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<td>Past simple questions and short answers</td>
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<td></td>
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<td>Past continuous</td>
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### Speaking
The alphabet and spelling • Classroom expressions • Saying hello • Telling the time

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<tr>
<td><strong>Sepak Takraw</strong>&lt;br&gt;Exercise habits&lt;br&gt;Asking for information</td>
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<td>6</td>
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<td>7</td>
<td>Wildlife watch</td>
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<td>8</td>
<td>The world around me</td>
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<td>Happy teenagers? Three charities A newspaper editorial and letter</td>
</tr>
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</tr>
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**Gateway to exams:**
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- **Units 7-8 p116**
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**Additional Resources**
- Unit-by-unit wordlist p144
- Exam success p152
- Communication activities p154
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<th>Exam success</th>
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<td>An invitation</td>
<td>Use of English: Missing sentences</td>
</tr>
<tr>
<td>Favourite snacks</td>
<td>Your diet</td>
<td>A poster</td>
<td>Writing: Formal and informal style</td>
</tr>
<tr>
<td>Ordering food</td>
<td>Your ideal menu</td>
<td>A short message</td>
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<table>
<thead>
<tr>
<th>Wildlife centres</th>
<th>Making suggestions and plans</th>
<th>Describing a photo</th>
<th>A short message</th>
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<tr>
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<td>Outdoor activities and survival</td>
<td>Comparing countries and social problems</td>
<td>A presentation</td>
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<td>Making suggestions and plans</td>
<td>The natural world where you live</td>
<td>Describing feelings</td>
<td>Writing: Handwriting and presentation</td>
</tr>
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<table>
<thead>
<tr>
<th>News stories</th>
<th>Describing a photo</th>
<th>A formal letter of opinion</th>
<th>Use of English: Open cloze</th>
</tr>
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<tr>
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<td>Comparing countries and social problems</td>
<td>A list/plan</td>
<td></td>
</tr>
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<td>Describing feelings</td>
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</tr>
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<table>
<thead>
<tr>
<th>Sales</th>
<th>Shopping</th>
<th>A job application form</th>
<th>Listening: Multiple-choice</th>
</tr>
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<tr>
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<td>A special T-shirt</td>
<td>Use of English: Dialogue activities</td>
<td></td>
</tr>
<tr>
<td>Shopping</td>
<td>Your clothes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>A science TV programme</th>
<th>A presentation</th>
<th>A biography</th>
<th>Speaking: Giving presentations</th>
</tr>
</thead>
<tbody>
<tr>
<td>A student's online investigation</td>
<td>Inventions by women</td>
<td>A video message</td>
<td>Writing: Paragraphs</td>
</tr>
<tr>
<td>A presentation</td>
<td>Discussing useful inventions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Irregular verbs p157  Writing bank p158
Vocabulary

Classroom objects

1a Work with a partner. Match the words to the pictures.

board • board rubber • CD player • chair
computer • desk • dictionary • notebook • pen
pencil • pencil sharpener • rubber • ruler • textbook

1b Listen and repeat.

2a Work with a partner.
Student A: Draw an object from the classroom.
Student B: Say the name of the object.

2b Change roles and repeat.

Colours

3 SPEAKING Work with a partner. Look at the pictures and say the name of a classroom object that is:

1 black   2 white   3 red
4 blue    5 brown   6 green
7 yellow  8 grey    9 pink
10 purple 11 orange

Speaking

The alphabet and spelling

1a PRONUNCIATION Listen. Why are the letters in different lists?

Grey: A H J K
Green: B C D E G P T V
Red: F L M N S X Z
White: I Y
Yellow: O
Blue: Q U W
Dark blue: R

1b Listen again and practise saying the lists.

2 LISTENING Listen and write the letters. What are the five words?

3 Write each word from 2 in numerals.

FOUR = 4

Classroom expressions

4 Look at these classroom expressions. Translate them into your language.

1 How do you spell that?
2 Can you repeat that, please?
3 What does pencil case mean?
4 I'm sorry, I don't understand.
5 How do you say that in English?

5 SPEAKING Ask your partner to spell other numbers. Use classroom expressions from 4 if necessary.

How do you spell 7?

S-E-V-E-N. How do you spell 15?

Can you repeat that, please?
Vocabulary

Some English-speaking countries and nationalities

1a Complete the table with these words.

<table>
<thead>
<tr>
<th>Capital city</th>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>London</td>
<td>1</td>
<td>British or English</td>
</tr>
<tr>
<td>Dublin</td>
<td>2</td>
<td>Irish</td>
</tr>
<tr>
<td>Washington DC</td>
<td>the United States (US)</td>
<td>3</td>
</tr>
<tr>
<td>Ottawa</td>
<td>Canada</td>
<td>4</td>
</tr>
<tr>
<td>Canberra</td>
<td>Australia</td>
<td>5</td>
</tr>
</tbody>
</table>

1b Listen, check and repeat.

Speaking

Saying hello

1 LISTENING Listen and complete the dialogue.

Boy 1: Hi, I'm Thomas. What's your name?
Boy 2: I'm (a) . Nice to meet you.
Boy 1: Nice to meet you too. How do you spell your name?
Boy 2: (b) .
Boy 1: Are you English?
Boy 2: No, I'm not. I'm American.
Boy 1: How old are you?
Boy 2: I'm 16. And you?
Boy 1: I'm 16 too. This is my friend. His name's Luke. He's (c) .

2 SPEAKING Work with a partner. Practise the dialogue in 1.

3a Match the questions with the answers.

1 What's your name? a No, I'm Australian.
2 How do you spell your name? b I'm 17.
3 Are you English? c E-M-I-L-Y.
4 How old are you? d I'm Emily.

3b Listen, check and repeat.

4 LISTENING Listen to the dialogues and choose the correct alternative.

1 Name: Amy/Amye
   Nationality: English/American/Australian
   Age: 16/17
2 Name: Katrin/Catrin
   Age: 15/16
   Nationality: English/American/Australian

5a SPEAKING Work with a partner. Change the names, ages and nationalities in the dialogue in 1. Make them true for you and your partner. Practise the dialogue.

5b Act out the dialogue for the class.

Hi, I'm Daniel. What's your name?

I'm Alek. Nice to meet you.
Grammar in context

1 Read the sentences and complete the table.

1 I'm Thomas. 4 No, I'm not.
2 Are you English? 5 This is my friend.
3 Yes, I am. 6 His name is Luke.

The UK | The US
<table>
<thead>
<tr>
<th>LONDON</th>
<th>BRISTOL</th>
<th>NEW YORK</th>
<th>BOSTON</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>16</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>Jones</td>
<td>Willis</td>
<td>Kent</td>
<td>Ali</td>
</tr>
<tr>
<td>Kent</td>
<td>Willis</td>
<td>Ali</td>
<td>Finn</td>
</tr>
<tr>
<td>Ross</td>
<td>Dale</td>
<td>West</td>
<td>Dent</td>
</tr>
<tr>
<td>Mills</td>
<td>Storm</td>
<td>Mills</td>
<td>Storm</td>
</tr>
<tr>
<td>Last</td>
<td>Last</td>
<td>Last</td>
<td>Last</td>
</tr>
</tbody>
</table>

A: Are you from the UK?  
B: No, I'm not.
A: Are you from the US?  
B: Yes, I am.
A: Are you from Boston? 
B: Yes, I am.

3 LISTENING 08 Look at the table. Then listen and read the dialogue. Who is the person?

A: Are you 17?  
B: Yes, I am.
A: Is your surname Last?
B: No, it isn't.
A: Is it?  
B: Yes, it is!

4 SPEAKING Work with a partner. Choose a person from the table in 3. Can your partner discover who you are?

Are you from the UK?  
Yes, I am.

Subject pronouns and possessive adjectives

5 Read the sentences. Match the subject pronouns (1–7) with the possessive adjectives (a–g).

1 I'm British.  
a Her name is Eva.
2 You're Irish.  
b Your name is Tom.
3 He's Australian.  
c Their names are Jo and Jim.
4 She's German.  
d My name is Jack.
5 It's my cat.  
e His name is Taylor.
6 We're 15.  
f Our names are Al and Tim.
7 They're 16.  
g Its name is Tiger.

6 Choose the correct alternative.

Hi! (a) I/My name is Amy and this is my science classroom. Is (b) you/your science classroom similar? In the photo you can see two other students. (c) His/Their names are Lily and Ella. (d) They/Their are 15. (e) Our/Your teacher is Miss Smith. (f) His/Her first name is Helen. (g) He/She is from a big city. (h) His/Its name is Birmingham. (i) It/Its is in the middle of England.
Speaking

Telling the time

1 Use the clock on the right to help you complete the times.

1 It’s seven __________.

2 It’s __________ past eight.

3 It’s __________ to ten.

4 It’s twenty __________ six.

5 It’s __________ nine.

6 It’s __________.

2 SPEAKING Write five times and ask your partner the time.

7.20 / 9.30 / 2.15 / 12.50 / 11.05

What time is it?

It’s twenty past seven.

3 SPEAKING Work with a partner. Ask and answer the questions.

1 What time is it now?

2 What time does this class start?

3 What time does this class end?

Vocabulary

Days, months and ordinal numbers

1a Complete the table with these words.

eleventh • February • fifth • July • June • March • May
ninth • November • October • second • September
seventh • sixth • Sunday • tenth • third • Thursday
Tuesday • Wednesday

1b SPEAKING Listen, check and repeat.

2 SPEAKING Work with a partner. Say these ordinal numbers.

1 16th

2 19th

3 21st

4 22nd

5 23rd

6 25th

7 30th

8 31st

3 SPEAKING Work with a partner. Ask and answer the questions.

1 What date is New Year’s Day?

2 What day is your favourite day of the week?

3 What is your favourite month?

4 What date is it today?

5 What date is your birthday?

6 What date is it tomorrow?

What date is New Year’s Day?

It’s the first of January.
The family

1 Look at the Jones family tree and read the sentences. Check that you understand the words in red.

Mandy has got one brother but she hasn’t got a sister. Mandy’s father is Carl and her mother is Denise. Jake is Mandy’s uncle. Jake’s wife is Jenny. She is Mandy’s aunt. Joe’s grandparents are Frank and Martha. Frank is Joe’s grandfather and Martha is his grandmother. Joe and Kate are Mandy’s cousins. Mandy is Jake’s niece and Kevin is Jake’s nephew. Carl is Denise’s husband. Frank has got four grandchildren – two granddaughters and two grandsons. Joe is Jake’s son and Kate is Jake’s daughter.

2 Look at the family tree in 1 and complete the sentences.

1 Kate is Joe’s ………………………………………………….

2 Joe is Carl’s …………………………………………………

3 Denise and Carl are Joe’s ……………………………… and …………………………………………………

4 Frank is Kate’s …………………………………………………

5 Kate is Martha’s …………………………………………………

3 SPEAKING Work with a partner. Draw your family tree and describe it to a partner.

I’ve got two brothers. Their names are Aidan and Ben.

Basic descriptions

4 Who do the words describe, Jake or Carl?
blue eyes – Jake

beard blue eyes brown eyes dark hair fair hair glasses long hair moustache short short hair tall thin

5 SPEAKING Work with a partner. Describe yourself to your partner using words from 4.

Grammar in context

have got

1 Read the sentences and complete the table.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mandy has got one brother</td>
<td>2</td>
<td>She hasn’t got a sister.</td>
</tr>
<tr>
<td>3</td>
<td>Has Mandy got cousins?</td>
<td>4</td>
<td>Yes, she has.</td>
</tr>
</tbody>
</table>

Affirmative

I/You/We/They have got three cousins. He/She/It \( (a) \) three cousins.

Negative

I/You/We/They haven’t got three cousins. He/She/It \( (b) \) three cousins.

Question

Have I/you/we/they got three cousins? \( (c) \) he/she/it \( (d) \) three cousins?

Short answers

Yes, I/you/we/they have. / No, I/you/we/they haven’t. Yes, he/she/it \( (e) \) / No, he/she/it hasn’t.

2 Complete the sentences with the correct form of have got. Make true sentences in the affirmative or negative.

1 I ……………………………… a sister.

2 We ……………………………… a cat.

3 My mother ……………………………… blue eyes.

4 I ……………………………… short hair.

3 Complete the questions with the correct form of have got.

1 Anne ……………………………… brown hair?

2 Cathy ……………………………… red hair?

3 ……………………………… Anne and Helen short hair?

4 ……………………………… Cathy ……………………………… short hair?

4 SPEAKING Work with a partner. Take it in turns to ask and answer the questions in 3.

Has Anne got brown hair? Yes, she has.
**Possessive 's**

5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

a Mandy's grandparents are Frank and Martha.

b Her grandparents' names are Frank and Martha.

c Her brother's eyes are brown.

d Her parents' names are Denise and Carl.

e Jake is Jenny's husband.

To indicate possession or a family relationship

1 we add 's or just add an apostrophe (') after singular names or nouns.

2 we add 's or just add an apostrophe (') after plural nouns ending in -s.

**Demonstrative pronouns**

7a Look at the pictures and sentences.

1 This is my sister.

2 That's my cousin.

3 These are my parents.

4 Those are my grandparents.

**7b Look at the pictures and complete the sentences with this, that, these, those.**

1 __________ is my friend.

2 __________ are my friends.

3 __________ are my friends.

4 __________ is my friend.
Language checkpoint: Starter unit

Grammar reference

**to be**

<table>
<thead>
<tr>
<th>FORM</th>
<th>have got</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>I'm (am) American. You/We/They're (are) American. He/She/It's (is) American.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>I'm not (am not) American. You/We/They aren't (are not) American. He/She/It isn't (is not) American.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Am I American? Are you/we/they American? Is he/she/it American?</td>
</tr>
<tr>
<td><strong>Short answers</strong></td>
<td>Yes, I am. Yes, you/we/they are. Yes, he/she/it is.</td>
</tr>
<tr>
<td></td>
<td>Yes, I'm not. No, you/we/they aren't. No, he/she/it isn't.</td>
</tr>
</tbody>
</table>

**USE**

- We use the verb *to be* to describe a person’s nationality, age, appearance, etc.
- We do not use contractions (*I'm, *'re, *'s, etc.) in short answers.

**Subject pronouns**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>we</td>
</tr>
<tr>
<td>you</td>
<td>you</td>
</tr>
<tr>
<td>he/she/it</td>
<td>they</td>
</tr>
</tbody>
</table>

I'm 15.
She's a student.
We are Swiss.

**Possessive adjectives**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>my</td>
<td>our</td>
</tr>
<tr>
<td>your</td>
<td>your</td>
</tr>
<tr>
<td>his/her/its</td>
<td>their</td>
</tr>
</tbody>
</table>

**Possessive's**

- Jack's sister
- My brother's hair
- My parents' names

**USE**

- We use *'s to indicate possession or a family relationship.
- When a noun is plural and ends with an *-s, we just add an apostrophe (*) to the end of the word.

**Demonstrative pronouns**

<table>
<thead>
<tr>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>This</td>
<td>These</td>
</tr>
<tr>
<td>is</td>
<td>are</td>
</tr>
<tr>
<td>my father</td>
<td>my parents.</td>
</tr>
<tr>
<td>That</td>
<td>Those</td>
</tr>
<tr>
<td>is</td>
<td>are</td>
</tr>
<tr>
<td>my brother</td>
<td>my cousins.</td>
</tr>
</tbody>
</table>

- We use *this and these for people and objects which are close to the speaker.
- We use *that and those for people and objects that are distant from the speaker.

**Vocabulary**

**Classroom objects**
- board
- board rubber
- CD player
- chair
- computer
- desk
- dictionary
- notebook
- pen
- pencil
- pencil sharpener
- rubber
- ruler
- textbook

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

**Days**
- Monday
- Tuesday
- Wednesday
- Thursday
- Friday
- Saturday
- Sunday

**Months**
- January
- February
- March
- April
- May
- June
- July
- August
- September
- October
- November
- December

**Ordinal numbers**
- first
- second
- third
- fourth
- fifth
- sixth
- seventh
- eighth
- ninth
- tenth
- eleventh
- twelfth
- thirteenth
- fourteenth
- fifteenth
- sixteenth
- seventeenth
- eighteenth
- nineteenth
- twentieth
- twenty-first
- thirty-first

**The family**
- aunt
- brother
- cousin
- daughter
- father
- grandfather
- grandmother
- grandson
- husband
- mother
- nephew
- niece
- parent
- sister
- son
- uncle
- wife

**Basic descriptions**
- blue/brown/green eyes
- short/long/dark/fair/black/red hair
- tall
- short
- thin
- beard
- glasses
- moustache

**Other words and phrases**

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Grammar revision

**to be**

1. Complete the dialogue with the correct form of to be.
   - Harry: (a) ____________________ you American?
   - Megan: No, I (b) ____________ .
   - I (c) ____________ British.
   - Harry: (d) ____________ Alex English?
   - Megan: No, he (e) ____________ .
   - He (f) ____________ from Australia.

**have got**

2. Complete the dialogue with the correct form of have got.
   - Joe: (a) ____________ a sister?
   - Sam: Yes, I (b) ____________ one sister.
   - Joe: (d) ____________ dark hair?
   - Sam: No, she (e) ____________ . Her hair is fair. And she (f) ____________ brown eyes. Her eyes are blue.

**Subject pronouns, possessive adjectives, possessive ‘s, demonstrative pronouns**

3. Choose the correct alternative.
   1. I’m a student. My/Our name is Felipe.
   2. She’s my sister. His/Her name is Olivia.
   3. I’ve got three books. It/They are on the table.
   4. This/These are my parents.
   5. The boy’s/boys’ name is Max.
   6. Jamie is Becky’s/Becky’s brother.

Vocabulary revision

**CLASSROOM OBJECTS**

1. Name the classroom objects.
   - a ____________________
   - b ____________________
   - c ____________________
   - d ____________________
   - e ____________________
   - f ____________________

**DAYS, MONTHS, ORDINAL NUMBERS**

2. Complete the lists.
   1. first, second, ____________, fourth
   2. Monday, ____________, Wednesday
   3. April, May, ____________, July
   4. sixth, seventh, ____________, ninth
   5. Friday, ____________, Sunday

**BASIC DESCRIPTIONS**

4. Complete the description of the man on the left below with some of these words.
   - beard • blue • fair • glasses • long
   - moustache • short • tall

   This man is
   (a) ____________________
   He’s got (b) ____________ hair.
   His eyes are (c) ____________
   He’s got a (d) ____________
   and he’s got (e) ____________

   Total: ____________________ / 40 points
### Vocabulary

#### The school day

1a Work with a partner. Match some of these words to the pictures. Use your dictionary if necessary.

- art
- biology
- chemistry
- English
- French
- geography
- German
- history
- ICT (Information and Communication Technology)
- maths
- music
- PE (Physical Education)
- physics
- Spanish

1b Listen and repeat.

2 Speaking. Work with a partner. Which of the school subjects in 1 are in your school timetable today? Which are your favourite subjects?

3 Put the activities in order. Use your dictionary if necessary.

- go to school (by bike/bus/car/train/on foot)
- have lunch
- have a break
- get up
- do homework
- go to bed
- start school
- get dressed
- have dinner
- finish school
- have breakfast
- go home

1 get up
2 get dressed

4 Speaking. Work with a partner. Say when you do the activities on a typical school day.

I get up at half past seven.

#### Free-time activities

5a Work with a partner. Match some of these words to the photos.

- chat online
- dance
- do sport
- draw
- go shopping
- go out with friends
- listen to music
- play the guitar/piano
- read
- surf the Internet
- take photos
- watch films

5b Listen and repeat.

6 Listening. 12 Listen to four dialogues. What free-time activity is the subject of each dialogue? Choose from a–g.

- Dialogue 1: _____________________
- Dialogue 2: _____________________
- Dialogue 3: _____________________
- Dialogue 4: _____________________

    a chatting online
    b dancing
    c drawing
    d going shopping
    e surfing the Internet
    f taking photos
    g watching films

7 Complete these sentences with true information about you and your free-time activities.

1 I love _____________________
2 I like _____________________
3 I think _____________________ is OK.
4 I don’t like _____________________
5 I hate _____________________

8 Speaking. Work with a partner. Compare your answers from 7. How similar are you?

I love surfing the Internet.
I like surfing the Internet but I love watching films.
Hey! Somebody tells me there’s a great school for people who love music and dance. It’s called the BRIT School. Does anybody know it?

Posted by Lee on 21st September at 2.36 pm

Yeah. It’s for students between 14 and 19. They study the usual subjects like maths, history, ICT, PE, etc. But they also have special classes in art, music, dance, film, photography ...

Posted by Mia on 21st September at 5.44 pm

A friend of mine goes to the BRIT School. She plays the guitar and sings. She says the school is brilliant! Sometimes at lunchtime there are concerts where students sing, play music, dance ... Imagine! Sometimes she wants classes at the weekend, she loves it that much!

Posted by Ella93 on 21st September at 8.12 pm

In my school we usually call our teachers Sir or Miss but at the BRIT School I think the students call their teachers by their first names. And they don’t wear school uniform!

Posted by Jonno on 21st September at 9.06 pm

The idea is for the students to learn all about the creative industries – music, art, theatre, TV ... And they learn to use new technology to do it.

Posted by Ella93 on 22nd September at 4.32 pm

I know the school has some very famous old students. Adele, for example! And famous people visit the school. They play concerts there, or just talk to the students and help them.

Posted by KidLondon on 22nd September at 7.45 pm

Awesome! I really want to study there! Thanks for the help, guys.

Posted by Lee on 22nd September at 8.10 pm

1 Work with a partner. Look at the photo of students at school and answer the questions.

1 What can you see in the photo?
2 Does the school look similar to your school? Why/Why not?

2 Read the comments in this forum. What’s your opinion of the BRIT School?

a I think it’s great. c It’s OK.
b I think it’s good. d I don’t like it.

3 Read the comments again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?

1 Students at the BRIT School only have unusual school subjects. T/F/NM
2 At the BRIT School they have long breaks. T/F/NM
3 Ella93’s friend lives in the school. T/F/NM
4 In Jonno’s school it’s unusual for students to call their teachers ‘John’ or ‘Anne’, for example. T/F/NM
5 BRIT students don’t have a school uniform. T/F/NM
6 Computers are not important at the BRIT School. T/F/NM
7 Famous people visit the students at the BRIT School. T/F/NM

In 3, what is the difference between False and Not Mentioned?

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4 CRITICAL THINKING

Think! Then compare ideas with your class.

Lee consults a forum on the Internet for information about the BRIT School.

What are the advantages of consulting a forum? What are the disadvantages?

5 Match the underlined words in the forum with these definitions.

1 one of my friends 3 people (informal)
2 great, fantastic 4 companies, businesses

6 SPEAKING What about you?

1 What things in the BRIT School are similar to your school? What things are different?
2 What do you like about your school? Why?

We have subjects like maths, PE and ICT.

We don’t have subjects like photography or dance.
3b Now make the sentences in 3a negative.

4 Complete the text with the present simple form of the verbs given.

Sophia (a) ___________ (study) at the BRIT School. She (b) ___________ (not study) music or dance. Her special subject is art. For homework, sometimes Sophia and the students in her class (c) ___________ (take) photos or they (d) ___________ (draw). But Sophia (e) ___________ (say) that they all (f) ___________ (work) hard at the school. Sometimes, to finish her work, she (g) ___________ (get) up really early. But she (h) ___________ (not think) that’s a problem because she (i) ___________ (love) art … and her school!

5a Write a minimum of six true sentences about what you normally do at the weekend. Use the words in the table to help you.

I do sport at the weekend.
I don’t watch TV.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>do</td>
<td>sport • homework • school</td>
</tr>
<tr>
<td>watch</td>
<td>the Internet • maths • tennis films</td>
</tr>
<tr>
<td>play</td>
<td>online • TV • football • computer games</td>
</tr>
<tr>
<td>study</td>
<td>games</td>
</tr>
<tr>
<td>chat</td>
<td>books</td>
</tr>
<tr>
<td>surf</td>
<td></td>
</tr>
<tr>
<td>read</td>
<td></td>
</tr>
<tr>
<td>go to</td>
<td></td>
</tr>
</tbody>
</table>

5b SPEAKING Work with a partner. Read your sentences to your partner. Then tell the class about your partner.

Alex does sport at the weekend.
He doesn’t watch TV.
**Prepositions of time**

6 Read the sentences and complete the rules with **on**, **at** or **in**.

a We start school **at** half past eight.
b I don’t go to school **on** Saturday.
c Classes finish **in** the afternoon.
d They start school **in** September.
e School starts **on** 7th September.
f We do homework **at** night.
g She wants to go to school **at** the weekend.
h The school celebrates its anniversary **in** 2021.

1 We use __________ with days.
2 We use __________ with times.
3 We use __________ with months.
4 We use __________ with dates.
5 We use __________ with parts of the day (**the morning, the afternoon**).
6 We use __________ with years.
7 We use __________ with night and the weekend.

**Grammar Reference Page 24**

7a Complete the text with **on**, **at** or **in**.

Wang Yong is a student at a secondary school in Guangzhou, China. He starts school **at** 7.30 am. He goes to school six days a week, because he has some lessons **on** Saturday, but only **at** the morning. But he has extra exam classes **in** the evening and **on** the weekend. **At** night he’s very tired! Of course, he has a break in the summer. This year his holidays start **in** July, **on** the 14th July to be exact.

7b **Speaking** Work with a partner. Talk about similarities and differences between you and Wang Yong.

We don’t start school at 7.30 am.

That’s right. We start at 9 am.

**Places to go in a town**

1a Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

- cinema • fast-food restaurant • library • museum • park
- shopping centre • sports centre • stadium • swimming pool
- theatre

1b **14 Listen and repeat.**

2a Read the descriptions. Which places are described?

1 You swim there. **swimming pool**
2 You buy things there.
3 You watch films there.
4 You eat pizzas or burgers there.
5 You read books there or take them home for two or three weeks.
6 You play basketball or football there.
7 You can see a play or listen to concerts there.
8 You watch football matches, sports events or concerts there.
9 You see paintings and old objects and learn about history there.
10 You walk, play sport, meet friends and see trees and flowers there.

2b **15 Listen and check.**

3 **Speaking** Look at the words in 1. Tell your partner three places that you like going to and three places that you don’t like going to.

I like going to the cinema, but I don’t like going to the theatre.

I like playing football, so I love going to the park.
Dealing with Stress

LIFE SKILLS OBJECTIVES
- To understand stress
- To identify what makes you stressed
- To choose appropriate relaxation techniques

KEY CONCEPTS
stressful [adj]: It's stressful when you have a lot of things to do. stressed (out) [adj]: I am/feel stressed (out) because I have a lot of things to do. relax [v]: I relax at home by listening to music.

1a Look at the photos and find somebody who is:
1 happy
2 sad
3 relaxed
4 angry
5 worried

1b Match the halves to make logical sentences.
1 I feel worried when I ...
2 I feel relaxed when I ...
3 I feel happy when I ...
4 I feel sad when I ...
5 I feel angry when people ...

   a listen to slow, calm music.
   b have a very difficult exam.
   c don't listen to me.
   d see a grey sky.
   e am at a party with my friends.

1c Are the sentences in 1b true for you? Complete 1–5 with information about you.
I feel worried when I don’t know the answer to a question in an exam.

2 Read the website text. Match the questions with the paragraphs.
1 What are common causes of teenage stress?
2 What is stress?
3 How can you deal with stress?
4 How do you know when you are stressed?

TEENAGE STRESS – FREQUENTLY ASKED QUESTIONS

A Stress is something that everybody feels at times – adults, teenagers and kids. There is good stress, stress that helps you to react in a difficult situation. More often stress is a negative feeling, a feeling that stops you being happy or relaxed. But it’s always important to remember that stress is just a normal part of life.

B People react to stress in different ways. Some people are sad and others feel angry. Some people have difficulties with sleeping. Others change their attitude to food because of stress. Stress can also make it difficult for some people to concentrate.

C There are many different things that can stress teenagers. Sometimes it can be just the ordinary things that happen every day. For example, homework or exams can cause stress. Or maybe you have a pet and your pet is sick. Problems with friends or parents or other family members are another possible cause. Perhaps they want you to do something but you don’t want to do it, for example.

D The good news is that stress is completely normal and it’s not permanent. And there are lots of things you can do to deal with stress.

- Sport and exercise combat stress and also help you to sleep.
- Talk to people about how you feel.
- Listen to music.
- Eat healthy, natural food, especially at breakfast-time because that’s when you need the energy!
- When the problem is homework or exams, it’s a good idea to make a plan or timetable. This helps you to find time to do everything, including time to do things that you love – surfing the Internet, chatting to friends, reading...
- And be positive!
3 Read the text in 2 again and complete the sentences with the words in the box.

pet • sleep • food • plan (n) • breakfast • exams • time

1 It can be difficult to ___________________ when you are stressed.
2 Eating ___________________ can help with stress because it gives you energy for the day.
3 It's important to find ___________________ to do your favourite activities.
   A ___________________ can help you to do this.
4 Stress can change your attitude to ___________________ in general.
5 If you have a ___________________ that is not well, it can make you stressed.
6 Studying for ___________________ can cause stress at school.

4 LISTENING 16 Three teenagers talk about stress in their lives. Watch the video or listen and complete the notes in the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>What makes me stressed</th>
<th>How I deal with stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kieran (Speaker 1)</td>
<td>Doing ___________________ on time and the ___________________ life at school.</td>
<td>Taking ___________________, playing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>the ___________________ and the</td>
</tr>
<tr>
<td>Amelia (Speaker 2)</td>
<td>Working in ___________________ at weekends. No time for ___________________ or friends.</td>
<td>__________________________________________</td>
</tr>
<tr>
<td>George (Speaker 3)</td>
<td>Parents want me to go and look after ___________________ and ___________________.</td>
<td>Doing ___________________, going</td>
</tr>
<tr>
<td></td>
<td></td>
<td>for a ___________________ or swimming.</td>
</tr>
</tbody>
</table>

5a Work with a partner. Look at the list of ways of dealing with stress. Add ideas from the text on page 18 and your ideas.

1 watch a film
2 go for a walk
3 listen to music
4 sleep for eight hours
5 eat healthy food
6 do yoga

5b Individually, choose your three favourite ideas from the list in 5a. Think about why.

5c SPEAKING Work with a partner. Use the ideas in 5b to talk about how you deal with stress.

I love music. When I'm stressed, I listen to my favourite songs.

Anything by Katy Perry.

What songs are they?

LIFE TASK

Imagine that you have a friend who is stressed at the moment because they have a lot of things to do at school – practising for a music concert, revision for exams, and playing in a school sports team. In groups, prepare a video message or write an email to help them.

Follow this plan:
1 Say hello.
2 Give three ideas to deal with stress during the week (We think it's a good idea to ..., When this happens to me, I ...).
3 Give two ideas to help at the weekend.
4 Tell your friend to contact you in two weeks to say how they are.
Listening

1 SPEAKING Work with a partner. Think of a typical Saturday morning. Talk about what you do and where you go.

✓ EXAM SUCCESS

In this listening exercise, you match people with the correct information. Why is it important to read the names and information before you listen?

EXAM SUCCESS page 152

2 LISTENING 17 Listen to two people talking about where their friends go on Saturday morning. Match each person with a place.

1 Sam a art gallery
2 Matthew b library
3 Ben c museum
d park
e school
f shopping centre
g sports centre
h swimming pool

3 Look at this information. Which person in 2 is it? Listen again if necessary.

a This person always plays basketball on Saturday morning.
b This person never swims on Saturday morning.
c This person often does his homework on a Saturday morning.
d This person hardly ever goes to the sports centre.
e This person sometimes goes to the park.

Grammar in context

Adverbs of frequency

1a Read the sentences. The words in blue say how often we do something. We call them adverbs of frequency. Put them in order from 0% (never) to 100% (always).

a I always go to the library.
b I never go to the library.
c I often go to the library.
d I usually go to the library.
e I hardly ever go to the library.
f I sometimes go to the library.

0% 1 never
2
3
4
5
100% 6

1b Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

a I’m always here.
b They never go to the cinema.

1 Adverbs of frequency come before/after to be.
2 Adverbs of frequency come before/after main verbs (e.g. go, swim, play).

GRAMMAR REFERENCE ➔ PAGE 24

2 Write the sentences again with an adverb of frequency in the correct place. Make the sentences true for you.

1 I dance. I hardly ever dance.
2 I go to the theatre.
3 I am late for class.
4 I do my homework.
5 I go out with my friends on Friday.
6 I am relaxed.
7 I watch football on TV.

3a Individually, guess your partner’s answers in 2. Write them down.

I think Maria often dances.

3b SPEAKING Work with your partner. Were your guesses in 3a correct?

I think you often dance.

No, I never dance!

3c Tell the class about you and your partner.

Maria never dances but I often dance.
**Present simple questions**

4a Read the questions. Which questions can we answer with short answers?

1. Does Matthew go with you?
2. Where do you go on Saturday morning?
3. What does she do?
4. Does he swim on Saturday?

4b Decide if these statements are true or false.

1. We use does with he/she/it and do with the other subject pronouns.
2. In questions, do and does come before the subject.
3. Question words (e.g. who, why, what, how) usually come at the start of the question.
4. In short answers, we repeat the main verb.

**GRAMMAR REFERENCE ➤ PAGE 24**

7a Choose the correct alternative.

1. How/What do you do at the weekend?
   I go out with my friends.
2. When/Where do you go out?
   On Saturday, in the evening.
3. Where/Which do you have dinner?
   At home, or in a fast-food restaurant.
4. Where/Which places do you go to?
   To the cinema, or just to the park.
5. How/Why do you go to the cinema?
   Because we all like watching films.
6. How/Why do you go there?
   By bus usually.
7. How/When do you do your homework?
   On Sunday.

7b PRONUNCIATION 19 Listen and check your answers. Does the intonation in these questions go up ▲ or down ▼?

7c Practise saying the questions in 7a with the correct intonation.

8 SPEAKING Use the correct questions in 7a to interview your partner.

9a SPEAKING Use the words to prepare questions to ask other students about what they do at the weekend. Add three more questions.

9b Ask other students the questions in 9a and make notes.

9c Now tell the class about one student. Can the class guess who it is?

- She usually gets up at 11 o’clock on Sunday morning. She goes to bed at about 11 pm on Saturday. She has lunch at Pizza Palace...

   **Is it Kate?**

   **Yes, it is!**
Developing speaking

Introducing yourself

1. **LISTENING** Listen to a new student introducing herself to the class. Put the topics in the correct order.
   - her family
   - her free-time activities
   - the school subjects she likes
   - her name, age and home town
   - the school subjects she doesn’t like

2. **LISTENING** Listen again and complete what the teacher says.
   1. Tell us something about yourself. What’s your _______ and ________ are you ________?
   2. Tell us about _______.
   3. What about _______? What are your _______?
   4. What _______ you like?
   5. And what do you do _______?

3a. **MATCH** Match the answers with the questions in 2.
   a. I play basketball and tennis and I watch them on TV. I don’t chat online during the week because my parents don’t like it.
   b. My parents’ names are Ben and Helen. I’ve got a brother. His name is Edward. He’s 20 and he studies at university.
   c. I’m quite good at maths and physics, but in general I don’t like science subjects much.
   d. I love drawing, so my favourite subject is art. I’m also good at sport, so I really like PE too.
   e. My name’s Alice Morgan. I’m 15 years old and I’m from Toronto, in Canada.

3b. **SPEAKING** Work with a partner. One of you is the teacher and the other is the student. Practise the completed dialogue.

4. Look again at the answers in 3a and find an example sentence for each word in the Speaking bank.

**SPEAKING BANK**

**Basic linkers**
- **Addition:** and
  - I play basketball and I watch it on TV.
- **Contrast:** but
- **Reason:** because
- **Consequence:** so
An informal email

1. **READING** Read the email on the right from a boy called Liam to his new e-pal. Complete Liam’s personal profile.

   **E-pal profile**
   
   **NAME** Liam Byron
   
   **AGE**
   
   **LIVES**
   
   **BROTHERS AND SISTERS**
   
   **FAVOURITE SUBJECTS**
   
   **FREE-TIME ACTIVITIES**

   **Hi!**
   
   **A** My name’s Liam Byron. I’m 14 and I live with my family in Newcastle, in the UK. My father is English, but my mother is German. I’ve got a brother and a sister. Their names are Lucas and Claire.
   
   **B** I go to a big school called Riverton. I like science, so my favourite subjects are biology and chemistry. Our school year always starts in September. Lessons begin at quarter to nine and finish at half past three.
   
   **C** I get up at eight o’clock on school days. I walk to school because it’s only ten minutes away. We have a 20-minute break in the morning and I have lunch at school at quarter past twelve.
   
   **D** In my free time, I play guitar in a band. We’re not bad! I don’t like sport much, but on Wednesdays and Fridays I usually go to the swimming pool with my friends. What about you? What do you do in your free time?

   Write back soon and tell me all about yourself.

   Best wishes,

   Liam

2. **Read Liam’s email again. Match the headings with the paragraphs in the email.**

   1. Life at school          Paragraph A
   2. Free-time activities   Paragraph B
   3. Name, age, home town and family Paragraph C
   4. Daily routine          Paragraph D

3a. **When do we use capital letters in English? One of the answers below is not correct. Which one? Use the email to help you.**

   1. with names and surnames
   2. with cities
   3. with countries
   4. with nationalities and languages
   5. with times
   6. with days and months
   7. with the first person singular pronoun
   8. at the start of a sentence

3b. **Which rules for capital letters are different in your language?**

4. **Write the sentences again using capital letters where necessary.**

   1. I have French and Spanish on Tuesdays.
   2. My family and I live in Puebla in Mexico.
   3. In the UK school finishes on Wednesday 23rd July this year.
   4. My brother Jamie plays the guitar and I play the piano.
   5. Olga and I go to a music school in Moscow called Borodin.

