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Elementary Student's Book

OXFORD

Fiona Beddall

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OXFORD
UNIVERSITY PRESS

Fiona Beddall

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W

Welcome

Welcome A Hello

1 1.01 Read and listen to the dialogue. Then read the dialogue in pairs.

Rosie Hello. I'm Rosie. What's your name?
 Daiki My name's Daiki.
 Rosie It's nice to meet you, Daiki. How do you spell your name?
 Daiki D-A-I-K-I.
 Rosie Where are you from?
 Daiki I'm from Japan.
 Rosie How old are you?
 Daiki I'm sixteen. And you?
 Rosie I'm fifteen. What are you into, Daiki?
 Daiki I like football, and I love karate. What about you?
 Rosie I don't like football. I'm into hip hop music.

V The alphabet

2 1.02 Listen and repeat the alphabet.

A B C D E F G H I J K L M
 N O P Q R S T U V W X Y Z

3 1.03 Write the letters of the alphabet with these sounds in the correct column. Then listen, check and repeat. Which letters don't have these sounds?

/eɪ/	/i:/	/e/
A	B	F

4 1.04 Read and listen to the words. Then spell them for a partner.



How do you spell 'book'?

B-O-O-K.

5 **SPEAKING** Work in pairs. Spell your name and then choose names of people in the class to spell.

How do you spell your name?

S-T-E-L-L-A

It's nice to meet you, Stella.

Culture Quiz

Where are they from? Label the photos with six of the countries.



the UK



Australia



Brazil



Germany



Russia



India



China



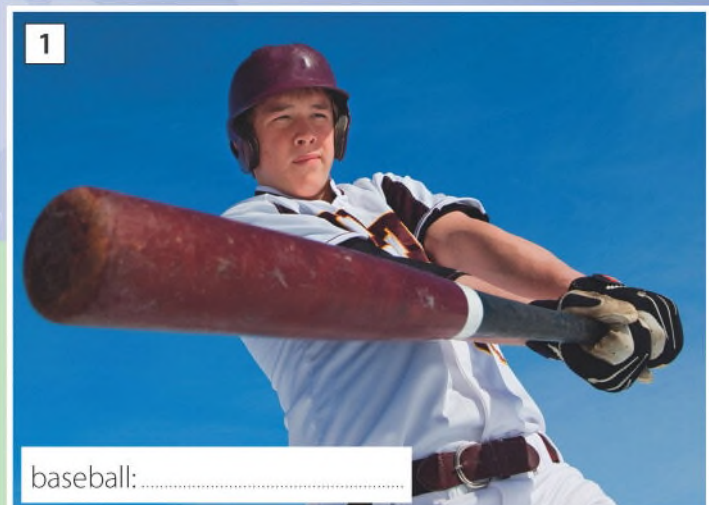
South Africa



the USA



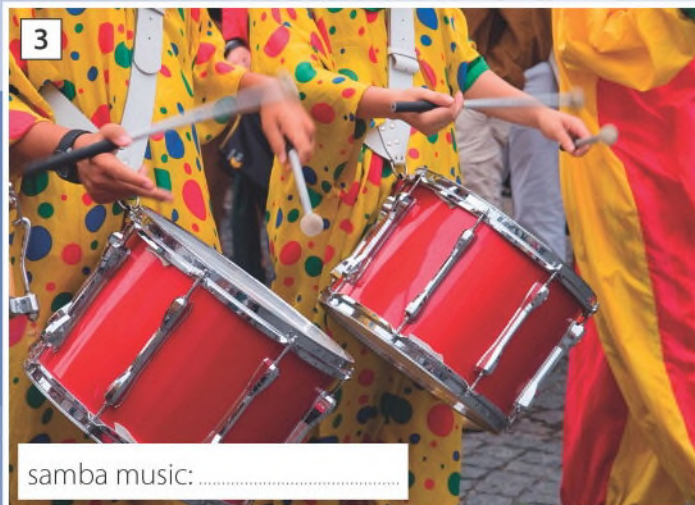
Japan



baseball:



pandas:



3
samba music:



4
cricket:



5
karate:



6
kangaroos:

Answers: 1 the USA 2 China 3 Brazil 4 the UK 5 Japan 6 Australia

V Countries and nationalities

6 **SPEAKING** Work in pairs. Complete the culture quiz. Then check your answers in the box at the bottom of the page.

7 **1.05** Match the nationalities below to the countries in the quiz. Then listen, check and repeat.

- American ■ Australian ■ Brazilian ■ British ■ Chinese
- German ■ Indian ■ Japanese ■ Russian ■ South African

Vocabulary bank Countries and nationalities page 124

8 Look at exercise 1. Where is Daiki from? Underline the question Rosie asks to find out. What nationality is Daiki?

9 **SPEAKING** Work in pairs. Ask and answer the question. Change the **country** and **nationality**.

Where are you from? I'm from Britain.

Really? I'm British too!

V Talking about interests

10 Look at exercise 1. What do Daiki and Rosie like and not like? Then write five true sentences about you using the phrases below.

- I love ... 😊
- I like ... 😊
- I'm into ... 😊
- I'm not into ... 😞
- I don't like ... 😞

I like kangaroos.
I'm into computers.

V Numbers 1-30

11 **1.06** Listen and repeat the numbers.

one two three four five six seven eight
 nine ten eleven twelve thirteen fourteen
 fifteen sixteen seventeen eighteen nineteen
 twenty twenty-one twenty-two twenty-three
 twenty-four twenty-five twenty-six
 twenty-seven twenty-eight twenty-nine thirty

12 **1.07** Listen to the dialogues and complete columns 1-3 of the table.

	1	2	3	Your partner
Name				
Country				
Age				
Interests				

13 **SPEAKING** Work in pairs. Ask and answer questions to complete the 'Your partner' column of the table.

1 **1.08** Read and listen to the blog post. Match the sentence halves.

- | | |
|-------------|------------------------------|
| 1 Leonie is | a British. |
| 2 Bruno is | b at school with Ryan. |
| 3 Ryan is | c in a samba band with Ryan. |



Home
Profile
Photos

Hi. My name's Ryan. I'm British and my home is in London. The people in London are from lots of different countries, so it's a very cosmopolitan city. You're always welcome in London!

In this photo, I'm with Bruno and Leonie. They're my friends. Leonie is from Germany. We're at the same school. Bruno is from Brazil. He's at a different school, but we're in the same band. It's a samba band and it's fantastic. London is a great place for music.

The verb *be*: affirmative

2 Complete the table with the affirmative forms of *be* from the blog post in exercise 1.

Long form	Contraction
I am	1
you are	2
he / she / it is	3 / she's / 4
we are	5
they are	6

Reference and practice W.1

Workbook page 112

3 **1.09** Choose the correct words to complete the sentences. Then rewrite the sentences with contractions. Listen, check and repeat.

- | | |
|--|--|
| 1 My name am / is / are Anton. | 5 Jim am / is / are from the USA. |
| 2 I am / is / are sixteen. | 6 Becca am / is / are my friend. |
| 3 You am / is / are at my school. | 7 She am / is / are great. |
| 4 He am / is / are Chinese. | |

4 Write about you and a friend. Then tell your partner.

My name's Ella and I'm Belgian. I'm from Brussels. Amira is my friend. She's from Iraq.

The verb *be*: negative

5 Read Leonie's blog post below and complete the table with the negative form of *be*.



Home
Post
Calendar
Files

Hi, I'm Leonie. I'm German but my home isn't in Germany. It's in London. I'm into football. My favourite teams are Germany and Chelsea. I'm in a football team, too – Hyde Park Girls. We aren't famous, but we're very good. My friend Ryan is in a samba band. I'm not in the band because I'm not very good at music, but I go to the concerts. I love samba!

Long form	Contraction
I am not	I ¹
he / she / it is not	he / she / it ³
you / we / they are not	you / we / they ²

Reference and practice W.1

Workbook page 112

6 Write sentences with these words and *be*.

1 Ryan: Brazilian **X** / British **✓**

Ryan isn't Brazilian. He's British.

2 you: into football **X** / into tennis **✓**


3 Chelsea and Manchester United: Australian teams **X** / British teams **✓**

4 we: in London **X** / in Los Angeles **✓**

5 I: good at sport **X** / good at music **✓**

6 Germany: in Africa **X** / in Europe **✓**

The verb *be*: questions and short answers

7  **1.10** Read and listen to the extracts from an interview with Bruno. Choose the correct answers.

Interviewer What's your favourite sport?

Bruno ¹Cricket / Baseball.

Interviewer Are your friends into the same sport?

Bruno ²Yes, they are. / No, they aren't. They're into football.

Interviewer Are you in a sports team?

Bruno ³Yes, I am. / No, I'm not.

Interviewer What's your favourite sports team?

Bruno My favourite football team is ⁴Brazil / England.

Interviewer Is it a good team?

Bruno ⁵Yes, it is. / No, it isn't. It's fantastic!

8 Read the dialogue again. Complete the table with the questions and short answers for *be*.

Questions		Affirmative short answers	Negative short answers
Am I	British?	Yes, I ⁴	No, I'm not.
¹ you		Yes, you ⁵	No, you ⁷
² he / she / it		Yes, he / she / it is.	No, he / she / it ⁸
Are we		Yes, we are.	No, we aren't.
³ they		Yes, they ⁶	No, they ⁹

Reference and practice W.1 Workbook page 112

9 SPEAKING Write questions with these words and *be*. Then ask and answer the questions with your partner.

- 1 you / seventeen?
- 2 your name / Richard?
- 3 you / at school?
- 4 you / good at sport?
- 5 you / into tennis?
- 6 your home / in / a city?
- 7 your friends / into / music?
- 8 you and your friends / American?

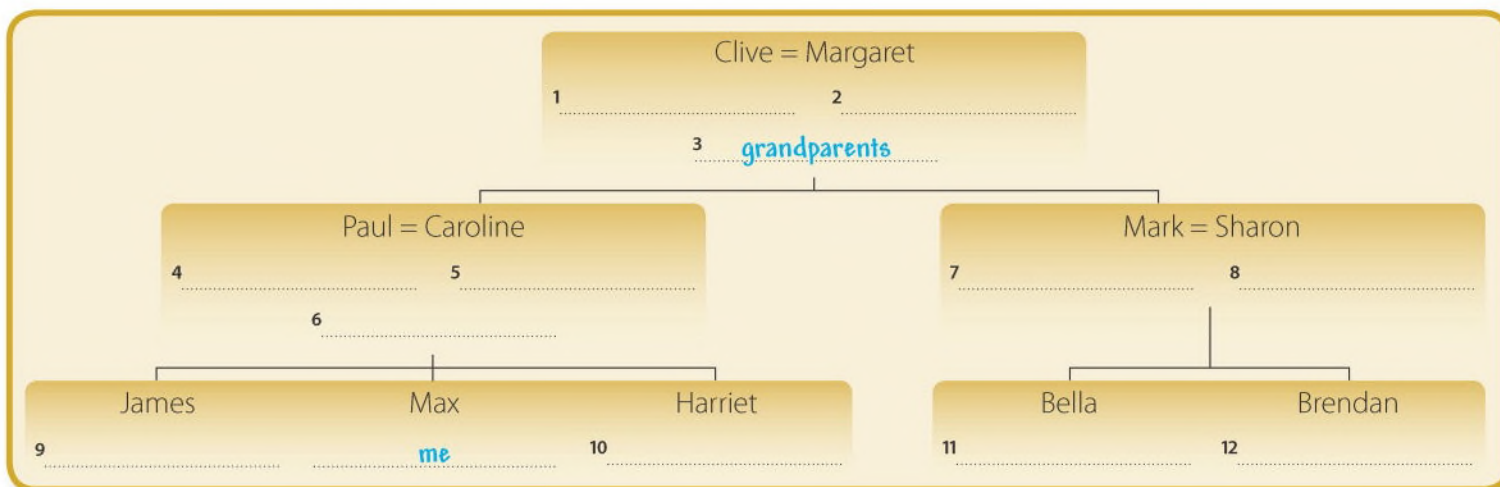
10 SPEAKING Work in pairs. Ask and answer the questions in exercise 7. Then replace the words in blue and ask the questions again about these things:

sport → type of music
sports team → band

V Family

1 1.11 Study Max's family tree and write the family words under the correct names. Then listen, check and repeat.

- aunt ■ brother ■ cousin (x2) ■ dad ■ grandfather ■ grandmother ■ grandparents ■ mum ■ parents
- sister ■ uncle



2 1.12 Complete the sentences with the words. Then listen, check and repeat.

- daughter ■ granddaughter ■ grandson ■ husband ■ nephew ■ niece ■ son ■ wife

- 1 Caroline: 'This is Paul. He's my
- 2 Margaret: 'This is James. He's my
- 3 Sharon: 'This is Harriet. She's my
- 4 Paul: 'This is Brendan. He's my
- 5 Clive: 'This is Mark. He's my
- 6 Mark: 'This is Sharon. She's my
- 7 Clive: 'This is Harriet. She's my
- 8 Sharon: 'This is Bella. She's my

3 **SPEAKING** Write five sentences about people in the family tree. Your partner guesses the name.

Sharon's my mum. Are you Bella?
 No, I'm not. Guess again! Are you Brendan?
 Yes, that's right!

Possessive adjectives

4 Read the texts and complete the table with the possessive adjectives.

This is a photo of **my** sons, James and Max. They're at a festival. They're with **their** friend Vicky. She's very excited because they're at a concert and it's **her** favourite band. James is happy because it's **his** favourite festival.

This is a photo of **my** daughter, Harriet. She's with **our** dog Hamlet after a long walk. They're tired and hungry.



Subject pronoun	Possessive adjective
I	1
you	your
he	2
she	3
it	its
we	4
they	5

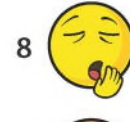
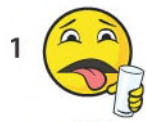
Reference and practice W.2 Workbook page 112

- 5 Choose the correct words to complete the sentences.
- 1 This is a photo of I / **my** family. **We** / **Our** are in London.
 - 2 **She** / **Her** looks happy. Is she **you** / **your** mum?
 - 3 I like **you** / **your** dog. What is it / **its** name?
 - 4 **He** / **His** is tired because of **he** / **his** exam.
 - 5 **They** / **Their** aren't from the USA. What's **they** / **their** nationality?
 - 6 **She** / **Her** name is Harriet. She is **we** / **our** sister.

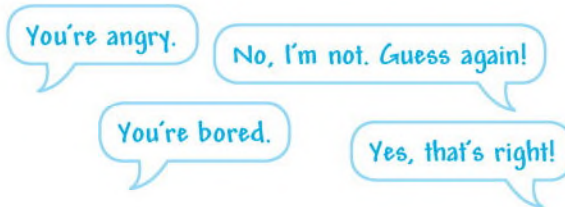
V Feelings adjectives

6 **1.13** Label the pictures with the words. Then listen, check and repeat.

- angry ■ bored ■ cold ■ excited ■ happy ■ hot ■ hungry ■ sad
 ■ thirsty ■ tired



7 SPEAKING Work in pairs. Take turns to mime a feeling in exercise 6. Your partner guesses the feeling.



V Plural nouns

Regular plurals	Irregular plurals
one brother → two brothers one granny → two grannies	one person → two people; one child → two children one man → two men; one woman → two women

8 **1.14** Study the table above. Change the underlined words below to plurals. Then listen, check and repeat.

- The two woman in the photo are my aunt.
- The child are very tired.
- Sam and Liz are her cousin, and Jonas and Mick are her friend.
- Eleven person are in the team. They are man.
- Britain and Germany are country in Europe.

this, that, these, those

9 Read the rules. Then look at the picture and complete the sentences with *this*, *that*, *these* and *those*.

- We use *this* and *these* for things and people that are near to us ('here').
- We use *that* and *those* for things and people that aren't very near ('there').



Singular: *this photo*



that photo



Plural: *these photos*



those photos

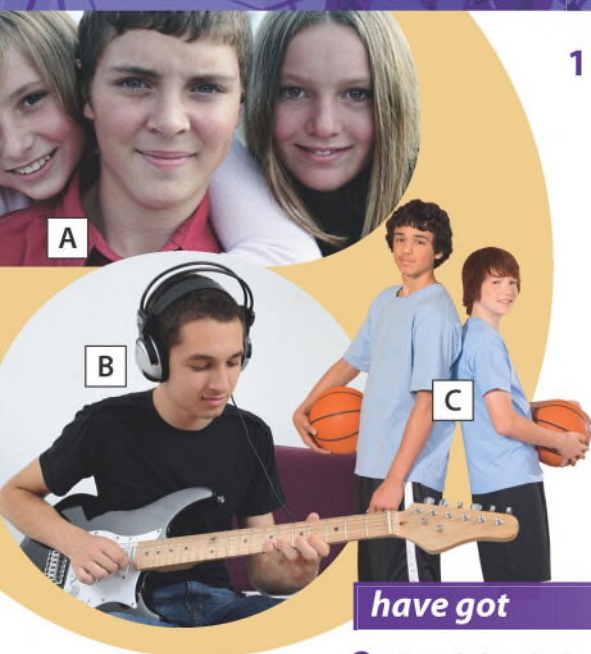
Reference and practice W.3 Workbook page 112



- people are my parents.
- people are my grandparents.
- boy is my brother, and
..... girl is my cousin.
- dog is bored, but
..... dog is excited.

10 SPEAKING Work in pairs. Draw your family tree. Ask and answer questions about your family.





1 **1.15** Read and listen to the dialogue. Who are the people in the photos?

Luke Have you got friends in your new class?
Caitlin Yes, I have. Sam is in **it** and I like **him**. He's in the guitar club with **me**.
Luke Oh yes. He's got short dark hair.
Caitlin That's right. And Josh and Chris from the basketball team are in my class. Josh has got curly hair and Chris has got red hair.
Luke I like **them**. They're cool.
Caitlin And I've got a new friend, too. Her name's Olivia.
Luke Has Olivia got long, fair hair?
Caitlin Yes, she has.
Luke I'm in the film club with **her**. She's got a sister, Alice.
Caitlin Yes, and they've got a brother, Dom. He's nice.

have got

2 Read the dialogue again. Complete the table with the correct form of *have got*.

Affirmative			
I / we / you / they	have got (1.....'ve got.....)	a brother.	
He / she / it	has got (2.....)		
Negative			
I / we / you / they	have not got (haven't got)	a brother.	
He / she / it	has not got (hasn't got)		
Questions and short answers			
3.....	I / we / you / they	got a brother?	Yes, I / we / you / they 4.....
			No, I / we / you / they haven't..
5.....	he / she / it		Yes, he / she / it 6.....
			No, he / she / it hasn't.

Reference and practice W.4 Workbook page 113

3 Complete the text with the correct affirmative (✓) or negative (X) form of *have got*.

I 1..... (✓) a big family. My parents 2..... (X) a son, but they
 3..... (✓) five daughters. My mum 4..... (✓) four brothers.
 My dad 5..... (X) a brother, but he 6..... (✓) three sisters.
 I 7..... (X) a grandmother or grandfather, but my sisters and I
 8..... (✓) lots of aunts and uncles and twenty-two cousins!

4 **1.16** Write questions with the correct form of *have got*. Then listen and choose Ian's answers.

- | | | | |
|-----------------------|-------|--------------------------------|-------|
| 1 you / a brother? | X / ✓ | 4 your friends / laptops? | X / ✓ |
| 2 you / a sister? | X / ✓ | 5 your class / nice teachers? | X / ✓ |
| 3 you / a dog or cat? | X / ✓ | 6 your school / a school band? | X / ✓ |

5 **SPEAKING** Write your own answers to the questions in exercise 4. Then ask and answer the questions with your partner.

V **Appearance adjectives**

6 **1.17** Match these adjectives with their opposites in the table. Then listen, check and repeat.

■ blue ■ curly ■ dark ■ long ■ short ■ young

He's / She's ...	old - 1.....	tall - 2.....
He's / She's got ... hair.	straight - 3.....	fair - 4..... short - 5.....
He's / She's got ... eyes.	brown - 6.....	

7 SPEAKING Write descriptions of people in your class. Use adjectives from exercise 6. Then play 'Guess who'. Your partner can only give 'yes' or 'no' short answers.

She's young. She isn't very tall. She's got long hair and big eyes.

Is it a boy?	Has she got long hair?	Is she tall?	Is she Marisa?
No, it isn't.	No, she hasn't.	Yes, she is.	Yes, she is!

Object pronouns

8 Complete the table with the object pronouns in bold from the dialogue in exercise 1.

Subject pronoun	I	you	he	she	it	we	they
Object pronoun	1.....	you	2.....	3.....	4.....	us	5.....

Reference and practice W.5 Workbook page 113

9 Choose the correct words to complete the sentences.

- Dad is there, but Mum isn't with **her** / **him**.
- I like Jade and Ruby, but they don't like **him** / **me**.
- I'm in a sports club, and Thomas is in **me** / **it**, too.
- My brother's into athletics and judo, but I'm not into **them** / **us**.
- We're in Class 3F, and Lily's in Class 3F with **it** / **us**.
- Where are you? And is Saskia with **you** / **them**?

a / an and the

- We use *a* with singular nouns when the next word starts with a consonant:
It's a book. She's a good friend.
- We use *an* with singular nouns when the next word starts with a vowel: (*a, e, i, o, u*)
It's an apple. He's an old man.
- We use *the* with singular and plural nouns when we know which thing (book, apple, etc.) we mean:
It's the book for our English class. They're the apples from my apple tree.
- We use *a / an* when we talk about something for the first time. We use *the* when we talk about it again:
I'm in a football team. The team isn't very good.
- We use no article with plural nouns when we talk about something in general:
I like kangaroos.

Reference and practice W.5 Workbook page 113

10 Read the rules. Then complete the sentences with *a, an or the* or no article.

- I've got aunt and two cousins in Sydney, Australia. Sydney is fantastic city.
- Beth has got nice bag. bag is blue, and it's got pictures of apples on it.
- My grandparents have got old dog. dog's got big brown eyes and curly hair.
- I'm at big school in Brighton. school has got nice teachers.
- I'm in Class 11A, and I've got good friend in class. Her name's Grace.

11 Complete the description of the photo. Then write a description of another photo in this unit.

This photo ¹..... one girl and two ²..... in it. They've got ³..... mobile phone and a ⁴..... The girl has got ⁵..... fair hair. One of the boys has got ⁶....., dark hair. The other boy ⁷..... short ⁸..... hair.

Vocabulary bank Colours page 125



V Days, months and seasons

1 **1.18** Number the days of the week in the correct order. Then listen, check and repeat.

Wednesday Friday Sunday Tuesday Saturday
Monday Thursday

2 **1.19** Listen to the months and add the correct endings, *-y* or *-ber*. Then listen again, check and repeat.

Januar.....	Februar.....	March	April
May	June	Jul.....	August
Septem.....	Octo.....	Novem.....	Decem.....

3 **1.20** Match the seasons to the photos. Then listen, check and repeat.

■ autumn ■ spring ■ summer ■ winter



4 SPEAKING Work in pairs. Answer the questions with your partner.

- Which days are: a school days? b the weekend?
- Which is your favourite: a day? b month? c season?
- Which month is: a your birthday in? b Christmas in?
- Which months are in: a spring b autumn?

V Numbers 31+

5 **1.21** Put the numbers in the correct order. Then listen, check and repeat.

■ a hundred ■ a million ■ sixty ■ thirty

ten twenty ¹ forty fifty ² ³
eighty ninety ⁴ a thousand ⁵ a billion

6 **1.22** Read and repeat the examples. Write the numbers in words. Then listen, check and repeat.

16 sixteen

47 forty-seven

89 eighty-nine

31 thirty-one

60 sixty

7,000 seven thousand

1 35

5 53

2 2,000

6 8,000,000

3 78

7 90

4 62

8 19

7 SPEAKING Work in pairs. Ask and answer questions about these subjects.

1 the age of your friends and family

2 the number of people in your class, school, family and country

How old is your grandfather?

He's about seventy-five.

How many people are in your class?

Thirty-five, I think.

V Ordinals and dates

8  **1.23 Listen and repeat the ordinal numbers.**

1 st first	9 th ninth	17 th seventeenth	25 th twenty-fifth
2 nd second	10 th tenth	18 th eighteenth	26 th twenty-sixth
3 rd third	11 th eleventh	19 th nineteenth	27 th twenty-seventh
4 th fourth	12 th twelfth	20 th twentieth	28 th twenty-eighth
5 th fifth	13 th thirteenth	21 st twenty-first	29 th twenty-ninth
6 th sixth	14 th fourteenth	22 nd twenty-second	30 th thirtieth
7 th seventh	15 th fifteenth	23 rd twenty-third	31 st thirty-first
8 th eighth	16 th sixteenth	24 th twenty-fourth	

9  **1.24 Read the rules. Then complete sentences 1–5 with the correct dates. Listen, check and repeat the sentences. Then complete sentences 6–8 about yourself.**

- a We write: 2nd April or 2 April.
- b We say: the second of April


- 1 Christmas Day is
- 2 Valentine’s Day is
- 3 New Year’s Eve is
- 4 New Year’s Day is
- 5 Halloween is
- 6 My birthday is
- 7 is an important date in my country.
- 8 is an important date in my town.

10 Read the text. Is it about a real village or an imaginary village?

Imagine the world and its seven billion people as a small village of only a hundred people.

- Nineteen people are Chinese and seventeen are Indian. ¹Ten / **Forty-six** are from Europe.
- ²**Forty-seven** / **Thirty-four** people are children or teenagers. Fifteen are aged five to fourteen, but two of these are at work, not at school.
- ³**Thirty-one** / **Eighty** people have got black hair. ⁴**Twenty-two** / **Two** people have got fair hair and one person has got red hair. ⁵**Nineteen** / **Sixty** people have got curly hair.
- Nine people have got a dog and ⁶**eleven** / **three** have got a cat.
- ⁷**Thirty-two** / **Seventy-five** people have got a mobile phone, but only five have got a computer.
- For two people, the weekend is on Thursday and Friday, and for six people, it’s on Friday and Saturday. For ninety-two people, it’s on Saturday and Sunday, or only on Sunday.
- 25 December is a special day for ⁸**eighty-one** / **thirty-three** people.
- ⁹**Six** / **Twenty** people are into cricket and nine people love Manchester United.



11  **1.25 Choose the correct numbers to complete the text. Then listen and check. Which facts are surprising?**

12 SPEAKING Work in pairs. Match 1–8 to a–h to make questions. Then answer the questions with your partner. Give true information.

- 1 Where are
- 2 How old
- 3 When’s
- 4 What’s your
- 5 Have you
- 6 Have you got
- 7 What’s
- 8 Who’s
- a your birthday?
- b you from?
- c family like?
- d your favourite sport?
- e are you?
- f got a pet?
- g your favourite singer?
- h a laptop / a tablet?

Vocabulary bank The time page 125

V Daily routines

1 **SPEAKING** Work in pairs. Label photos 1–8 with eight of these daily routines.

- chat on the phone ■ do homework ■ get dressed
- get home ■ get up ■ go to bed ■ have a shower
- have breakfast ■ have dinner ■ have lunch
- meet friends ■ play football ■ read a book
- start school ■ use the internet ■ watch TV



1



2



3



4



5



6



7



8

2 **1.26** Listen and write the daily routines in exercise 1 that you hear.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | 6 |

3 **1.27** Listen, check and repeat the answers to exercises 1 and 2.

4 **SPEAKING** Work in pairs. Look at the photos opposite and answer the questions.

- Where are the people?
- What are they doing?

5 Read the diary of British astronaut Nicola Stenning. Underline the daily routines in the text.

LIFE IN SPACE

What's that light in the sky? Is it a star? Is it a planet? No, it's the International Space Station, 400 km **above** Earth! I'm here on the space station for six months with five other astronauts from Russia, the USA, Holland and Japan. We travel around Earth sixteen times every day, at a **speed** of 27,724 km per hour.

I get up at six o'clock **in** the morning and I wash. Everything **floats** in space because of zero gravity, including water! We have a special shampoo to **wash** our hair without water!

I get dressed in a T-shirt and shorts. We only use the space suits outside the space station. Outside, the temperature **changes** a lot. It's 100°C in the sun, but it's -100°C in the dark. It's 23°C **inside** the space station, **in** winter and **in** summer.



We have breakfast **at** quarter to seven. All our food comes in **tins** and special **bags** and it isn't very nice. We don't have pizza on the space station.

After breakfast, we do exercise for an hour. Our arms and legs don't do a lot of work on the space station because we float. Exercise is very important. We watch films in the gym. My favourites are Russian **comedies**! They're funny.



Then we start work. We do experiments and work on the computers. We have lunch at one o'clock. **In** the afternoon I make videos for science lessons in schools. I answer questions from students about life in space. **Before** dinner we do **another** hour of exercise. 😬 40

In the evening and **at** the weekend, we play games, chat or use the internet. Yes, we've got the internet in space! **On** Sunday, we have a video chat with our families and friends. 😊 45



We go to bed early. We sleep in sleeping bags, so we don't float around the space station **at** night! 😴



STRATEGY

Guessing the meaning of unknown words 1

To guess the meaning of a word:

- read the sentence carefully. The words before and after it help you understand the meaning.
- think of similar words in your language.
- look for other examples of the word in the text.
- pictures and photos can show the meaning.

6 Read the strategy. Guess the meaning of the words in bold in the diary.

7 Read the diary again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The astronauts are different nationalities.
- 2 The food they eat in space is popular.
- 3 The writer likes Russian films.
- 4 They do one hour of exercise every day.
- 5 They have a video chat every evening.
- 6 They go to bed late.

V insight Prepositions of time

8 Study the highlighted prepositions in the blog. Write them in the table.

Preposition	Time
1	the weekend, night, six o'clock, Christmas
2	Sunday
3	the morning, the afternoon, the evening, summer, winter, December
4 / 5	breakfast, lunch, dinner
-	every day / night, all the time, early, late

9 Complete the text with the correct prepositions or no preposition.

I'm an astronaut, but I don't work in space. I work in the USA. I start work ¹ nine o'clock ² every day. ³ autumn, winter and spring, I design space vehicles, but ⁴ June, July and August I work at Space Camp. Teenagers from a lot of different countries come ⁵ Monday and stay ⁶ all week. ⁷ the morning and afternoon, they learn about space. ⁸ night, they look at the stars with telescopes. I finish work ⁹ late, but I don't work ¹⁰ the weekend.

10 SPEAKING Work in pairs. Tell your partner about your daily routine and the times when you do things. Use the phrases in exercise 8 to help you.

I get up at seven o'clock.

It's a beautiful morning!

A lot of people don't like mornings, but Katie and Andrej are different. The morning is their favourite time of day.

Katie is in the Australian swim team. She gets up at five o'clock and she goes to the swimming pool for two hours before school. She swims 5,000 metres. 'My friends are tired at school in the morning, but I feel great after a swim,' she says.

She doesn't swim on Sunday. She watches TV in bed. Then she has a shower and she studies for her exams. 'I don't do exercise on Sunday, but I feel tired all day!'

Andrej lives in Bled, Slovenia. In summer, he goes into the mountains at half past five and takes photos. 'I don't go in winter because it's dark before school, but in summer I love the early morning,' he says. 'It's a great time for photography. The sky is very blue and the light is pink.' He doesn't take photos of people. He likes views of Bled and the mountains. Shops in Bled sell his photos to tourists. 'I love photography and it makes money, too!'



- 1 SPEAKING** Look at the photos. What can you see? Read the introduction to the text. What is the teenagers' favourite time of day?
- 2** Read the text and check your answers to exercise 1. Then match the sentence halves.

1 Katie is a	a Slovenia.
2 Andrej is a	b photographer.
3 Katie is from	c swimmer.
4 Andrej is from	d Australia.

Present simple: affirmative

- 3** Read the text again and complete the sentences with the missing words.
 - Katie up at five o'clock.
 - Katie TV in bed.
 - Then Katie a shower.
 - Katie for her exams.
 - Andrej in Bled.
 - Andrej views of the mountains.

- 4** Study the sentences in exercise 3 and complete the rules for the present simple below.

Use

We use the present simple to talk about:

- routines.
- facts and general truths.

Form

After *he, she* and *it*:

- | | |
|---|----------------|
| a most verbs add | 1 <i>-ies.</i> |
| b verbs with consonant + <i>-y</i> at the end change <i>-y</i> to | 2 <i>-s.</i> |
| c verbs with <i>-ch, -sh, -s</i> or <i>-o</i> at the end add | 3 <i>has.</i> |
| d <i>have</i> changes to | 4 <i>-es.</i> |

I live
 you live
 he / she / it lives
 we live
 you live
 they live

Reference and practice 1.1 Workbook page 114

- 5** Underline five more examples of the *he / she / it* form of the present simple in the text in exercise 1.



6 Put the words in order to make sentences about Katie and Andrej. Use the correct form of the present simple for the verbs in bold.

- 1 at Concord High School / **study** / Katie
- 2 **work** / her mum / at her school
- 3 her school / at three o'clock / **finish**
- 4 two hours of homework / after school / **do** / Andrej
- 5 dinner / he / with his family / at seven o'clock / **have**
- 6 **teach** / photography / his brother / he / at the weekend

7 SPEAKING Work in pairs. Think of the daily routine of a friend or someone in your family. Tell your partner about them.

My friend Eva does her homework after school.

Present simple: negative

8 Study these examples of negative present simple verbs. Underline three more examples in the text in exercise 1.

A lot of people *don't* like mornings. He *doesn't* take photos of people.

9 Complete the rules for the negative present simple with don't or doesn't.

- a After *I, you, we* and *they*, we form the negative present simple with + verb.
- b After *he, she* and *it*, we form the negative present simple with + verb. We don't add -s to the verb.

Reference and practice 1.1 Workbook page 114

10 Complete the sentences with the verbs below. Then choose the correct negative form.

do have like meet start

- 1 I **don't / doesn't** mornings.
- 2 My mum **don't / doesn't** breakfast with me.
- 3 I **don't / doesn't** my friends before school.
- 4 School **don't / doesn't** at eight o'clock.
- 5 My friends and I **don't / doesn't** exercise every day.

11 Complete the text with the correct present simple form of the verb in brackets.

Most teenagers ¹..... (not do) exercise before school. They ²..... (like) staying in their beds in the morning. Penny ³..... (get up) at six o'clock. She ⁴..... (get) dressed to go to the gym because Penny is a gymnast. She ⁵..... (not have) breakfast with her family. They're still in bed! After the gym, Penny ⁶..... (go) to school. Her school ⁷..... (start) at half past eight and it ⁸..... (finish) at half past three. But she ⁹..... (not feel) tired. 'Gymnastics gives me energy.' After school, Penny ¹⁰..... (do) her homework and she ¹¹..... (have) dinner with her family. In the evening, Penny ¹²..... (use) the internet and she ¹³..... (watch) films, but Penny ¹⁴..... (not go) to bed late.

12 1.28 Listen to Jake. What is his hobby?

13 1.28 Listen again and choose the correct words.

- 1 Jake **plays / doesn't play** games with his cousin.
- 2 Mia **goes / doesn't go** to school in Singapore.
- 3 Jake and his mum **live / don't live** in Canada.
- 4 Jake and Alex **play / don't play** games together before breakfast.
- 5 Alex **does / doesn't do** sport after school on Monday.
- 6 Jake and Alex **like / don't like** different online games.

14 SPEAKING Work in pairs. Write three true and two false present simple sentences about you, your friends or your family. Your partner guesses if they are true or false.

I do homework for three hours before school

That's false

1C ■ Culture, vocabulary and grammar British schools

1 Work in pairs. Find out the meaning of these words and say when they happen at your school.

- break
- registration
- assembly

V School subjects

2 1.29 Label the icons (1–14) with the school subjects. Then listen, check and repeat.

- art ■ citizenship ■ design and technology (DT) ■ drama ■ English ■ geography ■ history
- information and communication technology (ICT) ■ maths ■ modern languages ■ music
- physical education (PE) ■ religious education (RE) ■ science



1 2 3 4 5 6 7



8 9 10 11 12 13 14

3 Which lessons do you hear these words in?

- 1 Shakespeare, Dickens, Jane Austen
- 2 Mozart, Tchaikovsky, the Beatles
- 3 geometry, algebra, arithmetic
- 4 Antarctica, Amazon, Atlantic
- 5 atom, photosynthesis, magnesium

4 **SPEAKING** Work in pairs. Which school subjects are you good at? Which school subjects do you like?

5 **SPEAKING** Work in pairs. Read the factfile and match the photos to the names of the schools.

6 Read the factfile again. Choose the correct words to complete the sentences.

- 1 Parrs Wood is in Manchester / Windsor.
- 2 There are 1,320 / 2,000 students at Eton College.
- 3 At Eton College, the students live / don't live with their families.
- 4 Students at Eton College have PE / IT lessons in the afternoon.
- 5 At Parrs Wood, they have lessons five / six days a week.
- 6 A lot of people in the UK go / don't go to boarding school.



7 **SPEAKING** Work in pairs. Ask and answer the questions in the factfile about your school.

Present simple: questions and short answers

8 Read the examples and complete the rules.

Do you like your school? Yes, I do. No, I don't.
Does he go to Eton College? Yes, he does. No, he doesn't.

We form questions in the present simple with:

- a + I / you / we / they + verb? b + he / she / it + verb?

We make short answers with:

- c Yes, + I / you / we / they + No, + I / you / we / they +
 d Yes, + he / she / it + No, + he / she / it +

2



FACTFILE • FACTFILE • FACTFILE • FACTFILE

What's the name of your school?	
Parrs Wood High School	Eton College
Where is it?	
in Manchester	near Windsor
How many students are there?	
about 2,000	1,320
Who are they?	
Boys and girls from Manchester.	Boys from different countries. Girls don't study at Eton.
Is it a day school or a boarding school?	
It's a day school. We go to school in the morning and go home in the afternoon.	Eton is a boarding school. We sleep at the school during term time.
How old are the students?	
They're 11-18.	They're 13-18.
When do you have lessons?	
I have lessons from 8.30 to 3 in the afternoon.	We have lessons in the morning and evening. We do a lot of PE in the afternoon.
Does your school open on Saturday?	
No, it doesn't! I meet my friends on Saturday.	Yes, it does. We have lessons on Saturday, too.
Does your school have a uniform?	
Yes, it does.	Yes, it does. Do you like our suits?
Do lots of people in the UK go to a school like yours?	
Yes, they do. It's an ordinary British secondary school.	No, they don't. About 2% of students go to a boarding school.

- 9 Find one more example of a present simple question and short answer with a regular verb in the factfile. Do we add -s to the main verb after *he / she / it* questions?
- 10 Add *do* or *does* and put the words in order to make questions. Then write answers that are true for you.
 - 1 finish / your school day / at 2 p.m. / ?
 - 2 on Saturday / you / to school / go / ?
 - 3 you and your friends / at break time / football / play / ?
 - 4 come / your English teacher / from the UK / ?
 - 5 homework / you / at the weekend / do / ?
 - 6 drama / your school / teach / ?
 - 7 study / other people in your family / at your school / ?
 - 8 the internet / people / in class / use / ?
- 11 **SPEAKING** Work in pairs. Answer the questions in exercise 10.

Question words

- 12 Study the questions in the factfile. Then match the question words to their function.

We use:	for questions about:
1 <i>Where</i>	a things
2 <i>What</i>	b time
3 <i>Who</i>	c age
4 <i>When</i>	d number
5 <i>How old</i>	e people
6 <i>How many</i>	f places

Reference and practice 1.3 Workbook page 115

- 13 Complete the questions below with the question words in exercise 12.
 - 1 is the art club? On Thursday afternoon.
 - 2 's the teacher? I'm the teacher.
 - 3 do you teach in the club? Lots of different art techniques.
 - 4 are the students? They're 12-18.
 - 5 students do you teach every week? About twenty.
 - 6 is the club? Room 24.

- 14 **SPEAKING** Work in pairs. Plan your perfect school. Use the ideas below to help you.
 - What time does school start and finish?
 - How many students are there in your school / class?
 - What subjects do you study?
 - What sports do you do at your school?
 - Are there any after-school clubs?
 - Do you wear a school uniform? Why / why not?
 - Are there boys and girls at your school?

DVD EXTRA School life

Vocabulary bank Classroom items page 126



1



2



3



4



5



6

V Transport

1 1.30 Label the photos with the forms of transport. Then listen, check and repeat.

- bike ■ bus ■ car ■ plane ■ train ■ walking

STRATEGY

Understanding words and phrases with the same meaning

There are often different ways to say the same thing. For example, the words *excellent* and *fantastic* have the same meaning. We call words with the same meaning *synonyms*. Record words and phrases with the same meaning together in your vocabulary notebook.

2 1.31 Read the strategy. Match the verbs below to the phrases. Listen, check and repeat. Then write the words and phrases with the same meaning in your vocabulary notebook.

- | | |
|---------|---------------|
| 1 walk | a go by bike |
| 2 fly | b go by car |
| 3 drive | c go on foot |
| 4 cycle | d go by plane |

3 1.32 Listen to a radio programme about teenagers' journeys to school. Who lives on a farm? Who lives on an island?

4 1.32 Listen again and complete the table.

	Amanda	Joseph	Claire	Henrik	Salma	Brad
Country						
Transport to school						
Journey time						

5 1.33 Match the questions to the answers. Then listen, check and repeat.

- | | |
|-----------------------------------|------------------------------|
| 1 How do you go to school? | a About fifteen minutes. |
| 2 When do you leave home? | b I go by bike. |
| 3 How long does the journey take? | c At twenty-five past eight. |
| 4 When do you arrive at school? | d At ten past eight. |

6 SPEAKING Work in pairs. Answer the questions in exercise 5 about you.

Classroom language

7 SPEAKING Work in pairs. Which of these actions are in the photos below? Do you do these things in class? What does your teacher say if you do?

- answer questions ■ chat ■ listen ■ throw paper ■ use a dictionary ■ use an MP3 player

8 1.34 Listen to the dialogue. What is Simon doing in class? Choose a photo.



9 1.34 Complete the phrases from the dialogue. Then listen again and check.

Instructions (affirmative)	Instructions (negative)	Asking for help
Sit down, ¹	Don't ⁴ your	Sorry, I ⁶ understand.
Open your ² at	MP3 player in class.	Can you say ⁷ again,
page 22.	⁵ write in your	please?
Answer ³ questions.	textbook.	How do ⁸ say that in
		English?

10 1.35 Complete the dialogues with the phrases in exercise 9. Then listen and check.

- 1 Teacher Eva, what's your surname?
Eva Sorry, I ¹....., ²....., please?
Teacher What's your surname?
- 2 Teacher Charlie, ³..... in class.
Charlie Sorry, Mrs Taylor.
Teacher Put the phone in your bag, Charlie.
- 3 Cosimo ⁴..... 'treno' in English?
Teacher ⁵..... at page 86. Transport words are there.
- 4 Teacher Now ⁶..... about the text.
Marisa Mrs Taylor, what does 'journey' mean?
Teacher Guess from the context, Marisa, or use a dictionary.

11 Read the dialogue again. Underline more affirmative instructions and ways of asking for help.

12 SPEAKING Work in pairs. Choose a photo in exercise 8 and write a dialogue between a student and a teacher. Use exercises 9 and 10 to help you.

1 Read the questionnaire and complete the questions with these words and phrases.

■ school bag ■ school day ■ subject ■ teacher ■ time of day

Home
Profile
Photos

1 What's your favourite ?

It's Friday because we have fun lessons in the afternoon: art, music and French. I don't do homework after school on Friday. I go to a hip hop dance lesson in Bristol at eight o'clock. I come home late, but that's OK because I don't get up early on Saturday.

2 What's your favourite ?

French. I like modern languages because I want friends in other countries. In summer, I meet lots of people when I go to France with my parents. I chat with my French friends on the internet in the evenings, too.

3 Who's your favourite ?

My French teacher, Mr Petit. Petit means 'small' in French but Mr Petit is very tall! He's very funny, too.

4 What's your favourite thing in your ?

My mobile phone. I play games on it with my friends, and it's got a cool app: a French dictionary. It records my pronunciation.

5 What's your favourite ?

It's three o'clock, of course! School finishes and I walk home with my friends.



2 **SPEAKING** Work in pairs. Answer the questions in the questionnaire about you.

Capital letters

3 Do these have CAPITAL letters? Find examples in the text and circle yes or no.

- | | |
|---|----------|
| 1 the first letter of a sentence, after a full stop (.) | yes / no |
| 2 the personal pronoun <i>I</i> | yes / no |
| 3 other personal pronouns | yes / no |
| 4 the names of people | yes / no |
| 5 the names of places, books, films and religions | yes / no |
| 6 times of day | yes / no |
| 7 days of the week and months of the year | yes / no |
| 8 seasons | yes / no |
| 9 languages and nationalities | yes / no |
| 10 school subjects | yes / no |

4 Correct the paragraph. Change fifteen letters to capital letters.

my favourite person is my friend, max. he's german, but he lives in london and his english is very good. we're in the same class at henbury school. we're very different. he likes pe and he plays football every day. i like thursday at school because we have drama.

STRATEGY

Checking your writing

When you finish writing, check your work carefully. Check and correct these things:

■ spelling ■ grammar ■ capital letters

5 Read the strategy and correct ten mistakes in the paragraph.

On saturday, I not see Max in the morning because he play football. He meet me on two o'clock and we spend the afernoon and evening together. In Summer, we meet other friends in the park. in winter, Max doesn't likes the park, so we go to the shops in bristol, or he comes to mi house.

■ **Task** Write answers to the questionnaire in exercise 1.

■ **Ideas** Answer each question in the questionnaire. Include this information.

- 1 Why is it a good day? What do you do on that day?
- 2 Why do you like it? What does it teach you?
- 3 What's their name and subject? Why do you like this teacher?
- 4 What is it? What does it do? Why do you like it?
- 5 Why? What do you do at that time?

■ **Plan** Use the answers in the questionnaire as a model. Organize your ideas in paragraphs.

Paragraph 1: What's your favourite school day?

Paragraph 2: What's your favourite subject?

Paragraph 3: Who's your favourite teacher?

Paragraph 4: What's your favourite thing in your school bag?

Paragraph 5: What's your favourite time of day?

■ **Write** Write your answers. Use your ideas and the paragraph plan to help you.

■ **Check** Use the strategy to check your writing.

Review 1

Vocabulary

1 Complete the text with the correct prepositions.

My school starts ¹ 8.50 a.m.
 Most of the students come to school
² foot, but some of them
 come ³ car. Lunch is
⁴ 12.15 p.m. Some students
 have sandwiches ⁵ lunch.
 School finishes ⁶ 3.20 p.m.
⁷ the winter, it's dark
 when we get home. Most students do homework
⁸ the evening.
⁹ Friday evening, they
 meet friends. We don't go to school
¹⁰ the weekend.

Marks / 10

2 Match a verb in A to a word or phrase in B. Then complete the sentences.

A ■ do ■ get ■ go ■ have ■ meet

B ■ dinner ■ my friends ■ homework ■ to bed ■ up

- 1 We late on Saturday.
- 2 We in a restaurant on Fridays.
- 3 What time do you at night?
- 4 I chat online when I can't
- 5 We when we get home from school.

Marks / 5

3 Complete the sentences with school subjects.

- 1 You do sport in
- 2 You learn about the past in
- 3 You study Picasso and Kandinsky in
- 4 You learn about the world in
- 5 You use a computer in
- 6 You learn to act in

Marks / 6

Grammar

4 Complete the text with the correct present simple form of the verbs in brackets.

Some children ¹ (not go) to school because their parents ² (teach) them at home. This is called homeschooling. Simon Crawley is thirteen, and he's a homeschooled. He ³ (get up) at the same time as his friends, but he ⁴ (not walk) to school with them. His classes ⁵ (start) after he ⁶ (have) breakfast. He ⁷ (study) some subjects with his mum and others with his dad. His brothers and sisters also ⁸ (learn) at home. They ⁹ (read) a lot of books and they ¹⁰ (use) the internet, too. But they ¹¹ (not stay) at home all the time. Some days they ¹² (visit) museums and art galleries, and they all ¹³ (go) to after-school clubs. In the evening, Simon ¹⁴ (watch) TV because he hasn't got any homework.

Marks / 14

5 Complete the dialogue with present simple questions and short answers.

A ¹ you go to school?

B At King Edward's. Do you go there, too?

A No, ² I go to a bilingual school.

B ³ languages you speak?

A Three. My mum's Swiss.

B Does she speak French?

A Yes, ⁴

B Does your father speak French, too?

A No, ⁵

Marks / 10

Total / 45

V Free-time activities

1 1.36 Match the free-time activities to the icons. Then listen, check and repeat.

- acting ■ cooking ■ dancing ■ drawing
- painting ■ playing computer games ■ playing tennis
- playing the drums ■ rock climbing ■ singing
- skateboarding ■ swimming



2 **SPEAKING** Work in pairs. Which activities in exercise 1 do you like or dislike?

I like dancing.

I don't like cooking.

3 **SPEAKING** Work in pairs. Look at the photos in the text. Where are they? Choose from these countries or continents.

- Canada ■ Chile ■ Egypt ■ Norway ■ Scotland ■ Spain
- the Antarctic ■ the Sahara ■ the USA

4 Read the text and check your answers.

STRATEGY

Skim-reading for the main ideas

When you read a text for the first time, skim-read it so you understand the main ideas.

- Use photos and headings to help you understand what the text is about in general.
- Read the first line of each paragraph to get an idea of what each one is about.
- Read the whole text quickly to understand the main ideas.
- Don't worry about difficult words and phrases.

5 Read the strategy. Skim-read the text and choose the correct summary.

- 1 The text gives information about traditional hobbies in three different countries.
- 2 The text gives information about three people who live in unusual places and their hobbies.
- 3 The text gives information about three people with very unusual hobbies.

FREE TIME IN THE MIDDLE OF NOWHERE

Mike, Stella and Juan don't live in ordinary places. They've all got very different jobs, but what do they do in their free time?

MIKE



The British Antarctic Survey (BAS) has got five research stations in Antarctica. I work as a chef at the Rothera research station. There are one hundred biologists, engineers, doctors and chefs here in the summer, but only twenty-two of us in the winter. I like my job, but cooking isn't my hobby! I'm interested in art, and I enjoy drawing and painting pictures of Antarctica. We also play football on the ice at the research station. In the evening, I play computer games.

