

## COMPREHENSION

**A** ▶ Watch the video. Put the following jobs in the order that they appear.

- |                      |                    |
|----------------------|--------------------|
| a builder ____       | a hairdresser ____ |
| a businesswoman ____ | a mechanic ____    |
| a designer ____      | a musician ____    |
| a doctor ____        | a nurse ____       |
| an engineer ____     | a teacher ____     |



**B** ▶ Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                                     |     |
|-----------------------------------------------------|-----|
| 1 Maria's from Mexico.                              | Ⓓ/F |
| 2 Robert's from <del>America</del> . <i>Britain</i> | T/Ⓔ |
| 3 Paola's from Portugal.                            | T/F |
| 4 Sandra's from Brazil.                             | T/F |
| 5 Antonio's from Spain.                             | T/F |
| 6 Laura's from Argentina.                           | T/F |
| 7 Karim's from Morocco.                             | T/F |
| 8 Ruth's from the USA.                              | T/F |
| 9 Beth's from Ireland.                              | T/F |
| 10 Brad's from the USA.                             | T/F |

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentences from the video and the information in the box.

*This is Maria. She's from Mexico. She's a mechanic.*

### Contractions – to be

Contractions are words that are shortened by replacing one or more letters with an apostrophe. For example, *I am = I'm*, *she is = she's*, *you are = you're*. Contractions are very common in spoken language.

**B** Work in pairs. Complete the conversations with 'm or 's.

- A:** Hi! I 'm \_\_\_\_ Clara. I \_\_\_\_ from Barcelona.

**B:** Hi, Clara! I \_\_\_\_ Monica. I \_\_\_\_ from Bogotá.
- A:** Is Pierre from France?

**B:** No, he \_\_\_\_ not from France. He \_\_\_\_ from Canada.
- A:** Is this Marta?

**B:** Yes. She \_\_\_\_ from Mexico.

**C** Compare your answers with another pair.

**D** Work in pairs. Practise reading the conversations aloud.

## SPEAKING

Work in pairs. Discuss the questions.

- Where are you from?
- What do you do?

## COMPREHENSION

**A** Work in pairs. Match the words with the pictures (a–c).

an astronaut   a space capsule   a space station

**B** Watch a video about space. How many astronauts are there?

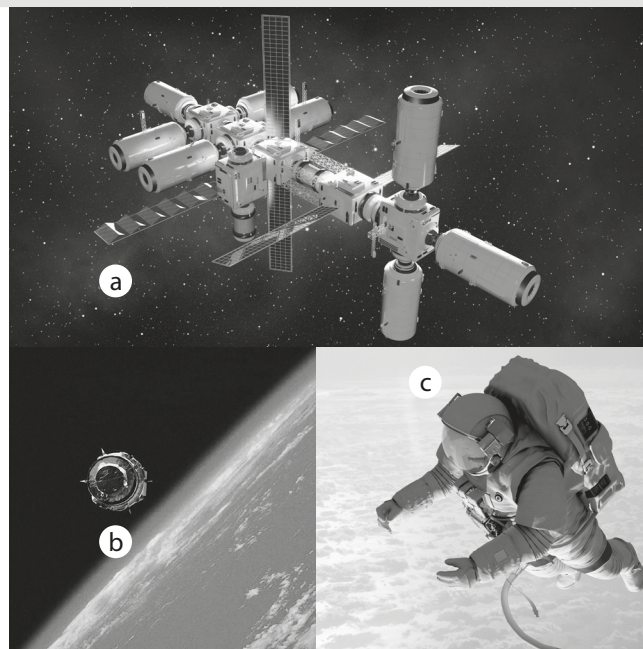
### Glossary

**excited (adj)** very happy and enthusiastic because something good is going to happen

**happy (adj)** feeling glad

**C** Watch the video again. Choose the correct options to complete the sentences.

- There are *three* / *six* astronauts in the space capsule.
- Chris Cassidy is *British* / *American*.
- Luca Parmitano is *Italian* / *Argentinian*.
- Karen Nyberg is *German* / *American*.
- There are three *Ukrainian* / *Russian* astronauts.
- The astronauts are *happy* / *tired*.



## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*They're very happy and excited to be in space!*

*very*

We use *very* to emphasize an adjective.

**B** Read the sentences. Underline *very* and circle the adjectives.

- The astronauts are very happy.
- Fyodor and Pavel are very excited.
- Karen and Chris are very brave.
- The capsule is very small.
- The space station is very big.

