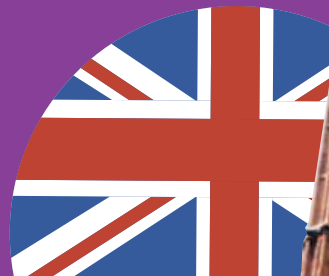


**INGLÉS**



módulo  
**3**

**Educación Secundaria para Personas Adultas**



**GOBIERNO  
DE ARAGON**

Departamento de Educación,  
Cultura y Deporte



**INGLÉS**

**3**  
módulo

**Educación Secundaria para Personas Adultas**

Este material pertenece a la actuación “*Innovación educativa: materiales didácticos para el desarrollo de cursos on-line dirigidos a la población adulta*”, del Programa Operativo del Fondo Social Europeo del Gobierno de Aragón 2007-13

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# DAILY LIFE. BREAKING ROUTINES

# 1



## 1. INTRODUCTION

Hello, welcome to Module III.

In this unit you are going to learn how to talk in English about what you do every day as well as describing pictures and things that you are doing. We will look at how to use the *PRESENT SIMPLE* and the *PRESENT CONTINUOUS* as well as many other useful and interesting things.

1. Talk about daily routines and habits.
2. Talk about your work and hobbies.
3. Understand people conversation about their daily routines.
4. Explain what you are doing now, at the speaking time..

When you have finished this unit you will be able to:

- Write about your personal routines and habits during the week and at the weekends.
- Choose one of these pictures and describe what's happening in it. Try to tell a story.

## 2. DALAI LAMA

### The voice of Buddha

You are going to read a text about the Dalai Lama, *the spiritual leader of Tibetan Buddhism*. Before you read the text, think for a few minutes. Try to imagine what he does on a typical day. Then read the text and answer the questions.



### Dalai Lama: the voice of Buddha

*Based on an original article by Kamilla Hemandas*

**Tenzin Gyatso**, the 14th Dalai Lama leader of Tibetan Buddhism and Nobel Peace Prize winner, lives in Dharamshala, India. He left Tibet in 1959. The Dalai Lama is very disciplined, he spends long hours meditating and studying. He is always active and rarely relaxes. He wakes up at 3:30 in the morning. After his morning shower, he always starts the day with prayers. He finishes prayers at 5 a.m. after which he usually takes a short morning walk around the residential premises. If it is raining, he often uses a treadmill. He eats breakfast at 5:30 a.m. For breakfast, he normally has hot porridge, bread and tea. The Dalai Lama always listens to the BBC World News in English while he eats his breakfast. From 6:30 a.m. to 8:30 a.m., Tenzin Gyatso continues his morning meditation and prayers. From around 9 a.m. till 11:30 a.m., he studies various texts written by Buddhist religious masters. 11:30 to 12:30 is lunchtime.



The Dalai Lama's kitchen in Dharamshala is vegetarian and he never eats meat. But during visits outside of Dharamshala, he sometimes eats non-vegetarian food. Because he is a Buddhist monk, he never has dinner. His Holiness often visits his office from 12:30 p.m. until 4:30 p.m., if he needs to discuss some work with his staff or hold interviews. During an afternoon at the office, he normally has one interview and several audiences, both Tibetan and non-Tibetan. When he returns to his residence, His Holiness usually has evening tea at 6 p.m. He then has time for his evening prayers and meditation from 6:30 to 8:30 p.m. After a long 18 hour day, His Holiness retires for bed at 8:30 p.m. He hardly ever stops working. Sounds like an exhausting regimen for a man in his 70s.



Audio

**Vocabulary**

- Buddhism: Budismo
- To meditate: Meditar
- Disciplined: Disciplinado, con fuerza de voluntad para hacer lo que debe en cada momento.
- Dalai Lama: Dalai Lama, líder espiritual del budismo tibetano.
- Residential premises / residence: Lugar de residencia.
- Treadmill: Cinta andadora.
- Porridge: Gachas.
- Prayers, to pray: Plegarias, rezos, rezar
- Vegetarian: Vegetariano, que no come carne y/o productos procedentes de los animales.
- Monk: Monje.
- Dharamshala: Ciudad en la India.
- Audiences: Reuniones, encuentros formales.
- Tea: Té, infusión. Alternativamente una comida similar a la merienda.
- Exhausting: Agotador.
- Regimen: Rutina, actividades diarias que implican esfuerzo.



Activities

**True or false**

Choose the correct sentences about Dalai Lama's life:

	True	False
He is an organized person.	<input type="checkbox"/>	<input type="checkbox"/>
He gets up very early.	<input type="checkbox"/>	<input type="checkbox"/>
He starts the day doing exercise.	<input type="checkbox"/>	<input type="checkbox"/>
He usually studies Buddhist texts.	<input type="checkbox"/>	<input type="checkbox"/>
He meets his staff every day.	<input type="checkbox"/>	<input type="checkbox"/>
He goes to bed before 9.	<input type="checkbox"/>	<input type="checkbox"/>

**Test**

1. Choose the right answer

- a) He sometimes eats non-vegetarian food
- b) He never relaxes
- c) He hardly often stops working





2. Choose the right answer.

- a) He never has tea for breakfast
- b) He always eats non-vegetarian food
- c) He usually takes a short morning walk

3. What does he usually have for dinner?

- a) Tea
- b) Non-vegetarian food
- c) Nothing

4. When does he usually have interviews and audiences?

- a) In the morning
- b) In the afternoon
- c) In the evening

### Expressing habits and routines

Look at these words and phrases from the reading text. Adverbs of frequency and present simple are used to express routines in our daily life.

Always	Usually	Normally	Often
Sometimes	Rarely	Hardly ever	Never

He usually takes a short morning walk.

For breakfast, he normally has porridge, bread and tea.

He never has dinner.

Now do the following activity about Dalai Lama's daily life and pay attention to the frequency adverbs and present simple.



### Activities

#### Choose the right sentences ABOUT Dalai Lama's routines

- He often uses a treadmill when it is raining
- He is very disciplined
- He never has meat
- He sometimes eats non-vegetarian food
- He normally has interviews and audiences
- He always prays from 6.30 to 8.30 p.m.
- He is a Buddhist monk



## Writing

Write the questions for these answers about Dali Lama's text:

...? He wakes up at 3.30 in the morning.  
 ...? He reads texts about Buddhist religion.  
 ...? He has hot porridge, bread and tea.  
 ...? He goes to bed at 8.30?

## 2.1. Grammar

### Present simple

#### USE

We use the Present Simple to describe facts, habits and routine	
<b>Facts</b>	I work on a farm. I don't like spaghetti. Water boils at 100 degrees.
<b>Habits</b>	I watch a lot of TV. He doesn't play any sport. He drinks coffee after lunch.
<b>Routines</b>	Every Tuesday, I go to the gym. Do you go to the cinema every Friday? They usually take the bus to go to work. Do you go to the cinema every Friday? (routine)

#### FORM

Affirmative Form	
I / You / We / They	read / walk / write / run
He / She / It	reads / walks / writes / runs

**Remember:** In the 3rd singular person (he/she/it) add an "s" to the main verb.

Negative Form		
I / You / We / They	do not (don't)	read / walk / write / run
He / She / It	does not (doesn't)	read / walk / write / run

**Remember:** In the 3rd singular person (he/she/it) add an "es" to the auxiliary verb NOT the main verb.

Interrogative Form		
Do	I / you / we / they	read? / walk? / write? / run?
Does	He / she / it	read? / walk? / write? / run?

**Remember:** In the 3rd singular person (he/she/it) add an "es" to the auxiliary verb do ("**does**"), NOT to the main verb.



**Time expressions**

**Always, usually, often, generally, sometimes, rarely, seldom, never, once a week / a month/ a year, every day, in the morning/afternoon/evening, at night.**

**Remember:** In the 3rd singular person the verb always ends in -s: he wants, she needs, he gives, she thinks, but with some verbs it ends in -es.

**Spelling rules -> Third singular person with -es**

Add -es to verbs ending in **-o, -ss, -x, -sh, -ch**:  
*he goes, she passes, he fixes, it pushes, she catches.*

Verbs ending in **consonant + -y**: the third person changes the -y to -ies:  
*fly -> flies, cry -> cries.*

Verbs ending in vowel + -y: the third person only adds -s:  
*play -> plays, pray -> prays*

**Frequency adverb and time expressions**

Adverbs of frequency are used to describe HOW often we do something.

They are often used together with the present simple to give us more information about habits and routines.

Look at these examples from the reading text:

1	He is always active and rarely relaxes.
2	He never eats meat.
3	He usually takes a short morning walk.
4	He sometimes eats non-vegetarian food.

The words *always, rarely, never, usually* and *sometimes* are examples of *adverbs* and they tell us *how often* something is done.

Look where the different adverbs are placed on this chart.

<b>100%</b>	<b>Always</b>
	Usually / normally
	Frequently
	Often
<b>50%</b>	<b>Sometimes</b>
	Occasionally
	Rarely
	Seldom
	Hardly ever
<b>0%</b>	<b>Never</b>

**Activities**

Do these activities about present simple and frequency adverbs. Remember we use it to express habits and routines.

**Write in the gaps**

Complete these verbs using -s, -es or -ies.

1. (walk) He usually [...] through the park.
2. (study) She sometimes [...] at the weekends.
3. (dance) He [...] tango very well.
4. (arrive) The train [...] at 5.
5. (have) He [...] a new car.
6. (tly) She [...] to help him.

**Fill in the gaps with the following words:**

wakes up / watch / cycles / drive / goes out / plays / eat / read

- Eric [...] football every weekend.
- I always [...] my breakfast very early.
- My friends usually [...] to work because they live far away.
- At the weekend John never sets his alarm and always [...] very late.
- I never [...] TV, but I [...] lot of books.
- Sarah [...] everywhere, she must be very fit!
- He must have a lot of friends. He [...] every night

**Choose the right option**

Complete the conversation using the correct present tense of the verbs given.

- Teacher: Where [...] from?
- Anna: I am Greek, from Athens, but my family and I [...] in Salonika.
- Teacher: And what [...] ? What's your job?
- Anna: Well, I [...] a teacher but I [...] a job at the moment. In fact, I [...] my children at home. I [...] it!
- Teacher: Well, good luck. I [...] you every success.

**Writing**

Re-write the following sentences using the present simple negative.

1. I speak English very well
2. Enrique speaks English very well
3. We practice grammar every day
4. You play football a lot
5. She washes her hair every evening

**Example:**

I speak to my parents every day

I don't speak to my parents every day



## Writing

Re-write the following sentences using the present simple negative.

1. (what / in your free time / do / you)
2. (chocolate / like / you)
3. (you go / how often / on holiday)
4. (you / at the weekend / do / what)
5. (how much / cost / your apartment)

### Example:

Where does the Dalai Lama live? / How often do you go to the gym?

1. What do you do in your free time?
2. Do you like chocolate?
3. How often do you go on holidays?
4. What do you do at the weekend?
5. How much does your apartment cost?

## 2.2. Learning new words

In the reading text we saw just a few of the many words that describe daily activities. In this vocabulary section we will find some more.

First, listen and repeat this list. Second, learn it by heart.

<b>To wake up</b>	Despertarse
<b>To get up</b>	Levantarse
<b>To brush one's teeth</b>	Cepillarse los dientes
<b>To comb one's hair</b>	Peinarse
<b>To get dressed</b>	Vestirse
<b>To wash</b>	Lavar
<b>To shower</b>	Ducharse
<b>To have a bath</b>	Darse un baño
<b>To eat breakfast / lunch / dinner</b>	Desayunar / comer / cenar
<b>To go to work / school / university</b>	Ir a trabajar / al colegio / a la universidad
<b>To play football / basketball / tennis</b>	Jugar al fútbol / baloncesto / tenis
<b>To go to the gym</b>	Ir al gimnasio
<b>To go to bed</b>	Ir a la cama
<b>To go to sleep</b>	Ir a dormir





Activities

Choose the leisure activities

Sit at a desk  
Take photos

Choose the right sentences

Do you know Mr. Ford?  
You does not like to go to the cinema  
Does you walk the dog in the park?  
She lives in Madrid  
Always means always  
Never he listen to me  
I go to the gym alone always  
I never eat eggs and potatoes  
I go shopping at the weekend  
He walks for one hour every day

Writing

Put every sentence in the correct order:

1. (wash / my hair / every day / I)
2. (makes / a phonecall / she / usually / to her mother)
3. (play / video games / with friends / you / always)
4. (surf / the internet / at work / we)
5. (He / the house / cleans / on Saturdays / often)

True or false

Find out the activities a person usually does before going to work.

	True	False
To have a shower	<input type="checkbox"/>	<input type="checkbox"/>
To comb one's hair	<input type="checkbox"/>	<input type="checkbox"/>
To make a phone call.	<input type="checkbox"/>	<input type="checkbox"/>
To get dressed	<input type="checkbox"/>	<input type="checkbox"/>
To do homework	<input type="checkbox"/>	<input type="checkbox"/>
To meet friends	<input type="checkbox"/>	<input type="checkbox"/>
To brush one's teeth	<input type="checkbox"/>	<input type="checkbox"/>



## 2.3. Listening

### About Lucy's life

Listen to Lucy talking about herself on a social networking site. In this section of the site people can upload video or audio and tell people about their interests and hobbies.

Listen to the extract and then answer the first question.

After you have read the second question, listen to the extract again and write your answers.



Audio



Activities

### Choose the right sentences about Lucy's life

#### Test

1. Lucy usually goes to work...

- a) on foot
- b) by bike
- c) by car
- d) by bus

2. Lucy usually plays tennis...

- a) on Monday
- b) on Thursday
- c) on Friday
- d) on Saturday

3. What is Lucy favourite activity at art class?

- a) Painting
- b) Sculpture
- c) Drawing
- d) Photography

4. What day does Lucy go home to rest and relax?

- a) On Monday
- b) On Tuesday
- c) On Friday
- d) On Sunday



## 2.4. Writing

### It's your turn!

You know about Lucy's routines and activities. Now you are going to write about your daily life in the following exercises.



### Activities

#### Writing

Write four sentences about your daily life. You can use:

- on Tuesdays, at the weekend, in the morning...
- get up, start work, meet friends...

#### Writing

Write the activities you don't do on Monday, Sunday... Write four sentences at least.

## 2.5. Pronunciation

Sometimes in English, it can be difficult to know the correct pronunciation of a word. Unlike in some other languages, each letter or group of letters does not have a fixed pronunciation. This is why we use *phonetics*.

*Phonetics* can help us to see how a word is pronounced even if we can't hear it.

In this section we will look at the present simple and one of the areas that sometimes causes confusion: *the third person "s"*.

Look at these words and phrases from the reading text.

1	He lives in India. ( <i>lives, he lives in India</i> )
2	He wakes up at 3:30 in the morning. ( <i>wakes, he wakes up 3:30 in the morning</i> )
3	She watches television. ( <i>watches, she watches television</i> )
4	He often visits his office. ( <i>visits, he often visits his office</i> )
5	He finishes prayers at 5 a.m. ( <i>finishes, he finishes prayers at 5 a.m.</i> )
6	She studies every day. ( <i>studies, she studies every day</i> )



### Audio

Listen to the audio and notice the different way that the "s" *at the end of the verb* in the *present simple third person* is pronounced.

As you may have heard the "s" *at the end of the verbs* are pronounced in three different ways. These sounds can be represented by these symbols:

Find these symbols and click on them in the phonetic chart. Listen to the pronunciation.

- lives /z/
- wakes /s/
- watches /ɪz/
- visits /s/
- finishes /ɪz/
- studies /z/



### 3. THE DIVINE COMEDY WITH DANTE

#### Many famous faces in one painting

This audio is from a magazine and talks about a painting that created a lot of interest on the Internet recently. Take a look at the picture. Have you seen it or heard about it?



1. Listen to the audio and try to understand the general idea.
2. Read the text and listen to the audio again.



Audio



Activities

#### Test

1. What is the text about?

- a) Famous people
- b) A painting
- c) The internet
- d) Football

2. What does the text mainly focus on?

- a) Who the artist is
- b) The names of famous people
- c) What the people are doing
- d) Where the people are from



3. How many famous people are there in the painting?

- a) 103
- b) 105
- c) 51

4. How many artists produced the painting?

- a) 1
- b) 3
- c) 5

5. What are the names of the artists who painted the picture?

- a) Confuccio
- b) Mao
- c) unknown

6. Does the writer think it is easy to name all the people in the painting?

- a) Yes
- b) No

Now read the text in script section and do the following test.

**Test**

1. What type of text is it?

- a) a magazine article
- b) an e-mail
- c) a story
- d) a poem

2. How many people are taking photographs?

- a) 1
- b) 7
- c) All

3. What is Marlon Brando doing?

- a) Playing the piano
- b) Smoking a big cigar
- c) Dancing

4. What instrument is Kofi Annan playing?

- a) A piano
- b) A guitar
- c) A flute





5. Who is sitting next to Mike Tyson?

- a) Che Guevara
- b) Vladimir Putin
- c) Pele

### 3.1. Grammar

#### Present continuous

Look at these examples:



1	He is reading a book
2	She is watching TV
3	They are playing football
4	I am talking to my girlfriend

We use the present continuous to talk about actions that are happening at the time of speaking.



**Present continuous**

**USE**

The present continuous is used to describe:

- An action that is going on at the speaking time.
- Actions that we have started but not finished yet, although we might not be doing it at the time of speaking.

1	You are sitting in front of a computer. You are studying third ESPAd course.
2	I am writing a book (he is not writing at the moment of speaking but it is a project that he is in the middle of doing).

**FORM**

*Affirmative form*

Subject	+ to be	base +ing
I	am ('m)	writing
he / she / it	is ('s)	sitting
we / you / they	are ('re)	reading

*Negative form*

Subject	+ to be + not	base +ing
I	am not ('m not)	talking
he / she / it	is not (isn't)	running
we / you / they	are not (aren't)	eating

*Interrogative form*

To be	+ subject	base +ing
Am	I	writing?
Is	she / he / it	sitting?
Are	we / you / they	talking?

*Time expressions*

**at the moment, now, tonight, this weekend, this month, at present.**

**Spelling rules to add +ing**

A single -e at the end of the verb is dropped before -ing:  
 write -> writing / play -> playing  
 But -ie at the end becomes -y:  
 lie -> lying  
 And -ee is not changed:  
 see -> seeing

The final consonant after a short, stressed vowel is doubled:  
 sit -> sitting  
 swim -> swimming



## Activities

### Writing

Put these words in the correct order.

1. (book / reading / I / am / about / Spain )
2. (taking / He / a photo / is / of the castle )
3. (studying / English / They / are )
4. (her / is / washing / She / hair )
5. (in the mountains / are / walking / we )

**Example:** I am reading a book about Spain.

### Writing

Now change your answers from the above activity to make questions

**Example:** Am I reading a book about Spain?

### Writing

The structure for the present continuous is verb+ing. Do you remember that some verbs are peculiar?

Do you remember these examples?

1. write - writing
2. smoke - smoking
3. Sit - sitting
4. Lie - lying

Use your dictionary to find five more verbs that are irregular in the present continuous.

### Writing

Make 5 questions using the verbs you have found.

**Example:** Are you sitting on the floor?

## 3.2. Learning new words

Look at these words taken from *The Divine Comedy* text. Listen and repeat them several times. You have to learn new vocabulary.

Picture	Cuadro, pintura
Painting	Pintura
Drawing	Dibujo
Debate	Debate
Competition	Competición
Trademark	Marca registrada
Huge	Enorme
Crown	Corona
Puzzle	Rompecabezas
Challenge	Desafío, desafiar

**Activities****Fill in the gaps**

/ / / / / / /

Use the words above to complete these sentences.

**Example:** A lot of companies use a **trademark** to help with their advertising.

- I want to take a [,,] of you with my new camera.
- We never make any decisions. We just [,,] for hours and hours about advantages and disadvantages.
- That elephant is [,,]! It is really big!
- Come and help me do this [,,]. It is really difficult.
- Are you sure you want to climb that mountain? It's going to be a real [,,].
- John loves [,,]. I'm going to buy him some new pencils for his birthday.
- Have you seen the gold [,,] in the museum? It's really spectacular.
- That artist is really famous I would love to own a [,,]. by him.
- If we can convince Andrew to join our team, I am sure we will win the [,,].

**Writing**

Read the following leisure and work activities:

Work activities:

- write an e-mail
- make a phone call
- send a fax

Leisure activities:

- take photos
- play football
- watch a film

Imagine you are doing those activities now. Write sentences using those words and the present continuous.

**Example:** I am taking a photo

**Writing**

Write 5 sentences using the present continuous.

- Vladimir Putin / relax
- Fidel Castro / talk to / Che Guevara
- Marlon Brando / smoke / a big cigar
- Kofi Annan / play / flute
- Pele / wear / football kit

**Example:** David / drive / a car ? David is driving a car

**Writing**

Now write the sentences in negative form.

**Example:** David is driving a car / David is not driving a car



### 3.3. Listening

#### Alison and Sam

Alison and Sam are old friends. They are in a café and they are talking about an old photo that Sam found. Listen to their conversation.

After you have listened to the conversation for the first time, read the questions below. Then listen to the conversation again and answer the questions.



**Audio**



**Activities**

#### Choose the right sentences about the conversation between Alison and Sam

- a) Sam is moving house
- b) Sam is studying for his exams
- c) They are talking about a photo
- d) Alison is planning a trip to England
- e) Alison is studying medicine

#### Test

1. What is Sam doing in the photo?

- a) He is looking at a whale
- b) He is smiling
- c) He is wearing a jumper

2. Who is looking at a whale in the photo?

- a) Alison
- b) Sam
- c) Christina

3. What word Alison use to describe the clothes people are wearing in the photo?

- a) Funny
- b) Old
- c) Fashionable

4. Who is learning English in London now?

- a) Christina
- b) Sam
- c) Steven





### 3.4. Writing

It's your turn!



#### Activities

#### Writing

Imagine you are at work. Write four or five sentences explaining what is happening around you. Start by saying what your job is.

#### Writing

Imagine you are jogging in the park of your city or town. Describe what other people in the park are doing.

### 3.5. Pronunciation

Look at those same verbs but in the present continuous. Read the sentences. Listen the audios and repeat the sentences out loud.

1. I am sitting on the floor
2. We are wearing uniforms
3. They are smoking cigars
4. You are playing chess
5. He is smiling
6. She is laughing.



#### Audio



#### Activities

#### Match the lists

Match these verbs to their phonetics symbols.

/sɪt/	Sit
/smaɪl/	Wear
l/wɛə(r)/	Smoke
/lɑ:f/	Play
/sməʊk/	Smile
/pleɪ/	Laugh

In this unit we have studied the present continuous.

Think back when we learnt the verb "to be". Remember that we can say the auxiliary verb in two ways. The long version or the short version (*contraction*); he is / he's, she is / she's, I am / I'm etc



Now listen to the sentences down here, and note the differences between the long version and the contraction. Practice saying each version:

1	She is walking down the street She's walking down the street
2	I am watching television I'm watching television
3	We are playing football We're playing football
4	They are climbing a mountain They're climbing a mountain
5	She is eating her lunch She's eating her lunch



**Audio**



**Activities**

### Test

Now listen to the audio and choose the correct options.



**Audio**

1. ... playing football

- a) We are
- b) We're

2. ... climbing a mountain

- a) They are
- b) They're

3. ... eating her lunch

- a) She is
- b) She's

### Test

Now listen to the audio and choose the correct options.



## Audio

1. ... playing football

- a) We are
- b) We're

2. ... climbing a mountain

- a) They are
- b) They're

3. ... eating her lunch

- a) She is
- b) She's

#### 4. DRILLS



## Activities

##### Writing

Write three sentences using the adverbs always, sometimes and never.

##### Writing

Order the words to make sentences. Change the form of the verb if necessary.

1. I / to school/ walk / every day
2. eat / he / on Fridays / pizza / usually
3. on Mondays / I / cinema / to / go / sometimes
4. At / the / always / weekend / I / swimming / go I
5. Work/ she / at/ e-mails / lots / write

##### Fill in the gaps using present simple or present continuous

is building / / / / is saving

William is 30 years old and [...] in a bank. William [...] with his parents. This is because he [...] money. He his [...] own house and it [...] very expensive

##### Fill in the gaps

is / / does / goes / likes / gets up / needs / studies / is studying / takes

William [...] very organised and usually [...] the same things every day. In the morning he [...] early and [...] a shower. Then he [...] and [...] Spanish for half an hour before he [...] to work. He [...] Spanish because he [...] it for his job and also because he [...] to travel. When William finishes his breakfast he drives to work



### Fill in the gaps

helps / answers / writes / uses

At work, William [...] the computer a lot. He [...] e-mails and he [...] the phone. He also [...] people with their problems.

### Fill in the gaps

has / has / doesn't think / / help / is / works / likes

At the weekend, William usually [...] on his house. There [...] a lot to do but sometimes his friends [...] him. When he [...] some spare time he [...] to relax. William is interested in the cinema and [...] a short film but because he hardly ever [...] any time, he [...] it will ever be finished!

### Choose present simple or present continuous

John (finish): I [...] my homework.  
 Lucas (sister – travel): How [...] to work every day?  
 Nina (take): She [...] the bus.  
 Peter (eat): What [...]?  
 Susan (love): An orange. It is delicious! I [...] oranges.  
 Steve (rain): Look! It [...].  
 Sam (rain): It [...] every day in this town.  
 Bill (Joana – do): What [...]?  
 Sam (work): I think she's a teacher, but she [...] in a pub this month.

### Writing

Put these sentences into negative form.

1. I usually go to work by car.
2. She is doing her homework now.
3. They are moving to London.
4. He gets up early at weekends

### Writing

Put these sentences into interrogative form.

1. You are swimming this evening.
2. I usually have lunch at 3.
3. They are doing their homework.
4. She often goes out for dinner.

## 5. SUMMARY

In this unit we have studied:

1. The present simple to talk about routines and habits
2. Adverbs of frequency
3. Present continuous to say what we are doing and to describe pictures

You should now be able to do the two tasks for this unit:

1. Write about your personal routine and habits during the week and at the weekend.
2. Choose one of these pictures and describe what's happening in it. Try to tell a story.



## SCRIPTS

### About Lucy's life

I have lots of interests and I lead a very busy life. I am a very organised person and I like routines. I know exactly what I do each day.

I work in an office and every Monday before I go to work I get up early and have breakfast then I go for a short run. I think it is important for people to keep fit. After my run I have a quick shower and get dressed ready for work.

I usually drive to work, although sometimes, if it is a sunny day I walk. At work every day is the same; I write e-mails, make and answer phone calls and do a lot of paperwork. The best part of the day is 5:30 when I finish work and I can go home.

I always have the same routine each week but I always try to do something different in the evenings after being in the office all day. After work on Mondays I usually meet a friend to play tennis. I love tennis although I am not very good at it.

I play a lot of sport and on Tuesdays I normally go to the gym. I am a very active person and I hardly ever watch TV, although I do like going to the cinema. Wednesday night is cinema night; I always try to watch a new film once a week.

However, I rarely go to bed late and never stay up past midnight. If I get tired I get very grumpy!

On Thursdays I go to work the same as every other day except that we usually have a meeting with the big boss to talk about our projects for the week ahead. When I get home I have dinner. I usually eat quite early, at about 7 o'clock and then it's time for art class. I love art and every Thursday I go to art class. We do lots of different things; painting, sculpture, and drawing, but my favourite photography.

On Fridays we only work half a day in the office. Everyone goes home early, so everyone is usually in a very good mood!

Friday night is my night off, after a long week at work I never do anything on Fridays. After work I always go straight home and relax. I love to listen to music and to read a good book.

At the weekend, my life is completely different from my working week.

Although a lot of people play sport at the weekend, I only exercise during the week. At the weekend I love to relax and meet with my friends. I sometimes go to the city centre and go shopping, but I never spend all day in the shops!

I don't play sport at the weekend but I always make sure I watch my favourite team. If they are playing at home I nearly always go to the stadium to watch them but if they are playing away I meet with my friends and we watch the game on TV. As you can see I have quite a busy life!

### Vocabulary

Lead : conducir  
To keep fit : mantener en forma  
Although : aunque  
Walk : caminar  
Paperwork : papeleo  
Hardly ever : apenas, casi nunca  
Grumpy : malhumorado/a  
Ahead : que viene  
Sculpture : escultura  
Drawing : dibujo  
Mood : humor  
Night off : noche libre  
To go straight : ir directamente  
Away : fuera



## Many famous faces in one painting

103 famous faces in one painting? How many do you recognise?

This picture shows a painting by three Chinese artists titled "Discussing the Divine Comedy with Dante" and it is fast becoming an internet hit, with debates and competitions to see who can put names to all the faces.

It contains a fascinating mix of all types of people from all over the world and not all of them are doing what you normally see them doing! Russian leader Vladimir Putin is relaxing next to ex-boxer Mike Tyson, who is sitting on the floor with his back against a table. Fidel Castro is also featured. He is talking to Che Guevara and has his arm around Marlon Brando's Godfather, who is smoking his trademark big cigar.

Pele is there, too. He is wearing his yellow and green Brazil football kit and he is smiling as he sits with his hand on his knee next to a football. And in front of him is another man, but someone who is famous for very different reasons and who is staring out of the painting at the viewer.

There is a strong musical theme, as well. Kofi Annan is playing a flute, and other people are playing other instruments.

In fact, there is a huge range of activities represented. Some people are smoking, some are laughing, some are smiling. People are sitting, people are standing, some are waving and one person is even taking photographs.

One of the women is wearing a crown and there is a man wearing nothing but a robe and glasses. Can you guess who that is?

Honestly, I think there are so many people doing so many different things it is virtually impossible for anyone to name all of them. Right now, as I write this article in my front room, I am trying to complete the puzzle myself without asking for help.

What about you? Are up to the challenge?

### Vocabulary

Picture	: imagen
Painting	: cuadro
Drawing	: dibujo
Debate	: debate/debatir
Competition	: competición/concurso
To feature / to be featured	: figura (en el cuadro figura mucha gente famosa)
Trademark	: marca registrada
To stare	: mirar fijamente
Theme	: tema
Flute	: flauta travesera
Huge	: enorme
Range	: gama
Crown	: corona
Robe	: capa
Puzzle	: puzzle
Challenge	: reto
To be up to something	: capaz de superar un reto

## Alison and Sam

A) Hey wow, I haven't seen this photo in ages! Where did you find it?

S) Well, you know I am moving house. Anyway, I am cleaning all the rooms and I found lots of old photos in a box, including this.



A) Cool. I remember when it was taken. (laughs) Look at the expression on your face, you are smiling so much! But I don't remember the girl next to you, the one who is wearing jeans and a jumper?

S) The girl who is looking at the whale but is not touching it?

A) Yes, who is she?

S) That's my cousin, Christina it's funny, she is waiting for me to touch the whale first in case it is dangerous!

A) (laughs) And where is your brother? I thought he was there, too?

S) He is in the picture, but you have to look very carefully. Look, just there, you can see Steven, he is hiding behind my cousin! He is wearing new sunglasses and doesn't want the whale to eat them!

A) Wow, the photo brings back so many memories! Look at the clothes you are all wearing, they are really funny. So what is your brother doing now? Is he still studying medicine?

S) No, he decided to take a break and now he is learning English in London. He is living in a small flat with three other people, but he is having a great time.

A) Cool. Maybe I can stay with him. I am planning a trip to go to England soon! Anyway, what other photos did you find?

### Vocabulary

Wow : exclamación

In ages : hace mucho tiempo

To find : encontrar

To move : mudarse de casa

Cool : fresco (exclamación)

Laughs : risas

Whale : ballena

To wait for : esperar a

Thought : pensaba (pasado)

To hide : esconderse

Break : descanso

Maybe : quizás



# PAST EVENTS

# 2



## 1. INTRODUCTION

In this unit you are going to learn all about the past simple and how to express things that you did in the past but you don't do now. The structures that we will look at are the "past simple" and "used to".

