

## SPEAKING

## 1 Work in pairs and discuss the questions.

- Do/Did you regularly play any games/sports? How often and why?
- What are the benefits of playing computer games? What are the potential problems?

## VOCABULARY behaviour

## 2A Work in pairs and match verbs 1–5 with opposites a)–e). Use a dictionary to check.

- take care of b
  - pay attention to
  - compliment someone (on)
  - get on with something
  - give in
- a) put something off  
b) neglect  
c) be stubborn  
d) ignore  
e) criticise someone (for)

## B Rewrite the sentences replacing the underlined verbs with one of the verbs from Exercise 2A.

- Do you often delay doing important tasks, or do you simply immediately do them?  
*put off*
- Which do you think is more useful: when someone says nice things to you about your work or your appearance, or when someone says negative things to you even if they are being honest?
- When you've got a problem, do you listen and think carefully about advice from other people or do you often take no notice of it and make your own decision?
- If you have plants in your house, do you look after them or fail to give them attention?
- When you argue or disagree with a friend, do you tend to refuse to change your view or are you the one who usually changes your opinion first?

## C Work in pairs and discuss the questions in Exercise 2B.

## It's like a drug ...

## JADE'S STORY

When I first met Sam, I really liked him. He was good-looking and kind but quite shy. He used to play computer games – or one in particular – quite a lot. I'd visit him at his home and he'd be sitting at the computer. Sometimes he didn't even turn round, and I thought that was strange but I soon got used to talking to his back! Anyway, three years ago we got married.

Now when he comes home from work, one of us cooks dinner, while the other looks after our son Joe. Then instead of sitting down and chatting about the day, Sam usually goes straight to his computer to play *Battle Galaxy 2525*. Whenever I try to get him to watch a movie on TV or something, he either completely ignores me or he agrees and then gets bored because he wants to go back to his game. I'm not used to that type of behaviour. It's very different from my family. I feel ignored and often ask myself why I stay with this guy.

It wouldn't be so bad if it was just with me. But whenever his parents come round he carries on playing and ignores them. Sometimes he turns round to say something but he often doesn't even know what we've been talking about. So I have to talk to them and pretend that everything's normal.

I remember once I got really annoyed and I unplugged his computer. He was furious – he said I'd 'killed' some of his friends.

## READING

## 3A Work in pairs. Student A: turn to page 159. Student B: read the article above. Underline two words/phrases in the box that best describe how Jade sees herself. Circle two words that describe how she sees Sam.

selfish patient talkative a good parent  
neglected rude a good friend

## B Work with a student who read the same article and compare your answers.

## 4A What can you remember? Answer the questions. Then read your article again and check.

- Why did Sam and Jade like each other at first?
- Does Sam spend enough time with Jade and Joe?
- Why does Sam like the game so much?
- Why are Sam and Jade both irritated when Sam's parents visit?
- Why did Jade unplug Sam's computer? Why were they both angry afterwards?
- How do they both feel about Joe playing on the computer?

## B Work with a student who read the other article and compare your answers to Exercises 3A and 4A.

## C Work in pairs and discuss. How do you think Jade and Sam can resolve the problem? Who do you think needs to change the most?



I think these virtual 'friends' of his are more important to him than me and Joe. I mean, they aren't even real! I couldn't believe it! I shouted at him that he only thinks about himself and his virtual world ... we didn't talk to each other for a whole week.

And Joe? I suppose he's used to his father being on the computer because he's never known anything different. But Sam's idea of being a good father is showing Joe how to tap on the computer keyboard. One thing's for sure, I'm never going to let Joe start playing computer games. I've threatened to leave Sam but it would be terrible for Joe and I'm sure that deep down Sam knows he's in the wrong. It's like a drug. I think he needs help.

## GRAMMAR used to, would, be/get used to

## 5 Look at sentences 1–5 and underline the correct alternative to complete the rules.

- Jade used to visit me at my flat and she enjoyed watching me play.
- I'd visit him at his home and he'd be sitting at the computer.
- Joe's used to me sitting at the computer. He's never known anything different.
- I'm not used to that kind of behaviour. It's very different from my family.
- I thought it was strange but I soon got used to talking to his back.

## Rules:

- Use *used to* to talk about activities and states which *happen regularly in the present/happened in the past but not usually now*.
- Use *would* to talk about *activities/states* in the past which no longer happen now.
- Use *be used to* to talk about things that are *familiar/strange* to us.
- Use *get used to* to talk about things that *are familiar/become familiar to us over a period of time*.
- After *used to* and *would*, use the *infinitive/the -ing form or a noun*.
- After *be used to* and *get used to*, use the *infinitive/the -ing form or a noun*.

## PRACTICE

## 6A Correct the mistake in each sentence.

- When I was a kid, I'd often quarrelled with my parents.
- As a child, I used to eating too many sweets.
- I'm not used to get up early, so when I have to be somewhere in the morning, I'm often late.
- I used to saying what I think, and sometimes I upset people.
- I get used to my mother cooking for me when I lived at home, and now I can't cook for myself.
- I come from a big family and I don't think I'll ever get used to live on my own.
- I didn't used to be help much around the house.
- I would be quite a lazy student when I was younger, and I often put off finishing my homework.

