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## Vocabulary and Listening

### Unit 1: Friends and Family
- **Family words** (aunt, cousin, stepmother, etc.)
- Possessive 's
- Plural nouns

*Describing my family*

Get ready for your exam 1 p16
- **Reading** Matching headings to paragraphs
- **Speaking** Situational role-play
- **Listening** Comprehension questions
- **Description** of use of English
- **Cultural** task

### Unit 2: My Time
- **Free-time activities**
  - Hobbies and sports (athletics, keeping fit, drama, etc.)
  - Verb + noun collocations
  - Talking about hobbies and sports

*Language review: Units 1–2 p26*  
*Skills round-up: Units 1–2 p27*

### Unit 3: At School
- **Subjects** (art and design, biology, ICT, etc.)
- Time and day:
  - Prepositions of time
  - Days of the week
  - Months of the year

*Extracurricular activities*:
- **Talent** in the classroom

Get ready for your exam 2 p36
- **Listening** Multiple-choice statements
- **Speaking** Situational role-play
- **Use of English** Cloze task
- **Reading** Matching headings to paragraphs
- **Speaking** Situational role-play

### Unit 4: Special occasions
- **Clothes**
  - Formal and informal
  - Describing people (is he tall, is she thin, etc.)

*Language review: Units 3–4 p46*  
*Skills round-up: Units 3–4 p47*

### Unit 5: Healthy Living
- **Food**
  - Food and drink (rice, dairy products, a glass of water, etc.)
  - Methods of cooking (boiled, fried, etc.)

*In a busy kitchen*

Get ready for your exam 3 p56
- **Listening** True/False statements
- **Speaking** Picture description
- **Use of English** Word formation
- **Reading** Multiple-choice statements
- **Speaking** Situational role-play

### Unit 6: Going Places
- **Places**
  - In a town (bank, car park, theatre, etc.)
  - Directions

*Following directions*

Get ready for your exam 4 p76
- **Listening** True/False statements
- **Speaking** Discussion
- **Use of English** Open cloze task
- **Reading** Matching headings to paragraphs
- **Speaking** Picture description

### Unit 7: Fame!
- **Travel**
  - Where are they from? (China, Czech, etc.)
  - Make, do, have and take (have a dream, do homework, etc.)

*Four biographies*

Get ready for your exam 5 p96
- **Listening** True/False statements
- **Speaking** Description
- **Use of English** Word formation
- **Reading** Matching headings to paragraphs
- **Speaking** Situational role-play

### Unit 8: In the Wild
- **Geography**
  - Geographical features (lake, sea, volcano, etc.)
  - Continents (Europe, Asia, Australia, etc.)
  - Time and distance (50 years old, 6,000 km long, etc.)

*Geographical places*

Get ready for your exam 6 p106
- **Listening** Matching speakers to statements
- **Speaking** Discussion
- **Use of English** Word formation
- **Reading** Matching headings to paragraphs
- **Speaking** Situational role-play

### Unit 9: The World of Work
- **Jobs and work**
  - Job titles (doctor, vet, etc.)
  - Job functions (doctor, scientist, etc.)

*Three people talk about their jobs*

Get ready for your exam 7 p116
- **Listening** Matching speakers to statements
- **Speaking** Discussion
- **Use of English** Word formation
- **Reading** Matching headings to paragraphs
- **Speaking** Situational role-play

### Unit 10: Time to Travel
- **Transport**
  - Transport nouns and adjectives (coach, safe, etc.)
  - Phrasal verbs with get (up, out, off, in, etc.)

*Five people talk about how they go to and from school*

*Language review: Units 9–10 p106*  
*Skills round-up: Units 1–10 p117*
<table>
<thead>
<tr>
<th>VOCABULARY</th>
<th>GRAMMAR</th>
<th>READING</th>
<th>EVERYDAY ENGLISH</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td>p7 Time, days and dates</td>
<td>p11 Present simple questions</td>
<td>p12 The Amish</td>
<td>p14 Making friends</td>
<td>p15 A message</td>
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<td>Asking and telling the time</td>
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<td>Reading: A simple life?</td>
<td>Object pronouns</td>
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<td>Ordinal numbers</td>
<td>Vocabulary: simple activities (do the housework, prepare food, etc.)</td>
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<td>p21 Can and adverbs</td>
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<td>p22 Extreme sports</td>
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<td>Reading: Free time – crazy time!</td>
<td>Vocabulary: parts of the body (back, chest, toes, etc.)</td>
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<td>Song: Ain't got no</td>
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<td>p23 How to</td>
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<td>p32 Sumo school</td>
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<td>Reading: An interview with a young sumo wrestler</td>
<td>Vocabulary: adjective + preposition collocations (keen on, etc.)</td>
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<td>p34 Giving directions</td>
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<td>Vocabulary: directions (turn left, go straight on, etc.)</td>
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<td>p36 A letter</td>
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<td>Capital letters</td>
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<td>p39 Making arrangements</td>
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<td>Vocabulary: activities (go dancing, meet friends, etc.)</td>
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<td>Talking about plans for the weekend</td>
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<td>p40 Asking for information</td>
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<td>p42 Past simple affirmative regular verbs</td>
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<td>Pronunciation: -ed endings</td>
<td>Reading: The big day</td>
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<td>Vocabulary: activities (bride, groom, ceremony, etc.)</td>
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<td>Song: Fallin’</td>
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<td>p44 Feeling good?</td>
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<td>Reading: Healthy alternatives</td>
<td>Vocabulary: health problems (painful, cure, etc.)</td>
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<td>p50 Talking about your weekend</td>
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<td>Vocabulary: expressions of interest and sympathy (Oh dear! Wow! Really?, etc.)</td>
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<td>p52 Superlative adjectives</td>
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<td>Reading: The scariest animals in history?</td>
<td>Vocabulary: wildlife (bat, beat, reptiles, etc.)</td>
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<td>Song: Planet Earth</td>
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<td>p54 In a café</td>
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<td>Ordering food (I'd like ..., Can I have ..., etc.)</td>
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<td>p64 Talking about your weekend</td>
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<td>Song: Planet Earth</td>
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<td>p72 Famous artists</td>
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<td>Reading: Vincent van Gogh and Pablo Picasso</td>
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<td>Asking and telling the time</td>
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<td>Asking and telling the time</td>
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</tbody>
</table>
1 Look at the photo. Where are the people? How old do you think they are?

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

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

   Becka  Hi, José. What is your name?
   José    Fine, thanks, Becka. And you?
   Becka   I’m fine too. José, this is Agnieszka. She’s from Poland.
   José    Hi, nice to meet you.
   Agnieszka And you? What is your name?
   José    I’m from Paraguay.
   Agnieszka Where are you from?
   José    I’m 17. Where are you from?
   Agnieszka I’m 17 too.
   José    How do you spell your name?

3 1.03 Listen and repeat the numbers.

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

   two, four, six, ...
   one, three, five, ...

5 1.04 PRONUNCIATION Listen and repeat the alphabet.

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

6 Find all the letters that have the sounds below.

<table>
<thead>
<tr>
<th>1 /ei/</th>
<th>2 /ə/</th>
<th>3 /i:z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>f</td>
<td>b</td>
</tr>
</tbody>
</table>

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

   J-E-N-N-I ... I know! It’s Jennifer.

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

   Australia  Britain  Canada  the Republic of Ireland  New Zealand  the USA

   Conversation 1

   Name: Martin  Age: ____  Country: _____
   Name: _______ Age: ____  Country: _______

   Conversation 2

   Name: Ryan  Age: ____  Country: _____
   Name: ____  Age: ____  Country: _______

9 SPEAKING Work in groups of three. Practise reading the dialogue in exercise 2, changing the words in blue.
1 Read the text. Choose the correct answers.
1 Karl is from England / Ireland.
2 He's 17 / 19 years old.
3 His sister is at university in Dublin / London.

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

Posted 17.51 23rd September

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

<table>
<thead>
<tr>
<th>be</th>
<th>affirmative</th>
<th>negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>1 is</td>
<td>1 isn't</td>
</tr>
<tr>
<td>He/She/It</td>
<td>2 is</td>
<td>2 isn't</td>
</tr>
<tr>
<td>You/We/They</td>
<td>3 are</td>
<td>3 aren't</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>interrogative</th>
<th>short answers</th>
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</thead>
<tbody>
<tr>
<td>Am I ...?</td>
<td>Yes, I am. / No, I'm not.</td>
</tr>
<tr>
<td>Is he/she/it ...?</td>
<td>Yes, he/she/it is. No, he/she/it isn't.</td>
</tr>
<tr>
<td>Are you/we/they ...?</td>
<td>Yes, you/we/they are. / No, you/we/they aren't.</td>
</tr>
</tbody>
</table>

3 Complete the sentences with the affirmative or negative form of the verb be. Make them true for you.
1 My name ______ Matt.
   My name is Matt / My name isn’t Matt.
2 Our teacher ______ in the classroom.
3 I ______ thirsty.
4 We ______ at home now.
5 My bag ______ black.
6 My parents ______ from Istanbul.
7 I ______ 17 years old.
8 It ______ very hot today.

4 Write questions. Use the interrogative form of be.
1 Adele / your favourite singer?
2 we / from Hungary?
3 your friends / at home?
4 our teacher / very tall?
5 you / 16 years old?
6 you / hungry?

Is Adele your favourite singer?
Yes, she is. / No, she isn’t.

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

<table>
<thead>
<tr>
<th>Possessive adjectives</th>
<th>I</th>
<th>you</th>
<th>his</th>
<th>it</th>
<th>its</th>
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</thead>
<tbody>
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<td></td>
<td>they</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Demonstrative pronouns
 Singular: this / that
 Plural: these / those
 We use this and these for things that are close to us ('here'). We use that and those for things that are further away ('there').

8 Write sentences. Then match them with the pictures.
1 this / your pen?
   Is this your pen? Picture B
2 that / not my dictionary
3 these / not his trainers
4 these / your CDs?
5 this / not our MP3 player
6 that / her bike?
1  1.06 Read and listen to the dialogue. Who or what is Floppy?

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

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

<table>
<thead>
<tr>
<th>have got</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>I’ve got ...</td>
<td>You/We/They’ve got ...</td>
</tr>
<tr>
<td></td>
<td>He/She/It’s got ...</td>
<td></td>
</tr>
<tr>
<td>negative</td>
<td>I haven’t got ...</td>
<td>You/We/They haven’t got ...</td>
</tr>
<tr>
<td></td>
<td>He/She/It hasn’t got ...</td>
<td></td>
</tr>
<tr>
<td>interrogative</td>
<td>Have I got ... ?</td>
<td>5  you/we/they got ...</td>
</tr>
<tr>
<td></td>
<td>Has he/she/it got ... ?</td>
<td></td>
</tr>
<tr>
<td>short answers</td>
<td>Yes, I’ve     ... . / No,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I haven’t.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, he/she/it has. / No,</td>
<td></td>
</tr>
<tr>
<td></td>
<td>he/she/it hasn’t.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Yes, you/we/they have. /</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No, you/we/they haven’t.</td>
<td></td>
</tr>
</tbody>
</table>

3 Complete the sentences with the affirmative or negative form of have got. Use information from the dialogue in exercise 1.
1  Harvey ______ a cat.
2  Harvey ______ a dog.
3  Eva ______ a rabbit.
4  Eva and Harvey ______ a brother.
5  Sam ______ his mobile with him.

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

a Lady Gaga CD  a bike  a cat  a dictionary  a rabbit  a dog

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

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

Learn this!

Articles
The definite article is the. We can use it with singular and plural nouns.
the door  the windows
The indefinite article is a or an. We only use it with singular nouns.
a house  an apartment
We use a/an when we mention something for the first time.
I’ve got a dog and a cat.
We use the when we mention it again.
The cat isn’t very friendly.

6  1.07 Listen and repeat the words. Then write a or an.
When do we use a and when do we use an?
1  ____ mobile
2  ____ book
3  ____ English lesson
4  ____ CD
5  ____ MP3 player
6  ____ actress
7  ____ guitar
8  ____ old film

7 Complete the sentences with a, an or the.
1  I’ve got ____ dog and ____ rabbit. ____ rabbit is white.
2  We’ve got ____ Mercedes and ____ Audi. ____ Mercedes is very old.
3  I’ve got ____ MP3 player and ____ computer, but I haven’t got ____ computer with me.
4  ‘Listen to this. It’s ____ song by the Black Eyed Peas.’ ‘It’s great! What’s the name of ____ song?’
VOCABULARY Time, days and dates

1 Listen and repeat the times.
- two o’clock, quarter past four, half past eight, ten past nine,
- twenty-five to eleven, quarter to five, five past seven, ten to three

2 Listen and draw the times.

3 Listen and complete the dialogue with the words below.
- excuse, past, time, welcome, you

   Poppy: ‘______ me. What’s it, please?’
   Man: ‘It’s five _____ six.’
   Poppy: ‘Thank you.’
   Man: ‘You’re welcome.’

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

5 Complete the days of the week and the months of the year. Use the words below. Then listen and check.
   - April, August, December, February, June, March, November, October, Saturday, September, Sunday, Thursday, Wednesday
   - Monday, Friday, Tuesday

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

7 Answer the questions.
   1. What is the second letter of your first name?
   2. What is the fifth month of the year?
   3. What is the seventh letter in this sentence?
   4. What is the third word in the third question in this exercise?
   5. What is the fifth word in this sentence?
   6. What is the ninth letter of the alphabet?

LOOK OUT!
We write: Friday 3rd June or Fri 3 June
We say: Friday the third of June
We write: 1600, 1708, 1996, 2015
We say: sixteen hundred, seventeen oh eight, nineteen ninety-six, twenty fifteen

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

```
<table>
<thead>
<tr>
<th>FEBRUARY</th>
<th>AUGUST</th>
<th>DECEMBER</th>
<th>JANUARY</th>
<th>OCTOBER</th>
<th>JULY</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1910</td>
<td>1803</td>
<td>1700</td>
<td>2014</td>
<td>1999</td>
</tr>
</tbody>
</table>
```

9 Listen, repeat and check.

10 Work in pairs. Ask and answer the questions.
   1. When’s Valentine’s Day?
   2. When’s Christmas Day?
   3. When’s American Independence Day?
   4. What’s the date today (day, date and year)?
   5. What’s your date of birth?

When’s Valentine’s Day?

It’s the fourteenth of February.
1 VOCABULARY Look at Holly's family tree. Complete the sentences. Choose from the words below.

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

1 James is Holly’s _______. 6 Owen is her _____.
2 Leo is her _______. 7 Sarah is her _______.
3 Kate is her _______. 8 Charlie is her _______.
4 Emma is her _______. 9 Elliot is her _______.
5 Alice is her _______.

LEARN THIS!
possessive 's
We add 's after a name or a noun to show possession or a family relationship.

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

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

1 Leo is Sarah’s _______. 5 Alice is Sarah’s _______.
2 James is Emma’s _______. 6 Kate is Owen’s _______.
3 Holly is Kate’s _______. 7 James is Kate’s _______.
4 Grace is Elliot’s _______. 8 Charlie is Owen’s _______.

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

4 Complete the sentences with words from exercise 1.

1 Your _______ are your sons and daughters.
2 Your parents are your mother and _______.
3 Your grandparents are your _______ and _______.
4 Your grandchildren are your _______ and _______.
5 A twin is a _______ or _______ the same age as you.
6 Your great-grandparents are your _______’s or _______’s parents.

5 1.15 PRONUNCIATION Listen to the pronunciation of the vowels in blue.
mother /ˈmʌðər/ cousin /ˈkʌzn/.

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

LOOK OUT!
We use step when we refer to relationships from remarriage.
stepmother (your father’s wife)
stepbrother (the son of your stepmother or stepfather)

cousin friend sister stepbrother stepdad
Carrie _______ Joseph _______ Marcus _______
Darren _______ Anna _______

5 VOCABULARY BUILDER (PART 1): PAGE 131

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

Who is James? He’s Holly’s father and he’s Kate’s son.

5 VOCABULARY BUILDER (PART 2): PAGE 131
1 Look at the photo. Do you know the name of the character and the TV show he is from? Read the text and check.

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

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

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

**Learn This!**

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

**Present simple**

**affirmative**

I speak English.
You speak English.
He/She/It speaks English.

**negative**

I don’t work.
You don’t work.
He/She/It doesn’t work.

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

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

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

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

comes dances likes lives teaches uses

**Learn This!**

Some verbs change spelling when you add -s:

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

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

go have live see speak study watch work

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

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

**Present simple**

**negative**

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

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

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

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

live speak work study have go

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

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

- My cousin lives in the USA.
- I think that’s true/false.
1 **SPEAKING** Look at the photo. Who are the man and woman? Can you name any of their family members?

His brother's name is ...  
His grandmother's name is ...

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

A An ordinary couple  
B Together at university  
C Royal duties

1  
2  
3  
4 William's family  
5 Kate's family

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

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

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

elections government laws Parliament parties queen

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

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

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

<table>
<thead>
<tr>
<th>Opinion</th>
<th>Speaker</th>
</tr>
</thead>
<tbody>
<tr>
<td>a They’re attractive.</td>
<td>1</td>
</tr>
<tr>
<td>b They’re old-fashioned.</td>
<td>2</td>
</tr>
<tr>
<td>c They’re good for tourism.</td>
<td>3</td>
</tr>
<tr>
<td>d They work hard.</td>
<td>1</td>
</tr>
<tr>
<td>e It’s interesting to read about them.</td>
<td>2</td>
</tr>
<tr>
<td>f They’re part of our history.</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

2 Listen to the first part of an interview with 17-year-old dancer Alisha. Write questions a–d in the correct place.
   a Does your partner enjoy them?
   b Do you practise a lot?
   c Do you like competitions?
   d Does your mum watch you?

   Interviewer 1
   Alisha Yes, I do. They're really exciting!

   Interviewer 2
   Alisha No, he doesn't. He says they're scary!

   Interviewer 3
   Alisha Yes, she does, but my dad doesn't.

   Interviewer 4
   Alisha Yes, we do. Every day!

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

   **Present simple**
   **Interrogative**

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

   1 _______ I / you / we / they watch TV?
   Yes, I _______. / No, I _______.

   2 _______ he / she / it like chocolate?
   Yes, she _______. / No, she _______.

4 Complete the questions with Do or Does.
   1 _______ you speak French?
   2 _______ your friends go out at weekends?
   3 _______ Lionel Messi play football?
   4 _______ you watch DVDs?
   5 _______ your best friend go to your school?
   6 _______ you study at weekends?

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

   Do you speak French? Yes, I do. / No, I don't.

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


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

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

   Interviewer 1 _______ do you live?
   Alisha I live in San Francisco.

   Interviewer 2 _______ do you travel to competitions?
   Alisha By plane or car.

   Interviewer 3 _______ do you study?
   Alisha In the morning, before breakfast!

   Interviewer 4 _______ do you do in your free time?
   Alisha I listen to music.

   Interviewer Really? _______ do you listen to?
   Alisha Adele. She's great! I've got all her albums.

   Interviewer _______ do you like best?
   Alisha Her first album.

9 **Speaking** Work in pairs. Practise reading the interview.

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

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

   When do you go to bed? At half past ten.

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

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

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

The children go to school. The teachers are all Amish. Children leave school when they are fourteen years old and help their parents on the farm or in the home. However, when they are sixteen, Amish children are free to travel, go to parties, use cars and meet people outside their community. This is called 'Rumspringa'. After Rumspringa, they decide whether to stay with the Amish community or leave it. About four out of five choose to stay and find an Amish husband or wife.
EXAM STRATEGY
When you answer multiple-choice questions, read the whole question, including all of the options, then look for the information in the text. When you have found the correct place in the text, read the options again carefully and compare them with the text before deciding which is correct.

3 Read the exam strategy. Then read the text again and choose the correct answers.
1 The Amish don't live in
   a Europe.  b the USA.  c Canada.
2 Amish husbands don't have
   a hats.  b beards.  c moustaches.
3 Amish women don't wear
   a shoes.  b short skirts.  c dresses.
4 After dinner, Amish families
   a don't relax.
   b don't sing or read.
   c don't use computers.
5 Amish children leave school when they are
   a twelve years old.
   b fourteen years old.
   c sixteen years old.
6 After Rumspringa, four out of five Amish teenagers
   a don't stay in the community.
   b don't leave the community.
   c don't find a husband or wife.

4 VOCABULARY Complete the everyday activities with the verbs below. Then check your answers in the text. Underline the everyday activities in the text.
do  finish  get  go  go  have  prepare  start  use

<table>
<thead>
<tr>
<th>Everyday activities</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 ______ up</td>
<td>6 ______ work</td>
</tr>
<tr>
<td>2 ______ the housework</td>
<td>7 ______ computers</td>
</tr>
<tr>
<td>3 ______ dinner/lunch/breakfast</td>
<td>8 ______ to bed</td>
</tr>
<tr>
<td>4 ______ food</td>
<td>9 ______ to school</td>
</tr>
<tr>
<td>5 ______ work</td>
<td></td>
</tr>
</tbody>
</table>

5 Complete the sentences about the Amish community. Use the correct affirmative or negative form of the verbs in exercise 4.
1 The children _______ go to school when they are fifteen years old.
2 Amish men and women _______ work early in the morning
   and _______ work in the evening.
3 Amish people _______ computers.
4 The men _______ the housework.
5 People _______ up early in Amish communities.
6 The women _______ food during the day.
7 The men _______ dinner alone.
8 The Amish _______ to bed very late.

6 SPEAKING Work in pairs. What do you think about the life of the Amish? Give examples from the text to explain your opinion. Use the adjectives below to help you.
boring / interesting  modern / old-fashioned  easy / hard

I think their life is boring/interesting because ...
In my opinion, their life is easy/hard because ...
1 **1.26** Read and complete the dialogue with information from Freya’s fact file. Then listen and check.

**FACTFILE**

**NAME:** Freya

**FROM:** London

**CLASS:** 12B

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

**SHE SAYS:** I really miss London!

**Toby** Hi, I’m Toby. Are you new?

**Freya** Yes, I am. My name’s Freya.

**Toby** Nice to meet you, Freya. What class are you in?

**Freya** 1 ______.

**Toby** Really? My friend Sam is in that class. Do you know him?

**Freya** No, I don’t. This is my first day!

**Toby** Oh, right. Where are you from?

**Freya** 2 ______. I really miss it!

**Toby** Have you got any brothers or sisters?

**Freya** Yes. I’ve got a brother and a sister.

**Toby** Really? How old are they?

**Freya** My brother is 3 ______ and my sister is 4 ______.

**Toby** Does your 5 ______ go to this school?

**Freya** Yes, he does. He’s in class 6 ______. But my sister’s at 7 ______. I don’t see her in the week.

**Toby** That’s the bell. I’ve got science now. Bye.

**Freya** See you later.

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

3 Look at the table and complete it with object pronouns from the dialogue in exercise 1.

| Object pronouns | I → me | she → 2 ______ | you → you | it → 3 ______ | you → them | he → 1 ______ | we → us |

4 **1.27** Read the text. Replace the words in blue with an object pronoun.

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

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

1 Max: ______ and ______

2 Ava: ______ and ______

a I come to school by train.

b My old school is really big.

c I’m from Liverpool.

d I’m from Canada.

e I love sport.

f My brother works in a hospital.

5 ______ you got friends at this school?

6 Do you ______ near the school?

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

do first get have like live

1 Do you ______ it here?

2 What does your dad ______?

3 Is this your ______ day at this school?

4 Do you all ______ on well?

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

a Yes, it is.           c It’s OK.           e Most of the time!

b No, I don’t.     d He’s a teacher.     f I’ve got one friend.

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

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

**SPEAKING STRATEGY**

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

9 **SPEAKING** Read the speaking strategy. Then act out your dialogue to the class.
1. Read the messages from a school magazine. What is their main purpose? Choose the correct answer.
   a. Two students want to find people with the same hobbies.
   b. A teacher wants to give information about two new students.
   c. Two students want to describe themselves and their best friends.
   d. Two new students want to introduce themselves.

2. Work in pairs. Student A: Answer questions 1–6 for the first message. Student B: Answer questions 1–6 for the second message.
   1. What is his/her name?
   2. How old is he/she?
   3. What class is he/she in?
   4. Who does he/she live with?
   5. What hobbies has he/she got?
   6. What favourite team/actors/singers does he/she mention?

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

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

   Prepositions
   Prepositions are words like in, to, on, at, with and for. They go before a noun to show position, time or direction. Sometimes, there are rules for choosing the correct preposition, but often you need to learn them as part of a phrase.
   I live _______ Birmingham _______ my parents.
   My brother isn't _______ school, he's _______ university.
   I listen _______ my MP3 player _______ the bus.
   We watch football _______ TV.
   My sister is _______ Brazil _______ a year.

5. Choose the correct prepositions.
   1. Hi! I'm at / on the bus. Where are you?
   2. Does she live at / in a big city?
   3. What do you do at / in the weekends?
   4. I sit at / with my best friend at / on school.
   5. What do you want at / for breakfast?
   6. What's for / on television?

6. Read the exam strategy. Imagine you are a new student at school. Write a message to introduce yourself for a school magazine.
   - Say your name, age and class.
   - Give information about your family members and pets.
   - Include information about one or two hobbies or free-time activities.
   - Include information about favourite teams or people related to your hobbies.

   CHECK YOUR WORK
   Have you:
   • included all the information in the task in exercise 6?
   • used prepositions correctly?
   • checked your spelling and grammar?

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

Reading

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

   - do
   - get
   - make
   - walk

   1. _______ dressed
   2. _______ to school
   3. _______ my homework
   4. _______ dinner

   - catch
   - go
   - have
   - meet

   5. _______ to the beach
   6. _______ a bath
   7. _______ my friends
   8. _______ the bus

2. Do the exam task.

   **READING exam task**

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

   A. **Marguerite, 18, from Cameroon**

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

   B. **Steve, 16, from Australia**

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

   C. **Mitsuko, 17, from Japan**

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

   D. **Messias, 16, from Brazil**

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

   **Which person:**

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

Speaking

3. **Get ready to SPEAK** Read the exam task in exercise 6 below. How many points need to be included in the conversation?

4. **1.28** Listen to Maria in the exam. In what order does she talk about the different points?

5. **1.28** Listen again. Correct the mistakes that Maria makes.

   1. I got a brother and a sister. X
   2. My sister she is 14. X
   3. School start at eight o’clock. X
   4. I listen music. X
   5. I like watch films. X

6. Do the exam task.

   **SPEAKING exam task**

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

   - your family
   - where you live
   - your free time
   - a typical day
Get Ready for your Exam

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

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

8 [1.29] Do the exam task.

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

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

12 Do the exam task.

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

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

Use of English
13 Do the exam task.

USE OF ENGLISH exam task
Complete the text with the correct word: A, B or C.

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

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

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

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

classmate cousin neighbour relative step-brother teammate
1 ________: somebody who lives near you
2 ________: somebody in the same sports team
3 ________: somebody in your class at school
4 ________: the son of a parent's new husband/wife
5 ________: the child of your uncle and aunt
6 ________: anybody in your family

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

11 [1.30] Listen again. Complete the sentences with the words below.

age both mine old same together
1 He's 24 years ________.
2 We ________ really like football.
3 She's a neighbour of ________.
4 She's the same ________ as me.
5 We like the ________ bands.
6 We listen to CDs ________.
1 **VOCABULARY** Label the photos with eight of the words below. Which hobbies and sports are not illustrated?

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

2 **1.3.1 PRONUNCIATION** Listen, repeat and check.

3 **Work in pairs.** Which sports and hobbies can you do:
   1. at home?
   2. outside?
   3. in a sports centre?
   4. on your own?
   5. with a friend?
   6. in a team?

4 **1.32** Listen to three people talking. Match each person with two hobbies and sports that they talk about from exercise 1.
   1. Emily _____ and _____
   2. Andy _____ and _____
   3. Clare _____ and _____

5 **1.32** Complete the sentences with the words below. Then listen again and check.
   - boring
eager
   - like
even
   - prefer
   - OK
   - really into

   1. I'm really _____ sport.
   2. I'm not very _____ on swimming.
   3. *Call of Duty* is _____, but I _____ *Burnout Revenge*.
   4. I _____ like board games too.
   5. I think books are _____.
   6. I quite _____ hip hop.

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

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

- **VOCABULARY BUILDER (PART 1): PAGE 132**

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

Do you like swimming?

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

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

- **VOCABULARY BUILDER (PART 2): PAGE 132**
1. Read and listen to Millie talk about her Saturday. How many activities does she mention?

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

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

<table>
<thead>
<tr>
<th>Adverbs of frequency</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></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

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

Learn this!

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

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

1. Liam ________ gets up late on Saturday morning.
2. He ________ watches TV on Saturday morning.
3. In the evening, he ________ watches sport on TV.
4. He is ________ tired at 10 o'clock in the evening.
5. He ________ reads magazines in his bedroom.
6. He is ________ in bed before midnight.

5. Rewrite the sentences in exercise 4 so that they are true for you. Use the correct form of the verbs. Change the pronouns.

I hardly ever get up late on Saturday morning.


How sporty are you?

1. How often do you watch big sports events on TV?

2. Do you enjoy P.E. lessons at school?
   No, never. No, hardly ever. Yes, usually. Yes, always.

3. How often do you do sport after school?

4. Do you turn off the TV when a sports programme comes on?

5. How often do you talk about sport with your friends?

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

Robert hardly ever watches big sports events on TV.

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>cook dinner</td>
<td></td>
<td></td>
</tr>
<tr>
<td>do homework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>meet friends</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>tidy your bedroom</td>
<td></td>
<td></td>
</tr>
<tr>
<td>play online games</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

How often do you cook dinner? I sometimes cook dinner.

10. Tell the class about you and your partner.

I often cook dinner. Joe sometimes cooks dinner.

Martin often watches TV. I hardly ever watch TV.
2C  CULTURE  It's fun, but is it sport?
I can understand different views on sports.

1  1.36  Read the text. Are the sentences true or false?
1 There are competitions for cheerleading teams.
2 Most Americans think that cheerleading is a sport.
3 Hannah and Dan don't think that cheerleading is a sport.

Cheerleading

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

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

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

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

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

4  1.37  Listen to a radio interview with Kelly, an American cheerleader. Complete the sentences.
1 Kelly is ______ years old.
2 There are ______ people in her team.
3 The team has competitions in the ______.
4 Kelly's team ______ at school sports events.

5  1.37  Listen again. Choose the correct answers.
1 The cheerleaders are all
   a twelve years old.
   b seventeen years old.
   c sixteen or seventeen years old.
2 The team
   a is only for girls.
   b is for boys and girls.
   c isn't interested in having boys.
3 The team trains
   a more in winter than in summer.
   b less in winter than in summer.
   c the same in summer and winter.
4 At the competitions
   a the teams just cheer.
   b the teams do their routine and they cheer.
   c the teams just do their routine.

6  VOCABULARY  Match the photos with the words below.
ballroom dancing  bowling  chess  darts  diving  skateboarding

7  SPEAKING  Work in pairs. Do you think the activities in the photos in exercise 6 are sports? Tell your partner your opinion. Use the phrases below to help you.
you have to train hard they compete / don't compete you have to be fit/strong/skilful there are/aren't rules it is/isn't easy

I think ballroom dancing is a sport because ...

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

**can and adverbs**

I can say how well I can do something.

1. Read the text. Choose the correct answers.
   1. Robert Pattinson is English / Irish / American.
   2. His hobby is reading / running / music.

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

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

| can | The form of *can* is the same for all persons (*I, you, he, they*, etc.).
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>negative</td>
</tr>
<tr>
<td>I can dance.</td>
<td>They <em>can’t</em> dance. (Full form: cannot)</td>
</tr>
<tr>
<td>interrogative</td>
<td>2. <em>Can</em> he dance? Yes, he can. / No, he can’t.</td>
</tr>
</tbody>
</table>

**Use**

We use *can* to talk about ability.

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

*do play play dance drive sing speak write*

1. Tom is one year old. He can draw, but he *can’t write*.
2. Harry can speak French, but he *can’t speak* Italian.
3. I never go to night clubs because I *can’t*. *What’s that terrible noise? It’s Max. He *can’t*.*
5. Sue is really into sport. She *can’t* football and she *can’t* athletics.
6. He *can’t* a car, but he wants to learn.
7. She’s only four years old, but she *can’t* the piano.

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

**Learn this!**

**Adverbs**

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

slow → slowly  easy → easily  careful → carefully

Some adjectives don’t change.

fast  late  early  hard

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

We use adverbs with verbs to say how something happens.

*She sings badly.*  *He can dance beautifully.*

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

1. I can’t understand you. Please speak *slowly*.
2. This question isn’t difficult. You can answer it *easily*.
3. He’s good at tennis. He plays very *quickly*.
4. *He’s a fast driver.* *Yes, he drives very *quickly*!*
5. *Amy’s got a beautiful voice.* *Yes, she sings *beautifully*.*
6. I never get up after six o’clock. I always get up *early*.

6. **1.38 Listen to an interview with Dave. Complete the first column of the chart. Tick the things that Dave can do.**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Dave</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. swim well</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. type quickly</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. speak Russian fluently</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. remember names easily</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. run fast</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. whistle loudly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Complete the second column of the chart for you.

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

   *Can you swim well?*  
   *Yes, I can. / No, I can’t.*

9. **Speaking** Tell the class about you and your partner.

   *We can both swim well.*  
   *Paul can swim well, but I can’t.*

   *We can’t speak Russian fluently.*
**Reading Strategy**
When you have to match pictures to texts, look for words in the text that refer to things in the pictures.

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

- arm
- back
- chest
- ear
- eye
- face
- finger
- foot
- hair
- hand
- head
- knee
- leg
- mouth
- neck
- nose
- shoulder
- stomach

**Exercise 2**
Listen, repeat and check.

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

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

---

**Exercise 5**

**Free Time Crazy Time!**

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

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

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

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

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

6 Are the sentences true or false?

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

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

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

   Action verbs: climb dive fall fly hit jump run swim

   1. [Picture of person running]
   2. [Picture of person jumping]
   3. [Picture of person climbing]
   4. [Picture of person diving]
   5. [Picture of person falling]
   6. [Picture of person flying]
   7. [Picture of person hitting]

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

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

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

   In BASE jumping, you jump...
   In free running, you...

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

   arms chin eyes feet hair heart love mother shoes skirts

   Ain't got no home, ain't got no _______
   Ain't got no money, ain't got no class
   Ain't got no _______, ain't got no sweater
   Ain't got no perfume, ain't got no fear
   Ain't got no man
   Ain't got no _______, ain't got no culture
   Ain't got no friends, ain't got no schooling
   Ain't got no _______, ain't got no name
   Ain't got no ticket, ain't got no token
   Ain't got no home

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

   Got my _______, got my head
   Got my brains, got my ears
   Got my _______, got my nose
   Got my mouth, I got my smile
   I got my tongue, got my _______
   Got my neck, got my lips
   Got my _______, got my soul
   Got my back, I got myself
   I got my _______, got my hands
   Got my fingers, got my legs
   Got my _______, got my toes
   Got my liver, got my blood

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

Unit 2 * My time 23
1 Read and listen to the dialogue. Does Emma like sports games?

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

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

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

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

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

5 Listen to three dialogues. Choose the correct answers.

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

Dialogue 2
3 a Sean plays football and ice hockey.
   b Sean doesn't do sport.
4 a Hannah sometimes goes running.
   b Hannah often goes running.

Dialogue 3
5 a Sally thinks that The Lord of the Rings is brilliant.
   b Tom thinks that The Lord of the Rings is brilliant.
6 a Tom reads magazines and books.
   b Tom likes magazines, but he isn't keen on books.

