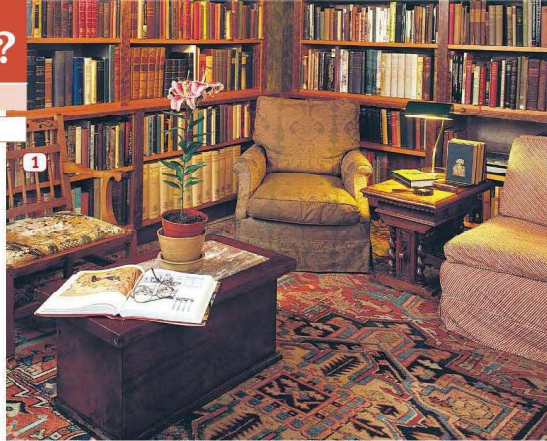


# 3.1 Your place or mine?

Grammar future plans  
Can do make a complaint



## Reading and speaking

- Look at the photos. Try to match the outside of the properties (A–B) to the insides (1–2). How are they similar to, or different from where you live?
- Read the texts below and match the property descriptions with the photos. Were your answers to exercise 1 correct?

## Your home – My home

We help families to exchange homes with other families, so both can experience a fantastic break in another country without it costing a fortune!

### Property 1

Bright and comfortable apartment in the centre of Seville, in a quiet street with no heavy traffic around; in fact, the only noise you can hear during the day is the bells of the cathedral nearby.

The apartment is decorated in a very traditional Sevillian style, with plenty of plants and sunlight. The property is on the third floor (there is a lift) and covers an area of 60 square meters. There are two bedrooms, one with a single bed and one with a double bed.

The apartment has recently been completely refurbished and opens onto the balcony with a beautiful view of the cathedral.

### The area

The apartment is in the historical centre of Seville. It is a very beautiful area, with narrow bustling streets and little gardens behind iron gates. There are plenty of local bars and restaurants serving 'tapas' (typical Spanish dishes).

## Your home – My home

### Property 2

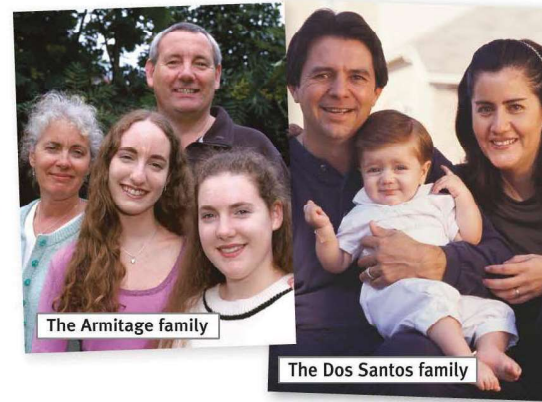
Ideal for a family holiday, this is a beautiful four-bedroomed Victorian house, situated on a quiet residential road. This charming property has a large living area and a separate dining room and well-equipped kitchen. Upstairs there are four bedrooms, all doubles, and two ensuite bathrooms, one with a shower and one with a bath. There is a large garden, with a patio area where you may enjoy a typical English afternoon tea!

### The area

The property is located close to Wimbledon Park, with a children's playground. The nearest tube station, just five minutes walk away, will take you straight into central London, where you will find all the museums, shops, theatres and restaurants you could wish for!

- Read the property descriptions again and write *property 1* or *property 2* next to each question. Which property ...
    - is near the centre of the city?
    - has outside space?
    - has more than one bathroom?
    - is near public transport?
    - is near places where children can play?
    - has a balcony?
    - has been redecorated?
  - Work in pairs. Which of the two properties would you prefer to live in for a month? Why?

## Listening



- Listen to two couples talk about their plans for a home exchange. Write *D* (Dos Santos) or *A* (Armitage) next to the activities they mention.
 

1 visit museums	4 go shopping
2 see cathedrals	5 visit friends
3 enjoy the local cuisine	6 go to the beach
  - Look at the extracts from the listening. Then listen again and choose the correct words in *italics*.
 