## B Work in groups and discuss. Which of the bad habits and behaviour above do/did you share? Do/Did you have any other bad habits?

## SPEAKING

## 7 Work in pairs and take turns. Say which of the habits below really annoy you and why, giving examples. Which are the worst? Can you name any others?

- blowing your nose loudly in a restaurant
- not cleaning up after yourself in the kitchen
- interrupting people when they're speaking
- pretending to listen, but not really listening
- leaving the TV on all the time
- eating on public transport



**WRITING** an opinion essay

**8A** Look at the essay title. Work in pairs and discuss the questions.

**Most people fill their leisure time with meaningless activities. Do you agree?**

- 1 What do you consider a 'meaningful' and a 'meaningless' leisure activity?
- 2 What is your opinion of the statement?

**B** Read the essay. Do you agree with the writer's point of view?

**1** It is said that technological development has given people more leisure time than they used to have, and that this frees them up to concentrate on pursuing their interests or improving themselves. It seems to me however, that most people spend their free time doing things that do not contribute to their development and are essentially unproductive.

**2** **To start with**, the most popular free-time activities seem to be ones that people do alone. **For instance**, most people spend a large part of their time on the internet and, even when they are interacting with others, they are only doing so electronically; they are not communicating with a person, but with digital signals. **In addition to this**, when people do go out it is often to visit the shopping centre; for some families, their main time together consists of a few hours walking, filling a shopping trolley and eating at a snack bar in a shopping mall.

**3** **At the same time**, there are examples of people making good use of their time. At weekends, there are parks, forests and beaches full of people doing sports or taking walks together. Some people do volunteer work for charity organisations for a few hours a week. Other people join theatre or singing groups and there are many people who enjoy reading. Sadly, however, this reflects a relatively small part of the overall population.

**4** **In conclusion**, I agree that people use their free time wastefully, and I feel that the situation is getting worse. It is my hope that this might change in the future.

**C** Work in pairs. Identify the purpose of each paragraph.

**D** Underline three phrases for giving opinions. Which paragraphs do they occur in?

**LEARN TO** use linkers in an opinion essay

**9A** Complete the table with the linking words/phrases in bold in the essay.

firstly <i>to start with</i>	furthermore	to conclude	in contrast	for example

**B** Add the following phrases to the correct columns of the table.

moreover	in the first place	to sum up	as an example
as opposed to this			

**10A** Choose one of the essay titles below. Work alone and make notes on the questions.

- Do you agree with the opinion?
- Why/Why not? List three points.
- What examples can you give to support your points?

Using computers and the internet develops important skills in young people.

Technology has created less free time rather than more.

Leisure activities have become too expensive.

Children need more play time in order to develop into healthy adults.



**B** Work in groups and discuss your opinions. Make notes on any new points you could include in your essay.

**C** Write a plan for your essay.

**speakout TIP**

One way to organise an opinion essay is as follows:

- An introductory paragraph – state the topic and give your opinion. You can start, 'Some people believe....' or use a question or a quotation.
- The main body of the essay in two or three paragraphs. Each time you give a viewpoint, give your reasons/examples.
- A conclusion where you restate your opinion using different words.

**D** Write the essay (120–180 words). Then check your work for accurate grammar and for use of linkers.

**GRAMMAR** | future forms review

**VOCABULARY** | locations

**HOW TO** | talk about the future



**Traveller's Tree**

The BBC radio travel show *Traveller's Tree* starts with one of the fastest growing sectors in the holiday industry and the buzzword of the day: 'niche' travel, for those with particular interests who are tired of 'flopout' beach holidays.



**LISTENING**

**1A** Work in pairs and look at the photos. Which holidays appeal/don't appeal to you?

**B** Read the programme listing. What is the difference between a 'niche' holiday and a 'flopout' holiday?

**2A** **3.1** Listen to the programme. Number the niche holidays in the order you hear them.

- Thai cooking week
- Singing on the Nile
- Historical cruise
- Sri Lanka for tea lovers
- Bird watching
- Tour of Chernobyl and Pripyat
- Tour of battlefields

**B** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- 1 Niche holidays are being offered by more tour operators.
- 2 Alison Rice describes 'niche' holidays as different from activity holidays.
- 3 Charlie Connolly thinks the best reason for going to a place is to look at nice views.
- 4 At the end of a singing holiday, you make a CD to sell to the local people.
- 5 In Chernobyl, you don't go into the nuclear reactor.
- 6 The school at Pripyat near Chernobyl is empty.
- 7 A lot of people have posted messages on the Traveller's Tree messageboard.
- 8 A contributor, Dilly Gaffe, likes the idea of a niche holiday.

