

11 Extremes

Reading

- 1 Read the article on page 75 quickly. What is it about?
 - a a new world record
 - b the history of a famous book
 - c the life story of a famous businessman
- 2 Read the article again. Are these sentences true (T) or false (F)?
 - 1 The idea for a book of records came from an argument about phones. T F
 - 2 The first *Guinness Book of Records* appeared in 1955. T F
 - 3 By the 1980s, there were copies of the book in many languages. T F
 - 4 There are other world record companies now. T F
 - 5 The Guinness World Records organization has closed down. T F
- 3 Find these words in the article. Check the meaning in a dictionary and choose the best definition (a or b).
 - 1 **record** (line 1)
 - a (n) the top or number one in an area, especially in sports
 - b (v) to make an electronic copy of sounds or images
 - 2 **look up** (line 17)
 - a (v) to improve or get better
 - b (v) to find a particular piece of information in a list or a book
 - 3 **judges** (line 22)
 - a (n) people who make decisions about the law
 - b (n) people who decide the results of a competition or a world record

Look at the Learning to Learn box. Then do the task.

LEARNING TO LEARN: READING AND VOCABULARY

Learning words with more than one meaning

When you check a new word in a dictionary, check if the word has more than one meaning. Make a note of the different meanings and the part of speech (*adjective, verb, etc.*). Remember to check the pronunciation, too. Some words have the same spelling but different pronunciation.

Look at these words. Check them in a dictionary, write down the meaning, and make notes about the pronunciation.

close (adj) _____

close (v) _____

copy (v) _____

copy (n) _____

fear (v) _____

fear (n) _____

show (v) _____

show (n) _____



THE GUINNESS BOOK OF RECORDS

- ¹ Who holds the world record for the tallest person? Where is the world's longest road? The highest mountain? You can find the answers to all these questions in *Guinness World Records* (previously called *The Guinness Book of Records*). The book contains all kinds of world records and has been around for over 60 years. But how did it start?
- ⁵ The idea for a book of world records began in the early 1950s. Two British businessmen were at a party, and they began to argue about the fastest bird in the world. They could not agree on an answer. This gave them the idea for a book of facts and world records. In 1955, they published the first *Guinness Book of Records*.
- ¹⁰ The book quickly became popular. It sold more than a million copies in its first year, and another 23 million copies in the next 10 years. By 1987, *The Guinness Book of Records* existed in 31 languages and was in bookstores all over the world. There were even TV
- ¹⁵ shows and museums for the Guinness World Records organization.

- Today, things are different. Many people just look up facts on their smartphones. There are also new companies that are doing similar work to the Guinness World Records organization. But the *Guinness World Records* book still sells around a million copies every year. There are also judges for new world records, and they find more than 6,000 new world records every year. The Guinness World Records organization may not be the only world record
- ²⁰
 - ²⁵ company these days, but it will always be the first.



Grammar

Superlative adjectives

- 1 Complete the chart with the superlative form of these adjectives.

bad	cheap	funny	hot	nice	useful
+ -est	the hardest				
+ -st	the closest				
+ double consonant	the biggest				
+ -iest	the dirtiest				
the most + adjective	the most comfortable				
irregular form	the farthest				

- 2 Write sentences. Use the simple present and the superlative form of the adjectives.

- Monday / be / busy / day of the week.
Monday is the busiest day of the week.
- This / be / comfortable / chair in the house.

- Trulli / be / good / restaurant in town.

- Marta / be / friendly / person in our office.

- São Paulo / be / big / city in South America.

- January / be / hot / month in my country.

- This / be / bad / job I've ever had.

- 3 Look at the information about three sports classes. Complete the sentences with the name of the sport and the correct form of the adjective in parentheses.

Parkour Classes

Price: \$20 per class

Difficult? very difficult

Number of students: 4-6



BMX Classes

Price: \$25 per class

Difficult? quite difficult

Number of students: 2-5



Crossfit Classes

Price: \$12 per class

Difficult? a bit difficult

Number of students: 10-15



- The crossfit classes are the cheapest (cheap) classes.
 - The _____ classes are the _____ (expensive) classes.
 - The _____ (easy) classes are the _____ classes.
 - The _____ (difficult) classes are the _____ classes.
 - The _____ classes are the _____ (small) of all the classes.
 - The _____ (big) classes are the _____ classes.
- 4 Which class from Exercise 3 is the most interesting to you? Why?

Pronunciation

Saying /st/

- 1  **A 111** Listen and circle the word(s) you hear.

- | | |
|---------------|-------------|
| 1 cheaper | cheapest |
| 2 happier | happiest |
| 3 more useful | most useful |
| 4 closer | closest |
| 5 bigger | biggest |

- 2  **A 111** Listen again and repeat.

Vocabulary

Weather words

- 1  Match the temperatures (1–4) with the words (a–d).