1. Talk about / understand things in the past
2. Talk about / understand things in the past that you don't do now
3. Talk about / understand different types of music and instruments
4. Listen to information about people's holidays
5. Listen to information about people

**When you have finished this unit you will be able to:**

1. Write about a well know musician. Choose one you like (dead or alive) and write his/her biography using the past simple.
2. Interview a friend about his/her last holidays.

## 2. MOZART (1756-1791)

You are going to read a text about Mozart, the famous composer and musician. Take a few minutes to think about him. Have you heard of him "Where was he born" How old was he when he died?

Now read the text and find out the answers and much more!





## Wolfgang Amadeus

Mozart was born on 27 January 1756 in Salzburg, Austria. His parents had seven children but only 2 survived; Wolfgang, who was the youngest, and his sister Maria Anna.

Mozart's father had a huge influence in his life and because he came from a family that loved music Wolfgang developed an immense interest in it from a very young age. He learned to play the piano when he was extremely young (he was just three years old).

When he was five years old, Mozart started composing short pieces of music.

When Wolfgang was six, his father Leopold decided to take him and his sister, Maria Anna, who was also a musical prodigy, on tour to Europe to perform in various Royal courts and other important locations.

Soon, Wolfgang wrote and published his first composition and when he was nine years old he started writing symphonies.

Throughout his life, Wolfgang tried to improve and learn new musical skills. He could play the piano, organ and violin.

Mozart travelled a lot in Europe and he worked in many different countries. He earned enough to live a comfortable life, but because he didn't manage his finances very well, he was never able to save money for the future and always borrowed money from others when he needed it.

He married Constanze Weber in July of 1782.

Mozart died in Vienna on December 5, 1791. After writing "The Magic Flute", he became ill and passed away. He was 35 years old. There are different stories about his death; according to one story he died of the feverish illness (Rheumatic Fever) and according to another he died of poisoning, other researchers say his kidneys failed.

Including operas, concertos, symphonies and other works, Mozart wrote over 600 compositions.



### Audio

#### Vocabulary

To be born: nacer

To survive: sobrevivir

Huge: enorme

Immense: inmenso

To compose: componer

Prodigy: prodigio

To write: escribir

To publish: publicar

Symphony: sinfonía (tipo de composición musical)

To earn: ganar

To borrow: recibir prestado

To marry: casarse

To pass away: morir (eufemismo)

Fever: fiebre

Poison: veneno

Kidneys: riñones



## Activities

### True or false

Write true or false according to the text:

	True	False
Mozart was born in Austria	<input type="checkbox"/>	<input type="checkbox"/>
Mozart's parents had two children	<input type="checkbox"/>	<input type="checkbox"/>
Mozart's family loved music	<input type="checkbox"/>	<input type="checkbox"/>
Mozart learned to play the piano when he was 5 years old	<input type="checkbox"/>	<input type="checkbox"/>
Mozart could play at least three different instruments	<input type="checkbox"/>	<input type="checkbox"/>
Mozart got married in 1780	<input type="checkbox"/>	<input type="checkbox"/>

### Test

1. Mozart's sister was called:

- a) Anna Maria
- b) Maria Anna
- c) Wolfgang Amadeus

2. Mozart started composing music when he was:

- a) 3 years old
- b) 5 years old
- c) 9 years old

3. As well as the piano, Mozart could play:

- a) the organ and the violin
- b) the organ and the piano
- c) the violin and the cello

4. According to historians Mozart died of...

- a) poisoning
- b) the feverish illness
- c) a kidney failure

### Writing

Answer these questions about the text:

1. When and where was Mozart born?
2. What happened to Mozart when he was six years old?
3. What did Mozart start doing when he was nine years old?
4. Why did Mozart always need to borrow money?
5. How did Mozart die?



**Match the lists**

Match these words with their definitions.

A written piece of music	Composition
To get better	Violin
To take something with someone's permission, intending to return it	Opera
A type of wooden hand-held musical instrument	Improve
Type of classical music with singing	Borrow

**2.1. Grammar**

**Past simple - regular verbs**

**USE**

The past simple is used to describe finished actions in the past. It is usually formed by adding -ed to the main verb. Look at the examples in the table, notice that the third person form is the same as the other forms.

**FORM - Regular verbs**

*Affirmative form:*

Present simple	Past simple
I often listen to music	I listened to that song some days ago.
He walks to work every day	He walked to work yesterday
They usually work a lot	They worked a lot last week
We sometimes watch TV after dinner	We watched the football match on TV last Saturday

*Negative form:*

Subject	Auxiliary verb	Main verb
I		listen to the news yesterday.
You		play basketball last Sunday.
He / she / it	did not (didn't)	walk to work in the morning; it was frozen.
We		talk to him; he was busy.
They		work in August; they were on holidays.

*Interrogative form:*

Auxiliary verb	Subject	Main verb
Did	I	listen to you?
	you	play the match? Yes, I did / No, I didn't
	he / she / it	walk to work? Yes, he did / No, he didn't
	we	talk to him? I can't remember. Yes, we did / No, we didn't.
	they	work in August? Yes, they did / No, they didn't

**Time expressions:**

Yesterday, last night, last Sunday, last week, last month, last year, last summer, in 2005, two days ago, some years ago.

**Spelling rules for regular past simple verbs**

Add -ed	If the verb ends in a consonant, add -ed.
return / returned	I returned the book to the library
help / helped	She helped them to move house
cook / cooked	He cooked lunch for everyone
play / played	They played football at the weekend

Add -d	If the verb ends in -e, add -d.
live / lived	Ann lived in London last year
die / died	My dog died last year
change / changed	Suzy changed her hairstyle last week

one-syllable words	If the verb ends in consonant-vowel-consonant (CVC), double the last consonant and add -ed If the verb ends -w, -x, or -y, add -ed
stop / stopped (CVC)	We stopped to have a rest
plan / planned (CVC)	They planned a holiday to Greece
mix / mixed (-x)	He mixed the ingredients for the cake carefully
snow / snowed (-w)	It snowed a lot in the mountains
stay / stayed (-y)	Some friends stayed with us last weekend

Two or more syllables	If the verb ends in CVC, double the last consonant only if the last syllable is stressed
prefer / preferred	They preferred chocolate to milk (The last syllable is stressed)
visit / visited	He visited his parents last weekend (The last syllable isn't stressed)

Consonant + y	If the verb ends in a consonant, + y, change the -y to -i and add -ed
worry / worried	She was worried that you would forget the spelling rules
dry / dried	He dried his hair after having a shower
study / studied	Peter studied a lot for the exam

Vowel + y	If the verb ends in a vowel + y, add -ed. (Do not change the -y to -i.)
play / played	We played football last weekend
annoy / annoyed	I was annoyed that I didn't pass the exam
EXCEPTIONS	pay - paid / lay - laid / say - said

**Past simple - irregular verbs***Affirmative:*

Present simple	Past simple
I go to London every week	I went to London last week
He reads a lot of books	He read a lot of books
They eat lunch early	They ate lunch early
We have some money	We had enough money to go on holidays
They speak English quite well	They spoke English quite well

*Negative:*

Subject	Auxiliary verb	Main verb
I	did not (didn't)	go to Madrid last holidays.
You		read any books last summer.
He / she / it		eat any suger last week.
We		have enough money to go on holidays.
They		speak French.

*Interrogative:*

Auxiliary verb	Subject	Main verb
Did	I	go to London last summer?
	you	read a novel last month? Yes, I did / No, I didn't
	he / she / it	eat any apples for breakfast? Yes, he did / No, he didn't
	we	have an old car?
	they	speak French? Yes, they did / No, they didn't

**Remember the Simple Past of TO BE:**

I was born in Huesca. You were a nice child. He was a good boy. They were friends at school.



### List of irregular verbs

Here you will find a list with the most commonly used irregular verbs.

Base form	Past simple	Past participle	Translation
Be (am/is/are)	was/were	been	ser, estar
Begin	began	begun	empezar
Buy	bought	bought	comprar
Come	came	come	venir
Do	did	did	hacer
Drink	drank	drunk	beber
Drive	drove	driven	conducir
Eat	ate	eaten	comer
Feel	felt	felt	sentir
Find	found	found	encontrar
Forget	forgot	forgotten	olvidar
Get	got	got	conseguir
Give	gave	given	dar
Go	went	gone	ir
Have	had	had	tener, tomar
Know	knew	known	saber, conocer
Learn	learnt	learnt	aprender
Leave	left	left	salir, abandonar
Make	made	made	hacer, fabricar
Meet	met	met	encontrarse con alguien
Put	put	put	poner
Run	ran	run	correr
Say	said	said	decir
See	saw	seen	ver
Sing	sang	sung	cantar
Sit	sat	sat	sentarse
Sleep	slept	slept	dormir
Speak	spoke	spoken	hablar
Spend	spent	spent	gastar dinero / tiempo
Take	took	taken	coger, llevar
Tell	told	told	decir, contar
Think	thought	thought	pensar
Wake	woke	woken	despertarse
Write	wrote	written	escribir



**Activities**

Do these activities using the past simple. Remember: the past simple is used for finished actions in the past.

**Write in the gaps**

Complete these phrases with the correct past simple affirmative form. Remember the spelling rules!

1. (read) - I [...] a great book yesterday.
2. (speak) - She [...] to my best friend this morning.
3. (write) - My parents [...] me an e-mail last week.
4. (marry) - I [...] my husband fifty years ago!
5. (travel) - My friend [...] to America at Christmas.
6. (have) - I [...] a great time at the party last night!

**Write in the gaps using the following words**

**developed / started / travelled / was / learned / came / wrote / decided**

- Wolfgang [...] the youngest child
- He [...] from a family that loved music
- Wolfgang [...] an interest in music from a very young age
- He [...] to play the piano when he was three years old
- Mozart [...] composing short pieces of music when he was five.
- His father [...] to take him on tour to Europe.
- Wolfgang [...] and published his first composition when he was nine.
- Mozart [...] a lot in Europe

**Choose the right option**

Complete the conversation using the correct past simple form of the verbs.

**Jim:** Hi Harry! Did you [...] the match on Sunday?

**Harry:** Yes, it [...] great! [...] you watch it on TV?

**Jim:** No, I [...] it on TV. I [...] to the stadium!

**Harry:** Wow! You are so lucky! I [...] enough money to buy a ticket, they [...] so expensive!

**Jim:** Yes, I was really lucky. A friend of mine couldn't go and he [...] me his!

**Writing**

Re-write the following sentences using the past simple negative.

**Example:** They bought a new car - They didn't buy a new car

1. She wrote a book
2. He travelled around Europe
3. I talked to Jim
4. We went to Greece
5. They had a cat



## Writing

Write correct past simple questions using the words below. Remember to use the auxiliary verb!

**Example:** They / buy / a new house? - Did they buy a new house?

1. You / homework / finish / before class
2. You / talk / to Jim
3. You / go / Paris / last year
4. She / be / school / yesterday
5. You / see / game on Saturday
6. You / be / home / last weekend

## 2.2. Learning new words

In the reading text we learned about the life of a famous musician, Wolfgang Amadeus Mozart. He was famous for playing the piano and writing classical music but there are lots of other instruments and types of music. Look at the list below!

Look and listen to the words. Repeat the pronunciation to learn the words by heart.

<b>Woodwind instruments</b>	instrumentos de viento de madera
<b>Stringed instruments</b>	instrumentos de cuerda
<b>Trombone</b>	trombón
<b>Trumpet</b>	trompeta
<b>Drums</b>	batería
<b>Guitar</b>	guitarra
<b>Violin</b>	violin
<b>Cello</b>	violonchelo
<b>Flute</b>	travesera
<b>Clarinet</b>	clarinete
<b>Bass guitar</b>	bajo
<b>Saxophone</b>	saxofón
<b>Piano</b>	piano
<b>Recorder</b>	flauta
<b>Hip-hop</b>	hip-hip
<b>Rock</b>	música rock
<b>Jazz</b>	jazz
<b>Classical</b>	música clásica
<b>Heavy metal</b>	heavy metal
<b>Dance</b>	música dance



 **Activities**

**True or false**

a) Types of music

- Rock
- Piano
- Jazz
- Classical
- Drums
- Dance
- Woodwind
- Trumpet
- Clarinet
- Hip-hop

b) About music and instruments

- The bass guitar has six strings
- Jazz is a brass instrument
- Piano is a type of music
- The clarinet is a woodwind instrument
- Hip-hop is a type of music
- Mozart wrote classical music
- The violin is a stringed instrument
- The trumpet is a woodwind instrument
- The piano has black and white keys
- Beethoven wrote heavy metal music

**Writing**

Put the sentences in the correct order.

**Example:** type / Hip-hop / of music / is a - Hip-hop is a type of music

1. is a / clarinet/ The / woodwind instrument
2. The / is /made of / brass /trumpet
3. was born / Mozart / Salzburg / in
4. Queen / Freddy Mercury / was / of / the lead singer
5. Ringo Starr / the drums / played / the Beatles / with

**True or false**

	True	False
Hip-hop is a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
The cello is a musical instrument	<input type="checkbox"/>	<input type="checkbox"/>
The clarinet is a stringed instrument	<input type="checkbox"/>	<input type="checkbox"/>
The trumpet is a type of music	<input type="checkbox"/>	<input type="checkbox"/>
Rock is a type of music	<input type="checkbox"/>	<input type="checkbox"/>
Jazz is a type of music	<input type="checkbox"/>	<input type="checkbox"/>
The violin is a stringed instrument	<input type="checkbox"/>	<input type="checkbox"/>



## 2.3. Listening

### Ben's holiday



Listen to Ben talking to his friend Jane about his holiday in Australia. What do you know about Australia? Before you listen to Ben talking, try and think of the places he might have visited.

Now read the test and listen to Ben. Answer the test.

Now listen again and answer the next question. Listen again to check your answers.



**Audio**



**Activities**

### Test

1. When did Ben get back from his holiday?

- a) Three weeks ago
- b) Three days ago
- c) Yesterday
- d) He is still there

2. How long was Ben in Australia?

- a) One week
- b) Two weeks
- c) Three weeks
- d) Four weeks



3. Where did Ben NOT go when he was in Australia?

- a) Ayres Rock
- b) Bondi Beach
- c) Sydney Opera House
- d) The Great Barrier Reef

4. When Ben heard that Jand broke her camera in Australia what did he say?

- a) That she could use his camera
- b) That he would buy her a new camera
- c) That he broke his camera as well
- d) That she could see his photos

**True or false**

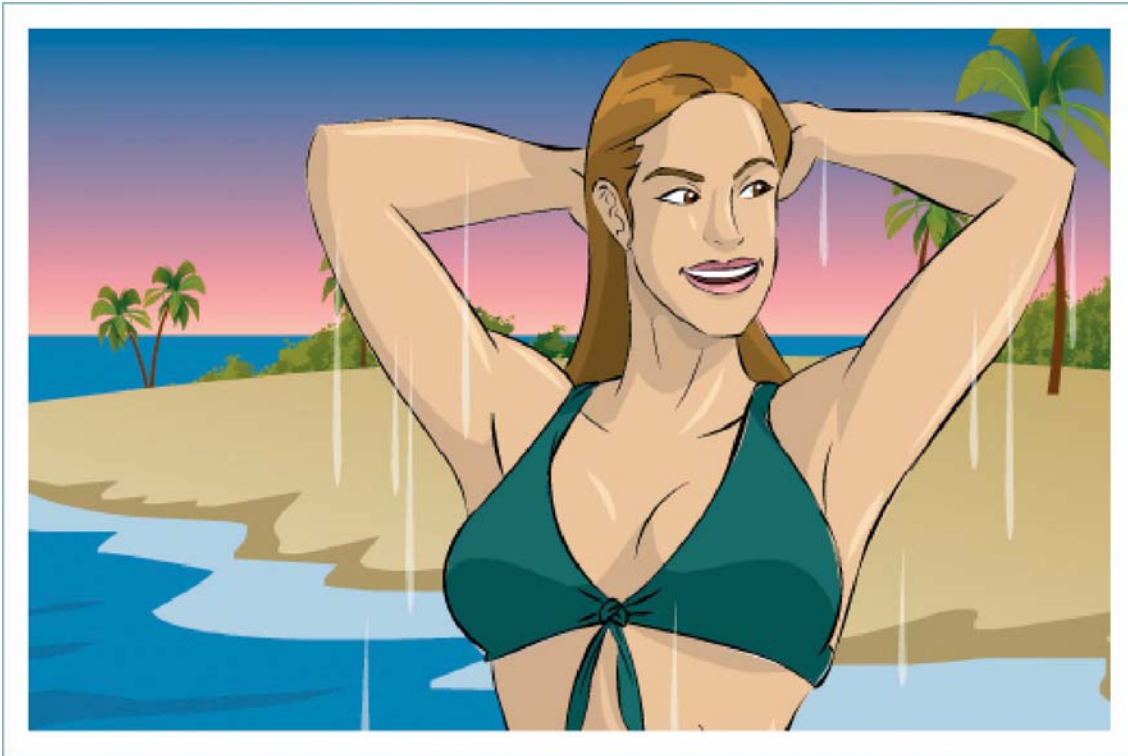
What did Jane do and what didn't she do when she went to Australia? Choose the correct options.

	True	False
Jane didn't go to Sydney	<input type="checkbox"/>	<input type="checkbox"/>
Jane saw Ayres Rock	<input type="checkbox"/>	<input type="checkbox"/>
Jane travelled to Adelaide	<input type="checkbox"/>	<input type="checkbox"/>
Jane went to Tasmania	<input type="checkbox"/>	<input type="checkbox"/>
Jane didn't swim on Bondi Beach	<input type="checkbox"/>	<input type="checkbox"/>
Jane took lots of pictures	<input type="checkbox"/>	<input type="checkbox"/>
Jane wrote a book	<input type="checkbox"/>	<input type="checkbox"/>
Jane made a film	<input type="checkbox"/>	<input type="checkbox"/>



## 2.4. Writing

### It's your turn!7



1. Think about an interesting holiday that you have had. Write a list of at least five things that you did. Start saying when / where you went.
2. For each activity that you did for the exercise above write something that you didn't do.

## 2.5. Pronunciation

In this section we will look at the past simple and one of the areas that sometimes causes confusion: the "-ed" ending. Look at these phrases.

1	I travelled to Australia in the summer
2	I lived in London last year
3	I looked for my keys but I didn't find them
4	We walked for hours in the mountains
5	I wanted you to call me yesterday!
6	We waited for you for hours before we finally went home

Now listen to the audio and notice the different ways that the "-ed" at the end of the regular verbs in the past simple is pronounced. As you may have heard the "-ed" at the end of the verbs is pronounced in three different ways. These sounds can be represented by these symbols:

- /d/
- /t/
- /ɪd/

Find these symbols and click on them in the phonetic chart. Listen to the pronunciation.



Now listen again to the sentences and look at how each verb ends with one of the three different sounds.

- Travelled /d/
- Lived /d/
- Looked /t/
- Walked /t/
- Wanted /ɪd/
- Waited /ɪd/



Audio



Activities

### Match the lists

Listen to these verbs in the past simple and match them to the correct phonetic symbol.



Audio

/t/  
/d/  
/ɪd/

Tried  
Visited  
Talked

### Match the lists

Listen to these verbs in the past simple and match them to the correct phonetic symbol.



Audio

/t/  
/d/  
/ɪd/

Cooked  
Stayed  
Started





### 3. JIMMY RED

#### Dedicated Punk to vegetarian missionary

This audio is from a documentary about an ex-punk musician called Jimmy Red. What kind of life do you think an ex-punk used to lead? What kind of things did he use to do?



Audio



Activities

#### Test

1. What is the text about?

- a) Punk bands
- b) An ex-punk musician
- c) The benefits of healthy living

2. Jimmy Red used to be a...

- a) guitarist
- b) hippy
- c) violent person

3. The concerts used to be...

- a) very short
- b) a couple of hours
- c) very long



4. The concerts used to be...

- a) chaotic
- b) relaxing
- c) dangerous

5. Jimmy used to...

- a) drink lots of herbal tea
- b) take a lot of drugs
- c) eat lots of fruit

6. Does Jimmy live the same way now as he used to in the past?

- a) Yes
- b) No
- c) It isn't known

### Writing

Look back at the text about Jimmy Red. Practicing "used to", list five things that he did in the past but doesn't do now.

### Match the lists

Match these words from the text with their definitions.

<b>Exhausted, very tired</b>	Drained
<b>Very surprising, shocking.</b>	Startling
<b>Former, ex-.</b>	Distinctive
<b>Natural, without chemicals.</b>	Erstwhile
<b>Easily recognisable, different</b>	Organic

### Writing

Read the text again and answer these questions.

1. Why did Jimmy Red change his lifestyle?
2. Where does Jimmy Red live now and where did he use to live?
3. Think of three adjectives that you could use to describe Jimmy's punk concerts based on the text.
4. How did Jimmy use to feel after the concerts?
5. Do you think that the change has been good for Jimmy? Why?



### 3.1. Grammar

#### Used to

Lots of phrases in the reading text contain "used to". "Used to" expresses habits, customs or states in the past. Remember that "used to" is only used in the past and not for present habits. Look at the examples below.

1	I used to send handwriting letters but now I send e-mails.
2	I used to eat meat but now I don't, I'm vegetarian.
3	I didn't use to study very hard but now I study a lot.
4	We didn't use to work with computers 20 years ago, but now many people do it.

#### "Used to" structure

Affirmative	Negative	Interrogative	Short Answer
I used to live in London when I started working	I didn't use to live in London	Did I use to live in London?	Yes, I did No, I didn't
He/she/it used to play sport when he/she was younger	He/she/it didn't use to play sport	Did he/she/it use to play sport?	Yes, he/she/it did No, he/she/it didn't
We/you/they used to eat healthy food when I was on diet	We/you/they didn't use to eat healthy food	Did we/you/they use to eat healthy food?	Yes, we/you/they did No, we/you/they didn't

Notice that the form is the same for the third person.

Be careful not to confuse "used to" (past habits: I used to play with dolls when I was a child) with "to be used to" (I'm used to having a light dinner, which can be translated as "estar acostumbrado" in Spanish).



#### Activities

#### Writing

Put these words in the correct order

- used / guitar / to have / lessons / She
- well / didn't / They / to sing / use / very
- rap / to listen / used / to / We / music
- to / piano / I / play / used / the
- like / use / didn't / to / He / opera

#### Writing

Now change your answers to previous question to make questions

**Example:** She used to have guitar lessons / Did she use to have guitar lessons?

#### Writing

Write down 3 things that you used to do in the past but don't do now and 3 things that you didn't use to do in the past but you do now. Use your dictionary to look up any words that you might need.



**Writing**

Choose five verbs from the exercise above and turn the phrases into questions using "you" instead of "I".

**3.2. Learning new words**

As you heard in the listening about Jimmy Red, Jimmy used to be a musician but now he is a vegetarian farmer. Now we are going to look at lots more different jobs.

Look at these words related to jobs. Listen and repeat the pronunciation. Notice the endings of the words; there are different suffixes to show if the person is male / female or to show if the person is connected to something or part of a group. There are also endings that are gender neutral.

<b>Painter</b>	pintor
<b>Waiter</b>	camarero/a
<b>Actor</b>	actor
<b>Actress</b>	actriz
<b>Musician</b>	músico
<b>Politician</b>	político
<b>Vegetarian</b>	vegetariano
<b>Policeman</b>	policía (hombre)
<b>Policewoman</b>	policía (mujer)
<b>Police Officer</b>	oficial de policía

 **Activities**

**Write in the gaps using the following words**

**Doctors / policeman / footballer / painter / politician / waitress / firefighter / musician / vegetarian / actor**

1. A female who serves you in a café is a [...].
2. A male who acts is an [...].
3. A gender neutral word for someone who helps in an emergency service is a [...].
4. Someone connected to a group of people who only eat vegetables is a [...].
5. Someone connected to politics is a [...].
6. A male police officer is a [...].
7. Male and Female medics are [...].
8. Someone who paints is [...].
9. Someone who plays a musical instrument is a [...].
10. Someone who plays football is a [...].

**Writing**

Write five sentences that are true for you using "used to" or "didn't use to".

1. Police officer
2. Naughty child
3. Clever student
4. Footballer
5. Waiter/waitress



### Writing

Write five questions using "used to", "you" and the professions from the last exercise.

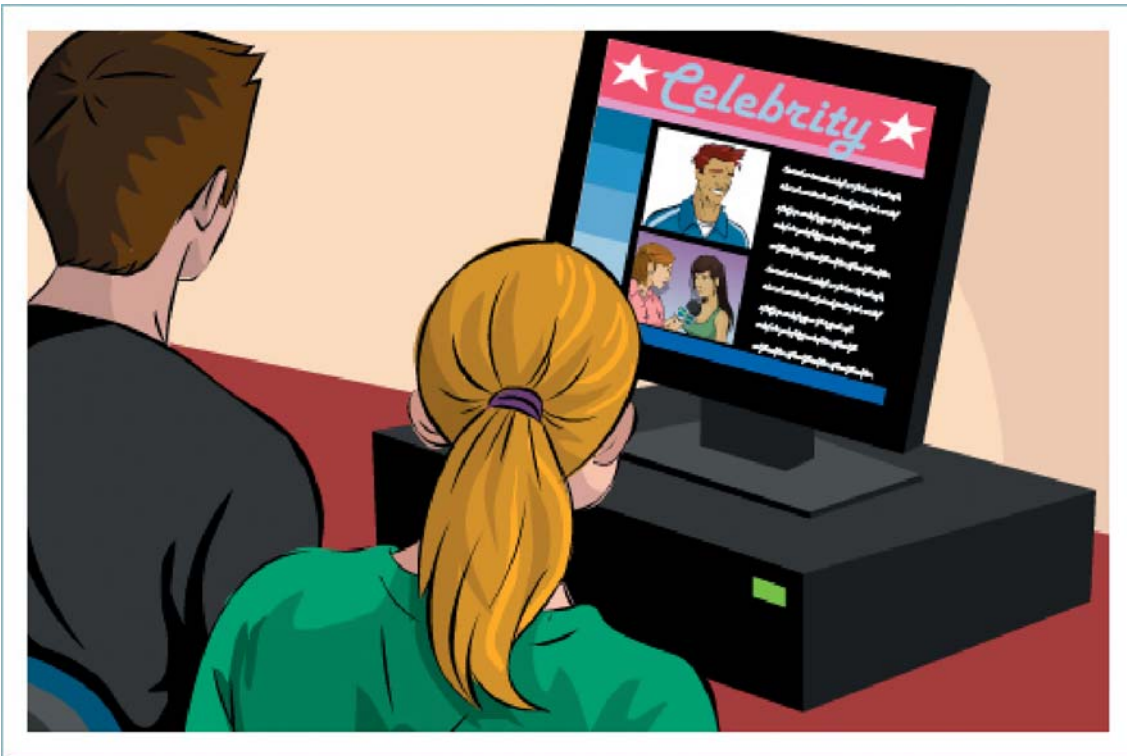
**Example:** Did you use to be a doctor?

### Writing

Write a short text about an old relative or friend of yours explaining how their life has changed. Detail what they used to do and what they do now. Write at least 75 words.

### 3.3. Listening:

#### Lisa and Gary



Lisa and Gary are friends and they love celebrity gossip. In fact they love to find out information about celebrities, what they do, what they used to do and what they might do in the future!

Listen to their conversation about a new website that Gary found.

After you have listened to the conversation for the first time, read the questions below. Then listen to the conversation again and answer the questions.





## Activities

## True or false

Point out if the following sentences about the conversation between Lisa and Gary are true or false.

	True	False
Lisa found the website	<input type="checkbox"/>	<input type="checkbox"/>
Lisa thought that Brad Pitt used to be a policeman	<input type="checkbox"/>	<input type="checkbox"/>
The first celebrity they talk about is Whoopi Goldberg	<input type="checkbox"/>	<input type="checkbox"/>
Whoopi Goldberg used to be a plumber	<input type="checkbox"/>	<input type="checkbox"/>
Gary wants to find more information about celebrities	<input type="checkbox"/>	<input type="checkbox"/>

## Test

1. Brad Pitt used to ...

- a) eat a lot of chicken
- b) dress as a giant chicken
- c) be a chicken farmer

2. Whoopi Goldberg used to be?

- a) a plumber
- b) a waitress
- c) a bricklayer

3. Sheryl Crow used to be?

- a) a teacher
- b) a boxer
- c) an actress

4. What word does Lisa use to describe the website?

- a) fun
- b) silly
- c) interesting

5. Who is Lisa's favourite actor?

- a) Brad Pitt
- b) Russell Crowe
- c) Steve Buscemi



### 3.4. Writing: It's your turn!

#### Writing

Use the website from the last section to find at least five new celebrities. Write sentences describing what they used to do before they were famous.

#### Writing

50 years ago life was very different in Spain. Think about what you know and write 5 sentences using used to comparing life in Spain 50 years ago and life now.

### 3.5. Pronunciation

Look at these phrases containing the structure "used to" and different professions. Read the sentences, listen to the audio and then repeat the phrases out loud.

1	Mary used to work in a café, she was a waitress
2	John used to work fighting crime, he was a policeman
3	Sarah used to work in television, she was an actress
4	Eric used to play for Manchester United, he was a footballer
5	Alison used to work for the Government, she was a politician
6	Vincent used to paint, he was an artist



Audio



Activities

#### Relaciona

Match the professions from the activity above with their phonetic spelling.

/pə'li:s.mən/	waitress
/'æk.trəs/	policeman
/'fɒt.bɔɪ.lə/	actress
/'ɑɪ.tɪst/	footballer
/'weɪ.trəs/	politician
/'pɒl.ɪ'tɪʃ.ən/	artist

#### Practice

In this section we have looked at different professions and we have also learned how to use the structure "used to".

Think about the "used to" form. Do you remember how the spelling changes in the affirmative and the negative?

I used to play football

I didn't use to play football

However, although the spelling changes, the pronunciation is very similar so you have to remember to listen for the word "didn't" in the negative sentences. Listen to these examples, then practise repeating them.





1	They didn't use to play football They used to play football
2	Dave didn't use to eat vegetables Dave used to eat vegetables
3	Daisy didn't use to smoke Daisy used to smoke
4	Douglas didn't use to dig holes Douglas used to dig holes
5	Dan didn't use to drink tea Dan used to drink tea

**Audio****Activities**

### Choose the right options

Now listen to the audio and choose the phrases that you hear

**Audio**

They didn't use to play football  
Dave used to eat vegetables  
Dave didn't use to eat vegetables  
They used to play football  
Daisy used to smoke  
Daisy didn't use to smoke

## 4. DRILLS

**Activities**

### Writing

Write six sentences using "used to" that are true for you.  
Write three affirmative and three negative.

### Writing

Put these words in order to make sentences

1. to / love / used / I / swimming
2. I / ice-cream / hate / used to
3. didn't / I / like / use to / classical music
4. Did / use / you / here? / to / live
5. I / use / didn't / to / read / books / many



### Write in the gaps using the following words

**was / used / moved / waiter / started**

Sam is 32 years old and he works in a restaurant. He works as a [...]. This is not Sam's first job. Sam [...] working when he was just 14 and has had several jobs. Sam lives in London now, but he [...] to live in Manchester. He [...] to London when he [...] 21.

### Write in the gaps using the following words

**worked / used / wasn't / was / got / met**

Sam [...] his first job when he [...] 14. He [...] as a cleaner in a hospital. He [...] to love that job because he [...] lots of interesting people, but the pay [...] very good.

