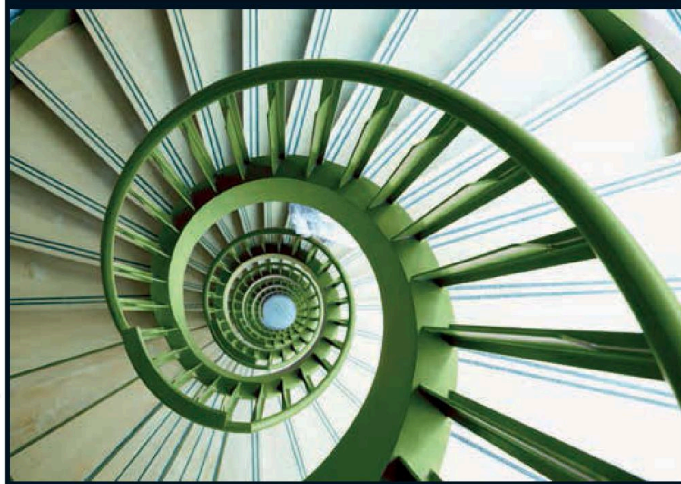


NEW

Language LEADER






PRE-INTERMEDIATE















COURSEBOOK

IAN LEBEAU | GARETH REES

Unit	Grammar	Vocabulary	Reading
1 Human Planet (p6–13) 	Present simple and continuous: state and action verbs (1.1) Present simple / continuous questions (1.2) Adverbs of frequency (1.2)	Countries and regions: adjectives and nouns (1.1) Weather words; modifiers (1.2) Adventure holiday activities (1.3) Linking words: <i>but, and, also, when</i> (1.4)	My world, our world: a global online project (1.1) Understanding genre Surviving Siberia: climate versus lifestyle (1.2) A city guide (1.4)
2 People (p14–21) 	Past simple: regular and irregular verbs (2.1) Use of the affirmative with time expressions (2.1) Past simple negatives and question forms (2.2)	Personality: adjectives and nouns (2.1) Weather words; modifiers (1.2) Character adjectives and <i>like, look like, be like</i> , etc (2.3) Linking words: <i>until, at first, then, at the moment, afterwards</i> (2.4)	Evaluation International Women's Day Awards (2.1) Increasing your understanding Biography of Osamu Tezuka and Frida Kahlo (2.2) A learning styles and strategies questionnaire (2.4) A reflective blog (2.4)
3 The Media (p22–29) 	Past continuous (3.1) Defining relative pronouns: <i>who, which, where, that</i> (3.2)	The media (3.1) Nouns, e.g. <i>journalist / journalism</i> (3.2) TV programme genres, e.g. <i>comedy, politics</i> (3.3)	The story of the internet (3.1) Personal reflection News organisations around the world (3.2) A TV programme review (3.4)
4 Health (p30–37) 	Present perfect (1) with time expressions (4.1) Articles (4.2) Giving advice with reasons (should + infinitive of purpose/in order to) (4.3)	Medical words (4.1) Reporting verbs, e.g. <i>states, claims, shows, thinks</i> , etc (4.2) Ailments, e.g. <i>backache</i> (4.3) Grammar of words; compound nouns; false friends (4.4)	Podcasts about different aspects of International Medi-Aid (IMA) exploring facts (4.1) Text about relationship between diet and mental health (4.2)
5 Natural World (p38–45) 	Comparatives and superlatives; as ... as (5.1) Expressions of quantity (5.2)	Landscapes: adjectives to describe place (5.1) Nouns and verbs (1), e.g. <i>damage</i> (n/vb) (5.2) Describing photos (5.3) Reference words: <i>it</i> and <i>its</i> (5.4)	Text about the island of Bora Bora collaboration (5.1) Animal invaders – how much danger are we in? Thinking beyond the text (5.2)
6 Society and Family (p46–53) 	Predictions: <i>will, might</i> and <i>may</i> (<i>probably, definitely</i>) (6.1) First conditional (6.2)	Nouns and verbs (2), e.g. <i>consumer vs consume</i> (6.1) Family; negative adjectives: <i>un- and -less</i> (6.2) Expressing opinions (6.3) Linkers: <i>so, as, however</i> and <i>because of</i> (6.4)	Advert of future analysis (6.1) Article about low birth rate in Germany Understanding genre (6.2)

Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
<p>My world, our world entries (1.1)</p> <p>Conversation describing new holidays on offer (1.3)</p> <p>Discussing opinions about new holidays (1.3)</p>	<p>Long turn taking Describe favourite places (1.1)</p> <p>Discussion about different climates (1.2)</p> <p>Showing interest intonation for agreeing and disagreeing (1.3)</p>	<p>Key language: agreeing and disagreeing</p> <p>Task: making a choice</p> <p>Scenario: choosing holiday itinerary for tour operator</p>	<p>Write a short paragraph describing climate (1.2)</p> <p>Study skills: Dictionary skills: Understanding meaning</p> <p>Writing skills: Understanding text organisation descriptive writing: places</p>	<p>Meet the expert: an interview with James Moore, an expedition medical consultant about living in extreme places (1.2)</p> 
<p>Stories of determination (2.1)</p> <p>Description of an inspirational person (2.2)</p> <p>Conversation discussing potential new flatmates (2.3)</p>	<p>Talk about stories of determination (2.1)</p> <p>Voiced and unvoiced consonants regular past endings (2.1)</p> <p>Collaboration Research and describe inspirational people (2.2)</p> <p>Word stress (2.3)</p>	<p>Key language: describing people</p> <p>Task: choosing a new flatmate</p> <p>Scenario: choosing most suitable flatmate</p>	<p>Write a short description of a determined person (2.1)</p> <p>Study skills: Learning styles and strategies Writing skills: Inferring a reflective blog</p>	<p>Meet the expert: an interview with Karen Rubins, a comic artist (2.2)</p> 
<p>Stories about the early days of the internet analysing the topic (3.1)</p> <p>An introduction to a new TV programme, Fame and Fortune (3.3)</p> <p>TV programme development meeting (3.3)</p>	<p>was/were strong and weak forms (3.1)</p> <p>Interview about internet use (3.1)</p> <p>Word stress (3.2)</p> <p>Retell a recent news story (3.2)</p> <p>Intonation in short questions (3.3)</p> <p>Discussion about recent TV programmes or series (3.4)</p>	<p>Key language: making suggestions</p> <p>Task: designing a show</p> <p>Scenario: planning a TV programme</p>	<p>Write a short paragraph describing climate (1.2)</p> <p>Study skills: collaboration: working with others</p> <p>Writing skills: Summarising a TV programme review</p>	<p>Study skills video: collaboration: working with others (3.4)</p> 
<p>Doctors expressing opinions (4.1)</p> <p>Student counsellor interviews (4.3)</p>	<p>Comparing life experiences (4.1)</p> <p>Justifying opinion Discussion about food and health (4.2)</p> <p>Interview about eating habits and diets (4.2)</p> <p>Phrase stress and rhythm (4.3)</p>	<p>Key language: giving advice and reasons</p> <p>Task: giving advice about health issues</p> <p>Scenario: giving advice to students</p>	<p>Write a summary about the eating habits and diets (4.2)</p> <p>Study skills: Guessing the meaning of un known words</p> <p>Writing skills: Inferring an informal email</p>	<p>Meet the expert: interview with Dr John Briffa, a doctor who specialises in nutrition, about brain food (4.2)</p> 
<p>Nature programme about three islands (5.1)</p> <p>Conversation describing photos; choosing photos and reasons why (5.3)</p>	<p>Describe the islands; presentation to compare two places (5.1)</p> <p>Comparison of personal lives (5.2)</p> <p>Strong and weak forms (schwa) (5.3)</p>	<p>Key language: justifying choices</p> <p>Task: giving reasons and making choices</p> <p>Scenario: describing photos to partner and selecting which ones to use</p>	<p>Write a short paragraph describing climate (1.2)</p> <p>Study skills: developing self-awareness Correcting your writing</p> <p>Writing skills: Understanding text organisation writing comparative paragraphs</p>	<p>Meet the expert: interview with Gareth Phillips, a professional photographer about the selection of photos (5.3)</p> 
<p>Meeting between futurologist and a business investor; evaluating and predicting (6.1)</p> <p>Conversation about specific problems and possible solutions (6.2)</p> <p>Television talk show about family matters (6.3)</p>	<p>Making future predictions (6.1)</p> <p>Discuss Q about family; Discussion about family dilemmas; contractions: 'll (6.2)</p> <p>Word linking (6.3)</p>	<p>Key language: expressing opinions</p> <p>Task: having a discussion</p> <p>Scenario: discussion about family matters in a talk show</p>	<p>Write paragraph(s) about predictions for a specific society and country (6.1)</p> <p>Study skills: Critical Thinking: judging reliability, considering evidence, developing self-awareness</p> <p>Writing skills: Understanding text organisation a short article</p>	<p>Study skills video: a short lecture on critical thinking (6.4)</p> 