STELLA



I live in Findhorn ecovillage. It's a community of 300 people in Scotland. We all live and work together. We have our own bank and money! I work on the community farm. I'm interested in singing and dancing, and I go to a dance class every week at the dance studio in the village. At the weekend, I often go skateboarding when the weather's good. When it rains, I love meeting my friends at home.

JUAN

I'm an engineer and I work at the Paranal Observatory in the Atacama desert, Chile. The desert environment is perfect for the Observatory's telescopes. In my free time, I love sport, but it's difficult here because the Atacama desert is 2,400 metres above sea level. Sometimes I go cycling in the desert, but we also have a swimming pool, a gym and a music studio at the Observatory. I play the drums and I go swimming. I'm also into rock climbing in the gym.

6 Read the article text and answer the questions.

- 1 What does Mike enjoy doing?
.....
- 2 What does he do in the evening?
.....
- 3 Where does Stella work?
.....
- 4 Where is her dance class?
.....
- 5 Why is doing sport difficult for Juan?
.....
- 6 Where does he go rock climbing?
.....

V insight Likes and dislikes

7 Complete the sentences with examples from the text.

love, be into, like, enjoy, be interested in + noun

- 1 I l_____ my j_____.
- 2 I'm i_____ i_____ a_____.
- 3 I l_____ s_____.

love, be into, like, enjoy, be interested in + -ing form of verb

- 4 I e_____ y d_____ and p_____ t_____.
- 5 I'm i_____ in s_____ and d_____.
- 6 I'm into r_____ c_____.

STRATEGY

Recording antonyms

We call two words or phrases with the opposite meaning *antonyms*. To improve your vocabulary, record words or phrases with their antonyms in your vocabulary notebook.

8 Read the strategy. Match the phrases in exercise 7 to their antonyms below. Then write the antonyms together in your vocabulary notebook.

- a I don't enjoy ...
- b I hate ...
- c I'm not interested in ...
- d I dislike ...
- e I'm not into ...

9 SPEAKING Work in pairs. Discuss the questions.

Use the phrases from exercises 7 and 8 and the free-time activities in exercise 1.

- What do you like doing? Why?
- What do you dislike doing? Why?
- What are your brothers / sisters / friends into?

Vocabulary bank Sports page 127

1 SPEAKING Work in pairs. Discuss the questions.

- Do you like doing sport?
- Which sports do you do?
- Do you like watching sport on TV?
- Do you do sport every day?
- Are you in a school sports team?

2 Read the interview with Rob Richardson and answer the questions.

- 1 Which sports does Rob play?
- 2 When does Rob train?
- 3 Which sport does Rob watch?



Spotlight on ... sitting volleyball



Today we're talking to Rob Richardson – captain of Britain's sitting volleyball team.

What is sitting volleyball? It's a Paralympic sport. There are six players in each team. The players don't walk or run. They sit on the floor and play. But the game is never boring – it's always very fast and exciting.

How often do you train? Usually, I train before I go to work. Then I train again for two hours in the evening. I sometimes train at the weekend, but usually I relax at home with my wife and my baby daughter.

Do you play any other sports? Yes, I do! I often play tennis and cricket. Sometimes, I go to football matches and watch my favourite team – Arsenal.

What kind of food do you eat? I love pizza – it's my favourite food, but it's not very healthy! I don't often eat pizza, because I want to be very fit.

Who's your sporting hero? David Beckham. He was a great football player and he always works hard.

Adverbs of frequency



3 Study the adverbs of frequency. Then complete these sentences from the interview with the correct adverb of frequency.

- 1 I train before I go to work.
- 2 I train at the weekend, but I relax at home with my wife and baby daughter.
- 3 I play tennis and cricket.
- 4 I go to football matches and watch my favourite team – Arsenal.
- 5 I don't eat pizza, because I want to be fit.

4 Study the sentences from the interview. Then choose the correct answer in the rules below.

The game is **never** boring – it's **always** very fast and exciting.
 He's a great football player and he **always** works hard.
 I **sometimes** train at the weekend, but **usually** I relax at home.
 Sometimes, I go to football matches. **Usually**, I train before I go to work.

- a Adverbs of frequency come **before** / **after** the main verb.
- b Adverbs of frequency come **before** / **after** the verb *be*.
- c The adverbs *sometimes* and *usually* can also go at the **beginning** / **end** of a sentence.

Reference and practice 2.1 Workbook page 115

5 Rewrite the sentences with the adverbs in the correct place.

- 1 I play tennis at the weekend with my friends Grace, Jess and Sonia. (always)
.....
- 2 Grace and Sonia are late for the game, but Jess is late. (sometimes, never)
.....
- 3 Jess wins the game. (usually)
.....
- 4 She practises tennis after school. (often)
.....
- 5 I'm very tired at the end of the game. (always)
.....
- 6 We watch tennis matches on TV. (not often)
.....

6 Study the table. Write sentences about David and Sue. Then compare your answers with your partner.

What do you do at the weekend?						
How often do you ...	always	often	usually	sometimes	not often	never
play football?	✓		✓			
go cycling?		✓		✓		
get bored?			✓		✓	
do homework?		✓				✓
play the guitar?				✓		✓


✓ = David ✓ = Sue

David always plays football at the weekend.

7 SPEAKING Work in pairs. Complete the table in exercise 6 about yourself. Then ask and answer the questions with your partner.

How often do you play football at the weekend?

I never play football at the weekend. I hate football!

8  **1.37** Listen to Rose asking Sarah questions for a healthy lifestyle survey. Read Rose's notes and find six mistakes with the adverbs of frequency and correct them.

Sarah
 often gets up at 7 in the morning
 always gets up at 8 or 9 at the weekend
 never has breakfast
 always takes the bus to school – never cycles
 often does sport after school
 usually goes to bed at 10


9 SPEAKING Work in pairs. How healthy is your lifestyle? Ask and answer the questions below. Record your partner's answers using full sentences.

How often do you ...	
go to bed late or get up late?	
play a team sport?	
do an individual sport?	
eat sweets or chocolate?	
eat fast food?	
eat vegetables or fruit?	


1 SPEAKING Work in pairs. Look at the photos and answer the questions.

- Where are the young people?
- What are they doing?
- What time of year is it?
- Do you think they are good or bad musicians?

V Musical instruments

2  **1.38** Look at the photo of the orchestra. Can you find these instruments? Listen, check and repeat.

- cello ■ clarinet ■ flute ■ guitar ■ keyboards ■ piano
- drums ■ saxophone ■ trumpet ■ violin

3  **1.39** Listen to a short tune on six instruments. Match each tune to an instrument from exercise 2.

4 Read the text. Choose the correct words to complete the sentences.

- 1 The young people at the Music Camp are from the UK / Milton Keynes.
- 2 The Music Camp has / hasn't got instruments for the young people.
- 3 The young people sleep in tents / the theatre.

5 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The young people stay at the camp for one week.
- 2 The young people can learn new instruments.
- 3 All the young people at the camp are very good musicians.
- 4 The young people and their families watch a performance by professional musicians.
- 5 Tony thinks it's important to sing at Music Camp.
- 6 Yasmin usually plays jazz music at home.

6 Underline the antonyms for these adjectives in the text.

- big ■ quiet ■ unusual ■ bad ■ same ■ difficult

7 SPEAKING Work in pairs. Discuss the questions.

- What kind of music do you like?
- Do you play a musical instrument? What?
- Do you think the Music Camp is fun or boring? Why?



It's ten o'clock in the morning. On a small campsite in Milton Keynes, there's a very noisy drumming lesson. A campsite isn't the usual place for a drumming lesson. But this isn't an ordinary music lesson.

Every August, young people from around the UK come to the National Youth Music Camps at the Stables Theatre in Milton Keynes and play music together for a week. Some young people are very good musicians and they can play different instruments. Some young people can't play an instrument. Some young people haven't got an instrument! But everyone is welcome at the camp and there are lots of instruments for all the young people.

The young people and teachers sleep in tents. They have music lessons on the campsite and they have breakfast, lunch and dinner together in a big tent. There is also a theatre and a recording studio. The young people act, sing and dance in the theatre. At the end of the week, the young people's families come to the theatre and they perform a special concert and musical theatre production.





20 Tony Hutchinson

I love rock music and hip hop, and I love Music Camp! I can play the guitar and the keyboards. Can I sing? No, I can't. I'm not good at singing, but that's not important here. We can learn new instruments and meet new people.



Yasmin Johnson

I can play the cello. I always play classical music at home, but at Music Camp I play my cello with the jazz band. It isn't easy to play jazz music, but I can play some great jazz songs.



can / can't for ability

8 Read these examples from the text. Then choose the correct answer in the rules below.

*I can play the guitar and the keyboard.
They can play different instruments.
Some young people can't play an instrument.
Can I sing? No, I can't.*

- a We use **can** + infinitive with / without **to**.
- b The negative of **can** is **don't can / can't**.
- c We use **the same / a different** form of **can** after all persons (*I, you, he, they*, etc.).

Reference and practice 2.2 Workbook page 116

9 Write sentences with **can** in the affirmative (✓), negative (X) or question (?) form.

- 1 Jane / play the piano (✓)
- 2 Adam / dance (X)
- 3 Tom / take good photos (?)
- 4 Rose / ride a bike (X)
- 5 Simon / play the drums (?)
- 6 Maria / speak English (✓)

10 **1.40** Omar and Bella are at Music Camp. Listen to their dialogue and complete the table. Then write sentences.

	Omar	Bella
play the violin	✓	X
sing		
play the flute		
dance		
act		

Omar can play the violin. Bella can't play the violin.

11 SPEAKING Work in pairs. Ask and answer questions. Use the ideas below.

- act ■ cook ■ dance ■ do karate
- play a musical instrument ■ ride a bike
- sing ■ speak Spanish ■ swim

Can you play a musical instrument?

Yes, I can.

No, I can't.

12 SPEAKING Work in pairs. Plan a Music Camp. Discuss the questions. Tell the class about your Music Camp.

- When / Where is the camp?
- What instruments are there?
- Has the Music Camp got a band, a choir or an orchestra?
- What styles of music do you play?
- What is your final performance?

DVD EXTRA A famous music school

Adverbs of manner

6 Read the rules and examples of adverbs of manner.

- We use adverbs of manner to describe a verb.
*He speaks **slowly**. She runs **quickly**.*
- We usually add *-ly* to the adjective to make the adverb.

Regular	Irregular
+ <i>-ly</i> : bad → badly (quickly, slowly, quietly, loudly)	good → well
-y → <i>-ily</i> : easy → easily	hard → hard

Reference and practice 2.3 Workbook page 117

7 1.43 Herbie Newson loves playing musical instruments. Listen and complete the sentences with adverbs in exercise 6.

- | | |
|--|---|
| <p>1 He learns new instruments</p> <p>2 He learns new songs</p> <p>3 He practises every day.</p> | <p>4 He can play the violin</p> <p>5 He plays the cello</p> <p>6 He usually plays the piano</p> |
|--|---|

Requests with *can* and *could*

8 SPEAKING Look at the cartoons and match the problems to the pictures.

- She is very cold.
- She can't find her bag.



9 1.44 Listen to the dialogue. Which picture matches the dialogue?

10 1.44 Complete the phrases from the dialogue. Listen again and check.

<p>Requests</p> <p>Can you ¹..... me, please?</p> <p>Could ²..... buy one, please?</p>	<p>Responses to requests</p> <p>³S..... No ⁴.....</p> <p>Yes, ⁵.....</p>
---	--

11 1.45 Use the phrases below to complete the dialogue. Then listen and check.

- No, sorry. I can't
- Can you get my sweater
- Could you close the window
- Yes, of course

Jade I'm really cold.

Henry Are you?

Jade ¹....., please?

Henry ².....

Jade ³..... ? It's on the table.

Henry ⁴.....! I want to read my book. You can get your sweater.

12 SPEAKING Work in pairs. Write a dialogue between two friends. Use your ideas and exercises 10 and 11 to help you.

- Turn off the music
- Get a drink
- Help with cooking dinner

1 SPEAKING Work in pairs. Look at the advertisement and answer the questions.

- 1 What does Global PenPals do?
- 2 What information does Global PenPals want to know about you?

2 Read Julia's letter. Tick (✓) the things she mentions.

- | | | | |
|----------------------|--------------------------|----------|--------------------------|
| free-time activities | <input type="checkbox"/> | school | <input type="checkbox"/> |
| pets | <input type="checkbox"/> | family | <input type="checkbox"/> |
| friends | <input type="checkbox"/> | music | <input type="checkbox"/> |
| food | <input type="checkbox"/> | books | <input type="checkbox"/> |
| shopping | <input type="checkbox"/> | weekends | <input type="checkbox"/> |



15 Primrose Lane
Upper Newbrook
Derbyshire
DE15 4GT
17 March, 2013

Dear Global PenPals,

My name is Julia Mitchell and I'm sixteen years old. I live in a small town in the north of England with my mum, my two brothers and my dog, Hester.

I go to Newbrook High School. It's a big school. There are 1,500 students, but I like it and everyone is very friendly! My favourite subjects at school are science and geography and I also enjoy learning languages. I can speak French and Spanish. I don't like maths or history. They're really boring!

At the weekend, I like swimming and going to the cinema. My favourite film is 'The Hunger Games'. I love watching football on TV, but I don't like playing it! Sometimes on Sundays I go skateboarding or play tennis with my friends. I can't play tennis very well, but I like it! I usually do my homework on Sunday night 😊.

I hope you can find a penpal for me.

Best wishes,

Julia

PENPALS wanted!

*Global PenPals
needs new penpals!*

Can you speak English?

Do you want to make new friends from different countries?

Write a short letter to Global PenPals. Tell us about your school, your daily life and your hobbies.

We read your letter and match your interests with a penpal from another country.

STRATEGY

Writing informal letters

3 Read the letter again. Choose the correct words to complete the strategy for writing informal letters.

- **Begin / Finish** informal letters with *Dear* + the person's first name.
- **Begin / Finish** informal letters with *Best wishes* or *All the best*.
- Put your **name / address** in the top right hand corner of the letter.
- Put **the date / the person's name** below your address.
- Sign your name at the **bottom / top** of the letter.
- Use a new paragraph for each topic.

Linking words: and, but, or

4 Complete the sentences from Julia's letter.

- 1 My favourite subjects at school are science geography.
- 2 I don't like maths history.
- 3 It's a big school. There are 1,500 students, I like it!
- 4 At the weekend, I like swimming going to the cinema.
- 5 I love watching football on TV, I don't like playing it!
- 6 Sometimes on Sundays I go skateboarding play tennis with my friends.

5 Complete the sentences with *and, but or or*.

- 1 I like rap music, I don't like classical music.
- 2 Do you watch TV listen to music after school?
- 3 I've got two sisters three brothers.
- 4 I'm from Scotland, I live in England now.
- 5 Do you prefer reading magazines books?

■ **Task** Write a letter to Global PenPals.

■ **Ideas** Answer these questions.

- 1 Where do you live?
- 2 Who is in your family?
- 3 Is your school big or small? / friendly or unfriendly?
- 4 What school subjects do you like / dislike?
- 5 What do you do in your free time?

■ **Plan** Use Julia's letter as a model. Plan your paragraphs.

Paragraph 1: information about you and your family

Paragraph 2: information about your school

Paragraph 3: information about your free time

■ **Write** Write your letter. Use the strategy, your ideas and paragraph plan to help you. Remember to include the linking words *and*, *but* and *or* in your letter.

■ **Check** Check your spelling, grammar and punctuation.

Review 2

Vocabulary

1 Complete the text with free-time activities.

Mon/Weds: Art Club for pupils who like ¹d.....
and ²p.....
Drama group for pupils who are into
³a.....
Tues/Thurs: Salsa for pupils who enjoy ⁴d.....
Water sports for pupils into ⁵s.....
Friday: Orchestra. Play the ⁶v.....,
the clarinet, the ⁷f..... or the
⁸t.....

Marks / 8

2 Rewrite the sentences using the correct form of the word in brackets.

- 1 My brother is into skateboarding. (love)
.....
- 2 I enjoy singing. (into)
.....
- 3 Rob is interested in photography. (like)
.....
- 4 We dislike cooking. (not enjoy)
.....
- 5 My sister hates dancing. (not interested)
.....
- 6 Kate isn't into swimming. (dislike)
.....

Marks / 6

3 Complete the text with languages.

I go to an International School where the pupils speak a lot of different languages. Giovanni is from Rome and so he speaks ¹..... Marie is from Paris and she speaks ²..... Ivan is from Moscow, so he speaks ³..... and Akihito is from Tokyo, so he speaks ⁴..... Lola from Madrid speaks ⁵..... and Laila from Morocco speaks ⁶..... Dirk and Griet are from the Netherlands and they speak ⁷..... Our school is in London, so we all speak ⁸.....

Marks / 8

Grammar

4 Write sentences using the adverbs in brackets.

- 1 Oliver / have fish / for lunch (never)
.....
- 2 My sister / go to bed / late (often)
.....
- 3 We / cycle / to school (sometimes)
.....
- 4 I / be / late for school (always)
.....
- 5 Mia / play tennis / at the weekend (usually)
.....
- 6 My parents / use / the internet (not often)
.....

Marks / 6

5 Complete the dialogue with the correct form of *can* and the verbs in brackets.

- A Hello. I want to help with the drama club.
B Great! What ¹..... you? (do)
A I don't know.
B Well, ²..... you? (act)
A No, I ³.....
B ⁴..... you? (sing)
A No, I ⁵..... And I ⁶..... (dance)
B Oh. Are you good at art?
A Yes, I am. I ⁷..... very well. (paint)
B ⁸..... you good photos? (take)
A Yes, I ⁹.....
B ¹⁰..... you a computer? (use)
A Yes, I ¹¹..... Why?
B You can make our posters! Welcome to the club.

Marks / 11

6 Complete the sentences with adverbs formed from the adjectives in brackets.

- 1 My maths teacher speaks (quiet)
- 2 We always study before exams. (hard)
- 3 I sometimes sleep (bad)
- 4 My friend plays the guitar very (good)
- 5 I have a shower in winter. (quick)
- 6 You learn new languages (easy)

Marks / 6

Total / 45

Listening

1 1.46 Listen to a radio interview with a triathlon athlete. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The three sports in a triathlon are swimming, cycling and running.
- 2 Triathlon athletes usually swim for 500 metres.
- 3 They cycle for fourteen kilometres.
- 4 They do each sport on a different day.
- 5 They run for ten kilometres.
- 6 Andy Brown's favourite sport is swimming.
- 7 Andy trains every day of the week.
- 8 Andy often goes running in the mornings.
- 9 Andy studies sports science at university.
- 10 Andy is into cooking.

Speaking

2 Work in pairs. You are in class, but you haven't got your school bag. Prepare a dialogue.

- Greet your friend and explain your problem.
- Ask to use your friend's book. Thank your friend.
- Ask for a pencil. Thank your friend.
- Ask for a pencil sharpener. Thank your friend.
- Tell your friend they are a really good friend.

Reading

3 Skim-read the text and choose the correct summary.

- A One of the teenagers makes money from their hobby.
- B Two of the teenagers make money from their hobbies.
- C All of the teenagers make money from their hobbies.

4 Read the text again. Choose the correct answers.

- 1 Lizzie likes cooking and

a acting.	b dancing.
c music.	d sport.
- 2 Lizzie's food is very

a cheap.	b different.
c good for you.	d interesting.
- 3 Robert can play

a one instruments.	b two instruments.
c three instruments.	d four instruments.
- 4 What do you need to play Robert's game?

a a mobile phone	b a television
c a games console	d a computer
- 5 What do Asya's T-shirts have on them?

a animals	b instruments
c people	d sports
- 6 *She is worth it* is a

a charity.	b type of T-shirt.
c brand name.	d band.

Young people with big ideas

When is a hobby not a hobby? When it's a job! Here are the stories of three American teenagers who each have their own company where they do their favourite free time activities. But do they make any money?

Lizzie Marie Likness

Lizzie Marie Likness is from Atlanta, Georgia, in the USA. In her free time, she does archery and she goes horse riding. She's also interested in science, but what she enjoys most is cooking. She has her own website where you can watch videos of her cooking in the kitchen. The food she makes is very healthy and so she is popular with parents, teachers and other children. She writes books about cooking and she has her own TV series called *Healthy Cooking with Chef Lizzie*. She is quite rich and well-known!



Robert Nay

Robert Nay lives in Spanish Fork, Utah, the USA. Robert is really into music and he plays the piano, the trumpet and an Italian instrument called a mandolin. He also loves playing computer games. In fact, Robert makes his own games which people can use on their smartphones. His latest game is called *Bubble Ball* and it is very popular. About a million people play *Bubble Ball* every week and so Robert makes a lot of money. Robert has a company called *Nay Games* and he wants to make more games in the future.



Asya González

Asya González is from California and has a lot of hobbies. She plays the saxophone and she's into sports, too. But her favourite hobby is art and she likes drawing pictures of girls from the 1940s. Asya has a company called *Stinky Feet Gurlz* which sells T-shirts with pictures of her art on them. Her company makes \$20,000 a month, but not all of this money is for Asya. She also has a foundation that helps young girls. The foundation is called *She is Worth It* and for every T-shirt Asya sells, some money goes to the foundation. Asya says: 'Buy a T-shirt, save a child.'



Grammar and vocabulary

5 Choose the correct answers.

The man with the fastest fingers



Ben Lee is a musician. He ¹ the violin. He has a band called FUSE with another violinist called Linzi Stoppard. ² are Ben and Linzi from? They're from England.

Ben and Linzi ³ classical music. They have electric violins and they play rock music. Ben and Linzi don't ⁴ together. Ben ⁵ for other bands, like Arctic Monkeys and Gorillaz. But Ben likes ⁶ the violin with Linzi and they ⁷ to many different countries to give concerts together. They usually ⁸ plane.

Ben plays the violin ⁹, but he also plays it very fast. There is a difficult piece of violin music called *The Flight of the Bumblebee*. Ben ¹⁰ it in under a minute. He is the fastest violin player in the world.

- | | | |
|-----------------|------------------|---------------|
| 1 a play | b plays | c playing |
| 2 a When | b Where | c What |
| 3 a don't play | b doesn't play | c not play |
| 4 a play always | b always playing | c always play |
| 5 a often play | b often plays | c plays often |
| 6 a play | b plays | c playing |
| 7 a travel | b travels | c travelling |
| 8 a go by | b go in | c go on |
| 9 a very good | b very bad | c very well |
| 10 a can play | b can plays | c can playing |

Writing

6 Write an informal letter to your English penfriend about your hobbies and interests. Include this information:


- your name, age and where you live
- what music you like
- what instruments you play
- what sports you do
- what sports you like watching
- which other hobbies you do, when you do them and who with

3 Home and away


Reading and vocabulary House of the future

- 1 **SPEAKING** Do you live in a house or a flat? What's your favourite thing in your home? What's the difference between a house and a home?


V Inside and outside the home

- 2  1.47 Match the rooms to the photos (1–6) on the page opposite. Then listen, check and repeat.

■ bathroom ■ bedroom ■ garden
■ hall ■ kitchen ■ living room

- 3  1.48 Match the words below to the items (A–P) in the photos on the page opposite. Listen, check and repeat.

■ bath ■ bed ■ ceiling ■ chest of drawers ■ cooker
■ cupboard ■ door ■ floor ■ roof ■ shower ■ sofa
■ table ■ toilet ■ wall ■ rug ■ window

- 4  1.49 Work in pairs. Choose the correct words to complete the sentences. Then listen and check.

Homes are different around the world. Here are some examples.

- 1 In Morocco, when you have dinner at a traditional table / cooker, you sit on the ceiling / floor.
- 2 People usually sleep in a sofa / bed, but in traditional Japanese homes they sleep on a 'futon'. In the morning, they put the futon in a cupboard / garden.
- 3 In Israel, some kitchens have got two fridges / beds and two baths / cookers. Families use them for different types of food.
- 4 In Korea, traditional homes have got paper windows / walls.
- 5 In Indonesia, you don't wash in hot water. You stand in the hall / bathroom and wash in cold water.

- 5 Look at the photos of the Earthship house opposite. Do you think Earthships are good or bad for the environment? Read the text and check.

- 6 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 You build an Earthship like an ordinary house.
- 2 People in Earthships don't need money for electricity.
- 3 You build the back wall from old cars.
- 4 The back wall has got big windows.
- 5 Earthships are cold at night.
- 6 You can eat fruit from the plants in winter.
- 7 You can drink the rain water from the roof.
- 8 After a shower, you can drink the water.
- 9 Jane Ronson doesn't like her home.
- 10 She can use the internet for a long time.



EARTHSHIPS

An Earthship is a house made from recycled material, rubbish and the earth **under** your feet. An Earthship is good for the environment. It collects water, makes electricity and grows food. You can build it cheaply

5 with eco-friendly materials.

You build an Earthship **in front of** a hill, so it has a natural back wall **behind** the house. You put earth in old car tyres and use these for the other outside walls. Inside the house, in the walls **between** the different

10 rooms, there are old bottles and drinks cans. There aren't any windows in the back wall, but the Earthship isn't dark because of the big windows in the front wall. These windows warm the Earthship in the day. The walls then keep it warm at night.

15 There are plants in the garden **next to** the house and in the hall and kitchen. These can give you fruit and vegetables all year. **On** the roof, there are solar panels and a wind turbine to produce electricity from the sun and the wind. The house also collects rain water on the

20 roof and filters it, so you can drink it and use it in the kitchen and showers in the bathroom. You can then use the water again on the plants and in the toilet.

An Earthship is very green, but does it make a comfortable home? Jane Ronson lives in an Earthship

25 **near** the city of Phoenix, USA, and she says, 'It's fantastic. It's got all the same things as ordinary homes. There's a modern cooker, a fridge and a dishwasher **in** the kitchen, and a big TV **opposite** the sofa in the living room. It's got the internet, too, and with the electricity

30 from the solar panels and wind turbines we can watch TV and use the computer for hours.'

There are now a thousand Earthships around the world. Are they the houses of the future?



7 SPEAKING Work in pairs. Answer the questions.

- 1 Would you like to live in an Earthship? Why / why not?
- 2 What do you do to help the environment?
- 3 Is your home good for the environment? Why / why not?

V insight Prepositions of place

8 Match the prepositions highlighted in the text to the pictures below.

1 2 3 4 5

6 7 8 9

9 Look at the Earthship photos and complete the sentences below with prepositions in exercise 8.

- 1 The bottles the walls are green and brown.
- 2 The toilet is the bath.
- 3 There are books the table in the living room.
- 4 The chest of drawers is the bed.
- 5 The Earthship is a hill.

STRATEGY

Recording vocabulary with pictures

You can learn vocabulary quickly when you record a word with a picture.

- Draw small pictures or diagrams next to new words in your vocabulary notebook.
- Draw a big picture for a complete vocabulary set and label the vocabulary in it.
- Use pictures to test your memory of new words.
- Use the photos and pictures in the Vocabulary banks to help you learn new words.

10 Read the strategy. Then record the prepositions in your notebook with a picture for each word.

11 Describe the picture on page 128. Use the prepositions in exercise 8 to describe where things are in the picture.

12 SPEAKING Work in pairs. Imagine you live in an Earthship. Answer the questions about your home.

- 1 Where is your Earthship located?
- 2 What rooms has your Earthship got?
- 3 What colour are the walls, doors and floors in the living room, kitchen and bedroom?
- 4 What furniture have these rooms got?
- 5 How is your Earthship environmentally friendly?

Vocabulary bank In the home page 128

3B ■ Grammar and listening Enjoy the view

- 1 SPEAKING** Read the names of the hotels in the blog and match them to the photos. How are these places the same? How are they different?
- 2** Read the text and check your ideas.

Hotel rooms are often all the same ... but not always. For something completely different, why not stay in one of these unusual hotel rooms for a night?

The Sand Hotel, Weymouth, Britain

There are some great hotels near the beach in Weymouth, but the Sand Hotel is a big sandcastle on the beach. There aren't any toilets or showers and the rooms haven't got ceilings, but there's a bed of sand in each room. There aren't any duvets for the beds, so remember your sleeping bag!

We like: The views of the stars from your bed. It's cheap, too – only £10 for a night.

We don't like: Rainy nights. You get very wet and the rain destroys the hotel!

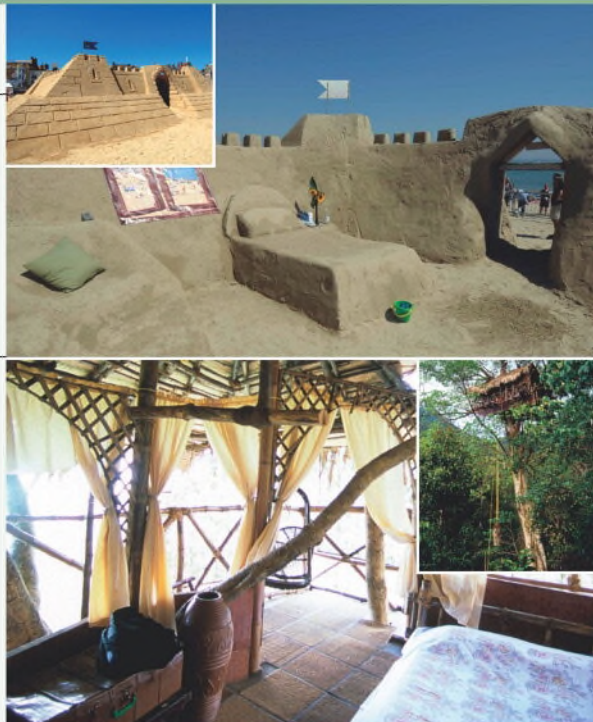
Vanya Tree House, Kerala, India

Is there a tree next to the bed? Yes, there is, but that's part of the fun in this fantastic hotel room. It's a tree house. There are some great views of the jungle from the windows and it's very peaceful because there aren't any other people in the hotel. There's a toilet and washbasin and solar panels and a wind turbine for electricity.

We like: The sound of the birds and monkeys in the early morning.

We don't like: The long walk to the tree house. There isn't a road for the last kilometre.

Are there any unusual hotel rooms in your country? Write and tell us about them!



there is / there are with some / any

- 3** Complete the examples from the blog. Then match the two halves of the rules.

Affirmative

1 a bed of sand in each room.

2 some great hotels near the beach.

Negative

3 a road for the last kilometre.

4 any duvets for the beds.

Questions

5 a tree next to the bed? Yes,

6 any unusual hotel rooms in your country?

a We use *there is / isn't*

b We use *there are / aren't*

c We use *there is / are*

d We use *there isn't / aren't*

e We use *Is there / Are there ... ?*

1 with plural nouns.

2 with singular nouns.

3 with nouns in negative sentences.

4 with nouns in questions.

5 with nouns in affirmative sentences.

a We use *a / an*

b We use *some*

c We use *any*

1 with plural nouns in negative sentences and in questions.

2 with plural nouns in affirmative sentences.

3 with singular nouns.

Reference and practice 3.1

Workbook page 117

- 4** Complete the sentences about the hotels with *some*, *any*, or *a / an*. Which hotel does each sentence talk about?

1 There are great hotels near the beach.

2 There's tree next to the bed.

3 Are there toilets or showers? No, there aren't.

4 There are great views of the jungle from the windows.

5 There aren't other people at the hotel.

6 Is there bed of sand? Yes, there is.

7 There are solar panels.

8 There isn't ceiling.

5 Complete the sentences about the sand hotel and tree house hotel.

- 1 monkeys and birds / outside the tree house hotel
There are some monkeys and birds outside the tree house hotel.
- 2 duvets / for the bed at the sand hotel
- 3 roof / at the sand hotel
- 4 toilet and washbasin / at the tree house hotel
- 5 view of the stars / from your bed at the sand hotel
- 6 wind turbine for electricity / at the tree house hotel
- 7 road / when you arrive at the tree house hotel

6 Complete the questions about what you can see in the UFO hotel in Sweden with *is there / are there* and *a / an* or *any*. Then answer the questions.

- 1 nice view from the window?
- 2 trees outside the hotel room?
- 3 swimming pool outside the hotel room?
- 4 bed in the hotel room?
- 5 cushions in the hotel room?
- 6 pictures on the walls in the hotel room?
- 7 sofa in the hotel room?
- 8 entertainment centre in the hotel room?



7 SPEAKING Work in pairs. Which of the three hotel rooms do you prefer? Which hotel would you like to stay in?

8 **1.50** Sam and his mum want a nice place to stay on holiday. Which of the things do they talk about?

- beach ■ good views ■ good weather ■ shopping ■ sports ■ swimming pool ■ TV

9 **1.50** Listen again and choose the correct words to complete the sentences.

- A Cornwall
 - 1 There are some / aren't any fantastic beaches.
 - 2 There's a nice kitchen / garden.
 - 3 There are two / four beds.
- B Wales
 - 4 There are two / five beds.
 - 5 There are some / aren't any nice views of the mountains.
 - 6 There are lots of / aren't any beaches in the area.
- C Yorkshire
 - 7 There are some / aren't any beaches.
 - 8 There is / isn't a swimming pool.
 - 9 There is / isn't a TV.

10 SPEAKING Work in pairs. Which of the things in exercise 8 are important to you when you go on holiday? Choose the three most important things. Your two families want a holiday together. Choose a place to stay from the table and explain your choice.

	Rose House	West Cottage	Apple Cottage	White Barn
Near beaches	X	✓	✓	✓
Good views	✓	✓	✓	X
Swimming pool	✓	✓	✓	X
TV	✓	✓	X	✓
Beds	12	2	4	8
Local sports	***	*****	**	****

- 1 SPEAKING** Work in pairs. What is your favourite town or city? Why do you like it?
- 2** Work in pairs. Guess the correct answers. Then read the text and check.

- | | | | |
|------------------------------------|--------------|--------------|---------------|
| 1 The city of Montreal is in | a the USA. | b the UK. | c Canada. |
| 2 The main language in Montreal is | a English. | b French. | c Spanish. |
| 3 The winters in Montreal are | a very cold. | b very dark. | c very short. |

Underground Montreal

The people of Montreal like being different. In other big Canadian cities, like Toronto and Vancouver, the first language is English. In Montreal, people's first language is French. And when other people in Canada complain about the long, cold winters, Montrealers smile. Their city is also very cold in winter, and has a lot of snow on the ground for three or four months every year. But that isn't a problem. Why? Because they've got an underground city in Montreal.

There are 32 kilometres of tunnels under Montreal's city centre, and some of them are fifty years old. The tunnels link ten train stations, two bus stations, 1,200 offices, 2,000 shops, 200 restaurants, forty banks, forty cinemas, seven hotels, two universities and many other important buildings. 500,000 people use the tunnels every day to escape the winter weather.



'My family's flat has got an entrance to the underground city,' says music student Coralie Gauthier.

'In winter, I never go outside on my journey to university.'

Everyone in Coralie's family has got a favourite place in the underground city. 'Mine is the Maisonneuve Theatre,' she says. 'I go to lots of concerts there.' And her family's favourites? 'My sister's into fashion, so hers is the Desjardins shopping centre. My parents' main interest is art, so theirs is the Museum of Contemporary Art. And my brother loves watching ice hockey, so his is the Bell Centre ice hockey stadium.'

But the underground city isn't popular with everyone. Winter is Olivier's favourite season. 'Whose favourite place is underground?' asks fifteen-year-old Olivier Roy. 'I can't understand that – it isn't natural. There are lots of fantastic winter sports in Canada, like skiing, ice-climbing and snowboarding. At the weekend, I'm always outside. I hate being inside in winter.'



- 3** Read the text again. Complete the sentences with the correct words.

- 1 There is a lot of in Montreal in winter.
- 2 There are between important buildings in the city.
- 3 people use the underground city every day.
- 4 Coralie studies at university.
- 5 She likes going to at a theatre in the underground city.
- 6 Olivier is into sports.

- 4 SPEAKING** Work in pairs. Discuss the questions.

- 1 Do you think an underground city is a good idea for cities in your country? Why / why not?
- 2 Do you do different activities in summer and in winter? Give examples.

Possessive 's

- 5** Study the examples and complete the rules with 's or ' and write the examples.

In Montreal, **people's** first language is French.

My **parents'** main interest is art.

Everyone in **Coralie's** family ...

Winter is **Olivier's** favourite season.

To show possession:

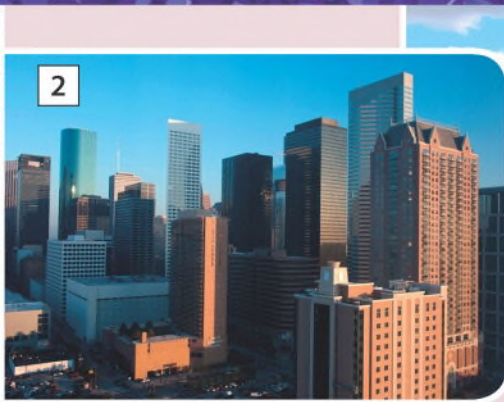
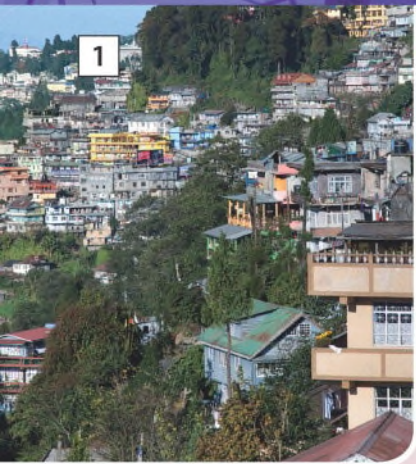
- a we add to a singular noun:
- b we add to a regular plural noun:
- c we add to an irregular plural noun:

Remember! 's doesn't always show possession. It can also be a contraction of *is* or *has*.

Mark's got a book. = *has got*

Mark's interested in reading. = *is*

Mark's book is difficult. = possessive 's



V City to country

1 **1.53** Match the words below to the photos. Then listen, check and repeat.

- city ■ city centre ■ countryside
- suburb ■ town ■ village

2 SPEAKING Work in pairs. Answer the questions.

- 1 Talk about where you live. Is it a village, town or city?
- 2 Do you like it? Why / why not?
- 3 What's the capital of your country?

3 **1.54** **SPEAKING** Work in pairs. Match the places below to the photos. Listen and check.

- Alsace ■ Darjeeling ■ Houston ■ Scarborough ■ Snowhill ■ Times Square

- | | | |
|---------|---------|---------|
| 1 | 3 | 5 |
| 2 | 4 | 6 |

STRATEGY

Listening for key words

Before you do a listening task, identify the important information you need to answer the questions. Key words in questions show the information you need to listen for.

- Before you listen, read the questions carefully and underline the key words.
- Keywords are usually nouns, verbs and adjectives.
- When you listen to the recording, listen carefully for the key words.
- Think about other words which mean the same thing (e.g. *like* → *love, enjoy; fantastic* → *amazing*)

4 **1.55** Read the strategy. Underline the important information in the questions below and listen for the key information. Write S (Su-Lin), Y (Yasmin) or H (Hari).

- 1 Which person's home is in an important place for tea?
- 2 Which person lives in a suburb?
- 3 Which person hasn't got any cafés or leisure centres near their home?
- 4 Which person can hear musical instruments at their favourite place?
- 5 Which person likes the countryside?
- 6 Which person dances at their favourite place?
- 7 Which person likes going to the cinema?
- 8 Which person chats to their friends near a shop?
- 9 Which person's favourite place is in the centre of town?

5 SPEAKING Work in pairs. Imagine your perfect home and where it is. Answer the questions.

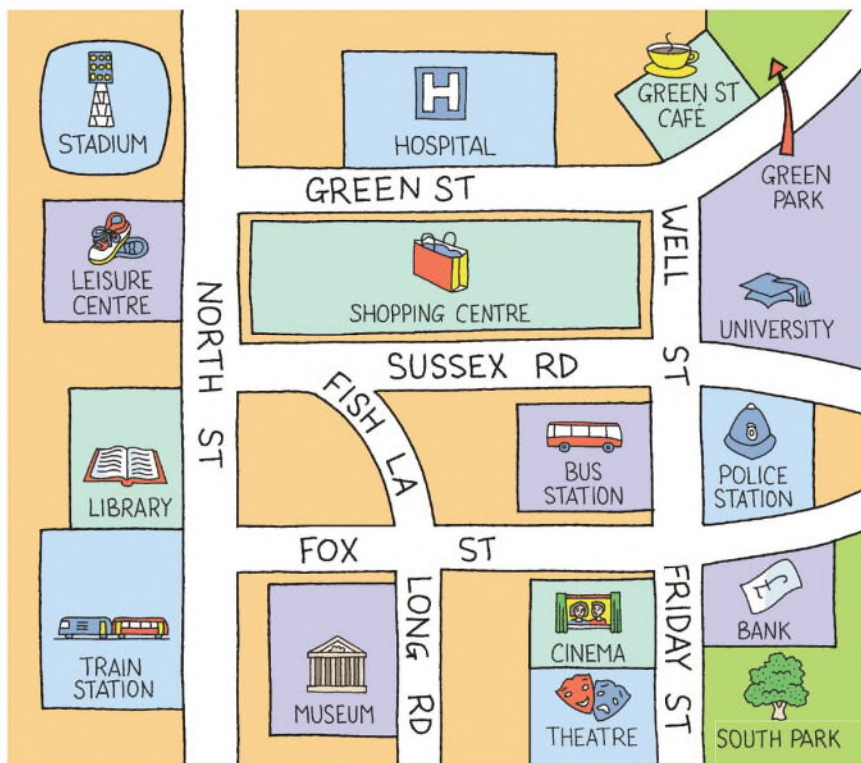
- What type of house is it? What rooms and furniture does it have?
- Where is your perfect home? Is it in a village, town, or city?
- Is the area noisy or quiet? Is it relaxing or exciting?
- What can you do in the area?
- Can you walk to these places, or do you go by car, bus, train or bike?

Asking for and giving directions

6 SPEAKING Work in pairs. Look at the map and find these places. What building is:

- opposite the hospital?
- next to the cinema?
- on Long Road?
- between the train station and the leisure centre?

7 **1.56** Listen to the dialogue. Jane is outside the leisure centre. Where does she want to go? Draw the route on the map.



8 **1.56** Complete the phrases from the dialogue. Then listen again and check.

<p>Asking for directions</p> <p>Excuse me. ¹..... the park?</p> <p>²..... do you get to South Park, please?</p>	<p>Giving directions</p> <p>³..... the road.</p> <p>Take the ⁴..... road on the left.</p> <p>⁵..... straight up Fox Street.</p> <p>⁶..... the cinema, turn ⁷..... into Friday Street.</p> <p>The park is ⁸..... the left, opposite the theatre.</p>
--	--

9 **1.57** Put the dialogue in the correct order. Then listen and check. Draw the route on the map.

- Amy The train station.
- Ben The train station or the bus station?
- Amy Thank you very much for your help.
- Ben Outside the café, turn right. Then take the first road on the left.
- Amy Excuse me. How do you get to the station, please?
- Ben Well Street, I think. Go past the shopping centre and the bus station. Then turn right into Fox Street. Go straight on. When you get to North Street, the train station is opposite you.
- Amy Do you know the name of the road?

10 Read the dialogue again. Underline more questions for asking for directions and more ways of giving directions.

11 SPEAKING Work in pairs. Ask your partner for directions to these places. Use the map and exercises 8 and 9 to help you.

- 1 from the bus station to the stadium
- 2 from the train station to the shopping centre
- 3 from the theatre to the hospital
- 4 from the stadium to the university

12 SPEAKING Work in pairs. Tell your partner where you are and give directions to a place on the map. Your partner guesses the place.

- A We're at the hospital. Turn right and then left. Cross the road. Go past the leisure centre and it's on the right, between the leisure centre and the train station.
- B Now we're at the library.

- 1 **SPEAKING** Work in pairs. What do you like doing when you visit a city for the first time?
- 2 Read the tourist guide. Does it include your ideas from exercise 1?

One day in Edinburgh – the Athens of the north

Edinburgh is the capital of Scotland, with a population of about 500,000 people. Take our tour of this beautiful World Heritage city.

- ✘ First, go for a walk on Arthur's Seat. This is a hill in the centre of Edinburgh with great views of the city.
- ✘ After that, go past Edinburgh's famous university into the Old Town. There are lots of buildings from the sixteenth century, and museums about the history of Scotland.
- ✘ Next, have lunch at a café near Edinburgh Castle, the home of Scotland's kings for hundreds of years.
- ✘ Then, walk through Princes Street Gardens to the New Town with beautiful buildings from the eighteenth century.
- ✘ In the afternoon, visit the National Gallery of Scotland, with paintings by famous artists, like Da Vinci, Vermeer and Monet, or explore the shops on Princes Street. This street is also a good place to hear Scotland's musical instrument, the bagpipes.
- ✘ Finally, after dinner, enjoy some traditional Scottish dancing at a ceilidh club. You can learn the dances easily and it's a great way to make some Scottish friends.



V Sequencers

- 3 Underline these sequencers in the tourist guide and answer the questions.

■ after that ■ finally ■ first ■ next ■ then

- 1 Which introduces the first item in a sequence?
- 2 Which three introduce items in the middle of a sequence?
- 3 Which introduces the last item in a sequence?

- 4 Add sequencers in this guide for a holiday in Scotland.



- 1, spend a day in Edinburgh.
- 2, drive to Loch Ness and look for the Loch Ness Monster.
- 3, go to the Highlands and climb Ben Nevis.
- 4, go by boat to the beautiful town of Tobermory on the Isle of Mull.
- 5, explore the famous city of Glasgow before you return home.

STRATEGY

Using a model text

Before you start writing, find a similar text and study it as a model.

- How is the text organized? Has it got headings / bullet points / paragraphs? How many?
- A text has an introduction, a main section and a conclusion. What is the purpose of each section or paragraph?
- What grammar does it use? Does it use *can* / the present simple / imperatives / *have got* / *there is* / *are*?
- What vocabulary does it use? Underline useful vocabulary and phrases for your own writing.

- 5 Read the strategy. Study the model text in exercise 2. Choose the correct words to complete the notes (1–4) and answer questions.

Organization

One paragraph at the start, then ¹bullet points / paragraphs

Purpose of each section

First paragraph: ²summary / introduction

Bullet points: what to do at different times of the day

Final paragraph: ³details / conclusion

Grammar and vocabulary

Use of ⁴imperatives / present simple

Useful vocabulary and phrases: ⁵

Task Write a tourist guide for a friend for a day in your city or a city you like. Include information about the city and suggest interesting places to visit and fun activities to do.

Ideas Choose a city and answer these questions.

- 1 Where is it?
- 2 How many people live there?
- 3 What is it famous for?
- 4 What places can your friend visit?
- 5 What activities can your friend do?
- 6 Where is a good place to have breakfast / lunch / dinner?

Plan Plan your friend's day. Write the things to do and see at each time of day.

- morning:
- lunch:
- afternoon:
- dinner:
- evening:

Use a paragraph for each time of day.

Write Write your tourist guide. Use the strategy, your ideas and plan to help you. Remember to include sequencers.

Check Check your spelling, grammar and punctuation.

Review 3

Vocabulary

1 Complete the sentences with rooms and furniture.

- 1 My grandad always sits in the same
- 2 Jack's in the He's having a shower.
- 3 I hate getting out of in the morning.
- 4 There's a green on my bedroom floor.
- 5 The sugar is on the top shelf of the
- 6 Can you put the milk in the, please?
- 7 Dad's in the He's making lunch.
- 8 Don't touch the, it's very hot.

Marks / 8

2 Choose the correct prepositions.

- 1 There are a lot of dirty cups **in / on** the sink.
- 2 We often have dinner **in front of / under** the TV.
- 3 I live **near / next to** the beach. It's a 15-minute walk.
- 4 The clock is on the wall **behind / between** the door.
- 5 Please don't leave your clothes **in / on** the floor.
- 6 The bank is **opposite / between** the supermarket.
- 7 There's a bin **under / in** the desk in my bedroom.
- 8 I always sit **on / next to** my best friend in class.

Marks / 8

3 Complete the text with the words below.

■ city ■ city centre ■ countryside ■ suburb ■ town ■ village

Dartington is a small ¹ in the South West of England. Fewer than 2,000 people live there. Dartington is very near Totnes. Totnes is much bigger than Dartington and so it's a ² The nearest big ³ is Plymouth. About 250,000 people live there. My parents live in a ⁴ of Plymouth called Plympton. Plympton is about 6 km from the ⁵ They often go for long walks in the beautiful ⁶ near their house.

Marks / 6

Grammar

4 Complete the dialogue. Write one or two words in each space.

- A What's your new flat like, Jessie?
 B It's a house, not a flat. There ¹ two bedrooms upstairs and ² are three rooms downstairs, too. There ³ a kitchen, a living room and a bathroom.
 A ⁴ there a dining room?
 B No. ⁵ a big table in the kitchen.
 A What's your room like?
 B It's quite big and I have my own bathroom! There ⁶ a bath in it, but there's ⁷ shower.
 A Are there ⁸ cupboards in your room?
 B No, there ⁹, but there are ¹⁰ shelves.

Marks / 10

5 Rewrite the first sentence using a phrase with possessive 's.

Amy drives that car. It's **Amy's car**.

- 1 John is reading that book. It's
- 2 These shoes are for women. They're
- 3 My grandparents live in that house. It's
- 4 Those shirts are for men. They're
- 5 My friends are in that class. It's
- 6 My sister uses this computer. It's
- 7 That game is for children. It's a

Marks / 7

6 Complete the sentences with possessive pronouns.

- 1 Can I have a pen? I can't find
- 2 We see my grandparents a lot. Every Sunday, we go to their house or they come to
- 3 This isn't my jacket. Is it ..?
- 4 My sister and I are different. My hair is short and is long.
- 5 We often go on holiday with some friends. We go in our car and our friends go in
- 6 Dan has my phone number and I have

Marks / 6 **Total** / 45

4

The natural world

Reading and vocabulary It's wild!

