

5

PLACES



It is good people who
make good places.

Anna Sewell

Boats on the Nyhavn canal in Copenhagen, Denmark.

OBJECTIVES

- describe a home
- describe a neighbourhood
- describe an interesting building
- ask for and give directions
- write a description of a place

Work with a partner. Discuss the questions.

- 1 Where do you live?
- 2 Look at the picture. Would you like to live there? Why/Why not?
- 3 What's your favourite city?

5.1 There's no place like home

Describe a home

V rooms and furniture; prepositions of place

P /b/, /d/ and /g/

G there is/are

VOCABULARY

Rooms and furniture

A Work in pairs and discuss the questions.

- 1 Do you live in a house or flat?
- 2 Who do you live with?
- 3 How many rooms are there?
- 4 Where do you spend most of your time?

B Go to the **Vocabulary Hub** on page 148.

C SPEAK Work in pairs. Student A – imagine you are in a room in your house or flat. Describe what you can see. Student B – guess which room your partner is talking about.

A: I can see a TV and a lamp.

B: You're in the living room!

A: No, I'm in the bedroom!

PRONUNCIATION

/b/, /d/ and /g/

A The words below all begin with /b/, /d/ or /g/ sounds. Listen and repeat.

/b/	/d/	/g/
bedroom	dining	garden
bathroom	don't	go
brother	day	grow

B Listen and write the words in the correct place in Exercise A.

C Listen, check and repeat.

LISTENING

A Work in pairs. Look at the pictures. Where would you prefer to stay on holiday? Why?

B Read the advert. What is it for?

Houseswap

Laguna Beach, California, USA

Caravan on private beach near Los Angeles. Fantastic home right on the Pacific Ocean. Sleeps four. Close to Disneyland.

My dream swap: Italy, Greece, France, UK
Contact Luke Westman on +1 (213) 509 6995



C LISTEN FOR GIST Listen to Sadie talking to Luke about his house. Which sentence (1–3) best describes their conversation?

- 1 Sadie doesn't like the house.
- 2 Sadie and Luke agree to swap houses.
- 3 Sadie doesn't understand the house swap rules.

D LISTEN FOR KEY WORDS Listen again. Choose the correct words to complete the sentences.

- 1 Sadie is from the south of *France / England*.
- 2 Luke's caravan has got *two / three* beds.
- 3 Luke's caravan *has / hasn't* got a swimming pool.
- 4 Luke's caravan *has got four / hasn't got any* chairs.
- 5 Sadie *has / hasn't got* a house.

E SPEAK Work in pairs. What do you like about Luke's home? What don't you like?



yurt



city flat

GRAMMAR

there is/are

A WORK IT OUT Read three parts of Luke and Sadie's conversation. Complete the table using the conversation as an example.

1

Sadie: Er ... yes. So, are there any beds in your house?

Luke: Beds? Yes, there are. There are two beds. There's a bed in the bedroom and another bed opposite the kitchen.

2

Sadie: I see. Is there a swimming pool?

Luke: ... No, there isn't a swimming pool.

3

Sadie: OK ... Well, are there any chairs in the dining room?

Luke: No, there aren't any chairs.

there is/are

	Singular	Plural
Positive +	There ¹ <u>'s</u> a dining room.	There ² <u>two</u> bathrooms.
Negative -	There ³ <u>isn't</u> a TV.	There ⁴ <u>aren't</u> any plants.
Questions ?	⁵ <u>Is there</u> a washing machine?	⁶ <u>Are there</u> any chairs?

some and any

We use *some* in positive sentences with plural nouns.

We use *any* in questions and negative sentences with plural nouns.

A: Are there any armchairs?

B: No, there aren't any armchairs, but there are some chairs.

B Go to the **Grammar Hub** on page 130.

C SPEAK Work in pairs. Ask your partner about their home using some of the words in the box.

armchair bath coffee machine cupboard
fridge lamp plant shower sink sofa
table TV washing machine window

A: Are there any lamps in your living room?