**Miriam:** ... we (1) *'ll spend/ 're spending* more than one month in London. We've never been there before.

**Miriam:** And I'm (2) *going to do/doing* lots and lots of shopping.

**Interviewer:** Great. There are some wonderful shops in London. I (3) *'ll give/ 'm giving* you the address of a great shoe shop.

**Jeremy:** Spain has such a rich culture ... We (4) *'ll go/ 're going* to see the cathedrals.

**Jeremy:** We're (5) *going to try/trying* all the local dishes.

**Jeremy:** We (6) *won't/ aren't going to* go to McDonald's. Forget it!

## Grammar | future plans

- Match the sentences (1–6) in exercise 4b with the rules (A–C) in the Active grammar box.

### Active grammar

We can use the Present Continuous, *be going to* or *will* to talk about future plans.

- We use *be going to* to talk about something you've decided to do.  
e.g. sentences \_\_\_\_\_
- We use *will* for a decision made at the time of speaking, or an offer.  
e.g. sentences \_\_\_\_\_
- We use the Present Continuous to talk about arrangements (plans that you have already organised, i.e. you have arranged the dates).  
e.g. sentence \_\_\_\_\_

see Reference page 47

- Complete the texts with words and phrases from the box.

is going to (x2) 're going to (x2) 'll (x2)  
's moving 'm starting

### Sarah and Jeremy

I (1) \_\_\_\_\_ a new job in June and it's in Oxford, so we (2) \_\_\_\_\_ need to move house. We'd like to buy somewhere in the countryside, so we (3) \_\_\_\_\_ to look at some of the small villages outside the city. Jeremy says he (4) \_\_\_\_\_ take a day off next week to go and look.

### Miriam and Carlos

My mother (5) \_\_\_\_\_ in with us next year, because she's old and doesn't want to stay on her own. She (6) \_\_\_\_\_ to sell her house. Carlos isn't too happy about this plan, but he says he (7) \_\_\_\_\_ put up with it to please me. It (8) \_\_\_\_\_ be great because I'll have some help looking after the baby.



## Speaking

- 7 a** Imagine you are going to live abroad for a month. Decide on ten things you will need to do before you go.

*get a passport, buy some suntan lotion*

**b** Work in pairs. Try to guess what is on your partner's list by asking questions.

A: *Are you going to get a passport?*

B: *No, I've already got one.*

**c** When you have guessed all you can, look at your partner's list and offer to help them.

*I'll get you some suntan lotion, I'm going into town later.*

- 8 a** Write three or four questions to ask other students about their plans for ...

- their education/career.
- their next holiday.
- their (family's) future.
- this evening.
- their home.
- this weekend.

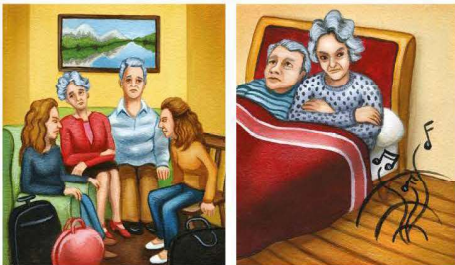
**b** In groups, ask and answer the questions about your future plans.

A: *Katia, what are you planning for the weekend?*

B: *I'm going to visit my aunt. She's having a party to celebrate her ...*

## Listening

- 9** Work in pairs. Look at the pictures of the Armitage and Dos Santos families during their home exchange. What do you think the problems were?



- 10 a** 1.21 Listen to interviews with Miriam and Jeremy and check your ideas for exercise 9.

**b** Listen again and make notes. List four problems Miriam and Jeremy each had.

**c** 1.22 Listen to Miriam phoning the company to complain. Answer the questions.

- 1 How long did it take to get to the centre?
- 2 What was wrong with the bathroom?
- 3 Why was the house in such a mess?
- 4 What did Miriam have to buy and why?
- 5 What was the problem with the heating and hot water?
- 6 What compensation did the representative offer Miriam?

