



ENGLISH HANDBOOK

Intermediate English - Level 4

Learning English opens
the doors to the world
and your future.



Dear Teacher and Student,

It is a great pleasure for me to provide you with this valuable English handbook, which was created to organize your work in order to be more efficient and successful in the classroom. Language is our primary source of communication. It is the system through which we share our ideas and thoughts with others. There are thousands of languages in the world.

Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions. However, English is undoubtedly one of the most spoken ones. There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who come from different countries (for example, a Mexican and a German) use English as a common language to communicate.

That is why everyone needs to learn English in order to get in touch on an international level. Speaking English will help you communicate with people from countries all over the world, not just English-speaking ones. English is also essential to the field of education.

In fact, in many countries students are taught and encouraged to learn English as a second language as most of the research and studies are written in English. In the same way, at a University level, students study almost all their subjects in English in order to make the material more accessible to international students. What is more, with good understanding and communication in English, you can travel around the world.

As a result, UDS must motivate and encourage students to learn English. Our success lies in the quality and expertise of our teachers. Teachers need to be passionate about their work and to have excellent subject knowledge. It is teaching quality together with student's effort that will determine the future adult's success in life.

I do really hope you will enjoy this handbook and thanks for being part of this successful team!

Sincerely,

A handwritten signature in black ink, appearing to read 'Victor Manuel Albores Alcázar', with a stylized flourish at the end.

Víctor Manuel Albores Alcázar
UDS Owner

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APPEARANCE AND HEALTH

VOCABULARY

Adjectives to describe hair

a) 4.1 Read and listen. Then listen again and repeat.

1. black	2. brown	3. red	4. blonde	5. gray	6. white	
7. dark			8. light			
9. straight	10. wavy	11. curly	12. long	13. short		
						<p>14. he's bald </p> <p>15. he has a mustache </p> <p>16. he has a beard </p> <p>17. he wears glasses </p>

VOCABULARY

The face

b) 4.2 Read and listen. Then listen again and repeat.

LISTENING

c) 4.3 Listen to the descriptions. Write the number of the conversation in the circle.

GRAMMAR

Describing people with "be" and "have".

With "be"

Her eyes are blue.

Their hair is grey.

Her eyelashes are long and dark.

With "have"

She has blue eyes.

They have grey hair.

She has long, dark, eyelashes.

Remember:

Adjectives come before the nouns they describe.
Example: She has blue eyes. NOT She has eyes blue.

Adjectives are never plural.

She has blue eyes. NOT She has eyes blue.

d) Complete each sentence with the correct form of "be" and "have".

1. A: What does your brother look like?

B: Well, he ___ a mustache and wavy hair.
And he wears glasses.

2. A: What does your mother look like?

B: Her hair ___ curly and black.

3. A: What does her father look like?

B: He ___ a short, gray beard.

4. A: What does his grandmother look like?

B: She ___ curly, gray hair and beautiful eyes.

5. A: What does his sister look like?

B: His sister? Her hair ___ long and pretty!

6. A: What do your brothers look like?

B: They ___ straight, black hair, and they wear glasses.

LISTENING

Describing appearance

e)  4.4 Read and listen.

A: Who's that? She looks familiar.

B: Who?

A: The woman with the long, dark hair.

B: Oh, that's Ivete Sangalo.

She's a singer from Brazil.

A: No kidding.

SPEAKING

f) With a partner, change the conversation.

Talk about the people in the photos. Then change roles.

