

5 Nature's best

5A Keeping koi

QUICK REVIEW ●●●

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

Vocabulary Animals

1 a) Tick the animals you know. Then do the exercise in **V5.1** p123.

a tiger an eagle a crocodile
a leopard a bee a rabbit
a snake a butterfly a spider
a parrot a goldfish a mosquito
a shark a bear a whale

b) Work in pairs. Try to match the animals in **1a)** to these sentences. There is sometimes more than one possible answer.

This animal ...

- is a fish that can **bite** you.
a shark
- is a **mammal** that lives underwater.
- is a bird with colourful **feathers**.
- is an **insect** with **wings**.
- is a **reptile** that might **poison** you.
- has **stripes** and a long **tail**.
- has **spots** and sharp **claws**.
- builds a **nest** to **lay** its eggs in.
- has **fur** and lives underground.
- makes honey and can **sting** you.
- is sometimes **hunted** for its **skin**.
- makes a **web** out of **silk**.
- is often kept as a **pet**.

c) Compare answers with another pair. Check new words in **bold** in **V5.1** p123.

Vocabulary animals

Grammar ways of comparing

Review saying you're surprised or not surprised

Reading and Grammar

2 a) Work in groups. Discuss these questions.

- Which animals do people keep as pets in your country?
- Has your family ever had any pets? If so, what?
- Do you think fish make good pets? Why?/Why not?

b) Read the article. Answer these questions.

- Why are koi such unusual pets?
- Did the writer buy any koi? Why?/Why not?

c) Read the article again. What does it say about these numbers? Did any of the numbers surprise you?

89 £10,000 £250,000 £15,000 £75 5

d) Would you like to own some koi? Why?/Why not?



Help with Grammar Ways of comparing

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

a big difference *far more addictive than*

a small difference *almost as much as*

no difference *as beautiful as*

TIP! ● We can also use *much/a lot* with comparatives to talk about a big difference and *a bit/a little* to talk about a small difference.

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

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

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

d) Check in **G5.1** p124.

4 **R5.1** **P** Listen and practise. Copy the linking and weak forms.

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

LIVING JEWELS

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

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

At the show I met koi enthusiast Jean Kelly. "Koi are getting more and more expensive," she told me. "One recently sold for £250,000." I was shocked – that's almost as much as I paid for my house. "Well, that was a record," admitted Jean. "The normal price is nowhere near as high as that."

Nevertheless, serious collectors can pay up to £15,000 for a fully-grown koi, which is nearly as expensive as a new BMW, and the bigger they are, the more they cost. The cheapest I could find were £75 each, but they were only about twice as big as my goldfish.

Jean wasn't impressed by some of the koi on sale either. "Actually, these koi aren't any nicer than mine," she commented. "They're slightly bigger than the ones I've got, but I paid considerably less than this." When I asked her why she liked koi so much, she replied, "They're just so amazing to look at. I think of them as living jewels."

Although I wasn't quite as enthusiastic as Jean, I did consider buying one. Then I remembered that all but 5 of Freddie Mercury's koi died when someone accidentally turned off the electricity supply to their pool. Jean assured me that with all the new equipment available the survival rate was getting better and better, and that looking after koi was no harder than taking care of any other pet. However, in the end I decided to stick with my goldfish. They're not nearly as beautiful as koi – but they're a great deal cheaper to replace!



5 a) Read about cats and dogs. Choose the correct words.



People often argue about whether cats make better pets ¹as/than dogs. While dogs are nowhere ²far/near as independent ³as/than cats, they tend to be a ⁴big/great deal friendlier. Cats can be ⁵more/as destructive than dogs and are ⁶more/much likely to damage the furniture. It's ⁷more/far easier to look after a cat, but dogs are ⁸considerably/almost better at protecting your property. Generally the ⁹small/smaller the dog, ¹⁰the/as easier it is to take care of. In fact, dogs get ¹¹lazy/lazier and ¹²lazy/lazier as they get older and don't need ¹³nearly/almost as much exercise, so an old dog is ¹⁴no/as harder to look after than a cat – and they're both ten times easier to look after ¹⁵as/than children!



b) Which animals do you think make the best pets? Why?

