



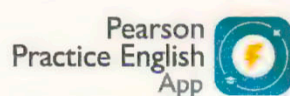
# ROADMAP<sup>TM</sup>



**STUDENTS' BOOK**

with digital resources and mobile app

Lindsay Warwick and Damian Williams



# ROADMAP™

Your course comes with resources on the *Pearson English Portal* and the *Pearson Practice English app*.

## To access the Portal:

- Go to [english.com/activate](https://english.com/activate)
- Sign in or create your Portal account
- Enter the access code below and click **activate**

### ACCESS CODE

ESSRDM-MUSIL-PATEN-ENSUE-FLASH-GIBES

## To access the app:

- Download Pearson Practice English:
  - For iOS: [english.com/ppe-ios](https://english.com/ppe-ios)
  - For Android: [english.com/ppe-android](https://english.com/ppe-android)
- Follow the on-screen instructions to unlock your content, using the QR code below.

### QR CODE - for the app



ESSRDM-MUSIL-PATEN-ENSUE-FLASH-GIBES

## Need help?

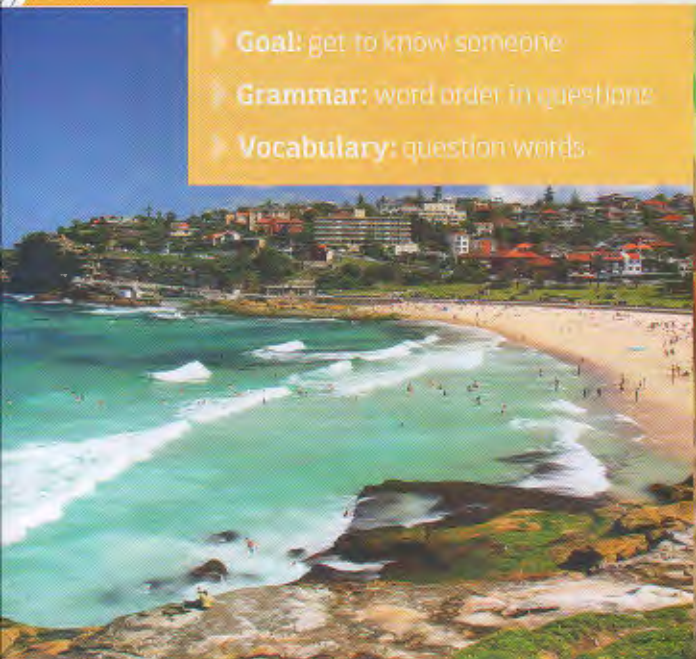
Go to [english.com/help](https://english.com/help) for support with:

- Creating your account
- Activating your access code
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# 1A

## Getting to know you

- ▶ **Goal:** get to know someone
- ▶ **Grammar:** word order in questions
- ▶ **Vocabulary:** question words



### Reading and vocabulary

- 1** Work in pairs and discuss the questions.
- 1 Do you share information online? What sort of things do you share?
  - 2 How and why do you share this information?
- 2 a** You're going to read a social media post by Magda. Look at her photos. What topics do you think she writes about (e.g. holidays)?
- b** Read Magda's post and check your ideas. Then answer the questions.
- 1 Which topics in the post are not in the photos?
  - 2 Where does Magda work?
  - 3 Is Abby a good friend?
  - 4 What do Magda's friends and family not know about her? Why?
- 3 a** Match the question words with the answers.
- |                |                       |
|----------------|-----------------------|
| 1 How          | a tomorrow            |
| 2 How long     | b a phone             |
| 3 How many     | c I like Italian food |
| 4 What         | d two hours           |
| 5 What kind of | e five                |
| 6 When         | f that one            |
| 7 Where        | g by train            |
| 8 Which        | h It's his            |
| 9 Who          | i in Los Angeles      |
| 10 Whose       | j because I'm tired   |
| 11 Why         | k John                |



**Magda Fisher**

Yesterday at 21:33

### Ten things about me

- 1 Where do you like to relax?** At the beach. I love the sound of the sea.
- 2 How do you travel to work or college/school?** I walk.
- 3 How long does your journey to work take?** About 20 seconds – from my bedroom to my home office.
- 4 What's your favourite drink?** Coffee. I have five or six cups a day. Shh, don't tell anyone!
- 5 Whose name is first in your phone contacts?** Abby – she's my sister's best friend! **Do you know the person well?** Actually, I've only met her once!
- 6 When are you happiest?** When I'm visiting somewhere new. **Why?** Because new places are exciting.
- 7 What kind of music do you like?** 1970s rock music. Thanks, a lot, Dad!
- 8 Which animals do you like?** Cats, especially my cat Bubble!
- 9 How many pairs of shoes do you own?** I've got over 30, but I always wear the same pair of trainers. My family and friends think they're my only shoes – but that's only because I never wear the others!
- 10 Who is your oldest friend?** Nina. We have so much fun together. **Are you a good friend to him or her?** I think so ... most of the time!



**b Match Diego's answers a–j with questions 1–10 in Magda's post.**

- a About five. Who needs more than that?
- b Someone I work with called Alex. I know him quite well.
- c By bike when it's sunny. By car when it's raining.
- d When I'm playing my guitar. I love music.
- e About 30 minutes.
- f At home, in my living room, with some music on.
- g Two people, actually – Sofia and David. We're great friends.
- h Anything with a guitar – rock, mostly.
- i Fresh juice, especially on a hot day.
- j I love horses!

**c Work in pairs. Take turns to ask and answer six questions in Magda's post.**

Go to your app for more practice.

## Grammar

**4 a Read the grammar box and choose the correct alternatives.**

**Word order in questions**

Order questions in the present simple like this:  
**(Question word +) do + subject + infinitive**  
*How do you travel to work or college/school?*  
*How long <sup>1</sup>do/does the journey take?*  
*<sup>2</sup>Does/Do you know the person well?*

Order questions with be like this:  
**(Question word +) be + subject**  
*What is your favourite drink?*  
*Who <sup>3</sup>are/is your oldest friend?*  
*<sup>4</sup>Are/Do you a good friend to him or her?*

**b Check your answers in Magda's post in Exercise 2.**

**5 a 1.1 Listen to the questions. Does the speaker's voice go up or down at the end of each question?**

- 1 What kind of pizza do you like?
- 2 Who's your favourite singer?
- 3 Where do you live?
- 4 Why are you tired?
- 5 How long is this lesson?

**b Listen again and repeat.**

**6 a Put the words in the correct order to make questions. Use capitals where necessary.**

- 1 spend online / you / do / how many hours / each day / ?
- 2 who / you / online / talk to / do / ?
- 3 look at / whose photos / you / do / online / ?
- 4 like / what kind of / do / websites / you / ?
- 5 you / this area / from / are / ?
- 6 your normal working day / how long / is / ?

**b Make questions using the prompts. Choose an appropriate question word or expression.**

- 1 your birthday? *When's your birthday?*
- 2 your favourite TV show at the moment?
- 3 films / like?
- 4 languages / you / speak?
- 5 you / go / at weekends?
- 6 this lesson / finish?

**c Work in pairs. Take turns to ask and answer three questions in Exercise 6a and three questions in Exercise 6b.**

Go to page 116 or your app for more information and practice.

## Speaking

**PREPARE**

**7 a 1.2 You're going to get to know your classmates better. First, listen to Becky and Josh and answer the questions.**

- 1 How many films does Josh talk about?
- 2 Why is Becky surprised?

**b Listen again. What questions does Becky ask?**

**8 Think of some topics that you're interested in and write some questions to ask your classmates.**

- Do you like sport?*
- Are you a student?*

**SPEAK**

**9 a Work in groups. Take turns to ask your questions to each other. Ask some follow-up questions and use the Useful phrases to help you respond.**

- A:** *Do you like sport?*
- B:** *Yes, I really like football and tennis.*
- C:** *Really? Me too! Do you play football?*

**Useful phrases**

- That's interesting/nice.
- Really?
- Me too!
- Great!

