

# Close-up

STUDENT'S BOOK

A2

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Listening	Speaking	Writing	Video
gap-fill (dialogue), listening to instructions	asking & answering questions, giving details about yourself, talking about yourself	completing a form, focusing on accuracy, understanding & completing forms	Animal Families
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multiple-choice (pictures), choosing the correct picture	asking & answering questions, talking to a partner, asking for details about events, checking information	a poster, writing important information, finding the correct information, expressing time, giving contact details	Fat Tuesday
multiple-choice, understanding what to listen for	prompt cards, asking questions correctly, eating out, taking an order, ordering food & drink	an informal email, using adjectives in emails, using short forms, punctuation & greetings, talking about plans, giving opinions, inviting	A Grizzly Encounter
multiple-matching, identifying the two incorrect options	asking & answering questions, making your descriptions interesting, describing different rooms, describing my bedroom	a note, explaining why, checking your spelling, making excuses	The Horse Nomads of Mongolia
gap-fill monologue, listening for days, times & numbers	asking & answering questions, understanding what people say, asking for & giving directions, checking understanding	a formal email, using formal language, sequencing, describing a route	One of a Kind
matching, listening for clues	prompt card activity, answering in complete sentences, giving detailed information	an advert, making suggestions & persuading, understanding who & what suggesting & persuading	Mechanical Lizard Car
gap-fill (monologue), listening for numbers & dates	asking about likes, making & responding to suggestions, asking about likes, giving advice, responding to advice	a blog, using the correct tense using appropriate vocabulary, positive emotions & negative emotions	A Muni Adventure
multiple-choice (pictures), getting ready to listen	asking & answering questions, getting information about places, asking about a holiday, describing a holiday	a social media post, making your writing flow, using correct punctuation, greetings, saying where you are, arriving, talking about activities	The Travelling Photographer
gap-fill (dialogue), predicting the answers before listening	prompt card activity, asking for & giving travel information	an invitation, using modals, responding correctly to questions, inviting, accepting & declining an invitation, explaining why, responding to a request	Travelling in India
gap-fill (monologue), listening for numbers, adjectives & common words	asking & answering questions, expressing differences & similarities, asking questions	a postcard, using a variety of tenses, planning your answer, talking about present, past & future activities	Snow on Tigers
multiple-choice, preparing to choose the right option	asking & answering questions, formulating questions, wh- questions, other questions	a report, structuring a report, reading both texts, giving background information, recommending	Mega Green Museum

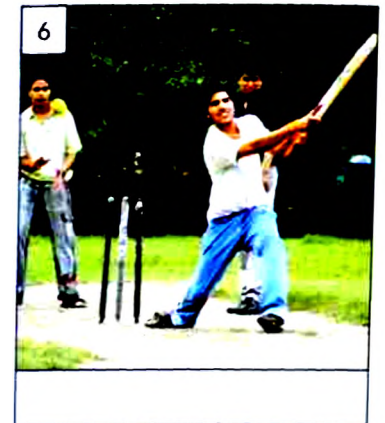
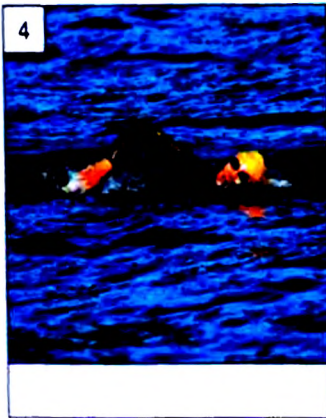
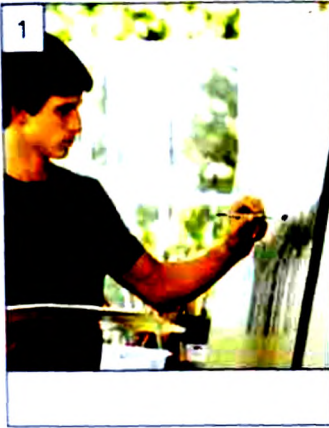


# 1 Who Am I?

## Reading

A Write the correct free-time activities under the pictures.

playing football   photography   painting  
playing cricket   playing in a band   swimming




B Work with a partner. Tell each other which activities in A you like doing.

C Read Jack's online profile and write in the correct headings. Then take turns to tell your partner about Jack.

Hobbies / Activities   Age   Country   Dream   Pets   Name

THIS IS ME!

	1	<input type="text"/>	: Jack Wilson
	2	<input type="text"/>	: 13
	3	<input type="text"/>	: New Zealand
	4	<input type="text"/>	: two fish – Tom and Harry
	5	<input type="text"/>	: playing in a band, watching online videos
	6	<input type="text"/>	: to travel around the world



- D** Quickly read the text below. What information from the headings in C does it give about the girl?



# Lucky Mbele

Lucky Mbele is a 10-year-old high school student. She lives in Cape Town, in South Africa. She is brilliant at drawing and painting, and her dream is to be a well-known artist in the future. She loves nature and her paintings of the sea and the forest are incredible.

Lucky has some close friends. When she isn't busy with her art, she spends time with her friends after school and at the weekend. 'We go to the beach in the summer and we swim. We love sport. In the winter, we play football and basketball. We also play cricket. Cricket is a popular sport in South Africa, England, Australia, New Zealand and India, but I don't think people play it in a lot of European countries! My friends and I also like the

## Word Focus

**nature:** animals, plants, rocks, etc.

**forest:** a large area of land with trees and plants

**hang out together:** meet friends somewhere to talk or do things together

**street market:** a place outside where people buy and sell things

**souvenir:** something you buy to help you remember a holiday

cinema and we go to cafés, too, just to hang out together. But I always make sure that I have time for my paintings.'

Lucky sells her paintings in crowded street markets. Tourists buy them because the paintings are about South Africa, and they are good souvenirs to have from their holiday. 'One day, when I am famous, I want to see my paintings in galleries all around the world!'

- E** Read the *Exam Close-up*. Write key words in your notebooks for each paragraph in the text. Use ideas from the profile in C.

Paragraph 1: name, age...

- F** Now complete the *Exam Task*. Use your key words to help you answer the questions.

### Exam Task

Read the article about a young girl. Are sentences 1–8 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| 1 Lucky's hobby is art.                    | <input type="checkbox"/> | 5 In summer, Lucky plays football.                   | <input type="checkbox"/> |
| 2 Lucky is a good student at school.       | <input type="checkbox"/> | 6 People in Europe don't watch cricket.              | <input type="checkbox"/> |
| 3 Lucky draws and paints her dreams.       | <input type="checkbox"/> | 7 Lucky's paintings are in souvenir shops.           | <input type="checkbox"/> |
| 4 Lucky does many things with her friends. | <input type="checkbox"/> | 8 Tourists pay a lot of money for Lucky's paintings. | <input type="checkbox"/> |

## Exam Close-up



### Reading for main ideas

- It's easier to understand a text if you find the most important information.
- Read each paragraph for the main ideas.
- Write key words next to each paragraph to help you remember.

- G** These words are underlined in the text. Find them, and then circle the correct meanings.

- |              |                      |
|--------------|----------------------|
| 1 brilliant  | new / excellent      |
| 2 well-known | famous / rich        |
| 3 incredible | amazing / colourful  |
| 4 close      | near / good          |
| 5 popular    | well-liked / unusual |
| 6 crowded    | noisy / busy         |

- Should everyone have a hobby? Why? / Why not?
- Is it better for young people to do sport or creative hobbies (e.g. painting, music)? Why?

## Ideas Focus



# 1 Who Am I?

## Vocabulary

**A** Write the numbers as words in each gap.

1  $5 + 7 = 12$   
    five and seven is twelve

2  $8 + 16 = 24$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

3  $9 + 29 = 38$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

4  $19 + 26 = 45$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

5  $21 + 38 = 59$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

6  $33 + 44 = 77$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

7  $11 + 85 = 96$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

8  $43 + 57 = 100$   
    \_\_\_\_\_ and \_\_\_\_\_ is \_\_\_\_\_

**B** Write the dates of the national holidays for ten European countries.

	Date	Day and month	Country
1	2/6	<i>the second of June</i>	Italy
2	25/3		Greece
3	12/10		Spain
4	14/7		France
5	15/2		Serbia
6	21/9		Malta
7	1/12		Portugal
8	3/5		Poland
9	1/8		Switzerland
10	28/11		Albania

**C** Write the twelve months of the year from first to last in your notebooks. Which months are not in B?

**D** Circle the correct words.

1 It's in Greece / Greek.  
It's a Greece / Greek island.

2 It's from Chinese / China.  
It's a Chinese / China dragon.

3 It's from Italian / Italy.  
It's Italian / Italy spaghetti

4 She's from Spanish / Spain.  
She's a Spanish / Spain dancer.

5 It's in France / French.  
It's a France / French symbol.

6 He's from England / English.  
He's an England / English bulldog

7 It's from Swiss / Switzerland.  
It's a Swiss / Switzerland  
cuckoo clock.

8 They're in Dutch / The Netherlands. They're  
Dutch / The Netherlands tulips.

A windmill in a field of tulips  
in Lisse, Holland





**E** Can you think of any other nationality adjectives?

**F** Complete 1–4 with words from below that have the same meaning. Then circle the correct words in 5 and 6.

dad grandma mum granny daddy grandpa grandad mummy

- 1 grandmother, \_\_\_\_\_
- 2 grandfather, \_\_\_\_\_
- 3 mother, \_\_\_\_\_
- 4 father, \_\_\_\_\_
- 5 The people in 1 and 2 are parents / grandparents.
- 6 The people in 3 and 4 are parents / grandparents.

**G** Complete the text with these words.

brother family grandchildren granddaughter  
married sister surname twins

### My family

Hi, I'm Elsa. I'm 14 years old and I live in England. This is a photo of my (1) \_\_\_\_\_. I'm not in the photo because I'm the photographer!

My mum's name is Carol and she's 37 years old. She's with Becky. Becky is my (2) \_\_\_\_\_ and she's 10 years old. Next to them is my dad, Kevin. He's 38 years old and he's with our dog, Sam. My little (3) \_\_\_\_\_ Oscar is with my grandparents, John and Kathleen – they're my dad's parents. They have five (4) \_\_\_\_\_ altogether – me, Becky, Oscar and our two cousins in Australia, Jenny and Jessica Spano. They're (5) \_\_\_\_\_ and they're 16.

Their dad is from Italy so their (6) \_\_\_\_\_,



Spano, is Italian. He is (7) \_\_\_\_\_ to my dad's sister.

Grandma and grandpa say I'm their favourite (8) \_\_\_\_\_, but I think they say the same thing to all of their grandchildren!

**H** Read the *Exam Close-up*. Then read the *Exam Task* and underline the topic in the instructions.

**I** Now complete the *Exam Task*.

### Exam Close-up

#### Identifying a set of words

- Read the instructions and underline the vocabulary topic.
- Read the definitions of the words carefully.
- The answers you write should all link. Check them carefully against each other and the topic.
- Check your spelling.

### Exam Task

Read the descriptions of some words for family members. What is the word for each one? The first letter is already there. There is one space for each letter in the word.

- |  |   |
|--|---|
| 1 This child is a boy. s _ _ _                 | 5 He is your mother's or father's brother u _ _ _ |
| 2 This child is a girl. d _ _ _ _ _            | 6 She is your mother's or father's sister a _ _ _ |
| 3 A woman who is married to a man. w _ _ _ _   | 7 This is your mother's sister's child. c _ _ _ _ |
| 4 A man who is married to a woman. h _ _ _ _ _ |   |

- Would you like to go back to a date in your past? Why? / Why not?
- 'A big family is better than a small family.' Do you agree? Why? / Why not?

### Ideas Focus



## Grammar

### Present Simple

**A** Read the sentences and underline the verbs in the Present Simple.

- 1 My grandparents live in Cyprus.
- 2 His mother drives to work.
- 3 Water freezes at 0°C.
- 4 I go to my photography class on Wednesdays.

**B** Which sentences in A ... ?

- a talk about facts
- b talk about routine activities

**C** Read this dialogue. Underline the Present Simple verbs, then choose the correct words to complete the rule.

- A Do you walk to school?  
 B No, I don't walk. My mum drives me.  
 A Lucky you! My parents don't have a car.  
 B Oh. So, do you walk or cycle to school?

We use the auxiliary verb *be* / *do* in Present Simple questions and negatives.

### Adverbs of Frequency

**D** We often use adverbs of frequency with the Present Simple. Underline the adverbs of frequency in these sentences.

- 1 People often get up late at weekends.
- 2 John never walks to school because he's lazy.
- 3 The baby usually cries at night.
- 4 Rita sometimes drinks coffee but she prefers tea.
- 5 Maria's birthday is always in the holidays.
- 6 I hardly ever see my Australian cousins.

**H** Choose the correct answers.

- |   |  |
|---|--|
| 1 Where ___ your uncle come from?<br>a do                      b does   | 4 I ___ a hat.<br>a never wear          b wear never                 |
| 2 The baby ___ in his parents' room.<br>a sleeps                b sleep | 5 ___ do some Canadians speak French?<br>a What                b Why |
| 3 ___ is your birthday?<br>a What time          b When                  | 6 The bus ___ late.<br>a arrives always      b is always             |

**I** Read these answers and write the questions.

- 1 Where do usually you go on holiday? I usually go on holiday to Italy.
- 2 \_\_\_\_\_ I like pasta, pizza and ice-cream.
- 3 \_\_\_\_\_ I usually go to bed at 11 p.m.
- 4 \_\_\_\_\_ I walk to school.
- 5 \_\_\_\_\_ I hang out with Luke at break times.

**E** Complete the rule about adverbs of frequency. Then write the adverbs from D in the correct place on the line.

Adverbs of frequency go \_\_\_\_\_ main verbs but \_\_\_\_\_ the verb *be*.



### Question Words

**F** Read the questions. Underline the question words we often use with the Present Simple.

- a What time do the shops close today?
- b When do the pupils have exams?
- c Where does the family spend their weekends?
- d Who do you often invite to your house?
- e What does your teacher do after school?
- f Why do we learn English?

**G** Which question word do we use for?

- 1 people \_\_\_\_\_
- 2 things or ideas \_\_\_\_\_
- 3 a specific time, e.g. 10.30 a.m. \_\_\_\_\_
- 4 a reason \_\_\_\_\_
- 5 a general time \_\_\_\_\_
- 6 a place \_\_\_\_\_

➔ Grammar Focus p. 161 (1.1 to 1.2)





## Present Continuous

**J** Read these Present Continuous sentences. Then choose the correct words to complete the rule.

'I am studying English. My teacher is helping me. My friend is sitting next to me. My classmates are listening to me. They aren't writing.'

We use the Present Continuous to describe actions that are happening *soon* / *now*. We form the Present Continuous with the verb *be* / *do* and the infinitive / *-ing* form.

**K** Read these sentences and underline any examples of the Present Continuous.

- We're English, but we're living in Dubai until next September.
- We're lying next to our swimming pool. We're reading books and listening to music.
- My dad is working in Dubai for a year.
- We're studying Arabic every day.
- My parents are making dinner in the kitchen right now.

**L** Match the sentences in K with uses a–c.

- an action happening at the time of speaking
- an action happening around the time of speaking
- a temporary situation

### Be careful

Watch out when spelling verbs in the Present

- Continuous.
  - Verbs ending with a vowel before a consonant, e.g. *hit*, *shop*, *run* = double the consonant + *-ing*, e.g. *hitting*, *shopping*, *running*.
  - Verbs ending in *-e*, e.g. *write* = lose the *-e* and add *-ing*, e.g. *writing*.

Grammar Focus p. 161 (1.3)

**M** Complete the dialogues with the Present Continuous.

- A: I'm doing my homework.  
B: Which subject \_\_\_\_\_ you \_\_\_\_\_ (study)?
- A: Sssh!! I'm on the phone!  
B: Who \_\_\_\_\_ you \_\_\_\_\_ (speak) to?
- A: Are you busy right now?  
B: Yes, I \_\_\_\_\_ (have) lunch with my family.
- A: Where are you?  
B: I \_\_\_\_\_ (sit) at the bus stop.

- A: Are you working at the moment?  
B: No, I \_\_\_\_\_ (take) a break.
- A: Why isn't Dad answering his phone?  
B: He \_\_\_\_\_ (fly) to Greece now.
- A: Who are you talking to?  
B: We \_\_\_\_\_ (chat) to our cousin.
- A: Why aren't your parents here?  
B: They \_\_\_\_\_ (not feel) well.

**N** Read the *Exam Close-up*. Then read the email in the *Exam Task* and think about what type of word should go in each gap.

## Exam Close-up

### Choosing the missing words

- Read the text first and try to get the general idea.
- Look at each gap. What type of word do you think goes in the gap?
- Read again and complete the text. Check your answers make sense.
- If you are not sure, try to make a guess. Answer all the questions.

**O** Now complete the *Exam Task*.

## Exam Task

For questions 1–8 read the email and choose the best word (A, B or C) for each gap.

Email Message

From: Jenny  
To: Granny

Hi Granny,

I'm sorry you're in hospital and I hope you get well soon. I (1) \_\_\_\_\_ enjoying my birthday today. Right (2) \_\_\_\_\_, I'm having a great time with my best friends. I (3) \_\_\_\_\_ the present from you! Thanks! The T-shirt is really cool and I'm wearing it (4) \_\_\_\_\_ the moment and everyone likes it. The party is starting (5) \_\_\_\_\_ and my brother's dancing. He's a great dancer! He (6) \_\_\_\_\_ dances at parties! Dad is (7) \_\_\_\_\_ dancing, he's taking photos. I'm (8) \_\_\_\_\_ you one now on the mobile.

Wish you were here.

Love,  
Jenny

- |                 |          |             |
|-----------------|----------|-------------|
| 1 A do          | B really | C am        |
| 2 A now         | B moment | C time      |
| 3 A loving      | B love   | C loves     |
| 4 A at          | B in     | C just      |
| 5 A now         | B always | C often     |
| 6 A hardly ever | B never  | C always    |
| 7 A never       | B not    | C sometimes |
| 8 A send        | B sent   | C sending   |



# 1 Who Am I?

## Listening

**A** Listen and write the places or names.

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

**B** Listen and choose the correct words.

- |             |            |
|-------------|------------|
| 1 a Taylor  | b Tailor   |
| 2 a Cygnet  | b Signet   |
| 3 a Lauren  | b Lorraine |
| 4 a Curry   | b Carey    |
| 5 a Bristol | b Bristle  |
| 6 a Anna    | b Anne     |

**C** Read the questions below. Decide which type of word from the options would be used to answer the question.

a date a name a price a time

- When does the next course begin? \_\_\_\_\_
- What time do the lessons start? \_\_\_\_\_
- How much do the lessons cost? \_\_\_\_\_
- Who is teaching the course? \_\_\_\_\_

**D** Read the *Exam Close-up*. Then listen to the instructions for the *Exam Task* and decide if these sentences are true (T) or false (F).

- You will hear two men speaking.
- They will talk about art lessons.
- You need to listen and choose the correct answer, a, b, or c.
- You will hear the audio two times.

**E** Now listen and complete the *Exam Task*.

### Exam Task

You will hear a man asking a woman about art lessons. Listen and complete the form.

You will hear the conversation twice.

#### Art Club

Place: Spring Arts Centre

Lessons: painting and drawing

Teacher: (1) Mrs \_\_\_\_\_

Course of (2) \_\_\_\_\_ lessons

Starting date (3) \_\_\_\_\_ January

Time of lessons (4) \_\_\_\_\_ to 7pm Mon and Fri

Total cost of course (5) £ \_\_\_\_\_

**F** Now listen again and check your answers.



A selection of paints and brushes

### Exam Close-up

#### Listening to instructions

- Before a listening task begins, you will hear some instructions. Always listen carefully to these instructions.
- Note if the instructions tell you *who* you will listen to and *where* the speakers are.
- Check that you understand what you need to do and how many times you can listen.





# Speaking

**A** Work with a partner and look at the families in the photos. Match the sentences to the photos. Which sentence can match to both photos?

- 1 'I live with my grandparents.'
- 2 'I live in an apartment with my parents.'
- 3 'I share a bedroom with my sisters.'
- 4 'We live in Oslo in Norway. Winters are very cold here.'
- 5 'We live in Hanoi. It's usually very hot here.'
- 6 'I'm learning English at school at the moment.'



A



B

**B** Look at the statements from some students in a speaking exam. Which student, a or b, uses the correct language?

- 1 a My family is having five people.  
b There are five people in my family.
- 2 a I go to English school twice a week.  
b I'm going to English school two times the week.
- 3 a I'm going to the third class of high school.  
b I'm in the third year at high school.
- 4 a I'm not watching TV every evening.  
b I don't watch TV every evening.
- 5 a I meet my friends most weekends.  
b I'm meeting my friends at weekends.

**C** Write the questions that the students answered in B in your notebooks. Follow this example.

1 *How many people are in your family?*

**D** Read the *Exam Close-up* and complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Close-up

### Giving details about yourself

- When talking about yourself, don't just answer 'yes' or 'no'.
- Give extra information or explain why.
- Show interest in your partner's answers, too.
- Practise talking about yourself with your friends in class.

## Useful Expressions

Talking about yourself	I've got a cat called Jasper.
My favourite subject is ...	I spend a lot of time with
In my free time I usually ...	my (grandma).
I've got one sister, she's	I always (play football /
older / younger than me ...	watch TV) with my
I don't have any pets.	dad / friends.

- Is it good to share hobbies with your family? Why? / Why not?
- Do you often see your cousins, aunts, uncles and grandparents? Why? / Why not?

## Exam Task

Work with a partner. Find out about each other. **Student A** should ask the questions in Quiz 1 and **Student B** answers them.

### Quiz 1

- Where / live?
- Brothers or sisters? If yes, how many?
- When / your birthday?
- What / favourite subject at school?
- What / do / in your free time?

Then **Student B** should ask the questions in Quiz 2 and **Student A** answers them.

### Quiz 2

- Any pets? If yes, what? Name?
- When / your mum's birthday?
- Where / usually / go on holiday?
- What / favourite food?
- What / your hobbies?

## Ideas Focus



# 1 Who Am I?

## Writing: completing a form

### Learning Focus

#### Focusing on accuracy

When you complete a form, you often need to give the following information:

- title (e.g. Mr, Mrs, Ms, Miss)
- first name and surname
- age and / or date of birth (DOB)
- place of birth
- home address
- phone number
- email address
- interests

You must learn to write this information correctly in English.



**A** Which forms have you completed? Tick ✓ and then discuss questions 1–6 with a partner.

- a An application for a passport
- b A membership for a club
- c To enter a competition
- d To buy something online
- e An online profile

**B** Which is the correct way to write the information? Circle a or b for the correct answer.

- 1 a Title: Ms  
First name: Smith  
Surname: Michael
- b Title: Mr  
First name: Michael  
Surname: Smith
- 2 a DOB: 23st November, 2000
- b DOB: November 23rd, 2000
- 3 a Home Address: 10 Main Street, Clayton
- b Home Address: Street Main 10, Clayton
- 4 a Landline: (03) 543 2637  
Mobile: 6977878903
- b Landline: 6977878903  
Mobile: (03) 543 2637
- 5 a Signature: M. Smith
- b Signature: *M. Smith*

Which of the forms need your ...

- 1 name?
- 2 date of birth?
- 3 place of birth?
- 4 home address?
- 5 phone number?
- 6 email address?

**C** Answer these questions with a partner.

- 1 Which title shows that a woman is married and which shows that she is unmarried?
- 2 What title can a woman use if she doesn't want to show whether she is married or not?
- 3 If your full name is Jason Ryan Reynolds, what is your surname?
- 4 In UK addresses what comes first, the name of the road/street or the house number?

**D** Read the writing task and answer the questions.

You want to order a monthly magazine.  
Complete the form.

On the form:

- write your personal information correctly
- say which magazine you want
- ask a question about the price

- 1 What do you have to write?
- 2 Why are you writing?
- 3 What information do you need?



**E** Read the example form. What does Christina want to know?

**Mardock Magazines**

**Title (please tick)**  
 Miss  Mr  Ms  Mrs

**Name**  
 Christina Walker Age 13  
 First Surname

**Address**  
 18 Greybloomers Road London  
 Street Address City  
 N14 6AA UK  
 Postcode Country

**What are your interests?**  
 I like doing sport, especially playing tennis and football. I also enjoy playing football games on my computer. I love spending time with my pet snake, Oscar.

**Choose a magazine**  
 Sporty  Your Pet   
 Computer Geeks!  Video Games Now   
 Star Gossip  Cooking with Jodie

\* All magazines £30 for 12 months, including delivery.

**Your questions here**  
 Is there a discount for students?

**F** Read the form again. Which magazines do you think Christina wants?

## Useful Expressions

### Expressing likes

I like + -ing

I enjoy + -ing

I love + -ing

I'm interested in ...

I like ... because ...

## Exam Close-up

### Understanding & completing forms

- Check you understand what each part means.
- Make sure you write the correct information in each part.
- Make sure your handwriting is clear.
- Use a variety of expressions to talk about your interests. Don't just say 'I like ...'.

**G** Read the *Exam Close-up* and the *Exam Task*. Then make a list of your interests.

**H** Now complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Task

You want to enter a competition. Complete the form.

On the form, you must:

- write your personal information correctly
- choose the prize you want
- answer a question to win a prize

**10 Lucky Readers Will Win Great Prizes!**

**Title (please tick)**  
 Miss  Mr  Ms  Mrs

**Name**  
 First Surname Age

**Address**  
 Street Address City / Town  
 Postcode Country

**Choose your prize**  
 The Happy Chappies CD  FIFA 2018   
 'Strange Lives' DVD  'Smell' perfume   
 Epic headphones

\* We will announce the winners in the next issue.

**Tell us about your interests.**

**Question: Why do you like Sporty magazine?**



# 1 Animal Families

## Before you watch

**A** Look at the photos. Which live in families?



## While you watch

**B** Watch the video to see if your answers in A are correct.

**C** Read the sentences below. Which pictures do they refer to?

- 1 Many animals live in family groups / teams as well.
- 2 There are usually five to seven females / males in the group.
- 3 In the group, there is usually only one female / male.
- 4 He has long hair on his head / neck.
- 5 There are 20–30 meerkats in the family / group.
- 6 This is the alpha pair / parent.
- 7 He has silver hair on his back / front.
- 8 He is the father / leader of all the young gorillas.

**D** Watch the video again and circle the words in the sentences above that you hear.

## After you watch

**E** Complete the summary of the video below using these words.

alone daughters hair handsome important leader mother young

Some animals live (1) \_\_\_\_\_, but many animals live in family groups. Lions usually live in families of about five to seven females and one male. The male lion has long hair on his neck and he is very (2) \_\_\_\_\_. All the young lions in the group are his sons and (3) \_\_\_\_\_. Meerkats also live in big families. There are 20–30 meerkats in a family. One pair, called the alpha pair, are the (4) \_\_\_\_\_ and father of all the young meerkats. Gorillas also live in families. The (5) \_\_\_\_\_ is a large male gorilla with silver (6) \_\_\_\_\_ on his back. He is the father of all the (7) \_\_\_\_\_ gorillas and the seven females in the group are their mothers. Families are (8) \_\_\_\_\_ for animals and people.



### Ideas Focus


- Are your family the most important people in your life? Why? / Why not?
- Is the father usually the leader in a family? Why? / Why not?



# 2

## Look At Me!

<b>Reading:</b>	multiple-choice, finding the information you need
<b>Vocabulary:</b>	appearance- and personality-related words, prepositions
<b>Grammar:</b>	past simple, <i>used to</i> , past continuous
<b>Listening:</b>	multiple-choice questions, identifying the wrong answers
<b>Speaking:</b>	asking & answering questions, describing a person, giving a description of a friend
<b>Writing:</b>	an email, writing about personality, answering all the questions, greetings & sign-offs, giving examples, describing personality, describing appearance

A close-up, profile view of a Japanese bride. She is wearing a white kimono with a large, intricate yellow and white floral pattern. Her hair is styled in a traditional Japanese wedding hairstyle (shimada), which is dark and pulled up, adorned with a large, ornate yellow and white floral hairpiece. She has a serene expression and is looking slightly to the left. The background is a soft, out-of-focus light color.

A Japanese bride in traditional dress



# 2 Look At Me!

## Reading

**A** Work with a partner. Match these sentences with the correct photo.

- 1 Congratulations! You won a holiday!
- 2 Your best friend moved to another city.
- 3 Oh, no! There's a snake!!
- 4 Your brother broke your iPhone.
- 5 There's nothing to watch on TV.
- 6 I got an A+ in my English test!



**B** Match adjectives a–f with the situations in A.

- a sad
- b angry
- c bored
- d surprised
- e happy
- f scared

**C** Quickly read the text about three people and their jobs. What are their jobs? Can you find the adjectives from B in the text?

## Word Focus

**Aboriginal Australian:** the first people in Australia

**fringe:** part of someone's hair at the front; it goes down to the eyebrows

**didgeridoo:** a long wooden instrument that you blow into to make music

**professional:** when you do something as a job, not a hobby

**culture:** the way of life of a group of people

**snacks:** small, tasty pieces of food eaten between meals

## My Job

My name's Cathy, and I'm an **Aboriginal Australian**. In the photo, I'm with my sister Emily. I'm the girl with the **fringe**. I'm 18 years old and I finished high school last year. My parents have a business and I work there. They make **didgeridoos**. The didgeridoo is a traditional instrument. Tourists buy them because they're great souvenirs. People are very **surprised** when they play a didgeridoo for the first time. They blow into it and it sounds really weird! I create beautiful designs on the didgeridoos. I love my job and I'm really happy when people like my designs.



I'm Alikea, and I'm a **professional** surfer. I come from the home of surfing, Hawaii. Surfing began in Hawaii hundreds of years ago, and it's a big part of our **culture**. My grandfather used to be a surfer, but he is too old for surfing now. Surfing was his hobby, but for me, it's my job. I travel around the world and take part in surfing competitions. Last year I went to Brazil and South Africa, and I won the first prizes there. My dream is to become the world champion. Every morning, I get up early and go to the beach to surf. It's really good fun, but you have to watch out for sharks. Last month a big shark swam very close to me and I was so scared!



A selection of didgeridoos with aboriginal designs



D Read the *Exam Close-up*. Then read the *Exam Task* below and underline the key words in each question.

## Exam Close-up



### Finding the information you need

- Underline the key words in each question.
- Go back to the text and look for the key words or similar words.
- Look at the answer choices again and decide which is best.

## Exam Task

Read the text about three interesting jobs. For questions 1–7, circle the correct letter a, b or c.

- 1 What does Cathy do now?
  - a She has a business.
  - b She goes to school.
  - c She paints musical instruments.
- 2 Why do tourists buy didgeridoos?
  - a They are surprised by the didgeridoos.
  - b They want good souvenirs.
  - c They think didgeridoos are weird.
- 3 Where did Alika win competitions?
  - a In Hawaii and Brazil.
  - b In South Africa and Hawaii.
  - c In Brazil and South Africa.
- 4 What is true about Alika's grandfather?
  - a He knew how to surf.
  - b Surfing was his job.
  - c He still enjoys surfing.
- 5 What is Harry's job?
  - a He is like a teacher.
  - b He is a policeman.
  - c He is an animal doctor.
- 6 According to Harry, why are dogs like people?
  - a They like to work.
  - b They have the same feelings.
  - c They are like babies.
- 7 Who makes Harry angry?
  - a People who are horrible to animals.
  - b Most of the people he knows.
  - c Police officers.

E Now complete the *Exam Task*. Use the words you underlined to find the answers.

F Find these adjectives in the reading text and match them to the correct definition. Then write six sentences in your notebooks using these adjectives.

traditional great weird beautiful smart unkind

- 1 Not nice; mean or horrible. \_\_\_\_\_
- 2 Very strange; not normal. \_\_\_\_\_
- 3 Very attractive; looks very nice. \_\_\_\_\_
- 4 Really good; excellent. \_\_\_\_\_
- 5 Something done in the same way for hundreds of years. \_\_\_\_\_
- 6 Clever; intelligent. \_\_\_\_\_

My name's **Harry**, and I've got the best job in the world. Every day I work with German Shepherd dogs. I train them to be police dogs! It takes quite a long time to train them and I have to use a lot of **snacks** and toys to help me! I love dogs – they're very smart and each one has a different personality. Like people, they can get angry, sad or bored. My favourite police dog, Tom, is in the picture with me. He's now a very successful working police dog. At home I have a Labrador called Dennis. He's my best friend – we look after each other when we're sad or ill. Animals are my life. I get really angry when people are unkind to them. Animals are better than some people I know!



- What jobs do people in your family do? Would you like to do those jobs? Why? / Why not?
- Would you like to do one of the jobs in the text? Why? / Why not?

## Ideas Focus





## Vocabulary

**A** Read the descriptions and look at the pictures. Write the correct names under the pictures.

Oliver has got short, straight brown hair and brown eyes. He went on holiday to Turkey last week, so he's got a tan.

Katie has got red hair. She's got lots of freckles on her skin. She wants to have nice teeth so she's got braces at the moment.

Jessica has got blue eyes and long, wavy blonde hair. She's got pale skin so she always uses suncream in the summer.

Matheus has got curly hair. He's got a beard and a moustache so he never needs to shave!



1



2



3



4

**B** Look at the words in bold in the descriptions. Can you use these words to label the pictures?

**C** Put these words in the correct group. Some can go in more than one group.

**brown curly pale tan blonde wavy straight freckles long short red**

Eyes: \_\_\_\_\_

Hair: \_\_\_\_\_

Skin: \_\_\_\_\_

**D** Describe one of the people in the pictures in A to your partner. Your partner must guess who it is.

*"This person has got freckles and ..."*

*"Is it Oliver?"*

**E** Choose the correct answers.

- My mum \_\_\_\_\_ short, curly blonde hair.  
a got                      b 's got
- My cousin is Irish and he \_\_\_\_\_ freckles.  
a has                      b is
- My best friend went to India on holiday so he \_\_\_\_\_.  
a is pale                      b has a tan
- I hate it when my dad kisses me because he's \_\_\_\_\_.  
a got wavy hair      b got a beard
- My cat has got \_\_\_\_\_ eyes. They're beautiful!  
a blonde                      b blue
- He wants straight teeth so he's got \_\_\_\_\_.  
a braces                      b a moustache

**F** Complete the sentences using these words.

**kind funny cheerful shy sociable silly**

- Marco makes me laugh. He loves telling jokes. He's so \_\_\_\_\_.
- James doesn't talk very much. It's hard for him to make friends. He's so \_\_\_\_\_.
- Jenny smiles and is happy all the time. She's always \_\_\_\_\_.
- Tony always helps other people. He's very \_\_\_\_\_.
- Vera has lots of friends and she's always going to parties. She's very \_\_\_\_\_.
- Sophie is always doing stupid things and laughing in class. She's really \_\_\_\_\_.

**G** Work with a partner. Take turns to describe people you know (e.g. your dad, your sister).

*"My dad's got brown hair and a beard. He's really kind because he helps me with my homework."*



**H** Complete the table with the adjectives. Sometimes there is more than one possible answer.

Noun	Verb	Adjective
annoyance	annoy	1 <b>annoying</b>
beauty	-	2
care	care	3
friend	-	4
laziness	-	5
love	love	6
shock	shock	7
worry	worry	8

**I** Complete sentences 1–8 with the adjectives from H.

- 1 My little sister always comes into my room and uses my things. She's so \_\_\_\_\_.
- 2 Our neighbour talks to everyone on the street. He's really \_\_\_\_\_.
- 3 Our new teacher is so kind, helpful and beautiful. She's \_\_\_\_\_.
- 4 Mum says I'm \_\_\_\_\_ because I never clean my room or cook the dinner.
- 5 My brother looks ill because he's so \_\_\_\_\_ about his exams.
- 6 I was really \_\_\_\_\_ when I heard the terrible news about that car crash.
- 7 My brother thinks that singer is really \_\_\_\_\_ and he has pictures of her on his bedroom wall.
- 8 Julia always looks after her friends when they're sad or feeling ill – she's so \_\_\_\_\_.

**J** Circle the correct preposition.

- 1 I'm angry on / with Ben because he didn't call me.
- 2 Lisa is unhappy and I'm worried about / for her.
- 3 Rita loves animals and is always kind at / to them.
- 4 Are you scared from / of spiders, Samantha?
- 5 Jake took my phone and I'm angry about / on it.
- 6 I was very shocked by / for Julia's news.
- 7 I'm so annoyed on / with Luke for taking my phone without asking.
- 8 I'm sad about / for the school holidays – they finished yesterday!

**K** Choose the best word, a, b, or c, for each space.

### My Uncle Ed

My uncle Ed is my 1 \_\_\_\_\_ younger brother. He's got curly brown 2 \_\_\_\_\_ and a beard. He often comes to visit us. He always makes me laugh – he's so 3 \_\_\_\_\_. And he's always doing 4 \_\_\_\_\_ things. On his last visit he danced around my bedroom and jumped on my bed. My mum was really annoyed 5 \_\_\_\_\_ him – she didn't want him to break the bed. My mum says she's really 6 \_\_\_\_\_ about Uncle Ed because he hasn't got a girlfriend. I'm really surprised that he hasn't because he's so kind and 7 \_\_\_\_\_ – he's always helping other people. He's certainly not 8 \_\_\_\_\_ – he talks to everyone. I hope he finds a lovely girlfriend soon.

- |               |            |             |
|---------------|------------|-------------|
| 1 a sister's  | b aunt's   | c mum's     |
| 2 a moustache | b hair     | c freckles  |
| 3 a funny     | b cheerful | c lazy      |
| 4 a beautiful | b silly    | c shy       |
| 5 a for       | b on       | c with      |
| 6 a scared    | b worried  | c angry     |
| 7 a caring    | b annoying | c surprised |
| 8 a friendly  | b cheerful | c shy       |



A greenbottle blue tarantula

- Would you like to change your hair style? Why? / Why not?
- 'Beautiful people are happier than kind people.' Do you agree? Why? / Why not?

Ideas Focus



## Grammar

### Past Simple

**A** Read these sentences. Underline the verbs in the Past Simple.

- a In 1990 mum bought a house in London.
- b My parents both worked in London.

**B** Which sentence in A ...

- 1 uses a regular past simple verb (ending -ed)?
- 2 uses an irregular past simple verb?
- 3 talks about a past situation that lasted for while (a past state)?
- 4 talks about a past action that happened once (a past event)?

**C** Read the two conversations and underline all the verbs in the Past Simple.

A: I didn't see you at swimming lessons yesterday. Were you ill?

B: No, I wasn't. I left my swimming costume at home!

A: Did you see that Harry Potter film on TV last night?

B: No, I didn't. I went out for dinner with my parents.

**D** Look at the sentences in C then circle the correct answers in 1-3.

- 1 To make a negative sentence in the Past Simple, use *did + not + past simple verb / infinitive verb*.
- 2 To make a question in the Past Simple, use *did / past simple verb + subject + infinitive verb*.
- 3 We don't use *did* in Past Simple questions and negatives with the verb *to do / to be*.

### Used to

**E** Read the sentences below and answer the questions.

- 1 The family used to live in London, but they moved to Scotland 5 years ago.
- 2 Dad used to go to work by train every day, but he works from home now.
- 3 'Did he use to read on the train?' 'Yes, he did.'
- 4 Mum didn't use to work, but now she manages her own shop.
  - a Do the family live in London now? \_\_\_\_\_
  - b Does dad go to work by train now? \_\_\_\_\_
  - c What did dad do on the train? \_\_\_\_\_
  - d Does mum work now? \_\_\_\_\_

**F** Circle the correct answers to complete the rules.

- 1 We use *used to* to talk about habits or routines in the past that are not true now / yesterday.
- 2 Form = subject + *used to* + verb (infinitive without *to*) / verb (-ing form).
- 3 To make a question, use *did* + subject + *use to / used to* + verb (infinitive without *to*).
- 4 To make a negative, use *didn't* + *use to* + past simple verb / verb (infinitive without *to*).

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**G** Complete the table with the Past Simple forms of these irregular verbs.

Infinitive	Past Simple
bring	brought
buy	
catch	
eat	
drink	
go	
teach	
think	

**H** Find the mistakes with the Past Simple or *used to* and then write the sentences correctly in your notebooks.

- 1 My grandad use to play tennis, but he stopped when he broke his arm.
- 2 'Used you to like One Direction when you were little?' 'No, I didn't!'
- 3 Where did you went on holiday last year?
- 4 I eated a cheese and tomato pizza at the restaurant yesterday.
- 5 I didn't used to like coffee, but I love it now.
- 6 'Did you be at school yesterday?' 'No, I wasn't.'



## Past Continuous

**I** Read the sentences and underline examples of the Past Continuous. The first one is done for you.

- 1 I was making breakfast at 7 o'clock this morning when I got a message.
- 2 It was snowing and the TV was showing pictures of roads and the cars weren't moving.
- 3 When I read the message, I knew that nobody was going to school because the school was closed.

**J** Complete the rules with these words.

information past action to be the same time

- a We use the Past Continuous to describe actions that were happening at a specific time in the \_\_\_\_\_.
- b We also use it to show one or more actions that were happening at \_\_\_\_\_ in the past.
- c We also use it to give background \_\_\_\_\_ in a story.
- d We also use it with the Past Simple to show an action that was interrupted by another \_\_\_\_\_.
- e We form the Past Continuous with past tense of the verb \_\_\_\_\_ and the *-ing* form.

**K** Can you find examples of rules a–d in sentences 1–3 in I?

➤ Grammar Focus p. 162 (2.3)

**L** Complete the dialogues with the Past Continuous of the verbs in brackets.

- 1 A: Why did you go home early?  
B: Because I \_\_\_\_\_ (not feel) well.
- 2 A: Why didn't you answer your phone last night?  
B: I \_\_\_\_\_ (swim) in the pool.
- 3 A: What did Sam do at the weekend?  
B: He \_\_\_\_\_ (work) all weekend.
- 4 A: Why \_\_\_\_\_ you \_\_\_\_\_  
(drive) so fast last night?  
B: We were going to the hospital.
- 5 A: Ben, can you read your story to the class, please?  
B: The sun \_\_\_\_\_ (shine) and the wind  
\_\_\_\_\_ (blow) through his long wavy  
hair, when suddenly he saw an angry man running  
towards him ...
- 6 A: What happened to our lunch?  
B: I \_\_\_\_\_ (play) on the computer,  
and when I looked in the oven, lunch  
\_\_\_\_\_ (burn)!

**M** Circle the correct words.

### A family photo

Look at this old photo! We look really bad! Dad (1) took / was taking this picture in the 90s. I (2) used to have / was having long blonde hair, and I used to have braces. I (3) didn't like / wasn't liking them! My brother (4) used to think / was thinking he looked really cool. He (5) never had / had never short hair and he (6) always listened / was listening always to heavy rock music. I don't know why my sister (7) wasn't smiling / didn't use to smile in the photo. Perhaps because she (8) used to hate / was hating family photos. What (9) was she wearing / did she wear? I remember that jacket, she used to wear it all the time and it (10) looked / was looking horrible!







## Listening

**A** Read these sentences.

- Jack's eyes are \_\_\_\_\_.  
a blue                      b big
- The girl's brother is \_\_\_\_\_.  
a tall                      b blonde
- John is wearing \_\_\_\_\_.  
a glasses                      b a uniform
- The boy finished his homework \_\_\_\_\_.  
a before 8 pm                      b before he went to bed
- Where did the dog sleep last night? \_\_\_\_\_.  
a In the hall.                      b In the garden.
- The boy likes the teacher because \_\_\_\_\_.  
a he doesn't get much homework                      b she is very funny

**B**  Now listen to the speakers but don't choose your answers yet.

**C**  Listen again, and this time choose your answers for 1-6 in A.

**D** Read the *Exam Close-up*. Are these sentences true (T) or false (F)?

- Read only the first question before you listen.
- You will probably hear words from all the answer options.
- You should choose your answers as quickly as possible.
- You should listen to the complete conversation before you choose your answer.

### Exam Close-up

#### Identifying the wrong answers

- Read the questions first and look at the options.
- For each question you usually hear all the words from the different options so you need to identify which of those are incorrect.
- The first time you listen, don't decide on the answer too quickly.
- Listen to the complete conversation first, then listen again and choose your answer.

**E**  Listen and complete the *Exam Task*.

### Exam Task

Listen to Lisa talking to her friend Sue about a video. For each question choose the right answer (A, B or C).

You will hear the conversation twice.

- What colour is the singer's hair?  
A blonde  
B red  
C black
- The singer is wearing ...  
A a dress.  
B trousers.  
C a skirt.
- The singer is ...  
A little.  
B tall.  
C twenty.
- The girls are listening to ...  
A dance music.  
B a slow song.  
C an old song.
- Who went to the concert?  
A Sue  
B Lisa  
C Sue's brother

**F**  Now listen again and check your answers.





# Speaking

**A** Work with a partner. Student A: choose a person from the pictures, but don't tell Student B. Student B: use *yes/no* questions to find out who Student A chose. Then change roles.

"Is he / she wearing ...? / Has he / she got ...?"

**B** Read the questions. Decide if they are asking about personality (P), appearance (A), or likes/activities (L).

- 1 What is your best friend like?
- 2 Do you like doing the same things?
- 3 What kind of music does your friend like?
- 4 What does your friend look like?
- 5 How often do you see your best friend?
- 6 Where do you go together?
- 7 Is your best friend different or similar to you?
- 8 Are you both at the same school?



**C** Read the *Exam Close-up*. Then work with a partner and choose the correct words to complete this description.

"He's a really good friend. We like a lot of the same things. We both love music, (1) *for example* / *but*, and we play together in a band. He's really funny (2) *or* / *and* he always makes me laugh. He's usually cheerful, (3) *but* / *and* sometimes he's sad – usually when he's worried about our school exams. We live in the same street (4) *or* / *so* we see each other nearly every day. We like playing computer games together (5) *or* / *for example* kicking a football around the garden."

**D** Complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Task

Work in pairs. Student A should ask Student B the questions in Task 1.

### Task 1

- Tell me about your best friend.  
 What does your best friend look like?  
 What is your best friend like?  
 How do you spend your time when you are together?  
 Do you have the same interests? What are they?  
 What do you like best about your friend?  
 What do you and your friend disagree about?

Student A should think about Student B's answers and complete Task 2 by ticking ✓ what B did.

### Task 2

- The student answered the questions.
- The student was easy to understand.
- The student used the right vocabulary.
- The student answered with more than one word.
- The student used adjectives and linking words.

Discuss your answers and then swap roles.

## Exam Close-up

### Giving a description of a friend

- If the examiner says, *tell me about your friend*, describe your friend's appearance, personality, likes and dislikes.
- If the examiner says, *What is your best friend like?*, describe your friend. Do not answer *My best friend likes ...*
- Use lots of adjectives to describe your friend.
- Try to 'speak in a paragraph', this means using words like *and*, *but* and *so* to link your ideas.

## Useful Expressions

### Describing a person

- She's ... tall / blonde / quiet.  
 He's got ... red hair / braces.  
 She usually wears ... jeans / black.  
 He's really funny ... but he gets angry if ...  
 He understands me / listens to my problems.  
 She loves ... animals / parties / volleyball.  
 He doesn't like ... homework / shopping / winter.

- Do you prefer to spend your time with one friend or many? Why?
- Do you believe that friendships can last a lifetime (best friends forever)? Why? / Why not?

## Ideas Focus





# Writing: an email

## Learning Focus

### Writing about personality

- When you describe someone's personality, you can write about their good and bad qualities.
- Give an example to support your description.
- Use linking words and phrases to connect your descriptions and examples (*so, and, but, because, that's why, for example*).



### A Choose the correct linking words to complete the sentences.

- 1 Anna is a bit shy, **so** / **but** it's hard for her to make friends.
- 2 Jack makes everyone laugh, **but** / **because** he's really funny.
- 3 Matilda is very reliable **and** / **for example** is there when you need her.
- 4 Harry is lazy, **because** / **that's why** his room is always messy.
- 5 Sofia is really mean, **for example** / **but** she always makes her sister cry.
- 6 Jane is usually a cheerful person, **so** / **but** she was really sad yesterday.

### B Read the writing task below and circle the correct words in 1–3.

Read the email from your friend, Alice.

Email Message

From: Alice  
To: Julie

Hi Julie,

I'm really looking forward to meeting your cousin Chloe at your party on Saturday. When did she arrive from London? What does she look like? What's she like?

Love  
Alice

Write an email to Alice and answer the questions.  
Write 25–35 words.

- 1 You have to write **an email** / **a letter** / **a party invitation**.
- 2 Alice / Chloe / Julie will read it.
- 3 You have to answer **2** / **3** / **4** questions.

### C Read the example email. What are the answers to Alice's questions?

- 1 When did Chloe arrive?
- 2 What does she look like?
- 3 What is she like?

Email Message

From: Julie  
To: Alice

Hi,

Chloe arrived yesterday. She has long red hair, blue eyes and freckles. She's very nice, that's why she has lots of friends. She's chatty too, but sometimes she doesn't stop talking! I'm sure you will like her.

See you on Saturday!

Julie  
xxx

### D Read the email in C again and underline the linking words.



**E** Read the example email again and tick the things Julie does in her reply.

She ...

- 1 says when her cousin arrived.
- 2 says something positive about Chloe's personality.
- 3 tells Alice what Chloe likes.
- 4 describes Chloe's appearance.
- 5 mentions something negative.
- 6 tells Alice what Chloe is doing.
- 7 gives examples in her description.
- 8 asks Alice to see them on Saturday.

**F** Complete the sentences about Chloe with your own examples or descriptions. Be careful which linking words you use.

- 1 Chloe is a good student ...
- 2 Chloe loves animals ...
- 3 She's very friendly ...
- 4 Everyone likes her ...

**G** Look at the example email in C again and put this plan in the correct order, 1–5. What greeting and sign-off does Julie use?

- Say what Chloe is like
- Sign off
- Say when Chloe arrived
- Greet
- Say what Chloe looks like

**H** Read the *Exam Close-up* and the *Exam Task*. Then make a plan.

**I** Now complete the *Exam Task*. Remember to answer all of the questions.

## Exam Task

Read the email from your friend, Max.

Email Message

From: Max  
To:

It's great you can come to my street party and of course you can bring your friend Pedro. When did you meet him? What does he look like? What's he like?

Max

Write an email to Max and answer the questions.  
Write 25–35 words.

## Useful Expressions

### Greetings

Hi Jack  
Hello!  
Dear Jack

### Sign-offs

Love, Emily  
See you soon!  
See you on Saturday!  
Best wishes

### Giving examples

that's why  
because  
so  
for example  
but  
and

### Describing personality

He's / She's very ...  
He / She likes ...  
He / She seems ...

### Describing appearance

He's / She's tall / short ...  
He's / She's got ... hair ...  
eyes ... skin  
His / Her hair is ... / eyes  
are ...

## Exam Close-up

### Answering all the questions

- There are usually three questions and you must answer all of them.
- Underline the question words to make sure you understand each question.

A diamond jubilee street party in Bristol, England



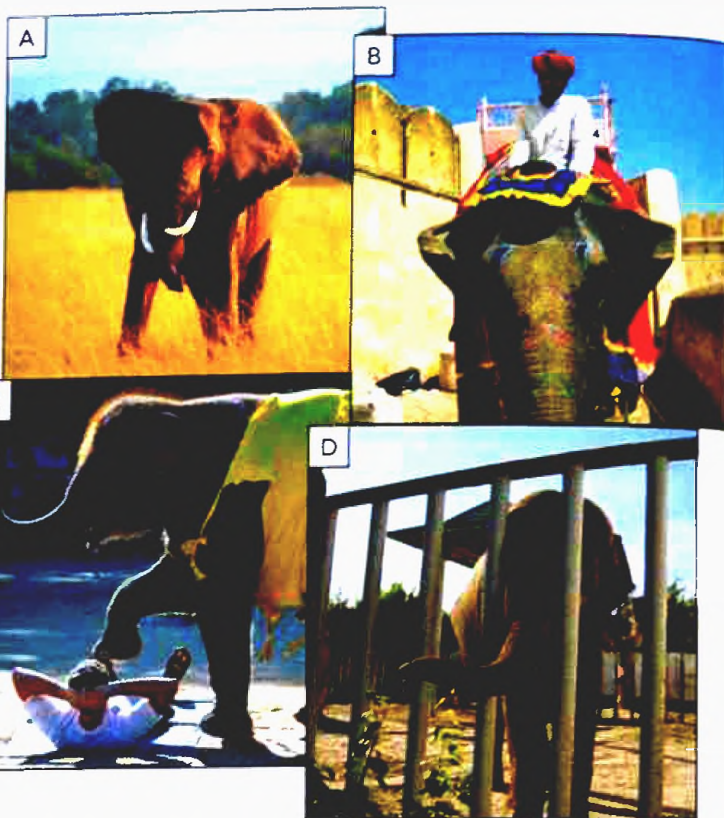


# 2 Happy Elephants

## Before you watch

**A** Look at the photos. What are the differences and similarities between them? Match a–d with 1–4.

- 1 Working elephant with driver
- 2 Elephant in captivity in a zoo
- 3 Elephant in captivity in a circus
- 4 Elephants in the wild



## While you watch

**B** Watch the video and decide if these statements are T (True) or F (False).

- 1 Elephants and people have worked together for over 2,000 years.
- 2 Mike Hackenberger, an elephant trainer, talks to his elephants.
- 3 Not everyone is sure that animals feel happiness.
- 4 Mike Hackenberger says elephant training is worse than in the past.
- 5 The elephant called Limba was happier alone.
- 6 Elephants love swimming.

## After you watch

**C** Complete the summary of the video below using these words.

closely feelings happier happiness intelligent normal similar wild

Elephants are large, gentle and (1) \_\_\_\_\_ animals. When they work with people, they are not in the (2) \_\_\_\_\_. How can elephants be happy in captivity? Mike Hackenberger, an animal trainer at Baltimore zoo, believes he knows the answer. His elephants are very healthy and seem to be happy. He talks to his elephants and says they make happy sounds! Many people who work (3) \_\_\_\_\_ with animals say that animals have (4) \_\_\_\_\_ and can experience (5) \_\_\_\_\_. Others are not certain, but everyone agrees that elephants seem safer and (6) \_\_\_\_\_ when their home in captivity is (7) \_\_\_\_\_ to life in the wild. Their lives are happier and more (8) \_\_\_\_\_ when they are with other elephants than when they are alone.

## Ideas Focus

- Is it right to keep animals in captivity? Why? / Why not?
- Is it right for people to use animals for work and transport? Why? / Why not?
- Do you think animals have feelings? Why? / Why not?





# Review 1

## Units 1 & 2

### Vocabulary

#### A Write the dates as words.

- |        |       |         |       |
|--------|-------|---------|-------|
| 1 21/1 | _____ | 4 23/8  | _____ |
| 2 15/3 | _____ | 5 4/10  | _____ |
| 3 2/7  | _____ | 6 30/12 | _____ |

#### B Complete the sentences with the correct nationality adjective.

- I've got an \_\_\_\_\_ car. It's a red Ferrari! (Italy)
- In Athens, I heard \_\_\_\_\_ music on the radio. (Greece)
- I think the \_\_\_\_\_ language is easy to learn. (England)
- Did you eat a lot of \_\_\_\_\_ food in Beijing? (China)
- Barcelona is a famous \_\_\_\_\_ football team. (Spain)
- Did you know that \_\_\_\_\_ people are very tall? (Netherlands)

#### C Circle the correct words.

Hi. My name's Nick and I'm 13. My (1) **brothers / sisters** are Emma and Helen. My (2) **brother / sister** is George, and he's 10. Our (3) **parents / grandparents** are Kelly and James. They got married 20 years ago. My (4) **parents / grandparents** are Michael and Jenny. They've got two children - my dad James is their (5) **son / daughter**, and my (6) **uncle Betty** is their (7) **son / daughter**. Betty's (8) **wife / husband** is my (9) **aunt / uncle** Tim, and their children are my (10) **cousins / twins**.

#### D Complete the sentences with the words.

beard blue braces freckles moustache pale short straight tan

- Samantha has got long, \_\_\_\_\_, brown hair. Her eyes are \_\_\_\_\_ and she's got \_\_\_\_\_ all over her face.
- Tania's skin is usually \_\_\_\_\_, but she went on holiday to Spain and now she's got a lovely \_\_\_\_\_. She's also got \_\_\_\_\_ on her teeth.
- Jack's 21 years old. He's got \_\_\_\_\_ dark hair and a funny \_\_\_\_\_ under his nose. He's also got a \_\_\_\_\_ and sometimes food falls into it!

#### E Circle the correct words.

- My brothers annoy / annoying me all the time!
- My cousin Sophia is very beauty / beautiful.
- Jo would be a good nurse because she's really care / caring.
- Everyone likes Max because he's friend / friendly.
- I love / lovely my family very much.
- Don't worry / worried - everything is OK.

#### F Complete the sentences with these prepositions.

about by of to with

- My granny is kind \_\_\_\_\_ everyone.
- I'm angry \_\_\_\_\_ my twin brothers!
- Are you shocked \_\_\_\_\_ the news?
- What are you worried \_\_\_\_\_, Tom?
- I'm scared \_\_\_\_\_ spiders and snakes!



### Grammar

#### A Circle the correct words.

- 1 Do you like / likes French food?
- 2 They not want / don't want to go to school.
- 3 Are / Do the children eating now?
- 4 Harry doesn't / isn't know the answer.
- 5 My cousin Catherine lives / live in Australia.
- 6 I'm study / studying for my exams this week.
- 7 People buy / buying clocks in Switzerland.
- 8 The dogs aren't / don't running in the park.

#### B Write the adverbs of frequency in the correct place.

- 1 I get up early in the morning. (usually)
- 2 She is late for school. (hardly ever)
- 3 The Smith family goes to Spain in July. (always)
- 4 My friends are busy on Saturdays. (often)
- 5 Uncle Bill visits us in summer. (never)
- 6 My friends go to the cinema. (sometimes)

#### C Complete the questions with the words. Sometimes more than one answer is possible.

Who Why When What Where What time

- 1 \_\_\_\_\_ is your sister?
- 2 \_\_\_\_\_ are they doing?
- 3 \_\_\_\_\_ does she work?
- 4 \_\_\_\_\_ do you start school?
- 5 \_\_\_\_\_ are your friends?
- 6 \_\_\_\_\_ are you crying?

