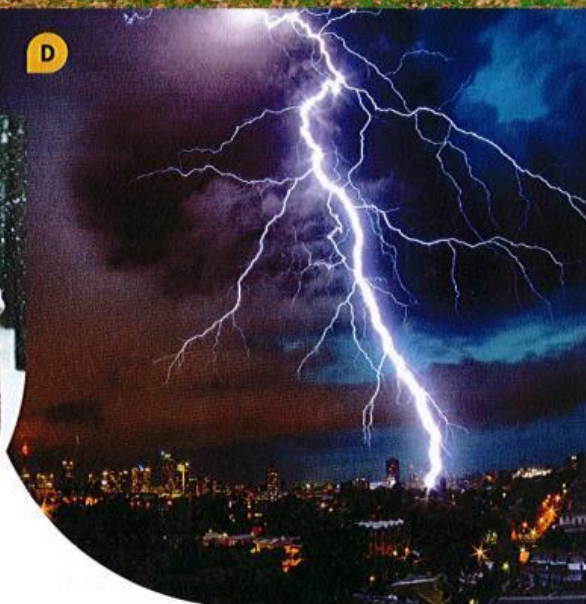
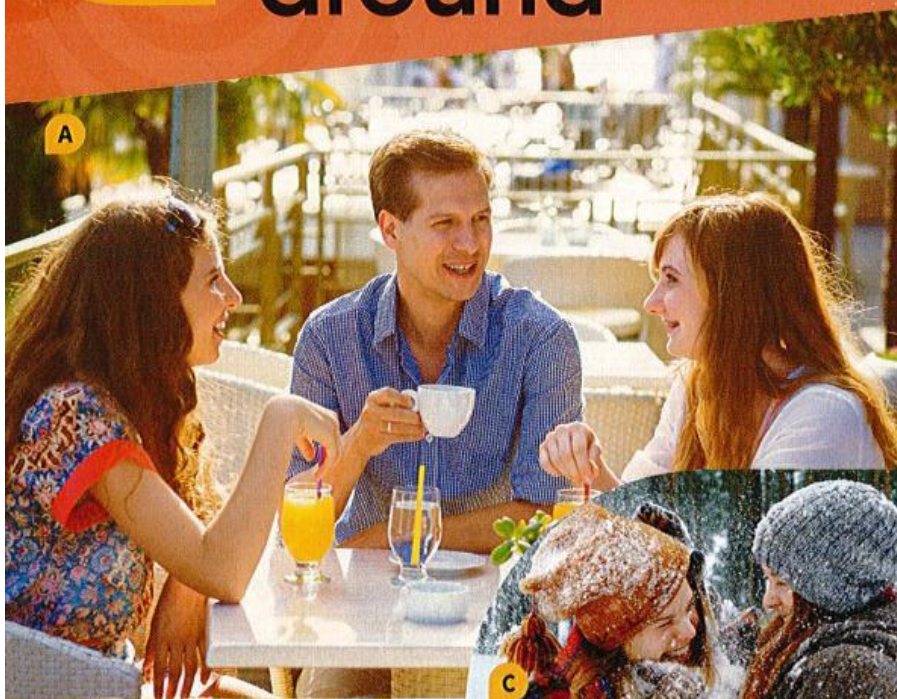


7

Getting around



Starting off Weather

1 Work in groups.

1 What kinds of weather do the photos show?

cold foggy freezing frost hot ice icy
lightning rainy showers snowy storm sunny
sunshine temperature thunderstorm windy

2 How do people experiencing this weather feel?

People often feel sad in cold, foggy weather.

3 What kind of weather do you like most/least? Why?

4 What do you think the underlined expressions mean?

- a I hope the sun will come out soon. *start shining*
- b I put on a jumper because it was a bit chilly.
- c It's pouring outside, so take your umbrella.
- d Open the window. It's boiling in here!
- e Even in summer, it gets quite nippy at night.
- f It was cloudy earlier, but then it cleared up.
- g Because of the soaring temperatures, lots of people have gone to the mountains.

