

1 Places and spaces

OBJECTIVES

- Read and analyse an article about teenagers designing a city.
- Listen to a podcast about a festival.
- Learn to talk about past events and how to show interest as a listener.
- Write a short story and link the events.

2




3



How can towns and cities be teen-friendly?

ACTIVE THINKING

- In pairs, look at the photos and answer the questions.
 - What would be good/bad about living in places like these?
 - Would you prefer to live in a town or a city? Why?
 - Discuss the unit question 'How can towns and cities be teen-friendly?' Give reasons for your answer. Do you have the same opinions?
-  **VIDEO** Watch a video about the city Dar es Salaam. Answer the questions.
 - Where is Dar es Salaam?
 - How many people live there?
 - Which activities on offer in Dar es Salaam does the video mention?

Extra video activity



Towns and cities

3 **REVISE** Look at the words in each group. Which is the odd one out? Why?

1	bookshop, supermarket, library, shopping centre
2	woods, cliff, gym, field
3	castle, petrol station, garage, car park
4	lake, beach, river, bridge

4 Check the meaning of the words below. Then complete the text with some of those words. You might need to use the plural form.

alley ■ city centre ■ cycle lane
fountain ■ monument ■ palace
pavement ■ pedestrian ■ ring road
route ■ skyscraper ■ square
statue ■ suburb ■ tunnel



Kraków – a city of contrasts

I love living in Kraków because it has so many contrasts. The (1) is filled with beautiful old buildings, shops and restaurants, but it's also very modern, with lots of new buildings. Away from the middle of the city, some (2) are completely rural – they're basically villages that are inside the city. My favourite walk through the city takes me from the railway station to the main (3), which is surrounded by lovely old houses. I go through a (4) under a busy road to the Planty, which is a beautiful park that forms a circle around the Old Town. Most cars aren't allowed there, so the whole Old Town is very safe for (5) I always love arriving in the Old Town. My favourite part of the square is the (6) – the perfect place to relax as you listen to the sound of the water.

5 **06** Listen to five people talking. Which place in Exercise 4 is each person looking for?

Adjectives to describe towns and cities

6 Look at the words below. Check that you understand these words. Use a dictionary if necessary.

crowded ■ green ■ historical ■ industrial
lively ■ modern ■ multicultural ■ peaceful
picturesque ■ polluted ■ rural
touristy ■ urban

7 Choose the correct option.

- 1 It's a very **green/industrial** city. The new houses use renewable energy and there aren't any cars in the city centre.
- 2 The city is quite small, but it's part of a huge **rural/urban** area where a million people live and work.
- 3 My city is quite **peaceful/polluted** because it has too many cars and old factories.
- 4 I love living in a **historical/multicultural** city because there are people from all over the world.



8 **COMMUNICATE** Complete the questions with suitable words from this lesson. Then ask and answer the questions.

- 1 What interesting places do you pass on your to and from school?
- 2 What are some benefits of living in a city with a wide range of cultures?
- 3 Should people be allowed to cycle or park cars on the? Why/Why not?
- 4 Is it better to live in the city centre or in the? Why?

1 Read the text and answer the questions.

- 1 What is the name of the monument in the photo?
- 2 Who created it?
- 3 Where is it?

A few years ago, I **was travelling** through the Atacama Desert in Chile with my family. Suddenly, in the distance, I **noticed** a huge left hand reaching out of the sand! It **looked** like a giant **was trying** to escape from the Earth. As we **came** closer, we **realised** that it was an 11-metre-high monument. I **had never seen** anything like it before.

When we **reached** the hotel, I **checked** the Internet to find out about it. The Chilean sculptor, Mario Irarrázabal, **created** the monument, and it's called *La Mano del Desierto* (the Hand of the Desert). The right hand is about 2,000 km away on the Atlantic coast of Uruguay!

Past simple, past continuous and past perfect


2 Read the examples in the grammar box. Then complete the rules (1–3) with *past simple*, *past perfect* or *past continuous*.

- I **was travelling** through the Atacama desert in Chile.
- Suddenly, I **noticed** a huge left hand reaching out of the sand!
- I **had never** seen anything like it before.