- 11** Look at the How to... box. Listen again and write *M* next to the phrases Miriam says and *R* next to those the company representative says.

## How to... complain politely

Stating a complaint	: <i>I don't like to complain, but ...</i> : <i>I'm sorry, but ...</i> : <i>I'm sorry but it just isn't good enough.</i>
Disagreeing politely	: <i>Well, ...</i> : <i>Actually, ...</i>
Asking for what you want	: <i>I'd like you to ...</i> : <i>I think you should ...</i>
Apologising/sympathising	: <i>I'm sorry to hear that.</i> : <i>We must apologise about/for that.</i> : <i>I do apologise for the inconvenience.</i>

## Speaking

- 12 a** Look at your notes from exercise 10b. What four problems did Jeremy's family have? What compensation do you think he should ask for?

**b** Work in pairs.

**Student A:** You are Jeremy. Ring the company to complain and say what you would like them to do about the problems.

**Student B:** You are the company representative. Talk to Jeremy, try to explain and apologise.

## 3.2 City life

Grammar comparatives and superlatives

Can do compare cities

## Reading

- 1 a** 1.23 Listen to some sounds. Are you in the city or the country? Tick (✓) the sounds in the box you hear.

bees buzzing   birdsong  
car horns   engines  
people talking   sirens  
waves crashing

**b** Think about where you live. What sounds can you hear ...

- in the morning?
- in the evening?
- in the afternoon?
- at night?

**c** Do you enjoy these sounds? Work in pairs and compare your answers.

- 2 a** 1.24 Listen and read the poem. Match the photos (A–D) with the verses (1–4).

**b** What can the poet hear and see in each verse? Does he enjoy the sounds and sights of the city?

- 3 a** What examples can you find in the poem of words which rhyme?

*sputters – gutters*

**b** Some words, such as *bang, crash, pop, click* sound like the sound they describe. What examples of words like this can you find in the poem?

**c** What examples can you find of words close together which begin with the same sound?

*swish – swash*  
*pulse – people*

- 4** Work in pairs. Do you enjoy city life, or do you prefer a smaller town or the country? Why?

## City I love

**1** In the city I live in city I love mornings wake to swishes, swashes, sputters of sweepers swooshing litter from gutters

**2** In the city I live in city I love – afternoons pulse with people hurrying, scurrying races of faces pacing to must-get-there places.

**3** In the city I live in – city I love – nights shimmer with lights competing with stars above unknown heights.

**4** In the city I live in – city I love – as dreams start to creep my city of senses lulls me to sleep.



## Glossary

<b>swish</b>	(noun)	– the sound of something moving quickly and quietly through the air
<b>swash</b>	(noun)	– the sound of water hitting a surface
<b>sputter</b>	(noun)	– a noise like a small explosion
<b>swoosh</b>	(verb)	– making the sound of air or water moving quickly
<b>scurrying</b>	(verb)	– moving quickly with short steps
<b>pacing</b>	(verb)	– walking with regular steps
<b>shimmer</b>	(verb)	– to shine with a soft light
<b>lull</b>	(verb)	– to make someone feel calm and ready to sleep



**Vocabulary** | adjectives describing places

5 a Look at the adjectives in the box. Find pairs of words that mean the opposite.

bustling clean dull enormous  
friendly lively modern picturesque  
polluted quiet tiny touristy  
traditional ugly unspoilt unwelcoming

unspoilt – touristy

b Think of a town or city for each adjective. Tokyo is enormous.

**Listening**

6 a 1.25 Listen to Heather talking about Kyoto in Japan. Which of the adjectives in exercise 5a does she use?

b Listen again. Which of these things did she like or not like about Kyoto?

- old buildings
- shops
- temples
- people
- restaurants
- nightlife
- climate

7 a Write a list of what you think makes a city good or bad to live in.

Good: beautiful views Bad: dirty

b Work in pairs and compare your lists. Which cities do you think are good to live in?