6 Rewrite these sentences so that they have the same meaning. Use the words in brackets. Sometimes there is more than one possible answer.

- Koi live much longer than goldfish. (anywhere near)
Goldfish don't live anywhere near as long as koi.
- Most butterflies don't live quite as long as bees. (nearly as)
- Snakes are much less dangerous than people think. (not nearly)
- A spider's silk is five times stronger than steel. (nowhere near)
- Lions aren't quite as big as tigers. (slightly)
- Bears live half as long as elephants. (twice)
- A blue whale's heart is the same size as a small car. (big)

7 a) Complete these sentences with your own ideas.

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

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

Get ready ... Get it right!

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

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

Tokyo isn't any more expensive than London.

I think Reese Witherspoon is a far better actress than Cameron Diaz.

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

b) Tell the class two things you disagreed about.

5B

The global garden

Vocabulary plants and gardens
Grammar future verb forms;
 Future Continuous
Review ways of comparing

QUICK REVIEW ●●●

Write three true and three false sentences comparing yourself to how you were five years ago. Work in pairs. Take turns to say your sentences. Guess if your partner's sentences are true or false:

A *I'm nowhere near as fit as I was five years ago.* B *I think that's false.*

Vocabulary Plants and gardens

1 a) Tick the words you know. Then do the exercise in **V5.2** p123.

a herb seeds a bulb petals pollen
 a pot a vine a bush a hedge a lawn
 a greenhouse an orchard a flower bed
 a tree trunk roots a branch leaves a twig

b) Close your books. Write all the words connected to plants and gardens that you can remember in one minute.

c) Work in pairs. Compare lists. Who has the most words? Take turns to explain the meanings of the words on your lists.

Reading, Listening and Grammar

2 a) Work in pairs. Look at the photos of the Eden Project. What kind of place do you think it is? What do you think you can see and do there?

b) Read about the Eden Project. Check your ideas.

c) Read about the Eden Project again. Answer these questions.

- 1 How many different Biomes are there?
- 2 What can you see in the Warm Temperate Biome?
- 3 What do you think the aim of the Eden Project is?

d) Would you like to visit the Eden Project? Why?/Why not?

3 **R5.2** Listen to two friends, Emma and Diane. Tick the topics they talk about.

- Emma's daughter
- Emma's husband's job
- Emma's family's holiday
- the Eden Project
- parking problems
- a TV documentary
- someone's birthday
- travel arrangements

Places to visit: South West England

The Eden Project

The Eden Project in Cornwall is a spectacular global garden that tells the story of mankind's dependence on plants. This unique conservation project has recreated three of the world's climate zones – or 'Biomes' – and filled them with trees, bushes, flowers and other plant life from all over the planet. In the breathtaking Humid Tropics Biome, which is also the world's largest greenhouse, you can experience the sights and smells of the world's tropical rainforests, while the Warm Temperate Biome contains a wide variety of Mediterranean, Californian and South African plant species, including vines, citrus fruit trees and cotton plants.

There's also a 30-acre Outdoor Biome, where you can learn about plants that have changed the world and those that could help us create a better future. There are guided tours, workshops for adults and children, and even live concerts during the summer months.



4 **R5.2** Listen again. Fill in the gaps in these sentences with two words.

- 1 She's been working really hard and I think she's **going to pass** them all.
- 2 We're **staying** in a in Padstow for a week.
- 3 We're **going to take** Katy to the
- 4 Oh, I'm sure he'll **have** a
- 5 No, don't worry, I'll **take** a
- 6 It's on BBC2 and it **starts** at
- 7 Actually, we'll **be driving** through so we can pick you up on the way.
- 8 Just think, this time we'll **be walking** around the Eden Project together!

6 R5.3 P Listen and practise. Copy the stress.

We'll be driving through your village.

7 a) Read Emma's conversation with her husband, Paul, later that day. Choose the correct verb forms.

EMMA I spoke to Diane. ¹*She's coming*/*She'll come* to the Eden Project with us.

PAUL Oh, that's good. Which day ²*will we go/are we going*?

