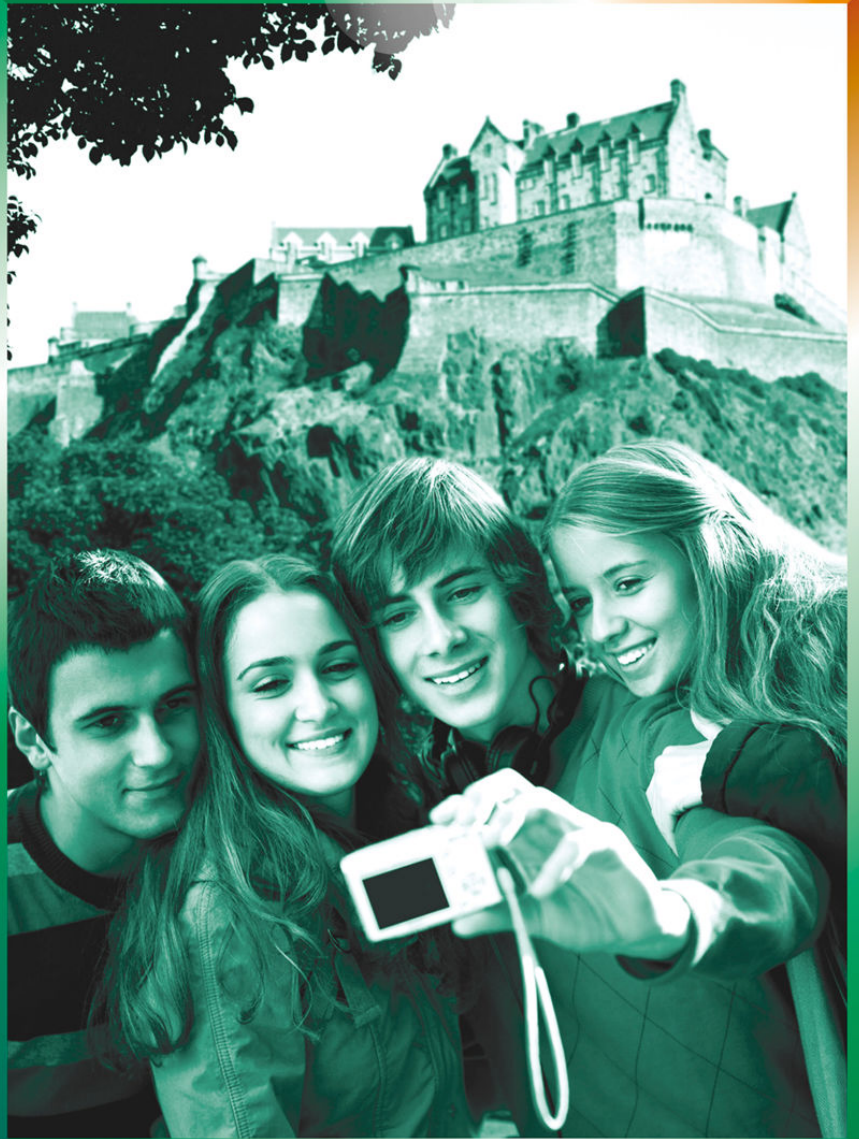


Gateway

Workbook

2nd Edition



Annie Cornford
Frances Watkins

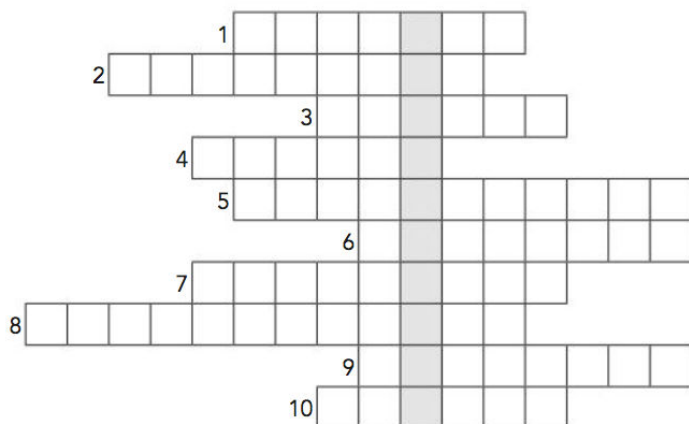


B1+

Vocabulary



1 Complete the crossword with an adjective from sentences 1–10. Then use the word in the shaded column to complete 11.



- 1 He doesn't laugh very much. He's ...
- 2 He talks a lot. He's ...
- 3 She's sweet and attractive. She's ...
- 4 She's bright and intelligent. She's ...
- 5 He's not lazy. He's ...
- 6 She's someone you can count on. She's ...
- 7 She hates waiting. She's ...
- 8 He's not tall or short. He's ...
- 9 He's happy and funny. He's ...
- 10 She makes a mess. She's ...
- 11 He's not thin. He's

2 Complete the adjectives of personality and appearance with the missing vowels **a, e, i, o, u**.

- 1 a r r o g a n t
- 2 n ... r v ... s
- 3 b ... l d
- 4 h ... n d s ... m ...
- 5 q ... t
- 6 ... n f r ... n d l y
- 7 n ... c ...
- 8 c h ... r f ... l
- 9 s ... l f ... s h
- 10 ... t t r ... c t ... v ...