### Write in the gaps using the following words

**earned / use to / found / used to / was**

After his job at the hospital Sam [...] a job in a factory. He [...] start very early in the morning and he didn't [...] finish until very late at night. However, because of the long hours Sam [...] a lot of money and he [...] very happy.

### Write in the gaps using the following words

**left / care / fell / used / moved**

However, Sam [...] in love with a girl from London and [...] his job in the factory in Manchester [...] and to the Capital. Although, he [...] to have a good job in Manchester it was very difficult for Sam to get work in London but he didn't [...]. He was happy with his girlfriend and he still is.

### Write in the gaps the correct form of the present simple

1. (change) Suzzy [...] her hairstyle last week.
2. (plan) We [...] a holiday to Greece last year.
3. (return) I [...] the book to the library last month.
4. (visit) They [...] their friends in Holland three weeks ago.
5. (stop) We [...] to have a rest.
6. (prefer) When I was younger I [...] beer to cider.
7. (worry) He [...] about you when you were unhappy.
8. (have) I [...] a problem with my car yesterday.
9. (give) My friends [...] me a wonderful present for my last birthday

### Writing

Make past simple affirmative sentences using these words:

1. I (go) to Paris last weekend.
2. He (live) in Madrid for a year.
3. They (give) me a great present!
4. She (write) a book about dogs.
5. I (speak) to him yesterday.

### Writing

Change the affirmative sentences from the exercise above into negative sentences in the past simple



## Writing



Write a short story about Tom's holidays in the mountains last summer. You should use past times, adjectives and time expressions.

## 5. SUMMARY

*In this unit we have studied:*

1. The past simple to talk about things we did in the past.
2. "Used to" form to understand and talk about activities we did in the past and we don't do now.
3. Vocabulary for music and musical instruments.
4. Vocabulary to understand and talk about different jobs.

**You should now be able to do the two tasks for this unit:**

1. Choose a well know musician (dead or alive) and write his/her biography using the past simple.
2. Interview a friend about his/her last holidays.

## SCRIPTS

### Ben's holiday

**B:** Hi Jane

**J:** Oh, hi Ben! Where did you go on holiday? You are very brown!

**B:** I went to Australia. I got back yesterday. I was there for 3 weeks!

**J:** Wow! Did you have a good time? What did you do? Who did you go with? Tell me everything!

**B:** I went there with Becky, my girlfriend. We were visiting some of her relatives. It was amazing. We stayed in Sydney and swam on Bondi beach. We also travelled to the Great Barrier Reef and went diving.

**J:** That sounds incredible. What else did you do?



**B:** We visited Sydney Opera House and saw Sydney Harbour Bridge, but unfortunately we didn't go to Ayres Rock, it was too far away.

**J:** Well, maybe next time! Did you take any pictures?

**B:** Yes we took lots. Would you like to see them?

**J:** Oh yes please, I remember when we went to Australia. Nearly ten years ago now. I remember that we went to Sydney as well but we never swam on Bondi Beach but we went to an opera in the opera house. It was incredible.

**B:** Did you go there on holiday as well?

**J:** Well actually, I went there to write a travel book and it was made into a film as well but not while I was there. I remember visiting nearly the whole country: I visited Ayres Rock and Adelaide but my one regret is that we didn't travel to Tasmania and that I never took any pictures because I broke my camera!

**B:** Oh dear! Still, it sounds like you had an amazing time as well! Maybe when you see our pictures it will bring back some of the memories!

### Vocabulary

Holiday: Vacaciones

Brown: (En este contexto) moreno

Girlfriend: Novia

Relatives: familiares

To be amazing: ser alucinante

To dive: hacer buceo

Unfortunately: desafortunadamente

The whole : entero

Regret: arrepentimiento

### Dedicated Punk to vegetarian missionary

When he was much younger, 65 year-old Jimmy Red used to be a guitarist and lead singer in a punk band. Nowadays, he spends his time spreading the messages of peace, love and vegetarian living. Speaking to us in an exclusive interview, he told us how his life has changed completely.

Around 40 years ago, Jimmy Red used to be well known in the underground bars and clubs of the London punk scene. Screaming out lyrics in his own distinctive style his band used to attract a dedicated audience of followers wherever and whenever they played. Fuelled by a mixture of alcohol, drugs and caffeine, the band used to play for hours at a time and concerts regularly used to last until the early hours of the morning. However, as Jimmy explains, that has all changed.

"I used to love the feeling of total craziness" he told us "I used to get a feeling when we played that is difficult to describe, however, I believe that now I have found something better."

The changes in the erstwhile rocker's life are startling. He used to play in concerts lasting up to 12 hours which used to leave him emotionally and physically drained. Now, he only ever picks up his guitar when he and his clean-living friends gather around a campfire on his organic farm to sing peace songs in the open air.

He used to take large amounts of drugs but now the only thing he eats are organic vegetables that he grows on his farm.

He used to scream songs to hundreds of fans but now he only ever speak softly about the virtues of vegetarian living.

So why the change?



"There came a point in my life when it just wasn't enough. I used to do all of those things to try and fill my life and it usually worked! It used to be pretty good fun at times! However, after one really long concert I slipped and hit my head on the stage."

The concerts used to be very chaotic and nobody noticed that Jimmy was missing for about two days, but far from being upset that is when Jimmy says his life changed.

"I used to be drunk or on drugs all the time. It was the first time I had been completely sober since I was 7 years old. It felt amazing and I had to have more."

### Vocabulary

Guitarist: guitarrista  
Vegetarian: vegetariano  
Well known: conocido  
Scene: mundo (the punk scene / el mundo punk)  
To scream: gritar / chillar  
Lyrics: letra de canción  
To attract: atraer  
Craziness : locura  
Erstwhile: antiguo  
Startling: muy sorprendente  
Drained: agotado  
Campfire: fogata  
Virtue: virtud  
To slip: resbalarse  
To be upset: estar molesto / triste  
Sober: sobrio

### Lisa and Gary

G) Hey Lisa, look at this website that I found which shows you what famous people used to do before they were famous.

L) That sounds fun. Who do they have?

G) Well, look at this one. Take a guess: what did Brad Pitt use to do before he was famous?

L) I have no idea! Did he use to be a policeman?

G) A policeman? No. Have another guess.

L) OK, did he use to be a carpenter?

G) No, although Harrison Ford used to be a carpenter before he was an actor. Believe it or not, Brad Pitt used to dress as a giant chicken when he worked at "el pollo loco".

L) No way! Let me have a look! Ok, what about Whoopi Goldberg. What did she use to do?

G) Ummm? did she use to be a waitress?

L) No. Try again.

G) Ok, did she use to be a plumber?

L) Oooh! Close! She used to be a bricklayer, you know, like a builder!

G) Wow! OK. It's your turn. What did Sheryl Crow use to do before she became a musician?

L) Oh, I know this one: she used to be a teacher!

G) Hey that's right. How did you know that? What about Steve Buscemi, he is your favourite actor, what did he use to do?



L) Ooohhh? I can't remember! I know he used to do something really unexpected? What was it?  
Ummmm? I give up. What did he used to do?

G) He used to be a fireman and then after that he used to drive an ice-cream truck!

L) hahaha! No way!

G) Ok let's find some more?

### Vocabulary

Website: página web

Policeman: policía (hombre)

To have a guess: adivinar

Carpenter: carpintero

Chicken: pollo

Waitress: camarera

Plumber: fontanero

Musician: músico

Teacher: profesor

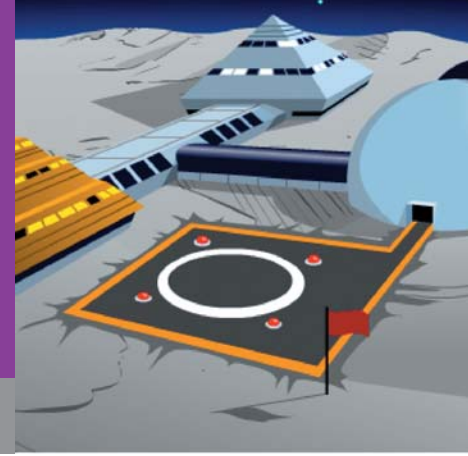
Fireman: bombero

Truck : camión



# PLANNING AND PREDICTING THE FUTURE

# 3



## 1. INTRODUCTION

In this unit we will look at all the language that you need to talk about plans, arrangements and predictions for the future. We will look at how to use "will", "going to" and the present continuous. We will also be looking at vocabulary for houses, holidays and future worlds.

1. Using will to talk about the future
2. Recognising / using the differences between "going to" and the present continuous
3. Understand / use different vocabulary to talk about houses
4. Understand / use different vocabulary to talk about holidays
5. Understand / make future plans and arrangements

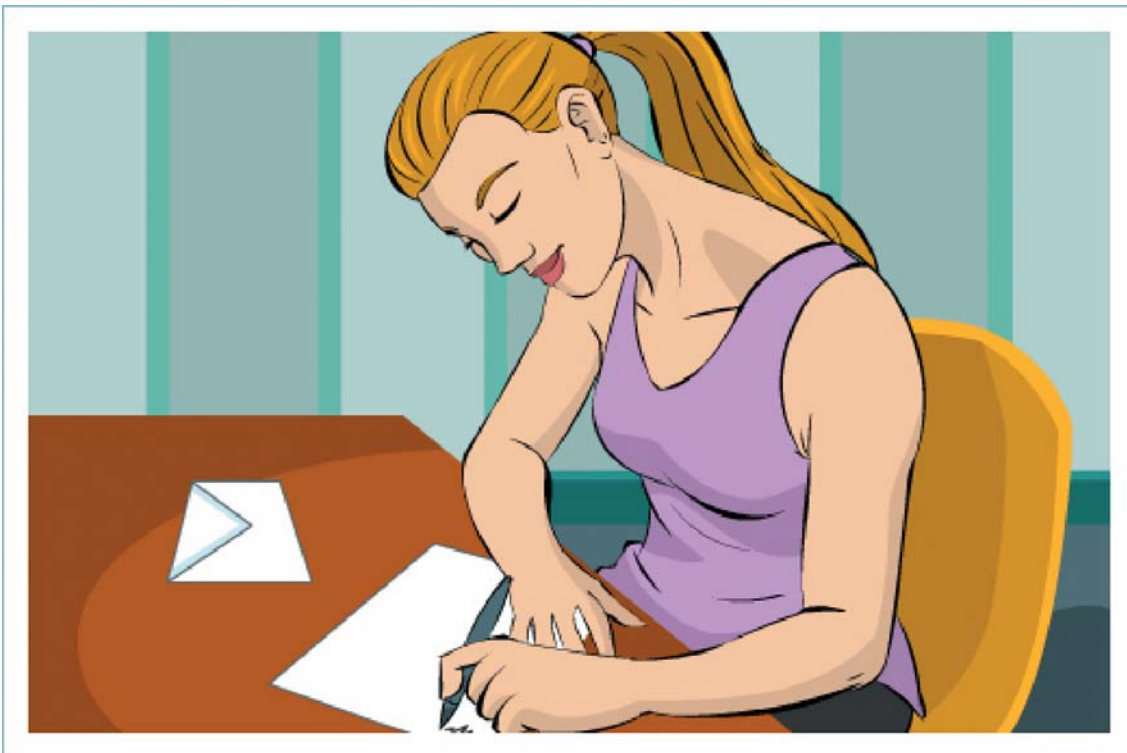
**When you have finished this unit you will be able to:**

1. Make travel arrangements with a friend on the phone
2. Talk / write about life in the future

## 2. BUILDING THE FUTURE

**We're building a house!**

The text you are going to read is about someone's plans for the future. What are your plans for the future? Do you know what you are going to do next week? Look at the title of the reading and try to think about what kind of information might be in the text before you read it.







134 London Drive - Arbury Town - Broadshire  
15 July 2009

Dear Briony,

I hope you are well and that you are enjoying your summer. Last time we spoke, you said that you are visiting our cousin Ian and his wife in South Africa in August; please send them my regards! I would love to go and see them too but we aren't going to be able to have a real holiday for a long time.

I can't remember the last time we spoke properly, so I'm not sure if I told you that we are going to build our own house! I'm so happy! My husband David and I are buying some land in the countryside and we are planning on building a home for our children and us.

We are meeting with the architect next week to finalize all the plans, and we are starting construction next month. I'm so excited! We are going to have a huge party when all the building work is done and you have to come and visit, ok? Anyway, please write and tell me all of your news. As I said before, we aren't going on holiday this year because of all the work but do feel free to come and visit us if you want to.

I look forward to hearing from you soon.

Lots of love, your sister,

**Becky**

PS: Are you going to Tom's party this weekend? I know he said he wanted to invite you. If you do go it would be great to see you!



Audio

### Vocabulary

To enjoy: disfrutar  
 To visit: visitar  
 To send one's regards: enviar saludos / recuerdos  
 Properly: adecuadamente  
 To build: construir  
 Architect: arquitecto/a  
 Land: tierra  
 To finalize: finalizar  
 To be excited: estar emocionado  
 Huge: enorme  
 Anyway: de todos modos

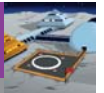


Activities

### True or false

Say if the following sentences are right or wrong according to the text.

	True	False
Briony is in South Africa now	<input type="checkbox"/>	<input type="checkbox"/>
Becky has been on holiday recently	<input type="checkbox"/>	<input type="checkbox"/>
Becky and her husband want to build a house	<input type="checkbox"/>	<input type="checkbox"/>
Becky and her husband are planning on having a huge party	<input type="checkbox"/>	<input type="checkbox"/>
Becky's husband is called Ian	<input type="checkbox"/>	<input type="checkbox"/>
Becky wants to see Brion	<input type="checkbox"/>	<input type="checkbox"/>



1. Who would Becky love to see?

- a) Briony
- b) Her cousins
- c) Her husband

2. Becky and her husband

- a) Have built a new house
- b) Are building a new house now
- c) Will build a new house in the future

3. Who are Becky and her husband meeting next week?

- a) The architect
- b) Their cousins
- c) Becky's sister Briony

4. Who does Becky say that it would be great to see?

- a) Tom
- b) David
- c) Briony

### Writing

Read the text again and answer these questions.

1. Why aren't Becky and her husband able to go on holiday?
2. What does Becky want her sister to do in South Africa?
3. Where are Becky and David buying land?
4. How does Becky feel about meeting the architect and buying land for the house?
5. What is Becky doing this weekend?

### Match the lists

Match the words in the text with their five correct definitions.

Excellent, amazing	Properly
Well, correctly	Sure
Enormous, very big	Regards
Certain, positive	Huge
Salutations	Great

### Writing

Write the questions for these answers about the text.

1. In August
2. Becky can't remember
3. To finalize the plans for the house
4. Tom



## 2.1. Grammar

### Present continuous

#### USE

Remember we studied the Present continuous in Unit 1 to describe:

- Actions that are going on at the speaking time. ***You are studying English.***
- Actions that we have started but not finished yet, although we might not be doing them at the time of speaking. ***Are you still reading that book?***

It can also be used:

- to describe future plans and fixed arrangements, which have already been planned or prepared. ***We are travelling next weekend.***

#### FORM

*Affirmative form:*

You are visiting our cousin Ian and his wife in South Africa in August (NOT now, but in the future in August)

Subject	Auxiliary verb	Main verb+ing	Rest of the sentence
I	am	going	to Rome
He / she / it	is	sleeping	at my friend's house
We / You / They	are	playing	football in a tournament

*Negative form:*

We aren't going on holiday this year

Subject	Auxiliary verb	Main verb+ing	Rest of the sentence
I	am not	going	to Rome
He / she / it	is not	sleeping	at my house tomorrow
We / You / They	are not	playing	the guitar this weekend

*Interrogative form:*

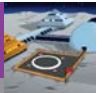
Are you going to Tom's party this weekend?

Auxiliary verb	Subject	Main verb+ing	Rest of the sentence
Am	I	going	to Rome?
Is	she / he / it	painting	the house?
Are	we / you / they	playing football	tomorrow?

### "Going to"

"Going to" is used to talk about:

1. Future arrangements: ***I'm going to take a holiday next month.***
2. Intentions: ***Lucy is going to study Chemistry.***
3. Predictions: ***Look, it's going to rain.***



Note the difference in structure:

**Affirmative**

We are having a huge party  
 We are going to have a huge party

**Negative**

I'm not building a new house by the sea.  
 I'm not going to build a house by the sea.

**Interrogative**

Are you travelling to Australia?  
 Are you going to travel to Australia?

Subject	Aux. verb	Going to	Main verb	Rest of sentence
I	am	(not) going to	ask	a question
He / she / it	is	(not) going to	fly	to Australia
We / You / They	are	(not) going to	watch	a film

Aux. verb	Subject	Going to	Main verb	Rest of sentence
Am	I	going to	ask	a question?
Is	he/ she / it	going to	fly	to Australia?
Are	you / we / they	going to	watch	a film?



**Activities**

**Write in the gaps**

Complete these sentences with the correct form of the PRESENT CONTINUOUS AFFIRMATIVE.

1. (buy) - My friend [...] a new car.
2. (visit) - We [...] our friends at the weekend.
3. (travel) - I [...] to Canada next month.
4. (go) - My children [...] skiing at Christmas.
5. (speak) - You [...] at the conference next year.
6. (write) - Ann [...] a letter to the President.

**Write in the gaps**

Now change the sentences above into the PRESENT CONTINUOUS NEGATIVE. (Write contractions).

1. (buy) - My friend [...] a new car
2. (visit) - We [...] our friends at the weekend.
3. (travel) - I [...] to Canada next month.
4. (go) - My children [...] skiing at the weekend.
5. (speak)- You [...] at the conference next year.
6. (write) - Ann [...] a letter to the President.



### Fill the gaps

Complete these sentences with the correct word

/ **having** / / /

- He [...] going to be able to have a holiday, he is too busy.
- We [...] going to build our own house.
- She [...] visiting our cousin Ian in South Africa, she bought tickets yesterday.
- Are you [...] to Tom's party this weekend?
- We are [...] construction next month.
- I am [...] a huge party.

### Fill the gaps

Fill the blanks with a word from the box to make correct sentences.

/ / / / /

- It is [...] to snow this weekend.
- We are going to [...] to the beach next summer.
- I am going to [...] my homework tomorrow.
- We are [...] to Madrid next week.
- She is going to [...] to Madrid tomorrow.
- I am [...] an English course next month.

### Writing

Put these words in the correct order to make sentences using the present continuous and the future form "going to".

**Example:** I going tickets am my book to = I am going to book my tickets.

1. I to going talk am to him
2. meeting We them on are Tuesday
3. holiday are on next going week They
4. going is It to this rain afternoon
5. He giving is a tomorrow speech

### Writing

Put these words in the correct order to make sentences using the present continuous and the future form "going to".

**Example:** I going tickets am my book to = I am going to book my tickets.

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2. meeting We them on are Tuesday
3. holiday are on next going week They
4. going is It to this rain afternoon
5. He giving is a tomorrow speech



## 2.2. Learning new words

In the reading text we saw that Becky was going to build a house. Here are some more words connected with houses and housing. Listen to the audio to learn the pronunciation then listen again and practise saying the words out loudly.

<b>Flat</b>	apartamento
<b>House</b>	casa
<b>Detached house</b>	chalet
<b>Semi-detached house</b>	casa pareada
<b>Terraced house</b>	casas adosadas
<b>Kitchen</b>	cocina
<b>Bathroom</b>	baño
<b>Lounge</b>	sala de estar
<b>Dining room</b>	comedor
<b>Bedroom</b>	dormitorio
<b>Bungalow</b>	bungalow
<b>Attic</b>	buhardilla
<b>Garden</b>	jardín
<b>Roof</b>	tejado
<b>Chimney</b>	chimenea
<b>Walls</b>	paredes
<b>Door</b>	puerta
<b>Stairs</b>	escaleras
<b>Window</b>	ventana
<b>Hall</b>	entrada



**Audio**

### Types of houses

<b>Detached</b>	a house not joined to another house
<b>Semi-detached</b>	two houses joined together
<b>Terrace</b>	several houses joined together
<b>Flats</b>	apartments



Activities

Choose the types of house

- Dining room
- Terraced
- Detached
- Bungalow
- Flat
- Roof
- Bathroom
- Bedroom
- Kitchen
- Semi-detached

True or false

Say if the following sentences are right or wrong.

	True	False
A semi-detached house is a house with no neighbours	<input type="checkbox"/>	<input type="checkbox"/>
The kitchen is the room where you prepare food	<input type="checkbox"/>	<input type="checkbox"/>
The roof protects the house from the weather	<input type="checkbox"/>	<input type="checkbox"/>
A bungalow has no roof	<input type="checkbox"/>	<input type="checkbox"/>
The bedroom is the room where you sleep	<input type="checkbox"/>	<input type="checkbox"/>
The top level in a house is called the chimney	<input type="checkbox"/>	<input type="checkbox"/>
A bungalow has no stairs	<input type="checkbox"/>	<input type="checkbox"/>
A flat is usually a home on one level	<input type="checkbox"/>	<input type="checkbox"/>
The dining room is the room where you wash	<input type="checkbox"/>	<input type="checkbox"/>
A detached house is a house with houses connected either side	<input type="checkbox"/>	<input type="checkbox"/>

Test

What's the odd word out in each list?

1.

- a) LOUNGE
- b) WINDOW
- c) KITCHEN
- d) ATTIC

2.

- a) FLAT
- b) DETACHED
- c) TERRACED
- d) HALL



3.

- a) HOUSE
- b) CHIMNEY
- c) ROOF
- d) ATTIC

4.

- a) DOOR
- b) WINDOW
- c) WALLS
- d) DINING ROOM

5.

- a) BATHROOM
- b) BEDROOM
- c) BUNGALOW
- d) LOUNGE

### Fill in the gaps

**BEDROOM / TERRACED / GARDEN / DETACHED / ROOF**

Match the words to the definitions

- The room where you sleep. [...]
- The area on top of a house to protect it from rain, sun, snow, etc. [...]
- Adjective to describe a type of house that has other houses connected either side. [...]
- Adjective to describe a type of house that has no other houses connected to it. [...]
- An area next to a house where you can sit, play or grow plants outside. [...]

### 2.3. Listening

#### We're all going on a summer holiday!

Where are you going for your next holiday, do you have any plans? Think for a few minutes about what type of things are important when planning a trip to another country. Then listen to this audio about two friends planning a trip to go abroad.

Read the test questions and listen to the conversation for the first time. Answer the questions.

Listen again to check your answers.





Audio



Activities

**Test**

1. Phillip calls Sarah about their trip. What does he know about it?

- a) when they are leaving
- b) where they are going
- c) absolutely nothing
- d) what they will see

2. What does Phillip say about the Prado museum?

- a) He heard that it is really good
- b) He wants to visit it on the first day
- c) He thinks it is in London
- d) He doesn't say anything about the Prado museum

3. What day are they visiting the Prado museum?

- a) On the first day
- b) On day two
- c) On day three
- d) Sarah doesn't say



4. What is Sarah taking with her?

- a) Cash
- b) Her credit card
- c) Cash and her credit card
- d) Nothing

### Fill in the gaps

Listen to the audio and write the correct words into the gaps.

**Friday / Madrid / London / Sunday / Bristol**

- Phillip is calling to find out about the trip to [...].
- They are leaving on [...].
- They are returning on [...].
- They are flying from [...].
- Sarah lives in [...].

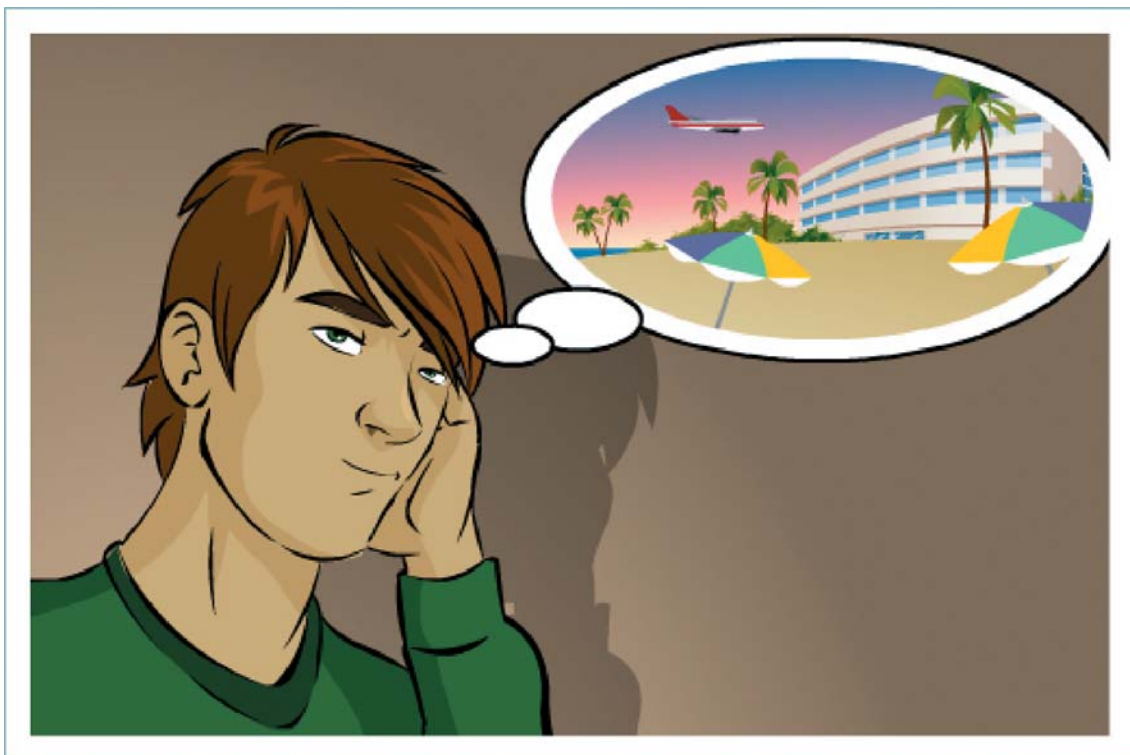
### Writing

Read the text again and answer these questions.

1. Why is Phillip calling Sarah?
2. Why does Phillip want to visit the Prado museum?
3. Why isn't Phillip going to make too many plans for the second day?
4. Why is Sarah going to stay at her parent's house?
5. Why doesn't Sarah want to take a lot of money with her?

## 2.4. Writing

**It's your turn!**





1. In the listening you heard Sarah and Phillip talking about their plans using the present continuous (definite plans and arrangements) and the "going to" future (plans and intentions). In the space below write five things that you have planned for the coming weekend. Try to use both structures.
2. Imagine you know about the plans that a friend of yours has for the weekend. Tell them to somebody else.

## 2.5. Pronunciation

To form both the present continuous and the "going to" future, we use the "-ing" ending of the verb. "-ing" is represented by a special symbol:

/ɪŋ/

See if you can find it in a phonetic chart.

Now listen to these six sentences containing the sound and repeat the pronunciation

1	I don't even know what day we are leaving
2	We are flying back to London on Sunday
3	We are going to have that day free
4	I'm not going to make too many plans
5	Are you taking cash with you?
6	What are we doing when we get there



Audio



Activities

### Choose the right options

Choose the form of the verb that you hear.



Audio

Talk  
Walk  
Talking  
Shouting  
Laugh  
Walking  
Laughing  
Shout  
Write  
Writing



### 3. A BRAVE NEW WORLD?

#### Listening

This audio is from a radio documentary about housing and the future. Before you listen, look at the picture. How do you think houses will change in the future? Will they be the same as they are now?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



**Audio**



**Activities**

#### Test

1. What is the text about?

- a) Dr Archibald Renwick
- b) Palaces
- c) Future houses
- d) Oil and power

2. Archibald Renwick is

- a) a medical doctor
- b) a capitalist
- c) a futurologist
- d) an ecologist



3. Archibald Renwick says that

- a) Life will be the same in 50 years time
- b) We won't be able to use so much oil in the future
- c) We will all live in bio-domes
- d) Nobody will watch TV

4. Archibald thinks that we won't survive another 200 years if

- a) We don't stop using oil
- b) We don't change the way we live
- c) We don't live in different houses

5. According to the article, if we want to keep consuming the same level of electricity we will

- a) have to change our homes
- b) stop watching TV
- c) find alternative sources of power

6. Does the article say that houses in the future will be the same as they are now?

- a) Yes
- b) No

Read the script and do the following activities.

### Test

1. What is the text about?

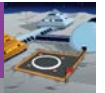
- a) Dr Archibald Renwick
- b) Palaces
- c) Future houses
- d) Oil and power

2. Archibald Renwick is

- a) a medical doctor
- b) a capitalist
- c) a futurologist
- d) an ecologist

3. Archibald Renwick says that

- a) Life will be the same in 50 years time
- b) We won't be able to use so much oil in the future
- c) We will all live in bio-domes
- d) Nobody will watch TV



4. Archibald thinks that we won't survive another 200 years if

- a) We don't stop using oil
- b) We don't change the way we live
- c) We don't live in different houses

5. According to the article, if we want to keep consuming the same level of electricity we will

- a) have to change our homes
- b) stop watching TV
- c) find alternative sources of power

6. Does the article say that houses in the future will be the same as they are now?

- a) Yes
- b) No

**Writing**

Read the text again and answer these questions.

- 1. Why is it difficult to answer the question about what houses of the future will be like?
- 2. Why is it certain that houses of the future won't be the same as now?
- 3. What does Archibald Renwick believe about the human race
- 4. What does he say about oil?
- 5. What does he say about the way houses will be designed in the future?

**Match the lists**

Match the words from the text with their correct definitions.

<b>Complementing, not contradicting</b>	High-tech
<b>Stay alive, continue to live</b>	Eco-friendly
<b>Improvements</b>	In harmony
<b>Good for the environment</b>	Advances
<b>Very advanced, futuristic</b>	Survive

**Writing**

Write the questions for these answers about the text.

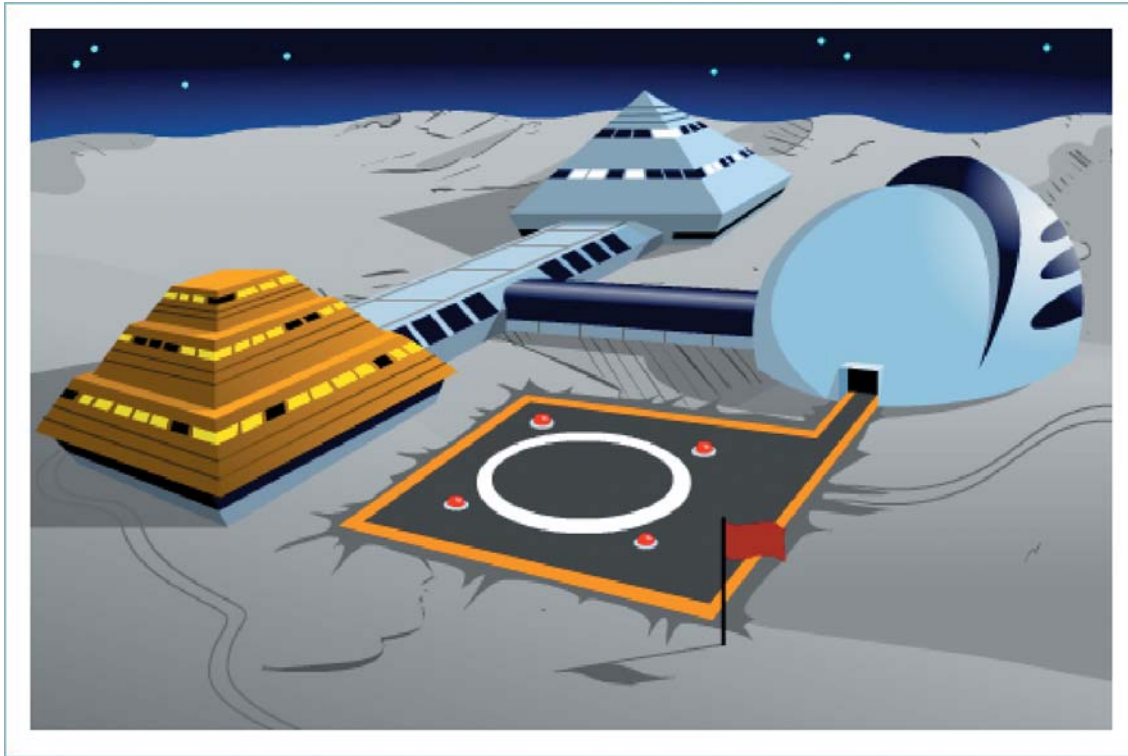
- 1. "A completely different place"
- 2. Alternative energy sources
- 3. We won't have as many
- 4. "reduce our energy consumption"



### 3.1. Grammar

#### Future simple

A lot of phrases in the text contain the word will. The "will" future is often used to make predictions about future events. We can use it to say what we think, guess or calculate what will happen. Look at these examples:



1	We will live in hig-tech houses ( <i>Todo viviremos en casas de alta tecnología</i> )
2	There won't be any trees ( <i>No habrá arboles</i> )
3	Machines will do all our work for us ( <i>Las máquinas harán todo nuestro trabajo</i> )
4	We won't do any exercise ( <i>No tendremos que hacer ejercicio</i> )

#### USE

We use will:

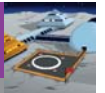
- To express actions that we think, guess or know about the future. ***Be quick or you will miss the train.***
- To express future actions we decide to do at the moment. ***The door bell is ringing... I will (I'll) open the door.***

#### FORM

Infinitive	Affirmative	Negative	Interrogative
To watch	I will watch	I won't watch	Will I watch?
To think	She will think	She won't think	Will she think?
To rain	It will rain	It won't rain	Will it rain?

