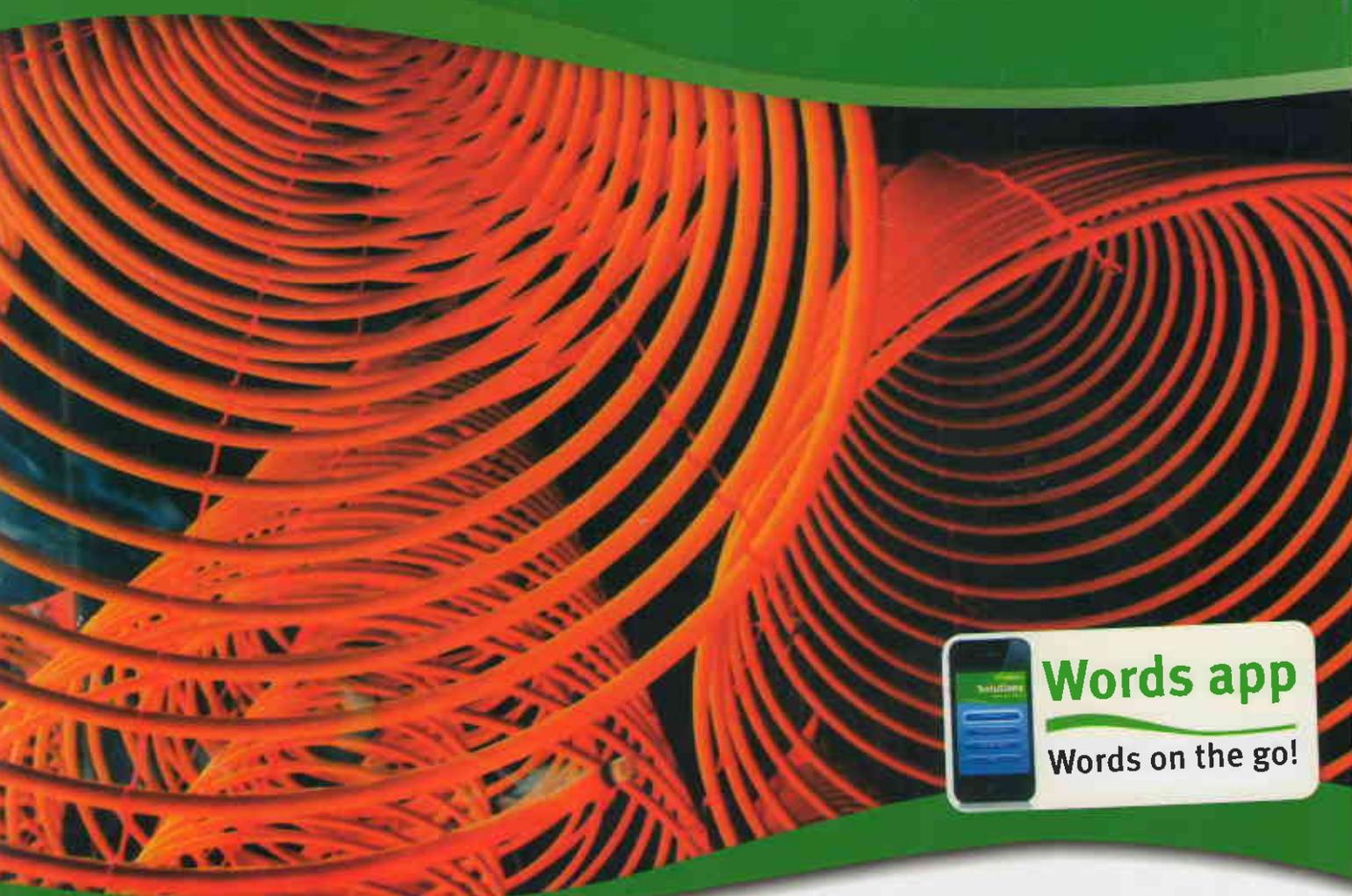


oxford
exam
support

2nd edition

Solutions

Elementary Student's Book



Words app

Words on the go!

Tim Falla, Paul A Davies

OXFORD

UNIT	A EVERYDAY ENGLISH	B GRAMMAR	C GRAMMAR
I Introduction	p4 Meeting people Numbers, alphabet 🔊 Introducing myself	p5 <i>Be</i> , possessives and pronouns Possessive adjectives Demonstrative pronouns	p6 <i>Have</i> got and articles Vocabulary: possessions (a CD, a bike, a cat, etc.)
UNIT	A VOCABULARY AND LISTENING	B GRAMMAR	C CULTURE
1 Friends and family	p8 Family Family words (<i>aunt, cousin, stepmother</i> , etc.) Possessive 's Plural nouns 🔊 Describing my family	p9 Present simple: affirmative and negative	p10 The Royal Family Reading: A Royal Couple Vocabulary: monarchy and government (<i>queen, Parliament</i> , etc.) 🔊 Three people talk about the British monarchy
Get ready for your exam 1 p16 • Reading Matching headings to paragraphs • Speaking Situational role-play • Listening Comprehension questions • Speaking Description • Use of English Cloze task			
2 My time	p18 Free-time activities Hobbies and sports (<i>athletics, keeping fit, drama</i> , etc.) Verb + noun collocations (<i>surf the Net, do karate, go swimming</i> , etc.) 🔊 Talking about hobbies and sports	p19 <i>Any</i> vs <i>anyone</i>	p20 It's fun, but is it sport? Reading: Cheerleading Vocabulary: action verbs (<i>train hard, compete</i> , etc.) 🔊 A radio interview
• Language review Units 1–2 p26 • Skills round-up Units 1–2 p27			
3 At school	p28 School subjects School subjects (<i>art and design, biology, ICT</i> , etc.) Parts of the house (<i>bathroom, bedroom, study</i> , etc.) 🔊 Extracts from school lessons	p29 <i>There</i> vs <i>there are</i> ; <i>some/any</i> with plural nouns Prepositions of place	p30 Schools in England Reading: Eton College Vocabulary: parts of a school (<i>canteen, classroom, gym</i> , etc.) 🔊 An interview about school
Get ready for your exam 2 p36 • Listening Multiple-choice statements • Speaking Situational role-play • Use of English Cloze task • Reading Matching headings to paragraphs • Speaking Situational role-play			
4 Special occasions	p38 Clothes Clothes (<i>boots, joggers, skirt</i> , etc.) Describing people (<i>He's tall, She's thin</i> , etc.) 🔊 Clothes	p39 Present continuous	p40 Halloween Reading: Halloween Vocabulary: (<i>costume, evil, witch, trick or treat</i> , etc.)
• Language review Units 3–4 p46 • Skills round-up Units 1–4 p47			
5 Healthy living	p48 Food Food and drink (<i>rice, dairy products, a glass of water</i> , etc.) Methods of cooking (<i>boiled, fried</i> , etc.) 🔊 In a busy kitchen	p49 Quantity Countable and uncountable nouns <i>How much ... ? / How many ... ?</i> , <i>some</i> and <i>any</i>	p50 Fussy eaters? Reading: Food for thought? Vocabulary: compound nouns (<i>balanced diet, processed food</i> , etc.) 🔊 Different diets
Get ready for your exam 3 p56 • Listening True/false statements • Speaking Picture description • Use of English Word formation • Reading Multiple-choice statements • Speaking Situational role-play			
6 Going places	p58 In town Places in a town (<i>bank, car park, theatre</i> , etc.) Collocations (<i>park a car, leave a message</i> , etc.) 🔊 Following directions	p59 Past simple: <i>be</i> and <i>can</i>	p60 Teen adventure Reading: A teenagers' guide to Sydney! Vocabulary: adjectives to describe places in a city (<i>modern, safe, fantastic</i> , etc.) 🔊 Radio advertisements: Places to go in Sydney
• Language review Units 5–6 p66 • Skills round-up Units 1–6 p67			
7 Fame!	p68 Where are they from? Countries; Nationalities (<i>China, Czech</i> , etc.) <i>make, do, have</i> and <i>take</i> (<i>have a dream, do homework</i> , etc.) Vocabulary: events in life (<i>was born, died</i> , etc.) 🔊 Four biographies	p69 Past simple affirmative: irregular verbs Pronunciation: past simple forms	p70 Changing the world Reading: Rosa Parks 🔊 Three teenagers talk about their heroes
Get ready for your exam 4 p76 • Listening True/false statements • Speaking Description • Use of English Open cloze task • Reading Matching headings to paragraphs • Speaking Picture description			
8 In the wild	p78 Geography Geographical features (<i>cave, sea, volcano</i> , etc.) Continents (<i>Africa, Asia, Europe</i> , etc.) Measurements (<i>50 years old, 6,000 km long</i> , etc.) 🔊 Geographical places	p79 Comparative adjectives Pronunciation: <i>-er</i> endings	p80 Landmarks Reading: A famous landmark Vocabulary: outdoor activities (<i>climbing, diving, fishing</i> , etc.) 🔊 Talking about trips
• Language review Units 7–8 p86 • Skills round-up Units 1–8 p87			
9 The world of work	p88 Jobs and work Jobs (<i>builder, doctor, vet</i> , etc.) Suffixes: <i>-er, -or</i> and <i>-ist</i> (<i>dancer, actor, scientist</i> , etc.) 🔊 Three people talk about their jobs	p89 <i>Going to</i>	p90 Jobs for teenagers Reading: three people talk about their jobs Vocabulary: work words (<i>skills, career, part time</i> , etc.) 🔊 Part-time jobs
Get ready for your exam 5 p96 • Listening Watching speakers to statements • Speaking Discussion • Use of English Word formation • Reading Matching headings to paragraphs • Speaking Situational role-play			
10 Time to travel	p98 Transport Transport nouns and adjectives (<i>coach, safe</i> , etc.) Phrasal verbs with <i>get</i> (<i>get in, get off, get out of</i> , etc.) 🔊 Five people talk about how they go to and from school	p99 Present perfect: affirmative <i>Just</i> for recent events	p100 Gateway to the New World Reading: Ellis Island 🔊 Five people talk about their background
• Language review Units 9–10 p106 • Skills round-up Units 1–10 p107			

GRAMMAR BUILDER AND REFERENCE p108

VOCABULARY BUILDER p130

IRREGULAR VERBS p141

🔊 Listening (1.01 = disk 1, track 1 / 2.01 = disk 2, track 1)

D VOCABULARY

p7 Time, days and dates

🔊 Asking and telling the time
Ordinal numbers

D GRAMMAR

p11 Present simple: questions

E READING

p12 The Amish

Reading: A simple life?

Vocabulary: everyday activities (*do the housework, prepare food, etc.*)**F EVERYDAY ENGLISH**p16 Making friends:
Object pronouns**G WRITING**

p18 A message

p21 can and adverbs

p22 Extreme sports

Reading: Free time – crazy time!

Vocabulary: parts of the body (*back, chest, toes, etc.*)

🔊 Song: Ain't got no

p26 Expressing likes and dislikes

Vocabulary: giving an opinion about things (*He's awful, etc.*)

🔊 What do you like doing?

p28 An announcement:
Imperatives

p31 have to

p32 Sumo school

Reading: An interview with a young sumo wrestler

Vocabulary: adjective + preposition collocations (*keen on, etc.*)

p34 Giving directions

Vocabulary: directions (*Turn left, Go straight on, etc.*)p35 A letter:
Capital letters

p41 Present simple and continuous

p42 I do!

Reading: The big day

Vocabulary: weddings (*bride, groom, ceremony, etc.*)

🔊 Song: Fallin'

p44 Making arrangements

Vocabulary: activities (*go dancing, meet friends, etc.*)

🔊 Talking about plans for the weekend

p46 An invitation

p51 should / shouldn't

p52 Feeling good?

Reading: Healthy alternatives

Vocabulary: Health problems (*painful, cure, etc.*)

p54 In a café

Ordering food (*I'd like ... , Can I have ... , etc.*)

p55 A questionnaire

p61 Past simple
affirmative and negative
Pronunciation: -ed endings

p62 Out on the town

Reading: A strange accident

Vocabulary: adjectives to describe feelings (*bored, angry, etc.*)

p64 Asking for information

Listening: phoning a museum for information

p65 A note

p71 Past simple negative and interrogative

p72 Famous artists

Reading: Vincent van Gogh and Pablo Picasso

p74 Talking about your weekend

Listening: three teenagers talk about their weekend

Vocabulary: expressions of interest and sympathy (*Oh dear! Wow! Really?, etc.*)

p75 An email message

p81 Superlative adjectives

p82 Dangerous!

Reading: The scariest animals in history?

Vocabulary: wildlife (*bat, bear, reptiles, etc.*)

🔊 Song: Planet Earth

p84 Negotiating

Making holiday plans (*Shall we ... ? Let's ... , How about ... ? etc.*)Types of holiday (*safari, beach holiday, city break, etc.*)

p85 An advert

p91 will

p92 A year out

Reading: Gap years

Vocabulary: compound nouns (*voluntary work, tourist industry, etc.*)

p94 On the phone

Making and receiving phone calls

Saying phone numbers ('oh double six', etc.)

p95 An application letter

p101 Present perfect: negative and interrogative already and yet

p102 Alone in the canyon

Reading: Lose your arm. Or lose your life.

Vocabulary: time expressions (*first of all, suddenly, etc.*)

🔊 Song: Last Train to Clarksville

p104 Buying a train ticket

can for permission (*Can I take my bike on the train?, etc.*)

p105 A postcard

I Introduction

THIS UNIT INCLUDES

- Vocabulary** ■ numbers ■ alphabet ■ describing people ■ time, days and dates
Grammar ■ *be* ■ *have got* ■ possessive adjectives ■ demonstrative pronouns ■ articles
Speaking ■ meeting people

IA

EVERYDAY ENGLISH Meeting people

- 1 Look at the photo. Where are the people? How old do you think they are?



- 2 1.02 Complete the dialogue. Use the words below. Then listen, repeat and check.

How are you How old are you What about you
 Where are you from

Becka Hi, José. ¹ _____ ?
 José Fine, thanks, Becka. And you?
 Becka I'm fine too. José, this is Agnieszka. She's
 from Poland.
 José Hi, nice to meet you.
 Agnieszka And you. ² _____ ?
 José I'm from Paraguay.
 Agnieszka ³ _____ ?
 José I'm 17. ⁴ _____ ?
 Agnieszka I'm 17 too.
 José How do you spell your name?
 Agnieszka A-G-N-I-E-S-Z-K-A.

- 3 1.03 Listen and repeat the numbers.

- 4 Say the even numbers from 2 to 30 round the class. Then say the odd numbers from 1 to 29.

two, four, six, ...

one, three, five, ...

VOCABULARY BUILDER (PART 1): PAGE 130

- 5 1.04 **PRONUNCIATION** Listen and repeat the alphabet.

a b c d e f g h i j k l m n o p q r s t u v w x y z

- 6 Find all the letters that have the sounds below.

1 /eɪ/	2 /eɪ/	3 /i:/
a	f	b

- 7 **SPEAKING** Work in pairs. Think of someone in the class. Spell the person's name. How quickly can your partner guess the name?

J-E-N-N-I ...

I know! It's Jennifer.

- 8 1.05 Listen to the dialogues. Complete the information about the people. Use four of the countries below.

Australia Britain Canada the Republic of Ireland
 New Zealand the USA

Conversation 1



Name: Martin Age: _____
 Country: _____



Name: _____ Age: _____
 Country: _____

Conversation 2



Name: Ryan Age: _____
 Country: _____



Name: _____ Age: _____
 Country: _____

- 9 **SPEAKING** Work in groups of three. Practise reading the dialogue in exercise 2, changing the words in blue.

1 Read the text. Choose the correct answers.

- 1 Karl is from **England / Ireland**.
- 2 He's **17 / 19** years old.
- 3 His sister is at university in **Dublin / London**.

FORUMS Search:

My name's Karl. I'm 17 years old. My home is in Manchester, in England. But I'm not from England – I'm from Ireland. This is a photo of me and my two sisters. Their names are Ruth and Sorcha. Ruth is 15 years old. We're at the same school, but we aren't in the same class. Sorcha isn't at our school. She's at university in London.

Posted 17.51 23rd September



2 Complete the table with the affirmative and negative forms of the verb *be*. Use the text in exercise 1 to help you.

<i>be</i>	
affirmative	negative
I ¹ _____ ...	I ⁴ _____ ...
He/She/It ² _____ ...	He/She/It ⁵ _____ ...
You/We/They ³ _____ ...	You/We/They ⁶ _____ ...
interrogative	short answers
Am I ... ?	Yes, I am. / No, I'm not.
Is he/she/it ... ?	Yes, he/she/it is.
Are you/we/they ... ?	No, he/she/it isn't. Yes, you/we/they are. / No, you/we/they aren't.

3 Complete the sentences with the affirmative or negative form of the verb *be*. Make them true for you.

- 1 My name _____ Matt.
My name is Matt. / My name isn't Matt
- 2 Our teacher _____ in the classroom.
- 3 I _____ thirsty.
- 4 We _____ at home now.
- 5 My bag _____ black.
- 6 My parents _____ from Istanbul.
- 7 I _____ 17 years old.
- 8 It _____ very hot today.

4 Write questions. Use the interrogative form of *be*.

- | | |
|----------------------------------|----------------------------|
| 1 Adele / your favourite singer? | 4 our teacher / very tall? |
| 2 we / from Hungary? | 5 you / 16 years old? |
| 3 your friends / at home? | 6 you / hungry? |

5 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 4.

Is Adele your favourite singer?

Yes, she is. / No, she isn't.

GRAMMAR BUILDER IB (EX 1): PAGE 108

6 Underline three possessive adjectives in the text in exercise 1. Then complete the table below.

Possessive adjectives			
I	¹ _____	it	its
you	your	we	² _____
he	his	you	your
she	her	they	³ _____

GRAMMAR BUILDER IB (EX 2): PAGE 108

7 Read the *Learn this!* box. Then find one demonstrative pronoun in the text in exercise 1.

LEARN THIS!

Demonstrative pronouns

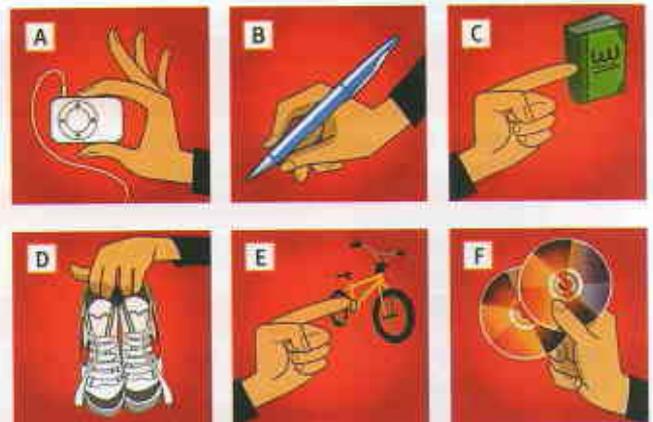
Singular: *this that*

Plural: *these those*

We use *this* and *these* for things that are close to us ('here'). We use *that* and *those* for things that are further away ('there').

8 Write sentences. Then match them with the pictures.

- | | |
|-----------------------------|-----------------------------|
| 1 this / your pen? | 4 these / your CDs? |
| Is this your pen? Picture B | 5 this / not our MP3 player |
| 2 that / not my dictionary | 6 that / her bike? |
| 3 these / not his trainers | |



GRAMMAR BUILDER IB (EX 3): PAGE 108

1 1.06 Read and listen to the dialogue. Who or what is Floppy?



Lauren Is that your cat?
 Harvey No. I haven't got a cat. I've got a dog – his name is Patch. And my sister has got a rabbit.
 Lauren What's her name?
 Harvey Floppy.
 Lauren Not the rabbit – your sister!
 Harvey Oh, sorry. My sister's name is Eva.
 Lauren Have you got a brother?
 Harvey Yes, I have. Sam. But he isn't at home.
 Lauren Where is he?
 Harvey I'm not sure. He hasn't got his mobile with him.

2 Underline all the examples of *have got* in the dialogue. Then complete the table below.

<i>have got</i>	
affirmative	
I ¹ _____ got ...	You/We/They've got ...
He/She/It ² _____ got ...	
negative	
I ³ _____ got ...	You/We/They haven't got ...
He/She/It ⁴ _____ got ...	
interrogative	
Have I got ... ?	⁵ _____ you/we/they got ... ?
Has he/she/it got ... ?	
short answers	
Yes, I ⁶ _____. / No, I haven't.	
Yes, he/she/ it has. / No, he/she/it hasn't.	
Yes, you/we/they have. / No, you/we/they haven't.	

3 Complete the sentences with the affirmative or negative form of *have got*. Use information from the dialogue in exercise 1.

- Harvey _____ a cat.
- Harvey _____ a dog.
- Eva _____ a rabbit.
- Eva and Harvey _____ a brother.
- Sam _____ his mobile with him.

▶▶ GRAMMAR BUILDER IC (EXS 4–6): PAGE 108 ◀◀

4 **SPEAKING** Work in pairs. Ask and answer questions about the things below.

a Chris de Burg CD a bike a cat a dictionary a rabbit a dog

Have you got a bik ?

Yes, I have. / No, I haven't.

5 Read the *Learn this!* box. Then underline all the examples of *a*, *an* and *the* in the dialogue in exercise 1.

LEARN THIS!

Articles

The definite article is *the*. We can use it with singular and plural nouns.

the door the windows

The indefinite article is *a* or *an*. We only use it with singular nouns.

a house an apartment

We use *a/an* when we mention something for the first time.

I've got a dog and a cat.

We use *the* when we mention it again.

The cat isn't very friendly.

6 1.07 Listen and repeat the words. Then write *a* or *an*. When do we use *a* and when do we use *an*?

- | | |
|----------------------|------------------|
| 1 ___ mobile | 5 ___ MP3 player |
| 2 ___ book | 6 ___ actress |
| 3 ___ English lesson | 7 ___ guitar |
| 4 ___ CD | 8 ___ old film |

7 Complete the sentences with *a*, *an* or *the*.

- I've got ___ dog and ___ rabbit. ___ rabbit is white.
- We've got ___ Mercedes and ___ Audi. ___ Mercedes is very old.
- I've got ___ MP3 player and ___ computer, but I haven't got ___ computer with me.
- 'Listen to this. It's ___ song by the Black Eyed Peas.' 'It's great! What's the name of ___ song?'

▶▶ GRAMMAR BUILDER IC (EXS 7–8): PAGE 108 ◀◀

1 1.08 Listen and repeat the times.



two o'clock quarter past four half past eight ten past nine



twenty-five to eleven quarter to five five past seven ten to three

2 1.09 Listen and draw the times.



3 1.10 Listen and complete the dialogue with the words below.

excuse past time welcome you

Poppy 1 _____ me. What 2 _____ is it, please?

Man It's five 3 _____ six.

Poppy Thank 4 _____.

Man You're 5 _____.

4 **SPEAKING** Work in pairs. Ask and answer questions about the times in exercise 2. Use the dialogue in exercise 3 to help you.

5 1.11 Complete the days of the week and the months of the year. Use the words below. Then listen and check.

April August December February June
 March November October Saturday
 September Sunday Thursday Wednesday

_____	_____
Monday	Friday
Tuesday	_____
_____	_____

January	May
_____	_____
_____	July
_____	_____

6 1.12 Listen and repeat the ordinal numbers.

- 1st 2nd 3rd 4th 5th 6th 7th 8th 9th 10th
 11th 12th 13th 14th 15th 16th 17th 18th
 19th 20th 21st 22nd 23rd 24th 25th 26th
 27th 28th 29th 30th 31st

VOCABULARY BUILDER (PART 2): PAGE 130

7 Answer the questions.

- What is the second letter of your first name?
- What is the fifth month of the year?
- What is the seventh letter in this sentence?
- What is the third word in the third question in this exercise?
- What is the fifth word in this sentence?
- What is the ninth letter of the alphabet?

LOOK OUT!

We write: Friday 3rd June or Fri 3 June

We say: Friday the third of June

We write: 1600, 1708, 1996, 2015

We say: sixteen hundred, seventeen oh eight, nineteen ninety-six, twenty fifteen

8 **SPEAKING** Read the *Look out!* box. Then work in pairs. Take turns to say the dates below.



9 1.13 Listen, repeat and check.

10 **SPEAKING** Work in pairs. Ask and answer the questions.

- When's Mother's Day?
- When's Christmas Day?
- When's American Independence Day?
- What's the date today (day, date and year)?
- What's your date of birth?

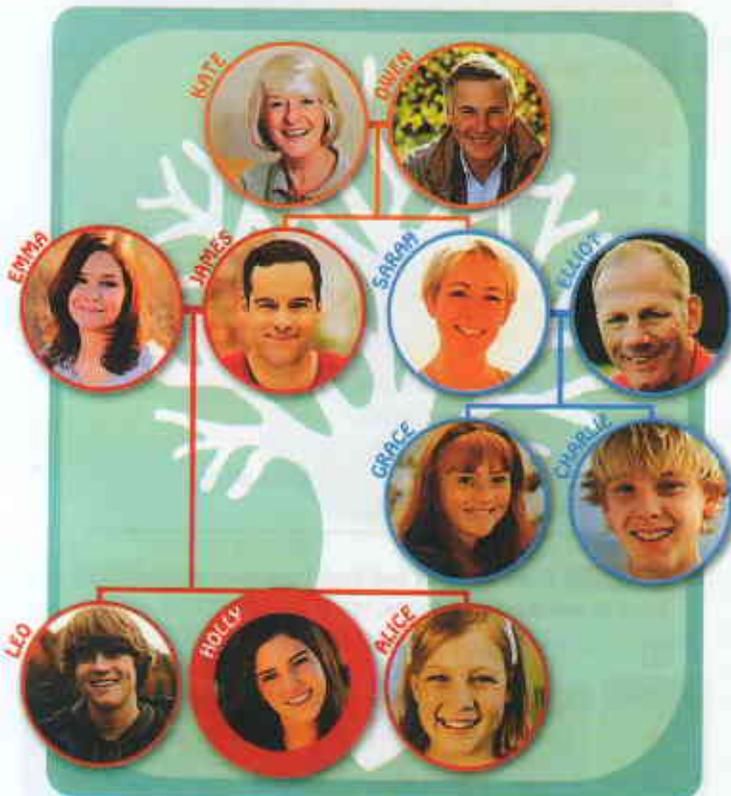


1 Friends and family

1A

VOCABULARY AND LISTENING Family

I can describe my family.



THIS UNIT INCLUDES

- Vocabulary** ■ family ■ possessive 's ■ plural nouns ■ everyday activities
- Grammar** ■ present simple: affirmative and negative ■ present simple: questions ■ question words ■ object pronouns
- Speaking** ■ talking about family and friends ■ making friends ■ talking about everyday activities
- Writing** ■ a message

- 1 **VOCABULARY** Look at Holly's family tree. Complete the sentences. Choose from the words below.

Family aunt brother cousin daughter father granddaughter grandfather grandmother grandson husband mother nephew niece sister son uncle wife

- James is Holly's father.
- Leo is her _____.
- Kate is her _____.
- Emma is her _____.
- Alice is her _____.
- Owen is her _____.
- Sarah is her _____.
- Charlie is her _____.
- Elliot is her _____.

LEARN THIS!

possessive 's

We add 's after a name or a noun to show possession or a family relationship.

my mum's computer my cousin's husband

We just add ' to plural nouns, but only if they end in -s.
my cousins' house (BUT my children's dog)

- 2 Read the *Learn this!* box. Then look at the family tree again and complete the sentences using words from exercise 1.

- Leo is Sarah's nephew.
- James is Emma's _____.
- Holly is Kate's _____.
- Grace is Elliot's _____.
- Alice is Sarah's _____.
- Kate is Owen's _____.
- James is Kate's _____.
- Charlie is Owen's _____.

- 3 **1.14 PRONUNCIATION** Listen, repeat and check your answers to exercises 1 and 2.

- 4 Complete the sentences with words from exercise 1.

- Your children are your sons and daughters.
- Your parents are your mother and _____.
- Your grandparents are your _____ and _____.
- Your grandchildren are your _____s and _____s.
- A twin is a _____ or _____ the same age as you.
- Your great-grandparents are your _____'s or _____'s parents.

- 5 **1.15 PRONUNCIATION** Listen to the pronunciation of the vowels in blue.

mother /'mʌðə/ cousin /'kʌzn/

- 6 **1.16** Look at the words in exercise 1. Which other words have the sound /ʌ/? Listen and check.

LOOK OUT!

We use *step* when we refer to relationships from remarriage.

stepmother (your father's wife)

stepbrother (the son of your stepmother or stepfather)

- 7 **1.17** Read the *Look out!* box. Then listen and match the names with the words below.

cousin friend sister stepbrother stepdad

Carrie _____ Joseph _____ Marcus _____

Darren _____ Anna _____

▶▶▶ VOCABULARY BUILDER (PART 1): PAGE 131 ◀◀◀

- 8 **SPEAKING** Work in pairs. Ask and answer about people in Holly's family. Describe each person in two ways.

Who is James?

He's Holly's father and he's Kate's son.

▶▶▶ VOCABULARY BUILDER (PART 2): PAGE 131 ◀◀◀

I can talk about facts and things that happen regularly.

- 1 Look at the photo. Do you know the name of the character and the TV show he is from? Read the text and check.

HOUSE



In the TV show *House*, Dr Gregory House works at a hospital in the USA. He's a great doctor and he's very intelligent. He speaks seven languages. But Dr House isn't happy. He lives alone and he doesn't go out a lot. He walks with a stick because of a problem with his leg.

The star of *House* is the British actor Hugh Laurie. He doesn't speak with an American accent in real life – only in the TV show. 'I don't live in the USA,' he says. 'And I don't live alone. I've got a wife and three children and we live in London. But I work in the USA. They don't see me a lot.' And Hugh doesn't speak seven languages – but he speaks five!

- 2 Read the *Learn this!* box. Then look at the text and complete the table below with the correct form of the verb *speak*.

LEARN THIS! We use the **present simple** to talk about

- 1 something that always or regularly happens.
- 2 a fact that is always true.

Present simple

affirmative

I speak English.	We speak English.
You speak English.	You speak English.
He/She/It _____ English.	They speak English.

- 3 Underline more examples of affirmative verb forms in the text in exercise 1. When does the verb end in -s?

- 4  **1.18 PRONUNCIATION** Listen and repeat the verbs below. Listen to the pronunciation of the endings. Try to copy what you hear.

A: /s/ or /z/ speaks meets goes says
 B: /ɪz/ watches finishes

- 5  **1.19** Listen and add the words below to group A or B in exercise 4.

comes dances likes lives teaches uses

LEARN THIS! Some verbs change spelling when you add -s:

I go to school.	She goes to school.
I watch TV.	She watches TV.
I study Chinese.	She studies Chinese.

- 6 Read the *Learn This!* box. Then complete the sentences with the present simple affirmative form of the verbs below.

go have live see speak study watch work

- 1 We see our cousins every weekend.
- 2 My stepbrother _____ maths at university.
- 3 My uncle _____ in an apartment in London.
- 4 I _____ to school by bus.
- 5 My aunt _____ in a hospital.
- 6 My best friend _____ four languages.
- 7 My mum _____ lunch at work.
- 8 We _____ TV every evening.

▶▶ GRAMMAR BUILDER 1B (EXS 1–2); PAGE 110 ◀◀

- 7 Look at the table. Then underline more examples of negative verb forms in the text in exercise 1.

Present simple

negative

I don't work.	We don't work.
You don't work.	You don't work.
He/She/It doesn't work.	They don't work.

- 8 Complete the sentences. Use the present simple negative form of the verbs in brackets.

- 1 My grandparents don't live (not live) in the USA.
- 2 My cousin _____ (not have) an American accent.
- 3 Our stepdad _____ (not see) his children a lot.
- 4 Your great-grandmother _____ (not speak) English.
- 5 I _____ (not go) out a lot during the week.
- 6 Hugh Laurie _____ (not work) in a hospital.

▶▶ GRAMMAR BUILDER 1B (EXS 3–5); PAGE 110 ◀◀

- 9 Write three true sentences and three false sentences about your family and friends. Use the present simple affirmative or negative form of the verbs below.

live speak work study have go

- 1 My cousin lives in the USA.
- 2 My grandmother doesn't speak French.
- 3 My ...

- 10 **SPEAKING** Work in pairs. Say your sentences to your partner. Your partner guesses if they are true or false.

My cousin lives in the USA.

I think that's true/false.

- 1 **SPEAKING** Look at the photo. Who are the man and woman? Can you name any of their family members?

His brother's name is ...

His grandmother's name is ...



- 2 **1.20** Read the text. Match paragraph headings 1–5 with paragraphs A–D. There is one heading that you do not need.

- 1 An ordinary couple 4 William's family
2 Together at university 5 Kate's family
3 Royal duties

A ROYAL COUPLE

A

Prince William is a member of the British royal family. He's the Queen's grandson and the eldest son of Charles and Diana. His brother's name is Harry. Diana, their mother, isn't alive now, but they have a stepmother, Camilla.

B

William's wife is Kate Middleton. She is originally from an ordinary family – but of course, she's now the Duchess of Cambridge and part of the royal family! Kate has a brother, James, and a sister, Pippa. Their parents, Michael and Carole, have an online business.

C

In some ways, Kate and William are a normal couple. They have friends from university and they have hobbies and interests too. For example, William loves football and Kate likes photography. In the winter, they go skiing together.

D

In other ways, their lives are very different from their friends' lives. William is the future King of the United Kingdom – and fifteen other countries too, including Canada and Australia. Kate and William have a lot of official duties. They help charities in the UK and Africa, they visit other countries and they meet important visitors to the UK.

- 3 Read the text again. Are the sentences true or false?

- 1 Camilla is William's mother.
- 2 William's wife is the Duchess of Cambridge.
- 3 Kate is one of two children.
- 4 James is William's cousin.
- 5 William is a football fan.
- 6 The King or Queen of England is also the King or Queen of Australia.

- 4 **1.21** **VOCABULARY** Complete the text with the words below. (Use the wordlist in the Workbook to help you.) Then listen and check.

elections government laws Parliament parties queen

Monarchy The UK is a monarchy. This means that the monarch (the king or ¹_____) is the official head of the country. However, the British monarch does not have political power because Parliament makes the ²_____. In fact, the monarch is not allowed to enter the Parliament building!

At ³_____, the British people vote to choose their local MP (Member of ⁴_____). These MPs are usually members of political ⁵_____. The leader of the party with the most MPs becomes Prime Minister – head of the British ⁶_____.

- 5 **1.22** Listen to three people talking about the British monarchy. Match two opinions with each speaker. Write 1, 2 or 3 in the chart below.

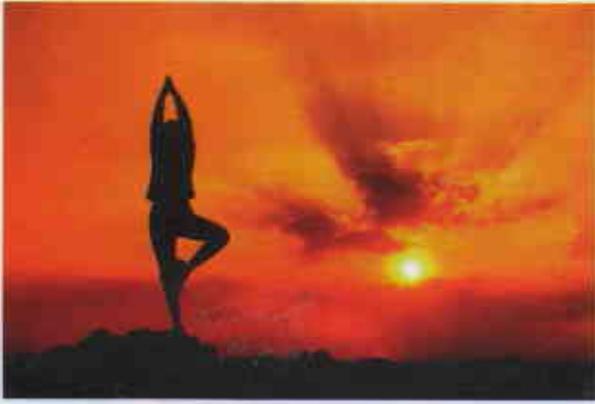


Opinion	Speaker
a They're attractive.	
b They're old-fashioned.	
c They're good for tourism.	
d They work hard.	
e It's interesting to read about them.	
f They're part of our history.	

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

- 1 Is your country a monarchy? Who has political power?
- 2 Can you think of any other monarchies in the world?
- 3 Do you think monarchies are a good or bad idea? Give a reason. Use the vocabulary in exercise 5 to help you.

- 1 Look at the photo.
What hobby is this?



- 2 1.23 Listen to the first part of an interview with 17-year-old Alisha. Write questions a–d in the correct place.

- a Does your partner enjoy them?
b Do you practise a lot?
c Do you like competitions?
d Does your mum watch you?

Interviewer 1 _____
Alisha Yes, I do. They're really exciting!
Interviewer 2 _____
Alisha No, he doesn't. He says they're scary!
Interviewer 3 _____
Alisha Yes, she does, but my dad doesn't.
Interviewer 4 _____
Alisha Yes, we do. Every day!

- 3 Complete the table with the correct form of the present simple interrogative. Use the questions in exercise 2 to help you.

Present simple

interrogative

We form present simple questions with *do* or *does* + base form of the verb.

1 _____ I/you/we/they watch TV?

Yes, I 2 _____ . / No, I 3 _____ .

4 _____ he/she/it like chocolate?

Yes, she 5 _____ . / No, she 6 _____ .

- 4 Complete the questions with *Do* or *Does*.

- 1 Do you speak French?
2 _____ your friends go out at weekends?
3 _____ Lionel Messi play football?
4 _____ you watch DVDs?
5 _____ your best friend go to your school?
6 _____ you study at weekends?

- 5 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 4.

Do you speak French?

Yes, I do. / No, I don't.

- 6 1.24 **PRONUNCIATION** Listen and repeat the question words. Which three start with the sound /h/?

How What When Where Which Who Whose

LEARN THIS!

Question words

We can use question words to ask for information. We put them at the beginning of the question.

Where does your uncle live? Whose brother is he? Which is your bedroom? When do you go to bed?

- 7 Read the *Learn this!* box. Then translate the question words in exercise 6 into your own language.

- 8 1.25 Complete the second part of the interview with Alisha. Use question words from exercise 6. Then listen and check.

Interviewer 1 _____ do you live?
Alisha I live in San Francisco.
Interviewer 2 _____ do you travel to competitions?
Alisha By plane or car.
Interviewer 3 _____ do you study?
Alisha In the morning, before breakfast!
Interviewer 4 _____ do you do in your free time?
Alisha I listen to music.
Interviewer Really? 5 _____ do you listen to?
Alisha Adele. She's great! I've got all her albums.
Interviewer 6 _____ do you like best?
Alisha Her first album.

- 9 **SPEAKING** Work in pairs. Practise reading the interview.

▶▶▶ GRAMMAR BUILDER 1D: PAGE 110 ◀◀◀

- 10 **SPEAKING** Write questions. Then work in pairs. Take turns to ask and answer the questions.

- 1 when / go to bed? 4 what / eat for breakfast?
2 how / travel to school? 5 where / go on holiday?
3 who / see at weekends? 6 what / watch on TV?

When do you go to bed?

At half past ten.

- 11 Work in pairs. Write three questions for Alisha and invent answers. Use the questions in exercises 8 and 10 to help you.

- 12 **SPEAKING** Act out your interview to the class.

I can understand an article about the Amish community.

- 1 **SPEAKING** Look at the photos. Do the people look modern or old-fashioned? What is unusual about them?
- 2 Read the text. Match paragraph headings 1–4 with paragraphs A–C. There is one heading that you do not need.
- 1 Work and play
 - 2 Special occasions and ceremonies
 - 3 Growing up
 - 4 Origins and appearance



A SIMPLE LIFE

A

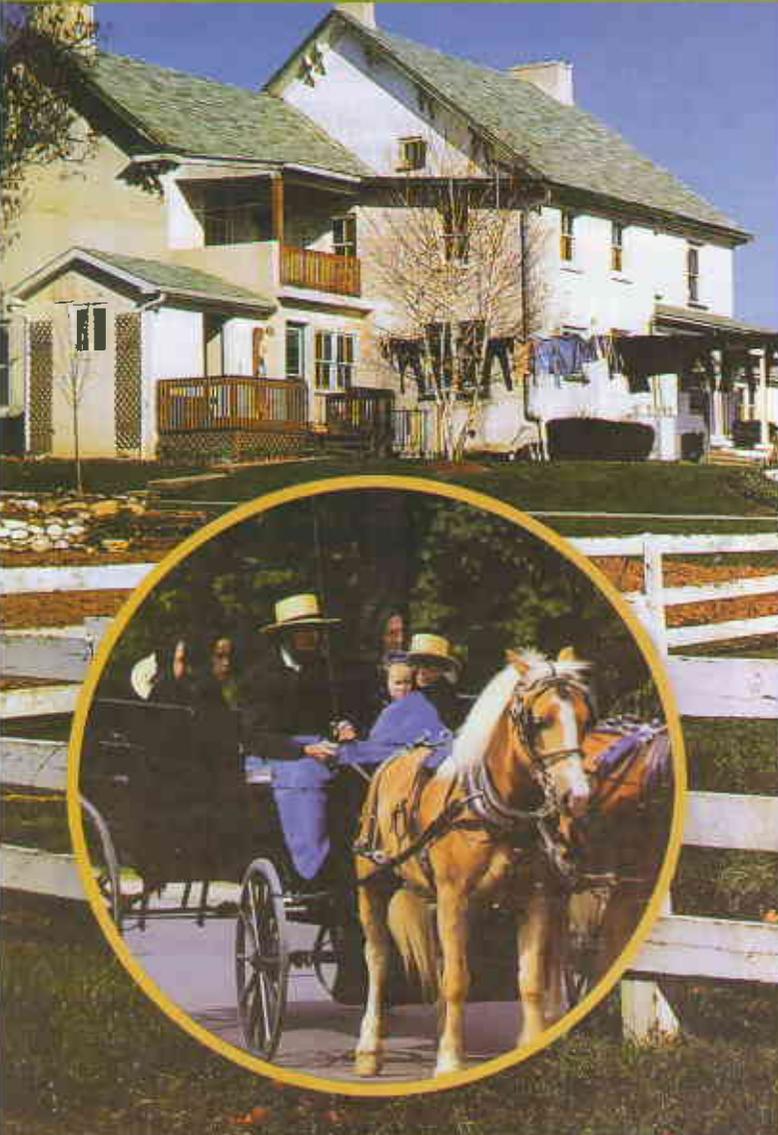
The Amish are a group of religious communities. They are originally from Europe, but they now live in the USA and Canada. Because of their history, they don't speak English at home – they speak an old-fashioned German. Amish families are usually large, with six or seven children. Their clothes are the same as the first Amish families 300 years ago. The men wear black hats and dark suits. The women wear long dresses and black shoes. All married men have a beard, but no moustache. Their wives have long hair, but they always cover it.

B

Life is not easy for Amish families. They get up at five o'clock in the morning and start work. The men work on the farm. The women do the housework, prepare food and make clothes. Amish homes don't use electricity or modern technology, so the housework and farm jobs take a long time. They finish work in the evening and then the family all have dinner together. After dinner, they relax. But they don't watch TV or listen to music and they don't use computers or telephones. So they read or sing songs together. They go to bed early.

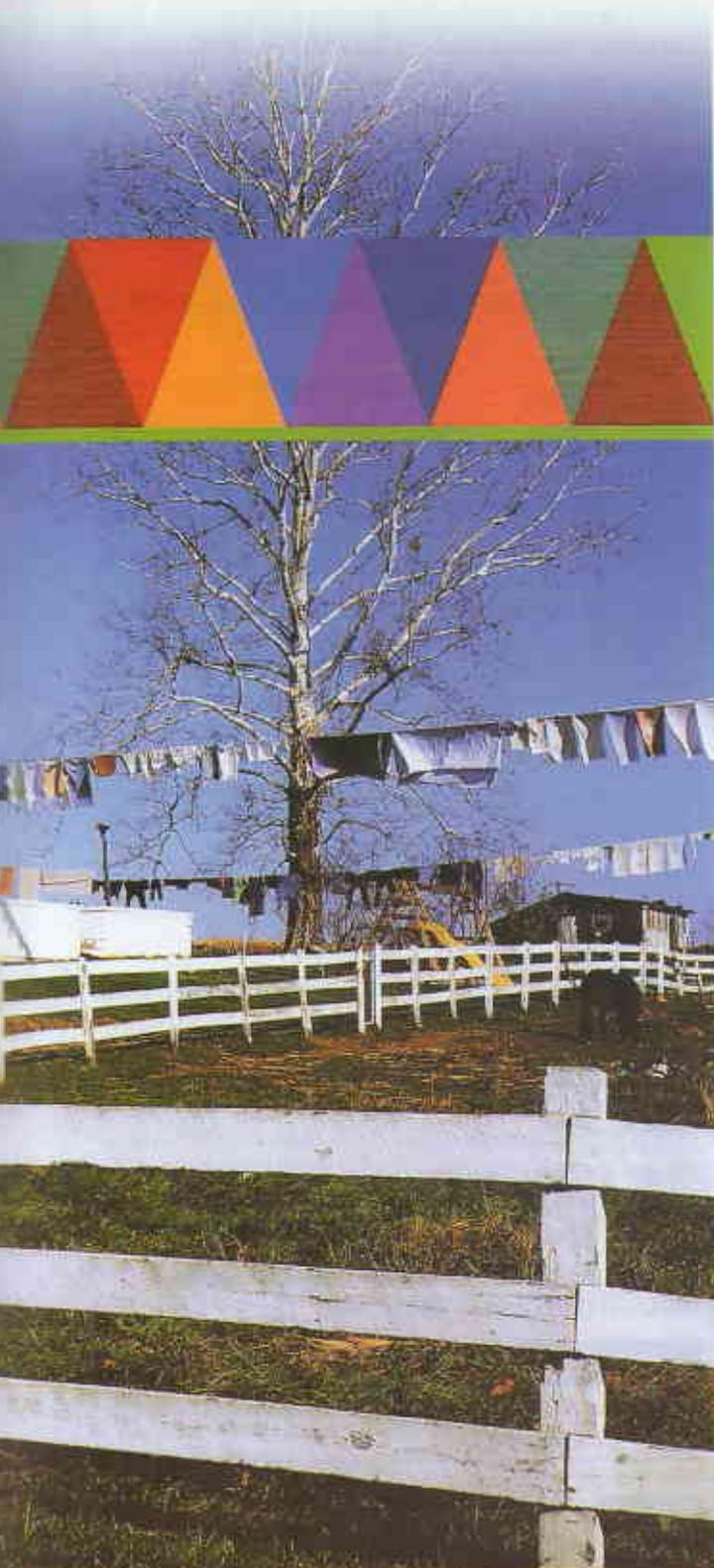
C

The children go to school. The teachers are all Amish. Children leave school when they are fourteen years old and help their parents on the farm or in the home. However, when they are sixteen, Amish children are free to travel, go to parties, use cars and meet people outside their community. This is called 'Rumspringa'. After Rumspringa, they decide whether to stay with the Amish community or leave it. About four out of five choose to stay and find an Amish husband or wife.



EXAM STRATEGY

When you answer multiple-choice questions, read the whole question, including all of the options, then look for the information in the text. When you have found the correct place in the text, read the options again carefully and compare them with the text before deciding which is correct.



3 Read the exam strategy. Then read the text again and choose the correct answers.

- The Amish don't live in
a Europe. b the USA. c Canada.
- Amish husbands don't have
a hats. b beards. c moustaches.
- Amish women don't wear
a shoes. b short skirts. c dresses.
- After dinner, Amish families
a don't relax.
b don't sing or read.
c don't use computers.
- Amish children leave school when they are
a twelve years old.
b fourteen years old.
c sixteen years old.
- After Rumspringa, four out of five Amish teenagers
a don't stay in the community.
b don't leave the community.
c don't find a husband or wife.

4 **VOCABULARY** Complete the everyday activities with the verbs below. Then check your answers in the text. Underline the everyday activities in the text.

do finish get go go have prepare start use

Everyday activities

- | | |
|--------------------------------|-------------------|
| 1 _____ up | 6 _____ work |
| 2 _____ the housework | 7 _____ computers |
| 3 _____ dinner/lunch/breakfast | 8 _____ to bed |
| 4 _____ food | 9 _____ to school |
| 5 _____ work | |

5 Complete the sentences about the Amish community. Use the correct affirmative or negative form of the verbs in exercise 4.

- The children don't go to school when they are fifteen years old.
- Amish men and women _____ work early in the morning and _____ work in the evening.
- Amish people _____ computers.
- The men _____ the housework.
- People _____ up early in Amish communities.
- The women _____ food during the day.
- The men _____ dinner alone.
- The Amish _____ to bed very late.

6 **SPEAKING** Work in pairs. What do you think about the life of the Amish? Give examples from the text to explain your opinion. Use the adjectives below to help you.

boring / interesting modern / old-fashioned easy / hard

I think their life is boring/
interesting because ...

In my opinion, their life
is easy/hard because ...

- 1 1.26 Read and complete the dialogue with information from Freya's fact file. Then listen and check.

FACTFILE

NAME: Freya

FROM: London

CLASS: 12B

FAMILY: brother, 14 (class 10C)
sister, 18 (at university)

SHE SAYS: really miss London!

Toby Hi, I'm Toby. Are you new?
 Freya Yes, I am. My name's Freya.
 Toby Nice to meet you, Freya. What class are you in?
 Freya ¹ _____ .
 Toby Really? My friend Sam is in that class. Do you know him?
 Freya No, I don't. This is my first day!
 Toby Oh, right. Where are you from?
 Freya ² _____ . I really miss it!
 Toby Have you got any brothers or sisters?
 Freya Yes. I've got a brother and a sister.
 Toby Really? How old are they?
 Freya My brother is ³ _____ and my sister is ⁴ _____ .
 Toby Does your ⁵ _____ go to this school?
 Freya Yes, he does. He's in class ⁶ _____ . But my sister's at ⁷ _____ . I don't see her in the week.
 Toby That's the bell. I've got science now. Bye.
 Freya See you later.

- 2 **SPEAKING** Work in pairs. Practise reading the dialogue.
- 3 Look at the table and complete it with object pronouns from the dialogue in exercise 1.

Object pronouns

I → me	she → ² _____	you → you
you → you	it → ³ _____	they → them
he → ¹ _____	we → us	

▶▶▶ GRAMMAR BUILDER 1F: PAGE 110 ◀◀◀

- 4 Read the text. Replace the words in blue with an object pronoun.

I'm Ed. I'm new in Dublin. My mum has a new job here. She likes the job. I'm from Boston. I miss Boston! My grandfather lives in Boston and so I only see my grandfather in the holidays. Two of my cousins live in Dublin and I see my cousins at the weekend. My brother and I go to a new school. We like the school – all the students are really nice to my brother and me.

- 5 1.27 Listen to three dialogues. Read sentences a–f and match two sentences with each person.

1 Max: ___ and ___ 3 Liam: ___ and ___

2 Ava: ___ and ___

- a I come to school by train.
 b My old school is really big.
 c I'm from Liverpool.
 d I'm from Canada.
 e I love sport.
 f My brother works in a hospital.

- 6 Complete these questions from the dialogues with the words below.

do first get have like live

1 Do you _____ it here? _____

2 What does your dad _____ ? _____

3 Is this your _____ day at this school? _____

4 Do you all _____ on well? _____

5 _____ you got friends at this school? _____

6 Do you _____ near the school? _____

- 7 1.27 Match the answers below with the questions in exercise 6. Listen again and check.

- a Yes, it is. c It's OK. e Most of the time!
 b No, I don't. d He's a teacher. f I've got one friend.

- 8 **SPEAKING** Work in pairs. Imagine that one of you is new to the school. Prepare a dialogue like the dialogue in exercise 1. Include three questions and answers. Use the ideas below or your own ideas.

class? first day? brothers and sisters? live near?
 friends at the school? where from?

SPEAKING STRATEGY

Always look at the person you are speaking to. Speak in a loud, clear voice.

- 9 **SPEAKING** Read the speaking strategy. Then act out your dialogue to the class.

- 1 Read the messages from a school magazine. What is their main purpose? Choose the correct answer.
- Two students want to find people with the same hobbies.
 - A teacher wants to give information about two new students.
 - Two students want to describe themselves and their best friends.
 - Two new students want to introduce themselves.

NEW FACES!

Hi! My name is Gabriel. I'm 16 years old and I'm in Year 11. I've got a brother and a sister, and we live with my mum and my stepdad. We've got a pet dog, Bouncer. I'm new to the school, but I'm not new to Birmingham.



I love living in Birmingham because it's got two really good football teams and I'm a football fan. My stepdad is a Birmingham City fan, but my brother and I support Aston Villa. On Saturdays, we always watch football on TV together. It's really noisy!