3 Complete the sentences with one of these adjectives.

arrogant • bald • bossy • funny
selfish • thin • well-built

- 1 Guy's not tall but he's He works out in the gym every day.
- 2 His new girlfriend is tall and, like a model.
- 3 My father hasn't got much hair but he's not completely yet.
- 4 Don't just think of yourself, that's so!
- 5 Josh thinks he's better than everyone else. He's very
- 6 My sister's really – her stories always make us laugh.
- 7 Have you noticed that people are always telling other people what to do?

VOCABULARY EXTENSION

4 Circle the ten adjectives to which you can add the prefix **un-**, to make the meaning opposite.

tidy → *untidy*

attractive • reliable • talkative
safe • friendly • sociable • outgoing • glad
interesting • funny • intelligent • fashionable
selfish • handsome • happy • boring

5 What are the opposites of the remaining words?





1 Read the article below about unusual teenagers. Find out why the writer thinks the two teenagers are amazing.

INCREDIBLE TEENAGERS

People are always saying that teenagers are lazy. But here are two teenagers that are currently proving them wrong.

Laura Decker is an amazing young woman. Why? In 2012, she fulfilled her dream of sailing around the world alone. She was 14 when she left and her amazing journey took almost two years.



This route around the world covers over 40,000 km and so a trip like this needs a lot of courage, as well as knowledge. She faced many difficulties: six-metre high waves, the possibility of pirates, flying fish, whales, and being alone for weeks while on a very basic diet. In fact, many people, including the Dutch authorities, said that Laura's trip was too dangerous for someone so young; they believed that she should be stopped.

Laura now lives in New Zealand and she makes deliveries on her boat to earn money. Following her adventure, she sometimes gives talks to people about her experiences and she often travels. But she only occasionally leaves her boat, Guppy. She has also written an autobiography and at the moment she is doing several book tours. Laura seemed quite a shy person before her adventure, but it looks as if she is gradually becoming more confident. Her ambition is to become a captain on a big ship, so that she can always live on water.

People don't usually think of teenage boys as very hard-working and determined. But Jordan Romero is not a typical teenage boy. When he was 13, he climbed Mount Everest, the highest mountain in the world. Not only that, but he also climbed the tallest peaks on seven continents before he was 16. He is still the youngest person ever to do so and he holds the world record.

Like Laura, he encountered difficulties with the authorities before he left, with some experts questioning if he was mentally mature enough to make the climb. But he has shown that he is not only mature, but also incredibly reliable and dedicated.

He is now raising money to build a primary school in Malawi and he often travels around the US to tell his story and to encourage children to do more outdoor activities. He published his second book in 2014 and is also travelling around the world doing signings. As if that isn't enough, he often posts advice and help for other climbers on his website, and it looks like there is much more to come from this inspirational teen.



2 Read the article again. Are the statements True (T) or False (F)? Write the number of the line(s) where you find the answer.

- 1 Laura was a teenager when she began and ended this trip. T/F
- 2 Laura ran out of food before the end of the trip. T/F
- 3 Laura's experiences have changed her. T/F
- 4 Laura now has a job working on a ship. T/F
- 5 Jordan has done something that no one else has. T/F
- 6 Everyone was happy about Laura and Jordan's adventures. T/F
- 7 Jordan and Laura are writing autobiographies. T/F
- 8 At the moment, Jordan is helping other children. T/F

3 Match the underlined words in the article with the definitions.

- 1 tops of mountains
- 2 behaving in a sensible way, like an adult
- 3 achieved something you wanted to do
- 4 a book about your life that you write yourself
- 5 committed to something that you have decided to do
- 6 experienced something, especially a problem
- 7 something amazing that makes you want to try new things
- 8 spending all your time and effort on something

4 **CRITICAL THINKING**

Which of the statements below are based on fact (F), and which are based on opinion (O)?

- 1 Her boat Guppy does not have a shower or a fridge on board.
- 2 What Laura did was unsafe for a child. It's easy to get lost at sea.
- 3 Laura is not a typical Dutch teenager.
- 4 Teenagers never like authority figures telling them what to do.
- 5 She collected rainwater when it rained.
- 6 Sailors who travel across the world also sail at night.



STUDY SKILLS

What do we need to know when we learn grammar structures?

➤ STUDY SKILLS page 94

1 Complete the rules with present simple and present continuous.

We use the for:

- a routines and habits
- b things that are always or generally true
- c scientific facts

We use the for:

- d actions that are happening now or near the moment of speaking
- e actions that are temporary or not a normal routine
- f actions that happen very often and annoy the speaker
- g changing situations

2 Read these phrases from the text. Match phrases (1–7) with rules (a–g) above.

- 1 He is raising money to build a primary school.
- 2 This route around the world covers over 40,000 km.
- 3 She is becoming more confident.
- 4 He often posts advice for other climbers on his website.
- 5 She is doing several book tours.
- 6 Jordan is the youngest person ever to climb Everest.
- 7 People are always saying that teenagers are lazy.

3 Put these words in the correct order.

- 1 my usually cleaning I bedroom don't enjoy
.....
- 2 all Tom his finishes rarely homework
.....
- 3 what Our always us do teachers are to telling
.....
- 4 to occasionally bus We go by school
.....
- 5 computer play I brother often together My and games
.....
- 6 spend France sometimes We our holidays in
.....
- 7 bossy My me telling do what to friend is always
.....