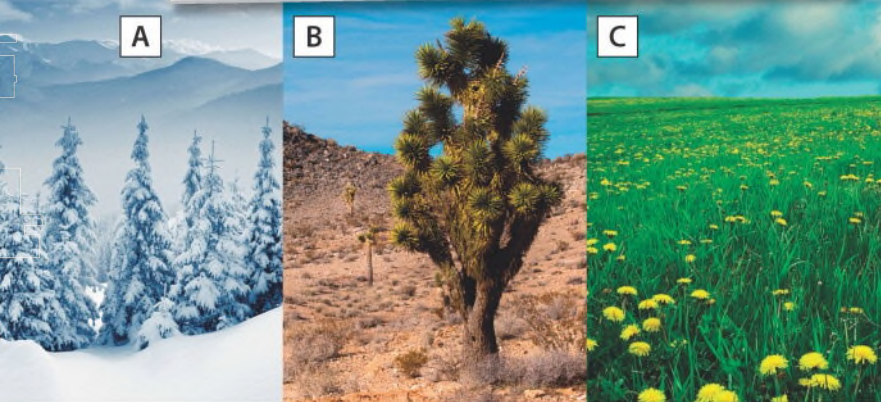
V The natural world

1 Read the words and their definitions. Then match them to the photos A–C.

desert /'dezət/ *noun* an area of land with very dry weather and not many plants.

forest /'fɒrɪst/ *noun* an area of land with lots of trees.

grassland /'grɑːs,lænd/ *noun* an area of land with grass and plants. It is usually dry in the summer and cold in the winter.



2 Look at the photos again and find these things.

- cactus ■ cloud ■ flower ■ grass ■ ice ■ tree ■ mountain
- plant ■ sand ■ snow

3 **SPEAKING** Work in pairs. Answer the questions. Use a dictionary if necessary.

- Do you know any famous deserts or forests?
- Do you have deserts, forests or grasslands in your country?
- What kinds of animals live in these environments?

4 Read the text. Match the animals with the correct countries.

- baboon ■ elephant ■ lion ■ oxpecker bird ■ raven
- rhinoceros ■ wolverine

Eritrea	Kenya	Canada
.....
.....
.....

5 Read the text again. Complete the sentences with the names of the animals.

- 1 The digs holes and looks for water.
- 2 The makes a loud noise when it sees a dead animal.
- 3 The carries a bird on its back.
- 4 The eats small insects.
- 5 The flies in the sky and looks for food.
- 6 The digs in the snow.

Working together

In Eritrea, in north-east Africa, it is dry and very hot. An elephant and a baboon want water and they are working together. The elephant is **digging** a hole. It is looking for water. The baboon is sitting in a tree and it is watching the elephant. Now a lion is walking towards the elephant. The elephant can't see the lion, but the baboon can. The baboon makes a loud noise and the elephant **runs away** from the lion. The baboon and the elephant go back to the hole and they drink the water together.





In another part of Africa, in the grasslands of Kenya, the oxpecker bird works together with the rhinoceros. Very small insects, called ticks, **bite** the rhinoceros. The rhinoceros doesn't like this! But the rhinoceros **carries** the oxpecker bird on its back and the oxpecker eats the ticks.

When different animals or plants work together, we call it a symbiotic relationship. There are examples of symbiotic relationships all over the natural world.



Thousands of kilometres away from Africa, in the snow and ice of Northern Canada, the wolverine and the raven have a symbiotic relationship. It is sometimes difficult to find food in the snow. But today the wolverine and the raven are **hunting** together in the forest. The raven is flying above the trees and **looking for** food. It sees a dead animal in the snow and it makes a loud cry. The wolverine **follows** the noise of the raven. It digs a hole in the snow and finds the dead animal. Now the wolverine and the raven can eat their food together.

6 Are the sentences true (T) or false (F)? Correct the false ones.

- 1 The baboon and the elephant dig a hole together.
- 2 When the baboon sees a lion, it runs away.
- 3 The oxpecker bird helps the rhinoceros.
- 4 The oxpecker gives the rhinoceros small insects.
- 5 The raven can see dead animals in the snow.
- 6 The wolverine makes a loud noise when it finds food.

V Animal verbs

7 Label the photos with the highlighted verbs in the text.



1 2



3 4



5 6 7

STRATEGY

Recording words in context

Record new words in context – in a sentence or in a short text.

- Write the new word in a sentence in your vocabulary notebook.
- The context helps you to understand the meaning and remember the word.
- Words can have different meanings in different contexts. Record the new word in its different contexts with example sentences in your vocabulary notebook.

8 Read the strategy. Write a sentence for each verb in exercise 7 in your notebook.

Wolverines and ravens often hunt together.

9 SPEAKING Work in pairs. Choose a pair of animals from the text and make notes about their symbiotic relationship. Tell your partner about their relationship without looking at the text.

- elephant and baboon
- rhinoceros and oxpecker bird
- wolverine and raven

4B ■ Grammar and listening What are you watching?

1 SPEAKING Do you use social networking sites? Which ones? Do you have a Twitter account? Do you read or write tweets? Why / why not?

2 READING Read the tweets and answer the questions.

Who is ...

- | | |
|----------------------------|------------------------------------|
| 1 watching her dogs? | 5 sitting at home? |
| 2 on holiday? | 6 eating plants in a garden? |
| 3 at the zoo? | 7 taking photographs? |
| 4 with his sister? | 8 sleeping? |

GreenMagazine

Are you watching animals at the moment? Where are you and what are you doing?

Send us your tweets and your photos! #watchinganimals



SafariGirl I'm on holiday in South Africa. At the moment, I'm looking at two big elephants in the hotel garden. They're eating the plants! #watchinganimals



GreenMagazine @SafariGirl Cool! Here's an interesting fact: elephants eat 125–250 kilos of food every day! #watchinganimals



PetCrazy I'm sitting in the park. My dogs are chasing a pigeon. My dogs are running very fast, but the bird is flying away. #watchinganimals



GreenMagazine @PetCrazy Your dogs can't catch a pigeon. Pigeons fly at ninety kilometres per hour. Most dogs run at thirty kilometres per hour. #watchinganimals



TeenVet My sister and I are at Chester Zoo. We're taking photos of a black rhinoceros. It's a beautiful animal and very big! #watchinganimals



GreenMagazine @TeenVet Yes, rhinos are very big animals. An adult male weighs 1,300 kilos! There are now only 3,600 black rhinos in the wild. #watchinganimals



LazyBoy I'm at home in front of the TV, but I'm not watching it. I'm looking at my cat. Is she looking at me? No, she isn't. She's sleeping! #watchinganimals



GreenMagazine @LazyBoy Cats love sleeping! Most cats sleep 13–16 hours a day. What a nice life! #watchinganimals

Present continuous

3 Read the tweets again and complete the table with the present continuous.

Affirmative			
I	am	(¹)	sleeping.
He / She / It		² ('s)	
We / You / They	are	(³)	
Negative			
I	am not	(⁴)	sleeping.
He / She / It	is not (isn't)		
We / You / They	are not (aren't)		
Questions and short answers			
Am	I	sleeping?	Yes, I am. No, I'm not.
Is	he / she / it		Yes, he / she / it is. No, he / she it ⁵
⁶	we / you / they		Yes, we / you / they are. No, we / you / they aren't.

4 Study the examples in exercise 3 and complete the rules.

- We use the present continuous to talk about **routines** / **actions happening now**.
- We form the present continuous with the auxiliary verb **have** / **be** + **-ing** form of the main verb.
- With questions, we place the subject **before** / **after** the auxiliary verb and **before** / **after** the main verb.

5 Look at the picture. Write questions about it using the prompts (1–6) and then answer them.

- 1 elephant / eat? (drink)
Is the elephant eating? No, it isn't. It's drinking water.
- 2 tourists / sleep? (watch)
- 3 giraffe / drink water? (eat)
- 4 flamingos / walk? (fly)
- 5 rhinoceros / dig a hole? (sleep)
- 6 monkeys / run away? (sit)



6 1.58 Complete the dialogue with the present continuous form of the verbs in brackets. Then listen and check.

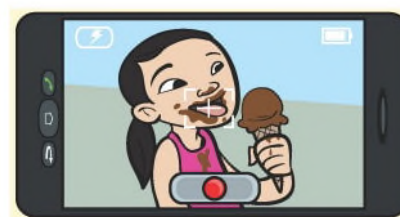
Jo Hi, Mark. What **are** you **doing** (do) at the moment?
 Mark I ¹..... (watch) a TV programme about animals in the desert.
 Jo ²..... your brother..... (watch) TV with you?
 Mark No, he ³..... He ⁴..... (play) the guitar and he ⁵..... (sing) a song.
 Jo ⁶..... your parents..... (listen) to your brother?
 Mark No, they ⁷..... They ⁸..... (play) football in the garden with my little sister. What ⁹..... you..... (do)? ¹⁰..... you..... (listen) to the radio?
 Jo No, I ¹¹..... (not listen) to the radio, I ¹²..... (do) my homework.
 Mark But I can hear a loud noise. What is it?
 Jo That's my dad. He ¹³..... (shout) at the dog.
 Mark Why ¹⁴..... he..... (shout) at the dog?
 Jo Because the dog ¹⁵..... (dig) a hole in the garden!

7 **SPEAKING** Work in pairs. Complete the questions below. Then ask and answer the questions.

- 1 What..... your mum / dad..... (do) at the moment?
- 2 What..... your teacher..... (do) now?
- 3 What..... you..... (read) at the moment?
- 4..... you..... (watch) a film now?
- 5..... you..... (listen) to music?
- 6 What..... you..... (do) at the moment?

8 1.59 Listen to the dialogue. What's the problem?
Where is Raj?

- a in a café
- b in a car
- c in a phone shop



9 1.59 Listen again and answer the questions.

- 1 Which country is Raj in?
- 2 Where is he going?
- 3 Who is driving the car?
- 4 What are Raj and his family doing at the moment?
- 5 What is Raj trying to do?
- 6 What is Raj's sister doing?
- 7 What is the problem with the phone?
- 8 What is Sarah doing?

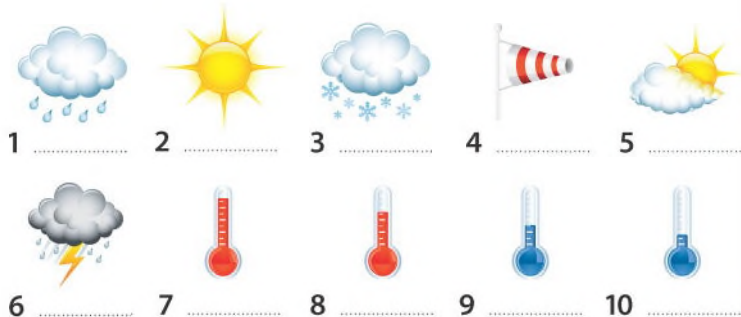
10 **SPEAKING** Work in pairs. Imagine you are on an amazing or unusual holiday. Ask and answer questions about these things. Use the present continuous.

- Where / you / stay?
- What / you / do?
- Who / you / spend time with?
- What / you / look at / now?

- 1 SPEAKING** Work in pairs. Look at the photos and answers the questions.
- Where are the people? ■ What are they doing?
- 2** Read the text and match photos A–D to paragraphs 1–4. What is the season in each place?
- 3** Read the text again and answer the questions.
- 1 What is Tamsin doing?
 - 2 What does she do every day?
 - 3 Where does Nanuq live?
 - 4 What is Nanuq doing today?
 - 5 What is Jodie doing today?
 - 6 How many seasons are there in Cairns?
 - 7 What are Piet and Sunil doing?
 - 8 When does summer begin in Cape Town?

V Describing weather

- 4** Label the weather icons with the highlighted adjectives in the text.



V insight Adjective suffix: -y

- 5** You can make adjectives from nouns by adding -y. Complete the table with the correct form.

Noun	Adjective	Noun	Adjective
rain	rainy	3	windy
1	sunny	storm	4
2	snowy	cloud	5

- 6** Look at the text again. Find another way to say:

- 1 It is snowy. 2 It is rainy.

- 7** **1.60 SPEAKING** Work in pairs. Read the quiz. Are the sentences true (T) or false (F)? Listen and check.

How much do you know about the weather?

- 1 A tornado can pick up a truck.
- 2 It rains every day in the Amazon Rainforest.
- 3 All deserts are very hot and dry.
- 4 Mount Baker in the USA has more snow per year than Antarctica.
- 5 There are 400 thunderstorms every day around the world.

What's the weather like with you?

It's two o'clock in the afternoon on Saturday 15th November. What's happening around the world?



1

In Brighton, 23-year-old Tamsin is walking on the beach with her dog, Jet. It's raining at the moment. Tamsin is carrying an umbrella and she's throwing a stick for her dog. It rains about 150 days per year in the UK and November is usually a very **stormy** month, with a lot of rain and wind. 'Jet and I walk on the beach every day. I hate the **rainy** weather in autumn,' says Tamsin, 'but Jet is always happy in the rain, snow or sun!'

2

Nanuq is a 14-year-old Inuit from Iqaluit, in Northern Canada. It's the cold season and he's playing ice hockey with his friends. Iqaluit is in the territory of Nunavut. It's snowing today and the temperature is -12°C . Iqaluit has two seasons: a **cold** season from October to May, and a **warm** season from June to September. It's usually **cloudy** and **snowy** in the cold season and sometimes it snows in the warm season. 'I often play ice hockey at the weekends,' says Nanuq. 'Winter sports are very popular here!'





B

3

Jodie, 17, is from the USA, but at the moment she's visiting her cousins in Cairns, Australia. Many tourists visit the Great Barrier Reef when they are in Cairns, but today, Jodie is white water rafting with her cousins on the Tully River. It's the middle of summer and it's very hot. Cairns has a tropical climate, with two seasons: a winter season and a summer season. The winter season is usually dry and cool and the summer season is hot and rainy.

4

It's late spring in Cape Town and it's warm and sunny today. Piet, 25, and Sunil, 24, are walking in Table Mountain National Park. 'November is a good time for walking, it's usually sunny and it doesn't often rain,' says Sunil. 'The views from the top of Table Mountain are amazing.' Cape Town has a mediterranean climate, with four seasons. The summer starts in December and it's usually very sunny and hot, but sometimes it gets windy.

D



Present simple or present continuous

8 Write PS (present simple) or PC (present continuous) for each sentence.

- 1 He's playing ice hockey with his friends.
- 2 Jet and I walk on the beach every day.
- 3 It rains every day in the Amazon Rainforest.
- 4 Piet, 25, and Sunil, 24, are walking in Table Mountain National Park.
- 5 I often play ice hockey at the weekend.
- 6 She's visiting her cousins in Cairns.

9 Study the sentences in exercise 8. Complete the rules with present simple or present continuous. Then find at least one example sentence from exercise 8 for each rule.

- a We use the to talk about general truths.
- b We use the to talk about actions happening now.
- c We use the to talk about habits and routines.
- d We use the to talk about things happening around the now.

Reference and practice 4.2 Workbook page 120

10 Complete the text with the correct present simple or present continuous form of the verbs in brackets.

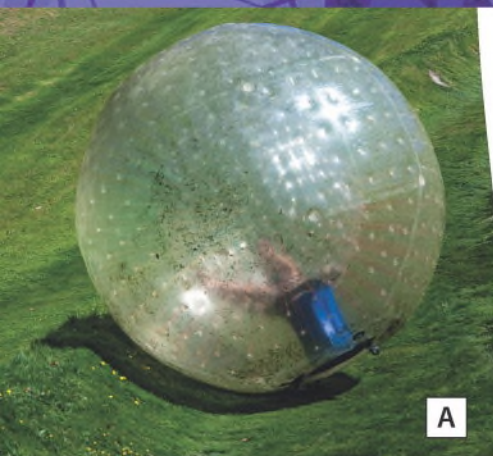
✉
🗑
✍
↶
↷

I usually ¹play (play) football with my friends in the park, but we ²..... (stay) at home today because it ³..... (rain) and there's a big thunderstorm. At the moment, we ⁴..... (listen) to the thunder and my cat, Tinker, ⁵..... (hide) under the bed. We often ⁶..... (have) tornadoes and thunderstorms in Oklahoma. What ⁷..... (be) the weather like in your town today? ⁸..... it (rain)?

DVD EXTRA Measuring the weather

11 SPEAKING Work in pairs. Make questions using the present simple and present continuous. Then answer the questions.

- 1 What / the weather / like / today?
- 2 it / rain / at the moment?
- 3 What / you / usually / do / at the weekend?
- 4 What / you / do / now?
- 5 How many / books / you / read / every month?
- 6 What book / you / read / now?
- 7 What music / usually / listen to?
- 8 you / listen to music / now?



A



B



C



D



V Outdoor activities

1 How many of these activities can you find in the photos?

- bouldering ■ bungee jumping ■ canoeing ■ caving ■ diving ■ horse riding
- mountain biking ■ rock climbing ■ snowboarding ■ surfing ■ zorbing

2 SPEAKING Work in pairs. Look at the photos again and answer the questions.

- Do you do any of these activities? Which ones?
- Do you want to do any of these activities? Why / why not?
- Which activities are exciting / boring / safe / dangerous?

STRATEGY

Using visual clues

Sometimes you can use visual clues when you do a listening task. Visual clues can include:

- illustrations ■ photographs ■ titles ■ key words

Look at the visual clues before you listen. Think about what you expect to hear. Look at the title and picture in exercise 3. What type of place does the flyer show? Name one activity you can do there.

3 1.62 Read the strategy. Listen to the radio advertisement and complete the flyer.

Redingly Activity Centre

At Redingly Activity Centre, you can try new activities, learn new sports and have fun! We offer sessions in bouldering, ¹....., mountain biking, zorbing and ².....

Prices
 £15 per activity
****HOLIDAY OFFER****
 Morning session (two activities): £25
 Afternoon session (two activities): £25
 Full day session (four activities) ³£.....

Opening hours: ⁴..... a.m. – 5.30 p.m.
 Monday to ⁵.....

4 1.61 Listen to two instructors from the Redingly Activity Centre. Which activities do Jeff and Maria talk about? Which activities are they teaching?

5 1.61 Listen again and find the things below in three of the photos.

- crash pad ■ zorb ■ hill ■ partner ■ helmet ■ rope ■ boulder



F

G



6 SPEAKING Work in pairs. Imagine you are doing one of the activities in exercise 1. Describe the activity using the questions below to help you. Can your partner guess the activity?

- Where are you?
- What are you doing?
- What equipment are you using?

Making suggestions

7 Read the advertisement for Southview Holiday Park and answer the questions.

- 1 Which activities are free?
- 2 Which activities are indoors?
- 3 Which activities are outdoors?

Southview Holiday Park

Facilities

- ◆ Indoor swimming pool (£4)
- ◆ Outdoor swimming pool (free!)
- ◆ Horse riding (£25)
- ◆ Indoor climbing wall (£3.50)
- ◆ Sports hall with tennis courts (£3.50)
- ◆ Skateboarding park (free!)
- ◆ Mini golf (£2.50)



8 **1.63** Listen to the dialogue. Which activity do Tarek and Steph choose?

9 **1.63** Listen again and complete the phrases from the dialogue.

<p>Making suggestions</p> <p>What do you ¹..... to do?</p> <p>How ²..... mini golf?</p> <p>Why ³.....</p> <p>..... go horse riding?</p>	<p>Responding to suggestions</p> <p>Sorry, I'd ⁴.....</p> <p>.....</p> <p>⁵..... idea!</p>
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10 **1.64** Complete the dialogue with the phrases below. Then listen and check.

- That sounds great ■ I'd prefer to ■ What about ■ Let's

Steph Oh no! The swimming pool's closed.

Tarek ¹..... going to the skateboarding park?

Steph ²..... but we haven't got a skateboard.

Tarek Yes, that's true. ³..... go to the sports hall and play tennis. It's only £3.50 for a game.

Steph ⁴..... go on the climbing wall.

Tarek Fine, I love climbing. Let's go!

11 Read the dialogue again. Underline more ways of making and responding to suggestions.

12 SPEAKING Work in pairs. You are at the Redingly Activity Centre for the day. You are deciding which activities to do. Write a dialogue. Use the information on page 52 and exercises 9 and 10 to help you.

- A Ask for suggestions
- B make a suggestion
- A Refuse and make another suggestion
- B Accept

1 SPEAKING Work in pairs. Look at the photo and answer the questions.

- Where was the photo taken?
- What is the weather like?
- What animal can you see?
- What is it doing?
- How many people can you see?
- What are they doing?



2 Read the description of the photo. Find the answers to the questions in exercise 1.



This is a photo of people on safari. I think they're probably in Africa because they're watching an elephant. The people are in the foreground of the photo and the elephant is in the background. The elephant is standing and looking away from the tourists. Perhaps it's shy! In the background, behind the elephant there are some trees. There are four people in the photo. They are sitting in a jeep. There are two women in the front and two men in the back. The two women are wearing hats. One of the women has got a camera. The sun is shining and it looks very hot.

Expressing uncertainty

3 Study these examples from the photo description. Then rewrite the sentences (1–4) to include expressions of uncertainty. Use the words in brackets.

*I think they're probably in Africa because they're watching an elephant.
Perhaps it's shy!*

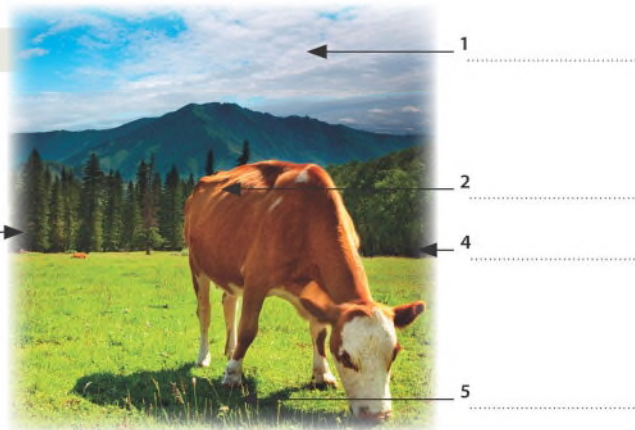
The writer uses *I think*, *probably* and *perhaps* to express uncertainty. *Probably* goes after the verb *be* but before other verbs.

- 1 The people are in a desert. There is a lot of sand. (probably / because)
- 2 The elephants are in the jungle. They are looking for food. (perhaps)
- 3 The weather is very cold. There is snow on the ground. (probably / because)
- 4 The old man is the children's grandfather. (I think)

V Describing a photo

4 Label the photo with the words below.

- in the foreground ■ in the background
- on the left ■ in the middle
- on the right



5 SPEAKING Work in pairs. Describe a photo from this unit and your partner guesses which photo it is. Remember to talk about what you can see in the foreground, the middle and the background.

STRATEGY

Using questions to plan your writing

Using questions can make it easier to plan your writing. Before you write a description, think of questions to help you describe the photo and answer them. Think about these questions.

- What is the subject of the photo?
- Where was the photo taken?
- What is happening in the photo?
- What is the weather like?
- What can you see in the foreground / background?
- How many people / animals / things can you see?
- What are they doing?
- Do they look happy / sad? Why?

6 Read the strategy. Go back to your photo from exercise 5 and answer the questions in the strategy to describe it in more detail. Describe the photo to your partner again. Does your description improve?

- **Task** Write a description of a photo.
- **Ideas** Choose another photo from unit 4 and answer the questions in the strategy.
- **Plan** Use your answers to plan your photo description.
 - Begin by saying where the photo was taken.
 - Include any other important information.
 - Remember to describe where things are happening in the photo.

- Remember to use expressions of uncertainty.
- Remember to use the present continuous to describe what is happening in the photo.

- **Write** Write your description of the photo. Use the strategy, your ideas and plan to help you. Remember to use expressions of uncertainty.
- **Check** Check your spelling, grammar and punctuation.

Review 4

Vocabulary

1 Complete the text with the verbs below.

■ bite ■ carry ■ dig ■ follow ■ hunt ■ look for ■ run away

Cats are popular pets, but they can be quite difficult. They ¹..... you around when they want food, but then they can ²..... you if they don't want you near them. A mother cat ³..... her baby carefully in her mouth, but when they are outside they often ⁴..... birds. They also ⁵..... holes in your garden. Cats usually ⁶..... if they hear a loud noise. You can ⁷..... them all day, but it isn't easy to find them.

Marks / 7

2 Complete the sentences with adjectives from the nouns below.

■ cloud ■ rain ■ snow ■ storm ■ sun ■ wind

- 1 It's today. Let's go to the beach.
- 2 It's in the Alps, so people go skiing there.
- 3 It's very You can see the trees moving.
- 4 It's a day, so I'm taking my umbrella.
- 5 It's, so there aren't any boats on the sea.
- 6 It's really You can't see the sun.

Marks / 6

3 Write the sports the people are doing.

- 1 Kate's standing on a high bridge.
b..... j.....
- 2 I'm cycling on a hill.
m..... b.....
- 3 Brad's moving down a ski slope very fast.
sn.....
- 4 My friends are climbing on some small rocks.
b.....
- 5 Rosie's standing on a board in the sea.
s.....
- 6 The children are in a ball going down a hill.
z.....
- 7 We're moving fast on a river.
w..... w.....
r.....
- 8 Mike's swimming under water.
d.....

Marks / 8

Grammar

4 Complete the dialogue with the present continuous form of the verbs in brackets.

- A Beth, there's a fox in our garden.
B What ¹..... (it / do)? Look! There's another fox behind the wall. I think ²..... (it / hide).
A No, ³..... (it / not / hide). ⁴..... (it / wait) for the other fox.
B Where ⁵..... (you / go)?
A ⁶..... (I / get) my camera. Right. What ⁷..... (they / do) now?
B Now, they're both in the garden. ⁸..... (they / look) in the bins.
A Let me see. Stop pushing!
B ⁹..... (I / not / push)! Look! ¹⁰..... (they / run away).
A That's because ¹¹..... (you / make) a lot of noise!

Marks / 11


5 Complete the text with the present simple or present continuous form of the verbs in brackets.

Where ¹..... (people (go) to see whales? Whales ²..... (live) in all of the oceans, but Vancouver Island is a good place to see them. Myra Rawlings ³..... (organize) boat tours from the island, but she ⁴..... (not go) on the boat with the tourists. That's her husband, Callum's job. Their whale watching tour ⁵..... (start) at 9 a.m. every day and now it's midday. Callum is with two families today, but the boatt ⁶..... (not move). Callum ⁷..... (show) the families some whales. The whales ⁸..... (not swim) very fast, so they are easy to follow. The people on the boat ⁹..... (wear) headphones, but what ¹⁰..... they (listen to)? Whales ¹¹..... (use) sounds to communicate with each other. The families ¹²..... (listen) to the whales singing. How much ¹³..... a whale watching tour (cost)? It's usually about \$150 per person.

Marks / 13

Total / 45

Listening

- 1**  **1.65** Read questions 1–5. Underline the key words in each question. Then listen and choose the correct answers.
- 1 Listen to an announcement. What time is the dolphin rescue?
 - a 2.00 p.m.
 - b 2.30 p.m.
 - c 2.45 p.m.
 - 2 Listen to a dialogue between two friends. Where are they?
 - a at the zoo
 - b at the circus
 - c at the cinema
 - 3 Listen to a sports commentary. Which team is winning?
 - a City is winning.
 - b United is winning.
 - c It's a draw.
 - 4 Listen to a dialogue between a mother and her daughter. What does Amy want for her birthday?
 - a a cat
 - b a dog
 - c a rabbit
 - 5 Listen to a tour guide. Where are the tourists?
 - a on a beach
 - b in a town
 - c on a mountain

Speaking

- 2** Work in pairs. You are at an animal sanctuary. You are deciding which animals to see first. Prepare a dialogue.
- Say which animals you would like to see.
 - Suggest some different animals when your friend doesn't agree.
 - Suggest getting a map of the animal sanctuary.
 - Ask someone for directions to the animals you choose.

Reading

- 3** Match sentences A–F with gaps 1–5 in the text. There is one sentence that you do not need.
- A Polar bears have a very large body with a small head and very small ears.
 - B The hairs are transparent and so they reflect the light from the sun.
 - C Sometimes the bears can get too hot, so they jump into the water to cool off.
 - D They look like giant snowshoes and they work in the same way.
 - E The temperature in the Arctic can be as low as -45°C in the winter.
 - F The bears can also use it for energy when there isn't anything to eat.

How polar bears keep warm

Polar bears live where the ice meets the sea in the Arctic Circle. They are born on land, but they spend most of their time in the water. ¹..... However, the polar bear is specially adapted for life in such a cold place.

The most important adaptation is their fur. A polar bear's fur has both long and short hairs, which means that it is very thick. This thick fur keeps the bear warm on the land and stops it getting wet when it is swimming. ²..... This means that the bear appears to be white like the snow and ice around it. The skin under the fur is black. Because of its colour, the skin absorbs the sun's heat and gives the bear extra warmth.

Under a polar bear's thick fur and black skin is a layer of fat. This layer can be up to 12 cm thick and it protects the bears from the cold. ³..... Polar bears hunt seals for food and these are difficult to find in the summer when the ice melts.



The shape of a polar bear's body is also especially designed for life in the Arctic.

⁴..... All of their body is covered with fur except for the end of their nose. Their round shape stops the body from losing heat and it helps the bears tolerate the cold.

Polar bears also have fur on the bottoms of their feet, which are enormous. ⁵.....

The fur helps the bears walk in the soft snow and also stops them from falling on the ice. The size of their feet helps them to swim faster, too.

Grammar and vocabulary

4 Choose the correct answers.



Sharks and pilotfish: a symbiotic relationship

Most people ¹..... sharks because of scary films and stories about shark attacks. But ²..... some fish that aren't afraid of them. These fish are called pilotfish and they ³..... a symbiotic relationship with the sharks. Pilotfish are small and so the sea is a dangerous place for ⁴..... But when a pilotfish ⁵..... with a shark, it is safe. This is because there aren't ⁶..... animals in the sea that attack sharks. In exchange for this protection, the pilotfish cleans the ⁷..... after it eats. The shark opens its mouth and the pilotfish ⁸..... inside. ⁹..... food between the shark's teeth and there are parasites on the food. The shark ¹⁰..... for the pilotfish to finish cleaning before it closes its mouth again.

- | | | | |
|----|-----------------|-----------------|------------------|
| 1 | a doesn't like | b like | c don't like |
| 2 | a there are | b there is | c they are |
| 3 | a has | b are having | c have |
| 4 | a they | b them | c their |
| 5 | a is travelling | b travel | c are travelling |
| 6 | a any | b an | c some |
| 7 | a teeth's shark | b shark's teeth | c teeth shark's |
| 8 | a is swimming | b swims | c are swimming |
| 9 | a There is | b There are | c They are |
| 10 | a always wait | b waits always | c always waits |

Writing

5 Choose a place in the world which interests you. Write a tourist guide. Include this information:

- where the place is
- what you can do in the early and late morning
- where you can have lunch
- what you can do in the early and late afternoon
- where you can go at night

5

Food, glorious food

Reading and vocabulary Food matters

1 SPEAKING Choose the correct words to complete the sentences. Then check your answers at the bottom of the page. Which facts are surprising?

- 1 Around the world, we throw away 13% / 33% of our food. This is enough for three billion people.
- 2 About a million / billion people around the world don't have enough to eat.
- 3 Eighteen people die every minute / day because they haven't got enough food.
- 4 The food industry produces 14% / 40% of the gases responsible for global warming.
- 5 In Britain, vegetables travel an average of 240 / 2,400 kilometres before people eat them.

V Food

2 **2.01** Find the food below in the title of the text. Then listen, check and repeat.

- apple ■ bread ■ carrot ■ cheese ■ chocolate ■ coffee
- cucumber ■ lettuce ■ mushroom ■ nuts ■ orange
- tomato

STRATEGY

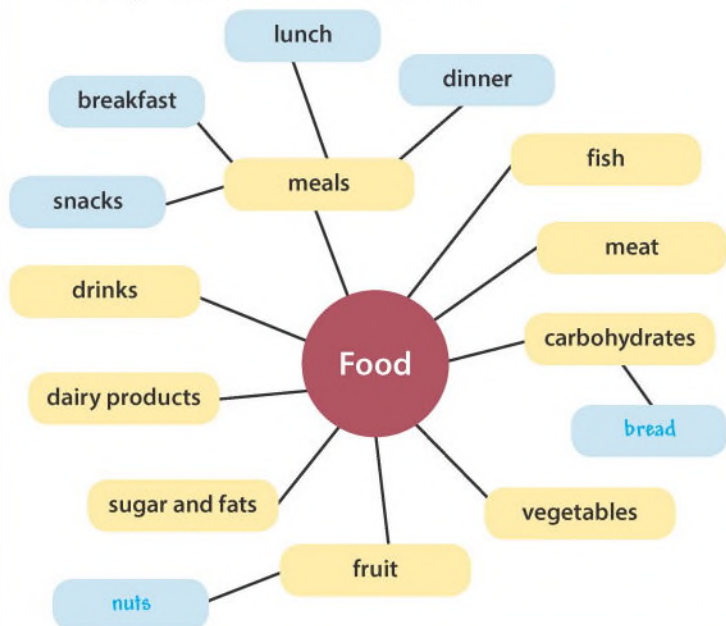
Making mind maps

Mind maps are a great way to record vocabulary groups. You can add new vocabulary quickly and understand it clearly. To make a mind map:

- write the main topic word in the centre.
- write the names of sub-topics around the main topic.
- add words for each sub-topics.

Use mind maps to record vocabulary in your notebook.

3 Read the strategy. Copy the mind map below into your vocabulary notebook and add the words in exercise 2. Remember to add other food words when you learn them in the unit.



There are a lot of vegetarians in Britain. About 8% of teenagers don't eat any meat or fish and you can always choose a vegetarian meal at school. But there are a lot of other special diets too. Here are three of them.

Fruitarians don't want to kill living things – plants or animals – for food. We never eat meat or dairy products and we don't eat many vegetables. When you eat a carrot, the carrot plant dies. But tomatoes and cucumbers are OK because the plant doesn't die. We eat a lot of fruit and nuts. Unfortunately, the human body can't get much calcium, iron or vitamin B from a fruitarian diet, so I need a lot of vitamin pills too. There aren't many fruitarians in Europe, but there are millions in India.



Lucy Friend: a fruitarian

Answers: 1 33% 2 billion 3 minute 4 14% 5 2,400



Tim Jensen: a locavore

The transport of food around the world uses a lot of petrol and that causes global warming. I am a locavore and I only eat food from the area near my home in Glasgow because local food doesn't use much petrol. I only eat food produced within fifty kilometres of my home. I can buy fantastic local beef, salmon, bread, apples and yoghurt. But I can't have chocolate cake, coffee or orange juice because the ingredients come from abroad. That's sometimes difficult for me. I love chocolate cake! But it's the right choice for the environment.



Simon Pilcher: a freegan

Freegans never buy food. We only eat free food. I'm a freegan because I don't like the food industry and its treatment of animals and the environment. Also, when you buy food in a supermarket, only about 10% of your money goes to farmers. This isn't fair. I grow a lot of vegetables in my garden, and I find mushrooms, fruit and salad ingredients in the countryside. I also find food in bins outside big shops. Shops throw away six million tonnes of food every year in Britain and a lot of it is good to eat. A freegan diet helps stop the terrible waste of food in our modern world.

4 Read the text. Which person:

- a doesn't pay for food?
- b doesn't eat meat?
- c doesn't eat food from other parts of the world?

5 Read the text again and answer the questions.

- 1 Why doesn't Lucy eat carrots?
- 2 What problem is possible with a fruitarian diet?
- 3 In which country is a fruitarian diet very popular?
- 4 Why is the transport of food bad for the environment?
- 5 Does Tim drink coffee? Why / why not?
- 6 Is it easy for Tim to live without food from other areas?
- 7 Why does Simon dislike the food industry?
- 8 What three places does Simon's food come from?
- 9 How does a freegan diet stop food waste?

6 SPEAKING Work in pairs. Discuss these questions.

- 1 Are you interested in any of these diets? Why / why not?
- 2 Do you know any people with an unusual diet? What do / don't they eat?
- 3 Could you live without these types of food?
 chocolate coffee meat milk and cheese oranges

V insight Compound nouns

7 We put two nouns together to make a compound noun. Match a word in A to a word in B to make compound nouns. Then complete the sentences.

- A** chocolate fruit ham ice mushroom olive orange tomato
- B** cake cream juice oil pizza salad sandwich sauce

- 1 I usually drink at breakfast.
- 2 I love meat and bread, so my favourite cold lunch is a
- 3 I often buy an on really hot afternoons.
- 4 I usually choose a at Italian restaurants because I'm a vegetarian.
- 5 On my birthday, my mum usually makes me a big
- 6 I can make a really nice to put on my spaghetti.
- 7 I like a lot of different fruit, so I often eat a
- 8 I usually put on top of a green salad.

8 SPEAKING Work in pairs. Discuss these questions.

- 1 Do you think you waste food? What? How?
- 2 Do you think your school wastes food? What? How?
- 3 How can you stop wasting food? Give examples.

1 SPEAKING Work in pairs. Answer the questions.

- 1 What food do farms produce? Make a list.
- 2 What can you see in the photos? What food does this farm produce? Why is it unusual?

2 Read the interview and check your answers. Do you think the farm is a good idea? Why / why not?

Farm school

Oathall Community College in Sussex is an ordinary British secondary school. However, one thing makes it very different: there's a farm at the school. Caitlin Spence, one of its students, explains.

Caitlin, there aren't many schools in Britain with a farm. Tell me about yours.

We've got a lot of pigs, sheep, hens and cows. We've also got bees for their honey. There are some apple trees, and we grow a lot of potatoes, cabbages and other vegetables.

How much time do students spend on the farm each week?

A lot of students help with the farm animals before or after school. I'm there for two and a half hours every week for my agriculture lessons.

Do all the students at Oathall study agriculture?

No, they don't, but we all visit the farm for different subjects: maths, art and science, for example.

How much food does the farm produce?

Every year it produces 2,000 eggs, 1,000 litres of milk, about 800 kilos of lamb and 400 kilos of pork. The amount of fruit and vegetables changes a lot from year to year.

What do you do with the food?

We eat it in our school lunches and we also sell our meat at the farm shop. The sausages are delicious!

How many sausages does the shop sell?

We sell about 200 sausages every week – they're very popular.

Are there many eggs in the shop? And what about fruit and vegetables?

No, there aren't. The shop doesn't sell many eggs or vegetables because they go in our lunches. It sells a lot of apples in autumn, but it doesn't sell much fruit at other times of year.



Countable and uncountable nouns

3 Which of these things can you count? Which can't you count?

- apple ■ honey ■ milk ■ sausage

4 Find the words below in the interview and complete the table. Then read about countable and uncountable nouns.

- cabbage ■ egg ■ food ■ fruit ■ lamb ■ meat ■ potato ■ vegetable

Countable	vegetable,
Uncountable	meat,


Countable nouns

- a They have got a singular and a plural form.
- b We use *a / an* with the singular form and *some / any* with the plural form.
There's a cow. There are some cows. There aren't any cows.

Uncountable nouns

- a They have only got a singular form.
- b We don't use *a / an*. We only use *some / any*.
There is some milk. There isn't any milk.
- c We can't count uncountable nouns; we can only measure and weigh them. *A litre of milk.*

Remember! We use *some* in affirmative sentences and *any* in negative sentences and questions.

5  2.02 Complete the dialogue about the farmshop. Use *there is / are* with *some / any* and the prompts in brackets. Use the plural form of the countable nouns. Then listen and check.

- A **Is there any meat** (meat ?) today?
 B Yes, there is. ¹ (lamb ✓)
 and ² (sausage ✓),
 but ³ (beef ✗).
 A ⁴ (vegetable ?) ?
 B Yes, ⁵ (potato ✓),
 but ⁶ (cabbage ✗).
 A And ⁷ (milk ?) ?
 B No, I'm sorry. ⁸ (milk ✗) today.

much, many, a lot of


6 Complete these sentences from the text in exercise 2. Then match the two halves of the rules.

- 1 There aren't schools in Britain with a farm.
 - 2 We've got pigs.
 - 3 How food does the farm produce?
 - 4 How sausages does the shop sell?
 - 5 It doesn't sell fruit.
- | | |
|--|---|
| a We use <i>much</i> with | 1 countable nouns. |
| b We use <i>many</i> with | 2 uncountable nouns. |
| c We usually use <i>much</i> and <i>many</i> | 3 in negative sentences and questions. |
| d We use <i>a lot of</i> | 4 in affirmative sentences, with countable and uncountable nouns. |

Reference and practice 5.2 Workbook page 121

7 Complete the factfile with *much, many* or *a lot of*.

Farming




How ¹ **food does the world produce every year?**
 4 billion tonnes, but we waste a lot of it.

How ² **land do we use to produce this food?**
 About 38% of the land on the planet. There aren't ³ places for wild animals to live now and an area of forest the size of Portugal disappears every year.

How ⁴ **people can live on the food from one hectare of land?**
 One hectare can produce ⁵ vegetarian food – enough for thirty people. But it can only produce enough meat for ten people.

How ⁶ **water does farming use?**
 About 70% of the planet's fresh water. For example, ⁷ water from the Yantze River in China is used in farming. But in a lot of places, there isn't ⁸ fresh water.

How ⁹ **litres of water do farmers need to produce a kilogram of food?**
 About 13,000 litres for a kilogram of beef, but only 1,000 litres for a kilogram of bread. Producing meat requires ¹⁰ land and water.

8  2.03 Complete the questions with *much* or *many*. Then listen to the radio programme and answer the questions.

- 1 How students are at the farm at half past seven?
- 2 Do the students give the sheep food in summer?
- 3 How hens are there on the farm?
- 4 How eggs does a hen usually produce every day?
- 5 How students milk Daisy the cow every day?
- 6 Do the students drink milk from the farm?

9 **SPEAKING** Work in pairs. Plan a farm for your school. Discuss these questions.

- How many animals and plants do you want? Make a list.
- What are the important jobs on the farm?
- What do you want to do with the food you produce?

1 SPEAKING Work in pairs. Discuss the questions.

- 1 What traditional dishes does your country have?
- 2 What region of your country do they come from?
- 3 Do you like eating them?
- 4 Do you know any traditional dishes from Britain? Describe them.

STRATEGY

Using a dictionary when you read

- When you first read a text, underline any unknown words.
- Can you understand the meaning of the words from the context?
- Look up the words in your dictionary and remember the meaning.
- Don't forget to write the new words in your vocabulary notebook. You can add them to mind maps or include their definition and an example sentence.


2 Read the strategy. Then read the text and underline any unknown words. Look them up in a dictionary and record them in your vocabulary notebook.

3 Read the text again and write the names of the dishes next to the descriptions. There is one sentence you do not need to use.

- 1 This can tell you your future!
.....
- 2 This food comes from a river.
.....
- 3 You eat this on Sunday.
.....
- 4 You take this home to eat.
.....
- 5 You eat this with cheese.
.....
- 6 This is popular with visitors to the area.
.....
- 7 People have this between lunch and dinner.
.....
- 8 You make this with parts of an animal and eat it at a winter festival.
.....

4 SPEAKING Work in pairs. Do you want to try these traditional dishes? Why / why not?

V On the dinner table

5  **2.04** Match the objects below to the items in the photos (1–9). Listen, check and repeat.

- bowl ■ cup ■ fork ■ glass ■ jug ■ knife
- mug ■ plate ■ spoon

Food map of Britain and Ireland

People in Britain and Ireland eat a lot of international food, like chicken tikka masala from India and chow mein from China. But traditional British and Irish food is also popular. Here are some favourite dishes from around the British Isles.

Barmbrack

People in Ireland like eating this special fruit cake at Halloween. Traditionally, there are a few surprises inside the cake. A ring in your slice of cake means true love next year, but a bean means a future without money.



IRELAND



Devon cream tea

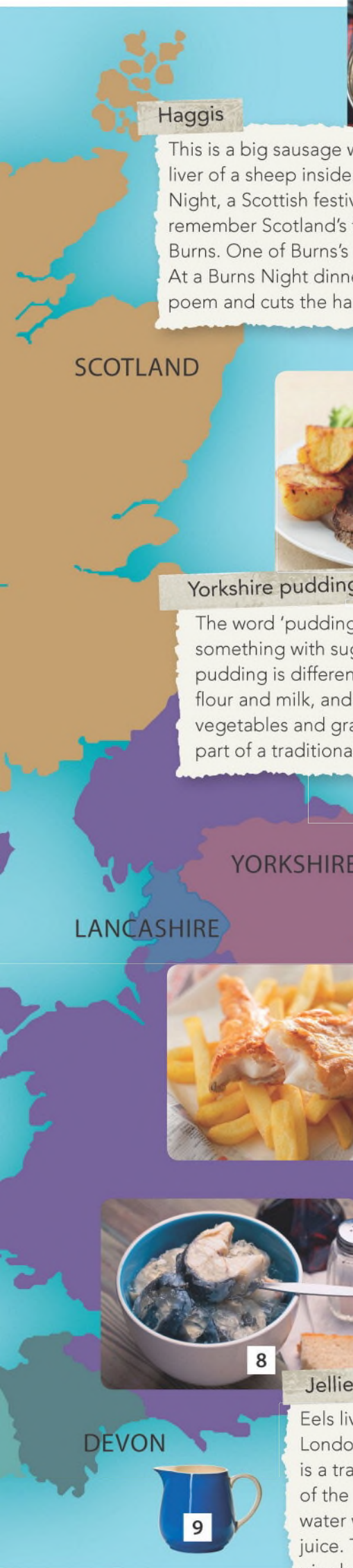
A cream tea is a scone (a special type of bread with a few raisins in it) with cream and strawberry jam. You have it in the afternoon at about 4 p.m. with a cup of tea – with a little milk in the tea, of course!

Cornish pasty

This is a pie with beef, potato and vegetables inside. There are a lot of tourists in Cornwall in summer and their favourite holiday food is a Cornish pasty.



CORNWALL



Haggis

This is a big sausage with the heart, lungs and liver of a sheep inside. It's popular on Burns Night, a Scottish festival on 25 January to remember Scotland's famous poet, Robert Burns. One of Burns's poems is about haggis. At a Burns Night dinner, someone reads the poem and cuts the haggis with a big knife.



Yorkshire pudding

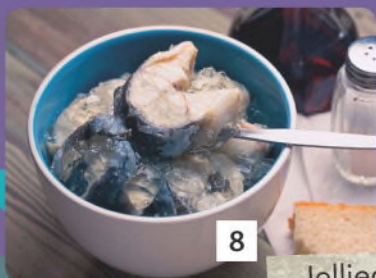
The word 'pudding' usually means something with sugar in it, but Yorkshire pudding is different. You make it from eggs, flour and milk, and eat it with beef, potatoes, vegetables and gravy (a brown sauce) as part of a traditional Sunday lunch.



7



Lancashire is the home of Britain's first fish and chip shop and there are now about 10,000 of them around the country. The British eat 230 million fish and chip dinners every year. People usually buy this meal as a takeaway to eat outside or at home.



8

Jellied eels

Eels live in the River Thames in London and a bowl of jellied eels is a traditional meal for the people of the city. You cook slices of eel in water with a little vinegar and lemon juice. There are still a few eel and pie shops in London, but these days they're not very popular.



9

DEVON

6 Answer the questions with the words in exercise 5.

- 1 What do you use when you eat dinner?
.....
- 2 What do you use when you eat ice cream or yoghurt?
.....
- 3 What do you use when you have a cold drink?
.....
- 4 What do you use when you have a hot drink?
.....
- 5 What do you use when you eat breakfast?
.....
- 6 What do you use to pour or keep milk?
.....

a little / a few

7 Find examples of *a little* and *a few* in the text. Then choose the correct words to complete the rules.

- a We use *a little* with countable / uncountable nouns.
- b We use *a few* with countable / uncountable nouns.
- c *a little* means *a lot of / not much*.
- d *a few* means *a lot of / not many*.

Reference and practice 5.3 Workbook page 121

8 Complete the dialogue with *a little* and *a few*.

Jane Can I try ¹..... pudding?
 Lily Of course. It's called trifle, and it's very popular in Britain.
 Jane Wow! It's delicious. How do you make it?
 Lily First you need ²..... slices of cake. You put ³..... jam on them and then put them in a bowl with ⁴..... fruit. I usually use ⁵..... raspberries and strawberries with ⁶..... sugar. You put jelly on top of the fruit and cake and a yellow sauce called custard. On top of the custard you put ⁷..... cream and finally ⁸..... nuts. It's very easy and it tastes great.



9 **SPEAKING** Work in pairs. Tell your partner about the ingredients of a traditional dish from your country. Use *a lot of*, *a little* and *a few*.

Vocabulary bank Food quantities page 130

DVD EXTRA Borough Market



1 SPEAKING label the photos (A–C) with the dishes and the countries they come from.

- Cambodia ■ caterpillars ■ guinea pigs ■ Peru ■ South Africa ■ tarantulas

2 **2.05** Listen to a TV programme about unusual food and complete the table.

	Dylan	Lauren	Elsa
Food			
Country			
Does he / she like it?			

3 **2.05** Listen to the programme again. Choose the correct answers.

- What does Dylan think of the caterpillars?
 - They're very nice.
 - He hates them.
 - They're OK.
- What does the presenter say about the caterpillars?
 - They're healthy.
 - They're unhealthy.
 - They're like sweets.
- What does Lauren like about the tarantulas?
 - their hair
 - their taste
 - their legs
- What do the tarantulas taste like?
 - crisps
 - salt
 - meat
- Does Elsa like guinea pigs?
 - Yes, as pets.
 - Yes, as meat.
 - No, she doesn't.
- Who thinks it's wrong to kill cows?
 - Elsa
 - people in India
 - the presenter
- What does Lauren think of the guinea pig meat?
 - It's like chicken.
 - It isn't great.
 - She can't eat it.

V Opinion adjectives

4 **2.05** What do the people on the TV programme describe with these adjectives? Listen again and match 1–8 to a–h.

- | | |
|---------------|---|
| 1 exciting | a the taste of the guinea pig |
| 2 strange | b guinea pigs as pets |
| 3 boring | c the appearance of the caterpillars |
| 4 scary | d food from around the world |
| 5 disgusting | e spiders |
| 6 lovely | f cultural differences around the world |
| 7 interesting | g the taste of the caterpillars |
| 8 delicious | h the tarantulas' legs |



5 **2.06** Complete these sentences with the adjectives in exercise 4. Then listen, check and repeat.

