<table>
<thead>
<tr>
<th>UNIT</th>
<th>A EVERYDAY ENGLISH</th>
<th>B GRAMMAR</th>
<th>C GRAMMAR AND VOCABULARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Introduction</td>
<td>p4 Saying hello</td>
<td>p5 be, possessives and pronouns</td>
<td>p6 have got</td>
</tr>
<tr>
<td></td>
<td>alphabet, numbers</td>
<td>Possessive adjectives</td>
<td>Vocabulary: Adjectives (tall, short, dark, etc.)</td>
</tr>
<tr>
<td></td>
<td>&amp;t Introducing myself</td>
<td>Demonstrative pronouns</td>
<td>Describing people</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&amp;t Describing family and friends</td>
<td></td>
</tr>
<tr>
<td>1 My network</td>
<td>p8 Family and friends</td>
<td>p9 Present simple: affirmative</td>
<td>p10 The Royal Family</td>
</tr>
<tr>
<td></td>
<td>Family (uncle, brother, etc.)</td>
<td>Pronunciation: third person -s</td>
<td>Reading: Queen Elizabeth II</td>
</tr>
<tr>
<td></td>
<td>Possessive 's: plural noun forms</td>
<td>&amp;t Interview</td>
<td>&amp;t Vox Pops: Opinions on the Royals</td>
</tr>
<tr>
<td></td>
<td>Pronunciation: vowel sounds</td>
<td>&amp;t Present simple: questions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;t Describing family and friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Free time</td>
<td>p10 Free-time activities</td>
<td>p19 There is/there are</td>
<td>p20 Sport in Australia</td>
</tr>
<tr>
<td></td>
<td>Sports and hobbies (athletics, basketball, books, chess, etc.)</td>
<td>Things in the classroom (bin, board, shelves, etc.)</td>
<td>Reading: Sun, sea and sports!</td>
</tr>
<tr>
<td></td>
<td>&amp;t Talking about hobbies I like/don't like</td>
<td>Prepositions of place (between, in front of, on, etc.)</td>
<td>Ian Thorpe</td>
</tr>
<tr>
<td></td>
<td>&amp;t Verb and noun collocations (play football, do karate, go cycling, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;t Language review</td>
<td>Units 1-4</td>
<td>Skills round-up</td>
<td></td>
</tr>
<tr>
<td>3 School life</td>
<td>p20 School subjects</td>
<td>p27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School subjects (biology, English, maths, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;t Talking about subjects I like/don't like</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Things in the classroom (bin, board, shelves, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prepositions of place (between, in front of, on, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Time to party!</td>
<td>p28 Language review</td>
<td>p29 Present continuous</td>
<td>p30 Schools in England</td>
</tr>
<tr>
<td></td>
<td>p36 Clothes</td>
<td>Spelling rules</td>
<td>Reading: Secondary education in England</td>
</tr>
<tr>
<td></td>
<td>Clothes (boots, top, jeans, etc.)</td>
<td>&amp;t Talking about schools</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;t What people wear to school and in their free time</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjectives (beautiful, big, cheap, pink, red, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>&amp;t Language review</td>
<td>Units 1-4</td>
<td>Skills round-up</td>
<td></td>
</tr>
<tr>
<td>5 Wild!</td>
<td>p38 Time to party!</td>
<td>p39 Present continuous</td>
<td>p40 Music revisions</td>
</tr>
<tr>
<td></td>
<td>p40 Geographical features (desert, hill, etc.); continents</td>
<td>Spelling rules</td>
<td>Vocabulary: Describing a photo (on the left/right, etc.)</td>
</tr>
<tr>
<td></td>
<td>&amp;t Adjectives for measurements (deep, high, long, etc.)</td>
<td>&amp;t Talking about schools</td>
<td>Reading: Three festivals</td>
</tr>
<tr>
<td></td>
<td>&amp;t A radio quiz</td>
<td>&amp;t Song: Sailing</td>
<td></td>
</tr>
<tr>
<td>6 Out and about</td>
<td>p44 Language review</td>
<td>p40 Wild!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>p56 In town</td>
<td>p45 Comparative adjectives</td>
<td>p51 National Parks</td>
</tr>
<tr>
<td></td>
<td>Places in town (bank, church, park, etc.)</td>
<td>than</td>
<td>Reading: The Lake District</td>
</tr>
<tr>
<td></td>
<td>&amp;t Describing where places are</td>
<td>Pronunciation: weak vowel sounds</td>
<td>Vocabulary: Outdoor activities (climbing, fishing, etc.)</td>
</tr>
<tr>
<td>&amp;t Language review</td>
<td>Units 1-4</td>
<td>Skills round-up</td>
<td></td>
</tr>
<tr>
<td>7 World famous</td>
<td>p58 Out and about</td>
<td>p59 Past simple: be and am</td>
<td>p52 Descriptions of national parks</td>
</tr>
<tr>
<td></td>
<td>p60 On the map</td>
<td>and can</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Countries, nationalities (Austria, French, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>&amp;t Describing famous people</td>
<td>&amp;t Talking about schools</td>
<td></td>
</tr>
<tr>
<td>8 On the menu</td>
<td>p68 World famous</td>
<td>p69 Past simple: irregular verbs</td>
<td>p53 An American hero</td>
</tr>
<tr>
<td></td>
<td>p70 Breakfast</td>
<td>Pronunciation: -ought/-ought; irregular forms</td>
<td>Reading: I have a dream (Martin Luther King)</td>
</tr>
<tr>
<td></td>
<td>Food and drink (apples, bacon, jam, coffee, etc.)</td>
<td>Time expressions (last night, two days ago, etc.)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Countable and uncountable nouns</td>
<td>&amp;t Language review</td>
<td>Units 1-4</td>
</tr>
<tr>
<td></td>
<td>Partitives (a bowl of cereal, a bottle of water, etc.)</td>
<td>p66 Journeys</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ordering food</td>
<td>p68 Breakfast</td>
<td></td>
</tr>
<tr>
<td>&amp;t Language review</td>
<td>Units 1-4</td>
<td>Skills round-up</td>
<td></td>
</tr>
<tr>
<td>9 Journeys</td>
<td>p78 On the menu</td>
<td>p69 Present perfect: affirmative</td>
<td>p79 People on the move</td>
</tr>
<tr>
<td></td>
<td>p84 Journeys</td>
<td>&amp;t How do you get to school?</td>
<td>Reading: Multicultural Britain</td>
</tr>
<tr>
<td></td>
<td>Transport (bicycle, bus, car, etc.)</td>
<td>Phrasal verbs (get in, get off, slow down, etc.)</td>
<td>Talking about life in Britain</td>
</tr>
<tr>
<td></td>
<td>Prepositions (by bike, on foot, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 Just the job</td>
<td>p88 Journeys</td>
<td>p79 how many</td>
<td>p80 Jobs for teenagers</td>
</tr>
<tr>
<td></td>
<td>p95 Jobs and work</td>
<td>&amp;t Job descriptions</td>
<td>Reading: Part-time jobs</td>
</tr>
<tr>
<td></td>
<td>Jobs (actor, builder, nurse, etc.)</td>
<td>Suffixes (-er, -or, -ist)</td>
<td>&amp;t Opinions on part-time jobs</td>
</tr>
</tbody>
</table>

* Language review | Units 1-4 | Skills round-up | Units 1-4 | p107 |
<table>
<thead>
<tr>
<th>D GRAMMAR</th>
<th>E READING</th>
<th>F EVERYDAY ENGLISH</th>
<th>G WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>p7</strong> Time, days, months and seasons</td>
<td><strong>p12</strong> Family life</td>
<td><strong>p14</strong> Introducing people</td>
<td><strong>p15</strong> An informal letter</td>
</tr>
<tr>
<td><strong>p11</strong> Present simple: negative</td>
<td><strong>p12</strong> Family life</td>
<td><strong>p14</strong> Introducing people</td>
<td><strong>p15</strong> An informal letter</td>
</tr>
<tr>
<td>Describing what people do and don't do</td>
<td><strong>p12</strong> Family life</td>
<td><strong>p14</strong> Introducing people</td>
<td><strong>p15</strong> An informal letter</td>
</tr>
<tr>
<td><strong>p21</strong> Adverbs of frequency</td>
<td><strong>p22</strong> Kung fu</td>
<td><strong>p24</strong> Giving an opinion</td>
<td><strong>p25</strong> An announcement</td>
</tr>
<tr>
<td><em>How often...?</em></td>
<td><em>No pain, no gain</em></td>
<td><em>Expressing likes and dislikes</em></td>
<td><em>Imperatives</em></td>
</tr>
<tr>
<td><strong>p31</strong> <em>have to</em></td>
<td><strong>p31</strong> <em>have to</em></td>
<td><strong>p34</strong> Giving directions</td>
<td><strong>p35</strong> A description</td>
</tr>
<tr>
<td><em>Pronunciation: have/has to</em></td>
<td><em>Vocabulary: Parts of the body (arms, back, etc.)</em></td>
<td><em>Pronunciation: directions</em></td>
<td><em>Capital letters</em></td>
</tr>
<tr>
<td><strong>p41</strong> <em>can and adverbs</em></td>
<td><strong>p42</strong> <em>It's party time!</em></td>
<td><strong>p44</strong> Making arrangements</td>
<td><strong>p45</strong> An invitation</td>
</tr>
<tr>
<td><em>Describing ability</em></td>
<td><em>Vocabulary: Opinions (think, perhaps, etc.)</em></td>
<td><em>Present continuous for future arrangements</em></td>
<td><em>can for requests</em></td>
</tr>
<tr>
<td><strong>p51</strong> Superlative adjectives</td>
<td><strong>p52</strong> <em>Dangerous!</em></td>
<td><strong>p46</strong> Making arrangements</td>
<td><strong>p55</strong> A postcard</td>
</tr>
<tr>
<td><em>A quiz</em></td>
<td><em>The most dangerous animals in the world</em></td>
<td><em>Present continuous for future arrangements</em></td>
<td><em>Vocabulary: Prepositions of place (by a lake, at the seaside, in a hotel, etc.)</em></td>
</tr>
<tr>
<td><strong>p61</strong> Past simple: affirmative (regular verbs)</td>
<td><strong>p62</strong> <em>On the town</em></td>
<td><strong>p64</strong> On the phone</td>
<td><strong>p66</strong> A message</td>
</tr>
<tr>
<td><em>Pronunciation: past simple endings</em></td>
<td><em>A bump in the night</em></td>
<td><em>Pronunciation: phone numbers</em></td>
<td><em>Taking a message on the phone</em></td>
</tr>
<tr>
<td><em>Time expressions (two days ago, last week, etc.)</em></td>
<td><em>Vocabulary: Sequencing words (first, then, after that, etc.)</em></td>
<td><em>Leaving messages</em></td>
<td><strong>p75</strong> An e-mail message</td>
</tr>
<tr>
<td><strong>p71</strong> Past simple: negative and interrogative</td>
<td><strong>p72</strong> Inventions</td>
<td><strong>p74</strong> Talking about your weekend</td>
<td><strong>p76</strong> A formal letter</td>
</tr>
<tr>
<td><strong>p81</strong> Articles</td>
<td><strong>p82</strong> Healthy eating</td>
<td><strong>p84</strong> In a café</td>
<td><strong>p85</strong> A formal letter</td>
</tr>
<tr>
<td><em>Pronunciation: a/an</em></td>
<td><em>Can eating be a sport?</em></td>
<td><em>Pronunciation: saying prices</em></td>
<td><strong>p85</strong> A formal letter</td>
</tr>
<tr>
<td><em>Expressions which do and don’t take an article</em></td>
<td><em>Song: Junk food junkie</em></td>
<td><strong>p94</strong> Buying a train ticket</td>
<td><strong>p95</strong> An e-mail already and yet</td>
</tr>
<tr>
<td><strong>p91</strong> Present perfect: negative and interrogative</td>
<td><strong>p92</strong> Alone on the water</td>
<td><em>Pronunciation: 24-hour clock</em></td>
<td><strong>p95</strong> An e-mail already and yet</td>
</tr>
<tr>
<td><em>Talking about holidays</em></td>
<td><em>'It's given me my life again’</em></td>
<td><em>Train station announcements</em></td>
<td><strong>p95</strong> An e-mail already and yet</td>
</tr>
<tr>
<td><strong>p101</strong> <em>will</em></td>
<td><strong>p102</strong> A year abroad</td>
<td><strong>p184</strong> Giving advice</td>
<td><strong>p105</strong> An application letter</td>
</tr>
<tr>
<td><em>Gap years</em></td>
<td><em>Vocabulary: Places of work (bank, factory, office, etc.)</em></td>
<td><em>Should/shouldn't</em></td>
<td><strong>p105</strong> An application letter</td>
</tr>
<tr>
<td><strong>p194</strong> Giving advice</td>
<td><em>Giving advice</em></td>
<td><strong>p194</strong> Giving advice</td>
<td><strong>p105</strong> An application letter</td>
</tr>
</tbody>
</table>
1 Look at the photo. How old do you think the boy is? How old is the girl?

8 1.05 Listen to the conversations. Write the names and the ages of the people.

Conversation 1

Name ____________________  Name ____________________
Age _______________  Age _______________

Conversation 2

Name ____________________  Name ____________________
Age _______________  Age _______________

9 Write the questions. Match 1–4 with a–d.
1 What's  a do you spell your name?
2 How old  b your name?
3 How  c about you?
4 What  d are you?

10 1.06 PRONUNCIATION Listen and repeat the questions in exercise 9. Copy the intonation.

11 Work in pairs. Prepare a dialogue following the chart below.

A
Say your name.   Ask what B's name is.

B
Say your name.   Say it's nice to meet A.

Say it's nice to meet B.

Ask how to spell A's name.

Spell your name.   Ask how old B is.

Say how old you are.   Ask how old A is.

Say your age.

12 SPEAKING Act out your dialogue to the class.
# Grammar

**be, possessives and pronouns**

1. **Read the text. True or false?**
   - Ben is Scottish.
   - His sister is 17.
   - Ben and Clare are at the same school.

   My name’s Ben. My home town is York, in England. But I’m not English — I’m Scottish. I’m 16 years old.
   This is a photo of me and my sister. Her name is Clare. She’s 19. She isn’t at school. She’s at university in London. In the photo we aren’t at home, we’re on holiday in Spain. We’re at our grandparents’ house.

2. **Complete the table with the affirmative and negative forms of the verb be.**

<table>
<thead>
<tr>
<th>affirmative</th>
<th>interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I 1 _______</td>
<td>Am I ...?</td>
</tr>
<tr>
<td>he/she/it 2</td>
<td>Is he/she/it ...?</td>
</tr>
<tr>
<td>you/we/they 3</td>
<td>Are you/we/they ...?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>negative</th>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>I 4 _______</td>
<td>Yes, I am. / No, I’m not.</td>
</tr>
<tr>
<td>he/she/it 5</td>
<td>Yes, he/she/it is.</td>
</tr>
<tr>
<td>you/we/they 6</td>
<td>No, he/she/it isn’t.</td>
</tr>
</tbody>
</table>

3. **Complete the sentences with the affirmative or negative form of be. Make them true for you.**
   - 1 I _______ 14 years old.
   - 2 My parents _______ from Prague.
   - 3 We _______ in school now.
   - 4 My bag _______ yellow.
   - 5 My friends and I _______ from England.
   - 6 It _______ very cold today.
   - 7 I _______ hungry.
   - 8 Our teacher _______ very tall.

4. **Write questions. Use the interrogative of be.**
   - 1 you / 15 years old?
   - 2 Ronaldinho / your favourite footballer?
   - 3 our teacher / in the classroom?
   - 4 we / from Hungary?
   - 5 Julia Roberts / your favourite actress?
   - 6 you / thirsty?
   - 7 your friends / at home?

5. **Speaking**
   - Work in pairs. Ask and answer the questions in exercise 4.
   - Are you 15 years old? Yes, I am. / No, I’m not. I’m 16 years old.

6. **Find three possessive adjectives in the text in exercise 1 and complete the table.**

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Possessive adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>your</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
<td>his</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
</tr>
<tr>
<td>we</td>
<td>their</td>
</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

7. **Read the Learn this! box. Look at the pictures. Write questions using demonstrative pronouns.**

   **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’*).

   ![Is this your MP3 player?](image)
   - 1 this / MP3 player
   - 2 those / books
   - 3 these / trainers
   - 4 that / bike
   - 5 this / CD
   - 6 these / pencils

---

*Grammar Reference: page 109*
1. Read and listen to the dialogue. Choose the correct answers.
1. Francesca has / hasn’t got a sister.
2. Marco has / hasn’t got blue eyes.
3. Marco and Maria have / haven’t got children.

Francesca: This is a photo of my parents at home.
Ben: They’ve got a lovely house. Have you got brothers or sisters, Francesca?
Francesca: I haven’t got a sister, but I’ve got a brother. His name’s Marco. This is a photo of him. He’s got blue eyes, like me, but he hasn’t got fair hair.
Ben: Who’s that with him?
Francesca: That’s his wife, Maria.
Ben: Have they got children?
Francesca: No, they haven’t.

2. Underline all the examples of have got in the dialogue in exercise 1. Then complete the table.

<table>
<thead>
<tr>
<th>have got</th>
<th>affirmative</th>
<th>interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ve got</td>
<td>Have I got ...?</td>
<td>Has he/she/it got ...?</td>
</tr>
<tr>
<td>he/she/it</td>
<td>you/we/they</td>
<td>got</td>
</tr>
<tr>
<td>got</td>
<td>got</td>
<td>got</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I have. / No, I haven’t.</td>
</tr>
<tr>
<td>Yes, he/she/it has.</td>
</tr>
<tr>
<td>No, he/she/it hasn’t.</td>
</tr>
<tr>
<td>Yes, you/we/they have.</td>
</tr>
<tr>
<td>No, you/we/they haven’t.</td>
</tr>
</tbody>
</table>

3. Write sentences about Mark. Use have got, affirmative or negative.

Mark has got a bike.
He’s got a bike.

4. SPEAKING Work in pairs. Ask and answer about the things in exercise 3.

Have you got a bike?
Yes, I have. / No, I haven’t.

5. Check the meaning of the words below. Then describe the people in the photos.

<table>
<thead>
<tr>
<th>He’s got</th>
<th>long</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>fair</td>
<td>dark</td>
<td></td>
</tr>
<tr>
<td>He’s got</td>
<td>straight</td>
<td>wavy</td>
</tr>
<tr>
<td>hair.</td>
<td>blue</td>
<td>brown</td>
</tr>
<tr>
<td>He’s got</td>
<td>curly</td>
<td>glasses.</td>
</tr>
<tr>
<td>hair.</td>
<td>green</td>
<td></td>
</tr>
</tbody>
</table>

Anastacia’s got long, fair hair and ...

6. SPEAKING Work in pairs. Ask and answer about people in the class.

Has Blanka got fair hair?
No, she hasn’t.

7. WRITING Write a short description of a friend or member of your family.

My brother is tall. He’s got ...
VOCABULARY
Time, days, months and seasons

1 Listen and repeat the times.
- one o’clock
- quarter past one
- half past one
- quarter to two
- ten past one
- twenty-five to two

5 Write the days of the week and the months of the year in the correct order.
- Days
  1 Sunday
  2 __________
  3 __________
  4 __________
  5 __________
  6 __________
  7 __________
- Months
  1 January
  2 __________
  3 __________
  4 __________
  5 __________
  6 __________
  7 __________

2 Listen and draw the times.

6 Listen, check and repeat.

3 Listen and complete the dialogue with the words in the box.
- very
time
excuse
to
welcome

- Sarah
  1 __________ me. What 2 __________ is it, please?
- Man
  It’s five 3 __________ eleven.
- Sarah
  Thanks 4 __________ much.
- Man
  You’re 5 __________.

7 Match the pictures with the words in the box.
- The seasons
- autumn
- spring
- summer
- winter

8 Listen, check and repeat.

9 Which season are the months in?
- January is in winter.

10 Ask and answer the questions.
1 What day is it today?
2 What day is it tomorrow?
3 What’s your favourite day?
4 What’s the worst day of the week?
5 What days are the weekend?
6 In which month is your birthday?
7 In which season is Christmas?
8 In which month is Valentine’s Day?
9 In which month is New Year’s Day?
10 What’s your favourite season?
1. Put the words in the box into the two groups below, A and B. Which word goes in both groups?

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

A: aunt

B: brother

2. 1.13 Listen, repeat and check your answers.

3. 1.14 PRONUNCIATION Listen to the pronunciation of the underlined vowels.

- mother /ˈmʌðə/ cousin /ˈkaʊzn/

4. 1.15 Listen and check your answers to exercise 3.

5. Read the Learn this! box. Then complete the puzzles.

LEARN THIS!

Possessive ‘s

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

   my dad’s computer    my uncle’s wife

2. After a plural noun ending in -s, we just add ‘.

   my parents’ car    my cousins’ grandfather

6. SPEAKING Work in pairs. Write more puzzles for each other.

   1. My mother’s brother is my ____________.
   2. My father is my cousins’ ____________.
   3. My uncle’s daughter is my ____________.
   4. My aunt is my cousin’s ____________.
   5. My nephews’ sister is my ____________.
   6. My uncle is my mother’s or father’s ____________.

7. 1.16 Listen and complete Laura’s network of people she meets regularly. Use the names in the box.

   Baker, Jake, Hannah, Lucy, Molly, Pete, Sam

8. Draw a network of the people you meet regularly.

9. SPEAKING Work in pairs. Give your partner the names of six people from your network. Ask and answer about the people on your lists.

   Mark
   Janice

   Who’s Mark?
   He’s my cousin. He’s 18 years old.

   Who’s Janice?
   She’s my friend. She’s in my volleyball team.
1 Look at the picture. Do you know the names of the people in Bart Simpson’s family?
   His dad’s name is Homer. His...

2 Read the text and check your answers to exercise 1. Which members of the family does the text mention?

Bart Simpson is the star of *The Simpsons*, a popular American TV programme. Eleven million Americans watch it every week. The Simpsons live in Springfield and Bart goes to Springfield Elementary School. He’s very lazy and he isn’t popular with the teachers, but his classmates like him. Bart has got two sisters, Lisa and Maggie. Lisa is very intelligent and she studies hard. Maggie is a baby. Bart’s parents are Homer and Marge. Homer works at a power station from Monday to Friday and watches TV at weekends. Marge stays at home with Maggie.

3 Look at the table and find the missing verb form in line 8 of the text. What letter does it end with?

<table>
<thead>
<tr>
<th>Present simple: affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I work</td>
</tr>
<tr>
<td>you work</td>
</tr>
<tr>
<td>he / she / it</td>
</tr>
<tr>
<td>we work</td>
</tr>
<tr>
<td>you work</td>
</tr>
<tr>
<td>they work</td>
</tr>
</tbody>
</table>

We use the present simple to talk about:
1 something that happens always or regularly.
2 a fact that is always true.

4 Complete the sentences with the present simple affirmative of the verbs in the box. Then write which member of the Simpson family says it.

the verbs in the box.

1 I work at a power station. Homer
2 ‘My brother and I _______ to Springfield Elementary School.’
   ‘My little sister _______ at school.’
4 ‘My wife _______ at home with our baby.’
5 ‘My classmates _______ me.’
6 ‘I _______ in Springfield with my husband and children.’

8 Write three true sentences and three false sentences about you or your family. Use the verbs in the box.

go get up like live play watch work speak

My dad speaks French. I like Robbie Williams.

9 SPEAKING Say your sentences to your partner. Your partner says if they are true or false.

My dad speaks French.
I think that’s true / I think that’s false.
1 SPEAKING Work in pairs. Can you match the names with the people in the photos? Ask and answer questions about the family members.

Camilla Charles Diana Elizabeth Harry
Philip William

Who's Elizabeth?
She's Charles' mother. / She's Philip's wife.

Queen Elizabeth II

A The British Royal Family is over 1,000 years old. Queen Elizabeth is the fifty-fourth monarch since King Alfred in the ninth century.

B The Queen lives in Buckingham Palace in London. She also spends time in two other castles in England. She stays in Balmoral Castle in Scotland in the summer.

C Her husband is Prince Philip. They have got four children and seven grandchildren. The Queen's eldest son is Prince Charles. He has got two sons from his marriage to Princess Diana (1961–1997). Charles is now married to Camilla, Duchess of Cornwall.

D The Queen works very hard. She visits a lot of different countries and she welcomes hundreds of visitors to Buckingham Palace every year. She is head of 620 charities. She also discusses politics with the Prime Minister of the United Kingdom every Tuesday.

E The Queen loves dogs and horses. At the moment, she has got 14 dogs and 30 racehorses. The Queen hasn't got a lot of free time, but she loves going to the horse races in May and June.

2 Read the text. Match the headings with the paragraphs (A–E). There is one heading that you don't need.

The Queen's family The Queen's home
Introduction The Queen's job
The Queen's free time The Queen's travels

3 Are the sentences true or false? Correct the false sentences.

1 The British Royal Family is over 100 years old.
2 The Queen goes to Scotland in the summer.
3 Prince Philip is the Queen's eldest son.
4 Camilla is Charles' sister.
5 The Queen and the Prime Minister meet every evening.
6 The Queen sometimes goes to the horse races in July and August.

4 Match the highlighted words in the text with the definitions below.

1 now __________
2 the son of a king and queen __________
3 a building where kings and queens live (find two words) __________
4 one hundred years __________
5 king or queen __________
6 talk about __________

5 1.19 Listen to some people talking about the Royal Family. Match two opinions with each speaker.

Opinion | Speaker (1, 2 or 3?)
--- | ---
They're a bit boring. | 1
They're very expensive. | 2
I like reading about them. | 3
They work hard. | 1
They aren't modern. | 2
They have interesting lives. | 3

6 SPEAKING What can you remember about the British Queen and her family? Close your books, then take turns in class to say one true sentence each.

Her husband's name is Philip.
She loves dogs.
Present simple: negative

1 Read the text about two brothers. Label the photos with the correct names.

Josh and Ben are brothers. Both boys are athletic, but they don't like the same things. Ben loves football. He plays for two teams – his school team and his city team – and he trains every weekend. Josh trains a lot too, but he doesn't play football. He loves dancing. He does ballet and modern dance at a dance academy in the city.

'I want to be a professional dancer,' says Josh. 'But Ben wants to play for Manchester United. I don't like football, but I think Ben is fantastic.'

'I don't like dancing at all, but I know Josh is great,' says Ben. 'We don't like the same things, but we like each other.'

2 Find examples of the present simple negative in the text. Then read the Learn this! box and complete the sentences.

Present simple: negative

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

We form the present simple negative with don't or doesn't and the base form of the verb.

3 Make the sentences negative.

1 I live in England.
2 We come from London.
3 Sarah studies science.
4 Mick plays ice hockey.
5 My parents work in an office.
6 You like computer games.
7 Tom and I walk to school.
8 Katherine gets up at five o'clock.

4 Listen to Mark and Sally. Is the information in the table true (✓) or false (✗)?

<table>
<thead>
<tr>
<th>Mark</th>
<th>Sally</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 comes from Oxford</td>
<td>Cardiff</td>
</tr>
<tr>
<td>2 lives in Liverpool</td>
<td>London</td>
</tr>
<tr>
<td>3 studies maths</td>
<td>medicine</td>
</tr>
<tr>
<td>4 enjoys playing the piano</td>
<td>shopping</td>
</tr>
<tr>
<td>5 plays basketball</td>
<td>volleyball</td>
</tr>
<tr>
<td>6 works in a restaurant</td>
<td>a shop</td>
</tr>
</tbody>
</table>

5 Write sentences about Mark and Sally. Use the information in the table and the present simple affirmative or negative.

Mark doesn't come from Oxford.
He lives in Liverpool.

6 Write true sentences about yourself with the present simple affirmative or negative. Use the phrases below and your own ideas.

1 live in a flat
I live in a flat/I don't live in a flat
2 study history
3 watch TV every day
4 speak Russian
5 walk to school
6 get up at seven o'clock on Saturdays
7 read in bed
8 like classical music

7 Work in pairs. Listen to your partner's sentences. Then tell the class about your partner.

Martin lives in a flat.
Sue Povey gets up at six every morning and makes breakfast for fifteen people. Sue has a difficult job – she works hard every day. Why? Because she’s a mother with fifteen children, and thirteen of them live at home.

Sue Povey and her family live in Swindon in the south of England. After breakfast her husband, Ian, goes to work. Sue drives the children to school. (She needs a minibus for this!) Nine children go to school and she drives home with the other four children. Every weekday she looks after the children and cleans the house. She does the washing eight times a day, and she irons clothes for three hours.

Every afternoon at 3.30 she collects the children from school in the minibus. Then she helps them with their homework. After that she cooks dinner for fifteen. Her husband comes home at six. After dinner, she goes to the supermarket with two of her sons. They help her with the shopping. She buys 50 litres of milk a week!

Sue says: ‘I love my big family. All the children help me and help each other. I want more children!’

Her husband Ian says: ‘It’s never boring in this family.’

Thomas, 7, says: ‘I always have someone to play with.’

Katie, 5, says: ‘I like having new babies in the house.’

And Matt, 9, says: ‘It’s very noisy!’
1 **Speaking** Work in pairs. Ask and answer the questions.
   1. Who are the people in the photos?
   2. Is your family big or small?

2 **Read the text. Are the sentences true or false?**
   1. Sue Povey has got thirteen children.
   2. Sue's husband stays at home and looks after the children.
   3. Sue is happy with her big family.

   **Exam tip**
   When you answer multiple choice questions, read the first part of the question only and then look for the information in the text. When you have found the correct place in the text, read the options carefully and compare them with the text.

3 **Read the exam tip above. Then choose the best answers.**
   1. Sue has a difficult job because
      a. she makes breakfast every morning.
      b. she has got a very big family.
      c. two of her children don't live at home.
   2. After breakfast Sue
      a. drives her husband to work.
      b. drives the children to school.
      c. looks after the children.
   3. In the morning and afternoon, Sue
      a. plays with the children.
      b. shops and drives in the minibus.
      c. looks after children.
   4. The children come home from school
      a. by minibus.
      b. with Sue's husband.
      c. by bus.
   5. Who helps her with the shopping?
      a. Two daughters.
      b. Two sons.
      c. Her husband.

4 **Complete the everyday activities with the words in the box. Underline them in the text.**
   breakfast  the children  clothes  dinner  home  supermarket  the house  the washing  work  up

<table>
<thead>
<tr>
<th>Everyday activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>clean</td>
<td>get</td>
</tr>
<tr>
<td>come</td>
<td>go to</td>
</tr>
<tr>
<td>cook</td>
<td>go to the</td>
</tr>
<tr>
<td>do</td>
<td>iron</td>
</tr>
<tr>
<td>drive</td>
<td>to school</td>
</tr>
</tbody>
</table>

5 **Write true sentences about yourself and your family. Use the correct form of the verbs in brackets.**
   1. _______ (get up) at _________.
      My mum gets up at seven o'clock.
   2. _______ (make) breakfast in my house.
   3. _______ (go) to work at _________.
      in the morning.
   4. _______ (come) home at _________.
      in the evening.
   5. _______ (help) my parents with the housework.
   6. _______ (cook) dinner in my house.
   7. _______ (go) to the supermarket on _________.
   8. _______ (tidy and clean) the house.

6 **Write down three things that you do after school. Use the ideas in exercise 4 to help you, or think of your own.**

7 **Speaking** Memory game! Take it in turns around the class to repeat the whole sentence and add one of your ideas from exercise 6.

   **When I get home, I do my homework.**
   **When I get home, I do my homework and I watch television.**
   **When I get home, I do my homework and I watch television and I take the dog for a walk.**
1. Complete the conversation with the words in the box.

doesn't from got How old this too you

Mark: Hi, Rachel. 1 ______ are you?
Rachel: Fine, thanks, Mark. And you?
Mark: Not bad. Rachel, 2 ______ is Susan.
Rachel: Hello, Susan. Nice to meet you.
Susan: Hi, Rachel. Nice to meet you 3 ______.
Mark: Susan is new to the school.
Rachel: Oh, right. Where are you 4 ______?
Susan: London.
Rachel: Have you 5 ______ any brothers or sisters?
Susan: Yes, I've got a brother and a sister.
Rachel: Really? How 6 ______ are they?
Susan: My sister is 14 and my brother is 18. My sister is in class 12C.
Rachel: What about your brother?
Susan: He 7 ______ go to this school. He's at university in Liverpool.
Mark: That's the bell. I've got maths now. See you later.
Rachel: Bye.
Susan: See 8 ______.

2. Listen and check your answers.

3. In groups of three, practise reading the conversation.

4. Complete the sentences with information about Susan.

She's from ______.
She's got ______ brother(s) and ______ sister(s).
Her brother is ______ years old.
He's at ______.
Her sister is ______ years old.
She's in class ______.

5. Listen to the conversations. Are the sentences true or false?

1. Alfie and Jenny live in the same street.
2. Sam's cousin goes to Elston Secondary School.
3. Alfie's sister is 12 years old.
4. Jane and Ella have dance classes together.
5. Jane and Ella go to school together.
6. Rosie's mother is a teacher.

6. Complete the sentences. Then listen again and check.

1. Alfie is my ______ neighbour.
2. He ______ to Elston Secondary ______.
3. She ______ go to school. She ______ in a shop.
4. Rosie, ______ is my ______, Jane.
5. Jane ______ to the ______ dance class as me.
6. My mum ______ at that school. She ______ Italian.

7. Match each sentence in A with a reply from B.

A
1. Hello, Sam.
2. How are you?
3. Nice to meet you.
4. Where are you from?
5. Have you got any brothers or sisters?
6. How old is your sister?
7. Is your brother at the same school?

B
a. Not bad. And you?
b. No, I haven't.
c. Nice to meet you too.
d. No, he works in an office.
e. Hi, Andrea.
f. She's 16.
g. Edinburgh, in Scotland.

8. SPEAKING Work in groups of three. Imagine that one of you is new to the school. Complete this information about the new student with your own ideas.

You're from ______.
You've got a brother and a sister.
Your brother is at the school. He's ______ years old. He's in class ______.
Your sister isn't at the school. She works in ______.

9. Write a conversation like the one in exercise 1. Use your own names and your notes from exercise 8.

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

10. SPEAKING Read the speaking tip above. Then act out your conversation to the class.
Dear Sam,

A My name is Robbie and I'm your new penfriend. This is a photo of me. I'm 16 years old and I'm from Manchester.

B I live in a flat with my parents and my sister Karen. She's 11 and she's usually a bit annoying. We've also got a dog called Rover.

C I go to Newtown Comprehensive School. After school, I take the dog for a walk, then I do my homework. My parents don't get home until seven o'clock, so Karen and I cook dinner. After dinner, I watch TV or listen to music.

Write soon.

Best wishes,

Robbie

5 Match numbers from exercise 4 with the words below.

- eighteenth
- eight
- second
- fourteenth
- fifteenth
- tenth
- seventeenth
- twelfth
- thirtieth
- third
- twenty-first
- nineteenth
- thirty-first
- fifth
- sixth

6 Read the Learn this! box. Then listen and write the dates.

- 3rd March 2004

7 Say these dates. Then listen and check.

- 21st January 2007
- 8th October 1995
- 3rd March 2004
- 22nd September 2008
- 5th May 2010
- 6th December 2020

8 Ask and answer the questions.

- When's your date of birth?
- What's the ... of ...? 
- When's New Year's Eve?
- What's the date today?
- When's Valentine's Day?
- When's Christmas Day?
- What year is it now?
- In what year is the next World Cup?
- Olympic Games?

9 Imagine you have a penfriend in Britain. Write a short letter (70–100 words) to him or her. Use the writing guide to help you.

Dear _____

Paragraph 1
- Introduce yourself. Say how old you are and where you are from.

Paragraph 2
- Say something about your family. (How many brothers and sisters? Ages? Pets?)

Paragraph 3
- What do you do after school? What do you do after dinner?
- Best wishes

Check your work

- followed the writing guide?
- written 70–100 words?
- checked your spelling and grammar?
1 Look at the photo. How old do you think the boy is? Quickly read the text and check.

2 Do the Use of English exam task.

USE OF ENGLISH exam task

Complete the text. Write one word only in each gap.

"I've 1 ______ two brothers. My little brother, Jake, is 12 years 2 ______, and 3 ______ big brother, Sam, is 21. I'm 16. Jake is at 4 ______ same school as me, but 5 ______ a different class. Sam 6 ______ at university. He 7 ______ German and history. My dad works in 8 ______ office in Brighton. My mum doesn't work. She stays 9 ______ home."

3 Get ready to SPEAK Make notes about your family. Then complete the sentences.

My Family

My parents' jobs

1 I've got ...
2 My mum ...
3 My dad ...

4 Listen to Anna doing the Speaking exam task in exercise 6. Answer the questions.

1 How many brothers and sisters has she got?
2 Where does her brother live?
3 Where do her parents work?

5 Correct the mistakes Anna makes.

1 I got a sister and a brother. ×
2 My brother he is 19. ×
3 Yes, he do. ×
4 My dad work in an office in Prague. ×
5 My mum works in supermarket. ×

6 Do the Speaking exam task.

Speaking tip
Speak in a loud, clear voice and look at the examiner while you are speaking.

SPEAKING exam task

You have to interview your partner for your school magazine. Find out about his/her family. Ask about:

1 his/her brothers and sisters (e.g. their age, school, what they do)
2 his/her parents' jobs

Listening tip
Read the sentences in the exam task and think about what kind of information is missing.

When you listen for the answers, remember that the words in the listening may be slightly different from the words in the sentences.

7 Get ready to LISTEN Read the listening tip above. Then read the sentences in the Listening exam task. Try to predict what kind of word or words might fill the gaps.

1 job: teacher, police officer?