4 Complete the sentences with the present continuous or the present simple form of the verbs given.

- 1 Can you answer the front door? I (do) the washing up.
- 2 My best friend (sometimes spend) Saturday afternoons at the pool.
- 3 My little sister (always take) clothes from my wardrobe without asking. It's so annoying!
- 4 No, I didn't finish the essay last night. I (write) the conclusion at the moment.
- 5 Teenagers (usually enjoy) a challenge.
- 6 My brother (study) for a French exam right now.

GRAMMAR CHALLENGE

5 Find and correct nine mistakes in the text.



Karl and I are very good friends. He's going to a different school from me, but we chat regularly on Skype and we're texting each other a lot. We are meet up at least once a week, but sometimes it's hard because Karl is usually spending his weekends doing karate. He started doing karate at primary school, but he gets really good now. It's funny because he isn't being an arrogant person – he's very shy and calm – but he always is talking about how good he is at karate! At the moment, he's in Germany because he takes part in a competition there. He is wanting to represent Great Britain in the Olympics. So I suppose he's got good reason to be arrogant.



1 Read the sentences. Replace the adjectives in italics with a synonym/partial synonym from the box.

clever • cute • glad • handsome • slim • sociable

- 1 Your dad's quite *thin*, isn't he? Does he do a lot of exercise?
- 2 His acting is amazing, and he's also extremely *attractive*.
- 3 That kitten is very *pretty*. Let's get that one.
- 4 Our neighbour is very *friendly*. She often lets us use the pool in her garden.
- 5 My brother is very *intelligent*, but he often gets in trouble at school.
- 6 I was very *happy* to hear that you passed your exams.

2 Look at these partial synonyms. In each list, circle the adjective that is incorrect.

- 1 attractive – pretty, beautiful, bright
- 2 thin – short, slim, underweight
- 3 happy – glad, cheerful, sociable
- 4 clever – elderly, bright, intelligent
- 5 friendly – sociable, cute, outgoing
- 6 not easy – untidy, hard, difficult

3 LISTENING 01 Listen to a group of people. They are discussing a talk by an expert in the study of handwriting to understand the writer's personality and behaviour. Which of these adjectives best describes how they felt?

- a interested b bored c very annoyed

1 This is my handwriting. What does it say about me?

2 This is my handwriting. What does it say about me?

3 This is my handwriting. What does it say about me?

4 This is my handwriting. What does it say about me?

4 01 Listen again and identify the speaker.

Which speaker (1–4) ...

- 1 thought that the analysis was correct on more than one point? Speaker
- 2 thought the expert's analysis was wrong? Speaker
- 3 wanted to find out more about the subject? Speaker
- 4 was very impressed by what the speaker could do? Speaker
- 5 is happy with how their own handwriting looks? Speaker
- 6 has changed their writing in recent years? Speaker
- 7 is going to try and change their handwriting now? Speaker
- 8 learnt that they did not have just one style in their writing? Speaker

VOCABULARY EXTENSION

5 Match the adjectives to their two different meanings.

adjective	meaning 1	meaning 2
loud	elderly	intelligent
old	light/colourful	well-dressed
funny	clever	not soft
smart	difficult	strange
hard	it makes you laugh	very bright colours or design
bright	noisy	someone you have known a long time

6 Circle the correct alternative.

- 1 That shirt is nice, but it's a bit smart/loud to wear for a job interview.
- 2 My best friend is one of the brightest/hardest students in class. She always gets top marks.
- 3 It's sometimes hard/bright to know when someone is lying.
- 4 I have to wear a smart/funny jacket to my sister's wedding.
- 5 I've known Sarah for ten years – she's an elderly/old friend.



1 Look at these sentences from the listening. Circle the correct alternative.

- 1 I am not believing/don't believe all this stuff.
- 2 It sounds/is sounding good.
- 3 I like/am liking my handwriting.
- 4 I'm always losing things that belong/are belonging to me.

These examples all show state/action verbs.

2 Match the explanations of use (a–d) with the sentences from 1.

- a This is an example of a verb of possession.
- b This is an example of a verb of thinking.
- c This is an example of a verb of the senses.
- d This is an example of a verb about feeling.

3 Put the verbs in the correct columns.

appear • believe • belong • feel • hate • have
hear • know • like • look • love • mean • need
own • prefer • remember • see • seem • smell
sound • think • understand • want

feeling	thinking	of the senses	possession
<i>hate</i>	<i>believe</i>	<i>appear</i>	<i>belong</i>

4 Decide if the verbs are states or actions and circle the correct alternative.

- 1 I have got/am having a terrible headache today.
- 2 We don't like/are not liking teachers who just shout/are shouting at us.
- 3 Can you be quiet? I talk/'m talking on the phone.
- 4 Does he know/Is he knowing what time it is?
- 5 I speak/'m speaking three languages.
- 6 Your brother looks/is looking like your dad.
- 7 Do you prefer/Are you preferring long hair or short?
- 8 I wear/'m wearing my favourite shoes today.