#### D Complete the sentences with the Past Simple or the Past Continuous of the verbs in brackets.

- 1 They \_\_\_\_\_ to the shops when I \_\_\_\_\_ them yesterday. (walk, see)
- 2 I \_\_\_\_\_ the dishes while my mum \_\_\_\_\_ pizza. (wash, make)
- 3 He \_\_\_\_\_ in his bedroom, but he \_\_\_\_\_. (be, not sleep)
- 4 When my friends \_\_\_\_\_ me, they \_\_\_\_\_ to a football match. (call, go)
- 5 She \_\_\_\_\_ to the supermarket, but she \_\_\_\_\_ milk. (go, not buy)
- 6 The sun \_\_\_\_\_ and the birds \_\_\_\_\_ that morning. (shine, sing)
- 7 When I \_\_\_\_\_ home from school, my dad \_\_\_\_\_ TV. (come, watch)
- 8 \_\_\_\_\_ your phone when you \_\_\_\_\_ the house? (you / forget, leave)

#### E Circle the correct words.

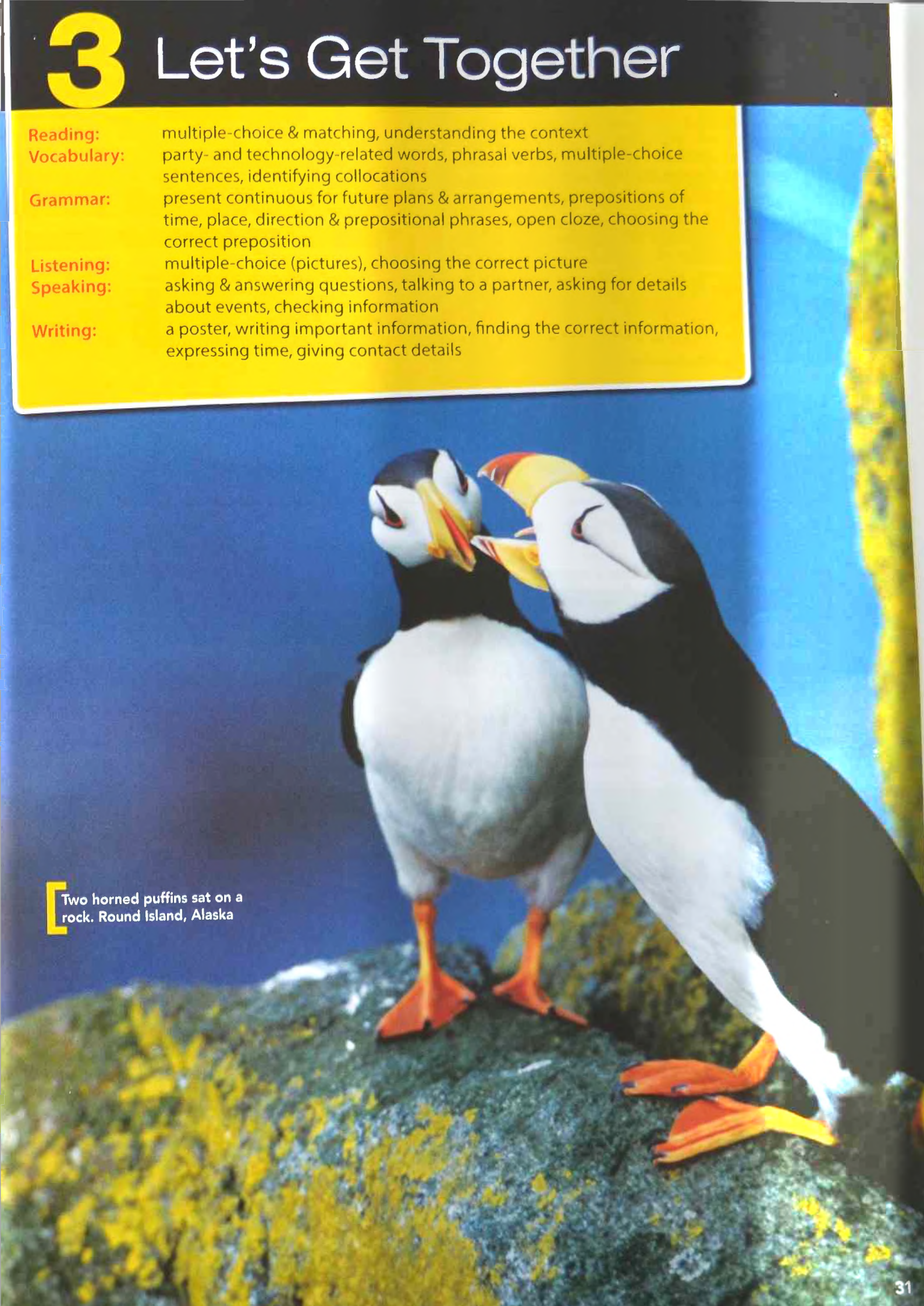
- 1 Used you / Did you use to live in Manchester a few years ago?
- 2 I didn't use / wasn't used to have short hair, but now I do.
- 3 We are used / used to go to France every year for our holiday.
- 4 When I was younger, I never / didn't use to read, but I love it now.
- 5 Did your cousins used / use to come to England to stay with you?
- 6 I'm a good student now, but I didn't use to be / being.



# 3

## Let's Get Together

- Reading:** multiple-choice & matching, understanding the context
- Vocabulary:** party- and technology-related words, phrasal verbs, multiple-choice sentences, identifying collocations
- Grammar:** present continuous for future plans & arrangements, prepositions of time, place, direction & prepositional phrases, open cloze, choosing the correct preposition
- Listening:** multiple-choice (pictures), choosing the correct picture
- Speaking:** asking & answering questions, talking to a partner, asking for details about events, checking information
- Writing:** a poster, writing important information, finding the correct information, expressing time, giving contact details

A photograph of two horned puffins standing on a rocky outcrop. The puffins have black heads and backs, white chests, and bright orange beaks with yellow and red tips. They are facing each other as if in conversation. The background is a clear blue sky. The rock they are on is dark and covered with yellow lichen.

Two horned puffins sat on a rock. Round Island, Alaska



# 3 Let's Get Together

## Reading

**A** Read the information in 1–5. What do they have in common? Choose the best option from a–c.

- a thank yous    b invitations    c asking for help

1  Email Message

From: Waverley High School  
 To: All students  
 Subject: School Summer Fair

Dear students

Don't forget! The school fair is on next Saturday at 3 p.m.

We hope to see everyone there

2 Hi, Cathy. Do u want 2 come 2 my sleepover on Friday night? It will be a lot of fun!!!

Read 15:45

3 Dear Tom

It's a Fancy Dress Party!  
 Saturday 8 p.m. at 10 Smith Street



Best costume wins a prize!



4 New Message

To:

Message: Hey everyone! It's the Champions League final next Saturday! Want to watch it at my place? The address is 23 Mawron Street. See you there!

Send Cancel

5

Anna, I'm having a New Year's Eve party. Would you like to come?



**B** What different ways of inviting someone to an event are used in A?

**C** Invite a friend to a party. Use a method from A (e.g. email). Include the following.

- what the event is    • what time it starts
- where it is    • who is going

**D** Quickly read the article and write the correct heading for each paragraph.

- |                           |                             |
|---------------------------|-----------------------------|
| How do they celebrate?    | Do people work on that day? |
| When is this special day? | What do they usually eat?   |
| What do they celebrate?   |                             |

## Word Focus

**settler**: a person who arrives from another country to live in a new place and use the land

**harbour**: a closed area of water where boats are safe

**spectacular**: very exciting to look at

**Aussie**: something or someone Australian

**backyard**: an open space at the back of a house

**invade**: to go to a place and take it from others

# Australia Day



1 \_\_\_\_\_  
 Australia Day is the national day of Australia and it is on January 26. That was the day in 1788 when the British ships arrived with the first white **settlers**.

2 \_\_\_\_\_  
 It's a public holiday, so people take a break from work. Banks, post offices, and most **businesses** are closed. The schools are already closed then for the summer holidays.

3 \_\_\_\_\_  
 People go swimming, spend time with family and friends,

go to concerts, watch sports events, have parties and relax. In many places there are firework displays. The fireworks over Sydney **Harbour** are **spectacular** and thousands of people go there at night to enjoy the fun. Many people arrive at the harbour in the morning to get the best places to sit and watch the fireworks.

4 \_\_\_\_\_  
 Food is important at this celebration. At picnics across the country **Aussies** enjoy traditional meat pies, sandwiches with colourful sprinkles, and little square cakes with chocolate and coconut on them called **lamingtons**. It's also popular to have a barbecue on Australia Day. People invite friends and family and spend the day cooking, eating, having fun and playing cricket in their **backyards**.

5 \_\_\_\_\_  
 However, it's important to understand that not all Australians celebrate this day. Many Aboriginal Australians are still unhappy because the British **invaded** their country and they took the aboriginal land. But today, Australia Day celebrates modern Australia: its freedom, its lifestyle and cultures, the land and its beauty and its future.



**E** Read the *Exam Close-up*. Then read the short dialogues in Part 1 and the longer dialogue in Part 2 of the *Exam Task* below and decide what is happening in each.

**F** Now complete the *Exam Task*. Remember to think about the context.

## Exam Close-up

### Understanding the context

- Before you choose an answer, read the sentence or paragraph carefully and decide what the context is (e.g. inviting, asking for help, saying no, etc.).
- Once you understand the context, start to think of typical language you might hear in this situation.
- In long dialogues, look carefully at sentences before and after the gap to help you choose the correct answer and remember that two answers do not fit in any gap.

## Exam Task

### Part 1

Complete the five conversations. Choose A, B, or C.

- Why didn't you watch the fireworks?
  - I was studying for an exam.
  - It was spectacular.
  - I was worried about you.
- I can't come to the barbecue at your house.
  - How amazing.
  - That's a pity.
  - Good luck.
- Would you like to have a picnic with us?
  - Yes, I did.
  - I hope not.
  - That'd be lovely.
- Who made these delicious lamingtons?
  - Why not?
  - My dad did.
  - Yes, I did.
- Shall we play cricket?
  - Good idea.
  - Yes, I do.
  - I hope so.

### Part 2

Complete the telephone conversation. What does Gino say to Nick? Choose the correct answer A–H. There are three letters you do not need to use.

Nick: Hi, Gino. Would you like to come to a party next Sunday?

Gino: (6) \_\_\_\_

Nick: It's Australia Day, our national day.

Gino: (7) \_\_\_\_

Nick: I know. I want you to enjoy it with us because you are a new Australian.

Gino: (8) \_\_\_\_

Nick: At Bondi beach. A lot of Aussies go to the beach that day.

Gino: (9) \_\_\_\_

Nick: We usually have some food and drinks, we swim and surf.

Gino: (10) \_\_\_\_

Nick: It is. It's a great way to celebrate our country!

- Thanks. Where are you having the party?
- Why are you going there?
- I'd love to. What are we celebrating?
- What do you do there?
- Well, I'm not sure about that.
- It sounds like a lot of fun.
- Is it difficult to surf?
- Oh yes! This will be the first time for me.

**G** Complete the sentences with the verbs to make collocations. Look back at the text for help if necessary. There are two verbs you do not need to use.

do go have make give spend take

- The school holidays are boring! I don't know how to \_\_\_\_\_ my time!
- Do you want me to \_\_\_\_\_ a cake for the party?
- Every summer I travel to Greece and I \_\_\_\_\_ swimming at fantastic beaches.
- It's really hot today and I can't walk any more. I need to \_\_\_\_\_ a break.
- I can buy some meat and sausages today and we can \_\_\_\_\_ a barbecue.

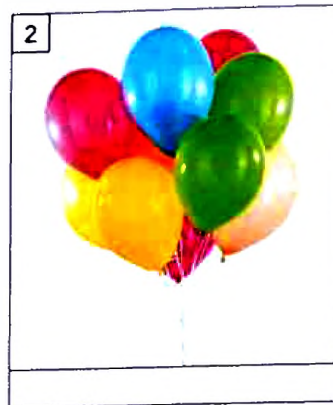
- 'National celebrations make everyone feel happy.' Do you agree? Why? / Why not?
- Which is your favourite celebration? Why is it special to you?

Ideas Focus

## Vocabulary

**A** Match the words from the list with the pictures.

- Things to take to Becky's party**
- balloons** – pink and blue if possible
  - candles** – 12 for the cake
  - confetti** – enough for kids to throw over Becky
  - presents** – for Becky
  - sparklers** – 20; one for each kid to hold
  - streamers** – pink and blue to put on tables



**B** Circle the correct answers.

- 1 A: Why do you hang out / hang up with Melanie?  
B: Because we get on / get together very well.
- 2 A: Did you go around / go out with your friends last night?  
B: No, I stayed in / stayed up and went to bed early.
- 3 A: Why did you ask about / ask for Jane's phone number?  
B: I want to take her away / take her out on a date.
- 4 A: We have to call back / call off the picnic.  
B: Oh, no! I was looking forward to / looking up to it.

**C** Match the phrasal verbs you didn't use in B with their meanings.

- |                                      |  |
|--------------------------------------|--|
| 1 _____: go on holiday with someone  | 5 _____: end a phone call                    |
| 2 _____: visit someone at their home | 6 _____: phone someone that phoned you first |
| 3 _____: respect someone             | 7 _____: ask how someone is                  |
| 4 _____: not go to bed               | 8 _____: meet someone socially               |

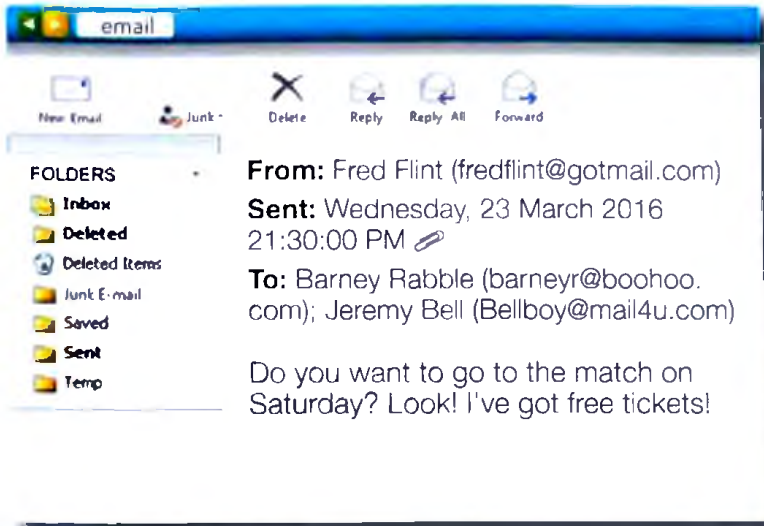
**D** Complete the expressions with the correct words.

having friend make great time getting free have company fun sharp

- 1 'Did you have \_\_\_\_\_ at Juan's fancy dress party?'  
'Yes, I had a \_\_\_\_\_.'
- 2 Elizabeth is my best \_\_\_\_\_. I really like spending time with her because she's good \_\_\_\_\_.
- 3 'Are you \_\_\_\_\_ on Saturday night? I'm having a party and it starts at seven \_\_\_\_\_.'
- 4 'Welcome, Harry. Come in and \_\_\_\_\_ a seat. Please, \_\_\_\_\_ yourself at home.'
- 5 I have to go now, it's \_\_\_\_\_ late. Thanks for \_\_\_\_\_ me. I hope to see you soon.'



**E** Read and answer the questions.



- Which of Fred's folders is the email in?  
\_\_\_\_\_
- Who received the email?  
\_\_\_\_\_
- Which of their folders is the email in?  
\_\_\_\_\_
- What can they do if they don't want to keep the email?  
\_\_\_\_\_
- Is there an attachment?  
\_\_\_\_\_
- What do you think it is?  
\_\_\_\_\_
- Read out the email addresses of all the boys.

**F** Circle the correct words.

**A modern grandmother**

My grandmother says that I am very lucky to have so many useful (1) *devices / computers* that make life easy. When she was a teenager, there was no (2) *digital / mechanical* technology. She didn't have a mobile phone. She used a (3) *landline / handline* to call her friends and everyone at home could hear what she said. Now, she has a smartphone so she can (4) *do / make* calls and send texts.

There was no internet, so she couldn't go online or send emails. She had to send everything by (5) *letter / post*. When she sent letters to her cousins in Canada, the letters

took a long time to arrive. She laughed when I told her that we call it (6) *'fail / snail mail'* because it's slow! Recently, she bought a small (7) *desktop / laptop* computer that she takes with her. Now, she uses the internet to (8) *communicate / contact* her family and friends overseas. She says it's amazing that she can (9) *click / tick* 'Send' and her mail can go anywhere in the world. The computer has a (10) *net / web* cam too, and she chats with her sisters in Canada. She checks her email every day. She's a very modern woman!

**G** Read the *Exam Close-up*. Then read the *Exam Task* and think of the words that can go in each gap.

**H** Now complete the *Exam Task*.

**Exam Task**

Read the sentences about using the internet. Choose the best word (A, B or C) for each answer.

- Julie usually goes \_\_\_\_ in the evening.  
A computer      B internet      C online
- First, she \_\_\_\_ her email for any new mail.  
A checks      B reads      C sees
- After that, she \_\_\_\_ the net for a little while.  
A skis      B surfs      C swims
- Julie doesn't like to \_\_\_\_ time on the internet.  
A keep      B use      C waste
- But she thinks it's a great way to stay in \_\_\_\_ with people.  
A touch      B company      C close

**Exam Close-up**

**Identifying collocations**

- Collocations are words that go together (often a verb and a noun).
- Some tasks have gaps in the texts – they sometimes remove one of the words from the collocations.
- Look at the sentence and at the words before and after the gap.
- If you think you know the answer, look at the choices. Is it there?
- If it isn't, look at the choices and try each one in the gap and say the sentences to yourself. Choose the one that you think fits best.

- Do you like social network sites? Why? / Why not?
- How much time do you spend online? Is it too much? Why? / Why not?

**Ideas Focus**



## Grammar

### Present Continuous for future plans & arrangements

**A** Read the conversation below and underline examples of the Present Continuous.

A: What are you doing at the weekend?

B: We're going to Sue's party. Are you coming?

A: No, I'm not. I'm visiting my aunt.

➔ Grammar Focus p. 162 (3.1)

**B** Look at the sentences in A and answer these questions.

- 1 They're talking about *the present / the future*.
- 2 They're talking about *plans / something that might happen*.
- 3 We *can / can't* use the Present Continuous to talk about future, if we are talking about plans or arrangements.
- 4 We make a Present Continuous question with *be / do + subject + verb + -ing* and a negative with *subject + be / do + not + verb + -ing*.

**C** Look at Sue's diary for next week. Complete the sentences and questions with the Present Continuous. Use the verbs in brackets.

Mon	Tues	Weds	Thurs	Fri
study for tests!	do tests at school ☹	go shopping at the mall, get new jeans	download music for party	buy food and drink for party
Sat	Sun			
PARTY!!! 😊 from 8 till late!	Help Mum tidy up! ☹			

- 1 Why \_\_\_\_\_ for tests on Monday? (*study*)
- 2 She's studying on Monday because \_\_\_\_\_ tests at school on Tuesday. (*do*)
- 3 \_\_\_\_\_ shopping on Tuesday? (*go*)
- 4 No, \_\_\_\_\_ shopping on Wednesday. (*go*)
- 5 Where \_\_\_\_\_ new jeans on Wednesday? (*get*)
- 6 \_\_\_\_\_ new jeans at the mall. (*get*)
- 7 \_\_\_\_\_ food for the party on Thursday. (*not buy*)
- 8 \_\_\_\_\_ music on Thursday. (*download*)
- 9 \_\_\_\_\_ the food for the party on Friday. (*buy*)
- 10 The party \_\_\_\_\_ at 8 pm on Saturday. (*start*)
- 11 Who \_\_\_\_\_ on Sunday? (*help*)
- 12 \_\_\_\_\_ her mum; they \_\_\_\_\_ . (*help, tidy up*)

**D** Circle the activities below that you are doing this weekend. Then talk to a partner about your weekend plans.

- go shopping                      go swimming      go to a party  
do homework                      meet friends      play basketball  
play computer games              tidy my room      visit relatives

"What are you doing this weekend?"

"I'm going shopping with my mum."

**E** Look at the tickets and answer the questions in your notebook using the Present Continuous.

- 1 Where is the band playing?
- 2 When is the band playing?
- 3 When is the match starting?
- 4 Where are the teams playing?
- 5 Is the passenger flying business class or economy class?
- 6 Where is the passenger sitting?

T001 \$39.00	An evening with <b>PEARL JAM</b>	musicickets
ROW M SEAT 8	U.S Bank Arena 100 Broadway St/Cincinnati OH	
10/01/15	WED Oct 01 2015 7:30PM	

NEW YORK <b>JETS</b>	MIAMI <b>DOLPHINS</b>	GATES OPEN 12:30PM KICK OFF 14:30
10 OCTOBER WEMBLEY STADIUM		ENTER VIA <b>E</b> Block 300 ROW 10 Block 58

UNITED FLIGHT U3054	ANNA PETERSON	UNITED FLIGHT U3054
DEPARTURE GATE <b>E12</b>	BUSINESS CLASS	SEAT NUMBER <b>19A</b> BUSINESS CLASS
BOARDS AT <b>2:10PM</b> NOV 09	259 8712 4126 2	ANNA PETERSON PHOENIX AZ TO DENVER CO
<b>UNITED BOARDING PASS</b>		DEPARTURE <b>2:50PM</b>



## Prepositions of time, place, direction & prepositional phrases

**F** Read the sentences. Underline all the prepositions. The first has been done for you.

- 1 The plane is leaving at midnight tomorrow.
- 2 They are having tests at school next week.
- 3 We are playing basketball on Monday evening.
- 4 My brother was writing on his desk.
- 5 The cat jumped onto my bed.
- 6 Dolphins live in the sea.
- 7 Sue is having a party in June.
- 8 The actor walked into the café for a drink.
- 9 What is inside the box?
- 10 The tourists are travelling to Greece next week.

**G** Look back at the sentences in F and decide if each one refers to time (T), place (P) or direction (D).

### Be careful

When we describe movement (going from one place to another), we use prepositions like *to*, *into*, *onto*, *towards* and *from*.

When we describe position (where something is), we use prepositions like *'in'*, *'on'* and *'at'*.

**H** Complete the rules with *'in'*, *'on'* or *'at'*.


We use \_\_\_\_ with clock times and some time periods, e.g. 'night', 'weekends'.

We use \_\_\_\_ for longer periods of time, e.g. years, months, seasons, parts of the day (morning, afternoon, evening) and to describe how long before something happens in future.

We use \_\_\_\_ for days.

**I** Read the sentences and underline the prepositional phrases. The first is done for you.

- 1 We live in the house at the end of the street.
- 2 The teacher stood at the front of the class.
- 3 The photos are in the middle of the book.
- 4 The answers are at the back of the book.
- 5 The page number is at the bottom of the page.
- 6 The title is at the top of the page.
- 7 The photo is on the right / left of the text.

 Grammar Focus pp. 162 & 163 (3.2 to 3.5)


**J** Complete the sentences with *'in'*, *'on'* or *'at'*.

- 1 It's starting \_\_\_\_\_ 8 \_\_\_\_\_ the evening.
- 2 The next holiday is \_\_\_\_\_ March 25<sup>th</sup>.
- 3 Our cousins are visiting us \_\_\_\_\_ March.
- 4 The weather is hot \_\_\_\_\_ summer.
- 5 The baby doesn't sleep much \_\_\_\_\_ night.
- 6 The family goes shopping \_\_\_\_\_ Saturdays.
- 7 Dad left school \_\_\_\_\_ 1990.
- 8 The plane is leaving \_\_\_\_\_ five minutes!
- 9 He usually has a sandwich \_\_\_\_\_ lunchtime.
- 10 We're meeting \_\_\_\_\_ Monday night.

**K** Read the *Exam Close-up* and then complete the *Exam Task*.

## Exam Task

Complete the email from a manager at a museum. Write **ONE** word for each space.

 Email Message

Re: the new exhibition 'The Mummy'

Dear colleagues,

The museum is opening a new exhibition (1) \_\_\_\_\_ a week. The main exhibit is the amazing Egyptian mummy. It will be in the middle (2) \_\_\_\_\_ the room, so that it is the first thing that visitors will see. The other objects from the tomb will be (3) \_\_\_\_\_ the back of the room (4) \_\_\_\_\_ glass cases. These include the jars and furniture (5) \_\_\_\_\_ the tomb. Some parts from the inside of the dead person's body were (6) \_\_\_\_\_ the jars. The furniture was there because Egyptians thought the dead person could take it with them (7) \_\_\_\_\_ the afterlife. On the right (8) \_\_\_\_\_ the mummy there will be a display, to show how ancient Egyptians created mummies. (9) \_\_\_\_\_ the opposite wall, visitors will see X-ray photos showing what is inside the mummy! We also need to update the website (10) \_\_\_\_\_ the morning!

Regards, James

## Exam Close-up

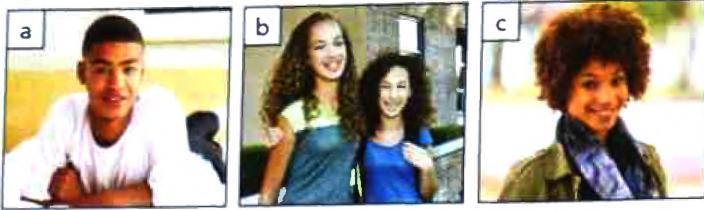
### Choosing the correct preposition

- Before you complete a gapped text, quickly read the whole text first.
- Then go back and read each sentence carefully. Look at the word before and after the gap. Decide what type of word is missing (preposition, noun, etc.).
- If a preposition is missing, decide if it is connected to time, place, or direction.
- Write your chosen preposition, then read the complete sentence to yourself and check your answer.

## Listening

**A** Look at the photos in 1–3. Work with a partner and discuss the similarities and differences between each set of three photos (a–c).

1



2



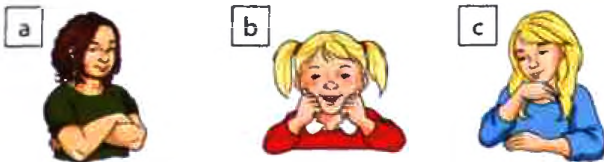
3



### Exam Task

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the right answer (A, B or C).

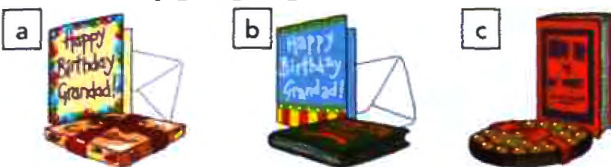
1 Who is the girl bringing to the party?



2 What is the girl wearing to the wedding?



3 What are they giving to grandad?



**B** Find a photo in A to match these words. Then work with a partner and brainstorm more vocabulary to describe the pictures in A.

a month   a photograph   a sister

**C** Match questions a–c with 1–3 in A.

- a What present are they giving?
- b When is the music festival?
- c Who is the boy taking to the party?

**D** Now listen and circle the correct pictures in Exercise A.

**E** Read the *Exam-Close-up*. Then look at the *Exam Task*. Note down any vocabulary connected to the pictures and think about any similarities and differences.

**F** Now complete the *Exam Task*.

### Exam Close-up

#### Choosing the correct picture

- Sometimes you have to listen and choose the correct picture from three options.
- Prepare by looking carefully at each set of photos. Brainstorm vocabulary connected to the photos.
- Think about the similarities and differences between each set of three pictures.
- You will hear each conversation twice. Make short notes when you listen the first time.
- Using your notes, choose the correct picture.

4 What time will the concert finish?



5 When are they going to the music festival?



**G** Listen again and check your answers.



# Speaking

**A** Put the events in order, from favourite (1) to least favourite (6). Explain why to a partner.

- a family wedding
- b end of school disco
- c party to celebrate a team's win
- d a child's birthday party
- e New Year
- f Christmas party

**B** What information should you include on an invitation to an event?

- date \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**C** Write an invitation to an event from A.

**D** Work with a partner. Ask questions about your partner's event and note down the information. Check your answers then change roles.

**E** Read the *Exam Close-up* then match sentences 1–4 with situations a–d.

- |  |   |
|--|---|
| 1 OK, thanks ... and when ...?   | a You didn't hear what your partner said.                 |
| 2 The party is on Monday 17 <sup>th</sup> April, from 5 pm till 11 pm. | b Your question wasn't grammatically correct.             |
| 3 Sorry, I didn't understand. Could you repeat that?                   | c You responded to the information your partner gave you. |
| 4 What I bring to the party?   | d You gave a full answer.                                 |

## Exam Close-up

### Talking to a partner

- Remember to listen to the instructions carefully and make sure you understand.
- Read through all of your prompt cards to help you prepare to ask or answer questions.
- Remember that this task is a conversation, so take turns and don't interrupt.
- Give full answers to the questions.
- If you don't understand your partner, ask them to repeat what they said.

**F** Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

### Asking for details about events

Where is it?

When time does it start / finish?

What should / shall I bring?

Is there a phone number / an email address?

Can I take my friend / boyfriend / girlfriend / partner?

### Checking information

Sorry, I didn't understand.

Can you repeat that / say that again, please?

Can you spell that, please?

## Exam Task

### Task 1

**Student A:** Here is some information about Tom's birthday party.

**Student B:** You are invited to Tom's party but you don't know the details about the party, so ask **A** some questions about it. Turn to page 179.

Come and help me celebrate my 14<sup>th</sup> Birthday party!

5pm till 7pm  
Please call or text 07795 2271167 to say if you are coming or not.  
Bring your swimwear ... and a present!

Tom invites you to his swimming party on Saturday, 15<sup>th</sup> June at The Fairway Sports Centre, Dee Road, Liverpool.

### Task 2

**Student B:** Here is some information about Mel and Luke's wedding.

**Student A:** You are invited to the wedding but you don't know the details about the wedding, so ask **B** some questions about it. Turn to page 178.

Together with their families, Mel and Luke invite you (and a partner) to their wedding.

21 December 2016

One thirty in the afternoon at St John's Church, Steeple Road, Cambridge.

Followed by food and drink at the Duke Hotel, Cambridge.

RSVP by email to Mel's parents, John and Wendy Baker: [jwbaker@outlook.com](mailto:jwbaker@outlook.com)

- Are birthdays important to you? Why? / Why not?
- Do you enjoy parties? Why? / Why not?

## Ideas Focus



## Writing: a poster

### Learning Focus

#### Writing important information

- When we create posters or write notes and notices, we write down important information in just a few words.
- This information is usually about dates, times, places, events, phone numbers, addresses, activities, etc.
- It's important to know how to write this kind of information correctly.



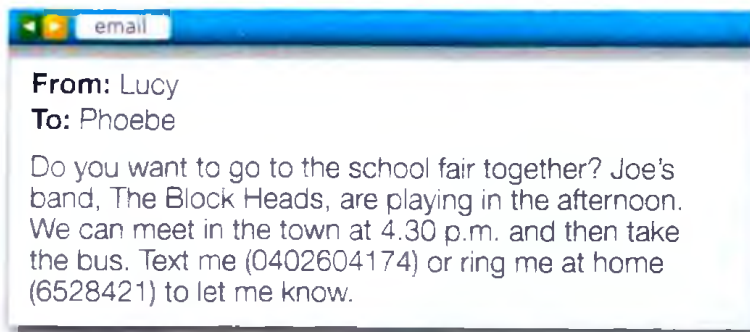
Lodge Field school fair in Shropshire, England

#### A Match the information to the headings.

- |                   |             |
|-------------------|-------------|
| 1 20:30           | a date      |
| 2 21/01/16        | b price     |
| 3 surprise party  | c time      |
| 4 taxi            | d address   |
| 5 £10             | e event     |
| 6 12 Smith Street | f transport |

#### B Read the poster for a school fair and an email Lucy wrote to her friend about it. What kind of information is in the two texts? Use the list in the Learning Focus to help you.

#### C Two students used the poster and email to complete their notes. Which student completed them correctly?



#### Student 1

<u>Waverley High School fair</u>	
Day:	12 <sup>th</sup> June
Meeting time:	5 p.m.
Meeting place:	in the town
Travel by:	bus
Lucy's mobile phone number:	6528421

#### Student 2

<u>Waverley High School fair</u>	
Day:	Sunday
Meeting time:	4.30 p.m.
Meeting place:	in the town
Travel by:	bus
Lucy's mobile phone number:	0402604174

#### D Now make a poster for a fair at your school. Include the following information.

- where it is
- the day and time
- what will be there
- price
- contact number / email



**E** Read the *Exam Close-up*. Then look at the *Exam Task*. Which of the following will you need to find to complete your notes?

email address name of something / someone  
 telephone number place time date price

**F** Now complete the *Exam Task*.

## Exam Task

Read Toby's notes and the email from Mr Watts. Complete the poster.

### Oakford School Winter Fair

- School band 'The Oakford Gang' playing Christmas songs 3.30 p.m. - 4.15 p.m.
- Lots of rides.
- Dance competition for students 4.30 p.m. - 5.30 p.m.
- People should email me at toby.lane@oakford.com for information / tickets.
- Ask head teacher (Mr Watts) about where, food and drink, ticket prices.

email

**From:** Mr Watts  
**To:** Toby Lane

Dear Toby

I like your idea to have a School Winter Fair. You can use the school playground on that date: Saturday 19th December, between 3.00 p.m. and 6.00 p.m. We can sell hot chocolate, tea, coffee, cake and biscuits. Tickets should be £3 each for adults and £1.50 for children. You need to organise the rides and make a poster. Let me know if you need more help.

Best wishes  
 Mr Watts

### Oakford School Winter Fair

**When?** (1) \_\_\_\_\_, from 3pm until 6pm.

**Where?** (2) \_\_\_\_\_  
 3.30pm - 4.15pm: Come and listen to (3) '\_\_\_\_\_' playing Christmas songs!

4.30pm - 5.30pm: Watch Oakford students break-dance, waltz or do ballet in the dance competition.

Hot chocolate, tea, coffee, cakes and biscuits for sale.

**Prices:** (4) \_\_\_\_\_

Contact Toby for more information / tickets: (5) \_\_\_\_\_

## Useful Expressions

### Expressing time

a.m. (before 12 midday)  
 p.m. (after 12 midday)  
 in the morning / afternoon / evening  
 at night  
 from ... until  
 starts at ... and finishes at ...

### Giving contact details

Email me at toby.lane@oakford.com.  
 Call me on 0402604174.

## Exam Close-up

### Finding the correct information

- There are five items to complete in the note-taking task and all of the information you need is in two texts.
- Read through the two texts first. Then focus on the gaps you need to complete and check that you understand the kind of information you need to find, e.g. a time, a place, a person, etc.
- Then go back to the texts and look for the kind of information you identified.
- You will often see lots of different options for each kind of information, so read the text carefully to find the correct answer.







# 3 Fat Tuesday



## Before you watch

### A Match the words with their meanings.

- |                 |                          |  |
|-----------------|--------------------------|--|
| 1 Carnival      | <input type="checkbox"/> | a when people and vehicles move through the streets in a celebration |
| 2 Lent          | <input type="checkbox"/> | b a celebration in spring before Lent                                |
| 3 costume party | <input type="checkbox"/> | c a vehicle that is decorated for a parade                           |
| 4 parade        | <input type="checkbox"/> | d the period of 40 days before Easter Sunday                         |
| 5 float         | <input type="checkbox"/> | e a party where people dress in unusual clothes and masks            |

## While you watch

### B Watch the video and decide if these statements are T (True) or F (False).

- |  |                          |
|--|--------------------------|
| 1 The Romans used to celebrate a spring festival.    | <input type="checkbox"/> |
| 2 In 1780 French people came to New Orleans.         | <input type="checkbox"/> |
| 3 Mardi Gras means 'Fat Thursday'.                   | <input type="checkbox"/> |
| 4 In 1857, the first Mardi Gras parade took place.   | <input type="checkbox"/> |
| 5 The Mardi Gras colours are purple, green and gold. | <input type="checkbox"/> |
| 6 The Mardi Gras celebrations end at midnight.       | <input type="checkbox"/> |

## After you watch

### C Complete the summary of the video below using these words.

green next modern biggest French cake celebration rich

Carnival started in Roman times as a (1) \_\_\_\_\_ of spring. Later, it became a feast before Lent. This is when Christians stop eating (2) \_\_\_\_\_ foods. The (3) \_\_\_\_\_ arrived in New Orleans in 1718 with their Mardi Gras tradition and it soon turned into the (4) \_\_\_\_\_ celebration. Mardi Gras means 'Fat Tuesday' in French and this is when people eat all the rich food before the start of Lent. Today, the New Orleans Mardi Gras is the (5) \_\_\_\_\_ in the United States. You can buy special King Cakes, coloured purple, (6) \_\_\_\_\_ and gold. Each (7) \_\_\_\_\_ contains a hidden toy baby. The person who finds this, buys the (8) \_\_\_\_\_ cake. At midnight Mardi Gras is over until next year.



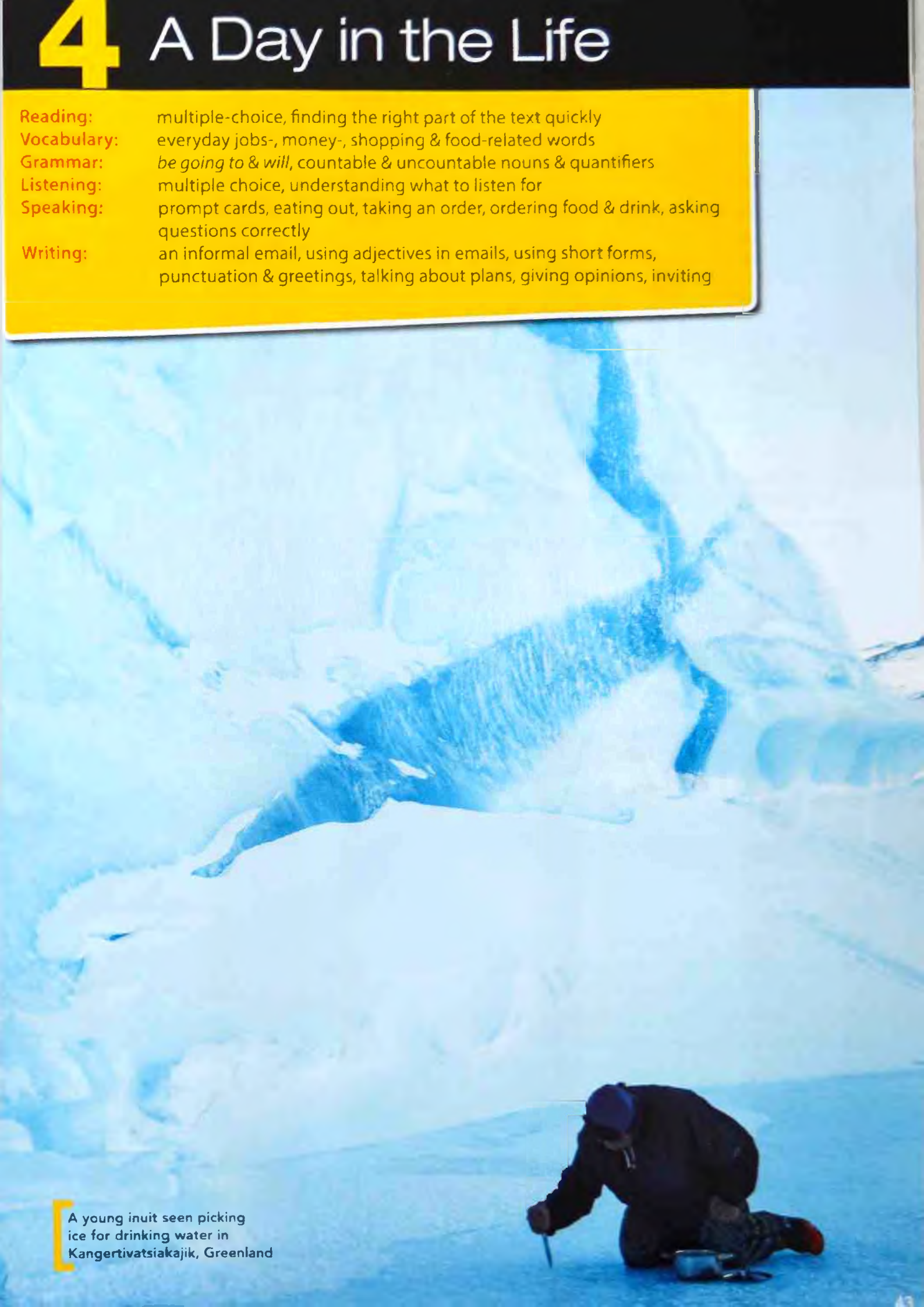
## Ideas Focus

- Do you enjoy celebrating in the streets? Why? / Why not?
- Are street celebrations a good idea for a city? Why? / Why not?



# 4 A Day in the Life

- Reading:** multiple-choice, finding the right part of the text quickly
- Vocabulary:** everyday jobs-, money-, shopping & food-related words
- Grammar:** *be going to & will*, countable & uncountable nouns & quantifiers
- Listening:** multiple choice, understanding what to listen for
- Speaking:** prompt cards, eating out, taking an order, ordering food & drink, asking questions correctly
- Writing:** an informal email, using adjectives in emails, using short forms, punctuation & greetings, talking about plans, giving opinions, inviting



A young inuit seen picking ice for drinking water in Kangertivatsiakajik, Greenland



# 4 A Day in the Life

## Reading

**A** What is a typical day for you? Tell your partner about your everyday activities. Use the pictures and your own ideas.

“Everyday I get up at 7 o'clock.”



get up



brush my teeth



go to school



walk the dog



do my homework



play basketball

**B** Quickly read the article about Fu's day. Which of the activities in Exercise A does he talk about?

**C** Read the text again and answer these questions.

- 1 What does Fu eat for breakfast?
- 2 How long does it take him to get to school?
- 3 Where does he eat his lunch?
- 4 Does he like sport?
- 5 At what time in the evening does he have a snack?

### Word Focus

**the capital:** the most important city of a country

**porridge:** a soft food cooked in water or milk and eaten hot for breakfast

**break:** a time for students to talk or play

**physical education:** a class at school where students do exercise and play sport

**steamed:** food that is cooked with the hot gas from boiling water

## FU'S DAY

What's it like to live in China?  
This is how one boy spends  
a typical school day.

My name is **Fu Wang**. I am 12 years old. I live with my parents and grandparents in **the capital**, Beijing.

**6:30 A.M.**

I get up, wash and get dressed. My grandmother makes breakfast for me. I usually have congee for breakfast. Congee is a rice **porridge**.

**7:15 A.M.**

I walk to school. It takes about 15 minutes. I go to an international school and many foreign students study there.





**D** Read the *Exam Close-up*. Then read the *Exam Task* and underline the key words in the questions.

**E** Now complete the *Exam Task*. Use the words you underlined and scan the text for similar words.

## Exam Close-up



### Finding the right part of the text quickly

- Key words are the most important words in the question.
- Underline the key words in the first question, then scan the text quickly for any similar words and underline those too.
- Read that part of the text carefully and check that it answers the question. Then write your answer. Continue in the same way with the other questions.

## Exam Task

Read the article about Fu. Are sentences 1–8 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

- 1 Fu makes breakfast before he goes to school.
- 2 There are students at his school who are not Chinese.
- 3 He learns a language in the morning.
- 4 The students don't have a lot of time to eat lunch.
- 5 Fu wants to become a basketball player.
- 6 Fu goes home as soon as school finishes.
- 7 He has dinner after five o'clock.
- 8 Fu is tired when he goes to bed.

**F** The verb **get** is used a lot in English. Look back at the text and circle every **get** you see. Look at the words that come after each **get**.

**G** Match these uses of **get** from the text with their definitions.

- |                            |                      |
|----------------------------|----------------------|
| 1 get up                   | a arrive at          |
| 2 get to school / get home | b become             |
| 3 don't get                | c buy                |
| 4 get some snacks          | d leave your bed     |
| 5 get tired                | e receive            |
| 6 get a lot of homework    | f (don't) understand |

### 7:30 A.M.

When I get to school, I hand in my homework. Then I have three classes in the morning – Chinese, English and history.

### 11:30 A.M.

It's time for lunch and I eat in the school cafeteria. It's a long **break**, so after I eat, I usually hang out with my classmates. But we are going to have exams soon and our teachers want us to study during the break.

### 1:30 P.M.

Afternoon classes start. We have geography and **physical education**, which is my favourite. I really love sport and I want to be an athlete. Last year, I won a running race at my school's mini-Olympic Games.

### 3:30 P.M.

Classes finish, but I stay so that my teachers can explain anything that I don't get.

### 4:10 P.M.

I walk home with some of my friends. On the way, we get some snacks and chat. Sometimes, we stop to play football or basketball.

### 5:00 P.M.

I get home and I have a rest before dinner. For dinner, we usually have some rice or **steamed** bread, meat and vegetables. After dinner, I watch TV. I like movies and sports programmes.

### 6:30 P.M.

I do my homework. I get a lot of homework from my teachers. At 8:30 I have a snack, then I study again. Sometimes I get tired, but I really want to do well in my exams.

### 10:00 P.M.

I organise my school bag for the next day. Then it's time for bed.

- Is your typical day easier than Fu's? Why? / Why not?
- 'To get good marks, students should do four hours of homework every day.' Do you agree? Why? / Why not?

## Ideas Focus



## Vocabulary

**A** Match the everyday jobs we do at home to the pictures.

dusting   vacuuming the carpet   making the bed   doing the washing  
sweeping the floor   ironing   doing the washing up   cleaning the bathroom



**B** Circle the correct words.

- 1 Every day from Monday to Friday, I get / rise / go up at 7 o'clock.
- 2 I start to get ready. First, I do / make / take a quick shower.
- 3 Then I brush / put / make my hair and I dry it with the hairdryer.
- 4 After that, I choose my clothes and be / get / put dressed.
- 5 Then I make / do / have my bed so that my bedroom looks tidy.
- 6 By this time, I'm hungry, so I do / make / take my breakfast.
- 7 I usually do / find / have a cup of coffee with my breakfast.
- 8 Then I help / make / do the washing up and after that I'm ready for school.

**C** Complete the dialogues about jobs at home with the correct words.

do   hang out   tidy   wash   water

- 1 **A:** Can you please \_\_\_\_\_ your bedroom, Joe? It's such a mess!  
**B:** Yes, mum. I'll do it in a minute.
- 2 **A:** I can do the washing, dad.  
**B:** Thanks. Can you \_\_\_\_\_ the clothes to dry, too?
- 3 **A:** Do you \_\_\_\_\_ the garden in the winter?  
**B:** No, I don't.
- 4 **A:** Who is going to \_\_\_\_\_ the car this week?  
**B:** I'll do it.
- 5 **A:** When do you \_\_\_\_\_ the housework?  
**B:** I'm too busy in the week so I do it on Saturday morning.



**D** Use both words to complete the sentences.

1 pay spend

A: We \_\_\_\_\_ a lot of money at the supermarket.

B: Yes, and we \_\_\_\_\_ a lot for some products.

2 do go

A: Let's \_\_\_\_\_ shopping. We need some bread.

B: I don't want to \_\_\_\_\_ the shopping now. I'm busy.

3 buy rent

A: Do you \_\_\_\_\_ the flat that you live in?

B: Yes, but we're going to \_\_\_\_\_ one soon.

4 lend borrow

A: Can you \_\_\_\_\_ me some money?

B: Sure. How much do you need to \_\_\_\_\_?

5 make save

A: How can I \_\_\_\_\_ money?

B: You can work hard and \_\_\_\_\_ it.



**E** Choose the correct words to complete the text.

**Lizzy's Saturday Job**

My sister Lizzy is 16. She's a student, but she's also got a job. She works in a supermarket every Saturday. Sometimes, she is the (1) till / cashier. She's very friendly and she likes talking to the (2) customers / shelves. She has a chat with them when they take their shopping out of the (3) receipt / trolley and she puts it into bags for them. Then they pay, she puts the money into the (4) till / trolley and she gives them a (5) cash / receipt. Other times, she puts products on the (6) shelves / customers. She says that's the most boring part of her job!

**F** Look at the pictures and complete 1–10 with the correct words.

bottle carton jar loaf packet tin bar can



1 A \_\_\_\_\_ of bread.



2 A \_\_\_\_\_ of water.



3 A \_\_\_\_\_ of cornflakes.



4 A \_\_\_\_\_ of cola.



5 A \_\_\_\_\_ of olives.



6 A \_\_\_\_\_ of orange juice.



7 A \_\_\_\_\_ of tomatoes.



8 A \_\_\_\_\_ of chocolate.

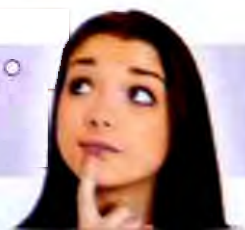
**G** Complete the text with the correct words.

packet go customers receipt cans carton loaf spend jar bars till buy cashier trolley

I only (1) \_\_\_\_\_ food shopping once a week because I hate it. I always (2) \_\_\_\_\_ the same things. I put everything into the (3) \_\_\_\_\_ as quickly as I can. First I get the drinks – six (4) \_\_\_\_\_ of lemonade and a (5) \_\_\_\_\_ of orange juice. Then I get the food for my breakfasts and lunches. A (6) \_\_\_\_\_ of bread, some cheese, a (7) \_\_\_\_\_ of jam, a (8) \_\_\_\_\_ of cornflakes, and some (9) \_\_\_\_\_ of chocolate. Then I look for a (10) \_\_\_\_\_ where there are no other (11) \_\_\_\_\_. I don't usually talk to the (12) \_\_\_\_\_ because I want to be quick. But I always take my (13) \_\_\_\_\_ because I like to know how much money I (14) \_\_\_\_\_ every week.

- Is it a good idea for students to have jobs? Why? / Why not?
- Are you careful with money? Do you save it or spend it?

Ideas Focus



# 4 A Day in the Life

## Grammar

### Be going to

**A** Read the dialogue below and underline all the examples of *be going to*.

Amy: We're going to visit Thailand in the summer.

Ben: Are you going to stay in hotels?

Amy: No, we aren't. We're going to take a tent.

Ben: With all your clothes, books, camera and a tent, you're going to need a big backpack!

**B** Read these questions about the dialogue in A and circle the correct answers.

- When did Amy decide to go to Thailand?
  - Before she spoke to Ben.
  - When she was speaking to Ben.
- Why does Ben think she's going to need a big backpack?
  - Because she's going away for a long time.
  - Because she has a lot of things to take.

**C** Complete the rules with the correct options.

- We use *be going to* to talk about the **future** / the **present**.
- We use *be going to* to talk about a decision **before** / at the time of speaking.
- We use *be going to* to talk about a future event based on what we know or can see **at the moment** / in the past.
- The form = subject + *be* + *going to* + verb + *-ing* / verb (infinitive without *to*).

### Will

**D** Underline all examples of *going to* or *will* in this dialogue.

Becky: I'm going to take this backpack on holiday.

Mum: I'll help you pack it!

Becky: Thanks! Will you drive me to the station, too?

Mum: Yes. What time is your train? Your dad will need the car at 9.

Becky: 8 o'clock, but I think I will need to arrive a bit earlier.

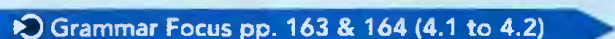
Mum: OK, that should be fine.

Becky: I'm feeling a bit scared about going away on my own, mum!

Mum: Don't worry. You'll have a great time!

**E** Match sentences 1–4 with rules a–d.

- |  |                          |
|--|--------------------------|
| 1 I'll help you pack it!                       | <input type="checkbox"/> |
| 2 Your dad will need the car at 9.             | <input type="checkbox"/> |
| 3 I think I will need to arrive a bit earlier. | <input type="checkbox"/> |
| 4 You'll have a great time!                    | <input type="checkbox"/> |
- a We use *will* with verbs like *think, know, be sure*.  
b We use *will* to talk about a decision made at the time of speaking.  
c We use *will* for predictions about the future (when we say what we think will happen).  
d We use *will* to talk about a future fact.

 Grammar Focus pp. 163 & 164 (4.1 to 4.2)

**F** Complete the dialogues with the correct form of *will* or *be going to* and the verbs in brackets.

- A: I'm going to watch my favourite team play tonight.  
B: Do you think they \_\_\_\_\_? (win)
- A: Look at those black clouds in the sky!  
B: I know! It \_\_\_\_\_ very soon! (rain)
- A: We're going to your favourite restaurant tonight.  
B: Yes, and I've already decided what I want. I \_\_\_\_\_ the steak. (order)
- A: Oh no! I wanted to buy this ice-cream but I don't have any money!  
B: Don't worry! I \_\_\_\_\_ it for you. (buy)
- A: Good evening. What would you like to order?  
B: Erm ... OK, I \_\_\_\_\_ the tuna pasta, please. (have)
- A: Come in! I'm going to make coffee!  
B: I can't, I'm afraid. I \_\_\_\_\_ tennis with Rick. (play)

**G** Match 1–6 with a–f.

- |                                   |  |
|-----------------------------------|--|
| 1 The doorbell's ringing!         | a Oh no! They're going to lose!                          |
| 2 Our team is playing badly.      | b He's going to shout at us!                             |
| 3 I got up late.                  | c I'm going to miss the bus.                             |
| 4 I'm worried about the test.     | d I'll answer it!  |
| 5 I'm going to post a letter now. | e I'll take it! I'm going to pass the Post Office today. |
| 6 The teacher looks angry.        | f Don't worry, I'm sure you'll pass.                     |



## Countable / Uncountable Nouns & Quantifiers

### H Read the sentences. Circle the correct words.

- 1 They bought new furniture / furnitures.
- 2 The guidebook includes travel information / informations.
- 3 There's lots of fruit / fruits in the bowl.
- 4 I haven't got much / many money.

### I Circle the correct word.

The nouns *furniture*, *information*, *fruit*, *research*, *money* are examples of **countable** / **uncountable** nouns.

### J Write the words in the correct column.

banana biscuit bus dollar food fun  
furniture fruit game homework information  
money table traffic

Countable	Uncountable
banana	fruit

### Be careful

Remember some very common words are uncountable in English: *money*, *information*, *advice*, *luggage*, *news*, *equipment*.

Some uncountable nouns end in -s: *maths*, *news*.

Some plural countable nouns are irregular and do not end in -s: *men*, *women*, *children*, *people*, *sheep*.

### K Read the dialogue and underline all the nouns. Which are countable? Which are uncountable?

**Harry:** Can you lend me some money? I really want to buy a new game for my Xbox.

**Mark:** How much money do you need?

**Harry:** I've got some, but I need another ten euros.

**Mark:** Sorry, I've only got three euros. Ask Dan.

**Harry:** I have. He hasn't got any money! Oh, well. I think I'll do some homework instead.

**Mark:** Me too. Have we got a lot of homework?

**Harry:** No, we've only got a little homework so it won't take long.

**Mark:** Have you got any food? I'm really hungry?

**Harry:** I've got some fruit and I've got some biscuits.

**Mark:** How much fruit have you got?

**Harry:** Just a few strawberries.

**Mark:** Oh. How many biscuits have you got? Have you got any chocolate ones?

**Harry:** I've got lots of biscuits, all different kinds.

### L Look at the dialogue in K again and the circle the correct words to complete the rules.

- 1 Countable nouns **can** / **cannot** be singular and plural. We **can** / **cannot** use them with numbers and indefinite articles: *ten euros*, *a chair*, *an egg*.
- 2 Uncountable nouns refer to things that we **can** / **cannot** count. We **can** / **cannot** use numbers or singular indefinite articles (*a/an*) with them. They **have** / **do not have** a plural form.

### M Look at the dialogue in K again. Circle all examples you see of these words / phrases.

a few how much some a little  
how many any a lot of lots of

### N Complete the rules with 'countable', 'uncountable' or 'both countable and uncountable'.

- 1 We use **how much** with \_\_\_\_\_ nouns.
- 2 We use **how many** with \_\_\_\_\_ nouns.
- 3 We use **a lot of** / **lots of** with \_\_\_\_\_ nouns.
- 4 We use **any** in questions and negatives with \_\_\_\_\_ nouns.
- 5 We use **some** in positive sentences and questions with \_\_\_\_\_ nouns.
- 6 We use **a few** with \_\_\_\_\_ nouns.
- 7 We use **a little** with \_\_\_\_\_ nouns.

Grammar Focus p. 164 (4.3 to 4.5)

### O Choose the correct answers.

- 1 **A:** How many / much / little children are coming to the party?  
**B:** Ten, so we'll need lots of / many / a few food.
- 2 **A:** How many / any / much money have you got with you?  
**B:** Just a little / a few / much euros. I'll go home and get some more.
- 3 **A:** There isn't some / any / a few food in the cupboard.  
**B:** I'm going to buy any / a / some bread later.
- 4 **A:** Would you like a few / a little / many sugar in your coffee?  
**B:** I'll have two / many / lots of sugar, please.



# 4 A Day in the Life

## Listening

**A** Read the questions and circle the question words. The first is done for you.

- |                                    |  |
|------------------------------------|--|
| a Who is she going to travel with? | d Which city is she going to visit?        |
| b When will they leave the hotel?  | e How are they going to get to the museum? |
| c How much money has she got now?  | f What does she order in the café?         |



Tourists travel on gondolas in Venice, Italy

**B** Match a question (a–f) from A with the information it is asking for (1–6).

- |                      |                          |                       |                          |
|----------------------|--------------------------|-----------------------|--------------------------|
| 1 some food or drink | <input type="checkbox"/> | 4 an amount           | <input type="checkbox"/> |
| 2 a person           | <input type="checkbox"/> | 5 a time              | <input type="checkbox"/> |
| 3 a city             | <input type="checkbox"/> | 6 a form of transport | <input type="checkbox"/> |

**C** Read the multiple choice answers. Write the correct question from A for each one.

- |         |               |                |             |
|---------|---------------|----------------|-------------|
| 1 _____ | A Rome        | B Milan        | C Venice    |
| 2 _____ | A mum and dad | B granny       | C mum       |
| 3 _____ | A an espresso | B a cappuccino | C some milk |
| 4 _____ | A 10 euros    | B 4 euros      | C 6 euros   |
| 5 _____ | A walk        | B bus          | C boat      |
| 6 _____ | A 9           | B 10           | C 8:45      |

**E** Read the *Exam-Close-up*. Then read the *Exam Task*. Underline the question words and look at the options. Check you understand what kind of information you need to listen for.

**F** Complete the *Exam Task*.

**G** Listen again and check your answers.

**D** Listen and choose the correct answers in C.

## Exam Task

Listen to Dan talking to his friend Cate about going on a trip.

For each question, choose the right answer (A, B or C).

You will hear the conversation twice.

- |   |  |                          |                                |
|---|--|--------------------------|--------------------------------|
| 1 Who will take the cameras?                    | A Dan                                  | B Cate                   | C both Dan and Cate            |
| 2 What clothes will they need?                  | A a lot of trousers                    | B a few clothes          | C warm clothes                 |
| 3 Why will they wear boots?                     | A because perhaps there will be snakes | B because it will be wet | C because they are comfortable |
| 4 How will they get to the village?             | A on foot                              | B by car                 | C by plane                     |
| 5 What time do they hope to reach the gorillas? | A 5 am                                 | B 6 am                   | C 7 am                         |

## Exam Close-up

### Understanding what to listen for

- Before you listen, look at the question words in the questions (e.g. *When, How many, Why*) These words tell you the kind of information you need to listen for (e.g. a time/day, a reason, etc.).
- Make sure you are clear on what you need to listen for, so that you can focus on the key information needed to answer to the question.
- The questions follow the order of the dialogue. If you are not sure of one question, leave it and go back to it the second time you listen.