8 Do the Listening exam task.

LISTENING exam task

Listen and complete the sentences with a word or phrase.

1 Annabelle is a ________.
2 She works in a ________.
3 She gets up at four o'clock ________.
4 She sometimes goes to the ________.
5 When she gets home, she ________ or listens to music.
6 She goes to work by ________.
7 She works from ________ to six o'clock.
8 She lives in a ________.
‘Friends’ websites

1. Millie is 17 years old and lives in Miami. She has got 204 friends – and she makes two or three more friends every week. About 20 of her friends also live in Miami. Some go to the same school, and others go to the same music clubs and sports centres. She often sees them. The others live in other cities and other countries: England, Canada, Japan... She never meets these friends, but she talks to them on the Internet. They are her ‘MySpace Friends’.

2. Because of websites like MySpace, Yahoo 360 and Bebo, people can make friends online. These websites are very popular all over the world, especially with young people. Users have got their own homepage. They give information about themselves. They write letters for their webpage, show photos and give opinions. They write about their favourite films, music and TV programmes.

3. For many young people, a good homepage is an important part of their image. It says: ‘This is me! I’ve got something to say. These things – and these people – are important in my life.’ And these websites are also an easy way to talk to a lot of different people. That is why teenagers like these ‘friends’ websites.

4. But some people are worried that these websites aren’t safe. For example, it is impossible to know that the information on a homepage is true. Perhaps the 16-year-old girl you talk to online is really a 40-year-old man. So here is some advice.

5. Keep your webpage private. (Only friends can see a private webpage.) Do not put photos of yourself on your webpage. Do not meet people that you only know because of the website. And finally, remember that online friends are fun, but they are not the same as real friends.

2. Do the Reading exam task.

**Reading exam task**

Read the text and match headings A–F with paragraphs 1–5. There is one extra heading that you do not need.

A. Why do ‘friends’ websites seem dangerous?
B. How do ‘friends’ websites work?
C. What’s the best advice for people who want to use ‘friends’ websites?
D. Where do Millie’s friends live?
E. How can I find ‘friends’ websites?
F. Why are ‘friends’ websites popular?

3. Get ready to SPEAK. Look at exercise 5 on page 6. Which words do you need to describe the people in the photos on page 16 and below?

kind generous funny helpful clever honest
good-looking optimistic cheerful sensitive

4. Work in pairs. Which three things do you think a good friend should be?

5. Do the Speaking exam task.

**Speaking exam task**

Work in pairs. Tell your partner about a friend of yours, or a member of your family. Describe:

1. his/her appearance
2. his/her personality, with examples of his/her behaviour
1 Label the photos with eight words from the box.

Sports and hobbies athletics basketball books
chess computer games cycling dancing fashion films football gymnastics ice skating jogging music photography rollerblading swimming

2 1.28 Listen, repeat and check your answers. Check the meaning of any new words.

3 Which sports and hobbies can you do:
   1 at home?  3 on your own?
   2 outside?  4 in a team?

4 1.29 Listen to four teenagers. Which sport or hobby is each person interested in?
   1 Oliver    3 Nick
   2 Lauren    4 Rachel

5 1.29 Listen again. Complete the sentences with the correct name from exercise 4.
   1 Nick visits chat rooms.
   2 goes to a club near her home.
   3 listens to music on the bus.
   4 meets friends after school every day.
   5 has got a brother, Michael.
   6 has lessons on Thursdays.
   7 plays the guitar.
   8 has got an expensive bike.

6 Put the sports and hobbies from exercise 1 into four groups, according to your own opinion.
   1 I really like ...
   2 I quite like ...
   3 I don’t like ...
   4 I hate ...

7 SPEAKING Work in pairs. Tell your partner your opinions of the sports and hobbies. Tick the ones that are the same for both of you.

   I really like basketball, football, computer games and music. I quite like ...

8 Do a class survey. Which sport or hobby is:
   1 the most popular in the class?
   2 the most popular with the boys?
   3 the most popular with the girls?
Present simple: questions

1 Look at the photo. What is the name of this sport?
   a skiing  b ice skating  c snowboarding

2 1.30 Listen to part 1 of an interview with 17-year-old snowboarding star, Jed Bright. Put the interviewer’s questions in the correct places.
   a Do your parents travel with you?
   b Do you do any other sports?
   c Do you enjoy competitions?
   d Does Nathan take part in the competitions?

Interviewer 1
Jed Yes, I do. I love the excitement – and the travelling.

Interviewer 2
Jed No, they don’t. I travel with my trainer, Martin Atkins, and my brother Nathan.

Interviewer 3
Jed No, he doesn’t. He just watches.

Interviewer 4
Jed No, I don’t. I don’t have time!

3 Complete the examples in the Learn this! box. Use the questions from exercise 2 to help you.

Learn this!
We form present simple questions with do or does and the base form of the verb.
1 _______ you go snowboarding?
   Yes, I ______. / No, I ______.
2 _______ he/she/it play chess?
   Yes, she ______. / No, she ______.

4 Write questions.
   1 you / go snowboarding?
   Do you go snowboarding?
   2 your friends / like computer games?
   What do your friends like?
   3 Wayne Rooney / play football?
   Does Wayne Rooney play football?
   4 you / watch a lot of films?
   Do you watch a lot of films?
   5 your best friend / do athletics?
   Does your best friend do athletics?
   6 you / like dancing?

5 Speaking Work in pairs. Ask and answer the questions in exercise 4.
   Do you go snowboarding?
   Yes, I do. / No, I don’t.

6 Read the Learn this! box. Translate the question words.

Learn this!
We can use the question words How, What, When, Where and Who to ask for information. We put the question word at the beginning of the question.

Where does your dad work?
Who do you sit next to in class?

7 Complete part 2 of the interview with the question words in the Learn this! box.
   Interviewer 1 _______ do you live?
   Jed I live in Vancouver, in Canada.
   Interviewer 2 _______ do you live with?
   Jed My parents and my brother.
   Interviewer 3 _______ do you relax?
   Jed I listen to music.
   Interviewer 4 _______ bands do you like?
   Jed Arctic Monkeys, Coldplay and Snow Patrol are my favourites.
   Interviewer 5 _______ do you see your friends?
   Jed In the evenings and at weekends.

8 1.31 Listen to part 2 of the interview and check your answers. Practise reading the interview in pairs.

Learn this!
Grammar Builder (28): page 110

9 Speaking Work in pairs. Match the beginnings and endings of the questions. Then ask and answer them.
   1 What music do you ______?
   a get up in the morning?
   2 Where do you ______?
   b do?
   3 When do you ______?
   c listen to?
   4 What sport do you ______?
   d sit next to in class?
   5 Who do you ______?
   e buy your clothes?
   6 How do you ______?
   f travel to school?

10 Work in pairs. Prepare an interview. Write five questions for your partner. Use the questions from exercises 7 and 9 to help you.

11 Write answers to your partner’s questions.

12 Speaking Act out your interview to the class.
1 How much do you know about Australia? Answer the questions.
   1 Can you name any Australian cities?
   2 Can you name any famous Australian sportspeople? What sport do they do?

2 Match the photos with the sports and activities in the box.
   cricket  hockey  horse riding  martial arts  netball  rugby  Australian Rules football

3 Read the text and answer the questions.
   1 What do Australians think of sport?
   2 Why is swimming popular?
   3 Which three sports are only popular with boys?
   4 Which three sports are only popular with girls?

4 Listen to the information about swimmer, Ian Thorpe. Which Olympic Games are his medals from?
   a 2000  b 2004  c 2000 and 2004

5 Listen again. Are the sentences true or false?
   1 Ian Thorpe is from Sydney, Australia.
   2 He is very tall but he’s got small feet.
   3 Ian’s sister, Christina, is a tennis player.
   4 Ian is an Olympic champion and has got two gold medals.
   5 Ian holds two world records.
   6 Ian is interested in a lot of different sports.
   7 Fashion is one of Ian’s hobbies.

6 Correct the false sentences in exercise 5.

7 SPEAKING Work in groups. What sports and activities are popular in your country? Agree on a ‘top five’ list.
1 Look at the pictures. Do you go bowling or dancing in your free time?

2 1.33 Read and listen to what two teenagers say about their Saturdays. Match them with the pictures in exercise 1.

Jacob I always have football practice on Saturday morning, so I get up early and have a big breakfast. After football practice, I go home for lunch. In the afternoon, I usually do homework, but I sometimes play tennis at the sports centre. I hardly ever watch TV during the day — the programmes are always really boring. In the evening, I always go out with friends. We often go bowling. I’m usually in bed before midnight.

Kirsty I usually get up late on Saturday morning. I never have breakfast. I watch TV for an hour and then I usually check my e-mails or visit a chat room. After lunch, I go shopping. I look at the new mobile phones, but I never buy a phone — they’re always very expensive. I always go dancing with friends on Saturday evening. I’m often out until two o’clock.

3 1.34 Complete the chart with the adverbs of frequency from the box. Listen, repeat and check your answers.

Adverbs of frequency: always, usually, often, never, sometimes, hardly ever

<table>
<thead>
<tr>
<th></th>
<th>always</th>
<th>usually</th>
<th>often</th>
<th>never</th>
<th>sometimes</th>
<th>hardly ever</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<td>5</td>
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</tbody>
</table>

4 Underline all the examples of adverbs of frequency in the texts in exercise 2.

5 Circle the correct words in the rules in the Learn this! box. Use the examples in the texts in exercise 2 to help you.

Learn this!

1 We use adverbs of frequency to say how often something happens.
2 We normally put an adverb of frequency:
   a) before / after the verb be
   b) before / after most other verbs

6 Write sentences about Jacob and Kirsty using adverbs of frequency and a phrase from the box.

on Saturday afternoon on Saturday evening
on Saturday morning on Saturday night
1 Jacob / have football practice ...
   Jacob always has football practice on Saturday morning.
2 Kirsty / get up late ...
3 Kirsty / have breakfast ...
4 Jacob / play tennis ...
5 Kirsty / buy a mobile phone ...
6 Jacob and Kirsty / go out with friends ...
7 Jacob / be in bed before midnight ...
8 Kirsty / be in the dance club until two o’clock ...

7 Look at the table. How often do you do these activities at the weekend? Complete column 1 of the table with adverbs of frequency.

<table>
<thead>
<tr>
<th>Activity</th>
<th>1 You</th>
<th>2 Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>do homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>visit relatives</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cook dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do the washing up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go swimming</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play computer games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Speaking Work in pairs. Ask and answer about the activities in the chart using How often ... ? Write your partner’s answers in column 2.

9 Speaking Tell the class about yourself and your partner. Which things are the same and which are different?

I usually do homework at the weekend.
Jan usually does homework in the evening.

Jan often visits relatives. I hardly ever visit relatives.
1. Look at the photo. Match the parts of the body with the words from the box.

- Parts of the body: arms, back, chest, ears, eyes, feet, fingers, hands, head, knees, legs, mouth, neck, nose, shoulders, stomach, toes.

---

2. Listen, repeat and check your answers.

3. Work in pairs. Cover the words in exercise 1. Use the photos to test your partner. Point, ask and answer.

   What's this? It's his arm.

---

No pain, no gain

David Simmons comes from London, but he's in China for three months. He's a student at the Dengfeng Kung Fu School. In this interview with Martial Arts Monthly David talks about life at the school.

MAM: Tell me about a typical day. What time do you get up?

David: We get up at five o'clock and start training immediately. We haven't got time to have breakfast. If we're late, the teachers hit us with sticks.

MAM: How do you train?

David: First we train our legs, arms and stomachs. We run up and down 1,000 steps and do press-ups. The training is very, very hard.

MAM: How do you understand the teachers? Do you speak Chinese?

David: A little, yes. But the teachers speak English so I don't have a problem.

MAM: When do you have breakfast?

David: At half past seven. We have rice and soup. We have a short rest and training starts again at nine o'clock. We practise hitting with our hands and kicking with our feet. Then we have lunch and a long rest.

MAM: Do you train in the afternoons too?

David: Yes, I like the afternoons because we train with sticks and swords.

MAM: Is it dangerous?

David: No, not really, because we don't fight.

MAM: When does training finish?

David: At six o'clock. We have a shower, and have dinner at half past six – rice and soup again – then we go to bed.

MAM: What do you want to do when you go back to Britain?

David: I want to start a kung fu school in London and teach people kung fu. I also want to appear in films as a kung fu fighter!
4 Read the reading tip. Then read the text quickly. Which sentence is true?
1. David trains only in the mornings.
2. David trains only in the afternoons.
3. David trains in the mornings and afternoons.

5 Find five parts of the body in the interview.

6 Are the sentences true or false?
1. David Simmons works in China.
2. He has breakfast before he starts training.
3. David speaks a little Chinese.
4. In the mornings they practise fighting.
5. They have a rest before lunch.
6. David wants to teach kung fu when he goes back to Britain.

7 Read the answers and complete the questions. Use the present simple.
1. Where does David work?
   He comes from London.
2. What does David do before he starts training?
   He studies kung fu.
3. What does David do in the mornings?
   He practices fighting.
4. Why does David train with sticks and swords?
   Because he trains with sticks and swords.
5. When does he start training?
   At half past six.

8 1.36 Listen and complete the song with the verbs from the box.

are are fight knows makes says start take

KUNG FU FIGHTING

Everybody is kung fu fighting –
Those cats fight fast as lightning.
In fact it is a little bit frightening.
But they are with expert timing.

They from funky Chinatown.
They are chopping them up,
They are chopping them down.
It’s an ancient Chinese art
And everybody their part,
From a feint into a slip,
And kicking from the hip.

Chorus
There is funky Billy Ching and
little Sammy Chung.
He ‘Here comes the big boss — let’s get it on!’
We a bow and make a stand,
swinging with the hand.
The sudden motion me — me skip —
Now we’re into a brand new trip!

Chorus

Glossary
- cat = a person (slang)
- funky = unusual, eccentric (slang)
- Chinamen = Chinese men (not used now)
- Chinatown = the part of a city where Chinese people live
- boss = leader
- get it on = get excited, be energetic (slang)
- feint, slip, trip = kung fu moves
- brand new = very new
Giving an opinion

1 Read and listen to the dialogue. Who does Jim prefer, Christina Aguilera or Eminem?

Jim: Do you like music?
Louise: Yes, I do. I love it.
Jim: Who’s your favourite singer?
Louise: Christina Aguilera.
Jim: Christina Aguilera? Really? I can’t stand her! She’s terrible!
Louise: Oh, who do you like, then?
Jim: I like Eminem.
Louise: He’s OK, I suppose. But I prefer Christina Aguilera.

2 Put the phrases in the box into the correct place in the table.

He’s all right. He’s terrible. I can’t stand it. I love it. I hate them. She’s great. She’s not bad. They’re brilliant. They’re OK. It’s awful.

<table>
<thead>
<tr>
<th>bad</th>
<th>quite good</th>
<th>good</th>
</tr>
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<tbody>
<tr>
<td></td>
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</tbody>
</table>

3 PRONUNCIATION: Listen, repeat and check your answers. Copy the intonation.

4 Complete the Learn this! box with the two missing object pronouns from the dialogue in exercise 1.

<table>
<thead>
<tr>
<th>Object pronouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>I - me you - you</td>
</tr>
<tr>
<td>he - him she - 1 it - 2</td>
</tr>
<tr>
<td>we - us you - you they - them</td>
</tr>
</tbody>
</table>

5 Work in pairs. Ask and answer questions, using phrases from exercise 2 and the correct pronouns. Find out what your partner thinks of:

1 Robbie Williams
2 Avril Lavigne
3 computer games
4 Eminem
5 Angelina Jolie
6 dancing

What do you think of Robbie Williams?
I can’t stand him!

6 Listen to three dialogues. Choose the correct answers.

1 Chris’s favourite sport is: a volleyball b athletics.
2 a Kylie thinks that Tomb Raider is brilliant. b Jeff thinks that Tomb Raider is brilliant.
3 a Grace and Charlie both like fashion. b Charlie likes fashion, but Grace doesn’t.

7 Complete the sentences from the dialogues with the words from the box. Then listen and check.

interested like OK really What Who

1 Jenny: ‘_____’s your favourite sport?’
2 Chris: ‘So, what do you _____, then?’
3 Kylie: ‘Are you _____ in computer games?’
4 Jeff: ‘It’s _____, I suppose.’
5 Charlie: ‘I’m _____ interested in fashion.’
6 Grace: ‘_____’s your favourite designer?’

8 SPEAKING: Work in pairs. Prepare a dialogue using one of the ideas in the box and the chart below.

<table>
<thead>
<tr>
<th>Hobby/favourite?</th>
<th>Hobby/favourite?</th>
</tr>
</thead>
<tbody>
<tr>
<td>films/actor</td>
<td>football/team</td>
</tr>
<tr>
<td>books/author</td>
<td>music/band</td>
</tr>
</tbody>
</table>

A Ask B about his/her hobby.
B Say that you like your hobby.
A Ask about B’s favourite.
B Reply.
A Give your opinion of B’s favourite.
B Ask about A’s favourite.
A Reply.
B Give your opinion of A’s favourite.

Speaking tip
Intonation is important when you give an opinion. Remember to try and use the intonation you practised in exercise 3 when you use phrases that express an opinion or an emotion.

9 SPEAKING: Act out your dialogue to the class.
**An announcement**

I can write an announcement for a club.

---

**Film Club**

Are you interested in films? We are! We meet at Lauren’s house every Thursday at four o’clock to watch and talk about our favourite DVDs.

Every month, we meet to decide the next four films. We usually bring the DVDs, but we sometimes rent them.

**Come to Film Club!**

Call Lauren White on 07756 277382.

---

**Chess Club**

Are you a chess player? Good or bad, you’re welcome at our club. We meet every Tuesday at six o’clock in Gino’s Café to play chess.

We usually play for fun, but we also have a competition every year. You can win great prizes.

**Use your head. Play chess!**

Don’t wait. Phone Lewis Connors today on 07710 767262 or visit our website: www.chessatginos.com

---

4. Complete the imperatives with the words from the box.

<table>
<thead>
<tr>
<th>come</th>
<th>don’t forget</th>
<th>don’t stay</th>
<th>learn</th>
<th>meet</th>
<th>play</th>
<th>visit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>have</td>
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<td>2</td>
<td>have</td>
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<td>have</td>
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</tbody>
</table>

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5. Invent a club. Use one of the names from the box or your own idea.

- art club
- basketball club
- book club
- computer club
- dance club
- gymnastics club
- music club
- photography club
- running club

---

6. Make notes about your club. Use the table to help you.

<table>
<thead>
<tr>
<th>Film Club</th>
<th>Chess Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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</table>

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3. Read the *Learn this!* box. How many imperatives can you find in the announcements in exercise 1? Which imperative is negative?

1. We often use imperatives in announcements. They’re direct and easy to understand. *Don’t forget! Call this number: 674583.*

2. We form the affirmative imperative with the base form of the verb. We form the negative imperative with don’t + base form.

---

7. Write an announcement (50–70 words) for your club. Use your notes from exercise 6.

**Check your work**

Have you
- used some imperatives?
- written 50–70 words?
- checked your spelling and grammar?
Vocabulary
1 Choose the correct ending.
1 My uncle is my
   a father's brother. b brother's father.
2 My grandmother is my
   a father's mother. b mother's father.
3 My niece is my
   a daughter's sister b sister's daughter.
4 My cousin is my
   a son's uncle. b uncle's son.
5 My grandson is my
   a daughter's son. b son's daughter.
Mark /5

2 Write the plural form of these words.
1 wife ______ 4 potato ______
2 husband ______ 5 bus ______
3 photo ______ 6 family ______
Mark /6

3 Complete the sports and hobbies.
1 basket ______ 4 ice s ______
2 computer g ______ 5 photog ______
3 gymn ______ 6 rollerb ______
Mark /6

Grammar
4 Complete the sentences with the correct affirmative form of the verbs in the box.
   get up  go  live  play  study  watch
1 My sister ______ French at school.
2 My brother and I ______ tennis.
3 My best friend ______ to a different school.
4 My dad ______ television every evening.
5 We ______ in Cambridge.
6 My mum ______ at six o'clock every morning.
Mark /6

5 Write two sentences in the present simple: (√) affirmative and (X) negative.
1 they / listen to: X classical music  √ pop music
   They don't listen to classical music. They listen to pop music.
2 she / sit: X next to Pete  √ next to Sue
3 I / play: √ piano  X guitar
4 he / go: X swimming  √ cycling
5 they / come from: √ France  X Spain
6 she / teach: √ music  X sport
7 he / speak: X English  √ Italian
Mark /6

6 Complete the questions (1–6). Then match them with the answers (a–f).
1 ______ you live?
   a History and German.
2 ______ he like sport?
   b No, she doesn't. She gets up late.
3 ______ she study?
   c Yes, he loves it.
4 ______ you get to school?
   d I walk.
5 ______ she get up early?
   e Yes, I do. He's in my class.
6 ______ you know Lucas?
   f In New York.
Mark /6

7 Rewrite the sentences to include the adverb of frequency in brackets.
1 I have cheese for breakfast. (often)
   I often have cheese for breakfast.
2 She's late for school. (hardly ever)
3 I play computer games. (often)
4 He does his homework on the bus. (never)
5 It's cold in January. (usually)
6 School finishes at quarter past four. (always)
7 We have lunch at school. (sometimes)
Mark /6

Everyday English
8 Complete the questions for these answers.
   A 1 ______ are you?
   B Not bad, thanks.
   A 2 ______ you from?
   B Manchester.
   A 3 ______ any brothers or sisters?
   B Yes, I've got a brother.
   A 4 ______ your brother?
   B He's 19.
Mark /4

9 Put the lines of the dialogue into the correct order.
   a Yes, I do. I love them.
   b Josh Hartnett.
   c Do you like films?
   d Really? I can't stand him!
   e Who's your favourite actor?
Mark /5

Total /50
Reading

1 Look quickly at the text. What is each paragraph about?
(a) a Hungarian person in the UK
(b) people from abroad in the UK

Márton is 20 years old. He comes from Hungary, but he doesn't live in Hungary - he lives and works in the UK. He is a waiter in a hotel. He earns £6 an hour. More than 600,000 people from Central and Eastern European countries live and work in the UK. Almost half of them are between 18 and 24 years old and most of them are single. They stay in the UK for about two years and then return to their own countries. Nearly 40% work in factories; many others work in shops, hotels, restaurants and on farms. They come because they earn more money in the UK for these jobs than in their own countries.

But do they like their new home? The answer is usually 'yes.' In a survey of foreign workers in the UK, 92% say that the British are 'usually friendly'. Their only problem with life in the UK is British food: 78% don't like it! But that isn't a big problem, because British supermarkets now sell Central and Eastern European food.

Choose the best answers.

1 Márton is
   a British, but he lives in Hungary.
   b Hungarian, and he lives in Hungary.
   c Hungarian, but he lives in the UK.

2 Márton has got
   a a job in the UK and a job in Hungary.
   b a job in Hungary.
   c a job in the UK.

3 Márton works in
   a a shop.
   b a hotel.
   c a factory.

4 About 600,000 people in the UK
   a arrive every year from Central and Eastern European countries.
   b are from Central and Eastern European countries.
   c are between 18 and 24 and single.

5 People from Central and Eastern European countries come to work in the UK because
   a they get jobs in factories and shops.
   b they earn more money in the UK.
   c they are happy in the UK.

6 People from Central and Eastern European countries in the UK usually
   a like the food and the people.
   b like the food, but they don't like the people.
   c like the people, but they don't like the food.

Listening

3 Listen to the conversations. Match the people with three of the descriptions below (a–e).
1 Anna is
2 Claudia is
3 Dave is
   a a British man who works at the hotel.
   b Anna's sister.
   c a British girl who lives with Márton.
   d a Portuguese girl who lives with Márton.
   e a British man who lives with Márton.

4 Read the questions. Then listen again and write Márton's answers.
1 Where are you from?
2 Have you got any brothers and sisters?
3 How old are they?
4 Do you like music?
5 Who's your favourite singer or band?

Speaking

5 Work in pairs. Ask your partner the questions from exercise 4. Make a note of the answers.

Writing

6 Imagine you are your partner. Write a short, informal letter introducing yourself to a new penfriend called Sam. Use your notes from exercise 5.

Dear Sam

Hi! I'm your new penfriend. My name's ...... and I'm from ......
1. Match the textbooks with ten of the school subjects from the box.

School subjects: art, design, biology, chemistry, design and technology (D.T.), English, French, geography, German, history, information and communication technology (I.C.T.), maths, music, physical education (P.E.), physics, religious education (R.E.), Spanish.

2. 1.42 Listen, repeat and check your answers.

3. Which of the subjects from exercise 1 do you study? Do you study any others?

Vocabulary Builder (part 1): page 130

4. SPEAKING Work in pairs. Which subjects do you like? Ask and answer questions using the phrases in the box to help you.

I love it. It's great.
It's alright/OK/not bad.
I hate it. I can't stand it.

Do you like art and design? It's OK.

5. 1.43 Read the exam tip. Then listen and complete this timetable for Mondays with school subjects from exercise 1.

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.45-9.30</td>
<td>maths</td>
</tr>
<tr>
<td>9.35-10.20</td>
<td></td>
</tr>
<tr>
<td>10.25-10.45</td>
<td>MORNING BREAK</td>
</tr>
<tr>
<td>10.45-11.30</td>
<td></td>
</tr>
<tr>
<td>11.35-12.20</td>
<td></td>
</tr>
<tr>
<td>12.20-1.30</td>
<td>LUNCH BREAK</td>
</tr>
<tr>
<td>1.30-2.15</td>
<td></td>
</tr>
<tr>
<td>2.20-3.05</td>
<td></td>
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<tr>
<td>3.10-3.55</td>
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</tbody>
</table>

6. Write your perfect timetable for one day. Copy the timetable in exercise 5 and complete it with your favourite subjects.

7. SPEAKING Work in pairs. Ask and answer questions about your partner's timetable. Can you copy it correctly?

What lesson have you got at quarter to nine?

Art and design. What lesson have you got...?
1 Look at the photo. In which country do you think this classroom is?

Look around your own classroom. Are there any desks? Is there a noticeboard? The answer is probably yes. Schools in large cities in India are the same. But outside the cities, they're often very different. The children in the photo go to a small school in India. Their classroom is outside. There isn't a noticeboard. There's a desk for the teacher, but there aren't any desks for the children. In fact, there aren't any chairs - the children sit on the floor. But there are some books - and a lot of motivation!

2 Read the text. Check your answer to exercise 1.

3 Complete the table with the highlighted words from the text.

| there is       | there are
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>singular</td>
<td>plural</td>
</tr>
<tr>
<td>affirmative</td>
<td>affirmative</td>
</tr>
<tr>
<td>There's a teacher.</td>
<td>some students.</td>
</tr>
<tr>
<td>negative</td>
<td>negative</td>
</tr>
<tr>
<td>2 a TV.</td>
<td>3 any CDs.</td>
</tr>
<tr>
<td>interrogative</td>
<td>interrogative</td>
</tr>
<tr>
<td>a noticeboard?</td>
<td>any children?</td>
</tr>
<tr>
<td>No, there isn't.</td>
<td>Yes, there are.</td>
</tr>
</tbody>
</table>

4 Look at the photo in exercise 1 again. Complete the sentences with the correct form of there is / there are.

1 _______ some boys.
2 _______ a teacher.
3 _______ a computer.
4 _______ any posters.
5 _______ a noticeboard.
6 _______ a TV.
7 _______ any shelves.
8 _______ five girls.

6 Say if the sentences in exercise 4 are true or false for your classroom.

7 Read the Look out! box. Then look at the picture of a bedroom and complete the questions with Is there a ...? or Are there any ...?

8 SPEAKING Work in pairs. Ask and answer the questions in exercise 7. Use the prepositions from the box.

9 SPEAKING Work in pairs. Ask and answer questions about your partner's bedroom using the nouns from exercise 7.
1 Look at the chart. How many years of compulsory education are there in England? Is this the same in your country?

<table>
<thead>
<tr>
<th>School</th>
<th>Number of years</th>
<th>Age</th>
<th>Compulsory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>2</td>
<td>3 to 4</td>
<td>No</td>
</tr>
<tr>
<td>Primary</td>
<td>6</td>
<td>5 to 10</td>
<td>Yes</td>
</tr>
<tr>
<td>Secondary</td>
<td>5</td>
<td>11 to 16</td>
<td>Yes</td>
</tr>
<tr>
<td>College</td>
<td>2</td>
<td>17 to 18</td>
<td>No</td>
</tr>
</tbody>
</table>

2 Read the text. Match the paragraphs with three of the headings.

- a. Types of secondary school
- b. Subjects at secondary school
- c. University education
- d. British primary schools
- e. Exams at 16 and 18

**Secondary education in England**

- In England, children start secondary school at the age of 11. In the first two years of secondary school, all the students study the same 12 subjects. They are: English, maths, science, design and technology, information and communication technology, history, geography, a foreign language, art and design, music, citizenship and P.E. When students are 14, they can choose the subjects that they like, but some subjects (e.g. maths, English, science and P.E.) are still compulsory.

- At the age of sixteen, students take national exams called GCSEs (General Certificate of Secondary Education exams). After these exams, about 25% of students leave school and find jobs. The other 75% stay at school. They study two, three or four school subjects and take advanced level exams (A levels) when they are 18.

- Most students in England (about 90%) go to state secondary schools. State schools are free. The other 10% go to private schools. Some of these schools are very famous—and very expensive. For example, it costs about £24,000 a year to study at Eton College!

3 **Speaking** Decide if these sentences are true for England. Then say what is true in your country.

- 1. Education is compulsory between the ages of 5 and 16.
- 2. Students start secondary school when they are 13 years old.
- 3. Students take national exams when they are 12 and 17 years old.
- 4. Most students go to state schools.
- 5. All students stay at school until they are 16 years old.
- 6. English is a compulsory subject at all secondary schools.
- 7. Some students go to private schools.

4 **1.45** Listen to two teenagers talking about their schools. Choose the correct answer.

- 1. Nick and Stephanie wear a school uniform.
- 2. Nick and Stephanie don't wear school uniforms.
- 3. Nick wears a uniform, but Stephanie doesn't.

5 **1.45** Listen again. Complete the table.

<table>
<thead>
<tr>
<th>Name of school</th>
<th>Nick</th>
<th>Stephanie</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private or state?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of teachers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mixed (boys and girls)?</td>
<td>yes/no</td>
<td>yes/no</td>
</tr>
<tr>
<td>Wants to leave when?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 **Speaking** Ask and answer the questions.

- 1. Is your school a state school or a private school?
- 2. How many students are there in your class?
- 3. How many teachers have you got?
- 4. Is it a mixed school (for both boys and girls)?
- 5. Do you wear a uniform?

7 Work in pairs. Make a chart for your country like the chart in exercise 1.
1 Look at the photo and read the text. What does the photo show?

Summerhill School in England is a private school, and it's very different from most other schools. There is a timetable, but students don't have to go to the lessons. They sometimes play football instead! There's a meeting every week for all the children and teachers at the school, and they vote to decide the school rules there. The teachers and students all have to follow the rules. Does the head teacher have to follow the rules? Yes, she does!

2 Read the Learn this! box. Complete the examples using the highlighted words from the text in exercise 1.

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

We 1 _______ be at school before 9 o'clock.
We 2 _______ have lunch at school. Some people go home for lunch.
Do you have to study French? Yes, I do. / No, I don't.
3 _______ she have to do P.E.? Yes, she 4 _______. / No, she doesn't.

3 Complete the sentences with the correct form of have to, affirmative or negative.
1 My brother _______ wear a school uniform: black trousers and a green sweatshirt, but I _______ to wear a uniform.
2 We _______ take exams every term – only at the end of the year.
3 I _______ be at school by 8.50 because the first lesson starts then.
4 We _______ study a foreign language: French, Spanish or German.
5 I don't like geography, but I _______ study it.
6 My sister's school is a normal state school – she _______ pay.

4 1.46 PRONUNCIATION Listen, repeat and check your answers. How are the words have to (or has to) pronounced? Try to copy what you hear.

Grammar Builder (3D): page 112

5 Look at the table. Are these things compulsory or not compulsory at your school? Choose yes or no, then write sentences with have to or don't have to.

<table>
<thead>
<tr>
<th>Compulsory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>wear a uniform</td>
</tr>
<tr>
<td>study a foreign language</td>
</tr>
<tr>
<td>take exams</td>
</tr>
<tr>
<td>do homework</td>
</tr>
<tr>
<td>get to school before 9.00</td>
</tr>
<tr>
<td>stay at school after 3.00</td>
</tr>
</tbody>
</table>

6 Read and complete one student's description of an ideal school. Use have to and don't have to.

We 1 _______ get to school early in the morning – 10.30 or 11.00 is OK. We 2 _______ wear a uniform – we can wear what we like. Every morning the teachers 3 _______ ask the students what they want to study. There are classrooms, but we 4 _______ go to lessons. We sometimes go to the computer room or the library instead. We 5 _______ be quiet in the library – we can sit and talk with friends. There's a canteen where students have a snack or lunch. We 6 _______ buy the food – it's all free.

7 Work in pairs. Think about your ideal school. Write a short description using have to and don't have to.

8 SPEAKING Work with another pair. Ask and answer questions about your ideal schools.

Do you have to wear a uniform at your school?

Yes, we do. / No, we don't.
3E READING
High flyers
I can understand and react to an article about schools.

1 SPEAKING Look at the photos. What can you see?
There's a ... There are ...

Reading tip
When you're looking for specific information in a text, use the subheadings to help you, and/or read the first sentence of each paragraph.

2 Read the reading tip. Then look through the text quickly and find the answers to these questions.
1 How many people live in Australia?
2 How many students use Schools of the Air?
3 How often do teachers visit their students?

3 Match the highlighted words in the text with the definitions below.
1 with no other person there; alone: ______
2 very big: ______
3 take and use something, then give it back later: ______
4 happens: ______
5 two times: ______
6 letters, postcards, etc: ______
7 one time: ______

4 Choose the best answers.
1 Some students in Australia can't go to normal schools because
   a their parents work on farms.
   b they live hundreds of kilometres away from a school.
2 a There are 12,000 students in the Schools of the Air.
   b There are 1,000 students in the Schools of the Air.
3 Once a week, students
   a send work to the teachers.
   b borrow books from the library.
4 Students discuss their work with a teacher
   a on the phone.
   b by radio or on the Internet.
5 A teacher and student meet when
   a the student visits the teacher's home.
   b the teacher visits the student's home.
6 The Sports Carnival happens once a year and is
   a compulsory.
   b optional.

SCHOOL OF

BIG COUNTRY, SMALL POPULATION
Australia is an enormous country, but it has a population of only 20 million. Some families live on farms, hundreds of kilometres from a town or city. Children from these families can't travel to school every day, so many of them use a special school: the Australian School of the Air.

SCHOOLS WITHOUT CLASSROOMS
There are twelve Schools of the Air in Australia and over 1,000 students use them. Students of the School of the Air haven't got lessons in classrooms with other students. They study at home on their own. The teachers at the School of the Air prepare lessons and send them to the students by post or e-mail. The students have to work on these lessons for five or six hours a day, Monday to Friday. They send their work to the teachers once a week and discuss it by radio or over the internet. They can also borrow books from the school library. The books arrive by post.
A CHANCE TO MEET

Once or twice a year, a teacher visits every student at home. The teacher spends a day with the students, helps them with their work and discusses problems. The teacher often has dinner with the family and stays for a night at the student's house. Teachers and students can also meet at the Sports Carnival. This takes place once a year on playing fields in Alice Springs. Students don't have to go, but it is a great way for them to do sport together and to make friends.

5 Complete the sentences with the words from the box. Check the meanings of any new words.

Parts of the school: canteen, classroom, computer room, corridor, gym, hall, library, playing field, staff room, stairs

1. You find lots of books in the _____.
2. You eat lunch in the _____.
3. You play sports like football and hockey on the _____.
4. You have lessons in the _____.
5. Teachers meet and talk in the _____.
6. You usually play basketball and volleyball in the _____.
7. At the beginning of a lesson, you wait in the _____ before you go into the classroom.
8. You've got ICT lessons in the _____.
9. The whole school can meet in the _____.
10. You walk up or down the _____ to get to another floor.

6 Listen, repeat and check your answers.

7 How many of the words in exercise 5 can you find in the text about the School of the Air? List them.

8 SPEAKING Work in pairs. Use the phrases in the box and your own ideas to make two lists in the table below:

- The advantages of having lessons at home.
- The disadvantages of having lessons at home.

<table>
<thead>
<tr>
<th>compare ideas</th>
<th>think</th>
<th>get up early</th>
<th>have fun</th>
<th>talk about your ideas</th>
<th>make friends</th>
<th>travel to school</th>
</tr>
</thead>
<tbody>
<tr>
<td>It's difficult/easy to ...</td>
<td>You have to/don't have to ...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Lessons at home</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advantages</td>
</tr>
<tr>
<td>It's easy to think.</td>
</tr>
<tr>
<td>You don't have to get up early.</td>
</tr>
</tbody>
</table>

9 SPEAKING Work with another pair. Compare your lists. In general, are there more advantages or more disadvantages?
1. 1.48 Read and listen to the dialogue. Put the pictures in the correct order.

Keith: Excuse me. Where's classroom 7?
Molly: It's near the staff room.
Keith: Oh, right. Where's that? I'm new here.
Molly: Oh, OK. Go along this corridor and turn left. Go up the stairs to the first floor. Turn right. Go past the staff room. Classroom 7 is on your right.
Keith: Thanks very much.
Molly: You’re welcome.

2. 1.48 Listen and repeat the dialogue. Then practise reading it in pairs.