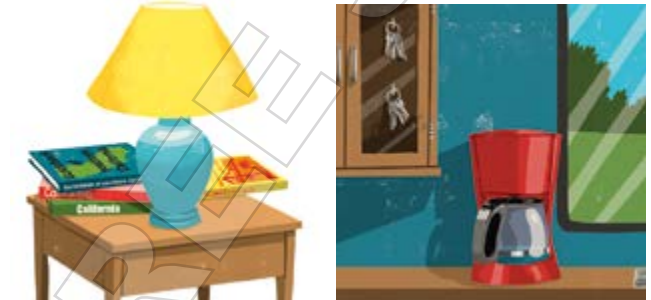
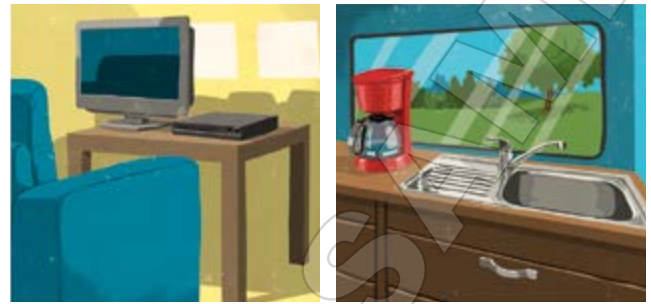
B: No, there aren't. But there is a lamp in the bedroom.
Is there a washing machine in your kitchen?

A: Yes, there is.

VOCABULARY

Prepositions of place

Look at the pictures of Luke's caravan. Match sentences (1–5) to objects (a–e).



- They're **in** the small cupboard **near** the coffee machine.
 - They're **behind** the lamp.
 - It's **under** the window, **between** the plant and the wall.
 - They're **on** the small table, **opposite** the sofa.
 - It's **next to** the kitchen sink.
- a coffee machine d keys
b bed e TV and DVD player
c books

SPEAKING

A Imagine you have a holiday home. Where is it?

B PLAN Write notes about your holiday home. Think about these questions:

- What type of home is it?
- How many rooms are there?
- Does it have a big or small kitchen?
- Is there a garden or swimming pool?

C PREPARE Write an advert for a house swap.

D SPEAK Work in groups. Read each other's adverts. Ask questions and decide who you want to swap with.

○ Describe a home



5.2 My neighbourhood

Describe a neighbourhood

V places in a town or city

G can

P weak forms: can/can't

VOCABULARY

Places in a town or city

A SPEAK Work in pairs. Which of the sentences (1–3) best describes you?

- I like quiet areas away from the centre of the city.
- I like busy areas in the city, with lots of people and shops.
- I don't like the city. I like small towns and the countryside.

B Work in pairs. Look at the pictures. Which of the places in the box can you see?

café cinema gym hospital library market
museum park shops supermarket theatre

C Go to the **Vocabulary Hub** on page 148.

D SPEAK Work in pairs. Which of the places in Exercise B or in the Vocabulary are there in your neighbourhood? Which would you like to have?

In my neighbourhood, there's a supermarket, but there aren't any small shops.

READING

A READ FOR GIST Read the comments in the *Chicago Expat Forum*. Who is Grace and what is her problem?

B READ FOR SPECIFIC INFORMATION Read the comments again and answer the questions.

- Where is Grace from?

- Where is Grace's new job?

- Which two places can she go to in Jackson Park?

- What does Grace like doing?

- Where is the gym?

- How far is Hyde Park from the centre of Chicago?

C SPEAK Work in pairs. Do you think Hyde Park is a good place for Grace to live? Why/Why not?



Chicago Expats

amazinggrace26: Hi, people of Chicago! My name's Grace. I'm 26 and I'm a nurse in the Philippines. I have a new job at the University Hospital in Hyde Park, and I'm a bit nervous because this is my first time abroad. Can you tell me something about the neighbourhood? What is there to do in Hyde Park? I like warm weather, and my hobbies are reading and keeping fit.

Yesterday, 08:39 Reply | Like

Marco: Hi Grace. I work at the University Hospital, too. There are a lot of things you can do in Hyde Park. There are some good restaurants and cafés, and Jackson Park nearby is really nice. Can you play tennis? There are some very good tennis courts in Jackson Park. There's even a science museum there, too!

Yesterday, 12:21 Reply | Like

amazinggrace26: Thanks, Marco. It sounds great. I can't play tennis, but I'd like to learn! And the museum sounds fantastic! Is there a gym at the hospital? I like to swim and keep fit.