5. **Look at Liam’s email again and complete the information in the Writing bank.**

   **WRITING BANK**
   
   **Useful words and expressions in informal emails**
   
   - Begin with ___________ or Dear (Liam).
   - Use contractions, e.g. ___________, not I am, and ___________, not I have got.
   - Use exclamation marks to show excitement: ___________!
   - To finish, write Write back ___________, Bye for now, Best ___________, All the best.

   **PRACTICE MAKES PERFECT**
   
   6. **Look at the task below and write the email. Use Liam’s email as a model and use the Writing bank for reference. Remember to use capital letters.**

   You have a new e-pal in the UK. Write an email to them and introduce yourself. Include information about:

   - your name, age, home town and family
   - your life at school
   - your daily routine
   - your free-time activities
Grammar reference

**Present simple**

<table>
<thead>
<tr>
<th>FORM</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>We use the present simple to talk about:</td>
</tr>
<tr>
<td>I/You/We/They work</td>
<td>1 regular habits and routines.</td>
</tr>
<tr>
<td>He/She/lt works</td>
<td><em>We study maths on Mondays.</em></td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td><em>He watches TV every weekend.</em></td>
</tr>
<tr>
<td>I/You/We/They don’t</td>
<td><em>Teachers teach and students learn.</em></td>
</tr>
<tr>
<td>(do not) work.</td>
<td><em>I feel happy when I listen to music.</em></td>
</tr>
<tr>
<td>He/She/lt doesn’t</td>
<td><em>We omit the y and add -ies.</em></td>
</tr>
<tr>
<td>(does not) work.</td>
<td><em>study - studies, cry - cries</em></td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>Do I/you/we/they</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>work?</td>
<td><em>With verbs that end in consonant + y, we omit the y and add -ies.</em></td>
</tr>
<tr>
<td>Does he/she/lt</td>
<td><em>study - studies, cry - cries</em></td>
</tr>
<tr>
<td>it work?</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td><strong>Short answers</strong></td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>Yes, I/you/we/they do.</td>
<td><em>With verbs that end in consonant + y, we omit the y and add -ies.</em></td>
</tr>
<tr>
<td>No, I/you/we/they</td>
<td><em>study - studies, cry - cries</em></td>
</tr>
<tr>
<td>do’t.</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>Yes, he/she/lt it</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>does.</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>No, he/she/lt it</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>doesn’t.</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td><strong>SPELLING OF THE</strong></td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td><strong>THIRD PERSON</strong></td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td><strong>SINGULAR</strong></td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>AFFIRMATIVE FORM</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>We usually add -s</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>to the verb.</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>like - likes, walk</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>- walks</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>We add -es to verbs</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>that end in -s, -sh,</td>
<td><em>With verbs that end in vowel + y, we add -s.</em></td>
</tr>
<tr>
<td>-ch, -x.</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>wash - washes,</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>watch - watches,</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>watches, kiss -</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>kisses</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>We add -es to the</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>verbs go and do.</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>go - goes, do -</td>
<td><em>play - plays, say - says</em></td>
</tr>
<tr>
<td>does</td>
<td><em>play - plays, say - says</em></td>
</tr>
</tbody>
</table>

**Prepositions of time**

<table>
<thead>
<tr>
<th>USE</th>
<th>with parts of the day</th>
<th>on</th>
<th>with days</th>
<th>at</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>in</strong></td>
<td>in the morning/afternoon/evening</td>
<td><strong>on</strong></td>
<td>on Monday, on Sunday</td>
<td><strong>at</strong></td>
</tr>
<tr>
<td></td>
<td>with months</td>
<td></td>
<td>with dates</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in September, in December</td>
<td></td>
<td>on 20th January, on 6th November</td>
<td></td>
</tr>
<tr>
<td></td>
<td>with years</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>in 1999, in 2011</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Adverbs of frequency**

<table>
<thead>
<tr>
<th>USE</th>
<th>with times</th>
<th></th>
<th>with night and the weekend</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use adverbs of</td>
<td>at six o'clock, at ten to eleven</td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequency to say if</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>something happens</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>often or not.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The usual position</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>for adverbs of</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>frequency is before</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>the main verb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I usually walk to</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>school.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adverbs of frequency</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go after the verb</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>to be.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I’m always happy.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He’s often at home.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Vocabulary**

**The school day**
- art
- biology
- chemistry
- English
- French
- geography
- German
- history
- ICT
- Information and Communication Technology
- maths
- music
- PE
- Physical Education
- physics
- Spanish
- go to school (by bike/bus/car/train/on foot)
- have lunch
- have a break
- get up
- do homework
- go to bed
- start school
- get dressed
- have dinner
- finish school
- have breakfast
- go home

**Free-time activities**
- chat online
- dance
- do sport
- draw
- go shopping
- go out with friends
- listen to music
- play the guitar/piano
- read
- surf the Internet
- take photos
- watch films

**Places to go in a town**
- cinema
- fast-food restaurant
- library
- museum
- park
- shopping centre
- sports centre
- stadium
- swimming pool
- theatre

**Other words and phrases**

Page 146
**Present simple** / 8 points

1. **Complete each space with one word.**
   - Lucy: What time (a) ________ your sister finish school?
   - Jack: She (b) ________ school at half past four.
   - Lucy: (c) ________ you finish at the same time?
   - Jack: No, I (d) ________.
   - Lucy: What do you (e) ________ when you get home?
   - Jack: I do my homework and then I go and play basketball.

   - Lucy: (f) ________ do you play basketball?
   - Jack: Because I love it!
   - Lucy: (g) ________ your sister like basketball?
   - Jack: No! She (h) ________ basketball!

**Prepositions of time** / 6 points

2. **Choose the correct alternative.**
   1. My birthday is in/on July.
   2. I start school at/in 7th September.
   3. I study Spanish at/in the evening.
   4. I play basketball at/in the weekend.
   5. The programme starts at/on 7.30 pm.
   6. We do sport in/on Sunday.

**Adverbs of frequency** / 6 points

3. **Put the words in order to make sentences.**
   Then put the sentences in order of frequency.
   1 = 100%, 6 = 0%.
   - a plays tennis She never ________
   - b Internet I usually the surf ________
   - c school to walk sometimes We ________
   - d They sport ever hardly do ________
   - e is My happy sister always ________
   - f are friends My late often ________

**Vocabulary revision** / 8 points

**THE SCHOOL DAY**

1. **Complete the school subjects and the activities.**

   0.2 x 100%

   1 ________
   2 ________
   3 ________
   4 ________
   5 get ________
   6 have ________
   7 have a ________
   8 go ________

**FREE-TIME ACTIVITIES** / 6 points

2. **Complete the sentences with verbs.**
   1. He ________ photos with a digital camera.
   2. I ________ the guitar and the piano.
   3. She ________ to music on the radio all day.
   4. At the weekend, I ________ out with my friends.
   5. He ________ comics, books and magazines.
   6. I ________ pictures in my free time. I use special pencils.

**PLACES TO GO IN A TOWN** / 6 points

3. **Complete the sentences.**
   1. He doesn’t buy books. He goes to the ________ to read them.
   2. She hates burgers, so tonight she doesn’t want to go to a ________.
   3. At the weekend they go to a big ________ to buy things.
   4. My favourite football team plays in a very big ________.
   5. He loves history so he often goes to the local ________ to see all the old objects.
   6. Sometimes in PE we swim because our school has a ________.
2 Around the house

Vocabulary

Rooms

1a Look at the photo. Which rooms can you see? Choose from the words in the box.

- bathroom
- bedroom
- dining room
- garage
- garden
- hall
- kitchen
- living room

1b 21 Listen and repeat.

1c Name the parts of the house. Use the words in 1a.

1 You cook there.
2 You have a shower there.
3 It's outside. Children play there. It usually has flowers.
4 When you go into a house, you are there.
5 You put the car there.
6 You watch TV there.
7 You sleep there.
8 You eat there.

2 SPEAKING Work with a partner. Tell your partner what rooms your house or flat has or hasn’t got.

My flat has got six rooms. It’s got two bedrooms. It hasn’t got a garden.

3b 22 Listen and repeat.

3c SPEAKING Work with a partner. Where do you find these objects in your house?

I've got a CD player in my bedroom, and a clock. I think we’ve got clocks in all the rooms.

We haven't. We've got a clock in the living room and the kitchen. And the CD player is in the living room.

Household objects and furniture

3a Work with a partner. Match some of these words to the objects in the photo in 1. Use your dictionary if necessary.

- armchair
- bath
- bed
- CD player
- chair
- clock
- computer
cooker
- cupboard
- desk
dishwasher
- DVD player
- fridge
- games console
- lamp/light
- microwave
- mirror
- phone
- painting/poster
- radiator
- shelf/shelves
- shower
- sink
- sofa
- table
- toilet
- TV
- washing machine
- window

5 SPEAKING Work with a partner. Talk about what you’ve got in your bedroom. Try to find at least five similarities between your bedrooms.

I've got a desk and two chairs.

I've got a desk too, but I've only got one chair.
Work with a partner. Do you know the answers to these questions about the White House? If not, guess.

1. Where is the White House?
2. Who lives in the White House?
3. How many rooms are there in the White House?
4. What is the Oval Office?

Reading Read the text and check your answers in 1.

Read the text again and choose the correct alternative.

1. The President of the US has got an old/a modern desk.
2. There is/isn’t a very large dining room connected to the Oval Office.
3. From the Oval Office, there is/isn’t direct access to a place with flowers.
4. The West Wing is a place to work/relax.
5. The paintings in the Oval Office never/sometimes change.
6. The President sometimes watches films/listens to music in the East Room.

Critical Thinking

Think! Then compare ideas with your class.

- Does this text generally express facts or opinions?

What do the underlined words in the text mean? Guess and then check in your dictionary.

Speaking What about you?

1. What part of the White House would you like to see? Why?
2. What do you know about the place where your President or Prime Minister lives?

Inside the White House

The White House is a world-famous house. It’s in the capital city of the United States, Washington DC and it’s where the President of the US lives and works. We often see pictures of the White House on the news and in films. It’s even on the back of the US $20 bill. But what’s it really like to live there?

The White House is big! There are 132 rooms and 35 bathrooms, plus 412 doors and 147 windows.

There’s a large kitchen in the White House. The chefs can make dinner for 140 people. 140 is the maximum number of people who can sit in the main dining room.

The room where the President works is called the Oval Office. The president has got a big desk there. The desk is famous because the wood for it comes from a British ship from about 1850. The desk was a present from Queen Victoria to US President Rutherford in 1880.

There are four doors in the Oval Office. One door goes to a small dining room and study. Two of the four doors take you to the West Wing of the White House. In the West Wing, there are offices for the Vice-President and other important people. The fourth door takes you to a rose garden.

In the Oval Office, there are famous paintings on the walls. The paintings come from the White House or from other museums. New presidents decide which paintings they want on the walls, and the colour of the walls!

Are there rooms in the White House where the President can relax? Yes, there are! There’s a small cinema in the East Wing of the White House. There are seats for 42 people there. They also have concerts in the East Room. And in the Oval Office there is an unusual tradition. Some US presidents play golf there!
Grammar in context

There is/There are

1. Read the sentences and complete the table.

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singular</td>
<td>Plural</td>
</tr>
<tr>
<td>(a)</td>
<td>(b)</td>
</tr>
<tr>
<td>Negative</td>
<td>Plural</td>
</tr>
<tr>
<td>(c)</td>
<td>(d)</td>
</tr>
<tr>
<td>Question</td>
<td>Plural</td>
</tr>
<tr>
<td>Are there 132 rooms?</td>
<td></td>
</tr>
<tr>
<td>Short answers</td>
<td>No, there isn't.</td>
</tr>
<tr>
<td>(e)</td>
<td>(f)</td>
</tr>
</tbody>
</table>

There’s a large kitchen.
There are 132 rooms.
No, there aren’t.
There aren’t 150 seats.
Is there a cinema?
Yes, there is.

5. Read about the Burj Khalifa in Dubai. Choose the best answer (A, B or C) to complete the text.

The Burj Khalifa is an incredible tower in Dubai. It’s approximately 828 metres tall. That’s almost twice the size of the Empire State Building! There (1) __________ 900 homes in the building, plus offices, hotels, restaurants and sports centres. There’s a big lake next (2) __________ the tower. They have spectacular shows with fountains and music there. For people who like relaxing (3) __________ the water, there are a number of swimming pools, including an outdoor pool on the 76th floor. And for people who love shopping, there’s an enormous shopping centre (4) __________ the Burj Khalifa. But there (5) __________ one problem with the Burj Khalifa. Some days, when you look down, you don’t see a thing! That’s because the top part of the tower is sometimes (6) __________ the clouds and you can’t see what’s (7) __________ them!

1. A is   B isn’t   C are  
2. A of   B to     C in   
3. A on   B in     C to   
4. A near B next   C on   
5. A is   B isn’t   C are  
6. A above B on     C under 
7. A above B on     C under 

☑️ EXAM SUCCESS

In this type of exercise, there is a text with spaces. You fill each space in the text with one of three words. Is it a good idea to stop and think about the missing words the first time you read? Why/Why not?

EXAM SUCCESS page 152

2. Complete the sentences about the room that you are in now. Use is, are, isn’t, aren’t.

1. There __________ a board.
2. There __________ two armchairs.
3. There __________ three computers.
4. There __________ a clock on the wall.
5. There __________ a sink.
6. There __________ more than fifteen desks.

3a SPEAKING Prepare five questions to ask your partner about their living room.

Is there a computer in your living room?
Are there pictures in your living room?
How many pictures are there?

3b Use the questions to interview your partner. Then tell the class about your partner’s living room.

4. Match the sentences to the pictures.

1. There’s a cat …
a. on the desk.
b. under the desk.
c. near the chair.
d. behind the desk.
e. in front of the desk.
f. next to the desk.
g. in the desk.
h. above the desk.

GRAMMAR REFERENCE ➤ PAGE 36
6 Look at picture a and complete the sentences with the correct prepositions.

1 The cat is ........................ the chair.
2 The cupboard is ........................ the fridge.
3 The ........................ the fridge.
4 There are two books ........................ the table.
5 The fridge is ........................ the table.
6 The clock is ........................ the cupboard.

Jobs around the house

1a Complete the phrases under the pictures. Use the phrases in the box to help you. Check your dictionary if necessary.

- cook
- do the ironing
- do the shopping
- do the washing
- lay the table
- make the bed
- take the rubbish out
- tidy up
- wash the dishes

1b Listen and repeat.

2 Write six sentences saying how often you do these jobs around the house. Make two of your sentences false.

I always take the rubbish out.
I usually make my bed.

3 SPEAKING Work in small groups. Say your sentences. Can the other students guess which two sentences are false?

I always take the rubbish out.
I think it’s false. I think you hardly ever take the rubbish out.
You’re right!

In picture b, there isn’t a clock in the cupboard. There’s a clock on the microwave.
Making your house **GREEN**

**LIFE SKILLS OBJECTIVES**
- To understand how the things we do at home can affect the environment
- To learn about positive action we can take at home to help the environment
- To think of practical steps at home to protect the environment

**KEY CONCEPTS**
- **the environment** [n]: The environment is the natural world around us.
- **pollution** [n]: Pollution has a bad effect on nature.
- **to recycle** [v]: When plastic bags are old, recycle them to make new ones.
- **synthetic** [adj]: You make synthetic products from artificial ingredients, not natural ones.

1a **SPEAKING** Work with a partner. Look at the photos and answer the questions.
1. Do you use shampoo or shower gel with natural ingredients?
2. Do you reuse or recycle empty shampoo or shower gel containers?
3. Do you buy food or drink with plastic packaging?
4. Do you eat organic food?
5. Do you buy canned drinks or food?
6. Do you leave the tap running when you brush your teeth?

1b Do the photos in 1a show things that are good or bad for the environment? Why? Discuss with your partner.

2 **READING** Read this text and check your answers to 1b. Why is each thing good or bad?

To save the planet, begin at home!

When we think about the environment, it can seem that the problem is really serious and so there is nothing we can do to help. But if we all make small changes in our daily lives, together we can make a big difference. Let’s look at what we can do at home each day.

**In the bathroom**

We use approximately 50 litres of water per person each day for personal washing. The water from your shower or bath is dirty and contains chemicals from the shampoo or gel that you use. Across the world, there are 12,000 cubic kilometres of polluted fresh water and half of our main rivers are seriously polluted or without enough water.

**Positive action!**
- Don’t spend a long time in the shower. A five-minute shower uses 35 litres of water!
- Use natural products in the bathroom when possible. Normal shampoos or gels contain hundreds of synthetic chemicals.
- Reuse or recycle empty shampoo or shower gel containers. We throw away five billion containers every year!
- Don’t leave the tap running when you brush your teeth. We use up to 18 or 19 litres when we leave the tap running. Use a glass of water instead.

**In the kitchen and dining room**

Farming with synthetic chemicals has an impact on the environment by killing insects and other animals. Meanwhile, we throw away 80 million food and drink cans each day in the UK. We also throw away 45,000 tonnes of plastic packaging (cups, bags, etc.) each year. This plastic kills up to one million seabirds a year.

**Positive action!**
- Buy and consume fresh, organic food and drink, especially things produced locally. This reduces the need for long-distance food transport and saves energy.
- Don’t always buy food that comes in cans or plastic packaging. Instead of buying pre-packed sandwiches, make your own! That helps you to reduce the amount of rubbish you produce.
- Reuse packaging where possible. Separate paper, plastic and metal items and recycle them.
Read the text again. Why do these numbers appear in the text?

1 80 million  the number of cans they throw away in the UK each year
2 50
3 one million  4 18
5 35
6 45,000
7 five billion

SPEAKING Work with a partner. Discuss how these things can help the environment.

1 making your own sandwiches
2 using a glass of water when you brush your teeth
3 buying organic food
4 having short showers
5 buying locally-produced food
6 using natural products in the bathroom

Making your own sandwiches is a good idea because there isn’t any packaging.

Work with a partner. Look at this sign. What other ways of saving energy at home can you think of?

SAVE ENERGY!
Turn it off when you leave the room!

LISTENING Some teenagers talk about ways of saving energy at home. Watch the video or listen. Do they talk about any of your ideas in 5?

Watch or listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

a ‘Standby power’ is the electricity that something uses when it is on.

b Wearing warm clothes at home is bad.

c Central heating at home usually produces about 3.6 tonnes of carbon dioxide a year.

d It can be good to use a dishwasher instead of washing dishes by hand.

e You save energy and money when you turn off lights.

f Televisions in the UK use £190,000 worth of electricity a year when they are on standby.

Put the sentences in 7a in the order that you hear the information. Watch or listen again to check.

1 2 3 4 5 6

SPEAKING Work with a partner. How often do you and your family do the things that appear in the video? Use always, sometimes, never when you answer.

LIFE TASK
You want to let other teenagers know what they can do at home to protect the environment. In groups, prepare a leaflet to give them ideas how to do this.

Follow this plan:

1 Make a list of ideas for each room in a house or flat. Use the ideas in the text and the video. Add your own ideas and search for others on the Internet.

2 Organise your ideas in a logical way. Think about how to illustrate the ideas.

3 Write a title for the leaflet and/or for different sections.

4 Make your leaflet!
1 Work with a partner. Describe the pictures.

2 LISTENING 26 Listen to four dialogues and answer the questions. Tick (✓) the correct picture for each dialogue.

3 ▶ 26 Listen again and write more details for each dialogue.

---

1 Where is Sarah when James calls?

2 Why is Danny's mum not happy at first?

3 What do you know about Matt's cooking skills?

4 What does Olivia's brother want to do and why?

---

Present continuous

1 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.
   a I'm cooking pasta with tomatoes.
   b You're reading about your favourite actor.
   c We aren't playing computer games.
   d Are you using the computer?
   e Yes, I am./No, I'm not.

1 We make the present continuous with the verb be/have and the -ing form of the main verb.

2 We use the present continuous to talk about routines/things that are happening now.

2 Look at the spelling rules for the -ing form of the verb.

1) most verbs: add -ing
   2) verbs ending in consonant + e: take away e and add -ing
   3) verbs ending in one vowel + one consonant: double the consonant and add -ing

   play – playing
cook – cooking
write – writing
make – making
run – running
swim – swimming

Now put the -ing form of these verbs in the correct place in the table.

chat • dance • do • eat • have • put • sit • study
take • tidy • wash

3a PRONUNCIATION 27 Listen to the pronunciation of the -ing form of the verbs in the table. Do we say playing or playing?

3b 27 Listen again and repeat the verbs with the correct stress.
4a Look at the picture. What are the people doing? Use these verbs in the present continuous.

- Billy
- Dexter
- Megan
- Lucas
- Harry
- Mum
- Dad

4b Put the words in order to make questions.

1. doing is What Billy?
2. drawing What is Dexter?
3. Lucas Harry golf Are playing and?
4. Mum Is the rubbish out taking?
5. is Megan doing What?
6. doing is Who the ironing?

5 SPEAKING Work in small groups. One person asks the questions in 4b. The others answer but do not look at the picture.

What is Billy doing?

I think he's drawing.

No, I think he's doing his homework.

Present simple and present continuous

6 Read the sentences and answer the questions.

- a We usually watch films on Saturday afternoons.
- b He's reading a magazine.
- c What are you cooking?
- d I make dinner every Friday.

1. Which sentences are in the present simple and which are in the present continuous?
2. Which sentences describe routine actions and which describe actions that are happening now?

7 Complete the dialogue with the correct form of the verbs given.

Tina: Hey, Katie! What (a) ________ you (do)?

Katie: I (b) ________ (cook) dinner for my family.

Tina: (c) ________ you usually (cook) dinner?

Katie: No, I usually (d) ________ (wash) the dishes but today I (e) ________ (help) my mum. She usually (f) ________ (make) our dinner, but today she (g) ________ (work) late.

Tina: What (h) ________ your mum (do)?

Katie: She's a chef!

8 SPEAKING Work with a partner. Take it in turns to ask and answer the questions.

1. Do you usually listen to music when you do your homework?
2. Are you listening to music now?
3. Do your parents work?
4. Are they working now?
5. Do you write a lot in English lessons?
6. Are you writing now?
Developing speaking

Speaking on the phone

1. **LISTENING** 28 Listen to three phone conversations. In which conversation is it possible for Jessica to speak to Tom? What problems does she have in the other two conversations?

2. **LISTENING** 28 Listen again and complete the conversations with the questions and sentences below.

   **Conversation 1**
   - **Mr Harris**: Hello.
   - **Jessica**: Hello. Is that Mr Harris?
   - **Mr Harris**: (a) ... (b) ...
   - **Mr Harris**: No, he isn’t. He’s having his piano lesson at the moment.
   - **Jessica**: (c) ...
   - **Mr Harris**: Yes, of course.
   - **Jessica**: Can you tell him to call me at home?
   - **Mr Harris**: OK. Has he got your home number?
   - **Jessica**: No, I don’t think so. (d) ...
   - **Mr Harris**: 453 720. OK, that’s fine.
   - **Jessica**: Thanks!
   - **1**: Is Tom there?
   - **2**: Can I leave him a message?
   - **3**: Yes, speaking.
   - **4**: It’s 453 720.

   **Conversation 2**
   - **Leo**: Hello.
   - **Jessica**: Hello. (a) ...
   - **Leo**: No, it’s Leo.
   - **Jessica**: Oh, hi, Leo. It’s Jessica. (b) ...
   - **Leo**: Yes, he is. (c) I’ll get him.
   - **Jessica**: Thanks.
   - **1**: Is Tom there?
   - **2**: Hang on a minute.
   - **3**: Is that Tom?

   **Conversation 3**
   - **Man**: Hello.
   - **Jessica**: Tom? Is that you? (a) ...
   - **Man**: Sorry. (b) ...
   - **Jessica**: Tom. Tom Harris.
   - **Man**: Sorry. (c) ... This is 453 736.
   - **1**: Who are you calling?
   - **2**: You’ve got the wrong number.
   - **3**: This is Jessica.

3a **PRONUNCIATION** 29 Look at these telephone numbers. Listen to how we say them.

   1 0161 482 6530 = oh one six one/ four eight two/ six five three oh
   2 0253 669 5558 = oh two five three/ double six nine/ double five five eight

3b **LISTENING** 29 Listen again and repeat the numbers.

4 **SPEAKING** Work with a partner. Take it in turns to say these telephone numbers.

   1 0649 445 6777
   2 9866 328 8822
   3 9219 0042 6519
   4 7511 1165 0862

5 **SPEAKING** Write down three phone numbers. Say your numbers to your partner. Can they write them down correctly?

6 Look at the expressions in the Speaking bank. Who says them – the person making the call (C) or the person who is answering the phone (A)?

**SPEAKING BANK**

- **Useful expressions on the phone**
  - Hello, is that Ann? ............
  - Yes, speaking. / No, it’s Isabel. ............
  - Is Katy there? ............
  - Sorry, you’ve got the wrong number. ............
  - Hang on a minute. I’ll get him/her. ............
  - Can I leave a message? ............
  - Do you want to leave a message? ............

7a **SPEAKING** Work with a partner. Do the role-play using the phone expressions from the Speaking bank.

   Student A: You are Monica’s sister/brother. Look at page 154.
   Student B: You are Monica’s friend. Look at page 155.

7b **SPEAKING** Now change roles and do the role-play again.

7c **SPEAKING** Work with a partner. Prepare another telephone conversation. Practise it and then act it out for the rest of the class.
A description of a house

1 **SPK** Work with a partner. Look at the photos and describe what you can see. Which house do you prefer? Why?

2 **RDC** Read a description of one of the houses. Answer the questions.
1 Which one is it in the photos?
2 What does the writer say about the following?
- the location of the house
- special rooms or features in the house
- household objects and furniture

My dream house is in a warm country. It's very important for the house to be near the sea because I love the water. That's why my ideal house has a spectacular swimming pool, too!

My dream house has windows, not walls. It's bright in the day, and at night there are lights everywhere. There are comfortable sofas and chairs next to the swimming pool so you can sit outside and relax there all day.

An essential room in my dream house is the living room. It has colourful lights that turn on at night and pictures of my favourite film stars on the shelves. The living room is enormous! When my friends come, we can all watch TV there together. And under the living room there's a cinema for us to watch our favourite films!

3 Look at the Writing bank. Complete the list of adjectives with adjectives that appear in the text. Check that you understand them. Use your dictionary if necessary.

**WRITING BANK**

**Using adjectives**
- Adjectives help us to write interesting descriptions. Here are some useful adjectives to describe a place: beautiful, ideal, big
- Adjectives usually come: before the noun they describe, e.g. It has a spectacular swimming pool. after the verb to be, e.g. The swimming pool is spectacular.

4 Work with a partner. Talk about your dream houses. Think about the following.
- the location: in a particular country? near the sea? in the country? in the mountains?
- special rooms or features: a swimming pool? somewhere to play your favourite sport? a special garden? a cinema or concert room? interesting technology?
- household objects and furniture: a special bed? special sofas? special furniture in the kitchen? interesting posters, paintings or lights?

**PRACTICE MAKES PERFECT**

5 Look at the task below and write the description. Use the description above as a model. Use the Writing bank for reference.

An English magazine wants teenagers to describe their dream house. Write a description. Include information about the location, special rooms and features, furniture and special household objects and technology.

**WRITING BANK ➤ PAGE 150**

**EXAM SUCCESS**

When you finish writing a text in an English exam, what things do you need to check before you give it to the teacher?

➤ EXAM SUCCESS page 152
There is/There are

<table>
<thead>
<tr>
<th>FORM</th>
<th>Singular</th>
<th>Plural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>There's a bedroom.</td>
<td>There are two bedrooms.</td>
</tr>
<tr>
<td>Negative</td>
<td>There isn't a kitchen.</td>
<td>There aren't two kitchens.</td>
</tr>
<tr>
<td>Question</td>
<td>Is there a bedroom??</td>
<td>Are there two bedrooms?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, there is./No, there isn't.</td>
<td>Yes, there are./No, there aren't.</td>
</tr>
</tbody>
</table>

Prepositions of place

- on
- under
- above
- near
- behind
- in front of
- next to
- in

Present continuous

<table>
<thead>
<tr>
<th>FORM</th>
<th>subject + am/are/is + verb + -ing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>We're tidying up.</td>
</tr>
<tr>
<td>Negative</td>
<td>subject + am not/aren't/isn't + verb + -ing</td>
</tr>
<tr>
<td>Question</td>
<td>Am/Are/Is + subject + verb + -ing?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, subject + am/are/is.</td>
</tr>
<tr>
<td></td>
<td>No, subject + am not/aren't/ isn't.</td>
</tr>
<tr>
<td></td>
<td>Yes, I am. No, they aren't.</td>
</tr>
</tbody>
</table>

SPELLING

- We usually add -ing to the verb to form the present participle.
  - jump → jumping, study → studying, sleep → sleeping
- When verbs end in one or more consonant +e, we omit the e and add -ing.
  - have → having, make → making, dance → dancing
- When a verb has only one syllable and finishes with one vowel and one consonant (except w, x or y), we double the consonant and add -ing.
  - put → putting, swim → swimming, sit → sitting

USE

We use the present continuous to talk about actions that are happening now.
She can't answer the phone. She's doing her homework.

Present simple and present continuous

USE

We use the **present simple** to talk about regular habits and routines, and things that are always or usually true. We use the **present continuous** to talk about things that are happening now.

My father works (present simple) in a bank. But it's the weekend, so today he isn't working. (present continuous)

Vocabulary

- Rooms: bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room
- Household objects and furniture: armchair • bath • bed • CD player • chair • clock • computer • cooker
- cupboard • desk • dishwasher • DVD player • fridge • games console • lamp/light • microwave • mirror • phone painting/poster • radiator • shelf/shelves • shower • sink • sofa • table • toilet • TV • washing machine window
- Jobs around the house: cook • do the ironing • do the shopping • do the washing • lay the table • make the bed • take the rubbish out • tidy up • wash the dishes
- Other words and phrases ➤ page 146
Grammar revision

There is/There are

1. Look at the picture and complete the sentences with There is, There are, There isn't, There aren't.

   1. a poster of a car.
   2. three mobile phones.
   3. a CD player.
   4. two cats.
   5. two tables.
   6. a lamp.
   7. an armchair.

Prepositions of place

2. Look at the picture in 1. Are these sentences True (T) or False (F)? Change the prepositions in the false sentences.

   1. The mobile phones are on the table.           T/F
   2. The games console is on the table.           T/F
   3. The poster is above the sofa.                 T/F
   4. The lamp is behind the sofa.                  T/F
   5. The sofa is under the poster.                 T/F
   6. The armchair is behind the sofa.              T/F

Present continuous and present simple

3. Complete the sentences with the present continuous or present simple form of the verbs given.

   1. A: Where's Joe?
      B: He __________________________ (have) a shower.

   2. Kate isn't here at the moment. She __________________________ (take) the rubbish out. She always __________________________ (take) the rubbish out after dinner.

   3. Ethan and I __________________________ (not watch) TV at the moment. We __________________________ (not watch) TV much on Sundays.

   4. A: I can hear water in the kitchen. __________________________
      Dad __________________________ (wash) the dishes?
      B: Yes, he __________________________.

Vocabulary revision

ROOMS

1. Which room do you usually use for these activities?

   1. making breakfast: __________________________
   2. eating with family and friends: __________________________
   3. having a shower: __________________________
   4. entering the house: __________________________
   5. watching TV: __________________________
   6. parking the car: __________________________

JOBS AROUND THE HOUSE

2. Complete the jobs around the house with these words.

   do • do • lay • make • take • up • wash

   1. __________________________ the rubbish out
   2. __________________________ the shopping
   3. tidy __________________________
   4. __________________________ the table
   5. __________________________ the bed
   6. __________________________ the dishes
   7. __________________________ the washing

HOUSEHOLD OBJECTS AND FURNITURE

3. Name the furniture and household objects.

   a) __________________________
   b) __________________________
   c) __________________________
   d) __________________________
   e) __________________________
   f) __________________________
   g) __________________________

Total: __________________________ / 40 points
Reading

TIP FOR READING EXAMS
In True/False/Not Mentioned activities, remember ...
Answer the questions, look for the information
in the text. Do not answer with your opinion.

EXAM SUCCESS page 152

1 Read about a special school.
1 Why is the school special?
2 Do you like the school? Why/Why not?

Every summer, 15-year-old Luke Jones goes to a school. But he doesn’t study maths, English or history at this school. The school is a special football academy and Luke studies how to play football. Football is Luke’s favourite free-time activity. One day he wants to be a professional football player.

At the academy Luke begins at nine o’clock. His parents take him to the academy. It’s inside a sports centre. But his mum and dad don’t stay because the teachers don’t want parents to watch the lessons.

The first lesson begins. It’s a training session. Luke does special exercises with the ball. At 11 o’clock the students stop and have water, fruit and an energy bar. From 11.45 to 12.45 they play football again. At 12.45 Luke and his friends have lunch. They have a special lunch to give them energy to do more exercise in the afternoon.

After lunch, from 1.45 to 2.30, they don’t play football. They play other sports. But from 2.30 to 3.30 they play a football match. Then it’s time to have a shower and go home. Luke usually goes home by bus. In the evening, Luke usually watches football on TV or he sometimes plays one of his computer games. It’s always a computer game about football, of course!

2 Read the text again. Are these sentences True (T), False (F) or is the information Not Mentioned (NM) in the text?

1 Luke doesn’t like normal subjects like maths, English or history. T/F/NM
2 Luke goes to the academy by bus. T/F/NM
3 Luke has his football lessons in a sports centre. T/F/NM
4 Luke’s mum and dad watch him in the training sessions. T/F/NM
5 Luke and the other students have a break in the morning. T/F/NM
6 They don’t play football in the afternoon. T/F/NM
7 Luke has his shower at home. T/F/NM
8 Luke has three football computer games. T/F/NM

3 SPEAKING What about you?
The football academy is Luke’s idea of a perfect school. What is a perfect school for you?

Listening

TIP FOR LISTENING EXAMS
In matching activities, remember ...
Read the names and information before you listen.
They can give you an idea of what will appear in the dialogue.

EXAM SUCCESS page 152

4a Work with a partner. Look at the presents. Which free-time activities do you need each object for?

Friends
1 Mark
2 Simon
3 Pat
4 Jenny
5 Barbara

Presents
a book
b digital camera
c CD
d pencils
e DVD
f comics
g computer game
h ball

book – reading

4b LISTENING 30 Listen to Mel and her dad talking about presents that she has got for her friends. Match the people with the presents in 4a.

5 SPEAKING What about you?
Look again at the presents in 4a. Which one is your favourite and why?
Use of English

6 Read about skateboarder Tony Hawk’s house. Choose the best answer (A, B or C) to complete the text.

Tony Hawk is the king of skateboarding. So it’s no surprise that there (1) _______ a big skate park next (2) _______ his house. He likes basketball, too. There (3) _______ two basketball courts. He and his friends often play there. And he has an outdoor swimming pool. You don’t see the pool when you arrive at the house because it’s (4) _______ it. Tony likes relaxing (5) _______ the water. There’s (6) _______ really big living room in the house, with three different games consoles, all connected to an enormous plasma TV. Tony spends a lot of time (7) _______ the TV because he loves playing new computer games. He always has lots of skateboard games (8) _______ the table – they’re his favourite!

TIP FOR USE OF ENGLISH

In activities where you choose missing words to complete sentences, remember ...
First, read the complete text. This is to get a general understanding of the text. Don’t stop to think about the missing words.

EXAM SUCCESS page 152

Writing

7 Write an informal email to a friend. Describe somebody in your family.
Include this information:
- their name, age and description
- their daily routine
- their free-time activities – likes and dislikes

Write 50–70 words.

TIP FOR WRITING EXAMS

In writing exams, remember ...
Put all the necessary information in your text and write the correct number of words.

EXAM SUCCESS page 152

'CAN DO' PROGRESS CHECK UNITS 1–2

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

<table>
<thead>
<tr>
<th>Mark</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I can do it very well.</td>
</tr>
<tr>
<td>2</td>
<td>I can do it quite well.</td>
</tr>
<tr>
<td>3</td>
<td>I have some problems.</td>
</tr>
<tr>
<td>4</td>
<td>I can’t do it.</td>
</tr>
</tbody>
</table>

1 a I can talk about routine actions using the present simple and adverbs of frequency. [ ]
2 b I can ask for and give basic personal information. [ ]
3 c I can talk about school and what I do and where I go in my free time. [ ]
4 d I can understand simple texts about life at school. [ ]
5 e I can write a short, informal email. [ ]
6 f I can talk about houses and rooms using there is/there are. [ ]
7 g I can talk about what’s happening now using the present continuous. [ ]
8 h I can understand written and spoken texts about homes. [ ]
9 i I can have a basic conversation on the phone. [ ]
10 j I can write short descriptions of a house. [ ]

2 Now decide what you need to do to improve.

1 Look again at my book/notes.
2 Do more practice exercises. [ ] WORKBOOK Units 1 and 2
3 Ask for help.
4 Other: ____________________________
3 Fitness fanatics

Vocabulary

Parts of the body

1a Work with a partner. Match the parts of the body with these words.