3. Look at the plan of the school. Follow Keith’s route from exercise 1.

4. 1.49 Listen and follow the directions on the plan below. Where is each person going?
   Person 1 ______ Person 3 ______ Person 5 ______
   Person 2 ______ Person 4 ______

5. 1.50 Listen. Answer the questions.
   1. Where does Oliver want to go?
   2. Why does he want to go there?
   3. How many people does he ask for directions?
   4. What happens when he arrives?

6. 1.51 PRONUNCIATION Listen and repeat the directions from the box.
   Directions: Go along the corridor.
   Go past the school hall. Go up the stairs.
   Go down the stairs. Turn left. Turn right.
   Go through the doors. Go outside.

7. Work in pairs. Prepare a dialogue using the chart below and your own school or the plan in exercise 3.

   A
   Ask B where a room or a part of the school is.
   B
   Say where it is.
   Ask where that is.
   Give directions.
   Thank B.
   Reply.

8. SPEAKING Act out your dialogue to the class.
1. Read the four parts of the description of a secondary school for a new student. Number them in the correct order.

- Lunch is at 12.30. You don't have to buy lunch in the canteen. There's a shop next to the gym and it sells sandwiches and other snacks.
- Lessons start at 8.45 in the morning, and you have to be at school before 8.30. There are four lessons in the morning, two before the morning break and two after the break. The morning break is from 10.20 to 10.50.
- Lessons start again at 1.45 and finish at 3.30. On Tuesdays, you have to go to the gym for P.E. before 1.45. On Thursdays, school finishes an hour early at 2.30.
- Welcome to St Michael's Secondary School! I hope that you enjoy your first week.

2. Match the photos with three parts of the description.

   Photo A  Photo B  Photo C

3. Answer the questions about St Michael's Secondary School.
   1. What time do lessons start in the morning?
   2. What time is the morning break?
   3. Where is the shop?
   4. When is P.E.?
   5. When does school finish on most days?
   6. When does school finish on Thursdays?

4. Read the writing tip below. Which rules for capital letters are different in your language?

   **Writing tip**
   We use capital letters in English for:
   - the personal pronoun
   - days and months
   - names
   - languages and nationalities
   - towns and countries

5. Write examples for each of the rules in the writing tip.

6. Rewrite the sentences using 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.

7. Prepare a description (80-100 words) for a new student at your school. Write down some information about four of these subjects.
   - lessons start - what time?
   - lessons in the morning - how many?
   - break - what time?
   - lunch - where? what time?
   - buy snacks, drinks - where?
   - lessons finish - what time?
   - sports and games - what? where? when?

8. Write the note using the information in exercise 7.
Get ready for your **Exam 3**

1 **Get ready to LISTEN** Find these things in the photo: wave, surfer, surfboard, wetsuit.

![Surfer Image]

2 **1.52 Do the Listening exam task.**

**Listening tip**

1. Read through the questions and the options before you listen.
2. As you listen the first time, mark the answers that you are sure of. If you’re not sure of an answer, don’t worry and move on to the next question.
3. When you listen the second time, try to answer the questions you weren’t sure of the first time and check your answers to the others.

**LISTENING exam task**

Listen to an interview with a surfer. Choose the correct answers: A, B or C.

1. How old is Joshua?
   - A 16. □
   - B 17. □
   - C 18. □

2. When are his exams?
   - A This year. □
   - B Next month. □
   - C Next year. □

3. In summer, how often does Joshua go surfing on schooldays?
   - A Usually once a day. □
   - B Usually twice a day. □
   - C He only surfs at weekends. □

4. Why does Joshua do homework at lunchtime?
   - A Because he wants more time for surfing. □
   - B Because he works hard. □
   - C Because he can’t go surfing at lunchtime. □

5. Why doesn’t Joshua surf before breakfast in winter?
   - A Because the waves are not very good. □
   - B Because it’s cold. □
   - C Because there isn’t enough light. □

6. Who in Joshua’s family surfs?
   - A Just Joshua. □
   - B Joshua and his sister. □
   - C The whole family. □

7. When is the next competition for Joshua?
   - A Next week. □
   - B Next month. □
   - C In two months’ time. □

3 **Get ready to SPEAK** Work in pairs. Make a list of presents that you could buy for a female friend and a male friend.

<table>
<thead>
<tr>
<th>For a boy</th>
<th>For a girl</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4 **1.53** Read the Speaking exam task in exercise 5. Listen to Daniel in the exam. Complete the conversation with words from the box.

**Box:** exciting idea Let’s like shall think what about Why don’t

Examiner It’s David’s birthday next week. We need to buy a present for him. 1____ we buy him a Robbie Williams CD?

Daniel I don’t 2____ that’s a very good idea. He doesn’t 3____ Robbie Williams.

Examiner Really? He’s got lots of Robbie Williams CDs.

Daniel No, he hasn’t. He hasn’t got any.

Examiner Oh. Well, what 4____ we get for him, then?

Daniel 5____ buy him a book.

Examiner But that isn’t a very 6____ present.

Daniel OK. Well, 7____ a T-shirt? There are some great T-shirts in the clothes shop in town.

Examiner OK. That’s a good 8____. Let’s buy him a T-shirt.

5 Do the Speaking exam task. Use the phrases in the box below.

**Making a suggestion**

**Why don’t we (+ verb)?**

**Let’s (+ base form)**

**What about (+ noun/-ing form).**

<table>
<thead>
<tr>
<th>Agreeing</th>
<th>Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>OK, that’s a good idea.</td>
<td>I don’t think that’s a very good idea.</td>
</tr>
<tr>
<td>All right. Let’s …</td>
<td>He doesn’t like …</td>
</tr>
<tr>
<td>He doesn’t like …</td>
<td>She can’t stand …</td>
</tr>
<tr>
<td>She can’t stand …</td>
<td>She’s already got …</td>
</tr>
</tbody>
</table>

**Speaking exam task**

Work in pairs. You and your friend are discussing what to buy for another friend’s birthday.

**Student A:** suggest a CD.

**Student B:** disagree with Student A’s suggestion and say why you disagree. Suggest another present.

**Student A:** disagree with Student B’s suggestion and say why you disagree.

**Student A and B:** agree on a compromise.
Get ready to READ

Sixteen-year-old Melissa arrives at ‘boot camp’, but she doesn’t want to be here. Boot camp is not for holidays. Teenagers come to stay here when they have got problems. And Melissa has got serious problems. She doesn’t do any work at school. She just wants to go out with her friends all night, drink and take drugs. She is very difficult at home. She argues with her mum all the time and shouts at her. Her mother can’t help her but she hopes that boot camp can.

Boot camp is a difficult place to be. There are lots of rules. This boot camp is in the middle of the Arizona desert. It’s a ranch, and there are lots of animals. The young people have to get up early every morning. They have to help on the ranch for two hours. Then they have a good breakfast. At least the food here is nice. After breakfast, they usually do their schoolwork until lunchtime. After lunch they have to do more work on the ranch. In the evenings they do their homework and write letters home. It’s boring and hard work at boot camp. Melissa hates everything, and is rude and difficult.

But every afternoon, after the ranch work, they learn to ride a horse. At first, Melissa is scared, but later she begins to enjoy it. After two months, Melissa feels happier. She loves her horse, and her schoolwork is much better. She thinks about her mum a lot, and feels sorry for being so horrible to her. She wants to go home and go back to school. For Melissa and hundreds of teenagers like her, boot camp works.

Reading tip

1. Read the text quickly to get a general idea of what it’s about.
2. Read the questions or sentences carefully and identify the part of the text where you can find the answer.
3. Read the text again carefully, and look at the options. Cross out any options that you are sure are wrong.
4. If you aren’t sure of an answer, try and guess.

READING exam task

Read the text and choose the correct answers: A, B or C.

1. What is ‘boot camp’?
   A A holiday camp.
   B A camp for difficult teenagers.
   C A place for teenagers to go out with their friends.

2. What problems does Melissa have?
   A She’s difficult at home but enjoys school.
   B She’s difficult at school but is happy at home.
   C She doesn’t like school and she fights a lot with her mum.

3. When do the young people start work?
   A After breakfast.
   B When they want to.
   C When they get up.

4. When do they do their schoolwork?
   A In the morning and evening.
   B In the morning and afternoon.
   C In the morning, afternoon and evening.

5. How does Melissa feel about boot camp at first?
   A Sometimes it’s boring, but Melissa enjoys it because the food is good.
   B She doesn’t enjoy it at all.
   C It’s hard work but she likes it.

6. Melissa
   A rides a horse every day.
   B doesn’t ride a horse because she is scared.
   C doesn’t ride a horse because she has to work on the ranch.

7. How does Melissa feel after two months at boot camp?
   A She wants to stay at boot camp and learn to ride.
   B She hates it and wants to go home.
   C She feels sorry for being difficult and wants to go home.

Get ready to SPEAK

Work in pairs. Make a list of the subjects you study. What’s your favourite subject?

SPEAKING exam task

Work in pairs. Student A: Imagine you are a student from abroad visiting your school. Ask Student B about the school. Ask about:

1. the number of students at the school.
2. the subjects they study at the school, and Student B’s favourite subject.
3. the timetable — when lessons start and finish, break times and lunchtime.

Student B: Answer the questions.
1 Match the clothes in the picture with the words from the box. Which items aren’t illustrated?

Clothes blouse boots cap dress jacket jeans jumper shirt shoes shorts skirt socks sweatshirt T-shirt tie top tracksuit bottoms trainers trousers

2 1.57 Listen, repeat and check your answers. Check the meanings of any new words.

3 Match the clothes in the picture with the colours.

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

4 SPEAKING Work in pairs. Play a memory game. Student A: Look at the picture in exercise 1 for a minute, then close your book. Student B: Ask student A questions about the picture.

Who’s got a pink dress? Christina.

What colour is Bill’s sweatshirt? It’s brown.

5 Write sentences describing three people in the picture in exercise 1. Use the phrases from exercise 5 on page 6 to help you.

Sally is tall. She has got fair hair and a red blouse.

6 1.58 Listen to four teenagers talking about their clothes. Which two have to wear a uniform for school?

1 David 2 Maria 3 Peter 4 Fiona

7 1.58 Listen again. What do they wear when they go out with friends? Complete the sentences with the correct clothes.

1 David usually wears ____ or jeans, and a sweatshirt or a _____.

2 Maria wears jeans or a _____, and sometimes a _____ if it’s a special occasion.

3 Peter usually wears a ____ and a jacket, and ______.

4 Fiona usually wears jeans and a _____. Sometimes a _____ if it’s cold.

8 SPEAKING Ask and answer the questions.

1 What do you usually wear to school?

2 What do you usually wear when you go out with friends?

3 What do you usually wear around the house?

9 Write one or two sentences describing a classmate’s clothes. Don’t include the classmate’s name!

This classmate has got jeans and trainers. He’s got a white T-shirt and a blue top.

10 SPEAKING Read your description to the class. Can they guess who it is?
Present continuous

1 1.59 Read and listen to the phone conversation. Where's Jane? Where's Alan?
   Alan: Hello?
   Jane: Hi Alan. Where are you?
   Alan: I'm at Sarah's party, but I'm not having a good time.
   Jane: Why not?
   Alan: I don't know many people here and I don't like the music.
   Jane: Is Kate at the party?
   Alan: Yes. She's dancing. What are you doing?
   Jane: I'm sitting in the living room with my parents. We're watching TV. It's a boring documentary.
   Alan: Do you want to meet up for a coffee?
   Jane: Sure. Where shall we meet?
   Alan: At the café near the cinema.
   Jane: OK. I'm leaving the house now. See you in about fifteen minutes.

2 Read the rule and complete the examples in the Learn this! box with verbs from the text in exercise 1.

   **Learn this!**
   We form the present continuous with the verb be and the verb + -ing.

   **Affirmative**
   I'm 1 ______ the house now.
   She 2 ______ dancing.
   We're 3 ______ TV.

   **Negative**
   I 4 ______ having a good time.

   **Interrogative**
   What 5 ______ doing?

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

3 Read the spelling rules for the present continuous in the Look out! box. Underline one more example of each rule in the conversation in exercise 1.

   **Look out!**
   Spelling rules: verb + -ing
   - Most verbs: + -ing
     watch → watching
   - Verbs ending in -e: e → -ing
     write → writing
   - Verbs ending in short vowel + consonant: double consonant + -ing
     swim → swimming

4 1.60 Listen and match the sounds with the verbs.
   1 - b
   a) he / play the guitar
d) they / chat
   b) she / sing
e) he / eat
   c) he / shout
   f) she / do gymnastics

5 Now write sentences using the present continuous.
   1 - b She's singing.

6 Write true sentences about what is happening now. Use the present continuous, affirmative or negative.

   1 I / wear a sweatshirt
      I'm wearing a sweatshirt. I'm not wearing a sweatshirt.
   2 I / sit next to a boy
   3 the teacher / smile
   4 we / study / maths
   5 the sun / shine
   6 I / wear / trainers
   7 my parents / work
   8 my friends and I / eat

7 **Speaking** Work in pairs. Ask and answer questions about the people in the picture. Use verbs from the box.
   carry chat drink eat laugh play sit smile stand walk wear
   What's David doing? What's Kate wearing?

8 Write a short description of one of the people in the photo. Include this information:
   - his or her physical appearance (tall, short, short/long hair, etc.)
   - his or her clothes
   - what he or she is doing
1. **Speaking** Read the speaking tip below. Then describe the photo using words from the box.

nouns: audience, band, stage, singer
verbs: clap, sing, play, stand, dance, sit, wear

**Speaking Tip**
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...

![Photo of a music festival](image)

**Three Festivals**

**Glastonbury Festival** is a rock and pop festival. It takes place every year in June on a farm in the south-west of Britain, and it lasts for three days. About 150,000 people come from all over the UK and Europe to hear the bands and singers on three enormous stages. But there isn’t only music – there are also comedy shows, plays and circus acts. In total there are 380 performances.

**WOMAD** stands for ‘World of Music, Arts and Dance’. Every year there are WOMAD festivals in several different countries. You can hear many different kinds of music at WOMAD festivals, for example, bands like Baaba Maal from Senegal and Chambao from Spain.

**The International Dance and Music Festival** takes place in Rexburg, Idaho, in the USA. About 300 folk dancers from around the world come there and perform their dances. They dance in teams – one team from each country. The festival lasts for two weeks and people come from all over the USA to see the dancers perform.

**Interesting Facts**
- First Glastonbury Festival: 1970
- First WOMAD Festival: 1982
- First International Dance and Music Festival: 1986

---

2. **Read the text. Which festival is for:**
- 1 folk dancing?  
- 2 pop and rock music?  
- 3 world music?

3. **Answer the questions.**
1. Where does Glastonbury Festival take place?
2. How many people come to Glastonbury every year?
3. What does WOMAD stand for?
4. Where do WOMAD festivals take place?
5. Where does the International Dance and Music Festival take place?
6. How long does the dance festival last?

4. **Speaking** Ask and answer the questions.
1. What music festivals are there in your country?
2. When and where do they take place?
3. What type of music do the singers and bands play?

5. **Listen and complete the song with the -ing forms from the box.**

I am dying  
I am flying  
I am sailing  
I am passing  
I am trying  
we are sailing

**Sailing**

1. Home again across the sea.
2. ____________ stormy waters.
3. To be near you, to be free.
4. ____________ forever ____________
5. Like a bird across the sea.
6. ____________ high clouds.
7. To be near you, to be free.
8. Can you hear me, can you hear me?
9. Through the dark night, far away?
10. ____________ forever ____________
11. To be with you – who can say?
12. Can you hear me, can you hear me?
13. Through the dark night, far away?
14. ____________ forever ____________
15. To be with you – who can say?
16. ____________ stormy waters.
17. To be near you, to be free.
18. Oh Lord, to be near you, to be free.
19. Oh Lord, to be near you, to be free.

6. What is the song saying? Choose a, b or c. Can you think of other songs with the same message?
- a) I’m sailing because I love the sea.
- b) I’m coming to you because I love you.
- c) I’m flying like a bird because I’m free.
1 Read the text and answer the questions.
1 What TV show does Sarah Michelle Gellar star in?
2 What are her hobbies?

Sarah Michelle Gellar is an American TV star. She's *Buffy* in *Buffy the Vampire Slayer*. In the show, Buffy can kill vampires. In reality, Sarah can't kill vampires, but she can do martial arts. She's very good at martial arts. She's got a brown belt in tae kwon do. What else can she do? She really likes sport. She can ice skate really well and she can rollerblade.

2 Complete the Learn this! box with the correct forms of *can*.

**Learn this!**

*Can*

**affirmative**

I/You/He/She/It/We/They *can* sing.

**negative**

I/You/He/She/It/We/They *can't* sing.

(Full form: *cannot*).

**interrogative and short answers**

1 *Can* I/you/he/she/it/we/they sing?
   *Yes, I can.* / *No, I can't.*

**Use**

We use *can* to talk about ability.

3 Complete the sentences. Use *can* and *can't* and the verbs from the box.

**count do play ride talk dance drive speak swim**

1 Jake *can* ride a bike but he *can't* drive a car.
2 I don't like discs because I *can't* dance very well.
3 She's a good sports person. She *can* play volleyball and she *can't* swim.
4 He *can't* speak French, but he wants to learn.
5 She's only three years old but she *can* count from one to twenty.
6 I have swimming lessons every Saturday, but I *can't* swim very well.
7 Emily is one year old. She can walk but she *can't* swim.

4 Complete each sentence with an adverb from the Learn this! box above.

1 He's a slow driver. He drives *slowly*.
2 This is important, so listen ________.
3 I've got an exam tomorrow so I have to go to bed ________.
4 We're waiting for Jim, he always arrives ________.
5 She's good at volleyball. She plays very ________.
6 The exam isn't difficult. All the students pass ________.

5 1.62 Listen to an interview with Andrea. Complete the table. Tick the things that Andrea can do.

<table>
<thead>
<tr>
<th>Andrea</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 dance well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 type quickly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 speak Russian fluently</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 remember names easily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 run fast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 whistle loudly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 play an instrument well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 eat chocolate slowly</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Complete the table for yourself.

7 **Speaking** Work in pairs. Ask and answer questions about the activities in exercise 5. Complete the table for your partner.

   | Can you dance well? | Yes, I can. / No, I can't. |
   | Can you type quickly? | Yes, I can. / No, I can't. |
   | Can you speak Russian fluently? | Yes, I can. / No, I can't. |

8 Tell the class about your partner.

   **We can both dance well.**

   **David can type quickly, but I can't. We can't speak Russian fluently.**
1 **SPEAKING** Look at the photo. Read the speaking tip below, then ask and answer the questions.
   1 Where is the woman?
   2 What’s she wearing?
   3 What’s she doing?

   **Speaking tip**
   You can use these expressions when you are giving an opinion about what you can see in a photo:
   I think ... I don't think ... Perhaps ... I'm sure ... Maybe ...

2 Read the text quickly and answer the questions.
   1 What's Meg's job?
   2 Does she like her job?

   **Reading tip**
   When you are looking for information in an interview, use the interviewer’s questions to help you find it.

3 Choose the best answers.
   1 Why do famous people ask Meg to organise parties for them?
      a Because Meg is good at her job.
      b Because they are very busy.
      c Because they've got a lot of money.
   2 Meg can organise
      a winter parties, but only in the summer.
      b parties only in people’s homes.
      c parties with music and animals.
   3 At the moment, Meg is
      a organising a party where everything is red.
      b planning to meet a pop star in London.
      c planning her close friend’s 30th birthday party.
   4 Why doesn’t Meg tell the interviewer the name of the pop star?
      a She can’t remember the name.
      b She doesn’t want to say the name.
      c She doesn’t know the name.
   5 What does Meg think of parties?
      a It's boring when there are problems.
      b She loves them.
      c She likes planning them, but she doesn’t like going to them.

4 Read the text again. Find:
   1 two animals
   2 two different clothes
   3 two adverbs
   4 two buildings where people live
5 Match the musical instruments with the pictures.

Musical instruments: bass guitar, cello, drums, guitar, piano, saxophone, trumpet, violin

1 2 3 4 5 6 7 8

6 Find two of the instruments in the interview.

7 Listen and identify the instruments.

8 Ask and answer the questions.
1 Can you play a musical instrument?
2 Can you name any famous musicians and their instruments?

9 SPEAKING Work in pairs. Describe the pictures of a party. What are the people doing? How do you think they are feeling?

Unit 4 • Time to party!
1 2.01 Complete the dialogue with the words from the box. Then read, listen and check your answers.

<table>
<thead>
<tr>
<th>can't</th>
<th>meet</th>
<th>see</th>
<th>this</th>
<th>want</th>
<th>what</th>
</tr>
</thead>
</table>

Harry Hi Megan, 1 ______ is Harry. How are you?
Megan Fine thanks. And you?
Harry I'm fine. Do you 2 ______ to go bowling tomorrow evening?
Megan I'm afraid I 3 ______. I'm playing volleyball at the sports centre.
Harry Oh, OK. 4 ______ about Tuesday? Are you doing anything on Tuesday evening?
Megan No, I'm not.
Harry Let's go on Tuesday then.
Megan Good idea.
Harry Let's 5 ______ outside the bowling alley at 6.30.
Megan Great. 6 ______ you there.

2 Study the information in the Learn this! box. Find an example of the present continuous and an example of let's in the dialogue.

**LEARN THIS!**

1 We use the present continuous to talk about future arrangements.
   I'm playing football on Saturday.
2 We use let's to make suggestions.
   Let's go to the café.

3 **SPEAKING** Practise reading the dialogue, changing the words in blue. Use the activities from the box or your own ideas.

Free-time activities play football go swimming
go to the disco go to the cinema go shopping
go for a coffee go fishing go for a walk go to the beach
go to the park have a barbecue

**Grammar Builder (4f): page 114**

4 2.02 Study the information about prepositions of time. Then listen to three conversations and complete the table with the arrangements.

**Prepositions of time**

<table>
<thead>
<tr>
<th>at</th>
<th>in</th>
</tr>
</thead>
<tbody>
<tr>
<td>at five o'clock</td>
<td>in the evening</td>
</tr>
<tr>
<td>at the weekend</td>
<td></td>
</tr>
<tr>
<td>at night</td>
<td></td>
</tr>
<tr>
<td>on</td>
<td>no preposition</td>
</tr>
<tr>
<td>on Monday</td>
<td></td>
</tr>
<tr>
<td>on Tuesday evening</td>
<td></td>
</tr>
</tbody>
</table>

4 2.03 Complete the sentences. Use in, on, at or no preposition. Listen again and check.

1 What are you doing ______ tomorrow evening?
2 Let's meet outside the disco ______ eight.
3 Are you doing anything ______ eight.
4 I'm free ______ the afternoon.
5 We're meeting ______ two o'clock.
6 Do you want to go for a coffee ______ Saturday morning?
7 Then let's go for a coffee ______ Sunday.

6 **SPEAKING** Work in pairs. Prepare a dialogue following the chart below.

A

- Answer the phone.
- Reply. Ask how B is.
- Say what you are doing. Suggest another day.
- Agree.
- Agree and end the call.

B

- Reply. Say your name and ask how A is.
- Reply. Ask if A wants to do something tomorrow.
- Say what you are doing. Suggest another day.
- Agree.
- Suggest a time and place to meet.
1. **Speaking**
   Look at the photo and answer the questions.
   1. Where are the people?
   2. What are they wearing?
   3. What are they doing?

   **Hi Kate**
   Please come to my fancy dress party! It's on Saturday 12th May and it starts at 7.30 p.m. I'm having the party at home - 45 Stonesfield Rd. The theme is 'horror films'. Can you invite Mandy, please? I haven't got her e-mail address or her phone number.
   I hope you can come.
   See you soon.
   Tom

   **Dear Mike,**
   It's my birthday on Saturday and I'm having a party. It starts at 8 o'clock. Can you come? It's at the village hall. Can you bring some CDs, please?
   I hope to see you there.
   Love
   Sally

   **Liam**
   Dave and I are organising an end-of-term party on Friday after school, from six o'clock. The party is at my house. Can you bring something to eat or something to drink?
   Hope you can come.
   Cheers
   Joe

2. **Match the e-mail invitations above with three types of party from the box. Check the meanings of any new expressions.**

   Types of party
   - Christmas party
   - end-of-term party
   - end-of-school-year party
   - fancy dress party
   - New Year's party
   - birthday party
   - Halloween party

3. **Read the Learn this! box. Find three examples of *can* for requests in the invitations.**

   **Learn this!**
   We can use *can* for requests.
   *Can you help me, please?*

4. **Put the information below in the order that it appears in the invitations.**
   - the time
   - extra information or request
   - the event
   - the day
   - the place

5. **Underline two different ways of starting an e-mail, and three ways of finishing an e-mail.**

6. **Find five mistakes in this invitation. Some of them are spelling mistakes, and some are grammar mistakes.**

   **Dear Tina,**
   We've have a Christmas party in Saturday. It starts at seven o'clock. The party is at my house.
   I hope you can to come.
   Love
   Des

7. **Write an invitation (40–60 words). Include this information:**
   - the type of party
   - when it starts (time / day)
   - the place
   - some extra information or a request

   **Writing tip**
   When you have finished a piece of writing, ask your partner to look for mistakes. It's often easier to find mistakes in somebody else's work.

8. **Read the writing tip above. Then work in pairs and swap your invitations. Check each other's work for mistakes and help each other to correct them.**

   **Check your work**
   - have you included all the information in exercise 7?
   - have you used *can* for requests correctly?
   - have you written 40–60 words?
Vocabulary

1. Complete the school subjects with the endings in the box.
   aphy  ic  ics  istory  ology  tian
   1 mus_____
   2 phys_____
   3 chem_____
   4 religious educa_____
   5 information and communication techn_____
   6 geogr_____

Mark /6

2. Complete the words for clothes. Use a, e, i, o and u.
   1 tr___cks____t
   2 tr____s____
   3 tr____n____rs
   4 j____ns
   5 b____ts
   6 sk____t
   7 j____mp____r
   8 sw____tsh____t

Mark /8

Grammar

3. Write sentences with there is/are, affirmative (✓) and negative (✗).
   1 a cupboard ✓ any shelves ✗
     There's a cupboard but there aren't any shelves.
   2 a gym ✗ a playing field ✓
   3 a computer room ✓ a library ✗
   4 any DVDs ✗ some videos ✓
   5 a cinema ✓ a museum ✗
   6 a café ✓ any restaurants ✗

Mark /5

4. Write sentences with have to, affirmative (✓) and negative (✗). Use the prompts below.
   1 Jack / do the washing ✗
     Jack doesn't have to do the washing.
   2 Sue and Jenny / walk to school ✓
   3 Kate / do a lot of homework ✗
   4 my dad / get up early ✓
   5 my grandparents / work ✗
   6 their mum / cook dinner every night ✓

Mark /5

5. Write questions and short answers using the prompts from exercise 4.
   Does Jack have to do the washing? No, he doesn't.

Mark /5

6. Complete the sentences with the present continuous of the verbs in brackets.
   1 She______with her boyfriend. (dance)
   2 They______their dinner. (not eat)
   3 The dog_______in the river. (swim)
   4 I_______a letter. (write)
   5 He_______to me. (not listen)

Mark /5

7. Write sentences using can or can't.
   1 Lucy / play tennis ✗
     Lucy can't play tennis.
   2 Jack and Sarah / speak Italian ✓
   3 I / do martial arts ✓
   4 My sister / cook ✗
   5 His cousins / swim ✗

Mark /4

8. Rewrite the sentences using the adverb from the adjective in brackets.
   1 He's walking. (slow)
     He's walking slowly.
   2 She's singing. (good)
   3 They're playing football. (bad)
   4 He speaks Chinese. (perfect)
   5 She's dancing. (beautiful)

Mark /4

Everyday English

9. Complete the dialogue with the words in the box.
   corridor  left  opposite  stairs

Boy Excuse me. Where's the computer room?
Girl It's 1______ the library.
Boy Where's that?
Girl Go up the 2______. Then go along the 3______ and turn 4______.
Boy Thanks!
Girl You're welcome.

Mark /4

10. Put the lines of the dialogue in the correct order.
   a Great! Let's meet in town.
   b I'm afraid I can't. I have to finish my homework.
   c No, I'm not. Let's go out tomorrow afternoon.
   d Do you want to go for a coffee this afternoon?
   e How about tomorrow afternoon? Are you doing anything then?

Mark /4

TOTAL /50
Reading

1 Look quickly through the text. Find this information.
   1 the distance from the hotel to Victoria Station
   2 the time when the restaurant opens
   3 the cost of a single room

The hotel has got
   a two restaurants.
   b a bar and a restaurant.
   c two bars.

4 After 1 a.m., the bar is
   a only open to hotel guests.
   b open to the public and hotel guests.
   c not open.

5 The restaurant is open for
   a 11 hours a day.
   b 12 hours a day.
   c 24 hours a day.

6 Tickets for the Friday night parties are
   a £12.
   b free.
   c £12 for the public, but free for guests.

Listening

3 Listen. Put the events in the correct order.
   a Francesca arrives for the party.
   b Mártan talks to Francesca.
   c Mártan arrives for work in the morning.
   d Mártan arrives for work in the evening.
   e Dave asks Mártan to work in the evening.
   f Mártan sees Francesca.

Are you planning a visit to London?
The Arcadia Hotel is perfect for a
holiday or a business trip.

The Arcadia is a small, friendly hotel
near the centre of London, only two
kilometres from Victoria Station.

There are twelve single rooms and twenty double
rooms. There's a cocktail bar, open to the public until
1 a.m. (and open all night for guests). At The Arcadia
Restaurant (open from 11 a.m. until 11 p.m.) you can
choose from a wide menu of English and Italian food.

Single rooms are £90 a night. Double rooms are £130.

Our receptionists can speak English, Spanish,
French and Italian.

Remember - Friday night is party night at The
Arcadia! There's music, dancing and cocktails.
Tickets are £12 but free for hotel guests!

2 Choose the best answers.

1 The Arcadia hotel is for
   a people on business trips.
   b people on holiday.
   c people on holiday or a business trip.

2 At the hotel, there are
   a twelve rooms.
   b twenty rooms.
   c thirty-two rooms.

Writing

5 Imagine you are having a birthday party. Write a short
   invitation to your partner. Follow the writing guide.
   • Say when the party is (day and time).
   • Say where the party is.
   • Ask your friend to bring some CDs.

Speaking

6 Work in pairs. Take turns to be A and B.
   A: Look through Units 1–4 and choose a person from any
      photograph. Don't show your partner. Describe what the
      person is wearing and doing.
   B: Listen to the description. Look through Units 1–4 and find
      the person.
1 Match the photos with words from the box. Which word isn’t illustrated?

- island, sea

Geographical features: beach, desert, forest, hill, island, lake, mountains, ocean, rainforest, river, sea, valley, waterfall

2 Listen, repeat and check your answers.

Look out!

1 We usually use *the* with:
   a the names of seas and oceans, rivers and deserts.
      *the Mediterranean, the Nile, the Atacama Desert*
   b the names of groups of islands and hills or mountains.
      *the Canary Islands, the Cotswolds, the Himalayas*

2 We don’t usually use *the* with the names of lakes, beaches, or single hills or mountains.
   *Lake Garda, Bondi Beach, Primrose Hill, Mount Olympus*

3 Complete the names of the places with the geographical features from the box. Listen and check.

- Desert, island, lake, mountains, rainforest, river, sea

1 the *Amazon* rainforest
2 the Baltic ____________
3 the ____________ of Tasmania
4 the Tatra ____________
5 the ____________ Ganges
6 the Sahara ____________
7 ____________ Superior

4 Listen and repeat the names of the continents.

Continents: Africa, Asia, Australia, Europe, North America, South America

5 SPEAKING Where are the places in exercise 3? Ask and answer using the continents from exercise 4.

Where’s the Amazon Rainforest? It’s in ____________.

6 Listen and complete the questions from a radio quiz. Then try to answer them.

1 Are the Rocky Mountains in North America or ________?
2 Which sea does the ________ Danube flow into – the Black Sea or the Mediterranean?
3 Which ________ is between America and Asia?
4 Where’s the Gobi ________ in Africa or Asia?
5 Can you name two ________ in the Mediterranean Sea?
6 In which continent is ________ Victoria?

7 Listen to the whole quiz and check your answers.

8 Work in pairs. Write three quiz questions about geographical features. Use the examples to help you.

Can you name two ________?
Where’s the ________? Is it in ________ or ________?
In which continent is ________?

9 SPEAKING Work with another pair. Ask and answer each other’s quiz questions.
1. Read the text and look at the photos. Which is the African elephant, and which is the Asian elephant?

What is the difference between African and Asian elephants? African elephants are larger and heavier than Asian elephants, and they’ve got bigger ears. However, Asian elephants are more intelligent and better at following instructions.

2. Complete the Learn this! box with comparative adjectives from the text.

<table>
<thead>
<tr>
<th>Short adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>longer</td>
<td>+ -er</td>
</tr>
<tr>
<td>large</td>
<td>larger</td>
<td>+ -er</td>
</tr>
<tr>
<td>heavy</td>
<td>heavier</td>
<td>-er</td>
</tr>
<tr>
<td>hot</td>
<td>hotter</td>
<td>+ -er</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>intelligent</td>
<td>______</td>
<td>more + adjective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td>worse</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>further</td>
<td></td>
</tr>
</tbody>
</table>

We use **than** to make comparisons.

Sue is taller than me.

3. **PRONUNCIATION** Listen and repeat. Copy the pronunciation of the sound in red (the weak vowel /ɔ/).

1. December is colder than September.
2. Water is heavier than ice.

4. **PRONUNCIATION** Listen and repeat. Underline the words that end with the weak vowel /ɔ/.

1. The River Volga is longer than the River Thames.
2. America is further from Australia than Asia.

5. Complete the sentences with the comparative form of the adjectives in brackets.

1. Which ocean is ______, the Atlantic or the Pacific? (wide)
2. Which planet is ______ from the sun, Jupiter or Saturn? (far)
3. Which animals are ______, dogs or dolphins? (intelligent)
4. Which country is ______, Russia or Canada? (big)
5. Which animals are ______, cats or horses? (fast)
6. Which metal is ______, gold or silver? (expensive)
7. Which is ______, water or ice? (heavy)

6. Ask and answer the questions in exercise 5.

7. Look at the table below and write sentences about the places. Use the comparative form of these adjectives and **than**.

<table>
<thead>
<tr>
<th></th>
<th>The Atacama Desert</th>
<th>Death Valley</th>
</tr>
</thead>
<tbody>
<tr>
<td>How much rain?</td>
<td>0–0.1 mm</td>
<td>50 mm</td>
</tr>
<tr>
<td>How hot? (maximum)</td>
<td>25°C</td>
<td>46°C</td>
</tr>
<tr>
<td>How cold? (minimum)</td>
<td>0°C</td>
<td>4°C</td>
</tr>
<tr>
<td>How high? (maximum)</td>
<td>2,400 m</td>
<td>3,300 m</td>
</tr>
<tr>
<td>How far from the sea?</td>
<td>30 km</td>
<td>250 km</td>
</tr>
</tbody>
</table>

8. **SPEAKING** Compare places that you know. Use the comparative form of adjectives from the box.

- beautiful
- big
- boring
- exciting
- friendly
- hot
- small
- wet

I think Berlin is more exciting than ...
1 **SPEAKING** Look at the photo of the Lake District. What can you see? Use the phrases from the box to help you.

In the photo, there is / there are ... In the foreground ... In the background ... On the left ... On the right ...

2 Read the text. Match the questions (1–3) with the paragraphs (A–C).

1 What can people do there?
2 Where is it, and how big is it?
3 What is the scenery like?

3 Are the sentences true or false?
1 There are fifteen National Parks in the north of England.
2 The Lake District is forty-five kilometres wide.
3 There aren’t any beaches in the Lake District.
4 There are more than sixteen lakes.
5 Forty thousand people visit the Lake District every year.
6 You can visit the homes of two famous English writers.

4 Which of these outdoor activities are mentioned in the text?
Outdoor activities birdwatching canoeing climbing cycling diving fishing horse riding mountain biking sailing snowboarding swimming skiing walking

5 Where can you do these activities in your country?

6 **2.13** Listen to speakers 1–3. Match their descriptions of national parks with the photos (A–C) below.

Speaker 1: Photo Speaker 2: Photo Speaker 3: Photo

A Killarney National Park
B Banff National Park
C Great Barrier Reef National Park

7 **2.13** Listen again and complete the chart.

**Great Barrier Reef National Park**
Natural features: 1. ______ with beaches
Activities: swimming, 2. ______, 3. ______

**Killarney National Park**
Natural features: 4. ______, 5. ______, forest
Activities: sailing, 6. ______, walking

**Banff National Park**
Natural features: 7. ______, lakes
Activities: skiing, 8. ______, 9. ______, canoeing

8 **SPEAKING** Ask and answer the questions.
1 Can you name any National Parks in your country?
2 What are they like? Describe the parks.
3 What activities do people do there?
**Extreme climate**

Antarctica is the coldest place in the world and it has the worst weather. The lowest temperature on record is \(-89^\circ\)C. Antarctica is also the wettest and the driest place in the world. How is this possible? It's the wettest place because 70 per cent of the world's fresh water is in Antarctica and 90 per cent of the world's ice. And it's the driest because in one place, The Dry Valleys, it never rains or snows. The Dry Valleys is the most difficult place in the world for plants and animals – nothing can live or grow there.

1. Look at the photos and answer the questions. Use the words in the box to help you.
   1. What can you see?
   2. Why is it difficult for animals and plants to live there?

   bad, cold, food, grow, ice, mountain shelter, snow, valley, water, weather

2. Read the article and find the superlative form of these adjectives.
   1. cold, the coldest
   2. bad, wet

3. Complete the Learn this! box with the superlative forms of the adjectives. Then listen, repeat and check your answers.

