

# Right on! 3

Right on! 3 is a challenging course for learners at CEFR Level A2+. The course provides stimulating topics and rich texts in themed modules and aims to develop those 21st century skills today's students need to face the challenges of the modern world. The digital material that accompanies the course contains a wealth of fully interactive activities, authentic videos and games to engage all types of learners.

## For the Student



Student's Book



Workbook  
Student's Book



Grammar Book  
Student's Book



ieBook software  
(offline - Windows,  
macOS)



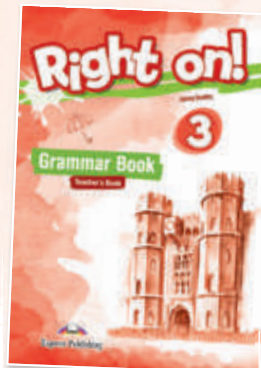
## For the Teacher



Teacher's Book



Workbook  
Teacher's Book



Grammar Book  
Teacher's Book



Class CDs



IWB software  
(offline - Windows, macOS)



Test Booklet  
CD-ROM



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# Right on!

Jenny Dooley

Student's Book

# 3

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# Irregular Verbs

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Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
be /bi:/	was /wɒz/	been /bi:n/	leave /li:v/	left /left/	left /left/
bear /beə/	bore /bɔ:/	born(e) /bɔ:n/	lend /lend/	lent /lent/	lent /lent/
beat /bi:t/	beat /bi:t/	beaten /bi:tən/	let /let/	let /let/	let /let/
become /brɪkəm/	became /brɪkeɪm/	become /brɪkəm/	lie /laɪ/	lay /leɪ/	lain /leɪn/
begin /brɪɡɪn/	began /brɪɡæn/	begun /brɪɡʌn/	light /laɪt/	lit /lɪt/	lit /lɪt/
bite /baɪt/	bit /bɪt/	bitten /bɪtən/	lose /lu:z/	lost /lɒst/	lost /lɒst/
blow /bləʊ/	blew /blu:/	blown /bləʊn/	make /meɪk/	made /meɪd/	made /meɪd/
break /breɪk/	broke /brəʊk/	broken /brəʊkən/	mean /mi:n/	meant /ment/	meant /ment/
bring /brɪŋ/	brought /brɔ:t/	brought /brɔ:t/	meet /mi:t/	met /met/	met /met/
build /bɪld/	built /bɪlt/	built /bɪlt/	pay /peɪ/	paid /peɪd/	paid /peɪd/
burn /bɜ:n/	burnt (burned) /bɜ:nt (bɜ:nd)/	burnt (burned) /bɜ:nt (bɜ:nd)/	put /pʊt/	put /pʊt/	put /pʊt/
burst /bɜ:st/	burst /bɜ:st/	burst /bɜ:st/	read /ri:d/	read /red/	read /red/
buy /baɪ/	bought /bɔ:t/	bought /bɔ:t/	ride /raɪd/	rode /rəʊd/	ridden /rɪdn/
can /kæn/	could /kʊd/	(been able to /bɪn 'eɪbəl tə/)	ring /rɪŋ/	rang /ræŋ/	rung /rʌŋ/
catch /kætʃ/	caught /kɔ:t/	caught /kɔ:t/	rise /raɪz/	rose /rəʊz/	risen /rɪzn/
choose /tʃu:z/	chose /tʃəʊz/	chosen /tʃəʊzən/	run /rʌn/	ran /ræn/	run /rʌn/
come /kʌm/	came /keɪm/	come /kʌm/	say /seɪ/	said /sed/	said /sed/
cost /kɒst/	cost /kɒst/	cost /kɒst/	see /si:/	saw /sɔ:/	seen /si:n/
cut /kʌt/	cut /kʌt/	cut /kʌt/	sell /sel/	sold /səʊld/	sold /səʊld/
deal /di:l/	dealt /delt/	dealt /delt/	send /send/	sent /sent/	sent /sent/
dig /dɪg/	dug /dʌg/	dug /dʌg/	set /set/	done /dʌn/	set /set/
do /du:/	did /dɪd/	done /dʌn/	sew /səʊ/	sewed /səʊd/	sewn /səʊn/
draw /drɔ:/	drew /dru:/	drawn /drɔ:n/	shake /ʃeɪk/	shook /ʃʊk/	shaken /ʃeɪkən/
dream /dri:m/	dreamt (dreamed) /dremt (dri:md)/	dreamt (dreamed) /dremt (dri:md)/	shine /ʃaɪn/	shone /ʃɒn/	shone /ʃɒn/
drink /drɪŋk/	drank /dræŋk/	drunk /drʌŋk/	shoot /ʃʊt/	shot /ʃɒt/	shot /ʃɒt/
drive /draɪv/	drove /drəʊv/	driven /drɪvən/	show /ʃəʊ/	showed /ʃəʊd/	shown /ʃəʊn/
eat /i:t/	ate /eɪt/	eaten /i:tən/	shut /ʃʌt/	shut /ʃʌt/	shut /ʃʌt/
fall /fɔ:l/	fell /fel/	fallen /fɔ:lən/	sing /sɪŋ/	sang /sæŋ/	sung /sʌŋ/
feed /fi:d/	fed /fed/	fed /fed/	sit /sɪt/	sat /sæt/	sat /sæt/
feel /fi:l/	felt /felt/	felt /felt/	sleep /sli:p/	slept /slept/	slept /slept/
fight /faɪt/	fought /fɔ:t/	fought /fɔ:t/	smell /smel/	smelt (smelled) /smelt (smeld)/	smelt (smelled) /smelt (smeld)/
find /faɪnd/	found /faʊnd/	found /faʊnd/	speak /spi:k/	spoke /spəʊk/	spoken /spəʊkən/
fly /flaɪ/	flew /flu:/	flown /fləʊn/	spell /spel/	spelt (spelled) /spelt (speld)/	spelt (spelled) /spelt (speld)/
forbid /fə'brɪd/	forbade /fə'beɪd/	forbidden /fə'brɪdn/	spend /spend/	spent /spent/	spent /spent/
forget /fə'ɡet/	forgot /fə'ɡɒt/	forgotten /fə'ɡɒtən/	stand /stænd/	stood /stʊd/	stood /stʊd/
forgive /fə'ɡɪv/	forgave /fə'ɡeɪv/	forgiven /fə'ɡɪvən/	steal /sti:l/	stole /stəʊl/	stolen /stəʊlən/
freeze /fri:z/	froze /frəʊz/	frozen /frəʊzn/	stick /stɪk/	stuck /stʌk/	stuck /stʌk/
get /get/	got /ɡɒt/	got /ɡɒt/	sting /stɪŋ/	stung /stʌŋ/	stung /stʌŋ/
give /ɡɪv/	gave /geɪv/	given /ɡɪvən/	swear /swea/	swore /swɔ:/	sworn /swɔ:n/
go /ɡəʊ/	went /went/	gone /ɡɒn/	sweep /swi:p/	swept /swept/	swept /swept/
grow /grəʊ/	grew /gru:/	grown /grəʊn/	swim /swɪm/	swam /swæm/	swum /swʌm/
hang /hæŋ/	hung (hanged) /hʌŋ (hæŋd)/	hung (hanged) /hʌŋ (hæŋd)/	take /teɪk/	took /tu:k/	taken /teɪkən/
have /hæv/	had /hæd/	had /hæd/	teach /ti:tʃ/	taught /tɔ:t/	taught /tɔ:t/
hear /hɪə/	heard /hɜ:d/	heard /hɜ:d/	tear /teə/	tore /tɔ:/	torn /tɔ:n/
hide /haɪd/	hid /hɪd/	hidden /'hɪdn/	tell /tel/	told /təʊld/	told /təʊld/
hit /hɪt/	hit /hɪt/	hit /hɪt/	think /θɪŋk/	thought /θɔ:t/	thought /θɔ:t/
hold /həʊld/	held /held/	held /held/	throw /θrəʊ/	threw /θru:/	thrown /θrəʊn/
hurt /hɜ:t/	hurt /hɜ:t/	hurt /hɜ:t/	understand /ʌndə'stænd/	understood /ʌndə'stʊd/	understood /ʌndə'stʊd/
keep /ki:p/	kept /kept/	kept /kept/	wake /weɪk/	woke /wəʊk/	woken /wəʊkən/
know /nəʊ/	knew /nju:/	known /nəʊn/	wear /weə/	wore /wɔ:/	worn /wɔ:n/
lay /leɪ/	laid /leɪd/	laid /leɪd/	win /wɪn/	won /wɒn/	won /wɒn/
lead /li:d/	led /led/	led /led/	write /raɪt/	wrote /rəʊt/	written /rɪtən/
learn /lɜ:n/	learnt (learned) /lɜ:nt (lɜ:nd)/	learnt (learned) /lɜ:nt (lɜ:nd)/			