- ankle
- arm
- back
- chest
- ear
- elbow
- face
- finger
- foot (plural: feet)
- hand
- head
- knee
- leg
- mouth
- neck
- nose
- shoulder
- stomach
- toe
- wrist

Physical activities

3 Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

- climb
- dive
- fall
- hit
- jump
- kick
- rest
- ride (a horse/bike)
- run
- skate
- ski
- swim

4 LISTENING 32 Listen. What activities do you hear?

1 __________________________
2 __________________________
3 __________________________

5a Work individually. What physical activities do you associate with these words?

1 mountains climb, ski, fall
2 triathlon
3 football

4 the winter
5 water
6 martial arts

5b SPEAKING Work in small groups. Read out the activity or activities for one of the words in 5a. Who can guess the word?

Run, dive, swim, ride a bike, rest.

Yes. Triathlons?

6 SPEAKING Work with a partner. Talk about how often you do the activities in 3.

I always ski in the winter.

I don’t often ski, but I sometimes skate.
1 **READING** Read the article and choose a good title.
   a The crazy world of diving
   b Cliff-diving – a dangerous sport
   c How to be a diver

2 **Read the article again and choose the best answers.**
   1 Why is it difficult to be a cliff-diver?
      a Each dive is very short.
      b You need to prepare for a long time before you dive.
      c Divers hurt themselves in every dive.
   2 In cliff-diving, it’s always a bad idea to ...
      a make impact with the water with your hands and arms first.
      b dive quickly.
      c hit the water at over 90 kph.
   3 They sometimes stop cliff-diving competitions when ...
      a the weather conditions are bad.
      b one competitor can’t continue diving.
      c the water isn’t warm.
   4 Some people are unhappy with the TV programme *Splash!* because ...
      a the dives are not very high.
      b the competitors are not very good.
      c it gives the wrong idea about the sport.
   5 Professor Splash’s dives are spectacular because ...
      a he dives from really high places.
      b they are specially for children.
      c he doesn’t dive into the sea or a normal pool.

Think! Then compare ideas with your class.
- Why do you think famous people appear in TV programmes like *Splash!*? Why do people like to watch them?

3 **Read the article again and answer the questions.**
   Compare your answers with a partner.
   1 Why are small mistakes important in cliff-diving?
   2 How do cliff-divers enter the water and why?
   3 Why do some people say *Splash!* is dangerous?
   4 What helps Professor Splash to do his dives?

4 **CRITICAL THINKING**

5 **Match the underlined words in the article with these definitions.**
   1 idea, opinion, feeling
   2 cause pain
   3 practise a sport regularly before a competition
   4 this shows us something or gives information
   5 condition

6 **SPEAKING What about you?**
   1 Which dangerous sports do you like watching?
   2 Would you like to do a dangerous sport one day? Why/Why not?

---

**CLIFF DIVING**

Do you love diving into the water on a hot summer’s day? Diving can be great fun but it can also be really dangerous. Just imagine diving from a cliff that is 26 metres high! A cliff dive begins like any other dive, but the divers must always enter with their feet first, to protect their arms, shoulders and neck. The dive lasts only three seconds, but the divers train hard for hours and hours to be able to do it safely. When they hit the water, they’re moving fast, at about 90 kilometres per hour (kph)! At that speed, if they make a small mistake, the consequences can be terrible. The weather and the state of the sea make a difference to each dive. When the sea is moving a lot, the divers can’t calculate the dive well and the competition stops.

A sign of the recent popularity of diving is the British TV programme *Splash!* in this programme, famous people learn to dive from a height of up to ten metres.

That’s not as high as cliff-diving, but it’s still like jumping from the third floor of a tall building. Some people say the programme is dangerous because it gives the impression that diving is easy. Others say it’s dangerous for actors and musicians to do an activity that divers spend years training to do. There are competitors who can’t swim and who hurt themselves quite badly.

One person who knows all about the dangers of diving is Professor Splash (real name Darren Taylor). Professor Splash is famous because he dives from a height of 11 metres or more into a small plastic swimming pool for kids. The pool sometimes contains just 34 centimetres of water! As he says on his website, he can only do it because he prepares each dive carefully and he has over 25 years of experience. ‘So don’t try this at home!’ he says.

---

**EXAM SUCCESS**

Look at your answers in 2. Have you got an answer for each question?

[Link to EXAM SUCCESS page 152]
Grammar in context

1a Read the sentences and then decide if the statements below are true or false.
   a He can dive from 11 metres into a small pool.
   b Some competitors can’t swim.
   c Can you do it?
   d Yes, I can. / No, I can’t.

1. The forms of can/can’t do not change with different subject pronouns (I, you, he, she, we, they).
2. We use do/does to make questions with can.
3. We use can/can’t to talk about ability and possibility.

2a PRONUNCIATION Listen to these sentences. Which sound is long, can or can’t?
   1 I can speak Spanish.
   2 I can’t speak Spanish.

2b LISTENING Listen to the sentences. Put a tick (✓) if the people can do the activity. Put a cross (✗) if they can’t.
   1 ✓
   2 ✓
   3 ✓
   4 ✗
   5 ✗

2c PRONUNCIATION Listen and repeat the sentences.
   1 I can’t get up at six.
   2 I can read.
   3 We can’t understand.
   4 We can speak English.
   5 John can do his homework.

3 Complete the sentences with can or can’t and these verbs.
   cook • hit • play • play • ride • swim

1 My sister ___________________________. I never eat the things she makes.
2 My friend __________________________ the guitar but he isn’t in a group.
3 I ___________________________ tennis. I don’t have a racket and I don’t know the rules.
4 Jamie and Becky ___________________________ under the water. They go 15 metres without air!
5 You __________________________ the ball with your hand in football.
6 Liam is only four but he ___________________________ a bike. He’s good at it.

4a What can or can’t you do? Write the activities in the correct squares. Use these words.
   climb • cook • draw • play the piano • ride a bike/horse
   sing • skate • ski • speak German • swim

<table>
<thead>
<tr>
<th>I can …</th>
<th>I can’t …</th>
</tr>
</thead>
<tbody>
<tr>
<td>My partner can …</td>
<td>My partner can’t …</td>
</tr>
</tbody>
</table>

4b SPEAKING Work with a partner. Ask your partner questions to find out what they can or can’t do. Write the activities in the correct squares.

- Can you cook?
  - Me neither.
  - No, I can’t.

- Can you swim?
  - Me too.
  - Yes, I can.

- Can you draw?
  - Me neither.
  - No, I can’t.

Adverbs of manner

5 Read the sentences and answer the questions.
   a Dive safely.
   b They’re moving fast/quickly.
   c It’s difficult to do it well.
   d You can’t learn it easily.
   e Divers train hard.
   f They hurt themselves badly.
   g He prepares each dive carefully.

1 Do adverbs of manner describe how we do something or how often we do something?

2 Do adverbs of manner go with the verb to be or with other verbs?

3 What are the two last letters in regular adverbs?

4 Are these adverbs regular or irregular?
   well fast hard late early
5 Complete the text with the adverb form of the words in the box. Use each word once.

bad • careful • fast • good • hard
patient • slow

In my family, we like skiing. My brother loves skiing (a)________________________, sometimes he goes at 30 kph! I know that professional skiers go at 100 kph, but that's because they train and work (b)________________________ every day. I don't want to ski professionally, but I think it's important that you can ski (c)________________________ when you live in the mountains like we do. My little brother is learning to ski right now. At the moment, he skis quite (d)________________________ – he falls and has accidents all the time. But he's only four! My grandfather skis (e)________________________ and (f)________________________ now because he doesn't want to fall and hurt himself. The only person who doesn't like skiing in my family is my grandmother. But she sits and waits (g)________________________ for us to finish. Then we all go and eat together.

7 SPEAKING Choose from these verbs and adverbs of manner to form six questions. Then interview another student.

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adverbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>sing</td>
<td>fast</td>
</tr>
<tr>
<td>wait</td>
<td>slowly</td>
</tr>
<tr>
<td>ride</td>
<td>carefully</td>
</tr>
<tr>
<td>do exams</td>
<td>well</td>
</tr>
<tr>
<td>speak French</td>
<td>badly</td>
</tr>
<tr>
<td>write</td>
<td>patiently</td>
</tr>
<tr>
<td>dance</td>
<td>hard</td>
</tr>
<tr>
<td>swim</td>
<td>calmly</td>
</tr>
</tbody>
</table>

Can you sing well?  Yes, I can.
Do you usually wait patiently?  No, I don't.

1 Work with a partner. Separate the words in the box into three columns: Indoor sports/Outdoor sports/Indoor and outdoor sports. Use your dictionary if necessary.

- baseball • basketball • climbing • cycling • diving
- fishing • football • golf • gymnastics
- horse-riding • ice skating • judo • rugby • running
- sailing • skiing • swimming • table tennis • tennis
- volleyball

2a Listen and repeat.

2b PRONUNCIATION The word baseball has two syllables, with the stress on the first syllable. Listen again to the words. Which words are similar? Repeat those words with the correct stress.

- baseball

3a Work with a partner. Make lists of which sports we play or do ...

1 with a ball
2 in a team
3 in the winter
4 in the water
5 individually
6 in the Olympic Games

3b SPEAKING Work in small groups. Read out one of your lists. Can people guess the category from 3a?

4 SPEAKING Work with a partner. Ask and answer the questions.

1 What is your favourite sport? Why?
2 Which sport(s) can you play well?
3 Which sport(s) do you like watching?
4 Which sport(s) do you hate? Why?
5 Who is your favourite sports personality or team? Which sport do they do/play?
Designing a **FITNESS PROGRAMME**

**LIFE SKILLS OBJECTIVES**
- To understand the importance of fitness and exercise in our daily life
- To identify three main types of exercise
- To plan a weekly fitness programme

**KEY CONCEPTS**
- **stamina [n]**: When you have stamina, you can do exercise for a long time.
- **strength [n]**: He has a lot of strength in his arms.
- **flexibility [n]**: Yoga gives you flexibility.
- **heart [n]**: Your heart beats fast when you do exercise.

1 **SPEAKING**
Work in small groups to discuss this statement. Do you agree or disagree with it? Give reasons for your answer.

**MOST TEENAGERS TODAY DON'T GET ENOUGH EXERCISE.**

---

**Celia’s Blog**

**Hi! My name’s Celia,**
I’m 15 and I’m from Spain. I love cats (I have two), listening to music, and, above all, keeping fit. In this blog I want to tell you about some fitness activities and, above all, inspire you to do them.

My favourite weekly workouts
I have two favourite workouts. I want to tell you a bit about them.

1 **Swimming**
People get in the pool and splash about for ten minutes and think they’re doing exercise. Listen closely, people: ‘You aren’t!’ But swimming quite fast and hard for about forty minutes is probably the perfect workout for your body. It’s great for flexibility, strength and your heart. I have swimming once a week at school and I just know that it does me good.

2 **Zumba**
It’s basically a mixture of dancing and gym. The dancing is Latin dancing, a bit like salsa. Each session usually lasts 60 minutes. My friend Cristina and I go twice a week. Some people think that dancing isn’t really exercise but I can tell you that these sessions really make your body work hard. And they help you to be flexible. Plus, it’s aerobic exercise (do you know what that means?), so it’s good for your heart. Zumba is perfect for people who want to do exercise but also love music and dance. What are you waiting for? Try it!

2 **READING**
Read Celia’s blog about fitness and exercise. Are these sentences True (T) or False (F)?

1 This is the blog of a fitness expert. T/F
2 The idea of the blog is to motivate people to take exercise. T/F
3 Zumba and swimming are the only sports that Celia does each week. T/F
4 Celia spends two hours a week doing Zumba. T/F
5 Celia agrees that dancing isn’t physically hard. T/F
6 Celia thinks that swimming is always great for your body. T/F

3 **Now read the article on the right quickly and answer the questions.**

1 What is the connection between this article and Celia’s blog?
2 Who is the author of the text on the right?
3 What is the aim of this text?
4 How is the style of this text different from Celia’s blog?
3 DIFFERENT TYPES OF EXERCISE

A healthy body is one that is strong, flexible and can keep working over a long period. That’s why it’s important to do these three different types of exercise:

1 AEROBIC EXERCISE
This kind of exercise makes you use more oxygen and it’s great for your heart. When you do aerobic exercise frequently, you build stamina, so you can continue to do exercise for a long time. Your body doesn’t get tired immediately, because your heart becomes very efficient at sending oxygen to your muscles. Some examples of aerobic exercise are swimming, basketball, cycling, and dancing.

2 EXERCISE TO BUILD YOUR STRENGTH
When you do exercise, you want to make your heart strong, but also to make your muscles strong. This helps you to be active and full of energy. Strong muscles also protect your body. Running, cycling and skating are all good for strong legs, and some gymnastics exercises are great for strong arms and a strong stomach.

3 EXERCISE TO IMPROVE YOUR FLEXIBILITY
Exercise can help to make you flexible. That means your muscles are strong but they can also move easily and in lots of different positions. You need good flexibility to do some sports like dancing or swimming, but also to play football or basketball. Gymnastics, yoga and martial arts can all help you to become flexible.

4 Complete the table with information from the article. Read it again if necessary.

<table>
<thead>
<tr>
<th>Three different types of exercise</th>
<th>What exactly does it do for you?</th>
<th>Example sports/activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Aerobic exercise</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Exercise to build your strength</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Exercise to improve your flexibility</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Work with a partner. Evaluate these different sports according to the different criteria.

Key: *** = excellent ** = quite good * = no real effect

<table>
<thead>
<tr>
<th>Sport</th>
<th>1 stamina</th>
<th>2 strength</th>
<th>3 flexibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Zumba</td>
<td>***</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>swimming</td>
<td>***</td>
<td>***</td>
<td>***</td>
</tr>
<tr>
<td>golf</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>judo</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>running</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>walking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>quickly</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 LISTENING 37 Watch and listen to some teenagers talking about sport. Write the name of the person who says these things. One statement goes with two people.

What types of sport do you like?
1 I prefer individual sports.

How often do you do sport?
2 I do sport every day.

How do you find time to do exercise?
3 I find time to do sport by doing it together with my friends.

4 I change my daily routine to do sports a few times a week.

What’s important to consider when you’re choosing a sport?
5 It’s useful to decide if you prefer to do indoor or outdoor sports.

6 It’s important to think about how fit you are before you start doing exercise.

What advice would you give to somebody who wants to start doing sport?
7 It’s best to choose a sport you enjoy.

7 SPEAKING Work with a partner and discuss these questions.

1 How much exercise do you do each week?
2 Which types of exercise do you prefer?
3 What do you think is your strong point – your stamina, strength or flexibility?

LIFE TASK

You want to design a fitness programme for your partner.

Follow this plan:

1 Take a piece of paper and write columns for the days of the week.

2 Complete the timetable with all the sport and exercise that you do in a typical week. Include sport and PE that you do at school, and things you do outside school and at the weekend.

3 For each activity, put how much time you spend on the activity and how much you enjoy it.

4 Exchange fitness timetables with your partner. Use the ideas on these pages to improve your partner’s fitness timetable. Use these questions and make your recommendations:

a Does your partner do at least one hour a day, as health organisations recommend?

b Do they do the three different types of exercise (stamina, strength and flexibility)?

c Do they do things that they enjoy?

5 Give your partner the timetable. Do they like it and think it will work? Why/Why not?
1 Work with a partner. Look at the photo of a sport called Sepak Takraw and talk about what you can see. How do you think you play Sepak Takraw? Guess.

2 Read these notes about Sepak Takraw. What type of information do you think is missing?

**Notepad**

Sepak Takraw is very popular in
(a) 

Another name for the sport is
(b) 

In Sepak Takraw it’s not possible to hit
the ball with your (c) 

or (d) . But you can hit the ball
times consecutively.

The ball (f) 

You need to be (g) to play
Sepak Takraw.

There are (h) players in
each team. To win a set, you need to get
(i) points, or to win by two
points.

You can also touch the ball with
your (j) , knee, or
(k) .

It’s not difficult to play Sepak Takraw if you’re
good at (l) .

3a **LISTENING** 38 Listen to two people talking about Sepak Takraw and complete the notes.

3b 38 Listen again and check your answers.

4 **SPEAKING** What about you?

Would you like to play this sport? Why/Why not?
3 Read the statements about basketball and choose the correct alternative.
   1 You must/mustn’t kick the ball.
   2 You must/mustn’t hit other players.
   3 You must/mustn’t respect other players.
   4 You must/mustn’t follow the rules of the game at all times.
   5 The ball must/mustn’t go in the basket to get points.
   6 Players must/mustn’t run and hold the ball in their hands.

4 Read the sentences. Write N if the sentence describes a necessary action; NN if it describes an action that is not necessary; or NP if it describes an action that we do not have permission to do.
   1 You don’t have to run fast. NN
   2 Football players often have to travel.
   3 You mustn’t play ball sports here.
   4 You must do all the exercises.
   5 You mustn’t insult the other players when things go wrong.
   6 Each team has to have eleven players.
   7 You don’t have to wear a red shirt.

5a Work with a partner. Look at the photos on pages 46 and 47. Write rules for one of these sports. Use have to, don’t have to, must, mustn’t and the words below. Use your dictionary if necessary.
   ball • bat • foot • hand • hit • kick • minutes
   net • player • racket • run • team • touch • wear

5b SPEAKING: Tell the class your sentences about one of the sports. Can they guess the sport?

6 Look at the sentences and choose the correct alternative. If you think two alternatives are correct, mark both of them.
   1 Usually, we has to/have to/don’t have to go to school on Monday.
   2 You must/mustn’t/have to study hard to be a doctor.
   3 At our school we doesn’t have to/don’t have to/ mustn’t wear a uniform.
   4 You has to/have to/must speak English in English lessons if you want to speak well.
   5 You mustn’t/must/don’t have to break school furniture.
   6 Usually a student hasn’t to/don’t have to/ don’t have to use a computer to do exams.
   7 Students mustn’t have to/mustn’t hit each other.

7a Work with a partner. Prepare true sentences to talk about things that are necessary, not necessary or not permitted at your school. Think about clothes, furniture, sports, excursions, eating and drinking, etc.

   You mustn’t arrive late. You have to wear a uniform.

7b SPEAKING: Compare your ideas with other students. How many sentences are the same?
Developing speaking

Asking for information

1. **Speaking** Look at this advertisement for tennis lessons. Work with a partner. Guess the missing information.

   For players 12- (a) years old
   (b) and Fridays
   (c) 8pm
   (d) £ per lesson
   Must bring own (e)

   **WESTON SPORTS CENTRE**

2. **Listening** Listen to a girl making a telephone call to Weston Sports Centre. Complete the information in the advertisement.

3a. Work with a partner. Ashley is phoning a sports centre to ask for information. Invent information to complete the dialogue.

   **Receptionist:** Good afternoon. This is (a) Sports Centre.
   **Ashley:** Good afternoon. I'd like some information please.

   **Receptionist:** Certainly. How can I help you?
   **Ashley:** I believe you have (b) lessons at the sports centre. Who are the lessons for?

   **Receptionist:** They're for children and teenagers between the ages of (c) and
   (d).
   **Ashley:** Oh, perfect! What days are the lessons?
   **Receptionist:** They're on (d) and
   (e).
   **Ashley:** Can you tell me what time they are?
   **Receptionist:** Each lesson is (e) hours long, from (f) to (g) pm.
   **Ashley:** Uh huh. How much do they cost?
   **Receptionist:** (g)
   **Ashley:** Sorry, can you repeat that?
   **Receptionist:** Yes, of course. The lessons are (g) . Oh, and you must
   bring your own (h)
   **Ashley:** OK. Thanks for your help.
   **Receptionist:** You're welcome. Thank you for calling.

3b. **Speaking** Student A is Ashley and Student B is the receptionist. Practise reading your completed dialogue out loud.

4. Complete the expressions in the Speaking bank. Who says them - the person asking for information (A) or the person giving information (G)?

   **Speaking Bank**
   
   Useful expressions to ask for and give information
   - I'd some information, please.
   - How can I you?
   - Can you me what time they are?
   - How do they cost?
   - Thanks for help.
   - welcome.
   - you for calling.

5a. **Speaking** Work with a partner. Do the role-play using expressions from the Speaking bank.

   Student A: You are the receptionist at the sports centre. Look at page 154.
   Student B: You would like some information. Look at page 155.

5b. Change roles and do the role-play again.

6. **Practice Makes Perfect** Work with another partner. Use the diagram below to prepare another dialogue. Practise it and then act it out for the rest of the class.

   **You are in the UK. You want to learn to sail. Call a sailing school and ask about their sailing lessons.**

   **Receptionist**
   
   Answer the phone. Give the name of the school.
   
   Offer to help.
   
   Say what ages the classes are for.
   
   Ask about lessons for teenagers.
   
   Ask about when they have lessons - days/times.
   
   Give the days and times.
   
   Ask about the price of the lessons.
   
   Give the price.
   
   Say thanks.
   
   **Examp Success**
   
   In this type of activity, can you say what you like to do you have to give specific information?
Developing writing

An announcement

1 **READING** Read the two announcements. Which club do you prefer? Why?

**a** The School Tai Chi Club

Do you want to try something new? Do you want to learn how to relax and control your body and mind? If you do, come and join the School Tai Chi Club now!

You don’t have to have any experience of Tai Chi. Just bring an open mind. We teach you everything you need to know about this ancient martial art. The School Tai Chi Club meets in the school gym on Wednesday at 5 pm (or in the playground when the weather’s good!). Wear comfortable clothes!

For more information, call Charlotte on 0761 327 4997 or visit our new website.

2 **Answer these questions.**

<table>
<thead>
<tr>
<th>The School Tai Chi Club</th>
<th>Dylan’s Street Dance Club</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Where does the club meet?</td>
<td>1 Where does the club meet?</td>
</tr>
<tr>
<td>2 When does the club meet?</td>
<td>2 When does the club meet?</td>
</tr>
<tr>
<td>3 What do they do in the club?</td>
<td>3 What do they do in the club?</td>
</tr>
<tr>
<td>4 How do you get more information about the club?</td>
<td>4 How do you get more information about the club?</td>
</tr>
</tbody>
</table>

3 **Put these sentences from the announcements in the correct place in the Writing bank.**

1 We usually meet on Friday at 6 pm, in the sports hall.
2 Don’t sit there!
3 Bring an open mind.
4 Are you mad about street dance?
5 Call him now!

4 **Look again at the announcements in 1. Underline all the imperatives that you find.**

**Practice makes perfect**

**5a** **Look at the task below and write the announcement. Use the announcements in 1 as models. Use the Writing bank as a reference.**

Write an announcement for a new club at your school. The club can be for any free-time activity. In your announcement, include this information:

- where you meet
- when you meet
- what you do
- how you can get more information

**5b** Display your announcements in the classroom. Which clubs are popular? Why?
### Grammar reference

#### can/can’t

<table>
<thead>
<tr>
<th>FORM</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>I/You/He/She/We/They can swim.</td>
</tr>
<tr>
<td>Negative</td>
<td>I/You/He/She/We/They can’t (cannot*) skate.</td>
</tr>
<tr>
<td>Question</td>
<td>Can I/you/he/she/we/they ski?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, I/you/he/she/we/they can./No, I/you/he/she/we/they can’t.</td>
</tr>
</tbody>
</table>

* We write cannot as one word, not two.

**USE**
- We use can to talk about ability.
  - She can speak English.
- We also use can to talk about possibility.
  - I can go out this evening because I haven’t got any homework.

#### have to/don’t have to

<table>
<thead>
<tr>
<th>FORM</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>I/You/We/They have to wear a uniform.</td>
</tr>
<tr>
<td>Negative</td>
<td>I/You/We/They don’t have to go to school on Sunday.</td>
</tr>
<tr>
<td>Question</td>
<td>Do I/you/we/they have to wear a uniform?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, I/you/we/they do./No, I/you/we/they don’t.</td>
</tr>
</tbody>
</table>

**USE**
- We use have to to talk about things which are obligatory or necessary.
  - I have to go to school five days a week.
- We use don’t have to to talk about things which are not obligatory or necessary.
  - I don’t have to go to school at the weekend.

#### must/mustn’t

<table>
<thead>
<tr>
<th>FORM</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>I/You/He/She/We/They must come to class on time.</td>
</tr>
<tr>
<td>Negative</td>
<td>I/You/He/She/We/They mustn’t eat in the classroom.</td>
</tr>
</tbody>
</table>

**USE**
- We use must to talk about things that are necessary or obligatory.
  - You must sit down in class.
- We use mustn’t to talk about things we can’t do because we don’t have permission.
  - You mustn’t be late.
- **Must** is not very common in the question form. We usually use have to.

---

### Adverbs of manner

#### Regular adverbs
- We add -ly to the adjective:
  - slow — slowly, patient — patiently, careful — carefully
- We sometimes need to change the spelling of the original adjective:
  - easy — easily, terrible — terribly

#### Irregular adverbs
- good — well, fast — fast, hard — hard, early — early, late — late

**USE**
- We use adverbs of manner to describe how we do something. They go with verbs (but not the verb to be).
  - I walk slowly.

---

### Vocabulary

**Parts of the body**
- ankle, arm, back, chest, ear, elbow, face, finger, foot (plural: feet), hand, head, knee, leg, mouth, neck, nose, shoulder, stomach, toe, wrist

**Physical activities**
- climb, dive, fall, hit, jump, kick, rest, ride (a horse/bike), run, skate, ski, swim

**Sports**
- baseball, basketball, climbing, cycling, diving, fishing, football, golf, gymnastics, horse-riding, ice skating, judo, rugby, running, sailing, skiing, swimming, table tennis, tennis, volleyball

**Other words and phrases**
- page 147
Grammar revision

can/can’t

1 Write the questions or sentences again using can or can’t. Do not change the meaning.

1) Do you know how to ski? ______
2) It is impossible for me to come. ______
3) I don’t know how to play golf. ______
4) It’s possible for her to run marathons. ______
5) They aren’t able to swim. ______
6) Is it possible for you to walk? ______
7) I’m able to ride a bike. ______

Adverbs of manner

2 Make the adverb for these adjectives.

1) patient ______
2) good ______
3) bad ______
4) fast ______
5) slow ______
6) careful ______
7) hard ______

have to/don’t have to, must/mustn’t

3 Complete the sentences with have to, don’t have to, must or mustn’t. If there are two possibilities, use both.

1) You __________ drink and drive a car. It’s illegal.
2) You __________ have a passport to visit the US.
3) You __________ be born in the UK to be able to speak English.
4) Eating is not permitted here. You __________ do it.
5) Children under 16 __________ go to school.
6) Not all exercises are obligatory. You __________ do them all.
7) We __________ go by car because there isn’t any public transport.

Vocabulary revision

PARTS OF THE BODY

1 Name the parts of the body.

a b c d e f g

PHYSICAL ACTIVITIES

2 Look at the pictures. What physical activities do you usually do with them?

a b c d e

SPORTS

3 Complete the sports with the missing letters.

1) j o
2) v y b l l
3) r b y
4) c s n g
5) s l n g
6) f s n g
7) b s b l
Vocabulary

Countries and nationalities

Argentina • Brazil • China • Czech Republic
Egypt • France • the UK • Greece • Ireland
Italy • Japan • Mexico • Peru • Poland • Russia
Scotland • Slovakia • Spain • Switzerland • Turkey
Ukraine • the US

Words connected with tourism

4 Match the words with these definitions.

- book (v) • guidebook • luggage
- package holiday • passport • sightseeing
- souvenir • tickets • travel agency • trip/excursion

1 the bags you take on holiday
2 a book that gives tourist information
3 a business that helps people to plan holidays
4 an official document for travelling with your photo and your nationality
5 when you visit an interesting place for a short time
6 reserve (for example a room in a hotel)
7 travelling around to visit monuments and other interesting places
8 papers that show you can use a type of transport or enter a place
9 a holiday where everything is included – the transport, hotel, etc.
10 something that you buy or keep to remember a place or holiday

5 LISTENING 42 Listen. What is the subject of each dialogue? Choose a word from 4 for each one.
1 2 3

6 SPEAKING Work with a partner. Ask and answer the questions.

1 Have you got a passport? Do you like your passport photo?
2 Do you ever go on school trips or excursions? Where do you go?
3 Do you like sightseeing? Why/Why not?
4 How much luggage do you or your family usually take when you go on holiday?
5 Do you usually take a guidebook when you go on holiday? Why/Why not?
6 What’s your favourite souvenir from a holiday?

Have you got a passport?
Yes, I have.

Do you like your passport photo?
No, I hate it! It’s really old!
Work with a partner. Look at the photo below and talk about what you can see.

Read the title of the article. What do you think the text is about?

Read the article and check your answer in 1b.

Answer the questions with information from the article.
1. Where was Ding Jinhao’s graffiti?
2. Why was it easy to find Ding Jinhao?
3. What is the attitude today to tourist graffiti in Egypt?
4. Ding Jinhao’s message is a new example of tourist graffiti. In the text, what is the first example?
5. Who was Giovanni Belzoni?
6. What is there at the top of the Great Pyramid and why?
7. What is the Chinese National Tourist Administration’s message to tourists?

Think! Then compare ideas with your class.
- Why do you think tourist graffiti is a crime in most countries now?

Match the underlined words in the article with these definitions.
1. an illegal activity
2. a religious building
3. an important or interesting historical building
4. have a good time
5. finding something or someone for the first time
6. a search to find something or someone important
7. polite, reasonable, good

What about you?
1. What do you think about Ding Jinhao’s actions?
2. What’s your opinion of graffiti, either tourist graffiti or street graffiti?

TOURIST GRAFFITI
A new problem?

A Chinese tourist on holiday in Egypt was shocked to see graffiti in Chinese on a 3,500-year-old monument in Luxor. A photo of the graffiti was soon on his blog on the Internet. People in China couldn’t believe it!

They were angry and there was a big hunt to find the person responsible. They could find him easily because the message wasn’t very imaginative or clever. It was basically ‘Ding Jinhao was here’.

That was enough for Internet users to find this particular Ding Jinhao, a teenager in Nanjing. His parents were quick to tell a local newspaper that their son was very sorry for his actions.

Ding’s graffiti was a terrible idea. It is a serious crime to write on a historic monument in Egypt. You can go to prison for a year for doing it. But in the past, people could write on monuments and no-one was angry about it. At Giza there is an example of graffiti on a temple wall from 1244 BC.

It says: ‘Hadhakht ... came to make an excursion and amuse himself on the west of the Memphis, together with his brother, Panakhty’.

In Roman times, it was normal to write messages on ancient monuments, to become part of the monument forever. One of the first Egyptologists, the Italian, Giovanni Belzoni, was the first modern man to enter the pyramid of Khafre. Inside the pyramid today you can read his text celebrating the discovery, with his name and the date.

Later, in the second half of the 19th century, Europeans could travel around the world thanks to the first package holidays. In those days, tourists could climb to the top of the Great Pyramid. Soon there was graffiti in just about every language up there.

Luckily, it wasn’t difficult to make Ding Jinhao’s graffiti disappear. But China’s National Tourism Administration is right to advise all tourists to act in a civilised way.
Grammar in context

**Past simple of to be**

1. Read the sentences and complete the table.
   
   1. Belzoni **was** Italian.
   2. It **wasn’t** difficult.
   3. They **were** on an excursion.
   4. His parents **weren’t** happy.
   5. **Was** it a good idea? No, it **wasn’t**.

   **Affirmative**
   
   I **was** in Egypt in 2013.
   You **were**
   He/She/It (a) ........................................
   We **were**
   You **were**
   They (b) ........................................

   **Negative**
   
   I **wasn’t** in Egypt in 2013.
   You **weren’t**
   He/She/It (c) ........................................
   We **weren’t**
   You **weren’t**
   They (d) ........................................

   **Question**
   
   (e) ........................................ I/he/she/it in Egypt in 2013?
   Were you/we/they in Egypt in 2013?

   **Short answers**
   
   Yes, I/he/she/it (f) ........................................
   No, I/he/she/it (g) ........................................
   Yes, we/you/they (h) ........................................
   No, we/you/they (i) ........................................


2. Complete the dialogue with the correct past forms of to be.

   Mia: Hey! Where (a) ........................................ you last week? You (b) ........................................ at basketball club. Why not?

   Ryan: I (c) ........................................ in the US! My dad (d) ........................................ there on business.

   Mia: (e) ........................................ you in New York?

   Ryan: Yes, we (f) ........................................

   Mia: (g) ........................................ it warm there?

   Ryan: No, it (h) ........................................

   It (i) ........................................ really cold!

3. Look at the list of top 10 tourist destinations. Complete the sentences below with was, wasn’t, were, weren’t.

   **TOP 10 TOURIST DESTINATIONS 2013**
   
   1. Paris, France
   2. New York, US
   3. London, UK
   4. Rome, Italy
   5. Barcelona, Spain
   6. Venice, Italy
   7. San Francisco, US
   8. Florence, Italy
   9. Prague, Czech Republic
   10. Sydney, Australia

   1. In 2013, Paris ........................................ the number one tourist destination in the world.

   2. One destination in the top ten ........................................ in the UK.

   3. Prague ........................................ number ten in the list.

   4. Madrid and Milan ........................................ in the top ten.

   5. One of the top ten destinations ........................................ in North America or Europe.

   6. Three of the top ten tourist destinations ........................................ in Italy.

   7. Berlin ........................................ in the top ten.

   8. Two of the top ten destinations ........................................ American.

4. Write questions using the past of to be.

   1. Where/you/this morning at 6 am?

   Where were you this morning at 6 am?

   2. Where/your parents/at 10 pm last night?

   Where were your parents at 10 pm last night?

   3. Where/your family/last July?

   Where were your family last July?

   4. Where/your best friend/yesterday?

   Where were your best friend yesterday?

   5. Where/you/in 2012?

   Where were you in 2012?

5. **Speaking** Work with a partner. Ask and answer the questions in 4. Then tell the class two of your partner’s answers.

   Where were you this morning at 6 am?
Past simple of can

6 Read the sentences and answer the questions.
   a Tourists could climb to the top.
   b They couldn’t believe it.
   c Could you understand the message? No, I couldn’t.

   1 What part of the verb comes after could or couldn’t?
   2 What happens in questions? Where does could go?

   [GRAMMAR REFERENCE] PAGE 62

7 Work with a partner. Look at the activities. Make sentences saying if tourists could or couldn’t do these things 150 years ago.

   1 book tickets online
      Tourists couldn’t book tickets online.
   2 write graffiti on monuments
   3 sail from England to America
   4 travel by car at 160 kph
   5 fly non-stop from England to Japan
   6 stay in hotels
   7 go on excursions
   8 travel around the world in a week

8 SPEAKING Work with a partner. Find out at what age your partner could do these things for the first time.

   1 swim
   2 count to ten in English
   3 walk
   4 ride a bike
   5 read
   6 write your name
   7 have a simple conversation in English

   When could you swim?

   I could swim when I was five. Could you?

   No. I could swim when I was seven, I think.

Transport

1 Match some of these words to the photos. Use your dictionary if necessary.

   bike • boat • bus • car • coach • helicopter • lorry
   moped • motorbike • plane • ship • taxi • train
   tram • underground • van

   a b c d e f g

2 Complete the table with the words in 1.

<table>
<thead>
<tr>
<th>Road</th>
<th>Rail</th>
<th>Air</th>
<th>Sea</th>
</tr>
</thead>
<tbody>
<tr>
<td>bike</td>
<td>tram</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3 SPEAKING Work in small groups. Say how often you travel by the different types of transport in 1. Ask other questions to find out more information.

   I never travel by plane.
   I sometimes travel by coach.

   Where do you go when you travel by coach?

   I usually go to see my cousin. She lives about 50 kilometres from here.
Developing a product

LIFE SKILLS OBJECTIVES

- To learn about a successful business idea
- To understand key questions when developing a new product
- To work together to develop and present a new product

KEY CONCEPTS

company [n]: She works for a company that makes furniture.
enterprise [n]: Matt shows a lot of enterprise. He is able to think of new ideas and make them succeed.
sales [n]: The business is doing well because sales of their new phone are good.
success [n]: The new product was a great success – lots of people bought it.

1 SPEAKING Work with a partner. Describe the photo. Who do you think the people are?

2 READING Read this text about the people. Answer the questions.
   1 What are the people’s names?
   2 What is on their T-shirts?
   3 Why are they wearing the T-shirts?
   4 Why do you think they are standing in front of a map?

3 Read the text again and put these events in Maureen and Tony’s life in the correct order.
   a Writing their first guidebook.
   b Travelling in Asia.
   c The meeting in Regent’s Park.
   d Getting married.
   e Arriving in Australia.
   f Selling their company.
   g Answering their friends’ questions.

How to start a business

A CASE ANALYSIS FROM THE WORLD OF GUIDEBOOKS

Lonely Planet is a company which produces modern, dynamic guidebooks. It also produces TV programmes, a magazine and lots of useful digital material on the Web. In 2010, there were 500 Lonely Planet books in eight languages, with annual sales of more than five million guidebooks.

And it was the first guidebook written for people travelling ‘on the cheap’, without spending much money.

Lonely Planet was born thanks to Maureen and Tony’s enterprise. Two years later, there was another book by the Wheelers, and then another and another. Maureen and Tony eventually sold Lonely Planet for over half a million pounds. Today, there are over 200 Lonely Planet authors and there are Lonely Planet offices in Oakland and Franklin in the US, Gurgaon in India, London, Melbourne and Beijing. The company continues to produce great guidebooks and the Wheelers have more time to do what they enjoy – travel!

The start of this global company was unusual. Maureen and Tony Wheeler were the two creators of Lonely Planet. Their first meeting was in Regent’s Park in London in 1970. Maureen was just 20. A year later, they were married. Their idea of the perfect honeymoon was to travel across Europe and Asia all the way to Australia. The only problem was not having any money!