Unit	Grammar	Vocabulary	Reading
7 Science (p54–61) 	Obligation: <i>should, must</i> and <i>have to</i> (7.1) <i>had to</i> and <i>could</i> (7.2)	Science and crime (7.1) Nouns, adjectives and verbs with prepositions (7.2) Developing an argument (<i>This means that ...</i> etc) (7.3) Scientific fields and inventions/ discoveries (7.4)	TV programme reviews: a documentary and a crime drama (7.1) Webpage about Stephen Hawking; justifying selections (7.2)
8 The night (p62–69) 	Verb patterns (8.1) Future intentions: <i>going to, hoping to, I'm going to, I'd like to</i> (8.2)	Expressions with sleep, e.g. <i>sleep badly, have a sleepless night</i> , etc (8.1) Jobs; <i>-ing/-ed</i> adjectives (8.2) Expressing preferences; Night out entertainment, e.g. <i>go out for dinner</i> (8.3)	Email exchange about a talk on sleep (8.1) Ordering ideas Article about night workers (8.2) Sydney festival events listing (8.3) A short mysterious story (8.4)
9 Work and industry (p70–77) 	<i>Used to</i> (9.1) Present simple passive (9.2)	Work and working conditions, e.g. <i>colleague, employee, good pay, opportunities to travel</i> , etc (9.1) Compound nouns (9.2) Negotiating; Price/Quantity, Delivery, Payment negotiation phrases (9.3) Linkers: sequencing phrases, e.g. <i>to begin with ...</i> , etc (9.4)	Email from HR asking for employee opinion about the company (9.1) Making informed guesses Use of gold in industry (9.2) The early stages of making chocolate (9.4)
10 Global affairs (p78–85) 	Present continuous for future arrangements (10.1) Past simple passive (10.2)	People and organisations (10.1) Global companies (10.2) Adding emphasis using adverbs; Adjectives to describe experiences, e.g. <i>magical, memorable with just and only</i> (10.3) Importance markers Linkers: <i>although, on the other hand, therefore</i> (10.4)	Encyclopaedia entry about the United Nations ; evaluating opinions (10.1) History of Apple; identifying key dates (10.2) Background info on the bid cities (10.3) The advantages and disadvantages of phone-tapping (10.4)
11 The environment (p86–93) 	Present perfect (2): <i>for/since</i> (11.1) Phrasal verbs (11.2) Question tags (11.2)	Noun phrases: noun + <i>of</i> + noun, e.g. the consequence of change (11.1) Containers and materials (11.2) Regeneration needs (11.3)	Extreme weather web search (11.1) A discussion in the press about packaging (11.2) A funding proposal Regeneration project information (11.3) Action group newsletter; A report; Plans for a new airport terminal (11.4)
12 Sport (p94–101) 	Second conditional (12.1) <i>too</i> and <i>enough</i> (12.2)	types of sports to collocate with <i>do/go/play</i> (12.1) linking words (12.2) Sports personalities (12.3)	Open letter to the Minister of Sport; evaluating effective language (12.1) Magazine article about female football fans (12.2) an English course advert a formal email (12.4)

	Listening	Speaking / Pronunciation	Scenario	Study Skills / Writing	Video
	<p>Interview with a crime documentary researcher; making personal connections (7.1)</p> <p>Radio programme for intellectual discussion about important inventions and scientific discoveries (7.3)</p>	<p>Discussion about crime and science; Discussion about rules and regulations in students' own lives (7.1)</p> <p>Discussion about famous scientists and their discoveries; Discussion about attitudes to science (7.2)</p> <p>Word stress and the schwa (7.3)</p> <p>Discuss type of notes and ways to make notes (7.4)</p>	<p>Key language: developing an argument</p> <p>Task: making your case</p> <p>Scenario: discussion about the top inventions/discoveries</p>	<p>Research and write a short description of a famous person's life and work (7.1)</p> <p>Study skills: making notes</p> <p>Writing skills: analysing data Describing charts</p>	<p>Meet the Expert: an interview with Huw James, a scientist who specializes in astronomy, about black holes and astrophysics (7.2)</p> 
	<p>Presentation about sleep; Evaluating performance (8.1)</p> <p>Conversation planning a night out at festival (8.3)</p>	<p>Discussion about sleep</p> <p>Quiz about sleep patterns (8.1)</p> <p>Contractions Discussing future plans, hopes and dreams (8.2)</p> <p>Sentence stress: key words and clarity (8.3)</p>	<p>Key language: discussing preferences</p> <p>Task: making a future plan</p> <p>Scenario: planning a night out</p>	<p>Write a short paragraph describing climate (1.2)</p> <p>Study skills: remembering vocabulary; evaluating methods</p> <p>Writing skills: prediction</p> <p>A narrative</p>	<p>Meet the Expert: an interview with Karen Fowler, a communications manager, about working in the dark in Antarctica (8.2)</p> 
	<p>Interview with two employees exploring the topic (9.1)</p> <p>Business people negotiating a deal (9.3)</p> <p>Discussing opinions about new holidays (1.3)</p>	<p>study vs working discussion</p> <p>Comparison of the way people used to live and work today with the past 's' in used to (9.1)</p> <p>Talk about industries/well-known business (9.2)</p> <p>Numbers (9.3)</p>	<p>Key language: making offers and proposals</p> <p>Task: having a negotiation</p> <p>Scenario: negotiating a deal</p>	<p>Write a paragraph comparing life in past to now (9.2)</p> <p>Study skills: Giving a short talk; analysing performance</p> <p>Writing skills: Describing a process</p>	<p>Study skills video: a short talk about the history of chocolate (9.4)</p> 
	<p>A meeting to discuss a trip schedule (10.1)</p> <p>The history of Apple (10.2)</p> <p>An Olympic bid presentation (10.3)</p> <p>A talk about INTERPOL (10.4)</p>	<p>General discussion about the United Nations;</p> <p>Interviews to check social arrangements (10.1)</p> <p>Exchanging knowledge about global companies; exploring the topic talking about big businesses and globalisation (10.2)</p> <p>Pausing and emphatic stress (10.3)</p>	<p>Key language: giving examples</p> <p>Task: giving a presentation</p> <p>Scenario: making an Olympic bid</p>	<p>Write a paragraph summarising next week's social arrangements (10.2)</p> <p>Study skills: improving your listening: predicting content, predicting vocabulary, importance markers</p> <p>Writing skills: A for and against essay; developing ideas</p>	<p>Meet the Expert: an interview with Nick Cooper, a brands specialist, about what makes a global brand (10.2)</p> 
	<p>A radio documentary about the environment and global warming (11.1)</p> <p>A funding committee discussing a regeneration project proposal (1.3)</p>	<p>Illustrating a claim</p> <p>Talking about the causes and effects of global warming (11.1)</p> <p>Problem-solving Discussion about ways to reduce waste (11.2)</p> <p>Intonation in question tags (11.3)</p> <p>Discuss the effects of the newsletter (11.4)</p>	<p>Key language: checking agreement</p> <p>Task: collaborating</p> <p>Scenario: Allocating funds for local regeneration</p>	<p>Write a short paragraph describing climate (1.2)</p> <p>Study skills: thinking critically about reading texts</p> <p>Writing skills: Asking critical questions A report</p>	<p>Meet the Expert: an interview with Dr Laura Baker, a meteorologist, about tracking and analysing storms (12.1)</p> 
	<p>Current affairs programme on TV (12.1)</p> <p>Interview between a sports psychologist and a client (12.3)</p> <p>A tutorial about time management (12.4)</p>	<p>Discussion about attitudes and approaches to sport (12.1)</p> <p>Evaluating claims</p> <p>Discussion of topical issues related to football, sport and health and sports facilities in different countries (12.2)</p> <p>Intonation in lists (12.3)</p>	<p>Key language: answering complex questions</p> <p>Task: using a questionnaire</p> <p>Scenario: Doing a sports psychology survey</p>	<p>A summary paragraph of topical issues (12.2)</p> <p>Study skills: Time Management; critical evaluation</p> <p>Writing skills: a formal email</p>	<p>Meet the Expert: an interview with Rachel Pavlou, the Women's Football Development Manager for the English FA, about the rise of women's football (12.2)</p> 