**Reading**

8 Read the article on page 41. Does it mention any of the cities you thought of in exercise 7?

9 Read the article again and find which city or cities ...

- 1 has/have a very old university.
- 2 is/are good for skiing.
- 3 has/have a very good subway system.
- 4 has/have thirty-seven beaches.
- 5 is/are quite polluted.
- 6 has/have a series of gardens round the old city.
- 7 has/have beaches within easy reach.

10 Work in pairs. Would you ever move to these cities? Why/Why not?



**WHY NOT MOVE TO...?**

Fed up with where you're living, or just fancy a change? We take a look at some of the best cities in the world to live in. So, why not move to ...

**Santiago, Chile?**

Santiago has one of the most attractive settings of any city in the world, circled by snow-topped mountains. Unfortunately, the mountains hold in the pollution, so it isn't one of the world's cleanest cities. Despite that, life expectancy is higher than the global average and the quality of life is very good.

The city is fast becoming a major economic centre, with one of the most efficient subway systems in the world. It also has a lively arts scene and leafy urban parks. Outside the city, an hour will take you to the mountains, for skiing, hiking or snowboarding, or to the coast for surfing or scuba diving.

**Sydney, Australia?**

If you're an outdoors type, you won't find anywhere better to live than Sydney. Hot summers and mild winters mean that you can be outside most of the time, swimming or surfing at the city's thirty-seven beaches, walking in the bush ... the list is endless. Sydney was also recently voted the friendliest city in the world. It is the world's fifteenth most expensive city, though, so you'd better be prepared to work hard as well as play hard!

**Vancouver, Canada?**

Vancouver has been named the world's most liveable city on several occasions over the last decade. Although the weather is not as good as in some cities, it's at least very mild. The city is clean and, perhaps most importantly, it's very beautiful. The city lies with the Strait of Georgia on one side and the Coast Mountains on the other, providing some of the finest skiing in the world. Vancouver has a reputation for being more relaxed than other cities and, certainly, the Vancouverites have the longest lifespans of any city in Canada, with an average life expectancy of 81.1 years.

**Krakow, Poland?**

With more than forty public parks, Krakow is one of Europe's leafiest cities. Perhaps the most famous park, the Planty, is a collection of about thirty gardens which go all the way around the Old Town. Krakow also has one of the best preserved medieval city centres in Europe, with churches around every corner and the second oldest university in Central Europe. It also offers hundreds of restaurants and bars, hidden away in narrow streets and cellars. It is also sunnier than you might imagine, with average temperatures of 24 degrees in summer.

**Grammar** | comparatives and superlatives

11 Match the rules (A-I) in the Active grammar box with the underlined examples in the article.

**Active grammar**

	Comparatives	Superlatives
One-syllable adjectives	A + -er than	F + the -est
Two (or more) syllable adjectives	B more + adjective + than	G the most + adjective
Two-syllable adjectives ending in -y	C remove -y and add -ier than	H the -iest
Irregular adjectives: e.g. bad	D worse than	I the worst
For negative comparatives	E not as + adjective + as	

see Reference page 47

12 Complete the text with the comparative or superlative forms of the adjectives in brackets. Add *than* where necessary.

Just finished my tour of Russia, which is (1) \_\_\_\_\_ (big) country in the world and one of (2) \_\_\_\_\_ (interesting) too. My flight was much (3) \_\_\_\_\_ (comfortable) this time – big seats! Also, the service was (4) \_\_\_\_\_ (good) last time – free food and drink! When I arrived in Warsaw, the people at Customs were (5) \_\_\_\_\_ (friendly) before (on my first trip I waited an hour while they checked my passport!). Fortunately, Poland isn't (6) \_\_\_\_\_ (cold) Moscow, which was freezing! This afternoon I had (7) \_\_\_\_\_ (delicious) lunch of my trip so far: a Polish speciality called *bigos* in a great restaurant in (8) \_\_\_\_\_ (old) part of the city.