But Maureen and Tony’s nine-month trip was a success. When they arrived in Australia, their friends asked how it was possible to make such a long trip with no money. Their answers were the basis of their first guidebook – Across Asia on the Cheap. The first version of the book, with its simple yellow cover, was the product of long nights writing at their kitchen table. But after just one week, they were able to sell 1,500 books. It was the only guidebook in the world written by adventurous young travellers for adventurous young travellers.
4 Look at this information about starting a new business. Try to answer the questions with information about the Lonely Planet guidebooks when they first appeared. Read the text again if necessary.

**SOME KEY QUESTIONS WHEN STARTING A BUSINESS**

To start a new business and be successful, you have to ask yourself important questions. For example:

1) Do people really want or need your new product or service? How do you know?

2) Who wants or needs your product?

3) How many people want it?

6 Work with a partner. Think of ideas for a new product. Read the advice below and write down all your ideas – even the crazy ones!

One way to think of a new product is to think of a problem or something that is difficult in your daily life. Then think of something to help with this problem or difficulty. Think about these areas of life:

- travel
- holidays
- sport and exercise
- home
- school
- hobbies

**LIFE TASK**

**You want to develop a new product and present it to the class. Work in a small group.**

**Follow this plan:**

1. Share the product ideas you had in 6 and choose one of them. Decide how exactly the product is different from all others and why people want or need it. Think also about who wants or needs it.

2. Plan a presentation of your product. Decide who does each part and what materials (a poster, a computer, photos, real objects, etc.) you need. Remember to do the following:
   - Explain in detail what the product is.
   - Make some illustrations of the product.
   - Say why you think your product is a good idea and how it is different.
   - Say who you think needs or wants your product.

3. Give the presentation.

4. Have a vote in your class to choose the winning product!

---

5a **LISTENING 43** Two students are presenting an idea for a new product. Watch the video or listen and choose the correct alternative.

1. Their product is a new type of towel/cap.
2. Their product is useful to keep valuable things safe at home/on the beach.
3. Half/All of the class were interested in the product.
4. The product is/isn’t available to buy now.
5. The product is expensive/cheap to make.
6. They can make more than one/one type of the product.

5b What do you think of their product? Why?
1 Choose the correct alternative. If you don’t know, guess.

1 Edinburgh is/ isn’t the capital of Scotland.
2 Edinburgh is famous for its annual sports events/festivals.
3 The Royal Mile is a famous castle/road in Edinburgh.

2 **LISTENING ☞ 44** Listen and check your answers in 1.

**EXAM SUCCESS**

In the next exercise, you listen and say if the statements are True/False/Not Mentioned. When should you read the statements – before listening or after listening? Why?

**EXAM SUCCESS page 152**

3 ☞ 44 Listen again. Are the sentences True (T), False (F) or is the information Not Mentioned (NM)?

1 Sam says Edinburgh is a very big city. T/F/NM
2 Sam’s trip to Edinburgh was in the summer. T/F/NM
3 The events are quite expensive. T/F/NM
4 All the events in the summer in Edinburgh are indoors. T/F/NM
5 Sam recommends visiting Edinburgh in autumn. T/F/NM
6 You have to climb up a rock to visit Edinburgh Castle. T/F/NM
7 At Edinburgh Castle they fire a cannon at 1 pm to let sailors know the time. T/F/NM
8 Shortbread is a type of bread that’s popular in Scotland. T/F/NM
9 They ate fish and chips every day. T/F/NM
10 Sam could understand local people in Edinburgh. T/F/NM

4 **SPEAKING** What about you?

Which city or cities would you like to visit one day? Why?

I’d like to visit Rome.

Because there are lots of great monuments. And I love Italian food!

**Past simple affirmative: regular and irregular verbs**

1a Read the sentences and put the verbs in the correct place in the table.

1 I loved it.
2 We visited the castle.
3 We climbed to the top.
4 We walked along the road.
5 She wanted to stop.
6 I went last year.
7 They spoke in English.
8 We bought souvenirs there.
9 We ate really well.
10 I always understood them.
11 We saw concerts and shows.

<table>
<thead>
<tr>
<th>List A:</th>
<th>Infinitive</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>love</td>
<td></td>
<td>loved</td>
</tr>
<tr>
<td>visit</td>
<td></td>
<td></td>
</tr>
<tr>
<td>climb</td>
<td></td>
<td></td>
</tr>
<tr>
<td>walk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>want</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List B:</th>
<th>Infinitive</th>
<th>Past form</th>
</tr>
</thead>
<tbody>
<tr>
<td>buy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>go</td>
<td></td>
<td></td>
</tr>
<tr>
<td>see</td>
<td></td>
<td></td>
</tr>
<tr>
<td>speak</td>
<td></td>
<td></td>
</tr>
<tr>
<td>understand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1b Now decide which column is **Regular** and which is **Irregular**.

**GRAMMAR REFERENCE > PAGE 62**

1c Match the spelling rules for regular past simple forms (1–4) with the examples below (a–d).

1 Most verbs: add -ed to most verbs. b
2 Verbs that end in -e: add -d. c
3 Verbs that end in a consonant + y: take away the -y and add -ied. d
4 Verbs that end in one vowel + one consonant: double the consonant and add -ed.

a study – studied, try – tried
b walk – walked, need – needed
c stop – stopped, shop – shopped
d decide – decided, phone – phoned

1d How do we spell the past simple form of these verbs? Follow the rules in 1c.

1 like
2 cry
3 chat
4 want
5 arrive
6 work
2a Pronunciation Listen to the verbs in the table.

<table>
<thead>
<tr>
<th>/d/</th>
<th>/t/</th>
<th>/d/</th>
</tr>
</thead>
<tbody>
<tr>
<td>listened</td>
<td>liked</td>
<td>hated</td>
</tr>
</tbody>
</table>

2b Listen to these past simple forms and write them in the correct column above.

decided • loved • needed • played • started stayed • wanted • washed • watched • worked

2c Listen, check and repeat.

3 Complete the text with the past form of these verbs. Use each verb once. Use the irregular verb list on page 157 to help you.

buy • eat • go • see • speak • take • understand use • visit • walk

Last year, I (a) ________________ on holiday with my family. We (b) ________________ Rome. I (c) ________________ a guidebook with me and I (d) ________________ it to find out useful information. We (e) ________________ people dressed as centurions and gladiators at the Colosseum! We (f) ________________ really good pasta and I (g) ________________ presents for my friends in a big shopping centre. My legs were really tired because we (h) ________________ a lot every day. My mum (i) ________________ Italian all the time because her Italian is very good. She (j) ________________ everything that people said to her.

4a Complete the sentences with the correct past simple form of the verbs given. Use the irregular verb list on page 157 to help you.

1 Yesterday afternoon, I ________________ (have) a lot of homework.
2 Last night, my brother and I ________________ (make) the dinner.
3 The day before yesterday, my parents ________________ (catch) a train to go to the airport.
4 Two days ago, we ________________ (do) a history project at school.
5 Last week, my friends and I ________________ (swim) in the sea.
6 Last month, our English teacher ________________ (teach) us different parts of the body.
7 Last year, I ________________ (come) to school by bus.
8 Three years ago, my parents ________________ (buy) me a pet for my birthday.

4b What are the underlined words in 4a?

5a Write true sentences about yourself and your family. Begin the sentences with the underlined words in 4a.

Yesterday afternoon, I played computer games with my friend.

Last night, I watched football on TV.

5b Speaking Tell your partner the things that you did, but don’t say when you did them. Can your partner guess when you did the different things?

I went to London. I think it was last year.

No, it was three years ago.
Developing speaking

Talking about a holiday

1. Look at Jonathan's holiday photos. Match some of the topics to the photos.
   1. where you went
   2. who you went with
   3. how you went
   4. where you stayed
   5. what you saw and did
   6. what you ate
   7. what you bought

2. **Speaking** Work with a partner. Take it in turns to talk about Jonathan's holiday using the photos.
   
   He went to Barcelona.

3a. **Listening** 48 Listen to Jonathan talking about his holiday. What does he say about the topics in 1? Make notes.
   
   2. Went with family - mum, dad and brother.

3b. **Speaking** Compare your answers in 3a with your partner. Help each other to complete all the answers.

4. Complete the useful expressions in the Speaking bank with at, to, with or by. Use your dictionary if necessary.

**Speaking bank**

**Useful expressions to talk about a holiday**

- I went (a) _________ (Paris/Tokyo/Cairo) (b) _________ (car/plane/coach/train) (c) _________ (my family/my brother/my friends/my school).
- It took (20 minutes/two hours/a day) to get there.
- We stayed (d) _________ (the Ritz Hotel/a campsite/a youth hostel/a bed and breakfast).
- We went (e) _________ (the beach/the city centre/a theatre/a stadium).
- We did some sightseeing. We went sightseeing.
- We saw (a monument/bridge/tower).
- We bought (souvenirs/a T-shirt/a CD).
- We ate (tropical fruit/typical food).
- It was (great/brilliant/spectacular/delicious).
- I had a great time. I loved it.

5a. **Speaking** Work with a partner. Take it in turns to talk about your holiday photos.
   
   Student A: Your photos are on page 155.
   Student B: Your photos are on page 156.

5b. **Now change photos.**

**Practice makes perfect**

6a. **Speaking** Work with a partner. Take it in turns to do the task below. Invent your holiday if you prefer. You can help your partner by saying:

   Tell me about what you did/saw/ate.

   Talk about a holiday that you really liked. Include this information:

   - when, where and how you went, and who you went with
   - where you stayed and what you did and saw
   - what you ate and bought

6b. **Tell the class about your partner's holiday.**

**Exam success**

What language and expressions are important to revise for a speaking exam where you need to talk about past events?

> EXAM SUCCESS page 152
A postcard

1a **SPEAKING** Work with a partner. Which of these things are important for you to have a great holiday? Decide together and put them in order of importance.

- the food you eat
- shopping
- sightseeing
- relaxing
- activities
- the hotel and area where you are staying
- the weather

*The important thing for me is sightseeing. I like visiting interesting places.*

I agree. But I think relaxing is important too, because holidays are for relaxing.

OK. So number 1 on our list is sightseeing and number 2 is relaxing.

1b **Tell the class the top and bottom activities on your list. Do people generally agree?**

2a **READING** Read this postcard. Which of the things in 1 does Megan write about?

2b Read the postcard again and underline any information about the things in 1.

---

Hi Alex,

How are you? I hope you’re well and enjoying the school holidays.

We're here in the Big Apple and we're having a brilliant time. We're sitting in a café having a burger and a milkshake, and thinking about you!

Yesterday we went sightseeing. We went to the top of the Empire State Building! We also saw the Statue of Liberty and Times Square.

This morning we did some shopping near the hotel. I bought a cool T-shirt, and a little present for you.

Wish you were here!

Love,

Megan

3 **Look at the postcard again and complete the advice in the Writing bank.**

**WRITING BANK**

*Useful advice for writing a postcard*

- We usually begin a postcard with (a) _______________ or Dear and the person's first name.
- Then, we ask about the person we are writing to using (b) _______________ are you? and I (c) _______________ you're well.
- Next, we talk about where we are and what we are doing. We use the (d) _______________ continuous to talk about what we are doing.
- When we talk about things we did before writing the postcard, we use the (e) _______________ simple.
- We usually end a postcard with Wish you were (f) _______________, (g) _______________, Bye for now or See you soon and our first name.

---

**PRACTICE MAKES PERFECT**

4a **Look at the task. Choose one of the postcards on page 156. Plan what you are going to write. Follow the advice in the Writing bank.**

You are on holiday. Write a postcard to an English friend. Say what you are doing now and what you did yesterday and this morning. You can talk about sightseeing, shopping, food and drink, your hotel, etc.

**WRITING BANK ➤ PAGE 158**

You are on holiday. Write a postcard to an English friend. Say what you are doing now and what you did yesterday and this morning. You can talk about sightseeing, shopping, food and drink, your hotel, etc.

---

Alex Williams
5, Manor Road
London
NR 698
England
Grammar reference

### Past simple of to be

<table>
<thead>
<tr>
<th>FORM</th>
<th>Past simple of can</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong>&lt;br&gt;1/He/She/It <em>was</em> in Scotland last year.&lt;br&gt;You/We/They <em>were</em> in Scotland last year.</td>
<td>1/You/He/She/It/We/they <em>could</em> + verb&lt;br&gt;He could swim when he was five.</td>
</tr>
<tr>
<td><strong>Negative</strong>&lt;br&gt;1/He/She/It <em>wasn’t</em> (was not) in Brazil last year.&lt;br&gt;You/We/They <em>weren’t</em> (were not) in Brazil last year.</td>
<td>1/You/He/She/It/We/They <em>couldn’t</em> (could not) + verb&lt;br&gt;She couldn’t ski when she was five.</td>
</tr>
<tr>
<td><strong>Question</strong>&lt;br&gt;Was I/he/she/it in Italy last year?&lt;br&gt;Were you/we/they in Italy last year?</td>
<td>Could I/you/he/she/it/we/they + verb?&lt;br&gt;Could they speak French?</td>
</tr>
<tr>
<td><strong>Short answers</strong>&lt;br&gt;Yes, I/he/she/it <em>was</em>. / No, I/he/she/it <em>wasn’t</em>.&lt;br&gt;Yes, you/we/they <em>were</em>. / No, you/we/they <em>weren’t</em>.</td>
<td>Yes, I/he/she/it/we/they <em>could</em>.&lt;br&gt;No, I/he/she/it/we/they <em>couldn’t</em>.&lt;br&gt;Yes, they could!&lt;br&gt;No, they couldn’t.</td>
</tr>
</tbody>
</table>

**USE**

After *could/couldn’t* we use the infinitive form of the verb without to.

*She could use a computer.*

*We couldn’t write.*

### Past simple affirmative: regular and irregular verbs

<table>
<thead>
<tr>
<th>FORM</th>
<th>Spellings of regular past simple forms.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong>&lt;br&gt;I/You/He/She/It/We/They <em>visited</em> India.&lt;br&gt;I/You/He/She/It/We/They <em>went</em> to India.</td>
<td>Many common verbs are irregular. See the list of irregular verbs on page 157.</td>
</tr>
</tbody>
</table>

**SPELLING**

Spelling of regular past simple forms.

- Most verbs add *-ed.*
  - walk – walked, want – wanted, need – needed
- Verbs that end in *-e* add *-d.*
  - decide – decided, phone – phoned, arrive – arrived
- Verbs that end in a consonant + *y* take away *-y* and add *-ied.*
  - study – studied, cry – cried, try – tried
- Verbs that end in one vowel + one consonant double the consonant and add *-ed.*
  - stop – stopped, chat – chatted, jog – jogged

**USE**

- We use the past simple to describe finished actions or situations in the past.
  - *I watched a film last night.*
- With the past simple we often use time expressions like *yesterday, yesterday morning/afternoon/evening, last night, the day before yesterday, two/three/four days/weeks/months/years ago, last week/month/year.*

**Vocabulary**

- **Countries/Nationalities**
  - Argentina – Argentinian
  - Brazil – Brazilian
  - China – Chinese
  - Czech Republic – Czech
  - Egypt – Egyptian
  - France – French
  - the UK/the United Kingdom – British
  - Greece – Greek
  - Ireland – Irish
  - Italy – Italian
  - Japan – Japanese
  - Mexico – Mexican
  - Peru – Peruvian
  - Poland – Polish
  - Russia – Russian
  - Scotland – Scottish
  - Slovakia – Slovak
  - Spain – Spanish
  - Switzerland – Swiss
  - Turkey – Turkish
  - Ukraine – Ukrainian
  - the US/the United States – American

- **Words connected with tourism**
  - book (v)
  - guidebook
  - luggage
  - package holiday
  - passport
  - sightseeing
  - souvenir
  - tickets
  - travel agency
  - trip/excursion

- **Transport**
  - bike
  - boat
  - bus
  - car
  - coach
  - helicopter
  - lorry
  - moped
  - motorbike
  - plane
  - ship
  - taxi
  - train
  - tram
  - underground
  - van

**Other words and phrases**

- page 148
**Past simple of to be and can** / 7 points

1. Complete the sentences with was, were, wasn’t, weren’t, could, or couldn’t.

   1. Mozart ____________ very famous because he ____________ play the piano at the age of five.
   2. Shakespeare ____________ American. He ____________ English.
   3. We ____________ vote in the general election last year because we ____________ only 15 years old.
   4. Nefertiti and Cleopatra ____________ Indian.

2. Complete the sentences with the past simple form of the verbs in brackets.

   1. Last night, I ____________ (walk) home with my friends.
   2. My brother ____________ (study) German last year.
   3. My father ____________ (stop) driving to work two years ago.
   4. Last summer, we ____________ (want) to go to Scotland for our holidays.
   5. Last night, I ____________ (decide) to go to bed early.
   6. My mum ____________ (hate) the film on TV last night.

**Past simple affirmative - irregular verbs** / 7 points

3. Change the sentences from the present simple to the past simple.

   1. She sees her grandparents at the weekend.
      She ____________ her grandparents at the weekend.
   2. He buys CDs and books.
   3. I take a pen to the class.
   4. We do a lot of sport on Friday.
   5. Mrs Jones teaches maths.
   6. My friend comes to school by bus.
   7. My dad catches the train to work.
   8. They get back home late on Saturday.

**Vocabulary revision**

**COUNTRIES AND NATIONALITIES** / 7 points

1. Complete the table.

<table>
<thead>
<tr>
<th>Country</th>
<th>Nationality</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poland</td>
<td>1</td>
</tr>
</tbody>
</table>
| Egypt       | 2
| 3
| 4
| Scotland    | 5
| 6
| China       | 7 |

**WORDS CONNECTED WITH TOURISM** / 7 points

2. Complete the sentences with the words in the box.

   - book • guidebook • luggage • package holiday
   - sightseeing • travel agency • trip

   1. Pass me the ____________. I want to read about the monument we visited this morning.
   2. Is this all your ____________ – just these two bags?
   3. I love ____________. When I went to New York, I saw the Statue of Liberty, Times Square, the Empire State Building ...
   4. I’d like to ____________ a room in this hotel for next Saturday.
   5. I went to the ____________ to ask the price of a holiday in Ireland.
   6. When I was 12, we went on a ____________ to Oxford, just for the day.
   7. I don’t want to go on a ____________. I want to explore and find my own place to stay when I arrive there.
1a Look at this photo of a sport called ‘underwater rugby’. Work with a partner. What two things would you like to know about this sport? Look at the examples. Then write two more questions.

Is it difficult to play?
How many people are there in a team?

1b READING Read the text. Does it answer your two questions?

‘Underwater rugby’ is an unusual sport. People usually think that it’s similar to rugby. It isn’t. You play underwater, so you have to be able to swim well to play.

The game has two halves. Each half is 15 minutes. In the middle, the game stops and the players have a break for four minutes. There are two teams. One team usually wears white and the other team wears blue or black. This is to make it easy to see who is on your team and who isn’t. Each team has 11 players. But your team can’t have 11 players in the water at the same time. Only six people from each team can be in the water. It’s very difficult to swim fast under water for a long time. So the other five players are substitutes: they go in and play when the other players get tired. Men and women can play in the same team.

There are two goals, one at each end of the swimming pool. They are like the baskets in basketball but they are on the bottom of the pool. To score a goal, you must put the ball in the basket. The ball has got salt water inside it. This makes the ball go down in the water, not up. The players mustn’t take the ball out of the water. You mustn’t attack another player. If you do, you have to be out of the water for two minutes and your team must play with only five people, not six.

2 Read the text again. Choose the best answers.

1 To play ‘underwater rugby’, it’s important to be good at …
   a swimming.
   b rugby.
   c unusual sports.

2 The game lasts for …
   a 15 minutes.
   b 30 minutes.
   c 34 minutes.

3 You can easily see the different teams because …
   a one team has men, the other has women.
   b they have very different colours.
   c one team has to swim fast, but the other doesn’t.

4 In a game of ‘underwater rugby’ there are usually …
   players in the water in total.
   a six  b eleven  c twelve

5 Which of these things is not bad?
   a putting the ball in the air
   b putting the ball in the basket
   c playing with five people in your team

3 SPEAKING What about you?

Would you like to play underwater rugby?
Why/Why not?

Speaking

4 Work with a partner. What are the past forms of these verbs? Some are regular, some are irregular.

be • buy • eat • get • go • hate • have • like
love • make • read • see • speak • stay • take
understand • visit • walk • want

5 SPEAKING Work with a partner. Look at the situation below and role-play the dialogue. When you finish, change roles.

Talk about a trip that you went on and really loved or really hated. Include this information:
   • where you went
   • when you went
   • who you went with
   • what you did and saw
   • what was good or bad, and why
6 Look at this photo of Paris. Work with a partner and make a list of things you think you can do on holiday in Paris.
visit the Eiffel Tower
go on the river in a boat

7 LISTENING 49 Listen to a girl talking about a trip to Paris. Are these sentences True (T), False (F) or is the information Not Mentioned (NM)?

1 Katie went to Paris with her family. T/F/NM
2 Katie didn't like travelling by boat. T/F/NM
3 Katie couldn't speak a word of French the first time she went. T/F/NM
4 Katie bought some Asterix comics. T/F/NM
5 Katie's friend wasn't happy eating fast food. T/F/NM
6 Katie saw an adventure film on her trip. T/F/NM
7 It was impossible for Katie to understand the film she saw. T/F/NM

8 Work with a partner and follow the instructions.
Student A: You want information about swimming lessons. Ask your partner for this information:
- where?
- how much?
- day?
- time?
- need to bring anything?
Student B: You work at the swimming pool. Look at the information about swimming lessons on page 155 and answer your partner's questions.

9 Now change roles and act out the dialogue again.

'CAN DO' PROGRESS CHECK UNITS 3-4

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

a I can talk about abilities and obligations using can, must, have to, etc. [ ]
b I can name different parts of the body and physical activities. [ ]
c I can understand simple written and spoken texts about sports. [ ]
d I can ask for and give information about sports classes. [ ]
e I can write short announcements. [ ]
f I can talk about the past using the past simple affirmative. [ ]
g I can name different countries and nationalities. [ ]
h I can understand written and spoken texts about travel and tourism. [ ]
i I can talk about a holiday. [ ]
j I can write a postcard. [ ]

2 Now decide what you need to do to improve.

1 Look again at my book/notes.
2 Do more practice exercises. WORKBOOK Units 3 and 4
3 Ask for help.
4 Other:
Vocabulary

Places of work

1a Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

- clinic
- factory
- garage
- hospital
- office
- outdoors
- restaurant
- school/university
- shop
- studio

1b Listen and repeat.

Jobs and work

2 Look again at the places in 1. Where do these people work? Write sentences.

- businessman/woman
- doctor
- engineer
- farmer
- mechanic
- nurse
- secretary
- shop assistant
- singer
- teacher/professor
- waiter/waitress

A businessman/woman works in an office.

3 Match some of these words with the definitions. Which words do not have definitions?

- actor/actress
- artist
- builder
- bus/taxi/lorry driver
- cleaner
- cook
- dentist
- footballer
- hairdresser
- journalist
- writer/author

1 Someone who reports the news for a newspaper, a magazine, a TV show or a radio show.
2 Someone whose job is to build or repair houses.
3 Someone whose job is to look after your teeth.
4 Someone whose job is to clean the rooms in a building.
5 Someone who works in films or in a theatre.
6 Someone who paints pictures.
7 Someone whose job is to cut people's hair.
8 Someone whose job is to prepare food in a restaurant.

4a PRONUNCIATION Each of these jobs has three syllables. Put each word in the correct column.

- assistant
- bus driver
- businessman
- engineer
- footballer
- hairdresser
- journalist
- mechanic
- professor
- secretary

1 Ooo  2 oOo  3 ooO

4b 51 Listen, check and repeat.

5 SPEAKING Work with a partner. Say where the people in 3 usually work.

A dentist usually works in a clinic.

6 LISTENING 52 Listen to the people talk about their jobs. What are their jobs?

1
2
3
4

7 SPEAKING Choose a job from 2 or 3. Don't tell anybody what the job is. Work in groups. People take it in turns to ask you questions to discover the job. You can only answer yes or no. They can ask a maximum of 20 questions.

Do you work in an office?

Yes, I do.

Do you have to make telephone calls?

No, I don't.

Do you make a lot of money?

No, I don't.

Do you sit all day?

No, I don't.

Are you a cleaner?

Yes, I am.
1 Work with a partner. What jobs do you think writers do before they become famous? Make a list.

2 Reading Read this magazine article. Do any of the jobs in your list appear in the text?

BECOMING A BEST-SELLING AUTHOR

MICHAEL MORPURGO

How did he become a writer?

Michael Morpurgo wrote a very famous novel called War Horse in 1982. It was also a popular film. But Michael didn’t begin his professional life as a writer. When he finished studying English and French at university, he became a teacher in a primary school. One day, he began reading out a book to his class, but he didn’t like the story. The class didn’t like it either. He told his wife, Clare, about this. She suggested he write his own story.

Did he do that?

Yes, he did. And the children loved it! His first book appeared in 1974. It was a collection of the stories that he told to his students.

What does he do now?

Michael and Clare started a charity in 1976. Thanks to this charity, children from big cities go to live on a farm for a week, to discover the outdoors. The charity now has three farms. But Michael continues to write stories, and win prizes for them!

DAVID ALMOND

Did he always want to be a writer?

Interestingly, it was always David Almond’s ambition to become a writer, but he didn’t plan to write books for children. As a child, he loved reading. He studied literature at university. When he finished, first he worked in a hotel, then he worked as a builder, and finally he became a primary school teacher. During his time as a teacher, he wrote his first stories.

When did he become famous?

David’s first novel for young people was Skellig. It came out in 1998, after two books of stories for adults. The adult books didn’t make him famous. But Skellig did. It was extremely popular. A film version appeared in 2009, but it wasn’t a great success.

What does he do now?

David still writes novels and wins prizes. In 2010, he won a very important award, the Hans Christian Andersen Award. This award is for writers who make an important contribution to children’s literature. Apart from writing, Almond loves running and football.

3a Read the text again. Is the information about Michael Morpurgo (MM), David Almond (DA) or both (B)?

1 He completed university studies. MM/DA/B
2 His first job was as a primary teacher. MM/DA/B
3 His hobbies include sport. MM/DA/B
4 He always wanted to be a professional writer. MM/DA/B
5 People loved the film version of one of his novels. MM/DA/B
6 He once did a physical, outdoor job. MM/DA/B
7 He won, or wins, official recognition for his work. MM/DA/B
8 The first book he wrote was for young readers. MM/DA/B

3b Write details for each answer.

Michael Morpurgo studied English and French at university ...

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Before you read this text, did you have any ideas about what type of people writers are or how people become writers?
- Did the information in this text change any of your ideas or surprise you?

5 Match the underlined words in the text with these definitions.

1 a prize, something you receive for doing something well
2 something you really want to do in life
3 an organisation that helps people for free
4 reading in a loud voice, so that people can hear you
5 gave an idea or plan to somebody

6 SPEAKING What about you?

Would you like to be a professional writer? Why/Why not?
Grammar in context

Past simple negative

1 Read the sentences and answer the questions.
   a He didn’t plan to write books for children.
   b He won an important award.
   c They didn’t like the story.
   d It didn’t make him famous.
   e The children loved it.

1 Which sentences are negative?
2 What comes before the main verb in past simple negative sentences?

3 Complete the text with the correct form of the verbs given.

Life (a) __________________________
(be) hard for Noel Gallagher before his success with
the group Oasis. He (b) __________________________
(not like) school. When he (c) __________________________ (leave)
school, he (d) __________________________ (work) as a builder for his
dad. But he and his dad (e) __________________________ (not have) a good
relationship. In the end, he (f) __________________________ (go) to work as a builder in another company but he
(g) __________________________ (have) an accident. After the
accident he (h) __________________________ (write) his first
songs. A Manchester band (i) __________________________
(need) a singer but they (j) __________________________
give Noel a job helping to carry their guitars and instruments. Three years later, his younger
brother, Liam, (k) __________________________ (ask) Noel
to join his group as guitarist. Noel said yes, but he
(l) __________________________ (not want) to sing their songs.
So, he (m) __________________________ (become) the band’s
songwriter. In 2009, after many arguments with his
brother he (n) __________________________ (leave) Oasis.
However, Noel (o) __________________________ (start) his own
band, Noel Gallagher’s High Flying Birds, in 2011. In
2013, Noel Gallagher (p) __________________________ (win) the
Ivor Novello award for Outstanding Song Collection.

4a Are these sentences true for you? If not, change
them from affirmative to negative.

1 I liked coffee when I was 11.
2 I played with toy cars when I was five.
3 I went to another country last summer.
4 I won a prize before the age of 12.
5 I did sport last weekend.
6 I went out last night.
7 I had a party at my house for my last birthday.

4b SPEAKING Work in groups of three. Compare
sentences. How many sentences do you have the
same? Tell the class which sentences they are.

We didn’t like coffee when we were eleven.
Past simple questions and short answers

5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.

a How **did** he **become** a writer?

b When **did** he **become** famous?

c **Did** he **want** to be a writer?

d Yes, he **did**. No, he **didn’t**.

1 To make questions we use **did** + subject + the *infinitive/past form of the verb*.

2 In short answers, we **repeat/don’t repeat** the main verb.

GRAMMAR REFERENCE ➤ PAGE 76

6a Complete the questions with the correct form of the verbs given.

1 What film ___________ Johnny Depp ___________ (star) in as Jack Sparrow?

2 Which cartoon family ___________ Matt Groening ___________ (create)?

3 What dance ___________ Michael Jackson ___________ (make) famous?

4 Which sport ___________ Anna Kournikova ___________ (play)?

5 Which statue ___________ the French ___________ (give) to the US in 1886?

6b SPEAKING Work with a partner. Ask and answer the questions.

7a SPEAKING Find out about what your partner did last weekend. Write eight questions. Use these words and expressions to help you.

done sport • go out
go to the park/the cinema • listen to music
play computer games/football/a musical instrument
ride your bike • skate • surf the internet
take photos • watch a film

7b Work with a partner. Ask your questions in 7a.

Did you surf the Internet?

Yes, I did.

7c Work in groups. Tell the group about your partner’s weekend. Say what they did and what they didn’t do.

Clara didn’t do sport. She watched a film on Saturday night. She also …

Culture and work

1a Look at the famous people. What were their jobs? (They both had more than one!) Use the words in the box.

Shakespeare

Mozart

actor • composer • dancer • director
musician • novelist • painter • playwright
poet • singer • writer

1b Listen and repeat.

2 SPEAKING Work with a partner. Try to think of a famous person for each word in 1a. They can be living or dead.

3 Match these words with the jobs in 1a.

art • ballet • classical music • film
literature • opera • poetry • theatre

art • painter

4 SPEAKING Work in small groups and discuss these questions.

1 Which of the things in 3 do you study at school?

2 Which of the things are you interested in?

3 Which of the things do you think are popular or unpopular today? Why?
Getting the Reading habit

**LIFE SKILLS OBJECTIVES**
- To understand why reading is important
- To learn how to get the reading habit
- To recommend and choose a book to read

**KEY CONCEPTS**
- **non-fiction**: There are people who prefer non-fiction, like history books or books about real problems and events.
- **improve [v]**: When you read English every day, your understanding of the language improves.
- **literacy [n]**: Literacy, the ability to read and write, is an essential part of our education.
- **comprehension [n]**: Her listening comprehension is very good – she understands nearly everything she hears.

1. **Work with a partner. Answer the questions.**
   - 1. Do you like reading? Why/Why not?
   - 2. Which of these things do you usually read – novels, non-fiction books, comics, magazines, websites, other (specify)?

2. **Work in a small group. Make a list of how you think reading can be good for you.**
   You can learn about different people and countries.

3. **Reading** Read the text. How many of your ideas from 2 appear?

---

**THE POWER OF READING!**

According to the National Literacy Trust, we are reading for pleasure when we read or continue reading something because we want to. Research shows that reading for pleasure is extremely important. Here are some of the benefits:

- Reading helps you to write well.
- It improves your comprehension and grammar.
- It increases your vocabulary.
- It improves your attitude to reading and your success in reading.
- It increases your general knowledge and helps you to learn new things.
- It gives you a good understanding of other cultures.
- It helps you to understand human behaviour and how people make decisions.
- It can help you to spell correctly.
- It can stop people feeling lonely.
- It can be educational and informative but it can also be relaxing and fun.

There are also people who think that reading helps our concentration. And it appears to increase creativity, too. Great writers often begin their careers as great readers.

Here are some quotations about reading from three famous writers:

"Reading is to the mind what exercise is to the body."  
*Joseph Addison*

"A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one."  
*George R.R. Martin*

"Today a reader, tomorrow a leader."  
*Margaret Fuller*

Sadly, in 2012, the National Literacy Trust found that one in six children in the UK don't want their friends to see them reading a book. They're worried that their friends don't think reading is cool. It's time to stop worrying about that and to start enjoying a good book..."
4a Read the text again and answer the questions.
1. How does the National Literary Trust describe ‘reading for pleasure’?
2. Why do a number of British children not want to appear in public with a book?

4b **Speaking** Work with a partner and discuss these questions.
1. What do you read for pleasure and how often do you do it?
2. Which benefits of reading in the text are in your top three? Why?
3. Would you read a book in front of your friends?
4. Which of the three writers’ quotations do you prefer? Why?

5 **Speaking** In James’s video blog, he gives ideas about how to ‘get the reading habit’. Work with a partner. Decide if you think the ideas below are Dos (a good idea to do) or Don’ts (a bad idea to do).
1. Ask your friends and other people for ideas about what books to read.
2. Let other people decide a book for you to read.
3. Read the back of the book before you begin.
4. Read the first page or two of the book.
5. Choose long books.
6. Stop reading the book if you don’t like it.
7. Start a blog.

6 **Listening** 0:55 Watch the video or listen.
Does James say if the ideas in 5 are Dos or Don’ts? What other ideas does he give at the end of the video?

7a Work with a partner. What do you think of James’s suggestions? Give each Do or Don’t in 5 a mark from 0 (a bad idea) to 3 (a great idea).

7b Do you have any other ideas for getting the reading habit? How do you choose books to read?

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**Legend**
by Marie Lu

Los Angeles in the future is a terrible place. It’s where a girl called June meets a boy called Day. They feel something special. But June doesn’t know that Day killed her brother. There are many more surprises!

Read about them in Legend by Marie Lu.

(The Hunger Games was good. Legend is great!)
Listening

1a Do you know anything about Charles Dickens or his books? Work with a partner and guess the correct answers.
1 Charles Dickens was British/American.
2 Dickens lived in the 19th/19th century.
3 Most of Dickens’s stories took place in the city/country.
4 Dickens’s books were/weren’t immediately popular.
5 Dickens liked/didn’t like speaking in public.

1b LISTENING 56 Listen to a podcast about Charles Dickens and check your answers in 1a. How many were right?

EXAM SUCCESS

In the next activity, you complete notes by writing a word or phrase in the spaces. How important do you think it is to spell the words correctly?

EXAM SUCCESS page 152

2a Complete the notes.

2b 56 Listen and check your answers.

Notepad

Charles Dickens was born on (a) __________________________.

When Dickens was a boy, his father went to (b) __________________________.

When he was young, Dickens worked in a (c) __________________________.

At that time, working conditions were (d) __________________________.

Dickens wanted to work in the (e) __________________________.

When he wrote his first novel, he was working as a (f) __________________________.

Dickens went to (g) __________________________ twice to give (h) __________________________.

Dickens died when he was (i) __________________________ years old.

3 56 Listen again and complete the timeline for Charles Dickens.

1800 (a) He was born.
1822 (b)
1824 (c)
1842 (d) He wrote his first novel.
1867 (e) (f)
1870 (g) He died.

4 SPEAKING What about you?
1 Do you remember any of Dickens’s stories, from books, films or TV?

Past continuous

1 Read the sentences and answer the questions.
a Many people were living in bad conditions at that time.
b After three years, he went back to school.
c While he was working as a journalist, he wrote his first novel.

1 Do the verbs in red describe short completed actions in the past or activities in progress in the past?
2 And the verbs in blue?
3 Which verbs are in the past simple and which are in the past continuous?
4 Apart from the past form of to be, what do we need to make the past continuous?
5 In c, what time expression is used with the past continuous?

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2a Look at the picture below. Complete the paragraph from the novel with the past continuous form of the verbs in brackets.

When Pugwick looked out of the window of his town house he saw a typical London scene. It was very grey but it (a) was not raining. A boy (b) ran down the street with an apple in his hand. He (c) was wearing very old clothes and he (d) was not wearing shoes. The shop assistant (e) was shouting at him. At the same time, an old man and woman (f) were buying fruit. They (g) were watching the boy sadly. Unfortunately, they (h) were not looking behind them because a young man (i) was taking the old man’s watch. On the other side of the road, a young girl, dirty, cold and hungry, (j) was sleeping in a shop door …
2b Work with a partner. Close your book. Try to remember what was happening in the scene.

3 Complete the sentences using the prompts. Put one verb in the past simple and the other in the past continuous.

1 I/read a book/when/my friend/call.
   I was reading a book when my friend called.
2 My mum/wait for me/when/I/get home.
3 She/see an accident/while/she/wait for the bus.
4 He/walk in the park/when/he/have an idea for a novel.
5 They/hear a knock on the door/while/they/watch TV.
6 We/not listen/when/the teacher/give the answer.
7 They/dance/when/he/stand on her toe!