Listening Part 4

1 Look at questions 1–6 in the exam task on page 63.

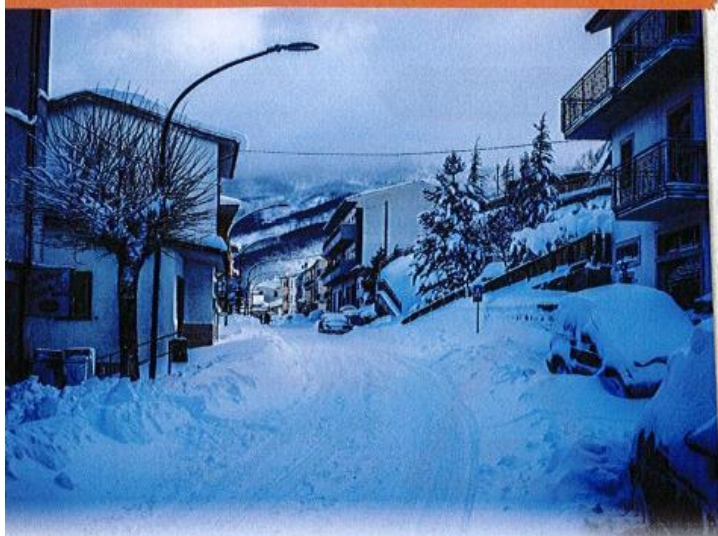
- 1 What is the main speaker's name?
- 2 What is the topic?
- 3 What do you need to listen for?

2

You will hear an interview with a girl called Olivia talking about her experience of travelling through a snowstorm with her parents. For each question, choose the correct answer.

- Quickly read the instructions and the questions to get an idea of what you will hear.
- Listen for reasons why one option is correct – and reasons why the other two are wrong.

Exam
advice



- 1 When it started to snow heavily, Olivia and her family were
 - A talking about what to do next.
 - B driving along a main road.
 - C having a snack in a café.
- 2 How did Olivia feel as heavy snow began to fall?
 - A annoyed with her parents for getting lost.
 - B sure that the snow would stop soon.
 - C scared about what might happen.
- 3 Why did the car stop moving?
 - A It had run out of petrol.
 - B The snow was too deep.
 - C They had hit another vehicle.
- 4 How did they try to keep warm in the car?
 - A They put on lots of clothes.
 - B They kept the heater on all night.
 - C They drank some hot liquids.
- 5 They were in the car nearly all night because
 - A it became impossible to open the doors.
 - B they were told not to leave it.
 - C nobody knew where they were.
- 6 The following day, they travelled to a village in
 - A a rescue vehicle.
 - B an ambulance.
 - C their own car.

3 Listen again and check.

32

4 Work in pairs. Discuss the questions and give reasons.

- Would you like to experience a lot of snow?
- Would you like to visit a very cold place?

Grammar

extremely, fairly, quite, rather, really and very

► Page 130 Grammar reference
Adverbs of degree

- 1 Read the sentences from the recording. Then complete the rules with the underlined words.
 - Really heavy snow started coming down.
 - I was quite certain it wouldn't last long.
 - It was rather annoying we'd gone the wrong way.
 - It was getting quite difficult to see.

Rules

- 1 Adverbs of degree such as *very*, *extremely* and always make an adjective stronger.
- 2 The adverbs *fairly* and always make it weaker.
- 3 The adverb usually makes it weaker, but with adjectives like *sure*, *true* and *different*, it can mean 'completely'.

2 Discuss the questions, using adverbs of degree.

- Have you ever experienced extreme weather, e.g. *really hot*, *very stormy weather*?
- What was it like?
- How did you feel and what did you do?

Last year we had an extremely hot summer. The temperatures were very high and I felt really uncomfortable so I went to the shopping mall. It was quite cool there!

too and enough

► Page 130 Grammar reference
too and enough

- 1 Read what some people say about the weather. Complete each rule with the correct option in *italics*.

'In summer it's too hot to work!'

'We had enough time to get indoors before the storm hit our town.'

'It was a hot July day in the city. There were too many cars and there was too much noise.'

'It was winter, so it wasn't warm enough to swim in the sea.'

Rules

- 1 In the examples above, *too* means *as much as / more than* you need or want. It does not mean the same as *very*.
- 2 The word *too* goes *after / before* an adjective, often followed by the *-ing / to + infinitive* form of the verb.
- 3 We use *too much* before *countable / uncountable* nouns and *too many* before *countable / uncountable* nouns.
- 4 In the examples above, *enough* means *as much as / more than* you need or want.
- 5 The word *enough* usually goes *after / before* a noun, but *after / before* an adjective, often followed by the *-ing / to + infinitive* form of the verb.

- 2 Exam candidates often make mistakes with *too* and *enough*. Some of these sentences contain mistakes. Underline the mistakes and correct them.

