

Life

STUDENT'S BOOK | PRE-INTERMEDIATE

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Listening	Reading	Critical thinking	Speaking	Writing
someone talking about a national park near a city a radio interview about long life	a quiz about how well you sleep an article about centenarians an article about how nature is good for you	giving examples	finding out about lifestyle your current life making a town healthier	text type: filling in a form writing skill: information on forms
someone describing an Ironman competition three people talking about competitive sports	an article about crazy competitions an article about female wrestlers in Bolivia	reading between the lines	explaining the rules of a competition talking about your sport preferences your opinions about Olympic sports	text type: an advert or notice writing skill: checking your writing
someone describing a photo of a woman travelling by train in India two people discussing the pros and cons of types of transport a documentary about animal transport	an article about solutions to transport problems an article about the fate of the rickshaw in Kolkata	opinions for and against	talking about and comparing journeys advice on transport a presentation about a pedicab company	text type: notes and messages writing skill: writing in note form
a caver talking about his hobby an impossible decision	an article about adventurers an article about different types of challenges	looking for evidence	asking about your past events you remember telling a story	text type: a short story writing skill: structure your writing
extract from a documentary about a house of recycled materials news about environmental projects	an article about e-rubbish an article about a boat made of plastic bottles, the <i>Plastiki</i> an online order	close reading	recycling where you are general knowledge quiz changing attitudes and behaviour	a quiz text type: emails writing skill: formal words
differences between the generations a news item about Mardi Gras	an article about how a couple changed their life an article about how Mardi Gras is celebrated around the world an article about coming-of-age ceremonies	analysing the writer's view	plan the trip of a lifetime planning a celebration describing annual events	text type: a description writing skill: descriptive adjectives

Unit	Grammar	Vocabulary	Real life (functions)	Pronunciation
7 Work pages 81–92	present perfect and past simple present perfect with <i>for</i> and <i>since</i> prepositions of place and movement	language to describe jobs jobs wordbuilding: suffixes parts of a building word focus: <i>make</i> or <i>do</i> job adverts	a job interview	intrusive /w/
VIDEO: My working life page 90 ► REVIEW page 92				
8 Technology pages 93–104	zero and first conditional defining relative clauses	internet verbs wordbuilding: dependent prepositions instructions	finding out how something works	linking
VIDEO: Ancient languages, modern technology page 102 ► REVIEW page 104				
9 Holidays pages 105–116	past perfect simple subject questions	holiday collocations wordbuilding: <i>-ed</i> / <i>-ing</i> adjectives word focus: <i>place</i>	requesting and suggesting	'd number of syllables /ɔʒə/
VIDEO: Living in Venice page 114 ► REVIEW page 116				
10 Products pages 117–128	the passive (present and past simple) <i>used to</i>	wordbuilding: word forms describing design websites	giving your opinion	stress in different word forms /s/ or /z/
Video: Wind turbines page 126 ► REVIEW page 128				
11 History pages 129–140	reported speech reporting verbs (<i>say</i> and <i>tell</i>)	wordbuilding: verb + preposition communication ancient history word focus: <i>one</i>	giving a short presentation	pausing
VIDEO: The Golden Record page 138 ► REVIEW page 140				
12 Nature pages 141–152	second conditional <i>anywhere, everyone, nobody, something</i> , etc.	extreme weather nature word focus: <i>start</i>	finding a solution	<i>would</i> / <i>wouldn't</i> / 'd
VIDEO: Cambodia animal rescue page 150 ► REVIEW page 152				

COMMUNICATION ACTIVITIES page 153 ► GRAMMAR SUMMARY page 156 ► AUDIOSCRIPTS page 181

Listening	Reading	Critical thinking	Speaking	Writing
a description of a job in a steel factory an interview with a scientist two people giving instructions	an article about new jobs in an area an article about modern-day cowboys	analysing comparisons in a text	describing past experiences giving directions job satisfaction a job interview	text type: a CV writing skill: missing out words in CVs
a documentary about the importance of technology a science programme about a new invention	an explorer's blog an article about biomimetics	the writer's sources	planning a trip important inventions design an invention for everyday life favourite technology	text type: a paragraph writing skills: connecting words
three people talk about their holidays an interview with a tour guide	a holiday story an article about the two sides of Paris	the author's purpose	a story about a holiday planning the holiday of a lifetime a place you know	text type: an email requesting information writing skill: formal expressions
a description of a producer and his products a programme about a product from the past	an article about some famous logos an article about having less 'stuff'	fact or opinion?	some famous products talk about things you used to do in the past using less stuff planning a new website	text type: a review writing skill: giving your opinion
a historian talking about Scott's hut at the Antarctic a message in a bottle	the history of video gaming an article about stealing history	emotion words	planning a time capsule opinions about games reporting a message a museum in your town	a message in a bottle text type: a biography writing skill: punctuation in direct speech
a description of a photo and the life of a storm chaser a documentary about a photographer	an article about a science blog an article about Jane Goodall	close reading	hopes and dreams questions with <i>any</i> interview questions	text type: an article writing skill: planning an article

Life around the world – in 12 videos

Unit 10 Wind turbines

Learn about an innovative product and how it can change lives.