# Right on!

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**Student's Book**

Jenny Dooley



Express Publishing

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# 1 • Our World



## What's in this module?

### • Vocabulary

- geographical features
- shapes
- types of buildings
- places to live
- features of a city

### • Grammar

- present simple/ present continuous
- adverbs of frequency
- stative verbs
- present perfect simple/present perfect continuous
- (to-)infinitive/-ing form
- *had better/would rather*

### • Speaking

- making plans

### • Writing

- an article about a city

### • CLIL (Citizenship):

Green Neighbourhood Saturday

### • Culture: Hobbiton

### • Values: Cooperation



Swim in the pink waters of **1)** \_\_\_\_\_ Hillier on the coast of Western Australia.



See sea lions on a red sandy **2)** \_\_\_\_\_ on the Galápagos Islands.



Spend a night camping in the White **3)** \_\_\_\_\_ in Egypt - an area that looks like the surface of the Moon.

## Vocabulary

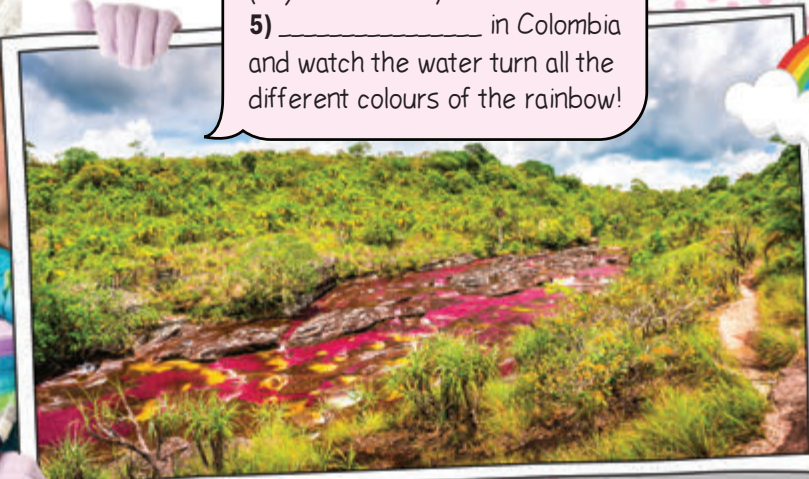
### Geographical features

**1** Complete the sentences with words from the list.

- river • beach • cave • lake • desert • valley



Go hot-air ballooning over a steep 4) \_\_\_\_\_ in Cappadocia, Turkey, and admire the 'fairy chimneys'.



Explore the Caño Cristales (Crystal Channel) 5) \_\_\_\_\_ in Colombia and watch the water turn all the different colours of the rainbow!



Go on a boat ride in the exciting underground 6) \_\_\_\_\_ of Diros in southern Greece.

2 Which of the geographical features in Ex. 1 are in your country? Where are they and what can you do there? Tell the class.