If something is:

- 1, you want to know about it.
- 2, it's got a very bad taste, smell or appearance.
- 3, you want to run away.
- 4, it's got a very nice taste.
- 5, it's not interesting.
- 6, it's got a nice appearance or it's nice in another way.
- 7, it's unusual.
- 8, it gives you a lot of very good or very happy feelings.

6 **SPEAKING** Work in pairs. Give your opinion of the items below using the adjectives in exercise 4. Then give your opinion of other food, animals, sports, hobbies, school subjects, films, etc.

- ballet ■ chocolate ■ fried guinea pig ■ history ■ jellied eels ■ parachuting ■ science ■ snakes

Ordering food

7 **SPEAKING** Work in pairs. Complete the menu with the words below.

- bread ■ cake ■ cheese ■ chips ■ fruit ■ juice ■ pasta ■ strawberry

Menu

<p>Starters</p> <ul style="list-style-type: none"> • tomato soup • garlic ¹ • salad <p>Main courses</p> <ul style="list-style-type: none"> • ², tomato and mushroom pizza • Sausages and ³ • ⁴ with tomato sauce • Salmon with rice 	<p>Dessert</p> <ul style="list-style-type: none"> • Chocolate ⁵ • Ice cream: ⁶, vanilla or chocolate • ⁷ salad <p>Drinks</p> <ul style="list-style-type: none"> • lemonade • orange ⁸ • coffee • tea
--	---

8 **2.07** Listen to the dialogue. What does the man order? What does the woman order?

9 **2.07** Complete the phrases from the dialogue. Then listen again and check.

<p>Waiter</p> <p>Are you ¹ to order?</p> <p>² you like a starter?</p> <p>³ would you like for your main course?</p> <p>Would you like ⁴ to drink?</p>	<p>Customer</p> <p>I'd ⁵ some tomato soup.</p> <p>Can I ⁶ a glass of orange juice, please?</p>
--	---

10 **2.08** Complete the dialogue with the phrases below. Then listen and check.

- Any dessert for you ■ Can we see the menu ■ Here you are ■ I'm fine, thanks

Waiter Would you like a dessert?
Girl Oh, yes. ¹, please?
Waiter Of course. ²
Girl Great. Can I have some strawberry ice cream, please?
Waiter ³, sir?
Boy No, ⁴

11 Read the dialogue again. Underline more phrases for the waiter and the customer.

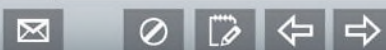
12 **SPEAKING** Work in pairs. Write a dialogue between a customer and a waiter. Use the menu in exercise 7 and exercises 9 and 10 to help you.

5E ■ Writing A description of a festival

1 SPEAKING Work in pairs. Match words in the email to the photos and answer the questions.

- What time of year is it?
- What are the people doing?

2 Read the email again. Which festival is Reece describing? What happens at this festival?



Hi Daniel!

Thank you for your email. It's always nice to hear from you.

I'm really happy because it's 5 November today – Guy Fawkes' Night.

It's a big **celebration** in Britain, and it's also my favourite night of the year.

5 November is the anniversary of Guy Fawkes' unsuccessful **plot to blow up** the British Parliament in 1605. Now we have **bonfires** and fireworks around the country. In our town, there is a big bonfire in the park. We make a 'Guy', a big model of Guy Fawkes, with paper and old clothes. Then, when it's dark, we go to the park and burn the Guy on the bonfire. There are beautiful fireworks in town too. After that, our friends come to our house. We put sausages on sticks and cook them on a small bonfire in our garden. We also cook potatoes in the fire and for dessert we have a light brown cake called parkin, and **toffee** apples. These are apples on a stick, with **hard**, red sugar on. They're delicious.

Perhaps next year you can stay here and celebrate Guy Fawkes' Night with us.

Write soon!

Best wishes,

Reece



3 Match the highlighted words in the email to the definitions below.

- | | |
|--|---|
| 1 a secret plan | 4 a party or a special event |
| 2 opposite of <i>soft</i> | 5 make an explosion |
| 3 large fires outside, usually in a park or garden | 6 a type of sweet made from sugar, butter and water |

Linking words of addition: *too, also*

4 Underline the sentences in the email with *too* and *also*. Then choose the correct options to complete the rules below.

- We use *also* and *too* to give more information.
- also* usually comes **after** / **before** the verb *be* and **after** / **before** other verbs.
- too* usually comes at the **start** / **end** of the sentence.

5 Rewrite these sentences. Add the information in brackets.

- Toffee apples are delicious. (parkin / nice / also)
Toffee apples are delicious and parkin is also nice.
- We go to the big bonfire in the park. (have / small bonfire / at home / too)
- The fireworks in the park are very beautiful. (very noisy / also)
- My dog is scared of fireworks. (scared of thunder / also)
- Guy Fawkes' Night is in November. (my birthday / in November / too)
- We usually eat parkin on Guy Fawkes' Night. (drink / hot chocolate / also)

STRATEGY

Focussing on the writing goal

It is important to think about the reason why you are writing. Read the task carefully and underline the key points. Think about the following questions.

- What are you writing?
- Who are you writing to or for?
- What information do you need to include?
- What is the purpose of the text – to give information / entertain / give an opinion, etc.?

6 Read the strategy. Then study Reece's email in exercise 2 and answer the questions.

- What is Reece writing?
- Who is he writing to?
- Why is he writing?
- Is he writing about facts or is he imagining a story?
- What information does he include?
- Is he writing in a formal or an informal style?

■ **Task** Write an email to a friend in another country about a festival in your country.

■ **Ideas** Answer the questions.

- 1 Which festival do you want to describe?
- 2 Why do people celebrate this festival?
- 3 What do people do at the festival?
- 4 What kind of food do people eat at the festival?
- 5 Why do you like this festival?

■ **Plan** Use Reece's email about Guy Fawkes' Night as a model. Plan your email.

- Begin your email with *Hello, Hi or Dear* and your friend's name.

- Write an opening sentence, e.g. *How are you? / Thank you for your letter. / I hope you are well.*
- Introduce the festival and say why people celebrate it.
- Write a short description of the festival and what you do at the festival.
- End your email with *Take care, Lots of love or Best wishes* and your name.

■ **Write** Write your email. Use the strategy, your ideas and plan to help you. Remember to use the linking words *too* and *also*.

■ **Check** Check your spelling, grammar and punctuation.

Review 5

Vocabulary

1 Complete the text with the words.

- bread ■ fork ■ knife ■ meat ■ plate ■ salad ■ tomato
- yoghurt

Doner kebabs come from Turkey. They're made with cooked ¹..... like lamb in a type of flat ²..... called pita. Kebabs have a sauce called tzaziki. This is made from ³..... and cucumber. Some people put ⁴..... in kebabs, like lettuce and ⁵..... Kebabs are served on a ⁶..... if you're in a restaurant. Most people buy them from a takeaway and eat them in the street without a ⁷..... or a ⁸.....

Marks / 8

2 Match a word in A to a word in B to make compound nouns. Then match them to the definitions 1-7.

- A ■ chocolate ■ fruit ■ ham ■ ice ■ olive ■ orange ■ tomato
- B ■ cake ■ cream ■ juice ■ oil ■ salad ■ sandwich ■ sauce

- 1 You can make it with apples, oranges and bananas.
- 2 It's a quick cold lunch.
- 3 Some people drink it for breakfast.
- 4 You eat it on a hot day.
- 5 You can put it on top of pasta.
- 6 You can cook with it or put it on a salad.
- 7 It's very popular, but it makes you fat.

Marks / 7

3 Complete the sentences with the correct adjectives.

- 1 Lunch was b..... It was always the same.
- 2 Look at those l..... flowers. They're beautiful!
- 3 This soup is d..... It tastes very bad.
- 4 That café looks i..... Let's go there.
- 5 This dessert is d..... Can I have some more?
- 6 This cooking programme is e.....
- 7 I don't know what this is. It looks very s.....

Marks / 7

Grammar

4 What do you need to make spaghetti bolognese? Write sentences with *a/an, some or any*.

- salt ✓ *You need some salt.*
cabbage X *You don't need any cabbage.*

- 1 cucumber X
- 2 eggs X
- 3 garlic ✓
- 4 meat ✓
- 5 onion ✓
- 6 pasta ✓
- 7 potatoes X
- 8 rice X
- 9 tomatoes ✓
- 10 yoghurt X

Marks / 10

5 Complete the dialogue with the words below.

- a ■ a few ■ a little ■ a lot ■ an ■ any (x3) ■ how many
- how much (x2) ■ much ■ some

- A Do you want to make a lemon cake?
B Good idea. Are there ¹..... lemons?
A I think so. ²..... do we need?
B We only need ³..... Three is enough.
A Three lemons. No problem. What else?
B We need ⁴..... sugar.
A ⁵..... sugar?
B We need ⁶..... of sugar. About 300g.
A That's fine. There's ⁷..... new packet here.
B Good. What about eggs?
A There aren't ⁸..... in the box. Only three.
B That's fine. How about flour?
A There's ⁹..... old packet here, but there isn't ¹⁰..... flour in it. Put it on the shopping list.
B Is there ¹¹..... butter in the fridge?
A Yes, but there's only ¹²..... ¹³..... do you need?
B About 200g. Come on! Let's go shopping.

Marks / 13

Total / 45

6

Material world

Reading and vocabulary Nearly new



V Clothes and accessories

1 Look at the photos. Which of these things can you find? Check any new words in a dictionary.

- boots ■ cap ■ cardigan ■ coat ■ dress ■ hat ■ jacket
- jeans ■ jumper ■ make-up ■ necklace ■ rucksack
- sandals ■ scarf ■ shirt ■ shorts ■ skirt ■ socks ■ tights
- top ■ trousers ■ trainers

2 **SPEAKING** Work in pairs. Study the words in exercise 1 and answer the questions.

- 1 Which are clothes? Which are accessories?
- 2 Which are winter clothes? Which are summer clothes?
- 3 Which are clothes for women? Which are clothes for everyone?
- 4 Which item is not an accessory or a clothes item?
- 5 Which clothes and accessories do you wear or like?
- 6 What is your favourite style of clothes (casual, smart, retro, sporty)?
- 7 Do you have a favourite brand?
- 8 Are there styles and brands you don't like?

STRATEGY

Scanning for detail

Sometimes when you read a text, you want to find specific information.

- Think about the information you want to find: a number, a name, etc.
- Read the text quickly, looking for the information you want.

3 Read the strategy. Read the article and find this information.

- 1 What is 'shwopping'?
- 2 How much discount does the shop give Aftab?
- 3 What does Tim receive for his donation?
- 4 Where does Rosa send the used clothes?
- 5 How does Oxfam reuse things?
- 6 How many points does Meena have?

SHWOPPING

Do you enjoy swapping or exchanging clothes with your friends and family? How about trying shwopping? Some shops are asking customers to return used items when they buy something new. The shop then reuses or recycles the item and gives the customer a discount on a new purchase. Four shoppers explain how shwopping works.

Aftab

My wardrobe is full of expensive trainers. I'm into designer trainers because all my friends wear them. I get a new pair every birthday. I sometimes buy trainers online because there are some good bargains. But today I'm taking ten pairs back to a sports shop. The shop collects old trainers and recycles them. Machines cut the shoe into smaller pieces of material. This material is used to make the floors of tennis courts. I think it's a great idea and the shop gives customers 5% discount on a new purchase.



Tim

We're doing a class project on the environment and how to reduce waste. People throw away tonnes of clothes every year. But we can reuse material, like polyester and cotton, to make new clothes. Today, I'm catching the bus to town and I'm carrying five bags of clothes. There's my mum's scruffy, leather coat, my brother's baggy jumpers and lots of other things. I'm taking the clothes to a shop that reuses them. I receive a £5 voucher for every six kilograms of clothes I donate. So I can buy something new and fashionable!

Rosa

I'm tidying my children's wardrobes this morning. These clothes don't fit, but they are in very good condition. So, I'm swapping them for clothes in bigger sizes! I send a big bag of clothes to a company in London and they check the clothes. Then they advertise the clothes on their website with a description and photos. I look on the website and choose another bag of clothes. Then the company delivers my new clothes. It's very easy and it's cheaper than buying new clothes.

Meena

My bedroom is very untidy, so I'm sorting out my things. I've got some old jewellery and handbags I don't like. I'm donating them to Oxfam. Oxfam sells them in their shops to raise money, or sends them to the developing world. I'm also returning some empty make-up bottles to my favourite shop. I've got a loyalty card and the shop gives me one point when I return an empty bottle. When I have ten points, I get a new product. I've got nine points, so I'm getting something new today!

V Shopping and clothes words

4 Read the article again and match these words to their definitions below.

- baggy ■ donate ■ expensive ■ fit ■ fashionable
- loyalty card ■ material ■ recycle ■ scruffy ■ voucher

- 1 leather, cotton, silk, nylon
- 2 give
- 3 reuse
- 4 the opposite of tidy
- 5 a card for regular customers
- 6 be the right size
- 7 a card you exchange for a product or service
- 8 the opposite of tight
- 9 stylish and modern
- 10 the opposite of cheap

V insight Negative prefixes

5 We can use the prefix *un-* or *in-* to make negative adjectives. Make the adjectives below negative. Use a dictionary if necessary.

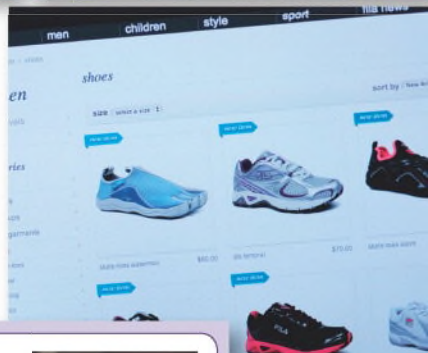
- | | |
|---------------------|-------------------|
| 1 complete | 7 friendly |
| 2 correct | 8 happy |
| 3 expensive | 9 important |
| 4 fair | 10 kind |
| 5 fashionable | 11 lucky |
| 6 formal | 12 tolerant |

6 SPEAKING Work in groups. Discuss the questions.

- 1 Do you think that fashion is important? Why / why not?
- 2 How much money do you spend on clothes per month?
- 3 Do you wear second-hand clothes or shoes? Why / why not?
- 4 Would you swap your clothes with a friend? Why / why not?
- 5 What do you think of swapping your old clothes for a discount on new clothes?
- 6 What do you think of swapping clothes on a website?
- 7 What do you think of reusing material from old clothes and shoes?

Vocabulary bank Shops page 131





1 SPEAKING Where do you and your family go to buy:

- food? ■ shower gel and shampoo? ■ gadgets?
- clothes? ■ books and music?

2 Read the blog post and match the headings below to paragraphs A–D.

- The busy hours ■ Spend, spend, spend
- It's fast and easy ■ After the weekend ...

Cyber Monday



A It's 6 a.m. and Stephen is preparing 6,000 orders for customers. He works in a warehouse for a popular online store. 'The first Monday in December is busier than other Mondays,' says Stephen. 'We sell 50% more products.' Shoppers go to shops at the weekend to look for Christmas presents. But they know there are better prices online, so they order the cheaper product from us on Monday. The high street is often more expensive than an online store.

B 'Online shopping is more convenient than the high street and it's quicker too,' says Stephen. It takes less than ten minutes to choose items online, add them to the basket and pay at the checkout. Then the order goes to the warehouse. Workers collect the items for the order and prepare the customer's package. Then it arrives with the customer the next day. 'The weather is wetter at this time of year,' explains Stephen, 'and it's easier to wait for your delivery at home than go out shopping in the rain!'

C By 2 p.m., Stephen and his colleagues are working on another 30,000 orders. The warehouse is noisier now and everybody is very busy. 'Lunchtime is busier than other times of the day,' says Stephen. 'People use their lunch break to shop online.' Between 6 and 9 p.m., there is another increase in orders when people get home: 'These shoppers think it's safer to use their credit cards at home and on their own computer.'

D Stephen is looking at the next order form. The average customer puts more than three items in their basket. 'They pay about £250 at the checkout,' explains Stephen. 'But sometimes they pay more and the orders are bigger. Look, this is a larger order with eleven items and the total amount is almost £1,500!' The figures for the UK are amazing – people spend £10,000 every second. During Cyber Monday, there are 6.8 million transactions and people spend more than £320m.

Comparative adjectives

3 Read the blog post again. Complete the table with comparative adjectives.

	Adjective	Comparative
regular one-syllable adjectives	cheap	1
	quick	2
one-syllable adjectives ending in -e	safe	3
	large	4
one-syllable adjectives ending in one vowel + one consonant	big	5
	wet	6
adjectives ending in -y	busy	7
	easy	8
	noisy	9
long adjectives	convenient	10
	expensive	11
irregular adjectives	good	12
	bad	worse
	far	further

- 4 Study the rules for comparative adjectives (a–g). Then complete the rules with comparative adjectives from the table in exercise 3.**
- a With most short adjectives, we add *-er*.
 - b With short adjectives ending in *-e*, we add *-r*.
 - c With short adjectives ending in one vowel + one consonant, we double the final letter and add *-er*.
 - d With adjectives ending in *-y*, we change *-y* to *-i* and add *-er*.
 - e With long adjectives, we use *more* before the comparative adjective.
 - f When we compare two things, we use *than* after the comparative adjective.
 - g Some adjectives have irregular comparative forms.

Reference and practice 6.1 Workbook page 122


5 Write the comparative forms of these adjectives.

- | | | | |
|------------|-------|-------------|-------|
| 1 thin | ..... | 4 important | ..... |
| 2 busy | ..... | 5 bad | ..... |
| 3 exciting | ..... | 6 small | ..... |

6 Complete the text with the comparative form of the adjectives in brackets.

Shopping

You need some new clothes. Do you go shopping with your mum and dad or your friends?



Holly says: Friends!
I like shopping with my friends. It's ¹..... (interesting) than shopping with my parents and my friends are ²..... (fashionable) than my mum and dad! My parents usually do their shopping on the high street, but my friends and I take the bus to the big shopping centre. The shops are much ³..... (big) and the clothes are usually ⁴..... (good).

Priya says: Parents!
I like shopping with my parents. The shop assistants are ⁵..... (friendly) when I'm with my parents. Maybe it's because I go to ⁶..... (small) and ⁷..... (smart) shops with my mum and dad. Getting to the shops is ⁸..... (easy) because we go by car. My parents prefer ⁹..... (traditional) clothes and sensible shoes with ¹⁰..... (low) heels, but then they usually pay for my clothes, so I don't mind!

7 **2.09 Listen to the report and answer the questions.**

- 1 What percentage of British adults use the internet to buy clothes, food, holidays or music?
- 2 What does the woman usually buy online?
- 3 What doesn't she buy online?
- 4 What does the man buy online?

8 **2.09 Listen again and complete the sentences with the comparative form of the adjectives below.**

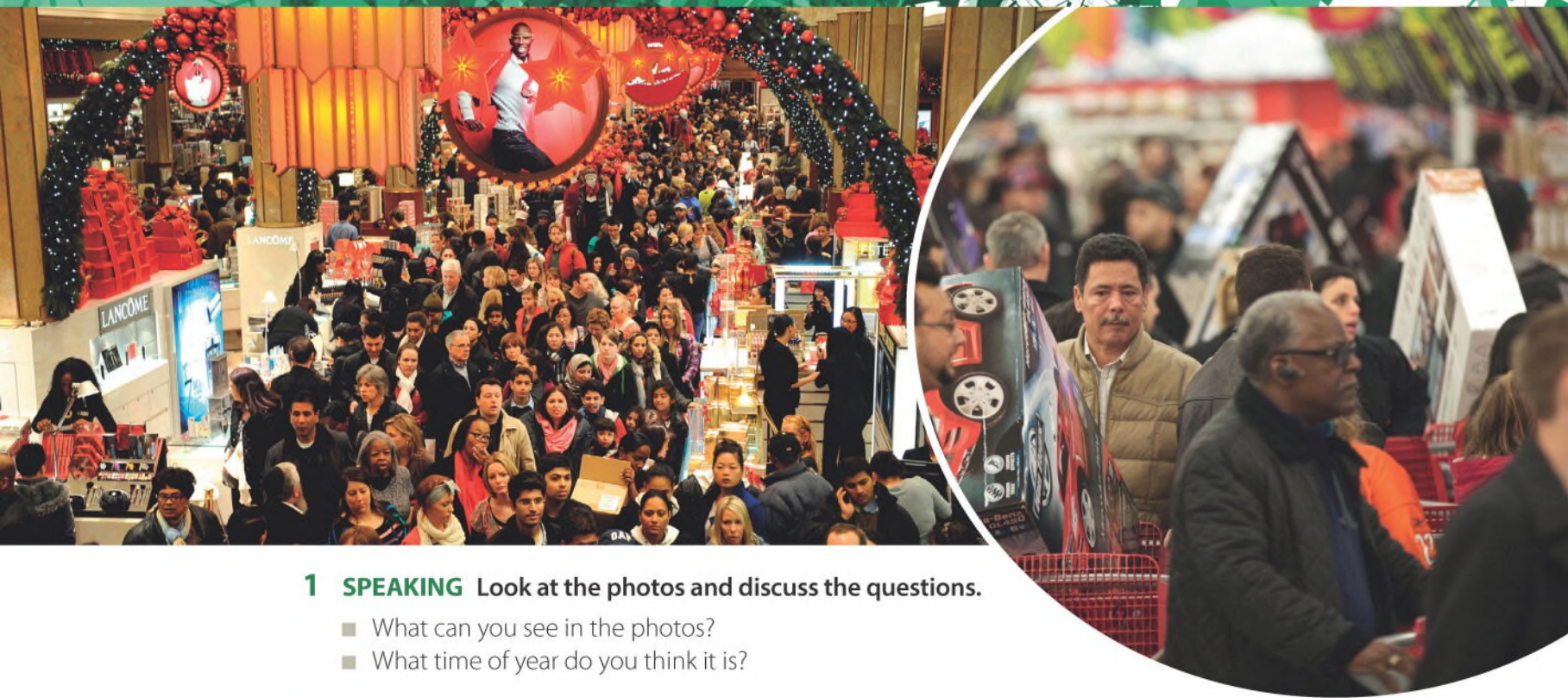
■ cheap ■ difficult ■ easy ■ friendly ■ good ■ long ■ noisy ■ popular ■ quick ■ useful

- 1 Online shopping is becoming in Britain.
- 2 Food shopping online is and than going to the supermarket.
- 3 Going to the supermarket takes and is
- 4 Returning clothes you buy online is
- 5 Online bookshops are than high street bookshops.
- 6 There is a choice of books online.
- 7 Looking for hotels online is than going to a travel agent's.
- 8 Hotel reviews show which hotels have staff.

9 SPEAKING Work in pairs. Discuss the questions.

- Which is better – shopping in high street shops or shopping online? Why?
- Do you prefer shopping with friends or with your parents? Why?
- When you go shopping, do you buy lots of cheaper things or just a few more expensive things?

DVD EXTRA Shopping in London



1 SPEAKING Look at the photos and discuss the questions.

- What can you see in the photos?
- What time of year do you think it is?

2 Read the newspaper article quickly. Check your answers to exercise 1.

BLACK FRIDAY or BUY NOTHING DAY?

We talk to two young New Yorkers about Black Friday.

Thanksgiving is probably the most important national holiday in the USA. It's on the fourth Thursday in November and families prepare and eat special food together. But now the day after Thanksgiving is also an important date in the US calendar. The fourth Friday in November in the USA is called Black Friday and it is the busiest shopping day in the year. Why is it so busy? There are a number of reasons. After their Thanksgiving holiday on Thursday, many people don't return to work before the weekend and they go shopping on Friday. It is also traditionally the beginning of the Christmas season and many people start their Christmas shopping on this day.

Chantelle Davies, 21, and three friends are standing in a queue outside Macy's on 5th Avenue. 'I love Black Friday,' she says. 'It's 5 a.m. and this is the longest queue on 5th Avenue, but that's OK. All the big department stores have sales or they give special discounts on Black Friday. I can get the best bargains today.' When the doors of Macy's open at 6 a.m., everyone immediately runs into the store. Half an hour later, Chantelle leaves Macy's with three bags full of shopping. She shows me her purchases – two mobile phones ('They were half price!' she says.) and some designer clothes for her boyfriend.

Some people, however, celebrate the Friday after Thanksgiving in a very different way. They prefer to call this day Buy Nothing Day. Brad Simpson, 24, is at a large supermarket. 'I'm not spending my dollars today,' he says. 'I'm keeping my wallet in my pocket. North Americans are the biggest consumers in the world. We live in a rich country, but we always want more things! We want to have the fastest car on the street, or the latest gadget. We use credit cards to buy unnecessary things and then we have problems with debt. It's crazy! Today my friends and I are talking to people about Buy Nothing Day. You can buy things, but you can't buy happiness!'

3 Read the newspaper article again. Answer the questions.

- 1 What do people do on the Thanksgiving holiday?
- 2 Why is Black Friday a busy shopping day?
- 3 Why does Chantelle love Black Friday?
- 4 When does Chantelle leave Macy's? What does Chantelle buy at Macy's?
- 5 What does Brad want to buy on Black Friday? Why?
- 6 What are he and his friends doing at the supermarket?

V Shopping

STRATEGY

Increasing your vocabulary

The best way to increase your vocabulary is to read and communicate. When you read, you become more fluent in English and you learn more words. You could read:

- social media, like Facebook
- websites and blogs
- books and short stories
- newspaper and magazine articles
- advertisements
- chat with your friends from other countries

Try to read in English every week. Record two or three new words in your vocabulary notebook every time you read and try to use them.

4 Read the strategy. Use words from the newspaper article to complete the sentences.

- bargains ■ consumers ■ credit card ■ debt ■ discount ■ dollars ■ half price ■ purchases ■ sale ■ wallet

- 1 When a shop has a, it makes the prices lower on some items.
- 2 This skirt isn't £50 now – it's £25. That's
- 3 Oh, no. I can't find my! It's got all my money in it!
- 4 I don't have any money, but I can pay for this with my
- 5 We can get some really good at this store today. It's giving a 10% on all its winter clothes.
- 6 Many people spend too much money and then they have problems with
- 7 are people who buy things.
- 8 This store is closing. Please pay for your now.

Superlative adjectives

5 Find the superlative form of these adjectives in the text.

- | | |
|-------------------|--------------|
| 1 important | 4 good |
| 2 busy | 5 big |
| 3 long | 6 fast |

6 Complete the rules for superlative adjectives with the words and letters below.

- double ■ est ■ i ■ most ■ st ■ the

- a With most short adjectives, we add *the smallest*
- b With short adjectives ending in -e, we add *the nicest*
- c With short adjectives ending in one vowel + one consonant, we the final letter and add -est. *the biggest*
- d With adjectives ending in -y, we change -y to and add -est. *the busiest*
- e With long adjectives, we use before the superlative adjective. *the most important*
- f With all superlative adjectives, we use before the adjective *the longest*
- g Some adjectives have irregular superlative forms. *the best*

7 Complete the factfile opposite with the superlative form of the adjectives below.

- big ■ empty ■ expensive ■ large ■ wet

8 SPEAKING Work in pairs. Discuss the questions.

- 1 Which is the busiest shopping day of the year in your country? Why?
- 2 Do we spend too much money on unnecessary things? Do we buy too many things?
- 3 Do you look for bargains and discounts when you go shopping?
- 4 Do you think that Buy Nothing Day is a good idea? Why/why not?

DID YOU KNOW? The New South China Shopping Mall, in Dongguan, is the ¹largest shopping mall in the world with a total area of 892,000 m². It's also the ²..... shopping mall in the world – it has space for 2,350 stores, but there are only 47 stores in the whole mall. The ³..... perfume in the world is Clive Christian perfume. It costs £650 for 50 ml. Perhaps the ⁴..... shopping mall in the world is the West Edmonton Mall in Canada. It has the world's ⁵..... Waterpark.

V **Gadgets**

1 Study the list of gadgets below. Discuss the questions.

- camera ■ DVD player ■ e-reader ■ games console ■ laptop ■ MP3 player ■ smartphone ■ tablet
- Which of these gadgets do you own?
- Which of these gadgets would you like to own?
- Which one is the most important for you?
- Which one is the least important?



2 **2.10** Listen to the introduction to a TV programme about living without technology. Complete the sentences.

- 1 % of people say they can't live without their phone for one day.
- 2 % of people sleep with their phone by their bed.
- 3 % of people check their phone every ten minutes.

3 **2.11** Listen to the rest of the programme. Which gadgets in exercise 1 do Tony and Bella talk about?

4 **2.11** Listen again and match the sentence halves.

- | | |
|---|---|
| 1 Tony | a is studying in the library. |
| 2 This week, Tony is | b living without music. |
| 3 One advantage of Tony's technology-free week is, he | c doesn't know what his friends are talking about. |
| 4 This week, Bella | d reading magazines or playing football in the evenings. |
| 5 When Bella studies at home, she | e often looks at other things online. |
| 6 The most difficult thing for Bella is | f is doing more sport. |

5 **SPEAKING** Work in pairs. Imagine you are living without the internet and gadgets for one week. Discuss the questions.

- How is your life different?
- What do you miss?
- What don't you miss?
- Are you enjoying your week without the internet and gadgets?
- What do your friends think about your internet-free week?

Buying clothes

6 SPEAKING Look at the photo. Discuss the questions.

- 1 Where is the man?
- 2 What is he doing?
- 3 What kind of clothes is he looking at?
- 4 Do you think the clothes are cheap or expensive?



7 2.12 Listen to the dialogue. What does the man want to buy?

8 2.12 Complete the phrases from the dialogue. Then listen again and check.

Sales assistant

Do you want ¹.....?
 What ²..... you?
 The changing room ³.....
 over.....
 How ⁴.....?
 I'm ⁵..... not.

Customer

I'm ⁶..... some black
 jeans.
 How ⁷..... are they?
 Can I ⁸..... on, please?
 They're ⁹.....
 Have you got a ¹⁰.....?

9 2.13 Put the dialogue below in the correct order. Then listen and check.

- | | |
|-------------------------|---|
| Woman | Could I see the pink one, please? |
| 1 Sales assistant | Hello, can I help you? |
| Sales assistant | Yes, it does. We have it in blue, green or pink. |
| Sales assistant | Well, it's half price this week. So it's only £12. |
| Woman | Great. I'll take it. |
| Woman | Yes please. Does this scarf come in a different colour? |
| Sales assistant | Here you are. |
| Woman | Thank you. It's lovely. How much does it cost? |

10 Read the dialogue again and underline more phrases for the customer and the sales assistant.

11 SPEAKING Work in pairs. Write a dialogue between a customer and a sales assistant. Decide what the customer wants to buy. Use exercises 8 and 9 to help you.

Customer: Think about these things:

- What colour / size do you want?
- Do you want to try it on?
- Does it fit? Do you need a bigger / smaller size?
- Do you like it?

Sales assistant: Think about these things:

- Does the item come in different colours?
- Where is the changing room?
- Do you have the item in different sizes?
- How much does it cost?

1 SPEAKING Work in pairs. Discuss the questions.

- 1 How do you decide what kind of gadget to buy? Do you:
 - look at advertisements? ■ talk to your friends? ■ read reviews?
- 2 Do you write reviews of books, music, films or gadgets for your school or a website?

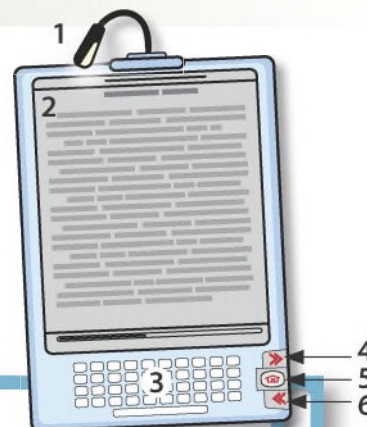
V An e-reader

2 Match the words below to the different parts of the e-reader.

- clip-on light ■ home button ■ keyboard ■ screen
- page forward button ■ page back button

3 Read the review of the e-slate and match the sections (A–D) to the descriptions (1–4).

- | | |
|-----------------------------|-------------------------|
| 1 Positive points | 3 Negative points |
| 2 General description | 4 Conclusion |



Review: e-slate ★★★★★

- A This new e-reader – the e-slate – is one of the cheapest e-readers available. It costs only £65 and includes a clip-on light, enough memory space for 3,500 books and free access to an online library.
- B The e-slate has got some excellent features. The screen is big and the text is very easy to read. The keyboard is clear and easy to use. The e-slate is very light.
- C There are some problems with this e-reader. The page buttons are on the right side of the e-slate. This is very inconvenient for left-handed readers. The clip-on light is big and unattractive. Words are very clear on the screen, but pictures and photos look fuzzy and are difficult to see.
- D Do you want a simple, easy-to-use, cheap e-reader? The e-slate is perfect. Do you want to look at pictures or photos? Buy a more expensive e-reader!

4 Read the review again and answer the questions.

- | | |
|--|--|
| 1 How much does the e-slate cost? | 4 What is a problem for left-handed readers? |
| 2 How many books can you store on it? | 5 What is easy to see on the screen? |
| 3 What are the positive features of the e-slate? | 6 What is difficult to see on the screen? |

V Positive and negative adjectives

5 Put these adjectives from the review under the correct heading.

- clear ■ excellent ■ fuzzy ■ inconvenient ■ perfect ■ unattractive

Positive

Negative

6 Complete the sentences with the adjectives in exercise 5.

- 1 The picture on your new TV is great. It's very
- 2 I don't like Jerry's new trousers. They're a really colour.
- 3 This book is It's exactly what I want!
- 4 My new MP3 player has got reviews on Amazon .
- 5 I can't use my smartphone here because there's no signal. It's very
- 6 You need a new laptop – the screen is very

STRATEGY

Using a bilingual dictionary

A bilingual dictionary can help you understand new words. It gives you information about:

- the translation and spelling.
- the pronunciation.
- the part of speech: noun, verb, adjective, preposition, etc.

Write new words in your vocabulary notebook and use them in your speaking and writing.

7 Read the strategy. Find these items in a bilingual dictionary. Check the spelling and pronunciation.



Task Write a review of a gadget.

Ideas Answer the questions.

- What gadget do you want to review?
- What are the positive points?
- What are the negative points?
- Do you recommend it?

Plan Use the review of the e-slate as a model. Plan your paragraphs.

Paragraph 1: Description of the gadget, including details of basic features and price

Paragraph 2: Positive points

Paragraph 3: Negative points

Paragraph 4: Conclusion

Write Write your review. Use the strategy, your ideas and plan to help you. Remember to include positive and negative adjectives.

Check Check your spelling, grammar and punctuation.

Review 6

Vocabulary

1 Circle the word that is NOT correct.

- 1 You listen to music on a calculator / an MP3 player / a radio.
- 2 You wear boots / trainers / scarves on your feet.
- 3 You use an alarm clock / an e-reader / a watch to tell the time.
- 4 You wear a cardigan / jumper / necklace to keep warm.
- 5 You can write a document on a games console / laptop / tablet.
- 6 You wear sandals / shorts / tights in the summer.
- 7 You can take a photo with a camera / DVD player / smartphone.
- 8 You wear jeans / shirts / trousers on your legs.

Marks / 8

2 Use a prefix to make the adjectives negative. Then complete the sentences.

- complete ■ correct ■ expensive ■ fashionable
- friendly ■ happy ■ important

- 1 Those shoes are quite cheap. They're
- 2 Your answer is wrong. It's
- 3 My sister is very sad. She's
- 4 Our new house isn't finished. It's
- 5 Her clothes aren't very modern. They're
- 6 William never says hello. He's
- 7 The price doesn't matter. It's

Marks / 7

3 Complete the text with the correct words.

People go to the sale at Harrods because they are looking for a ¹b..... . Some products are 20% or 30% cheaper. Others have a bigger ²d..... and you can buy them ³h..... p..... . In Harrods you can pay by ⁴c..... c..... or in cash. You can use pounds, euros or ⁵d..... . Most people go home with one or two ⁶p..... , but some buy a lot of things and have big ⁷d..... to pay later.

Marks / 7

Grammar

4 Complete the sentences with the comparative form of the correct adjectives.

- 1 Trousers are jeans. (smart / scruffy)
- 2 A coat is a jacket. (heavy / light)
- 3 Golf is skiing. (dangerous / safe)
- 4 CDs are DVDs. (cheap / expensive)
- 5 Cities are villages. (noisy / quiet)
- 6 Fridays are Mondays. (bad / good)
- 7 Cars are planes. (big / small)
- 8 Europe is Africa. (dry / wet)

Marks / 8

5 Complete the sentences about New York with the superlative form of the adjectives below.

- bad ■ beautiful ■ dangerous ■ expensive ■ famous
- fast ■ large ■ long ■ old

New York is ¹..... city in the USA. More than eight million people live there. Central Park is ²..... park in the city. There are a lot of trees and flowers. Broadway is ³..... street in the city. It's 24 km long. The Subway is ⁴..... way to travel. FAO Schwarz is ⁵..... toy store. Lots of people shop there. The Four Seasons Hotel has ⁶..... rooms. A suite costs \$35,000 a night. ⁷..... weather is in December and January. It is cold and often snows. There is a lot of crime in Brooklyn and ⁸..... district is Brownsville. The Aqueduct Bridge (1848) is ⁹..... bridge.

Marks / 9

6 Complete the text. Write one word in each space.

Foyles is the ¹..... famous bookstore in the UK. People say that it is the ²..... place to buy books. In the past, Foyles was ³..... largest bookstore ⁴..... the world. Now it is ⁵..... popular with tourists ⁶..... with consumers because today many people buy books online.

Marks / 6

Total / 45

Listening

1 2.14 Listen to four speakers talking about the clothes they wear. Match speakers 1–4 to sentences A–E. There is one sentence that you do not need.

- Speaker 1
- Speaker 2
- Speaker 3
- Speaker 4

- A His / Her clothes are second-hand.
- B His / Her clothes are unusual.
- C His / Her clothes are normal.
- D His / Her clothes are expensive.
- E His / Her clothes don't look new.

Speaking

2 Work in pairs. You are in a clothes shop and you want to buy something. Prepare a dialogue with a sales assistant.

- Tell the sales assistant what you want.
- Tell him / her your size.
- Ask the price.
- Ask about the changing rooms.
- Tell the sales assistant you want the clothes.

Reading

3 Read the text about shopping. Match headings A–F to paragraphs 1–5. There is one extra heading that you do not need.

- A Be patient.
- B Size is important.
- C Listen to that!
- D Where's the milk?
- E Have a basket!
- F Look down.

4 Read the text again. Choose the best answers.

- 1 Shoppers with trolleys buy more because
 - a they don't have to carry things.
 - b they can see what they are buying.
- 2 Stores have everyday items at the back so that people
 - a have to spend longer inside.
 - b always know where to find them.
- 3 To find the healthy products on a shelf
 - a you have to look up.
 - b you have to look down.
- 4 Stores often play music
 - a so that people enjoy shopping.
 - b so that shoppers stay longer.
- 5 Shoppers buy sweets at the checkout because
 - a they're often very hungry.
 - b they've got nothing else to do.

Spend! Spend! Spend!

How often do you go food shopping? If you don't go very often, you probably have no idea of the techniques supermarkets use to make consumers spend their money. Read on to find out more.

1
 5 Do you know why supermarkets give people something to put their shopping in? It's so that they can buy more things. It also means that shoppers have their hands free to take things off the shelves. People usually don't realize how much they are buying when they use a
 10 basket or a supermarket trolley.



Grammar and vocabulary

5 Choose the correct answers.

Why shop online?

Shopping habits ¹..... and today people buy more products online than they do in the shops. ²..... are the advantages of this? First of all, it's ³..... to compare prices on the internet. This means that you can find ⁴..... price for the product you want to buy. Secondly, it's ⁵..... convenient to shop online. You save time because you can ⁶..... what you want from home. Thirdly, ⁷..... more shops online than in any shopping centre in the world. This means that you have more choice when you are ⁸..... for a certain product. Of course, online shopping has ⁹..... disadvantages, but in general, the internet is ¹⁰..... place for consumers to shop in the 21st century.

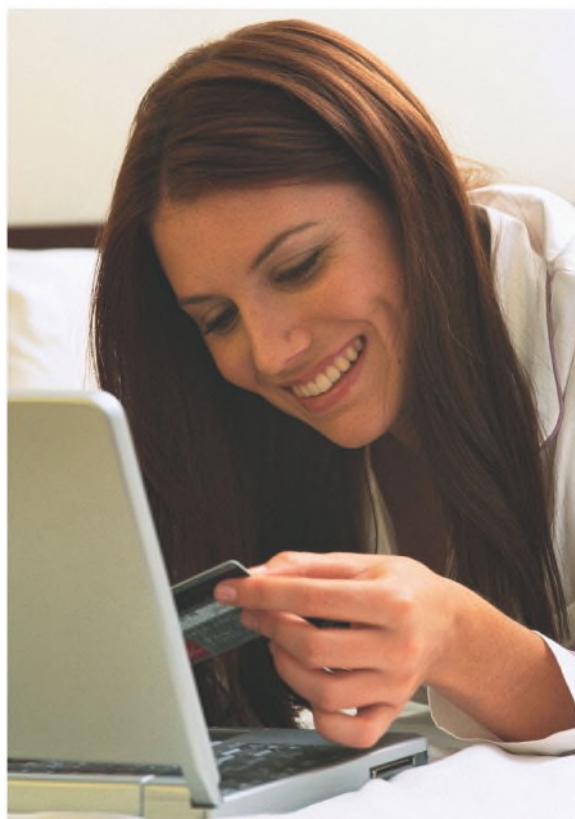
- | | | |
|-----------------|-------------|----------------|
| 1 a is changing | b change | c are changing |
| 2 a Why | b What | c How |
| 3 a easier | b easiest | c the easiest |
| 4 a cheaper | b cheapest | c the cheapest |
| 5 a more | b most | c the most |
| 6 a buy | b to buy | c buying |
| 7 a there is | b there are | c they are |
| 8 a looking | b finding | c trying |
| 9 a a | b some | c any |
| 10 a good | b better | c the best |

2
Where do supermarkets put the products you use every day? At the back of the shop. Dairy products and bread are always as far as possible from the door. This is to make people walk through the shop and buy things they don't need. 15

3
Where are the cheapest products? Yes, they're in the last place you look: on the bottom shelf. The shelves at eye level are where you can find the most expensive products. Healthier products are on the top shelf and then there's a special shelf for children's products. 20

4
Why do supermarkets play music? Not to make your shopping experience more pleasant! Supermarkets know that music influences the way we shop. Slow music makes shoppers take their time and spend more money. And when consumers hear classical music, they buy more expensive items. 25

5
Why are there always sweets and snacks next to the checkout? To make sure that you see them. There's usually a queue when you're waiting to pay. People pick up chocolate bars while they're waiting because they're bored, not because they really want them. 30
So, now you know the techniques, you can help your family save some money!



Writing

6 Write an email to a friend describing the last meal you ate in a restaurant. Include this information:

- Write an appropriate introduction.
- Describe the meal and why you liked it.
- Compare the restaurant to another restaurant you know.
- Write an appropriate conclusion.

V Parts of the body

1 Match the parts of the body to the pictures opposite.

- ankle ■ arm ■ back ■ chest
- elbow ■ face ■ finger ■ foot
- hand ■ head ■ hip ■ knee ■ leg
- neck ■ shoulder ■ stomach
- toe ■ wrist

2 SPEAKING Work in pairs. Test each other on the words in exercise 1. Then use them to answer the questions below. Which parts of the body are:

- 1 below the hips?
- 2 above the hips but below the shoulders?
- 3 above the shoulders?

3 SPEAKING Work in pairs. Look at the pictures in exercise 1 and answer the questions below. Then read the text and check your ideas.

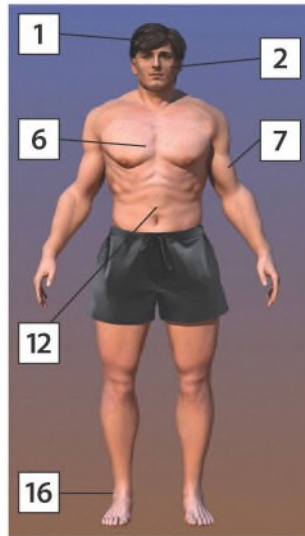
- 1 Which person is probably a good swimmer?
- 2 Which person is probably a good marathon runner?
- 3 Which person is probably a good weight lifter?

4 Read the text again and use the words to label the three body types shown in exercise 1.

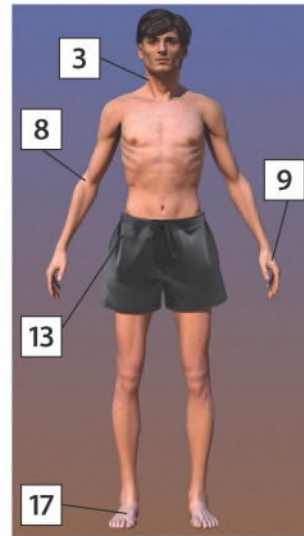
- a endomorph b ectomorph c mesomorph

5 Read the text again and answer the questions.

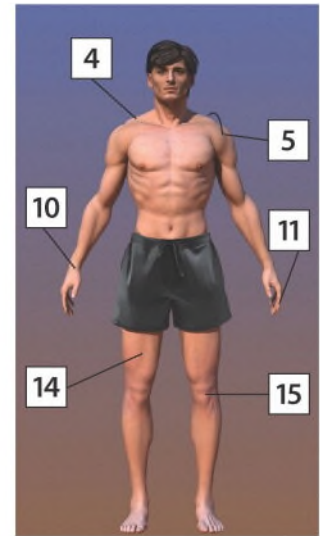
- 1 What kind of event is the Marathon de Sables?
- 2 How are endurance runners different from swimmers?
- 3 Who has longer legs – an ectomorph or an endomorph?
- 4 Name two typical endomorph sports.
- 5 At what time of year does the Crashed Ice Race take place?
- 6 How fast can the skaters go?



1



2



3

The World's toughest

The Marathon de Sables

It is the beginning of the Marathon de Sables – one of the **toughest** endurance races in the world. The Marathon de Sables is a 254 km ultramarathon, which is the same distance as six regular marathons. Competitors run for six days. The runners are very **fit** and they have strong muscles like athletes in many other **extreme** sports. But their bodies are very different from swimmers' bodies, or from weightlifters' bodies. **Endurance** runners are usually slim and tall with long legs and arms. They have narrow chests, shoulders and hips. This body type is called ectomorph.

STRATEGY

Guessing the meaning of unknown words 2

You can use the context and information about the type of word to work out the meaning of an unknown word.

- What is the topic of the text?
- What is the topic of the paragraph?
- What is the topic of the sentences before and after the sentence the word is in?
- What is the topic of the sentence the word is in?
- Is the word a noun, verb, adjective or adverb?
- Has it got a prefix like *un-* or a suffix like *-er* or *-est*? How does this change its meaning?

6 Read the strategy and guess the meanings of the highlighted words in the text. Then check your answers in a dictionary.





The World's Strongest Man

In The World's Strongest Man, competitors have to **carry** a 200kg weight and walk up three steps, they have to use a rope to pull a truck or a big car 30m, and they also have to throw a 20kg block as far as possible. These athletes are much heavier than ectomorphs. They have shorter arms and legs and very big muscles. They've got **thick** necks and broad shoulders. They are typical endomorphs. Weight lifters and wrestlers are usually endomorphs. They are good at lifting and throwing heavy weights, but they can't run or swim long distances.

The Crashed Ice Race

In the cold and ice of Quebec, Canada, sixty-four athletes are **taking part** in one of the toughest winter sports events in the world – the Crashed Ice Race. Competitors skate together in groups of four. The course is a 450m **downhill** track with lots of jumps and turns. The skaters go very fast – often up to 70km per hour. Most of the athletes in this event are ice hockey players and they are typical mesomorphs. Mesomorphs don't have the very heavy bodies of endomorphs, but they are heavier and usually shorter than ectomorphs. Sprinters, swimmers, football players and tennis players are usually mesomorphs.



V insight Noun suffixes -er / -or

7 Underline the noun forms of these verbs in the text. Be careful of changes in spelling. Then write sentences with the nouns.

- 1 compete
- 2 swim
- 3 run
- 4 skate
- 5 play
- 6 sprint

8 Complete these sentences with the noun form of the verbs in brackets. Use a dictionary to check if the noun ends in -er or -or.

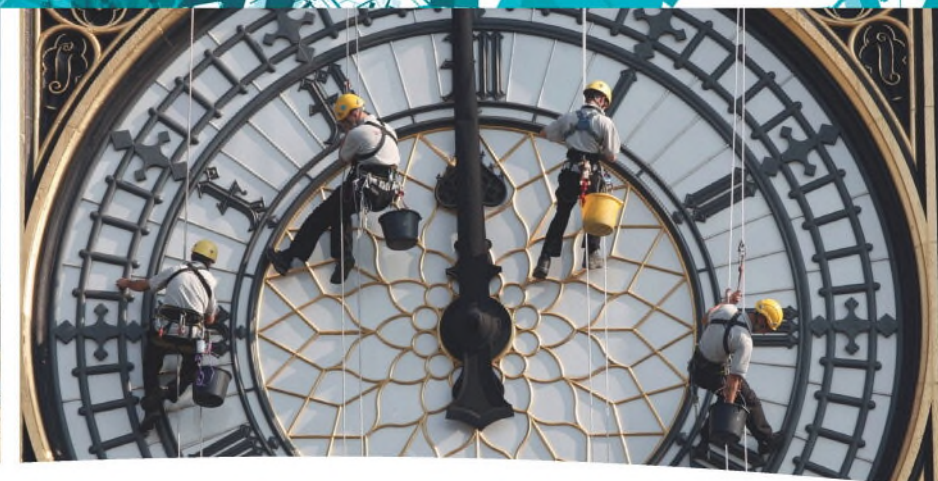
- 1 The TV is interviewing the winners of the competition. (report)
- 2 My uncle is a Formula 1 ! (drive)
- 3 I want to be a fire when I leave school. (fight)
- 4 Many come to our town in the winter for skiing. (visit)
- 5 That runs past our house every day. (jog)
- 6 He is the of a new TV programme for young people. (direct)
- 7 She's a great horse (ride)
- 8 My parents work as for a sports magazine. (design)

9 Match six words in exercise 8 to these definitions.

- 1 This person runs slowly.
- 2 This person operates a car, a bus or another vehicle.
- 3 This person is interested in how something looks – furniture, clothes, books, etc.
- 4 This person talks or writes about the news.
- 5 This person is a tourist.
- 6 This person makes programmes and films.