**b Tell the class one or two interesting things about the people in your group.**

**Develop your listening**  
page 86

# 1B

## Successful people

**Goal:** describe habits and routines

**Grammar:** Adverbs of frequency

**Vocabulary:** success



Roger Federer



Alicia Keys



Stephen Hawking



Natalia Osipova

### Listening and vocabulary

**1** Look at the photos and discuss the questions.

- 1 What do you know about these people?
- 2 Why do you think they are/were successful?
- 3 What habits do you think successful people have?  
*I think they get up early and work late.*

**2 a** 1.7 Listen to a podcast about successful people. Does it include any of your ideas?

**b** Listen again. Number the tips in the order you hear them. Do you agree with them?

- take care of yourself
- take time off
- plan your time well
- start again
- try new things
- ask a lot of questions
- have clear goals 1
- listen carefully

**3 a** Complete the questions with an expression in Exercise 2b.

- 1 Do you plan your time well, or do lots of things at the same time?
- 2 Do you like to \_\_\_\_\_, or repeat the same experiences?
- 3 When things go wrong, do you \_\_\_\_\_?
- 4 Do you \_\_\_\_\_ to what other people tell you?
- 5 Do you \_\_\_\_\_ when you want to know something?
- 6 Do you \_\_\_\_\_? Do you know what you want in life?
- 7 Do you think it's more important to work all the time, or \_\_\_\_\_ and enjoy yourself?
- 8 Do you \_\_\_\_\_? Do you eat well and do exercise?

**b** Work in pairs. Take turns to ask and answer the questions. Do you have similar habits?

Go to your app for more practice.

### Grammar

**4 a** Listen to the podcast again and choose the correct alternatives.

Successful people ...


- 1 *always/never* know what they want in life.
- 2 *are sometimes/rarely* bored.
- 3 *are often/always* good listeners.
- 4 *don't often/don't usually* do lots of things at the same time.
- 5 *sometimes/rarely* check their messages only once a day.
- 6 *usually/hardly ever* have busy and stressful lives.
- 7 *hardly ever/always* work at weekends.
- 8 *sometimes/never* stop trying.

**b** Number the adverbs of frequency in the box from 1 (most frequent) to 6 (least frequent). Use Exercise 4a to help you.

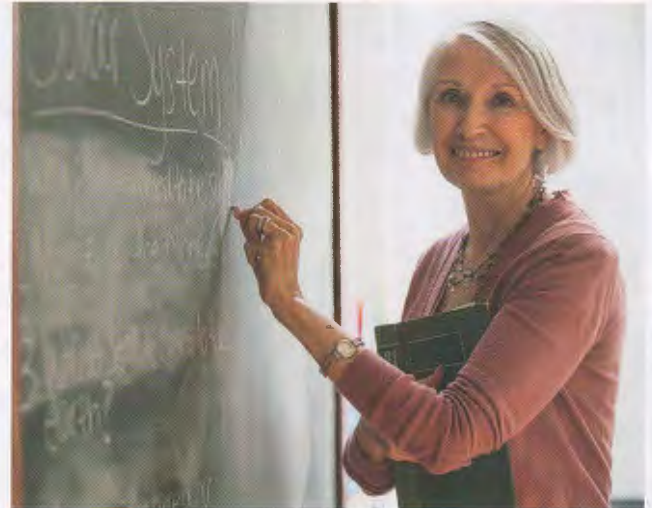
always 1 hardly ever/rarely never often  
sometimes usually

## Speaking

### PREPARE

- 7 a  1.9 You're going to tell other students about a successful person. First, listen to Alex talking about a successful person he knows. Answer the questions.

- 1 Who is the person?
- 2 How old is she?
- 3 Why does Alex think she is successful?



- b Listen again. How often does the person do these things?

- 1 get up early
- 2 go for a long walk
- 3 use public transport
- 4 look after her great-grandchildren

- c Make notes about a successful person. It can be someone you know (e.g. a friend) or someone you don't know (e.g. someone famous). Think about:

- who the person is
- what they do
- why you think they are successful

### SPEAK

- 8 Work in groups. Take turns to tell each other about your successful person. Ask people questions to get more information and use the Useful phrases to help you.

**A:** My friend Dani often wins short film competitions.

**B:** That's great! What else does she do?

#### Useful phrases

He/She sounds amazing/brilliant/fantastic!

Tell me/us more.

That's great!

What else does he/she do?



Meryl Streep

- 5 a Read the grammar box and choose the correct alternatives.

### Adverbs of frequency

Use adverbs of frequency to talk about <sup>1</sup>how often/when you do something.

Adverbs of frequency usually come <sup>2</sup>before/after the verb *be*.

*Successful people are often good listeners.*

They usually come <sup>3</sup>before/after other verbs.


*... they always look for new and exciting experiences.*

You can use *always*, *usually* and *often* with verbs in the negative. They come <sup>4</sup>before/after the negative verb.

*Successful people don't often do lots of things at the same time.*

There are other expressions of frequency that you can use, e.g. *every day*, *once a week*, *all the time*. These usually come <sup>5</sup>at the end/in the middle of a sentence.

*They sometimes check their messages only once a day.*

- b  1.8 Listen to the sentences. What do you notice about the two letters in bold?

- 1 He doesn't **often** try new things.
- 2 He sometimes asks **a lot of** questions.
- 3 I'm **often** bored at weekends.
- 4 She goes to the cinema **once a week**.
- 5 You **hardly ever** ask questions.

- c Listen again and repeat.

- 6 a Complete the sentences with the adverbs in brackets.

- 1 Ben does one activity at a time. (always)  
*Ben always does one activity at a time.*
- 2 Ana tries a new activity. (once a month)
- 3 I'm successful in exams. (hardly ever)
- 4 We don't have a clear goal. (often)
- 5 I take time off in June. (sometimes)
- 6 Jon works hard. (all the time)
- 7 They're not busy in the morning. (usually)
- 8 I check my work emails at weekends. (rarely)

- b Work in pairs. Take turns to ask and answer questions with *How often* and a phrase in the box.

be late   be really busy   eat pizza   get angry  
go for a swim   go to the cinema  
send something by post   sing in the shower

**A:** How often are you late?

**B:** I'm hardly ever late. I always leave early for everything. How often do you go to the cinema?

 Go to page 116 or your app for more information and practice.

Develop  
your  
writing  
page 87

# 1c

## A new lifestyle



- › Goal: describe everyday activities
- › Grammar: present simple and present continuous
- › Vocabulary: everyday activities



### 2 a Read Marek's post again and answer the questions.

- 1 How often do Marek and Kim go into town?
- 2 Where is Kim at the moment?
- 3 What time do they get up?
- 4 What do they do in the evenings?
- 5 What time do they go to bed?

### b Work in pairs and discuss the questions.

- 1 Would you like to try this lifestyle?
- 2 Where would be a good place to do this in your country?
- 3 What do you think are the positive and negative things about this lifestyle?

## Reading

### 1 a Marek and Kim are trying a new lifestyle. Look at the photos. What kind of things do you think they do?

#### b Read Marek's blog post and check your ideas.

Hi everyone! Kim and I are trying a new lifestyle. We usually live in the city, but this month we're living in a forest without electricity, internet, phones and things like that.

So, how am I writing this blog? Well, we come into town once a week to use the internet and buy some things we need. The town is about 10 km away and we always walk here – it's great exercise! I'm using the computer in the library at the moment, to check my email and to write to you. Kim's looking for some blankets in a shop because it's really cold at night!

We're living in a really simple house which has a nice vegetable garden. Life is good, but it's hard work. We get up at 5.30 a.m. every day. We have a simple breakfast then work for most of the day. We pick vegetables in the garden and we collect wood in the forest. We finish work at about 6 p.m. In the evenings, we play cards, read or just sit in the garden ... when the weather's nice. We go to bed early, too, usually around 9 p.m. We're not missing TV at all! Anyway, we're really enjoying it so far!