- | | | |
|--------|-----------------------|--------|
| 1 2°C | ☐ | a warm |
| 2 15°C | ☐ | b hot |
| 3 25°C | ☐ | c cool |
| 4 40°C | ☐ | d cold |

- 2  Complete the sentences with these words.

- | | | |
|---------|-------|---------|
| cloudy | foggy | raining |
| snowing | sunny | windy |
- 1 Take an umbrella. It's _____ heavily.
 - 2 The chairs in the backyard have fallen over. It's very _____ today.
 - 3 I hate driving when it's _____. You can't see the road.
 - 4 It's the perfect weather for a photo. It's _____ and the sky is blue.
 - 5 It's _____ in the mountains. Maybe we can go skiing next weekend.
 - 6 You can't see the moon tonight. The sky is too _____.

Listening

- 1  **A 112** Listen to three different conversations about the weather. Match each conversation (1–3) with the place where it happens (a–d). One place is extra.

Conversation 1: _____

Conversation 2: _____

Conversation 3: _____

- a in an elevator
b in a car
c in a store
d in a park

- 2  **A 112** Read the questions (1–3) and look at the pictures. Then listen again and choose the correct answer (a, b, or c).

- 1 What was the weather report for the beach?



- 2 What's the temperature outside?

a 13°C b 30°C c 36°C

- 3 What did the woman bring to work?



Grammar

Have to / Don't have to

- 1 Circle the correct option to complete the sentences.
- 1 I *have to / don't have to* work today. It's a holiday.
 - 2 Milo *has to / have to* visit his sister tomorrow.
 - 3 *Do / Does* you have to check this with your boss?
 - 4 You *has to / have to* have an ID card in my country.
 - 5 Mei *have to / doesn't have to* wear a uniform to work.

- 2 Look at Phan's notes for a family vacation. Complete the sentences below with the correct form of *have to* or *don't have to*.

Weather in May: very cold but not rainy

Visas for the family? Not necessary

Remember! Print tickets

Arrive at airport 2 hours early

Taxi to airport ✓

- 1 Phan _____ pack warm clothes.
 - 2 He _____ take an umbrella.
 - 3 Phan and his family _____ get visas.
 - 4 Phan _____ print the tickets.
 - 5 Phan and his family _____ arrive at the airport two hours early.
 - 6 Phan _____ drive to the airport.
- 3 Think about your work or school. Write one thing you have to do and one thing you don't have to do.

- 1 _____
- 2 _____

Pronunciation

Saying /b/ and /v/

- 1  **113** Listen and number these words in the order you hear them (1–4). Then listen again and repeat.

- | | |
|--------------|--------------|
| a _____ best | c _____ vote |
| b _____ boat | d _____ vest |

Look at the Learning to Learn box. Then do the tasks.

LEARNING TO LEARN: PRONUNCIATION

Pronouncing words with similar sounds

The sounds /b/ and /v/ can confuse some students of English. When you learn pairs of sounds like /b/ and /v/, look back through your notes or your Student's Book. Try to find other words with these sounds. Then practice saying them. You can check the pronunciation in a dictionary if you aren't sure.

- 1 Look back through your book and find three words with the /b/ sound and three words with the /v/ sound. Write them below.

/b/ _____, _____, _____

/v/ _____, _____, _____

- 2 Now check the pronunciation and practice saying the words.

Writing

- 1  Reviews often include the five W's. Match these question words with the sentences (1–4).

what when where who why

- 1 The café is next to the park. _____
- 2 I went on Friday with a friend. _____
- 3 We ordered the vegetarian pizza. _____
- 4 I like this café because it's cheap. _____

2 Read this advertisement from a magazine.

Write for us!

Do you love good food and writing? We are looking for reviews of local restaurants and cafés. Write a review for us and you could win a chance to eat for free at one of these places!

Click [here](#) for more information.



3 Write a restaurant review for the advertisement in Exercise 2. Write 75–100 words. Use the notes below to help you.

- Include the five W's: *who, what, where, when, why*.
- Give good and/or bad points about the place.
- Say what is different about the place.
- Give a recommendation.

4 Check your review. Use the checklist.

- ☐ Are the spelling and the punctuation correct?
- ☐ Are the grammar and the vocabulary correct?
- ☐ Does your review include all the information from the notes in Exercise 3?

Look at the Learning to Learn box. Then complete your learning journal.

LEARNING TO LEARN: YOUR JOURNAL

You're almost at the end of Student's Book 2. Now is a good time to think about your learning during the course. Look back at your other journal entries and think about your progress through the course with the help of the questions below. Then write or record a new section of your learning journal.

- 1 What areas of your English do you feel more confident about now? Why? Think about reading, writing, speaking, listening, grammar, and vocabulary.
I feel more confident about ... because ...
I'm still not confident about ... because ...
- 2 Think about what was difficult for you in Units 1–11. Is it easier now or is it still difficult?
... was difficult before, but it's easier now.
... was difficult, and it's still difficult for me.
- 3 What areas do you want to improve in the future? What areas do you need to review?
I want to improve ...
I need to review ...