USA

Unit 11 The Golden Record



Voyager 1 carries a message for other life forms in the universe.

UK

Unit 6 Steel drums



Steelband music, or pan, is an important part of the culture in these Caribbean islands.

Trinidad & Tobago

Peru

Unit 1 My local park

How different people spend their free time.

Unit 7 My working life

Some people talk about their working lives.

Unit 9 Living in Venice



Learn what it's like to live in Venice.

Unit 2 Mongolian horse racing

Horse racing at a Mongolian festival.

Unit 8 Ancient languages, modern technology



Find out how technology is being used to record and preserve disappearing languages.

Unit 4 A microadventure

Two friends spend 24 hours in Croatia on a microadventure.

Unit 5 Recycling Cairo

Find out how recycled objects are used in Cairo.

Unit 12 Cambodia animal rescue



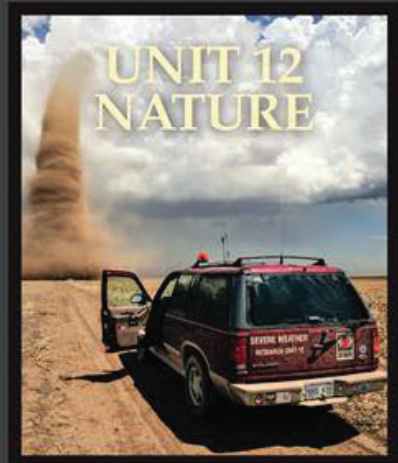
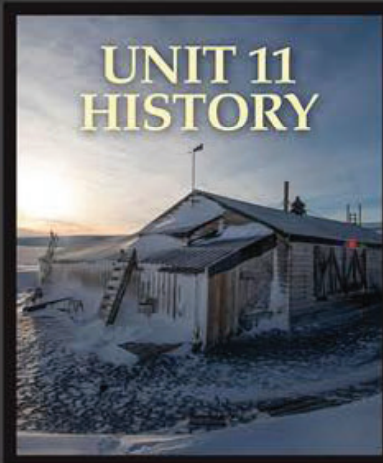
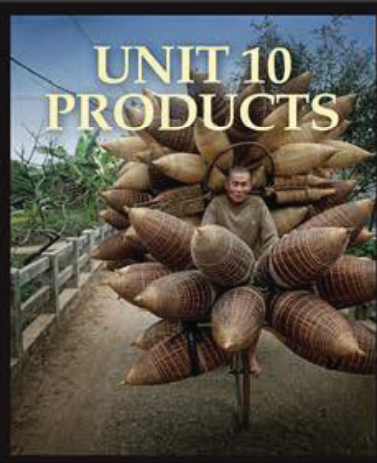
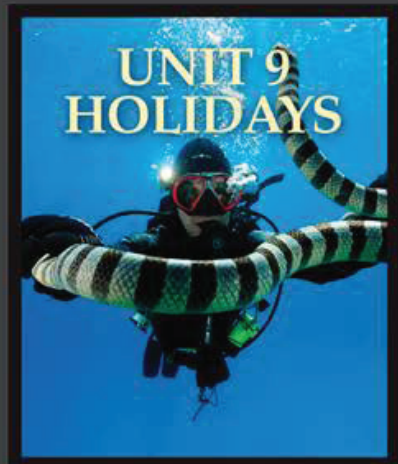
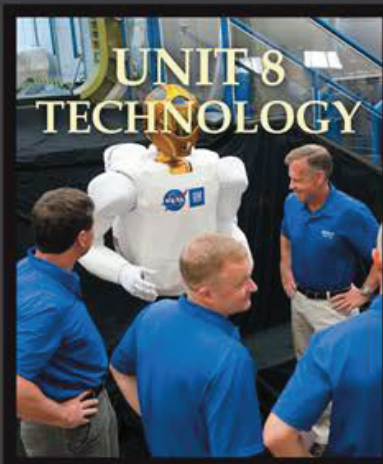
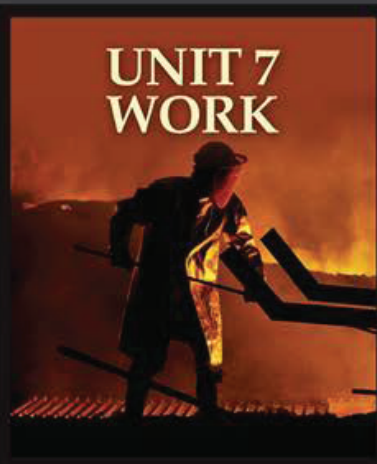
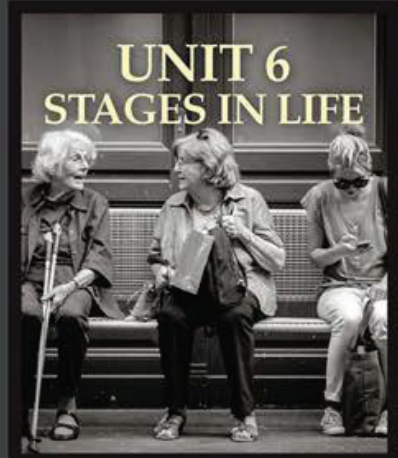
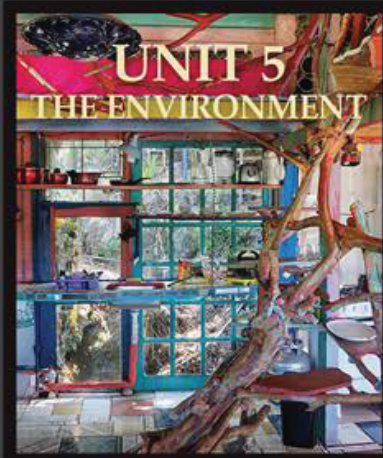
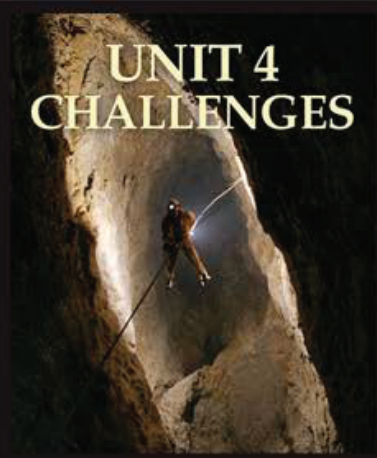
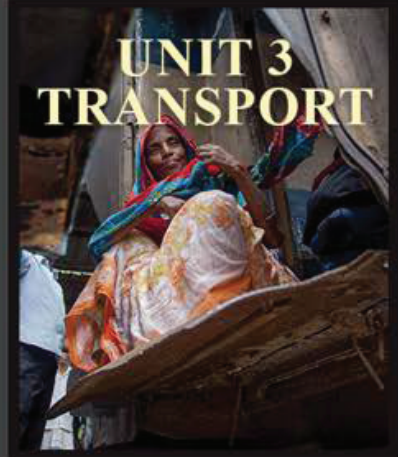
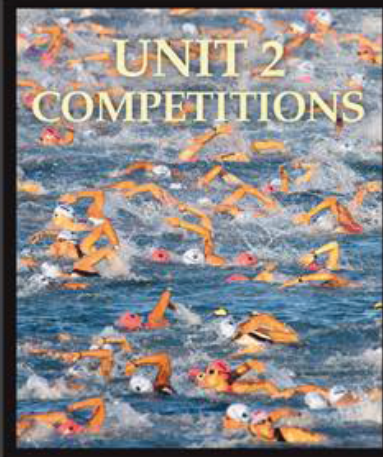