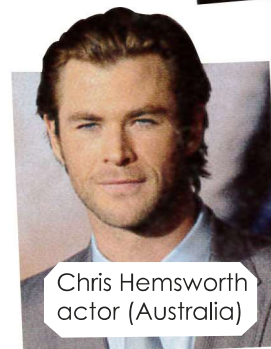
RECYCLE THIS LANGUAGE

He's so good-looking / handsome / old

She's very pretty / young / tall

Her hair is so wavy / pretty / short

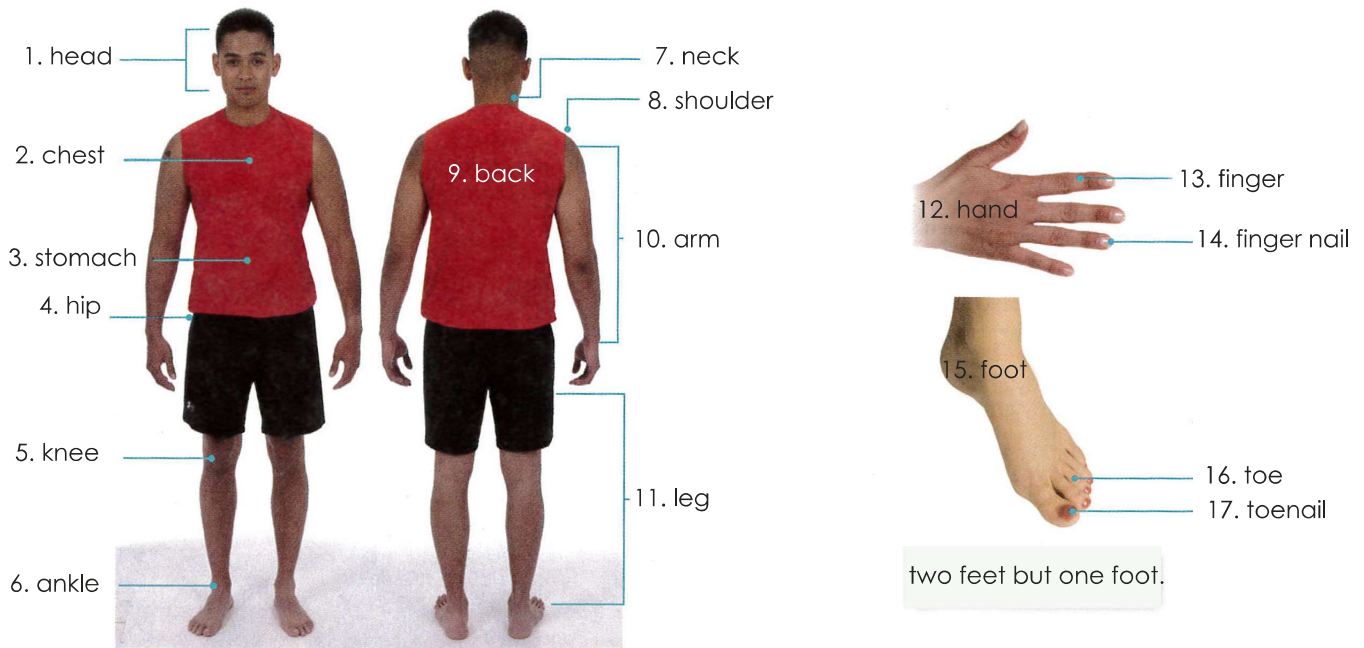
His eyes are very blue / dark



VOCABULARY

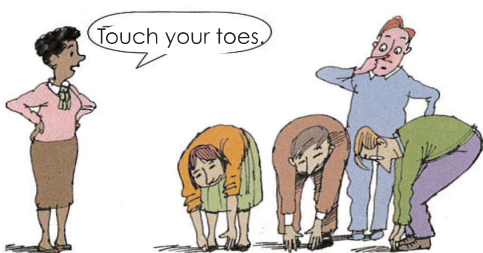
Parts of the body

g)  4.5 Read and listen. Then listen again and repeat.



VOCABULARY

h) Follow a classmate's directions. If you make a mistake, sit down.



base form	past form
burn	→ burned
hurt	→ hurt
cut	→ cut
break	→ broke
fall	→ fell

LISTENING


Accidents and injuries

i)  4.6 Read and listen. Then listen again and repeat.



1. He burned his finger 2. She hurt her back 3. She cut her hand 4. He broke his arm 5. He fell down

LISTENING

j)  4.7 Listen to the conversations. Write each injury. Then listen again and check your work.

1. She burned her arm .
2. He _____.
3. She _____.
4. He _____.
5. She _____.
6. He _____.

VOCABULARY

Ailments

k)  4.8 Read and listen. Then listen again and repeat.

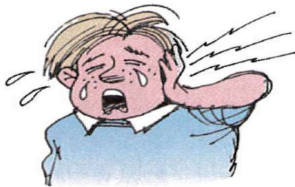
I don't feel well. I have ...



1. a headache



2. a stomachache



3. an earache



4. a toothache



5. a backache



6. a cold



7. a sore throat



8. a fever



9. a cough



10. a runny nose

SPEAKING

l) Imagine you have an ailment. Tell your partner about it. Use the vocabulary. Practice three times.

VOCABULARY

Remedies

m)  4.9 Read and listen. Then listen again and repeat.



1. take something



2. lie down



3. have some tea



4. see a doctor/ see a dentist

GRAMMAR


Modal: "should" + base form for suggestions

I
You
He
She
It
We
You
They

should take something
shouldn't go to work



LISTENING

n)  ^{4.10} Listen to the conversations. Check the correct ailments. Then complete the suggestion for a remedy each person gives. Use "should".

	a cold	a fever	a headache	a stomachache	a sore throat	a backache	a toothache	Remedy
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She should take something
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	She
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	He

SPEAKING

o) Work with a partner. Listen to your partner's ailments. Suggest remedies. Use should / shouldn't.

PARTNER'S A ailments

1. I have a backache.
2. I don't feel well. I think I have a fever.
3. My son doesn't feel well. He has a cough.

PARTNER'S B ailments

1. I have a bad toothache.
2. I have a sore throat.
3. My wife feels really bad. She has a stomachache.

LISTENING

Suggest a remedy

p)  ^{4.11} Read and listen.

A: I don't feel well.

B: What's wrong?

A: I have a headache

B: Oh, that's too bad. You really should take something.

A: Good idea. Thanks

B: I hope you feel better.

SPEAKING

q) With a partner, change the conversation in o). Suggest a remedy with "should". Then change roles.