Yesterday, 15:05 Reply | Like

Marco: There isn't a gym at the hospital, but there is one very close to it. And it's cheap for people who work at the hospital 😊

Yesterday, 17:12 Reply | Like

helen264: Hi, Grace. Hyde Park is nice, but for me, it can be boring. I prefer the city centre – it's only 20 minutes away. You can go to the theatre, shops and cinemas. Sorry, but I can't promise you good weather! Chicago is often cold!

Today, 09:45 Reply | Like

amazinggrace26: Thanks for your advice, @Helen264. I feel really excited about Chicago now!

Glossary

expat (n) someone who lives in a country that is not their own



GRAMMAR

can

A WORK IT OUT Read the sentences from the *Chicago Expat Forum*. Then choose the correct words to complete the rules.

Can you play tennis? ... it can be boring.
You can go to the theatre ... I can't play tennis ...

can

- 1 We use *can* to talk about *ability and possibility / the past*.
- 2 In positive and negative sentences, *can* comes *before / after* the main verb.
- 3 We use the infinitive *with / without to* after *can*.
- 4 We *use / don't use* questions that start with *Do ...?*
- 5 We *add / don't add* -s in the third person.

B Go to the **Grammar Hub** on **page 130**.

C SPEAK Work in pairs. Ask each other questions starting with *Can you ...?* Use the ideas below to help you.

- arrive at work when you want
- go to the cinema in your neighbourhood
- play a musical instrument
- play tennis
- speak another language
- swim
- work from home

A: Can you arrive at work when you want?

B: I don't work, but I can usually arrive at university when I want. Can you play football?

PRONUNCIATION

Weak forms: *can/can't*

- A** Listen and read. What do you notice about the pronunciation of *can* and *can't*?
- 1 Can you speak another language?
 - 2 Yes, I can. I can speak Italian fluently.
 - 3 No, I can't. I'm not very good at languages.
 - 4 I can speak a bit of French, but I can't speak it very well.
- B** Listen again and repeat the sentences. Copy the pronunciation of *can* and *can't*.

SPEAKING

A PREPARE Imagine you want to move to a new neighbourhood. Work with a partner to rank questions (a–g) from 1 (very important) to 8 (not important).

- a What are the people like? _____
- b Are there any good schools? _____
- c What's the weather like? _____
- d How far is it from the airport? _____
- e What's in the city centre? _____
- f Are there any good shops? _____
- g Is there a train station? _____

A: It's important for me to be close to my family and friends.

B: Yes, that's a good point. And public transport is important to me.

B ORGANISE What can you do in your neighbourhood? Make notes.

C SPEAK Work in pairs. Imagine your partner is interested in moving to your neighbourhood. Describe it to them, explaining what is good and bad about the area.

There are a lot of shops, but there aren't any parks.

D SPEAK Ask questions about your partner's neighbourhood. Decide if you want to move there.



 Describe a neighbourhood

5.3 Amazing buildings

Describe an interesting building

- G** imperatives
- V** adjectives to describe the appearance of things
- P** word stress: adjectives
- S** reading for specific information

READING

A Look at the famous buildings (1–5) in *The world's most interesting buildings*. What do you know about them? Do you know where they are?

B READ FOR GIST Read *The world's most interesting buildings*. Match pictures (1–5) with paragraphs (a–d). There is one picture you do not need.

C Read the article again. In which building(s) can you do these things? Use the information in the box to help you.

Reading for specific information

- Read the text quickly and look for keywords that help you find the information you're looking for.
- For example, if you want to know about prices or times, look for numbers. Then read around them to find the information.

- 1 have lunch _____
- 2 see art _____
- 3 swim _____
- 4 work _____
- 5 live _____

D SPEAK Work in pairs. Which building is your favourite? Which building don't you like? Why?