EMMA Thursday. And there's a programme about it on BBC2 on Saturday at 7.30.

PAUL ³*We'll be having/We'll have* dinner with your parents then.

EMMA Oh yes, I forgot. OK, ⁴*I'll record/I'm going to record* it and ⁵*we'll watch/we're watching* it when we get home.

PAUL Fine. By the way, ⁶*I'm going to buy/I'll buy* a video camera at the weekend. I thought it'd be nice to take one on holiday with us.

EMMA Tina has one she never uses. It's brand new too. Maybe ⁷*she'll let/she's going to let* us borrow it.

PAUL Well, it's worth asking. ⁸*I'll give/I'm giving* her a ring.

EMMA Don't worry, ⁹*I'll be seeing/I see* her at my yoga class tomorrow. ¹⁰*I'll ask/I'm going to ask* her then.

PAUL Good idea. Anyway, where's the babysitter? The film ¹¹*starts/is going to start* in half an hour. ¹²*We're missing/We're going to miss* the beginning.

EMMA Oh, I'm sure ¹³*she'll be/she's being* here soon.

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

c) R5.4 Listen and check.

8 a) Write sentences about your plans and arrangements for the next few weeks.

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

b) Work in pairs. Take turns to tell each other your sentences. Ask follow-up questions if possible.

Get ready ... Get it right!

9 Make notes on what life will be like in the year 2050. Use these ideas or your own.

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

10 a) Work in groups. Discuss your ideas from 9. Give reasons for your opinions. Which ideas do you all agree about?

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

Yes, I think you're probably right.

b) Tell the class two things that your group agreed about.

Help with Grammar Future verb forms; Future Continuous

5 FUTURE VERB FORMS

a) Look at the future verb forms in **bold** in sentences 1–6 in 4. Match them to these meanings.

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

b) Which verb forms do we use for each meaning in 5a)?

FUTURE CONTINUOUS

c) Look at the verb forms in **bold** in sentences 7 and 8 in 4. Match them to these meanings.

- 1 something that will be in progress at a point of time in the future
- 2 something that will happen in the normal course of events, without any particular plan or intention

d) Fill in the gaps for the Future Continuous with *be*, verb+*ing* or *will*.

subject + or 'll + +

e) How do we make the negative and question forms of the Future Continuous?

f) Check in G5.2 p125.

5C That smells nice!

QUICK REVIEW ●●●

Work in pairs. Student A, write eight words connected to plants and gardens. Student B, write eight words connected to animals. Take turns to define the words on your list. Your partner guesses the words: A *They're part of a tree.* B *Leaves?* A *No, they're underground.* B *Oh, you mean roots.*

Vocabulary back referencing

Skills Listening: The history of perfume; Reading: The history of flowers

Help with Listening homophones

Review plants and gardens; animals

Listening

1 Work in groups. Discuss these questions.

- 1 Do you ever wear perfume or aftershave? If so, which one?
- 2 Have you ever bought perfume or aftershave for anyone else? If so, how did you choose which one to buy?
- 3 How many different perfumes or aftershaves can you name? Are any of them advertised by celebrities?

2 a) Check these words with your teacher or in a dictionary.

a tomb a feast soak a glove
a scent a fragrance wax

b) Work in pairs. Look at the photos. What do you know about these people?

c) Try to fill in the gaps in these sentences with the names of the people.

- 1 was buried with perfumed oils.
- 2 was given perfumed gloves.
- 3 named a perfume after the fifth sample she was offered.
- 4 used one or two bottles of perfume a day.
- 5 had a perfume named after him.

3 a) **R5.5** Listen to a lecture about the history of perfume. Check your answers to 2c).

b) Work in pairs. Listen again. Student A, make notes on topics 1–4. Student B, make notes on topics 5–8.

- 1 Ancient Egyptians
- 2 the perfume museum in Paris
- 3 ingredients in perfumes
- 4 how to choose a perfume
- 5 Roman feasts
- 6 becoming a perfumer
- 7 men and perfumes
- 8 how to look after perfume

c) Tell your partner about the things you made notes on in 3b).