Ways to say that you're sick

I don't feel well

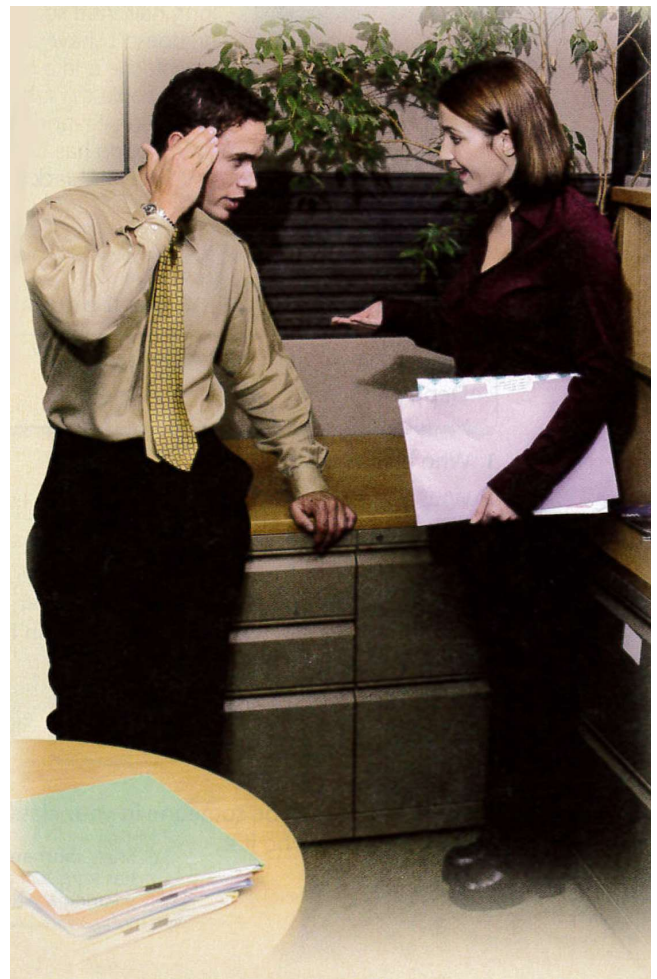
I feel terrible

I don't feel so good

Ideas

✓ go to bed ✗ go to class

✓ take a nap ✗ exercise



ABILITIES AND REQUESTS

VOCABULARY

Abilities

a)  4.12 Read and listen. Then listen again and repeat.



1. sing



2. dance



3. swim



4. play the guitar/ the violin



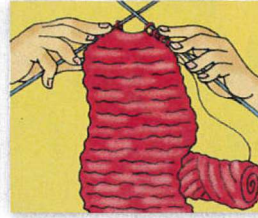
5. ski



6. cook



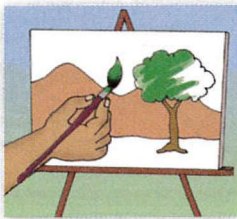
7. sew



8. knit



9. draw



10. paint



11. drive



12. fix things

Adverbs "well" and "badly"

b)  4.13 Read and listen.

Then listen again and repeat.



Tom sings well Ryan sings badly

WRITING

c) Write three things you do well and three things you do badly.

Example: I sing well, I dance badly.

1. _____ 1. _____

2. _____ 2. _____

3. _____ 3. _____

SPEAKING

d) Tell your partner about your abilities. Use your sentences from a) with "and" and "but".

"I sing well, but
I dance badly"

"I draw well, and
I paint well, too."

GRAMMAR

“Can” and “can’t” for ability

We use “can” or “can’t” + the base form of a verb to talk about ability.



Carrie can play the guitar.



Josie can't cook.

Questions

Can you play the guitar

Can he speak English

Short Answers

Yes, I can. / No, I can't.

Yes, he can. / No, he can't.

Use “can” or “can't” with “well” to indicate degree of ability
Example: she can play the guitar, but she can't play it very well.

can't = can not = cannot

e) Complete each conversation with “can” or “can't” and the base form of a verb.

1. A: _____ you _____ the guitar?

B: Yes, I _____. But I don't play well.

2. A: _____ Gwen _____ well?

B: Yes, she _____. She swims very well.

3. A: _____ your brother _____?

B: My brother? No. He _____ cook at all.

4. A: _____ Gloria _____ English well.

B: No, she _____. She needs this class.

5. A: _____ your mother _____?

B: Yes. She knits very well.

6. A: _____ your sisters _____?

B: Yes. They go skiing every weekend.

LISTENING

Discuss your abilities

f)  4.14 Read and listen.

A: Can you draw?

B: Actually, yes, I can. Can you?

A: No, I can't.

B: Really, that's too bad.

SPEAKING

g) With a partner, personalize the conversation. Discuss your abilities. Then change roles.



GRAMMAR

Too + adjective

"Too" makes an adjective stronger. It usually gives it a negative meaning.

Example: I'm too busy. I can't talk right now.

Example: I'm too tired. Let's not go to the movies.

Example: It's too late. I should go to bed.

h) Complete each sentence. Use "too" and an adjective.

Be careful!
Don't use "too" with a positive adjective.
She's so pretty.
NOT She's ~~too~~ pretty!



1. I don't want these shoes.
They're _____



2. It's _____ today.
She can't go swimming.



3. I'm _____
I can't read right now



4. He doesn't want that shirt.
It's _____



5. I can't talk right now.
I'm _____



6. It's _____ for a movie.
We should go to bed.

LISTENING

Decline an invitation

i)  4.15 Read and listen.