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

1 you / Do / like / dancing / ?
   Do you like dancing?
2 kind of / you / board games / What / like / do / ?
3 think of / What / you / Take That / do / ?
4 singer / Who's / favourite / your / ?
5 favourite / What's / computer game / your / ?
6 you / interested / in / Are / fashion / ?
7 drawing / you / Do / reading or / prefer / ?

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

Do you like dancing? No, I can't stand it!

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

1 Beyoncé 4 cycling or swimming
2 reading books 5 online games
3 Abba 6 Harry Potter

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

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

A Ask about the hobby.
B Say that you like it.
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.

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

SPEAKING STRATEGY
Remember to try and copy the intonation you heard in exercises 3 and 6.
An announcement

I can write an announcement for a club.

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

DANCE CLUB

Do you like dancing? Come and join us at Apple Dance Studio. We dance every Wednesday from five o'clock until seven. We play dance games on the Wii. It's great fun and we learn lots of new steps. Every month we make a video of our dances and put it on YouTube!

Come to our dance club! Beginners welcome!
Watch our videos on YouTube!
Then call Sophie Harris on 07756 277382.

LEARN THIS!

We use imperatives to give instructions.
For the affirmative imperative we use the base form of the verb.

Call Dave on 562786.

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

Don't forget! Don't wait!

4 Complete the imperatives with the words below.

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

1 ______interesting new people!
2 ______new rollerblading tricks!
3 ______to our club!
4 ______at home!
5 ______basketball and get fit!
6 ______our website!
7 ______to tell your friends!

GRAMMAR BUILDER 2G: PAGE 112

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

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

6 Plan an announcement for your club. Make notes.

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

WRITING STRATEGY

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

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

CHECK YOUR WORK

Have you:

- included all the information in the task in exercise 6?
- included some imperatives?
- checked your spelling and grammar?
Unit 1

1 Complete these sentences with the correct family word.
   1. My uncle's children are my ___________.
   2. Your brother's son is your ___________.
   3. Her father's father is her ___________.
   4. My father's sister is my ___________.
   5. Our daughter's son is our ___________.

Mark: ___ / 5

2 Match the two halves of the everyday activities.
   1. do a up
   2. go b work
   3. get c to bed
   4. have d the housework
   5. start e breakfast

Mark: ___ / 5

3 Complete the text. Use the present simple form of the verbs below.
   go have not see not speak work
   My cousin Rory lives in Japan because his parents 1. ___________ in a big hospital in Tokyo. He 2. ___________ to school there, but he 3. ___________ Japanese in class because it's an American school. But he 4. ___________ Japanese lessons every weekend. I 5. ___________ Rory a lot - just at Christmas.

Mark: ___ / 5

4 Put the words in order to make questions.
   1. how / travel / you / do / school / to?
   2. lunch / do / have / they / when?
   3. sports / do / does / which / she?
   4. finish / this / does / when / lesson?
   5. what / wear / school / at / you / do?

Mark: ___ / 5

5 Complete the sentences with the object pronouns below.
   her him it me them
   1. Sarah and Max are my cousins. Do you know ________?
   2. That dog isn't friendly. Don't touch ___________.
   3. My uncle lives in Australia, so I never see _________.
   4. This bag is heavy. Can you help ________?
   5. Where's Mum? I can't find _________.

Mark: ___ / 5

Total: ___ / 25

Unit 2

6 Complete the hobbies. Use the -ing form of the verbs below.
   keep read surf take watch
   1. __________ films
   2. __________ magazines
   3. __________ the Net
   4. __________ fit
   5. __________ photos

Mark: ___ / 5

7 Complete the parts of the body in these sentences.
   1. Open your e ______ s and look!
   2. He's got his little granddaughter on his sh ______ s.
   3. She can dance well. Look at her f ______ t!
   4. I can't eat any more. My s ______ h is full!
   5. I can't move my head. I've got a bad n ______ k.

Mark: ___ / 5

8 Write sentences. Use the adverb of frequency in brackets.
   it / be / cold in my bedroom (sometimes)
   It's sometimes cold in my bedroom.
   1. I / be / tired at school (never)
   2. my dad / do / the washing-up (often)
   3. I / tidy / my bedroom at the weekend (sometimes)
   4. my mum / cook / dinner (usually)
   5. the weather in my town / be / good (hardly ever)

Mark: ___ / 5

9 Complete these sentences with can (✓) or can't (✗) and the adverb form of the adjective in brackets.
   1. Lions ✗ run very _______. (fast)
   2. Lionel Messi ✓ speak English _______. (fluent)
   3. Adele ✗ sing _______. (beautiful)
   4. Chickens ✗ fly very _______. (good)
   5. I ✓ do this exercise _______. (easy)

Mark: ___ / 5

10 Number the lines of the dialogue in the correct order.
   a. Paula Hip hop and rap.
   b. Paula Yes, I do. I love it.
   c. James Really? I'm not very keen on hip hop.
   d. James Do you like music?
   e. James What kind of music do you like?

Mark: ___ / 5

Total: ___ / 25
Lead-in

1 Which of the hobbies below do you enjoy? Do your close friends have the same or different hobbies?
- computer games
- cycling
- dancing
- drama
- films
- music
- sport
- swimming

Reading

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

Student Exchange FORUM

These students want to find an English exchange student.

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

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

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

3 Read the text again. Are the sentences true or false?
1 Anna likes films, but she doesn't like sport.
2 Anna and Nicolas are from Poland.
3 Nicolas plays computer games with his friends.
4 Daniela lives with her cousins.
5 Daniela's favourite subject is English.

Writing

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

Listening

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

6 1.45 Listen again. Choose the best answer: a, b or c.
1 Libby’s home is in
a East London.
b the centre of London.
c South London.
2 At school, Libby
a plays football.
b plays tennis.
c goes swimming.
3 Libby doesn't enjoy
a shopping or swimming.
b sport or music.
c swimming or music.
4 What do Libby and Anna think of Johnny Depp?
a They both like him.
b Libby likes him, but Anna doesn't.
c Anna likes him, but Libby doesn't.

Speaking

7 Work in pairs. Role-play a dialogue like the one between Libby and Anna. Find out:
- where your partner lives.
- which sports your partner likes and doesn’t like.
- which other hobbies you share.
1 **VOCABULARY** Label the pictures with twelve of the school subjects below. Which subjects are not illustrated?

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

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

3 Which of the subjects from exercise 1 do you study? Do you study any other subjects that are not in the list?

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

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

- Do you like history? It's all right. It's quite interesting.

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

   1
   4
   7
   2
   5
   8
   3
   6
   9

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

**MONDAY**

1. History
2. Art and design
3.

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

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

There's a secondary school near to Emma Wallace's home in Norwich. But Emma doesn't go to school, Emma's classroom is the dining room at home. There isn't a blackboard or a whiteboard in the dining room, but there is a table. There aren't any shelves, but there are some books, and there's a kitchen too. Are there any other students? No, there aren't. Is there a teacher? Yes, there is. Emma's dad!

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

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

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

Learn this!

<table>
<thead>
<tr>
<th>a, some and any</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 We use _____ with singular nouns.</td>
</tr>
<tr>
<td>2 We use _____ with plural nouns in affirmative sentences.</td>
</tr>
<tr>
<td>3 We use _____ with plural nouns in negative sentences and in questions.</td>
</tr>
</tbody>
</table>

4 1:49 Look at the photo in exercise 1 again and complete the sentences about the photo. Use the correct form of there is, and a/an, some or any. Then listen, repeat and check.

1 There are some books.
2 _______ teacher.
3 _______ schoolbags.
4 _______ posters.
5 _______ blackboard.
6 _______ laptop.
7 _______ pens.
8 _______ shelves.
9 _______ TV.

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

1 Is there a _____ bed?
2 Are there any _____ chairs?
3 _______ desk?
4 _______ computer?
5 _______ shelves?
6 _______ TV?
7 _______ books?
8 _______ wardrobe?
9 _______ window?
10 _______ CDs?
11 _______ posters?
12 _______ plants?
13 _______ lamp?
14 _______ curtains?

6 1:50 Match the prepositions below with the pictures. Then listen, repeat and check.

Prepositions of place: between, behind, in front of, near, in, opposite, on, under.

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

Is there a desk? Yes, there is. It's under the window.

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

Are there any shelves in your bedroom? Yes, there are. / No, there aren't.
1. **Speaking** Describe the photo. Use the words below to help you. What can you see?

   classroom, desk, exercise book, lesson, student, teacher, textbook, uniform

2. **1.51** Read the text. Match paragraph topics 1–5 with paragraphs A–E.
   1. sport at Eton
   2. general information about the school
   3. how much it costs to study at Eton
   4. what students do when they leave Eton
   5. the buildings and facilities

   Eton College is a very famous private school near London. It is over 570 years old. There are about 1,300 students in the school and they all live in the school during the term. There aren't any girls in the school—only boys. They take a special entrance exam and they start at Eton when they are thirteen years old.

   Eton is a private school and it is very expensive. It costs about £30,000 a year to study there. Most Eton students come from very rich families, for example, Prince William and Prince Harry.

   There are about 100 classrooms in the school, lots of science labs, ICT rooms and music rooms, a concert hall, two theatres, a gym, two swimming pools, twenty tennis courts, an athletics track and a golf course! The college has got 160 teachers. That's one teacher for every eight students!

   Sport is very important at Eton College. Students can do over 40 different sports, including rugby, cricket, rowing, fencing and water polo. All the students do sport every day. Many of the sports teachers are professional sportspeople.

   Most students stay at the school until they are eighteen years old. After that, 99 per cent of them go to university. Many students from Eton get important jobs. Famous students from Eton include nineteen British prime ministers!

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

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

4. **1.52 Pronunciation** Listen and repeat the words.

5. Read the text again. Complete the first column of the chart.

<table>
<thead>
<tr>
<th>Eton College</th>
<th>Whitebridge Comprehensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>private school</td>
<td>state school</td>
</tr>
<tr>
<td>1. years old</td>
<td>8. years old</td>
</tr>
<tr>
<td>2. students (no girls)</td>
<td>9. students (boys and girls)</td>
</tr>
<tr>
<td>3. teachers</td>
<td>10. teachers</td>
</tr>
<tr>
<td>4. classrooms</td>
<td>11. classrooms</td>
</tr>
<tr>
<td>5. different sports</td>
<td>12. different sports</td>
</tr>
<tr>
<td>start at age 6</td>
<td>start at age 13</td>
</tr>
<tr>
<td>7. % of students go to university</td>
<td>14. % of students go to university</td>
</tr>
</tbody>
</table>

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

7. **1.53** Listen to an interview with a student from a state school. Are the sentences true or false?
   1. Catherine’s school is in Birmingham.
   2. Catherine doesn’t wear a school uniform.
   3. Catherine doesn’t want to go to university.

8. **1.53** Listen again. Complete the second column of the chart in exercise 5.

9. **Speaking** Work in pairs. Ask and answer the questions.
   1. Is your school a state school or a private school?
   2. How old is your school?
   3. How many students are there in your school?
   4. Is it a mixed school (for both boys and girls)?
   5. How old are the students when they start and leave?
   6. How many teachers are there?
   7. Do you wear a uniform?
1 Look at the photo. What can you see? Read the text and check your ideas.

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

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

**Learn this!**

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

<table>
<thead>
<tr>
<th>have to</th>
<th>Compulsory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. You/We/They have to have lessons at 8 a.m.</td>
<td>yes / no</td>
</tr>
<tr>
<td>2. He/She/It has to stay at school until 5 p.m.</td>
<td>yes / no</td>
</tr>
<tr>
<td>3. You/We/They have to wear a uniform.</td>
<td>no</td>
</tr>
<tr>
<td>4. He/She/It doesn't have to study at the weekend.</td>
<td>no</td>
</tr>
</tbody>
</table>

**Interrogative**

Do I/you/we/they have to study R.E.?
Yes, I do. / No, I don’t.

3. He/she/it has to work hard?
Yes, he/she/it does. / No, he/she/it doesn’t.

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

1. In winter, I take the bus to school. I ______ walk.
2. My sister ______ stay at school for lunch. She usually goes home and eats there.
3. I ______ wear a school uniform: a black skirt and a white shirt, but my sister ______ wear a uniform.
4. We ______ study a science: chemistry, physics or biology.
5. I hate math, but I ______ study it.
6. My cousin’s school is private – she ______ pay.

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

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

<table>
<thead>
<tr>
<th>Compulsory?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. get to school before 9 a.m.</td>
</tr>
<tr>
<td>2. wear a uniform</td>
</tr>
<tr>
<td>3. have lunch at school</td>
</tr>
<tr>
<td>4. stay at school after 3 p.m.</td>
</tr>
<tr>
<td>5. do homework every night</td>
</tr>
<tr>
<td>6. take exams at the end of the year</td>
</tr>
</tbody>
</table>

6. Write sentences about Libby. Use has to or doesn't have to. Libby has to get to school before 9 a.m.

7. Look again at the chart. Then write sentences about your school. Use have to or don't have to.

We have to / don't have to get to school before 9 a.m.

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

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

9. Work in pairs. Think about your ideal school. Write a description of it using have to and don't have to. Use the questions in exercise 5 and the text in exercise 8 to help you.

10. **Speaking** Work with another pair. Ask and answer questions about your ideal schools.

<table>
<thead>
<tr>
<th>Do you have to wear a uniform?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, we do. / No, we don't.</td>
</tr>
</tbody>
</table>
In a sumo match, only the feet 1. _____ the ground. If another part of the body touches the ground or is outside the ring, the wrestler 2. _____ the match.

Many sumo matches only 3. _____ four or five seconds. Some matches can last two or three minutes.

Sumo wrestlers have to 4. _____ big and heavy. But they also have to 5. _____ very quickly, and have very good balance.

Sumo wrestlers 6. _____ about 20,000 calories a day! (A normal man eats about 2,500 calories.)

Sumo wrestlers usually 7. _____ for 10 years before they fight professionally.
3 Look at the reading strategy. Then read the text. Which sentence is true?
1 Yasuo only trains in the morning.
2 Yasuo trains in the morning and afternoon.
3 Yasuo trains in the morning, afternoon and evening.

**TRAINING TO WIN**

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

Q Hello, Yasuo. Tell me about a day at the sumo school.
A Well, we get up at five o'clock and start training. We train for five hours. It's very hard work. When we make a mistake, the teachers get angry with us and hit us with long sticks!
Q Oh, dear! What do you do after training?
A We have lunch. We usually have lots of fish, meat, rice and vegetables. Then we sleep for four hours. This helps us to get fat! This is because the food in the body changes to fat.
Q What do you do after your sleep?
A We study school subjects because we have to finish our education.
Q What do you do after lessons?
A We have dinner. Fish, meat, rice and vegetables again. I'm a bit bored with the food!
Q What time do you go to bed?
A We go to bed early — at about nine o'clock. There are twelve students and we all sleep in the same room. It isn't much fun.
Q Why do you want to be a sumo wrestler, then?
A Well, I'm good at sumo wrestling. And my family are proud of me. Sumo wrestlers are very important people in Japan and champion wrestlers are very rich. I want to be a champion one day!

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

6 Look at the questions and answers below about Yasuo and sumo school. Complete the questions. Use the correct form of the present simple.
1 How much ________?
   He weighs 115 kilograms.
2 Where ________?
   He lives in Tokyo.
3 What ________?
   He studies sumo.
4 What ________?
   Fish, meat, rice and vegetables.
5 How many ________?
   There are twelve students.
6 When ________?
   They go to bed at nine o'clock.

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

<table>
<thead>
<tr>
<th>at</th>
<th>in</th>
<th>of</th>
<th>on</th>
<th>with</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 interested</td>
<td>4 angry</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 keen</td>
<td>5 bored</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 good</td>
<td>6 proud</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

9 Complete the sentences with adjectives from exercise 7.
1 I'm ________ with basketball. We play every day at school.
2 Geography is my favourite subject. I'm very ________ at it.
3 Jake is very ________ in fashion. He buys a lot of clothes.
4 My sister is at Oxford University. We are very ________ of her.
5 My mum gets ________ with me if I come home very late.
6 My brother is very ________ on cooking. He always cooks lots of different things.

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

They get up at ...
They don't have ...
**EVERYDAY ENGLISH**

**Giving directions**

*I can understand and give directions.*

---

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

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

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

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

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

---

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

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

<table>
<thead>
<tr>
<th>Person 1</th>
<th>Person 2</th>
<th>Person 3</th>
<th>Person 4</th>
<th>Person 5</th>
<th>Person 6</th>
</tr>
</thead>
</table>

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

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

**A**

- Ask where a room or a part of the school is.
- Ask where that is.
- Ask B to repeat the directions.
- Thank B.

**B**

- Say where it is (e.g. next to the library).
- Give directions.
- Repeat the directions.
- Reply.
1 Read the letter. Match photos 1–3 with three of paragraphs A–D in the letter.

Dear Diego,

Welcome to England! I'm your English guide! I can show you around St. John's Secondary School and answer your questions. I hope you enjoy your term here.

You have to arrive at school before 8.50. Lessons start at 9.10, after assembly. There are four lessons in the morning, with a short break at 10.50.

Lunch is at 12.45. There's a canteen. The food isn't bad, but you don't have to buy lunch there. You can bring a packed lunch or buy sandwiches at the shop opposite reception.

There are two lessons after lunch. On Tuesdays, we have P.E. If you forget your P.E. kit, you have to stay at school for an extra 30 minutes. So don't forget it!

I look forward to meeting you!

See you soon.

George

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

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

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

LOOK OUT!
We use capital letters in English for:
• the start of a sentence
• names
• days and months
• abbreviations of school subjects, e.g. ICT.

I as a personal pronoun
• languages and nationalities
• towns and countries

4 Underline examples of the seven rules from the Look out! box in the letter in exercise 1.

5 Rewrite the sentences with the correct capital letters.
1 the new school year starts on monday 6th september.
2 your first lesson on thursday is history.
3 our spanish teacher is from lima in peru.
4 my brother james and i go to eton college.
5 our geography teacher's name is george white.

6 Look at the writing strategy. Then read the letter in exercise 1 again. Complete the letter rules with the words below.

See you soon addressee date information name

WRITING STRATEGY
Letter rules
1 We put the _____ in the top right corner.
2 We put the _____ below the address.
3 We start with Dear and the person's _____.
4 We finish informal letters with a phrase like Love, _______ or Bye for now.
5 We add extra _____ at the end after the letters PS.

7 Plan a letter to welcome an exchange student at your school. Make notes. Give information about:
• break times and the number of lessons.
• where / what time lunch is and where you can buy snacks.
• sports and games: what, where and when they are.

8 Write the letter (90–120 words). Use your notes from exercise 7. Use a new paragraph for each new topic of information.

CHECK YOUR WORK
Have you:
• included all the information in the task in exercise 7?
• used capital letters correctly?
• written 90–120 words?
• checked your spelling and grammar?
Get Ready for your Exam

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

2 Do the exam task.

LISTENING exam task
You are going to hear a conversation with a student at a school in England. Listen and choose the best answer to the questions: A, B or C.
1 Luke is at a boarding school in London because
   A his parents don’t live in Britain.
   B there isn’t a good school near to his family.
   C he doesn’t want to live with his grandparents.
2 Which is not true about Luke’s life at school?
   A He has got company all the time.
   B The teachers are unfriendly.
   C He regularly contacts his parents.
3 Which subjects do all the students in Luke’s school study?
   A maths and biology
   B history and French
   C technology and art
4 Luke is especially interested in
   A politics.
   B economics.
   C art history.
5 Which is Luke’s favourite sport?
   A cricket
   B swimming
   C tennis

Speaking
3 Get ready to SPEAK Complete the sentences with the words below. Then listen to Matthew in the exam and check your answers.
   building canteen chemistry clubs join packed lunch science rooms
1 All the _________ are in one _________, and all the art and music rooms in another, so it’s easy to find your way around.
2 You don’t have to eat in the _________, you can bring a _________ if you like.
3 I like maths and biology. I also like _________, but it’s quite difficult. Oh, and I love P.E. too.
4 There are lots of _________: photography, chess, music, choir... you can _________ one of them when you come to our school.

4 Read the exam task in exercise 6 and decide which points the sentences in exercise 3 relate to.

5 Listen again. Answer the questions.
   1 Where is Matthew’s school?
   2 How many students are there in the school?
   3 How much does a meal in the canteen cost?
   4 Which club is Matthew a member of?
   5 How often does the club meet?

6 Do the exam task.

SPEAKING exam task
You are talking to a friend from another country who is going to attend your school. Include information about the following points:
• your favourite subjects
• after-school classes
• how you get to different places in school
• having lunch at school

Use of English
7 Do the exam task.

USE OF ENGLISH exam task
Complete the text with the correct word: A, B, C or D.

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

1 A a  B an  C in  D the
2 A called  B name  C is  D are
3 A is  B are  C isn’t  D not
4 A it  B him  C they  D them
5 A any  B some  C the  D these
6 A a  B any  C some  D no
7 A start  B have  C go  D are
8 A but  B because  C when  D from
Reading
8  Get ready to READ  Label the pictures with the verbs below.
   carry  climb  hit  push  run  throw

9  Do the exam task.

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

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

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

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

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

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

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

Speaking
10  Get ready to SPEAK  Complete the sentences below with in, on and with.
   1  So, what sports are you interested_____?
   2  I play after school_____the park_____some friends.
   3  We don't play_____the rain.
   4  You're really keen_____it!
   5  Do you watch sport_____TV?
   6  It's fast, noisy and boring,_____my opinion.

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

12  1.61  Listen again. Answer the questions.
   1  What sport does Monica play?
   2  How often does she play it?
   3  Why does she only go swimming in the summer?
   4  Does she enjoy watching the Olympics?
   5  Is she keen on motor racing?

13  Do the exam task.

SPEAKING exam task
You are talking to an English-speaking friend about sports and games. Include information about the following points:
- sports or games you enjoy
- when and where you do them
- sports you enjoy watching on TV
- sports or games you don't like
1 **VOCABULARY** Match the clothes in the picture with the words below.

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

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

3 Write sentences. Describe the clothes in the picture. Use the colours below.

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

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

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

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

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

**What colour is the girl’s top?**

It’s pink.

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

<table>
<thead>
<tr>
<th></th>
<th><strong>Weekdays</strong></th>
<th><strong>Weekends</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jamie</td>
<td>a jacket and a tie</td>
<td>jeans and a 1</td>
</tr>
<tr>
<td>Daisy</td>
<td>a skirt and a 2</td>
<td>3 and a top</td>
</tr>
<tr>
<td>Adam</td>
<td>jeans and a 4</td>
<td>5 and a T-shirt</td>
</tr>
<tr>
<td>Phoebe</td>
<td>trousers and a 6</td>
<td>7 and a top</td>
</tr>
</tbody>
</table>

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

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

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

Jamie wears ... during the week. When he goes out with friends, he wears ... At home, he wears ...
1 Read the text messages. Where is Lola? Where is Jason?

**TEXT CHAT**
Hi Billy. Is Lola there? She isn’t answering her phone.
Hi Ewan. Lola is in the bathroom. She’s washing her hair.
Is she getting ready for tonight?
Yes, she is.
What about Jason? What’s he doing?
He’s in the kitchen with Molly. They’re making food for the party. I’m helping my friend Brandon. He’s decorating the living room.
You aren’t helping Brandon. You’re sending text messages!

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

**LEARN THIS!**
We use the present continuous to talk about actions that are happening now.

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

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

- **negative**
  5. She ______ her phone.
  6. You ______ Brandon.

- **interrogative**
  7. ______ ready for tonight? Yes, she is. / No, she’s not.

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

**LEARN THIS!**
1. Most verbs: + -ing
   - wear → wearing
2. Verbs ending in -e: e → -ing
   - smile → smiling
3. Verbs ending in short vowel + consonant: double consonant + -ing
   - chat → chatting

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

1. Poppy is eating dinner.  
   Poppy isn’t eating dinner. She’s phoning a friend.
2. Amy is getting dressed.
3. Henry and Mason are chatting online.
4. Finley is phoning a friend.
5. Harvey and Scarlett are watching TV.
6. Theo is listening to music.
7. Ben is playing tennis.

**GRAMMAR BUILDER 4B: PAGE 116**

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

1. you / wear / black socks?
   Are you wearing black socks?
2. you and your classmates / work / hard?
3. one of our classmates / send / a text message?
4. the sun / shine?
5. you / feel / hungry?
6. we / sit / next to the door?
7. our teacher / smile?
8. we / wear / the same top?

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

Are you wearing black socks?  Yes, I am. / No, I’m not.
Halloween

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

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

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

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

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

   The boy on the right is wearing a long coat.

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

2 **Listen** Read the text. Which other festival does it mention as well as Halloween?

3 Read the text again. Answer the questions.

1 What is the theme of Halloween parties in the USA?
2 What do children ask for when they go trick or treating?
3 What children often make?
4 Why are apples often part of the games at Halloween?
5 Which people can see and talk to spirits, according to one belief?
6 What do Mexican families do on the Day of the Dead?

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

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

5 **Speaking** Work in pairs. Discuss the questions.

1 Is Halloween a popular festival in your country? Do you celebrate it?
2 Are there any special festivals in your region? When are they? What do people do to celebrate them?
1 Read the sentences. Underline examples of the present simple and present continuous.
1 My cousin is living in Brazil for a year.
2 Polar bears live in the Arctic.
3 I usually listen to music on the bus.
4 Today, I’m reading a book on the bus.
5 I don’t speak Spanish.
6 Are those girls speaking German?

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

**LEARN THIS!**
Contrast: present simple and present continuous
We use the present continuous
1 for actions happening now.
We use the present simple
2 for regular events and actions.
3 for facts which are always true.

3 Read the email. Choose the correct verb forms.

**Email**
Hi Amelie,

How are you? I work / I’m working in my bedroom and I’m bored. I usually watch / I’m usually watching TV on Sunday evening, but I study / I’m studying tonight because of the exam tomorrow.

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

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

Rosie cooks / is cooking dinner for us tonight, but she’s a terrible cook! What do you do / are you doing at the moment? Can I come round?

Jasmine

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

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

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

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

**cook**
**do**
**go**
**help**
**like**
**prefer**
**not**
**understand**
**watch**

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

**GRAMMAR BUILDER 4D: PAGE 116**

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

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

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

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

**Brooke**
Yes. We _____ (go) to the same dance class on Fridays.

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

**Brooke**
Yes — to the party. It’s at a club in town. The invitation says ‘smart clothes’ — that’s why I _____ (borrow) a top!

**Evan**
It sounds fun. Can I come?

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

**Evan**
What _____ you _____ (mean)?

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

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

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

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

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

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

FAIRYTALE WEDDING
Ben and Libby are preparing the invitations for their wedding in the USA next month. The venue is Disney’s Magic Kingdom in Florida. ‘We want our wedding to be special for us, but we want it to be exciting for our guests.’ The plan is to get married in front of Cinderella’s Castle. Then, after the meal, they want to celebrate their big day with a roller coaster ride.
3 Read the text again. Match summary sentences 1–5 with sections A–D. There is one sentence that you do not need.

1 This couple are planning to get married at a hotel with an amazing view of the sea.
2 This couple are planning to get married on a form of transport.
3 This couple are planning to get married at a very cold place.
4 This couple are planning to get married at an unusual place in the UK.
5 This couple are planning to get married at a theme park.

EXAM STRATEGY

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

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

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

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

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

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

beautiful exciting fun interesting romantic unusual

I think ... is the best venue because it’s really ... and ...
I agree. / I don’t agree. I think ...

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

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

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

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

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

blue confused fall give good pain start

I keep on fallin’
In and out of love
With you
Sometimes I love ya
Sometimes you make me
Sometimes I feel
At times I feel used
Lovin’ you darlin’
Makes me so
I keep on fallin’
In and out of love with you
I never loved someone
The way that I love you
Oh, oh, I never felt this way
How do you
And cause me so much ?
Just when I think
I’ve taken more than would a fool
I fallin’ back in love with you
I keep on fallin’
In and out of love with you
I never loved someone
The way that I love you
Oh baby
I, I, I, I’m fallin’
I, I, I, I’m fallin’
I’m fallin’
In and out of love with you
I never loved someone
The way that I love you (x3)

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

a Very happy, but surprised.
b Happy some of the time and sad some of the time.
c Very sad all of the time.
d Bored and unhappy.
1 **2.07** Read and listen to the dialogue. What do Martha and Sam arrange to do together? Choose the correct answer.
a play football  b go shopping  c go for a bike ride

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

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

<table>
<thead>
<tr>
<th>Dialogue</th>
<th>Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>play basketball</td>
<td>at 4 o'clock today</td>
</tr>
<tr>
<td>2</td>
<td>see a film</td>
<td>at 3 o'clock on Saturday</td>
</tr>
<tr>
<td>3</td>
<td>go ice skating</td>
<td>at 6 o'clock on Sunday</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Asking about plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are you up to (this evening, tonight, etc.)?</td>
</tr>
<tr>
<td>Are you doing anything (tonight, this weekend, etc.)?</td>
</tr>
<tr>
<td>Are you (tomorrow, this weekend, etc.)?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Making a suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>How about (playing tennis / doing something)?</td>
</tr>
<tr>
<td>Shall (go to the park / do something)?</td>
</tr>
<tr>
<td>Let's (have a picnic / do something).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good (Yes, OK. That's perfect. Fine. That sounds fun.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Declining</th>
</tr>
</thead>
<tbody>
<tr>
<td>I'm (I can't. No, thanks.)</td>
</tr>
</tbody>
</table>

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

**A**

Greet B. Ask about B's plans for Saturday.

**B**

Reply that you don't have many plans.

Suggest an activity.

Decline the offer. Give a reason.

Make another suggestion.

Agree. Ask about time.

Suggest a time and place.

Agree. Say goodbye.

Say goodbye.

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

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**Grammar Builder 4F: Page 116**

**Present continuous for future arrangements**

We use the present continuous to talk about future arrangements.

We're getting married next summer.

---

**Speaking**

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

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

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

**Look Out!**

Prepositions of time

*at* at five o'clock, at the weekend, at night

*in* in the morning, in (the) summer

*on* on Monday, on Tuesday evening

*no preposition* this afternoon, tomorrow (morning)
1. **Speaking** Look at the photos and answer the questions.
   1. Where are the people?
   2. What are they doing?
   3. What are they wearing?
   4. Which event do you think looks more fun?

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

3. Match each sentence with one of the invitations (A–C).
   1. Guests need to wear special clothes.
   2. The party is outdoors.
   3. There is a finish time.
   4. The party is at the house of some family members.
   5. The party is at the sender's home.
   6. It's a birthday party.

4. Put the phrases below into four groups with similar meanings. There are three phrases in each group.
   - a. I'm having a party ...
   - b. I hope you can make it.
   - c. Please reply ...
   - d. Don't miss it!
   - e. I'm planning a party ...
   - f. You can text your reply.
   - g. It's my party ...
   - h. Best wishes ...
   - i. Hope you can come.
   - j. Love ...
   - k. Bye for now ...
   - l. Please let me know.

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

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

   **Can you change the music, please?**

6. Read the writing strategy. Find and circle four words and phrases that start and finish the invitations.

   **Writing strategy**
   When you write an invitation, postcard or email:
   1. Start with Dear, or 1. ______, and the person's name.
   2. Finish with Love, 2. ______, or Bye for now and your name.

7. Imagine you are organising a party to celebrate the end of the school exams. Make notes.
   - Say why you are having the party.
   - Give the time and date of the party.
   - Include information about the place or address.
   - Include a request.

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

   **Check your work**
   Have you:
   - included all the information in the task in exercise 7?
   - used the correct prepositions of time (see lesson 4F)?
   - checked your spelling and grammar?
Unit 3

1. Put the words in the correct order to make sentences. Tick the sentences that are true for you.
   1. physics / keen / not / very / I'm / on
   2. like / I / geography / really
   3. stand / biology / can't / I
   4. P.E. / easy / quite / is
   5. art / I / and / like / design / quite

   Mark: ___/5

2. Match 1–5 with a–e to make parts of a school.
   1. science
   2. playing
   3. head teacher's
   4. music
   5. boys'
   a. field
   b. room
   c. lab
   d. toilets
   e. office

   Mark: ___/5

3. Complete the sentences with some, any or a.
   1. There isn't _______ supermarket in this village.
   2. Do you know _______ good restaurants?
   3. There aren't _______ curtains in the living room.
   4. Do you need _______ lamp in your bedroom?
   5. There are _______ shelves next to the bed.

   Mark: ___/5

4. Complete the dialogue. Use the correct form of have to: affirmative, negative and interrogative.
   Avi   My brother is at music school. He _______ practise the piano four hours a day!
   Grace Wow! That's a lot.
   Avi I know. And we _______ listen to it!
   Grace _______ he _______ study other subjects too, or just music?
   Avi All the students _______ study music and two foreign languages.
   Grace That's difficult!
   Avi Not really. They _______ speak the languages fluently, just read and understand them.

   Mark: ___/5

Unit 4

6. Complete the clothes words.
   1. She's wearing leggings and a T-_______.
   2. Do you like my new track _______?
   3. Is that a sweater or a sweat _______?
   4. I really don't like that cardigan _______!
   5. He wears a jack _______ and a tie to work.

   Mark: ___/5

7. Complete the message with the words below.
   ceremony / groom / guests / reception / venue
   What a weird wedding! The _______ is an old school. The bride and _______ are wearing school uniform! All the _______ are wearing the same. After the _______, there's a big _______ in the canteen with lots of food and drink!

   Mark: ___/5

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Mia</th>
<th>Tom</th>
</tr>
</thead>
<tbody>
<tr>
<td>chat online</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>wear trainers</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>listen to music</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>watch TV</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>smile</td>
<td>x</td>
<td>✓</td>
</tr>
</tbody>
</table>

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

   Mark: ___/5

9. Complete the email. Use the present simple or present continuous form of the verbs in brackets.
   Hi Louis!
   I _______ (write) this email on my parents' laptop. They _______ (not know) because they _______ (have) lunch in the kitchen at the moment. Anyway, thanks for my beautiful gloves. I _______ (wear) them every day - but I _______ (not wear) them now, of course. I can't type with gloves on!

   Mark: ___/5

10. Complete the times with at, in or on. Tick the times which do not need a preposition.
    1. _______ this afternoon 4. _______ the morning
    2. _______ Friday morning 5. _______ tomorrow morning
    3. _______ ten o'clock

   Mark: ___/5

   Total: ___/25
Lead-in

1 Describe your school. Use there is / there are affirmative and negative and the words below. Add your own ideas.
- canteen
- classrooms
- computer room
- library
- reception
- sports hall
There isn't a canteen. There are lots of classrooms. There ...

Listening

2 Anna is visiting Libby's school in London. Listen to the dialogue. Where does it take place? Choose a, b or c.
   a in a corridor
   b in a classroom
   c on the stairs

3 Listen again. Complete the sentences with one or two words.
   1 Anna is wearing ______, not school uniform.
   2 The teacher thinks Prague is in ______.
   3 Anna thinks Libby is in the school ______.
   4 George tells Anna that she needs to go up to the ______ floor.
   5 George is going to the ______ so Anna follows him.

Speaking

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

Excuse me. Where's the ... ?

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

Reading

5 Read the school newsletter, ignoring the gaps. Which of the paragraphs (A–D) is about:
   1 some visitors?
   2 school equipment?
   3 a special occasion?
   4 a teacher?

NEWSLETTER

AUTUMN TERM

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

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

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

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

6 Match sentences A–E with gaps 1–4 in the newsletter. There is one sentence that you do not need.
   A But please remember, these are for homework only.
   B They're planning to sell hotdogs, burgers and veggie burgers.
   C The maths exams, however, are taking place in the school hall.
   D He's leaving at the end of term after 18 years at the school.
   E Two are from Italy, two are from France and one is from Poland.