Hi there! My name is Summer and I'm 15. I'm in Year 10. I'm from Scotland, but now I live in Birmingham with my parents and my grandma. I've got a brother and a sister but they don't live here. My brother isn't at school, he's at university in Edinburgh, and my sister is in Brazil for a year.



I love music. I listen to my MP3 player every morning on the bus. My favourite singers are Rihanna and Pink. I watch DVDs a lot too. My favourite actors are Jackie Chan and Johnny Depp.

- 2 Work in pairs. Student A: Answer questions 1–6 for the first message. Student B: Answer questions 1–6 for the second message.

- What is his/her name?
- How old is he/she?
- What class is he/she in?
- Who does he/she live with?
- What hobbies has he/she got?
- What favourite team/actors/singers does he/she mention?

- 3 **SPEAKING** Now find out about the other messages. Work in pairs. Take turns to ask and answer the questions in exercise 2.

- 4 Read the *Learn this!* box. Complete the sentences with prepositions. The sentences are all in the messages in exercise 1.

LEARN THIS!

Prepositions

Prepositions are words like *in, to, on, at, with* and *for*. They go before a noun to show position, time or direction. Sometimes, there are rules for choosing the correct preposition, but often you need to learn them as part of a phrase.

I live ¹ _____ Birmingham ² _____ my parents.

My brother isn't ³ _____ school, he's ⁴ _____ university.

I listen ⁵ _____ my MP3 player ⁶ _____ the bus.

We watch football ⁷ _____ TV.

My sister is ⁸ _____ Brazil ⁹ _____ a year.

- 5 Choose the correct prepositions.

- Hi! I'm **at / on** the bus. Where are you?
- Does she live **at / in** a big city?
- What do you do **at / in** the weekends?
- I sit **at / with** my best friend **at / on** school.
- What do you want **at / for** breakfast?
- What's **for / on** television?

EXAM STRATEGY

It's important to include all of the information requested in the task. When you plan your writing, tick or underline the key points in the task as you include them in the plan. That way, you won't forget anything.

- 6 Read the exam strategy. Imagine you are a new student at school. Write a message to introduce yourself for a school magazine.

- Say your name, age and class.
- Give information about your family members and pets.
- Include information about one or two hobbies or free-time activities.
- Include information about favourite teams or people related to your hobbies.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 6?
- used prepositions correctly?
- checked your spelling and grammar?

- 7 Work in pairs. Swap messages with your partner. Do you know anything new about your partner after reading his/her message?

Reading

- 1 **Get ready to READ** Complete the phrases with the verbs below.

do get make walk

- 1 _____ dressed
 2 _____ to school
 3 _____ my homework
 4 _____ dinner

catch go have meet

- 5 _____ to the beach
 6 _____ a bath
 7 _____ my friends
 8 _____ the bus

- 2 Do the exam task.

READING exam task

Read the profiles of four people (A–D) and answer the questions (1–6). Put the correct letter in the spaces provided.

A Marguerite, 18, from Cameroon

I get up at 5.30 and help with the little children. My father has got three wives and twenty children. I get dressed at 6.30 and have breakfast. Then I walk to school with my friends. It's two kilometres away. School starts at 7.30 and finishes at 3.30. I love my lessons. When I get home, I work in the vegetable garden and I help my mother to make dinner. Then I do my homework. I go to bed at 9.30.



B Steve, 16, from Australia

I get up at 7.30 and have breakfast. It takes half an hour to go to school on foot. School starts at 8.45 and finishes at 3.20. I study hard because I have exams this year. After school, I go home and do my homework. On Thursdays from 5.00 until 9.00, I work in the local supermarket to earn some money. Or I meet my friends and go to the beach. We all love surfing. I go to bed at around 10.30.



C Mitsuko, 17, from Japan

I get up at 6.00 and have breakfast. Then I catch the bus to school. School starts at 7.40 and lessons finish at 4.30. After school, the students clean the classroom. We have extra activities like music and karate until 7.30. Then we go home for dinner. After dinner, I have a bath. Later, I start my homework. I don't finish until 11.00. I go straight to bed because I'm so tired.



D Messias, 16, from Brazil

I get up at 6.30 and walk to school with my friends. School starts at 7.10. We have lessons till 11.45, then school finishes and we go home. After lunch, I have a sleep. Then I do my homework. I work hard because I want to go to university. I don't have much time to meet friends in the evening. My day ends at 11.00.



Which person:

- | | | |
|---|---------------------------------|--|
| 1 | has a job after school? | |
| 2 | really likes school? | |
| 3 | likes to do a sport? | |
| 4 | doesn't walk to school? | |
| 5 | goes to bed during the day? | |
| 6 | has young brothers and sisters? | |

Speaking

- 3 **Get ready to SPEAK** Read the exam task in exercise 6 below. How many points need to be included in the conversation?
- 4 1.28 Listen to Maria in the exam. In what order does she talk about the different points?
- 5 1.28 Listen again. Correct the mistakes that Maria makes.
- 1 I got a brother and a sister. X
 - 2 My sister she is 14. X
 - 3 School start at eight o'clock. X
 - 4 I listen music. X
 - 5 I like watch films. X
- 6 Do the exam task.

SPEAKING exam task

You are talking to a friend from Great Britain who you are going to visit during a school exchange. He/She would like to learn more about you. Include information about the following points:

- your family
- where you live
- your free time
- a typical day

Listening

- 7 **Get ready to LISTEN** Complete the chart of activities with the verbs below.

chat do listen **play** play watch

- _____ **play** _____ : basketball / computer games
- _____ : TV / films / DVDs
- _____ : the piano / the guitar
- _____ : online
- _____ : to music / to the radio
- _____ : homework / sports

- 8  1.29 Do the exam task.

LISTENING exam task

You are going to hear a conversation between two students, a girl and a boy called Sarah and Eric. Answer questions 1–8. You do not need to write full sentences.

- Who is new at the school, Sarah or Eric?
- What year is Sarah in?
- What lesson has Sarah got now?
- Why does Eric get up early on Thursdays?
- What time does he get up on other school days?
- What does Eric do before dinner?
- Does Eric watch TV?
- Does Sarah like computer games?

Speaking

- 9 **Get ready to SPEAK** Match the words below with the definitions.

classmate cousin neighbour relative step-brother
teammate

- _____ : somebody who lives near you
- _____ : somebody in the same sports team
- _____ : somebody in your class at school
- _____ : the son of a parent's new husband/wife
- _____ : the child of your uncle and aunt
- _____ : anybody in your family

- 10  1.30 Read the exam task in exercise 12. Then listen to Alex in the exam. Who does he describe? Use words from exercise 9.

- 11  1.30 Listen again. Complete the sentences with the words below.

age both mine old same together

- He's 24 years _____.
- We _____ really like football.
- She's a neighbour of _____.
- She's the same _____ as me.
- We like the _____ bands.
- We listen to CDs _____.

- 12 Do the exam task.

SPEAKING exam task

Talk about two people you know well: a friend and a family member. Include information about the following points for at least one of the people:

- their family
- their home
- when and where you see them
- hobbies or interests you share

Use of English

- 13 Do the exam task.

USE OF ENGLISH exam task

Complete the text with the correct word: A, B or C.

My name is Nicole and I live in Waterford ¹ _____ the Republic of Ireland. I love Waterford – ² _____ a beautiful city. It's on a river and also only ten kilometres from the sea. In the summer, I ³ _____ to the beach with my friends every weekend.

Every Saturday, Waterford has a market in the centre of the city. You can buy food there. I often go to the market and look around, but I ⁴ _____ usually buy a lot. A group of Amish people live in a community near Waterford. They ⁵ _____ bread, jam and other types of food and sell it at the market. They look different – ⁶ _____ hair and clothes are very old-fashioned – but when you talk to them, ⁷ _____ really friendly. You can't talk to them about TV programmes or computer games, of course, because they don't watch TV or ⁸ _____ computers!

- | | | |
|-------------|-----------|---------|
| 1 A at | B from | C in |
| 2 A it | B it's | C is |
| 3 A come | B go | C visit |
| 4 A am not | B don't | C isn't |
| 5 A do | B make | C give |
| 6 A there | B they're | C their |
| 7 A they're | B there | C their |
| 8 A do | B make | C use |

THIS UNIT INCLUDES

Vocabulary ■ hobbies and sports ■ verb + noun collocations ■ action verbs
■ parts of the body

Grammar ■ adverbs of frequency ■ *How often ... ?* ■ *can* ■ adverbs

Speaking ■ an interview ■ talking about abilities ■ expressing likes and dislikes

Writing ■ an announcement

2A

VOCABULARY AND LISTENING Free-time activities

I can talk about my hobbies.



1



2



4



3



5



6



7

- 1 **VOCABULARY** Label the photos with eight of the words below. Which hobbies and sports are not illustrated?

Hobbies and sports athletics basketball board games
cycling skiing drama drawing fashion football
gymnastics ice hockey ice skating jogging
listening to music reading books reading magazines
rollerblading skateboarding surfing the Net
taking photos swimming video games volleyball
watching films



8

- 2 **1.31 PRONUNCIATION** Listen, repeat and check.
- 3 Work in pairs. Which sports and hobbies can you do:
- | | |
|-----------------------|------------------|
| 1 at home? | 4 on your own? |
| 2 outside? | 5 with a friend? |
| 3 in a sports centre? | 6 in a team? |
- 4 **1.32** Listen to three people talking. Match each person with two hobbies and sports that they talk about from exercise 1.
- | | |
|-------------------------|-------------------------|
| 1 Emily _____ and _____ | 3 Clare _____ and _____ |
| 2 Andy _____ and _____ | |
- 5 **1.32** Complete the sentences with the words below. Then listen again and check.
- boring keen like prefer OK really into
- I'm really _____ sport.
 - I'm not very _____ on swimming.
 - Call of Duty* is _____, but I _____ *Burnout Revenge*.
 - I _____ like board games too.
 - I think books are _____.
 - I quite _____ hip hop.

- 6 Write six sentences about your hobbies and interests. Use the phrases from exercise 5.

I'm really into singing. I'm not very ...

»»» VOCABULARY BUILDER (PART 1): PAGE 132 «««

- 7 **SPEAKING** Work in pairs. Ask and answer questions about the sports and hobbies in exercise 1.

Do you like swimming?

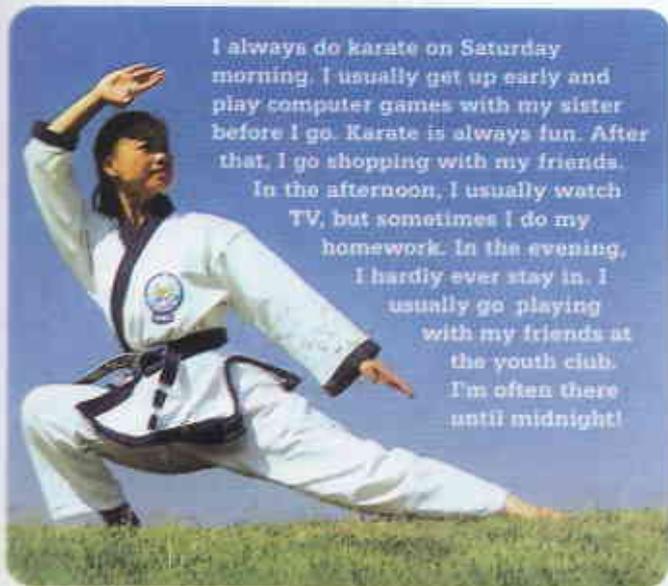
Yes, I'm really into it. / No, I'm not very keen on it. / I quite like it. / It's OK, but I prefer ... What about you?

- 8 Do a class survey. Which sport or hobby is:

- the most popular in the class?
- the least popular in the class?
- the most popular with the boys?
- the most popular with the girls?

»»» VOCABULARY BUILDER (PART 2): PAGE 132 «««

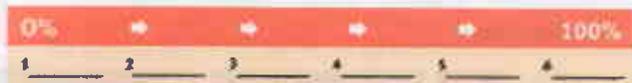
- 1 1.33 Read and listen to Millie talk about her Saturday. How many activities does she mention?



I always do karate on Saturday morning. I usually get up early and play computer games with my sister before I go. Karate is always fun. After that, I go shopping with my friends. In the afternoon, I usually watch TV, but sometimes I do my homework. In the evening, I hardly ever stay in. I usually go playing with my friends at the youth club. I'm often there until midnight!

- 2 1.34 Complete the chart with the adverbs of frequency below. Listen, repeat and check.

Adverbs of frequency always usually often never sometimes hardly ever



- 3 Read the *Learn this!* box. Choose the correct words to complete rule 2. Use the text in exercise 1 to help you.

LEARN THIS!

- We use adverbs of frequency to say how often something happens.
- We normally put an adverb of frequency before / after the verb *be*.
before / after most other verbs.

- 4 1.35 Listen to Liam talk about his Saturday. Complete the sentences with the correct adverbs of frequency.

- Liam _____ gets up late on Saturday morning.
- He _____ watches TV on Saturday morning.
- In the evening, he _____ watches sport on TV.
- He is _____ tired at 10 o'clock in the evening.
- He _____ reads magazines in his bedroom.
- He is _____ in bed before midnight.

- 5 Rewrite the sentences in exercise 4 so that they are true for you. Use the correct form of the verbs. Change the pronouns.
- I hardly ever get up late on Saturday morning.

- 6 **SPEAKING** Work in pairs. How sporty are you? Ask and answer the questions. Tick your partner's answers.

How sporty are you?

QUIZ

- How often do you watch big sports events on TV?
Never. Hardly ever. Sometimes. Often.
- Do you enjoy P.E. lessons at school?
No, never. No, hardly ever. Yes, usually. Yes, always.
- How often do you do sport after school?
Never. Often. Hardly ever. Sometimes.
- Do you turn off the TV when a sports programme comes on?
No, never. No, hardly ever. Yes, sometimes. Yes, always.
- How often do you talk about sport with your friends?
Never. Hardly ever. Sometimes. Often.

- 7 Look at the answers in the quiz. Write sentences about your partner. Use the adverbs of frequency.

Robert hardly ever watches big sports events on TV.

▶▶ GRAMMAR BUILDER 2B: PAGE 112 ◀◀

- 8 Look at the chart. How often do you do the activities in the evening? Complete the first column of the chart with adverbs of frequency.

Activity	You	Your partner
cook dinner		
do homework		
meet friends		
do the washing-up		
listen to music		
watch TV		
tidy your bedroom		
play online games		

- 9 **SPEAKING** Work in pairs. Ask and answer about the activities in the chart. Use *How often ... ?* Complete the second column of the chart.

How often do you cook dinner?

I sometimes cook dinner.

- 10 **SPEAKING** Tell the class about you and your partner.

I often cook dinner. Joe sometimes cooks dinner.

Martin often watches TV. I hardly ever watch TV.

1  1.36 Read the text. Are the sentences true or false?

- 1 There are competitions for cheerleading teams.
- 2 Most Americans think that cheerleading is a sport.
- 3 Hannah and Dan don't think that cheerleading is a sport.



CHEERLEADING is a very popular activity for girls in the USA. Most American secondary schools have got a cheerleading team. They cheer at sports matches at their school, for example, American football and basketball matches. Some teams also enter competitions. But is it really a sport? Over 50 per cent of Americans don't think so. Here are the opinions of two American teenagers.

Hannah: 'No, I don't think cheerleading is a sport. In my opinion, it's just fun. The cheerleaders entertain the crowd at school sports events, but they're just sports fans in uniforms! At my school, cheerleading is just for girls, and only the pretty girls join the team. In cheerleading competitions, the teams don't score goals or points, like in football or tennis. I think cheerleading is stupid.'

Dan: 'First of all, cheerleading isn't easy. Some of the routines are very difficult. Cheerleaders train a lot, and it's important that they are strong, fit and healthy, just like other sportspeople. And they're very skilful. A lot of cheerleaders are very good at gymnastics. Also, there are cheerleading competitions. So of course it's a sport!'

2 **VOCABULARY** Match the highlighted words in the text with the definitions below.

- 1 the people who go to see a sports event
- 2 games between two people or two teams
- 3 a group of people who do a sport together
- 4 points that somebody scores in a sport like football
- 5 a person who loves a team, a singer, a band, etc.

3 Read the text again. Answer the questions.

- 1 What do cheerleaders do at sports events?
- 2 Do girls and boys do cheerleading at Hannah's school?
- 3 How is cheerleading different from sports like tennis?
- 4 How are cheerleaders similar to other sportspeople?
- 5 What other sport are cheerleaders often good at?

4  1.37 Listen to a radio interview with Kelly, an American cheerleader. Complete the sentences.

- 1 Kelly is _____ years old.
- 2 There are _____ people in her team.
- 3 The team has competitions in the _____.
- 4 Kelly's team _____ at school sports events.

5  1.37 Listen again. Choose the correct answers.

- 1 The cheerleaders are all
 - a twelve years old.
 - b seventeen years old.
 - c sixteen or seventeen years old.
- 2 The team
 - a is only for girls.
 - b is for boys and girls.
 - c isn't interested in having boys.
- 3 The team trains
 - a more in winter than in summer.
 - b less in winter than in summer.
 - c the same in summer and winter.
- 4 At the competitions
 - a the teams just cheer.
 - b the teams do their routine and they cheer.
 - c the teams just do their routine.

6 **VOCABULARY** Match the photos with the words below.

scuba diving bowling chess darts diving
skateboarding

7 **SPEAKING** Work in pairs. Do you think the activities in the photos in exercise 6 are sports? Tell your partner your opinion. Use the phrases below to help you.

you have to train hard they compete / don't compete
you have to be fit/strong/skilful there are/aren't rules
it is/isn't easy

I think scuba diving
is a sport because ...

I don't think chess is
a sport because ...

1 Read the text. Choose the correct answers.

- Robert Pattinson is English / Irish / American.
- His hobby is reading / running / music.

Robert Pattinson is an English film star. He is Edward Cullen in the *Twilight* series. In the films, Edward can do amazing things. For example, he can run very fast and he can read people's thoughts. He can also live under water. In reality, of course, Robert can't read people's thoughts or live under water! But he can do other things. He can play the guitar and the piano beautifully, and he can sing really well. He can also write songs – for example, *Never think*, a song from the *Twilight* films.

2 Complete the table below with the correct forms of *can*. Use the examples in the text in exercise 1 to help you.

can	
The form of <i>can</i> is the same for all persons (<i>I, you, he, they</i> , etc.).	
affirmative	negative
I can ski.	They ¹ _____ ski. (Full form: cannot)
interrogative	
² _____ he ski?	Yes, he can. / No, he can't.
Use	
We use <i>can</i> to talk about ability.	

3 Complete the sentences. Use *can/can't* and the verbs below.

do play play draw drive sing speak write

- Tom is one year old. He can draw, but he can't write.
- Harry can speak French, but he _____ Italian.
- She _____ pictures very well but I can't.
- 'What's that terrible noise?' 'It's Max. He _____.'
- Sue is really into sport. She _____ football and she _____ athletics.
- He _____ a car, but he wants to learn.
- She's only four years old, but she _____ the piano.

GRAMMAR BUILDER 2D (EXS 4–5): PAGE 112

4 Read the *Learn this!* box. Then underline three adverbs in the text in exercise 1.

LEARN THIS!

Adverbs

We form most adverbs by adding *-ly* to the adjective. Sometimes the spelling changes.

slow → *slowly* *easy* → *easily* *careful* → *carefully*

Some adjectives don't change.

fast *late* *early* *hard*

The adverb form of *good* is *well*.

We use adverbs with verbs to say how something happens.

She sings badly. *He can ski beautifully.*

5 Complete the sentences. Use adverbs from the *Learn this!* box.

- I can't understand you. Please speak slowly.
- This question isn't difficult. You can answer it _____.
- He's good at tennis. He plays very _____.
- 'He's a fast driver.' 'Yes, he drives very _____!'
- 'Amy's got a beautiful voice.' 'Yes, she sings _____.'
- I never get up after six o'clock. I always get up _____.

GRAMMAR BUILDER 2D (EX 6): PAGE 112

6 Listen to an interview with Dave. Complete the first column of the chart. Tick the things that Dave can do.

Activity	Dave	You	Your partner
1 swim well			
2 type quickly			
3 speak Russian fluently			
4 remember names easily			
5 run fast			
6 whistle loudly			

7 Complete the second column of the chart for you.

8 SPEAKING Work in pairs. Ask and answer questions about the activities in the chart. Complete the third column of the chart.

Can you swim well?

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

9 SPEAKING Tell the class about you and your partner.

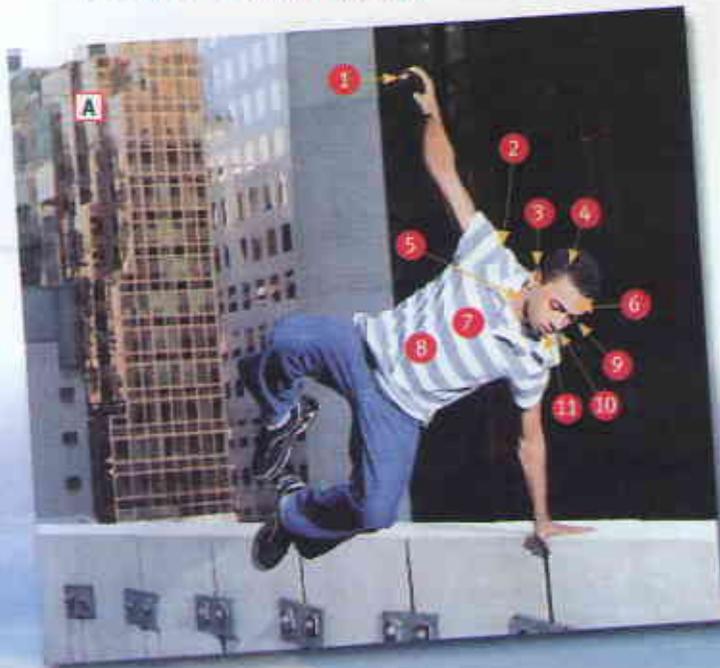
We can both swim well.

Paul can swim well, but I can't.

We can't speak Russian fluently.

- 1 **VOCABULARY** Look at the photos. Match the parts of the body with the words below.

Parts of the body arm back chest ear eye face
finger foot hair hand head knee leg mouth
neck nose shoulder stomach



- 2 **1.39 PRONUNCIATION** Listen, repeat and check.

- 3 **SPEAKING** Work in pairs. Cover the words in exercise 1. Point to body parts in the photos. Ask and answer questions.

What's this?

It's his back.

READING STRATEGY

When you have to match pictures to texts, look for words in the text that refer to things in the pictures.

- 4 Look at the reading strategy. Then read the text. Which sports can you see in the photos?

FREE TIME CRAZY TIME!

1 Some people say free running isn't really a sport. You can't usually enter competitions or win medals or prizes, and most free runners aren't interested in them. You can do free running in a town or city. It's a very dangerous activity because free runners run, jump and climb fast – over walls, roofs and buildings. They use their hands and feet and move like cats. They want to feel free!

2 BASE jumping is an extremely dangerous activity. A lot of BASE jumpers die every year. BASE jumpers jump off tall buildings, bridges and mountains. They've got a small parachute on their backs. They fall very quickly, so it's important to open the parachute very fast! They haven't got much time to use the parachute before they hit the ground.

3 Cave diving is a very dangerous underwater activity. Divers climb down into deep caves that have got water in them. They dive into the water and swim through the caves. The caves are very dark and the divers wear a strong light on their heads. Sometimes the light breaks, so they carry two extra lights with them. They swim carefully, because they can't get out of the caves easily if they have an accident.

4 Street luge is a very dangerous road race. Luges are like big skateboards. Racers lie down on the board with their feet at the front of the luge. They race down a hill. They go very fast – up to 140 kilometres an hour. They use their feet to stop! Racers wear helmets on their heads and pads on their arms and legs, because they have a lot of accidents.

5 Read the text again and choose the correct answers.

- Free running is not a sport because
 - there aren't usually competitions.
 - it's very dangerous.
 - you can do it anywhere.
- BASE jumping is dangerous because
 - the parachutes are very small.
 - there isn't much time to open the parachute.
 - the buildings are very small.
- Cave divers have to swim
 - very carefully.
 - very quickly.
 - without a light.
- Luge racers have to
 - lie on the boards.
 - sit or lie on the boards.
 - stand on the boards.

6 Are the sentences true or false?

- People do free running in towns and cities.
- BASE jumpers jump from buildings, mountains and planes.
- Cave divers climb, dive and swim.
- Cave divers have got lights on their heads.
- Luges can travel at more than 100 kilometres an hour.
- Luge racers don't wear helmets.

7 Find six body parts from exercise 1 in the text.

8 VOCABULARY Label the pictures with the verbs below. Then find and underline seven of the verbs in the text.

Action verbs climb dive fall fly hit jump run swim



9 Complete the sentences. Use the correct form of the verbs in exercise 8.

- Please don't _____ or _____ into the swimming pool.
- That bird can _____ very fast.
- My brother always _____ the big tree in our garden.
- 'Can you _____?' 'No, I can't, so I don't often go in the sea.'
- Usain Bolt can _____ 100 metres in less than 10 seconds.
- Be careful! Don't _____ off that chair!
- In baseball you _____ the ball with a bat.

10 SPEAKING Work in pairs. Look at the photos in exercise 1 again. Cover the text and then take turns to describe the sports.

In BASE jumping, you jump ...

In free running, you ...

11 1.40 Listen and complete the song with the words below.

arms chin eyes feet hair heart love mother shoes skirts

AIN'T GOT NO

Ain't got no home, ain't got no ¹ _____
 Ain't got no money, ain't got no class
 Ain't got no ² _____, ain't got no sweater
 Ain't got no perfume, ain't got no fear
 Ain't got no man

Ain't got no ³ _____, ain't got no culture
 Ain't got no friends, ain't got no schooling
 Ain't got no ⁴ _____, ain't got no name
 Ain't got no ticket, ain't got no token
 Ain't got no home

And what have I got?
 Why am I alive anyway?
 Yeah, what have I got
 Nobody can take away?

Got my ⁵ _____, got my head
 Got my brains, got my ears
 Got my ⁶ _____, got my nose
 Got my mouth, I got my smile

I got my tongue, got my ⁷ _____
 Got my neck, got my lips
 Got my ⁸ _____, got my soul
 Got my back, I got myself

I got my ⁹ _____, got my hands
 Got my fingers, got my legs
 Got my ¹⁰ _____, got my toes
 Got my liver, got my blood

I got life, I got my freedom
 I got life
 I got life
 And I'm gonna keep it
 I got life
 And nobody's gonna take it away
 I got life

- 1 1.41 Read and listen to the dialogue. Does Emma like sports games?



Emma Do you like video games?
 Marcus Yes, I do. I love them.
 Emma Me too. What kind of games do you like?
 Marcus Sports games.
 Emma Really? I'm not very keen on sports games.
 Marcus Oh. What's your favourite video game, then?
 Emma I really like *Car Chase*.
 Marcus It's not bad, I suppose. But I prefer sports games.

- 2 **VOCABULARY** Divide the phrases below into three groups: *Good*, *Quite good* and *Bad*.

Opinions She's all right. They're terrible.
 I can't stand him. I love her. I hate it. He's awful.
 I think she's great. I'm not very keen on him.
 They're OK. They're boring. I'm very keen on her.
 It's brilliant. I'm really into it. I quite like them.
 I really like her. They're not bad.

- 3 1.42 **PRONUNCIATION** Listen, repeat and check. Try to copy the intonation.

- 4 Underline phrases in the dialogue that are similar to the phrases in exercise 2.

- 5 1.43 Listen to three dialogues. Choose the correct answers.

Dialogue 1

- 1 a Lily's favourite singer is Rihanna.
 b Lily's favourite singer is Justin Bieber.
 2 a Lily and James both like Katie Perry.
 b James likes Katie Perry, but Lily doesn't like her.

Dialogue 2

- 3 a Sean plays football and ice hockey.
 b Sean doesn't do sport.
 4 a Hannah sometimes goes running.
 b Hannah often goes running.

Dialogue 3

- 5 a Sally thinks that *The Lord of the Rings* is brilliant.
 b Tom thinks that *The Lord of the Rings* is brilliant.
 6 a Tom reads magazines and books.
 b Tom likes magazines, but he isn't keen on books.

- 6 1.44 Put the words in the correct order to make questions. Then listen, repeat and check.

- you / Do / like / skateboarding / ?
Do you like skateboarding?
- kind of / you / board games / What / like / do / ?
- think of / What / you / Take That / do / ?
- singer / Who's / favourite / your / ?
- favourite / What's / computer game / your / ?
- you / interested / in / Are / fashion / ?
- drawing / you / Do / reading or / prefer / ?

- 7 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6. Use phrases from exercise 2.

Do you like skateboarding ?

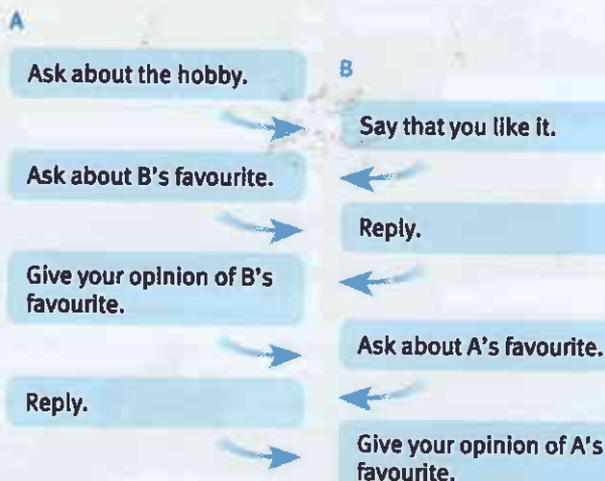
No, I can't stand it!

- 8 **SPEAKING** Work in pairs. Ask and answer similar questions about the people and activities below.

- Beyoncé
- reading books
- Abba
- cycling or swimming
- online games
- Harry Potter

- 9 **SPEAKING** Work in pairs. Prepare a dialogue. Use one of the ideas in the chart and the prompts below.

Hobby / Favourite	Hobby / Favourite
films/actor	football/team
books/author	music/band



- 10 **SPEAKING** Read the speaking strategy below. Then act out your dialogue to the class.

SPEAKING STRATEGY

Remember to try and copy the intonation you heard in exercises 3 and 6.

- 1 Read the announcements. Are there any clubs like this at your school or in your town?

MUSIC Club

Do you like playing music? Come and join us at Apple Music Studio. We play and listen to different types of music every wednesday from 5 o'clock until 7.

We play games on the Wii too. It's great fun and we learn lots of new things. Every month we make a videoclip and put it on YouTube!

Come to our music club!
Beginners Welcome!

Watch our videos on
YouTube!
Then call Sophie Harris on
07756 277382.



PHOTOGRAPHY CLUB

Are you interested in photography? We are too! We meet every Thursday at six o'clock in Milford village hall.

We take photos, edit them and put them on our website. It's great fun!



We also have a photo competition every month.

Come and join the fun - make new friends!

Everyone is welcome. Don't wait! Phone Kevin Pickles today on 07710 767262 or visit our website: www.sandford-photography.com

- 2 Read the announcements again. Answer questions 1–5 for each club. Write your answers in the chart below.

- When do they meet?
- Where do they meet?
- What do they do every week?
- What do they do every month?
- Who do you phone about the club?

Music club	Photography club
1	
2	
3	
4	
5	

- 3 Read the *Learn this!* box. Then underline examples of imperatives in the announcements in exercise 1. Which imperative is negative?

LEARN THIS!

We use imperatives to give instructions.

For the affirmative imperative we use the base form of the verb.

Call Dave on 562786.

We form the negative imperative with *don't* and the base form of the verb.

Don't forget! Don't wait!

- 4 Complete the imperatives with the words below.

don't forget don't stay learn meet play visit come

- _____ interesting new people!
- _____ new rollerblading tricks!
- _____ to our club!
- _____ at home!
- _____ basketball and get fit!
- _____ our website!
- _____ to tell your friends!

GRAMMAR BUILDER 2G: PAGE 112

- 5 Invent a club. Use one of the clubs below or your own idea.

basketball club book club computer club
volleyball club film club cycling club music club
running club art club gymnastics club

- 6 Plan an announcement for your club. Make notes.

- Give the name of the club.
- Say when and where it meets.
- Say what you do.
- Include contact information – a phone number and a website.

WRITING STRATEGY

Always check your work carefully when you have finished writing. Check spelling and grammar.

- 7 Read the writing strategy. Write an announcement for the club. Use your notes from exercise 6. Remember to use imperatives.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 6?
- included some imperatives?
- checked your spelling and grammar?

Unit 1

1 Complete these sentences with the correct family word.

- My uncle's children are my _____.
- Your brother's son is your _____.
- Her father's father is her _____.
- My father's sister is my _____.
- Our daughter's son is our _____.

Mark: /5

2 Match the two halves of the everyday activities.

- | | |
|---------|-----------------|
| 1 do | a up |
| 2 go | b work |
| 3 get | c to bed |
| 4 have | d the housework |
| 5 start | e breakfast |

Mark: /5

3 Complete the text. Use the present simple form of the verbs below.

go have not see not speak work

My cousin Rory lives in Japan because his parents
 1 _____ in a big hospital in Tokyo. He 2 _____
 to school there, but he 3 _____ Japanese in class
 because it's an American school. But he 4 _____
 Japanese lessons every weekend. I 5 _____ Rory a lot
 – just at Christmas.

Mark: /5

4 Put the words in order to make questions.

- how / travel / you / do / school / to ?
- lunch / do / have / they / when ?
- sports / do / does / which / she ?
- finish / this / does / when / lesson ?
- what / wear / school / at / you / do ?

Mark: /5

5 Complete the sentences with the object pronouns below.

her him it me them

- Sarah and Max are my cousins. Do you know _____ ?
- That dog isn't friendly. Don't touch _____.
- My uncle lives in Australia, so I never see _____.
- This bag is heavy. Can you help _____ ?
- Where's Mum? I can't find _____.

Mark: /5Total: /25

Unit 2

6 Complete the hobbies. Use the -ing form of the verbs below.

keep read surf take watch

- _____ films
- _____ magazines
- _____ the Net
- _____ fit
- _____ photos

Mark: /5

7 Complete the parts of the body in these sentences.

- Open your e _ _ s and look!
- He's got his little granddaughter on his sh _ _ _ _ _ s.
- She can dance well. Look at her f _ _ t!
- I can't eat any more. My s _ _ _ _ _ h is full!
- I can't move my head. I've got a bad n _ _ k.

Mark: /5

8 Write sentences. Use the adverb of frequency in brackets.

it / be / cold in my bedroom (sometimes)

It's sometimes cold in my bedroom.

- I / be / tired at school (never)
- my dad / do / the washing-up (often)
- I / tidy / my bedroom at the weekend (sometimes)
- my mum / cook / dinner (usually)
- the weather in my town / be / good (hardly ever)

Mark: /59 Complete these sentences with *can* (✓) or *can't* (✗) and the adverb form of the adjective in brackets.

- Lions _____ (✓) run very _____. (fast)
- Lionel Messi _____ (✗) speak English _____. (fluent)
- Adele _____ (✓) sing _____. (beautiful)
- Chickens _____ (✗) fly very _____. (good)
- I _____ (✓) do this exercise _____. (easy)

Mark: /5

10 Number the lines of the dialogue in the correct order.

- Paula Hip hop and rap.
- Paula Yes, I do. I love it.
- James Really? I'm not very keen on hip hop.
- James Do you like music?
- James What kind of music do you like?

Mark: /5Total: /25

Lead-in

- 1** Which of the hobbies below do you enjoy? Do your close friends have the same or different hobbies?

computer games cycling rollerblading drama films
music sport swimming

Reading

- 2** Read the text. Which hobbies from exercise 1 does it NOT mention?

Student Exchange FORUM
LOG IN

[HOME](#) [GENERAL FORUMS](#) [SEARCH](#) [MEMBERS](#) [TODAY'S POSTS](#)

These students want to find an English exchange student.

page 1 of 1

ANNA 1

Hi! My name is Anna and I'm 16 years old. I live in Lublin in Poland with my parents and my brother. My hobbies are films and music. I'm not really interested in sport, but I like swimming. I haven't got a lot of time for hobbies because I have to work hard at school. My favourite subject is English – of course!

NICOLAS 2

Hello! I'm Nicolas and I'm from Marseilles in the south of France. I'm 17 and I live with my mum and my sister. I've got another sister who is at university in Paris. I love football and I play basketball at school. My other hobby is computer games. I often play online with my friends.

DANIELA 3

Hi, I'm Daniela and I'm 15. I live in Milan in the north of Italy. I live with my parents. I haven't got any brothers or sisters, but I've got six cousins. I go to an International School where the lessons are in English. My favourite subject is Spanish. My hobbies are music and drama. I like skiing too.

- 3** Read the text again. Are the sentences true or false?

- 1 Anna likes films, but she doesn't like sport.
- 2 Anna and Nicolas are from Poland.
- 3 Nicolas plays computer games with his friends.
- 4 Daniela lives with her cousins.
- 5 Daniela's favourite subject is English.

Writing

- 4** Imagine that you want to take part in a student exchange. Write a message for the forum like the messages in exercise 2. Include the information below.
- your name and age
 - where you live and who you live with
 - the type of school you go to and your favourite subject
 - your hobbies and interests

Listening

- 5**  1.45 Listen to an English student, Libby, talking on the Internet to Anna, one of the students from exercise 2. Which hobby do they share?



- 6**  1.45 Listen again. Choose the best answer: a, b or c.

- 1 Libby's home is in
 - a East London.
 - b the centre of London.
 - c South London.
- 2 At school, Libby
 - a plays football.
 - b plays tennis.
 - c goes swimming.
- 3 Libby doesn't enjoy
 - a shopping or swimming.
 - b sport or music.
 - c swimming or music.
- 4 What do Libby and Anna think of Johnny Depp?
 - a They both like him.
 - b Libby likes him, but Anna doesn't.
 - c Anna likes him, but Libby doesn't.

Speaking

- 7** Work in pairs. Role-play a dialogue like the one between Libby and Anna. Find out:
- where your partner lives.
 - which sports your partner likes and doesn't like.
 - which other hobbies you share.

THIS UNIT INCLUDES

- Vocabulary** ■ school subjects ■ parts of the house ■ in the classroom
 ■ parts of a school ■ directions ■ capital letters
Grammar ■ *there is / there are* ■ *have to* ■ prepositions of place
Speaking ■ talking about subjects and timetables ■ describing a room
 ■ giving directions
Writing ■ a letter

3A

VOCABULARY AND LISTENING

School subjects

I can talk about my school subjects.



- 1 **VOCABULARY** Label the pictures with twelve of the school subjects below. Which subjects are not illustrated?

School subjects art and design biology chemistry
 D.T. (design and technology) economics English
 French geography German history
 ICT (information and communication technology)
 maths music P.E. (physical education) physics
 R.E. (religious education) Russian

- 2 **1.46 PRONUNCIATION** Listen, repeat and check.
 3 Which of the subjects from exercise 1 do you study? Do you study any other subjects that are not in the list?

»»» VOCABULARY BUILDER (PART 1): PAGE 133 «««

- 4 **SPEAKING** Work in pairs. Ask and answer questions about which subjects you like and why. Use the phrases below.

I love it. It's great. I really like it. It's all right.
 It's not bad. I quite like it. I'm not very keen on it.
 I can't stand it. I hate it. It's (quite) interesting.
 It's (quite) easy. It's (quite) boring. It's (quite) difficult.

Do you like history?

It's all right. It's quite interesting.

- 5 **1.47** Listen to nine school lessons and identify the subjects.

1 _____	4 _____	7 _____
2 _____	5 _____	8 _____
3 _____	6 _____	9 _____

- 6 Write a timetable for a day at school. Choose your eight favourite subjects, and number them from 1–8.

MONDAY

1	History
2	Art and design
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____

- 7 **SPEAKING** Work in pairs. Ask and answer questions about your partner's timetable.

What's your first lesson?

History. What's your first lesson?

»»» VOCABULARY BUILDER (PART 2): PAGE 133 «««

I can describe what is in a room and where it is.

- 1 Look at the photo. Where are the girl and man? What do you think is the relationship between them? Read the text and check your ideas.



There's a secondary school near to Emma Wallace's home in Norwich. But Emma doesn't go to school. Emma's classroom is the dining room at home. There isn't a blackboard or a whiteboard in the dining

room, but there is a table. There aren't any shelves, but there are some books, and there's a kitchen too. Are there any other students? No, there aren't. Is there a teacher? Yes, there is. Emma's dad!

- 2 Complete the table with the words in blue in the text.

<i>there is</i> (singular)	<i>there are</i> (plural)
affirmative	affirmative
There's a teacher.	1 _____ some students.
negative	negative
2 _____ a television.	3 _____ any CDs.
interrogative	interrogative
4 _____ a notice board? Yes, there is. / No, there isn't.	5 _____ any children? Yes, there are. / No, there aren't.

- 3 Look at the examples in the table again. Then complete the rules in the *Learn this!* box. Use *a/an, some* and *any*.

LEARN THIS!

a, some and *any*

- We use _____ with singular nouns.
- We use _____ with plural nouns in affirmative sentences.
- We use _____ with plural nouns in negative sentences and in questions.

- 4 1.49 Look at the photo in exercise 1 again and complete the sentences about the photo. Use the correct form of *there is*, and *a/an, some* or *any*. Then listen, repeat and check.

- There are some books.
- _____ teacher.
- _____ schoolbags.
- _____ posters.
- _____ blackboard.
- _____ laptop.
- _____ pens.
- _____ shelves.
- _____ TV.

GRAMMAR BUILDER 3B: PAGE 114

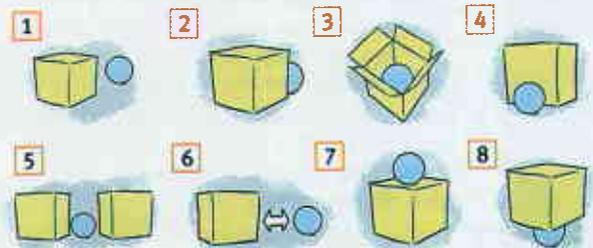
- 5 Look at the photo. Complete the questions with *Is there a* or *Are there any*.



- Is there a _____ bed?
- Are there any _____ chairs?
- _____ desk?
- _____ computer?
- _____ shelves?
- _____ TV?
- _____ books?
- _____ wardrobe?
- _____ window?
- _____ CDs?
- _____ posters?
- _____ plants?
- _____ lamp?
- _____ curtains?

- 6 1.50 Match the prepositions below with the pictures. Then listen, repeat and check.

Prepositions of place between behind in front of
near in opposite on under



- 7 **SPEAKING** Work in pairs. Look at the photo and questions in exercise 5 again. Ask and answer the questions. Use the prepositions in exercise 6.

Is there a desk?

Yes, there is. It's under the window.

- 8 **SPEAKING** Work in pairs. Ask and answer questions about your partner's bedroom. Use the nouns in exercise 5.

Are there any shelves in your bedroom?

Yes, there are. / No, there aren't.

- 1 **SPEAKING** Describe the photo. Use the words below to help you. What can you see?

classroom desk exercise book lesson student teacher textbook uniform



- 2 **1.51** Read the text. Match paragraph topics 1–5 with paragraphs A–E.

- 1 sport at Eton
- 2 general information about the school
- 3 how much it costs to study at Eton
- 4 what students do when they leave Eton
- 5 the buildings and facilities

ETON COLLEGE



- A** Eton College is a very famous private school near London. It is over 570 years old. There are about 1,300 students in the school and they all live in the school during the term. There aren't any girls in the school – only boys. They take a special entrance exam and they start at Eton when they are thirteen years old.
- B** Eton is a private school and it is very expensive. It costs about £30,000 a year to study there. Most Eton students come from very rich families, for example, Prince William and Prince Harry!
- C** There are about 100 classrooms in the school, lots of science labs, ICT rooms and music rooms, a concert hall, two theatres, a gym, two swimming pools, twenty tennis courts, an athletics track and a golf course! The college has got 160 teachers. That's one teacher for eight students!
- D** Sport is very important at Eton College. Students can do over 40 different sports, including rugby, cricket, rowing, fencing and water polo. All the students do sport every day. Many of the sports teachers are professional sportspeople.
- E** Most students stay at the school until they are eighteen years old. After that, 99 per cent of them go to university. Many students from Eton get important jobs. Famous students from Eton include nineteen British prime ministers!

- 3 **VOCABULARY** Check the meaning of the words below. Use the wordlist in the Workbook. Then find five of the words in the text.

Parts of a school canteen classroom corridor gym hall head teacher's office ICT room library music room playing field reception science lab stairs teachers' room toilets

- 4 **1.52 PRONUNCIATION** Listen and repeat the words.
- 5 Read the text again. Complete the first column of the chart.

Eton College	Whitebridge Comprehensive
private school	state school
¹ _____ years old	⁸ _____ years old
² _____ students (no girls)	⁹ _____ students (boys and girls)
³ _____ teachers	¹⁰ _____ teachers
⁴ _____ classrooms	¹¹ _____ classrooms
⁵ _____ different sports	¹² _____ different sports
start at age ⁶ _____	start at age ¹³ _____
⁷ _____ % of students go to university	¹⁴ _____ % of students go to university

- 6 Describe the photo. Use the words in exercise 1 to help you.



- 7 **1.53** Listen to an interview with a student from a state school. Are the sentences true or false?
- 1 Catherine's school is in Birmingham.
 - 2 Catherine doesn't wear a school uniform.
 - 3 Catherine doesn't want to go to university.
- 8 **1.53** Listen again. Complete the second column of the chart in exercise 5.
- 9 **SPEAKING** Work in pairs. Ask and answer the questions.
- 1 Is your school a state school or a private school?
 - 2 How old is your school?
 - 3 How many students are there in your school?
 - 4 Is it a mixed school (for both boys and girls)?
 - 5 How old are the students when they start and leave?
 - 6 How many teachers are there?
 - 7 Do you wear a uniform?

- 1 Look at the photo. What can you see? Read the text and check your ideas.



Joel is 16. He's a student at a military school. Every morning he has to get up at 6 a.m. and go for a run. Then he **has to** tidy his room before breakfast. School lessons are from 8 a.m. until 3 p.m. Then he does more army training until 5 p.m. At the weekend, Joel and the other students **don't have to** do schoolwork or army training, but they have to do a lot of sport. **Does** he have to work hard? Yes, he **does**. Joel says, 'It's hard work, but it's fun. I'm never bored!'

- 2 Read the *Learn this!* box. Then complete the table below with the highlighted words in the text.

LEARN THIS!

- We use *have to* to say that something is necessary or compulsory.
- We use *don't have to* to say that something is not necessary (but it isn't against the rules).

have to

affirmative

I/You/We/They have to start school at 8 p.m.
He/She/It ¹ _____ stay at school until 3.30.

negative

I/You/We/They ² _____ wear a uniform.
He/She/It doesn't have to study at the weekend.

interrogative

Do I/you/we/they have to study R.E.?
Yes, I do. / No, I don't.
³ _____ he/she/it have to work hard?
Yes, he ⁴ _____. / No, he doesn't.

- 3 Complete the sentences. Use the correct affirmative or negative form of *have to*.

- In winter, I take the bus to school. I _____ walk.
- My sister _____ stay at school for lunch. She usually goes home and eats there.
- I _____ wear a school uniform: a black skirt and a white shirt, but my sister _____ wear a uniform.
- We _____ study a science: chemistry, physics or biology.
- I hate maths, but I _____ study it.
- My cousin's school is private – she _____ pay.

- 4 1.54 **PRONUNCIATION** Listen, repeat and check. How are the words *have to* and *has to* pronounced? Try to copy what you hear.

GRAMMAR BUILDER 3D: PAGE 114

- 5 1.55 Listen to Libby talking about her school. Circle *yes* or *no* in the chart.

	Compulsory?
1 get to school before 9 a.m.	yes / no
2 wear a uniform	yes / no
3 have lunch at school	yes / no
4 stay at school after 3 p.m.	yes / no
5 do homework every night	yes / no
6 take exams at the end of the year	yes / no

- 6 Write sentences about Libby. Use *has to* or *doesn't have to*.
Libby has to get to school before 9 a.m.
- 7 Look again at the chart. Then write sentences about *your* school. Use *have to* or *don't have to*.
We have to / don't have to get to school before 9 a.m.
- 8 Read and complete one student's description of an ideal school. Use *have to* or *don't have to*.



My ideal school starts late, so I ¹ _____ get up early. Students ² _____ arrive until 10 o'clock. They ³ _____ wear a school uniform, but it's a really cool, nice uniform. We ⁴ _____ wear school shoes – we can wear trainers or boots. Lessons start at 10.30. The teachers ⁵ _____ ask the students what they want to study. Every lesson ⁶ _____ be interesting or we can leave the class. And we ⁷ _____ do homework in the evening! What a great school!

- 9 Work in pairs. Think about your ideal school. Write a description of it using *have to* and *don't have to*. Use the questions in exercise 5 and the text in exercise 8 to help you.
- 10 **SPEAKING** Work with another pair. Ask and answer questions about your ideal schools.

Do you have to wear a uniform?

Yes, we do. / No, we don't.

1 **SPEAKING** Look at the photos. What can you see?
Which country do you think they are in?

2 Complete the fact file with the verbs below.

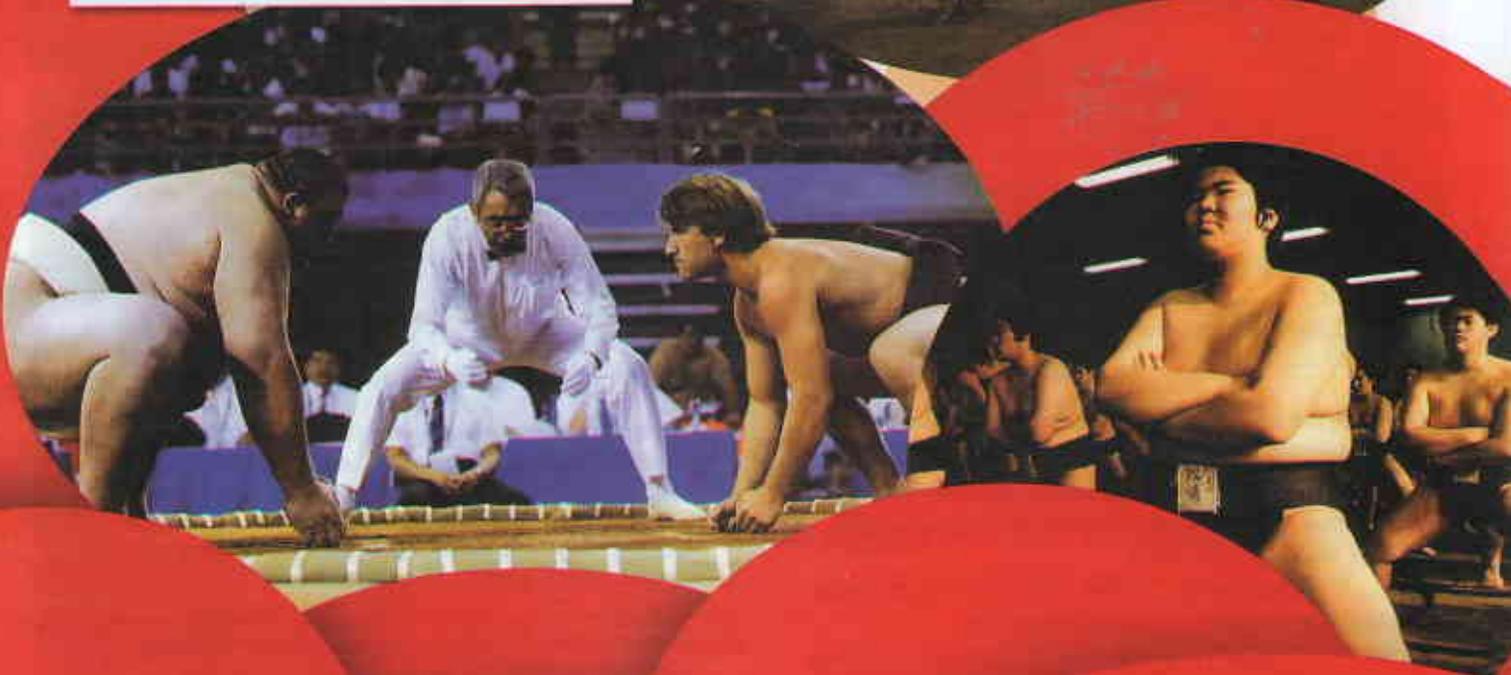
be eat last loses move
touch train

READING STRATEGY

When you read a text for the first time, don't worry if you don't understand every word. Just try to understand the general meaning.