Note that will is followed by the infinitive without "to"





## Activities

### Writing

Put these words in order to make correct sentences

1. We your come will to house
2. practice a will I lot have to learn to English
3. They be happy very won't with you
4. She visit Christmas us will at
5. It tomorrow rain won't

### Writing

Make questions from the phrases in the previous activity

### Writing

Write down three things that you think will happen in the future and three things that you don't think will happen in the future. Use will and won't.

### Writing

Imagine you are going to interview someone about the future. Change the sentences in the last activity into questions that you could ask somebody interested in future.

## 3.2. Learning new words

Look at these words connected with houses, the environment and the future. Listen and repeat the pronunciation.

<b>Renewable energy</b>	energías renovables	<b>Coal</b>	carbón
<b>Resources</b>	recursos	<b>Limited</b>	limitado
<b>Roof</b>	tejado	<b>Pollution</b>	contaminación
<b>Green</b>	césped	<b>Extinct</b>	extinguido
<b>Ozone layer</b>	capa de ozono	<b>Evolution</b>	evolución
<b>Computers</b>	ordenadores	<b>Drought</b>	sequía
<b>Environment</b>	medioambiente	<b>Flood</b>	inundación
<b>Technology</b>	tecnología	<b>Conservation</b>	conservación
<b>Weather</b>	clima	<b>Smog</b>	polución visible como neblina
<b>Oil</b>	aceite	<b>Fossil fuels</b>	combustibles fósiles



## Audio





 **Activities**

**Fill in the gaps**

Use these words to complete these predictions about the future.

**Resources / windows / Computers / Gardens / weather / cooking / environment / green / won't / will**

- Renewable energy helps the [...].
- [...] such as oil and coal are limited.
- People who care about the environment are often called. [...]
- Good quality [...] help to reduce heating costs.
- [...] will be more powerful in the future.
- [...] will be used to grow extra food.
- Kitchen will have more technology to help with the [...].
- Bedrooms [...] change very much.
- The roof of a house is important to protect it from the [...].
- Things [...] be different in the future.

**Fill in the gaps**

Match the words with the definitions.

**OZONE LAYER / SMOG / FOSSIL FUELS / DROUGHT / RENEWABLE**

- Energy that is virtually limitless is known as: [...]
- Fuels such as oil and coal are known as: [...]
- he layer of gas that surrounds the planet is known as: [...]
- Dirty, polluted air is known as: [...]
- When it doesn't rain enough there is danger of: [...]

**Match the lists**

Match the adjectives in the boxes with their opposites.

<b>FOSSIL FUELS</b>	GREEN
<b>UNLIMITED</b>	RENEWABLE ENERGY
<b>CONSUMPTION</b>	EXTINCT
<b>DESTROY</b>	LIMITED
<b>ALIVE</b>	CONSERVATION
<b>DROUGHT</b>	CLEAN AIR
<b>POLLUTING</b>	FLOOD
<b>SMOG</b>	PROTECT

**Writing**

Use the words from the previous exercise to make sentences predicting the future. Write three affirmative sentences and three negative sentences using the future simple.

**Writing**

Now imagine that you want to ask someone questions about the future. Make questions about things which might happen in the future.

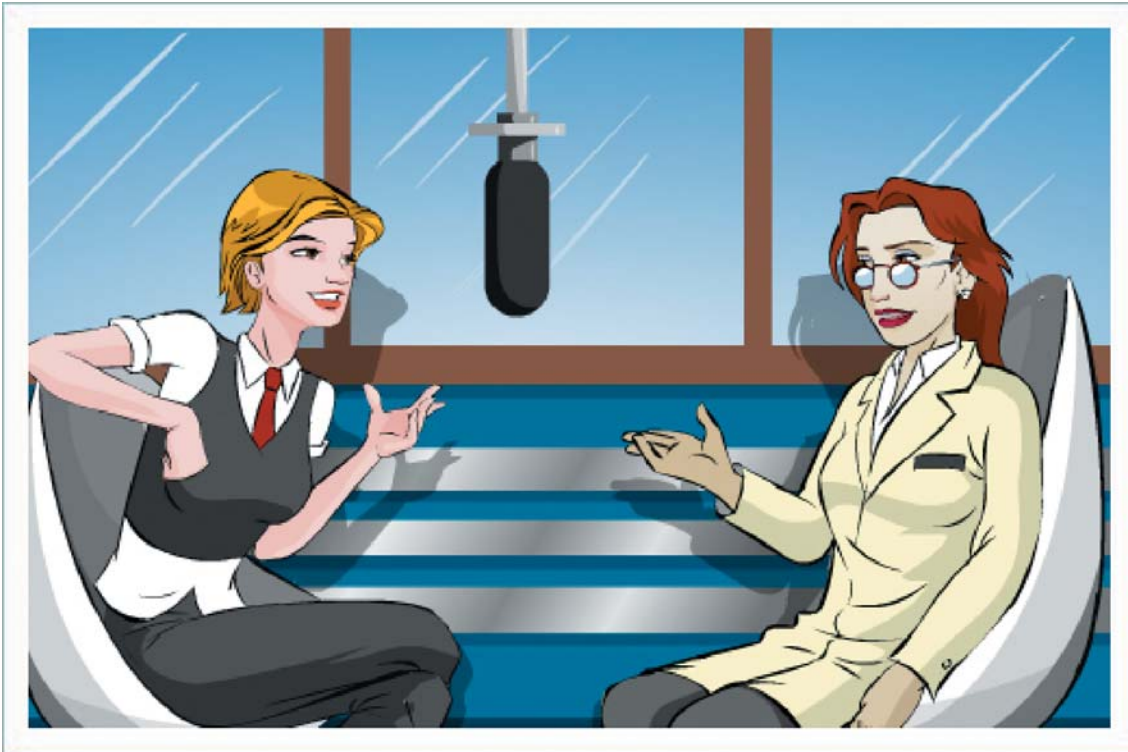


### 3.3. Listening

#### Future world

Listen to this extract from a radio show. The presenter is talking to a guest about the future. Listen to the audio.

After you have listened to the programme for the first time, read the questions below. Then listen to the programme again and answer the questions.



Audio



Activities

#### True or false

	True	False
The presenter thinks Dr Alison Cook is special	<input type="checkbox"/>	<input type="checkbox"/>
Dr Alison Cook knows what the future will be like	<input type="checkbox"/>	<input type="checkbox"/>
The presenter thinks it is possible to say for certain what will happen tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>
Dr Alison Cook is especially interested in space travel	<input type="checkbox"/>	<input type="checkbox"/>
The presenter thinks science fiction fans love the idea of space travel	<input type="checkbox"/>	<input type="checkbox"/>



**Test**

1. Dr Alison Cook is...

- a) an ecologist
- b) a futurologist
- c) a talk show presenter

2. Dr Alison Cook...

- a) knows exactly what will happen in the future
- b) knows what she will have for lunch tomorrow
- c) studies what will happen in the future

3. Dr Alison Cook thinks:

- a) Medicine will improve
- b) A cure for all disease will be discovered
- c) All war will stop

4. Dr Alison Cook thinks that

- a) We already live in Space
- b) We will never live in Space
- c) Nobody wants to live in Space

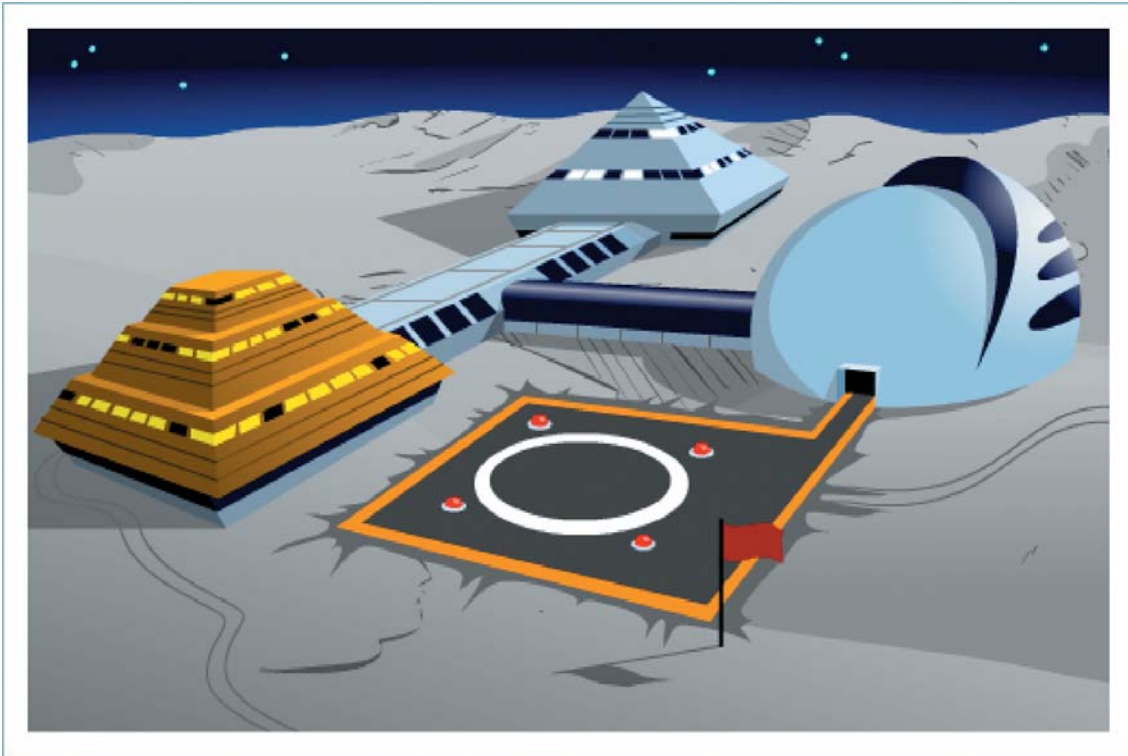
5. Dr Alison Cook thinks that Time Travel

- a) Will never be achieved
- b) Will happen in her lifetime
- c) Will happen in the future



### 3.4. Writing

It's your turn!



1. Look at this picture. Write predictions for the future using will.

**Example:** In 50 years time human beings will travel through the space.

2. You have read and listened to people talking about the future. What do you think will happen in the future? Write 5 sentences describing your predictions for the future in the Earth. Use will and won't.

### 3.5. Pronunciation

#### Practice

Look at these sentences containing the future simple. Read and listen to the pronunciation. Repeat the sentences out loudly.

1	What will the houses of the future be like?
2	The world will be a completely different place
3	We won't survive another 200 years
4	We won't be able to use as much oil
5	Our houses will use a lot less energy
6	If we keep living the way we do, we won't have any resources left



**Activities**

**Match the lists**

Match the words with their phonetic transcription.

- |          |       |
|----------|-------|
| /wɜ:lɪd/ | we    |
| /weɪ/    | will  |
| /wɒt/    | won't |
| /wəʊnt/  | world |
| /wɪl/    | what  |
| /wi:/    | way   |

In this unit we have been learning the different future forms. Look at the "will" form and notice its short form "ll" in the affirmative and "won't" in the negative.

Look at these examples:

1	We will live on the moon We'll live on the moon
2	We will travel in time We'll travel in time
3	It will rain tomorrow evening It'll rain tomorrow evening
4	I will not live in a big house I won't live in a big house
5	She will not be at the party on Wednesday She won't be at the party on Wednesday
6	We will not live underground We won't live underground

**Audio**

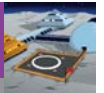
**Activities**

**Choose the right options**

**Audio**

Listen to the audio and choose the phrases that you hear.

- We will live on the moon
- It will rain tomorrow evening
- I will not live in a big house
- We'll live on the moon
- It'll rain tomorrow evening
- I won't live in a big house



## 4. DRILLS

### Writing

Write 5 sentences making predictions using the future simple (will) AFFIRMATIVE or NEGATIVE and these ideas.

**Example:** Visit Mars as tourists - People will visit Mars as tourists or People won't visit Mars as tourists.

1. Live on the moon
2. Find life on other planets
3. Live more than 200 years
4. Travel in time
5. Develop artificial intelligence in computers

### Writing

Imagine you are asking someone about their predictions for the future. Use the phrases in activity 1 to make questions.

**Example:** Will people visit Mars as tourists?

### Writing

Put these words in order to make sentences using the FUTURE SIMPLE.

1. love / will / I / always / you.
2. be / next / It / weekend / won't / cold
3. come / football / our / to / match / see / will / She
4. me / you / to / Will / ever / listen ?
5. we / ever / live / Will / on / the / moon ?

### Fill in the gaps

Next week, my friend Adrian [...] his first house. He [...] to make the first payment on Wednesday but he [...] move in until the week after. Houses are very expensive and Adrian [...] a lot of money but he has a good job and has saved a lot of money. However, he told me that he [...] an old house because it is a lot cheaper than a new one. I think he [...] be a bit surprised about all the work he needs to do to it!

### Fill in the gaps

Adrian [...] need to do a lot of work in his new house but he told me that he [...] to do all the work himself and he [...] pay a professional to do it. I don't think that it is a good idea and told him that he [...] have to pay a lot more money in the future because he [...] need to get someone to fix all the mistakes that he is going to make!

### Fill in the gaps

Adrian [...] live by himself but he said that he [...] buying a flat with two bedrooms because it is possible that he [...] need some extra money in the future. If he does, he is [...] rent out the extra room to someone. I think that is a very good idea because I'm sure that [...] have enough money to pay his mortgage.

### Fill in the gaps

/ will

I like what Adrian [...] and I wish I could do the same. Maybe I [...] a house myself in a couple of year's time. Another friend of mine said that house prices [...] down and that in the future house prices [...] going



to be lower than now. This is good news because I [...] be able to buy a house if they don't! I sometimes think that I [...] live with my parents forever!

### Write in the gaps

Complete these sentences with the correct verb form according to their function. Write contractions if it is possible.

1. (start - plan) - We [...] to build our own house in our father's village next week.
2. (buy - intention) - My husband David and I [...] some land to build a cottage.
3. (not have . intention) - We [...] a party next week. I'm not in a good mood.
4. (discover - prediction) - Scientists [...] a cure for old age.
5. (live - prediction) - Humans [...] on the moon in the future.
6. (not go - plan) - We [...] on holiday this year. We have bought a new flat.

### Writing

Make sentences about the future using the present continuous affirmative with the words in brackets.

**Example:** I (eat) dinner in an expensive restaurant tonight - I am eating dinner in an expensive restaurant tonight

1. I (go) to Paris next weekend.
2. He (live) in Madrid for a year.
3. They (give) me a car for my birthday!
4. She (visit) her boyfriend in Scotland.
5. I (watch) the game on Sunday.

### Writing

Change the negative sentences from the exercise above into interrogative sentences in the present continuous future

**Example:** I'm not eating dinner in an expensive restaurant tonight - Am I eating dinner in an expensive restaurant tonight?

### Writing

Change the negative sentences from the exercise above into interrogative sentences in the present continuous future

**Example:** I'm not eating dinner in an expensive restaurant tonight - Am I eating dinner in an expensive restaurant tonight?

### Writing

Write the correct negative form of these phrases using the present continuous future and the going to future.

1. I am going to Australia.
2. We are going to travel to Italy.
3. They are going to visit the new baby next week.
4. We are celebrating her birthday next Saturday.
5. He is buying a new car.



## Writing

Write the correct interrogative form using these words and the present continuous future or the going to future.

1. you / going to / watch / the game?
2. you / watch / the game tomorrow?
3. they / going to / help us?
4. we / leaving / early?
5. she / going to / move house?

## 5. SUMMARY

*In this unit we have studied:*

1. How and when to use the future simple, the present continuous future and the going to future.
2. Vocabulary for houses and homes
3. Making plans to go on holiday

**You should now be able to do the two tasks for this unit:**

1. Make travel arrangements with a friend on the phone
2. Talk / write about life in the future.

## SCRIPTS

### We're all going on a summer holiday!

**Sarah:** Hello?

**Phillip:** Hi, is that Sarah? It's Phillip

**Sarah:** Hi Phillip! How are you?

**Phillip:** I'm fine, thanks. I'm just calling to find out about the schedule and arrangements for our trip to Madrid.

**Sarah:** Sure, I have it here. What do you want to know?

**Phillip:** Well, to be honest I have no idea about anything! I don't even know what day we are leaving!

**Sarah:** Ok, we are leaving on Friday the 2nd and we are flying back to London on Sunday 11th.

**Phillip:** Great! And what are we doing when we get there? Are we going to visit the Prado? I've heard that it's really good!

**Sarah:** Ummm... I think that we are visiting the Prado on the third day of the trip but I don't know what we are going to do on the second day. We are going to have that day free to visit the city by ourselves so we can do whatever you want to do.

**Phillip:** Hmm.. Ok, I'll think about it but I'm not going to make too many plans because we might discover something really exciting to do when we are there. By the way, are we going to go to the airport together or do you want to meet there?

**Sarah:** We go there together if you want but I'm not going to the airport from my house. In Bristol the night before we go, my parents are having a big party and I'm going to stay the night at their house. But if you want to we can meet there and go together?

**Phillip:** OK, that sounds good. And what about the money? Are you taking cash with you or are you going to use your credit card?

**Sarah:** I'm taking some cash but I'm not taking too much in case it gets stolen. I'm also going to take my credit card with me?





**Phillip:** That's a good idea, I think that I'm going to do the same. Anyway, we have lots of time to sort out all the other details! I'll call you tomorrow evening, ok, and I'll buy you a coffee and we can talk more about it.

**Sarah:** Ok perfect. I'll speak to you tomorrow. Bye!

**Phillip:** Thanks, bye!

### Vocabulary

schedule: programa  
arrangements: planes  
ourselves: por nuestra cuenta  
whatever: cualquier cosa  
might: podríamos  
together: juntos  
cash: en metálico  
to be stolen: ser robado  
sort out: resolver

### A brave new world?

What will the houses of the future be like?

This is a question that interests many people and there are possibly as many answers as there are people who ask the question.

Some people think that in 200 years time we will all live in super high-tech palaces and we won't need to do anything ourselves, while others think that we will be living in ultra eco-friendly bio-domes and we will be in complete harmony with nature.

Whatever the actual answer one thing is certain: that the homes of the future won't be the same as the ones we live in now.

Advances in technology and building techniques together with environmental demands and building regulations mean that there are constant changes in how houses are constructed.

Ecologist Dr Archibald Renwick believes that we won't survive another 200 years if we don't change the way we live, including the homes we live in.

"In 50 years time the world will be a completely different place. The world is changing more and more quickly and soon we won't have the same access to resources that we have now. We won't be able to use as much oil as we do now and we will have to find alternative energy sources if we want to continue to consume electricity as the same rate as we do now," he states.

"Our houses and homes will be designed to use a lot less energy than they do now and won't have as many lights, televisions, computers and appliances as they do now. If we keep living the way we are in 200 years time we won't have any resources left on the planet. We have to reduce our energy consumption if we want to survive."

### Vocabulary

High-tech: alta tecnología  
Palace: palacio  
Harmony: armonía  
Technique: técnica  
To construct: construir  
To survive: sobrevivir  
Resources: recursos  
To consume: consumir  
To design: diseñar  
Appliances: electrodomésticos



## Future world

**Presenter:** Thank you for tuning everybody. On tonight's programme we will have somebody quite special; futurologist Dr Alison Cook. Thank you for coming Alison. We will be speaking to her about her view of the future, isn't that right Dr. Cook?

**Dr Cook:** That's right, and I'm sure we'll learn some interesting things.

**P:** Great, well I suppose the big question is what will the future be like?

**D:** (laughs) A good question, and one that I wish I knew the answer to! Nobody knows for certain what tomorrow's world will look like, but it is my job to study and make predictions based on what we know about what we think will and won't happen.

**P:** So, obviously you can't say for certain what will happen tomorrow?

**D:** No, unfortunately not! However, we can predict with some accuracy what technologies will be developed and what will and won't happen over the long term. I think we can see with some certainty that medicine will improve but there will never be a cure for all diseases.

**P:** And what about space travel, I know that this is an area that you are especially interested in. Will we ever live in space?

**D:** Well, I think we already live in space. I can use the International Space station as an example. However, I also think that we will one day live on other planets as well. I'm sure that the Earth's resources will eventually run out and we will be forced to look for resources on other planets and I am certain that we will live on them as we explore them. However, I can also predict that we won't ever leave Earth completely.

**P:** Interesting. Another favourite of science fiction fans is time travel. Will this be possible in the future?

**D:** A lot of research has been done into the possibility of time travel but I think it is safe to say that it won't happen in our lifetime. However, I'm not saying that it won't ever happen, and I think that one day it will be possible.

**P:** That would be something wouldn't it? Well, unfortunately that's all we have time for, so thank you Dr Cook. Be sure to tune in again next week when we will be talking to explorer Tom Dunsmith and his dreams of space travel. Until then, goodnight!

### Vocabulary

Prediction: predicción  
Long term: largo plazo  
Medicine: medicina  
Cure: cura  
Disease: enfermedad  
To explore: explorar  
To tune in: sintonizar  
Explorer: explorador/a



# EXPERIENCES

# 4



## 1. INTRODUCTION

Hello and welcome to the fifth unit of module 3. In this unit you will learn all about outdoor activities as well as how to use the present perfect to talk about experiences.

1. Present perfect for past experiences
2. The present perfect with for / since
3. Understand and talk about outdoor activities
4. Learn about irregular verbs and their past participles

**When you have finished this unit you will be able to:**

1. Write about the most interesting person you have met or about the most exciting thing you have done.
2. 5 Write an article about dangerous sports.

## 2. OUTDOOR ACTIVITIES

### Reading

Have you ever been to an adventure centre? What types of activities do you think you can do outside?

The text you are about to read is an advert for an outdoors centre. Before you read try to think about what kind of information might be in the text.

Now read the text and do the exercises below.





## The Great Outdoors Adventure Centre

Come and visit the Great Outdoors Adventure Centre and have the best outdoor time of your life.

Have you walked in the famous wild countryside of Great Hampton? Have you climbed the cliffs of Edgestone George? Have you ridden a horse as the evening sun shines over the green meadows, where the only sound is the water rushing down the Burton river?

Have you dreamt of canoeing down broad white-water rivers or of bird watching right in the middle of nature?

Have you ever been mountain biking at the limits of human endurance?

Have you ever wondered what life really feels like?

Come to the Great Outdoors Adventure Centre and experience all this and more!

At the Great Outdoors Adventure Centre we have the widest range of outdoor activities you could possibly imagine... and more! We have everything from bird watching to bungee jumping, from cycling to scuba diving. Come to the Great Outdoors Adventure Centre and learn what life is really about.

Call free to make reservations or visit us at our website for more information.

The Great Outdoors Adventure Centre: where life starts.



Audio

### Vocabulary

Climb : escalar  
Cliff : acantilado  
Wild : salvaje  
Shine : brillar  
Meadow : prado  
Rush : mover con rapidez  
Broad : ancho  
White-water : aguas bravas  
Endurance : resistencia  
Wonder : preguntarse algo a si mismo  
Range : gama  
Bungee jumping : puenting  
Scuba diving : submarinismo  
Gorge : cañón



Activities

### Choose the right options

Which of these activities is mentioned in the advert?

Bird watching  
Kayaking  
Climbing  
Rowing  
Parachuting  
Horse riding



## Test

1. Where can you go climbing?

- a) Great Hampton
- b) Edgestone Gorge
- c) The Burton river

2. How does the advert describe the river?

- a) Broad
- b) In the middle of nature
- c) Burton

3. Which of these activities CAN'T you do at the Great Outdoors Adventure Centre?

- a) Scuba Diving
- b) Bungee Jumping
- c) Skiing

4. Where can you find more information?

- a) On their website
- b) In the advert
- c) By making a reservation

## Writing

Read the text again and answer these questions.

1. How does the advert describe the countryside around Great Hampton?
2. What can you climb in Edgestone Gorge?
3. How does the advert say you can test the limits of your endurance?
4. What can you discover about life at the Great Outdoors Adventure Centre?
5. How much does it cost to phone for more information?

## Match the lists

Match the words with their correct definitions.

<b>Untamed, natural</b>	Endurance
<b>Steep rockface, side of mountain</b>	Wild
<b>Stamina</b>	Rush
<b>To ask yourself, think about</b>	Cliff
<b>Move quickly, hurry</b>	Wonder



**Wiring**

Write the questions for these answers about the text.

1. As the best outdoor time of your life
2. It's the only sound
3. As wide as you can imagine
4. What life is really about

**2.1. Grammar**

**Present perfect**

*USE*

**talk about recent actions or experiences which happened at an unspecified time in the past with some importance now**

We've booked a balloon to fly over some beautiful countryside. (We are excited about it)

I've bought a new computer.

**actions or experiences which began in the past and continue up to the present**

I've studied English for several months. (I started in September and I'm still studying)

I've worked for the same company for 5 years.

*FORM*

**We form the Present Perfect with the Present of the verb "to have" (have / has) and the past participle.**

I have worked for the same company for 5 years.

He has ridden a horse twice.

In regular verbs the past participle is the same as the base form of the verb + ed. However, there are also many irregular verbs which need to be learnt individually. Have a look and study the list. A few examples: be – been / ride – ridden / write – written / hear - heard.

*Affirmative form*

Subject	Auxiliary verb	Main verb
I	have	visited my friends.
He / she / it	has	eaten some vegetable for dinner.
We / you / they	have	seen the film.

**Contractions:** I have - I've, she has - she's, he has - he's, we have - we've etc

*Negative form*

Subject	Auxiliary verb	Main verb
I	haven't	visited my friends.
He / she / it	hasn't	eaten any vegetable for dinner.
We / you / they	haven't	seen this film.



### Interrogative form

Auxiliary verb	Subject	Main verb
Have	you	visited your friend? Yes, I have.
Has	he / she / it	eaten any vegetable for dinner? No, he hasn't.
Have	we / you / they	seen this film? No, the haven't.

### Present perfect progressive

<b>USE</b>	We use the Present Perfect progressive to say how long actions or experiences have been going on up to now.
	He has (he's) been writing letters since breakfast time.
<b>FORM</b>	Present of the verb to have (have / has) + past participle of the verb to be (been) + gerund (-ing) form of the main verb.
	I have (I've) been living in this town since I was born.

### Past Simple vs Present Perfect

Past Simple		Present Perfect	
verb + -ed		have + past participle	
<b>Past Simple is used:</b>		<b>Present Perfect is used:</b>	
<b>1</b>	For actions which happened at a stated time in the past. He bought his new car two weeks ago.	<b>1</b>	For actions which happened at an unstated time in the past. He has bought a new car. (We don't know when)
<b>2</b>	To express a past action or habit. When she was a child she lived in a village. (She moved to live in town when she was teenager)	<b>2</b>	To express actions which have finished so recently that there's evidence in the present. He has just painted the bench. (Don't sit down, the paint is still wet)
<b>3</b>	For past actions which happened one after the other. She put on her coat, took her bag and left the house.	<b>3</b>	For actions which started in the past and continue up to the present. They have lived in this country house for five years. (They still live in this house)
<b>Time expressions going with Past Simple:</b>		<b>Time expressions going with Present Perfect:</b>	
Yesterday, last week / month / year/ Sunday, etc., ago, how long ago, then, when, in 1999, etc.		Just, ever, never, already, yet, for, since, how long, recently, this week / month / year, once, twice, several times, etc.	



**Activities****Writing**

Write the correct present perfect form of these verbs:

1. (laugh) – She [...] many times watching this film
2. (jump) – I [...] from an aeroplane using a parachute
3. (run) – We [...] the London marathon many times
4. (go) – They [...] on holiday.
5. (be) – He [...] to Sydney many times on business trips.
6. (think) – I [...] of a new game we can play.

**Writing**

Complete these sentences with the correct word:

**climbed / flown / bought / read / cooked / eaten / visited / met**

- They have Everest
- I have South Africa
- They have a plane
- She has curry
- She has a new computer
- I have Shakespeare
- He has dinner
- We have important people

**Writing**

Put these words in the correct order:

1. to / twice / been / Italy / She / has
2. have / climbed / Everest / They
3. my / He / eaten / has / all / food
4. scuba / diving / We / been / have
5. times / concert / in / I / seen / have / three / U2

**Writing**

Imagine you are interviewing someone about different experiences. Write questions using these verbs and "have you ever".

**Example:** You / go / scuba diving -> Have you ever been scuba diving?

1. You / eat / sushi
2. You / swim / Atlantic Ocean
3. You / climb / a tree
4. You / meet / the Prime Minister
5. You / play / rugby



## Writing

Now write answers that are true for you to the questions in the last activity. Use the present perfect affirmative or the present perfect negative with "never".

### Example:

Have you ever been scuba diving?

No, I have never been scuba diving / Yes I have been scuba diving.

## 2.2. Learning new words

This unit is all about outdoor activities here are some more outdoor activities that you should know. Listen to the audio to learn the pronunciation then listen again and practise saying the words out loud.

<b>Scuba diving</b>	buceo	<b>Surfing</b>	surf
<b>Hang gliding</b>	parapente	<b>Skiing</b>	esquí
<b>Water skiing</b>	esquí acuático	<b>Sunbathing</b>	tomar el sol
<b>Rock climbing</b>	escalada	<b>Hiking</b>	senderismo
<b>Bungee jumping</b>	puenting	<b>Horse riding</b>	montar en caballo
<b>Snow boarding</b>	hacer snow	<b>Cycling</b>	ciclismo
<b>Mountain biking</b>	bicicleta de montaña	<b>Jogging</b>	footing
<b>In-line skating</b>	patinaje en línea	<b>Bird watching</b>	observación de aves
<b>Marathon running</b>	maratón	<b>Archery</b>	tiro con arco
<b>Sky diving</b>	paracaidas	<b>Fishing</b>	pesca



## Activities

### True or false

Choose the OUTDOOR activities from the list.