4 Complete the text by putting the verbs in the correct form of the past continuous or past simple.

**JK Rowling Facts**

- JK Rowling **wrote** her first book at the age of six, while she **studied** at primary school. It was about a rabbit called Rabbit!
- JK Rowling **had** the idea for the Harry Potter books while she **travelled** by train from London to Manchester. But she **didn’t have** a pen to write down notes. Other people **travelling** on the train but she was shy and **asked** nobody for a pen!

- In 1991, she **went** to Portugal to work as an English teacher. While she **lived** there, she **had** her first daughter, Jessica.

5a Think. What were you doing at these times in the past?

What were you doing ...
1 at 7.30 this morning?
2 at 10 last night?
3 at 10 yesterday morning?
4 at 3.30 yesterday afternoon?
5 at 8 on Sunday morning?
6 at 7 on Sunday evening?
7 at 1 on Saturday afternoon?
8 at 10 on Saturday evening?

5b SPEAKING Work with a partner. Ask and answer the questions in 5a. Are your answers similar?

What were you doing at seven thirty this morning?

I wasn’t sleeping. I was getting dressed.

I was sleeping.
Developing speaking

Talking about a past event

1 **SPEAKING** Work with a partner. Look at the photos. Take it in turns to talk about what you can see.

2 **LISTENING** 57 Listen to a teenage girl talking about the photos showing a special event. Complete the information about the event.

A SPECIAL EVENT

1 When did it happen? 
2 Where did it happen? 
3 Who did she go with? 
4 What problem did they have? 
5 What did they see when they arrived? 
6 What happened in the end? 
7 Was it a good experience?

3 57 Listen to the dialogue again and tick (√) the words and expressions in the Speaking bank that you hear.

**SPEAKING BANK**

Useful expressions to show interest, surprise or sympathy
- Did you? Did she? Is he? Have they?
- Really?
- Then what happened?
- I see.
- Why?
- Wow!
- Cool!
- That's interesting.
- That's amazing!
- That's incredible!
- Oh, dear!
- Oh, no!
- What a shame!
- Poor you!

4a **PRONUNCIATION** 58 Listen to the useful expressions in the Speaking bank, especially the intonation.

4b Work with a partner. Practise saying the expressions with the correct intonation.

5 **SPEAKING** Work with a partner. Speak about a special event in your life. Use the photo, questions in 2 and the expressions from the Speaking bank.

Student A: Your photo is on page 154.
Student B: Your photo is on page 155.

6 Now change photos.

7 **PRACTICE MAKES PERFECT** **SPEAKING** Work with a partner and take it in turns to do the task below. When you listen to your partner, use expressions from the Speaking bank to show your interest.

Tell a friend about a special event in your life. You can invent one if you prefer. Give details - say what you did, where, when ...

Did I tell you about the time when I ...?

No! What happened?
A story

1 Look at this title of a story. Work with a partner. What do you think happens in the story?

"HOW AN ENGLISH BOY BECAME A FRENCH THEATRE STAR!"

2 Reading: Read the story and put it in the correct order. Were your ideas in 1 correct?

Paragraph 1:  
Paragraph 2:  
Paragraph 3:  
Paragraph 4:  

3 Underline the verbs in the story. What three tenses does the writer use?

A
Then, the play started. It surprised us because it was really funny. When the actors asked for a volunteer I didn’t put my hand up. But, yes, you guessed – they chose me! Next, they gave me some funny clothes to put on. All the people in my class were laughing and clapping every time I spoke in French.

B
We were travelling by coach to the theatre when our French teacher told us that the actors were going to ask for volunteers in the show. I love acting but I didn’t want to be a volunteer because I’m not very good at French. I was worried that they were going to choose me.

C
In the end, I had a great time. Everybody in my class remembers the French play and they say I was the star. My French teacher is happy too!

D
Two months ago, our class went on a school excursion. Our French teacher took us to see a French play at a theatre that was about twenty minutes away from school.

4 Words and expressions of time are useful in stories. Tick (✓) the words and expressions in the Writing bank which appear in the story.

5 Think about a time when something happy, sad, interesting or unusual happened to you. You can use your story from exercise 7 on page 74. Copy this table and complete it with notes for your story.

<table>
<thead>
<tr>
<th>Title:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 1</td>
</tr>
<tr>
<td>When did the story happen?</td>
</tr>
<tr>
<td>Where? Who were you with?</td>
</tr>
<tr>
<td>Paragraph 2</td>
</tr>
<tr>
<td>What were you doing?</td>
</tr>
<tr>
<td>What happened first?</td>
</tr>
<tr>
<td>Paragraph 3</td>
</tr>
<tr>
<td>What happened next? And then?</td>
</tr>
<tr>
<td>Paragraph 4</td>
</tr>
<tr>
<td>What happened in the end?</td>
</tr>
<tr>
<td>What were the results of the event?</td>
</tr>
</tbody>
</table>

6a Write your story with your notes in 5. Use the story in 3 as a model. Use the past simple, past continuous and Writing bank for reference. Give your story a title.

Write a story about when something happy, sad, interesting or unusual happened to you!

6b Speaking: When you finish, read your story to the class.

WRITING BANK ➤ PAGE 158
Grammar reference

**Past simple negative**

**FORM**

- **Negative**
  
  I/You/He/She/It/We/They **didn't** (did not) + verb.  
  
  He didn't plan it.  
  
  We didn't like the story.

**USE**

- After did/didn't, we use the infinitive form of the verb without to.

**Past continuous**

**FORM**

- **Affirmative**
  
  I/He/She/It **was** watching.  
  
  You/We/They **were** watching.

- **Negative**
  
  I/He/She/It **wasn’t** (was not) watching.  
  
  You/We/They **weren’t** (were not) watching.

- **Question**
  
  Was I/he/she/it watching?  
  
  Were you/we/they watching?

- **Short answers**
  
  Yes, I/he/she/it **was**. No, I/he/she/it **wasn’t**.  
  
  Yes, you/we/they **were**. No, you/we/they **weren’t**.

**USE**

- We use the past continuous to:
  
  - talk about activities in progress at a moment in the past.  
  
  *At six o’clock, I was watching a film.*

  - say that an action was in progress, but not that the activity was finished.  
  
  *I was eating my lunch at 1 pm.*

  - describe scenes in a story or description.  
  
  *The sun was shining and the birds were singing.*

- We use while with the past continuous to talk about an activity in progress when another, shorter activity happened or interrupted it.  
  
  *Dickens wrote the Pickwick Papers while he was working as a journalist.*

Vocabulary

**Places of work**  

- clinic  
  
  - factory  
  
  - garage  
  
  - hospital  
  
  - office  
  
  - outdoors  
  
  - restaurant  
  
  - school/university  
  
  - shop  
  
  - studio

**Jobs and work**  

- actor/actress  
  
  - artist  
  
  - builder  
  
  - bus/taxi/lorry driver  
  
  - businessman/woman  
  
  - cleaner  
  
  - cook  
  
  - dentist  
  
  - doctor  
  
  - engineer  
  
  - farmer  
  
  - footballer  
  
  - hairdresser  
  
  - journalist  
  
  - mechanic  
  
  - nurse  
  
  - secretary  
  
  - shop assistant  
  
  - singer  
  
  - teacher/professor  
  
  - waiter/waitress  
  
  - writer/author

**Culture and work**  

- art  
  
  - ballet  
  
  - classical music  
  
  - composer  
  
  - dancer  
  
  - director  
  
  - film  
  
  - literature  
  
  - musician  
  
  - novelist  
  
  - opera  
  
  - painter  
  
  - playwright  
  
  - poet  
  
  - poetry  
  
  - singer  
  
  - theatre

**Other words and phrases**  ➤ page 148
Grammar revision

Past simple negative

1. Look at the affirmative sentences and make negative sentences.
   1. He went by train. He _______ by plane.
   2. They finished at 7 pm. They _______ at 5 pm.
   3. We had lunch at home. We _______ lunch at school.
   5. She swam in the sea. She _______ in a swimming pool.
   6. He wrote a novel. He _______ a poem.
   7. My mum bought a new bag. She _______ new shoes.

Past continuous

2. Choose the correct alternative.
   1. The letter arrived/was arriving when I was having breakfast.
   2. I sat/was sitting outdoors when it started to rain.
   3. The students were talking when the teacher appeared/was appearing.
   4. My dad was making the dinner when I got/was getting home from school.
   5. When I went out this morning, the sun shone/was shining.
   6. When my brother was playing with the ball, he broke/was breaking a window.

Past simple questions and short answers

3. Make questions and true answers. Use short answers if possible.
   1. you/go to school last Monday?
      Q: ____________________________
      A: ____________________________
   2. Mozart/play the piano?
      Q: ____________________________
      A: ____________________________
   3. What/Tolkien/write?
      Q: ____________________________
      A: ____________________________
   4. Where/you/go last summer?
      Q: ____________________________
      A: ____________________________
   5. JK Rowling/draw comics?
      Q: ____________________________
      A: ____________________________
   6. What time/you/go to bed last night?
      Q: ____________________________
      A: ____________________________
   7. It/rain yesterday?
      Q: ____________________________
      A: ____________________________

Vocabulary revision

Places of work

1. Where do these people work?
   1. a mechanic: ____________________________
   2. a waiter: ____________________________
   3. a secretary: ____________________________
   4. a farmer: ____________________________
   5. a dentist: ____________________________

Jobs and work

2. Put the letters in order to make jobs.
   1. heatcre ____________________________
   2. realnec ____________________________
   3. redbuli ____________________________
   4. ratewi ____________________________
   5. greenine ____________________________
   6. rantojusil ____________________________
   7. redreshrisa ____________________________
   8. submenswainos ____________________________

Culture and work

3. Complete the sentences with some of these words.

   actor • art • ballet • dancers • director
   literature • novelists • opera • painter • poet
   poetry • theatre

   1. Swan Lake is a famous ____________________________
   2. La Traviata is an ____________________________ by Verdi.
   3. Poems and novels are different types of ____________________________
   4. 'Roses are red/ Violets are blue/ Sugar is sweet/ And so are you' is a simple example of ____________________________
   5. Van Gogh was a famous ____________________________
   6. Steven Spielberg is a famous ____________________________
   7. Shakespeare wrote works for the ____________________________

Total: ____________________________
6 Eat well, live well

Vocabulary

Food and drink

1a Look at the food and drink in the photos. Can you name a–n? Use the words in the box to help you if necessary.

apple • banana • beans • biscuit • bread • burger • butter • cake • cheese • chicken • chips • coffee
soft drink/fizzy drink • egg • fish • grape • ice cream • lemon • lemonade • meat •melon • milk • milkshake
nuts • orange juice • pizza • rice • salad • salt • strawberry • sugar • tea • tomato • water • yoghurt

1b 59 Listen and repeat.

2a PRONUNCIATION Which words in 1a have two syllables? Where is the stress in these words – on the first or second syllable?

apple

2b 60 Listen, check and repeat.

3a How often do you eat or drink the things in 1a? Put each word into one of these columns.

<table>
<thead>
<tr>
<th>Often</th>
<th>Not often</th>
<th>Never</th>
</tr>
</thead>
</table>

3b SPEAKING Work with a partner. Compare your lists. Are they similar?

I often eat bananas, but you never eat them.

No, I hate bananas!

4 LISTENING 61 Listen to four dialogues. Complete with the food and drink that the people want.

1 Two (a) ___________________ with
   (b) ___________________, (c) ___________________ and (d) ___________________.

2 One (e) ___________________ and one (f) ___________________ coffee.

3 A (g) ___________________, and a (h) ___________________ with (i) ___________________.

4 One sandwich with (j) ___________________ and one sandwich with (k) ___________________.

5 SPEAKING You are hungry. Create your ideal meal using the food and drink from 1a. Tell your partner.

I'd like pizza, with chips and a salad!

I'd like chicken with rice and strawberry ice cream.
course, in the chicken burger there’s some chicken. There’s also some tomato and some cheese, and there’s even some healthy salad with it. But there are also some extra ingredients in the chicken. For example there are at least seven or eight chemical additives. They include salt and sugar, to give extra flavour to the meat. But they also include preservatives (to stop the food going bad) and antioxidants (to protect the food from oxygen in the air). The people who make burgers can also choose to add chemical flavours – there are over 4,500 different possibilities! And before they cook the chicken, some already contain chemical hormones. These hormones help to make the chicken get big quickly. And, finally, don’t forget water! Chicken burgers are 45% water. They add extra water to make the chicken look big.

So, now you’re thirsty. It’s time to drink some strawberry milkshake. But what’s inside that? It’s just strawberries and milk, right? Wrong. There’s some milk and sugar, but there aren’t usually any real strawberries in strawberry milkshakes. Strawberries are expensive and they go bad. Also, modern consumers find that the flavour of real strawberries isn’t very strong or very sweet. The solution: scientists create special flavours in laboratories and then they add their secret ingredients. That means that in the end a typical strawberry milkshake can contain 60 chemicals and not one real strawberry. You’ve got E129, cinnamyl valerate, benzyl isobutyrate, amyl valerate ... Mmm, delicious!

So, as you can see, a simple snack isn’t that simple. That explains why we all typically consume between five and seven kilos of food additives a year! Our advice? See if there’s a list of ingredients and look at it carefully before you start eating!
**Grammar in context**

**Countable and uncountable nouns**

1a Read the sentences. In a, the words in blue are countable nouns. In b, the words in blue are uncountable.

   a You’ve got a **burger** and a **milkshake**.
   b There’s **milk** and **sugar**.

1b Which list below is of countable nouns? Which list is of uncountable nouns?

   1 LIST A: milk, salt, cheese, juice
   2 LIST B: apple, banana, egg, strawberry

**Put these food and drink words in the correct column.**

- biscuit • bread • burger • butter • cheese • egg
- meat • rice • sugar • tomato

<table>
<thead>
<tr>
<th>Countable</th>
<th>Uncountable</th>
</tr>
</thead>
<tbody>
<tr>
<td>biscuit</td>
<td></td>
</tr>
</tbody>
</table>

**some/any/a/an**

3 Read the sentences. Then match the sentence halves in the table to make rules.

   a You buy a **chicken burger**.
   b There aren’t any **strawberries**.
   c There’s some **cheese**.
   d Is there any **milk**?
   e There are some **extra ingredients**.
   f Do you want an **apple**?
   g There isn’t any **milk**.
   h She hasn’t got a **banana**.

   1 We use a/an with a uncountable nouns (water) and plural countable nouns (apples) in negative sentences and questions.
   2 We use some with b singular countable nouns (apple, banana) in affirmative and negative sentences and questions.
   3 We use any with c uncountable nouns (water) and plural countable nouns (apples) in affirmative sentences.

**4 Look at the picture and complete the sentences with some, any, a/an.**

   1 He’s got __________ tomatoes.
   2 He hasn’t got __________ egg.
   3 He hasn’t got __________ apples.
   4 He’s got __________ strawberries.
   5 He hasn’t got __________ bread.
   6 He’s got __________ milk.
   7 He hasn’t got __________ burger.

**5 Complete the dialogue with some, any, a/an.**

Katy: Excuse me, have you got (a) __________ small pizzas with tomatoes?

Waitress: No, sorry. We haven’t got (b) __________ small pizzas. But we’ve got (c) __________ big pizza with tomatoes.

Katy: Has the pizza got (d) __________ cheese on it?

Waitress: Yes, it has.

Katy: OK. What about drinks? Have you got (e) __________ orange juice?

Waitress: Yes, and we’ve got (f) __________ apple juice too.

Katy: OK. I’ll take the pizza and the apple juice, please!
Containers

1a Work with a partner. Look at the photos and complete the phrases using the words in the box.

bottle • can • carton • cup • glass • packet • slice

a ________ of a ________ of a ________ of a ________
fizzy drink water milk orange juice

e ________ of f ________ of pizza g ________ of biscuits

coffee

1b Listen and repeat.

2 Which word(s) in 1 can we usually use with these products?

1 cake
2 lemonade
3 milk
4 tea
5 rice
6 crisps
7 apple juice

3a Use the words on this page to write seven true sentences about yourself.

I drink five or six glasses of water a day.
I eat three or four slices of pizza a week.

3b Compare sentences with a partner. Are you similar or different?

I drink five or six glasses of water a day.

Me too.

I eat three or four slices of pizza a week.

I eat one slice of pizza a day!
Planning a Balanced Diet

LIFE SKILLS OBJECTIVES
- To learn about balanced diets
- To assess your own diet
- To plan a balanced diet for the weekend

KEY CONCEPTS
- carbohydrate [n]: Carbohydrates come from pasta, rice and cereals and they give us energy.
- protein [n]: Proteins come from meat and fish and build and repair muscles, skin, and hair.
- fat [n]: Fats come from milk, meat and oil and give energy and insulation, but they are unhealthy in large quantities.
- balanced [adj]: A balanced diet contains a good mixture of all the different food groups.

1 Work with a partner. Look at the plate. Match the food groups to the different coloured sections of the plate. How many different types of food and drink on the plate can you name?

1 bread, rice, potatoes, pasta
2 fruit and vegetables
3 foods and drinks high in fat and/or sugar
4 meat, fish, eggs, beans
5 milk and dairy foods

THE EATWELL PLATE

USE THE EATWELL PLATE TO HELP YOU GET THE BALANCE OF YOUR DIET RIGHT. IT SHOWS HOW MUCH OF WHAT YOU EAT SHOULD COME FROM EACH FOOD GROUP.
2 Reading: Read a text about the eatwell plate and find out why it is useful and how you use it.

The eatwell plate makes healthy eating easy to understand by showing the types and quantities of foods we need to have a healthy and well-balanced diet. It shows how much of what you eat should come from each group.

You should try to eat:

- Plenty of fruit and vegetables
  - Fruit and vegetables give us vitamins, fibre and energy. Most people know that they need to eat five portions of fruit and veg every day, but they don’t usually do it. Fruit and veg should be about 33% of what we eat in a day.
  - Plenty of bread, rice, potatoes and pasta
    - These foods give us fibre and energy. Like fruit and veg, they should be about a third of what we eat in a day. Some people worry about eating carbohydrates because they think they make you fat. But these foods give us important nutrients, and low carbohydrate diets often have a lot of fat.
  - Some milk and dairy products
    - Milk, cheese and yoghurt are very important because they give us protein, vitamins and calcium. The only problem is that they can contain a lot of fat and this can be bad for our hearts. So, either control how much you eat or choose products with low fat, like skimmed or semi-skimmed milk.
  - Some meat, fish, eggs and beans
    - These are a good source of proteins, vitamins and minerals. Meat also contains fat, so try to eat meat with only very little fat and prepare it without much oil. Fish contains very important proteins, and oily fish contains omega 3 fatty acids. Omega 3 is good for your heart.

- Just a small amount of food and drinks high in fat and/or sugar
  - Fat and sugar give us energy. But eating a lot of fat and sugar makes us have more energy than we need or can use. Look for low fat alternatives instead and try to eat fatty foods only occasionally. Limit cakes, sweets, biscuits and fizzy drinks that contain a lot of sugar.
  - So, remember to use the eatwell plate. You don’t need to get the balance right at every meal. But try to get it right for a whole day or week. And try to choose options that are low in fat, salt and sugar when you can.

3 Read the text again and make notes about each food group. Answer these questions:
1 Why is it good for you?
2 Are there any possible problems?

4 Speaking: Work in a small group. Is your diet balanced like the eatwell plate? Give reasons for your answers.

5a Think about yesterday. Did you eat five portions of fruit and vegetables? Complete the ‘You’ column in this table.

<table>
<thead>
<tr>
<th>Portion</th>
<th>You</th>
<th>Your partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5b Speaking: Work with a partner. Ask questions and complete the ‘Your partner’ column. Are you eating the right amount of fruit and vegetables?

6 Listening: Four teenagers are talking about their favourite snacks. Watch the first half of the video or listen. Match the person with the snack.

1 Amelia  a yoghurt
2 Kieran  b fruit or a milkshake
3 Molly   c a cheese sandwich, yoghurt and milk
4 George  d cereal or a cereal bar

7a Watch the second half of the video or listen. Which two speakers think their snacks are very healthy? Which two speakers think their snacks are quite healthy? Why?

7b Speaking: Work in a small group and discuss your answers.

7c In your group, talk about your favourite snacks. How healthy do you think they are?

Life Task
You and your friends are spending a weekend together. You want to plan a balanced diet for the weekend. Work in a small group.

Follow this plan:
1 Decide what to eat for breakfast, lunch and dinner on Saturday and Sunday. Make sure you have a balance of all the different food groups, and that your meals are attractive. Use the eatwell plate and any other information on the Internet for ideas.
2 Decide how to present your balanced weekend diet to the class. You could create a poster or prepare a computer presentation.
3 Vote for the winning weekend food plan!
1 Work with a partner. Answer the questions.

1 Do you like fizzy drinks?
2 How often do you have fizzy drinks?
3 Do you ever buy supersize (very big) fizzy drinks?
4 How healthy do you think fizzy drinks are? Why?

2 Listeners Listen to a radio programme about fizzy drinks and answer the questions.

1 In March 2013, what did the mayor of New York want?  
Claire ☐ Jack ☐ Sam ☐ Natalie ☐

3 Listeners Listen again. Match the people with their ideas. One idea is not stated by any of the speakers.

1 Claire ☐ 2 Jack ☐ 3 Sam ☐ 4 Natalie ☐

- The government should let people accept responsibility for their actions.
- Coffee is the problem, not fizzy drinks.
- Some people can’t control themselves and need help.
- The important thing is to give the public information about fizzy drinks.
- It’s important to give the public different types of drinks.

4 Speaking What about you?

1 Do you think supersize fizzy drinks are a problem? Why/Why not?
2 If they are a problem, what do you think is a good solution?

I don’t think it’s a big problem.

I don’t agree. There’s a lot of sugar in fizzy drinks.

2 Complete the sentences with much, many or a lot of. If you can use two alternatives, write both.

1 There’s ___________________ chocolate in a chocolate brownie.
2 There isn’t ___________________ food in the Arctic.
3 There’s ___________________ water in the Atlantic Ocean.
4 There aren’t ___________________ people living in the North Pole.
5 There isn’t ___________________ water in the Sahara.
6 There are ___________________ fast-food restaurants in the US.
3 **Speaking** Work with a partner. Talk about the picture using much, many, or a lot of.

There isn’t much water.

4a Complete the questions with How much or How many.

1. ________ fizzy drinks do you drink a week?
2. ________ burgers do you eat a month?
3. ________ eggs do you eat a week?
4. ________ milk do you drink a week?
5. ________ apples do you eat a week?
6. ________ meat do you eat a week?
7. ________ glasses of water do you drink a day?
8. ________ juice do you drink a week?

4b **Speaking** Work with a partner. Ask and answer the questions. Choose from these answers:

A lot.
Quite a lot.
Not much.
Not many.
I never eat / drink ________.

How many fizzy drinks do you drink a week?

Not many. I prefer water or juice.

5 **should/shouldn’t**

Read the sentences and choose the correct alternatives to complete rules 1 and 2.

a. They should explain why fizzy drinks are bad.
   b. You shouldn’t sell drinks that contain a lot of sugar.
   c. What should we do about the problem?

1. We use should for something that is/isn’t a good idea.
2. We use shouldn’t for something that is/isn’t a good idea.

6 Complete the sentences with should or shouldn’t.

1. You ________ eat fruit and vegetables every day.
2. You ________ throw cans and bottles on the floor.
3. People ________ eat fast food all the time.
4. We ________ be careful about what we eat.
5. You ________ have a big lunch just before you swim.
6. Young children ________ go to bed very late.

7 **Work with a partner. Look at the pictures. Write what the people should or shouldn’t do. Use these words.**

**eat • open • move • play • wash • put**

![Image A] 
He shouldn’t ... eat the fish.

![Image B] 
She should ...

![Image C] 
She should ...

![Image D] 
He should ...

![Image E] 
She should ...

![Image F] 
They shouldn’t ...

8a **Speaking** Work with a partner. Give advice to a friend who wants to stay healthy. Make a list of eight things they should or shouldn’t do.

You should do exercise regularly.

8b Tell the class your ideas. Choose the top five ideas.
Developing speaking

Ordering food

1. **SPEAKING** Work with a partner. Look at the menu. Would you like to eat at this café? Why/Why not?

2a. **PRONUNCIATION** Listen to how we say the prices for the first two meals.

2b. Work with a partner and practise saying the prices on the menu.

   Seven pounds ten or seven ten.

3. **LISTENING** Listen to two people ordering food in the café. What do they order?

4a. Complete the dialogue with sentences 1–8 below. There are eight sentences but only seven spaces.

   1. Regular or large?
   2. Are you ready to order?
   3. Enjoy your meal!
   4. That’s £18.80 in total.
   5. Would you like a dessert?
   6. Here’s your change.
   7. Can I get you anything to drink?
   8. Would you like chips with that?

   **Waitress:** Hello. (a)__________________________
   **Jamie:** Yes. Could I have a cheeseburger, please?
   **Waitress:** Sure. (b)__________________________
   **Jamie:** Yes, please.
   **Waitress:** And what can I get you?
   **Becky:** What’s the chicken club sandwich?
   **Waitress:** It’s got bacon, tomato, chicken and mayonnaise.
   **Becky:** Great! I think I’ll have that, please.
   **Waitress:** OK, so that’s one cheeseburger and chips and one chicken club sandwich. (c)__________________________
   **Jamie:** Yes, I’ll have a milkshake, please.
   **Becky:** And I’d like a lemonade.
   **Waitress:** (d)__________________________
   **Becky:** Regular, please.
   **Waitress:** (e)__________________________
   **Jamie:** Here you are.
   **Waitress:** Thanks. (f)__________________________ I’ll bring your food and drinks to your table in a minute. (g)__________________________

4b. **LISTENING** Listen again and check.

5. **SPEAKING** Work in groups of three. Practise the completed dialogue in 4a.

6. Complete the useful expressions in the Speaking bank. Use the dialogue if necessary.

   **SPEAKING BANK**

   **Useful expressions to order food**

   **The waiter/waitress**

   - Can I help you?
   - Are you (a)__________________________ to order?
   - What can I get you? What would you like?
   - Would you like (a salad) with that?
   - Can I (b)__________________________ you anything to drink?
   - Enjoy your (c)__________________________!
   - That’s £17.95 in (d)__________________________.
   - (e)__________________________ your change.

   **The customer**

   - Could I (f)__________________________ a cheeseburger, please?
   - I think I (g)__________________________ have the sandwich.
   - I’d (h)__________________________ an apple juice.
   - Have you got any (lemonade)?
   - How much is that? Can we have the bill?

7. **PRACTICE MAKES PERFECT** **SPEAKING** Work in groups of three. Prepare a dialogue to order food. Use the menu in 1 and the Speaking bank to help you. Practise it and then act it out for the rest of the class.
An invitation

1a SPEAKING Work with a partner. Talk about what you can see in the photos.

1b READING Match two of the invitations to the photos.

Hi Sam,
It's my final exam on Saturday and I'm inviting some friends to go out and celebrate. Would you like to come? We're meeting at Fosters, the fast-food restaurant on Green Street, at seven o'clock. We're having dinner there and then we're going to the cinema to see a film. Please come! Let me know if you can make it.
Best wishes,
Max

Hi Emma,
We're finally in our new house and we're having a party here to celebrate. It's next Friday. Can you come? And can you bring some food - pizzas, sandwiches or something? The party's starting at seven o'clock but you can come when you like.
See you there!
Alice

Dear Alfie,
The summer holidays are here! To celebrate, I'm inviting everyone to a picnic in the park on Wednesday afternoon. I've got some food - pizzas, sandwiches, crisps and things like that. But please bring your own soft drinks. Oh, and bring a ball. We can play football. We're starting the picnic at one o'clock. Don't be late!
Hope you can come.
Cheers,
Dan

✔ EXAM SUCCESS
When you write to a friend in English, should you use contractions or not? How important is it to write texts in the correct style?

> EXAM SUCCESS page 153

2 Look at the invitations again and complete the useful expressions in the Writing bank.

Useful expressions in informal invitations

- I'm (a) __________ (some friends) to (go out/a picnic).
- It's starting at (one o'clock).
- We're meeting at (the park) at (seven o'clock).
- We're going to (the park).
- Would you (b) __________ to come?
- Can you come? Please come!
- Let me (c) __________ if you can/can't (d) __________ it.
- (e) __________ you can come.
- Please (f) __________ (your own soft drinks).
- Can you (g) __________ (some food)?
- See you there!
- (h) __________ be late!

PrACTICE MAKES PERFECT

3a Write an invitation. Use the invitations in 1b as a model. Use the Writing bank for reference.

You are in the UK. Invite a friend to a celebration that you are planning. Include all the important information below.

- what you want to celebrate
- how you want to celebrate
- where you should meet
- what day/time you should meet
- what people should bring

WRITING BANK ➤ PAGE 158

3b Give your invitation to another student. Can they answer all the questions in 1c for your invitation?
## Countable and uncountable nouns

- We can count apples, bananas, eggs, burgers, chips and so there is a singular and plural form. They are **countable** nouns.

- We cannot count some things and so we do not usually use a plural form. For example, milk, water, bread, salt, cheese. They are **uncountable** nouns.

### some, any, a/an

**USE**

- We use **some** with uncountable nouns and with plural countable nouns, in affirmative sentences.
  
  *We've got *some* water. *I've got *some* apples.*

- We use **any** with uncountable nouns and with plural countable nouns, in negative sentences and questions.
  
  *I haven't got any milk.*
  *He hasn't got any apples.*
  *Have you got any orange juice?*
  *Are there any bananas?*

- We use **a/an** with singular countable nouns in affirmative and negative sentences and in questions.
  
  *An* goes before a vowel sound.
  
  *I haven't got a burger.*
  *He's got an egg.*
  *Have you got an MP3 player?*

### a lot of, much, many

**USE**

- We use **much, many, a lot (of)** to talk about big quantities.

- We often use **much** in negative sentences and questions, with uncountable nouns.
  
  *I haven't got much lemonade.*
  *Have you got much water?*

- We often use **many** in negative sentences and questions, with plural countable nouns.
  
  *I haven't got many chips.*
  *Have you got many eggs?*

- We use **a lot of** in affirmative and negative sentences and in questions, with countable and uncountable nouns.
  
  *I've got a lot of apples.*
  *I haven't got a lot of tomatoes.*
  *Have you got a lot of water?*

- We use **of** when **a lot** comes before a noun. But when there is no noun after **a lot** we do not use **of**.
  
  *I've got a lot of bananas.*
  *Are there any bananas? Yes, there are a lot.*

## should/shouldn't

<table>
<thead>
<tr>
<th>FORM</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Affirmative</strong></td>
<td>You should eat fruit and vegetables.</td>
</tr>
<tr>
<td><strong>Negative</strong></td>
<td>You shouldn't eat a lot of cakes and chocolate.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Should I eat fish?</td>
</tr>
<tr>
<td><strong>Short answers</strong></td>
<td>Yes, you should./No, you shouldn't.</td>
</tr>
</tbody>
</table>

## Vocabulary

**Food and drink**

- apple • banana • beans • biscuit • bread • burger • butter • cake • cheese • chicken • chips • coffee • soft drink/fizzy drink • egg • fish • grape • ice cream • lemon • lemonade • meat • melon • milk • milkshake • nuts • orange juice • pizza • rice • salad • salt • strawberry • sugar • tea • tomato • water • yoghurt

**Containers**

- bottle • can • carton • cup • glass • packet • slice

**Other words and phrases** ➤ page 149
### Grammar revision

**Countable and uncountable nouns** / 4 points

1. Are these words countable (C) or uncountable (U)?
   - bread (C)
   - salt (C)
   - sugar (C)
   - biscuit (C)
   - rice (U)
   - cheese (C)
   - burger (C)
   - milk (U)

**some, any, a/an** / 6 points

2. Look at the picture. Complete the sentences with *is, isn’t, are, aren’t* and *some, any, a/an.*
   - There ____________ bread.
   - There ____________ bananas.
   - There ____________ egg.
   - There ____________ apples.
   - There ____________ water.
   - There ____________ milk.

**a lot of, much, many** / 5 points

3. Choose the correct alternative. If both alternatives are correct, choose both.
   - 1. There are a lot of/much biscuits in the packet.
   - 2. There isn’t much/many milk in the fridge.
   - 3. Is there a lot of/much water in the bottle?
   - 4. Have you got many/much tomatoes?
   - 5. There’s a lot of/many rice.

**should/shouldn’t** / 7 points

4. Write complete sentences giving good advice. Use *should or shouldn’t.*
   - 1. You/write carefully in exams.
   - 2. Young children/watch very violent films.
   - 3. You/look before you cross the road.
   - 4. People/help their friends.
   - 5. You/talk when the teacher is talking.
   - 7. You/speak on your mobile phone in the cinema.

### Vocabulary revision

**FOOD AND DRINK 1** / 6 points

1. Complete the sentences with some of the words in the box.
   - bread • chips • eggs • ice cream
   - juice • meat • milk • tomatoes
   - 1. We get ____________ from cows.
   - 2. You make ____________ from potatoes.
   - 3. You need ____________ to make a burger.
   - 4. You can make ____________ from oranges.
   - 5. Chickens give us ____________.
   - 6. I like ____________ in the summer as it’s cold.

**FOOD AND DRINK 2** / 6 points

2. Write the names of the food and drinks.
   - 1. ____________
   - 2. ____________
   - 3. ____________
   - 4. ____________
   - 5. ____________
   - 6. ____________

**CONTAINERS** / 6 points

3. Name the food and drinks and their containers.
   - a. ____________
   - b. ____________
   - c. ____________
   - d. ____________
   - e. ____________
   - f. ____________

Total: / 40 points
1 Work with a partner. Look at the two people in the photos. Do you know who they are? What do you think they have in common? Make a list of ideas.

They're rich and famous. Oprah Winfrey and Angelina Jolie also give money to help others.

Oprah Winfrey is one of the most famous TV presenters in the world. She was also an actress in the film The Colour Purple. Now, she's an important and successful businesswoman too. She became the first ever African-American billionaire. But her life as a child was difficult and she knew all about being poor. Perhaps that's why she helps people with her money. For example, she gave money to help the victims of Hurricane Katrina in New Orleans and went there to help them in person. In 2007, she began a school in South Africa to help poor girls get a good education. She even has her own charity organisation, Oprah's Angel Network.

Angelina Jolie is one of the most famous actresses in the world and she uses her money and fame to help other people. For example, she does a lot of work for an organisation called UNHCR. This organisation helps refugees – people who have to leave their homes and live in camps. She often visits these places to help the people there. But she uses her own money to pay for her trips and she doesn’t sleep in five-star hotels. She works and lives in the same conditions as the people who work for UNHCR. In 2012, the UNHCR named her Special Envoy because of all the good work she did. She was the first person to ever take this job. Angelina helps other charities too, such as the Malala Fund. This was started by a fifteen-year-old girl called Malala Yousafzai. It helps young girls in Afghanistan and Pakistan go to school instead of work. Thanks to all her charity work, Jolie was the first person to win the Citizen of the World award.

3 Read the text again. Are the sentences about Oprah Winfrey (OW), Angelina Jolie (AJ), or both (B)?

1 She received an award for her charity work. **OW/AJ/B**
2 She started her own organisation to help others. **OW/AJ/B**
3 She does two or three different jobs. **OW/AJ/B**
4 She visits people who need help. **OW/AJ/B**
5 She had problems when she was young. **OW/AJ/B**
6 She doesn’t want special conditions when she goes to help other people. **OW/AJ/B**
7 She went from having no money to having a lot of money. **OW/AJ/B**

4 Work with a partner. What do you know about Walt Disney and his cartoons or films?

- Walt Disney created the famous character **(a) **in 1934.
- After school, Walt Disney studied **(b) **
- Walt Disney made the film **Fantasia in (c) **
- Walt Disney won **(d) ** – a record!
- Walt Disney built the original **Disneyland in (e) **
- He was **(f) **years old when he died.
- Walt Disney’s Snow White was the first ever **(g) **
- Mickey Mouse had **(h) **and a thumb on each hand!
Use of English

**TIP FOR USE OF ENGLISH**

In activities where you must put sentences in a dialogue, remember ...
First, read the complete dialogue. This helps you to understand the general situation.

➤ EXAM SUCCESS page 153

6 What does Helen say to Daniel?
Complete the dialogue with sentences A–H. There are two extra sentences.

_Daniel:_ Where did you go for your holidays last year?
_Helen:_ 1 G

_Daniel:_ Did you go by plane?
_Helen:_ 2

_Daniel:_ What did you do when you got there?
_Helen:_ 3

_Daniel:_ Spanish food is great. I’d love to go one day!
_Helen:_ 4

_Daniel:_ I also want to go to Italy one year.
_Helen:_ 5

_Daniel:_ That’s a good idea. My older brother went last year and he had a great time.
_Helen:_ 6

_Daniel:_ Yes, hotels are very expensive. But first we have to speak to our parents!

A Why don’t we go there next year with two or three of our friends?
B No, my dad hates flying.
C I know. I love staying in campsites.
D We can stay on campsites.
E No, we didn’t eat paella.
F Mostly sightseeing because there are some beautiful cities there. And we went to lots of cafés and restaurants.
G My family and I went to the south of Spain.
H You should. There are a lot of things to see and do.

7 SPEAKING Work with a partner. Practise the completed dialogue in 6.

Writing

**TIP FOR WRITING EXAMS**

In writing exams, remember ...
When you write to a friend, you should use contractions and short, direct sentences. In informal invitations, use informal expressions like _Hi Pete, Can you come?_, _Let me know if you can make it_, etc.