**C** Reorder the words to create sentences.

- are / My / very / grandparents / old.
- very / Mexico City / big. / is
- children / are / young. / very / Their
- friendly. / is / Our / very / teacher
- Her / interesting. / very / is / job

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## SPEAKING

Work in pairs. Which countries do you think of for these topics?

- |        |                  |
|--------|------------------|
| 1 cars | 3 soccer players |
| 2 food | 4 music          |

A: *What cars are good?*

B: *German cars are very good.*

## COMPREHENSION

**A** Work in pairs. Look at the pictures (a–d) and match them with the words in the box.

a handbag glasses a mobile phone an umbrella

a \_\_\_\_\_ c \_\_\_\_\_  
b \_\_\_\_\_ d \_\_\_\_\_

**B** Watch the video. Which items in Exercise A do you see in the Lost Property Office in the video?

## Glossary

**busy (adj)** a busy place is full of activity or people  
**envelope (n)** a flat paper case for a letter or document with a part you stick to close it  
**find (v)** to discover something by chance  
**lose (v)** to be unable to find something  
**unusual (adj)** not normal or common

a



b



c



d



**C** Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                                                  |     |
|------------------------------------------------------------------|-----|
| 1 One thousand items come to the Lost Property Office every day. | T/F |
| 2 Bob Sayer works in the Lost Property Office.                   | T/F |
| 3 People lose unusual things on the Underground.                 | T/F |
| 4 Every mobile phone is put in an envelope.                      | T/F |
| 5 After six months, London Underground sell the items.           | T/F |

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentences from the video and the information in the box.

*This is Bob Sayer. He works in the Lost Property Office. He's really good at his job.*

## really

We use *really* to emphasize an adjective. It means the same as *very*.

**B** Read the sentences. Underline *really* and circle the adjectives.

- The bus station is really busy.
- New York is a really big city.
- Maria is a really nice person.

**C** Complete the sentences so they are true for you. Use *really* and the adjectives in the box or your own ideas.

beautiful big friendly kind ~~nice~~ small

- I am really nice.
- My family is \_\_\_\_\_.
- My city is \_\_\_\_\_.
- My country is \_\_\_\_\_.

## SPEAKING

Work in pairs. Discuss the questions.

- What things do you have in your bag?
- Do you sometimes lose these things?



## COMPREHENSION

**A** Work in pairs. Look at the pictures (a–c) from the video. Where do you think it is?

**B** Watch the video and check your answers to Exercise A.

**C** Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                                       |     |
|-------------------------------------------------------|-----|
| 1 Horses are important in Iceland.                    | T/F |
| 2 There are many types of horses in Iceland.          | T/F |
| 3 In summer, the horses are in the countryside.       | T/F |
| 4 In winter, the farmers get all the horses together. | T/F |
| 5 In autumn, the horses are in farms.                 | T/F |
| 6 It's very cold in winter.                           | T/F |
| 7 Marcel wants to ride a horse.                       | T/F |
| 8 A lot of people ride horses in Iceland.             | T/F |

### Glossary

**countryside (n)** the area outside towns and cities, with farms, fields and trees

**farm (n)** an area of land used for growing food or keeping animals

**free (adj)** not fixed in one place

**wild (adj)** a wild animal lives in nature away from people

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*In winter, the horses stay at the farms because it's very cold.*

*because*

We use *because* to explain why something happens.

**B** Work in pairs. Underline the parts of the sentences that explain why something happens.

- I study English because I want to live in the US.
- We go to the movie theater because we like movies.
- They catch the bus because they live far away.

**C** Complete the sentences so they are true for you. Then, compare your sentences with a partner.

- I study English because \_\_\_\_\_.
- In the summer, I \_\_\_\_\_ because \_\_\_\_\_.
- I don't like \_\_\_\_\_ because \_\_\_\_\_.

## SPEAKING

Work in pairs. Discuss the questions.

- Would you like to visit Iceland? Why/Why not?
- Would you like to ride one of the Icelandic horses? Why/Why not?

## COMPREHENSION

**A** Work in pairs. Look at the pictures from the video and discuss the questions. Use the words in the box to help you.

chef India market restaurant Singapore  
tourists video artists

- Who are the people?
- Where are they?

**B** Watch the video and check your answers to Exercise A.

### Glossary

**artist (n)** a person who creates something  
**dish (n)** food cooked in a special way  
**ingredient (n)** one of the foods you use to make a particular meal  
**love (v)** to like something very much  
**street food (n)** food that is cooked and eaten in public places



**C** Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- Rojak* is a typical dish in Singapore.
- People only eat *rojak* for lunch.
- Avinash and Gaurav like *rojak*.
- People in Singapore love food.
- The man and his wife make the same dish five days a week.
- The dessert has many ingredients.