Queen Elizabeth I

Michael Jordan

Napoleon Bonaparte

Tutankhamun

Coco Chanel

Help with Listening Homophones

- Homophones are words that sound the same, but have different spellings and different meanings (*their/there, would/wood, etc.*).

4 a) Look at the first sentence from the lecture. Choose the correct homophones.

Although we still don't really ¹*no/know* how our sense of smell works, ²*hour/our* love of perfume goes back a very long ³*weigh/way*.

b) **R5.6** Listen to ten sentences from the lecture. Choose the correct words in each sentence.

- | | | | |
|--------------|----------|--------------|------------|
| 1 a) flu | b) flew | 6 a) new | b) knew |
| 2 a) through | b) threw | 7 a) there | b) their |
| 3 a) pear | b) pair | 8 a) wear | b) where |
| 4 a) wore | b) war | 9 a) weather | b) whether |
| 5 a) sent | b) scent | 10 a) buy | b) by |

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

Reading and Vocabulary

5 a) Check these words with your teacher or in a dictionary.

cultivate a botanist a botanical garden confetti currency

b) Work in pairs. Student A, read about tulips. Student B, read about roses. Answer these questions.

- Where and when were these flowers first cultivated?
- When did the flowers reach Western Europe?
- How was a botanical garden important in the flower's history?
- When and where were these flowers very valuable?
- What does the article say about the colours of these flowers?

c) Work with your partner. Take turns to ask and answer the questions in 5b).

d) Read about your partner's flower. Are his/her answers correct? Which facts are the most surprising?

Help with Vocabulary Back referencing

- When we speak or write, we often use words like *them*, *where*, *one*, etc. to refer back to people, places or things that we have mentioned earlier.

6 a) Look at words/phrases 1–10 in bold in the article about tulips. What are they referring to, a) or b)?

- | | |
|-----------------------------------|-----------------------------------|
| 1 a) Central Asia | b) tulips |
| 2 a) valleys | b) tulips |
| 3 a) Turkey | b) Central Asia |
| 4 a) the 11 th century | b) the time of the Ottoman Empire |
| 5 a) in Holland | b) in Germany |
| 6 a) the thieves | b) the bulbs |
| 7 a) in 1634 | b) in 1594 |
| 8 a) the bulbs | b) the people |
| 9 a) sold their homes | b) became tulip growers |
| 10 a) tulip | b) colour |

b) Look at the article about roses. What do words/phrases 11–20 in bold refer to?

c) Work in pairs. Compare answers. Then check in V5.3 p124.

7 a) Work in pairs. You are going to design a new perfume or aftershave. Discuss these ideas.

- | | |
|---------------------------|--|
| • for men, women or both | • type of bottle/packaging |
| • target age range | • how it will be advertised |
| • what it will smell like | • which celebrity you'd like to advertise it |
| • the name of the product | |
| • the price | |

b) Work in groups. Take turns to tell each other about your product. Which do you think is the best?

c) Tell the class about the product your group thought was the best.

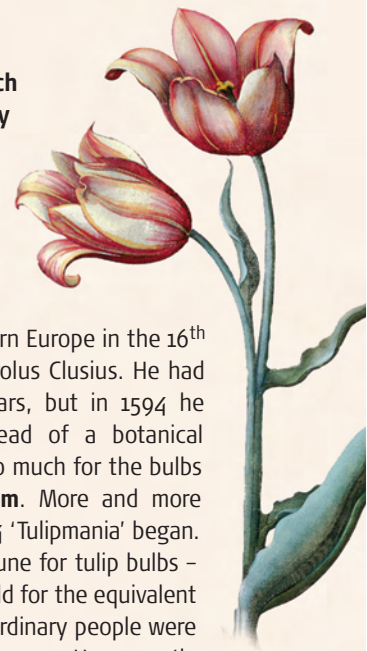
The history of flowers

TULIPS

Tulips were originally wild flowers ¹which grew in the valleys in Central Asia. ²They were first cultivated in Turkey in the 11th century, ³where they were highly valued for their beauty. They became the symbol of the Ottoman Empire and can be found in many works of art from ⁴that period.