A: Hey, Sue. Let's go to a movie.

B: I'm really sorry, Paul, but I'm too busy.

A: That's ok. Maybe some other time.



SPEAKING

j) With a partner, change the conversation. Suggest a different activity. Use the vocabulary and the photos. Then change roles.

RECYCLE THIS LANGUAGE

How about tomorrow / this weekend / this evening / at 6:00?

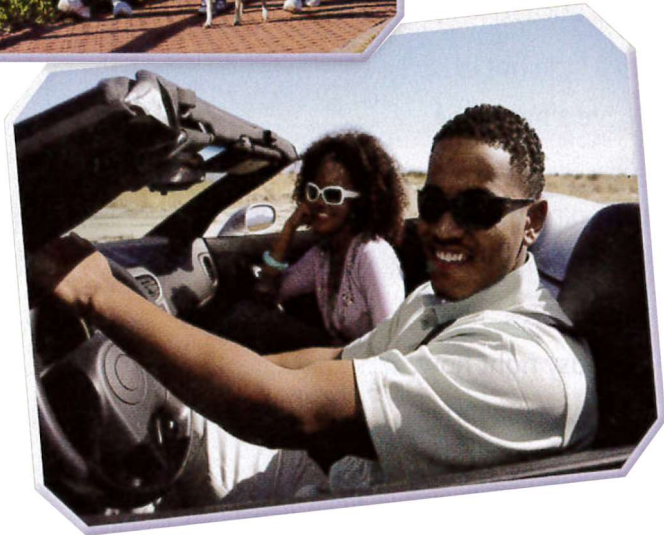
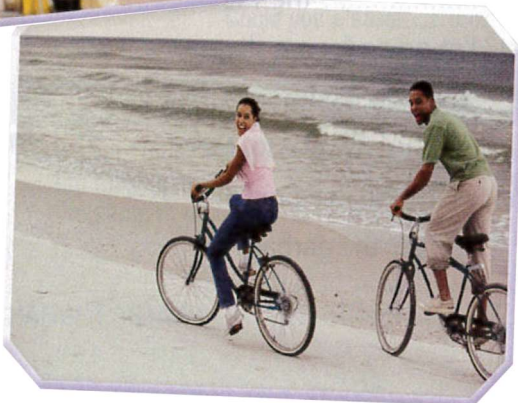
Sounds great!

I'm not hungry.

I'm too tired / busy / full.

It's too early / late.

It's too windy / hot / cold / rainy today.



GRAMMAR

Polite requests with "could you" + base form

- Use "could you" and the base form of a verb to make a request.

Example: could you wash the dishes?

- Use "please" to make a request more polite.

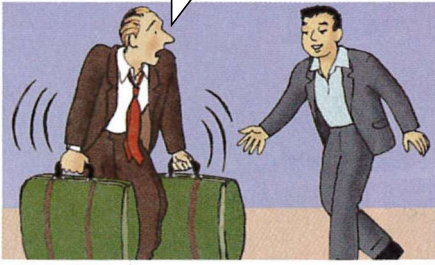
Example: Could you please wash the dishes?

LISTENING

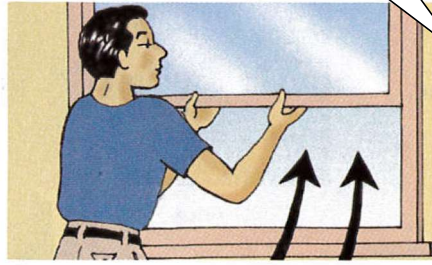
Favors

k)  4.16 Read and listen. Then listen again and repeat.

1. Could you please help me?



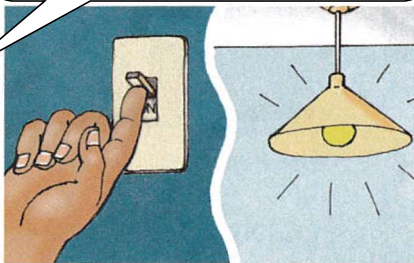
2. Could you please open the window?



3. Could you please close the door?

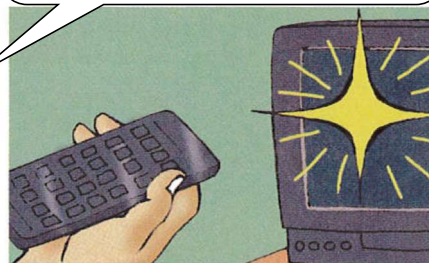


4. Could you please turn on the light?



Also: turn on the stove/ computer

5. Could you please turn off the TV?



Also: turn off the microwave/ light

6. Could you please hand me the glasses?



Also: hand me my sweater/ book

l) Complete the polite requests. Use "could you please". Use the vocabulary and other verbs you know.

1. It's a little hot in here. Could you please open _____ the window?
2. I have a headache. _____ the TV?
3. _____ my jacket? I'm going for a walk.
4. I'm going to bed. _____ the computer?
5. I want to read a book. _____ my glasses?
6. _____ shopping? We need milk.
7. I'm busy right now. _____ the garbage?
8. Let's watch a movie. _____ the TV?