T/F

T/F

T/F

T/F

T/F

T/F

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*The restaurant is very popular, so you have to wait a long time.*

so

We use *so* to connect two parts of a sentence. We use *so* to introduce the result of something.

**B** Work in pairs. Underline the result in each sentence.

- I don't have a car, so I walk to work.
- They like movies, so they go to the movie theater a lot.
- I never sleep well, so I always feel tired.

**C** Complete the sentences so they are true for you. Then compare your answers with a partner.

- I'm always hungry, so I eat a lot.
- In the summer, it's very hot, so \_\_\_\_\_.
- I want to pass the exam, so \_\_\_\_\_.
- I like \_\_\_\_\_, so \_\_\_\_\_.

## SPEAKING

Work in pairs. Discuss the questions.

- Would you like to try Singaporean food? Why/Why not?
- Do you have street food in your country?



## COMPREHENSION

**A** Work in pairs. Look at the pictures (a–c). Do you know any of these buildings?

**B** ▶ Watch a video about another tall building. Answer the questions.

- 1 Which city is the building in?
- 2 What's the name of the building?

**C** ▶ Watch the video again. Choose the correct options to complete the sentences.

- 1 The Shard goes **300 / 400** meters into the sky.
- 2 There are restaurants, apartments and a **movie theater / hotel** in the building.
- 3 The lift takes **20 / 30** seconds.
- 4 The first public viewing area is on floor **68 / 69**.
- 5 The **indoor / outdoor** viewing area is on floor 72.
- 6 You **can / can't** hear the sounds of London on floor 72.

### Glossary

**entrance (n)** the place where you enter a room or building

**floor (n)** a level of a building

**lift (n)** a machine that moves from one floor in a building to another [American English term is *elevator*.]

**outdoor (adj)** not inside

**view (n)** what you see from a particular place

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*The Shard is a wonderful building.*

### wonderful

We use *wonderful* to say that someone or something is extremely good. We can also respond to some good news using the phrase *That's wonderful!*

**B** Reorder the words to create the correct responses.

- 1 **A:** Anna sings very well. **B:** she's / Yes, / singer. / a / wonderful
- 2 **A:** The food is very good. **B:** wonderful. / it's / Yes,
- 3 **A:** Paula and Rob are getting married next year. **B:** wonderful! / That's

**C** Respond to the sentences using *wonderful*.

- 1 Brad cooks very well. *Yes, he's a wonderful cook.*
- 2 The weather's really nice today.
- 3 I'm going to Paris this weekend.
- 4 Maria is a very nice person.

## SPEAKING

Work in pairs. Discuss the questions.

- 1 Would you like to visit the Shard? Why/Why not?
- 2 Do you like very tall, modern buildings like the Shard in the center of old cities? Why/Why not?

## COMPREHENSION

**A** Work in pairs. Match the adjectives in the box with the pictures (a–b).

cheap expensive fast new old slow

**B** ▶ Watch a video about a race. Which adjectives from Exercise A could you use to describe Peter's bike?

**C** ▶ Watch the video again. Choose the correct options to complete the sentences.

- 1 They are in *north* / *south* London.
- 2 Iain's bike is *cheap* / *expensive*.
- 3 Peter's bike costs £5,000 / £6,000.
- 4 Peter starts *slowly* / *quickly*.
- 5 Iain is a *fast* / *slow* cyclist.
- 6 Iain wins the race by 4 / 7 seconds.
- 7 Iain is *surprised* / *happy*.
- 8 Peter is *surprised* / *sad*.



### Glossary

**beat (v)** to do better than someone in a game or competition

**cyclist (n)** a person who rides a bike

**sad (adj)** unhappy or making you feel unhappy

**surprised (adj)** the feeling that you get when something has happened that you did not expect

## AUTHENTIC ENGLISH

**A** Read the sentence from the video and the information in the box.

*Peter is a little sad because he wanted to win.*

### *a little*

We use *a little* before adjectives and adverbs to say 'to a small extent'.