5 Match the halves to make sentences.

- 1 The chocolate cake tasted ...
 - 2 Her jumper felt ...
 - 3 The coffee smelt ...
 - 4 The spider looked ...
 - 5 These shoes feel ...
 - 6 Your music sounds ...
- a wet, but they're all I've got.
 - b better than it tasted.
 - c great. What is it?
 - d really delicious and I ate it all.
 - e soft and warm when she put it on.
 - f frightening, but it wasn't dangerous.

6 Read the text. Find and correct four mistakes.

I've got a lovely dog called Mutt. He is looking sweet, but when a stranger comes to the door, he often barks and is sounding really unfriendly. After a long walk in the rain, he doesn't smell very nice! His long ears feel soft and his nose is usually wet. When he is hearing my parents' car, he runs to the window. He's always seeming to know when they are coming.



STUDY SKILLS

How can you take responsibility for your learning?

➤ STUDY SKILLS page 94

GRAMMAR CHALLENGE

7 Complete the sentences with the correct form of the verbs given. Decide if the verbs describe a state (S) or an action (A).

- 1 She's smelling (smell) the flowers in the garden. A
- 2 You seem thoughtful. What (think) about?
- 3 I (look) for my football socks. Do you know where they are?
- 4 This sandwich (taste) delicious. What's in it?
- 5 She (look) very pretty in that top.
- 6 My dog (weigh) 10 kg, but he's only a puppy.
- 7 I (think) you need a bigger pair of shoes.
- 8 Don't worry. I won't eat it all! I (taste) it, that's all.
- 9 Petra (weigh) some flour and butter for the cake.



- 1 LISTENING** **02 Listen to the dialogue. What two sports do they mention?**
- 2** **02 Listen again. Are the sentences True (T) or False (F).**
- 1 The boys have met before. T/F
 - 2 They both know Maria. T/F
 - 3 Ben is very good at this sport. T/F
 - 4 Luke has his own bat with him. T/F
 - 5 Luke and James Kingston are friends. T/F
 - 6 Ben is a member of a local team. T/F

3 Look at these questions from the dialogue. Complete each one with a tag question.

- 1 You're Luke Spencer, *aren't you* ?
- 2 You're really good at table tennis,?
- 3 You don't have a bat,?
- 4 You can play football too,?
- 5 You don't want to join us one week,?

PRONUNCIATION

- 4** **03 Listen and decide if the tag question goes down (a confirmation question) or up (a real question) in each case. Draw arrows over the tag questions in 3.**

You're Luke Spencer, aren't you?

- 5** **03 Listen again and repeat.**
- 6 Match the question tags (a-h) with the sentences (1-8). Practise saying the sentences with the correct intonation.**

Sentence	Question tag
1 It's a lovely sunny day,	a aren't you?
2 Sarah is your aunt,	b doesn't he?
3 You're not an only child,	c does he?
4 You're joking,	d isn't she?
5 She isn't very tall,	e can you?
6 He plays tennis every week,	f isn't it?
7 Sebastian doesn't like bananas,	g are you?
8 You can't come to the party,	h is she?

DESCRIBING PICTURES

- 7 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.**



- 1 Who can you see in the photo?
- 2 Where are they and what are they doing?
- 3 What do they look like?
- 4 What kind of person/people do you think they are?

- 8 LISTENING** **04 Listen to a student talking about the photo. What are her answers to the questions?**

- 9 SPEAKING** **Now look at the second photo and answer the same questions.**





1 Read this informal email from a girl called Sally. Why is she excited?

To: Sidney
From: Sally
Subject: New friends!

(a) _____
 (b) _____ You know our next-door neighbours, the ones who are rather unfriendly and are always complaining about the dog? Well, they're moving! We're all extremely glad about it.
 (c) _____ Our new neighbours look very friendly. It's a family with four kids, though Grandpa is a bit worried because he says they're going to be quite noisy! They all seem nice, so I don't think so. There's a toddler – he must be about three – who looks really cute and loves trains. Then there are two girls about our age. I think they're twins because they are the same height and build. They're not completely identical, but they do have very similar smiles. They look like film stars, actually, with their long red hair.
 (d) _____ There's a boy called Joe. He's extremely tall, with dark hair. He looks very sporty, he looks like he's in a team. I'm going to ask him what he plays next time I see him.
 (e) _____ Hope to see you soon.

Love Sally

2 Put the expressions (1–5) in the correct place in the email above.

- 1 Even better news!
- 2 That's all for now.
- 3 Great news!
- 4 And ... best of all!
- 5 Hi there!

3 Read the email again. Sally uses modifying adverbs to make adjectives stronger or softer. Can you find the seven different examples?

4 Complete the sentences with look(s)/look(s) like/look(s) as if. If more than one is possible, write both.

- 1 I think that Freddie's dog a sheep!
- 2 The new teacher very friendly, don't you think?
- 3 You really tired. Didn't you sleep well last night?
- 4 That new girl reminds me of my sister. She really her.
- 5 In your drawing, the house it's a factory. Can you make it a bit smaller?
- 6 I think your older brother a boxer.

5 You have new neighbours, too. Write an email to a friend. Include the following information. Use the email in 1 as a model.

How you feel about your old neighbours leaving.
 Who the new neighbours are.
 How many children there are and what they look like.
 Which member of the new family looks the most interesting and why.