Writing

7 Imagine you are Libby. Write a short invitation to a friend inviting him or her to the Bonfire Night party at your school. Include the information below.
   - the day and date of the party
   - where the party is and how much the tickets cost
   - the time it starts and the time it finishes
   - what you can do and see there
5A Vocabulary and Listening

Food
I can talk about different foods and dishes.

5 Speaking
Work in pairs. Ask and answer questions about your partner’s favourite food items.

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

My favourite kind of fish is ...

3 Vocabulary Builder (Part 1): Page 135

6 2.11 Listen to five dialogues between a chef and his assistant. What is the problem with each dish? Choose the correct answers.

Dish 1
a. There isn’t any butter on the potatoes.
b. The potatoes aren’t hot.
c. The potatoes don’t look nice.

Dish 2
a. There are only six prawns.
b. The lemon is green.
c. The prawns aren’t ready.

Dish 3
a. The beef isn’t pink.
b. The slice of beef is very big.
c. The slice of beef is very small.

Dish 4
a. The grapes are brown.
b. The cheese is very old.
c. The cheese has blue bits in it.

Dish 5
a. There aren’t any peppers.
b. The mushrooms are very small.
c. The rice is hard.

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

bowl bunch glass slice
1. a ______ of lemon / beef
2. a ______ of grapes
3. a ______ of rice
4. a ______ of water

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

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

9 Speaking
Read your menu to the class. The class votes on the best menu and the best dish.

3 Vocabulary Builder (Part 2): Page 135
**GRAMMAR**  Quantity  

I can talk about quantities.

**LEARN THIS!**

### Countable and uncountable nouns

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

1. **Read the Learn this! box.** Then put the nouns below into the correct groups. Can you add any more?  
   - apples  
   - beef  
   - butter  
   - eggs  
   - grapes  
   - ham  
   - meat  
   - milk  
   - rice  
   - tomatoes  
   - tuna  
   - vegetables

<table>
<thead>
<tr>
<th>Countable nouns</th>
<th>Uncountable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>apples</td>
<td>beef</td>
</tr>
</tbody>
</table>

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

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

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

<table>
<thead>
<tr>
<th></th>
<th>Uncountable nouns</th>
<th>Plural countable nouns</th>
</tr>
</thead>
<tbody>
<tr>
<td>affirmative</td>
<td>There’s some beef.</td>
<td>There are some eggs.</td>
</tr>
<tr>
<td>negative</td>
<td>There isn’t any beef.</td>
<td>There aren’t any eggs.</td>
</tr>
<tr>
<td>interrogative</td>
<td>Is there any beef?</td>
<td>Are there any eggs?</td>
</tr>
</tbody>
</table>

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

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

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

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

   - Is there any rice?  
   - No, there isn’t. Are there any tomatoes?

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

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

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

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

   - **How much housework do you do every week?**  
   - **None. / About ten minutes. / About two hours.**

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Unit 5  Healthy living  49
**CULTURE** Fussy eaters?
I can understand information about different diets and opinions about food.

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

- boring
- fattening
- healthy
- sweet
- tasty
- unhealthy

There are eggs, potatoes...
I think dish 1 looks tasty.

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

Food for thought?

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

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

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

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

animal  balanced  dairy  farm  human  processed

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

5 Complete the sentences with the compound nouns from exercise 4.
   1 Meat, eggs, honey and butter are all _________.
   2 A ________ usually includes rice or pasta, fruit, vegetables and meat or fish.
   3 The ________ needs water and food to live.
   4 Cows, sheep and pigs are all _________.
   5 Butter, milk and cheese are all _________.
   6 Pizza, burgers and sausages are types of _________.

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

7 **2.15** Listen again. Match speakers 1–5 with their opinions (A–F). There is one opinion that you do not need.
   1 [ ]  2 [ ]  3 [ ]  4 [ ]  5 [ ]
   A I don’t eat a lot of meat because I want to be healthy.
   B I don’t like the idea of eating a big piece of meat, but sausages are OK.
   C I don’t eat meat because I think it’s wrong to kill animals.
   D I don’t eat meat because keeping animals is not good for the environment.
   E Some food is against the rules of my religion – for example, pork and shellfish.
   F I like all kinds of meat and want to try new kinds.

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

9 **SPEAKING** What is your opinion of vegetarian food? Tell your partner. Use vocabulary from exercise 1 and the text in exercise 2.
1 2.16 Read and listen to the dialogue. Why does Freya think it is a bad idea for Oliver to go running?
Oliver What are you eating?
Freya Pasta with ham and cheese.
Oliver You shouldn’t have a big meal just before bed. It isn’t good for you.
Freya But I’m hungry!
Oliver You should have some fruit, then.
Freya Yes, OK. You’re right. What are you doing, anyway?
Oliver I’m going running. See you later!
Freya You shouldn’t go outside.
Oliver Why not? It isn’t cold.
Freya I know. But those joggers you’re wearing are horrible!

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

should / shouldn’t
We use should / shouldn’t and the base form to give advice, or to say that something is a good or bad idea. Should is followed by the base form of the verb. The form of should is the same for all persons.

Affirmative
You should eat some fruit.

Negative
You shouldn’t eat unhealthy snacks.

Interrogative
Should I go now?
Yes, you should. / No, you shouldn’t.

3 Match the problems with the advice.
1 I’m always hungry by 11 a.m.
a She shouldn’t go running.
b You should have a big breakfast.
c You shouldn’t eat them.
d They should go to bed early.

5 I need to get fit.
a go running  b do aerobics
6 It’s my mum’s birthday and I haven’t got any money.
a make a present for her  b just give her a card

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

1 he / jump
2 she / swim / there
3 he / eat / that apple
4 she / wear / boots
5 he / stand up
6 they / phone / the police

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

6 SPEAKING Work in pairs. Take turns to be A and B.
Student A: Read a problem in exercise 5 and ask for advice (a or b). Use Should I ...?
Student B: Answer yes or no. If the answer is no, give the other advice.

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

Yes, you should. / No, you shouldn’t. You should find information online.
Healthy alternatives

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

Doctor Fish
Millions of people around the world have skin problems. There’s an unusual treatment called ‘doctor fish’. It’s already popular in Japan, China and Turkey, and now you can get it in Europe too. Patients get into water with hundreds of small fish. The fish eat the dead skin from the patients’ arms, legs and bodies but they don’t eat any healthy skin. It isn’t painful, but it feels strange! There are many skin problems that doctors can’t cure, so they are happy for their patients to try doctor fish.
3 Read the text again and choose the correct answers.
   1 You can get treatment from ‘doctor fish’
      a in Japan, China, Turkey and Europe.
      b in Japan, China and Turkey, but not Europe.
      c in Europe only.
   2 ‘Doctor fish’ are good for people with skin problems because
      a they can cure skin problems.
      b they live in warm water.
      c they eat dead skin.
   3 In a snake massage, what do the large snakes do?
      a They move around on your body.
      b They move around on your face.
      c They move around on your body and face.
   4 What do patients think of the snake massage?
      a They all like it.
      b Some like it and some don’t.
      c Most of them don’t like it.
   5 In some children’s hospitals in Britain
      a clowns visit the patients.
      b doctors take patients and their families to see clowns.
      c doctors dress up as clowns.

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

cure headache medicine painful patients relax treatment

1 This ______ tastes horrible!
2 ‘My left eye is very ______.’ ‘Go and see your doctor.’
3 I work hard all day, but then I ______ in the evening.
4 Her ______ is going well, but she’s still ill.
5 ‘I’ve got a bad ______.’ ‘Lie down and close your eyes.’
6 Hospitals can’t ______ all of their ______.

READING STRATEGY

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

5 Look at the reading strategy. Underline any other new words in the text and choose the three most useful. Add them to your vocabulary notebook.

6 SPEAKING Work in pairs. Imagine you have to choose one of the three therapies in the text. Tell your partner which therapy you are choosing and why. Explain why you are rejecting the other two. Use the phrases below to help you.

It works / it doesn’t work. I’m scared of...
I like / don’t like the idea of...
It’s a waste of time / money.

I’m choosing ... because ... I’m rejecting ... because ...
In a café
I can order food and drink in a café.

**Meals**
- Vegetable soup with garlic bread £4.95
- Chicken curry with rice £7.50
- Beef and mushroom pie with peas £8.50
- Cheese omelette with chips £5.75
- Prawn stir-fry with noodles £6.95
- Tuna salad £5.50
- Toasted cheese and tomato sandwich £3.95

**Drinks**
- Orange juice £1.50
- Chocolate milkshake £2.50
- Coffee or tea £1.95

1. **Speaking** Look at the photo. What can you see? Would you like to eat there?

2. **2.17 Read and listen to the dialogue. What do Blake and Abbie order?**

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

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

   **Customer**
   1. ____ I have the ..., please? 2. ____ like ..., please.

   **Waitress or server**
   Can I ____ you? I'm ____. We haven't got ... 5. ____ to drink? Here you ____.

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

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

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

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

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

   1. ____ 3. ____ 5. ____ 7. ____
   2. ____ 4. ____ 6. ____ 8. ____

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

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

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

   **Table**
<table>
<thead>
<tr>
<th>Food</th>
<th>Drink</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customer 1</td>
<td></td>
</tr>
<tr>
<td>Customer 2</td>
<td></td>
</tr>
<tr>
<td>Customer 3</td>
<td></td>
</tr>
</tbody>
</table>

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

10. **Speaking** Act out your dialogue to the class.
1 **SPEAKING** Do you think your lifestyle is usually healthy or unhealthy? Tell your partner your opinion and give examples.

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

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

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

are do do how is what

**Health questionnaire:**

**food and lifestyle**

1 ______ you a member of a gym?

2 ______'s your favourite snack?

3 ______ you ever go running?

4 ______ a massage healthy, in your opinion?

5 ______ you prefer fried eggs or boiled eggs?

6 ______ often do you eat take-away food?

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

a Yes, I do, but only when the weather is good.

b No, I'm not.

c Two or three times a month.

d Yes, it is.

e A biscuit and a glass of milk.

f I prefer boiled eggs.

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

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

fizzy drink pizza potatoes sports swimming team yoga

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

**Types of questions**

1 Yes/No questions have short answers.

   Do you often go running? No, I don't.

   Are you always in bed by 11 p.m.? Yes, I am.

   Have you got a bike? Yes, I have.

2 Information questions start with a question word (when, what, how often, etc.). These questions don't have short answers because they are asking for information.

   How often do you eat fish? Twice a week.

   What's your favourite fruit? Oranges.

7 Put the words in the correct order to make questions.

1 day / eat / you / do / fruit / every / ?

   Do you eat fruit every day?

2 sweets / any / in / there / are / school bag / your / ?

3 forms / exercise / do / what / of / do / you / ?

4 asleep / you / are / before / 11 p.m. / usually / ?

5 eat / you / do / breakfast / always / ?

6 relax / you / how / do / ?

8 Match the questions in exercise 7 with the categories below.

   Questions about food: ...  

   Questions about lifestyle:

9 Write three more questions for each category. Use the words below or your own ideas.

   apples chocolate clean your teeth cycle  

   fattening food fried food go dancing salad

   wear sun cream  

   How many apples do you eat every week?

10 Write a questionnaire about healthy living for a school magazine. Include six questions about food and lifestyle. Use your ideas from exercise 9.

11 Work in pairs. Swap questionnaires with your partner. Write answers to your partner's questionnaire.

**CHECK YOUR WORK**

Have you:

- included questions about both topics – food and lifestyle?

- formed questions correctly?

- checked your spelling?
Get Ready for your Exam

Listening
1 Get ready to LISTEN Match the words below with the definitions.

<table>
<thead>
<tr>
<th></th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>charity</td>
<td>a book for writing your plans and arrangements for each day</td>
</tr>
<tr>
<td>coin</td>
<td>funny, not serious</td>
</tr>
<tr>
<td>diary</td>
<td>an organisation for helping people in need</td>
</tr>
<tr>
<td>fair</td>
<td>false hair that you wear on your head</td>
</tr>
<tr>
<td>outfit</td>
<td>a special event where people buy and sell things</td>
</tr>
<tr>
<td>silly</td>
<td>a small, round, metal piece of money</td>
</tr>
<tr>
<td>wig</td>
<td>a set of clothes that go together</td>
</tr>
</tbody>
</table>

2 Work in pairs. Ask and answer the questions.
1 Do you ever give money to charities? Why? Why not?
2 Which are the most important national and international charities?

3 Do the exam task.

LISTENING exam task
You are going to hear a radio announcement about a Student charity event. Listen and mark the sentences true or false.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Red Nose Day is a charity for children all over the world.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>You have to wear red and white clothes on March 25th.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>On March 25th, students get free food and drink at school.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Students bring coins to put in money boxes.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>There are competitions at the disco in the evening.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>The speaker invites students to a charity event.</td>
<td></td>
</tr>
</tbody>
</table>

Speaking
4 Get ready to SPEAK Find these things and people in the photo in exercise 7.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>bushes and trees</td>
</tr>
<tr>
<td>2</td>
<td>party food and drink</td>
</tr>
<tr>
<td>3</td>
<td>birthday cards</td>
</tr>
<tr>
<td>4</td>
<td>balloons</td>
</tr>
<tr>
<td>5</td>
<td>a girl with black, curly hair</td>
</tr>
<tr>
<td>6</td>
<td>a girl in a brown dress</td>
</tr>
<tr>
<td>7</td>
<td>a birthday cake with candles</td>
</tr>
</tbody>
</table>

5 Use the phrases below to say where the things in exercise 4 are in the photo.
On the left/right, I can see ...
In the foreground/background, there is/are ...
In the middle of / at the top of the photo, I can see ...

6 Read the exam task in exercise 7 below. Then listen to Adam answering question 2. Which is his favourite celebration? Where does he go?

Festivals and celebrations Christmas Easter Halloween name day New Year St Nicholas's Day Valentine's Day

7 Do the exam task.

USE OF ENGLISH exam task
Complete the sentences with the correct form of the words in brackets.

1 Are your friends _______ ready for the party? (get)
2 I sent you an _______ by email. (invite)
3 There were a lot of _______ at the wedding reception. (child)
4 They’re planning to have a big _______ at the end of their exams. (celebrate)
5 My dad doesn’t find charity events like Red Nose Day very _______. (interest)
6 Running 2 km shouldn’t be difficult for a _______ teenager. (health)
7 This charity looks for new _______ for children's diseases. (treat)
Reading

9 Get ready to READ Work in pairs. Ask and answer the questions.
   1 How often do you eat out?
   2 What kind of restaurants and cafés do you go to?

10 Complete the sentences with the words below.
   chef dish fast food food allergy noodles snack vegans vegetarians
   1 Hot dogs and burgers are examples of _____________.
   2 _____________ don't eat any food that comes from animals, including milk, honey and eggs.
   3 Spaghetti bolognese is an Italian _____________.
   4 My sister suffers from a _____________. She can't eat any dairy food.
   5 I often have a ____________ when I get home from school — maybe a biscuit and a cup of tea.
   6 ____________ don't eat meat or fish.
   7 They eat a lot of _____________. In China and Japan.
   8 A _____________ works in a restaurant kitchen.

11 Do the exam task.

READING exam task

Read the text and choose the best answer to the questions: A, B or C.

EATING OUT FOR TEENS IN LONDON
Where can teenagers go for a meal in London? We have some suggestions for great places to eat out in the capital.

The Original Hard Rock Café
There are Hard Rock Cafés all over the world, but this is the first one. It's a great place, with guitars, clothes and photos from famous rock stars. You can have a look at the interesting things in the restaurant, listen to good music, and enjoy delicious American food at the same time. There's also a shop where you can buy various gifts and souvenirs, such as Hard Rock T-shirts.

The Rainforest Café
Welcome to the Rainforest Café — an exciting place to eat right in the middle of the city! It's like a rainforest with lots of trees, water, fish and birds, and all the sights and sounds of the jungle. Imagine eating a great meal there! There are food options for vegetarians and vegans, and food allergy sufferers too. So there is something delicious for everybody on the menu.

5th View
This is a fantastic café on the fifth floor of Waterstone's bookshop in Piccadilly. It's a very elegant and relaxing place to eat in the centre of London — with a great view of the city! You can see out over the whole of London while you eat. You can also read a book from the bookshop at the same time. You can have breakfast, a snack, coffee and cake, or a three-course meal — anything you want.

Speaking

12 2.23 Get ready to SPEAK Read the exam task in exercise 13 below. Then listen to Anna in the exam.

When you hear a beep, choose a sentence from below that Anna could add to her ideas. There is one extra sentence that you do not need to use.

1 My mum makes them with cheese, potato and onion. They're delicious!
2 And I like their salads — they're really delicious.
3 But my sister and her boyfriend can join us.
4 I often go there with my friends.
5 For example, you can have a big meal for seven pounds, and you get a free drink.

13 Do the exam task.

SPEAKING exam task

You are planning to go for a meal in a restaurant with a friend from abroad. Include information about the following points:
- type of restaurant
- your favourite dishes
- the cost of the dinner
- people to invite
6A VOWELARY AND LISTENING In town
I can describe places in a town.

1. VOCABULARY Match the places on the map with the words below.

Places in town: art gallery, bank, bus stop, car park, church, cinema, concert hall, leisure centre, library, museum, park, police station, post office, shopping centre, theatre, tourist information centre, town hall, train station.

2. PRONUNCIATION Listen, repeat and check.

3. Listen and identify the twelve places in town.

4. Match the directions with the pictures. Then listen, repeat and check.
   a. go straight on
   b. take the first left
   c. take the second right
   d. go past the church

5. Look at the map in exercise 1. Listen to five dialogues and follow the directions from 'You are here'. Where do the people want to go?

   1.
   2.
   3.
   4.
   5.

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

   Student A: Give directions to three other places on the map. Student B: Follow the directions on the map. Say where you are.

   First go straight on, then take the first left. It's on your right, opposite the church.

   I'm at the tourist information centre.

>>> VOCABULARY BUILDER (PART 1): PAGE 136 <<<

>>> VOCABULARY BUILDER (PART 2): PAGE 136 <<<
1. Read and listen to the dialogue. Are the sentences true or false?

1. Jess was at Sam’s party.
2. Finn was in London.

Finn: Where were you last weekend, Jess? You weren’t at Sam’s party.
Jess: No, I couldn’t go. I was with my parents. We were in London all weekend.
Finn: Really? Was it fun?
Jess: Yes, it was. Look at my photo of the London Eye.
Finn: It’s great. I really want to go on that. Was it good? What could you see?
Jess: It was fantastic. We could see the whole of London!

2. Complete the dialogue with was, were, wasn’t or weren’t. Then listen and check.

Ryan: You weren’t at the cinema last night.
Hannah: No, I wasn’t. I couldn’t go.
Ryan: Were you at home?
Hannah: Yes, I was. My mum was ill.
Ryan: Marcus and Toby with you at the cinema?
Hannah: No, they weren’t. They were at the leisure centre.
Ryan: Was the film good?
Hannah: Yes, it was. OK, but the ending was very good.

3. Write sentences. Use could and was.

1. Mozart / write music / four
Mozart could write music when he was four.
2. Vanessa Mae / play the violin and piano / five
3. Asad Ullah Qayyum / speak twelve languages / seven
4. Dariusz Świercz / play chess / four
5. Tiger Woods / play golf / three
6. Pablo Picasso / paint beautiful pictures / seven

GRAMMAR BUILDER 6B: PAGE 120

5. Write questions. Use the past simple form of be and can.
1. walk / one? Could you walk when you were one?
2. write your name / three?
3. read / two?
4. count to ten / two?
5. talk / one?
6. ride a bike / six?
7. swim / four?

6. SPEAKING Work in pairs. Ask and answer the questions in exercise 5. Invent answers if you can’t remember.

Could you walk when you were one?
Yes, I could. / No, I couldn’t.

7. SPEAKING Tell the class about your partner.

Laura could walk when she was one.
1 2.30 Read the text. Match photos 1–4 with four of the paragraphs (A–F).

2 Read the text again. Where can you:
   1 go on an exciting ride?
   2 swim with animals?
   3 see views of the opera house?
   4 watch a film in 3D?
   5 buy jewellery?
   6 learn a water sport?
   7 win prizes?
   8 go shopping on Saturday morning?

3 VOCABULARY Match the highlighted adjectives in the text with the words with the opposite meaning below.

   dangerous  difficult  dirty  expensive  old  slow  terrible

4 SPEAKING Work in pairs. Look at the places in the text again. Which places would you choose to go to? Why? Which places wouldn’t you choose? Why?

   I’d choose the ... because I like / want to ...
   I wouldn’t choose the ... because I don’t like / don’t want to ...

5 2.31 Listen to five radio advertisements for places to visit in Sydney. Match the adverts (1–5) with places a–f.

   There is one place that you do not need.

   1  2  3  4  5

   a  a park           d  a museum
   b  an art gallery   e  a shopping centre
   c  a zoo            f  a bookshop

6 2.31 Listen again. Are the sentences true or false?

   1 You can visit the exhibition in July.
   2 You can go shopping on Tuesday evening.
   3 You can walk, cycle and ride a horse in the park.
   4 A child’s ticket costs $31.
   5 You can have a drink at the bookshop.

7 PROJECT Plan a tourist information webpage for a town or city you know well. Include three places and activities that will interest teenagers. Use the phrases below to help you.

   Visit ... and see ... There are lots of ...
   Don’t miss ... Tickets cost ...
   Are you interested in ...? Then ...
   It’s open from ... to ... The ... is really fun/interesting!
1 Read the story. Answer the questions.
   1 Where was the girl?
   2 Where was the dog?
   3 Was it the girl’s dog?

One day Suzie was in the park. She was on a bench, and there was a big dog next to the bench. A man stopped in front of Suzie. He wanted to sit down, but he was a bit nervous. ‘Does your dog bite?’ he asked her. ‘No, it doesn’t,’ Suzie replied.

A minute later, the dog closed its teeth round the man’s leg. ‘Ow!’ he shouted. ‘What do you mean, your dog doesn’t bite? You lied!’

‘That isn’t my dog,’ explained Suzie.

2 Look at the verbs in blue in the story. They are all past simple forms. What is the ending for all of them?

3 Read the Learn this! box. Then put the blue verbs in the story into the correct group of spelling rules (1–4).

The form of the past simple is the same for all persons.

1 Most verbs:
   add -ed watch → watched
2 Verbs ending in -e:
   add -d dance → danced
3 Verbs ending in a consonant and -y:
   change -y to -ied study → studied
4 Verbs ending in a short vowel and a consonant:
   double the consonant and add -ed
   chat → chatted plan → planned

4 2.32 PRONUNCIATION Listen and repeat. Listen to the pronunciation of the endings. Try to copy what you hear.
   1 /d/ or /t/ danced walked arrived
   2 /d/ hated

5 2.33 PRONUNCIATION Listen and repeat. Listen to the pronunciation of the endings. Write 1 (/t/ or /d/) or 2 (/d/).
   a happened 1 e started
   b shouted 2 f closed
   c stopped g wanted
   d agreed h asked

6 Look at the time expressions below. Put them in the correct order (1–9). Start with the most recent.

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

   1 last night
   2 yesterday morning/Tom and Sam/walk/to school
   3 my mum/wash/my clothes/last night
   4 We/plan/our summer holidays/two months ago
   5 We/plan/our summer holidays/two months ago
   6 I/tidy/my room/at the weekend
   7 last year/we/celebrate/Christmas at home
   8 we/play/volleyball/the day before yesterday
   9 we/play/volleyball/the day before yesterday

7 Write sentences. Use the past simple form of the verbs.

1 we / play / volleyball / the day before yesterday
   We played volleyball the day before yesterday

2 last year / we / celebrate / Christmas at home

3 I / tidy / my room / at the weekend

4 Tom / phone / his girlfriend / yesterday afternoon

5 We / plan / our summer holidays / two months ago

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

A girl 1 _______ (walk) into a cinema with her parrot to watch a film. It was a romantic comedy. When there was a funny part, the parrot 2 _______ (start) to laugh. Later, there was a sad part and the parrot started to cry. This 3 _______ (happen) all through the film. The parrot 4 _______ (laugh) and 5 _______ (cry) at all the right moments. The man behind them 6 _______ (watch) all of this. At the end of the film, he 7 _______ (whisper) to the girl, ‘That’s really amazing!’ ‘It certainly is,’ the girl 8 _______ (agree), ‘He 9 _______ (hate) the book!’

9 SPEAKING Play a memory game in class. Each student adds one activity. You can invent activities. Use the verbs below to help you.

chat cook cycle listen phone play relax stay study talk tidy visit walk want watch work

Last weekend, I played games online.

Last weekend, I played games online and I watched TV.

Last weekend, I played games online, I watched TV and I...
Out on the town
I can understand a story about a bad experience.
Choose three pictures. Describe them. What is happening? What can you see?

1. I can see a nightclub in picture B.
2. A man is repairing a car in picture C.

Read the text. Number pictures A–I in the correct order.

A STRANGE ACCIDENT

LAST MONTH, two brothers, sixteen-year-old George and eighteen-year-old David, were on their own at home one Saturday afternoon. Their parents were on a weekend trip with some friends. They were in their dad’s car. George was bored and wanted to have an adventure.

‘Let’s drive into town this evening,’ he suggested to David. ‘You’re 18. You can drive Mum’s car.’

David wasn’t happy about it because he wasn’t allowed to drive his mum’s car. But he was bored too, so he agreed.

The boys arrived in the town centre, and decided to go to the cinema. David parked the car carefully outside the cinema. They watched a great film. They were hungry after the film, so they stopped at a café and ordered a pizza.

Their friends, Sally and Emily, were there. ‘We’re going to a nightclub now,’ said Sally. ‘Do you want to come?’ The boys weren’t tired, so they agreed. When they arrived at the nightclub, David parked the car carefully in the street.

George and David stayed in the nightclub for a long time. When they walked back to the car, they noticed something terrible.

‘Oh, no!’ shouted David. ‘There’s a big dent in the back of the car!’

The boys were very worried. They hurried home, and waited until 7 a.m. Then they phoned a garage and explained the problem. A mechanic repaired the car, and the boys parked it outside the house just in time!

A few minutes later, their parents returned home. The boys were too scared to say anything about the car. But later that day, their mother wanted to use her car. ‘Hey! Come and look at this!’ she shouted. The boys were very nervous. ‘I think Mum is angry,’ said George. But she wasn’t angry. She looked very surprised. She continued, ‘I don’t understand! A van crashed into my car last Thursday, but now you can’t even see the dent!’

Choose the correct prepositions. You can find the underlined phrases in the text.

1. I usually go to school with my sisters, but yesterday I was ill so they walked to school in/on their own.
2. I was at/in home yesterday afternoon.
3. My mum is on a trip to France for/with some friends.
4. Last night I watched TV during/for a long time.
5. ‘Look to/at this!’ shouted the little girl.

VOCABULARY Underline all the adjectives below in the text.

Angry bored happy hungry nervous scared surprised tired worried

Label the pictures with six of the adjectives in exercise 5.

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

1. George and David were alone at home.
2. George and David’s parents were on a day trip with their friends.
3. Both boys were bored at home.
4. George and David’s friends, Sally and Emily, were at the cinema.
5. David believed that he caused the dent.
6. The mechanic repaired the dent before their parents arrived home.
7. The dent was there before George and David used the car.

Work in groups of three. Look at three pictures each. Cover the text and retell the story using the past simple. Use the prompts below to help you.

One Saturday afternoon, George and David were at home. Their parents ...

Student A (pictures 1–3)
1. George and David – at home
2. parents – on a trip with friends
3. bored – decide to drive mum’s car into town
4. arrive – town centre
5. park outside – cinema
6. watch – film
7. stop at a café – order pizza
8. friends (Sally and Emily) – at the café

Student B (pictures 4–6)
4. decide – to go to a nightclub
5. park – in the street
6. stay – for a long time
7. walk back to car – notice a dent
8. George and David – hurry home
9. wait – until seven o’clock
10. phone – the garage

Student C (pictures 7–9)
7. mechanic – repair the car
8. park – outside house
9. parents – return home
10. boys – scared
11. mum – want to use her car
12. boys – very nervous
13. mum – shout
14. mum – look surprised

Unit 6 • Going places 63
1 **SPEAKING** Describe the photo. Answer the questions. Use the verbs below to help you.

- look at
- point at
- stand
- talk about

1. Where are the people?
2. What can you see?
3. What are the people doing?

2 **2.34** Read and listen to the dialogue. Complete the dialogue with the question words below.

- how
- how much
- what
- where

Clerk: Good afternoon. Gallery of Modern Art. 1. ______ can I help you?
Jamie: Good afternoon. I'd like some information about the gallery, please.
Clerk: Certainly. What would you like to know?
Jamie: 2. ______ are your opening times?
Clerk: We open at half past nine, and we close at five o'clock. Last entry is at four o'clock.
Jamie: And 3. ______ does it cost to get in?
Clerk: It's $10 for adults and $5 for children under 14.
Jamie: OK. 4. ______ is the gallery exactly?
Clerk: It's on Green Street, opposite the town hall.
Jamie: OK. Thanks very much.
Clerk: You're welcome.
Jamie: Bye.

3 **SPEAKING** Work in pairs. Practise reading the dialogue, changing the words in blue. Use places from below or your own ideas. Invent times and ticket prices.

- National Art Gallery
- Natural History Museum
- Science Museum

4 **2.35** Read the listening strategy. Then listen to Jack phoning the Boston Science Museum. Correct the mistakes in his notes.

- Opening times: 9 o'clock until 6.15
- Last entry: 4 o'clock
- Adults: $10, Children under 12: $7, Students: $12
- Where? Near the river, next to North Point Park

5 **2.35** Listen again. Tick the sentences that the speakers use. Choose a or b. (Both are correct English.)

1. a. Can you give me some information about the museum, please?
   b. I'd like some information about the museum, please.

2. a. How can I help you?
   b. What would you like to know?

3. a. What are your opening times?
   b. What time do you open and close?

4. a. The last entry is at five o'clock.
   b. But we don't sell tickets after five o'clock.

5. a. How much are the tickets?
   b. How much does it cost to get in?

6. a. Where is the museum exactly?
   b. Can you tell me where the museum is?

6 **SPEAKING** Work in pairs. Imagine that you are phoning a museum to ask for information. Prepare a dialogue like the dialogue in exercise 2. Use the prompts below.

**Clerk**

- Answer the phone.
- Offer help.
- Give the information about opening and closing times.
- Give the information about prices for adults and children.
- Say where it is.
- Thank the clerk.

**You**

- Ask for some information.
- Ask about opening times.
- Ask about ticket prices.
- Ask where the museum is.

7 **SPEAKING** Act out your dialogue to the class.
Read the notes. Which is:

a a phone message?  c a message of sympathy?
b a thank-you note?  d a message of congratulation?

1 Dear Grandma and Grandad,
Thank you so much for the Amazon gift voucher. It arrived on my birthday! It was really kind of you. I used it to buy a great CD!
I hope that you are both well. See you soon.
Love,
Frances

2 Mum,
Dad phoned from the bus station in Oxford. He missed the bus. There isn’t another bus until 10 o’clock so he’s spending the night in Oxford. Please phone him on his mobile. It’s urgent.
Simon

3 Dear Emma,
I was really pleased to hear that you passed your exams. Your mum phoned to tell me your grades. Five As and three Bs is a great result – that’s a fantastic achievement! Well done! We’re all very proud of you.
With love from
Uncle John

4 Dear Harriet,
I was so sorry to hear that you aren’t well. I hope that you feel better soon, and aren’t in hospital for too long. We’re all thinking of you. I’ll come and see you on Saturday.
Get well soon!
Love,
Patricia
PS I hope you like the flowers.

Complete the phrases with the words below. Which phrases can you use in (a) a phone message (b) a thank-you note (c) a message of sympathy (d) a message of congratulation?

all fantastic kind lovely on proud soon urgent well

1 What a ______ surprise.
2 Get well ______.
3 It’s a ______ achievement.
4 ______ done!
5 We’re very ______ of you.
6 We’re ______ thinking of you.
7 It’s ______.
8 It was really ______ of you.
9 Please phone him ______ his mobile.

WRITING STRATEGY
Before you start writing, spend a few minutes planning what you want to write. Make notes.

Read the writing strategy and the situations below. Then choose two situations from different lists, and write two messages. Use phrases from exercises 2 and 3.

Phone message
1 Your mum phoned. Her train is late. Leave a message for your dad.
2 Your brother’s friend phoned. She’s at the leisure centre. She’s waiting for your brother. Her number is 786330. Leave a message for your brother.

Thank-you note
1 You received a ticket from a friend for a rock concert.
2 You received a scarf for Christmas from your grandmother.

Message of sympathy
1 A friend failed his/her exams.
2 A friend fell and has got a broken arm.

Message of congratulation
1 Your cousin was first in an important tennis tournament.
2 A friend passed a music exam.

CHECK YOUR WORK

Have you:
- Included all the information in the task in exercise 4?
- used some phrases from exercises 2 and 3?
- checked your spelling and grammar?
Unit 5
1. Complete the sentences with the food words below.
   beef: cabbage cheese dairy products fish fruit
   grapes meat salmon vegetables
   1. Butter and ______ are ______.
   2. Bananas and ______ are types of ______.
   3. Tuna and ______ are types of ______.
   4. Pork and ______ are types of ______.
   5. Carrots and ______ are ______.

Mark:__/5

2. Complete the sentences with the words below.
   cure headache medicine painful relax
   1. Take this ______ every morning before breakfast.
   2. The doctors can't ______ my skin problem.
   3. The treatment is ______, but it works well.
   4. I often get a ______ before an important exam.
   5. Just sit down, close your eyes and ______.

Mark:__/5

3. Read the sentences and write the opposite.
   There are some tomatoes on the table.
   There aren't any tomatoes on the table.
   1. There's some sugar in the bowl.
   2. There are some potatoes in the kitchen.
   3. There aren't any bananas in the bag.
   4. There's some cheese on this pizza.
   5. There isn't any rice in the bowl.

Mark:__/5

4. Complete the sentences with should or shouldn't.
   1. She ______ drive. She isn't feeling well.
   2. You ______ go in there. The sign says 'Keep Out'.
   3. I ______ go to bed soon. I'm really tired.
   4. He ______ work hard this term. He's got exams.
   5. I ______ laugh when he sings. It's rude.

Mark:__/5

5. Complete the dialogue. Use the correct form of would like.
   Waiter 1. ______ coffee?
   Charles No, thanks. We 2. ______ to pay the bill.
   Waiter Yes, of course.
   Charles So, 3. ______ to go home now?
   Lucy No, thanks. I 4. ______ to go to a nightclub.
   Charles OK. Waiter! We 5. ______ a taxi, please.

Mark:__/5

Total:__/25

Unit 6
6. Match 1–5 with a–e to make places in town.
   1. car a. centre
   2. shopping b. station
   3. train c. hall
   4. art d. park
   5. concert e. gallery

Mark:__/5

7. Choose the correct adjective.
   1. I'm hungry / nervous because I've got an exam tomorrow.
   2. I'm bored / tired because I was awake all night.
   3. I'm angry / hungry because you aren't telling the truth.
   4. I'm scared / tired because I can hear a noise upstairs.
   5. I'm happy / worried because my friend is in hospital.

Mark:__/5

8. Complete the sentences with couldn't in one gap and was, were, wasn't or weren't in the other.
   I was very tired, but I ______ sleep.
   1. We ______ play tennis because the weather ______ bad.
   2. The computer ______ broken, so I ______ send any emails.
   3. I ______ finish my dinner because I ______ very hungry.
   4. Tom ______ ill, so he ______ go to the cinema.
   5. Ian ______ buy a CD because the shop ______ open.

Mark:__/5

9. Complete the note. Use the past simple affirmative form of the verbs in brackets.
   Hi Harry!
   Thanks for the DVD. I really ______ (enjoy) it. I ______ (watch) it last night with my sister. We ______ (laugh) a lot and my sister ______ (cry) at the end. It's a great film. I ______ (chat) to Connor this morning and he wants to see it too.