<table>
<thead>
<tr>
<th>Short adjective</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>long</td>
<td>the longest</td>
<td>+ -est</td>
</tr>
<tr>
<td>large</td>
<td>+ -est</td>
<td></td>
</tr>
<tr>
<td>heavy</td>
<td>+ -est</td>
<td></td>
</tr>
<tr>
<td>hot</td>
<td>+ -est</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Long adjective</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>difficult</td>
<td>most + adjective</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Irregular adjective</th>
<th>Superlative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>good</td>
<td>the best</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>the furthest</td>
<td></td>
</tr>
<tr>
<td>bad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Complete the sentences. Use the superlative form of the adjectives in brackets. Which sentences do you agree with?
   1. I'm ________ person in the class. (funny)
   2. June is usually ________ month of the year. (hot)
   3. Money is ________ thing in the world. (important)
   4. Brazil has got ________ football team in the world. (good)
   5. New York is ________ city in the world. (exciting)
   6. English is ________ subject at school. (difficult)

5. Work in pairs. Complete the quiz questions. Use the superlative form of the adjectives.

   1. Which capital city is ________ (far) north?
      a. Reykjavik (Iceland)  b. Ottawa (Canada)  c. Oslo (Norway)
   2. Which ocean is ________ (deep)?
      a. the Indian Ocean  b. the Atlantic Ocean  c. the Pacific Ocean
   3. Which animals are ________ (intelligent)?
      a. dogs  b. dolphins  c. chimpanzees
   4. Which is ________ (long) river in the world?
      a. the Nile  b. the Amazon  c. the Yangtze
   5. Which animal is ________ (fast)?
      a. cheetah  b. leopard  c. lion
   6. What is ________ (large) animal in the world?
      a. African elephant  b. blue whale  c. giraffe
   7. Which is ________ (big) continent?

6. Listen and check your answers.

7. **Speaking** Work in pairs. Ask and answer the questions. Use who or what in the questions, and use the superlative form of the adjectives.
   1. beautiful / actress in the world?
      In your opinion, who's the most beautiful actress in the world?
   2. interesting / city in your country?
   3. good / programme on TV?
   4. bad / singer in the world?
   5. easy / subject at school?
   6. good / football player in the world?
   7. funny / actor on TV?
1 Match the photos with the words from the box.
- Wildlife: bear, eagle, elephant, jellyfish, hippo, lion, mosquito, shark, snake, tiger, whale

2 Listen, repeat and check your answers.

3 Put the animals into the correct groups. How many more animals can you add to each group?

<table>
<thead>
<tr>
<th>Land</th>
<th>Sea</th>
<th>Air</th>
</tr>
</thead>
</table>

4 Read the text quickly. Match the photos with the paragraphs (A–C).

Reading tip
If you don’t understand a word, use the words around it to decide what kind of word it is. For example, is it the name of an animal or is it an adjective?

5 Read the reading tip above. What part of speech (e.g. noun, adjective, verb, etc.) are the highlighted words in the text?

6 Match the highlighted words in the text with the correct definitions.
   1. angry and ready to attack
   2. very long, thin parts of a sea animal
   3. all the people living in a place
   4. children's picture stories
   5. a small animal with six legs, and often with wings

7 Complete the sentences. Use mosquito(es), hippo(s) and box jellyfish.
   1. _______ kill millions of people every year.
   2. _______ have got a short body and long tentacles.
   3. _______ are fast in the water and on land.
   4. You can die very quickly if you touch a _______.
   5. In children's stories, _______ are usually friendly.
   6. _______ have got the most dangerous bite in the world.
   7. You can find _______ in the seas near Australia.

8 Find these numbers in the text. What do they tell you about?
   1. twenty
   2. three hundred million
   3. three thousand
   4. three million
   5. forty
   6. sixty

9 Write a short description of an animal. Use the phrases in the box to help you.
   It's got (legs/tail/teeth/head/ears, etc)
   It's (tall/heavy/long/dangerous/black and white, etc)
   It lives in ... It eats ...
   It can (run/swim/climb/eat, etc)

10 SPEAKING Read your description to the class. The class try to guess the name of the animal.
   Is it a ...? Yes, it is. / No, it isn't.
The most dangerous animals in the world

What are the most dangerous animals in the world? Sharks? Snakes? Lions? These animals are very dangerous, it's true, but they are certainly not the most dangerous.

A  Hippos

In cartoons, hippos are usually slow, happy and funny. But real hippos are mean and aggressive, and are certainly more dangerous than lions and tigers. Hippos are very heavy — some are about 3,000 kilograms. But they can run very fast and swim well, and they don’t like people. Hippos kill more people in Africa than any other animal.

B  Box jellyfish

When people think of dangerous animals in the sea, they usually think of sharks. But sharks hardly ever kill people. The most dangerous sea animal isn’t very big. It’s a small jellyfish. The body of the box jellyfish is about 20 centimetres long. But it has got about 60 tentacles — and they are about three metres long. One of these tentacles can kill a human very quickly. Box jellyfish swim in the seas around Australia from October to April. When the jellyfish are there, nobody goes swimming.

C  Mosquitoes

The animal with the most dangerous bite isn’t a snake or a lion. It’s an insect and you can find it all over the world. Mosquitoes give malaria to over 300 million people every year, and about three million people die. Forty per cent of the world’s population are always in danger of malaria from mosquitoes. The mosquito is the world’s most dangerous animal — and it’s also one of the smallest.
Making a phone call

1. Read and listen to the phone conversation. Complete the dialogue with the questions in the box.

   And what time do you close?
   How much does it cost to get in?
   How can I help you?
   What time do you open?

   Beth: Good afternoon. I'd like some information about the zoo, please.
   Clerk: Certainly. 1.
   Beth: 2.
   Clerk: We open at ten o'clock.
   Beth: OK. 3.
   Clerk: At half past four. Last entry is at four o'clock.
   Beth: 4.
   Clerk: It's $8 for adults and $6 for children under 12.
   Beth: OK. Thanks very much.
   Clerk: You're welcome. Thank you for calling Bronx Zoo.
   Beth: Goodbye.

2. Read the Learn this! box. Find an example of would like in the dialogue in exercise 1.

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

   >>> Grammar Builder (5F): page 116

3. **Speaking** Work in pairs. Practise reading the dialogue, changing the words in blue. Use places from the box, and invent times and ticket prices.

   Gallery of Modern Art  Natural History Museum
   Science Museum

4. **Listening tip**

   Before you listen, look at the poster below and think about the information you need, for example, times and prices.

   **American Museum of Natural History**
   **Tickets**
   Adults $___
   Children $___
   Students $___
   **Opening hours**
   10.00—___
   Last entry ___

5. 2.18 Listen again. Complete the questions (1–4) and match them with the replies (a–d).

   1. _____ you ______ me some information ... ?
   2. _____ are your opening ______?
   3. _____ are the tickets?
   4. How much is it for _____?

   a. We open at ten and close at quarter to six.
   b. Sure. What would you like to know?
   c. For students it’s $10.
   d. It’s $14 for adults and $8 for children under 12.

6. **Speaking** Work in pairs. Imagine you are phoning a museum for information. Prepare a dialogue following the chart below.

   **Museum clerk**
   Answer the phone.
   Offer help.
   Give information about opening and closing times.
   Give information about prices for adults and children.
   Reply and thank the customer for calling.

   **Customer**
   Ask for some information.
   Ask about opening times.
   Ask about ticket prices.
   Thank the clerk.
   Say goodbye.

7. **Speaking** Act out your dialogue to the class.
Hi Susan,
We're in Mallorca. It's lovely here and the weather is fantastic. We're at a campsite in a small village. This is a picture of the beach near the campsite. We go swimming every morning and Kate goes sailing in the afternoon too.
Wish you were here!
Love,
Dan & Kate xxx

Dear Mark,
We're in Scotland. It's great here, but the weather isn't very good. We're in a youth hostel near Loch Ness. Do you know Loch Ness? It's famous for the monster! This is a picture of the loch (Loch means 'lake'). There are lots of lovely mountains all around. We go walking in the mountains every day.
See you next week.
Bye for now.
Sally

1. Match the postcards with the photos.
2. Answer the questions for each postcard.
   1. Where are they?
   2. What do they think of the place?
   3. What is the weather like?
   4. Where are they staying (hotel, campsite, etc.)?
   5. What is in the picture on the card?
   6. What do they do every day?
3. Put the words in the correct order to make phrases from the postcards.
   1. and is here it's weather fantastic the lovely
   2. were wish here you
   3. you see week next
   Prepositions of place in the mountains near a lake/river by a lake/river in a village/town at the seaside in a hotel/youth hostel at a campsite
4. Read the information about the prepositions of place. How many of the phrases can you find in the postcards? Underline them.
5. Match the types of holiday accommodation with the pictures.
   - Holiday accommodation: apartment, campsite, cottage, hotel, villa, youth hostel

Writing tip
Before you begin to write, plan your writing: think about what you want to write and make notes.

6. Read the writing tip above. Then imagine you are on holiday in one of the places in exercise 5. Make notes about:
   1. the weather
   2. the type of accommodation
   3. the activities you can do there
7. Write a postcard (50–70 words) to a friend. Use the writing guide to help you.
   - Start with Dear ... or Hi ...
   - Say where you are.
   - Say what the place is like and what the weather is like.
   - Say what type of accommodation you are staying in.
   - Say what the picture is of.
   - Say what you do every day.
   - Finish with Love or Bye for now and your name.

Check your work
- Have you followed the writing guide?
- Have you written 50–70 words?
- Have you checked your spelling and grammar?
1 Get ready to LISTEN  Work in pairs. Ask and answer.
   1 What kind of music do you like listening to?
   2 What do you like to wear when you go out in the evening?

Listening tip
Before the recording starts, read the sentences carefully.

2 Do the Listening exam task.

LISTENING exam task

Match sentences A–F to speakers 1–5. There is one extra sentence that you do not need.

A I only wear comfortable shoes.
B I like wearing dresses and boots.
C I always wear jeans.
D I wear T-shirts in bright colours.
E I always wear jeans, T-shirt and trainers.
F I don’t wear trainers in the evenings, only during the day.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

3 Get ready to SPEAK  Look at the photos. Do the sentences describe photo 1, photo 2 or both?
   1 It’s a birthday party.
   2 The people are celebrating a special occasion.
   3 The people are dancing.
   4 It’s a formal occasion.
   5 They are at a wedding reception.

4 Look at photo 1 and match phrases 1–4 with people a–d in the photo.
   1 The man on the left
   2 The man on the right
   3 The woman in the middle
   4 The woman at the back

Speaking tip

1 Start by saying what is the same about the two photos.
   Both photos show ...
2 Then say what the biggest difference is.
   The biggest difference between the photos is that in photo 1 ..., whereas in photo 2 ...
   In the first photo there is/are ... but in the second photo there is/are ...

5 Say what the people in exercise 4 are doing and wearing.

The man on the left is wearing ...

6 Read the speaking tip. Then do the Speaking exam task.

SPEAKING exam task

Compare and contrast the two photos. Think about these things:
   1 Where are the people?
   2 What are they wearing?
   3 What are the people doing?
   4 In which photo do you think the people are having the most fun? Why?
   5 Do you like occasions like these? Why? / Why not?
Get ready for your EXAM

1 | Get ready to READ | How much do you know about whales?
---|-------------------|-----------------------------------
1 | Are the sentences true or false? |
   | 1 Blue whales are the biggest animals ever. |
   | 2 Blue whales eat large fish. |
   | 3 Blue whales can make very loud noises. |
   | 4 People still hunt blue whales. |

2 | Do the Reading exam task. |
---|--------------------------|

READING exam task

Complete gaps 1–7 with phrases A–H. There is one phrase that you do not need.

Gentle Giants of the Sea

Blue whales are the biggest animals in the history of the earth – bigger than the largest dinosaurs. An adult blue whale can be 30 metres long and weigh 180,000 kilos. Its tongue 1 ________ as an elephant, and its heart is the same size as a small car.

When a blue whale is born, it is already very big. In fact, it is the same size and weight as an adult hippo. Like all mammals, the baby blue whale drinks its mother’s milk – about 400 litres every day. And it 2 ________, adding about 4.5 kilos to its weight every hour. It lives on milk for about six months, and in this time, its size and weight double.

Blue whales are enormous, but they only eat tiny sea animals called ‘krill’. An adult blue whale 3 ________ than 1,000 kg of krill every day. Krill live deep in the water, so blue whales dive when they are looking for food. Whales cannot breathe underwater, but they can swim underwater for a long time. A blue whale can hold its breath for an hour.

The blue whale 4 ________ animal in the world, it is also the loudest. The sound of an aeroplane when it takes off is about 110 decibels. Some rock concerts 5 ________ about 115 decibels. A blue whale can make a sound that is 150 decibels. The sound lasts for about 30 seconds. But why do they make this sound? Are they calling to other whales? Are they looking for food? Nobody knows. But the sound of a blue whale 6 ________ sounds in the ocean, and you can hear it hundreds of kilometres away.

There are probably about 10,000 blue whales in the world today. That 7 ________ the number there were at the beginning of the 20th century. The reason for the disappearance of 99% of blue whales is hunting. The hunting of blue whales is now against the law, but these beautiful animals are still in danger because of pollution and fishing nets.

A | grows quickly |
B | are even louder |
C | eats more |
D | is only 1% of |
E | is the same size |
F | is not the largest |
G | is one of the strangest |
H | is not only the biggest |

3 | 2.20 | Read the phrases in the box below. Then listen and repeat.
---|-------|-----------------------------------|
Use these phrases to say you don’t want to do something | Use these phrases to say why you don’t want to do something |
I’m afraid I can’t... | I don’t really like (+ noun or -ing form) |
I’m sorry, but... | I don’t feel like (+ noun or -ing form) |
It’s kind of you to ask, but... | I’m doing something else. |

4 | Work in pairs. Imagine you are on an adventure holiday. Practise making the suggestions below, and refusing them. Use Let’s or Do you want to ...? to make an invitation. |
---|---------------------------|
1 | go swimming |
2 | go for a bike ride |
3 | go climbing |
4 | play football |
5 | go windsurfing |
6 | go horse-riding |

Do you want to go swimming?

It’s kind of you to ask, but...

Arranging where to meet

1 | When we agree where to meet, we usually use at with a name of a place. |
2 | In order to give more details we can also use in (for inside) or outside. |

5 | Read the information in the box above. Then complete the sentences with prepositions, where necessary. Look at the table of Prepositions of time on page 44 if necessary. |
---|------------------|
1 | Let’s meet ____ half past two ____ Monday. |
2 | See you ____ tomorrow evening ____ the beach. |
3 | Let’s meet ____ the bowling alley. |
4 | See you ____ the morning ____ 12 ____ the café. |
5 | Let’s meet ____ this evening ____ the youth hostel. |

6 | Do the Speaking exam task. |
---|------------------------|

SPEAKING exam task

Work in pairs. Imagine you are on an adventure holiday. You have to decide what to do in the afternoon.

Student A: suggest an activity.
Student B: refuse and say why.
Student A: suggest another activity.
Student B: agree and suggest a time and place to meet.
1 Match the places on the map with the words in the box.

1 - museum

Places in town: art gallery, bank, bus station, car park, cinema, church, department store, library, museum, park, post office, police station, railway station, theatre, tourist information office, town hall.

2 2.2.21 Listen, check and repeat.

3 Complete the sentences with words from exercise 1.

1. You can catch a train at the ________.
2. You can borrow a book from the ________.
3. You can buy stamps at the ________.
4. You can get information about interesting places at the ________.
5. You can go for a walk with your dog in the ________.
6. You can catch a bus at the ________.
7. You can park your car in the ________.
8. You can watch a film at the ________.
9. You can see a play at the ________.
10. You can look at paintings at the ________.

4 2.2.22 Listen and identify the places. Choose from the list in exercise 1.

1 ________  4 ________  7 ________
2 ________  5 ________  8 ________
3 ________  6 ________

5 SPEAKING Work in pairs. Ask and answer about the places on the map. Use the prepositions below.

- Where’s the park?
- It’s next to the cinema.
- between
- near
- next to
- opposite

6 Write six sentences about your town or city.

There’s a cinema opposite the church.
There are four churches.
The town hall is next to the museum.

7 SPEAKING Work in pairs. Talk about a place in your town or near your school. Don’t say the name of the place. Can your partner say which place it is?

- It’s opposite the car park.
- It’s the railway station.

Vocabulary Builder (part 1): page 133
Past simple: be and can

1. Listen to the phone conversation and answer the questions.
   1. Where is Cathy now?
   2. Where was Cathy last weekend?

   Tom: Hi Cathy. Are you having a good time in the States?
   Cathy: Yes, we're in Boston now with Uncle Jack.
   Tom: Were you in Chicago last weekend?
   Cathy: No, we weren't. We were in New York.
   Tom: What was it like?
   Cathy: It was amazing. On Saturday we were at the top of the Empire State Building.
   Tom: Really? What could you see?
   Cathy: We could see all the skyscrapers in Manhattan, but we couldn't see the Statue of Liberty because the weather wasn't very good.

2. Find the past simple forms of be and can in the dialogue above and complete the table.

   **Past simple: be**
   
   **Affirmative**
   I/He/She/It 1.______ in New York.
   We/You/They 2.______ in New York.
   
   **Negative**
   I/He/She/It 3.______ in New York.
   We/You/They 4.______ in New York.

   **Interrogative and short answers**
   5.______ he in New York?
   Yes, he 6.______./No, he 7.______.
   8.______ you in New York?
   Yes, we 9.______./No, we 10.______.

   **Past simple: can**
   
   **Affirmative**
   I/He/She/It/We/You/They 11.______ see it.
   
   **Negative**
   I/He/She/It/We/You/They 12.______ see it.

   **Interrogative and short answers**
   13.______ I/he/she/it/we/you/they see it?
   Yes, she 14.______./No, she 15.______.

3. Complete the sentences with was, were, wasn’t or weren’t.
   1. They _____ at school, but they weren’t in the classroom.
   2. I _____ at home on Sunday morning. I was at church.
   3. Today is Wednesday. Yesterday _____ Tuesday.
   4. You _____ at the art gallery. Where were you?
   5. The weather _____ very nice yesterday. It was wet and cold.
   6. We _____ at the cinema last night. The film was great.
   7. My grandparents _____ teachers. They were doctors.
   8. Our last lesson _____ geography. It was maths.

   **Grammar Builder (6B): page 118**

4. Write sentences about the famous people. Use could and was.
   1. Buddha Singh / run marathons/three
      Buddha Singh could run marathons when he was three.
   2. Maria Sharapova / play tennis/four
   3. Vanessa Mae / play the violin and piano/five
   4. Michael Schumacher / drive/four
   5. Sergey Karjakin / play chess/four
   6. W. A. Mozart / write music/five

5. Write sentences with couldn’t and the phrases in the box.
   he wasn’t home  I was ill  I wasn’t tired
   we weren’t hungry  it was dark  it was wet
   the water was very cold  they weren’t 18 years old

   1. I / go to school because ...
      I couldn’t go to school because I was ill.
   2. I / read my book because ...
   3. She / swim because ...
   4. We / eat our dinner because ...
   5. I / speak to Kevin because ...
   6. They / play tennis because ...
   7. I / sleep because ...
   8. They / buy alcohol because ...

6. Write questions.
   1. read / four Could you read when you were four?
   2. write your name/two 5. speak English/twelve
   3. walk / one 6. ride a bike/ten
   4. count to / three 7. swim/four

7. **SPEAKING** Work in pairs. Ask and answer the questions in exercise 6. Make a note of your partner’s answers.
   Could you read when you were four?
   Yes, I could./No, I couldn’t.

8. Tell the class about your partner.
   Petra could/couldn’t read when she was four.

---

Look out!
- We always use a base form after could, not an infinitive (with to).
Out and about in London

1 Museums and Galleries
Visit Madame Tussauds and see models of the world’s most famous people, including all your favourite actors and singers. There are some great museums. Don’t miss Egyptian mummies at the British Museum or the dinosaurs at the Natural History Museum. Do you like modern art? Then visit the Tate Modern.

2 Interesting buildings
The Tower of London is over 900 years old and for a long time it was a prison. After the Tower, take a boat trip down the river to St Paul’s Cathedral, and then take a ride on the London Eye. There are fantastic views from the top.

3 Shopping
There are lots of fantastic shops in London. Walk down Oxford Street, or visit one of the lively street markets, where everything is cheap!

4 Night life
There are lots of exciting things to do in the evening. The West End is full of theatres, cinemas and great restaurants. There are all kinds of concerts every night – rock, classical, pop, jazz ...

5 Sport and leisure
Relax or walk in Hyde Park – it’s clean and safe. Do you like football? Then go and see Chelsea play at Stamford Bridge. If you prefer tennis, there’s Wimbledon in June.

3 Match the highlighted adjectives in the text with their opposites in the box.
- boring
dangerous
dirty
expensive
old
terrible

4 Listen to the radio advertisements. What are they for? Number them in the correct order.
- St Paul’s Cathedral
- The National Gallery
- The Apollo Cinema
- The Science Museum
- Harrods department store

5 Listen again. Complete the sentences with the correct times, dates or prices.
1 We’re open every day from _____ until _____.
2 The exhibition starts on _____ and finishes on _____.
3 The film starts at _____ and again at _____.
4 Open _____ until _____ Monday to Saturday and _____ until _____ on Sundays.
5 Adults £ ___. Children £ _____.

6 Write a short tourist information leaflet for a town or city you know. Include at least two of these places. Use the phrases in the box to help you.
- a museum or gallery
- an interesting building
- a shop or a shopping street
- a theatre, cinema or restaurant
- a place where you do or watch sport

Visit ... and see ... Don’t miss ... There are lots of ...
Are you interested in ...? Then ...
We’re open from ... to ... Tickets cost ...
**Past simple: affirmative (regular verbs)**

**1. Read Joe's text. Are the sentences true or false?**

1. Joe jogged to the café.
2. Laura was at the café when Joe arrived.
3. Joe phoned Laura.
4. Laura was at the ABC cinema.

Last Saturday my friend Laura and I decided to go to the cinema. We agreed to meet at six at the café because we wanted to have a drink before the film. I was late so I jogged to the café and arrived at ten past six. Laura wasn’t there. I waited for a few minutes, then I phoned her on her mobile. ‘Where are you?’ I asked. Laura answered, ‘I’m at the cinema. When I arrived at the café, you weren’t there, so I walked to the cinema. Be quick, the film starts in five minutes!’ So I hurried to the cinema. But Laura wasn’t there! I phoned her again. ‘I’m at the ABC cinema. Where are you?’ ‘The ABC? I’m at the Odeon Cinema!’

**2. Look at the red verbs in the text. They are all past simple forms. What is the ending?**

- **Past simple: affirmative (regular verbs)**
  
  **Endings**
  
  The form is the same for all persons: I danced, you danced, she danced, etc.
  
  1. We add -ed to most verbs.
     
     watch → watched
  
  2. We add -d to verbs that end in -e.
     
     dance → danced
  
  3. If the verb ends in a consonant and -y we change the -y to -ied.
     
     study → studied
  
  4. If the verb ends in a short vowel and a consonant, we double the consonant and add -ed.
     
     chat → chatted

**3. Read the spelling rules in the Learn this! box. Then put the red verbs in the text into the correct groups (1–4).**

4. **PRONUNCIATION** Listen and repeat. Pay attention to the endings.

   1. /d/ or /t/ phoned asked arrived
   2. /d/ waited

5. **PRONUNCIATION** Listen. How are the verbs pronounced? Write 1 for /t/ or /d/, or 2 for /d/.

   a. liked 1     d. agreed 2
   b. wanted 2     e. decided 2
   c. watched 1     f. hurried 2

6. **Put the time expressions in the correct order. Start with the most recent.**

   1. last night, 2. …

   **Time expressions**
   
   the day before yesterday
   
   three months ago
   
   two years ago
   
   last night
   
   yesterday afternoon
   
   yesterday evening
   
   last week
   
   last month
   
   last year

7. **Complete the sentences with the verbs in the box. Use the past simple.**

   - arrive
   - ask
   - decide
   - hurry
   - park
   - stop
   - visit
   - watch

   1. Three days ago I _______ an art gallery.
   2. We _______ TV last night.
   3. Last Tuesday I was late so I _______ to school.
   4. The day before yesterday we _______ the car in a car park in the town centre.
   5. Yesterday evening we _______ to have a pizza for dinner.
   6. ‘What time is it?’ I _______ her.
   7. The bus _______ opposite the library five minutes ago.
   8. I _______ at the railway station at ten to seven.

---

8. **Complete the text. Use the past simple form of the verbs in brackets.**

   One day a man _______ (walk) into a bank in the centre of London. He _______ (want) to borrow £5,000. ‘OK,’ _______ (reply) the cashier. ‘We can lend you £5,000, but you have to leave your car here.’ The man _______ (agree) and _______ (park) his expensive Ferrari in the car park at the bank. A week later he _______ (return) to the bank. ‘Can I have my car, please?’ he _______ (ask) the cashier. ‘Of course. That’s £5,000 and £10 interest. Can I ask you something?’ _______ (continue) the cashier. ‘You’ve got an expensive Ferrari. Why do you need £5,000?’ ‘I don’t need £5,000,’ _______ (answer) the man, ‘but last week I was in America. Your car park is very cheap — only £10 for a week in the centre of London!’

9. **SPEAKING** Play a memory game with the class. Repeat what the last person said and add another action. You don’t have to tell the truth. Use the verbs in the box to help you.

   - chat
   - cycle
   - decide
   - listen
   - phone
   - play
   - stay
   - study
   - talk
   - walk
   - want
   - wash

   A: Yesterday morning, I watched TV.
   B: Yesterday morning, I watched TV and I phoned my friend.
   C: Yesterday morning, I watched TV, I phoned my friend and I ...
A bump in the night

Last month two brothers, sixteen-year-old Tom and eighteen-year-old Harry, were on their own at home one Saturday afternoon. Their parents were on a weekend trip with some friends in the brothers' dad's car. Tom was bored and wanted to have an adventure. He wanted Harry to drive their mum's car to the city. Harry wasn't happy about it, but he was bored too, so, in the end, he agreed.

The boys arrived in the city centre, and decided to go to the cinema first. Harry parked the car carefully outside the cinema. They watched a great film. Then they were hungry. Harry was happier now, so he stopped at a café, and they ordered a big pizza. After that, Harry wanted to go home, but Tom wanted to go to a nightclub. Harry wasn't sure, but again he agreed in the end. He parked the car carefully outside the biggest nightclub in town.

Tom and Harry stayed in the nightclub for a long time. It was very late when they walked back to the car. Then they noticed something terrible. There was a big dent in the back of the car! They hurried home, and waited until six a.m. Then they phoned a garage and explained the situation. 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 accident. But later that day, their mother checked the car.

'Hey! Look at the car!' she shouted. The boys waited nervously. Their mother continued, 'I can't believe it! A van bumped into my car last Thursday, but now you can't even see the dent!'

5 Underline the following expressions in the text. Translate them.

Sequencing words
first (line 6) a few minutes later (line 22)
then (line 10) later that day (line 24)
after that (line 12) in the end (line 7)

6 SPEAKING Work in groups of three. Cover the text and look at three pictures each. Retell the story using the words below.

Student A (pictures 1–3)
1 last month – Tom and Harry – at home
parents – on a trip with friends
bored – decided to drive mum's car to the city
2 arrived – city centre
first – parked – cinema
watched – film
3 then – hungry – stopped at a café – pizza

Student B (pictures 4–6)
4 after that – wanted to go to a nightclub
parked carefully outside
stayed for a long time
5 late – walked back to car
noticed a dent
hurried home
6 waited until six o'clock
phoned the garage

Student C (pictures 7–9)
7 mechanic repaired the car
parked – outside house
8 a few minutes later – parents returned home
boys – scared
9 later that day – mum checked the car
'Look' – shouted ‘Van bumped into my car last week – can't see the dent'
5 **2.29** Complete the phrases with the words in the box. Then listen and check.

called help in mobile number number sorry take

1 I'm ________, Susan. He isn't here at the moment.
2 I can ________ a message.
3 Tell him that Susan ________.
4 What's your ________?
5 I don't think she's ________.
6 I'll try her ________.
7 Have you got her ________?
8 Thanks for your ________.

**Saying telephone numbers**

563465 = ‘five six three four six five’
0 = ‘oh’ or ‘zero’
22 = ‘double two’
444 = ‘treble four’ or ‘four double four’

6 **2.30** **PRONUNCIATION** Read the Learn this! box above. Then listen and repeat the phone numbers.

1 422408 3 574888
2 391902 4 334611

7 **SPEAKING** Write down three phone numbers. Say them to your partner. Your partner writes them down.

8 **SPEAKING** Prepare a dialogue using the chart below.

**A**

- Answer the phone.
- Say he/she isn’t there. Offer to take a message.
- Ask for B’s phone number.
- Repeat the number.
- Finish the call.

**B**

- Say who you are. Ask to speak to your friend.
- Leave a message.
- Give your phone number.
- Thank A and finish the call.

9 **SPEAKING** Act out your dialogue to the class.
A message

1 Look at the photo. Answer the questions.
   1. What is she doing?
   2. What do you think she is saying?

2 Read the notes (1–4) below. Where were the people when they phoned and left messages?

<table>
<thead>
<tr>
<th>Caller</th>
<th>Where were they?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Uncle Jack</td>
<td></td>
</tr>
<tr>
<td>2 Harry</td>
<td></td>
</tr>
<tr>
<td>3 Peter</td>
<td></td>
</tr>
<tr>
<td>4 Dave Adams</td>
<td></td>
</tr>
</tbody>
</table>

1 Mum,
Uncle Jack phoned from the police station. He wants to talk to you. It's urgent. Can you call him back? The number is 01548 652265.
Tom

2 Sam,
Harry phoned at 10. He was at the park. He waited for you for ages. Haven't you got a football match this morning? I don't think he's very happy. You can phone him on his mobile - 07977 568757.
Dad

3 Complete these sentences.
   1. You _____ phone him _____ his mobile.
   2. _____ phone Dave Adams _____ 674533.
   3. Can _____ phone him tomorrow _____ Mary's house?
   4. Can you _____ him back?

4 ▲ 2.31 Listen and complete the phone messages.

   1. Mandy,
   _____ phoned. He's going to the _____ with Steve this afternoon at _____ o'clock. He wants you to come along. Can you ring him on his mobile? His number is _____.
   Mum

   ▲ 2.31 Listen and complete the phone messages.

   2. Dad,
   Mr Grey from the _____ phoned. He says your car is _____ . You can pick it up this _____ . Go before _____ - that's when the garage closes.
   His number is _____.
   Sarah

5 Write a phone message (30–50 words). Include this information:
   - Who phoned?
   - Where is he/she?
   - What's the message?
   - What's his/her phone number?

Check your work

Have you
  - included the information in exercise 5?
  - written 30–50 words?
  - checked your spelling and grammar?
Vocabulary

1. Complete the sentences with the plural form of these words.
   - beach deserts islands lakes mountains oceans rivers seas
   - Everest, K2 and Mont Blanc are ______.
   - The Nile, the Mississippi and the Danube are ______.
   - Ireland, Hawaii and Greenland are ______.
   - C. Copacabana, Waikiki and Bondi are ______.
   - The Sahara and the Gobi are ______.
   - The Baltic and the Mediterranean are ______.
   - The Pacific and the Atlantic are ______.
   - Baikal, Michigan and Geneva are ______.

Mark /8

2. Answer the questions using the places in the box.
   - art gallery bus station car park cinema library
   - park post office railway station theatre

Where can I ...
   - 1. see a film? At the cinema.
   - 2. see a play? ______.
   - 3. catch a bus? ______.
   - 4. play football? ______.
   - 5. buy stamps? ______.

Mark /8

Grammar

3. Write sentences using comparative adjectives and than.
   - 1. Lake Superior / large / Lake Victoria
      Lake Superior is larger than Lake Victoria.
   - 2. Prague / far north / London
   - 3. the Mediterranean sea / big / Baltic sea
   - 4. Waikiki beach / long / Bondi beach
   - 5. Mount Everest / famous / Mount Kenya
   - 6. Africa / hot / Europe
   - 7. the Amazon / wide / the Danube

Mark /6

4. Complete the superlative sentences using the adjectives in brackets and words from the box or your own ideas.
   - free Halle Berry Jim Carrey English
   - Manchester United maths

   - 1. (beautiful) The most beautiful actress in the world is ______.
   - 2. (funny) ______ actor in Hollywood is ______.
   - 3. (good) ______ football team in the world is ______.
   - 4. (important) ______ things in life are ______.
   - 5. (easy) ______ language to learn is ______.
   - 6. (difficult) ______ subject at school is ______.

Mark /5

5. Complete the dialogue with the correct past simple form of be or can.
   - Girl You missed Jack's party last night. Where ______ you?
   - Boy 1 ______ at home.
   - Girl Really? Why?
   - Boy 2 ______ very well.
   - Girl Oh dear. What ______ wrong with you?
   - Boy Nothing much ... just a bad cold. But 3 ______ go out.

Mark /5

6. Complete the e-mail with the past simple of the verbs in brackets.

   We aren't having a great time in London. We ______ (arrive) at the hotel on Friday evening. Our room wasn't ready, so we ______ (wait) outside while they ______ (clean) it. Then, we ______ (phone) reception and ______ (try) to book a table in the restaurant. The receptionist ______ (reply) that the restaurant was closed. We ______ (walk) to a café near the hotel and ______ (ask) for four pizzas to take away. When we ______ (return) to the hotel with our pizzas, they said we couldn't take the food to our room. My dad really ______ (shout) at them. We're looking for another hotel.

Mark /10

Everyday English

7. Complete the dialogue with the words in the box.

   entry help information time welcome
   - Sam Hello. I'd like some ______ about the museum, please.
   - Clerk Certainly. How can I ______ you?
   - Sam What ______ do you close?
   - Clerk At six o'clock. Last ______ is at half past five.
   - Sam OK. Thanks very much.
   - Clerk You're ______.

Mark /5

8. Choose the correct words
   - Mr Samson Hello?
   - Tom Oh, hi. Is that Mr Samson?
   - Mr Samson Yes, speaking.
   - Tom 1 Can / Will / Do I speak to Katy, please?
   - Mr Samson I'll see if / when / that she's here.
   - ... Mr Samson I'm sorry, she isn't at home. Do you want to 2 make / leave / do a message?
   - Tom No, it's OK. Bye.

Mark /3

TOTAL /50
Reading

1. Read the e-mail from Dave. Put the events in the correct order.
   a. Dave and Penny climbed a mountain.
   b. Dave and Penny arrived in the Lake District.
   c. Dave applied for a job at the hotel.
   d. Dave noticed an advertisement for a receptionist.
   e. Dave and Penny visited a large lake.

   [Blank boxes for each statement]

Dear Márton
How are you? I’m having a great holiday in the Lake District with my girlfriend, Penny. It’s a beautiful place. We arrived on Monday evening. We were late, because we couldn’t find the hotel! On Tuesday, we visited Derwent Water, a large lake in the valley of Borrowdale. Yesterday, we climbed Scafell Pike, the highest mountain in England. I noticed an advertisement in the hotel this morning: the hotel is looking for a receptionist. I applied for the job immediately! The pay is better than my job at The Arcadia – and Penny prefers the countryside to the city because it’s more peaceful. Rent is cheaper, too. That’s all for now. See you soon!
Dave

2. Are the sentences true or false? Correct the false sentences.
   1. Dave is enjoying his holiday. [True]
   2. Dave and Penny are staying at a campsite. [True]
   3. Dave and Penny arrived late because of a problem with their car. [True]
   4. Borrowdale is a large lake near Derwent Water. [True]
   5. Scafell Pike is a mountain in England. [True]
   6. Dave wants a new job. [True]
   7. Penny doesn’t want to live in the countryside. [True]
   8. It costs more to rent a flat in the countryside than in the city. [True]

Writing

3. Imagine you are on holiday in a beautiful part of your country. Write a postcard to a friend. Include information about:
   - where you are staying and your opinion of it
   - the weather
   - activities

Listening

4. 2.32 Listen. What was Dave’s news?

5. 2.32 Listen again. Choose the correct words to complete the sentences.
   1. Dave phoned Márton but ___ answered.
      a. Márton  b. Anna  c. nobody

   2. Dave couldn’t tell Márton his news on the phone because
      a. Márton could only talk for a minute.
      b. Márton talked all the time.
      c. Márton wasn’t at home.

   3. Dave started to tell Márton his news but then stopped, because
      a. a guest phoned Reception and Dave answered.
      b. Márton walked away.
      c. a guest arrived at Reception.

   4. A guest asked Dave for information about
      a. the party on Friday night.
      b. the cost of rooms at the hotel.
      c. the opening times of the hotel restaurant.

   5. Dave finally finished his news: his interview was
      a. the day after his holiday.
      b. on the first day of his holiday.
      c. on the last day of his holiday.

   6. Dave is leaving The Arcadia Hotel
      a. next month.  b. next week.  c. immediately.

Speaking

6. Work in pairs. Retell the events that happened in the listening exercises. Use your answers to exercise 5 to help you.
1 Look at the map. Where do you live? Put a cross (X).

2 Look at the list of countries in the box. Which are neighbours of your country?

Countries: Austria, Belarus, Brazil, Britain, China, Croatia, the Czech Republic, Estonia, France, Germany, Hungary, Italy, Japan, Latvia, Lithuania, Poland, Romania, Russia, Slovakia, Slovenia, Spain, Ukraine, the USA

3 Match the nationalities with countries from exercise 2. Then listen, repeat and check your answers.

Nationalities: American, Austrian, Belarusian, Brazilian, British, Chinese, Croatian, Czech, Estonian, French, German, Hungarian, Italian, Japanese, Latvian, Lithuanian, Polish, Romanian, Russian, Slovakian, Slovenian, Spanish, Ukrainian

1 Austria: Austrian
2 Belarus ...

4 Label the countries 1–14 on the map.

What's number 1? It's Russia.