Tulips were first cultivated in Western Europe in the 16th century by a Dutch botanist called Carolus Clusius. He had been living in Germany for some years, but in 1594 he returned to Holland and became head of a botanical garden ⁵there. However, he charged so much for the bulbs that thieves broke in and stole ⁶them. More and more people wanted to buy tulips and in 1634 'Tulipmania' began. ⁷At that time people would pay a fortune for tulip bulbs – in one instance three of ⁸them were sold for the equivalent of £75,000 at today's prices. By 1636 ordinary people were selling their homes to become tulip growers. However, the more people ⁹did so, the less valuable the flowers became. In 1637 Tulipmania ended and most traders lost everything.

Holland now produces three billion tulip bulbs each year in hundreds of different colours, but they still can't grow a truly black tulip. To produce a black ¹⁰one is the dream of tulip growers everywhere.



ROSES

According to fossil records, roses are over 35 million years old and ¹¹they were first cultivated in China about 5,000 years ago. A Chinese emperor in the 6th century BC apparently had over 600 books on roses in ¹²his library, and oil was extracted from ¹³those grown in his gardens. However, only the highest members of society were allowed to use ¹⁴it. If anyone else was found with even a small amount, they were sentenced to death. Roses were also popular with the Romans, ¹⁵who used their petals as medicine, a source of perfume and as confetti at weddings.



Cultivated roses were only introduced to Western Europe in the 18th century. Napoleon's wife, Josephine, started a botanical garden near Paris, ¹⁶where she collected all the known varieties of rose and encouraged the breeding of new ones. This led to the flowers becoming increasingly popular, and in Britain ¹⁷at that time roses became so valuable that ¹⁸they were often used as currency in local markets.

All roses in Europe used to be pink or white until the first red ¹⁹ones arrived from China 200 years ago. ²⁰These now symbolise love and are the world's most common cut flower.

5D Ecological footprints

Vocabulary adjectives for giving opinions
Real World discussion language (2): opinions
Help with Fluency linking and contractions
Review homophones

QUICK REVIEW ● ● ●

Write four pairs of homophones (*flu, flew, etc.*). Write sentences for each homophone: *I've got the flu. He flew to Rome.* Work in pairs. Take turns to say your pairs of sentences. Your partner spells the homophone in each sentence.

1 a) Tick the adjectives you know. What are the opposites of the adjectives in B? Check in **V5.4** p124.

A	inevitable	damaging	disturbing	wasteful	
B	moral	ethical	legal	sustainable	justifiable

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

2 a) What do you think an 'ecological footprint' is?
 b) Read the web page. Check your ideas.
 c) Work in groups. Make a list of different ways people could reduce their ecological footprints.
walk to work use renewable energy

3 a) **R5.7** Listen to two friends, Rachel and George, discussing ecological footprints. Which of your ideas from **2c**) do they talk about?

- b) Work in pairs. Choose the correct words/phrases.
- If everyone had a lifestyle like Rachel's, we'd need 3.2/2.3 planets to survive.
 - George *recycles/doesn't recycle* things.
 - Rachel thinks we should buy food *from local supermarkets/grown locally*.
 - An area of land can produce 10/30 times more soya than beef.
 - Rachel thinks *meat/wheat* production is very damaging to the environment.
 - Rachel's arguments have *no/some* effect on George.

c) Listen again. Check your answers to **3b**).
 d) Do you agree with Rachel's ideas? Why?/Why not?

http://www.myeofootprint.org

How big is your ecological footprint?

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

Real World Discussion language (2): opinions

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

giving yourself time to think clarifying your position
 giving opinions giving the opposite opinion

a)	b)
It'd be (much) better if (everyone bought ...)	Maybe, but I don't see how (we) can ...
I just don't think it's right that ...	Fair enough, but I still think that ...
One argument in favour of (being vegetarian) is that ...	Yes, but then again, ...
I think people should (have the right to) ...	Well, some people would argue that ...
c)	d)
No, that's not what I'm trying to say. What I meant was ...	That's an interesting point. I've never really thought about that.
No, that's not what I meant. All I'm saying is that ...	Um, let me think. It's hard to say.

b) Check in **RW5.1** p125.