1 Human planet

1.1 ONE WORLD

IN THIS UNIT

GRAMMAR

- present simple and present continuous
- action verbs and adverbs of frequency

VOCABULARY

- countries and regions
- modifiers
- adventure holiday activities

SCENARIO

- agreeing/disagreeing: holiday destinations
- making a choice

STUDY SKILLS

- understanding meaning (using a dictionary)

WRITING SKILLS

- describing a place (an online city guide)



'I change the world; the world changes me.' Libba Bray, 1964 – , US writer

SPEAKING

1a **1.1** Discuss these questions with your partner and choose the correct answer. Then listen and check.

- 1 How many different languages are there in the world?
under 100 about 200 over 300
- 2 How many countries use English as a main language? Can you name any of them?
15 30 60
- 3 What is the total number of English speakers in the world?
1 billion 2 billion 3 billion
- 4 What percentage of the internet is in English?
25% 55% 80%

1b Why are you learning English? When do you use English in your life?

READING

2a Read the homepage *My world, our world*. What is the website for?

2b Answer these questions.

- 1 What type of things are on the website?
- 2 The artist says 'the people of the world make this portrait of the world'. Why does he say that?
- 3 What language does the artist want the voice recordings to be in? Why?
- 4 Which sentence tells you how to see/find the photographs on the website?
- 5 Do you think the project matches the artist's aims?

my world, our world

Welcome to a photography project that brings the world's favourite places together in one place – in this website.

My world, our world is a portrait of the world in sound and images, and the people of the world make this portrait of the world. People take a photograph of a favourite place and share it on this website. With each picture, the photographer adds a voice recording about their favourite place.

I want this art project to give us a unique view of the world and to bring people together. Would you like to take part? Here's what to do.

- Take a photograph of your favourite place.
- Make a voice recording to go with your photograph. Say who you are and where you are, and tell the world about your favourite place. Please use English.
- Post your photograph and MP3 recording on the website.

To submit a photograph and recording, [click here](#).
To view the online exhibition, [click here](#).

LISTENING

3a **1.2** **Summarise key points** Listen to three people on the website. Take notes to help you remember. After each recording, match the person with a picture on the website on page 6 and tell your partner what you can remember.

3b Listen again and answer these questions.

- 1 What do you think is the main reason Liu Shan goes to the park?
- 2 Why does Mo spend time at the top of the tower?
- 3 André plays beach football three times a week. True or false?
- 4 Transport to the beach is not a problem. True or false?
- 5 Which recordings and photographs do you find interesting? Why?

VOCABULARY

COUNTRIES AND REGIONS

4a Match these countries with the continents and regions.