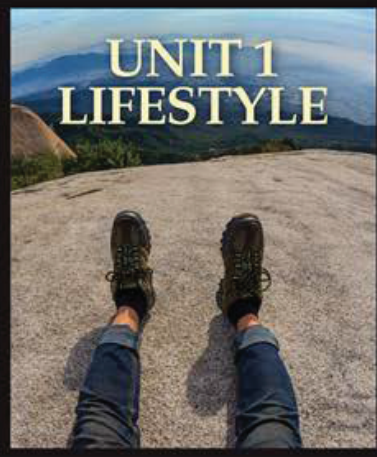
Rescuing victims of illegal animal poaching in Cambodia.

Unit 3 Indian Railways



Learn more about the Indian railway system.

Australia



Unit 1 Lifestyle



Bukhansan National Park, Seoul, South Korea

FEATURES

10 How well do you sleep?

Complete a questionnaire about sleep

12 The secrets of a long life

How can you live to be one hundred?

14 Nature is good for you

Nature and health

18 My local park

A video about everyday life in an English park

1 Describe the place in the photo. How do you think the person feels?

2  **1** Listen to a description of the place in the photo. Answer the questions.

- 1 Where is Bukhansan National Park?
- 2 How many people visit it every year?
- 3 Why do they go there?

3 Work in pairs. Look at the activities in the box. Which activities do you often do? When do you do them? Tell your partner.

cycle through the countryside do sport and exercise
chat on social media cook a meal go clubbing
go for long walks go jogging play computer games
play a musical instrument read books watch videos

I often go for long walks in the evening.

1a How well do you sleep?

Vocabulary everyday routines

1 Work in pairs. Match the two parts of the expressions for everyday routines. Then describe your typical day using some of the expressions.