5 Review

Language Summary 5, p123

5 a) Write more of Rachel and George's conversation using these prompts. Use language from 4a).

R / think people / leave their cars at home more often.

I think people should leave their cars at home more often.

G Maybe, but I / not see / you / ask everyone to give up their cars.

R No, that's / what I / try / say. What / mean / people / use public transport if they can.

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

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

G Yes, but / again, public transport is often more expensive.

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

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

b) **R5.8** Listen and check.

Help with Fluency Linking and contractions

6 a) **R5.8** Look at R5.8, p149. Listen again. Notice the linking.

b) Read the conversation again. Find all the contractions.

c) **P** Work in pairs. Practise the conversation in R5.8, p149 until you can remember it. Then close your books and have the conversation again. Try to use natural linking and contractions.

7 a) Look at these topics. Think of two things to say about each one.

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

b) Work in groups. Discuss the topics in 7a). Use the language in 4a).

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

1 a) Tick the true sentences. Change the animals in the false sentences. **V5.1**

leopard

- 1 A ~~tiger~~ has spots and large claws.
- 2 A parrot is a mammal that lives underwater.
- 3 A bear is an insect with wings.
- 4 A rabbit has fur and lives underground.
- 5 A bee makes honey and can sting you.
- 6 A shark is often kept as a pet.
- 7 A snake makes a web out of silk.
- 8 An eagle builds a nest to lay its eggs in.

b) Work in pairs. Compare answers. Then write definitions for the animals that did not match the definitions in 1a).

A tiger has stripes and a long tail.

2 a) Fill in the gaps with the correct word. Then tick the sentences that are true for you. **G5.1**

- 1 I'm not nearly as scared of snakes I used to be.
- 2 The older I get, less exercise I do.
- 3 I'm nowhere as extravagant as my best friend.
- 4 I'm a bit taller my parents.
- 5 The I practise English, the more confident I get.
- 6 I eat a far varied diet now than I used to.
- 7 My life is getting busier and
- 8 I'm a deal happier now than when I was a child.

b) Work in pairs. Tell your partner the sentences you ticked. Ask follow-up questions.

3 Fill in the vowels. **V5.2**

- | | |
|---------------------------------------|------------|
| 1 tr <u>e</u> <u>e</u> tr <u>u</u> nk | 7 r_ _ts |
| 2 p_ t_ ls | 8 _rch_ rd |
| 3 gr_ _nh_ _s_ | 9 p_ ll_ n |
| 4 l_ _v_ s | 10 s_ _ds |
| 5 h_ dg_ | 11 b_ sh |
| 6 v_ n_ | 12 l_ wn |

4 Correct the future verb forms. There is sometimes more than one possible answer. **G5.2**

- 1 I didn't know Jo was back. I'm giving her a call.
- 2 I see Jan tomorrow at school. Shall I ask her to call you?
- 3 I've just seen a fabulous jacket. I think I'll be buying it.
- 4 I've made an appointment and I see the doctor at 4 p.m. tomorrow.
- 5 Perhaps I'm seeing Michelle when I'm in Paris next week.
- 6 See you tomorrow. I'm calling you before I leave.

5 a) Replace each underlined word with one back referencing word. **V5.3**

I'm going to Brighton tomorrow to see Jack. I'm very excited about ¹going to Brighton because I've never been ²to Brighton before. Jack's always wanted a flat in Brighton and the ³flat he's bought overlooks the sea. So ⁴Jack has finally got ⁵Jack's dream. As you can imagine, ⁶buying his dream flat has made ⁷Jack very happy indeed.

b) Work in pairs. Compare answers.

Progress Portfolio

a) Tick the things you can do in English.

- I can talk about animals, plants and gardens.
- I can compare two or more people or things in different ways.
- I can talk in detail about different aspects of the future.
- I can understand back referencing in a text.
- I can understand the important points of a lecture.
- I can take part in a discussion and respond to other people's ideas.

b) What do you need to study again?

5A-D