China	Canada	Saudi Arabia	Brazil	Thailand
Poland	Ghana	New Zealand		

Europe	North America	South America	Australasia
the Arab World	East Asia	West Africa	South-East Asia

4b What are the adjectives from the country and region nouns above?

China – Chinese

4c Do you ever visit other countries and regions? Do you know any people from other countries?

GRAMMAR

PRESENT SIMPLE AND CONTINUOUS

5a Which of these sentences are in the present simple (PS)? Which are in the present continuous (PC)?

- 1 Right now, people are dancing.
- 2 I'm studying science.
- 3 Currently, the beach is getting busy.
- 4 She comes to this park every week.
- 5 It is easy to get here.

5b Match these grammar notes (a–d) with the sentences above (1–5).

- a This is a regular action or habit.
- b This is an action happening now, or around now.
- c This is a fact or general truth.
- d This is a trend (i.e. a changing situation).

5c Find more examples of these grammar points in Audio script 1.2 on page 149. How do you make negative sentences with these tenses?

→ Language reference and extra practice, pages 102–103

5d Complete these sentences. Use the present simple or present continuous of the verb in brackets.

- 1 I _____ at the café. Where are you? (wait)
- 2 She often _____ to the beach to relax. (go)
- 3 We _____ around Europe by train at the moment, before we go to university next year. (travel)
- 4 The sun _____ up in the east, and it _____ down in the west. (come, go)

GRAMMAR TIP

There are two types of verbs: state verbs and action verbs. State verbs usually describe feelings and situations, e.g. *be, have, know*. Action verbs describe activities and movements, e.g. *dance, play, hit*.

6a Underline the main verb in these sentences. Are they state or action verbs?

- 1 I'm a student.
- 2 The view is always different.
- 3 I'm playing football with my friends.
- 4 I love this part of the park.
- 5 She comes to this park every week.
- 6 People are taking photographs.

6b Which do you usually use for state verbs? Present simple or present continuous?

7 Complete this extract from *My world, our world*. Use the present simple or present continuous of the verbs.

Hi, I'm Lucy. I ¹ _____ (be) English and I ² _____ (live) in London. I'm here in Trafalgar Square, London – my favourite place. I ³ _____ (love) coming here because it's the centre of the city but it ⁴ _____ (have) a nice feeling. Right now, many people ⁵ _____ (look) around and they ⁶ _____ (take) photos. Everyone always ⁷ _____ (feel) relaxed here. I ⁸ _____ (study) photography at the moment, so I often ⁹ _____ (take) a lot of photos of people in this square. Also, the National Gallery ¹⁰ _____ (be) here, so I usually ¹¹ _____ (have) a coffee in the square and then ¹² _____ (visit) an exhibition at the gallery.

SPEAKING AND WRITING

8a **Long turn taking** Think of one of your favourite places. Draw a simple picture to represent it. Plan what to say in your short talk.

8b Work with a partner. Student A: give your talk while Student B listens, takes notes, then asks some questions. Then change roles.

8c Use your notes from your partner's talk to write a paragraph about his/her favourite place.

Ahmed's favourite place is the National Museum of Science. He goes there once a month because ...

READING AND SPEAKING

1 Discuss these questions with a partner.

- 1 Are there seasons in your country? If so, what's your favourite season? Why?
- 2 Do you like winter? Why?/Why not?
- 3 What do you know about winter in Russia? What do you know about Siberia?

2a Understanding genre Quickly read the introduction to the text below. Where is the text from? Why do you think this?

- 1 a guidebook to Siberia
- 2 a book about climate change
- 3 a magazine about TV programmes

2b Read the rest of the text. What is the topic of each paragraph (A–J)?

paragraph A = the length of winter

2c Read the text again. Complete the gaps (A–J) with these interview questions.

- 1 Does winter last a long time?
- 2 And what's life like? Is it very difficult for people?
- 3 Really? Why do they do that?
- 4 How do people keep warm?
- 5 Is the climate changing? Are winters getting warmer?
- 6 Is it really cold?
- 7 What do Russians think about their cold winters?
- 8 I see. What about snow? How much snow is there in Siberia?
- 9 What about you? What do you think about winter in Siberia?
- 10 That's incredible! Why is it so cold?

Surviving Siberia

Wednesday 14 May 8 p.m. on Channel 7

Liam O'Connor is a familiar face in homes all over the country. Millions of us watch his documentaries. Now he's making a new programme about life in Russia. Here he tells Gaby Redmond about winter in Siberia.



A Does winter last a long time?

Yes, it does. Generally speaking, winter starts in September and lasts until May – so for about nine months. In the north, the sun never rises in December and January, and it's dark nearly all day.

B _____
Well, minus 30 or 40 degrees Celsius is normal, but in northern Siberia, the temperature sometimes drops to minus 60 or 70 degrees.

C _____
One reason is that, in the far north, the sun is always low in the sky and produces very little heat, so the ground stays cold all year. Another reason is that freezing winds come down from the Arctic because there are no mountains or trees to stop them.