I often get home late from work ...

- | | |
|----------------|------------------|
| 1 get | a asleep |
| 2 do | b early |
| 3 feel | c hours |
| 4 fall | d break |
| 5 take a | e TV |
| 6 watch | f exercise |
| 7 work long | g home late |
| 8 wake up | h tired |
| 9 get up about | i until midnight |
| 10 stay up | j eight |

Reading

2 Read the questionnaire about sleep habits and lifestyle. Answer the questions. Then work in pairs and compare your answers.

3 Turn to page 153 and find out what your answers say about your lifestyle.

Grammar present simple and adverbs of frequency

4 Look at these sentences from the questionnaire. Match the sentences (1–2) with their uses (a–b).

- I work long hours and get home late.
 - The average human needs around eight hours of sleep per night.
- a to talk about things that are always true
 b to talk about habits and routines

PRESENT SIMPLE

I/you/we/they sleep *he/she/it sleeps*
I/you/we/they don't sleep *he/she/it doesn't sleep*
Do I/you/we/they sleep ... ? *Does he/she/it sleep ... ?*

For further information and practice, see page 156.

How well do you sleep?



- Do you often feel tired?**
 A No, I never feel tired during the day.
 B I sometimes feel tired after a long day at work.
 C All the time! I'm always ready for bed.
- How many hours do you usually sleep at night?**
 A Between seven and eight hours.
 B More than nine. I rarely stay up late.
 C Fewer than six.
- Before I go to bed, I often:**
 A watch TV or read a book.
 B do some exercise.
 C do some work.
- At the weekend, I:**
 A usually sleep the same amount as any other day.
 B sometimes sleep for an extra hour or two.
 C always sleep until midday! I never get up early.
- How often do you wake up in the middle of the night?**
 A I never wake up before morning.
 B I rarely wake up more than once, and I usually fall asleep again quite quickly.
 C Two or three times a night.
- Are you often tired during the day?**
 A No, I'm never tired at work.
 B Sometimes, so I take a nap after lunch. After that I'm ready for work again.
 C Always! That's because I work long hours and get home late.

take a nap /teɪk ə nɑp/ have a short sleep during the day

5 Look at the grammar box. Complete the article about sleep with the present simple form of the verbs.

The secrets of sleep

Why ¹ do we sleep (we / sleep)?

From birth, we ² (spend) a third of our lives asleep, but scientists still ³ (not / know) exactly why.

Why ⁴ (we / have) problems sleeping?

In modern society, many adults ⁵ (not / get) the seven or eight hours sleep they need every night. We ⁶ (work) long hours and we rarely ⁷ (go) to bed at sunset.

Why ⁸ (we / sleep) differently?

It ⁹ (depend) on the time of year and also our age. Teenagers usually ¹⁰ (need) more sleep than adults. Lots of elderly people ¹¹ (not / sleep) longer than four or five hours at night, but they often ¹² (take) naps during the day.

6 Pronunciation /s/, /z/ or /ɪz/

a **▶ 3** Listen to the endings of these verbs. Is the sound /s/, /z/ or /ɪz/?

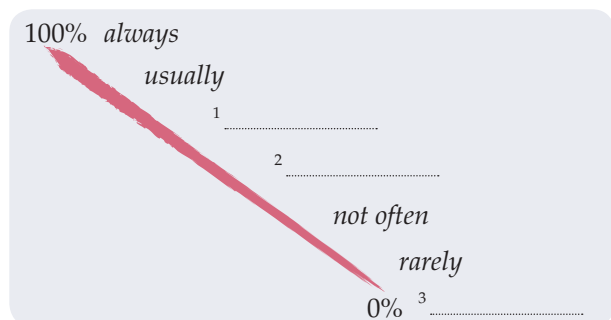
- | | |
|-------------|----------|
| 1 feels /z/ | 5 goes |
| 2 needs | 6 dances |
| 3 watches | 7 does |
| 4 sleeps | 8 works |

b **▶ 3** Listen again and repeat the verbs. Think about how you say the endings.

7 Discuss the questions.

- 1 What time do you and your friends normally get up? How late do you stay up?
- 2 Does anyone in your family ever take a nap in the afternoon?
- 3 How does this change during the year? Do people sleep longer in the summer or in the winter?

8 Look at the list. Then underline the adverbs of frequency in the questionnaire and write the adverbs in the list.



▶ ADVERBS and EXPRESSIONS OF FREQUENCY

She's **usually** late for work.
 I **often** wake up at seven.
 Do you **often** wake up in the night?
 She wakes up **two or three times a night**.
Every month I visit my grandparents.

For further information and practice, see page 156.

9 Look at the grammar box. Notice the position of the adverbs and expressions of frequency in the sentences. Then choose the correct options to complete the rules (1–2).