5 Look at the photos. Do you know these people? What nationality are/were they?

6 Listen and check your answers to exercise 5.

7 Listen again. Are the sentences true or false?

1 Picasso lived all of his life in France.
2 Picasso died in 1937.
3 Zsa Zsa Gabor studied in Switzerland.
4 Zsa Zsa Gabor married five times.
5 Norma Jeane Baker changed her name to Marilyn Monroe.
6 Monroe was very old when she died.
7 Pele played for four football clubs.
8 Pele scored 92 goals in 77 matches for Brazil.

8 SPEAKING Play 20 questions. Think of a famous person who is alive today. Your classmates have 20 questions to guess your name. They must be yes/no questions. Use the ideas in the box to help you.

Are you ...
- a man? a woman?
- Polish? American? etc.
- a sportperson? an actor/actress? an artist?
- a rock/pop star? a scientist? a politician? etc.

Do you ...
- live in ...? work in ...? study ...? play a sport?
- appear in films/on TV? invent things?
- write books or music?

Are you a man? Yes, I am.

Are you American? No, I'm not.

Is your name ...?
1 Look at the photo. Who is the man on the right? Why is he famous?

2 Read the text. Underline all the verbs in the past simple. Which are regular?

Václav Havel was born in Prague in 1936. He came from a well-known family and had one brother. He left school when he was 15 and got a job in a chemical laboratory. At the same time he went to evening classes to complete his secondary education. After two years in the army, he started work in the theatre. He wrote his first famous play, _The Garden Party_, in 1963. He opposed the Communist government and after the Soviet invasion in 1968, he spent a number of years in prison. He became the last President of Czechoslovakia in 1989, and the first President of the Czech Republic in 1993. He won the International Gandhi Peace Prize in 2003.

3 Match the irregular past simple forms from the text with these base forms.

1 be was/were 6 write
2 become spent
3 get have
4 go come
5 win

4 Complete the sentences about famous leaders. Use past simple forms from exercise 3.

1 Nelson Mandela ______. 27 years in prison. In 1994, he ______ president of South Africa.
2 Mahatma Gandhi ______ to University in London and then ______ a job in South Africa.
3 Albert Szent-Györgyi ______ a scientist. He ______ from Budapest. In the 1930s he discovered vitamin C and in 1937 he ______ a Nobel Prize.
4 The Chinese leader Mao Zedong ______ ‘The Little Red Book’ in the 1950s.
5 Queen Victoria and Prince Albert ______ nine children.

5 Read the Look out! box. Then complete the first halves of the sentences (1–6) with irregular past simple forms and match them with the second halves (a–f).

1 The Spanish ______ (bring) □
2 Before Copernicus, people ______ (think) □
3 Marie Skłodowska-Curie ______ (teach) □
4 In 1626 Peter Minuit ______ (buy) □
5 Rosa Parks ______ (fight) □
6 King Henry VIII ______ (catch) □

a physics at the Sorbonne University.
b for the rights of black Americans.
c potatoes to Europe from South America.
d malaria when he was 35.
e Manhattan Island for $24 from Native Americans.
f the sun went round the earth.

6 2.35 PRONUNCIATION Listen and repeat the answers to exercise 5. Are -ought and -ought pronounced the same or differently?

7 2.36 PRONUNCIATION What are the past simple forms of these verbs? Put them into pairs that rhyme. Then listen and check.

begin break buy catch go make pay read
tell a lie see a film send speak wear
begin - ran

8 When did you last do these things? Write true sentences using the time expressions in the box.

Time expressions the day before yesterday last night
yesterday afternoon yesterday evening last week
last month last year two days (weeks, months, years) ago

1 do some housework I did some housework last week.
2 buy some chocolate 6 tell a lie
3 read a book 7 see a film
4 make a phonecall 8 send an e-mail
5 make a new friend 9 take an exam
10 write a letter

9 SPEAKING Work in pairs. Tell each other things that you did last weekend. Find at least three things that you both did.

I went shopping.
6 I watched TV.
I watched TV too.
7 I played computer games.
1 Look at the photo of Martin Luther King. Do you know what he fought for? Choose the correct answer.

1 women's rights
2 the rights of black Americans
3 workers' rights

2 Read the text and check your answer to exercise 1.

I have a dream

The third Monday of January each year is a national holiday in the USA. It is called Martin Luther King Day.

Martin Luther King was born in 1929 in Georgia in the south of the USA. His father was a priest, and Martin studied at college and also got a job as a priest in Alabama.

At that time, black and white people in the USA were not equal. For example, in Alabama, a black person had to stand up on a bus if a white person wanted to sit down. One day, a brave black woman called Rosa Parks refused to do this. Parks and King decided to work together to change the law. In the end they won, and in 1956 Alabama changed the law.

King continued to fight for the rights of black Americans. He made some famous speeches, won the Nobel Peace Prize in 1964, and was a hero for millions of Americans. But some white people hated him. On 3rd April 1968, he made a speech to a big crowd in Memphis, Tennessee. He talked about his enemies and his own death. The next day, James Earl Ray shot Martin Luther King.

King had four children: two boys and two girls. They all decided to continue his work and to fight for the rights of black Americans.

3 Are these sentences true or false? Correct the false sentences.

1 Martin Luther King Day is a British national holiday.
2 Martin Luther King was born in Alabama.
3 King and his father did the same job.
4 King went to college.
5 Rosa Parks and King wanted the same thing.
6 King and Parks weren't successful.
7 King won the Nobel Peace Prize in 1968.
8 Only two of King's children continued King's work.

4 Find the past simple forms of these verbs in the text.

1 be
2 study
3 get
4 want
5 decide
6 win
7 make
8 hate
9 shoot
10 have

5 Match the highlighted words with the meanings below.

1 the same
2 people who hate you
3 country
4 a very brave and good person
5 a day when people don't have to go to work

6 How much do you know about these famous people? Choose the correct answers.

1 Lance Armstrong won the Tour de France
   a 5 times.
   b 7 times.

2 Now Lance Armstrong has a charity which
   a helps people be better cyclists.
   b helps people who have cancer.

3 Nelson Mandela fought for the rights of
   a black Americans.
   b black Africans.

4 Mandela
   a worked in a prison.
   b spent a long time in prison.

5 Mahatma Gandhi died in
   a 1948.
   b 1969.

6 Mahatma Gandhi wanted the British to
   a stay in India.
   b leave India.

7 2.37 Listen and check your answers.

8 Write three sentences about a famous person from the past that you admire. Use the words and phrases in the box to help you.

was born ... lived ... studied ... worked as ... helped ... fought for/against ... brave honest intelligent kind

9 SPEAKING Read your sentences out to the class. Can they guess the name of your hero?
Past simple: negative and interrogative

1. Describe the photo. What are the people doing? How are they feeling, do you think?

2. Complete the dialogue with the words in the box. Then listen and check your answers.

   Africa bands London photo speech

   Jack: This is a good 1_______. Where did you take it?
   Suzie: I didn’t take it. My friend Molly took it at the Live 8 concert in 2_______.
   Jack: Live 8?
   Suzie: It was a charity concert for 3_______. I didn’t go, but I watched it on TV. It was amazing. Did you see it?
   Jack: No, I didn’t. Did a lot of 4_______. play?
   Suzie: Yes, they did: Coldplay, Stereophonics, Keane... Bill Gates was there too.
   Suzie: He didn’t sing! He made a 5_______. about Africa.

3. Look at the table below. Then find and underline more examples of past simple negative and question forms in the dialogue.

<table>
<thead>
<tr>
<th>Past simple</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>negative</td>
<td>He didn’t sing.</td>
<td></td>
</tr>
<tr>
<td>interrogative</td>
<td>Where did you take it?</td>
<td></td>
</tr>
<tr>
<td>interrogative and short answers</td>
<td>Did you see it?</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
</tbody>
</table>

4. Read the Learn this! box and complete the rules.

   LEARN THIS!
   1. We form the negative of the past simple with 1_______. + base form
   2. We form the interrogative of the past simple with 2_______. + he / you / they, etc. + base form

5. Write questions and short answers about the dialogue in exercise 2. Use the past simple.

   1. Suzie / take / the photo?
      Did Suzie take the photo? No, she didn’t.
   2. Molly / take / the photo?
   3. Molly / go / to the Live 8 concert?
   4. Suzie / go / to the Live 8 concert?
   5. Suzie / watch / the concert on TV?
   6. Jack / watch / the concert on TV?
   7. Bill Gates / make / a speech at the concert?

6. Make these sentences negative.

   1. I watched Live 8 on television.
   2. We went on holiday last year.
   3. It rained last weekend.
   4. I had breakfast this morning.
   5. My sister broke my mobile phone.
   7. Joe bought a CD.

7. What did you do last weekend? Tick the activities.

   1. go shopping
   2. tidy your bedroom
   3. go to a disco
   4. have a bad dream
   5. eat in a restaurant
   6. get an e-mail
   7. listen to music
   8. meet your friends

8. SPEAKING Work in pairs. Ask and answer about the activities in exercise 7. Tick the activities your partner did.

   Did you go shopping? No, I didn’t.

9. SPEAKING Tell the class about your partner’s weekend. Use the past simple affirmative and negative.

   Marta didn’t go shopping, but she tidied her bedroom. She didn’t...
Two great inventors

László Bíró was born in Budapest in 1899. After he left school he studied medicine at university, but he didn’t finish his studies. 1 He noticed that newspaper ink dried very quickly on the paper, and put the ink into his fountain pen. 2 He and his brother György then invented a new type of pen with a small ball at the end. The new pen worked with the thick ink. 3 In 1939 László moved to Paris and then to Argentina. Bíró invented many other things but the most important was the ball-point pen, or ‘biro’. László Bíró died in Buenos Aires in 1985.

Ernő Rubik’s father was an engineer and his mother was a poet. 4 After leaving school, he studied architecture and design at the Technical University. 5 Rubik called it the ‘Magic Cube’. It soon became popular in Hungary and the rest of Europe. 6 In the early 1980s the cube became popular in the USA too, and got a new name: ‘Rubik’s Cube’. It is the world’s best-selling toy – some people say there are 300 million cubes in the world. Rubik became very rich and went on to invent many more games and puzzles.
7 Match these great inventors and scientists with their work.

- Marie Curie (1867–1934) ...
- John Logie Baird (1888–1946) ...
- Alexander Graham Bell (1847–1922) ...
- Thomas Edison (1847–1931) ...
- Ada Lovelace (1815–1852) ...

a. invented the light bulb.
b. wrote the world’s first computer program.
c. discovered radium.
d. invented the telephone.
e. invented the television.

8 **Speaking** Work in pairs. Ask and answer about the scientists in exercise 7.

- When was Marie Curie born?
- When did Thomas Edison die?
- What did Ada Lovelace do?

In ...
In ...
She ...
Talking about your weekend

1. Complete the dialogue with the past simple form of the verbs in the box. Then read, listen and check your answers.

be  go  go  make  see  see  stay  watch

**Harry** How **was** your weekend?
**Melissa** It was OK, thanks.
**Harry** Did you **go** out on Saturday night?
**Melissa** Yes, I did. I **went** to the cinema with some friends.

**Harry** What did you **do**?
**Melissa** We **watched** a film called X-Men 3.
**Harry** What was it like?
**Melissa** Really good.
**Harry** How about Sunday?
**Melissa** I **went** in on Sunday. I just **watched** TV and **called** some phonecalls.

2. Tick the activities that Melissa did at the weekend.

- go to the cinema
- go to a rock concert
- see a basketball match
- go to the theatre

- stay in:
- do homework
- make phonecalls
- listen to music
- watch TV

3. Practise reading the dialogue in exercise 1 in pairs.

4. Listen to Jack and Naomi. Choose the correct sentence.
   a. Jack had a terrible weekend, Naomi’s weekend was OK.
   b. Jack and Naomi both had terrible weekends.
   c. Jack’s weekend was OK, Naomi’s weekend was terrible.

5. Complete the sentences describing Jack’s activities at the weekend. Use the past simple of the verbs in the box.

- **go** have  meet  rent  write

1. He **went** shopping.
2. He **met** some friends in town.
3. He **had** dinner at a café.
4. He **sent** an e-mail.
5. He **bought** a DVD.


   1. What did Jack buy for his dad?
      a. a CD.  b. a DVD.
   2. Where did Jack leave the present?
      a. At home.  b. On the bus.
   3. What did Jack think of the food at the café?
      a. He didn’t like it.  b. He liked it.
   4. Why didn’t Jack send the e-mail to his friend?
      a. He lost his computer.
      b. There was a problem with the computer.
   5. Why didn’t Jack watch Troy?
      a. They gave him a Hungarian film by mistake.
      b. He fell asleep.

7. **PRONUNCIATION** How does Naomi react to Jack’s story? Listen and repeat. Try to copy the intonation.

   **Reacting with sympathy**
   Oh dear!  Oh no!  Oh well!
   That’s a shame.  Poor you!  What a disaster!

8. Work in pairs. Take turns to say a sentence and react, using the phrases from exercise 7.

   1. I went for lunch with some friends, but the food was horrible.
   2. I went to the cinema, but the film was really boring.
   3. I played computer games, but I lost really badly.
   4. I went to a party, but I didn’t know anybody.
   5. I did my homework, but I answered all the wrong questions.

9. Work in pairs. Prepare a dialogue using the chart below and your own ideas.

   **A**
   - Ask how B’s weekend was.
   - Answer the question.

   **B**
   - Ask if B went out on Saturday night.
   - Say yes. Say what you did.
   - React. Ask another question about Saturday night.
   - Answer the question.
   - React. Ask about Sunday.
   - Say what you did on Sunday.

10. **SPEAKING** Act out your dialogue in front of the class.
Dear Lauren
I hope you’re well. How was your weekend? My weekend was great. I finished all my homework on Saturday morning. Then I went into town and met some friends. We had lunch in a café, then we went shopping. I bought two new T-shirts. In the evening, I went to a basketball match with my brother and his friends. It was really exciting! I didn’t get up until midday on Sunday. I had lunch at home with my family, then I went to the park and played tennis with some friends. I didn’t go out in the evening. I watched a DVD at home.

Say hi to Jack.
Love
Gail

Hi Gail
Great to hear from you! Jack sends his love. I’m fine, but my weekend wasn’t very good. I played volleyball for the school team on Saturday morning, but we lost. I didn’t play very well. In the evening, I went to the cinema with my parents. The film was really boring.

On Sunday, it was my dad’s birthday. We had a barbecue in the garden, but it rained, so it wasn’t much fun. In the evening, I didn’t feel well, so I went to bed early. Oh well.

Speak to you soon.
Best wishes
Lauren

3 Read the e-mails again and answer the questions.
1 What did Gail buy in town?
2 Did Gail enjoy the basketball match?
3 Did Gail go out on Sunday evening?
4 Did Lauren’s team win the volleyball match?
5 What did Lauren think of the film?
6 Why did Lauren go to bed early on Sunday?

Writing tip

Useful phrases for e-mails
We often use these phrases in e-mails to friends and family:
Great to hear from you! How was your weekend?
I hope you’re well. (Jack) sends his love.
Say hi to (Jack).
Speak to you soon.

4 Read the writing tip. Who uses the phrases in the e-mails in exercise 1, Gail or Lauren? Write G or L.

5 Choose four activities that you did at the weekend – two on Saturday, two on Sunday. Make notes in the table.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Gail</th>
<th>Lauren</th>
</tr>
</thead>
<tbody>
<tr>
<td>do homework</td>
<td>☑</td>
<td></td>
</tr>
<tr>
<td>go to bed early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to the cinema</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go shopping</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have a barbecue</td>
<td></td>
<td></td>
</tr>
<tr>
<td>have lunch in a café</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to a disco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play volleyball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch a basketball match</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch a DVD</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Write an e-mail (90–110 words) to a friend. Use the guide below, your notes from exercise 5 and phrases from exercise 4.
- Begin with Hi ... or Dear ...

First paragraph
- Start the paragraph with a useful phrase.
- Describe what you did on Saturday.

Second paragraph
- Describe what you did on Sunday.
- Add a useful phrase.
- Finish with Love or Best wishes and your name.

Check your work

Have you
☐ used some of the phrases from the writing tip box?
☐ divided your e-mail into two paragraphs?
☐ written 90–110 words?
☐ checked your spelling and grammar?
1 Get ready to LISTEN Read the listening tip. Match the key words in the box with opinions A–F in the Listening exam task.
- fast
- wet and cold
- unfriendly
- cars
- dirty
- big

LISTENING exam task
Listen to five people talking about different cities. Match opinions A–F to speakers 1–5.
A People in this city are not very friendly.
B The weather in this city isn’t very good.
C People in this city need to slow down.
D The traffic is terrible in this city.
E This city is too big.
F This city could be cleaner.

3 Get ready to SPEAK Which of the words in the box could you use to describe the photos in exercise 7?
Adjectives: exciting, peaceful, dirty, interesting, old, historical, noisy, modern
Nouns: boat, canal, church, old building, park, skyscraper, traffic, shops

4 Complete these sentences about the photos.
1 Both photos show ...
2 The most obvious difference between the photos is that ...

5 Complete the activities that you can do in a city with the words in the box. Which do you like doing?
- admire
- buy
- eat
- go
- go on
- go to
- stay
- visit
- wander

1 admire the buildings
2 ____ boat trips
3 ____ museums and churches
4 ____ nightclubs
5 ____ souvenirs
6 ____ in a nice hotel
7 ____ in nice restaurants
8 ____ shopping
9 ____ round the streets and squares

6 Work in pairs. Choose one photo in exercise 7 and each make a list of the interesting things you can see and do there. Compare your lists.

- Things you can see
- Things you can do

7 Do the Speaking exam task.
Comparing and contrasting the photos. Think about these things:
1 What can visitors do in each city?
2 What can visitors see in each city?
3 Which city would you prefer to visit, and why?
4 Which city in your country is the most attractive for tourists? Why?
1 Get ready to READ  Quickly read the text. What is the significance of these dates and numbers?
1 1981  2 20  3 2006

Reading tip
1. Read the text quickly to get a general idea of what it’s about.
2. Read each sentence carefully and identify the part of the text where you can find the answer.
3. Read the text again, carefully, stopping to answer each sentence.

2 Do the Reading exam task.

READING exam task
Read the text and mark sentences 1–8 true (T), false (F) or not given (NG).

3 2.43 Get ready to SPEAK  Read the Speaking exam task below. Then listen to two students doing the task. What order did they put the three things in?

4 2.43 Listen again. Who says these things? Write B for boy or G for girl.
1 I think money is very important. ☐
2 I don’t think money is the most important thing in life. ☐
3 Rich people are usually happy. ☐
4 I think friends and family are more important than money. ☐
5 If you aren’t healthy, it’s difficult to be happy. ☐

5 Say whether you agree or disagree with the statements in exercise 4.

I agree / disagree with the first statement.

6 Complete the phrases the speakers used.

agree  point  right  true  why

1 _____ do you think that?
2 That’s _____, but ...
3 I don’t _____.
4 Maybe you’re _____.
5 Yes, I see your _____.

7 Do the Speaking exam task.

SPEAKING exam task
Work in pairs. You and your partner have to put the following three things in order of importance: money, family and friends, and health.
1 Match the food and drink in the picture with the words in the box.

Food: apples, bacon, bananas, bread, cereal, cheese, eggs, ham, jam, sausages, toast, tomatoes
Drink: coffee, hot chocolate, milk, orange juice, tea, water

2 Read the Learn this! box. Then divide the food and drink in exercise 1 into two groups, countable and uncountable nouns.

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>bacon</td>
</tr>
</tbody>
</table>

3 2.44 Listen, repeat and check your answers.

4 SPEAKING Cover: the words in exercise 1 and say what food is on the table. Use There are for plural nouns and There’s for singular (uncountable) nouns.

There are apples. There’s bacon.

5 2.45 Listen to the orders for room service. Write the room number and tick the food and drink that they order.

<table>
<thead>
<tr>
<th>Room 101</th>
<th>Room __</th>
<th>Room __</th>
</tr>
</thead>
<tbody>
<tr>
<td>cereal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 sausages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 eggs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a banana</td>
<td></td>
<td></td>
</tr>
<tr>
<td>toast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>jam</td>
<td></td>
<td></td>
</tr>
<tr>
<td>water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>orange juice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tea</td>
<td></td>
<td></td>
</tr>
<tr>
<td>coffee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hot chocolate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 2.46 Match the two halves of these expressions from the dialogues. Then listen again and check your answers.

1 two slices of ... a orange juice
2 a glass of ... b cereal
3 a cup of ... c tea / coffee / hot chocolate
4 a bowl of ... d toast
5 a bottle of ... e water

7 SPEAKING Work in pairs. Find out what your partner has for breakfast.

What do you have for breakfast?
I always / usually / sometimes have a bowl of cereal and ...

What do you drink?
I always / usually / sometimes drink a cup / glass of ...

8 Vocabulary Builder (part 1): page 135

9 Vocabulary Builder (part 2): page 135
1 3.01 Read and listen to the dialogue. What food have Hannah and Oliver got? Tick or cross the pictures.

Oliver Let’s have some lunch.
Hannah Good idea. Are there any pizzas in the fridge?
Oliver No, there aren’t.
Hannah What have we got?
Oliver There’s some cheese. And there’s some ham.
Hannah Is there any butter?
Oliver Yes, there is.
Hannah OK. Let’s have ham and cheese sandwiches.
Oliver Ah. There’s a problem.
Hannah What is it?
Oliver We haven’t got any bread.

2 Underline all the examples of some and any in the dialogue. Then circle the correct words in the rules.

1 We use some / any in affirmative sentences.
2 We use some / any in negative sentences.
3 We use some / any in questions.

3 Complete the second part of the dialogue with some and any.

Hannah Is there 1 ______ pasta?
Oliver Yes, there is.
Hannah Let’s make 2 ______ tomato sauce for the pasta.
Oliver We haven’t got 3 ______ tomatoes.
Hannah Are there 4 ______ mushrooms?
Oliver No, there aren’t. But there’s 5 ______ money on the table.
Hannah What for?
Oliver Let’s go out and buy 6 ______ chips!

4 3.02 Listen and check your answers to exercise 3.

5 Read the advertisement quickly. Find the name of the pizza in the photo and how much it costs.

The biggest pizza in the world!

Come and order ‘The Big One’ at Mama Lena’s Pizza House in Pittsburgh, USA
Only $99!!
150 slices of delicious pizza
There are NINE KILOS of pizza dough,
FOUR LITRES of tomato sauce
and SEVEN KILOS of cheese
in The Big One!!
It takes 40 minutes to cook! Order some drinks and chat with your friends while you are waiting.
We sell 300 Big Ones every year!

6 Read the Learn this! box above. Then order the words to make questions about the advertisement.

1 money / does the Big One cost / how much
How much does the Big One cost?
2 is there in the pizza / pizza dough / how much
3 slices / how many / are there in the pizza
4 in the pizza / how much / is there / cheese
5 to cook / does it take / how many / minutes
6 Big Ones / how many / do they sell a year

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

8 Complete the questions with How much or How many.

1 ______ homework do you do a day?
2 ______ sleep do you get a night?
3 ______ text messages do you send a day?
4 ______ money have you got in your pocket?
5 ______ cousins have you got?
6 ______ pizzas do you eat a week?
7 ______ people are in this room?
8 ______ time is there to the end of the lesson?

9 SPEAKING Work in pairs. Ask and answer the questions in exercise 8.

How much homework do you do a day?

About 90 minutes.
1 Look at the photos and answer the questions.
1 Which of these dishes are popular in your country?
2 Which of them do you like?
3 Which three are traditional English dishes?

2 Read the text. Does it say good things about British cooking at home, or good things about British restaurant food?

---

**British food**

Some nations are famous for their cooking. For example, in most French and Italian homes, meals are an important part of family life. But in the UK, a lot of families do not eat together. Parents and children eat snacks in front of the TV, or prepare their own food in the microwave at different times.

However, some traditional dishes are still very popular in Britain – for example, fish and chips. There are more than 8,600 fish and chip shops in the UK and they serve about 300 million meals every year. Restaurants and pubs often serve ‘Sunday lunch’: roast meat (beef, lamb, chicken, etc.) with roast potatoes and vegetables. And many British people sometimes eat a ‘full English breakfast’ of bacon, eggs, sausages, tomatoes and toast.

The British enjoy eating out, and on average, they spend £27 a week in restaurants. In a recent magazine article about the 50 best restaurants in the world, 14 were in the UK. However, most restaurants do not serve traditional British food. For example, there are about 10,000 Indian and 8,000 Chinese restaurants in the UK. Different styles of cooking from around the world are now part of British culture. In fact, the nation’s favourite dish is not roast beef or fish and chips – it is chicken curry!

---

3 Answer the questions.
1 In the UK, do most families usually eat meals together?
2 How many fish and chip shops are there in the UK?
3 What is a ‘full English breakfast’?
4 On average, how much do people in the UK spend per week in bars and restaurants?
5 How many Chinese restaurants are there in the UK?
6 What is the most popular dish in the UK?

4 Match the highlighted words in the text with these definitions.
1 having a meal in a restaurant
2 food that you eat between meals
3 a machine that cooks food very quickly
4 food
5 places that sell drinks and often food
6 part of a country’s history and culture

---

3.03 Listen to four people talking about traditional dishes where they live. Match the dishes with the places.

1 Cawl is a dish from ________.
2 Colcannon is a dish from ________.
3 Lancashire hotpot is a dish from ________.
4 Stargazey pie is a dish from ________.

---

5.03 Listen again. Tick three ingredients for each dish. Some ingredients are in more than one dish.

<table>
<thead>
<tr>
<th></th>
<th>cabbage</th>
<th>carrots</th>
<th>eggs</th>
<th>lamb</th>
<th>onions</th>
<th>pastry</th>
<th>potatoes</th>
<th>sardines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cawl</td>
<td>✔️</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Colcannon</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lancashire hotpot</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stargazey pie</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔️</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

7 Which of the dishes in exercise 6 would you like to try?

---

8 SPEAKING Work in pairs or small groups. Discuss the questions.
1 Do you like your country’s food?
2 Have different regions of your country got different food? Give examples.
3 In your opinion, what are the two best and two worst dishes in your country?
4 What food from other countries can you eat in restaurants in your country?
1 Read the text. Which restaurant do you think is Jack's favourite? Explain your answer.

There are three restaurants near my house. On the High Street, there's a Chinese restaurant and an Italian restaurant. The Chinese restaurant is good, but it's expensive. The Italian restaurant is cheaper and the pizzas there are brilliant. There's an Indian restaurant on Mill Lane. I don't go to the Indian restaurant because the food isn't very good.

Jack

2 Underline all the examples of the, a and an in the text. What kinds of noun do they go with? Tick or cross the boxes in the chart.

<table>
<thead>
<tr>
<th>Singular countable nouns</th>
<th>a/an</th>
<th>the</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plural countable nouns</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uncountable nouns</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 Listen to how a and an are pronounced. Then repeat.

an apple  a banana  an Italian restaurant  a lemon
an onion  an orange  a potato  a tomato

4 Write a or an. What is the rule?

1 ___ banana
2 ___ English book
3 ___ egg
4 ___ Indian restaurant
5 ___ Spanish orange
6 ___ enormous tomato
7 ___ uncle
8 ___ young American

5 Study the text in exercise 1 again. Then circle the correct word in the rules below and complete the examples.

1 We use a or an / the when we mention something for the first time.
   There's ___ supermarket in my street.
2 We use a or an / the when we mention something again.
   The food at ___ supermarket is expensive.

6 Circle the correct words in the text.

In 2001, Richard Evans went to ___ take-away restaurant near his house and bought ___ bag of chips. When he got home, he opened ___ bag and started to eat ___ chips. He found ___ fried beetle in the bag. He went back to ___ shop and complained. He showed them ___ beetle, but they didn't believe him. Mr Evans was angry, so he phoned his local newspaper.

___ newspaper wrote ___ article about Mr Evans's chips. A lot of people read ___ article. Soon, ___ take-away restaurant was not so popular!

7 Read the Learn this! box. Then complete the sentences with a, an or the, or tick them if they are correct without an article.

1 He goes to ___ church every Sunday. ✓
2 I went to the cinema last night.
3 He never eats anything before he goes to ___ school.
4 My sister is a nurse and often works at ___ night.
5 Can you play ___ guitar?
6 He usually does his homework in ___ morning.
7 Let's have ___ snack before we go out.
8 What time do you usually have ___ dinner?
9 I sometimes listen to ___ radio on the bus.
10 I want to go to ___ university when I leave school.
11 I never watch ___ TV before breakfast.

Some common expressions include an article and others do not. There are no rules — you have to learn them!

<table>
<thead>
<tr>
<th>No article</th>
<th>Article</th>
</tr>
</thead>
<tbody>
<tr>
<td>play football, tennis, etc.</td>
<td>play the piano, the guitar, etc.</td>
</tr>
<tr>
<td>watch television</td>
<td>listen to the radio; see a film</td>
</tr>
<tr>
<td>have breakfast, lunch, dinner</td>
<td>have a snack, a drink, a sandwich, etc.</td>
</tr>
<tr>
<td>go to school, work, hospital, church, university</td>
<td>go to the theatre, the cinema, the doctor's</td>
</tr>
<tr>
<td>at night</td>
<td>during the day; in the morning, afternoon, evening</td>
</tr>
</tbody>
</table>

8D Grammar Builder (8D): page 122
Healthy eating

1 Look at the diagram. What food and drink can you see?
- There’s a ...
- There’s some ...
- There are some ...

Eat occasionally

- Fats & sugars
- Dairy
- Protein
- Fruit & vegetables
- Cereal & rice

Eat often

- Chicken curry
- Strawberries and cream
- Baked beans on toast
- Hot dog
- Cheesecake

Reading tip
Before you start reading, look at the title of the text and any photos. They often give you an idea about the content.

4 Read the reading tip. Look at the photo of Sonya Thomas and the title of the text. What do you think she does?
- She cooks food in a restaurant.
- She serves food in a restaurant.
- She writes about food.
- She eats food very quickly.

5 Read the text. Find the answer to exercise 4.

6 Complete the sentences with the highlighted words in the text.
1 He eats lots of ________ food, like fish and vegetables.
2 It’s ________ to feel sad if you don’t pass your exams.
3 He isn’t fat. In fact, he’s very ________. He only weighs 65 kilos.
4 A ________ has got eight legs.
5 His real name is Ronaldo de Assis Moreira — his ________ is Ronaldinho.
6 I ________ in eating competitions but I never win.

7 Choose the best answers.
1 Sonya Thomas is
   a tall.  b heavy.  c thin.
2 She became interested in eating competitions when
   a she ate 50 hot dogs in twelve minutes.
   b she appeared on TV.
   c she saw an eating competition on TV.
3 Her nickname is ‘the Black Widow’ because
   a she’s dangerous in competitions.
   b she looks like a spider.
   c she takes part in competitions.
4 Sonya is thin because
   a she usually eats healthy food.
   b she doesn’t like fat or sugar.
   c she takes part in eating competitions.
5 In Sonya’s opinion, why are eating competitions real sport?
   a Because you can eat and stay thin.
   b Because you need a strong mind and body to do it.
   c Because there are only one or two competitions a month.
Can eating be a sport?

Sonya Thomas is not a big woman. She’s 165 cm tall and she only weighs about 45 kilograms. She usually eats healthy food – rice, vegetables, fruit, fish and chicken. But once or twice a month she has a big meal – a very big meal – and she eats it very quickly. Why? Because she takes part in eating competitions. In fact, she’s one of the best in the world.

For example, she can eat:

- 65 eggs in six minutes 40 seconds
- 5 kilograms of cheesecake in nine minutes
- 3.8 kilograms of baked beans in two minutes 47 seconds
- 2.3 kilograms of chicken in twelve minutes

In this interview, Sonya tells us about her life and her work.

Q: Why did you first take part in eating competitions?
A: When I was a child I saw an eating competition on TV. A man ate 50 hot dogs in twelve minutes. I wanted to be like him.

Q: Your nickname in competitions is ‘the Black Widow’. Why did you choose that name?
A: Because in competitions I’m small but very dangerous – like the Black Widow Spider!

Q: How do you prepare for a competition?
A: I often don’t prepare at all. It isn’t healthy to eat a lot of food quickly.

Q: Do you do a lot of exercise?
A: Yes, I do. I exercise for about two hours a day, five days a week.

Q: How can you stay thin when you eat so much in competitions?
A: There are only one or two competitions a month. The rest of the time, I eat healthy food.

Q: Do you believe eating competitions are a real sport?
A: Yes of course! It’s the most natural sport in the world. You need a strong body and a strong mind for eating competitions – just like other sports.

8 3.05 Listen. Complete the song with the words in the box.

arithmetic  bad  classroom  junk food  know
microwave  slow  stressed

Johnny’s got an addiction.
He’s strung without conviction.
He was raised with a 1______
Sticky, trashy, fast food slave!
He’s a 2______ junkie,
He could be a lot more hunky,
But he’s a junk food junkie.
Blame it on the food, yeah, you know it’s 3______
Mother doesn’t really 4______
Shopping in a glossy show,
Then again, her budget’s low,
Her health’s so bad it makes her 5______
She’s a junk food junkie.
She’s 6______ and very jumpy.
She’s a junk food junkie.
Blame it on the food, yeah, we know it’s bad!

Jenny’s in a fix
With her 7______
Poor concentration –
Boys in the 8______ cause agitation.
She’s a junk food junkie.
She could be a lot more funky,
But she’s a junk food junkie.
Blame it on the food. yeah!
You know it’s bad!
Bad!

Glossary
junkie (informal) = addict
hunky (informal) = big and strong
trashy (informal) = of poor quality
jumpy (informal) = nervous
in a fix (informal) = in difficulty
funky (informal) = fashionable

9 Which of these opinions are expressed in the song: a, b or c?
Do you agree with it?

a  Junk food is delicious and cheap, so young people love it.
b  Boys eat more junk food than girls.
c  Eating a lot of junk food is bad for your body and your mind.
Carla's Café

**SNACKS**
- Soup: tomato, onion, vegetable - £2.75
- Sandwiches: cheese, ham, egg, chicken - £2.95
- Pizzas: cheese and tomato - £3.25
  - Extra toppings: ham, mushrooms, onions, chicken - 50p each

**MEALS**
- Fish and chips - £5.35
- Chicken curry - £6.45
- Vegetable curry - £6.00
- Pasta with tomato sauce - £5.95
- Roast beef with roast potatoes and peas - £7.00

**DRINKS**
- Orange juice - £1.20
- Coke - £1.10
- Bottle of water - £1.00
- Coffee, Tea - £1.50

1. **SPEAKING** Look at the photo. What can you see? What are the people doing? Would you like to eat there?

2. **3.06** Read and listen to the dialogue. What do Ann and Jake order? Complete the waitress' notes.

   **Waitress** Can I help you?
   **Ann** Could I have a cheese sandwich, please?
   **Waitress** Of course. Anything to drink?
   **Ann** I'd like a coffee, please.
   **Waitress** Sure. And for you?
   **Jake** Can I have a pizza, please?
   **Waitress** Would you like any extra toppings?
   **Jake** Yes ... ham, please.
   **Waitress** No problem. Anything to drink?
   **Jake** Yes, please. A Coke.
   **Waitress** That's £9.30, please.
   **Ann** Here you are.
   **Waitress** Thank you ... Here's your change.
   **Jake** Thanks.
   **Waitress** I'll bring the food to your table. Enjoy your meal.

3. In the dialogue, find:
   1. three different ways of asking for food or drink.
   2. two other ways of saying 'of course'.

4. **3.07** **PRONUNCIATION** Read the Learn this! box, then say these prices. Listen and check.
   1. £6
   2. £2.50
   3. £10
   4. £1.25
   5. £6.99
   6. £8.20
   7. £1.50
   8. £3

5. Practise reading the dialogue in groups of three. Change the words in blue for other foods on the menu.

6. **3.08** Read the exam tip below. Then listen. What food and drink do the woman and man order? Write W or M next to items on the menu in exercise 1.

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

7. **3.08** Complete the table. Then listen again and check.

<table>
<thead>
<tr>
<th>Food</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td></td>
</tr>
</tbody>
</table>

8. **SPEAKING** Work in groups of three. Prepare a dialogue.
   - Students A and B: You are customers. Order food and a drink from the menu.
   - Student C: You are the waiter/waitress. Ask questions and tell A and B how much it is.

9. Act out your dialogue to the class.
1 Read the advertisement and the letter. Underline the three requests for information in the letter and match them with the numbered notes.

1 Vegetarian dishes?

Taj Mahal Restaurant

Traditional Indian food.
Set menu available. Great value.
46 Market Street.

2 How much? 3 Table for 10—Friday 14th?

Dear Sir or Madam,

I am organizing a meal for a group of friends to celebrate the end of the school year. We would like to book a table for 10 on Friday 14th July for seven o'clock. Could you please let me know if that is possible?

I have two further questions. First, could you please let me know how much the set menu costs? Secondly, could you please tell me if there is a good choice of vegetarian dishes on the menu, as two of my friends do not eat meat or fish?

I look forward to hearing from you.

Yours faithfully,
Jonathan Harwood

2 Complete the sentences with information from the advertisement and the letter.

1 The restaurant serves ______ food.
2 There are ______ people in Jonathan's group.
3 They plan to arrive at the restaurant at ______ o'clock.
4 Two of Jonathan's friends only eat ______ food.