- In a sumo match, only the feet ¹ _____ the ground. If another part of the body touches the ground or is outside the ring, the wrestler ² _____ the match.
- Many sumo matches only ³ _____ four or five seconds. Some matches can last two or three minutes.
- Sumo wrestlers have to ⁴ _____ big and heavy. But they also have to ⁵ _____ very quickly, and have very good balance.
- Sumo wrestlers ⁶ _____ about 20,000 calories a day! (A normal man eats about 2,500 calories.)
- Sumo wrestlers usually ⁷ _____ for 10 years before they fight professionally.

SUMO FACT FILE



3 Look at the reading strategy. Then read the text. Which sentence is true?

- 1 Yasuo only trains in the morning.
- 2 Yasuo trains in the morning and afternoon.
- 3 Yasuo trains in the morning, afternoon and evening.

TRAINING TO WIN

Yasuo Yamamoto
 is 17 and he weighs 115 kilograms. He is a young sumo wrestler. *Allsports Magazine* asks him about his life.

Q Hello, Yasuo. Tell me about a day at the sumo school.

A Well, we get up at five o'clock and start training. ²_____ We train for five hours. It's very hard work. When we make a mistake, the teachers get angry with us and hit us with long sticks!

Q Oh, dear! What do you do after training?

A We have lunch. We usually have lots of fish, meat, rice and vegetables. ³_____ Then we sleep for four hours. This helps us to get fat! This is because the food in the body changes to fat.

Q What do you do after your sleep?

A We study school subjects because we have to finish our education. ⁴_____

Q What do you do after lessons?

A We have dinner. Fish, meat, rice and vegetables again. I'm a bit bored with the food!

Q What time do you go to bed?

A We go to bed early – at about nine o'clock. There are twelve students and we all sleep in the same room. It isn't much fun.

Q Why do you want to be a sumo wrestler, then?

A Well, I'm good at sumo wrestling. And my family are proud of me. ⁵_____ Sumo wrestlers are very important people in Japan and champion wrestlers are very rich. I want to be a champion one day!

4 Read the text again. Match sentences A–F with gaps 1–5. There is one sentence that you do not need.

- A I'm really interested in history, but I'm not keen on maths.
- B He lives and trains at a sumo school in Tokyo.
- C We drink beer too.
- D They are poor and I want to help them.
- E I don't like sharing a room.
- F We don't have breakfast.

5 Answer the questions.

- 1 What time does Yasuo get up?
- 2 What happens when Yasuo makes a mistake during training?
- 3 What do students do after training?
- 4 How many hours do students sleep after lunch?
- 5 Why do students study in the afternoon?
- 6 What does Yasuo want to do one day?

6 Look at the questions and answers below about Yasuo and sumo school. Complete the questions. Use the correct form of the present simple.

- 1 How much _____?
He weighs 115 kilograms.
- 2 Where _____?
He lives in Tokyo.
- 3 What _____?
He studies sumo.
- 4 What _____?
Fish, meat, rice and vegetables.
- 5 How many _____?
There are twelve students.
- 6 When _____?
They go to bed at nine o'clock.

7 **VOCABULARY** Some adjectives are often followed by certain prepositions. Complete the collocations in the chart with the prepositions below.

at in of on with with

1 interested _____	4 angry _____
2 keen _____	5 bored _____
3 good _____	6 proud _____

8 Check your answers in the text and the sentences in exercise 4. Underline the collocations in the text and sentences.

9 Complete the sentences with adjectives from exercise 7.

- 1 I'm _____ with basketball. We play every day at school.
- 2 Geography is my favourite subject. I'm very _____ at it.
- 3 Jake is very _____ in fashion. He buys a lot of clothes.
- 4 My sister is at Oxford University. We are very _____ of her.
- 5 My mum gets _____ with me if I come home very late.
- 6 My brother is very _____ on cooking. He always cooks lots of different things.

10 **SPEAKING** Work in pairs. What can you remember about the life of a sumo wrestler? Close your books and then take turns to say one sentence each.

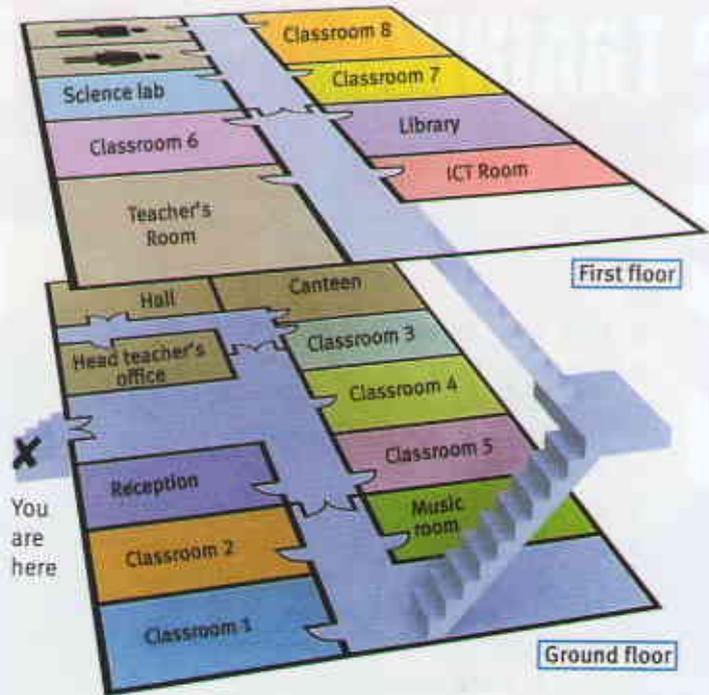
They get up at ...

They don't have ...



Zoe Excuse me. Where's the science lab?
Finn It's opposite classroom 7.
Zoe Oh, right. Where's that? I'm new here.
Finn Oh, OK. Go along this corridor and turn right.
Zoe Yes ...
Finn Go through the doors, and go up the stairs to the first floor. Turn right. Go past the library. The science lab is on the left.
Zoe Could you repeat that, please? Turn right, go past ...
Finn Turn right. Go past the library. The science lab is on the left.
Zoe Thanks very much.
Finn That's OK.

4 Look at the plan of the school. Follow Zoe's route in exercise 1.



5 1.58 Look at the plan of the school. Then listen to six dialogues and follow the directions. Where is each person going?

Person 1 _____ Person 3 _____ Person 5 _____
 Person 2 _____ Person 4 _____ Person 6 _____

6 **SPEAKING** Work in pairs. Look at the plan of the school. Take turns to give directions to the places below. Use the prompts below.

head teacher's office classroom reception
 music room library classroom boys' toilets hall

A

Ask where a room or a part of the school is.

Ask where that is.

Ask B to repeat the directions.

Thank B.

B

Say where it is (e.g. next to the library).

Give directions.

Repeat the directions.

Reply.

1 1.56 Read and listen to the dialogue. Are the sentences true or false?

- 1 Finn is a new student.
- 2 The science lab is on the first floor.

2 **SPEAKING** Work in pairs. Practise reading the dialogue.

3 1.57 **VOCABULARY** Match the directions in the pictures with the phrases below. Find six similar phrases in the dialogue. Then listen, repeat and check.

Directions Go along the corridor. Go down the stairs. Go past the library. Go through the doors. It's on the left. Turn left.



- 1 Read the letter. Match photos 1–3 with three of paragraphs A–D in the letter.



12 St Helen's Road
Plymouth PL 99 6YH

1st September

Dear Diego,

- A** Welcome to England! I'm your English guide! I can show you around St. John's Secondary School and answer your questions. I hope you enjoy your term here.
- B** You have to arrive at school before 8.50. Lessons start at 9.10, after assembly. There are four lessons in the morning, with a short break at 10.50.
- C** Lunch is at 12.45. There's a canteen. The food isn't bad, but you don't have to buy lunch there. You can bring a packed lunch or buy sandwiches at the shop opposite reception.
- D** There are two lessons after lunch. On Tuesdays, we have P.E. If you forget your P.E. kit, you have to stay at school for an extra 30 minutes. So don't forget it!

I look forward to meeting you!

See you soon.

George

PS On your first day at school, meet me by the school gates at 8.45.

- 2 Read the letter again. Answer the questions.

- 1 What time do students have to arrive in the morning?
- 2 What time do lessons start in the morning?
- 3 What time is the morning break?
- 4 Is there a canteen?
- 5 Where is the shop?
- 6 How many lessons are there in the afternoon?
- 7 When is P.E.?

- 3 Read the *Look out!* box. Which rules are different in your language?

LOOK OUT!

We use capital letters in English for:

- the start of a sentence
- names
- days and months
- abbreviations of school subjects, e.g. ICT.
- I as a personal pronoun
- languages and nationalities
- towns and countries

- 4 Underline examples of the seven rules from the *Look out!* box in the letter in exercise 1.
- 5 Rewrite the sentences with the correct capital letters.
- 1 the new school year starts on monday 6th september.
 - 2 your first lesson on thursday is history.
 - 3 our spanish teacher is from lima in peru.
 - 4 my brother james and i go to eton college.
 - 5 our geography teacher's name is george white.
- 6 Look at the writing strategy. Then read the letter in exercise 1 again. Complete the letter rules with the words below.

See you soon' address date information name

WRITING STRATEGY

Letter rules

- 1 We put the _____ in the top right corner.
 - 2 We put the _____ below the address.
 - 3 We start with *Dear* and the person's _____.
 - 4 We finish informal letters with a phrase like *Love*, _____ or *Bye for now*.
 - 5 We add extra _____ at the end after the letters *PS*.
- 7 Plan a letter to welcome an exchange student at your school. Make notes. Give information about:
- break times and the number of lessons.
 - where / what time lunch is and where you can buy snacks.
 - sports and games: what, where and when they are.
- 8 Write the letter (90–120 words). Use your notes from exercise 7. Use a new paragraph for each new topic of information.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 7?
- used capital letters correctly?
- written 90–120 words?
- checked your spelling and grammar?

Listening

- 1 **Get ready to LISTEN** What is a boarding school? Choose the correct definition.
- A school where all the students are boys.
 - A school which has students from the age of 5 to 18.
 - A school where the students stay all day and night during term time.
 - A school which gives extra lessons for sports.

- 2 **1.59** Do the exam task.

LISTENING exam task

You are going to hear a conversation with a student at a school in England. Listen and choose the best answer to the questions: A, B or C.

- Luke is at a boarding school in London because
 - his parents don't live in Britain.
 - there isn't a good school near to his family.
 - he doesn't want to live with his grandparents.
- Which is not true about Luke's life at school?
 - He has got company all the time.
 - The teachers are unfriendly.
 - He regularly contacts his parents.
- Which subjects do all the students in Luke's school study?
 - maths and biology
 - history and French
 - technology and art
- Luke is especially interested in

A politics.	B economics.	C art history.
-------------	--------------	----------------
- Which is Luke's favourite sport?

A cricket	B swimming	C tennis
-----------	------------	----------

Speaking

- 3 **Get ready to SPEAK** **1.60** Complete the sentences with the words below. Then listen to Matthew in the exam and check your answers:

building canteen chemistry clubs join
packed lunch science rooms

- All the _____ are in one _____, and all the art and music rooms in another, so it's easy to find your way around.
 - You don't have to eat in the _____. You can bring a _____ if you like.
 - I like maths and biology. I also like _____, but it's quite difficult. Oh, and I love P.E. too.
 - There are lots of _____: photography, chess, music, choir ... you can _____ one of them when you come to our school.
- 4 Read the exam task in exercise 6 and decide which points the sentences in exercise 3 relate to.

- 5 **1.60** Listen again. Answer the questions.

- Where is Matthew's school?
- How many students are there in the school?
- How much does a meal in the canteen cost?
- Which club is Matthew a member of?
- How often does the club meet?

- 6 Do the exam task.

SPEAKING exam task

You are talking to a friend from another country who is going to attend your school. Include information about the following points:

- your favourite subjects
- after-school classes
- how you get to different places in school
- having lunch at school

Use of English

- 7 Do the exam task.

USE OF ENGLISH exam task

Complete the text with the correct word: A, B, C or D.



Foula is a very small island in the far north of ¹ _____ UK. It's part of a group of islands ² _____ Shetland. There ³ _____ only about 25 people on the island, and life isn't easy for ⁴ _____. There aren't ⁵ _____ shops, so they have to take a boat to buy food every week. In the winter, the weather is often very bad and the boats can't go. There aren't many children on Foula, but there's ⁶ _____ primary school. The number of students at the school changes from year to year, but usually there are only four or five. Students ⁷ _____ to the primary school from the age of four until twelve. At the age of twelve, they have to leave the island ⁸ _____ there isn't a secondary school. They go to a boarding school in Lerwick, a town on another island.

- | | | | |
|------------|-----------|---------|---------|
| 1 A a | B an | C in | D the |
| 2 A called | B name | C is | D are |
| 3 A is | B are | C isn't | D not |
| 4 A it | B him | C they | D them |
| 5 A any | B some | C the | D these |
| 6 A a | B any | C some | D no |
| 7 A start | B have | C go | D are |
| 8 A but | B because | C when | D from |

Reading

8 **Get ready to READ** Label the pictures (1–6) with the verbs below.

carry climb hit push run throw



9 Do the exam task.

READING exam task

Read the texts (1–4) and choose the best heading (A–E) from the list. There is one extra heading that you do not need to use.

These sports are considered strange in most countries around the world. But not in the countries that play them!

1 **Horseshoe throwing**

'Horseshoes' is a game from the USA, but now people play it all over the world. It is an outdoor game for two teams. The teams throw iron horseshoes at a stick in the ground. The stick is quite far away. They have to try to hit the stick to score points. In America and some other countries, it is a serious sport. They want it to be an Olympic sport!

2 **Wife-carrying competition**

This competition takes place in Finland and America. Men run round an obstacle course and they carry a woman at the same time. The competition is difficult. The men race through water and sand, and climb over fences. The woman has to weigh more than 49 kilos, or she has to carry a heavy bag as well! She has to wear a helmet, because it can be dangerous.

3 **Underwater hockey or 'Octopush'**

People do this sport in the UK, Australia, Canada and New Zealand. There are two teams and they play under water. The game is similar to ice hockey but the teams play at the bottom of a swimming pool. They push a flat ball across the floor of the pool and try to score a goal in the net. It is a difficult sport to play and it is a very difficult sport to watch!

4 **Chessboxing**

People do this sport in the UK, Russia and northern Europe. The competitors play a short game of chess, then they have a short boxing match. They do this eleven times. They can either win in the chess games or in the boxing matches. The competitors are very good at both chess and boxing. It is an interesting sport – you have to be intelligent and strong too!

- | | |
|---|--|
| A | For very strong men only |
| B | An underwater race |
| C | For those with a good brain and good muscles |
| D | It began in the USA |
| E | Not easy for players or fans |

Speaking

10 **Get ready to SPEAK** Complete the sentences below with *in, on and with*.

- So, what sports are you interested _____?
- I play after school _____ the park _____ some friends.
- We don't play _____ the rain.
- You're really keen _____ it!
- Do you watch sport _____ TV?
- It's fast, noisy and boring, _____ my opinion.

11 1.61 Read the exam task in exercise 13 below. Then listen to Monica in the exam and check your answers to exercise 10.

12 1.61 Listen again. Answer the questions.

- What sport does Monica play?
- How often does she play it?
- Why does she only go swimming in the summer?
- Does she enjoy watching the Olympics?
- Is she keen on motor racing?

13 Do the exam task.

SPEAKING exam task

You are talking to an English-speaking friend about sports and games. Include information about the following points:

- sports or games you enjoy
- when and where you do them
- sports you enjoy watching on TV
- sports or games you don't like

4 Special occasions

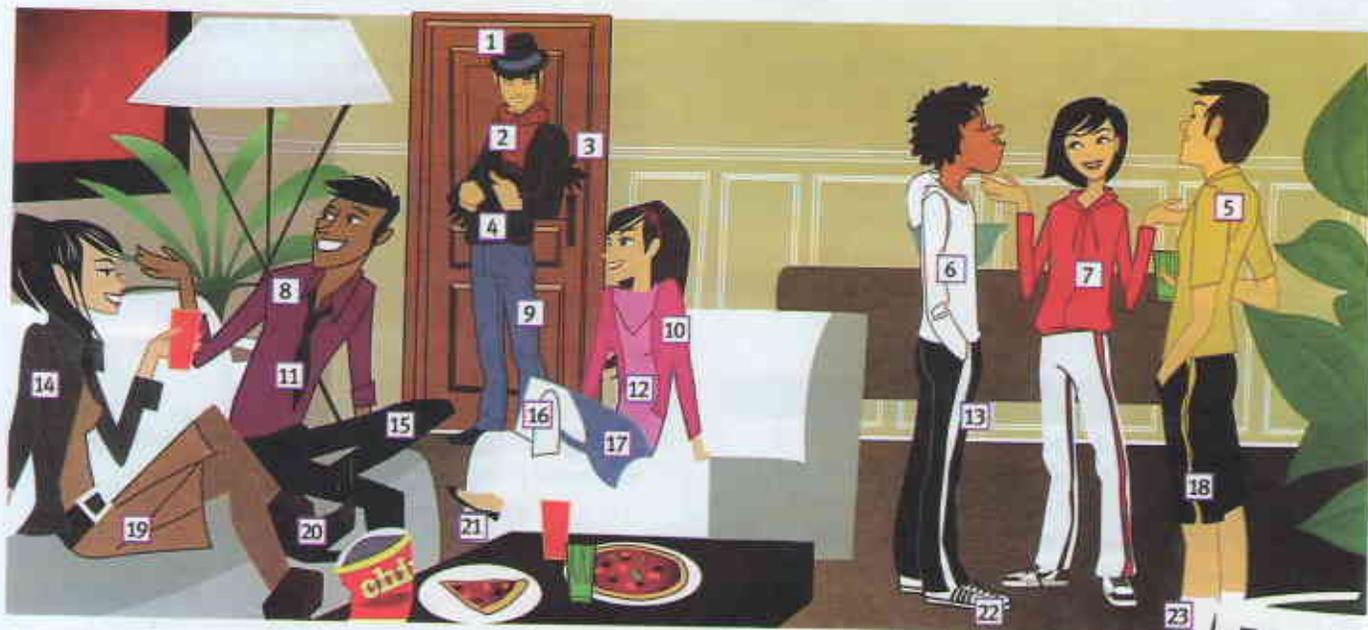
THIS UNIT INCLUDES

- Vocabulary** ■ clothes ■ colours ■ describing people ■ Halloween activities
Grammar ■ present continuous ■ present simple and continuous ■ present continuous for future arrangements ■ prepositions of time ■ *can* for requests
Speaking ■ describing clothes ■ talking about the clothes you wear ■ making arrangements ■ describing a photo
Writing ■ an invitation

4A

VOCABULARY AND LISTENING Clothes

I can describe people's clothes.



- 1 **VOCABULARY** Match the clothes in the picture with the words below.

Clothes boots cardigan dress gloves hat jacket jeans joggers leggings scarf shirt shoes shorts skirt socks sweater sweatshirt T-shirt tie top tracksuit trainers trousers

- 2 **2.02 PRONUNCIATION** Listen, repeat and check.
 3 Write sentences. Describe the clothes in the picture. Use the colours below.

Colours black blue brown green grey orange pink purple red white yellow

The boy's trainers are black and white. The girl's jacket is ...

- 4 **SPEAKING** Work in pairs. Play a memory game. Take turns to be A and B.

Student A: Look at the picture in exercise 1 for a minute, then close your book.

Student B: Ask Student A three questions about the picture.

What colour is the girl's top?

It's pink.

- 5 **2.03** Listen to four people talking about what they wear during the week and at weekends. Complete the chart.

	Weekdays	Weekends
Jamie	a jacket and a tie	jeans and a ¹ _____
Daisy	a skirt and a ² _____	³ _____ and a top
Adam	jeans and a ⁴ _____	⁵ _____ and a T-shirt
Phoebe	trousers and a ⁶ _____	⁷ _____ and a top

- 6 **SPEAKING** Work in pairs. Ask and answer the questions. Make a note of your partner's answers.

- 1 What do you wear during the week?
- 2 What do you wear when you go out with friends?
- 3 What do you wear at home?

- 7 **SPEAKING** Tell the class about your partner.

Jamie wears ... during the week. When he goes out with friends, he wears At home, he wears ...

»»» VOCABULARY BUILDER (PART 2): PAGE 134 «««

»»» VOCABULARY BUILDER (PART 1): PAGE 134 «««

1 Read the text messages. Where is Lola? Where is Jason?

2 Read the *Learn this!* box. Then complete the table with examples of the present continuous from the text messages.

LEARN THIS!

We use the present continuous to talk about actions that are happening now.

Present continuous

We form the present continuous with the verb *be* and the main verb + *-ing*.

affirmative

I ¹ _____ my friend Brandon.
 You ² _____ text messages.
 She ³ _____ her hair.
 They ⁴ _____ food for the party.

negative

She ⁵ _____ her phone.
 You ⁶ _____ Brandon.

interrogative

⁷ _____ ready for tonight? Yes, she is. / No, she's not.

3 Read the *Learn this!* box. Then underline one more example of rules 1–3 in the text messages in exercise 1.

LEARN THIS!

Spelling rules

- Most verbs: + *-ing*
wear → wearing
- Verbs ending in *-e*: *e* → *-ing*
smile → smiling
- Verbs ending in short vowel + consonant: double consonant + *-ing*
chat → chatting



4 Look at the picture and correct the sentences. Use the present continuous.

- Poppy is eating dinner.
Poppy isn't eating dinner. She's phoning a friend.
- Amy is getting dressed.
- Henry and Mason are chatting online.
- Finley is phoning a friend.
- Harvey and Scarlett are watching TV.
- Theo is listening to music.
- Ben is playing tennis.

GRAMMAR BUILDER 4B: PAGE 116

5 Write questions. Use the present continuous form of the verbs.

- you / wear / black socks?
Are you wearing black socks?
- you and your classmates / work / hard?
- one of our classmates / send / a text message?
- the sun / shine?
- you / feel / hungry?
- we / sit / next to the door?
- our teacher / smile?
- we / wear / the same top?

6 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 5.

Are you wearing black socks?

Yes, I am. / No, I'm not.



- 1 **SPEAKING** Describe the photo. Use the words below to help you. What can you see? Where do you think the people are going?

The boy on the right is wearing a long coat.

Verbs carry hold smile walk wear
Nouns bat costume sunglasses witch's hat
Phrases the boy/girl on the left/on the right/in the middle
 the boy/girl in the black hat/red jacket
 the boy/girl with long hair/curly hair

- 2 **2.04** Read the text. Which other festival does it mention as well as Halloween?
- 3 Read the text again. Answer the questions.
- 1 What is the theme of Halloween parties in the USA?
 - 2 What do children ask for when they go trick or treating?
 - 3 What do children often make?
 - 4 Why are apples often part of the games at Halloween?
 - 5 Which people can see and talk to spirits, according to one belief?
 - 6 What do Mexican families do on the Day of the Dead?

Halloween

In the USA, Halloween is a popular festival. It's on 31st October, and adults and teenagers often go to fancy dress parties. The **theme** of these parties is usually horror or the **supernatural**. Restaurants and clubs often have special events too: they prepare food and drink with a Halloween theme, show horror films or invite gothic rock bands to play.

Children often go trick or treating. They wear scary **costumes** and visit friends and neighbours asking for sweets and chocolate. They also make Halloween lanterns with **candle** inside and they play traditional games. The festival comes just after the apple harvest, so the games often use apples.

There are a lot of different beliefs about Halloween. For example, some people think that the candle in a Halloween lantern keeps **evil** away. If the candle goes out suddenly, a **spirit** is in the room. And if 31st October is your birthday, that means you can see and talk to spirits!

Other countries have similar festivals at the same time of year. For example, people in Mexico celebrate a festival called the Day of the Dead on 2nd November. Families go to the local **graveyard** to visit their dead relatives and they often have picnics there. In some parts of Mexico, they stay there all night!



- 4 **VOCABULARY** Match the highlighted words in the text with the definitions below.

- 1 magical, not part of the normal world
- 2 a ghost you can't see
- 3 this gives light when it burns
- 4 topic or idea
- 5 very bad or wrong
- 6 a place for burying the dead
- 7 clothes for a show or a fancy dress party

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

- 1 Is Halloween a popular festival in your country? Do you celebrate it?
- 2 Are there any special festivals in your region? When are they? What do people do to celebrate them?

1 Read the sentences. Underline examples of the present simple and present continuous.

- 1 My cousin is living in Brazil for a year.
- 2 Polar bears live in the Arctic.
- 3 I usually listen to music on the bus.
- 4 Today, I'm reading a book on the bus.
- 5 I don't speak Spanish.
- 6 Are those girls speaking German?

2 Read the *Learn this!* box. Then match uses 1–3 with the examples in exercise 1.

LEARN THIS! Contrast: present simple and present continuous

We use the **present continuous**

1 for actions happening now.

We use the **present simple**

2 for regular events and actions.

3 for facts which are always true.

3 Read the email. Choose the correct verb forms.

Inbox

Hi Amelie,

How are you? ¹I **work** / I'm **working** in my bedroom and I'm bored. :- (²I **usually watch** / I'm **usually watching** TV on Sunday evening, but ³I **study** / I'm **studying** tonight because of the exam tomorrow.

It's really noisy here. I can't think! Sam ⁴**makes** / **is making** a CD for his friend's party. ⁵**He chooses** / **He's choosing** the songs in his bedroom at the moment. ⁶**He often plays** / **He's often playing** his music really loudly.

Mum and Dad are out. They ⁷**don't usually go out** / **aren't usually going out** on Sundays, but this evening, ⁸**they have** / **they're having** dinner with my uncle because it's his birthday. ⁹**They probably eat** / **They're probably eating** at the Chinese restaurant in town because my uncle ¹⁰**loves** / **is loving** Chinese food.

Rosie ¹¹**cooks** / **is cooking** dinner for us tonight, but she's a terrible cook!

What ¹²**do you do** / **are you doing** at the moment? Can I come round?

Jasmine

LEARN THIS! Time expressions

- 1 We normally use the **present simple** with time expressions like *usually, always, every day, never, on Sundays*, etc.
- 2 We normally use the **present continuous** with time expressions like *today, at the moment, tonight, (right) now*, etc.

4 Read the *Learn this!* box. Then underline all the time expressions Jasmine uses in her email.

LOOK OUT!

There are some English verbs which are not used in continuous tenses. The important ones are: *believe, hate, know, like, love, mean, need, prefer, seem, understand, want*.

I'm feeling hungry. I want some food. (NOT I'm wanting some food.)

5 Read the *Look out!* box. Then complete the sentences. Use the present simple or continuous form of the verbs below.

cook do go help like prefer not understand
want watch

- 1 _____ you _____ dinner at the moment?
- 2 I _____ my maths homework at the moment, but I _____ the first question.
- 3 We _____ to the beach. _____ you _____ to come too?
- 4 _____ he _____ TV again? He never _____ with the housework!
- 5 I _____ this pasta, it's really nice – but I _____ Indian food.

GRAMMAR BUILDER 4D: PAGE 116

6 2.05 Complete the dialogue. Use the present simple or present continuous form of the verbs in brackets. Listen and check.

Evan Hi, Brooke. What ¹_____ you _____ (do) here?
²_____ you _____ (look) for me?

Brooke No! I ³_____ (need) a top for a party on Saturday.
Your sister, Libby, ⁴_____ (find) one for me.

Evan Oh, OK. ⁵_____ you _____ (know) Libby, then?

Brooke Yes. We ⁶_____ (go) to the same music class on Fridays.

Evan What ⁷_____ you _____ (hold)? Is it an invitation?

Brooke Yes – to the party. It's at a club in town. The invitation says 'smart clothes' – that's why I ⁸_____ (borrow) a top!

Evan It sounds fun. Can I come?

Brooke Yes, of course. But ⁹_____ you really _____ (want) to come? You ¹⁰_____ (not like) smart clothes.

Evan What ¹¹_____ you _____ (mean)?

Brooke Well, look at you! You ¹²_____ (wear) that old T-shirt again. It's terrible!

7 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 What do you usually wear for school?
- 2 What are you wearing now?
- 3 Who do you usually sit with in class?
- 4 How do you usually feel during lessons?
- 5 How are you feeling now?

- 1 **SPEAKING** Look at the reading strategy. Then describe photo 3. What are the people wearing? What are they doing?

READING STRATEGY

You can use these phrases to talk about different parts of a photo:

On the left/right, I can see ...

In the foreground, there is/are ...

In the background, there is/are ...

- 2 Read the text. Match paragraphs A–D with photos 1–4.

lifestyle

THE BIG DAY

A

SKY-HIGH WEDDING

Toby and Paige are planning a wedding in London. The unusual **venue** for their special day is the London Eye, next to the River Thames in the centre of the city. There is space for the **bride** and **groom**, and twenty friends and relatives. They get married at the top of the ride, 135 metres above London. On the way down, the new husband and wife can have sweets and enjoy the view of London with their guests!

B

WINTER WEDDING

Harriet and Leon are booking a trip to Canada for their wedding. The venue for their big day is the Ice Hotel in Quebec. Everything there is made of ice – the walls, the tables and the beds too! After the **ceremony**, you can have drinks in the Ice Bar and a hot meal. The hotel is only open in the winter. In the spring, it doesn't close – it melts!

C

WET WEDDING

There are hundreds of beautiful wedding venues by the sea. But Jack and Lacey are planning something different. Their wedding venue is under the sea. It's called Jules' Undersea Lodge and it's in Florida in the USA. The hotel is seven metres below the sea, and the only way to get there is to **dive**. Inside the hotel, there are two bedrooms, and a dining room for the **reception**. The underwater view of the sea through the windows is amazing!

D

FAIRYTALE WEDDING

Ben and Libby are preparing the invitations for their wedding in the USA next month. The venue is Disney's Magic Kingdom in Florida. 'We want our wedding to be special for us, but we want it to be exciting for our **guests**.' The plan is to get married in front of Cinderella's Castle. Then, after the meal, they want to celebrate their big day with a roller coaster ride.

1



2



3



4



- 3 Read the text again. Match summary sentences 1–5 with sections A–D. There is one sentence that you do not need.
- 1 This couple are planning to get married at a hotel with an amazing view of the sea.
 - 2 This couple are planning to get married on a form of transport.
 - 3 This couple are planning to get married at a very cold place.
 - 4 This couple are planning to get married at an unusual place in the UK.
 - 5 This couple are planning to get married at a theme park.

EXAM STRATEGY

When you answer true/false questions:

- Read the text all the way through first.
- Read a sentence and find the part of the text which contains the information.
- Compare the sentence and the text carefully – sometimes, one word in the sentence makes it false!

- 4 Read the exam strategy. Are the sentences below true or false? In the false sentences, underline the words which make them false.

- 1 At the London Eye, you get married after the ride.
- 2 The London Eye is a great place for a wedding with hundreds of guests.
- 3 Disney's Magic Kingdom is in the USA.
- 4 You can't get married at the Ice Hotel in the winter.
- 5 You walk down some stairs to the hotel in the Jules' Undersea Lodge.

- 5 **VOCABULARY** Match the highlighted words in the text with the definitions below.

- 1 the man on the day of his wedding
- 2 a big important party, e.g. for a wedding
- 3 a place (for a wedding or other special occasion)
- 4 people you invite to a wedding or other kind of party
- 5 the woman on the day of her wedding
- 6 the part of a wedding when the man and woman get married

- 6 **SPEAKING** Work in pairs. Which of the four wedding venues in the text do you think is the best? Tell your partner your opinion. Use the adjectives below to help you, and your own ideas.

beautiful exciting fun interesting romantic unusual

I think ... is the best venue because it's really ... and ...

I agree. / I don't agree. I think ...

- 7 **SPEAKING** Work in pairs. Think of a perfect venue for a wedding or one of the celebrations below. Decide:

- what and where the venue is.
- what kind of celebration it is perfect for.
- why it is perfect.

your 18th birthday a school leaving party
an engagement party a grandparent's 80th birthday party

- 8 **SPEAKING** Present your ideas to the class. The class votes for the best venue.

- 9 **2.06** Complete the song with the words in the box. Then listen and check.

blue confused fall give good pain start

I keep on fallin'
In and out of love
With you

Sometimes I love ya
Sometimes you make me ¹ _____
Sometimes I feel ² _____
At times I feel used
Lovin' you darlin'
Makes me so ³ _____

I keep on fallin'
In and out of love with you
I never loved someone
The way that I love you

Oh, oh, I never felt this way
How do you ⁴ _____ me so much pleasure
And cause me so much ⁵ _____?
Just when I think
I've taken more than would a fool
I ⁶ _____ fallin' back in love with you

I keep on fallin'
In and out of love with you
I never loved someone
The way that I love you

Oh baby
I, I, I, I'm fallin'
I, I, I, I'm fallin'
⁷ _____

I'm fallin'
In and out of love with you
I never loved someone
The way that I love you (x3)

Fallin'

- 10 How does the singer feel about her relationship? Choose a, b, c or d.

- a Very happy, but surprised.
- b Happy some of the time and sad some of the time.
- c Very sad all of the time.
- d Bored and unhappy.

- 1 2.07 Read and listen to the dialogue. What do Martha and Sam arrange to do together? Choose the correct answer.
 a play football b go shopping c go for a bike ride

Sam	Hi, Martha. What are you up to this weekend?	
Martha	Nothing much. I'm playing football on Saturday morning.	
Sam	Are you free in the afternoon?	
Martha	Yes, I am.	
Sam	Great! Let's go shopping.	
Martha	No, thanks. I don't really enjoy it.	
Sam	Oh, OK. How about going for a bike ride?	
Martha	Yes, OK. What time?	
Sam	Shall we meet at my house at 2 o'clock on Saturday afternoon?	
Martha	Fine. See you then!	

- 2 Read the *Learn this!* box. Underline an example of the present continuous for future arrangements in the dialogue.

LEARN THIS! **Present continuous for future arrangements**
 We use the present continuous to talk about future arrangements.
We're getting married next summer.

GRAMMAR BUILDER 4F: PAGE 116

- 3 **SPEAKING** Work in pairs. Practise reading the dialogue, changing the words in **blue**. Use activities from the list below or your own ideas. Decide your own time and place to meet.

Activities go rollerblading go ice skating go skateboarding
 go to the beach have dinner/lunch in a café
 meet friends play volleyball play video games

- 4 Read the *Look out!* box. Circle examples of time expressions with *at, in, on* or no preposition in the dialogue in exercise 1.

LOOK OUT!

Prepositions of time

at at five o'clock, at the weekend, at night
in in the morning, in (the) summer
on on Monday, on Tuesday evening
no preposition this afternoon, tomorrow (morning)

- 5 2.08 Listen. What arrangements do the people make? Draw lines to match each dialogue with the correct activity and time.

Dialogue	Activity	Time
1	play basketball	at 4 o'clock today
2	see a film	at 3 o'clock on Saturday
3	go ice skating	at 6 o'clock on Sunday

- 6 2.08 Complete the chart of phrases for asking about plans. Use the words below. Listen again and check.

afraid free idea we

Asking about plans

What are you up to (this evening, tonight, etc.)?
 Are you doing anything (tonight, this weekend, etc.)?
 Are you ¹ _____ (tomorrow, this weekend, etc.)?

Making a suggestion

How about (playing tennis / doing something)?
 Shall ² _____ (go to the park / do something)?
 Let's (have a picnic / do something).

Agreeing

Good ³ _____. Yes, OK. That's perfect.
 Fine. That sounds fun.

Declining

I'm ⁴ _____ I can't. No, thanks.

- 7 **SPEAKING** Work in pairs. Prepare a dialogue. Use the phrases in exercise 6 and the prompts below.

A

- Greet B. Ask about B's plans for Saturday.
- Suggest an activity.
- Make another suggestion.
- Suggest a time and place.
- Say goodbye.

B

- Reply that you don't have many plans.
- Decline the offer. Give a reason.
- Agree. Ask about time.
- Agree. Say goodbye.

- 8 **SPEAKING** Act out your dialogue to the class.



1 SPEAKING Look at the photos and answer the questions.

- Where are the people?
- What are they doing?
- What are they wearing?
- Which event do you think looks more fun?

2 Read the invitations. Match two of the invitations (A–C) with the photos in exercise 1.

Inbox

A Hi Amy,
It's my birthday on Friday and I'm having a party. It starts at 8 p.m. Can you come? It's at my cousins' house – they live at 128 Westfield St. Can you forward this email to Isla, please? I haven't got her email address. Thanks!
I hope you can make it! Please let me know.
Love,
Dylan

B

Dear Leo,
I'm planning a party to celebrate the end of the school year. We're having a barbecue on the beach on Thursday evening. It starts at 8 p.m. and finishes at 1 a.m. Don't miss it! Can you bring some food for the barbecue, e.g. some burgers or sausages?
Please reply so I know numbers.
Best wishes,
Reece

C

Dear Faith,
I'm having a Halloween party on Saturday 31st October at my house – 12 Victoria Rd. It starts at 7.30 p.m. and it's a fancy dress party, so you need a costume. The theme is horror – ghosts, witches, vampires, etc. Can you bring your 'Rocky Horror Show' CD, please?
Hope you can come. You can text your reply.
Bye for now.
Freddie

HALLOWEEN

3 Match each sentence with one of the invitations (A–C).

- Guests need to wear special clothes.
- The party is outdoors.
- There is a finish time.
- The party is at the house of some family members.
- The party is at the sender's home.
- It's a birthday party.

4 Put the phrases below into four groups with similar meanings. There are three phrases in each group.

- | | |
|----------------------------|-----------------------|
| a I'm having a party ... | g It's my party ... |
| b I hope you can make it. | h Best wishes ... |
| c Please reply ... | i Hope you can come. |
| d Don't miss it! | j Love ... |
| e I'm planning a party ... | k Bye for now ... |
| f You can text your reply. | l Please let me know. |

5 Read the *Learn this!* box. Find a request in each invitation.

LEARN THIS!

can for requests

We use *Can you ... ?* to make a request. We often add *please* at the end.

Can you change the music, please?

6 Complete the writing strategy with words or phrases from the invitations.

WRITING STRATEGY

When you write an invitation, postcard or email:

- Start with *Dear*, or ¹_____ and the person's name.
- Finish with *Love*, ²_____, or *Bye for now* and your name.

7 Imagine you are organising a party to celebrate the end of the school exams. Make notes.

- Say why you are having the party.
- Give the time and date of the party.
- Include information about the place or address.
- Include a request.

8 Write an invitation to a friend. Use your notes from exercise 7 and phrases from exercise 4.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 7?
- used the correct prepositions of time (see lesson 4F)?
- checked your spelling and grammar?

Unit 3

1 Put the words in the correct order to make sentences. Tick the sentences that are true for you.

- 1 physics / keen / not / very / I'm / on
- 2 like / I / geography / really
- 3 stand / biology / can't / I
- 4 P.E. / easy / quite / is
- 5 art / I / and / like / design / quite

Mark: /5

2 Match 1-5 with a-e to make parts of a school.

- | | |
|------------------|-----------|
| 1 science | a field |
| 2 playing | b room |
| 3 head teacher's | c lab |
| 4 music | d toilets |
| 5 boys' | e office |

Mark: /5

3 Complete the sentences with *some*, *any* or *a*.

- 1 There isn't _____ supermarket in this village.
- 2 Do you know _____ good restaurants?
- 3 There aren't _____ curtains in the living room.
- 4 Do you need _____ lamp in your bedroom?
- 5 There are _____ shelves next to the bed.

Mark: /5

4 Complete the dialogue. Use the correct form of *have to*: affirmative, negative and interrogative.

Avi My brother is at music school. He ¹_____ practise the piano four hours a day!

Grace Wow! That's a lot.

Avi I know. And we ²_____ listen to it!

Grace ³_____ he _____ study other subjects too, or just music?

Avi All the students ⁴_____ study music and two foreign languages.

Grace That's difficult!

Avi Not really. They ⁵_____ speak the languages fluently, just read and understand them.

Mark: /5

5 Complete the directions with the words below.

along left on through up

- 1 Go _____ the corridor.
- 2 Go _____ the doors.
- 3 It's _____ the right.
- 4 Go _____ the stairs.
- 5 Turn _____ at the end.

Mark: /5Total: /25

Unit 4

6 Complete the clothes words.

- 1 She's wearing leggings and a T-_____.
- 2 Do you like my new track_____?
- 3 Is that a sweater or a sweat_____?
- 4 I really don't like that cardi_____!
- 5 He wears a jack_____ and a tie to work.

Mark: /5

7 Complete the message with the words below.

ceremony groom guests reception venue

What a weird wedding! The ¹_____ is an old school. The bride and ²_____ are wearing school uniform! All the ³_____ are wearing the same. After the ⁴_____, there's a big ⁵_____ in the canteen with lots of food and drink!

Mark: /5

8 Look at the chart. Write questions and short answers about Mia and Tom. Use the present continuous.

	Mia	Tom
chat online	✓	✗
wear trainers	✓	✓
listen to music	✗	✓
watch TV	✗	✗
smile	✗	✓

- 1 Tom / chat online?
- 2 Mia and Tom / wear trainers?
- 3 Tom / listen to music?
- 4 Mia and Tom / watch TV?
- 5 Mia / smile?

Mia / chat online? *Is Mia chatting online? Yes, she is.*

Mark: /5

9 Complete the email. Use the present simple or present continuous form of the verbs in brackets.

Hi Louis!

I ¹_____ (write) this email on my parents' laptop. They ²_____ (not know) because they ³_____ (have) lunch in the kitchen at the moment. Anyway, thanks for my beautiful gloves. I ⁴_____ (wear) them every day - but I ⁵_____ (not wear) them now, of course. I can't type with gloves on!

Mark: /5

10 Complete the times with *at*, *in* or *on*. Tick the times which do not need a preposition.

- 1 _____ this afternoon
- 2 _____ Friday morning
- 3 _____ ten o'clock
- 4 _____ the morning
- 5 _____ tomorrow morning

Mark: /5Total: /25

Lead-in

- 1 Describe your school. Use *there is / there are* affirmative and negative and the words below. Add your own ideas.

canteen classrooms computer room library reception sports hall

There isn't a canteen. There are lots of classrooms. There ...

Listening



- 2 2.09 Anna is visiting Libby's school in London. Listen to the dialogue. Where does it take place? Choose a, b or c.
a in a corridor b in a classroom c on the stairs
- 3 2.09 Listen again. Complete the sentences with one or two words.
- 1 Anna is wearing _____, not school uniform.
 - 2 The teacher thinks Prague is in _____.
 - 3 Anna thinks Libby is in the school _____.
 - 4 George tells Anna that she needs to go up to the _____ floor.
 - 5 George is going to the _____ so Anna follows him.

Speaking

- 4 Work in pairs. Take turns to give directions to places in your school. Use the list from exercise 1 or your own ideas.

Excuse me. Where's the ... ?

Go upstairs / downstairs / along the corridor. / Turn left / right. Go past ...

Reading

- 5 Read the school newsletter, ignoring the gaps. Which of the paragraphs (A–D) is about:

- 1 some visitors? _____
- 2 school equipment? _____
- 3 a special occasion? _____
- 4 a teacher? _____

NEWSLETTER

AUTUMN TERM

A
It's Bonfire Night on Friday 5th November and we're having a Bonfire Night party at school from 8–11 p.m., with fireworks at 9 p.m. As last year, the Parents' Association is organising a barbecue. ¹ _____ You can get free tickets from the school office. Please bring your family and friends.

B
This term, five students from other countries are visiting our school as part of an exchange programme. ² _____ Please say hello to them and give them any help they need.

C
The computer room is closed at the moment because of a problem with the ceiling. Students can use the laptops in the library. ³ _____ You can't play computer games!

D
Sadly, we have to say goodbye to Mr Roberts, our sports teacher. ⁴ _____ He's moving to the USA to work as a football coach at a high school in California. We wish him lots of luck in his new job.

- 6 Match sentences A–E with gaps 1–4 in the newsletter. There is one sentence that you do not need.

- A But please remember, these are for homework only.
- B They're planning to sell hotdogs, burgers and veggie burgers.
- C The maths exams, however, are taking place in the school hall.
- D He's leaving at the end of term after 18 years at the school.
- E Two are from Italy, two are from France and one is from Poland.

Writing

- 7 Imagine you are Libby. Write a short invitation to a friend inviting him or her to the Bonfire Night party at your school. Include the information below.

- the day and date of the party
- where the party is and how much the tickets cost
- the time it starts and the time it finishes
- what you can do and see there

5A

VOCABULARY AND LISTENING

Food

I can talk about different foods and dishes.

THIS UNIT INCLUDES

Vocabulary ■ food ■ partitives ■ methods of cooking

Grammar ■ Quantity: countable and uncountable nouns, *How much/many?*

■ *should/shouldn't* ■ *would like*

Speaking ■ talking about food preferences ■ giving advice ■ ordering food in a café

Writing ■ a questionnaire



- 1 **VOCABULARY** Match the food and drink in the picture with the words below.

Food apples bananas beef butter cabbage
carrots cheese chicken eggs grapes veal lamb
lemons mushrooms onions oranges peppers salami
potatoes prawns rice salmon tomatoes tuna

- 2 **2.10 PRONUNCIATION** Listen, repeat and check.
- 3 Put as many food items as possible from exercise 1 into the correct groups.
- 1 fish and seafood: salmon, ...
2 meat: beef, ...
3 dairy products: butter, ...
4 fruit and vegetables: apples, ...

- 4 Work in pairs. Add more foods to the groups in exercise 3.

- 5 **SPEAKING** Work in pairs. Ask and answer questions about your partner's favourite food items.

What's your favourite kind of fish / meat / dairy product / fruit / vegetable?

My favourite kind of fish is ...

▶▶ VOCABULARY BUILDER (PART 1): PAGE 135 ◀◀

- 6 **2.11** Listen to five dialogues between a chef and his assistant. What is the problem with each dish? Choose the correct answers.
- Dish 1 a There isn't any butter on the potatoes.
b The potatoes aren't hot.
c The potatoes don't look nice.
- Dish 2 a There are only six prawns.
b The lemon is green.
c The prawns aren't ready.
- Dish 3 a The beef isn't pink.
b The slice of beef is very big.
c The slice of beef is very small.
- Dish 4 a The grapes are brown.
b The cheese is very old.
c The cheese has blue bits in it.
- Dish 5 a There aren't any peppers.
b The mushrooms are very small.
c The rice is hard.

- 7 **2.11** Complete the phrases with the words below. Then listen again and check.

bowl bunch glass slice

- 1 a _____ of lemon / beef 3 a _____ of rice
2 a _____ of grapes 4 a _____ of water

- 8 Work in pairs. Write a menu with three dishes. Use the foods in exercise 1.

1 Prawns with rice and peppers 2 Chicken with ...

- 9 **SPEAKING** Read your menu to the class. The class votes on the best menu and the best dish.

▶▶ VOCABULARY BUILDER (PART 2): PAGE 135 ◀◀

Countable and uncountable nouns

- Countable nouns are things that you can count. They have a singular and a plural form.
an orange two oranges
- Uncountable nouns are things that you can't count, you can only weigh or measure. They only have a singular form.
some bread I like cheese.

- 1 Read the *Learn this!* box. Then put the nouns below into the correct groups. Can you add any more?

apples beef butter eggs grapes salami meat milk
rice tomatoes tuna vegetables

Countable nouns	Uncountable nouns
apples	beef

- 2  2.13 Read and listen to the dialogue. Where are Molly and Archie: at home, in a café or in a shop?



- Molly** I'm hungry. Is there any food in the house?
Archie There's some bread. But there isn't any butter.
Molly That's fine. We don't need butter. Let's make some sandwiches.
Archie OK. There's some salami in the fridge.
Molly Are there any tomatoes?
Archie Yes, they're on the table. But there aren't any onions.
Molly That's OK. I don't like onions.
Archie What are you doing?
Molly I'm putting some salt in my sandwich.
Archie That isn't salt. It's sugar!

- 3 Look at the table below. Then underline all the examples of *some* or *any* with uncountable nouns in the dialogue.

some and any

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

	Uncountable nouns	Plural countable nouns
affirmative	There's some beef.	There are some eggs.
negative	There isn't any beef.	There aren't any eggs.
interrogative	Is there any beef?	Are there any eggs?

- 4 Write sentences about the picture in exercise 2. Use *There is/are* (affirmative or negative), *some* or *any* and nouns 1–9.

- 1 rice 4 salami 7 cheese
 2 tomatoes 5 beef 8 oranges
 3 bread 6 onions 9 water

1 There isn't any rice. 2 There are some tomatoes.

- 5 **SPEAKING** Work in pairs. Ask and answer questions about the food in the picture in exercise 2.

Is there any rice?

No, there isn't. Are there any tomatoes?

▶▶▶ GRAMMAR BUILDER 5B (EXS 1–3): PAGE 118 ◀◀◀

Asking about quantity

- 1 We use *How much ... ?* with uncountable nouns.
How much bread is there? None.
- 2 We use *How many ... ?* with plural countable nouns.
How many tomatoes are there? Three.

- 6 Read the *Learn this!* box. Then complete the questions with *How much* or *How many*.

- 1 _____ housework do you do every week?
 2 _____ chairs are in this room?
 3 _____ classmates are wearing jeans today?
 4 _____ money do you usually spend at the weekend?
 5 _____ people live in your home?
 6 _____ T-shirts have you got?

- 7 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6.

How much housework do you do every week?

None. / About ten minutes. / About two hours.

▶▶▶ GRAMMAR BUILDER 5B (EXS 4–5): PAGE 118 ◀◀◀

- 1 **SPEAKING** Look at the photos. Name the foods you can see. Then describe the dishes. Use the adjectives below.

boring fattening healthy sweet tasty unhealthy

There are eggs, potatoes ...

I think dish 1 looks tasty.



- 2 **2.14** Read the text. Which foods in exercise 1 can:
a a vegetarian eat? b a vegan eat? c a fruitarian eat?

Food for thought?

VEGANS

Vegans are vegetarians: they don't eat fish or meat. However, most vegetarians eat eggs, cheese and other dairy products, but vegans don't. In fact, they don't eat any food from animals – eggs and honey, for example. Why do people become vegans? Usually, they believe that it's wrong to kill animals for food or keep them for milk, eggs, and other products. They also believe that keeping animals is bad for the environment because it needs a lot of space. A small farm with animals can produce food for 20 people; but use the same land for vegetables and it can feed 240 people. Farm animals are also bad for the environment because they need a lot of water.

FRUITARIANS

Fruitarians are vegans: they don't eat meat, fish or any other animal products. But there are other rules too. Fruitarians don't cook their food and they don't eat any vegetables, rice, bread or processed food. So what can they eat? Well, nuts and seeds are OK. They can eat sweet fruit, like bananas and apples, and also olives, peppers and tomatoes because these are fruit too. Some people are fruitarians because they believe it is healthy. However, most doctors believe that fruitarians do not have a balanced diet. The human body needs some vitamins which aren't in fruit or nuts.

- 3 Read the text again. Answer the questions.

- 1 Why don't vegans eat eggs or honey?
- 2 What do vegans think about killing animals for food?
- 3 Which need a lot of water: vegetables or farm animals?
- 4 Can a fruitarian eat sandwiches? Give a reason.
- 5 Can a fruitarian eat olives? Give a reason.
- 6 Why do doctors think a fruitarian diet is not healthy?

- 4 **VOCABULARY** Complete the compound nouns with the words below. Then check your answers in the text.

animal balanced ~~dairy~~ farm human processed

- 1 dairy products
- 2 _____ animals
- 3 _____ products
- 4 _____ food
- 5 _____ diet
- 6 _____ body

- 5 Complete the sentences with the compound nouns from exercise 4.