10 SPEAKING Work in pairs. You want to organize a new 'tough' sports event. Discuss the questions.

- What is the name of your event?
- What do competitors do in the event?
- Where is the event?
- Why is the event so tough?
- What body type is best for competitors in this event?



1 SPEAKING Work in pairs. Look at the photos and discuss the questions.

- Where are these people?
- What are they doing?
- Which activity looks the most difficult / easy / dangerous / exciting / boring?

2 Read the article and check your answers to the questions in exercise 1.

Behind the scenes: Cleaning the UK's favourite tourist attractions

Buckingham Palace, Big Ben and Legoland are three of the most popular tourist attractions in the UK. In today's 'behind the scenes' article, we look at the people who have to keep these famous places clean and tidy.

Buckingham Palace

Buckingham Palace is the official London home of the Queen of England. It employs more than 800 members of staff, from cleaners to gardeners, secretaries and chefs. The cleaners have to clean 775 rooms in the palace, including seventy-eight bathrooms, and they have to clean 760 windows every six weeks. There are also 77,000 m² of floor to clean and vacuum!

Big Ben

The Big Ben clock tower has got four glass clock faces. Each face has got 312 pieces of glass and is 7 m in diameter. Every five years, specialist cleaners clean the clock faces. The clock faces are 66 m above the ground and they use ropes. Paul Harrison and Dave King don't have to clean any floors but they have to climb 334 steps to reach the top of the tower, and then they have to abseil down to the clock face. 'You should always use special safety equipment,' says Harrison. 'And you shouldn't look down!'

Legoland

Every year at Legoland, Windsor, the staff have to clean Buckingham Palace, Big Ben and many other famous tourist attractions. But they don't have to use ropes because the buildings are all models, one-twentieth of the size of the real tourist attractions. In total there are 80 million Lego bricks at Legoland. The whole job takes two days and staff have to use toothbrushes for the smallest models.

3 Read the article again and answer the questions.

- 1 How many people work at Buckingham Palace?
- 2 How many windows are there in Buckingham Palace?
- 3 How many pieces of glass are there in the Big Ben clock?
- 4 How often do specialist cleaners clean the Big Ben clock?
- 5 How many Lego bricks are there in Legoland?
- 6 How long does it take to clean the models at Legoland?

have to and should

4 Complete the sentences from the article.

- 1 The cleaners clean 775 rooms in the palace.
- 2 Paul Harrison and Dave King clean any floors.
- 3 They climb up 334 steps.
- 4 You always use special safety equipment.
- 5 You look down!
- 6 They use ropes.

1 SPEAKING Work in pairs. Look at the picture opposite and answer the questions.

- What are the people doing?
- Where are they?

2 Read the text below and answer these questions.

- What do people eat on Thanksgiving?
- Why do they eat this food?

On Thanksgiving, families prepare and eat special food together. They usually have roast turkey and pumpkin pie. The food is important because it reminds people about the first Thanksgiving celebration, in 1621.

3 Read Constance Hopkins's diary and answer the questions.

- 1 How many people are on the *Mayflower*?
- 2 How long is the journey from Plymouth, England, to Provincetown, America?
- 3 Why do the settlers sleep on the ship when they are in Provincetown?
- 4 Why is 3 January 1621 a bad day?
- 5 Why does Constance's father want to talk to Samoset?
- 6 How long is the celebration of the harvest in October 1621?

The Diary of Constance Hopkins, aged 14

6 September 1620: Plymouth, England

Yesterday was my last day in England. It was difficult to say goodbye to all my friends. They were very sad. Today, I am writing my diary on our ship! The *Mayflower* is sailing from Plymouth, in England, to America. There are 102 people on board.

1 November 1620: The *Mayflower*

It was very windy last night and I couldn't sleep. Many people were ill. This morning it's raining and the ship is moving up and down in the water. This is a dangerous journey to our new home. I'm lucky because I'm well, but I'm also hungry, tired and scared.

11 November 1620: Provincetown, America

We are safe and we are now in America! Our ship is in a town called Provincetown. We don't have a house and we are sleeping on the ship. We weren't rich in England, but we weren't poor. Now we have nothing! But I am happy to be in America. This is the beginning of a new and exciting life!

3 January 1621: Plymouth Colony

Plymouth Colony is now our new home. We want to build houses for everyone. We are all hard-working people. No one is lazy. But

it is difficult to build houses in this terrible weather and we have only got seven houses for eighty people. It wasn't a good day today. It was very cold in the morning and there was a lot of snow.

16 March 1621: Plymouth Colony

There was a Wampanoag Indian in our village today, called Samoset. We were all amazed because he could speak English. My father and other men are talking to him now. They want advice about the land. Our harvest this year is very important. We need food and we need more houses for everyone. I am hoping for a good harvest in the autumn.

15 October 1621: Plymouth Colony

We are tired but happy today because our harvest was good and we have food. My mother and father are making a big fire at the moment. The Wampanoag Indians are preparing food with us and we are all celebrating our new home and our good harvest together.

18 October 1621: Plymouth Colony

Yesterday was the final day of our celebration and we were all very happy. There are now fifty-three people in our village. The Wampanoag Indians are our friends and we have got warm, safe houses and food for our families.



V Opposite adjectives

4 Find five pairs of opposite adjectives in the diary.

- | | |
|----------------|------------------------|
| 1 safe ≠ | 4 |
| 2 ≠ ill | 5 hard-working ≠ |
| 3 rich ≠ | |

5 Use adjectives from exercise 4 to complete these sentences. Sometimes more than one adjective is possible. Explain your choice.

- 1 No one in the Plymouth Colony is We don't have many things and we are often hungry.
- 2 We get because we are cold or because we don't have very much food.
- 3 We are people. We get up early and we work all day.
- 4 Life here is sometimes Not all of the Native Americans are friendly and other settlers want to fight with us.
- 5 Today, it's very stormy and windy outside, but we are in our warm house.

6 Find and complete these sentences from the diary.

- 1 It very windy last night and I sleep.
- 2 We rich in England, but we poor.
- 3 It a good day today. It very cold.
- 4 We all amazed because he speak English.

7 Study the sentences in exercise 6 and complete the tables.

Past simple: <i>be</i>	
Affirmative	Negative
I, he, she, it 1	I, he, she, it <i>wasn't</i>
you, we, they <i>were</i>	you, we, they 2

Past simple: <i>can</i>	
Affirmative	Negative
I, you, he, she, it, we, they 3	I, you, he, she, it, we, they 4

Reference and practice 7.2 Workbook page 125

8 Use the correct past simple form of *be* or *can*, to complete the text.



The Wampanoag Indians

In the 1620s, there *were* about 5,000 Wampanoag Indians in Massachusetts. Their leader's name 1 Massasoit. He 2 speak English and he 3 friendly with the English settlers. In 1623, he 4 very ill. The Wampanoag Indians 5 help him, but the settlers' medicine 6 help. After this, the friendship between the Wampanoag Indians and the settlers 7 very strong. There 8 also another Native American tribe in Massachusetts – the Narragansett Indians. The Narragansett Indians and the Wampanoag Indians 9 friendly and there 10 often battles between the two tribes.

STRATEGY

Using new words

When you learn new words, it is important to record them but it is more important to use them.

- Write new vocabulary in your vocabulary notebook.
- Choose five words every week that you want to use.
- Try to use the words in speaking and writing activities.

9 SPEAKING Read the strategy. Work in pairs. Imagine that you are pioneers in a new country. Complete the questions and then answer them with new words from exercise 4.

- 1 Are you or sad in your new life?
- 2 Was your journey dangerous or?
- 3 Were the people in your old country or poor?
- 4 Are the people in your new country or hard-working?
- 5 Were many people on the journey, or were most people well?

10 Write a diary entry about your journey and the first week in your new country. Use your answers from exercise 9 and the past simple of *be* and *can*.

V Health

1 Look at these words. Label them problem (P) or treatment (T).

- antibiotics ■ bandage ■ broken leg ■ burn ■ cold ■ cough ■ cut ■ dizzy ■ flu ■ headache ■ injection
- medicine ■ painkiller ■ plaster ■ sneeze ■ sore throat

2 How many of the things in exercise 1 can you find in the picture?



3 **SPEAKING** Work in pairs. Read the five statements in the fact file below. Do you think they are true (T) or false (F)?



Five Health Facts and Myths

- 1 **You should drink eight glasses of water per day.**
You can get enough liquid from ¹....., coffee, ²..... and milk. You also get liquid from food, especially ³..... and vegetables.
- 2 **You can treat flu with antibiotics.**
You can use antibiotics to treat ⁴....., but ⁵..... is a virus.
- 3 **Chicken soup can help when you have a cold.**
Chicken soup has got lots of ⁶..... ingredients and it can help with a ⁷..... or a sore throat.
- 4 **You shouldn't drink cold drinks when you have a sore throat.**
The ⁸..... of the drink isn't important. But don't drink too many ⁹....., fizzy drinks.
- 5 **It isn't dangerous to go swimming immediately after a meal.**
It is quite ¹⁰..... to go swimming after a meal.

4 2.16 Listen to the interview and check your answers to Exercise 3. Correct the false statements.

5 2.16 Work in pairs. Complete the gaps in the fact file. Listen again and check your answers.

6 **SPEAKING** Work in groups. Read the facts below. Three of them are true and three are false. Discuss the facts and guess which are true and which are false. Then check your answers.

- 1 We lose approximately 680 grams of skin every year.
- 2 The heart is the strongest muscle in the body.
- 3 You use twenty-five muscles to take one step.
- 4 Babies have 300 bones, but adults only have 206 bones.
- 5 Your nose can identify 50,000 different smells.
- 6 A sneeze travels at about 50 km per hour.

Talking about illness

7 SPEAKING Label the pictures 1–5 with the problems below. Then match the problems to advice a–e.

- I've got a bad cut. ■ I've got a headache. ■ I've got a cough and sore throat. ■ I can't sleep. ■ I feel dizzy.



1 2 3 4 5

- a You should put a plaster on it.
- b You should have a bath, listen to some music and relax before you go to bed.
- c You should drink some hot water with lemon and honey.
- d You should take a painkiller.
- e You should sit down, and make an appointment to see your doctor.

Vocabulary bank Health problems page 132

8 **2.17** Listen to the dialogue. Which problems from exercise 7 does James have?

9 **2.17** Listen again and complete the phrases from the dialogue.

Asking about someone's health	Describing problems	Giving advice
What's the ¹?	I ³ a headache.	Try to ⁵
Are you ² about anything?	I ⁴ at night.	⁶ about school work or exams before bedtime.

10 **2.18** Use the phrases below to complete the dialogue. Then listen and check.

- you should raise your feet ■ Are you OK ■ I think you should see a doctor ■ I feel really dizzy
- Do you feel sick

Rick Hello, Martha. You don't look very well. ¹.....?

Martha No, I'm not. ².....

Rick Oh dear. You should sit down. And ³.....

Martha Why?

Rick It makes the blood go to your brain.

Martha Oh, OK, thanks.

Rick ⁴.....?

Martha No, I don't. But I've got a bad sore throat.

Rick ⁵.....

Martha Yes, maybe you're right.

11 Read the dialogue again. Underline more ways of asking about someone's health, describing problems and giving advice.

12 SPEAKING Work in pairs. Read the instructions below and prepare a dialogue. Use your own ideas and exercises 9 and 10 to help you.

Student A
You don't feel well. Describe your problems to Student B.

Student B
Find out about Student A's problems and give them some advice.

1 SPEAKING Work in pairs. Answer the questions.

- 1 Who do you talk to when you have a problem?
 - your friends ■ your teacher ■ your parents
 - your brother / sister
- 2 Do you ever read problem pages?
- 3 Do you think that advice from a stranger can be helpful? Why / why not?

2 Read the letters 1–3. Then match them to the replies a–c.

1 I was really happy at school last term, but now I'm having some problems. My best friend has got some new friends and they don't like me. They laugh at me because I'm not very good at sport. I feel really stupid when I'm with them. I don't know what to do. Can you help me?

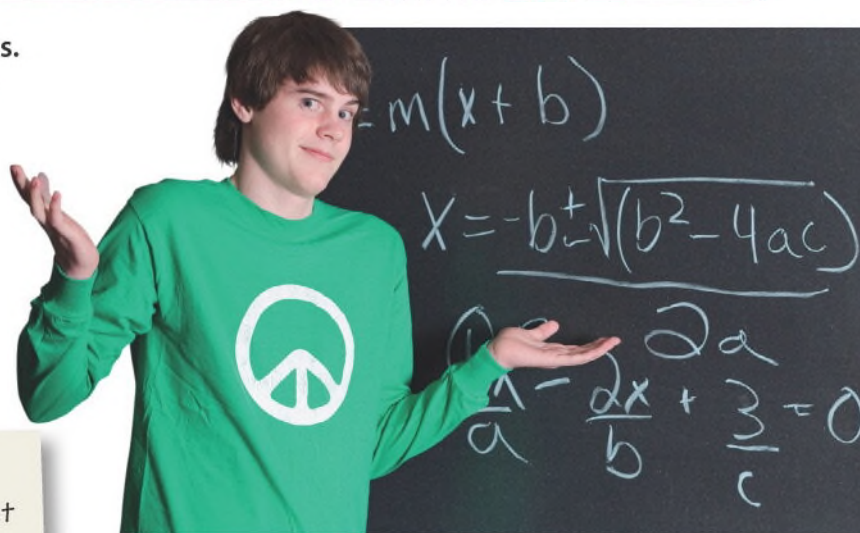
2 My school is 5 km from my home and my parents haven't got a car. I have to take the bus every day, but it's often late and then my teachers are really angry with me. I don't want to get into trouble. What can I do?

3 I have a problem with maths. My big brother usually helps me with my homework, but at school I don't understand the maths lessons. My teacher doesn't know about my problem because I get good marks for my homework.

a Don't worry! Many students have problems with difficult subjects. Why don't you talk to your teacher? You could arrange a meeting with your teacher and ask your brother to come to the meeting. Perhaps your brother can explain your problems to the teacher.

b This is a difficult situation. You should find a new group of friends. What are you interested in? What are you good at? Perhaps you can join a club where you can meet new people. You shouldn't spend time with people who aren't nice to you.

c Oh dear! Of course you don't want to get into trouble. You should think about other ways of getting to school. Perhaps you can cycle there with a friend. You could talk to your teachers and explain the problem. Maybe another teacher or student goes to school by car and you can travel with them.



3 SPEAKING Work in pairs. Discuss the questions about the letters.

- 1 Are these typical problems for students at your school? If not, what are typical problems?
- 2 Do you agree with the advice? Why / why not?
- 3 Can you think of more advice for each problem?

Making suggestions and giving advice

4 Complete these ways of giving advice from the replies.

- 1 talk to your teacher?
- 2 arrange a meeting with your teacher.
- 3 find a new group of friends.
- 4 cycle there with a friend.

5 SPEAKING Use the ideas below and language from exercise 4 to give advice for these problems.

- 1 I'm always late for school because I can't get up early in the morning.
- 2 I want to go out with my friends, but my parents won't let me.
 - go to bed earlier
 - prepare your bag for school the night before
 - buy a new alarm clock
 - talk to your parents
 - talk to your teacher
 - invite your friends to your home
 - help at home and then ask your parents

STRATEGY

Brainstorming ideas

Before you start writing, it's helpful to brainstorm as many ideas as you can.

- Write the title, topic, etc. at the top of a piece of paper.
- Set a time limit of two minutes.
- Write all the ideas you can think of for the topic.
- Write notes, or one or two words. Don't use full sentences.
- After two minutes, stop and choose your best ideas.

6 Read the strategy and brainstorm advice for the problem below. Then compare your best ideas in pairs.

I don't have any friends at my new school. What can I do?

Task Choose one of these problems and write a letter of advice.

- a I'm really worried about my exams next week and I can't sleep. *Chloe*
- b I have to do a lot of housework at home and I don't have time to relax or meet my friends. *Adam*
- c I think my best friend is in trouble. She's often sad, but she doesn't talk to me. *Julie*

Ideas Read the instructions and make notes.

- 1 Think about the problem and the advice to give.
- 2 Brainstorm ideas for the advice.
- 3 Choose your best ideas and write them in full sentences.

Plan Use the letters of advice on page 88 as models. Plan your letter of advice.

- Remember to begin your letter with *Dear* and finish with *Best wishes*.
- Begin with a sentence to show that you understand the problem.
- Include at least two or three suggestions.
- Write your most important suggestion first. Give each suggestion a separate paragraph.
- Try to finish your letter with some kind words.

Write Write your letter of advice. Use the strategy, your ideas and plan to help you. Remember to include language for making suggestions and giving advice.

Check Check your spelling, grammar and punctuation.

Review 7

Vocabulary

1 Complete the sentences with the correct words.

- 1 The joins the head to the body.
- 2 The joins the arm to the body.
- 3 The connects the two parts of the arm.
- 4 The joins the hand to the arm.
- 5 The joins the leg to the body.
- 6 The connects the two parts of the leg.
- 7 The joins the foot to the leg.

Marks / 7

2 Use a suffix to change these verbs into nouns. Then complete the sentences with the correct form of the nouns.

■ design ■ direct ■ drive ■ play ■ report ■ ride ■ swim ■ visit

- 1 The are waiting to jump in the pool.
- 2 My dad is the of a company.
- 3 Basketball are often over two metres tall.
- 4 I'd like to be a news when I'm older.
- 5 My sister works in fashion – she's a
- 6 Car have to be careful when it's foggy.
- 7 We have a There's someone at the door.
- 8 The are preparing their horses.

Marks / 8

3 Complete the text with the correct words.

Sometimes it's difficult to know if you've got a cold or the flu. Both illnesses make you cough and ¹s....., and they also give you a blocked nose and a ²s..... t..... . Some patients get a ³h..... too, and others feel ⁴d..... so they can't stand up. Both illnesses are caused by a virus, so ⁵a..... don't work. However, you can take ⁶p..... for some symptoms and ⁷m..... for the cough.

Marks / 7

Grammar

4 Complete the text with the correct form of *have to* or *should* and the verbs in brackets.

Questions

- 1 you (do) a lot of housework?
- 2 you (help) more?

I ³..... (not do) much housework. I ⁴..... (make) my bed in the morning, but that's about all. I ⁵..... (take) my dog for a walk, but my dad usually does that. He ⁶..... (leave) home at 7.30, so he gets up very early. But my dad has a car, so he ⁷..... (not walk) to work. I usually ⁸..... (run) to school because I'm late. My mum thinks I ⁹..... (get up) earlier. I don't get out of bed until 8.15, so I suppose I ¹⁰..... (not be) so lazy. *Jessie*

Marks / 10

5 Complete the paragraph about Pocahontas with the correct form of the past tense of *be* or *can*.

Pocahontas ¹..... the daughter of Powhatan, chief of the Algonquian tribes in Virginia. When she ²..... young she ³..... cook and make clothes from animal skins like other girls. But her life ⁴..... boring. In 1607, there ⁵..... some English colonists in Virginia. Pocahontas ⁶..... speak English and ⁷..... friends with them. But the other Indians ⁸..... happy with the colonists. There ⁹..... a lot of fighting and the English took Pocahontas as prisoner. An Englishman called John Rolfe ¹⁰..... in love with her and they married in 1614. In 1616, Rolfe and Pocahontas visited England. Pocahontas ¹¹..... one of the first Native Americans to visit England. She ¹²..... very popular and met King James I. Unfortunately, she ¹³..... very ill, and she died in England.

Marks / 13

Total / 45

8

Life story

Reading and vocabulary Life's ups and downs



1 SPEAKING Work in pairs. Which of these things do you want most in your future? Number them from 1 (most important) to 6 (not important).

- a husband or wife ■ a long life ■ a lot of free time
- a lot of money ■ an interesting job ■ children

V Life stages

2 **2.19** Match these life events to the pictures (1–10) above. Then listen, check and repeat.

- be born ■ die ■ fall in love ■ get divorced ■ get married
- get a job ■ go to university ■ grow up ■ have a baby
- retire

3 **2.20** Complete the sentences with the correct form of the life events in exercise 2. Then listen and check.

- 1 Around the world, 267 babies every minute and 108 people from illness or accidents.
- 2 The most dangerous years of your life are your first year, when you are very young, and the year after you from work and have a lot of free time.
- 3 In the UK, the average woman for the first time at the age of twenty-nine and the typical child in a family with one brother or sister.
- 4 British teenagers often, for example in a shop or café, while they are still at school.
- 5 6.7% of the people on the planet to continue their education after they leave school.
- 6 The average person with four different people in their lifetime, but to one. Husbands and wives aren't always happy together and they sometimes

4 SPEAKING Work in pairs. The photos opposite tell the stories of two people's careers. Match them to the jobs below. What do you think the two stories are about? Read the text and check your answers.

- American football player ■ builder ■ opera singer
- singer songwriter

Music: the road to success

A lot of people dream of a career in music, but success isn't easy. Here are two musicians' unusual stories.

American musician Sixto Rodriguez recorded two albums in the 1970s, but they weren't very popular in the USA. He performed some concerts in Australia, but he stopped recording new music. He got married and had three children. He went to university, but then he got a job as a builder.

In South Africa in the 1970s and 1980s, there were a lot of political problems and people loved Rodriguez's political songs. His music was more famous there than Elvis Presley's! But because of the political situation, there weren't many visitors to the country. Rodriguez knew nothing of his South African success and his South African fans believed that he was dead. No money from his record sales in South Africa reached Rodriguez.

Then, in 1998, his daughter discovered a South African website about him. She and her father couldn't believe it. He had thousands of fans! Sixto travelled to South Africa, now a peaceful country, and played his music to big crowds. Twenty-eight years after he recorded his best songs, he was a star!



5 Read the text again. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Sixto's music wasn't very successful in the USA.
- 2 Sixto and Elvis Presley were in concerts together in South Africa.
- 3 Americans liked to go on holiday to South Africa in the 1980s.

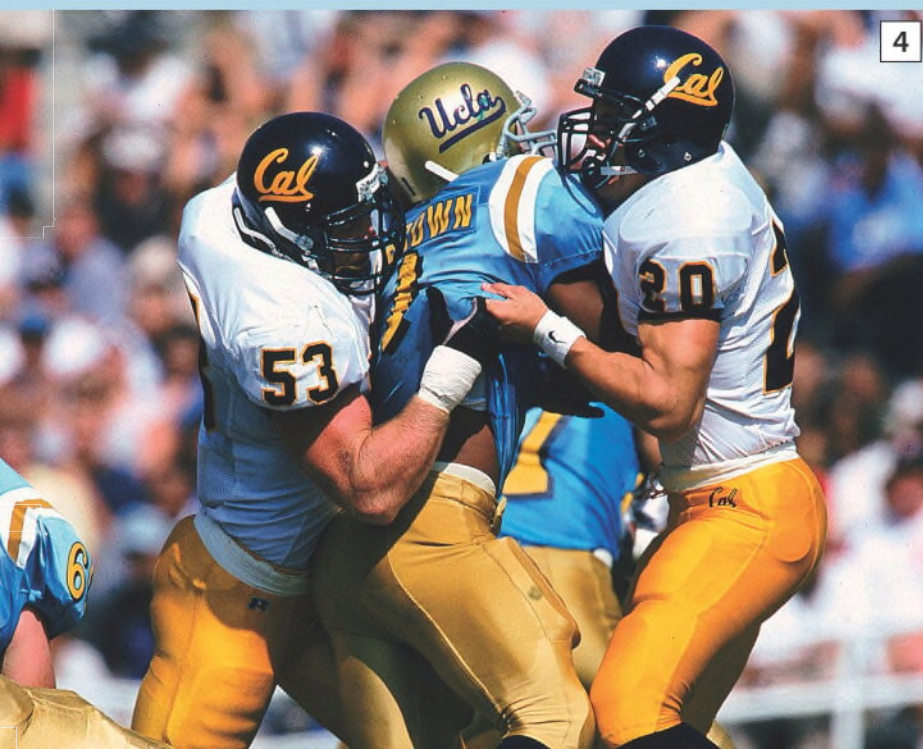


Keith Miller grew up on a farm in Colorado, USA, with no interest in singing or musical instruments. He was a natural sportsman: fast and powerful. After university he became a professional American footballer player in 1992.

His interest in music started in 1994 when he went to a wonderful performance of *The Phantom of the Opera* at the theatre. After that, he listened to CDs of other musicals and operas. Sometimes, in private, he even sang the songs.

In 2001, when he was twenty-eight, he heard about an opera at a music festival, which needed singers. Just for fun, Keith auditioned for the opera. To his surprise, he got a part! When his football team heard about this, they laughed and laughed. They hated opera. And it wasn't easy with the opera singers, either. Some of them believed Keith was stupid because he couldn't read music very well.

But Keith soon decided that his future was in opera. He retired from football and studied for four years at music college. He's now a very successful opera singer, not only because of his beautiful voice, but also because he's stronger and fitter than most opera singers. He sings in the greatest opera houses around the world.



- 4 In the 1980s, Sixto was rich because of his success in South Africa.
- 5 In the end, the internet was a big help to Sixto's career as a musician.
- 6 Keith was into music when he was a child.
- 7 As a young man, Keith was a sportsman.
- 8 Keith's football team were big fans of opera.
- 9 Other singers were very nice to Keith when he was in his first opera.
- 10 Keith now sings opera in a lot of different countries.

V insight Adjective suffixes: -ful and -al

6 Read the text again and underline the adjective forms of these nouns. Complete the table. Then complete the text below with the best adjective.

success		peace	
nature		wonder	
profession		power	
beauty		politics	
music			

People become ¹..... (nature / profession) musicians for different reasons. Some want to be famous, get rich and be ²..... (politics / success). Others want to entertain and make ³..... (peace / beauty) music. Others want to change the world and their songs have a ⁴..... (politics / wonder) message.

- Aretha Franklin's song *Respect* (1967) is still popular today because of Aretha's ⁵..... (wonder / success) voice and the song's feminist message.
- John Lennon's song *Imagine* (1971) asked people to imagine a ⁶..... (power / peace) world without war.
- The Special AKA's song *Free Nelson Mandela* (1984) was about South Africa's most famous political prisoner. Ten years later, Mandela was president: the most ⁷..... (music / power) person in his country.
- Radiohead's *Idioteque* (2000) and *Sail to the Moon* (2003) are inspired by the environment and ask people to protect the ⁸..... (politics / nature) world for future generations.

7 SPEAKING Work in pairs. Discuss the questions.

- Why do you think Sixto stopped recording in the 1970s?
- How do you think Keith Miller felt when he studied opera?
- Do you think it's difficult to be successful? Why / why not?
- Which famous person do you respect because of their environmental, social or political work? Describe their life and what they do.



1 **SPEAKING** Work in pairs. Choose the correct answers to the questions below. Then read the text and check your answers. Why was the needle important? Did you learn anything surprising from the text?

- 1 Our earliest human ancestors were from Africa / Asia.
- 2 Humans were first in Europe 45,000 / 45 million years ago.
- 3 There were / weren't humans in the last Ice Age.
- 4 Humans could / couldn't find ways to keep warm in the Ice Age.

Out of Africa

Today, humans are the most powerful species on Earth, but that wasn't always true. About 70,000 years ago, the species *Homo sapiens* was in trouble. There wasn't much rain in Africa and it became difficult to find food. A lot of people **died** and at one point there were only 2,000 humans on the planet in small groups or 'tribes' in different parts of Africa. After 130,000 years in Africa, we almost **disappeared** forever, like the dinosaurs.

But *Homo sapiens* **continued**. The survivors were brilliant hunters, they had good language skills and made useful tools. They were the toughest and most intelligent of the species.

About 65,000 years ago, one tribe left Africa. One woman in that tribe is the ancestor of 85% of the people on the planet today. Slowly, humans grew in number and **travelled** to Arabia, then India and Australia. Other humans went north and west. They came to Europe about 45,000 years ago.

Another change in climate **tested** humans again: the Ice Age. 20,000 years ago, ice **covered** the north of Europe and Asia and it **seemed** impossible to live in the terrible cold. But someone had a great idea: the needle. With a bone needle, we could make warm clothes from animal skins, and humans survived.

After this, we **tried** a lot of different ideas to make our lives more comfortable and later our technology **started** to change the world. Can our species survive for another 200,000 years?



needles

Past simple affirmative: regular verbs

2 Match the two halves of the rules for the past simple. Then study the highlighted verbs in the text. Match each verb to a rule (a–d).

- a *listen* → *listened* After most verbs,
- b *love* → *loved* After verbs ending in -e,
- c *study* → *studied* After verbs ending in a consonant and -y,
- d *stop* → *stopped* After some verbs ending in a vowel and a consonant,
- e The past simple form is the same in all persons.

- 1 we add -ed.
- 2 we change -y to -ied.
- 3 we double the consonant and add -ed.
- 4 we add -d.

Reference and practice 8.1 Workbook page 126

3 2.21 Complete the text with the past simple form of the verbs in brackets. Then listen and check.

The human story

The first humans ¹..... (hunt) animals and ²..... (look) for fruit, seeds and nuts for their food. They ³..... (travel) from place to place and ⁴..... (carry) their young children with them. Big families weren't possible. But about 10,000 years ago, humans ⁵..... (invent) farming, probably in the Middle East, and human life ⁶..... (change) completely. The first farmer ⁷..... (plant) some seeds in the earth. 'You are wasting your food,' his tribe ⁸..... (laugh). But the farmer ⁹..... (wait). Soon he ¹⁰..... (notice) little green plants in the earth and these plants ¹¹..... (produce) a lot of food. The people in his tribe ¹²..... (chat) to other tribes, and they ¹³..... (copy) the farmer's idea. Soon there were a lot of farmers, and humans ¹⁴..... (stop) travelling. They ¹⁵..... (live) in small villages, and could have more children because they weren't travelling all the time. The human population ¹⁶..... (start) to grow.

43,000 years ago

Early humans ¹ songs to their children and they ² their first musical instruments from bones. The world's oldest flute is from this time.

40,000 years ago

People ³ to Australia in some of the world's earliest boats and ⁴ kangaroos for the first time.

33,000 years ago

We ⁵ pet dogs from this time. The dogs helped us to hunt. Their ancestors were wolves.

10,000 years ago

People ⁶ clothes of sheep's and goat's hair.

3000 years ago

The Phoenicians (from Lebanon) first ⁷ with an alphabet. Other Mediterranean people ⁸ about the Phoenicians' alphabet and copied their idea.

1961

A human ⁹ Planet Earth and ¹⁰ the first astronaut in space. His name was Yuri Gagarin.

Past simple affirmative: irregular verbs

4 Some past simple forms are irregular. They don't follow any rules. You have to learn them. Find the irregular past simple forms of these verbs in the text in exercise 1.

- | | | | |
|----------|---------------------------|---------|-------|
| 1 become | became | 5 grow | ..... |
| 2 have | ..... | 6 go | ..... |
| 3 make | ..... | 7 come | ..... |
| 4 leave | ..... | 8 think | ..... |

Reference and practice 8.2 Workbook page 126

5 Complete the timeline with the irregular past simple form of these verbs.

- become ■ go ■ have ■ hear ■ leave ■ make ■ see ■ sing ■ wear ■ write

STRATEGY

Listening for gist and for detail

We can listen for *gist* – for the speaker's general meaning or message. We can also listen carefully for specific details.

- The first time you hear a recording, listen for gist. Try to understand the subject or story of the recording.
- The second time you listen, listen for the details. The questions in the task will help you focus on which details are important.

6 **2.22** Read the strategy. Then listen to an interview to understand the gist. What is the subject of the interview?

- a a new species of human b human tools c an early species of human

7 **2.22** Listen again and choose the correct words to complete the sentences.

- 1 Neanderthals lived in Europe / Africa / America before homo sapiens.
- 2 They had bigger heads / legs / arms than us.
- 3 They survived better than us in hot / wet / cold climates.
- 4 They grew vegetables / used tools / couldn't speak.
- 5 They made cups / flutes / homes from animal bones.
- 6 They disappeared about 2,500 / 25,000 / 250,000 years ago.
- 7 Some people think that modern humans helped / killed / joined tribes of Neanderthals.
- 8 Some people think that Neanderthals disappeared because of climate change / disease / wars.

8 SPEAKING Work in pairs. Think of an important event or invention, for example money, medicine, the internet or mobile phones. Why was it important? Give a short presentation with your partner on how it changed our lives. Use the categories below to help you. Use the example below as a model.

- accommodation ■ communication ■ employment ■ technology ■ transport

People used the first vehicles with wheels 5,500 years ago, maybe in Poland or the Middle East. It was a very important event because people could travel longer distances. Before this, people couldn't carry heavy things. Most types of transport today have got wheels.

Vocabulary bank Past time expressions page 133



1



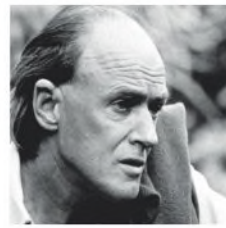
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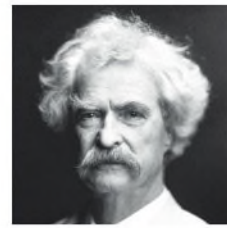
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4



5



6

1 Can you match these famous writers to their portraits? Write their names under the portraits.
 ■ Jane Austen ■ Agatha Christie ■ Roald Dahl ■ Charles Dickens ■ William Shakespeare ■ Mark Twain

2 Match the writers to their works.
 ■ *Charlie and the Chocolate factory* ■ *Hamlet* ■ *Murder on the Orient Express* ■ *Oliver Twist*
 ■ *Pride and Prejudice* ■ *The Adventures of Tom Sawyer*

3 Read about Mary Shelley and Emily Dickinson. Which woman:
 1 travelled a lot?
 2 cared for her mother?
 3 had a more exciting life? Why?

4 Read the text again and complete the sentences.
 1 Mary's mother wanted better lives for
 2 Mary couldn't get married to Percy when she was sixteen because he
 3 Percy was twenty-nine when he
 4 A lot of films tell the story of the novel
 5 Emily grew up and went to school in a town in
 6 Emily stayed at home a lot to help her
 7 Her poems weren't very popular because her writing style was
 8 After her death, her sister

5 Underline the irregular past simple forms of these verbs in the text.
 ■ do ■ fall ■ find ■ get ■ run ■ write

Mary Shelley (1797–1851)

What do we know about her family?

Both her parents were famous political writers. Her mother campaigned for equal rights for women, but Mary didn't know her because she died when Mary was a baby. Mary grew up in London with her father. As a young girl, she learned a lot from conversations with her father's visitors, including important poets and politicians. When she was sixteen, she fell in love with the poet Percy Bysshe Shelley and ran away with him to France.

Did they get married in France?

No, they didn't, because Percy had a wife in London. They got married two years later after Percy's first wife died. They lived together in Italy until Percy died in a sailing accident at the age of twenty-nine. After this, Mary went back to England with her young son.

What did she write?

Short stories and novels. She wrote her most famous work, the novel *Frankenstein*, when she was only twenty. It was probably the world's first science fiction story. It also became a successful play and there are now a lot of different films of the story.

Emily Dickinson (1830–1886)

Where did she grow up?

In Massachusetts, in the USA.

Did she go to school?

Yes, she did. Her grandfather started a boys' secondary school in her town and Emily was one of the first girls who studied there. She enjoyed her years at school, but she didn't finish her studies. When her mother became ill, Emily left school to be her nurse and she didn't leave the house very often.

Did she get married?

No, she didn't. She had some male friends and she wrote them a lot of letters. But in her later years, she didn't meet people outside the family. She lived with her dog, her parents and her sister. Her brother's family lived in a house on the other side of the garden. She loved reading and gardening.

What did she write?

About 1,800 poems, but she didn't show many of them to other people. During her life, only eleven of her poems appeared in print and people didn't like her unusual writing style very much.

When did her work become famous?

After Emily died, her sister found hundreds of new poems. She published them and slowly they became popular. Today, people think that Emily Dickinson is one of the USA's greatest poets.



V Types of writing

6 Match the words to the definitions.

- article ■ fiction ■ non-fiction ■ novel ■ play ■ poem ■ script ■ short story

- 1 This is usually hundreds of pages long with a lot of chapters.
- 2 A poet writes this. It can be long or short.
- 3 Actors use this to learn their lines when they make a film.
- 4 You see this at the theatre.
- 5 Magazines and newspapers have a lot of these.
- 6 This is like a novel, but a novel is longer.
- 7 This type of writing is about real life.
- 8 The writer imagines the people and the events in this type of writing.

7 SPEAKING Work in pairs. Discuss the questions.

- 1 What book are you reading? Do you like it? Why / why not?
- 2 Do you prefer reading fiction or non-fiction (biographies, history books, travel books)? Why?
- 3 Do you read articles on the internet, in magazines or in newspapers? What do you like reading about?

Past simple: negative

8 Find and complete these sentences in the text about Emily Dickinson. Then choose the correct words in the rules.

- She her studies. ■ People her unusual writing style.

- a We make the negative past simple with **don't / didn't** + the infinitive of the verb.
- b The negative of the past simple **changes / doesn't change** in the 3rd person singular.

Reference and practice 8.3 Workbook page 127

9 Do you know the story of *Frankenstein*? What happens? Complete the text with the negative past simple form of these verbs.

- give ■ like ■ meet ■ sleep ■ talk ■ understand ■ want



For months, the scientist Victor Frankenstein worked on his monster. He ¹ to his friends about his work and he ² very much at night. During a storm, he used electricity to bring the monster to life. But Victor ³ the monster's scary appearance. The monster was big, but he was like a baby. He ⁴ the world. He wanted to eat, but people ⁵ him any food. He wanted friends, but he ⁶ any friendly people. He ⁷ to hurt people at first. But he became angry with his 'father', Victor.

Past simple: questions and short answers

10 Underline past simple questions and short answers in the text on page 94. Complete the rules with the correct words.

- a We make past simple questions with (question word) + + subject + infinitive?
- b We make affirmative short answers in the past simple with *Yes*, + subject +
- c We make negative short answers in the past simple with *No*, + subject +

Reference and practice 8.3 Workbook page 127

11 2.23 Make past simple questions from these prompts and write your answers. Then listen and check.

<p>1 Steven Spielberg / make / Star Wars ? <i>Did Steven Spielberg make Star Wars? No, he didn't. George Lucas made it.</i></p> <p>2 Sherlock Holmes and Doctor Watson / live / in Paris ?</p>	<p>3 the Brontë sisters / write / novels ?</p> <p>4 Homer / tell / stories / about the Trojan War / ?</p> <p>5 JK Rowling / write / <i>The Hobbit</i> ?</p>
--	---

12 SPEAKING Work in pairs. Student A: choose a famous person from the past. Student B: ask and answer questions about the person to guess who it is. Student A only gives yes or no answers.

DVD EXTRA The magic of Roald Dahl



1 **SPEAKING** Work in pairs. What are the people in the photos doing? Do you want to do these things in the future? Why / why not?

2 **2.24** Listen to four people talking about the best moment of their life. Match them to the photos.

3 **2.24** Listen again and complete the sentences with the correct word.

- 1 Mark talks about his little fingers and toes.
- 2 He took about a thousand of her.
- 3 He thinks she's more now than when she was a baby.
- 4 Jenny felt really after her first test.
- 5 After her second test, she could without her mum.
- 6 Peter went to a lot of after university.
- 7 After he heard from the TV company, he started work the next
- 8 Isobel's best moment was when she
- 9 She really her job.
- 10 She thinks is fun for older people.

STRATEGY

Identifying and using collocations

A collocation is a combination of words which go together. For example, we say *go swimming* and not *do swimming*.

- When you learn a new word, it is a good idea to learn its most common collocations.
- Record collocations in your vocabulary notebook.

V insight Collocations with take

4 Read the strategy. Then use these words and phrases to complete the collocations with *take*. Which piece of advice do you think is the most useful?

- a break ■ a test ■ care ■ control ■ part ■ photos ■ place ■ turns

How to get the most out of life

- | | |
|---|---|
| <p>1 Take of your life. No one should decide your future except you.</p> | <p>5 Happy memories are important for a happy life. When you want to remember something, don't leave your camera at home. Take lots of</p> |
| <p>2 Choose to do something difficult every year. Take in a race, sing in front of an audience, or organize a charity event. You can do amazing things when you try!</p> | <p>6 Learn to work in a team. Take, so everyone shares the hard work.</p> |
| <p>3 Take of your friends and family. Without them, you are nothing.</p> | <p>7 When you have to take, prepare well. Study and revise!</p> |
| <p>4 When you're tired, stop working and take You need to rest and relax to do your best work.</p> | <p>8 Remember your education doesn't only take in the classroom. You can learn a lot from the 'university of life'.</p> |

5 SPEAKING Work in pairs. Tell your partner about a time when you did these things.

- 1 took an important test
- 2 took a fantastic photo
- 3 took care of someone
- 4 took part in a competition
- 5 took control of something

Talking about your weekend

6 SPEAKING Work in pairs. Where did you go at the weekend? Did you do any of these things?



7 **2.25** Listen to the dialogue. Where did Jasmine and Ed go at the weekend? Did they have fun there?

8 **2.25** Listen again and complete the phrases from the dialogue.

<p>Asking about someone's weekend</p> <p>How ¹..... your weekend?</p> <p>What ²..... your weekend?</p> <p>Did you have a good ³.....?</p>	<p>Expressing interest</p> <p>That sounds ⁶.....</p> <p>Wow! Lucky ⁷.....!</p> <p>Really?</p>
<p>Responding</p> <p>It was fantastic, ⁴.....</p> <p>No, ⁵..... a disaster!</p>	<p>Expressing sympathy</p> <p>⁸..... luck!</p> <p>Oh ⁹.....! Poor you!</p>

9 **2.26** Complete the dialogue with these phrases. Then listen and check.

- a disaster ■ your weekend ■ Did you have ■ Poor you ■ it was fantastic ■ What about

Polly How was ¹.....?

Nick It was ².....!

Polly That's a shame. What was the problem?

Nick I lost my bag in the shopping centre, and it had £40 in it!

Polly Oh no! ³.....

Nick ⁴..... your weekend? ⁵..... a good time?

Polly Yes, ⁶....., thanks. I went to a Jumping Jelly concert.

Nick How brilliant! What did they play?

Polly All their best songs. And after the concert we met the band. They were really friendly.

Nick Wow! Lucky you!

10 Read the dialogue again. Underline one more way to express interest and one more way to express sympathy.

11 SPEAKING Work in pairs. Prepare a dialogue about last weekend. Use these situations, your own ideas and exercises 8 and 9 to help you.

- stay with a cousin in London ■ go swimming ■ go to a party ■ help your mum and dad
- have flu ■ break your computer

1 Read this narrative. Do you enjoy days like this?

A memorable day



Two months ago, I did a sponsored bike ride for a cancer charity with my friends Jack and Gemma. It was a fantastic day.

When I got up that morning, I was worried because the cycle ride was very long – from London to Brighton. Could I finish the ride? But when I arrived at the start, I immediately felt better. There were hundreds of people of all ages and most of them weren't amazing cyclists. My friends and I chatted to a lot of nice people as we rode and at first it was a lovely sunny day.

After two hours, we stopped for a quick lunch then got on our bikes again. Suddenly, it started to rain! Soon we were really cold and wet because we didn't have rain jackets. But we sang our favourite songs together and didn't think about the horrible weather. At last, after four hours in the rain, we reached Brighton and the sun came out! We were tired, but really happy.

It wasn't an easy ride, but we made £340 for charity and had a great day. Sometimes the difficult things in life are the most fun!

Narrative adverbs

2 Study the underlined adverbs in the text and match them to the definitions.

- | | |
|---------------|---|
| 1 immediately | a in the beginning |
| 2 at first | b after a long time (when something good happens) |
| 3 suddenly | c quickly and without warning |
| 4 soon | d now or very soon afterwards |
| 5 at last | e after a short time |

3 Complete this paragraph with the adverbs in exercise 2.

My first day at school was very scary ¹..... I didn't know any of the other people in the class, so I sat quietly at my desk, but I wasn't alone for long. ²..... a girl called Melissa came and said hello. I ³..... felt better because she was really nice. ⁴..... the bell sounded. It was time for our first lesson and Melissa and I walked together. I met some other nice people at lunch time, but it was a long and difficult day. I was really happy when it was 3 o'clock and I could go home ⁵.....

STRATEGY

Making your writing interesting

Always try to make your writing interesting for the reader.

- Use a mix of longer and shorter sentences.
- Join different ideas together with connectors, e.g. *and*, *but*, *too*, *also*, *because*.
- Don't repeat words. Use a variety of synonyms when possible.
- Use adjectives, e.g. *fantastic*, and adverbs, e.g. *immediately*.
- Include questions and exclamations. Remember to use the correct punctuation.

4 Read the strategy. Then read the narrative in exercise 1 again and find:

- 1 a long sentence with connectors joining different ideas.
- 2 a short sentence.
- 3 four positive adjectives and four negative adjectives.
- 4 a question.
- 5 an exclamation.

- **Task** Write a narrative about a memorable day.
- **Ideas** Think of a memorable day and make notes about it. Think about what happened and look up any irregular past simple verb forms that you need.
- **Plan** Organize your ideas into paragraphs.
 Paragraph 1: Introduction: what happened?
 Paragraph 2: The start of the day

Paragraph 3: Later in the day
 Paragraph 4: How you feel about the day

- **Write** Write your narrative. Use the strategy, your ideas and plan to help you. Remember to use the past simple and narrative adverbs.
- **Check** Check your spelling, grammar and punctuation.

Review 8

Vocabulary

- 1 Complete the text with the past simple form of the verbs below.
- be born ■ die ■ fall in love ■ get divorced ■ get married
 ■ go to university ■ grow up ■ have a baby

Lord Byron is a great British poet. He ¹..... on 22 January, 1788, and he ²..... in Aberdeenshire in Scotland. When he was seventeen, he ³..... at Cambridge where he studied at Trinity College. Byron was a romantic and he ⁴..... many times. Finally, in 1815, he ⁵..... to Annabella Milbanke. The couple ⁶..... called Ada together, but their marriage didn't last. They ⁷..... the next year. After that, Byron spent his life travelling. He ⁸..... on 19 April, 1824.

Marks / 8

- 2 Use a suffix to make these nouns into adjectives. Then complete the sentences.

■ music ■ nature ■ peace ■ politics ■ power ■ profession
 ■ success

- 1 Agatha Christie is the most British writer. Her novels have sold about four billion copies.
- 2 Mount Everest is one of the seven wonders of the world. It's in the Himalayas.
- 3 Genghis Khan was a very ruler. He controlled most of central Asia.
- 4 Iceland is one of the most countries in the world. It doesn't have an army.
- 5 Mozart was a genius. He could play the piano when he was four.
- 6 Amnesty International tries to help prisoners. It was founded in London in 1961.
- 7 Lionel Messi is a footballer. He plays for Barcelona.

Marks / 7

- 3 Complete the sentences with the correct collocation.

- 1 I'm tired. Let's **take**
- 2 Eight athletes **take** in each race.
- 3 Revise before you **take**
- 4 I'm going to **take** of that castle.
- 5 Our matches **take** every Saturday.
- 6 I **take** of my sister's children.
- 7 It's your go. You **take** in this game.

Marks / 7

Grammar

- 4 Complete the extract from *Murder on the Orient Express* with the past simple form of the verbs in brackets.

Detective Hercule Poirot ¹..... (get on) the Orient Express in Constantinople. A lot of people ²..... (be) on the train and Hercule ³..... (not have) a compartment. Luckily, one of the passengers ⁴..... (not arrive), so Poirot ⁵..... (take) his. During the second night, Poirot ⁶..... (wake up) because of a loud noise in the next compartment. Then Mr Ratchett, the man next door, ⁷..... (speak) to the conductor. After that, Poirot ⁸..... (not sleep) all night. He ⁹..... (ask) the conductor for a bottle of mineral water and when the conductor ¹⁰..... (leave), he ¹¹..... (go) back to bed. Later, he ¹²..... (hear) someone at his door. When he ¹³..... (open) the door, he ¹⁴..... (not see) anybody except a woman in a red kimono in the distance. The next morning, Mr Ratchett ¹⁵..... (be) dead.

Marks / 15

- 5 Read the answers to questions about Maurice Sendak's book *Where the Wild Things Are*. Write questions about the phrases in bold using the past simple.

- 1 ?
Maurice Sendak wrote the book **in 1963**.
- 2 ?
Max was **eight years old**.
- 3 ?
His mother sent him **to his bedroom**.
- 4 ?
Max went to **the island**.
- 5 ?
There were **five monsters**.
- 6 ?
The monsters made **Max** their king.
- 7 ?
Max went home **because he missed his mother**.
- 8 ?
He found a **hot dinner** in his room.

Marks / 8

Total / 45

Listening

1 2.27 Listen to a radio programme about celebrities whose careers started badly. Are the sentences true (T) or false (F)? Correct the false ones.

- 1 Bill Gates didn't go to university.
- 2 His first company wasn't a success.
- 3 Steven Spielberg didn't go to the film school he wanted to.
- 4 He hasn't got a university degree.
- 5 Steven King's wife saved his first novel.
- 6 He didn't finish his first novel.
- 7 Michael Jordan wasn't tall enough for his school basketball team at first.
- 8 He started playing for the NBA when he was a teenager.

