

Solutions



Elementary **Student's Book**
with MultiROM

Tim Falla, Paul A Davies

OXFORD

Solutions

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I Introduction

THIS UNIT INCLUDES ●●●●●

Vocabulary • alphabet • numbers • describing people
• time, days, months and seasons

Grammar • *be* • possessive adjectives • demonstrative pronouns • *have got*

Speaking • introducing yourself

Writing • a description of a friend or family member

A

EVERYDAY ENGLISH

Saying hello

I can introduce myself.

- 1 Look at the photo. How old do you think the boy is? How old is the girl?



- 2 1.01 Read and listen to the dialogue. Check your ideas.

Malgosia Hi, I'm Francesca. What's your name?
Ben Ben. Nice to meet you.
Malgosia Nice to meet you too.
Ben How do you spell your name?
Malgosia F-R-A-N-C-E-S-C-A. How old are you, Ben?
Ben I'm 16. What about you?
Malgosia I'm 17.

- 3 1.02 Listen and repeat the alphabet.

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

- 4 1.03 Listen. Write the names of the famous people.

- 5 **SPEAKING** Work in pairs. Choose a famous person, but don't tell your partner. Spell the name out loud. How quickly can your partner guess the name?

B-R-A-D P- ...

I know! It's Brad Pitt.

- 6 1.04 Listen and repeat the numbers.

- 7 Say the numbers 1 to 20 round the class. Then say them in reverse from 20 to 1.

one - two - ...

twenty - nineteen - ...

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

Conversation 1



Name _____

Age _____



Name _____

Age _____

Conversation 2



Name _____

Age _____



Name _____

Age _____

- 9 Write the questions. Match 1-4 with a-d.

1 What's	a do you spell your name?
2 How old	b your name?
3 How	c about you?
4 What	d are you?

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

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

A

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

Say it's nice to meet B.

Spell your name.
Ask how old B is.

Say your age.

B

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

Ask how to spell A's name.

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

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

1 Read the text. True or false?

- Ben is Scottish.
- His sister is 17.
- Ben and Clare are at the same school.



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

Posted 12.45 15th August

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

be

affirmative

I ¹ _____

he / she / it ² _____

you / we / they ³ _____

negative

I ⁴ _____

he / she / it ⁵ _____

you / we / they ⁶ _____

interrogative

Am I ... ?

Is he / she / it ... ?

Are you / we / they ... ?

short answers

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

Yes, he / she / it is.

No, he / she / it isn't.

Yes, you / we / they are.

No, you / we / they aren't.

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

- I _____ 14 years old.
I'm 14 years old. / I'm not 14 years old.
- My parents _____ from Prague.
- We _____ in school now.
- My bag _____ yellow.
- My friends and I _____ from England.
- It _____ very cold today.
- I _____ hungry.
- Our teacher _____ very tall.

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

- you / 15 years old?
- Ronaldinho / your favourite footballer?
- our teacher / in the classroom?
- we / from Hungary?
- Julia Roberts / your favourite actress?
- you / thirsty?
- your friends / at home?

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

Are you 15 years old?

Yes, I am. / No, I'm not.
I'm 16 years old.

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

Subject pronoun	Possessive adjective
I	1 _____
you	your
he	his
she	2 _____
we	3 _____
you	your
they	their

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

LEARN THIS!

Demonstrative pronouns

singular

this

that

plural

these

those

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



1 this / MP3 player



2 those / books



3 these / trainers



4 that / bike



5 this / CD



6 these / pencils



have got

- 1 1.07 Read and listen to the dialogue. Choose the correct answers.

- Francesca **has** / **hasn't** got a sister.
- Marco **has** / **hasn't** got blue eyes.
- Marco and Maria **have** / **haven't** got children.



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

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

have got

affirmative

I've got
 he / she / it ¹ _____ got
 you / we / they ² _____ got

negative

I ⁴ _____ got
 he / she / it ⁵ _____ got
 you / we / they haven't got

interrogative

Have I got ... ?
 Has he / she / it got ... ?
³ _____ you / we / they got ... ?

short answers

Yes, I have. / No, I haven't.
 Yes, he / she / it has.
 No, he / she / it hasn't.
 Yes, you / we / they have.
 No, you / we / they ⁶ _____.

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

He's got a bike.

Mark

- | | |
|-------------------|--------------------|
| 1 a bike ✓ | 5 a skateboard ✓ |
| 2 a computer X | 6 a watch ✓ |
| 3 a pet ✓ | 7 a mobile phone ✓ |
| 4 an MP3 player X | 8 a DVD player X |

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

Have you got a bike?

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

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

He's	tall. short. thin. good-looking.	He's got	long short fair dark hair.
He's got	straight wavy curly hair.	He's got	blue brown green eyes.
He's got	glasses. a beard. a moustache.		

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



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

Has Blanka got fair hair?

No, she hasn't.

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

My brother is tall. He's got ...



Time, days, months and seasons

I can ask the time and talk about the months of the year.

- 1 1.08 Listen and repeat the times.



one o'clock



quarter past one



half past one



quarter to two



ten past one



twenty-five to two

- 2 1.09 Listen and draw the times.



- 3 1.10 Listen and complete the dialogue with the words in the box.

very time excuse to welcome

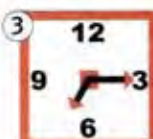
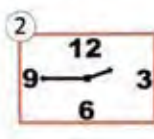
Sarah 1 _____ me. What 2 _____ is it, please?

Man It's five 3 _____ eleven.

Sarah Thanks 4 _____ much.

Man You're 5 _____.

- 4 **SPEAKING** Ask and answer about these times. Follow the dialogue in exercise 3.



- 5 Write the days of the week and the months of the year in the correct order.



Days

- 1 Sunday
2 _____
3 _____
4 _____
5 _____
6 _____
7 _____

Months

- 1 January 7 _____
2 _____ 8 _____
3 _____ 9 _____
4 _____ 10 _____
5 _____ 11 _____
6 _____ 12 _____

- 6 1.11 Listen, check and repeat.

- 7 Match the pictures with the words in the box.

The seasons autumn spring summer winter



1



2



3



4

- 8 1.12 Listen, check and repeat.

- 9 Which season are the months in?

January is in winter.

- 10 **SPEAKING** Ask and answer the questions.

- What day is it today?
- What day is it tomorrow?
- What's your favourite day?
- What's the worst day of the week?
- What days are the weekend?
- In which month is your birthday?
- In which season is Christmas?
- In which month is Valentine's Day?
- In which month is New Year's Day?
- What's your favourite season?

1 My network

THIS UNIT INCLUDES

- Vocabulary** • family • possessive 's • plural noun forms • everyday activities • sports and hobbies • dates
- Grammar** • present simple affirmative and negative
- Speaking** • talking about family and friends • introducing friends • talking about everyday activities
- Writing** • an informal letter

A

VOCABULARY AND LISTENING

Family and friends

*I can talk about people
I meet regularly.*

- 1 Put the words in the box into the two groups below, A and B. Which word goes in both groups?

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

A



B



- 2 Listen, repeat and check your answers.

- 3 **PRONUNCIATION** Listen to the pronunciation of the underlined vowels.

mother /'mʌðə/ cousin /'kʌzn/

Which other words in exercise 1 have the sound /ʌ/?

- 4 Listen and check your answers to exercise 3.

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

LEARN THIS!

Possessive 's

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

my dad's computer my uncle's wife

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

my parents' car my cousins' grandfather

- My mother's brother is my _____.
- My father is my cousins' _____.
- My uncle's daughter is my _____.
- My aunt is my cousin's _____.
- My nephews' sister is my _____.
- My uncle is my mother's or father's _____.

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

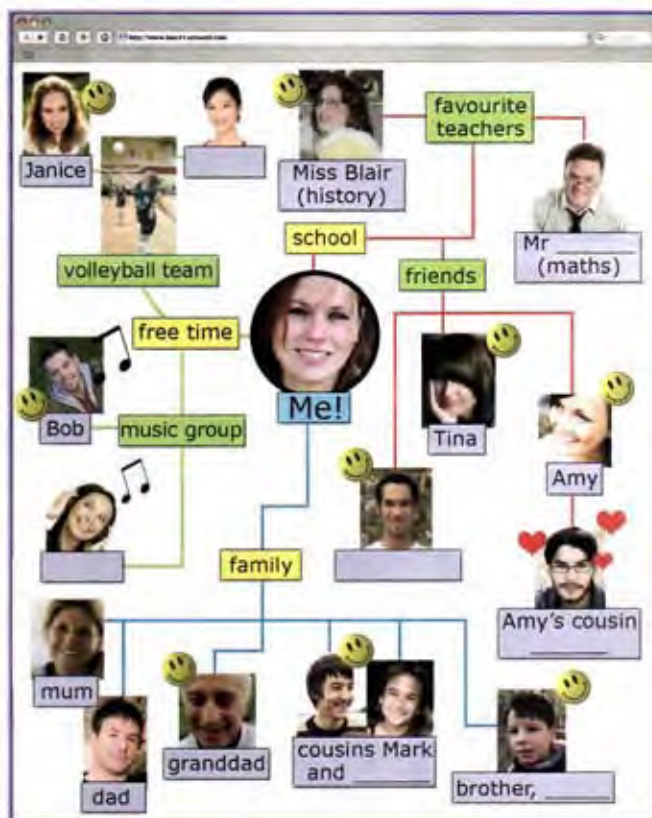
Who is my dad's sister?

Your aunt.

Vocabulary Builder (part 1): page 128

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

Baker Jake Hannah Lucy Molly Pete Sam



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

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

1 Mark
2 Janice

Who's Mark?

He's my cousin. He's 18 years old.

Who's Janice?

She's my friend. She's in my volleyball team.

Vocabulary Builder (part 2): page 128

Present simple: affirmative

I can talk about my family and friends.

- 1 Look at the picture. Do you know the names of the people in Bart Simpson's family?

His dad's name is Homer. His...