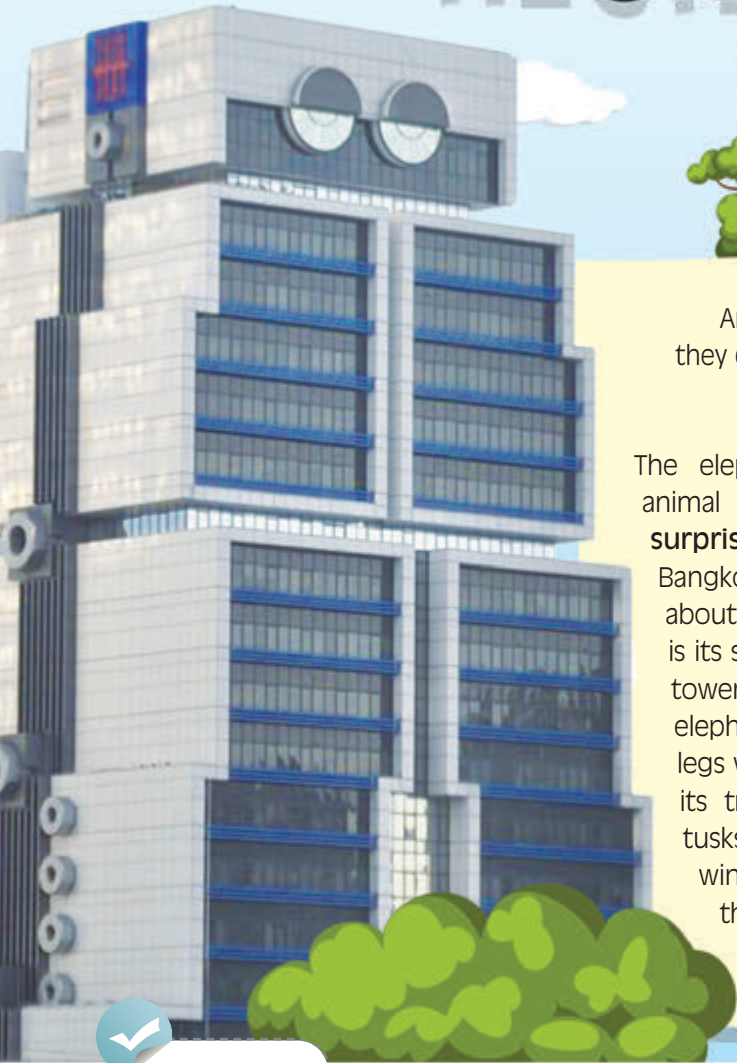
## Note!



To talk about shapes of buildings we use:

- triangular (▲)
- circular/round (●)
- rectangular (▭)
- square (■)

# BUILDING HIGH



Architects love to experiment with different shapes when they **design** buildings. Here are two buildings that are **definitely** more than just four walls and a roof!

The elephant is the national animal of Thailand so it's no **surprise** to find one in Bangkok. The strange thing about this elephant, though, is its size – it's 102m tall! Two towers **make up** this elephant-shaped building's legs while the other tower is its trunk. It also has ears, tusks and huge **circular** windows for eyes. Inside, there are 32 floors with offices, a shopping mall

and apartments. It's a jumbo sized building!

On the other side of Bangkok **stands** an 83m tall humanoid robot. The Robot Building is a skyscraper with 20 floors. Most of the building is a **bank** while the robot's eyes are a dining and meeting room. The building's architect got his **inspiration** from one of his son's toys. What a great example of a building to show the friendly face of technology!



- *experiment*
- *trunk* • *tusk*
- *inspiration*

## Reading

- 1 1.2 Look at the buildings in the pictures. What do they look like? What shapes can you see in each? What is each building used for? Listen and read to find out.
- 2 Read the text again and answer the questions. Write *E* (Elephant building) or *R* (Robot building). Then explain the words in bold.

Which building:

- |                                  |                          |                                   |                          |
|----------------------------------|--------------------------|-----------------------------------|--------------------------|
| 1 is the tallest?                | <input type="checkbox"/> | 3 looks like a machine?           | <input type="checkbox"/> |
| 2 has a place for people to eat? | <input type="checkbox"/> | 4 has a place for people to shop? | <input type="checkbox"/> |

- 3 **Think** Which building is the most impressive to you? Why? Tell the class.





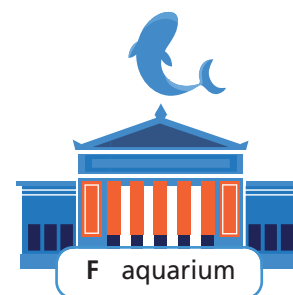
A lighthouse

## Vocabulary

### Types of buildings

4 Match the types of buildings (A-F) to what they are used for (1-6). Tell the class, as in the example.

- |   |   |   |
|---|---|---|
| 1 | B | a large building where kings and queens live                          |
| 2 |   | a place where you can keep your money                                 |
| 3 |   | a tall building near the coast that has a light to guide ships at sea |
| 4 |   | a tall building with lots of offices or flats in a city               |
| 5 |   | a place with machines used to make goods                              |
| 6 |   | a building where you can see tropical fish                            |



F aquarium

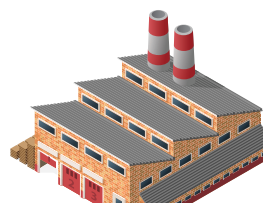


B palace

A palace is a large building where kings and queens live.



C bank



D factory



E skyscraper

5 Read the Word Formation box. Then, form adjectives from the words in brackets to complete the sentences.

- The architect who is designing the new museum is very \_\_\_\_\_ (create).
- Be careful! It's \_\_\_\_\_ (danger) to stand too close to the edge.
- Streets in big cities are often very \_\_\_\_\_ (noise) because of traffic.