## Grammar

### 3 a Read the grammar box and choose the correct alternatives.

#### Present simple and present continuous

Use the present <sup>1</sup>simple/continuous to talk about facts, things which are generally true or something that happens regularly.

*The town **is** about 10 km away.*

*We usually **live** in the big city.*

*We **get up** at 5.30 a.m. every day.*

Use the present <sup>2</sup>simple/continuous to describe something happening now.

*I'm **using** the computer in the library.*


You can also use the present continuous to describe a <sup>3</sup>permanent/temporary situation happening around now.

*Kim and I **are trying** a new lifestyle.*


It is common to use time expressions like *at the moment*, *right now* and *these days* with the present continuous.

*I'm **using** the computer in the library **at the moment**.*

- ### b Find and underline three more examples of the present simple and three of the present continuous in Marek's post in Exercise 1.

4 a  1.10 We usually contract *be* in the present continuous. Listen and choose the alternative you hear.

- 1 *We are/ We're* having a great time.
- 2 *She is/ She's* eating a sandwich.
- 3 *I am/ I'm* working in the garden.
- 4 *They are/ They're* working outside.

b  1.11 Listen to the sentences with contractions and repeat.

5 Complete Marek's latest post with the correct forms of the verbs in brackets.

Hi all! Sorry for not writing. Town is very far and we <sup>1</sup>\_\_\_\_\_ (not have) time to walk here every week. Anyway, only one week left! I <sup>2</sup>\_\_\_\_\_ (sit) in the library, again. Things are the same here. Every day, we <sup>3</sup>\_\_\_\_\_ (work) very hard from morning until night and we <sup>4</sup>\_\_\_\_\_ (feel) tired all the time. To be honest, we <sup>5</sup>\_\_\_\_\_ (want) to go home because we <sup>6</sup>\_\_\_\_\_ (be) quite bored of this lifestyle. I <sup>7</sup>\_\_\_\_\_ (think) about our TV and comfortable sofa right now!

6 a Complete the sentences so they are true for you.

- 1 I'm ... at the moment.
- 2 I ... every day.
- 3 My family always ...
- 4 I'm ... these days.
- 5 I'm not ... right now.

b Work in pairs. Share your ideas and ask questions to find out more information.

A: *I'm learning Chinese at the moment.*

B: *Really? Is it difficult?*

 Go to page 116 or your app for more information and practice.

## Vocabulary

7 a Complete phrases 1–8 with the words in the box. Use Marek's posts in Exercises 1 and 5 to help you.

check get have play spend start/finish  
take watch

- 1 take a break/a picture
- 2 \_\_\_\_\_ cards/video games
- 3 \_\_\_\_\_ TV/a film
- 4 \_\_\_\_\_ a shower/lunch
- 5 \_\_\_\_\_ work/school
- 6 \_\_\_\_\_ up/dressed
- 7 \_\_\_\_\_ your email/social media
- 8 \_\_\_\_\_ time with friends/family

b Add the words in the box to phrases 1–8.

a good time a language course a show a taxi  
home money the answers the piano


1 *take a break/a picture/a taxi*

c Work in pairs. Student A: say a verb from the box in Exercise 7a. Student B: say a noun in Exercise 7a or 7b that goes with it.

 Go to page 136 or your app for more vocabulary and practice.

## Speaking

### PREPARE

8 a  1.12 You're going to describe a change in lifestyle. First, listen to a conversation between Paul and Stephanie. Which change of lifestyle below is Stephanie trying?

- trying a new diet
- living in a different place/country
- living with little money
- living without technology
- working at night



b Listen again and answer the questions.

- 1 What is Stephanie doing when Paul phones her?
- 2 What different things does she do these days? Does she miss anything?
- 3 How does she feel about it?

9 Imagine you're making a change to your lifestyle. Choose one of the topics in Exercise 8a or use one of your own ideas. Answer the questions below and make notes.

- What change are you making? How is it different to your usual lifestyle?
- How do you feel about it? Do you miss anything?

### SPEAK

10 Work in pairs. Take turns to describe your change in lifestyle. Use your notes in Exercise 9 and the Useful phrases to help you.

#### Useful phrases

How's it going?  
Guess what I'm doing (at the moment)?  
Wow, that sounds (amazing/brilliant/great).  
I'm trying (a new sport).  
I miss (chocolate).

Develop  
your  
reading  
page 88



# 1D

# English in action

Goal: ask for and check information



**1 Look at the pictures and answer the questions.**

- 1 What's happening in each picture?
- 2 What kind of help does each person need?
- 3 Have you ever been in any of these situations?

**2 a** 1.13 Listen to three conversations. Match them to three of pictures A–D.

**b Listen again and answer the questions.**

- 1 Where does the man in Conversation 1 want to go?
- 2 Which bus does the girl in Conversation 2 need to take?
- 3 Which exercise does the girl in Conversation 3 need do?

**3 a** 1.14 Listen and tick (✓) the phrases you hear.

**Useful phrases**

**Asking for information**

- What do I need to do?
- Can you help me?

**Giving information**

- It's this one here.
- You need to (buy a ticket).

**Checking someone understands**

- Did you get that?
- Is that clear?

**Checking details**

- Which (one) is it?
- Can you repeat that, please?

**b Listen again and repeat.**

**4 Complete the conversations. Use the Useful phrases to help you.**

- 1 **A:** Excuse me, I'm looking for somewhere that sells paper. Can you help me?  
**B:** Sure. You \_\_\_\_\_ to go to *Clips* on the High Street.
- 2 **A:** Is \_\_\_\_\_ clear?  
**B:** No, sorry, can you \_\_\_\_\_ that, please?  
**A:** Sure. Take the 9.52 train.
- 3 **A:** Sorry, I missed that. What \_\_\_\_\_ I need to do?  
**B:** Read the paragraph, then answer the questions.  
**A:** Which paragraph is it?  
**B:** \_\_\_\_\_ this one here.

## Speaking

**PREPARE**

**5 Work in pairs. Practise the conversation below.**

- A:** Hi. Can you help me? I'm not sure how to get to the transport museum.  
**B:** You need to take the 59 bus to Springfield Park, then change to the 342. Is that clear?  
**A:** I think so. I need to take the number 59, then the 342.  
**B:** Yes, that's right.  
**A:** Thanks again.

**SPEAK**

**6 Student A go to page 151 and Student B go to page 153.**



Go online for the Roadmap video.

# Check and reflect

## 1 Complete each question with one word.

- do*
- 1 What time *do* you get up in the morning?
  - 2 What *do* your favourite food?
  - 3 Whose *do* pen this?
  - 4 Long *do* is the lesson?
  - 5 Which film *do* you want to watch?
  - 6 How *do* brothers and sisters have you got?

## 2 a Look at the topics below. Write a question for each one to ask another student. Use a different question word each time.

- music/films/TV
- family/friends
- free time
- birthday
- work/studies
- food/drink

## b Work in pairs and ask each other the questions you wrote. Ask some follow-up questions.

## 3 a Choose the correct alternatives.

- 1 *What/Who's* your favourite actor?
- 2 *How long/How many* does it take you to get ready in the morning?
- 3 *Whose/Who's* birthday do you always remember?
- 4 *How long/How many* hours of TV do you watch every day?
- 5 *How/What* do you like to relax in the evening?

## b Work in pairs. Ask and answer the questions.

## 4 a Complete the sentences with one of the adverbs in the box so that they are true for you. You can use them more than once.

always    hardly ever    never    often    rarely  
sometimes    usually

- 1 I get up early at the weekend.
- 2 I listen carefully to other people.
- 3 I arrive late to class.
- 4 I plan my time well.
- 5 My teacher gives me homework.
- 6 I'm happy when I wake up in the morning.
- 7 I work/study at the weekend.
- 8 My friends are busy at the weekend.