	True	False
jogging	<input type="checkbox"/>	<input type="checkbox"/>
chess	<input type="checkbox"/>	<input type="checkbox"/>
horse riding	<input type="checkbox"/>	<input type="checkbox"/>
watching tv	<input type="checkbox"/>	<input type="checkbox"/>
surfing	<input type="checkbox"/>	<input type="checkbox"/>
reading	<input type="checkbox"/>	<input type="checkbox"/>
skiing	<input type="checkbox"/>	<input type="checkbox"/>
sleeping	<input type="checkbox"/>	<input type="checkbox"/>
fishing	<input type="checkbox"/>	<input type="checkbox"/>
cinema	<input type="checkbox"/>	<input type="checkbox"/>

**Fill the gaps**

Complete these sentences with the correct word:

**bird watching / snowboarding / surfing / water skiing / sunbathing**

- We went to the lake and we went
- Bondi beach in Australia is a great place to go
- She loves nature and animals. She loves to go at the weekend.
- You shouldn't go too often, as it can be bad for your skin.
- I love winter because it means I can go to the mountains and go

**Test**

What's the odd word out in each list?

a)

1. MARATHON RUNNING
2. HIKING
3. JOGGING
4. PARACHUTING

b)

1. SKIING
2. SCUBA DIVING
3. SNOWBOARDING
4. TOBOGGANING

c)

1. CYCLING
2. SURFING
3. SWIMMING
4. WATER SKIING

d)

1. CYCLING
2. HORSERIDNG
3. MOUNTAIN BIKING
4. FISHING

e)

1. ROCK CLIMBING
2. SNOWBOARDING
3. SUNBATHING
4. BUNGEE JUMPING



### Fill the gaps

Match the words to the definitions.

#### Hang gliding / Fishing / Skiing / Jogging / Archery

- A winter sport that involves travelling down snowy mountains with a long board on each foot. [...]
- A popular way to keep fit. Involves running slowly and at a constant pace for long periods of time. [...]
- A water sport that involves catching fish. [...]
- A sport that involves shooting arrows at a target. [...]
- An activity that involves using a triangular piece of material to fly. [...]

### 2.3. Listening

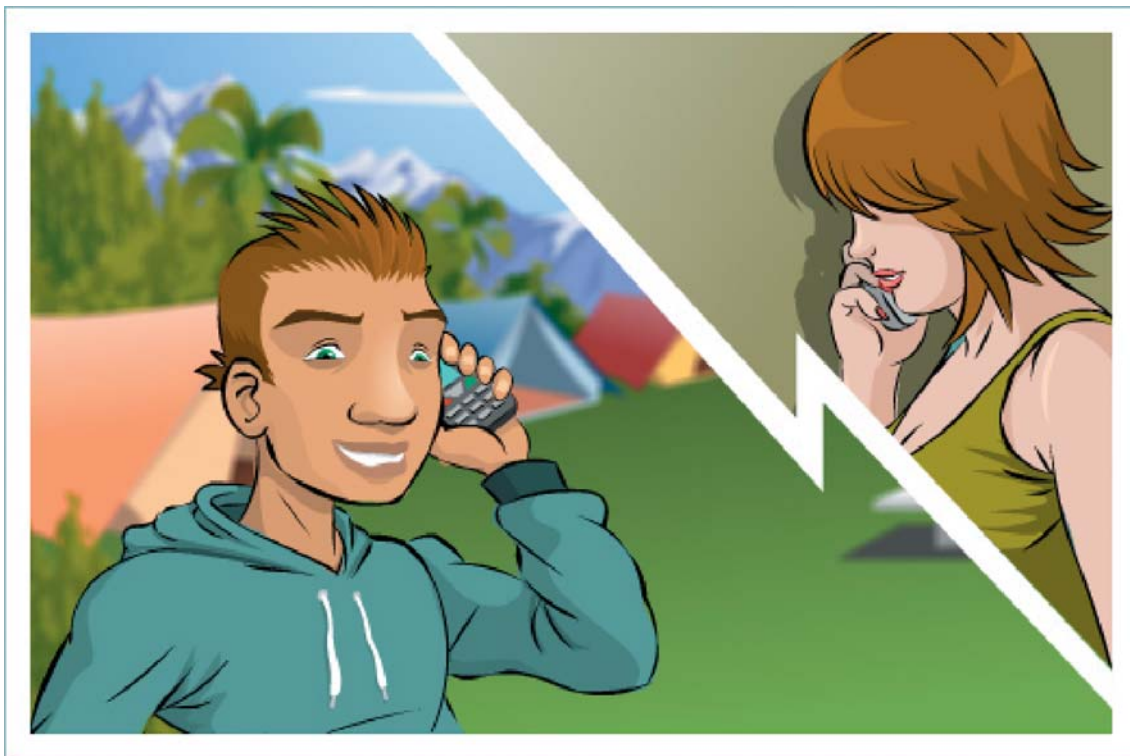
#### Phone call from camp

You are going to listen to someone calling their mother from an outdoor activity centre. Think for a few moments about the kind of things they might say.

Now read the first questions and listen to the conversation for the first time. Answer the questions.

Now read the test and listen to the conversation. Answer the test.

Listen again to check your answers.





## Activities

## True or false

Choose the activities that Davis said they would do next week

	True	False
Water polo	<input type="checkbox"/>	<input type="checkbox"/>
Walking	<input type="checkbox"/>	<input type="checkbox"/>
Chess	<input type="checkbox"/>	<input type="checkbox"/>
Water skiing	<input type="checkbox"/>	<input type="checkbox"/>
Climbing	<input type="checkbox"/>	<input type="checkbox"/>
Swimming	<input type="checkbox"/>	<input type="checkbox"/>
Rowing	<input type="checkbox"/>	<input type="checkbox"/>
Canoeing	<input type="checkbox"/>	<input type="checkbox"/>

## Test

1. David told his mother that:

- a) He has been water skiing
- b) He hasn't been climbing
- c) He has ridden a horse
- d) He has been rowing

2. How does David describe camp?

- a) Great
- b) Good fun
- c) Amazing
- d) Wonderful

3. What did David do on the first day?

- a) He went horse riding
- b) He went walking
- c) He went cycling
- d) He went climbing

4. Which of these things do they NOT have planned at the lake?

- a) Scuba diving
- b) Rowing
- c) Water skiing
- d) Canoeing

Read the transcript of the phone call between David and his mother and do the following activities.



## Writing

Write the questions for these answers about the text.

1. Unbelievably cold
2. Amazing
3. Early
4. Tomorrow

## Match the lists

Match the words with their correct definitions.

Fantastic, amazing	Really
Chilly	Fun
Enjoyable, entertaining	Unbelievable
Surprising, incredible	Wonderful
Very, a lot	Cold

## 2.4. Writing

It's your turn!



1. Talk about your experience in sports. Write five outdoor activities you have ever practiced. If you haven't practiced five outdoor activities, you can write them in negative form.

**Example:** I have done surfing but I have never played golf.

2. Now imagine you are asking a friend about outdoor activities he/she have ever practiced. Ask 5 questions.

**Example:** Have you ever canoed down the river?



## 2.5. Pronunciation

As you already know, the present perfect is formed using the present of the verb "to have". Remember that the third singular person is "has".

However, there are different ways that the verb "to have" can be pronounced depending on whether it is in the first or the third person and also whether or not it is stressed.

Look at the differences in pronunciation between "have" /**hæv**/ and "has" /**hæz**/ when they are stressed (emphasised) and when they are unstressed: "have" /**h?v**/ and "has" /**h?z**/

Now listen to the sentences and repeat the pronunciation:

1	I have been snowboarding (unstressed)
2	She has been snowboarding (unstressed)
3	I have been snowboarding (stressed)
4	She has been snowboarding (stressed)
5	I have eaten the cake (unstressed)
6	He has eaten the cake (unstressed)
7	I have eaten the cake (stressed)
8	He has eaten the cake (stressed)



Audio



Activities

### Test

Choose the correct form of the verb that you hear. Is it have or has and is it stressed or unstressed?



Audio

1.

- a) We have talked a lot today (unstressed)
- b) He has talked a lot today (unstressed)
- c) We have talked a lot today (stressed)
- d) He has talked a lot today (stressed)

2.

- a) I have walked to work today (stressed)
- b) She has walked to work today (stressed)
- c) I have walked to work today (unstressed)
- d) She has walked to work today (unstressed)



3.

- a) They have written a letter (stressed)
- b) He has written a letter (stressed)
- c) They have written a letter (unstressed)
- d) He has written a letter (unstressed)

**Test**

Choose the correct form of the verb that you hear. Is it have or has and is it stressed or unstressed?



1.

- a) They have ridden a horse (stressed)
- b) He has ridden a horse (stressed)
- c) They have ridden a horse (unstressed)
- d) He has ridden a horse (unstressed)

2.

- a) We have been to London (stressed)
- b) He has been to London (stressed)
- c) We have been to London (unstressed)
- d) He has been to London (unstressed)

3.

- a) I have swum in the lake (stressed)
- b) She has swum in the lake (stressed)
- c) I have swum in the lake (unstressed)
- d) She has swum in the lake (unstressed)



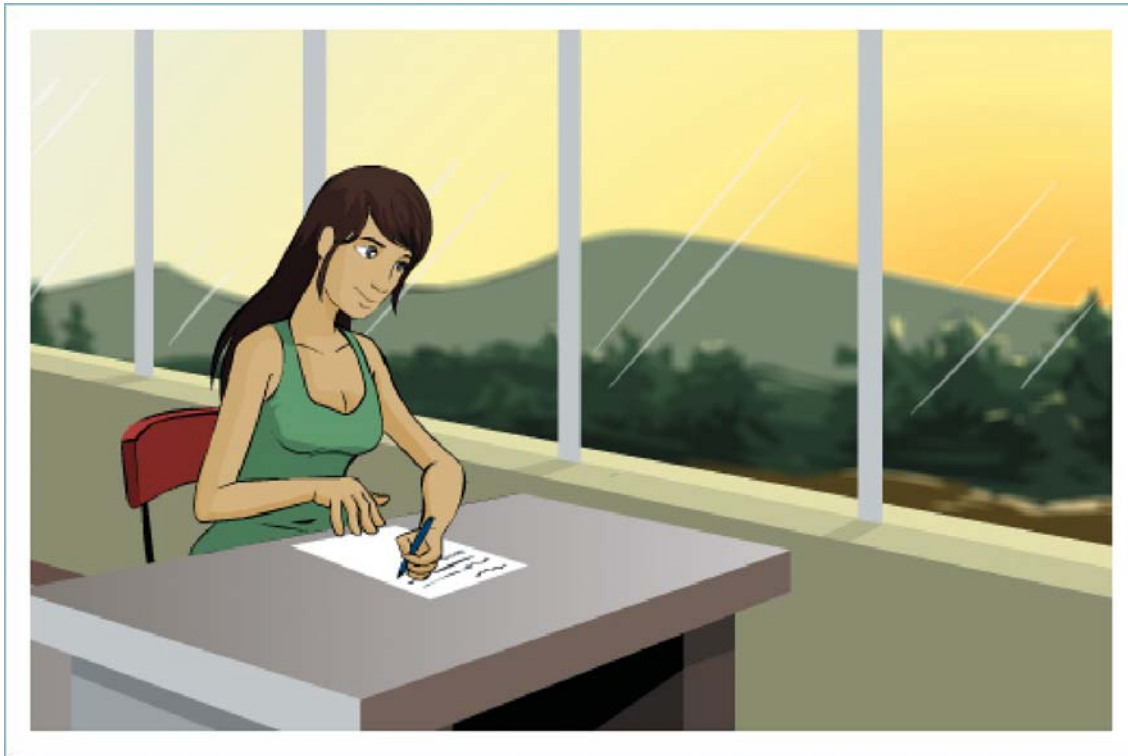


### 3. CAMP LIFE

#### Listening

This audio is from a letter that a girl has written to her parents from a summer camp. Think back to what you have learnt about activity camps. What kind of things do you think she has done?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



Audio



Activities

#### Test

1. Who bought Esther the phone?

- a) her parents
- b) her friend
- c) Esther

2. What's the problem with Esther's phone?

- a) It was broken
- b) It has run out of batteries
- c) She's not allowed to use it
- d) She has no free time to make phone calls



3. Ever since she could walk Esther has loved...

- a) mobile phones
- b) horses
- c) being outdoors

4. Which of these activities has Esther chosen to do?

- a) fishing
- b) snowboarding
- c) horse riding

5. Esther is very busy at camp

- a) Yes
- b) No



### Activities

After having read the text, do the following activities.

### Test

Answer these questions about the text.

1. Esther

- a) Loves horses
- b) Hates horses
- c) Is scared of horses

2. Esther

- a) Has been at the camp since the previous day
- b) Has been at camp for 3 days
- c) Has been at camp since she was bitten by a horse

3. Esther

- a) has not been near a horse for 6 years
- b) thinks horses smell great
- c) has had hardly any free time

4. Esther

- a) wants to go swimming
- b) will go rock climbing the next day
- c) has been fishing



5. Esther

- a) will borrow her friend's phone
- b) will write again
- c) will have some free time

**Writing**

Answer these questions about the text.

1. Why is Esther writing to her parents and not calling them?
2. What does Esther think of the Great Outdoor Adventure Centre?
3. Why is Esther so happy?
4. What are Esther's favourite activities?
5. How long has Esther been at camp?

**Match the lists**

Match the words with their correct definitions.

<b>Refill a battery</b>	Charge
<b>Choices, possibilities</b>	Exactly
<b>Precisely, perfectly</b>	Options
<b>Not much, very little</b>	Sure
<b>Certain</b>	Hardly any

**3.1. Grammar**

**"For" and "since" with the Present Perfect**

<b>For</b>	is used for a period of time: five days, a month, two weeks, twelve years, twenty minutes, half an hour, a long time...	<b>Since</b>	is used to express a starting point in the past: yesterday, last week, 1999, September, I was a child, high school...
-How long has he been ill? -He's been ill for three days.  -How long have you known him? -I've known him for many years.		-How long has he been ill? -He's been ill since Monday.  -How long have you known him? -I've known him since we were at school.	
1	I have loved punk music since the 1970's		
2	I have been here for 2 hours		
3	They have been in love since high school		
4	I have lived in Italy for 12 years		



## Activities

### Writing

Put these words in order to make sentences:

1. I / Spain / since / 1992 / have / lived / in
2. 10 / in / years / I / lived / for / have / Madrid
3. that / times / seen / He / film / three / has
4. President / the / have / met / They
5. been / skiing / have / We

### Writing

Change the phrases above into the negative:

### Writing

Change the phrases above into questions with "you".

### Writing

Answer the questions using the given words and for or since.

1. How long have they lived in New York? (three years)
2. How long has he worn contact lenses? (he was 20 years old)
3. How long have you had your car? (two years)
4. How long has she been at the Great Outdoors Adventure Centre? (last week)
5. How long has she worked in London? (a long time)

## 3.2. Learning new words

### Vocabulary

Look at these words connected with camping and other outdoor activities. Listen and repeat the pronunciation.

<b>Tent</b>	tienda de campaña	<b>Binoculars</b>	prismáticos
<b>Sleeping bag</b>	saco de dormir	<b>Campsite</b>	sitio de acampada
<b>Rucksack</b>	mochila	<b>First aid kit</b>	botiquín de medicinas
<b>Stove</b>	cocina de campaña	<b>Fishing rod</b>	caña de pescar
<b>Boots</b>	botas	<b>Axe</b>	hacha
<b>Fire</b>	fuego	<b>Fishing net</b>	red de pesca
<b>Torch</b>	linterna	<b>Firewood</b>	leña
<b>Rope</b>	cuerda	<b>Hook</b>	anzuelo
<b>Camper</b>	campista	<b>Logs</b>	leños
<b>Barbecue</b>	barbacoa	<b>Penknife</b>	navaja

**Activities****Fill the gaps**

Use these words to complete the sentences.

**boots / torch / fishing rod / hooks / tent / rope / first-aid kit / axe / barbecue / fire**

- To start a [...] you need matches.
- It is useful to have a [...] with you in case you need to go out at night.
- If you do a lot of walking you should have a good pair of [...].
- Always take enough [...] with you if you go climbing.
- You should take a [...] with you if you want to stay overnight.
- To catch different size fish you should take different [...] with you
- Take a [...] with you in case you have an accident.
- A [...] is a lot of fun but make sure you have one in a designated area.
- Take a good [...] with you if you want to chop wood.
- You should take a [...] with you if you want to go fishing.

**Fill the gaps**

Match the words to the definitions.

**Stove / Logs / Penknife / Camper / Firewood**

- Large pieces of wood used for campfires are known as: [...]
- You need this utensil to cook on when camping: [...]
- A person who goes camping is known as a: [...]
- A useful tool for cutting and should be taken when going camping: [...]
- General term for wood used as fuel on a campfire: [...]

**Test**

What's the odd word out in each list?

1.

- a) NET
- b) ROD
- c) BOOTS
- d) HOOK

2.

- a) LOGS
- b) FIREWOOD
- c) FIRE
- d) ROPE

3.

- a) BARBACUE
- b) AXE
- c) STOVE
- d) FIRE



4.

- a) RUCKSACK
- b) TENT
- c) PYJAMAS
- d) SLEEPING BAG

5.

- a) CAMPER
- b) CAMPSITE
- c) FISHERMAN
- d) CLIMBER

### Writing

If you go camping you need to be prepared. Imagine you are going on a camping holiday with a friend, ask them questions about what they have prepared using the words below and the present perfect.

**Example:** You / buy / a new tent -> Have you bought a new tent?

- 1. You / pack / a first-aid kit
- 2. You / bring / enough food
- 3. You / buy / some good boots
- 4. You / pack / a sleeping bag
- 5. You / remember / a penknife

### Writing

Now imagine that your friend answered all the questions in the affirmative. Describe what they have using the third person of the present perfect affirmative.

**Example:** Have you bought a new tent? -> He/she has bought a new tent.

### Writing

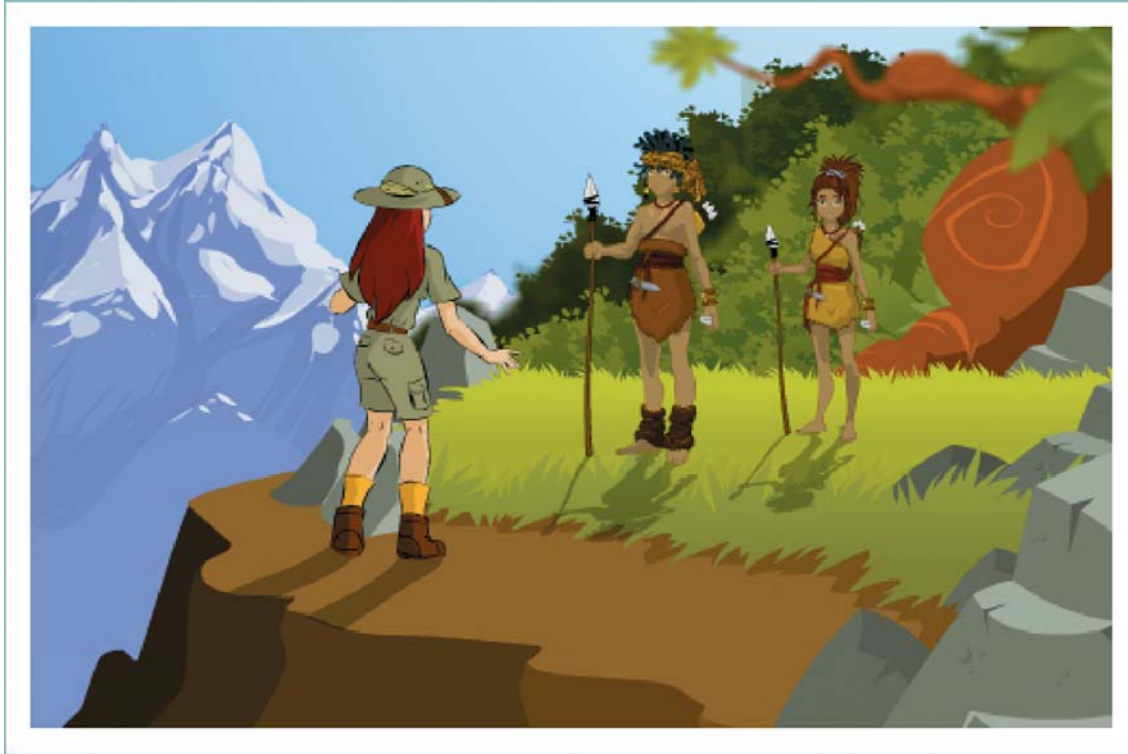
Now imagine that you have asked your friend about five other things that you need but they don't have any of them. Using the third person of the present perfect negative write about what they don't have. Use words from the vocabulary list.



### 3.3. Listening

#### Adventure time with Bob Robinson

This audio is from a radio programme about explorers. Look at the picture below. What kind of places do you think the explorer has been to? Now listen to this extract and then answer the questions below.



Audio



Activities

#### True or falseFalse True

The explorer is a man  
The explorer thinks they have done a lot of different things  
The explorer has sailed across the Atlantic alone  
The explorer has been to the Middle East  
The explorer is inspired by their father

#### Test

1. The explorer's name is

- a) Brenda Watkins
- b) Ben Watkins
- c) Sam Watkins



2. The explorer is

- a) the world's best explorer
- b) the world's most famous female explorer
- c) a talk show host

3. Which of these things has the explorer NOT done?

- a) Sailed across the Atlantic
- b) Discovered Gibraltar
- c) Flown a plane

4. Which of these things has the explorer NOT done?

- a) Swum the straits of Gibraltar
- b) Met the Korubo Indians
- c) Discovered the Middle East

5. Which of these things has the explorer NOT done?

- a) Swum the Atlantic
- b) Built an aeroplane
- c) Discovered lost villages in the Middle East

### Match the lists

Match the words with their correct definitions.

<b>Exceptional, significant</b>	Special
<b>Accomplish, attain</b>	Achieve
<b>Fortunate, blessed</b>	Lucky
<b>Chance, break</b>	Opportunity
<b>Percentage, small part</b>	Fraction

### Writing

Write the questions for these answers about the text.

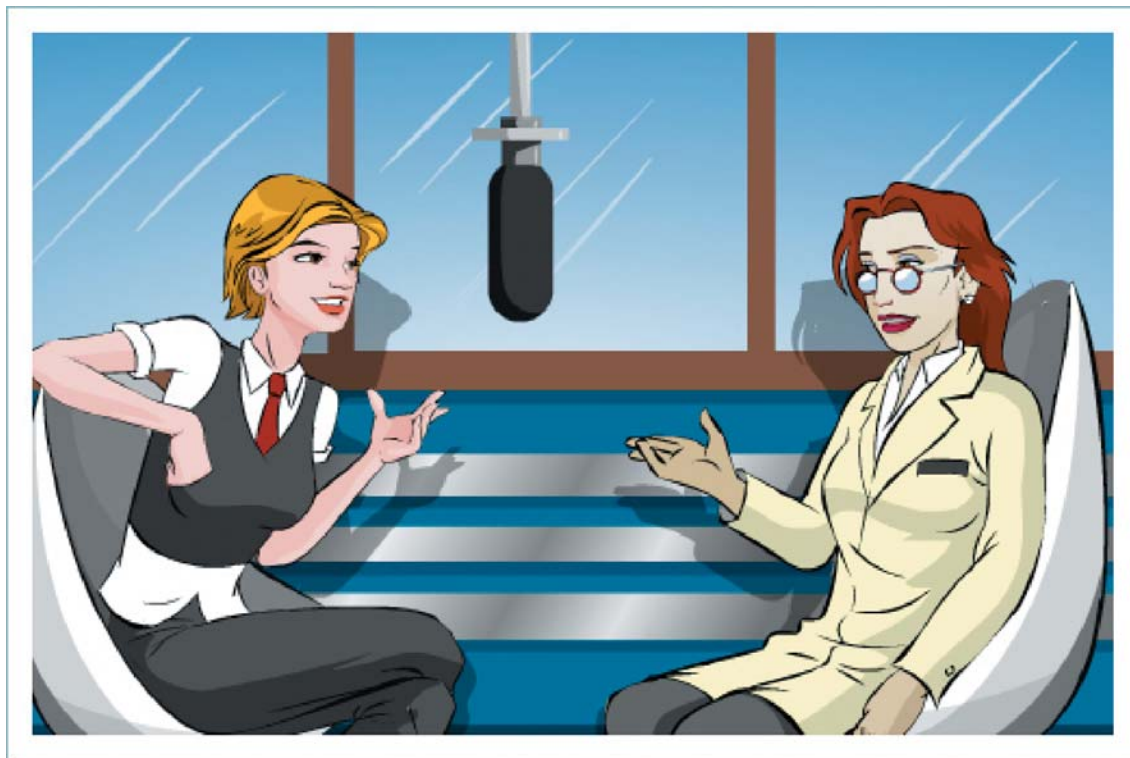
1. She swam
2. Since she was a teenager
3. As if it were the last
4. Her father





### 3.4. Writing

It's your turn!



#### Activities

1. Imagine that you are interviewing someone about their life. Think of 5 questions using the present perfect to find out about important dates (since) and important periods of time (for) in their lives.
2. Now answer the questions that you wrote in the previous activity with information that is true for you. Use for and since.

### 3.5. Pronunciation

#### Present perfect

Remember that sentences with the present perfect can contain contractions and so can be pronounced in different ways. Read these sentences below and listen to the pronunciation. Practice saying them out loud.

1	I have not been to Madrid
2	I haven't been to Madrid
3	She has not driven her new car yet
4	She hasn't driven her new car yet

#### Audio



## Activities

### Match the lists

Match the words with their phonetic transcription.

/hævənt/	Have not
/hæz nɒt/	Haven't
/hæzənt/	Has not
/hæv nɒt/	Hasn't

### Test

Choose the correct form of the verb that you hear. Is it have not or haven't, has not or hasn't?



## Audio

1

- a) We haven't been shopping today
- b) We have not been shopping today

2

- a) He hasn't been camping
- b) He has not been camping

3

- a) She hasn't had a great holiday
- b) She has not had a great holiday

### Test

Choose the correct form of the verb that you hear.



## Audio

1.

- a) I have lived here since I was a child
- b) I've lived here since I was a child

2.

- a) She has lived here for 12 years
- b) She's lived here for 12 years



3.

- a) They have been here since three o'clock
- b) They've been here since three o'clock

**Test**

Choose the correct form of the verb that you hear.

**Audio**

1.

- a) I haven't seen him since this morning
- b) I have not seen him since this morning

2.

- a) I have not been to Madrid for years!
- b) I haven't been to Madrid for years!

3.

- a) She has not driven her new car since she bought it.
- b) She hasn't driven her new car since she bought it.

**4. DRILLS****Activities****Writing**

You have read about the experiences of a lot of people. Now it's your turn! Write at least five affirmative sentences using the present perfect with for or since about you.

**Writing**

Now write five negative sentences about your experiences using the present perfect negative with for or since.

**Writing**

Now imagine you are asking someone else about their experiences. Make five questions using the present perfect interrogative.



### Fill the gaps

Use these words to complete the sentences.

**rope / swimming / paintball / saddle / fishing / surfing / cycling / bike / jogging / hiking**

- [...] is an activity where you run slowly for a long time
- [...] is usually done using a board and you try to ride the waves
- to go horse riding you usually need a [...] and special clothes
- to go cycling you need a [...]
- mountain biking is a more intense form of [...], usually done in the mountains
- [...] involves walking away from big towns and cities
- to go rock climbing you should have a harness [...], and other special equipment
- to go [...] you need a rod and hooks
- scuba diving involves [...] under water with a mask and breathing equipment
- [...] involves trying to shoot other people with special dye pellets.

### Fill the gaps

Fill the blanks with the correct word.

**driven / done / ridden / been / seen**

- I have [...] Buckingham Palace
- I have [...] to London
- I have [...] a Formula 1 car
- I have [...] archery
- I have [...] a motorbike

### Writing

Imagine you are planning an outdoor activity weekend for you and some friends. Think of five outdoor activities not already mentioned in this unit. Write them in the space below. Use your dictionary if you need to.

### Writing

Imagine you are organising a weekend away for you and some friends. One of your friends wants to bring someone you don't know. You want to find out if what you have planned will be ok for them. Write question using the activities from the previous question:

### Writing

Now answer the questions that you wrote in the previous activity so that they are true for you.



### Activities

Listen to these sentences from activities in the unit using for and since. When you have listened to them read them out loud and practise your pronunciation. Then do the activities below

1	I haven't written to you since you bought me a phone
2	I have been here since yesterday
3	Ever since I could walk I have loved to be outside
4	We have only been here for a day
5	I have wanted to go rock climbing for ages
6	I haven't been near a horse for 5 year



Audio

**Match the lists**

/hæs/  
/sɪns/  
/hæsənt/  
/fɔː/  
/hævənt/  
/hæv/

Have  
Haven't  
For  
Since  
Has  
Hasn't

**Test**

Choose the correct form of the verb that you hear.



Audio

1.

- a) I have given him a present  
b) I've given him a present

2.

- a) She has lived in Bristol since 2004  
b) She's lived in Bristol since 2004

3.

- a) They have bought a new house  
b) They've bought a new house

**Test**

Choose the correct form of the verb that you hear.



Audio

1.

- a) I have not swum in the lake  
b) I haven't swum in the lake

2.

- a) I have not been to England for three years  
b) I haven't been to England for three years



3.

- a) She has not seen him since high school
- b) She hasn't seen him since high school

### Write the right form

Write the correct form to complete the sentence using the present perfect:

- 1. (see) – We [...] him for a long time .
- 2. (eat) – I [...] some pretty strange things over the years!
- 3. (have) – She [...] a great time in London.
- 4. (buy) – They [...] a brand new car.

### Write the right form

Write the correct form to complete the sentence using the present perfect:

- 1. (leave) – Elvis [...] the building.
- 2. (think) – I [...] of you many times since you left.
- 3. (begin) – We [...] to analyse the situation.
- 4. (receive) – They [...] the information.

### Write the right form

Write the correct form to complete the sentence using the present perfect:

- 1. (ride) – She [...] all the way here on her bike.
- 2. (fight) - They [...] for basic human rights for everyone.
- 3. (give) – We [...] them a lot of our time already.
- 4. (draw) – I [...] you a picture..

### Write the right form

Write the correct form to complete the sentence using the present perfect:

- 1. (build) – They [...] their own house.
- 2. (dive) – She [...] in many places around the world.
- 3. (find) – They [...] what they were looking for.
- 4. (found) We [...] a new company.

[Back](#)



## 5. SUMMARY

In this unit we have studied the present perfect as well as "for" and "since".

We have also looked at vocabulary for outdoor activities as well as irregular verbs.

**You should now be able to do the two tasks for this unit:**

1. Write about the most interesting person you have met or about the most exciting thing you have done.
2. Write an article about dangerous sports.

## SCRIPTS

### Phone call from camp

**Mother:** Hello?

**David:** Hi mum? It's David.

**Mother:** David, Hi! How are you? How is camp?

**David:** Camp is great! We have done so many things, I'm really happy!

**Mother:** Tell me all about it. What have you done?

**David:** Well, on the first day we went climbing, and that was really good fun but we have also gone walking, we have ridden horses, we have been cycling and we have swum in a really big lake. The water was so cold it was unbelievable, but it was really great, the water was so clear you could see right to the bottom.

**Mother:** That sounds amazing and what do you have planned for the rest of the week?

**David:** There are so many things that we haven't done yet. There is a really big lake, the one we went swimming in and they told that they have lots of things planned for us there. There's canoeing, which we haven't done yet, and rowing, water polo and even water-skiing! It's going to be amazing! We have woken up early every day and I am really tired but I am having a great time!