3 Complete these phrases for requesting information from the letter.

1 Could ______ please let me ______ if ... ?
2 ______ you please ______ me if ... ?

4 Use the phrases in exercise 3 to request the following information.

1 Do you serve fish?
2 Are you open on Sunday evenings?
3 Do you have a table for 5 people?
4 Do you have a set menu?
5 Is the restaurant in the town centre?

5 Read the writing tip. How is the beginning and ending of the letter different from an informal letter? Check your answers by looking at page 15.

Writing tip

When you write a formal letter:
- Start the letter: Dear (Mr Jones) if you know the name of the person you are writing to, or Dear Sir or Madam if you don't.
- If you want a reply to your letter, write I look forward to hearing from you after the final paragraph.
- Finish the letter with Yours sincerely if you used the person's name at the start, or Yours faithfully if you didn't.

6 Imagine you want to organize a meal out for you and a group of friends. Look at the advertisement for a restaurant and the notes you have made. Write a letter (90—110 words) to the restaurant following the writing guide.

Stefano's

Italian restaurant

Large choice of dishes!
Great atmosphere - live music!

22 St Ann's Street

Every evening?

Paragraph 1
- Say how many people, what the occasion is, the date and the time. Check the availability.

Paragraph 2
- Request the two pieces of information in the notes.

Check your work

Have you
- started and ended the letter correctly?
- followed the writing guide?
- written 90—110 words?
- checked your spelling and grammar?
Vocabulary

1 Complete the sentences with the correct countries and nationalities.
   1 She's from Italy. She's ___.
   2 She's from ___ . She's German.
   3 He's from Greece. He's ___.
   4 She's ___ . She's from Russia.
   5 He's ___ . He's from China.
   6 She's from the Czech Republic. She's ___.
   7 He's from ___ . He's Hungarian.
   8 She's Belarusian. She's from ___.
   9 He's from Britain. He's ___.

   Mark / 5

2 Write the plural form of the countable nouns. Write U next to the uncountable nouns.
   1 banana bananas  4 jam ___  7 ham ___
   2 bread ___  5 water ___  8 sausage ___
   3 cereal ___  6 apple ___

   Mark / 8

3 Complete the sentence with orange juice, cereal and toast.
   For breakfast, he usually has a bowl of ___ , two slices of ___ and a glass of ___.

   Mark / 3

Grammar

4 Complete the sentences with the past simple of the verbs in the box.
   be be become give go spend win write

   Ludwig ___ born in 1879. He ___ to school in London. His parents ___ poor. His uncle ___ him a violin. He ___ two years at Music School in Paris.
   He ___ a prize for his performances. He ___ a professional musician. Famous composers ___ music for him.

   Mark / 8

5 Look at the chart. Then complete affirmative and negative sentences about Liam's weekend.
   **Liam's weekend**
   1 go out with friends ✓
   2 watch TV ×
   3 play computer games ✓
   4 write a letter ✓
   5 see a film ×
   6 buy a CD ✓

   **Mark** / 4

   **Total** / 50

Everyday English

8 Complete the dialogue with the questions in the box.
   Did you go out on Saturday night? How about Sunday?
   How was your weekend? What was the food like?
   Where did you go?

   Owen 1
   Phoebe It was OK, thanks.
   Owen 2
   Phoebe Yes, I did. I went for a meal with my family.
   Owen 3
   Phoebe To an Italian restaurant near our house.
   Owen 4
   Phoebe It was really good.
   Owen 5
   Phoebe I stayed in and did my homework.

   Mark / 5

9 Complete the dialogue.
   **Waitress** 1 ___ I help you?
   **Adam** Could I ___ a mushroom pizza, please?
   **Waitress** Sure. Anything ___ drink?
   **Adam** I'd ___ a coffee, please.
   **Waitress** Sure.

   Mark / 5

Total / 50
Listening

1. Listen. Put the activities in the order that Márton did them at the weekend.
   a. He went shopping.
   b. He went to the theatre.
   c. He sent some e-mails.
   d. He watched a DVD.
   e. He went for a pizza.

2. Listen again. What do Márton and Dave order?

Reading

3. Read the text. What kind of text is it? Choose from a–d.
   a. a newspaper report
   b. a formal letter
   c. an information leaflet
   d. an informal e-mail

The original Globe Theatre opened in 1599 and was one of the most important theatres in London during the life of William Shakespeare. In fact, Shakespeare was one of the theatre’s owners. Some of his most famous plays had their first performance in the Globe, including Julius Caesar, Macbeth, Othello and Hamlet. Inside the theatre, there was space for about 3,000 people to watch the plays. A fire in 1613 destroyed the theatre, but the owners rebuilt it. However, in 1642, the new government closed all the theatres in London. Two years later, they destroyed the Globe Theatre and built houses there instead.

Shakespeare’s Globe Theatre is in the centre of London on the south side of the River Thames. It opened in 1997 and has performances from May to October. (There isn’t a roof, so there are no performances in winter.) The new theatre is safer than the original theatre, because it has to follow modern safety rules. But in all other ways, it is exactly the same as the original Globe Theatre. Visitors can find out what it was like to go to the theatre in 17th century London.

Writing

5. Write a questionnaire with four to six questions about what your partner usually does at weekends. Find out some of this information:
   - what he/she usually eats and drinks
   - where he/she usually goes
   - how much homework he/she usually does
   - how many phone calls he/she usually makes
   - when he/she usually gets up and goes to bed

Speaking

6. Work in pairs. Ask and answer the questions in your questionnaire. Make a note of your partner’s answers. Then tell the class.
1. Match the photos with words from the box. Which items aren’t illustrated?

   Transport | bicycle (bike) | boat | bus | car | coach | helicopter | lorry | motorcycle | plane | scooter | ship | taxi | tram | tram | underground | van

2. Listen, repeat and check your answers. Check the meaning of any new words.

3. Put the means of transport into the correct groups.

   **Land**
   
   **Air**
   
   **Sea**

<table>
<thead>
<tr>
<th>Bicycle</th>
<th><strong>Air</strong></th>
<th><strong>Sea</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>helicopter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lorry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>motorcycle</td>
<td></td>
<td></td>
</tr>
<tr>
<td>plane</td>
<td></td>
<td></td>
</tr>
<tr>
<td>scooter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>taxi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>tram</td>
<td></td>
<td></td>
</tr>
<tr>
<td>underground</td>
<td></td>
<td></td>
</tr>
<tr>
<td>van</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Listen to five teenagers talking about their journeys to school. How do they answer these questions? Complete the table.

   1. How far do you live from the school?
   2. How long does it take?

<table>
<thead>
<tr>
<th>Distance</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Read the Learn this! box. Then listen again and complete the sentences about how they get to school.

   1. _______ walks or goes by bike.
   2. _______ takes the tram.
   3. _______ usually goes on foot.
   4. _______ walks to the station and goes by underground.
   5. _______ goes with her dad in the morning and goes home by bus.

6. SPEAKING Work in pairs. Ask and answer.

   - How far do you live from the school?
   - About ...
   - How do you get to school?
   - I ...
1 Look at the picture. Complete the sentences with the names.

1 ______ has lost his passport.
2 ______ and ______ have missed their plane.
3 ______ has dropped her bag.

2 3.13 Listen and repeat. Check your answers to exercise 1.

3 Read the information and complete the examples.

Present perfect: affirmative

- We form the present perfect affirmative with have or has + the past participle.
  I / We / You / They ______ arrived.
  He / She / It ______ arrived.

- The short forms of have and has are ‘ve and ‘s.
  I’ve ______ finished my homework.
  She has ______ finished her homework.

- The past participle of regular verbs are the same as the past simple form.
  base form  past simple  past participle
  drop  5 ______ 6 ______
  miss  7 ______ 8 ______

- You need to learn the past participle of irregular verbs. Use the list in the Workbook.
  base form  past simple  past participle
  eat  9 ______ 10 ______
  hear  11 ______ 12 ______

Use
- We use the present perfect to talk about recent events that have a result in the present.
  He ______ (lose) his ticket. Now he can’t get on the plane.
  They ______ (eat) a pizza. Now they aren’t hungry.

4 Write the past participles of these verbs. Check the irregular verbs in the list in the Workbook.

write  have  cook  walk  drink  do  stop  go

5 Complete the sentences with the present perfect affirmative of verbs from exercise 4. Use the short forms ‘ve and ‘s.

1 They ______ 20 kilometres. They’re really tired.
2 I ______ a song. Do you want to hear it?
3 Look. The rain ______. We can go out now.
4 I’m not feeling very well. I ______ six cups of coffee!
5 Dad ______ dinner. Come and sit down at the table!
6 John ______ an accident. He’s in hospital.
7 ‘Where’s Chris?’ ‘He ______ to London for the day.’
8 I ______ my homework, so I can go out now.

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 biscuit?’
‘No, thanks. I’ve just had lunch.’

6 Read the Learn this! box. Complete answers (a–f) with just and the present perfect, then match them with the questions (1–6).

a ‘I’ve just heard a really funny story.’ (hear)
  b ‘Sorry. I ______ them.’ (eat)
  c ‘I don’t know. I ______ .’ (arrive)
  d ‘They ______ football.’ (play)
  e ‘No. She ______ out.’ (go)
  f ‘Yes. He ______ it.’ (buy)

1 ‘Is it a good party?’
  2 ‘Why are you laughing?’
  3 ‘Is your brother wearing a new jacket?’
  4 ‘Can I have a biscuit?’
  5 ‘Is Suzie at home?’
  6 ‘Why are they tired?’

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

Why are you laughing? I’ve just heard a funny story.
1 Look at the photos. What can you see? Where are the people? What are they doing?

2 Match the headings with the five sections (A–E) of the text.

A The European Union
B Introduction
C The former colonies
D How have immigrants influenced British life?
E Ireland

3 Match the highlighted words in the text with these definitions.
1 countries which another country controls
2 most
3 came and lived
4 not long ago
5 a time when there is very little food
6 people who come and live in another country

4 Are the sentences true or false?
1 Immigration into Britain started in the nineteenth century.
2 People left Ireland in the 1840s because there wasn’t enough food to eat.
3 Many Irish people left Ireland and returned later.
4 The West Indies, India and Pakistan are former British colonies.
5 In the 1950s and 1960s the British government tried to stop immigration.
6 In the last few years a lot of people have arrived from southern Europe.

5 Listen to two people talking about life in Britain. Who (a) was born in Britain? (b) came to Britain last year?

A Ania
B Abdul

6 Listen again. Choose the correct answers.
1 Ania found it difficult at first because
   a she was homesick.  b she couldn’t speak English.
2 Ania can’t understand English people because they speak too fast.
   a Ania can talk to and understand English people quite well.
3 Ania has made
   a only Polish friends.  b both Polish and English friends.
4 Abdul’s parents were born in a Pakistan.  b Britain.
5 Abdul thinks of himself as
   a British.  b British and Pakistani.
6 Abdul speaks
   a only English.  b English and Punjabi.

7 SPEAKING Work in pairs or small groups. Discuss these questions.
1 Do you know anyone who has gone to live in another country? Why did they move? What are they doing there?
2 Do you know anyone from another country who has come to live in your country? What are they doing here?
3 What problems do people face when they go and live in another country?
4 Would you like to live in another country? Why? / Why not?
1. Look at the photo and describe it. What are the people doing?

2. Peter and Sarah are getting ready to go to Paris. Read and listen to the conversation. Tick the things on the list that they have done.

   **Peter**
   - OK, we’ve booked the tickets. Have you found the passports?
   - Yes, they’re here. Have you changed the money?
   - No, I haven’t. We can do that at the airport.

   **Sarah**
   - OK. Have you bought a guidebook?
   - Yes, I have.
   - Good. Now, we haven’t packed the suitcase. Let’s do that now.

3. Complete the table with the correct form of **have**.

   **Present perfect**

   **negative**
   - I/You/We/They **haven’t** packed the suitcases.
   - He/She/It **hasn’t** packed the suitcases.

   **interrogative and short answers**
   - **Have** I/you/we/they bought a guidebook?
   - Yes, I have./No, I **haven’t**.
   - Has he/she/it bought a guidebook?
   - Yes, she has./No, she hasn’t.

4. Write sentences about the list in exercise 2. Use the present perfect affirmative and negative.

   They’ve booked the tickets. They haven’t...

5. Complete the questions about the list using the present perfect interrogative. Then write short answers.

   1. **Have** they booked the tickets? Yes, they have.
   2. **Did** Sarah **buy** the passports?
   3. **Did** Peter **change** the money?
   4. **Did** Peter **buy** a guidebook?
   5. **Did** they **pack** the suitcase?

6. Sarah is in Paris. She is phoning her friend Tania in London. Listen and tick (✓) the things Sarah and Peter have done.

   **Six things to do in Paris**
   - climb the Eiffel Tower
   - visit Notre Dame Cathedral
   - see the paintings in the Louvre Museum
   - take a boat trip on the River Seine
   - walk up the Champs Elysées
   - have a meal in the Latin Quarter

7. Write sentences about Peter and Sarah. Say what they have and haven’t done.

   They’ve ...
   - They haven’t ...

8. **Speaking** Work in pairs. Ask and answer about Peter and Sarah’s list. Use the present perfect.

   **Have** they climbed the Eiffel Tower?
   - **Yes,** ...

9. What have you done today? Tick or cross the activities in the table.

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>take a bus</td>
<td></td>
</tr>
<tr>
<td>watched TV</td>
<td></td>
</tr>
<tr>
<td>use a computer</td>
<td></td>
</tr>
<tr>
<td>send a text message</td>
<td></td>
</tr>
<tr>
<td>phone a friend</td>
<td></td>
</tr>
<tr>
<td>buy a newspaper</td>
<td></td>
</tr>
<tr>
<td>hear a funny story</td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
</tr>
</tbody>
</table>

10. **Speaking** Work in pairs. Ask and answer questions. Find out what your partner has done today and tick or cross the activities in the table.

    - Have you taken a bus today?
    - **Yes,** I have./No, I haven’t.

11. **Speaking** Tell the class what your partner has and hasn’t done today. Use the present perfect affirmative and negative.

    - Blanka has taken a bus today. She hasn’t...
1 Match the pictures with the words from the box.
weather  cloudy  cold  foggy  freezing  hot  icy  rainy  snowy  stormy  sunny  warm  windy

1 - It's cold, icy and foggy.

2 3.17 Listen and repeat the words in exercise 1.

3 SPEAKING Work in pairs. Ask and answer about the pictures.

What’s the weather like in picture 1?
It's cold, icy and foggy.

4 Read the reading tip. Then read the first paragraph of the text and answer the questions.
1 What has Hilary Lister just done?
2 Why was it a great achievement?

5 Read the article and put the events in the correct order.
a She couldn’t use her arms or hands any more.
b She started to design her own boat.
c She couldn’t walk any more.
d She sailed alone across the English Channel.
e She played a lot of sports.
f A friend took her sailing for the first time.
g She had sailing lessons.
h Her legs started to hurt.

6 Complete the sentences about Hilary using the past participle of the verbs in the box. All the forms are in the text.

be  become  change  give  have  sail

1 Hilary has just ______ alone across the English Channel.
2 She has ______ the first paralysed person to do this.
3 The journey has ______ Hilary her life again.
4 Hilary hasn’t always ______ paralysed.
5 She has ______ sailing lessons.
6 The experience has really ______ her life.

7 Find highlighted words in the text with opposite meanings to:
1 never  always  6 with other people
2 arrived in  7 last
3 common  8 hated
4 lost  9 sad
5 shortest

8 Work in pairs. Imagine that these questions are part of an interview with Hilary Lister. Find answers to the questions in the text.
1 Why do you like sailing?
2 How did you learn to sail?
3 How do you control the boat?
4 How did you feel when you arrived in Calais?
5 What are you planning to do next?

9 SPEAKING Work in pairs. Act out an interview with Hilary Lister using the questions and answers in exercise 8.
‘It’s given me my life again’

Hilary Lister, 33, can’t move her arms or legs or even her head – but she has just sailed alone across the English Channel! How did she do it? Sam Wollaston finds out.

‘Where do you want to go?’ laughs Hilary Lister. We are on a boat going out of Portsmouth Harbour, and Hilary is sailing it. Suddenly she’s happy and free. Sailing does that to her. ‘It’s given me my life again,’ she says.

Hilary is now paralysed because of a rare illness, but she hasn’t always been like this. When she was a child she was always active, and she played a lot of sports. But when she was 11, her legs started to hurt. By the time she was 15, she couldn’t walk any more.

About six years ago she couldn’t use her arms or hands any more. She thought her life was over. Then, two years ago, a friend took her sailing for the first time. She loved it! But she didn’t want to be a passenger. She wanted to sail a boat herself. ‘I had this mad dream to sail across the English Channel,’ she said.

Hilary didn’t know anything about boats or sailing. But she started to design her own boat. Then she found a boat and some people to help her. The controls of her boat came from her wheelchair and she can control the boat with her mouth. She has had some lessons, and she is now a very good sailor.

Last month Hilary’s dream came true. She left Dover alone in her boat. It was sunny but quite windy. Six hours later she arrived in Calais, France. She was very, very tired, but very happy. It was the longest journey made by a completely paralysed person. And she has become the first disabled person to sail across the Channel.

Hilary says the experience has really changed her life. ‘Next I want to sail around Britain,’ she says.
Buying a train ticket

4 SPEAKING Work in pairs. Practise reading the dialogue, changing the words in blue.

5 3.20 Listen. Complete the table.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Price</th>
<th>Platform</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liverpool</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Manchester</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Complete the sentences with the words in the box.

can change | direct | next | platform | return | same

1 Can I have a _____ ticket to Liverpool, please?
2 When's the _____ train?
3 Do I have to _____?
4 There's a _____ train at 10:47.
5 Are you coming back on the _____ day?
6 Which _____ does it depart from?

7 3.21 Listen and check your answers.

Speaking tip

English-speakers use ‘please’ and ‘thank you’ a lot. Remember to include them in your dialogues and role-plays.

8 SPEAKING Work in pairs. Prepare a dialogue using the chart below.

**Ticket clerk**

Ask for the next customer.

**Customer**

Say where you want to go to.

Ask when he/she is returning.

Give the price.

Pay for the ticket. Ask about the next train.

Give the time.

Ask about the platform.

Answer.

Ask about changing trains.

Answer.

9 SPEAKING Act out your dialogue to the class.

---

1 3.18 Read and listen to the dialogue. Where does Alison want to go, and when does she want to come back?

Clerk Next, please.
Alison Hello. I'd like a ticket to London, please.
Clerk Single or return?
Alison Return, please.
Clerk Are you coming back today?
Alison Yes.
Clerk That's £12, please.
Alison Here you are.
Clerk Thank you. Here's your change.
Alison Which platform is it?
Clerk Number 5. The next train is at 11:25.
Alison Is it a direct train?
Clerk No, you have to change at Oxford.

---

2 3.19 Read the information in the Learn this! box. Then listen and write the times.

<table>
<thead>
<tr>
<th>We write:</th>
<th>We say:</th>
</tr>
</thead>
<tbody>
<tr>
<td>11:25</td>
<td>'eleven twenty-five'</td>
</tr>
<tr>
<td>08:41</td>
<td>'eight forty-one'</td>
</tr>
<tr>
<td>15:07</td>
<td>'fifteen oh seven'</td>
</tr>
<tr>
<td>17:00</td>
<td>'seventeen hundred'</td>
</tr>
</tbody>
</table>

---

3 PRONUNCIATION Work in pairs. Write down five times using the 24-hour clock, then say them to your partner. Can your partner write them correctly?
An e-mail

1 Match the e-mails with the photos.

2 Read the *Learn this!* box and underline examples of *yet* and *already* in the e-mails.

*already* and *yet*
1 We use *already* with the present perfect affirmative to say that something has happened earlier than expected.
   ‘Do your homework!’ ‘I’ve already done it.’
2 We use *yet* with the present perfect interrogative to ask if something expected has happened.
   Have you found the passports yet?
3 We use *yet* with the present perfect negative to say that something expected hasn’t happened.
   It’s 9 p.m. but Dad hasn’t come home yet.

---

3 Read the e-mails. Are the sentences true or false?
1 The weather isn’t very good in Sydney.
2 Debbie enjoyed the boat trip.
3 Debbie hasn’t bought any souvenirs yet.
4 Debbie has already seen some kangaroos.
5 Chris likes cold weather.
6 Chris did two things yesterday.
7 Chris hasn’t seen a ballet yet.
8 Chris is coming home tomorrow.

4 Read the writing tip. Which endings do the writers use in the e-mails in exercise 1?

**Writing tip**

You can use one of these phrases at the end of an e-mail:
- See you soon.
- Hope to see you soon.
- See you next (week).
- Look forward to seeing you.
- That’s all for now.
- Write soon.
- ... followed by one of these phrases and your name:
  - Love
  - Lots of love
  - Best wishes
  - Regards

5 Look at the list of things to do in London. Imagine you are on holiday there. Choose three things that you have already done (√), and two that you haven’t done yet (×).

- visit the Tower of London
- see the Queen
- buy lots of souvenirs
- take a ride on the London Eye
- visit the British Museum
- take a coach tour of the city

6 Write an e-mail (70–90 words) to a friend. Use the guide below.
- Begin with *Hi...* or *Dear...*
- **First paragraph**
  - Say where you are.
  - Describe the weather.
- **Second paragraph**
  - Describe three things you did. (Use the past simple and time expressions, e.g. *Yesterday we visited...*)
- **Third paragraph**
  - Say two things that you haven’t done yet. (Use the present perfect negative.)
- **Fourth paragraph**
  - Say when you’re coming home.
  - Finish with phrases from the writing tip box and your name.

---

---

---
1 GET READY TO LISTEN Complete the definitions with the words in the box.

buffet car  apologise  depart  inspection
midnight  passenger

1 A _____ is somebody who travels on a train, bus, plane etc.
2 At _____ means at 12:00 a.m.
3 To _____ means to leave.
4 If your ticket is ready for _____, it means you are ready to show it.
5 On a train, a _____ is where you buy food and drink.
6 To _____ means to say sorry.

LISTENING EXAM TASK

Listen to six railway station announcements. Decide if sentences 1–7 are true or false.

1 The train from London Paddington is late.
2 The train to Manchester leaves from platform 2.
3 The train to Edinburgh leaves at a quarter to two.
4 The ticket office is open until midnight.
5 Passengers for Exeter and Plymouth have to change trains at Bristol.
6 Passengers don't have to show their tickets on the Liverpool train.
7 Passengers can buy a big meal on the train.

TRUE  FALSE

3 GET READY TO SPEAK Put the food and drink in the correct group. Can you add any more?

biscuits  coffee  fish and chips  hamburger
lemonade  orange juice  pasta with mushroom sauce
a sandwich  tea

1 Meals
2 Snacks
3 Hot drinks
4 Cold drinks

4 WHAT ARE THE ADVANTAGES AND DISADVANTAGES OF:
(a) eating in restaurants? (b) eating at home?
Use the ideas in the box to help you.

The food is better. It's more expensive. It's cheaper.
It's more fun. You can meet your friends.

5 DO THE SPEAKING EXAM TASK

COMPARE AND CONTRAST THE PHOTOS. THINK ABOUT THESE THINGS:

1 Which place sells the healthiest food?
2 Which restaurant would you prefer to eat in? Why?
3 Which is the best place to go to if you don't have much time?
4 Which is the most/least expensive?
1 Get ready to READ  Quickly read the text and choose the best summary.
  a A film director was in a plane crash. He and a young girl managed to survive and he later made a film about it.
  b A plane crashed in the jungle and only one person survived. She followed a river and walked out of the jungle.
  c A film director nearly got on a plane that later crashed in the jungle. Only one person survived. She tried to walk out of the jungle, but died.

2 Do the Reading exam task.

Reading tip
1 Read the text quickly to get a general idea of what it's about.
2 Read the sentences that you have to put in the text carefully. Think about the meaning of the sentences and make sure they match the meaning of the text before and after the gaps.
3 Make sure that the extra sentence doesn't fit in any of the gaps.

READING exam task
Read the text. Complete the text by matching sentences A–G with gaps 1–6. There is one extra sentence you do not need.
A Her head and her arm hurt, but she was alive.
B He needed to take a plane into the jungle, but the flight was full.
C The problem was that she couldn't walk.
D She walked for ten days with no food.
E But after ten days, they decided that everybody was dead, so they stopped looking for people.
F The other 96 people on the plane all died in the accident.
G So she knew that the important thing was to find fresh water.

3 Get ready to SPEAK  Listen to two students doing the Speaking exam task in exercise 5. Where do they decide to go, and what means of transport do they decide to use?

4 Listen again and tick the phrases they use.

Giving opinions
1 I think we should ... 2 I don't think we should ...

Agreeing
3 I agree. 4 That's right. 5 Let's agree on ...

Disagreeing
6 I disagree. 7 I don't agree.

5 Do the Speaking exam task.

SPEAKING exam task
Work in pairs. Imagine that you want to go away for a weekend to another city in Europe. Decide:
1 which city you are going to visit
2 how you are going to get there
1 Match the photos of the jobs with words from the box.

Jobs: actor, artist, builder, bus driver, chef, cleaner, computer programmer, doctor, engineer, factory worker, farmer, hairdresser, mechanic, nurse, politician, secretary, shop assistant, teacher, writer.

4 Read the exam tip. What key words might these people say? Choose from the words in the box. Add your own ideas.

1 a chef  2 a shop assistant  3 a farmer

animals clothes countryside customers department store dish kitchen outside weather

5 Listen to four people talking about their jobs. Match the speakers (1–4) with the jobs. Use the keywords from exercise 4 to help you.

a chef  a farmer  a nurse  a shop assistant

6 Complete the sentences with words from the box. Then listen and check.

computer customers feet hands money outside public team

1 I like working _________.
2 I don't earn a lot of _________.
3 I work as part of a _________.
4 I have to work with the general _________.
5 I enjoy working with my _________.
6 I'm on my _________.
7 I don't like using a _________.
8 I have to work with _________.

7 Decide which is the best job in exercise 1, in your opinion, and which is the worst. Write down some reasons.

The best job is computer programmer. Computer programmers earn a lot of money. They don't have to deal with the general public.

8 SPEAKING Work in pairs. Ask and answer questions about the best and worst jobs and your reasons.

What's the best job, in your opinion?

Computer programmer. They earn a lot of money and they don't have to deal with the general public.

I agree with you. I don't agree with you.

I think the best job is ...
1 Read about Oliver's plans for the summer. How many countries is he planning to visit?

After my exams, I'm going to backpack around Europe with my girlfriend, Jenny. We're going to start in France. Then we're going to visit Italy. We aren't going to stay in hotels. We're going to camp. Where are we going to go after Italy? We don't know. We're going to see how we feel.

2 Read the Learn this! box. Complete the table with the examples from the text in exercise 1.

**LEARN THIS!**

We use **going to** to talk about plans for the future. We form the structure with: be + going to + the base form of the verb.

**affirmative**

I'm going to buy some new trainers.

We 1 **will** in France.

**negative**

She isn't going to take the exam.

We 2 **won't** in hotels.

**interrogative**

Are you going to phone your parents?

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

Where 3 **are you going to go** after Italy?

3 Complete the texts about three teenagers' plans for the summer holiday. Use the **going to** future of the verbs in brackets.

Paula 1 **is going to travel** (travel) around Spain with some friends.

They 2 **aren't going to work**. They 3 **are going to stay** at campsites.

Carl 4 **is going to work** in a shop. He 5 **isn't going to have** a holiday. He 6 **is going to save** his money.

Victoria 7 **is going to have** lessons at a summer school.

She 8 **isn't going to see** her friends. She 9 **is going to study** music and drama.

4 Write questions with **going to** about Paula, Carl and Victoria.

1 where / Paula / go / with her friends?
2 they / work?
3 where / they / stay?
4 where / Carl / work?
5 Carl / have / a holiday?
6 what / he / do / with his money?
7 where / Victoria / have / lessons?
8 Victoria / see / her friends?
9 what / she / study?

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

Where is Paula going to go with her friends?

To Spain.

6 What are your plans for this evening? Tick or cross the activities in the first column.

<table>
<thead>
<tr>
<th>Activities</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>do homework</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>go out with friends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to bed early</td>
<td></td>
<td></td>
</tr>
<tr>
<td>phone a friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play computer games</td>
<td></td>
<td></td>
</tr>
<tr>
<td>read a book</td>
<td></td>
<td></td>
</tr>
<tr>
<td>send e-mails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stay up late</td>
<td></td>
<td></td>
</tr>
<tr>
<td>surf the Internet</td>
<td></td>
<td></td>
</tr>
<tr>
<td>watch TV</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7 **SPEAKING** Work in pairs. Find out your partner's plans for the evening. Ask and answer about the activities in exercise 6. Tick the boxes in the second column.

Are you going to do homework?

Yes, I am.

Are you going to go out with friends?

No, I'm not.

8 **SPEAKING** Tell the class about your partner's plans.

Marta is going to do homework and watch TV.
About half of 16- and 17-year-olds in the UK have got jobs, and three quarters of this age group also go to school. They do part-time jobs before or after school and at weekends. The most common jobs are babysitting (very popular with girls) and paper rounds (popular with boys). Cleaning and working in a shop are also popular jobs.

In the UK, school students are not allowed to work more than two hours on a school day, or more than twelve hours in total during a school week. They are not allowed to work before 7 a.m. or after 7 p.m. (but babysitters can work later). They must have at least two weeks’ holiday from school each year when they don’t work at all.

Teenagers do part-time jobs because they want to earn some money. However, they don’t usually earn very much. In the UK, there is a minimum wage for adults: £5.52 an hour. For 16- and 17-year-olds, it is £3.40 an hour. For children under 16, there is no minimum wage, so many teenagers work for £2 or £3 an hour.

2 Read the text. Answer the questions.

1 How many young people aged 16 and 17 have jobs in the UK?
2 What is the most common job for teenage girls?
3 What is the most common job for teenage boys?
4 How many hours in total can young people work during a school week?
5 Can babysitters work after 7 p.m.?
6 Why do teenagers get part-time jobs?
7 What is the minimum wage for a 16-year-old?
8 What is the minimum wage for a 15-year-old?
1 Read the text quickly. What was Alex Tew’s idea?
   a to sell computers to university students
   b to sell advertisements on a webpage
   c to write a book

2 Read the Learn this! box. Then underline an affirmative, negative and interrogative example of will in the text.

How can I become a millionaire? That’s what Alex Tew, a British student, wrote on a piece of paper. A few minutes later, he had an idea: ‘I’ll invent a new kind of webpage!’ So he invented the ‘million dollar homepage’. Companies pay Alex for very small advertisements on his webpage - $1 for one pixel. Alex is going to university next year. He’ll need money to pay for his studies - but he won’t need a million dollars. What will he do with all the extra money? ‘I’ll save some and I’ll spend some,’ he says.

3 Complete the text. Use the will future (affirmative, negative or interrogative) of the verbs in brackets.

Up, up and away!
Martin Halstead is only 19, but he already owns an airline company, Alpha One Airways. Alpha One Airways 1 (make) its first flight on 14 December this year. The plane 2 (fly) from the Isle of Man (an island between Britain and Ireland) to Edinburgh, the capital of Scotland. It 3 (not carry) a lot of passengers because it is a small plane. The journey 4 (take) about 45 minutes. Tickets 5 (be) cheap and passengers 6 (not get) any food or drink on the flight. 7 the company 8 (make) money? Nobody knows - but most people think that Martin Halstead 9 (be) successful one day.

4 Complete the questions for these answers about Alpha One Airways. Use will and the verbs in the box.

   carry fly fly get make take

1 When _______ Alpha One Airways _______ its first flight?
   On 14 December this year.
2 Where _______ the plane _______ from?
   The Isle of Man.
3 Where _______ it _______ to?
   Edinburgh.
4 _______ it _______ a lot of passengers?
   No, it won’t.
5 How long _______ the journey _______?
   About 45 minutes.
6 _______ the passengers _______ any food or drink?
   No, they won’t.

5 Make predictions about your future. Complete the sentences with will or won’t.

1 I _______ make a lot of money.
2 I _______ have children.
3 I _______ live in this town.
4 I _______ work with my hands.
5 I _______ have an expensive car.
6 I _______ visit the USA.
7 I _______ be famous.
8 I _______ have the same friends when I’m 30.

6 SPEAKING Work in pairs. Ask and answer about your partner’s predictions from exercise 5.

Will you make a lot of money?
   Yes, I will. / No, I won’t.
A year abroad

1 Look at the photos. Answer the questions.
   1 Where do you think the people are?
   2 What are the people doing?

Reading tip
Sometimes photos can help you understand difficult vocabulary in a text. For example, one of the photos on this page will help you understand the word *castle*.

2 Read the reading tip. Then look through the text quickly. Match the photos with paragraphs A-C.

---

**Gap Years**

This year, about 150,000 young people in the UK will take a ‘gap year’. A gap year is a break between school and university, or between school and your first job. For most young people, it will be a chance to travel and to have interesting experiences.

So how do young people spend their time? Here are three young people who are going to do very different things.

**A**
Next year, I’m going to study physics at university. Before then, I want to spend some time abroad and do something completely different. I’m going to spend nine months in Thailand, working at an animal rescue centre. It will be hard work. I’ll help to look after the animals and I’ll show visitors around the centre. It will be a great experience.

Jacqui
3 Find the following information for each person.
1 what they are going to do next year
2 where they are going to go in their gap year
3 what they will do there
4 how long they are going to stay

4 Match verbs (1-7) with words (a-g). Then find the phrases in the text.

1 take a break
2 spend
3 have
4 show
5 live
6 make
7 learn
1 a time
2 b abroad
3 c a break
4 d an interesting experience
5 e about other cultures
6 f friends
7 g a visitor around

5 Check the meaning of the places of work. Which four places are mentioned in the texts?

Places of work: bank building site café factory garage hair salon hospital office school shop sports centre theme park

6 Work in pairs. Think of one or two jobs for each place of work in exercise 5.

building site - builder

B "Next summer, I'm going to start a job at a sports centre - it'll be my first job. I want to take a break before that and live abroad. I found the ideal job for me with Gap Sports. I'm going to live in Ghana in Africa for six months and teach football to schoolchildren there. It will be a really interesting experience. As the company's website says, I won't just teach sport. I'll probably help with other lessons in school too."

Oliver

C "I'm going to start work next October. It's an office job - working in a bank. Before that, I want to spend a few months outside, working with my hands. I found the perfect job with a charity called Concordia. I'm going to help to restore an old castle in the west of France. I'll be there for seven months. There will be sixteen other young people from other countries, so it will be a great way to make friends and learn about other cultures."

Darren

7 3.30 Listen and complete the song with the words in the box.
cars hard home pay rich star star

Car Wash
You might not ever get 1 ______
But let me tell you it's better than digging a ditch
There ain't no telling who you might meet
A movie 2 ______ or maybe even an Indian chief
At the car wash
Working at the car wash, girl
Come on and sing it with me
Car wash
Sing it with the feeling, now
Car wash, girl

Some of the work gets kind of 3 ______
This ain't no place to be if you planned on being a 4 ______
Let me tell you it's always cool
And the boss don't mind sometimes if you act the fool
At the car wash ...

Work and work!
Well, those 5 ______ never seem to stop coming
Work and work!
Keep those rags and machines humming
Work and work my fingers to the bone
Work! Can't wait 'til it's time to go 6 ______

Hey, get your car washed today
Fill up and you don't have to 7 ______
Come on and give us a play
Do the wash, right away
At the car wash ...

8 What are the two good things and two bad things about working at the car wash, according to the song? Choose from:

Good things:
a you'll earn a lot of money
b you'll have fun
c you'll meet some interesting people

Bad things:
d you won't earn a lot of money
e you'll never become rich or famous
f it's a dangerous job
Giving advice

1. What clothes do people usually wear when they go for an interview?

2. Listen and complete the dialogue with words from the box. Do you agree with Judy’s advice?

   - Rowan: Hi, Judy.
   - Judy: Hi, Rowan. How are you?
   - Rowan: I’m OK, thanks. I’ve got a job interview this afternoon.
   - Judy: Really? You should wear 1 _______ and 2 _______.
   - Rowan: Do you think so?
   - Judy: Definitely. You shouldn’t wear 3 _______ and a 4 _______ for an interview.
   - Rowan: You’re probably right. Thanks for the advice.
   - Judy: You’re welcome.


4. Read the Learn this! box. Then find one affirmative and one negative example of should in the dialogue.

<table>
<thead>
<tr>
<th>Should/shouldn’t</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
</tr>
<tr>
<td>negative</td>
</tr>
<tr>
<td>interrogative</td>
</tr>
</tbody>
</table>

   - You should talk to your teacher.
   - You shouldn’t eat so much chocolate.

   - Should I buy this CD?
   - Yes, you should. / No, you shouldn’t.

5. Listen to two dialogues. Match Keith and Sonia to two of the problems a–d.
   - a ‘I can’t find my mobile phone.’
   - b ‘I feel really ill this morning.’
   - c ‘I want to go abroad this summer but I haven’t got any money.’
   - d ‘I can’t do my homework.’

   Keith:   Sonia:

6. Complete the advice using should or shouldn’t and the verbs in the brackets.

   a. You shouldn’t copy it from the Internet. X
   b. You _______ look for it again. ✓
   c. You _______ borrow money from your parents. X
   d. You _______ call the doctor. ✓
   e. You _______ find a job abroad. ✓
   f. You _______ talk to your teacher. ✓
   g. You _______ go to school. X
   h. You _______ report it to the police yet. X

7. Listen again. What advice do Keith and Sonia get from their friends? Match each friend with two pieces of advice (a–h) from exercise 6.

   Keith’s friend says:   Sonia’s friend says:

8. Work in pairs. Prepare two short dialogues using the chart below. Choose a problem from exercise 5 and advice from exercise 6, or invent your own. Take turns to be A and B.