- 1 We use the to tell the main events in a narrative in the order that they happened.
- 2 We use the to talk about events that happened before the main events of the narrative.
- 3 We use the to talk about events that were in progress at a moment in the past.

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3 Choose the correct option.

- 1 I **looked/was looking** forward to visiting the monument because I **had read/read** amazing things about it.
 - 2 We **had walked/walked** to the statue, **took/were taking** some photos and then **returned/were returning** to the car.
 - 3 The artist **built/had built** the statue in memory of her dog, who **had died/was dying** a few years earlier.
 - 4 While I **took/was taking** a selfie, I **dropped/was dropping** my phone and it **broke/had broken**.
- 4  Read the examples in the grammar box in Exercise 2 again. How do you say them in your own language?

Vocabulary

5 Complete the text. Use the correct form of the verbs given.

A funny thing (1)
(happen) to me while I (2) **(visit)**
 Prague a few weeks ago. It was my last day
 there and I went for a walk because I
 (3) **(try)** to find some
 souvenirs. For some reason, I
 (4) **(look)** up and
 I was amazed to see that a man
 (5) **(hang)** by one hand
 from a pole far above my head. A friendly
 shopkeeper (6) **(explain)** that it
 was a sculpture of Sigmund Freud, the famous
 psychoanalyst. The strange thing is that I
 (7) **(walk)** down that street
 several times, but I (8) **(never**
notice) Professor Freud up there before!

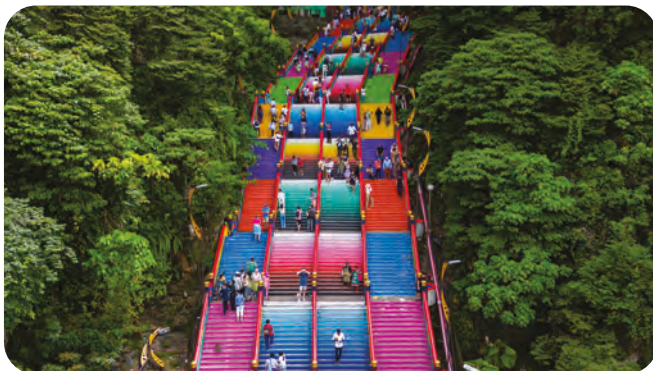


6 Complete the sentences with the correct form of the words given.

- 1 Was it your first time in the city? Or
(you be) there before?
- 2 When we arrived, our friends **(not**
wait) for us. They'd already gone home.
- 3 Luckily, we weren't late for the film. It
 **(not start)** yet.
- 4 Why **(you not phone)** me from the
 station earlier? I didn't know where you were!

7 **COMMUNICATE** Tell your partner a true or invented story about a time when you visited an interesting place. Use these questions to help you plan your story.

- What were the main events?
- What was happening around the time of the main events?
- What had (or hadn't) already happened before the main events?



Phrases with get

1 Complete the sentences with the words and phrases below.

a sense ■ around ■ back ■ covered
 it wrong ■ pleasure ■ rid of ■ started
 to know ■ together ■ too old

- 1 I've just **got** **from** my holiday.
- 2 I **got** **in** paint in my last art class!
- 3 People say you never **get** **to** play
 games – everybody loves them.
- 4 Doing yoga is a brilliant way of **getting**
 stress and negative feelings.
- 5 Many people **get** **from** listening to
 live music – they love it.
- 6 Let's **get** at the weekend and play
 tennis.
- 7 She's friendly and likes **getting** new
 people.
- 8 Making friends with local people is a good way of
getting of the culture.
- 9 When we correct work in class, I really don't like
getting
- 10 The concert finally **got** after a delay
 of about two hours.
- 11 Most tourists **get** big cities using
 public transport.

2 **COMMUNICATE** Complete the questions with suitable phrases with **get**. Sometimes more than one phrase is possible. Then ask and answer the questions.

- 1 When you travel to a new place, do you try to
 the local culture?
- 2 Do people for certain activities as
 they grow up?
- 3 How easy is it for you to
 new people?



A magazine article

- 1 07 Look at the photos on page 17. What do you think the article is about? Then read and listen to the article and check your ideas.

EXAM HACK When doing a multiple-choice task, read the questions without looking at the options and try to answer them after the first read of the text. Then look at the options, eliminate the options that are not correct and choose the one you think best reflects what is in the text.