### Word Formation

We can use these suffixes to form adjectives from nouns and verbs:

**-ous** (courage-courageous)

**-ive** (act-active)


**-y** (dirt-dirty)

### Prepositions

6 Choose the correct preposition. Check in your dictionary.

- The Empire State Building is a skyscraper **in/at** New York.
- The Eiffel Tower in Paris is made **at/of** iron.
- Camden Market is perfect **of/for** people who love shopping.
- Danny loves learning **with/about** photography.
- We're staying **on/at** a hotel **of/with** great views of the city.

## Speaking & Writing

- 7  Collect information about a famous building in your country. Make notes under the headings: *name – type of building – location – size – shape – unique features*. Use your notes to present the building to the class.

Design your own building. Think about: *location, shape, materials, what there is inside*. Present it to the class.



## Present simple – Present continuous

We're going to the mall this weekend. We always go there on Saturday mornings.

Do you want to come with us, Jane?



I'd love to, Mona, but this Saturday I'm going on a day trip to Bath.

We use the **present simple** for:

- habits/routines. **I leave my house early every morning.**
- permanent states or situations. **Does he work at the bank? Yes, he does.**
- programmes and timetables. **The gym doesn't open on Saturdays.**
- general truths and laws of nature. **In winter, it snows in the mountains.**

**Time expressions:** every hour/day/week, etc, in the morning/afternoon, etc, at night/noon/the weekend/5:00, etc, on Monday, etc.

We use the **present continuous** for:

- actions happening now or around the time of speaking. **Is Julie going to the police station now? He's exercising a lot these days.**
- fixed future arrangements. **I'm not visiting the aquarium tomorrow.**
- currently changing and developing situations. **My English is improving.**
- with *always, constantly*, etc to express annoyance. **You're always playing your music too loud!**

**Time expressions:** now, at the moment, at present, these days, nowadays, etc.

**Adverbs of frequency** (*always* (100%), *usually* (75%), *often* (50%), *sometimes* (25%), *occasionally* (10%), *seldom/rarely* (5%), *never* (0%)) go **before the main verb**, but **after auxiliary and modal verbs**.

### Note!

**Stative verbs** describe a state, so they do not have continuous tenses (*want, love, like, prefer, believe, imagine, know*, etc) **Amy likes watching TV.** (NOT: ~~Amy is liking watching TV.~~) Some verbs can have continuous tenses when they describe actions, but there is a difference in meaning. **I think Italy is a beautiful country.** (= I believe) **I'm thinking about travelling to Italy.** (= I'm considering)

### 1 Read the theory. Put the verbs in brackets into the *present simple* or the *present continuous*. Give reasons.

- A: \_\_\_\_\_ (**your dad/drive**) to work every day?  
B: Not always. This week, he \_\_\_\_\_ (**take**) the train into the city because the traffic is so bad.
- A: \_\_\_\_\_ (**Mia/usually/study**) in the evening?  
B: Oh yes. Actually, she \_\_\_\_\_ (**do**) her homework right now.
- A: \_\_\_\_\_ (**Jack/play**) basketball at the park today?  
B: I think so. He \_\_\_\_\_ (**often/play**) there with his friends.
- A: Who \_\_\_\_\_ (**you/wait**) for?  
B: John. He \_\_\_\_\_ (**always/come**) late!
- A: I \_\_\_\_\_ (**not/go**) out tonight. I have to study.  
B: That's a pity! We \_\_\_\_\_ (**have**) dinner at Jasper's tonight.
- A: \_\_\_\_\_ (**the library/be**) open on Saturdays?  
B: Yes, but it \_\_\_\_\_ (**never/be**) open on Sundays.

### 2 Put the verbs in brackets into the *present simple* or the *present continuous*. Explain how the verbs differ in meaning.

- a I \_\_\_\_\_ (**not/think**) John is coming with us.  
b He \_\_\_\_\_ (**think**) of going to York this weekend.
- a Molly \_\_\_\_\_ (**have**) a spacious flat on the third floor.  
b Janice \_\_\_\_\_ (**have**) her lunch at the moment.
- a Tom \_\_\_\_\_ (**smell**) the fish to see if it's fresh.  
b I \_\_\_\_\_ (**smell**) something burning!
- a Sam and Eva \_\_\_\_\_ (**see**) some of their friends this evening.  
b I \_\_\_\_\_ (**see**) what you mean.

## Present perfect – Present perfect continuous

Albert, I've just finished my Geography project.



I've been working on mine since 4:00 but I haven't finished it yet.

We use the **present perfect** for:

- an action which started in the past and continues up to the present. **I've known Anna since we were young children. I haven't seen Ann since Monday.**
- an action which happened at an unstated time in the past and whose results are visible in the present. **I've lost my smartphone, so I can't call anyone.**
- experiences. **Have you ever tried rock climbing? Yes, I have.**

**Time expressions:** *for, since, just, already, never/ever, yet, etc.*

We use the **present perfect continuous** for:

- an action which started in the past, continues up to the present and will continue. **She's been working here for five years.**
- for an action which started in the past and has finished, but its result is visible in the present. **So we're finally in Colombia! I've been dreaming about this moment for months.**
- to express anger or annoyance. **I've been waiting here for hours!**

**Time expressions:** *for, since, how long, all day/morning/month, etc, lately, recently, etc.*

**have been/have gone**

**COMPARE:** **She has been to Belgrade twice.** (She has visited Belgrade, but now she is not there.)  
**Mary has gone to the library.** (She hasn't come back yet.)

### Game!

Play in teams. Make sentences using: *for, since, just, already, never, ever, yet.*

### 3 Read the theory. Put the verbs in brackets into the *present perfect* or the *present perfect continuous*. Give reasons.

- A: \_\_\_\_\_ (you/ever/visit) Lisbon?  
B: Yes, I \_\_\_\_\_ (be) there twice.
- A: How long \_\_\_\_\_ (you/own) this computer?  
B: About 10 years. I \_\_\_\_\_ (look) for a new one recently.
- A: Paul \_\_\_\_\_ (travel) around Asia for months.  
B: Yes, he \_\_\_\_\_ (just/leave) Japan and he's going to Thailand next.
- A: How long \_\_\_\_\_ (you/save) money for your holiday?  
B: Not long, but I \_\_\_\_\_ (already/put) aside £200.
- A: \_\_\_\_\_ (anybody/see) Kevin?  
B: He \_\_\_\_\_ (go) to the supermarket.

