

5A

Nature's best

Vocabulary common adjectives
 Grammar ways of comparing

QUICK REVIEW *Saying you're surprised* Think of four interesting or surprising things about you or people you know. Work in pairs. Tell each other these things and say you're surprised or not surprised. Ask follow-up questions. **A** *My brother can't ride a bike.* **B** *You're kidding! Why didn't he learn?*

Vocabulary Common adjectives

- 1** Work in pairs. Check new words in bold in **VOCABULARY 5.1** p137. Then tell your partner which of these statements you agree/disagree with. Give reasons.
- Keeping any pet is **time-consuming**, but it's very **rewarding**.
 - All pets are **unsuitable** if there are young children in the home.
 - Cats are really **destructive** in the home.
 - Dogs are the most **faithful** and **affectionate** animals. They are always **eager** to please.
 - All pets are **harmless** if they're trained properly.
 - Enthusiastic** pet owners are boring.
 - Breeding animals can be very **lucrative** especially if the animals are very **rare**.
 - Even naturally **fierce** animals can be trained.
 - It's **outrageous** to exploit animals for entertainment.
 - Tarantulas are very **weird** and **exotic** pets.
 - Owning exotic animals can become **addictive**.
 - I'm always **impressed** when animals obey their owners.

Speaking and Reading

- 2 a** Read the article. Answer these questions.
- Why are koi such special pets?
 - Did the writer buy any koi? Why?/Why not?
- b** Fill in gaps a–e in the article with these sentences/phrases. There is one sentence/phrase you don't need.
- Serious collectors can pay up to £18,000 for a fully grown koi.
 - One recently sold for £250,000.
 - Although some are more reasonably priced,
 - However, I did consider buying one,
 - Jean wasn't impressed by some of the koi on sale either.
 - They're just so amazing to look at.

Living Jewels

John Wilkins goes in search of the world's most expensive and collectable fish.

Before I went to the British Koi Keepers' Annual Show, I didn't understand how people could take fish so seriously. However, **the more I learned about koi, the more interested I became**. As one expert was eager to tell me, "Collecting koi is **far more addictive than** you might think. They're **as beautiful as** butterflies and very calming to watch." Freddie Mercury, the lead singer of Queen, would have agreed. The pool in his specially-built Japanese garden was home to 89 koi, which cost up to £10,000 each.

At the show I met koi enthusiast Jean Kelly. "Breeding koi **is getting more and more lucrative**," she told me. ^a "_____". But that was a record," admitted Jean. "The normal price is **nowhere near as high as** that."

I later found out that the koi in question was a particularly rare specimen. Nevertheless, it still seemed outrageous to me – that's **almost as much as** I paid for my house.

^b _____, which is **nearly as expensive as** a luxury car and **the bigger they are, the more they cost**. The cheapest I could find were £75 each, but they were only about **twice as big as** my goldfish.

^c _____. "Actually, these koi aren't **any nicer than mine**," she commented. "They're **slightly bigger than** the ones I've got, but I paid **considerably less** than this." When I asked her why she liked koi so much, she replied, ^d _____. I think of them as living jewels."

I certainly wasn't **quite as enthusiastic as** Jean. ^e _____, but then I remembered that all but five of Freddie Mercury's koi died when someone accidentally turned off the electricity supply to their pool. Jean assured me that with all the new equipment available the survival rate **was getting better and better** and that looking after koi was **no more time-consuming than** taking care of any other pet. However, in the end I decided to stick with my goldfish. They're **not nearly as exotic as** koi – but they're **a great deal cheaper** to replace!

HELP WITH GRAMMAR

Ways of comparing

3 a Look at the phrases in pink in the article. Write them in the table.

a big difference	
a small difference	
no difference	

b Look at the phrases in the table in 3a. Do we use the adjective or its comparative form with: *than, as ... as*?

c Look at the phrases in blue in the article. Answer these questions.

- Which phrase means the others were half the size?
- Which two phrases describe something that continuously changes?
- Which two phrases mean that one thing depends on the other?

d Check in **GRAMMAR 5.1** p138.