Speaking

2 Work in pairs. Your friend has an important part in the school play but they have a sore throat. Prepare a dialogue.

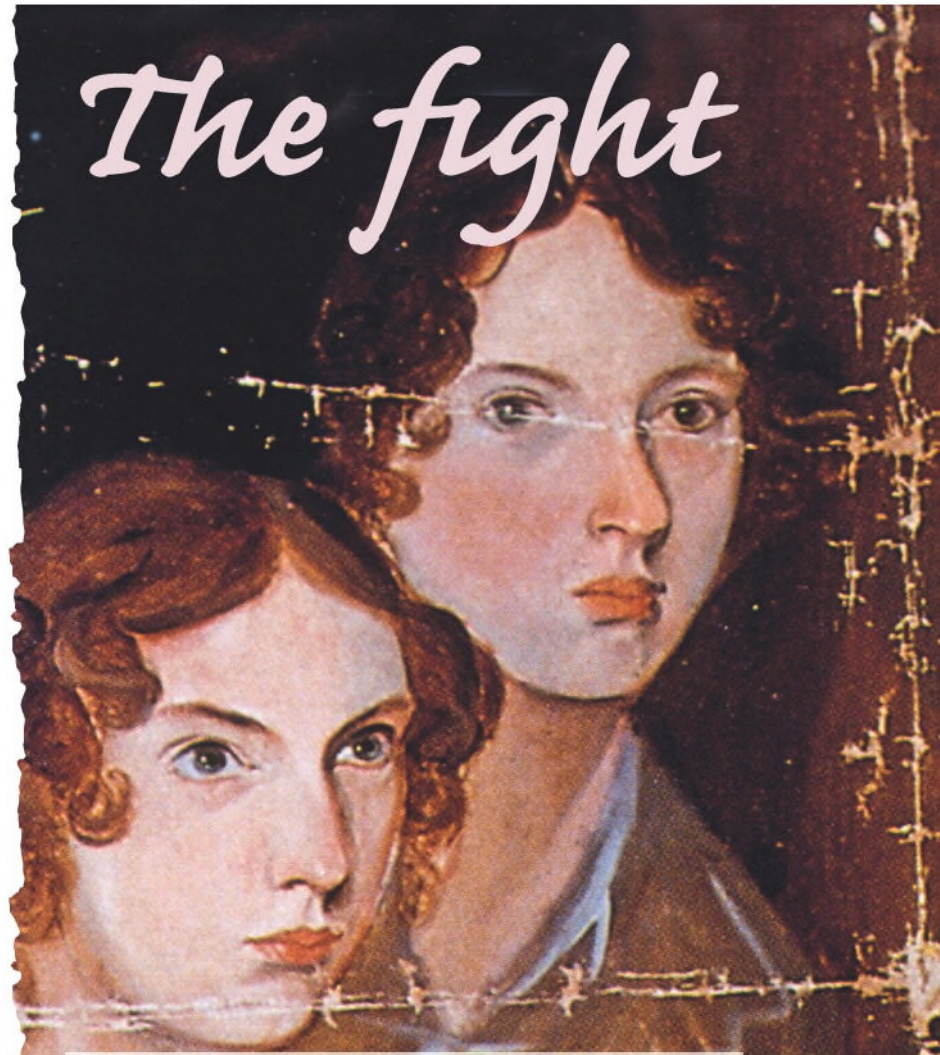
- Ask your friend about their health.
- Give them some advice.
- Ask them about other symptoms.
- Give them more advice.

Reading

3 Read the text. Choose the correct answer.

- 1 Women writers usually tried to
 - a hide their identity in the past.
 - b make a lot of money in the past.
 - c publish many books in the past.
 - d find a good husband in the past.
- 2 Charlotte Brontë had to look after her brothers and sisters because
 - a her mother was very busy.
 - b her father was dead.
 - c she was the oldest girl.
 - d the family was poor.
- 3 The Brontë children started writing stories because
 - a they were very imaginative.
 - b they wanted to publish a book.
 - c they needed some money.
 - d they had to be quiet at home.
- 4 The poems published in 1846 were by
 - a all four Brontë children.
 - b three of the children.
 - c two of the children.
 - d one of the children.
- 5 When experts started criticizing *Jane Eyre*,
 - a shops stopped selling it.
 - b readers didn't listen to them.
 - c men didn't read it any more.
 - d the author stopped writing.
- 6 None of the Brontë sisters
 - a wanted to be famous.
 - b was popular in the 1800s.
 - c lived past the age of forty.
 - d read novels by other women.

The fight



In the past, it was difficult for women to become successful writers because people did not think that women should write books. Women who wanted to publish books did not usually use their own names. In some cases, only the title of the book appeared on its cover; other female authors preferred to use a pen name or pseudonym. This is exactly what the Brontë sisters chose to do.

Charlotte Brontë was born on 21 April 1816. She was the third of the six Brontë children, but her mother died when she was only five. Her two older sisters died, so Charlotte was responsible for the three younger children: her brother Branwell and her two sisters Emily and Anne. Their father was a strict man and the four children had to be very quiet when he was at home. To entertain themselves, they invented an imaginary world and wrote stories and poems about it.



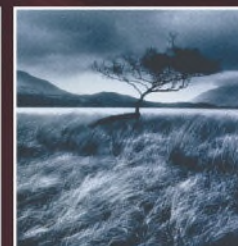
Charlotte Brontë
Villette

OXFORD WORLD'S CLASSICS



Charlotte Brontë
The Professor

OXFORD WORLD'S CLASSICS



Emily Brontë
Wuthering Heights

OXFORD WORLD'S CLASSICS



Charlotte Brontë
Shirley

OXFORD WORLD'S CLASSICS

to write



In 1846, the Brontë sisters paid a publisher to print a collection of their poems under the pseudonyms of Currer, Ellis and Acton Bell. They chose men's names which had the first letter of these own names. They continued using these pseudonyms when they published novels individually. *Jane Eyre* by Currer Bell, *Wuthering Heights* by Ellis Bell and *Agnes Grey* by Acton Bell were all published the following year. Charlotte's novel *Jane Eyre* was an instant success and it received excellent reviews until the critics began to doubt that it was written by a man. Once they realized that the writer was a woman, they began to find fault with the novel. But by then it was too late and people continued buying it.

Despite the problems facing women writers in the nineteenth century, the Brontë sisters became quite famous. Sadly, all three of them died in their thirties, so they could never really enjoy their fame. Today, their novels are read all over the world and they are considered to be classic works of English literature.



Grammar and vocabulary

4 Choose the correct answers.



Lowry: a simple painter

English artist L.S. Lowry is probably ¹ recognizable painter in the UK. Laurence Stephen Lowry ² in Stretford near Manchester in 1887. He wasn't a very good student, so he ³ go to university when he left school. Instead, he got a job and had private art classes ⁴ the evenings after work. Eventually, he got a place at the Manchester School of Art and his career as an artist ⁵

Lowry is famous for his scenes of life in the industrial cities of North West England in the middle of the 20th century. ⁶ often large factories in his pictures ⁷ smoke coming out of the chimneys. The factory workers looked a bit like matches in his paintings, so people started calling them 'matchstick men'. Art critics ⁸ his pictures at first, because of his very simple style. But they started to think ⁹ after he died in 1976.

Today you can see ¹⁰ of his paintings at the Lowry Centre in Salford, UK, but there are others in art galleries all over the world.

- | | | |
|----------------|---------------|------------------|
| 1 a most | b the more | c the most |
| 2 a born | b was born | c is born |
| 3 a can't | b couldn't | c don't |
| 4 a in | b on | c at |
| 5 a begin | b began | c beginning |
| 6 a There are | b There is | c They are |
| 7 a that | b of | c with |
| 8 a don't like | b not like | c didn't like |
| 9 a different | b differently | c more different |
| 10 a a lot | b any | c much |

Writing

5 Write a narrative about a difficult day. Include this information:

- what happened to you on this day
- what you did at the start of the day
- what you did later
- what went wrong
- how you feel about the day

9 Changes

Reading and vocabulary A new model

V Describing people

1 Add these words for describing people to the table. Check the meaning of any new words.

- beard ■ blonde ■ curly ■ dyed ■ freckles ■ glasses ■ medium height
- medium weight ■ moustache ■ overweight ■ tanned ■ thin

Height	short tall
Size	..... slim
Hair colour / style	..... fair red brown black
	..... straight long short
Eye colour	blue green brown
Other features	bald

2 Match one of the people in the pictures to the description. What are the three verbs used to give descriptions?

He / She is medium-height and slim. He / She has got long, brown, straight hair. He / She got brown eyes and he / she wears glasses.

3 Write descriptions for the other two people in the photos.

4 **SPEAKING** Work in pairs. Describe a famous person. Can your partner guess who the person is?



STRATEGY

Writing summaries

A summary is a short text which gives the main points of a longer text. When you write a summary:

- first read the longer text and underline the key information.
- only include the key information from the text.
- do not include unnecessary details.
- do not include your opinion of the text.
- you can write information in a different order from in the text. Put the most important information first.

5 Read the strategy above. Then read the text, *It's a model job!*, and choose the best summary. What is wrong with the other two?

- a The text describes how sculptors make a clay model of someone's head for Madame Tussauds. First, they take lots of measurements and photographs, and then make the model.
- b The text describes the process of making a waxwork model for Madame Tussauds. The process takes six months and includes making a clay model, then a wax model, painting the skin and the eyes and adding the hair.
- c The text is a really interesting description of model-makers' work at Madame Tussauds. It takes a long time to make a wax model and the sculptors always try to show the personality as well as the physical appearance.

It's a model job!

Sculptors at the famous waxworks museum, Madame Tussauds, make forty to fifty new models of famous people every year. You can see politicians, actors, sportspeople, royalty, authors and inventors at Madame Tussauds. But how do the model makers create a new model?

The sculptors take more than 200 measurements.

10 The process takes about six months. It begins with a series of about 200 measurements.

15 A team of sculptors visits the person. They measure the person's body, take photographs and match the colour of their hair, skin and eyes with samples of hair, coloured wax for their skin and glass for their eyes. The most important question for the sculptor is, 'What does this person look like?' But it's not the only question. The sculptors also want to know, 'What's this person like?' It's important to also show the personality in the final model. That's more difficult for historical figures because the sculptors can't talk to them! They use paintings and drawings as references, but they also read about their lives.



6 Read the text again and answer the questions.

- 1 What do the sculptors do when they visit the person?
- 2 What are the two questions they ask when they meet the person?
- 3 Why are clothes so important to the model?
- 4 How long does it take to make the wax moulds?
- 5 Why does it take a long time to add the hair?
- 6 How does Madame Tussauds often get the clothes for the models?

They make a clay model of the head.

The sculptors then make a clay model of the head and they build a skeleton from metal and newspaper. Then they add clay to the skeleton. The model's clothes can change the position of the model's body, so the sculptors think about the clothes when they make the body. For example, a tall, thin woman with tight clothes and high heeled shoes stands in a very different way from a short man with baggy clothes and trainers.



A specialist team makes the moulds for the wax.

This process takes about ten to twelve weeks. After the clay model of the head and the body are complete, another specialist team makes the moulds for the wax.



The hairdressers add the hair.

When the wax model is ready, the hairdressers begin their work. They use real hair for the model's hair, eyebrows, beard and moustache. They add the hair to the wax head – one hair at a time. It's a very slow process and it usually takes six weeks to complete. A team of painters paints the skin and another team makes the eyes and paints them exactly the same colour as the person's eyes.



Finally, the model is ready. Celebrities often donate their own clothes for their waxwork model. Madame Tussauds usually has a special ceremony for a new waxwork model. The celebrity stands next to the model and everyone can see the amazing work of the Madame Tussauds sculptors.

V insight like

7 We can use like in different ways. Read the three examples and match them to descriptions a–c below.

- 1 *be like:* What is she like?
 - 2 *look like:* What does she look like?
 - 3 *like:* What does she like doing?
- a I want to know about her appearance.
 b I want to know about her hobbies.
 c I want to know about her personality.

8 Use the correct form of be like, look like or like to complete these sentences.

- 1 What Jade
? She's got red hair and green eyes.
- 2 you watching sport on TV?
- 3 What Rick?
 He's very interesting and kind.
- 4 I my sister. She's very friendly, but I'm quite shy.
- 5 I listening to music before I go to sleep but I watching TV.
- 6 You your dad!
 You're both very tall and thin.

9 SPEAKING Work in pairs. Look at the examples of different sculptures and discuss the questions.

- 1 What is the subject of the sculpture?
- 2 What does the sculpture look like?
- 3 Do you like the sculpture? Why / why not?
- 4 Which is your favourite sculpture? Why?



10 Find out about a famous piece of art which you like. Answer these questions.

- | | |
|------------------------|-----------------------|
| 1 What is it called? | 4 What is it made of? |
| 2 Who made it? | 5 Where is it? |
| 3 What is the subject? | 6 Why do you like it? |

1 SPEAKING Work in pairs. Discuss these events. Decide which is the most exciting, most important, biggest change and scariest event. Give reasons for your choices.

- move to a new country
- finish university and start your first job
- work as a volunteer in another country
- win the lottery

2 Read the text and match the people to the sentences.

- | | |
|------------|--|
| 1 Marnie | a is going to start a new job in the same country. |
| 2 Fred | b is going to start a new school in a different country. |
| 3 Isabelle | c is going to start a new job in a different country. |

Everything's going to be different!

Are you going to have any big changes in your life this year? Three teenagers talk about how their lives are going to change soon.

Marnie

Next month, my life is going to change completely. I'm going to travel to Ghana in Africa with two friends from college. We're going to teach English at an orphanage. There are more than one million orphans – children with no mother or father – in Ghana. I'm not going to stay in a hotel, I'm going to live with a Ghanaian family. I'm going to eat traditional Ghanaian food and learn about Ghanaian culture. I can't wait!

Fred

Next week, I'm going to start my first job as an apprentice for a media company. I'm not going to move away from home because I can't afford it. It's going to be very different from my life as a student. I'm going to be a 'creative digital media apprentice'. There are five apprentices and we're going to learn about video production and web design! I'm really excited. We're going to have twelve weeks of training and then we're going to work on our first project for a client. I'm not going to earn very much money, but I'm going to learn a lot. I want to become a web designer after the apprenticeship.

Isabelle

No more rainy, cold Christmases! No more rainy, cold summers! Our family's going to move to Sydney, the largest city in Australia, next month. I'm so excited! Sydney gets 240 days of sunshine every year and the temperature never goes below 2°C. My brother and I are going to join Sydney Secondary College in Balmain. It's next to the sea and we can study really interesting subjects there, like Japanese and marine biology.



going to: plans

3 Underline examples of *going to* in the text on page 104. Then choose the correct option to complete these rules.

- We use *going to* to describe plans / hopes for the future.
- Before *going to* we use the verb *have / be*.
- After *going to* we use the infinitive without *to* / present participle.

Reference and practice 9.1 Workbook page 128

4 Write questions and answers about Fred. Use the prompts.

- Fred / start / new school? no / start / new job
Is Fred going to start a new school?
No, he isn't going to start a new school. He's going to start a new job.
- Fred / move away from / home? no / stay at / home
- the apprentices / teach / video production? no / learn about / video production
- they / start / first project / immediately? no / have / twelve weeks of training
- Fred / earn / a lot of money? no / learn a lot about web design

5 Complete Isabelle's email with the correct form of *going to* and the verbs in brackets.

✉
🗑
✍
↶
↷

Hi Dan!

Thanks for your email. This is my last week in England, and I'm ¹going to be (be) very busy!


My dad's ²..... (fly) to Australia tomorrow, but my mum and I ³..... (not / leave) England until Thursday. We ⁴..... (have) a big party on Tuesday night and we ⁵..... (say) goodbye to all our friends. Then on Wednesday, we ⁶..... (clean) the house. My dad ⁷..... (not / be) at the party of course, but he ⁸..... (make) a video call so he can also see all our friends!

Did you get the invitation to our party? ⁹..... (you / come)? Let me know!

Isabelle

PS What ¹⁰..... (you / do) this weekend? I ¹¹..... (meet) Yasmin and Tarek at the sports centre on Saturday morning. We ¹²..... (play) badminton. Why don't you come too?

6  **2.28** Listen to the dialogue between Marnie and her mother. Where is Marnie?

7  **2.28** Listen to the dialogue again and complete the sentences with *going to*, the verbs from A and the phrases from B.

A ■ buy ■ go ■ prepare ■ ~~show~~ ■ visit

B ■ by tro-tro ■ ~~photos of her school~~ ■ Kakum National Park ■ a typical Ghanaian meal ■ sports equipment

- Tomorrow, Marnie is going to show photos of her school to the children.
- This evening, Kojo for Marnie.
- At the weekend, Marnie to Accra.
- In Accra, she for the children at the orphanage.
- Next month, Marnie and Olly

8 **SPEAKING** Work in pairs. Imagine you are going to work as a volunteer in another country. Prepare answers about your plans. Then discuss the questions.

- Where are you going to go?
- How are you going to travel there?
- What work are you going to do there?
- Where are you going to stay?
- How is your life going to change?



1 **SPEAKING** Match the photos to the countries. What are the people doing?

■ Scotland ■ Japan ■ Mexico



2 Read the text and check your answers to exercise 1.

Let's celebrate!

What do you do at New Year? We find out about New Year celebrations around the world.

Kyoko:

New Year is a very important time for us in Japan. At midnight, in shrines and temples around the country, bells ring 108 times. This removes the evil from the New Year. Many people go to the famous tourist attraction, The Watched Night Bell in Tokyo, to listen to the bells. We also visit our local Buddhist shrine or temple on New Year's Day. Some people wear traditional Japanese clothes for this 'first visit' and we say special prayers for the New Year. We always laugh when the New Year begins. This is because we believe that laughter will bring us enjoyment and good luck throughout the year. We also send New Year postcards. We send the postcards in December and the post office promises that they will deliver them on 1 January.

Alejandro:

In Mexico, our New Year celebrations are noisy and fun! We often have parties with our families and friends, and there are fireworks at midnight. We think about our achievements and our disappointments in the past year and our predictions and hopes for the new year. Will we find love and happiness? We make a list of our disappointments and burn it so that we won't be unlucky in the new year. We have special decorations in our house and wear certain colours to symbolize our wishes for the future. For example, red symbolizes love, yellow symbolizes work and green symbolizes money. When the bell rings twelve times at midnight, we eat twelve grapes and we make twelve wishes for the future.

Alistair:

We love celebrating New Year in Scotland. We have a lot of different kinds of entertainment: street parties, fireworks and dances. In Edinburgh, we have a procession on 30 December. Then on 31 December, there is a big ceilidh – a traditional Scottish dance. We have a tradition called 'first footing'. The first person who comes into your house after midnight on 31 December is very important. Traditionally, the first footer is always a tall, dark-haired man. He brings special presents which mean we will have good luck and health in the new year. At the beginning of the new year, many people sing the traditional song *Auld Lang Syne* together. 1 and 2 January are both holidays in Scotland, because we need two days to celebrate new year!

3 Read the text again and find out in which country (Japan, Mexico or Scotland) people:

- 1 sing a special song.
- 2 listen to bells. and
- 3 eat fruit.
- 4 perform a traditional dance.
- 5 wear special clothes. and
- 6 send postcards.
- 7 have two days of holiday.
- 8 burn a piece of paper.

4 **SPEAKING** Work in pairs. Where would you like to spend New Year – Japan, Mexico or Scotland? Give reasons for your choices. How do you celebrate New Year in your country?

V insight Noun suffixes *-ion* and *-ment*

5 Underline and write the noun forms of these verbs in the text. They all end in *-ion* or *-ment*.

- 1 achieve 5 disappoint
- 2 attract 6 enjoy
- 3 celebrate 7 entertain
- 4 decorate 8 predict

6 Choose the correct nouns in exercise 5 to complete these sentences.

- 1 What are your for next year? Will you be happy and successful?
- 2 The at the party was amazing. There was a great band and a magician.
- 3 I failed my driving test last year. It was a terrible
- 4 Josie won the singing competition. What an amazing
- 5 We don't take down the Christmas before 6 January.
- 6 Big Ben is one of the most famous tourist in London.

7 Use the suffixes *-ion* or *-ment* to make these verbs into nouns. Then check your answers in a dictionary.

- | | |
|-----------------|----------------|
| 1 educate | 4 donate |
| 2 govern | 5 amuse |
| 3 inform | 6 pay |

will: predictions

8 Underline and complete these sentences from the text.

- 1 Laughter us enjoyment and good luck.
- 2 They them on 1 January.
- 3 we love and happiness?
- 4 We unlucky in the new year.

9 Study the sentences in exercise 7. Then choose the correct options to complete the rules.

- a We use *will* / *won't* to describe future plans / predictions.
- b After *will* / *won't* we use the infinitive *with* / *without to*.

Reference and practice 9.2 Workbook page 128

10 Complete these predictions with the correct form of *will* and the verbs in brackets.

Alejandro's predictions for next year

- 1 My family (sell) our car and we (ride) bikes or we (take) public transport.
- 2 My brother (get) a new job, but he (not leave) home.
- 3 My friends (do) really well in their end-of-term exams.
- 4 I (not stay) in Mexico, but I (get) a job in China.
- 5 I (visit) my relatives in Bolivia and Peru, but I (not travel) to Brazil.

STRATEGY

Revising vocabulary

It is important to revise new vocabulary. Here are some simple ways to revise and test yourself.

- Write words and their definitions on separate cards. Then match the words to the definitions.
- Make a recording of yourself saying new vocabulary. Listen to it once or twice a week.
- Write sentences with new vocabulary, but leave a gap for the new word. Swap your sentences with your friends. Can they guess the missing words?
- Use new words in your speaking and writing.

11 Read the strategy. Then choose five new words from this unit and write them on cards. Write their definitions on different cards. Exchange your cards with another student. Can your partner match the words to the definitions?

12 SPEAKING Work in pairs. What are your predictions and resolutions for next year? Make a list of six predictions. Use the ideas below. Are any the same?

- your school
- your family
- your home
- your friends

1 SPEAKING Work in pairs. Look at the website below and discuss the business ideas. Which ideas:

- would you like to do?
- will / won't be successful?



2 **2.29** Listen to the interview with Abi. Which idea from exercise 1 did she have? Was it successful?

3 **2.29** Listen again and put the events in the correct order.

- 1 They made a Facebook page to advertise their designs.
- 2 They searched for different designs online.
- 3 They talked to their mentor.
- 4 They designed free websites for local businesses.
- 5 They did some research to discover the best price.!
- 6 They made sample website designs and showed them to local businesses.
- 7 They sold their website designs to local businesses and people at school.
- 8 Local businesses didn't like their designs.

DVD EXTRA i-mag: 'zine for teens

V insight phrasal verbs

4 **2.29** We can combine a verb with another word to make a new verb with a new meaning, for example *get up*. This is a phrasal verb. Listen to the interview again. Complete the phrasal verbs from the interview with the words below.

- ahead ■ for ■ out (x2) ■ together ■ up (x2) ■ up with

- 1 Students **come** an original idea.
- 2 They **set** and manage a business together.
- 3 We wanted to **find** about prices.
- 4 You **worked** the best price.
- 5 We **put** some sample website designs.
- 6 We didn't **give**!
- 7 We **looked** different design ideas online.
- 8 We **went** and designed free websites for four local companies.

5 Match the phrasal verbs in exercise 4 to the definitions below.

- | | |
|--------------------------|--------------------------|
| 1 start / organize | 5 produce |
| 2 continue | 6 stop / surrender |
| 3 calculate | 7 think of |
| 4 discover | 8 search |

6 SPEAKING Work in pairs. Think of a business idea. You can use one from exercise 1 or your own ideas. Discuss the points below.

- | | |
|---|---|
| 1 Come up with an idea or product to sell. | 4 Where will you look for ideas? |
| 2 Come up with a name for your business. | 5 How will people find out about your products? |
| 3 Work out the best price for your product. | |

Talking on the phone



7 SPEAKING Discuss the questions in pairs.

- What do you use your phone for?
- When do you use your phone most?
- How many phone numbers can you remember?
- How many phone numbers can your phone remember?
- Do you use your phone to get information? How do you get the information?

8 **2.30** Listen to the dialogue. Do you think it is formal or informal?

9 **2.30** Listen again and complete the phrases from the dialogue.

<p>Giving / Asking for your name</p> <p>1 Sarah?</p> <p>2 Jack.</p>	<p>Apologizing</p> <p>4 Jack, she's not here.</p>
<p>Asking to speak to someone</p> <p>Can I ³ Sarah, please?</p>	<p>Offering to give a message</p> <p>5 to leave a message?</p> <p>6 her you called.</p>

10 **2.31** Put the dialogue into the correct order. Then listen and check.

- **1** Receptionist Good morning, Golden Sands Activity Centre.
- Tessa This is Tessa Grey.
- Tessa Hello, could you put me through to Mr Harris, please?
- Tessa Thank you.
- Receptionist 01227 847522. Yes, no problem, I'll give him the message.
- **9** Receptionist Goodbye.
- Receptionist Who's calling, please?
- Tessa Yes please. Could you ask him to call me on 01227 847522?
- Receptionist Just a moment, Ms Grey. I'm afraid Mr Harris isn't at his desk. Can I take a message?

11 Read the dialogue again. Underline more phrases for giving or asking for information on the phone.

12 SPEAKING Work in pairs. Read the instructions below and prepare a dialogue. Use exercises 9 and 10 to help you.

- Student A Answer the phone.
- Student B Ask to speak to someone.
- Student A Say that the person isn't there. Ask who is calling.
- Student B Give your name.
- Student A Offer to take a message.
- Student B Give your number and a message.
- Student A Promise to give the message and say goodbye.
- Student B Say goodbye.

Vocabulary bank On the phone: phrasal verbs page 134

1 SPEAKING Work in pairs. Ask and answer questions about your plans for the summer. Use the phrases below.

- decorate your room ■ do voluntary work
- go away on holiday ■ learn a musical instrument
- play sport ■ stay at home ■ visit friends and relatives

Are you going to go away on holiday?

Yes, I am. I'm going to go to Barcelona with my cousins.

2 Read the email opposite and find the answers to these questions.

- 1 Who has a broken leg?
- 2 Who won the football match?
- 3 Where is Tom going to go in August?
- 4 Who is going to go to France?
- 5 Where does Jade's aunt live?
- 6 What is Jade going to do in August?

V Informal language for emails

3 Read the email again and underline where Jade:

- 1 shows sympathy for Tom.
- 2 asks about Tom's health.
- 3 shows excitement about Tom's holiday plans.
- 4 shows excitement about her own plans.
- 5 asks Tom to send another email to her.
- 6 adds an extra sentence at the end of the letter.

✉ 🚫 ✍️ ↩️ ➡️

Hi Tom,

Thanks for your last email. I was really sorry to hear about your broken leg. How are you now? Can you play football again?

I went to an amazing football match last weekend with my dad. My favourite team, Brighton and Hove Albion, played against Chelsea. My team lost, but I still really enjoyed the game.

Your holiday plans sound fantastic! Are you going to stay with friends in Hong Kong? I hope you like hot weather, because it's very hot and humid in Hong Kong in August!

My summer holiday is going to be very different this year. I usually go to the Lake District with my family in July, but this year my friend Sally and I are going to go to France. We're going to take the Eurostar to Paris and then we're going to stay with my aunt for a week. She's got a small apartment in the centre of Paris. She's going to take us to art galleries and museums, but we're also going to do some shopping! I can't wait!

I'm going to be very busy in August because I've got a job at the sports centre. I'm going to teach tennis at a summer camp there. The salary isn't great, but I think it will be fun.

Write again soon!

Lots of love,

Jade

PS Don't forget to take lots of photos in Hong Kong!



STRATEGY

Making your writing personal

Use extra information, questions and details to make your writing more personal and interesting.

Ask questions about the person you are writing to.

- Ask about things they mentioned in their last email / letter.
- Ask what they did last week / month.
- Ask what they are going to do.

Describe past events.

- Say what you did.
- Say who you were with.
- Say why you enjoyed / didn't enjoy it.

Describe plans.

- Say where you are going to go.
- Describe how you are going to get there.
- Say what you are going to see and do.

4 Read the strategy. Then complete Tom's email to Jade to make it more personal. Use the ideas in brackets.

5 Exchange your completed emails with a partner. How did your partner make the email personal?

✉ 🚫 ✍️ ↩️ ➡️

Hi Jade

Thanks for your email.

(Ask a question about her trip to Paris or her job)

.....

.....

I had a great weekend. I went to the cinema with my friend.

(What did you see? Did you enjoy it? Why?)

.....

.....

Next month my brother and I are going to visit our friends in Scotland.

(Where are you going to stay? What are you going to do there? How are you going to get there?)

.....

.....

Lots of love

Tom

- **Task** Write an informal email to a friend about your plans for the summer. You can write about your real plans or you can use the ideas in exercise 1.
- **Ideas** Make notes about your plans for the summer and think of ways to make your email more personal.
- **Plan** Use Jade's email as a model. Organize your ideas into paragraphs.

Paragraph 1: Begin with questions about your friend and his / her plans.

Paragraph 2: Write about what you did last weekend.

Paragraph 3: Write about your plans for the summer. Finish your letter with a personal comment or question.

- **Write** Write your email. Use the strategy, your ideas and plan to help you. Remember to include informal language and a variety of tenses.
- **Check** Check your spelling, grammar and punctuation.

Review 9

Vocabulary

- 1 Complete the sentences with words for describing people.**
- 1 My hair isn't straight, it's c.....
 - 2 Amy has to wear g..... now.
 - 3 Paul's got red hair and f.....
 - 4 They look t..... from their holiday.
 - 5 She isn't really blonde. She's got d..... h.....
 - 6 My grandad hasn't got any hair. He's b.....
 - 7 I'm not thin. I'm a bit o.....
 - 8 He doesn't shave. He's got a b.....

Marks / 8

- 2 Complete the sentences with nouns ending in the correct suffix -ion or -ment. The nouns can be singular or plural.**
- 1 The charity will use the d..... to build a school.
 - 2 It was a great d..... for us to lose the final.
 - 3 Your p..... about the results were correct.
 - 4 Her greatest a..... was winning gold.
 - 5 I don't see the a..... of horror movies.
 - 6 The g..... is going to have an election.

Marks / 6

- 3 Complete the sentences with a verb to make correct phrasal verbs.**
- 1 We looked online to out the address.
 - 2 Can you out the cost of the trip?
 - 3 Did you up with any new ideas?
 - 4 up chocolate to lose weight.
 - 5 I can't find my keys. Can you for them?
 - 6 My uncle's going to up a company.
 - 7 Let's together a photo album for Mum.
 - 8 We'll ahead with the meeting tomorrow.

Marks / 8

Grammar

- 4 Complete the text with the correct form of going to and the verbs in brackets.**

Olympic swimmer Rebecca Adlington is only in her twenties, but she ¹..... (retire). She ²..... (not swim) in any more races. So, what ³..... she (do)? She ⁴..... (work) with sports teachers. Together, they ⁵..... (teach) children to swim. It ⁶..... (not be) easy, but Rebecca's team ⁷..... (not stop) until they achieve their goal.

Marks / 7

- 5 Complete the text with will or won't and the verbs.**
- not be ■ build ■ do ■ fly ■ not have ■ live ■ open ■ not stay

2020 Astronauts ¹..... to the moon again, but they ²..... there. For a month, they ³..... experiments to see if humans can live there.

2030 NASA ⁴..... a base on the moon. It ⁵..... for ordinary people, only for scientists.

2040 People ⁶..... in a small village on the moon. But the houses ⁷..... gardens.

2050 A hotel for tourists ⁸..... on the moon.

Marks / 8

- 6 Complete the sentences with the correct form of going to or will. Use the information in brackets to help you.**
- 1 What study at university? (plan)
 - 2 I'm not sure. Perhaps study medicine. (prediction)
 - 3 I won't have much money so leave home. (prediction)
 - 4 I know what I want to do. be an engineer. (plan)
 - 5 But stay in this country. (plan)
 - 6 Where work? (plan)
 - 7 live in Canada for a few years. (plan)
 - 8 If I like it there, come back! (prediction)

Marks / 8 **Total** / 45

1 SPEAKING Work in pairs. Where do you usually go on holiday? What do you do when you are there? Do you enjoy it?

V Holiday places

2 **2.32** Match the places to the pictures. Then listen, check and repeat.

- beach ■ bed and breakfast ■ camper van ■ campsite
- caravan ■ coast ■ harbour ■ island ■ lake ■ river
- ski resort ■ temple ■ theme park ■ tower ■ volcano
- waterfall



3 Put the places in exercise 2 in the correct category.

- 1 historical monuments 3 places to stay
- 2 natural places 4 places in my town

4 **2.33** Test your knowledge! Complete the sentences with the words in exercise 2 and these countries. Then listen and check.

- Australia ■ Egypt ■ France ■ Greece ■ India ■ Italy
- the USA ■ Venezuela

- 1 There are Disneylands in France, China, Japan and
- 2 The Red Sea in is a popular place for holidays.
- 3 Sydney in is famous for its opera house and its bridge.
- 4 Mount Vesuvius is a near the city of Naples in
- 5 Angel Falls in is the world's highest
- 6 The Parthenon is a famous on the Acropolis in Athens,
- 7 Sri Lanka is an near the south coast of
- 8 The Eiffel in sells more tickets than any other monument in the world.

5 Read the text. Match the people to photos A–D.

Tourism

– the pros and cons

May

Ban Talae Nok, Thailand



In some parts of Thailand, tourism hasn't been good for the local people. Big companies have built hotels and made lots of money, but villagers on **the coast** have lost their traditional way of life. In **Ban Talae Nok**, we have a different type of tourism. People stay with our families and learn about our way of life. It's very different from their life at **home**! We teach them to fish, to cook with local Thai ingredients and to paint batiks, our traditional colourful cloths. They can go swimming or canoeing in the sea or play football with us on **our beautiful beach**. They love being on **holiday** here and we can use their money for education and environmental projects.

Mahfoud

Zanzibar, Tanzania



I take tourists on short cruises in my traditional dhow boat. We start at **the harbour** and go to beautiful coral reefs and a beach with giant tortoises. The tourists love Zanzibar and I enjoying meeting people from around the world. But there's one big problem with tourism on **our island**: water. Tourists like swimming pools and long showers. The hotels use a lot of clean drinking water and local people haven't got enough. We sometimes get dangerous diseases from dirty water. We want tourists here, but we want a fair share of the safe drinking water too.



Lama Pasang
Himalayas, Nepal

I live in Nepal, in the highest mountain range in **the world**, the Himalayas. A lot of tourists come to my village on their treks because there's a famous Buddhist temple here. I like talking with the tourists and practising my English. But they leave a lot of plastic bottles and other rubbish on the mountains and they don't respect our traditions. We don't have electricity in the village, so hotels and restaurants use a lot of firewood for cooking and heating water for the visitors. The villagers need firewood too and every year it becomes more difficult to find.



Lia
Bukit Lawang, Indonesia

A lot of rainforest in **Indonesia** has disappeared because local people want to grow palm trees on the land. They are poor and they can sell palm oil for a good price. But tourism is a better way to make money. My village, Bukit Lawang, is in **the west** of the country and it's one of the only places on **the planet** with wild orangutans. Tourists come here to see them. They spend money in **my restaurant** and **at the market**. They stay in bed and breakfasts in **the village** and local guides take them into the rainforest. People here don't want to lose the rainforest because without it there'll be no orangutans and no money from tourists. Tourism protects the rainforest better than conservation laws can.



6 Read the text again. What pros and cons of tourism do the people talk about? Make two lists.

- | | |
|--|---------------------------------|
| Pros | Cons |
| use money for education and environmental projects | hotels use a lot of clean water |

V insight Prepositions of place: *in, on* and *at*

7 Study the highlighted words in the text. Do we use the preposition *in, on* or *at* with them? Add them to these lists.

- in*: the countryside,
- on*: a farm,
- at*: school,

8 Complete the text about Venice with *in, on* or *at*.



I live ¹ Italy, ² the beautiful city of Venice. It's ³ 117 different islands and it's got 177 canals! It's one of the most popular places ⁴ the world for tourists. About 30 million people come here ⁵ holiday every year. They spend a lot of money ⁶ the hotels, shops and restaurants in Venice, but they cause problems too. Their cruise ships make big waves and damage the canals and old buildings ⁷ the south and west of the city. Because of tourism, houses and food are very expensive for Venetians. Many families are moving to other places ⁸ the Italian coast. Every year there are fewer people ⁹ my school. It's very sad.

9 SPEAKING Work in pairs. Add the information about Venice in exercise 8 to your lists of pros and cons in exercise 6. Then discuss these questions.

- Is tourism a good thing? Why / why not?
- Do many tourists come to your country? Why / why not?
- Make a list of the pros and cons of tourism in your country. Is tourism good or bad for your country?
- Are you a good or bad tourist when you are on holiday? How can you be a better tourist?

Vocabulary bank Types of holidays page 135

DVD EXTRA Venice at risk





1 SPEAKING Work in pairs. Look at the photos and choose the correct words.

- 1 Roz Savage made her journey in a cruise ship / sailing boat / rowing boat.
- 2 She had problems with flying squid / sharks / whales.

2 Read the newspaper article and check your answers to exercise 1. Which oceans has Roz rowed across? How long was she at sea? How far did she travel?

3 SPEAKING Would you like to go on a journey like Roz's? Why / why not?

ADVENTURER ROWS THE OCEANS

Roz Savage hasn't rowed in the Olympics and she hasn't **won** any important races. But this British rower has **done** something unique in her sport. She has **become** the first woman to row alone across the world's three biggest oceans: the Atlantic, Pacific and Indian Oceans.

It hasn't **been** easy. During her 500 days and nights alone at sea, some important pieces of equipment have **broken**: her mobile, her water maker, her cooker, and four oars. She's travelled through 7 m waves, and her boat has capsized a few times. Twice, people have rescued her and brought her back to safety. But all these problems haven't stopped her. Roz has travelled 24,000 km in a 7 m long rowing boat and survived.

She's **seen** some amazing wildlife in the oceans. Lots of dolphins, whales and turtles have **swum** near her boat. There have also been some sharks, but luckily they haven't attacked. In fact, the scariest animals are the flying squid. They aren't dangerous, but they jump out of the water, fly about 3 m above the sea, and land suddenly on the boat. Their black ink makes a terrible mess.

Her journey has **taken** her through the Great Pacific Garbage Patch. This is an area of ocean bigger than France and Germany with a lot of plastic rubbish. It's very dangerous for wildlife. But she has also **been** to nicer places, including the countries of Kiribati in the Pacific Ocean and Papua New Guinea.

Roz is now having a rest in Mauritius at the end of her amazing journey.



Present perfect affirmative and negative: regular verbs

4 Underline and complete these sentences from the newspaper article. They all include examples of the present perfect tense.

- 1 Roz Savage in the Olympics. (paragraph 1)
- 2 She through 7 m waves (paragraph 2)
- 3 Twice, people her. (paragraph 2)
- 4 All these problems her. (paragraph 2)

5 Choose the correct words to complete the rules. Use the sentences in exercise 4 to help you.

Use

- a We use the present perfect tense to talk about experiences. We **say / don't say** when the events happened.

Form

- b We form the present perfect tense with the present simple form of **have / be** + past participle.
- c The past participle of regular verbs is the same as their **past simple / present simple** form.

Reference and practice 10.1 Workbook page 129

6 Complete the sentences. Use the present perfect form of the verb in brackets.

- I (not talk) to Roz Savage but I (look) at her website.
- She (study) at Oxford University.
- She (work) in London, including a job at a bank.
- She and some friends (discover) Inca ruins in the forests of Peru.
- She (compete) in marathons, but she (not finish) in first place.
- She (use) different boats for her ocean journeys. The boats (not last) very long in the big ocean waves.
- She (not row) across the Arctic Ocean because there's a lot of ice there.
- The *National Geographic Magazine* (name) her 'Adventurer of the Year'.

Present perfect affirmative and negative: irregular verbs

7 Match the irregular past participles highlighted in the newspaper article to these verbs. Which two verbs have this same past participle?

■ be ■ become ■ break ■ do ■ go ■ see ■ swim ■ take ■ win

Irregular verb list Workbook page 126

8 Complete the profile. Use the present perfect form of the verbs in exercise 7. Two of the verbs are negative.

One of the greatest swimmers on the planet is Martin Strel from Slovenia. He ¹ part in the Olympics and he ² many famous races, but he ³ some amazing things in his sport. He ⁴ the Danube (2,860 km), the Mississippi (3,885 km), the Yangtze (4,003 km) and the Amazon (5,268 km) rivers. These journeys ⁵ lots of world records, and Strel ⁶ famous. But he ⁷ very lucky. People ⁸ lots of piranhas, sharks and crocodiles in the Amazon, but Strel ⁹ through these dangerous waters without any problems.



been and gone

go has two past participles: *been* and *gone*.

■ We use *been* to say someone has returned from a journey.

Andy has been to Italy. (He is back now.)

■ We use *gone* to say someone has not returned.

Andy has gone to Italy. (He is still in Italy.)

9 2.34 Listen to Sophie and Paul. What does Sophie want to do? Does Paul want to do it too?

10 2.34 Listen again and choose the correct words.

- Sophie has **read / watched** a film about long cycling trips.
- Amaya and Eric have travelled **12,000 / 120,000** km by bike.
- They've been to **nineteen / ninety-three** countries.
- They **have / haven't** been to every continent on the planet.
- They've cycled from Europe to **South America / South Africa**.
- They've done a lot of **camping / skiing**.
- They've spent six **months / years** on their bikes.
- They've had problems with the **cars on the road / weather**.
- They've had a really bad day in a **desert / rainforest**.
- They've **seen / climbed** the Andes Mountains.

11 **SPEAKING** Work in pairs. Tell your partner six surprising facts about your life experiences including three that are not true. Your partner guesses which are false. Use the present perfect form of these verbs or your own ideas.

■ be ■ break ■ climb ■ cycle ■ go ■ have ■ learn ■ see ■ swim ■ win

I've been to Africa.

False!

No, it's true. I've been to Egypt on a family holiday. Now it's your turn.

I haven't learned to swim.

USA QUIZ

TRUE OR FALSE?

- 1 New York is nearer to Moscow than to Hawaii.
- 2 The world's hottest place is in the USA.
- 3 California is bigger than Germany!
- 4 There aren't any coral islands or rainforests in the USA.
- 5 Surfing started in the USA in Florida.
- 6 There are polar bears in Wyoming.

- 1 **SPEAKING** Work in pairs. Answer the questions in the USA quiz.
- 2 Read the blog post. Check your answers to the quiz in exercise 1. Are any of the answers surprising?
- 3 Read the blog post again and choose the best state for these tourists.
 - 1 I like exploring under the sea.
 - 2 I love empty, isolated places.
 - 3 I'm interested in UFOs.
 - 4 I love wildlife and theme parks.
 - 5 I like places with lots of interesting geographical features.
 - 6 I'd like to know more about the history of the USA.
 - 7 I want to see traditional dances. I hate boats and planes.
 - 8 I love unusual museums, tours and trips.
- 4 **SPEAKING** Work in pairs. Ask and answer the questions at the end of the blog post. Discuss the questions below.
 - 1 Do a lot of people in your country go abroad on holiday? Where do they go?
 - 2 Do you think the writer should go to other countries? Why / why not?
 - 3 Which places do you want to visit? Why?

Staycations in the USA

When a recent survey asked Americans 'Have you ever been outside the USA?', 40% of us answered 'No, we haven't.' Only 35% of us have got a passport – compare that with 75% of people in the UK. But do our stay-at-home travel habits make us unadventurous or stupid? Of course not! The USA is about the same size as Europe, so it takes a long time to explore. I love travel and adventure, but I've never left my own country because there's so much to see here. Have you ever visited these states? They're my favourite states for a **vacation**.

Wyoming: Yellowstone National Park is here, with its famous geyser, Old Faithful. The geyser throws hot water 40 meters into the sky every 90 minutes. It's amazing! You can also go to Wind River Reservation and enjoy the exciting dancing, powerful drumming and colourful clothes of a Native American pow-wow.

California: California is bigger than Germany. It's got everything: from beach towns to ski resorts, and from toy museums to tours to look for alien spaceships. My favourite places have been Hollywood's Chinese **Movie Theater**, Death Valley (it's the world's hottest place!), and an underground rafting trip in an old gold mine.

Alaska: Alaska is the USA's biggest state. There aren't many here people because it has very long, cold winters, but it's a great place for wildlife and adventure sports. You can go climbing and whale watching. I've never seen Alaska's polar bears, but I hope I'll see them next month. I'm going to drive a dog sled into the Arctic Circle.

Hawaii: These Pacific islands are further from my **apartment** in New York than Moscow! They've got fantastic volcanoes, rainforests, waterfalls, sandy beaches and rocky coasts. I love Hawaiian traditions like *lei* flower necklaces and *hula* dancing, and my favourite sport started in Hawaii hundreds of years ago ... surfing!

Massachusetts: The name of this little state means 'Great Hill' in a Native American language. In the **fall**, the bright colours of the leaves on the trees are very beautiful. The USA's fight for independence from Britain started here in the eighteenth century, in Boston. I've done some really interesting historical tours of the city.

Florida: Florida's Everglades have got amazing wildlife, like alligators, cougars and manatees. Disney World in the city of Orlando is fun too – it's the world's most popular theme park. But my favourite place is the Florida Keys, a group of coral islands. The scuba diving there is amazing!

What about you? Have you seen many interesting places in your country? Have you ever traveled abroad? Which countries have you visited?




STRATEGY

Recognizing varieties of English


Different varieties of English, such as British, American, Australian and Indian each have different words and expressions. The British keep their clothes in a *wardrobe*, but the Americans use a *closet*. There are also differences in spelling: *travelled* in British English and *traveled* in American English. A good dictionary will tell you what variety of English a word is. Make a note of this when you record the word in your vocabulary notebook.

V insight American English

- 5  2.35 The blog post on page 116 is in American English. Match the highlighted words in the blog post to these British English words with the same meaning. Then listen and check.



■ autumn ■ cinema ■ flat ■ holiday

- 6  2.36 Use your dictionary to match the American English words to the British English words. Then listen and check.



■ candy ■ eraser ■ fries ■ garbage ■ pants ■ soccer ■ sweater ■ yard



■ chips ■ football ■ garden ■ jumper ■ rubber ■ rubbish ■ sweets ■ trousers

- 7 Complete the sentences. Use American English words in the blog post and in exercise 6.

- 1 Put on a warm You're only wearing a T-shirt and short
- 2 Let's see something scary at the tonight.
- 3 Would you like with your chicken?
- 4 My house has only got a small, so we can't play in it.
- 5 We had a fantastic in California. We stayed in an
- 6 Summer is hot in Chicago. I prefer the cooler weather in the

Present perfect: questions and short answers

- 8 Read the examples and complete the rules.

'Have you seen many interesting places in your country?' 'Yes, I have.'

'Has your brother been abroad?' 'No, he hasn't.'

- a We make present perfect questions with / + subject + past participle.
- b We make present perfect short answers with Yes + subject + *have / has* or No + subject + /

Reference and practice 10.2 Workbook page 130

- 9 **SPEAKING** Work in pairs. Complete the questions. Use the present perfect question form of these verbs. Then answer the questions.

■ go ■ have ■ meet ■ organize ■ teach

- 1 you any American people?
- 2 your parents jobs in other countries?
- 3 your English teacher you any other languages?
- 4 you and your friends on holiday together?
- 5 your school trips to English-speaking countries?

Present perfect with *ever* and *never*

- 10 Look at the underlines sentences in the blog post. Choose the correct words to complete the rules.

We often use *ever* and *never* with the present perfect to talk about experiences.

- a We use *ever* in **questions** / **affirmative sentences**. *Have you ever travelled abroad?*
- b *never* gives a sentence a(n) **affirmative** / **negative** meaning. *I've never travelled abroad.*
- c *ever* and *never* go **before** / **after** the past participle. *Have you ever visited these states?*

Reference and practice 10.3 Workbook page 131

- 11 **SPEAKING** Work in pairs. Ask and answer questions with the present perfect with *ever* and *never*. Use the ideas below.

- | | | |
|-------------------------|-------------------------|------------------------------------|
| 1 go to another country | 3 learn to ride a horse | 5 cycle more than 20 km in one day |
| 2 sleep in a campsite | 4 swim in a river | 6 win a competition |

Have you ever been to another country?

Yes, I have. I've been to France.

- 1 SPEAKING** What is your favourite form of transport? Do you like travelling by train? Why / why not?
- 2** **2.37** Listen and complete Matt's travel itinerary.

TRAVEL ITINERARY

MATT HIGGINS

1 July Train leaves from ¹

3 July Train arrives in ²

3–5 July 2 nights in Stravinsky ³

11 July Train arrives in ⁴

Number of new countries: ⁵



STRATEGY

Taking notes

When you listen, don't write everything somebody says as you won't have time and you might miss something important. Instead, write notes and use them to write full sentences later.

- To write notes only write the keys ideas and words, e.g. a number, a verb, a noun or an adjective.
- When you have finished listening, use your notes to write full sentences.

- 3** **2.37** Read the strategy. Why has Matt decided to travel by train? There are five reasons. Listen again and take notes. Then write your notes as full sentences for each reason.

V insight Travel collocations

- 4** **2.38** Match the verbs (1–7) to the nouns (a–g) to make travel collocations. Then listen, check and repeat.

- | | |
|----------------|-----------------|
| 1 catch / miss | a your holiday |
| 2 book | b your bag |
| 3 buy | c abroad / away |
| 4 stay | d a postcard |
| 5 pack | e the train |
| 6 send | f souvenirs |
| 7 go | g in a hotel |

- 5** **2.39** Complete the travel advice with the collocations in exercise 4. Then listen and check.

Travel

Advice

- 1 early to get the best price.
- 2 Write a list before you You don't want to leave anything at home.
- 3 Get to the train station early so you don't
- 4 When you, sit next to the window and enjoy the view.
- 5 with good food and a view of the beach.
- 6 When you, respect the local traditions.
- 7 Don't at the first shop. Look for the best bargains.
- 8 to your friends and tell them your holiday news.

6 SPEAKING Work in pairs. Talk about your holidays using the travel collocations in exercise 4. Which things do you do on holiday? Which have you never done?

I don't stay in hotels on holiday. We usually stay on a campsite. What about you?

My family always stays in hotel when we go on holiday. I like chilling out by the swimming pool.