6 When you finish, read and check your email.

- Have you ...
- used modifying adverbs?
 - used descriptions with *look*, *look like* and *look as if*?
 - not repeated yourself?
 - used a range of different adjectives?

Grammar

1 Circle the correct alternative.

- Oh no! Look out of the window. It rains/s raining.
- Can you wait a minute? I listen/m listening to the news.
- I usually drink/am drinking tea, not coffee in the morning.
- I learn/m learning to play hockey at school. I started about three weeks ago.
- More and more people move/are moving to the capital to try and find work.
- The bus is always very reliable. It comes/s coming at 15 minutes past.

2 Complete the dialogue with the present simple or present continuous form of the verbs given.

Tim: Hi Dave. I'm going to get some crisps at the shop. (a) (want) to come?

Dave: OK. I (b) (work) on my history project, but I (c) (need) a break now.

Tim: Oh yes, I (d) (know) how you feel!

Dave: How (e) (your project go)?

Tim: I (f) (try) to finish it at the moment. My problem is that I (g) (always leave) homework until the last minute!

3 Write sentences using the prompts. Use the present simple or the present continuous.

1 Josh / usually / wear / black socks, not those bright red ones.

2 Marley never / be / late for school.

3 Anna / always / forget / her homework. And then she tries to copy mine!

4 Marcus / have / shower / right now, can you call again later?

5 We / often / not go / to the sports centre – only about once a month.

4 Decide if the sentences are correct (✓) or incorrect (✗). Correct the incorrect sentences.

- That cat is looking at me. It won't stop!
- She's looking like her aunt, in my opinion.
- This food is tasting absolutely delicious!
- They're just coming out now. Here they are!
- I'm thinking that the school should change the regulations.

Vocabulary

1 Look at the table. There are two words in each column which are in the wrong place. Move these words to the correct column.

Build	Height	Hair	Looks	Personality
thin	tall	curly	short	selfish
straight	big	calm	wavy	strong
patient	medium	bald	pretty	small
overweight	height	handsome	beautiful	reliable
	good-looking			

2 Put the letters in order to make personality adjectives.

- tique
- taekvatli
- ueissor
- nrratoga
- nynuf
- uytdni

3 Complete the sentences with these words.

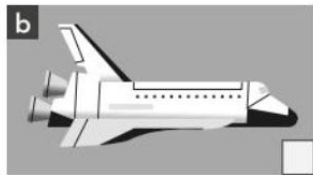
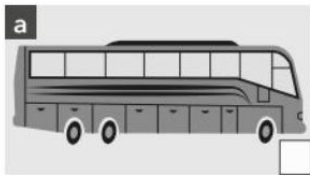
elderly • impatient • hard • outgoing • glad • bright

- I'm so that you came to my party.
- There's no way I could do that maths homework. It was too
- Jake talks to everyone and anyone! He's so People love him.
- Marta is a really girl. She's just taken her final exams a year early.
- My grandma is very now. My mum looks after her.
- Don't be so! Just wait one more minute and the food will be ready.

Vocabulary

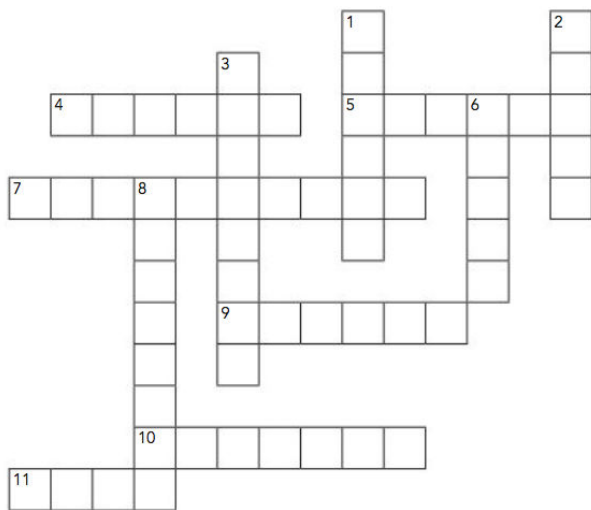


1 Complete the words. Match them to the pictures.



- 1 f.....y 4 y...c.....
 2 ...a..... 5 h...t-...r...a...l.....
 3 ...p.....s..... 6 c...a.....

2 Read the clues and complete the puzzle.



Across

- 4 You buy this to travel one way.
 5 When they do this to a train, it does not go at all.
 7 These screens tell you when a train is leaving.
 9 You buy this to travel there and back again.
 10 You can carry your things in this.
 11 You a train when you arrive after it leaves.

Down

- 1 You buy it online or at the station before you travel.
 2 A train is late if there is one of these.
 3 You step off the train onto this.
 6 The action of using a train or bus.
 8 These screens tell you when a train is coming in.

3 Complete the sentences with these words.

bed and breakfast • caravan • hostel • hotel
 motel • tent

- After our collapsed, I decided never to go camping again.
- A is a type of which is next to a big road or motorway.
- We prefer a so that we can go somewhere different for lunch and dinner.
- Our new is huge. It has six beds so my whole family can sleep in it.
- I stayed in a when I visited Barcelona to save money.