1

The world's most interesting buildings

What happens when you mix buildings and art? Read on and find out! This week's topic in *Architecture Online* is the world's most interesting and original buildings. These are our favourite buildings. Tell us which ones you like.

a This **strange** building isn't falling down! It's the Dancing House, in Prague, Czech Republic. It's **funny!** There are offices in the building, and there's a restaurant on the top floor. Look at how many windows there are! Some people don't like the Dancing House because it's next to a lot of old buildings in a historic part of the city on a busy road. They think it's **terrible**.

b These yellow and white buildings that look like trees are Piet Blom's Cube Houses in Rotterdam, the Netherlands. They are **tall** and **beautiful**. The living rooms are downstairs and the bedrooms are on the top floor. Some houses have a garden on the roof. _____

c This **amazing** house looks very **old**, but it isn't. In fact, it's only 40 years old. It's *Casa do Penedo*, or 'Stone House' in Portugal. The **small** house sits between four **big** rocks. There's a swimming pool in one of the rocks. You can visit the house because it's a local history museum. _____

d This is the Niterói Contemporary Art Museum in Rio de Janeiro, Brazil. It's an art gallery and a museum. The building is next to a beach and has views of Rio and the Sugarloaf Mountain. The museum is very popular with tourists. We think this **modern** building is **cool**. _____



2



3

GRAMMAR

Imperatives

A WORK IT OUT Look at the sentences from *The world's most interesting buildings*. Then choose the correct words to complete the rules.

Read on and find out!

Tell us which ones you like.

Imperatives

- 1 We use imperatives when we want to *tell someone to do something / talk about the future*.
- 2 We use the infinitive *with to / without to* to make imperatives.
- 3 We *can / can't* use *please* with imperatives.

B Find and underline one more imperative in *The world's most interesting buildings*.

C Go to the **Grammar Hub** on **page 130**

D SPEAK Work in pairs. Use the verbs in the box to make imperative sentences. Remember to say *please*.

give lend sit down spell stand up tell write

Stand up, please.



4



5

VOCABULARY

Adjectives to describe the appearance of things

A Look at the adjectives in **bold** in *The world's most interesting buildings*. Which are positive? Which are negative? Which are neutral?

Positive: _____

Negative: _____

Neutral: _____

B Match adjectives (1–5) with their opposites (a–e).

- | | |
|---------------|------------|
| 1 beautiful | a boring |
| 2 interesting | b old |
| 3 amazing | c small |
| 4 big | d terrible |
| 5 modern | e ugly |

C SPEAK Work in pairs. Describe an interesting building in your neighbourhood using adjectives from Exercise B.

*There's a new shopping centre in the middle of town.
It's a big, modern building with lots of windows.*

PRONUNCIATION

Word stress: adjectives

A Listen and repeat. Copy the word stress.

5.6

●●	●●●
<i>boring</i>	<i>beautiful</i>

B Complete the table in Exercise A with the words in the box. Then listen and check.

5.7

*beautiful boring building funny gallery
interesting modern popular terrible ugly*

C Listen again and repeat the words. Copy the word stress.

5.7

SPEAKING HUB

A SPEAK Work in pairs. Go to the **Communication Hub** on **page 154**.

B DISCUSS Work in groups. Discuss the questions.

- 1 Which of the buildings in the Communication Hub is your favourite? Why?
- 2 What's your favourite building in your country? Why do you like it?
- 3 Do you think it's important for buildings to look interesting? Why/Why not?

C Have a class vote on the most interesting building.

○ Describe an interesting building

COMPREHENSION

A Watch the video without sound. Tick (✓) the items you see.

- | | |
|---------------------------------|--------------------------------------|
| <input type="checkbox"/> café | <input type="checkbox"/> library |
| <input type="checkbox"/> chair | <input type="checkbox"/> park |
| <input type="checkbox"/> cinema | <input type="checkbox"/> plant |
| <input type="checkbox"/> fridge | <input type="checkbox"/> sofa |
| <input type="checkbox"/> gym | <input type="checkbox"/> supermarket |
| <input type="checkbox"/> house | <input type="checkbox"/> table |
| <input type="checkbox"/> lamp | <input type="checkbox"/> theatre |

B SPEAK Work in pairs. Ask questions to check your answers to Exercise A.

A: Is there a gym?

B: No, there isn't. Is there a café?

A: I'm not sure ...

C Watch the video with sound and choose the correct option to complete the sentences.

- Gaby *gets* / *doesn't get* cash.
- Gaby *loses* / *doesn't lose* her phone.
- Gaby *has to* / *doesn't have to* ask for directions twice.
- Gaby *can* / *can't* find her door key.
- Gaby *spends* / *doesn't spend* the evening with Neena.

FUNCTIONAL LANGUAGE

Asking for and giving directions

A Label pictures (1–4) with the directions in the box.

Go straight on Turn right Turn right at the café Turn left



B Match the directions in the box to images (1–4).