➤ EXAM SUCCESS page 153

8 Read this invitation and answer the questions.

_Dear Mr Franklin,
On Saturday morning, a friend is arriving from the US. To celebrate this, my parents and I have decided to have a barbecue in our garden. We are inviting you to come to this barbecue. The barbecue starts at six o’clock in the evening. We are asking guests to bring drinks, but it is not necessary to bring food.
Please inform me if you can come.
Jonathan Smith

1 Who makes the invitation?
2 Why do they make it?
3 What is the invitation for?
4 Where should the person go?
5 What day/time should they go?
6 What should they bring?
7 Is the invitation formal or informal? Why?

9 Write an informal invitation to a friend. Use the information in 8 as a model for the information you need to include.

*CAN DO* PROGRESS CHECK UNITS 5–6

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

| 1 | I can do it very well. |
| 2 | I can do it quite well. |
| 3 | I have some problems. |
| 4 | I can’t do it. |

a I can talk about the past using the past simple negative and question forms, and the past continuous.

b I can talk about different jobs and places of work.

c I can understand simple written and spoken texts about culture and writers.

d I can talk about past events.

e I can write short stories.

f I can talk about quantities with _some, any, a/an, a lot of, much, many._

g I can talk about good or bad ideas using _should/shouldn’t._

h I can name different food and drink.

i I can order food and drink in a café or restaurant.

j I can write a short invitation to a celebration.

2 Now decide what you need to do to improve.

1 Look again at my book/notes.
2 Do more practice exercises. ➤ WORKBOOK Units 5 and 6
3 Ask for help.
4 Other:
Vocabulary

Wild animals and insects

1a Work with a partner. What do you think these photos show? Use words in the box to help you. Use your dictionary if necessary.

- alligator
- bear
- bee
- eagle
- jellyfish
- lizard
- scorpion
- shark
- snake
- spider
- tiger
- wolf

1b 68 Listen and repeat.

2a Put the words from 1 in the correct column(s).

<table>
<thead>
<tr>
<th>Land</th>
<th>Water</th>
<th>Air</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2b How many other animals and insects can you add to the columns in three minutes?

3 Speaking: Work with a partner and answer the questions.

1 Which animals and insects in 1 bite? 2 Which sting?

The natural world

4a Match the words to the features in the picture.

- field
- flowers
- forest
- grass
- hill
- island
- lake
- mountain
- river
- sky
- valley
- waterfall

4b 69 Listen and repeat.

5 Listening 70 Listen. What can you hear? Use a word from 1a or 4a for each sound.

1 ___________ 3 ___________ 5 ___________

2 ___________ 4 ___________ 6 ___________

6 Speaking: Work with a partner. Take it in turns to ask and answer the questions. If the answer is yes, give the name and any other information.

1 Are there any mountains or hills near your home?
2 Do you live near a forest?
3 Is there a lake near where you live?
4 Do you live on an island, or is there an island near your home?
5 What river or rivers are near your home?
6 Are there any big waterfalls in your country?
1a Work with a partner. What can you see in the photo? Do you know anything about this man, Bear Grylls? If so, what?

1b READING Read the article quickly. Does it mention any of your ideas in 1a? What is the main topic?

Bear Grylls never stops. Last year, he wrote another book, A Survival Guide for Life. He also started his very own Bear Grylls Survival Academy. And soon he’s going to be back on TV with a new series, Get Out Alive with Bear Grylls.

And Bear? Is he going to watch them from a comfortable TV studio? No way! He’s going to travel with them and show them how to survive in extreme conditions. And he’s also going to be the one who decides which pair should win the prize. He wants to see teamwork and determination. Above all, he wants to see how ordinary people can become heroes.

So, what does Bear do when he isn’t making TV shows in the wild? Well, he loves spending time with his wife and three sons. He also runs and does yoga – he does exercise for about 60 minutes a day, six days a week. Doing yoga helps his back – he broke it in three places when he jumped from a plane and his parachute didn’t work. And what about cooking? Because Bear is famous for eating wild animals and insects, his friends don’t go to his house for dinner when they know that he’s cooking!

Bear Grylls loves to be out in the wild

2 Read the article again and choose the best answers.

1 Bear’s new series is different because …
   a it isn’t about survival.
   b he teaches people about survival in his new school.
   c he isn’t the only person in it.

2 The winners of the series …
   a get $500,000 each.
   b need to do a variety of things to win.
   c need to eat snakes and scorpions to win.

3 New Zealand is perfect for the series because …
   a it has beautiful geographic features.
   b the weather there is usually extremely good.
   c it isn’t easy to survive there.

4 The idea of the programme is to show that …
   a we can all become heroes.
   b we are all heroes.
   c being a hero is nothing special.

5 At home, Bear …
   a does yoga with his family.
   b does about six hours of exercise a week.
   c doesn’t rest.

6 Bear’s friends …
   a never receive invitations to eat at Bear’s home.
   b are worried that Bear will prepare unusual food.
   c know that Bear never cooks at home.

3 CRITICAL THINKING

Think! Then compare ideas with your class.

- Can you think of somebody who you think is a real-life hero? In your opinion, what makes a hero?

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 SPEAKING What about you?

1 What are your favourite outdoor activities?

2 Could you survive in the wild? Why/Why not?

I like walking in the mountains.

I prefer playing football and tennis.
Grammar in context

**be going to**

1 Read the sentences and answer the question.
   a He's going to take twenty people to New Zealand.
   b He isn't going to stay in the TV studio.
   c Is he going to go with the contestants?

We use *be going to* to talk about future plans and intentions. What part of the verb comes after *be going to*?

**GRAMMAR REFERENCE ➤ PAGE 102**

2a **PRONUNCIATION** 71 Listen to the dialogue. How is *going to* pronounced?
   A: What are you *going to* do tomorrow?
   B: I'm *going to* meet my friends.
   A: Are you *going to* go out?
   B: No, we're *going to* watch TV.

2b 71 Listen again and repeat the dialogue. Practise saying *going to*.

3 Complete the dialogue with the missing words.
   A: What do you think? What (a) _______________ going to happen in Bear Grylls' programme tonight?
   J: I don't know. But I think they (b) _______________ going to show him in the Sahara tonight.
   A: What's he going to (c) _______________? There isn't much water there.
   J: No, there isn't. And he (d) _______________ going to find much food in the desert. I hope he isn't going (e) _______________ eat insects!
   A: So, (f) _______________ you going to watch it tonight?
   J: Yes, I (g) _______________. But I'm (h) _______________ going to watch the part where he's eating because we're going to (i) _______________ dinner while we watch!

4 Match the people with their future plans. Write sentences with *be going to*.
   - Katie
   - Rose and Tyler
   - Jacob
   - Brandon and Sam
   - Zak
   - Lily

   a make a TV series about wildlife.
   b live on an island.
   c jump down a waterfall.
   d buy a pet spider.
   e write a book about bees.
   f build a house in the country.

5a Make questions with *be going to*.
   1 Rose and Tyler/live on an island?
      Are Rose and Tyler going to live on an island?
   2 What/Jacob/do?
   3 Brandon and Sam/jump down a waterfall?
   4 Zak/buy a pet spider?
   5 What/Lily/do?
   6 Katie/make a TV series about wildlife?
   7 Who/build a house in the country?

5b **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions.
   Are Rose and Tyler going to live on an island?
   No, they aren't.
6a SPEAKING Work with a partner. Imagine you are going to spend 48 hours in the wild. Look at the objects. Talk about how each one is going to be useful.

The water is going to be useful for drinking.

a bottle of water  a packet of biscuits

a knife

some string  a notebook and pencil

a mobile phone  a blanket

a box of matches  a plastic bag

6b You can only take three of the nine objects. Individually, decide which three objects you want to take.

6c Work in a group of three. Compare your ideas in 6b. Decide together which three objects your group is going to take and why.

7a Think of two big plans you have for the future and write them down. Give your sentences to your teacher.

I’m going to be a famous adventurer.
My brother and I are going to start a band.
I’m going to write a novel.

7b Listen to your teacher read out some of your sentences. Who do you think wrote each sentence?

---

The weather

1a Work with a partner. Match the adjectives to the pictures.

- cloudy  - cold  - dry  - foggy  - hot  - icy  - snowy
- stormy  - sunny  - warm  - wet/rainy  - windy

1b Now match the nouns with the adjectives in 1a.

- cloud  - fog  - ice  - rain  - snow  - storm  - sun  - wind

2 Complete the sentences with the correct forms of the words given.

1 At the moment, it's __________ (rain).
2 It's very __________ (sun) here in August.
3 Yesterday, it was __________ (wind).
4 There is usually __________ (snow) here in January.
5 Here we never have big __________ (storm).
6 We don't have much __________ (fog) here.
7 It's __________ (cloud) here in July.

3a SPEAKING Work with a partner. Are the sentences in 2 true or false for where you live? Correct the false sentences.

At the moment, it isn't rainy. It's sunny.

3b What is your favourite weather and why?
1 Work with a partner. Look at the photo. It shows an Amur tiger, also known as the Siberian tiger. Do you know anything about this tiger? Can you guess anything about it, e.g. where it lives, what it eats, etc.?

2a Look at these statements about the Amur tiger. What do the underlined words mean? Use your dictionary if necessary.

1 A big male Amur tiger is about 350 cm long. T/F
2 Amur tigers live mainly in Russia. T/F
3 Amur tigers are carnivorous. T/F
4 The population of Amur tigers in Russia fell in the 1980s. T/F
5 The population of Amur tigers in China is rising. T/F
6 Amur tigers live at the top of mountains. T/F
7 The Amur tiger is an endangered species. T/F

2b Look at the information below. Are the sentences in 2a True (T) or False (F)?

THE AMUR TIGER
AN ENDANGERED SPECIES

HABITAT:
Lives in forest areas near mountain rivers, at an altitude of 400–700 metres above the sea.

POPULATION DISTRIBUTION:
- in Russia 90% (approximately 450);
- in China 10% (approximately 22)

EATING HABITS:
- stag
- deer
- boar

BODY OF A MALE:
- Maximum length 350cm.
- Weight approximately 250 kgs/3 human males.

Changes in the Amur tiger population
(approximate numbers)
- Amur tigers in China
- Amur tigers in Russia

Changes in the Amur tiger population
(approximate numbers)
- Amur tigers in China
- Amur tigers in Russia
3 **READING** Read this text about infographics. Answer the questions. When you finish, compare answers with a partner.

1. What are infographics?
2. Why are they useful?
3. Which historic examples of infographics does the text give?

**A quick introduction to infographics**

There is an old expression in English which says ‘A picture is worth a thousand words’. That really is the key to infographics. Infographics are visual presentations of information. By using infographics you can give lots of information, even complicated information, in a very fast, clear, direct and memorable way. The visual elements help to make information attractive and interesting. They can include graphs, pie charts, maps, colour coding, diagrams, icons and tables. These make it easy to present a lot of statistics and facts in a compact space.

Infographics are not new. We could even say that Egyptian hieroglyphics are examples of infographics. The map of the London Underground is a great example too. It takes a complex network of train lines and transforms them into a colourful, clear, attractive diagram which is easy to use. In 1972 and 1973, NASA took infographics into space. The idea was that if people on different planets found the pictures, they could understand all the basics about our planet without needing any translation!

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

1. How do infographics improve the presentation of information?
2. What different types of visuals can we use for infographics?
3. Why is the map of the London Underground a good example of infographics?
4. How and why did NASA use infographics in the 1970s?
**Listening**

1. **Speaking** Work with a partner. Answer the questions.
   1. Do you like visiting zoos, safari parks and/or wildlife centres? Why/Why not?
   2. When was the last time that you went to one of these places?
   3. What can you usually do in these places?

2. **Listening** 73 Listen to a radio advert for a wildlife centre and answer the questions.
   1. What's the name of the wildlife centre?
   2. Do they have giant pandas there?
   3. Which days is the wildlife centre open?
   4. How much does it cost if you're 14 years old?

3. **Listening** 73 Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.
   1. There is a safari area where you can drive, and another where you can walk. **T/F**
   2. There are five shops and four restaurants at the wildlife centre. **T/F**
   3. You can travel on a special bus there. **T/F**
   4. On 20th March, they are going to have some new animals. **T/F**
   5. Somebody is going to make a TV programme at the wildlife centre. **T/F**
   6. The wildlife centre is open five hours a day. **T/F**
   7. A ticket for a 16-year-old is £15. **T/F**

---

**Grammar in context**

**will/won't**

1. We use will and won't to talk about future facts and predictions. Read the sentences and answer the questions.
   a. You'll have a great time!
   b. Have a wild day out that you won't forget.
   c. What will the lions do if the car windows are open?

2. What are the contractions for will and will not?

3. What part of the verb comes after will and will not?

---

**2a** What’s your opinion? Complete the predictions with will or won’t and the verb given.

1. Polar bears ____________ (disappear) soon.
2. The weather ____________ (change) a lot in the future.
3. Next summer, it ____________ (be) very hot.
4. Lots of people ____________ (drive) electric cars in 20 years.
5. There ____________ (be) food for everybody in the future.
6. The ice at the North Pole ____________ (disappear) in the next 25 years.
7. People ____________ (eat) meat in the future.

---

**2b Speaking** Work with a partner. Compare your sentences.

Polar bears won’t disappear soon.

I disagree. I think they will disappear!
3 **Speaking** Work with a partner. Take it in turns to ask and answer these questions. Use short answers to reply.

1. Will it be sunny tomorrow?
2. Will Argentina win the next football World Cup?
3. Will fashions change much in the next five years?
4. Will people live on the moon one day?
5. Will this class finish late today?
6. Will school be open on Sunday?
7. Will scientists find a cure for cancer?
8. Will humans go to Mars?

**Will it be sunny tomorrow?** Yes, it will!

4a Look at these questions. Think of two similar questions.

4b Answer each question by completing yes or no in the ‘Me’ column.

4c **Speaking** Use the questions to interview two other students and note down their answers.

Will you ...
get married?
live in another country?
go to university?
have children?
appear on TV?
be rich and famous?
drive a sports car?

<table>
<thead>
<tr>
<th>Will you ...</th>
<th>Me</th>
<th>Student 1</th>
<th>Student 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>get married?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>live in another country?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>go to university?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>have children?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>appear on TV?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>be rich and famous?</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>drive a sports car?</td>
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</tbody>
</table>

7a Complete the questions using the correct form of the present continuous for future.

1. What ________________ (you/do) tonight?
2. What ________________ (you/do) after school tomorrow?
3. Where ________________ (you/go) on Saturday?
4. ________________ (your parents/eat out) this weekend?
5. ________________ (you and your friends/meet) on Sunday?
6. What time ________________ (you/finish) school today?

7b **Speaking** Work with a partner. Ask and answer the questions.

**What are you doing tonight?**

Nothing special. I’m doing my homework.
Developing speaking

Making suggestions and plans

1. Work with a partner and answer the questions.

   a. What places can you see in the photos?
   b. What other places can you go to at the weekend or in the holidays?
   c. What can you do in each of these places?

2. Listen to two people talking about next week. Answer the questions.

   a. Where do they decide to go?
   b. When do they decide to go?
   c. Where do they decide to meet?
   d. What time do they decide to meet?

3. Complete the dialogue. Listen again if necessary.

   Jack: Next week we’re on holiday. Are you doing anything?
   Paul: No, nothing special.
   Jack: Shall we go out one day?
   Paul: Yes, sure.
   Jack: Why don’t we go and (a)?
   Paul: OK. Let’s go on (b).
   Jack: Sorry, I’m busy on (c). I’m taking my little brother to the (d) with his friends.
   Paul: What about (e)? Are you free then?
   Jack: Yes, that’s fine.
   Paul: Let’s meet (f) at (g).
   Jack: OK. See you there!

4. Look at the words and expressions in the Speaking bank. Which three expressions do not appear in the dialogue in 3?

   - Useful expressions to make suggestions and plans
     - Asking about somebody’s plans:
       - Are you doing anything (on + day/at + time)?
       - Are you free (on + day/at + time/then)?
       - Do you want to (verb in the infinitive)?
     - Making suggestions:
       - Why don’t we (verb in the infinitive)?
       - Shall we (verb in the infinitive)?
       - Let’s (verb in the infinitive).
       - What about (noun/verb + -ing)?
     - Accepting suggestions:
       - Yes, sure/that’s fine.
       - OK./Great.
     - Rejecting suggestions:
       - Sorry, I can’t.
       - Sorry, I’m busy.

5a. Work with a partner. Act out the dialogue in 3 but use different words for a–g.

5b. Change roles and act out the dialogue again.

6. Practice makes perfect. Work with a partner. Do the role-play using the dialogue in 3 and the Speaking bank to help you.

   Student A: Begin the activity. Look at page 155.
   Student B: Look at page 156.

Next week you and your partner are on holiday. You want to go out together one day. Decide where to go and on which day. Agree where and when to meet.
A short message

1. **READING** Look at this email message. What three things does George want to know?

   Hi, Dan!
   Good to hear from you! And it’s great news that we’re meeting at the weekend. I know we’re meeting at the stadium, but what time are we meeting? I think the last time I went to the stadium was when we went in the summer to see that Justin Timberlake concert. What American football game are we going to see on Saturday? By the way, I saw Ben the other day. You know he never goes out during the week but he’s usually free at the weekend. Shall we invite him to come too? Let me know what you think. That’s all for now. See you on Saturday!
   George

2. **Read this reply to George’s message. Does it contain the three pieces of information that George wanted to know? Is it clear?**

   Hi George,
   We’re meeting at five o’clock on Saturday afternoon. The game is at 5:30, so we’ll have time to get hot dogs and stuff before the start. 😊 We’re going to see the Miami Dolphins play the New York Giants. They say American football is really good. I didn’t know that Ben is around this weekend. Sure, let’s invite him to come with us. I’ll call him tomorrow when I get home after school.
   See you soon!
   Dan

3. **Read the information in the Writing bank. Look at the two messages again and find an example sentence for each piece of information.**

   **Basic English word order**
   - Affirmative and negative sentences in English often follow this basic order: subject + verb + object.
   - In questions, only the auxiliary verb (and not the main verb) goes before the subject.
   - Adjectives go before nouns.
   - Adverbs of frequency go before the main verb.
   - Adverbs of frequency usually go after the verb to be.

4. **Find mistakes with word order in each sentence and correct them.**

   1. My friends and I go always to the lake at the weekend.
   2. Where will go your friends on Saturday morning?
   3. I think that in Lima lives Jo.
   4. In my opinion, this is a place very normal to live.
   5. We never are ready for changes in the weather.
   6. When we got to the safari park started the rain.

5. **Read this message. Make a note of the three main things that Paula wants to know.**

   Hi!
   I can’t believe that in three weeks I’m going to be there in your house. It’s going to be brilliant! What will the weather be like in August? Will it be sunny? I need to know so that I can decide what clothes to bring. In general, can you tell me about the area where you live? Oh, and are we going to do any sport when I’m there? I always go walking or running when I can.
   Write back soon,
   Paula

6. **Work with a partner. Imagine that Paula is writing to you. Make notes with information to give her in your reply.**

   **PRACTICE MAKES PERFECT**

   7. **Look at the task. Use the emails in 2 and 5 as a model. Use the Writing bank for reference and to check your message.**

   Read the message from your friend Paula. Write a short message to her and answer all her questions.

   **WRITING BANK ➤ PAGE 159**

   **EXAM SUCCESS**

   Is it easy to read your handwriting? Show it to other students. Do they agree? How important is good handwriting in an exam?

   ➤ EXAM SUCCESS page 153
Grammar reference

**be going to**

<table>
<thead>
<tr>
<th>FORM</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>We use <em>be going to</em> to talk about plans and intentions for the future.</td>
</tr>
<tr>
<td>Negative</td>
<td><em>We're going to go to New Zealand.</em></td>
</tr>
<tr>
<td>Question</td>
<td><em>I'm going to make a fire.</em></td>
</tr>
<tr>
<td>Short answers</td>
<td>After <em>be going to</em>, we use the verb in the infinitive.</td>
</tr>
<tr>
<td></td>
<td><em>She's going to sleep outdoors.</em></td>
</tr>
<tr>
<td></td>
<td><em>They're going to travel together.</em></td>
</tr>
</tbody>
</table>

**will/won't**

<table>
<thead>
<tr>
<th>FORM</th>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Affirmative</td>
<td>We use <em>will</em> and <em>won't</em> to talk about the future and make predictions.</td>
</tr>
<tr>
<td>Negative</td>
<td><em>We'll pass our exams.</em></td>
</tr>
<tr>
<td>Question</td>
<td><em>It'll be sunny tomorrow.</em></td>
</tr>
<tr>
<td>Short answers</td>
<td>The contraction of <em>will</em> is <em>'ll</em>. The contraction of <em>will not</em> is <em>won't</em>.</td>
</tr>
<tr>
<td></td>
<td>After <em>will</em> and <em>won't</em>, we use the verb in the infinitive without to.</td>
</tr>
<tr>
<td></td>
<td><em>They won't win the competition.</em></td>
</tr>
<tr>
<td></td>
<td><em>I'll write a book one day.</em></td>
</tr>
</tbody>
</table>

**Present continuous for future**

- We use the present continuous to talk about future plans that are confirmed.
  *Tomorrow, I'm visiting the safari park. I bought the tickets yesterday.*
- When we use the present continuous to talk about the future we often use time expressions like tomorrow, next week or on Friday.

**Vocabulary**

**Wild animals and insects**
- alligator • bear • bee • eagle • jellyfish • lizard • scorpion • shark • snake
- spider • tiger • wolf

**The natural world**
- field • flowers • forest • grass • hill • island • lake • mountain • river • sky • valley
- waterfall

**The weather**
- cloud/cloudy • cold • dry • fog/foggy • hot • ice/icy • rain/rainy • snow/snowy • storm/stormy
- sun/sunny • warm • wet • wind/windy

**Other words and phrases** ➤ page 150
Grammar revision

be going to

1. Look at Daniel’s plans. Write sentences and questions with the correct form of be going to.
   - Mon – visit a friend in hospital
   - Tue – do homework
   - Wed – tidy bedroom
   - Thur – go for a run
   - Fri – call friends

   1. On Monday/visit his mum in hospital.
      On Monday, he isn’t going to visit his mum in hospital.
   2. On Tuesday/do the shopping.
   3. On Tuesday/do homework.
   4. On Wednesday/tidy bedroom?
   5. Yes. (Write a short answer for the question in 4.)
   6. On Thursday/go for a run.
   7. What/do on Friday?
   8. On Friday/have a party.

will/won’t

2. Complete the dialogue with will or won’t.

   Journalist: Professor, in your opinion, what (a) ______ happen to polar bears in the future? (b) ______ they disappear completely?
   Professor: No, they (c) ______. But the future (d) ______ be good for them because thousands of polar bears (e) ______ disappear.
   Journalist: Why?
   Professor: It (f) ______ be easy for polar bears to survive because the icy regions where polar bears live (g) ______ disappear.

   1. Why ______ you (cry)?
   2. We ______ (not play) tennis tomorrow morning.
   3. This summer, we ______ (fly) to London.
   4. I ______ (go) to university when I finish school.

Present continuous for future

3. Complete the sentences with the correct form of the present continuous. Then choose P if they talk about the present and F if they talk about the future.

   1. Why ______ you ______ (cry)? P / F
   2. We ______ (not play) tennis tomorrow morning. P / F
   3. This summer, we ______ (fly) to London. P / F
   4. I ______ (go) to university when I finish school. P / F

Vocabulary revision

Wild animals and insects

1. Complete the words with vowels.

   1. w ______ f
   2. j ______ f ______ sh
   3. s ______ d ______ r
   4. b ______
   5. s ______ k ______
   6. ______ l l g ______ t ______ r
   7. l ______ z ______ d

   1. At the top of Everest it’s very ice/icy.
   2. Today, there were a lot of white clouds/cloudy.
   3. In the Sahara, it’s very dry/wet.
   4. They couldn’t see anything because it was really windy/foggy.
   5. Last night, there was a terrible storm/stormy.
   6. It rains/rainy a lot in Britain in the winter.
   7. 40°C is really warm/hot.

The natural world

3. Label the pictures.
Vocabulary

Feelings

1a Work with a partner and answer the questions. Use the words in the box to help you.

angry • bored • confused • disappointed • excited • frightened • happy
interested • relaxed • sad • stressed • surprised • tired • worried

1 How do the people in the photos feel?
2 What reason(s) could they have for feeling this way?

1b 🎧 75 Listen and repeat.

1c Look at all the words in the box. Decide if each feeling is good (G), bad (B) or if it depends (D).

2 LISTENING 🎧 76 Listen to five dialogues. How do the people feel? Choose one adjective from 1 for each person.

1 ______________________ 4 ______________________
2 ______________________ 5 ______________________
3 ______________________

3a Think about when you have the feelings in 1 and write sentences.
I feel ________ when I’m ________.

3b SPEAKING Read your sentences to your partner in a different order, but don’t say the adjective. Can your partner guess it?

Personality

4 Complete the sentences with these words.

cheerful • hard-working • intelligent • kind • lazy • quiet
• responsible • serious

1 A ______ person helps other people and is good to them.
2 An ______ person understands and learns things quickly.
3 A ______ person doesn’t like working or making an effort.
4 A ______ person is usually happy and friendly.
5 A ______ person is reliable and does all the things that they should do.
6 A ______ person doesn’t talk much.
7 A ______ person thinks carefully about things and does not laugh much.
8 A ______ person puts a lot of effort into their work.

5a Write three sentences about yourself using adjectives in 4.
1 I think I’m a ______ person because I’m usually ______.
2 I can be ______ sometimes because I like ______ and ______.
3 I’m not ______ because I talk a lot.

5b Give your piece of paper to your teacher. Your teacher will read out sentences. Can you guess which person wrote the sentences?
HAPPY TEENAGERS?

In 2013, UNICEF wanted to find out if children and teenagers in rich countries are happy. They discovered that youngsters in the Netherlands are top for general well-being. Then come four Nordic countries. Out of 29 countries, the UK was only 16th and the US 26th.

1a Work with a partner. Answer the questions and give reasons for your answers.
1 How happy do you think teenagers are in your country? Give a number from 1 (very sad) to 5 (very happy).
2 Which country or countries do you think are the best for teenagers? Why?

1b READING Read the introduction to the Internet forum and answer the questions.
1 Are you surprised by any of this information?
2 Why do you think young people in the Netherlands are happier than in other countries?

1c Read the text. Does it mention any of your ideas in 1b?

2 Read the forum messages again. Who says what?
1 Not everything is bad in their country.
2 There are important, basic problems in the UK and the US.
3 Journalists are perhaps responsible for some teenagers being sad or unhappy.
4 They aren’t interested in the report.
5 The report makes it clear that we have the wrong idea about some countries.
6 They agree with the conclusions of the report because of their personal experience.
7 Some teenagers worry about things that have no real importance.
8 Other people are making things sound worse than they are.

3 CRITICAL THINKING
Think! Then compare ideas with your class.
- Write one or two sentences to summarise what each person thinks about the question of teenage happiness in different countries. Are they giving facts or opinions?

4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 SPEAKING What about you?
Which statements in the text do you agree with? Why?
I agree that we should think about poor countries.

Me too. But I also agree that we should remember that there are poor people here too.
Grammar in context

Comparative adjectives

1a Read the sentences and complete the table with the words in blue.

1 Dutch children are **happier** than British kids.
2 Things could be **better** but they could also be **worse**.
3 My mobile phone is **older** than yours.
4 American teenagers are **sadder** than Swedish teenagers.
5 Family is **more important** than money.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Comparative adjective</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>old</td>
<td>(a)</td>
<td>1 One-syllable adjectives – add (-)er.</td>
</tr>
<tr>
<td>sad</td>
<td>(b)</td>
<td>2 One-syllable adjectives ending in one vowel and one consonant – double the consonant and add (-)er.</td>
</tr>
<tr>
<td>happy</td>
<td>(c)</td>
<td>3 One- or two-syllable adjectives ending in (-)y – omit (-)y and add (-)ier.</td>
</tr>
<tr>
<td>important</td>
<td>(d)</td>
<td>4 Adjectives with two syllables or more – put more before the adjective.</td>
</tr>
<tr>
<td>good</td>
<td>(e)</td>
<td>5 irregular</td>
</tr>
<tr>
<td>far</td>
<td>(f)</td>
<td></td>
</tr>
<tr>
<td>further</td>
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</tbody>
</table>

1b Look at sentences 1, 3, 4 and 5 in 1a. Which word do we use after the comparative adjective when we compare two things?

2 Look at these adjectives. Think about the rules in the table in 1 and write the correct comparative form.

1 easy **easier**
2 beautiful **more beautiful**
3 high **higher**
4 kind **nicer**
5 hard-working **harder**
6 lazy **lazier**
7 friendly **friendlier**
8 thin **thinner**

3a PRONUNCIATION 77 Look at the sentences and listen.

1 Mike is **older** than John.
2 Steve and Paul are **lazier** than Chris.
3 Your sister is **better** at maths than Helen.
4 Learning Japanese is **harder** than learning English.
5 Jenny is **friendlier** than Sarah.

3b 77 Listen again and repeat each sentence. Put more stress on the words in red.

4a Make the two sentences into one using the comparative form of the adjective.

1 Charlotte is angry. Sophie is very angry. **Sophie is angrier than Charlotte.**
2 Jake is worried. Luke is very worried.
3 Amy is happy. Holly is very happy.
4 Max is confused. Ben is very confused.
5 Jack is relaxed. Harry is very relaxed.
6 Emma is intelligent. Isabelle is very intelligent.
7 Adam is bad at French. Charlie is very bad at French.

4b PRONUNCIATION Now practise saying the sentences with the correct stress.

5a Do you know these facts? Choose the correct adjective and use its comparative form to complete the sentence.

1 Turkey is **bigger/biggest** than Mexico.
2 The Burj Khalifa in Dubai is **taller/tallest** than the Empire State Building.
3 In July, it is **hot/hottest** in Kiev than in London.
4 It's **cheaper/cheapest** to live in Trondheim, Norway than to live in London, UK.
5 The Great Pyramid of Giza is **older/oldest** than the pyramid at Chichén Itzá.
6 Mexico City is **older/oldest** than Istanbul.
7 Egypt is **bigger/biggest** than Spain.

5b 78 Listen and check. How many sentences in 5a did you get right?
6a Put the adjectives in the comparative form. Then write sentences that are true for you.

1 I think ____________ is __________________________ (good) than __________________________.
2 ________________________________ is __________________________ (difficult) than __________________________.
3 In my opinion, ________________________________ is __________________________ (bad) than __________________________.
4 ________________________________ is __________________________ (big) than __________________________.
5 I think ________________________________ is __________________________ (easy) than __________________________.
6 ________________________________ is __________________________ (funny) than __________________________.

6b SPEAKING Work in small groups. Compare your sentences. Do you agree or disagree with other people’s ideas?

New York City, US

Ljubljana, Slovenia

7a Work with a partner. Write sentences comparing life in New York and in Ljubljana. How do you think the people living there feel? Look at these adjectives for ideas. Use them in the comparative form.

angry • bad • easy • exciting • fast
friendly • good • happy • healthy • quiet
relaxed • slow • stressful • worried

I think life in New York is more stressful than in Ljubljana.

7b Read some of your sentences in 7a to the class. Have you got similar ideas?

Social problems

1a Work with a partner. Match some of these words to the photos.

crime • homelessness • hunger • pollution
poverty • unemployment • violence

b

c

d

1b Listen and repeat.

2 SPEAKING Work with a partner. Choose three problems which you think are really important now. Say why you think they are more important than the other problems.

I think unemployment is more important than pollution at the moment.

I agree. A lot of people haven’t got jobs now.
Helping a charity

LIFE SKILLS OBJECTIVES

- To learn about different charities
- To consider different factors when choosing a charity to support
- To find out about ways of helping a charity

KEY CONCEPTS

support a charity [phrase]: You can support a charity by giving them money or helping them to do something.
raise money [phrase]: You could raise money for a charity by selling something and giving the money to the charity.
volunteer [n]: They don’t pay him for helping the charity – he’s a volunteer.

1. Look at the names of three different charities. Work with a partner. Talk about what you think each charity does.
   1. Make-A-Wish Foundation
   2. PETA (People for the Ethical Treatment of Animals)
   3. Get Schooled

MAKE-A-WISH FOUNDATION

THE AIM OF THE CHARITY

The fundamental objective of the Make-A-Wish Foundation is to make a wish come true for children who are suffering a life-threatening medical condition. This can be an incredibly positive experience for the children, and for their families.

WHAT IT DOES

A volunteer speaks to the child and finds out what their one big wish is. Then, the organisation plans a perfect experience for the child. Sometimes the wish may be to meet a famous person. Maybe the wish is to go to a place like a zoo, or a famous city. Or perhaps the wish is to be a football player, doctor, or police officer for the day. The Make-A-Wish Foundation does what it can to make any dream come true.

PETA

THE AIM OF THE CHARITY

The main objective of People for the Ethical Treatment of Animals (PETA) is to protect animals from cruel and unethical treatment. It is the largest animal rights organisation in the world. It has more than three million members and supporters.

WHAT IT DOES

PETA concentrates on four main areas. These are areas in which the largest numbers of animals suffer the most. That means in factory farms, in the clothes industry, in laboratories, and in the entertainment industry. It rescues suffering animals, and it educates the public about the cruel treatment of animals. Many celebrities, such as Ryan Gosling, support PETA.
2 **READING** Work in a group of three. Each person should choose a different charity. Read the text and make notes about:

1. who the charity helps
2. how the charity helps
3. any other interesting facts about the charity

3 **SPEAKING** Tell your group about your charity.

4a What is important to you when you choose a charity to support? Individually, give each cause a mark from 0 (not important) to 5 (very important).

The charity helps …

- a young people.
- b old people.
- c people who have a problem with their health.
- d animals.
- e the environment.
- f people in your community.
- g people in your country.
- h people in poor countries.

4b **SPEAKING** Work in new groups. Compare answers and justify them.

5a Work with a partner. How can you help a charity? Make a list of ideas.

5b **LISTENING** Watch the video or listen. Which of your ideas in 5a appear?

6 **LISTENING** Listen or watch again and complete the sentences with one to four words.

Amelia
1. She has a cake sale with ________
2. They sell the cakes on ________

Kieran
3. During the concert, there was ________
4. During the concert, Kieran ________

George
5. PostPals helps you write to children who are ________
6. George says writing a letter is ________ for volunteers.

Molly
7. Molly did a sponsored run around ________
8. She ran ________ km.

---

**GET SCHOOLED**

**THE AIM OF THE CHARITY**

In the US, more and more children are leaving high school before they graduate. This charity began in 2010. Its aim was to motivate students to stay at school, go to classes and so improve their chances of success in the future.

**WHAT IT DOES**

Get Schooled asks celebrities to visit schools and speak to students directly. These celebrities try to motivate them to study hard. Famous people like Nicki Minaj and the members of One Direction explain to young people why it’s important to stay at school and go to lessons. The organisation also uses their website to connect with young people through a mixture of games and information. They are there to help students see the importance of studying to create a better life, and to give them help and ideas about how to pay for university.

---

**LIFE TASK**

Work in a small group. Imagine your group is going to support a charity.

**Follow this plan:**

1. Apart from the three charities on pages 108 and 109, are there any other charities that you think are more important? Look on the Internet and study different charities in more detail if necessary.
2. Decide on one charity that you want to support. Make a list of reasons why.
3. Look on the charity’s website for ways in which you can help the charity. Choose one or more and make a plan of action.
4. Explain your plan of action to the rest of the class.
5. Try to make your plans happen!
1 Work with a partner. Did you read, see or hear the news yesterday? Talk about any news stories you remember.

2 LISTENING 81 Listen to four news stories. What is the topic of each story? Choose from these topics.
- homelessness
- hunger
- pollution
- poverty
- unemployment
- violence

1
2
3
4

3 81 Listen again and choose the correct answers.
1 In East Africa, a lot of people are ...
   a going back to their homes.
   b going to live in camps.
   c looking for doctors and medicine.
2 The situation for people living on the streets at the moment is ...
   a more difficult than usual.
   b the same as usual.
   c better than usual.
3 They say that ... out of every thousand people are without a home.
   a 4
   b 14
   c 40
4 The number of knife attacks this year is probably ...
   a more than 277.
   b 277.
   c under 277.
5 The public thinks the situation with knife crime today is ...
   a serious.
   b not very serious.
   c better than before.
6 Many ... are losing their jobs.
   a men between 25 and 50
   b men between 35 and 50
   c women between 25 and 50
7 The financial crisis is ... for people who work in construction or car factories.
   a only bad
   b especially bad
   c not bad

Superlative adjectives

1a Read the sentences and complete a–f with the words in blue. Write the rules (1–4) in your notebook. Use the table on page 106 for help.

1 It is one of the most important problems in the country today.
2 This will be the coldest month.
3 This is the worst month for many people.
4 They are the best people in the world to solve the problem.
5 It was the hottest and driest summer in 10 years.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>Superlative adjective</th>
<th>Rule</th>
</tr>
</thead>
<tbody>
<tr>
<td>cold</td>
<td>(a) the</td>
<td>1</td>
</tr>
<tr>
<td>hot</td>
<td>(b) the</td>
<td>2</td>
</tr>
<tr>
<td>dry</td>
<td>(c) the</td>
<td>3</td>
</tr>
<tr>
<td>important</td>
<td>(d) the</td>
<td>4</td>
</tr>
<tr>
<td>good</td>
<td>(e) the</td>
<td>5</td>
</tr>
<tr>
<td>bad</td>
<td>(f) the</td>
<td></td>
</tr>
<tr>
<td>far</td>
<td>the farthest, the furthest</td>
<td></td>
</tr>
</tbody>
</table>

1b Complete the sentence with the correct words.
It's (a) most important problem (b) the world.