**C** Work in pairs and discuss. Would any of the niche holidays mentioned in the programme interest you?

**VOCABULARY** | locations

**3A** Match the sentence halves.

- 1 Australia is the least densely populated continent, g
- 2 People who live in close proximity to Los Angeles airport
- 3 Sir Edmund Hillary and Sherpa Tenzing spent fifteen minutes at the summit of Everest
- 4 Cape Town is about half-way between Santiago, Chile
- 5 Part of Hong Kong is an island, and part is
- 6 The Caribbean island of Haiti was once heavily forested,
- 7 The most remote and unspoilt place in the UK is Foula,
- 8 Lake Baikal is located on the edge of Siberia

- a) before heading back down the southern slope.
- b) but it's now almost completely barren.
- c) an island just off the coast of northern Scotland.
- d) on a peninsula connected to mainland China.
- e) were found to have higher than normal blood pressure.
- f) and contains twenty percent of the world's fresh water.
- g) with just 2.6 people per square kilometre.
- h) and Perth, Australia as the crow flies.

**B** Which of the expressions in bold in Exercise 3A:

- talk about location/distance?
- are the names of geographical features?
- describe the character of a place?

**C** Work in pairs and take turns. Student A: close your book. Student B: make questions out of the sentences in Exercise 3A and ask your partner.

*Which continent is the least densely populated?*

## GRAMMAR future forms review

**4A** Check what you know. Complete the conversations with an appropriate form of the verbs in brackets. Sometimes there is more than one possibility.

- 1 A: So, are you looking forward to your Nile trip?  
B: Yes, and Francesco says he's going to learn (he/learn) Arabic ... in four weeks!
- 2 A: \_\_\_\_\_ (you/do) anything interesting next summer?  
B: Yes, \_\_\_\_\_ (we/go) to New Zealand in July.
- 3 A: \_\_\_\_\_ (The plane/land) very early on Friday morning.  
B: When's the first tour?  
A: As soon as \_\_\_\_\_ (we get) there, I think.
- 4 A: It's in Thailand, and it says here, '\_\_\_\_\_ (It/likely/rain) every afternoon, but expect to walk twenty kilometres a day, rain or shine.'  
B: I expect \_\_\_\_\_ (it/be) quite hard work.  
A: I don't know. \_\_\_\_\_ (I/check) with Tess. She was over there last year.
- 5 A: \_\_\_\_\_ (We/go) to Ukraine this year, we haven't decided yet.  
B: Sounds interesting.  
A: Yes, and then \_\_\_\_\_ (we/stop off) in Poland to see Magda on the way home.
- 6 A: Mike \_\_\_\_\_ (think/go) on a trek to Machu Picchu in Peru.  
B: It's quite a hard walk, I've heard.  
A: Yeah. He \_\_\_\_\_ (hope/ask) people to sponsor him for charity.

**B** 3.2 Listen and check your answers.

**C** Match rules 1–10 with the examples in Exercise 4A.

### Rules:

- Use the present continuous for a definite arrangement often involving other people. 2A, 2B
- Use *be going to/be planning to/be hoping to* + infinitive or *be thinking of* + *-ing* for a general intention which the speaker has thought about before.
- Use *will ('ll)* + infinitive for a decision which the speaker has just made.
- Use *will ('ll)* + infinitive for predicting, often with verbs such as *think*, *expect* and adverbs such as *probably*, *definitely*.
- Use *be likely to* for a probable intention or prediction.
- Use *might/could* + infinitive for an intention or prediction that is not certain.
- Use the present simple for a future timetable or schedule.
- Use the present simple for the future after conjunctions such as *when*, *as soon as*, *after*, *in case*.

**D** 3.3 Listen to the pronunciation of the future forms in connected speech. Then listen and repeat.

- What will you do if he doesn't phone? /wɒtəlʒə/
- What are you going to do after class? /wɒtəʒə/
- Where are you likely to be tonight? /werəʒə/
- Who will be there? /hu:l/
- When will you have time to talk? /wenəlʒə/
- When are you meeting them? /wenəʒə/

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## PRACTICE

**5A** Underline the best alternative in the sentences.

- We're going / We might go to Venezuela on holiday this year. I booked yesterday.
- We'll probably / We're going to go camping but we're not sure yet.
- On Saturday, I'm meeting / I'll meet some friends for lunch.
- In the future I'm using / I'm going to use English to get a better job.
- I think it is raining / will rain this weekend.
- My last bus home goes/is going to go at five past midnight.
- There's no lesson next week? In that case I'm staying / I'll stay at home and study.
- A friend of mine is thinking of/hoping travelling to China next year.
- I always carry a torch in my bag in case I need / I'll need it.
- I might / I'm not likely to live abroad in the future.

**B** Change five of the sentences so that they are true for you.

**C** Work in pairs and take turns. Student A: tell your partner your sentences. Student B: ask follow-up questions.

- A: *I might go to Croatia on holiday this year.*  
B: *Sounds good. Whereabouts in Croatia?*

## SPEAKING

**6A** Work in pairs and take turns. Ask and answer questions and make notes on:

- your partner's interests and hobbies
- the type of accommodation and transport he/she prefers on holiday
- things he/she doesn't like on holiday

**B** Work with a new partner. Use your notes to design a niche holiday for each of your original partners. Think about the following things:

- name of niche holiday
- location
- means of transport
- length of time
- accommodation
- main activities
- other information (clothing, equipment, climate, health, preparation, items to bring)

**C** Tell your original partner about the niche holiday you have designed.

*You're going to travel by train and horse ... It's likely to be cold and rainy, so you should bring ...*

## VOCABULARY PLUS uncountable and plural nouns

**7A** Read the email. Why is Valerie enjoying her holiday?

To: Gabriel14@mailbox.com

Hi Gabriel,

Just a quick note from the middle of nowhere ...