Asking for directions	Excuse me, is there a cash machine near here?
	Excuse me, can you tell me the way to Park Road?
Giving directions	Go straight on to the end of the road.
	Go past the shops.
	Take the third turning on the left.
	The cash machine is next to the supermarket.

C SPEAK Work in pairs. Take turns giving directions from your school to:

- a cash machine
- a train station
- a coffee shop





MILLY



SAM



NEENA



ZAC



GABY

PRONUNCIATION

Stress and intonation

A ▶ 00:00-00:47 Watch the first part of the video again. Listen to the conversation between Gaby and the passer-by. Notice the stress and intonation.

Gaby: Excuse me, is there a cash machine near here?

Passer-by: Sure. Go straight on to the end of the road. Turn right at the café. And the cash machine is next to the supermarket.

B ▶ 00:00-00:47 Watch again and repeat the conversation. Copy the stress and intonation.

C SPEAK Work in pairs. Practise the conversation in Exercise A. Remember to use the correct stress and intonation.

SPEAKING

DISCUSS Work in pairs. Ask for and give directions using the map. Use some of the Functional language and the prepositions in the box to help you.

behind between near next to on

A: Excuse me. Is there a school near here?

B: Sure, take the second turning on the left.



🗨️ Ask for and give directions

▶ Turn to **page 164** to learn how to write a description of a place.

GRAMMAR

A Match the beginnings of sentences (1–5) with the ends of sentences (a–e).

- | | |
|----------------|-----------------------------------|
| 1 There's | a a table in the kitchen? |
| 2 There aren't | b some cupboards in the bathroom. |
| 3 Are there | c a shower in the bathroom. |
| 4 Is there | d any lamps in the sitting room? |
| 5 There are | e any chairs in the dining room. |

B Complete the conversation with the correct form of *can*.

- Simon: 1 Can you ride a motorbike?
 Patrick: No, I 2 _____, but I 3 _____ drive a car.
 Do you want a lift?
 Simon: 4 _____ we walk to the park from here?
 Patrick: Well, we 5 _____, but it takes a long time.

C Choose the correct words to complete the sentences.

- Tell / To tell* me more about the Colosseum in Rome.
- Look / Looking* at the tourists.
- Please give / Give please* me more information.
- Ask / To Ask* at reception for more information.
- Write / Wrote* about your favourite building.

VOCABULARY

A Complete the furniture and rooms with *a, e, i, o* or *u*.

- We have a shower, but we don't have a bath in our bathroom.
- We have a modern cuking and fridge in our kichen.
- There's a TV, a big cupbord, a sofa and two chairs in our sitting room.
- There's a lamp on the table by my bed in my bedroom.

B Look at the picture. Choose the correct prepositions to complete the sentences.

- The coffee machine is *between / next to* the cooker and the sink.
- The house keys are hanging *on / in* the wall.
- The dishwasher is *next to / behind* the cooker.
- The note is *above / under* the window.



C Complete the sentences with the places in the box.

airport gym hospital library market

- You see a doctor at the hospital.
- You take a plane at the _____.
- You borrow a book from the _____.
- You buy fresh food at a _____.
- You do exercise at the _____.

D Complete the text with the correct adjectives.



My favourite building is Habitat 67, in Montréal, Quebec. It's 1 amazing – it's 2 big and looks quite 3 modern, even though it's 50 years old. It isn't one building, it's about 150 4 small houses on top of each other. Some people think it looks 5 strange, but I think it's 6 beautiful. You can see the sky through it, which is 7 cool.

FUNCTIONAL LANGUAGE

A Complete the conversation with the words in the box.

down excuse here how on tell turn turning

- A: 1 Excuse me.
 B: Yes?
 A: Can you 2 _____ me the way to New Street?
 B: Sorry?
 A: Is New Street near 3 _____?
 B: Pardon?
 A: 4 _____ do I get to New Street?
 B: Oh, yes. Go 5 _____ College Road.
 6 _____ right into the High Street and Moon Street is 7 _____ your right.
 A: Moon Street? I want New Street.
 B: New Street? No, no. New Street is near here. Take the second 8 _____ on the right.
 A: Oh, thanks.