VOCABULARY EXTENSION

4 Complete the sentences with these words.

matches • passport control • bill • timetable
 guidebook • boarding pass • mat • mini-market

- You'll need to make a fire, so you need some
- The campsite we stayed on had a but it was very expensive and we shopped in town.
- If you're travelling by train, don't forget to check the before you leave.
- At the airport, after you've checked in your bags you have to go through
- If you go to a bed and breakfast, make sure you pay the before leaving.
- I've got everything I need to go camping: my torch, my sleeping bag, and a
- Many airlines ask you to print out your own and bring it to check-in.
- A good is very useful when you're visiting a new city.



1a Look at the photos and headline. What do you think is the subject of the article?

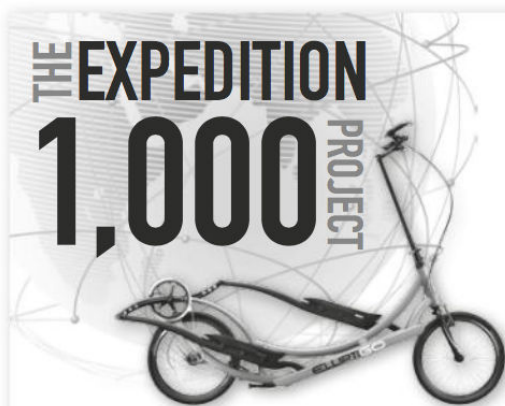
- a A different kind of traveller
- b Summer holiday fun
- c An explorer discovering a new means of transport

STUDY SKILLS

How can you predict what a text is about?

➤ STUDY SKILLS page 94

1b Read the article and check your answer to 1a.



Dave Cornthwaite has big plans: to complete 25 separate journeys, each over 1000 km long, as part of his Expedition 1,000 project. But he isn't using cars, trains or planes; all of the 25 forms of transport he uses aren't motorised. He also hopes to raise £1,000,000 for charity.

In just eight years, he completed 11 journeys and broke nine world records. His first trip was in 2006, when he travelled 5823 km across Australia on a skateboard. It was the longest skateboard journey ever made. In 2011, he rode a tandem bike with a friend from Vancouver, Canada, to Las Vegas in the US and then travelled for three months down the Mississippi River by paddleboard, standing upright for the length of the journey. He even did a part of it in fancy dress!

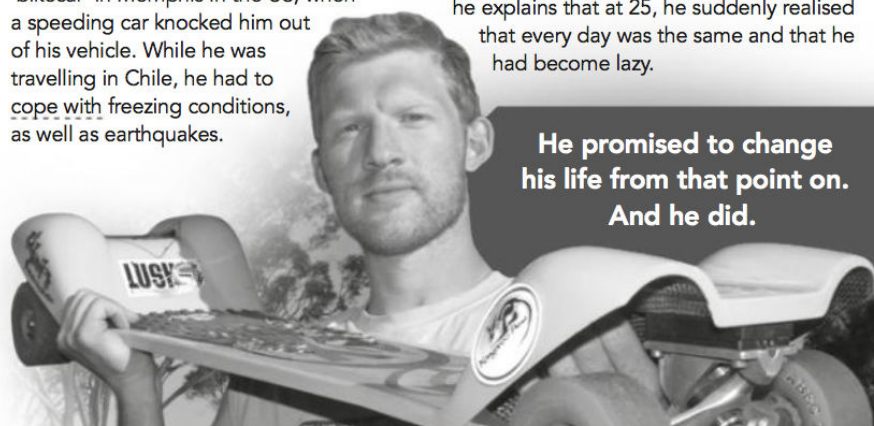
His eighth journey was across Europe on an elliptical bike, which looks like an exercise bike and running machine, where the rider stands and pedals. On his tenth trip, Cornthwaite crossed Europe from Germany to the UK. But before he left, he let the public vote on social media for the kind of transport he used and also the route he took.

One of Cornthwaite's most recent trips involved riding through Chile in the desert on a Whike (a low bike with a sail). More recently, he went from Norway to Finland in a kayak with pedals, travelling over 1000 km at around 5.6 km an hour.

His journeys have not been without problems. Once he was travelling by 'bikecar' in Memphis in the US, when a speeding car knocked him out of his vehicle. While he was travelling in Chile, he had to cope with freezing conditions, as well as earthquakes.

Cornthwaite's most difficult trip was in 2012: a 58-day, 1611 km swim down the Missouri River in the US. Before that journey, he had not swum more than 100 metres at one time. Amazingly, it took one month – half of the expedition's time – to travel the first 290 km, and just one more month to cover the remaining 1320 km. In the last few days, the swimmer was constantly ill and his body was close to collapse.

Cornthwaite's thirst for adventure began while he was working as a graphic designer in central England after he had finished university. He had a regular, well-paid job, a nice house and a cat! However, while he was skateboarding around town, he started to see things in a different way. On his website he explains that at 25, he suddenly realised that every day was the same and that he had become lazy.



He promised to change his life from that point on. And he did.

2 Read the article again and choose the correct answers.

- 1 The Expedition 1,000 project ...
 - a may raise £1,000,000 for charity.
 - b is 1000 km long.
- 2 His trips all use ...
 - a water and air.
 - b different forms of transport, but with no engine.
- 3 On one trip, the transport he used was chosen by ...
 - a people on the Internet.
 - b his family.
- 4 The trips he made between 2006 and 2015 were ...
 - a in Europe.
 - b all over the world.
- 5 The Missouri trip was the most difficult ...
 - a because it was very tiring and he found swimming hard.
 - b because he only travelled 100 metres at a time.
- 6 Dave Cornthwaite was working as a graphic designer ...
 - a when he learnt about different ways to travel the world.
 - b when he decided that he needed to change his life.