## b Work in groups. Compare your sentences. Are any of them similar?

## 5 a Match verbs 1–8 with endings a–h.

- |          |                      |
|----------|----------------------|
| 1 have   | a care of yourself   |
| 2 take   | b your time well     |
| 3 take   | c new things         |
| 4 listen | d clear goals        |
| 5 start  | e again              |
| 6 ask    | f a lot of questions |
| 7 try    | g carefully          |
| 8 plan   | h time off           |

## b Choose five of the phrases and write sentences about you for each one.

## 6 Choose the correct alternatives.

- A:** Hi Janice, what <sup>1</sup>*do you do/are you doing* at the moment?
- B:** Nothing really, I <sup>2</sup>*just watch/'m just watching* TV.
- A:** Can I ask you a favour? I <sup>3</sup>*have/'m having* my dance class tonight but my babysitter just cancelled. Can you help?
- B:** Sure! I <sup>4</sup>*don't do/'m not doing* anything important right now.
- A:** That's great! Kieran <sup>5</sup>*does/is doing* his homework at the moment, but then he <sup>6</sup>*usually plays/'s usually playing* video games for an hour before bed. I should be back by then. Thanks a lot!
- B:** No problem!

## 7 a Complete the questions with the correct form of the words in brackets.

- 1 What time \_\_\_\_\_ (you / usually go) to bed?
- 2 What \_\_\_\_\_ (you / study) in English class this week?
- 3 What \_\_\_\_\_ (you / do) right now?
- 4 How often \_\_\_\_\_ (you / listen) to podcasts?
- 5 What \_\_\_\_\_ (you / wear) today?

## b Work in pairs. Ask and answer the questions.

## 8 a Complete the everyday activities with a verb.

- 1 I always \_\_\_\_\_ my email first thing in the morning.
- 2 I \_\_\_\_\_ work/school at 9 a.m.
- 3 I \_\_\_\_\_ time with my friends every weekend.
- 4 I never \_\_\_\_\_ up early at the weekend.
- 5 I \_\_\_\_\_ video games in my free time.
- 6 I don't always \_\_\_\_\_ breakfast.
- 7 I try to \_\_\_\_\_ a break every hour when I'm studying.
- 8 I \_\_\_\_\_ TV every evening.

## b Which of the sentences are true for you? Change the others so they are true.

## c Work in pairs. Compare your sentences. Ask some follow-up questions to find out more information.

## Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

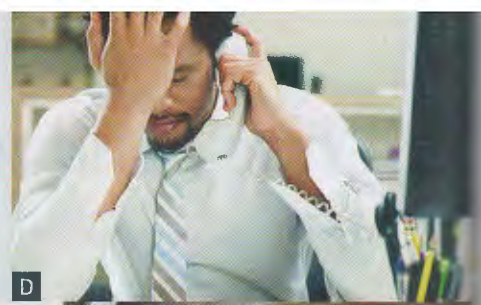
- I can get to know someone.
- I can describe habits and routines.
- I can describe typical everyday activities.
- I can ask for and check information.

Want more practice?

Go to your Workbook or app.

# 2A

## One of those days



D



A

- **Goal:** describe a memorable day
- **Grammar:** past simple
- **Vocabulary:** feelings



B



C



E



F

### Vocabulary and listening

- 1 Look at the photos. Do you think the people in the photos are having a good or a bad day? Why/Why not?
- 2 a Which adjectives in the box can you use to describe the people in the photos? More than one answer may be possible for each photo.

afraid angry bored excited happy nervous  
relaxed stressed surprised worried

#### b Choose the correct alternatives.

- 1 Sadie is *angry/nervous* about her big presentation – there are 600 people in the room.
- 2 Hamza is quite *relaxed/worried* about his interview. He's not nervous.
- 3 I'm so *bored/stressed* here. There's nothing to do except watch TV.
- 4 Pablo is so *surprised/excited* about his holiday – he talks about it all the time.
- 5 She's very *stressed/afraid* at the moment. I think she's having a very difficult time at work.
- 6 Matteo is *nervous/afraid* because he has an exam tomorrow.

#### 3 a How would you feel in these situations? Think of as many adjectives as possible for each one.

- 1 You find out that someone at work is saying bad things about you to your colleagues.
- 2 You're lying on your sofa at the end of a long day, watching a film.
- 3 You have a job interview tomorrow morning.
- 4 You're lost in a big city at night.
- 5 You're graduating from university.
- 6 You're having a fun day with your friends.
- 7 You receive a present in the post from someone you don't know.
- 8 You have to pay a bill but you don't have any money.

#### b Work in pairs and compare your answers.

- 4 a Choose three of the adjectives in Exercise 2a. For each one, write a sentence describing a situation when you feel this way.

*When I feel like this I talk a lot, I walk around the room and I can't relax. (nervous)*

- b Work in pairs and read your sentences to your partner. Guess which adjective your partner is describing.

Go to page 137 or your app for more vocabulary and practice.

- 5 a 2.1 Listen to Lynn talking about her job interview. Tick (✓) how she felt that day.

angry bored happy nervous relaxed  
stressed surprised

- b Listen again and decide if the sentences are true (T) or false (F).

- 1 Lynn woke up late because her alarm didn't go off.
- 2 She had a big breakfast.
- 3 She went to her job interview by bus.
- 4 She used her computer in the presentation.
- 5 The interview went well.

# Grammar

6 Read the grammar box and choose the correct alternatives.

## Past simple

Use the past simple to talk about <sup>1</sup>finished/unfinished actions or states in the past.

*I **took** the bus to the interview.*

*I **was** angry.*

Use *was/wasn't* and *were/weren't* to make the past simple of <sup>2</sup>be/have.

*The interviewers **weren't** happy.*


Regular past simple verbs end in <sup>3</sup>-ed/-ing.

*It **started** badly.*

Some verbs are irregular.

*I **woke** up late.*

*I **got** into my car.*

7 a  2.2 Listen to the pronunciation of the past simple verbs in the box and complete the table.

arrived    decided    deleted    ended    played  
looked    showed    stopped    talked    tried  
wanted    watched

/d/	/ɪd/	/t/
<i>showed</i>	<i>decided</i>	<i>looked</i>

b Listen again and repeat.

8 a Complete the text with the past simple form of the verbs in brackets.

Several years ago, I <sup>1</sup>\_\_\_\_\_ (go) to a dinner party at a colleague's house. When I <sup>2</sup>\_\_\_\_\_ (arrive), he took my coat and umbrella, and <sup>3</sup>\_\_\_\_\_ (show) me to my seat at the table. Looking around, I realised that I was the only person from work. Even worse, his friends all <sup>4</sup>\_\_\_\_\_ (know) each other really well – I <sup>5</sup>\_\_\_\_\_ (try) to join in the conversations, but it <sup>6</sup>\_\_\_\_\_ (be) hard. However, I <sup>7</sup>\_\_\_\_\_ (notice) a woman at the other end of the table. I <sup>8</sup>\_\_\_\_\_ (think) she was beautiful, and I really <sup>9</sup>\_\_\_\_\_ (want) to talk to her, but she was too far away. Anyway, I was bored after dinner so I <sup>10</sup>\_\_\_\_\_ (decide) to leave early. I put on my coat, picked up my umbrella, and <sup>11</sup>\_\_\_\_\_ (walk) to the bus stop. But when I opened the umbrella, I saw it wasn't mine. Just then, I <sup>12</sup>\_\_\_\_\_ (hear) a voice behind me say, 'I think you've got my umbrella.' I looked round, and it was the beautiful woman from the dinner party. That was ten years ago, and now we're happily married!

b Work in pairs. Talk about a time when you felt:

- nervous
- bored
- excited
- suprised

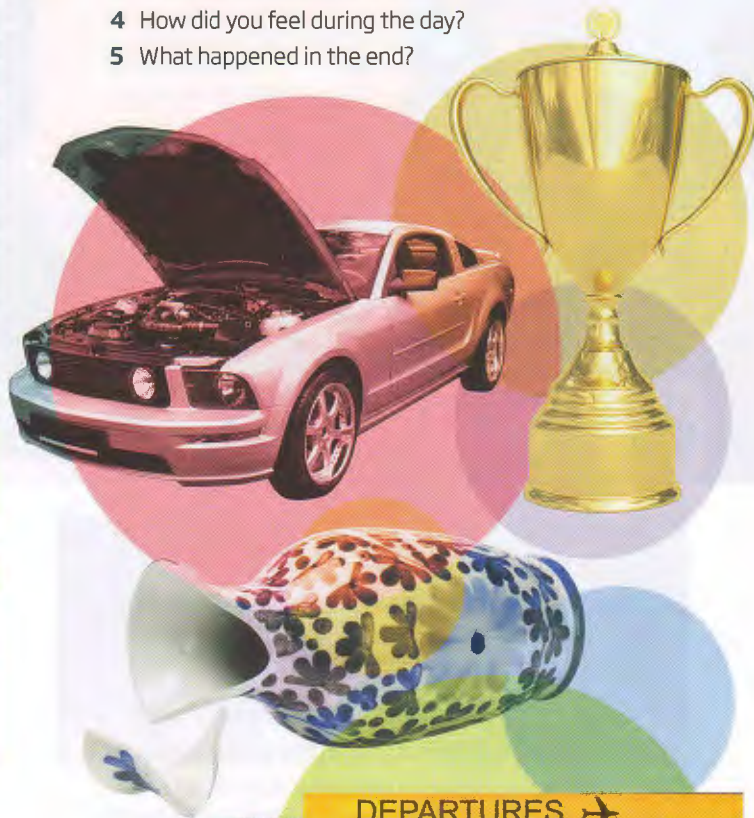
 Go to page 118 or your app for more information and practice.

# Speaking

## PREPARE

9 You're going to describe a memorable day. Choose a day you want to describe and think about:

- 1 Was it a good or bad day?
- 2 What happened at the start of the day?
- 3 What were the main events?
- 4 How did you feel during the day?
- 5 What happened in the end?



DEPARTURES 			
FROM	SCHEDULE	ESTIMATED	REMARKS
LOS ANGELES	15:15	15:10	
CHICAGO	15:15	15:42	
PHILADELPHIA	15:15	15:42	
NEW YORK	15:20	15:30	
DALLAS	15:25	15:44	
MIAMI	15:25	15:44	
WASHINGTON	15:25	15:44	
LAS VEGAS	15:25	15:44	FINAL
ATLANTA	15:30	16:17	DELAYED
TORONTO	15:35	15:45	FINAL

## SPEAK

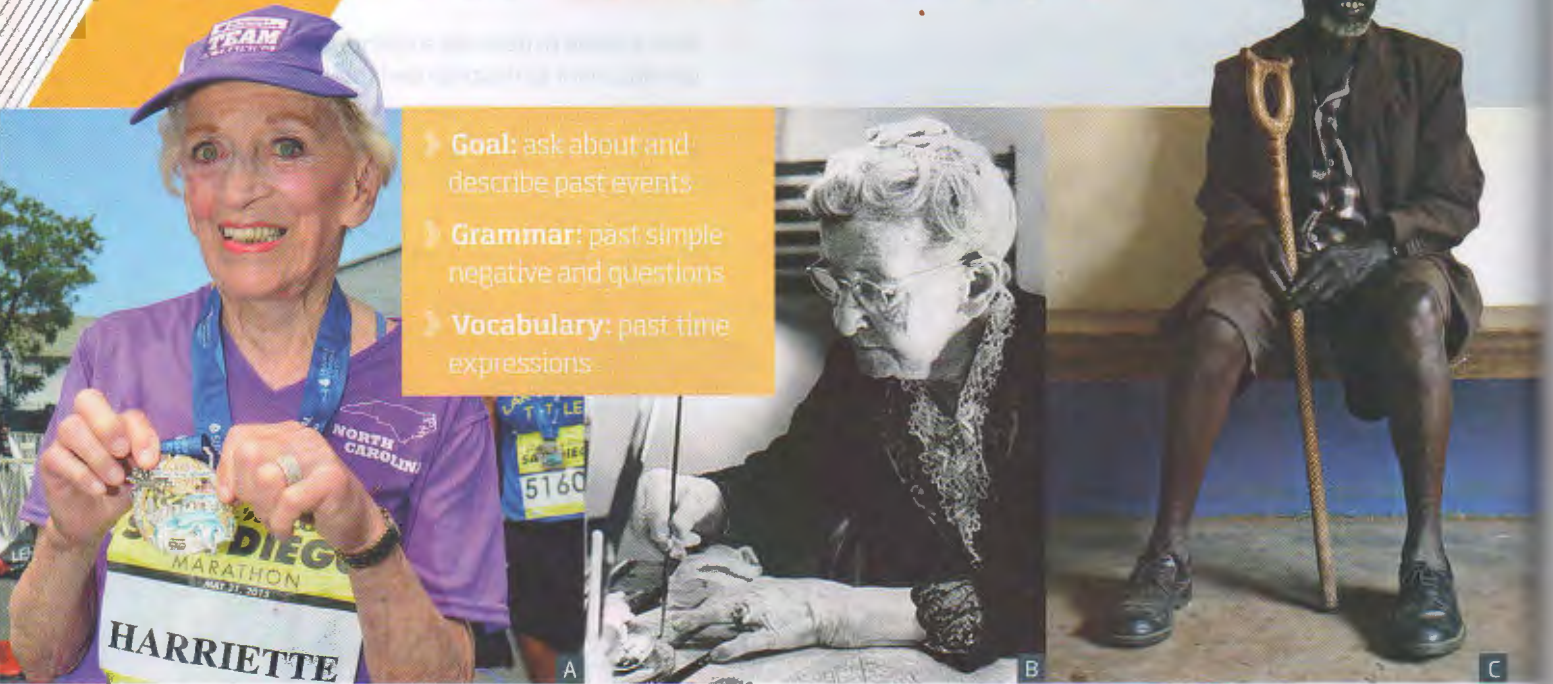
10 Work in groups. Describe your day to your group. Use the Useful phrases to help you. Are any of your days similar?

### Useful phrases

- It started well/badly.
- First of all, (I woke up late).
- Then, (I missed my bus).
- After that, (I got lost).
- Finally, (I went home).



# You're never too old



- **Goal:** ask about and describe past events
- **Grammar:** past simple negative and questions
- **Vocabulary:** past time expressions

## YOU DON'T HAVE TO BE YOUNG TO DO AMAZING THINGS

*This week we're looking at three people who did something amazing later in their lives. Who were they? What did they do? Why did they do it?*

### 1 Kimani Maruge

Kimani Maruge was born in Kenya. When he was a child, people in his country had to pay to go to school, so he didn't learn to read and write. Then, in 2003, primary schools became free so he decided to get an education. He started school for the first time at 84 years old. Learning wasn't easy for him but he worked hard. This experience completely changed his life. In fact, in 2005, he travelled to New York to talk to people at the United Nations about free education.

### 2 Harriette Thompson

Harriette Thompson was born in 1923 in the US. She worked as a piano player for most of her life. On 23 May 1999, one of Harriette's friends decided to walk the San Diego marathon for charity. Harriette joined her but she didn't walk – she ran. She was 76 years old. She ran the marathon every year between 1999 and 2015, except for one year when she was very ill. When she was 94 years old, she became the oldest woman to complete a marathon. It took her 7 hours, 24 minutes and 36 seconds and she collected more than \$100,000 for charity.

### 3 Laila Denmark

Laila Denmark was born in 1898 in Atlanta, USA. She wanted to become a doctor so she could help children. Studying medicine wasn't usual for women at the time. In fact, she was the only woman in a class of 52 students. Most people stop working when they're about 65, but Dr Denmark didn't retire until she was 103 years old! She lived for 11 more years.