4 **CD2** **1** **PRONUNCIATION** Listen and practise. Copy the linking and weak forms.

They're as /əz/ beautiful as /əz/ butterflies.

5 Read the text. Then fill in the gaps with these words. Sometimes there is more than one possible answer.

likely considerably nearly than (x2) near
 no and as great more far the



People often argue about whether cats make better pets ¹ _____ dogs. While dogs are nowhere ² _____ as independent ³ _____ cats, they tend to be a ⁴ _____ deal more affectionate. Cats can be ⁵ _____ destructive in the home than dogs and are more ⁶ _____ to damage the furniture. It's ⁷ _____ easier to look after a cat, but dogs are ⁸ _____ better at protecting your property. Generally the smaller the dog, ⁹ _____ easier it is to take care of. In fact, dogs get lazier ¹⁰ _____ lazier as they get older and don't need ¹¹ _____ as much exercise, so an old dog is ¹² _____ harder to look after than a cat – and they're both ten times easier to look after ¹³ _____ children!



6 Rewrite these sentences so that they have the same meaning. Use the words in brackets.

- Koi are much more exotic than goldfish. (anywhere near)
Goldfish aren't anywhere near as exotic as koi.
- Looking after animals isn't nearly as time-consuming as looking after children. (far more)
- Young children are far more affectionate than teenagers. (nowhere near)
- In the past people lived half as long as they do now. (twice)
- Being self-employed is much more rewarding than working for someone else. (not nearly)
- Unemployment figures are a bit higher than they were last month. (slightly)

7 a Complete these sentences with your own ideas.

- The older you get, ...
- The harder you study, ...
- The more you earn, ...
- The fitter you are, ...
- The more children you have, ...

b Work in pairs. Compare sentences. Do you agree with your partner's sentences?

Get ready ... Get it right!

8 a Work in pairs. Choose two places, two people or two things that you both know well (cities, actors, bands, restaurants, etc.).

b Work on your own. Write five sentences comparing the places, people or things you and your partner chose in 8a. Use language from 3.

I don't think London is any more expensive than Paris these days.

9 a Work with your partner. Take turns to say your sentences. If you don't agree with your partner, explain why not.

b Tell the class two things you and your partner disagreed about.



5B

Royal treasures

Vocabulary phrasal verbs (2)
 Grammar future verb forms;
 Future Continuous

QUICK REVIEW Ways of comparing

Write three true and three false sentences comparing yourself to how you were five years ago. Work in pairs. Take turns to say your sentences. Guess if your partner's sentences are true or false: **A** *I'm nowhere near as fit as I was five years ago.* **B** *I think that's false.*

Vocabulary and Speaking

Phrasal verbs (2)

1 a Work in pairs. Which phrasal verbs in bold do you know? Check new phrasal verbs in **VOCABULARY 5.2** p137.

- When you can't come to class do you always **catch up on** the work you missed?
- Do you often need **cheering up**?
- Do you usually try to **fit in with** what other people want to do?
- Do you **pass by** any interesting places on your way home from class?
- Do you ever get **talked into** doing things you don't want to do?
- Have you ever **gone ahead** and booked a flight without checking your holiday dates first?
- Do you ever feel you are **putting** people **out** when you ask for a favour?

b Ask your partner the questions in **1a**. Ask follow-up questions if possible.

Reading, Listening and Speaking

2 a Look at photos A and B. Why do you think they are popular tourist destinations?

b Work in pairs. Student A, read text A. Student B, read text B. Answer these questions.

- How old is the place?
- What was its original purpose? Has this changed in any way?
- Which famous people are associated with it?
- When is it open to the public?
- What should visitors do before they visit and why?

c Tell your partner about either Windsor Castle or Eton College. Which place would you prefer to visit and why?



A Windsor Castle is in the heart of Windsor and is the oldest and largest occupied royal castle in the world. It is the official residence of the Royal Family and its rich history spans almost 1,000 years. The castle employs 300 people and 160 of them actually live within the castle walls. One of the most majestic views of the castle can be seen from The Long Walk in Windsor Great Park. Windsor Castle is open to visitors almost every day of the year and it takes around two hours to explore all its treasures. Because this is a working royal palace, opening arrangements may change at short notice. Please check before planning a visit.