3 CRITICAL THINKING

Which adjectives do you think describe Cornthwaite? Write definitely (D), perhaps (P), not (N).

- | | |
|--------------|-----------|
| generous | lazy |
| adventurous | fit |
| likes danger | ambitious |
| selfish | arrogant |
| boring | cheerful |

4 Match the underlined words with the definitions.

- 1 moves a bicycle or vehicle by pushing with feet
- 2 fall down, because you are ill or tired
- 3 deal successfully with a difficult situation
- 4 a bicycle with seats for two people
- 5 clothes that you wear for fun to make you look like a particular person or thing
- 6 always or regularly
- 7 fitted with an engine

1 Complete the grammar rules with these words.

before • completed • in progress

- a We use the past simple for actions in the past.
- b We use the past continuous for actions at a time in the past.
- c We use the past perfect for actions completed another time or action in the past.

2 Look at these sentences. Match the verbs in bold with the rules (a–c) in 1.

- 1 Once he **was travelling** by 'bikecar' when a speeding car knocked him out of his vehicle.
- 2 He **rode** a tandem bike with a friend from Vancouver to Las Vegas in 2011.
- 3 Before that journey, **he had not swum** more than 100 metres at one time.

3 Read these sentences and circle the correct alternative.

- 1 They spent/had spent hours in the car by the time they arrived/had arrived at their destination.
- 2 Something had happened/has happened to the engine before the plane has taken/took off.
- 3 Did you already learn/Had you already learnt how to ride a bike when you started/had started school?
- 4 They stopped/had stopped him from boarding the train because he has lost/had lost his ticket.
- 5 I didn't want/hadn't wanted my grandmother to drive because she forgot/had forgotten her glasses.
- 6 She never travelled/had never travelled by plane before so she felt/had felt a little nervous.
- 7 The roads were/had been dangerous because it rained/had rained the night before.

4 Complete the sentences by matching (1–6) with (a–f).

- 1 I was listening to my MP3 player ...
 - 2 She missed her station ...
 - 3 The boys cycled home ...
 - 4 While Sonia was making sandwiches, ...
 - 5 She was talking to a neighbour ...
 - 6 How did you find out ...
- a because she had fallen asleep on the train.
 - b when my friend called.
 - c that you'd lost your driving licence?
 - d as soon as they heard the news.
 - e when I arrived at her house.
 - f I was packing the rucksack.

5 Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

- 1 When I (grow) up we (not have) a garden because we (live) in a flat.
- 2 By the time he (be) three, my brother (learn) to read!
- 3 A thunderstorm (start) while we (fly) over Mexico.
- 4 My sister (not take) her favourite summer dress on holiday because she (lend) it to her friend.
- 5 The first time my grandmother (use) a computer, she (be) 65.



GRAMMAR CHALLENGE

6 Complete the dialogue using the correct form of the verbs given.

- A:** So, how (a) (be) your journey?
- B:** Not great! I (b) (have) a few problems. I (c) (wait) for my train on the platform when I (d) (decide) to buy some chocolate, but I couldn't find my wallet. You (e) (know) me, I (f) (always lose) things. I realised that I (g) (leave) it at the ticket office. I remember I (h) (put) my wallet on the side, while I (i) (pay).
- A:** Oh no.
- B:** So then I (j) (run) back, but it (k) (go). I reported it, but as I (l) (walk) back to the platform to catch my train, I (m) (see) that it was leaving the station. I (n) (miss) it. And there (o) (not be) another one for an hour. I wasn't happy!



1 Match the phrasal verbs (a-h) with their meanings (1-8).

- | | |
|---------------------------------------|---------------------|
| 1 start a journey | a break down |
| 2 stop | b get on / off |
| 3 arrive | c take off |
| 4 show your ticket at an airport | d set off |
| 5 enter / leave a train, bus or plane | e get into / out of |
| 6 start flying | f check in |
| 7 enter / leave a car | g get away |
| 8 go somewhere for a rest | h get in |

2 Complete the sentences with these prepositions.

back • down • in • off • on • out of

- We'll be on the platform when her train gets at five past ten.
- The police asked the man to get the car.
- If you get the bus first, you can save me a seat.
- I really hope the car doesn't break again while I'm driving.
- They set at 4.30 am to get to the airport in time.
- Have a great holiday. I'll see you when you get

3 LISTENING 05 Listen to two people talking about different ways of travelling to work in Medellin, Colombia, and answer the questions.

- How do they get to work now?
- How did they get to work in the past?



4 05 Listen again and choose the correct answer.

- Every morning the woman gets off ...
 - at the bottom of the escalator.
 - at the city centre.
 - in Comuna 13.
- The Medellin escalator has ...
 - three stages.
 - six stages.
 - seven stages.
- The escalator is a good thing because ...
 - it saves time.
 - it saves money.
 - it never breaks down.
- According to the man, his bus journey used to ...
 - take too long.
 - be quite comfortable.
 - be different every day.
- Tourists like taking the metro cable because ...
 - they are safe.
 - you can see the city from the sky.
 - they're free.
- Each metro cable cabin can hold ...
 - eight people.
 - three people.
 - ten people.
- According to the man, Medellin's ...
 - new transport system is too crowded.
 - transport system is one of the best in the world.
 - transport system is still a bit slow.