We got off to a rough start when Marianna fell down the stairs coming off the plane (no major injuries). Then our luggage got lost, along with all of my clothes and my reading glasses, as well as our toiletries. Things are pretty basic here – you can't buy soap for instance. We're staying on the outskirts of a tiny village, in a yurt, a sort of house made of cloth and wood (see attached photo). In fact there's no concrete anywhere ... and no electricity but I can't say I miss watching the news on TV. So what do we do? Well, a bit of horseback riding during the day and we play cards in the evening. The locals are incredibly friendly. You know, I've realised that simpler is better and I don't want to come home!

Valerie

**B** Work in pairs and discuss. Would you enjoy this kind of holiday? Why/Why not?

**8A** Look at the email again. Underline six uncountable nouns and circle six nouns which are usually found only in the plural. Use a dictionary if necessary.

**B** Read the quiz below. Find and correct ten mistakes.

**C** Work in pairs and take turns. Ask and answer the quiz questions.

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## Travellers' quiz

- When you travel, do you find information and accommodations by asking at a tourist office?
- What sort of facility do you expect hotels to have?
- Do you ask friends for advices on what to see?
- How many luggages do you usually carry for a two-week trip?
- Do you ever carry any sports or camping equipments?
- Has airport security ever gone through the content of your suitcases?
- What mean of transport do you like to travel by most – plane, train or car?
- On holiday, what's your favourite type of sceneries?
- Do you like looking at the remain of ancient buildings?
- Do you always keep someone back home informed of your whereabouts?



▶ **FUNCTION** | describing procedures    **VOCABULARY** | common actions    ▶ **LEARN TO** | use mirror questions

## SPEAKING

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

- Do you enjoy watching game shows? Why?/ Why not?
- What sort of game shows do you have in your country?
- What do the contestants have to do?

## FUNCTION describing procedures

### 2A Work in pairs. Look at the BBC game shows in the photos. What do you think happens in each show?

### B ▶ 3.4 Listen to the descriptions of two of the shows. Were your ideas correct?

### C Listen again. For each show, make notes about:

- number of contestants
- description of set
- aim of game
- winner
- best thing about it

### 3A Match the sentence halves to make phrases for explaining procedures.

- The way it works is that
  - Basically, the point is not
  - What happens is
  - The first thing they do
  - The key thing is to
  - The object is for
  - After they've finished
- that the host says 'Bring on the wall!'
  - the team to win money by answering a chain of questions correctly.
  - bank the money as you go along.
  - is answer general knowledge questions.
  - each round, they have to vote on who should get eliminated.
  - there are two teams, with two celebs on each team.
  - to get knocked into the pool.

### B Which phrases from Exercise 3A are used:

- to state the overall goal or aim?
- to describe details of the procedure?
- to highlight something particularly important?

### C ▶ 3.5 Listen and mark the main stresses in phrases 1–7 in Exercise 3A. Then listen again and repeat.

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### 4A Complete the description of a game.

The <sup>1</sup> way it works <sup>2</sup> \_\_\_\_\_ that there are two teams of eleven players playing with a ball on a large 'field' with two goals at either end. The <sup>3</sup> \_\_\_\_\_ thing they <sup>4</sup> \_\_\_\_\_ is to toss a coin and one team decides who gets the ball first. <sup>5</sup> \_\_\_\_\_ happens <sup>6</sup> \_\_\_\_\_ that the team with the ball has four chances to try to 'advance' it 9.1 metres towards the other team's goal. After <sup>7</sup> \_\_\_\_\_ done that, they can have another four attempts, but if they don't succeed, then the other team takes possession. Basically, the <sup>8</sup> \_\_\_\_\_ of the game is to score points by carrying the ball across your opponents' goal line. The <sup>9</sup> \_\_\_\_\_ thing is to keep possession of the ball, because then the other team can't score! The winner is the team who score the most points. The name of the game is <sup>10</sup> \_\_\_\_\_.

### B Think of a game/sport you know. Make notes on: the number of players, the equipment, the procedure, the aim.

### C Work in groups and take turns. Student A: describe the game/sport but don't say the name. Other students: guess the game/sport.

## LEARN TO use mirror questions

### 5A Look at the questions in bold and underline the correct alternative to complete the rules.

- A: There are two teams, with two celebs on each team.  
**B: Two what?**  
A: Celebs. Celebrities.
- A: The host says 'Bring on the wall!'  
**B: He does what?**
- A: There's a funny-shaped hole and they have to get through it.  
**B: They have to get through where?**
- A: The host stands in the centre.  
**B: Who stands in the centre?**

#### Rules:

- Use mirror questions to express surprise or clarify understanding.
- Repeat *a part/all of* what was said.
- Replace the problem word or phrase with a suitable *question word/the word 'what'*.
- Use *do/do what* to replace a verb phrase you didn't understand.
- Use *question/statement* word order.
- Stress/Don't stress* the question word.