13 a Complete the comparative sentences about cities that you know.

- 1 You won't find anywhere \_\_\_\_\_ than \_\_\_\_\_.
- 2 The \_\_\_\_\_ is/are not as \_\_\_\_\_ in some cities.
- 3 \_\_\_\_\_ has a reputation for being \_\_\_\_\_ than other cities.

b Now use the phrases in the box to write five superlative sentences about cities that you know.

probably the ... in ...  
... of any city in ...  
one of the most ...  
one of the world's ...  
some of the best ... the ...

**Speaking**

14 a Work in groups. Decide together on the three best places to live in your country (or the country where you are studying).

b Tell the other groups which places you chose and explain why.



## Reading

**eco-friendly** /'i:kəʊ,frendli/ *adj* not harmful to the environment

**1** Work in pairs. Look at the definition above and discuss the questions.

- Have you made any changes to the way you live in order to be more eco-friendly?
- If so, explain what you have done and why.

**2 a** Read the title and introduction to the article below and look at the words in the box. How do you think each word is significant in the article?

adaptable climate flooding fuel household waste  
insulated recycling self-sufficient sound waves

**b** Read the article and check your predictions.

**3 a** Read the article again and answer the questions.

- How is a 'passive house' mainly heated?
- What is the advantage of moveable walls?
- How will the plants in the fish tank help the fish?
- What can the energy created by the fish tanks be used for?
- Why will there be no more private swimming pools?
- What two things will 'clever' fridges be able to do?

**b** Work in pairs. Which of the predictions in the article do you think are likely to happen? Why?

## Listening

**4** <sup>1.26</sup> Listen to Tracy and Stig discussing the predictions in the article. Tick (✓) the predictions they think are likely and cross (X) those they think are unlikely.

	Tracy	Stig
1 Homes will be smaller.		
2 People will stop using cars.		
3 People will keep fish to eat.		
4 Fridges will be intelligent.		
5 Robots will be more common.		

## Grammar | future possibility

**5** Complete the Active grammar box using the underlined words and phrases from the article. Then answer the questions.

### Active grammar

#### Certain

- ⊕ *Our houses will / certainly have to become much better insulated.*  
⊖ *We definitely won't waste so much.*

#### Probable

- ⊕ *Fuel will become much more expensive.*  
⊖ *Homes will be as big.*

#### Possible

- ⊕ *The climate will / might / could change significantly.*  
⊖ *We may / might all have cars.*

- How does the position of the adverb (*probably, definitely, certainly*) change in positive and negative sentences?
- Which modal verb can't be used in the negative to talk about possibility?

see Reference page 47

**6** Choose the correct words in *italics*.

- Technology *probably will* / *will probably* become less expensive.
- We *definitely will* / *will definitely* be able to do more and more online.
- We *probably won't* / *won't probably* use so much water.
- We *might not* / *couldn't* all have our own cars.

**7** Look at the sentences about twenty-five years ago and change them to make predictions about the next twenty-five years.

Twenty-five years ago ...

*most people had cars.*

*In the next twenty-five years there will probably be fewer cars because of the price of fuel.*

- People wrote more letters.
- Most people didn't have the Internet.
- People watched videos rather than DVDs.
- People didn't worry about wasting water.
- Most people didn't have mobile phones.
- People didn't buy organic food.