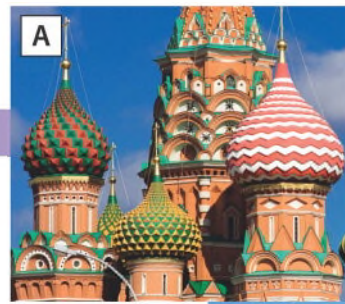
Vocabulary bank Holidays: phrasal verbs page 135

Tourist information

7 SPEAKING Work in pairs. Look at the photos. Where are these places? Do you know their names?

8 **2.40** Listen to the dialogue. Are the people talking about the place in photo A or photo B?

9 **2.40** Complete the phrases from the dialogue. Then listen again and check.



Asking for information

I'd ¹..... some information about ...
²..... time does it open / close?
 How ³..... do tickets cost, please?
 Is there a discount ⁴..... students?

Asking for permission

⁵..... take photos?
 Is ⁶..... possible to ... ?

Giving or refusing permission

Yes, ⁷..... course.
⁸..... afraid not.

10 **2.41** Complete the dialogue with questions A–E. Then listen and check.

- A Is there a discount for students?
- B How much do tickets cost, please?
- C Is it possible to have lunch inside?
- D Can I help you?
- E What time does it open?

Tourist officer Hello. ¹.....
Matt Yes, please. I'd like some information about visits to the Kremlin.
².....
Tourist officer It opens at ten o'clock and closes at five o'clock. It doesn't open on Thursdays.
Matt ³.....
Tourist officer 350 rubles.
Matt ⁴.....
Tourist officer Yes, there is. Students and children pay 100 rubles.
Matt Can we go up the tower?
Tourist officer Yes, of course. Those tickets are more expensive. They're 250 rubles for students, but there's a great view from the top.
Matt OK. ⁵.....
Tourist officer Sorry, there isn't a café.

11 Read the dialogue again. Underline the ways of asking for permission and giving or refusing permission. How does the tourist officer offer to help?

12 SPEAKING Work in pairs. Study the table and role-play these dialogues using phrases from exercises 9 and 10.

Role play 1 Student A asks questions about the Great Wall of China. Student B answers Student A's questions.

Role play 2 Student B asks questions about the Forbidden city. Student A answers Student B's questions.

	Great Wall of China	Forbidden City
Price	Adults 45 yuan, students 25 yuan	Adults 60 yuan, students 20 yuan
Hours	6.40 a.m. to 6.30 p.m.	8.30 a.m. to 5.00 p.m.
Guided tours	✓	✓
Café	✗	✓
Stay the night	✓	✗

- 1 Read the profile of Simon Reeve. Do you think you would like to watch his TV programmes? Why / why not?



My hero: ★
Simon Reeve

My hero is the TV presenter Simon Reeve. Simon was born in 1972 and grew up in London. When he left school, he got a job at a newspaper and soon he started writing news stories. It was the start of a successful media career.

Simon has made a lot of interesting TV travel programmes. He has been to more than 110 countries, so he's met a lot of different people and animals. He has had fishing lessons from the President of Moldova, been hunting with an African tribe and eaten sheep's eyeballs.

He has also written great books about his travels and on more serious subjects like terrorism. He has had malaria and works hard to protect other people from the disease. He also does a lot of work for the environmental charity WWF (World Wide Fund for Nature).

I really admire Simon Reeve because his programmes show you amazing places and also teach you about the lives of ordinary people around the world. A lot of people don't leave their hotel when they go abroad, so they don't learn much about where they are. Simon shows us a more interesting way to travel and learn about the world.

- 2 Underline all the past participles in the profile. Which are irregular?

Linking words: so and because

- 3 Underline the sentences in the profile with *so* and *because*. Which word introduces a reason? Which word introduces a result? Choose the correct word.

- I really admire Simon Reeve *because* his programmes show you amazing places. reason / result
- A lot of people don't leave their hotel when they go abroad, *so* they don't learn much about where they are. reason / result

- 4 Complete the sentences with *so* or *because*.

- Simon didn't grow up in a rich family, he didn't go on expensive holidays.
- Simon couldn't go to university he didn't do well in his exams at school.
- Simon was first on TV he knew a lot about travelling.
- He got malaria he forgot to take the right medicine.
- Mogadishu in Somalia is a very dangerous city Simon was frightened.
- He was scared on the roads in India people didn't drive very carefully.
- The Burmese government didn't want him in Burma, he went there secretly.
- He travels a lot, he doesn't spend much time at home in London.

STRATEGY

Choosing the right tense

- Use the **present simple** for routines and situations in the present.
- Use the **past simple** for events at a definite time in the past, e.g. *last year* or *when I was younger*.
- Use the **present perfect** to talk about experiences. We don't know when it happened or the time isn't important.

- 5 Read the strategy. Then read Simon Reeve's profile again and underline three examples of each of the three tenses above.

- 6 Complete these sentences about Jo's travels with the correct form of the verbs in brackets.

- Jo (eat) snakes in Vietnam, but at home in London she (eat) pasta.
- Jo (go) to Iran in 2012 and she (visit) friends in Turkey two months ago.
- Jo (climb) Mount Everest and she (swim) from France to Britain.
- Jo (love) adventure and (go) on lots of exciting holidays.
- Jo (never see) a tiger in the wild but she (see) lots of lions.
- Jo (take) some beautiful wildlife photographs last summer.

■ **Task** Write a profile of your hero or heroine.

■ **Ideas** Choose a hero or heroine who is alive today and make notes about their life.

- 1 name / job
- 2 year of birth / early life / education
- 3 first job / career
- 4 achievements / experiences / charity work
- 5 why you admire them

■ **Plan** Organize your ideas into paragraphs.

- Paragraph 1: short introduction, early life
 Paragraph 2: main achievements
 Paragraph 3: other work and achievements
 Paragraph 4: summary: why you admire them

■ **Write** Write your profile. Use the strategy, your ideas and plan to help you. Remember to use linking words.

■ **Check** Check your spelling, grammar and punctuation.

Review 10

Vocabulary

1 Choose the correct words to complete the text.

Maine is a state ¹in / on / at the north-east of the USA. Many Americans go there ²in / on / at holiday to eat seafood, especially lobsters. Most people eat the lobsters ³in / on / at restaurants ⁴in / on / at the coast, but others cook them ⁵in / on / at home. You can buy them ⁶in / on / at the harbour market ⁷in / on / at Portland. The market is near the airport and some people take the live lobsters home ⁸in / on / at the plane. I hope they never escape!

Marks / 8

2 Replace the American English word in each sentence with the British English equivalent.

- 1 He's bought a new apartment.
- 2 Can you take out the garbage?
- 3 Do you want ketchup on your fries?
- 4 I need some new pants.
- 5 Why don't you put on a sweater?
- 6 My parents are out in the yard.
- 7 Let's meet outside the movie theater.
- 8 Classes start in the fall.

Marks / 8

3 Complete the sentences with verbs in the correct tense.

- 1 I my bag the night before I travel.
- 2 We got up late, so we the train.
- 3 you ever a holiday online?
- 4 you your friends a postcard when you go away?
- 5 I never on a campsite.
- 6 you any souvenirs while you were in Peru?
- 7 My dad often abroad on business.
- 8 We flew to London and then we the train to Brighton.

Marks / 8

Grammar

4 Complete the text with the present perfect form of the verbs below.

- climb ■ not cross ■ donate ■ not forget ■ have ■ hear
 ■ help ■ plan ■ run ■ sail ■ say ■ not stop ■ walk

1 you ever of Sir Ranulph Fiennes? Sir Ranulph is a famous British explorer. He ² to the North and the South Poles and he ³ up the River Nile. Sir Ranulph is nearly seventy years old now and he ⁴ a lot of health problems. In 2003, he had a heart operation, but that ⁵ him. Since then, he ⁶ Mount Everest and he ⁷ a lot of marathons for charity. Sir Ranulph ⁸ many different organizations. People ⁹ more than £14 million to charity because of his work. Now, Sir Ranulph is going on a new expedition because he ¹⁰ the Antarctic in the winter. His doctor ¹¹ he can go. His team ¹² the trip carefully and they hope they ¹³ anything.

Marks / 13

5 Complete the dialogue with the present perfect form of the verbs in brackets.

- Ben ¹ you ever (go) on an activity holiday, Mia?
 Mia Yes, I ² Many times.
 Ben What sports ³ you (do)?
 Mia Well, I ⁴ (surf) and I ⁵ (dive). But I ⁶ (not try) water skiing.
 Ben Right. Is surfing easy?
 Mia Not really. I ⁷ (fall) off the board many times. My brother is better than I am.
 Ben Which sports ⁸ he (do)?
 Mia He ⁹ (try) most sports. He'd like to go kitesurfing, but he ¹⁰ (have) time.
 Ben ¹¹ he ever (have) an accident?
 Mia No, he ¹² But he ¹³ (see) a shark. And that was scary!

Marks / 13 Total / 45

Listening

- 1 2.42 Listen to five situations and choose the correct answers.
- Listen to an announcement. What number is the new gate?
 - B7
 - B10
 - B28
 - Listen to a dialogue between two friends. What did the boy do on holiday?
 - do sport
 - visit monuments
 - sunbathe
 - Listen to a dialogue at a hotel reception. How many nights is the man going to stay?
 - one
 - two
 - three
 - Listen to a tour guide. What will the class do at the last stop this afternoon?
 - visit something
 - buy something
 - eat something
 - Listen to a dialogue in a taxi. Where is the passenger staying?
 - at the Hotel Hilton Paddington
 - at the Hotel Hilton Trafalgar
 - at the Hotel Hilton Metropole

Speaking

- 2 Work in pairs. You are phoning an activity holiday centre to ask for some information. Prepare a dialogue.
- Say why you are phoning.
 - Ask about which activities and sports you can do.
 - Ask about the opening hours.
 - Ask about the price.
 - Ask about a group discount.

Reading

- 3 Skim-read the text and choose the correct summary.
- Tourists should always walk fast through city streets.
 - Tourists should never stop to help other people.
 - Tourists should watch the people around them at all times.
- 4 Read the text. Match headings A–F to paragraphs 1–5. There is one extra heading that you do not need.
- The helper
 - The dirty jacket
 - The lost tourists
 - The human sandwich
 - The bus stop
 - The shopping bag

How to beat the pickpockets



It's very easy to spot a tourist. He's the one in a T-shirt, shorts and sunglasses with a backpack and a guidebook in his hand. But this makes tourists a target for people who want to steal their money. Read on to find out five of the most common tricks that pickpockets and thieves use when we're on holiday.

1

Pickpockets often work in pairs, and this is one of the methods they use. You're walking along a crowded street when the person in front of you suddenly stops. You don't have time to react, so you walk straight into them. While you're apologizing, their partner is behind you taking things from your bag.

2

This is another trick used by pickpockets in pairs. One of them comes out of a supermarket after buying a lot of food. Suddenly, they drop it on the ground, so you go over to help them pick it up. While you're on your knees helping, their partner is going through your pockets, looking for your wallet.

3

This often happens in train stations, and the thief works alone. You're standing in front of the ticket machine when someone offers to explain to you how it works. You give them the money for a day pass and they put it in the machine for you. When you get on the train, you find out that



the thief has bought a single ticket, not a day pass, and he has taken the extra money. 35

4

This trick is common in big squares and parks. A group of people come up to you and ask you for directions to a famous monument in the city. They get out a map so that you can show them the way. While you're talking to them, their hands are under the map exploring your pockets. 40

5

This trick is a clever one. You're happily walking along when suddenly somebody stops you and points at something. You are surprised to see something on your clothes. The same person gets out a cloth and starts cleaning your clothes. Unfortunately, you don't realize that they're taking everything out of your pockets at the same time. 50

Next time you go sightseeing in a big city, remember to keep an eye open for pickpockets. Now that you know some of their tricks, perhaps you can spot them before they see you! 55

Grammar and vocabulary

5 Choose the correct answers.



A great achievement

Felicity Ashton ¹ the first person in the world to ski alone across Antarctica. But her journey ² easy. She ³ pull all of her equipment through the ice and snow for 1,084 miles. She also had problems with the lighters she used for cooking, because they ⁴ She only had ⁵ matches for the fifty-nine-day expedition, so she was very ⁶ after that. But Felicity says that ⁷ thing was being alone. She ⁸ another person for three weeks and so she got very depressed. Some mornings she just wanted to ⁹ up and go home. Felicity is very happy about her achievement, but she's also very tired. When she gets home she's ¹⁰ a hot shower and a good long rest.

- | | | |
|-----------------|---------------|-----------------|
| 1 a becomes | b has become | c have become |
| 2 a hasn't been | b not been | c haven't been |
| 3 a has to | b should | c had to |
| 4 a break | b broke | c broken |
| 5 a a few | b a little | c many |
| 6 a care | b careful | c carefully |
| 7 a worse | b worst | c the worst |
| 8 a didn't see | b doesn't see | c hasn't seen |
| 9 a come | b give | c set |
| 10 a having | b will have | c going to have |

Writing

6 Imagine you are on a guided tour of five European countries. You are in the third country. Write an email to a friend telling her about the tour. Include this information:

- where you are now
- which countries you have visited on your tour
- what you liked most about your visit
- which countries you are going to visit later on your tour
- what you are looking forward to most

Colours

1 Label the colours with the words below.

- black ■ blue ■ brown ■ green ■ orange ■ pink
- purple ■ red ■ white ■ yellow



1 2 3



4 5 6



7 8 9 10

2 Label the photos with the colours from exercise 1 and the words below.

- banana ■ book ■ bus ■ cat ■ door ■ dress ■ horse ■ pen
- leaf ■ watch



1 a



2 a



3 a



4 a



5 a



6 a



7 a



8 a



9 a



10 a

3 **SPEAKING** Work in pairs. Ask and answer questions about the colour of things you can see.

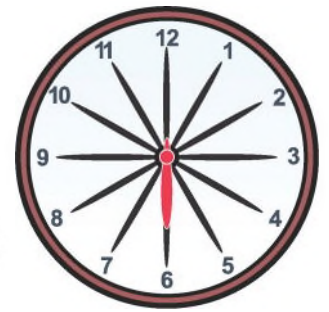
What colour is your book?

It's red. What colour is the door?

The time

1 Order the times on the clock.

- twenty to seven
- quarter to seven
- five to seven
- quarter past six
- twenty-five past six
- five past six
- twenty-five to seven
- ten past six
- **1** six o'clock
- ten to seven
- half past six
- twenty past six



2 Write the times under the clocks.



1 2 3 4



5 6 7 8



9 10 11 12



3 Write these times in numbers.

You can also say the time in numbers.
It's five past eleven. Or Eleven oh five
It's ten past three. OR It's three ten.
It's quarter to six. OR It's five forty-five.

- 1 It's twenty past two.
- 2 It's ten to seven.
- 3 It's quarter past ten.
- 4 It's twenty-five to four.
- 5 It's five past nine.
- 6 It's half past eight.

4 **SPEAKING** Work in pairs. Draw six clocks with different times. Point to a clock and ask your partner the time.

What's the time?

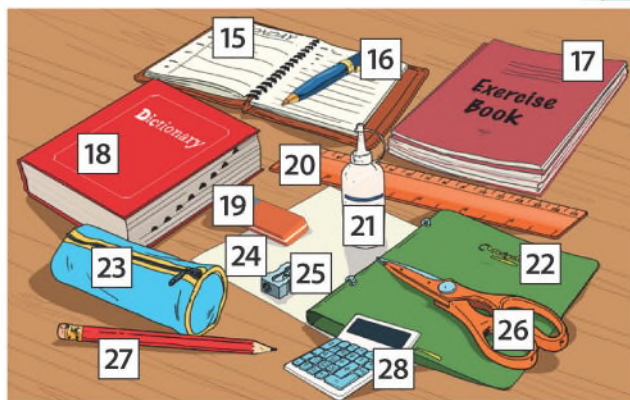
It's quarter past six.

Vocabulary bank 1

Classroom items

1 Match the words to the things in the classroom.

- | | |
|---|---|
| <input type="checkbox"/> bin | <input type="checkbox"/> pen |
| <input type="checkbox"/> blackboard | <input type="checkbox"/> pencil |
| <input type="checkbox"/> calculator | <input type="checkbox"/> pencil case |
| <input type="checkbox"/> chair | <input type="checkbox"/> pencil sharpener |
| <input type="checkbox"/> clock | <input type="checkbox"/> poster |
| <input type="checkbox"/> desk | <input type="checkbox"/> rubber |
| <input type="checkbox"/> diary | <input type="checkbox"/> ruler |
| <input type="checkbox"/> dictionary | <input type="checkbox"/> sheet of paper |
| <input type="checkbox"/> door | <input type="checkbox"/> school bag |
| <input type="checkbox"/> exercise book | <input type="checkbox"/> scissors |
| <input type="checkbox"/> folder | <input type="checkbox"/> student |
| <input type="checkbox"/> glue | <input type="checkbox"/> teacher |
| <input type="checkbox"/> interactive whiteboard | <input type="checkbox"/> text book |
| <input type="checkbox"/> map | <input type="checkbox"/> window |



2 SPEAKING Work in pairs. Point at things in the classroom. Your partner says the word.

What's that?

It's a blackboard. What's that?

Classroom language

1 Complete the phrases with the verbs.

do look read study

- 1 the text
- 2 for the test
- 3 the exercise
- 4 at the board



A



B



C



D

open repeat write work

- 5 a sentence
- 6 in pairs
- 7 the words
- 8 your book



E



F



G



H

check close learn listen

- 9 to the dialogue
- 10 the door
- 11 your answers
- 12 the vocabulary



I



J



K



L

2 Label the pictures with the phrases in exercise 1.

3 SPEAKING Work in pairs. Mime a phrase from exercise 1 and your partner guesses what it is.

Sports

1 Match photos A–O to the sports.

- | | |
|-------------------------------------|-------------------------------------|
| <input type="checkbox"/> aerobics | <input type="checkbox"/> hockey |
| <input type="checkbox"/> archery | <input type="checkbox"/> karate |
| <input type="checkbox"/> athletics | <input type="checkbox"/> rugby |
| <input type="checkbox"/> badminton | <input type="checkbox"/> running |
| <input type="checkbox"/> basketball | <input type="checkbox"/> sailing |
| <input type="checkbox"/> canoeing | <input type="checkbox"/> skiing |
| <input type="checkbox"/> cricket | <input type="checkbox"/> volleyball |
| <input type="checkbox"/> gymnastics | |



2 Answer the questions with sports in exercise 1.

In which sport do you ...

- 1 play in a team and hit a ball with a stick?
- 2 play in a team of five and throw a ball into a net?
- 3 play in a team and hit a ball with your hands?
- 4 move quickly in a boat with a sail?
- 5 play in a team and kick or throw a ball shaped like an egg?
- 6 move quickly on snow?
- 7 play in a team with a bat and a ball in summer?

3 SPEAKING Work in pairs. Cover the photos in exercise 1 and test your partner on the sports.

Sports collocations: play, go, do

1 Complete the table with the sports in the photos.

play,,,,
go,,,,
do,,,,

2 Complete the rules with play, go or do.

- a We usually use for team sports and ball sports.
- b We usually use for sports that end in *-ing*.
- c We usually use for individual sports that don't end in *-ing*.

3 Complete the text with the correct present simple form of play, go or do.

In my school, boys and girls do a lot of different sports. In winter, the girls ¹ hockey and the boys ² rugby. When it rains, we ³ badminton or we ⁴ gymnastics inside. Sometimes we ⁵ volleyball, too. In summer, the girls ⁶ tennis and the boys ⁷ cricket. Sometimes we ⁸ athletics to prepare for the school sports day. There's an after-school club on Monday and Wednesday where you can ⁹ archery and another on Tuesday and Thursday where you can ¹⁰ karate. Some of the older students ¹¹ running together in the evening. There's a special club twice a week for parents who ¹² aerobics in the school gym. Every year, our school organizes two trips. In winter, we ¹³ skiing in Andorra, and in summer, we go to Spain and ¹⁴ sailing or ¹⁵ canoeing.

4 SPEAKING Work in pairs. Ask and answer questions about the sports in exercise 1.

Do you do archery?

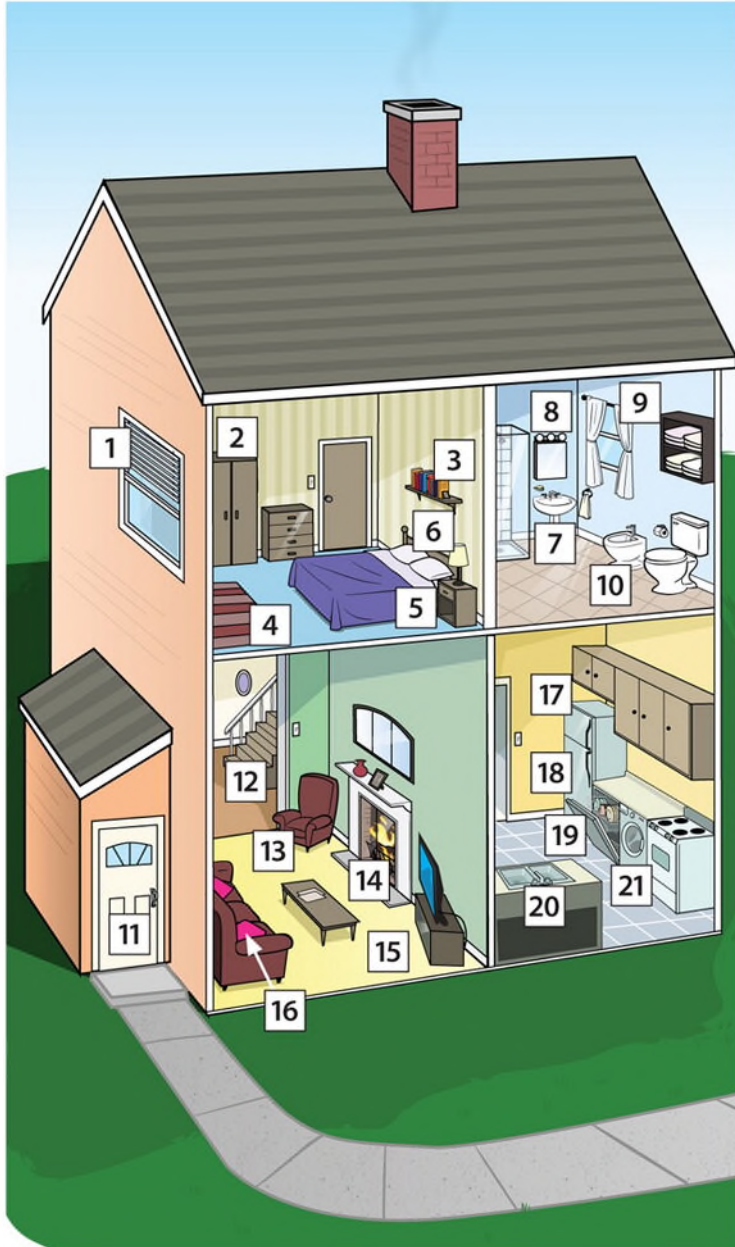
No, I don't. Do you do aerobics?

Yes, I do.

In the home

1 Label the picture with the words below.

- armchair ■ bedside table ■ bidet ■ carpet ■ curtains
- cushion ■ dishwasher ■ fireplace ■ freezer ■ fridge
- front door ■ lamp ■ mirror ■ rug ■ shelf ■ sink ■ shutters
- stairs ■ wardrobe ■ wash basin ■ washing machine



2 Which rooms do the things in exercise 1 go in? Choose from the rooms below. Some things go in more than one room.

- bedroom ■ bathroom ■ dining room ■ kitchen
- living room ■ hall

3 **SPEAKING** Work in pairs. Ask and answer questions about the things in exercise 1.

Is there a bedside table in your bedroom?

Yes, there is. Is there a shower in your bathroom?

No, there isn't.

Around town

1 Label the photos with the words below.

- bank ■ bus stop ■ café ■ cinema ■ hospital
- leisure centre ■ library ■ museum ■ park
- police station ■ restaurant ■ shopping centre
- stadium ■ train station ■ theatre ■ university



1 2 3 4



5 6 7 8



9 10 11 12



13 14 15 16

2 Answer the questions with the words in exercise 1.

Where can you ...

- 1 watch a play?
- 2 go for a walk?
- 3 catch a bus?
- 4 go swimming?
- 5 watch a football match?
- 6 study for a degree?
- 7 see an exhibition?
- 8 borrow a book?
- 9 have an operation?
- 10 use a cash machine?

3 **SPEAKING** Work in pairs. Ask and answer questions about the things in exercise 1.

Is there a bank near here?

Yes, there is.

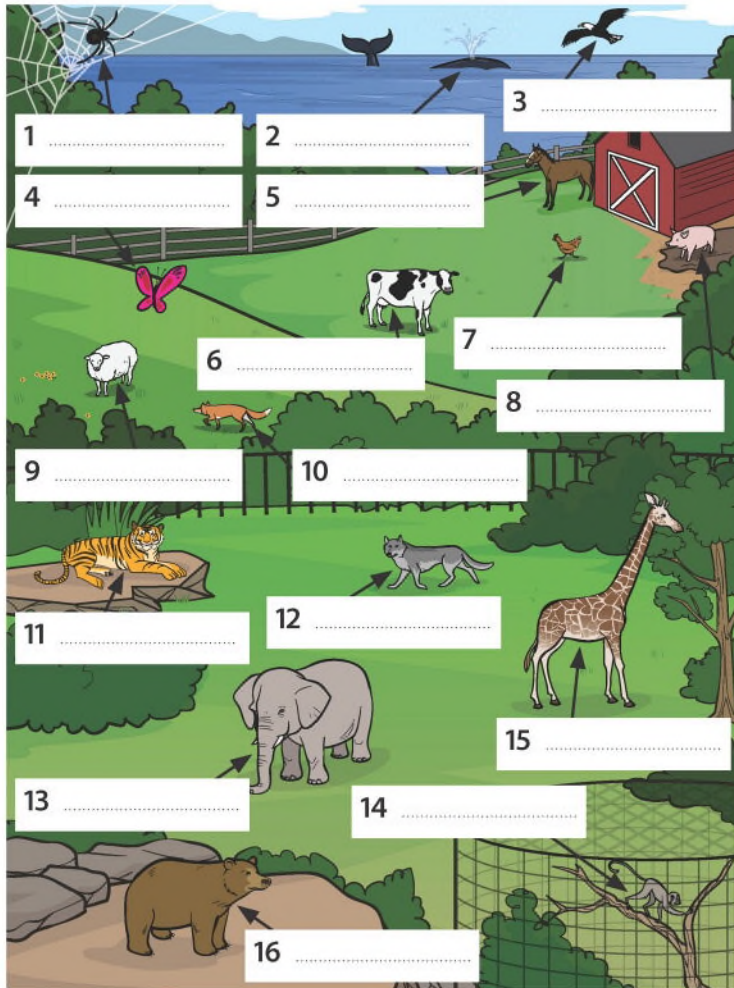
Where is it?

It's next to the shopping centre.

Animals

1 Label the pictures with the words below.

- bear ■ butterfly ■ chicken ■ cow ■ eagle ■ elephant
- fox ■ giraffe ■ horse ■ monkey ■ pig ■ sheep ■ spider
- tiger ■ whale ■ wolf



2 Complete the sentences with the words in exercise 1.

- Which animal, bird or insect ...
- 1 lives on a farm and gives us eggs?
 - 2 is a big cat with orange and black stripes?
 - 3 lives in trees and eats fruit?
 - 4 can you ride?
 - 5 is big and grey and lives in Africa or Asia?
 - 6 is pink, brown or black and lives on a farm?
 - 7 is like a big dog and lives in cold countries?
 - 8 is white and gives us meat and wool?
 - 9 is very tall and lives in Africa?
 - 10 has six legs, is colourful and can fly?
 - 11 is big and sometimes eats honey?
 - 12 has eight legs?
 - 13 is very big and lives in water?
 - 14 is red or brown and is like a small dog?
 - 15 can fly and eats small animals?
 - 16 lives on a farm and gives us milk?

3 **SPEAKING** Work in pairs. Ask and answer questions about the animals in exercise 1.

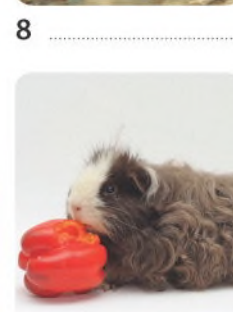
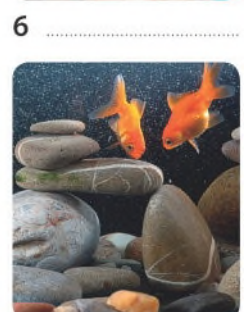
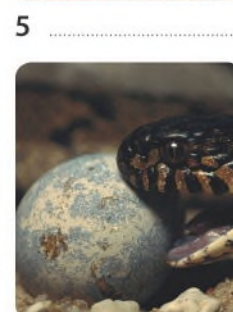
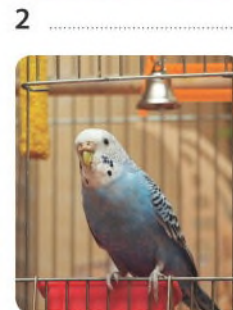
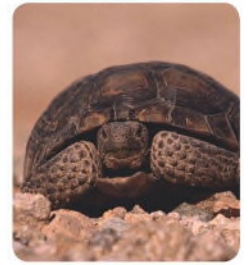
Are there bears in [your country]?

Yes, there are. There are bears in the forests.

Pets

1 Label the photos with the words below.

- budgie ■ cat ■ dog ■ fish ■ guinea pig ■ hamster
- lizard ■ mouse ■ parrot ■ rabbit ■ snake ■ tortoise



1
2
3
4
5
6
7
8
9
10
11
12

2 Look at the photos and complete the sentences with the words in exercise 1.

- 1 The is walking very slowly.
- 2 The is sitting in its cage.
- 3 The is eating an insect.
- 4 The is going for a walk with its owner.
- 5 The is eating a carrot.
- 6 The are swimming in their tank.
- 7 The is hunting birds in the garden.
- 8 The is eating grass in the garden.

3 **SPEAKING** Work in pairs. Describe a pet. Your partner guesses the name.

It's small and white and it runs very fast.

Is it a mouse?

That's right.

Food

1 Label the pictures with the words below.

- cream ■ crisps ■ grapes ■ ketchup ■ onions ■ pasta
- peach ■ peas ■ pepper ■ potatoes ■ rice ■ salmon
- salt ■ spinach ■ steak ■ strawberries ■ sugar ■ sweets



1
..... and



2
and



3
..... and



4
and



5
and



6
and

2 Complete the table with the words in exercise 1.

Carbohydrates	.....
Meat and fish	.....
Fruit	.....
Vegetables	.....
High in sugar or fat	.....
Condiments	.....

3 **SPEAKING** Work in pairs. Ask and answer questions about the food in exercise 1.

Do you like strawberries?

Yes, I do.

Food quantities

1 Look at the picture and complete the phrases with the food you can see.



- 1 a loaf of br.....
- 2 a bottle of w.....
- 3 a carton of orange j.....
- 4 a slice of p.....
- 5 a can of c.....
- 6 a jar of strawberry j.....
- 7 a packet of sw.....
- 8 a tin of p.....
- 9 a kilo of a.....
- 10 a litre of olive o.....

2 Complete the table with the quantities in exercise 1.

Quantity	Food
a litre of	oil
1	pineapples, tomatoes
2	bread
3	honey, mayonnaise, peanut butter
4	water, ketchup, lemonade
5	biscuits, crisps
6	potatoes, onions, apples
7	cream, milk
8	cheese, pizza, cake
9	cola, energy drink, soda water

3 **SPEAKING** Work in pairs. Look at the picture in exercise 1 and cover the food quantities. Try to remember the phrases.

What is this?

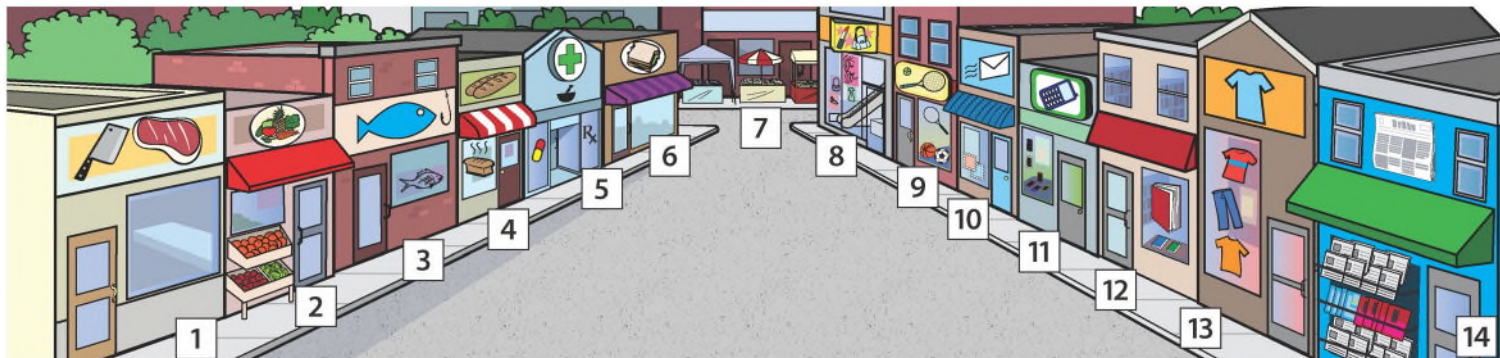
It's a litre of olive oil.

That's right.

Shops

1 Match the shops to the words below.

- baker's ■ bookshop ■ butcher's ■ chemist's ■ clothes shop ■ department store ■ fishmonger's
- greengrocer's ■ market ■ newsagent's ■ phone shop ■ post office ■ sandwich shop ■ sports shop



2 Answer the questions with the words in exercise 1.

Where do you go to buy ...

- | | |
|------------------------|-----------------------------|
| 1 bread? | 8 some vegetables? |
| 2 meat? | 9 a new mobile phone? |
| 3 some trainers? | 10 some stamps? |
| 4 some trousers? | 11 some medicine? |
| 5 fresh food? | 12 a magazine? |
| 6 some lunch? | 13 a dictionary? |
| 7 some salmon? | 14 socks and towels? |

3 **SPEAKING** Work in pairs. Look at the picture in exercise 1 and tick all the shops you go to. Tell your partner how often you go there and what you buy.

I often go to the baker's on the way home from school. I usually buy two loaves of bread for my mum.

Clothes verbs

1 Label the photos with the verbs below. In three of the photos you need to use two opposite verbs.

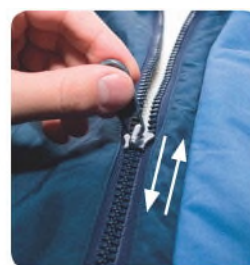
- do up ■ hang up ■ look for ■ put away ■ put on
- take back ■ take off ■ take out ■ try on ■ undo
- unzip ■ zip up

2 Choose the correct phrasal verbs to complete the questions.

- 1 What do you **do up** / **take off** first when you get home from school?
- 2 How often do you **take back** / **try on** clothes to the shop?
- 3 Do you always **do up** / **zip up** all the buttons on a shirt?
- 4 Do you **take back** / **take out** your clothes for the next day before you go to bed?
- 5 Which clothes do you **hang up** / **look for** and which do you put in a drawer?
- 6 Do you always **put away** / **zip up** your jacket when you go outside?
- 7 Do you **look for** / **take back** new clothes online?
- 8 Do you **hang up** / **try on** clothes before you buy them?



1



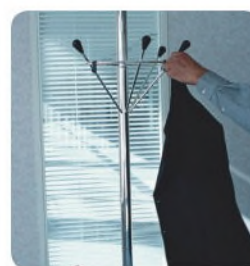
2



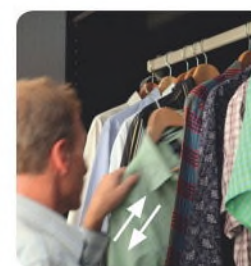
3



4



5



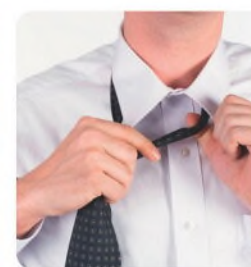
6



7



8



9

3 **SPEAKING** Work in pairs. Answer the questions in exercise 2.

Housework

1 Label the photos with the phrases below.

- clear the table ■ do the ironing ■ do the shopping
- do the washing up ■ hang out / bring in the washing
- help with the cooking ■ Hoover the floor ■ lay the table
- load / unload the dishwasher ■ load / unload the washing machine
- make the bed ■ take out the rubbish
- tidy your bedroom ■ walk the dog ■ wash the car



1



2



3



4



5



6



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11



12



13



14



15

2 Answer the questions with the phrases in exercise 1.

What do you do ...

- 1 when the fridge is empty?
- 2 if you have a dog?
- 3 when the rubbish bin is full?
- 4 after you bring in the washing?
- 5 after you eat a meal?
- 6 when all your clothes are dirty?
- 7 before your family has dinner?
- 8 after you get up in the morning?
- 9 when the car is dirty?
- 10 when the dishwasher isn't working?

3 **SPEAKING** Work in pairs. Look at the photos in exercise 1 and tick all the housework you do. Then tell your partner which housework you do and how often you do it.

I sometimes do the ironing, but I never wash the car.

Health problems

1 Label the pictures with the health problems below.

- a blocked nose ■ a broken arm ■ a bruise ■ flu
- hay fever ■ a nosebleed ■ ill/unwell ■ a rash ■ shivery
- sick ■ a sore throat ■ a sprained ankle ■ stomach ache
- a (high) temperature ■ toothache ■ weak



1



2



3



4



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11



12



13



14



15



16

2 Complete the table with the words in exercise 1.

I'm feeling ...
ill/unwell
I've got ...
a (high) temperature
.....
.....
.....

3 Write sentences with the phrases in exercise 2.

His stomach hurts. **He's got stomach ache.**

- 1 I want to vomit.
- 2 He needs to go to the dentist.
- 3 Your body is very hot.
- 4 She's very cold.
- 5 They haven't got any energy.
- 6 I think I'm ill.
- 7 She can't move her arm.
- 8 You're allergic to the spring.
- 9 I can't breathe through my nose.
- 10 You've got a purple mark on your leg.

4 **SPEAKING** Work in groups of three. One person mimes a health problem from exercise 1. The others guess the health problem.

Jobs

1 Label the photos with the jobs below.

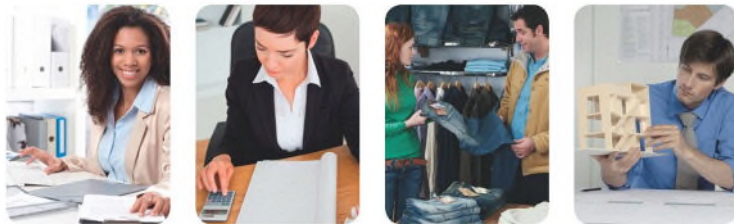
- accountant ■ architect ■ builder ■ doctor ■ electrician
- engineer ■ factory worker ■ lawyer ■ nurse
- office worker ■ plumber ■ scientist ■ shop assistant
- teacher ■ vet ■ waiter



1 2 3 4



5 6 7 8



9 10 11 12



13 14 15 16

2 Answer the questions with the jobs in exercise 1. Remember to use a / an.

Remember! In English, we always use the indefinite article *a / an* with professions, e.g. *a doctor, an architect*.

- Who ...**
- 1 does experiments in a laboratory?
 - 2 looks after sick animals?
 - 3 treats sick people?
 - 4 helps people in court?
 - 5 looks after a company's money?
 - 6 repairs showers and toilets?
 - 7 looks after building projects?
 - 8 makes things for people to buy?
 - 9 looks after people in hospital?
 - 10 designs buildings?

3 SPEAKING Work in pairs. Tell your partner about people you know who do the jobs in exercise 1.

My uncle's a lawyer and my aunt's a teacher.

Past time expressions

1 Number the past time expressions in order from last night to a decade ago.

-1..... last night
- four months ago
- yesterday morning
- last week
- three days ago
- yesterday evening
- last weekend
- five years ago
- last month
- yesterday afternoon
- two weeks ago
- the day before yesterday
- last year
- last summer
-14..... a decade ago

2 Complete the table with the past time expressions in exercise 1.

ago	last	yesterday
.....	night	.....
.....
.....
.....
.....
.....

3 Match the dates 1–12 to the past time expressions a–l. Which preposition do we usually use with years and centuries? When do we use *at*?

- | | |
|------------------|-------------------------------------|
| 1 1800–1899 | a at the end of 2010 |
| 2 1966 | b in two thousand and six |
| 3 1970–1979 | c in twenty fifteen |
| 4 1980–1989 | d in the mid-90s (nineties) |
| 5 1990–1993 | e at the beginning of 2002 |
| 6 1994–1996 | f in nineteen sixty-six |
| 7 1997–1999 | g in the 19 th century |
| 8 2000–2009 | h in the early 90s (nineties) |
| 9 January 2002 | i in the noughties |
| 10 2006 | j in the 80s (eighties) |
| 11 December 2010 | k in the late 90s (nineties) |
| 12 2015 | l in the 1970s (nineteen-seventies) |

4 SPEAKING Work in pairs. Tell your partner when you last did the activities below. Use the past time expressions in exercises 1 and 3.

- go to the beach ■ have a pizza ■ help with the cooking
- make your bed ■ stay in a hotel ■ tidy your room
- travel by plane ■ wear a scarf ■ write a text message
- go skiing

I went to the beach last summer.

Materials

1 Label the photos with the words below.

- cardboard ■ clay ■ foam ■ glass ■ leather ■ marble
- metal ■ paper ■ plastic ■ stone ■ wax ■ wood



1



2



3



4



5



6



7



8



9



10



11



12

2 Answer the questions with the words from exercise 1.

Which material ...

- 1 do we use for making fires?
- 2 do we use for making cushions?
- 3 did people use for building walls in the past?
- 4 do we use for making mirrors?
- 5 do we use for making yoghurt cartons?
- 6 did people use for making bowls in the past?
- 7 do we use for making tins and cans?
- 8 do we use for making designer shoes?
- 9 do we use for making cereal packets?
- 10 did the Greeks use for making statues?
- 11 do we use for making candles?
- 12 do we use for writing on with a pen?

3 **SPEAKING** Work in pairs. Ask and answer questions about ten different objects.

What's a laptop made of?

It's made of metal and plastic.

On the phone: phrasal verbs

1 Read the text and underline ten phrasal verbs related to phone calls.

Using the phone has changed a lot. First of all, you don't have to look up numbers any more because they're all in the memory of your phone. If you call a company, there's usually no receptionist to pick up the phone. Most companies today have an automatic answering service, but these can be quite frustrating. Sometimes, all the lines are busy, so the machine tells you to hang up and call back later. Other days, you have to hold on and wait for someone to get off the line so that the answering machine can put you through. When you finally get through, you have to speak up so that it can hear you clearly. But worst of all is if the machine cuts you off while you're waiting!

2 Match the definitions to the phrasal verbs in exercise 1.

- 1 to put the phone down or end a phone conversation
- 2 to talk in a louder voice
- 3 to manage to speak to somebody
- 4 to call the same person again
- 5 to connect one person to another on the phone
- 6 to interrupt and end a phone conversation
- 7 to look for information
- 8 to wait on the phone
- 9 to answer the phone
- 10 to stop using a phone line

3 Complete the sentences with the phrasal verbs in exercise 1.

- 1 I tried to call my school yesterday, but I couldn't
- 2 Can you, please? I can't hear you.
- 3 I can't talk now. Can you later?
- 4 If people shout at me on the phone, I always
- 5 Can you me to customer service, please?
- 6 Why don't you the number on their website?
- 7 Why didn't you the phone when I called you?
- 8 Can you hurry up and? I want to make a call.
- 9 Could you for a moment, please? I'll get a pen and paper.
- 10 Hello, it's me again. You just me

4 **SPEAKING** Work in pairs. One student says a phrasal verb and the other gives the meaning of the phrasal verb.

hang up

to put the phone down or end a phone conversation

Types of holidays

1 Label the photos with the words below.

- activity holiday ■ beach holiday ■ camping holiday
- cruise ■ day trip ■ farm holiday ■ guided tour
- sightseeing holiday ■ ski trip ■ study holiday
- summer camp ■ walking holiday



1



2



3



4



5



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12

2 Match the sentences 1–12 to the types of holiday in exercise 1.

- 1 'We sailed across the Mediterranean!'
- 2 'We all slept in the same tent.'
- 3 'We learned a lot about the different animals.'
- 4 'They showed us all the important monuments in the city!'
- 5 'We left at 8 a.m. and we were home by 6 p.m.'
- 6 'I went to Australia first, then Thailand, then Japan, and finally to Canada.'
- 7 'We spent all day sunbathing.'
- 8 'We had classes every day from 10 to 2.'

3 **SPEAKING** Work in pairs. Ask and answer questions about the types of holiday in exercise 1.

Have you ever been on a beach holiday?

Yes, I have.

Where did you go?

I went to Benidorm.

Holidays: phrasal verbs

1 Match the photos to the phrasal verbs below.

- check into ■ check out of ■ chill out ■ drop off
- get away ■ get back ■ get into ■ get out of ■ get on
- get off ■ pick up ■ look forward to ■ queue up
- set off ■ take off



2 Complete the text with the correct form of the phrasal verbs in exercise 1.

The weather was awful last February, so we needed to 1 We wanted some sun, so we decided to go to Tenerife for the weekend. We 2 after lunch on Friday. My mum called a taxi to 3 us and take us to the airport. We 4 the taxi when it arrived and the driver 5 us at Terminal 1. My dad paid and we all 6 the car. We had online boarding passes so we didn't have to 7 for them. At the gate, we 8 the plane and it 9 on time. When it landed, we 10 the plane and took a taxi to the resort. It was late, so we 11 our hotel, had dinner and went to bed. The next day was beautiful, so we 12 by the hotel pool all day. And we did the same on Sunday, too. Nobody was 13 going home again. But at 6 p.m. we had to 14 the hotel and fly home. In the end, we 15 at midnight and it was still raining!

3 **SPEAKING** Work in pairs. Talk about your last holiday. Use at least five of the phrasal verbs from exercise 1.

Last December we went on a ski trip to Andorra. A bus picked us up from school at 7 o'clock in the morning ...

Great Clarendon Street, Oxford, OX2 6DP, United Kingdom

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First published in 2013

2017 2016 2015 2014 2013

10 9 8 7 6 5 4 3 2 1

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ISBN: 978 0 19 401106 8

Printed in Spain by Just Colour Graphics S.L.

This book is printed on paper from certified and well-managed sources

ACKNOWLEDGEMENTS

The authors and the publisher would like to thank Jane Hudson for the material she contributed to this book.

The authors and the publisher would also like to thank the many teachers who contributed to the development of the course by commenting on the manuscript, taking part in lesson observations, focus groups and online questionnaires.

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W.1 ■ be

Affirmative			
I	'm (= am)	at home.	
We / You / They	're (= are)		
He / She / It	's (= is)		
Negative			
I	'm not (= am not)	at home.	
We / You / They	're not / aren't (= are not)		
He / She / It	isn't (= is not)		
Questions and short answers			
Am	I	at home?	Yes, I am. No, I'm not.
Are	we / you / they		Yes, you are. No, we aren't.
Is	he / she / it		Yes, he is. No, she isn't.

1 Complete the sentences with first the affirmative form and then the negative form of the verb be.

- She's a student. She **isn't** a teacher.
- They big. They small.
- We hot. We cold.
- It a good school. It a bad school.
- My mother in the garden. My mother in the house.
- I fifteen. I eighteen.

2 Write questions and short answers.

- you / English?
Are you English?
Yes, **I am**.
- the girl / happy?
No,
- they / sixteen?
Yes,
- we / in London?
No,
- you / my friend?
No,
- the boy / your brother?
Yes,

W.2 ■ Possessive adjectives

Subject pronoun	Possessive adjective
I	my
you	your
he	his
she	her
it	its
we	our
they	their

- We use possessive adjectives to show who possesses something.

This is my bag.
He's in their house.

1 Complete the sentences with the correct possessive adjectives.

- We are from England. **Our** home is in London.
- He is from France. home is in Paris.
- They are from Germany. home is in Berlin.
- She is from Spain. home is in Madrid.
- You are from Italy. home is in Rome.
- I am from Poland. home is in Warsaw.

W.3 ■ this, that, these, those

Singular	
<input type="checkbox"/>	<input type="checkbox"/>
this box <input type="checkbox"/>	that box
Plural	
<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
these boxes	those boxes

- We use *this* and *these* for things and people that are near to us.
- We use *that* and *those* for things and people that aren't very near.

1 Choose the correct words.

- This** / These girl is my sister.
- That** / Those houses are very big.
- Is **this** / these dog your dog?
- Are **this** / these books from the library?
- That** / Those chair is red.
- That** / Those desks are small.

W.4 ■ have got

Affirmative			
I	've (= have) got		a new phone.
We			
You			
They			
He	's (= have) got		
She			
It			
Negative			
I	haven't (= have not) got		a cat.
We			
You			
They			
He	hasn't (= has not) got		
She			
It			
Questions and short answers			
Have	I	got a brother?	Yes, I have.
	we		No, we haven't.
	you		
	they		
Has	he	got a brother?	Yes, he has.
	she		No, she hasn't.
	it		

1 Complete the sentences with the correct form of *have got*.

- ✓ He **has got** short hair and blue eyes.
- ? A: **Have** you **got** a computer?
B: Yes, I **have**.
- ✗ We a dog.
- ✗ My parents a car.
- ? A: Anna
a new bag?
B: No, she
- ✓ I three sisters.
- ✓ My school 600 students.
- ✗ Tom a dictionary.

2 Match the sentence halves.

- Have you got a
 - She's got a lot of
 - The town's got a
 - They haven't got a
 - I've got two sisters,
- a great shopping centre.
b a brother and a cat.
c homework tonight.
d new laptop for homework?
e big house, but it's nice.

W.5 ■ Object pronouns

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

1 Rewrite the sentences. Replace the words in italics with object pronouns.

- I like *the boy*. I like **him**
- She's got *my bag*.
- I haven't got *your books*.
- Jude likes *me and my friends*.
- We are with *the girl*.