**Mother:** Wow! I'm sure you will have a wonderful time!

**David:** Yes, anyway I have to go now! I'll phone you again tomorrow, ok?

**Mother:** Ok, take care! Bye!

**David:** Bye!

### Vocabulary

Lake : lago

Unbelievable : increíble

Clear : claro

Canoeing : piragüismo

Rowing : remo

Water skiing : esquí acuático

Wonderful : genial

### A letter from camp

Dear Mum and Dad,

I know what you are thinking. I haven't written to you since you bought me a phone. The problem is I can't charge it here at camp so I thought I would write to you instead. I have only been here since yesterday and already I have no battery.



Anyway, this is my second day at the Great Outdoors Adventure Centre. It's not exactly like the advert but it's still really good and we have done lots of cool stuff since I arrived.

Yesterday they gave us a list of activities that we could do during the week. You know that ever since I could walk I have loved to be outside and so I am really happy!

I have chosen to go hiking, mountain biking, to do archery and I have said that I want to go fishing as well.

There are lots of other options but I think that these are my favourite activities. The camp leader has asked me if I want to go horse riding but I am not sure, since that time that horse bit me (do you remember?) I have been a little bit scared of horses, and they smell really bad as well!

Anyway, I am really enjoying myself and although we have only been here for a day I have made lots of friend already.

I hope to hear from you soon. I will try and call you from a friend's phone although since we got here I have had hardly any free time.

Love you lots,

**Esther**

**PS:** Guess what! You know that I have wanted to go rock climbing for ages, tomorrow I am finally going! It's going to be amazing!

### Vocabulary

Battery : pila

Advert : anuncio

Cool : guay

Stuff : cosas

List : lista

Hiking : senderismo

Archery : tiro al arco

### Adventure time with Bob Robinson

**Presenter:** Well, I'm very pleased to be able to introduce a very special guest on today's programme: Brenda Watkins, one of the world's most famous female explorers. Good evening Brenda and thank you for coming.

**Brenda:** Thank you for inviting me Bob.

**Presenter:** I have here a list of things that you have achieved and it seems like there is nothing that you haven't done!

**Brenda:** Well, it certainly feels like that sometimes. I think that I have been very lucky and I have had the opportunity to do a lot with my life. However, sometimes I think that I haven't done anything at all compared with the amount of things that it is possible to do in the world!

**Presenter:** (laughs) I can hardly believe that you have just said that! Let me read you, and the audience, a few things from the list I have here. You have travelled to every continent in the world, you have sailed across the Atlantic by yourself, you have swum across the straits of Gibraltar. You have met the Korubo Indians of Brazil, you have discovered lost villages in the Middle East, and you have built and flown your own aeroplanes. And I haven't even mentioned a fraction of the things that you have done and have continued to do since you were a teenager.

**Brenda:** (laughs) When you say it like that, it's difficult to believe that it is me that has done those things! The truth is that I have tried to live every day as if it were the last. I know that sounds like a cliché but it is something I really believe in.





**Presenter:** It certainly seems like you have acted on your beliefs throughout your career, but tell me, you have become a hero to so many people, you have inspired hundreds to follow their dreams, but what about you? Have you ever had a hero? Is there anyone that inspires you?

**Brenda:** Truth be told, I have found inspiration in many things. But one of the people that has helped me the most has to be my father, Derek. He has always supported me in my dreams and has always given me the strength I need when things have been difficult. He has raised me to believe that I can do anything that I want if I work hard enough. He hasn't ever doubted me and he has made me who I am today.

### Vocabulary

Guest : invitado

To achieve : conseguir

To be lucky : tener suerte

To sail : navegar

Straits : estrechos

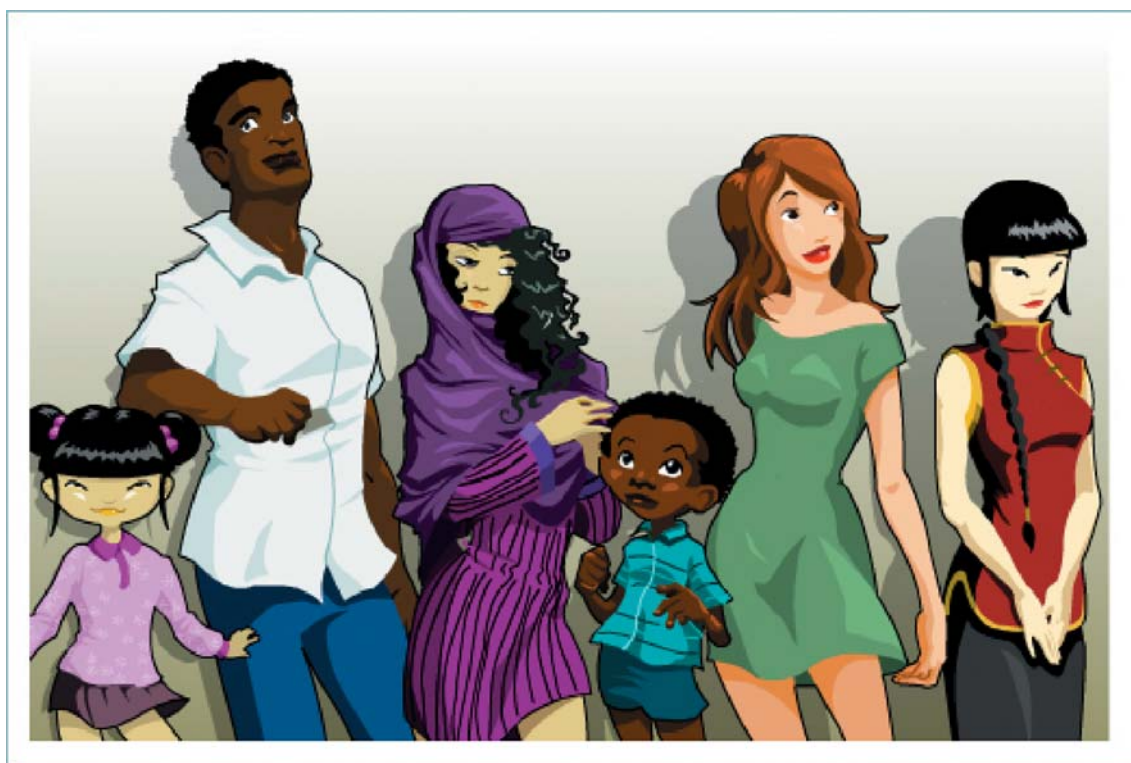
Lost : perdido

Teenager : adolescente



## 1. INTRODUCTION

Hello, and welcome back. In the 4th unit of module 3 you will learn all about comparatives and superlatives as well as about how to express options and obligations using "can", "have to" and "must".



1. Use / understand comparatives and comparative structures
2. Use / understand superlatives and superlative structures
3. Talk about / compare present and past society
4. Use / understand "can"
5. Use / understand "have to" and "must"

### **When you have finished this unit you will be able to:**

1. Describe present society and people and compare it / them to the recent past.
2. Design a web page in English. Be able to write a title, introduction and a list of topics with some details about each one.



## 2. DIFFERENCES

### Diversity

You are going to read a text containing lots of stereotypes and opinions about different people and places. Before you read the text think about the opinions that you have about other people and what they are like.

Read the text and then answer the questions below.



We often hear a lot of generalisations about different people and different cultures. Some observations are based on fact, others in hearsay and others are either untrue or unfounded. Take a look at these comments that people have made:

In the 1970s in Western Europe, all people were a lot thinner than they are now, they were happier, had longer hair (and more hair) and wore scruffier clothes. In general, people today are taller than they were 40 years ago.

People in general are chubbier or flabbier than they were in the past but people from the United States are the fattest people in the world. Skinny people are healthier than plump people, the skinniest people in the world are the most beautiful and the healthiest.

Northern Europeans speak more languages than other people. They are also the tallest, the blondest and the most intelligent people on the planet. They drink the most and are the least friendly.

Spanish people are more extroverted than German people. Italians are just as extroverted as the Spanish. People from the Mediterranean countries eat later than in other countries, they also use more olive oil, speak more loudly and are friendlier. They also work less, earn less money and have fewer children.

Russians drink more vodka than Irish, but the Irish drink more than any other nation in the world.

Black people are naturally stronger than white people and the fastest runners in the world always come from Jamaica.

Attractive people tend to be more intelligent than people who are more unattractive. Also, the more intelligent you are the more attractive you are.

These are some common opinions. What do you think? Remember, the object of this article is not to reveal any fundamental truths or falsehoods about people but to ask the question how much do we really know? The answer is probably a lot less than we think we do.


 **Audio**
**Vocabulary**

Hearsay : rumores / cotilleos  
 Untrue : no verdaderos, falsos  
 Unfounded : infundados  
 Scruffy : desaliñado/a  
 Chubby : regordete / gordinflón  
 Flabby : fofa  
 Plump : rellenito, regordete  
 Skinny : flaco  
 Extrovert : extrovertido  
 Falsehood : mentira

 **Activities**
**True or false**

Say if the following sentences are right or wrong.

	True	False
All the opinions expressed in the text are based on facts.	<input type="checkbox"/>	<input type="checkbox"/>
According to the text, people in Western Europe are fatter now than they were in the 70s.	<input type="checkbox"/>	<input type="checkbox"/>
According to the text, people were shorter 40 years ago.	<input type="checkbox"/>	<input type="checkbox"/>
According to the text, the Spanish are more introverted than the Germans	<input type="checkbox"/>	<input type="checkbox"/>
According to the text, people from the United States are the fattest people in the world.	<input type="checkbox"/>	<input type="checkbox"/>
The object of the text is to write about fundamental human truths.	<input type="checkbox"/>	<input type="checkbox"/>

**Test**

Choose the correct sentences about the reading text.

1.

- a) Thin people are healthier than fat people
- b) People in the United States are the healthiest in the world
- c) People were plumper in the past

2.

- a) Western Europeans are hairy
- b) Western Europeans are scruffier than in the past
- c) Western Europeans were happier in the 1970s

3.

- a) Spanish people drink as much as the Irish
- b) People from Mediterranean countries eat more than other people
- c) Italians are as friendly as the Spanish



4.

- a) Russians drink more than the Irish
- b) Jamaicans are faster than other people
- c) Black people come from Jamaica

**Writing**

Read the text again and answer these questions.

- 1. What does the text say about people 40 years ago?
- 2. Who does the text say are the most beautiful people in the world?
- 3. How does the text compare the Spanish and the Germans?
- 4. What does the text say about attractive people?
- 5. What is the object of the text?

**Match the lists**

Find words in the text. and match them with their five correct definitions.

Discover, show	Hearsay
Rumour, gossip	Plump
Overweight, slightly fat	Extroverted
Lies, untruths	Reveal
friendly, outgoing	Falsehoods

**Writing**

Write the questions for these answers about the text.

- 1. Their clothes weren't as neat as ours.
- 2. They are healthier.
- 3. They are naturally stronger.
- 4. A lot less than we think.

**2.1. Grammar**

**Comparatives and superlatives**

**We use comparatives to compare people and things with other people and things.**

Alaska is colder **than** Italy.

Mediterranean people are **more** extrovert **than** North European people.

**We use superlatives to compare people and things with all of the group that they are in.**

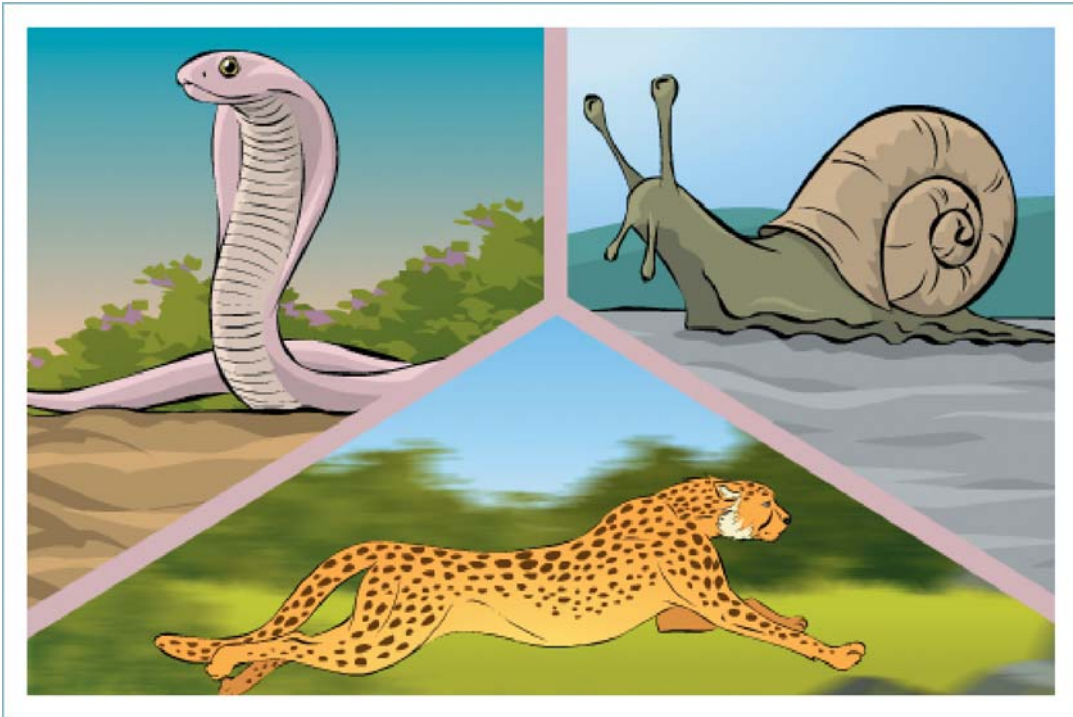
Black people are **the fastest** runners in the world.

Sue is **the most** talkative person in her family.

Look at these pictures and sentences about comparatives and superlatives.

Look at these pictures and sentences about comparatives and superlatives.





1	Cobras are faster than snails.	comparative
2	Snails are slower than cobras.	comparative
3	Cheetahs are the fastest animals in the world.	superlative



1	Beaches are hotter than mountains.	comparative
2	Mountains are colder than beaches.	comparative
3	Ice caps are the coldest places in the world.	superlative



## Rules to form comparative and superlative adjectives

**Short (one syllable) adjectives:** -er / -est

**Short adjectives ending in -e:** -r / -st

**Adjectives ending in -w:** -er / -est

Adjective	Comparative -er	Superlative -est
late	later than	the latest
nice	nicer than	the nicest
young	younger than	the youngest
small	smaller than	the smallest
cold	colder than	the coldest
few	fewer than	the fewest
clever	cleverer	the cleverest
slow	slower than	the slowest
few	fewer than	the fewest

Mike is two months old, he's **younger than** his sister.

Mike is **the youngest** in the family.

A tennis court is usually **smaller than** a football court.

All of your friends are nice, but George is certainly **the nicest**.

Snails are **slower than** greyhound.

Since crisis started there are **fewer** divorce demands.

**Short adjectives ending in one vowel + one consonant: double the consonant** -er / -est

Adjective	Comparative -er	Superlative -est
fat	fatter than	the fattest
thin	thinner than	the thinnest
big	bigger than	the biggest
hot	hotter than	the hottest
sad	sadder than	the saddest

Brazil is **bigger than** Peru.

Brazil is **the biggest** country in South America.

In 1970s European people were **thinner than** they are now.

People from the United States are **the fattest** people in the world.


**Two syllables adjectives ending in -y : y is dropped -ier / -iest**

Adjective	Comparative -er	Superlative -est
friendly	friendlier than	the friendliest
happy	happier than	the happiest
healthy	healthier than	the healthiest
busy	busier than	the busiest
sunny	sunnier than	the sunniest

The South is **sunnier than** the North.  
 It is said that thin people are **healthier than** fat people.  
 In my job Tuesday is **the busiest** day of the week.

**There are some irregular comparatives**

Adjective	Comparative	Superlative
good	better than	the best
bad	worse than	the worst
little	less than	the least
far	further or farther than	the furthest or farthest

I know my handwriting is bad but Simon's is **worse than** mine.  
 Eleanor is **the best** singer in the group.  
 Eric earns **less money than** his wife.

**Most adjectives ending in -ing: more / most**  
**Long adjectives: more / the most**

Adjective	Comparative	Superlative
beautiful	more beautiful than	the most beautiful
extrovert	more extrovert than	the most extrovert
exciting	more exciting than	the most exciting
intelligent	more intelligent than	the most intelligent
boring	more boring than	the most boring
expensive	more expensive than	the most expensive

Going on holidays is **more exciting than** following daily routines.  
 Following daily routines is **more boring than** going on holidays.  
 A Mercedes is **more expensive than** an Opel.  
 In fact Mercedes is one of **the most** expensive cars in the market.  
 I think Anne is **the most** intelligent girl in the class.





To say that people and things are the same in some way we use: "as ... as". We can say ... as I am, as you are, as John is, etc. But we can also say: as me, as you, as him, as her, as us, as them.

Spanish people are **as friendly as** Italian.  
Can you read this for me? My eyes aren't **as good as** yours.  
His heart is **as cold as** ice.  
Joan's sister isn't **as pretty as her / as Joana is**.  
He is more interesting than his boss. His boss isn't **as interesting as he is / as him**.  
I'm slimmer than my mother. My mother isn't **as slim as I am / as me**.

**Some common uses:**

the more ... the more / -er ... -er  
more and more

**The more** you study **the more** you learn.  
She's getting **prettier and prettier**.  
There is **more and more** unemployment.  
People are using **more and more** Internet at work.



**Activities**

**Choose the right option**

Complete the sentences with the correct comparative form of these adjectives in brackets:

1. (tall) - People are [...] now than they were 50 years ago.
2. (fat) - People are [...] now than they were 30 years ago.
3. (happy) - People are [...] in the countryside than in the city.
4. (interesting) - The city is [...] than the countryside.
5. (healthy) - Living in the countryside is [...] than living in the city.

**Choose the right option**

Now complete the sentences with the correct superlative form of the adjectives in brackets.

1. ((tall) - Some basketball players are among the [...] people you will ever meet!
2. (fat) - The [...] people I know have problems finding clothes that fit.
3. (happy) - People who love their jobs are the [...] people I know.
4. (interesting) - The [...] place I have been to is in Japan.
5. (healthy) - The [...] people I know work outdoors.



### Fill the gaps

Choose the correct word to complete these sentences with the correct word:

**more / better / fewer / less / easier**

- Food is [...] healthy now than it was 20 years ago.
- People eat [...] junk food now than 20 years ago.
- Computers are [...] now than 10 years ago.
- Travelling is [...] now than it was 200 years ago.
- There are [...] trees now than there were 100 years ago.

### Writing

Put these words in the correct order to make comparative and superlative sentences

**Example:** thing / I / done / the / have / This / best / is - This is the best thing I have done.

1. diseases / There / fewer / today / are
2. now / in / than / past / longer / People / live / the
3. than / poor / is / rich / between / There / bigger / now / gap / years / ago / a / and / 50
4. more / in / now / the / than / is / comfortable / past / Life

### Fill the gaps

Complete these comparative sentences using the words provided:

**as / more / than / not as / less**

- The word chubby is [...] polite than the word fat
- The word skinny is [...] polite as the word slim
- The word scruffy is more descriptive [...] the word untidy
- The word huge is [...] descriptive as the word enormous
- The word hate is [...] descriptive than the word abhor

### Writing

Write superlative questions using these words (remember to change the verbs into the present perfect!):

**Example:** What / strange / food / you / eat? - What is the strangest food you have ever eaten?

1. What / exciting / thing / you / do?
2. What / interesting / place / you / go?
3. What / lovely / place / you / go?
4. What / sunny / country / you / go?

### Writing

Now answer the questions from the previous activity. Use full sentences.

**Example:** The strangest food I have ever eaten was giraffe meat.



## 2.2. Learning new words

### Vocabulary

<b>Attractive</b>	atractivo	<b>Extroverted</b>	extrovertido
<b>Beautiful</b>	precioso /a	<b>Optimistic</b>	optimista
<b>Chubby</b>	gordinflón	<b>Responsible</b>	responsable
<b>Curvy</b>	curvado /a	<b>Self-confident</b>	seguro
<b>Flabby</b>	rechoncho	<b>Sensible</b>	sensato
<b>Gorgeous</b>	maravilloso	<b>Sensitive</b>	sensible
<b>Muscular</b>	musculado	<b>Bossy</b>	mandón
<b>Obese</b>	obeso	<b>Fussy</b>	quisquilloso
<b>Stocky</b>	bajito y fornido	<b>Shy</b>	tímido
<b>Scruffy</b>	desaliñado	<b>Talkative</b>	charlatán



### Activities

#### Choose the right words

The list below contains words that describe someone's appearance and words that describe character. Choose the words that describe character.

Optimistic  
Bossy  
Fussy  
Sensitive  
Gorgeous  
Scruffy  
Curvy  
Sensible  
Stocky  
Chubby

#### Complete the sentences with the correct definitions

1. A way of describing someone who is extremely pretty is with the word. [...]
2. Someone who is a little overweight can be described as [...]
3. Someone who always looks on the bright side is [...]
4. Someone you can depend on can be described as [...]



### Match the lists

Match the adjectives with their opposites.

<b>INSECURE</b>	<b>BALD</b>
<b>PESSIMISTIC</b>	<b>OPTIMISTIC</b>
<b>RESERVED</b>	<b>OUTGOING</b>
<b>UNINTERESTED</b>	<b>ENERGETIC</b>
<b>HAIRY</b>	<b>GENEROUS</b>
<b>MEAN</b>	<b>CHUBBY</b>
<b>LAZY</b>	<b>SELF-CONFIDENT</b>
<b>SLIM</b>	<b>INQUISITIVE</b>

### Test

What's the odd word out in each list?

1.

- a) THIN
- b) SKINNY
- c) CHUBBY
- d) SLIM

2.

- a) ATTRACTIVE
- b) PRETTY
- c) BOSSY
- d) BEAUTIFUL

3.

- a) SLIM
- b) PLUMP
- c) CHUBBY
- d) OBESE

4.

- a) SELFISH
- b) SELF-CONFIDENT
- c) EGOISTIC
- d) SELF-CENTERED



5.

- a) INTROVERTED
- b) SHY
- c) RESERVED
- d) OUTGOING

### Complete the sentences with the correct definitions

1. Someone who is short and strong can be described as [...]
2. Someone who is very reserved can be described as [...]
3. Someone who has a lot of common sense can be described as [...]
4. Someone who loves meeting other people can be described as [...]
5. Someone who wears old or very informal clothes is [...]

## 2.3. Listening

### Interview with an explorer

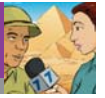
Listen to this extract from an interview with an explorer. Think about how where an explorer might go and where you have been could be different. What kind of questions would you ask an explorer if you met one?

Think for a moment about what kind of questions you might hear and then listen to the audio.

Read the questions below and listen to the conversation. Answer the question.

Listen again to check your answers.





## Activities

### True or false

Choose the correct sentences:

- The explorer has been to lots of different places
- The explorer thinks it is strange to define normal
- The explorer is not sure what is normal
- The explorer thinks it is better to focus on people and not places
- The explorer thinks there are no differences between different societies
- The explorer thinks we can learn things from different cultures
- The explorer is shocked by his own culture
- The explorer thinks that the strangest people he knows live next door to him

### Test

1. What does the explorer say about defining normal?

- a) He is not sure what normal is
- b) He thinks it is strange to define normal
- c) He thinks it is boring
- d) He thinks all cultures are normal

2. Which of these adjectives does the explorer NOT use when describing different societies?

- a) Diverse
- b) Stocky
- c) Sophisticated
- d) Incredible

3. When the explorer returns to his own country

- a) He is shocked
- b) He is called strange
- c) He can get reverse culture shock
- d) He is prepared to see different things

4. The strangest people the explorer has met are from:

- a) Australia
- b) His own country
- c) Spain
- d) Nowhere is strange



### Match the lists

Match the words with their correct definitions.

Satisfying, fulfilling	Etiquette
Happy, satisfied	Content
Rules of behaviour	Strange
Different, weird	Rewarding
Noticeable, different	Stand out

### 2.4. Writing

#### It's your turn!

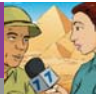
You have just listened to an explorer talking about places he has been and people he has met. Now it's your turn!



1. Imagine that you are talking to a famous explorer. You want to find out about their experiences. Write at least five questions using superlatives to find out about their life.
2. Think about places you have been and people you have met and write 5 sentences comparing them to people/places in your own town/country.

### 2.5. Pronunciation

As you have already seen to change an adjective into a comparative adjective you normally add "-er". To change an adjective into a superlative adjective you normally add "the" and "-est".



Now listen to these sentences and check the pronunciation.

1	My house is bigger than your house
2	My house is smaller than your house
3	I have the biggest house in the world
4	I have the smallest house in the world
5	I have the biggest house in the world
6	I have the smallest house in the world

In the first two examples the pronunciation of "-er" can be represented by the symbol:

/ɜ:/

In the last four examples the pronunciation of "-est" can be represented by the symbols:

/ɪst/

However, listen to the change in the pronunciation of the word "the". It can be pronounced:

/ðə/

Or:

/ði:/

Did you know that we use /ði:/ when we want to add extra emphasis? Listen and repeat the pronunciation.



**Audio**



**Activities**

### Choose the right options

Choose the correct form of the adjective that you hear. Is it the comparative (bigger) or the superlative (biggest)?



**Audio**

tallest  
larger  
greater  
smallest  
fastest  
greatest  
faster  
largest  
taller  
smaller





**Match the lists**

Match these words with their phonetic transcriptions.

- /tɔ:lə/
- /tɔ:l/
- /smɔ:lɪst/
- /smɔ:l/
- /smɔ:lə/
- /tɔ:lɪst/

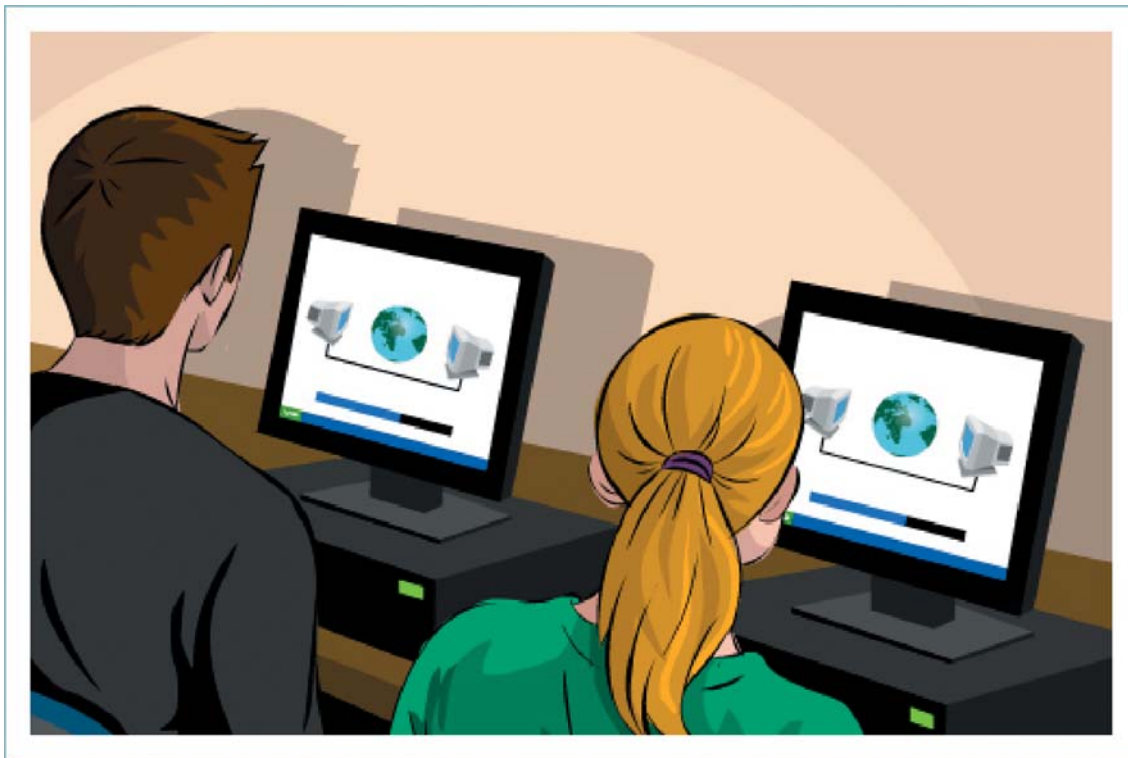
- Small
- Smaller
- Smallest
- Tall
- Taller
- Tallest

**3. THE INTERNET**

**Social responsibilities of the Internet boom**

This audio is from a radio documentary about the Internet. Before you listen, look at the picture. How do you think technology will change in the future? Will it be the same as it is now?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



**Audio**



**Activities**

**Test**

1. What was the audio about?

- The English language
- Words connected with new technology
- Computers
- Foreigners



2. The writer of the text thinks that...

New technology is great  
People dislike new technology  
New technology brings lots of language problems  
People have to understand the language of new technology to be able to use it.

3. The writer of the text thinks that...

a) The internet has changed the way we live  
b) The Internet creates barriers  
c) The Internet is only for young people  
d) The Internet has to be used by everyone

4. The writer of the text thinks that...

a) New technology words have to be translated into every language  
b) New words can be translated into other languages  
c) The Internet is English

5. The writer of the text thinks that...

a) Some words can be hard to explain  
b) People should explain everything to their parents  
c) Grandparents don't understand about technology

6. The writer thinks it is easy to explain things to people with little or no experience of the internet

a) Yes  
b) No

After having read the script, do the following activities.

### Test

1. The writer of the text thinks that the Internet was started...

a) so people could blog  
b) as a way to invent new language  
c) as a way to pass and store information

2. The writer of the text thinks that...

a) We have to educate people about new language  
b) We don't have to educate people about new language  
c) We mustn't educate people about new language



3. The writer of the text thinks that...

- a) New terminology must be translated
- b) New language can make new technology difficult to understand
- c) People must learn English

4. The writer of the text thinks that...

- a) Most new internet advances are made in English
- c) Most new internet advances are difficult to understand
- d) People must choose new internet advances

5. The writer of the text thinks that...

- a) Blogs are hard to explain
- b) It is hard for beginners to understand new technology
- c) It is difficult to explain new technology

### Writing

Read the text again and answer these questions.

1. Why does the writer think education has to change?
2. Why do people have to be able to understand the language of new technology?
3. Why does most of the new terminology first appear in English?
4. What three options do non-English speakers have when it comes to understand and using new terminology?
5. What does the writer say about explaining new terminology to an older generation?

### Match the words with their correct definitions

Very big, huge	Barrier
Idea, theory	Vast
Impediment, difficulty	Blog
Rhythm, speed	Concept
On-line journal	Rate

### 3.1. Grammar

#### "Have to" and "must"

USES:

#### In the affirmative

They both have the same meaning: they are used to express rules, obligations and necessity.

We **have to** stop when traffic lights are red.  
He **has to** work on Saturdays.



Before going into the cinema we **must buy** the tickets.  
She **mustn't hurry**; her train is leaving in 5 minutes.

### In the negative

"**Must not**" means prohibition

"**Don't have to**" means absence of obligation and it implies a choice.

On Sundays I **don't have** to get up early.  
We **mustn't** smoke in public places.

*FORM:*

### Have to

**Takes: do / does in the negative and interrogative forms in the present and did in the past.**  
**It can be used in the present, future and past.**

An accountant **has to** be good with numbers.  
Erick **doesn't have to** post these letters; Emma is going to the post office and she will take them.  
You **don't have to** wake me up; I've got an alarm clock.

Bob works for an American firm; **does he have to** speak English?  
30 years ago people **didn't have to** use computers at work.  
If he wants to pass his exams next term **he'll have to** study hard.

### Must

**It doesn't take do/does in the negative form. It doesn't change in the 3rd singular person (he, she, it).**  
**It is only used in the present, to express rules, obligation or necessity.**  
**In the past or future we use "have to" in the appropriate tense and form: "had to" / "will have to".**  
**Remember that must is never followed by to.**

You **mustn't** drive so fast, the speed limit in this narrow road is 60 km/h.  
On a plain we **mustn't** use a mobile phone.  
Sue **must** be careful with her spelling; she makes many mistakes when she writes.