Mark:__/5

10. Complete the dialogue with the words below.
    close cost help know like
    Clerk Good afternoon. Can I ______ you?
    Kim I'd ______ some information about the museum.
    Clerk Certainly. What would you like to ______?
    Kim How much does it ______ to get in?
    Clerk Nothing. It's free.
    Kim Great! And what time do you ______ on Fridays?
    Clerk At six o'clock.

Mark:__/5

Total:__/25
Lead-in
1 Describe a big city near your home. What can you do there? What can you see?

Reading
2 Look quickly at the text. What kind of text is it? Choose a, b, c or d.
   a. a formal letter
   b. a narrative
   c. a publicity leaflet
   d. a newspaper report

A weekend IN LONDON

A
London's parks are beautiful. Hyde Park has a famous lake, the Serpentine – and from May to September, you can swim there. And Regent’s Park is the home of London Zoo. But most visitors to the parks just go for a walk, or sit and relax with some food.

B
Many visitors come to London to buy souvenirs or the latest fashions. Oxford Street is very popular with young tourists. Harrods, the famous department store, is near Hyde Park, and Covent Garden Market has lots of different shops.

C
The West End of London is famous for its theatres. There are about forty different theatres in this part of the city and you can usually get tickets on the day. Musicals are very popular with tourists, but you can see every kind of show from comedy to classics.

D
Like all big cities, there is a lot of traffic in London and driving a car there for the first time is not easy. But there are other ways to travel. Take an underground train from one of 274 stations in London. Or you can stop a ‘black cab’ (a London taxi) in the street.

Speaking
4 Look at the photo. What can you see? Answer the questions.
   1. What are the people doing? What are they wearing?
   2. Do you like eating in this kind of café? What kind of café or restaurant do you like best?

Listening
5 2.36 Libby, Anna and George are going to London for the day. Listen to three short scenes. Where are they in each scene? Tick the correct box.
   Scene 1  [ ] at home  [ ] on a train  [ ] in a café
   Scene 2  [ ] at home  [ ] on a train  [ ] in a café
   Scene 3  [ ] at home  [ ] on a train  [ ] in a café

6 2.36 Listen again. Are the sentences true or false?
   1. Their train to London leaves from platform seven.
   2. Students don’t have to pay to study at the BRIT school of performing arts.
   3. Anna is a big fan of the Noisettes.
   4. After lunch they’re going shopping.
   5. George gets orange juice on his jeans and T-shirt.
   6. George wants to speak to Libby.
   7. Anna isn’t at home when George phones.

Writing
7 Imagine you are Libby. Write a phone a message for Anna to tell her about George’s call.
1 Look at the photos. Match the people with the countries they were from. Choose from the countries below.

Countries: Australia, Belarus, Brazil, Britain, China, Croatia, the Czech Republic, Egypt, France, Germany, Italy, Jamaica, Japan, Lithuania, Poland, the Republic of Ireland, Romania, Russia, Slovakia, South Africa, Spain, Sweden, Turkey, Ukraine, the USA

I think number 1 was from ...

2 Work in pairs. Can you think of famous people from the other countries?

Pope John Paul II was from Poland.

Andrés Iniesta is from Spain.

3 VOCABULARY Match the countries in exercise 1 with the nationalities below.

Nationalities: American, Polish, Belarusian, Turkish, Lithuanian, British, Slovakian, Chinese, Croatian, Czech, Egyptian, French, Italian, Jamaican, Ukrainian, German, Irish, Japanese, Brazilian, Romanian, South African, Spanish, Australian, Swedish, Russian

4 2.37 PRONUNCIATION Listen, repeat and check.

>>> VOCABULARY BUILDER (PART 1): PAGE 137

5 2.38 Listen to four biographies. Match them with four of the people in exercise 1.

1 2 3 4

6 2.38 Listen again. Match each person with two of the sentences below.

1 ______ was born in Italy.
2 ______ was deaf from the age of 40.
3 ______ worked in Paris.
4 ______ studied at an American university.
5 ______ died in Austria.
6 ______ died in an accident.
7 ______ married a French person.
8 ______ started a hospital.

7 SPEAKING Think of a famous person who is alive today. Your classmates have 20 questions to guess the person. The questions must be yes/no questions. Use the ideas below to help you.

Are you ...
- a man? a woman?
- British? American? ...?
- an actor/actress? an artist? a rock/pop star?
- a scientist? a politician? a sports person?
Do you ...
- live in ...? work in ...? study ...? play a sport?
- appear in films/on TV? invent things?
- write books or music?

Are you a woman? No, I'm not.

Are you American? Yes, I am.

Do you appear in films?
Past simple affirmative: irregular verbs

I can talk about past events.

1 Look at the photo. Who was this man? Why is he famous? Read the text and check.

Nicolaus Copernicus was a famous astronomer. He was born in 1473 in Toruń. He came from a rich family and had three brothers and sisters. Copernicus studied theology and languages – he spoke five languages! Later he began to study astronomy, medicine and maths. At that time, people thought that the Earth was the centre of the Universe, and that the Sun went round the Earth. But Copernicus said that the Earth went round the Sun. He wrote about his ideas in his famous book De revolutionibus. The book appeared a few months before he died in 1543.

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

Caroline Herschel ______ (be) born in 1750 in Germany. When she was 10, she ______ (become) very ill, and because of her illness, she only ______ (grow) to 1.30 metres. Her brother, Wilhelm, worked as a musician in England and then he ______ (begin) to study astronomy. In 1772, Wilhelm ______ (take) Caroline to England. She ______ (sing) in many concerts with Wilhelm. Caroline ______ (read) books on astronomy too, and together they ______ (make) telescopes. Wilhelm ______ (spend) hours every night looking at the stars. Caroline also used the telescopes and she discovered many comets and a galaxy. After Wilhelm’s death in 1822, she ______ (leave) England and returned to Germany. But she continued to study astronomy and in 1828 she ______ (win) a Gold Medal from the Royal Astronomical Society.

6 2.39 PRONUNCIATION What are the past simple forms of the verbs below? Put them into pairs that rhyme. Then listen and check.

break buy catch do grow hide keep know
make pay read say see sell send speak spend tell wear

broke - spoke

LOOK OUT!
There aren’t any rules for irregular past simple forms – you have to learn them! Use the list on page 141.

4 Read the Look out! box. Then complete the sentences. Use the past simple form of the verbs below.

begin build come fall make take think
1 Alexander Bell ______ the first telephone call in 1876.
2 In the fourteenth century, many people ______ that the Earth was flat.
3 Isaac Newton discovered gravity when an apple ______ from a tree onto his head.
4 In 1926, John Logie Baird ______ the first television.
5 Marie Curie worked in Paris, but she ______ from Poland.
6 Charles Darwin ______ writing On the Origin of Species in 1859.
7 Apollo 11 ______ about 76 hours to travel from Earth to the Moon.

7 Look at the list of activities (1–10). When did you last do them? Write sentences. Use the time expressions below.

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

1 do the washing-up 6 wear a hat
2 buy some clothes 7 go to the cinema
3 read a magazine 8 send a text
4 take an exam 9 make a phone call
5 spend some money 10 write a letter

I did the washing-up last week.

8 SPEAKING Work in pairs. Take turns to talk about activities that you did last weekend. Find at least three things that you both did.

I did my homework. I played computer games.

I played computer games too. I went to the cinema.
ROSA PARKS

On 1st December 1955, a 42-year-old black woman got on a bus to travel home after work. She was from Alabama, USA. Her name was Rosa Parks.

Every day, Rosa Parks travelled to and from work by bus. At that time, black people and white people in the south of the USA were not equal. There were separate restaurants, hospitals and schools for white and black people. On buses, black people had to get on and get off through a different door. They had to sit at the back of the bus, and they had to stand up if a white person wanted to sit down. Or if the bus was full, they sometimes had to get off the bus.

On that day in December 1955, Rosa Parks was on the bus on her way home. Some white men got on the bus and the bus driver told Rosa Parks to give her seat to a white man. She politely said no. The driver called the police and they arrested her. The black community decided to take action. They all stopped travelling by bus. This was a big problem for the bus companies, because black people used the buses a lot.

Rosa Parks’ action was the beginning of important changes in the USA. In 2010 the USA got its first black president. It showed how much changed in 60 years.

1 **2.40** Read the text. Choose the correct answers.

1 Rosa Parks was from **South Africa** / the **USA**.
2 She fought for **women’s rights** / the **rights of black people**.
3 In the south of the USA, black and white children have to / had to go to different schools.

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

A She was at the back in the black section.
B But she began to fight for her rights.
C After a year, the state of Alabama changed the law about black and white people on buses.
D Black people were often not allowed in the same public places as white people.
E They did this for 381 days.
F On that bus and on that day, Rosa Parks did something that changed history.

3 Look at the text and the sentences in exercise 2 again. Find the past simple forms of the verbs below. Underline the verbs that are irregular.

1 get on 5 have to 9 call 13 use
2 be 6 want 10 arrest 14 change
3 do 7 tell 11 decide 15 get
4 travel 8 say 12 stop 16 show

4 **VOCABULARY** Complete the sentences with the prepositions below. Then check your answers in the text.

**after at by for from in of to**

1 She travelled to and ________ work ________ bus.
2 It was ________ the south ________ the USA.
3 Black people had to sit ________ the back.
4 She had to give her seat ________ a white man.
5 They did this ________ 381 days.
6 ________ a year, the state of Alabama changed the law.

5 **2.41** Listen to three teenagers talking about their heroes. Choose the correct answers.

1 Tanni Grey-Thompson is the winner of
   a 13 World Championship titles.
   b 16 World Championship titles.
2 Grey-Thompson
   a is still taking part in athletics competitions.
   b has finished her sporting career.
3 Thomas Edison
   a was an American scientist.
   b was a British scientist.
4 Thomas Edison invented
   a a machine which took photos.
   b a machine which could record music.
5 Nelson Mandela was
   a the first president of South Africa.
   b the president of South Africa for five years.
6 Mandela
   a worked in a prison.
   b spent a long time in prison.

6 Write three sentences about a famous person that you admire. Use the words and phrases below to help you.

was born ... lived ... studied ... worked as ... fought for/against ... helped ... invented ... brave intelligent kind honest

7 **SPEAKING** Read your sentences out to the class. Can they guess the name of your hero?
1 Describe the photo. What are the people doing? How do you think the people are feeling?

2  2.42 Read the dialogue. Try to answer the three quiz questions. Then listen and check.
Quiz master If you answer these three questions, Mike, you win £1,000! When did Neil Armstrong walk on the Moon?
Mike Was it in ________ ?
Quiz master That's right. Well done! Here's your second question. The Spanish brought potatoes to Europe in the 1500s. Which continent did potatoes come from?
Mike Sorry, I didn't hear the question.
Quiz master Which continent did potatoes come from?
Mike Did they come from _________ ?
Quiz master Yes! And your final question, for £1,000. The Nobel Peace Prize started in 1901. Alfred Nobel started it. But what did Alfred Nobel invent in 1867?
Mike Did he invent the light bulb?
Quiz master No, he didn't! You've got one more guess!
Mike Was it the camera?
Quiz master No, he didn't invent the camera. Alfred Nobel invented _______ ! I'm sorry, Mike!

3 Look at the table below. Then underline examples of the past simple negative and interrogative in the dialogue.

<table>
<thead>
<tr>
<th>Past simple: negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>He didn't watch TV.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Past simple: Interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you pass your exam?</td>
</tr>
<tr>
<td>When did you go to bed?</td>
</tr>
</tbody>
</table>

4 Look at the examples in the table in exercise 3 again. Then complete the rules in the Learn this! box.

**Past simple**

1 We form the negative of the past simple with:
   l/you/he/she/it/we/they + _______ + base form

2 We form questions in the past simple with:
   _______ + l/you/he/she/it/we/they + base form

**LEARN THIS!**

<table>
<thead>
<tr>
<th>1 Which country _______ NATO invade _______ in 2001?</th>
</tr>
</thead>
</table>
| a Iraq  
| b Afghanistan  
| c Kosovo |

<table>
<thead>
<tr>
<th>2 What _______ Guglielmo Marconi _______ in 1895?</th>
</tr>
</thead>
</table>
| a the television  
| b the car  
| c the radio |

<table>
<thead>
<tr>
<th>3 When _______ the Wright brothers first _______ their plane?</th>
</tr>
</thead>
</table>
| a 1873  
| b 1903  
| c 1933 |

<table>
<thead>
<tr>
<th>4 Where _______ the Battle of Waterloo _______ in 1815?</th>
</tr>
</thead>
</table>
| a France  
| b Belgium  
| c England |

<table>
<thead>
<tr>
<th>5 How many plays _______ Shakespeare _______?</th>
</tr>
</thead>
</table>
| a 17  
| b 37  
| c 57 |

5 Complete the quiz questions with the verbs below. Use the past simple. Then choose the correct answers.

fly invade invent take place write

<table>
<thead>
<tr>
<th>1 Which country _______ NATO invade _______ in 2001?</th>
</tr>
</thead>
</table>
| a Iraq  
| b Afghanistan  
| c Kosovo |

<table>
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<tr>
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| a France  
| b Belgium  
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<table>
<thead>
<tr>
<th>5 How many plays _______ Shakespeare _______?</th>
</tr>
</thead>
</table>
| a 17  
| b 37  
| c 57 |

6  2.43 Listen and check.

7 Correct the facts. Write one negative and one affirmative sentence. Use the past simple.

2 Holland won the World Cup in 2010. (Spain) Holland didn't win the World Cup in 2010.
4 Marilyn Monroe died in 1962. 
5 Jane Austen wrote *Emma* in 1995. (1815)

8 SPEAKING Work in pairs. Ask and answer questions about the weekend. Tick the activities below that your partner did.

1 read a book
2 go to the cinema
3 tidy your bedroom
4 surf the Internet
5 eat fast food
6 send a text message
7 watch television
8 meet your friends

**Did you read a book?**
**No, I didn't.**

9 SPEAKING Tell the class about your partner's weekend. Use the affirmative and negative forms of the past simple.

Anna didn't read a book, but she ___________.

---

Unit 7 * Fane! | 71
Famous artists

I can understand biographies of famous artists.

1. **SPEAKING** Choose a painting. Describe it. What is happening? What can you see?
   
   In painting 4, I can see a woman. She's sitting ...

2. **SPEAKING** Look at the paintings again. Which do you think are by Vincent van Gogh and which do you think are by Pablo Picasso?
   
   I think painting number 1 is by ...

3. Read the texts and check your ideas. Find the sentences in the texts that confirm the correct answers.

---

**PABLO PICASSO**

Everyone knows the artist Picasso. His ideas changed the world of art forever. During his lifetime, he became famous and very rich. Now his paintings are some of the most expensive pictures in the world. One painting sold for $106.5 million in New York.

Picasso was born in Spain in 1881. His first word was ‘pencil’, and he could draw beautifully from an early age. First, he had drawing lessons from his father. Then, he went to art college when he was only 13 years old. Three years later, he was bored and stopped going to classes. Finally, at the age of 19, he moved to Paris – the art capital of the world. He got married twice and had four children.

Picasso often changed his style of painting. For example, after his best friend died, the sad artist painted only in blue. Then he began to use a lot of pinks and oranges. Later, he started to paint using shapes – a style later called ‘Cubism’. In his life, he produced over 50,000 works of art. He never retired, but painted nearly every day until his death at the age of 91.

---

**VINCENT VAN GOGH**

Vincent van Gogh is a very famous painter. Everyone in the world knows his work, and his paintings sell for millions of dollars. But he wasn’t famous when he was alive, and he only sold one painting before he died.

Van Gogh was born in the Netherlands in 1853. He had a difficult life because he suffered from mental illness. He never got married. He didn’t begin to draw and paint seriously until he was 27, and he died just ten years later. But in that time, he produced more than 2,000 paintings and drawings.

At first, Van Gogh painted poor people and used only dark colours. Later he moved to the south of France. He loved the sunlight there, and his style of painting became colourful and exciting. But Van Gogh was often depressed and his mental illness became worse. First, he cut off part of his own ear, and then in 1890, he shot himself.
4 Look at the reading strategy. Then read the texts again. Answer the questions for both Van Gogh and Picasso.

1. When was he born?
2. Where was he born?
3. Which countries did he live in?
4. Was he famous when he lived?
5. Was he rich or poor?
6. How much do his paintings cost now?
7. When did he start to draw or paint?
8. Did he get married and have children?
9. How many works of art did he produce?
10. How old was he when he died?

5 Look at the list of possible events in a person’s life. Number them in the order they usually happen.

<table>
<thead>
<tr>
<th>Events in life</th>
</tr>
</thead>
<tbody>
<tr>
<td>die</td>
</tr>
<tr>
<td>be born</td>
</tr>
<tr>
<td>have children</td>
</tr>
<tr>
<td>get a job</td>
</tr>
<tr>
<td>get married</td>
</tr>
<tr>
<td>go to school</td>
</tr>
<tr>
<td>leave school</td>
</tr>
<tr>
<td>go to university/college</td>
</tr>
<tr>
<td>retire</td>
</tr>
</tbody>
</table>

6 Find six of the events in the texts.

7 Write five sentences about people in your family. Use the phrases in exercise 5 and the correct affirmative or negative form of the past simple.

My grandparents got married in 1960.
My dad didn’t go to university.

8 **speaking** Work in pairs. Look at the paintings. Which do you like? Which don’t you like? Give reasons.

I like the painting of sunflowers.
It’s bright and colourful.

9 **project** Find out about another famous artist, writer or musician. Write a short text about their life and work. Include pictures.
1. Read and complete the dialogue with the question words below. Then listen and check.

   How  How  What  What  What  Who

   Sam  **I** ______ was your weekend?
   Carol It was good, thanks. **2** ______ was yours?
   Sam It was OK. So, **3** ______ did you do on Saturday evening?
   Carol I went to a gig.
   Sam Really? **4** ______ did you see?
   Carol My brother's band.
   Sam **5** ______ were they like?
   Carol They were really good. **6** ______ did you do?
   Sam I stayed in. I watched a really good film on TV and I went on Facebook.
   Carol Cool.

2. Look at the activities below. Which activities did (a) Carol do? (b) Sam do? (c) you do last weekend?

   **Free-time activities**
   Going out:  go out for a meal  go out with friends
   go to a friend's house  go to a gig  go to a nightclub
   go to a party  go to the cinema  go to the theatre
   Staying in:  do homework  go on a social-networking site
   listen to music  make phone calls  surf the Internet
   watch a DVD  watch TV


4. Listen to three dialogues. Who had a good weekend? Tick or cross.
   
   **Dialogue 1**
   James [ ] Sarah [ ]
   **Dialogue 2**
   Chloe [ ] Jacob [ ]
   **Dialogue 3**
   Matthew [ ] Olivia [ ]

5. Listen again. Complete the follow-up questions from the dialogues.
   
   **Dialogue 1**
   a What ______ you ______?
   b Why? What ______?
   **Dialogue 2**
   c Where ______ you ______?
   d What ______ it like?
   **Dialogue 3**
   e Where ______ you ______ it?
   f What ______ you ______?

6. Read the phrases below and put them into the correct column in the chart.

   Expressions of interest and sympathy
   Cool! Oh dear! Oh no! Poor you! Really?
   Sounds fun! What a disaster! What a shame! Wow!

   Expressions of interest  Expressions of sympathy

7. Listen, repeat and check. Try to copy the intonation.

8. Work in pairs. Match sentences 1–5 with sentences a–e. Then take turns to say the pairs of sentences and react using expressions in exercise 6.

   1. I went to the cinema with some friends.
   2. I went to the theatre.
   3. I played basketball.
   4. I went to a party.
   5. I did my homework.

   a. Our team won.
   b. The film was terrible.
   c. I answered all the wrong questions.
   d. I didn't know anybody.
   e. The play was really good.

9. Work in pairs. Prepare a dialogue. Use the activities in exercise 2 and the prompts below.

   **A**
   Ask how B's weekend was.
   Answer the question. Ask what B did on Saturday night.
   React. Ask another question about Saturday night.
   Say what you did.
   Answer the question.

   **B**
   Answer the question. Ask how A's weekend was.
   Say what you did.
   Answer the question. Ask what A did on Saturday night.
   React. Ask another question.

10. Act out your dialogue to the class.
An email message
I can write an email describing my weekend.

1 Read the emails. Did Annabel or Jack have a better weekend?

**Inbox**

Dear Jack,
Sorry I didn't phone last week. I was really busy! How are things with you? How was your weekend?
My weekend was good. On Saturday morning, I went shopping with my sister. We bought lots of new clothes. I got a really cool new top! :-)
In the afternoon, I watched television and then I went for a walk in the park with our dog, Freddy. On Saturday night, I stayed at Lucy's house. We watched DVDs and stayed up until 2 o'clock in the morning.
I didn't get up until midday on Sunday. I had lunch at a café with Lucy, and in the afternoon, I went to a basketball match with my brother and some friends. It was really exciting!
Say hi to Emily.
Love,
Annabel

Hi Annabel,
Thanks for your email. Great to hear from you! No problem that you didn't phone. I was out most of the time anyway! I'm fine, but my weekend wasn't very good. I wrote a long email to my friend in London. But there was a problem with the computer and I lost the email before I sent it! It was so annoying! :

In the evening, I stayed in and watched TV. But the programmes were really boring, and I had a headache! So I went to bed early.
On Sunday, it was my mum's birthday. I gave her a nice pair of gloves, but the dog took them and ate them! In the evening, I wanted to do my homework. But I left my books at school! So, the whole weekend was a disaster!
Anyway, I have to go now. Emily says hello.
Take care.
Jack

2 Vocabulary Complete the verb and noun collocations for the activities. Then read the emails again. Which activities did Annabel and Jack do? Write A or J next to the activities below.

- go go go have listen meet play read stay surf watch write

<table>
<thead>
<tr>
<th>1. <strong>go</strong> shopping</th>
<th>2. <strong>go</strong> some friends</th>
<th>3. <strong>stay</strong> lunch at a café</th>
<th>4. <strong>go</strong> an email</th>
<th>5. <strong>play</strong> a DVD</th>
<th>6. <strong>go</strong> to music</th>
<th>7. <strong>do</strong> homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. basketball</td>
<td>9. to bed early</td>
<td>10. a book</td>
<td>11. for a walk</td>
<td>12. the Internet</td>
<td>13. to a party</td>
<td>14. at a friend's house</td>
</tr>
</tbody>
</table>

3 Read the emails again. Answer the questions.
1. What did Annabel buy in town?
2. Where did Annabel go on Saturday evening?
3. Did Annabel enjoy the basketball match?
4. What happened to Jack's email?
5. What did Jack think of the TV programmes?
6. What happened to the gloves?

**Writing Strategy**

**Useful phrases for emails**
We often use these phrases at the start and at the end of emails to friends and family:

**At the start of an email**
Great to hear from you!
How are things with you?
Thanks for your email.

**At the end of an email**
Say hi to (Emily).
Look after yourself.
Speak to you soon.
Love, (Annabel)

4 Read the writing strategy. Which phrases do Annabel and Jack use in exercise 1? Write A or J next to the phrases above.

5 Think about two good things and one bad thing that happened at the weekend. They can be real or invented. Write notes in the chart below.

<table>
<thead>
<tr>
<th>Good thing</th>
<th>Good thing</th>
<th>Bad thing</th>
</tr>
</thead>
</table>

6 Write an email to a friend (90-120 words).
- Greet your friend. Apologise for not writing earlier.
- Ask how he/she is and if he/she had a good weekend.
- Tell him/her about two good things and one bad thing that happened at the weekend. Use your notes from exercise 5.
- Send greetings from another friend and tell your friend to write again soon.

**Check Your Work**

Have you:
- Included all the information in the task in exercise 6?
- Used some phrases from the writing strategy?
- Checked your spelling and grammar?
Get Ready for your Exam

Listening
1. Get ready to LISTEN. Complete the phrases with the past simple forms below.

became  finished  had  was
1. ______ born
2. ______ lessons at home
3. ______ ill
4. ______ her education

got  had  made  spent
5. ______ three children
6. ______ friends with somebody
7. ______ a year in bed
8. ______ married

2. 2.47 Do the exam task.

LISTENING exam task
You are going to hear a radio programme about Ada Lovelace, a famous scientist. Listen and mark the sentences true or false.

<table>
<thead>
<tr>
<th></th>
<th>T</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ada Lovelace’s father was a famous writer.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Ada and her father were always together when she was young.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Ada was not a very healthy child.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ada became interested in maths after she got married.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Charles Babbage designed and built the world’s first computer.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Ada Lovelace is famous for writing the world’s first computer program.</td>
<td></td>
</tr>
</tbody>
</table>

3. Get ready to SPEAK. Match the verbs (1–8) with the nouns (a–h).

1. win  a novel
2. write  a goal
3. star  an album
4. release  a world record
5. start up  a gold medal
6. score  a new material
7. break  in a film
8. invent  a company

4. Work in pairs. Decide what kind of person (actor, footballer, scientist, etc.) could do each of the actions in exercise 3.

5. 2.48 Read the exam task in exercise 7 below. Then listen to Amelia in the exam. In what order does she talk about the four points?

6. 2.48 Write the past simple of these irregular verbs. Then listen again and tick the ones that Amelia says.

1. be  3. write  5. win  7. have  9. do
2. begin  4. give  6. go  8. become  10. make

7. Do the exam task.

SPEAKING exam task
Describe a famous person that you admire. Include information about the following points:
- what the person does
- some basic personal information (age, nationality, etc.)
- an important event in the person’s life
- why you admire him/her

Use of English
8. Do the exam task.

USE OF ENGLISH exam task
Complete the text with appropriate words.

The city of Alcalá de Henares is 35 kilometres from ______ Spanish capital, Madrid. It’s famous ______ two main reasons. Firstly, it is the birthplace ______ the Spanish writer, Cervantes. He wrote ______ of the first novels in the world: Don Quixote. He was born ______ 1547 and before he became a writer, he was a soldier. He ______ the idea for Don Quixote when he was in prison. The novel was a big success. Cervantes became famous around the world, but he ______ make a lot of money.

The second reason why Alcalá is famous is its university. Every year, thousands of young people come to the university to study. Many of them are ______ other countries and come to study the Spanish language. In Alcalá, there’s a statue of Cervantes in the Plaza de Cervantes. In the past, there ______ bull fights here. Today, there aren’t ______ bull fights in the square, but it’s still a popular meeting place for visitors and students.

Reading
9. Get ready to READ. Read the exam text, ignoring the gaps. What adjectives are used to describe these things?

1. the trees and bushes ______ dark
2. the house ______
3. the front door ______
4. the people in the portraits ______
5. the cupboard ______
6. the noise the friends heard ______

4 Get Ready for your Exam 4
10 Do the exam task.

READING exam task

Read the text. Five sentences have been removed. Choose the best sentence (A–F) for each gap (1–5). There is one extra sentence that you do not need to use.

It was evening when we arrived at the gate. We couldn’t see the house from the road. There were lots of dark trees and bushes. We walked through the garden. We turned the corner and there it was. It was a very tall house with lots of high windows. The door was huge, old and black. It didn’t look like a hotel. Maybe we had the wrong address. 1. It was very quiet.

Finally, an old woman came to the door. ‘Come in,’ she smiled. We carried our bags into the hall. 2. To the left was a sitting room, with dark walls, lots of bookshelves, and brown armchairs. To the right was a dining room with big portraits of old-fashioned people on the walls. There was a long table down the middle with big wooden chairs. It looked clean, but everything smelled old. Stacey and I looked at each other. We didn’t like it at all. 3. We were really tired.

We followed the woman and carried our bags up the big staircase. She took us to a bedroom and unlocked the door. Inside there were two beds with an old fireplace between. There was a small table, two chairs and a large cupboard. ‘Here you are,’ she said. ‘Would you like something to eat before bed?’ 4. We ate and drank and felt better. Then we went to bed.

We woke up suddenly. There was a strange noise in the room. ‘What was that?’ I said. ‘I don’t know,’ said Stacey, scared. ‘I think it came from the cupboard.’ We waited. 5. ‘Open the cupboard,’ she said quietly. ‘But I don’t want to,’ I answered.

A It was very big with a wide staircase in the middle.
B There it was again – a knocking, scratching sound.
C When we opened it we were shocked.
D We rang the doorbell and waited.
E We said yes, and she brought us hot chocolate and sandwiches.
F But the woman seemed nice, and we needed a bed for just one night.

Speaking

11 Get ready to SPEAK Find these things and people in the photo below. Put each word into a sentence about the photo.

calculator guests hat reception desk receptionist room key rucksack

12 2.49 Read the exam task in exercise 13. Complete Paul’s answers to the questions with the words below. Then listen to Paul in the exam and check.

look looks probably think
I ______ that the people like the hotel. They are smiling and ______ very happy. The woman is holding a pen. She is ______ filling in the registration card. It ______ like the man is holding a room key.

but fun like prefer
In the summer I ______ camping and sleeping in a tent. It’s really ______. I like cooking food outside. ______ in the spring or autumn when it’s colder, I ______ to stay in a youth hostel.

didn’t rain learned stayed swam went
I ______ at a friend’s house for a few days last summer. She lives by the sea. We ______ to the beach every day and ______, I ______ to windsurf. The weather ______ fantastic. It ______ at all.

13 Do the exam task.

SPEAKING exam task

Describe the photo. Then answer the questions below.

1 Do you think the people like this hotel?
   Why / Why not?
2 Where do you like to stay when you are on holiday, and why?
3 Describe a trip you went on during your last holidays.
1 **3.02 VOCABULARY** Listen and repeat the words below.

Geographical features: beach cave desert forest hill island jungle lake mountains ocean river sea valley volcano waterfall

2 Work in pairs. Match the words in exercise 1 with photos 1–4. Which geographical feature(s) are not illustrated in the photos?

**LOOK OUT!**

1 We usually use the with the names of seas, oceans, rivers, deserts, and the names of groups of islands or mountains.

   the Mediterranean  the Nile  the Atacama Desert  the West Indies  the Himalayas

2 We don't usually use the with the names of lakes, beaches, or single mountains.

   Lake Geneva  Palm Beach  Mount Olympus

3 Read the Look out! box. Then work in pairs. Complete the sentences with geographical features from exercise 1 and six of the continents below.

Continents: Africa  Antarctica  Asia  Australasia  Europe  North America  South America

1 The Black Forest is in Europe.
2 Bondi is in Australia.
3 The Yangtze is in China.
4 The Rocky Mountains are in North America.
5 The Sahara is in Africa.
6 Titicaca is in South America.

4 **3.03 PRONUNCIATION** Listen, repeat and check.

5 **3.04** Listen to an advert for a holiday on an island. Complete the first column of the chart. Match the geographical features with the directions below.

   Compass points: east  north  south  west

<table>
<thead>
<tr>
<th>Where?</th>
<th>What like?</th>
</tr>
</thead>
<tbody>
<tr>
<td>mountains</td>
<td></td>
</tr>
<tr>
<td>beaches</td>
<td></td>
</tr>
<tr>
<td>waterfall</td>
<td></td>
</tr>
<tr>
<td>desert</td>
<td></td>
</tr>
</tbody>
</table>

6 **3.04** Listen again. Complete the second column of the chart in exercise 5. Match the geographical features with four of the adjectives below.

   amazing  beautiful  busy  famous  popular  quiet

7 Work in pairs. Write a short advertisement describing landmarks in your own country. Use words from exercises 1 and 6 and your own ideas.

8 **SPEAKING** Read your advertisement to the class. The class votes on which advertisement they think is the best.

   In the north, there are beaches. They're beautiful. There's a ...

**VOCABULARY BUILDER (PART 2): PAGE 138**
Comparative adjectives

I can make comparisons.

1. Look at the photos. Which animal do you think wins when the two fight? Read the text and check.

The great white shark and the killer whale are both amazing hunters, but which is fiercer? Great white sharks are more dangerous to humans, but are they better hunters? The answer is probably no. Killer whales are bigger and faster than great white sharks. They’re much more intelligent, and they’re stronger and heavier too. In fact, killer whales sometimes kill and eat great white sharks.

2. Read the text again. Then complete the table with comparative adjectives from the text.

<table>
<thead>
<tr>
<th>Short adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>strong</td>
<td>1 ___</td>
<td>+ -er</td>
</tr>
<tr>
<td>fierce</td>
<td>2 ___</td>
<td>+ -er</td>
</tr>
<tr>
<td>heavy</td>
<td>3 ___</td>
<td>-y → -ier</td>
</tr>
<tr>
<td>big</td>
<td>4 ___</td>
<td>double consonant + -er</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long adjective</th>
<th>Comparative</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>dangerous</td>
<td>5 ___</td>
<td>more + adjective</td>
</tr>
</tbody>
</table>

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

3. Underline all the other comparative adjectives in the text in exercise 1. Which rule in the table do they follow?

- We use than to make comparisons.
  * Sue is taller than me.
- We use for or much to make a comparison stronger.
  * The Amazon River is much wider / far wider than the Danube.

4. Read the Learn this! box. Write true sentences. Use the comparative form of the adjectives.

1. dogs / humans (intelligent)
   Humans are more intelligent than dogs.
2. Ferraris / Nissans (expensive)
3. Africa / Asia (big)
4. Sweden / Spain (cold)
5. ice / water (heavy)
6. skiing / reading magazines (dangerous)
7. sharks / whales (large)

5. 3.05 PRONUNCIATION. Listen, repeat and check. Listen to the pronunciation of the ending -er.

6. Write questions. Use the comparative form of the adjectives.

1. which subject / easy, English or Maths?
   which subject is easier, English or maths?
2. which drink / nice, lemonade or orange juice?
3. which singer / talented, Lady Gaga or Eminem?
4. which actor / funny, Jim Carrey or Ben Stiller?
5. which type of film / good, horror films or comedies?


- Which subject is easier, English or maths?
  - I think English is easier. What do you think?
  - I agree. / I don’t agree. I think maths is easier.

- Look at the chart below and write sentences about the islands.
  Use than and the comparative form of adjectives 1–7.

<table>
<thead>
<tr>
<th></th>
<th>Madagascar</th>
<th>Iceland</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size (km²)</td>
<td>587,000</td>
<td>103,000</td>
</tr>
<tr>
<td>Rain (days per year)</td>
<td>154</td>
<td>213</td>
</tr>
<tr>
<td>Maximum temperature</td>
<td>26°C</td>
<td>7°C</td>
</tr>
<tr>
<td>Minimum temperature</td>
<td>10°C</td>
<td>-2°C</td>
</tr>
<tr>
<td>Population per km²</td>
<td>35</td>
<td>3</td>
</tr>
</tbody>
</table>

8. Work in pairs. Compare places that you know. Use the comparative form of the adjectives below.

- beautiful big boring exciting friendly hot small wet

   I think my city is more beautiful than ...
A FAMOUS LANDMARK

THIS PHOTO shows a famous landmark in the desert of central Australia. European explorers saw it for the first time in 1873 and named it Ayers Rock. The original inhabitants of this part of Australia, the Aborigines, call it Uluru. It is 348 metres high, 3.6 kilometres long and 1.9 kilometres wide. It is a beautiful red-brown colour, especially when the sun shines on it early in the morning and in the evening.

When tourists want to visit Uluru, they often start 440 kilometres away in a town called Alice Springs. People on these trips usually sleep outside under the stars not in tents, because it’s more exciting. A fire keeps away snakes and other animals during the night. And when the sun comes up in the morning, the view of Uluru is amazing. After breakfast, visitors often walk around the base of the rock.

There are caves around the base of the rock and inside them, you can see paintings. Some of them are thousands of years old. By law, Uluru belongs to the Aborigines and they still use it today for religious ceremonies. Because of this, they ask visitors not to climb it. However, about 100,000 visitors each year ignore this request.