B Across the river from Windsor Castle lies Eton College, where Princes William and Harry were educated, as well as 19 British prime ministers. Eton was founded in 1440 by King Henry VI to provide free education for 70 poor scholars who would then go on to King's College, Cambridge. Eton now has over 1,300 boys, many from very privileged backgrounds. Their school uniform dates from the 1850s and consists of a black tailcoat, waistcoat, and pinstriped trousers. All tours of the college are guided and are available from April to October. Please note it may be necessary to close the college to the public so please call before your visit.



- 3 a** **CD2** **2** Listen to the conversation. What is the relationship between Zoe, Abby, Rick and Alice? Where are they going to meet next week?
- b** Listen again. What is the connection between these things?
- Alice / exams / preparation
 - Windsor / cheap deals / school holidays
 - Rick / Windsor Castle / Eton College
 - Abby / a tour of Eton College
 - Zoe / Eton / Abby's house
- c** Work in pairs. Compare answers.

HELP WITH GRAMMAR

Future verb forms; Future Continuous

4 FUTURE VERB FORMS

a Look at these sentences from the conversation in **3a**. Match the verb forms in bold to meanings a–f.

- 1 She did so little preparation I think she's **going to fail** some of them.
- 2 We're **staying** in a bed-and-breakfast for a few days.
- 3 We're **going to take** Alice to Windsor Castle, of course.
- 4 Oh, I'm sure he'll **enjoy** Windsor Great Park.
- 5 It's on BBC2 tomorrow night. I think it **starts** at 8.30.
- 6 I'll **go ahead** and book a tour for Monday afternoon.

- a a personal plan or intention *'re going to take*
- b an arrangement with other people or organisations
- c a decision that is made at the time of speaking
- d a fixed event on a timetable, calendar, etc.
- e a prediction that is based on present evidence (something we know or can see now)
- f a prediction that is not based on present evidence

b Which verb forms do we use for each meaning in **4a**?

FUTURE CONTINUOUS

c Look at the verb forms in bold in these sentences. Match them to meanings a or b.

- 1 We'll **be passing** by your place on the way to Eton.
 - 2 So this time next week we'll **be walking** round Eton College.
- a something that will be in progress at a point of time in the future
 - b something that will happen in the normal course of events, without any particular plan or intention
- d** Fill in the gaps for the Future Continuous with *be*, verb+*ing* or *will*.
- subject + _____ or 'll + _____ + _____
- e** How do we make the negative and question forms of the Future Continuous?
- f** Check in **GRAMMAR 5.2** p138.

- 5** **CD2** **3** **PRONUNCIATION** Listen and practise. Copy the stress.
- We'll be **passing** by your **place** on the way to **Eton**.*

- 6 a** Read Zoe's conversation with her husband, Rick, later that day. Choose the correct verb forms.

ZOE I spoke to Abby. ¹*She's coming/She'll come* to Eton with us.

RICK Oh, good. Which day ²*will we go/are we going*?

Z Monday.

R Fine. By the way, ³*I'm going to buy/I'll buy* a video camera at the weekend. I thought it'd be nice to take one on holiday with us.

Z Your brother Mike's got one he never uses. Maybe we could borrow it. ⁴*Do you see/Will you be seeing* him before we go?

R Yes, ⁵*I'll be seeing/I see* him at the match tomorrow. ⁶*I'll ask/I'm going to ask* him then. Actually, ⁷*I'm calling/I'll call* him now. Then he can bring it with him tomorrow.

Z Good idea. Anyway, where's the babysitter? The film ⁸*starts/will start* in half an hour. ⁹*We're missing/We're going to miss* the beginning.

R Oh, I'm sure ¹⁰*she'll be/she's being* here soon.

Z By the way, Mum asked us to lunch on Sunday at 1.

R ¹¹*I'll be playing/I'll play* football then.