- 1 An adverb of frequency goes *after* / *before* the verb *to be*, but it normally goes *after* / *before* the main verb.
- 2 An expression of frequency (e.g. *twice a week*) usually goes *at the beginning* / *in the middle* or at the end of a sentence.

10 Put the adverb or expression in brackets in the correct place in the sentence. Sometimes there is more than one correct answer.

- 1 My brother ^{always} plays tennis on Saturday mornings. (always)
- 2 We eat out at a restaurant. (about once a month)
- 3 I take a bus to school. (every day)
- 4 She is at home in the middle of the day. (rarely)
- 5 They go on holiday. (twice a year)
- 6 Are you late for work? (often)

Speaking my life

11 Work in pairs. Find out about your partner's habits. Ask questions with *How often ...?* and these ideas. Answer using an adverb or expression of frequency.

A: *How often do you eat out?*
 B: *About once a month.*

- be late for work/college
- take public transport
- eat out in restaurants
- check your phone for messages
- play board games
- go on holiday
- check your emails
- be stressed at work

12 Work in groups. Prepare a questionnaire about lifestyle for another group. Start each question with *How often ...?* *Are you often ...?* or *Do you often ...?* and offer three choices of answer (A, B or C).

13 Work with another group and ask your questions from Exercise 12. Tell the class about the other group's answers.

1b The secrets of a long life

Reading

1 Who is the oldest person you know? How old is he or she? How healthy is their lifestyle?

My grandfather is the oldest person I know. He's 83 and still plays golf.

2 Work in pairs. Read the article *The Secrets of a Long Life*. Answer the questions.

- 1 Where is Okinawa Island?
- 2 Why is Okinawa famous?
- 3 What kind of food do the people eat?
- 4 Which of their activities do you do?

I don't go fishing but I do gardening.

Wordbuilding collocations with *do*, *play* and *go*

▶ **WORDBUILDING** collocations with *do*, *play* and *go*

We use certain nouns with certain verbs. These are called collocations.

go fishing NOT ~~*do fishing*~~ or ~~*play fishing*~~

For further practice, see Workbook page 11.

3 Look at the wordbuilding box. Read the article again and find the collocations with *do*, *play* and *go*. Complete the table.

Do	Go	Play
	<i>fishing</i>	

4 Add these activities to the table in Exercise 3. Use a dictionary if necessary. Then think of one more activity for each verb.

cards hiking homework nothing
 running shopping tennis the piano yoga
 football karate surfing

5 Work in pairs. Tell your partner about people you know using the collocations in the table.

My brother does karate. He's a black belt.

▶ 4

The Secrets of a Long Life

The island of Okinawa in Japan has some of the oldest people in the world. It's famous for its high number of centenarians – men and women who live beyond one hundred years of age. Some of the reasons for their good health are that they:

- go fishing and eat what they catch.
- do a lot of gardening and grow their own fruit and vegetables.
- go cycling and never drive when they can walk.
- often spend time with friends. They meet at people's houses and play games.
- rarely buy food from a supermarket.
- do regular exercise, go swimming and lead active lives.

An 89-year-old woman from Okinawa picks seaweed. It's part of her everyday food.

Photo by David McLain

Listening

- 6** ▶ **5** Listen to a radio interview with photographer David McLain. Tick the topics the speakers talk about.
- the age of men and women
 - family life
 - sleep
 - food
 - exercise
- 7** ▶ **5** Listen again. Are the sentences true (T) or false (F)?
- David McLain is travelling to different countries.
 - He's talking to the radio presenter in the studio.
 - In Sardinia, men don't live the same number of years as women.
 - Sardinian families often eat together.
 - David says life in Sardinia is less stressful than in other places.
 - Younger people are eating more unhealthy food and they aren't doing much exercise.
- 8** Think about the lifestyle of people in your country. Is it similar to the lifestyle in Sardinia? How traditional is your country? Tell the class.

Grammar present simple and present continuous

- 9** Look at the sentences from the interview. Which two sentences use the present simple? Why?
- Well, one man is trying to answer these questions and that man is photographer David McLain.
 - He's speaking to us right now on the phone.
 - Men live to the same age as women.
 - Every Sunday the whole family eats a big meal together.
 - Also, more and more young people are moving to the city these days, and they are doing less exercise because of their lifestyle.
- 10** The three other sentences in Exercise 9 use the present continuous. How do you form the present continuous?
- 11** We use the present continuous to talk about something happening now or around now. Match the three present continuous sentences in Exercise 9 with the specific uses (a–c).
- to talk about a changing situation
 - to talk about something happening around now, but not necessarily at this exact moment
 - to talk about something actually in progress now

PRESENT CONTINUOUS

I'm speaking
you/we/they're speaking
he/she/it's speaking
I'm not travelling
you/we/they aren't travelling
he/she/it isn't travelling
Am I working?
Are you/we/they working?
Is he/she/it working?

For further information and practice, see page 156.