LISTENING

m)  4.17 Listen to the conversations. Then complete each request.

1. Could you close the window, please?
2. Could you _____ ?
3. Could you please _____ ?
4. Could you please _____ ?
5. Could you _____ ?

LISTENING

Ask for and agree to do a favor

n)  4.18 Read and listen.

A: Could you do me a favor?

B: Of course.

A: It's very cold. Could you please close the window?

B: Sure. No problem.

Ways to agree to a request

Sure.

No problem.

Of course.

My pleasure.

Ok.

SPEAKING

o) With a partner, change the conversation. Ask for a different favor. Then change roles.

RECYCLE THIS LANGUAGE

turn on the ___

turn off the ___

open the ___

close the ___

hand me my ___

help me

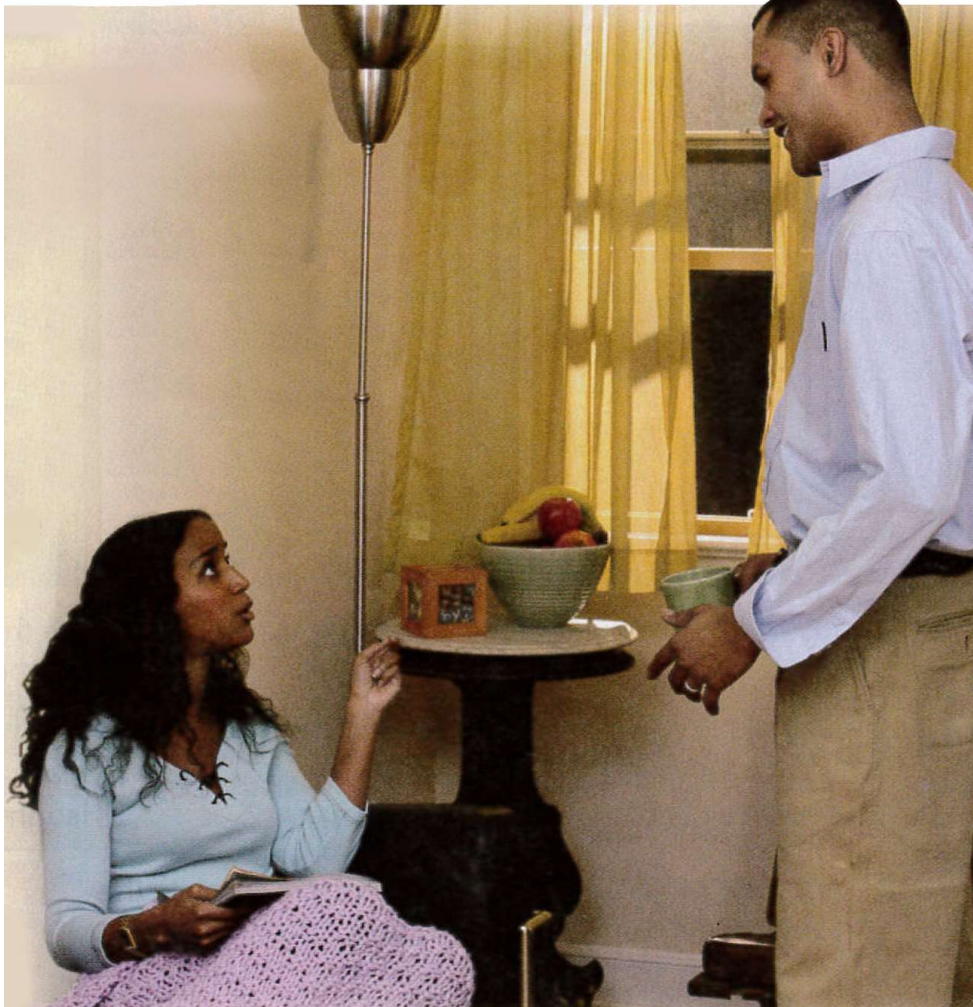
do the laundry

make dinner

take out the garbage


wash the dishes

clean the house












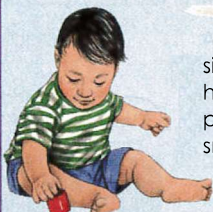





READING

p)  4.19 Read and listen to the article.



From Infant to Toddler

At birth, an infant cannot do anything alone. But before the age of two, a baby learns many things.

Between 1 and 3 months a baby can....	Between 3 and 6 months a baby can...	Between 6 and 12 months a baby can...	Between 1 and 2 years a baby can...
<p>turn her head or smile when her mother or father speaks.</p>  <p>roll over.</p>  <p>cry when she's hungry, thirsty or afraid.</p>  <p>see colors.</p> 	<p>laugh and make an "m" sound.</p>  <p>reach for things.</p>  <p>look at his own hands and feet.</p>  <p>sit with help.</p> 	<p>crawl and stand.</p>  <p>sit without help and pick up small things.</p>  <p>say some words.</p> 	<p>throw things.</p>  <p>say "no".</p>  <p>play next to other children</p>  <p>walk.</p> 

q) Write a checkmark (✓) for the things that five-month-old babies can do, according to the article. Write an x for the things they can't do.