- 1 Meat, eggs, honey and butter are all _____.
- 2 A _____ usually includes rice or pasta, fruit, vegetables and meat or fish.
- 3 The _____ needs water and food to live.
- 4 Cows, sheep and pigs are all _____.
- 5 Butter, milk and cheese are all _____.
- 6 Pizza, burgers and sausages are types of _____.

- 6 **2.15** Listen to five people talking about their diets. How many of them don't eat any meat?

- 7 **2.15** Listen again. Match speakers 1–5 with their opinions (A–F). There is one opinion that you do not need.

1 2 3 4 5

- A I don't eat a lot of meat because I want to be healthy.
- B I don't like the idea of eating a big piece of meat, but sausages are OK.
- C I don't eat meat because I think it's wrong to kill animals.
- D I don't eat meat because keeping animals is not good for the environment.
- E Some food is against the rules of my religion – for example, pork and shellfish.
- F I like all kinds of meat and want to try new kinds.

- 8 Read sentences A–F in exercise 7 again. Does one of them describe your own diet? If not, write a sentence to describe your diet.

- 9 **SPEAKING** What is your opinion of vegetarian food? Tell your partner. Use vocabulary from exercise 1 and the text in exercise 2.

- 1  2.16 Read and listen to the dialogue. Why does Freya think it is a bad idea for Oliver to go running?

Oliver What are you eating?

Freya Pasta with meat and cheese.

Oliver You shouldn't have a big meal just before bed. It isn't good for you.

Freya But I'm hungry!

Oliver You should have some fruit, then.

Freya Yes, OK. You're right. What are you doing, anyway?

Oliver I'm going running. See you later!

Freya You shouldn't go outside.

Oliver Why not? It isn't cold.

Freya I know. But those joggers you're wearing are horrible!



- 2 Read the *Learn this!* box. Then underline all the examples of *should* and *shouldn't* in the dialogue in exercise 1.

LEARN THIS!

should / shouldn't

We use *should / shouldn't* and the base form to give advice, or to say that something is a good or bad idea.

Should is followed by the base form of the verb. The form of *should* is the same for all persons.

Affirmative

You should eat some fruit.

Negative

You shouldn't eat unhealthy snacks.

Interrogative

Should I go now?

Yes, you should. / No, you shouldn't.

- 3 Match the problems with the advice.

- 1 I'm always hungry by 11 a.m.
 - 2 My brother and sister are always tired.
 - 3 My face is red from the sun.
 - 4 My sister has got a bad leg.
 - 5 These prawns smell horrible.
- a She shouldn't go running.
 - b You should have a big breakfast.
 - c You shouldn't eat them.
 - d They should go to bed early.
 - e You should stay inside today.

- 4 Look at the pictures. Write sentences. Use *should / shouldn't* and the prompts below.



1 he / jump



2 she / swim / there



3 he / eat / that apple



4 she / wear / boots



5 he / stand up



6 they / phone / the police

- 5 Read the problems. Decide which piece of advice you think is better. Choose a or b.

- 1 I don't understand my homework.
a talk to your teacher b find information online
- 2 I've got a headache.
a go to bed b go for a walk
- 3 My best friend isn't talking to me.
a find another best friend b send a text message
- 4 I feel tired every morning.
a get more sleep b drink coffee at breakfast
- 5 I need to get fit.
a go running b do aerobics
- 6 It's my mum's birthday and I haven't got any money.
a make a present for her b just give her a card

- 6 **SPEAKING** Work in pairs. Take turns to be A and B.

Student A: Read a problem in exercise 5 and ask for advice (a or b). Use *Should I ... ?*

Student B: Answer *yes* or *no*. If the answer is no, give the other advice.

I don't understand my homework.
Should I talk to the teacher?

Yes, you should. / No, you shouldn't.
You should find information online.

- 1 SPEAKING** Look at the photos. What is happening in each photo? How is it good for the person's (or people's) health?
- 2** Read the text and check your ideas.

HEALTHY alternatives



LAUGHTER THERAPY

We say in English: 'Laughter is the best medicine'. Some people really believe that laughter is good for their health. They go to special classes and have 'laughter therapy'. At the start of the class, they all look at each other and say 'ho, ho, ho, ha, ha, ha'. Usually, this becomes real laughter and by the end of the class, they feel great. And many doctors agree that laughter is good for your health. In some children's hospitals in Britain, clowns visit patients and make them laugh.

DOCTOR FISH

Millions of people around the world have skin problems. There's an unusual treatment called 'doctor fish'. It's already popular in Japan, China and Turkey, and now you can get it in Europe too. Patients get into water with hundreds of small fish. The fish eat the dead skin from the patients' arms, legs and bodies but they don't eat any healthy skin. It isn't painful, but it feels strange! There are many skin problems that doctors can't cure, so they are happy for their patients to try doctor fish.



SNAKE MASSAGE

A massage is a great way to relax and health spas offer many different kinds of massage. At Ada Barak's health spa in Japan, you can get a really unusual treatment: a snake massage. You go into a special room. There, you take off your trousers and top and you lie on a table. Then Ada puts about twelve snakes on you! The large snakes move around on your body and the small snakes go on your face. Some patients say the snakes can cure headaches, but the treatment is not popular with everybody. 'People like it or they hate it,' says Ada.

3 Read the text again and choose the correct answers.

- You can get treatment from 'doctor fish'
 - in Japan, China, Turkey and Europe.
 - in Japan, China and Turkey, but not Europe.
 - in Europe only.
- 'Doctor fish' are good for people with skin problems because
 - they can cure skin problems.
 - they live in warm water.
 - they eat dead skin.
- In a snake massage, what do the large snakes do?
 - They move around on your body.
 - They move around on your face.
 - They move around on your body and face.
- What do patients think of the snake massage?
 - They all like it.
 - Some like it and some don't.
 - Most of them don't like it.
- In some children's hospitals in Britain
 - clowns visit the patients.
 - doctors take patients and their families to see clowns.
 - doctors dress up as clowns.

4 VOCABULARY Find and underline the words below in the text. Then use the words to complete the sentences.

cure headache medicine painful patients relax treatment

- This _____ tastes horrible!
- 'My left eye is very _____.' 'Go and see your doctor.'
- I work hard all day, but then I _____ in the evening.
- Her _____ is going well, but she's still ill.
- 'I've got a bad _____'. 'Lie down and close your eyes.'
- Hospitals can't _____ all of their _____.

READING STRATEGY

When you read a text, underline any words you don't know and write the most useful ones in your vocabulary notebook.

- Look at the reading strategy. Underline any other new words in the text and choose the three most useful. Add them to your vocabulary notebook.
- SPEAKING** Work in pairs. Imagine you have to choose one of the three therapies in the text. Tell your partner which therapy you are choosing and why. Explain why you are rejecting the other two. Use the phrases below to help you.

It works. / It doesn't work. I'm scared of ...

I like / don't like the idea of ...

It's a waste of time / money.

I'm choosing ... because ...

I'm rejecting ... because ...

Courtney's CAFÉ	
Meals	
Vegetable soup with garlic bread	£4.95
Chicken curry with rice	£7.50
Beef and mushroom pie with peas	£8.50
Cheese omelette with chips	£5.75
Prawn stir-fry with noodles	£6.95
Tuna salad	£5.50
Toasted cheese and tomato sandwich	£3.95
Drinks	
Orange juice	£1.50
Chocolate milkshake	£2.50
Coffee or tea	£1.95



- 1 **SPEAKING** Look at the photo. What can you see? Would you like to eat there?
- 2 **2.17** Read and listen to the dialogue. What do Blake and Abbie order?

Woman Can I help you?
Blake Yes. I'd like the **beef and mushroom pie**, please.
Woman Certainly. Here you are. Anything to drink?
Blake Yes, please. I'd like a **chocolate milkshake**.
Woman OK. Here's your **milkshake**. And for you?
Abbie Can I have the **prawn stir-fry**, please?
Woman I'm sorry. We haven't got any **prawns** today.
Abbie Oh, OK. I'd like the **tuna salad**, please.
Woman Sure. Anything to drink?
Abbie Can I have an **orange juice**, please?
Woman Yes, Here you are. Are you paying together?
Blake Yes, we are.
Woman OK. That's **£18**, please.

- 3 Complete the chart of useful phrases. Use words from the dialogue.

Customer	
1 _____ I have the ... , please? 2) _____ like ... , please.	
Waitress or server	
Can I 3 _____ you?	I'm 4 _____ . We haven't got ...
5 _____ to drink?	Here you 6 _____ .

- 4 Read the *Learn this!* box. Underline examples of *I'd like* in the dialogue in exercise 2.

LEARN
THIS!**would like**

I'd like is a polite way of saying *I want*.
 (*I'd like* = *I would like*)

- 5 **2.18 PRONUNCIATION** Read the *Look out!* box. Listen and repeat.

LOOK OUT! Saying prices£12 = *twelve pounds*£8.50 = *eight pounds fifty* or *eight fifty*£5.95 = *five pounds ninety-five* or *five ninety-five*

- 6 **2.19** Listen and write the prices.

1 £6.50 3 _____ 5 _____ 7 _____
 2 _____ 4 _____ 6 _____ 8 _____

- 7 Work in groups of three. Practise reading the dialogue, changing the words in **blue**. Choose other food on the menu.

LISTENING STRATEGY

It's difficult to write and listen at the same time. When you are listening, just make brief notes or underline words on the page. Write your answers afterwards.

- 8 **2.20** Read the listening strategy. Then listen to three dialogues. What food and drink do the customers order in Courtney's Café?

	Food	Drink
Customer 1		
Customer 2		
Customer 3		

- 9 **SPEAKING** Work in groups of three. Prepare a dialogue like the dialogue in exercise 2. Use the phrases in exercise 3.
Students A and B: You are customers. Order food and a drink from the menu in exercise 1.
Student C: You work in the café. Serve the customers and tell them the total cost.

- 10 **SPEAKING** Act out your dialogue to the class.

- 1 **SPEAKING** Do you think your lifestyle is usually healthy or unhealthy? Tell your partner your opinion and give examples.

I think my lifestyle is healthy because I often do/go/play ... and I don't eat much ...

I think my lifestyle is unhealthy because I don't do/go/play ... and I eat a lot of ...

- 2 Complete the questionnaire with the words below. How many questions are about food and how many are about lifestyle?

are do do how is what

Health questionnaire:

food and lifestyle

- | | | |
|---|---|-----------------------|
| 1 | _____ you a member of a gym? | <input type="radio"/> |
| 2 | _____ 's your favourite snack? | <input type="radio"/> |
| 3 | _____ you ever go running? | <input type="radio"/> |
| 4 | _____ a massage healthy, in your opinion? | <input type="radio"/> |
| 5 | _____ you prefer fried eggs or boiled eggs? | <input type="radio"/> |
| 6 | _____ often do you eat take-away food? | <input type="radio"/> |

- 3 Match answers a–f with the questions in the questionnaire.

- Yes, I do, but only when the weather is good.
- No, I'm not.
- Two or three times a month.
- Yes, it is.
- A biscuit and a glass of milk.
- I prefer boiled eggs.

- 4 **SPAKING** Work in pairs. Ask and answer the questions in the questionnaire. Give your own answers.

- 5 Rewrite the questions in exercise 2, changing the words in blue. Use words from the list below or your own ideas. Then swap questionnaires with your partner and answer the questions.

fizzy drink pizza potatoes sports swimming
team yoga

- 6 Read the *Learn this!* box. Which questions in the questionnaire in exercise 2 are *yes/no* questions and which are information questions?

LEARN THIS!

Types of questions

- Yes/No questions have short answers.
Do you often go running? No, I don't.
Are you always in bed by 11 p.m.? Yes, I am.
Have you got a bike? Yes, I have.
- Information questions start with a question word (*when, what, how often, etc.*). These questions don't have short answers because they are asking for information.
How often do you eat fish? Twice a week.
What's your favourite fruit? Oranges.

- 7 Put the words in the correct order to make questions.

- day / eat / you / do / fruit / every / ?
Do you eat fruit every day?
- sweets / any / in / there / are / school bag / your / ?
- forms / exercise / do / what / of / do / you / ?
- asleep / you / are / before / 11 p.m. / usually / ?
- eat / you / do / breakfast / always / ?
- relax / you / how / do / ?

- 8 Match the questions in exercise 7 with the categories below.

Questions about food: 1, ...
Questions about lifestyle:

- 9 Write three more questions for each category. Use the words below or your own ideas.

apples chocolate clean your teeth cycle
fattening food fried food go shopping salad
wear sun cream

How many apples do you eat every week?

- 10 Write a questionnaire about healthy living for a school magazine. Include six questions about food and lifestyle. Use your ideas from exercise 9.

- 11 Work in pairs. Swap questionnaires with your partner. Write answers to your partner's questionnaire.

CHECK YOUR WORK

Have you:

- included questions about both topics – food and lifestyle?
- formed questions correctly?
- checked your spelling?

Listening

- 1 **Get ready to LISTEN** Match the words below with the definitions.

charity coin diary fair outfit silly wig

- _____ : a book for writing your plans and arrangements for each day
- _____ : funny, not serious
- _____ : an organisation for helping people in need
- _____ : false hair that you wear on your head
- _____ : a special event where people buy and sell things
- _____ : a small, round, metal piece of money
- _____ : a set of clothes that go together

- 2 **Work in pairs. Ask and answer the questions.**

- Do you ever give money to charities? Why / Why not?
- Which are the most important national and international charities?

- 3  2.21 **Do the exam task.**

LISTENING exam task

You are going to hear a radio announcement about a student charity event. Listen and mark the sentences true or false.

	T	F
1 Red Nose Day is a charity for children all over the world.		
2 You have to wear red and white clothes on March 25 th .		
3 On March 25 th , students get free food and drink at school.		
4 Students bring coins to put in money boxes.		
5 There are competitions in the evening.		
6 The speaker invites students to a charity event.		

Speaking

- 4 **Get ready to SPEAK** Find these things and people in the photo in exercise 7.

- | | |
|------------------------|---------------------------------|
| 1 bushes and trees | 5 a girl with black, curly hair |
| 2 party food and drink | 6 a girl in a brown dress |
| 3 birthday cards | 7 a birthday cake with candles |
| 4 balloons | |

- 5 Use the phrases below to say where the things in exercise 4 are in the photo.

On the left/right, I can see ...

In the foreground/background, there is/are ...

In the middle of / at the top of the photo, I can see ...

- 6  2.22 **Read the exam task in exercise 7 below. Then listen to Adam answering question 2. Which is his favourite celebration? Where does he go?**

Festivals and celebrations Christmas Easter Halloween name day New Year St Nicholas's Day

- 7 **Do the exam task.**

SPEAKING exam task

Describe the photo. Then answer the questions below.



- Why do you think the girls look so happy?
- Apart from a birthday, what's your favourite celebration or festival? Why?

Use of English

- 8 **Do the exam task.**

USE OF ENGLISH exam task

Complete the sentences with the correct form of the words in brackets.

- Are your friends _____ ready for the party? (get)
- I sent you an _____ by email. (invite)
- There were a lot of _____ at the wedding reception. (child)
- They're planning to have a big _____ at the end of their exams. (celebrate)
- My dad doesn't find charity events like Red Nose Day very _____. (interest)
- Running 2 km shouldn't be difficult for a _____ teenager. (health)
- This charity looks for new _____ for children's diseases. (treat)

Reading

9 **Get ready to READ** Work in pairs. Ask and answer the questions:

- 1 How often do you eat out?
- 2 What kind of restaurants and cafés do you go to?

10 Complete the sentences with the words below.

chef dish fast food food allergy noodles snack vegans vegetarians

- 1 Hot dogs and burgers are examples of _____.
- 2 _____ don't eat any food that comes from animals, including milk, honey and eggs.
- 3 Spaghetti bolognese is an Italian _____.
- 4 My sister suffers from a _____. She can't eat any dairy food.
- 5 I often have a _____ when I get home from school – maybe a biscuit and a cup of tea.
- 6 _____ don't eat meat or fish.
- 7 They eat a lot of _____ in China and Japan.
- 8 A _____ works in a restaurant kitchen.

11 Do the exam task.

READING exam task

Read the text and choose the best answer to the questions: A, B or C.

EATING OUT FOR TEENS IN LONDON

Where can teenagers go for a meal in London? We have some suggestions for great places to eat out in the capital.

The Original Hard Music Café

There are Hard Music Cafés all over the world, but this is the first one. It's a great place, with guitars, clothes and photos from famous music stars. You can have a look at the interesting things in the restaurant, listen to good music, and enjoy delicious American food at the same time.

There's also a shop where you can buy various gifts and souvenirs, such as Hard Music T-shirts.

The Rainforest Café

Welcome to the Rainforest Café – an exciting place to eat right in the middle of the city! It's like a rainforest with lots of trees, water, fish and birds, and all the sights and sounds of the jungle. Imagine eating a great meal there! There are food options for vegetarians and vegans, and food allergy sufferers too. So there is something delicious for everybody on the menu.

5th View

This is a fantastic café on the fifth floor of Waterstone's bookshop in Piccadilly. It's a very elegant and relaxing place to eat in the centre of London – with a great view of the city! You can see out over the whole of London while you eat. You can also read a book from the bookshop at the same time. You can have breakfast, a snack, coffee and cake, or a three-course meal – anything you want.

Wagamama

Go to Wagamama for wonderful Japanese food. Noodle bars are very popular in Japan, and now you can find them in the centre of London and all over Britain. This is fast food with a difference – you can't have hotdogs or hamburgers here. You sit all together at long tables and order your food. There are lots of Japanese dishes to choose from, and the chefs cook them for you immediately. You don't wait very long, and it's delicious!

- 1 What can you buy in the Hard Music Café gift shop?
 - A Guitars of famous music stars
 - B American food
 - C T-shirts
- 2 Which is true about the Rainforest Café?
 - A It's got mainly fish on the menu.
 - B It's in the middle of a forest.
 - C It serves a wide choice of food.
- 3 What can you do while you're eating at 5th View?
 - A You can admire the sights and read.
 - B You can buy a book or magazine.
 - C You can get information about central London.
- 4 Who is Wagamama best for?
 - A someone who likes hotdogs
 - B someone who is in a hurry
 - C someone who likes having meals alone

Speaking

12 **2.23** **Get ready to SPEAK** Read the exam task in exercise 13 below. Then listen to Anna in the exam. When you hear a beep, choose a sentence from below that Anna could add to her ideas. There is one extra sentence that you do not need to use.

- 1 My mum makes them with cheese, potato and onion. They're delicious!
- 2 And I like their salads – they're really delicious.
- 3 But my sister and her friend can join us.
- 4 I often go there with my friends.
- 5 For example, you can have a big meal for seven pounds, and you get a free drink.

13 Do the exam task.

SPEAKING exam task

You are planning to go for a meal in a restaurant with a friend from abroad. Include information about the following points:

- type of restaurant
- your favourite dishes
- the cost of the dinner
- people to invite

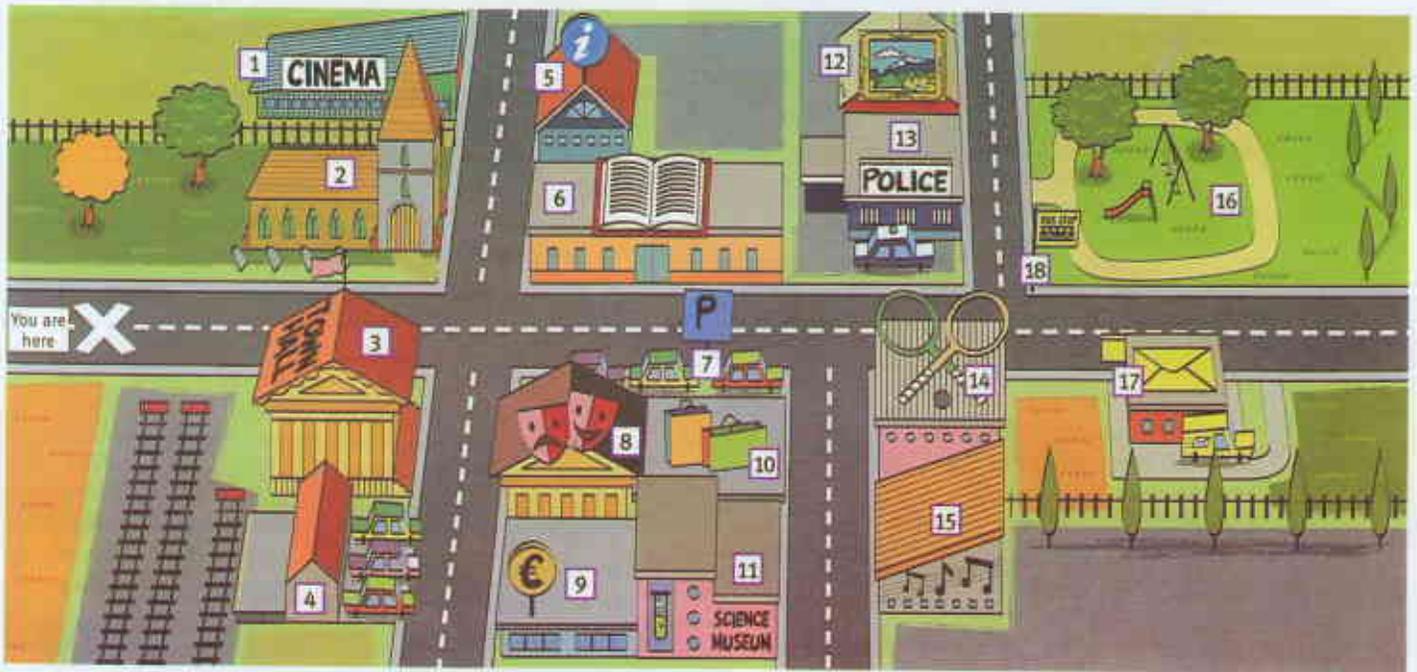
THIS UNIT INCLUDES

- Vocabulary** ■ places in town ■ collocations ■ adjectives to describe feelings ■ time expressions
- Grammar** ■ past simple: *be* and *can* ■ past simple affirmative: regular verbs
- Speaking** ■ giving directions ■ a memory game ■ retelling a story
- telephoning in English
- Writing** ■ different kinds of note

6A

VOCABULARY AND LISTENING In town

I can describe places in a town.



1 VOCABULARY Match the places on the map with the words below.

Places in town art gallery bank bus stop car park church cinema concert hall leisure centre library museum park police station post office shopping centre theatre tourist information centre town hall train station

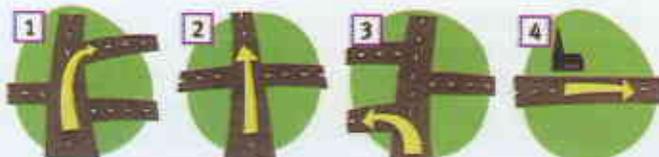
2 **2.24 PRONUNCIATION** Listen, repeat and check.

3 **2.25** Listen and identify the twelve places in town.

- | | | | |
|---------|---------|---------|----------|
| 1 _____ | 4 _____ | 7 _____ | 10 _____ |
| 2 _____ | 5 _____ | 8 _____ | 11 _____ |
| 3 _____ | 6 _____ | 9 _____ | 12 _____ |

4 **2.26** Match the directions with the pictures. Then listen, repeat and check.

- | | |
|-----------------------|-------------------------|
| a go straight on | c take the second right |
| b take the first left | d go past the church |



5 **2.27** Look at the map in exercise 1. Listen to five dialogues and follow the directions from 'You are here'. Where do the people want to go?

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

VOCABULARY BUILDER (PART 1): PAGE 136

6 **SPEAKING** Work in pairs. Take turns to be A and B.

Student A: Give directions to three other places on the map.

Student B: Follow the directions on the map. Say where you are.

First go straight on, then take the first left.
It's on your right, opposite the church.

I'm at the tourist information centre.

VOCABULARY BUILDER (PART 2): PAGE 136

2.28 Read and listen to the dialogue. Are the sentences true or false?

- 1 Jess was at Sam's party. 2 Finn was in London.



Finn Where were you last weekend, Jess? You weren't at Sam's party.

Jess No, I couldn't go. I was with my parents. We were in London all weekend.

Finn Really? Was it fun?

Jess Yes, it was. Look at my photo of the London Eye.

Finn It's great. I really want to go on that. Was it good? What could you see?

Jess It was fantastic. We could see the whole of London!

2 Look at the dialogue again. Then complete the table with the past simple forms of *be* and *can*. Use the examples in the dialogue to help you.

Past simple: *be*

affirmative

I/He/She/It ¹ _____ in London.

We/You/They ² _____ in London.

negative

I/He/She/It wasn't in London.

We/You/They ³ _____ in London.

interrogative

⁴ _____ he/she/it in London?

Yes, he ⁵ _____. / No, he wasn't.

⁶ _____ you/we/they in London?

Yes, we were. / No, we weren't.

Past simple: *can*

The forms of *could* are the same for all persons.

affirmative I ⁷ _____ see it.

negative He ⁸ _____ see it.

interrogative ⁹ _____ you see it?

Yes, I could. / No, I couldn't.

2.29 Complete the dialogue with *was*, *were*, *wasn't* or *weren't*. Then listen and check.

Ryan You were at the cinema last night.

Hannah No, I ¹ _____. I couldn't go.

Ryan ² _____ you at home?

Hannah Yes, I ³ _____. My mum ⁴ _____ ill. ⁵ _____ Marcus and Toby with you at the cinema?

Ryan No, they ⁶ _____. They ⁷ _____ at the leisure centre.

Hannah ⁸ _____ the film good?

Ryan Yes, it ⁹ _____ OK, but the ending ¹⁰ _____ very good.

Write sentences. Use *could* and *was*.



1 Mozart / write music / four

Mozart could write music when he was four.

2 samvel yervinyan / play the violin and piano / five

3 Asad Ullah Qayyum / speak twelve languages / seven

4 Dariusz Świercz / play chess / four

5 Tiger Woods / play golf / three

6 Pablo Picasso / paint beautiful pictures / seven

GRAMMAR BUILDER 6B: PAGE 120

5 Write questions. Use the past simple form of *be* and *can*.

1 walk / one? *Could you walk when you were one?*

2 write your name / three? 5 talk / one?

3 read / two?

6 ride a bike / six?

4 count to ten / two?

7 swim / four?

6 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 5. Invent answers if you can't remember.

Could you walk when you were one?

Yes, I could. / No, I couldn't.

7 **SPEAKING** Tell the class about your partner.

Laura could walk when she was one.

About Sydney > Things To Do > Destinations > Events > Search

A TEENAGER'S GUIDE TO SYDNEY!

A Dive with sharks, turtles and stingrays at Dive Xtreme! Spend 30 minutes under the water with these beautiful animals. Don't worry - it's **safe**! The sharks swim very close to you and they are over two metres long! It's a bit scary, but also amazing!

B Climb to the top of Sydney Harbour Bridge. It's 134 metres above the water! See the **fantastic** views of the harbour and the famous opera house. The bridge is open during the day or at night. The climb takes three and a half hours.

C Come and watch an exciting action film or a thriller in 3D at the fantastic Imax Theatre at Darling Harbour. We've got the world's largest cinema screen!

D Don't miss Luna Park, Sydney's wonderful theme park. Crazy, **fast** rides and great prizes to win! Everyone goes there just for ... FUN!

E Visit Bondi Beach! It's fun and relaxing. Walk along the promenade and buy real Italian ice cream. Swim in the clear, **clean** water or learn to surf! Take a lesson with a great surf instructor! It's only nine kilometres from Sydney. Buses from the city centre take 45 minutes.

F Are you interested in art and fashion? Then come to Paddington Market. It's **easy** to find **cheap** designer clothes, jewellery and **modern** art. You can also eat lots of different food from around the world! Open every Saturday, 10 a.m. until 4 p.m. in winter and 10 a.m. until 5 p.m. in summer.

1 2.30 Read the text. Match photos 1–4 with four of the paragraphs (A–F).

2 Read the text again. Where can you:

- 1 go on an exciting ride?
- 2 swim with animals?
- 3 see views of the opera house?
- 4 watch a film in 3D?
- 5 buy jewellery?
- 6 learn a water sport?
- 7 win prizes?
- 8 go shopping on Saturday morning?

3 **VOCABULARY** Match the highlighted adjectives in the text with the words with the opposite meaning below.

dangerous difficult dirty expensive old slow
terrible

4 **SPEAKING** Work in pairs. Look at the places in the text again. Which places would you choose to go to? Why? Which places wouldn't you choose? Why?

I'd choose the ... because
I like / want to ...

I wouldn't choose
the ... because I don't
like / don't want to ...

5 2.31 Listen to five radio advertisements for places to visit in Sydney. Match the adverts (1–5) with places a–f. There is one place that you do not need.

1 2 3 4 5

- | | |
|------------------|---------------------|
| a a park | d a museum |
| b an art gallery | e a shopping centre |
| c a zoo | f a bookshop |

6 2.31 Listen again. Are the sentences true or false?

- 1 You can visit the exhibition in July.
- 2 You can go shopping on Tuesday evening.
- 3 You can walk, cycle and ride a horse in the park.
- 4 A child's ticket costs \$31.
- 5 You can have a drink at the bookshop.

7 **PROJECT** Plan a tourist information webpage for a town or city you know well. Include three places and activities that will interest teenagers. Use the phrases below to help you.

Visit ... and see ... There are lots of ...
Don't miss ... Tickets cost ...
Are you interested in ...? Then ...
It's open from ... to ... The ... is really fun/interesting!

1 Read the story. Answer the questions.

- 1 Where was the girl?
- 2 Where was the dog?
- 3 Was it the girl's dog?



One day Suzie was in the park. She was on a bench, and there was a big dog next to the bench. A man **stopped** in front of Suzie. He **wanted** to sit down, but he was a bit nervous. 'Does your dog bite?' he **asked** her. 'No, it doesn't,' Suzie **replied**.

A minute later, the dog **closed** its teeth round the man's leg. 'Ow!' he **shouted**. 'What do you mean, your dog doesn't bite? You lied!'

'That isn't my dog,' **explained** Suzie.

2 Look at the verbs in blue in the story. They are all past simple forms. What is the ending for all of them?

3 Read the *Learn this!* box. Then put the blue verbs in the story into the correct group of spelling rules (1–4).

The form of the *past simple* is the same for all persons.

- 1 Most verbs:
add *-ed* watch → *watched*
- 2 Verbs ending in *-e*:
add *-d* phone → *phoned*
- 3 Verbs ending in a consonant and *-y*:
change *-y* to *-ied* study → *studied*
- 4 Verbs ending in a short vowel and a consonant:
double the consonant and add *-ed*
chat → *chatted* plan → *planned*

4 **2.32 PRONUNCIATION** Listen and repeat. Listen to the pronunciation of the endings. Try to copy what you hear.

- 1 /d/ or /t/ walked arrived
- 2 /ɪd/ hated

5 **2.33 PRONUNCIATION** Listen and repeat. Listen to the pronunciation of the endings. Write 1 (/t/ or /d/) or 2 (ɪd).

- | | |
|--------------|-----------|
| a happened 1 | e started |
| b shouted 2 | f closed |
| c stopped | g wanted |
| d agreed | h asked |

6 Look at the time expressions below. Put them in the correct order (1–9). Start with the most recent.

Time expressions last month last night last week
last year the day before yesterday three years ago
two months ago yesterday afternoon yesterday morning
1 last night

7 Write sentences. Use the past simple form of the verbs.

- 1 we / play / volleyball / the day before yesterday
We played volleyball the day before yesterday.
- 2 last year / we / celebrate / Christmas at home
- 3 I / tidy / my room / at the weekend
- 4 Tom / phone / his friend / yesterday afternoon
- 5 We / plan / our summer holidays / two months ago
- 6 my mum / wash / my clothes / last night
- 7 yesterday morning / Tom and Sam / walk / to school

»» GRAMMAR BUILDER 6D: PAGE 120 ««

8 Complete the story. Use the past simple form of the verbs in brackets.



A girl ¹_____ (walk) into a cinema with her parrot to watch a film. It was a romantic comedy. When there was a funny part, the parrot ²_____ (start) to laugh. Later, there was a sad part and the parrot started to cry. This ³_____ (happen) all through the film. The parrot ⁴_____

(laugh) and ⁵_____ (cry) at all the right moments. The man behind them ⁶_____ (watch) all of this. At the end of the film, he ⁷_____ (whisper) to the girl, 'That's really amazing!' 'It certainly is,' the girl ⁸_____ (agree). 'He ⁹_____ (hate) the book!'

9 **SPEAKING** Play a memory game in class. Each student adds one activity. You can invent activities. Use the verbs below to help you.

chat cook cycle listen phone play relax stay
study talk tidy visit walk want watch work

Last weekend, I played games online.

Last weekend, I played games online and I watched TV.

Last weekend, I played games online, I watched TV and I ...

I can understand a story about a bad experience.



- 1 **SPEAKING** Choose three pictures. Describe them. What is happening? What can you see?

I can see a taxi in picture B.

A man is repairing a car in picture C.

- 2 Read the text. Number pictures A–I in the correct order.

A STRANGE ACCIDENT

LAST MONTH, two brothers, sixteen-year-old George and eighteen-year-old David, were on their own at home one Saturday afternoon. Their parents were on a weekend trip with some friends. They were in their dad's car. George was bored and wanted to have an adventure.

'Let's drive into town this evening,' he suggested to David. 'You're 18. You can drive Mum's car.'

David wasn't happy about it because he wasn't allowed to drive his mum's car. But he was bored too, so he agreed.

The boys arrived in the town centre, and decided to go to the cinema. David parked the car carefully outside the cinema. They watched a great film. They were hungry after the film, so they stopped at a café and ordered a pizza.

Their friends, Sally and Emily, were there. 'We're going to a club now,' said Sally. 'Do you want to come?' The boys weren't tired, so they agreed. When they arrived at the club, David parked the car carefully in the street.

George and David stayed in the club for a long time. When they walked back to the car, they noticed something terrible.

'Oh, no!' shouted David. 'There's a big dent in the back of the car!'

The boys were very worried. They hurried home, and waited until 7 a.m. Then they phoned a garage and explained the problem. A mechanic repaired the car, and the boys parked it outside the house just in time!

A few minutes later, their parents returned home. The boys were too scared to say anything about the car. But later that day, their mother wanted to use her car. 'Hey! Come and look at this!' she shouted. The boys were very nervous. 'I think Mum is angry,' said George. But she wasn't angry. She looked very surprised. She continued, 'I don't understand! A van crashed into my car last Thursday, but now you can't even see the dent!' ●

- 3 Read the text again. Are the sentences true or false?

- George and David were alone at home.
- George and David's parents were on a day trip with their friends.
- Both boys were bored at home.
- George and David's friends, Sally and Emily, were at the cinema.
- David believed that he caused the dent.
- The mechanic repaired the dent before their parents arrived home.
- The dent was there before George and David used the car.

- 4 Choose the correct prepositions. You can find the underlined phrases in the text.

- I usually go to school with my sisters, but yesterday I was ill so they walked to school in / on their own.
- I was at / in home yesterday afternoon.
- My mum is on a trip to France for / with some friends.
- Last night I watched TV during / for a long time.
- 'Look to / at this!' shouted the little girl.

- 5 **VOCABULARY** Underline all the adjectives below in the text.

Adjectives to describe feelings angry bored happy hungry nervous scared surprised tired worried

- 6 Label the pictures with six of the adjectives in exercise 5.



- 7 **ROLEPLAY** Work in groups of three. Look at three pictures each. Cover the text and retell the story using the past simple. Use the prompts below to help you.

One Saturday afternoon, George and David were at home. Their parents ...

Student A (pictures 1–3)

- George and David – at home
parents – on a trip with friends
bored – decide to drive mum's car into town
- arrive – town centre
park outside – cinema
watch – film
- stop at a café – order pizza
friends (Sally and Emily) – at the café

Student B (pictures 4–6)

- decide – to go to a club
park – in the street
stay – for a long time
- walk back to car – notice a dent
George and David – hurry home
- wait – until seven o'clock
phone – the garage

Student C (pictures 7–9)

- mechanic – repair the car
park – outside house
- parents – return home
boys – scared
- mum – want to use her car
boys – very nervous
mum – shout
mum – look surprised

1 SPEAKING Describe the photo. Answer the questions. Use the verbs below to help you.

look at point at stand talk about

- 1 Where are the people?
- 2 What can you see?
- 3 What are the people doing?



2 **2.34** Read and listen to the dialogue. Complete the dialogue with the question words below.

how how much what where

Clerk Good afternoon. Gallery of Modern Art. ¹_____ can I help you?
Jamie Good afternoon. I'd like some information about the gallery, please.
Clerk Certainly. What would you like to know?
Jamie ²_____ are your opening times?
Clerk We open at half past nine, and we close at five o'clock. Last entry is at four o'clock.
Jamie And ³_____ does it cost to get in?
Clerk It's \$10 for adults and \$5 for children under 14.
Jamie OK. ⁴_____ is the gallery exactly?
Clerk It's on Green Street, opposite the town hall.
Jamie OK. Thanks very much.
Clerk You're welcome.
Jamie Bye.

3 SPEAKING Work in pairs. Practise reading the dialogue, changing the words in blue. Use places from below or your own ideas. Invent times and ticket prices.

National Art Gallery Natural History Museum
 Science Museum

LISTENING STRATEGY

Before you listen, always read the questions carefully and think about the information you need.

4 **2.35** Read the listening strategy. Then listen to Jack phoning the Boston Science Museum. Correct the mistakes in his notes.

Opening times: 9 o'clock until 6.15
 Last entry: 4 o'clock
 Adults: \$7. Children under 12: \$7 Students: \$12
 Where? Near the river, next to North Point Park

5 **2.35** Listen again. Tick the sentences that the speakers use. Choose a or b. (Both are correct English.)

- | | |
|--|--------------------------|
| 1 a Can you give me some information about the museum, please? | <input type="checkbox"/> |
| b I'd like some information about the museum, please. | <input type="checkbox"/> |
| 2 a How can I help you? | <input type="checkbox"/> |
| b What would you like to know? | <input type="checkbox"/> |
| 3 a What are your opening times? | <input type="checkbox"/> |
| b What time do you open and close? | <input type="checkbox"/> |
| 4 a The last entry is at five o'clock. | <input type="checkbox"/> |
| b But we don't sell tickets after five o'clock. | <input type="checkbox"/> |
| 5 a How much are the tickets? | <input type="checkbox"/> |
| b How much does it cost to get in? | <input type="checkbox"/> |
| 6 a Where is the museum exactly? | <input type="checkbox"/> |
| b Can you tell me where the museum is? | <input type="checkbox"/> |

6 SPEAKING Work in pairs. Imagine that you are phoning a museum to ask for information. Prepare a dialogue like the dialogue in exercise 2. Use the prompts below.

Clerk	You
Answer the phone.	Ask for some information.
Offer help.	Ask about opening times.
Give the information about opening and closing times.	Ask about ticket prices.
Give the information about prices for adults and children.	Ask where the museum is.
Say where it is.	Thank the clerk.
Reply.	

7 SPEAKING Act out your dialogue to the class.

1 Read the notes. Which is:

- a a phone message? c a message of sympathy?
b a thank-you note? d a message of congratulation?

1 Dear Grandma and Grandad,
Thank you so much for the Amazon gift voucher. It arrived on my birthday! It was really kind of you. I used it to buy a great CD!
I hope that you are both well. See you soon.
Love,
Frances

2 Mum,
Dad phoned from the bus station in Oxford. He missed the bus. There isn't another bus until 10 o'clock so he's spending the night in Oxford. Please phone him on his mobile. It's urgent.
Simon

3 Dear Emma,
I was really pleased to hear that you passed your exams. Your mum phoned to tell me your grades. Five As and three Bs is a great result – that's a fantastic achievement! Well done! We're all very proud of you.
With love from
Uncle John

4 Dear Harriet,
I was so sorry to hear that you aren't well. I hope that you feel better soon, and aren't in hospital for too long. We're all thinking of you. I'll come and see you on Saturday.
Get well soon!
Love,
Patricia
PS I hope you like the flowers.

2 Read the list of phrases we can use for starting messages. Which phrases are used in the messages in exercise 1?

Phone message

(Mary) phoned from the ... There's a message from (Jon).

Thank-you note

Just a quick note to thank you for ...

Thank you so much for ...

Message of sympathy

It's such a shame that ... I was so sorry to hear that ...

Message of congratulation

I was really pleased to hear that ...

It's fantastic / great news that ...

3 Complete the phrases with the words below. Which phrases can you use in (a) a phone message (b) a thank-you note (c) a message of sympathy (d) a message of congratulation?

all fantastic kind lovely on proud soon
urgent well

- 1 What a lovely surprise.
- 2 Get well _____.
- 3 It's a _____ achievement.
- 4 _____ done!
- 5 We're very _____ of you.
- 6 We're _____ thinking of you.
- 7 It's _____.
- 8 It was really _____ of you.
- 9 Please phone him _____ his mobile.

WRITING STRATEGY

Before you start writing, spend a few minutes planning what you want to write. Make notes.

4 Read the writing strategy and the situations below. Then choose two situations from different lists, and write two messages. Use phrases from exercises 2 and 3.

Phone message

- 1 Your mum phoned. Her train is late. Leave a message for your dad.
- 2 Your brother's friend phoned. She's at the leisure centre. She's waiting for your brother. Her number is 786330. Leave a message for your brother.

Thank-you note

- 1 You received a ticket from a friend for a rock concert.
- 2 You received a scarf for Christmas from your grandmother.

Message of sympathy

- 1 A friend failed his/her exams.
- 2 A friend fell and has got a broken arm.

Message of congratulation

- 1 Your cousin was first in an important tennis tournament.
- 2 A friend passed a music exam.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 4?
- used some phrases from exercises 2 and 3?
- checked your spelling and grammar?

Unit 5

1 Complete the sentences with the food words below.

beef cabbage cheese dairy products fish fruit
grapes meat salmon vegetables

- Butter and _____ are _____.
- Bananas and _____ are types of _____.
- Tuna and _____ are types of _____.
- Pork and _____ are types of _____.
- Carrots and _____ are _____.

Mark: /5

2 Complete the sentences with the words below.

cure headache medicine painful relax

- Take this _____ every morning before breakfast.
- The doctors can't _____ my skin problem.
- The treatment is _____, but it works well.
- I often get a _____ before an important exam.
- Just sit down, close your eyes and _____.

Mark: /5

3 Read the sentences and write the opposite.

There are some tomatoes on the table.

There aren't any tomatoes on the table.

- There's some sugar in the bowl.
- There are some potatoes in the kitchen.
- There aren't any bananas in the bag.
- There's some cheese on this pizza.
- There isn't any rice in the bowl.

Mark: /54 Complete the sentences with *should* or *shouldn't*.

- She _____ drive. She isn't feeling well.
- You _____ go in there. The sign says 'Keep Out'.
- I _____ go to bed soon. I'm really tired.
- He _____ work hard this term. He's got exams.
- I _____ laugh when he sings. It's rude.

Mark: /55 Complete the dialogue. Use the correct form of *would like*.

Waiter ¹_____ coffee?

Charles No, thanks. We ²_____ to pay the bill.

Waiter Yes, of course.

Charles So, ³_____ to go home now?

Lucy No, thanks. I ⁴_____ to go to a the cinema.

Charles OK. Waiter! We ⁵_____ a taxi, please.

Mark: /5Total: /25

Unit 6

6 Match 1-5 with a-e to make places in town.

- | | |
|------------|-----------|
| 1 car | a centre |
| 2 shopping | b station |
| 3 train | c hall |
| 4 art | d park |
| 5 concert | e gallery |

Mark: /5

7 Choose the correct adjective.

- I'm **hungry** / **nervous** because I've got an exam tomorrow.
- I'm **bored** / **tired** because I was awake all night.
- I'm **angry** / **hungry** because you aren't telling the truth.
- I'm **scared** / **tired** because I can hear a noise upstairs.
- I'm **happy** / **worried** because my friend is in hospital.

Mark: /58 Complete the sentences with *couldn't* in one gap and *was*, *were*, *wasn't* or *weren't* in the other.

I **was** very tired, but I **couldn't** sleep.

- We _____ play tennis because the weather _____ bad.
- The computer _____ broken, so I _____ send any emails.
- I _____ finish my dinner because I _____ very hungry.
- Tom _____ ill, so he _____ go to the cinema.
- Ian _____ buy a CD because the shop _____ open.

Mark: /5

9 Complete the note. Use the past simple affirmative form of the verbs in brackets.

Hi Harry!

Thanks for the DVD, I really ¹_____ (enjoy) it. I ²_____ (watch) it last night with my sister. We ³_____ (laugh) a lot - and my sister ⁴_____ (cry) at the end. It's a great film. I ⁵_____ (chat) to Connor this morning and he wants to see it too.

Mark: /5

10 Complete the dialogue with the words below.

close cost help know like

Clerk Good afternoon. Can I ¹_____ you?

Kim I'd ²_____ some information about the museum.

Clerk Certainly. What would you like to ³_____?

Kim How much does it ⁴_____ to get in?

Clerk Nothing. It's free.

Kim Great! And what time do you ⁵_____ on Fridays?

Clerk At six o'clock.

Mark: /5Total: /25

Lead-in

- 1 Describe a big city near your home. What can you do there? What can you see?

Reading

- 2 Look quickly at the text. What kind of text is it? Choose a, b, c or d.
- a a formal letter
 - b a narrative
 - c a publicity leaflet
 - d a newspaper report

A weekend IN LONDON

A _____

London's parks are beautiful. Hyde Park has a famous lake, the Serpentine – and from May to September, you can swim there. And Regent's Park is the home of London Zoo. But most visitors to the parks just go for a walk, or sit and relax with some food.

B _____

Many visitors come to London to buy souvenirs or the latest fashions. Oxford Street is very popular with young tourists. Harrods, the famous department store, is near Hyde Park, and Covent Garden Market has lots of different shops.

C _____

The West End of London is famous for its theatres. There are about forty different theatres in this part of the city and you can usually get tickets on the day. Musicals are very popular with tourists, but you can see every kind of show from comedy to classics.

D _____

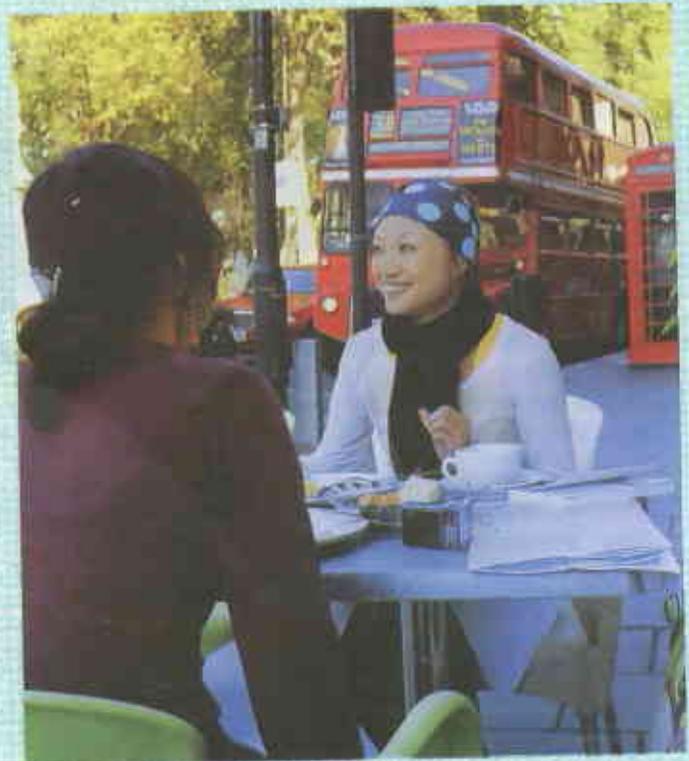
Like all big cities, there is a lot of traffic in London and driving a car there for the first time is not easy. But there are other ways to travel. Take an underground train from one of 274 stations in London. Or you can stop a 'black cab' (a London taxi) in the street.

- 3 Read the text. Match paragraph headings 1–5 with paragraphs A–D. There is one heading that you do not need.

- 1 Great places for picnics
- 2 Places to stay in the centre
- 3 Transport options
- 4 Shopping in central London
- 5 Evening entertainment

Speaking

- 4 Look at the photo. What can you see? Answer the questions.
- 1 What are the people doing? What are they wearing?
 - 2 Do you like eating in this kind of café? What kind of café or restaurant do you like best?



Listening

- 5 2.36 Libby, Anna and George are going to London for the day. Listen to three short scenes. Where are they in each scene? Tick the correct box.

Scene 1	<input type="checkbox"/> at home	<input type="checkbox"/> on a train	<input type="checkbox"/> in a café
Scene 2	<input type="checkbox"/> at home	<input type="checkbox"/> on a train	<input type="checkbox"/> in a café
Scene 3	<input type="checkbox"/> at home	<input type="checkbox"/> on a train	<input type="checkbox"/> in a café

- 6 2.36 Listen again. Are the sentences true or false?
- 1 Their train to London leaves from platform seven.
 - 2 Students don't have to pay to study at the BRIT school of performing arts.
 - 3 Anna is a big fan of the Noisettes.
 - 4 After lunch they're going shopping.
 - 5 George gets orange juice on his jeans and T-shirt.
 - 6 George wants to speak to Libby.
 - 7 Anna isn't at home when George phones.

Writing

- 7 Imagine you are Libby. Write a phone a message for Anna to tell her about George's call.

THIS UNIT INCLUDES

- Vocabulary** ■ countries ■ nationalities ■ *make, do, have* and *take* ■ events in life
 ■ free-time activities ■ expressions of interest and sympathy
Grammar ■ past simple affirmative: irregular verbs ■ past simple: negative and interrogative
Speaking ■ 20 questions game ■ talking about famous people and your weekend
Writing ■ an email message

7A

VOCABULARY AND LISTENING

Where are they from?

I can talk about people's countries and nationalities.



1 James Dean
1931–1955 Actor



2 Maria Skłodowska Curie
1867–1934 Scientist



3 Ludwig van Beethoven
1770–1827 Composer



4 Florence Nightingale
1820–1910 Nurse



5 Vladimir Ilyich Lenin
1870–1924 Politician



6 Pablo Picasso
1881–1973 Artist

- 1 Look at the photos. Match the people with the countries they were from. Choose from the countries below.

Countries Australia Belarus Brazil Britain China
Croatia the Czech Republic Egypt France Germany
Italy Jamaica Japan Lithuania Poland
the Republic of Ireland Romania Russia Slovakia
South Africa Spain Sweden Turkey Ukraine the USA

I think number 1 was from ...

- 2 Work in pairs. Can you think of famous people from the other countries?

Pope John Paul II was from Poland.

Andrés Iniesta is from Spain.

- 3 **VOCABULARY** Match the countries in exercise 1 with the nationalities below.

Nationalities American Polish Belarusian Turkish
Lithuanian British Slovakian Chinese Croatian
Czech Egyptian French Italian Jamaican Ukrainian
German Irish Japanese Brazilian Romanian
South African Spanish Australian Swedish Russian

- 4 **2.37 PRONUNCIATION** Listen, repeat and check.

▶▶ VOCABULARY BUILDER (PART 1): PAGE 137 ◀◀

- 5 **2.38** Listen to four biographies. Match them with four of the people in exercise 1.

1 _____ 2 _____ 3 _____ 4 _____

- 6 **2.38** Listen again. Match each person with two of the sentences below.

- 1 _____ was born in Italy.
 2 _____ was deaf from the age of 40.
 3 _____ worked in Paris.
 4 _____ studied at an American university.
 5 _____ died in Austria.
 6 _____ died in an accident.
 7 _____ married a French person.
 8 _____ started a hospital.

- 7 **SPEAKING** Think of a famous person who is alive today. Your classmates have 20 questions to guess the person. The questions must be *yes/no* questions. Use the ideas below to help you.

Are you ...
 a man? a woman?
 British? American? ... ?
 an actor/actress? an artist? a folk/pop star?
 a scientist? a politician? a sportsperson?
 Do you ...
 live in ... ? work in ... ? study ... ? play a sport?
 appear in films/on TV? invent things?
 write books or music?

Are you a woman?

No, I'm not.

Are you American?