Z Oh yes. I forgot. ¹²*I'll call/I call* and tell her.

b Work in pairs. Compare answers. Explain why you have chosen each verb form.

c **CD2** **4** Listen and check.

- 7 a** Write six sentences about your plans and arrangements for the next few weeks.

*I'm meeting my sister for lunch next Monday.
 This time tomorrow I'll be playing tennis.*

b Work in pairs. Tell each other your sentences. Ask follow-up questions if possible.

Get ready ... Get it right!

- 8** Make notes on what you think life will be like in the year 2050. Use these ideas or your own.

- families and children
- the environment
- people's lifestyles
- films, TV and the internet
- travel and transport
- English around the world
- scientific advances
- schools and education

- 9 a** Work in groups. Discuss your ideas from **8**. Give reasons for your opinions. Which ideas do you all agree on?

In 2050, I think a lot more families worldwide will be living in cities.

Yes, I think you're probably right.

b Tell the class two things that your group agreed on.

5C VOCABULARY AND SKILLS

The nature of cities

Vocabulary guessing meaning from context

Skills Reading: a newspaper article; Listening: an interview

QUICK REVIEW Future verb forms

Complete these sentences about the future:

This weekend I think I ... , At midnight

tonight I ... , This time tomorrow I ... ,

Tomorrow morning I (definitely) Work in

pairs. Tell each other your sentences. Ask

follow-up questions.



Speaking and Reading

1 Work in groups. Make a list of all the wild animals that live in towns and cities in your country. Do any of these animals present a problem or a threat to humans? If so, what are they?

2 a Work in pairs. Look at the photo of David Stead. Then try to answer these questions.

- What do you know about the type of bird David is holding?
- Which city do you think David's in? What do you know about it?
- What do you think David's about to do and why?

b Read the article. Were your answers to **2a** correct?

c Work in the same pairs. What extra information can you now add to **2a**?

HELP WITH VOCABULARY

Guessing meaning from context

3 a Look at the words in **blue** in the article. What part of speech are they? Do you know a similar word in your language or another language you know?

b Choose the correct meaning, a or b. What helped you decide?

- | | |
|---------------|--|
| 1 glittering | a having small flashes of bright light |
| | b dark and wet |
| 2 unsightly | a can't be seen |
| | b unpleasant to look at |
| 3 eat away at | a slowly destroy something |
| | b refuse to eat something |
| 4 orderly | a arranged in a neat way |
| | b tall and old |
| 5 flourish | a develop successfully |
| | b be born |
| 6 swoop | a fall |
| | b suddenly fly downwards |
| 7 prey | a animals that are hunted by other animals |
| | b things you try to hit |

c Work in pairs. Look at the words in **pink**. What part of speech are they? Can you guess what they mean?

d Check in **VOCABULARY 5.3** p137.

GOING WILD IN THE CITY

In among the **glittering** sunlit buildings of Dubai, a city which has risen out of the desert, there's a worrying problem – thousands of pigeons. Each of these birds produces 12 kilogrammes of dirty and **unsightly** droppings a year. If left unchecked, these acidic droppings would **eat away at** the very fabric of the city. They would cause serious damage to Dubai's **orderly** towers of concrete, steel and glass. However, there is a solution to the problem. Keeping Dubai pigeon-free is down to one man and his falcons. The Arabs call him Al Hurr, *the free one*. He is in fact David Stead, an Englishman. The businesses and hotels which **flourish** in Dubai employ David to keep the pigeons off their property and he's using the ancient Arab sport of falconry to

solve this very modern problem.

Falcons are bird hunters and can reach amazing speeds of 280 kph as they **swoop** and dive towards their **prey**. They are the deadly enemy of all Dubai's pigeons. Even a pigeon which has never seen a falcon before seems to know and fear this **predator** just from its shape against the sky. By **exploiting** this fear, David and his falcons make their living. The falcons don't actually **harm** the birds they chase. All the pigeons survive. That's because once the pigeons fly into the air David **tempts** the falcon back to the ground with pieces of meat – so there's no need for a kill.