D _____
It often snows, but it's rarely heavy. In the far north, snow cover lasts between 260 and 280 days.

E _____
Yes, they are. Definitely. Western Siberia is getting warmer faster than anywhere in the world. In fact, it's actually melting. And in some places in eastern Siberia, dangerous gases are rising from the ground. They're stopping the surface from freezing, even in the middle of winter. But it's still very cold!

F _____
They wear fur. In the West, we consider fur a luxury, but it's the only thing that keeps you warm when it's extremely cold.

G And what's life like? Is it very difficult for people?

Yes, it is. Without gloves, your fingers freeze. The little hairs in your nose freeze too. It's quite scary! The tyres of cars and lorries burst. Sometimes children can't go to school because it's so cold. They have lessons on TV!

H _____
Actually, they don't mind them. They enjoy a lot of outdoor sports. Ice-skating is the number-one sport – it's really popular. They also like cross-country skiing and ice-hockey. Reindeer racing is quite popular too. Some people swim in rivers and lakes in the sub-zero temperatures.

I _____
They say there are health benefits to swimming in icy water. It's a way to avoid colds. Also, it's a real community event. Everyone takes part – men, women and children.

J _____
Well, to tell you the truth, I love it! In my home city, Liverpool, the winters are usually cloudy and mild, and I don't like them much. You don't get many days when the weather's fine – you know, sunny and not raining. In Siberia, it's different. On bright sunny days, it's very beautiful.



3a Find words in the text (verbs, nouns and adjectives) that refer to winter weather.

cold, ...

3b Complete these sentences with one or two words. Use the words you found above.

- In my country, it _____ a lot in the mountains in winter.
- The days are short, and it's already _____ at 4 p.m.
- Driving on _____ roads is very dangerous.
- When the _____ winds come from the north, it's very cold.

3c What other weather words do you know? Make a list of words to describe the weather in summer.

dry, clear, sunny ...

VOCABULARY

MODIFIERS

4a Match these sentences with the pictures below.

- It's extremely cold in Moscow in January.
- It's very/really cold in Beijing in January.
- In January, it's quite cold in London.



4b Talk about the cities in the chart on page 134 using *extremely*, *very/really* and *quite*, and the weather adjectives from Exercise 3.

It's extremely hot in Dubai in July.

4c Talk about places and things you know, using these adjectives and a modifier.

crowded dangerous interesting lively
popular quiet scary

My city is very crowded.

GRAMMAR

PRESENT SIMPLE AND CONTINUOUS QUESTIONS

5a Look at Exercise 2c. Which questions are in the present simple? Which are in the present continuous?

5b Match 1–3 with a–c to complete these grammar notes.

- When *be* is the main verb, you make present simple questions
 - When the main verb isn't *be*, you make present simple questions
 - You make present continuous questions
- a with the auxiliary verb *do/does* + subject + infinitive of the main verb.
b with the auxiliary verb *am/is/are* + subject + *-ing* form of the main verb.
c with *am/is/are* before the subject.

→ Language reference and extra practice, pages 102–103

6a Choose the best word to complete these questions. Then answer them.

- When *is / do / does* winter start in Siberia?
- Where *is / are / do* dangerous gases rising from the ground?
- Is / Does / Are* winter in Siberia getting warmer?
- Are / Am / Do* your fingers freeze in the very cold conditions?
- Do / Be / Are* winter sports popular in Siberia?
- What / Why / Where* does Liam like Siberia?

6b Underline the question words in Exercise 2c. What other question words do you know?

6c Put these words in order to make questions.

- sad / you / days / do / on / feel / cloudy / ?
- wearing / your / teacher / what's / today / ?
- English / are / fun / learning / you / for / ?
- time / your / how / spend / free / you / do / ?
- friends / doing / what / now / are / your / ?
- holiday / you / how much / year / have / every / do / ?

6d Take turns to ask and answer the questions in Exercise 6c with a partner.

SPEAKING

7 Discuss these questions in a group. Listen to your partners' answers and ask them questions about their views.

- What is life like for people in very hot countries?
- Is it better to live in a very hot country or a very cold country?
- What is the difference between *weather* and *climate*?
- What, in your opinion, is the perfect climate?
- Is the climate changing in your country?
- How does the climate affect the way people live in your country?

WRITING

8 Write five sentences about the climate in your country and the way the climate affects people. Use your ideas from Exercise 7.



MEET THE EXPERT

Watch an interview with James Moore, an expedition medical consultant, about living in extreme places.

Turn to page 126 for video activities.

SITUATION

1a Look at the advert below for Double Action Adventures. Why does the company have this name?

1b Match the different activities in the advert with the photos (A–J). What do you think of the activities?

2a Read this email from the boss of Double Action Adventures. What does he want his staff to do?

From james.ross@daa.com
To All staff

Dear all

We need your suggestions for two countries for our new holidays in Central and South America.

Remember, an ideal country offers a) a range of activities and locations, and b) something unusual or different.