- | | | | |
|-----------------------------------------------|-----------------------------------------|-------------------------------------------|-------------------------------------------|
| <input type="checkbox"/> smile | <input type="checkbox"/> say some words | <input type="checkbox"/> crawl and stand | <input type="checkbox"/> throw things |
| <input type="checkbox"/> pick up small things | <input type="checkbox"/> walk | <input type="checkbox"/> reach for things | <input type="checkbox"/> sit without help |
| <input type="checkbox"/> see colors | <input type="checkbox"/> roll over | <input type="checkbox"/> laugh | |

r) Use the grammar. Complete the sentences about what a baby cannot do.

Example: at one month, a baby can't crawl.

1. At two months, _____.
2. At five months, _____.
3. At eleven months, _____.
4. At sixteen months, _____.

THE TRUE FALSE SHOW

a) In pairs look at the sentences from "The True False Show". Write T (true) or F (false).

THE TRUE FALSE SHOW

1. Mosquitoes are more dangerous than sharks. T F
2. Brown eggs are healthier than white eggs. T F
3. The Earth is hotter than Mars. T F
4. Coffee is more popular than tea in the UK. T F
5. Tigers are better swimmers than cats. T F
6. An adult is shorter in the morning than in the evening. T F
7. White cars are safer than yellow cars. T F
8. The word "yes" is more common than the word "no". T F

LISTENING

b) 4.20 Listen to "The True False Show".
Check your answers. How much money does Darren win?

GRAMMAR

The comparatives

Comparatives are used to compare two things and to highlight the superiority, inferiority or equality of one term to another.

SUPERIORITY	EQUALITY	INFERIORITY
a) short adjectives* adjective + -ER THAN Example: Peter is taller than Sandra. b) Long adjectives* MORE + adjective + THEN Example: A Ferrari is more expensive than a Mini.	short and long adjectives: AS + adjective + AS Example: English is as easy as German.	short and long adjective: LESS+adj + THAN Example: July is less cold than January.

* short adjectives are 1-syllable adjectives and 2-syllable adjectives ending in -y (ex: pretty).

* long adjectives: all the other adjectives.

Orthographic changes:

- If the adjective ends in "y" the "y" becomes "i": heavy- heavier.
- If the adjective ends in "e" only an "r" is needed: wise- wiser.
- If the adjective ends with a "single vowel + consonant" the consonant is doubled and you add "er": big- bigger.

Irregular forms:

These adjectives and adverbs have irregular comparative forms.

- Good/ well- better. Example: the garden looks better now.
- Bad/ badly- worse. Example: is your teacher better? No, she is worse.
- Far/ further. Example: It's a long walk from here to the station. Further than I think.

* further= can also mean "more" or "additional". Example: for further information check the website.

c) Complete the sentences using a comparative form.

1. It's too noisy here. Can we go somewhere (quiet) quieter?
2. The coffee is very weak. I like it a bit (strong) _____.
3. The hotel is surprisingly big. I expected it to be (small) _____.
4. The hotel is surprisingly cheap. I expected it to be (expensive) _____.
5. The weather is too cold in this country. I'd like to live somewhere (warm) _____.
6. My job is a bit boring sometimes. I'd like to do something (exciting) _____.
7. I'm surprised how easy it is to use the computer. I thought it would be (difficult) _____.
8. Your work isn't very good. I'm sure you can do (good) _____.
9. Don't worry. The situation isn't so bad. It could be (bad) _____.
10. I'm surprised we got here so quickly. I expected the journey to take (long) _____.

11. You're talking very loudly. Can you speak a bit (quietly) _____?
12. You're standing too near the camera. Can you move a bit (far) _____ away?
13. You were a bit depressed but you look (happy) _____ today.

d) Complete the sentences using as...as.

1. I'm quite tall but you are taller. I'm not as tall as you.
2. My salary is high but yours is higher. My salary isn't _____.
3. You know a bit about cars but I know more. You don't _____.
4. I'm very nervous but you are more. I'm not _____.
5. I feel tired and you too. I'm _____.

e) Rewrite these sentences so that they have the same meaning.

1. Jack is younger than he looks. Jack isn't as old as he looks.
2. I don't spend as much money as you. You _____.
3. The station is nearer than I thought. The station isn't _____.
4. The meal doesn't cost as much as I expected. The meal _____.
5. I go out less than before. I don't _____.
6. Her hair isn't as long as it was. She has _____.

Personality adjectives

f) Match the adjectives of personality with their meaning.

Aggressive careful stylish friendly generous quiet serious

1. A friendly _____ person is open and kind
2. A _____ person doesn't make mistakes or have accidents.
3. A _____ person thinks a lot and doesn't make jokes.
4. A _____ person doesn't talk a lot.
5. A _____ person likes giving people things.
6. A _____ person dresses well.
7. An _____ person likes arguing and can be violent.

LISTENING

g)  4.21 Listen to the radio program about car colors and personality. Listen once and write the colors in the chart.

car color	personality
1. yellow _____	very _____ (more popular with women than men)
2. _____	_____ (very popular with doctors)
3. _____	more _____ than normal
4. _____	_____
5. _____	_____
6. _____	_____ (popular with business people)
7. _____	_____



SPEAKING

h) Work in pairs. Think of three people you know who have a car.
What color are their cars? Is their personality the same as in the chart?