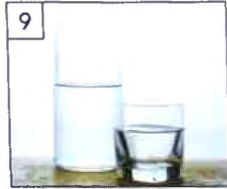




# Speaking

**A** Match the words to the pictures. Then decide if each is a starter, main course, dessert or drink.

ice-cream olives espresso chocolate brownie spaghetti with prawns  
sparkling water orange juice garlic bread cheese and tomato pizza still water



**B** Complete the dialogues with the correct words.

- A: What would / do you like to order?  
B: For my dessert / starter I'm going to have some olives, and then a pizza for my main course.  
C: Erm ... I'll have / I have some garlic bread, and can / must I have the spaghetti, please?
- A: Anything to drink?  
B: How many / much is a bottle of sparkling water?  
A: We have two kinds. The cheapest is 5 euros.  
B: We'll have / We're having that one, please.
- A: Have you got any tiramisu?  
B: I'm afraid we haven't got any / some. We only have ice-cream or chocolate brownies.
- A: What kind / cup of coffee do you have?  
B: We have espresso or cappuccino.
- A: Should we leave a receipt / tip?  
B: Yes, let's leave 10%. I'll ask for the bill / cost.

**C** Read the *Exam Close-up*. Then read the *Exam Task* and try to prepare your questions.

## Useful Expressions

### Eating out

What time does the restaurant open?  
Can I book a table?

### Taking an order

What would you like to order?  
Any drinks?  
I'm afraid we don't have ...

### Ordering food and drink

Can I have / I'd like / I'll have the pasta, please?  
Do you have any garlic bread?  
What kind of ice-cream do you have?  
How much is an espresso?  
Can we have the bill, please?

**D** Now complete the *Exam Task* in pairs. Use the *Useful Expressions* to help you.

## Exam Close-up

### Asking questions correctly

- You will need to ask your partner five questions and you will only be given some key words.
- Before you start, prepare your questions.
- Think carefully about how you will form each question. Do you need to use a question word (e.g. *When ...?*, *What ...?*, etc.). What verbs will you need? Do you need an auxiliary verb (e.g. *do*, *be*)?

## Exam Task

**1** Student A: Turn to page 178 to see the menu for Mo's Bistro.

Student B: Ask A the following questions about the menu for Mo's Bistro.

- When / open?
- Who / call to book a table?
- Any starters?
- How much / apple cake?
- Telephone number?

**2** Student B: Turn to page 179 to see the menu for Dave's Café.

Student A: Ask B the following questions about the menu for Dave's Café.

- What time / open?
- What kind / coffee?
- How much / garlic bread?
- Who / call for takeaway lunch?
- Any desserts?

- What is your favourite restaurant? Why do you like it?
- 'Young people can't cook. They eat junk food or go to restaurants.' Do you agree? Why? / Why not?

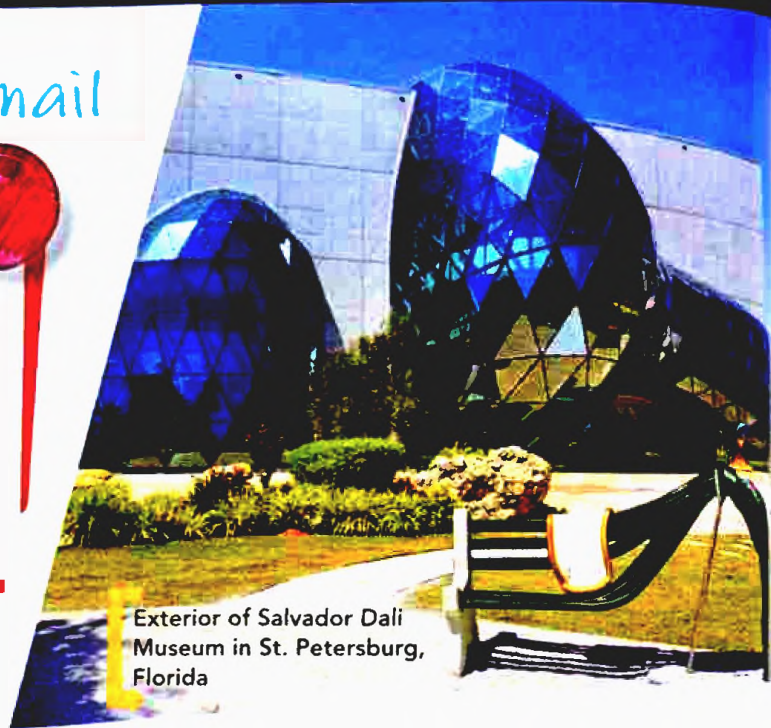
## Ideas Focus

## Writing: an informal email

### Learning Focus

#### Using adjectives in emails

- When you write an email talking about past activities or future plans, try to use adjectives to make your writing more interesting.
- Using positive or negative adjectives (e.g. *it's fun*, *it was great*, *it's going to be boring*) helps you to explain your opinion on something.
- Adding adverbs before adjectives helps you to give a stronger opinion (e.g. *it was really good*, *it was very bad*).



#### A Order these weekend activities from the best (1) to the worst (10) in your opinion.

go to a restaurant

do homework

play volleyball

sunbathe

tidy your room

cook dinner

do the washing up

visit a museum

go to a restaurant

watch TV

#### B Work with a partner and talk about your answers in A. Did you have the same order as your partner? Explain your answers.

#### C Read Katie's email to her friend, Julie. Is Katie happy about her weekend plans?

Email Message

From: Katie  
To: Julie

Hi Julie

How are you? I'm OK, but I'm not looking forward to the weekend.

My parents are going to take me to the town museum on Saturday – I think it'll be really boring. After that we're going to eat dinner at a Japanese restaurant. I hate fish, so it's going to be awful! And when we get home they want me to tidy my room, make dinner, and do the washing up!

Are you free on Sunday? Can we meet and do something exciting?

Love  
Katie

#### D Now read Julie's reply and answer the questions.

- 1 When did Julie go to the museum?
- 2 Did Julie like the museum?
- 3 Who is Julie going to play volleyball with on Sunday?
- 4 What time are they going to meet and where?
- 5 What is she going to do after playing volleyball?
- 6 Can she meet Katie on Sunday?

Email Message

From: Julie  
To: Katie

Dear Katie

Sorry to hear about your weekend! It won't be as terrible as you think. I went to the Museum last month and it was great fun. I'm going to play volleyball with my cousins on the beach on Sunday. I'm really looking forward to it. You can come too! We're going to meet at the beach café at 10 o'clock. After the volleyball I'm going to sunbathe and swim – it'll be really relaxing.

Hope to see you on Sunday.

Julie



**E** Find these adjectives and phrases in the emails in C and D, then write them in the correct column.

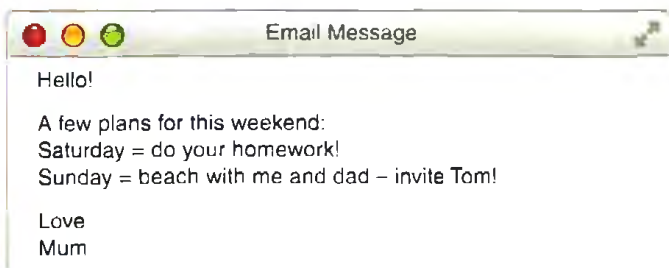
awful really boring great fun exciting  
 I'm not looking forward to ... relaxing terrible  
 I'm really looking forward to ...

😊	☹️

**F** Read the *Exam Close-up* and the *Exam Task*. Look back at the emails in C and D and circle all the short forms and exclamation marks.

### Exam Task

Read the email from your mum about plans for the weekend.



Write an email to Tom.

- Tell him about your plans for Saturday. Are you happy / unhappy about the plans?
- Then tell him about Sunday. Are you happy / unhappy about the plans?
- Find out if he can come.

Write 25–35 words.

## Exam Close-up



### Using short forms, punctuation & greetings

- When you write an informal email (e.g. to a friend), you should use short forms, e.g. *It'll be fun. I'm going to the cinema.*
- You can use exclamation marks in emails (!) when you are excited or annoyed about something you're writing about, e.g. *I did 10 hours of homework at the weekend!*
- Use short greetings in informal emails, e.g. *Hi Jack, Hello, Dear Lucy.* You can sign off with just your name if you are near the maximum word limit.

**G** Now complete the *Exam Task*. Use the *Useful Expressions* to help you.

### Useful Expressions

#### Talking about plans

We're going to go to the cinema.

We're going to meet at 11 o'clock at the museum.

I'm going to tidy my room on Saturday.

#### Giving opinions

It'll be great fun.

It'll be really boring.

It's going to be really relaxing.

I'm really looking forward to it.

I'm not looking forward to it.

#### Inviting

Can you come?

You can come too!

Would you like to come with us?



Swanpool beach in Cornwall, England

# 4 A Grizzly Encounter



## Before you watch

**A** How much do you know about grizzly bears? Look at the statements below and write T (True) or F (False).

- 1 A grizzly bear can eat about 16 kg of food a day.
- 2 Grizzly bears hibernate during the winter and wake in spring.
- 3 Grizzly bears live in Europe.

## While you watch

**B** Watch the video and circle the words you hear.

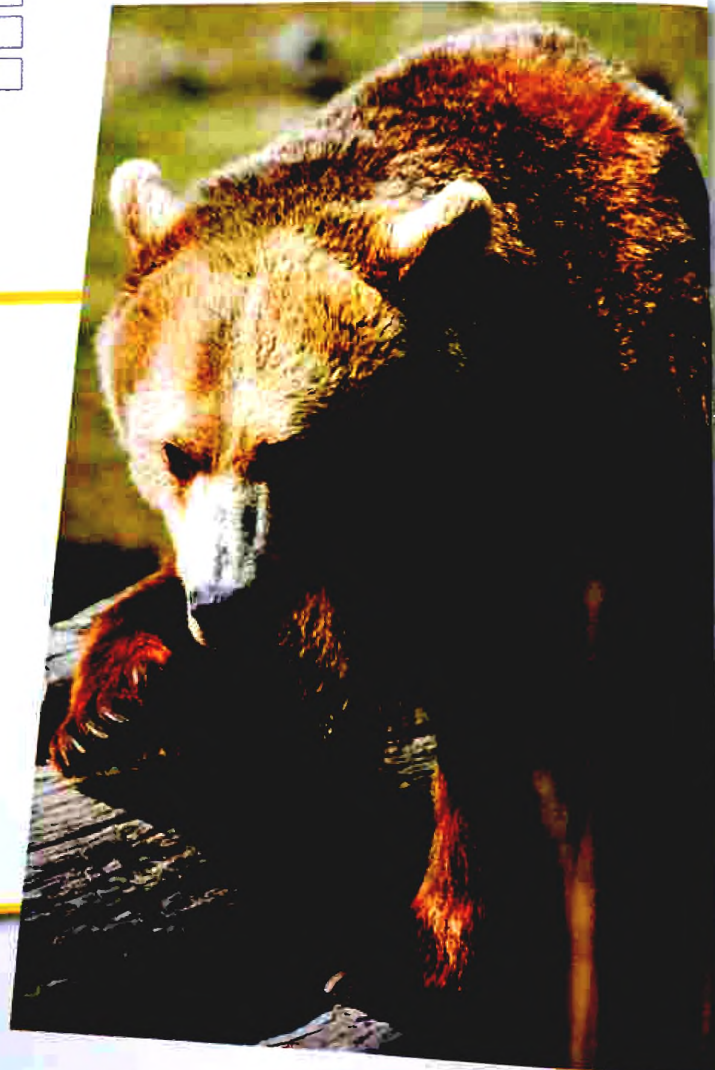
- 1 The staff at the Montana Grizzly Encounter look after the bears **seven** / six days a week.
- 2 The first task of the day is to prepare Brutus' room / meal.
- 3 The grizzly bear eats apples and bananas / oranges.
- 4 The grizzly bear eats 35 / 16 kg of food a day.
- 5 The Grizzly hotel is very comfortable / cold.
- 6 Grizzly bears have powerful noses / eyes.

## After you watch

**C** Complete the summary of the video clip below using these words.

apples chicken day hunt meal room  
routine treats

At Montana Grizzly Encounter, staff take care of the grizzly bears 24 hours a (1) \_\_\_\_\_, 7 days a week. The first task of the day is to prepare a bear's (2) \_\_\_\_\_. The bear called Brutus eats a variety of food ranging from meat, including venison, beef, pork and (3) \_\_\_\_\_, to fruit such as (4) \_\_\_\_\_, oranges and even a pomegranate. The Grizzly hotel is very comfortable. Each bear has a private (5) \_\_\_\_\_ with a bed to lie on! Another daily (6) \_\_\_\_\_ for the staff is hiding (7) \_\_\_\_\_ for the bears to find. This helps to keep the bears mentally healthy. The bears use their powerful noses in their (8) \_\_\_\_\_ for the hidden food. It doesn't take long for them to find it!



## Ideas Focus

- Do you think these grizzly bears live a natural life? Why? / Why not?
- Would you like to work somewhere like Montana Grizzly Encounter? Why? / Why not?



### Vocabulary

#### A Circle the correct words.

- Jackie burnt her hand while trying to light the sparklers / streamers.
- Of course Tom has a lot of friends – he's really best / good company.
- I'm sure I replied to your email, but let me check my inbox / sent folder.
- I need to contact / communicate my friend, but I can't find my phone.
- Don't forget to make / say a wish before you blow out the candles.
- We need to leave now because it's becoming / getting very late.
- It only takes me about half an hour to make / tidy my bedroom.
- Katy quickly got / put dressed, ate her breakfast and went to school.
- The cashiers / customers waited in a long line to pay for their shopping.
- Kenny bought a can / carton of cola and a sandwich for his lunch.
- I lent / borrowed money from my sister to buy the new video game.
- Mum's going to the supermarket this afternoon to do / go the shopping.

#### B Complete the sentences using these verbs.

brush click do go have make pay stay surf waste

- My sister and I always \_\_\_\_\_ our beds in the morning.
- When I am bored, I usually \_\_\_\_\_ the net for a while.
- Did you \_\_\_\_\_ fun at the party you went to last night?
- Don't forget to \_\_\_\_\_ your hair before you go out!
- First, attach the photos and then just \_\_\_\_\_ 'Send'.
- Ian doesn't want to \_\_\_\_\_ a lot for his new smartphone.
- Let's \_\_\_\_\_ the washing up before we watch television.
- Some people \_\_\_\_\_ a lot of time on sites like Facebook.
- The internet makes it easy to \_\_\_\_\_ in touch with friends.
- I usually \_\_\_\_\_ online after I finish all of my homework.

#### C Complete the sentences using these phrasal verbs in the correct form.

ask for call back call off get on go around hang out  
hang up look forward to stay in stay up

- I rang Max, but he wasn't at home so I \_\_\_\_\_.
- Why did Lisa \_\_\_\_\_ her party? Is there a problem?
- Let's \_\_\_\_\_ to Bob's house and play video games.
- I'm really tired, so I'm going to \_\_\_\_\_ tonight.
- Dan \_\_\_\_\_ well with everyone because he's friendly.
- The teens in this area usually \_\_\_\_\_ at the mall.
- There's a good film on TV later, so let's \_\_\_\_\_ and watch it.
- Are you \_\_\_\_\_ Tina's fancy-dress party?
- Sorry, I'm busy now. Can I \_\_\_\_\_ you \_\_\_\_\_ later?
- Tom \_\_\_\_\_ Mary's number and I gave it to him.

## Grammar

**A** Complete the sentences with the present continuous tense.

- I \_\_\_\_\_ (not meet) my friends this weekend because I \_\_\_\_\_ (study) for a test on Monday.
- \_\_\_\_\_ (you / go) to the rock concert next week? I \_\_\_\_\_ (get) my ticket tomorrow.
- I'm so excited! We \_\_\_\_\_ (fly) to Greece tomorrow and then we \_\_\_\_\_ (sail) in the Aegean.
- The twins don't like Chinese food, so they \_\_\_\_\_ (not come) with us tonight. They \_\_\_\_\_ (stay) home instead.
- Nigel \_\_\_\_\_ (not have) a party for his birthday next week because his parents \_\_\_\_\_ (take) him to New York!

**B** Complete the sentences with the words.

at from in inside into on onto towards

- When you come back \_\_\_\_\_ the shops, tidy your room.
- The trolleys are \_\_\_\_\_ the front of the supermarket.
- Sam's new phone is still \_\_\_\_\_ the box because he doesn't like it.
- My cat jumped \_\_\_\_\_ the table and ate my dinner!
- Jill was running \_\_\_\_\_ the bus stop when she fell over.
- I was walking \_\_\_\_\_ the shop when I saw Sid and Nancy.
- Harry's party is \_\_\_\_\_ Saturday night. Are you going?
- My sister's birthday is \_\_\_\_\_ November, and mine is too.

**C** Complete the sentences with the correct form of *will* or *be going to* and the verb in brackets.

- I've got the tickets! I \_\_\_\_\_ (go) to the concert!
- Don't worry. I \_\_\_\_\_ (make) the food for the party.
- We \_\_\_\_\_ (not send) the invitations at the end of the week.
- You look tired Mum, so I \_\_\_\_\_ (do) the shopping for you.
- Jack can't come with us because he \_\_\_\_\_ (wash) his dad's car.
- I \_\_\_\_\_ (drive) very carefully, Dad. I promise.
- The supermarket is full! It \_\_\_\_\_ (take) ages to do the shopping.
- I'm sure Jason's birthday party \_\_\_\_\_ (be) fantastic!

**D** Circle the correct words.

- How much / many eggs do we need to make a cake?
- Who is going to eat all of this / these food?
- Mandy is going to a few / a little parties this month.
- I don't know why people think physics are / is hard.
- She hasn't got many / much time to do the shopping.
- Are you sure the information / informations is correct?
- There was a few / a little traffic this morning, but I wasn't late.
- We haven't got any / some biscuits for our coffee.



# 5

# Home Sweet Home

- Reading:** multiple-choice, justifying your answers
- Vocabulary:** home- and room-related words, phrasal verbs, open cloze, focusing on words before & after the gap
- Grammar:** present perfect simple, *for & since*, possessives, multiple-choice cloze, identifying the kind of word you need
- Listening:** multiple matching, identifying the two incorrect options
- Speaking:** describing different rooms, asking & answering questions, making your descriptions interesting, describing my bedroom
- Writing:** a note, explaining why, checking your spelling, making excuses



Converted former water tower  
'The house in the clouds' in  
Suffolk, England



## Reading

**A** What is the difference between 'needing' and 'wanting'? Discuss as a class.

**B** Look at the pictures and tell your partner which you need and which you want in your home. Explain why.



laptop



3D TV



bed



sofa



air conditioner



toilet

**C** Quickly read the article. Which of the items in B do you think is in each home?

## This is Where I Live



Hi. My name is Sesi and I'm 14 years old. I'm an Inuit. It's another name for 'Eskimo'. My people come from the Arctic and I live in Greenland.

My family lives in an igloo that my father built with my uncles. Our igloo is one big, round room. That's where we eat, sleep and cook. We don't have a bathroom or a kitchen because we don't have **running water**. We melt ice when we want to drink, cook or wash. Of course it's very cold in the north, but we can stay warm inside our igloo. When it is very cold, our dogs sleep in the igloo too. We don't have beds or carpets on the floor. Instead, we have animal skins. We use them as blankets when we sleep. I haven't got a phone, like teenagers in other countries. Why do I need it? Who would I call? This is how I have always lived, but I'm sure it seems strange to you!



## Word Focus

**running water:** water that comes from a tap

**animal skin:** a big piece of fur from an animal

**nomad:** a person who does not have a permanent home

**seasons:** spring, summer, autumn and winter

**wood stove:** a piece of equipment that burns wood to make heat

**chill out:** relax

My name's Yisu and I'm from Mongolia. Many Mongolians live in the capital city, Ulaanbaatar, but my family are nomads. We take our animals — goats, camels and horses — to new places when the seasons change.



Our homes come with us. We live in gers. A ger is a big, round tent. We spend a lot of time outdoors with our animals. For us, the ger is a dry, warm room in a large 'house', with most of the 'rooms' outside. We cook, wash and work outside. We sleep and eat in the ger, so there are beds and a table with chairs. It's cosy inside. There is a wood stove in the centre that makes the whole ger warm very quickly. We have a satellite dish and a solar panel that creates electricity from the sun. We use the electricity for our TV and radio. I'm happy about that because I can watch football matches!

## Traditional Mongolian ger interior





**D** Read the *Exam Close-up*. Then read the *Exam Task*.

## Exam Task

Read the article about the homes of three teenagers. Choose the best answer (A, B or C) for each question.

- Which is the only home that can be moved?  
A the igloo  
B the ger  
C the houseboat
- Who doesn't sleep in a bed?  
A Sesi  
B Yisu  
C Femke
- Who lives close to nature?  
A Sesi and Femke  
B Yisu and Femke  
C Sesi and Yisu
- How does Sesi get water?  
A from the igloo  
B from the ice  
C from a tap
- How many rooms are in the ger?  
A one  
B two  
C more

## Exam Close-up

### Justifying your answers

- When you think you have found the answer, try to justify it, i.e. explain to yourself why it is correct and the other options are not.
  - If you cannot do this then your chosen answer is probably wrong.
  - Look at the options again and try to find one that you can justify.
- What is unexpected about Femke's home?  
A It sits on water.  
B She can't have any pets.  
C It's like other houses.
  - Which teenager doesn't care about modern technology?  
A Sesi  
B Yisu  
C Femke
  - Which teenager has to do work around the house?  
A Sesi  
B Yisu  
C Femke

**E** Now complete the *Exam Task*. Remember to justify your answers.

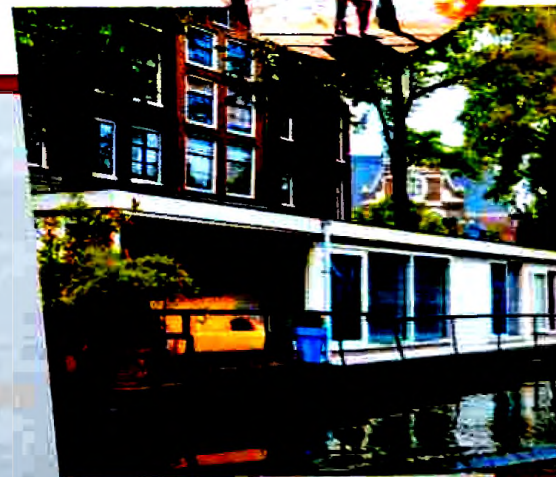
**F** Find these words in the article. Then complete the sentences with the correct words.

blanket carpet wardrobe satellite dish floor

- We've got a \_\_\_\_\_ so that we can watch TV programmes from other countries.
- A glass of juice fell on my bedroom \_\_\_\_\_ and it looks terrible now. I need a new one.
- My mum is always asking me to put my clothes in my \_\_\_\_\_.
- I usually leave my clothes on the \_\_\_\_\_ so I'm never sure if they are dirty or clean!
- I was cold last night, so I got an extra \_\_\_\_\_ to put on my bed.

Hello. I'm **Femke**. I'm from Amsterdam, the capital of the Netherlands. My home is a houseboat. Well, it sits on water, but it doesn't move like a boat. When you go inside, you get a surprise. Why? Because it looks like a normal house. There's a kitchen, a bathroom, a living room and three bedrooms. There's a lot of room inside my home. In fact, mine is the same size as my friends' homes. I've never lived in a 'normal' house with a garden or a pet.

My brother and I help my parents with the jobs. Every Saturday morning when my mum does the shopping, we clean and tidy our rooms. We vacuum the carpets and put our clothes away in the wardrobes. Then we clean the rest of the house. When we finish, we sit down in front of the television and chill out!



- Do you need more things than you have now to make you happy? Why? / Why not?
- 'A woman's place is in the home.' Do you agree? Why? / Why not?

Ideas Focus





# 5 Home Sweet Home

## Vocabulary

**A** Circle the correct word. Then answer the questions.

1



cottage / house

2



flat / house

3



cottage / villa

4



flat / villa

**B** Which place in A would you like to live in most? Why? Tell a partner.

**C** Label the pictures with the words.

bathroom bedroom dining room hallway kitchen living room



**D** Match the descriptions to the pictures.

- "My dad spends a lot of time in there. Everything he needs for the garden is there. He's got some tools in there and that's where he fixes things that are broken. My old bike is in there, and there are loads of spiders, too!"
- "We use it a lot in the summer. It's nice and shady there when the weather is warm. I always enjoy eating there because I can smell the flowers and the fruit trees in the garden. At night, we light some candles and put them on the table."
- "It's about the size of a small bedroom. It's close to the back door so that it's easy to go outside and hang out the wet clothes. I don't spend spend much time in there, but my poor mum does."



**E** Where do these things go? Write the correct room / place. Some rooms can be used more than once.

utility room (x2) kitchen (x2) bathroom living room (x2) bedroom dining room hallway patio shed

- |                |       |                   |       |
|----------------|-------|-------------------|-------|
| 1 tumble dryer | _____ | 7 armchair        | _____ |
| 2 cooker       | _____ | 8 washing machine | _____ |
| 3 shower       | _____ | 9 barbecue        | _____ |
| 4 sofa         | _____ | 10 dining table   | _____ |
| 5 wardrobe     | _____ | 11 fridge         | _____ |
| 6 lawnmower    | _____ | 12 front door     | _____ |



**F** Work with a partner. Look at these rooms. Which one do you like best? Why?



**G** Find these things in the pictures in F. Write the picture number/s next to each one.

- |          |   |            |   |          |   |                |                          |
|----------|---|------------|---|----------|---|----------------|--------------------------|
| a rug    | <input type="checkbox"/> <input type="checkbox"/> | d poster   | <input type="checkbox"/>                          | g blinds | <input type="checkbox"/> <input type="checkbox"/> | j duvet        | <input type="checkbox"/> |
| b mirror | <input type="checkbox"/>                          | e painting | <input type="checkbox"/> <input type="checkbox"/> | h lamp   | <input type="checkbox"/> <input type="checkbox"/> | k shelves      | <input type="checkbox"/> |
| c mat    | <input type="checkbox"/>                          | f curtains | <input type="checkbox"/>                          | i pillow | <input type="checkbox"/> <input type="checkbox"/> | l coffee table | <input type="checkbox"/> |

**H** Complete the sentences with the correct phrasal verbs.

put away   pull up   switch on   hang up   put up

- It's getting a bit dark – can you \_\_\_\_\_ the lamp?
- Please \_\_\_\_\_ your toys – your bedroom is such a mess!
- Dad told me to \_\_\_\_\_ my jacket in my wardrobe.
- The first thing I do in the morning is \_\_\_\_\_ the kitchen blinds and look out at the garden.
- Can you \_\_\_\_\_ this painting for me? I'd like it on that wall over there.

**I** Read the *Exam Close-up*. Then read the *Exam Task* and look at the words before and after each gap. What kind of words are they?

**J** Now complete the *Exam Task*.

### Exam Task

Read the email Femke sent to her friend Maria. Write **ONE** word for each space.

Well, you wanted to know about my houseboat. Most people find it unusual, but for me it's normal. I (1) \_\_\_\_\_ lived here all of my life. It's (2) \_\_\_\_\_ living in a flat because (3) \_\_\_\_\_ isn't a garden or a shed.

When I'm (4) \_\_\_\_\_ home I watch TV or I (5) \_\_\_\_\_ online. I've got my (6) \_\_\_\_\_ laptop computer in my room. You see, my home is just like (7) \_\_\_\_\_; I have everything that I need ... but it's on water! Sometimes (8) \_\_\_\_\_ the evening it's a bit noisy outside. There are (9) \_\_\_\_\_ of tourists in Amsterdam and they all want to (10) \_\_\_\_\_ photos of my beautiful houseboat!

### Exam Close-up

Focusing on words before & after a gap

- Some tasks include a gapped text. Only one word goes in each gap.
- This task tests what you know about grammatical structures and vocabulary.
- First, look at the gap. What words come before and after? What kind of words are they (e.g. verbs, nouns, prepositions, pronouns)?
- Look again at the words around the gaps. Can you think of words that often go together with them? Write your answer in the gap and then read the whole sentence to see if it fits.

- 'I love coming home at the end of a holiday.' Do you agree? Why? / Why not?
- Describe your ideal home. Why do you want to live there?
- Would you like to live on a houseboat? Why? / Why not?

Ideas Focus



## Grammar

### Present Perfect Simple

**A** Read the sentences below and underline examples of the Present Perfect Simple.

- 1 Jon has slept in this bedroom since he was a baby.
- 2 I've been to Peru, but I've never been to Chile.
- 3 I've just seen your mum in the library!

**B** Match the sentences in A to the rules.

- a We use the Present Perfect Simple to talk about experiences, i.e. things you have done in your life.
- b We can also use it to talk about something that happened in the recent past, e.g. only a few minutes ago.
- c It can also be used to talk about something that started in the past and still happens today.

#### Be careful

We form the Present Perfect Simple with subject + *has* / *have* + past participle. Many common verbs have irregular past participles so you need to learn them!

**C** Underline the time expressions used with the Present Perfect Simple in these sentences. The first one is done for you.

- 1 A: Have you been to the shops today?  
B: Yes, I've just put the food in the cupboard.
- 2 A: Has he tidied his bedroom yet?  
B: Yes, he's already finished.
- 3 A: Have they ever painted the living room?  
B: No, they've never painted the living room.
- 4 A: Have you cleaned the kitchen floor yet?  
B: Yes, but I still haven't cleaned the windows.

**D** We often use *for* and *since* with the Present Perfect Simple. Read the sentences and circle the correct words in the rules.

I've lived in this house for 12 years.  
I've lived in the house since 2004.

- 1 We use *for* / *since* to talk about a point in time.
- 2 We use *for* / *since* to talk about a period of time.

▶ Grammar Focus p. 165 (5.1 to 5.3)

**E** Complete the dialogues with these words.

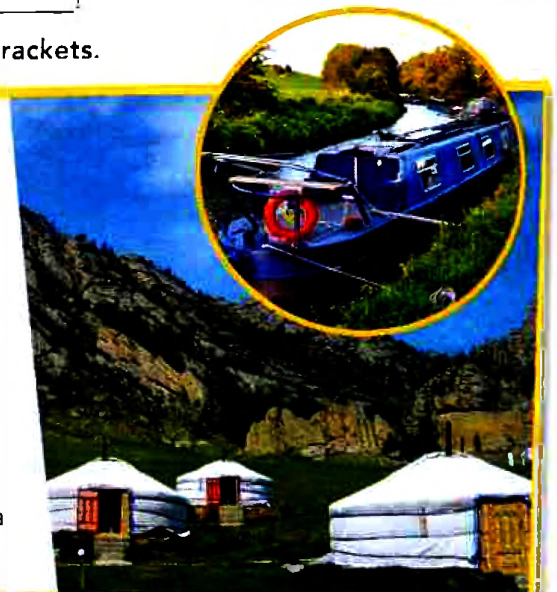
already ever just never still yet (x2)

- 1 A: Have you \_\_\_\_\_ won any money?  
B: No, I've \_\_\_\_\_ been very lucky.
- 2 A: How do we turn on the oven?  
B: I've \_\_\_\_\_ told you, weren't you listening?
- 3 A: Haven't you left \_\_\_\_\_?  
B: No, I \_\_\_\_\_ haven't found my car keys.
- 4 A: How long have you been home?  
B: I've \_\_\_\_\_ got in, and I haven't sat down \_\_\_\_\_!

**F** Complete the text with the Present Perfect Simple of the verbs in brackets.

### Explore More

Bored with traditional travel? Perhaps you (1) \_\_\_\_\_ (visit) similar places every year or (2) \_\_\_\_\_ (return) to your favourite hotel again and again. (3) \_\_\_\_\_ your trips \_\_\_\_\_ (be) the same since you were a small child? Your trips are boring because you (4) \_\_\_\_\_ (never try) anything new! You (5) \_\_\_\_\_ (never have) enough time to enjoy a different experience. Don't worry! You (6) \_\_\_\_\_ (just find) the answer to your problems! Our company (7) \_\_\_\_\_ (change) hundreds of people's lives. Our customers (8) \_\_\_\_\_ (stay) in traditional Gers in Mongolia, and (9) \_\_\_\_\_ (learn) about the Nomadic way of life. Others (10) \_\_\_\_\_ (choose) to discover a country by living on a boat for a month. There are plenty of options, but no five star hotels!



**G** Do we use *for* or *since* before these words / phrases?

a few days a long time years 1991 November 5<sup>th</sup> 8 o'clock yesterday 24 hours  
three minutes last week



## Possessives

**H** Read the sentences and circle the apostrophes (') that show that something belongs to someone (possession).

- 1 John's book is on the table.
- 2 The man's car is very fast.
- 3 The children's dinner is ready.
- 4 The boys' bikes are in the garage.
- 5 Jess' cat is 10 years old.

**I** Look at the sentences in H again and complete the rules with the words below.

irregular plural -s singular

- a To show possession with nouns, we use an apostrophe followed by -s for \_\_\_\_\_ nouns.
- b We use an apostrophe after a name ending in \_\_\_\_\_
- c We use an apostrophe after the 's' for regular \_\_\_\_\_ nouns and an apostrophe followed by -s for \_\_\_\_\_ plural nouns, e.g. men.

**J** Read the dialogue and look at the words in bold. Which word comes before a noun? Which word is a pronoun?

A: Is this your book?

B: Yes, it's mine!

**K** Match the sentences in J with the uses below.

- a We use a possessive pronoun to replace a possessive adjective and noun.
- b We use a possessive adjective before a noun.

**Be careful**

Remember possessive adjectives and pronouns do

● not have apostrophes!

▶ Grammar Focus p. 165 (5.4 to 5.5)

**L** Complete the sentences with 's, s' or '.

- 1 The dog \_\_\_\_\_ bed is in the hall.
- 2 This car park is only for visitor \_\_\_\_\_ cars.
- 3 Women \_\_\_\_\_ clothes are on the third floor.
- 4 James \_\_\_\_\_ new car is black and very expensive.
- 5 This is my sister \_\_\_\_\_ room; they share a bedroom!
- 6 His parent \_\_\_\_\_ names are Arthur and Mary.

**N** Read the *Exam Close-up*. Then read the *Exam Task* and note what kind of words you see in the answer options.

**O** Now complete the *Exam Task*.

**M** Circle the correct answers.

- 1 My sons' room: It's his / their room. It's theirs / his.
- 2 My mum's dog: It's her / hers dog. It's hers / her.
- 3 My dad's desk: It's his / her desk. It's hers / his.
- 4 My family's car: It's our / ours car. It's our / ours.
- 5 These cats belong to me. They're my / mine cats. They're my / mine.
- 6 This homework belongs to you. It's you're / your homework. It's yours / your.

## Exam Task

Choose the best word (A, B or C) for each space.

### Little Helpers

Children have helped adults with their daily jobs (1) \_\_\_\_\_ 100s of years. For example, where parents are farmers, children help on their (2) \_\_\_\_\_ farm. They often feed the family's animals or pick vegetables from (3) \_\_\_\_\_ fields. Many children have (4) \_\_\_\_\_ seen a tap for water. They have walked to a well to get water every day (5) \_\_\_\_\_ they were quite small. If a fisherman has a son, (6) \_\_\_\_\_ son will probably also go out on his fishing boat. It is hard for these families to survive without their children's help. When they grow up, they have (7) \_\_\_\_\_ learnt important skills that they need in everyday life. The lucky ones have also (8) \_\_\_\_\_ to school!

- |             |            |            |
|-------------|------------|------------|
| 1 A for     | B since    | C when     |
| 2 A parents | B parent's | C parents' |

## Exam Close-up

### Identifying the kind of word you need

- Read the whole text first.
- When you look at a gap, always read the sentences before and after it.
- Look at each set of three possible answers. What kind of words are they?
- If there are pronouns, make sure you choose the right person. If there are possessives, do they refer to one or many? If there are verbs, pay attention to the tense.

- |             |           |         |
|-------------|-----------|---------|
| 3 A their   | B theirs  | C they  |
| 4 A never   | B yet     | C still |
| 5 A for     | B since   | C when  |
| 6 A his     | B their   | C him   |
| 7 A never   | B already | C ever  |
| 8 A studied | B gone    | C been  |

# 5 Home Sweet Home

## Listening


**A** Match 1–6 with a–f.

- |  |                                      |
|--|--------------------------------------|
| 1 Whose job is it to wash up?              | a No, it's not yours; it's ours.     |
| 2 Who's going to clean the kitchen?        | b John. It's his turn to clean it.   |
| 3 Are these your shoes?                    | c They're there, on the table.       |
| 4 This is my computer.                     | d It isn't mine. I did it yesterday. |
| 5 It's the children's job to feed the dog. | e Its dinner's in the fridge.        |
| 6 Where are their drinks?                  | f No, they're Dad's.                 |

**B**  Listen to the dialogues. Circle the correct answer.

- |                     |                                    |
|---------------------|------------------------------------|
| 1 Jack / Mary       | 4 Sue / Tim                        |
| 2 daughter / father | 5 Dad / dog                        |
| 3 Jimmy / Mike      | 6 Mrs Green's car / Mr Smith's car |

**C** Read the *Exam Close-up* and then read the *Exam Task*. Does the question ask about where items are, or where they should be?

**D**  Now listen and complete the *Exam Task*.



## Exam Task

Listen to a mother and father talking about tidying up. Where does each item belong?

For questions 1–5, write a letter A–G next to each item. You will hear the conversation twice.

- |              |                          |                      |
|--------------|--------------------------|----------------------|
| 1 ketchup    | <input type="checkbox"/> | A dining room        |
| 2 towels     | <input type="checkbox"/> | B desk drawer        |
| 3 passport   | <input type="checkbox"/> | C children's bedroom |
| 4 printer    | <input type="checkbox"/> | D garage             |
| 5 garage key | <input type="checkbox"/> | E kitchen cupboard   |
|              |                          | F fridge             |
|              |                          | G bathroom shelf     |

## Exam Close-up

### Identifying the two incorrect options

- Make sure you understand the question.
- Remember that speakers talk about many of the options, but only one is right for each question number.
- You will hear the answers in the order of the questions.
- Try to identify the two answers that are not needed.
- Listen out for negative sentences about the options. This will often mean it is not correct for that item.

**E**  Listen again and check your answers.





# Speaking

**A** Work with a partner and answer these questions.

- What's your favourite place in your home?
- What is the most important thing in your room?
- What does your room say about you?

**B** Work with a partner. Student A looks at picture A and Student B looks at picture B. Take it in turns to describe your pictures. What are the similarities and differences between the rooms?

**C** Match 1–6 with a–f.

- |   |   |
|---|---|
| 1 Our living room is quite small.         | a They all have boats in them because my dad loves sailing! |
| 2 The living room walls are white.        | b There's not much space for a lot of furniture.            |
| 3 There are a few paintings on the walls. | c I like the chair best – it's really comfortable.          |
| 4 The living room is usually tidy.        | d I like it because the TV is there and my Xbox.            |
| 5 There is a small sofa and an armchair.  | e There's a big window, too, so it's very light.            |
| 6 The living room is my favourite room!   | f My parents get annoyed when it's untidy.                  |

**D** Read the *Exam Close-up*. Then read the *Exam Task* and think of what you like and dislike about your bedroom, and any adjectives you can use to describe it.

**E** Now complete the *Exam Task*.



## Exam Task

Work with a partner and tell each other about your bedrooms. **Student A** ask **Student B** first. Then change roles and **Student B** asks **Student A**.

**STUDENT A** Tell me about your bedroom.

- What / colour / walls?
- How long / had this bedroom?
- How often / tidy / bedroom?
- Would / like / change anything in

**STUDENT B** Tell me about your bedroom.

- What / favourite thing / in bedroom?
- Ever / put posters or pictures / on walls?
- How much time / spend / bedroom?
- What / best thing about / bedroom?

## Exam close up

**Making your descriptions interesting**

- When you talk about a photo or real place, use adjectives to make your description interesting.
- Describe your feelings about it, say what you like or don't like and why.
- When you talk about a favourite place, you can say what you do there.



## Useful Expressions

**Describing my bedroom**  
 My bedroom room is great because ...  
 I don't really like my bedroom because ...  
 I've got a computer / laptop / printer / TV ...  
 The walls are white and I've got red curtains.

I keep my ... on my bookshelves / in my wardrobe.  
 I really love my posters of ...  
 My room is usually tidy / untidy ... because ...

**F** Work with a partner. Take turns to describe your dream bedroom or living room to your partner. Explain what would be in it and why.

- Do you think someone's room tells us about their personality? Why? / Why not?
- 'If my parents want my bedroom to be tidy, they should tidy it.' Do you agree? Why? / Why not?

## Ideas Focus



## Writing: a note

### Learning Focus

#### Explaining why

- Sometimes when we communicate, we need to explain why we have or have not done something.
- To answer a question (e.g. *Why didn't you do your homework?*) we can use the following words and phrases:  
*because + subject + verb: Because I was ill.*  
*because of + noun: Because of illness.*  
*that's why + subject + verb: I was ill, that's why I didn't do it.*  
*that's because + subject + verb: That's because I was ill.*
- You need to understand these phrases and know how to use them, e.g. are they followed by a noun or verb?



People barbecuing despite the heavy rain

#### A Look at the dialogues. Circle the correct answer.

- A: I haven't got any clean socks Mum!  
 B: Well, darling ... *that's why* / *that's because* you didn't do the laundry.
- A: What did you do?  
 B: Ah, sorry ... I dropped your phone. *That's why* / *That's because* it's broken.
- A: Why didn't you go to the disco?  
 B: *Because* / *Because of* no one told me about it!
- A: Why did you cancel the barbecue at your house?  
 B: *Because* / *Because of* the rain, it wasn't possible to cook outside.

#### B Look at the sentences below and circle the correct words to complete the rules.

It was raining. *That's why* we used my umbrella at the barbecue.

We used my umbrella at the barbecue. *That's because* it was raining.

*Because of* the rain, we used my umbrella at the barbecue.

We used my umbrella at the barbecue *because* it was raining.

- That's why* explains a *cause* / *result*.
- That's because* explains a *cause* / *result*.
- Because of* explains a *cause* / *result*.
- Because* explains a *cause* / *result*.

#### C Read the to-do list left by Liam's mum and a schedule of his day. There is a problem. What is it?

#### Saturday schedule

9 o'clock	football practice
11 o'clock	buy present for Penny
1 o'clock	coffee with Matt
5 o'clock	Jack's house
7 o'clock	disco

Liam, here's what I'd like you to do today while I'm in London.

#### In the morning

- tidy your room
- do the laundry
- hang out the washing

#### In the afternoon

- clean the bathroom
- vacuum the carpets

#### In the evening

- walk the dog

Thanks!  
Mum xxx

#### D Liam used the note and the schedule to leave a note for his mum. Read the note and answer the questions.

Hi Mum,

*Because* I had a very busy day, I couldn't do everything on your list.

I tidied my room at 8, but I had football practice at 9. *That's why* I didn't do the laundry or hang out the washing.

I didn't clean the bathroom or vacuum the carpets. *That's because* I was at Jack's house at 5.

I really wanted to walk Maximus, but *because of* the disco at 7, I couldn't.

Liam 😊

- 1 In his note, did Liam write about all of the things his mum asked him to do?
- 2 Did Liam explain why he couldn't do some of the jobs?
- 3 Which words or phrases did he use to explain why he didn't do them?



**E** Read this note from your mum. You did some jobs, but not all of them. Write a note to your mum to explain.

I'm out all day. Please do the following:

- 1 Tidy your room. ✓
- 2 Put your dirty clothes in the washing machine and switch it on! ✓
- 3 Buy some milk and bread at the shop. ✗ *had no money*
- 4 Do your maths homework. ✗ *need your help*
- 5 Cook dinner for you and your brother. Pizzas in the freezer, salad in the fridge. ✓
- 6 Make your lunch for school on Monday. ✗ *no time - had to go to tennis lesson*

## Exam Task

Read the text message and the email. Fill in the information in Tony's notes.

Please take out the rubbish and get some milk. Also, take Jane to Cathy's house for a party. It starts at 3 o'clock and finishes at 6. If you can't, ask Uncle Tom.

email

**From:** Dave  
**To:** Tony  
**Subject:** Liverpool vs Arsenal

Match starts at 3:45 p.m.  
 Let's meet at 3 o'clock at your house and we'll go from there.

**F** Read the *Exam Close-up*. Then read the *Exam Task* and underline similar pieces of information.

**G** Now complete the *Exam Task*. Remember to check your spelling.

## Useful Expressions

### Making excuses

I would like to, but ...	I have to ...
I can't, I'm afraid.	I couldn't ... because ...
I'm sorry, but ...	I didn't ... because ...
I can't, because ...	

## Exam Close-up

### Checking your spelling

- Be careful when you transfer information from the two texts.
- Don't be confused by information that is similar, for example, a number of different times, prices or dates.
- Check your answers by looking back at the texts. Do they give the correct information? What about your spelling? Is it correct?

Mum, I took out (1) \_\_\_\_\_, and I went to the supermarket and bought some (2) \_\_\_\_\_. I would like to, but I can't take Jane to the party at Cathy's house (3) \_\_\_\_\_ the football match. It starts at (4) \_\_\_\_\_, but I have to be there earlier. I've asked (5) \_\_\_\_\_ and he's coming here to take her





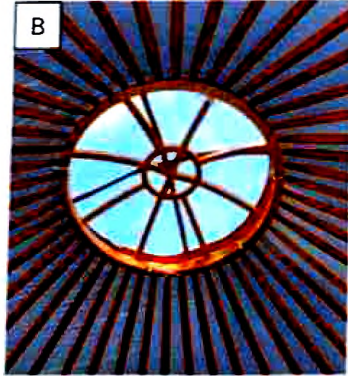


### Before you watch

**A** What part of the world do the photos below show? Match the descriptions with the pictures.

- 1 Mongolian ger from the outside.
- 2 Mongolian ger from the inside.
- 3 Mongolian boy with his horse.
- 4 Mongolian wooden ox cart.



### While you watch

**B** Watch the video and decide if these statements are T (True) or F (False).

- 1 Horse nomads have an ancient way of life.
- 2 The nomad family pack up their camp in less than an hour.
- 3 The ox carts are made of wood and metal.
- 4 The nomad's tent symbolises the world.
- 5 Muktali's horse won at the summer races.
- 6 Muktali went to hospital when he broke his leg.


### After you watch

**C** Complete the summary of the video below using these words.

centre life luck nature place summer race trucks

The nomads on the Mongolian steppes are preparing for the summer horse races. Everything has its (1) \_\_\_\_\_ on the ox cart. Nomads move every few weeks in spring and (2) \_\_\_\_\_. Their ox carts don't need gasoline and can reach places that (3) \_\_\_\_\_ can't go. Nomads are deeply connected to (4) \_\_\_\_\_, and their ger symbolises the universe. At the (5) \_\_\_\_\_ of each ger is a rope, which represents the path through (6) \_\_\_\_\_ and its twists and turns show that (7) \_\_\_\_\_ will always change. Muktali took first place in the horse (8) \_\_\_\_\_ but that night he broke his leg when he fell off his new motorbike.

### Ideas Focus

- Would you like to move every month? Why? / Why not?
- Do you think the nomads in the video would like to live the way you do? Why? / Why not?



# 6

# The Place to Be

- Reading:** multiple-matching, using context to understand signs
- Vocabulary:** town- & country-related words, phrasal verbs, buildings & giving directions
- Grammar:** demonstratives, articles
- Listening:** gap fill (monologue), listening for days, times & numbers
- Speaking:** asking & answering questions, understanding what people say, giving directions, checking understanding
- Writing:** a formal email, thinking about sequence, using formal language, describing a route



The Batumi Technological University Tower in Adjara, Georgia



# 6 The Place to Be

## Reading

**A** Look at the signs. Where might you see them?  
Discuss with a partner and match them to the places.

- |            |                 |
|------------|-----------------|
| 1 library  | 4 hospital      |
| 2 school   | 5 old building  |
| 3 car park | 6 swimming pool |

**B** Look at the signs in A again and answer the questions.  
Which sign tells you ...?

- why you must not make a noise:
- to wash (2 signs):
- how much you have to pay to do something:
- where you are:
- what to do with something after you have used it:

**C** Find these words/phrases in the signs and underline them.

return clean entering display in progress

**D** Replace the words/phrases in bold with a word/phrase from C with the same meaning.

- Please (give back) \_\_\_\_\_ the tennis rackets after you have used them.
- (Wash) \_\_\_\_\_ your hands before preparing food.
- Take off all jewellery (rings, necklaces) before (getting into) \_\_\_\_\_ the hot tub.
- Please (show) \_\_\_\_\_ your identity card at reception.
- Please do not enter – a ghost tour of the castle is (happening now) \_\_\_\_\_.

**E** Read the story about a tour of a castle. What does Lisa hear?

## The Ghost of Count Wolfgang Vlux

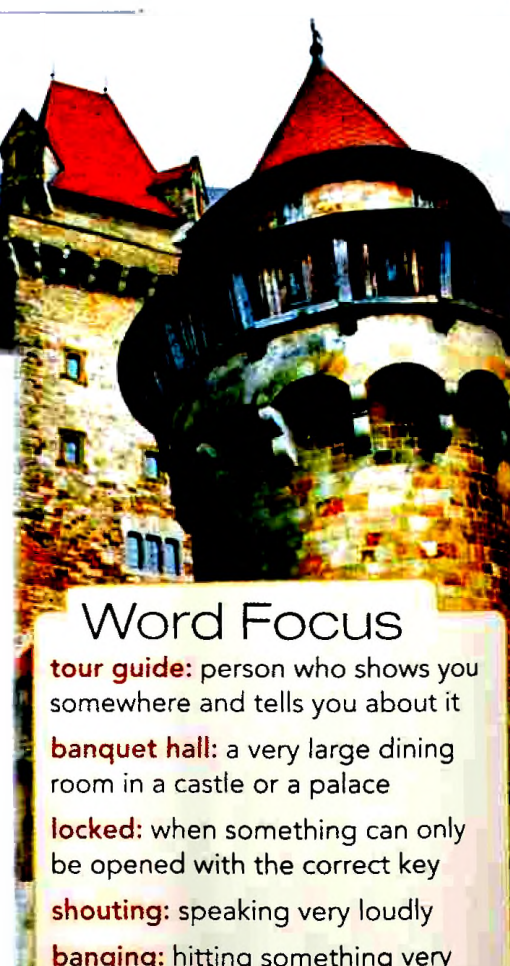
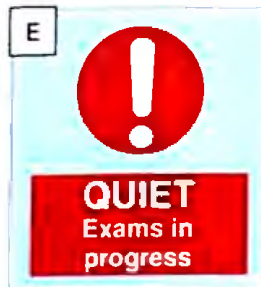
Lisa was visiting Vlux Castle with her mother. They listened to the **tour guide** talk about the history of the castle.

'The Vlux family is one of the oldest in Germany. They built the castle in 1348.' The visitors were in the huge **banquet hall**. There were paintings of the Vlux family on the walls. Lisa thought they all had crazy eyes and faces. Then she noticed a closed door at the far end of the room. A sign on it said 'No Entry!'. 'That looks interesting,' thought Lisa.

She went towards the door very quietly and slowly opened it. The guide continued to talk about the castle. 'Since the 1500s,' the guide said, 'there have been many reports of

a ghost. People say it is the ghost of Count Wolfgang Vlux, who was a very violent man and killed many people.' Lisa entered a small, dark room. The room felt spooky and she didn't like it. Suddenly, she heard someone laughing, but there was no one in there. It didn't sound friendly at all. She tried to open the door, but it was **locked!** Oh, no! What was happening?

Outside, the guide was still talking. 'People say that the ghost laughs, and many who have heard this laughter say it is evil.' Lisa started **shouting** and **banging** on the door, but no one heard her. She had to find a way out of that room by herself.



### Word Focus

**tour guide:** person who shows you somewhere and tells you about it

**banquet hall:** a very large dining room in a castle or a palace

**locked:** when something can only be opened with the correct key

**shouting:** speaking very loudly

**banging:** hitting something very hard more than once



**F** Read the story again and choose the correct answers.

- 1 Vlast castle is over 650 years old / under 600 years old / 348 years old.
- 2 Lisa thought the Vlast family looked nice / bad / mad.
- 3 Visitors were allowed / were taken / weren't allowed through the door Lisa went through.
- 4 Lisa felt happy / friendly / scared in the room.
- 5 Lisa could / could not / didn't want to get out of the room.

**G** Read the *Exam Close-up*. Then read the *Exam Task* and decide where you might see the signs.

**H** Now complete the *Exam Task*.

Exam Task

Which notice (A–H) says this (1–5)?

- 1 You must not walk here.
- 2 If there is a problem, leave the building from this door.
- 3 This place will give you information.
- 4 You must not take a photo with a flash.
- 5 You cannot come into the building here.



**I** Find and underline these adjectives in the story. Then complete the sentences with the correct words.

**crazy interesting violent evil spooky**

- 1 It was dark and windy on the hill. It was really \_\_\_\_\_.
- 2 I love history so I find all these old castles very \_\_\_\_\_.
- 3 The Queen was mean to everyone – she was \_\_\_\_\_.
- 4 The King loved fighting – he was very \_\_\_\_\_.
- 5 The Prince talked to himself. They say he was \_\_\_\_\_.

Exam Close-up

Using context to understand signs

- Notices only use a few words. To help you understand them, try to decide where you might see each sign. This will help you focus on the possible message of the sign.
- You probably won't be able to understand all the words, but focus on the ones you do understand.
- Then look for similar words in the answer choices.

- Do you believe in ghosts? Why? / Why not?
- Would you be scared in a haunted house? Why? / Why not?

Ideas Focus



# 6 The Place to Be

## Vocabulary

**A** Write the correct places in a town next to the sentences.

cinema corner shop disco factory petrol station  
pharmacy shopping centre sports  
centre stadium theatre

- 1 The tank is nearly empty. Let's stop here and fill up.  
\_\_\_\_\_
- 2 I want to take up volleyball. Can I join a team?  
\_\_\_\_\_
- 3 I've run out of milk. Can I buy some here?  
\_\_\_\_\_
- 4 The tickets sold out quickly. Thousands of fans were there.  
\_\_\_\_\_
- 5 I'm enjoying this play. I'm glad they put it on.  
\_\_\_\_\_
- 6 I need to buy trainers and a T-shirt. Let's look for them here.  
\_\_\_\_\_
- 7 The workers stopped because the machines broke down.  
\_\_\_\_\_
- 8 I love dancing. It's a great way to work out.  
\_\_\_\_\_
- 9 I've come down with the flu and I need some medicine.  
\_\_\_\_\_
- 10 I'm really looking forward to this film.  
\_\_\_\_\_

**B** Work with a partner. Look at the phrasal verbs that are underlined in A. Can you guess what they mean?

**C** Match the phrasal verbs with their meanings. Were your answers in B correct?

- |                   |  |
|-------------------|--|
| 1 break down      | a be excited about something in the future |
| 2 come down with  | b do exercise                              |
| 3 fill up         | c begin a new hobby or sport               |
| 4 look for        | d become sick with something               |
| 5 look forward to | e have no more of something left           |
| 6 put on          | f make full to the top                     |
| 7 run out of      | g present a play                           |
| 8 sell out        | h sell all that you have of something      |
| 9 take up         | i stop working (car, machine)              |
| 10 work out       | j try to find something                    |

**D** Read what Ben and Daniel say about where they live. Who lives in the city and who lives in the countryside? Do they like where they live?

"There's too much traffic, so it's always noisy and the air is really polluted. The shopping centre and the cafes are always too crowded. I want to live in the countryside." Ben



"There's nothing to do – it's really boring. The nearest house is 5 kms away from us! There are no buses, so my parents have to drive me everywhere. My mum loves it here because it's peaceful and my dad finds it relaxing, but I don't like it – I want to live in the city." Daniel



**E** Read what they say again and underline the adjectives from below. Then match them to their definitions. Can you think of more adjectives to talk about the city and the countryside?

noisy polluted crowded boring  
peaceful relaxing

- 1 makes you feel happy and comfortable:  
\_\_\_\_\_
- 2 not interesting or exciting:  
\_\_\_\_\_
- 3 loud and busy: \_\_\_\_\_
- 4 quiet: \_\_\_\_\_
- 5 full of people: \_\_\_\_\_
- 6 dirty air, often from cars and other traffic:  
\_\_\_\_\_



**F** Read the texts and decide which service they are about.

bank fire station hospital library museum  
police station post office university

- 1 \_\_\_\_\_  
You go there or you call the people who work there when you need help. This is also where they take you if you do something bad or wrong.
- 2 \_\_\_\_\_  
A lot of people prefer to use the internet these days, but this place is also full of information on many different subjects.
- 3 \_\_\_\_\_  
The people who work there have a very dangerous job. They save people's lives and try to save their homes, too.
- 4 \_\_\_\_\_  
Many people go there every day from Monday to Friday. Most of them are 18–22 years old and they want to gain knowledge.
- 5 \_\_\_\_\_  
Some people go into a building to use this service. Others use a machine that is outside in a wall. They often go shopping after they visit this place.
- 6 \_\_\_\_\_  
This place is full of beautiful and interesting items that are important for people who want to learn about art and history.
- 7 \_\_\_\_\_  
Lots of people use email now, but we still need to send and receive letters. We also go to this place to buy stamps and pay bills.
- 8 \_\_\_\_\_  
This is where you go if you have a problem with your health, or if you want to visit someone who is staying there because they aren't well.

**G** Look at the texts in F again. Underline the key words that helped you to choose your answers.

**H** Circle the correct words.

- 1 I was looking for the post office, but I walked into / **past** the bank by mistake.
- 2 We rode our bikes over / through the park and breathed in the fresh air.
- 3 James ran along / under the street quickly because he was late for school.
- 4 Did you see that? Elsa walked into / past me and didn't say hello!
- 5 They rowed the boats across / under the bridge and continued down the river.
- 6 Farmer Brown's horse jumped over / through the gate and ran away.
- 7 Joe ran across / along the street because he saw his friend on the other side.

**I** Complete the directions with the words.

cross follow get off get on go take get to turn

**How to get from Paddington Station to the Tower of London**

By bus: (1) \_\_\_\_\_ bus number 205 and (2) \_\_\_\_\_ it at bus stop H. To find the bus stop, come out of Paddington Station and (3) \_\_\_\_\_ the road. You can buy tickets on the bus. It takes about 50 minutes to get there. Then (4) \_\_\_\_\_ the bus at St Botolph Street. It's a 15 minute walk from there, so take this map and (5) \_\_\_\_\_ it. Cross the street and (6) \_\_\_\_\_ right onto Aldgate High Street, then turn left onto Jewry Street. Then (7) \_\_\_\_\_ straight on until you (8) \_\_\_\_\_ the river Thames. Turn right, then take the first left and you'll arrive at the Tower of London.



The Tower of London sits on the River Thames in England

- Do you enjoy visiting castles, old buildings, and museums? Why? / Why not?
- Do you think the countryside is a better place for a teenager to grow up than a city? Why? / Why not?

Ideas Focus







A contrast of modern and old buildings sit together in the centre of Moscow, Russia

## Grammar

### Demonstratives

**A** Read the sentences below. Underline the words *this*, *that*, *these* and *those*.

- This tall building is a bank and that glass building is a hotel.
- These flats are modern, but those houses are old.
- This traffic is terrible! These roads are always busy.
- That pollution we saw on the video about Beijing was really bad.