2 Complete the sentences with the superlative form of the adjectives given.
1 In 2013, Gareth Bale was (expensive) football player in the world.
2 In 2013, Argo won the Oscar for (good) film.
3 Sebastian Vettel was (fast) Formula 1 driver in 2011, 2012 and 2013.
4 Katrina (2005) was one of (bad) hurricanes in the history of the US.
5 Time magazine voted Albert Einstein (important) person of the 20th century.
6 Experts are already working on (far) manned trip in the history of mankind – to Mars!
7 In 2011, the European Union considered that (big) problem in the world was poverty.
3 Look at this table with information about three different cities. Complete the sentences with the correct comparative or superlative form of the adjectives and the name of the city.

<table>
<thead>
<tr>
<th></th>
<th>Barcelona</th>
<th>Istanbul</th>
<th>Abu-Dhabi</th>
</tr>
</thead>
<tbody>
<tr>
<td>approximate population</td>
<td>1,620,000</td>
<td>13,500,000</td>
<td>920,000</td>
</tr>
<tr>
<td>annual rainfall</td>
<td>605mm</td>
<td>694mm</td>
<td>27mm</td>
</tr>
<tr>
<td>cost of living</td>
<td>***</td>
<td>**</td>
<td>****</td>
</tr>
</tbody>
</table>

1. The population of Barcelona is __________________________ (big) than that of __________________________.
2. _____ has __________________________ (big) population.
3. _____ has __________________________ (small) population.
4. Barcelona is __________________________ (dry) than __________________________.
5. __________________________ is __________________________ (dry).
6. __________________________ is __________________________ (wet).
7. Barcelona is __________________________ (expensive) than __________________________.
8. __________________________ is __________________________ (expensive).

5 Read the sentences and then join the sentence halves below to make rules.

- Charity organisations are asking for help.
- A new report appeared today.
- The statistics show that unemployment is going up.
- It is one of the most important problems in the country today.
1. We use no article
2. We use a or an
3. We use the
4. We also use the

a. to talk about a singular countable person or thing for the first time.
b. to talk about a specific person or thing or a person or thing mentioned before.
c. when we talk about things in general.
d. with superlative adjectives.

6 Complete the text with the missing words.

Last night, I saw (a) ___________ very interesting programme on TV. It was about (b) ___________ orchestra from Venezuela. A composer called José Antonio Abreu started the orchestra in 1975 with just eleven poor teenagers. Some of the musicians were often in and out of trouble. (c) ___________ orchestra helped them. Now, the project is bigger and (d) ___________ important than before. It helps 250,000 kids. Today, they play in some of the (e) ___________ important concert halls in America and Europe. Some say they are better (f) ___________ a lot of other professional orchestras. Placido Domingo, one of (g) ___________ best opera singers (h) ___________ the world, cried when he heard them play!
Developing speaking

Describing a photo

1 **SPEAKING** Work with a partner. Look at the photos. How are they similar?

2 **LISTENING**  82 Listen to a student describing one of the photos. Which photo is it?

3  82 Complete the description with the missing words. Listen again if necessary. Don’t worry about the different colours.

This is a picture of people in a living room, I think. I can see (a) ____________ people. There are (b) _______________ and in the middle there’s (c) _____________. They look happy and relaxed. I think they’re in a living room because they are sitting on a sofa. I can see (d) ________________ behind them. The two children are probably teaching the woman to use (e) ____________ or play (f) _______________. The boy is on the right of the picture. He’s looking at the computer in front of them, not at the woman. The girl is on the left of the picture. She’s looking at the woman. Maybe she’s smiling at her because she’s winning or learning very (g) _______________. She looks a bit more (h) _______________ than the boy. Perhaps the woman is their grandmother.

4 Look at the description again and answer these questions.

1 What expressions are used to begin the description?
2 What type of words are the words in blue? Why are they important in a description of a photo?
3 Look at the verbs in green. What tense are they?
4 Look at the words and expressions in red. Do we use them when we are 100% sure of something or when we are making a guess?

5 Read the information in the Speaking bank and check your answers to the questions in 4.

**SPEAKING BANK**

**Useful expressions to describe photos**
- We often begin with expressions like: This is a picture of ... / I can see. ... .
- We use On the right/left, In the middle and prepositions (on, at, in front of, behind, etc.) to say where people and things are.
- We usually use the present continuous to say what people are doing, e.g. He’s sitting down, She’s asking the boy a question.
- To make guesses, we use words and expressions like I think, maybe, perhaps, she looks ...

6 **SPEAKING** Work with a partner. Look at photo b. Say where these things are. Use the expressions from the Speaking bank.

- 1 the people
- 2 the woman
- 3 the boy
- 4 the pencil case
- 5 books
- 6 the phone

7 **PRACTICE MAKES PERFECT** **SPEAKING** Work with a partner. Take it in turns to describe photo b. Describe the photo to the class.

**EXAM SUCCESS**

When you describe a photo, what should you do when you don’t know the word for something in the photo?

➤ **EXAM SUCCESS** page 153
A formal letter of opinion

1 Work with a partner and answer the questions.
   1 What can you see in the photo?
   2 How often do you play computer games?
   3 Do you think computer games have a good or bad influence on teenagers? Why?

2 Read this newspaper editorial. Do you agree with what it says? Why/Why not? Compare ideas with a partner.

It’s official! People were more INTELLIGENT in the past

This week we reported that the results of British fourteen-year-olds on IQ tests are going down, not up. Personally, I am very worried about teenagers today. When I was a child, I played outside with my friends after school. There were no computers and no games consoles. We had television but we could only watch it at the weekend. But we were happy and healthy. And now these IQ results show that we were more intelligent too. Today’s teenagers need to change fast, or the future looks very bad, for us and for them.

3 Reading Read this letter to the editor. Does the writer agree or disagree with the editorial? Why?

Dear Sir/Madam,

a I am writing about your editorial from last Thursday’s newspaper. I agree completely with what you say in this editorial.

b In my opinion, teenagers today are not learning anything. They sit in front of a computer all day. This does not make you intelligent. It stops you from thinking, and from doing other things like playing sport and making friends.

c Personally, I think that the real problem is that teenagers today never read. In my view, reading helps you to learn new words, it helps you to be more creative, and it helps your concentration. Spending three hours reading makes you more intelligent than playing a computer game for three hours.

d I feel very strongly about this subject. I am very interested in hearing other readers’ opinions.

Yours faithfully,

Robert Dean

4 Look at the letter again. Which paragraph...
   1 asks for other people’s opinions?
   2 gives an explanation of why you are writing and a quick statement of opinion?
   3 gives a second opinion and explanation?
   4 gives a first opinion and explanation?

5 Look at Robert’s letter again and complete the useful expressions in the Writing bank.

/WRITING BANK

Useful expressions in formal letters of opinion

- We write Dear (a) ____________________ when we do not know the name of the person we are writing to.
- We do not use contractions. For example, we write (b) ____________________, not I’m writing about your editorial.
- To express our opinions we use words and phrases like I agree, I disagree, I think, Personally, In my (c) ____________________ or In my (d) ____________________.
- When we do not know the name of the person we are writing to, we end the letter Yours (e) ____________________.

6 PRACTICE MAKES PERFECT Write your formal letter of opinion to the editor in 2. Use the letter in 3 as a model. Use the Writing bank for reference.
Grammar reference

Comparative adjectives

<table>
<thead>
<tr>
<th>FORM</th>
<th>Adjective</th>
<th>Comparative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one syllable</td>
<td>kind</td>
<td>kinder</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td>colder</td>
</tr>
<tr>
<td>one syllable ending in one vowel and one consonant</td>
<td>big</td>
<td>bigger</td>
</tr>
<tr>
<td></td>
<td>sad</td>
<td>sadder</td>
</tr>
<tr>
<td>one- or two syllables ending in -y</td>
<td>lazy</td>
<td>lazier</td>
</tr>
<tr>
<td></td>
<td>happy</td>
<td>happier</td>
</tr>
<tr>
<td>two or more syllables</td>
<td>serious</td>
<td>more serious</td>
</tr>
<tr>
<td></td>
<td>boring</td>
<td>more boring</td>
</tr>
<tr>
<td>irregular</td>
<td>bad</td>
<td>worse</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>better</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>farther/further</td>
</tr>
</tbody>
</table>

USE

- We use comparative adjectives to compare two people, places or things.
  *Istanbul is bigger than Barcelona.*
- We use *than* in sentences that compare two people, places or things.
  *Abu Dhabi is hotter than Amsterdam.*

Superlative adjectives

<table>
<thead>
<tr>
<th>FORM</th>
<th>Adjective</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>one syllable</td>
<td>kind</td>
<td>the kindest</td>
</tr>
<tr>
<td></td>
<td>cold</td>
<td>the coldest</td>
</tr>
<tr>
<td>one syllable ending in one vowel and one consonant</td>
<td>big</td>
<td>the biggest</td>
</tr>
<tr>
<td></td>
<td>sad</td>
<td>the saddest</td>
</tr>
<tr>
<td>two syllables ending in -y</td>
<td>lazy</td>
<td>the laziest</td>
</tr>
<tr>
<td></td>
<td>happy</td>
<td>the happiest</td>
</tr>
<tr>
<td>two or more syllables</td>
<td>serious</td>
<td>the most serious</td>
</tr>
<tr>
<td></td>
<td>boring</td>
<td>the most boring</td>
</tr>
<tr>
<td>irregular</td>
<td>bad</td>
<td>the worst</td>
</tr>
<tr>
<td></td>
<td>good</td>
<td>the best</td>
</tr>
<tr>
<td></td>
<td>far</td>
<td>the farthest/ furthest</td>
</tr>
</tbody>
</table>

USE

- We use the superlative to compare more than two people, places or things.
  *Maths is the worst subject in school.*
- We use *the* before the superlative form of the adjective and we often use *in*.
  *It's the most exciting city in the world.*

Articles

<table>
<thead>
<tr>
<th>USE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>a/an</strong></td>
</tr>
<tr>
<td>We use <em>a/an</em> with singular countable nouns. We use it when we mention something for the first time. We use <em>a</em> before a consonant and we use <em>an</em> before a vowel sound.</td>
</tr>
<tr>
<td><em>I've got a dog.</em></td>
</tr>
<tr>
<td><em>He's got an enormous cat.</em></td>
</tr>
<tr>
<td><strong>the</strong></td>
</tr>
<tr>
<td>We use <em>the</em> with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.</td>
</tr>
<tr>
<td><em>I've got a dog. The dog is really big.</em></td>
</tr>
<tr>
<td>We also use <em>the</em> with superlative adjectives.</td>
</tr>
<tr>
<td><em>China is the biggest country in the world.</em></td>
</tr>
<tr>
<td><strong>No article</strong></td>
</tr>
<tr>
<td>We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.</td>
</tr>
<tr>
<td><em>Tigers are dangerous.</em></td>
</tr>
<tr>
<td><em>I like cheese.</em></td>
</tr>
</tbody>
</table>

Vocabulary

**Feelings**
appy • bored • confused • disappointed • excited • frightened • happy • interested • relaxed • sad • stressed • surprised • tired • worried

**Personality**
cheerful • hard-working • intelligent • kind • lazy • quiet • responsible • serious

**Social problems**
crime • homelessness • hunger • pollution • poverty • unemployment • violence

**Other words and phrases** • page 150
Grammar revision

Comparative adjectives / 5 points
1 Write the comparative form of the adjectives.
1 hot
2 silly
3 beautiful
4 good
5 long

Superlative adjectives / 5 points
2 Look at the information and write sentences using the superlative forms of the adjectives given.

<table>
<thead>
<tr>
<th>Age</th>
<th>Tom</th>
<th>Richard</th>
<th>Harry</th>
</tr>
</thead>
<tbody>
<tr>
<td>13</td>
<td>15</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Height</td>
<td>1.80m</td>
<td>1.65m</td>
<td>1.70m</td>
</tr>
<tr>
<td>IQ</td>
<td>100</td>
<td>120</td>
<td>140</td>
</tr>
</tbody>
</table>

Comparative and superlative adjectives / 6 points
3 Choose the correct alternative in each sentence or question.
1 I'm worse/worst at biology than Mark.
2 I think she's __________ more/most expensive food in the world.
3 What's the more/most expensive food in the world?
4 In my opinion, tennis is more exciting than that football.
5 Is the most intelligent person of/in the class?
6 I think English is __________ easier than maths.

Articles / 6 points
4 Complete the sentence with a/an, the or -.
1 She's __________ funniest person I know.
2 I have __________ friend. His name is Ed.
3 In general, I don't think __________ money is important.
4 Yesterday, I bought a book. __________ book is in English.
5 You should use __________ English dictionary.
6 My sister loves __________ animals.

Vocabulary revision

FEELINGS / 8 points
1 What are these feelings?
1 The opposite of happy:
2 When you want to know about something or learn about it:
3 When something happens, but you didn't think it was going to happen:
4 When you are calm because you have no problems:
5 After you finish working hard or doing a lot of sport:
6 When you are thinking about something bad that could happen:
7 When you are very happy because you think something good could happen:
8 When you have no interest in something:

PERSONALITY / 4 points
2 Match the words to the pictures.

cheerful • hard-working • kind • lazy

SOCIAL PROBLEMS / 6 points
3 Use these words to say what the problems are.
crime • homelessness • hunger • pollution poverty • unemployment

1 Bill hasn't got enough money to buy basic things.
2 Daniel hasn't got a place to live.
3 Jessica hasn't got a job.
4 Somebody attacked Charlie and took his money.
5 Mary and her family haven't got anything to eat.
6 Because of a factory, fish are dying in the river.
**Speaking**

➤ **TIP FOR SPEAKING EXAMS**

In pair activities, remember …
It is important to listen to what your partner says. In a conversation, we listen to the other person and then respond to what they say to us.

➤ EXAM SUCCESS page 153

1 **Work with a partner. Match the sentences with the correct use.**

1 Shall we meet in the library?
2 Are you free tomorrow evening?
3 Yes, sure.
4 Why don’t we do our homework together?
5 Sorry, I’m busy.
6 Are you doing anything on Thursday evening?
7 Great!

a asking about somebody’s plans
b making suggestions
c accepting suggestions
d rejecting suggestions

2 **SPEAKING** Work with a partner. Use expressions in 1 and the prompts below to prepare and practise a dialogue.

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask your partner what they are doing tomorrow evening.</td>
<td>Say that you have nothing planned.</td>
</tr>
<tr>
<td>Suggest doing something together.</td>
<td>Accept. Suggest a place to meet.</td>
</tr>
<tr>
<td>Accept the suggestion. Suggest a time to meet.</td>
<td>Reject the suggestion and explain why.</td>
</tr>
<tr>
<td>Suggest a different time.</td>
<td>Accept. Say goodbye.</td>
</tr>
<tr>
<td>Say goodbye.</td>
<td></td>
</tr>
</tbody>
</table>

**Writing**

➤ **TIP FOR WRITING EXAMS**

In writing exams, remember …
Good handwriting and presentation are very important. You will probably lose marks if the examiner finds it difficult to read your work.

➤ EXAM SUCCESS page 153

3 You receive this message from Tim. What information does he want to know?

Hi!
We’re going to start a school newspaper next term. Do you want to write something for us? I know you’re interested in nature and animals, so you could maybe write something connected with that. Or maybe you could write something about a world problem that you’re interested in. What do you think? Anyway, we’re having a meeting to talk about our ideas next week. Why don’t you come? Do you know anyone else who may be interested? We need lots of people to help.
That’s all for now. See you soon!
Tim

4 Make notes with information to give to Tim.

5 Write your reply to Tim.
6 Read the email quickly and answer the questions.

1. Where did Sue go last Saturday?
2. Why did she like it?
3. What didn’t she like?

Hi Joe,

Last Saturday, I went to (a) ________________________
special concert. It was great! A lot (b) ________________________ my favourite groups and singers were there. (c) ________________________ concert was to raise money to help poor people in Africa. I think it’s important that the richest countries (d) ________________________ the world help some of (e) ________________________ poorest.

Anyway, the concert was really exciting. I always think that going to concerts is better (f) ________________________ listening to a CD. But I (g) ________________________ like all the music. There was one new singer who I hated. I can’t remember (h) ________________________ name but she was really bad!
The other problem was that I couldn’t always see very well because there was a big group of tall boys just in (i) ________________________ of me. Apart from that, I had a great time.

What about you? What (j) ________________________ you do last Saturday? Write back and tell me.

All the best,
Sue

7 Read Sue’s email again. Complete the missing words.

8 Work with a partner. Look at the two lists of words. How can we use these words to describe a photo?

List A: perhaps, I think, he/she/it looks, he/she/it doesn’t look, maybe …
List B: in front of, on the right, on the left, in the middle, at, on, in, behind …

9 SPEAKING Work with a partner. Take turns to describe photos a and b on page 156.
9 Top shops

Vocabulary

Clothes

1a Work with a partner. Match some of these words to the photos. Use your dictionary if necessary.

blouse • boots • coat • dress • jacket • jeans • jumper/sweater • leggings • shirt • shoes • shorts
skirt • socks • suit • sweatshirt • tie • tights • top • tracksuit • trainers • trousers • T-shirt

1b Listen and repeat.

2 Speaking Work with a partner. Student A, close your book. Student B, look at the photos and ask what colour the clothes are. After five questions, change roles.

Accessories

3a Where on the body do you wear these items? Complete the table. You can use the same word more than once.

| belt • cap • glasses • hat • jewellery • scarf • sunglasses
| watch

| Head   |   |
| Eyes   |   |
| Neck   |   |
| Body   |   |
| Arm    |   |

3b Listen, check and repeat.

4 Listening Listen to Joe talking about clothes and answer these questions.

1 What does he usually wear at the weekend?
2 What is he wearing now?
3 What is his favourite item of clothing and why?

5 Speaking Work with a partner. Ask and answer the questions.

1 What do you usually wear at the weekend?
2 How often do you wear the accessories in 3a?
3 What is your favourite item of clothing? Why?
1 **Speaking** Work with a partner. Take it in turns to describe the different T-shirts. Which do you like or dislike? Why?

2 **Reading** Read this blog entry. Match the paragraphs (A–D) to the T-shirts in 1.

**Sara’s** **FASHION** Blog

**T-shirts that tell a story**

Have you ever thought how important T-shirts are in your life? I don’t mean expensive designer T-shirts. After all, just because you spend a lot of money on a top doesn’t mean that it looks good. I’m talking about the T-shirts that say something about you, like where you’ve been, what you like, or what you think. Those are often the T-shirts that we feel the most comfortable in and that we wear again and again. I’m going to tell you about two T-shirts that I really, really love and explain why.

A I’ve been to London twice. The first time I went I saw this shirt in a souvenir shop and my dad bought it for me. I really loved the design and the colours. And it reminds me of something funny that happened. One day we were travelling around the centre of London. We almost got lost, but we found our way – thanks to the picture on this T-shirt!

B Sometimes I’ve bought clothes that I’ve never worn or that I’ve only worn once or twice. But I’ve worn (and washed 😊) this T-shirt hundreds of times. I love music and I love Adele. I haven’t seen many of my favourite artists live, but I bought this when I went to see Adele two years ago. It was a great concert and this is a great souvenir. And white T-shirts go with anything, not just jeans!

So, those are just two of my favourite T-shirts that tell a story. What about yours?

**posted 16th May at 16:57**

3 **Read the text again and complete the sentences with one to four words.**

1 Originally it was ................................ and ................................ that attracted Sara to the London T-shirt.

2 Sara’s London T-shirt helped her family to ..............................................................

3 Sara has worn the white T-shirt ............................................................

4 She bought the white T-shirt at ..............................................................

5 Nuria likes her Russian T-shirt because of the colourful ..............................................................

6 Nuria’s T-shirt was a present from ..............................................................

7 On the front of Milos’s T-shirt, there is ..............................................................

4 **In your own words, say why each T-shirt is special for the person who wears it.**

Sara’s London T-shirt is special because she likes the design and the colours. And it helped ...

5 **Critical Thinking**

Think! Then compare ideas with your class.

- What makes some clothes special, according to the blogger? Do you agree?

6 **What do the underlined words in the text mean? Guess and then check in your dictionary.**

7 **Speaking** What about you?

Think of a T-shirt that is special for you. Describe (or bring and show!) the T-shirt and explain why it’s special.
Present perfect

1. Read the sentences and complete the rules with the correct word.
   a. I've been to London twice.
   b. I've washed it hundreds of times.
   c. I haven't seen many of my favourite artists live.
   d. Has your brother studied there?
   e. Yes, he has. / No, he hasn't.

   1. We can use the present perfect to talk about the past, but only when we don't say when the action happened.
   2. We make the present perfect with the present simple of (a) ________________ and the past participle of the main verb.
   3. We make the negative form of the present perfect by putting not or n't after (b) ________________.
   4. Regular past participles end in (c) ________________, but there are many irregular past participles. See the third column of the verb list on page 157 and 2 below.
   5. In questions, (d) ________________ goes before the subject.
   6. In short answers, we use have, but we don't repeat the (e) ________________.

   GRAMMAR REFERENCE ➔ PAGE 128

2. Complete the table with the irregular past participles.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>be</td>
<td>been</td>
</tr>
<tr>
<td>break</td>
<td>broken</td>
</tr>
<tr>
<td>buy</td>
<td>bought</td>
</tr>
<tr>
<td>do</td>
<td>thought</td>
</tr>
<tr>
<td>drink</td>
<td>drunk</td>
</tr>
<tr>
<td>eat</td>
<td>won</td>
</tr>
<tr>
<td>give</td>
<td>eaten</td>
</tr>
<tr>
<td>go</td>
<td>worn</td>
</tr>
<tr>
<td>have</td>
<td></td>
</tr>
<tr>
<td>make</td>
<td></td>
</tr>
<tr>
<td>see</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td></td>
</tr>
<tr>
<td>think</td>
<td></td>
</tr>
<tr>
<td>wear</td>
<td></td>
</tr>
<tr>
<td>win</td>
<td></td>
</tr>
<tr>
<td>write</td>
<td></td>
</tr>
</tbody>
</table>

* I've been to the shops. = I went and came back.
  He's gone to the shops. = He went and is at the shops now.

3a. Write true sentences about your life experiences. Use the affirmative or negative present perfect form of the verb.
   1. I wear a superhero costume.
   2. My friends and I appear on TV.
   3. I travel by plane.
   4. I eat sushi.
   5. My parents and I go to the US.
   6. I write a song.
   7. I see my favourite band/singer in concert.
   8. I buy jewellery for my pet.

3b. SPEAKING. Work with a partner. Tell them your negative sentences. How many are the same?

   I haven't worn a superhero costume.

   Me neither.

4a. Complete these questions using the present perfect.
   1. you/buy/any clothes this week?
   2. you/play/sport this week?
   3. How many text messages/you/send/this week?
   4. you/have/any exams this week?
   5. you/write/an email this week?
   6. you/eat/in a restaurant this week?
   7. What/you/watch/on TV this week?
   8. How many emails/you/send this week?

4b. Think of some more questions to ask.

4c. SPEAKING. Use the questions to ask your partner about what they have or haven't done this week.

   Have you bought any clothes this week?

   Yes, I have. I've bought a T-shirt and a cap.
Present perfect with ever and never

5 Read the sentences and choose the correct alternative to complete the rules 1–3.

a Have you ever thought how important T-shirts are?

b I’ve never worn that T-shirt.

1 Ever/ Never means at any time in your life and is usually used in questions.

2 Ever/ Never means at no time in your life and is usually used in negative sentences.

3 Ever and never go just after/before the past participle.

GRAMMAR REFERENCE ➤ PAGE 128

6a Find a partner. Complete sentences about your partner using the affirmative or negative form of the present perfect. Use each verb only once. You must guess the answers.

break • make • read • see • wear

win • write

1 My partner has never worn a suit.

2 My partner a chocolate cake.

3 My partner the book The Hobbit.

4 My partner a Star Trek film.

5 My partner a competition.

6 My partner a window.

7 My partner a blog.

6b SPEAKING Interview your partner and find out if your answers in 6a are correct. Begin your questions Have you ever ...

Have you ever worn a suit?

No, I haven’t.

Yes, I was right!

And you? Have you ever worn a suit?

Shops

1 Match the shops with the things you can find in them.

- bakery • bank • bookshop • butcher’s chemist’s • clothes shop • department store
- electrical goods shop • greengrocer’s • jeweller’s
- newsagent’s • post office • shoe shop • sports shop
- stationery shop • supermarket

1 tennis rackets and balls

2 boots

3 medicine

4 paper and pens

5 food, drink and other products

6 money

7 stamps

8 newspapers and magazines

9 meat

10 fruit and vegetables

11 novels and dictionaries

12 gold watches and rings

13 bread and cakes

14 fridges and washing machines

15 T-shirts, tops and jeans

16 almost anything!

2 SPEAKING Play this memory game. One student begins by saying what shop they’ve been to and what they’ve bought there. The next student has to repeat what the first person said and add another example. Continue. How many can you remember?

I’ve been to the bakery and I’ve bought a doughnut.

I’ve been to the bakery and I’ve bought a doughnut. And I’ve been to the butcher’s and I’ve bought some chicken.

I’ve been to the bakery and I’ve bought a doughnut. And I’ve been to the butcher’s and I’ve bought some chicken. And I’ve been ...

3 SPEAKING Work with a partner. Which of the places in 1 do you go to? How often?
Investigating ETHICAL TRADE

**LIFE SKILLS OBJECTIVES**
- To learn about sweatshops and ethical trade
- To find out about the life of young people working in sweatshops
- To investigate and find out how ethical different shops or brands are

**KEY CONCEPTS**
- trade [n]: There is a lot of trade between the two countries, buying and selling many different products.
- factory [n]: In this factory, they make cars.
- ethical/fair [adj]: It is not ethical/fair to pay men and women differently when they do the same work.
- brand [n]: Do you buy a special brand of tomato ketchup or do you buy any brand?
- manager/worker [n]: In a factory, the manager is in control of the workers.

1. **Work with a partner. Look at the photos and answer the questions.**
   1. What can you see in the photos?
   2. What is the connection between the photos?
   3. What do you think the conditions and pay are like for people that make clothes?

2. **Reading** Read this text about a sweatshop. Match the questions with the answers.
   - A: Is there anything good to say about sweatshops?
   - B: Why should I be interested in sweatshops?
   - C: Why have sweatshops made the news?
   - D: What are sweatshops?
   - E: Are products from sweatshops always cheaper?

---

**SWEATSHOPS**

Q: (1)
A: Sweatshops are factories where people work very hard in very bad conditions. But they don’t make much money. They usually work very long hours – maybe even up to 16 hours a day. Some people estimate that 250 million children between 5 and 14 work in sweatshops. Conditions are very difficult because factory managers often shout at the workers and treat them badly.

Q: (2)
A: Sometimes we don’t know it, but many of the things we buy come from sweatshops. Coffee, chocolate, bananas and toys may all depend on sweatshop labour. And don’t forget clothes and trainers. Some very famous shops and brands produce their clothes in sweatshops. But it’s very easy to forget the terrible conditions of the poor women, children and men who produce these items because we all like buying cheap products. But how can a T-shirt only cost £2, or a new pair of jeans £10?

Q: (3)
A: It isn’t only cheap products that come from sweatshops. Imagine you buy your favourite football team’s official shirt. You buy the shirt in your local department store for $140, which is not exactly cheap. But the women making the shirts may only receive 24 cents for each shirt.
3 Read the text again. Are these sentences True (T) or False (F)?

1. Many sweatshops employ children. T/F
2. It’s very easy to know which products are from sweatshops. T/F
3. Many different types of products come from sweatshops. T/F
4. Products made in sweatshops can cost a lot of money. T/F
5. The problem with sweatshops is that the money we pay does not go to the people who physically make the product. T/F
6. The accident in Dhaka was a surprise. T/F
7. Some people say sweatshops can be good for the economy of poor countries. T/F

4 Listening Watch or listen to interviews outside a shopping centre. Complete the table.

1. What have they bought?
2. Do they usually buy Fairtrade clothes?
3. Why/Why not?

<table>
<thead>
<tr>
<th>Shopper 1</th>
<th>Shopper 2</th>
<th>Shopper 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5 Speaking Work with a partner and discuss these questions.

1. Do you know if the clothes you buy or wear are Fairtrade?
2. How important do you think it is to buy Fairtrade products? Give reasons.

Q: (4)

A: Some years ago, a building in Dhaka, the capital of Bangladesh, collapsed. The building had many sweatshops inside. They think that more than 5,000 people, many of them women, were working inside the building at the time. Over 1,000 people died. People are angry because everybody knew that the building was in terrible condition. But the managers made the workers continue working there. The workshops in the building were producing cheap clothes for some famous shops in richer parts of the world.

LIFE TASK

Work with a partner. You are going to investigate a clothes shop or brand to find out how ethical you think it is.

Follow this plan:

1. Choose a clothes shop or brand that you like.
2. Look on the Internet for information about the shop or brand. Think about these questions:
   - Where does it make its clothes?
   - Does it appear to have a good or bad relationship with the local community?
   - Does the shop or brand seem to have a good or bad reputation with the people who work for it?
   - Is the shop or brand taking action to improve conditions for workers?
3. Use a variety of websites to find out this information. Remember that just because one website says something is true, it might not be.
4. Work in groups and share what you have discovered. Are you surprised by any of the information?
**Grammar in context**

**Present perfect with just**

1. We use the present perfect with just to talk about very recent events. Read the sentences. Does just usually go before or after the past participle?

   a. I’ve just heard that they’re going to have a sale.
   b. Wait! I’ve just remembered something.

2. Complete the replies to these questions using the present perfect form of the verb and just.

   1. A: Is your dad at home?
      B: No, I’m sorry. He’s just gone __________________________ (go) out.
   2. A: What are you looking for?
      B: My keys. I __________________________ (lose) them.
   3. A: What’s the matter?
      B: Somebody __________________________ (steal) my mobile phone. It was here a second ago.
   4. A: Am I late?
      B: Yes, the class __________________________ (start).
   5. A: Why is everybody leaving the cinema?
      B: The film __________________________ (finish).
   6. A: Are you hungry?
      B: No, we __________________________ (eat).
   7. A: Why is there glass on the floor?
      B: I __________________________ (break) a glass.
   8. A: Is the computer on?
      B: No, I __________________________ (switch) it off.

3a **Speaking** Work with a partner. How do these people feel? Think of reasons why. Use the present perfect with just.

   a. She’s just passed an exam.
   b. Or maybe she’s just won a competition.

3b **Compare answers with other students. Who thought of the most reasons?**

---

1. Are sales popular in your country? Do you ever buy anything in the sales?

   **EXAM SUCCESS**

   You are going to do a multiple-choice listening activity. In this type of activity, you have three or four answers and you choose the best answer. Why is it a bad idea to write your answers quickly?

   ➤ EXAM SUCCESS page 153

2. **Listening** 87 Listen to two people talking about a sale and answer the questions.

   1. What does James want to buy in the sale?
   2. What type of shop are they going to visit?
   3. Who is going to pay for it?

3. **Listening** 87 Listen again and choose the correct answers.

   1. James hasn’t bought a computer because ...
      a. he doesn’t really need one.
      b. he has had a lot of other things to do.
      c. he doesn’t like shopping at Browns Department Store.
   2. The computer that James likes ...
      a. is going to be cheaper than usual.
      b. is an SP47.
      c. has 20% discount.
   3. James is interested in buying the computer at Browns because ...
      a. it only costs £650.
      b. it’s faster than the old models.
      c. he can save about £100.
   4. The sale at Browns begins on the ...
      a. 13th.
      b. 14th.
      c. 19th.
   5. The department store is on ... Street.
      a. Windy
      b. Win
      c. Wynn
   6. James and Steve are going to ...
      a. meet at 10.30 am.
      b. have lunch with James’s sister.
      c. be with James’s father at the department store.
4 Read the sentences and questions and then decide if the statements below are true or false.

a I’ve already been there a couple of times.
b Have you already decided which computer to buy?
c Have you bought a computer yet?
d I haven’t had time to buy it yet.

1 We use already to talk about something that has happened, possibly earlier than we expected.
2 We use yet to talk about something that has not happened but we think it is going to happen soon.
3 Already usually goes after the past participle.
4 Yet usually goes at the end of the sentence or question.

5 Complete the sentences or questions with the present perfect form of the verb given. Put the words in bold in the correct place in the sentences.

1 I (do) the shopping already
   I’ve already done the shopping.
2 you (read) the news yet
3 we (not do) our homework yet
4 you (have) your dinner already
5 she (decide) what to wear already
6 the bus (arrive) yet
7 we (finish) this exercise already
8 we (not correct) it yet

6a Look at the list of jobs that Emily has to do today. Write sentences with already and yet to say what she has or hasn’t done.

   buy the bread – ✓
   write an email to Lisa – ✓
   send a birthday card to Sarah – X
   run 5K – ✓
   phone Jack – X
   take the dog for a walk – X
   have my piano lesson – ✓
   make a cake for dinner – X

6b SPEAKING Test your partner’s memory. Ask them to close their book. Then ask them questions.

   Has Emily bought the bread yet?
   Yes, she has.

7a Write down the name of a new:
   ■ film.
   ■ TV programme.
   ■ computer game.
   ■ singer/song/band/CD.
   ■ book/comic/magazine.

7b Prepare questions to ask your partner. Use the present perfect and yet.

   Have you seen the new Lily Collins film yet?

7c SPEAKING Work in small groups. Ask and answer the questions.
Developing speaking

Shopping

1 **SPEAKING** Work with a partner. Describe the photo.

2 **LISTENING** Listen to two dialogues and answer the questions.
   1 Which dialogue, 1 or 2, goes with the photo?
   2 What does the first customer buy?
   3 What does the second customer want to buy?

3 Complete the dialogue with these sentences and questions.
   1 We haven’t got any large ones at the moment.
   2 How much are they?
   3 Do you sell rugby shirts?
   4 What size are they?
   5 You’re welcome.

Customer: Excuse me. (a)

Shop assistant: Yes, we’ve got these white England shirts and we’ve also got these red ones.

Customer: (b)

Shop assistant: The white ones are £45 and the red ones are £40.

Customer: (c)

Shop assistant: They’re both medium.

Customer: Oh, I need large.

Shop assistant: I’m sorry. (d)

Customer: OK. Thanks anyway.

Shop assistant: (e)

4a **PRONUNCIATION** Listen to four expressions from the dialogues. Do you think they sound polite?

4b **LISTENING** Listen again and repeat with the correct intonation.

5 **SPEAKING** Work with a partner. Practise the dialogue in 3 using the correct intonation.

6 Look at the expressions in the Speaking bank. Who usually says them – the Customer (C) or the Shop Assistant (SA)?

8 **PRACTICE MAKES PERFECT** Work with a partner. Choose a shop and a product that you want to buy there. Prepare a dialogue. Use the dialogue in 3 and the Speaking bank to help you. Practise it and act it out for the rest of the class. The class name the shop.

**USEFUL EXPRESSIONS IN A SHOP**

- Can I help you? *SA*
- I’ll take it/ them.
- Excuse me. How much is this?
- Anything else?
- That’s (£5).
- Here’s your change.
- I’d like this.
- Would you like a bag?
- Do you sell (pencils)?
- You’re welcome.
- Sorry. We haven’t got any at the moment.

**EXAM SUCCESS**

In this multiple-choice activity, you read five short dialogues. You choose the correct answer to complete each one. Look at the activity. Do you know where the people are? Do you know who is speaking on each side of the dialogue?

7 Complete the five dialogues.
   1 Can I help you? a You’re welcome.
      b That’s (£5).
      c Yes, I’d like two of those cakes, please.
   2 That’s £6.20, please. a Here you are.
      b I’m sorry. We don’t have any.
      c You’re welcome.
   3 Thanks for your help. a Do you sell bread here?
      b You’re welcome.
      c Can I help you?
   4 How much is this? a It’s (£5).
      b That’s (£5).
      c It’s (£10).
   5 Would you like a bag? a Yes, here you are.
      b Yes, please. I need one.
      c Yes, here’s your change.
A job application form

1. **Speaking:** Work with a partner and discuss these questions.
   1. Is it typical for teenagers or students to work in the holidays or in the evenings in your country? If so, what jobs are typical?
   2. Have you ever worked? If so, what jobs have you done and where?

2. Look at the application form for a part-time job in a supermarket. Say where each piece of information should go on the application form.
   - Home - 0453 7632/Mobile - 653 923936
   - 2. M
   - 3. Johnson
   - 4. Brookside School, York
   - 5. James
   - 6. 20/12/1996
   - 7. I have a good working knowledge of most computer programs. I can speak French. I am learning to drive at the moment. I’m very hard-working and responsible.
   - 8. James Johnson
   - 9. 25 Orchid Avenue, Blackpool
   - 10. I have worked as a monitor on a summer camp. I have also worked in a fast-food restaurant.
   - 11. Mornings
   - 12. Gary’s Greengrocer’s

3. Look at the Writing bank. Find a word, expression or letters that say or ask:
   1. if you are a boy or girl.
   2. when you were born.
   3. for your signature.
   4. what things you can do.
   5. for your family name.
   6. where you have worked before.