- 1 It was hot enough to spend the whole day in the water.
- 2 In the streets, there are too much cars.
- 3 My sister is very young to travel alone.
- 4 In summer it would be too hot to cycle.
- 5 We did not have plenty of time to see the University of Cambridge.
- 6 I think you are enough old to spend this summer with your friends.

- 3 Work in groups.

- 1 Write down six places you'd like to visit.
- 2 Talk about which of the places you could visit for a weekend, using *too* and *enough*.
- 3 Try to decide which is the best place to visit.

I'd love to go to the mountains, but they are too far away and we don't have enough time!

How about the lake? That's nice, and it's not too far.

Reading Part 1

- 1 Look at the signs and messages below. Where could you see each one?



- D
- Sign up for our new teenage phone contract in 5 days and you'll get £30 of extra credit!



- 2 Match the texts (A-E) with the purposes (1-5). Underline the words in the texts which tell you the purpose.

- 1 giving information about prices C
- 2 saying what you must do
- 3 warning you of something
- 4 saying what you must not do
- 5 advertising something

3 For each question, choose the correct answer.

1

ATTENTION
In case of fire, use this emergency exit.
Alarm bell rings when open.

• Decide what the purpose of each text is and where you might see it.

Exam advice

- A Ring the bell before opening the emergency exit.
- B You must find another exit if there is a fire.
- C Only go out this way if there is an emergency.

2

To: parents and pupils

Subject: end of term

This Friday all school buses will depart at 3.15 instead of 4.15. For safety reasons, they will leave from the main entrance, rather than the car park.

- A Students must get the bus at a different location on Friday.
- B Parents should collect their children by car on Friday.
- C Buses will leave the school later than usual on Friday.

3

FOR SALE

Fashionable girl's winter jacket
(Size: medium)
Hardly ever worn
Small tear on left sleeve but now mended
£20, or make me an offer!
Contact Alex (Class 4C)



- A The jacket is in perfect condition.
- B The seller may accept a lower price.
- C Alex has worn the fashionable jacket many times.

4

FOREST NATURE PARK

- No fires or barbecues
- No camping permitted except at Forest Campsite
- No rubbish – take it all away with you!



- A There is a particular location where people can camp in the park.
- B Rubbish must be left in the bins provided by the park.
- C Pay special attention when cooking food on fires at the park.

5

February's ski trip

Places are still available, but the school must receive all forms by January 31st. Your parents must sign the form, or it will not be accepted.



- A Parents may accompany their children on the ski trip.
- B Students must apply for the ski trip before February.
- C It is now too late to apply for the ski trip.

Grammar

The future

► Page 131 Grammar reference
Future forms

- 1 Listen to this conversation between Mia and Owen and fill in the missing verbs. You can use short forms like 's (is), 'll (will) and 'm (am).



Mia: Look at the rain, Owen.

Owen: Yes, I know. I'm hoping it (1) 'll stop soon, but I don't think there's much chance of that.

Mia: No, the weather forecast said it's a big storm, so it (2) for hours. What time do you have to be at the station?

Owen: I (3) Jason and Mark there at 8.30, in the café near the main entrance. The train (4) at 8.45.

Mia: It's quite a long walk to the station, isn't it? And it's 8.15 already. Look, I (5) my mum to take you in the car.

Owen: Thanks!

- 2 Match the verb forms from 1–5 above with uses a–e.

- a for timetables and future dates
- b for decisions at the moment of speaking
- c for things that aren't certain, e.g. after *I think* or *I hope*
- d for future arrangements
- e for predictions based on evidence, and plans

- 3 Put the words in order to make questions. Then ask and answer the questions in pairs.

- 1 the photos / will / send / you / when / me ?
1 When will you send me the photos?
- 2 this evening / are / where / go / going / you / to ?
- 3 a new bike / get / when / will / you ?
- 4 the Earth / get hotter / going / is / to ?
- 5 will / think / cloudy / it / do / tomorrow / you / be ?

- 4 Work in pairs. What would you say in each of these situations? Tell your partner, using future forms.

- 1 'Do you want to come to a party with me?'
(Tell your friend you can't.)

I'm sorry but I'm going to a concert with friends.

- 2 'I'm having trouble with my computer.'
(Offer to help your friend.)
- 3 'When's the last day of term?'
(Tell your friend which date.)
- 4 'The wind is getting stronger.'
(Say a storm is likely to happen soon.)
- 5 'Which other language do you plan to study next year?'
(Tell your partner.)