VOCABULARY EXTENSION

5 Complete the sentences with the correct phrasal verb using get.

get on with • get around • get around to
get down • get through to • get across

- She was shocked to find the only way to the river was to swim.
- You can easily London on the Underground.
- My bags were high up in the luggage rack and I couldn't them
- Phone the consulate – if you the right person, you'll get your visa in no time.
- You really have to somebody if you're sharing a tent for a month.
- They didn't visiting the Louvre, but they saw almost everything else in Paris.



1 Read the sentences from the listening. Then match (1-4) to (a-d) to complete the rules.

I **get on** and it **takes** me all the way up to the city centre. In fact, a group of eight French tourists **got** into my cabin yesterday. I **would** leave my house at 6 am, but now I can set off at just before 6.30. I **used to** catch a bus to my job as a mechanic near the city centre.

Rules

- 1 We use the present simple to talk about ...
 - 2 We use the past simple to talk about ...
 - 3 We use *used to* to talk about ...
 - 4 We can also use *would* to talk about ...
- a past habits, states or conditions.
 b present habits or routines.
 c single actions in the past.
 d past habits which are repeated actions, but not states or conditions.

2 Look at the pictures and make sentences with *used to*.



- 1 *He used to cycle to school but now he goes by train.*
- 2
- 3
- 4
- 5
- 6

3 Are these sentences correct (✓) or incorrect (✗). Correct the incorrect sentences.

- 1 At 13, I'd never flown before so I *used to be* very excited when I went on my first flight.
- 2 When we were younger, my brother and I *used to spend* a lot of time climbing trees.
- 3 As a young child, I *would live* in a pretty little house with a big garden.
- 4 My mum's aunt was called Auntie Kristina, and I *used to be* very close to her.
- 5 When I was a child, I *would help* my mum make cakes every Friday evening.
- 6 Until I was 18, I *would be* more outgoing, but then I became shy.
- 7 At the age of 15, I *used to win* a sports prize.
- 8 We *didn't use to watch* TV after school, because my mum thought it was a waste of time.

GRAMMAR CHALLENGE

4 Complete the text with the correct past form of the verbs given.

Holidays in the past

In the past, going away on holiday (a) *used to be* (be) for rich people, only. People (b) (not get) paid holidays, except for one or two bank holidays. The idea of the two-day weekend only (c) (start) in the 1890s, when most workers (d) (spend) time with their families at home or locally. When railways (e) (grow) in the 1840s, travel became much easier. Poorer people could not afford to take holidays so some (f) (take) working holidays, for example they (g) (go) fruit-picking in the countryside. However, by the early 1900s, the first holiday camps (h) (start) to appear in Britain. After the war, thousands of families (i) (spend) their summer holiday at these camps, which were popular until the 1960s in the UK. In the 1960s and 1970s, foreign holidays (j) (become) more common. Flying was affordable and there was more money to spend; most people also had two weeks' holiday. At the same time, camping also (k) (grew) in popularity, because more and more people (l) (have) their own cars.



1 Put the words in the correct order to make sentences.

1 Dundee please go to to like I'd

.....

2 it a train direct Is ?

.....

3 Early in the possible morning, if

.....

4 Saturday travelling I'm next

.....

5 please I'd a return, like

.....

2 LISTENING 06 Look at the information about a journey. Listen and find five mistakes.

Cambridge to Guildford Return

ADULTS: 1 CHILDREN: 0 RAILCARD: None

OUTWARD

DEPARTING: 18 September at 09:26

ARRIVING: at 11:50 CHANGES: 3

1: Cambridge – Finsbury Park

2: Finsbury Park – London Victoria

3: London Victoria – Clapham Junction

4: Clapham Junction – Guildford

RETURN

DEPARTING: 20 September at 16:35

ARRIVING: at 19:00 CHANGES: 2

1: Guildford – London Waterloo

2: London Waterloo – London King's Cross

3: London King's Cross – Cambridge

TICKET PRICE

£33.50

3 Look at the following requests. Make them more polite.

1 I want a return ticket to Guildford.

2 What's the cost?

3 When does the train leave?

4 Where do I change?

5 What did you say?

4 06 Listen to the dialogue again and compare your answers with the original.

PRONUNCIATION

5 07 Usually the stressed words in a sentence are the words which carry the important meaning. Which are the stressed words in these sentences? Listen and check.

1 Could you write it down for me, please?

2 Is it possible to pay by card?

3 Could you print out the times for me?

4 Can you tell me how much it costs?

5 Which platform does it leave from, please?

STUDY SKILLS

What's the best way to learn useful everyday expressions in English?

➤ STUDY SKILLS page 94

DESCRIBING PICTURES

6 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- 1 When do you think the photo was taken?
- 2 What can you see in the photo?
- 3 Where was the photo taken?
- 4 What are the people in the foreground doing?
- 5 What do you think they are wearing?

7 LISTENING 08 Listen to a student talking about the photo. What are her answers to the questions?

8 SPEAKING Now look at the second photo and answer the same questions. Describe the similarities and differences between the two photos.