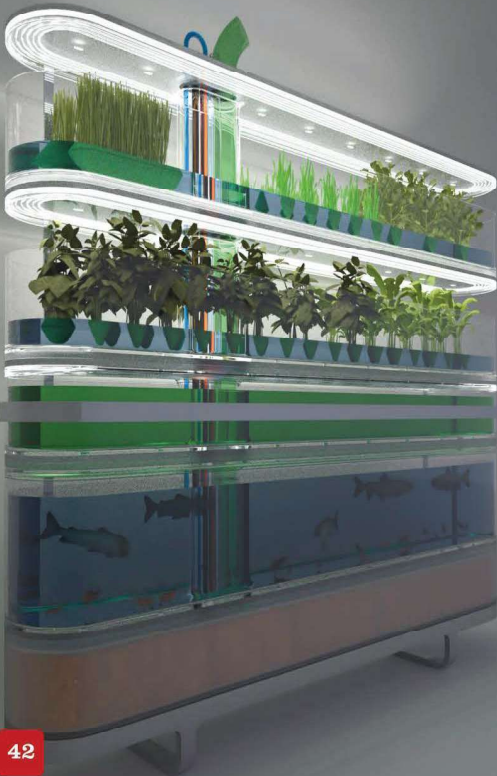
**8 a** Write seven predictions for people in your class. Don't write their names.

*She'll probably move to the USA.*

*He might become a famous musician.*

**b** Exchange your predictions with other students. Guess who the predictions are about.

# What does the future hold?



We spoke to Professor John Williams, futurologist, for his expert predictions on life in the next few decades.

Well, the first thing to say is that I don't believe we're all going to be living in treehouses and walking or cycling everywhere. We are going to have to make changes though.

Unfortunately, it looks quite likely that the climate may change significantly, with hotter summers, colder winters and more flooding. At the same time, fuel for heating or air conditioning will probably become much more expensive. For these reasons, our houses will definitely have to become much better insulated. People are already building so-called 'passive houses', which have little or no central heating at all, relying on the bodyheat of the people who live there.

Homes probably won't be as big, and so we will need more adaptable furniture, such as sofa-beds, and when we are not using our furniture we will be able to fold it away into wall cabinets. Houses could have moveable walls so that the same space can be arranged in different ways. Tabletops may double as computer screens or DVD players.

New technology will make us more self-sufficient. Kitchens may have fish tanks which, as well as providing fish to eat, also produce fresh vegetables (see photo). The plants will provide oxygen for the fish. These tanks will be powered by household



waste and create energy, which can then be used to run the family car – though we might not all have cars!

Water will definitely be more expensive and the home of the future will probably be designed to use much less. Washing machines and dishwashers might use sound waves to shake dirt off. We may even take showers using sound waves. What water we do use will be recycled and used again round the house and private swimming pools will become a thing of the past.

We will also certainly have more robots in our houses, though they won't look like the ones in films. There will probably be small robots designed to clean the fridge or open the curtains. Clever fridges will tell us when food is about to go out of date and even suggest recipes, and we will be able to communicate with our homes by mobile phone wherever we are.





A



B



C



D

**Vocabulary | compound nouns**

9 Read the descriptions (1–4) of different types of home and match them to the photos (A–D). What would it be like to live in each of them?

- This treehouse has two floors, with a beautiful wooden staircase, a full kitchen, bedroom, bathroom and even a fireplace.
- A motorhome with a difference – instead of being pulled by a car, it's powered by a bike. Inside there is a bed, shelves and even pictures on the walls.
- Dug into the hillside, a skylight in the roof provides natural light and solar panels provide electricity.
- This yurt, a kind of tent, is compact but well-equipped. To save space there are bunk-beds on the left and a sofa on the right.

10 a *Motorhome* is a compound noun (a noun made from two smaller words put together). Can you find other compound nouns in the descriptions in exercise 9?

b Match words in box A with words in box B to make compound nouns.

A

washing central sofa wall computer DVD mobile air fish swimming bunk

B

heating cabinets conditioning phone machine pool player screen bed tank bed

**Pronunciation | word stress in compound nouns**

11 a Look at your answers to exercise 10b. Which are *noun + noun* and which *adjective + noun*?

b Listen to the compound nouns from exercise 10b and mark which word is stressed.

c What type of compound noun has the stress on the second word – *noun + noun* or *adjective + noun*?

see *Pronunciation bank page 163*

**Speaking**

12 Work in pairs and discuss the questions.

- Which of the items from exercise 10b have you got?
- Would life be easier with/without any of these items? Why?
- Which are the most important to you? Why?