Vocabulary

Compound words

- 1 Match the words from box A with the words from box B to make compound words. Then match the compound words with definitions 1–8.

A

~~back~~ camp cross guide over sight sign suit

B

book case night ~~pack~~ post roads seeing site

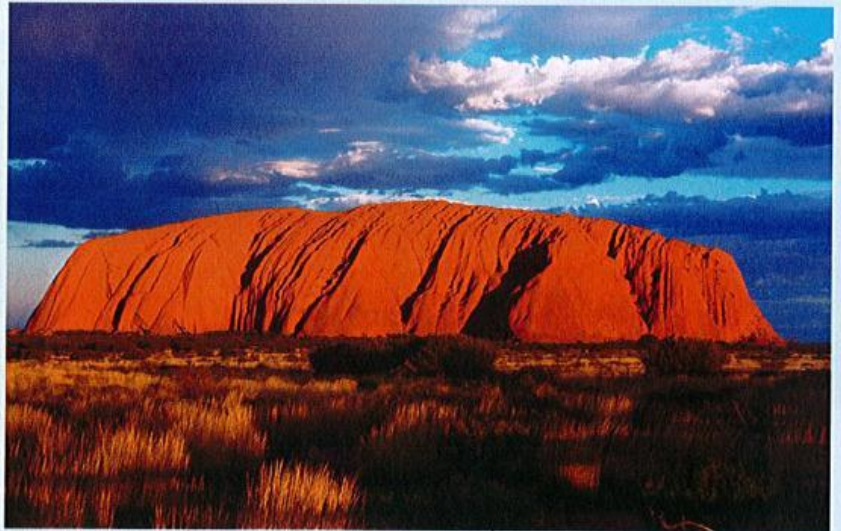
- 1 a bag that you carry on your back *backpack*
- 2 a book that gives information about a place
- 3 a bag with a handle for carrying clothes, etc.
- 4 a place where two roads meet and cross each other
- 5 a sign by the road that gives information
- 6 during the night and until the morning
- 7 a place where people can stay overnight in tents
- 8 visiting interesting places

- 2 Use compound words from Exercise 1 to complete Lewis's blog. Then listen to check.

Travel Blog

HOME POST PHOTO CONTACT

Next week I'm going to Australia! I'm arriving in the north, so first I'm going to stay (1) overnight in Darwin. My (2) says it's an interesting city, so I think I'll do a bit of (3) there. Then I'm getting the train to Alice Springs, right in the middle of the country, where I'll spend the night at a (4) The next day I'm hoping to get a lift down the main road. I'm taking all my things in a (5) so that I don't have to carry a heavy (6) around. About 200 kilometres south of Alice, I'll reach a (7) where there's a (8) that says 'Uluru 247 km'. Uluru is also known as Ayers Rock – one of the most amazing sights in the world.



UPLOAD LIKE

- 3 /P/ Word stress in compound words

Listen again to Lewis. Does he stress the first part of answers 2–8, or the second? Underline the correct part of each word.

- 4 Tell your partner about an exciting journey you would like to go on. Use compound words from Exercise 1 with the correct stress.

I'd love to go sightseeing in New York ...

Grammar

Prepositions of movement

▶ Page 132 Grammar reference
Prepositions of movement

- 1 Complete this phone message about travelling around a city with the missing prepositions (*in, off, etc.*). Then listen to check.

Hi Leon, Toby here. I'm really pleased you're coming to our new house next week. The quickest way here is (1) by train to the city centre, which takes an hour and is usually (2) time. Then you can get (3) the number 64 bus to Edgely, getting (4) by the stadium. From there it's a 15-minute walk. Or, if you don't feel like walking, you could jump (5) a taxi and ask the driver to take you to the end of Valley Road. When you get (6) of the taxi, you'll see our place right in front of you. See you soon!

- 2 Use words from the message to complete the rules.

Rules

- For cars, we use *get* (or *jump, climb, etc.*) *into* or , and when we leave them.
- For most other road vehicles, plus trains, planes, boats and horses, we use or *onto*, and when we leave them.
- We travel bus, train, plane or boat, or in other words, road, rail, air, land or sea. We also say we are *on (board)* a train, plane or ship, or *at sea*.
- If you arrive neither late nor early, you say you are (or the bus, train, plane, etc. is) time.

- 3 Some of the sentences contain mistakes made by exam candidates. Underline the mistakes and correct them.