1 Look at the photo. Do you know the name of this famous landmark and where it is? Read the first paragraph of the text and check your answers.

2 Read the text. Match sentences A–E with gaps 1–4.

A The Aborigines use these to teach their children about their history and religious beliefs.
B From there, they organise a camping trip into the desert.
C This walk is 9.4 kilometres long and takes two hours.
D But the Aborigines have their own stories about Uluru.
E The rock is huge.

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

1 The Aborigines’ name for Uluru is ‘Ayers Rock’.
2 It is 348 metres long.
3 It’s easy to visit Uluru from Alice Springs.
4 Visitors to the rock can see caves.
5 Today, the Aborigines don’t use Uluru for ceremonies.
6 The Aborigines do not like people climbing the rock.

4 Look at the photos below. Do you know which continents these landmarks are in?

5 Listen to three people talking about their trips to the places in exercise 4. Match each place with two activities from the list below.

Outdoor activities: bird-watching canoeing climbing cycling diving fishing horse riding mountain biking sailing skiing snowboarding swimming walking

6 Listen again. Are the sentences true or false?

1 Zoe visited the Falls with her husband.
2 Zoe and her husband stayed in a hotel in Zambia.
3 Mark went on holiday with his family.
4 Mark went canoeing in the river.
5 Joe visited the mountain with his wife.
6 Joe loved seeing the mountain early in the morning.

7 Work in pairs. Discuss the questions.

1 Can you name any famous natural landmarks in your country?
2 Describe them. Where are they? What are they like?
3 Why do people visit these places? What activities can they do there?

8 PROJECT Write a short description of a famous landmark in your country or region. Include a photo or a map.
Superlative adjectives

I can describe things using superlative adjectives.

1 Look at the photo. Do you think this fish lives near the surface or near the bottom of the ocean? Read the text and check.

THE WORLD'S OCEANS are full of life and most creatures live in the warmest, lightest water near the surface because there are plants in the water for fish to eat. Below 300 metres, there is no light from the sun and there are no plants. In the deepest parts of the ocean, furthest from the light of the sun, it is always dark. This is one of the most difficult places on Earth to explore, but scientists are slowly learning more about it with special submarines.

One of the biggest surprises was finding creatures that live in this water — and they are probably the strangest and ugliest fish in the ocean!

4 Complete the facts. Use the superlative form of the adjectives below.

cold dangerous expensive high large long popular salty

1 In Europe, the ______ day of the year is 21st June.
2 The ______ planet in the solar system is Jupiter.
3 The ______ continent in the world is Antarctica.
4 The ______ mountain in the world is Mount Everest.
5 The ______ drink in the world is coffee.
6 The ______ job in the world is a fisherman.
7 The ______ sea in the world is the Dead Sea.
8 The ______ car in the world is a Bugatti Veyron.

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

1 Which of these countries is ______ (small)?
   a Spain b France c Germany
2 What is ______ (deep) lake in the world?
   a Lake Winnipeg b Lake Baikal c Lake Titicaca
3 Which of these animals is ______ (fast)?
   a tiger b kangaroo c snake
4 What is ______ (big) animal in the world?
   a blue whale b elephant c great white shark
5 Which of these cities is ______ (far) south?
   a Cape Town (South Africa)
   b Buenos Aires (Argentina) c Sydney (Australia)
6 What is ______ (large) island in the world?
   a Greenland b Madagascar c Great Britain

6 Work in pairs. Do the quiz. Then listen and check.

7 Complete the sentences. Use the superlative form of the adjectives in brackets and your own opinions.

1 _______ (easy) subject at school is _______.
2 _______ (good) actor in the world is _______.
3 _______ (bad) song ever is _______.
4 _______ (funny) film ever is _______.
5 _______ (boring) lesson at school is _______.
6 _______ (nice) drink in the world is _______.
7 _______ (exciting) sport is _______.
8 _______ (beautiful) place in my country is _______.

8 SPEAKING Work in pairs. Ask and answer questions about the opinions in exercise 7. Start the questions with Who or What.

What's the easiest subject at school?
I think it's ...

Really? I think it's ...
1 VOCABULARY Match the animals in the photos with the words below.

Wildlife bat bear crocodile dolphin eagle elephant fly hippo horse lion mosquito rhino spider tiger

2 3.10 PRONUNCIATION Listen, repeat and check.

3 SPEAKING Work in pairs. Which of the animals in exercise 1 do you think are dangerous? Tell your partner your opinion. Use the verbs and phrases below to help you.

attack humans bite carry diseases kick kill move fast

4 Work in pairs. Put the animals in exercise 1 into the correct groups. Then add more animals to each group.

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

5 Read the text. Which group in exercise 4 does each creature (A–C) belong to?

A TERROR BIRD
About 60 million years ago, huge birds lived in South America. They couldn't fly, but they could run faster than a horse! Scientists call them 'terror birds' because they were very fierce hunters. They caught and killed animals with their beaks. The largest were more than 3 metres tall. These birds all died out about two million years ago. Their only modern relatives are also fierce hunters, but they're much smaller—only about 80 cm tall.

THE scariest animals in history?
READING STRATEGY
If you don’t understand a word, try to work out from the context what kind of word it is: for example, is it the name of an animal? Is it an adjective? Is it a verb?

6 Look at the reading strategy. Then look at the highlighted words in the text. What part of speech are they: a noun, an adjective or a verb?

7 VOCABULARY Match the highlighted words in the text with the definitions below.

nouns
1 the remains of an animal or plant; millions of years old
2 a group of animals that includes snakes and crocodiles
3 animals (or people) that kill other animals
4 the hard part of a bird’s mouth
verbs
5 caught and killed for food
6 lived on Earth
7 stopped living on Earth
adjectives
8 very old; from a very long time ago

8 Match the sentences with the correct creatures (A–C).
1 It lived in rivers.
2 It was faster than a horse.
3 It died out about 90 million years ago.
4 It lived in the ocean.
5 It had a beak.
6 It lived on the continent of Africa.
7 It lived on the continent of South America.
8 It appeared before the other two existed.

9 SPEAKING Work in pairs. Discuss the questions.
1 Which of the three animals in the text do you think is the scariest? Why?
2 Which animals in the world today do you think are the scariest? Why?

10 b 3.11 Listen and complete the song with the correct words.

Planet earth

Only came outside 1 watch the night fall with the rain
I heard you making patterns rhyme
Like some new romantic looking 2 the TV sound
You’ll see I’m right some other time

Look now, look all around, there’s no sign 3 life
Voices, another sound, can you hear me now?
This 4 planet earth, you’re looking 5 planet earth
Bop bop bop bop bop bop bop bop this 6 planet earth

My head is stuck on something precious
Let me know if you’re coming down to land
Is 7 anybody out there trying to get through?
My 8 are so cloudy I can’t see you

Look now, look all around, there’s no 9 of life
Voices, another sound, can you hear me now?
This 10 planet earth, you’re looking at planet earth
1. 3.12 Oscar and Emilia are arranging a holiday. Read and listen to the dialogue. What phrases do they use to suggest: a) a skiing holiday b) a camping holiday c) a holiday in Madrid?

Oscar: Shall we go on a skiing holiday? Alice and Toby love skiing.

Emilia: I don't think that's a great idea. It's really expensive. We need something cheaper.

Oscar: How about going camping? That's cheap!

Emilia: Hmm. I don't know. The weather isn't very good at this time of year. I'd prefer to go on a city break.

Oscar: That sounds good. But where?

Emilia: Why don't we go to Madrid?

Oscar: That's perfect. Shall we look for flights online?

Emilia: Yes. I'll text Alice and Toby and tell them our idea.

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

3. Read the list of phrases for negotiating. Tick the phrases that Oscar and Emilia use in the dialogue in exercise 1.

Phrases for negotiating

Raising an objection
I don't think that's a great idea. It's (dangerous).
I don't like (skiing). I can't (ski).
Hm. I don't know. It's (dangerous).

Suggesting an alternative
I'd prefer to (go skiing). I'd rather (go skiing).
I think (going skiing) would be (nicer / better / more exciting).
Why don't we (go skiing) instead?

4. 3.13 Listen to two teenagers discussing the holidays in photos A–D. Tick the holiday they decide to go on.

A: horse-riding holiday

B: cycling holiday

C: jungle trek

D: canoeing holiday

5. 3.13 Listen again. Read the advantages and disadvantages (a–f). Match one advantage and one disadvantage with each of the three holidays they decide not to go on.

a. There are always a lot of insects.

b. The scenery is amazing.

c. It's a good way to make friends.

d. It's healthy to be outside all day.

e. It's probably very tiring.

f. The scenery isn't very interesting.

6. Work in pairs. Think about the types of holiday below and write one advantage and one disadvantage for each holiday.

beach holiday camping holiday city break
climbing holiday coach tour safari skiing holiday
beach holiday:
advantage - you can swim in the sea
disadvantage - you have to be careful in the sun

7. SPEAKING Work in pairs. Prepare a dialogue like the dialogue in exercise 1. Use phrases from exercise 3 and the prompts below.

A

Suggest a holiday from exercise 6. Mention an advantage.

B

Raise an objection.

Suggest alternative.

Raise an objection.

Suggest alternative.

Agree to the suggestion.

Offer to find out more information.

8. SPEAKING Act out your dialogue to the class.
1 Read the advert. What is its main purpose? Choose the correct answer.
a It's asking people to buy something.
b It's telling people about an event.
c It's asking people to help.

Tigers are the largest member of the cat family. Many people think they are also the most beautiful. They live in the forests of Asia, from India in the west, to China in the east.

But tigers are in danger. Scientists believe there are only about 3,200 wild tigers in the world today. One hundred years ago, there were about 100,000. Why are they disappearing?

Firstly, people are destroying their habitat – the forests where they live – so they can’t find food. Secondly, people kill or catch tigers because they can get a lot of money for them. Give £5 a month and help protect this beautiful animal.

2 Read the advert again. Complete the fact file about tigers with the words below.
China forests habitat kill world

TIGERS: FACT FILE
• Where do tigers live?
  In the 1. _____ of Asia, from India to 2. _____.
• How many wild tigers are there?
  About 3,200 in the 3. _____.
• Why are they in danger?
  Their 4. _____ is disappearing. People 5. _____ them.

3 Read the Look out! box. Underline one example of so and because in the advert in exercise 1.

LOOK OUT!
Reason and result
1 We use because to talk about reasons.
   I like dogs because they’re friendly.
2 We use so to talk about results.
   The zoo isn’t open so we’re going home.

4 Complete the sentences with because or so.
1 We stayed at home yesterday _____ it was very hot.
2 Maya is ill _____ she isn’t at school today.
3 Gorillas are in danger _____ hunters kill them.
4 I hate zoos _____ the animals look unhappy.
5 My phone was very old _____ I bought a new one.
6 She was sad _____ she didn’t pass her exams.

WRITING STRATEGY
When you write an advert, make sure the main message is clear. What do you want people reading the advert to do? Finish with a clear instruction. Use imperative forms if necessary.

5 Read the writing strategy. Then underline the sentence in the advert in exercise 1 which explains what people should do. Which verbs are in the imperative form?

6 Complete the fact file about polar bears with sentences a–d below.

POLAR BEARS: FACT FILE
• Where do polar bears live?
  1. _____
• How many wild polar bears are there?
  2. _____
• Why are they in danger?
  3. _____ 4. _____

   a About 20,000 in the world.
   b Their habitat is disappearing.
   c In the Arctic.
   d There’s a lot of pollution in the sea.

7 Imagine you work for an animal charity and want to raise money to help an animal. Write an advert for a magazine. Use the fact file about polar bears from exercise 6 or find information about a different animal.
• Describe the animal and where it lives.
• Say how many there are in the wild.
• Include information about why the animal is in danger.
• Ask for £3 a month.

CHECK YOUR WORK
Have you:
1 included all the information in exercise 7?
2 included at least one example of so or because?
3 finished your advert with a clear instruction?
4 checked your spelling and grammar?
Unit 7
1 Write the nationalities for these countries.
   1 Britain British
   2 Sweden
   3 France
   4 Japan
   5 Spain
   6 Ireland

Mark: [__] /5

2 Match 1–5 with a–e to make expressions.
   1 be
   2 have
   3 go
   4 leave
   5 get
   a children
   b to university
   c born
   d married
   e school

Mark: [__] /5

3 Complete the sentences. Use the past simple form of the verbs below.
   keep make sell tell wear
   1 I _______ my phone for £30.
   2 My brother _______ dinner last night.
   3 She _______ me a really funny story.
   4 My grandparents _______ chickens in their garden.
   5 I _______ new clothes to the wedding.

Mark: [__] /5

4 Make the sentences negative.
   Jason paid for the ice creams.
   Jason didn’t pay for the ice creams.
   1 I watched the news on television last night.
   2 He said sorry.
   3 She sent me a text message yesterday.
   4 She studied music at university.
   5 We knew the answer.

Mark: [__] /5

5 Number the lines of the dialogue in the correct order.
   a [ ] Girl It was good, thanks. I went to the cinema on Saturday evening.
   b [ ] Girl The new Pirates of the Caribbean film.
   c [ ] Boy How was your weekend?
   d [ ] Boy Cool. I love those films.
   e [ ] Boy Really? What did you see?

Mark: [__] /5

Total: [__] /25

Unit 8
6 Complete the geographical features with the words below.
   beach desert lake mountains river
   1 the Rocky _______ 4 the Sahara _______.
   2 Copacabana _______. 5 _______ Geneva
   3 the _______ Thames

Mark: [__] /5

7 Complete the animal words.
   1 A l______ is a big cat that lives in Africa.
   2 An e______ is a large bird that hunts.
   3 A s______ is a small creature with eight legs.
   4 A c______ is a very large, dangerous reptile.
   5 A d______ is an intelligent creature that lives in the sea.

Mark: [__] /5

8 Look at the chart. Write sentences comparing the seas.

<table>
<thead>
<tr>
<th>Sea:</th>
<th>Baltic</th>
<th>Dead</th>
<th>Mediterranean</th>
</tr>
</thead>
<tbody>
<tr>
<td>how clean?</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤</td>
<td>⬤</td>
</tr>
<tr>
<td>how salty?</td>
<td>⬤</td>
<td>⬤⬤⬤⬤</td>
<td>⬤⬤⬤</td>
</tr>
<tr>
<td>how big? (km²)</td>
<td>377,000</td>
<td>810</td>
<td>2.5 million</td>
</tr>
</tbody>
</table>

Baltic / Dead / clean The Baltic Sea is cleaner than the Dead Sea.
   1 Mediterranean / Dead / dirty
   2 Baltic / Dead / salty
   3 Baltic / Mediterranean / clean
   4 Dead / Mediterranean / big
   5 Baltic / Dead / small

Mark: [__] /5

9 Complete the sentences. Use superlatives.
   1 Which hotel is _______ (far) from the airport?
   2 This is probably the _______ (ugly) fish in the world!
   3 January is the _______ (wet) month in this region.
   4 The Great White is the _______ (dangerous) shark.
   5 When is the _______ (good) time to visit India?

Mark: [__] /5

10 Complete the dialogue with the words below.
   about don’t instead rather shall
   Boy Why _______ we book a holiday for the summer?
   Girl Good idea. _______ we look online?
   Boy OK. How _______ going on a safari? I love animals.
   Girl Let’s go camping _______. Safaris are expensive.
   Boy No thanks! I’d _______ stay at home!

Mark: [__] /5

Total: [__] /25
Lead-in
Speaking
1 Work in pairs. How much can you remember about the story of Anna? Ask and answer the questions.
   1 How did Anna and Libby first make contact?
   2 Where did Anna meet George for the first time?
   3 Where did Anna, George and Libby go for a day out?

Reading
2 Read the text. Did the man in the garden tell the truth? How do you know?

Dear Anna,

How are you? We all miss you here!

I went to George's house last weekend with two other friends. We ate pizza and started watching a DVD. Then a strange thing happened. We saw a light outside in the garden, so we opened the door and went outside. There was a man in the garden with a torch. George asked him why he was in the garden. 'I'm looking for my rabbit,' he replied. 'It got through the fence. I live next door.' We all helped him look for the rabbit but we couldn't find it. After about ten minutes, the man climbed back over the fence.

The next day, George saw his next-door neighbour. 'Did you find your rabbit?' he asked. 'I haven't got a rabbit!' she replied, surprised. And when George described the man with the torch, his neighbour was really confused. 'I don't know him,' she said, 'He doesn't live here.' So who was he?? And why was he in George's garden? It's so weird!

Anyway, that's all from me. Write soon.

Love,

Libby

Choose the correct answer: a, b or c.
1 How many friends went to George's house last weekend?
   a two
   b three
   c four

2 They went outside because
   a they saw something strange.
   b the DVD finished.
   c the pizza arrived.

3 The man in the garden left when
   a they found the rabbit.
   b George and his friends came outside.
   c they stopped looking for the rabbit.

4 George's neighbour was really surprised the next day because
   a she still couldn't find the rabbit.
   b she didn't have a rabbit or know the man.
   c her rabbit was in her garden.

Listening
4 Listen to the phone conversation. What do George and Anna both talk about? Choose a, b or c.
   a their plans for the weekend
   b what they did last weekend
   c what they're doing at the moment

5 Listen again. Complete the sentences with one or two words.
1 Anna didn't call George before she left England because she was really ____________.
2 George and Anna talk about the ____________ in George's garden.
3 Anna went ____________ on Saturday evening.
4 Anna and her friends were confused because their ____________ was in a different place.
5 George wants to send Anna a ____________.

Writing
6 Imagine you are Anna. Write a reply to Libby's letter. Tell her about your weekend.

Speaking
7 Work in pairs. Ask and answer questions about your weekend. Use the questions below or your own ideas.
   • Where did you go? What did you do?
   • How did you get there? Who were you with?
   • Did you have fun? What was it like?
The world of work

9A VOCABULARY AND LISTENING Jobs and work

I can describe different jobs.

1 VOCABULARY Label the photos with six of the words below.

Jobs actor architect artist builder doctor electrician engineer factory worker farmer hairdresser journalist lawyer mechanic musician nurse plumber programmer receptionist scientist secretary shop assistant soldier taxi driver teacher vet waiter

2 3A 15 PRONUNCIATION Listen, repeat and check. Translate all the words into your own language.

LOOK OUT!
We use a or an when we say what somebody's job is.
She's an architect. He's a waiter.

3 Read the Look out! box. Then write three sentences about your friends and family and the jobs they do.

My uncle is a vet.

3A VOCABULARY BUILDER (PART 1): PAGE 139

4 3A 16 Listen to six different people on the phone and identify the jobs they do. Choose jobs from exercise 1.

1 _________ 3 _________ 5 _________
2 _________ 4 _________ 6 _________

5 3A 17 Listen to a musician, a hairdresser and a lawyer talk about their jobs. Are they generally happy or unhappy with their jobs?

6 3A 17 Listen again. Complete the sentences with musician, hairdresser or lawyer.

1 The ________ works long hours.
2 The ________ is his/her own boss.
3 The ________ had a nine-to-five job in the past.
4 The ________ doesn't use a computer.
5 The ________ has to deal with the public.
6 The ________ is part of a team.
7 The ________ doesn't earn a lot of money.
8 The ________ travels a lot with work.

7 Read the sentences about jobs below. Do you think they are positive or negative points?

1 You work with your hands.
2 You spend a lot of time driving.
3 Every day is different.
4 You work in an office every day.
5 The job is sometimes dangerous.
6 You spend a lot of time on the phone.

8 Look at the jobs in exercise 1. Decide which you think is the best job and which is the worst job. Write sentences about the reasons for your choices. Use phrases from exercises 6 and 7 and your own ideas.

The best job is an artist, because it isn't a nine-to-five job and you don't have to deal with the public.

9 SPEAKING Work in pairs. Ask and answer questions about what you think are the best and the worst jobs. Give your reasons.

What's the best job, in your opinion? An artist.

Why?

Because it isn't a nine-to-five job and you don't have to deal with the public.

3A VOCABULARY BUILDER (PART 2): PAGE 139
1. Read and listen to the dialogue. Are the sentences true or false?
   1. She's going to work in a shop.
   2. She's going to spend all the money.
   3. She's going to save all the money.

   Jacob: What are you going to do this summer?
   Molly: I'm going to work at my uncle's shop.
   Jacob: Is he going to pay you?
   Molly: Yes, he is. I'm going to earn about £200 a week.
   Jacob: Are you going to save the money? Or spend it?
   Molly: I'm going to spend some of it and save the rest.
   Jacob: What are you going to buy?
   Molly: A new phone and a laptop. And some clothes.
   Jacob: You aren't going to save very much, then!

2. Read the Learn this! box. Then complete the table below with the examples of going to in the dialogue.

   **Learn this!**
   We use going to to talk about plans for the future.

   **going to**
   We form the going to future with the present simple of be + going to + the base form of the verb.

   **Affirmative**
   1. I'm going to work at my uncle's shop.
   2. We're going to have a party next weekend.

   **Negative**
   He isn't going to take the exam again.
   You aren't going to save very much, then!

   **Interrogative**
   1. Are you going to work in a shop?
   2. Where are you going to stay?

3. Listen to the conversation. Tick the things that Amber and Zak are going to do this weekend.

<table>
<thead>
<tr>
<th>Amber</th>
<th>Zak</th>
</tr>
</thead>
<tbody>
<tr>
<td>go shopping</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td></td>
</tr>
<tr>
<td>play tennis</td>
<td></td>
</tr>
<tr>
<td>visit family</td>
<td></td>
</tr>
<tr>
<td>look at photos</td>
<td></td>
</tr>
<tr>
<td>have a barbecue</td>
<td></td>
</tr>
</tbody>
</table>

4. Write sentences. Use the affirmative or negative form of going to.

   1. Amber / go shopping
      Amber isn't going to go shopping.
   2. Zak / go shopping
   3. Amber and Zak / study
   4. Amber / play tennis
   5. Amber and Zak / visit family
   6. Zak / look at photos
   7. Amber / have a barbecue

5. **Speaking** Work in pairs. Ask and answer questions about Amber and Zak's plans for the weekend.

   Is Amber going to go shopping?  No, she isn't.

6. What are your plans for this evening? Tick or cross. Complete the first column of the chart.

<table>
<thead>
<tr>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>watch a DVD</td>
<td></td>
</tr>
<tr>
<td>cook dinner</td>
<td></td>
</tr>
<tr>
<td>go out with friends</td>
<td></td>
</tr>
<tr>
<td>play computer games</td>
<td></td>
</tr>
<tr>
<td>practise the piano or guitar</td>
<td></td>
</tr>
<tr>
<td>chat online</td>
<td></td>
</tr>
<tr>
<td>surf the Internet</td>
<td></td>
</tr>
<tr>
<td>listen to music</td>
<td></td>
</tr>
<tr>
<td>do sport</td>
<td></td>
</tr>
<tr>
<td>study</td>
<td></td>
</tr>
</tbody>
</table>

7. **Speaking** Work in pairs. Ask and answer questions about your partner's plans for this evening. Complete the second column of the chart in exercise 6.

   Are you going to watch a DVD?  Yes, I am. / No, I'm not.
Jobs for teenagers
I can talk about jobs for young people.

I'm seventeen and I've got a part-time job as a lifeguard at my local outdoor swimming pool. Before I started, I had to get a special lifeguard qualification. The exam for it was difficult, but I learned some useful skills, like first aid. Next year, I'm going to go to university, but I'm planning to work as a lifeguard during the holidays. There are lots of swimming pools and beaches here in Australia so it's easy to find a job, but I don't think of it as a career.

I've got a part-time job at a riding school. They employ me to look after the horses and clean the stables. During the week, I work two hours every day after school, and on Saturdays I work eight hours. I'd like to work on Sundays too, but I can't work more because I'm only fifteen - it's UK law. I really love horses and I want to work with them when I leave school. One day, I'm going to have my own riding school. That's my ambition, anyway!

I have my own computer company here in Florida, USA. For $50, I help people with their computer problems. I usually go to their homes. They're often surprised when they see I'm only sixteen! Computers are my hobby too, so I enjoy the work. I probably work about fifteen hours a week, but sometimes more. I think this job will be my career when I leave school. I'm not going to go to university. Bill Gates didn't finish his degree and he started the biggest computer company in the world!

1 Speaking Look at the photos and answer the questions.
   1 Where are the people? What are they doing?
   2 Which job looks the most interesting? Why?

2 3.20 Read the text. Find the age of each person and the country each person lives in.

3 Read the text again. Complete the sentences with Sienna, Imogen or Blake.
   1 When they are adults, ___________ and ___________ want to do similar work to the work they do now.
   2 ___________ works in lots of different places.
   3 ___________ is going to study at university.
   4 ___________ wants to work more, but can't.
   5 ___________ did an exam before starting work.
   6 ___________ and ___________ work outdoors.

4 Vocabulary Match the highlighted words in the text with the definitions below.
   1 a job that you train for and do as an adult
   2 something that you really want to do
   3 a course of study at university
   4 things that you can do well
   5 work that you only do a few hours a week
   6 the rules of a country
   7 something you get when you pass an exam

5 3.21 Listen to three people discussing part-time jobs for teenagers. Which speakers think part-time jobs are a good idea? Tick or cross.
   Speaker 1 [ ] Speaker 2 [ ] Speaker 3 [ ]

6 3.21 Listen again. Match each speaker (1–3) with two opinions about part-time jobs (a–h). There are two opinions that you do not need.
   Speaker 1 ___________ and ___________
   Speaker 2 ___________ and ___________
   Speaker 3 ___________ and ___________
   a They are a good way to learn useful skills.
   b They stop teenagers asking their parents for money.
   c They can help you decide on your career.
   d They make teenagers too tired to study properly.
   e They teach teenagers how to be responsible.
   f Companies employ teenagers to get cheap workers.
   g They teach teenagers how to work in a team.
   h They aren't as useful as studying for a qualification.

7 Speaking Work in pairs. What do you think about part-time jobs? Take turns to be A and B.
   Student A: Express an opinion from exercise 6 or your own idea. Student B: Say if you agree or disagree. Use the phrases below to help you.
   I agree (with that/you). I don't agree (with that/you). That's a good point. That's true. I don't think that's true.

   Part-time jobs can help teenagers decide on their career. That's a good point. / I don't think that's true.
1. Read the title of the text. Then read the text. What answer does it give to the question in the title?

**Will all teachers be ROBOTS in the FUTURE?**

How will technology change the world of work? Nobody really knows, but we can make predictions. Scientists think that some jobs will disappear because of new technology. For example, there won't be any mechanics because robots will repair our cars. Programmers will lose their jobs too, because robots will write all the computer software. And scientists don't think we'll need pilots, as robots will fly planes. But what about teachers or doctors? Will robots take their jobs? Probably not. Robots are very good at technical work, but they aren't very good at dealing with people!

2. Read the Learn this! box. Then look at the table below. Underline one example of the affirmative, negative and interrogative in the text in exercise 1.

**Learn this!**

We use will
1. to talk about the future.
2. to make predictions.

**We form the will future with will (not) and the base form of the verb.**

**Affirmative**
My sister will be 18 next month. There'll be a party.
(Note: 'll is the short form of will)

**Negative**
We won't be at home this weekend.
(Note: won't is the short form of will not)

**Interrogative**
Will she get the job? Yes, she will. / No, she won't.
What will your friend do? She'll go to university.

3. Read the text in exercise 1 again. Complete predictions 1-5. Use the affirmative or negative form of will and the verbs in brackets.

1. Robots ______ our cars. (repair)
2. Robots ______ computer programmes. (write)
3. Robots ______ planes. (fly)
4. Robots ______ as doctors. (work)
5. Robots ______ students at school. (teach)

4. Read the Look out! box. Then complete the sentences about the future with will and the verbs below.

**be finish leave open not see take place**

1. It's my dad's birthday next week. He ______ forty.
2. My sister is at university. She ______ her degree next June.
3. The new sports centre ______ until next year.
4. The coach ______ the hotel at 8 a.m. tomorrow - please be on time.
5. Halley's Comet passes Earth every 75 years. We ______ it again until 2061.
6. The next surfing World Championship ______ in Hawaii.

5. Think about your future. Make predictions. Write notes in the chart below.

<table>
<thead>
<tr>
<th></th>
<th>university (yes/no)</th>
<th>what subject?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>job (what?)</td>
<td>salary?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>get married (yes/no)</td>
<td>at what age?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>children (yes/no)</td>
<td>how many?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>home (house/flat)</td>
<td>where?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Write questions about your partner's predictions.

1. go / to university? What subject / study?
   will you go to university? What subject will you study?
2. what job / do? How much / earn?
3. get married? How old / be?
4. have children? How many?
5. live in a house or flat? Where / be?

7. **Speaking** Work in pairs. Ask and answer your questions from exercise 6.

**Will you go to university?**

Yes, I will. / No, I won't.
This year, thousands of young people in the UK will take a year off between school and university, or before their first job. The aim of this ‘gap year’ can be to travel, learn a new language, or get experience for a future career. Some people do voluntary work; others want to earn money. Here are three typical teenagers who are planning a gap year.

EMMA

‘I’m going to take a gap year before university. I’m going to study Spanish and Portuguese at university, so I’ll go to South America where they speak both languages! I’m going to spend the first four months in Peru and then I’m going to do voluntary work for a charity in Rio. The charity provides education for street children. We’re going to build a small school. Then I’m going to give English lessons at the school for two months. After that, I’m going to visit some other countries. I’ll do part-time jobs while I’m travelling. It will be great experience because I want to work in the tourist industry.’

PHOEBE

‘I’m really excited about my gap year job. I’m going to lead a team of volunteers on a six-month conservation project in Cabo Verde, Africa. The aim of the project is to protect turtles, because hunters kill them and sell their shells. We’ll build special nests on the beach for the turtles’ eggs and then we’ll watch the nests at night and check that they’re safe. We’ll also clean the beach so the baby turtles can get to the sea safely. I’ll earn money – but I’m not doing it for that reason. It will be useful experience because I want a career in conservation after university.’
READING STRATEGY

When you read a text for the first time, don't stop to look up unknown words, just underline them. If you still can't understand them when you read the text again, look them up in a dictionary or in your wordlist.

2 Look at the reading strategy. Then read the text and underline any words you do not understand. Without looking up the words, try to answer the questions.
1 What's Emma going to do in Rio?
2 How will Phoebe help to protect some animals?
3 Why will Rob only earn money for about half the time he is away?

3 Read the text again. Are the sentences true or false?
1 All three teenagers are going to work in Europe.
2 Emma won't earn any money during her gap year.
3 Phoebe will work with a group of people.
4 All three teenagers are going to do something connected with their future careers.
5 Emma will go to more than one country.
6 All three teenagers are planning to go to university.
7 Rob and Phoebe are both going to give lessons.
8 Rob needs to get a qualification before he can earn money.

4 VOCABULARY Match the two halves of the compound nouns. Then check your answers in the text. Use the compound nouns to complete the sentences below.

| voluntary | jobs |
| tourist | work |
| part-time | instructor |
| conservation | Alps |
| French | industry |
| ski | project |

1 They're working on a _______ to protect tigers.
2 I'm doing three different _______ to pay for my university studies.
3 Languages are useful for people who work in the _______.
4 My grandmother doesn't work for money, but she does _______ at our local school.
5 In the winter, he's a _______ but in the summer, he teaches surfing.
6 Chamonix is a famous ski resort in the _______.

5 VOCABULARY Complete the phrases with the verbs below. Check your answers in the text.

do do earn get give lead take learn
1 _______ a year off
2 _______ experience
3 _______ voluntary work
4 _______ money
5 _______ lessons
6 _______ a team
7 _______ a training course
8 _______ a new language

6 Think about the three jobs in the text and answer the following questions.
1 Which job do you think will be the most fun? Why?
2 Which job do you think will be the most work? Why?
3 Which job do you think will be the most dangerous? Why?

7 SPEAKING Work in pairs. Discuss your ideas from exercise 6. Tell your partner your opinion. Give reasons.

I think ...'s job will be the most fun because ...
On the phone
I can make a phone call and leave a message.

1. Read and listen to the dialogue. Is it formal or informal? How do you know?

Claire: Good morning. Can I help you?
Harry: Yes. This is Harry Jackson. I'd like to speak to George Simpson.
Claire: I'm sorry, Mr Simpson isn't available at the moment. Can I take a message?
Harry: Yes. Could you ask him to call me back, please?
Claire: Yes, of course. Has he got your number?
Harry: No, he hasn't. It's 01993 553725.
Claire: I'll ask him to call you.
Harry: Thank you. Goodbye.

2. Read the Learn this! box. Underline an example of an offer with 'I'll' ... in the dialogue.

Learn this!
Offers
We use 'I'll' and the base form to make an offer.
'I'll tell you the answer.
'I'll call you back.

3. Complete the offers with 'I'll' and the verbs below.

ask  get  look  make  phone  sit
1. 'I'm thirsty.' 'I'll get you some water.'
2. 'We can't see the TV.' 'Sorry! ________ down.'
3. 'I can't find Sue's number.' ' ________ on my phone.'
4. 'I'm hungry.' ' ________ you a sandwich.'
5. 'I need some money.' ' ________ my dad.'
6. 'Jo isn't here.' ' ________ again later.'

4. Listen to two phone calls. Do the callers speak to the people they want to?

5. Listen again. Tick the phrases you hear.
Can I speak to ...? Hello. Is that ...? I'd like to speak to ....
Yes, speaking. I'm afraid ... isn't here.
I'm afraid ... is on the phone.
Can I leave a message? Can I take a message?
Can I give ... a message?
And the name is? What's your name?
Can he/she call me back, please?

Look out!
Saying phone numbers
In English we say each individual number. Usually:
0 = oh  66 = double six  111 = treble one
07754 550111 = oh double seven five four, double five oh treble one

6. Pronunciation: Read the Look out! box. Then listen and repeat the phone numbers.
1 01197 435778  3 01755 888140
2 05544 128966  4 01629 700322

7. Speaking: Work in pairs. Write down three phone numbers each. Take turns to say them to your partner. Your partner writes them down. Check they are correct.


Secretary:
Answer the phone.
Say the person is busy. Offer to take a message.
Ask for the caller's name.
Ask for the caller's number.
Finish the call.

Caller:
Ask to speak to somebody in the office.
Leave a message asking the person to call you on your mobile.
Give your name.
Give your number.

9. Speaking: Act out your dialogue to the class.
An application letter
I can write a letter applying for a job.

1. Read the letter. Who is the sender? Why is he writing the letter?

17 Woodland Avenue
Oxford OX12 6HG
14th June 2012

The Manager
Multiview Cinema
Hampton Retail, Oxford

Dear Sir or Madam,

I am writing to apply for a part-time job as an usher at the Multiview Cinema. I read about the vacancy on your website. I am seventeen years old and a full-time student. Last summer, I worked at a campsite for three weeks, so I have experience of dealing with the public.

I am very keen to do this job because I want to get some more work experience before I leave school. I believe I have all the necessary qualities: I am polite, friendly and hard-working.

I am enclosing my CV with this letter. I include contact details for two referees.

I look forward to hearing from you soon.

Yours faithfully,

J T Taylor
Joel Taylor

4. Underline phrases in Joel’s letter that mean the same or nearly the same as the phrases below.

1. I would like to apply for ...
2. I saw your advertisement online.
3. I am very interested in this job because ...
4. I am sending you my CV.
5. I hope to hear from you soon.

WRITING STRATEGY
When you write a formal letter:

1. Start with Dear (Mr Jones) if you know the name of the person or Dear Sir or Madam if you don’t.
2. Do not use colloquial language (e.g. mates, OK) or short forms (I’m, there’s, etc.).
3. Finish with Yours sincerely if you used the person’s name at the start or Yours faithfully if you didn’t.