   - A
     - Greet B.
     - Tell B your problem.
     - React.
     - Agree. Thank B for his/her advice.
     - Finish the conversation.

   - B
     - Greet A.
     - Say what A should do.
     - Say what A should do.

9. SPEAKING Act out your dialogues to the class.
An application letter

1 Look at the letter. Why did Emily write it?

Dear Sir or Madam,

I am writing to apply for a summer job at Westlake Animal Rescue Centre. I saw the advertisement in the Coventry Daily News.

I have experience of working with animals. Last summer, I worked for six weeks as a shop assistant in my local pet shop. We have also got two cats at home and I look after them.

I am honest, reliable and hard-working. I can send you a reference from the manager of the pet shop and also from a teacher at my school. I can start work on 2nd July.

I look forward to hearing from you.

Yours faithfully,

Emily Blunt

2 In which paragraphs does Emily give this information?

- when she can start work
- her work experience
- where she saw the advert
- who can give references
- her personal qualities
- the job she is applying for

Paragraph 1 mentions:
- 
- 

Paragraph 2 mentions:
- 

Paragraph 3 mentions:
- 
- 

3 Answer the questions.
1 How did Emily find out about the job?
2 Where did Emily work last summer?
3 How long did she work there?
4 How does Emily describe herself?
5 How many references can she give?
6 When can Emily start work?

4 Match the beginnings and endings of the sentences. Then underline similar sentences in the letter.
1 I am writing to apply for
2 I saw the advertisement in
3 I have experience of
4 I worked for a month as
5 I can send you a reference from
- a the newspaper.
- b the manager of the theme park.
- c a job in your shop.
- d a waiter.
- e working with computers.

5 Read the writing tip. Find phrases in the letter where the writer has avoided using a short form.

Writing tip

We don’t use short forms (I’m, he’s, etc.) in formal letters.

6 Read the job advertisement. Imagine you worked at a swimming pool last summer. How is that experience useful for this job?

Summer camp helper

We need a reliable, hard-working person to work at our summer camp in Oxford for children age 5 to 12 from around the world. Your job will include teaching sports and taking the children on trips.

Please apply in writing to:
Happy Days Summer Camps
8 Lincoln Drive
Oxford OX4 7UH

7 Write a formal letter (90–110 words) applying for the job. Include the information in exercises 2 and 5.

Check your work

Have you
- used some of the phrases from exercise 4?
- started and ended the letter correctly?
- divided the letter into paragraphs?
- written 90–110 words?
- checked your spelling and grammar?
Vocabulary

1. Complete the second sentence so that it means the same as the first.
   1. He drives to work. He goes to work by _______.
   2. She sailed across the Atlantic. She crossed the Atlantic by _______.
   3. They cycled home. They went home by _______.
   4. She walks to school. She goes to school on _______.

   Mark /4

2. Complete the sentences with a or an and the correct job.
   1. _________ helps people when they are not well.
   2. _________ builds houses.
   3. _________ cuts people's hair.
   4. _________ takes part in plays or films.
   5. _________ mends cars and motorbikes.
   6. _________ draws and paints pictures.
   7. _________ cooks food in a restaurant or hotel.
   8. _________ serves customers in a shop.

   Mark /8

Grammar

3. Write replies using the present perfect affirmative.
   1. Do your homework!
   2. Clean your room!
   3. Eat your pasta!
   4. Have a shower!
   5. Buy a new phone!

   Mark /4

4. Write sentences in the present perfect affirmative with just.
   1. we / finish / our dinner
   2. my friend / go / home
   3. the rain / stop
   4. I / see / a terrible film
   5. I / hear / a great joke
   6. he / book / a holiday
   7. our friends / arrive

   Mark /6

5. Make these sentences negative.
   1. I've bought a ticket.
   2. The play has started.
   3. You've finished your lunch.
   4. He's gone for a walk.
   5. She's cooked dinner for everybody.

   Mark /4

6. What have Ronnie and Louise done today? Write questions and short answers.
   1. Ronnie / have breakfast? / Has Ronnie had breakfast? Yes, he has.
   2. Louise / phone / her mum? / Has Louise phoned her mum? Yes, she has.
   3. Ronnie and Louise / play / tennis? / Have Ronnie and Louise played tennis? Yes, they have.
   4. Ronnie / do / the housework? / Has Ronnie done the housework? Yes, he has.
   5. Ronnie and Louise / eat / all the bread? / Have Ronnie and Louise eaten all the bread? Yes, they have.

   Mark /4

7. Complete the dialogue with the correct form of going to and the verbs in brackets.
   Girl 1 ________ (you / be) at the party tomorrow night?
   Boy No, I'm not. I 2 ________ (stay) at home.
   Girl Really? Why 3 ________ (you / do) that?
   Boy Because we've got an exam the next day!
   Girl But it isn't an important exam.
   Boy 4 ________ (you / miss) it?
   Girl No, I'm not. But I 5 ________ (not revise) for it!

   Mark /5

8. Complete the text with the correct form of will and the verbs in brackets.
   The Space Hotel will open (open) in 2020. It 1 ________ (have) 350 rooms, each with a view of planet Earth from the window. Guests 2 ________ (arrive) by spaceship, and during their stay, they 3 ________ (enjoy) a wide variety of activities. They certainly 4 ________ (not get bored). But holidays at the Space Hotel 5 ________ (not be) cheap. How much 6 ________ (they / cost)? About $500,000 for two weeks!

   Mark /6

Everyday English

9. Choose the correct words.
   Jade I'd like a ticket to Liverpool, please.
   Clerk Single or double / return?
   Jade Single.
   Clerk That's £28 please.
   Jade Which gate / platform is it?
   Clerk Number 6.
   Jade Is it a direct / straight train?
   Clerk No, it isn't. You have to change / move at Manchester.

   Mark /4

10. Complete the dialogue.
    Shannon Hi, Charlie. 1 ________ are you?
    Charlie Not great. I don't 2 ________ very well today.
    Shannon Really? You 3 ________ go home and rest.
    Charlie Do you think 4 ________ ?

   Mark /5

Total /50
Reading

1. Read the e-mails. Which paragraph (A–D) contains
   1. an invitation? ☐
   2. something that happened yesterday? ☐
   3. some advice? ☐
   4. a question about a new job? ☐

   [Email A]
   Hi Dave
   I hope you’re enjoying your new job in the Lake District. Is it quieter than The Arcadia Hotel? It’s always really busy here!

   [Email B]
   The new receptionist started yesterday. Guess who it is! Your friend Francesca! She had an interview when she met us for lunch at the hotel that day. She didn’t mention the interview during lunch. Did you know about it? Anyway, it was a nice surprise – I really like her.
   Write soon!
   Best wishes
   Márton

   [Email C]
   Dear Márton
   I’m really enjoying my new job. It’s quiet at the moment, but it will get busier in the spring. The busiest months are July and August. You should come and visit me some time before then.

   [Email D]
   Yes, I knew about Francesca’s new job, but she didn’t want me to tell you. I’m not sure why, but I’m glad it was a nice surprise for you. Are you going to invite her for a drink one evening? I think you should do that. She has said some nice things about you to me.
   That’s all for now.
   Regards
   Dave

2. Are the sentences true or false? Correct the false sentences.
   1. Márton is busy at The Arcadia Hotel.
   2. Márton knew about Francesca’s new job before she started.
   3. Márton is happy that Francesca is the new receptionist.
   4. Spring is the busiest time at Dave’s new hotel.
   5. Dave thinks Márton should visit him in July or August.
   6. Francesca has never mentioned Márton to Dave.

Listening

3. 3.3 Listen. Does Márton invite Francesca for a drink? Does she say yes or no?

4. 3.3 Listen again. Choose the correct answers.
   1. Dave started his new job
      a. yesterday.
      b. a week ago.
      c. a month ago.
   2. When Dave phones, Márton is in the
      a. living room.
      b. bedroom.
      c. kitchen.
   3. Márton hasn’t invited Francesca for a drink because
      a. he hasn’t seen her.
      b. he doesn’t want to invite her.
      c. she’s always busy.
   4. Dave tells Márton that he should
      a. get to work early.
      b. stay at work late.
      c. phone Francesca at home.
   5. Márton and Francesca both finish work at
      a. six o’clock.
      b. eight o’clock.
      c. ten o’clock.

Writing

5. Write an e-mail to a friend. Tell your friend what you did last weekend and what you are going to do next weekend.

Speaking

6. Work in pairs. Find out what your partner is going to do this evening. Get as much information as you can.
Present simple: affirmative

1. Write the third person singular forms. ➔ 1.1, 1.2, 1.3
   1. Study he studies. 5. Do she _______.
   2. Watch she _______. 6. Like it _______.
   3. Go it _______. 7. Finish he _______.
   4. Fly he _______. 8. Play she _______.

2. Complete the sentences with the verbs in ex 1. ➔ 1.1, 1.2, 1.3
   1. She _______ TV every evening.
   2. Tom _______ his homework on the bus.
   3. School _______ at four o'clock.
   4. Madeleine _______ to school by bus.
   5. Eva _______ maths at university.
   6. Pete _______ football every Saturday.
   7. My mum _______ classical music.
   8. John _______ to New York once a month.

3. Order the words to make sentences. ➔ 1.1, 1.2, 1.3
   1. Uncle / in a shop / works / My
   My uncle works in a shop.
   2. Pizza / brother / loves / My
   My brother loves pizza.
   3. To school / go / We / by bike.
   We go to school by bike.
   4. Me / My / like / classmates
   I like my classmates.
   5. Grandmother / French / His / speaks
   His grandmother speaks French.
   6. My cousins / I / football / play / and
   I and my cousins play football.
   7. Lives / New York / in / My friend's aunt
   My friend's aunt lives in New York.

4. Complete the sentences with the verbs in the box. ➔ 1.1, 1.2, 1.3
   Cook / drive / get up / live / read / speak / teach / work
   1. My dad _______ the newspaper every morning.
   2. I _______ French and English.
   3. We _______ in a small house.
   4. Paul and Kate _______ in London.
   5. You _______ to work.
   6. My mum is a teacher. She _______ English at my school.
   7. My sister sometimes _______ dinner.
   8. I _______ at six o'clock every morning.

Present simple: negative

5. Complete the sentences with don't or doesn't. ➔ 1.4
   1. School _______ finish at three o'clock. It finishes at half past three.
   2. We _______ speak German.
   3. My mum _______ drive.
   4. I _______ go to school by bus. I walk.
   5. Fiona and Sally _______ like coffee. They like tea.
   6. Mark _______ listen to CDs. He listens to his MP3 player.
   7. Tom and I _______ come from Manchester. We're from London.
   8. I'm sorry. I _______ understand this word.
   9. My sister _______ watch TV in the evening. She reads.
   10. I _______ play the piano but I play the guitar.

6. Complete the sentences. Use the present simple affirmative or negative. ➔ 1.1, 1.2, 1.4
   1. 'Where's Kate?' 'I'm sorry. I _______.' (know)
   2. Dave and Sue haven't got bikes – they _______ (walk) to school.
   3. Jason _______ (like) maths. He thinks it's difficult.
   4. I _______ (stay) at home on Saturdays. I don't go to school.
   5. Tina likes rock music, but she _______ (hate) rap music.
   6. We _______ (love) computer games. They're great!
   7. My aunt is a teacher. She _______ (work) in an office.
   8. John hasn't got a CD player or a radio. He _______ (listen) to music.

7. Look at the pictures and write two sentences, one affirmative and one negative.

1. She / play tennis
   She plays tennis.
   She doesn't play tennis.

2. He / walk to school
   He goes to school by bike.

3. She / listen to music / in her bedroom
   She listens to music.
   She doesn't listen to music.

4. He / get up early / on Sundays
   He stays in bed / on Sundays.

      she / teach maths
      she / teach English
### be

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am</td>
<td>I am not</td>
</tr>
<tr>
<td>you are</td>
<td>you are not</td>
</tr>
<tr>
<td>he/she/it is</td>
<td>he/she/it is not</td>
</tr>
<tr>
<td>we are</td>
<td>we are not</td>
</tr>
<tr>
<td>you are</td>
<td>you are not</td>
</tr>
<tr>
<td>they are</td>
<td>they are not</td>
</tr>
</tbody>
</table>

#### 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, it 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. |

### Contracted 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 contracted forms in affirmative short answers.

- Yes, I am. Yes, I’m: X

### Demonstrative pronouns

<table>
<thead>
<tr>
<th>Singular this</th>
<th>that</th>
<th>Plural these</th>
<th>those</th>
</tr>
</thead>
</table>

We use this and these with objects that are near to us.

- This is a bag. These are my books.

We use that and those with objects that are further away from us.

- That’s my PC. Those are tall trees.

We use this to introduce people.

- This is Sarah.

We use that to talk about something that somebody has just said.

- Are you Harry? That’s right.

### have got

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have got</td>
<td>I haven’t got</td>
</tr>
<tr>
<td>you have got</td>
<td>You haven’t got</td>
</tr>
<tr>
<td>he/she/it has got</td>
<td>he/she/it hasn’t got</td>
</tr>
<tr>
<td>we have got</td>
<td>we haven’t got</td>
</tr>
<tr>
<td>you have got</td>
<td>you haven’t got</td>
</tr>
<tr>
<td>they have got</td>
<td>they haven’t got</td>
</tr>
</tbody>
</table>

### Present simple: affirmative

#### Affirmative

- I work.
- You work.
- He/She/It works.

### Spelling rules for 3rd person singular

Most verbs: add -s.

- play + -s → plays
- Verbs ending in -ch / -ss / -sh / -o: add -es
- watch + -es → watches
- go + -es → goes
- Verbs ending in consonant + -y, -y → ies
- study + -y → ies → studies

### Present simple: negative

#### 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 from the negative with don’t or doesn’t + the base form.
  (The base form of the verb is the infinitive without to, e.g. go, have, work.)
2B Present simple: questions

1. Do you like football?
   No, I don't.

2. _____ your brother walk to school?
   Yes, he _____.

3. _____ they live in London?
   No, they _____.

4. _____ your parents watch TV in the evenings?
   Yes, they _____.

5. _____ Kate listen to rap music?
   No, she _____.

6. _____ it rain a lot in Scotland?
   Yes, it _____.

7. _____ you get up early?
   Yes, I _____.

8. _____ you and your friends go swimming on Saturdays?
   No, we _____.

2. Put the words in the correct order to make questions.  
   ➔ 2.1

   1. you / do / dancing / like?
   2. work / does / your mum?
   3. chess / your best friend / play / does?
   4. do / speak / you / Russian?
   5. go / you and your friends / do / to the cinema?
   6. play / computer games / do / you?

3. SPEAKING Ask and answer the questions in exercise 2.  
   ➔ 2.1

4. Read the answers and choose the correct question words.  
   ➔ 2.2

   1. How / When do you get to school?
      By bike.
   2. Where / Who do you sit next to in class?
      I sit next to John.
   3. When / Where do you do your homework?
      After dinner.
   4. What / How sports do you like?
      I like football and tennis.
   5. Who / Where does your best friend live?
      Next door to my house.

5. Complete the questionnaire with the question words in the box.  
   ➔ 2.2

   How / What / When / Where / Who

   1. _____ do you live?
   2. _____ do you live with?
   3. _____ do you get up on Sunday mornings?
   4. _____ do you relax?
   5. _____ programmes do you watch on TV?

6. SPEAKING Work in pairs. Ask and answer the questions in exercise 2.  
   ➔ 2.2

2D Adverbs of frequency

7. Rewrite the sentences. Use the adverb of frequency in brackets.  
   ➔ 2.3, 2.4

   I get up early on Sundays. (often)
   I often get up early on Sundays.

   1. I'm late for school. (never)
   2. I speak English in English classes. (always)
   3. I do my homework before dinner. (often)
   4. I read a book in English. (hardly ever)
   5. I help my friends with their homework. (sometimes)
   6. I'm happy with my exam results. (usually)

8. Which of your answers to exercise 7 are true for you? Rewrite the others and change the adverbs of frequency so that they are true for you.  
   ➔ 2.3, 2.4

2F Object pronouns

9. Work in pairs. Cover the section on object pronouns on page 111. Student A: Say a subject pronoun. Student B: Say the object pronoun.  
   ➔ 2.5

10. Put the words in the correct order. Don't forget to add punctuation.  
    ➔ 2.5, 2.6

   1. know / them / we / don't
   2. her / can't / I / find
   3. like / don't / him / I
   4. me / hardly ever / phones / she
   5. never / listen to / us / they
   6. do / like / it / you

2G Imperatives

11. Match the sentence halves.  
    ➔ 2.7

   1. Come  
   2. Don't be  
   3. Learn  
   4. Be  
   5. Meet  
   6. Phone

   a. this number for more information.
   b. new people and make friends.
   c. healthy - and have fun!
   d. how to make films.
   e. late.
   f. and see what it's like.
Present simple: questions 2B

2.1 Questions

Do I work?
Do you work?
Does he/she/it work?
Do we work?
Do you work?
Do they 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 questions with **do** or **does** + the 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.

Does he play football? X
Does he play football? ✔

2.2

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 study at school?

If the question includes a preposition, the preposition usually goes at the end.

What music do you listen to?
who do you live with?

Adverbs of frequency 2D

2.3

We use adverbs of frequency to say how often we do something.

| % | never | hardly ever | sometimes | often | usually | always |

2.4 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.

Object pronouns 2F

2.5

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Object pronoun</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>me</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he</td>
<td>him</td>
</tr>
<tr>
<td>she</td>
<td>her</td>
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<td>it</td>
<td>it</td>
</tr>
<tr>
<td>we</td>
<td>us</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

2.6 We use **me**, **him**, **her**, **us** and **them** for people.

There’s Ann. Do you know her?

We use **it** and **them** for things.

This is your pen. Do you want it?
I never eat apples. I hate them.

We use object pronouns after prepositions.

Listen to me!
Do you want to come with us?

Imperatives 2G

2.7 We use imperatives in announcements.

We form the imperative by using the base form of the verb, with or without **don’t**.

Join our reading group!
Don’t forget - we meet every Monday.
**3B there is / there are**

1. Complete the sentences with *There's* or *There are.*
   - 1. ______ 14 classrooms in our school.
   - 2. ______ a TV in this classroom.
   - 3. ______ eight boys in this class.
   - 4. ______ a book on my desk.
   - 5. ______ three pens in my bag.
   - 6. ______ seven lessons in one school day.
   - 7. ______ a clock on the wall.
   - 8. ______ bin near the teacher's desk.

2. Make these sentences negative. → 3.1, 3.2
   - 1. There's a computer in the room.
   - 2. There are 650 students in the school.
   - 3. There are two possible answers.
   - 4. There's a teacher in the classroom.
   - 5. There's a table next to the door.
   - 6. There are three plants near the window.
   - 7. There are five shelves near the board.
   - 8. There's a bin under the desk.

3. Write questions and answers. Use *Is there? / There is or Are there? / There aren't.* → 3.1, 3.2, 3.3
   - Is there a computer? Yes, there is.
   - Are there any plants? No, there aren't.
   - 1. a computer ✓
   - 2. any plants x
   - 3. a noticeboard x
   - 4. any students? ✓
   - 5. a clock? ✓
   - 6. a table? x
   - 7. any CDs? x
   - 8. any blinds? ✓

**3D have to**

4. Match the jobs in the table with the pictures. Write the numbers (1–6) in the boxes.

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Mark</th>
<th>Suzie</th>
</tr>
</thead>
<tbody>
<tr>
<td>tidy his/her bedroom</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>clean the house</td>
<td>yes</td>
<td>no</td>
</tr>
<tr>
<td>cook dinner</td>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>do the washing</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>make breakfast</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>go to the supermarket</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>

5. Look at the table. Then write sentences using the prompts and *have to*, affirmative and negative. → 3.4, 3.5
   - 1. Mark / tidy his bedroom
     - Mark has to tidy his bedroom.
   - 2. Suzie / tidy her bedroom
   - 3. Mark / clean the house
   - 4. Suzie / clean the house
   - 5. Mark and Suzie / cook dinner
   - 6. Mark and Suzie / do the washing
   - 7. Suzie / make breakfast
   - 8. Suzie / go to the supermarket
   - 9. Mark / go to the supermarket

6. Ask and answer questions using the prompts in exercise 5. → 3.4, 3.5
   - Does Mark have to tidy his bedroom? Yes, he does.
   - Does Suzie have to tidy her bedroom?
   - Does Mark have to clean the house?
   - Does Suzie have to clean the house?
   - Do Mark and Suzie have to cook dinner?
   - Do Mark and Suzie have to do the washing?
   - Does Suzie have to make breakfast?
   - Does Mark have to go to the supermarket?
   - Does Suzie have to go to the supermarket?

7. **SPEAKING** Find out what your partner has to do at home. Ask and answer about the activities in exercise 4. → 3.4, 3.5
   - Do you have to tidy your bedroom? Yes, I do. / No, I don't.
### there is/there are 3B

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td></td>
</tr>
<tr>
<td>There's a book.</td>
<td>There are some books.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td></td>
</tr>
<tr>
<td>There isn't a book.</td>
<td>There aren't any books.</td>
</tr>
<tr>
<td><strong>Interrogative</strong></td>
<td></td>
</tr>
<tr>
<td>Is there a book?</td>
<td>Are there any books?</td>
</tr>
</tbody>
</table>

**Short answers**

Yes, there is. / No, there isn’t.

Yes, there are. / No, there aren’t.

### have to 3D

<table>
<thead>
<tr>
<th>Affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have to</td>
</tr>
<tr>
<td>You have to</td>
</tr>
<tr>
<td>He has to</td>
</tr>
<tr>
<td>She has to</td>
</tr>
<tr>
<td>It has to</td>
</tr>
<tr>
<td>We have to</td>
</tr>
<tr>
<td>You have to</td>
</tr>
<tr>
<td>They have to</td>
</tr>
</tbody>
</table>

**Negative**

be here before ten o’clock.

<table>
<thead>
<tr>
<th>I don’t have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>You don’t have to</td>
</tr>
<tr>
<td>He doesn’t have to</td>
</tr>
<tr>
<td>She doesn’t have to</td>
</tr>
<tr>
<td>It doesn’t have to</td>
</tr>
<tr>
<td>We don’t have to</td>
</tr>
<tr>
<td>You don’t have to</td>
</tr>
<tr>
<td>They don’t have to</td>
</tr>
</tbody>
</table>

**Interrogative**

be here before ten o’clock?

<table>
<thead>
<tr>
<th>Do I have to</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you have to</td>
</tr>
<tr>
<td>Does he have to</td>
</tr>
<tr>
<td>Does she have to</td>
</tr>
<tr>
<td>Does it have to</td>
</tr>
<tr>
<td>Do we have to</td>
</tr>
<tr>
<td>Do you have to</td>
</tr>
<tr>
<td>Do they have to</td>
</tr>
</tbody>
</table>

**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 for lunch.
**Present continuous**

1. Complete the sentences with the correct form of *be.*
   - Pete _______ eating a pizza.
   - I _______ wearing a jacket.
   - Neil and I _______ watching a film.
   - Sarah _______ checking her e-mails.
   - It _______ raining.
   - You _______ smiling.

2. Write the *-ing* forms.
   - study _______
   - do _______
   - write _______
   - swim _______
   - read _______
   - have _______

3. Complete the sentences with the correct form of *be* and the *-ing* forms in exercise 2.
   - Jake and Andy _______ in the pool.
   - My sister's at university. She _______ Spanish.
   - We _______ gymnastics.
   - I _______ a magazine.
   - You _______ a good time.
   - John _______ a letter to his uncle.

4. Make the sentences negative.
   - I'm working.
   - Tom and I are dancing.
   - Kate is sitting next to Paul.
   - David and Lucy are listening to music.
   - Martin is wearing brown shoes.
   - I'm walking to town.
   - The sun is shining.
   - We're chatting to Robert.

5. Write questions. Put the words in the correct order and add the correct form of *be.*
   - 1. wearing / a skirt / Maria?
      - Is Maria wearing a skirt?
   - 2. playing / Fred and Sue / computer games?
   - 3. gymnastics / doing / Sarah?
   - 4. you / phone / your friend?
   - 5. to Oxford / he / drive?

6. Write questions and affirmative (√) or negative (X) short answers.
   - 1. he / speak / Spanish? X
      - Is he speaking Spanish? No, he isn't.
   - 2. Wendy and Pam / go cycling? √
   - 3. you / use / that computer? X
   - 4. Pam / get up? √
   - 5. Cathy and Steve / cook? X
   - 6. Harry / do / the washing up? √

**can and adverbs**

7. Write sentences with *can,* affirmative or negative.
   - 1. I / swim X
   - 2. we / speak English √
   - 3. William and Mary / rollerblade √
   - 4. Anne / sing X
   - 5. Charles and Elizabeth / use a computer X
   - 6. Philip and I / cook √
   - 7. Edward / do gymnastics X
   - 8. you / play the piano √

8. Look at the table and write questions and answers.

<table>
<thead>
<tr>
<th>Rob</th>
<th>Clare and Beth</th>
</tr>
</thead>
<tbody>
<tr>
<td>ride a bike</td>
<td>√</td>
</tr>
<tr>
<td>play volleyball</td>
<td>X</td>
</tr>
<tr>
<td>speak Italian</td>
<td>√ X</td>
</tr>
</tbody>
</table>

- Can Rob ride a bike? Yes, he can.

9. Draw lines to match the opposites.
   - early   | badly   |
   - fast    | late    |
   - quietly | loudly  |
   - well    | slowly  |

10. Complete the sentences with adverbs from exercise 9.
    - 1. 'Is he still in bed?' 'Yes. He always gets up _______ on Sundays.'
    - 2. 'You're talking very _______. I can't hear you.'
    - 3. 'He's a great musician. He can play the piano and the guitar really _______.'
    - 4. I always arrive _______ at school. I do my homework in the classroom before lessons start.
    - 5. 'Wait for me! I can't walk very _______ in these boots!'
    - 6. 'Why are you writing _______?'
      - 'Because I don't want to make mistakes.'

**Present continuous for future**

11. Complete the conversation. Use the present continuous.
    - 4.8, 4.9
    - Helen: What _______ you _______ (do) this evening, Harry?
    - Harry: Nothing really. I _______ (stay) at home.
    - Helen: Well, Pam and I _______ (go) bowling. Do you want to come?
    - Harry: Yes, please. What time _______ you _______ (go)?
    - Helen: Pam _______ (work) at the café this afternoon, so I _______ (meet) her when she finishes work at six o'clock.
    - Harry: OK, see you at the café at six.
Present continuous 4B

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**

<table>
<thead>
<tr>
<th align="center">Am I</th>
<th align="center">Are you</th>
<th align="center">Is he/she/it</th>
<th align="center">Are we/you/they</th>
</tr>
</thead>
<tbody>
<tr>
<td align="center">eating?</td>
<td align="center">eating?</td>
<td align="center">eating?</td>
<td align="center">eating?</td>
</tr>
</tbody>
</table>

**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

dance + -ing → dancing

If the verb ends in a short vowel + consonant, we double the consonant and add -ing.

swim + m + -ing → swimming

4.3

We use the present continuous:
- for something that is happening now.
  
  Mum’s in the kitchen. She’s cooking dinner.
- for arrangements in the future.
  
  We’re going to the cinema this evening.

4.4

**can 4D**

**Affirmative**

I/You/We/They/He/She/It can dance.

**Negative**

I/You/We/They/He/She/It can’t dance.

The full form of can’t is cannot.

**Interrogative**

Can I/you/we/they/he/she/it dance?

**Short answers**

Yes, I can. / No, they can’t.

We use the short form can’t in short answers.

4.5

We use can to:

- talk about ability:
  
  I can dance. Pete can’t cook. Can you play the guitar? Yes, I can.
- make requests.
  
  Can you come to my party?

4.6

**Adverbs 4D**

We form most adverbs by adding -ly to the adjective.

slow → slowly
careful → carefully
easy → easily

Some adjectives don’t change when we form adverbs.

tall → tall
high → high
late → late
low → low
early → early
hard → hard

- The adverb from good is well.

4.7

We use adverbs with verbs to say how something happens.

it’s raining hard. He sings badly.

4.8

**Present continuous for future 4F**

We can use the present continuous to talk about arrangements in the future. We include a future time reference: this evening, tomorrow afternoon, next Sunday etc.

Pete is going to the cinema on Saturday morning.
We’re meeting at six o’clock this evening.

4.9

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 staying in and watching TV. What time are you going out?
5B Comparative adjectives

1 Write the comparative form of the adjectives. → 5.1, 5.2

1 high _______ 5 friendly _______
2 easy _______ 6 nice _______
3 big _______ 7 tall _______
4 wet _______ 8 late _______

2 Complete the sentences. Use the comparative forms of the adjectives in brackets. → 5.1, 5.2

1 Are motorbikes _______ than cars? (noisy)
2 Sue is _______ than Tina. (short)
3 The Sahara Desert is _______ than the Gobi Desert. (wide)
4 Is Paris _______ from Budapest than London? (far)
5 Rome is _______ than Prague. (hot)
6 John is _______ at maths than me. (good)
7 Is Tom _______ than Michael? (heavy)
8 Germany is _______ than France. (large)

3 Write your opinions. Use comparative forms of the adjectives. → 5.3, 5.4

1 science / history / difficult
   Science is more difficult than history, or
   History is more difficult than science.
2 Scarlett Johansson / Cameron Diaz / beautiful
3 Wayne Rooney / Ronaldinho / famous
4 lions / elephants / dangerous
5 girls / boys / intelligent
6 money / love / important
7 Lord of the Rings / The Golden Compass / exciting

5D Superlative adjectives

4 Complete the sentences with the superlative form of the adjectives. → 5.5, 5.6

1 Tom’s very quiet. He’s the _______ boy in the class.
2 Mount Everest is very high. It’s _______ mountain in the world.
3 I think geography is easy. It’s _______ subject in school.
4 It’s very wet today. It’s _______ day of the year.
5 Rachel is very nice. She’s _______ girl I know.
6 Fred’s exam results are bad. They’re _______ results in the school.
7 My friend Jake is very funny. He’s _______ boy in the class.
8 Neptune is very far away. It’s _______ planet from the sun.

5 Write questions. Use the superlative form of the adjectives. Then give your opinion. → 5.7

1 What / beautiful / place in the world?
   What’s the _______ place in the world?
   I think _______ is the most beautiful place in the world.
2 Who / intelligent / person in your family?
3 What / popular / food in your country?
4 Who / famous / actor in your country?
5 What / important / school subject?
6 What / boring / sport?

6 Write sentences using comparative and superlative forms of the adjectives. → 5.1–5.7

1 Natalie / old / Mary, but Sarah ...
   Natalie is older than Mary, but Sarah is the oldest.
2 France / hot / Britain, but Spain ...
3 Harry / intelligent / Dave, but Robert ...
4 Magazines / cheap / books, but newspapers ...
5 History / interesting / science, but music ...
6 Kate / friendly / Steve, but Wendy ...
7 New York / large / London, but Tokyo ...
8 The Simpsons / good / The Osbournes, but Friends ...

5F would like

7 Choose the correct verbs. → 5.8

1 ‘Do you like / Would you like a coffee?’ ‘Yes, please.’
2 ‘Do you like / Would you like pizza?’ ‘No, I hate it.’
3 ‘Do you like / Would you like to come to my party?’ ‘Yes, please.’
4 I’m thirsty. I like / I’d like a glass of water.
5 I like / I’d like something to eat. ‘OK, Here’s an apple.’
6 ‘Do you like / Would you like to come shopping with me?’
   ‘No, thanks. I’m doing my homework.’

8 SPEAKING Work with a partner. Student A: Make offers and invitations with would like. Student B: Reply politely. → 5.8

1 a cola
2 come to the park
3 a cake
4 go to the football match
5 a banana
6 go for a walk
7 a cup of tea
8 borrow my bike

Would you like a cola? Yes, please.
Would you like to come to the park? No, thank you.
Comparative adjectives 5B

5.1 Short adjectives: spelling rules
We add -er to short adjectives to make the comparative form.
old → older
large → larger
If the adjective ends in -e, we add -r.
dry → drier
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.

5.2 Irregular adjectives
Some adjectives have irregular comparative forms.
good → better
bad → worse
far → further

5.3 Long adjectives
We use more for most long adjectives (adjectives with more than one syllable).
intelligent → more intelligent

5.4 than
We use than when we compare two things.
Africa is hotter 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. ✓

Superlative adjectives 5D

5.5 Short adjectives: spelling rules
We add -est to short adjectives to make the superlative form.
old → oldest
large → largest
If the adjective ends in -e, we add -st.
wet → wettest
If the adjective ends in a vowel and a consonant, we double the consonant and add -est.
dry → driest
If the adjective ends in -y, we change the -y into -est.

5.6 Irregular adjectives
Some adjectives have irregular superlative forms.
good → the best
bad → the worst
far → the furthest

5.7 Long adjectives
We use the most for most long adjectives (adjectives with more than one syllable).
intelligent → the most intelligent

5.8 would like 5F
I’d like is a polite way of saying I want.
(I’d like = I would like)
I’d like the soup, please, then the chicken.
We’d like to buy tickets for the show, please.
We use Would you like ...? to make offers and invitations.
‘Would you like a sandwich?’ ‘Yes, please.’
‘Would you like to come to the cinema?’ ‘No, thank you.’
6B Past simple: be and can

1. Look at the calendar and write sentences about Helen and Joe. Use be, past simple (affirmative or negative). → 6.1

   1. Helen / Manchester / Monday
      Helen was in Manchester on Monday.
   2. Joe and Helen / Bratislava / Wednesday
   3. Joe / Paris / Tuesday
   4. Helen / Liverpool / Saturday
   5. Joe / Moscow / Thursday
   6. Joe and Helen / Liverpool / Friday
   7. Helen / Budapest / Monday

2. Where were Joe and Helen last week? Complete the questions, then write answers. Use be, past simple. → 6.1

   1. Was Joe in London on Monday? Yes, he was.
   2. Where ________ Helen on Tuesday?
   3. ________ Helen in Budapest on Wednesday?
   4. ________ Joe in Stockholm on Saturday?
   5. ________ Joe and Helen in Bratislava on Thursday?
   6. Where ________ Helen and Joe on Wednesday?
   7. Where ________ Joe on Thursday?
   8. ________ Joe and Helen in Liverpool on Saturday?

3. Complete the sentences. Use couldn't and the verbs in the box. → 6.2

   find finish go hear listen play sleep understand

   1. My dad ________ to work because he was ill.
   2. John ________ his pen. It wasn't in his schoolbag.
   3. Pam wasn't hungry - she ________ her lunch.
   4. I ________ Jan because I don't speak German.
   5. We ________ the teacher because the students were very noisy.
   6. Ian ________ to music because his CD player was broken.
   7. I was very tired but I ________.
   8. We ________ tennis because the weather was bad.

6D Past simple: affirmative (regular verbs)

4. Write the past simple forms. → 6.3, 6.4, 6.5

   1. phone __________
   2. answer __________
   3. listen __________
   4. hurry __________
   5. study __________
   6. miss __________
   7. stop __________
   8. visit __________
   9. travel __________
   10. spot __________

5. Complete the sentences with verbs from exercise 4. → 6.3, 6.4, 6.5

   1. I was late so I ________ to school.
   2. My mum and dad ________ German at school.
   3. Dave and Neil ________ to music last night.
   4. 'Where are you?' she asked. 'In the post office,' he ________.
   5. Last summer we ________ Paris.
   6. The train ________ at the railway station.
   7. Robert ________ the bus so he walked to school.
   8. Joe ________ Sue, but she wasn't at home.

6. Rewrite the sentences using the past simple. → 6.3, 6.4, 6.5

   1. I walk to school every day.
   2. They agree to meet at six o'clock.
   3. Kevin jogs in the park before breakfast.
   4. Sue studies maths at school.
   5. The bus stops near the school.
   6. We arrive at school at quarter to nine.
   7. Jim watches television after dinner.
   8. Sally phones her boyfriend on her mobile.
   9. Fred helps his mum with the washing up.
   10. The football match starts at seven o'clock.
   11. We live in London.
   12. My dad works in Manchester.

6F I'll for offers

7. Complete the sentences. Use I'll and a verb from the box. → 6.6

   answer buy carry make open send

   1. 'I'm hot. ' ________ the window.'
   2. 'My bag is very heavy.' ________ for you.'
   3. 'We haven't got any milk.'
   4. 'I'm going to shops now. I ________ some.'
   5. 'I'm hungry.' ________ a sandwich for you.'
   6. 'Have a good holiday!' 'Thanks. ________ you a postcard.'
   7. 'The phone is ringing.' ________ it.'
Past simple: **be and can** ▶️ 6B

### 6.1

The past simple of *be* is *was* or *were.*

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was ill.</td>
<td>I wasn’t ill.</td>
</tr>
<tr>
<td>You were ill.</td>
<td>You weren’t ill.</td>
</tr>
<tr>
<td>He/She/It was ill.</td>
<td>He/She/It wasn’t ill.</td>
</tr>
<tr>
<td>We were ill.</td>
<td>We weren’t ill.</td>
</tr>
<tr>
<td>You were ill.</td>
<td>You weren’t ill.</td>
</tr>
<tr>
<td>They were ill.</td>
<td>They weren’t ill.</td>
</tr>
</tbody>
</table>

### 6.2

The past simple of *can* is *could.*

The forms of *could* are the same for all persons.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I could read.</td>
<td>I couldn’t read.</td>
</tr>
<tr>
<td>You could read.</td>
<td>You couldn’t read.</td>
</tr>
<tr>
<td>He/She/It could read.</td>
<td>He/She/It couldn’t read.</td>
</tr>
<tr>
<td>We could read.</td>
<td>We couldn’t read.</td>
</tr>
<tr>
<td>You could read.</td>
<td>You couldn’t read.</td>
</tr>
<tr>
<td>They could read.</td>
<td>They couldn’t read.</td>
</tr>
</tbody>
</table>

### Interrogative

<table>
<thead>
<tr>
<th>Question</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was I ill?</td>
<td>Yes, I/he/she/it was.</td>
</tr>
<tr>
<td>Were you ill?</td>
<td>Yes, you/we/they were.</td>
</tr>
<tr>
<td>Was he/she/it ill?</td>
<td>No, I/he/she/it wasn’t.</td>
</tr>
<tr>
<td>Were we ill?</td>
<td>Yes, you/we/they were.</td>
</tr>
<tr>
<td>Were you ill?</td>
<td>No, you/we/they weren’t.</td>
</tr>
<tr>
<td>Were they ill?</td>
<td>No, you/we/they weren’t.</td>
</tr>
</tbody>
</table>

Past simple: **affirmative (regular verbs)** ▶️ 6D

### 6.3

The affirmative form of the past simple is the same for all persons.