**B** Match the sentences in A with the uses below.

- We use *these* for a plural noun near us and *those* for a plural noun that is far away.
- We use *this* for a singular noun near us and *that* for a singular noun that is far away.
- We use *that* for an uncountable noun that is far away.
- We use *this* for an uncountable noun near us and *these* for a plural noun near us.

**C** Complete the rule with *this*, *that*, *these* or *those*.

To talk about something near us, we use \_\_\_\_\_ + singular or uncountable noun and \_\_\_\_\_ + a plural noun.

To talk about something far away from us, we use \_\_\_\_\_ + singular or uncountable noun and \_\_\_\_\_ + plural noun.

**▶ Grammar Focus pp. 165 & 166 (6.1)**

**D** Complete the dialogues with *this*, *that*, *these* or *those*.

- A:** Does \_\_\_\_\_ lift go to the 12<sup>th</sup> floor?  
**B:** \_\_\_\_\_ lifts are for staff only. \_\_\_\_\_ lifts over there are for visitors.
- A:** \_\_\_\_\_ road is very quiet, there's no traffic today.  
**B:** Yes, but \_\_\_\_\_ roundabout ahead looks busy.
- A:** Do you want to sit in \_\_\_\_\_ café? We can sit here, \_\_\_\_\_ chairs are free.  
**B:** \_\_\_\_\_ table is near the kitchen and it's very noisy. Let's try \_\_\_\_\_ café opposite.
- A:** Does the bus for the centre stop at \_\_\_\_\_ bus stop?  
**B:** No, it stops at \_\_\_\_\_ bus stop over there.

**E** Rewrite the incorrect sentences in your notebook.

- 'Can you see those street number on the building opposite?'  
'No, it's too far away! That house here is number 24, and we know the office is in that street.'
- 'Does that bus go to the centre, driver?'  
'No, you want this bus on the other side of the road.'
- 'Can you bring me these keys from the hall downstairs?'  
'Are this keys yours? You left them in the bathroom!'
- 'These information about bus times is really useful!'  
'Yes that phone app has all the timetables, look!'

**F** Complete the text with *this*, *that*, *these* or *those*.

### Athens City Tour

"Welcome to (1) \_\_\_\_\_ bus tour of Athens! (2) \_\_\_\_\_ city is famous for its ancient sites, but it's worth visiting the modern buildings, too. (3) \_\_\_\_\_ building up the hill is the Greek Parliament. (4) \_\_\_\_\_ road that we're driving along now passes two important sites. The first one is here. (5) \_\_\_\_\_ ancient gate is called Hadrian's Arch, and it was built in the second century. In (6) \_\_\_\_\_ times it stood across the ancient road from the centre of Athens to the temple over there. (7) \_\_\_\_\_ temple is the Temple of Olympian Zeus. When it was complete, it had 104 columns, but only 16 of (8) \_\_\_\_\_ columns are still standing today. (9) \_\_\_\_\_ part of the city that we are entering now is called Plaka. (10) \_\_\_\_\_ area is great for sightseeing. (11) \_\_\_\_\_ building right in front of you is the Acropolis Museum. Some of (12) \_\_\_\_\_ streets around here are closed to traffic."





## Articles

**G** Read the sentences. Circle the indefinite articles and underline the definite articles.

- 1 A town needs a park, but there isn't a park in the town.
- 2 Is there a river in London?
- 3 The river in London is called the Thames.
- 4 There's an old bridge across the river.
- 5 Traffic is terrible in the mornings.
- 6 The traffic in London moves slowly.

**H** Look at the sentences in G and complete these sentences with *a/an, an, the* or *no article*.

- 1 We use \_\_\_\_\_ before a vowel sound.
- 2 We use \_\_\_\_\_ when we haven't talked about something before.
- 3 We use \_\_\_\_\_ in questions to find out if something exists.
- 4 We use \_\_\_\_\_ when we have already talked about the noun before.
- 5 We use \_\_\_\_\_ for rivers.
- 6 We use \_\_\_\_\_ for cities and countries.
- 7 We use \_\_\_\_\_ for countable, singular nouns.

**I** Read the sentences and underline the articles (*a, an, the*). Then answer the questions.

- 1 A house should be warm and comfortable.
- 2 The house was cold and spooky.
  - a Which sentence talks about one house (a specific house)?
  - b Which sentence talks about all houses (houses in general)?

### Be careful

We use *the* with instruments, seas, oceans, rivers, deserts, mountain ranges.

*He plays the piano. / We flew over the Alps.*

We use *no article* with cities, islands, lakes, mountains, most countries, a person's name, school subjects, games and sport, days, months, meals.

*I live in Germany. / Joseph is really friendly. / I had pizza for dinner.*

➤ Grammar Focus p. 166 (6.2 to 6.3)

**J** Complete the text with *a, an, the* or *-* (no article).

### Sailor rescued after 80 days

In January 2012, (1) \_\_\_\_\_ Swedish sailor spent 80 days alone in (2) \_\_\_\_\_ yacht after (3) \_\_\_\_\_ storm damaged part of (4) \_\_\_\_\_ yacht. 66-year-old Swedish yachtsman, Stig Lundvall was lucky. (5) \_\_\_\_\_ Greek ship saw his signal for help and brought him to (6) \_\_\_\_\_ Cape Town, in (7) \_\_\_\_\_ South Africa. (8) \_\_\_\_\_ sailor was on (9) \_\_\_\_\_ voyage from Falmouth in (10) \_\_\_\_\_ Britain to (11) \_\_\_\_\_ Australia when (12) \_\_\_\_\_ weather got worse. (13) \_\_\_\_\_ radio on (14) \_\_\_\_\_ yacht was not working, and (15) \_\_\_\_\_ water and food on the yacht was not enough for him to survive. He collected (16) \_\_\_\_\_ rain in (17) \_\_\_\_\_ bucket and ate (18) \_\_\_\_\_ food slowly. When (19) \_\_\_\_\_ big Greek ship saw him and stopped, it was (20) \_\_\_\_\_ amazing feeling.

**K** Complete the sentences with *a, an, the* or *-* (no article).

- 1 We went to \_\_\_\_\_ Kenya on safari.
- 2 We visited \_\_\_\_\_ Nepal.
- 3 We flew to \_\_\_\_\_ Paris.
- 4 We drove through \_\_\_\_\_ Arizona.
- 5 We sailed around \_\_\_\_\_ Mediterranean.
- 6 We went skiing in \_\_\_\_\_ Alps for \_\_\_\_\_ first time.
  - a We camped in \_\_\_\_\_ Himalayas in \_\_\_\_\_ small tent.
  - b We had \_\_\_\_\_ accident in \_\_\_\_\_ village of Chamonix.
  - c We stopped at \_\_\_\_\_ Sicily and \_\_\_\_\_ Sardinia.
  - d We went to \_\_\_\_\_ Eiffel Tower and down \_\_\_\_\_ Seine.
  - e We took \_\_\_\_\_ photos of \_\_\_\_\_ wildlife that we saw.
  - f We visited \_\_\_\_\_ Grand Canyon and took \_\_\_\_\_ helicopter.

**L** Now match 1–6 with a–f.



The Grand Canyon in Arizona, United States



# 6 The Place to Be

## Listening

**A** Match 1–9 with a–i.

- |                       |                          |
|-----------------------|--------------------------|
| 1 every day           | a weekly                 |
| 2 weekday             | b monthly                |
| 3 weekend             | c Saturday and Sunday    |
| 4 every month         | d eight thirty           |
| 5 half an hour        | e thirty minutes         |
| 6 every week          | f Monday to Friday       |
| 7 a quarter to midday | g a hundred years        |
| 8 a century           | h eleven forty-five a.m. |
| 9 half past eight     | i daily                  |



**B** Look at the pictures. What kind of museum would you find them in?

**C** Match the pictures A–F with the words below.

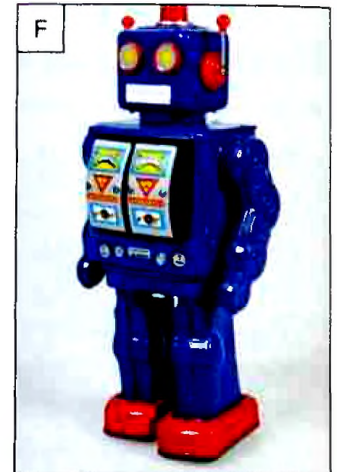
- 1 marbles
- 2 dolls' house
- 3 robot
- 4 tricycle
- 5 doll
- 6 teddy



**D** Listen to four people describing something in the pictures in B. Write the items from C that they are talking about.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

**E** Read the *Exam Close-up*. Then read the *Exam Task* carefully. Now listen and complete the *Exam Task*.



### Exam Task

You will hear some information about a museum. Listen and complete each question. You will hear the information twice.

#### Museum of Childhood

- Opening hours: from 10.00 a.m. to (1) \_\_\_\_\_ p.m. daily
- 'Explore' event: between 11.15 and 11.45 at (2) \_\_\_\_\_
- Dolls' houses: from the last (3) \_\_\_\_\_ years.
- 'Small Stories' exhibition: from December 13th until (4) \_\_\_\_\_ next year
- For children's parties, phone Alison Fielding: telephone number (5) \_\_\_\_\_

**F** Listen again and check your answers.

### Exam Close-up

#### Listening for days, times & numbers

- Look at the gaps and decide what kind of information you need to listen for.
- The missing information will often be days, times or numbers.
- You can write numbers as 3 or *three*, but you must spell the words correctly.
- In English, we say phone numbers 'oh, two, oh etc.', not 'oh, twenty'.
- You can write times like this: 5.45, or like this: 5:45.



# Speaking

**A** Tick the places that you find in your town. Then compare your answers with a partner.

- |                   |                          |               |                          |
|-------------------|--------------------------|---------------|--------------------------|
| 1 sports centre   | <input type="checkbox"/> | 5 bank        | <input type="checkbox"/> |
| 2 swimming pool   | <input type="checkbox"/> | 6 park        | <input type="checkbox"/> |
| 3 shopping centre | <input type="checkbox"/> | 7 bus station | <input type="checkbox"/> |
| 4 school          | <input type="checkbox"/> | 8 car park    | <input type="checkbox"/> |

**B** Work with a partner. Match 1–5 with a–e to complete the dialogue.

Sam: Is there a bus station in the city centre?

Jo: 1 \_\_\_\_\_

Sam: Where do I get off?

Jo: 2 \_\_\_\_\_

Sam: Where is the nearest underground station?

Jo: 3 \_\_\_\_\_

Sam: Where do I buy tickets?

Jo: 4 \_\_\_\_\_

Sam: Can I get one at the station?

Jo: 5 \_\_\_\_\_

Sam: Thanks.

- Yes, or you can buy one from the shop on the corner.
- You go to Victoria. From there it's a short walk to the bus station.
- You can't buy tickets. You have to buy a card called an Oyster Card.
- Go down this road. Turn right at the traffic lights and the underground is on your left.
- No, it's not in the centre. You have to take the underground to get there.

**C** Look at the photo at the top of the page and the *Exam Close-up*. What do you think the two people are saying to each other?

**D** Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.



## Useful Expressions

### Asking for directions

Where is the ...? / I'm looking for ...

Is there a bank near here?

Where is it exactly?

### Giving directions

It's at the end of the road.

It's opposite / next to / behind the school.

It's at the crossroads.

Go straight on.

Go / Turn right / left (at the traffic lights / at the roundabout).

Take the first (turning on your) right / left.

### Checking understanding

Did you say 'turn right'?

I'm sorry. I didn't understand.

Could you repeat that, please?

I'm not sure what you mean.

## Exam Close-up

### Understanding what people say

- If you don't understand something, ask the other person to repeat it. You can say, 'Could you repeat that, please?', or 'I'm sorry, I didn't understand'. Remember, it's better to do this than answer without understanding.
- If directions are not clear, check with the other person. Say, 'Do you mean ...?' or repeat the directions, 'So I go right at the bank?'
- If you think you understand, but are not sure, you can say, 'I'm not sure what you mean.'

## Exam Task

**1** Student A: Look at your map on page 178. Some information is missing. Use these prompts and ask Student B questions to get directions and find the places.

- bank?
- Post office?
- café?
- museum?
- from museum to Post office?

**2** Student B: Look at your map on page 179. Some information is missing. Use these prompts and ask Student A questions to get directions and find the places.

- hospital?
- school?
- restaurant?
- swimming pool?
- from hospital to swimming pool?

- When you're lost in a new city, do you prefer to use a map, your phone, or to ask someone directions?
- 'Young people can't use maps or compasses and they don't look around to try and remember a route.' Do you agree? If so, is this bad? Why? / Why not?

## Ideas Focus



## Writing: a formal email

### Learning Focus

#### Thinking about sequence

- When you explain how to do something or how to go somewhere, you need to put all the steps in the correct order so that the information you give is clear.
- You can do this by using words that show the sequence of the actions, such as *after*, *then*, *next*, etc.
- These words usually go at the start of a sentence and are followed by certain structures:

*before / after + subject + verb (without to): Before you get to the bus stop, ...*

*before / after + -ing: After crossing the road, ...*

*before / after + noun: Before the museum, turn left.*

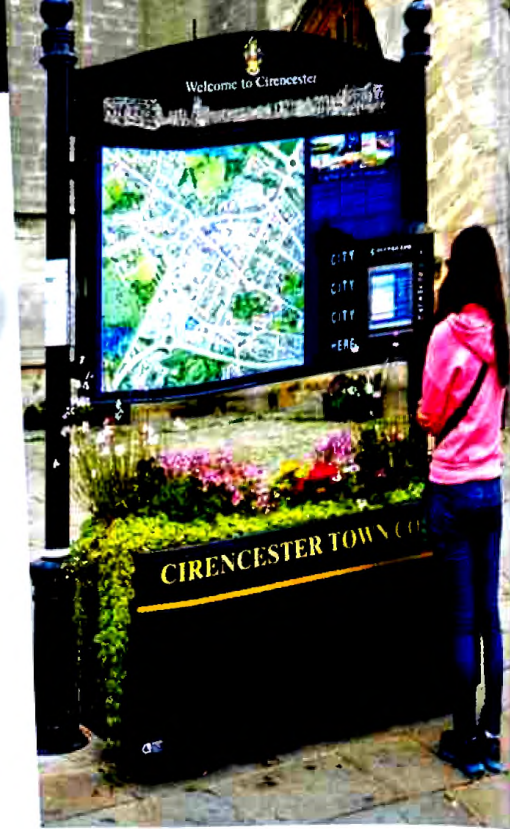
*first + imperative: First go straight on.*

*first + subject + verb: First, you take bus number 14.*

*then / next / after that + imperative: Next, turn right.*

*then / next / after that + subject + verb: After that, you take the first right.*

*eventually / finally + subject + verb: Eventually you will see the river.*



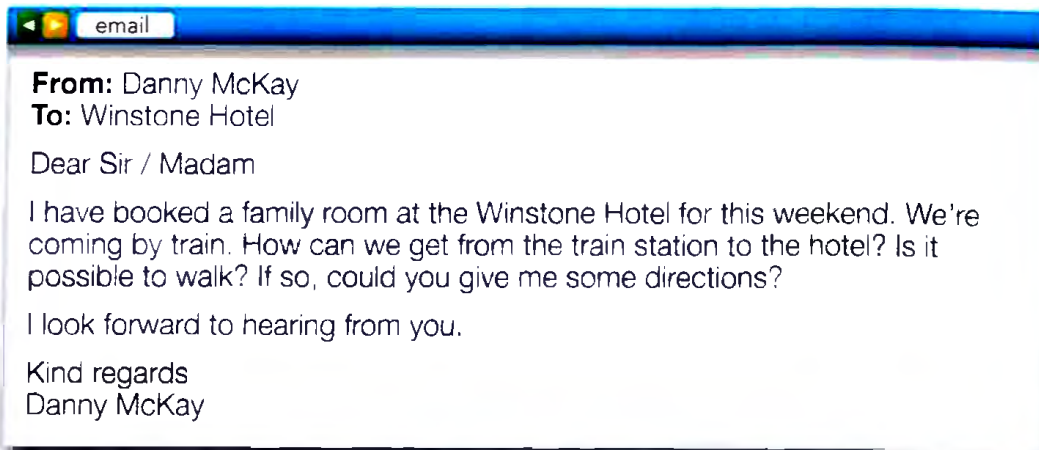
#### A Tick the sentences that are correct. Rewrite the sentences that are incorrect in your notebook.

- 1 First, taking the city train and get off at Richmond station.
- 2 Before you get on the bus, make sure it's the number 32 to Oxford.
- 3 After you to leave the station, turn left and walk along Bond Street.
- 4 Next, walking about 200 metres until you get to a bridge.
- 5 Then you should cross the street to the other side.
- 6 Eventually, the road ends and you will see a gate.

#### B Match the questions with the answers.

- |  |                           |
|--|---------------------------|
| 1 How far is it to the beach?                  | a Not really.             |
| 2 Is it far to the beach?                      | b You could take the bus. |
| 3 How can I get to the beach from the station? | c It's quite close.       |

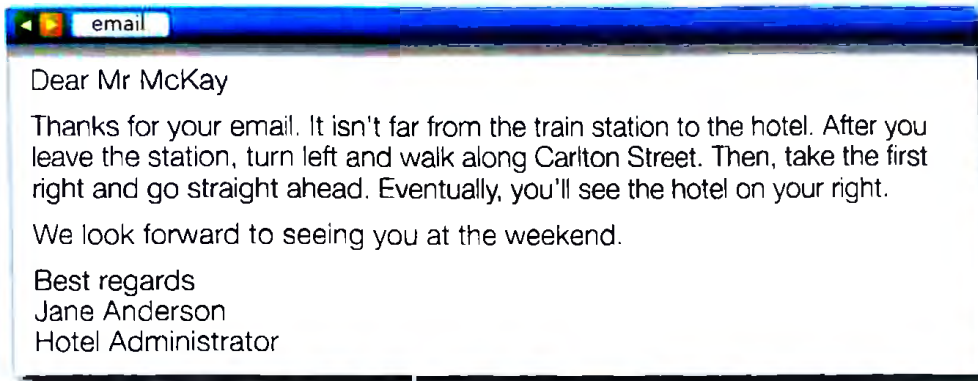
#### C Read the email and then answer the questions.



- 1 What information does Danny ask for?
- 2 Does Danny know the person he is writing to?
- 3 What phrases does he use to start and end his email?



D Read the example email and circle the words that show sequence.



E Read the email again and answer these questions.

- 1 Underline the phrases Jane uses to show direction.
- 2 What greeting does Jane use?
- 3 What sentence does she end with?
- 4 What sign-off does she use?

F Work with a partner. Choose a place in your town that you both know. This is your start point. Read the *Useful Expressions*, then ask and answer questions about how you can get to different places from your start point.

G Now read the *Exam Close-up* and complete the *Exam Task*.

### Exam Task

Read the email from Joseph Cook.

**From:** Joseph Cook  
**To:** Bodmin Youth Hostel

Dear Sir / Madam

I am staying at your Youth Hostel next week with my class of 15 students. We are coming by train. Is the Youth Hostel far from the station? How can we get from the station to the Youth Hostel? Also, can we have breakfast at the Hostel?

I look forward to hearing from you.

Kind regards  
Joseph Cook  
Headteacher

Write an email to Joseph Cook and answer the questions.

Write 40–60 words.

### Useful Expressions

#### Sequencing

first  
before  
after / then / next /  
after that / afterwards  
eventually / finally

#### Asking for directions

How can I get to ...  
from ...?  
Can you tell me how to  
get to ...?

#### Describing a route

It's not far.  
It's quite close.  
It's a long way to walk.

#### Giving directions

Turn left / right.  
Take the second left /  
right.  
Go straight on.  
Go / walk past the  
bank.  
Keep going for another  
100 metres.  
It'll be on your left /  
right.

#### Formal email greetings

Dear Sir / Madam  
Dear Mrs Smith

#### Formal email sign-offs

Kind regards  
Best regards

### Exam Close-up

#### Using formal language

- If the email you are asked to reply to is formal, then you will also need to write using a formal style.
- Use formal greetings and sign-offs.
- If you don't know who you are writing to, start a formal email with *Dear Sir / Madam*.

The famous 199 steps leading  
from the town up to the  
Abbey in Whitby, England





### Before you watch

**A** Look at the photo and read the sentence. Label the photo with the words in red.

A sailor uses the power of the wind in the **sails** to sail his **yacht**.



### While you watch

**B** Watch the video and circle the words you hear.

- 1 Shaun Killa from South America / Africa has designed a green skyscraper.
- 2 Shaun used his experience as a(n) architect / sailor to find the design.
- 3 He wanted to design a skyscraper that used the air / wind to make its power.
- 4 He used his love of sailing to inspire his one of a kind design / building.
- 5 The shape is like two tall / high sails.
- 6 The unique design required a special dream / team.


### After you watch

**C** Complete the summary of the video below using these words.

enough find first make special true use windy

When architect Shaun Killa (1) \_\_\_\_\_ came to Bahrain, there was a very strong wind blowing. In this (2) \_\_\_\_\_ capital, on the edge of the Persian Gulf, Shaun's dream was to (3) \_\_\_\_\_ the power of the wind to make electricity in a one of a kind green skyscraper. He used his experience as a sailor to (4) \_\_\_\_\_ the right design for his (5) \_\_\_\_\_ building. His building looks like two tall sails. The wind passes between them, and if there is (6) \_\_\_\_\_ wind, it moves three turbines which (7) \_\_\_\_\_ electricity for the building. Two engineers from Denmark worked with Shaun and together they made Shaun's dream come (8) \_\_\_\_\_.

### Ideas Focus

- Would you like to live or work in a building like this? Why? / Why not?
- Do you think cities should have more green buildings? Why? / Why not?



## Vocabulary

## A Circle the correct words.

- 1 My **cottage** / flat / villa is on the third floor of this building.
- 2 I need to wash my hands; where's the **bedroom** / hallway / bathroom, please?
- 3 Please put your dirty clothes in the washing machine / lawnmower / tumble dryer.
- 4 Be careful! The **cooker** / shower / fridge is hot – don't burn your hand.
- 5 We eat at the **armchair** / dining table / coffee table when my grandparents visit us.
- 6 It's cold tonight. I need to put another blanket / curtain / rug on my bed.
- 7 Let's sit on the **barbecue** / poster / sofa and watch TV tonight.
- 8 Please put your bicycles in the **shed** / chest of drawers / wardrobe.
- 9 It's dark in here and I can't see well; please switch on the blinds / curtains / lamp.
- 10 That's a very nice **mat** / painting / duvet on the wall. Where is it from?

## B Complete the sentences with the phrasal verbs in the correct form.

fill up look for look forward to put away put up run out of take up work out

- 1 Your room is very messy! Why don't you \_\_\_\_\_ your clothes?
- 2 This room needs some colour; let's \_\_\_\_\_ a few posters on the wall.
- 3 Can you \_\_\_\_\_ the water bottle and put it in the fridge, please?
- 4 I'm \_\_\_\_\_ my glasses, but I can't find them. Are they in here?
- 5 Nina and Tom \_\_\_\_\_ every day; Nina jogs and Tom goes to a gym.
- 6 I want to \_\_\_\_\_ a new hobby, but I don't know what to do.
- 7 Are you \_\_\_\_\_ going to London for your university studies?
- 8 Don't worry if you \_\_\_\_\_ paint; we can go and buy some more.

## C Complete the words in the sentences.

- 1 There are some beautiful old paintings and furniture in the m \_\_\_\_\_.
- 2 Can you go to the c \_\_\_\_\_ shop and get some milk, please?
- 3 What are you going to study at u \_\_\_\_\_?
- 4 I'm going to the p \_\_\_\_\_ office to buy stamps and send a letter.
- 5 I like studying at the l \_\_\_\_\_ because it's quiet in there.
- 6 The shopping c \_\_\_\_\_ is always crowded on Saturday morning.
- 7 When I broke my leg, I had to stay in h \_\_\_\_\_ for a week.
- 8 They found the thief and took him to the p \_\_\_\_\_ station.

## D Circle the correct words.

- 1 Look to the left and to the right before you **across** / cross the street.
- 2 When I got on / in the bus, I saw my friend so I sat next to him.
- 3 Just **follow** / walk the map and you will find the museum easily.
- 4 A group of joggers ran along / through the park.
- 5 Walk to the corner and then go ahead / straight on.
- 6 My dog jumped over / past the gate and ran to the park.
- 7 We drove through / under the bridge and then turned right.
- 8 Where do we get of / off the bus? Is it at the next stop?



### Grammar

**A** Complete the sentences with the words.

already ever just never still yet for since

- 1 I've \_\_\_\_\_ finished painting the house! I'm so tired now!
- 2 We've known Tom and his family \_\_\_\_\_ about six years.
- 3 She \_\_\_\_\_ hasn't been to the new museum in the city centre.
- 4 The Smiths have \_\_\_\_\_ sold their old house and bought a new one.
- 5 It's strange, but I've \_\_\_\_\_ been to the Acropolis, and I live in Athens!
- 6 That restaurant is quite famous and it's been here \_\_\_\_\_ 1910.
- 7 Have you \_\_\_\_\_ sailed in the Aegean? If you haven't, I think you should.
- 8 It's a big house and I don't think they've finished painting it \_\_\_\_\_.

**B** Correct the mistakes in the sentences.

- 1 That's not hers house.
- 2 I think this pen is my.
- 3 Is you're new flat nice?
- 4 Yes, the Ferrari is ours car.
- 5 I think Jack is in him room.
- 6 Do you like theirs house?
- 7 My cats name is Lulu.
- 8 That's Les new car over there.
- 9 Where are the childrens toys?
- 10 This is my grandparents house.
- 11 The sofa's in this shop are expensive.
- 12 The hospitals' car park is small.

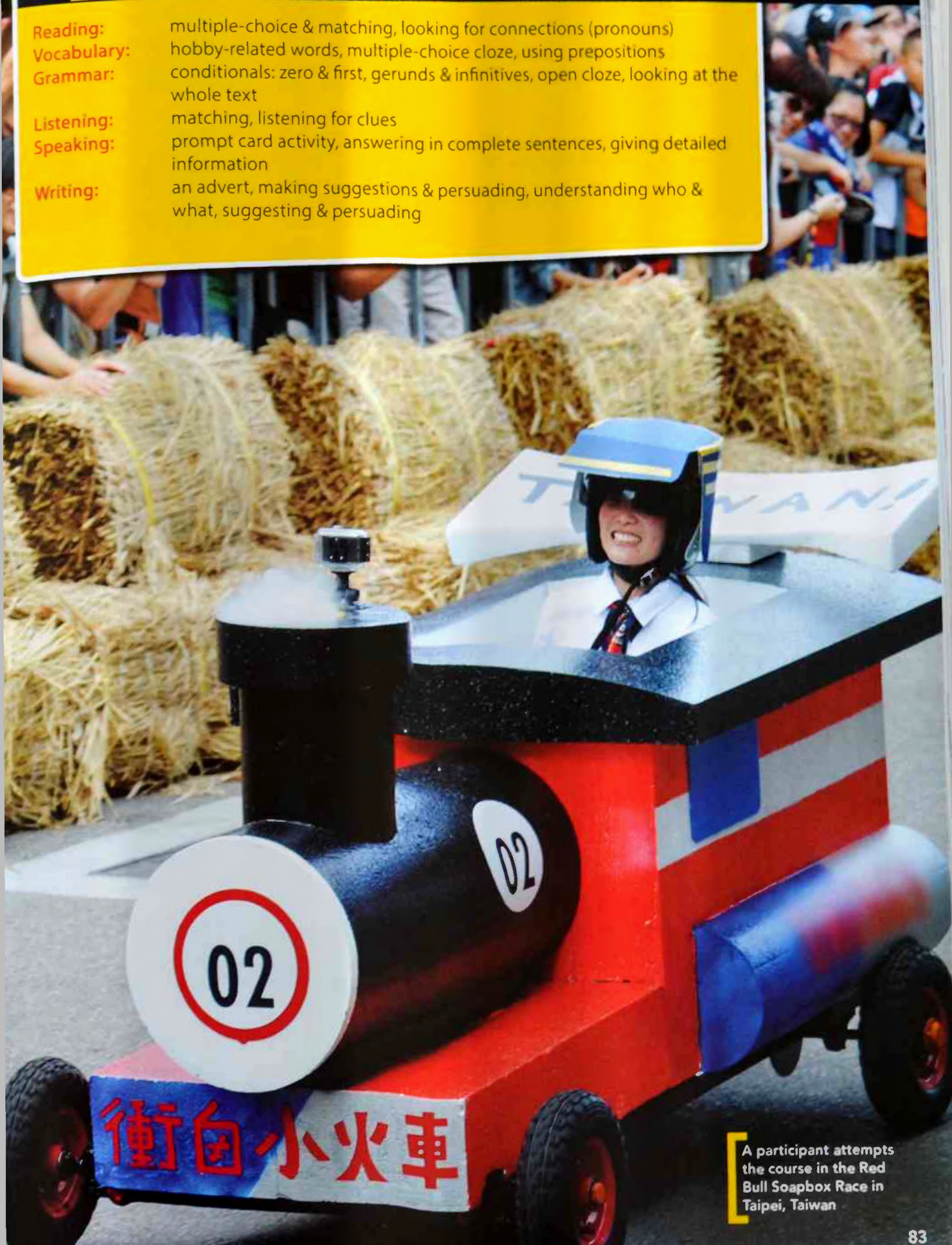
**C** Complete the sentences with *a*, *an*, *the* or – if no article is necessary.

- 1 There's \_\_\_\_\_ new restaurant that I want to try. Everyone says \_\_\_\_\_ food is really good.
- 2 When you visit \_\_\_\_\_ Egypt, don't forget to take a cruise on \_\_\_\_\_ Nile river.
- 3 I watched \_\_\_\_\_ interesting documentary about \_\_\_\_\_ Rome and how it became powerful.
- 4 Many people go climbing in \_\_\_\_\_ Himalayas, but not all of them try to climb \_\_\_\_\_ Mount Everest.
- 5 I'm so excited! In \_\_\_\_\_ July, we're going to fly to \_\_\_\_\_ United States for our holiday!
- 6 Let's take \_\_\_\_\_ holiday and go to \_\_\_\_\_ Africa next year; it'll be a lot of fun!
- 7 \_\_\_\_\_ car Max bought is \_\_\_\_\_ Mercedes and he's telling everyone about it!
- 8 Kelly is very sporty; she plays \_\_\_\_\_ tennis every weekend and basketball on \_\_\_\_\_ Thursdays.



# 7 Time Out!

- Reading:** multiple-choice & matching, looking for connections (pronouns)
- Vocabulary:** hobby-related words, multiple-choice cloze, using prepositions
- Grammar:** conditionals: zero & first, gerunds & infinitives, open cloze, looking at the whole text
- Listening:** matching, listening for clues
- Speaking:** prompt card activity, answering in complete sentences, giving detailed information
- Writing:** an advert, making suggestions & persuading, understanding who & what, suggesting & persuading



A participant attempts the course in the Red Bull Soapbox Race in Taipei, Taiwan



## Reading

**A** Match the free-time activities to pictures 1–6.

circus skills   baking   robotics club   singing  
gardening club   origami

**B** Which of the activities in A have you tried? Which would you like to try in the future? Why? Discuss with a partner.

**C** Read these adverts for clubs. Which one is the most expensive?



## Word Focus

- to be into something:** to really love something
- to juggle:** to throw balls in the air and catch them
- unicycle:** a bicycle with only one wheel
- tightrope:** a long rope, high above ground that people walk on
- to practise:** to do something often to become good at it
- skills:** the ability to do something well
- confidence:** feeling good about yourself
- to perform:** to do something for others to watch and enjoy

**A**

## ROBOTICS CLUB

Do you like solving problems?  
Would you like to build and program your own robot?  
If so, come to robotics club!

Tuesdays,  
6.00 p.m. – 7.30 p.m.,  
Science room 2,  
£5 per session.

This is what people say about it:

*"Some people think I'm boring because I'm into robotics. They think we just play with robots – but actually we make the robots ourselves. It's great fun!"*

—David

*"I'm working on a new robot. He's called Derek and I want to program him to do my homework!"*

—Jessica



**B**

## CIRCUS SKILLS WORKSHOP

Have you watched people juggling on YouTube?  
Would you like to try it yourself?  
We can teach you to juggle, ride a unicycle and to walk the tightrope.  
Come along to learn and practise new skills!

Read what people say about the workshop:

*"I can juggle really well. The most important part of juggling is throwing, not catching. It looks difficult, but if you practise hard, you'll be able to juggle too! I practise for two hours every day!"*



—James

*"I love walking the tightrope. You have to keep your head up – don't look down. And keep your feet straight. Come to the workshop and try it!"*

—Katie

Wednesdays, 5.00 p.m. – 6.30 p.m.,  
Sports Hall, £10 per session

**C**

## SINGING CLUB

Do you love singing?  
Do you want to make new friends and build your confidence?  
Come to Singing club and learn how to sing in a group.  
Professional singer, Janice Perkins leads the club.

Saturdays, 9.00 a.m. – 11.00 a.m.  
School Hall, it's free!

We perform six shows every year!

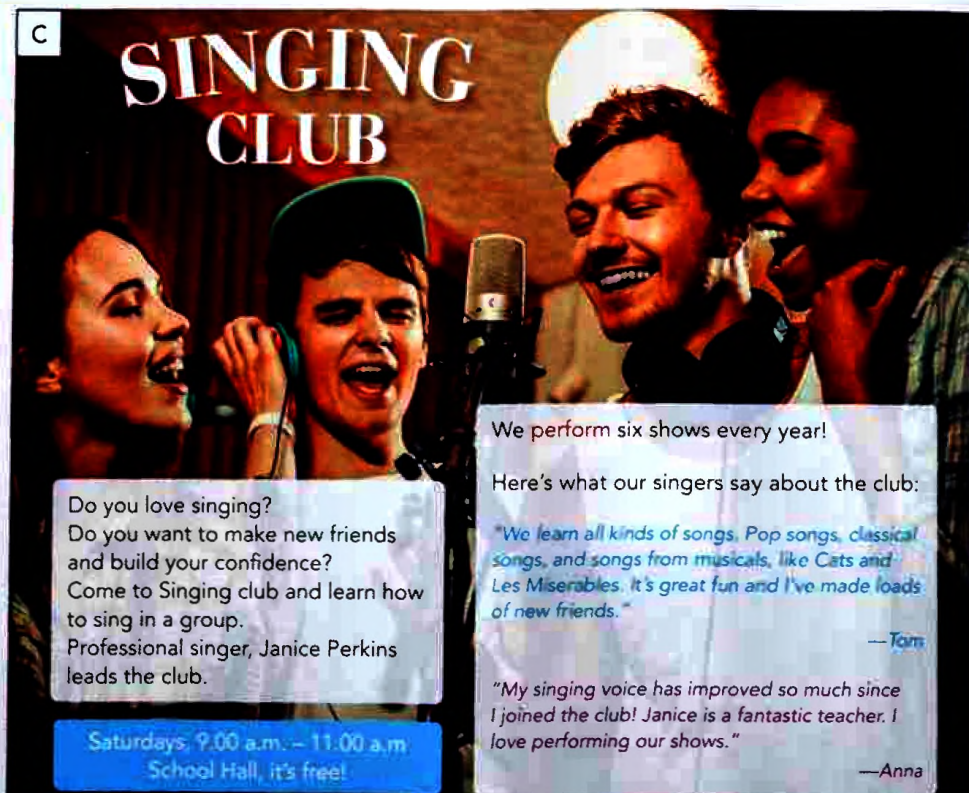
Here's what our singers say about the club:

*"We learn all kinds of songs, Pop songs, classical songs, and songs from musicals, like Cats and Les Misérables. It's great fun and I've made loads of new friends."*

—Tom

*"My singing voice has improved so much since I joined the club! Janice is a fantastic teacher. I love performing our shows."*

—Anna





**D** Read adverts A–C again and decide which club each person should try.

- 1 "I love sports and I have a strong arms."
- 2 "I can program computers and I love Science."
- 3 "I have lots of free time to practise a new hobby."
- 4 "It's my dream to be a famous pop star."
- 5 "I don't want to do my own homework."
- 6 "I love all the famous West End musicals."



**E** Read the *Exam Close-up*. Then read the *Exam Task* and look for names and pronouns.

**F** Now complete the *Exam Task*.

## Exam Close-up



### Looking for connections (pronouns)

- Read the conversations quickly for general understanding.
- Look for any names and pronouns (e.g. *I, he, them, ours, etc.*).
- Then look for pronouns that match in the options (e.g. *Mary = she, the book = it, etc.*). This will help you to choose the correct answer.

## Exam Task

### Part 1

Complete the five conversations. Choose the answer A, B or C.

- 1 Where did you get those juggling balls?  
A I bought it online.  
B My sister gave them to me.  
C I didn't have any money.
- 2 Why didn't you go to robotics club yesterday?  
A I was helping Jo with her homework.  
B It was great fun!  
C Of course you can.
- 3 Shall we sing a song from *The Lion King*?  
A It's beautiful.  
B Yes, we did.  
C That's a great idea.
- 4 Is that red unicycle yours?  
A I love it.  
B I don't like mine.  
C Yes, it's mine.
- 5 There were too many people at singing club, so I couldn't go.  
A I'd like to.  
B That's a shame.  
C I'm not sure.

### Part 2

Complete the telephone conversation between two friends. What does Gary say to Mark? Choose from A–H.

Mark: Are you ready to go the circus skills workshop this evening?

Gary: (6) \_\_\_

Mark: Me too. I forgot to tell you, Nick's coming.

Gary: (7) \_\_\_

Mark: Actually, he's done it before.

Gary: (8) \_\_\_

Mark: I don't think so.

Gary: (9) \_\_\_

Mark: Because he's not very good at juggling, or riding a unicycle!

Gary: (10) \_\_\_

Mark: His brother told me, but don't say anything!

- A Why didn't you tell me?
- B That's good. He can give us some advice.
- C How do you know? Have you seen him trying?
- D Of course I am. I can't wait!
- E Does he do it very often?
- F Really? Why do you say that?
- G I didn't know he was interested in it.
- H I don't believe it.

**G** Complete the sentences to make verb + noun collocations. Look at the adverts to check your answers.

**solve make build join program practise**

- 1 Carl is very shy. He needs to \_\_\_\_\_ his confidence.
- 2 To be really good at baking, you have to \_\_\_\_\_ the skills you learnt at baking club when you get home.
- 3 If you like reading and you want to \_\_\_\_\_ new friends, you should try Book Club.
- 4 I love Maths and I like to \_\_\_\_\_ problems. I want to be an engineer when I leave school.
- 5 If you're bored after school, you should \_\_\_\_\_ a club.
- 6 I want to \_\_\_\_\_ a robot to tidy my bedroom for me.

- Which hobbies are most popular with teenagers in your country? Why?
- Which free-time activities are best for teenagers, which for adults, and which for old people? Why?

## Ideas Focus



## Vocabulary

**A** Which two things might you need for each hobby? Complete the table with the correct words.

tent paint guitar camera brushes controller  
selfie stick instrument video game sleeping bag

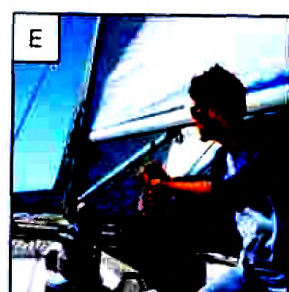
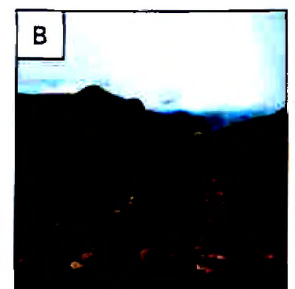
Hobby	Equipment
1 camping	
2 art	
3 gaming	
4 photography	
5 music	

**B** Complete the dialogues with words from A.

- A: You play the \_\_\_\_\_ really well.  
B: Thanks. It's my favourite \_\_\_\_\_.
- A: Oh, no! It's really cold and I forgot to bring my \_\_\_\_\_.  
B: It's OK. I brought two. They're in my \_\_\_\_\_.
- A: I'd like a photo of us in front of the Eiffel Tower. Have you got the \_\_\_\_\_?  
B: Yes, here it is. Put it on the \_\_\_\_\_ and I'll hold it.
- A: Have you got enough blue \_\_\_\_\_ for the sky?  
B: Yes, but I need to buy more \_\_\_\_\_. These ones are really old now.
- A: Wow! This is the best \_\_\_\_\_ I've ever played!  
B: Where's the other \_\_\_\_\_? I want to play too!

**D** Match the sentences with the pictures.

- I live in Scotland so we often go **hiking** in the Highlands.
- I'm always worried, so I do **yoga** to help me relax.
- We live near the sea and I love to go **sailing**.
- I love playing **chess** and I can even win against my uncle now!
- We do **athletics** at school and I really enjoy running.
- I always play **table tennis** at After-school club.



**C** Complete the sentences with the words.

creative boring exciting  
relaxing unusual active

- I like baking. I'm a \_\_\_\_\_ person, and like making things.
- I enjoy being \_\_\_\_\_. I spend a lot of time playing sports and team games.
- Walking on a really high tightrope is so \_\_\_\_\_! There's nothing else like it.
- I don't understand why my dad loves gardening. I think it's really \_\_\_\_\_.
- I love going to the beach. It's very \_\_\_\_\_ to lie on the sand and do nothing.
- Robotics is an \_\_\_\_\_ hobby - I don't know anyone else who does it.



**E** Match the activities in bold in D with these verbs.

go \_\_\_\_\_  
do \_\_\_\_\_  
play \_\_\_\_\_

**F** Circle the correct words in these conversations.

- 1 What do you like to do **in / on** your free time?
- 2 I'm a big fan **in / of** chess.
- 3 **How about / What say** about going to the theatre tonight?
- 4 I'm not crazy about **/ for** the theatre. I prefer the cinema.
- 5 What are you interested about **/ in**?
- 6 I spend a lot of time **on / with** sailing.
- 7 What do you usually do **at / for** the weekend?
- 8 I'm involved **in / to** a youth club so I go there.
- 9 What sort of hobbies do you do **/ have**?
- 10 I'm really **into / onto** sport and keeping fit.
- 11 I love football. Are you keen **in / on** it, too?
- 12 I love soap operas. I can't **/ don't** stop watching them!

## Exam Close-up

### Using prepositions

- For the multiple-choice task, you are often tested on prepositions (*in, on, at, etc.*).
- Read the text and underline any words before or after the gaps that need a preposition (e.g. interested in).
- Think of which preposition could go in the gap.
- Then look at the answer choices and choose the best preposition.

**G** Read the *Exam Close-up*. Then read the *Exam Task* and underline any words before or after the gaps that need a preposition.

**H** Now complete the *Exam Task*.

## Exam Task

Read the article about two teenage hikers. Choose the best word (A, B or C) for each space.

### Hiking teens lucky to be alive!

When teenagers Kyndall Jack and Nicholas Cendoya decided to go hiking (1) \_\_\_\_\_ the forest near Los Angeles, they didn't plan to get lost (2) \_\_\_\_\_ five days. They were hiking (3) \_\_\_\_\_ near the city they could see the tall buildings and hear the traffic, but the forest was so thick they couldn't find a road that was just 150m (4) \_\_\_\_\_. When they realized they were lost, they called 911, but their phone stopped (5) \_\_\_\_\_ before police could find where they were. They only had a (6) \_\_\_\_\_ water and soon it was all gone. Police used dogs to help search (7) \_\_\_\_\_ them. (8) \_\_\_\_\_ Kyndall and Nicholas were taken straight to hospital. They were tired and thirsty, but knew they were lucky to be alive!

- |             |          |           |
|-------------|----------|-----------|
| 1 A at      | B in     | C up      |
| 2 A for     | B since  | C about   |
| 3 A too     | B enough | C so      |
| 4 A away    | B far    | C short   |
| 5 A to work | B worked | C working |
| 6 A little  | B few    | C lot     |
| 7 A after   | B around | C for     |
| 8 A Both    | B Each   | C They    |

- Do you prefer to spend your free time doing something active, relaxing, exciting or creative? Why?
- "If you don't have a hobby, you're boring!" Do you agree? Why? / Why not?

Ideas Focus

## Grammar

### Conditionals: Zero & First

**A** Underline all the verbs in these zero conditional sentences.

- If you have a smart phone, you don't need a camera.
- If you buy this book, you get a free CD.

**B** Look at the sentences in A again and choose the correct words to complete the rules.


- We form the zero conditional with *If* + present simple + present perfect / present simple.
- When the sentence starts with *If* we use a question mark / comma in the middle of the sentence.
- We use the zero conditional to talk about facts / future possibilities.
- In zero conditional sentences, we can replace *if* with *how* / *when*.

**C** Underline all the verbs in these first conditional sentences.

- If you go camping, you'll need a tent.
- If you practise hard, you'll be a good guitar player.
- You'll find juggling difficult if you don't have strong arms.

**D** Look at the sentences in C again and choose true (T) or false (F).

- We form the first conditional with *If* + past simple + *will* + infinitive.
- We use the first conditional to talk about something that is likely to happen in the future.
- You still need a comma when *if* is not at the start of a conditional sentence.
- In first conditionals we can replace *will* with *can*, *may*, *might* or *could*.

 Grammar Focus p. 166 (7.1 to 7.2)

**E** Complete the sentences using the zero conditional and the verbs in brackets.

- If you \_\_\_\_\_ a picture, you \_\_\_\_\_ paints and paper. (paint, need)
- If Dad \_\_\_\_\_ chess, he usually \_\_\_\_\_. (play, win)
- If they \_\_\_\_\_ a word, they \_\_\_\_\_ their dictionary. (not understand, use)
- If my sister \_\_\_\_\_, everyone \_\_\_\_\_ the room. (sing, leave)
- John \_\_\_\_\_ if he \_\_\_\_\_ online games. (not sleep, play)
- I \_\_\_\_\_ some yoga if I \_\_\_\_\_ worried and stressed. (do, feel)



**F** Read a–e and complete the sentences 1–5 using the first conditional.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>The winner of the game is the person who finishes first.</li> <li>Join this club and learn to paint and draw!</li> <li>Answer this question correctly and win €5000!</li> <li>'Read this book and laugh out loud!</li> <li>BBQ tomorow if weather gr8.</li> </ol> | <ol style="list-style-type: none"> <li>If you _____ first, you _____ the game.</li> <li>If you _____ this club, you _____ to paint and draw.</li> <li>If you this _____ question correctly, you _____ €5000!</li> <li>If you _____ this book, you _____.</li> <li>They _____ a barbecue tomorrow if the weather _____ great.</li> </ol> |
|--|---|

**G** Match 1–6 with a–f.

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>Daddy, will you buy me an ice cream</li> <li>You'll feel better in the morning</li> <li>If she finds this stamp.</li> <li>If you talk in the class,</li> <li>If he likes skateboarding,</li> <li>They make a snack</li> </ol> | <ol style="list-style-type: none"> <li>if you go to bed early.</li> <li>if I'm good?</li> <li>he'll love snowboarding.</li> <li>if they feel hungry.</li> <li>she'll complete her collection.</li> <li>the teacher will send you out.</li> </ol> |
|--|--|



## Gerunds

**H** Read the sentences about John and underline all the verb + *-ing* forms.

- 1 John isn't interested in studying.
- 2 He goes swimming twice a week.
- 3 He loves hiking.
- 4 Singing is his least favourite activity.

**I** These *-ing* forms are examples of gerunds. Look at the sentences in H again and choose the correct words to complete the rules.

- a Gerunds act as nouns / adjectives in a sentence.
- b Gerunds can come after a verb or a preposition / pronoun.
- c A gerund can / cannot be the subject of a sentence.

## Infinitives

**J** Read the sentences and underline the infinitives with *to*.

- a Jo doesn't want to go on holiday with her parents.
- b She's happy to stay at home and hang out with her friends.
- c Jason isn't old enough to drive, so he usually walks to college.
- d Today he's going shopping to buy a bike.

**K** Match the sentences in J with the uses below.

- 1 an infinitive to show purpose
- 2 an infinitive following an adjective
- 3 an infinitive after *too* or *enough*
- 4 an infinitive after a verb

**L** Read the sentences and underline all the infinitive verbs without *to*.

- a I love skateboarding! I would rather spend my day at the skate park than at school!
- b Why don't you try skateboarding? You can get fit and it might help you to make some new friends.
- c But if you want to come to the skate park, you had better practise first – all the kids there are brilliant skateboarders!

**M** Match the sentences in L with the rules below.

- 1 Use an infinitive without *to* after *had better* to show something is the correct thing to do.
- 2 Use an infinitive without *to* after a modal verb.
- 3 Use an infinitive without *to* after *would rather* to show preference.

 Grammar Focus pp. 166 & 167 (7.3 to 7.4)

**N** Complete the half dialogues with the correct form of the verbs.

- 1 The team hope \_\_\_\_\_. (win)
  - 2 Do you like \_\_\_\_\_ horror films? (watch)
  - 3 We should \_\_\_\_\_ to the museum. (go)
  - 4 Could we \_\_\_\_\_ a room in that hotel? (book)
  - 5 I'm worried about \_\_\_\_\_ the exam. (take)
  - 6 Is it worth \_\_\_\_\_ the new shopping centre? (visit)
- a I'm sure you are clever enough \_\_\_\_\_. (pass)
  - b I'd rather \_\_\_\_\_ a comedy. (see)
  - c Yes, it's great, I went \_\_\_\_\_ there today. (shop)
  - d They had better \_\_\_\_\_! (not lose)
  - e \_\_\_\_\_ tickets for that exhibition is difficult. (get)
  - f No, it's too expensive \_\_\_\_\_ there. (stay)

**O** Now match 1–6 with a–f.

**P** Read the *Exam Close-up* and then complete the *Exam Task*.

## Exam Task

Complete the text about hobbies. Write **ONE** word for each space.

### A hobby makes you happy!

If you are bored of (1) \_\_\_\_\_ television every night, it's worth (2) \_\_\_\_\_ a new hobby. If you (3) \_\_\_\_\_ sporty, you could (4) \_\_\_\_\_ a gymnastics club or start learning to play a ball game. If you do a sport, you (5) \_\_\_\_\_ become fitter and make new friends. If you are (6) \_\_\_\_\_ interested (7) \_\_\_\_\_ sports, perhaps you would rather (8) \_\_\_\_\_ something creative, like art

or woodwork. It's (9) \_\_\_\_\_ trying a new hobby because there are lots of activities you can enjoy! Don't be afraid (10) \_\_\_\_\_ try something new! You might find you have a talent!

## Exam Close-up

### Looking at the whole text

- Always read the whole text through first to get the general idea.
- Look out for negative words that may be missing; they can change the meaning of a sentence.
- Make sure you use the right forms in conditional clauses.
- Check if you need a gerund or infinitive.

## Listening

**A** Match the hobbies in the pictures (A–F) with the words (1–6) below.



- 1 board game / quiz
- 2 traditional dancing
- 3 making jewellery
- 4 photography
- 5 playing the drums
- 6 origami


**B** Work with a partner and discuss this question. Which hobbies from A could you try if you are ...

- 1 sociable?
- 2 musical?
- 3 competitive?
- 4 creative?

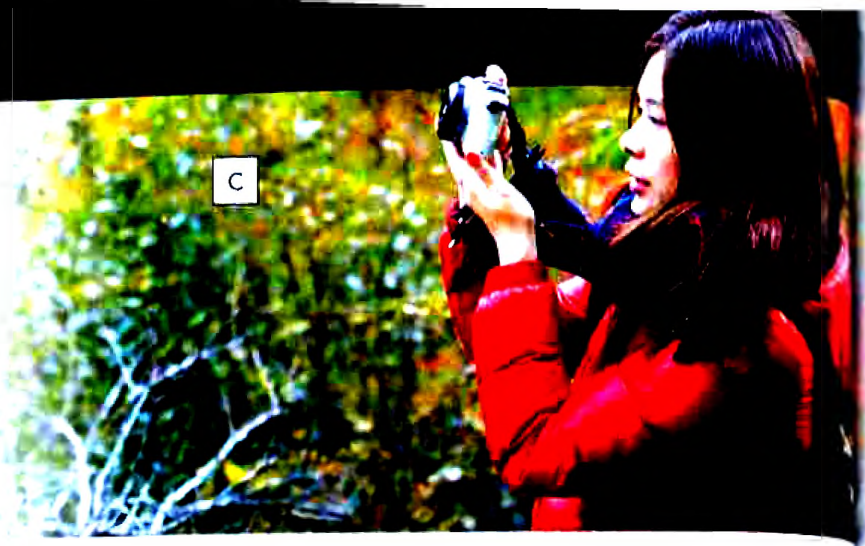
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<input type="checkbox"/>	<input type="checkbox"/>

**C** Listen to the conversations. In each one, do the two people have the same opinion (S) or a different opinion (D)?

- Conversation 1:    \_\_\_
- Conversation 2:    \_\_\_
- Conversation 3:    \_\_\_
- Conversation 4:    \_\_\_
- Conversation 5:    \_\_\_
- Conversation 6:    \_\_\_

**D** Decide if these phrases are used to show that you think someone is right (R) or wrong (W). Then listen again and tick [✓] the ones you hear.

- 1 actually           \_\_\_
- 2 that's true       \_\_\_
- 3 but                \_\_\_
- 4 in actual fact    \_\_\_
- 5 absolutely        \_\_\_
- 6 you're right     \_\_\_



C

## Exam Close-up

### Listening for clues

- Conversations in the listening tasks often include discussion of what's true and what isn't.
- Listen for words like *absolutely*, *that's true*, *you're right*. They show that the speaker thinks what the other person says is true.
- Listen for words and phrases like *actually*, *in fact*, *but*, *in actual fact*. They show that the speaker is going to correct the other person.
- Noticing these clues in the conversation will help you choose the correct answers.

**E** Read the *Exam Close-up* and then read the *Exam Task*. Does it ask about hobbies in the past or in the present?

**F** Now listen and complete the *Exam Task*. Remember to listen for clues to help you decide what is correct and what isn't.

## Exam Task

Listen to Mark and his mother talking about themselves and people they know. Which hobby does each person have? For questions 1–5, write a letter A–G next to each person.

You will hear the conversation twice.

- |          |                          |                      |
|----------|--------------------------|----------------------|
| 1 John   | <input type="checkbox"/> | A playing football   |
| 2 Pat    | <input type="checkbox"/> | B playing the guitar |
| 3 Mark   | <input type="checkbox"/> | C playing the drums  |
| 4 Mum    | <input type="checkbox"/> | D playing the piano  |
| 5 Sandra | <input type="checkbox"/> | E photography        |
|          |                          | F making jewellery   |
|          |                          | G painting           |

**G** Listen again and check your answers.



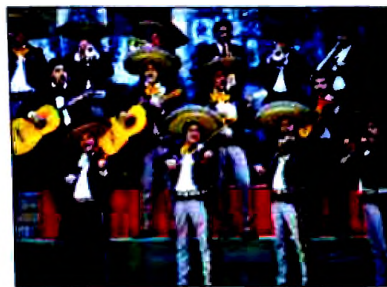
# Speaking

**A** Read sentences 1–4. Then match the words in bold to definitions a–d.

- |   |  |
|---|--|
| 1 I'm always scared before I walk onto the <b>stage</b> .   | a Singing, dancing, acting, playing music, etc. in front of a lot of people. |
| 2 The biggest <b>audience</b> our band has played to was 200 people.                                  | b A natural ability to be really good at something.                          |
| 3 I love <b>performing</b> – I like to show everyone what I can do.                                   | c The place in a theatre where the actors / dancers / singers are.           |
| 4 My sister has a real <b>talent</b> for music – she can play the violin and piano, and she can sing! | d The group of people who come to one place to watch something.              |

**B** Look at the pictures. Work with a partner and answer these questions.

- What do the people in the pictures enjoy doing?
- What do these activities have in common?
- Do you enjoy performing?
- Have you ever been on the stage?



**C** Read the *Exam Close-up*. Then work with a partner and decide who is Student A and who is Student B. Read your information in the *Exam Task* and think how you will form complete sentences.

**D** Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

Giving detailed information

The competitions starts at 8 p.m. / 8.30 a.m.  
 The exhibition starts on the 1<sup>st</sup> of May / 4<sup>th</sup> January.  
 It finishes on the 15<sup>th</sup> April / 20<sup>th</sup> June.  
 The website address is ...  
 You can enter if you are aged between ... and ...  
 You can win a laptop / iPod / guitar.

## Exam Close-up

Answering in complete sentences

- There will be a lot of information on your card, so read it carefully before you begin.
- When your partner asks you a question, scan your card quickly for the correct information.
- Give your answer in a full sentence. Don't just read out the information.

## Exam Task

**1 Student A:** Look at the information about a Talent Competition. Answer B's questions.

**Student B:** Turn to page 179. Ask Student A questions about the Talent competition.

### Talent competition

at Greenhill School on 30<sup>th</sup> June  
 For ages 13–18

Show us your talent and win a prize!  
 1st Prize = Win an iPad!

visit [www.greenhill\\_talent@edu.com](mailto:www.greenhill_talent@edu.com) for more information

**2 Student B:** Look at the information about a Photography exhibition.

**Student A:** Turn to page 178. Ask Student B questions about the Photography exhibition.

### Photography exhibition

Enter your photos in the summer exhibition at the city library  
 from June 30<sup>th</sup> – July 30<sup>th</sup>

Open from 9 a.m. – 9 p.m. daily  
 Photos by children aged 10 – 18 only  
 You could win a camera!

For more information, visit [www.ports.library.com](http://www.ports.library.com)

- Do you enjoy being on stage? Why? / Why not?
- 'Talent is more important than practice if you want to be good at something.' Do you agree? Why? / Why not?

## Ideas Focus



# Writing: an advert

## Learning Focus

### Making suggestions & Persuading

- There are different structures you can use to make suggestions.
- Some are followed by the infinitive form (*to do* = *Would you like to do some singing?*), others by a noun or a gerund (*doing* = *How about doing some singing?*). Other structures are followed by a pronoun and the infinitive without *to* (... *we do* = *How about we do some yoga?*).
- We can use imperatives (the infinitive form without *to*) to persuade others to do something. We usually add a reason, e.g. *Come to tennis club! You can make new friends and get fit!*
- Use *do not* or *don't* before the imperative for the negative, e.g. *Don't waste your time on gaming! Get outside and join our running club!*



**A** Read the email and the advert. Then answer the questions. Write Andy, Max or Sam.

- 1 Who wrote the email? \_\_\_\_\_
- 2 Who received the email? \_\_\_\_\_
- 3 Who is spoken about in the email? \_\_\_\_\_

- 4 Who makes a suggestion? \_\_\_\_\_
- 5 Who is offering something to other people? \_\_\_\_\_

**B** Look at the suggestions and circle the correct words.

- 1 Join / To join Swimming Club and get fit!
- 2 Would you be interested in do / doing it?
- 3 What about to take / taking art lessons?
- 4 How about we start / starting stamp collecting?
- 5 Would you like to learn / learn about robotics?
- 6 Aren't / Don't be lazy! Try something new!