David's daily routine begins with checking the falcons are in good health, cleaning their **aviary** and then preparing

them for their journey to the day's clients.

"Falcons have tremendous eyesight. They think visually and the bottom line is, once they can't see, they stop thinking. So we hood them up so they can travel happily in the car." All of David's birds have names such as Mary or Nimma and each day when they go to 'work' they have a transmitter **clipped** to their backs so that if David loses one of them he can **locate** it. "We have lost birds. It does happen. But by and large, when we lose a falcon we tend to get it back within a day at most."

David's been obsessed with falconry for a long time. "When I was a small boy I had two heroes, the falconers and Spider-Man. Spider-Man is still important to me, but falconry took over!"

Listening and Speaking

4 a **CD2** **5** Listen to an interview with a television producer, Rachel Hudson. Then work in pairs and answer these questions.

- 1 What inspired Rachel to make a programme about foxes?
- 2 What was her initial attitude to foxes?
- 3 What did the people in the neighbourhood think about the foxes?

b Listen again. Tick the true sentences. Correct the false ones.

- 1 Rachel lives in London.
- 2 Everyone in the neighbourhood fed the foxes.
- 3 Some people bought food especially for them.
- 4 Foxes are attracted to the smell of lion dung.
- 5 Foxes killed a neighbour's chickens.
- 6 Foxes never go into people's homes.



HELP WITH LISTENING Homophones

- Homophones are words that sound the same, but have different spellings and different meanings (*see/sea*, etc.).

5 a Look at the first sentence from the interview. Choose the correct homophones.

¹Whether/Weather you ²find/fined them cute or you're frightened of them, we all ³no/know that in the streets of London, ⁴their/there are more and more foxes taking up residence.

b **CD2** **6** Listen to ten sentences from the interview. Choose the correct words in each sentence.

- | | | | |
|---------------|-------------|-----------|-----------|
| 1 a sore | b saw | 6 a hear | b here |
| 2 a principle | b principal | 7 a no | b know |
| 3 a wood | b would | 8 a sent | b scent |
| 4 a meet | b meat | 9 a threw | b through |
| 5 a your | b you're | 10 a site | b sight |

c Work in pairs. How many more homophones can you think of?

6 Work in groups. Discuss these questions.

- 1 What would your attitude be to foxes living in your neighbourhood? Give reasons.
- 2 What are the positive things about having birds and other wildlife in towns and cities?
- 3 Do you think there are fewer species of wildlife in towns and cities now than ten years ago? If so, why do you think this is?
- 4 Do you think wildlife conservation is important? Why?/Why not?

5D REAL WORLD



Carbon footprints

Vocabulary adjectives for giving opinions
 Real World discussion language (2): opinions

QUICK REVIEW Homophones Write four pairs of homophones (*sore, saw, etc.*). Write sentences for each homophone: *I've got a sore arm. I saw the doctor yesterday.* Work in pairs. Take turns to say your pairs of sentences. Your partner spells the homophone in each sentence.

- 1 a** Work in pairs. Which of these adjectives do you know? What are the opposites of the adjectives in B? Check in **VOCABULARY 5.4** ▶ p137.

A inevitable damaging disturbing wasteful

B moral ethical legal sustainable justifiable

- b** Choose five of the adjectives from **1a**. Think of one thing you can describe with each adjective.
c Work in pairs. Do you agree with your partner's ideas? Why?/Why not?

I think an increase in world population is inevitable.

- 2 a** Work in pairs. What things increase our 'carbon footprint'? Read the web page and check your ideas.
b Work in groups. Make a list of different ways people could reduce their carbon footprints.