### 4 Put the verbs in brackets into the correct present tense.

Hi Sam,  
I know it 1) \_\_\_\_\_ (be) ages since I last emailed you, but I 2) \_\_\_\_\_ (have) such a great time here in New York. Yesterday, we saw the Flatiron Building. It's an amazing triangular building in Manhattan. And tomorrow, we 3) \_\_\_\_\_ (visit) the Statue of Liberty. I can't wait! Also tomorrow, we 4) \_\_\_\_\_ (meet) my Uncle Alfie. He 5) \_\_\_\_\_ (work) here in New York. In fact, he 6) \_\_\_\_\_ (live) here for nearly three years. We 7) \_\_\_\_\_ (not/see) all of the city yet, but he 8) \_\_\_\_\_ (know) some really nice places to visit. Anyway, how are you? 9) \_\_\_\_\_ (you/arrive) home yet or 10) \_\_\_\_\_ (you/still/travel) around Europe? Well, I've got to go. Write back soon.  
Best wishes,  
Mel



Send



## Countryside

- quiet & calm
- beautiful scenery
- lack of public transport
- friendly people
  - clean air
- not much entertainment
  - lack of jobs
  - fresh food
  - little traffic
- not close to shops

## City

- lots of schools & universities
  - heavy traffic
- good public transport
- theatres & cinemas
- lots of shops & malls
- lots of job opportunities
  - pollution
- crowds of people
  - tall buildings
- lots of services & facilities

### Places to live

1 Which features of life in the city/countryside are positive and which are negative? Complete the table with the items from the list above. You can add your own ideas.

	Life in the countryside	Life in the city
Positive		
Negative		


2 Use the adjectives from the list and the items from Ex. 1 to make sentences about life in the city and life in the countryside, as in the example.

- stressful • exciting • relaxing • convenient • boring • healthy • difficult

Life in the city can be stressful because there is heavy traffic.

3 **Think** Where is the best place for you to live? Why? Tell the class.

## Making plans

- 1  1.3 Read the first two exchanges. Where do the friends decide to go at the weekend? Listen and read to find out.

**Zara** Hey, Phylis, what are you doing this weekend?

**Phylis** Not a lot. Why?

**Zara** We could go on a day trip somewhere.

**Phylis** That sounds good. Where do you want to go?

**Zara** How about Bath? It's got lots of museums and art galleries.

**Phylis** Mmm, Bath doesn't sound very exciting. How about going shopping in London? We haven't been there for ages!

**Zara** That's true, but London is always so busy and noisy. I'd prefer somewhere more relaxing.

**Phylis** Why don't we go on a two-day trip? We can have one day for shopping in London and one day in Bath to relax.

**Zara** Now that's a brilliant idea.

### Note!

#### Making suggestions





- *Why don't we ...?*
- *We could/should + inf without to ...*
- *How about + noun/-ing ...?*
- *Let's + inf without to ...*
- *Do you fancy + noun/-ing ...?*

- 2  Take roles and read out the dialogue.

- 3 Complete the sentences with the verbs in brackets.

- 1 How about \_\_\_\_\_ to the countryside? (**go**)
- 2 We could \_\_\_\_\_ a walk in the park. (**take**)
- 3 Let's \_\_\_\_\_ at a Chinese restaurant tonight. (**eat**)
- 4 Do you fancy \_\_\_\_\_ York this weekend? (**visit**)
- 5 Why don't we \_\_\_\_\_ something more exciting? (**do**)

- 4  Read the online reviews. Use the information to act out a dialogue like the one in Ex. 1.

 <b>Manchester, UK</b> ★★★★★ a day ago Lots of entertainment. Don't miss the Whitworth Art Gallery and the National Football Museum!	 <b>Buxton, UK</b> ★★★★★ 3 months ago Lots of beautiful scenery. Great parks. Very relaxing.
 ★ a month ago Too much heavy traffic. Where's the fresh air?	 ★★★★★ 4 months ago A bit quiet for me. Not so exciting.

## Intonation (3-syllable word stress)

-  1.4 Listen and repeat. Underline the syllable with the main stress.

- 1 museum      2 gallery      3 attraction      4 engineer      5 exciting      6 yesterday

## (to-)infinitive/-ing form

What do you **want to do** tonight, Alan? I **suggest going** to the cinema.



Sorry, I **can't go** tonight. I **promised to help** James with his project.

We use the **to-infinitive**:

- after the verbs *advise, agree, decide, ask, expect, hope, manage, offer, promise, refuse, plan, seem, want*, etc. **Mary and Anna agreed to go** to London together.
- with *too/enough*. **It's too far to walk** to the train station from here.
- with *would love, would like* and *would prefer*. **I would like to visit** the museum.
- to express purpose. **Hello, I'm calling to book** a room for next weekend.

We use the **infinitive without to** after:

- modal verbs (*can, may, should*, etc.). **We should take** the train there; it's quicker.
- the verbs *let* and *make*. **They made us wait** a long time. (**BUT: He was made to wait**).

We use the **-ing form** after:

- the verbs *admit, appreciate, avoid, consider, continue, delay, deny, risk, suggest, imagine, postpone, forget*, etc. **She's considering taking** the bus instead of the car.
- the verbs *fancy, dislike, enjoy, hate, like, love, prefer* to express general preference. **I love visiting** new places.
- the expressions *be busy, it's no use, it's (not) worth, there's no point (in), can't stand, have difficulty (in), have trouble, look forward to*, etc. **She's looking forward to seeing** the sights.
- **go** when talking about activities. **Melissa wants to go swimming** in the sea.