Yes, I am.

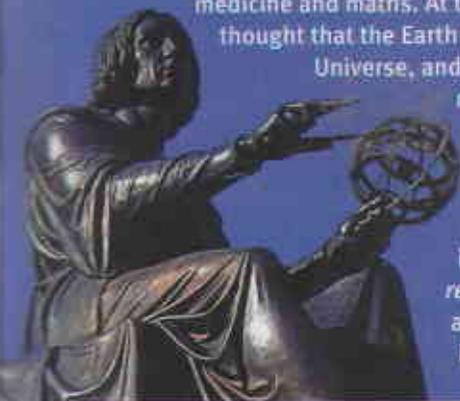
Do you appear in films?

▶▶ VOCABULARY BUILDER (PART 2): PAGE 137 ◀◀

- 1 Look at the photo. Who was this man? Why is he famous? Read the text and check.

Nicolaus Copernicus

was a famous astronomer. He was born in 1473 in Toruń. He came from a rich family and had three brothers and sisters. Copernicus studied theology and languages – he spoke five languages! Later he began to study astronomy, medicine and maths. At that time, people thought that the Earth was the centre of the Universe, and that the Sun went round the Earth. But Copernicus said that the Earth went round the Sun. He wrote about his ideas in his famous book *De revolutionibus*. The book appeared a few months before he died in 1543.



- 2 Look at the text again. Underline all the verbs in the past simple. Which verbs are regular? Which verbs are irregular?
- 3 Match the irregular past simple forms in the text with the base forms below.

1 be was / were	4 speak	7 go
2 come	5 begin	8 say
3 have	6 think	9 write

LOOK OUT!

There aren't any rules for irregular past simple forms – you have to learn them! Use the list on page 141.

- 4 Read the *Look out!* box. Then complete the sentences. Use the past simple form of the verbs below.
- begin build come fall make take think
- Alexander Bell _____ the first telephone call in 1876.
 - In the fourteenth century, many people _____ that the Earth was flat.
 - Isaac Newton discovered gravity when an apple _____ from a tree onto his head.
 - In 1926, John Logie Baird _____ the first television.
 - Marie Curie worked in Paris, but she _____ from Poland.
 - Charles Darwin _____ writing *On the Origin of Species* in 1859.
 - Apollo 11 _____ about 76 hours to travel from Earth to the Moon.

- 5 Complete the text. Use the past simple form of the verbs in brackets.

Caroline Herschel ¹_____ (be) born in 1750 in Germany. When she was 10, she ²_____ (become) very ill, and because of her illness, she only ³_____ (grow) to 1.30 metres. Her brother, Wilhelm, worked as a musician in England and then he ⁴_____ (begin) to study astronomy. In 1772, Wilhelm ⁵_____ (take) Caroline to England. She ⁶_____ (sing) in many concerts with Wilhelm. Caroline ⁷_____ (read) books on astronomy too, and together they ⁸_____ (make) telescopes. Wilhelm ⁹_____ (spend) hours every night looking at the stars. Caroline also used the telescopes and she discovered many comets and a galaxy. After Wilhelm's death in 1822, she ¹⁰_____ (leave) England and returned to Germany. But she continued to study astronomy and in 1828 she ¹¹_____ (win) a Gold Medal from the Royal Astronomical Society.



- 6 2.39 PRONUNCIATION What are the past simple forms of the verbs below? Put them into pairs that rhyme. Then listen and check.

break buy catch do grow hide keep know
make pay read say see sell send sleep speak
spend tell wear

broke – spoke

GRAMMAR BUILDER 7B: PAGE 122

- 7 Look at the list of activities (1–10). When did you last do them? Write sentences. Use the time expressions below.

the day before yesterday last night yesterday afternoon
yesterday evening last week last month last year
two days (weeks, months, years) ago

- | | |
|---------------------|---------------------|
| 1 do the washing-up | 6 wear a hat |
| 2 buy some clothes | 7 go to the cinema |
| 3 read a magazine | 8 send a text |
| 4 take an exam | 9 make a phone call |
| 5 spend some money | 10 write a letter |

I did the washing-up last week.

- 8 SPEAKING Work in pairs. Take turns to talk about activities that you did last weekend. Find at least three things that you both did.

I did my homework.

I played computer games.

I played computer games too. I went to the cinema.

ROSA PARKS

On 1st December 1955, a 42-year-old black woman got on a bus to travel home after work. She was from Alabama, USA. Her name was Rosa Parks. ¹_____

Every day, Rosa Parks travelled to and from work by bus. At that time, black people and white people in the south of the USA were not equal. ²_____ There were separate restaurants, hospitals and schools for white and for black people. On buses, black people had to get on and get off through a different door. They had to sit at the back of the bus, and they had to stand up if a white person wanted to sit down. Or if the bus was full, they sometimes had to get off the bus.

On that day in December 1955, Rosa Parks was on the bus on her way home. ³_____ Some white men got on the bus and the bus driver told Rosa Parks to give her seat to a white man. She politely said no. The driver called the police and they arrested her. The black community decided to take action. They all stopped travelling by bus. ⁴_____ This was a big problem for the bus companies, because black people used the buses a lot.

Rosa Parks' action was the beginning of important changes in the USA. ⁵_____ In 2010 the USA got its first black president. It showed how much changed in 60 years.



1 2.40 Read the text. Choose the correct answers.

- Rosa Parks was from South Africa / the USA.
- She fought for women's rights / the rights of black people.
- In the south of the USA, black and white children have to / had to go to different schools.

2 Read the text again. Match sentences A–F with gaps 1–5. There is one sentence that you do not need.

- A She was at the back in the black section.
 B But she began to fight for her rights.
 C After a year, the state of Alabama changed the law about black and white people on buses.
 D Black people were often not allowed in the same public places as white people.
 E They did this for 381 days.
 F On that bus and on that day, Rosa Parks did something that changed history.

3 Look at the text and the sentences in exercise 2 again. Find the past simple forms of the verbs below. Underline the verbs that are irregular.

- | | | | |
|----------|-----------|-----------|-----------|
| 1 get on | 5 have to | 9 call | 13 use |
| 2 be | 6 want | 10 arrest | 14 change |
| 3 do | 7 tell | 11 decide | 15 get |
| 4 travel | 8 say | 12 stop | 16 show |

4 **VOCABULARY** Complete the sentences with the prepositions below. Then check your answers in the text.

after at by for from in of to

- She travelled to and _____ work _____ bus.
- It was _____ the south _____ the USA.
- Black people had to sit _____ the back.
- She had to give her seat _____ a white man.
- They did this _____ 381 days.
- _____ a year, the state of Alabama changed the law.

5 2.41 Listen to three teenagers talking about their heroes. Choose the correct answers.



- Tanni Grey-Thompson is the winner of
 - 13 World Championship titles.
 - 16 World Championship titles.
- Grey-Thompson
 - is still taking part in athletics competitions.
 - has finished her sporting career.
- Thomas Edison
 - was an American scientist.
 - was a British scientist.
- Thomas Edison invented
 - a machine which took photos.
 - a machine which could record music.
- Nelson Mandela was
 - the first president of South Africa.
 - the president of South Africa for five years.
- Mandela
 - worked in a prison.
 - spent a long time in prison.

6 Write three sentences about a famous person that you admire. Use the words and phrases below to help you

was born ... lived ... studied ... worked as ...
 fought for/against ... helped ... invented ...
 brave intelligent kind honest

7 **SPEAKING** Read your sentences out to the class. Can they guess the name of your hero?

- 1 Describe the photo. What are the people doing? How do you think the people are feeling?



- 2 2.42 Read the dialogue. Try to answer the three quiz questions. Then listen and check.

Quiz master If you answer these three questions, Mike, you win £1,000! When did Neil Armstrong walk on the Moon?

Mike Was it in ¹ _____ ?

Quiz master That's right. Well done! Here's your second question. The Spanish brought potatoes to Europe in the 1500s. Which continent did potatoes come from?

Mike Sorry, I didn't hear the question.

Quiz master Which continent did potatoes come from?

Mike Did they come from ² _____ ?

Quiz master Yes! And your final question, for £1,000. The Nobel Peace Prize started in 1901. Alfred Nobel started it. But what did Alfred Nobel invent in 1867?

Mike Did he invent the light bulb?

Quiz master No, he didn't! You've got one more guess!

Mike Was it the camera?

Quiz master No, he didn't invent the camera. Alfred Nobel invented ³ _____ ! I'm sorry, Mike!

- 3 Look at the table below. Then underline examples of the past simple negative and interrogative in the dialogue.

Past simple: negative

He didn't watch TV.

Past simple: interrogative

Did you pass your exam? Yes, I did. / No, I didn't.

When did you go to bed? At 10 p.m.

- 4 Look at the examples in the table in exercise 3 again. Then complete the rules in the *Learn this!* box.

LEARN THIS!

Past simple

- We form the negative of the past simple with: I/you/he/she/it/we/they + ¹ _____ + base form
- We form questions in the past simple with: ² _____ + I/you/he/she/it/we/they + base form

- 5 Complete the quiz questions with the verbs below. Use the past simple. Then choose the correct answers.

fly invade invent take place write

- Which country did NATO invade in 2001?
a Iraq b Afghanistan c Kosovo
- What _____ Guglielmo Marconi _____ in 1895?
a the television b the car c the radio
- When _____ the Wright brothers first _____ their plane?
a 1873 b 1903 c 1933
- Where _____ the Battle of Waterloo _____ in 1815?
a France b Belgium c England
- How many plays _____ Shakespeare _____ ?
a 17 b 37 c 57

- 6 2.43 Listen and check.

- 7 Correct the facts. Write one negative and one affirmative sentence. Use the past simple.

- World War 2 started in 1945. (1939)
World War 2 didn't start in 1945. It started in 1939.
- Holland won the World Cup in 2010. (Spain)
- Barack Obama became US President in 2003. (2009)
- Marilyn Monroe died in 1983. (1962)
- Jane Austen wrote *Emma* in 1995. (1815)

GRAMMAR BUILDER 7D: PAGE 122

- 8 **SPEAKING** Work in pairs. Ask and answer questions about the weekend. Tick the activities below that your partner did.

- | | |
|---------------------|-----------------------|
| 1 read a book | 5 eat fast food |
| 2 go to the cinema | 6 send a text message |
| 3 tidy your bedroom | 7 watch television |
| 4 surf the Internet | 8 meet your friends |

Did you read a book?

No, I didn't.

- 9 **SPEAKING** Tell the class about your partner's weekend. Use the affirmative and negative forms of the past simple.

Anna didn't read a book, but she ...

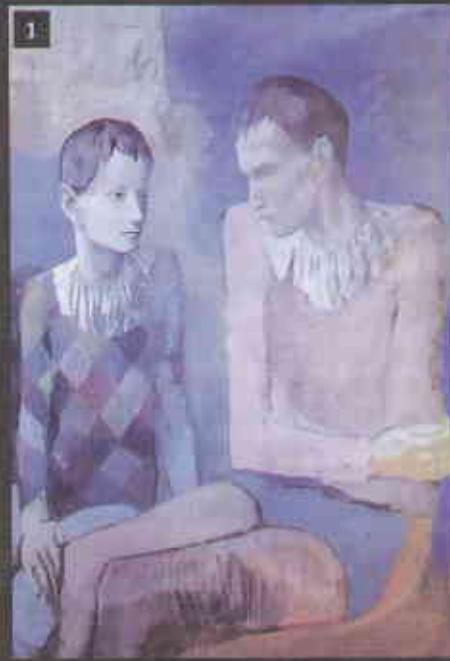
- 1 **SPEAKING** Choose a painting. Describe it. What is happening? What can you see?

In painting 4, I can see a woman. She's sitting ...

- 2 **SPEAKING** Look at the paintings again. Which do you think are by Vincent van Gogh and which do you think are by Pablo Picasso?

I think painting number 1 is by ...

- 3 Read the texts and check your ideas. Find the sentences in the texts that confirm the correct answers.



PABLO PICASSO

Everyone knows the artist Picasso. His ideas changed the world of art forever. During his lifetime, he became famous and very rich. Now his paintings are some of the most expensive pictures in the world. One painting sold for \$106.5 million in New York.

Picasso was born in Spain in 1881. His first word was 'pencil', and he could draw beautifully from an early age. First, he had drawing lessons from his father. Then, he went to art college when he was only 13 years old. Three years later, he was bored and stopped going to classes. Finally, at the age of 19, he moved to Paris – the art capital of the world. He got married twice and had four children.

Picasso often changed his style of painting. For example, after his best friend died, the sad artist painted only in blue. Then he began to use a lot of pinks and oranges. Later, he started to paint using shapes – a style later called 'Cubism'. In his life, he produced over 50,000 works of art. He never retired, but painted nearly every day until his death at the age of 91.

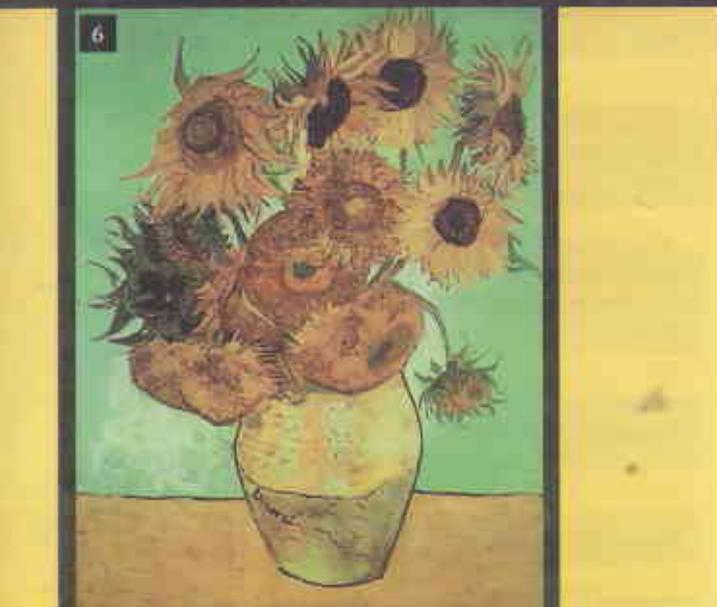
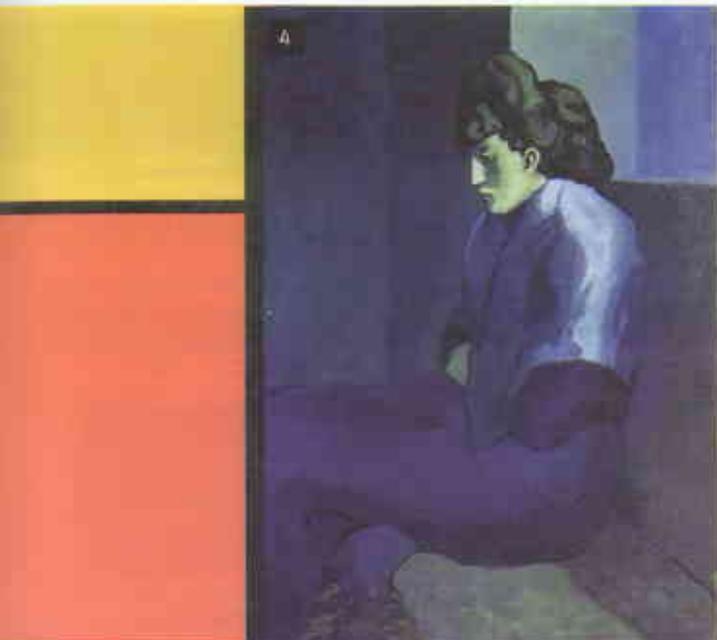
VINCENT VAN GOGH

Vincent van Gogh is a very famous painter. Everyone in the world knows his work, and his paintings sell for millions of dollars. But he wasn't famous when he was alive, and he only sold one painting before he died.

Van Gogh was born in the Netherlands in 1853. He had a difficult life because he suffered from mental illness. He never got married. He didn't begin to draw and paint seriously until he was 27, and he died just ten years later. But in that time, he produced more than 2,000 paintings and drawings.

At first, Van Gogh painted poor people and used only dark colours. Later, he moved to the south of France. He loved the sunlight there, and his style of painting became colourful and exciting. But Van Gogh was often depressed and his mental illness became worse. First, he cut off part of his own ear, and then in 1890, he shot himself.





READING STRATEGY

When you are looking for information in a biographical text, remember that this type of text usually follows a logical order. For example, information about the person's birth and childhood is usually near the beginning.

4 Look at the reading strategy. Then read the texts again. Answer the questions for both Van Gogh and Picasso.

- 1 When was he born?
- 2 Where was he born?
- 3 Which countries did he live in?
- 4 Was he famous when he lived?
- 5 Was he rich or poor?
- 6 How much do his paintings cost now?
- 7 When did he start to draw or paint?
- 8 Did he get married and have children?
- 9 How many works of art did he produce?
- 10 How old was he when he died?

5 Look at the list of possible events in a person's life. Number them in the order they usually happen.

Events in life

- | | |
|--|---|
| <input type="checkbox"/> die | <input type="checkbox"/> go to school |
| <input type="checkbox"/> be born | <input type="checkbox"/> leave school |
| <input type="checkbox"/> have children | <input type="checkbox"/> go to university/college |
| <input type="checkbox"/> get a job | <input type="checkbox"/> retire |
| <input type="checkbox"/> get married | |

6 Find six of the events in the texts.

7 Write five sentences about people in your family. Use the phrases in exercise 5 and the correct affirmative or negative form of the past simple.

My grandparents got married in 1960.
My dad didn't go to university.

8 **SPEAKING** Work in pairs. Look at the paintings. Which do you like? Which don't you like? Give reasons.

I like the painting of sunflowers.
It's bright and colourful.

9 **PROJECT** Find out about another famous artist, writer or musician. Write a short text about their life and work. Include pictures.

1 2.44 Read and complete the dialogue with the question words below. Then listen and check.

How How What What What Who



Sam 1 _____ was your weekend?
 Carol It was good, thanks. 2 _____ was yours?
 Sam It was OK. So, 3 _____ did you do on Saturday evening?
 Carol I went to a gig.
 Sam Really? 4 _____ did you see?
 Carol My brother's band.
 Sam 5 _____ were they like?
 Carol They were really good. 6 _____ did you do?
 Sam I stayed in. I watched a really good film on TV and I went on Facebook.
 Carol Cool.

2 Look at the activities below. Which activities did (a) Carol do? (b) Sam do? (c) you do last weekend?

Free-time activities

Going out: go out for a meal go out with friends
 go to a friend's house go to a gig go to a party
 go to the cinema go to the theatre

Staying in: do homework go on a social-networking site
 listen to music make phone calls surf the internet
 watch a DVD watch TV

3 **SPEAKING** Work in pairs. Practise reading the dialogue.

4 2.45 Listen to three dialogues. Who had a good weekend? Tick or cross.

Dialogue 1 James Sarah
 Dialogue 2 Chloe Jacob
 Dialogue 3 Matthew Olivia

5 2.45 Listen again. Complete the follow-up questions from the dialogues.

Dialogue 1 a What _____ you _____ ?
 b Why? What _____ ?
 Dialogue 2 c Where _____ you _____ ?
 d What _____ it like?
 Dialogue 3 e Where _____ you _____ it?
 f What _____ you _____ ?

6 **VOCABULARY** Read the phrases below and put them into the correct column in the chart.

Expressions of interest and sympathy

Cool! Oh dear! Oh no! Poor you! Really?
 Sounds fun! What a disaster! What a shame! Wow!

Expressions of interest	Expressions of sympathy

7 2.46 **PRONUNCIATION** Listen, repeat and check. Try to copy the intonation.

8 **SPEAKING** Work in pairs. Match sentences 1–5 with sentences a–e. Then take turns to say the pairs of sentences and react using expressions in exercise 6.

- 1 I went to the cinema with some friends.
- 2 I went to the theatre.
- 3 I played basketball.
- 4 I went to a party.
- 5 I did my homework.
- a Our team won.
- b The film was terrible.
- c I answered all the wrong questions.
- d I didn't know anybody.
- e The play was really good.

9 **SPEAKING** Work in pairs. Prepare a dialogue. Use the activities in exercise 2 and the prompts below.



10 **SPEAKING** Act out your dialogue to the class.

1 Read the emails. Did Annabel or Jack have a better weekend?

Inbox

Dear Jack,
 Sorry I didn't phone last week. I was really busy! How are things with you? How was your weekend?
 My weekend was good. On Saturday morning, I went shopping with my sister. We bought lots of new clothes. I got a really cool new top! :-)
 In the afternoon, I watched television and then I went for a walk in the park with our dog, Freddy. On Saturday night, I stayed at Lucy's house. We watched DVDs and stayed up until 2 o'clock in the morning.
 I didn't get up until midday on Sunday. I had lunch at a café with Lucy, and in the afternoon, I went to a basketball match with my brother and some friends. It was really exciting!
 Say hi to Emily.
 Love,
 Annabel

Inbox

Hi Annabel,
 Thanks for your email. Great to hear from you! No problem that you didn't phone. I was out most of the time anyway!
 I'm fine, but my weekend wasn't very good. I wrote a long email to my friend in London. But there was a problem with the computer and I lost the email before I sent it! It was so annoying! :-(
 In the evening, I stayed in and watched TV. But the programmes were really boring, and I had a headache! So I went to bed early.
 On Sunday, it was my mum's birthday. I gave her a nice pair of gloves, but the dog took them and ate them! In the evening, I wanted to do my homework. But I left my books at school! So, the whole weekend was a disaster!
 Anyway, I have to go now. Emily says hello.
 Take care.
 Jack

2 **VOCABULARY** Complete the verb and noun collocations for the activities. Then read the emails again. Which activities did Annabel and Jack do? Write A or J next to the activities below.

do go go go go have listen meet play read stay surf watch write

- | | |
|-------------------------------|------------------------------|
| 1 <u>go</u> shopping A | 8 _____ basketball |
| 2 _____ some friends | 9 _____ to bed early |
| 3 _____ lunch at a café | 10 _____ a book |
| 4 _____ an email | 11 _____ for a walk |
| 5 _____ a DVD | 12 _____ the Internet |
| 6 _____ to music | 13 _____ to a party |
| 7 _____ homework | 14 _____ at a friend's house |

3 Read the emails again. Answer the questions.

- 1 What did Annabel buy in town?
- 2 Where did Annabel go on Saturday evening?
- 3 Did Annabel enjoy the basketball match?
- 4 What happened to Jack's email?
- 5 What did Jack think of the TV programmes?
- 6 What happened to the gloves?

WRITING STRATEGY**Useful phrases for emails**

We often use these phrases at the start and at the end of emails to friends and family:

At the start of an email

Great to hear from you!

How was your weekend?

How are things with you?

I hope you're well.

Thanks for your email.

At the end of an email

(Emily) says hello.

Say hi to (Emily).

Look after yourself.

Anyway, I have to go now.

Speak to you soon.

Email me soon.

Love, (Annabel)

Take care.

4 Read the writing strategy. Which phrases do Annabel and Jack use in exercise 1? Write A or J next to the phrases above.

5 Think about two good things and one bad thing that happened at the weekend. They can be real or invented. Write notes in the chart below.

Good thing	
Good thing	
Bad thing	

6 Write an email to a friend (90–120 words).

- Greet your friend. Apologise for not writing earlier.
- Ask how he/she is and if he/she had a good weekend.
- Tell him/her about two good things and one bad thing that happened at the weekend. Use your notes from exercise 5.
- Send greetings from another friend and tell your friend to write again soon.

CHECK YOUR WORK**Have you:**

- included all the information in the task in exercise 6?
- used some phrases from the writing strategy?
- checked your spelling and grammar?

Listening

- 1 **Get ready to LISTEN** Complete the phrases with the past simple forms below.

became finished had was

- 1 _____ born
 2 _____ lessons at home
 3 _____ ill
 4 _____ her education

got had made spent

- 5 _____ three children
 6 _____ friends with somebody
 7 _____ a year in bed
 8 _____ married

- 2 2.47 Do the exam task.

LISTENING exam task

You are going to hear a radio programme about Ada Lovelace, a famous scientist. Listen and mark the sentences true or false.

	T	F
1 Ada Lovelace's father was a famous writer.		
2 Ada and her father were always together when she was young.		
3 Ada was not a very healthy child.		
4 Ada became interested in maths after she got married.		
5 Charles Babbage designed and built the world's first computer.		
6 Ada Lovelace is famous for writing the world's first computer program.		

Speaking

- 3 **Get ready to SPEAK** Match the verbs (1–8) with the nouns (a–h).

- | | |
|------------|------------------|
| 1 win | a a novel |
| 2 write | b a goal |
| 3 star | c an album |
| 4 release | d a world record |
| 5 start up | e a gold medal |
| 6 score | f a new material |
| 7 break | g in a film |
| 8 invent | h a company |

- 4 Work in pairs. Decide what kind of person (actor, footballer, scientist, etc.) could do each of the actions in exercise 3.

- 5 2.48 Read the exam task in exercise 7 below. Then listen to Amelia in the exam. In what order does she talk about the four points?

- 6 2.48 Write the past simple of these irregular verbs. Then listen again and tick the ones that Amelia says.

- 1 be 3 write 5 win 7 have 9 do
 2 begin 4 give 6 go 8 become 10 make

- 7 Do the exam task.

SPEAKING exam task

Describe a famous person that you admire. Include information about the following points:

- what the person does
- some basic personal information (age, nationality, etc.)
- an important event in the person's life
- why you admire him/her

Use of English

- 8 Do the exam task.

USE OF ENGLISH exam task

Complete the text with appropriate words.

The city of Alcalá de Henares is 35 kilometres from ¹_____ Spanish capital, Madrid. It's famous ²_____ two main reasons. Firstly, it is the birthplace ³_____ the Spanish writer, Cervantes. He wrote ⁴_____ of the first novels in the world: *Don Quixote*. He was born ⁵_____ 1547 and before he became a writer, he was a soldier. He ⁶_____ the idea for *Don Quixote* when he was in prison. The novel was a big success. Cervantes became famous around the world, but he ⁷_____ make a lot of money. The second reason why Alcalá is famous is its university. Every year, thousands of young people come to the university to study. Many of them are ⁸_____ other countries and come to study the Spanish language. In Alcalá, there's a statue of Cervantes in the Plaza de Cervantes. In the past, there ⁹_____ bull fights here. Today, there aren't ¹⁰_____ bull fights in the square, but it's still a popular meeting place for visitors and students.

Reading

- 9 **Get ready to READ** Read the exam text, ignoring the gaps. What adjectives are used to describe these things?

- 1 the trees and bushes _____ dark _____
 2 the house _____
 3 the front door _____
 4 the people in the portraits _____
 5 the cupboard _____
 6 the noise the friends heard _____

10 Do the exam task.

READING exam task

Read the text. Five sentences have been removed. Choose the best sentence (A–F) for each gap (1–5). There is one extra sentence that you do not need to use.

It was evening when we arrived at the gate. We couldn't see the house from the road. There were lots of dark trees and bushes. We walked through the garden. We turned the corner and there it was. It was a very tall house with lots of high windows. The door was huge, old and black. It didn't look like a hotel. Maybe we had the wrong address. ¹___ It was very quiet.

Finally, an old woman came to the door. 'Come in,' she smiled. We carried our bags into the hall. ²___ To the left was a sitting room, with dark walls, lots of bookshelves, and brown armchairs. To the right was a dining room with big portraits of old-fashioned people on the walls. There was a long table down the middle with big wooden chairs. It looked clean, but everything smelled old. Stacey and I looked at each other. We didn't like it at all. ³___ We were really tired.

We followed the woman and carried our bags up the big staircase. She took us to a bedroom and unlocked the door. Inside there were two beds with an old fireplace in between. There was a small table, two chairs and a large cupboard. 'Here you are,' she said. 'Would you like something to eat before bed?' ⁴___ We ate and drank, and felt better. Then we went to bed.

We woke up suddenly. There was a strange noise in the room. 'What was that?' I said. 'I don't know,' said Stacey, scared. 'I think it came from the cupboard.' We waited. ⁵___ 'Open the cupboard,' she said quietly. 'But I don't want to,' I answered.

- | | |
|---|--|
| A | It was very big with a wide staircase in the middle. |
| B | There it was again – a knocking, scratching sound. |
| C | When we opened it we were shocked. |
| D | We rang the doorbell and waited. |
| E | We said yes, and she brought us hot chocolate and sandwiches. |
| F | But the woman seemed nice, and we needed a bed for just one night. |

Speaking

- 11 **Get ready to SPEAK** Find these things and people in the photo below. Put each word into a sentence about the photo.

calculator guests hat reception desk receptionist room key rucksack

- 12  2.49 Read the exam task in exercise 13. Complete Paul's answers to the questions with the words below. Then listen to Paul in the exam and check.

look looks probably think

I ¹_____ that the people like the hotel. They are smiling and ²_____ very happy. The woman is holding a pen. She is ³_____ filling in the registration card. It ⁴_____ like the man is holding a room key.

but fun like prefer

In the summer I ⁵_____ camping and sleeping in a tent. It's really ⁶_____. I like cooking food outside. ⁷_____ in the spring or autumn when it's colder, I ⁸_____ to stay in a youth hostel.

didn't rain learned stayed swam was went

I ⁹_____ at a friend's house for a few days last summer. She lives by the sea. We ¹⁰_____ to the beach every day and ¹¹_____. I ¹²_____ to windsurf. The weather ¹³_____ fantastic. It ¹⁴_____ at all.

- 13 Do the exam task.

SPEAKING exam task

Describe the photo. Then answer the questions below.



- Do you think the people like this hotel? Why / Why not?
- Where do you like to stay when you are on holiday, and why?
- Describe a trip you went on during your last holidays.

8 In the wild

THIS UNIT INCLUDES

- Vocabulary** ■ geographical features ■ continents ■ compass points
 ■ measurements ■ outdoor activities ■ wildlife
Grammar ■ comparative adjectives ■ superlative adjectives
Speaking ■ giving opinions ■ talking about landmarks ■ negotiating
Writing ■ an advert

8A

VOCABULARY AND LISTENING Geography

I can talk about geographical places in the world.



- 1 3.02 **VOCABULARY** Listen and repeat the words below.

Geographical features beach cave desert forest hill island jungle lake mountains ocean river sea valley volcano waterfall

- 2 Work in pairs. Match the words in exercise 1 with photos 1–4. Which geographical feature(s) are not illustrated in the photos?

LOOK OUT!

1 We usually use *the* with the names of seas, oceans, rivers, deserts, and the names of groups of islands or mountains.

the Mediterranean the Nile the Atacama Desert the West Indies the Himalayas

2 We don't usually use *the* with the names of lakes, beaches, or single mountains

Lake Geneva Palm Beach Mount Olympus

- 3 Read the *Look out!* box. Then work in pairs. Complete the sentences with geographical features from exercise 1 and six of the continents below.

Continents Africa Antarctica Asia Australasia Europe North America South America

- 1 The Black Forest is in Europe.
 2 Bondi beach is in Australia.
 3 The Yangtze river is in Asia.
 4 The Rocky mountains are in North America.
 5 The Sahara desert is in Africa.
 6 Lake Titicaca is in South America.

- 4 3.03 **PRONUNCIATION** Listen, repeat and check.

▶▶▶ **VOCABULARY BUILDER (PART 1): PAGE 138** ◀◀◀

- 5 3.04 Listen to an advert for a holiday on an island. Complete the first column of the chart. Match the geographical features with the directions below.

Compass points east north south west

	Where?	What like?
mountains		
beaches		
waterfall		
desert		

- 6 3.04 Listen again. Complete the second column of the chart in exercise 5. Match the geographical features with four of the adjectives below.

amazing beautiful busy famous popular quiet

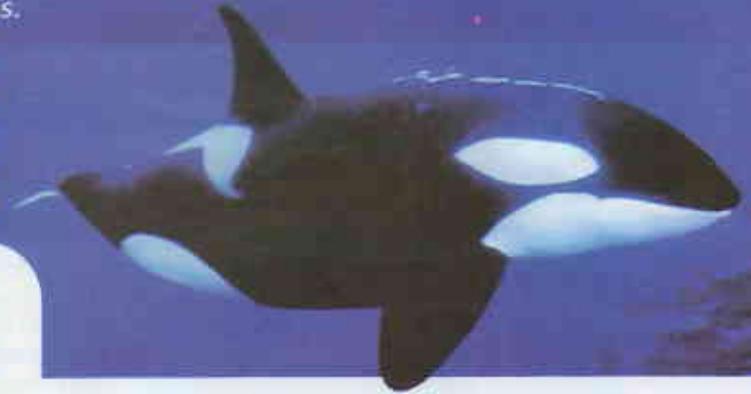
- 7 Work in pairs. Write a short advertisement describing landmarks in your own country. Use words from exercises 1 and 6 and your own ideas.

- 8 **SPEAKING** Read your advertisement to the class. The class votes on which advertisement they think is the best.

In the north, there are beaches.
They're beautiful. There's a ...

▶▶▶ **VOCABULARY BUILDER (PART 2): PAGE 138** ◀◀◀

I can make comparisons.



- 1 Look at the photos. Which animal do you think wins when the two fight? Read the text and check.

The great white shark and the killer whale are both amazing hunters, but which is fiercer? Great white sharks are more dangerous to humans, but are they better hunters? The answer is probably no. Killer whales are bigger and faster than great white sharks. They're much more intelligent, and they're stronger and heavier, too. In fact, killer whales sometimes kill and eat great white sharks.

- 2 Read the text again. Then complete the table with comparative adjectives from the text.

Short adjective	Comparative	Rule
strong	1 _____	+ -er
fierce	2 _____	+ -r
heavy	3 _____	-y → -ier
big	4 _____	double consonant + -er
Long adjective	Comparative	Rule
dangerous	5 _____	more + adjective
Irregular adjective	Comparative	Rule
far	further	
good	6 _____	
bad	worse	

- 3 Underline all the other comparative adjectives in the text in exercise 1. Which rule in the table do they follow?

LEARN THIS!

- We use *than* to make comparisons
Sue is taller than me.
- We use *far* or *much* to make a comparison stronger.
The Amazon River is much wider / far wider than the Danube.

- 4 Read the *Learn this!* box. Write true sentences. Use the comparative form of the adjectives.

- dogs / humans (intelligent)
Humans are more intelligent than dogs.
- Ferraris / Nissans (expensive)
- Africa / Asia (big)
- Sweden / Spain (cold)
- ice / water (heavy)
- skiing / reading magazines (dangerous)
- sharks / whales (large)

- 5 3.05 PRONUNCIATION Listen, repeat and check. Listen to the pronunciation of the ending -er.

GRAMMAR BUILDER 8B: PAGE 124

- 6 Write questions. Use the comparative form of the adjectives.

- which subject / easy, / English or Maths?
Which subject is easier, English or maths?
- which drink / nice, / lemonade or orange juice?
- which singer / talented, / Justin Bieber or Enrique Iglesias?
- which actor / funny, / Jim Carrey or Ben Stiller?
- which type of film / good, / horror films or comedies?

- 7 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6. Give your own opinions.

Which subject is easier,
English or maths?

I think English is easier.
What do you think?

I agree. / I don't agree. I think maths is easier.

- 8 Look at the chart below and write sentences about the islands. Use *than* and the comparative form of adjectives 1–7.

- large
- small
- wet
- hot
- cold
- dry
- crowded

- 1 Madagascar is larger than Iceland.

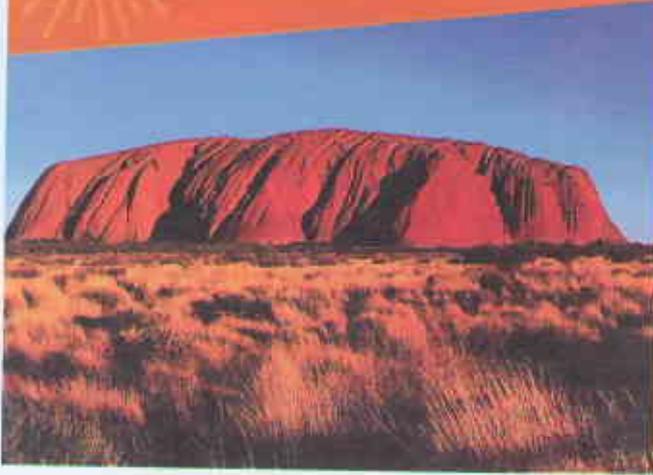
	Madagascar	Iceland
Size (km ²)	587,000	103,000
Rain (days per year)	154	213
Maximum temperature	26°C	7°C
Minimum temperature	10°C	-2°C
Population per km ²	35	3

- 9 **SPEAKING** Work in pairs. Compare places that you know. Use the comparative form of the adjectives below.

beautiful big boring exciting friendly hot
small wet

I think my city is more beautiful than ...

A FAMOUS LANDMARK



THIS PHOTO shows a famous landmark in the desert of central Australia. European explorers saw it for the first time in 1873 and named it Ayers Rock. The original inhabitants of this part of Australia, the Aborigines, call it Uluru. ¹ It is 348 metres high, 3.6 kilometres long and 1.9 kilometres wide. It is a beautiful red-brown colour, especially when the sun shines on it early in the morning and in the evening.

When tourists want to visit Uluru, they often start 440 kilometres away in a town called Alice Springs. ² People on these trips usually sleep outside under the star not in tents, because it's more exciting. A fire keeps away snakes and other animals during the night. And when the sun comes up in the morning, the view of Uluru is amazing. After breakfast, visitors often walk around the base of the rock. ³

There are caves around the base of the rock and inside them, you can see paintings. Some of them are thousands of years old. ⁴ By law, Uluru belongs to the Aborigines and they still use it today for religious ceremonies. Because of this, they ask visitors not to climb it. However, about 100,000 visitors each year ignore this request.

1 Look at the photo. Do you know the name of this famous landmark and where it is? Read the first paragraph of the text and check your answers.

2 3.06 Read the text. Match sentences A–E with gaps 1–4. There is one sentence that you do not need.

- A The Aborigines use these to teach their children about their history and religious beliefs.
- B From there, they organise a camping trip into the desert.
- C This walk is 9.4 kilometres long and takes two hours.
- D But the Aborigines have their own stories about Uluru.
- E The rock is huge.

3 Read the text again. Are the sentences true or false?

- 1 The Aborigines' name for Uluru is 'Ayers Rock'.
- 2 It is 348 metres long.
- 3 It's easy to visit Uluru from Alice Springs.
- 4 Visitors to the rock can see caves.
- 5 Today, the Aborigines don't use Uluru for ceremonies.
- 6 The Aborigines do not like people climbing the rock.

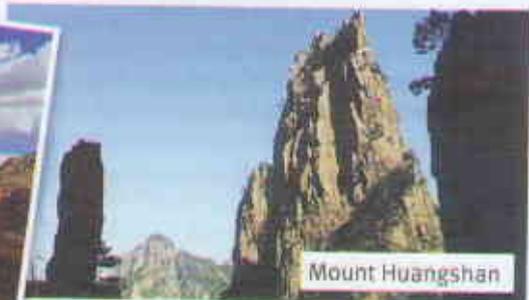
4 Look at the photos below. Do you know which continents these landmarks are in?



Victoria Falls



Grand Canyon



Mount Huangshan

5 3.07 Listen to three people talking about their trips to the places in exercise 4. Match each place with two activities from the list below.

Outdoor activities bird-watching canoeing climbing cycling diving fishing horse riding mountain biking sailing skiing snowboarding swimming walking

6 3.07 Listen again. Are the sentences true or false?

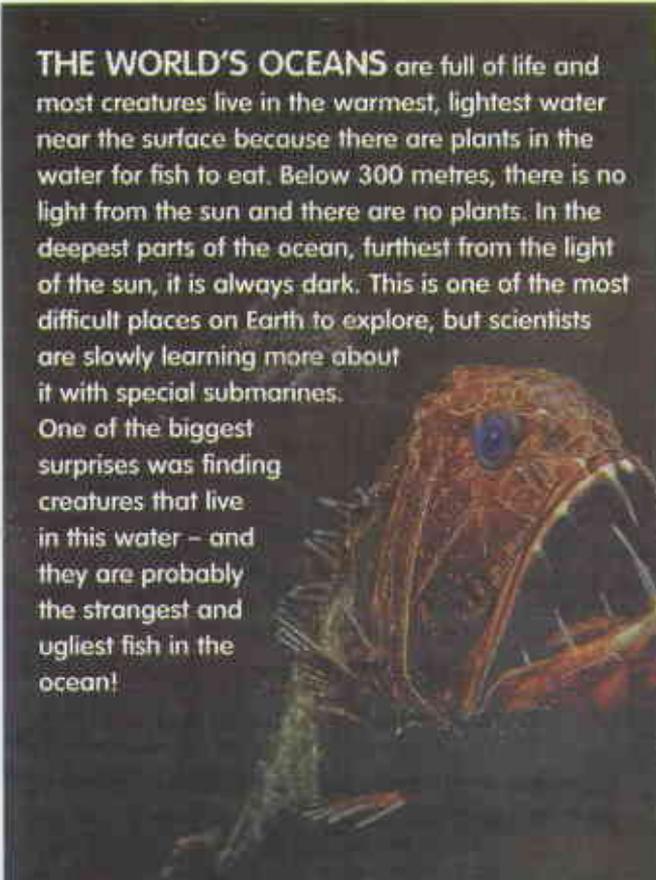
- 1 Zoe visited the Falls with her husband.
- 2 Zoe and her husband stayed in a hotel in Zambia.
- 3 Mark went on holiday with his family.
- 4 Mark went canoeing in the river.
- 5 Joe visited the mountain with his wife.
- 6 Joe loved seeing the mountain early in the morning.

7 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Can you name any famous natural landmarks in your country?
- 2 Describe them. Where are they? What are they like?
- 3 Why do people visit these places? What activities can they do there?

8 **PROJECT** Write a short description of a famous landmark in your country or region. Include a photo or a map.

- 1 Look at the photo. Do you think this fish lives near the surface or near the bottom of the ocean? Read the text and check.



THE WORLD'S OCEANS are full of life and most creatures live in the warmest, lightest water near the surface because there are plants in the water for fish to eat. Below 300 metres, there is no light from the sun and there are no plants. In the deepest parts of the ocean, furthest from the light of the sun, it is always dark. This is one of the most difficult places on Earth to explore, but scientists are slowly learning more about it with special submarines.

One of the biggest surprises was finding creatures that live in this water – and they are probably the strangest and ugliest fish in the ocean!

- 2 Read the text again. Find the superlative form of the adjectives below.

1 warm 3 deep 5 difficult 7 strange
2 light 4 far 6 big 8 ugly

1 warmest

- 3 3.08 Complete the table with the superlative form of the adjectives. Then listen, repeat and check.

Short adjective	Superlative	Rule
tall	the tallest	+ -est
wide	1 _____	+ -st
easy	2 _____	-y → -iest
hot	3 _____	double consonant + -est
Long adjective	Superlative	Rule
interesting	4 _____	most + adjective
Irregular adjective	Superlative	
good	the best	
bad	the worst	
far	5 _____	

- 4 Complete the facts. Use the superlative form of the adjectives below.

cold dangerous expensive high large long popular salty

- In Europe, the _____ day of the year is 21st June.
- The _____ planet in the solar system is Jupiter.
- The _____ continent in the world is Antarctica.
- The _____ mountain in the world is Mount Everest.
- The _____ drink in the world is coffee.
- The _____ job in the world is a fisherman.
- The _____ sea in the world is the Dead Sea.
- The _____ car in the world is a Bugatti Veyron.

▶▶▶ GRAMMAR BUILDER 8D: PAGE 124 ◀◀◀

- 5 Complete the quiz questions. Use the superlative form of the adjectives in brackets.

- Which of these countries is _____ (small)?
a Mexico b France c Turkey
- What is _____ (deep) lake in the world?
a Lake Winnipeg b Lake Baikal c Lake Titicaca
- Which of these animals is _____ (fast)?
a tiger b kangaroo c snake
- What is _____ (big) animal in the world?
a blue whale b elephant c great white shark
- Which of these cities is _____ (far) south?
a Cape Town (South Africa)
b Buenos Aires (Argentina) c Sydney (Australia)
- What is _____ (large) island in the world?
a Greenland b Madagascar c Great Britain

- 6 3.09 Work in pairs. Do the quiz. Then listen and check.

- 7 Complete the sentences. Use the superlative form of the adjectives in brackets and your own opinions.

- _____ (easy) subject at school is _____.
- _____ (good) actor in the world is _____.
- _____ (bad) song ever is _____.
- _____ (funny) film ever is _____.
- _____ (boring) lesson at school is _____.
- _____ (nice) drink in the world is _____.
- _____ (exciting) sport is _____.
- _____ (beautiful) place in my country is _____.

- 8 **SPEAKING** Work in pairs. Ask and answer questions about the opinions in exercise 7. Start the questions with *Who* or *What*.

What's the eas**est** subject at school?

I think it's ...

Really? I think it's ...

I can understand an article about ancient creatures.



1 **VOCABULARY** Match the animals in the photos with the words below.

Wildlife bat bear crocodile dolphin eagle
elephant fly hippo horse lion mosquito rhino
spider tiger

2 **3.10 PRONUNCIATION** Listen, repeat and check.

3 **SPEAKING** Work in pairs. Which of the animals in exercise 1 do you think are dangerous? Tell your partner your opinion. Use the verbs and phrases below to help you.

attack humans bite carry diseases
kick kill move fast

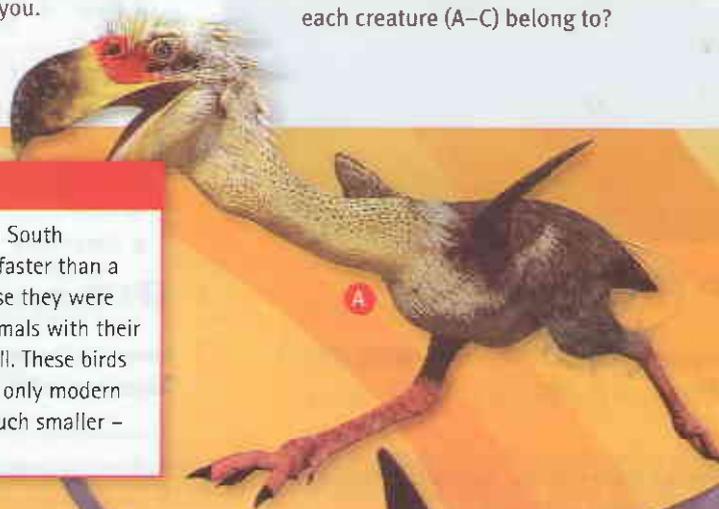
4 Work in pairs. Put the animals in exercise 1 into the correct groups. Then add more animals to each group.

Land	Aquatic	Air

5 Read the text. Which group in exercise 4 does each creature (A-C) belong to?

A TERROR BIRD

About 60 million years ago, huge birds lived in South America. They couldn't fly, but they could run faster than a horse! Scientists call them 'terror birds' because they were very fierce hunters. They caught and killed animals with their beaks. The largest were more than 3 metres tall. These birds all died out about two million years ago. Their only modern relatives are also fierce hunters, but they're much smaller - only about 80 cm tall.



THE scariest animals in history?



READING STRATEGY

If you don't understand a word, try to work out from the context what kind of word it is: for example, is it the name of an animal? Is it an adjective? Is it a verb?

6 Look at the reading strategy. Then look at the highlighted words in the text. What part of speech are they: a noun, an adjective or a verb?

7 **VOCABULARY** Match the highlighted words in the text with the definitions below.

nouns

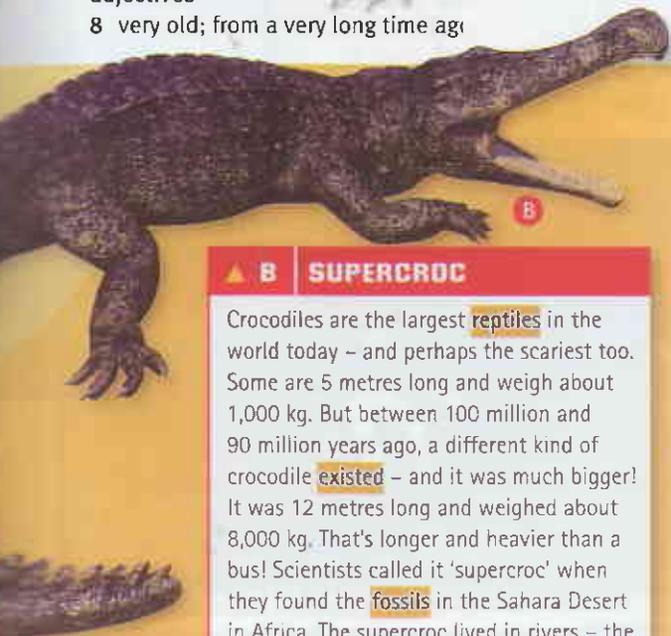
- 1 the remains of an animal or plant; millions of years old
- 2 a group of animals that includes snakes and crocodiles
- 3 animals (or people) that kill other animals
- 4 the hard part of a bird's mouth

verbs

- 5 caught and killed for food
- 6 lived on Earth
- 7 stopped living on Earth

adjectives

- 8 very old; from a very long time ago



▲ B SUPERCROC

Crocodiles are the largest reptiles in the world today – and perhaps the scariest too. Some are 5 metres long and weigh about 1,000 kg. But between 100 million and 90 million years ago, a different kind of crocodile existed – and it was much bigger! It was 12 metres long and weighed about 8,000 kg. That's longer and heavier than a bus! Scientists called it 'supercroc' when they found the fossils in the Sahara Desert in Africa. The supercroc lived in rivers – the Sahara was not a desert at that time. It caught other animals with its mouth and pulled them into the water. There, it used its 132 teeth to kill and eat them.

◀ C MEGALODON

Perhaps the scariest of all the ancient animals was the megalodon. It looked like a shark, but it was bigger. The largest shark today is the whale shark, and it's about 12 metres long. Scientists believe the megalodon was about 20 metres long. Its mouth was big enough to eat a rhino, but the megalodon hunted other large sea creatures, like whales. They first appeared 25 million years ago, and for 23 million years, they were the fiercest hunters in the ocean. Luckily for swimmers and surfers, the megalodon died out two million years ago.

8 Match the sentences with the correct creatures (A–C).

- 1 It lived in rivers.
- 2 It was faster than a horse.
- 3 It died out about 90 million years ago.
- 4 It lived in the ocean.
- 5 It had a beak.
- 6 It lived on the continent of Africa.
- 7 It lived on the continent of South America.
- 8 It appeared before the other two existed.

9 **SPEAKING** Work in pairs. Discuss the questions.

- 1 Which of the three animals in the text do you think is the scariest? Why?
- 2 Which animals in the world today do you think are the scariest? Why?

10 3.11 Listen and complete the song with the correct words.

Planet earth

Only came outside ¹ _____ watch the night fall with the rain

I heard you making patterns rhyme

Like some new romantic looking ² _____ the TV sound

You'll see I'm right some other time

Look now, look all around, there's no sign ³ _____ life

Voices, another sound, can you hear me now?

This ⁴ _____ planet earth, you're looking ⁵ _____ planet earth

Bop bop bop bop bop bop bop this ⁶ _____ planet earth

My head is stuck on something precious

Let me know if you're coming down to land

Is ⁷ _____ anybody out there trying to get through?

My ⁸ _____ are so cloudy I can't see you

Look now, look all around, there's no ⁹ _____ of life

Voices, another sound, can you hear me now?

This ¹⁰ _____ planet earth, you're looking at planet earth

- 1 3.12 Oscar and Emilia are arranging a holiday. Read and listen to the dialogue. What phrases do they use to suggest:
a) a skiing holiday b) a camping holiday c) a holiday in Madrid?

Oscar Shall we go on a skiing holiday? Alice and Toby love skiing.
Emilia I don't think that's a great idea. It's really expensive. We need something cheaper.
Oscar How about going camping? That's cheap!
Emilia Hmm. I don't know. The weather isn't very good at this time of year. I'd prefer to go on a city break.
Oscar That sounds good. But where?
Emilia Why don't we go to Madrid?
Oscar That's perfect. Shall we look for flights online?
Emilia Yes. I'll text Alice and Toby and tell them our idea.