**B** Work in pairs. Match numbers (1–5) to letters (a–e) to form full sentences.

- |                           |                                         |
|---------------------------|-----------------------------------------|
| 1 I feel a little nervous | <b>a</b> I think it's a little boring.  |
| 2 Can you wait for me?    | <b>b</b> a little difficult to learn.   |
| 3 I don't like the movie. | <b>c</b> I'm going to be a little late. |
| 4 Wear a coat             | <b>d</b> because I have an exam.        |
| 5 Chinese is              | <b>e</b> – it's a little cold.          |

**C** Complete the sentences with your own ideas.

- 1 I'm not going to work because I feel \_\_\_\_\_.
- 2 I don't like studying math because it's \_\_\_\_\_.
- 3 In the summer, I wear shorts because it's \_\_\_\_\_.
- 4 In the winter, I wear a coat because it's \_\_\_\_\_.
- 5 I want something to eat because I'm \_\_\_\_\_.

**D** Work in pairs. Read your sentences to your partner. Are they similar or different?

## SPEAKING

Work in pairs. Discuss the questions.

- 1 Do you like bike riding? Why/Why not?
- 2 What sports do you like playing or watching? Why?

*I really like bike riding because ...*

*I like watching tennis because ...*



## COMPREHENSION

**A** Work in pairs. Look at the pictures and discuss the questions.

- Which hats do you like? Why?
- When and where do people normally wear hats?

**B** Watch the video. Who are the two people?

**C** Watch the video again. Put the scenes (a–f) in the order you see them (1–6).

- A model is wearing a silver hat. \_\_\_\_\_
- The cover of a fashion magazine. \_\_\_\_\_
- A store with a lot of hats. \_\_\_\_\_
- The outside of a large house. \_\_\_\_\_
- A man is making a hat. \_\_\_\_\_
- A white door is opening. \_\_\_\_\_

**D** Watch the video again. Decide if the sentences are about Adrian (A), Louis (L) or both (B).

- |                                         |           |
|-----------------------------------------|-----------|
| 1 He makes hats for a department store. | A / L / B |
| 2 He makes hats for rich people.        | A / L / B |
| 3 He makes hats for fashion magazines.  | A / L / B |
| 4 He makes hats for famous models.      | A / L / B |
| 5 He loves his job.                     | A / L / B |



### Glossary

**celebrity (n)** a famous person, especially in entertainment and sports

**department store (n)** a large store divided into separate parts in which each part sells different things

**magazine (n)** a thin book with a paper cover containing reports, photographs, stories, etc, usually published once a month or once a week

**model (n)** someone whose job is to show clothes, make-up, etc by wearing them at fashion shows or in magazine photographs

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*This is Adrian Philip Howard.*

*this is*

We use *this is* to identify a specific person or thing that can be seen or pointed to. The plural is *these are*.

**B** Match the first parts of the sentences (1–5) with the second parts (a–e).

- |                                |                           |
|--------------------------------|---------------------------|
| 1 Maria, this is my            | a best friend, Clare.     |
| 2 This is                      | b book.                   |
| 3 Anna, these are my parents – | c I bought last week.     |
| 4 These are the shoes          | d the room where I write. |
| 5 This is my favorite          | e Martin and Becky.       |

**C** Work in pairs. Look at the pictures (a–b). You are showing your friend your new room. Choose a picture and describe your room to your partner.



## SPEAKING

Work in pairs. Discuss the questions.

- Would you like to be a hat designer? Why/Why not?
- Would you prefer Adrian's job or Louis' job? Why?

## COMPREHENSION

- A** Work in pairs. Look at the picture from the video. Where do you think it is?
- B** ▶ Watch the video and check your answer to Exercise A.

### Glossary

**base (n)** the main place where an explorer lives and works  
**explorer (n)** a person who travels to a new place to find out what is there  
**scientist (n)** a person who studies natural things  
**wildlife (n)** animals, birds and plants that live in natural conditions



- C** ▶ Watch the video again. Check (✓) the things you see.

men living in a house

☐

penguins swimming

☐

men sleeping in a tent

☐

men on a roof

☐

a tent in the wind

☐

a man getting out of a boat

☐

- D** ▶ Watch the video again. Are the sentences true (T) or false (F)? Correct the false sentences.

- |                                                             |     |
|-------------------------------------------------------------|-----|
| 1 Sir Douglas Mawson travelled to Antarctica 120 years ago. | T/F |
| 2 He traveled with a team of scientists and explorers.      | T/F |
| 3 His team studied the weather and wildlife.                | T/F |
| 4 They are driving 100 kilometers across the ice.           | T/F |
| 5 The house is where Mawson's team lived and worked.        | T/F |
| 6 Their work was very important.                            | T/F |

## AUTHENTIC ENGLISH

- A** Work in pairs. Read the sentences from the video and the information in the box.