- 2 **EXAM** Read the article again. For each question, choose the correct answer.

- 1 Boulder is different from other cities because
 - A it has more things for adults to do.
 - B young people help to plan the city.
 - C city planners ignore teenagers' needs.
 - D young children can play in more places.
- 2 The writer mentions the bridge design to show that
 - A children can understand difficult problems.
 - B bad ideas often lead to good ideas.
 - C young people often have better ideas than city planners.
 - D some ideas are funny, but not practical.
- 3 Which idea isn't mentioned by teenagers?
 - A places to do physical activity
 - B parks and natural spaces
 - C places to watch films and concerts
 - D safer roads and tunnels
- 4 What does the writer suggest is a surprise?
 - A Wheelchair users want smooth roads.
 - B Children will grow up to become citizens.
 - C Adults don't always ask for what they want.
 - D Teens and adults want different things.

- 3 Match the words in bold in the text on page 17 to definitions 1–6.

- 1 people who live in a town, city or country
- 2 protection from bad weather
- 3 a way of thinking about and solving problems
- 4 flat, not rough or bumpy
- 5 a group of people who legally control a town or city
- 6 extra things that make something special

Compound nouns related to cities

- 1 Match a word from each box to make compound nouns. Then complete the definitions.

apartment ■ art ■ building
department ■ pedestrian ■ public (x2)
sports ■ tourist ■ traffic ■ transport

attraction ■ block ■ crossing
gallery ■ jam ■ network ■ site
space ■ store ■ transport ■ venue

- 1 a place to cross the road safely:
- 2 buses, trams, trains, etc.:
- 3 a system of roads, cycle paths, bus routes, etc.:
- 4 a large shop with several sections:
- 5 a place to see paintings, etc.:
- 6 an open area (e.g. a park) for everybody to use:
- 7 a place people on holiday like to visit:
- 8 where people are making a new building:
- 9 a large building where many families live:
- 10 a place to watch football matches, etc.:
- 11 too many cars, etc., blocking the roads:

- 2 **COMMUNICATE** Discuss the questions.

- 1 Which things from Exercise 1 would you put in green (love it!) or red (hate it!) frames for where you live?
- 2 Think of some creative ideas for improving cities. Use the compound nouns in Exercise 1. Share your ideas with the class.

- 3 Your friend from the UK is doing a project about interesting cities. Work in pairs to plan and record a voice message for your friend about the Growing Up Boulder project. Explain how it works in about 100 words.



GROWING UP BOULDER

As a teen growing up in a big city, I sometimes feel invisible.

There are many facilities for adults and there are also places for small children to play. But what about those of us who have got too old for playgrounds, but are too young for adult activities? Do city planners think about us?

In most cases, probably not, but I recently heard about a brilliant exception. In 2009, the city of Boulder (in the US state of Colorado) started actively involving young people in designing the city. The project, Growing Up Boulder, has been a huge success so far.

I know what you're thinking! Don't children come up with crazy ideas, like a park made out of sweets or a bridge with water cannons to shoot water at people below? Of course we do! (And both those ideas came from Boulder's young designers.) But we also have lots of sensible and creative ideas. Young people are perfectly good at analysing problems and finding original solutions to their city's needs – often better than an adult planner sitting in an office.

How does it work? Children and teenagers walk around the city to take photos of what they love and hate, and then make posters to show those things inside frames: green (love it!) or red (hate it!). This helps planners at the city **council** to get a sense of what's important for them. Others create 3-D models of their visions for public spaces, which help with the planning process.

So, what do we want from our cities? Above all, we want shared outdoor spaces, to study and get together with friends. They should have **shelter** from the cold and rain, and ideally, music and free wi-fi. We want somewhere to play and take risks, like climbing walls, zip lines and parkour courses. We want to be close to nature and water, with flowers, trees, fountains and rivers. We love bright colours and beautiful places – and we want spaces to create art such as graffiti walls. We also want to be able to get around safely, with pedestrian crossings and reliable lighting, especially in tunnels and parks.

Interestingly, many **features** that teenagers want are important for other **citizens**, too. Skateboarders repeatedly ask for **smooth** pavements, but these are also important for wheelchair users, parents pushing prams and other pedestrians. Also, it seems that many adults need a place to play, but are too embarrassed to ask!