5. Read the writing strategy. Why does Joel finish his letter with Yours faithfully, and not Yours sincerely?

6. Read the job advertisement below. Think of reasons why you would be right for this job. Make notes.

WORK AT Waterworld!

We are looking for full-time and part-time workers at our theme park in Wales. You need to be reliable and hard-working. You also need to be happy working in a team, and good with young children. The ability to speak other languages or experience of dealing with the public will be an advantage.

Please apply in writing to: Jeff Travis, Waterworld, Swansea. Please include a CV and details of referees.

7. Write an application letter (90–120 words) applying for a job at the theme park in exercise 6. Use your notes from exercise 6 and phrases from exercise 4. Follow the plan in exercise 3, inventing information where necessary.

CHECK YOUR WORK
Have you:

- included all the information in the task in exercise 7?
- followed the plan in exercise 3?
- followed the advice in the writing strategy and used phrases from exercise 4?
- checked your spelling and grammar?

Unit 9 • The world of work
Get Ready for your Exam

Listening
1 Get ready to LISTEN Work in pairs. Look at the photos and answer questions 1 and 2 below.

1 What jobs do the photos show?
2 What do you want to do when you finish your education? Why?

2 Match the jobs (1–5) with the related words (a–e).
1 biologist a surgery
2 footballer b TV programmes
3 vet c plant
4 pilot d goals
5 actress e fighter jets

3 3.25 Do the exam task.

Speaking
4 3.26 Get ready to SPEAK Read the exam task in exercise 6 below. Then listen to Katie in the exam. What is her answer to the question? Do you agree with her?

5 Match the verbs (1–6) with the nouns (a–f).
1 earn a an apartment
2 lead b clubs
3 rent c a lot of money
4 pay d sports
5 join e a normal life
6 do f the bills

6 Do the exam task.

USE OF ENGLISH exam task
Complete the text with the correct form of the words in brackets.
For most people, theme parks are about fun, not work. But at KidZania entertainment centres, children work — for fun. The first KidZania 1. opened in Mexico City in 1999. Today, there are ten KidZania theme parks in different countries around the world, and the chain is getting 2. bigger.
A KidZania theme park looks like a real city, with shops, offices, hospitals and lots of other 3. buildings. The only 4. different (different) is that everything is 5. smaller than in a real city! When children visit the theme park, they spend the day 6. working (work) in these different environments. They earn money for their work; the special currency is 7. called (call) KidZos. They can spend this money at the gift shop or on other activities. The organisers believe that KidZania offers more than entertainment — it also offers 8. education (educate), because children learn about the jobs they can do when they're 9. older (old).
Reading
8 Get ready to READ Match 1–5 with a–e to make compound nouns. Then translate them into your own language.
1 first-aid  a ache
2 sun  b kit
3 bottled  c water
4 stomach  d repellent
5 insect  e cream

9 Match the words below with the definitions.
immunisation  painful  peel  sickness  sleeve
1 protection from an illness or disease
2 to take the skin from a fruit or vegetable
3 the part of a shirt, jacket, etc. that covers your arms
4 causing a bad feeling in part of your body
5 bringing up the food in your stomach

Put ice on the bite as soon as you can. If you get a headache and sickness, go to a doctor.
But also remember to enjoy yourself! Just follow these simple rules and you will have a wonderful, exciting time!

A Be prepared to meet dangerous creatures
B Start with a detailed plan for your trip
C First consult your doctor
D Take care what you eat
E Protect yourself against heat and sun

Speaking
11 Get ready to SPEAK Work in pairs. Discuss these questions.
1 What kind of holidays do you like?
2 What kind of accommodation do you like to stay in?
3 What kind of activities do you like to do on holiday?

12 Listen and read the exam task in exercise 13 and complete the three extracts with the words below. Then listen to Michael in the exam and check your answers.

about  idea  instead  know  let's  quite  rather
shall  should

1 Examiner Where 1 __________ we go? How 2 __________ going to the coast?
Michael  Mmm. I don't 3 __________. Why don't we go to the mountains?

2 Michael 4 __________ stay in youth hostels.
Examiner  I haven't got very much money.
Michael  Youth hostels are 5 __________ cheap. But we can go camping 6 __________, if you like.

3 Michael  Now, how are we going to travel? Perhaps we 7 __________ go by car.
Examiner  Travelling by car is quite expensive.
Michael  I'd 8 __________ cycle.

13 Do the exam task.

SPEAKING exam task
You and your English friend are planning a holiday together. You are talking about the best places to visit. Include information about the following points:
• place (town, country, etc.)
• accommodation
• travel
• things to do

READING exam task

Read the text and match the headings (A–E) with the texts (1–4). Put the correct letter in the spaces provided. There is one extra heading that you do not need to use.

USEFUL ADVICE FOR TRAVELLERS ABROAD

1 When you travel outside Europe it is important to plan your trip before you go. Visit your doctor six weeks before you leave. He or she will tell you if you need any immunisations. Find out about the country you are going to visit. Buy a first-aid kit to take with you.

2 Hot weather can be the main problem in some countries. Wear loose, cotton clothes and sunglasses, and always wear a hat. Don’t forget to use sun cream. Also, drink a lot of water, even if you aren't thirsty. Remember that coffee and soft drinks aren’t the same as drinking water. Only drink bottled water. And brush your teeth with bottled water too.

3 It is better to have meals in restaurants and hotels if you can. Choose your food carefully. Avoid milk, cheese, shellfish and salads. It is better to have cooked food, and only eat fruit if you can peel it. Don’t have ice in your drinks – even if the weather is very hot! If you get stomach ache for more than a day, see a doctor.

4 Try to avoid insect bites. Use insect repellent all the time. Wear long sleeves and long trousers in the evenings after sunset, especially near water. There are several insects that can cause problems. Mosquitoes and sand flies can give you a virus – with a temperature, stomach ache and a headache. Some spiders can give you a bite which can be very painful for a few days.
VOCABULARY AND LISTENING

Transport
I can talk about different types of transport.

1 VOCABULARY Match the pictures with the words below.
Transport bike boat bus car coach helicopter lorry motorbike plane scooter ship taxi train tram underground train van

2 Look at the adjectives below. Put them into pairs with opposite meanings.
Adjectives to describe transport cheap comfortable convenient dangerous expensive fast inconvenient safe slow uncomfortable

3 VOCABULARY BUILDER (PART 1): PAGE 140

LOOK OUT!
Using transport words
- go by bike or cycle
- go by car or drive
- go by bus, train, taxi, plane, etc.
or take/catch a bus, train, taxi, plane, etc.
go on foot or walk
give somebody a lift to ... or drive somebody to ... 

5 SPEAKING Read the Look out! box. Then, in pairs, ask and answer questions about the transport in exercise 1. Use the superlative form of the adjectives in exercise 4.

What's the cheapest way to travel?
By bike. / On foot.

6 Listen to five people talk about how they go to and from school. Match each speaker (1–5) with a sentence (A–F). There is one sentence that you do not need.
A This person walks home from school. ___
B This person’s mum gives her a lift home from school. ___
C This person takes an underground train and a bus. ___
D This person comes home from school by bus. ___
E This person sometimes cycles and sometimes walks. ___
F This person takes a tram. ___

7 SPEAKING Work in pairs. Ask and answer the questions.
1 How do you get to school?
2 How does your mother/father get to work?
3 How do you usually go to the town/city centre?

I usually walk to school, but sometimes I go by bus.

8 VOCABULARY BUILDER (PART 2): PAGE 140
Present perfect: affirmative
I can say what has just happened.

1 Look at the picture. Then complete the sentences with the words below.
   bus  car  cyclists  dog

1 The ___ has stopped.
2 The ___ has run across the road.
3 The ___ have fallen off their bike.
4 The ___ has crashed into the bus.

2 3.31 Listen, repeat and check.

3 Read the Learn this! box. Then complete the table below with the correct form of the present perfect. Use the sentences in exercise 1 to help you.

Learn this!
We use the present perfect to talk about recent events that have a result in the present.
Look! The rain has stopped. We can go out now. She's had an accident. Now she's in hospital.

Present perfect affirmative
We form the present perfect with the auxiliary verb have or has and the past participle (the short forms are 've and 's respectively).
I/You/We/They've arrived.
He/She/It's arrived.
There aren't any rules for the past participles of irregular verbs. Sometimes they are the same as the past simple form, sometimes they are different.
For a list of irregular verbs see page 141.

<table>
<thead>
<tr>
<th>base form</th>
<th>past simple</th>
<th>past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>stop</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>crash</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>fall</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>run</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>

4 Write the past participles of the verbs. Check the irregular verbs in the list on page 141.
   arrive  drink  eat  finish  go  lose  walk  write

5 Complete the sentences. Use the present perfect affirmative form of the verbs in exercise 4. Use short forms of have/has.

1 I ___ my homework, so I can go out now.
2 I ___ a letter to grandad. Can you post it for me?
3 He ___ his ticket. Now he can't get on the train.
4 I'm not feeling very well. I ___ six bottles of cola.
5 'Where's Tania?' 'She ___ to the shops.'
6 They ___ 20 kilometres. They're really tired.
7 She ___ home. She's in the living room.
8 They ___ a pizza. Now they aren't hungry.

6 Read the Learn this! box. Complete the sentences with just and the present perfect form of the verbs in brackets.

   a They've just missed the bus. (miss)
   b He ___ a sandwich. (eat)
   c He ___ dinner. (cook)
   d She ___ at school. (arrive)
   e He ___ a new motorbike. (buy)
   f She ___ in a taxi. (get in)

7 3.32 Listen to six conversations. Number the situations in exercise 6 in the order you hear them.

8 Complete answers a–e with just and the present perfect form of the verbs in brackets. Then match them with questions 1–5.

   a 'I've just had ___ my exam results.' (have)
   b 'No, I ___ a drink.' (have)
   c 'No, it ___ to rain.' (start)
   d 'Yes, I ___ the letter.' (post)
   e 'No, she ___ . ' (leave)

1 'Are you going to play tennis?' 2 'Why are you smiling?' 3 'Is Sarah still here?' 4 'Have you written to Grandma?' 5 'Are you thirsty?'

9 SPEAKING Work in pairs. Ask and answer the questions in exercise 8.

   Why are you smiling?  I've just had my exam results.
ELLIS ISLAND

Between 1892 and 1954, over 12 million immigrants arrived in New York. They came from all over the world on crowded, dirty ships, but most came from Europe. They were often poor and life was difficult for them in their own countries. The journey from their own countries was long and tiring. 1. People went to America because they wanted to make a new life for themselves.

They got off the ship at tiny Ellis Island in New York Bay. 2. First, American officials asked them a lot of questions about their families, their jobs and the money they had. 3. Very sick people, very old people and criminals had to return home. The busiest year for Ellis Island was 1907 when over one million immigrants arrived. The busiest day was 17th April, 1907. 4.

From Ellis Island the new immigrants travelled by boat to New York. The city was full of different races, cultures and languages. There was an Irish district, a Jewish district, Chinatown, Little Italy and Harlem (where many ex-slaves lived). The new immigrants usually lived in apartments with six or seven other families. 5. Life wasn’t easy!

But the new immigrants worked hard and helped to make America successful. Today, one third of the population – over 100 million Americans – are descendants of the Ellis Island immigrants.

5 Look at the text again. What is the significance of these numbers and dates?
1 12 million
2 1907
3 11,000
4 100 million

6 Listen to five people talking about their background. Match speakers 1–5 with sentences A–F. There is one sentence that you do not need.

<table>
<thead>
<tr>
<th>Speaker</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
</tr>
<tr>
<td>2</td>
<td>B</td>
</tr>
<tr>
<td>3</td>
<td>C</td>
</tr>
<tr>
<td>4</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>E</td>
</tr>
</tbody>
</table>

A This person would like to visit the country which his/her ancestors came from.
B This person’s ancestors started a successful business.
C This person’s ancestors didn’t want to stay in the USA.
D This person’s ancestors came to the USA, but left after a few years.
E This person isn’t sure when his/her ancestors arrived.
F This person has just arrived in the USA.

7 Work in pairs. Discuss the 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? Why did they move?
3 Would you like to live in another country? Think of three advantages of living abroad, and three disadvantages.
1 Describe the photo. What can you see? What are the people doing?

2 3.35 Mick and Karen are getting ready to go to New York. Read and listen to the dialogue. Are the sentences true or false?

1 They've finished packing.
2 Mick has ironed his shirts.
3 They've written the luggage labels.
4 They've found the passports.

Karen Are you going to take trainers?
Mick Yes, I've already packed them.
Karen Where are your shirts? Have you ironed them yet?
Mick No, I haven't. I'll do them in a minute. We haven't written the luggage labels yet. Can you do that?
Karen Sure. I need to find the tickets and passports too.
Mick I've already put them in my hand luggage.
Karen OK. Can you close that suitcase?
Mick Oh, no! I can't. We've packed too many things in it!

3 Complete the table with the correct form of have. Use the examples of the present perfect in the dialogue to help you.

<table>
<thead>
<tr>
<th>Present perfect</th>
<th>negative</th>
<th>interrogative</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/You/We/They</td>
<td>I/you/we/they  packed the suitcases.</td>
<td>2/He/She/It hasn't packed the suitcases.</td>
</tr>
<tr>
<td></td>
<td>He/She/It hasn't packed the suitcases.</td>
<td>Has he/she/it found the passports?</td>
</tr>
<tr>
<td></td>
<td>Yes, I have. / No, I 3.</td>
<td>Yes, she has. / No, she hasn't.</td>
</tr>
</tbody>
</table>

4 Look at the list of things that Mick and Karen have to do. Write sentences. Use the present perfect affirmative and negative.

- book the plane tickets ✓
- change money x
- pack the suitcases x
- wash the clothes ✓
- find the passports ✓
- buy a guidebook x
- book a taxi to the airport ✓

5 SPENDING Work in pairs. Ask and answer questions about Mick and Karen's list. Use the present perfect.

Have they booked the plane tickets? Yes, they have.

6 Read the Learn this! box. Then underline examples of already and yet in the conversation in exercise 2.

**already and yet**

1 We use already with the present perfect affirmative to say that something has happened (often earlier than expected). We put it between have/has and the past participle.

'Do your homework! I've already done it.'

2 We use yet with the present perfect negative and interrogative to say that something hasn't happened, or ask if something expected hasn't happened. We put it at the end of the sentence.

It's 9 p.m. but Dad hasn't come home yet. Have you found the passports yet?

7 Add already and yet to your sentences in exercise 4. They've already booked the plane tickets.

8 What have you done today? Complete the first column of the chart. Tick or cross.

<table>
<thead>
<tr>
<th></th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>take a tram</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>watch TV</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>use a computer</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>send a text message</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>eat anything</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>listen to music</td>
<td></td>
</tr>
</tbody>
</table>

9 SPENDING Work in pairs. Ask and answer questions about what your partner has done today. Complete the second column of the chart.

Have you taken a tram today? Yes, I have. / No, I haven't.

10 SPENDING Tell the class about your partner.

Alissa has taken a tram today. She hasn't...
The image contains a page from a reading textbook, titled "Alone in the Canyon." The page includes a photograph of a man with a prosthetic arm. Below are the instructions and text from the page:

**1. Speaking**
Describe the photo. Use the words below to help you. What can you see? What do you think has happened to the climber?

accident arm climb fall large rock narrow canyon rope trapped

I can see a climber. He’s in a ... Perhaps he’s ...

**2. Read the text. Answer the questions.**
1. Why did nobody rescue Aron from the canyon?
2. How did Aron get free?

**LOSE YOUR ARM OR LOSE YOUR LIFE**

In April 2003, Aron Ralston went to Blue John Canyon in Utah to hike. Although he was on his own, he was an experienced climber, so he wasn’t worried. But he made two big mistakes – he didn’t have a mobile phone with him and he didn’t tell anybody where he was.

Aron climbed down a narrow gap between the walls of the canyon. Suddenly a large rock fell on his right arm. It trapped his arm against the canyon wall. He tried to pull his arm out, but the rock weighed 360 kilograms. It was impossible.

Aron realised that he was in trouble. He couldn’t phone a friend or his parents, and nobody knew he was there. He didn’t have much food or water with him.

First of all, he tried to move the rock. Then, he tried to break the rock with his knife. He had a rope and he tried to pull the rock away. Nothing worked. Meanwhile, Aron slowly drank his water and ate his food. He had a video camera with him and he videoed himself every day. He recorded messages to his parents and his friends.

After five days, Aron had no more water, and he felt very weak and ill. He couldn’t feel his hand. He had to make a decision. He could die, or he could cut his own arm off. He broke the bone in his arm. Then he tied a cloth around his arm and started cutting with his knife. It took him an hour. He said afterwards, ‘It was one hundred times worse than any pain I’ve felt before.’

Finally, he was free, but he was still 12 kilometres from his car. He had to go down the canyon wall on a rope using just one arm. Then he had to walk through the canyon in the hot sun. Eventually he met some other hikers, and a helicopter came to rescue him.

Nowadays, Aron gives talks about his experience and recently he has written a book about it. He has an artificial arm. He still loves hiking and he hasn’t given up climbing. He’s lost his arm, but he’s still alive!
3 Read the text again. Number the events in the correct order.
   a He climbed down into a narrow canyon.
   b He climbed and walked out of the canyon.
   c He tied a cloth around his arm.
   d He went to Blue John Canyon.
   e He wrote a book about his experience.
   f He tried to move the rock from his arm.
   g He cut off his own arm.
   h He slowly drank his water and ate his food.
   i A helicopter rescued him.

4 **VOCABULARY** Find and underline all the time expressions below in the text. Translate them into your own language.
   - Time expressions: suddenly, first of all, then, afterwards, finally, eventually, nowadays, recently

5 Choose the correct time expressions.
   1 I've recently / nowadays learned to climb.
   2 I couldn't find my wallet anywhere, but I've afterwards / finally found it.
   3 Suddenly / Finally, a dog ran out in the road, but the car didn't hit it.
   4 Then / First of all we watched a film, then / recently we went for a pizza.
   5 My parents didn't want to buy me a scooter. But eventually / suddenly they did.
   6 We played tennis for an hour. Afterwards / Recently I had a shower.
   7 First of all / Nowadays, climbing is a very popular sport.

6 Work in pairs. Imagine that the questions are from an interview with Aron Ralston. Find answers to the questions in the text.
   1 You went on your own to the canyon. Why weren't you worried?
   2 At first, how did you try to get your arm free?
   3 What did you say on the video?
   4 How did you feel when you had no more water and food?
   5 Was it very painful to cut off your own arm?
   6 What do you do now?
   7 Have you stopped climbing?

7 **SPEAKING** Work in pairs. Act out an interview with Aron Ralston. Use the questions and answers in exercise 6.

8 🕒 3:37 Listen and complete the song with the words below.
   four go meet morning night noisy phone slow time

Last train to Clarksville

Take the last train to Clarksville.
And I'll 1____ you at the station.
You can be here by 2____ thirty.
'Cause I made your reservation.
Don't be 3____, oh, no, no, no!
Oh, no, no, no!

'Cause I'm leavin' in the 4____
And I must see you again
We'll have one more 5____ together
'Til the morning brings my train.
And I must 6____, oh, no, no, no!
Oh, no, no, no!
And I don't know if I'm ever coming home.

Take the last train to Clarksville.
I'll be waiting at the station.
We'll have 7____ for coffee-flavoured kisses
And a bit of conversation.
Oh ... Oh, no, no, no!
Oh, no, no, no!

Take the last train to Clarksville.
Now I must hang up the 8____.
I can't hear you in this 9____
Railway station all alone.
I'm feelin' low. Oh, no, no, no!
Oh, no, no, no!
And I don't know if I'm ever coming home.

Take the last train to Clarksville.
Take the last train to Clarksville.

9 Read the two summaries. Which is better?
   A The singer is at a train station and wants to take a train to Clarksville, where he's going to meet the girl he loves at 4.30. The next day he is leaving so he wants to see her for the last time.
   B The singer is at a train station and is phoning the girl he loves. He wants her to take a train and come to him. He has reserved a seat for her on a train. He's going away tomorrow and it's probably the last time he can see her.
1 **SPEAKING** Describe the photo. Where is the girl? What is she doing? What do you think they are saying?

2 **3.38** Read and listen to the dialogue. Where does Beth want to go? When does she want to come back?

Clerk: Next, please.
Beth: Hello. I’d like a ticket to Bristol, please.
Clerk: Single or return?
Beth: Return, please.
Clerk: Are you coming back today?
Beth: Yes. Can I take my bike on the train?
Clerk: Yes, you can. That’s £15, please.
Beth: Which platform is it?
Clerk: Number 4. The next train is at 13.45.
Beth: Is it a direct train?
Clerk: No, you have to change at Swindon.

3 **3.39** Read the Look out! box. Then listen to eight announcements. Circle the train times in the timetable.

4 **SPEAKING** Work in pairs. Write down five times using the 24-hour clock. Take turns to say them to your partner. Your partner writes them down. Check they are correct.

5 **SPEAKING** Work in pairs. Practise reading the dialogue, changing the words in blue.

6 Read the Learn this! box. Underline an example of can for asking and giving permission in the dialogue in exercise 1.

**LEARN THIS!**

We can use **can** for asking for, giving and refusing permission.

*Can I go out this evening?*

Yes, you can. / No, you can’t.

7 **3.40** Listen to two dialogues and complete the chart.

<table>
<thead>
<tr>
<th>Destination</th>
<th>Price</th>
<th>Platform</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Oxford</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Glasgow</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 **3.41** Complete the questions with the words below. Then listen and check.

**can have how much leave same when**

1 Can I _____ a return ticket to Oxford, please?
2 _____ are you coming back?
3 Which platform does it _____ from?
4 _____ is a return ticket, with a railcard?
5 Are you coming back on the _____ day?
6 _____ I take my dog on the train?

**SPEAKING STRATEGY**

English speakers use “please” and “thank you” a lot. Remember to include them in your dialogues.

9 **SPEAKING** Work in pairs. Prepare a dialogue. Use phrases from exercise 8 and the prompts below.

**Customer**

Say where you want to go.

**Clerk**

Ask when he/she is returning.

**Answer.**

Give the price.

**Ask about the next train.**

**Give the time.**

**Ask about the platform.**

**Answer.**

**Ask about changing trains.**

**Answer.**

10 **SPEAKING** Act out your dialogue to the class.
A postcard
I can write a postcard about my holiday.

1 **Speaking** Look at the photos. Which holiday destination do you prefer? Why?

2 Work in pairs. Student A: Answer questions 1–6 for Tilly's postcard. Student B: Answer questions 1–6 for Paige's postcard.
   1 Which country is she visiting?
   2 Where is she staying?
   3 What's the weather like?
   4 What did she do yesterday?
   5 What is she doing tomorrow?
   6 What hasn't she done yet?

3 **Speaking** Work in pairs. Take turns to ask and answer the questions in exercise 2 and find out about the other postcard.

4 Read the list of useful phrases. Add the phrases in **blue** in the postcards to the correct groups.

**Saying where you are**
We're spending (a week) in (Italy).

**Describing the accommodation**
We're staying in a (nice) hotel.
We love/hate the (apartment/hotel/campsite).

**Describing the weather**
It's (hot/sunny/wet/cold) at the moment.

**Talking about activities**
We (go swimming) every day.
We're planning to (visit a castle) tomorrow.

5 Read the writing strategy. Find one example of each tense in each postcard in exercise 2.

**WRITING STRATEGY**
When you write a postcard:
1 Use the **present continuous** to say where you are staying.
2 Use the **past simple** to describe activities that you did at a definite time in the past.
3 Use the **present continuous** for future activities that you have arranged to do.
4 Use the **present perfect negative** with **yet** to describe activities that you have not done, but plan to do.

6 Imagine you are on holiday. Plan a postcard to a friend to tell them about your holiday. Make notes.
   • Say where you are and what the weather is like.
   • Give information about the accommodation.
   • Include information about something you did.
   • Include information about something you haven't done yet, but have arranged to do.

7 Write the postcard. Use your notes from exercise 6 and phrases from exercise 4. Use a range of tenses.

**CHECK YOUR WORK**
Have you:
- included all the information in the task in exercise 6?
- used phrases from exercise 4?
- used a range of different tenses?
- checked your spelling and grammar?
Unit 9
1. Complete the sentences with the jobs below.
   actor artist journalist musician shop assistant
   1. I'm a ______. I play the trumpet.
   2. I'm a ______. I work in a department store.
   3. I'm an ______. I'm in a Shakespeare play at the moment.
   4. I'm an ______. My works are in a small gallery near here.
   5. I'm a ______. I work for a local newspaper.

Mark: ___ / 5

2. Complete the text with the verbs below.
   do earn get give take
   I'm planning to ______ a year off before university. I want to ______ some money and also ______ experience of living abroad. I love snowboarding, and I'd like to ______ lessons, but I'll need to ______ a training course first.

Mark: ___ / 5

3. Complete the sentences. Use going to and the verbs in brackets.
   We aren't going to ______ them to our wedding. (not invite)
   1. My parents ______ a new car next month. (buy)
   2. I ______ all my money. (not spend)
   3. My sister ______ to university next year. (not go)
   4. Maria ______ piano lessons. (have)
   5. My brother and I ______ dinner tonight. (cook)

Mark: ___ / 5

4. Complete the announcement. Use the affirmative form of will and the verbs below.
   be employ enjoy open serve
   The new Palace Hotel ______ one of the largest and most modern hotels in the country. Our guests ______ the very best facilities, including wi-fi in every room. Our restaurant ______ excellent food and drink 24 hours a day. The hotel ______ at the beginning of next year. It ______ more than 1,000 people.

Mark: ___ / 5

5. Put the words in order to make useful phrases.
   1. back / you / I'll / call
   2. leave / message / I / can / a ?
   3. afraid / isn't / I'm / she / here
   4. speak / can / the / manager / I / to ?
   5. number / he / got / has / your?

Mark: ___ / 5

Total: ___ / 25

Unit 10
6. Choose the correct word.
   1. A scooter has got four / two wheels.
   2. A tram can / can't travel on water.
   3. A coach is usually bigger / smaller than a van.
   4. A helicopter can / can't fly.
   5. A motorbike is noisier / quieter than a bike.

Mark: ___ / 5

7. Write the opposites.
   1. dangerous s. ______
   2. fast s. ______
   3. cheap e. ______
   4. comfortable u. ______
   5. convenient i. ______

Mark: ___ / 5

8. Complete the sentences. Use the present perfect form of the verbs in brackets.
   1. Look! He ______ (fall) off his chair!
   2. Oh no! You ______ (drink) all the milk.
   3. She ______ (finish) her homework, so she can go out.
   4. I can't call him. I ______ (lose) my phone!
   5. I ______ (write) a poem. Would you like to hear it?

Mark: ___ / 5

9. Complete the dialogue. Use the present perfect form of the verbs in brackets, and short answers.
   Boy OK. Have you packed (you / pack) your bags?
   Girl Yes, I ______. But I ______ (not write) the luggage label yet.
   Boy Oh, don't worry. What time is the taxi arriving?
   Girl I ______ (not book) a taxi.
   Boy Oh, ______ (Dad / offer) to give us a lift?
   Girl No, he ______. But that's a good idea. I'll ask him now!

Mark: ___ / 5

10. Complete the questions with the words below.
   back direct next platform return
   1. Which ______ does it leave from?
   2. Can I have a ______ ticket, please?
   3. Is it a ______ train?
   4. When's the ______ train to London?
   5. When are you coming ______?

Mark: ___ / 5

Total: ___ / 25
Lead-in
1. Would you like to work in another country? Why? / Why not?

Reading
2. Read the four adverts for jobs in the UK. Which one looks the most interesting, in your opinion? Why?
3. Match each job advertisement with two of the sentences (a–h) below.
   a. Only people who can swim very well are right for this job.
   b. This job is not in England, but it's in the UK.
   c. This job is in a big shop in London.
   d. Applicants who speak Arabic have an advantage.
   e. You need to write a letter to apply for this job.
   f. This job is outdoors by the sea.
   g. This is a good job for people who do sports.
   h. This job means working in the morning only.

Writing
4. Imagine that you want to work in the UK. Write an application letter for one of the jobs in exercise 2. Include the information below.
   - which job you are applying for
   - your age and nationality
   - your reason for wanting the job and your experience
   - what you are sending (e.g. CV, photo, etc.)

Listening
5. 3.41 Listen to four short scenes. In how many scenes does Anna speak?
6. 3.41 Listen again. Match one sentence (a–e) with each scene (1–4). There is one sentence that you do not need.
   1. 2. 3. 4. 
   a. Anna finds out that Yorkshire is a long way from London.
   b. There is a conversation about dealing with difficult people.
   c. Anna leaves a message, but not her phone number.
   d. There are problems finding somewhere for Anna to live in the UK.
   e. Anna hears some good news and feels excited.

Speaking
7. Work in pairs. Role-play a conversation about one of the jobs in exercise 2.
   Student A: You are the applicant. You are phoning to get more information about the job. When the person you need is not there, leave a message, including your phone number.
   Student B: You work for the company. The person the applicant needs to speak to is out of the office. Offer to take a message.
**IB be**

1. Write affirmative, negative and interrogative sentences. → 1.1
   - the pizza / hot
     - The pizza is hot.
     - The pizza isn't hot.
     - Is the pizza hot?
   - I / right
   - Joanna / 17
   - they / from Argentina
   - you / at home
   - Michael / in the classroom

**Possessive adjectives**

2. Complete the sentences with possessive adjectives. → 1.3, 1.4
   - I'm in my bedroom.
   - They're in ______ bedroom.
   - We're in ______ classroom.
   - She's in ______ car.
   - He's in ______ house.
   - You're in ______ school.
   - The dog's in ______ basket.

**Demonstrative pronouns**

3. Choose the correct words. → 1.5
   - 1. Is that / those your book?
   - 2. Is this / that your teacher over there?
   - 3. These / This are my pens.
   - 4. 'Emily, this / that is Jake.'
     - 'Hi, Jake. Nice to meet you.'
   - 5. That / Those isn't my bicycle.

**IC have got**

4. Complete the sentences with the affirmative form of have got. Use the short form with pronouns (I, you, he, etc.). → 1.6, 1.7
   - 1. My dad ______ three brothers.
   - 2. We ______ an exam this afternoon.
   - 3. I ______ a picture of you on my phone.
   - 4. My sister loves cats. She ______ three!
   - 5. Hey! You ______ my dictionary!
   - 6. Our teacher ______ a Ferrari.
   - 7. This apartment ______ four bedrooms.
   - 8. We ______ pizza for dinner.

5. Look at the chart. Write affirmative and negative sentences with have got and the prompts below. → 1.6, 1.7

<table>
<thead>
<tr>
<th></th>
<th>Ella</th>
<th>Jack</th>
</tr>
</thead>
<tbody>
<tr>
<td>a bike</td>
<td>✓</td>
<td>x</td>
</tr>
<tr>
<td>a dog</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>a computer</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>a dictionary</td>
<td>x</td>
<td>✓</td>
</tr>
<tr>
<td>a phone</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

1. Ella / a bike
   - Ella has got a bike.
2. Jack / a bike
3. Jack / a dog
4. Ella / a computer
5. Ella and Jack / a dictionary
6. Ella and Jack / a phone

6. **Speaking** Work in pairs. Ask and answer questions about the things in the chart. Then add three more questions of your own. → 1.6, 1.7
   - Have you got a bike? Yes, I have. / No, I haven't.

**Articles**

7. Choose the correct articles. → 1.9
   - 1. a / an American car
   - 2. a / an university
   - 3. a / an MP3 player
   - 4. a / an taxi
   - 5. a / an old man
   - 6. a / an maths exam
   - 7. a / an exercise
   - 8. a / an hour

8. Find one mistake in each sentence. Correct it. → 1.8, 1.9, 1.10, 1.11
   - 1. I've got a bike and a skateboard, but a skateboard is very old.
   - I've got a bike and a skateboard, but the skateboard is very old.
   - 2. From Monday to Friday, we're at school in afternoon.
   - Look! Pirates of the Caribbean is on a TV tonight!
   - 4. My aunt is in bed during the day and at work at the night.
   - 5. I've got a dog.' 'Really? What's a dog's name?'
   - 6. My sister isn't at school today, she's at doctor's.
   - 7. She's at cinema? But it's eight o'clock in the morning!
   - 8. My dad isn't at the home in the evening.
**Demonstrative pronouns**

1.5 We use *this* and *these* to refer to objects which are near us. This is a pen. These are my trainers.
We use *that* and *those* to refer to objects which are not near us. That's my house. Those are nice flowers.
We use *this* to introduce someone. This is Tom.
We use *that* to talk about something that somebody has just said. 'Are you Catherine?' 'That's right.'

**have got**

1.6

**Affirmative**
I have got (short form: I've got)  
He/She/It has got (short form: he's got)
You/We/They have got (short form: you've got)

**Negative**
I haven't got  
He/She/It hasn't got
You/We/They haven't got

**Interrogative**
Have I got ...?  
Has he/she/it got ...?  
Have you/we/they got ...?

**Short answers**
Yes I have. / No, I haven't  
Yes, he/she/it has. / No, he/she/it hasn't.
Yes you/we/they have. / No, you/we/they haven't.

1.7
- If we refer to objects which belong to people, we use *have got* + noun.  
  I've got a new phone. It's got an MP3 player.
- *Have got* is also used when we talk about family members.  
  Have you got a sister? No, I haven't. But I've got two brothers.
- *Have got* is also used to describe people's appearance.  
  He's got dark hair. She's got a big nose.
  What colour eyes have you got?

---

**Possessive adjectives**

1.3

<table>
<thead>
<tr>
<th>Subject pronouns</th>
<th>Possessive adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
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</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>he</td>
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</tr>
<tr>
<td>you</td>
<td>your</td>
</tr>
<tr>
<td>they</td>
<td>their</td>
</tr>
</tbody>
</table>

1.4 Possessive adjectives have the same form when used with a singular or plural noun.
When we talk about body parts or clothes, we often use possessive adjectives.
Close your eyes. Put on your jacket.
its and it's
Note: The dog has got its food. It's a black dog.
Present simple: affirmative and negative

1. Write the third person singular form of the verbs. → 1.1, 1.2
   1. play: she plays
   2. study: he studies
   3. watch: she watches
   4. go: he goes
   5. fly: she flies
   6. like: he likes
   7. do: she does
   8. finish: he finishes

2. Complete the sentences with the correct form of the verbs in exercise 1. → 1.1, 1.2, 1.3
   1. Mary studies maths at Edinburgh University.
   2. Ethan plays volleyball every weekend.
   3. Grace watches shopping every Saturday.
   4. My uncle listens to pop music.
   5. My dad watches TV at breakfast.
   6. My mum picks up Dublin every week.
   7. Your friend does his homework on the bus.
   8. My brother works at five o'clock.

3. Complete the sentences with don’t or doesn’t. → 1.4
   1. Mark doesn’t listen to CDs. He listens to his MP3 player.
   2. We don’t finish school until lunch time.
   3. My dad doesn’t get up early at weekends.
   4. I don’t speak Japanese.
   5. My sister doesn’t watch TV in the evening. She reads.
   6. I don’t understand this word.

4. Rewrite the sentences. Make the sentences negative. → 1.4
   1. My sister has maths on Mondays.
      My sister doesn’t have maths on Mondays.
   2. We live in Scotland.
   3. I speak three languages.
   4. My brother studies every evening.
   5. My dad goes out a lot.
   6. We like our neighbours.
   7. My cousin watches TV on his phone.

5. Complete the sentences. Use the present simple affirmative or negative form of the verbs in brackets. → 1.1, 1.2, 1.4
   1. ‘What’s the time?’ ‘Sorry, I don’t know.’
   2. My sister watches TV a lot. She loves talent shows.
   3. ‘You can have my sandwich. I like it.’
   4. We live in England. We live in Wales.
   5. My dad cooks dinner because my mum hates cooking.
   6. My mum works because she drives.
   7. I do my homework in my bedroom because it’s quiet there.