- 12** Complete the sentences with the present simple or present continuous form of these verbs.

check not / do not / eat go learn play
 read spend

- We *'re learning* a new language at the moment.
- My friends and I often time at each other's houses.
- Can you wait a moment? I my emails.
- How often you to the gym?
- I a really interesting book at the moment.
- Currently, a friend of mine any sweets and he says he feels healthier.
- I'm nearly eighty, but I any exercise!
- More old people computer games these days. It isn't just the young people.

Speaking my life

- 13** Write pairs of questions. Use the present simple in one question, and the present continuous in the other.
- How / usually spend your free time?
How do you usually spend your free time?
 - / you / do / much sport these days?
Are you doing much sport these days?
 - / often / read novels?
 - / read / any good books at the moment?
 - Where / normally go on holiday?
 - Where / plan to go this year?
 - / speak / any other languages?
 - / learn / any new languages?
- 14** Work in pairs. Ask and answer your questions from Exercise 13.

1c Nature is good for you

Reading

- 1 Look at the photo. Where is the woman? What can she see?
- 2 Read the article. Match the topics (a–c) with the paragraphs in the article (1–3).
 - a how much time we spend outdoors
 - b making nature part of city life
 - c studies by doctors
- 3 Read the article again. Answer the questions.
 - 1 What do most people think about nature?
 - 2 What is the main change in how people spend their time?
 - 3 What is happening at national parks in Canada?
 - 4 After the maths test, where did some people look at nature?
 - 5 In Toronto, where did healthier people live?
 - 6 What are they going to build in Dubai?
 - 7 Where can children study in Switzerland?
 - 8 In South Korea, how many people visit the new forests every year?

Word focus *feel*

- 4 Underline three phrases with *feel* in the first paragraph of the article. Match the phrases to the uses (1–3).
 - 1 to talk about your emotions or health
 - 2 to talk about wanting to do something
 - 3 to talk about an opinion
- 5 Complete the questions with these words.

better	like	that
--------	------	------

 - 1 What do you usually feel doing after a day at work?
 - 2 Do you feel nature is good for us? Why? / Why not?
 - 3 After a difficult day, what makes you feel in the evening?
- 6 Work in pairs. Take turns to ask and answer the questions from Exercise 5.

A: *What do you usually feel like doing after a long day at work?*

B: *Going for a run in my local park and then eating dinner. Sometimes I go out and meet friends.*

Critical thinking giving examples

- 7 When writers give an opinion in an article, they often support the idea with examples. Look at these sentences from paragraph 1. Which sentence has the main idea? Which sentences give examples?
 - a For example, the number of visitors to Canada's national parks is getting lower every year.
 - b Humans are spending more time inside and less time outside.
 - c And in countries such as the USA, only 10% of teenagers spend time outside every day.
- 8 Read paragraphs 2 and 3 of the article. Find the sentence with the main idea and sentences with examples. Underline the words and phrases for giving examples.

For example, the number of visitors to Canada's national parks is getting lower every year.
- 9 Complete these sentences in your own words. Use examples from your own life. Then tell your partner.
 - 1 I relax in my free time in different ways. For example, ...
 - 2 My home town has some places with trees and nature, such as ...
 - 3 There are some beautiful national parks in my country. A good example is ...

Speaking my life

- 10 Work in groups of four. Imagine your town has some money to make people's lives healthier. Look at the ideas below and think of one more.
 - one hundred new trees in the town
 - a 400-metre running track in the park
 - a new park with a children's play area
 - two cycle paths across the town
 - a bridge across the river with a garden
- 11 Discuss the ideas in your group and choose the best idea. Give reasons and examples.

I think cycle paths are a good idea because cycling is good for your health and good for the environment.
- 12 Present your idea to the class. Then compare your ideas. Try to agree on the best idea.



NATURE

is good for you

▶ 6

How do you feel about nature? After spending hours indoors, do you often feel like going outside for a walk? Or if you work for hours at your office desk, do you feel better when you take a break and visit your local park? Most people think that nature is good for us; it's good for our bodies and good for our brains. However, humans are spending more time inside and less time outside. For example, the number of visitors to Canada's national parks is getting lower every year. And in countries such as the USA, only 10% of teenagers spend time outside every day. Many doctors feel that this is a problem in the twenty-first century, and that it is making our physical health worse.

As a result, some doctors are studying the connection between nature and health: one example of this is the work of Dr Matilda van den Bosch in Sweden. The doctor gave people a maths test. During the test, their heart rate was faster. After the test, one group of people sat in a 3D-virtual-reality room for fifteen minutes with pictures and sounds of nature. Their heart rates were slower than people's in the other group.

The virtual contact with nature helped them feel more relaxed. Another good example of how nature is good for health comes from Canada. In Toronto, researchers studied 31,000 people living in cities. Overall, they found that healthier people lived near parks.