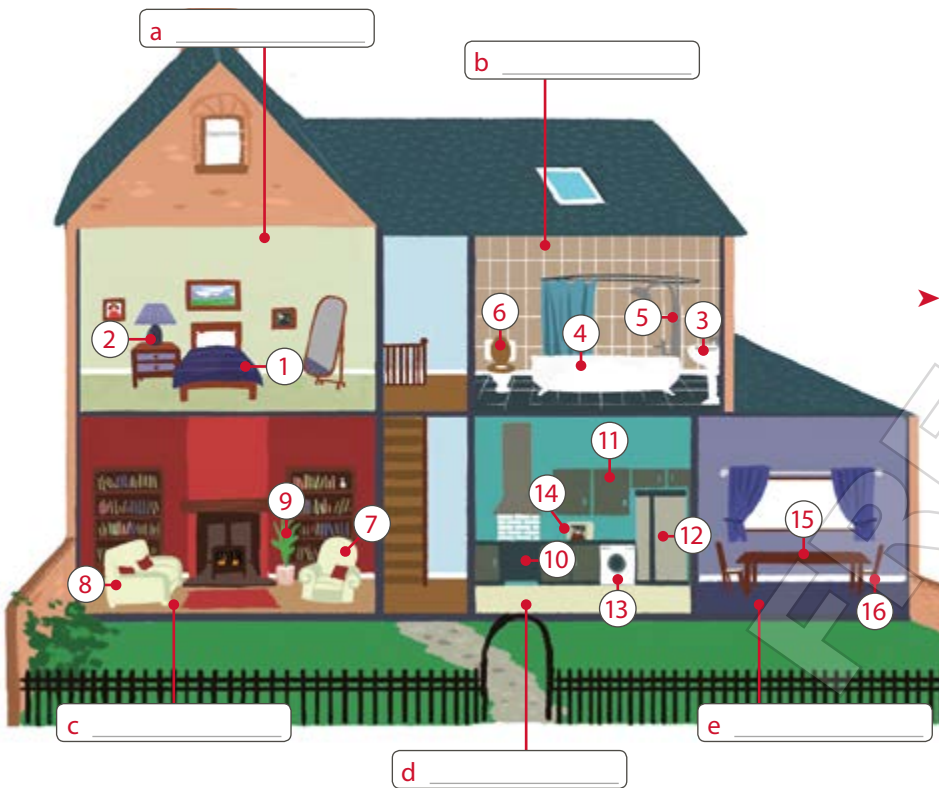
B SPEAK Work in pairs. Give each other directions from your school to:

- a book shop
- a train station
- a museum

5.1 Rooms and furniture; prepositions of place

A Label the rooms (a–e) with the words in the box.

bathroom bedroom dining room kitchen living room



B Look at the picture again. Number the words 1–16.

- | | |
|-------------------|--------------------|
| __ armchair | __ lamp |
| __ bath | __ plant |
| __ bed | __ shower |
| __ chair | __ sink |
| __ coffee machine | __ sofa |
| __ cooker | __ table |
| __ cupboard | __ toilet |
| __ fridge | __ washing machine |

► Go back to page 42.

5.2 Places in a town or city

Match photos (1–12) with the places.

__ café __ cinema __ gym __ hospital __ library __ market __ museum
 __ park __ restaurant __ supermarket __ theatre __ underground station



► Go back to page 44.

2.2 Student A and B

Student A – look at the photos. Choose one person and describe them to your partner.

Student B – listen and guess who your partner is describing.
Then switch roles.



► Go back to page 15.

5.3 Student A and B

DISCUSS Work in pairs. Answer the questions about buildings (1–6). Use the adjectives in the box to help you.

- 1 Describe the buildings.
- 2 What happens inside?
- 3 Which building is your favourite? Why?
- 4 Which building don't you like? Why?

amazing beautiful big boring cool interesting funny modern old small strange tall terrible ugly



► Go back to page 47.

6.1 Student A and B

A SPEAK Work in pairs. Read the *City Guide* and choose one thing to do together at the weekend. Explain what you like and don't like to help you decide.

A: Let's go out this weekend!

B: Good idea. What's on?

A: There's a rock concert in the park on Saturday.

B: Oh, I don't like rock music. Let's go to a nightclub. I love dancing.

A: Sorry, I'm a terrible dancer!

B SPEAK Have a class vote. Which events are popular?

► Go back to page 53.