- You can get here in plane.
- I jumped into my car.
- The bus drivers are on strike, so everybody has to go by car.
- Could you come at time, please?
- I will travel with train.

- 4 Work in groups. Think of a place you like in your town or city. Describe how to get there using public transport. Use prepositions of movement.

Getting around

67

Speaking Part 2

► Page 154 Speaking bank
Speaking Part 2

- 1 Work in groups. Describe what you can see in the photo.



- 2 Listen to Ava. Which of the things you said in Exercise 1 did she mention? Did she describe anything else?

- 3 Listen again and complete the sentences.

- 1 It shows a white and blue plane at an airport and there are also a lot of people.
 2 There are people the plane and they're on the to the ground.
 3 some people past the plane and to each other.
 4 She's carrying a kind of little case and maybe a backpack,
 5 Behind the plane I can see a at the airport, in a yellow jacket.
 6 They're on a that carries cases from the plane.
 7 The weather looks too nice,, quite nice.

- 4 Match the words and phrases you wrote in Exercise 3 to the uses (a-d).

- a adding a point also c describing actions
 b correcting yourself d describing things you don't know the name of

- It's fine to correct yourself if you make a mistake.
- Before the exam, practise talking about pictures for a minute. Time yourself!

Exam advice

- 5 Work in pairs, choose one of the photos below and describe it to your partner.

- Use prepositions of movement and phrases from Exercise 3.
- Use adverbs such as *quite*, *really* or *rather*.
- Speak for at least one minute.
- After you finish speaking, ask your partner if you have described everything.



Writing Part 1

► Page 145 Writing bank
An email

- 1 Where can you put these expressions in an email? Write B for beginning or E for end.

Lots of love, E

Hi,

Looking forward to hearing from you / seeing you.

Well, that's all for now.

All the best,

This is just a quick message to say

It was great to hear from you.

Give my love to everyone.

Take care,

See you soon.

Don't forget to write soon.

Sorry I've taken so long to write back.

Bye for now.

Dear,

2 Look at the exam task and answer the questions.

- 1 Who is the email from and what is it about?
 - 2 Which expressions from Exercise 1 does Tony use?
 - 3 Which future forms and adverbs of degree does he use?
 - 4 Which points (a–e) should you put in your reply? What else should you include?
- a It doesn't matter that the writer has been slow to reply.
 - b What you will do before Saturday.
 - c Why you want to go
 - d Where you want to eat.
 - e Where you want to meet.

Read this email from your English-speaking friend Tony, and the notes you have made.

To:

From: Tony

Hi,

I'm going to the fair with my family on Saturday morning. Would you like to go with us? There will be some really fantastic rides, including all your favourites! *Say yes*

We'll be there a few hours, and will probably get quite hungry there, so do you want to take some food or buy something? *Tell Tony.*

By the way, where will you meet us on Saturday? *Suggest ...*

And do you think it's better to go in the morning or the afternoon?

All the best, *Afternoon is easier.*
Tony

Write your email to Tony in about **100** words, using **all** the **notes**.

3 Read the reply and answer the questions.

- 1 Is Jamie's letter about 100 words?
 - 2 Which paragraph covers each of the notes?
 - 3 Which language points (a–e) does Jamie use? Give examples.
- | | |
|-------------------------------|----------------------------|
| a expressions from Exercise 1 | d too and enough |
| b adverbs of degree | e prepositions of movement |
| c future forms | |

Hi Tony,

Thanks for your email. Yes, I'd love to go on Saturday. It'll be great to go on the water rides there, especially the very steep ones!

Snacks at the fair will be really expensive, so I think I'd better take sandwiches and drinks. Do you think that'll be enough?

I can meet you at the fair – the 56 bus will take me directly there. How about we meet at the main gates? I'll text you as soon as I arrive there.

Can we go in the afternoon? It's easier for me because I need to help my mum in the morning.

See you soon,
Jamie

- If you are writing to a friend, use informal language.
- Always put the opening (e.g. *Hi Sam*) the closing (e.g. *Bye for now*) and your own name on separate lines.

Exam advice

4 Plan and write your email in about 100 words. Use expressions from Exercise 1.

5 Work in pairs. Read and check your partner's email.

- 1 Where you think there are mistakes, use a pencil to write G for grammar, V for vocabulary, WO for word order, or Sp for spelling.
- 2 Discuss your corrections together.



Getting around

69