*They did a lot of important work at the base. For example, they studied the weather and wildlife, like these penguins.*

### for example

We use *for example* when we give an example or examples of the type of thing we mean.

- B** Work in pairs. Underline the examples in these sentences.

- You can use any two colors. For example, blue and green.
- Some countries, for example, Russia and Canada, are very cold in the winter.
- There are many good things about living in a house. For example, you have a yard.

- C** Complete the sentences so they are true for you. Then, compare your answers with a partner.

- I eat a lot of healthy food. For example, carrots and peas.
- I want to visit a lot of countries in the future. For example, \_\_\_\_\_.
- I would like to speak more languages. For example, \_\_\_\_\_.
- I love TV series. For example, \_\_\_\_\_.

## SPEAKING

Work in pairs. Discuss the questions.

- Would you like to visit Antarctica? Why/Why not?
- Where would you like to go on a trip to?

## COMPREHENSION

**A** Work in pairs. Look at the picture from the video and discuss the questions.

- 1 What can you see?
- 2 Do you recognize any of the messages on the clothes?

**B** Watch a video about New York and answer the questions.

- 1 Who is Milton Glaser?
- 2 What was New York like in 1976?

**C** Work in pairs. Watch the video again. Check (✓) the things you see.

- |               |                          |                        |                          |
|---------------|--------------------------|------------------------|--------------------------|
| a river       | <input type="checkbox"/> | tourists               | <input type="checkbox"/> |
| bright lights | <input type="checkbox"/> | gift shops             | <input type="checkbox"/> |
| a bridge      | <input type="checkbox"/> | people crossing a road | <input type="checkbox"/> |
| a bus         | <input type="checkbox"/> | street food            | <input type="checkbox"/> |
| a yellow taxi | <input type="checkbox"/> | police officers        | <input type="checkbox"/> |



### Glossary

**boss (n)** the person who tells you what to do at work

**dangerous (adj)** if something is dangerous it can hurt you

**experience (n)** something that happens to a person

**logo (n)** a symbol that represents an organization or company

**puzzle (n)** a problem or question that you have to answer

**D** Complete the sentences with one word. Then watch the video and check your answers.

- 1 The 'I Love NY' logo is \_\_\_\_\_ in New York.
- 2 The logo is a puzzle that has three \_\_\_\_\_.
- 3 The logo is a puzzle that is \_\_\_\_\_ to understand.
- 4 Milton Glaser created the logo in a \_\_\_\_\_.
- 5 When Milton Glaser showed his boss the logo, he \_\_\_\_\_ it.
- 6 The logo is more \_\_\_\_\_ than Milton imagined.

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*Milton Glaser thinks it was a good idea as people liked it, too.*

*as*

We use *as* to connect two parts of a sentence. We use *as* to connect a result with a cause. We use *as* in a very similar way to how we use *because*.

**B** Work in pairs. Match numbers (1–4) to letters (a–d) to form full sentences.

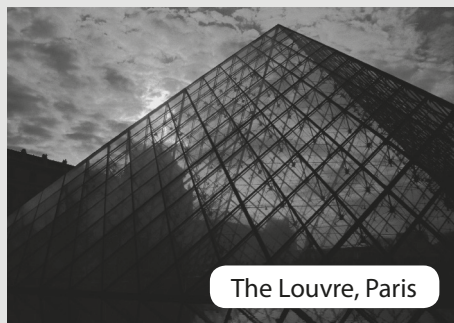
- |                               |                                     |
|-------------------------------|-------------------------------------|
| 1 I went to bed early         | a as she was tired.                 |
| 2 I walked home               | b I didn't eat anything.            |
| 3 Anna didn't go to the party | c as the weather was good.          |
| 4 As I wasn't hungry,         | d as I had a flight in the morning. |

**C** Complete the sentences with your own ideas.

- 1 I didn't go out on the weekend as \_\_\_\_\_.
- 2 I ate a lot as \_\_\_\_\_.
- 3 As I didn't have much money, \_\_\_\_\_.
- 4 I didn't go to work as \_\_\_\_\_.

## SPEAKING

Work in pairs. Would you like to visit New York? Why/Why not?