City Guide

Cinema

French film festival ★★ ★

A festival of French cinema, with famous films like *Amélie*, *That Man from Rio* and *Two Days in Paris*.

Art

Van Gogh – the last years ★★ ★ ★ ★

An exhibition of Van Gogh's paintings from 1888 to 1890.

Clubs

70s disco ★★ ★ ★ ★

The 70s disco craze continues. Dance all night to your favourite tunes!

5.1 *there is/are*

	Positive	Negative
Singular	There's a washing machine in the kitchen.	There isn't a TV in the living room.
Plural	There are four chairs in the dining room.	There aren't any cushions on the sofa.
	Question	Short answers
Singular	Is there a microwave in the kitchen?	Yes, there is . No, there isn't .
Plural	Are there any tomatoes in the fridge?	Yes, there are . No, there aren't .

- We use *there is / there are* to say that something exists and talk about position.

*There's a coffee machine in the kitchen.
There are more plates in the cupboard.*

- We use *any* in negative sentences and questions with plural nouns and uncountable nouns.

*There aren't any plates in the cupboard.
Is there any milk in the fridge?*

Be careful!

- In a list of nouns, we use *there is* when the first is singular.
There is a coffee maker, two cups and three plates on the table.
- In a list of nouns, we use *there are* when the first is plural.
There are two cups, three plates and a coffee maker on the table.

5.2 *can*

	Positive	Negative
I/you/he/she/ it/we/they	She can swim .	She can't swim .

	Question	Short answers
I/you/he/she/ it/we/they	Can we go to the cinema?	Yes, you can . No, you can't .

Be careful!

He can sing. NOT He cans sing. NOT He can to sing.

- We use *can* to about ability and what is possible.
- In the negative, we can also say *cannot*.
She can't swim. OR She cannot swim.

5.3 Imperatives

- We use imperatives to tell someone to do something.

*Phone me later.
Look at this website.
Give me your phone.
Open your books to page 23.*

- We can use *please* to make imperatives more polite.

Please ask at reception.

- We use *don't* to tell someone not to do something.

Don't walk in the park at night.

Be careful!

Give me your phone. NOT To give me your phone.

5.1 *there is/are*

A Complete the sentences with *is* or *are*.

- _____ there a microwave in the kitchen?
- There _____ a mirror in the bathroom.
- There _____ some eggs in the fridge.
- There _____ some people here to see you.
- _____ there any bedrooms upstairs?
- _____ there a coffee machine?

B Use the prompts to write questions and short answers.

- plates / in the cupboard
Are there any plates in the cupboard? (?) *No, there aren't.* (-)
- dishwasher / in the kitchen
_____ (?) _____ (+)
- swimming pool / in the garden
_____ (?) _____ (-)
- tomatoes / in the fridge
_____ (?) _____ (-)
- TV / in the bedroom
_____ (?) _____ (-)
- socks / in that drawer
_____ (?) _____ (+)

► Go back to page 43.

5.2 *can*

A Complete the sentences with *can* or *can't*.

- I'm sorry. I _____ come on Saturday, I have to work.
- _____ you open the window, please? It's very hot in here.
- She's not here I'm afraid. _____ I take a message?
- She _____ come out tonight, because she doesn't have any money.
- I _____ speak Japanese, but not write it.
- We _____ buy it now. The shop is closed.

B Use the prompts to write sentences with *can*.

- I / play / the guitar

- they / leave / work / whenever they want

- she / speak / Arabic / ?

- where / I / buy / washing powder / ?

- I / stay / at yours / tonight / ?

► Go back to page 45.

5.3 Imperatives

A Complete the sentences with the verbs in the box.

close drink drive play talk read sit

- Don't _____ football on the grass.
- _____ the door behind you.
- _____ on the left.
- Don't _____ in the library.
- Don't _____ the water.
- _____ this – it's really interesting!
- Please _____ down!

B Match the verbs (1–6) with the phrases (a–f) to make imperative sentences.

- | | |
|-----------|--|
| 1 Go | a me more about amazing buildings. |
| 2 Tell | b the window. It's hot. |
| 3 Learn | c the gardens on the roof. |
| 4 Look at | d your shoes off please. |
| 5 Open | e some Portuguese words before you go. |
| 6 Take | f away. |

► Go back to page 47.