**C** Read the information and then complete each gap in the advert with one word.

- Drama club
- Thursdays 3.30 p.m. for 2 hours
- 10 weeks = £80

### Drama club

Are you bored after school? Can you sing, dance or act?

Don't (1) \_\_\_\_\_ shy!

How about (2) \_\_\_\_\_ to Drama club?

It's every Thursday after school from 3.30 p.m. till (3) \_\_\_\_\_.

Only £ (4) \_\_\_\_\_ per week!

Be brave and (5) \_\_\_\_\_ something new!



**D** Read these notes about a new activity in your town and write an advert for it. Use the phrases in the *Useful Expressions* to help you.

- **Activity:** skateboarding
- **Where:** new skateboarding park
- **Reasons to try:** healthy, fresh air, fun, free

**E** Read the *Exam Close-up*. Then do the *Exam Task* below. Remember to underline the important information.

## Exam Close-up

### Understanding who & what

- When you read the two texts, think about who wrote each one.
- Underline the important information in each text.
- Use the information you have underlined to help you complete the notes.

## Exam Task

Read Julie's email and Rob's notes. Fill in the information on Rob's advert.

email

**From:** Julie  
**To:** Rob

Hi Rob

I'm planning a free Talent Night. Why don't we meet this evening to talk about where we could do it and when? You're good at art so you can make the advert.

Speak soon  
Julie

### TALENT NIGHT

On Saturday 14th December  
At Wheelers Hill Youth Club  
Starts at 6.30 p.m. Two and a half hours.  
Drinks for sale but no food – people should bring snacks.  
Contact Julie for more info.

## Useful Expressions

### Suggesting

Why don't we ...?  
How about we ...?  
What about + -ing ...  
Would you like to ...?  
Would you be interested in + -ing ...

### Persuading

Come to ...  
Try something new!  
Don't be lazy / shy / boring!  
Be brave / strong / active!

## Talent Night

Why (1) \_\_\_\_\_ you show the world your talent!  
Don't be shy! (2) \_\_\_\_\_ to Talent Night at Wheelers Hill Youth Club!  
Starts at 6.30 p.m.  
Finishes (3) \_\_\_\_\_.  
Drinks for sale, but please bring some (4) \_\_\_\_\_.  
For more information: (5) \_\_\_\_\_

Young girls training at a special school for circus performers in Shoreditch, London

# 7 Mechanical Lizard Car



## Before you watch

**A** Which of these can get around the desert more easily?  
Match the words with the pictures.

- |                    |                          |
|--------------------|--------------------------|
| 1 desert rat       | <input type="checkbox"/> |
| 2 off road vehicle | <input type="checkbox"/> |
| 3 desert lizard    | <input type="checkbox"/> |

## While you watch

**B** Watch the video and decide if these statements are T (True) or F (False).

- |  |                          |
|--|--------------------------|
| 1 Before Cam built his machine, he made a model of it. | <input type="checkbox"/> |
| 2 Cam uses nature to get ideas for his machines.       | <input type="checkbox"/> |
| 3 Cam wants his car to be like a lizard.               | <input type="checkbox"/> |
| 4 John has driven Cam's machine before.                | <input type="checkbox"/> |
| 5 John can drive Cam's machine anywhere.               | <input type="checkbox"/> |
| 6 John and Cam are not having fun.                     | <input type="checkbox"/> |

## After you watch

**C** Complete the summary of the video below using these words.

careful hand hills idea lizard machine see top

Cam wanted to make a(n) (1) \_\_\_\_\_ that could go anywhere in the desert, like the animals that live there, so his (2) \_\_\_\_\_ was to make a mechanical (3) \_\_\_\_\_. First he made a small model that he could hold in his (4) \_\_\_\_\_. His machine can go up and down (5) \_\_\_\_\_. Cam tells John how to operate it. John drives up a steep hill and when he gets to the (6) \_\_\_\_\_, he stops because Cam never drives anywhere that he can't (7) \_\_\_\_\_. John goes down the hill with help from Cam. He has to be very (8) \_\_\_\_\_ because he doesn't want to have an accident. Both of them have a great time with Cam's mechanical lizard.

## Ideas Focus

- Would you like to drive a machine like the mechanical lizard? Why? / Why not?
- Do you think Cam's machine could become popular? Why? / Why not?
- Would you like to travel through a desert? Why? / Why not?



# 8

## Personal Best

**Reading:**

**Vocabulary:**

**Grammar:**

**Listening:**

**Speaking:**

**Writing:**

matching, looking for words with similar meanings

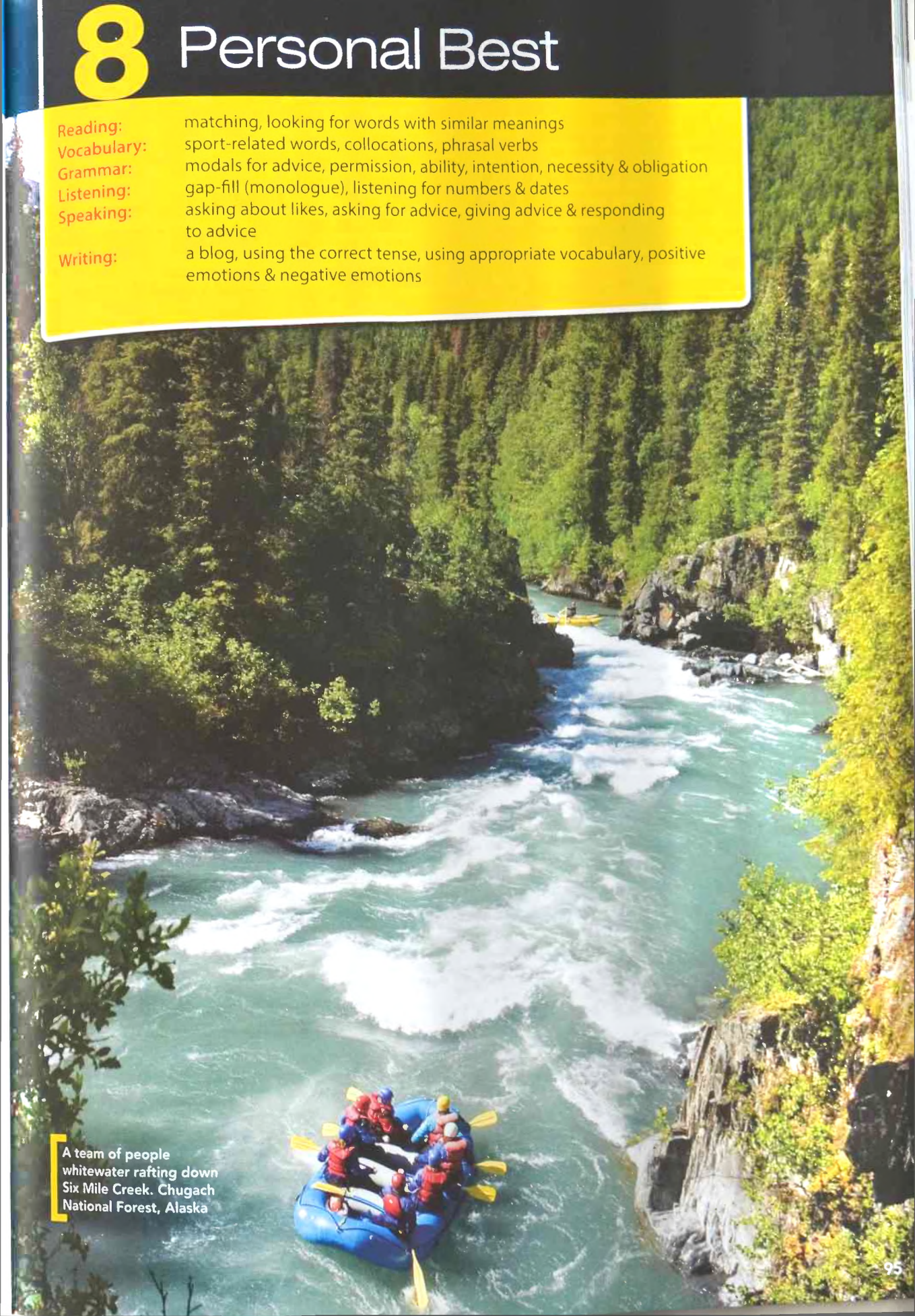
sport-related words, collocations, phrasal verbs

modals for advice, permission, ability, intention, necessity & obligation

gap-fill (monologue), listening for numbers & dates

asking about likes, asking for advice, giving advice & responding to advice

a blog, using the correct tense, using appropriate vocabulary, positive emotions & negative emotions



A team of people  
whitewater rafting down  
Six Mile Creek. Chugach  
National Forest, Alaska



## Reading

**A** Match these signs with the correct sports.

1 Tennis

2 Athletics

3 Formula 1

4 Volleyball

5 Football

6 Ice Hockey

**A**

### The Grand Prix Circuit

- General public admission area
- Limited spaces left
- Sold out
- VIP area
- Employees only
- Paddock and pits

**B**

### BOYS AND GIRLS

November 10 - December 22

**Skills & Drills (8-10 yrs)**  
Mondays 5:00-6:00 pm

**High School Preview (11-12 yrs)**  
Mondays 6:00-7:30pm

**C**

### TICKET

**BARCLAYS PREMIERSHIP**  
**CHELSEA V NEWCASTLE UNITED**

Saturday, 19 NOV  
Kick off time 3.00 PM

**EAST UPPER STAND**

GATE 1 IMPAIRED VIEW  
ROW 31  
SEAT: 0159 £47.00

**D**

13:05	MEN'S LONG JUMP
13:12	WOMEN'S 150M
13:22	WOMEN'S 200M HURDLES
13:32	MEN'S 200M HURDLES
13:44	MEN'S 100M
13:57	WOMEN'S 100M
14:06	MEN'S T44 100M
14:10	WOMEN'S LONG JUMP

**E**

## Quiet Please During Play

**F**

HELMET	£70
FACE PROTECTION	£76
HOCKEY SKATES	£190
GLOVES	£40
SHOULDER PADS	£72
SHIN GUARDS	£40
ELBOW PADS	£35
<b>TOTAL</b>	<b>£523</b>

**B** Which sport in A is your favourite? Why? Tell your partner.

**C** Work with a partner and answer the questions. Then quickly read both brochures to check your answers.

- Who brought cricket to Jamaica?
- Which country did baseball originally come from?

### Word Focus

**colony:** a country or area under the control of another country

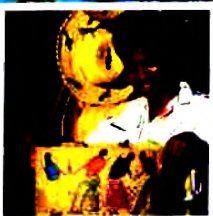
**independent:** an independent country is not ruled or governed by another country

**authorities:** people or an organisation with power and control

**bullfighting:** a traditional entertainment in Spain where a person fights and sometimes kills a bull

# JAMAICA

relax, unwind, and enjoy some cricket!



Are you looking for beautiful beaches, friendly people and amazing music and culture? Then come to Jamaica!

And if you love sport, don't forget that Jamaica is also famous for cricket. The island's great weather means that cricket lovers can play and watch this sport all year!

The Brits brought cricket to Jamaica when it was a British colony. When Jamaica became independent our people continued to play cricket at a high level. If you want to know more about the history of cricket in Jamaica, visit the Sports museum in Kingston.

And if you want to see the best Jamaican players, remember that in international cricket we don't take part as 'Jamaica'. We form a team with Barbados and other small islands, and are called the West Indies. The West Indies is one of the best teams in the world. Buy a ticket to see the West Indies play during your holiday!



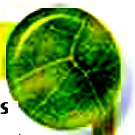
**D** Read the text again then decide which sentences are true (T) and which are false (F).

- Jamaica doesn't have its own national cricket team.
- Jamaicans taught the British how to play cricket.
- The West Indies is a country in the Caribbean.
- Two university students showed baseball to the Cubans.
- c150 years ago, Spain was in control of Cuba.
- The Spanish in Cuba loved baseball.

**E** Complete the sentences with *back, for, in, of* and *to*.

- What do you think \_\_\_\_\_ when I say 'Hawaii'?
- Brazil is famous \_\_\_\_\_ its national football team.
- I have never taken part \_\_\_\_\_ a marathon, but I want to.
- The stadium is very close \_\_\_\_\_ the train station.
- My uncle went to the Olympics and he brought \_\_\_\_\_ a present for me.

## Exam Close-up



Looking for words with similar meanings

- The sentences often contain key words that are similar to the key words in the notices.
- Look for such synonyms (e.g. *exit / way out, cannot use / closed, no talking / quiet*) and underline them.

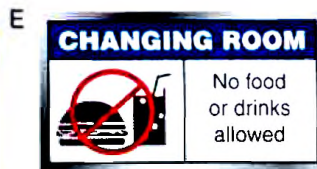
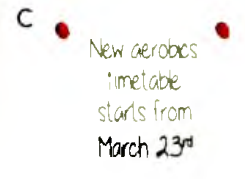
**F** Read the *Exam Close-up*. Then look at the *Exam Task* and underline any words with similar meanings.

**G** Now complete the *Exam Task*.

## Exam Task

Which notice (A–H) says this (1–5)?

- Do this if you need help.
- Keep your things safe in here.
- You cannot use this at the moment.
- The time for your class will change.
- This is a special offer for new members.



# CUBA

*the perfect combination of history, culture, beaches and baseball!*

If you ever get tired of the wonderful beaches, and fascinating culture here in Cuba, come to the exhibition on baseball to find out why this sport became a symbol of freedom for Cubans. How did it all start? Well, in the 1860s, two Cuban brothers returned home from a university in the USA. They brought the baseball back with them and it quickly became popular.

Soon after this, Cuba and Spain had a war because the Cubans wanted to be **independent** from Spain. The Spanish authorities tried to stop the sport. This is because the Cubans began to prefer baseball to bullfighting, which was the traditional Spanish sport. Cubans did not want anyone to tell them what to do. So, baseball became a symbol of freedom.

Find out more at the exhibition. Starts tomorrow and runs for two months!



- Is there a sport that you don't like? Why don't you like it?
- 'Everyone should be a sports fan. It's fun and it brings people together.' Do you agree? Why? / Why not?

Ideas Focus



## Vocabulary

**A** Match the sports to the pictures.

basketball cricket football table tennis tennis volleyball



**B** Match a sport from A with the words.

- 1 net + racket + court = \_\_\_\_\_
- 2 goal + ball + pitch = \_\_\_\_\_
- 3 basket + ball + court = \_\_\_\_\_
- 4 net + ball + court = \_\_\_\_\_
- 5 bat + ball + pitch = \_\_\_\_\_
- 6 bat + ball + net = \_\_\_\_\_

**C** Complete the table.

Verb	Noun (person)	Noun (sport)
dive	diver	(1)
cycle	(2)	cycling
-	gymnast	(3)
-	(4)	athletics
swim	swimmer	(5)
sail	(6)	sailing

**D** Complete the sentences with words from C.

- 1 My grandfather was a \_\_\_\_\_ and he travelled all over the world on ships.
- 2 You should not \_\_\_\_\_ from rocks into the sea because you might hit your head.
- 3 In my \_\_\_\_\_ class at school, I have learned to stand on my hands.

- 4 Is Usain Bolt the best \_\_\_\_\_ in the world?
- 5 There was an accident during the race and three \_\_\_\_\_ fell off their bikes.
- 6 \_\_\_\_\_ at the beach got out of the water quickly when the shark appeared!

**E** Complete the sentences with the correct form of *do* or *go*.

- 1 Last summer, I \_\_\_\_\_ swimming every day and I really enjoyed it.
- 2 I'm \_\_\_\_\_ cycling in the park later. Do you want to come with me?
- 3 Olga was \_\_\_\_\_ gymnastics when she fell and hurt her leg badly.
- 4 My cousins are so lucky. They \_\_\_\_\_ diving in the Bahamas every year.
- 5 I really hate \_\_\_\_\_ athletics outdoors in the winter when it's raining!
- 6 If we have the money, we will \_\_\_\_\_ sailing in the Aegean this summer.

**F** Complete these sentences with the correct people.

fan opponent referee manager goalkeeper

- 1 The \_\_\_\_\_ blew the whistle to start the game.
- 2 The \_\_\_\_\_ stopped the ball from going into the goal.
- 3 James is my strongest \_\_\_\_\_ at tennis – he almost always wins!
- 4 I'm a big \_\_\_\_\_ of Chelsea and I go to all their matches.
- 5 The team lost all their games so they fired the \_\_\_\_\_.



**G** Circle the correct words.

### The Special Ks

Novak Djokovic, Rafael Nadal, Roger Federer and Andy Murray. These are the tennis players who have been the best in the world for the last ten to fifteen years. They have (1) **taken** / **won** the big tournaments such as Wimbledon, the Australian Open, French Open and US Open. But they can't be champions forever. **New talent is coming!**

Meet Nick Kyrgios and Thanasi Kokkinakis. They're both from Australia and they're known as the Special Ks. They started (2) **doing** / **playing** tennis when they were very young, and now it's their turn to be number one. But they have to (3) **prepare** / **train** very hard before that can happen. There are many things that the best players can do. Firstly, they can (4) **hit** / **kick** the ball with a lot of strength and make it difficult for their opponent to return it. Secondly, they can (5) **keep going** / **keep doing** and not get tired. Sometimes, a tennis match can (6) **go** / **hold on** for 4 or 5 hours, so they must (7) **feel** / **stay** healthy and strong. Finally, the best players think like champions. They never (8) **come up** / **give up** and they fight until the end.

Remember their names – these guys will be the champions of the future.



**H** Look at the pictures and complete the sentences with the words in the correct form.

bounce lose miss score serve throw



1 He's going to \_\_\_\_\_ the ball.



2 Look! The ball is \_\_\_\_\_.



3 The team has \_\_\_\_\_ a goal!



4 Germany \_\_\_\_\_ the match.



5 Oh, no! He \_\_\_\_\_ the penalty!



6 She's going to \_\_\_\_\_ the ball.

**I** Work with a partner. Write the verbs next to the correct group of nouns.

win score race coach beat

1 \_\_\_\_\_ a horse, a car, a motorbike

2 \_\_\_\_\_ another team, an opponent

3 \_\_\_\_\_ a goal, a point

4 \_\_\_\_\_ a race, a game, a match, a tournament

5 \_\_\_\_\_ a team, an athlete

**J** Match the phrasal verbs in bold with their meanings.

1 It's so hot in the sauna. I'm going to **pass out**!

2 You should always **warm up** before you play a sport.

3 I **work out** three times a week at my local gym.

4 I need more time to study, so I have to **drop out** of the football team.

5 Darren runs really fast and I can never **catch up**.

a move fast enough to be equal to someone else

b exercise your body to keep fit

c become unconscious for a short time, like you are sleeping

d leave a class or a group that you were going to

e prepare for a sport by doing some gentle exercise

- Do you think top athletes should make a lot of money? Why? / Why not?
- Do you think all students should do sport at school? Why? / Why not?

Ideas Focus



## Grammar

### Modals (1)

**A** Read the sentences below and underline the modal verbs.

- a Mark is a good swimmer; he could swim before he could walk.
- b You can use my old racket if yours is broken.
- c Can I borrow your bike, Mum?
- d You can't borrow my bike, I will need it later.
- e Shall I drive us to the swimming pool?
- f Should we join the tennis club?
- g We should learn to play before we join.
- h I shall score a goal next time.

**B** Look again at the sentences in A. What form of the verb follows a modal? Which modal verb can we replace with *may*?

**C** Which sentence in A uses a modal verb to ... ?

- 1 refuse permission (say no)
- 2 give advice
- 3 ask for permission
- 4 say what someone was able to / was not able to do in the past
- 5 ask for advice
- 6 offer to do something
- 7 give permission
- 8 express a strong intention

**G** Make these sentences negative.

- 1 Motorcyclists should wear trainers.
- 2 He can play basketball.
- 3 They may jump into the pool.
- 4 I shall lose again!
- 5 She could run fast when she was young.

**H** Use the words in brackets and write a sentence in your notebooks giving advice with *should*.

- 1 Sam broke his ankle on the volleyball court. (hospital)
- 2 Sue wants to learn to ski. (lessons)
- 3 George's football boots are too small. (new boots)
- 4 John wants to enter a marathon. (run every day)
- 5 Andy doesn't like his tennis coach. (new coach)



Asturias Motocross Championship in Valdesoto, Spain

**D** Read the questions with modal verbs. Which three questions have a similar meaning? What do they mean?

- a Shall I check your bike?
- b Should I check your bike?
- c May I check your bike?
- d Can I check your bike?
- e Could I check your bike?

**E** At a motocross competition, which questions in D might a friend ask and which questions might a member of staff ask?

**F** Match a–e in D with answers 1–3. You can use some of the answers more than once.

- 1 Oh yes, please. I think there's a problem with the brakes.
- 2 No, I should check it and fix it myself.
- 3 Of course you can. You'll see that it's fine.

Grammar Focus p. 167 (8.1 to 8.6)

**I** Rewrite the sentences with a modal verb.

- 1 Is it OK if I go fishing?  
\_\_\_\_\_
- 2 Please run faster!  
\_\_\_\_\_
- 3 It's a good idea to bring your swimsuit.  
\_\_\_\_\_
- 4 It's impossible for them to snowboard without snow!  
\_\_\_\_\_
- 5 Do you want us to go to the sports centre?  
\_\_\_\_\_
- 6 Bring me a drink of water, please!  
\_\_\_\_\_
- 7 I don't have permission to play rugby.  
\_\_\_\_\_
- 8 It's a bad idea to swim in this water, children.  
\_\_\_\_\_



## Modals (2)

**J** Read the sentences and underline the modal verbs.

- 1 You have to wear a helmet when you go climbing.
- 2 You must wear a lifejacket when you go sailing.
- 3 You mustn't ride a bike without a helmet.
- 4 You needn't put lights on your bike if you don't ride in the dark.
- 5 You don't have to run in the stadium, you can run on the road.

**K** Which modals in J are used to . . . ?

- a say that it is a rule to do something (obligation)
- b say that it is not necessary to do something, (but you can if you want)
- c say that something is not allowed / forbidden

A female climber  
abseiling down a rock  
face in the French Alps



**L** Complete the rule with the correct modals.

mustn't needn't have to must don't have to

We use \_\_\_\_\_ and \_\_\_\_\_ to express obligation. We use \_\_\_\_\_ to say that something is not allowed (negative obligation), but to show there is no obligation or necessity we use \_\_\_\_\_ or \_\_\_\_\_.

▶ Grammar Focus pp. 167 & 168 (8.7 to 8.11)

## JUNIOR PARK RUN

Do you like running? Or do you enjoy running races against your friends?  
Come to Green Park 2km Junior Park Run every Saturday at 10 a.m!

- Junior Park Run is for children aged between 4-14 only.
- All runners need a parent / adult at the race to watch them.
- No bikes or scooters.
- No dogs allowed in the race.
- No need to bring water – we have a water station half-way.
- Entry is free!

Call 0788 926481 for more information.

**M** Complete the rules for Junior Park Run using *must*, *mustn't* and *don't have to*.

- 1 You \_\_\_\_\_ be aged between 4 and 14 to race.
- 2 You \_\_\_\_\_ use bikes or scooters in the race.
- 3 You \_\_\_\_\_ to bring water – there is a drink station at 1km.
- 4 Dogs \_\_\_\_\_ join the race.
- 5 You \_\_\_\_\_ come with an adult.
- 6 You \_\_\_\_\_ pay to do Junior Park Run.

**N** Complete the dialogues with *must*, *mustn't*, *don't have to*, *have to*.

- 1 A: Should I buy a tennis racket?  
B: You \_\_\_\_\_ buy a new one, you can borrow mine.
- 2 A: \_\_\_\_\_ I \_\_\_\_\_ wear boots for my riding lesson?  
B: Yes, you \_\_\_\_\_ wear riding boots.
- 3 A: Athletes \_\_\_\_\_ practise every day.  
B: That's right, everybody \_\_\_\_\_ rest sometimes.
- 4 A: Can I go to an exercise class at the sports centre?  
B: You \_\_\_\_\_ become a member first.
- 5 A: You \_\_\_\_\_ run around the swimming pool – it's dangerous!  
B: OK, sorry.
- 6 A: If you're under 14, you \_\_\_\_\_ bring an adult with you to the football match – it's a rule.  
B: OK – I'll ask my grandad to come with me.

## Listening

**A** Look at these numbers. Practise saying them with a partner.

- |    |                 |                  |                  |                  |
|----|-----------------|------------------|------------------|------------------|
| 1  | 13              | 30               | 13 <sup>th</sup> | 30 <sup>th</sup> |
| 2  | 14              | 40               | 14 <sup>th</sup> | 40 <sup>th</sup> |
| 3  | 15              | 50               | 15 <sup>th</sup> | 50 <sup>th</sup> |
| 4  | 16              | 60               | 16 <sup>th</sup> | 60 <sup>th</sup> |
| 5  | 17              | 70               | 17 <sup>th</sup> | 70 <sup>th</sup> |
| 6  | 18              | 80               | 18 <sup>th</sup> | 80 <sup>th</sup> |
| 7  | 19              | 90               | 19 <sup>th</sup> | 90 <sup>th</sup> |
| 8  | 1 <sup>st</sup> | 21 <sup>st</sup> | 31 <sup>st</sup> |                  |
| 9  | 2 <sup>nd</sup> | 22 <sup>nd</sup> | 32 <sup>nd</sup> |                  |
| 10 | 3 <sup>rd</sup> | 23 <sup>rd</sup> | 33 <sup>rd</sup> |                  |

**B** Listen and circle the numbers that you hear in A.

**C** Look at the pairs of numbers. Listen and underline the part of each word that is stressed.

- |   |           |               |
|---|-----------|---------------|
| 1 | forty     | fourteen      |
| 2 | a hundred | a thousand    |
| 3 | second    | twenty-second |
| 4 | eighty    | eighteen      |
| 5 | seven     | seventeen     |
| 6 | sixteen   | sixty         |

## Exam Close-up

### Listening for numbers & dates

- Be careful with the numbers like *fifteen* and *fifty*, which sound similar.
- Make sure your answer is logical, for example, *50<sup>th</sup> January* cannot be correct.
- Remember dates are pronounced *(twenty-)first*, *(twenty-)second*, *(twenty-)third*, *(twenty-)fourth*, etc.

**D** Work with a partner. Say a word from C. Can your partner tell you which word it is?

**E** Read the *Exam Close-up*. Then read the *Exam Task* and think about what kind of information is missing.

**F** Now complete the *Exam Task*.

## Exam Task

You will hear a man on the radio talking about a new sports club. Listen and complete each question. You will hear the information twice.

### Watersports

Summer courses for children (1) 11- \_\_\_\_\_ years old.

Learn to sail, surf or (2) \_\_\_\_\_

Courses from June 13<sup>th</sup> until (3) \_\_\_\_\_

Prices from (4) \_\_\_\_\_ for three weeks.

Discount of (5) \_\_\_\_\_ for 2<sup>nd</sup> child.

**G** Listen again and check your answers.





# Speaking

**A** Which of these sports do you like best and least? Number them from 1 (best) to 8 (least).

- |              |                          |          |                          |
|--------------|--------------------------|----------|--------------------------|
| table tennis | <input type="checkbox"/> | running  | <input type="checkbox"/> |
| basketball   | <input type="checkbox"/> | swimming | <input type="checkbox"/> |
| football     | <input type="checkbox"/> | zumba    | <input type="checkbox"/> |
| tennis       | <input type="checkbox"/> | yoga     | <input type="checkbox"/> |

**B** Compare your answers with a partner.

**C** Complete the five conversations. Circle the correct answer, A, B or C.

- I'd like to try a new sport.
  - Why don't you learn table tennis?
  - Shall I learn table tennis?
  - Do you start table tennis?
- Does it cost a lot?
  - It isn't.
  - It isn't expensive.
  - You mustn't pay very much.
- What should I wear?
  - You should buy a bat.
  - You needn't buy a table.
  - You needn't buy special clothes.
- Where can I learn?
  - You must take lessons.
  - You should ask at the sports centre.
  - You have to play after school.
- Could you teach me?
  - Yes, you may.
  - I'm afraid I can't play.
  - I'm not playing.

## Exam Close-up

### Making & responding to suggestions

- When you give advice use *should* and *could not must*.
- Remember you are making suggestions and giving advice, not giving orders, so give your advice in a friendly way.
- When you respond to advice, say if you think it is useful.
- If you don't accept the advice give a reason and be polite.

**D** Read the *Exam Close-up*. Then look at the *Exam Task* and think about the language you will use to ask questions and give / respond to advice.

**E** Work with a partner and complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

### Asking about likes

- Do you like doing sport inside or outside?
- Do you prefer doing sport alone or in a team?
- Do you enjoy running?

### Giving advice

- Why don't you ...?
- You should ...

- You needn't / don't have to ...
- You could try ...
- You have to ...

### Responding to advice

- That's a good idea.
- I don't think that's a good idea because ...
- Or perhaps I could ...

## Exam Task

Your partner wants to start a new sport. Ask questions using the prompts. Listen then give advice and suggest a sport from the photos that your partner should try.

- alone or in a team?
- inside in outside?
- with a ball?
- with a racket?
- with music?
- to get fitter or to be stronger?



Working out in the Gym



Football



Table Tennis



Aerobics



Basketball



Running

Now change roles and repeat.

- Do you think everybody should do exercise? Why? / Why not?
- Do you think winning is important? Why? / Why not?

## Ideas Focus

## Writing: a blog

### Learning Focus

#### Using the correct tense

- When you describe an event that happened in the past, make sure you use the correct tenses.
- Use the past simple to talk about a series of actions that happened one after the other, or for an action that began and ended in the past. Use the past continuous for actions that lasted longer.



**A** Read the blog and circle the correct tense.



### Stan's Sports blog

Thursday 15<sup>th</sup> November

Yesterday I was at Capital Stadium and the atmosphere was electric! (1) I waited / was waiting for the start of the men's 100 metre race. It was so exciting to be there! Everyone there (2) looked forward to / was looking forward to a great race.

Smith (3) didn't start / wasn't starting well, but he quickly (4) caught / was catching the other runners. He was impressive and everyone was truly amazed! He (5) finished / was finishing first and (6) won / was winning easily!

**B** Read the sentence. Underline the adverb and circle the adjective.

*The gymnast performed brilliantly. Her movements were incredible!*

**C** Look back at the sentence in B. Then complete these rules with *adverb* or *adjective*.

- 1 We use an \_\_\_\_\_ to describe nouns.
- 2 We use an \_\_\_\_\_ to say more about verbs.
- 3 We often form an \_\_\_\_\_ by adding *-ly* to an \_\_\_\_\_.

**D** Look at the blog in A again. Write the adjectives and adverbs used to make the blog more interesting.

- 1 Adjectives: \_\_\_\_\_
- 2 Adverbs: \_\_\_\_\_

**E** Complete the blog post with the adjectives and the adverbs below.

fast close slowly amazing suddenly unbelievable

I saw an (1) \_\_\_\_\_ race last week. It was the best of the competition! The swimmers were all swimming (2) \_\_\_\_\_ to win, but only one could become the champion.

It was very (3) \_\_\_\_\_ because the swimmers were together in a line. But the American, Jack Johnson, was last and he was going (4) \_\_\_\_\_. Then (5) \_\_\_\_\_, he began to pass the others. It was (6) \_\_\_\_\_! I didn't think he could do it, but he did! Johnson touched first and won!



**F** When you describe an event, you can also say how you feel about it. Look at the underlined words and phrases in the text. Which ones show positive emotions and which show negative emotions?

Last year I went to the Champions League final. My team, Arsenal, was playing against Barcelona and I was thrilled. It was a dream come true for me. The game started well and we scored a goal. I couldn't stop cheering! I was confident we could win. But then, it was a disaster! Barcelona quickly scored two goals. I was really worried. My team tried hard to score again, but they couldn't. Barcelona won and I was really upset.

Positive: \_\_\_\_\_

Negative: \_\_\_\_\_

**G** Write a blog about the last Sports Day at your school OR a sports event you went to. Use the *Useful Expressions*. Remember to use the correct tenses, adjectives and adverbs, and say how you felt during the event.

**H** Read the *Exam Close-up*. Then do the *Exam Task* below. Remember to use appropriate vocabulary.

## Useful Expressions

### Positive emotions

thrilled  
excited  
confident  
looking forward to  
a dream come true  
couldn't stop shouting /  
cheering

### Negative emotions

sad  
worried  
upset  
disappointed  
a disaster

## Exam Task

Read the text message from your friend, Emily.

Email Message

From: Emily  
To:

Which sport did you see at the Olympic Games? Who won? Was it exciting? Text me! Emily xxx

Write a text message to Emily and answer the questions. Write 35–45 words.

## Exam Close-up

### Using appropriate vocabulary

- When you describe an event, you have to use the right kind of vocabulary.
- Use adjectives and adverbs to make your description more interesting.
- Use positive and negative adjectives and phrases to show how you were feeling.

The opening ceremony at the Winter Olympics Turin, Italy

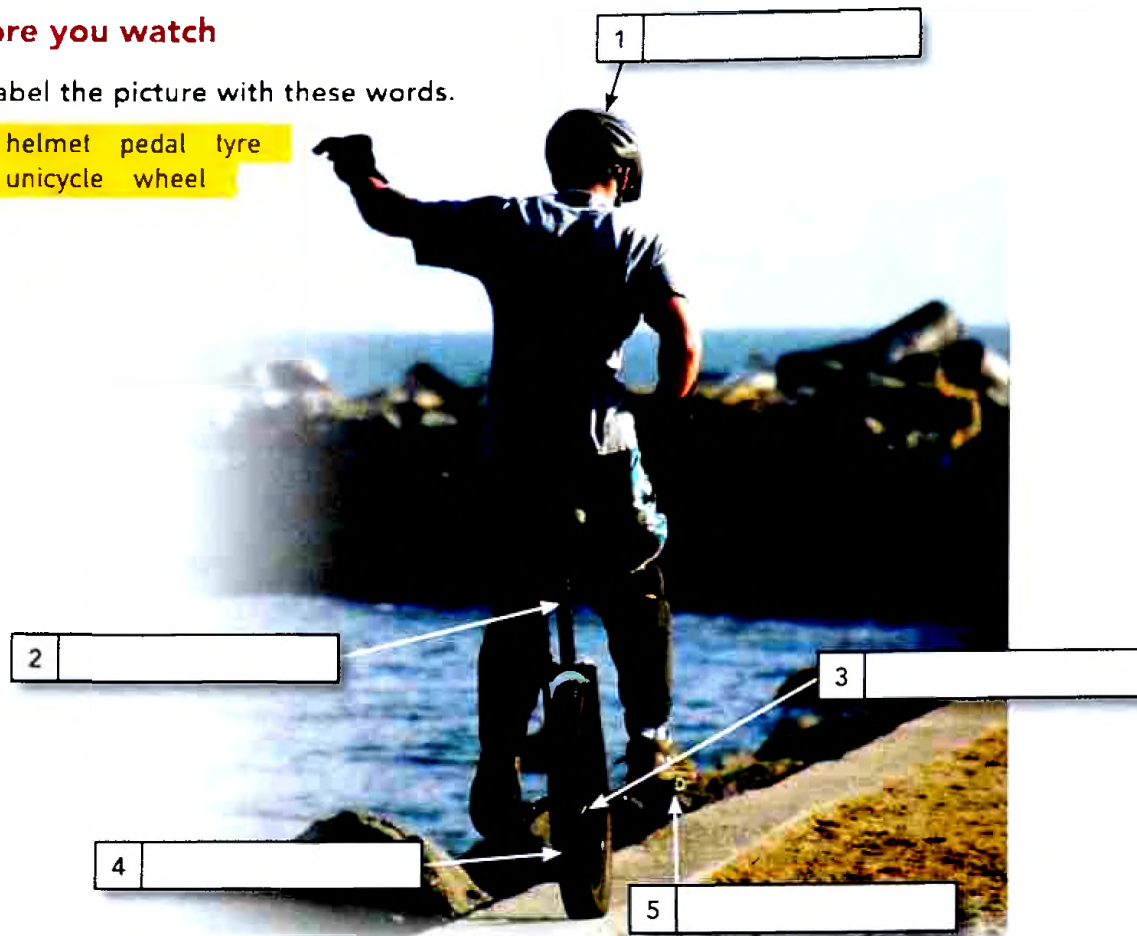


# 8 A Muni Adventure

## Before you watch

**A** Label the picture with these words.

helmet pedal tyre  
unicycle wheel



## While you watch

**B** Watch the video and circle the words you hear.

- 1 What is it like to ride down a hill / mountain on a bicycle?
- 2 Now imagine doing it on one wheel / tyre.
- 3 The family ride unicycles which have special / thick tyres.
- 4 Every spring / summer they ride down Utah's ski slopes.
- 5 These one-wheelers may be safer / faster than traditional mountain bikes.
- 6 The sport requires the same skill / strength and endurance as mountain biking.

## After you watch

**C** Complete the summary of the video below using these words.

bikes crazy pedals perfect popular skill strength whole

Riding down mountains on one wheel is a sport called mountain unicycling, or muni for short. It started in the 1990s, and it is getting more (1) \_\_\_\_\_ every day. For muni, people ride special unicycles with thick tyres with rubber knobs and high grip (2) \_\_\_\_\_. In summer, Utah's ski slopes are (3) \_\_\_\_\_ for the fans of off-road unicycling. It looks (4) \_\_\_\_\_ and unstable but one-wheelers may be safer than traditional mountain (5) \_\_\_\_\_ because you can only ride as fast as you can pedal. Mountain unicycling needs the same (6) \_\_\_\_\_ and endurance as mountain biking, but it exercises the (7) \_\_\_\_\_ body. Mountain unicyclists must also have a lot of (8) \_\_\_\_\_ and concentration. When they are bored with the slopes, some even jump off the ski towers!

## Ideas Focus

- Do you like outdoor sports that get you close to nature? Why? / Why not?
- Is it a good idea for a family to do the same sport together? Why? / Why not?



### Vocabulary

#### A Complete the words in the sentences.

- I enjoy camping and I love sleeping in a t \_ \_ t in the countryside.
- The only instrument I can play well is the electric g \_ \_ \_ \_ r.
- Without a c \_ \_ \_ \_ \_ \_ \_ \_ r, I can't play any video games.
- Carla loves sport – she can play v \_ \_ \_ \_ \_ \_ \_ \_ l and tennis.
- Last week I bought a tennis r \_ \_ \_ \_ t and started tennis lessons.
- Get your bike. Let's go c \_ \_ \_ \_ \_ g in the park.
- Oh, no! The r \_ \_ \_ \_ e gave him a red card! Boo!
- Is Usain Bolt the best a \_ \_ \_ \_ e in the world?
- My phone has a c \_ \_ \_ \_ a that takes really nice photos.
- To hit the ball, you should hold the b \_ t like this.

#### B Circle the correct words.

- This selfie stick / video game / sleeping bag isn't very comfortable!
- Jane made this beautiful vase; she's very boring / creative / relaxing.
- It's good to be active / exciting / unusual and to exercise regularly.
- We do / go / play athletics at school every Friday afternoon.
- What do you like to do at / for / in your free time, Mandy?
- When you play tennis, you must hit the ball over the court / net / pitch.
- He hurt his leg and dropped out / passed out / worked out of the race.
- When the weather is good, we usually do / go / play sailing.
- Shall we have a picnic by the sea at / in / of the weekend?
- Gregory is in / into / to chess and has become a very good player.

#### C Complete the sentences with the words in the correct form.

beat coach dive lose score spend stay throw train win

- Max \_\_\_\_\_ all of his free time playing video games.
- He's a great player because he \_\_\_\_\_ very hard every day.
- I can't believe it! Arsenal \_\_\_\_\_ Manchester United, 3-0!
- He picked up the ball and \_\_\_\_\_ it for his dog to catch.
- Bob \_\_\_\_\_ a junior football team and he has taught them a lot about the game.
- Oh, I didn't see the goal! Who \_\_\_\_\_ it? Was it Ronaldo?
- I think our team will \_\_\_\_\_ the game because we're better.
- You shouldn't \_\_\_\_\_ into the water from the rocks; it's dangerous.
- If you eat good food and play sport, you will \_\_\_\_\_ healthy.
- Emma is upset because she \_\_\_\_\_ her match in the tennis tournament.

#### D Complete the sentences with the words.

about in of on on on up up

- Let's warm \_\_\_\_\_ for a few minutes before we start jogging, OK?
- The tennis match that I watched went \_\_\_\_\_ for five hours!
- Jack is a real fan \_\_\_\_\_ football; he follows his team everywhere!
- Are you involved \_\_\_\_\_ any activities after school?
- How \_\_\_\_\_ going swimming this weekend if the weather is warm?
- Do you spend a lot of time \_\_\_\_\_ your hobbies?
- Come on, Susie! Don't give \_\_\_\_\_ now! You can win this race.
- I'm not keen \_\_\_\_\_ sport; I prefer to read when I have free time.

## Grammar

## A Circle the correct words.

- If you want to meet people, join / will join a youth club.
- You can do a lot of activities if you go / will go to a summer camp.
- We won't have / don't have our picnic if it rains.
- If I go away, I always take / will take my laptop with me.
- I will send / send you an email every day if I go to Greece.
- If you need / will need any help, just ask Sally.
- If we don't hurry, we miss / will miss the match!
- Remember / You will remember to buy cheese if you go to the supermarket.

## B Complete the dialogues with the words in the correct form.

- A: What does Paul want \_\_\_\_\_ (do) after he finishes school?  
B: He's thinking about \_\_\_\_\_ (become) a football player.
- A: You mustn't \_\_\_\_\_ (eat) so much junk food, Billy!  
B: OK. I promise \_\_\_\_\_ (not have) any more junk food, Mum.
- A: Imagine \_\_\_\_\_ (be) the best athlete in the world! It would be fantastic!  
B: I think there would a lot of pressure \_\_\_\_\_ (win) all the time.
- A: Kelly has decided \_\_\_\_\_ (not come) with us to the beach.  
B: Oh, no! I was really looking forward to \_\_\_\_\_ (go) with her.
- A: We should \_\_\_\_\_ (buy) our concert tickets soon.  
B: OK. I don't mind \_\_\_\_\_ (get) them tomorrow after school.
- A: I can't stand \_\_\_\_\_ (watch) reality TV shows.  
B: Really? You seemed \_\_\_\_\_ (enjoy) *The Bachelor* last year!

## C Choose the correct answer, a, b or c.

- Did you know that Tanya \_\_\_\_\_ ride a horse when she was only five?  
a must                      b can                      c could
- The school \_\_\_\_\_ buy new equipment for the gym; it's all old now.  
a should                      b shall                      c can
- You \_\_\_\_\_ swim here; the water isn't clean and you will get sick.  
a needn't                      b mustn't                      c don't have to
- It's a great party, but we \_\_\_\_\_ leave now because it's very late.  
a could                      b may                      c have to
- \_\_\_\_\_ I make a healthy salad and some fish for lunch today?  
a Shall                      b Must                      c Need
- You \_\_\_\_\_ use my cricket bat; I don't need it this week.  
a have to                      b can                      c shall
- We have enough orange juice; you \_\_\_\_\_ buy any more.  
a needn't                      b couldn't                      c can't
- '\_\_\_\_\_ I help you?' 'Yes, please. I'd like to buy a bike.'  
a Should                      b Must                      c Can



# 9 Take a Break

**Reading:**

**Vocabulary:**

**Grammar:**

**Listening:**

**Speaking:**

**Writing:**

right, wrong, doesn't say, checking for enough information

holiday-related words, word completion, looking for clues

open cloze, choosing the correct word type, relative pronouns, adverbs

multiple choice (pictures), getting ready to listen

asking & answering questions, getting information about places, asking

about & describing a holiday

a social media post, making your writing flow, using correct punctuation,

greetings, saying where you are, arriving, talking about activities

Unique accommodation  
found in the west coast  
rainforest of Vancouver  
Island, Canada



# 9 Take a Break

## Reading

**A** Do the quiz with a partner to find out what kind of holiday would be best for each of you. Do you agree with the quiz?

- Where would you like to stay when you're on holiday?
  - A large hotel on the coast.
  - A tent or caravan.
  - A hotel in the centre of a town/city.
  - A chalet or cottage.
- What activities would you like to do?
  - Sunbathing, swimming in the sea, reading a book.
  - Going for walks and bike rides.
  - Visiting museums, art galleries, shops and cafés.
  - Doing sport and being active outside.
- What would the weather be like?
  - Hot, sunny weather.
  - Dry, warm weather.
  - Any kind of weather is OK.
  - Dry, cold and sunny weather.
- Where (and what) would you like to eat?
  - Eating at the same hotel for all meals.
  - Cooking easy meals on a BBQ.
  - Trying lots of different restaurants.
  - Big meals, freshly cooked – eating out OR cooking in.

### Q&A

#### You answered mostly a

An all-inclusive holiday near the beach is the best option for you. How about a week in Barbados?



#### You answered mostly b

A camping holiday would be good for you. What about a week camping in the Dordogne, France?



#### You answered mostly c

A city break is the best holiday for you. How about a long weekend in Istanbul?



#### You answered mostly d

A skiing holiday would be great for you. How about a week of skiing in Austria, staying in a traditional chalet?



**B** Quickly read the blogs about two people's summers. Then choose the correct title for each blog and write it in.

Where History Meets Geography  
The Land of the Midnight Sun



Tim, 14

1 \_\_\_\_\_  
I wasn't looking forward to coming here. I mean, who wants to go to Iceland for their summer holiday? But I'm glad that I did. I love it! It's a unique place – I've never seen anywhere like it!

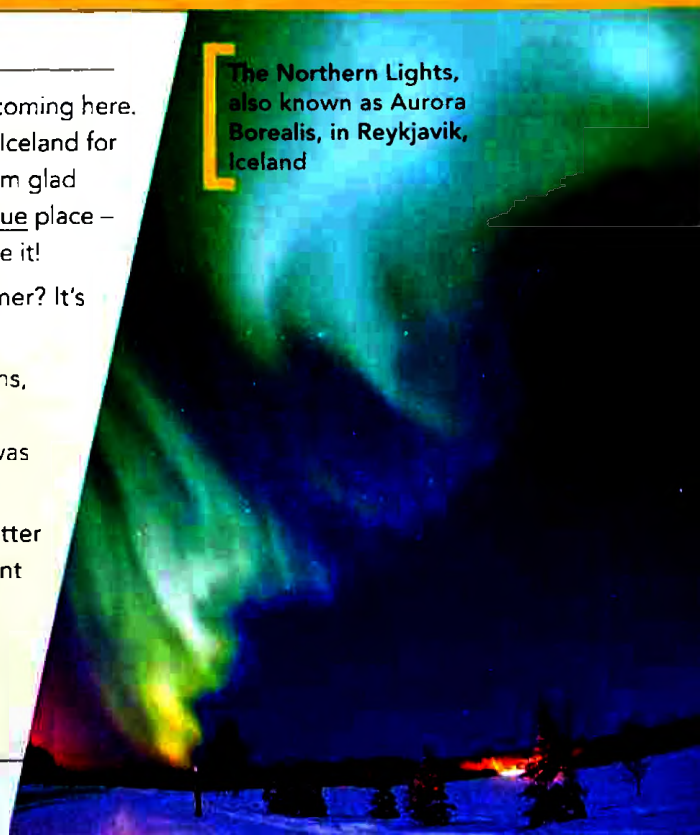
Did you know that they have daylight for 24 hours in the summer? It's weird to go to sleep when the sun is shining!

During our holiday, we've seen volcanoes, waterfalls, mountains, lakes and glaciers. The landscape is awesome. It looks like something out of Star Trek. I also saw the Northern Lights; it was an incredible experience!

It's about 10°C which is typical for summer here! It doesn't matter because we go swimming in the hot springs. Yesterday we went to one called the Blue Lagoon. The water was a beautiful blue colour and very warm.

I'll tell you about the food next time. You won't believe what they eat!

The Northern Lights, also known as Aurora Borealis, in Reykjavik, Iceland





**C** Read the *Exam Close-up*. Then read the short text below. Choose the correct words to answer the questions.

When I think of summer holidays, I think of beaches and swimming. But some British people prefer camping and hiking in the countryside. I know that the countryside is very pretty in the summer, but it's not my idea of a holiday. I want to dive into the sea, put my sunglasses on, sunbathe and eat ice cream!

Ellie, 14

- 1 Ellie enjoys being at the seaside.  
Right / Wrong / Doesn't say
- 2 Ellie prefers holidays in the countryside.  
Right / Wrong / Doesn't say
- 3 Ellie doesn't like camping or hiking.  
Right / Wrong / Doesn't say

**D** Now complete the *Exam Task*. Remember to check there is enough information about a specific question before choosing your answer.

**E** Look at the underlined words in Tim's blog. Read them in context and then match them to the group that has a similar meaning.

- 1 impressive, wonderful, fantastic \_\_\_\_\_
- 2 different, uncommon, unusual \_\_\_\_\_
- 3 average, common, normal \_\_\_\_\_
- 4 odd, strange, unnatural \_\_\_\_\_



Grace, 13

There's lots to see and do here. I've been to beaches with black sand and red sand. About 3,500 years ago a volcano erupted and left a big hole in the island. That's why there are high cliffs. If you are on a cliff, you can see more islands in the distance.

Yesterday I visited Akrotiri, a town which was covered by ash when the volcano erupted. You can see the streets and the houses that people lived in. There are also shops and workshops where they worked. There's a roof to protect it from the sun and rain.

I love it here and I want to stay forever!

2 \_\_\_\_\_  
I'm writing this from my hotel on Santorini. It's got a swimming pool and I sit by the pool to watch the sunset every day. The colour of the sky is magical then.



Perissa beach in Santorini, Greece

## Exam Close-up

### Checking for enough information

- Sometimes, there is not enough information in the text to answer a question.
- Look at the text carefully to make sure it doesn't say anything about a specific question. If it doesn't, choose 'Doesn't say' as your answer.

## Exam Task

Read the holiday blogs written by two teenagers. Are sentences 1–8 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

- 1 Tim wanted to visit Iceland very much.
- 2 He watched Star Trek in Iceland.
- 3 In Iceland, it's too cold to go swimming.
- 4 Tim will write another entry for his blog.
- 5 Grace enjoys the sunsets on Santorini.
- 6 All of the beaches have red or black sand.
- 7 You can see far when you are on the cliffs.
- 8 Akrotiri is a place that many tourists visit.

## Word Focus

- Northern Lights:** natural red or green light in the sky
- hot spring:** a small lake or natural pool with hot water that comes from underground
- erupt:** when fire and rocks explode out of a volcano
- ash:** the soft black powder that is left after something has burned

- Would you prefer to visit a place where lots of tourists go or a place where very few tourists go? Why?
- Which is better – one long holiday or a few short ones every year? Why?

## Ideas Focus



# Vocabulary

**A** Complete the country fact files with the name of the continent.

Asia Africa Europe Oceania North America South America

1 \_\_\_\_\_  
Country: Portugal  
Population: 10.5 million  
It's a popular tourist destination



2 \_\_\_\_\_  
Country: South Africa  
Population: 53 million  
World famous safari parks



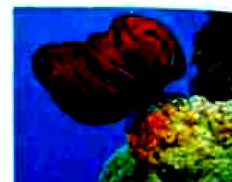
3 \_\_\_\_\_  
Country: Peru  
Population: 30.5 million  
Ancient home of the Incas



4 \_\_\_\_\_  
Country: Canada  
Population: 35.2 million  
There are beautiful landscapes



5 \_\_\_\_\_  
Country: Australia  
Population: 23.2 million  
Another world under the water



6 \_\_\_\_\_  
Country: South Korea  
Population: 50.2 million  
A high tech place with history



**B** Look at the places in A. Discuss with a partner where you want to go.

**C** Where can you stay when you go on holiday? Write the name of the place next to each sentence.

bed and breakfast    campsite    caravan park    hotel    villa    youth hostel

- 1 It was very basic and cheap. There were six beds in each room and one bathroom for all of the rooms on the same floor. \_\_\_\_\_
- 2 We parked under some trees and connected to the electricity. Then we cooked our lunch in the little kitchen and ate it outside. \_\_\_\_\_
- 3 We had our own room, but we shared the bathroom. The breakfast was very basic – just toast, an egg and tea or coffee. \_\_\_\_\_
- 4 It was uncomfortable to sleep at night and I was worried the rain might come through the tent. \_\_\_\_\_
- 5 There were three bedrooms, two bathrooms and a huge kitchen. We spent lots of time by the pool and we ate outside on the patio. \_\_\_\_\_
- 6 My room was on the fourth floor. It had a comfortable bed, a bathroom, a small fridge and a TV. \_\_\_\_\_

**D** Match the two halves of the sentences.

- |                                 |   |
|---------------------------------|---|
| 1 There's a <i>tourist</i>      | a <i>weekend</i> next week, and there's no school on Monday.            |
| 2 A very nice <i>tour</i>       | b <i>guide</i> showed us all of the important the sights.               |
| 3 Our local <i>travel</i>       | c <i>resort</i> on the Spanish island of Majorca, and it was very nice. |
| 4 Hooray! It's a <i>long</i>    | d <i>information</i> centre in the town, and we can get maps there.     |
| 5 We stayed at a <i>holiday</i> | e <i>agent</i> recommended this hotel and booked it for us.             |



**E** Complete the sentences with the words.

amusement park city break day trip  
excursion guided tour

- 1 If it's a nice day this Saturday, we might go on a \_\_\_\_\_ to the countryside and have a picnic there.
- 2 The best thing about a \_\_\_\_\_ is that you visit the most important sights and someone explains everything to you.
- 3 Let's spend Sunday at the \_\_\_\_\_ near the beach; we can have fun on the rides and buy lunch there too.
- 4 A \_\_\_\_\_ is a good idea if you only have a few days to spend and you're interested in visiting museums, shopping and going to restaurants.
- 5 Unfortunately, our school \_\_\_\_\_ to a country farm was cancelled because it was raining.



**F** Circle the correct words in the dialogues.

- 1 A: Can you help me to **pack** / **make** my suitcase?  
B: Sure, but are you really going to take all of those clothes with you?
- 2 A: I'm really excited about our holiday!  
B: Me too. I've never lived / **stayed** at a luxury hotel before!
- 3 A: What shall we do after dinner?  
B: Let's wander / wonder around the streets of the Old Town.
- 4 A: When my exams finish, I'm going / **taking** a holiday.  
B: Where are you going to go?
- 5 A: I can't wait to see / look the sights in Paris.  
B: You'll love it. It's the most amazing city on earth.
- 6 A: I want to go on / go to a short trip this weekend.  
B: I heard it's going to rain.
- 7 A: If you do / go sightseeing in Rome, don't forget the Colosseum.  
B: Of course we'll visit it! I'll send you a postcard!
- 8 A: Did you make / take a lot of photos in Portugal?  
B: Yes, lots of them! I'll show you.

**G** Read the Exam Close-up. Without knowing the first letter or number of letters, can you use clues in the descriptions to guess the words for 1-5?

- 1 It's the hot time of the year.
- 2 It's an activity where you sleep outside.
- 3 You pay to stay here on your holiday.
- 4 This place has water all around it.
- 5 There is fresh air and grass here.

**H** Now complete the Exam Task. Remember to look for clues in the descriptions.

Exam Close-up



Looking for clues

- Look for clues in the descriptions. They are key words that give you an idea about the word you need to write.
- A clue will tell you if you need to think of a person, an object, an activity, etc.
- You will also be given the first letter of the word and you will see the number of letters you need to write.

Exam Task

Read the descriptions of some words about holidays. What is the word for each one? The first letter is already there. There is **ONE** space for each other letter in the word.

- 1 This has a picture on it and you send it to your friends p \_\_\_\_\_
- 2 This is a person who visits a place for a holiday. t \_\_\_\_\_
- 3 You show this when you arrive in another country. p \_\_\_\_\_
- 4 You do this in the sea on a special board. s \_\_\_\_\_
- 5 You wear these on your face when it's sunny. s \_\_\_\_\_

- Imagine you could go anywhere in the world. Where would you go? Why?
- Do you use your English when you are on holiday? Why? / Why not?

Ideas Focus



## Grammar

### Relative Pronouns

**A** Read the sentences below and underline the pronouns. The first one is done for you.

- This is the guide. He showed us the forest.
- This is the guide who showed us the forest.
- This is the guide that showed us the forest.
- This is the giant tortoise. It lives in the Galapagos Islands.
- This is the giant tortoise which lives in the Galapagos Islands.
- This is the giant tortoise that lives in the Galapagos Islands.

**B** Look at the pronouns that you underlined in A and answer the questions.

- Which of the pronouns are personal pronouns?
- Which are relative pronouns?
- Which two relative pronouns can we use when we are talking about a person?
- Which two relative pronouns can we use when we are talking about a thing / an animal?

**C** Complete the rule.

In a relative clause, a relative pronoun replaces a \_\_\_\_\_ pronoun. When the relative pronoun is the subject of the verb in the relative clause, we use \_\_\_\_\_ or *that* to talk about people and \_\_\_\_\_ or *that* to talk about things.

**D** Underline the pronouns in these sentences.

- This is the guide. We met him on holiday.
  - This is the guide who we met on holiday.
  - This is the guide that we met on holiday.
  - This is the guide we met on holiday.
- This is the giant tortoise. I saw it on holiday.
  - This is the giant tortoise which I saw on holiday.
  - This is the giant tortoise that I saw on holiday.
  - This is the giant tortoise I saw on holiday.

**E** Look at the pronouns that you underlined in D and answer the questions.

- Are the pronouns the subject or the object of the past simple verbs *met* and *saw*?
- In which sentences could you replace the relative pronoun with *whom*?
- In which sentences are there no pronouns?

**F** Complete the rule.

When the relative pronoun refers to the \_\_\_\_\_ of the relative clause, we use *whom*, *who* or *that* to refer to people and \_\_\_\_\_ or *that* to refer to things. We can also leave out relative pronouns when they are the \_\_\_\_\_ of the verb.

#### Be careful

A relative pronoun replaces another pronoun. You can't say: 'This is the guide who he showed us the forest', as *who* and *he* refer to the same person.

➤ Grammar Focus p.168 (9.1)

**G** Cross out the pronouns that are incorrect or unnecessary.

- These are the photos that we took on holiday.
- We want a hotel which it is near the beach.
- This photo shows the friends who we met on holiday.
- The tourist who he lost his passport was upset.
- The room that it has a balcony is ours.
- The person that they took my suitcase thought it was theirs.

**I** Imagine you've just had a holiday in Spain. Take turns to tell your partner about the holiday by finishing sentences 1–4. Use relative pronouns where necessary.

- This is the tram ...
- This is the villa ...
- That's the meal ...
- That's the man ...

**H** Complete the sentences with relative pronouns where necessary.

- This is a rare bird \_\_\_\_\_ lives in the forest.
- The plane \_\_\_\_\_ we caught stopped in Dubai.
- That's the taxi driver \_\_\_\_\_ drove us to the airport.
- Max and Brad are the boys \_\_\_\_\_ we met on the train.
- Is this the suitcase \_\_\_\_\_ you lost?
- This website is useful for people \_\_\_\_\_ travel a lot.