Because of studies like these, some countries and cities want nature to be part of people's everyday life. In Dubai, for example, there are plans for a new shopping mall with a large garden so shoppers can relax outside with trees, plants and water. In some countries such as Switzerland, 'forest schools' are popular; schoolchildren study their subjects in the forests and do lots of exercise outside. And South Korea is another good example: it has new forests near its cities and around 13 million people visit these forests every year. So after building cities for so long, perhaps it's now time to start rebuilding nature.

heart rate: the speed of the human heart (number of heart beats per minute)

25

30

35

1d At the doctor's

Vocabulary medical problems

1 Look at the pictures. Match the people (1–8) with the medical problems (a–h).



- a I've got a headache.
- b I've got backache.
- c I've got a runny nose.
- d I've got earache.
- e I've got stomach ache.
- f I've got a temperature.
- g I've got a sore throat.
- h I've got a bad cough.

2 What do you do when you have the problems in Exercise 1? Choose the best option (1–3) for each problem. Work in pairs and compare your ideas.

- 1 I go to bed.
- 2 I take medicine or pills.
- 3 I go to the pharmacy or see my doctor.

3 Pronunciation one or two syllables?

a ▶ 7 Listen to these words. Which words have one syllable? Which words have two? Underline the stressed syllable in the two-syllable words.

ache headache ear earache stomach
throat cough

b ▶ 7 Listen again and repeat.

Real life talking about illness

4 ▶ 8 Listen to two conversations, one at a pharmacy and one at a doctor's. What medical problems does each person have?

5 ▶ 8 Listen again and write the number of the conversation (1–2) next to the medical advice.

- a Take this medicine twice a day. 1
- b Go to bed.
- c Drink hot water with honey and lemon.
- d Take one pill twice a day.
- e Buy cough sweets.

6 Match the beginnings of the sentences (1–9) with the endings (a–i). Use the expressions for talking about illness to help you.

- | | |
|--------------------------|------------------------------------|
| 1 Have you got a | a this medicine. |
| 2 You should take | b buy some cough sweets? |
| 3 It's good for | c earache. |
| 4 Try drinking | d then come back and see me again. |
| 5 Why don't you | e a sore throat. |
| 6 I've got | f hot water with honey and lemon. |
| 7 Do you feel | g temperature? |
| 8 You need | h sick at all? |
| 9 If you still feel ill, | i to take one of these pills. |

▶ TALKING ABOUT ILLNESS

Asking and talking about illness

I don't feel very well.
I feel sick/ill. / Do you feel sick/ill?
Have you got a temperature?
How do you feel?

Giving advice

You need to / You should take this medicine.
Why don't you buy some cough sweets?
It's good for stomach ache.
Try drinking hot tea.
If you still feel ill, then come back and see me again.

7 Work in pairs.

Student A: You have a medical problem. Choose one of the problems from Exercise 1 and tell Student B what your problem is.

Student B: You are a pharmacist. Ask how Student A feels and give advice.

Then change roles and have a new conversation.

1e Personal information

Writing filling in a form

1 Work in pairs. Discuss these questions.

- What kinds of forms do you sometimes fill in?
- Think of a form you filled in. What information did you write?

2 Look at these forms. What is each form for?

A

Title		Current occupation
First name		
Middle initial		
Surname		
Address		Do you smoke?
Postcode		Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender		Current medications
DOB		
No. of dependents		
Country of origin		
First language		
Details of past surgery or operations		

B

PLEASE USE CAPITAL LETTERS

PASSPORT NO.	PLACE OF BIRTH
NATIONALITY	MARITAL STATUS
QUALIFICATIONS (DEGREE, ETC.)	
Have you visited this country before? (If yes, give details)	
Contact details of person in case of emergency (e.g. spouse, next of kin)	

3 Writing skill information on forms

a Match the questions (1–7) with the headings on the forms in Exercise 2 where you write the information.

- 1 Are you married, single or divorced? *marital status*
- 2 Do you take any pills or medicine?
- 3 How many children do you have?
- 4 What country were you born in?
- 5 What city/town were you born in?
- 6 Who can we call in your family if you need help?
- 7 What is the first letter of your middle name?

b Look at the forms again. Answer these questions. Then check your answers on page 155.

- 1 How many abbreviations can you find in the forms? What do they mean?
DOB = Date of birth
- 2 Under the heading *Title* on forms, we use the abbreviations *Mr, Mrs, Ms* and *Dr*. What do they mean?
- 3 Which form doesn't want you to write in lower-case letters?

4 Work in pairs. Design a form for new students at a language school.

- List all the information you need about the students.
- Then prepare the form.

5 Exchange your form with another pair. Use these questions to check their form.

- Is their form easy to fill in?
- Do you know what to write in each part?
- Would you change anything on the form?

1f My local park



Park Güell, in Barcelona, is famous for its art and a great place to meet friends.