**3 Vocabulary | prefixes and suffixes**

1 a Which parts of the words in the box are prefixes? Which are suffixes? What do you think the prefixes and suffixes mean?

endless forgetful successful unfair unspoil

b Add some more examples to the prefix table below. Use a dictionary or ask your teacher to help you.

Prefixes	Examples	Your examples
<i>un</i> = not	<i>uninteresting</i> <i>unusual</i>	<i>un</i> _____
<i>re</i> = again	<i>rearrange</i> <i>review</i>	<i>re</i> _____
<i>ex</i> = former/previous	<i>ex-boyfriend</i> <i>ex-Prime Minister</i>	<i>ex</i> - _____
<i>mis</i> = wrong	<i>mispronounced</i> <i>misheard</i>	<i>mis</i> _____
<i>dis</i> = not	<i>dislike</i> <i>disappear</i>	<i>dis</i> _____

2 a What are the noun and/or verb forms of the adjectives in the suffix table below?

b Add some more examples to the table.

Suffixes	Example adjectives	Your examples
<i>ive</i>	<i>creative, attractive, ...</i>	_____ <i>ive</i>
<i>(l)y</i>	<i>dirty, friendly, ...</i>	_____ <i>y/ly</i>
<i>ful</i>	<i>careful, helpful, ...</i>	_____ <i>ful</i>
<i>less</i>	<i>useless, careless, ...</i>	_____ <i>less</i>
<i>able/ible</i>	<i>enjoyable, comprehensible, ...</i>	_____ <i>able</i> _____ <i>ible</i>

3 Read the Lifelong learning box. Can you think of any other words you have learned recently which use prefixes or suffixes? Use a dictionary to help you.

**Word building**

When you learn a new word, find out if it uses prefixes and suffixes, and if it has other forms (for example, the noun can change to a verb). This will help you to increase your vocabulary.

Lifelong learning

4 Read the advertisements below. Then complete them with the correct form of the words in **bold**.

5 Write a short advertisement for one of the things below, or use your own ideas. Try to include at least three words with prefixes or suffixes.

- a flat to rent
- a flatmate
- a new person for a team or club

### FLAT TO RENT

*Airy* flat (60 square metres) in \_\_\_\_\_ area of London. Two bedrooms, sitting room, bathroom. \_\_\_\_\_ neighbours. \_\_\_\_\_ rent – £680.

**air**  
**peace**  
**friend**  
**week**

Call **Mr Johnson** on 0207 931674

### Home needed!

\_\_\_\_\_ cat, Musa soon to be \_\_\_\_\_ needs \_\_\_\_\_ owner with large, \_\_\_\_\_ garden.

**love**  
**home**  
**response**  
**sun**

Please call Luke on **01823 273305**

### Flatmate wanted

Very \_\_\_\_\_ flatmate is wanted to share home full of \_\_\_\_\_, \_\_\_\_\_ antiques. No \_\_\_\_\_ people, please.

**care**  
**expense**  
**break**  
**mess**

Call Miss Crabbins – **393 3321**



# 3 Communication

Can do describe hopes, dreams and ambitions



**1** Read the advertisement looking for people to be on a TV programme. What happens in the programme? How can you apply to appear on it?

## Country or City?

Ian Brown and Chiara Woods help people find their dream home, whether they want to move from the city to the country, or vice versa.

In each programme we find out where the person lives, why they want to move and what exactly they're looking for. Then we take them to the area they've chosen and show them round some dream neighbourhoods. We also let them try out their new lifestyle, be it raising animals or clubbing all night!

If you want to change your lifestyle for the one you've always dreamed of, then please apply.

Prepare a short speech explaining ...

- why you dream of moving to the country or city.
- what you plan to do when you move.

Interviews will be held in London.