## Adverbs

**J** Read the sentences and circle the adjectives. Now underline the adverbs.

- a Maria is a careful driver.  
b Maria drives carefully.
- a It is easy for George to make friends.  
b George makes friends easily.
- a The traffic was very slow.  
b The traffic moved slowly.
- a The taxi journey was fast.  
b The taxi driver drove fast.
- a The barman made a good coffee.  
b The barman made coffee well.

**K** Complete these rules.

- Adjectives describe nouns, but adverbs describe \_\_\_\_\_.
- To form an adverb, we add \_\_\_\_\_ to the adjective.
- If the adjective ends with -y, it changes to \_\_\_\_\_ and we add -ly.
- Some adverbs are irregular and have the \_\_\_\_\_ form as adjectives.
- The adjective good changes to \_\_\_\_\_ to become an adverb.
- With the verb be, we use \_\_\_\_\_, not adverbs.

 Grammar Focus p. 168 (9.2)

**L** Write the correct adverbs for each adjective.

beautiful \_\_\_\_\_      loud \_\_\_\_\_  
fast \_\_\_\_\_      good \_\_\_\_\_  
happy \_\_\_\_\_      healthy \_\_\_\_\_

**M** Complete the sentences with a word from L.

- The cars go \_\_\_\_\_ through the empty streets.
- The sun shone \_\_\_\_\_ on the sea.
- The square was full of men talking \_\_\_\_\_.
- The children played \_\_\_\_\_ in the street.
- The food was fresh so we ate very \_\_\_\_\_ in Asia.
- I played tennis \_\_\_\_\_ on holiday and beat my dad!

**N** Match verbs 1-6 with adverbs a-f.

- |           |             |
|-----------|-------------|
| 1 ask     | a sweetly   |
| 2 prepare | b politely  |
| 3 shout   | c angrily   |
| 4 sleep   | d hungrily  |
| 5 smile   | e deeply    |
| 6 eat     | f carefully |

**O** Read the Exam Close-up. Then look at the Exam Task. Can you see any adverbs, adjectives and relative pronouns in the answer options?

**P** Now complete the Exam Task.

## Exam Close-up

### Choosing the correct word type

- When the options look similar, identify the type of word you need.
- Do you need an adjective or an adverb?
- If it's an adverb, is it regular or irregular?
- If you need a relative pronoun check what it refers to and choose your answer carefully.

## Exam Task

Read the postcard to a family from the grandparents.

Choose the best word (A, B or C) for each space.

Dear family,

We're having a (1) \_\_\_\_\_ time on our trip. This is a picture of the mountain (2) \_\_\_\_\_ we climbed yesterday. The guide (3) \_\_\_\_\_ showed us the way is called Raj and he speaks English very (4) \_\_\_\_\_. We arrived late at our hotel, but they welcomed us (5) \_\_\_\_\_. They prepared a (6) \_\_\_\_\_ meal very which we ate (7) \_\_\_\_\_! We were in such a (8) \_\_\_\_\_ sleep the first night that we woke up late and missed breakfast!

Love,

Granny and Grandpa

- |               |               |        |            |             |               |
|---------------|---------------|--------|------------|-------------|---------------|
| 1 A wonderful | B wonderfully | C well | 5 A warm   | B warmly    | C nice        |
| 2 A who       | B whom        | C that | 6 A beauty | B beautiful | C beautifully |
| 3 A —         | B which       | C who  | 7 A hungry | B angrily   | C hungrily    |
| 4 A good      | B well        | C slow | 8 A deeply | B deep      | C depthly     |

## Listening

**A** Look carefully at the pictures. What can you see in each picture?



**B** Work with a partner and talk about each set of three photos. What are the similarities / differences between the three photos in each set?

**C** Now listen and circle the correct picture, A, B or C.

- Where are they going to stay?
- What is the weather like today?
- What do they buy in the shop?

**D** Read the *Exam Close-up*. Then read the *Exam Task* below and study the pictures carefully. Where do you think the conversations might take place?

**E** Now complete the *Exam Task*.

### Exam Close-up

#### Getting ready to listen

- Study the pictures carefully to identify differences and similarities.
- Decide where the conversation might happen.
- Remember that conversations are usually predictable and talk about common situations.
- The conversations are between two people, usually a male and female, so it's easy to follow who says what.

### Exam Task

You will hear five short conversations. You will hear each conversation twice. There is one question for each conversation. For each question, choose the right answer (A, B or C).

1 Which is the woman's luggage?



2 What time will their flight leave?



3 Which country are they visiting?



4 What activity are they doing this morning?



5 Which person is the tour guide?



**F** Now listen again and check your answers.



## A Match the words with their opposites.

- |             |             |
|-------------|-------------|
| 1 ancient   | a boring    |
| 2 empty     | b beautiful |
| 3 exciting  | c quiet     |
| 4 expensive | d cheap     |
| 5 noisy     | e modern    |
| 6 ugly      | f crowded   |



Karnak temple in the evening in Luxor, Egypt

## B Choose the correct answer to complete the conversations.

- Where did you go?
  - I went to Egypt.
  - I goed to Egypt.
  - I went Egypt.
- What was the weather like?
  - I liked it.
  - It was warm and sunny.
  - The weather bad.
- What activities did you do?
  - I did swimming and sunbathed.
  - I went swimming and sunbathed.
  - I went swimming and did sunbathed.
- How long did you stay there?
  - We stayed since two weeks.
  - We stayed in two weeks.
  - We stayed for two weeks.
- Did you enjoy the holiday?
  - No, I didn't.
  - No, I not.
  - No, I didn't enjoy.
- Why didn't you enjoy the holiday?
  - I get sunburn and feel ill.
  - I got sunburn and felt ill.
  - I was sunburn and felt ill.

## C Work with a partner and practise the conversations in B.

## D Read the *Exam Close-up* and the *Exam Task*. Think about some holidays you have had. Which was the best and which was the worst?

## E Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.

### Useful Expressions

Asking about a holiday	It was in the countryside
Where did you go?	/ near the beach / in the city.
Where did you stay?	It was a really modern /
What was the weather like?	noisy / busy city.
What activities did you do?	It was really quiet and
Did you enjoy the holiday?	boring.
Describing a holiday	It was amazing!
We went to a place called	
Trapani.	

### Exam Task

Work with a partner. Find out about a holiday your partner had. Student A asks Student B about his / her favourite holiday. Then Student B asks Student A about his / her worst holiday.

#### Favourite holiday

- Where / favourite holiday?
- Stay in hotel / cottage / caravan?
- What activities / there?
- What food / there?
- Why / like it there?

#### Worst holiday

- Where / worst holiday?
- Who / go with?
- Weather?
- What activities / there?
- Why / didn't / like it?

### Exam Close-up

#### Giving information about places

- When you talk about a place, remember to use adjectives.
- Answer questions with complete sentences, not just one word.
- Say what you think about a place – give your opinion and explain why.

- 'If you enjoyed a holiday you should go back to the same place every year.' Do you agree? Why? / Why not?
- Would you like a holiday in a big city? Why? / Why not?
- Do tourists visit your hometown? Why? / Why not?

### Ideas Focus





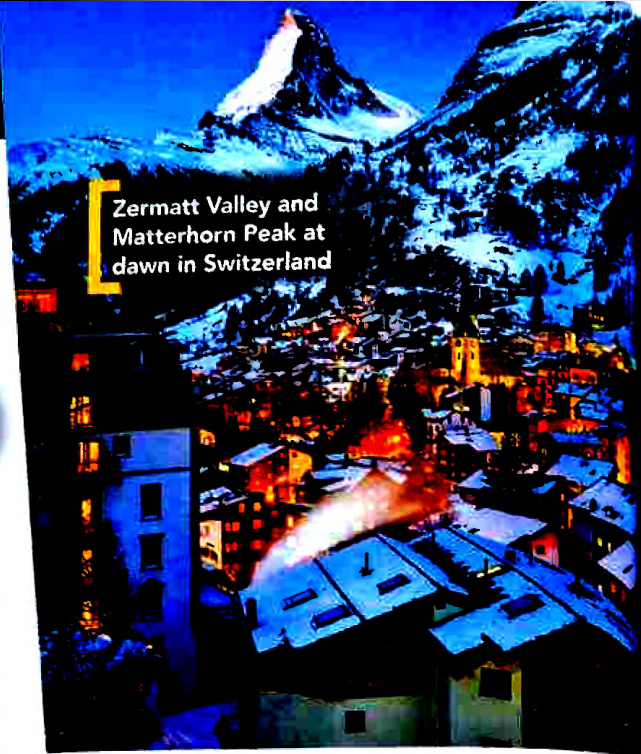
# 9 Take a Break

## Writing: a social media post

### Learning Focus

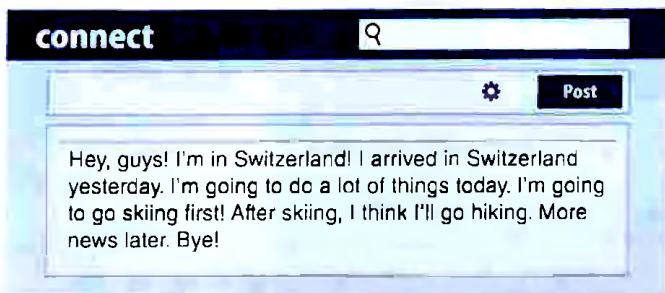
#### Making your writing flow

- When you write a paragraph, the sentences in it must connect smoothly and be easy to read.
- One way to do this is to avoid repetition in your writing. Try to think of other ways to express some words you have already written. This will make your writing more interesting and enjoyable for the reader.



Zermatt Valley and Matterhorn Peak at dawn in Switzerland

**A** Look at the two social media posts. Which one is easier and more enjoyable to read? Why?



**B** Underline the words and phrases in A that the writer has used to avoid repetition.

**C** Read the post below and think of ways to avoid repetition.

Hi, all. Here I am in Lisbon. Lisbon is a beautiful city. I arrived a few days ago. When I arrived, the weather was cold, but it's warm and sunny today. Because it's sunny, I'm going to go sightseeing. Bye for now!

**D** Rewrite the post with the words and phrases below. Are any the same as your ideas in C?

so it's got here

Hi, all. Here I am in Lisbon. (1) \_\_\_\_\_ a beautiful city. I arrived a few days ago. When I (2) \_\_\_\_\_, the weather was cold, but it's warm and sunny today (3) \_\_\_\_\_ I'm going to go sightseeing. Bye for now!

Vintage yellow trams run through the city in Lisbon, Portugal





**E** Think of an interesting place you have been to or would like to visit. Complete some notes about it.

Where: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Weather: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Sights: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 Activities: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**F** Read the *Exam Close-up* and the punctuation rules. Then find and correct the mistakes in sentences 1–6.

**Punctuation rules**

- apostrophes to show possession and to form contractions
- commas in conditional sentences
- capital letters to begin a sentence and for the names of people and places
- full stops at the end of sentences
- question marks at the end of questions

- 1 Romes Angelas favourite city and shes visited it a few times.
- 2 if you go to Paris youll fall in love with it.
- 3 I didnt visit my grandparents village in spain last year.
- 4 You and helen should see the great wall of china.
- 5 Theyre late and the planes ready to leave
- 6 On the greek islands all of the tourists favourite activity is swimming.

**Exam Close-up**

**Using correct punctuation**

- When you write, you must use correct punctuation such as capital letters, commas, full stops, question marks and apostrophes.
- Check these carefully because you will lose marks for silly mistakes.

**Useful Expressions**

**Greetings**

Hi, guys!  
 Hi, all!  
 Hey, everyone!

**Saying where you are**

Here I am in ...  
 I'm in ...

**Arriving**

I got here ...  
 I arrived ...

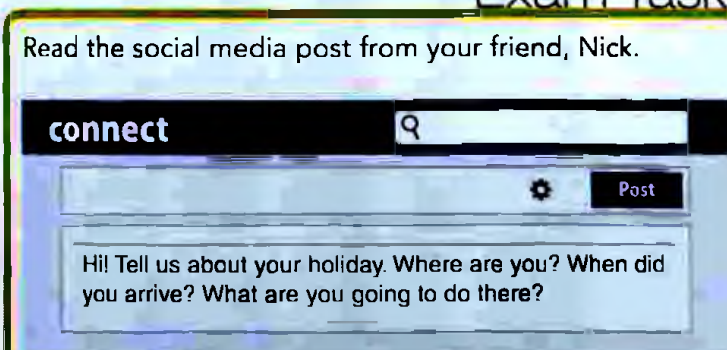
**Talking about activities**

I'm going to ...  
 I think I'll ...  
 I'm planning to ...  
 I'm looking forward to ...

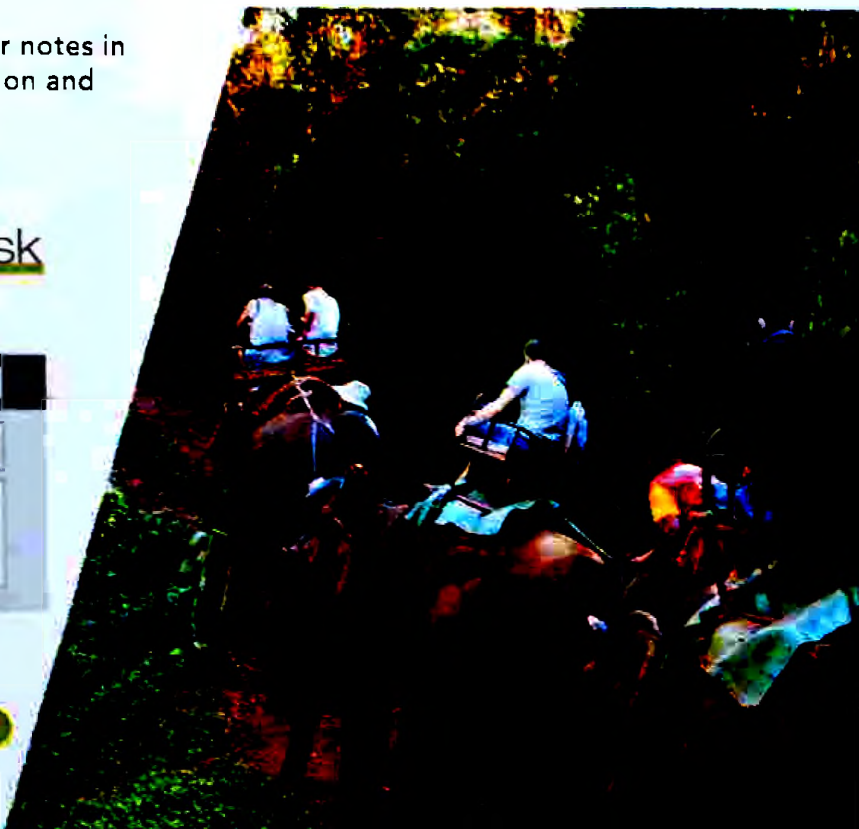
**G** Now complete the *Exam Task*. You can use your notes in E for ideas. Remember to check your punctuation and use the *Useful Expressions* to help you.

**Exam Task**

Read the social media post from your friend, Nick.



Write a post for your social media page and answer the questions. Write 25–35 words.





## Before you watch

**A** Look at the photos. Work with a partner and discuss these questions.

- Which photo do you like best? Why?
- Do you think pictures of people or places are more interesting?
- What can you learn about a place from pictures of its people?



## While you watch

**B** Watch the video and decide if these statements are T (True) or F (False).

- 1 Steve's first job was working on a newspaper.
- 2 Steve wanted to travel and see the world.
- 3 He has been working for *National Geographic* for 13 years.
- 4 Rajasthan is south of Mumbai.
- 5 Steve says he feels very comfortable in Rajasthan.
- 6 Steve is quite a shy person.

## After you watch

**C** Complete the summary of the video below using these words.

colour face interested music people photographer places village

Steve McCurry has been working as a *National Geographic* (1) \_\_\_\_\_ for about thirty years. India is one of his favourite (2) \_\_\_\_\_ because it is full of culture and (3) \_\_\_\_\_. He travels to a (4) \_\_\_\_\_ in Rajasthan and photographs the people there. For Steve, Rajasthan is like another planet; the landscape, (5) \_\_\_\_\_, food and religion are all strange and wonderful. The (6) \_\_\_\_\_ are gentle and friendly. He is shy at first when he meets entertainers like snake charmers and fortune tellers, but then he relaxes and feels happy and (7) \_\_\_\_\_ in these people. When he takes their photos, he says that it is the (8) \_\_\_\_\_, not just the eyes that tell their stories.



### Ideas Focus

- Do you think Steve's job as a photographer is interesting? Why? / Why not?
- How can faces tell stories?

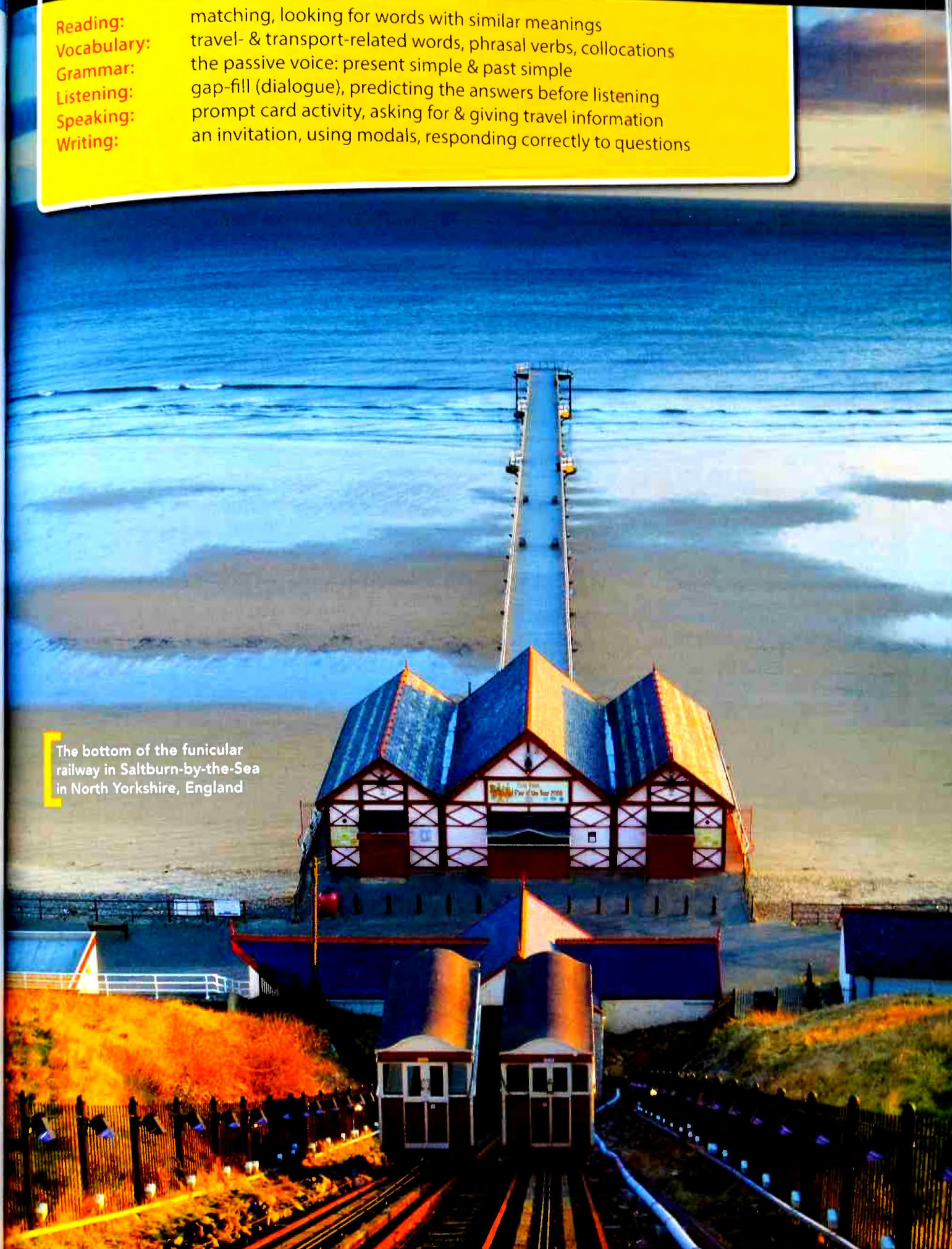


# 10 Road Trip!

**Reading:**  
**Vocabulary:**  
**Grammar:**  
**Listening:**  
**Speaking:**  
**Writing:**

matching, looking for words with similar meanings  
travel- & transport-related words, phrasal verbs, collocations  
the passive voice: present simple & past simple  
gap-fill (dialogue), predicting the answers before listening  
prompt card activity, asking for & giving travel information  
an invitation, using modals, responding correctly to questions

The bottom of the funicular railway in Saltburn-by-the-Sea in North Yorkshire, England





## Reading

**A** People use some unusual forms of transport. Look at the photos and answer the questions.

rickshaw reed boat electric car

- Which one needs a battery? \_\_\_\_\_
- Which one can make your legs tired? \_\_\_\_\_
- Which one can exercise your arms? \_\_\_\_\_

**B** Work with a partner and discuss the questions.

- Have you tried one of the forms of transport in A? What was it like?
- If not, which one would you like to try and why?
- Do you see people using rickshaws, boats or electric cars in your town? Why? / Why not?

**C** Look at the pictures of basket boats. What do you think they are made from? Quickly read the article and check your ideas.



reed boat



electric car



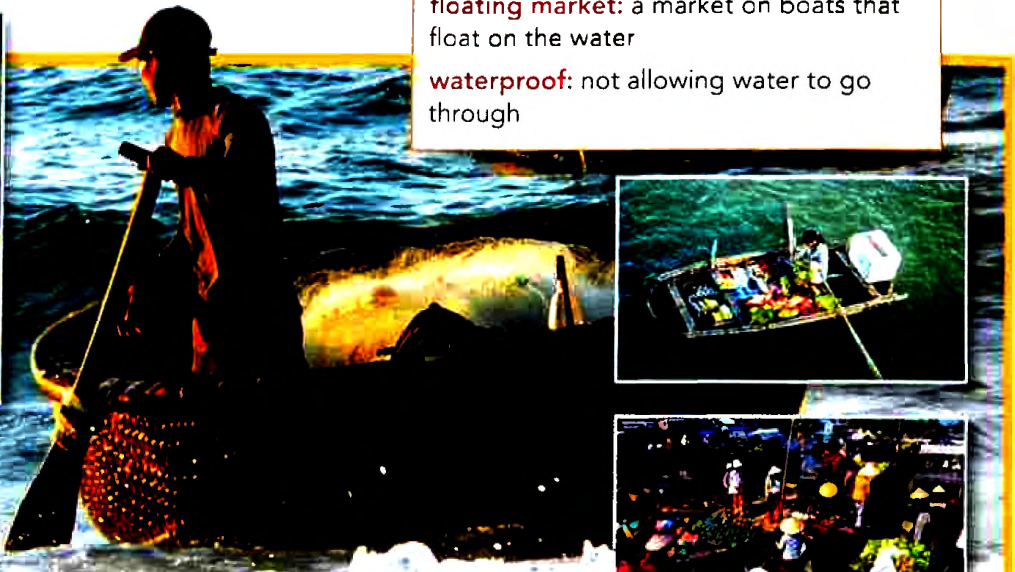
rickshaw

### Word Focus

**gear:** equipment

**floating market:** a market on boats that float on the water

**waterproof:** not allowing water to go through



## Basket Boats

Meet Minh. He's 15 and he's from Vietnam. Minh's got two brothers – Sang and Thao. You can see them in this photo. Minh is the boy on the left.

Minh is a student, but when he isn't at school he gives his father a hand. His father is a fisherman who uses a traditional Vietnamese basket boat to catch fish. Minh's father has two basket boats: a one-man boat that he can use when he is on his own, and a bigger boat that can carry several men, their fishing gear and the fish they catch as well. Minh pushes the boat into the sea and uses paddles to move the boat over the water. When he finds a good spot for fishing, he throws a net into the water and waits for the fish. Then, with his father, they pull the net into the boat and remove the fish from the net.

Then it's time to sell the fish. Minh's mum does this at the floating market. She sells the fish, as well as fruit

and vegetables from their garden, on her boat. It's also a basket boat, but it isn't round – it's long and looks like a normal boat.

They are called basket boats because they look like baskets, but also because they are made with the same material as baskets – bamboo. After the boats are made, they are painted with something to make them waterproof. Basket boats are very popular in Vietnam because they have many advantages. Firstly, they are cheap to make because bamboo is found everywhere in Vietnam. Secondly, bamboo is very strong. If it is hit by a big wave, the boat will not break.

Minh's grandfather is teaching him how to make a basket boat. Minh isn't interested in becoming a fisherman, but if he changes his mind, he'll know what to do!



**D** Read the text again and circle the correct words.

- 1 Minh's father goes fishing alone **all the time** / sometimes.
- 2 Minh **takes** / doesn't take the fish to the floating market.
- 3 Minh's mother **grows** / doesn't grow fruit and vegetables at home.
- 4 Basket boats are made in different shapes / one shape only.
- 5 The boats are painted to make them pretty / stop water entering them.
- 6 It's very **easy** / difficult to find bamboo in Vietnam.

**E** Look carefully at these sentences from the text. Find a sentence in a-c that has the same meaning.

- 1 ... when he isn't at school he gives his father a hand.
  - a His father helps at Minh's school.
  - b In his free time, Minh helps his father.
  - c Minh can't go to school because he has to help his father.
- 2 When he finds a good spot for fishing, he throws the net into the water and waits for the fish.
  - a He sees fish, he throws the net in, he waits for the fish to go into the net.
  - b He throws the net in, he looks for fish, he moves to another place.
  - c The net is always in the water, he waits for fish to go into the net.
- 3 Minh isn't interested in becoming a fisherman ...
  - a Minh thinks fishing is boring.
  - b Minh doesn't want his future job to be fishing.
  - c Minh would like to work with another fisherman.

## Exam Close-up

### Looking for words with similar meanings

- The sentences often contain key words that are similar to key words in the notices.
- Look for such words (e.g. *put back* / *return*, *right* / *correct*) and underline them. This will help you to choose the correct notices.

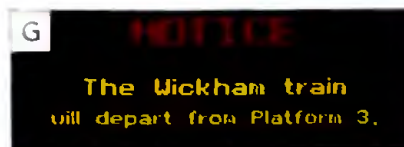
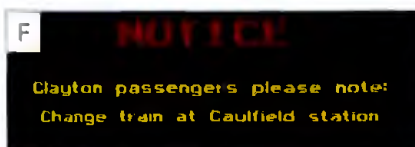
**F** Read the *Exam Close-up*. Then read the *Exam Task* and look for and underline similar words.

**G** Now complete the *Exam Task*.

## Exam Task

Which notice (A-H) says this (1-5)?

- 1 Your train will leave from here.
- 2 Be careful where you stand.
- 3 Wait in this line to get a ticket.
- 4 You must take two different trains.
- 5 You must wait longer for your train.



**H** Look at the words and phrases in bold from the text. Match them with their meanings.

- 1 This box is heavy. Can you **give me a hand**, please?
  - 2 A gondola is a **traditional** Venetian rowing boat.
  - 3 I never use buses or trains at night if I am **on my own**.
  - 4 The most **popular** form of transport in London is the Underground.
  - 5 Maybe Mum will **change her mind** and drive us to the concert.
  - 6 Don't forget to **remove** your luggage from the overhead lockers.
- a old fashioned
  - b alone
  - c help
  - d make a new decision
  - e well-used
  - f take out

- 'All new cars should be electric cars.' Do you agree? Why? / Why not?
- Which do you think is the most dangerous to travel in? A basket boat, a helicopter, or a motorbike? Why?

## Ideas Focus



## Vocabulary

**A** Complete the sentences with these words.

plane coach ferry helicopter motorbike taxi

- When the \_\_\_\_\_ arrived at my place, I wasn't ready and the driver had to wait.
- Sometimes when there is a traffic report on the news, the reporter is in a \_\_\_\_\_ and can see any problems from above.
- I don't like flying, so I often travel by \_\_\_\_\_. The drivers are good, it's very comfortable and I can see the countryside.
- You must always wear a helmet to protect your head when you ride or travel on a \_\_\_\_\_.
- It's always really exciting when the \_\_\_\_\_ leaves the ground and flies higher and higher.
- Last year I travelled around the Greek islands by \_\_\_\_\_. It was really nice to sit on the deck and enjoy the fresh air.

**B** Write the correct words under the pictures.

lorry platform captain petrol van timetable

- 
- 
- 
- 
- 
- 

**C** Write the correct name of the place next to the group of words that are connected to it.

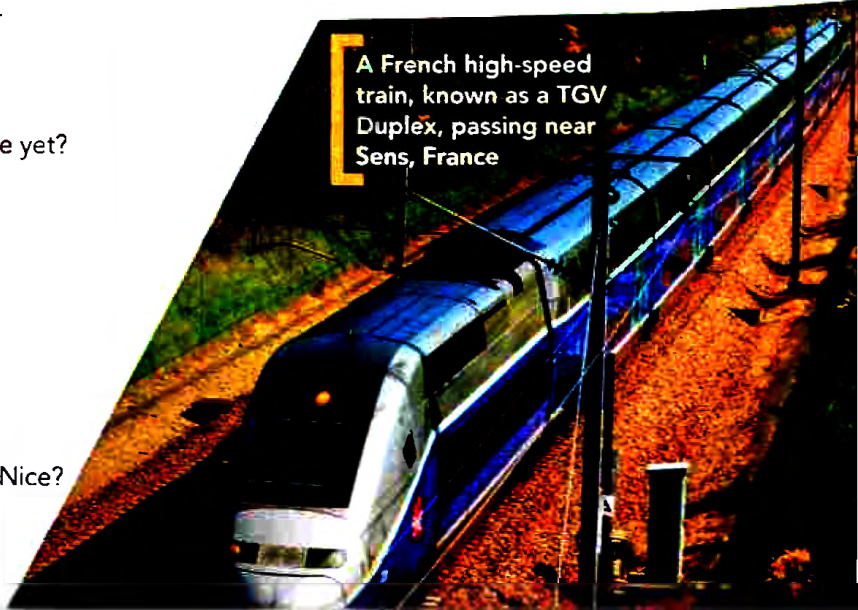
airport bus stop motorway petrol station port train station

- cars + lorries + road = \_\_\_\_\_
- platform + timetable + announcement = \_\_\_\_\_
- passport + flight + pilot = \_\_\_\_\_
- wait + rain + ticket = \_\_\_\_\_
- ships + sail + captain = \_\_\_\_\_
- snacks + magazines + petrol = \_\_\_\_\_

**D** Circle the correct words in the dialogues.

- A: Has your son got his driving diploma / licence yet?  
B: No, he didn't pass the test.
- A: Do you know a good engineer / mechanic?  
B: Why? Is there a problem with your car?
- A: Run fast or we'll lose / miss the bus!  
B: Forget it. The bus has left.
- A: Which exit at this all around / roundabout?  
B: The first exit, I think.
- A: How long is the journey / road from Paris to Nice?  
B: It's about six hours if you take the train.

A French high-speed train, known as a TGV Duplex, passing near Sens, France



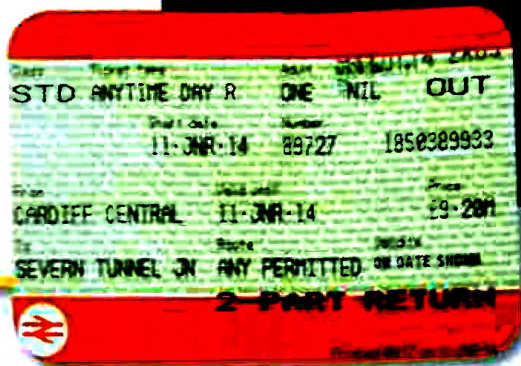


E Ed is using a ticket machine to buy a train ticket. Look at his ticket and use the correct words to complete his description.

fare child first cash destination adult standard return

### At the ticket machine

"The machine said 'select your (1) \_\_\_\_\_', so I chose Severn Tunnel. It asked me if I wanted a single or a (2) \_\_\_\_\_ ticket. After that I chose (3) \_\_\_\_\_ class because it's cheaper than (4) \_\_\_\_\_ class. I'm over 21, so I had to click on (5) \_\_\_\_\_ not (6) \_\_\_\_\_. Then the machine told me the (7) \_\_\_\_\_. It was £9.20. I didn't have any (8) \_\_\_\_\_, so I paid by card."



F Complete the phrasal verbs with *off*, *up*, *into*, *on* or *out*.

- I got \_\_\_\_\_ the train at Newbury station. It was packed! There were no free seats so I had to stand.
- I called mum and asked her to come and pick me \_\_\_\_\_ from the station.
- The traffic was really bad so I got \_\_\_\_\_ the bus at the library and walked the rest of the way to school.
- We left the restaurant and got \_\_\_\_\_ the first taxi we saw.
- I was taking a lot of luggage, so dad dropped me \_\_\_\_\_ at the train station.
- My grandad is very old now and I had to help him get \_\_\_\_\_ of our car.
- Rob just drove \_\_\_\_\_ and left me there without saying goodbye properly!

G Circle the correct words in the dialogues.

- A: When did you learn how to drive / ride a car?  
B: My dad taught me a few years ago.
- A: If the pilot is out here, who is driving / flying the plane?  
B: Don't worry. There's a co-pilot.
- A: I drove / rode a motorbike last week.  
B: Really? Where did you do that?
- A: My grandfather was a captain.  
B: Did he sail / move many ships?
- A: I think we're going to be late for the match.  
B: Let's call / shout a taxi instead of taking the train.
- A: I can't drive you to school tomorrow, Alex.  
B: It's OK, Mum. I can catch / go the bus.



- Do you like using public transport in your area? Why? / Why not?
- Will you learn to drive? Why? / Why not?

Ideas Focus



## Grammar

### The Passive Voice: Present Simple

**A** Read the two sentences and look at the verbs in bold. Which sentence uses the passive voice and which use the active voice?

- My mum **packs** my suitcase.
- My suitcase **is packed** by my mum.

**B** Look at the sentences in A again and answer the questions.

- What is the object in sentence a? \_\_\_\_\_
- What is the subject in sentence a? \_\_\_\_\_
- What is the subject in sentence b? \_\_\_\_\_
- Who is the agent (who does the action) in sentence b? \_\_\_\_\_
- Which word do we use to mention this person?  
\_\_\_\_\_

**C** Read the four sentences and look at the verbs in bold. Then answer the questions below.

- Bad weather **delays** flights.
- Flights **are delayed** by bad weather.
- The flight **is delayed** by bad weather.
- The flight **is delayed**.

- Which sentences are passive? \_\_\_\_\_
- Which verb do we use before the past participle to make a passive? \_\_\_\_\_
- What is the agent in sentences b and c?  
\_\_\_\_\_
- What is more important in sentence b and c, the action or the agent? \_\_\_\_\_
- Which sentence does not mention the agent?  
\_\_\_\_\_

**D** Now complete the rules with the words below.

active **be** by focus on past

- We use the passive voice to \_\_\_\_\_ the action or event, or when we don't mention who or what did the action.
- For the present simple tense, we form the passive with the verb \_\_\_\_\_ in the present simple and the \_\_\_\_\_ participle of the main verb.
- The object of the \_\_\_\_\_ sentence becomes the subject of the passive sentence. We use \_\_\_\_\_ when we want to mention the agent.



**E** Complete the second sentences with the passive voice. Use the word *by* if necessary.

- Passengers leave hundreds of umbrellas on trains every month.  
Hundreds of umbrellas \_\_\_\_\_ on trains every month.
- Robots make cars in this factory.  
Cars \_\_\_\_\_ robots in this factory.
- The police often stop lorries at the port.  
Lorries \_\_\_\_\_ police at the port.
- This machine checks your passport.  
Your passport \_\_\_\_\_ this machine.
- Do they sell snacks at the station?  
\_\_\_\_\_ at the station?
- The train manager checks tickets on the train.  
Tickets \_\_\_\_\_ on the train.

**F** Complete the sentences with the correct passive form of the verbs in brackets.

- These trains \_\_\_\_\_ (make) in Korea.
- Your ticket \_\_\_\_\_ (not always check) on the train.
- How many passports \_\_\_\_\_ (steal) every year?
- This new car \_\_\_\_\_ (drive) by a computer.
- What kind of meal \_\_\_\_\_ (serve) on the flight?
- Change \_\_\_\_\_ (not give) by this ticket machine.



## The Passive Voice: Past Simple

### G Read the sentences and underline all the verbs.

John: Where was this photo taken?

Anna: This photo was taken in India.

### H Look at the sentences again. Work with a partner and answer these questions.

- 1 What is more important to John? The place in the photo or the photographer?
- 2 If he wanted to know about the photographer, what question would he ask?

### J Complete the sentences with the past simple passive form of the verbs in brackets.

- 1 My camera \_\_\_\_\_ (steal) on my trip.
- 2 Our passports \_\_\_\_\_ (check) at the airport.
- 3 My luggage \_\_\_\_\_ (lose) by the airline.
- 4 Diamonds \_\_\_\_\_ (find) in the passenger's bag.
- 5 Passengers \_\_\_\_\_ (not tell) about delays.
- 6 My flight \_\_\_\_\_ (book) online.
- 7 Why \_\_\_\_\_ the station \_\_\_\_\_ (close) yesterday?
- 8 A new road \_\_\_\_\_ (build) last year.

### K Match 1–6 with a–f.

- |  |  |
|--|--|
| 1 Did you pay for your ticket?         | a It was parked here by a tourist.     |
| 2 Did you lose your passport?          | b No, the trip was paid for by my dad. |
| 3 Where did you get that hat?          | c It was sent to my email address.     |
| 4 Who left their bike here?            | d No, it was stolen from my bag.       |
| 5 Where did they find your sunglasses? | e It was given to me on a trip.        |
| 6 Where did they send your ticket?     | f They were found at the station.      |

### L Complete the text with the correct form of the passive of the verbs in brackets.

#### The most dangerous road?

In every country, roads (1) \_\_\_\_\_ (need) to connect places. In Bolivia, a mountainous country, highlands and lowlands (2) \_\_\_\_\_ (connect) by the Yungas Road. This narrow mountain road (3) \_\_\_\_\_ (sometimes call) 'The Road of Death', because hundreds of people (4) \_\_\_\_\_ (kill) on it every year. It (5) \_\_\_\_\_ (build) in the 1930s. Then, for the first time, the route (6) \_\_\_\_\_ (change) from a path for animals and people on foot to

a road for cars. It follows the edge of the mountain and accidents are quite common. Sometimes accidents (7) \_\_\_\_\_ (cause) by the terrible weather. The local people believe that passengers (8) \_\_\_\_\_ (protect) by those who have died, but many lives (9) \_\_\_\_\_ (lose) even today. The Yungas Road (10) \_\_\_\_\_ (use) by many different vehicles, from trucks to mountain bikes. For travellers who are not easily scared, it offers adventure and amazing views.

### ▶ Grammar Focus p. 168 (10.3)


## Listening

**A** Look at the expressions below. Circle the ones that are clock times.

- 1 ten and a half / half past ten
- 2 five past eight / eight and five
- 3 ten minutes to ten / nine and fifty
- 4 quarter to six / quarter before six
- 5 a quarter past three / three and a quarter
- 6 twelve noon / twelve afternoon


**B** Write the correct clock time from A under each clock.



**C**  Now listen and write the times.

- 1 Bus arrives at: \_\_\_\_\_
- 2 Train leaves at: \_\_\_\_\_
- 3 Boat returns at: \_\_\_\_\_
- 4 Plane takes off at: \_\_\_\_\_
- 5 Tour ends at: \_\_\_\_\_

**D** Read the *Exam Close-up* and look at the gaps in the *Exam Task*. Work with a partner and discuss what might go in each gap.

**E**  Now listen and complete the *Exam Task*.

### Exam Task

You will hear a man asking a woman about a river cruise. Listen and complete each question.

You will hear the conversation twice.

#### Thames River Cruises

Place: Westminster Pier

Circular cruise lasts: (1) \_\_\_\_\_ minutes

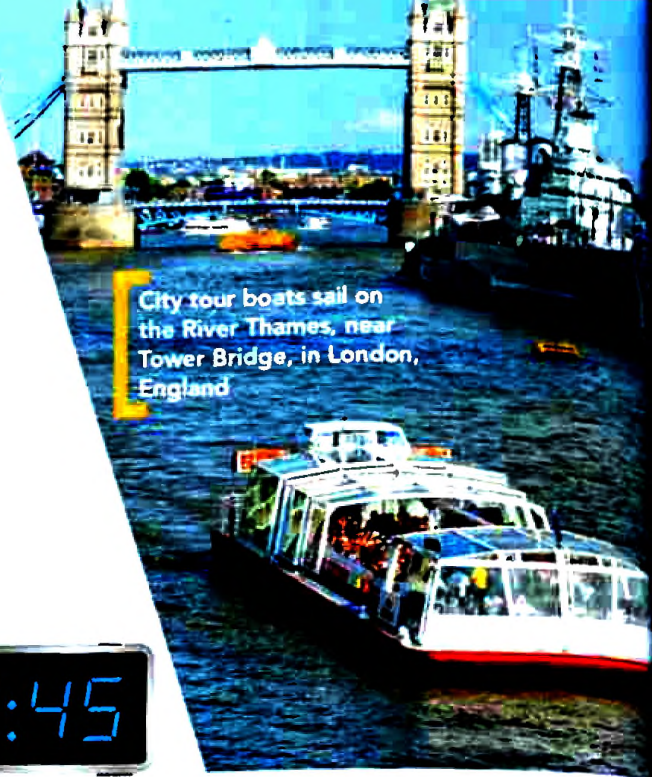
Red Rover ticket allows stops at: (2) \_\_\_\_\_ Eye, Tower Bridge and Greenwich

Boats leave every: (3) \_\_\_\_\_ minutes

Next boat leaves at: (4) \_\_\_\_\_

Cost of Red Rover ticket: Adult £18, Child (5) £ \_\_\_\_\_

**F**  Now listen again and check your answers.

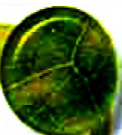


City tour boats sail on the River Thames, near Tower Bridge, in London, England

### Exam Close-up

#### Predicting the answers before listening

- Before you listen, think about the kind of information that is missing (number, time, price, etc.).
- Think about the questions the speakers might ask during the conversation.
- Write your answers clearly. If you make a mistake, cross it out. Never write two answers for one question!

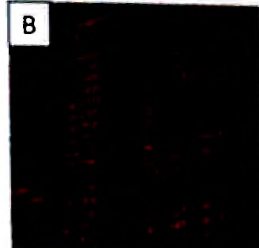




# Speaking

**A** Work with a partner and discuss which questions and answers match each picture.

- A: Where does it depart from?  
B: It departs from gate D34.
- A: Which platform do I need?  
B: The train leaves from platform 1.
- A: Where do we buy a ticket?  
B: There's a machine over there.
- A: How far is it to Koblenz?  
B: It's 112 kms away – we'll be there soon.
- A: When does the flight to Hong Kong leave?  
B: It leaves at ten past three in the afternoon.
- A: Where are the next services? We need more petrol.  
B: I don't know. It doesn't say on the sign.



## Useful Expressions

### Asking for travel information

What time does the bus leave?  
Where does it leave from?  
Which stop do I need?  
How far is ... from ... ?  
How long does it take to get from ... to ... ?  
How much is the fare for a ... ticket?  
Which metro line do I need for the airport?

### Giving travel information

The airport is 30km away.  
The port is 5km from the town centre.  
Trains run every half hour.  
It leaves from gate 22.  
It departs at 8 a.m.  
The taxi fare is €20.

**B** Complete the questions with the words below.

fare ferry gate line platform port stop ticket

- What time does the \_\_\_\_\_ leave?
- Which \_\_\_\_\_ does the train depart from?
- Which \_\_\_\_\_ does flight EZ509 go from?
- How much is the taxi \_\_\_\_\_ to the airport?
- Can I buy a \_\_\_\_\_ online?
- Can I take this metro \_\_\_\_\_ to the city centre?
- Which \_\_\_\_\_ do I get off at for the mall?
- Which \_\_\_\_\_ does the ferry for Mykonos leave from?

**C** Read the *Exam Close-up*. Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Close-up

### Asking for & giving travel information

- Make sure you know how to ask about times, prices and distances. Use *wh-* questions: *when, what time, where, which*, as well as *how* questions.
- Make sure you know how to say website addresses. For example, *www.airporttaxi.com/metro-airport* is '*www dot airport taxi (one word) dot com slash metro dash airport*'.
- If you don't understand something, ask your partner to tell you again.

## Exam Task

### GETTING TO THE ISLAND

From the airport, take the metro.  
The trains depart **every half hour** from 06.35 until \_\_\_\_\_.  
The fare is € \_\_\_\_\_ for a single and €14 for a return.  
You can buy a ticket from a machine at the station.  
Get off at Monastiraki.  
The trip takes about \_\_\_\_\_ minutes.  
At Monastiraki, you take the **green** line to \_\_\_\_\_.  
This part of the trip takes about **30** minutes.  
The ferry to Santorini leaves at \_\_\_\_\_ on **Wednesdays**  
and the fare is € \_\_\_\_\_.

To book tickets online go to: [www.pireaus.travel/santorini](http://www.pireaus.travel/santorini)

- Student A:** Look at the information on the left about a trip. Ask Student B questions to fill in the gaps. **Student B:** Go to page 179 to answer Student A's questions.
- Student B:** Look at the information on page 179 about a trip. Ask Student A questions to fill in the gaps. **Student A:** Use your information on this page to answer Student B's questions.

- 'It's easier to travel by car than by public transport in my city.' Do you agree with this? Why? / Why not?
- Do you enjoy flying? Why? / Why not?

## Ideas Focus



## Writing: an invitation

### Learning Focus

#### Using modals

- When you invite someone or respond to an invitation, you often need to use modal verbs.
- We use modal verbs to invite, to ask permission, to politely accept or decline invitations, to ask for advice and to make offers.

Look at the examples below:

*Could / May / Can I bring a friend to your party?* (polite permission)

*Shall I help you with the decorations?* (offer)

*Would you like to go out with me?* (invitation)

*I would love to come!* (accepting an invitation)

*Should I bring anything to the party?* (asking for advice)

*I'm sorry, but I can't make it.* (declining an invitation)



The Midsummer Night Festival in Svalbard, Norway

**A** Look at the invitation and the email. Who is having the party and who has been invited?

**SPLISH SPLASH!**  
Join us for a  
**BEACH PARTY**  
on **SUNDAY** 14th July at  
2 p.m. until 7 p.m. at  
**MANDY'S**  
**BEACH HOUSE**  
take train or bus to  
Bayside Beach

Reply to  
Mandy or Brad  
9569 0344 or 0431 673455  
sandymandy@gmail.com  
bradman@icconnect.com

**B** Underline the modal verbs in Kate's reply.

From: Kate  
To: sandymandy@gmail.com  
Subject: Beach party

Hi, Mandy

Thanks for inviting me to your party. I'd love to come! Could I bring my cousin, too? She's visiting us from the USA and I don't want to leave her at home. Should I take the train or a bus? Which is better?

Let me know!

Love,  
Kate

**C** Tick ✓ the things that Kate does in her reply.

- a accepts the invitation
- b makes an offer
- c expresses a possibility
- d asks for permission
- e makes a suggestion
- f asks for advice

**D** Complete this reply to the invitation. Use the modal verbs below.

have to   might   can't

From: Todd  
To: bradman@icconnect.com  
Subject: Beach party

Hey Brad,

Thanks for inviting me to your party. Unfortunately, I  
(1) \_\_\_\_\_ make it. We're painting our house that day and I  
(2) \_\_\_\_\_ help my parents.

I (3) \_\_\_\_\_ be free after 7 o'clock if we finish early. Maybe  
we can meet up then.

Bye for now,  
Todd



**E** Write your own party invitation like the one in A. Then swap with a partner. Reply to their invitation. Use Plan A or Plan B below and the Useful Expressions.

**Plan A**  
 Accept the invitation.  
 Ask for permission to do something.  
 Ask for advice.

**Plan B**  
 Decline the invitation.  
 Explain the reason why.  
 Express the possibility of meeting.

## Useful Expressions

<b>Inviting</b> Would you like to come to ... ? I hope you can come to ...	<b>Explaining why</b> I have to ... I must ... I need to ...
<b>Accepting an invitation</b> Thanks, I'd love to ... That would be great.	<b>Responding to a request</b> Of course ... I'm afraid not.
<b>Declining an invitation</b> Sorry, I can't make it. Unfortunately, I can't come.	Sorry, but ...

**F** Read the Exam Close-up. Then match questions 1-7 with answers a-g.

- 1 Will you go to the party?
- 2 Could you lend me your CDs?
- 3 May I bring a friend with me?
- 4 Shall I help you with the decorations?
- 5 Would you like to go to the cinema with me?
- 6 Do I have to bring anything?
- 7 Should I get a DJ for the party?

- a Yes, you need to take food with you.
- b Yes, please; that would be really helpful.
- c I might, but I'm not sure yet.
- d You could, but it might be expensive.
- e I'm afraid not – there isn't enough room.
- f I'd love to do that, thanks.
- g Yes, of course I can, no problem.

**G** Now complete the Exam Task. Remember to respond correctly to the questions.

### Exam Task

Read the text message from your friend, Bob.

Hi,  
 Would you like to come to a music festival? It's at 7 on Saturday. You can bring your sister. Do you think she might be interested? Also, can I borrow your wellies? Let me know!

Write a text message to Bob and answer the questions. Write 25-35 words.

### Exam Close-up

#### Responding correctly to questions

- Make sure that you understand a question before you begin to respond.
- If a question includes a modal verb, read it carefully and make sure you understand the function of the modal verb (e.g. asking advice, inviting, etc.). This will help you to write a correct response.

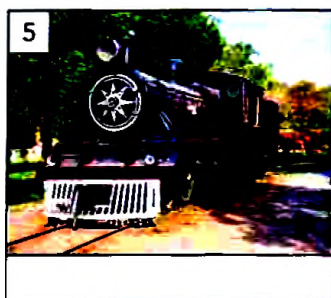
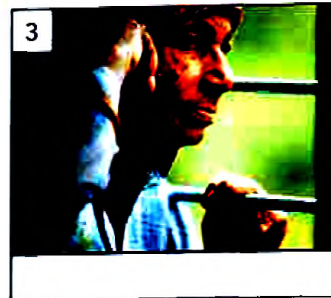




### Before you watch

A Label the pictures with these words.

carriage passenger rush hour station steam train track



### While you watch

B Watch the video and circle the words you hear.

- 1 The best / fastest way to travel in India is by train.
- 2 The British built the railways in the eighteenth / nineteenth century.
- 3 Today, the Indian railways travel along 38,000 miles of track / road.
- 4 Many of the stations / trains have impressive names.
- 5 India's railways are the country's / world's largest employer.
- 6 For passengers / travellers Indian railways are their own adventure.

### After you watch

C Complete the summary of the video below using these words.

adventure carriage cities food hour passengers staff station

It is always rush (1) \_\_\_\_\_ at the Victoria terminus in Mumbai. Since the first steam train in 1853, trains in India have always been popular and today over four billion (2) \_\_\_\_\_ a year travel on India's railway. With one and a half million people on its (3) \_\_\_\_\_ the Indian railway is the world's biggest employer. Most of the passengers on the railway come from big (4) \_\_\_\_\_ but even those people who live in villages can reach a (5) \_\_\_\_\_ if they walk for up to a day! At the stations there are people who sell (6) \_\_\_\_\_ and others who carry bags or entertain the crowds. In a second class (7) \_\_\_\_\_ travellers from different backgrounds from all over India find ways to pass the time. They talk, play games and tell stories on their own Indian (8) \_\_\_\_\_.

### Ideas Focus

- Would you like to travel like this? Why? / Why not?
- How would you spend a long train journey?
- Would you talk to other passengers? Why? / Why not?



### Vocabulary

**A Complete the sentences with the words in the correct form.**

catch drive go go on miss pack ride sail stay see take wander

- 1 When my sister \_\_\_\_\_ a suitcase, she puts her clothes in neatly.
- 2 We usually go camping, but this year we are going to \_\_\_\_\_ in a hotel.
- 3 The day was nice, so we bought ice creams and \_\_\_\_\_ through the park.
- 4 If I'm lucky and I win the lottery, I will \_\_\_\_\_ a holiday with all my friends.
- 5 I wanted to \_\_\_\_\_ the sights of Berlin, but it was raining so I didn't.
- 6 My class is \_\_\_\_\_ a trip to France and we're all really excited about it.
- 7 Look! There's the bus! If we run, we might \_\_\_\_\_ it, but we have to hurry!
- 8 My brother Joe is 18 years old, so he's old enough to \_\_\_\_\_ a car.
- 9 The ancient Greeks \_\_\_\_\_ their ships to many places in the Mediterranean.
- 10 Dave doesn't want a car because he prefers to \_\_\_\_\_ his motorbike.
- 11 I woke up late and \_\_\_\_\_ the train so I had to get a taxi to work.
- 12 Where do you want to \_\_\_\_\_ sightseeing first in New York?

**B Complete the words in the sentences.**

- 1 It's very hard to sleep when you travel on a p \_ \_ \_ e.
- 2 We saw two dolphins while we were sailing on the f \_ \_ \_ y.
- 3 The p \_ \_ \_ \_ \_ m was full of people waiting for the train.
- 4 Look at the t \_ \_ \_ \_ \_ e. The next bus is in 10 minutes.
- 5 After I arrived at the a \_ \_ \_ \_ \_ t, I had to wait ages for my suitcases.
- 6 I don't think I look like the photo in my p \_ \_ \_ \_ \_ t.
- 7 Is the museum free or do I have to buy a t \_ \_ \_ \_ t?
- 8 The f \_ \_ \_ \_ t to Tokyo was very long, but it was comfortable.
- 9 We drove from Paris to Athens, which was a long j \_ \_ \_ \_ \_ y.
- 10 We were going to Egypt; our d \_ \_ \_ \_ \_ \_ \_ n was Cairo.
- 11 The bus f \_ \_ \_ e is one euro for adults and fifty cents for children.
- 12 It was a busy day at the p \_ \_ t because many ships were arriving.

**C Circle the correct words.**

- 1 I was really happy because we had a big / long weekend and went back to school on Tuesday.
- 2 We got into / got on the taxi and asked the driver to take us to our hotel.
- 3 When we were in Paris, we went on a day visit / trip to the countryside.
- 4 Mum dropped me off / picked me up from the station and we went home.
- 5 When did your sister get her driving diploma / licence?
- 6 When we got out / got off the plane in Singapore, it was really hot outside.
- 7 Our tour / travel guide in Madrid was very nice and answered all of our questions.
- 8 Could you please tell me how much a first / return ticket to London costs?
- 9 I'll meet you at the bus stand / stop outside the supermarket at one o'clock.
- 10 I don't think it costs a lot of money to stay at a bed / sleep and breakfast.
- 11 Why don't we find out about some guide / guided tours of the city?
- 12 When my cousin travelled around Europe, he stayed at youth / young hostels.

### Grammar

**A** Complete each sentence with a relative pronoun. If no pronoun is needed, write –.

- |  |   |
|--|---|
| 1 Is that the girl _____ won a trip to Disneyland?           | 5 Are these the tickets _____ you bought for the museum?        |
| 2 The amusement park _____ we went to was really fun!        | 6 The city _____ we have chosen to visit is Copenhagen.         |
| 3 There is a train station _____ is near my house.           | 7 Are you the person _____ writes the teen travel blog?         |
| 4 My friend Mario is the boy _____ goes to Italy every year. | 8 China, Japan and Vietnam are all countries _____ are in Asia. |

**B** Some of the sentences contain mistakes. Find them and correct them.

- |  |  |
|--|--|
| 1 The ferry sailed very slow and it stopped at many islands.   | 5 Why are you driving so fast? Slow down!                          |
| 2 My brother is learning to drive and dad says he drives good. | 6 The hotel receptionist answered our questions very polite.       |
| 3 The taxi driver shouted angry at a man on a motorbike.       | 7 Harry worked hard so that he could have the money for a holiday. |
| 4 They decorated the new hotel in the city centre beautiful.   | 8 Stupid, I pushed the wrong button and got the wrong ticket.      |

**C** Rewrite the sentences. Use the present simple passive voice.

- They sell train tickets over there.  
\_\_\_\_\_
- They don't serve breakfast after 9 o'clock.  
\_\_\_\_\_
- Every day, the traffic delays drivers.  
\_\_\_\_\_
- They ask me many questions.  
\_\_\_\_\_
- Where do they make these cars?  
\_\_\_\_\_
- The driver checks the tickets.  
\_\_\_\_\_
- What language do they speak in Austria?  
\_\_\_\_\_
- They don't drive the coaches every day.  
\_\_\_\_\_

**D** Choose the correct answer, a or b.

- Did you know that London \_\_\_\_\_ the Romans?  
a was named Londinium by      b named Londinium from
- The Pyramids of Cairo \_\_\_\_\_ by the Persians!  
a weren't building      b weren't built
- Tea \_\_\_\_\_ for the first time in China.  
a has drunk      b was drunk
- The Parthenon of Athens \_\_\_\_\_ in bright colours.  
a was painted      b painted
- When \_\_\_\_\_? How many years ago did it happen?  
a did Machu Picchu destroy      b was Machu Picchu destroyed
- They say that America \_\_\_\_\_ by Christopher Columbus.  
a was discovered      b has discovered



# 11

## It's Raining Cats & Dogs

- Reading:** multiple-choice & matching, understanding questions
- Vocabulary:** weather-related words, open cloze, deciding what kind of word is missing
- Grammar:** comparative adjectives & adverbs, superlative adjectives & adverbs, open cloze, writing the correct word
- Listening:** gap-fill (monologue), listening for numbers, adjectives & common words
- Speaking:** asking & answering questions about the weather, expressing differences & similarities
- Writing:** a postcard, using a variety of tenses, planning your answer, talking about present, past & future activities



A local farmer stranded on his tractor after flooding in Gloucestershire, England

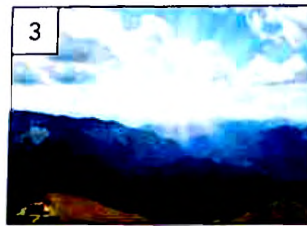


# 11 It's Raining Cats & Dogs

## Reading

**A** Look at the pictures and match them with the words.

rain snow sunshine wind



**B** Quickly read the emails. Which pictures below show the problems Natalie and Zach had?



**C** Find these words in Zach's email and underline them. Do we use them to talk about good things or bad things? Match them with their meanings.

- 1 buried
- 2 collapsed
- 3 injured
- 4 trapped

- a impossible to leave a place
- b covered completely by something
- c hurt a part of the body
- d fell and broke into pieces

**Email Message**

From: Natalie  
To: Zach

Hi Zach!

I just had to email and tell you about our day at the beach. It was a disaster! You should be happy that you didn't come too.

It was lovely when we first arrived, but not long after that, everything changed. Dark clouds began to move closer towards us, and we started to worry about rain. But that's not what happened. In fact, I think what happened was worse. The sand started flying everywhere. It was in my hair and up my nose. It stung my eyes and I couldn't keep them open.