Present simple: questions

6. Put the words in the correct order to make questions. → 1.5
   1. maths / do / like / you /?
   2. study / your best friend / does / Chinese /?
   3. do / German / you / speak /?
   4. you / watch / do / at weekends / DVDs /?
   5. play / do / basketball / you and your friends /?
   6. walk / your brother / to school / does /?

7. SPEAKING Work in pairs. Ask and answer the questions in exercise 6. → 1.5
   Do you like maths?
   Yes, I do. / No, I don’t.

8. Choose the correct question words. → 1.6
   1. ‘When / Where do you do your homework?’
      ‘Before breakfast.’
   2. ‘Which / How sports do you watch on TV?’
      ‘I watch football and tennis.’
   3. ‘Where / Who do you sit with on the bus?’
      ‘I sit with my brother.’
   4. ‘Who / Where does your best friend live?’
      ‘Near the school.’
   5. ‘How / When do you go to school?’
      ‘By bus.’

9. Complete the questionnaire with the words below. → 1.6
   How / What / When / Where / Who
   1. ______ do you get up on Sunday mornings?
   2. ______ do you relax?
   3. ______ programmes do you watch on TV?
   4. ______ do you live?
   5. ______ do you live with?

10. SPEAKING Work in pairs. Ask and answer the questions in exercise 9. → 1.6
   How / What / Where / Who
   1. When / What do you do on Sunday mornings?
   2. Where / Who do you relax?
   3. When / What programmes do you watch on TV?
   4. Where / When do you live?
   5. Where / Who do you live with?

Object pronouns

11. Rewrite the sentences. Replace the words in blue with an object pronoun. → 1.7, 1.8
   1. Do you want to sit with me and my friends?
      Do you want to sit with us?
   2. Do you listen to your dad?
   3. I don’t like this TV programme.
   4. We see my cousins at weekends.
   5. I don’t eat crisps.
   6. Don’t speak to my mum. She’s asleep!
   7. This book is for Maria.
   8. We live with our grandparents.
Articles

1.8
We use the indefinite article (a and an) with singular countable nouns only.

- a book / a computer
We can use the definite article (the) with singular and plural

countable nouns and with uncountable nouns.

- the table / the chairs / the water

1.9
We use an when the next word begins with a vowel sound.

- an egg / an Indian restaurant / an hour
Remember that the spelling and pronunciation of English words
may differ. Some words that begin with the letter u do not start
with a vowel sound, they start with a /j/. We do not use an with
those words.

- a university / a useful book / a US city

1.10
We use a and an when we talk about something for the first
time.

- There is a phone on the table.
We use the when we mention it again.

- The phone isn’t mine.

1.11
Some common expressions include an article and others do
not. There are no rules – you have to learn them.

Expressions with no article:
- play football/tennis
- watch television
- have breakfast/lunch/dinner
- go to school/work/hospital/church/university
- at night

Expressions with an article:
- play the piano / the guitar
- listen to the radio / see a film
- have a snack / a drink / a sandwich
- go to the theatre / the cinema / the doctor’s
- during the day, in the morning/afternoon/evening

1.2
Spelling rules for third person singular (he/she/it)
Most verbs: add -s

- + s: start → starts
- + es: watch → watches
Verbs ending in -ch / -sh / -o: add -es
- + es: play → plays
- + s: go → goes
Verbs ending in consonant + y: add -es and -y changes to i.
- + es: study → studies
- + s: carry → carries

1.3
We use the present simple:
- for something that happens always or regularly.
- I watch TV every day.
- I get up at 7.30.
- My brother plays basketball.
- for a fact that is always true.
- Russell Crowe comes from New Zealand.

Present simple: negative

1.4
Negative

- I/You/We/They don’t play. He/She/It doesn’t play.

Full forms

- I don’t play. = I do not play.
- He doesn’t play. = He does not play.

We form the negative with don’t or doesn’t + base form of the
verb. (The base form of the verb is the infinitive without to, e.g.
go, have, work).

1.5
Present simple: questions

Questions

Do I/you/we/they work?
Does he/she/it work?

Short answers

- Yes, I do. / No, I don’t.
- Yes, she does. / No, she doesn’t.
- Yes, they do. / No, you don’t.

We form present simple questions with do or does + base form
of the verb. (The base form of the verb is the infinitive without to.)

Do you play football?
Does he play football?

Note: we don’t use the third person singular form of the main
verb.

Does he play football?
2B Adverbs of frequency
1 Put the words in the correct order to make sentences. → 2.1, 2.2

1 in my bedroom / cold / it's / often /
2 goes / never / my cousin / cycling /
3 I'm / with my exam results / usually / happy /
4 I / in my bedroom / my homework / do / always /
5 sometimes / by bus / Sally / to school / goes /
6 TV / my dad / watches / before breakfast / hardly ever /

2 Rewrite the sentences. Use the adverbs of frequency in brackets. → 2.1, 2.2

1 I play basketball on Sundays. (often)
   I often play basketball on Sundays.
2 I'm hungry at school. (never)
3 We speak English in English classes. (always)
4 I'm in bed before ten o'clock. (hardly ever)
5 Jason does the washing-up. (often)
6 I meet my friends in town. (usually)

3 Write questions. Use How often ... ? Then write true answers with an adverb of frequency. → 2.1, 2.2

1 your best friend / send you a text message?
2 you / play board games?
3 you / surf the Net?
4 your mum / do the shopping?
5 you / do athletics?
6 you / listen to music?

2D can
4 Write sentences. Use can or can't. → 2.3, 2.4

1 Kate and David / skateboard ✓
2 we / speak English ✓
3 I / swim X
4 Vicky / sing X
5 my grandparents / use a computer X
6 Joseph / do gymnastics X
7 you / play the guitar ✓

5 Look at the chart. Write questions and answers. → 2.3, 2.4

<table>
<thead>
<tr>
<th></th>
<th>Anne</th>
<th>Sylvia and Martha</th>
</tr>
</thead>
<tbody>
<tr>
<td>ice skate</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>play basketball</td>
<td>X</td>
<td>✓</td>
</tr>
<tr>
<td>speak French</td>
<td>✓</td>
<td>X</td>
</tr>
</tbody>
</table>

Can Anne ice skate?
Yes, she can.

Adverbs
6 Complete the sentences. Use the adverb form of the adjectives below. → 2.5, 2.6

bad careful fast good late
1 'Why are you driving ____?' 'Because I don't want to be late.'
2 He's a very good ice skater. He can skate really ____.
3 This is very important. Please listen ____.
4 'Is John still in bed?' 'Yes, he always gets up ____ on Saturdays.'
5 I don't want to dance because I dance very ____.

beautiful early easy hard slow
6 You've got an exam tomorrow, so please go to bed ____.
7 My mum works very ____. She goes to the office at 8 a.m. and comes home at 7 p.m.
8 I type very _____. I only use two fingers!
9 John is a great dancer. He dances _____.
10 United beat Chelsea _____. The score was 5-0.

2G Imperatives
7 Complete the imperatives with the verbs below. → 2.7

ask come tidy listen phone put sit
1 Your bedroom is very untidy. Please ____ it.
2 ____ here! I want to show you my new dress.
3 ____ to this song. It's really good.
4 ____ your hand up if you know the answer.
5 ____ me when you get home this evening.
6 If you don't know the answer, ____ the teacher.
7 Dinner's ready. Please ____ at the table.

8 Look at the pictures. Complete the negative imperatives with the verbs below. → 2.7

be draw forget open sit
1 ____ there!
2 ____ late!
3 ____ on the wall!
4 ____ the window!
5 ____ to post this letter.
1.6
We use question words (who, what, where, when, etc.) to ask for information. The question word comes at the beginning of the question. 
Where do you live? 
When do you go to bed? 
What is sometimes followed by a noun: 
what music do you like? 
what subjects do you do at school? 
If the question includes a preposition, it usually goes at the end. 
What music do you listen to? 
Who do you live with?

1F Object pronouns

<table>
<thead>
<tr>
<th>Subject pronoun</th>
<th>Object pronoun</th>
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<tbody>
<tr>
<td>I</td>
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<td>you</td>
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</tr>
<tr>
<td>they</td>
<td>them</td>
</tr>
</tbody>
</table>

1.8
We use me, him, her, us and them for people. 
There’s Ann. Do you know her? 
We use it and them for things. 
I never eat apples. I hate them. 
This is your pen. Do you want it? 
We use object pronouns after prepositions. 
Listen to me! Do you want to come with us?

2B Adverbs of frequency

2.1
We use adverbs of frequency to say how often we do something. 

<table>
<thead>
<tr>
<th>0%</th>
<th>occasionally</th>
<th>sometimes</th>
<th>often</th>
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</tr>
</thead>
<tbody>
<tr>
<td>never</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2.2
The normal position for an adverb of frequency is: 
• immediately after the verb be. 
  He’s always late for school. 
  She isn’t always happy to see me. 
• immediately before most other verbs 
  They often play tennis at the weekend. 
  You never phone me.

2D can

2.3
Affirmative
I/You/We/They/He/She/It can 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, I can’t. 
Yes, she can. / No, she can’t. 
Yes, we can. / No, we can’t.

We use the short form can’t in short answers.

2.4
We use can to 
• talk about ability. 
  I can dance. 
  Pete can’t cook. 
  ‘Can you play the guitar?’ ‘Yes, I can.’
• make requests. 
  Can you come to my party? 
  Can you repeat that, please?

Adverbs

2.5
• We form most adverbs by adding -ly to the adjective. 
  slow → slowly 
  careful → carefully 
  easy → easily
• Some adjectives don’t change. 
  fast high late low early hard
• The adverb from good is well.

2.6
• We use adverbs with verbs to say how something happens. 
  It’s raining hard. He sings badly.

2G Imperatives

2.7
• We form the imperative by using the base form of the verb. 
  Join our reading group! 
• We use don’t before the verb to make the negative form. 
  Don’t forget – we meet every Friday.
**3B there is / there are; some/any with plural nouns**

1. Complete the sentences with There's or There are.
   → 3.1
   1. _______ seven girls in this class.
   2. _______ a bin near the door.
   3. _______ three science rooms in our school.
   4. _______ two pencils in my bag.
   5. _______ a dictionary on my desk.
   6. _______ a plant near the teacher's desk.

2. Complete the sentences with a/an, some or any.
   → 3.1, 3.3
   1. There's _______ clock on the wall.
   2. Is there _______ CD on your desk?
   3. There are _______ shelves near the window.
   4. Are there _______ windows in the library?
   5. There isn't _______ whiteboard in our classroom.
   6. There aren't _______ blinds on the window.

3. Rewrite the sentences. Make the affirmative sentences negative and the negative sentences affirmative.
   → 3.1, 3.2
   1. There isn't a computer in the room.
   There's a computer in the room.
   2. There are some students in the classroom.
   There aren't any students in the classroom.
   3. There are some pens on the teacher's desk.
   There's a table near the door.
   4. There are some shelves near the board.
   There aren't any plants near the window.
   5. There's a bin near the desk.
   There aren't any toilets near the desk.

4. Are the items below in your schoolbag? Write true sentences.
   Use the correct form of there is / there are and a/an, some or any. → 3.1
   1. a dictionary There's a / There isn't a ...
   2. pens 5 exercise books
   3. a mobile phone 6 a rubber
   4. a ruler 7 pencils

5. Write questions and answers. Use the correct form of there is / there are, a/an or any. → 3.1, 3.2, 3.3
   1. computer ✓ Is there a computer? Yes, there is.
   2. posters ✓ Are there any posters? No, there aren't.
   3. clock ✓ 6 whiteboard ✓
   4. students ✓ 7 chairs ✓
   5. cupboard ✓ 8 CDs ✓

**3D have to**

6. Choose the correct words.
   → 3.4, 3.5
   1. I have to / have to go home now. It's very late.
   2. 'Do you have to / Does you have to study French?'
   'No, we don't / doesn't.'
   3. You don't have to / doesn't have to shout. I can hear you.
   4. 'Do / Does Anna have to get up early?' 'Yes, she do / does.'
   5. Mike have to / has to walk to school.
   6. Marianne don't have to / doesn't have to study ICT.
   7. 'Do / Does you have to do a lot of homework at the weekend?' 'No, I don't / doesn't.'
   8. Sarah and Peter have to / has to come home before midnight.

7. Find one mistake in each sentence. Correct it. → 3.4, 3.5
   1. I have to study French. I have to study French.
   2. 'Does Harry has to get up early?' 'No, he doesn't.'
   3. We have got to school before 8.30 a.m.
   4. Jason and Sarah has to wear a uniform.
   5. 'Do you have to stay at school for lunch?' 'Yes, I have.'
   6. We doesn't have to do homework at the weekend.

8. Look at the chart. Then write four sentences about Joe and four sentences about Linda. Use the affirmative or negative form of have to. → 3.4, 3.5

<table>
<thead>
<tr>
<th>Jobs</th>
<th>Joe</th>
<th>Linda</th>
</tr>
</thead>
<tbody>
<tr>
<td>tidy his/her bedroom</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-up</td>
<td>yes</td>
<td>yes</td>
</tr>
<tr>
<td>make breakfast</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

Joe has to tidy his bedroom.

9. SPEAKING Work in pairs. Ask and answer questions about the activities in exercise 8. → 3.4, 3.5
   1. Does Joe have to tidy his bedroom? Yes, he does.

10. SPEAKING Find out what your partner has to do at home. Ask and answer questions about the activities in exercise 8. → 3.4, 3.5
    3. Do you have to tidy your bedroom? Yes, I do. / No, I don't.
### 3B there is / there are

#### 3.1 there is / there are

<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>
<tr>
<td><strong>Short answers</strong></td>
<td></td>
</tr>
<tr>
<td>Yes, there is. / No, there isn't.</td>
<td>Yes, there are. / No, there aren't.</td>
</tr>
</tbody>
</table>

#### 3.2
We usually use the short form of *there is*: *there's*. However, we use the full form in affirmative short answers:

Is there a TV? Yes, there is. (NOT Yes, there's.)

*There are* does not have a short form.

#### 3.3
We use *is there a*. . .? to ask about singular nouns.

Is there a bin in the classroom?

We use *are there any*. . .? to ask about plural nouns.

Are there any pens on the desk?

We use *there isn't a*. . . with singular nouns.

There isn't a notice board in our classroom.

We use *there aren't any*. . . with plural nouns.

There aren't any books in my schoolbag.

SEE UNIT 5 FOR MORE INFORMATION ON *SOME* AND *ANY*.

### 3D have to

#### 3.4

<table>
<thead>
<tr>
<th><strong>Affirmative</strong></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>

be home before ten o'clock.

<table>
<thead>
<tr>
<th><strong>Negative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>I don't have to</td>
</tr>
<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 has 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>

be home before ten o'clock.

<table>
<thead>
<tr>
<th><strong>Interrogative</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Do I have to</td>
</tr>
<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>

be home before ten o'clock?

<table>
<thead>
<tr>
<th><strong>Short answers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, I/we/you/they do. / No, I/we/you/they don't.</td>
</tr>
<tr>
<td>Yes, he/she/it does. / No, he/she/it doesn't.</td>
</tr>
</tbody>
</table>

#### 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.
Present continuous

1. Complete the sentences. Use the correct form of the verb be.
   → 4.1
   1. I ________ wearing trainers.
   2. We ________ reading magazines.
   3. My friends and I ________ chatting online.
   5. You ________ standing on my toe.

2. Write the -ing form of the verbs. → 4.2
   1. sit ________ 3. play ________ 5. get ________
   2. make ________ 4. do ________ 6. use ________

3. Complete the sentences. Use the present continuous form of verbs from exercise 2. → 4.1, 4.2
   1. My best friend ________ next to me.
   2. I ________ ready for the party.
   3. Mum ________ a cake.
   4. We ________ my brother’s computer.
   5. Lucy ________ her homework.

4. Rewrite the sentences in exercise 3. Make the sentences negative. → 4.1, 4.2
   1. My best friend isn’t sitting next to me.

5. Write questions and short answers. Use the present continuous form of the verbs. → 4.1, 4.2
   1. Toby and Sofa ________ play / tennis?
      Are Toby and Sofa playing tennis? Yes, they are.
   2. your friend ________ listen / to music?
   3. Zoe ________ eat / lunch?
   4. Alisha and Rhys ________ do / their homework?
   5. Freya ________ read / a magazine?
   6. you ________ chat online?
   7. you ________ wear trainers?

Present simple and continuous

6. Complete the sentences. Use the correct form of the verbs in brackets. Use the present simple in one gap and the present continuous in the other. → 4.4, 4.5, 4.6
   1. They usually ________ pasta for lunch, but today they ________ having sandwiches. (have)
   2. I ________ a sweatshirt to school today, but I usually ________ a shirt and tie. (wear)
   3. It hardly ever ________ here in July, but it ________ now! (rain)
   4. We usually ________ in London, but we ________ in New York for a year right now. (live)
   5. She ________ coffee, but she usually ________ tea. (drink)

7. Complete the sentences. Use the present simple or present continuous form of the verbs below. → 4.4, 4.5, 4.6
   not believe do have play prefer
   not understand watch wear work
   1. Look at Alex. He ________ a yellow jacket.
   2. ‘Where’s Libby?’ ‘She ________ basketball in the park.’
   3. We always ________ breakfast in the kitchen.
   4. Jack ________ his homework every night.
   5. Don’t turn the TV off. I ________ this programme!
   6. Farmers usually ________ outside.
   7. Is that a new hat? I ________ your old one!
   8. What are they saying? I ________ Italian.

8. Complete the dialogue. Use the present simple or present continuous form of the verbs in brackets. → 4.4, 4.5, 4.6

Imogen
Is Tilly at home?
Thomas
No, she ________ (play) volleyball at the park.
Imogen
Really? But Tilly ________ (not like) sport.
Thomas
I ________ (know) that. But she’s with friends.
Imogen
Is William with them?
Thomas
William? I’m not sure ...
Imogen
He’s tall with dark hair. He usually ________ (wear) a dark blue tracksuit.
Thomas
Sorry. I ________ (not know) him.
Imogen
It doesn’t matter.
Thomas
What ________ you ________ (do) now?
Imogen
I ________ (send) Tilly a text message.
Thomas
______ you ________ (ask) her about William?
Imogen
No, I ________ (tell) her a secret about him.
William really ________ (like) her!

Present continuous for future arrangements

9. Complete the conversation. Use the present continuous form of the verbs in brackets. → 4.7
   Maisie
   What ________ you ________ (do) this evening, Owen?
   Owen
   Nothing really. I ________ (stay) at home.
   Maisie
   Well, Leah and I ________ (go) ice skating. Do you want to come?
   Owen
   Yes, please! What time ________ you ________ (go)?
   Maisie
   Leah ________ (work) at the bookshop after lunch, so I ________ (meet) her in town when she finishes work at six.
   Owen
   OK. See you later!


**Present continuous**

**4.1**

**Affirmative**

I'm eating.
You're eating.
He's/She's/It's eating.
We're/You're/They're eating.

**Negative**

I'm not eating.
You're not eating.
He/She/It isn't eating.
We/You/They aren't eating.

**Interrogative**

Am I eating?
Are you eating?
Is he/she/it eating?
Are we/you/they eating?

**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** → playing
If the verb ends in a consonant + e, we omit the -e and add -ing.

**-e + -ing** dance → dancing
If the verb ends in a short vowel + consonant, we double the consonant and add -ing.

**swim** → swimming

**4.3**

We use the present continuous:

- for something that is happening now.
  - Mum's in the kitchen. She's cooking dinner.
- to describe an action or event happening now.
  - Logan is dancing really badly.
  - Oh no! It's raining.
- to describe a general fact or something that is always true.
  - We live in London.
  - Cats eat birds.

**Present simple and present continuous**

**4.4**

We use the present simple and present continuous differently. The main uses for each tense are:

**Present simple**

- to talk about regular actions or events.
  - I always get up at 6:30.
- to talk about a general fact or something that is always true.
  - We live in London.
  - Cats eat birds.

**Present continuous**

- to describe an action or event happening now.
  - Logan is dancing really badly.
  - Oh no! It's raining.

**4.5**

There are some verbs we don't use in the present continuous – or any continuous tense. These include:

believe, hate, know, like, love, mean, need, know, prefer, understand, want

- I'm not dancing because I hate (NOT I'm hating) this song.

**4.6**

We normally use the present simple with words like: usually, always, every day, never, on Sundays, etc.

We normally use the present continuous with words like: today, at the moment, tonight, (right) now, etc.

**4.7**

We can use the present continuous to talk about arrangements in the future. We often include a future time reference: this evening, tomorrow afternoon, next Sunday, etc.

- Lucas is going bowling on Sunday morning.
- We're meeting at ten o'clock tomorrow morning.

Sometimes there isn't a time expression when it's clear we are talking about the future.

- 'What are you doing this evening?' 'I'm watching a DVD.'
- What time are you going to bed?
Quantity
1 Are the nouns countable or uncountable? If they are countable, write the plural. If they are uncountable, write U.

1 water (U) 5 prawn (U)
2 egg (eggs) 6 pork (U)
3 apple (U) 7 beef (U)
4 butter (U) 8 grape (U)

2 Complete the sentences with some/any or a/an. Use a/an for countable nouns.

1 Have we got any cheese?
2 There isn’t any ham in the fridge.
3 I’d like an apple, please.
4 We need an onion for this recipe.
5 I don’t want any butter in my sandwich.
6 Have you got any red pepper?
7 There’s some rice in the cupboard.
8 Sorry, we haven’t got any fruit.

3 Tick the sentences which are correct. Rewrite the sentences which have a mistake.

1 Have you got any grapes? ✓
2 There’s any pork in the fridge. X

4 Write questions with How much or How many.

1 apples / you / eat / a week?
2 water / you / drink / a day?
3 English lessons / you / have / a week?
4 homework / you / do / a day?
5 money / you / have got / in your pocket?
6 films / you / watch / a month?

5D should / shouldn’t
6 Rewrite the sentences. Use should or shouldn’t and the pronoun in brackets.

1 It’s a good idea to have breakfast. (We)
   We should have breakfast.
2 It’s important to phone your mum. (You)
3 It’s a bad idea to copy your friend’s homework. (You)
4 It’s important not to go to bed late. (I)
5 It’s a good idea to wear a coat in winter. (You)
6 It’s a bad idea to laugh at my sister. (I)
7 It’s important to revise for exams. (You)
8 It’s a good idea to go out this weekend. (We)

7 Write sentences giving advice for the problems. Use You should or You shouldn’t and the prompts below.

ask for directions, not eat them, not go near it, not stay up late, see a doctor, wear a sweater

1 I’m really cold! 4 That dog looks angry!
2 I don’t feel well. 5 I can’t find the train station.
3 I don’t like these prawns. 6 I’ve got an exam tomorrow.

5F would like
8 Choose the correct words.

1 ‘Do you like / Would you like to come to the cinema?’
   ‘No, thanks. I’m staying in this evening.’
2 I’m hungry. I like / I’d like a sandwich.
3 ‘Do you like / Would you like a cola?’ ‘No, thank you.’
4 ‘Do you like / Would you like pasta?’ ‘Yes, I love it.’
5 ‘Do you like / Would you like to play a video game with me?’ ‘Yes, please.’
6 ‘I like / I’d like something to drink.’ ‘OK. Here’s a glass of water.’

9 SPEAKING Work in pairs. Student A: Make offers / invitations with would like. Student B: Reply politely.

1 come to the cinema 5 go to the leisure centre
2 an apple 6 dance
3 go rollerblading 7 a lemonade
4 a hamburger and chips 8 a glass of milk

Would you like to come to the cinema? Yes, please.
Would you like an apple? No, thank you.
5B Quantity

5.1 Countable and uncountable nouns
- Countable nouns are things that you can count. They have a singular and a plural form:
  an orange  two oranges
- Uncountable nouns are things that you can't count, you can only weigh or measure. They only have a singular form:
  some bread  I like cheese.
- We use words like bowl, glass, etc. with uncountable nouns when we want to talk about quantity:
  a bowl of pasta  a bottle of milk  a slice of cheese
  a kilo of beef  a glass of lemonade

5.2 some and any
- We usually use some in affirmative sentences. We use it with plural countable nouns and uncountable nouns:
  There are some apples on the table.
  There's some bread on the shelf.
- We usually use any in negative sentences and questions.
  We use it with plural countable nouns and uncountable nouns.
  He doesn't want any food.
  There aren't any eggs.
  Is there any coffee?  Are there any bananas?

5.3 How much / many ...?
We use How much ...? with uncountable nouns.
How much milk have we got?
Two litres.  Three bottles.  A lot.  None.
We use How many ...? with countable nouns.
How many eggs do you need? Six.

5D should / shouldn't

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

Affirmative
I/You/He/She/It should  go home now.
We/You/They should

Negative
I/You/He/She/It shouldn't  go home now.
We/You/They shouldn't

Interrogative
Should I/you/he/she/it  go home now?
Should we/you/they

5.5 We use should to give advice.
It's cold. You should wear a coat.
You shouldn't copy your friend's homework.

5F would like

5.6 Would like is a polite way of saying want. Would like is the same for all persons (I, you, she, we etc.) and we usually use its short form (I'd like). It can be followed by a noun or an infinitive.
I'd like coffee, please. My friend would like tea.
We'd like to go home now.

5.7 We use Would you like ...? to make polite offers and invitations.
'Would you like a sandwich?'  'No, thank you.'
'Would you like to see my photos?'  'Yes, please.'
6B  Past simple: be and can

1 Complete the sentences with was, were, wasn’t or weren’t. ➔ 6.1

1 Our first lesson this morning ______ science. It was ICT.
2 The weather ______ very nice yesterday. It was wet and cold.
3 We ______ at home on Saturday afternoon. We were in town.
4 They ______ in the school canteen. They weren’t in the hall.
5 My grandparents ______ doctors. They were teachers.
6 Today is Friday. Yesterday ______ Thursday.
7 We ______ at a football match on Saturday. The match was great.
8 You ______ at the leisure centre. Where were you?

2 Speaking Work in pairs. Ask and answer questions about what your partner was doing at the times below.

1 eight o’clock this morning
2 two o’clock this morning
3 nine o’clock on Saturday night
4 half past ten yesterday morning
5 eleven o’clock on Sunday morning
6 half past three yesterday afternoon

Where were you at eight o’clock this morning? I was on the bus. Where were you?

3 Complete the sentences with could or couldn’t. ➔ 6.2

1 I ______ phone you because my mobile phone was broken.
2 George ______ swim when he was three. He was very good.
3 My great-grandad ______ speak Italian. He was from Rome.
4 Dad ______ help me with my homework because he was busy.
5 The TV was broken, so we ______ watch the news. But we ______ listen to the news on the radio.
6 I ______ find my schoolbag. I don’t know where it was.

4 Complete the sentences. Use couldn’t and the verbs below. ➔ 6.2

find finish go have sleep understand watch

1 We ______ a barbecue because the weather was bad.
2 Sandra ______ her wallet. It wasn’t in her bag.
3 Martin ______ a DVD because his DVD player was broken.
4 Sam wasn’t hungry – he ______ his dinner.
5 I ______ to school because I was ill.
6 We ______ Kumiko because we don’t speak Japanese.
7 Harry was very tired, but he ______.

6D  Past simple: affirmative (regular verbs)

5 Write the past simple form of the verbs. ➔ 6.4

1 arrive ______ 6 stop ______
2 reply ______ 7 hate ______
3 ask ______ 8 watch ______
4 climb ______ 9 visit ______
5 invite ______ 10 tidy ______

6 Complete the sentences with the past simple form of the verbs in exercise 5. ➔ 6.3, 6.4, 6.5

1 The cat ______ up the tree.
2 The bus ______ opposite the town hall two minutes ago.
3 We ______ DVDs last night.
4 Three days ago, I ______ a science museum.
5 Kate ______ David to her party.
6 ‘What time is it?’ I ______ her. ‘Two o’clock,’ she ______.
7 We ______ at the bus stop at quarter to four.
8 Last Tuesday, I ______ my bedroom.
9 When I was young, I ______ cheese, but now I love it.

7 Complete the sentences with the past simple form of the verbs in brackets. ➔ 6.3, 6.4, 6.5

1 Yesterday we ______ (play) football after school.
2 Jessie’s dad ______ (study) German at school.
3 The car ______ (stop) in front of the house.
4 My dad ______ (walk) to work last Monday.
5 Andrea ______ (live) in Madrid between 2008 and 2011.
6 Last night my friend and I ______ (chat) on the phone.
7 Yesterday we ______ (arrive) at school at eight o’clock.
8 My mum ______ (wash) her car the day before yesterday.
9 My grandparents ______ (move) to Britain 30 years ago.

8 Complete the time expressions. Use the words below.

afternoon ago before last month three yesterday

1 ______ morning 5 ______ night
2 the day ______ yesterday 6 yesterday ______
3 two months ______ 7 last ______
4 ______ years ago
6B Past simple: be and can

6.1
- The past simple of be is was or were.
- wasn’t = was not

<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>

Questions | Short answers
---|---
Was I ill? | Yes, I/he/she/it was.
Were you ill? | Yes, you/we/they were.
Was he/she/it ill? | No, I/he/she/it wasn’t.
Were we ill? | No, you/we/they weren’t.
Were you ill? | No, you/we/they weren’t.
Were they ill? | No, you/we/they weren’t.

6.2
- The past simple of can is could.
- The forms of could are the same for all persons.
- couldn’t = could not
- We use the infinitive without to after could
  I could see everything. (NOT I could to see everything).

<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>

Questions | Short answers
---|---
Could I read? | Yes, I/we/they could.
Could you read? | No, I/we/they couldn’t.
Could he/she/it read? | No, I/we/they couldn’t.
Could we read? | No, I/we/they couldn’t.
Could you read? | No, I/we/they couldn’t.
Could they read? | No, I/we/they couldn’t.

6D Past simple: affirmative (regular verbs)

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 in the past simple are formed by adding -ed to the verb.

- play + -ed → played
- dance + -ed → danced
- hurry + -ied → hurried

With verbs ending in -e, we add -d.
- stop + -ed → stopped

With verbs ending in a consonant and -y, we change -y to -i and add -ed.
- hurry + -ied → hurried

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.
Past simple: affirmative (irregular verbs)

1. Are the verbs regular or irregular? Write R or I. Then write the past simple form. ⇒ 7.1
   1. I bought 7. work
   2. get
   3. study
   4. live
   5. sell
   6. walk

2. Match the verbs with their irregular past form. Then complete the past forms with a, e, i, o and u. ⇒ 7.1
   1. wear
   2. know
   3. think
   4. win
   5. speak
   6. pay
   7. leave
   8. fall
   
3. Look at the past form of the irregular verbs below. Write the base forms. ⇒ 7.1
   1. became
   2. had
   3. built
   4. took
   5. spent
   6. did
   7. kept
   8. told

4. Complete the sentences. Use the past simple form of the verbs in brackets. ⇒ 7.1, 7.2, 7.3
   1. My dad ______ a very long beard last year. (grow)
   2. My uncle ______ hamburgers and chips for lunch yesterday. (make)
   3. ‘Pleased to meet you,’ ______ John. (say)
   4. We ______ to Scotland last summer. (go)
   5. My parents ______ in Oxford last weekend. (be)
   6. I ______ my watch when I dropped it on the floor. (break)
   7. This lesson ______ 20 minutes ago. (begin)
   8. I ______ the tram to school this morning. (catch)
   9. She ______ until 11 o’clock on Saturday morning. (sleep)
   10. I ______ three books last week. (read)
   11. They ______ a really good film last night. (see)

Past simple: negative and interrogative

5. Put the words in the correct order to make negative sentences. ⇒ 7.4, 7.5
   1. didn’t / they / their friends / yesterday / meet / .
   2. her / see / I / didn’t / at school / .
   3. pass / she / her maths exam / didn’t / .
   4. Martha / yesterday evening / watch / didn’t / TV / .
   5. forget / Emily’s birthday / didn’t / I / .
   6. last night / listen to / didn’t / music / they / .

6. Write negative sentences. Use the past simple form of the verbs below. ⇒ 7.4, 7.5
   do / go / have / send / spend / take / walk / win
   1. Emma ______ a shower before breakfast.
   2. Sam ______ his homework last night.
   3. We ______ home from school yesterday afternoon.
   4. Kelly ______ to school on Monday. She was ill.
   5. We ______ three weeks in France – only two.
   6. My cousin ______ me an email yesterday.
   7. They ______ the volleyball match yesterday.
   8. We ______ any photos at the party.

7. Write questions and short answers. Use the past simple. ⇒ 7.4, 7.6
   1. Suzie / take / a photo? X
      Did Suzie take a photo? No, she didn’t.
   2. Harry / buy a new sweatshirt? ✓
   3. Dave and Heidi / sell their car? X
   4. you / go to the cinema last night? ✓
   5. Sally / get married last year? ✓
   6. Peter / study maths at university? X

8. Put the words in the correct order to make questions. ⇒ 7.6, 7.7
   1. up / did / what / you / time / get / ?
   2. did / at breakfast / what / you / drink / ?
   3. go / to / you / did / school / ?
   4. have / you / lunch / where / did / ?
   5. shine / in the afternoon / did / the sun / ?
   6. play / you / did / video games / ?
   7. go to / bed / time / what / you / did / ?

9. SPEAKING Work in pairs. Ask and answer the questions in exercise 8 about yesterday.
   What time did you get up yesterday? I got up at seven o’clock.
**7B Past simple: affirmative (irregular verbs)**

7.1 Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them as vocabulary. See the list on page 141.
- go - went
- spend - spent
- I went shopping yesterday.
- I spent all my money.

7.2 The affirmative form of the past simple is the same for all persons, singular and plural (I, you, he, she, it, we, they).
- I saw a friend last night.
- She saw a film.
- They saw the accident.
Irregular verbs behave in the same way as regular verbs in negative sentences and questions. (See 7D).

7.3 Remember that the past simple of be is was/were. It behaves differently from other verbs. (See Grammar Builder 6.)

**7D Past simple: negative and interrogative**

7.4

<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>

**Full forms**

- didn’t = did not
- The forms are the same for all persons, singular and plural (I, you, he, she, it, we, they).

**Short answers**

- Yes, I did. / No, I didn’t

7.5 In negative sentences, for regular and irregular verbs, we use: I/you/he/she/it/we/they + didn’t + base form.
(NOT the past simple form)

7.6 In questions, for regular and irregular verbs, we use: did + I/you/he/she/it/we/they + base form.
(NOT the past simple form)

- Did he have breakfast?
- If there are time expressions, they usually go at the end of the question.
- Did he go to the swimming pool after school?
- Did you catch a bus to school this morning?

7.7 We can put a question word before did to ask for information.

- What did you do last night?
- Where did they go for their holiday?
8B Comparative adjectives

1 Complete the sentences. Use the comparative form of the adjectives in brackets and than. \(\rightarrow 8.1, 8.2, 8.3, 8.4\)

1 February is _______ August. (wet)
2 Chimpanzees are _______ dogs. (intelligent)
3 Africa is _______ Europe. (sunny)
4 Brazil is _______ Mexico. (large)
5 Paper is _______ cardboard. (thin)
6 Mount Everest is _______ K2. (high)
7 Canals are usually _______ rivers. (straight)
8 Deserts are _______ rainforests. (dry)

2 Write your opinions. Use the comparative form of the adjectives. \(\rightarrow 8.1, 8.2, 8.3, 8.4\)

1 Money is important, but friends are more important than _______.
2 Angelina Jolie is beautiful, but _______.
3 Jim Carrey is funny, but _______.
4 Maths is difficult, but _______.
5 Chocolate is nice, but _______.
6 Basketball is exciting, but _______.
7 Spiders are scary, but _______.
8 Exams are boring, but _______.