## 🗨️ speakout TIP

When trying to understand instructions or directions, it's useful to use part of what the other person says to make the mirror question. This helps the other person see what you understood and what you didn't understand instead of asking them to repeat everything again.

### B Complete the mirror questions to check the words/phrases in italics.

- A: You have to *sauté the potatoes*.  
B: \_\_\_\_\_?
- A: The first player writes *an anagram of the word*.  
B: \_\_\_\_\_?
- A: You go *to the webinar site*.  
B: \_\_\_\_\_?
- A: Basically, the aim is to beat *the rival team*.  
B: \_\_\_\_\_?

### C ▶ 3.6 Mark the main stress in the questions above. Listen and check. Then listen again and repeat.

## VOCABULARY common actions

### 6A Work in pairs. Which of the actions in bold is related to a game/sport (G), to a machine (M) or to cooking (C)? Use a dictionary if necessary.

- deal them out**, five to each person G
- stir** it so that it doesn't stick to the bottom
- double-click** on it
- when it **jams**, take off the cover and pull the paper out
- pass** it to another player in your team
- unplug** it when you're not using it
- sieve** it so that there are no lumps in it.
- roll** it, and if you get a one, your turn's over
- sprinkle** it generously all over
- press** it halfway to focus

### B What words could replace *it* or *them* in each phrase?

### C Work in pairs and take turns. Cover the phrases in Exercise 6A. Student A: act out one of the actions. Student B: say the action.

## SPEAKING

### 7A Choose one of the situations below to explain to a partner.

- the features of your mobile phone (or any gadget/machine) and how it works.
- a hobby, game or sport you enjoy
- how to make a favourite dish
- what one of your favourite websites is and how it works
- the procedure for something practical, e.g. giving first aid
- how you do one or more of the tasks in your job/studies

### B Make notes on the main points, the procedure and key things to keep in mind.

### C Work in pairs or groups and take turns. Student A: describe the procedure to the other students. Other students: ask mirror questions if you don't understand something.

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## DVD PREVIEW

## 1 Work in pairs and discuss the questions.

- 1 What's one unusual activity you've done that you think everyone should experience?
- 2 What's one thing you've always wanted to try, and one place you've always wanted to visit?

## 2A Work in pairs. Read the programme information. Who decided what the top fifty things to do are?

## B Match the activities mentioned in the article to photos A–E.

BBC

## 50 Things To Do Before You Die

When the BBC asked its viewers what one thing they'd like to do in their lifetime, the response was overwhelming with some 20,000 members of the public sending in their ideas. *50 Things To Do Before You Die* takes the viewers on a tour through the top fifty viewer choices, from observing rare and exotic animals in their natural habitat, to travelling a historic route by train, car or jet plane, to some more extreme activities not for the faint-hearted, among them bungee jumping, husky dog sledding and wing-walking. Whether you're a hardcore traveller or an armchair tourist, you're sure to find inspiration for your next journey.

## ▶ DVD VIEW

## 3A Watch the DVD and write down the five activities. Which activity is number one?

## B Mark the sentences true (T) or false (F). Then watch again and check.

- 1 The main thing people say they love about sledding is the scenery.
- 2 The presenter preferred driving the sled to sitting in it.
- 3 Pilots used to strap themselves to the wings at airshows.
- 4 Before she went wingwalking, Rebecca said she was anxious but keen.
- 5 She found it surprisingly easy to wave and look elegant.
- 6 The legendary route 66 runs from Chicago to San Francisco.
- 7 It was used by Americans trying to escape from the Great Depression.
- 8 One of the bungee jumpers likes the feeling of being stretched and bounced.
- 9 People have always been fascinated by dolphins' playfulness and intelligence.
- 10 The speakers like dolphins because they are helpful to humans.

## C Work with a new partner. Order the five activities from the one you'd most like to do to the one you'd least like to do.

## speakout a recommendation

4A Think about two different things you have tried that you would recommend to someone else, for example a journey, an experience with animals/nature, a sport. For each activity, make notes on questions 1–3.

- 1 What was the activity?
- 2 How did you feel before/while/after you did it?
- 3 Why do you think it's worth trying?

B ▶ 3.7 Listen to someone describing an activity, and answer questions 1-3 above.

C Listen again and tick the key phrases you hear.

## Keyphrases

I'm (not) the kind of person who likes [extreme activities/new situations/spicy food] but ...

The activity I'd like to recommend is/may seem [terrifying/quite boring/silly] ...

It's one of the [best/most exciting/most challenging] things I've ever done.

The thing I'll remember most is [the feeling of .../the moment .../the exhilaration.]

I'd recommend this experience because it makes you understand [yourself/something about fear/how wonderful X is].

D Work in small groups. Use your notes from 4A and the key phrases and tell each other about your activities.

## writeabout an experience

5A Read the introduction to this web forum, and an extract from one writer's contribution. What activity is she writing about?