- 2 **SPEAKING** Work in pairs. Practise reading the dialogue.
 3 Read the list of phrases for negotiating. Tick the phrases that Oscar and Emilia use in the dialogue in exercise 1.

Phrases for negotiating

Raising an objection.

I don't think that's a great idea. It's (dangerous).
 I don't like (skiing). I can't (ski).
 Hmm. I don't know. It's (dangerous).

Suggesting an alternative

I'd prefer to (go skiing). I'd rather (go skiing).
 I think (going skiing) would be (nicer / better / more exciting).
 Why don't we (go skiing) instead?

- 4 3.13 Listen to two teenagers discussing the holidays in photos A–D. Tick the holiday they decide to go on.



horse-riding holiday



cycling holiday



jungle trek



canoeing holiday

- 5 3.13 Listen again. Read the advantages and disadvantages (a–f). Match one advantage and one disadvantage with each of the three holidays they decide not to go on.

- a There are always a lot of insects. ___
 b The scenery is amazing. ___
 c It's a good way to make friends. ___
 d It's healthy to be outside all day. **B**
 e It's probably very tiring. ___
 f The scenery isn't very interesting. ___

- 6 Work in pairs. Think about the types of holiday below and write one advantage and one disadvantage for each holiday.

beach holiday camping holiday city break
 climbing holiday coach tour safari skiing holiday

beach holiday:

advantage - you can swim in the sea

disadvantage - you have to be careful in the sun



- 7 **SPEAKING** Work in pairs. Prepare a dialogue like the dialogue in exercise 1. Use phrases from exercise 3 and the prompts below.

A

Suggest a holiday from exercise 6. Mention an advantage.

B

Raise an objection.

Suggest an alternative.

Raise an objection.
Suggest an alternative.

Agree to the suggestion.

Offer to find out more information.

- 8 **SPEAKING** Act out your dialogue to the class.

1 Read the advert. What is its main purpose? Choose the correct answer.

- It's asking people to buy something.
- It's telling people about an event.
- It's asking people to help.



Tigers are the largest member of the cat family. Many people think they are also the most beautiful. They live in the forests of Asia, from India in the west, to China in the east. But tigers are in danger. Scientists believe there are only about 3,200 wild tigers in the world today. One hundred years ago, there were about 100,000. Why are they disappearing? Firstly, people are destroying their habitat – the forests where they live – so they can't find food. Secondly, people kill or catch tigers because they can get a lot of money for them. Give £5 a month and help protect this beautiful animal.

2 Read the advert again. Complete the fact file about tigers with the words below.

China forests habitat kill world

TIGERS: FACT FILE

- 1 Where do tigers live?
In the ¹_____ of Asia, from India to ²_____.
- 2 How many wild tigers are there?
About 3,200 in the ³_____.
- 3 Why are they in danger?
Their ⁴_____ is disappearing. People ⁵_____ them.

3 Read the **Look out!** box. Underline one example of *so* and *because* in the advert in exercise 1.

LOOK OUT!

Reason and result

- We use *because* to talk about reasons.
I like dogs because they're friendly.
- We use *so* to talk about results.
The zoo isn't open so we're going home.

4 Complete the sentences with *because* or *so*.

- We stayed at home yesterday _____ it was very hot.
- Maya is ill _____ she isn't at school today.
- Gorillas are in danger _____ hunters kill them.
- I hate zoos _____ the animals look unhappy.
- My phone was very old _____ I bought a new one.
- She was sad _____ she didn't pass her exams.

WRITING STRATEGY

When you write an advert, make sure the main message is clear. What do you want people reading the advert to do? Finish with a clear instruction. Use imperative forms if necessary.

5 Read the writing strategy. Then underline the sentence in the advert in exercise 1 which explains what people should do. Which verbs are in the imperative form?

6 Complete the fact file about polar bears with sentences a–d below.

POLAR BEARS: FACT FILE

- 1 Where do polar bears live?
¹_____
- 2 How many wild polar bears are there?
²_____
- 3 Why are they in danger?
³_____ ⁴_____



- About 20,000 in the world.
- Their habitat is disappearing.
- In the Arctic.
- There's a lot of pollution in the sea.

7 Imagine you work for an animal charity and want to raise money to help an animal. Write an advert for a magazine. Use the fact file about polar bears from exercise 6 or find information about a different animal.

- Describe the animal and where it lives.
- Say how many there are in the wild.
- Include information about why the animal is in danger.
- Ask for £3 a month.

CHECK YOUR WORK

Have you:

- included all the information in exercise 7?
- included at least one example of *so* or *because*?
- finished your advert with a clear instruction?
- checked your spelling and grammar?

Unit 7

1 Write the nationalities for these countries.

Britain *British*

- 1 Sweden _____
 2 France _____
 3 Japan _____
 4 Spain _____
 5 Ireland _____

Mark: ___ /5

2 Match 1-5 with a-e to make expressions.

- 1 be a children
 2 have b to university
 3 leave c born
 4 go d married
 5 get e school

Mark: ___ /5

3 Complete the sentences. Use the past simple form of the verbs below.

keep make sell tell wear

- 1 I _____ my phone for £30.
 2 My brother _____ dinner last night.
 3 She _____ me a really funny story.
 4 My grandparents _____ chickens in their garden.
 5 I _____ new clothes to the wedding.

Mark: ___ /5

4 Make the sentences negative.

Jason paid for the ice creams.

Jason didn't pay for the ice creams.

- 1 I watched the news on television last night.
 2 He said sorry.
 3 She sent me a text message yesterday.
 4 She studied music at university.
 5 We knew the answer.

Mark: ___ /5

5 Number the lines of the dialogue in the correct order.

- a Girl It was good, thanks. I went to the cinema on Saturday evening.
 b Girl The new *Pirates of the Caribbean* film.
 c Boy How was your weekend?
 d Boy Cool. I love those films.
 e Boy Really? What did you see?

Mark: ___ /5

Unit 8

6 Complete the geographical features with the words below.

beach desert lake mountains river

- 1 the Rocky _____ 4 the Sahara _____
 2 Copacabana _____ 5 _____ Geneva
 3 the _____ Thames

Mark: ___ /5

7 Complete the animal words.

- 1 A l _____ is a big cat that lives in Africa.
 2 An e _____ is a large bird that hunts.
 3 A s _____ is a small creature with eight legs.
 4 A c _____ is a very large, dangerous reptile.
 5 A d _____ is an intelligent creature that lives in the sea.

Mark: ___ /5

8 Look at the chart. Write sentences comparing the seas.

Sea:	Baltic	Dead	Mediterranean
how clean?	✓✓✓✓	✓✓✓	✓
how salty?	✓	✓✓✓✓✓	✓✓✓
how big? (km ²)	377,000	810	2.5 million

Baltic / Dead / clean *The Baltic Sea is cleaner than the Dead Sea.*

- 1 Mediterranean / Dead / dirty
 2 Baltic / Dead / salty
 3 Baltic / Mediterranean / clean
 4 Dead / Mediterranean / big
 5 Baltic / Dead / small

Mark: ___ /5

9 Complete the sentences. Use superlatives.

- 1 Which hotel is _____ (far) from the airport?
 2 This is probably the _____ (ugly) fish in the world!
 3 January is the _____ (wet) month in this region.
 4 The Great White is the _____ (dangerous) shark.
 5 When is the _____ (good) time to visit India?

Mark: ___ /5

10 Complete the dialogue with the words below.

about don't instead rather shall

- Boy Why ¹ _____ we book a holiday for the summer?
 Girl Good idea. ² _____ we look online?
 Boy OK. How ³ _____ going on a safari? I love animals.
 Girl Let's go camping ⁴ _____. Safaris are expensive.
 Boy No thanks! I'd ⁵ _____ stay at home!

Mark: ___ /5

Total: ___ /25

Lead-in Speaking

1 Work in pairs. How much can you remember about the story of Anna? Ask and answer the questions.

- 1 How did Anna and Libby first make contact?
- 2 Where did Anna meet George for the first time?
- 3 Where did Anna, George and Libby go for a day out?

Reading

2 Read the text. Did the man in the garden tell the truth? How do you know?

Dear Anna,

How are you? We all miss you here!

I went to George's house last weekend with two other friends. We ate pizza and started watching a DVD. Then a strange thing happened. We saw a light outside in the garden, so we opened the door and went outside. There was a man in the garden with a torch. George asked him why he was in the garden. 'I'm looking for my rabbit,' he replied. 'It got through the fence. I live next door.' We all helped him look for the rabbit but we couldn't find it. After about ten minutes, the man climbed back over the fence.

The next day, George saw his next-door neighbour. 'Did you find your rabbit?' he asked. 'I haven't got a rabbit!' she replied, surprised. And when George described the man with the torch, his neighbour was really confused. 'I don't know him,' she said. 'He doesn't live here.' So who was he?? And why was he in George's garden? It's so weird!

Anyway, that's all from me. Write soon.

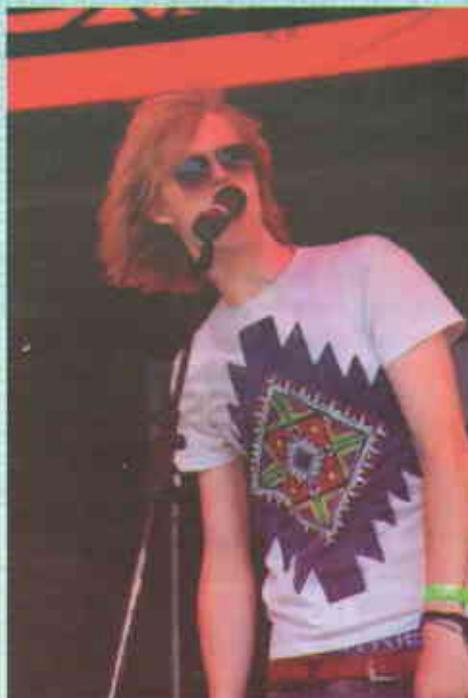
Love,

Libby

3 Choose the correct answer: a, b or c.

- 1 How many friends went to George's house last weekend?
 - a two
 - b three
 - c four
- 2 They went outside because
 - a they saw something strange.
 - b the DVD finished.
 - c the pizza arrived.
- 3 The man in the garden left when
 - a they found the rabbit.
 - b George and his friends came outside.
 - c they stopped looking for the rabbit.
- 4 George's neighbour was really surprised the next day because
 - a she still couldn't find the rabbit.
 - b she didn't have a rabbit or know the man.
 - c her rabbit was in her garden.

Listening



4 3.14 Listen to the phone conversation. What do George and Anna both talk about? Choose a, b or c.

- a their plans for the weekend
- b what they did last weekend
- c what they're doing at the moment

5 3.14 Listen again. Complete the sentences with one or two words.

- 1 Anna didn't call George before she left England because she was really _____.
- 2 George and Anna talk about the _____ in George's garden.
- 3 Anna went _____ on Saturday evening.
- 4 Anna and her friends were confused because their _____ was in a different place.
- 5 George wants to send Anna a _____.

Writing

6 Imagine you are Anna. Write a reply to Libby's letter. Tell her about your weekend.

Speaking

7 Work in pairs. Ask and answer questions about your weekend. Use the questions below or your own ideas.

- Where did you go? What did you do?
- How did you get there? Who were you with?
- Did you have fun? What was it like?

9A

VOCABULARY AND LISTENING

THIS UNIT INCLUDES

Vocabulary ■ jobs ■ suffixes *-er*, *-or* and *-ist* ■ compound nouns

Grammar ■ *going to* ■ *will* ■ *will* for offers

Speaking ■ discussing opinions about jobs ■ talking about your plans
■ making and receiving phone calls

Writing ■ an application letter

Jobs and work

I can describe different jobs.

1 VOCABULARY Label the photos with six of the words below.

Jobs actor architect artist builder doctor electrician
engineer factory worker farmer hairdresser journalist
lawyer mechanic musician nurse plumber
programmer receptionist scientist secretary
shop assistant soldier taxi driver teacher vet waiter



1



2



3



4



5



6

2 **3.15 PRONUNCIATION** Listen, repeat and check. Translate all the words into your own language.

LOOK OUT!

We use *a* or *an* when we say what somebody's job is.
She's an architect. He's a waiter.

3 Read the *Look out!* box. Then write three sentences about your friends and family and the jobs they do.

My uncle is a vet.

VOCABULARY BUILDER (PART 1): PAGE 139

4 **3.16** Listen to six different people on the phone and identify the jobs they do. Choose jobs from exercise 1.

1 _____ 3 _____ 5 _____
2 _____ 4 _____ 6 _____

5 **3.17** Listen to a musician, a hairdresser and a lawyer talk about their jobs. Are they generally happy or unhappy with their jobs?

6 **3.17** Listen again. Complete the sentences with *musician*, *hairdresser* or *lawyer*.

- The _____ works long hours.
- The _____ is his/her own boss.
- The _____ had a nine-to-five job in the past.
- The _____ doesn't use a computer.
- The _____ has to deal with the public.
- The _____ is part of a team.
- The _____ doesn't earn a lot of money.
- The _____ travels a lot with work.

7 Read the sentences about jobs below. Do you think they are positive or negative points?

- You work with your hands.
- You spend a lot of time driving.
- Every day is different.
- You work in an office every day.
- The job is sometimes dangerous.
- You spend a lot of time on the phone.

8 Look at the jobs in exercise 1. Decide which you think is the best job and which is the worst job. Write sentences about the reasons for your choices. Use phrases from exercises 6 and 7 and your own ideas.

The best job is an artist, because it isn't a nine-to-five job and you don't have to deal with the public.

9 **SPEAKING** Work in pairs. Ask and answer questions about what you think are the best and the worst jobs. Give your reasons.

What's the best job, in your opinion?

An artist.

Why?

Because it isn't a nine-to-five job and you don't have to deal with the public.

VOCABULARY BUILDER (PART 2): PAGE 139

1 3.18 Read and listen to the dialogue. Are the sentences true or false?

- 1 She's going to work in a shop.
- 2 She's going to spend all the money.
- 3 She's going to save all the money.



Jacob What are you going to do this summer?
Molly I'm going to work at my uncle's shop.
Jacob Is he going to pay you?
Molly Yes, he is. I'm going to earn about £200 a week.
Jacob Are you going to save the money? Or spend it?
Molly I'm going to spend some of it and save the rest.
Jacob What are you going to buy?
Molly A new phone and a laptop. And some clothes.
Jacob You aren't going to save very much, then!

2 Read the *Learn this!* box. Then complete the table below with the examples of *going to* in the dialogue.

LEARN THIS! We use *going to* to talk about plans for the future.

going to
 We form the *going to* future with the present simple of *be* + *going to* + the base form of the verb.

affirmative
 I at my uncle's shop.
 We're going to have a party next weekend.

negative
 He isn't going to take the exam again.
 You very much, then!

interrogative
 the money?
 Yes, I am. / No, I'm not.
 Where are they going to stay?

3 3.19 Listen to the conversation. Tick the things that Amber and Zak are going to do this weekend.

	Amber	Zak
go shopping		
study		
play tennis		
visit family		
look at photos		
have a barbecue		

4 Write sentences. Use the affirmative or negative form of *going to*.

- 1 Amber / go shopping
Amber isn't going to go shopping.
- 2 Zak / go shopping
- 3 Amber and Zak / study
- 4 Amber / play tennis
- 5 Amber and Zak / visit family
- 6 Zak / look at photos
- 7 Amber / have a barbecue

5 **SPEAKING** Work in pairs. Ask and answer questions about Amber and Zak's plans for the weekend.

Is Amber going to go shopping? No, she isn't.

GRAMMAR BUILDER 9B: PAGE 126

6 What are your plans for this evening? Complete the first column of the chart. Tick or cross.

	You	Your partner
watch a DVD		
cook dinner		
go out with friends		
play computer games		
practise the piano or guitar		
chat online		
surf the Internet		
listen to music		
do sport		
study		

7 **SPEAKING** Work in pairs. Ask and answer questions about your partner's plans for this evening. Complete the second column of the chart in exercise 6.

Are you going to watch a DVD? Yes, I am. / No, I'm not.

SIENNA: The life guard



I'm seventeen and I've got a **part-time job** as a lifeguard at my local outdoor swimming pool.

Before I started, I had to get a special lifeguard **qualification**. The exam for it was difficult, but I learned some useful **skills**, like first aid. Next year, I'm going to go to university, but I'm planning to work as a lifeguard during the holidays. There are lots of swimming pools and beaches here in Australia so it's easy to find a job, but I don't think of it as a **career**.

IMOGEN: The stable hand



I've got a part-time job at a riding school. They employ me to look after the horses and clean the stables. During the week, I work two hours every day after school, and on Saturdays I work eight hours. I'd like to work on Sundays too, but I can't work more because I'm only fifteen – it's UK **law**. I really love horses and I want to work with them when I leave school. One day, I'm going to have my own riding school. That's my **ambition**, anyway!

BLAKE: The IT consultant



I have my own computer company here in Florida, USA. For \$50, I help people with their computer problems. I usually go to their homes. They're often surprised when they see I'm only sixteen! Computers are my hobby too, so I enjoy the work. I probably work about fifteen hours a week, but sometimes more. I think this job will be my career when I leave school. I'm not going to go to university. Bill Gates didn't finish his **degree** and he started the **biggest** computer company in the world!

1 **SPEAKING** Look at the photos and answer the questions.

- Where are the people? What are they doing?
- Which job looks the most interesting? Why?

2 **3.20** Read the text. Find the age of each person and the country each person lives in.

3 Read the text again. Complete the sentences with *Sienna*, *Imogen* or *Blake*.

- When they are adults, _____ and _____ want to do similar work to the work they do now.
- _____ works in lots of different places.
- _____ is going to study at university.
- _____ wants to work more, but can't.
- _____ did an exam before starting work.
- _____ and _____ work outdoors.

4 **VOCABULARY** Match the highlighted words in the text with the definitions below.

- a job that you train for and do as an adult
- something that you really want to do
- a course of study at university
- things that you can do well
- work that you only do a few hours a week
- the rules of a country
- something you get when you pass an exam

5 **3.21** Listen to three people discussing part-time jobs for teenagers. Which speakers think part-time jobs are a good idea? Tick or cross.

Speaker 1 Speaker 2 Speaker 3

6 **3.21** Listen again. Match each speaker (1–3) with two opinions about part-time jobs (a–h). There are two opinions that you do not need.

Speaker 1 ___ and ___

Speaker 2 ___ and ___

Speaker 3 ___ and ___

- They are a good way to learn useful skills.
- They stop teenagers asking their parents for money.
- They can help you decide on your career.
- They make teenagers too tired to study properly.
- They teach teenagers how to be responsible.
- Companies employ teenagers to get cheap workers.
- They teach teenagers how to work in a team.
- They aren't as useful as studying for a qualification.

7 **SPEAKING** Work in pairs. What do you think about part-time jobs? Take turns to be A and B.

Student A: Express an opinion from exercise 6 or your own idea. **Student B:** Say if you agree or disagree. Use the phrases below to help you.

I agree (with that/you). I don't agree (with that/you).
That's a good point. That's true. I don't think that's true.

Part-time jobs can help teenagers decide on their career.

That's a good point. / I don't think that's true.

- 1 Read the title of the text. Then read the text. What answer does it give to the question in the title?

Will all teachers be ROBOTS in the FUTURE?

How will technology change the world of work? Nobody really knows, but we can make predictions. Scientists think that some jobs will disappear because of new technology. For example, there won't be any mechanics because robots will repair our cars. Programmers will lose their jobs too, because robots will write all the computer software. And scientists don't think we'll need pilots, as robots will fly planes. But what about teachers or doctors? Will robots take their jobs? Probably not. Robots are very good at technical work, but they aren't very good at dealing with people!



- 2 Read the *Learn this!* box. Then look at the table below. Underline one example of the affirmative, negative and interrogative in the text in exercise 1.

LEARN THIS!

We use *will*

- to talk about the future.
- to make predictions.

will

We form the *will* future with *will (not)* and the base form of the verb.

affirmative

My sister will be 18 next month. There'll be a party.
(Note: 'll is the short form of *will*)

negative

We won't be at home this weekend.
(Note: *won't* is the short form of *will not*)

interrogative

Will she get the job? Yes, she will. / No, she won't.
What will your friend do? She'll go to university.

- 3 Read the text in exercise 1 again. Complete predictions 1–5. Use the affirmative or negative form of *will* and the verbs in brackets.

- Robots _____ our cars. (repair)
- Robots _____ computer programmes. (write)
- Robots _____ planes. (fly)
- Robots _____ as doctors. (work)
- Robots _____ students at school. (teach)

LOOK OUT!

We use the short form 'll after pronouns (*I, you, he, they, etc.*) and *there*. We don't use the short form after names or other nouns, or in short answers.

There'll be twenty people at the party. Jack will be there. Will you be there? Yes, I will.

- 4 Read the *Look out!* box. Then complete the sentences about the future with *will* and the verbs below.

be finish leave not open not see take place

- It's my dad's birthday next week. He _____ forty.
- My sister is at university. She _____ her degree next June.
- The new sports centre _____ until next year.
- The coach _____ the hotel at 8 a.m. tomorrow – please be on time.
- Halley's Comet passes Earth every 75 years. We _____ it again until 2061.
- The next surfing World Championship _____ in Hawaii.

- 5 Think about your future. Make predictions. Write notes in the chart below.

1 university (yes/no) _____	(what subject?) _____
2 job (what?) _____	(salary?) _____
3 get married (yes/no) _____	(at what age?) _____
4 children (yes/no) _____	(how many?) _____
5 home (house/flat) _____	(where?) _____

- 6 Write questions about your partner's predictions.

- go / to university? What subject / study?
Will you go to university? What subject will you study?
- what job / do? How much / earn?
- get married? How old / be?
- have children? How many?
- live in a house or flat? Where / be?

- 7 **SPEAKING** Work in pairs. Ask and answer your questions from exercise 6.

Will you go to university?

Yes, I will. / No, I won't.

1 **SPEAKING** Work in pairs. Discuss the questions.

- 1 What are the advantages of taking a year off after school?
- 2 What are the disadvantages?

GAP YEARS

This year, thousands of young people in the UK will take a year off between school and university, or before their first job. The aim of this 'gap year' can be to travel, learn a new language, or get experience for a future career. Some people do voluntary work; others want to earn money. Here are three typical teenagers who are planning a gap year.

EMMA ▼

'I'm going to take a gap year before university. I'm going to study Spanish and Portuguese at university, so I'll go to South America where they speak both languages! I'm going to spend the first four months in Peru and then I'm going to do voluntary work for a charity in Rio. The charity provides education for street children. We're going to build a small school. Then I'm going to give English lessons at the school for two months. After that, I'm going to visit some other countries. I'll do part-time jobs while I'm travelling. It will be great experience because I want to work in the tourist industry.'

**PHOEBE ▲**

'I'm really excited about my gap year job. I'm going to lead a team of volunteers on a six-month conservation project in Gabo Verde, Africa. The aim of the project is to protect turtles, because hunters kill them and sell their shells. We'll build special nests on the beach for the turtles' eggs and then we'll watch the nests at night and check that they're safe. We'll also clean the beach so the baby turtles can get to the sea safely. I'll earn money – I'm not doing it for that reason. It will be useful experience because I want a career in conservation after university.'



READING STRATEGY

When you read a text for the first time, don't stop to look up unknown words, just underline them. If you still can't understand them when you read the text again, look them up in a dictionary or in your wordlist.

2 Look at the reading strategy. Then read the text and underline any words you do not understand. Without looking up the words, try to answer the questions.

- 1 What's Emma going to do in Rio?
- 2 How will Phoebe help to protect some animals?
- 3 Why will Rob only earn money for about half the time he is away?

ROB ▼

'In November, I'm going to go to the French Alps for six months. For the first eleven weeks, I'm going to do a training course to become a ski instructor. It will be hard work! When I've got the qualification, I'll stay and work until the end of the skiing season. I'll earn about €700 a month, plus tips. It's the perfect gap year job for me because I love skiing, and I need to save some money for university. But it won't be my career – I want to be a lawyer.'



3 Read the text again. Are the sentences true or false?

- 1 All three teenagers are going to work in Europe.
- 2 Emma won't earn any money during her gap year.
- 3 Phoebe will work with a group of people.
- 4 All three teenagers are going to do something connected with their future careers.
- 5 Emma will go to more than one country.
- 6 All three teenagers are planning to go to university.
- 7 Rob and Phoebe are both going to give lessons.
- 8 Rob needs to get a qualification before he can earn money.

4 **VOCABULARY** Match the two halves of the compound nouns. Then check your answers in the text. Use the compound nouns to complete the sentences below.

voluntary	jobs
tourist	work
part-time	instructor
conservation	Alps
French	industry
ski	project

- 1 They're working on a _____ to protect tigers.
- 2 I'm doing three different _____ to pay for my university studies.
- 3 Languages are useful for people who work in the _____.
- 4 My grandmother doesn't work for money, but she does _____ at our local school.
- 5 In the winter, he's a _____ but in the summer, he teaches surfing.
- 6 Chamonix is a famous ski resort in the _____.

5 **VOCABULARY** Complete the phrases with the verbs below. Check your answers in the text.

do do earn get give lead take learn

- 1 _____ a year off
- 2 _____ experience
- 3 _____ voluntary work
- 4 _____ money
- 5 _____ lessons
- 6 _____ a team
- 7 _____ a training course
- 8 _____ a new language

6 Think about the three jobs in the text and answer the following questions.

- 1 Which job do you think will be the most fun? Why?
- 2 Which job do you think will be the most work? Why?
- 3 Which job do you think will be the most dangerous? Why?

7 **SPEAKING** Work in pairs. Discuss your ideas from exercise 6. Tell your partner your opinion. Give reasons.

I think ...'s job will be the most fun because ...

- 1 3.22 Read and listen to the dialogue. Is it formal or informal? How do you know?



Claire: Good morning. Can I help you?
 Harry: Yes. This is Harry Jackson. I'd like to speak to George Simpson.
 Claire: I'm sorry, Mr Simpson isn't available at the moment. Can I take a message?
 Harry: Yes. Could you ask him to call me back, please?
 Claire: Yes, of course. Has he got your number?
 Harry: No, he hasn't. It's 01993 553725.
 Claire: I'll ask him to call you.
 Harry: Thank you. Goodbye.

- 2 Read the *Learn this!* box. Underline an example of an offer with *I'll ...* in the dialogue.

LEARN THIS!

Offers

We use *I'll* and the base form to make an offer.
I'll tell you the answer.
I'll call you back.

»» GRAMMAR BUILDER 9F: PAGE 126 ««

- 3 Complete the offers with *I'll* and the verbs below.

ask get look make phone sit

- 'I'm thirsty.' '*I'll get* you some water.'
- 'We can't see the TV.' 'Sorry! _____ down.'
- 'I can't find Sue's number.' '_____ on my phone.'
- 'I'm hungry.' '_____ you a sandwich.'
- 'I need some money.' '_____ my dad.'
- 'Jo isn't here.' '_____ again later.'

- 4 3.23 Listen to two phone calls. Do the callers speak to the people they want to?

- 5 3.23 Listen again. Tick the phrases you hear.

Can I speak to ...? Hello. Is that ...? I'd like to speak to ...
 Yes, speaking. I'm afraid ... isn't here.
 I'm afraid ... is on the phone.
 Can I leave a message? Can I take a message?
 Can I give ... a message?
 And the name is? What's your name?
 Can he/she call me back, please?

LOOK OUT!**Saying phone numbers**

In English we say each individual number. Usually:

0 = *oh* 66 = *double six* 111 = *treble one*
 07754 550111 = *oh double seven five four, double five oh treble one*

- 6 3.24 **PRONUNCIATION** Read the *Look out!* box. Then listen and repeat the phone numbers.

1 01197 435778 3 01755 888140
 2 05544 128966 4 01629 700322

- 7 **SPEAKING** Work in pairs. Write down three phone numbers each. Take turns to say them to your partner. Your partner writes them down. Check they are correct.

- 8 **SPEAKING** Work in pairs. Prepare a dialogue like the dialogue in exercise 1. Use phrases from exercise 5 and the prompts below.

Secretary

Answer the phone.

Say the person is busy.
 Offer to take a message.

Ask for the caller's name.

Ask for the caller's number.

Finish the call.

Caller

Ask to speak to somebody in the office.

Leave a message asking the person to call you on your mobile.

Give your name.

Give your number.

- 9 **SPEAKING** Act out your dialogue to the class.

- 1 Read the letter. Who is the sender? Why is he writing the letter?

17 Woodland Avenue
Oxford OX12 6HG
14th June 2012

The Manager
Multiview Cinema
Hampton Retail, Oxford

Dear Sir or Madam,

I am writing to apply for a part-time job as an usher at the Multiview Cinema. I read about the vacancy on your website.

I am seventeen years old and a full-time student. Last summer, I worked at a campsite for three weeks, so I have experience of dealing with the public.

I am very keen to do this job because I want to get some more work experience before I leave school. I believe I have all the necessary qualities: I am polite, friendly and hard-working.

I am enclosing my CV with this letter. I include contact details for two referees.

I look forward to hearing from you soon.

Yours faithfully,

J T Taylor

Joel Taylor

- 2 Read the letter again. Number the parts of the letter in the order they appear in the application letter.

- a the date
- b the sender's name
- c the sender's address
- d the address the letter is going to
- e the sender's signature

- 3 Look at the plan for an application letter below. Find one point in the plan which Joel does not include in his letter.

Paragraph 1

- what the job is
- where you saw the advertisement

Paragraph 2

- what you are doing at the moment
- your recent experience and the skills you learned

Paragraph 3

- why you want the job
- why you are the right person for the job

Paragraph 4

- when you can start work
- what you are enclosing with the letter

- 4 Underline phrases in Joel's letter that mean the same or nearly the same as the phrases below.

- 1 I would like to apply for ...
- 2 I saw your advertisement online.
- 3 I am very interested in this job because ...
- 4 I am sending you my CV.
- 5 I hope to hear from you soon.

WRITING STRATEGY

When you write a formal letter:

- 1 Start with *Dear (Mr Jones)* if you know the name of the person or *Dear Sir or Madam* if you don't.
- 2 Do not use colloquial language (e.g. *mates, OK*) or short forms (*I'm, there's, etc.*).
- 3 Finish with *Yours sincerely* if you used the person's name at the start or *Yours faithfully* if you didn't.

- 5 Read the writing strategy. Why does Joel finish his letter with *Yours faithfully*, and not *Yours sincerely*?

- 6 Read the job advertisement below. Think of reasons why you would be right for this job. Make notes.

WORK AT Waterworld!

We are looking for full-time and part-time workers at our theme park in Wales. You need to be reliable and hard-working. You also need to be happy working in a team, and good with young children. The ability to speak other languages or experience of dealing with the public will be an advantage.

Please apply in writing to: Jeff Travis, Waterworld, Swansea. Please include a CV and details of referees.

- 7 Write an application letter (90–120 words) applying for a job at the theme park in exercise 6. Use your notes from exercise 6 and phrases from exercise 4. Follow the plan in exercise 3, inventing information where necessary.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 7?
- followed the plan in exercise 3?
- followed the advice in the writing strategy and used phrases from exercise 4?
- checked your spelling and grammar?

Listening

- 1 **Get ready to LISTEN** Work in pairs. Look at the photos and answer questions 1 and 2 below.



- 1 What jobs do the photos show?
2 What do you want to do when you finish your education? Why?

- 2 Match the jobs (1–5) with the related words (a–e).

- | | |
|--------------|-----------------|
| 1 biologist | a surgery |
| 2 footballer | b TV programmes |
| 3 vet | c plant |
| 4 pilot | d goals |
| 5 actress | e fighter jets |

- 3 **3.25** Do the exam task.

LISTENING exam task

You are going to hear five people talking. Match each speaker (1–5) with the sentences (A–F). Put the correct letter in the spaces provided. There is one extra sentence that you do not need to use.

1	2	3	4	5

- A My family doesn't agree with my choice of career.
B I want to continue my family tradition.
C I want a career like my hero.
D I want to earn money in the family business.
E I need a lot of money to make my dream come true.
F I want to do the job I dreamed of as a child.

Speaking

- 4 **3.26** **Get ready to SPEAK** Read the exam task in exercise 6 below. Then listen to Katie in the exam. What is her answer to the question? Do you agree with her?

- 5 Match the verbs (1–6) with the nouns (a–f).

- | | |
|--------|------------------|
| 1 earn | a an apartment |
| 2 lead | b clubs |
| 3 rent | c a lot of money |
| 4 pay | d sports |
| 5 join | e a normal life |
| 6 do | f the bills |

- 6 Do the exam task.

SPEAKING exam task

Which is more important: earning a lot of money or enjoying your work? Why? Discuss your ideas with the examiner.

Use of English

- 7 Do the exam task.

USE OF ENGLISH exam task

Complete the text with the correct form of the words in brackets.

For most people, theme parks are about fun, not work. But at KidZania entertainment centres, children work – for fun. The first KidZania ¹_____ (open) in Mexico City in 1999. Today, there are ten KidZania theme parks in different countries around the world, and the chain is getting ²_____ (big).

A KidZania theme park looks like a real city, with shops, offices, hospitals and lots of other ³_____ (build). The only ⁴_____ (different) is that everything is ⁵_____ (small) than in a real city! When children visit the theme park, they spend the day ⁶_____ (work) in these different environments. They earn money for their work; the special currency is ⁷_____ (call) KidZos. They can spend this money at the gift shop or on other activities. The organisers believe that KidZania offers more than entertainment – it also offers ⁸_____ (educate), because children learn about the jobs they can do when they're ⁹_____ (old).



Reading

8 Get ready to READ Match 1–5 with a–e to make compound nouns. Then translate them into your own language.

- | | |
|-------------|-------------|
| 1 first-aid | a ache |
| 2 sun | b kit |
| 3 bottled | c water |
| 4 stomach | d repellent |
| 5 insect | e cream |

9 Match the words below with the definitions.

immunisation painful peel sickness sleeve

- 1 protection from an illness or disease
- 2 to take the skin from a fruit or vegetable
- 3 the part of a shirt, jacket, etc. that covers your arms
- 4 causing a bad feeling in part of your body
- 5 bringing up the food in your stomach

10 Do the exam task.

READING exam task

Read the text and match the headings (A–E) with the texts (1–4). Put the correct letter in the spaces provided. There is one extra heading that you do not need to use.

USEFUL ADVICE FOR TRAVELLERS ABROAD

1 When you travel outside Europe it is important to plan your trip before you go. Visit your doctor six weeks before you leave. He or she will tell you if you need any immunisations. Find out about the country you are going to visit. Buy a first-aid kit to take with you.

2 Hot weather can be the main problem in some countries. Wear loose, cotton clothes and sunglasses, and always wear a hat. Don't forget to use sun cream. Also, drink a lot of water, even if you aren't thirsty. Remember that coffee and soft drinks aren't the same as drinking water. Only drink bottled water. And brush your teeth with bottled water too.

3 It is better to have meals in restaurants and hotels if you can. Choose your food carefully. Avoid milk, cheese, shellfish and salads. It is better to have cooked food, and only eat fruit if you can peel it. Don't have ice in your drinks – even if the weather is very hot! If you get stomach ache for more than a day, see a doctor.

4 Try to avoid insect bites. Use insect repellent all the time. Wear long sleeves and long trousers in the evenings after sunset, especially near water. There are several insects that can cause problems. Mosquitoes and sand flies can give you a virus – with a temperature, stomach ache and a headache. Some spiders can give you a bite which can be very painful for a few days.

Put ice on the bite as soon as you can. If you get a headache and sickness, go to a doctor.

But also remember to enjoy yourself! Just follow these simple rules and you will have a wonderful, exciting time!

- | | |
|----------|--|
| A | Be prepared to meet dangerous creatures |
| B | Start with a detailed plan for your trip |
| C | First consult your doctor |
| D | Take care what you eat |
| E | Protect yourself against heat and sun |

Speaking

11 Get ready to SPEAK Work in pairs. Discuss these questions.

- 1 What kind of holidays do you like?
- 2 What kind of accommodation do you like to stay in?
- 3 What kind of activities do you like to do on holiday?

12  3.27 Read the exam task in exercise 13 and complete the three extracts with the words below. Then listen to Michael in the exam and check your answers.

about idea instead know let's quite rather shall should

- 1 Examiner** Where ¹_____ we go? How ²_____ going to the coast?
Michael Mmm. I don't ³_____. Why don't we go to the mountains?
- 2 Michael** ⁴_____ stay in youth hostels.
Examiner I haven't got very much money.
Michael Youth hostels are ⁵_____ cheap. But we can go camping ⁶_____, if you like.
- 3 Michael** Now, how are we going to travel? Perhaps we ⁷_____ go by car.
Examiner Travelling by car is quite expensive. I'd ⁸_____ cycle.
Michael I don't think that's a great ⁹_____.

13 Do the exam task.

SPEAKING exam task

You and your English friend are planning a holiday together. You are talking about the best places to visit. Include information about the following points:

- place (town, country, etc.)
- accommodation
- travel
- things to do

THIS UNIT INCLUDES

- Vocabulary** ■ transport ■ phrasal verbs with *get* ■ adjectives to describe transport ■ time expressions ■ holiday accommodation
- Grammar** ■ present perfect: affirmative ■ present perfect: negative and interrogative ■ *just, already, yet* ■ *can* for permission
- Speaking** ■ talking about travel and living in a foreign country ■ buying a train ticket
- Writing** ■ a postcard

10A

VOCABULARY AND LISTENING

Transport

I can talk about different types of transport.

1 VOCABULARY Match the pictures with the words below.

Transport bike boat bus car coach helicopter lorry motorbike plane scooter ship taxi train tram underground train van



2 **3.28 PRONUNCIATION** Listen, repeat and check.

3 Put the transport from exercise 1 into the three groups: Land, Air and Sea.

Land	Air	Sea
bike		

4 Look at the adjectives below. Put them into pairs with opposite meanings.

Adjectives to describe transport cheap comfortable convenient dangerous expensive fast inconvenient safe slow uncomfortable

VOCABULARY BUILDER (PART 1): PAGE 140

LOOK OUT!

Using transport words

go by bike or cycle

go by car or drive

go by bus, train, taxi, plane, etc.

or take/catch a bus, train, taxi, plane, etc.

go on foot or walk

give somebody a lift to ... or drive somebody to ...

5 SPEAKING Read the *Look out!* box. Then, in pairs, ask and answer questions about the transport in exercise 1. Use the superlative form of the adjectives in exercise 4.

What's the cheapest way to travel?

By bike. / On foot.

6 **3.29** Listen to five people talk about how they go to and from school. Match each speaker (1–5) with a sentence (A–F). There is one sentence that you do not need.

- A This person walks home from school. ___
- B This person's mum gives her a lift home from school. ___
- C This person takes an underground train and a bus. ___
- D This person comes home from school by bus. ___
- E This person sometimes cycles and sometimes walks. ___
- F This person takes a tram. ___

7 SPEAKING Work in pairs. Ask and answer the questions.

- 1 How do you get to school?
- 2 How does your mother/father get to work?
- 3 How do you usually go to the town/city centre?

I usually walk to school, but sometimes I go by bus.

VOCABULARY BUILDER (PART 2): PAGE 140

I can say what has just happened.

1 Look at the picture. Then complete the sentences with the words below.

bus car cyclists dog



- 1 The _____ has stopped.
- 2 The _____ has run across the road.
- 3 The _____ have fallen off their bike.
- 4 The _____ has crashed into the bus.

2 3.31 Listen, repeat and check.

3 Read the *Learn this!* box. Then complete the table below with the correct form of the present perfect. Use the sentences in exercise 1 to help you.

LEARN THIS! We use the present perfect to talk about recent events that have a result in the present.
Look! The rain has stopped. We can go out now. She's had an accident. Now she's in hospital.

Present perfect affirmative

We form the present perfect with the auxiliary verb *have* or *has* and the past participle (the short forms are 've and 's respectively).

I/You/We/They ¹ _____ arrived.

He/She/It ² _____ arrived.

There aren't any rules for the past participles of irregular verbs. Sometimes they are the same as the past simple form, sometimes they are different.

For a list of irregular verbs see page 141.

base form	past simple	past participle
stop	3 _____	4 _____
crash	5 _____	6 _____
fall	7 _____	8 _____
run	9 _____	10 _____

4 Write the past participles of the verbs. Check the irregular verbs in the list on page 141.

arrive drink eat finish go lose walk write

5 Complete the sentences. Use the present perfect affirmative form of the verbs in exercise 4. Use short forms of *have/has*.

- 1 I _____ my homework, so I can go out now.
- 2 I _____ a letter to grandad. Can you post it for me?
- 3 He _____ his ticket. Now he can't get on the train.
- 4 I'm not feeling very well. I _____ six bottles of cola!
- 5 'Where's Tania?' 'She _____ to the shops.'
- 6 They _____ 20 kilometres. They're really tired.
- 7 She _____ home. She's in the living room.
- 8 They _____ a pizza. Now they aren't hungry.

▶▶ GRAMMAR BUILDER 10B (EXS 1-3): PAGE 128 ◀◀

LEARN THIS! *just*
 We often use *just* with the present perfect for very recent events. We put it between *have/has* and the past participle.
'Do you want a juice?' 'No, thanks. I've just had a drink.'

6 Read the *Learn this!* box. Complete the sentences with *just* and the present perfect form of the verbs in brackets.

- a They ve just missed the bus. (miss)
- b He _____ a sandwich. (eat)
- c He _____ dinner. (cook)
- d She _____ at school. (arrive)
- e He _____ a new motorbike. (buy)
- f She _____ in a taxi. (get in)

7 3.32 Listen to six conversations. Number the situations in exercise 6 in the order you hear them.

▶▶ GRAMMAR BUILDER 10B (EX 4): PAGE 128 ◀◀

8 Complete answers a-e with *just* and the present perfect form of the verbs in brackets. Then match them with questions 1-5.

- a 'I ve just had my exam results.' (have)
- b 'No, I _____ a drink.' (have)
- c 'No, it _____ to rain.' (start)
- d 'Yes, I _____ the letter.' (post)
- e 'No, she _____.' (leave)

- 1 'Are you going to play tennis?'
- 2 'Why are you smiling?' a
- 3 'Is Sarah still here?'
- 4 'Have you written to Grandma?'
- 5 'Are you thirsty?'

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8.

Why are you smiling?

I've just had my exam results.

I can talk about immigration.

ELLIS ISLAND

Between 1892 and 1954, over 12 million immigrants arrived in New York. They came from all over the world on crowded, dirty ships, but most came from Europe. They were often poor and life was difficult for them in their own countries. The journey from their own countries was long and tiring. ¹___ People went to America because they wanted to make a new life for themselves.

They got off the ship at tiny Ellis Island in New York Bay. ²___ First, American officials asked them a lot of questions about their families, their jobs and the money they had. ³___ Very sick people, very old people and criminals had to return home. The busiest year for Ellis Island was 1907 when over one million immigrants arrived. The busiest day was 17th April, 1907. ⁴___

From Ellis Island the new immigrants travelled by boat to New York. The city was full of different races, cultures and languages. There was an Irish district, a Jewish district, Chinatown, Little Italy and Harlem (where many ex-slaves lived). The new immigrants usually lived in apartments with six or seven other families. ⁵___ Life wasn't easy!

But the new immigrants worked hard and helped to make America successful. Today, one third of the population – over 100 million Americans – are descendants of the Ellis Island immigrants.



- 1 SPEAKING** Describe the photo. Use the words below to help you. Who are the people? Where are they? What are they doing?

arrive journey luggage port travel

- 2** **3.33** Read the text. Answer the questions.

- Why did most people come to America?
- What was their new life like at first?

- 3** Read the text again. Match sentences A–F with gaps 1–5. There is one sentence that you do not need.

- Then doctors checked their health.
- The first thing they saw as their ship came into New York Bay was the enormous Statue of Liberty.
- Every member of the family had to work, and most of them didn't speak English!
- They waited patiently in long queues.
- Over 11,000 people arrived on that day!
- But they had very little luggage with them.

- 4 VOCABULARY** Match the highlighted adjectives in the text and in the sentences in exercise 3 with the definitions below.

- | | |
|-------------------|---------------------------------|
| 1 rich and strong | 4 full of people |
| 2 very small | 5 not feeling well; ill |
| 3 very big | 6 making you want to sleep/rest |

- 5** Look at the text again. What is the significance of these numbers and dates?

- | | |
|--------------|---------------|
| 1 12 million | 3 11,000 |
| 2 1907 | 4 100 million |

- 6** **3.34** Listen to five people talking about their background. Match speakers 1–5 with sentences A–F. There is one sentence that you do not need.

- 1 2 3 4 5

- This person would like to visit the country which his/her ancestors came from.
- This person's ancestors started a successful business.
- This person's ancestors didn't want to stay in the USA.
- This person's ancestors came to the USA, but left after a few years.
- This person isn't sure when his/her ancestors arrived.
- This person has just arrived in the USA.

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

- Do you know anyone who has gone to live in another country? Why did they move? What are they doing there?
- Do you know anyone from another country who has come to live in your country? Why did they move?
- Would you like to live in another country? Think of three advantages of living abroad, and three disadvantages.

- 1 Describe the photo. What can you see? What are the people doing?



- 2 **3.35** Mick and Karen are getting ready to go to New York. Read and listen to the dialogue. Are the sentences true or false?

- 1 They've finished packing.
- 2 Mick has ironed his shirts.
- 3 They've written the luggage labels.
- 4 They've found the passports.

Karen Are you going to take trainers?
Mick Yes, I've already packed them.
Karen Where are your shirts? Have you ironed them yet?
Mick No, I haven't. I'll do them in a minute. We haven't written the luggage labels yet. Can you do that?
Karen Sure. I need to find the tickets and passports too.
Mick I've already put them in my hand luggage.
Karen OK. Can you close that suitcase?
Mick Oh, no! I can't. We've packed too many things in it!

- 3 Complete the table with the correct form of *have*. Use the examples of the present perfect in the dialogue to help you.

Present perfect
negative
I/You/We/They ¹ _____ packed the suitcases. He/She/It hasn't packed the suitcases.
interrogative
² _____ I/you/we/they found the passports? Has he/she/it found the passports? Yes, I have. / No, I ³ _____ . Yes, she has. / No, she hasn't.

- 4 Look at the list of things that Mick and Karen have to do. Write sentences. Use the present perfect affirmative and negative.

book the plane tickets ✓	change money X
pack the suitcases X	wash the clothes ✓
find the passports ✓	buy a guidebook X
book a taxi to the airport ✓	

They've booked the plane tickets.

- 5 **SPEAKING** Work in pairs. Ask and answer questions about Mick and Karen's list. Use the present perfect.

Have they booked the plane tickets?

Yes, they have.

GRAMMAR BUILDER 10D (EXS 5-8): PAGE 128

- 6 Read the *Learn this!* box. Then underline examples of *already* and *yet* in the conversation in exercise 2.

LEARN THIS!

already and yet

- 1 We use *already* with the present perfect affirmative to say that something has happened (often earlier than expected). We put it between *have/has* and the past participle.
'Do your homework!' 'I've already done it.'
- 2 We use *yet* with the present perfect negative and interrogative to say that something expected hasn't happened, or ask if something expected has happened. We put it at the end of the sentence.
It's 9 p.m. but Dad hasn't come home yet.
Have you found the passports yet?

- 7 Add *already* and *yet* to your sentences in exercise 4.

They've already booked the plane tickets.

GRAMMAR BUILDER 10D (EXS 9-10): PAGE 128

- 8 What have you done today? Complete the first column of the chart. Tick or cross.

	You	Your partner
1 take a tram		
2 watch TV		
3 use a computer		
4 send a text message		
5 eat anything		
6 listen to music		

- 9 **SPEAKING** Work in pairs. Ask and answer questions about what your partner has done today. Complete the second column of the chart.

Have you taken a tram today?

Yes, I have. / No, I haven't.

- 10 **SPEAKING** Tell the class about your partner.

Allissa has taken a tram today. She hasn't ...

- 1 **SPEAKING** Describe the photo. Use the words below to help you. What can you see? What do you think has happened to the climber?

accident arm climb fall large rock narrow canyon rope trapped

I can see a climber. He's in a ...

Perhaps he's ...

- 2 Read the text. Answer the questions.

- 1 Why did nobody rescue Aron from the canyon?
- 2 How did Aron get free?

LOSE YOUR ARM OR LOSE YOUR LIFE

In April 2003, Aron Ralston went to Blue John Canyon in Utah to hike. Although he was on his own, he was an experienced climber, so he wasn't worried. But he made two big mistakes – he didn't have a mobile phone with him and he didn't tell anybody where he was.



Aron climbed down a narrow gap between the walls of the canyon. Suddenly a large rock fell on his right arm. It trapped his arm against the canyon wall. He tried to pull his arm out, but the rock weighed 360 kilograms. It was impossible.

Aron realised that he was in trouble. He couldn't phone a friend or his parents, and nobody knew he was there. He didn't have much food or water with him.

First of all, he tried to move the rock. Then, he tried to break the rock with his knife. He had a rope and he tried to pull the rock away. Nothing worked. Meanwhile, Aron slowly drank his water and ate his food. He had a video camera with him and he videoed himself every day. He recorded messages to his parents and his friends.

After five days, Aron had no more water, and he felt very weak and ill. He couldn't feel his hand. He had to make a decision. He could die, or he could cut his own arm off. He broke the bone in his arm. Then he tied a cloth around his arm and started cutting with his knife. It took him an hour. He said afterwards, 'It was one hundred times worse than any pain I've felt before.'

Finally, he was free, but he was still 12 kilometres from his car. He had to go down the canyon wall on a rope using just one arm. Then he had to walk through the canyon in the hot sun. Eventually he met some other hikers, and a helicopter came to rescue him.

Nowadays, Aron gives talks about his experience and recently he has written a book about it. He has an artificial arm. He still loves hiking and he hasn't given up climbing. He's lost his arm, but he's still alive!

3 Read the text again. Number the events in the correct order.

- a He climbed down into a narrow canyon.
- b He climbed and walked out of the canyon.
- c He tied a cloth around his arm.
- d He went to Blue John Canyon.
- e He wrote a book about his experience.
- f He tried to move the rock from his arm.
- g He cut off his own arm.
- h He slowly drank his water and ate his food.
- i A helicopter rescued him.

4 VOCABULARY Find and underline all the time expressions below in the text. Translate them into your own language.

Time expressions suddenly first of all then afterwards finally eventually nowadays recently

5 Choose the correct time expressions.

- 1 I've recently / nowadays learned to climb.
- 2 I couldn't find my wallet anywhere, but I've afterwards / finally found it.
- 3 Suddenly / Finally, a dog ran out in the road, but the car didn't hit it.
- 4 Then / First of all we watched a film, then / recently we went for a pizza.
- 5 My parents didn't want to buy me a scooter. But eventually / suddenly they did.
- 6 We played tennis for an hour. Afterwards / Recently I had a shower.
- 7 First of all / Nowadays, climbing is a very popular sport.

6 Work in pairs. Imagine that the questions are from an interview with Aron Ralston. Find answers to the questions in the text.

- 1 You went on your own to the canyon. Why weren't you worried?
- 2 At first, how did you try to get your arm free?
- 3 What did you say on the video?
- 4 How did you feel when you had no more water and food?
- 5 Was it very painful to cut off your own arm?
- 6 What do you do now?
- 7 Have you stopped climbing?

7 SPEAKING Work in pairs. Act out an interview with Aron Ralston. Use the questions and answers in exercise 6.



1 SPEAKING Describe the photo. Where is the girl? What is she doing? What do you think they are saying?



2 **3.38** Read and listen to the dialogue. Where does Beth want to go? When does she want to come back?

Clerk Next, please.
 Beth Hello. I'd like a ticket to **Bristol**, please.
 Clerk Single or return?
 Beth **Return**, please.
 Clerk Are you coming back today?
 Beth **Yes**. Can I take my bike on the train?
 Clerk Yes, you can. That's **£15**, please.
 Beth Which platform is it?
 Clerk **Number 4**. The next train is at **13.45**.
 Beth Is it a direct train?
 Clerk No, you have to change at **Swindon**.

LOOK OUT! Bus, train and plane times

We usually use the 24-hour clock for bus, train and plane times.