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



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

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

Present simple: affirmative

I work	we work
you work	you work
he/she/it _____	they work



We use the **present simple** to talk about

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

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

go like live stay study work

- 1 'I _____ at a power station.' Homer
- 2 'My brother and I _____ to Springfield Elementary School.'
- 3 'My little sister _____ hard at school.'
- 4 'My wife _____ at home with our baby.'
- 5 'My classmates _____ me.'
- 6 'I _____ in Springfield with my husband and children.'

- 5 1.17 **PRONUNCIATION** Listen and repeat.

- 1 /s/ likes works
- 2 /z/ plays goes lives
- 3 /tʃ/ watches finishes

- 6 1.18 Listen and write the words in the correct group.

does dances drives hates listens looks loves
speaks stays teaches tells washes

/s/ or /z/	/tʃ/

- 7 Complete the text. Use the present simple affirmative.

My best friend

My best friend is called Hannah. She ¹ _____ (live) next door to me. We ² _____ (go) to the same school but we are in different classes. I ³ _____ (walk) to school, but Hannah ⁴ _____ (go) by bike, because she always ⁵ _____ (get up) late. After school we ⁶ _____ (finish) our homework first, then we ⁷ _____ (listen) to our favourite music. I ⁸ _____ (like) R&B, but Hannah ⁹ _____ (hate) it. She ¹⁰ _____ (think) it's boring. She ¹¹ _____ (love) rock music.

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

go get up like live play watch work speak

My dad speaks French. I like Robbie Williams.

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

My dad speaks French.

I think that's true /
I think that's false.

- 1 **SPEAKING** Work in pairs. Can you match the names with the people in the photos? Ask and answer questions about the family members.

Camilla Charles Diana Elizabeth Harry
Philip William

Who's Elizabeth?

She's Charles' mother. /
She's Philip's wife.

Queen Elizabeth II

- A The British Royal Family is over 1,000 years old. Queen Elizabeth is the fifty-fourth **monarch** since King Alfred in the ninth **century**.
- B The Queen lives in Buckingham Palace in London. She also spends time in two other castles in England. She stays in Balmoral **Castle** in Scotland in the summer.
- C Her husband is Prince Philip. They have got four children and seven grandchildren. The Queen's eldest son is **Prince** Charles. He has got two sons from his marriage to Princess Diana (1961–1997). Charles is now married to Camilla, Duchess of Cornwall.
- D The Queen works very hard. She visits a lot of different countries and she welcomes hundreds of visitors to Buckingham Palace every year. She is head of 620 charities. She also **discusses** politics with the Prime Minister of the United Kingdom every Tuesday.
- E The Queen loves dogs and horses. **At the moment**, she has got 14 dogs and 30 racehorses. The Queen hasn't got a lot of free time, but she loves going to the horse races in May and June.



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

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

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

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

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

- now _____
- the son of a king and queen _____
- a building where kings and queens live (find two words)

- one hundred years _____
- king or queen _____
- talk about _____

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



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

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

Her husband's name is Philip.

She loves dogs.

D

GRAMMAR

Present simple: negative

I can say what someone does and doesn't do.

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



1



2

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

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

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

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

Present simple: negative

I ¹ _____ play football. We ³ _____ play football.
You don't play football. You don't play football.
He/She/It ² _____ play football. They ⁴ _____ play football.

LEARN THIS!

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

- 3 Make the sentences negative.

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

- 4 1.20 Listen to Mark and Sally. Is the information in the table true (✓) or false (X)?



	Mark	Sally
1 comes from	Oxford X	Cardiff
2 lives in	Liverpool ✓	London
3 studies	maths	medicine
4 enjoys	playing the piano	shopping
5 plays	basketball	volleyball
6 works in	a restaurant	a shop

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

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

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

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

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

Martin lives in a flat.



SUPERMUM!

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

Sue Povey and her family live in Swindon in the south of England. After breakfast her husband, Ian, goes to work. Sue drives the children to school. (She needs a minibus for this!) Nine children go to school and she drives

home with the other four children. Every weekday she looks after the children and cleans the house. She does the washing eight times a day, and she irons clothes for three hours.

Every afternoon at 3.30 she collects the children from school in the minibus. Then she helps them with their homework. After that she cooks dinner for fifteen. Her husband comes home at six. After dinner, she goes to the supermarket with two of her sons. They

help her with the shopping. She buys 50 litres of milk a week!

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

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

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

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

And Matt, 9, says: 'It's very noisy!'

1 SPEAKING Work in pairs. Ask and answer the questions.

- 1 Who are the people in the photos?
- 2 Is your family big or small?

2 Read the text. Are the sentences true or false?

- 1 Sue Povey has got thirteen children.
- 2 Sue's husband stays at home and looks after the children.
- 3 Sue is happy with her big family.

Exam tip

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

3 Read the exam tip above. Then choose the best answers.

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

4 Complete the everyday activities with the words in the box. Underline them in the text.

breakfast the children clothes dinner home
supermarket the house the washing work up

Everyday activities

clean _____	get _____
come _____	go to _____
cook _____	go to the _____
do _____	iron _____
drive _____ to school	make _____

5 Write true sentences about yourself and your family. Use the correct form of the verbs in brackets.

- 1 _____ (get up) at _____.
My mum gets up at seven o'clock.
- 2 _____ (make) breakfast in my house.
- 3 _____ (go) to work at _____
in the morning.
- 4 _____ (come) home at _____
in the evening.
- 5 _____ (help) my parents with the housework.
- 6 _____ (cook) dinner in my house.
- 7 _____ (go) to the supermarket on
_____.
- 8 _____ (tidy and clean) the house.

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

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

When I get home, I do
my homework.

When I get home, I do my
homework and I watch
television.

When I get home, I do my
homework, I watch television
and I take the dog for a walk.

Introducing people

I can introduce people.

1 Complete the conversation with the words in the box.

doesn't from got How old this too you



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

2 1.21 Listen and check your answers.

3 In groups of three, practise reading the conversation.

4 Complete the sentences with information about Susan.

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

5 1.22 Listen to the conversations. Are the sentences true or false?

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

6 1.22 Complete the sentences. Then listen again and check.

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

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

- | | |
|---|--------------------------|
| A | |
| 1 Hello, Sam. | <input type="checkbox"/> |
| 2 How are you? | <input type="checkbox"/> |
| 3 Nice to meet you. | <input type="checkbox"/> |
| 4 Where are you from? | <input type="checkbox"/> |
| 5 Have you got any brothers or sisters? | <input type="checkbox"/> |
| 6 How old is your sister? | <input type="checkbox"/> |
| 7 Is your brother at the same school? | <input type="checkbox"/> |
| B | |
| a Not bad. And you? | |
| b No, I haven't. | |
| c Nice to meet you too. | |
| d No, he works in an office. | |
| e Hi, Andrea. | |
| f She's 16. | |
| g Edinburgh, in Scotland. | |

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

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

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

Speaking tip

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

10 **SPEAKING** Read the speaking tip above. Then act out your conversation to the class.



An informal letter

I can write an informal letter to a penfriend.



Dear Sam,

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

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

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

Write soon.

Best wishes,

Robbie

1 Read the letter. In which paragraph (A–C) does Robbie:

- say how old he is? ____
- say what he does after school? ____
- say what his name is? ____
- talk about his family? ____
- say where he's from? ____
- say which school he goes to? ____

2 Answer the questions.

- How old is Robbie?
- Where is he from?
- What is his sister's name?
- How old is his sister?
- What does he do after school?
- Who cooks dinner at Robbie's house?

3 Complete the writing tip with words and phrases from Robbie's letter.

Writing tip

We start an informal letter with _____ and the person's first name.

We finish the letter with _____ and our first name.
(We can use *Love* if we know the person very well.)

4 **1.23** Listen and repeat the ordinal numbers.

Ordinal numbers 1st 2nd 3rd 4th 5th 6th 7th
8th 9th 10th 11th 12th 13th 14th 15th 16th
17th 18th 19th 20th 21st 22nd 30th 31st

5 Match numbers from exercise 4 with the words below.

eighteenth ^{18th}	eighth ____	second ____
fourteenth ____	fifteenth ____	tenth ____
seventeenth ____	twelfth ____	thirtieth ____
third ____	twenty-first ____	twentieth ____
thirty-first ____	fifth ____	ninth ____
twenty-second ____	first ____	sixth ____

LEARN THIS!

Writing and saying the date

We write

1st January or 1 January
1900
1992
2004
2012

We say

'the first of January'
'nineteen hundred'
'nineteen ninety-two'
'two thousand and four'
'twenty twelve'

6 **1.24** Read the *Learn this!* box. Then listen and write the dates.

1 3rd March 2006

7 **1.25** Say these dates. Then listen and check.

- | | |
|---------------------|-----------------------|
| 1 21st January 2007 | 4 29th March 1900 |
| 2 8th October 1995 | 5 22nd September 2008 |
| 3 5th May 2010 | 6 4th December 2020 |

8 **SPEAKING** Ask and answer the questions.

- | | |
|---|--|
| 1 What's your date of birth?
It's the ... of ..., nineteen ... | 5 When's Christmas Day? |
| 2 When's New Year's Eve? | 6 What year is it now? |
| 3 What's the date today? | 7 In what year is the next
a World Cup? |
| 4 When's Valentine's Day? | b Olympic Games? |

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

Dear _____

Paragraph 1

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

Paragraph 2

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

Paragraph 3

- What do you do after school? What do you do after dinner?
- Best wishes*

Check your work

Have you

- ☐ followed the writing guide?
- ☐ written 70–100 words?
- ☐ checked your spelling and grammar?

Get ready for your EXAM 1

- 1 Look at the photo. How old do you think the boy is? Quickly read the text and check.
- 2 Do the Use of English exam task.

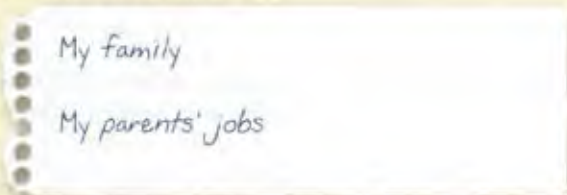
USE OF ENGLISH exam task

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



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

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



- 1 I've got ...
 - 2 My mum ...
 - 3 My dad ...
- 4 **1.26** Listen to Anna doing the Speaking exam task in exercise 6. Answer the questions.
 - 1 How many brothers and sisters has she got?
 - 2 Where does her brother live?
 - 3 Where do her parents work?
 - 5 Correct the mistakes Anna makes.
 - 1 I got a sister and a brother. X
 - 2 My brother he is 19. X
 - 3 Yes, he do. X
 - 4 My dad work in an office in Prague. X
 - 5 My mum works in supermarket. X

- 6 Do the Speaking exam task.