3 Write comparative sentences. Use the phrases in brackets and your own ideas. \(\rightarrow 8.1, 8.2, 8.3, 8.4\)

1 (much bigger)
   An elephant is much bigger than a mouse.
2 (far more expensive)
3 (much further from New York)
4 (much more interesting)
5 (far scarier)
6 (much smaller)

8D Superlative adjectives

4 Complete the facts. Use the superlative form of the adjectives below. \(\rightarrow 8.5, 8.6, 8.7\)

busy, expensive far fast long small

1 Heathrow is the _______ airport in Europe. Sixty-seven million passengers use it every year.
2 The capital of Iceland, Reykjavik, is the _______ north of any capital city in the world.
3 The _______ painting in the world cost $140 million.
4 Cheetahs are the _______ animals on land.
5 The Nile is the _______ river in the world.
6 The _______ planet in the solar system is Mercury.

5 Write questions. Use the superlative form of the adjectives. Then answer the questions with your opinions. \(\rightarrow 8.5, 8.6, 8.7\)

1 who / intelligent / person in your family?
   Who is the most intelligent person in your family?
   I think the most intelligent person is me.
2 what / good / programme on TV?
3 what / popular / dish in your country?
4 who / famous / person in your country?
5 what / interesting / school subject?
6 what / boring / sport?

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

Who is the most intelligent person in your family?

7 Look at the chart and write sentences about the three campsites. Use the superlative form of the adjectives in brackets. \(\rightarrow 8.5, 8.6, 8.7\)

<table>
<thead>
<tr>
<th>Site 1</th>
<th>Site 2</th>
<th>Site 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>distance to beach</td>
<td>1 km</td>
<td>300 km</td>
</tr>
<tr>
<td>sun (average per day)</td>
<td>5 hours</td>
<td>7 hours</td>
</tr>
<tr>
<td>average temperature</td>
<td>17 °C</td>
<td>19 °C</td>
</tr>
<tr>
<td>size (number of tents)</td>
<td>100</td>
<td>300</td>
</tr>
<tr>
<td>cost (euros per day)</td>
<td>40</td>
<td>50</td>
</tr>
</tbody>
</table>

1 (far) Site 2 is the furthest _______ from the beach.
2 (close) _______ to the beach.
3 (sunny) _______.
4 (warm) _______.
5 (big) _______.
6 (small) _______.
7 (expensive) _______.
8 (cheap) _______.

8 Complete the sentences. Use the comparative and superlative forms of the adjectives below. \(\rightarrow 8.5, 8.6, 8.7\)

big cold hot popular small

1 June is _______ than March, but August is the _______ month.
2 China is _______ than Brazil, but Russia is the _______ country in the world.
3 Monaco is _______ than Liechtenstein, but the Vatican is the _______ country in the world.
4 Cola is _______ than lemonade, but coffee is the _______ drink in the world.
5 Canada is _______ than the United States, but Antarctica is the _______ place on Earth.
8B Comparative adjectives

8.1 Short adjectives:
We add -er to short adjectives to make the comparative form:
old - older
If the adjective ends in -e, we add -r:
large - larger
If the adjective ends in a vowel and a consonant, we double the consonant and add -er:
wet - wetter
If the adjective ends in -y, we change the -y into -ier:
dry - drier

8.2 Irregular adjectives
Some adjectives have irregular comparative forms.
good - better
bad - worse
far - further

8.3 Long adjectives
We use more for most long adjectives (adjectives with more than one syllable).
intelligent - more intelligent

8.4 than
We use than when we compare two things.
Asia is bigger than Europe.
We usually use the object pronoun after than. The subject pronoun sounds very formal.
She's shorter than me. ✓
She's shorter than I. ✗
but She's shorter than I am. ✓

8D Superlative adjectives

8.5 Short adjectives:
We add -est to short adjectives to make the superlative form:
old - oldest
If the adjective ends in -e, we add -est:
large - largest
If the adjective ends in a vowel and a consonant, we double the consonant and add -est:
wet - wettest
If the adjective ends in -y, we change the -y into -iest:
dry - driest

8.6 Irregular adjectives
Some adjectives have irregular superlative forms.
good - the best
bad - the worst
far - the furthest

8.7 Long adjectives
We use the most for most long adjectives (adjectives with more than one syllable).
intelligent - the most intelligent
9B going to

1 Complete the sentences. Use the affirmative or negative form of the verb be. → 9.1, 9.2
   1 I'm not going to go out tonight. I don't feel well.
   2 Dev ______ going to buy a car. He hasn't got any money.
   3 We ______ going to see Lady Gaga next weekend. We're so excited!
   4 My friends ______ going to have a picnic in the park. Do you want to go?
   5 I ______ going to watch that film again. It's boring.

2 Write sentences. Use the affirmative form of going to. → 9.1, 9.2
   1 We / live in the USA / next year
      We're going to live in the USA next year.
   2 She / visit France / in the summer
   3 I / study physics / at university
   4 We / work hard / next term
   5 I / be a doctor / one day
   6 My dad / buy a car / next month

3 Make the sentences in exercise 2 negative. → 9.1, 9.2
   1 We aren't going to live in the USA next year.

4 Complete the dialogue. Use going to. → 9.1, 9.2
   Louis: 1 What / you / do on Saturday evening?
         Ruby: I'm going to see a film.
   Louis: 2 What film / you / see?
         Ruby: The new Matt Damon film.
   Louis: 3 Who / you / go with?
         Ruby: Jamie and Alice.
   Louis: 4 How / you / get there?
   Ruby: By taxi.
   Louis: 5 What / you / do after the film?
   Ruby: We're going to have dinner in a restaurant.
   Louis: 6 What time / you / get home?
         Ruby: At about eleven o'clock.

5 Write two answers to each question. Use going to. → 9.1, 9.2
   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?

6 SPEAKING Work in pairs. Ask and answer the questions in exercise 5. → 9.1, 9.2

9D will

7 Complete the dialogue. Use the correct form of will. → 9.3, 9.4
   Sam: It's my mum's birthday next Sunday. She ______ be 40!
   Kylie: Is she having a big party?
   Sam: Yes — at the Italian restaurant in town. There ______ be about 50 people there.
   Kylie: Will you know everyone?
   Sam: Yes, I ______. All the guests ______ be members of my family!
   Kylie: What about your cousin Ben? Will he be there?
   Sam: Yes, he ______.
   Kylie: Let's meet before the party — you, me and Ben.
         I ______ be in the town centre on Saturday evening.
   Sam: Good idea! His new girlfriend ______ be there too.
       She's really nice. I'm sure you ______ like her.
   Kylie: Oh. OK.

8 Complete the predictions about the year 2050. Give your own opinions. Use will, affirmative or negative, and the verbs below. → 9.3, 9.4, 9.6

   become disappear have live meet read speak spend

   1 Humans ______ meet aliens from other planets.
   2 Computers ______ more intelligent than humans.
   3 Tigers ______ from the Earth for ever.
   4 Everybody ______ ebooks instead of books.
   5 A lot of people ______ to the age of 200.
   6 Buses and taxis ______ human drivers.
   7 People ______ a lot of time working.
   8 Everybody in the world ______ Chinese.

9F will for offers

9 Practise making offers with I'll. Match the verbs and phrases. → 9.7
   1 carry
   2 open
   3 make
   4 do
   5 take
   6 call

   a message
   b the washing-up tonight
   c you at home
   d dinner this evening
   e the door for you
   f your bags to the car

1-6 I'll carry your bags to the car.
9B **going to**

9.1 We form the going to future with the present simple of be + going to + the base form of the verb.

**Affirmative**
- I'm/You're/He's/She's/It's going to sleep.
- We're/You're/They're going to sleep.

**Negative**
- I'm not / You aren't
- He/She/It isn't
going to sleep.
- We/You/They aren't

**Interrogative**
- Am I going to sleep?
- Are you going to sleep?
- Is he/she/it going to sleep?
- Are we/you/they going to sleep?

9.2 We use going to to talk about plans for the future.
- I'm going to get a job next year.
- He isn't going to work in the holidays.
- Are you going to play football on Saturday?
- Yes, I am. / No, I'm not.

9D **will**

9.3 We form the will future with will + the base form of the verb. The form is the same for all persons.

**Affirmative**
- I'll/He'll/She'll/It'll
go to London.
- We'll/You'll/They'll
go to London.

**Full forms**
- I/He/She/It/We/You/They will
go to London.

**Negative**
- I/He/She/It won't
go to London.
- We/You/They won't
go to London.

**Full forms**
- I/He/She/It/We/You/They will not
go to London.

**Interrogative**
- Will I/he/she/it/we/you/they go to London?
10B Present perfect: affirmative

1. Complete the sentences. Use the present perfect form of the verbs below. The verbs are regular. → 10.1, 10.2, 10.3
   - cook, invite, phone, stop, stay, tidy
   1. He ________ dinner. It's on the table.
   2. She ________ at home every evening. This week.
   3. He ________ her four times, but she never answers.
   4. The car ________. Is there a problem with it?
   5. I ________ my bedroom. I can open the door now!
   6. I ________ all my friends to my birthday party.

2. Write the past simple form and the past participle of the verbs. Check your answers in the irregular verbs list on page 141. → 10.4
   1. break ________ 4. spend ________
   2. grow ________ 5. leave ________
   3. see ________ 6. win ________

3. Complete the sentences. Use the present perfect form of the verbs in exercise 2. → 10.1, 10.2, 10.4
   1. Oh, no! I ________ my schoolbag on the bus.
   2. They ________ that film twice.
   3. Dave can’t play football. He ________ his leg.
   4. You ________ a lot in the last year! You’re really tall now!
   5. I can’t buy that CD. I ________ all my money!
   6. Hurrah! He ________ the tennis match!

4. Read the sentences and write responses. Use the present perfect affirmative and just. → 10.1, 10.2, 10.3, 10.4, 10.5
   1. When is Harriet leaving? She’s just left.
   2. Don’t forget to buy some bread.
   3. Do you want to watch this YouTube video?
   4. Let’s listen to the news.
   5. Can you wash the car, please?
   6. Don’t forget to check your work.

10D Present perfect: negative and interrogative

5. Put the words in the correct order to make sentences. → 10.6
   1. had / haven’t / I / lunch / . I haven’t had lunch.
   2. to / France / haven’t / been / we / .
   3. haven’t / you / your pizza / eaten / .
   4. we / visited / Madrid / haven’t / .
   5. done / she / her homework / hasn’t / .
   6. haven’t / seen / I / that film / .

6. Write questions and short answers. Use the present perfect. → 10.6
   1. George / go out? X
      Has George gone out? No, he hasn’t.
   2. you / plan your summer holiday? X
   3. Robert / pack his bags? X
   4. Kate and David / write any postcards? X
   5. you / buy any CDs? X
   6. Tony and you / have breakfast? X

7. Mick and Karen are in New York. Karen is phoning her friend in London. Listen and tick the things they have done.

   - climb the Empire State Building
   - visit the Rockefeller Center
   - see the paintings in the Metropolitan Museum
   - take a boat trip on the Hudson River
   - walk up Fifth Avenue
   - have a meal in Chinatown

8. Write sentences about Mick and Karen. Use the present perfect. Say what they have and haven’t done. → 10.6
   They’ve ___. They haven’t ___.

9. Write sentences. Use the present perfect affirmative or negative with already or yet. → 10.5, 10.6, 10.7
   1. James / go to bed X
      James has already gone to bed.
   2. they / not decide what to do X
      They haven’t decided what to do yet.
   3. William / finish his homework X
   4. David / answer my email X
   5. you / pay for the cinema tickets X
   6. Simon and you / have dinner X

10. Look at exercise 9 again. Write questions with yet, and short answers. → 10.7
    1. Has James gone to bed yet? Yes, he has.
    2. Have they decided what to do yet? No, they haven’t.
### Present perfect: affirmative

**Affirmative**

<table>
<thead>
<tr>
<th>I've finished.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You've finished.</td>
</tr>
<tr>
<td>He/She/It's finished.</td>
</tr>
<tr>
<td>We've finished.</td>
</tr>
<tr>
<td>You've finished.</td>
</tr>
<tr>
<td>They've finished.</td>
</tr>
</tbody>
</table>

**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**

<table>
<thead>
<tr>
<th>I haven't finished.</th>
</tr>
</thead>
<tbody>
<tr>
<td>You haven't finished.</td>
</tr>
<tr>
<td>He/She/It hasn't finished.</td>
</tr>
<tr>
<td>We haven't finished.</td>
</tr>
<tr>
<td>You haven't finished.</td>
</tr>
<tr>
<td>They haven't finished.</td>
</tr>
</tbody>
</table>

**Full forms**

| haven't = have not | hasn't = has not |

**Interrogative**

<table>
<thead>
<tr>
<th>Have I finished yet?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you finished yet?</td>
</tr>
<tr>
<td>Has he/she/it finished yet?</td>
</tr>
<tr>
<td>Have we finished yet?</td>
</tr>
<tr>
<td>Have you finished yet?</td>
</tr>
<tr>
<td>Have they finished yet?</td>
</tr>
</tbody>
</table>

**Short answers**

| Yes, I have. / No, I haven't. | Yes, she has. / No, she hasn't. |

We form the negative with *haven't* or *hasn't* and the past participle.

We form the interrogative with *have* or *has* + subject + past participle.

### 10.7 *yet*

We use *yet* with the present perfect interrogative to ask if something expected has happened. We put *yet* at the end of the question.

"Have you found your MP3 player yet?"
"No, I haven't. I don't know where it is!"

We use *yet* with the present perfect negative to say that something expected hasn't happened. We put *yet* at the end of the sentence.

It's eight o'clock but dad hasn't arrived home from work *yet*.
Part 1
Numbers

1 **SPEAKING** Say the numbers 30–1 around the class.
   thirty, twenty-nine, ...

**LOOK OUT!** Maths symbols
+ plus  \(-\) minus  \(\times\) times
+ divided by  \(=\) is/equals

2 **SPEAKING** Work in pairs. Read the Look out! box. Then take turns to do the calculations.
   1. \(13 + 12\)  3. \(24 \div 3\)  5. \(30 - 15\)  7. \(3 \times 6\)
   2. \(16 - 5\)  4. \(4 \times 7\)  6. \(24 \div 2\)  8. \(4 + 17\)

   Thirteen plus twelve is twenty-five.

3 **SPEAKING** Work in pairs. Make up some calculations for your partner.
   What’s twelve plus eighteen?  Thirty.

Part 2
Times, days and dates

4 What time is it? Write the time in words below the clocks.

5 Choose, draw and write four more times.

6 Match the words with the ordinal numbers.
eighth eighteenth eleventh fifteenth fifth
tenenth third thirty-first twentieth twenty-first twenty-ninth twenty-second

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

7 Solve the anagrams and write the days of the week.
Remember to start with a capital letter. Then number the days in the correct order. Start with Sunday.

   utesydwa  dysnua  aaysdtur  sednwdeya  yamnod  yrfluad  htryuasd

8 Complete the months of the year.
   1 January  4 A  7 I  10 O
   2 F  5 M  8 A  11 N
   3 M  6 J  9 S  12 D

9 Write the dates below using words.
   1 12/4  The twelfth of April  5 21/8
   2 1/10
   3 31/12  7 3/3
   4 19/5
   8 20/7
Part 1

1. Complete the chart with the words below.

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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>aunt</strong></td>
<td><strong>brother</strong></td>
</tr>
<tr>
<td><strong>cousin</strong></td>
<td><strong>cousin</strong></td>
</tr>
</tbody>
</table>

2. Complete the sentences with words from exercise 1.

1. My mother’s mother is my **grandmother**.
2. My uncle’s son is my **nephew**.
3. My brother’s father is my **grandfather**.
4. My grandfather’s wife is my **grandmother**.
5. My aunt’s husband is my **uncle**.
6. My brother’s daughter is my **niece**.
7. My sister’s son is my **nephew**.
8. My son’s sister is my **niece**.
9. My cousins’ father is my **uncle**.

3. Write the plural nouns.

1. sons + daughters = **children**
2. mother + father = **parents**
3. grandfather + grandmother = **grandparents**
4. grandson + granddaughter = **grandchild**
5. great-grandfather + great-grandmother = **great-grandparents**

4. **SPEAKING** Work in pairs. Ask and answer the questions. Make a note of your partner’s answers.

1. Have you got brothers and sisters?
2. Have you got cousins?
3. Have you got uncles and aunts?
4. Have you got grandparents?

5. Write sentences about your partner’s family. Use your notes from exercise 4.

Warren has got a sister, but he hasn’t got a brother. He’s got two uncles and two aunts.

Part 2: extension

**Plural forms of nouns**

**Learn this!**

- **Plural form of nouns**
  - There are different spelling rules for putting nouns in the plural form.
  - 1. Most nouns. Add **-s**
    - brother → brothers  niece → **-s**
  - 2. Final **-s**, **-sh**, **-ch**, **-z** or **-x**. Add **-es**.
    - bus → buses  dish → dishes  match → **-es**
    - box → **-es**
  - 3. Final **-o**. Add **-s**, or sometimes **-es**. (Check in your dictionary.)
    - photo → photos  video → **-s**
    - BUT potato → potatoes  tomato → **-es**
  - 4. Final consonant + **-y**. Change **-y** to **-ies**.
    - baby → babies  family → families
    - university → **-ies**
  - 5. Final **-f** or **-fe**. Change to **-ves**.
    - shelf → shelves  wife → wives  life → **-ves**

6. Read the Learn this! box. Write the missing plural forms.

7. Match the singular nouns with their irregular plural forms.

<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>

8. Label the pictures with a number and a plural noun.

1. **three babies**
2. **three buses**
3. **three people**
4. **three books**
5. **three children**
6. **three potatoes**
Part 1

1 Label the pictures with the words below.
   basketball  cycling  drama  fashion  ice-skating
   rollerblading  video games

   1          2          3          

   4          5          6

2 Complete the sentences with the words below.
   dancing  football  listening to music  reading books
   surfing  the Net  swimming  volleyball  watching films
   reading magazines

   1 I really love _______. My favourite team is Manchester United.
   2 I love _______. I go to the cinema every weekend.
   3 My hobby is _______. I like reading about Hollywood stars.
   4 I'm really into _______. I play for the school team.
   5 I quite like _______. My favourite writer is Stephenie Meyer.
   6 I really like _______—especially in the sea.
   7 I like _______. My favourite singer is Adele.
   8 My hobby is _______—especially salsa and tango.
   9 I'm really into _______. I like looking at movie websites.

3 Write sentences about three sports and hobbies. Use similar phrases to the ones in exercise 2. Do not write the name of the sport or hobby.
   I'm interested in _______. I really like _______.
   I'm really into _______.

4 Speaking Work in pairs. Read your sentences to your partner. Can your partner guess the sports and hobbies?

Part 2: extension

Verb + noun collocations

LOOK OUT!
   With sports, we normally use:
   • play for team sports and ball sports.
     I play basketball.
   • go for sports that end in -ing.
     I go swimming on Mondays.
   • do for individual sports that don't end in -ing.
     I do karate.
   • We say do sport.
     What sports do you do?

5 Read the Look out! box. Then complete the chart with the sports below.
   athletics  cycling  gymnastics  ice hockey  karate
   rollerblading  skateboarding  tennis  volleyball
   play          go          do

6 Work in pairs. Add more sports to the chart in exercise 5.

7 Complete the verb + noun collocations. Use the words below.
   a club a DVD friends go play a musical instrument
   surf watch

<table>
<thead>
<tr>
<th>verb</th>
<th>noun</th>
<th>verb</th>
<th>noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>play</td>
<td>go</td>
<td>do</td>
<td></td>
</tr>
<tr>
<td>watch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>chat to</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8 Complete the text with verbs from exercises 5 and 7.
   Lydia has got a lot of hobbies and interests. She 1 _______ two musical instruments - the piano and the guitar. She
   loves films, so she 2 _______ a lot of DVDs. She's got a
   computer in her bedroom and she 3 _______ video games
   with her friends. She also 4 _______ the Net. She loves sport.
   She 5 _______ gymnastics at school and she 6 _______ volleyball after school. At the weekend, she sometimes
   7 _______ skateboarding in the park and she often 8 _______ to
   a youth club on Friday or Saturday evening.

9 Add as many nouns as you can to the verbs below.

   1 read a magazine, 3 play 5 listen to
   2 go to 4 watch
Part 1

1 Label the pictures with the correct subjects.

1 ______ 2 ______ 3 ______

4 ______ 5 ______ 6 ______

7 ______ 8 ______ 9 ______

10 ______ 11 ______ 12 ______

13 ______ 14 ______ 15 ______

16 ______ 17 ______

2 Write two sentences about your three favourite subjects and your three least favourite subjects.

My favourite subjects are ...
My least favourite subjects are ...

Part 2: extension

Parts of the house and objects in the bedroom

3 Complete the sentences with the words below. Then listen, repeat and check.

Parts of the house: bathroom bedroom dining room garden kitchen living room stairs study

1 You eat in the ________.
2 You watch TV in the ________.
3 You find flowers and trees in the ________.
4 You have a shower in the ________.
5 You sleep in the ________.
6 You cook meals in the ________.
7 You use the ________ to go upstairs.
8 You work in the ________.

4 Match the objects in the bedroom with the words below.

In the bedroom: bin blind CD player chest of drawers clock cupboard curtains desk door lamp notice board plant poster shelf wardrobe window

5 Which of the things in the picture have you got in your bedroom? Write sentences with have got and haven't got.

I've got two shelves. I haven't got blinds.
I've got a CD player. I haven't got a ...
Part 1
1. Do the puzzles. What are the mystery items of clothing?

Part 2: extension
Describing people

4. Check the meaning of the words below in the wordlist in the Workbook. Then write two or three sentences describing each person in the photos (1-4).

<table>
<thead>
<tr>
<th>He's/She's got</th>
<th>tall.</th>
<th>short.</th>
<th>thin.</th>
<th>good-looking.</th>
<th>He's/She's got</th>
<th>hair.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>long</td>
<td>short</td>
<td>dark</td>
<td></td>
<td>straight</td>
<td>hair.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>fair</td>
<td></td>
<td></td>
<td>wavy</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>curly</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Johnny Depp is good-looking. He's got ...

5. Complete the sentences. Use the present simple affirmative or negative. Make them true for you.

1. I _______ curly hair.
3. Our English teacher _______ glasses.
4. I _______ tall.
5. The head teacher _______ long hair.
6. I _______ a moustache.

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

Has Jenna got fair hair? No, she hasn't.
Part 1
1 Look at the pictures. Complete the names of the dishes.

1 c_____ and g_____ 2 l_____ and p_____

3 e_____ and t_____ 4 p_____ and r_____

2 Label the groups with the headings below.
Dairy products  Fish and seafood
Fruit and vegetables  Meat
1 beef  pork  ham
2 eggs  butter  cheese
3 oranges  carrots  apples
4 prawns  salmon  tuna

3 SPEAKING Work in pairs. Find out what food your partner likes and doesn’t like. Ask and answer five questions each.

Do you like chicken?  Yes, I do. / No, I don’t.

Part 2: extension
Methods of cooking

4 Follow the lines to match the words. Then label the pictures.

roast  boiled  fried  grilled  baked  eggs  beef  potatoes  cabbage  salmon

1  2  3  4

5 2.12 Listen, repeat and check.

6 Label the pictures with the food and the method of cooking. Use the methods of cooking in the first column of the chart in exercise 4.

7 SPEAKING Work in pairs. Ask and answer questions about the method of cooking the foods below. Find out which option your partner prefers.

Do you prefer boiled eggs or fried eggs?

Do you prefer boiled eggs?  I prefer boiled eggs.
Part 1

1 Complete the sentences with the words below.

art gallery  bank  bus stop  car park  church cinema
concert hall  leisure centre  library  museum  park
police station  post office  shopping centre  theatre
tourist information centre  town hall  train station

1 You can swim and do sport at a _____________.
2 You can look at famous paintings at an _____________.
3 You can keep your money in a _____________.
4 You can catch a bus at a _____________.
5 You can listen to music in a _____________.
6 You can see interesting and very old things at a _____________.
7 You can speak to a police officer at a _____________.
8 You can watch a film at a _____________.
9 You can catch a train at a _____________.
10 You can buy stamps at a _____________.
11 You can see a play at a _____________.
12 You can find lots of different shops in a _____________.
13 You can find out about places in the town at a _____________.
14 You can borrow a book from a _____________.
15 You can go for a walk with your dog in a _____________.
16 You can leave your car in a _____________.
17 You can get married in a _____________.

2 **Speaking** Work in pairs. Which of the places in exercise 1 are in your town or district? Ask and answer questions.

   **Is there a leisure centre?**
   Yes, there is. / No, there isn’t.

3 Write six sentences about the places in your town or district, or write about the places on the map on page 58. Use the prepositions below.

   behind  between  near  next to  opposite

   There are two churches.
   There’s a post office opposite the cinema.
   The tourist information centre is next to the library.

4 Write directions to three places in your town or district. Start from the school or your home.

   Go straight on, take the second right and the town hall is on the left, next to the post office.

Part 2: extension

Collocations

5 Match the verbs in column A with the words in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>catch</td>
<td>a car</td>
</tr>
<tr>
<td>send</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>a letter</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>go for</td>
<td>a nightclub</td>
</tr>
<tr>
<td>go to</td>
<td>a film</td>
</tr>
<tr>
<td>leave</td>
<td>a walk</td>
</tr>
<tr>
<td>chat to</td>
<td>a message</td>
</tr>
</tbody>
</table>

6 Complete the sentences with collocations from exercise 5. Use the correct form of the verbs.

1 You can _____________.
2 ‘Can I _____________, please?’ ‘Sure. Do you want tomato and cheese, or ham?’
3 You can’t _____________ in the town centre. Use the car park outside the town and get the bus in to the town centre.
4 Mike is on the phone. He’s _____________.
5 Let’s _____________.
6 Sam usually _____________.
7 Can you phone me at home and tell me the plan? If I’m not there, _____________.
8 Let’s _____________.

7 Complete the sentences with the prepositions below.

   at  at  by  for  from  in  of  to  to  to

1 My brother is studying maths _______ London University.
2 ‘Where is Jane _______?’ ‘New Zealand.’
3 I usually have toast and coffee _______ breakfast.
4 ‘Where’s Martha?’ ‘She’s _______ home.’
5 I always get up _______ six o’clock.
6 What time do you usually go _______ bed?
7 There are a lot _______ churches in London.
8 I love listening _______ music.
9 My birthday is _______ January.
10 Fred lives _______ a small flat.
11 Do you go to school _______ bus?
12 My mum goes _______ work on Saturdays.
Part 1

1. Find the flag for your country or draw it in the blank space.

2. Look at the list of countries below. Match the flags (1–9) with the countries.

   Argentina  Croatia  Czech Republic  Hungary  Lithuania  Russia  Slovakia  Turkey  Vietnam

3. Put the nationalities below in the correct columns in the chart.

   American  Australian  Belarusan  Brazilian  British  Chinese  Croatian  Czech  Egyptian  French  German  Irish  Italian  Jamaican  Japanese  Lithuanian  Polish  Romanian  Russian  Slovakian  South African  Spanish  Swedish  Turkish  Ukrainian

   -an  -ish  -ese  other

   American  British  

LEARN THIS!

Languages
Adjectives that describe nationalities can also be nouns for languages.
English and Australian people speak English.

LOOK OUT!

We usually use British as the nationality adjective for the UK. We use English when we are talking about England only, Scottish for Scotland, Welsh for Wales, and Northern Irish for Northern Ireland.

4. Complete the sentences with the countries and nationalities. Use the nationalities in exercise 3.

   1. Kylie Minogue is from __________. She’s __________.
   2. Rafael Nadal is from __________. He’s __________.
   3. ABBA are from __________. They’re __________.
   4. Gisele Bündchen is from __________. She’s __________.
   5. Usain Bolt is from __________. He’s __________.
   6. Gary Kasparov is from __________. He’s __________.

Part 2: extension

make, do, have and take

5. Complete the chart with make, do, have and take.

<table>
<thead>
<tr>
<th></th>
<th>lunch/breakfast/dinner</th>
<th>a dream</th>
<th>an English lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>a photo</th>
<th>an exam</th>
<th>a bus/train/taxi</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>homework</th>
<th>housework</th>
<th>history/maths, etc. at school</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>friends</th>
<th>a phone call</th>
<th>a speech</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Complete the sentences. Use verbs or nouns from exercise 6.

   1. My dad has to make a _______ at my sister’s wedding.
   2. I _______ physics, chemistry and biology at school.
   3. I don’t want to walk to town. Let’s _______ a taxi.
   4. You can use my mobile phone if you want to make a _______.
   5. We have to take an English _______ at the end of the term.
   6. I usually have _______ at eight o’clock in the evening.
   7. Jess usually does her _______ on the bus.
   8. I often _______ a dream about exams.
**Part 1**

1. Look at the picture. Write the geographical features in the picture (1–8) below.

   ![Geographical Features](image)

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

2. Complete the names of the places with the, or leave blank if they do not need the.

   1. Copacabana Beach, Brazil  
   2. Gobi Desert, China / Mongolia  
   3. Lake Winnipeg, Canada  
   4. Mississippi River, the USA  
   5. Canary Islands, Spain
   6. Mount Fuji, Japan

3. Complete the names of the continents on the map.

   ![Map of Continents](image)

   1 N ____ A ____  3 E ____  5 A ____  
   2 S ____ A ____  4 A ____  6 A ____

4. Write the continent for three of the countries in each list (a–d). Then cross out the country which is not in that continent.

   1. North America
      a. the USA  b. Mexico  c. Argentina  d. Canada
   2. Asia
   3. Africa
      a. Namibia  b. Chile  c. Brazil  d. Peru
   4. Europe
      a. Italy  b. France  c. Poland  d. Iran
   5. Australia
      a. Australia  b. Papua New Guinea  c. East Timor  d. France

**Part 2: Extension**

**Measurements**

1. We use How with adjectives to ask about measurements.

   How old is your sister? How long is the film?  
   How big / expensive / nice / far is the hotel?

2. We use deep, high, long, old, tall and wide to talk about size and age. We put the adjective after the measurement. (Note: We don’t use big or heavy in this way.)

   She’s 17 years old. He’s 175 centimetres tall.  
   *NOT This table is two metres big.*

3. We use away for distance.

   The sea is 100 kilometres away.

5. Read the Learn this! box. Then write questions and answers about the Sphinx. Use the information in the photo.

   ![Sphinx](image)

   1 (tall)  How tall is it?  It’s ______.  
   2 (long)  ?  ?  
   3 (wide)  ?  ?

6. Complete the sentences with the words below.

   away  deep  high  long  old

   1. The island of Surtsey is only about 50 years ______.
   2. The Great Wall of China is more than 6,000 km ______.
   3. Mount Everest is 8,850 metres ______.
   4. The Sun is 150 million km ______ from the Earth.
   5. Lake Baikal in Russia is 1,642 metres ______.

**Speaking**

Work in pairs. Ask and answer the questions.

   1. How tall are you?  4. How high is the ceiling?
   2. How wide is your desk?  5. How far away is the sea?
   3. How long is your little finger?

   **Examples:**
   How tall are you?  I’m about 175 centimetres tall.
Part 1

1 Match the photos with the words below.

actor artist builder doctor factory worker mechanic musician receptionist scientist soldier vet waiter

3 **SPEAKING** Play a guessing game in class. One student chooses a job from exercises 1 or 2. Don’t say which job it is. The rest of the class asks yes/no questions and tries to guess the job. Use the ideas below to help you.

sell things make things repair things earn a lot wear a uniform work in an office work indoors/outdoors work with your hands deal with the public

Do you sell things? Yes, I do. / No, I don’t.

Part 2: extension

**Suffixes: -er, -or, and -ist**

We add -er, -or or -ist to words to make the names of people who do a particular job or activity.

- er builder dancer
- or actor visitor
- ist scientist guitarist

4 Read the **Learn this!** box. Find more examples in exercises 1 and 2.

5 Add -er, -or or -ist to the verbs and nouns below to make words for people who do the activity. You may have to change the spelling. Check in a dictionary if necessary.

<table>
<thead>
<tr>
<th>-er</th>
<th>-ist</th>
</tr>
</thead>
<tbody>
<tr>
<td>write</td>
<td>piano</td>
</tr>
<tr>
<td>paint</td>
<td>therapy</td>
</tr>
<tr>
<td>manage</td>
<td>cycle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>-or</th>
</tr>
</thead>
<tbody>
<tr>
<td>direct</td>
</tr>
<tr>
<td>operate</td>
</tr>
<tr>
<td>sail</td>
</tr>
</tbody>
</table>

6 Complete the definitions with the words in exercise 5.

1 A ______ is a musician.
2 A film ______ is in charge of making a film.
3 A ______ creates books, articles, poems, etc.
4 A machine ______ knows how to use the machine.
5 A ______ creates pictures.
6 A ______ helps people feel better about their problems.
7 A ______ works on a boat.
8 A ______ rides a bike.
9 A ______ tells other people at work what to do.

Match the sentences with the jobs below. Write the jobs.

architect electrician engineer farmer hairdresser journalist lawyer nurse plumber secretary shop assistant taxi driver teacher programmer

1 I help to design new roads and bridges. ______
2 I look after people in hospital. ______
3 I give lessons in a school. ______
4 I write for magazines and newspapers. ______
5 I can fix a bath, a shower or a sink. ______
6 I help customers when they buy things. ______
7 I write computer software. ______
8 I help people who are in trouble with the law. ______
9 I answer the phone, take messages and write letters. ______
10 I can fix the lights in a house. ______
11 I take people where they want to go. ______
12 I design new buildings and draw pictures of them. ______
13 I cut people’s hair. ______
14 I keep animals and grow food. ______
Part 1

1 Match the photos with the words below.
- bicycle
- boat
- bus
- car
- coach
- taxi
- underground
- train
- van

2 Listen and identify the means of transport. Number the words in the order you hear them (1–8).

a scooter  
- d motorbike  
- g tram  

b helicopter  
- e plane  
- h train  

c lorry  
- f ship  

3 Complete the sentences with a different verb or expression. The meaning in both sentences stays the same.

1 Dad sometimes drives to work.
   Dad sometimes __________ to work by car.

2 My brother drives me to the underground station.
   My brother __________ me __________ to the underground station.

3 Michelle never goes to school by bike.
   Michelle never __________ to school.

4 On Mondays, Harry takes the tram to school.
   On Mondays, Harry __________ to school.

5 Do you go to the beach on foot?
   Do you __________ to the beach?

6 We always walk to town.
   We always __________ to town.

7 My mum usually goes to London by car.
   My mum usually __________ to London.

4 Complete the sentences. Use adjectives from exercise 4 on page 98.

1 I couldn’t sleep on the plane because the seat was very __________.

2 The train ticket was very __________ — only £2.

3 It’s sometimes more __________ to travel by train than by plane.

4 Motorbikes are more __________ than cars.

5 There’s a tram stop right outside my house. It’s very __________.

6 Jo’s dad has got a big, __________ car.

7 Don’t cycle on that busy road. It isn’t __________.

8 We were late because there was a __________ lorry in front of us.

9 I had to change trains three times — it was very __________.

10 Coaches are usually more __________ than buses. The seats are bigger and softer.

Part 2: extension
Phrasal verbs with get

LEARN THIS!

Phrasal verbs have two parts: a verb, and one or two prepositions.

verb preposition(s)
get in
get out of

Phrasal verbs are very common in English.

LOOK OUT!

1 We use get in and get out of with car and taxi.

2 We use get on and get off with bus, train, tram, plane, ship, motorbike, scooter and bike.

5 Read the Learn this! and Look out! boxes. Match the pictures with the phrasal verbs below.

break down  get back  get in  get off  get on
get out of  slow down  take off

1 2 3 4 5 6 7 8
### Irregular Verbs

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