walk to work use renewable energy



- 3 a** **VIDEO** 5 **CD2** 7 Watch or listen to two friends, Tony and Eddy, discussing carbon footprints. Which of your ideas from **2b** do they talk about?
- b** Watch or listen again. Then choose the best option.
- What does Tony say about his carbon footprint?
 - He's surprised at how big it was.
 - He thought it would be bigger.
 - He knew it was going to be big.
 - What does Eddy say about recycling?
 - He doesn't recycle anything.
 - He recycles some things.
 - He doesn't have much to recycle.
 - What does Tony think we should eat?
 - Food that's grown locally.
 - Food that comes from abroad.
 - The cheapest food we can buy.
 - Why is Eddy concerned about only having locally grown food?
 - The price of food like bananas will go up.
 - There will be less choice in the supermarkets.
 - It will damage the economy of some poorer countries.
 - Why does Tony approve of vegetarianism?
 - It's cruel to kill animals.
 - It's easier to grow crops than look after animals.
 - If you only grow crops, you can feed more people.
 - From the last part of the conversation it is clear that
 - Eddy agrees with everything Tony has said.
 - Tony's arguments have had no effect on Eddy.
 - Tony's arguments have had some effect on Eddy.
- c** Work in pairs. Compare answers. Do you agree with Tony's ideas? Why?/Why not?

How big is your carbon footprint?

These days we're all becoming more and more concerned about the effect our lifestyle has on the environment. Our carbon footprint tells us how much land and water is needed to support the way we live. It takes into account things like the food we buy, the amount of travelling we do, the amount of rubbish we throw away and how much energy we consume. You can work out your carbon footprint in less than five minutes by clicking [here](#).



REAL WORLD Discussion language (2): opinions

4 a Write these headings in the correct places a–d.

GIVING YOURSELF TIME TO THINK GIVING OPINIONS
 CLARIFYING YOUR POSITION
 GIVING THE OPPOSITE OPINION

a _____

It'd be (much) better if (everyone bought ...)
 I just don't think it's right that ...
 One argument in favour of (being vegetarian) is that ...
 I think people should (have the right to) ...

b _____

Maybe, but I don't see how (we) can ...
 Fair enough, but I still think (that) ...
 Yes, but then again, ...
 Well, some people would argue that ...

c _____

No, that's not what I'm trying to say.
 What I meant was ...
 No, that's not what I meant.
 All I'm saying is that ...

d _____

That's an interesting point.
 I've never really thought about that.
 Um, let me think.
 It's hard to say.

b Check in **REAL WORLD 5.1** p139.

5 Write more of Tony and Eddy's conversation using these prompts. Use language from **4a**.

TONY / I think people / leave their cars at home more often.
 EDDY Maybe, but I / not see / you / ask everyone to give up their cars.

T No, that's / what I / try / say. What / mean / people / use public transport if they can.

E Fair /, but / still think a lot of people prefer to drive.

T All / say / that cars are a big environmental problem.

E Yes, but / again, public transport is expensive.

T I know, but it / be better / we / think / about how much transport costs the planet, not just ourselves.

E That / interesting point. I / never really / think about / .

6 a Think about two things to say about each of these topics.

- public transport ● recycling
- the fast-food industry ● factory farming
- low-cost airlines ● renewable energy

b Work in groups. Use the language in **4a** to discuss the topics.

c Tell the class which topic was the most controversial and why.

HELP WITH PRONUNCIATION

Sounds (2): the letters *our*

1 a **CD2** **8** Listen to these words. How do you say the letters in pink? Write them in the table.

encourage	courtroom	journalist	our	flavour
/ɜ:/	/ə/	/ʌ/		
/ɔ:/	/aʊə/			

b Listen again and practise. In which word is *our* not in the stressed syllable? How do we usually say *our* when it's not stressed?

2 a Work in pairs. How do we say *our* in these words? Write the words in the table.

journey **course** **courage** flour flourish **courtesy**
 nourishment favour humour pour hour journal
 fourth sour neighbour

b **CD2** **9** Listen and check. Then listen again and practise the words from **1a** and **2b**.

3 Work in pairs. Take turns to say these sentences.

- 1 We should encourage courtesy between neighbours.
- 2 It's my fourth cup of coffee in an hour, but do me a favour and pour me another.
- 3 The information came from our courtroom journalist.
- 4 She's got a good sense of humour but her behaviour on the course was awful.

continue2learn

Vocabulary, Grammar and Real World

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Reading and Writing

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