We're looking for true stories that will inspire others to try something they've never done before. Whether it's a place you've been, a food you've tried, a sport or an activity you've done, tell us about it in 250 words or less. Remember, your goal is to get others to try it, so tell us what's so extraordinary about it, and why it's one thing we should do in our lifetime.

Stacey: ... Each day we walked slowly through the section of the jungle where they live.

The first two days we didn't see any but I was determined to stay as long as it took and on the third day we saw an adult female hanging by one arm from a branch, eating leaves with her auburn fur glinting in the sunlight.

The thing I'll remember most is the moment our eyes met.

B Write an entry (200-250 words) for the forum.

C Read other students' entries. Which experience would you most like to try?

## GRAMMAR

3.1 *used to, would, be/get used to used to, would*

Use *used to* + infinitive for past habits, repeated actions and states which have changed. We can also use the past simple.

Jon *used to smoke* but he gave up a few years ago.

We always *had/used to have* a pet when I was young.

We can avoid repeating *used to* when telling stories by using *would* instead. We can use *would* + infinitive for past habits and repeated actions (but not states) which have changed. With *would*, we often use a past time reference.

We *'d often meet up* on a Friday evening after work.

## be/get used to

Use *be used to* + noun or *-ing* form to talk about a situation which you are familiar with. Use the negative form for a situation which is new and strange for you.

I *'m used to eating* with a knife and fork.

I *'m not used to eating* with chopsticks.

Use *get used to* + noun or *-ing* form to talk about a situation which is becoming more familiar to you.

We *'re getting used to* the cold winters.

I *can't get used to* sleeping during the day.

3.2 future forms  
plans, intentions and decisions

Use *be going to* + infinitive to talk about general plans, arrangements and intentions about the future. Use *might/could* + infinitive when a plan or intention is not definite.

I *'m going to look* for a job after arriving in Kuala Lumpur.

We *might go* away for the weekend, we're not sure yet.

Use the present continuous to talk about definite arrangements or plans, often involving other people.

What *are you doing* today? I *'m having* lunch with Mitsuko.

The following phrases can also be used for intentions and plans: *planning to/hoping to* + infinitive, *thinking of* + *-ing*

Pete's *hoping to go* to university next year.

Are you *thinking of leaving* the company?

Use *will* ('ll in spoken English) to talk about new decisions made at the moment of speaking. This is often used with *I think*.

I *'m tired*. I think I *'ll go* to bed now.

## future facts

Use the present simple to talk about facts in schedules, timetables and itineraries.

The course *starts* in September.

We *arrive* at 6a.m. at Milan airport.

## predictions

Use *will/might/could/won't* + infinitive to make predictions based on opinion. Use with verbs such as *think, hope, expect, know, reckon, guess, be sure*, or adverbs such as *maybe, perhaps*.

I *expect Sara will be* late as usual.

When the prediction is based on present evidence or something that has already started, use *be going to*.

Look at those clouds. It *'s going to rain*. (I can see dark clouds)

Lisa *'s going to have* a baby. (the pregnancy has started)

Use *will* + *definitely/certainly/possibly/probably* to say how certain you are. Note the word order with *won't*.

Jodie and Al *will probably get divorced* soon.

You *definitely won't get* a ticket now. They *'ll be* sold out.

The following phrases also express strong possibility: *be likely (to/that), may well, there's a good chance that*.

I *'m likely to be* / It *'s likely that I'll be* tired after the journey.

The internet *may well mean* the end of printed newspapers.

There *'s a good chance* that Brazil will win the Cup.

## after conjunctions of time

To talk about the future, use present simple (or present perfect) after conjunctions of time such as *before, when* etc.

Let's get together *as soon as* you arrive. NOT *as soon as you'll arrive*

## 3.3 describing procedures

## the aim of an activity

The aim/goal/object/point is (for + subject) to ...

## emphasise an important point

The main/key/most important thing is to ...

## different procedures or steps

The way it works is that the first player ...

What happens (next) is that you ...

The first/next/last thing they/you do is you ...

After they've/you've finished/done that, you ...

First,/Next,/After that,/Then,/Finally, you ...

## PRACTICE

3.1 A Complete the exchanges with the correct form of *used to, would, be used to* or *get used to*. Sometimes there is more than one possibility.

1 A: Did you know John before?

B: Yes, we \_\_\_\_\_ be at school together.

2 A: How are you finding your new flat?

B: It's OK but I'm finding it difficult \_\_\_\_\_ the long journey to work.

3 A: How often did you see your grandmother when you were young?

B: We \_\_\_\_\_ see her most weekends.

4 A: Everyone here speaks English so fast. I can't understand a word.

B: Don't worry, you \_\_\_\_\_ it after a while.

5 A: How's your new flat?

B: It's great but I \_\_\_\_\_ having so many rooms!

6 A: Is this a photo of you on holiday when you were young?

B: Yes, we \_\_\_\_\_ go to Portugal every year.

7 A: Are you enjoying working from home?

B: Yes, but I miss the people. I \_\_\_\_\_ working alone with no one around.

8 A: How can you get any sleep with all that noise outside?

B: I don't even notice. I suppose I \_\_\_\_\_ it.