Our main customers are adventurous young adults, but we're interested in some new customers:

- 'first timers' – people having an adventure holiday for the first time
- older adults [40–65] – active, rich, perhaps retired.

Let's have a meeting next week to discuss all your ideas.

James Ross

2b Look at these notes about southern Argentina. Do you think it is a good choice for Double Action Adventures? Why?/Why not? Refer back to the boss's email.

SOUTHERN ARGENTINA		
LOCATION:	In the mountains	On the southern coast
ACTIVITIES:	<ul style="list-style-type: none"> • mountain trekking • horse riding 	<ul style="list-style-type: none"> • three-day Antarctic wildlife cruise • sea kayaking with whales
HOLIDAY SEASON:	November to February	windy
		very cold

3a **1.3** Listen to Diana and Simon (two DAA employees) discuss southern Argentina. Do they have the same ideas as you? What do they think are the strong and weak points of this destination?

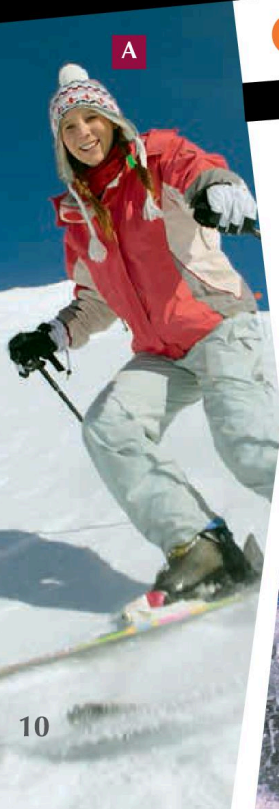
DOUBLE ACTION adventures

One holiday, two adventures!

Choose an adventure holiday with us and get double the action. Spend your first week white-water rafting in the mountains. Spend your second week diving and snorkelling at the coast.

Other activities available:

mountain biking and trekking, sea kayaking, skiing and snowboarding, horse riding, wildlife watching and island cruises. Trips to North America, Australia and Europe. All equipment, training and guides included.



LATIN AMERICAN ADVENTURE

3b Listen again. Who has these opinions: Diana (D), Simon (S) or both of them (B)?

- 1 The Antarctic cruise is a good thing. *B*
- 2 The holiday season is not very long.
- 3 Horse riding is not a good activity.
- 4 It is OK to offer easy activities for first-timers.
- 5 The weather in the mountains is not good.
- 6 Argentina is a good place for older holiday makers.

KEY LANGUAGE

AGREEING AND DISAGREEING

4a **1.4** Listen and complete these sentences from the conversation.

- 1 D: I think the Antarctic wildlife cruise is a great idea.
S: Mmm, _____ do I.
- 2 S: It's certainly something for older customers.
D: I _____ with you.
- 3 S: I also think it's a good activity for our main customers.
D: Do you? I _____. Our main customers like ...
- 4 D: And whale watching is great.
S: Yes, you're _____. So, are there any problems?
- 5 D: It's only four months long. I don't like that.
S: No, _____ do I. It means we can't ...
- 6 D: ... everyone can go walking.
S: Well, I disagree _____ you. I think ...
- 7 D: Let's look at the other places, then decide.
S: _____, so where are the other destinations?

4b In which sentences do they think the same? In which do they think differently?

PRONUNCIATION

5a **1.5** **Showing interest** Listen to this example twice. Which one sounds more interested in the discussion, the first or the second?

Mmm, so do I.

5b **1.6** Listen and do the same with these phrases.

- 1 I agree with you.
- 2 Do you? I disagree.
- 3 Yes, you're right.
- 4 No, neither do I.
- 5 Well, I disagree with you.
- 6 Don't you? I do.
- 7 Mmm, you're right.
- 8 OK.

5c Listen again and repeat.

6 Look at the activities in the box and tell your partner your opinions about them. Does he/she agree with you? Does he/she sound interested?

an Antarctic cruise horse riding
sea kayaking walking in a strong wind
white-water rafting scuba diving

A: I don't think horse riding is interesting.

B: I disagree. I like it. / Neither do I.

TASK

MAKING A CHOICE

7a You work for Double Action Adventures. Turn to page 131 and read about three more countries.

7b Read the email from the boss in Exercise 2a again and think about these questions.

- What do you think of all four destinations?
- What do you think of the activities?
- How long is the best season for holidays?
- Is the weather OK?
- Do the holidays meet your boss's requirements?

Make notes and prepare to discuss with your partner.

USEFUL PHRASES

So, what do you think?
It means ...
The holiday season seems ...

8 Compare your opinions with your partner and choose the best two countries for Double Action Adventures.



STUDY SKILLS

UNDERSTANDING MEANING

1 Many words in English have more than one meaning. Look at this dictionary entry for *cold*. Match the example sentences (a–c) below with the definitions (1–3).

C **cold** /kəʊld/ *adjective*

- 1 something that is cold has a low temperature and is not warm or hot
- 2 cold food is cooked, but is not eaten while it is hot
- 3 a cold person is not very friendly or kind

From Longman WordWise Dictionary

- a We eat a lot of cold chicken and salad in the summer.
- b Some people think that the British are cold.
- c The weather's really cold today.