Somehow, we managed to get back to the car and we left as quickly as possible! It was definitely not the day out I was hoping for!

Have you ever had such bad weather at the beach?

Natalie  
X

**Email Message**

From: Zach  
To: Natalie

Hi Natalie

Your day at the beach sounds terrible! I've never had bad weather on the beach but your email did remind me about the worst weather I've ever known.

It was the time when me and my family were trapped in our house and couldn't open the door because of snow. Some streets, like ours, were covered. No one could come or go. Driving was impossible and some cars were buried. My uncle and his family had bigger problems, though. The roof of their house collapsed and they were very lucky no one was injured. Many homes in the city, including mine, had no electricity for a few days, so people couldn't cook or use their heaters in the cold weather. It was terrible!

Let's hope we get good weather this weekend! I'd like to go go-karting. Would you like to come too?

Zach  
X

### Word Focus

- disaster:** a very bad event
- sting:** to cause sharp pain, but not for long
- somehow:** in a way that is not known
- heater:** a machine that produces heat



**D Use the words from C to complete the sentences.**

- 1 The old wall \_\_\_\_\_ because the wind was very strong.
- 2 The door was locked and we couldn't escape; we were \_\_\_\_\_!
- 3 When the bookcase fell on me it \_\_\_\_\_ my shoulder.
- 4 I found my phone; it was \_\_\_\_\_ under all the clothes on my bed.



**E Write Natalie or Zach next to each question.**

- 1 Who could not leave? \_\_\_\_\_
- 2 Who expected something else to happen? \_\_\_\_\_
- 3 Who was not able to see? \_\_\_\_\_
- 4 Who did not have a warm house? \_\_\_\_\_

**F Read the Exam Close-up.**

**G Complete the Exam Task. Read the questions carefully before you look at the answer options.**

**Exam Close-up**

**Understanding questions**

- You need to understand questions so that you can find the correct replies.
- Underline the question words. Ask yourself if they are Wh-questions or yes/no questions. Then look at the answer options and choose one that makes sense.

**Exam Task**

**Part 1**

Complete the five conversations. Choose A, B, or C.

- 1 Have you seen the weather forecast for tomorrow?
  - A Yes, it's going to be sunny.
  - B Yes, you're right.
  - C No, it's not mine.
- 2 The football match was cancelled due to bad weather.
  - A That's a good idea.
  - B That's a shame.
  - C I don't know.
- 3 Can you come to my house after school?
  - A That's wrong.
  - B I hope not.
  - C I'm afraid I can't.
- 4 Why didn't you go for a run yesterday?
  - A I like going to school.
  - B It was too cold and windy.
  - C I didn't see you there.
- 5 Did you hear that thunderstorm last night?
  - A Why did it happen?
  - B It doesn't matter.
  - C It was really loud, wasn't it?

**Part 2**

Complete the online chat between two friends. What does Natalie say to Zach? Choose the correct answer A – H. There are three letters you do not need to use.

- Zach: Hi, Natalie. It's Zach.  
 Natalie: (6) \_\_\_\_  
 Zach: Why? Has something happened?  
 Natalie: (7) \_\_\_\_  
 Zach: Don't tell me you can't come. I was looking forward to it!  
 Natalie: (8) \_\_\_\_  
 Zach: Oh, no! Are you sure about that?  
 Natalie: (9) \_\_\_\_  
 Zach: So what do you want to do instead?  
 Natalie: (10) \_\_\_\_  
 Zach: Yes, I suppose we could do that.
- A I was also looking for something.
  - B Absolutely. I heard it on the news today.
  - C Hey, I'm glad you contacted me. I wanted to message you.
  - D You'll never believe what happened!
  - E Me too! But it's going to rain then.
  - F Ask me again later.
  - G Sort of. It's about go-karting on Saturday.
  - H How about we watch a film at my house?

- Do you think hot weather is better than cold weather? Why? / Why not?
- Do you hate winter? Why? / Why not?

**Ideas Focus**



## Vocabulary

**A** Complete the table.

Noun	Adjective
rain	(1)
cloud	(2)
fog	(3)
ice	(4)
snow	(5)
storm	(6)
sun	(7)
wind	(8)

**B** Complete the sentences with words from A.

- It was a warm day and the \_\_\_\_\_ felt nice on my face.
- The strong \_\_\_\_\_ blew away my new umbrella!
- When the roads are \_\_\_\_\_ like this, you shouldn't drive.
- The road was \_\_\_\_\_ and I couldn't see anything at all.
- There was a \_\_\_\_\_ at sea and three boats nearly sank.
- I didn't want to go out. It was \_\_\_\_\_ and dull—I couldn't see the sun.

**C** Match the adjectives with the temperatures they describe.

hot cool cold warm boiling freezing

- |                         |                        |
|-------------------------|------------------------|
| 1 _____<br>35°C or more | 4 _____<br>10°C – 15°C |
| 2 _____<br>28°C – 35°C  | 5 _____<br>0°C – 10°C  |
| 3 _____<br>15°C – 28°C  | 6 _____<br>0°C or less |








**D** Match the two halves of the questions.

- |             |                     |
|-------------|---------------------|
| 1 What's it | a the weather?      |
| 2 How's     | b raining?          |
| 3 What's    | c like outside?     |
| 4 Is it     | d the weather like? |








**E** Work with a partner. Student A, you went to London last week. Student B, you went to Naples. Look at your weather diaries and ask and answer questions about the weather.

'What was the weather like on Monday?' 'It was sunny.'

Student A

London	
Mon	 18°C
Tues	 16°C
Wed	 14°C
Thu	 10°C
Fri	 8°C
Sat	 5°C
Sun	 10°C

Student B

Naples	
Mon	 28°C
Tues	 26°C
Wed	 23°C
Thu	 24°C
Fri	 22°C
Sat	 23°C
Sun	 24°C





**F Match the words to the meanings.**

- |             |  |
|-------------|--|
| 1 bush fire | a large amount of water that covers an area            |
| 2 flood     | b a long period of time where there is no rain         |
| 3 lightning | c flash of bright light in the sky                     |
| 4 thunder   | d loud noise during a storm                            |
| 5 drought   | e fire in an area of land that is difficult to control |

**G Complete the sentences with words from F.**

- Suddenly, I heard the \_\_\_\_\_, and it was very close to my house.
- The \_\_\_\_\_ burnt many trees in the forest and destroyed homes, too.
- All the plants in the field died during the \_\_\_\_\_ and we had almost no food.
- Water covered everything; it was the worst \_\_\_\_\_ in the history of the town.
- \_\_\_\_\_ suddenly hit the building and caused a fire.

**H Write the seasons for the UK next to the months. Where are the months for the seasons different?**

autumn summer winter spring



- |                               |                                |  |   |
|-------------------------------|--------------------------------|--|---|
| 1 March, April,<br>May: _____ | 2 June, July,<br>August: _____ | 3 September, October,<br>November: _____ | 4 December, January,<br>February: _____ |
|-------------------------------|--------------------------------|--|---|

**I Complete the sentences with both words.**

- freezing hot  
On New Year's Day, it's usually \_\_\_\_\_ in Australia, but \_\_\_\_\_ in the UK.
- autumn spring  
In October, it's \_\_\_\_\_ in England, but \_\_\_\_\_ in Australia.
- surfing skiing  
In January, Beth goes \_\_\_\_\_ in Canada and Jack goes \_\_\_\_\_ in Australia.
- September January  
In Australia, the school year starts at the end of \_\_\_\_\_ and in the UK it starts in \_\_\_\_\_.

**J Read the Exam Close-up. Then read the Exam Task and look carefully at the words before and after each gap. Can you decide what kind of word should go in each gap?**

**Exam Close-up**

**Deciding what kind of word is missing**

- The words before and after each gap give you clues about the missing word.
- The gaps often come in the middle of a phrase or a collocation. Read the gapped sentence in your head to help you think of the missing word.
- Sometimes gaps are in the middle of a grammatical structure (e.g. passive voice, conditional, etc.). Think carefully about which word you will use and which tense.
- Other gaps come before nouns. Then you need to decide if you need an adjective, an article (*the, a, etc.*), or a superlative, etc.

**K Now complete the Exam Task.**

**Exam Task**

Read Anna's blog. Write **ONE** word for each space.

Hi, everyone

I have to tell you (1) \_\_\_\_\_ the fantastic Rock Blast festival. I (2) \_\_\_\_\_ given two tickets for my birthday and I decided (3) \_\_\_\_\_ take my cousin. We had the (4) \_\_\_\_\_ time of our lives! If you went too, you (5) \_\_\_\_\_ know what I mean!

First (6) \_\_\_\_\_ all, the weather was perfect! There wasn't a cloud in the sky and it was warm. Lots of bands performed, but (7) \_\_\_\_\_ band I liked the most was *Thick As A Brick*.

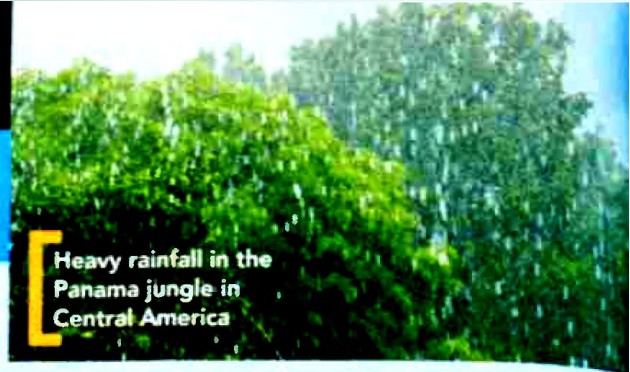
The place (8) \_\_\_\_\_ they had the festival was beautiful. It (9) \_\_\_\_\_ in a forest! I'm going to make (10) \_\_\_\_\_ that I go again next year!

- What is the weather usually like in your town? Do you like it? Why? / Why not?
- Would you like to live in a very hot country? Why? / Why not?

Ideas Focus



# 11 It's Raining Cats & Dogs



Heavy rainfall in the Panama jungle in Central America

## Grammar

### Comparative Adjectives

**A** Read the sentences below. Underline the adjectives and circle the comparative adjectives.

- A mountain road is dangerous in bad weather; it's more dangerous than a city street.
- The climate in Africa is warm all year round, and summer is warmer than winter.
- The wet weather continues, and this week is wetter than last week.
- The weather is dry, it's drier than last month.
- The climate in southern Europe is good. Is it better than the climate in northern Europe?

**B** Which sentence in A has a comparative adjective ...

- with a double consonant + *-er*?
- where *-y* changes to *-i* + *-er*?
- with the word *more* + the adjective with no spelling changes?
- with no spelling changes + *-er*?
- which is irregular?

**C** Complete the rules with the correct words.

- We form a comparative **adverb / adjective** by adding *-er*.
- If the adjective ends in *-y / -e*, it changes to *-i* and we add *-er*.
- If the adjective has a short vowel, i.e. *hot, thin, wet, fat*, then we double the **first / last** consonant and we add *-er*.
- For an adjective of more than two syllables we put **more before / after** the adjective.
- Some adjectives, for example *good* and *bad* have **irregular / no** comparative forms.

**D** Read the sentences and answer the questions.

- The temperature by the sea is not as high as the temperature in the city.
  - The snow in the city is not so deep as the snow on the mountain.
  - The winter sun is as bright as the summer sun.
- Which sentence shows that two things are the same?
  - Which sentences show that two things are different?

**E** Complete the rule.

We can use *as* + adjective + \_\_\_\_\_ to show that two things are similar. We can use *(not) as / so* + \_\_\_\_\_ + *as* to show a person or thing has less of a quality than another.

### Comparative Adverbs

**F** Read the sentences below. Underline the adverbs and circle the comparative adverbs.

- The bus goes slowly; more slowly than the cars.
- The cars go fast. They go faster than the bus.
- The motorbike doesn't go as slowly as the bus.
- The motorbike goes more quickly than the bus.
- The cars behind the bus go as slowly as the bus.

**G** Which sentence in F ...?

- means the same as a?
- means the same as d?
- shows two things are the same?
- contains an irregular adverb?

**H** Choose the correct words to complete the rules.

To form a comparative adverb we use **more / than** in front of the adverb followed by **more / than**. Irregular comparative adjective and adverb forms are **different / the same**: *fast > faster, well > better*. We can also use *(not) as / so* + adverb + **like / as** to show a person or thing has less of a quality than another.

### Grammar Focus pp. 168 & 169 (11.1 to 11.2)

**I** Complete the table.

Adjective	Comparative Adjective	Adverb	Comparative Adverb
slow		slowly	
fast			
easy			
good			
		badly	
strong			

**J** Use words in I to complete the sentences.

- The cars travel \_\_\_\_\_ in fog than in clear weather.
- The sea wind is \_\_\_\_\_ than the wind in the city.
- You can cross the jungle \_\_\_\_\_ on foot than in a jeep.
- We often feel \_\_\_\_\_ on sunny days than on rainy days.
- Cyclists go \_\_\_\_\_ with the wind behind them.
- The weather is improving; it is not as \_\_\_\_\_ as yesterday.



## Superlative Adjectives

**K** Read the sentences. Circle the superlative forms.

- The hottest summer was in 1976.
- A storm is the most frightening weather for dogs.
- The best weather for tennis is a warm, dry day.
- The earliest flowers appear in spring.
- Yesterday was the coldest day of the year.

**L** Look again at the sentences in K. Which sentence has a superlative adjective that is . . .

- formed with the adjective + *-est*?
- formed by changing *-y* to *-i* + *-est*?
- formed with a double consonant + *-est*?
- formed by putting *most* before the adjective?
- irregular?

**M** Choose the correct words to complete the rule.

We use the superlative to show that something or someone has the most of a quality. We form the superlative with *the / the most* + adjective + *-est* if the adjective has one or two syllables. For adjectives with more syllables, we use *the / the most* + adjective.

## Superlative Adverbs

**N** Which sentences contain superlative adverbs?

- The strongest wind is a hurricane.
- The wind blows the most strongly during the winter.
- The brightest sunshine is at midday.
- The sun shines the most brightly at midday.
- The heaviest rain falls during the monsoon season.
- The rain falls the most heavily during the monsoon season.
- The rain caused the most serious damage in the countryside.
- The rain damaged the countryside the most seriously.

**O** Complete the rule.

We use \_\_\_\_\_ + \_\_\_\_\_  
+ adverb to form a superlative adverb.

**Grammar Focus** pp. 168 & 169 (11.1 to 11.2)

**P** Complete the questions with a superlative adjective.

- Which ocean is \_\_\_\_\_? (deep)
- Which part of the world has \_\_\_\_\_ weather? (bad)
- Where does \_\_\_\_\_ rain fall? (heavy)
- Which month of the year is \_\_\_\_\_? (sunny)
- Which country has \_\_\_\_\_ winter? (long)
- Which is \_\_\_\_\_ night of the year? (short)
- Which weather conditions are \_\_\_\_\_? (difficult)
- Where is \_\_\_\_\_ place on earth? (cold)

## Exam Close-up

### Writing the correct word

- Always read the title and the whole text to get the general idea.
- Look for clues in the sentence around the gap.
- Make sure you spell the words correctly.
- Make sure you write only one word.

**Q** Read the *Exam Close-up* and then complete the *Exam Task*.

## Exam Task

Complete the text about the weather.

Write ONE word for each space.

### Extreme Weather

Extreme weather, like heavy rainstorms and heatwaves now happens

- (1) \_\_\_\_\_ regularly than in the past. Research shows that, as the atmosphere becomes warmer, more water evaporates from the oceans. This hotter and wetter climate causes extreme weather. In the UK, where the rain is often heavy, the (2) \_\_\_\_\_ rain fell in Cumbria in 2009, when 316 mm of rain fell in 24 hours. The climate is getting hotter; 13 of the 14 (3) \_\_\_\_\_ years on record have occurred since 2000. The situation is bad and it will get (4) \_\_\_\_\_. Dry areas will also become (5) \_\_\_\_\_ than in the past because there will not be as much rain (6) \_\_\_\_\_ before. The winds that blow across the Pacific Ocean have become stronger (7) \_\_\_\_\_ they used to be. This made the drought in California worse. It is the (8) \_\_\_\_\_ serious drought to hit California for 1,200 years. Global warming is perhaps (9) \_\_\_\_\_ most dangerous problem that faces the planet, so why aren't we acting more (10) \_\_\_\_\_?



# 11 It's Raining Cats & Dogs

## Listening

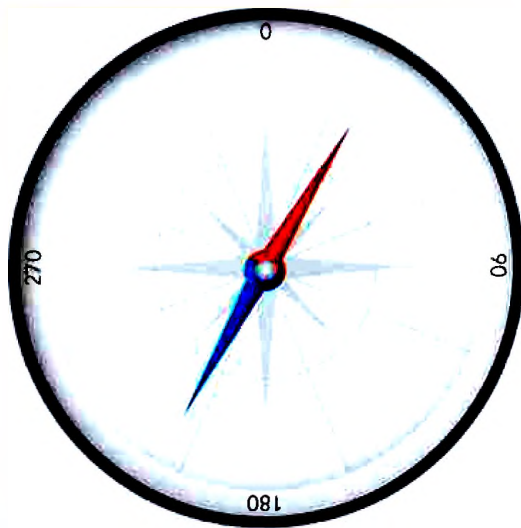
**A** Look at pictures 1–3. What do they have in common?

**B** Cross out the word that doesn't fit.

- |   |              |         |           |       |        |
|---|--------------|---------|-----------|-------|--------|
| 1 | temperature: | 30 °C   | freezing  | high  | light  |
| 2 | rain:        | 1 cm    | light     | heavy | north  |
| 3 | wind:        | 70 km/h | southerly | light | heavy  |
| 4 | snow:        | 1 m     | deep      | heavy | strong |
| 5 | cloud:       | thick   | dark      | west  | weak   |
| 6 | sun:         | bright  | dark      | hot   | strong |

**C** Write the words on the compass.

east north south west



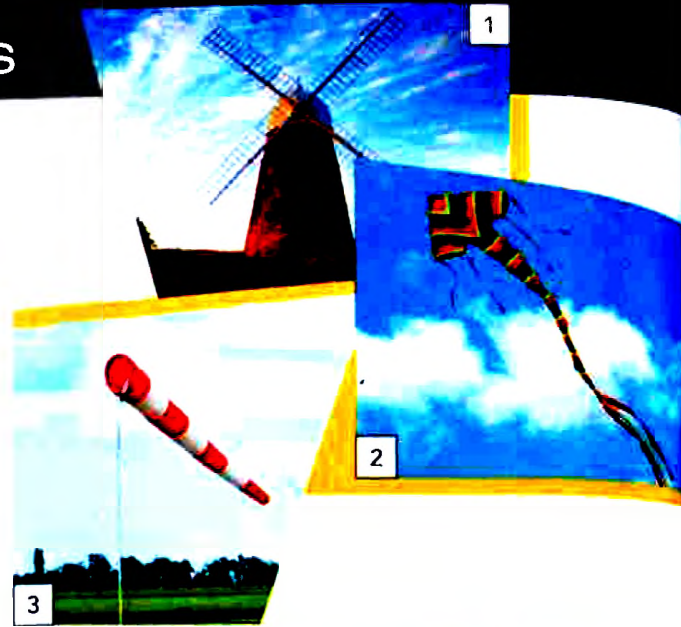
**D** Listen and circle the correct words.

- Temperatures will reach 30°C / 13°C in the south.
- The rain will be heavy in the north / west.
- The wind will be warm / cool on the coast.
- The snow was 1 cm / 1 m deep in some places.
- There will be some snow / rain in the afternoon.
- Wear sunglasses because the sun is very bright / hot.

**E** Read the *Exam Close-up* and the *Exam Task*.

**F** Now complete the *Exam Task*.

**G** Listen again and check your answers.



## Exam Close-up

### Listening for numbers, adjectives & common words

- For temperatures, we use degrees: we say 'twenty degrees' (20°C) or 'minus five degrees' (-5°C). For distances, we use 'miles' or 'kilometres'.
- Listen for adjectives and any explanations for them. When something is described as 'unusual', we expect to hear why.
- Remember the spelling of common words must be correct, e.g. months, compass points, colours. The speaker only spells unusual words.

## Exam Task

You will hear a weather forecast on the radio. Listen and complete each question. You will hear the information twice.

### Weather Forecast

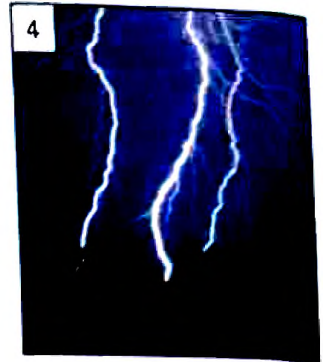
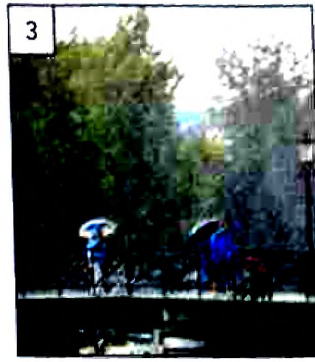
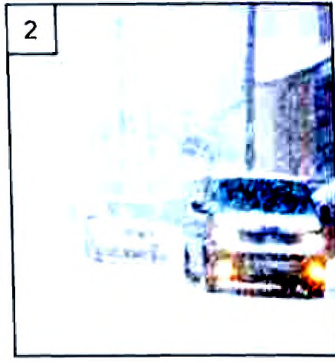
Day: Saturday, 3rd (1) \_\_\_\_\_  
 Temperature: (2) \_\_\_\_\_  
 Unusual rain: in the (3) \_\_\_\_\_  
 'Blood rain' leaves: (4) \_\_\_\_\_  
 dust everywhere  
 The wind blows the dust: (5) \_\_\_\_\_  
 miles from the Sahara  
 desert

Cars driving through a heavy sandstorm that surrounded the city of Dubai in 2015



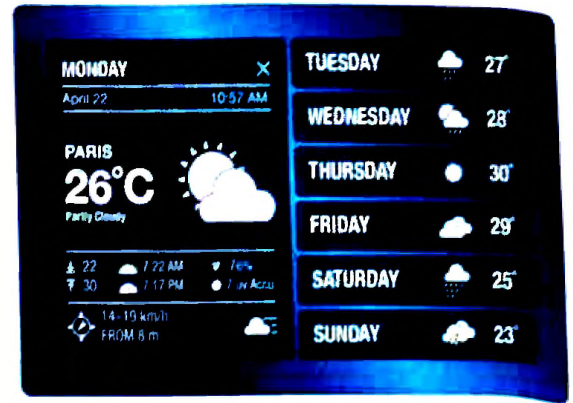
# Speaking

**A** Work with a partner. Choose one of the pictures and say if you have seen weather like it. Which weather is most usual in your country?



**B** Look at the picture. Work with a partner and answer these questions.

- 1 Which day was slightly warmer than Friday?
- 2 Which day was the sunniest?
- 3 Which day was a bit cooler than Wednesday?
- 4 When was the worst weather this week?
- 5 Which was the hottest day?
- 6 Which day was much colder than Thursday?
- 7 Which day was a little warmer than Saturday?



**C** Read the *Exam Close-up*. Then read the *Exam Task*. Decide who is A and who is B. Look at your questions and read your forecasts.

**D** Now work with a partner and complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

### Asking questions about the weather

- When will there be snow?
- Will it rain on Monday?
- Which city has the warmest weather?
- What will the temperature be in Prague?
- Which city has the best weather?

### Describing differences

- On Saturday, Madrid will be colder than Athens.
- There will be more rain in Oslo than in Stockholm.
- Miami will be hotter than Chicago.

### Describing similarities

- London is as sunny as Rome today.
- It's cold and wet in Paris and Amsterdam.

## Exam Close-up

### Expressing differences & similarities

- Take a moment to think about the differences and similarities between the pictures or situations.
- To compare them, use comparative adjectives.
- To talk about small differences, use words like *a bit/ slightly*.
- To talk about big differences, use words like *a lot/ much*.
- To talk about similarities use *both / X is as . . . as Y*.

## Exam Task

**1** Student A: Look at this weather forecast for two cities for Monday and Tuesday. Student B: Turn to page 179 and ask questions about A's forecasts.

Lisbon, Portugal		Berlin, Germany	
Mon	Rainy 21°C	Mon	Cloudy 22°C
Tues	Sunny 27°C	Tues	Sunny 20°C

**2** Student B: Look at this weather forecast for two cities for Monday and Tuesday. Student A: Turn to page 178 and ask questions about B's forecasts.

New York, USA		Los Angeles, USA	
Mon	Sunny 23°C	Mon	Sunny 33°C
Tues	Foggy 19°C	Tues	Stormy 25°C

- Do you think the weather changes how you feel? Why? / Why not?
- Does bad weather mean a bad holiday? Why? / Why not?

## Ideas Focus

# 11 It's Raining Cats & Dogs

## Writing: a postcard

### Learning Focus

#### Using a variety of tenses

- When you write a postcard, you usually talk about activities done at different times, so you need to use a variety of tenses.
- To talk about what you're doing now, use the present continuous, (e.g. *I'm lying on the beach.*).
- To talk about things you did, use the past simple. If you want to use words such as *just*, *yet* or *already*, remember to use the present perfect, (e.g. *We've just been to the beach. Yesterday we went to the zoo.*).
- To talk about future activities, use *be going to* or present continuous for more fixed plans, (e.g. *We're going to go on a boat trip tomorrow and I'm going to take lots of photos.*).



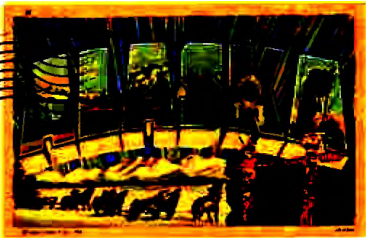
**A** Complete the sentences with the verbs in brackets. Use the time expressions to decide which of the tenses from the *Learning Focus* you will use.

- 1 We \_\_\_\_\_ (have) lunch in Hyde Park at the moment.
- 2 For dinner last night, I \_\_\_\_\_ (go) to a restaurant by the sea.
- 3 I think we \_\_\_\_\_ (visit) the Empire State Building tomorrow.
- 4 The weather \_\_\_\_\_ (not be) good for the last two days.
- 5 We \_\_\_\_\_ our tour guide at 3 o'clock tomorrow afternoon.

**B** Read Lucy's postcard to Phoebe. Then circle the following parts of the postcard and label them.

sign off ending sentence address date starting sentence  
greeting stamp

Thursday, 15th Sept  
Hi Phoebe  
How are you? I'm writing to you from Anchorage in Alaska! I told you I love holidays in cold places!! We arrived on Monday. On Tuesday morning we went to the Anchorage museum, but unfortunately it was raining all afternoon so we couldn't go on the guided coastal walk. Yesterday it was sunny, so we went on a bike ride. It's so beautiful here, but I was exhausted at the end of the day. We've just visited the Alaska zoo. The brown bears were amazing! Tomorrow we're driving south to a town called Whittier where we're going to get on a boat and start our 26-Glacier cruise. I can't wait! I'm going to take loads of photos!  
I'll tell you more when we get back.  
Love,  
Lucy



To: Phoebe Watkins  
23 St Peter's Road  
Birmingham  
B14 2HR  
U.K.

**C** Look at Lucy's postcard again. Underline all the verbs. What tenses does Lucy use?



**D** Look at the notes about a trip to London and write a postcard to your friend. Remember to talk about activities in the past, present and future.

Day	Activities
Monday	1 p.m. arrive in London
Tuesday	10 a.m. shopping 2 p.m. the British Museum
Wednesday	12 p.m. London double-decker bus 2 p.m. Buckingham Palace
Thursday	10 a.m. Big Ben <del>8 p.m. London By Night Walking Tour</del> Cancelled! Freezing!
Friday	7 p.m. Football match! Chelsea v Arsenal!
Saturday	9 a.m. airport, fly home

**E** Correct these sentences in your notebooks.

- 1 Tomorrow we visit the Eiffel Tower.
- 2 Yesterday we've done a city tour.
- 3 It is snowing heavily yesterday, so we couldn't go out.
- 4 We going to visit the art museum tomorrow.
- 5 We haven't went to the beach yet.
- 6 I'm write from Mombasa in Kenya.

**F** Read the *Exam Close-up*. Then read the *Exam Task*. Make some notes to help you plan your postcard.

Where?:  
Doing now?:  
Did?:  
Tomorrow?:

## Exam Close-up

### Planning your answer

- Before you write, you should think carefully about what you want to say and then take a few minutes to plan your answer.
- Write brief notes about every point you need to cover to make sure you include everything.

**G** Now complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Exam Task

Read the task.

Imagine you are on a school trip in another country. Write a postcard to your family and tell them what you are doing, what you have done and what else you're going to do before you return home.

Write your postcard. Write between 40–50 words.

## Useful Expressions

### Talking about present activities

I'm in ...  
Right now, I'm + -ing.  
I'm + -ing at the moment.

### Talking about past activities

A few days ago, I went to  
We saw ... yesterday.  
I've already been to the History Museum.  
We haven't visited the zoo yet.  
I've just eaten the most amazing meal!

### Talking about future activities

Next week, I'm going to go on a river cruise.  
Tomorrow morning we're taking the train to Venice.







# 11 Snow on Tigers



## Before you watch

**A** Work with a partner and answer these questions.

- Do you like visiting zoos? Why? / Why not?
- Would you enjoy working in a zoo? Why? / Why not?
- What problems do zoos have in winter?

## While you watch

**B** Watch the video and decide if these statements are T (True) or F (False).

- 1 Diamond, the tiger is going to have babies soon.
- 2 Bud and Carrie are expecting a snowstorm.
- 3 Snow means that there is more work for Bud and Carrie.
- 4 Bud and Carrie have extra help in winter.
- 5 Bud says the bad weather this year is normal.
- 6 Carrie says they have fun in the snow.



## After you watch

**C** Complete the summary of the video below using these words.

end future help meat money new snowstorm summer

At the end of the (1) \_\_\_\_\_ this zoo in Michigan earns less (2) \_\_\_\_\_ because there are fewer visitors. There is some hope for the zoo's (3) \_\_\_\_\_ because the white tiger, which arrived recently, is going to have cubs. The bad news is that a (4) \_\_\_\_\_ is coming. Early snow brings an early (5) \_\_\_\_\_ to the tourist season. It also means that Bud and Carrie have a (6) \_\_\_\_\_ set of chores to do every day. There is no one to (7) \_\_\_\_\_ them deliver 2000 pounds of (8) \_\_\_\_\_ and over 500 gallons of water every day. While other people have fun doing winter sports and playing in the snow, for Bud and Carrie snow simply means a lot of extra work.



## Ideas Focus

- Does the weather ever cause you problems? Why? / Why not?
- Would you like to work outdoors? Why? / Why not?





# 12 The World Around Us

<b>Reading:</b>	multiple-choice, looking for specific information
<b>Vocabulary:</b>	environment- and animal-related words, phrasal verbs, prepositions
<b>Grammar:</b>	ordering adjectives, adjectives ending in <i>-ing</i> and <i>-ed</i>
<b>Listening:</b>	multiple choice, preparing to choose the right option
<b>Speaking:</b>	asking & answering questions, formulating questions, <i>wh</i> - questions, other questions
<b>Writing:</b>	a report, structuring a report, reading both texts, giving background information, recommending



A rainforest surrounded by mist in the Botanical Gardens in Atlanta, United States



## Reading

**A** Look at the animals in the pictures. What do you think they have in common?



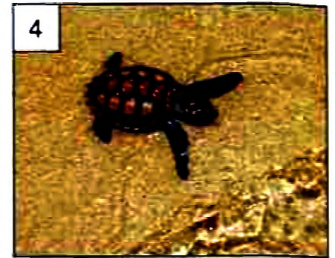
**B** Match the adjectives with their meanings.

- |              |                          |
|--------------|--------------------------|
| 1 cute       | a attractive or sweet    |
| 2 furry      | b unusual                |
| 3 funny      | c being angry or violent |
| 4 aggressive | d frightening            |
| 5 strange    | e not now existing       |
| 6 scary      | f very big               |
| 7 extinct    | g covered with soft hair |
| 8 massive    | h makes you laugh        |

**C** Work with a partner. Talk about the animals in A using words from B.

**D** Read the article and then match each picture with the correct description.

Experiencing the sea   Finding the eggs   Helping them reach the water   Protecting the nest



## Why I became a volunteer

by Jake Nichols

I never used to care about animals or the **environment**, but when I read that pandas and polar bears could become extinct, I changed my mind.

That's why I decided to help. I love the sea so I joined an organisation in Spain that protects *Caretta caretta*, the loggerhead turtle. They were looking for **volunteers**, so I flew there in the summer to help.

I learned a lot about the loggerhead turtle. It is disappearing because people build near the sandy beaches where the turtle needs to leave its eggs. Also, baby turtles sometimes need the moonlight to find the sea. But if there is a town near the beach, the lights trick the baby turtles and they never reach the sea. Plus, loggerhead turtles eat plastic rubbish because it looks like fish, and they die. They need clean beaches to survive.

I had an interesting job. Every day, I searched for turtle nests and counted the eggs in them. Then I put cages around the nests to protect them. At night, I checked the beach to make sure that no animals were trying to eat the eggs. I also cleaned the beach and helped baby turtles return to the ocean.

The best day was when some baby turtles walked slowly towards the water. I watched closely, ready to help if one went the wrong way. When the babies entered the water and swam away, I felt like crying, but I was so happy to help them.

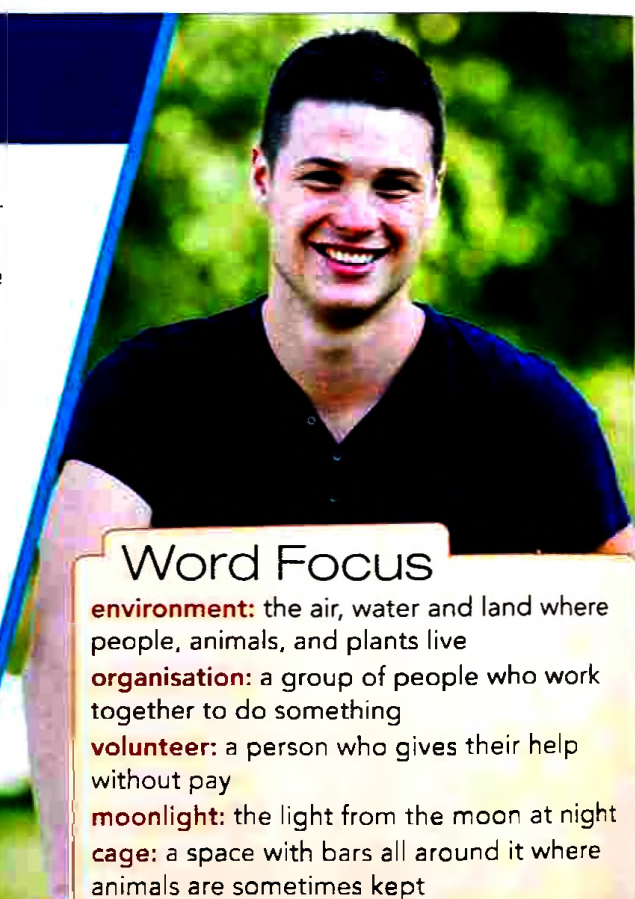
### Word Focus

**environment:** the air, water and land where people, animals, and plants live

**organisation:** a group of people who work together to do something

**volunteer:** a person who gives their help without pay

**moonlight:** the light from the moon at night  
**cage:** a space with bars all around it where animals are sometimes kept

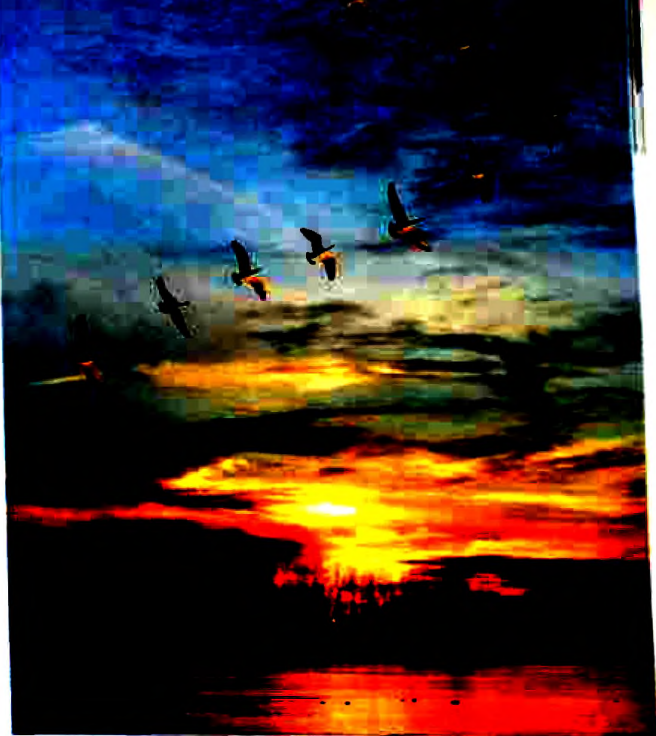




**E** Find the words below in the article and underline them. Then use them to replace the words in bold.

reach return search protect survive become extinct

- 1 If pandas die out, I will be very sad. \_\_\_\_\_
- 2 Animals need a safe environment to stay alive. \_\_\_\_\_
- 3 It is important that we keep all animals safe. \_\_\_\_\_
- 4 Some birds go back to the same place every summer. \_\_\_\_\_
- 5 It's terrible; hunters look for lions and kill them. \_\_\_\_\_
- 6 How did the baby elephant get to the river? \_\_\_\_\_



**F** Read the *Exam Close-up*. Then read the *Exam Task* and answer these questions.

- 1 What are the key words in the six questions?
- 2 Underline the part of the reading text that is connected to the key words.
- 3 Do you need to read all of the text to answer the question?

**G** Now complete the *Exam Task*.

### Exam Close-up



#### Looking for specific information

- When you are looking for specific information, you do not need to read the whole text.
- Find the key words in each question and look for similar words or information about them in the text.

### Exam Task

Read the article about Jake. Choose the best answer (A, B or C) for each question.

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1 Jake decided to help             <ul style="list-style-type: none"> <li>A because he loves the sea.</li> <li>B so that he could visit Spain.</li> <li>C after he learnt something.</li> </ul> </li> <li>2 <i>Caretta caretta</i> is             <ul style="list-style-type: none"> <li>A an animal.</li> <li>B a Spanish organisation.</li> <li>C the name of a place.</li> </ul> </li> <li>3 Why are sandy beaches important?             <ul style="list-style-type: none"> <li>A People swim there.</li> <li>B Nice buildings are there.</li> <li>C Turtles leave their eggs there.</li> </ul> </li> </ol> | <ol style="list-style-type: none"> <li>4 Baby turtles             <ul style="list-style-type: none"> <li>A can get lost.</li> <li>B prefer towns.</li> <li>C stay away from lights.</li> </ul> </li> <li>5 What did Jake do on the beach?             <ul style="list-style-type: none"> <li>A He counted nests.</li> <li>B He protected eggs.</li> <li>C He gave food to other animals.</li> </ul> </li> <li>6 How did Jake feel when the baby turtles left?             <ul style="list-style-type: none"> <li>A helpful but sad</li> <li>B happy and helpful</li> <li>C sad and happy</li> </ul> </li> </ol> |
|--|---|

- 'We should give money to help people, not animals.' Do you agree? Why? / Why not?
- Would you like to become a volunteer to protect animals? Why? / Why not?

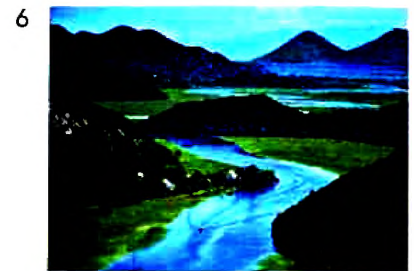
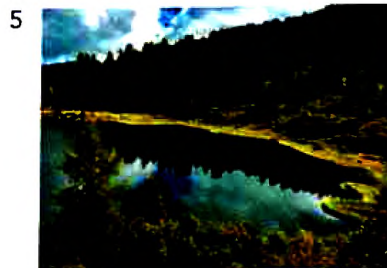
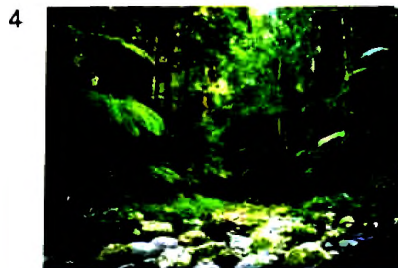
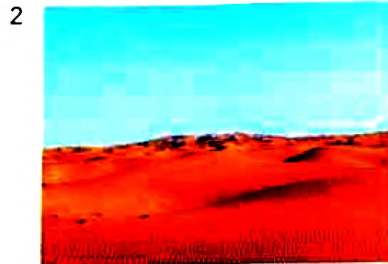
Ideas Focus



## Vocabulary

**A** Label the pictures with the words.

desert lake mountain ocean rainforest river



**B** Complete each sentence with a word from A.

- 1 People ride camels across the Sahara \_\_\_\_\_.
- 2 The tourists sailed down the \_\_\_\_\_ Nile in a boat.
- 3 Kilimanjaro is the highest \_\_\_\_\_ in Africa and has snow on it.
- 4 Hawaii and Tahiti are tropical islands in the Pacific \_\_\_\_\_.
- 5 \_\_\_\_\_ Como in Italy is surrounded by beautiful buildings.
- 6 The Amazon \_\_\_\_\_ has millions of trees and animals.

**C** Circle the correct phrasal verbs.

### Environment fact sheet

- Every year we (1) cut down / fall down more than 20,000 km<sup>2</sup> of rainforest.
- In many places, it hasn't rained for a very long time and rivers have (2) dried up / given up.
- The animals that used to live in these places are dying, so their numbers are (3) moving down / going down.
- We must save these animals now; we are (4) finishing with / running out of time.
- We are (5) bringing up / using up all of the planet's trees and clean water.
- It's everyone's problem, so we must all learn how to (6) deal with it / fix it up.
- Here's a simple thing you can do at home: (7) turn off / switch off the tap while you are brushing your teeth.

**D** Complete the gaps in the sentences with *at*, *in*, *of*, *on* or *to*.

- 1 Pandas are \_\_\_\_\_ risk of disappearing because of the damage \_\_\_\_\_ their environment.
- 2 Penguins spend their lives \_\_\_\_\_ land and \_\_\_\_\_ water.
- 3 Fish cannot survive out \_\_\_\_\_ water. They will live for only a few minutes \_\_\_\_\_ most.
- 4 So many animals are \_\_\_\_\_ danger. Look at all of the species \_\_\_\_\_ this list.
- 5 Monkeys live \_\_\_\_\_ trees and they jump from one to another, but they also walk \_\_\_\_\_ the ground.



**E** Choose the correct words.

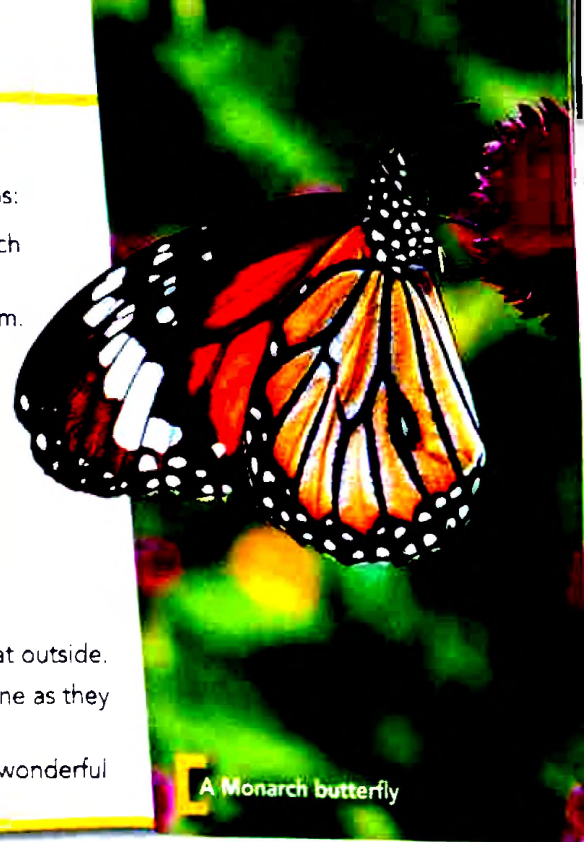
**Gabby's Garden blog**

It's very easy to (1) **grow / make** plants in your garden. Just follow these tips:

- First, you have to (2) **put / plant** some seeds. Make sure sunlight can reach this area of the garden – it's not good for plants to be in dark places.
- Then you must (3) **water / wet** the seeds, especially if the weather is warm.
- In about a week, you will see the first small, green (4) **leaves / branches** coming up through the ground. You don't have to give the plants any special food. All they need is sunlight and water.

Your plants will attract insects and other small creatures:

- (5) **Snails / Butterflies** are slow, but they can eat your plants quickly.
- (6) **Flies / Spiders** are scary and they could bite you.
- (7) **Bees / Ants** can sting you, but they also make delicious honey.
- (8) **Snails / Flies** are annoying, especially in the summer if you want to eat outside.
- (9) **Ants / Spiders** work hard. If you look closely, you can see them in a line as they carry food across your garden.
- (10) **Bees / Butterflies** look very pretty in a garden. Some of them have wonderful colours like blue and orange.



A Monarch butterfly

**F** Match the words to pictures 1–8.

dog snake hamster cat guinea pig rabbit goldfish canary



**G** Complete the sentences with words from F.

- 1 I want a \_\_\_\_\_ as a pet, but my dad said no. My sister thinks they're really scary and they eat rats and mice so it wouldn't be easy to get their food.
- 2 My grandparents have a \_\_\_\_\_. She's lovely, but they have to take her for a walk twice a day.
- 3 We have a \_\_\_\_\_. He lives in a hutch in the garden. His favourite foods are lettuce and cabbage.
- 4 I have two \_\_\_\_\_. They live in a cage in our kitchen, but we let them out in the garden when it's sunny.
- 5 The only pet my parents will allow me to have is a \_\_\_\_\_. It swims around a tank in our living room. I think it has a really boring life so I want to buy another one to be its friend.
- 6 My uncle has a \_\_\_\_\_. He lives in a cage in his garage. He sings a lot and I like feeding him.
- 7 We have a \_\_\_\_\_. She's really cute and furry, but she often brings birds and mice back to our house!
- 8 My brother has a \_\_\_\_\_ in a cage his bedroom. It smells bad and it's really boring. It doesn't do much, but it has a wheel to exercise in.

- 'Gardening is boring. It's a waste of time.' Do you agree? Why? / Why not?
- What could you do to help the environment? Will you do it? Why? / Why not?

Ideas Focus



## Grammar

### Ordering Adjectives

**A** Underline the adjectives in a–d.

- a There were horrible, old, plastic fishing nets on the beach.
- b I found a broken, wooden, garden chair.
- c We saw an old, giant, Chinese panda.
- d I put it in a big, orange, rectangular, plastic litter bin.

**B** Which of the underlined adjectives in A describe these qualities?

- nationality \_\_\_\_\_
- general opinion \_\_\_\_\_
- shape \_\_\_\_\_
- age \_\_\_\_\_
- size \_\_\_\_\_
- colour \_\_\_\_\_
- noun as adjective \_\_\_\_\_
- material \_\_\_\_\_

**C** Look back at the examples in A. Then read the rules and complete the adjective order with the correct words.

colour material specific opinion  
shape nationality age size

- Some adjectives give a general opinion and we can use them to describe almost any noun (e.g. *nice, bad, important*).
- Other adjectives give a specific opinion – we can only use them to describe particular kinds of nouns (e.g. food = *tasty*, person / animal = *intelligent*).
- Other adjectives describe facts, not opinions (e.g. *round, German, wooden*).
- When we use more than one adjective before a noun, they usually come in this order:

- 1 general opinion
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 noun as adjective

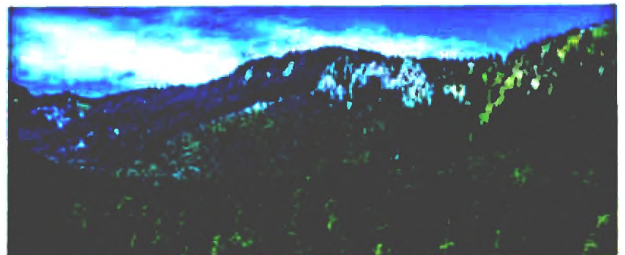
**D** Write these adjectives in the correct order.  
a blue metal old Chinese square little special lunch box

\_\_\_\_\_

**E** Think of something you own. Describe it with as many adjectives as possible in your notebooks.

**F** Look at the pictures and write two or three adjectives in the correct order to describe each one. Use these words or think of your own.

busy cute pretty ugly scary polluted  
modern little massive round green brown



**G** Work with a partner to describe things in the classroom or in your bags. Your partner must guess what you are describing.

Example:

- A: It's a big flat rectangular white thing.
- B: The whiteboard.



## Adjectives ending **-ing** and **-ed**

**H** Read the sentences and look at the adjectives in bold.

- The documentary about dolphins is **interesting**.
- I'm really **interested** in wildlife so let's watch this panda documentary.

**Be careful**

Adjectives ending in **-ing** and **-ed** form the

- comparative with **more**.
- This trip is **more tiring** than the last trip.*
- The pupils were **more bored** in the classroom than in the playground.*

**I** Look back at the sentences in H and answer the questions.

- Which adjective describes the documentary?  
\_\_\_\_\_
- Which adjective describes the speaker?  
\_\_\_\_\_
- Which sentence shows what the speaker feels about something? \_\_\_\_\_
- Which sentence shows the effect something has on the speaker? \_\_\_\_\_

▶ Grammar Focus p. 169 (12.2)

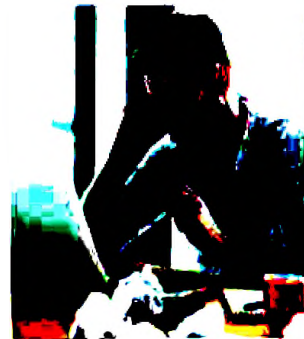
**J** Write the adjectives for these verbs.

verb	adjective <b>-ing</b>	adjective <b>-ed</b>
amaze		
bore		
excite		
frighten		
interest		
tire		

**K** Choose the correct adjectives.

- The frightening / frightened gorillas ran away from the hunters.
- Seeing a gorilla up close can be very frightening / frightened.
- After the long walk through the forest, the explorers were tired / tiring.
- Walking through the thick rainforest is tired / tiring.
- We need volunteers to clean up the beach; please sign here if you are interesting / interested.
- This programme about the environment is not very interesting / interested.
- The view from the top of the mountain is amazed / amazing.
- I didn't expect the island to be so beautiful, but I was amazed / amazing.
- The boring / bored children started talking during the Geography lesson.
- The boring / bored Geography lesson did not interest the children.

**L** Look at the photos and describe them with adjectives from J.



1



2



3



4



5




6

## Listening

**A** Work with a partner. Look at the pictures and describe the similarities and differences.

**B** Answer these questions about the pictures.


- 1 Which pictures show safety equipment?
- 2 Which picture shows an electric vehicle?
- 3 Which picture shows heights?

**C**  Listen to the dialogues. Which activity from A is discussed in each conversation?

Conversation 1 \_\_\_\_\_

Conversation 2 \_\_\_\_\_

Conversation 3 \_\_\_\_\_

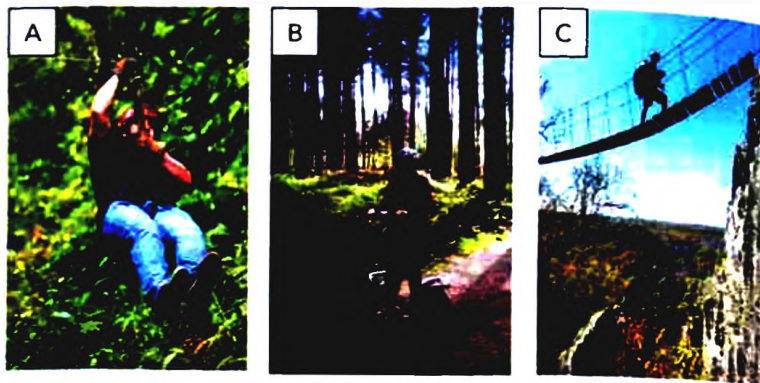
**D**  Listen to the first part of a conversation between Sally and Jake about a day in the country. Which activity from A are they going to do?

**E** Match questions 1–7 with a–g.

- |            |                               |
|------------|-------------------------------|
| a 40 kilos | 1 What time does it open?     |
| b 2 hours  | 2 How long does it take?      |
| c £20      | 3 How much does she weigh?    |
| d 9 a.m.   | 4 How old is your big sister? |
| e 5 p.m.   | 5 What time does it close?    |
| f No       | 6 Can I wear my own helmet?   |
| g 14       | 7 How much does it cost?      |

**F** Read the *Exam Close-up*. Then look at each question in the *Exam Task* and discuss with a partner what you might hear if option A is correct. Then do the same for B and C.

**G**  Complete the *Exam Task*.



### Exam Close-up

#### Preparing to choose the right option

- Imagine what the speakers will say if option A is correct, then do the same for option B and C.
- Try to 'hear' the speakers in your head, before you listen to the conversation.
- Think about the different ways they could talk about times, numbers and rules.
- Check your answers the second time you listen.

### Exam Task

Listen to Sally talking to her friend Jake about a day in the country. For each question, choose the right answer (A, B or C). You will hear the conversation twice.

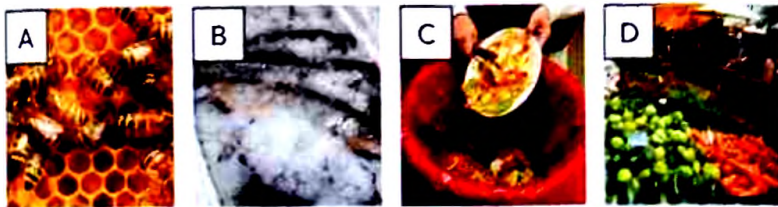
- 1 Who is afraid of heights?
  - A Sally
  - B Jake
  - C both Sally and Jake
- 2 What time will they start the 'Segway Safari'?
  - A 10.20 a.m.
  - B 11.40 a.m.
  - C 1.00 p.m.
- 3 How long does the 'Segway Safari' take?
  - A an hour and a twenty minutes
  - B an hour
  - C twenty minutes
- 4 What is true about the helmet?
  - A you must borrow a helmet
  - B you must rent a helmet
  - C you must bring a helmet
- 5 How much must you weigh to go on a 'Segway Safari'?
  - A 10 kilos
  - B between 40 and 45 kilos
  - C 45 kilos or more

**H**  Listen again and check your answers.



# Speaking

A Match photos A–D with the descriptions 1–4.



- 1 These are in danger from overfishing.
- 2 This way of shopping is good for the environment.
- 3 25% of these important insects have disappeared in Europe since 1985.
- 4 This is an environmental problem that nearly all of us create every day.

B Work with a partner and discuss what effect the food we eat has on the environment? Think about the following issues.

- waste
- food miles
- animal welfare
- chemicals

C Read the *Exam Close-up* then correct the mistakes in these questions.

- 1 How much money you spend on food every week?
- 2 Where you buy most of your food?
- 3 How much food you do throw in the bin every week?
- 4 Why people buy more food than they need?
- 5 What could you to stop wasting food?
- 6 What should the supermarkets does to stop people wasting food?

D Work with a partner. Take turns to ask and answer the questions in C.

E Now look at the *Exam Task*. Which photos in A do they refer to?

F Now work in pairs to complete the *Exam Task*. Use the *Useful Expressions* to help you.

## Useful Expressions

### Wh- questions

- Where is the ... ?
- Where can I buy ... ?
- Why do people waste so much food?
- What can you buy in your local shops?
- What is the cost of ... ?

### Other questions

- How much food is wasted ... ?
- Is there a website ... ?

## Exam Close-up

### Formulating questions

- You will often need to ask your partner *Wh-* questions in the speaking exam.
- Make sure your questions are complete and include all the necessary verbs.
- Remember that you need the auxiliary verb *do* or the verb *be* or a modal when you formulate questions with *Where, What, Why*, e.g. *What is ...? Why do you ...? Where can you ...?*
- Be careful with word order in questions, e.g. *What do you think?* NOT *What you do think?*

## Exam Task

1 Student A: Here is some information about food waste.

Student B: Turn to page 179 and ask A questions about food waste.

### Food Waste


In the UK 7 million tonnes of food and drink goes in the bin every year. This waste costs £60 for the average family per month.

**Two reasons we waste food:**

- 1 we prepare too much
- 2 we don't use food quickly enough

**The type of food we waste the most:**  
fresh fruit and vegetables

**To find out more:**  
[www.lovefoodhatewaste.com](http://www.lovefoodhatewaste.com)



2 Student B: Here is some information about a Farmer's Market.

Student A: Turn to page 178 and ask B questions about the Farmer's Market.

## Farmers' Market

Every Saturday in West Street

Start: 9 a.m.

Finish: 12.30 p.m.

Fresh fruit and vegetables from local farms!

Better quality than the supermarkets!

Help the environment (all fruit and vegetables travel less than 5km)!

## Ideas Focus

- Do you worry about the environment? Why? / Why not?
- Is your government doing enough to help the environment? Why? / Why not?

## Writing: a report

### Learning Focus

#### Structuring a report

- When you write a report you need to use section headings.
- The sections are usually as follows: Introduction, Background, Findings, Conclusion / Recommendations.
- A report is formal so you need to use full forms and formal language.

**A** Read the questionnaire, then ask and answer the questions with as many students in your class as possible. Write all the answers in your notebooks.

- How often do you eat meat?  
 every day     most days     1–3 times a week   
 hardly ever     never
- Which bags do you use at the supermarket?  
 new plastic bags     my own reusable bags   
 other (please say what)
- How often do you throw food in the bin at school / college / work?  
 every day     most days     1–2 times a week   
 hardly ever     never

**B** Read this report and then answer the questions.

#### Introduction

The purpose of this report is to suggest how all students at our school can change what they do to help the environment. It is based on the results of a questionnaire that I sent to students.

#### Background

The students all know that many environmental problems are caused by what people eat and how they shop. However, many students don't understand how they can change what they do to help the environment.