Speaking tip

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

SPEAKING exam task

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

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

Listening tip

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

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

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

1 job; teacher, police officer?

- 8 **1.27** Do the Listening exam task.

LISTENING exam task

Listen and complete the sentences with a word or phrase.



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

1 Get ready to READ Quickly read the text. Which paragraph can you find this information in?

- 1 What kind of information do people put on 'friends' websites? ☐
- 2 Why are some people worried about 'friends' websites? ☐
- 3 How many friends has Millie got? ☐

2 Do the Reading exam task.

READING exam task

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

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

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

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

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

5 Do the Speaking exam task.

SPEAKING exam task

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

- 1 his/her appearance
- 2 his/her personality, with examples of his/her behaviour

'Friends' websites

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

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

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

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

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



2 Free time

THIS UNIT INCLUDES

- Vocabulary** • sports and hobbies • collocations: verb • noun • parts of the body
- Grammar** • present simple questions • adverbs of frequency • *How often ... ?* • object pronouns • imperatives
- Speaking** • an interview • talking about free time • expressing likes and dislikes
- Writing** • an announcement

A

VOCABULARY AND LISTENING

Free-time activities

I can talk about sports and hobbies.



- 1 Label the photos with eight words from the box.

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

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

- 3 Which sports and hobbies can you do:

- | | |
|------------|----------------|
| 1 at home? | 3 on your own? |
| 2 outside? | 4 in a team? |

Vocabulary Builder (part 1): page 129

- 4 1.29 Listen to four teenagers. Which sport or hobby is each person interested in?

- | | |
|----------------|----------------|
| 1 Oliver _____ | 3 Nick _____ |
| 2 Lauren _____ | 4 Rachel _____ |

- 5 1.29 Listen again. Complete the sentences with the correct name from exercise 4.

- Nick visits chat rooms.
- _____ goes to a club near her home.
- _____ listens to music on the bus.
- _____ meets friends after school every day.
- _____ has got a brother, Michael.
- _____ has lessons on Thursdays.
- _____ plays the guitar.
- _____ has got an expensive bike.

- 6 Put the sports and hobbies from exercise 1 into four groups, according to your own opinion.

- I really like ...
- I quite like ...
- I don't like ...
- I hate ...

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

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

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

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

Vocabulary Builder (part 2): page 129

Present simple: questions

I can ask about people's hobbies and interests.



1 Look at the photo. What is the name of this sport?

- a skiing b ice skating c snowboarding

2 1.30 Listen to part 1 of an interview with 17-year-old snowboarding star, Jed Bright. Put the interviewer's questions in the correct places.

- a Do your parents travel with you?
b Do you do any other sports?
c Do you enjoy competitions?
d Does Nathan take part in the competitions?

Interviewer 1 _____
Jed Yes, I do. I love the excitement – and the travelling.
Interviewer 2 _____
Jed No, they don't. I travel with my trainer, Martin Atkins, and my brother Nathan.
Interviewer 3 _____
Jed No, he doesn't. He just watches.
Interviewer 4 _____
Jed No, I don't. I don't have time!

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

LEARN THIS! We form present simple questions with *do* or *does* and the base form of the verb.
1 _____ I/you/we/they go snowboarding?
Yes, I 2 _____. / No, I 3 _____.
4 _____ he/she/it play chess?
Yes, she 5 _____. / No, she 6 _____.

4 Write questions.

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

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

Do you go snowboarding?

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

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

LEARN THIS!

Wh-questions

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

Where does your dad work?

Who do you sit next to in class?

7 Complete part 2 of the interview with the question words in the *Learn this!* box.

Interviewer 1 _____ do you live?
Jed I live in Vancouver, in Canada.
Interviewer 2 _____ do you live with?
Jed My parents and my brother.
Interviewer 3 _____ do you relax?
Jed I listen to music.
Interviewer 4 _____ bands do you like?
Jed Arctic Monkeys, Coldplay and Snow Patrol are my favourites.
Interviewer 5 _____ do you see your friends?
Jed In the evenings and at weekends.

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

Grammar Builder (2B): page 110

9 **SPEAKING** Work in pairs. Match the beginnings and endings of the questions. Then ask and answer them.

- | | |
|---------------------|--------------------------|
| 1 What music do you | a get up in the morning? |
| 2 Where do you | b do? |
| 3 When do you | c listen to? |
| 4 What sport do you | d sit next to in class? |
| 5 Who do you | e buy your clothes? |
| 6 How do you | f travel to school? |

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

11 Write answers to your partner's questions.

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

1 How much do you know about Australia? Answer the questions.

- Can you name any Australian cities?
- Can you name any famous Australian sportspeople? What sport do they do?

2 Match the photos with the sports and activities in the box.

cricket hockey horse riding martial arts netball
rugby Australian Rules football

3 Read the text and answer the questions.

- What do Australians think of sport?
- Why is swimming popular?
- Which three sports are only popular with boys?
- Which three sports are only popular with girls?

4 1.32 Listen to the information about swimmer, Ian Thorpe. Which Olympic Games are his medals from?

- a 2000 b 2004 c 2000 and 2004



5 1.32 Listen again. Are the sentences true or false?

- Ian Thorpe is from Sydney, Australia.
- He is very tall but he's got small feet.
- Ian's sister, Christina, is a tennis player.
- Ian is an Olympic champion and has got two gold medals.
- Ian holds two world records.
- Ian is interested in a lot of different sports.
- Fashion is one of Ian's hobbies.

6 Correct the false sentences in exercise 5.

7 **SPEAKING** Work in groups. What sports and activities are popular in your country? Agree on a 'top five' list.

SUN, SEA AND SPORT!



Australians love sport. They play it, they talk about it and they watch it on TV. Australian weather is perfect for sport, and there are thousands of great beaches, so swimming is very popular. The population of Australia is only about 20 million, but many of the best sportsmen and sportswomen in the world come from Australia.

Young people in Australia are very active. More than 60% of children go to sports clubs. They also do activities with friends; for example, skateboarding, cycling and rollerblading.

The top five sports for boys are:

Activity	Participation (%) ¹
football	22.2
swimming	15.7
Australian Rules football	13.6
tennis	9.5
cricket	9

Other popular sports for boys are basketball, rugby, martial arts, athletics and hockey.

The top five sports for girls are:

Activity	Participation (%) ¹
netball	18.1
swimming	17.5
tennis	7.8
basketball	6.9
gymnastics	5.4

Other popular sports for girls are football, athletics, martial arts, hockey and horse riding.

¹ source: www.sportsgid.gov.au/junior_participation.htm

Adverbs of frequency

I can talk about daily routines.

- 1 Look at the pictures. Do you go bowling or dancing in your free time?



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

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

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

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

Adverbs of frequency always usually often never
sometimes hardly ever



- 4 Underline all the examples of adverbs of frequency in the texts in exercise 2.
- 5 Circle the correct words in the rules in the *Learn this!* box. Use the examples in the texts in exercise 2 to help you.

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

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

on Saturday afternoon	on Saturday evening
on Saturday morning	on Saturday night

- Jacob / have football practice ...
Jacob always has football practice on Saturday morning.
- Kirsty / get up late ...
- Kirsty / have breakfast ...
- Jacob / play tennis ...
- Kirsty / buy a mobile phone ...
- Jacob and Kirsty / go out with friends ...
- Jacob / be in bed before midnight ...
- Kirsty / be in the dance club until two o'clock ...

Grammar Builder (2D): page 110

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

Activity	1 You	2 Your partner
do homework		
visit relatives		
cook dinner		
do the washing up		
listen to music		
watch TV		
go swimming		
play computer games		

- 8 **SPEAKING** Work in pairs. Ask and answer about the activities in the chart using *How often ... ?*. Write your partner's answers in column 2.

How often do you do homework at the weekend?

I always do homework.

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

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

Jan often visits relatives. I hardly ever visit relatives.

- 1 Look at the photo. Match the parts of the body with the words from the box.

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



No pain, no gain

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

- MAM** Tell me about a typical day. What time do you get up?
David We get up at five o'clock and start training immediately. We haven't got time to have breakfast. If we're late, the teachers hit us with sticks.
- MAM** How do you train?
David First we train our legs, arms and stomachs. We run up and down 1,000 steps and do press-ups. The training is very, very hard.
- MAM** How do you understand the teachers? Do you speak Chinese?
David A little, yes. But the teachers speak English so I don't have a problem.
- MAM** When do you have breakfast?
David At half past seven. We have rice and soup. We have a short rest and training starts again at nine o'clock. We practise hitting with our hands and kicking with our feet. Then we have lunch and a long rest.
- MAM** Do you train in the afternoons too?
David Yes. I like the afternoons because we train with sticks and swords.
- MAM** Is it dangerous?
David No, not really, because we don't fight.
- MAM** When does training finish?
David At six o'clock. We have a shower, and have dinner at half past six – rice and soup again – then we go to bed.
- MAM** What do you want to do when you go back to Britain?
David I want to start a kung fu school in London and teach people kung fu. I also want to appear in films as a kung fu fighter!

- 2 1.35 Listen, repeat and check your answers.

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

What's this?

It's his arm.



Reading tip

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

4 Read the reading tip. Then read the text quickly. Which sentence is true?

- 1 David trains only in the mornings.
- 2 David trains only in the afternoons.
- 3 David trains in the mornings and afternoons.

5 Find five parts of the body in the interview.

6 Are the sentences true or false?

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

7 Read the answers and complete the questions. Use the present simple.

- 1 Where _____?
He comes from London.
- 2 What _____?
He studies kung fu.
- 3 What _____?
Rice and soup.
- 4 Why _____?
Because he trains with sticks and swords.
- 5 When _____?
At half past six.