B Complete the second sentence so that it means the same as the first. Use *used to, be used to* or *get used to* and the verbs in brackets.

1 I lived alone before, but now I have a roommate and it's strange.

I \_\_\_\_\_ (live) alone, so I \_\_\_\_\_ (have) a roommate.

2 He feels it's normal for him to stay out late because he always did it before we got married.

He \_\_\_\_\_ (stay) out late because he always \_\_\_\_\_ (do) it before we got married.

3 She never had so much free time. Now she does and it's unfamiliar, but less and less so.

She \_\_\_\_\_ (have) so much free time but now she \_\_\_\_\_ (have) it.

4 I don't feel comfortable travelling by public transport. Until last year I drove to work.

I \_\_\_\_\_ (take) public transport. I \_\_\_\_\_ (drive) to work until last year.

5 I've never had a dog before. I'm sure I'll find it normal soon.

I \_\_\_\_\_ (have) a dog. I expect I \_\_\_\_\_ (have) one soon.

## 3.2 A Cross out the incorrect option in the conversation.

A: Hey Miike, <sup>1</sup>*are you coming / are you going to come / will you come* on the ski trip this weekend?

B: Of course. I haven't signed up yet, but <sup>2</sup>*I'm likely to do / I'm going to do / I'll do* that now. Where <sup>3</sup>*does the bus leave / is the bus leaving / is the bus planning to leave* from?

A: It <sup>4</sup>*leaves / might leave / 'll leave* from the front of the office unless it <sup>5</sup>*will rain / 's raining / rains*.

B: Great! What are the snow conditions <sup>6</sup>*likely to / going to / hoping to* be like?

A: It's already snowing there now so <sup>7</sup>*it's being / it's going to be / it'll be* perfect conditions.

B: Great. <sup>8</sup>*I'll probably see / I'm seeing / I might see* you before then, but if not, see you on the bus!

## B Complete the sentences with an appropriate future form. Sometimes there is more than one possibility.

1 I suppose I \_\_\_\_\_ (stay) at home this evening, but I haven't decided yet. Maybe I \_\_\_\_\_ (watch) a DVD or something.

2 \_\_\_\_\_ Sandra \_\_\_\_\_ (be) there tomorrow? Then I \_\_\_\_\_ (definitely/go)!

3 The first metro \_\_\_\_\_ (go) at 5a.m.

4 Rick \_\_\_\_\_ (think of/move) abroad. I expect he \_\_\_\_\_ (be) happier there.

5 The deadline \_\_\_\_\_ (be) midnight tonight, so you \_\_\_\_\_ (probably/not finish) the application in time.

6 I \_\_\_\_\_ (see) her before she \_\_\_\_\_ (leave) but it's not certain.

3.3 A Complete the rules to the game *Cyclops* by putting the underlined words in the correct order.

<sup>1</sup> it works is that The way you have two players and just one dice. <sup>2</sup> thing The is they first do roll to see who goes first. Then the first player rolls the dice, and adds up the numbers that they roll. <sup>3</sup> object is The to get a hundred points.

<sup>4</sup> point the . Basically is to be lucky enough not to roll a one, because if you get a one, you lose all your points for that turn. <sup>5</sup> that is happens What a player gets greedy, thinks he can make a run to a hundred, but then gets a one and loses it all. That's the best part – it's really funny. <sup>6</sup> to is thing key The work in little steps, end your turn after a few rolls and don't get greedy!

## SPORTS AND ACTIVITIES

### 1A Cross out the collocation which is not possible.

- beat / win / tackle / defeat / lose to + an opponent.
- win / lose / play / beat / draw + a match
- throw / bowl / score / pass / bounce + a ball
- get / shoot / score / miss / let in + a goal
- do + weight-training / judo / chess / yoga
- play + athletics / baseball / snooker / football