W.6 ■ Articles: *a / an* and *the*

a / an

- We use *a* with singular nouns when the next word starts with a consonant sound (b, c, d, f, etc.):
a ball, a desk, a tree
- We use *an* with singular nouns when the next word starts with a vowel sound (a, e, i, o, u):
an apple, an insect

We use *a / an* with singular nouns when:

- we mention something for the first time.
There is a house near my school.
- we describe a person or thing.
We've got an old dog.
She's a tall, slim young woman now.
- we say what someone's job is.
Her mother is a doctor.

the

We use *the* before singular and plural nouns when:

- we refer to something that was mentioned before.
I've got a new computer and a new phone. I like the computer but I don't like the phone.
- there is only one of something
I'm at the park. (There is only one park.)

1 Choose the correct words.

- They've got **a / an** new house and a new car.
A / The car is red.
- We're at **a / the** cinema.
- Has she got **a / an** brother?
- There's **a / the** computer club and **a / the** music club at our school. **A / The** computer club is on Mondays.
- He's **a / an** old man and he's got **a / an** big dog.
- We've got **a / an** maths exam tomorrow.

1.1 Present simple affirmative and negative

Affirmative		
I We You They	watch TV	every evening.
He She It	watches TV	
Negative		
I We You They	don't (= do not) watch TV	every evening
He She It	doesn't (= does not) watch TV	

Spelling rules: third person singular

- Most verbs: add -s
- Verbs ending in -s, -sh, -ch, -o, -x: add -es
- Verbs ending in consonant + -y: change -y to -ies
- The verb *to have*: change *have* to *has*

Negative

We make the negative form with *do* and *does* + *n't* (= *not*) + verb. We don't add -s to the verb.

Use

We use the present simple to talk about:

- habits and everyday routines. We often use time expressions such as *every day*, *all the time*, *in the morning*, *in summer*, *on Sundays*, *at weekends* etc.
I get up at six o'clock every morning.
Mikhail doesn't play football on Saturdays.
- facts and general truths.
The temperature changes a lot outside the space station.
The President of the USA lives in the White House.
- states. Some verbs that describe states are *believe*, *hate*, *know*, *like*, *love*, *need*, *prefer*, *understand*, *want*.
I don't like Spanish food.
Sarah knows my grandmother.

1 Choose the correct words.

- My mother **go / goes** to work by bus.
- I **study / studies** French and German at school.
- My school day **finish / finishes** at 3.30 p.m.
- Piotr **have / has** a big car.
- She **write / writes** to her cousin every month.
- They **meet / meets** their friends at the weekend.
- We **love / loves** romantic films.
- My friends **live / lives** in the town centre.

2 Rewrite the sentences from exercise 1 in the negative.

- My mother **doesn't go** to work by bus.
- I at school.
- My school day at 3.30 p.m.
- Piotr a big car.
- She to her cousin every month.
- They their friends at the weekend.
- We romantic films.
- My friends in the town centre.

3 Complete the sentences with the present simple form of the verbs in brackets.

- I **get up** (get up) at six o'clock.
- My father (not / make) breakfast on Saturday mornings.
- Stella (start) school at half past eight.
- We (watch) films after dinner.
- Your friends (not / like) pizza.
- You (not / go) to the gym at the weekend.
- Dan (have) a shower every day.
- My cat (sleep) 14 hours a day.

1.2 Present simple questions and short answers

Yes / No questions and short answers			
Do	I / we / you / they	teach English?	Yes, I do. No, I don't.
Does	he / she / it		Yes, he does. No, he doesn't.

Yes / no questions

- Yes / no* questions always expect the answer *yes* or *no*.
- We form *yes / no* questions in the present simple with *Do / Does* + subject + verb.

NOTE: We always put a question mark (?) at the end of a question.

Short answers

- We make short answers with *Yes* + subject + *do / does* or *No* + subject + *don't / doesn't*.

1 Match questions 1–6 to answers a–f.

- Do you know that girl?
- Does your brother go swimming before school?
- Do they know the answer to the question?
- Does Anna play football at the weekend?
- Does your dog like cats?
- Do we have this CD?

- a Yes, she does. d No, we don't.
b No, it doesn't. e Yes, I do.
c No, he doesn't. f Yes, they do.

2 Write yes / no questions. Then write short answers.

- you / like / sport
Do you like sport?
✓ Yes, I do.
- your friend / live / in London
✓
- your parents / get up / before you
x
- William / ride / his bike / to school
✓
- we / have / a maths lesson today
x
- Eloise / listen / to music / every evening
x

1.3 Wh- question words

Wh- questions ask for specific information.

Word	Information
Where	places
What	things
When	time
Who	people
How old	age
How many	number

1 Choose question words to complete the questions.

- Where / **When** do you get up in the morning?
- What / **Where** does your uncle work?
- What / **Why** is your name?
- Who / **Where** lives in this house?
- How many / **How old** is your brother?
- How many / **How old** students are there in your class?

2 Match the answers to the questions in exercise 3.

- There are thirty-six.
- At my school.
- At 6.30 a.m.
- My friend, Katie.
- He's fifteen.
- Tom.

3 Put the words in the correct order to make wh- questions.

- your / when / birthday / is / mother's / ?
When is your mother's birthday?
- house / is / how / your / old / ?
- live / Tessa / does / Where / ?
- teacher / your / who / favourite / is / ?

5 answer / what / this / is / question / to / the / ?

6 family / how / in / people / are / your / many / ?

2.1 Adverbs of frequency

100%	always
	usually normally
50%	often frequently
	sometimes
	not often occasionally rarely
0%	never

Use

We use adverbs of frequency to describe how often we do something.

A: How often do you see your cousins?

B: I usually see them at weekends. I never see them during the week.

Word order

Adverbs of frequency usually come:

- before the main verb.
My parents often make pizza on Friday nights.
Rachel always has a shower in the morning.
- after the verb be.
He is never late.
They are usually at drama club on Wednesdays.

The following adverbs can also come at the beginning of the sentence:

usually, sometimes,

Usually I sit at this desk.

Sometimes we go swimming on Wednesday afternoons.

1 Put the words and phrases in the correct order to make sentences. In some cases, more than one answer is possible.

- sometimes / play tennis / you / after school
You sometimes play tennis after school.
- before breakfast / we / train / for two hours / always
- never / Sarah / her text messages / reads
- go cycling / occasionally / Ahmed and Natalie / after work
- bored / at the weekend / I'm / often
- rarely / my cousins / on Sundays / are / at the sports centre

Grammar reference and practice

2 Complete the answers to the questions. Use the adverbs in brackets.

- How often do you buy magazines? (not often)
I don't often buy magazines.
- How often does your sister go to the cinema? (never)
My sister
- How often do you play football in the park? (sometimes)
I
- How often are you late for school? (usually)
I
- How often do your parents drive to work? (occasionally)
My parents
- How often does your dog sleep on your bed? (always)
My dog

2.2 ■ can / can't for ability

Affirmative			
I			
You			
He / She / It	can	play the piano.	
We			
They			
Negative			
I			
You			
He / She / It	can't (= cannot)	ride a bicycle.	
We			
They			
Questions and short answers			
Can	I you he / she / it we they	Speak Italian?	Yes, I can. No, she can't.

Form

- To form the affirmative we use *can* + infinitive without *to*.
NOTE: We do not add *-s* after *can* in the third person.
He can jump. NOT **He cans jump.**
- To form the negative we use *can't* (= *cannot*) + infinitive without *to*.
She can't hear you.
- To form questions we use *Can* + subject + infinitive without *to*.
Can they swim?

Use

- We use *can* / *can't* to talk about ability.
I can ride a bicycle but I can't ride a horse.
Can Fred run fast?

1 Choose the correct options.

- Can they hear the music?
a Yes, they can't. **b No, they can't.**
c No, they don't.
- Can she speak French?
a Yes, she can. b Yes, she is.
c No, she doesn't.
- Can you see the whiteboard?
a Yes, I am. b Yes, I can. c No, can't I.
- Can David play the violin?
a No, he can't. b Yes, he does. c Yes, it is.
- Can Olga and Tanya read?
a Yes, they are. b Yes, they can.
c No, they don't.
- Can you swim?
a Yes, I swim. b Yes, I am. c No, I can't.

2 Complete the sentences about Jim and Kath using information from the chart.

	Jim & Kath	Abi
fly a plane	✗	✓
do karate	✓	✗
play the drums	✓	✗
sing	✗	✓
make a cake	✓	✗
speak Spanish	✓	✓

- Jim and Kath **can't fly** a plane.
- They karate.
- They drums.
- They sing.
- They a cake.
- They Spanish.

3 Study the chart in Exercise 2 again. Write questions and short answers about Abi.

- Can Abi fly a plane?**
Yes, she can.
- she karate?
.....
- she the drums?
.....
- she ?
.....
- she a cake?
.....
- she Spanish?
.....

2.3 Adverbs of manner

Form

- We usually form adverbs of manner by adding *-ly* to the adjective.
quiet → quietly
loud → loudly
- Adjectives ending in *-y*: change *-y* to *-ily*.
noisy → noisily
happy → happily
- There are some common irregular forms.
fast → fast good → well
hard → hard late → late

Use

We use adverbs of manner to describe how someone does something.

He plays the piano well.
She speaks quietly.

Word order

Adverbs of manner usually come:

- after the main verb.
She runs fast.
- after the object of the sentence, if there is one.
I learn new languages quickly.
Kylie plays the piano beautifully.

Modifiers

- We often use modifiers, for example: *very*, *really*, *quite*, *a bit* to give more information about adverbs of manner.
My friends play football really well.
He plays the guitar quite loudly.

1 Complete the sentences using the adverbs below.

- fast ■ quietly ■ easily ■ well ■ slowly ■ badly

- 1 You're speaking too quietly. I can't hear you!
- 2 He's an amazing musician. He can play the drums very
- 3 She wins all the races. She can run really
- 4 Our team always loses. We play really!
- 5 I love maths. It's not difficult. I can usually do my homework quite
- 6 Grandpa can ride a bike, but he's not very fast. He usually rides very

2 Write sentences with adverbs of manner.

- 1 Harry / swim / good.
Harry swims well.
- 2 I / play tennis / bad.
.....
- 3 They / play / the piano / slow.
.....
- 4 We / usually / finish / our homework / quick.
.....
- 5 Dad / sometimes / shouts / angry / at our dog.
.....
- 6 Your little brother / plays / very / noisy.
.....

3 Put the words in the correct order to make sentences.

- 1 the / plays / beautifully / flute / Kate / really
.....
- 2 speaks / teacher / very / our / loudly
.....
- 3 tests / do / I / quite / in / well
.....
- 4 very / the / trains / volleyball / hard / team
.....
- 5 eat / quickly / really / I / breakfast
.....

3.1 *there is / there are with some, any and a / an*

Affirmative

- We use *There is + a / an* before singular nouns.
There is a book on the table.
There is an apple in my bag.
- We use *There are + some* before plural nouns.
There are some posters on the wall.
- We can also use *There are + a number* (e.g. *one, two, three*) before plural nouns.
There are five desks in the classroom.

Negative

- We use *There isn't (= is not) + a / an* before singular nouns.
There isn't a cup on the table.
There isn't an orange in my bag.
- We use *There aren't (= are not) + any* before plural nouns.
There aren't any pens on the desk.

Questions and short answers

- We use *Is there + a / an* before singular nouns.
Is there a computer in your classroom?
Yes, there is. / No, there isn't.
- We use *Are there + any* before plural nouns.
Are there any plants in your garden?
Yes, there are. / No, there aren't.

1 Complete the sentences with *There is* or *There are*.

- 1 There are fifteen students in the science club.
- 2 a table in their kitchen.
- 3 a TV in my bedroom.
- 4 some clothes shops in your town.
- 5 two bathrooms in our house.
- 6 five children on the beach.

2 Choose the correct words.

- Are there **any** / a good hotels in this town?
Yes, there **is** / are.
- There isn't **any** / **an** armchair in my living room.
- Are** / **Is** there a washbasin in your room?
Yes / **No**, there isn't.
- There are **some** / **any** bottles in the fridge.
- There **are** / **aren't** any cupboards in my kitchen.
- There **is** / **are** a spider on the wall!

3 Write questions with *Is there a / an...* or *Are there any ...*. Then write short answers.

- stairs / in Mary's house?
Are there any stairs in Mary's house?
✓ **Yes, there are.**
- armchair / in your room?
X
- bin / in your classroom?
✓
- curtains / at the window?
X
- university / in your town?
✓

3.2 ■ Possessive 's

We use 's to show possession.

- Add 's to a singular noun.
The boy has got a dog. This is the boy's dog.
The girl has got two cats. These are the girl's cats.
- Add ' to a plural noun which ends in -s.
The girls have got a computer.
This is the girls' computer.
- Add 's to irregular plural nouns which don't end in -s.
The children have got a ball. This is the children's ball.

REMEMBER: We also use 's in contracted forms of *is* and *has*.

John's got a sofa in his bedroom. The sofa's very small.
(= John has got a sofa in his bedroom. The sofa is very small.)

1 Complete the sentences with possessive 's or s'.

- Tanya has got a blue bag. This is Tanya's blue bag.
- My friend has got a big house. This is my friend big house.
- My parents have got a car. This is my parent car.
- Mrs White has got some plants in her garden. These are Mrs White plants.
- The men have got sandwiches for lunch. These are the men sandwiches.
- The classroom has got fifteen desks. These are the classroom desks.
- The students have got new books. These are the student books.
- The people have got a new president. This is the people new president.

2 Correct the sentences by adding apostrophes.

- Sophie's brother lives in France.
- My childrens room is very messy.
- This is my friends new song. They are in a band.
- I've got one cat. The cats bed is under the table.
- A: Are those bikes Tims?
B: Yes, they are. He's got five bikes!
- My sisters daughters name is Alice.

3.3 ■ Possessive pronouns and whose

We use possessive pronouns to show possession.

Subject pronoun	Possessive adjective	Possessive pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	-
we	our	ours
they	their	theirs

- We use possessive adjectives before a noun.
It's my bag.
They are our books.
The TV is in her bedroom.
- We use possessive pronouns to replace nouns.
It's mine. They're ours. It's hers.
- We use the question word *whose* to ask about possession.
A: Whose desk is this?
B: It's mine.
A: Whose pens are these?
B: They're yours.

REMEMBER: We always put a question mark (?) at the end of a question.

1 Choose the correct possessive pronouns.

- Bob, is this guitar yours?
a theirs b yours c his
- This is my cousins' house. It's
a ours b theirs c hers
- These are Jim's books. They're not mine, they're
a his b ours c mine
- This is my bag. Where is?
a yours b ours c mine
- A: Whose shoes are these?
B: They're not yours. They're my sister's. They're
a hers b his c yours
- My brother and I have got this new computer.
It's
a mine b hers c ours

2 Choose the correct words.

- A: Whose are these sandwiches? Are they **her** / **hers**?
B: No, they aren't **her** / **hers** sandwiches. They're **our** / **ours**.
- A: Why is **your** / **yours** bag on **my** / **mine** desk?
B: That isn't **your** / **yours** desk. It's **my** / **mine**.
- This purse is **your** / **yours** but the money inside it is **our** / **ours**.
- A: Whose house is this? Is it **your** / **yours** grandparents' house?
B: No, it isn't **their** / **theirs**. It's **my** / **mine** cousins' house.
- A: I can't find **my** / **mine** dictionary. Can I use **your** / **yours**?
B: Sorry, **my** / **mine** is at home.
- Your** / **Yours** bedroom is big, but **her** / **hers** is small.

3 Complete the sentences with the correct possessive pronouns.

- I don't like my new phone, but Anna loves **hers**.
- We haven't got our homework, but those students have got
- A: Whose is this present?
B: It's for me and my brother. It's
- Have you got a blue jacket? Is this blue jacket
- A: Is this Tom's picture?
B: No, it isn't
- A: Are these your clothes, Amy?
B: Yes, they're

4.1 Present continuous

Affirmative and negative			
I	'm (= am) 'm not (= am not)	eating breakfast.	
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
Questions and short answers			
Am	I	eating breakfast?	Yes, I am. No, I'm not.
Is	he she it		Yes, he is. No, he isn't.
Are	we you they		Yes, we are. No, we aren't.

Spelling rules: -ing form

- Most regular verbs: add *-ing*.
- Verbs ending in *-e*: remove *-e* and add *-ing*.
- Verbs ending in *-ie*: change *-ie* to *-ying*.
- Short verbs ending consonant + vowel + consonant: double the final consonant and add *-ing*.

Use

We use the present continuous to talk about:

- actions that are happening at the time of speaking, often with expressions such as *at the moment* and *now*.
What are you doing? – I'm watching TV.
She's doing her homework at the moment.
- actions that are happening around now, but perhaps not at the moment of speaking.
I'm travelling around Australia. (I'm not travelling right now.)
We're studying English at university. (We're not studying at the moment.)

1 Complete the sentences with the present continuous form of the verbs in brackets.

- I **'m sitting** (sit) on the sofa and **watching** (watch) TV at the moment.
- My parents (prepare) dinner.
- A: (you / look) at me?
B: Yes, I at you.
- She (not / talk) on the phone, she (sleep).
- We (learn) about rivers in geography this term.
- A: (your brother / listen) to the radio?
B: No, he

2 Write sentences about what is happening now.

- A you / eat / breakfast / at the moment?
Are you eating breakfast at the moment?
B No / I / read / the newspaper.
No, I'm not. I'm reading the newspaper.
- My dog / chase / a cat in the garden.
.....
- We / take / photographs / of tigers / at London Zoo.
.....
- The foxes / dig / a hole in the ground.
.....
- The hungry wolves / look for / food.
.....
- I / not do / my homework. / I / drink / a cup of tea.
.....
- She / listen / to some music / at the moment.
.....
- Why / you / laugh?
.....

3 Complete the sentences with the verbs in brackets. Then match questions 1–4 to answers a–d.

- 1 he (chat) online?
- 2 you (download) some music?
- 3 she (do) housework?
- 4 they (enjoy) their holiday?

- a Yes, she is. She's doing the ironing.
- b No he isn't. He's doing his homework.
- c Yes, I am. I'm buying a new album.
- d No, they're not. It's raining!

4.2 ■ Present simple or present continuous

We use the present simple to talk about:

- general truths
- habits and routines

We often use frequency expressions, e.g. *sometimes, never, every week, once a month* with the present simple.

We use the present continuous to talk about:

- activities that are happening now.
- temporary situations.

We often use expressions like *right now* and *at the moment* with the present continuous.

1 Read the sentences and decide if they are present simple (PS) or present continuous (PC).

- 1 I never go to bed before 10 p.m. PS
- 2 I'm not getting up now. I'm staying in bed for a bit longer.
- 3 We're playing cricket in the park at the moment.
- 4 We usually play football after school on Wednesdays.
- 5 She isn't talking to me.
- 6 She doesn't talk very much. I think she's quite shy.
- 7 Giraffes don't eat meat.
- 8 The giraffes are eating that man's picnic!

2 Choose the correct options.

- 1 A: Do you usually phone / Are you usually phoning your cousin on Fridays?
B: Yes, I do. / I am.
- 2 My parents **cook** / **are cooking** in the kitchen at the moment.
- 3 He **doesn't read** / **isn't reading** a book. He **listens** / **'s listening** to music right now.
- 4 We **visit** / **are visiting** my aunt every Sunday.
- 5 I often **watch** / **am watching** TV programmes about animals.
- 6 What do you do / are you doing?
I **write** / **'m writing** an email to my friend.

3 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- 1 She usually **drinks** (drink) tea in the morning, but today she **'s having** (have) some orange juice.
- 2 I (not / ride) my bike to school in the mornings. I usually (take) the bus.
- 3 A: she (swim) at the moment?
B: No, she She never (go) swimming before lunch.
- 4 We (not / study) in the classroom today. We (visit) a farm on a school trip.
- 5 A: you usually (meet) up with friends at the weekend?
B: Yes, I But today, I (stay) at home.
- 6 My friends (work) in the library today.
- 7 A: What (you / do) after school on Mondays?
B: I usually (go) to the park.
- 8 They (watch) a great film on TV at the moment.

5.1 ■ Countable and uncountable nouns

Countable nouns

- Countable nouns have a singular and a plural form.
- We use *a / an* with the singular form and *some / any* with the plural form.

I eat an apple every day.
I've got some apples in my bag.
I haven't got any apples in my bag.

Uncountable nouns

- Uncountable nouns only have a singular form.
- We don't use *a / an* with an uncountable noun. We only use *some / any* or no article.
- There is no plural form of uncountable nouns.

I eat some bread every day.
My brother loves bread.
Have we got any bread in the cupboard?
We haven't got any bread.

REMEMBER! We use *some* in affirmative sentences and *any* in negative sentences and questions.

- We often use units of quantity with uncountable nouns. These units of quantity can describe:

a part or portion
a piece of cake, a slice of cheese, a loaf of bread

a container
a carton of milk, a bottle of juice

a measurement
a kilo of meat, fifty grammes of sugar

1 Write U (uncountable) or C (countable).

- | | | | |
|---------|--------------------------|-----------|--------------------------|
| 1 rice | <input type="checkbox"/> | 6 water | <input type="checkbox"/> |
| 2 apple | <input type="checkbox"/> | 7 cheese | <input type="checkbox"/> |
| 3 chair | <input type="checkbox"/> | 8 pen | <input type="checkbox"/> |
| 4 juice | <input type="checkbox"/> | 9 biscuit | <input type="checkbox"/> |
| 5 milk | <input type="checkbox"/> | 10 bread | <input type="checkbox"/> |

2 Complete the sentences with *a / an* or *some*.

- We've got some cheese and some biscuits.
- A: What's in your lunchbox?
B: tomato, carrot and sandwiches.
- I want to do my homework. I need pen and paper.
- A: Do you need anything from the supermarket?
B: Yes please! We need milk and sugar. And please get newspaper!
- They live in big house with beautiful garden.
- There's glass on the table and there's juice in the fridge.

5.2 ■ Quantifiers: *much*, *many*, *a lot of*

We use *much*, *many* and *a lot of* to talk about large quantities.

much

- We use *much* with uncountable nouns.
- We usually use *much* in questions and in negative sentences.
- When we ask questions with *much*, we use the phrase: *How much ... ?*
A: **How much bread have you got?**
B: **Not much.**
We haven't got much time - we're late!

many

- We use *many* with countable nouns.
- We usually use *many* in questions and in negative sentences.
- When we ask questions with *many*, we use the phrase: *How many ... ?*
A: **How many apples have you got?**
B: **Not many. Three, I think.**
I haven't got many flowers in my garden.

a lot of

- We use *a lot of* with countable and uncountable nouns.
- We use *a lot of* in affirmatives, negatives and questions.
She's got a lot of money but she hasn't got a lot of friends.
A **Have you got a lot of books?**
B **Yes, I have. I've got a lot of books and a lot of bookshelves!**

1 Choose the correct words.

- How much / many milk is in the fridge?
- How **much** / many space is there in your bag?
- I haven't got **some** / many pictures in my room, but I've got **a lot of** / much photos.
- How **much** / many bananas are in the bowl?
- We haven't got **a lot of** / many flour but we've got **a lot of** / much butter.
- They don't have **many** / much food in the house.
- I play **much** / a lot of different sports.
- Have you got **many** / much homework tonight?

2 Write questions with *How much* or *How many*.

- students / be / in your class / ?
How many students are in your class?
- people / be / in your family / ?
.....
- time / you / usually spend / on your homework / ?
.....
- water / you / drink / every day / ?
.....
- armchairs / you / have got / in your living room / ?
.....
- chicken / you / eat / every week / ?
.....
- eggs / be / in the box / ?
.....
- pets / you / have got / ?
.....

5.3 ■ Quantifiers: *a little* / *a few*

We use *a little* and *a few* to refer to small amounts.

a little

- We use *a little* with uncountable nouns.
I only take a little sugar in my tea.

a few

- We use *a few* with plural countable nouns.
There are a few problems with this homework.

1 Choose the correct words.

- There's a little / a few milk in the jug.
- There are **a little** / a few tomatoes in the fridge.
- I've only got **a little** / a few bread. There are **a little** / a few slices in the bread bin.
- Do you want **a little** / a few cheese?
- There are **a little** / a few boxes of pens in the stationery cupboard.
- Would you like **a little** / a few potatoes with your chicken?

2 Complete the sentences with *a little* or *a few*.

- There are **a few** letters on the desk. Are they yours?
- I can only speak English.
- Do you want chocolate?
- We've got days before the beginning of term.
- She always eats raspberries with yoghurt in the morning.
- Can I try of the stew?
- There are children in the park today, but not many because it's very cold.
- I sometimes have apple pie with custard for pudding. It's delicious!

6.1 ■ Comparative adjectives

Spelling rules

- For short adjectives, add *-er* to form the comparative.
small → smaller
young → younger
- For short adjectives ending in *-e*, add *-r*.
large → larger
nice → nicer
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-er*.
hot → hotter
wet → wetter
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-ier*.
early → earlier
busy → busier
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *more* before the adjective.
beautiful → more beautiful
expensive → more expensive
- Some adjectives are irregular, for example:
good → better
bad → worse
far → farther / further

Use

We use comparative adjectives to compare two people or things. Comparative adjectives are often followed by *than*.
Your trousers are more expensive than mine.
This house is bigger than that house.

1 Complete the sentences using the comparative form of the adjectives in brackets.

- My brother goes swimming every day. He's **fitter** (fit) than me!
- Your house is (close) to the school than my house.
- Grant is (friendly) than Ben, and he's also (intelligent).
- I'm (good) at languages than my sister, but (bad) at sport.
- Do you think a good diet is (important) than a lot of exercise?
- The film and the book are both very sad, but I think the film is (sad) than the book.
- Let's study in the library. It's much (quiet) than it is at home.
- My dad is always (late) than my mum.

2 Write sentences using the correct comparative form of the adjectives and *than*.

- My sister's room / is / tidy / my room.
My sister's room is tidier than my room.
- Jim's dog / is / thin / Hal's dog.
.....
- Your house / is / large / our house.
.....
- Pete's exam results / are / bad / Jay's exam results.
.....
- Today / is / wet / yesterday.
.....
- Your dress / is / pretty / my dress.
.....
- These jeans / are / cheap / those jeans.
.....
- The supermarket / is / convenient / the shops on the high street.
.....
- The film / is / exciting / the book.
.....
- I think maths / is / easy / geography.
.....

3 Choose the correct word.

- It's **hotter** / hotter today than yesterday.
- My mum is **younger** / younger than my dad.
- I get up **earlier** / earlier than my sister.
- My phone is **smaller** / smaller than yours.
- This film is **better** / gooder than the book.
- Andy is **nice** / nicer than Robert.
- Your bag is **expensiver** / more expensive than mine.
- The school is **farther** / farer than the cinema.

6.2 ■ Superlative adjectives

Spelling rules

- For short adjectives, add *-est*.
small → **the smallest**
young → **the youngest**
- For short adjectives ending in *-e*, add *-st*.
large → **the largest**
nice → **the nicest**
- For short adjectives ending in vowel + consonant (except *-w*), double the consonant and add *-est*.
hot → **the hottest**
wet → **the wettest**
- For adjectives ending in consonant + *-y*, remove the *-y* and add *-iest*.
early → **the earliest**
busy → **busiest**
- For adjectives of two or more syllables (except adjectives ending in *-y*), add *the most* before the adjective.
beautiful → **the most beautiful**
expensive → **the most expensive**
- Some adjectives are irregular, for example:
good → **the best**
bad → **the worst**
far → **the farthest / the furthest**

Use

We use superlative adjectives to compare a person or thing with the whole group. Superlative adjectives are always preceded by *the ... or the most ...*.

We do not use *than* after superlatives.

Sarah is the shortest girl in our class.

This is the most expensive dress in the shop.

1 Write the comparative and superlative forms of the adjectives.

- | | | |
|---------------|-----------------------|---------------------------|
| 1 different | <u>more different</u> | <u>the most different</u> |
| 2 rainy | ..... | ..... |
| 3 delicious | ..... | ..... |
| 4 far | ..... | ..... |
| 5 famous | ..... | ..... |
| 6 traditional | ..... | ..... |
| 7 smart | ..... | ..... |
| 8 good | ..... | ..... |
| 9 baggy | ..... | ..... |
| 10 fat | ..... | ..... |
| 11 safe | ..... | ..... |
| 12 nice | ..... | ..... |

2 Complete the sentences with the superlative form of the adjectives in brackets.

- When we go on holiday, my mum's suitcase is always the heaviest (heavy).
- Death Valley, in California, is one of (hot) places in the world.
- Rob is (friendly) boy in our class.

- My aunt isn't (rich) person in our town, but she's definitely (popular).
- You are (strange) person I know!
- I want to buy (big) cake in the shop.
- You are my (good) friend.
- I think my uncle Sam is (interesting) person in our family.

3 Write comparative and superlative sentences using the information in the chart.

	Price	Age	Speed	Length
Red car	£300	10 years old	100 km per hour	4.3 metres
Blue car	£500	8 years old	150 km per hour	3.9 metres
Black car	£150	40 years old	90 km per hour	4.8 metres

- The red car is more expensive than (expensive) the black car.
- The black car is the cheapest (cheap) car.
- The blue car is (expensive) car.
- The black car is (old) car.
- The red car is (old) the blue car.
- The red car is (fast) the black car.
- The blue car is (fast) car.
- The black car is (long) car.
- The red car is (short) the black car.
- The blue car is (short) car.

7.1 ■ have to and should

have to and don't have to

Affirmative and negative				
I				work.
We	have to			
You	don't (= do not) have to			
They				
He	has to			work?
She	doesn't (= does not) have to			
It				
Questions and short answers				
Do	I we you they	have to	work?	Yes, I do. No, I don't.
Does	he she it			Yes, he does. No, he doesn't.

Grammar reference and practice

Use

- In affirmative sentences, we use *have to* to show that it is necessary to do something.

We **have to tidy our rooms on Saturday mornings.**

He **has to wear black shoes at school.**

- We use *don't have to* when it isn't necessary for someone to do something.

You **don't have to pay for this course. It's free.**

She **doesn't have to get up early at the weekend. She can stay in bed until 10.**

- We use the question form *Do I / you / we / they have to ... ?* or *Does he / she / it have to ... ?* to ask if it is necessary to do something.

Do we **have to buy the tickets now?**

Does he **have to take the test?**

1 Write sentences with the correct form of *have to*.

- She / not / sweep the floor.
She **doesn't have to sweep the floor.**
- They / empty the bins / after breakfast.
.....
- you / do your homework / on Friday night?
.....
- We / make our beds / in the morning.
.....
- My friends / not / wear / school uniform.
.....
- Julie and I / walk / home every afternoon.
.....
- I / not / go to school / at the weekend.
.....
- My dog / sleep / in the kitchen.
.....

2 Study the chart and complete the sentences with *has to / have to* and *doesn't have to / don't have to*.

What are the rules at Joe's school and at Sue and Kate's school? Do they have to ...

	Joe	Sue & Kate
wear school uniform?	✓	✓
do homework every night?	✗	✓
be at school before 8.30 a.m.?	✗	✓
eat lunch at school?	✓	✗
tidy the classroom every day?	✗	✗

- Joe **has to wear** school uniform.
- Sue and Kate school uniform.
- Joe homework every night.
- Sue and Kate homework every night.
- Joe at school before 8.30 a.m.
- Sue and Kate at school before 8.30 a.m.
- Joe lunch at school.
- Sue and Kate lunch at school.

9 Joe his classroom every day.

10 Sue and Kate their classroom every day.

should and shouldn't

Affirmative and negative

I	should shouldn't (= should not)	sit on this sofa.
You		
He / She / It		
We		
They		

Questions and short answers

Should	I you he / she / it we they	sit on this sofa?	Yes, you should. No, you shouldn't.
--------	---	-------------------	--

Form

- Should* is used with an infinitive without *to*.
- The forms of *should* are the same for all persons.
- There is no auxiliary *do* in questions or negatives.

Use

- We use *should* to give advice, or when the speaker feels that it is important for someone to do something.
You **should always wear a helmet when you ride a bike.**
We **should send an email to our cousin.**
- We use *shouldn't* to give advice, or when the speaker feels that it is important for someone not to do something.
You **shouldn't worry so much!**
He **shouldn't shout at his little sister.**

3 Complete the sentences with *should* or *shouldn't*.

- You **should** wear a coat – it's cold outside.
- We take the train. It's very expensive. We go by bus.
- Suzie's bike is really dirty. She clean it.
- Your mother isn't well at the moment. You help her with the housework.
- The children spend all their money on sweets.
- I go to bed so late. I always feel so tired at school.
- We study for the test tomorrow.
- My friends do more exercise. They're not very fit.

4 Put the words in the correct order to make sentences.

- tonight / should / we / out / go / ?
Should we go out tonight?
- so / they / work / late / shouldn't
.....
- should / water / drink / I / more
.....

4 doctor / to / should / the / go / you

5 that / he / computer / buy / expensive / shouldn't

6 phone / my / should / sister / I / ?

7.2 ■ Past simple: *be* and *can*

Past simple: *be*

Questions and short answers			
Was	I he / she / it	at home yesterday?	Yes, I was. No, he wasn't.
Were	you we they		Yes, you were. No, you weren't.
Affirmative and negative			
I He / She / It	was wasn't (=was not)	at home yesterday.	
You We They	were weren't (=were not)		

Form

- The past simple affirmative forms of *be* are *was* and *were*.
- The negative is formed by adding *n't* (= *not*).
You / We / They were in London last night.
You / We / They weren't in London last night.
I / He / She / It was on the bus.
I / He / She / It wasn't on the bus.
- The past simple question form of *be* is formed by changing the order of the subject and the verb.
Were you / we / they in London last night?
Was I / he / she / it on the bus?

Use

We use the past simple form of *be* to talk about situations in the past.

1 Complete the sentences with *was* or *were*.

- I was at Ted's house last night.
- They very friendly.
- My sister and I very busy last week.
- My parents in Paris for their anniversary last weekend.
- She happy, but her brothers sad.
- A: you in the garden?
B: Yes, I
- You the most hardworking student in our class at primary school.
- They at the supermarket.

2 Rewrite the sentences using the past simple.

1 I'm not hungry, but I am tired.
I wasn't hungry, but I was tired.

2 She is at school.

3 A Are you a student?

B No, I'm not. I'm a teacher!

4 A Is your sister in her bedroom?

B Yes, she is.

5 We aren't very rich, but we are happy.

6 They are at the station.

Past simple: *can*

Affirmative and negative			
I You He / She / It We They	could couldn't (= could not)		play the piano.
Questions and short answers			
Could	I you he / she / it we they	..... speak English?	Yes, I could. No, we couldn't.

Form

- *Could* is used with an infinitive without *to*.
- The forms of *could* are the same for all persons.

Use

- We use *could* to describe ability in the past.

3 Write sentences using *could* and *couldn't*.

1 Jane / ride a bike / when she was three ✓
Jane could ride a bike when she was three.

2 My friends / hear / the music at the concert. ✗

3 I / swim / when I was a child. ✗

4 you / play the violin / when you were younger? ✓

5 We / remember / the teacher's name. ✓

6 they / climb / up the ladder? ✓

Grammar reference and practice

4 Rewrite sentences 1–3 in the negative and sentences 4–6 in the positive.

- They could find the car keys.
They couldn't find the car keys.
- Orla could speak two languages.
.....
- I could play the trumpet.
.....
- I couldn't swim when I was five.
.....
- We couldn't understand English films.
.....
- Maya couldn't visit her grandparents.
.....

8.1 ■ Past simple: affirmative

Affirmative		
I		
You		
He / She / It	lived	20,000 years ago.
We		
They		

Spelling rules

- Most regular verbs: add *-ed*
- Regular verbs ending in *-e*: add *-d*
- Short regular verbs ending in consonant + vowel + consonant: double final consonant and add *-ed*
- Regular verbs ending consonant + *-y*: change *-y* to *-ied*

Use

We use the past simple for:

- a completed past action or a past state. We often use it with expressions that show when things happened, such as *yesterday*, ... *ago*, *when I was a child*, *in April* / *in 2008*, *last night* / *last week* / *last month* / *last year*, etc.
The girls played football with their friends yesterday.
We travelled from Kazakhstan to Kenya last year.
- a past habit, often with an adverb of frequency or a time expression, such as *every week* / *every Monday* / *every summer* / *every year*.
We usually walked to the sports centre after school.
They phoned their uncle every Monday.
- a sequence of actions in the past.
He smiled at the girl and then disappeared.

1 Choose the correct word.

- They **look** / **looked** for their dog in the garden.
- She **chats** / **chatted** to her friends last night.
- We often **used** / **use** the internet for our homework when we were students.
- Thomas Edison **invented** / **invents** the light bulb.
- You **tried** / **try** very hard yesterday. Well done.
- The students **want** / **wanted** to change their course last year.

2 Complete the sentences with the past simple form of the verbs in brackets.

- Jess and Amy **watched** (watch) an interesting programme on TV.
- We (stay) at a hotel.
- You (copy) my homework!
- My father (wait) for me outside the station.
- The film (start) at 7.20 and it (finish) at 9.00.
- She (like) her new phone.
- They (study) Japanese at college.
- I (hate) cheese when I was a child.

8.2 ■ Past simple affirmative: irregular verbs

- Many verbs have irregular past simple forms, for example, *have* → *had*, *know* → *knew*, *teach* → *taught*.

Common irregular past simple verbs

become	became	know	knew
buy	bought	leave	left
catch	caught	make	made
come	came	meet	met
do	did	put	put
eat	ate	run	ran
find	found	see	saw
get	got	sing	sang
give	gave	teach	taught
go	went	think	thought
grow	grew	understand	understood
have	had	wear	wore
hear	heard	write	wrote

1 Write sentences in the past simple.

- My father / teach / English and Russian / when he was younger.
My father taught English and Russian when he was younger.
- We / buy / a new armchair / last weekend.
.....
- I / wear / a beautiful green dress / at my friend's party.
.....
- Jude and Max / go / to Australia / in 2013.
.....
- My sister / make / a cheese and mushroom pizza / and I / eat / it.
.....
- We / write / a letter / to the President of the USA / last year.
.....

7 My friends / give / me / a wonderful present / for my birthday.

8 Gemma / leave / her homework / in her bag.

2 Complete the sentences with the past simple form of the verb in brackets.

1 He (write) beautiful poems for my sister.

2 We (find) an expensive phone in the park.

3 I (have) an amazing holiday last month.

4 Sam (put) the book on his teacher's desk.

5 They (go) to the café in the morning.

6 I (hear) a strange noise last night.

7 Jan (leave) her house an hour ago.

8 Luca (run) in a race last weekend.

8.3 Past simple: negative and questions

Past simple: negative form

Negative		
I		
You		
He / She / It	didn't (= did not) study	German at school.
We		
They		

■ We form the negative of regular and irregular verbs with *didn't* + infinitive without *to*.

1 Rewrite the sentences in the negative.

1 She liked the film.

She didn't like the film.

2 We saw a cat in the road.

3 My cousins wrote a book about Spanish history.

4 Ned played tennis with his friend, James.

5 I planted a tree in our garden.

6 The children waited for their friends.

7 I bought a new pair of jeans yesterday.

8 The dog ate all the biscuits on the table.

Past simple: questions and short answers

Yes / No questions and short answers			
Did	I you he / she / it we they	understand the homework?	Yes, I did. No, we didn't.
Wh- questions			
Where		I you he / she / it	go?
Who	did	we they	see?

- We make past simple *yes/no* questions with: *Did* + subject + infinitive + ?
- We make past simple *wh-* questions with: Question word + *did* + subject + infinitive + ?

2 Write questions in the past simple.

1 your friends / travel / to Sweden last year ?
Did your friends travel to Sweden last year?

2 Where / your sister / find / her phone ?

3 she / like / the ice cream ?

4 What / Tom / put / on the table ?

5 How / you / get / here ?

6 you / remember / your book ?

7 he / read / my magazine ?

8 we / see / this film / last year ?

3 Match the questions from exercise 2 to the answers. There are two answers that you do not need.

- a It was in her bag!
- b His phone.
- c No, you didn't.
- d No, we didn't.
- e Oh no! I forgot it!
- f They didn't.
- g No, she didn't.
- h I rode my bike.
- i Yes, they did.
- j Yes, he did.

9.1 ■ going to: future plans

Affirmative and negative			
I	'm (= am) 'm not (= am not)		going to meet our friends.
He She It	's (= is) isn't (= is not)		
We You They	're (= are) aren't (= are not)		
Yes / No questions and short answers			
Am	I		Yes, I am. No, I'm not.
Is	he she it	going to meet our friends?	Yes, he is. No, he isn't.
Are	we you they		Yes, they are. No, they aren't.
Wh- questions			
Where	am	I	stay?
Who	is	he she it	going to see?
What	are	we you they	watch?

Use

We use *be + going to*:

- to describe an intention.
I'm going to finish my homework tonight.
I'm not going to meet my friends tonight.
- to talk about a future plan.
We are going to move to Germany next year.
We aren't going to see our grandparents this weekend.

1 Study the information and write affirmative and negative sentences with going to about Amy's plans.

- | | |
|--------------------|--------------------|
| pack suitcase ✓ | watch a film ✗ |
| phone her friend ✗ | drive to airport ✓ |
| find passport ✓ | play football ✗ |
| do homework ✗ | fly to Madrid ✓ |

- 1 She 's going to pack her suitcase.
- 2 She isn't going to phone her friend.
- 3 She her passport.
- 4 She her homework.
- 5 She a film.
- 6 She to the airport.
- 7 She football.
- 8 She to Madrid.

2 Complete the sentences with going to and the verbs in brackets.

- 1 A: What are you going to do (you / do) next weekend?
B: I (play) tennis with my friends.
- 2 She (not / buy) any new clothes. She (save) her money.
- 3 (you / make) supper tonight?
- 4 Where (they / stay) while they're on holiday?
- 5 The twins (not / have) a party for their birthday this year.
- 6 A: (he / tidy) his room this afternoon?
B: No, he He (visit) his cousins.
- 7 My brother and I (join) the drama club next term.
- 8 You (start) your new job next week.

9.2 ■ will: predictions

Affirmative and negative			
I You He / She / It We They	will won't (= will not)		be very lucky.
Yes / No questions and short answers			
Will	I you he / she / it we they	win the competition?	Yes, I will. No, they won't.
Wh- questions			
Where	will	I you he / she / it we they	live?

Use

- We use *will* and *won't (= will not)* to express predictions about the future.
It will rain next week.
We won't use cars or planes in the future.
- We often use *I think, maybe* and *probably* with *will*.
I think I'll stay at home tonight.
You'll probably hate this film!
She probably won't come after all.

1 Complete the sentences with the phrases below.

- won't get married ■ won't go ■ will they have
- will move ■ will be ■ will earn ■ will win ■ will sell
- will it be

- 1 What job **will you have** when you leave school?
- 2 I think my team the match.
- 3 You probably before you are thirty.
- 4 I think the next president of the USA a woman.
- 5 sunny tomorrow?
- 6 I think my family to another country next year.
- 7 She probably to university, but she a lot of money.
- 8 I think my parents their car soon.

2 Write sentences with *will* and *won't*.

What will the world be like in 2050?

- 1 Robot teachers / teach / our children.
Robot teachers will teach our children.
- 2 Many people / take / holidays on the moon.
.....
- 3 Families / probably / live / in smaller houses.
.....
- 4 People / not eat / meat.
.....
- 5 We / grow plants / in space.
.....
- 6 I think / there / not be / any wars.
.....
- 7 It / not rain / very often.
.....
- 8 We / probably / not use / desktop computers.
.....

3 Prediction or plan? Choose the correct options.

- 1 I think we **will** / **are going to** all live in underground houses by 2050.
- 2 My mum **will** / **'s going to** start her new job tomorrow.
- 3 They **won't** / **aren't going to** take the train to the shops. They **will** / **'re going to** walk.
- 4 She probably **won't** / **isn't going to** stay in this country. She loves travelling.
- 5 I've got my ticket! I **'ll** / **'m going to** fly to Rome on Thursday!
- 6 In the future, people **will** / **are going to** have much smaller families.

10.1 Present perfect: affirmative and negative

Regular verbs

Affirmative and negative		
I		competed in the Olympics.
We	have	
You	haven't (= have not)	
They		
He	has	
She	hasn't (= has not)	
It		

Form

- We form the present perfect with *have / has* and the past participle of the main verb.
- The past participle of regular verbs is the same as the past simple form.
Past simple: **We played football in the park yesterday.**
Present perfect: **We have played football three times this week.**

Use

We use the present perfect:

- to talk about experiences and things that have happened at an indefinite time in the past.
I've worked in a lot of different places in my life.
He's rowed across the Atlantic Ocean three times.
They've travelled a lot in Africa and Asia.
- to talk about an action or event that started or happened in the past, but has a connection with the present. The action or event might be finished or unfinished.
I've opened a box of chocolates. Do you want one?
She's used the last clean cup in the house!
We've lived in this town all our life. (We were born here and we still live here now.)
- to talk about recent events.
Our head teacher has resigned!

1 Choose the correct words.

- 1 She **have** / **has** danced in some major competitions around the world.
- 2 We **don't** / **haven't** phoned our friends in Australia this month.
- 3 I've **post** / **posted** your letter for you.
- 4 The college has **offer** / **offered** me a place to study physics.
- 5 I **hasn't** / **haven't** prepared lunch, because I'm not hungry.
- 6 He **hasn't** / **haven't** returned the book to the library.

Grammar reference and practice

2 Complete the sentences with the present perfect form of the verbs below.

- finish ■ not visit ■ pack ■ answer ■ not tidy ■ bake
■ talk ■ walk

- I've **packed** my bag and I'm ready to go.
- My sister a delicious cake. Would you like a slice?
- Henry from Brighton to Edinburgh – that's 600 kilometres!
- The programme, so let's switch off the TV.
- We to lots of people and they all love our idea.
- Nick's grandmother is feeling a bit lonely, because he her this week.
- I all the questions in the test, but I don't know what my score will be.
- You your room. It's really messy.

Irregular verbs

- Many verbs have irregular past participle forms.

been and gone

The verb *go* has two past participle forms: *been* and *gone*.

- We use *been* when we know that someone has returned from a place.

Dad has been to the supermarket. (He is back home now.)

- We use *gone* when the person has not returned.

Dad has gone to the supermarket. (He is still at the supermarket.)

Common irregular past participles

become	become	make	made
buy	bought	meet	met
break	broken	put	put
catch	caught	ride	ridden
come	come	run	run
do	done	say	said
eat	eaten	see	seen
find	found	sing	sung
get	got	swim	swum
give	given	teach	taught
go	gone / been	think	thought
have	had	understand	understood
hear	heard	wear	worn
know	known	win	won
leave	left	write	written

3 Write sentences in the present perfect.

- She / write / five books for children.
She's written five books for children.
- My parents / teach / at different schools / around the world.
- They / not give / any money / to charity.
- I / not hear / this song before.
- Mike / run / two marathons / this year.
- You / make / a terrible mistake.
- My sister / met / several famous actors.
- We / not have / a reply from him.

4 Write positive ✓ and negative ✗ sentences in the present perfect.

- We **haven't eaten** (eat) chocolate today. ✗
- I (write) a story for my homework. ✓
- I (know) Sara for ten years. ✓
- She (go) to the USA. ✗
- We (break) the phone. ✓
- They (win) any football matches. ✗
- He (ride) a horse. ✓
- She (meet) my brother. ✗

10.2 Present perfect: questions and short answers

Yes / No questions and short answers			
Have	I / we / you / they	met my brother?	Yes, I have. No, they haven't.
Has	he / she / it		Yes, he has. No, she hasn't.
Wh- questions			
Where	have	I / we / you / they	been?
What	has	he / she / it	done?

- We make present perfect *yes/no* questions with:
Have / Has + subject + past participle + ?
- We make present perfect *wh-* questions with:
Question word + *have / has* + subject + past participle + ?

1 Put the words in the correct order to make questions.

- 1 you / why / taken / have / bag / my / ?
Why have you taken my bag?

- 2 he / has / book / your / read / ?

- 3 received / have / you / email / my / ?

- 4 you / homework / where / put / have / your / ?

- 5 you / your / have / dog / found / ?

- 6 glass / has / broken / the / ?

- 7 said / has / what / she / ?

- 8 people / how / seen / have / many / this film / ?

10.3 ■ Present perfect with *ever* and *never*

- In present perfect questions, we often use *ever* (= at any time in the past).
Have you ever eaten Japanese food?
- To express a negative, we can use *never* (= at no time in the past) + affirmative verb.
She's never left her home town.

2 Write questions and short answers.

- 1 you / ever / sail / to France? ✓
Have you ever sailed to France?
Yes, I have.

- 2 Sara / ever / teach / English? ✓

- 3 they / ever / visit / the museum? ✓

- 4 you / ever / climb / a mountain? ✗

- 5 he / ever / sing / in public? ✓

- 6 the girls / ever / play / basketball? ✗

- 7 you and your friends / ever / go / camping? ✓

- 8 Dan / ever / win / a competition? ✗

3 Study the chart. Write sentences in the present perfect about Max's experiences and Bob and Sam's experiences.

	Max	Bob & Sam
sail across the Atlantic	✗	✗
swim in the sea	✓	✓
walk across a desert	✗	✓
jump out of an aeroplane	✓	✗
ride an elephant	✓	✗

- 1 Max **has never sailed** across the Atlantic.
- 2 He **has swum** in the sea.
- 3 He across a desert.
- 4 He out of an aeroplane.
- 5 He an elephant.
- 6 Bob and Sam across the Atlantic.
- 7 They in the sea.
- 8 They across a desert.
- 9 They out of an aeroplane.
- 10 They an elephant.

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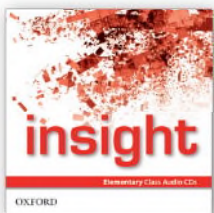
Workbook



Teacher's Book and Teacher's Resource Disk



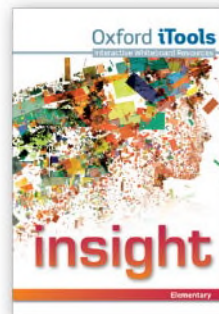
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