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

are are fight knows makes says start take

KUNG FU FIGHTING

Everybody is kung fu fighting –
Those cats ¹ _____ fast as lightning.
In fact it is a little bit frightening.
But they ² _____ with expert timing.

They ³ _____ funky Chinamen from funky Chinatown.

They are chopping them up,
They are chopping them down.
It's an ancient Chinese art
And everybody ⁴ _____ their part,
From a feint into a slip,
And kicking from the hip.

Chorus

There is funky Billy Ching and
little Sammy Chung.
He ⁵ _____ 'Here comes the big
boss – let's get it on!'
We ⁶ _____ a bow and make a
stand,
⁷ _____ swinging with the hand.
The sudden motion ⁸ _____ me
skip –
Now we're into a brand new trip!

Chorus

Glossary

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

Giving an opinion

I can express my likes and dislikes.

- 1 1.37 Read and listen to the dialogue. Who does Jim prefer, Christina Aguilera or Eminem?

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



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

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

bad	quite good	good

- 3 1.38 **PRONUNCIATION** Listen, repeat and check your answers. Copy the intonation.

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

LEARN THIS!

Object pronouns

I - me you - you
 he - him she - ¹ _____ it - ² _____
 we - us you - you they - them

Grammar Builder (2F): page 110

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

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

What do you think of Robbie Williams?

I can't stand him!

- 6 1.39 Listen to three dialogues. Choose the correct answers.

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

- 7 1.40 Complete the sentences from the dialogues with the words from the box. Then listen and check.

interested like OK really What Who

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

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

Hobby/favourite?	Hobby/favourite?
films/actor	football/team
books/author	music/band

A

Ask B about his/her hobby.

B

Say that you like your hobby.

Ask about B's favourite.

Reply.

Give your opinion of B's favourite.

Ask about A's favourite.

Reply.

Give your opinion of A's favourite.

Speaking tip

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

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



Film Club

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

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

Come to Film Club!

Call Lauren White on 07756 277382.

- Look at the announcements. Are there any clubs like this near your home?
- Read the announcements. Answer these questions for each club and write your answers in the table.
 - When do they meet?
 - Where do they meet?
 - What do they do every week?
 - What do they do every month/year?
 - Who do you phone about the club?

Film Club	Chess Club
1	
2	
3	
4	
5	

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

- LEARN THIS!**
- We often use imperatives in announcements. They're direct and easy to understand.
Don't forget! Call this number: 674583.
 - We form the affirmative imperative with the base form of the verb.
We form the negative imperative with don't + base form.

Chess Club

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

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

Use your head. Play chess!

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



- Complete the imperatives with the words from the box.

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

- _____ and join the fun.
- _____ basketball and get fit.
- _____ at home.
- _____ people with the same hobby.
- _____ new dances.
- _____ our website.
- _____ to tell your friends.

Grammar Builder (2G): page 110

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

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

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

	Notes
name of club:	
when it meets:	
where it meets:	
what they do:	
who to phone:	
phone number:	
website:	

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

Check your work

Have you

- ☐ used some imperatives?
- ☐ written 50–70 words?
- ☐ checked your spelling and grammar?

Vocabulary

1 Choose the correct ending.

- | | |
|--|----------------------|
| 1 My uncle is my
a father's brother. | b brother's father. |
| 2 My grandmother is my
a father's mother. | b mother's father. |
| 3 My niece is my
a daughter's sister. | b sister's daughter. |
| 4 My cousin is my
a son's uncle. | b uncle's son. |
| 5 My grandson is my
a daughter's son. | b son's daughter. |

Mark ☐ /5

2 Write the plural form of these words.

- | | |
|-----------------|----------------|
| 1 wife _____ | 4 potato _____ |
| 2 husband _____ | 5 bus _____ |
| 3 photo _____ | 6 family _____ |

Mark ☐ /6

3 Complete the sports and hobbies.

- | | |
|--------------------|-----------------|
| 1 basket _____ | 4 ice s _____ |
| 2 computer g _____ | 5 photog _____ |
| 3 gymn _____ | 6 rollerb _____ |

Mark ☐ /6

Grammar

4 Complete the sentences with the correct affirmative form of the verbs in the box.

get up go live play study watch

- My sister _____ French at school.
- My brother and I _____ tennis.
- My best friend _____ to a different school.
- My dad _____ television every evening.
- We _____ in Cambridge.
- My mum _____ at six o'clock every morning.

Mark ☐ /6

5 Write two sentences in the present simple: (✓) affirmative and (X) negative.

- they / listen to: X classical music ✓ pop music
They don't listen to classical music. They listen to pop music.
- she / sit: X next to Pete ✓ next to Sue
- I / play: ✓ piano X guitar
- he / go: X swimming ✓ cycling
- they / come from: ✓ France X Spain
- she / teach: ✓ music X sport
- he / speak: X English ✓ Italian

Mark ☐ /6

6 Complete the questions (1-6). Then match them with the answers (a-f).

- _____ you live?
- _____ he like sport?
- _____ she study?
- _____ you get to school?
- _____ she get up early?
- _____ you know Lucas?

- History and German.
- No, she doesn't. She gets up late.
- Yes, he loves it.
- I walk.
- Yes, I do. He's in my class.
- In New York.

Mark ☐ /6

7 Rewrite the sentences to include the adverb of frequency in brackets.

- I have cheese for breakfast. (often)
I often have cheese for breakfast.
- She's late for school. (hardly ever)
- I play computer games. (often)
- He does his homework on the bus. (never)
- It's cold in January. (usually)
- School finishes at quarter past four. (always)
- We have lunch at school. (sometimes)

Mark ☐ /6

Everyday English

8 Complete the questions for these answers.

- _____ are you?
A Not bad, thanks.
- _____ you from?
B Manchester.
- _____ any brothers or sisters?
B Yes, I've got a brother.
- _____ your brother?
B He's 19.

Mark ☐ /4

9 Put the lines of the dialogue into the correct order.

- Yes, I do. I love them.
- Josh Hartnett.
- Do you like films?
- Really? I can't stand him!
- Who's your favourite actor?

Mark ☐ /5

Total ☐ /50

Reading

1 Look quickly at the text. What is each paragraph about?

- (a) a Hungarian person in the UK
- (b) people from abroad in the UK

Márton is 20 years old. He comes from Hungary, but he doesn't live in Hungary – he lives and works in the UK. He is a waiter in a hotel. He earns £6 an hour.

More than 600,000 people from Central and Eastern European countries live and work in the UK. Almost half of them are between 18 and 24 years old and most of them are single. They stay in the UK for about two years and then return to their own countries. Nearly 40% work in factories; many others work in shops, hotels, restaurants and on farms. They come because they earn more money in the UK for these jobs than in their own countries.

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



2 Choose the best answers.

- 1 Márton is
 - a British, but he lives in Hungary.
 - b Hungarian, and he lives in Hungary.
 - c Hungarian, but he lives in the UK.
- 2 Márton has got
 - a a job in the UK and a job in Hungary.
 - b a job in Hungary.
 - c a job in the UK.
- 3 Márton works in
 - a a shop.
 - b a hotel.
 - c a factory.
- 4 About 600,000 people in the UK
 - a arrive every year from Central and Eastern European countries.
 - b are from Central and Eastern European countries.
 - c are between 18 and 24 and single.
- 5 People from Central and Eastern European countries come to work in the UK because
 - a they get jobs in factories and shops.
 - b they earn more money in the UK.
 - c they are happy in the UK.
- 6 People from Central and Eastern European countries in the UK usually
 - a like the food and the people.
 - b like the food, but they don't like the people.
 - c like the people, but they don't like the food.

Listening

3 1.41 Listen to the conversations. Match the people with three of the descriptions below (a–e).

- 1 Anna is
- 2 Claudia is
- 3 Dave is
- a a British man who works at the hotel.
- b Anna's sister.
- c a British girl who lives with Márton.
- d a Portuguese girl who lives with Márton.
- e a British man who lives with Márton.

4 1.41 Read the questions. Then listen again and write Márton's answers.

- 1 Where are you from?
- 2 Have you got any brothers and sisters?
- 3 How old are they?
- 4 Do you like music?
- 5 Who's your favourite singer or band?

Speaking

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

Writing

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

Dear Sam

Hi! I'm your new penfriend. My name's and I'm from

3 School life

THIS UNIT INCLUDES

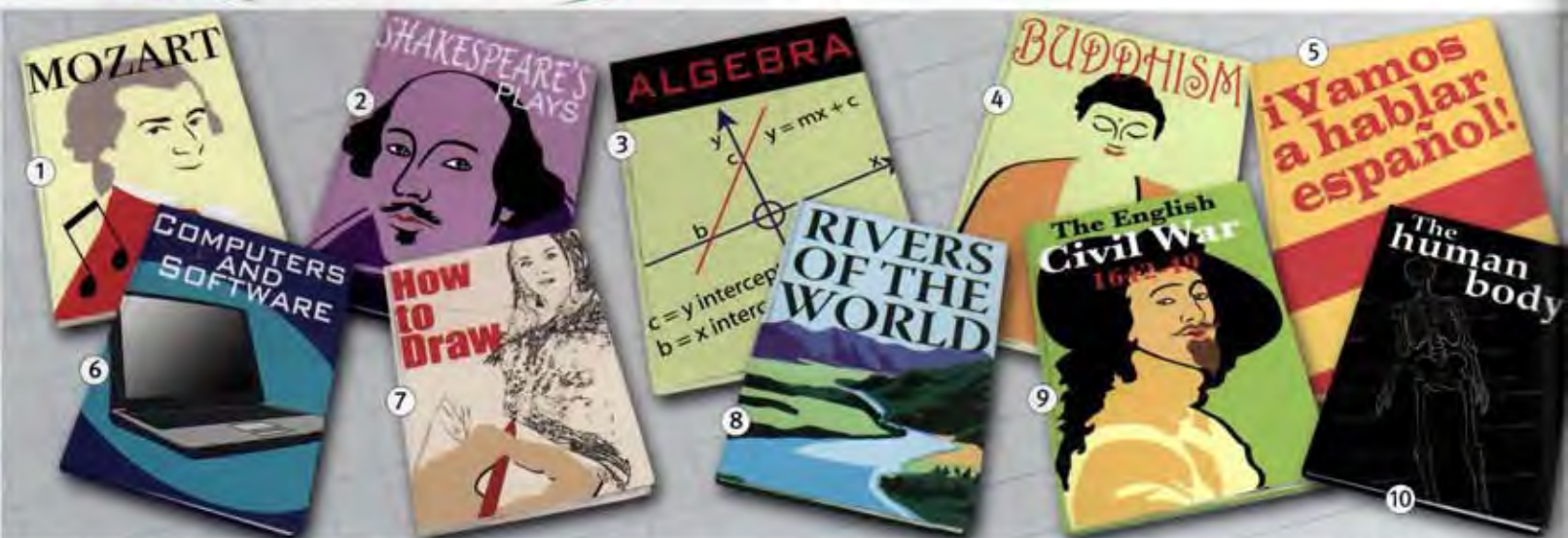
- Vocabulary** • school subjects • in the classroom • prepositions of place • parts of a school • directions • capital letters
- Grammar** • *there is/there are* • *have to*
- Speaking** • talking about subjects and timetables • describing a classroom • giving directions
- Writing** • a description

A

VOCABULARY AND LISTENING

School subjects

I can talk about my school subjects.