2 The words in bold below describe the weather. Turn to page 132 and look at their other meanings. Write the number of the correct definition.

- a That's a really **cool** film.
- b Some Thai fish soups are really **hot**.
- c Gabriella's got very **dark** hair.
- d They always give visitors a **warm** welcome.
- e 'How are you?' 'I'm **fine**, thanks.'
- f His writing isn't **clear**.
- g This shampoo is for **dry** hair.
- h She's a **bright** child.
- i I don't like **mild** cheese.

3 Definitions often give you more information than just the meaning of a word. Work with a partner and answer these questions. Then check your answers in a dictionary or turn to page 131.

- 1 What colour is a **cloud**?
- 2 When does it **snow**?
- 3 What happens in **autumn**?
- 4 What does the **sun** give us?
- 5 What kind of water is in the **sea**?
- 6 Think of two uses of a **horse**.

4a Dictionaries often tell us the opposites of words. Look at this entry for *rich*. You can see that the opposite (or antonym) of *rich* is *poor*.

C **rich** /rɪtʃ/ *adjective*

- 1 someone who is rich has a lot of money or owns a lot of things **ANTONYM poor**: *He became rich and powerful.*

From Longman WordWise Dictionary

Think of the opposites of these adjectives from this unit. Check your answers in a dictionary.

- | | |
|---------------|-----------|
| 1 long | 4 easy |
| 2 strong | 5 quiet |
| 3 interesting | 6 popular |

4b Complete these sentences with the opposites from Exercise 4a.

- 1 That's a really _____ question. I don't know the answer.
- 2 It's only a _____ distance to the coast.
- 3 I don't like _____ coffee.
- 4 That music's very _____. I can't study!

WRITING SKILLS

DESCRIBING A PLACE

5 Discuss these questions with a partner.

- 1 What are the good and bad things about living in a large city?
- 2 Do you like visiting large cities when you have a short holiday? Why?/Why not?

6 Look at this list of things you can find in a city guide. Can you add two or three more things to the list?

- 1 how to get there / travel around
- 2 information about the weather / when to go
- 3 information about the history of a place
- 4 places to visit / things to do



INTRODUCTION

The capital of South Korea is a place of tradition and history, but it's also a busy, crowded and modern city. Twenty million people live in Seoul and the area around it. Seoul is great for shopping, eating and drinking, and you can do these things at any time of the day or night – it really is a 24-hour city. The transport system is excellent, and there is almost no crime.



7 Read the text below from an online city guide to Seoul and answer these questions.

- 1 Does the text tell us how many people live in the city of Seoul?
- 2 What are the two best seasons to visit Seoul? Why?
- 3 Name one place where you can go shopping very late in the evening.
- 4 Would you like to visit Seoul? Why?/Why not?
- 5 Think about where you live. Which things are similar to Seoul? Which are different?

8 Understanding text organisation In which part of the text (*Introduction, When to go or Things to do*) would you put this information?

- 1 It's a good time to visit if you enjoy skiing or snowboarding.
- 2 When you need a break from the noise of the city, take a walk along the 5.8km Cheong-gyecheon stream – and listen to the water.
- 3 Seoul is 600 years old.

9a Linkers Words like *and, but, also* and *when* are linking words. You use them to join ideas. Underline examples of them in the text below.

9b Complete these rules with the words in the box.

different fact time words

You use ...

- 1 *and* to join two _____ or parts of a sentence.
- 2 *when* to talk about the _____ that something happens.
- 3 *but* to add something _____ or surprising.
- 4 *also* to add a new _____.

9c Choose the correct words.

- 1 The waiters are friendly *and / when / also* they speak good English.
- 2 The weather's good in spring. It's *and / when / also* good in autumn.
- 3 You can go white-water rafting *but / and / also* you can't go kayaking.
- 4 A good time to visit Venice is in winter *also / when / but* it isn't crowded.
- 5 The beach is beautiful *when / and* it's *and / also* a good place to go snorkelling.
- 6 You can buy souvenirs in the hotel *but / also / when* the prices are often very high.

9d Punctuation Do you need commas before *and* or *but* in the sentences above?

10 Write a description of your city, or a city you know, for an online guide. Use the text about Seoul as a model. Divide your description into different parts, e.g. *Introduction, When to go, What to do*. Make notes before you write.

WHEN TO GO

Seoul has four very different seasons. The best time to visit is in the autumn (September to November), when it's usually sunny. Spring, from April to early June, is also a beautiful season. Winter is dry but often extremely cold. Avoid summer – June to August is hot and wet.

THINGS TO DO

- * Visit Gyeongbok Palace and learn about Korea's history.
- * Bukchon village is an old part of the city with beautiful houses, cafés and restaurants.
- * The famous Namdaemun market is hundreds of years old and is open day and night. You can buy anything here.
- * Try *kimchi* (the national dish), but remember: it's quite hot!