#### Findings

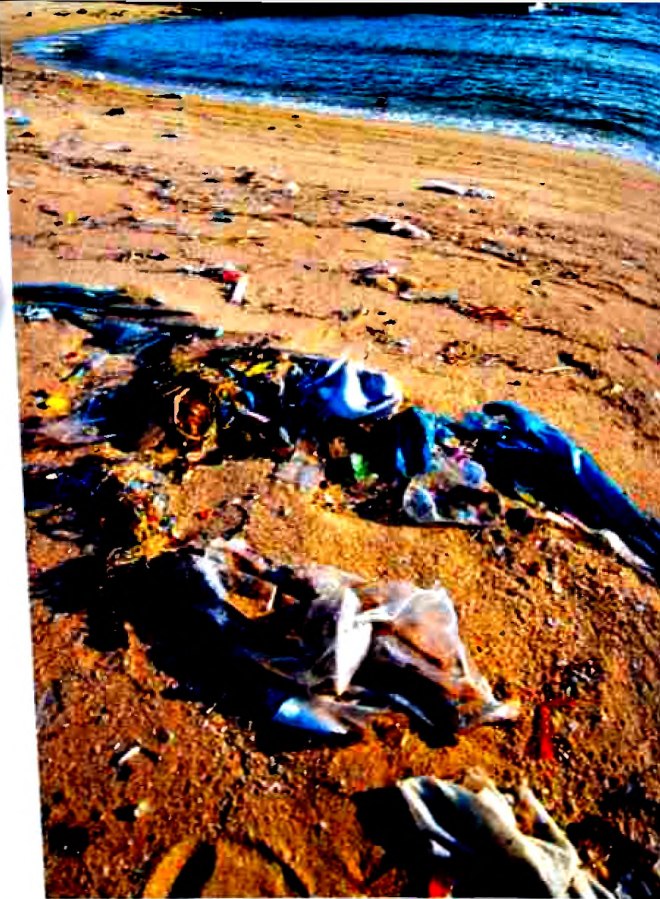
- 72% of students eat meat most days or every day
- 81% of students use new plastic bags at the supermarket
- 59% of students throw food in the bin every school day

#### Conclusion & recommendations

Students in the school can change what they do to help the environment. I recommend that all students:

- eat less meat – only 1–3 times a week.
- always take their own bags to the supermarket.
- make, buy or choose their own lunches.

- 1 Are the findings similar to what you found out about your class in A?
- 2 Do you agree with the recommendations? Why? / Why not?



**C** Read the report again and match the headings (1–4) with their uses (a–d).

- 1 Introduction
  - 2 Background
  - 3 Findings
  - 4 Conclusion & recommendations
- a says what the writer found out
  - b gives a reason for writing the report
  - c suggests what should happen in the future
  - d explains what is happening now

**D** Find and underline these words / phrases in the report in B. Then use them to complete the sentences.

however    recommend    is based on  
 purpose of    (be) caused by

- 1 Air pollution in cities \_\_\_\_\_ too much traffic.
- 2 This report \_\_\_\_\_ the results of the questionnaire.
- 3 I \_\_\_\_\_ that we take our own bags to the supermarket.
- 4 We know that we should save energy. \_\_\_\_\_, many of us still waste energy every day.
- 5 The \_\_\_\_\_ this report is to suggest how the school can save money.



**E** Ask and answer these questions with as many students in your class as possible. Use the answers and the *Useful Expressions* to write your own short report.

- Do you leave the tap running when you brush your teeth?  
always  sometimes  hardly ever   
never
- How do you travel to school?  
car  bus  walk  bike  other
- How often do you switch off the lights when you leave a room?  
always  sometimes  hardly ever   
never

**F** Read the *Exam Close-up*. Then compare the two texts in the *Exam Task* and answer the questions.

Which text (the email or the notes) contains information about ...

- the background? \_\_\_\_\_
- findings? \_\_\_\_\_
- conclusion / recommendations? \_\_\_\_\_
- what the report will be based on? \_\_\_\_\_

**G** Now complete the *Exam Task*.

## Exam Close-up

### Reading both texts

- You need to complete five notes and the information you need will be in one or the other text, not both.
- If you cannot find the information you are looking for in one text, check for it in the other.

## Useful Expressions

### Giving background information

The purpose of this report is to ...

The results are based on ...

... is caused by ...

### Recommending

I suggest that ...

I recommend that ...

I think that ...

It would be a good idea to ...

Read the email and the notes. Fill in the information in Richard's report.

Email Message

Hi Laura

How are you? I'm writing a report on food waste caused by supermarkets in our city at the moment. Did you know that 40% of the food in this country is thrown in the bin? I've sent a questionnaire to all the supermarkets and I'm waiting for the results. When I've written my report, I'll send it to you. Speak soon

Richard

### Information from the questionnaire

30% of fruit and vegetables is wasted

90% of food is thrown away because of 'best before dates' - why? lots of food still safe to eat

10% is thrown away because it's damaged or doesn't look perfect - people will still buy this food if it is cheaper

### Introduction

The purpose of this report is to suggest what supermarkets in our city should do to stop food waste. It is based on results from a (1) \_\_\_\_\_ sent to supermarkets in the city.

### Background

About (2) \_\_\_\_\_ of food is wasted in the UK. A quarter of this waste is caused by supermarkets. A lot of the food that supermarkets throw away is safe to eat.

### Findings

- (3) \_\_\_\_\_ of fruit and vegetables is thrown away.
- 90% of food that is thrown away is past its 'best before' date.
- 10% is damaged or does not look perfect.

### Conclusion & recommendations

Supermarkets can change what they do to stop wasting so much food. I recommend that they:

- give food past its 'best before' date (but still safe to eat) to people who need it.
- stop using (4) \_\_\_\_\_ dates on fruit and vegetables.
- sell damaged food or food that does not look good at a lower (5) \_\_\_\_\_.

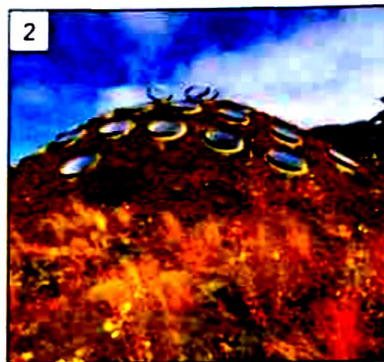




## Before you watch

**A** Label the pictures with these words.

architect living roof solar panel



## While you watch

**B** Watch the video and circle the words you hear.

- 1 The first idea was to make the roof like a flying garden / carpet.
- 2 This Mega Green Museum's impact on the environment must be very low / little.
- 3 The more you look, the more you realise how simple / complicated the building is.
- 4 Openings in the front will let cool wind / air flow into the museum.
- 5 All the materials must be green / recycled materials.
- 6 The solar cells are like little leaves in the forest / park.

## After you watch

**C** Complete the summary of the video below using these words.

animals centre flowers happy roof simple sun world

The California Academy of Science is the largest green museum in the (1) \_\_\_\_\_. The museum was built in the (2) \_\_\_\_\_ of Golden Gate Park in San Francisco and is home to thousands of (3) \_\_\_\_\_ and beautiful sea creatures. The architect Renzo Piano designed this building with a very low impact on the environment. At first the building seems (4) \_\_\_\_\_, but it is really quite complicated. The living roof is covered with many (5) \_\_\_\_\_ and plants. Cool air enters the front of the building and warm air exits through the (6) \_\_\_\_\_. They used only recycled materials to create it, and there are around 60,000 solar panels that take energy from the (7) \_\_\_\_\_. When Renzo visited the building, he felt very (8) \_\_\_\_\_.



## Ideas Focus

- Do you think public buildings should be green? Why? / Why not?
- Is your school green? Why? / Why not?
- How could your school have less impact on the environment?



## Vocabulary

### A Complete the dialogues with the words in capitals in the correct form.

- 'What's it like outside?' 'It's terrible! It's cold and \_\_\_\_\_!' **RAIN**
- 'Is it hot where you are?' 'Hot? It's \_\_\_\_\_!' **BOIL**
- 'How's the weather in Greece?' 'It's great. It's warm and \_\_\_\_\_!' **SUN**
- 'Is it snowing in Berlin?' 'Yes, it is and it's \_\_\_\_\_!' **FREEZE**
- 'What's the weather like?' 'It's very \_\_\_\_\_ here.' **WIND**
- 'Are you enjoying London?' 'Not really. It's \_\_\_\_\_ every day!' **CLOUD**

### B Complete the words in the sentences.

- There was too much rain and now there's a f \_ \_ \_ d.
- Can you hear the t \_ \_ \_ \_ r? It's getting closer!
- There was a b \_ \_ \_ f \_ \_ \_ and it burnt down the forest.
- There is a d \_ \_ \_ \_ t and the farmers are wondering when it will rain.
- From the window we could see the l \_ \_ \_ \_ \_ g flashing in the sky.
- Where will the explorers find water to drink in the d \_ \_ \_ \_ t?
- It took them three days to climb to the top of the m \_ \_ \_ \_ \_ n.
- There are many unusual plants and animals in the r \_ \_ \_ \_ \_ t.

### C Circle the correct words.

- Why are you cutting **down** / out that tree? What's wrong with it?
- Many different kinds of birds live in / on the trees in this forest.
- If the river dries off / up, what will happen to the fish?
- It's scary to think how many animals are at / in risk of disappearing.
- There is a serious problem and we need to deal for / with it now.
- Of course kangaroos live in / on the land! Where else would they live?
- Who forgot to turn off / out the tap in the kitchen this morning?
- Because of the storm, the fishermen at sea were at / in danger.
- What will happen when we run out from / of oil on this planet?
- It was very hot yesterday, but today the temperature has gone down / off.
- All the rain we had did a lot of damage for / to many buildings.
- They used off / up all the fresh water, and now there is no more.

### D Choose the best answer, a, b or c.

- A pretty \_\_\_\_\_ landed on our picnic table in the park.  
a snail                      b fly                      c butterfly
- If you don't \_\_\_\_\_ the flowers every day, they will die.  
a water                      b grow                      c plant
- Be careful! That dog is \_\_\_\_\_ and it could bite you.  
a aggressive              b massive              c furry
- The dinosaurs became \_\_\_\_\_ a very long time ago.  
a scary                      b extinct                      c strange
- Europeans sailed across the \_\_\_\_\_ to South America.  
a lake                      b river                      c ocean
- \_\_\_\_\_ is great! I go to the beach, and I don't go to school!  
a Winter                      b Summer                      c Autumn
- A line of small black \_\_\_\_\_ quickly walked across the floor.  
a snails                      b bees                      c ants
- Every morning, my \_\_\_\_\_ wakes me up by singing!  
a canary                      b guinea pig                      c hamster

### Grammar

#### A Circle the correct words.

- 1 Hamsters aren't as cute like / as cute as puppies.
- 2 I think that big spiders are scarier from / than bees.
- 3 Which do you think is worse / more worse – a flood or a fire?
- 4 Ants work more hard / harder than many other insects.
- 5 You should drive more careful / more carefully on icy roads.
- 6 Are hamsters furry than / as furry as rabbits?
- 7 A crocodile can run more quickly / quicker than you realise.
- 8 Today isn't hot as / hotter than it was yesterday.

#### B Complete each sentence with the correct superlative form of the word given.

- 1 Which is \_\_\_\_\_ place to go for a summer holiday? (good)
- 2 I think today is \_\_\_\_\_ day of the year! (wet)
- 3 Is Everest \_\_\_\_\_ mountain to climb? (dangerous)
- 4 Did you know that the cheetah runs \_\_\_\_\_ of all the big cats? (fast)
- 5 It rains here \_\_\_\_\_ in the month of December. (frequent)
- 6 Which animal is \_\_\_\_\_ in the jungle? (loud)
- 7 Do tortoises move \_\_\_\_\_ of all the animals? (slow)
- 8 We have three kittens and the black one eats \_\_\_\_\_. (hungry)

#### C Complete the sentences with the adjectives in the correct order.

- 1 cute • French • little  
I've got a \_\_\_\_\_ bulldog.
- 2 brown • scary • long  
Mum found a \_\_\_\_\_ snake in the garden!
- 3 London • grey • miserable  
It was another \_\_\_\_\_ day.
- 4 round • wooden • pretty  
Before the bush fire, there were some \_\_\_\_\_ cabins here.
- 5 metal • big • square  
What's inside that \_\_\_\_\_ box?
- 6 old • Italian • red  
Grandpa still drives his \_\_\_\_\_ sports car.

#### D Complete the dialogues with the correct adjective form of the word given.

- 1 A: Were you really lost in the rainforest? What was it like?  
B: It was \_\_\_\_\_! (fright)
- 2 A: Are you looking forward to visiting the Amazon?  
B: Yes, I'm very \_\_\_\_\_ about it. (excite)
- 3 A: How long did it take you to climb the mountain?  
B: A week! We were all so \_\_\_\_\_ when we got to the top. (tire)
- 4 A: Did you enjoy your trip to the zoo?  
B: Not really. It was quite \_\_\_\_\_ actually. (disappoint)
- 5 A: Look at all the snow that fell last night!  
B: That's \_\_\_\_\_. How am I going to get to work? (annoy)
- 6 A: Oh, no! They're going to build a road through the forest.  
B: Yes, I was \_\_\_\_\_ when I read about it. (shock)



# Grammar Reference

## Unit 1

### 1.1 Present Simple

#### Affirmative

I/we/you/they work.  
He/she/it works.

#### Negative

I/we/you/they **don't** work.  
He/she/it **doesn't** work.

#### Questions

Do I/we/you/they work?  
Does he/she/it work?

#### Short Answers

Yes, I/we/you/they **do**.  
Yes, he/she/it **does**.

No, I/we/you/they **don't**.  
No, he/she/it **doesn't**.

We use the Present Simple for

- facts.  
*Ice **feels** cold.*
- routines or habits (often with adverbs of frequency).  
*Parents often **take** photos of their children.*
- permanent states.  
*My daughter **lives** in Switzerland.*

**Note:** Time expressions that refer to **repeated actions** are often used with the Present Simple. For example, *every day/week/month, once a week, twice a year, at weekends, at night, in the morning*, etc.

### 1.2 Adverbs of frequency

Adverbs of frequency show how often something happens. They come before the main verb, but after the verb *be*.

*Sue **often arrives** late for school.*

*Jane **is never** late for school.*

Common adverbs of frequency are: *always, usually, often, sometimes, rarely, never*

### 1.3 Present Continuous

#### Affirmative

I am ('m) working.  
He/she/it is ('s) working.  
We/you/they are ('re) working.

#### Negative

I am ('m) **not** working.  
He/she/it is **not (isn't)** working.  
We/you/they are **not (aren't)** working.

#### Questions

Am I working?  
Is he/she/it working?  
Are we/you/they working?

#### Short Answers

Yes, I am.  
Yes, he/she/it is.  
Yes, we/you/they are.

No, I'm **not**.  
No, he/she/it **isn't**.  
No, we/you/they **aren't**.

**Spelling:** take → taking  
sit → sitting  
study → studying

We use the Present Continuous for

- actions that are happening at the time of speaking  
*I'm **having** an English lesson now.*
- actions that happen around the time of speaking  
*I'm **studying** the Present tenses this week.*
- temporary situations  
*My mother **isn't working** this week.*

**Note:** We use these common expressions with the Present Continuous: *at the moment, now, right now, for the time being, at present, this morning/afternoon/evening/week/month/year, today*, etc.

**Note:** Stative verbs, which describe states e.g. *like, love, believe, know, think* are not used in continuous tenses

## Unit 2

### 2.1 Past Simple

#### Affirmative

I/he/she/it/we/you/they worked.

#### Negative

I/he/she/it/we/you/they didn't work.

#### Questions

Did I/he/she/it/we/you/they work?

#### Short Answers

Yes, I/he/she/it/we/you/they **did**.

No, I/he/she/it/we/you/they **didn't**.

**Spelling:** dance → danced, travel → travelled, study → studied, play → played

**Note:** Some verbs are irregular and do not follow these spelling rules. See a list of irregular verbs on page 180 & 181. It's a good idea to learn irregular verbs with the same pattern in the past tense together, e.g., *cut, hit, hurt, put* and *shut* all stay the same in the simple past. *Blow, draw, fly, grow, throw* all have simple past forms that end 'ew', (*blew, drew, flew, grew, threw*).

We use the Past Simple for

- something that started and finished in the past.  
*Dad **met** Mum in 1982.*
- past routines and habits (often with adverbs of frequency).  
*Dave often **played** basketball at weekends.*
- actions that happened one after the other in the past, for example when telling a story.  
*The bell **rang** and the children **went** into their classrooms.*

**Note:** Some common time expressions that are often used with the Past Simple are *yesterday, last night/week/month/summer, a week/month/year ago, twice a week, once a month, at the weekend, in March, in the morning/afternoon/evening, at night, on Thursdays, on Monday mornings*, etc.

*I **looked** at old family photos **last night**.*

## 2.2 Used To

Affirmative	
I/he/she/it/we/you/they <b>used to</b> work.	
Negative	
I/he/she/it/we/you/they <b>didn't use to</b> work.	
Questions	
Did I/he/she/it/we/you/they <b>use to</b> work?	
Short Answers	
Yes, I/he/she/it/we/you/they <b>did</b> .	No, I/he/she/it/we/you/they <b>didn't</b> .

We use **used to** + bare infinitive for

- actions that we did regularly in the past, but that we don't do now.  
*My sister **used to ride** her bike to school.*
- states that existed in the past, but that don't exist now.  
*Jim's hair **used to be** curly, but now it's straight.*

## 2.3 Past Continuous

Affirmative	
I/he/she/it <b>was</b> working. We/you/they <b>were</b> working.	
Negative	
I/he/she/it <b>was not (wasn't)</b> working. We/you/they <b>were not (weren't)</b> working.	
Questions	
Was I/he/she/it working? Were we/you/they working?	
Short Answers	
Yes, I/he/she/it <b>was</b> .	No, I/he/she/it <b>wasn't</b> .
Yes, we/you/they <b>were</b> .	No, we/you/they <b>weren't</b> .

**Spelling:** write → writing, travel → travelling, study → studying

We use the Past Continuous for

- actions that were in progress at a specific time in the past.  
*I **was playing** with my sister at 5 o'clock yesterday afternoon.*
- two or more actions that were in progress at the same time in the past.  
*Helen **was talking** and her friend **was listening**.*
- giving background information in a story.  
*The family **was having** dinner and **discussing** their day.*
- an action that was in progress in the past that was interrupted by another action.  
*Dad **was making** breakfast when he heard the good news.*

**Note:** Some common time expressions that are often used with the Past Continuous are *while, as, all day/week/month/year, at ten o'clock last night, last Sunday/week/year, this morning, etc.*

*The children **were playing** on the beach **all day**.*

## Unit 3

### 3.1 Present Continuous for the future

We use the Present Continuous to talk about

- future arrangements.

*We **are visiting** our cousins on Saturday.*

**Note:** Time expressions that refer to **the future** are often used with the Present Continuous when we are talking about the future. For example, *tomorrow, next week/month/weekend, tonight, in a week/a few days.*

### 3.2 Prepositions of time

We use **at** with

- times of day:  
*We eat **at** 1 o'clock.*  
*We go to the dining room **at** lunchtime.*
- the following expressions:  
*at the weekend*  
*at night*  
*at the moment*  
*at Christmas*

We use **in** with

- longer time periods:  
*in June*  
*in winter*  
*in the morning/afternoon/evening*  
*in 1990*  
*in the 1990s*
- a period of time to show how long something takes:  
*He cooked dinner **in** 30 minutes*
- a period of time to show how long before something will happen:  
*I'm leaving **in** five minutes.* (I'm leaving in five minutes from now.)

We use **on** with

- days and dates:  
*on Monday*  
*on Monday morning*  
*on Friday night*  
*on 25<sup>th</sup> March*

### 3.3 Prepositions of place

We use **at** with

- relative positions:  
*at the back/the front/the top/the bottom/the end*
- general ideas:  
*at the table*  
*at the door*  
*at the cinema/the theatre*  
*at the station/the airport*  
*at the office*  
*at someone's house*  
*at home*



at school  
at work  
at a basketball match

We use **in** with

- containers:  
in my handbag  
in a bucket  
in a pan
- rooms, buildings, countries, towns, places with limits:  
in the kitchen  
in his car  
in the departure lounge  
in the park  
in hospital  
in prison  
in England  
in London
- water:  
in the river/sea/pond/lake
- other things that contain something:  
in his book  
in the text  
in the picture  
in a row/queue

We use **on** with

- surfaces:  
on the floor/wall/ceiling  
on the blackboard/the page  
on the road  
Lunch is **on** the table. (Note: we sit **at** a table)  
Sit **on** this chair.
- transport:  
on a bus/plane/boat/ship
- floors:  
on the ground/first/second floor  
(Note: we say **in** the basement/attic)
- parts of an object:  
on the front of the T-shirt  
on the back of his hand  
on the end of his nose
- left and right:  
on the left of the shop  
on the right of the Post Office  
drive on the right

### 3.4 Prepositions of direction

We use **from** to show

- where something started:  
He came home late **from** school.  
I brought you something **from** the shops.  
Go **from** A to B.

We use **to** to express movement

- from one place to another:  
go to school

come **to** London  
bring a present **to** the party  
give/lend something **to** someone

We use **into** to show

- that something has entered a place:  
The teacher came **into** the room.  
The bird dived **into** the sea.  
A bee flew **into** the car.

We use **onto** to show

- that something has moved to a position on something:  
The cat jumped **onto** the wall.  
He threw his clothes **onto** the bed.  
(Compare: The boy jumped **on** the bed. (The boy was on the bed and started jumping). This shows position, not direction.)

We use **towards** to show

- that something is moving in a particular direction:  
The dog ran **towards** the cat.

### 3.5 Prepositional Phrases

We use common prepositional phrases

- to talk about time:  
He sleeps **in the middle of** the day.  
They are tired **at the end of** the week.
- to talk about place:  
The teacher stands **in front of** the class.  
She found her keys **at the bottom of** her bag.  
The bookshelf is **on the left of** the television.

## Unit 4

### 4.1 Will

#### Affirmative

I/he/she/it/we/you/they **will** play.

#### Negative

I/he/she/it/we/you/they **will not (won't)** play.

#### Questions

**Will** I/he/she/it/we/you/they play?

#### Short Answers

**Yes,** I/he/she/it/we/you/they **will.**

**No,** I/he/she/it/we/you/they **won't.**

We use **will** for the future

- for decisions made at the time of speaking.  
The fridge is empty. **I'll buy** some food.
- promises.  
**She'll buy** some presents; she *promised*.
- threats.  
*Don't leave your toys on the table; I'll throw them away.*
- to talk about future facts.  
The supermarket **will close** at six.
- after verbs like *think, believe, be sure, expect, etc.* and words like *probably, maybe, etc.*  
*I hope they'll deliver the groceries soon.*
- to offer to do something for someone.  
*I'll help you do the shopping.*

- to ask someone to do something.  
*Will you put the milk in the fridge, please?*

## 4.2 Be Going To

Affirmative	
I am ('m) going to help.	
He/she/it is ('s) going to help.	
We/you/they are ('re) going to help.	
Negative	
I am ('m) not going to help.	
He/she/it is not (isn't) going to help.	
We/you/they are not (aren't) going to help.	
Questions	
Am I going to help?	
Is he/she/it going to help?	
Are we/you/they going to help?	
Short Answers	
Yes, I am.	No, I'm not.
Yes, we/you/they are.	No, we/you/they aren't.
Yes, he/she/it is.	No, he/she/it isn't.

We use *be going to* for

- future plans and intentions.  
*Nancy's going to cook lunch on Sunday.*
- predictions for the near future based on present situations or evidence.  
*The child is playing near the water. He's going to get wet.*

**Note:** Some common time expressions that are often used with *will* and *be going to* are *this week/month/summer, tonight, this evening, tomorrow, tomorrow morning/afternoon/night, next week/month/year, at the weekend, in January, in a few minutes/hours/days, on Thursday, on Wednesday morning, etc.*

## 4.3 Countable Nouns

Most nouns are countable and have singular and plural forms.

*banana* → *bananas*

We usually use *a* or *an* with singular countable nouns.

*a pear*

*an apple*

We can use *some, any* or a number (e.g. *three*) with plural countable nouns.

*Here are some apples.*

*Are there any pears?*

*There are six eggs.*

We use singular or plural verb forms with countable nouns depending on whether we are talking about one or more items.

*He usually eats an egg for breakfast.*

*Eggs are tasty.*

### Remember

Some countable nouns don't end in *-s*. Remember to use a plural verb form with them.

*Children often don't like vegetables.*

## 4.4 Uncountable Nouns

Some nouns are uncountable. They do not have plural forms.

<i>advice</i>	<i>knowledge</i>
<i>biology</i>	<i>luggage</i>
<i>cheese</i>	<i>medicine</i>
<i>chocolate</i>	<i>milk</i>
<i>equipment</i>	<i>money</i>
<i>food</i>	<i>music</i>
<i>fruit</i>	<i>research</i>
<i>fun</i>	<i>rubbish</i>
<i>furniture</i>	<i>salt</i>
<i>health</i>	<i>time</i>
<i>history</i>	<i>traffic</i>
<i>homework</i>	<i>water</i>
<i>information</i>	<i>weather</i>

We always use singular verb forms with uncountable nouns.

*Fruit is usually healthy.*

*Money is hard to earn.*

### Remember

Some uncountable nouns end in *-s*. Remember to use a singular verb form with them.

*The news is terrible.*

*Maths is easy.*

## 4.5 Quantifiers

We use *some* with both uncountable and plural countable nouns in affirmative sentences and in requests or offers.

*John's bought some biscuits.*

*Could I have some milk, please?*

*Would you like some advice?*

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

*Cate doesn't want any sugar in her tea.*

*Are you watching any films this weekend?*

We use *a lot of/lots of* with both uncountable and plural countable nouns.

*This shop sells lots of coffee.*

*Diana's got a lot of cold drinks in the fridge.*

We use *a little* with uncountable nouns and *a few* with plural countable nouns in affirmative sentences.

*There was a little tea left in the jar.*

*There were a few children at the park.*

We use *much* with uncountable nouns and *many* with plural countable nouns in negative sentences and in questions.

*How much milk do you drink every morning?*

*There aren't many carrots in the fridge.*



# Unit 5

## 5.1 Present Perfect Simple

The Present Perfect Simple is formed with the verb *have* and the past participle.

### Affirmative

I/we/you/they have ('ve) worked.  
he/she/it has ('s) worked.

### Negative

I/we/you/they have not (haven't) worked.  
He/she/it has not (hasn't) worked.

### Questions

Have I/we/you/they worked?  
Has he/she/it worked?

### Short Answers

Yes, I/we/you/they have.	No, I/we/you/they haven't.
Yes, he/she/it has.	No, he/she/it hasn't.

Spelling: *work* → *worked*  
*dance* → *danced*  
*study* → *studied*  
*stay* → *stayed*  
*travel* → *travelled*

Note: Irregular verbs do not follow these spelling rules. See a list of irregular verbs on pages 180 & 181.

We use the Present Perfect Simple for

- something that started in the past and is still true now.  
*I have slept in this room since I was three.*
- something that happened in the past but we don't say when.  
*We have taken a lot of family photos.*
- something that happened in the recent past.  
*The door is wet because he has just painted it.*
- experiences.  
*We have built a garage.*

Note: Time expressions that connect the past to the present are often used with the Present Perfect Simple. For example, *already, still, just, never, ever, yet, for, for ages/a long time, since.*  
*We have used this computer since 2010.*

## 5.2 Have been & Have gone

The Present Perfect Simple form of the verb *be* is *have been*.

*I have been here since 8 o'clock.*

The Present Perfect Simple form of the verb *go* is also *have been* when it means 'to go and come back'.

*I have been to Paris but I have never been to Rome.*

The Present Perfect Simple form of the verb *go* is also *have gone* when it means 'to go and still be there'.

*The children have gone to Paris but they will be back on Monday.*

## 5.3 For & Since

We often use *for* and *since* with the Present Perfect Simple. *For* refers to a period of time and *since* refers to a point in time.

*I have worn glasses since 2000.*  
*I have worn glasses for years.*

## 5.4 Possessive 's

We use 's to show that

- something belongs to someone.  
*Mary's house is big.*
- something has a particular relationship with someone or something else.  
*Mary is Mike's wife.*

We use 's after singular nouns.

- *Here's the dog's breakfast.*
- *This is Jack's laptop.*

We use 's after irregular plural nouns.

- *The shop sells men's shoes.*
- *The children's room is very big.*

We use s' with regular plural nouns.

- *The shop sells girls' shoes.*
- *The twins' room is very big.*

We use s' after names that end in -s.

- *This is Charles' son.*
- *Those are Mr Potts' sons: Tim and Phil Potts.*

## 5.5 Possessive Adjectives & Possessive Pronouns

Subject Pronoun	Possessive Adjective	Possessive Pronoun
I	my	mine
you	your	yours
he	his	his
she	her	hers
it	its	-
we	our	ours
you	your	yours
they	their	theirs

We use possessive adjectives before nouns to show that something belongs to someone or has a particular relationship with someone.

*That's the dog's bed. That's its bed.*

*This is my sisters' room. It's their room.*

We use possessive pronouns to show that something belongs to someone. Possessive pronouns replace a possessive adjective and a noun, or the possessive form and a noun.

*That is my bedroom. It's mine.*

*This is Dad's car. It's his.*

# Unit 6

## 6.1 Demonstratives

We use *this* + singular noun or uncountable noun to show that something is near us in space or time.

*This is my town; I love living here.*

*This traffic is terrible because everyone is going to work.*

We use *these* + plural noun to show that something is near us in space or time.

*These buildings are new; there used to be a field here.*

We use *that* + singular noun or uncountable noun to show that something is further away from us in space or time.

**That** island over there is called Hydra.

I spent **that** money at the market yesterday.

We use **those + plural noun** to show that something is further away from us in space or time.

**Those** children should not go near that unfriendly dog!

## 6.2 The Indefinite Article: A/An

We use **a** before a consonant sound.

a city  
a university

We use **an** before a vowel sound.

an underground station  
an hour  
an ATM

We use **a / an**

- with singular countable nouns.  
*Dora is an explorer.*
- to mention something for the first time. (When we refer to it again, we use **the**.)  
*I live on an island. (The island is called Spetses.)*
- to show job, status, etc.  
*She's a mother of four.*

## 6.3 The Definite Article: The

We use **the** with singular and plural countable nouns and uncountable nouns, to talk about something specific when the noun is mentioned for a second time.

Look! There's a dog in the road. Is **the** dog lost?

We also use **the** before

- unique nouns.  
*Who was the first man on **the** moon?*
- names of cinemas, theatres, ships, hotels, etc.  
*We're going to **the** Royal Theatre tonight.*  
*When did **the** Grand Hotel open?*
- names of rivers, deserts, mountain ranges, and names of nouns with *of*.  
*Where are **the** Himalayas?*  
***The** Thames goes through London.*
- countries or groups of countries whose names are plural.  
*He lives in **the** United Kingdom.*  
*She is from **the** Philippines.*
- musical instruments.  
*Do you play **the** guitar?*
- nationalities.  
***The** French are proud of their cooking.*
- the following words: *beach, countryside, station, jungle, etc.*  
*Did you enjoy your day at **the** beach?*
- *morning, afternoon, evening.*  
*Terry is arriving in **the** evening.*

We do not use **the** before

- proper nouns.  
***Pat** is **Ruth's** brother.*
- names of sports, games, colours, days, months, drinks, holidays, meals, and languages (not followed by the word *language*).  
*My dad wears **green** when he plays rugby.*  
*Did you make your mum **breakfast** on **Mother's** day?*

**Note:** When we refer specifically to a meal, a colour, a drink, etc. then we use **the**.

***The** breakfast that you made yesterday was delicious.*

***The** tea you made was perfect.*

- subjects of study.  
*Do you prefer **maths** or **history**?*
- names of countries, cities, streets (BUT: *the High Street*), squares, bridges (BUT: *the Golden Gate Bridge*), parks, stations, individual mountains, islands, lakes, continents.  
*London is the capital of **England**.*  
*We stayed in a **hotel** on **East Street**. It's near **Green Park**.*
- *bed, church, school, hospital, prison, university, college, court* when we talk about something related to the main purpose of the place. (Work never takes **the**.)  
*Harry is in **prison**.*  
*Harry's mum has gone to **the prison** to visit Harry. (Harry's mum is not in prison; she's gone to visit.)*
- means of transportation in expressions like *by car*, etc. (BUT: *in the car*).  
*We travelled **by underground**.*

## Unit 7

### 7.1 Zero Conditional

If clause	Main clause
present simple	present simple

We use the zero conditional to talk about the result of an action or situation that is always true. We can use **when** instead of **if**.

*If you **ride** a motorbike, you **need** a helmet.*

*When you **ride** a motorbike, you **need** a helmet.*

### 7.2 First Conditional

If clause	Main clause
present tense	will + bare infinitive

We use the first conditional to talk about the results of an action or a situation that will probably happen now or in the future.

*If you **play** against that team, you'll **certainly win!***

*If you **take** music lessons, you'll **learn** to read music.*

We can use **can, could, may** or **might** in the main clause instead of **will**. We can also use an imperative.

*If you like word games, you **might enjoy** Scrabble.*

*If you want to learn something new, **try** origami.*

### 7.3 Gerunds

We form gerunds with verbs and the **-ing** ending. We can use gerunds

- as nouns.  
***Painting** is a popular hobby.*
- after prepositions.  
*Jack is interested in **learning** photography.*
- after the verb **go** when we talk about activities.  
*Sam **goes cycling** at the weekends.*



We also use gerunds after certain verbs and phrases.

enjoy  
finish  
hate  
it's no good  
it's no use  
it's (not) worth  
keep  
like  
love  
miss  
practise  
prefer

The fans **enjoyed meeting** their favourite band!  
It's no good shouting! He **can't** hear you.

## 7.4 Infinitives: Full Infinitives

We form full infinitives with *to* and the verb. We use full infinitives

- to explain purpose.  
We went to the stadium **to watch** the match.
- after adjectives such as *afraid, scared, happy, glad, sad*, etc.  
She was **scared to sing** in front of the school.
- after the words *too* and *enough*.  
It was **too difficult to win** the chess game.  
He wasn't good **enough to be** in the team.

We also use full infinitives after certain verbs and phrases.

ask  
begin  
choose  
decide  
fail  
forget  
hope  
invite  
learn  
need  
offer  
plan  
prepare  
start  
want  
would like

He **wanted to play** the piano.

Her parents **agreed to pay** for music lessons.

## 7.5 Bare Infinitives

We use bare infinitives after

- modal verbs.  
If she tries, she **can improve** her voice.
- *had better* to give advice.  
You **had better remember** the dance.
- *would rather* to talk about preference. We often use the word *than*.  
I **would rather watch** the talent contest **than enter** it.

# Unit 8

## 8.1 Can

We use *can* + bare infinitive

- to talk about general ability in the present and the future.  
George **can ride** a bike and he's only three.

- for requests.  
**Can I borrow** your football?
- for permission.  
Yes, you **can borrow** my helmet.

## 8.2 Could

We use *could* + bare infinitive

- to talk about general ability in the past. (past form of *can*)  
Martina **could play** tennis when she was six.
- for polite requests.  
**Could you wait** here, please?

## 8.3 May

We use *may* + bare infinitive

- for polite requests. (with *I* and *we*)  
**May I come in**?
- for polite permission.  
Yes, you **may use** my bike.

## 8.4 Would

We use *would* + bare infinitive

- for polite requests.  
**Would you fix** my bike, please?

## 8.5 Shall

We use *shall* + bare infinitive

- for offers.  
**Shall I teach** you to play tennis?
- for strong intentions.  
I **shall win** this time!

## 8.6 Should

We use *should* + bare infinitive

- to give advice.  
You **shouldn't ride** without a helmet.
- to ask for advice.  
**Should runners eat** before the race?

## 8.7 Must

We use *must* + bare infinitive

- to say that something is necessary.  
Visitors **must pay** to swim in the hotel pool.
- to talk about obligations.  
You **must wear** a helmet on a motorbike.

## 8.8 Mustn't

We use *mustn't* + bare infinitive to talk about something that is not allowed.

Players **mustn't be** late for the match.

## 8.9 Have To

We use *have to*

- to say that something is necessary.  
You **have to win** to get first prize.
- to talk about obligation.  
Pete **has to play** every day to become a better player.

## 8.10 Mustn't & Don't Have To

There is an important difference between *mustn't* and *don't have to*. We use *mustn't* to say that something is not allowed, whereas we use *don't have to* to show that there is no obligation or necessity.

# Grammar Reference

You *mustn't* push another player.  
You *don't have to* play a team sport, you can choose something else.

## 8.11 Needn't

We use *needn't* + bare infinitive to say that something is not necessary.  
You *needn't buy* a tennis racket, you can have mine.

**Note:** We can also use *need* as an ordinary verb. It has affirmative, negative and question forms and it is usually used in the Present Simple and the Past Simple. It is followed by a full infinitive.

Our team *needs to score* a goal.  
I *don't need to buy* a new bike. My dad gave me one!  
Do you *need to be* fit to run a mile?

## Unit 9

### 9.1 Relative Pronouns

We use relative pronouns in relative clauses which give us information that we need in order to be able to understand who or what the speaker is talking about. When the relative pronoun is the subject of the verb, we use *who* or *that* to refer to people and *which* or *that* to refer to things.

That's the man *who/that* gave us directions.  
Those are the cabins *which/that* have the best view.

When *who*, *which* or *that* is the object of the relative clause, we can omit the relative pronoun.

*This is the place (which/that) we visited.*  
*She's the waitress (who/that) they paid.*  
We can replace *who* with *whom* when it is the object of the verb, but this is more formal.

*She's the receptionist (whom/who/that) we asked about our bill.*

### 9.2 Adverbs

Adverbs describe verbs. We form adverbs by adding *-ly* to adjectives: *careful* → *carefully*, *quiet* → *quietly*. For adjectives that end in *-y*, change the *-y* to *-i* and add *-ly*. Some adjectives that end in *-e* lose the *-e*: *true* → *truly*, *terrible* → *terribly*. Others do not: *sure* → *surely*.

#### Irregular Adverbs

**Note:** Some words like *hard*, *late*, *straight* and *fast* are both adjectives and adverbs. Irregular adverbs include the word *well*.

*She's a good dancer. She dances well.*  
Other words *friendly*, *lovely*, *silly*, and *ugly*, even though they end in *-ly* are not adverbs but adjectives.  
With the verb *be*, we use adjectives, not adverbs.

## Unit 10

### 10.1 The Passive Voice

We use the passive when

- the action is more important than who or what is responsible for it (the agent).  
*The passports are checked by the police.*

- we don't know the agent, or it is not important.  
*Tickets are booked online.*

We change an active sentence into a passive sentence in the following way.  
The object of the verb in the active sentence becomes the subject of the verb in the passive sentence. The verb *be* is used in the same tense of the main verb in the active sentence, together with the past participle of the main verb in the active sentence.

*They park the cars on the pavement. The cars are parked on the pavement.*

In this example we do not know who parks the cars – it is not very important so we do not include this information in the passive sentence.

**Note:** When it is important to mention the agent in a passive sentence, we use the word *by*. When we want to mention a tool or material in the passive sentence, we use the word *with*.

*Prisoners built the Yungas Road.*  
*The Yungas Road was built by prisoners.*  
*The photo was taken with a smart phone.*

### 10.2 The Passive Voice: Present Simple

The passive is formed with the present simple of the verb *be* and a past participle.

Tense	Active	Passive
Present Simple	make/makes	am/are/is made

### 10.3 The Passive Voice: Past Simple

The passive is formed with the past simple of the verb *be* and a past participle.

Tense	Active	Passive
Past Simple	made	was/were made

## Unit 11

### 11.1 Comparative & Superlative Adjectives & Adverbs

We use the comparative to compare two people or things. We usually form the comparative by adding *-er* to an adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more*. We often use the word *than* after the comparative.

*Hot weather is sometimes more dangerous than cold weather.*

*The snow fell more heavily on the mountain than in the city.*

We use the superlative to compare one person or thing with other people or things of the same type. We usually form the superlative by adding *-est* to the adjective or adverb. If the adjective or adverb has two or more syllables, we use the word *more*. We use the word *the* before the superlative.

*What is the hottest month of the year?*

*The storm affected the fishing village the most seriously.*

**Spelling:** *big* → *bigger/biggest*, *brave* → *braver/bravest*, *tidy* → *tidier/tidiest*



Some adjectives and adverbs are irregular and form their comparative and superlative in different ways.

Adjective/Adverb	Comparative	Superlative
good/well	better	the best
bad/badly	worse	the worst
many/more	more	the most
much	more	the most
little	less	the least
far	farther/further	the farthest/furthest

Note: Some words like *hard*, *late*, *straight* and *fast* are both adjectives and adverbs.

Other words like *friendly*, *lovely*, *silly*, and *ugly*, even though they end in *-ly* are not adverbs but adjectives. The words *hardly* (= barely) and *lately* (= recently) are not the adverbs of *hard* and *late*.

## 11.2 Other comparative structures

We use *as + adjective/adverb + as* to show that two people or things are similar in some way.  
*Fog is as dangerous as snow for drivers.*

We use *not as/so ... as* to show that one person or thing has less of a quality than another.  
*British summers aren't as hot as Greek summers.*

# Unit 12

## 12.1 Ordering adjectives

Sometimes more than one adjective is used in front of a noun.

*He is a tall, young man.*

*We bought a round, white, Japanese vase.*

### Opinion adjectives

Some adjectives give a general opinion, which could describe anything.

*He's a good farmer.*

*She's a wonderful friend.*

*It's a special day.*

Other adjectives give a specific opinion to describe particular nouns:

*useful insect*

*long life*

*clever gorilla*

Usually a more general opinion adjective comes before a more specific opinion:

an **amazing, useful** insect

a **wonderful, long** life

an **interesting, clever** gorilla

When we use two or more adjectives in front of a noun to describe a person or thing, we usually put them in this order.

general opinion	great	beautiful
size	little	long
age	old	new
shape	square	rectangular
colour	red	white
nationality	Chinese	Egyptian
material	wooden	cotton
noun as adjective	music	bath
NOUN	box	towel

Generally, the adjectives with the strongest connection to the noun go closer to the noun than the ones with weaker connections (opinions, not facts). Of course we don't often use more than two or three adjectives before a noun.

*We visited the fascinating famous London Natural History Museum on a horrible rainy day.*

*They put their old brown cardboard boxes in the ugly huge blue plastic recycling bin.*

## 12.2 Adjectives ending -ing and -ed

These adjectives are formed from verbs like: *bore*, *interest*, *amuse*, *fascinate*, *tire*, *amaze*, *excite* and *frighten*.

Adjectives that end in *-ed* describe how someone feels.

They have a passive meaning.

*The children are fascinated by science. The children are fascinated. The fascinated children watched the scientist with open mouths.*

Adjectives that end in *-ing* describe the effect something has. They have an active meaning.

*The museum fascinates the children. The museum is fascinating. We took the children to the fascinating Science Museum.*

### Remember

We do not say 'I am boring' because this means that the speaker bores other people!

*The lesson is boring.*

*The pupils are bored.*

# Writing Reference

## Email

When writing an email,

- make it clear why you are writing.
- be friendly and use informal language.
- don't use texting language (for example, *ur* for *you're* and *lol* for *laugh out loud*).

### Plan

#### Greeting

*Hi...! / Hello...! / Dear ...,*

#### Paragraph 1

Begin with polite phrases. Thank the reader for his/her email or ask about him/her and say why you are writing.

*How are you?*

*Thanks for your email.*

*I'm writing to ...*

#### Paragraph 2

Give more details about why you are writing.

*I'd like to ... / I'm thinking of ... / We're going to ...*

#### Paragraph 3

Give more information.

*And ... / Also, ...*

#### Signing off

*See you soon! / See you on Saturday! / Hope to see you soon. / Write back soon! / I look forward to seeing you.*

*Love, ...*

### Email checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Did you use informal language, such as short forms of verbs?
- Is your writing style suitable for the situation and the reader?
- Did you use linking words?



# Formal email

When writing a formal email,

- use formal language and full forms.
- make it clear why you are writing.
- make sure you focus on the subject you're writing about.

**Plan**

**Greeting**

*Dear Sir / Madam, Dear Mr ..., Dear Mrs ..., Dear Ms ...*

**Paragraph 1**

Explain why you're writing.

*I'm writing to ... / I'm emailing to ...*

**Paragraphs 2 & 3**

Give more details on what you are writing about and what you want to find out or do.

*I'd like to ... / Is it possible for me to ...? / Can you tell me ...? / Could you give me ...?*

**Paragraph 4**

Suggest what needs to be done next.

*Could you let me know as soon as possible? / Can you send me an email with more information? / I look forward to hearing from you. / I look forward to meeting you.*

**Signing off**

*Kind regards / Best regards*

## Formal email checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you used formal language and full forms?
- Have you used a suitable greeting and sign-off?

# Writing Reference

## Poster or advert

When writing a poster or advert,

- include all the important information about your event in the advert or poster.
- use imperatives to persuade the reader.
- remember to give contact details.

### Plan

#### Paragraph 1

Say what the event is and give details about when and where it will happen and any costs.  
*Dance lessons every Wednesday, 5.00 p.m. to 7.00 p.m. / Sports centre / School Fair, Saturday 11th June on the school sports field. / Tickets are £2 per person. / £5.00 per lesson.*

#### Paragraph 2

Persuade people to come.

*Come along and get fit! / Come and try it! / Why don't you come and see for yourself! / How about trying something new!*

#### Contact details

Give the name, number and / or email of the person to contact about the event.

*Contact Dave on 0298 9746927. / Email me at helen.benn@foxmail.com for more details. / Call the school on 03495 757393 for more information.*

### Poster or advert checklist

- Have you followed the plan?
- Have you checked for grammar, punctuation and spelling mistakes?
- Have you included all the important information
- Have you used imperatives to persuade the reader
- Have you given contact details



# Reply to an invitation

When writing a reply to an invitation,

- read the invitation carefully and decide if you will accept or decline.
- say thank you for the invitation in the first paragraph.
- use polite phrases to accept or decline.
- use modal verbs to help you be more polite.
- if you decline, explain why.
- finish by talking about the event or another future meeting.

## Plan

### Paragraph 1

Say thank you for the invitation. Choose formal or informal language, depending on who invited you and to what.

*Thanks for the invitation to your party. / Thank you very much for the kind invitation to your daughter's wedding.*

### Paragraph 2

Say if you can come or not.

*I would love to come. / I'm afraid I can't come. / Unfortunately, I can't come.*

### Paragraph 3

If you decline, explain why.

*I'm on holiday on that day. / I'm visiting my parents that weekend.*

### Paragraph 4

If you accept, ask a question or talk about the event.

*Can I bring a partner? / Should I bring anything? / It's going to be a great party!*

### Paragraph 5

Talk about the future to finish.

*I'm really looking forward to seeing you! / Can't wait to see you there! / Sorry I can't come, but hopefully see you soon. / Let's try to meet up soon.*

## Reply to an invitation checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you clearly accepted or declined the invitation?
- Have you explained why, if you cannot go?
- Have you used modals to help you sound polite?

## Postcard

When writing a postcard,

- open and close your postcard in a friendly way.
- use informal language.
- use linking words and phrases to join your ideas.
- explain the good points about your holiday.

### Plan

#### Opening

Use an informal greeting.

*Dear Eric, Hi Eric*

#### Paragraph 1

Write about the holiday and explain what you have done so far.

*We're having a lovely/terrible time. Rome is a great city! / We've had some great food! / The weather is wonderful/awful!*

#### Paragraph 2

Write what your future plans are.

*We're going to visit a museum tomorrow.*

#### Paragraph 3

Ask a question.

*When are you going on holiday? / How is your holiday going?*

#### Closing:

Use an informal phrase for closing the postcard.

*Bye. See you soon.*

*David*

### Postcard checklist

- Have you followed the plan?
- Have you used informal language that is grammatically correct?
- Have you checked for spelling and punctuation mistakes?
- Have you asked a question?
- Have you included all the information you were given?



# Report

When writing a report,

- think of a suitable title for your report.
- use formal language.
- remember to use headings to organise your report.
- allow yourself time to plan your report.
- think about the advantages and disadvantages of each option.
- each part of your report should be separated from the next with clear paragraphs.

## Plan

### Paragraph 1

Say why you are writing the report.

*The purpose of this report is to ... / This is a report on ...*

### Paragraph 2

Give any important background information about the situation and the report.

*At the moment, ... / This report is based on results from ...*

### Paragraph 3

Present the findings.

*60% of the people interviewed said ... / 20% of sales were ...*

### Paragraph 4

End the report by concluding and recommending future action.

*In conclusion, ... / To sum up, the main recommendations/suggestions are ... / As can be seen from this report, ....*

## Report checklist

- Have you followed the plan?
- Have you used grammatically correct forms?
- Have you checked for spelling and punctuation mistakes?
- Have you used formal language and the full forms of verbs?
- Have you used linking words correctly?
- Have you made suggestions and/or recommendations?

# Speaking Reference

## Talking about yourself

My favourite subject is ...  
In my free time I usually ...  
I've got one sister, she's older / younger than me ...  
I don't have any pets.  
I've got a cat called Jasper.  
I spend a lot of time with my (grandma).  
I always (play football / watch TV) with my (dad / friends).

## Describing a person

She's ... tall / blonde/quiet.  
He's got ... red hair / braces.  
She usually wears ... jeans / black.  
He's really funny ... but he gets angry if ...  
He understands me / listens to my problems.  
She loves ... animals / parties / volleyball.  
He doesn't like ... homework / shopping / winter.

## Asking for details about events

Where is it?  
When time does it start / finish?  
What should / shall I bring?  
Is there a phone number / an email address?  
Can I take my friend / boyfriend / girlfriend / partner?  
Can you repeat that / say that again, please?  
Can you spell that, please?

## Eating out

What time does the restaurant open?  
Can I book a table?

## Taking an order

What would you like to order?  
Any drinks?  
I'm afraid we don't have ...

## Ordering food and drink

Can I have / I'd like / I'll have the pasta, please?  
Do you have any garlic bread?  
What kind of ice-cream do you have?  
How much is a bottle of sparkling water?  
Can we have the bill, please?

## Describing my bedroom

My bedroom room is great because ...  
I don't really like my bedroom because ...  
I've got a computer / laptop / printer / TV ...  
The walls are white and I've got red curtains.  
I keep my ... on my bookshelves / in my wardrobe.  
I really love my posters of ...  
My room is usually tidy / untidy ... because ...

## Asking for directions

Where is the ...? / I'm looking for ...  
Is there a bank near here?  
Where is it exactly?

## Giving directions

It's at the end of the road.  
It's opposite / next to / behind the school.  
It's at the crossroads.  
Go straight on.  
Go / Turn right / left (at the traffic lights / at the roundabout).  
Take the first (turning on your) right / left.

## Checking understanding

Did you say 'turn right'?  
I'm sorry. I didn't understand.  
Could you repeat that, please?  
I'm not sure what you mean.

## Giving detailed information

The competitions starts at 8 p.m. / 10 a.m. / 8.30 a.m.  
The exhibition starts on the 1st of May / 22nd October / 4th January.  
It finishes on the 15th April / 20th June / 1st September.  
The website address is ...  
You can enter if you are aged between ... and ... years old.  
You can win a laptop / iPod / guitar.

## Asking about likes

Do you like doing sport inside or outside?  
Do you prefer doing sport alone or in a team?  
Do you enjoy running?

## Giving advice

Why don't you ...?  
You should ...  
You needn't / don't have to ...  
You could try ...  
You have to ...

## Responding to advice

That's a good idea.  
I don't think that's a good idea because ...  
Or perhaps I could ...

## Asking about a holiday

Where did you go?  
Where did you stay?  
What was the weather like?  
What activities did you do?  
Did you enjoy the holiday?

## Describing a holiday

We went to a place called Trapani.  
It was in the countryside / near the beach / in the city.  
It was a really modern / noisy / busy city.  
It was really quiet and boring.  
It was amazing!

## Asking for travel information

What time does the train / bus / plane leave?  
Where does it leave from?  
Which stop do I need?  
How far is ... from ...?



How long does it take to get from ... to ...?  
How much is the fare for a ... ticket?  
Which metro line do I need for the airport?

**Giving travel information**

The airport is 30km away.  
The port is 5km from the town centre.  
Trains run every half hour.  
It leaves from gate 22 / platform 2.  
It departs at 8 a.m.  
The taxi fare is €20.

**Asking questions about the weather**

When will there be snow?  
Will it rain on Monday?  
Which city has the warmest weather?  
What will the temperature be in Prague?  
Which city has the best weather?

**Describing differences**

On Saturday, Madrid will be colder than Athens.  
There will be more rain in Oslo than in Stockholm.  
Miami will be hotter than Chicago.

**Describing similarities**

London is as sunny as Rome today.  
It's cold and wet in Paris and Amsterdam.

**Wh- questions**

Where is the ... ?  
Where can I buy ... ?  
Why do people waste so much food?  
What can you buy in your local shops?  
What is the cost of ... ?

**Other questions**

How much food is wasted ... ?  
Is there a website ... ?

# Speaking Information for Student A

## Unit 3, page 39

### Mel and Luke's wedding questions

- date?
- what / time?
- take / my partner?
- where / wedding?
- where / eat?
- email?

## Unit 4, page 51



## Unit 7, page 91

### Photography exhibition questions

- where?
- dates?
- who / enter?
- what / win?
- website?

## Unit 11, page 143

### Weather forecast questions

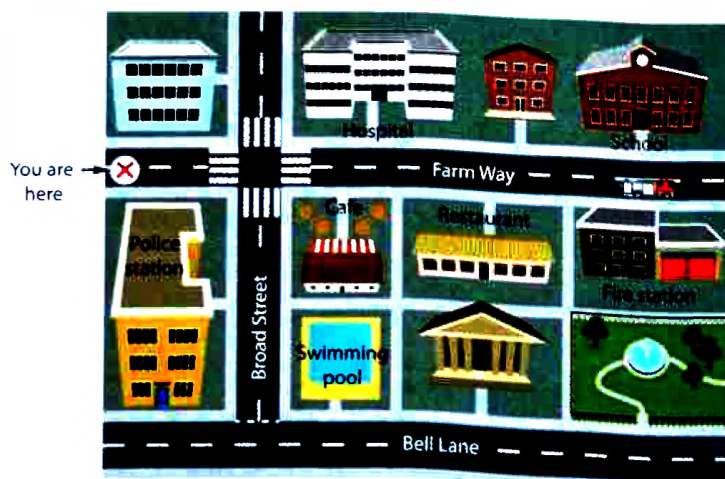
- where / weather forecasts for?
- which city / colder / Monday? / temperatures?
- which city / hotter / Tuesday? / temperatures?
- when and where / storm?
- which city / best weather in your opinion? / Why?

## Unit 12, page 155

### Farmers' Market questions

- where?
- what time?
- what / buy there?
- why / buy there?
- why / good for the environment?

## Unit 6, page 77





# Speaking Information for Student B

## Unit 3, page 39

Tom's birthday party questions

- where?
- date?
- time?
- phone number?
- what / bring?

## Unit 4, page 51



**Dave's Café**  
Open from 7 am till 5 pm

- **Snacks**
  - Selection of 20 mixed olives 3 euros
  - Garlic bread 4 euros
  - Cheese sandwich 4 euros
  - Small pizza 6 euros
  - Chips 5 euros
- **Desserts**
  - Chocolate brownie 4 euros
  - Strawberry tart 5 euros
- **Drinks**
  - Coffee: Cappuccino, Americano, Espresso, Latte 2 euros
  - Orange juice 2 euros
  - Sparkling water 1:50 euros
  - Still water 1:50 euros

Takeaway lunches available.  
Call Rachel on 07452 766868.

## Unit 7, page 91

Talent competition questions

- where?
- date?
- for teenagers?
- website?
- what / win?

## Unit 10, page 129



**GETTING TO THE ISLAND**

From the airport, take the metro  
The trains depart \_\_\_\_\_ from 06.35 until 23.35.  
The fare is €8 for a single and € \_\_\_\_\_ for a return.  
You can buy a ticket from a machine at the station.  
Get off at Monastiraki.  
The trip takes about 45 minutes.  
At Monastiraki, you take the \_\_\_\_\_ line to Pireaus.  
This part of the trip takes about \_\_\_\_\_ minutes.  
The ferry to Santorini leaves at 8 p.m. on \_\_\_\_\_ and the fare is €31.

To book tickets online go to: [www.pireaus.travel/santorini](http://www.pireaus.travel/santorini)

## Unit 11, page 143

Weather forecast questions

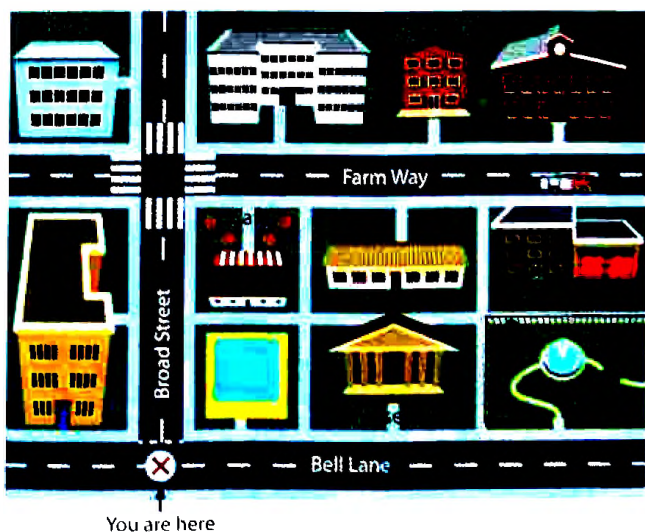
- where / weather forecasts for?
- which city / warmer / Monday? / temperatures?
- which city / colder / Tuesday? / temperatures?
- when and where / rain?
- which city / best weather in your opinion? / Why?

## Unit 12, page 155

Food Waste questions

- how much food / waste / UK?
- cost / wasted food / per UK family?
- why / waste food?
- what kind / food / waste the most?
- website / more information?

## Unit 6, page 77



# Irregular Verbs

Infinitive	Past Simple	Past Participle
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burnt	burnt
buy	bought	bought
can	could	–
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forecast	forecast	forecast
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
lead	led	led
learn	learnt	learnt
leave	left	left
lend	lent	lent
let	let	let



## Infinitive

lie  
light  
lose  
mean  
make  
meet  
pay  
prove  
put  
read  
ride  
ring  
rise  
run  
say  
see  
sell  
send  
set  
shake  
shine  
show  
shoot  
shut  
sing  
sink  
sit  
sleep  
slide  
smell  
speak  
speed  
spend  
stand  
steal  
stick  
stink  
sweep  
swim  
take  
teach  
tell  
think  
throw  
understand  
wake  
wear  
win  
write

## Past Simple

lay  
lit  
lost  
meant  
made  
met  
paid  
proved  
put  
read /red/  
rode  
rang  
rose  
ran  
said  
saw  
sold  
sent  
set  
shook  
shone  
showed  
shot  
shut  
sang  
sank  
sat  
slept  
slid  
smelt  
spoke  
sped  
spent  
stood  
stole  
stuck  
stank  
swept  
swam  
took  
taught  
told  
thought  
threw  
understood  
woke  
wore  
won  
wrote

## Past Participle

lain  
lit  
lost  
meant  
made  
met  
paid  
proven  
put  
read /red/  
ridden  
rung  
risen  
run  
said  
seen  
sold  
sent  
set  
shaken  
shone  
shown  
shot  
shut  
sung  
sunk  
sat  
slept  
slid  
smelt  
spoken  
sped  
spent  
stood  
stolen  
stuck  
stunk  
swept  
swum  
taken  
taught  
told  
thought  
thrown  
understood  
woken  
worn  
won  
written

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