- 1 Match the textbooks with ten of the school subjects from the box.

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

- 2 1.42 Listen, repeat and check your answers.
- 3 Which of the subjects from exercise 1 do you study? Do you study any others?

Vocabulary Builder (part 1): page 130

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

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

Do you like art and design?

It's OK.

Exam tip

When you listen, don't worry or stop if you miss an answer, just move onto the next question. You'll have a chance to complete the missing answers when you listen again.

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

1	8.45–9.30	maths
2	9.35–10.20	
	10.25–10.45	MORNING BREAK
3	10.45–11.30	
4	11.35–12.20	
	12.20–1.30	LUNCH BREAK
5	1.30–2.15	
6	2.20–3.05	
7	3.10–3.55	

- 6 Write your perfect timetable for one day. Copy the timetable in exercise 5 and complete it with your favourite subjects.
- 7 **SPEAKING** Work in pairs. Ask and answer questions about your partner's timetable. Can you copy it correctly?

What lesson have you got at quarter to nine?

Art and design. What lesson have you got ...?

Vocabulary Builder (part 2): page 130

- 1 Look at the photo. In which country do you think this classroom is?



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

- 2 Read the text. Check your answer to exercise 1.
3 Complete the table with the highlighted words from the text.

there is	there are
singular	plural
affirmative There's a teacher.	affirmative 1 _____ some students.
negative 2 _____ a TV.	negative 3 _____ any CDs.
interrogative 4 _____ a noticeboard? No, there isn't.	interrogative 5 _____ any children? Yes, there are.

- 4 Look at the photo in exercise 1 again. Complete the sentences with the correct form of *there is / there are*.
- | | |
|----------------------|------------------------|
| 1 _____ some boys. | 5 _____ a noticeboard. |
| 2 _____ a teacher. | 6 _____ a TV. |
| 3 _____ a computer. | 7 _____ any shelves. |
| 4 _____ any posters. | 8 _____ five girls. |

- 5 1.44 Listen and check your answers.

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

Grammar Builder (3B): page 112

Look out!

We use *Is there ...?* to ask about singular nouns. We use *Are there any ...?* to ask about plural nouns.

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



- | | |
|-------------------------|--------------------|
| 1 Is there a bed? | 8 _____ window? |
| 2 Are there any chairs? | 9 _____ CDs? |
| 3 _____ desk? | 10 _____ posters? |
| 4 _____ CD player? | 11 _____ bin? |
| 5 _____ shelves? | 12 _____ clock? |
| 6 _____ TV? | 13 _____ plants? |
| 7 _____ books? | 14 _____ cupboard? |

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

behind in front of next to near on under

Is there a bed?

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

- 9 **SPEAKING** Work in pairs. Ask and answer questions about your partner's bedroom using the nouns from exercise 7.

Are there any chairs in your bedroom?

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

- 1 Look at the chart. How many years of compulsory education are there in England? Is this the same in your country?

The English Education System

School	Number of years	Age	Compulsory?
Nursery	2	3 to 4	No
Primary	6	5 to 10	Yes
Secondary	5	11 to 16	Yes
College	2	17 to 18	No

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

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

Secondary education in England

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

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

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

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

- Education is compulsory between the ages of 5 and 16.
- Students start secondary school when they are 13 years old.
- Students take national exams when they are 12 and 17 years old.
- Most students go to state schools.
- All students stay at school until they are 18 years old.
- English is a compulsory subject at all secondary schools.
- Some students go to private schools.

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

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



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

	Nick	Stephanie
Name of school	Abingdon	Oaklands
Private or state?		
Number of students		
Number of teachers		
Mixed (boys and girls)?	yes/no	yes/no
Wants to leave when?		

- 6 **SPEAKING** Ask and answer the questions.

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

- 7 **Work in pairs. Make a chart for your country like the chart in exercise 1.**



- 1 Look at the photo and read the text. What does the photo show?



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

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

LEARN THIS!

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

We ¹ _____ be at school before 9 o'clock.

We ² _____ have lunch at school. Some people go home for lunch.

Do you have to study French? Yes, I do. / No, I don't.

³ _____ she have to do P.E.? Yes, she ⁴ _____. / No, she doesn't.

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

- My brother _____ wear a school uniform: black trousers and a green sweatshirt, but I _____ to wear a uniform.
- We _____ take exams every term – only at the end of the year.
- I _____ be at school by 8.50 because the first lesson starts then.
- We _____ study a foreign language: French, Spanish or German.
- I don't like geography, but I _____ study it.
- My sister's school is a normal state school – she _____ pay.

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

Grammar Builder (3D): page 112

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

We have to / don't have to wear a uniform.

	Compulsory?
1 wear a uniform	yes/no
2 study a foreign language	yes/no
3 take exams	yes/no
4 do homework	yes/no
5 get to school before 9.00	yes/no
6 stay at school after 3.00	yes/no

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



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

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

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

Do you have to wear a uniform at your school?

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

1 SPEAKING Look at the photos. What can you see?

There's a ... There are ...

Reading tip

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

2 Read the reading tip. Then look through the text quickly and find the answers to these questions.

- 1 How many people live in Australia?
- 2 How many students use Schools of the Air?
- 3 How often do teachers visit their students?

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

- 1 with no other person there; alone: _____
- 2 very big: _____
- 3 take and use something, then give it back later: _____
- 4 happens: _____
- 5 two times: _____
- 6 letters, postcards, etc: _____
- 7 one time: _____

4 Choose the best answers.

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

SCHOOL OF

BIG COUNTRY, SMALL POPULATION

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

SCHOOLS WITHOUT CLASSROOMS

There are twelve Schools of the Air in Australia and over 1,000 students use them. Students of the School of the Air haven't got lessons in classrooms with other students. They study at home on their own. The teachers at the School of the Air prepare lessons and send them to the students by post or e-mail. The students have to work on these lessons for five or six hours a day, Monday to Friday. They send their work to the teachers once a week and discuss it by radio or over the Internet. They can also borrow books from the school library. The books arrive by post.



THE AIR

A CHANCE TO MEET

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



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

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

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

- 6 1.47 Listen, repeat and check your answers.

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

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

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

It's difficult / easy to ...

You have to / don't have to ...

compare ideas
think
get up early
have fun

talk about your ideas
make friends
travel to school

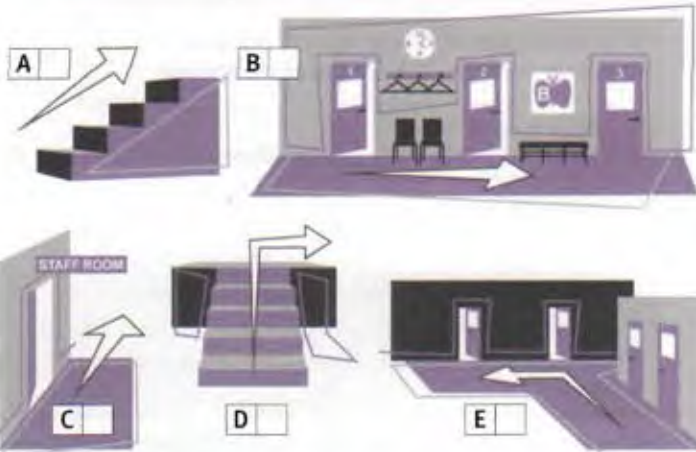
Lessons at home	
Advantages	Disadvantages
It's easy to think.	There isn't a gym.
You don't have to get up early.	It's difficult to compare ideas.

- 9 **SPEAKING** Work with another pair. Compare your lists. In general, are there more advantages or more disadvantages?

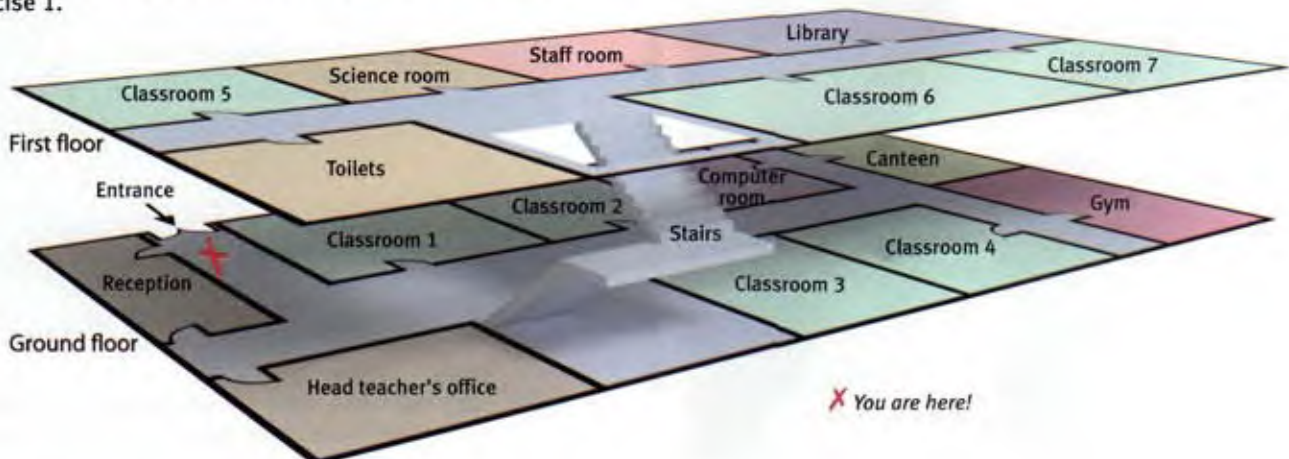
- 1 1.48 Read and listen to the dialogue. Put the pictures in the correct order.