<table>
<thead>
<tr>
<th>Affirmative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I watched TV.</td>
</tr>
<tr>
<td>You watched TV.</td>
</tr>
<tr>
<td>He/She/It watched TV.</td>
</tr>
<tr>
<td>We watched TV.</td>
</tr>
<tr>
<td>You watched TV.</td>
</tr>
<tr>
<td>They watched TV.</td>
</tr>
</tbody>
</table>

### 6.4

**Spelling: past simple form (affirmative) of regular verbs**

*Most verbs*

- *play* + *-ed* → *played*
- *dance* + *-ed* → *danced*
- *hurry* + *-ied* → *hurried*
- Verbs ending in a short vowel and a 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.*

**I’ll for offers** ▶️ 6F

### 6.6

We use *I’ll* + the base form to make an offer.

- *My homework is very difficult. I can’t do it."
  *I’ll help you.*"
- *I haven’t got any money."
  *I’ll lend you some.*"
7B Past simple: irregular verbs

1. Are these verbs regular or irregular? Write R or I. Then write the past simple forms. → 7.1
   1. win ________ 5. work ________
   2. get ________ 6. take ________
   3. study ________ 7. come ________
   4. live ________ 8. start ________

2. Draw lines to match the irregular past forms with their base forms. → 7.1
   1. become ________ a. spent
   2. read ________ b. wrote
   3. hear ________ c. sent
   4. spend ________ d. bought
   5. wear ________ e. became
   6. write ________ f. wore
   7. send ________ g. heard
   8. buy ________ h. read

3. Complete the sentences with the past simple of the verbs in brackets. → 7.1, 7.2, 7.3

7D Past simple: negative and questions

4. Put the words in the correct order to make negative sentences. → 7.4, 7.5
   1. last night / watch / didn’t / TV / they
   2. win / he / a Nobel Prize / didn’t
   3. you / see / I / didn’t / at the party
   4. Harry / yesterday evening / tidy / didn’t / his room
   5. forget / your birthday / didn’t / I
   6. didn’t / we / to school / yesterday / go
   7. study / at university / she / music / didn’t
   8. a new sweatshirt / you / buy / didn’t

5. Write negative sentences using the verbs in brackets. → 7.4, 7.5
   1. I didn’t go to school yesterday. (go)
   2. I ________ any photos. (take)
   3. Dad ________ the washing this morning. (do)
   4. My friend ________ me an e-mail last week. (send)
   5. They ________ the match yesterday afternoon. (win)
   6. We ________ very hard last year. (work)
   7. I ________ dinner at home. (have)
   8. She ________ her name in the book. (write)
   9. He ________ President three years ago. (become)
   10. They ________ three months in Paris. (spend)
   11. I ________ my homework before dinner. (finish)

6. Write the words in the correct order to make questions about yesterday. → 7.4, 7.6, 7.7
   1. did / after school? / What / you / do
   2. get up? / did / What / you / time
   3. go / to / you / Did / school?
   4. rain / in the morning? / Did / it
   5. have / you / lunch? / Where / did
   6. watch / you / Did / television?
   7. go to bed? / time / What / you / did

7. SPEAKING Work in pairs. Ask and answer the questions in exercise 6.
   What did you do after school? I went to the swimming pool.

8. Write the questions to match the answers. Start with the word in brackets. → 7.4, 7.6, 7.7
   1. I went to Germany. (Where)
   2. I went with my parents and some of our friends. (Who)
   3. Oh, the weather was lovely – warm and sunny. (What)
   4. Yes, we spent a week in Berlin. (Did)
   5. We went by car from home. (How)
   6. We spent about three weeks in Germany. (How long)
   7. Yes, the food was good. (What)
   8. Yes, I did! I learnt quite a few German expressions! (Did)
Past simple: irregular verbs

7.1
Some verbs have irregular past simple (positive) forms. There are no spelling rules for these forms; you need to learn them as vocabulary. See the list in the Workbook.

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 below).

7.3
Remember that the past simple of be is was / were. It behaves differently from other verbs. (See Grammar Reference 6.)

Past simple: negative and interrogative

7.4

<table>
<thead>
<tr>
<th>Negative</th>
<th>Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I didn’t watch.</td>
<td>Did I watch?</td>
</tr>
<tr>
<td>He/She/It didn’t watch.</td>
<td>Did he/she/it watch?</td>
</tr>
<tr>
<td>We/You/They didn’t watch.</td>
<td>Did we/you/they watch?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full forms</th>
<th>Short answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>didn’t = did not</td>
<td>Yes, I did. / No, I didn’t.</td>
</tr>
</tbody>
</table>

The forms are the same for all persons, singular and plural (I, you, he, she, it, we, they).

7.5
In negative sentences, for both regular and irregular verbs, we use:

1, you, 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 + 1, 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 Quantity

1. Write the plural form of these nouns if they are countable. If they are uncountable, write U. ➔ 8.1
   - banana ➔ bananas
   - milk ➔ U
   - bacon ➔
   - bread ➔
   - apple ➔
   - toast ➔
   - sausage ➔
   - water ➔
   - tomato ➔
   - carrot ➔

2. Choose some or any with these uncountable nouns. ➔ 8.2
   1. There’s some / any toast on the table.
   2. I didn’t have some / any coffee for breakfast this morning.
   3. Is there some / any milk?
   4. We need some / any bread.
   5. Have you got some / any money?
   6. You didn’t buy any / some bacon.
   7. Let’s have any / some tea.
   8. Is there any / some cheese?

3. Write some or any with these countable nouns. ➔ 8.2
   1. There are ______ apples on the table.
   2. Have we got ______ eggs?
   3. John ate ______ chips.
   4. We didn’t buy ______ sausages.
   5. Did you cook ______ carrots?
   6. We don’t need ______ bananas.
   7. Are there ______ tomatoes?
   8. There aren’t ______ sandwiches in my bag.

4. Complete the questions with How much ...? and How many ...? ➔ 8.1, 8.3
   1. ______ people live in your house?
   2. ______ time is there until the end of the school day?
   3. ______ lessons do you have a day?
   4. ______ money do you spend a day on snacks?
   5. ______ water do you usually drink in a day?
   6. ______ pages are there in this book?

5. SPEAKING Ask and answer the questions in exercise 4.

8D Articles

5. Choose a or an. ➔ 8.4, 8.5
   1. a / an animal
   2. a / an big onion
   3. a / an university
   4. a / an pizza
   5. a / an American man
   6. a / an young woman
   7. a / an uncle
   8. a / an hour

6. Write a, an or the. ➔ 8.4, 8.5, 8.6
   1. I’ve got ______ cat and ______ dog. ______ cat’s name is Lucky and ______ dog’s name is Bouncer.
   2. I’ve got ______ brother and ______ a sister.
   3. We’ve got ______ maths exam and ______ English exam tomorrow. ______ maths exam is in ______ morning and ______ English exam is in ______ afternoon.
   4. I went into town this morning and bought ______ T-shirt and ______ jacket. ______ jacket was expensive but ______ T-shirt was cheap.
   5. Where are ______ sausages? I need ______ snack!
   6. I had ______ chicken sandwich and ______ banana for lunch. ______ sandwich was delicious, but ______ banana was horrible. Tomorrow I’m going to have ______ apple.
   7. ‘We need ______ egg.’
       ‘______ eggs are in the fridge.’
   8. There’s ______ man and ______ woman at the door. ______ man wants to talk to you.

7. Write a, an, the or nothing. ➔ 8.7
   1. I want to play ______ football.
   2. Jack is listening to ______ radio.
   3. Let’s go to ______ cinema.
   4. I’m thirsty. Can I have ______ drink, please?
   5. ‘What time does your mum go to ______ work?’
       ‘At seven o’clock in ______ evening. She works ______ night.’
   6. My brother broke his leg and had to go to ______ hospital.
   7. Dave plays ______ guitar and ______ piano.
   8. What time do you have ______ lunch?
   9. If you’re hungry, have ______ lunch.
   10. I went to ______ bed very late last night.
8.1 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 bottle of milk
  - a loaf of bread
  - a kilo of cheese
  - a glass of lemonade

8.2 Some and any

- We usually use some in affirmative sentences. We use it with plural 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 nouns and uncountable nouns:
  - He doesn’t want any food.
  - Are there any bananas?

8.3 How much / many ...?

- We use How much ...? with uncountable nouns:
  - How much milk have we got? “Two litres.”

- We use How many ...? with plural nouns:
  - How many eggs do you need? “Six.”

8.4 Articles

- We use the indefinite article (a or an) with singular countable nouns only:
  - a restaurant
  - a computer

- We can use the definite article (the) with singular and plural countable nouns:
  - the restaurant
  - the restaurants

- And with uncountable nouns:
  - the cheese

8.5 We use an instead of a when the next word begins with a vowel sound. This means most words beginning with a-, e-, i-, o- and u- and a few words that begin with silent h-.

- an apple
- an Italian restaurant
- an hour

Note: Some words that begin with the letter u- do not start with a vowel sound, they start with a /y/ sound. We do not use an with these words:

- a university
- a useful book
- a US soldier

8.6 We use a or an when we mention something for the first time:

- There’s a pizza in the fridge.

- We use the when we mention it again:
  - We can have the pizza for dinner.

8.7 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, etc.
- watch television
- have breakfast, lunch, dinner
- go to bed, school, work, hospital, church, university
- at night

### Expressions with an article
- play the piano, the guitar, etc.
- listen to the radio, see a film
- have a snack, a drink, a sandwich, etc.
- go to the theatre, the cinema, the doctor’s
- during the day, in the morning, afternoon, evening
**9B Present perfect: affirmative**

1. Complete the sentences with the verbs in the box. Use the present perfect. (All the verbs are regular.)

   cook  cycle  decide  land  phone  start  study

   1. The lesson ________.
   2. We ________ to go to France on holiday.
   3. She ________ him three times, but he never answers.
   4. I’m really tired. I ________ ten miles today.
   5. We ________ nine units of this book.
   6. Please stay for dinner. My mum ________ a lot of food!
   7. The plane ________. Where are the passengers?

2. **PRONUNCIATION** Add the verbs to the chart. Write the past simple and past participle forms.  

   know  sell  sleep  think  write

   grow  - grew  - grown  rhymes with

   1. ________ - ________ - ________
   2. ________ - ________ - ________
   3. ________ - ________ - ________
   4. ________ - ________ - ________
   5. ________ - ________ - ________

3. Complete the sentences. Use the verbs in brackets. Check the past participle forms in the irregular verbs list in the Workbook.

   1. I ________ (see) that film three times.
   2. Matthew ________ (go) to the cinema for the evening.
   3. We ________ (leave) our suitcases on the coach.
   4. Italy ________ (win) the World Cup again.
   5. Jake and Sally ________ (eat) all the chocolate.
   6. Ann ________ (do) the shopping.
   7. Phil can’t play tennis. He ________ (break) his arm.

4. Complete the sentences. Use the present perfect affirmative.

   1. ‘Is Dave still here?’
      ‘No, he ________ (go) home.
      No, he’s gone home.
   2. ‘Is it raining?’
      ‘No, it ________ (stop).’
   3. ‘Are Oliver and Samantha here?’
      ‘Yes, they ________ (arrive).’
   4. ‘Do you want a drink?’
      ‘No, thanks. I ________ (have) one.’
   5. ‘Has Kate got her mobile with her?’
      ‘Yes, she has. I ________ (speak) to her.’
   6. ‘Is Daniel watching TV?’
      ‘No, he ________ (finish).’

5. Write replies with just. Use the present perfect affirmative.

   1. Tidy your room!
      I’ve just tidied it.
   2. Don’t forget to phone Sam.
   3. When is George leaving?
   4. Let’s watch this DVD.
   5. Do you want to read this book after me?
   6. Don’t forget to write to your grandmother.
   7. Can you pack your suitcase, please?
   8. Don’t forget to book the tickets.

**9D Present perfect: negative and interrogative**

6. Make the sentences negative.

   1. Harry has had breakfast.
   2. I’ve lost my personal stereo.
   3. Rachel and I have spent all our money.
   4. You’ve eaten the apple.
   5. Vicky has taken the train to Leeds.
   7. I’ve done my homework.
   8. He’s gone to New York by ship.

7. Write questions and short answers. Use the present perfect.

   1. Tim / go to bed?
      Has Tim gone to bed? No, he hasn’t.
   2. you / decide what to do?
   3. Robert / pack his bags?
   4. Kate and David / write any postcards?
   5. you / buy any CDs?
   6. you and Tony / have lunch?
   7. Sarah / go to Edinburgh?

8. Ask and answer questions using the present perfect. Use the words in brackets in the answer.

   1. do your homework (Yes, just)
      **Have you done your homework?**
      Yes, I’ve just done it.
   2. have breakfast? (No, yet)
   3. phone Joanna? (Yes, just)
   4. buy the new Anastacia CD? (Yes, already)
   5. find your keys? (No, yet)
   6. write to Ian? (Yes, already)
   7. change the holiday money? (Yes, already)
   8. see my new scooter? (No, yet)
### Past perfect: affirmative

**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.

### Present perfect: negative and interrogative

**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.

We use *yet* with the present perfect interrogative to ask if something expected has happened.
- Have you packed your suitcase yet?

We use *yet* with the present perfect negative to say that something expected hasn’t happened.
- Jim hasn’t even started his revision yet.
10B going to

1 Write sentences with going to, affirmative. ➔ 10.1, 10.2
1 she / have lunch in town She’s going to have lunch in town.
2 we / play tennis next Saturday
3 I / surf the Internet this evening
4 they / visit their grandparents next month
5 you / meet me at the café
6 we / see a film this evening
7 Pete and Sue / study maths at university
8 I / watch TV this evening

2 Make the sentences in exercise 1 negative. ➔ 10.1, 10.2
She isn’t going to have lunch in town.

3 Complete the conversation. Write questions with going to. ➔ 10.1, 10.2
Dave What / you / do on Friday evening?
Sally I’m going to go to the cinema.
Dave What film / you / see?
Sally The new Uma Thurman film.
Dave Who / you / go with?
Sally Mark and Jane.
Dave How / you / get there?
Sally By bus.
Dave What / you / do after the film?
Sally We’re going to go for a pizza.
Dave What time / you / arrive home?
Sally At about 11 o’clock.

4 SPEAKING Work in pairs. Ask and answer questions. ➔ 10.1, 10.2
1 What are you going to do this evening?
2 What are you going to do next weekend?
3 Where are you going to go in the summer holidays?

10F should

5 Complete the predictions about Robert’s future. Use will or won’t. ➔ 10.3, 10.4
1 He _______ live in France.
2 He _______ live in Britain.
3 He _______ get married.
4 He _______ have children.
5 He _______ be a chef.
6 He _______ work with computers.
7 He _______ go skiing.
8 He _______ have a pet.

6 SPEAKING Work in pairs. Ask and answer questions about your future. ➔ 10.3, 10.4
1 where / you / live when you’re 25?
   where will you live when you’re 25?
2 who / live with?
3 where / you / work?
4 what job / you / do?
5 how many children / you / have?
6 what car / you / drive?
7 you / have any pets?

10D will

7 Look at the pictures. Complete the sentences with should or shouldn’t. ➔ 10.5, 10.6
1 He _______ go in the sun today.
2 She _______ take an umbrella.
3 He _______ stand up.
4 She _______ drink it.
5 He _______ park there.

Your future

Home: London
Family: wife, no children
Job: computer programmer
Hobby: skiing
Pets: a cat
### going to 10B

#### 10.1
We form *going to* with the present simple of *be* + *going to* + the base form of the verb.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m</td>
<td></td>
<td>going to sleep.</td>
</tr>
<tr>
<td>You’re</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He’s/She’s/It’s</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We’re</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You’re</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They’re</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You aren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>He/She/It isn’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We aren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>You aren’t</td>
<td></td>
<td></td>
</tr>
<tr>
<td>They aren’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full forms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I am, he/she/it is, we/you/they are</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Am I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is he/she/it</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are we</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are you</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### will 10D

#### 10.3
We form this tense with *will* + the base form of the verb. The form is the same for all persons.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I’ll/You’ll/He’ll/She’ll/It’ll</td>
<td></td>
<td>go to London.</td>
</tr>
<tr>
<td>We’ll/You’ll/They’ll</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full forms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/he/she/it/we/you/they will</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/He/She/It won’t</td>
<td></td>
<td>go to London.</td>
</tr>
<tr>
<td>We/You/They won’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Full forms</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/he/she/it/we/you/they will not</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Will I/you/he/she/it</td>
<td></td>
<td>go to London?</td>
</tr>
<tr>
<td>Will we/you/they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 10.4
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.
- **to make predictions.**
  - They won't get married.
  - Will you live in this town all your life?

### should 10F

#### 10.5
*should* is followed by the base form of the verb. The form of *should* is the same for all persons.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/He/She/It should</td>
<td></td>
<td>work now.</td>
</tr>
<tr>
<td>We/You/They should</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Negative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I/You/He/She/It shouldn’t</td>
<td></td>
<td>work now.</td>
</tr>
<tr>
<td>We/You/They shouldn’t</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interrogative</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Should I/you/he/she/it</td>
<td></td>
<td>work now?</td>
</tr>
<tr>
<td>Should we/you/they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 10.6
We use *should* to give advice.
- It's cold. You should wear a coat.
- You shouldn’t copy your friend's homework.
PART 1

1. Look at the family tree and complete the sentences.

Frank
   /   
  Ann  Dan
   / 
  Sue  Mark
   / 
Dave  Chris  Clare

1. Chris is Clare’s ______.
2. Mary is Dave’s ______.
3. Clare is Dan’s ______.
4. Frank is Mary’s ______.
5. Ann is Chris and Clare’s ______.
6. Chris is Frank’s ______.
7. Dave is Sue’s ______.
8. Clare and Chris are Dave’s ______.

PART 2

Plural forms of nouns

1. To make most nouns plural we add -s.
   cousin → cousins
   nose → ______

2. If the noun ends with -s, -sh, -ch, -z or -x, we add -es.
   bus → busses
   dish → dishes
   watch → ______
   box → ______

3. If the noun ends with -o, we add -s, or sometimes -es. (Check in your dictionary.)
   photo → photos
   video → ______
   potato → potatoes
   tomato → ______

4. If the noun ends with -y, we change the -y to -ies.
   family → families
   story → ______

5. If the noun ends with -for-fe, we change them to -ves.
   wife → wives
   leaf → ______

5. Study the information above. Write the missing plural forms.

6. Draw lines to match the singular nouns in box A with their irregular plural forms in box B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>foot</td>
<td>women</td>
</tr>
<tr>
<td>tooth</td>
<td>children</td>
</tr>
<tr>
<td>child</td>
<td>feet</td>
</tr>
<tr>
<td>person</td>
<td>men</td>
</tr>
<tr>
<td>man</td>
<td>teeth</td>
</tr>
<tr>
<td>woman</td>
<td>people</td>
</tr>
</tbody>
</table>

7. Underline the plural nouns in these sentences. Then write the singular forms.

1. The leaves on the trees are yellow and brown.
   leaf → tree

2. These potatoes and tomatoes are delicious!
   potato → tomatoes

3. Where are those men and women from?
   ______

4. She’s got big eyes and beautiful, white teeth.
   ______

5. The children’s dictionaries are in the classroom.
   ______

6. Have you got nephews and nieces?
   ______

7. The glasses are on the shelves in the kitchen.
   ______

8. Complete the sentences with the plural form of the nouns.

1. They’ve got two young ______ (baby).
2. My ______ are very small. (foot)
3. She’s got two ______ (watch).
4. Where are my ______ (key)?
5. What’s in your ______ (sandwich)?
6. Be careful! Those ______ (knife) are sharp!
7. They’ve got two ______ (child).
**Part 1**

1. Label the photos with the words in the box.
   - cycling
dancing
fashion
football
gymnastics
jogging

2. Complete the sentences with the words in the box.
   - basketball
books
chess
films
music
photography
rollerblading
swimming

   1. I really like _______.
   2. I'm interested in _______. My favourite band is Kaiser Chiefs.
   3. I love _______. I go to the cinema every weekend.
   4. I really like _______. I don't play it, but I watch games on TV.
   5. My hobby is _______. I've got a new camera.
   6. I love _______. My favourite writer is Stephen King.
   7. I really love _______ in the park with my friends.
   8. I love _______. I play against my dad. I also play against other people on the Internet.

3. Write three sentences like the ones in exercise 2 about sports and hobbies. Don't include the name of the activity.
   - I'm interested in _______.
   - I really like _______.
   - I love _______.

4. **Speaking** Work in pairs. Read your sentences to your partner. Can he/she guess the sports and hobbies?

**Part 2**

**Verb + noun collocations**

5. Read the information in the Look out! box. Then complete the table with the sports in the box.

   **Look out!**
   With sports we normally use:
   - **play** for team sports and ball sports;
   - **go** for sports that end in -ing;
   - **do** for other sports.

<table>
<thead>
<tr>
<th>athletics</th>
<th>basketball</th>
<th>cycling</th>
<th>football</th>
<th>gymnastics</th>
</tr>
</thead>
<tbody>
<tr>
<td>karate</td>
<td>rollerblading</td>
<td>swimming</td>
<td>tennis</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>play</th>
<th>go</th>
<th>do</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
</tbody>
</table>

6. Work in pairs and add more sports to the chart in exercise 5.

7. Complete these verb + noun collocations with these words.
   - play a film
dance a photo
go for chess
music read

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a book</td>
</tr>
<tr>
<td>take</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>computer games</td>
</tr>
<tr>
<td>watch</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>a walk</td>
</tr>
<tr>
<td>listen</td>
<td>6</td>
</tr>
<tr>
<td>7</td>
<td>football on TV</td>
</tr>
<tr>
<td>play</td>
<td>8</td>
</tr>
</tbody>
</table>

8. Complete the text with verbs from exercises 5 and 7.

   Joel has got a lot of hobbies. He _______ chess at school and he also _______ rollerblading. After dinner, he _______ for a walk and he _______ to music every evening in his room. Joel loves sport. He _______ athletics at school, and he _______ football after school. On Saturdays, Joel and his friends _______ swimming. On Sundays, they _______ basketball in the park. On Sunday evenings, they sometimes _______ a film.

9. How many more nouns can you add to these verbs?
   - 1 read a magazine...
   - 2 listen to...
   - 3 play...
   - 4 watch...
**Vocabulary Builder 3**

### Part 1

1. Look at the timetable. What are the subjects? Write sentences.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30</td>
<td></td>
</tr>
<tr>
<td>9:15</td>
<td></td>
</tr>
<tr>
<td>10:00</td>
<td></td>
</tr>
<tr>
<td>10:45</td>
<td>Break</td>
</tr>
<tr>
<td>10:25</td>
<td></td>
</tr>
<tr>
<td>11:10</td>
<td></td>
</tr>
<tr>
<td>11:55</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:55</td>
<td></td>
</tr>
<tr>
<td>1:40</td>
<td></td>
</tr>
<tr>
<td>2:25</td>
<td></td>
</tr>
<tr>
<td>3:15</td>
<td></td>
</tr>
<tr>
<td>4:15</td>
<td></td>
</tr>
</tbody>
</table>

**Lesson 1 on Monday** is Spanish.

### Part 2

#### In the classroom; prepositions of place

3. Match the things in the classroom with the words in the box. Listen, check and repeat.

- bin
- blind
- board
- books
- CDs
- chair
- CD player
- clock
- computer
- cupboard
- desk
- noticeboard
- plant
- poster
- shelves
- table
- TV
- window

![Classroom diagram](image)

- 1: Which of the things have you got in your classroom? Write sentences with have got and haven’t got.
  
  *We’ve got four windows. We haven’t got...*  

4. Match the pictures with the words in the box. Listen, check and repeat.

- Prepositions of place: between, behind, in front of, near, next to, on, opposite, under

![Prepositions of place](image)

5. Match the pictures with the words in the box. Listen, check and repeat.

- Prepositions of place: between, behind, in front of, near, next to, on, opposite, under

![Prepositions of place](image)

### Speaking

2. Work in pairs. Look at the timetable in exercise 1. Ask and answer about the lessons.

- When’s the French lesson?
  - It’s at ten past eleven on Monday.

- What time does the music lesson finish?
  - At ten o’clock.

6. Ask and answer questions about the picture in exercise 3. Then ask and answer questions about your classroom.

- Where’s the noticeboard?
  - It’s opposite the window.

- Where’s the...
Part 1

1. Listen. Write the correct number next to each picture.

Part 2

Adjectives: opposites

5. Match each adjective in the box with its opposite (1–11).

- beautiful
- big
- cheap
- difficult
- early
- good
- hot
- loud
- old
- slow
- young

1. old ________
2. fast ________
3. bad ________
4. quiet ________
5. small ________
6. new ________
7. easy ________
8. cold ________
9. expensive ________
10. ugly ________
11. late ________

6. Which adjectives in exercise 5 can you use to describe clothes? Give examples.

7. Match the pictures with adjectives from exercise 5.

8. Think of two nouns to go with each of these adjectives.

- big, bad, good, ugly, beautiful, small, new, loud, quiet, old
- a big garden, a big...
PART 1

1. Complete the geographical features. Use a, e, i, o, and u.
   1. h__ll
   2. l__k__
   3. r__v__r
   4. b__ch
   5. s__
   6. v__ll_y
   7. s_l__nd
   8. w_t__ff__ll
   9. f_r__st
   10. d_s__rt

2. Complete the names of the continents on the map.

   1. N__ A__
   2. S__ A__
   3. E__
   4. A__
   5. A__
   6. A__

3. Which continent are these countries in?
   1. China (China is in Asia)
   2. Spain
   3. Brazil
   4. Canada
   5. Nigeria
   6. India
   7. Argentina
   8. Finland

4. Read the *Learn this!* box. Write questions about the things in the pictures. Use the adjectives in the box.

   deep, wide, long, old, tall, heavy

   How ... is the lake?

5. Complete the sentences with the adjectives in the box.

   high, long, old, tall, wide

6. **SPEAKING** Ask and answer. Use adjectives from the *Learn this!* box in the answers.

   1. How old are you?
   2. How tall are you?
   3. How wide is your desk?
   4. How long is this lesson?
   5. How big is your classroom?

   How old are you? I'm __ years old.
PART 1
1 Match 1–8 with a–h to make places in town.
   1 art   a station
   2 bus   b office
   3 car   c station
   4 post  d gallery
   5 railway e hall
   6 tourist information f station
   7 town  g park
   8 police h office

2 Match the places in exercise 1 with the pictures.

   ![Picture of places]

3 Choose the correct words.
   1 I’m going to the library / post office to borrow a book.
   2 I always go to church / the railway station on Sunday morning.
   3 There are some beautiful paintings at the theatre / art gallery.
   4 I’m going for a walk in the town hall / park.
   5 Where’s the car?
      ‘It’s in the car park / bus station in the centre of town.’
   6 Tom needs some stamps. He’s going to the church / post office.
   7 ‘Do you want to see a film?’
      ‘No, let’s go and see a play at the theatre / cinema.’
   8 You can see lots of interesting old things at the bus station / museum.

4 SPEAKING Work in pairs. Which of these places are there in your town? Ask and answer questions.
   art gallery bank bus station car park cinema
   church library museum park police station
   post office railway station theatre
   tourist information office town hall

   Is there an art gallery? Yes, there is. / No, there isn’t.

PART 2
Words that go together
5 Match each verb in A with the words in B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch</td>
<td>a car</td>
</tr>
<tr>
<td>go</td>
<td>a museum</td>
</tr>
<tr>
<td>park</td>
<td>a pizza</td>
</tr>
<tr>
<td>visit</td>
<td>a train</td>
</tr>
<tr>
<td>order</td>
<td>for a walk</td>
</tr>
<tr>
<td>a boat trip</td>
<td></td>
</tr>
<tr>
<td>a night club</td>
<td></td>
</tr>
<tr>
<td>a ticket</td>
<td></td>
</tr>
<tr>
<td>a friend</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
</tr>
<tr>
<td>a good time</td>
<td></td>
</tr>
</tbody>
</table>

6 Complete the sentences with a phrase from exercise 5. Use the correct form of the verb.
   1 ‘I’d like to _____, please.’ ‘Certainly. Would you like tomato and cheese, or ham?’
   2 John always _____ in town on Friday evenings and dances until two a.m.
   3 Let’s _____ on the river.
   4 We can _____ to London, or we can go by car.
   5 Let’s _____ in the park. We can take the dog.
   6 You can’t _____ in the town centre. You have to use the car park near the station.
   7 Sarah is on the phone. She’s _____.
   8 ‘Here’s a postcard from Kate.’ ‘Is she _____?’ ‘No, she isn’t. She wants to come home.’

7 Complete the sentences with the prepositions in the box.

- at
- at
- for
- from
- of
- in
- to
- to
- with

   1 Thank you _____ the lovely present.
   2 Do you like listening _____ music?
   3 I’m tired. I’m going _____ bed.
   4 I usually get up _____ seven o’clock.
   5 ‘Where’s Dan?’ ‘He’s _____ home.’
   6 I’ve got a letter _____ my uncle in Australia.
   7 There are a lot _____ car parks in the town centre.
   8 We live _____ a small flat.
   9 Don’t walk so fast! Wait _____ me!
   10 Peter is going out _____ some friends this evening.
   11 My birthday is _____ December.
   12 ‘Where are you _____?’ ‘Canada.’
PART 1

1 Ask and answer questions about these cities. Use the countries in the box.

Austria Brazil China Japan the USA

Where's New York? It's in...

1 New York 4 Rio de Janeiro
2 Beijing 5 Vienna
3 Tokyo

2 Complete the names of these European countries.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Slovak</td>
<td>Bratislava</td>
</tr>
<tr>
<td>2 L__</td>
<td>Rome</td>
</tr>
<tr>
<td>3 H___</td>
<td>Budapest</td>
</tr>
<tr>
<td>4 F___</td>
<td>Paris</td>
</tr>
<tr>
<td>5 S___</td>
<td>Madrid</td>
</tr>
<tr>
<td>6 U___</td>
<td>Kiev</td>
</tr>
<tr>
<td>7 the C___</td>
<td>Prague</td>
</tr>
<tr>
<td>8 G___</td>
<td>Berlin</td>
</tr>
</tbody>
</table>

3 SPEAKING In pairs, ask and answer about the capitals of the countries in exercise 2.

What's the capital of Spain? It's Madrid.

4 Put the nationalities in the correct columns.

American Austrian Belarusan Brazilian British Chinese Croatian Czech Estonian French German Hungarian Italian Japanese Latvian Lithuanian Polish Romanian Russian Slovakian Slovenian Spanish Ukrainian

| 1 -an  | American  | lunch/breakfast/dinner |
| 2 -ish  | British  | a dream |
| 3 -ese  | Spanish  | an English lesson |
| 4 other | Ukrainian | a photo |

5 What are the nationalities of these people?

1 Kylie Minogue is from Australia.

Kylie Minogue is Australian

2 Rafael Nadal is from Spain.

3 Brad Pitt is from the USA.

4 Prince Charles is from Britain.

5 Thierry Henry is from France.

6 Gary Kasparov is from Russia.

PART 2

make, do, have and take

6 Complete the chart with do, have, make and take.

| 1 ___  | a dream |
| 2 ___  | an English lesson |
| 3 ___  | a photo |
| 4 ___  | an exam |
| 5 ___  | a bus/train/taxi |
| 6 ___  | homework |
| 7 ___  | housework |
| 8 ___  | history/maths, etc. at school |
| 9 ___  | friends |
| 10 ___ | a phone call |
| 11 ___ | a speech |

7 Complete the sentences with verbs or nouns from exercise 6.

1 Can I borrow your phone? I need to make a_____.
2 Do you______ Russian at school?
3 'Where do you usually have______?' ‘At home.’
4 I always walk to school. I never______ a bus.
5 All students have to take an______ at the end of the school year.
6 I can't go out. I have to do my______.
7 I often______ a dream about flying.
8 Sometimes it isn't easy to make______ at a new school.
PART 1
1 Match three of the breakfasts with the orders.

1 cheese, ham, bread, coffee, an apple, orange juice breakfast □
2 bacon, eggs, bread, cheese, coffee, banana, orange juice breakfast □
3 cereal, milk, egg, ham, toast, hot chocolate, water breakfast □

PART 2
Food categories
4 Add the food in the pictures to the correct categories (1-5).
   beef cabbage potatoes carrots lemon
   chicken oranges cheese lemons sardines

   1 fish and seafood
      salmon
   2 meat and poultry
      beef
   3 dairy products
      cream
   4 vegetables
      carrots
   5 fruit
      lemons

5 3.10 Listen, repeat and check your answers.

6 Which words from Part 1 can you add to the categories?

7 SPEAKING Work in pairs. Find out your partner's favourite food in each category. Say if you agree or disagree.

   What's your favourite fruit / vegetable / dairy product?
   It's ...
   I agree / disagree. ... is / are delicious / OK / horrible.

   What's your favourite kind of fish or seafood / kind of meat or poultry?
   It's ...
   I agree / disagree. ... is / are delicious / OK / horrible.
**Part 1**

1. Label the pictures with the words in the box.
   - bicycle  bus  car  motorbike  plane  ship  taxi  train

2. Complete the means of transport. Use a, e, i, o and u.
   1. c_ _ch
   2. h_ _l c_ p_l_r
   3. l_ _ry
   4. sc_ _l_r
   5. sh_ _p
   6. tr_ _m
   7. _nd_ rgr_ _nd
   8. v_ _n

3. Listen and identify the means of transport. Number the words in the box from 1–8.
   - bike  helicopter  lorry  motorbike  plane  ship  tram  train

4. Read the information. Then complete the sentences using a different verb or expression. Don’t change the meaning.
   1. She never drives to the shops.
      She never goes to the shops by car.
   2. In bad weather, I take the bus to school.
      In bad weather I _______ to school _______.
   3. I always walk to the station.
      I always _______ to the station _______.
   4. I usually go to school by bike.
      I usually _______ to school.
   5. My dad usually goes to work by car.
      My dad usually _______ to work.
   6. Do you go to school on foot?
      Do you _______ to school?
   7. My mum drives me to the bus station.
      My mum _______ me _______ to the bus station.

**Part 2**

Phrasal verbs

Phrasal verbs have two parts: a verb, and one or two prepositions.

- get in
- get out of

Verb + preposition
Verb + prepositions

Phrasal verbs are very common in English and very useful.

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 information in the Learn this! and Look out! boxes. Match the phrasal verbs with the pictures.

   - get in  get out of  get off  get on  get back  slow down  take off  break down

6. What are the past simple forms of get, take and break? Check in the list of irregular verbs in the Workbook.

7. Read the Look out! box again. Complete the sentences with phrasal verbs from exercise 5. Use the past simple.

   1. Tom _______ the bus at the wrong bus stop, so he walked from there to school.
   2. The plane _______ and flew into the clouds.
   3. We called the mechanic when our car _______.
   4. David _______ the taxi and gave the driver the address of his hotel.
   5. The train _______ and then stopped at the station.
   6. ‘What time did you come home last night?’
      ‘I _______ at eleven o’clock.’
   7. She _______ her bike and cycled to the shops.
   8. Wendy _______ the car and went into the house.
PART 1

1 Match the photos with the words in the box.

artist builder cleaner computer programmer mechanic politician priest scientist waiter

2 Match the sentences with the jobs in the box.

actor chef doctor engineer farmer hairdresser shop assistant teacher

1 'I work in the kitchen of a big restaurant.' ________
2 'I've got lots of pigs and cows.' ________
3 'I work in a shop.' ________
4 'I cut people's hair.' ________
5 'I work in a school.' ________
6 'I work in a theatre.' ________
7 'I help people when they are ill.' ________
8 'I build roads and bridges.' ________

3 SPEAKING Work in groups. Play 'What's my job?' Student A: Choose a job from exercise 1 on page 98. Don't tell the class. The rest of the class asks yes/no questions and tries to guess the job. Use the ideas in the box to help you.

work inside/outside help people sell things make things earn a lot of money work in an office work with your hands wear a uniform

Do you work outside? Yes, I do. / No, I don't.

PART 2

Suffixes: -er / -or and -ist

4 Read the information. Find more examples in exercise 1 on page 98.

We add -er, -or or -ist to the end of words to make the names of the people who do the jobs.

-er driver singer
-ist scientist journalist

5 Add -er, -or or -ist. Use a dictionary to help you.

1 football → footballer
2 guitar → guitarist
3 translate → translator
4 tour → tour guide
5 dance → dancer
6 reception → receptionist

6 Complete the sentences with words from exercises 4 and 5.

1 A _______ works in a hotel.
2 A _______ plays in a rock band.
3 A _______ understands more than one language.
4 A _______ visits interesting places on holiday.
5 A _______ performs in a theatre.
6 A _______ writes stories for a newspaper.
7 A _______ makes films and TV programmes.
8 A _______ plays the most popular game in the world!
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