READING

i) Read the article and complete each heading with a phrase.

The coldest The highest The hottest

EXTREME LIVING

Welcome to the coldest, highest, and hottest places in the world!

_____ **country in the world.**

How do people live in Mali, West Africa, where the temperature is often 50°? John Baxter, a BBC journalist in Mali, says, "People get up very early and they don't move very much in the afternoon. Surprisingly, they wear a lot of clothes (usually cotton) as this helps them not to get dehydrated. Houses are very hot and don't have air conditioning- the best place to sleep is on the roof!"



j) Read the article again and answer these questions.

1. Where do people wear a lot of cotton clothes?
_____.

2. Where is a good place to play golf?
_____.

3. Where do people sleep on the roof?
_____.

4. Where can you have a problem with your nose?
_____.

5. Where do you need to be careful in spring?
_____.

6. Where is a bad place to drink a lot of alcohol?
_____.

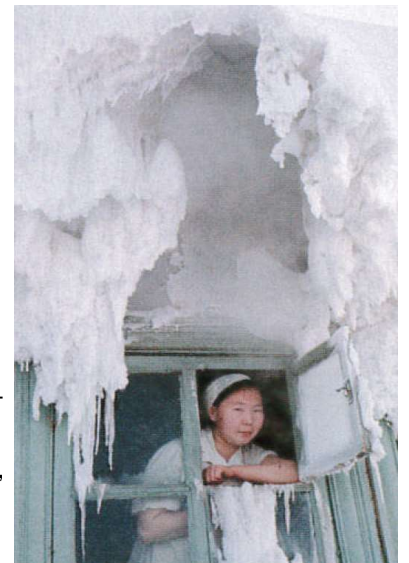


_____ **capital city in the world.**

La Paz in Bolivia is 4,090 metres above sea level. It can be difficult to breathe because there isn't much oxygen. Liz Tremlett, a travel agent who lives there says, "When people arrive at El Alto airport we sometimes need to give them oxygen". It is also the worst place to be if you drink too much beer. The next day you feel terrible because you get more dehydrated. But La Paz is a very good place to play golf. At this altitude, when you hit a golf ball it goes further!

_____ **place in the world.**

Can you imagine living in a place which is four times colder than your freezer? This is Yakutia in Siberia, where in winter it is often -50° or lower. Valeria Usimenko, a housewife, says, "After a few minutes outside your nose fills with ice. It snows a lot and there is always a lot of ice and snow on top of the houses. The most dangerous time is the spring- when the ice falls it can kill people! The winter is very boring because we can't go out much. A lot of babies are born here in the autumn!"



GRAMMAR

The superlatives

Superlatives are used to express the highest degree of quality. We use a superlative adjective to describe extreme quality of one thing/ person in a group of things/ people.

SUPERLATIVE OF SUPERIORITY	
SHORT ADJECTIVES: THE + adjective + EST Example: Tom is the tallest boy of the school.	LONG ADJECTIVES: THE MOST + adjective Example: This is the most pleasant place on Earth.

SUPERLATIVE OF INFERIORITY
SHORT ADJECTIVES AND LONG ADJECTIVES: THE LEAST + adjective Example: This is the least interesting movie of the year.

- After superlatives we use "in" with places (towns, buildings, etc.)
Example: what is the longest river in the world?
- We also use "in" for organizations and groups of people (a class/ team/ company)
Example: Who is the best student in the class?
- We use "of" for a period of time.
Example: What is the hottest month of the year?

Irregular forms

Good → the best

Example: She's the best singer in the world.

Bad → the worst

Example: He's the worst football player.

Far → farthest

Example: Seattle is the farthest city from here.

k) Complete the sentences. Use a superlative + a preposition ("in" or "of").

1. It's a very nice room. It _____ the hotel.
2. It's a very cheap restaurant. It's _____ the town.
3. It was a very happy day. It was _____ my life.
4. She's a very intelligent student. She _____ the class.
5. It's a very valuable painting. It _____ the gallery.

l) Complete the sentences. Use a superlative or comparative.

1. We stayed at _____ hotel in the town (cheap).
2. Our hotel was _____ than all the others in the town (cheap).
3. The United States is very large but Canada is _____ (large).
4. What's _____ river in the world? (long).
5. He was a bit depressed yesterday but he looks _____ today (happy).
6. Today it's an awful day. It is _____ day of my life (bad).
7. What is _____ sport in your country? (popular).
8. Everest is _____ mountain in the world (high).
9. This is _____ holidays we have ever had (enjoyable).
10. I prefer this chair to the other one. It's _____ (comfortable).

m) Complete the chart.

Adjective	Comparative	Superlative
cold	colder	<u>the coldest</u>
high	higher	_____
hot	hotter	_____
dangerous	the most dangerous	_____
good	better	_____
bad	worse	_____

n) Complete the questions with superlative adjectives and choose the correct answers.