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



- 2 1.48 Listen and repeat the dialogue. Then practise reading it in pairs.
- 3 Look at the plan of the school. Follow Keith's route from exercise 1.



- 4 1.49 Listen and follow the directions on the plan below. Where is each person going?

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

- 5 1.50 Listen. Answer the questions.

- Where does Oliver want to go?
- Why does he want to go there?
- How many people does he ask for directions?
- What happens when he arrives?

- 6 1.51 **PRONUNCIATION** Listen and repeat the directions from the box.

Directions Go along the corridor.
 Go past the school hall. Go up the stairs.
 Go down the stairs. Turn left. Turn right.
 Go through the doors. Go outside.

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

A

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

B

Say where it is.

Ask where that is.

Give directions.

Thank B.

Reply.

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

- 1 Read the four parts of the description of a secondary school for a new student. Number them in the correct order.



Lunch is at 12.30. You don't have to buy lunch in the canteen. There's a shop next to the gym and it sells sandwiches and other snacks.



Lessons start at 8.45 in the morning, and you have to be at school before 8.30. There are four lessons in the morning, two before the morning break and two after the break. The morning break is from 10.20 to 10.50.



Lessons start again at 1.45 and finish at 3.30. On Tuesdays, you have to go to the gym for P.E. before 1.45. On Thursdays, school finishes an hour early at 2.30.



Welcome to St Michael's Secondary School!
I hope that you enjoy your first week.

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

Photo A ☐ Photo B ☐ Photo C ☐

- 3 Answer the questions about St Michael's Secondary School.

- 1 What time do lessons start in the morning?
- 2 What time is the morning break?
- 3 Where is the shop?
- 4 When is P.E.?
- 5 When does school finish on most days?
- 6 When does school finish on Thursdays?

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

Writing tip

We use capital letters in English for:

- the personal pronoun I
- days and months
- names
- languages and nationalities
- towns and countries

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

- 6 Rewrite the sentences using the correct capital letters.

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



- 7 Prepare a description (80–100 words) for a new student at your school. Write down some information about four of these subjects.

- lessons start – what time?
- lessons in the morning – how many?
- break – what time?
- lunch – where? what time?
- buy snacks, drinks – where?
- lessons finish – what time?
- sports and games – what? where? when?

- 8 Write the note using the information in exercise 7.

Check your work

Have you

- ☐ used capital letters correctly?
- ☐ written 80–100 words?
- ☐ included all the information in exercise 7?

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



- 2** **1.57** Do the Listening exam task.

Listening tip

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

LISTENING exam task

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

- 1 How old is Joshua?
A 16. ☐ B 17. ☐ C 18. ☐
- 2 When are his exams?
A This year. ☐ B Next month. ☐ C Next year. ☐
- 3 In summer, how often does Joshua go surfing on schooldays?
A Usually once a day. ☐ B Usually twice a day. ☐
C He only surfs at weekends. ☐
- 4 Why does Joshua do homework at lunchtime?
A Because he wants more time for surfing. ☐
B Because he works hard. ☐
C Because he can't go surfing at lunchtime. ☐
- 5 Why doesn't Joshua surf before breakfast in winter?
A Because the waves are not very good. ☐
B Because it's cold. ☐
C Because there isn't enough light. ☐
- 6 Who in Joshua's family surfs?
A Just Joshua. ☐ B Joshua and his sister. ☐
C The whole family. ☐
- 7 When is the next competition for Joshua?
A Next week. ☐ B Next month. ☐
C In two months' time. ☐

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

	For a boy	For a girl
1		
2		
3		
4		

- 4** **1.58** Read the Speaking exam task in exercise 5. Listen to Daniel in the exam. Complete the conversation with words from the box.

exciting idea Let's like shall think
what about Why don't

- Examiner** It's David's birthday next week. We need to buy a present for him. ¹_____ we buy him a Robbie Williams CD?
- Daniel** I don't ²_____ that's a very good idea. He doesn't ³_____ Robbie Williams.
- Examiner** Really? He's got lots of Robbie Williams CDs.
- Daniel** No, he hasn't. He hasn't got any.
- Examiner** Oh. Well, what ⁴_____ we get for him, then?
- Daniel** ⁵_____ buy him a book.
- Examiner** But that isn't a very ⁶_____ present.
- Daniel** OK. Well, ⁷_____ a T-shirt? There are some great T-shirts in the clothes shop in town.
- Examiner** OK. That's a good ⁸_____. Let's buy him a T-shirt.

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

Making a suggestion

Why don't we (+ verb)?
Let's (+ base form)
What about (+ noun/-ing form).

Agreeing

OK, that's a good idea.
All right. Let's ...

Disagreeing

I don't think that's a very good idea.
He doesn't like ...
She can't stand ...
She's already got ...

SPEAKING exam task

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

- Student A:** suggest a CD.
- Student B:** disagree with Student A's suggestion and say why you disagree. Suggest another present.
- Student A:** disagree with Student B's suggestion and say why you disagree.
- Student A and B:** agree on a compromise.

- 1 **Get ready to READ** Quickly read the text. Does boot camp make Melissa a better person?



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

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

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

- 2 Do the Reading exam task.

Reading tip

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

READING exam task

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

- 1 What is 'boot camp'?
A A holiday camp.
B A camp for difficult teenagers.
C A place for teenagers to go out with their friends.
- 2 What problems does Melissa have?
A She's difficult at home but enjoys school.
B She's difficult at school but is happy at home.
C She doesn't like school and she fights a lot with her mum.
- 3 When do the young people start work?
A After breakfast.
B When they want to.
C When they get up.
- 4 When do they do their schoolwork?
A In the morning and evening.
B In the morning and afternoon.
C In the morning, afternoon and evening.
- 5 How does Melissa feel about boot camp at first?
A Sometimes it's boring, but Melissa enjoys it because the food is good.
B She doesn't enjoy it at all.
C It's hard work but she likes it.
- 6 Melissa
A rides a horse every day.
B doesn't ride a horse because she is scared.
C doesn't ride a horse because she has to work on the ranch.
- 7 How does Melissa feel after two months at boot camp?
A She wants to stay at boot camp and learn to ride.
B She hates it and wants to go home.
C She feels sorry for being difficult and wants to go home.

- 3 **Get ready to SPEAK** Work in pairs. Make a list of the subjects you study. What's your favourite subject?

- 4 **1.54** Read the Speaking exam task below and listen to Blanka in the exam. (She is Student B in the task.) Correct the mistakes in Blanka's sentences.

- 1 There is about 1,000 students in the school. X
- 2 We study about ten subject. X
- 3 I like the biology and maths. X
- 4 Lessons finish at half past three o'clock. X

- 5 Do the Speaking exam task.

SPEAKING exam task

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

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

Student B: Answer the questions.

4 Time to party!

THIS UNIT INCLUDES

- Vocabulary** • clothes • adjectives • musical instruments • types of party
- free-time activities • prepositions of time
- Grammar** • present continuous • *can/can't* • adverbs
- Speaking** • describing clothes • talking about the clothes you wear
- making arrangements
- Writing** • a party invitation

A

VOCABULARY AND LISTENING

Clothes

I can describe what someone is wearing.

- 1 Match the clothes in the picture with the words from the box. Which items aren't illustrated?

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



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

- 3 Match the clothes in the picture with the colours.

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

Sally's blouse is red.

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

Who's got a pink dress?

Christina.

What colour is Bill's sweatshirt?

It's brown.

Vocabulary Builder (part 1): page 131

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

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

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

1 David 2 Maria 3 Peter 4 Fiona

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

- David usually wears _____ or jeans, and a sweatshirt or a _____.
- Maria wears jeans or a _____, and sometimes a _____ if it's a special occasion.
- Peter usually wears a _____ and a jacket, and _____.
- Fiona usually wears jeans and a _____, sometimes a _____ if it's cold.

- 8 **SPEAKING** Ask and answer the questions.

- What do you usually wear to school?
- What do you usually wear when you go out with friends?
- What do you usually wear around the house?

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

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

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

Vocabulary Builder (part 2): page 131

I can describe what is happening in a picture.

- 1 1.59 Read and listen to the phone conversation. Where's Jane? Where's Alan?

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

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

LEARN THIS!

Present continuous

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

affirmative

I'm ¹ _____ the house now.

She ² _____ dancing.

We're ³ _____ TV.

negative

I ⁴ _____ having a good time.

interrogative

What ⁵ _____ doing?

Use

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

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

Look out!

Spelling rules: verb + *-ing*

- Most verbs: + *-ing*
watch → *watching*
- Verbs ending in *-e*: *e* → *-ing*
write → *writing*
- Verbs ending in short vowel + consonant: double consonant + *-ing*
swim → *swimming*

- 4 1.60 Listen and match the sounds with the verbs.

1 - b

- | | |
|------------------------|-----------------------|
| a he / play the guitar | d they / chat |
| b she / sing | e he / eat |
| c he / shout | f she / do gymnastics |

- 5 Now write sentences using the present continuous.

1 - b She's singing.

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

1 I / wear a sweatshirt

I'm wearing a sweatshirt. / I'm not wearing a sweatshirt.

2 I / sit next to a boy

6 I / wear / trainers

3 the teacher / smile

7 my parents / work

4 we / study / maths

8 my friends and I / eat

5 the sun / shine

Grammar Builder (4B): page 114

- 7 **SPEAKING** Work in pairs. Ask and answer questions about the people in the picture. Use verbs from the box.

carry chat drink eat laugh play sit smile
 stand walk wear

What's David doing?