We write: We say:
 10:35 ten thirty-five
 07:22 seven twenty-two
 16:08 sixteen oh eight
 19:00 nineteen hundred (hours)

3 **3.39** Read the *Look out!* box. Then listen to eight announcements. Circle the train times in the timetable.

London	07.00	11.31	14.00	17.31	23.11
Oxford	08.15	12.08	17.18	21.45	22.17
Glasgow	08.51	10.57	12.09	15.55	18.51
Liverpool	06.45	11.11	13.35	16.35	19.28
Manchester	06.49	11.07	15.43	20.20	23.04

4 **SPEAKING** Work in pairs. Write down five times using the 24-hour clock. Take turns to say them to your partner. Your partner writes them down. Check they are correct.

5 **SPEAKING** Work in pairs. Practise reading the dialogue, changing the words in **blue**.

6 Read the *Learn this!* box. Underline an example of *can* for asking and giving permission in the dialogue in exercise 1.

LEARN THIS!

We can use *can* for asking for, giving and refusing permission.
Can I go out this evening?
Yes, you can. / No, you can't.

7 **3.40** Listen to two dialogues and complete the chart.

	Destination	Price	Platform	Time
1	Oxford			
2	Glasgow			

8 **3.41** Complete the questions with the words below. Then listen and check.

can have how much leave same when

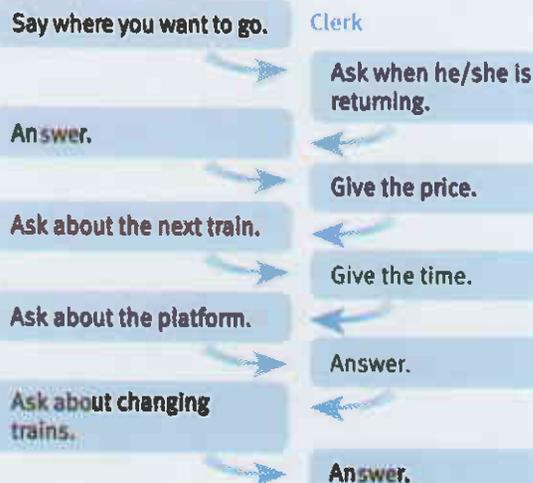
- Can I _____ a return ticket to Oxford, please?
- _____ are you coming back?
- Which platform does it _____ from?
- _____ is a return ticket, with a railcard?
- Are you coming back on the _____ day?
- _____ I take my dog on the train?

SPEAKING STRATEGY

English speakers use 'please' and 'thank you' a lot. Remember to include them in your dialogues.

9 **SPEAKING** Work in pairs. Prepare a dialogue. Use phrases from exercise 8 and the prompts below.

Customer



10 **SPEAKING** Act out your dialogue to the class.

I can write a postcard about my holiday.



1 **SPEAKING** Look at the photos. Which holiday destination do you prefer? Why?

2 Work in pairs. Student A: Answer questions 1–6 for Tilly's postcard. Student B: Answer questions 1–6 for Paige's postcard.

- 1 Which country is she visiting?
- 2 Where is she staying?
- 3 What's the weather like?
- 4 What did she do yesterday?
- 5 What is she doing tomorrow?
- 6 What hasn't she done yet?

3 **SPEAKING** Work in pairs. Take turns to ask and answer the questions in exercise 2 and find out about the other postcard.

4 Read the list of useful phrases. Add the phrases in blue in the postcards to the correct groups.

Saying where you are

We're spending (a week) in (Italy).

1 _____ 2 _____

Describing the accommodation

We're staying in a (nice) (hotel).

We love/hate the (apartment/hotel/campsite).

3 _____

Describing the weather

It's (hot/sunny/wet/cold) at the moment.

4 _____ 5 _____

Talking about activities

We (go swimming) every day.

6 _____ 7 _____

We're planning to (visit a castle) tomorrow.

5 Read the writing strategy. Find one example of each tense in each postcard in exercise 2.

WRITING STRATEGY

When you write a postcard:

- 1 Use the **present continuous** to say where you are staying.
- 2 Use the **past simple** to describe activities that you did at a definite time in the past.
- 3 Use the **present continuous** for future activities that you have arranged to do.
- 4 Use the **present perfect negative** with **yet** to describe activities that you have not done, but plan to do.

Dear Isaac

We're on holiday in South Africa. We're staying in a youth hostel by a river. The room isn't very nice, but it's cheap, so we're happy with it. Everybody here is really friendly and the food is fantastic.

The weather is OK - cloudy but warm. Yesterday, we went cycling and explored the countryside. It was tiring, but fun. Tomorrow, we're going to a safari park. I hope we see some giraffes! We haven't climbed Table Mountain yet - I hope we have time.

Wish you were here!

Bye for now.

Tilly -

Isaac Reed

23 Park Road

Bristol

BS8 2LR



Hi Reece,

This is our third day in France.

We're staying in a small hotel by the sea. The hotel is horrible and the people aren't very friendly, but the beach is great and we're enjoying the sunny weather.

I tried surfing yesterday. It's more difficult than it looks!

I haven't bought any souvenirs yet, but we're going shopping tomorrow at the market, so I'll get some then.

Say hello to your sister!

Love,

Paige xx

Reece Waters

124 Castle Street

Taunton

TA1 4BT

England

6 Imagine you are on holiday. Plan a postcard to a friend to tell them about your holiday. Make notes.

- Say where you are and what the weather is like.
- Give information about the accommodation.
- Include information about something you did.
- Include information about something you haven't done yet, but have arranged to do.

7 Write the postcard. Use your notes from exercise 6 and phrases from exercise 4. Use a range of tenses.

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 6?
- used phrases from exercise 4?
- used a range of different tenses?
- checked your spelling and grammar?

Unit 9

1 Complete the sentences with the jobs below.

actor artist journalist musician shop assistant

- I'm a _____. I play the trumpet.
- I'm a _____. I work in a department store.
- I'm an _____. I'm in a Shakespeare play at the moment.
- I'm an _____. My works are in a small gallery near here.
- I'm a _____. I work for a local newspaper.

Mark: ____ /5

2 Complete the text with the verbs below.

do earn get give take

I'm planning to ¹_____ a year off before university. I want to ²_____ some money and also ³_____ experience of living abroad. I love snowboarding, and I'd like to ⁴_____ lessons, but I'll need to ⁵_____ a training course first.

Mark: ____ /5

3 Complete the sentences. Use *going to* and the verbs in brackets.We *aren't going to invite* them to our wedding. (not invite)

- My parents _____ a new car next month. (buy)
- I _____ all my money. (not spend)
- My sister _____ to university next year. (not go)
- Maria _____ piano lessons. (have)
- My brother and I _____ dinner tonight. (cook)

Mark: ____ /5

4 Complete the announcement. Use the affirmative form of *will* and the verbs below.

be employ enjoy open serve

The new Palace Hotel ¹_____ one of the largest and most modern hotels in the country. Our guests ²_____ the very best facilities, including wi-fi in every room. Our restaurant ³_____ excellent food and drink 24 hours a day. The hotel ⁴_____ at the beginning of next year. It ⁵_____ more than 1,000 people.

Mark: ____ /5

5 Put the words in order to make useful phrases.

- back / you / I'll / call
- leave / message / I / can / a ?
- afraid / isn't / I'm / she / here
- speak / can / the / manager / I / to ?
- number / he / got / has / your ?

Mark: ____ /5

Total: ____ /25

Unit 10

6 Choose the correct word.

- A scooter has got **four** / **two** wheels.
- A tram **can** / **can't** travel on water.
- A coach is usually **bigger** / **smaller** than a van.
- A helicopter **can** / **can't** fly.
- A motorbike is **noisier** / **quieter** than a bike.

Mark: ____ /5

7 Write the opposites.

- dangerous s _____
- fast s _____
- cheap e _____
- comfortable u _____
- convenient i _____

Mark: ____ /5

8 Complete the sentences. Use the present perfect form of the verbs in brackets.

- Look! He _____ (fall) off his chair!
- Oh no! You _____ (drink) all the milk.
- She _____ (finish) her homework, so she can go out.
- I can't call him. I _____ (lose) my phone!
- I _____ (write) a poem. Would you like to hear it?

Mark: ____ /5

9 Complete the dialogue. Use the present perfect form of the verbs in brackets, and short answers.

Boy OK. *Have you packed* (you / pack) your bags?Girl Yes, I ¹_____. But I ²_____ (not write) the luggage label yet.

Boy Oh, don't worry. What time is the taxi arriving?

Girl I ³_____ (not book) a taxi.Boy Oh, ⁴_____ (Dad / offer) to give us a lift?Girl No, he ⁵_____. But that's a good idea. I'll ask him now!

Mark: ____ /5

10 Complete the questions with the words below.

back direct next platform return

- Which _____ does it leave from?
- Can I have a _____ ticket, please?
- Is it a _____ train?
- When's the _____ train to London?
- When are you coming _____?

Mark: ____ /5

Total: ____ /25

1-10 Skills Round-up

Lead-in

1 Would you like to work in another country? Why? / Why not?

Reading

2 Read the four adverts for jobs in the UK. Which one looks the most interesting, in your opinion? Why?

3 Match each job advertisement with two of the sentences (a-h) below.

- a Only people who can swim very well are right for this job.
- b This job is not in England, but it's in the UK.
- c This job is in a big shop in London.
- d Applicants who speak Arabic have an advantage.
- e You need to write a letter to apply for this job.
- f This job is outdoors by the sea.
- g This is a good job for people who do sports.
- h This job means working in the morning only.

Writing

4 Imagine that you want to work in the UK. Write an application letter for one of the jobs in exercise 2. Include the information below.

- which job you are applying for
- your age and nationality
- your reason for wanting the job and your experience
- what you are sending (e.g. CV, photo, etc.)

Listening

5  3.42 Listen to four short scenes. In how many scenes does Anna speak?

6  3.42 Listen again. Match one sentence (a-e) with each scene (1-4). There is one sentence that you do not need.

1 ___ 2 ___ 3 ___ 4 ___

- a Anna finds out that Yorkshire is a long way from London.
- b There is a conversation about dealing with difficult people.
- c Anna leaves a message, but not her phone number.
- d There are problems finding somewhere for Anna to live in the UK.
- e Anna hears some good news and feels excited.

Speaking

7 Work in pairs. Role-play a conversation about one of the jobs in exercise 2.

Student A: You are the applicant. You are phoning to get more information about the job. When the person you need is not there, leave a message, including your phone number.
Student B: You work for the company. The person the applicant needs to speak to is out of the office. Offer to take a message.

1 Harrods

We're looking for hard-working and reliable people to work at our famous department store in London. Applicants must be good at dealing with the public. Foreign languages, especially Arabic, will be an advantage. No experience of working in a shop is necessary.

Please apply online by completing the application form.



More 

2 Holiday Camp

Staff wanted for Holiday Camp in Yorkshire

We need people who can:

- speak foreign languages
- do and organise sports
- work in our bar or café

Please apply in writing to Maggie Harrison, General Manager, Golden Hills Holiday Camp.



More 

3 Work in Scotland

We need cleaners to work in our busy hotel in the centre of Edinburgh. Your duties will include cleaning rooms and making beds. The hours are from 6.00 a.m. to 12.00 midday, seven days a week.

Please apply by email to the hotel manager.



More 

4 Life guard

We need life guards for our busy beaches in Devon in the south west of England. Applicants must be young, physically fit and excellent swimmers. Experience and/or a qualification will be an advantage, but free training courses are available for successful applicants.

Apply by telephoning the number on our website.



More 

IB be

1 Write affirmative, negative and interrogative sentences.

→ I.1

- the pizza / hot
The pizza is hot.
The pizza isn't hot.
Is the pizza hot?
- I / right
- Joanna / 17
- they / from Argentina
- you / at home
- Michael / in the classroom

Possessive adjectives

2 Complete the sentences with possessive adjectives.

→ I.3, I.4

- I'm in my bedroom.
- They're in _____ bedroom.
- We're in _____ classroom.
- She's in _____ car.
- He's in _____ house.
- You're in _____ school.
- The dog's in _____ basket.

Demonstrative pronouns

3 Choose the correct words. → I.5

- Is that / those your book?
- Is this / that your teacher over there?
- These / This are my pens.
- 'Emily, this / that is Jake.'
'Hi, Jake. Nice to meet you.'
- That / Those isn't my bicycle.

IC have got

4 Complete the sentences with the affirmative form of *have got*. Use the short form with pronouns (*I, you, he, etc.*).

→ I.6, I.7

- My dad _____ three brothers.
- We _____ an exam this afternoon.
- I _____ a picture of you on my phone.
- My sister loves cats. She _____ three!
- Hey! You _____ my dictionary!
- Our teacher _____ a Ferrari.
- This apartment _____ four bedrooms.
- We _____ pizza for dinner.

5 Look at the chart. Write affirmative and negative sentences with *have got* and the prompts below. → I.6, I.7

	Ella	Jack
a bike	✓	✗
a dog	✗	✓
a computer	✗	✓
a dictionary	✗	✗
a phone	✓	✓

- Ella / a bike
Ella has got a bike.
- Jack / a bike
- Jack / a dog
- Ella / a computer
- Ella and Jack / a dictionary
- Ella and Jack / a phone

6 **SPEAKING** Work in pairs. Ask and answer questions about the things in the chart. Then add three more questions of your own. → I.6, I.7

Have you got a bike?

Yes, I have. / No, I haven't.

Articles

7 Choose the correct articles. → I.9

- a / an American car
- a / an university
- a / an MP3 player
- a / an taxi
- a / an old man
- a / an maths exam
- a / an exercise
- a / an hour

8 Find one mistake in each sentence. Correct it. → I.8, I.9, I.10, I.11

- I've got a bike and a skateboard, but a skateboard is very old.
I've got a bike and a skateboard, but the skateboard is very old.
- From Monday to Friday, we're at school in afternoon.
- Look! *Pirates of the Caribbean* is on a TV tonight!
- My aunt is in bed during the day and at work at the night.
- 'I've got a dog.' 'Really? What's a dog's name?'
- My sister isn't at school today, she's at doctor's.
- She's at cinema? But it's eight o'clock in the morning!
- My dad isn't at the home in the evening.

IB be

I.1

Affirmative	Negative
I am (short form: I'm)	I am not
you are	you are not
he/she/it is	he/she/it is not
we are	we are not
you are	you are not
they are	they are not

Interrogative	Short answers
Am I?	Yes, I am. / No, I am not.
Are you?	Yes, you are. / No, you are not.
Is he/she/it?	Yes, she is. / No, she is not.
Are we?	Yes, we are. / No we are not.
Are you?	Yes, you are. / No, you are not.
Are they?	Yes, they are. / No, they are not.

I.2 Short forms

I am – I'm you are – you're we are – we're
they are – they're I am not – I'm not is not – isn't
are not – aren't

We don't use short forms in affirmative short answers.

Yes, I am (Not Yes I'm)

Possessive adjectives

I.3

Subject pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
	your
they	their

I.4 Possessive adjectives have the same form when used with a singular or plural noun.

My book. My books.

When we talk about body parts or clothes, we often use *its* possessive adjectives.

Close your eyes. Put on your jacket.

Its and *It's*

Note: The dog has got *its* food. It's a black dog.

Demonstrative pronouns

I.5 We use *this* and *these* to refer to objects which are near us.

This is a pen. These are my trainers.

We use *that* and *those* to refer to objects which are not near us.

That's my house. Those are nice flowers.

We use *this* to introduce someone.

This is Tom.

We use *that* to talk about something that somebody has just said.

'Are you Catherine?' 'That's right.'

IC have got

I.6

Affirmative

I have got (short form: I've got)

He/She/It has got (short form: he's got)

You/We/They have got (short form: you've got)

Negative

I haven't got

He/She/It hasn't got

You/We/They haven't got

Interrogative

Have I got ...?

Has he/she/it got ...?

Have you/we/they got ...?

Short answers

Yes, I have. / No, I haven't

Yes, he/she/it has. / No, he/she/it hasn't.

Yes, you/we/they have. / No, you/we/they haven't.

I.7

• If we refer to objects which belong to people, we use *have got + noun*.

I've got a new phone. It's got an MP3 player.

• *Have got* is also used when we talk about family members.

Have you got a sister? No, I haven't. But I've got two brothers.

• *Have got* is also used to describe people's appearance.

He's got dark hair. She's got a big nose.

What colour eyes have you got?

1B Present simple: affirmative and negative

1 Write the third person singular form of the verbs. → 1.1, 1.2

- | | |
|-------------------------|-------------------|
| 1 play she <u>plays</u> | 5 fly he _____ |
| 2 study he _____ | 6 like it _____ |
| 3 watch she _____ | 7 do she _____ |
| 4 go it _____ | 8 finish he _____ |

2 Complete the sentences with the correct form of the verbs in exercise 1. → 1.1, 1.2, 1.3

- Mary _____ maths at Edinburgh University.
- Ethan _____ volleyball every weekend.
- Grace _____ shopping every Saturday.
- My uncle _____ pop music.
- My dad _____ to Dublin every week.
- My mum _____ TV at breakfast.
- Your friend _____ his homework on the bus.
- My brother _____ work at five o'clock.

3 Complete the sentences with *don't* or *doesn't*. → 1.4

- Mark _____ listen to CDs. He listens to his MP3 player.
- We _____ finish school until lunch time.
- My dad _____ get up early at weekends.
- I _____ speak Japanese.
- My sister _____ watch TV in the evening. She reads.
- I _____ understand this word.

4 Rewrite the sentences. Make the sentences negative. → 1.4

- My sister has maths on Mondays.
My sister *doesn't* have maths on Mondays.
- We live in Scotland.
- I speak three languages.
- My brother studies every evening.
- My dad goes out a lot.
- We like our neighbours.
- My cousin watches TV on his phone.

5 Complete the sentences. Use the present simple affirmative or negative form of the verbs in brackets. → 1.1, 1.2, 1.4

- 'What's the time?' 'Sorry, I _____.' (know)
- My sister _____ TV a lot. She loves talent shows. (watch)
- 'You can have my sandwich. I _____ it.' (like)
- We _____ in England. We live in Wales. (live)
- My dad _____ dinner because my mum hates cooking. (cook)
- My mum _____ to work, she drives. (walk)
- I _____ my homework in my bedroom because it's quiet there. (do)

1D Present simple: questions

6 Put the words in the correct order to make questions. → 1.5

- maths / do / like / you / ?
- study / your best friend / does / Chinese / ?
- do / German / you / speak / ?
- you / watch / do / at weekends / DVDs / ?
- play / do / basketball / you and your friends / ?
- walk / your brother / to school / does / ?

7 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6. → 1.5

Do you like maths?

Yes, I do. / No, I don't.

8 Choose the correct question words. → 1.6

- 'When / Where do you do your homework?'
'Before breakfast.'
- 'Which / How sports do you watch on TV?'
'I watch football and tennis.'
- 'Where / Who do you sit with on the bus?'
'I sit with my brother.'
- 'Who / Where does your best friend live?'
'Near the school.'
- 'How / When do you go to school?'
'By bus.'

9 Complete the questionnaire with the words below. → 1.6

How What When Where Who

- _____ do you get up on Sunday mornings?
- _____ do you relax?
- _____ programmes do you watch on TV?
- _____ do you live?
- _____ do you live with?

10 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 9. → 1.6

1F Object pronouns

11 Rewrite the sentences. Replace the words in blue with an object pronoun. → 1.7, 1.8

- Do you want to sit with *me and my friends*?
Do you want to sit with *us*?
- Do you listen to *your dad*?
- I don't like *this TV programme*.
- We see *my cousins* at weekends.
- I don't eat *crisps*.
- Don't speak to *my mum*. She's asleep!
- This book is for *Maria*.
- We live with *our grandparents*.

Articles

1.8

We use the indefinite article (*a* and *an*) with singular countable nouns only.

a book a computer

We can use the definite article (*the*) with singular and plural countable nouns and with uncountable nouns.

the table the chairs the water

1.9

We use *an* when the next word begins with a vowel sound.

an egg an Indian restaurant an hour

Remember that the spelling and pronunciation of English words may differ. Some words that begin with the letter *u* do not start with a vowel sound, they start with a /j/. We do not use *an* with these words

a university a useful book a US city

1.10

We use *a* and *an* when we talk about something for the first time.

There is a phone on the table.

We use *the* when we mention it again.

The phone isn't mine.

1.11

Some common expressions include an article and others do not. There are no rules – you have to learn them.

Expressions with no article:

- play football/tennis
- watch television
- have breakfast/lunch/dinner
- go to school/work/hospital/church/university
- at night

Expressions with an article:

- play the piano / the guitar
- listen to the radio / see a film
- have a snack / a drink / a sandwich
- go to the theatre / the cinema / the doctor's
- during the day, in the morning/afternoon/evening

18 Present simple: affirmative and negative

1.1

Affirmative

I/You/We/They work.

He/She/It works.

1.2

Spelling rules for third person singular (*he/she/it*)

Most verbs: add -s

+ -s start → starts play → plays

Verbs ending in -ch / -s / -sh / -o: add -es

+ -es watch → watches go → goes

Verbs ending in consonant + -y: add -es and -y changes to i.

-y → ies study → studies carry → carries

1.3

We use the present simple:

- for something that happens always or regularly.

I watch TV every day.

I get up at 7.30.

My brother plays basketball.

- for a fact that is always true.

Russell Crowe comes from New Zealand.

Cats like milk. I live in Oxford.

Present simple: negative

1.4

Negative

I/You/We/They don't play.

He/She/It doesn't play.

Full forms

I don't play. = I do not play.

He doesn't play. = He does not play.

We form the negative with *don't* or *doesn't* + base form of the verb. (The base form of the verb is the infinitive without *to*, e.g. *go, have, work*).

19 Present simple: questions

1.5

Questions

Do I/you/we/they work?

Does he/she/it work?

Short answers

Yes, I do. / No, I don't.

Yes, she does. / No, he doesn't.

Yes, they do. / No, you don't.

We form present simple questions with *do* or *does* + base form of the verb. (The base form of the verb is the infinitive without *to*.)

Do you play football?

Does he play football?

Note: we don't use the third person singular form of the main verb.

Does he plays football?

2B Adverbs of frequency

1 Put the words in the correct order to make sentences. → 2.1, 2.2

- 1 in my bedroom / cold / it's / often / .
- 2 goes / never / my cousin / cycling / .
- 3 I'm / with my exam results / usually / happy / .
- 4 I / in my bedroom / my homework / do / always / .
- 5 sometimes / by bus / Sally / to school / goes / .
- 6 TV / my dad / watches / before breakfast / hardly ever / .

2 Rewrite the sentences. Use the adverbs of frequency in brackets. → 2.1, 2.2

- 1 I play basketball on Sundays. (often)
I often play basketball on Sundays.
- 2 I'm hungry at school. (never)
- 3 We speak English in English classes. (always)
- 4 I'm in bed before ten o'clock. (hardly ever)
- 5 Jason does the washing-up. (often)
- 6 I meet my friends in town. (usually)

3 Write questions. Use *How often ... ?* Then write true answers with an adverb of frequency. → 2.1, 2.2

- 1 your best friend / send you a text message?
- 2 you / play board games?
- 3 you / surf the Net?
- 4 your mum / do the shopping?
- 5 you / do athletics?
- 6 you / listen to music?

2D can

4 Write sentences. Use *can* or *can't*. → 2.3, 2.4

- 1 Kate and David / skateboard ✓
- 2 we / speak English ✓
- 3 I / swim ✗
- 4 Vicky / sing ✗
- 5 my grandparents / use a computer ✗
- 6 Joseph / do gymnastics ✗
- 7 you / play the guitar ✓

5 Look at the chart. Write questions and answers. → 2.3, 2.4

	Anne	Sylvia and Martha
ice skate	✓	✓
play basketball	✗	✓
speak French	✓	✗

Can Anne ice skate?
Yes, she can.

Adverbs

6 Complete the sentences. Use the adverb form of the adjectives below. → 2.5, 2.6

bad careful fast good late

- 1 'Why are you driving _____?' 'Because I don't want to be late.'
- 2 He's a very good ice skater. He can skate really _____.
- 3 This is very important. Please listen _____.
- 4 'Is John still in bed?' 'Yes, he always gets up _____ on Saturdays.'
- 5 I don't want to swim because I swim very _____.

beautiful early easy hard slow

- 6 You've got an exam tomorrow, so please go to bed _____.
- 7 My mum works very _____. She goes to the office at 8 a.m. and comes home at 7 p.m.
- 8 I type very _____. I only use two fingers!
- 9 John is a great swimmer. He swims _____.
- 10 United beat Chelsea _____. The score was 5-0.

2G Imperatives

7 Complete the imperatives with the verbs below. → 2.7

ask come ~~eat~~ listen phone put sit

- 1 Your bedroom is very untidy. Please tidy it.
- 2 _____ here! I want to show you my new dress.
- 3 _____ to this song. It's really good.
- 4 _____ your hand up if you know the answer.
- 5 _____ me when you get home this evening.
- 6 If you don't know the answer, _____ the teacher.
- 7 Dinner's ready. Please _____ at the table.

8 Look at the pictures. Complete the negative imperatives with the verbs below. → 2.7

be draw forget open sit



Grammar Reference

1.6

We use question words (*who, what, where, when, etc.*) to ask for information. The question word comes at the beginning of the question.

Where do you live?

When do you go to bed?

What is sometimes followed by a noun:

What music do you like?

What subjects do you do at school?

If the question includes a preposition, it usually goes at the end.

What music do you listen to?

Who do you live with?

1F Object pronouns

1.7

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

1.8

We use *me, him, her, us* and *them* for people.

There's Ann. Do you know her?

We use *it* and *them* for things.

I never eat apples. I hate them.

This is your pen. Do you want it?

We use object pronouns after prepositions.

Listen to me! Do you want to come with us?

2B Adverbs of frequency

2.1

We use adverbs of frequency to say how often we do something.

0%				100%
never	occasionally	sometimes	often	always

2.2

The normal position for an adverb of frequency is:

- immediately after the verb *be*.

He's always late for school.

She isn't always happy to see me.

- immediately before most other verbs

They often play tennis at the weekend.

You never phone me.

2D can

2.3

Affirmative

I/You/We/They/He/She/It can drive.

Negative

I/You/We/They/He/She/It can't drive.

The full form of *can't* is *cannot*.

Interrogative

Can I/you/we/they/he/she/it drive?

Short answers

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

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

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

We use the short form *can't* in short answers.

2.4

We use *can* to

- talk about ability.

I can drive

Pete can't cook.

'Can you play the guitar?' 'Yes, I can.'

- make requests.

Can you come to my party?

Can you repeat that, please?

Adverbs

2.5

- We form most adverbs by adding *-ly* to the adjective.

slow → slowly careful → carefully easy → easily

- Some adjectives don't change.

fast high late low early hard

- The adverb from *good* is *well*.

2.6

- We use adverbs with verbs to say how something happens.

It's raining hard. He sings badly.

2G Imperatives

2.7

- We form the imperative by using the base form of the verb.

Join our reading group!

- We use *don't* before the verb to make the negative form.

Don't forget - we meet every Friday.

30 **there is / there are; some/any with plural nouns**

1 Complete the sentences with *There's* or *There are*.
→ 3.1

- _____ seven girls in this class.
- _____ a bin near the door.
- _____ three science rooms in our school.
- _____ two pencils in my bag.
- _____ a dictionary on my desk.
- _____ a plant near the teacher's desk.

2 Complete the sentences with *a/an, some* or *any*.
→ 3.1, 3.3

- There's _____ clock on the wall.
- Is there _____ CD on your desk?
- There are _____ shelves near the window.
- Are there _____ windows in the library?
- There isn't _____ whiteboard in our classroom.
- There aren't _____ blinds on the window.

3 Rewrite the sentences. Make the affirmative sentences negative and the negative sentences affirmative.
→ 3.1, 3.2

- There isn't a computer in the room.
There's a computer in the room.
- There are some students in the classroom.
There aren't any students in the classroom.
- There are some pens on the teacher's desk.
- There's a table near the door.
- There aren't any plants near the window.
- There are some shelves near the board.
- There's a bin near the desk.

4 Are the items below in your schoolbag? Write true sentences. Use the correct form of *there is / there are* and *a/an, some* or *any*. → 3.1

- | | |
|------------------|--------------------------------------|
| 1 a dictionary | <i>There's a / There isn't a ...</i> |
| 2 pens | 5 exercise books |
| 3 a mobile phone | 6 a rubber |
| 4 a ruler | 7 pencils |

5 Write questions and answers. Use the correct form of *there is / there are, a/an* or *any*. → 3.1, 3.2, 3.3

- | | |
|--------------|---|
| 1 computer ✓ | <i>Is there a computer? Yes, there is.</i> |
| 2 posters X | <i>Are there any posters? No, there aren't.</i> |
| 3 clock X | 6 whiteboard X |
| 4 students ✓ | 7 chairs X |
| 5 cupboard ✓ | 8 CDs ✓ |

30 **have to**

6 Choose the correct words.
→ 3.4, 3.5

- I **has to / have to** go home now. It's very late.
- 'Do you **have to / Does you have to** study French?'
'No, we **don't / doesn't**.'
- You **don't have to / doesn't have to** shout. I can hear you.
- 'Do / Does Anna **have to / has to** get up early?' 'Yes, she **do / does**.'
- Mike **have to / has to** walk to school.
- Marianne **don't have to / doesn't have to** study ICT.
- 'Do / Does you **have to** do a lot of homework at the weekend?' 'No, I **don't / doesn't**.'
- Sarah and Peter **have to / has to** come home before midnight.

7 Find one mistake in each sentence. Correct it. → 3.4, 3.5

- I **has** to study French. *I have to study French.*
- 'Does Harry **has to** get up early?' 'No, he **doesn't**.'
- We **have** get to school before 8.30 a.m.
- Jason and Sarah **has to** wear a uniform.
- 'Do you **have to** stay at school for lunch?' 'Yes, I **have**.'
- We **doesn't** have to do homework at the weekend.

8 Look at the chart. Then write four sentences about Joe and four sentences about Linda. Use the affirmative or negative form of *have to*. → 3.4, 3.5

Jobs	Joe	Linda
tidy his/her bedroom	yes	no
cook dinner	no	no
do the washing-up	yes	yes
make breakfast	yes	yes

Joe has to tidy his bedroom.

9 **SPEAKING** Work in pairs. Ask and answer questions about the activities in exercise 8. → 3.4, 3.5

Does Joe have to tidy his bedroom?

Yes, he does.

10 **SPEAKING** Find out what your partner has to do at home. Ask and answer questions about the activities in exercise 8.
→ 3.4, 3.5

Do you have to tidy your bedroom?

Yes, I do. / No, I don't.

Grammar Reference

3B *there is / there are*

3.1

there is / there are

singular	plural
Affirmative	
There's a book.	There are some books.
Negative	
There isn't a book.	There aren't any books.
Interrogative	
Is there a book?	Are there any books?
Short answers	
Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

3.2

We usually use the short form of *there is*: *there's*. However, we use the full form in affirmative short answers:
Is there a TV? Yes, there is. (NOT *Yes, there's.*)
There are does not have a short form.

3.3

We use *Is there a ...?* to ask about singular nouns.

Is there a bin in the classroom?

We use *Are there any ...?* to ask about plural nouns.

Are there any pens on the desk?

We use *There isn't a ...* with singular nouns.

There isn't a notice board in our classroom.

We use *There aren't any ...* with plural nouns.

There aren't any books in my schoolbag.

SEE UNIT 5 FOR MORE INFORMATION ON *SOME* AND *ANY*.

3D *have to*

3.4

Affirmative	
I have to	
You have to	
He has to	
She has to	be home before ten o'clock.
It has to	
We have to	
You have to	
They have to	
Negative	
I don't have to	
You don't have to	
He doesn't have to	
She doesn't have to	be home before ten o'clock.
It has to	
We don't have to	
You don't have to	
They don't have to	
Interrogative	
Do I have to	
Do you have to	
Does he have to	
Does she have to	be home before ten o'clock?
Does it have to	
Do we have to	
Do you have to	
Do they have to	
Short answers	
Yes, I/we/you/they do. / No, I/we/you/they don't.	
Yes, he/she/it does. / No, he/she/it doesn't.	

3.5

We use *have to* to say that something is necessary or compulsory.

She has to be at school before 8:30.

We use *don't have to* to say that something is not necessary (but it isn't against the rules).

We don't have to have lunch at school. Some people go home.

4B Present continuous

1 Complete the sentences. Use the correct form of the verb *be*. → 4.1

- I _____ wearing trainers.
- We _____ reading magazines.
- My friends and I _____ chatting online.
- Our neighbour _____ learning Chinese.
- You _____ standing on my toe.

2 Write the *-ing* form of the verbs. → 4.2

- | | | |
|--------------|--------------|-------------|
| 1 sit _____ | 3 play _____ | 5 get _____ |
| 2 make _____ | 4 do _____ | 6 use _____ |

3 Complete the sentences. Use the present continuous form of verbs from exercise 2. → 4.1, 4.2

- My best friend _____ next to me.
- I _____ ready for the party.
- Mum _____ a cake.
- We _____ my brother's computer.
- Lucy _____ her homework.

4 Rewrite the sentences in exercise 3. Make the sentences negative. → 4.1, 4.2

- My best friend isn't sitting next to me.

5 Write questions and short answers. Use the present continuous form of the verbs. → 4.1, 4.2

- Toby and Sofia / play / tennis? ✓
Are Toby and Sofia playing tennis? Yes, they are.
- your friend / listen / to music? ✓
- Zoe / eat / lunch? X
- Alisha and Rhys / do / their homework? ✓
- Freya / read / a magazine? X
- you / chat online? ✓
- you / wear trainers? X

4D Present simple and continuous

6 Complete the sentences. Use the correct form of the verbs in brackets. Use the present simple in one gap and the present continuous in the other. → 4.4, 4.5, 4.6

- They usually have pasta for lunch, but today they are having sandwiches. (have)
- I _____ a sweatshirt to school today, but I usually _____ a shirt and tie. (wear)
- It hardly ever _____ here in July, but it _____ now! (rain)
- We usually _____ in London, but we _____ in New York for a year right now. (live)
- She _____ coffee, but she usually _____ tea. (drink)

7 Complete the sentences. Use the present simple or present continuous form of the verbs below. → 4.4, 4.5, 4.6

not believe do have play prefer
not understand watch wear work

- Look at Alex. He _____ a yellow jacket.
- 'Where's Libby?' 'She _____ basketball in the park.'
- We always _____ breakfast in the kitchen.
- Jack _____ his homework every night.
- Don't turn the TV off. I _____ this programme!
- Farmers usually _____ outside.
- Is that a new hat? I _____ your old one!
- What are they saying? I _____ Italian.
- That story sounds strange. I _____ it.

8 Complete the dialogue. Use the present simple or present continuous form of the verbs in brackets. → 4.4, 4.5, 4.6

- Imogen Is Tilly at home?
Thomas No, she ¹ _____ (play) volleyball at the park.
Imogen Really? But Tilly ² _____ (not like) sport.
Thomas I ³ _____ (know) that. But she's with friends.
Imogen Is William with them?
Thomas William? I'm not sure ...
Imogen He's tall with dark hair. He usually ⁴ _____ (wear) a dark blue tracksuit.
Thomas Sorry. I ⁵ _____ (not know) him.
Imogen It doesn't matter.
Thomas What ⁶ _____ you _____ (do) now?
Imogen I ⁷ _____ (send) Tilly a text message.
Thomas ⁸ _____ you _____ (ask) her about William?
Imogen No, I ⁹ _____ (tell) her a secret about him. William really ¹⁰ _____ (like) her!

4F Present continuous for future arrangements

9 Complete the conversation. Use the present continuous form of the verbs in brackets. → 4.7

- Maisie What ¹ _____ you _____ (do) this evening, Owen?
Owen Nothing really. I ² _____ (stay) at home.
Maisie Well, Leah and I ³ _____ (go) ice skating. Do you want to come?
Owen Yes, please! What time ⁴ _____ you _____ (go)?
Maisie Leah ⁵ _____ (work) at the bookshop after lunch, so I ⁶ _____ (meet) her in town when she finishes work at six.
Owen OK. See you later!

48 Present continuous

4.1

Affirmative	Negative
I'm eating.	I'm not eating.
You're eating.	You're not eating.
He's/She's/It's eating.	He/She/It isn't eating.
We're/You're/They're eating.	We/You/They aren't eating.

Interrogative

Am I	
Are you	eating?
Is he/she/it	
Are we/you/they	

Short answers

- Yes, I am. / No, I'm not.
- Yes, she is. / No, she isn't.
- Yes, we are. / No, we aren't.

We form the present continuous with the correct form of *be* + the *-ing* form of the main verb.

- drink She is drinking.
- work They aren't working.
- listen Are you listening?

4.2

Spelling: *-ing* forms

We add *-ing* to the end of most verbs.

play + *-ing* → playing

If the verb ends in a consonant + *e*, we omit the *-e* and add *-ing*.

-e + *-ing* drive → driving

If the verb ends in a short vowel + consonant, we double the consonant and add *-ing*.

swim → swimming

4.3

We use the present continuous:

- for something that is happening now.
Mum's in the kitchen. She's cooking dinner.

49 Present simple and present continuous

4.4

We use the present simple and present continuous differently. The main uses for each tense are:

Present simple

- to talk about regular actions or events
I always get up at 6.30.
- to talk about a general fact or something that is always true
We live in London.
Cats eat birds.

Present continuous

- to describe an action or event happening now
Logan is skating really badly.
Oh no! It's raining.

4.5

There are some verbs we don't use in the present continuous – or any continuous tense. These include:

believe, hate, know, like, love, mean, need, know, prefer, understand, want

I'm not listening because I hate (NOT I'm ~~hating~~) this song.

4.6

We normally use the present simple with words like: *usually, always, every day, never, on Sundays*, etc.

We normally use the present continuous with words like: *today, at the moment, tonight, (right) now*, etc.

50 Present continuous for future arrangements

4.7

We can use the present continuous to talk about arrangements in the future. We often include a future time reference: *this evening, tomorrow afternoon, next Sunday*, etc.

Lucas is going bowling on Sunday morning.

We're meeting at ten o'clock tomorrow morning.

Sometimes there isn't a time expression when it's clear we are talking about the future.

'What are you doing this evening?' 'I'm watching a DVD.'

What time are you going to bed?

Grammar Builder

5B Quantity

1 Are the nouns countable or uncountable? If they are countable, write the plural. If they are uncountable, write *U*.

→ 5.3

- | | |
|-------------------|---------------|
| 1 water <u>U</u> | 5 prawn _____ |
| 2 egg <u>eggs</u> | 6 pork _____ |
| 3 apple _____ | 7 beef _____ |
| 4 butter _____ | 8 grape _____ |

2 Complete the sentences with *some/any* or *a/an*. Use *a/an* for countable nouns. → 5.1, 5.2

- Have we got any cheese?
- There isn't _____ ham in the fridge.
- I'd like _____ apple, please.
- We need _____ onion for this recipe.
- I don't want _____ butter in my sandwich.
- Have you got _____ red pepper?
- There's _____ rice in the cupboard.
- Sorry, we haven't got _____ fruit.

3 Tick the sentences which are correct. Rewrite the sentences which have a mistake. → 5.1, 5.2

- Have you got any grapes? ✓
- There's any pork in the fridge. ✗
There's some pork in the fridge.
- There aren't any water on the table.
- I want some chicken, but I don't want any rice.
- We haven't got some ham, but we've got some beef.
- There are some butter in this sandwich.
- There's some fruit on the table, but there aren't some oranges.
- I need to buy some eggs, but I haven't got any money.

4 Write questions with *How much* or *How many*. → 5.1, 5.3

- apples / you / eat / a week?
How many apples do you eat a week?
- water / you / drink / a day?
- English lessons / you / have / a week?
- homework / you / do / a day?
- money / you / have got / in your pocket?
- films / you / watch / a month?

5 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 4. → 5.3

How many apples do you eat a week?

None. / About five.

5D should / shouldn't

6 Rewrite the sentences. Use *should* or *shouldn't* and the pronoun in brackets. → 5.4, 5.5

- It's a good idea to have breakfast. (We)
We should have breakfast.
- It's important to phone your mum. (You)
- It's a bad idea to copy your friend's homework. (You)
- It's important not to go to bed late. (I)
- It's a good idea to wear a coat in winter. (You)
- It's a bad idea to laugh at my sister. (I)
- It's important to revise for exams. (You)
- It's a good idea to go out this weekend. (We)

7 Write sentences giving advice for the problems. Use *You should* or *You shouldn't* and the prompts below.

→ 5.4, 5.5

ask for directions not eat them not go near it
not stay up late see a doctor wear a sweater

- | | |
|------------------------------|-----------------------------------|
| 1 I'm really cold! | 4 That dog looks angry! |
| 2 I don't feel well. | 5 I can't find the train station. |
| 3 I don't like these prawns. | 6 I've got an exam tomorrow. |

5F would like

8 Choose the correct words.

→ 5.6, 5.7

- 'Do you like / Would you like to come to the cinema?'
'No, thanks. I'm staying in this evening.'
- I'm hungry. I like / I'd like a sandwich.
- 'Do you like / Would you like a cola?' 'No, thank you.'
- 'Do you like / Would you like pasta?' 'Yes, I love it.'
- 'Do you like / Would you like to play a video game with me?' 'Yes, please.'
- 'I like / I'd like something to drink.' 'OK. Here's a glass of water.'

9 **SPEAKING** Work in pairs. Student A: Make offers / invitations with *would like*. Student B: Reply politely. → 5.6, 5.7

- | | |
|-------------------------|----------------------------|
| 1 come to the cinema | 5 go to the leisure centre |
| 2 an apple | 6 a drink |
| 3 go rollerblading | 7 a lemonade |
| 4 a hamburger and chips | 8 a glass of milk |

Would you like to come to the cinema?

Yes, please.

Would you like an apple?

No, thank you.

5B Quantity

5.1

Countable and uncountable nouns

- **Countable nouns** are things that you can count. They have a singular and a plural form:
an orange two oranges
- **Uncountable nouns** are things that you can't count, you can only weigh or measure. They only have a singular form:
some bread I like cheese
- We use words like *bowl*, *glass*, etc. with uncountable nouns when we want to talk about quantity:
a bowl of pasta a bottle of milk a slice of cheese
a kilo of beef a glass of lemonade

5.2

some and any

- We usually use *some* in affirmative sentences. We use it with plural countable nouns and uncountable nouns.
There are some apples on the table.
There's some bread on the shelf.
- We usually use *any* in negative sentences and questions. We use it with plural countable nouns and uncountable nouns.
He doesn't want any food. There aren't any eggs.
Is there any coffee? Are there any bananas?

5.3

How much / many ...?

We use *How much ...?* with uncountable nouns.

How much milk have we got?

Two litres. / Three bottles. / A lot. / None

We use *How many ...?* with countable nouns.

How many eggs do you need? Six.

5D should / shouldn't

5.4

Should is followed by the base form of the verb. The form of *should* is the same for all persons.

Affirmative

I/You/He/She/It should	go home now.
We/You/They should	

Negative

I/You/He/She/It shouldn't	go home now.
We/You/They shouldn't	

Interrogative

Should I/you/he/she/it	go home now?
Should we/you/they	

5.5

We use *should* to give advice.
It's cold. You should wear a coat.
You shouldn't copy your friend's homework.

5F would like

5.6

Would like is a polite way of saying *want*. *Would like* is the same for all persons (*I, you, she, we* etc.) and we usually use its short form (*'d like*). It can be followed by a noun or an infinitive.
I'd like coffee, please. My friend would like tea.
We'd like to go home now.

5.7

We use *Would you like ...?* to make polite offers and invitations.
'Would you like a sandwich?' 'No, thank you.'
'Would you like to see my photos?' 'Yes, please.'

6B Past simple: *be* and *can*

1 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

→ 6.1

- Our first lesson this morning _____ science. It was ICT.
- The weather _____ very nice yesterday. It was wet and cold.
- We _____ at home on Saturday afternoon. We were in town.
- They _____ in the school canteen. They weren't in the hall.
- My grandparents _____ doctors. They were teachers.
- Today is Friday. Yesterday _____ Thursday.
- We _____ at a football match on Saturday. The match was great.
- You _____ at the leisure centre. Where were you?

2 **SPEAKING** Work in pairs. Ask and answer questions about what your partner was doing at the times below.

- eight o'clock this morning
- two o'clock this morning
- nine o'clock on Saturday night
- half past ten yesterday morning
- eleven o'clock on Sunday morning
- half past three yesterday afternoon

Where were you at eight o'clock this morning?

I was on the bus. Where were you?

3 Complete the sentences with *could* or *couldn't*. → 6.2



- I _____ phone you because my mobile phone was broken.
- George _____ swim when he was three. He was very good.
- My great-grandad _____ speak Italian. He was from Rome.
- Dad _____ help me with my homework because he was busy.
- The TV was broken, so we _____ watch the news. But we _____ listen to the news on the radio.
- I _____ find my schoolbag. I don't know where it was.

4 Complete the sentences. Use *couldn't* and the verbs below. → 6.2

find finish go have sleep understand watch

- We _____ a barbecue because the weather was bad.
- Sandra _____ her wallet. It wasn't in her bag.
- Martin _____ a DVD because his DVD player was broken.
- Sam wasn't hungry – he _____ his dinner.
- I _____ to school because I was ill.
- We _____ Kumiko because we don't speak Japanese.
- Harry was very tired, but he _____.

6D Past simple: affirmative (regular verbs)

5 Write the past simple form of the verbs. → 6.4

- | | |
|----------------|---------------|
| 1 arrive _____ | 6 stop _____ |
| 2 reply _____ | 7 hate _____ |
| 3 ask _____ | 8 watch _____ |
| 4 climb _____ | 9 visit _____ |
| 5 invite _____ | 10 tidy _____ |

6 Complete the sentences with the past simple form of the verbs in exercise 5. → 6.3, 6.4, 6.5

- The cat _____ up the tree.
- The bus _____ opposite the town hall two minutes ago.
- We _____ DVDs last night.
- Three days ago, I _____ a science museum.
- Kate _____ David to her party.
- 'What time is it?' I _____ her. 'Two o'clock,' she _____.
- We _____ at the bus stop at quarter to four.
- Last Tuesday, I _____ my bedroom.
- When I was young, I _____ cheese, but now I love it.

7 Complete the sentences with the past simple form of the verbs in brackets. → 6.3, 6.4, 6.5

- Yesterday we _____ (play) football after school.
- Jessie's dad _____ (study) German at school.
- The car _____ (stop) in front of the house.
- My dad _____ (walk) to work last Monday.
- Andrea _____ (live) in Madrid between 2008 and 2011.
- Last night my friend and I _____ (chat) on the phone.
- Yesterday we _____ (arrive) at school at eight o'clock.
- My mum _____ (wash) her car the day before yesterday.
- My grandparents _____ (move) to Britain 30 years ago.

8 Complete the time expressions. Use the words below.

afternoon ago before last month three yesterday

- _____ morning
- the day _____ yesterday
- two months _____
- _____ years ago
- _____ night
- yesterday _____
- last _____

6B Past simple: *be* and *can*

6.1

- The past simple of *be* is *was* or *were*.
- wasn't* = *was not*

Affirmative	Negative
I was ill.	I wasn't ill.
You were ill.	You weren't ill.
He/She/It was ill.	He/She/It wasn't ill.
We were ill.	We weren't ill.
You were ill.	You weren't ill.
They were ill.	They weren't ill.

Questions	Short answers
Was I ill?	
Were you ill?	Yes, I/he/she/it was.
Was he/she/it ill?	No, I/he/she/it wasn't.
Were we ill?	Yes, you/we/they were.
Were you ill?	No, you/we/they weren't.
Were they ill?	

6.2

- The past simple of *can* is *could*.
- The forms of *could* are the same for all persons.
- couldn't* = *could not*
- We use the infinitive without *to* after *could*
I *could see everything*. (NOT *I could to see everything*).

Affirmative	Negative
I could read.	I couldn't read.
You could read.	You couldn't read.
He/She/It could read.	He/She/It couldn't read.
We could read.	We couldn't read.
You could read.	You couldn't read.
They could read.	They couldn't read.

Questions	Short answers
Could I read?	
Could you read?	
Could he/she/it read?	Yes, I/you/he/she/it/we/they could.
Could we read?	No, I/you/he/she/it/we/they couldn't.
Could you read?	
Could they read?	

6D Past simple: affirmative (regular verbs)

6.3

The affirmative form of the past simple is the same for all persons.

Affirmative
I watched TV.
You watched TV.
He/She/It watched TV.
We watched TV.
You watched TV.
They watched TV.

6.4

Spelling: past simple form (affirmative) of regular verbs

Most verbs in the past simple are formed by adding *-ed* to the verb.

play + *-ed* → *played*

With verbs ending in *-e*, we add *-d*.

phone + *-d* → *phoned*

With verbs ending in a consonant and *-y*, we change *-y* to *-i* and add *-ed*.

hurry → *-y* → *-ied* → *hurried*

With verbs ending in a short vowel and a consonant, we double the consonant.

stop → *stopped*

6.5

We use the past simple for an action or event at a definite point in the past.

We played football yesterday afternoon.

I walked to school this morning.

7B Past simple: affirmative (Irregular verbs)

1 Are the verbs regular or irregular? Write *R* or *I*. Then write the past simple form. → 7.1

- | | |
|------------------------------|-------------------|
| 1 <u>I</u> buy <u>bought</u> | 7 ___ work ___ |
| 2 ___ get ___ | 8 ___ write ___ |
| 3 ___ study ___ | 9 ___ come ___ |
| 4 ___ live ___ | 10 ___ start ___ |
| 5 ___ sell ___ | 11 ___ listen ___ |
| 6 ___ walk ___ | 12 ___ send ___ |

2 Match the verbs with their irregular past form. Then complete the past forms with *a, e, i, o* and *u*. → 7.1

- | | |
|---------|--------------|
| 1 wear | a k_n_w |
| 2 know | b p__d |
| 3 think | c w_o_r_e |
| 4 win | d w_n |
| 5 speak | e l_ft |
| 6 pay | f t_h__g_h_t |
| 7 leave | g f_ll |
| 8 fall | h' s_p_k_ |

3 Look at the past form of the irregular verbs below. Write the base forms. → 7.1

- | | |
|------------------------|-------------|
| 1 became <u>become</u> | 5 spent ___ |
| 2 had ___ | 6 did ___ |
| 3 built ___ | 7 kept ___ |
| 4 took ___ | 8 told ___ |

4 Complete the sentences. Use the past simple form of the verbs in brackets. → 7.1, 7.2, 7.3

- My dad _____ a very long beard last year. (grow)
- My uncle _____ hamburgers and chips for lunch yesterday. (make)
- 'Pleased to meet you,' _____ John. (say)
- We _____ to Scotland last summer. (go)
- My parents _____ in Oxford last weekend. (be)
- I _____ my watch when I dropped it on the floor. (break)
- This lesson _____ 20 minutes ago. (begin)
- I _____ the tram to school this morning. (catch)
- She _____ until 11 o'clock on Saturday morning. (sleep)
- I _____ three books last week. (read)
- They _____ a really good film last night. (see)



7D Past simple: negative and interrogative

5 Put the words in the correct order to make negative sentences. → 7.4, 7.5

- didn't / they / their friends / yesterday / meet / .
- her / see / I / didn't / at school / .
- pass / she / her maths exam / didn't / .
- Martha / yesterday evening / watch / didn't / TV / .
- forget / Emily's birthday / didn't / I / .
- last night / listen to / didn't / music / they / .

6 Write negative sentences. Use the past simple form of the verbs below. → 7.4, 7.5

do go ~~was~~ send spend take ~~was~~ walk win

- Emma didn't have a shower before breakfast.
- Sam _____ his homework last night.
- We _____ home from school yesterday afternoon. We took the bus.
- Kelly _____ to school on Monday. She was ill.
- We _____ three weeks in France – only two.
- My cousin _____ me an email yesterday.
- They _____ the volleyball match yesterday.
- We _____ any photos at the party.