The Louvre, Paris



Tate Modern, London

Museo Soumaya,  
Mexico City

## COMPREHENSION

**A** Look at the pictures. What do these places have in common? What can you see there?

**B** Watch the video. What kind of museum does the presenter visit?

**C** Watch the video again. Check (✓) the things you see.

people lining up to go into a museum

☐

a red telephone

☐

people paying to go into a museum

☐

a piano

☐

photographers taking photos

☐

an old computer

☐

a musician signing records

☐

a woman singing with a group

☐

a store

☐

purple suits

☐

**D** Complete the sentences with the best option. Then watch the video and check your answers.

- 1 Alexis Petridis is **a music** / **an art** journalist.
- 2 In the museum you can see where ABBA **performed** / **wrote** their songs.
- 3 Stig Anderson was **a member** / **the manager** of ABBA.
- 4 A woman is singing a famous ABBA song called '**Dancing Queen**' / '**Waterloo**'.
- 5 Alexis **likes** / **doesn't like** listening to the woman singing.
- 6 Alexis **likes** / **doesn't like** the museum.

### Glossary

**autograph (n)** a famous person's name that they sign for someone else to keep

**hologram (n)** a kind of picture that is 3D, especially one created using lasers

**studio (n)** a room where music or a movie, television show, or radio show is recorded

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentence from the video and the information in the box.

*Alexis is a big ABBA fan.*

### a big fan

We use *a big fan* to say that we really like someone or something. We use *not a big fan* to say that we don't really like someone or something.

**B** Match the questions (1–5) with the responses (a–e).

- |                                         |                                                        |
|-----------------------------------------|--------------------------------------------------------|
| 1 Do you like Adele's music?            | <b>a</b> I'm not a big fan of Japanese food.           |
| 2 Should we eat sushi?                  | <b>b</b> I'm not a big soccer fan.                     |
| 3 Do you like your boss?                | <b>c</b> Yes, I'm a big art fan.                       |
| 4 Should we watch the game?             | <b>d</b> Yes, I have all of her albums. I'm a big fan. |
| 5 Do you want to go to the art gallery? | <b>e</b> Yes, I'm a big fan of how he manages people.  |

## SPEAKING

Work in pairs. Discuss the questions.

- 1 Would you like to visit the ABBA museum? Why/Why not?
- 2 Who are the most popular bands in your country?

## COMPREHENSION

**A** Work in pairs. Look at the pictures and discuss the questions.

- 1 How do you normally get to work or school?
- 2 What can go wrong on your trip?

**B** ▶ Watch the video. What problem(s) do the people have?

**C** ▶ Watch the video again. Put the topics in the order (1–7) you hear them.

- |                                |                 |
|--------------------------------|-----------------|
| ___ boats                      | ___ walking     |
| ___ buses                      | ___ cycling     |
| ___ London Underground workers | ___ the weather |
| ___ taxis                      |                 |

**D** ▶ Watch the video again. Are these sentences true (T) or false (F)?  
Correct the false sentences.

- |                                                               |     |
|---------------------------------------------------------------|-----|
| 1 No London Underground workers are working today.            | T/F |
| 2 Some people are walking to work.                            | T/F |
| 3 The buses are crowded.                                      | T/F |
| 4 The weather is bad.                                         | T/F |
| 5 A lot of people want to take a taxi.                        | T/F |
| 6 Not many people are going to arrive home late this evening. | T/F |



### Glossary

**crowded (adj)** if a place is crowded, it is full of people

**cycle (v)** to ride a bicycle

**passenger (n)** a person who travels on a bus, train or boat

**queue (n)** a line of people waiting for something

**strike (n)** a period of time when people do not work because they want more money or better working conditions

## AUTHENTIC ENGLISH

**A** Work in pairs. Read the sentences from the video and the information in the box.

*There's a long queue to catch the boat. But at least the weather is good today.*

*at least*

We use *at least* to focus on something good in a bad situation.

**B** Work in pairs. Choose the correct options to complete the sentences.

- 1 It's a small house but at least there's *a yard* / *no yard*.
- 2 The work is difficult but at least the pay is *bad* / *good*.
- 3 The train was late but at least it *was* / *wasn't* crowded.
- 4 There was a subway strike but at least there were *buses* / *no trains*.

**C** Complete the sentences with your own ideas.

- 1 I worked on Friday night but at least \_\_\_\_\_.
- 2 The hotel wasn't very nice but at least \_\_\_\_\_.
- 3 It's raining but at least \_\_\_\_\_.
- 4 The restaurant is very expensive but at least \_\_\_\_\_.

## SPEAKING

Work in pairs. Discuss the questions.

- 1 How often do you have transportation strikes in your country?
- 2 Do people strike about other things in your country?