The programme's **approach** of treating children and teenagers as citizens of today instead of citizens of the future is clearly a great success.

SUSTAINABLE FUTURE

According to the United Nations, cities and communities must be *inclusive* (= they include all people), *safe, resilient* (= they're strong enough to survive and grow) and *sustainable* (= they can continue without destroying the planet).



Work in groups. Think of three ways that your city or community can be more inclusive for people who may feel excluded (for example people with disabilities). Then compare your ideas with the class.

11 SUSTAINABLE CITIES AND COMMUNITIES



Grammar

- 1 Look at the photo. What do you think it shows? What happened to the place? Read the postcard to find out.

Hi Luis,
I'm having a great time in Italy. Today we went to an amazing ghost town called Craco. It **used to be** a busy town with a market square where vendors **used to sell** their products, but now nobody lives there. It was built on a steep hill and the buildings were very unstable. Every time a building fell down, the locals **would rebuild** it. But by 1980, it became too dangerous and everybody left. Now, you can only visit with a guided tour. I had to wear a helmet, which was very hot in the sun! I'm not sure I'll ever **get used to** the heat here; I know you're **used to living** in a hot country, Luis!
See you soon.
Daniel



used to, would, be/get used to

- 2 Read the examples in the grammar box. Then complete the rules (1–4) with *used to*, *would*, *be* and *get*.

- I'll **get used to** the heat here.
- Craco **used to be** a busy town, but now nobody lives there.
- I know you're **used to living** in a hot country.
- Every time a building fell down, the locals **would rebuild** it.

- We use + infinitive to talk about past habits (actions and states).
- We use + infinitive to talk about past habits (actions, but not states).
- We use + *used to* + noun/verb + *-ing* for things or activities that feel normal, not strange or unpleasant.
- We use + *used to* + noun/verb + *-ing* for things or activities that are becoming normal (after feeling strange or unpleasant at first)

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- 3 Choose the correct option.

- People *would live/used to live* here in the past.
- We *visited/used to visit* an incredible town yesterday.
- The city seemed so crowded when I first moved there. I *didn't use to see/wasn't used to seeing* so many people.
- I didn't like my new haircut at first, and I'm still not sure about it, but I'm gradually *used to/getting used to* it.
- What did people *use to do/get used to doing* about money before credit cards?
- I *wouldn't like/didn't use to like* living in the city, but now I do.

- 4 Complete the text with the correct form of the words given. Add *to* if necessary.

Last year, my family moved to a tiny island. We (1) (*use, live*) in a city, so it was a huge change for all of us. In our old home, there (2) (*use, be*) shops all around us, open 24/7. So we (3) (*would, buy*) whatever we needed whenever we needed it. We (4) (*not, use, plan*) our shopping in advance. Now, we have to buy things online and wait weeks for them to arrive. It took a while, but now we (5) (*be use*) that! Another difference is that I (6) (*use, have*) lots of friends of my own age nearby. We (7) (*would, go*) to the park after school to meet up. However, it's a beautiful place and life is much calmer than before, so hopefully I (8) (*will, get, use, live*) here soon.

- 5 **EXAM** Complete the second sentence so that it has a similar meaning to the first one. Do not change the word given. You must use between two and five words, including the word given.

1 I don't feel comfortable riding an electric scooter.

USED

I'm an electric scooter.

2 Over a million people once lived in this town.

HAVE

This town over a million residents.

3 David always went to art class every Saturday.

WOULD

David art class on a Saturday.

4 What was this building before it was a restaurant?

BE

Before this building was a restaurant, what ?

5 The icy cold water won't feel so unpleasant soon.

GET

The water feels icy cold at first, but you'll soon

6 The city never had any skyscrapers in the old days.

USE

The city any skyscrapers.

- 6 **COMMUNICATE** Work in pairs or groups. Compare your life when you were younger to your life now.

I didn't use to have any homework, so I used to watch a lot more TV!

I found it hard to get used to sitting still in class. I was used to being more active.



A podcast

- 1 Work in groups. Which things from the box can you see in the photo? Check the meaning of the other words in a dictionary.

cage cosmetics festival
mud prison skin slide



ACTIVE THINKING

- 2 Ask and answer the questions. Make notes of your answers.