### Can

*USE:*

**Can is used to express ability, permission or possibility.**

In developed countries most of the people nowadays **can** use computers.  
Yes certainly, I **can** lend you this book.  
New language **can** make new technology difficult to understand.



**FORM:**

Mike **can swim** very well but he can't ski.

**Can I use** your computer?

**Can everybody say** that they have the same experience?

He **couldn't work** with his computer because it was out of order.

Affirmative	Negative	Interrogative
He has to work on Saturdays.	He doesn't have to work on Sundays.	Does he have to work on Mondays?
He must be on time.	He mustn't be late.	Must he hurry?
He can play the guitar.	He can't play the saxophone.	Can he play the drums?

1	You mustn't talk
2	You must brush your teeth every day
3	You don't have to help but you can if you want to.
4	She can't hear you



**Activities**

**Writing**

Put these words in order to make correct sentences.

**Example:** don't / You / to / have / pay - You don't have to pay.

1. come / don't / with / have / us / You / to
2. must / You / your / pay / taxes
3. to / what / do / You / I / have / say
4. can't / see / I / television / the
5. am / hear / you / Can / what / saying / I ?

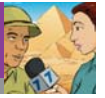
**Writing**

Make questions for the following phrases:

1. He has to send some mails before lunch time.
2. She can't train because he's got a broken leg.
3. Citizens must pay taxes.
4. You have to download some specific programmes to listen to music in your computer.
5. I'm sorry, I can't help you with this maths question.

**Writing**

Write down two things that you have to do, two things you mustn't do and two things you didn't have to do when you were a child. Use full sentences. Remember the differences in meaning between the three structures.



## Writing

Imagine that you are going to interview someone about their obligations. Make questions from the sentences in the last activity.

### 3.2. Learning new words

Look at these words connected to the internet. Listen and repeat the pronunciation. Try to learn these words by heart.

<b>Upload</b>	subir, cargar, copiar	<b>dot com / .com</b>	punto com
<b>Email address</b>	dirección de correo electrónico	<b>Web page</b>	página Web
<b>Download</b>	bajar, descargar	<b>Password</b>	contraseña
<b>Surf</b>	navegar	<b>Save</b>	guardar
<b>Network</b>	red	<b>Click (imperative)</b>	haga clic (usted) haz clic (tu)
<b>Drop down list, drop down menu, pop-up menu</b>	menu desplegable	<b>Print</b>	imprimir
<b>Bandwidth</b>	ancho de banda	<b>At @</b>	arroba
Web browser	navegador, explorador de Web		



## Activities

### Fill the gaps

Use these words to complete the sentences.

**bandwidth / save / at / dot / passwords / webpages / print / e-mails / network / surf**

- Web browsers provide you with the ability to [...] the internet
- The bigger your [...] the more you can upload and download
- Simple [...] are easier to guess than more complicated ones.
- You should always [...] your work in case the programme crashes
- Some people read documents on their computers but other like to [...] a copy on paper
- Nowadays, lots of people have their own [...].
- If you connect different computers together you can create your own [...].
- People can send you [...] if you give them your e-mail address
- The symbol @ is pronounced [...] in English
- The symbol . is pronounced [...] in English



### Fill the gaps

Match the words to the definitions.

**click / download / menu / webpage / upload**

- When you press a button on the mouse you: [...]
- When you copy data from your computer to the internet you: [...]
- A list of options on a website is known as a: [...]
- When you copy data from the internet to your computer you: [...]
- A place on the internet where you can find information on the internet: [...]

### Choose the right option

Choose the correct adjective / word in the sentence:

1. I have found a great game on the internet but you have to (download / upload) it if you want to play it.
2. To access the information you need to (dot / click) on the link in the (menu / network).
3. He has a great (webpage / bandwidth) it's full of useful information!
4. It is very important to (backup / surf) your information regularly in case you have an accident

### Match the lists

Match the adjectives with their opposites.

REAL WORLD	SAVE
OFFLINE	UPLOAD
NARROWBAND	BROADBAND
DELETE	ANTIVIRUS
VIRTUAL DOCUMENT	HARD COPY
DOWNLOAD	VIRTUAL WORLD
VIRUS	VIDEO CONFERENCE
PHONECALL	ONLINE

### Writing

Use the words from this section to make 4 sentences using the structure "have to" to give instructions to a complete beginner about how to use a computer to find some information.

### Writing

Now imagine that you have bought a new computer. Tell your friends about what it is capable of and the advantages it has. Think of 4 sentences using can to describe the different things you can do with your computer.



### 3.3. Listening

#### A day in the life of a blogger

Listen to this extract from a radio show with a blogger talking about the Internet. Do you have a blog or have you ever read one?

After you have listened to the programme for the first time, read the questions below. Then listen to the programme again and answer the questions.



Audio



Activities

#### True or false

According to the presenter:..

It is becoming easier to access the internet  
 Bloggers update their pages every day  
 Anyone can read a blog if they want to  
 Bloggers are not unusual  
 Bloggers are phenomenal

#### Test

1. The presenter said that...

- a) Blogs can be read by anyone who wants to
- b) Blogs are read by everyone
- c) Blogs are typical





2. The presenter said that...

- a) Bloggers read everything
- b) Blogger update their pages every day
- c) Some bloggers update their pages every day

3. Sally thinks that...

- a) The Internet is for games
- b) The Internet is for downloading music
- c) The Internet gives people more freedom

4. Sally thinks that...

- a) The Internet is for rmainstream media
- b) The Internet allows her to express herself
- c) Sally doesn't think

5. Sally blogs are about...

- a) Lots of different things
- b) News
- c) Other websites

After having read de script, do the following activities.



**Activities**

**Writing**

Write the questions for these answers about the text.

- 1. A typical blogger
- 2. Playing games and downloading music
- 3. A global phenomenon
- 4. It doesn't have the same freedom

**Match the lists**

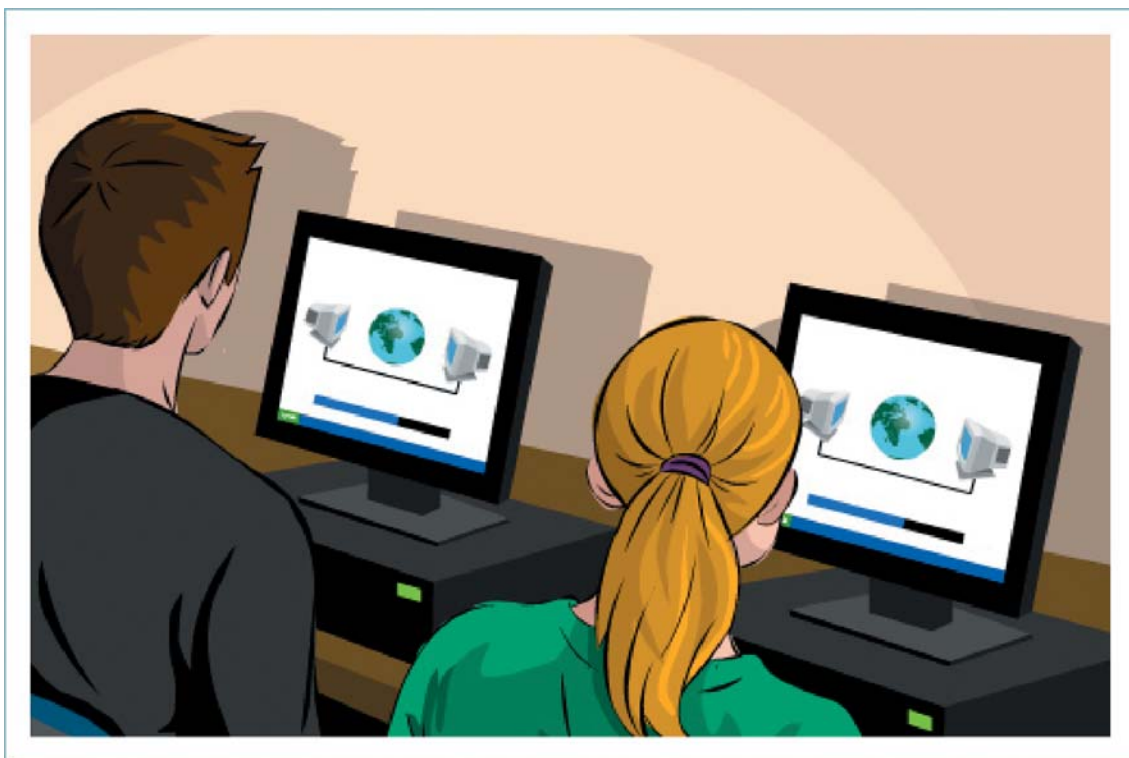
Match the words with their correct definitions.

At the same time	Phenomenon
Up to date, of the same time	Mainstream
Normal, usual	Comments
Unusual event, something very popular	Instantly
Opinions, views	Current



### 3.4. Writing

It's your turn!



1. Imagine you are talking to someone about how great the Internet is. Write a list of 5 things you can do on the Internet
2. Unfortunately, you can't use the Internet for everything! Write a list of 5 things that you can't do.
3. Unfortunately, you can't use the Internet for everything! Write a list of 5 things that you can't do.

### 3.5. Pronunciation

Look at these phrases containing can, must and have to - the structures studied in this section. Listen to the pronunciation and repeat the phrases.

1	They have to use the English words
2	You don't have to if you don't want to
3	Most people can tell you about the changes they have seen in technology
4	I can't remember the last time I wrote a traditional letter
5	Speakers of other languages must choose one of three options
6	You mustn't smoke in here



Audio



**Activities**

**Match the lists**

Match the words with their phonetic transcription .

- |                |               |
|----------------|---------------|
| /məʊnt/        | have to       |
| /kən/          | don't have to |
| /dəʊnt hævtu:/ | can           |
| /kɑ:nt/        | can't         |
| /mʌst/         | must          |
| /hævtu:/       | mustn't       |

**Can**

Remember that "can" is used to express, ability, permission or possibility depending on the situation. Also remember that the pronunciation changes if it is stressed /kæn/, unstressed /kən/ or used in the negative can't /kɑ:nt/. Listen to the following sentences and then repeat them.

1	I can speak English - /kæn/
2	I can use Microsoft Office - /kæn/
3	I can speak English - /kən/
4	I can use Microsoft Office - /kən/
5	I can't speak English - /kɑ:nt/
6	I can't use Microsoft Office - /kɑ:nt/

- /kæn/ - stressed
- /kən/ - unstressed
- /kɑ:nt/ - negative

**Audio**

**Match the lists**

Match the phonemic symbols to the phrases containing can

**Audio**

I can drive a motorbike	/kən/
Can you drive a motorbike?	/kɑ:nt/
I can't drive a motorbike	/kæn/

**Match the lists**

Match the phonemic symbols to the phrases containing can


 **Audio**

I can't speak another language	/kæn/
I can speak another language	/kən/
I can speak another language	/kɑ:nt/

#### 4. DRILLS

 **Activities**

#### Write the comparative form of the adjective in bracket

- (big – good) - When talking about cars my friend always says "the [...] the [...]"
- (happy) - If I lived in Australia would be [...].
- (easy – interesting) - If the film were [...] to understand it would be [...].
- (grumpy) – Mr. Jones is always so moody! I don't think I have met a [...] person!
- (fat) - You need to stop feeding your dog. I have never seen a [...] animal!

#### Write the superlative form of the adjective in bracket

- (good) - Wow! That was the [...] meal I have ever eaten!
- (tall) - My brother is huge. He is the [...] person I know.
- (fast) - The cheetah is the land animal in the [...] world.
- (intelligent) - My teacher is incredibly clever. She is the [...] person I know!
- (lovely) - My girlfriend is very beautiful and kind. She is the [...] person I know

#### Write the superlative or superlative form of the adjective in bracket

- (sunny) - Spain is generally [...] than England
- (difficult) - This exercise is really hard! It's [...] thing I have ever done!
- (far) - How much [...] is it? We have been driving for ages!
- (healthy) - If you did more exercise you would be [...].
- (simple) - This question is really easy! It is [...] question in the whole exercise!

#### Writing

Write at least 5 comparative sentences comparing yourself to your friends or relatives.

#### Writing

Write at least 5 superlative sentences about yourself.

#### Writing

Put these words in order to make comparative sentences

- now / TV / watched / years / ago / less / than / thirty / People
- were / thinner / forty / now / than / years / People / ago
- than / hair / years / had / now / longer / 25 / People / ago
- 100 / years / People / were / ago / shorter / than / now
- than / 50 / People / years / travelled / now / less / ago

**Write “have to” or “must” (affirmative or negative) in the bracket**

1. It is forbidden. You [...] do that.
2. You ask my permission. You [...] can do what you want.
3. It's optional. We [...] to go if you don't want to.
4. Whatever you do, you [...] click with the right mouse button or the program will crash.
5. He's a millionaire. He [...] work but he does because he enjoys it.
6. This is very important. You [...] forget what I said.
7. I'll tell you a secret. You [...] tell anybody else. Promise?
8. Pay me back when you can. You [...] do it immediately.
9. I like Saturdays because I [...] go to work.
10. Be on time. You [...] be late or we will leave without you.

**Writing**

Imagine that a group of people that you don't know are coming to stay at your house. Write a list of rules that they have to follow. Write 5 rules.

**Writing**

Now write 5 things that they are not allowed to do.

**Writing**

Finally, write five things that are optional.

**Writing**

Imagine that you have organised a trip to London for a group of your friends. Write a list of five things that it is possible to do there using "can".

**Writing**

Now write a list of five things that it is not possible to do there using "can't".

**Writing**

Finally, imagine that you are one of the people going on the trip and you have questions about what you can do. Write a list of five questions using "can".

**Choose the right option**

1. When you want to express the ability to do something we use the word (can / can't / must)
2. When you want to express an external obligation to do something we use (must / have to / can)
3. When you want to express choice when making a decision we use (can't / musn't / don't have to)
4. When you want to express negative obligation we use (can / musn't / have to)
5. When you want to express inability we use (can't / musn't / don't have to)

**Choose the right option**

1. When you want to express a smaller amount of countable things we use (less / fewer / not many)
2. When you want to express a larger amount of something we use (more / lots / loads)
3. When you want to express a smaller amount of uncountable things we use (less / fewer / not many)
4. To express the superlative form of a large amount we use (the least / the most / a dictionary)
5. To express the superlative form of a small amount we use (very small / the most / the least)



### Choose the right option

1. A person who regularly writes their opinions on the Internet is called a (surfer / blogger / journalist)
2. The place where you can find information on the Internet is called a (website / email / PC)
3. The electronic equivalent of letters is called (char / server / email)
4. The programme you use to surf the Internet is called a (browser / OS / keyboard)
5. The amount of information you can transfer or download is determined by the (bandwidth / server / email) of the connection.

### Choose the right option

1. When you put a file on the Internet you have to it (save / upload / write)
2. The symbol for "at" in an e-mail address is ( / / : / @)
- 3- A menu with different options is called a (drop down list / list of opinion / start menu)
4. A programme your computer uses to work is called (the run programme / the operating system / the linux)
5. When you take a file off the Internet you it. (download / delete / over-write)

## 5. SUMMARY

In this unit we have studied:

comparatives and superlatives as well as about how to express options and obligations using "can", "have to" and "must".

We have also looked at vocabulary for describing people, and vocabulary connected with the Internet

**You should now be able to do the two tasks for this unit:**

1. Describe present society and people and compare it/them to the recent past
2. Design a web page in English. Be able to write a title, introduction and a list of topics with some details about each one.

## SCRIPTS

### Interview with an explorer

**Interviewer:** As an explorer I guess a lot of people are always asking you the same question. Where's the strangest place you have ever been?

**Explorer:** The strangest? That's difficult to say! I've met so many different people and been to so many different places. To define strange you have to define normal, and after seeing so many different cultures, I'm not sure what normal is anymore!

**Interviewer:** But there must be certain places that you remember as the most exciting or the most dangerous or even possibly the most boring!

**Explorer:** Well, I don't think I have ever been anywhere boring! Although, certainly some places are more interesting than others? But I think it is always more rewarding to focus on the people and not the places. It's fair to say that some societies are more athletic than others, some are richer than others, or they can be poorer, smaller, more diverse, fatter, thinner, taller, shorter. Some people are stockier, plumper, louder, quieter or less sophisticated, but I have always been able to learn something from them or learn something about myself by being with them and I think that has made more content as a person.

**Interviewer:** But there must be certain things that stand out?

**Explorer:** Well, I think the strangest people I have met are actually those from my own culture! After travelling around the world, coming back to your own country always gives you a sort of reverse culture shock.



When you visit other places you are prepared to see people who are paler, taller or with longer hair you know that people wear fewer clothes or that etiquette is more formal. However, when you return home, you really realise that people where you live are just as strange as people in different countries. In fact the strangest person on the planet could be living right next door to you!

### Vocabulary

Stocky : bajo y fornido  
Plump : gordinflón  
Sophisticated : sofisticado  
Reverse : al revés  
Etiquette : protocolo  
Pale : pálido

## Social responsibilities of the Internet boom

### Advances

Most people can tell you about the changes they have seen in technology in their lifetime. And there is absolutely no doubt that education has to change as well so that people can use and understand these changes. The Internet, for example, has transformed the way we live and interact with other people and we must make sure that people aren't left behind. First designed as an attack-proof way of passing and storing information, the Internet has grown in size and capacity at an enormous rate and although the vast majority of people in the developed world have had some experience with using it. Can everybody say that they have the same experience?

### New media, new words

With new technology comes new language and to be able to use the new technology people have to learn that new language. New vocabulary can become a barrier to understanding for those who don't know it: almost as if it were a completely new language.

### English invasion

As most of the new advances in Internet technology are still driven and researched in English speaking environments, most of the terminology is created first in English. This means speakers of other languages must choose one of three options:

### Vocabulary

Transform : transformar  
Attack-proof : a prueba de ataques  
Pass : intercambiar  
Store : almacenar  
Grow : crecer  
Size : tamaño  
Vast majority : gran mayoría  
Barrier : barrera/obstáculo  
Drive : conducir  
Research : investigar  
Upload : (tecnológicamente) subir/cargar  
Chatroom : sala de chat  
Blog : blog  
E-mail : correo electrónico



1. They have to use the English words with their own spelling/pronunciation
2. They can translate the terms literally into their own language
3. They can find an alternative way of translating the idea into their own language

However, whichever way you do it, it will always be difficult to explain some concepts to people with no experience of the world of the internet, something that is obvious to all those who have tried to explain words like: upload, chatroom, blog or even e-mail to their parents or grandparents.

### A day in the life of a blogger

**Presenter:** Bloggers are a common phenomenon in the 21st century as it gets easier and easier to get your opinion onto the Internet.

Blogging is all about putting your opinions in a place where it can be read by anyone who wants to know what you think. Some bloggers update their page every day and some a little less often.

Sally is a typical blogger and she explained what her hobby means to her.

**Sally:** A lot of people think that the Internet is for playing games or for downloading music but it is much more than that. The Internet has become a global phenomenon that connects people all around the world and allows us to exchange news and ideas instantly and from anywhere.

**Presenter:** How do you think that the Internet has changed your life?

**Sally:** The Internet allows us a freedom that we didn't have before. Mainstream media is subject to controls from the government or from other groups and it doesn't have the same type of freedom as we do as bloggers. The Internet has allowed me to express myself and talk to people around the world that have similar opinions and interests.

**Presenter:** And what do you write about? Why should people visit your website?

**Sally:** I write about all sorts of things, from current news stories to opinion pieces or issues that I think are important. But my website is more than just what I write about. You can download information on many different topics. You can leave comments and messages. There are links to other websites and blogs. In fact that's the great thing about the Internet. It's never just one thing. You can make it what you want!

#### Vocabulary

Phenomenon : fenómeno

Typical : típico

Hobby : afición / hobby

Exchange : intercambiar

Freedom : libertad

Current : actual

Issue : tema

Comment : comentario





# WORLD PROBLEMS AND CINEMA

# 6



## 1. INTRODUCTION

In this unit you will learn all about vocabulary connected with world problems as well as vocabulary connected with the cinema. We will also study the use of words like "too", "too many", "too much" and "enough", how to add important information using relative clauses and how to give advice using "should"

1. Understanding / talking about world problems
2. Understanding / using quantifiers
3. Understanding / using vocabulary to talk about films / the cinema
4. Understanding / using defining relative clauses
5. Understanding / using "should" for advice

**When you have finished this unit you will be able to:**

1. Talk about what type of films you like.
2. Talk about world problems and be able to make a list of things we should or shouldn't do to try and solve them.

## 2. CHARITIES

### Oxfam

You are going to read a text about Oxfam, a charity organisation. What kind of work do you think charity organisations do? What kind of things do they do to help people?

Read the text and then do the activities below.





**History**

One of the world's most recognized charities, Oxfam was set up in 1942 in the English city of Oxford to help Greek civilian victims of war. The original name of the group was the Oxford Committee for Famine Relief, but the name Oxfam was adopted in 1965.

According to their website, Oxfam International was formed in 1995 by a group of independent non-governmental organizations. They state their aim as being "to work together for greater impact on the international stage to reduce poverty and injustice."

**Work**

Oxfam work in over 70 countries and still deliver aid to places where there is not enough food or water but they are also active in many other areas including climate change, education, gender equality and trade.

At the time of writing there are 13 member organizations of the Oxfam International confederation. They are based in: Australia, Belgium, Canada, France, Germany, Great Britain, Hong Kong, Ireland, The Netherlands, New Zealand, Quebec, Spain and the United States.

On their website, Oxfam describe themselves as "human first, amazing second" meaning that it is more important to be human and help humanity although they still strive to do the best work possible. That said; there is no doubting the international impact of their work.

**Other Charities**

Although one of the biggest charities on the global stage, Oxfam is far from the only organisation involved in trying to make the world a better place.

Organisations exist to help combat all sorts of problems and not all of them are as big as Oxfam.

There are charities which help children, charities which help rescue services and even charities which help animals and all are important for the people connected to them as Oxfam is to their collaborators.



**Vocabulary**

- Charity : organización no-gubernamental
- To set up : fundar
- Victim : víctima
- Famine Relief : lucha contra el hambre (alivio del hambre)
- Stage : escena
- To deliver aid : suministrar ayuda
- Climate change : cambio climático
- Trade : comercio
- To strive : esforzarse mucho
- Rescue : rescate



**True or false**

Choose the right answers from the text:

	True	False
Oxfam was the original name of the charity	<input type="checkbox"/>	<input type="checkbox"/>
Oxfam was founded in 1942	<input type="checkbox"/>	<input type="checkbox"/>
Oxfam was originally formed to help people in Greece	<input type="checkbox"/>	<input type="checkbox"/>
Oxfam works exclusively to provide food and water to poor countries	<input type="checkbox"/>	<input type="checkbox"/>
Oxfam operate in more than 70 different countries	<input type="checkbox"/>	<input type="checkbox"/>



## Test

1. In which year was Oxfam International formed?

- a) 1942
- b) 1965
- c) 1995

2. Who formed Oxfam International?

- a) A group of people who wanted to help Greek civilians
- b) Greek victims of war living in Oxford
- c) A group of independent NGO's

3. How do Oxfam describe themselves?

- a) "Human first, amazing second"
- b) "Amazingly international"
- c) "Personal first, International second"

4. Which of these countries does NOT have an Oxfam affiliation?

- a) Spain
- b) Belgium
- c) Austria

## Writing

Read the text again and answer these questions.

1. What type of activities does Oxfam carry out?
2. What is Oxfam's stated aim?
3. Oxfam describe themselves as "human first, amazing second". What, in your own words, does this mean?
4. Use your own words to describe Oxfam.
5. What other charities does the article mention?

## Match the lists

Match the words with their correct definitions.

<b>Founded, formed</b>	Set up
<b>World-wide, international</b>	Impact
<b>Influence, significance</b>	Strive
<b>Partners, helpers</b>	Global
<b>To make an effort, try hard</b>	Collaborators



**Writing**

Write the questions for these answers about the text.

1. Thirteen
2. Oxford
3. It is one of the biggest
4. They are all important

**2.1. Grammar**

**Should**

Should can be used to express obligations and advice. The form is the same for the third person. Remember that the question form is not used very often.

<b>Affirmative form</b>	You should study for an hour a day.		
<b>Subject</b>	<b>Auxiliary verb</b>	<b>Verb</b>	<b>Rest of sentence</b>
I	should	talk	quietly
He / she / it	should	study	every day
We / you / they	should	go	to London
<b>Negative form</b>	You shouldn't smoke.		
<b>Subject</b>	<b>Auxiliary verb</b>	<b>Verb</b>	<b>Rest of sentence</b>
I	should not (shouldn't)	smoke	in here
He / she / it	should not (shouldn't)	run	in here
We / you / they	should not (shouldn't)	shout	in here
<b>Interrogative form</b>	Should I donate more money to charity?.		
<b>Subject</b>	<b>Auxiliary verb</b>	<b>Verb</b>	<b>Rest of sentence</b>
Should	I	call	you tomorrow?
Should	He / she / it	borrow	the money?
Should	We / you / they	play	in the game?

Remember that should is not followed by "to" (NOT ~~I should to go shopping~~)

**Too / too much / too many / enough**

<b>Too</b>	is followed by an adjective and we use it to express that there is more than the amount required; it has a negative sense.
<p>The coffee is too hot, I can't drink it. (It's hotter than I want).          I'm too sleepy, I can't drive. (I can fall asleep if I take the car).          Please, turn the radio down, it's too loud. (Louder than I like)</p>	



Too much	Too many
is followed by uncountable, singular nouns	is followed by countable, plural nouns
There is too much salt in this food. (More salt than I want)	There are too many oranges, they are too heavy for me, I can't carry them all.
<b>Enough</b>	can be followed by a noun or after an adjective. We use it to express just the right amount.
<b>Followed by a noun</b>	
<p>There is enough salt. (We have the right amount).            Is there enough sugar in your coffee? Yes, thank you, it's all right.            There are enough chairs for everybody to sit down. (We don't need any more chairs).            I haven't enough money to buy a new car. (I need more money to buy a new car).</p>	
<b>After an adjective</b>	
<p>Joe is old enough to drive a car. (He's 19 years old).            That is a nice pullover and it's big enough for me. (It's my right size).            Is your English good enough to have a conversation? (You can have a conversation in English).            Mark can't reach those apples in the tree, he isn't tall enough. (He's too short to reach the apples)</p>	
<b>And... have a look!</b>	
<p>I haven't enough money to buy that car. That car is too expensive for me to buy it.            Mary is 15 years old, she isn't old enough to vote in the coming elections. Mary is too young to vote.            In January water in the sea is too cold to have a swim. In January water in the sea isn't warm enough to have a swim.</p>	



### Activities

#### Fill in the gaps

Use these words to complete the following sentences.

1. shouldn't buy / enough (2) / much / many ( should
2. I think people [...] donate more money to charities
3. I think we [...] non-fair trade goods
4. I think there are too [...] charities
5. I think that people don't do [...] to help poor countries
6. I think that people complain too [...] about their problems
7. Some people don't have [...] food to survive

#### Fill in the gaps

Use these words to complete the sentences.

**do / not / shouldn't / too / much / enough / many / should**

- Some countries don't have [...] food.
- There are too [...] wars in the world.
- There is too [...] pollution in some cities.
- We [...] try to help those less fortunate than us.
- We [...] pollute the planet.
- Governments don't [...] enough to help poor people.
- There is [...] enough clean water in some areas of the world.
- Starvation is a problem that affects [...] many people.



### Writing

Write sentences using "should" or "shouldn't" and these words.

1. Consume too much
2. Recycle
3. Use too much water
4. Chop down too many trees
5. Try to help less fortunate people

### Writing

Put these words in the correct order:

8. to / endangered / save / should / species / We / try
9. to / fuels / try / using / should / We / fossil / stop
10. resources / over / We / use / shouldn't
11. destroy / natural / We / habitats / shouldn't
12. try / to / should / other / help / people / We

### Fill in the gaps

Fill the blanks with the correct word

**Too many / Should / Too much / Shouldn't / Enough**

- [...] is used to give affirmative advice
- [...] is used to give advice about what not to do
- [...] is used with countable nouns
- [...] is used with uncountable nouns
- [...] used when there just the right amount

### Writing

Too much or too many? Write sentences using the word "too" and the problems listed below.

1. Problems
2. Pollution
3. Wars
4. Greed
5. Inequality



## 2.2. Learning new words

### World problems

<b>Homelessness</b>	indigencia	<b>Pressure groups</b>	grupos de presión
<b>Unemployment</b>	desempleo	<b>Recycle</b>	reciclar
<b>Hunger</b>	hambre	<b>Endangered species</b>	especies en peligro
<b>Poverty</b>	pobreza	<b>Deforestation</b>	deforestación
<b>AIDS</b>	SIDA	<b>Fossil fuels</b>	combustibles fósiles
<b>Gender equality</b>	Igualdad de género	<b>War</b>	guerra
<b>Climate change</b>	cambio climático	<b>Pollution</b>	contaminación
<b>Ozone layer</b>	capa de ozono	<b>Oil</b>	petróleo
<b>Greenhouse effect</b>	efecto invernadero	<b>Extinction</b>	extinción
<b>Global warming</b>	calentamiento global	<b>Fair trade</b>	comercio justo



### Activities

#### Choose the right words

Choose the words related to the environmental problems.

deforestation  
 global warming  
 gender equality  
 homelessness  
 pollution  
 fair trade  
 unemployment  
 greenhouse effect  
 AIDS  
 ozone layer

#### Fill the gaps

Match the words to the definitions:

**ozone layer / Poverty / Unemployment / Extinction / climate change**

- The noun to describe the problem of not having a job is: [...]
- When all the members of a species die they suffer [...]
- The noun to describe the state of being without money or wealth is: [...]
- The difference in weather patterns around the world is known as [...]
- The gas that covers the planet and protects us from the sun's rays is known as the: [...]





**Test**

What's the odd word out in each list?

a)

HOMELESS  
UNEMPLOYED  
HUNGER  
HUNGRY

b)

DEFORESTATION  
POLLUTION  
GLOBAL WARMING  
AIDS

c)

FAIR TRADE  
EXTINCTION  
FAMINE  
DROUGHT

d)

OIL  
RECYCLE  
COAL  
FOSSIL FUELS

e)

UNEMPLOYEMENT  
OZONE LAYER  
HOMELESSNESS  
WAR

**Fill in the gaps**

Match the words to the definitions.

**Pressure groups / Endangered species / Greenhouse effect /  
Gender equality / Fair trade**

- Business practices that benefit producers and suppliers. [...]
- People who try and influence decision making [...]
- The idea that both men and women should have the same rights and opportunities [...]
- Animals that are close to becoming extinct [...]
- The idea that energy is reflected back towards the earth by certain gases and as a result the world is heating up [...]