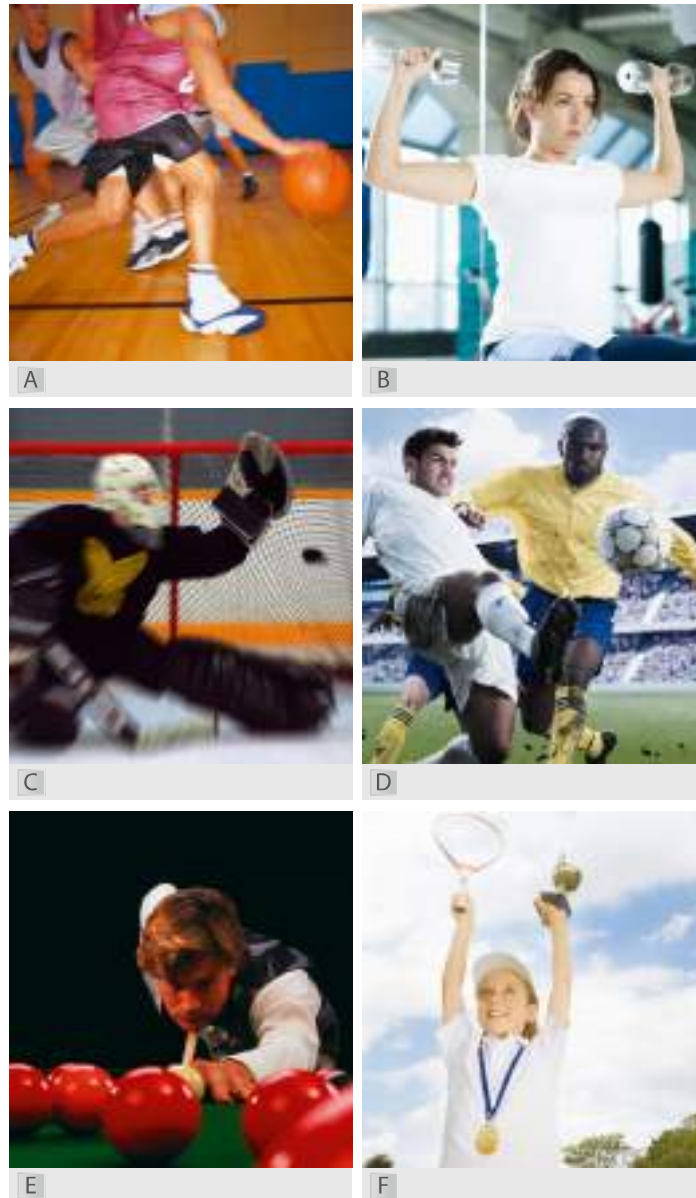
### B Write the correct collocation under the photos A–F

### C Which of these sports, games and activities have you tried? Which would you like to try?

### 2A Look at the common phrases and idioms in bold which come from some of the sports above. Match each phrase 1–6 with its meaning a)–f).

- I've told you what I want to do, now **the ball is in your court**.
  - Shall we **kick off** today's lesson by looking at our latest blog entries?
  - I think that 70,000 euro is probably **in the ballpark** for that house.
  - I was very impressed by Jamal. He's really **on the ball**.
  - We need to discuss how to **tackle** the problem quickly.
  - It's a **whole new ballgame** for me, I've never directed a video before.
- a completely new situation
  - to deal with a problem in a determined way
  - to start something happening
  - a reasonably accurate estimate
  - the next move is yours.
  - able to think or understand or react to something very quickly

### B Do you have similar expressions in your language?



## COLLECTIVE NOUNS

### 3A Complete the groups of things with a collective noun from the box.

batch bunch crowd flock gang herd  
pack series set swarm

- A \_\_\_\_\_ of bananas, flowers, grapes, keys, idiots, amateurs
- A \_\_\_\_\_ of thieves, robbers, youths
- A \_\_\_\_\_ of events, lectures, accidents, mistakes, disasters
- A \_\_\_\_\_ of sheep, birds, geese
- A \_\_\_\_\_ of cakes, bread, exam papers, test results
- A \_\_\_\_\_ of bees, locusts, protestors, journalists
- A \_\_\_\_\_ of football supporters, fans, spectators, commuters
- A \_\_\_\_\_ of cows, deer, dairy cattle, protestors
- A \_\_\_\_\_ of dogs, wolves, lies, football hooligans
- A \_\_\_\_\_ of instructions, beliefs, ideas, keys, books, friends

### B Which of the collective nouns have a negative meaning when used to talk about people?



## VERBS USED IN STORIES

### 1A Match the verbs of movement with the pictures.

- stagger 4 crawl 7 wander
- wade 5 tiptoe 8 limp
- march 6 slide 9 creep

### B The verbs in Exercise 1A are often used metaphorically. Underline the best alternatives.

- Our bus slid/crawled/staggered along at 10 kph in the traffic jam.
- I've got to creep/stride/wade through a hundred-page report before tomorrow.
- Sorry, my mind was wandering/tiptoeing/limping. Could you say that again?
- Old age crawls/slides/creeps up on you before you notice it.
- The badly damaged plane limped/waded/wandered back to the airport.
- Stop wading/crawling/tiptoeing around the subject. Just ask me directly.
- The economy will slide/wander/limp into a serious recession next year.
- He was absolutely staggered/marched/waded when he heard her question. He never would have guessed!
- Time marches/wades/staggers on and we must finish at this point.



## MULTI-WORD VERBS (I)

### 2A Look at the sentences and answer the questions.

- We brought up Simon to be polite.
  - We brought Simon up to be polite.
  - We brought him up to be polite.
- Where can you put a noun object?
  - Where must you put a pronoun object?

### B Replace the noun in each sentence with the pronoun in brackets.

- Kieron wanted the job but they turned <sup>him</sup> down Kieron. (him)
- The shop had some great clothes but the loud music put off Lena. (her)
- Fifty people wanted to be extras in the film and the director took on all fifty people. (them all)
- Señor Almeida isn't here at the moment. Can you ring Señor Almeida back? (him)
- I finished the essay last night and gave in the essay this morning. (it)
- If I don't know new words, I just look up the words in my electronic dictionary. (them)
- The sound of the doorbell at 2a.m. woke up everyone. (us)
- Is that a new coat? Anyway, take off the coat and hang up the coat here. (it, it)