- What do you think is happening in the photo?
- What do you want to learn when you listen?

- 3 **08** Listen to part of a travel podcast. Check your predictions in Exercise 2. Did the speakers answer any of your questions?

- 4 **08** Listen again. Are the statements true (T) or false (F)?

- Lucy spent almost a week in South Korea. **T/F**
- The Boryeong Mud Festival started as a place to buy and use cosmetics. **T/F**
- Today, people mainly visit the festival to become healthy and beautiful. **T/F**
- Mud Experience Land includes a mud pool and mud skiing. **T/F**
- The Mud Festival includes concerts from musicians from around the world. **T/F**
- Small children can play in the regular zone. **T/F**
- Lucy made friends with people from Korea and many other countries. **T/F**
- Lucy didn't talk to anybody when she was in a mud prison. **T/F**

- 5 **COMMUNICATE** Would you like to go to the mud festival? Why/Why not?





Talking about past events and experiences

- 1  **COMMUNICATE** Look at the photo and discuss the questions.

- 1 What might be unusual about the bridge?
- 2 Would you like to walk across this bridge?



- 2  **09** Listen to Viki and Adam talking about the bridge in Exercise 1. Choose the correct option.
- 1 The bridge is **488/218** metres high.
 - 2 Crossing the bridge was frightening because she **couldn't see the other side/couldn't see the glass**.
 - 3 Viki also didn't like that **the bridge moved/she couldn't see the views from the bridge**.
 - 4 Viki was happy because she **looked over the side of/finally crossed** the bridge.
- 3  **09** Listen again. Which phrases in the Speaking bank did Adam use?

SPEAKING BANK

Showing interest

Responding to positive information

- Good for you!
- Congratulations!/Well done!

Responding to negative information

- How annoying!
- It/That sounds awful.

Responding to surprising information

- You're joking!
- What? That's crazy!

Responding to other information

- Really? That's interesting.
- Go on. I'm listening.

Asking follow-up questions

- Why did you do that?
- So what happened next?

- 4 Read the speech bubbles and respond with a suitable phrase from the Speaking bank.

My computer crashed just as I was about to finish my essay!

.....

I got an A in that maths test!

.....


Do you want to hear a really embarrassing story?


.....

Did you know that Mexico City is built on a lake?


.....

PRONUNCIATION

 **VIDEO** Use a wide range of intonation to show the person you're speaking to that you're surprised or interested.

- 5  **10** Listen. Which person (A or B) sounds more interested?

- 1 Really? That's interesting.
- 2 How annoying!
- 3 So what happened next?
- 4 Congratulations! Well done!
- 5 Hmm, I can imagine.
- 6 How did they react?
- 7 I can't believe it!
- 8 Go on. I'm listening.

- 6  **COMMUNICATE** Practise saying the phrases in Exercise 5 so that you sound interested.

- 7 You are going to talk about a recent journey. Invent details to make your story more exciting. Use these questions to help.

- 1 What good/bad things happened during the journey?
- 2 What surprising thing happened?

- 8 **TASK** Work in small groups and tell your stories.

- Use a range of past tenses.
- Use phrases to show interest in what your partners are saying.





Salut

Hello

Guten Tag

Hola

Cześć

Hej

Γειά
(geia)

Ciao

你好。
(Nǐ hǎo)

こんにちは
(Konnichiwa)

Olá

1 **COMMUNICATE** Answer the questions.


- 1 How often do you interact with people from other countries (face-to-face or online)?
- 2 Would you like to go on a school exchange to another country one day? Why/Why not?

2 Read some advice from a school to the students on their International School Exchange programme. Choose DO or DON'T.

Dear students

Next week we're welcoming thirty students from five different countries to our school as part of our International School Exchange Programme. Here's some advice on how to make our visitors feel welcome:

- 1 **DO** **DON'T** speak too fast! Even though their English is quite good, they aren't used to our accents.
- 2 **DO** **DON'T** make guesses about their country and culture. You'll learn much more if you ask questions and listen to what they tell you.
- 3 **DO** **DON'T** ask lots of yes/no questions (e.g. Do you eat the same things in your country?), which can sound rude. Instead, ask more open questions (e.g. What's your country like?)
- 4 **DO** **DON'T** learn their names – and how to pronounce them!
- 5 Above all, **DO** **DON'T** treat them the same as you'd like to be treated, i.e. with respect, patience and kindness.