### 2.3. Listening

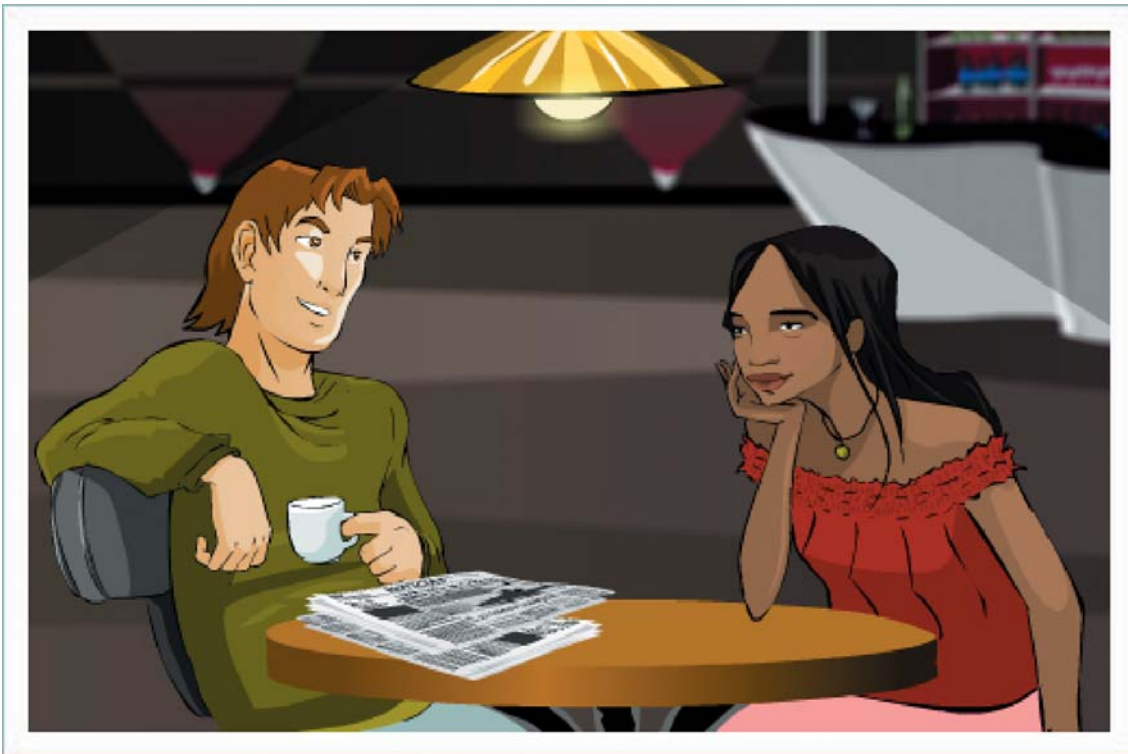
#### A conversation in a café

You are going to listen to a conversation between two people talking about world problems. Before you listen, take a moment to think over the vocabulary that we have already studied in this unit and try and think about what type of problems you are going to listen to.

Now read the first questions and listen to the conversation for the first time. Answer the questions.

Now read the test and listen to the conversation. Answer the test.

Listen again to check your answers if you need to.



Audio



Activities

#### True or false

Choose the things that Emily complained about:

	True	False
Climate change	<input type="checkbox"/>	<input type="checkbox"/>
Drought	<input type="checkbox"/>	<input type="checkbox"/>
David	<input type="checkbox"/>	<input type="checkbox"/>
Politicians	<input type="checkbox"/>	<input type="checkbox"/>
Newspapers	<input type="checkbox"/>	<input type="checkbox"/>
Famine	<input type="checkbox"/>	<input type="checkbox"/>
Other countries	<input type="checkbox"/>	<input type="checkbox"/>
Money	<input type="checkbox"/>	<input type="checkbox"/>



## Test

1. David got depressed when:

- a) He spoke to Emily
- b) He listened to the morning news
- c) He lost his job
- d) He was reading the newspaper

2. Why did David get depressed?

- a) He has a lot of problems
- b) He thinks politicians aren't doing their jobs properly
- c) He doesn't know what to do about the world's problems
- d) He thinks there are lots of problems in the world

3. What does Emily feel strongly about?

- a) Droughts
- b) Politicians
- c) Famines
- d) World problems

4. What does Emily NOT say is wrong about politicians?

- a) They are greedy
- b) They have too many days off
- c) They earn too much money
- d) They don't have enough common sense

After having read the script, do the following activities.

## Writing

Read the text again and answer these questions.

- 1. What does Emily see as the priority for politicians?
- 2. Why doesn't Emily think politicians do enough?
- 3. Why doesn't Paul think they can solve all the problems?
- 4. Why does Emily think a lot of people don't try to help solve the world's problems?
- 5. Why doesn't Emily think money is important?

## Writing

Read the text again and answer these questions.

- 1. What does Emily see as the priority for politicians?
- 2. Why doesn't Emily think politicians do enough?
- 3. Why doesn't Paul think they can solve all the problems?
- 4. Why does Emily think a lot of people don't try to help solve the world's problems?
- 5. Why doesn't Emily think money is important?



## 2.4. Writing

It's your turn!



1. Write five more sentences using "should" or "shouldn't" about how we can solve some of the problems that affect the world.

**Example:** We should keep our seas clean.

2. Imagine you are being asked about your opinions on world problems. Write five sentences using "too", "too much", "too many" or "enough".

## 2.5. Pronunciation

In this section we have been looking at structures that allow us to give advice and voice opinion ("*should*") and words and structures to talk about quantities ("*too*" and "*enough*"). Look at these phrases that contain these words and structures and then listen and repeat them out loud.

Listen and repeat the pronunciation

1	The government should help poor people
2	Industry shouldn't pollute fresh water supplies
3	There is enough money to solve all the problems
4	There aren't enough food supplies for everyone
5	There are too many wars in Africa
6	There is too much emphasis on aid and not enough on development





**Activities**

**Match the lists**

Match these words with their phonetic transcriptions.

- /tu:ˌmʌf/
- /tu:ˌmeni/
- /ʃʊdənt/
- /ɪnʌf/
- /tu:/
- /ʃʊd/

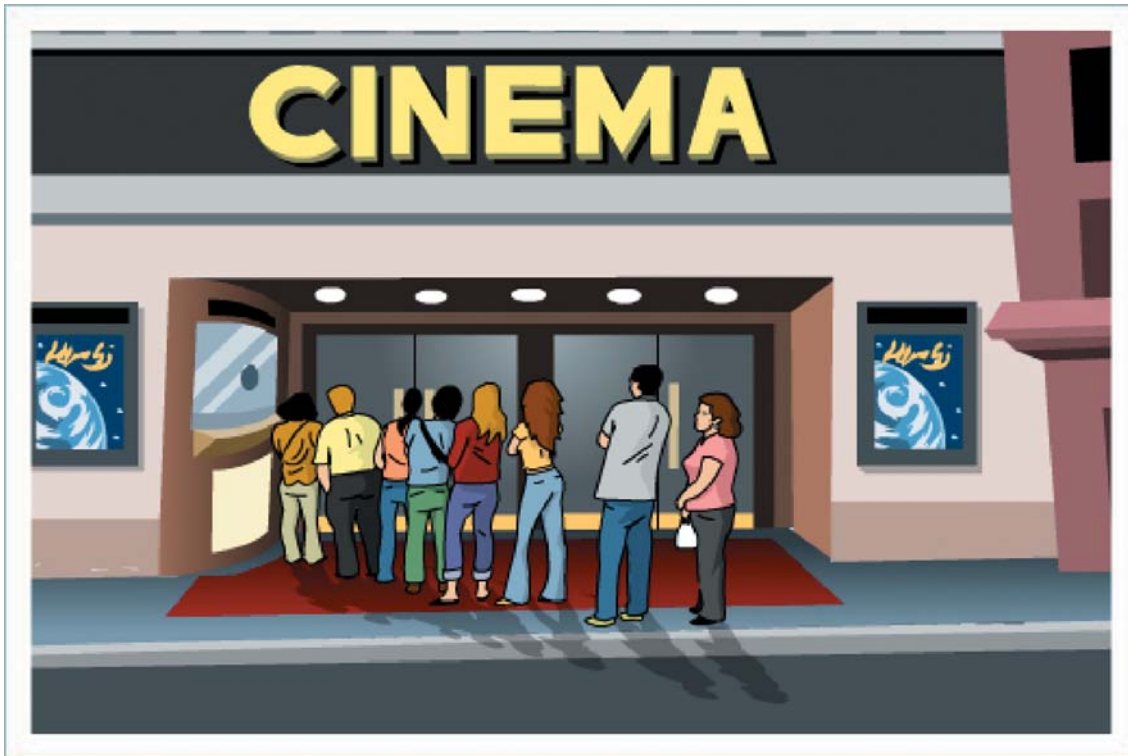
- Should
- Shouldn't
- Enough
- Too
- Too many
- Too much

**3. FILM FESTIVAL**

**Theme Night!**

This audio is from a local radio spot advertising a film festival. Are you a cinema fan? What types of film do you like to watch?

Read the questions from the test section and then listen to the audio. Listen again to check your answers.



**Audio**

**Activities**

**Test**

1. How many screens will there be?

- a) 1
- b) 2
- c) 3
- d) 4



2. What types of films will be shown?

- a) Adventure and documentaries
- b) Comedy and documentaries
- c) Action and documentaries
- d) Action and adventure

3. Which of these films will be NOT shown the following month?

- a) Comedy
- b) Westerns
- c) Romance
- d) Horror

4. Where will the theme night take place?

- a) Oxford
- b) Bradford
- c) Banbury

5. What date is the theme night?

- a) June 17th
- b) July 17th
- c) July 15th

After having read the script, do the following activities.

### Writing

Read the text again and answer these questions.

1. Who does the advert say will be interested in the film festival?
2. What will happen before the films start?
3. How does the advert describe the action films?
4. How does the advert describe the range of people who might be interested in the films?
5. What is on next month at the cinema?

### Match the lists

Match the words with their correct definitions.

<b>Spectacle, show</b>	Talk
<b>Speech, address</b>	Extravaganza
<b>Committed</b>	Book
<b>Reserve</b>	Occasional
<b>Part-time, casual</b>	Dedicated



## Writing

Write the questions for these answers about the text.

1. Have a "question and answer" session
2. Screen one
3. Special documentaries and making-of features
4. On the 17th of June

### 3.1. Grammar

#### Relative clauses

Relative clauses are used to add extra information about someone or something.

*Example: The footballer who scored against Real Madrid is injured.*

DEFINING		The information is essential to understand the meaning of the sentence.
Relative clause	Pronouns	Examples
Subject	<b>Person:</b> who, that	The boy who wore a red T-shirt won the race. The girl that lives next door is very nice.
	<b>Thing:</b> which, that	I went to see the film which won an Oscar. I bought the coat that was made in Colombia.
Object	<b>Person:</b> who, that	The boy (who) I met in Mallorca came yesterday. The girl (that) Ann introduced to me is ill.
	<b>Thing:</b> which, that	The film (which) I saw with you is very sad. The car (that) I won in a quiz was stolen.
If the relative pronoun is an object, the pronoun is usually omitted.		
Possessive	<b>Person:</b> whose	The man whose car is here has left.
	<b>Thing:</b> whose	The hostel whose owners are from Madrid is closed in winter.
Place, time	<b>Place:</b> where	The hotel where we stayed last summer was very cosy.
	<b>Time:</b> when	June is the month when we usually go on holidays.

NON-DEFINING		The information is additional about something you have already identified.
Relative clause	Pronouns	Examples
Subject	<b>Person:</b> who	My brother, who is 25, lives in Paris.
	<b>Thing:</b> which	The car, which was two years-old, was stolen.
Object	<b>Person:</b> who	Your brother, who I met yesterday, has bought the flat.
	<b>Thing:</b> which	The car, which I bought last year, is very fast.
Non-defining relative clauses are always between comas and relative pronouns can't be omitted.		



1	The film that I saw with you won an Oscar.
2	The footballer who scored against Real Madrid is injured.
3	The shop where I bought my coat is closed.
4	We should find the person whose keys are here.



## Activities

### Writing

Put these words in the correct order to make sentences:

1. I / grew / is / house / This / up / where / the
2. the / man / to / I / spoke / who / is / yesterday / That
3. is / that / That / I / work / car / to / the / drive
4. whose / girl / the / is / father / prize / That / won / lottery / a
5. last / the / which / This / bought / TV / I / is / week

### Fill in the gaps

Complete the sentences using who or which or nothing.

--- / **who (1)** / **which** / **who (2)** / **who (3)**

- I like the actor [...] plays Legolas in Lord of the Rings
- The guy [...] directed Edward Scissorhands is fantastic
- I loved the film [...] we saw last week
- I like films [...] are funny
- Who is the actor [...] plays Johnny in The Shining?

### Writing

Think of two different actors and three different films and write sentences about them WITHOUT using their names.

**Example:** He is a Spanish film director who won an Oscar in 2002.

### Writing

Now imagine that you are writing a film quiz for a friend. Turn the definitions from the previous activity into questions.

**Example:** Who was the Spanish film director who won an Oscar in 2002?

### Writing

Write full answers for the questions you wrote in the previous activity.

**Example:** The Spanish film director who won an Oscar in 2002 is Fernando Trueba.





### 3.2. Learning new words

#### Cinema

Look at these words connected with films and the cinema. Listen and repeat the pronunciation. Learn the words by heart.

<b>war films</b>	películas de guerra	<b>thriller</b>	película/novela de suspense
<b>adventure</b>	ventura	<b>murder mystery</b>	de crímenes y misterio
<b>comedy</b>	comedia	<b>star</b>	estrella
<b>horror</b>	terror	<b>lead</b>	papel principal
<b>western</b>	del oeste, occidental	<b>script</b>	guión
<b>action</b>	acción	<b>twist</b>	giro inesperado
<b>science fiction</b>	ciencia ficción	<b>car chase</b>	persecución en auto
<b>romance</b>	romance	<b>plot</b>	argumento
<b>documentary</b>	documental	<b>character</b>	personaje
<b>musical</b>	musical	<b>happy ending</b>	final feliz



#### Activities

#### Test

1. A film buff is someone who:

- a) hates films
- b) sometimes goes to watch films
- c) loves films

2. A film critic is someone who:

- a) writes about films
- b) always watches films
- c) never goes to the cinema

3. A film director is someone who:

- a) is in charge of a film
- b) acts in a film
- c) pays for a film

4. A documentary is a film which:

- a) is funny
- b) is exciting
- c) gives information about something



5. A western is a film that:

- a) is about life in the American west
- b) is about the fight between east and west
- c) was filmed in Almería

### Writing

Use your dictionary to find the words that match these definitions:

**Example:** A report about a film, usually with opinion: a film review

- 1. A person who writes film reviews
- 2. The first time a film is shown in a country
- 3. A famous actor from films
- 4. A person who makes films

### Writing

Use your dictionary to find the words that match these definitions:

**Example:** A person who controls what the actors do during filming: a film director

- 1. A special event when many different films are shown
- 2. Someone who has a very detailed knowledge of films
- 3. Someone who regularly goes to the cinema
- 4. Someone who gets the actors ready before filming

### Writing

Use your dictionary to find the words that match these definitions:

**Example:** A person who controls what the actors do during filming: a film director

- 1. A special event when many different films are shown
- 2. Someone who has a very detailed knowledge of films
- 3. Someone who regularly goes to the cinema
- 4. Someone who gets the actors ready before filming

### Writing

Use your dictionary to find four other people or things connected to films and write definitions for them using defining relative clauses.

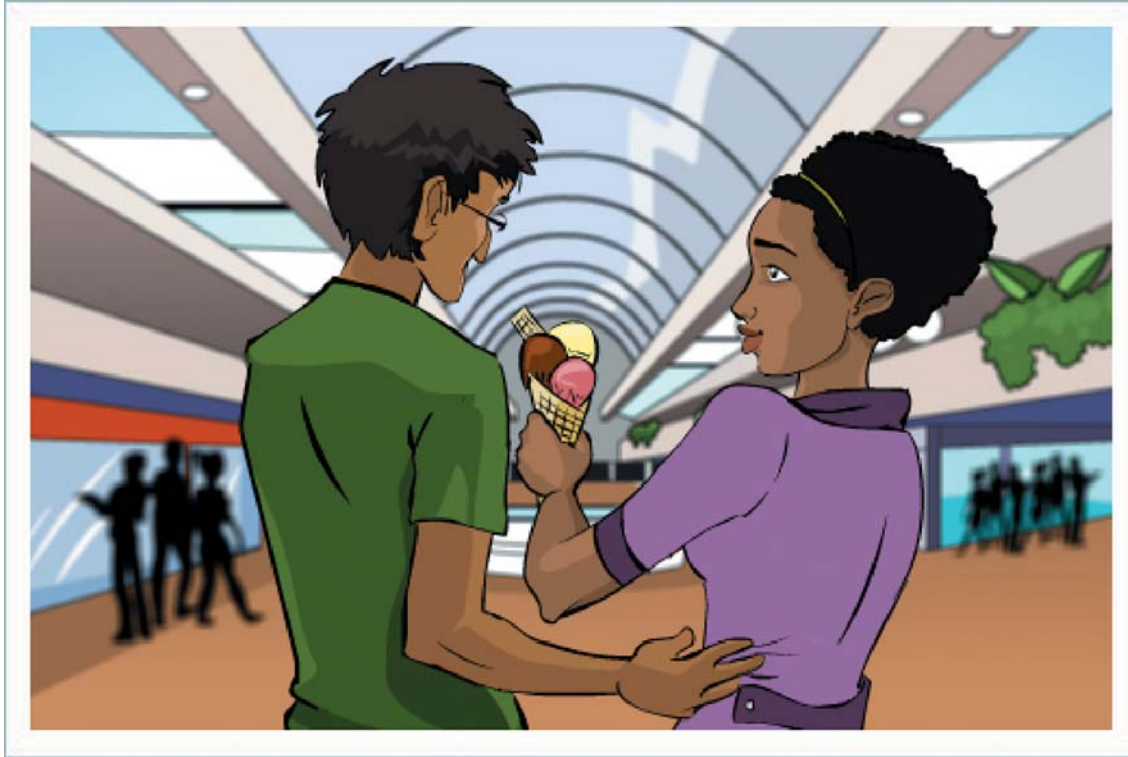
**Example:** A camera is something that is used to film films.



### 3.3. Listening

#### Film speak

Listen to this extract from a conversation in which two friends are talking about what to do and then answer the questions:



Audio



Activities

#### True or false

	True	False
At the beginning Rachel suggests going to see a Mel Gibson film	<input type="checkbox"/>	<input type="checkbox"/>
Alex likes Mel Gibson	<input type="checkbox"/>	<input type="checkbox"/>
Rachel likes films that make her laugh	<input type="checkbox"/>	<input type="checkbox"/>
Rachel can't stand scary films	<input type="checkbox"/>	<input type="checkbox"/>
They both like Clint Eastwood	<input type="checkbox"/>	<input type="checkbox"/>

**Test**

1. The friends decide to:

- a) Watch a film
- b) Talk about films
- c) Do nothing

2. Rachel is a fan of:

- a) Science fiction
- b) Mel Gibson
- c) Clint Eastwood

3. The two friends decide to watch:

- a) A comedy
- b) A horror film
- c) A Clint Eastwood film

4. Rachel likes films with:

- a) A twist
- b) A good plot
- c) Strong characters

5. Alex likes films with

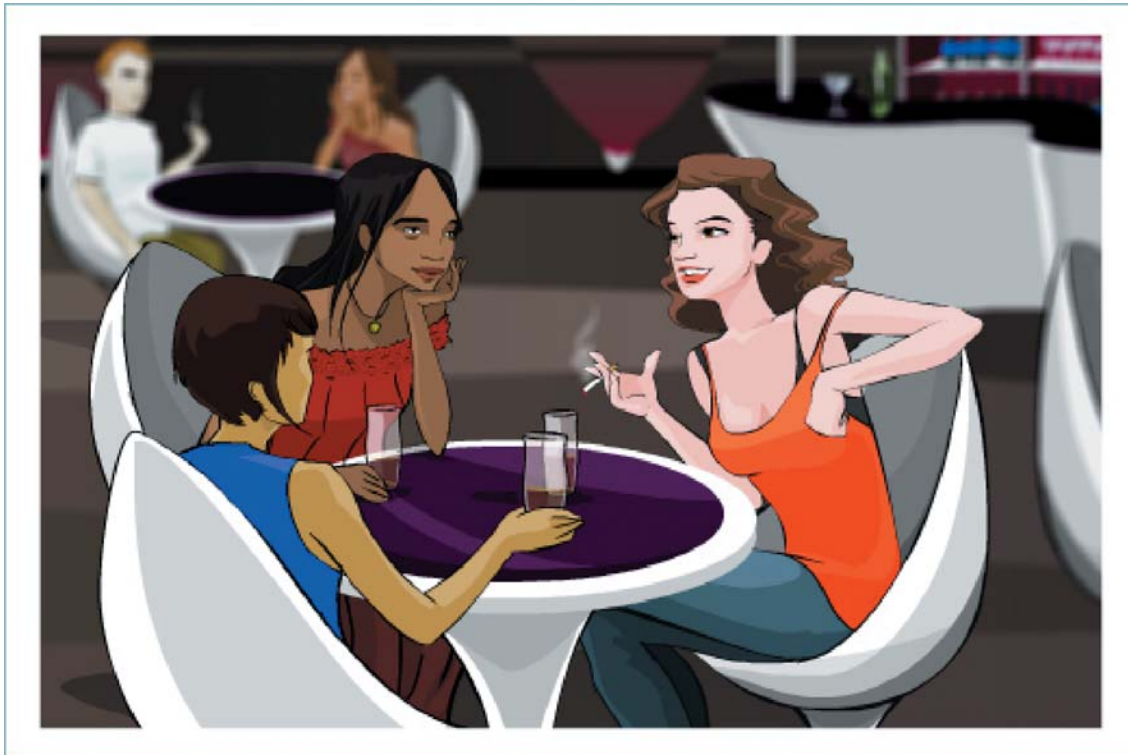
- a) Clint Eastwood
- b) Mel Gibson
- c) Explosions



### 3.4. Writing

#### It's your turn!

In the last few sections you have learnt about relative clauses and lots of vocabulary connected with films. Now you have an opportunity to practise them!



1. Imagine you are talking to some friends about different types of films. Think of four questions that you could ask using defining relative clauses to give more information.

**Example:** Do you like films that are scary?

2. Now write full affirmative answers for the questions that you wrote in the first activity.

**Example:** Yes, I love films that are scary!

3. Change your answers from the affirmative to the negative.

**Example:** No, I can't stand films that are scary!

### 3.5. Pronunciation

Look at these sentences containing the future simple. Read and listen to the pronunciation. Repeat the sentences out loud.

Listen and repeat these phrases connected with film fans

1	The film critic wrote a great review
2	My friend is a huge film buff
3	The film star donated a million pounds to charity
4	The film director received a prestigious award
5	The average film-goer spend over 10 euros per film!
6	My local cinema always has great films!



Audio



Activities

### Match the lists

Match the words with their phonetic transcription.

/fɪlm bʌf/	Film critic
/fɪlm stɑː/	Film buff
/fɪlm krɪtɪk/	Film star
/fɪlm gəʊə/	Film director
/fɪlm dɑː'rektə/	Film goer
/'sɪnəməː/	Cinema

Remember that relative clauses use the words who / which / that to refer to people and things. Where refers to places and whose to possession.

Listen and repeat these sentences:

1	The thing that I asked you to do
2	The man who I met yesterday
3	The car which we saw in the street
4	The man whose son is in my class
5	The shop where I bought my coat



Audio

### Test

Sometimes the relative pronoun is not used at all. The relative pronoun can be omitted when it is the object of the sentence, although this is only true with who, which and that.

Listen to the phrases and choose which pronoun was used:



Audio

1.

- a) who
- b) that

2.

- a) which
- b) none



3.

- a) who
- b) none

#### 4. DRILLS



##### Writing

Put these words in the correct order to make phrases about world problems.

**Example:**

is / hunger / There / in / the / world / much / too ->There is too much hunger in the world.

1. many / don't / about / Too / homelessness / care / people
2. aren't / There / jobs / for / everyone / enough
3. species / many / are / Too / extinction / near
4. too / is / big / in / cities / much / There / pollution

##### Writing

Put these words in the correct order to make phrases about world problems.

**Example:**

is / hunger / There / in / the / world / much / too ->There is too much hunger in the world.

1. many / don't / about / Too / homelessness / care / people
2. aren't / There / jobs / for / everyone / enough
3. species / many / are / Too / extinction / near
4. too / is / big / in / cities / much / There / pollution

##### Writing

Change the affirmative sentences from the last exercise into negative sentences with "should".

**Example:** Climate change is something we shouldn't worry about

##### Match the lists

Choose the correct answer for these definitions:

<b>gender equality</b>	Number of people who have nowhere to live
<b>climate change</b>	Equal treatment of both sexes
<b>recycle</b>	Differences in global temperatures
<b>famine</b>	To re-use waste material
<b>endangered species</b>	Animal that are close to extinction
<b>homelessness</b>	Severe hunger in a region



### Fill in the gaps

Choose the correct word to complete these definitions:

**global warming / pressure groups / deforestation / unemployment / fair trade / ozone layer**

- Number of people who don't have jobs: [...]
- Business practices that are beneficial for developing nations: [...]
- A layer of gas around the Earth: [...]
- Groups who campaign for change: [...]
- The cutting down of trees: [...]
- The gradual rise in temperature around the planet: [...]

### Match the lists

Choose the correct answer for these definitions.

<b>An action film</b>	A film that makes you laugh
<b>A comedy</b>	A film that has lots of chases, violence and strong heroes
<b>A period drama</b>	A person who writes film reviews
<b>A science fiction film</b>	A film set in the future, or an imaginary world and time
<b>A film critic</b>	A drama set in a definite historical period
<b>A film premiere</b>	The first time a film is shown in a country

### Fill in the gaps

Choose the correct word to complete these definitions:

**A film buff / A film star / A romantic comedy / A thriller / A film-maker / A film review**

- A famous actor from films: [...]
- A comedy that is also a love story: [...]
- A report about a film, usually with opinion: [...]
- Someone with a very detailed knowledge of films: [...]
- A person who makes films: [...]
- A film that keeps you excited: [...]

### Fill in the gaps

Choose the correct word to complete these definitions:

**too / too many / too much) / enough**

- 1- We don't have [...] money to buy food.
2. We have [...] debts.
3. We have [...] homeless people in the city.
4. Some problems are [...] difficult to solve.
5. We have [...] jobless people in the country.
6. We don't have [...] money in the economy.
7. When there is [...] water in a region it is a problem.
8. [...] rain can cause big problems.
9. [...] snow can cause problems of communication.
10. [...] people in one area can cause logistical problems.
11. Some people are [...] poor to pay for health care.





12. Some people don't have [...] food.
13. If we destroy all the trees some animals will not have [...] room to live.
14. The world's poorest people don't often have [...] education.
15. [...] money can corrupt people.
16. We sometimes have [...] benefits and not [...] responsibilities.

### Writing

Complete the sentences to write definitions about problems that affect the world.

**Example:** Hunger is ... a lack of food that causes suffering..

1. The greenhouse effect is...
2. A victim is the person...
3. The area affected when oil is spilled on water is known as...
4. Extinction happens when a species...

### Writing

Complete the sentences to write definitions about problems that affect the world.

**Example:** Hunger is ... a lack of food that causes suffering..

1. The greenhouse effect is...
2. A victim is the person...
3. The area affected when oil is spilled on water is known as...
4. Extinction happens when a species...

### Fill in the gaps

Choose the correct word to complete these definitions:

**who / which / where / whose**

Choose the correct word to fill the gaps to complete these defining relative clauses.

1. Did you see the man [...] was standing outside the entrance?
2. That's the car [...] was stolen from the garage last week!
3. We need to find a house [...] we won't be kept up all night by the neighbours!
4. That's the woman [...] pet cat ate my budgie!
5. I need a computer [...] doesn't crash all the time!

### 5. SUMMARY

In this unit we have studied how to use the words "too", "too much", "too many" and "enough". We have also studied defining relative clauses and how to use the auxiliary verb "should".

We have also looked at vocabulary for world problems and the cinema.

**You should now be able to do the two tasks for this unit:**

1. Talk about what type of films you like.
2. Talk about world problems and be able to make a list of things we should or shouldn't do to try and solve them.



## SCRIPTS

### A conversation in a café

**David:** Wow Emily, I was reading the newspaper this morning and I got really depressed! It seems like this planet has so many problems!

**Emily:** I know, David. It seems like there aren't enough jobs, no-one has enough money and too many politicians just focus on their careers instead of trying to run the country properly!

**David:** Yes, and it's not only in this country, people all around the world have problems. There are so many stories about famines and poverty, and there are always stories about the greenhouse affect and global warming! It's always the same!

**Emily:** Ha! And the politicians always do nothing: they talk too much, they have too much money, too many privileges, too many days off and not enough common sense!

**David:** Wow! You really feel strongly about this!

**Emily:** Yes, it's because we have so many problems in the world, famine, drought, climate change to name a few. But too many politicians and people in power do nothing, or they don't do enough. Too many people die from things that could be stopped.

**David:** That's true. But sometimes I think that there are too many problems and we can never solve them all. We don't have enough money.

**Emily:** Saying we don't have enough money is not a good reason not to try. Too many people give up before they start to help because they say it will take too much time or too much money. But I don't believe money is important, what is important is to try to do something. Nothing is too small or too unimportant. If everyone did something small the world would be a lot better.

### Vocabulary

Depressed : deprimido

Career :trayectoria profesional

Famine : hambruna

Poverty : pobreza

Privilege : privilegio

Drought : sequía

### Theme Night!

Calling all action film fans!

Don't miss this month's **SPECIAL THEME EXTRAVAGANZA** at Banbury Cinema!

#### TWO SCREENS

Two screens of action fun, adventure and information for all the family

Both screens will be running all night long with classic action films on screen one and action documentaries on screen two. Before the films start there will also be a talk by a nationally recognised film critic as well as a question and answer session from one of the stars of the films.

#### Action films:

All the best and classic action films bringing together the classics from the past and the best of today

#### Documentaries:

Special documentaries and making-of features bring you closer to the film stars, film makers and your favourite directors

There will be something for everyone from the most occasional film-goer to the most dedicated film buff.



Make sure you book your place! **June 17th** at Banbury Cinema

*Next month: COMEDY, ROMANCE, HORROR!!!*

### Vocabulary

Extravaganza : una fiesta grande

Screen : pantalla

Film critic : crítica de cine

Film star : estrella de cine

Film-goer : aficionado al cine

Making-of : cómo se hizo

Film buff : cinéfilo

### Film speak

**Alex:** Hey Rachel! What are you doing?

**Rachel:** Hi Alex! Not a lot, do you want to go somewhere?

**Alex:** OK, great! How about the cinema? Do you want to go and watch a film?

**Rachel:** Umm.. ok. What film were you thinking of? What about that new one that was directed by Mel Gibson?

**Alex:** I'm not really a fan of Mel Gibson or romantic comedies. I was thinking about maybe watching an action film or a science fiction film.

**Rachel:** Please not a science fiction! I don't like films set in the future, I prefer to laugh or be surprised. I like something with a twist.

**Alex:** I know! What about the new horror film with that actor who won the Golden Ostrich at that film festival? All the critics say it's really great and I have some friends who are real film buffs and they went to see it last week. They said it was amazing!

**Rachel:** Ok! That sounds like a good idea! I love films that are scary!

**Alex:** Yes, me too. Although I also like typical action films as well, you know, with car chases and explosions; they are great to escape from reality!

**Rachel:** I don't really like those kinds of films although I do like classic westerns; some of them are really cool. I also like black and white films and anything with Clint Eastwood, I think he's great. I think that he is an actor who has been brilliant in everything he has done. He has also directed some films that really make you think, too.

**Alex:** I completely agree. I recently watched his film that was about an old man living in a neighbourhood in America. It was a neighbourhood that had lots of immigrants. He had fought in the Vietnam War or something, maybe it was Korea and he didn't like foreigners, but he had some neighbours who changed his opinion. It was a great film!

**Rachel:** I think I heard about that film, but I forget what it was called... anyway shall we go to the cinema? We are going to be late if we stay here taking all day!

### Vocabulary

Twist : giro

Ostrich : avestruz

Scary : terrorífico

Neighbourhood : vecindario

Immigrants : inmigrantes

Foreigners : extranjeros



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reater

