cake – it's for the party.

- We use *don't have to* when there is no obligation to do something, and *mustn't* when something is prohibited.
- don't have to and mustn't are completely different. Compare: You don't have to drive we can get a train. (= You can drive if you want to, but it's not necessary / obligatory.)
 You mustn't drive along this street. (= It's prohibited, against the law, NOT You don't have to drive along this street.)
- You can often use can't or not allowed to instead of mustn't.
 You mustn't | can't | 're not allowed to park here.

should / shouldn't (+ infinitive)

unemployment.

You **should** take warm clothes with you to Dublin. **2 45**)) It might be cold at night. You **shouldn't** drink so much coffee. It isn't good for you. I think the government **should** do something about

- *should* is not as strong as *must* | *have to*. We use it to give advice or an opinion to say if we think something is the right or wrong thing to do.
- should is a modal verb. The only forms are should | shouldn't.
- You can use ought to | ought not to instead of should | shouldn't. You ought to take warm clothes with you to Dublin. You ought not to drink so much coffee.

Complete with the correct form of <i>have to</i> $(+, -, or ?)$.		
	I' <u>ll have to</u> call back later because the line's engaged. [+]	
1	Passengers switch off their laptops during take-off. [+]	
2	you do a lot of homework when you were at	
	school? ?	
3	My sister is a nurse, so some weeks she work nights. 🛨	
4	you everhave an operation? ?	
5	Saturdays are the best day of the week. I love get up	
	early wheelest a second and the second of	
6	Ileave a message on her voicemail because she wasn't in. +	
7	In the future, people go to school; they'll all study at	
	home	
8	With old mobile phones, you used to charge the battery	
	more often. +	
9	your boyfriend answer his work emails at	
	weekends? ?	
10	The exhibition was free, so I pay. \Box	

b Circle the correct form. Tick ✓ if both are possible.

You don't have to mustn't use your phone in quiet zones.

- 1 Do you think we *should* | *ought to* text Dad to tell him we'll be late?
- 2 You *don't have to | mustn't* send text messages when you are driving.
- 3 A pilot *has to | must* wear a uniform when he's at work.
- 4 You *shouldn't* | *mustn't* talk on your mobile when you're filling up with petrol.
- 5 I *have to | must* speak to my phone company. My last bill was wrong.
- 6 We *don't have to | mustn't* hurry. We have plenty of time.

⋖ p.39