What's Kate wearing?



- 8 Write a short description of one of the people in the photo. Include this information:

- his or her physical appearance (tall, short, short / long hair, etc.)
- his or her clothes
- what he or she is doing

- 1 **SPEAKING** Read the speaking tip below. Then describe the photo using words from the box.

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

Speaking tip

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

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

In the foreground, there is/are ...

In the background, there is/are ...



THREE FESTIVALS

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

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

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

INTERESTING FACTS

First Glastonbury Festival: 1970

First WOMAD Festival: 1982

First International Dance and Music Festival: 1986

- 2 Read the text. Which festival is for:

1 folk dancing? 2 pop and rock music? 3 world music?

- 3 Answer the questions.

- Where does Glastonbury Festival take place?
- How many people come to Glastonbury every year?
- What does WOMAD stand for?
- Where do WOMAD festivals take place?
- Where does the International Dance and Music Festival take place?
- How long does the dance festival last?

- 4 **SPEAKING** Ask and answer the questions.

- What music festivals are there in your country?
- When and where do they take place?
- What type of music do the singers and bands play?

- 5 **1.61** Listen and complete the song with the *-ing* forms from the box.

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

Sailing

1 _____, 1 _____
Home again across the sea.

1 _____ stormy waters,
To be near you, to be free.

2 _____, 2 _____
Like a bird across the sea.
2 _____, 3 _____ high clouds,
To be near you, to be free.

Can you hear me, can you hear me?
Through the dark night, far away?
4 _____, forever 5 _____
To be with you – who can say?

Can you hear me, can you hear me?
Through the dark night, far away?
4 _____, forever 5 _____
To be with you – who can say?

6 _____, 6 _____
Home again across the sea.
6 _____ stormy waters,
To be near you, to be free.

Oh Lord, to be near you, to be free.
Oh Lord, to be near you, to be free.

- 6 What is the song saying? Choose a, b or c. Can you think of other songs with the same message?

- I'm sailing because I love the sea.
- I'm coming to you because I love you.
- I'm flying like a bird because I'm free.

1 Read the text and answer the questions.

- What TV show does Sarah Michelle Gellar star in?
- What are her hobbies?



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

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

LEARN THIS!

can

affirmative

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

negative

I/You/He/She/It/We/They ¹ _____ sing.
(Full form: *cannot*)

interrogative and short answers

² _____ I/you/he/she/it/we/they sing?
Yes, I can. / No, I can't.

Use

We use *can* to talk about ability.

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

count do play ride talk dance drive speak swim

- Jake *can ride* a bike but he _____ a car.
- I don't like discos because I _____ very well.
- She's a good sportsperson. She _____ volleyball and she _____ gymnastics.
- He _____ French, but he wants to learn.
- She's only three years old but she _____ from one to twenty.
- I have swimming lessons every Saturday, but I _____ very well!
- Emily is one year old. She can walk but she _____.

Adverbs

- We form most adverbs by adding *-ly* to the adjective.
slow→*slowly* *careful*→*carefully* *easy*→*easily*
- Some adjectives don't change.
fast late early
- The adverb form of *good* is *well*.
- We use adverbs with verbs to say how something happens.
He drives slowly. She can sing beautifully.

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

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

Grammar Builder (4D): page 114

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

	Andrea	You	Your partner
1 dance well			
2 type quickly			
3 speak Russian fluently			
4 remember names easily			
5 run fast			
6 whistle loudly			
7 play an instrument well			
8 eat chocolate slowly			

6 Complete the table for yourself.

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

Can you dance well?

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

8 Tell the class about your partner.

We can both dance well.
David can type quickly, but I can't.
We can't speak Russian fluently.

1 SPEAKING Look at the photo. Read the speaking tip below, then ask and answer the questions.

- 1 Where is the woman?
- 2 What's she wearing?
- 3 What's she doing?

Speaking tip

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

2 Read the text quickly and answer the questions.

- 1 What's Meg's job?
- 2 Does she like her job?

Reading tip

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

3 Choose the best answers.

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

4 Read the text again. Find:

- 1 two animals
- 2 two different clothes
- 3 two adverbs
- 4 two buildings where people live

Party planner

MEG BURTON HAS AN UNUSUAL JOB SHE'S A PARTY PLANNER – SHE ORGANISES PARTIES FOR FAMOUS PEOPLE. OUR REPORTER, JENNY LANE, INTERVIEWED MEG.

Jenny What do you do in your job, Meg?

Meg I organise parties – it's as simple as that. It takes a lot of time to organise a big party, and famous people often haven't got much time, so I do it for them.

Jenny What kind of parties do people want?

Meg Oh, anything and everything! I can organise a party on any theme – for example, I can organise a 'Hawaii' party with guitars, palm trees and parrots, a historical party in a castle, an 'India' party with elephants, or a 'Winter' party with ice and snow and skating, even in August!

Jenny What are you doing at the moment?

Meg I'm planning a party for a famous pop star. It's her 30th birthday this month and she's having a party at her house in London. She wants a 'Red' party – I'm organising red rooms, a red dress and shoes for her, red food and drink – even the grand piano is red!

Jenny Who is this famous person?

Meg Sorry! I can't tell you!

Jenny Do you enjoy your job?

Meg I love it. I have to work very hard and very fast, and there are always problems. But it's never boring.

Jenny And do you like going to parties yourself?

Meg No, not really. I prefer to go out with a few close friends. It's much more relaxing!



5 Match the musical instruments with the pictures.

Musical instruments bass guitar cello drums
guitar piano saxophone trumpet violin



6 Find two of the instruments in the interview.

7 1.63 Listen and identify the instruments.

8 Ask and answer the questions.

- 1 Can you play a musical instrument?
- 2 Can you name any famous musicians and their instruments?

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



Making arrangements

I can make arrangements to meet somebody.

- 1 2.01 Complete the dialogue with the words from the box. Then read, listen and check your answers.

can't meet See This want What



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

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

LEARN THIS!

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

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

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

Grammar Builder (4F): page 114

Prepositions of time

at	in
at five o'clock	in the evening
at the weekend	
at night	
on	no preposition
on Monday	this evening
on Tuesday evening	tomorrow
	tomorrow morning

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

Activity	Day	Time
1 go to the disco		
2		
3		

- 5 2.03 Complete the sentences. Use *in*, *on*, *at* or no preposition. Listen again and check.

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

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

A

Answer the phone.

Reply. Ask how B is.

Say what you are doing.
 Suggest another day.

Agree.

Agree and end the call.

B

Reply. Say your name and ask how A is.

Reply. Ask if A wants to do something tomorrow.

Say what you are doing.
 Suggest another day.

Suggest a time and place to meet.

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

1 **SPEAKING** Look at the photo and answer the questions.

- Where are the people?
- What are they wearing?
- What are they doing?



1 Hi Kate

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

I hope you can come.

See you soon.

Tom

2 Dear Mike,

It's my birthday on Saturday and I'm having a party. It starts at 8 o'clock. Can you come? It's at the village hall. Can you bring some CDs, please?

I hope to see you there.

Love

Sally

3 Liam

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

Hope you can come.

Cheers

Joe

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

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

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

We can use *can* for requests.

Can you help me, please?

4 Put the information below in the order that it appears in the invitations.

- | | |
|------------------------------------|---|
| <input type="checkbox"/> the time | <input type="checkbox"/> extra information or request |
| <input type="checkbox"/> the event | <input type="checkbox"/> the day |
| <input type="checkbox"/> the place | |

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

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

Dear Tina

We're have a Christmas party in Saturday. It starts at seven o'clock. The party is at my house.

I hope you can to come.

Love

Des

7 Write an invitation (40–60 words). Include this information:

- the type of party
- when it starts (time / day)
- the place
- some extra information or a request

Writing tip

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

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

Check your work

Have you

- ☐ included all the information in exercise 7?
- ☐ used *can* for requests correctly?
- ☐ written 40–60 words?

Vocabulary

1 Complete the school subjects with the endings in the box.

aphy ic ics istry ology tion

- 1 mus_____
- 2 phys_____
- 3 chem_____
- 4 religious educa_____
- 5 information and communication techn_____
- 6 geogr_____

Mark ☐ /6

2 Complete the words for clothes. Use a, e, i, o and u.

- | | |
|------------------|-------------------|
| 1 tr _ cks _ _ t | 5 b _ _ ts |
| 2 tr _ _ s _ rs | 6 sk _ rt |
| 3 tr _ _ n _ r s | 7 j _ mp _ r |
| 4 j _ _ ns | 8 sw _ _ tsh _ rt |

Mark ☐ /8

Grammar

3 Write sentences with *there is/are*, affirmative (✓) and negative (X).

- 1 a cupboard ✓ any shelves X
There's is a cupboard but there aren't any shelves.
- 2 a gym X a playing field ✓
- 3 a computer room ✓ a library X
- 4 any DVDs X some videos ✓
- 5 a cinema ✓ a museum X
- 6 a café ✓ any restaurants X

Mark ☐ /5

4 Write sentences with *have to*, affirmative (✓) and negative (X). Use the prompts below.

- 1 Jack / do the washing X
Jack doesn't have to do the washing.
- 2 Sue and Jenny / walk to school ✓
- 3 Karen / do a lot of homework X
- 4 my dad / get up early ✓
- 5 my grandparents / work X
- 6 their mum / cook dinner every night ✓

Mark ☐ /5

5 Write questions and short answers using the prompts from exercise 4.

Does Jack have to do the washing? No, he doesn't.

Mark ☐ /5

6 Complete the sentences with the present continuous of the verbs in brackets.

- 1 She _____ with her boyfriend. (dance)
- 2 They _____ their dinner. (not eat)
- 3 The dog _____ in the river. (swim)
- 4 I _____ a letter. (write)
- 5 He _____ to me. (not listen)

Mark ☐ /5

7 Write sentences using *can* or *can't*.

- 1 Lucy / play tennis X
Lucy can't play tennis.
- 2 Jack and Sarah / speak Italian ✓
- 3 I / do martial arts ✓
- 4 my sister / cook X
- 5 his cousins / swim X

Mark ☐ /4

8 Rewrite the sentences using the adverb from the adjective in brackets.

- 1 He's walking. (slow)
He's walking slowly.
- 2 She's singing. (good)
- 3 They're playing football. (bad)
- 4 He speaks Chinese. (perfect)
- 5 She's dancing. (beautiful)

Mark ☐ /4

Everyday English

9 Complete the dialogue with the words in the box.

corridor left opposite stairs

Boy Excuse me. Where's the computer room?