LIFE HACK  It all starts with 'Hello!' The simplest way of interacting with people other from cultures is also the most powerful! Just smile and say 'hello'!

Life coach podcast
Intercultural
communication



3 11 Listen to three short conversations between people from different cultures. What mistakes do the speakers make? How do they fix their mistakes?


4 **LIFE COACH TASK** Work in pairs or threes. Roleplay the following situation. Then swap roles to repeat the role-play.

Student A: You're a visitor from another country or culture, and you're feeling a bit lost and lonely in your new country. Answer your partners' questions as honestly as you can. Invent information if necessary.

Students B and C: Try to make Student A feel welcome. Ask some suitable questions to find out about their country or culture and the experiences they are having.

5 Report back to the class. Did your partners make you feel welcome? How?

A story

- 1  **COMMUNICATE** Look at the opening sentences of three short stories. Which story would you prefer to write?

- 1 As soon as I arrived in the city to visit my penfriend, I realised I had made a terrible mistake.
- 2 As I watched the coach disappear round the corner, I knew I was all alone in a strange city.
- 3 It was the most boring place I'd visited in my life, but something amazing happened.

- 2 Read the story. Which opening sentence in Exercise 1 did the student use?

- A Until then, it had been a wonderful week in Paris. Our teacher had told us to meet at 2 pm, but I'd got lost in a crowded market looking for souvenirs to take home. My phone battery had died, so I hadn't noticed the time. Now I'd missed the coach home. I was feeling really silly and very scared. I had no idea what to do!
- B I spotted a friendly police officer and tried to explain my embarrassing situation in broken French, but she didn't get it. Eventually, when I showed her my passport, she smiled kindly and nodded. After she had made some urgent phone calls, she told me not to worry. But I was still extremely anxious.
- C Just when I was feeling helpless, a coach came round the corner - my coach! I couldn't believe it! Why was it empty? I was totally confused. Suddenly, I noticed a clock on a historical building: it was 1.30. I'd been too early, not too late. In fact, I was the first student!



2

3

- 3 In which paragraph(s) A-C can you find 1-4?

- 1 There must be a strong ending. The best endings include a 'twist' (e.g. a surprise, a misunderstanding, etc.).
- 2 Go back in time to set the background (mainly using the past perfect). You can also use the past continuous to describe how somebody was feeling, etc.
- 3 Describe the main events in the order that they happened. Try to create a range of emotions (embarrassment, fear, relief, etc.) that the characters experience.
- 4 Use questions to show what the main character was thinking.

- 4 What adjectives does the writer use to make the story feel more interesting? Find at least eight.

- 5 Complete the Writing bank with words and phrases from the opening sentences and model story on page 22.

WRITING BANK

Linking events in a story

Background information

- While I was waiting, I heard an explosion.
- (1) I watched the coach disappear, I knew ...
- (2) , it had been a wonderful week ...

Main events (one thing after the other)


- The phone started ringing. Immediately, I started to panic.
- (3) I arrived ... I realised I had made a mistake.
- (4) I was feeling hopeless, a coach came round the corner.

Very fast/Sooner than expected

- (5) , I noticed a clock.
- Before I knew it, I was on the plane.

Slowly/After a long time

- Gradually/Little by little, the noise became quieter.
- (6) she smiled kindly and nodded.
- When the plane finally landed, it was too late.


- 6  **EXAM TASK** Choose one of the opening sentences in Exercise 1. Write your story.

Would you like some help? >>> Yes? Go to:

Writing coach, Workbook page 32 >

Text Analysis >> Plan >> Draft >> Write

- 7 Read the Exam hack. Then change and add new adjectives to your story.

EXAM HACK  After you finish writing your story, look for places to add powerful adjectives to make it more interesting (e.g. made some phone calls → made some *urgent* phone calls). Also, replace 'common' adjectives (e.g. good, big, interesting) with more exciting ones (e.g. excellent, huge, amazing).

- 8 When you finish your story, use these tips to check it.