7 Write questions and short answers. Use the past simple. → 7.4, 7.6

- Suzie / take / a photo? *X*
Did Suzie take a photo? No, she didn't.
- Harry / buy a new sweatshirt? ✓
- Dave and Heidi / sell their car? *X*
- you / go to the cinema last night? ✓
- Sally / get married last year? ✓
- Peter / study maths at university? *X*

8 Put the words in the correct order to make questions. → 7.6, 7.7

- up / did / what / you / time / get / ?
- did / at breakfast / what / you / drink / ?
- go / to / you / did / school / ?
- have / you / lunch / where / did / ?
- shine / in the afternoon / did / the sun / ?
- play / you / did / video games / ?
- go to / bed / time / what / you / did / ?

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8 about yesterday.

What time did you get up yesterday?

I got up at seven o'clock.

7B Past simple: affirmative (irregular verbs)

7.1
Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them as vocabulary. See the list on page 141.

go - went I went shopping yesterday.
spend - spent I spent all my money.

7.2
The affirmative form of the past simple is the same for all persons, singular and plural (*I, you, he, she, it, we, they*).

I saw a friend last night.

She saw a film.

They saw the accident.

Irregular verbs behave in the same way as regular verbs in negative sentences and questions. (See 7D).

7.3
Remember that the past simple of *be* is *was/were*. It behaves differently from other verbs. (See *Grammar Builder 6*.)

7D Past simple: negative and interrogative

7.4

Negative	Interrogative
I didn't watch.	Did I watch?
He/She/It didn't watch.	Did he/she/it watch?
We/You/They didn't watch.	Did we/you/they watch?

Full forms	Short answers
didn't = did not	Yes, I did. / No, I didn't

The forms are the same for all persons, singular and plural (*I, you, he, she, it, we, they*).

7.5
In negative sentences, for regular and irregular verbs, we use: *I/you/he/she/it/we/they + didn't + base form*. (NOT the past simple form)

7.6
In questions, for regular and irregular verbs, we use: *did + I/you/he/she/it/we/they + base form*. (NOT the past simple form)
Did he have breakfast?

If there are time expressions, they usually go at the end of the question.

Did he go to the swimming pool after school?

Did you catch a bus to school this morning?

7.7
We can put a question word before *did* to ask for information.
What did you do last night?
Where did they go for their holiday?

8B Comparative adjectives

1 Complete the sentences. Use the comparative form of the adjectives in brackets and *than*. → 8.1, 8.2, 8.3, 8.4

- February is _____ August. (wet)
- Chimpanzees are _____ dogs. (intelligent)
- Africa is _____ Europe. (sunny)
- Brazil is _____ Mexico. (large)
- Paper is _____ cardboard. (thin)
- Mount Everest is _____ K2. (high)
- Canals are usually _____ rivers. (straight)
- Deserts are _____ rainforests. (dry)

2 Write your opinions. Use the comparative form of the adjectives. → 8.1, 8.2, 8.3, 8.4

- Money is important, but friends are more important than money.
- Angelina Jolie is beautiful, but _____.
- Jim Carrey is funny, but _____.
- Maths is difficult, but _____.
- Chocolate is nice, but _____.
- Basketball is exciting, but _____.
- Spiders are scary, but _____.
- Exams are boring, but _____.

3 Write comparative sentences. Use the phrases in brackets and your own ideas. → 8.1, 8.2, 8.3, 8.4

- (much bigger)
An elephant is much bigger than a mouse.
- (far more expensive)
- (much further from New York)
- (much more interesting)
- (far scarier)
- (much smaller)

8D Superlative adjectives

4 Complete the facts. Use the superlative form of the adjectives below. → 8.5, 8.6, 8.7

busy expensive far fast long small

- Heathrow is the _____ airport in Europe. Sixty-seven million passengers use it every year.
- The capital of Iceland, Reykjavik, is the _____ north of any capital city in the world.
- The _____ painting in the world cost \$140 million.
- Cheetahs are the _____ animals on land.
- The Nile is the _____ river in the world.
- The _____ planet in the solar system is Mercury.

5 Write questions. Use the superlative form of the adjectives. Then answer the questions with your opinions. → 8.5, 8.6, 8.7

- who / intelligent / person in your family?
Who is the most intelligent person in your family?
I think the most intelligent person is me.
- what / good / programme on TV?
- what / popular / dish in your country?
- who / famous / person in your country?
- what / interesting / school subject?
- what / boring / sport?

6 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 5.

Who is the most intelligent person in your family?

7 Look at the chart and write sentences about the three campsites. Use the superlative form of the adjectives in brackets. → 8.5, 8.6, 8.7

	Site 1	Site 2	Site 3
distance to beach	1 km	300 km	5 km
sun (average per day)	5 hours	7 hours	6 hours
average temperature	17 °C	19 °C	21 °C
size (number of tents)	100	300	500
cost (euros per day)	40	50	65

- (far) Site 2 is the furthest from the beach.
- (close) _____ to the beach.
- (sunny) _____
- (warm) _____
- (big) _____
- (small) _____
- (expensive) _____
- (cheap) _____

8 Complete the sentences. Use the comparative and superlative forms of the adjectives below. → 8.5, 8.6, 8.7

big cold hot popular small

- June is _____ than March, but August is the _____ month.
- China is _____ than Brazil, but Russia is the _____ country in the world.
- Monaco is _____ than Liechtenstein, but the Vatican is the _____ country in the world.
- Cola is _____ than lemonade, but coffee is the _____ drink in the world.
- Canada is _____ than the United States, but Antarctica is the _____ place on Earth.

88 Comparative adjectives

8.1

Short adjectives:

We add *-er* to short adjectives to make the comparative form:

old – older

If the adjective ends in *-e*, we add *-r*:

large – larger

If the adjective ends in a vowel and a consonant, we double the consonant and add *-er*:

wet – wetter

If the adjective ends in *-y*, we change the *-y* into *-ier*:

dry – drier

8.2

Irregular adjectives

Some adjectives have irregular comparative forms.

good – better

bad – worse

far – further

8.3

Long adjectives

We use *more* for most long adjectives (adjectives with more than one syllable).

intelligent – more intelligent

8.4

than

We use *than* when we compare two things.

Asia is bigger than Europe.

We usually use the object pronoun after *than*. The subject pronoun sounds very formal.

She's shorter than me. ✓

She's shorter than I. ✗

but She's shorter than I am. ✓

89 Superlative adjectives

8.5

Short adjectives:

We add *-est* to short adjectives to make the superlative form:

old – oldest

If the adjective ends in *-e*, we add *-st*:

large → largest

If the adjective ends in a vowel and a consonant, we double the consonant and add *-est*:

wet – wettest

If the adjective ends in *-y*, we change the *-y* into *-iest*:

dry – driest

8.6

Irregular adjectives

Some adjectives have irregular superlative forms.

good – the best

bad – the worst

far – the furthest

8.7

Long adjectives

We use *the most* for most long adjectives (adjectives with more than one syllable).

intelligent – the most intelligent

9B going to

- Complete the sentences. Use the affirmative or negative form of the verb *be*. → 9.1, 9.2
 - I am not going to go out tonight. I don't feel well.
 - Dev _____ going to buy a car. He hasn't got any money.
 - We _____ going to see Justin Bieber next weekend. We're so excited!
 - My friends _____ going to have a picnic in the park. Do you want to go?
 - I _____ going to watch that film again. It's boring.

- Write sentences. Use the affirmative form of *going to*. → 9.1, 9.2

- We / live in the USA / next year
We're going to live in the USA next year.
- She / visit France / in the summer
- I / study physics / at university
- We / work hard / next term
- I / be a doctor / one day
- My dad / buy a car / next month

- Make the sentences in exercise 2 negative. → 9.1, 9.2

- We aren't going to live in the USA next year.

- Complete the dialogue. Use *going to*. → 9.1, 9.2

- Louis ¹What / you / do on Saturday evening?
What are you going to do on Saturday evening?
- Ruby I'm going to see a film.
- Louis ²What film / you / see?

- Ruby The new Matt Damon film.
- Louis ³Who / you / go with?

- Ruby Jamie and Alice.
- Louis ⁴How / you / get there?

- Ruby By taxi.
- Louis ⁵What / you / do after the film?

- Ruby We're going to have dinner in a restaurant.
- Louis ⁶What time / you / get home?

- Ruby At about eleven o'clock.

- Write two answers to each question. Use *going to*. → 9.1, 9.2

- What are you going to do this evening?
- What are you going to do next weekend?
- Where are you going to go in the summer holidays?

- SPEAKING** Work in pairs. Ask and answer the questions in exercise 5. → 9.1, 9.2

9D will

- Complete the dialogue. Use the correct form of *will*. → 9.3, 9.4

- Sam It's my mum's birthday next Sunday. She ¹_____ be 40!
- Kylie Is she having a big party?
- Sam Yes – at the Italian restaurant in town. There ²_____ be about 50 people there.
- Kylie Will you know everyone?
- Sam Yes, I ³_____. All the guests ⁴_____ be members of my family!
- Kylie What about your cousin Ben? Will he be there?
- Sam Yes, he ⁵_____.
- Kylie Let's meet before the party – you, me and Ben. I ⁶_____ be in the town centre on Saturday evening.
- Sam Good idea! His new friend ⁷_____ be there too. She's really nice. I'm sure you ⁸_____ like her.
- Kylie Oh, OK.

- Complete the predictions about the year 2050. Give your own opinions. Use *will*, affirmative or negative, and the verbs below. → 9.3, 9.4, 9.6

become disappear have live ~~read~~ read speak spend

- Humans won't meet aliens from other planets.
- Computers _____ more intelligent than humans.
- Tigers _____ from the Earth for ever.
- Everybody _____ ebooks instead of books.
- A lot of people _____ to the age of 200.
- Buses and taxis _____ human drivers.
- People _____ a lot of time working.
- Everybody in the world _____ Chinese.

9F will for offers

- Practise making offers with *I'll*. Match the verbs and phrases. → 9.7

- | | |
|---------|--------------------------|
| 1 carry | a a message |
| 2 open | b the washing-up tonight |
| 3 make | c you at home |
| 4 do | d dinner this evening |
| 5 take | e the door for you |
| 6 call | f your bags to the car |

1-f I'll carry your bags to the car.

Grammar Reference

9B going to

9.1

We form the *going to* future with the present simple of *be* + *going to* + the base form of the verb.

Affirmative

I'm/You're/He's/She's/It's We're/You're/They're	going to sleep.
--	-----------------

Negative

I'm not / You aren't He/She/It isn't We/You/They aren't	going to sleep.
---	-----------------

Interrogative

Am I Are you Is he/she/it Are we/you/they	going to sleep?
--	-----------------

9.2

We use *going to* to talk about plans for the future.

I'm going to get a job next year.

He isn't going to work in the holidays.

Are you going to play football on Saturday?

Yes, I am. / No, I'm not.

9D will

9.3

We form the *will* future with *will* + the base form of the verb. The form is the same for all persons.

Affirmative

I'll/He'll/She'll/It'll We'll/You'll/They'll	go to London.
---	---------------

Full forms

I/He/She/It/We/You/They will

Negative

I/He/She/It won't We/You/They won't	go to London.
--	---------------

Full forms

I/He/She/It/We/You/They will not

Interrogative

Will I/he/she/it/we/you/they go to London?

9.4

We use the short form of *will* (*'ll*) after pronouns (*he, she, you, they, etc*) and *there*.

There'll be a storm tomorrow.

You'll be eighteen next birthday.

However, we don't use the short form in short answers.

Will you be in town? Yes, I will.

We use the full form of *will* after names, nouns, etc.

My dad will be at home tomorrow.

The restaurant will be closed this evening.

9.5

We use *will* to talk about the future.

I'll be at home at seven o'clock.

I won't leave school until I'm 16.

The sun will rise at 5.30 tomorrow morning.

9.6

We use *will* to make and ask about predictions.

They won't get married.

Will you live in this town all your life?

With predictions, we often use the affirmative, negative or interrogative of the verb *think* followed by the affirmative of *will*.

I think I'll live in France.

I don't think it will rain. (NOT I think it won't rain.)

Do you think we'll get there on time?

9F will for offers

9.7

We use *'ll* + base form to make an offer.

'I'm hungry.' 'I'll make you a sandwich.'

'I can't carry this bag.' 'I'll help you.'

10B Present perfect: affirmative

1 Complete the sentences. Use the present perfect form of the verbs below. The verbs are regular. → 10.1, 10.2, 10.3

cook invite phone stop stay tidy

- He _____ dinner. It's on the table.
- She _____ at home every evening this week.
- He _____ her four times, but she never answers.
- The car _____. Is there a problem with it?
- I _____ my bedroom. I can open the door now!
- I _____ all my friends to my birthday party.

2 Write the past simple form and the past participle of the verbs. Check your answers in the irregular verbs list on page 141. → 10.4

- | | |
|---------------|---------------|
| 1 break _____ | 4 spend _____ |
| 2 grow _____ | 5 leave _____ |
| 3 see _____ | 6 win _____ |

3 Complete the sentences. Use the present perfect form of the verbs in exercise 2. → 10.1, 10.2, 10.4

- Oh, no! I _____ my schoolbag on the bus.
- They _____ that film twice.
- Dave can't play football. He _____ his leg.
- You _____ a lot in the last year! You're really tall now!
- I can't buy that CD. I _____ all my money!
- Hurray! He _____ the tennis match!

4 Read the sentences and write responses. Use the present perfect affirmative and just. → 10.1, 10.2, 10.3, 10.4, 10.5

- When is Harriet leaving? *She's just left.*
- Don't forget to buy some bread.
- Do you want to watch this YouTube video?
- Let's listen to the news.
- Can you wash the car, please?
- Don't forget to check your work.

10D Present perfect: negative and interrogative

5 Put the words in the correct order to make sentences. → 10.6

- had / haven't / I / lunch / . *I haven't had lunch.*
- to / France / haven't / been / we / .
- haven't / you / your pizza / eaten / .
- we / visited / Madrid / haven't / .
- done / she / her homework / hasn't / .
- haven't / seen / I / that film / .

6 Write questions and short answers. Use the present perfect. → 10.6

- George / go out? *X*
Has George gone out? No, he hasn't.
- you / plan your summer holiday? *✓*
- Robert / pack his bags? *X*
- Kate and David / write any postcards? *X*
- you / buy any CDs? *X*
- Tony and you / have breakfast? *✓*

7  Mick and Karen are in New York. Karen is phoning her friend in London. Listen and tick the things they have done.

TRAVEL GUIDES

Six things to do in New York

- climb the Empire State Building
- visit the Rockefeller Center
- see the paintings in the Metropolitan Museum
- take a boat trip on the Hudson River
- walk up Fifth Avenue
- have a meal in Chinatown

8 Write sentences about Mick and Karen. Use the present perfect. Say what they have and haven't done. → 10.6
They've ... They haven't ...

9 Write sentences. Use the present perfect affirmative or negative with already or yet. → 10.5, 10.6, 10.7

- James / go to bed *✓*
James has already gone to bed.
- they / not decide what to do *X*
They haven't decided what to do yet.
- William / finish his homework *X*
- David / answer my email *✓*
- you / pay for the cinema tickets *X*
- Simon and you / have dinner *✓*

10 Look at exercise 9 again. Write questions with yet, and short answers. → 10.7

- Has James gone to bed yet? Yes, he has.*
- Have they decided what to do yet? No, they haven't.*

10B Present perfect: affirmative

10.1

Affirmative

I've finished.
 You've finished.
 He/She/It's finished.
 We've finished.
 You've finished.
 They've finished.

Full forms

I've = I have she's = she has

We form the present perfect with the auxiliary verb *have* and the past participle.

10.2

We use the present perfect to talk about past events that have a result in the present, for example, recent events and news.
 Did you know? Mandy has passed all her exams.

10.3

The past participle of regular verbs is the same as the past simple.
 walked cooked studied stopped

10.4

There aren't any rules for the past participles of irregular verbs. Sometimes they are the same as the past simple form, sometimes they are different.
 have - had - had
 go - went - gone
 For a list of irregular verbs see page 141.

10.5

just

We use *just* with the present perfect affirmative to talk about very recent events.
 I'm not hungry. I've just eaten.

already

We use *already* with the present perfect affirmative to say that something has happened (often earlier than expected). We put *already* between *have/has* and the past participle.
 I've already packed for the trip.

10D Present perfect: negative and interrogative

10.6

Negative

I haven't finished.
 You haven't finished.
 He/She/It hasn't finished.
 We haven't finished.
 You haven't finished.
 They haven't finished.

Full forms

haven't = have not hasn't = has not

Interrogative

Have I finished yet?
 Have you finished yet?
 Has he/she/it finished yet?
 Have we finished yet?
 Have you finished yet?
 Have they finished yet?

Short answers

Yes, I have. / No, I haven't. Yes, she has. / No, she hasn't.

We form the negative with *haven't* or *hasn't* and the past participle.
 We form the interrogative with *have* or *has* + subject + past participle.

10.7

yet

We use *yet* with the present perfect interrogative to ask if something expected has happened. We put *yet* at the end of the question.

'Have you found your MP3 player yet?'
 'No, I haven't. I don't know where it is!'

We use *yet* with the present perfect negative to say that something expected hasn't happened. We put *yet* at the end of the sentence.

It's eight o'clock but dad hasn't arrived home from work yet.

Part 1 Numbers

1 **SPAKING** Say the numbers 30–1 around the class.

thirty, twenty-nine, ...

LOOK OUT! Maths symbols

+ plus - minus x times
 ÷ divided by = is/equals

2 **SPAKING** Work in pairs. Read the *Look out!* box. Then take turns to do the calculations.

1 $13 + 12$ 3 $24 \div 3$ 5 $30 - 15$ 7 3×6
 2 $16 - 5$ 4 4×7 6 $24 \div 2$ 8 $4 + 17$

Thirteen plus twelve is twenty-five.

3 **SPAKING** Work in pairs. Make up some calculations for your partner.

What's twelve plus eighteen?

Thirty.

Part 2 Times, days and dates

4 What time is it? Write the time in words below the clocks.



1 It's six o'clock.



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____

5 Choose, draw and write four more times.



1 It's _____ 2 _____ 3 _____ 4 _____

6 Match the words with the ordinal numbers.

eighth eighth eleventh fifteenth fifth
 nineteenth ninth second sixth tenth third
 thirteenth thirtieth thirty-first twelfth twentieth
 twenty-first twenty-ninth twenty-second
 twenty-seventh twenty-third

1 st	first	17 th	seventeenth
2 nd	_____	18 th	_____
3 rd	_____	19 th	_____
4 th	fourth	20 th	_____
5 th	_____	21 st	_____
6 th	_____	22 nd	_____
7 th	seventh	23 rd	_____
8 th	_____	24 th	twenty-fourth
9 th	_____	25 th	twenty-fifth
10 th	_____	26 th	twenty-sixth
11 th	_____	27 th	_____
12 th	_____	28 th	twenty-eighth
13 th	_____	29 th	_____
14 th	fourteenth	30 th	_____
15 th	_____	31 st	_____
16 th	sixteenth		

7 Solve the anagrams and write the days of the week. Remember to start with a capital letter. Then number the days in the correct order. Start with Sunday.

uteydsa _____	<input type="checkbox"/>	dysnua _____	<input type="checkbox"/>
aaysdtur _____	<input type="checkbox"/>	sednwdeya _____	<input type="checkbox"/>
yaomnd _____	<input type="checkbox"/>	yrfiad _____	<input type="checkbox"/>
htryuasd _____	<input type="checkbox"/>		

8 Complete the months of the year.

1 January	4 A _____	7 J _____	10 O _____
2 F _____	5 M _____	8 A _____	11 N _____
3 M _____	6 J _____	9 S _____	12 D _____

9 Write the dates below using words.

1 12/4	The twelfth of April	5 21/8	_____
2 1/10	_____	6 17/9	_____
3 31/12	_____	7 3/3	_____
4 19/5	_____	8 20/7	_____

Part 1

1 Complete the chart with the words below.

aunt brother cousin daughter father
 granddaughter grandfather grandmother grandson
 husband mother nephew niece sister son uncle
 wife

	
aunt cousin	brother cousin

2 Complete the sentences with words from exercise 1.

- 1 My mother's mother is my grandmother.
- 2 My uncle's son is my _____.
- 3 My brother's father is my _____.
- 4 My grandfather's wife is my _____.
- 5 My aunt's husband is my _____.
- 6 My brother's daughter is my _____.
- 7 My sister's son is my _____.
- 8 My son's sister is my _____.
- 9 My cousins' father is my _____.

3 Write the plural nouns.

- 1 sons + daughters = children
- 2 mother + father = _____
- 3 grandfather + grandmother = _____
- 4 grandson + granddaughter = _____
- 5 great-grandfather + great-grandmother = _____

4 **SPEAKING** Work in pairs. Ask and answer the questions.

Make a note of your partner's answers.

- 1 Have you got brothers and sisters?
- 2 Have you got cousins?
- 3 Have you got uncles and aunts?
- 4 Have you got grandparents?

5 Write sentences about your partner's family. Use your notes from exercise 4.

Warren has got a sister, but he hasn't got a brother.
 He's got two uncles and two aunts.

Part 2: extension

Plural forms of nouns

LEARN THIS!

Plural form of nouns

There are different spelling rules for putting nouns in the plural form.

- 1 Most nouns. Add **-s**
brother → *brothers* *niece* → ¹ _____
- 2 Final **-s**, **-sh**, **-ch**, **-z** or **-x**. Add **-es**.
bus → *buses* *dish* → *dishes* *match* → _____
box → ³ _____
- 3 Final **-o**. Add **-s**, or sometimes **-es**. (Check in your dictionary.)
photo → *photos* *video* → ⁴ _____
 BUT *potato* → *potatoes* *tomato* → ⁵ _____
- 4 Final consonant + **-y**. Change **-y** to **-ies**.
baby → *babies* *family* → *families*
university → ⁶ _____
- 5 Final **-f** or **-fe**. Change to **-ves**.
shelf → *shelves* *wife* → *wives* *life* → ⁷ _____

6 Read the *Learn this!* box. Write the missing plural forms.

7 Match the singular nouns with their irregular plural forms.

A	B
foot	women
tooth	children
child	feet
person	men
man	teeth
woman	people

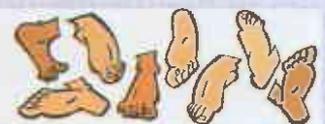
8 Label the pictures with a number and a plural noun.

1 three babies

2 _____



3 _____



4 _____



5 _____



6 _____

Part 1

1 Label the pictures with the words below.

basketball cycling drama fashion ice-skating
rollerblading video games



1 _____ 2 _____ 3 _____



4 _____ 5 _____ 6 _____



7 _____

2 Complete the sentences with the words below.

dancing football listening to music reading books
surfing the Net swimming volleyball watching films
reading magazines

- I really love _____. My favourite team is Manchester United.
 - I love _____. I go to the cinema every weekend.
 - My hobby is _____. I like reading about Hollywood stars.
 - I'm really into _____. I play for the school team.
 - I quite like _____. My favourite writer is Stephenie Meyer.
 - I really like _____ – especially in the sea.
 - I like _____. My favourite singer is Adele.
 - My hobby is _____ – especially salsa and tango.
 - I'm really into _____. I like looking at movie websites.
- 3 Write sentences about three sports and hobbies. Use similar phrases to the ones in exercise 2. Do not write the name of the sport or hobby.

I'm interested in _____ I really like _____
I'm really into _____

4 **SPEAKING** Work in pairs. Read your sentences to your partner. Can your partner guess the sports and hobbies?

Part 2: extension

Verb + noun collocations

LOOK OUT!

With sports, we normally use:

- *play* for team sports and ball sports.
I play basketball.
- *go* for sports that end in *-ing*.
I go swimming on Mondays.
- *do* for individual sports that don't end in *-ing*.
I do karate.
- We say *do sport*.
What sports do you do?

5 Read the *Look out!* box. Then complete the chart with the sports below.

athletics cycling gymnastics ice hockey karate
rollerblading skateboarding tennis volleyball

play	go	do

6 Work in pairs. Add more sports to the chart in exercise 5.

7 Complete the verb + noun collocations. Use the words below.

a club a DVD friends go play a musical instrument
surf watch

verb	noun	verb	noun
1 _____	video games	5 _____	for a walk
watch	2 _____	play	6 _____
3 _____	the Net	7 _____	sport on TV
chat to	4 _____	go to	8 _____

8 Complete the text with verbs from exercises 5 and 7.

Lydia has got a lot of hobbies and interests. She ¹ _____ two musical instruments – the piano and the guitar. She loves films, so she ² _____ a lot of DVDs. She's got a computer in her bedroom and she ³ _____ video games with her friends. She also ⁴ _____ the Net. She loves sport. She ⁵ _____ gymnastics at school and she ⁶ _____ volleyball after school. At the weekend, she sometimes ⁷ _____ skateboarding in the park and she often ⁸ _____ to a youth club on Friday or Saturday evening.

9 Add as many nouns as you can to the verbs below.

- read a magazine, ...
- go to
- play
- watch
- listen to

Part 1

1 Label the pictures with the correct subjects.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



7 _____



8 _____



9 _____



10 _____



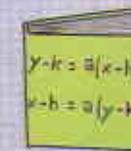
11 _____



12 _____



13 _____



14 _____



15 _____



16 _____



17 _____

2 Write two sentences about your three favourite subjects and your three least favourite subjects.

My favourite subjects are ...

My least favourite subjects are ...

Part 2: extension

Parts of the house and objects in the bedroom

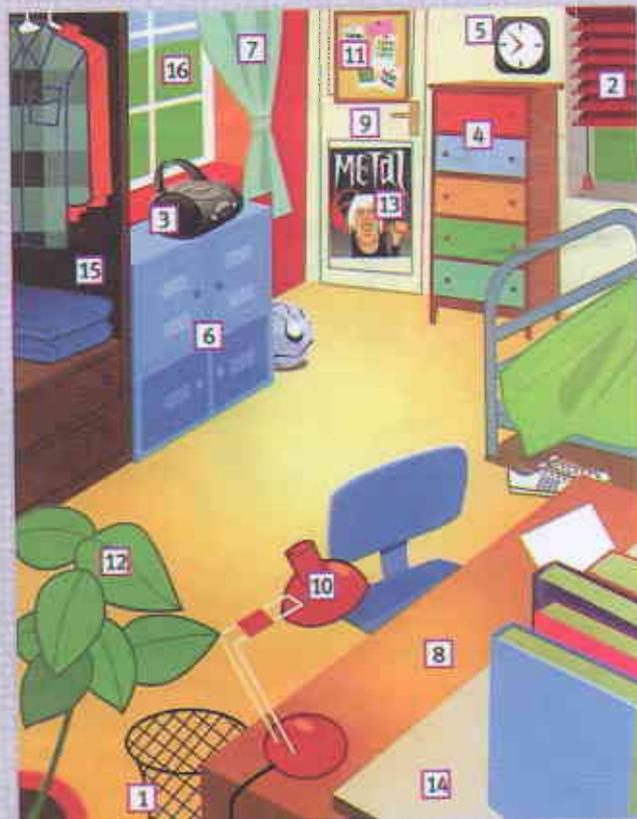
3 Complete the sentences with the words below. Then listen, repeat and check.

Parts of the house bathroom bedroom dining room garden kitchen living room stairs study

- 1 You eat in the _____.
- 2 You watch TV in the _____.
- 3 You find flowers and trees in the _____.
- 4 You have a shower in the _____.
- 5 You sleep in the _____.
- 6 You cook meals in the _____.
- 7 You use the _____ to go upstairs.
- 8 You work in the _____.

4 Match the objects in the bedroom with the words below.

In the bedroom bin blind CD player chest of drawers clock cupboard curtains desk door lamp notice board plant poster shelf wardrobe window

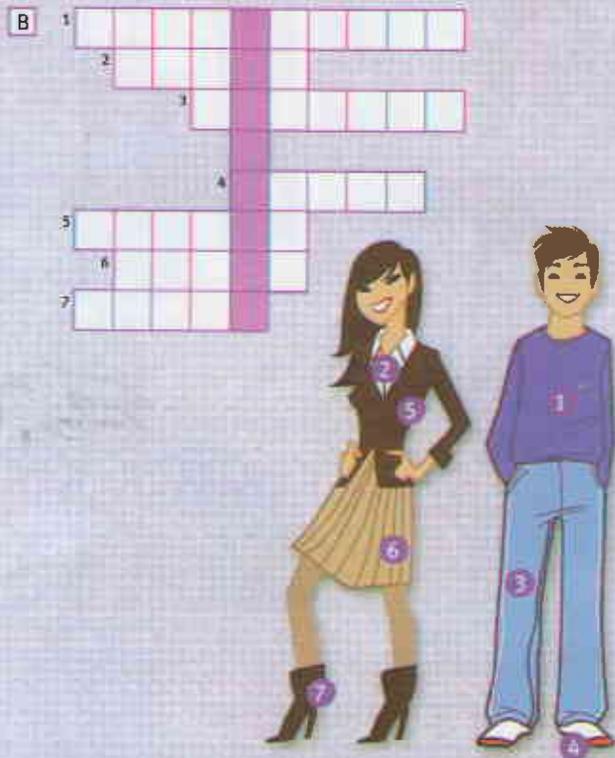
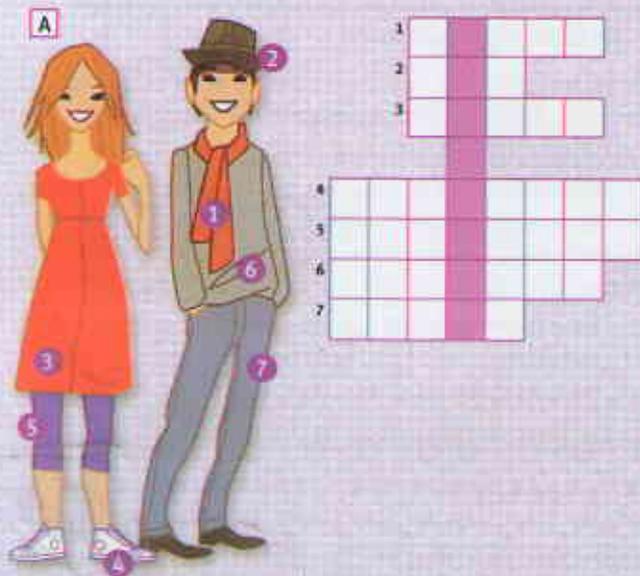


5 Which of the things in the picture have you got in your bedroom? Write sentences with *have got* and *haven't got*.

I've got two shelves. I haven't got blinds.
I've got a CD player. I haven't got a ...

Part 1

1 Do the puzzles. What are the mystery items of clothing?



2 What are you wearing now? Write a list.

3 Write five sentences about clothes that you have got at home.

- 1 I've got black shoes.
- 2 I've got a blue sweatshirt.

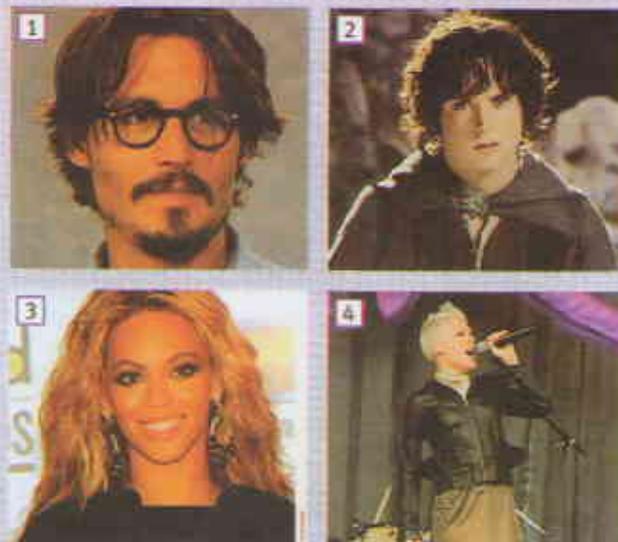
Part 2: extension

Describing people

4 Check the meaning of the words below in the wordlist in the Workbook. Then write two or three sentences describing each person in the photos (1-4).

He's/She's tall.	He's/She's got short fair hair.
He's/She's thin.	He's/She's got dark straight hair.
He's got good-looking.	He's/She's got wavy curly hair.
He's got glasses.	
He's got a beard.	
He's got a moustache.	
He's/She's got blue brown eyes.	
He's/She's got green	

Johnny Depp is good-looking. He's got ...



5 Complete the sentences. Use the present simple affirmative or negative. Make them true for you.

- 1 I _____ curly hair.
- 2 My best friend _____ good-looking.
- 3 Our English teacher _____ glasses.
- 4 I _____ tall.
- 5 The head teacher _____ long hair.
- 6 I _____ a moustache.

6 **SPEAKING** Work in pairs. Ask and answer questions about people in the class.

Has Jenna got fair hair?

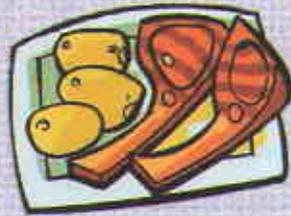
No, she hasn't.

Part 1

1 Look at the pictures. Complete the names of the dishes.



1 c_____ and g_____



2 l_____ and p_____



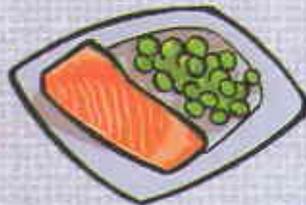
3 e_____ and t_____



4 p_____ and r_____



5 c_____ and p_____



6 s_____ and p_____

2 Label the groups with the headings below.

Dairy products Fish and seafood
Fruit and vegetables Meat

- 1 _____
beef salami veal
- 2 _____
eggs butter cheese
- 3 _____
oranges carrots apples
- 4 _____
prawns salmon tuna

3 **SPEAKING** Work in pairs. Find out what food your partner likes and doesn't like. Ask and answer five questions each.

Do you like chicken?

Yes, I do. / No, I don't.

Part 2: extension
Methods of cooking

4 Follow the lines to match the words. Then label the pictures.

roast	eggs
boiled	beef
fried	potatoes
grilled	cabbage
baked	salmon



1 _____



2 _____



3 _____



4 _____



5 _____

5 **LISTENING** Listen, repeat and check.

6 Label the pictures with the food and the method of cooking. Use the methods of cooking in the first column of the chart in exercise 4.



1 _____



2 _____



3 _____



4 _____

7 **SPEAKING** Work in pairs. Ask and answer questions about the method of cooking the foods below. Find out which option your partner prefers.

- 1 eggs – boiled or fried?
- 2 chicken – grilled or baked?
- 3 potatoes – roast or baked?
- 4 salmon – baked or fried?
- 5 cabbage – fried or boiled?

Do you prefer boiled eggs or fried eggs?

I prefer boiled eggs.

Part 1

1 Complete the sentences with the words below.

art gallery bank bus stop car park church cinema
concert hall leisure centre library museum park
police station post office shopping centre theatre
tourist information centre town hall train station

- You can swim and do sport at a _____.
- You can look at famous paintings at an _____.
- You can keep your money in a _____.
- You can catch a bus at a _____.
- You can listen to music in a _____.
- You can see interesting and very old things at a _____.
- You can speak to a police officer at a _____.
- You can watch a film at a _____.
- You can catch a train at a _____.
- You can buy stamps at a _____.
- You can see a play at a _____.
- You can find lots of different shops in a _____.
- You can find out about places in the town at a _____.
- You can borrow a book from a _____.
- You can go for a walk with your dog in a _____.
- You can leave your car in a _____.
- You can get married in a _____ or at a _____.

2 **SPEAKING** Work in pairs. Which of the places in exercise 1 are in your town or district? Ask and answer questions.

Is there a leisure centre?

Yes, there is. /
No, there isn't.

3 Write six sentences about the places in your town or district, or write about the places on the map on page 58. Use the prepositions below.

behind between near next to opposite

There are two churches

There's a post office opposite the cinema

The tourist information centre is next to the library

4 Write directions to three places in your town or district. Start from the school or your home.

Go straight on, take the second right and the town hall is on the left, next to the post office

Part 2: extension

Collocations

5 Match the verbs in column A with the words in column B.

A	B	A	B
catch	a car	go for	a friend
send	a museum	go to	a nightclub
park	a pizza	leave	a film
visit	a train	chat to	a walk
order	a letter	watch	a message

6 Complete the sentences with collocations from exercise 5. Use the correct form of the verbs.

- You can _____ to Scotland, or you can go by car.
- 'Can I _____, please?' 'Sure. Do you want tomato and cheese, or ham?'
- You can't _____ in the town centre. Use the car park outside the town and get the bus in to the town centre.
- Mike is on the phone. He's _____.
- Let's _____ at the cinema this evening.
- Sam usually _____ on Friday evening and dances with her friends.
- Can you phone me at home and tell me the plan? If I'm not there, _____.
- Let's _____ in the park. We can take the dog.

7 Complete the sentences with the prepositions below.

at at at by for from in in of to to to

- My brother is studying maths _____ London University.
- 'Where is Jane _____?' 'New Zealand.'
- I usually have toast and coffee _____ breakfast.
- 'Where's Martha?' 'She's _____ home.'
- I always get up _____ six o'clock.
- What time do you usually go _____ bed?
- There are a lot _____ churches in London.
- I love listening _____ music.
- My birthday is _____ January.
- Fred lives _____ a small flat.
- Do you go to school _____ bus?
- My mum goes _____ work on Saturdays.

Part 1

1 Find the flag for your country or draw it in the blank space.



2 Look at the list of countries below. Match the flags (1–9) with the countries.

Argentina Croatia Czech Republic Hungary Lithuania
Russia Slovakia Turkey Vietnam

3 Put the nationalities below in the correct columns in the chart.

American Australian Belarusian Brazilian British
Chinese Croatian Czech Egyptian French German
Irish Italian Jamaican Japanese Lithuanian Polish
Romanian Russian Slovakian South African Spanish
Swedish Turkish Ukrainian

-an	-ish	-ese	other
American	British		

LEARN THIS!

Languages

Adjectives that describe nationalities can also be nouns for languages.

English and Australian people speak English.

LOOK OUT!

We usually use *British* as the nationality adjective for the UK. We use *English* when we are talking about England only, *Scottish* for Scotland, *Welsh* for Wales, and *Northern Irish* for Northern Ireland.

4 Complete the sentences with the countries and nationalities. Use the nationalities in exercise 3.

- Kylie Minogue is from Australia. She's Australian.
- Rafael Nadal is from _____. He's _____.
- ABBA are from _____. They're _____.
- Gisele Bündchen is from _____. She's _____.
- Usain Bolt is from _____. He's _____.
- Gary Kasparov is from _____. He's _____.

Part 2: extension

make, do, have and take

5 Complete the chart with *make, do, have and take*.

1 _____	lunch/breakfast/dinner a dream an English lesson
2 _____	a photo an exam a bus/train/taxi
3 _____	homework housework history/maths, etc. at school
4 _____	friends a phone call a speech

6 Complete the sentences. Use verbs or nouns from exercise 5.

- My dad has to make a _____ at my sister's wedding.
- I _____ physics, chemistry and biology at school.
- I don't want to walk to town. Let's _____ a taxi.
- You can use my mobile phone if you want to make a _____.
- We have to take an English _____ at the end of the term.
- I usually have _____ at eight o'clock in the evening.
- Jess usually does her _____ on the bus.
- I often _____ a dream about exams.

Part 1

- 1 Look at the picture. Write the geographical features in the picture (1-8) below.



1 _____ 3 _____ 5 _____ 7 _____
2 _____ 4 _____ 6 _____ 8 _____

- 2 Complete the names of the places with *the*, or leave blank if they do not need *the*.

1 _____ Copacabana Beach, Brazil
2 _____ Gobi Desert, China / Mongolia
3 _____ Lake Winnipeg, Canada
4 _____ Mississippi River, the USA
5 _____ Canary Islands, Spain
6 _____ Mount Fuji, Japan

- 3 Complete the names of the continents on the map.



- 4 Write the continent for three of the countries in each list (a-d). Then cross out the country which is not in that continent.

1 North America
a the USA b Mexico c ~~Argentina~~ d Canada
2 _____
a China b India c Japan d Sweden
3 _____
a Namibia b Chile c Brazil d Peru
4 _____
a Italy b France c Poland d Iran
5 _____
a Australia b Papua New Guinea c East Timor d France

Part 2: extension
Measurements

LEARN THIS!

- 1 We use *How* with adjectives to ask about measurements.
*How old is your sister? How long is the film?
How big / expensive / nice / far is the hotel?*
- 2 We use *deep, high, long, old, tall* and *wide* to talk about size and age. We put the adjective after the measurement. (Note: We don't use *big* or *heavy* in this way.)
*She's 17 years old. He's 175 centimetres tall.
NOT This table is two metres big.*
- 3 We use *away* for distance.
The sea is 100 kilometres away.

- 5 Read the *Learn this!* box. Then write questions and answers about the Sphinx. Use the information in the photo.



1 (tall) How tall is it ? It's _____
2 (long) _____ ? _____
3 (wide) _____ ? _____

- 6 Complete the sentences with the words below.

away deep high long old

- 1 The island of Surtsey is only about 50 years _____.
2 The Great Wall of China is more than 6,000 km _____.
3 Mount Everest is 8,850 metres _____.
4 The Sun is 150 million km _____ from the Earth.
5 Lake Baikal in Russia is 1,642 metres _____.

- 7 **SPEAKING** Work in pairs. Ask and answer the questions.

- 1 How tall are you? 4 How high is the ceiling?
2 How wide is your desk? 5 How far away is the sea?
3 How long is your little finger?

How tall are you?

I'm about 175 centimetres tall.

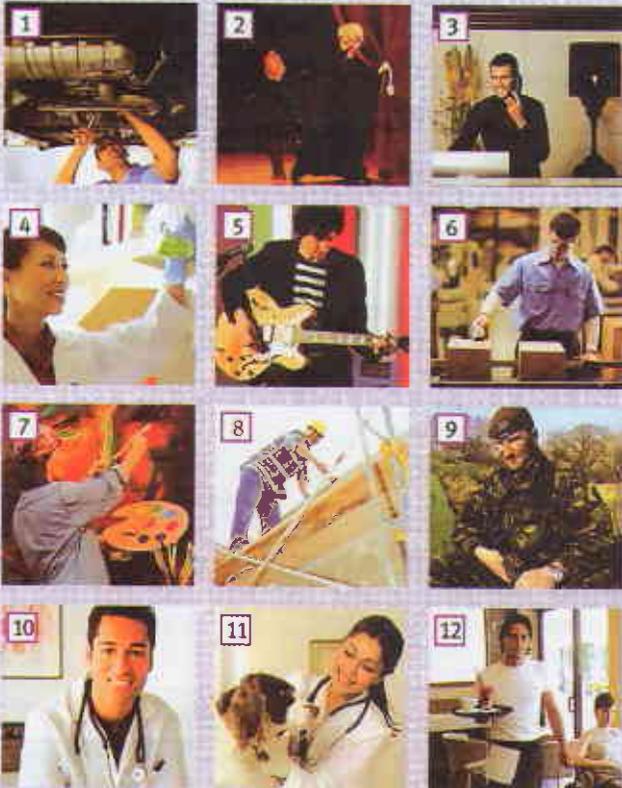
9

Vocabulary Builder

Part 1

1 Match the photos with the words below.

actor artist builder doctor factory worker mechanic
musician receptionist scientist soldier vet waiter



2 Match the sentences with the jobs below. Write the jobs.

architect electrician engineer farmer hairdresser
journalist lawyer nurse plumber secretary
shop assistant taxi driver teacher programmer

- 1 I help to design new roads and bridges. _____
- 2 I look after people in hospital. _____
- 3 I give lessons in a school. _____
- 4 I write for magazines and newspapers. _____
- 5 I can fix a bath, a shower or a sink. _____
- 6 I help customers when they buy things. _____
- 7 I write computer software. _____
- 8 I help people who are in trouble with the law. _____
- 9 I answer the phone, take messages and write letters.

- 10 I can fix the lights in a house. _____
- 11 I take people where they want to go. _____
- 12 I design new buildings and draw pictures of them. _____
- 13 I cut people's hair. _____
- 14 I keep animals and grow food. _____

3 **SPEAK!** Play a guessing game in class. One student chooses a job from exercises 1 or 2. Don't say which job it is. The rest of the class asks *yes/no* questions and tries to guess the job. Use the ideas below to help you.

sell things make things repair things earn a lot
wear a uniform work in an office work indoors/outdoors
work with your hands deal with the public

Do you sell things?

Yes, I do. / No, I don't.

Part 2: extension

Suffixes: **-er**, **-or**, and **-ist**

LEARN THIS!

We add **-er**, **-or** or **-ist** to words to make the names of people who do a particular job or activity.

-er builder teacher

-or actor visitor

-ist scientist guitarist

4 Read the *Learn this!* box. Find more examples in exercises 1 and 2.

5 Add **-er**, **-or** or **-ist** to the verbs and nouns below to make words for people who do the activity. You may have to change the spelling. Check in a dictionary if necessary.

-er		-ist	
write	1 _____	piano	7 _____
paint	2 _____	therapy	8 _____
manage	3 _____	cycle	9 _____

-or	
direct	4 _____
operate	5 _____
sail	6 _____

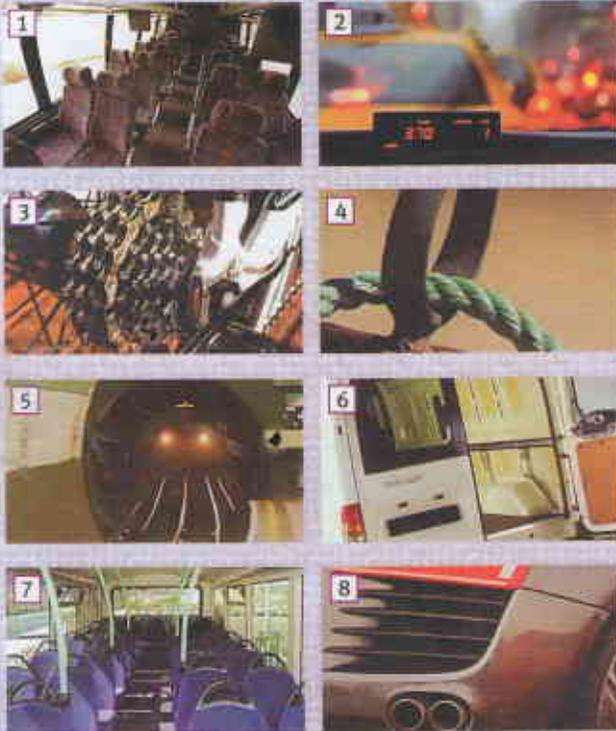
6 Complete the definitions with the words in exercise 5.

- 1 A _____ is a musician.
- 2 A film _____ is in charge of making a film.
- 3 A _____ creates books, articles, poems, etc.
- 4 A machine _____ knows how to use the machine.
- 5 A _____ creates pictures.
- 6 A _____ helps people feel better about their problems.
- 7 A _____ works on a boat.
- 8 A _____ rides a bike.
- 9 A _____ tells other people at work what to do.

Part 1

1 Match the photos with the words below.

bicycle boat bus car coach taxi
underground train van



2 3.30 Listen and identify the means of transport. Number the words in the order you hear them (1-8).

- | | | | | | |
|--------------|--------------------------|-------------|--------------------------|---------|--------------------------|
| a scooter | <input type="checkbox"/> | d motorbike | <input type="checkbox"/> | g tram | <input type="checkbox"/> |
| b helicopter | <input type="checkbox"/> | e plane | <input type="checkbox"/> | h train | <input type="checkbox"/> |
| c lorry | <input type="checkbox"/> | f ship | <input type="checkbox"/> | | |

3 Complete the sentences with a different verb or expression. The meaning in both sentences stays the same.

- Dad sometimes drives to work.
Dad sometimes goes to work by car.
- My brother drives me to the underground station.
My brother _____ me _____ to the underground station.
- Michelle never goes to school by bike.
Michelle never _____ to school.
- On Mondays, Harry takes the tram to school.
On Mondays, Harry _____ to school _____.
- Do you go to the beach on foot?
Do you _____ to the beach?
- We always walk to town.
We always _____ to town _____.
- My mum usually goes to London by car.
My mum usually _____ to London.

4 Complete the sentences. Use adjectives from exercise 4 on page 98.

- I couldn't sleep on the plane because the seat was very u_____.
- The train ticket was very c_____ – only £2.
- It's sometimes more e_____ to travel by train than by plane.
- Motorbikes are more d_____ than cars.
- There's a tram stop right outside my house. It's very c_____.
- Jo's dad has got a big, f_____ car.
- Don't cycle on that busy road. It isn't s_____.
- We were late because there was a s_____ lorry in front of us.
- I had to change trains three times – it was very i_____.
- Coaches are usually more c_____ than buses. The seats are bigger and softer.

Part 2: extension

Phrasal verbs with *get*

LEARN THIS!

Phrasal verbs

Phrasal verbs have two parts: a verb, and one or two prepositions.

verb	preposition(s)
<i>get</i>	<i>in</i>
<i>get</i>	<i>out of</i>

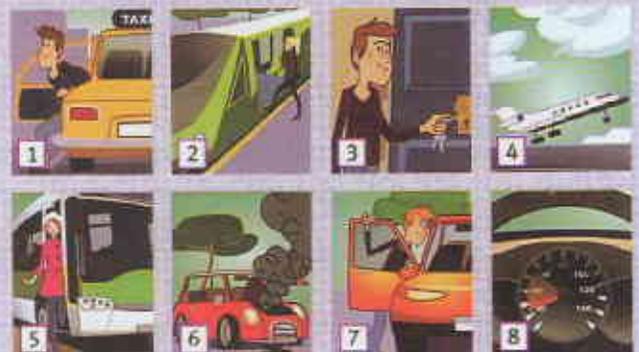
Phrasal verbs are very common in English.

LOOK OUT!

- We use *get in* and *get out of* with *car* and *taxi*.
- We use *get on* and *get off* with *bus*, *train*, *tram*, *plane*, *ship*, *motorbike*, *scooter* and *bike*.

5 Read the *Learn this!* and *Look out!* boxes. Match the pictures with the phrasal verbs below.

break down get back get in get off get on
get out of slow down take off



Irregular Verbs

Base form	Past simple	Past participle
be	was/were	been
becom	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
-----	-----	-------

fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left
lend	lent	lent
lose	lost	lost

Base form	Past simple	Past participle
make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome
----------	----------	----------

pay	paid	paid
put	put	put

read	read	read
ride	rode	rode
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
------------	------------	------------

wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

2nd edition

Solutions

Activating all your learners

A new, refreshed edition of the five-level English course for teenagers, enhancing the features that you love: **Clear structure – Supported approach to speaking – Built-in practice – Exam preparation**

- *Solutions* gives every student, whatever their level, the tools and opportunities to produce language actively and confidently and to take control of their learning.
- 90% new content, more varied listening, vocabulary, speaking tasks plus extension and revision activities, are all at your fingertips to motivate students to learn for themselves, both in and out of the classroom.

Oxford  making digital sense

Solutions gives teachers a flexible pick-and-choose package for use in the classroom, at home and on the move.

For students

- Print Workbook with Audio CD Pack including solutions for mixed ability classes
- or
- Online Workbook on *Oxford Learn*: everything students need from a Workbook, PLUS learner-centred instant support, such as automatic marking and feedback on answers – a virtual teacher close at hand
- Words app for vocabulary reference and practice on the move
- Even more language practice freely available online at www.oup.com/elt/solutions

For teachers

- Teacher's Book with Teacher's Resource CD-ROM Pack, with new extra resources for mixed abilities
- *Oxford Learn*, our tailored learning management system: track students' progress, analyse results and plan personalised learning
- iTools: the Student Book and Workbook pages available on screen with pop-up answer keys, audio, video and extra interactive exercises and worksheets for every lesson
- Test CD-ROM with revision and extension material for mixed ability classrooms
- DVD-ROM with documentary episodes, interviews and functional dialogues
- Class Audio CDs
- Further teaching support and material available online at www.oup.com/elt/teacher/solutions

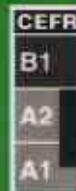


OXFORD
UNIVERSITY PRESS

www.oup.com/elt

for all your
testing needs
online go to

oxfordenglishtesting.com



ISBN 978-0-19-455278-3