World Capitals Quiz

1. What's the _____ capital city in the world? (noisy)
a. Tokyo b. Madrid c. Rome
2. What's the _____ capital city in the world? (big)
a. Buenos Aires b. Mexico City c. Tokyo
3. What's the _____ capital city in the world? (dry)
a. Nairobi b. Lagos c. Cairo
4. What's the _____ capital city in the world (expensive)?
a. London b. Tokyo c. Washington
5. What's the _____ capital city in the world? (safe)
a. Copenhagen b. Canberra c. Oslo
6. What's the _____ capital city in the world? (crowded)
a. Beijing b. Bangkok c. New Delhi

SPEAKING

o) In pairs or small groups, ask and answer these questions about your country.

What's the wettest place? I think it's...


How well do you know your country?

What's / wet/ place?
 What's / hot/ place?
 What's /windy/ place?
 What's/ cold / place?
climate

What's/ high/ mountain?
 What's/ long/ river?
 What's / big / city?
geography

What's/ beautiful/ city?
 What's / popular / place for tourists? Why?
 What's/ good/ time of year to visit? Why?
 What's/ bad/ time of year to visit? Why?
 What's/ good/ way to travel around the country?
 What's / dangerous/ city?
tourism.

LISTENING

p)  ^{4.22} Listen to each conversation. Write the item that people are talking about. Then listen again and circle the adjective that the salesperson uses to describe the product.

	They're talking about ...	Adjectives
1		light/ fast/ cheap
2		light /warm/ beautiful
3		tall /beautiful / affordable
4		light / easy to use / affordable

GRAMMAR

Too and enough

- "Too" and "enough" modify adjectives, adverbs and nouns.

"Too" means more than what is needed. "Enough" means sufficient.

Examples (adjectives): He is too old to play football with the kids.
Dave is intelligent enough to do the right thing.

Examples (adverbs): You're not working fast enough.
I don't have enough time.

Examples (nouns): He has too many friends.
He has too much patience.

- "Enough" comes after adjectives and adverbs:

Example (adjective): He isn't old enough to watch this program.

Example (adverb): We're not walking quickly enough.

- "Enough" may also precede nouns:

Example: We have enough money.

- "Too" comes before adjectives and adverbs:

Example (adjective): It's too hot to wear that coat.

Example (adverb): I was driving too fast.

- "Too" may also come before nouns when it is used with the expressions "too much" and "too many".

"Too much" is used before uncountable nouns.

Example: There is too much salt in this food.

- "Too many" is used before countable nouns.

Example: There are too many students in this classroom.

q) Read the conversations between customers and salespeople. Then complete each conversation.

Use "too" or "enough" and an adjective from the list.

1. A: My photocopier is _____. I'm ready for an upgrade!

B: Ok. I have several models that are very fast. How much do you want to spend?

2. A: These jeans aren't _____. They're very uncomfortable.

B: I'm sorry. Let me get you a larger size. Here you go.

3. A: I like these portable speakers, but they really aren't _____ for travel

B: Then check out this pair. They're lighter, and you can have them for \$20.

4. A: Are you sure this microwave is _____? I'm a pretty busy guy.

B: Absolutely. The X11 is our fastest model. And I can give you a great price

5. A: How about this fan? Listen. It's very quiet.

B: That's definitely _____ for my bedroom. And it's very affordable. I'll take it.

6. A: This jacket is a real bargain, sir. It's only \$692.

B: \$692? That's _____. I don't want to spend that much.

Adjectives

Big

Cheap

Expensive

Fast

Heavy

Light

Quiet

Slow

Small

THEY DRESS WELL BUT THEY DRIVE BADLY

READING

a) Read the article. Where are the three people living? Complete the gaps with the following cities:

Rio
de Janeiro

Milan

Tokyo

Los Angeles

Barcelona

Sydney

The inside story

Three people who live abroad
Talk about their “new countries”.



Nuria from Spain lives in _____

Driving 8/10 I was surprised- people drive quite slowly. People use their cars for everything. You never see people walking in the street.

Social life 5/10 People don't go out during the week because they work very hard. It's normal to work twelve hours a day and people usually only have one or two weeks' holiday. Work is the most important thing here, more important than family and social life.

People 9/10 People are really nice here. It's easy to talk to them. And in shops the shop assistants are very helpful. They always say “Have a good day!”.



Monica from Argentina lives in _____

Safety 10/10 There is almost no crime here. You can walk safely in the city late at night. And you can leave things in your car and nobody steals them!

Driving 7/10 People drive carefully, but the big problem is that there aren't any street names. It's impossible to find where you want to go. Even taxi drivers don't know! Also traffic lights are horizontal and they are difficult to see.



People 7/10 They are shy and they speak very quietly. But when they drink some of them change completely! Last Friday night I went out with people from work and we ended up in a karaoke bar. My boss is usually quite serious but he sang “My Way” very loudly and badly.



Kevin from the UK lives in _____

Clothes 8/10 Appearance is very important. Everybody dresses well, but especially the men. They are very elegant and wear very stylish clothes. It is easy to see who the British people are here!

Food 9/10 They love food and it is fantastic! But times are changing. Today many people under 35 can't cook. Supermarkets are full of food now which you can put in the microwave. When I first came to live here there weren't any McDonald's but now they are everywhere.

Driving 5/10 People here are in love with their cars and they drive very fast. Even the nicest people become more aggressive when they drive.