- 1 I have used different past tenses to describe the events in my story. ☐
- 2 I have included interesting adjectives. ☐
- 3 I have used phrases from the Writing bank. ☐

Design thinking coach

Innovating

In Design thinking project 1 you will practise innovating. Read the description. Then read each question and choose the correct answer for you.

Innovative thinking is our ability to 'think outside the box' – that means 'to think in an original and creative way! Thanks to this ability, we ask ourselves questions, create new things, find new ways of doing things and find solutions to problems.


- 1 If I feel curious about something, I ...
 - a usually find out about it.
 - b quickly forget about it.
- 2 When I've got an item I no longer use, I ...
 - a donate or recycle it.
 - b think of a new way to use it.
- 3 If my friends and I wanted to play a sport, but there weren't enough players, I'd ...
 - a think of a rule that allowed us to play the sport.
 - b suggest doing something else.

Now, compare your answers with a partner. Which of the answers encourages the most innovative thinking?

Time to reflect

- 1 Look at the unit question from page 12 again. Has your answer changed? Why?

How can cities and towns be teen-friendly?

- 2  **COMMUNICATE** In groups, reflect on the whole unit. Answer the questions.

- 1 Did you enjoy learning about towns and cities? Why/Why not?
- 2 What can you remember best from the unit? Why?
- 3 What was your favourite lesson in the unit? Why?

Want more practice?

Kahoot!



Past simple, past continuous and past perfect

Past simple	He travelled/went to Chile. We didn't arrive/get back until late.
Past continuous	It was raining . She wasn't taking photos.
Past perfect	He had read about it online. We hadn't seen it.

We use the past simple to describe actions that started and finished in the past. We often use this tense to describe the order of events in a story.

They **visited** the palace then **took** photos in the square.

Many common verbs are irregular, e.g. *get-got, go-went, see-saw*. For a complete list see page 151.

We use the past continuous to:

- describe actions that were in progress in the past.

*This time last month, we **were travelling** to London.*

- give background information or describe a scene.

*The sun **was shining** and the birds **were singing**.*

- describe an action in progress when a second, shorter action happened or interrupted it.

*While we **were exploring** the city, we **found** a nice café.*

We use the past perfect to describe an action that happened before another action in the past.

*When we **arrived**, we saw the museum **had closed**.*

We often use time expressions such as *when, already, before* and *by the time* with this tense.

used to and would

Positive	He used to/would swim every day.
Negative	We didn't use to travel a lot.
Questions	did you use to get around by bike?
Short answers	Yes, I did /No, I didn't

We use *used to* and *would* to describe past habits and repeated past actions that don't happen now. We don't use *would* with this meaning in negative sentences or questions.

I **used to/would** write a travel journal on holiday.

We **didn't use to** like visiting monuments. NOT ~~We wouldn't like visiting monuments.~~

We use *used to* to describe past states or situations that are not true now. We can't use *would* to do this.

She **used to** live in Lima. NOT ~~She would live in Lima.~~

be used to

Positive	subject + <i>be</i> + <i>used to</i> + gerund/noun	She's used to driving in the city centre/traffic jams.
Negative	subject + <i>not be used to</i> + gerund/noun	We aren't used to travelling to hot places./hot weather.
Questions	<i>be</i> + subject + <i>used to</i> + gerund/noun?	Are you used to cycling on the cycle lanes?/your new bike?
Short answers	Yes, subject + <i>be</i> No, subject + <i>be not</i>	Yes, I am ./No, I'm not .

We use *be used to* to describe things that are normal or not difficult for someone because they have done them many times in the past.

*He **hasn't got a car**, so he's **used to** going by bus.*

get used to

Positive	subject + <i>get</i> + <i>used to</i> + gerund/noun	She's getting used to driving in the city centre/traffic jams.
Questions	<i>be</i> + subject + <i>get used to</i> + gerund/noun?	Are they getting used to living next to a building site?
Short answers	Yes, subject + <i>are</i> No, subject + <i>aren't</i>	Yes, they are ./No, they aren't .

We use *get used to* to describe things or activities that are in the process of becoming normal, but still feel a bit strange or difficult.

*They **lived in the city centre before** so now they're **getting used to** living in a peaceful suburb.*

To form negative sentences with *get used to*, we use *can't/couldn't*.