## Reading and vocabulary

- 1 Look at the photos. What amazing thing do you think you each person did?
- 2 a Read the article. Match descriptions 1–3 to photos A–C and answer the questions in the introduction.
  - b Read the article again and answer the questions.
    - 1 When did Kimani Maruge start school?
    - 2 When did he travel to the US?
    - 3 When did Harriette first run a marathon?
    - 4 When did she become the oldest woman to run a marathon?
    - 5 When did Laila Denmark retire?
    - 6 How old was she when she died?
  - c Work in pairs. Who do you think did the most amazing thing? Why?
- 3 a Put the time expressions in order from the most recent (1) to the oldest (6).

in 2018   last month 1   on 23 May 2017  
six weeks ago   until 2015   when I was five

- b Complete the expressions with the words in the box.

ago   in   last   on   until   when

- |                       |                          |
|-----------------------|--------------------------|
| 1 _____ I was a child | 4 _____ my 10th birthday |
| 2 _____ week          | 5 _____ last year        |
| 3 A few years _____   | 6 _____ 2015             |

- c Write six sentences using each expression.

*When I was a child, I loved playing outside.*

- d Work in pairs. Tell each other your sentences. Give more information.

*When I was a child, I loved playing outside. I always played football in the park with my brother.*

Go to your app for more practice.

## Grammar

- 4 Read the grammar box and choose the correct alternatives.

### Past simple negative and questions

Use <sup>1</sup>*didn't/doesn't* + infinitive to make past simple negative sentences.

She **didn't walk** – she ran.

Dr Denmark **didn't retire** until 2001.

Use <sup>2</sup>*isn't and aren't/wasn't and weren't* with the verb *be*.

Schools **weren't** free.

Learning **wasn't** easy for him.


Use <sup>3</sup>*do/did* + infinitive to make past simple questions.

What **did** they do?

Why **did** they do it?

Use <sup>4</sup>*did/was and were* in past simple questions with *be*.

Who **were** they?

- 5 a  2.3 Listen to the conversations. Notice the pronunciation of *did/didn't* and *was/wasn't*.

1 A: Did you learn to sing at school?

B: Yes, I did.

2 A: Did she finish the marathon?

B: No, she didn't.

3 A: How old were you?

B: I wasn't very old, actually.

4 A: Was he from Italy?

B: No, he wasn't.

b Work in pairs. Listen again and repeat.

- 6 a Use the prompts to make questions with *did*, *was* or *were*.

1 How / you / learn to play the piano?

*How did you learn to play the piano?*

2 it / difficult to get into your university?

3 When / you / get your driving licence?

4 you / happy with your exam results?

5 you / enjoy water skiing?

6 he / win the race?

b Complete each answer with *didn't*, *wasn't* or *weren't*.

a When I was 35, I \_\_\_\_\_ have lessons until I was in my 30s.

b It was really hard. Maths \_\_\_\_\_ an easy exam.

c I taught myself. I \_\_\_\_\_ have a teacher.

d No, we \_\_\_\_\_.

e I loved it. It \_\_\_\_\_ scary at all.



f No, he \_\_\_\_\_. He came second.

c Work in pairs. Take it in turns to ask a question in Exercise 6a and answer with a response from 6b.

-  Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

- 7 a  2.4 You're going to talk about something special you did in the past. First, listen to Dan and Megan. What did Megan do?
- b Write three questions Dan could ask Megan to find out more information.
- c  2.5 Listen to the rest of their conversation. Did Dan ask any of your questions? What other things did you learn about Megan?



- 8 Think of something special that you did in the past, for example: an event, learning something new or doing something for the first time. Answer the questions below.
- What did you do?
  - When did you do it?
  - Where did you do it?
  - Who did you do it with?
  - Why did you do it?

### SPEAK

- 9 a Work in pairs. Tell each other about what you did. Ask each other questions to find out as much information as possible.
- b Work in different pairs. Tell each other what you learnt about your first partner.

Develop  
your  
writing  
page 90

- › Goal: describe a special dish
- › Grammar: quantifiers
- › Vocabulary: adjectives to describe food

## Listening & vocabulary

- 1** Write down as many types of food as possible for the categories below.
- meat and fish
  - fruit
  - vegetables
- 2 a** Look at the photos and discuss the questions.
- 1 Do you know any of the dishes?
  - 2 What ingredients do you think are in each dish?
  - 3 Which country do you think each one is from?
  - 4 Which would you like to try? Why?
- b** Read descriptions 1–5 and match them to photos A–E. Do you think they sound nice?

**1** **Ahi Poke** Hawaii

This popular fish salad from Hawaii is made with tuna, onions, garlic, seeds, soy sauce and oil. People usually eat it as a starter, or as a side dish with their lunch.

**2** **Brigadeiro** Brazil

This is a traditional dessert but sometimes, people just eat it as a snack. It's made from milk, butter and chocolate. People usually eat *brigadeiros* at parties, and they're delicious!

**3** **Stargazy pie** UK

This is a fish pie made with the fish heads on the outside, like they are looking (or 'gazing') at the stars. Its other main ingredients are potatoes, eggs, butter and onions.

**4** **Po'e** Tahiti

This is a popular dessert in Tahiti, but people sometimes eat it as a side dish, too. It is a sweet dish made with bananas or mangoes, some sugar and some coconut cream.

**5** **Nasi Lemak** Malaysia

Some people describe this as the national dish of Malaysia. People usually eat it for breakfast, but you can also eat it at any time during the day. It includes rice, egg and cucumber, and often comes with a hot sauce called *sambal*.



- 3** 2.6 Listen to three people talking about some of the dishes in Exercise 2. Which dish does each person try? Do they like it?
- 4 a** Listen to the conversations again. In which conversation (1, 2 or 3) do you hear the adjectives in the box?

delicious dry creamy fresh hot light  
plain sour sweet 1

- b** Which adjectives do you think are positive, negative or neutral?
- c** Work in pairs. Think of two dishes or types of food for each adjective.

Go to page 137 or your app for more vocabulary and practice.



## Grammar

### 5 2.7 Listen to the extracts and choose the correct alternatives.

- 1 Actually, there isn't *any/a* sugar in it.
- 2 But there's a *few/lot of* chocolate and milk.
- 3 Have *some/any* sauce with it.
- 4 It's got a *few/lots of* chilli in it.
- 5 It's *a/an* salad from my part of the world.
- 6 Yes, it has a *few/little* oil in it.
- 7 Yes, there are a *few/little* herbs and spices to give it more flavour.
- 8 I usually have *no/a bit of* bread with it, too.

### 6 Read the grammar box and choose the correct alternatives.

#### Quantifiers

Use *a/an* to introduce <sup>1</sup>*singular countable/uncountable* nouns.

*There's a whole onion in this dish.*

Use *any, some, a lot of/lots of* with both countable and uncountable nouns.

*There are some herbs and spices in the soup.*

*Put lots of pepper in the soup, but please don't add any salt to it.*

Use *a few* with <sup>2</sup>*plural countable/uncountable* nouns.

*This recipe needs a few eggs – not many, just two or three.*

Use *a little/a bit of* with <sup>3</sup>*singular countable/uncountable* nouns.

*There's just a little sugar in it – not too much.*

*Any, a few and a little* describe a <sup>4</sup>*large/small* amount.

*A lot of/lots of* describes a <sup>5</sup>*big/small* amount.

*Just a little milk for me, please – not too much.*

*Wow! There's a lot of chilli in this sauce!*

### 7 a 2.8 Listen to the sentences. What do you notice about the letters in bold?

- 1 There's **a** lot of salt in this.
- 2 There **are** some eggs in the fridge.
- 3 There **isn't** any sugar in it.
- 4 There's **a** bit of soy sauce.
- 5 There **are** a few apples on the table.

### b Listen again and repeat.

### 8 Complete the description with the words in the box.

a lot of   any (x2)   few   little   lots

Although there are <sup>1</sup>\_\_\_\_\_ different types of white pizza, there aren't <sup>2</sup>\_\_\_\_\_ that are like the one from Pennsylvania, USA. Although it's called a pizza, it's more like a pie. There isn't <sup>3</sup>\_\_\_\_\_ meat on it, but there's <sup>4</sup>\_\_\_\_\_ of cheese. It's usually made using a <sup>5</sup>\_\_\_\_\_ different types of cheese, and a <sup>6</sup>\_\_\_\_\_ olive oil is poured on top before baking. These ingredients give it a great flavour.