### 1 Read the theory box. Choose the correct form. Give reasons.

- 1 Danny decided **to book/booking** the tickets online.
- 2 We should **find/to find** a hotel that allows dogs.
- 3 Rachel hates **stand/standing** in long queues.
- 4 She promised **to meet/meeting** me outside the museum.
- 5 There's no point **to worry/worrying**. Everything's OK.
- 6 We need to set off early **avoid/to avoid** the heavy traffic.
- 7 I'm considering **travel/travelling** to Morocco this summer.
- 8 You can **wait/waiting** here if you want.

### 2 Put the verbs in brackets into the (to-)infinitive or the -ing form.

- 1 A: Do you want \_\_\_\_\_ (**come**) to Hanoi with us?  
B: Sure! I love \_\_\_\_\_ (**visit**) places I've never been to.
- 2 A: Harry offered \_\_\_\_\_ (**show**) us around his new flat, too.  
B: Really? Maybe we could all \_\_\_\_\_ (**go**) together then.
- 3 A: Cathy's gone \_\_\_\_\_ (**shop**). She won't be long, though.  
B: OK. I can \_\_\_\_\_ (**wait**) until she comes back.
- 4 A: We should \_\_\_\_\_ (**leave**) now. It's getting late.  
B: OK. Let me \_\_\_\_\_ (**get**) my things first.
- 5 A: Do you fancy \_\_\_\_\_ (**try**) this local dish?  
B: No, thank you! It's far too hot for me \_\_\_\_\_ (**eat**).
- 6 A: Do you want \_\_\_\_\_ (**relax**) by the pool today?  
B: That's boring! I'd prefer \_\_\_\_\_ (**swim**) in the sea.



### 3 Use the words in the boxes to make true sentences about yourself.

• enjoy • like • love • hate • dislike • avoid • would love  
• would prefer • want • look forward to

• take/photographs • visit/museums • try/local dishes • go/sightseeing  
• buy/souvenirs • go on/guided tours • relax/by the pool • take/taxi

#### Note!

Certain verbs take the *-ing* form or *to-*infinitive, but their meaning changes. **He forgot to book the tickets.** (= didn't remember) **He will never forget visiting Venice when he was a child.** (= will always remember)

You'd better wear a scarf. It's very cold outside.



I'd rather not go out at all, to be honest.

I enjoy taking photographs.

### 4 Put the verbs in brackets in the *-ing* or the *to-*infinitive form. How do the pairs (a & b) differ in meaning?

- a Remember \_\_\_\_\_ (take) lots of pictures when you visit Sofia.

b I remember \_\_\_\_\_ (put) the camera in my bag, but now I can't find it.
- a She tried \_\_\_\_\_ (use) the lift, but it was broken.

b She tried \_\_\_\_\_ (ski) for the first time and she liked it.
- a Stop \_\_\_\_\_ (talk), please!

b Why don't you stop \_\_\_\_\_ (rest) for a while? You look tired.

### had better/would rather

- **had better (not)** – strong advice or a warning. **You'd better wear a jacket. It's cold outside.**
- **had better (not)** – suggest something that needs to be done. **I'd better hurry up or I'll be late for work.**
- **would rather (not)** – preference. **I'd rather not go to the theatre tonight.**

### 5 Read the theory. Rewrite the sentences using *had better*/*d better* or *would rather*/*d rather*, as in the example.

- I'd prefer to go skiing this weekend.  
I'd rather go skiing this weekend.
- You should take the car to the city tomorrow.  
\_\_\_\_\_
- I'd prefer not to go somewhere crowded.  
\_\_\_\_\_
- I want to go somewhere hot for my summer holiday.  
\_\_\_\_\_
- Make sure not to lose your passport.  
\_\_\_\_\_

## Places of the Imagination

There's no place like imaginary villages, towns and cities for action and adventure!

### Gotham City

The shape of a bat lights up the night sky. It's a sign that the police need Batman. This is Gotham, a city on an island on the east coast of the USA. It's home to a **population** of over 8 million. Three road bridges and several underground train tunnels **connect** it to the mainland. Planes also **land** at the airport, or visitors can catch a ferry into the harbour. There are a lot of tall glass skyscrapers across the city, some older stone buildings, and the mansion of billionaire Bruce Wayne. There are fourteen neighbourhoods in Gotham. The most famous is The Narrows, an island in the Gotham River. You can come across a lot of strange people in The Narrows, and the streets are dark and dangerous. In fact, Gotham is quite a dangerous city, but Bruce Wayne has a **secret**. At night, he becomes Batman and **patrols** the dark alleys to make sure the **residents** of Gotham sleep safely in their beds.

### Hobbiton

Not every imaginary place needs a superhero to **protect** its **citizens**. Hobbiton is a very peaceful place. This village, from the books *The Lord of the Rings* and *The Hobbit* by J.R.R. Tolkien, is in The Shire, a quiet area of Middle-earth with green fields, forests and friendly **locals**. Everyone in Hobbiton lives in underground houses with round doors and windows. They grow their own food and keep animals in their gardens.

Hobbiton looks a lot like England in the 18th century. There are tracks and paths instead of roads and there are no cars or buses. Some people ride ponies, or use ponies to pull wooden carts, but most of them travel on foot.

There are hundreds of hobbits\* in Hobbiton and they all live very quiet lives. That is, until the wizard Gandalf arrives, and then their **adventures** begin!

\*Hobbits are a race of small people that Tolkien imagined.

### Reading

1 1.5 Look at the pictures and read the title. What do you know about these two places? Who lives in each? Listen and read to find out.

2 Read the texts again and decide if the statements (1-6) are **R (right)**, **W (wrong)** or **DS (doesn't say)**. Then explain the words in bold.

- 1 The only way to get to Gotham City is by plane.
- 2 There is a river which flows through Gotham City.
- 3 Gotham City is a lot safer than most cities.
- 4 Hobbiton is the smallest village in The Shire.
- 5 Hobbits keep animals in their underground houses.
- 6 The people in Hobbiton don't drive.