We **can't get used to** the rainy weather here. NOT ~~We aren't getting used to the rainy weather here.~~

We can use *be used to* and *get used to* in the past, present or future tense.

*We **had lived in a rural area before**, so we **weren't used to** crowded places.*

*I'm sure you'll **get used to** your new school soon.*

***Did they get used to** living in the suburbs? Yes, they did.*

- 1 Complete the text with the correct forms of the verbs given. Use the past simple, the past continuous or the past perfect.

Something not very nice (1) (happen) to me in the city centre last weekend while I (2) (wait) for a friend. I (3) (look) at something on my new phone when a boy on a bike (4) (ride) too close to me and (5) (knock) my phone out of my hand. It (6) (land) on the pavement. When I picked it up, I saw that the screen (7) (crack). It was the first time something like that (8) (happen) to me and I felt quite angry.

- 2 Choose the correct option. Sometimes we can use both *used to* and *would*. Then complete the sentences so that they are true for you.

- My parents read ... to me when I was a child.
a would b used to c would/used to
- I like ... when I was five.
a would b used to c would/used to
- There be ... in my town.
a wouldn't b didn't use to c wouldn't/didn't use to

- We go to ... at weekends when I was two.
a would b used to c would/used to
- We travel ... when I was younger.
a wouldn't b didn't use to c wouldn't/didn't use to

- 3 Complete the sentences with *used to*, *be used to* or *get used to*, and the correct form of the verbs given.

- Mark (get up) late, but now he lives further from school, so he has to get up early.
- I (study) at the library now, but it was difficult at first.
- A: Did it take you long to (cycle) to school every day?
B: No, it was easier than I thought.
- My grandparents (not have) social media accounts, but now they do.
- (you live) in the hot weather now that you've been in Spain for a few months?

Vocabulary coach

Towns and cities 12

alleys /'æliz/ ■ city centre /sɪti 'sentə(r)/
cycle lane /'saɪkl leɪn/ ■ fountain /'faʊntən/
monuments /'mɒnjumənts/ ■ palace /'pælɪs/
pavement /'peɪvmənt/ ■ pedestrians /pə'destrɪənz/
ring road /'rɪŋ rəʊd/ ■ route /ru:t/
skyscrapers /'skaɪskreɪpə(r)z/ ■ square /skweə(r)/
statue /'stætʃu:/ ■ suburbs /'sʌbɜ:bz/
tunnel /'tʌnəl/

Adjectives to describe towns and cities 13

crowded /'kraʊdɪd/ ■ green /grɪn/
historical /hɪ'stɒrɪkəl/ ■ industrial /ɪn'dʌstriəl/
lively /'laɪvli/ ■ modern /'mɒdən/
multicultural /mʌlti'kʌltʃərəl/ ■ peaceful /'pi:sfəl/
picturesque /'pɪktʃə'resk/ ■ polluted /pə'lʊtɪd/
rural /'rʊərəl/ ■ touristy /'tʊərɪsti/ ■ urban /'z:bən/

Phrases with get 14

get around /,get ə'raʊnd/
get a sense of /,get ə'sens ɒv/
get back /,get 'bæk/ ■ get covered in /,get 'kʌvəd ɪn/
get it wrong /get ɪt 'rɒŋ/
get pleasure from /,get 'pleʒə(r) frɒm/
get rid of /,get 'rɪd ɒv/ ■ get started /,get 'stɑ:tɪd/
get together /,get tə'geðə(r)/ ■ get to know /,get tə'nəʊ/
get too old /,get 'tu: əʊld/

Compound nouns related to cities 15

apartment block /ə'pɑ:tmənt blɒk/
art gallery /'ɑ:t gæləri/ ■ building site /'bɪldɪŋ saɪt/
department store /dɪ'pɑ:tmənt stɔ:(r)/
pedestrian crossing /pə'destrɪən 'krɒsɪŋ/
public space /pʌblɪk 'speɪs/
public transport /pʌblɪk 'trænspɔ:t/
sports venue /'spɔ:ts venju:/
tourist attraction /'tʊərɪst ə'trækʃən/
traffic jam /'træfɪk dʒæm/
transport network /'trænspɔ:t netwɜ:k/