### 9 a Complete the sentences so they are true for you.

- 1 I eat a lot of ...
- 2 I like some types of ...
- 3 There's a/some ... in my favourite dish.
- 4 I try to eat a little/a few ... every day.
- 5 There isn't/aren't any ... in my fridge at home at the moment.
- 6 I don't like any kinds of ...

### b Work in pairs and compare your answers. Do you have anything in common?

Go to page 118 or your app for more information and practice.

## Speaking

### PREPARE

### 10 You're going to describe a dish. First, choose one of the ideas below and make notes. Use the adjectives in Exercise 4a and the Useful phrases to help you.

- an unusual dish that you know
- a dish you really liked when you were a child
- a dish you know how to make
- your favourite dish

#### Useful phrases

It's made from (eggs/chocolate/cheese).

It's got some/a little/lots of/a few (sugar/chocolate/herbs) in it.

It looks (dry).

It tastes (delicious).

People usually eat it (on New Year's Eve).

### SPEAK

### 11 a Work in groups. Describe your dish to your group. Listen to other students describe their dishes and ask questions.

**A:** *This dish has lots of herbs and spices in it.*

**B:** *Is it hot?*

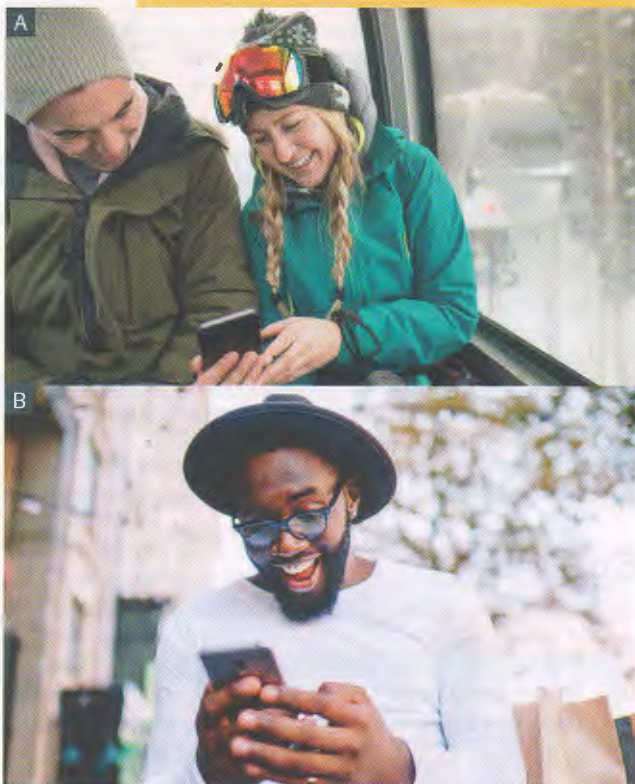
### b Which dish would you most like to try?

Develop  
your  
listening

page 91



▶ Goal: show interest and excitement



- 1** Look at the photos. What are the people doing? How are they feeling?
- 2 a** 2.14 Listen to four conversations and answer the questions.
- Why is Ali happy?
  - How did Marco help Fran?
  - What time is Ricky's party?
  - What did Simone win?
- b** Choose the correct alternatives to complete the extracts from the conversations.
- 80 percent? *That's/What's* brilliant!
  - It's/They're* lovely. Thanks!
  - That *looks/sounds* great!
  - I love your curries. They're *really/so* good.
  - No way! That's *amazing/great!*
- c** Listen to the conversations again and check your answers.
- 3 a** 2.15 Listen to the sentences. Does speaker 1 or speaker 2 show interest/excitement in each one?
- That sounds fantastic!
  - Amazing!
  - How exciting!
  - What a great idea!
  - That sounds really interesting!
- b** 2.16 Listen to the speakers showing interest/excitement again and repeat.

- 4 a** Complete the conversations with an appropriate response. Use the Useful phrases to help you. More than one answer might be possible.
- A: I'm going to run a marathon next month.  
B: Really? That \_\_\_\_\_ exciting! And difficult!
  - A: We were in Mexico this time last week.  
B: \_\_\_\_\_! \_\_\_\_\_ you have a good time?
  - A: I've just got my dream job!  
B: Really? That's \_\_\_\_\_!
  - A: I'm making your favourite pasta for dinner.  
B: \_\_\_\_\_!
  - A: We went to that new Italian restaurant last night.  
B: Really? What \_\_\_\_\_ you think of it?  
A: It was \_\_\_\_\_!

### Useful phrases

#### Creating interest

Guess what (happened to me)!?  
Guess what I did/where I went?

#### Responding to information

Great!/Brilliant!/Fantastic!/Amazing!  
It's/They're (delicious/lovely).  
That's (amazing/great).  
How (exciting/amazing/fantastic)!  
What a (good idea).  
That sounds (lovely/wonderful)!  
No way!

#### Asking follow-up questions

What happened (exciting/next/after that)?  
How did that/it go?  
Who did you go with?

- b** Work in pairs. Practise the conversations with the appropriate intonation.

## Speaking

### PREPARE

- 5 a** Work in pairs. You're going to share some exciting news. It can be real or imagined. Student A go to page 151 and Student B go to page 152.

### SPEAK

- b** Share your news with each other. Show interest and excitement when appropriate. Use the Useful phrases to help you.



Go online for the Roadmap video.

# Check and reflect

- 1 a** Complete the sentences with the correct form of the verbs in the box.

be get up go have meet play take watch

- I \_\_\_\_\_ a really good film last month.
- My family and I \_\_\_\_\_ on holiday last summer.
- I \_\_\_\_\_ a great meal last night.
- My sister \_\_\_\_\_ a train to Moscow two weeks ago.
- I \_\_\_\_\_ some video games last night.
- My friend and I \_\_\_\_\_ at a coffee shop last week.
- I \_\_\_\_\_ late yesterday, after 10am.
- I \_\_\_\_\_ bored yesterday.

- b** Work in pairs. Which sentences are true for you? Give more information about them.

- 2 a** Complete each sentence with an adjective of feeling. The first and last letter of each word are given.

- I've got so much work to do. I'm really s\_\_\_\_d.
- Our holiday starts tomorrow. I'm so e\_\_\_\_d!
- I'm a\_\_\_\_d of spiders. I hate them.
- Jon never gets stressed. He's always r\_\_\_\_d.
- When Sam dropped Abi's phone, she got really a\_\_\_\_y with him.
- I've got my driving test tomorrow and I'm really n\_\_\_\_s.
- Billy just won a competition. He's really h\_\_\_\_y.
- Everyone was s\_\_\_\_d when they heard the news.

- b** Work in pairs. Choose five of the adjectives and talk about when you last felt like that.

*I was angry last week when I lost my keys.*

- 3 a** Make each sentence negative.

- We went to the gym last night.
- Sara was happy yesterday.
- I went to bed late last night.
- They were very busy last week.
- We played cards yesterday.
- Jimmy lived in San Diego when he was a child.

- b** Work in pairs. Tell each other three things you wanted to do yesterday but didn't do.

*I wanted to go to the gym but I didn't have time.*

- 4 a** Put the words in the correct order to make questions.

- last night / you / did / do / what / ?
- you / who / chat to / yesterday / did / ?
- were / last weekend / you / where / ?
- did / go / what time / last night / to bed / you / ?
- have for dinner / what / yesterday / you / did / ?
- was / your / what colour / first car / ?
- TV / last / you / did / night / watch / ?
- this English course / decide / why / you / did / do / to / ?

- b** Work in pairs. Take turns to ask and answer the questions.

- 5 a** Match the sentence halves.

- |                                      |                    |
|--------------------------------------|--------------------|
| 1 I didn't learn to swim until I was | a year.            |
| 2 Cara was born on                   | b 17 April 1999.   |
| 3 We first met each other last       | c ten years old.   |
| 4 Liam started a new job a few weeks | d I was at school. |
| 5 I moved to Rome in                 | e ago.             |
| 6 I didn't study English when        | f 2017.            |

- b** Work in pairs. Tell each other some things you did in the past using some past time expressions.