Before you watch


1 Look at the photo and read the caption. Where is your nearest park? Why do people like going there?

2 Key vocabulary


Read the sentences. The words and phrases in bold are used in the video. Match the words to the definitions (a–f).

- I like coming to the park **no matter what** the weather is like.
 - Parents push their young children in **prams**.
 - There's a great **view** from the top of the hill.
 - We often come to the park when we're in the **area**.
 - There's a nice **walkway** round the park.
 - In the spring, there are beautiful flowers on the ground and **blossom** on the trees.
- a a region or part of a town
b it has four wheels and you move babies or small children in it
c flowers that grow on trees
d it isn't important and it doesn't change my decision
e what you can see around you
f another word for a path or small road only for people

While you watch

3  1.1 Watch the video and number a–g in the order you see them.


- A man is cycling.
- A woman is walking with her dog.
- A student is jogging.
- There's a large house near the park.
- Two people are walking down a path.
- A student is doing pull-ups.
- A tractor is cutting the grass.

4  1.1 Work in pairs. Look at the table and watch the video again.

Student A: Complete the notes in column 1.

Student B: Complete the notes in column 2.

	Student A When do you come to the park?	Student B Why do you like coming to the park?
	We come to the park very Every after lunchtime, around p.m.	There are a lot of for Jasmine to play with. There are beautiful everywhere.
	I come to the park On sunny days I come here in my lunch	I like this part of the park actually, it's up and there's this beautiful
	When we were a young family and had, we used to come here, so it has memories.	It's nicer than the way. It's a park and we like to see the different
	I go through the park and I spend time with my friends.	I like in this park.
	I come to the park, I come here about a week.	I like to jogging and I like to do here. The park is quiet and there are lots of and trees.
	I try and come to the park	There are always wild and blossom on the trees. It's lovely to

5  1.1 Share your notes with your partner and complete the other column. Then watch the video again and check all your answers.

After you watch

6 Work in pairs. Cover the notes in the table and look at the faces of the different people.

Student A: Choose one person in the video but don't tell Student B. Listen to Student B's questions and give the answers from the video.

Student B: Ask the two questions from the video: When do you come to the park? How often do you come? Listen to Student A's answer. Which person from the video is Student A?

7 Change roles and repeat the activity.

UNIT 1 REVIEW AND MEMORY BOOSTER

Grammar

- 1 Choose the correct options to complete the text about a man called Nazroo.



Every day, Nazroo ¹ works / is working with elephants. In this photo, ² he takes / he's taking his favourite elephant elephant, Rajan, for a swim. ³ They swim / They're swimming in the sea around the Andaman Island. Sometimes they ⁴ like / are liking to relax this way after a hard day. Rajan ⁵ doesn't seem / isn't seeming worried about being under the water. I suppose ⁶ it feels / it is feeling good after a long, hot day at work.

- 2 Write the expression in brackets in the correct place in the sentence. In three sentences, there is more than one correct position.

- 1 I play computer and video games. (rarely)
- 2 We're studying Spanish. (at the moment)
- 3 My family does sport. (every weekend)
- 4 All my friends are working. (these days)

- 3 >> MB Rewrite the sentences in Exercise 2 so they are true for you.

I CAN

ask about preferences

use adverbs and expressions of frequency

Vocabulary

- 4 Match the verbs in A with the words in B. Then complete the sentences with the expressions.

A fall take work watch get up

B long hours asleep a break late TV

- 1 I can't because of all the noise outside my bedroom.
- 2 At work, we always at 11 and have a coffee.
- 3 We all these days because there is a lot to do.
- 4 Sometimes I and I miss my bus to school.
- 5 How much do you in the evenings?

- 5 Which words can follow the verb in CAPITAL letters? Cross out the incorrect word.

- 1 DO exercise, housework, relaxing, yoga
- 2 GO asleep, clubbing, jogging, home
- 3 PLAY golf, swimming, games, tennis
- 4 FEEL tired, happy, ache, sick

- 6 >> MB Work in pairs. Write five sentences using verbs from Exercises 4 and 5, but miss out the verb.

We often yoga when we wake up.

Then work with another pair. Take turns to read your sentences and guess the missing word.

I CAN

describe daily routines

talk about freetime activities

Real life

- 7 Choose the correct option to complete the conversation between two friends.

A: ¹ How do / Do you feel?

B: Not very ² well / ill. I've got a ³ pain / sore throat.

A: ⁴ Do you feel / Have you got a temperature?

B: I don't know. I feel a bit hot.

A: ⁵ Try / You need drinking some honey and lemon in hot water.

B: Good idea.

A: But you ⁶ should / it's a good idea also see your doctor.

- 8 >> MB Look at the pictures and answer the questions.

1



2



3



- 1 What medical problems do the people have?
- 2 What advice can you give them? e.g. *You should go to bed.*

I CAN

talk about medical problems and illness

give advice