3 **Think** Create your own imaginary city or village. Give it a name. Draw pictures and prepare a presentation about it. Talk about: *location – transport – housing – lifestyle*.

- bat • mainland
- harbour • mansion
- peaceful • track
- path • cart



## Vocabulary

### Features of a city


- 4 Fill in: *friendly, busy, historic, sandy, open-air, local, lively, trendy*.
- You can buy designer label clothes in the \_\_\_\_\_ shops.
  - Relax on the \_\_\_\_\_ beach in the mornings.
  - Try the food in the \_\_\_\_\_ restaurants.
  - Tenerife is famous for its \_\_\_\_\_ nightlife.
  - Visit \_\_\_\_\_ buildings for free with the London Pass.
  - Get to know the \_\_\_\_\_ locals.
  - Buy fresh fruit and vegetables at the \_\_\_\_\_ market.
  - The \_\_\_\_\_ streets of Manhattan are always crowded with people.
- 5 Read the Phrasal Verbs box, then complete the sentences with the correct particles.

- Sarah always comes \_\_\_\_\_ great ideas for day trips.
- Away from the crowds, you come \_\_\_\_\_ lovely little shops.
- The cost of the museum tickets came \_\_\_\_\_ £38.

### Phrasal Verbs

come across = discover by chance  
 come to = reach (an amount)  
 come up with = suggest, create

## Listening

- 6  1.6 Listen to someone talking about Mexico City and complete the missing information (1-5).

## MEXICO CITY

**Location:** 1) \_\_\_\_\_ of Mexico

**Population:** 2) \_\_\_\_\_ people

**Nickname:** The City 3) \_\_\_\_\_

**Sights:** Angel of Independence, 4) \_\_\_\_\_

**Activities:** visit art galleries and 5) \_\_\_\_\_  
 visit traditional markets, watch live entertainment



### Culture Spot

Matamata in New Zealand is home to the Hobbiton movie set. Visitors can take tours of Hobbiton to see the famous Hobbit houses.




Is there a place in your country that has appeared in a film? Find information and write a short paragraph about it.


### Study skills

#### Brainstorming

Before you start writing your article, think of the information you can include. List your ideas under headings.

## Writing (an article about a city)

- 7  Collect information about a city in your country. Make notes under these headings: *name – where it is – population – what visitors can see and do*. Use your notes to write an article about it for a travel magazine (100-120 words). Alternatively, do the tasks on p. 110.

1  1.7 Look at the advert. What does it advertise? What events are taking place? Listen and read to find out.



**BE PART OF**  
**GREEN**  
 NEIGHBOURHOOD  
**SATURDAY**  
 on 28<sup>th</sup> June



Hambley Town Council is organising events all over town to raise awareness about the environmental problems in our neighbourhoods. There's lots to see and do, so get involved, and help make your neighbourhood green!

- **Check out** the exhibition of recycled art at the art gallery. Artists will be there to show you how to create your own works of art out of recyclable materials.
- Help plant trees for a new 'green space' behind the town library. Let's create a relaxing place where everyone can enjoy Mother Nature!

**Other ways to help**

- **Drop off** all your old electrical items at the town hall.
- Organise a neighbourhood clean-up day and **pick up** litter on your street.
- **Cut down on** air pollution by leaving your car at home and walking or cycling. Let the neighbourhoods breathe easy for a day!



And don't forget that going green isn't just for a day, it's a way of life.

For more information, visit the council's website.





- raise awareness
- recycled art
- recyclable material
- breathe

2 Think of another title for the advert.



3 Match the phrasal verbs in bold to their synonyms in the list.

- collect • look at • take something somewhere and leave it there • reduce

4  **Think** Think of one more environmental thing to do during this event.

5   Imagine that it is Green Neighbourhood Saturday. Research online for other suggestions about what people can do to make their neighbourhood green. Think about: *using less electricity – saving water – avoiding food with packaging*. Make a leaflet with your ideas and display it in the classroom.


## Project Time 1

- 1   What is your ideal neighbourhood like? Think about: *streets – buildings – parks – transport – facilities*. Draw a map of the area and tell the class.

My ideal neighbourhood is a place ...



- where everyone talks to each other
- where people feel safe on the streets
- with good schools and libraries

- 2  1.8 Listen to two people presenting their ideal neighbourhoods and make notes. Were the features of their neighbourhoods the same as yours?

## Presentation skills

- 3 Use your ideas in Ex. 1 to present your ideal neighbourhood to the class.

## VALUES

### Cooperation

- 4 a) Read the statements. Which do you agree with? Which do you disagree with? Talk with your partner.

Working together ...

- |                                 |                                   |
|---------------------------------|-----------------------------------|
| 1 is fun.                       | 5 takes more time.                |
| 2 brings people together.       | 6 encourages people to talk.      |
| 3 leads to more mistakes.       | 7 means everyone makes decisions. |
| 4 gives people more confidence. | 8 makes the work easier.          |

- b)  **Think** Why should people work together? Tell the class.



See Song Section p. 106

# 1 • Progress Check

## Vocabulary

### 1 Choose the correct word.

- 1 Beth finds crowded places very **stressful/peaceful**.
- 2 It takes a long time to cross the road because there is **trendy/heavy** traffic.
- 3 Jake loves swimming at the sandy **lake/beach** in front of the hotel.
- 4 Tom went to the **mall/bank** to take out some money.
- 5 The big **rectangular/courageous** windows let a lot of light in.

5 x 2 = 10

### 2 Fill in: *have, miss, explore, head, spend*.

- 1 Let's \_\_\_\_\_ the day at the beach.
- 2 Don't \_\_\_\_\_ a tour of the Tower of London!
- 3 They are planning to \_\_\_\_\_ the city on foot.
- 4 The two cities \_\_\_\_\_ crowded streets.
- 5 First, visit the tower and then \_\_\_\_\_ on a boat trip around the island.