**2 a** 1.28 Listen to two people giving their speeches to the TV production team and complete the notes in the table.

	Speaker 1	Speaker 2
Where do you live now?	In the suburbs of the city.	In a _____.
What type of lifestyle do you have?	It's very _____.	It's quite healthy but a bit dull.
Why do you want to move?	I hope to _____.	My dream is to _____.
What are your plans for your new home?	I'm going to _____. I'll probably _____. I might _____.	I'm going to _____. I'll definitely _____. I could _____.

**b** Listen again and check.

**c** Work in groups. Should Speaker 1 or Speaker 2 be chosen for the programme? Why?

# 3 Reference

## Future plans

We use **be going to** to talk about plans for the future or intentions (things you have already decided to do).

*I'm going to take a holiday in March.*

*Sue isn't going to buy that car.*

With the verbs *go* and *come* we often use the Present Continuous.

We use the Present Continuous to talk about fixed future arrangements (usually involving another person).

*I'm meeting Sam at 2p.m.* (I called him this morning to arrange it)

*Are you coming to the party this evening?* (You have been invited)

In many cases you can use either *be going to* or the Present Continuous.

*I am playing rugby tomorrow.*

*I am going to play rugby.*

We use *will* for unplanned decisions (made at the time of speaking), offers or promises.

*I'll/won't tell her I saw you.*

*Will you carry this box for me?*

For general predictions you can use *will* or *be going to*.

*I think Brazil will/are going to win the next World Cup.*

## Comparatives and superlatives

One-syllable adjectives, or two-syllable adjectives ending in -y

Adjective	Comparative	Superlative	Notes
<i>old</i>	<i>older (than)</i>	<i>(the) oldest</i>	Add -er, -est
<i>big</i>	<i>bigger (than)</i>	<i>(the) biggest</i>	With short vowels (/ɪ/, /e/, /ɒ/, /æ/), double the consonant.
<i>friendly</i>	<i>friendlier (than)</i>	<i>(the) friendliest</i>	If the adjective ends in -y, change it to -i and add -er, -est.

Two-syllable, and longer adjectives

Adjective	Comparative	Superlative	Notes
<i>useful</i>	<i>more/less useful (than)</i>	<i>(the) most/least useful</i>	Add <i>more</i> (+), or <i>less</i> (-),
<i>dangerous</i>	<i>more/less dangerous (than)</i>	<i>(the) most/least dangerous</i>	<i>(the) most</i> (++), or <i>(the) least</i> (--)

Irregular adjectives

*good – better (than) – (the) best*    *bad – worse (than) – (the) worst*  
*far – further (than) – (the) furthest* or *far – farther (than) – (the) farthest*  
(*not*) *as + adjective + as*

*The train is as expensive as flying.* (the same)

*It's not as warm as last week.* (different)

## Future possibility

We use *will/won't* + adverb to say how likely something is in the future. *Will* comes before the adverb in affirmative sentences and after the adverb in negative sentences.

*I'll definitely go.* (you are certain)

*I certainly won't go.* (you are certain)

*I'll probably stay.* (quite certain)

*I probably won't stay.* (quite certain)

We use *may/might/could* when you are not certain.

Do not use *could* in the negative to talk about possibility.

*Alice may meet us later for a drink.*

*The shop might not be open.*

With modal verbs (*will, may, might, could*) we use the infinitive without *to*.

## Key vocabulary

Home

apartment attic balcony  
block of flats ceiling cellar  
centre of town commercial district  
cottage (semi-) detached house  
drive fireplace floor gate  
green spaces lift neighbourhood  
outskirts of town residential area  
park playground stairs studio flat  
suburbs terraced house view

Adjectives describing places

bustling clean dull enormous  
friendly lively modern picturesque  
polluted quiet tiny touristy  
traditional ugly unspoilt  
unwelcoming

Compound nouns

air conditioning bunk bed(s)  
central heating computer screen  
DVD player mobile phone sofa bed  
swimming pool wall cabinets  
washing machine

Environment

adaptable climate flooding fuel  
household waste insulated  
recycling self-sufficient soundwaves



ACTIVEBOOK

Listen to the explanations and vocabulary.



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