**Writing Bank**

Useful words or expressions in an application form
- Surname
- Date of birth
- Gender: M/F
- Current employment
- Previous employment
- Skills
- Signed

---

**Job Application**

Please fill in this application form carefully. When we have read your application form, if you have the skills and experience we need, we will contact you for an interview.

One week after the interview we will contact you to tell you if we can offer you a job.

Good luck!

**Personal Information**
- Surname: (a)
- First name(s): (b)
- Date of birth: (c)
- Gender: (d) M/F
- Address: (e)
- Phone no.: (f)
- Best time to contact to arrange an interview: (g)

**Education, Experience and Skills**
- Education: (h)
- Current employment: (i)
- Previous employment: (j)
- Skills: (k)

**Signed:** (l)

**Practice Makes Perfect** Complete the application form. Use the information in 2 as a model.

5a Prepare questions to interview your partner for the supermarket job. You can add your own questions.
- What’s your name?
- What’s your date of birth?

5b Speaking: Interview your partner. They must use the information on their application form. Should they get the job?
- Hello. What’s your name?
- Helen Carson.
- What is your date of birth?
Grammar reference

Present perfect

**FORM**

<table>
<thead>
<tr>
<th>Affirmative</th>
<th>I/You/He/She/We/They + have/has + past participle</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>She has met a famous person.</td>
</tr>
<tr>
<td>Negative</td>
<td>I/You/He/She/We/They + haven’t/hasn’t + past participle</td>
</tr>
<tr>
<td></td>
<td>We haven’t seen that new film.</td>
</tr>
<tr>
<td>Question</td>
<td>Have/Has + I/you/he/she/we/they + past participle</td>
</tr>
<tr>
<td></td>
<td>Have you bought anything?</td>
</tr>
<tr>
<td>Short answers</td>
<td>Yes, I/you/he/she/we/they + has/have.</td>
</tr>
<tr>
<td></td>
<td>No, I/you/he/she/we/they + hasn’t/haven’t.</td>
</tr>
<tr>
<td></td>
<td>Yes, I have. No, they haven’t.</td>
</tr>
</tbody>
</table>

**USE**

- We can use the **present perfect** to talk about an experience in someone’s lifetime, without saying the exact time when the event occurred. When it happened is not important.
  - I've been to Australia.
  - She hasn’t read War and Peace.
  - Have they eaten all the cake?
  - Yes, they have!

Present perfect with ever and never

**USE**

- We can use **ever** in questions with the present perfect.
  - It means ‘at any time in your life’.
  - Have you ever worn a suit?
- **Ever** comes just before the past participle.
  - Has she ever appeared on TV?
- We can use **never** in negative sentences in the present perfect. It means ‘at no time in your life’.
  - I've never been to London.
- **Never** comes before the past participle.
  - He’s never done the shopping.

Present perfect with already and yet

**USE**

- We use **already** to talk about something that has happened earlier than we expected.
  - Don't buy any bread. I've already bought some.
- **Already** usually goes just before the past participle.
  - They’ve already switched off the TV.
- We use **yet** to ask if something we expect has happened, or to say that it hasn’t. It is used in questions or negative sentences.
  - Have you spoken to the teacher yet?
  - I haven’t read the book yet.
- **Yet** usually goes at the end of a sentence or clause.
  - She hasn’t arrived yet.
  - Has the film started yet?

Vocabulary

**Clothes**
- blouse
- boots
- coat
- dress
- jacket
- jeans
- jumper/sweater
- leggings
- shirt
- shoes
- shorts
- skirt
- socks
- suit
- sweatshirt
- tie
- tights
- top
- tracksuit
- trainers
- trousers
- T-shirt

**Accessories**
- belt
- cap
- glasses
- hat
- jewellery
- scarf
- sunglasses
- watch

**Shops**
- bakery
- bank
- bookshop
- butcher’s
- chemist’s
- clothes shop
- department store
- electrical goods shop
- greengrocer’s
- jeweller’s
- newsagent’s
- post office
- shoe shop
- sports shop
- stationery shop
- supermarket

**Other words and phrases** ➤ page 151
Grammar revision

Present perfect / 8 points

1 Put the verbs in the correct form of the present perfect.

My sister is a famous fashion designer. She (a) ___________ (do) lots of interesting things in her life. She (b) ___________ (make) dresses for the Queen and she (c) ___________ (meet) lots of famous actors. (d) She ___________ (work) for Robert Pattinson? No, she (e) ___________ (not make) any clothes for him so far. But maybe one day ... She (f) ___________ (win) some important prizes. Sometimes I (g) ___________ (help) her. For example, once or twice we (h) ___________ (write) articles together for fashion magazines.

Present perfect with ever and never / 4 points

2a Put the words in order to make questions.

1 film appeared ever you Have a in ?

2 driven car Have ever you a ?

2b Answer the questions in 2a. Write complete sentences. Use never if your sentence is negative. Your answers must be true.

1

2

Present perfect with just / 4 points

3 Complete the sentences with the present perfect form of the verb given and just.

1 Her hair is wet because she (have) a shower.

2 She's sad because her favourite tennis player (lose).

3 They're cold because they (be) outside in the snow.

4 I'm happy because I (pass) all my exams.

Present perfect with already and yet / 6 points

4 Complete the sentences and questions with already or yet.

1 I haven't spoken to my mum ____________________.

2 I'm bored because I've ____________________ seen this programme.

3 You're fast! You've ____________________ finished this exercise!

4 Has the teacher arrived ____________________?

5 Haven't they been shopping ____________________?

6 She hasn't visited the museum ____________________

Vocabulary revision

CLOTHES / 6 points

1 Write the names of the clothes.

   a  
   b  
   c  
   d  
   e  
   f  

ACCESSORIES / 5 points

2 What are these accessories?

1 You wear it to tell the time. ____________________

2 You wear it to keep your neck warm in the winter. ____________________

3 You wear it to keep your trousers up. ____________________

4 You wear it on your head. It can stop the sun going in your eyes. ____________________

5 You wear them to see better. ____________________

SHOPS / 7 points

3 Write an example of something you can buy in these shops.

1 stationery shop ____________________

2 department store ____________________

3 chemist's ____________________

4 butcher's ____________________

5 bakery ____________________

6 newsagent's ____________________

7 post office ____________________

Total: / 40 points
Vocabulary

Useful inventions

1a Work with a partner. Match the words to the photos.

digital camera • laptop (computer)
MP3 player • printer • satnav
smartphone • tablet

1b Listen and repeat.

2a What can you do with each invention in 1?
satnav - You can use it to find places when you are in a car.
printer - You can use it to print documents.

2b SPEAKING Work in groups. Decide which two inventions you think are the most useful and why.

3a SPEAKING Work with a partner. These household objects appeared on page 26. What can you do with each item?

CD player • DVD player • dishwasher
fridge • microwave • washing machine

3b Do you think any of these inventions are more important than your most useful inventions in 2b? Why/Why not?

Creating and inventing

4a Match some of these words to the pictures.

build • create • design • discover • invent • produce

4b Look at the words in the box in 4a. What is the word for the person who does these things? What is the word for the object or thing that each person does or makes?

build - builder - building

4c Listen and check your answers.

5 PRONUNCIATION Mark the stress in each word. Then listen again, check and repeat.

builder

6a Work in a group. Try to complete the sentences in the General Knowledge Quiz.

GENERAL KNOWLEDGE QUIZ

1 person/thing that invented the radio.
2 Alexander Graham Bell invented
3 Charles Babbage designed a basic
4 Marie Skłodowska-Curie introduced the word
5 discovered penicillin.
6 Apple produced their first tablet in
7 Karl Benz built the first modern

6b LISTENING Listen to the answers. How many did you get right?

6c Listen again. Write down the date of each discovery or invention. Which is the oldest?
1a Work with a partner. How many famous inventors can you think of? Make a list.

1b Compare answers with the rest of the class. How many of your inventors are women?

2 READING Read the article and write the name of the invention and the letter of the photo that shows that invention.

1 Ada Lovelace Invention: ___________ Photo: ___________
2 Mary Andersen Invention: ___________ Photo: ___________
3 Stephanie Kwolek Invention: ___________ Photo: ___________
4 Josephine Cochrane Invention: ___________ Photo: ___________

WOMEN INVENTORS
Do you know the names of Ada Lovelace or Stephanie Kwolek? They aren’t as famous as Alexander Graham Bell or Karl Benz, but they, and many other women inventors, have also created important inventions that have changed our everyday lives.

Ada Lovelace was a mathematician, a scientist, and ... the world’s first computer programmer. In the 1840s, she collaborated with Charles Babbage, the inventor of a mechanism that people call the first computer. In 1843, at the age of 27, Lovelace created a language for the computer. People didn’t pay much attention to her work at the time and her ideas were only discovered in the 1950s. In 1980, the software created by the US Department of Defence was named 'Ada', to honour this pioneer of computer programming.

Windscreen wipers were invented by an American woman called Mary Andersen. Mary Andersen lived in Alabama, USA. In the winter of 1903, she went to New York. She was travelling in a tram and was very surprised that the driver often stopped to get out of the tram and clean the snow from the window. She suddenly had the idea for a simple version of the windscreen wiper that we use today. It wasn’t automatic, but drivers could operate the wiper from inside the car or tram so they didn’t need to stop and get out. In 1917, the first automatic windscreen wipers were designed by another woman, Charlotte Bridgwood.

Josephine Cochrane was born in the US in 1839. She didn’t take science lessons but her great-grandfather was also an inventor. Cochrane’s family often had dinner parties. Cochrane herself didn’t have to wash the dishes after these parties because she had servants. But her servants often broke plates and glasses. To solve this problem, in 1886 she created the first commercially successful dishwasher. Her dishwasher became very popular in hotels and restaurants, but not in private homes, because it needed a lot of hot water. Now, of course, dishwashers are seen as essential in many homes.

3 Read the text again and complete the information in the notes with between one and four words from the text.

Women Inventors
Ada Lovelace: Worked with (a) ___________. People discovered her invention in (b) ___________.
Mary Andersen: Had idea for invention when travelling by (c) ___________ during trip to (d) ___________.
Stephanie Kwolek: Thanks to invention we can make (e) ___________. (f) ___________. Kwolek’s invention has helped to save thousands of lives. In fact, Kevlar is also used to make many other products such as skis and helmets.
Josephine Cochrane: Created invention to protect (g) ___________. At first, wasn’t used in (h) ___________ but in hotels and restaurants.

4 CRITICAL THINKING
Think! Then compare ideas with your class.
- Do you think men and women have equal opportunities to become inventors today?

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

6 SPEAKING What about you?
Which invention in 2 do you think is the most useful? Why?
The passive

1 Read the sentences and answer the questions.
   a) Kevlar is used in bullet-proof jackets.
   b) The first computer program was created in 1843.
   c) Josephine Cochrane invented the dishwasher.
   d) Windscreen wipers were invented in 1903.
   e) Dishwashers are used in many homes today.
   f) The police use bullet-proof jackets.

1 Which sentences are active and which are passive?
2 What verb goes before the past participle to make passive sentences?
3 Which sentences are in the present form of the passive and which are in the past?
4 What do you do to make the past passive form?
5 What is more important in passive sentences – the action or the person who does it?

3 Complete the sentences with the past passive form of the verbs given.

   1 The first portable computer (produce) in 1975. It weighed 25 kilos!
   2 The Simpsons (create) in 1987.
   3 The London Eye (build) in 1999.
   4 The final match of the UEFA Euro 2012 (play) in Ukraine.
   5 Rugby, tennis and cricket (invent) in England.
   6 Jeans (wear) for the first time in 1873.
   7 The first 3D printer (make) in 1984.

The passive with by

4 Read the sentences and then decide if the rules below are true or false.

   a) Windscreen wipers were invented by Mary Andersen.
   b) Mary Andersen invented windscreen wipers.

1 In sentence a, the action is more important than the person who did it.
2 In sentence b, the most important thing is the person who did the action.
3 We use by to introduce the person who does or did an action.

5 Change these sentences from active to passive.

   1 Dr John H Kellogg invented Corn Flakes in 1894.
      Corn Flakes
   2 Suzanne Collins wrote the book The Hunger Games.
      The book The Hunger Games
   3 Robots build cars in many factories.
      Cars
   4 Francis Crick and James Watson discovered the molecular structure of DNA in 1953.
      The molecular structure of DNA
   5 Microsoft make the Xbox.
      The Xbox
   6 Adele sings Rolling in the deep.
      Rolling in the deep
   7 Alexander Graham Bell made the first telephone call.
      The first telephone call
6 Choose the correct alternative.
Cars are one of the most important inventions ever. The modern car was made possible by the invention of the internal combustion engine. The first practical internal combustion engine (a) made/ was made by Etienne Lenoir in about 1859. Before this, engines (b) was/were driven by steam. Karl Benz made his own engine, and then he designed and (c) built/was built his first car. His car needed petrol but at that time petrol (d) sold/was sold only by chemists. 25 cars were sold (e) by/from Benz's company between 1888 and 1893. Cars became much more popular thanks to the American Henry Ford. More than 15 million Model T cars were produced (f) by/from Ford's factories between 1910 and 1927. Of course, now that number seems small. More than half a billion cars (g) are/were driven each day by people all over the world.

7a Look at these sentences. Do you know the answers?
1. The Eiffel Tower was designed by.
2. ? was created by Bill Gates and Paul Allen.
3. In the Harry Potter films, the role of Harry was played by.
4. Octavia cars are built by.

7b Work in a small group. Prepare a General Knowledge Quiz for other groups. Write sentences like the ones in 7a. Use these past participles for ideas. You must know the answers yourselves.

invented • written • painted • sung • built • created • made

7c Give your sentences to another group. Ask them to do your quiz and then check their answers.

1 Look at these words. Which are verbs and which are nouns?
create • creation • imagination • imagine • invent invention

The part of the words in bold is a suffix. The suffix can change certain verbs into nouns.

2 Complete the table. Check your answers to 1.

<table>
<thead>
<tr>
<th>Verb</th>
<th>Noun</th>
</tr>
</thead>
<tbody>
<tr>
<td>act</td>
<td>1</td>
</tr>
<tr>
<td>describe</td>
<td>2</td>
</tr>
<tr>
<td>express</td>
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<td>7</td>
<td>7</td>
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<tr>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

3a PRONUNCIATION 93 Listen to the nouns. Where does the stress come in each word?

3b 93 Listen again and repeat with the correct stress.

4 Complete the sentences with nouns from 2.
1. She has a lot of ................. I think she could write a novel one day.
2. For homework, we have to write a short ................. of the place where we live.
3. Is Best wishes a good ................. to use at the end of an email to a friend?
4. There will be an ................. into the crime.
5. The United Nations is an international ................. with 193 member states in 2013.
6. I’m looking for ................. about scientific discoveries on the Internet.
7. I hope you have a good ................. for why you’re late.
1 Work with a partner. Look at the picture. Talk about what you can see and what you think about them.

2 Look at the title of an article from the Internet and answer the questions.

PYRAMIDS OF GLASS DISCOVERED IN THE OCEAN

1 What do you think the article is about?
2 Have you ever heard of these pyramids?
3 Would you click on a story like this to read it? Why/Why not?

3 READING Read the article and answer these questions.
1 Where are these pyramids?
2 Who discovered them?
3 How big are they?
4 Are they the only pyramids to exist underwater, according to the text?

These strange underwater pyramid structures were found 2,000 metres under the sea by Dr Verlag Meyer. Studies by Japanese scientists show that the two giant pyramids are made of something like thick glass. Each of them is larger than the pyramid of Cheops in Egypt.

Recently, American and French scientists studying the Bermuda Triangle say that they have found a pyramid standing on the bottom of the sea. The length of the base of this pyramid reaches 300 metres, and the distance from the base to the tip of the pyramid is about 100 metres. Preliminary results show this structure is made of glass.

This newly discovered pyramid is larger than the pyramids of ancient Egypt. On top of the pyramid, there are two very large holes. The sea water moves in an unusual way because of the holes. This new discovery makes scientists wonder if the pyramid is having an effect on passing boats and planes and could be the reason for all the mysterious events that have happened over many years in the Bermuda Triangle.

Some experts think the pyramid was made on the land and that an earthquake changed its position. Other scientists think that a few hundred years ago the waters of the Bermuda Triangle area were the home of the people of Atlantis. And that the pyramid was probably built under the water by these people.

This amazing news was discussed at a conference in Florida and even appeared in local Florida newspapers. There are a lot of pictures and high resolution data which show the pyramids. Some people think that the pyramid can attract and collect cosmic rays, from the ‘energy field’ or ‘quantum vacuum’.

In 1977, another mysterious discovery was made on the floor of the Atlantic. A large pyramid with lights was found. The discovery was photographed by Ari Marcohallí’s expedition near Cay Sal.

Another huge pyramid was found with a pulsating crystal on top of it, by Tony Bení’s expedition. The group also found a crystal tablet there, and reported that when a light passed through it, mysterious writing became visible.
Work in a small group. Do you think these pyramids exist? Why/Why not?

5a Read this list of things to think about in order to check if an article on the Internet is real or invented.

1. Who are the people mentioned in the text? Do they really exist?
2. When the text mentions 'scientists', 'experts', or 'people', does it say who they are or where they are from (a university, a government agency or a hospital)?
3. Who wrote the text? Does it say? What do you know about this person? What other things have they written?
4. Which website is the text from? What do you know about the website or the people who create it?
5. Do the places in the text really exist?
6. If the text uses scientific language, is it really science or 'pseudo' science?
7. Is there photographic evidence of what the text says? Does it look real? Do you know who took the photos?
8. What is the source of the article? Is it a text that comes from another place, like a scientific or official document? Is it from a newspaper or a serious magazine?

5b Look at the article about glass pyramids again. Use the advice in 5a as a guide and make a list of specific things that you could check to find out if this article is real.

1. Check these people: Dr Verlag Meyer, Cheops, Arl Mannhall, Tony Benik
2. The text says Japanese scientists. Not very specific!

6. Listening 94 A student called Jessica is investigating the story about the glass pyramids. Watch the video or listen and answer the questions.

1. Who is Ryan?
2. What is Jessica's conclusion – is the story fact or fiction?
3. What does Ryan have to buy Jessica?

7. 94 Watch or listen again. What does Jessica say about ...

1. Dr Verlag Meyer?
2. the stories in the Cosmic News?
3. the Bermuda Triangle?
4. the photos of the glass pyramids?
5. the source and the author of the text?

LIFE TASK

Work with a partner. You are going to investigate a story on the Internet to see if you think it's fact or fiction.

Follow this plan:
1. Find information on the Internet about the Bosnian Pyramids.
2. Investigate the different points in 5a. Each of you can look for different information.
3. Decide together whether you think the Bosnian Pyramids are fact or fiction, and make a list of reasons why.
4. Prepare and make a video message to send to someone who wants to know if the Bosnian Pyramids are fact or fiction. Give reasons to defend your opinion.
Listening

1 Work with a partner. What do you think happens if you do the things in the pictures?

2 Listening 95 Two people are talking about a science programme on TV. Listen and put the pictures in the order that they appear in the conversation.

1 2 3 4

3 95 Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

1 Plants don’t grow well when there is music. T/F
2 Plants grow well when somebody talks to them. T/F
3 Not everybody agrees that mobile phones cause no problems on planes. T/F
4 You can eat food if it’s on the floor for only one or two seconds. T/F
5 On the programme they dropped a penny from a skyscraper to see if it was dangerous. T/F
6 If a penny falls from the top of a tall building, it can kill somebody. T/F
7 You should be careful if somebody drops a pen from a high building. T/F

Grammar in context

Zero conditional

1 Look at the sentences in the zero conditional and choose the correct alternative.
   a Plants grow if you water them.
   b If you talk to plants, they grow more.
   c If you use a mobile phone on a plane, it isn’t dangerous.

1 We use the zero conditional to talk about specific situations/things that are generally true, like scientific rules.
2 For the zero conditional, in the half of the sentence with if, we use the present simple/will.
3 In the other half of the sentence, we use the present simple/will.

2 Match the halves to make true sentences. Put the verb in the second half in the correct tense.

   1 If you mix red and white,  
   2 If you add two and two,  
   3 If you go out in the rain without an umbrella,  
   4 If you drop a glass on the floor,  
   5 If you drink sea water,  
   6 If you make sand very hot,  

   a it becomes glass.
   b it breaks.
   c you gets pink.
   d it makes you thirstier than before.
   e the rain makes you wet.
   f the answer is four.

3 Speaking: Work with a partner. Test your partner on other colour combinations and maths questions.

What colour do you get if you mix blue and yellow?

You get green. What’s the answer if you add 25 and 16?
4 Read the sentences in the first conditional and answer the questions.
   a If I finish my homework on time, I'll watch that science programme.
   b If I go there, I'll remember to wear a hat!

1 Do we use the first conditional to talk about specific possible situations or to talk about things that are generally true?
2 For the first conditional, what tense do we use in the half of the sentence with if?
3 What tense do we use in the other half of the sentence?

5 Choose the correct alternative.
   1 If I go to university next year, I study/will study maths or chemistry.
   2 If I spend/will spend all my money now, I won't be able to go out at the weekend.
   3 I go/will go to bed early tonight if I feel tired.
   4 If the weather is/will be good tomorrow, I'll go for a run.
   5 If my friend has time tonight, she helps/will help me to fix my computer.
   6 My parents say they'll buy my brother a motorbike if he passes/will pass his test.

6 Look at the situations. Think about a possible consequence and complete the sentences using the first conditional.

If you kick the ball, _______.
If you use your mobile phone in class, _______.
If we don’t catch the bus, _______.
If your handwriting is really bad in an exam, _______.
If you go to bed late, _______.
If you use your mobile phone while driving, _______.
If you don’t turn the music down, _______.

7a Individually, think of three questions to ask somebody about possible situations in the future.
   a What will you do if ...
      • you have a lot of exams next week?
      • your friend is angry with you this weekend?
      • you don’t have anything special to do this evening?

7b SPEAKING Ask different students your questions. What do you think are the best answers to your questions? Tell the class.
A presentation

1 **SPEAKING** Work with a partner. What inventions can you see? Why was each invention important?

2 **LISTENING** 96 Listen to a student giving a presentation on this subject and answer the questions.
   1 What do you think is the most important invention ever? Why?
   2 What answer does she give? Write down two or three reasons.

3 96 Listen again and tick (✓) the expressions in the Speaking bank which you hear.

**SPEAKING BANK**

**Useful expressions in presentations**
- I'm going to talk about ...
- Let me explain (why).
- For example,
- Firstly,
- Secondly,
- What's more,
- It's also true that ...
- Another thing is that ...
- Finally,
- Last but not least,
- In conclusion,
- To sum up,

4 **SPEAKING** Work with a partner. Are these things you should do in a presentation (DOs) or things you shouldn't do (DON'Ts)?
   1 Write notes with your ideas, not a complete text.
   2 Think of a short introduction and a short conclusion.
   3 Put your ideas in a logical order before you begin.
   4 Read your presentation aloud from a piece of paper.
   5 Look down at the floor or at your notes all the time.

**EXAM SUCCESS**

Do you think it's important to speak very quickly in a presentation? Why/Why not?

► EXAM SUCCESS page 154

5 What do you think was the most important invention ever? Make notes about it using this guide.
   1 short introduction about the invention you have chosen
   2 first and most important reason why you chose it
   3 second reason
   4 third reason
   5 conclusion

6 PRACTICE MAKES PERFECT **SPEAKING** Work in a group. Write your presentation. Use the advice in 4, your notes in 5, and the Speaking bank to help you. Practise and then give your presentation in front of the class.
A biography

1 Work with a partner. Do you know anything about the man in this photo, Steve Jobs?

2 **READING** Look at these events in Steve Jobs’ life. Read his biography and put them in the correct order.
   a He helped to produce the iPhone.
   b He worked with Pixar Animation.
   c He lived in San Francisco.
   d He learned about electronics.
   e He started Apple Computers.
   f He lived in Silicon Valley.
   g He began a new company.
   h He met Steve Wozniak.

3 Look at the biography again. Which paragraph talks about...
   1 Jobs’ death and why he is famous now?
   2 his adolescence and the start of his career?
   3 his childhood?
   4 the main part of his career?

**EXAM SUCCESS**

What are paragraphs? How do they help you to write good texts and get higher marks in writing exams?

**WRITING BANK**

Useful advice for writing biographies
- Use words and expressions of time to make it clear when different events happened.
- Use the past simple for the main events in the story.
- Use the past continuous to describe scenes and activities in progress at a moment in the past.
- Use new paragraphs for different stages of the person’s life.
- Use linkers of addition (and, also, too), contrast (but) and reason (because).

4 Look at the advice in the Writing bank. Find examples in the text about Steve Jobs for each piece of advice.

5 Work in a small group. Make a list of people who you think have changed the world, but who are no longer living. Talk about how they made a difference.

**PRACTICE MAKES PERFECT**

6a Look at the task and choose one of the people you talked about in 5. Find information and make notes.

6b Organise the information in your notes into four paragraphs and then do the task. Use the biography in 2 as a model, and the notes in 6a to help you. Use the Writing bank for reference.

Write a short biography about an important person who has changed the world, but who is no longer living. Write about:
- when they were born and their early life.
- their childhood and adolescence.
- the main part of their career.
- their death and how they changed the world.

**WRITING BANK ➤ PAGE 159**
The passive

**FORM**
subject + to be + past participle

- We make the present passive with the present form of the verb to be and the past participle of the verb.
  
  Many computers are built in China and India.
  
  Tea is drunk in many countries.

- We make the past passive with the past form of the verb to be and the past participle of the verb.
  
  The television was invented in 1926.
  
  New images of Mars were seen last week.

**USE**

- We use the passive when we are more interested in the action than the people who do the action.
  
  The bridge was built by the French in 1866.

The passive with by

**FORM**
subject + to be + past participle + by + agent

The television was invented by John Logie Baird in 1926.

**USE**

- We use the preposition by after the past participle to introduce the person or thing which does the action.
  
  The bridge was built by the French in 1866.

Zero conditional

**FORM**
If + present simple + present simple

If you take a fish out of water, it dies.
If we arrive at school late, the teachers get angry.

**USE**

We use the zero conditional to talk about situations that are generally or always true.

If you don’t drink any liquids, you die. (= This is not just a specific situation – it always happens.)

First conditional

**FORM**
If + present simple + will/won’t + infinitive

If the bus comes, we will get on.
If we don’t listen, we won’t understand.

The present simple comes in the part of the sentence with if. Will does not appear in this part of the sentence.

**USE**

We use the first conditional to talk about specific possible situations in the future, and their consequences.

If it doesn’t rain, we won’t have enough water.

Vocabulary

**Useful inventions**

CD player • digital camera • DVD player • dishwasher • fridge • laptop (computer)

MP3 player • microwave • printer • satnav • smartphone • tablet • washing machine

**Creating and inventing**

build • create • design • discover • invent • produce

builder • creator • designer • discoverer • inventor • producer

building • creation • design • discovery • invention • product

**Nouns with -ion**

action • description • explanation • expression • imagination • information • investigation

organisation

**Other words and phrases**

page 151
**The passive with by** / 7 points

1. Complete the sentences with the correct form of the verb given in the passive form.
   2. White coats _____________ (wear) in labs.
   3. This photo _____________ (take) when I was five.
   4. Bread _____________ (make) here every day.
   5. I didn’t understand the words of the last song because it _____________ (sing) in French.
   6. The pyramids _____________ (build) long ago.
   7. English and French _____________ (speak) here.

2. Complete the sentences with the correct word.
   1. Jeans were invented _____________ Mr. Levi Strauss.
   2. The 2014 World Cup _____________ won by Germany.
   3. The Mona Lisa was _____________ by da Vinci.
   4. Mobile phones _____________ used by millions of people every day.

**Zero conditional** / 5 points

3. Put the verbs in the correct form to make zero conditional sentences.
   1. If you _____________ (walk) to school, it’s good for you.
   2. If you _____________ (not switch) off your computer, it uses electricity.
   3. Paper _____________ (go) yellow if it’s in the sun.
   4. It _____________ (be) bad for you if you don’t eat fruit or vegetables.
   5. If you _____________ (not ring) the bell, the bus doesn’t stop.

**First conditional** / 6 points

4. Look at the situations and consequences. Use the words to write sentences in the first conditional.
   1. I (see) Tom → I (give) him the message
   2. the bus (not come) → I (walk)
   3. my pen (not work) → I (buy) another one
   4. my team (win) → I (be) happy
   5. there (be) no water → I (buy) some
   6. I (not do) my homework → my teacher (be) angry

**Vocabulary revision**

**USEFUL INVENTIONS** / 7 points

| pr...nt...r | 2. fr...dg... | 3. MP3...y...r | 4. s...tn...v | 5. l...pt...p | 6. t...bl...t | 7. sm...rtph...n... |

**CREATING AND INVENTING** / 6 points

2. Complete the sentences with the correct form of the verbs.
   1. The Taj Mahal is a famous _____________ (build) in India.
   2. The _____________ (invent) of the plane was an important moment in history.
   3. Steve Wozniak was one of the main _____________ (design) of the first Apple computers.
   4. Harvey Weinstein is a famous film _____________ (produce).
   5. Walt Disney _____________ (create) Mickey Mouse.
   6. The _____________ (discover) of insulin by a team of scientists helped to save many lives.

**NOUNS WITH -ION** / 5 points

3. Look at the verbs and write the correct noun form.
   1. describe _____________
   2. imagine _____________
   3. organise _____________
   4. express _____________
   5. explain _____________
1 Look at this paragraph plan for a biography. What is the logical order for the paragraphs?

1 __________ 2 __________ 3 __________ 4 __________
   a the main part of the person’s life and career
   b the person’s death and why they are famous now
   c when the person was born and their early life
   d the start of their career

2 Now read this biography of astronaut Neil Armstrong. Separate the text into four paragraphs like the plan in 1.

Neil Armstrong was a famous American astronaut. He was born in Ohio in 1930. As a boy, he loved planes. He went up in one for the first time when he was just five years old. Neil Armstrong’s career began in some ways when he was just 15. That was when he learned to fly a plane. At the age of 17, he began studying aerospace engineering at university. He combined his studies with work for the US Navy. Eight years later, the most important part of Armstrong’s career began. He finished his university studies and navy work and in 1955 he became a test pilot. After that, he became an astronaut. In 1968, he trained with the Apollo rocket. The next year, he became the first man to walk on the Moon. Neil Armstrong died in 2012. He was one of only 12 people to walk on the Moon. He was a hero but he was also very modest and calm. He is a great example to young people all over the world.

3 Look at the start of five short dialogues. Try to decide what the situation is.

1 Excuse me. What size is this T-shirt?
2 Let’s go out on Saturday.
3 Could I have a cheeseburger, please?
4 Good afternoon. I’d like some information, please.
5 Hello? Mrs Johnson? Is that you?

4 Complete the five dialogues in 3 by choosing the best answer.

1 a I’m sorry. We haven’t got any.
   b I think it’s small.
   c It’s ten pounds.
2 a You’re welcome.
   b Sorry. I can’t. I’m busy.
   c Because I like shopping.
3 a Would you like chips with it?
   b That’s all right.
   c Here’s your change.
4 a Yes, thanks.
   b That’s all right.
   c Certainly. How can I help?
5 a No, she isn’t.
   b Yes, speaking.
   c Sorry. Can I leave a message?

5 Work with a partner. Write two more sentences to continue each dialogue. Then practise the dialogues.
Listening  

➤ TIP FOR LISTENING EXAMS
In multiple-choice activities, remember ...
Don’t answer the questions too quickly. Sometimes, the speaker says one thing and then changes what they say or adds new information.
➤ EXAM SUCCESS page 153

6 Work with a partner. Talk about the clothes you usually wear at school.

7 LISTENING 97 Listen to Penny and Sarah talking about a friend who goes to school in the US. Choose the best answers.

1 When did Emma start school in the US?
   a last year
   b last week
   c very recently

2 At her school Emma ...
   a has to wear school uniform.
   b isn’t totally free to decide what to wear.
   c can wear what she likes.

3 At Emma’s school you can ...
   a never wear T-shirts.
   b only wear T-shirts for one subject.
   c always wear T-shirts.

4 Emma …
   a has already bought some new clothes for school.
   b will buy new clothes on Saturday or Sunday.
   c is going to buy new jeans and T-shirts.

5 Why does Penny think school uniforms are OK?
   a You don’t spend time deciding what to wear.
   b It’s easy to wear.
   c She doesn’t like her weekend clothes.

8 SPEAKING What about you?
Do you think school uniform is a good idea? Why/Why not?

Speaking  

➤ TIP FOR SPEAKING EXAMS
In presentations, remember ...
Don’t speak very quickly. When you speak quickly, people won’t be able to understand what you are saying.
➤ EXAM SUCCESS page 154

9 Look at these expressions from a presentation. Put them in the order you would expect to hear them.

1 …
2 …. 4 …
3 …
5 …

a What’s more,
 b Firstly,
 c I’m going to talk about …
 d To sum up,
 e Last but not least,

10 Prepare a presentation about a famous person that you admire. Follow this plan:

1 say who the person is
2 first and most important reason why you chose them
3 second reason
4 third reason
5 conclusion

11 SPEAKING Give your presentation.

‘CAN DO’ PROGRESS CHECK UNITS 9–10

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

1 = I can do it very well.  2 = I can do it quite well.  3 = I have some problems.  4 = I can’t do it.

a I can talk about actions or experiences in the past using the present perfect.  
   b I can use just, already, yet, ever and never with the present perfect to talk about recent activities.
   c I can understand simple written and spoken texts about clothes, fashion and shops.
   d I can have simple conversations in a shop.
   e I can write a basic job application form.

f I can talk about actions using different forms of the passive.
   g I can talk about situations and their usual or possible consequences using zero and first conditionals.
   h I can understand spoken and written texts about inventions and inventors.
   i I can give a simple presentation.
   j I can write a short biography of a famous person.

2 Now decide what you need to do next to improve.

1 Look again at my book/notes.
2 Do more practice exercises. ➤ WORKBOOK Units 9 and 10
3 Ask for help.
4 Other: ___
Unit 10

SPEAKING: GIVING PRESENTATIONS

Look at this advice for giving good presentations.
- Make notes with the information you want to give in your presentation and use them when you are speaking; but don’t just read your notes aloud.
- Look at your audience. See if they understand you and are interested.
- Don’t speak too fast. If you speak too quickly, people will not be able to follow you.
- Don’t let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don’t stop completely.

WRITING: PARAGRAPHS

- A paragraph is made up of different sentences which talk about one main topic.
- Paragraphs help you to organise and structure your writing. This makes your composition easy to understand. When there are no paragraphs, compositions can be confusing and repetitive.

Communication activities

Unit 1

DEVELOPING SPEAKING

Exercise 6, p22
Student A:
Name: Max Taylor
From: San Francisco, USA
Parents’ names: Brad and Lily
Brothers and sisters: Hannah – 22 years old – works
Daniel – 19 years old – studies at university
Favourite subjects: physics, chemistry
Don’t really like: history, PE ➔ don’t like sport
don’t have time!

Student B:
Name: Amy Smith
From: Dublin, Ireland
Parents’ names: Joe and Holly
Brothers and sisters: Carl – 16 years old – studies at this school
Robert – 8 years old – studies at primary school
Favourite subjects: English, Spanish ➔ have got a friend in Argentina
Don’t really like: art, music
After school: play computer games, don’t watch TV ➔ don’t like it!

Unit 2

DEVELOPING SPEAKING

Exercise 7, p34
Student A:
The phone rings in your house. Answer it. Your sister Monica is not at home. Find out if the caller wants to leave a message and their telephone number. You start the conversation by saying hello.
Unit 4

DEVELOPING SPEAKING
Exercise 5, p60
Student A:
Tell your partner about your holiday using these photos.

Unit 3

DEVELOPING SPEAKING
Exercise 5, p48
Student B:
You want information about football lessons. Look at the information you want to find out.

- Who for?
- What days?
- What time?

When your partner answers the phone, reply by saying Good afternoon. I'd like some information please.

Unit 5

DEVELOPING SPEAKING
Exercise 5, p74
Student B:

Gateway to exams: Units 3-4

SPEAKING
Exercise 8, p65

SWIMMING LESSONS

NESTON SWIMMING POOL
6 High Street
Mondays and Wednesdays
5-6pm
£4.50 per lesson

BRING A SWIMSUIT AND A TOWEL

Unit 2

DEVELOPING SPEAKING
Exercise 7, p34
Student B:
You call your friend Monica. Ask if she is there. Invite her to play tennis with you on Saturday. Leave a message if she isn't at home and leave your number: 660 718 2469. Your partner starts the conversation.

Unit 7

DEVELOPING SPEAKING
Exercise 6, page 100
Student A:
You want to go to a safari park or to the sports centre. You do not want to go to the park. You are free only on Tuesday and Thursday. The other days you are doing a photography course.
Communication activities

Unit 4
DEVELOPING SPEAKING
Exercise 5, p60
Student B:
Tell your partner about your holiday using these photos.

Unit 6
SPEAKING
Exercise 6b, p81
Work with a partner. Look at the fridge on this page and the one on page 81. Find differences between them.

Unit 4
DEVELOPING WRITING
Exercise 4a, p61
Choose one of the postcards and plan what you are going to say.

Unit 7
DEVELOPING SPEAKING
Exercise 6, p100
Student B:
You want to go to the park or the sports centre. You do not want to go to a safari park. You prefer to go out on Wednesday. You are free only on Wednesday and Thursday. The other days you are working in your parents’ shop.

Gateway to exams: Units 7-8
SPEAKING
Exercise 9, p117
Work with a partner. Take it in turns to describe the photo.
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