*I went to France last week.*

- 6 a** Choose the correct alternatives.

This is a meal that I cook for friends. It's simple but delicious and they love it!

I make pasta with a tomato sauce. I cook <sup>1</sup>some/a few spaghetti and then I fry half <sup>2</sup>an/some onion in <sup>3</sup>a little/a few oil. Then I add <sup>4</sup>a few/any herbs and <sup>5</sup>a few/a little garlic but not too much. Finally, I mix the spaghetti and sauce together. I then put <sup>6</sup>a/a lot of parmesan cheese on top because I love it so much. There isn't <sup>7</sup>any/a little meat in this dish because I'm vegetarian but you can put <sup>8</sup>an/some in if you like.

- b** Work in pairs. Describe your favourite meal. What is it? What's in it?

- 7 a** Put the letters in italics in the correct order to make adjectives.

- This orange juice is really *etswe*.
- This sandwich doesn't taste of anything. It's very *ialpn*.
- I love this chocolate cake. It's *coleusidi*.
- Let's eat something *thigl* like a salad.
- Aargh! This lemon juice is really *orus!*
- Is this milk *shref* or old?
- I can't eat this cake. It's too *meaycr*.

- b** Work in pairs. Think of other food that you can describe with each adjective in Exercise 7a.

- c** Tell each other three foods you think are delicious and three foods you think are plain. Do you agree?

## Reflect

How confident do you feel about the statements below? Write 1–5 (1 = not very confident, 5 = very confident).

- I can describe a memorable day.
- I can ask about and describe past events.
- I can describe a special dish.
- I can show interest and excitement.

Want more practice?

Go to your Workbook or app.

# 3A

## Urban escapes



- **Goal:** compare places to visit
- **Grammar:** comparatives
- **Vocabulary:** adjectives to describe places



### Vocabulary and reading

- 1 Look at the pairs of photos A–C and discuss the questions.
  - 1 Do you know any of the places in the photos?
  - 2 Which place would you most like to visit? Why?
- 2 a Do you think the adjectives in the box are positive (P) or negative (N)?

beautiful **P** cheap clean crowded dirty  
 exciting interesting lively modern noisy  
 old peaceful popular

- b Work in pairs and compare your answers. Do you agree?

### 3 a Complete each sentence with an adjective in Exercise 2a.

- 1 This area has become very \_\_\_\_\_. Everybody likes to come here.
- 2 Look at that view, it's really \_\_\_\_\_!
- 3 I love this city, but the air is so \_\_\_\_\_.
- 4 Don't visit the museum on a Saturday, it gets very \_\_\_\_\_.
- 5 There's a nice mix of both \_\_\_\_\_ and old buildings by the river.

### b Work in pairs and discuss the questions.

- 1 Which of the adjectives could you use to describe the places in Exercise 1?
- 2 Which of the adjectives could you use to describe where you live?

### 4 a Read the travel forum posts and decide which photos in Exercise 1 the people are discussing.

1

**Simone**

Hey! I'm in London for the weekend. Where are the best places to eat out?

**Elisabeth**

Camden Market! There are lots of choices, with food from all over the world, and it's quite cheap. It's a really lively area, with lots of exciting things to do. It's an interesting area, too – there's a mix of old and modern buildings.

**Rebecca**

Camden Market is great, but it can get very crowded. I'd recommend St Katharine's Docks, a bit further away. It's a lovely little area where you can relax and have a nice meal, and it's not as noisy as Camden Market. I think it's cheaper and quieter, too!

2

**Barry**

Hi everyone, my wife and I are going to Rio de Janeiro next month. Can you recommend which beaches to go to?

**Pedro**

Well, I just love Copacabana. It's longer than the other beaches in the city, so there's lots of space to play volleyball or just relax. It's livelier than other beaches, too – you can have lots of fun there!

**Patrizio**

I'd recommend Grumari or Prainha – these two beaches are a few kilometres out of Rio. They're cleaner than the city beaches, too, which are noisier and more crowded.

**Bethany**

I agree with Pedro. You should definitely visit Copacabana and other beaches in the city, but Prainha and Grumari are better. They're less noisy and more beautiful, in my opinion.

**b** Read the forum posts again and decide if the sentences are true (T) or false (F).

- 1 Camden Market is a peaceful place.
- 2 Camden Market is a popular place.
- 3 St. Katharine's Docks is near Camden Market.
- 4 Copacabana beach is busy.
- 5 Grumari and Prainha are outside the city.

**c** Work in pairs. Are there any similar places in your country?

 Go to page 138 or your app for more vocabulary and practice.

## Grammar

**5 a** Read the grammar box and choose the correct alternatives.

### Comparatives

Use *be* + comparative adjective + *than* to compare two things.

*The market is more popular than the park.*

To make comparatives, add *-er* or *-ier* to <sup>1</sup>short/long adjectives.

*The castle is older than the bridge.*

*This exercise is easier than the last one.*

Use *more* or *less* before <sup>2</sup>short/long adjectives.

*South Beach is more beautiful than North Beach.*

*Campbell's restaurant is less popular than Gino's.*

Some adjectives are <sup>3</sup>regular/irregular, e.g. *good* – *better*.


*Woodland Park is better than the riverside.*

You can use *(not) as* + adjective + *as* to say two things are or aren't the same.

*This restaurant is as good as the one we went to yesterday.*

*This shop isn't as cheap as the supermarket, but I like it.*

**b** Find and underline one example of each comparative form in the forum posts.

**6 a**  3.1 Listen to the sentences and notice how the weak forms of *-er* and *than* are pronounced.

- 1 The streets are dirtier than they were five years ago.
- 2 The north of the city is older than the south of the city.
- 3 This part of the beach is cleaner than the other part.
- 4 My town is busier than yours.

**b** Listen again and repeat the sentences.

**7** Complete the description with the correct form of the adjectives in brackets.

One of my favourite places to escape to in Munich is the Viktualienmarkt, a fresh food market in the centre of the city. It's <sup>1</sup>\_\_\_\_\_ (quiet) than the area around it and some products are <sup>2</sup>\_\_\_\_\_ (cheap) as those in the supermarket – sometimes cheaper!

But when I really want to escape the city, I go to the English Garden. It's <sup>3</sup>\_\_\_\_\_ (peaceful) than the Viktualienmarkt, and the air is <sup>4</sup>\_\_\_\_\_ (not dirty) as the rest of the city. You can always find a quiet place to relax because it's so big. In fact, it's <sup>5</sup>\_\_\_\_\_ (big) than Central Park in New York!

**8 a** Compare the places using the adjectives in Exercise 2a.


- 1 Rio de Janeiro / Madrid
- *I think Rio de Janeiro is more beautiful than Madrid.*
- 2 my town or city / Paris
- 3 the desert / the mountains
- 4 the parks in my town or city / the countryside
- 5 the cities in my country / the cities in the US

**b** Work in pairs and compare your ideas.

 Go to page 120 or your app for more information and practice.

## Speaking

### PREPARE

**9 a**  3.2 You're going to make a list of top ten places to visit. First, listen to Mark and Sandra talking about an article they have to write. Which two places do they choose to write about?

**b** Listen again and answer the questions.

- 1 Why doesn't Sandra like Mark's first choices?
- 2 Why does Mark like the Louvre?
- 3 What does Sandra say about the British Museum?

**10 a** Make your own list. Write two places for each of the categories below. They can be places in your own country or other countries.

- famous buildings
- street markets
- places to eat
- beaches
- parks
- shopping areas

**b** Write some adjectives next to each place.

### SPEAK

**11 a** Work in pairs. Compare your lists using the adjectives you wrote and agree on two places for each category.

**A:** *Bondi Beach is really beautiful, but I think South Bay is more beautiful and more peaceful*

**B:** *OK, let's choose South Bay*

**b** Share your list with the rest of the class. Did anyone else make the same choices as you?



Develop your reading  
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