5 x 2 = 10

## Grammar

### 3 Put the verbs in the brackets into the correct present tense.

- 1 \_\_\_\_\_ (Max/see) the view from the top yet?
- 2 You're red in the face! \_\_\_\_\_ (you/run)?
- 3 She \_\_\_\_\_ (always/talk) on the phone. It's so annoying!
- 4 We \_\_\_\_\_ (go) on a day trip to Blackpool tomorrow.
- 5 Tom \_\_\_\_\_ (think) about moving to a new flat.

5 x 2 = 10

### 4 Choose the correct item.

- 1 Anna **has gone/has been** shopping, but she'll be back soon.
- 2 I haven't been abroad **for/since** two years.
- 3 Jack hasn't packed his luggage **already/yet**.
- 4 I'm **thinking/think** of going to the bank today.
- 5 She has been packing **recently/all morning**.

5 x 2 = 10

### 5 Put the verbs in brackets into the correct form, -ing or (to-)infinitive.

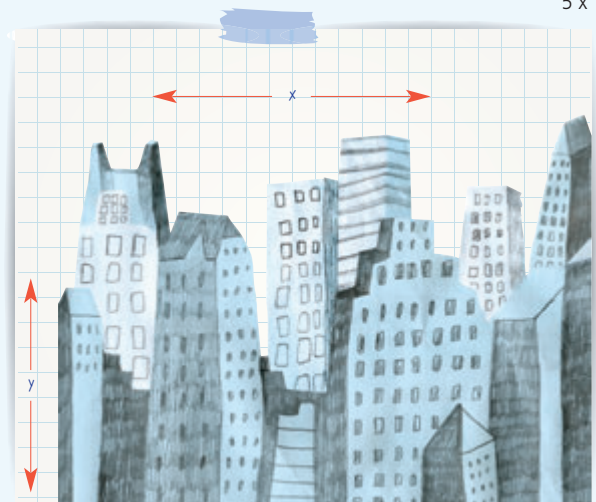
- 1 There's no point \_\_\_\_\_ (cook) tonight. We're not hungry.
- 2 We've decided \_\_\_\_\_ (hire) a car.
- 3 The tickets are too expensive for us \_\_\_\_\_ (buy).
- 4 You should \_\_\_\_\_ (take) more photos when you go on holiday.
- 5 They don't let visitors \_\_\_\_\_ (eat) in the museum.

5 x 2 = 10

### 6 Choose the correct item.

- 1 Are you interested **on/in/at** modern architecture?
- 2 The tower is made **for/with/of** steel.
- 3 We came **across/to/over** this restaurant while we were walking around the city.
- 4 The cost of the tickets came **to/up/across** £45.
- 5 No trip there is complete **without/from/of** visiting the tower.

5 x 1 = 5

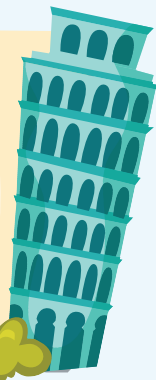


## Listening

7 1.9 Listen and fill in the gaps.

### THE LEANING TOWER OF PISA

- Located on the 1) \_\_\_\_\_ of Italy
- Height of about 2) \_\_\_\_\_ metres with 3) \_\_\_\_\_ steps
- Get information about when it's open on city's 4) \_\_\_\_\_
- Children under 5) \_\_\_\_\_ not allowed



5 x 2 = 10

## Reading

8 Read the blog entry and decide if the statements (1-5) are **R (right)**, **W (wrong)** or **DS (doesn't say)**.

Poppy's Blog  
http://www.poppysblog.com

Hi readers,  
Sorry I haven't written for so long, but I've moved to the countryside. Let me tell you all about it. I've moved to Haarzuilens in Utrecht. It's a village in the middle of Holland. There aren't many people here. In fact, it has a population of just 224! They say that it is one of the most peaceful villages in Holland. I can believe it! There isn't a lot to do, but it has some beautiful scenery. I love going for long walks in the woods near my house. It makes such a change to be able to breathe fresh air! Also, there's no heavy traffic here. In fact, the only sounds come from the cows and sheep in the fields. There's a castle nearby that's the biggest in the country. There are some great views of the countryside from the top.  
I really like living here. Why don't you leave a comment below and say what the place you live in is like? Bye for now!





- 1 It's the first time Poppy has written a blog entry.
- 2 Poppy thinks that Haarzuilens is a quiet place.
- 3 Not many cars pass through Haarzuilens.
- 4 The castle is in the centre of the village.
- 5 Poppy has taken photos from the top of the castle.

5 x 2 = 10

## Everyday English

9 Match the exchanges.

- |   |                          |                                 |
|---|--------------------------|---------------------------------|
| 1 | <input type="checkbox"/> | We haven't been there for ages! |
| 2 | <input type="checkbox"/> | What are you doing on Saturday? |
| 3 | <input type="checkbox"/> | What about London?              |
| 4 | <input type="checkbox"/> | Where do you want to go?        |
| 5 | <input type="checkbox"/> | Let's go to the countryside.    |

- a Not a lot.
- b We could go to the seaside.
- c I'd prefer somewhere more exciting.
- d It's got such a lot of heavy traffic.
- e That's true.

5 x 2 = 10

## Writing

10 You have just moved from the countryside to the city. Write a blog entry describing your new neighbourhood. Write: *its name – where it is – what activities you do there (100-120 words)*. Use the blog entry in Ex. 8 as a model.

15 points

TOTAL: 100 points

## Competences

Good ★ Very Good ★★ Excellent ★★★

### Now I can ...

#### Vocabulary

- talk about geographical features ★★★★★
- talk about shapes & types of buildings ★★★★★
- talk about places to live ★★★★★
- talk about features of a city ★★★★★

#### Reading

- read for specific information (multiple matching) ★★★★★
- read for detail (R/W/DS) ★★★★★

#### Speaking

make plans ★★★★★

#### Listening

listen for specific information (gap fill) ★★★★★

#### Writing

write an article about a city ★★★★★