Girl It's ¹_____ the library.

Boy Where's that?

Girl Go up the ²_____. Then go along the ³_____ and turn ⁴_____.

Boy Thanks!

Girl You're welcome.

Mark ☐ /4

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

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

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Mark ☐ /4

TOTAL ☐ /50

Reading

1 Look quickly through the text. Find this information.

- 1 the distance from the hotel to Victoria Station
- 2 the time when the restaurant opens
- 3 the cost of a single room



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

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

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

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

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

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

2 Choose the best answers.

- 1 The Arcadia hotel is for
 - a people on business trips.
 - b people on holiday.
 - c people on holiday or a business trip.
- 2 At the hotel, there are
 - a twelve rooms.
 - b twenty rooms.
 - c thirty-two rooms.

- 3 The hotel has got
 - a two restaurants.
 - b a bar and a restaurant.
 - c two bars.
- 4 After 1 a.m., the bar is
 - a only open to hotel guests.
 - b open to the public and hotel guests.
 - c not open.
- 5 The restaurant is open for
 - a 11 hours a day.
 - b 12 hours a day.
 - c 24 hours a day.
- 6 Tickets for the Friday night parties are
 - a £12.
 - b free.
 - c £12 for the public, but free for guests.

Listening

3 2.04 Listen. Put the events in the correct order.

- a Francesca arrives for the party.
- b Márton talks to Francesca.
- c Márton arrives for work in the morning.
- d Márton arrives for work in the evening.
- e Dave asks Márton to work in the evening.
- f Márton sees Francesca.

4 2.04 Listen again. Answer the questions.

- 1 Why does Márton want to work on Friday evening?
- 2 What time does he need to arrive on Friday evening?
- 3 Why is Dave at the hotel in the evening?
- 4 Why is Francesca at the hotel in the evening?
- 5 What is Francesca wearing?
- 6 Why can't Márton talk to Francesca?

Writing

5 Imagine you are having a birthday party. Write a short invitation to your partner. Follow the writing guide.

- Say when the party is (day and time).
- Say where the party is.
- Ask your friend to bring some CDs.

Speaking

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

- A:** Look through Units 1–4 and choose a person from any photograph. Don't show your partner. Describe what the person is wearing and doing.
- B:** Listen to the description. Look through Units 1–4 and find the person.

5 Wild!

THIS UNIT INCLUDES

Vocabulary • geographical features • continents • adjectives for measurement
 • wildlife • outdoor activities • prepositions of place • holiday accommodation
Grammar • comparative adjectives • superlative adjectives • *would like*
Speaking • asking and answering quiz questions • giving opinions
 • talking about National Parks • asking for information
Writing • a description of an animal • a postcard

A

VOCABULARY AND LISTENING

Geography

I can talk about places around the world.



- 1 Match the photos with words from the box. Which word isn't illustrated?

1 – island, sea

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

- 2 2.06 Listen, repeat and check your answers.

Look out!

- 1 We usually use **the** with
 a the names of seas and oceans, rivers and deserts.
the Mediterranean, the Nile, the Atacama Desert
 b the names of groups of islands and hills or mountains.
the Canary Islands, the Cotswolds, the Himalayas
 2 We don't usually use **the** with the names of lakes, beaches, or single hills or mountains.
Lake Garda, Bondi Beach, Primrose Hill, Mount Olympus
 3 2.07 Complete the names of the places with the geographical features from the box. Listen and check.

Desert island Lake Mountains Rainforest River Sea

- 1 the Amazon Rainforest 5 the _____ Ganges
 2 the Baltic _____ 6 the Sahara _____
 3 the _____ of Tasmania 7 _____ Superior
 4 the Tatra _____

- 4 2.08 Listen and repeat the names of the continents.

Continents Africa Asia Australia Europe
 North America South America

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

Where's the Amazon Rainforest?

It's in ...

Vocabulary Builder (part 1): page 132

- 6 2.09 Listen and complete the questions from a radio quiz. Then try to answer them.

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

- 7 2.10 Listen to the whole quiz and check your answers.

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

Can you name two _____?

Where's _____? Is it in _____ or _____?

In which continent is _____?

- 9 **SPEAKING** Work with another pair. Ask and answer each other's quiz questions.

Vocabulary Builder (part 2): page 132

- 1 Read the text and look at the photos. Which is the African elephant, and which is the Asian elephant?



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



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

Short adjective	Comparative	Rule
long	longer	+ -er
large	1 _____	+ -r
heavy	2 _____	-y → -ier
hot	hotter	double consonant + -er
Long adjective	Comparative	Rule
intelligent	3 _____	more + adjective
Irregular adjective	Comparative	
good	4 _____	
bad	worse	
far	further	

than

We use *than* to make comparisons.
Sue is taller than me.

- 3 2.11 **PRONUNCIATION** Listen and repeat. Copy the pronunciation of the sound in red (the weak vowel /ə/).

- December is colder than September.
- Water is heavier than ice.

- 4 2.12 **PRONUNCIATION** Listen and repeat. Underline the words that end with the weak vowel /ə/.

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

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

- Which ocean is _____, the Atlantic or the Pacific? (wide)
- Which planet is _____ from the sun, Jupiter or Saturn? (far)
- Which animals are _____, dogs or dolphins? (intelligent)
- Which country is _____, Russia or Canada? (big)
- Which animals are _____, cats or horses? (fast)
- Which metal is _____, gold or silver? (expensive)
- Which is _____, water or ice? (heavy)

- 6 Ask and answer the questions in exercise 5.

Grammar Builder (5B): page 116

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

1 cold

The Atacama Desert is colder than Death Valley.

2 dry

5 hot

3 far from the sea

6 wet

4 high



Atacama Desert (Chile)



Death Valley (California, USA)

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

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

beautiful big boring exciting
friendly hot small wet

I think Berlin is more exciting than ...

- 1 **SPEAKING** Look at the photo of the Lake District. What can you see? Use the phrases from the box to help you.

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

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

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

The Lake District

A The Lake District National Park is in the north of England. There are 15 National Parks in Britain, but the Lake District is bigger than the others. It is about 55 kilometres from east to west and 55 kilometres from north to south. There are mountains, lakes, woods, towns, villages and even some beaches.



B The Lake District is famous for its beautiful scenery. There are a lot of mountains and hundreds of hills. There are 16 large lakes, and many smaller ones. This area has also got a lot of different animals: for example, you can see rare animals like the red squirrel and the Golden Eagle.

C Over 40,000 people live and work in the Lake District. There are also many visitors every year. You can go walking and climbing in the hills, and go swimming and sailing on the lakes. You can also visit many pretty villages and towns, and the homes of

two famous English writers: William Wordsworth (1770–1850) and Beatrix Potter (1866–1943). It is a very popular place for visitors because there is something for everyone!

- 3 Are the sentences true or false?

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

- 4 Which of these outdoor activities are mentioned in the text?

Outdoor activities birdwatching canoeing climbing
cycling diving fishing horse riding mountain biking
sailing snowboarding swimming skiing walking

- 5 Where can you do these activities in your country?

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

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

A Killarney National Park



B Banff National Park



C Great Barrier Reef National Park



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

Great Barrier Reef National Park

Natural features: ¹ _____ with beaches

Activities: swimming, ² _____, ³ _____

Killarney National Park

Natural features: ⁴ _____, ⁵ _____, forest

Activities: sailing, ⁶ _____, walking

Banff National Park

Natural features: ⁷ _____, lakes

Activities: skiing, ⁸ _____, ⁹ _____, canoeing

- 8 **SPEAKING** Ask and answer the questions.

- 1 Can you name any National Parks in your country?
- 2 What are they like? Describe the parks.
- 3 What activities do people do there?

Extreme climate

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



- 1 Look at the photos and answer the questions. Use the words in the box to help you.

- What can you see?
- Why is it difficult for animals and plants to live there?

bad cold food grow ice mountain shelter
snow valley water weather

- 2 Read the article and find the superlative form of these adjectives.

- | | | | |
|--------|-------------|-------|-------------|
| 1 cold | the coldest | 3 low | 5 dry |
| 2 bad | | 4 wet | 6 difficult |

- 3 2.14 Complete the *Learn this!* box with the superlative form of the adjectives. Then listen, repeat and check your answers.

Short adjective	Superlative	Rule
long	the longest	+ -est
large	1 _____	+ -st
heavy	2 _____	-y → -iest
hot	3 _____	double consonant + -est
Long adjective	Superlative	Rule
difficult	4 _____	most + adjective
Irregular adjective	Superlative	
good	the best	
far	the furthest	
bad	5 _____	

- 4 Complete the sentences. Use the superlative form of the adjectives in brackets. Which sentences do you agree with?

- I'm _____ person in the class. (funny)
- June is usually _____ month of the year. (hot)
- Money is _____ thing in the world. (important)
- Brazil has got _____ football team in the world. (good)
- New York is _____ city in the world. (exciting)
- English is _____ subject at school. (difficult)

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

- Which capital city is _____ (far) north?
a Reykjavik (Iceland) b Ottawa (Canada)
c Oslo (Norway)
- Which ocean is _____ (deep)?
a the Indian Ocean b the Atlantic Ocean
c the Pacific Ocean
- Which animals are _____ (intelligent)?
a dogs b dolphins c chimpanzees
- Which is _____ (long) river in the world?
a the Nile b the Amazon c the Yangtze
- Which animal is _____ (fast)?
a cheetah b leopard c lion
- What is _____ (large) animal in the world?
a African elephant b blue whale c giraffe
- Which is _____ (big) continent?
a Africa b Asia c North America

- 6 2.15 Listen and check your answers.

- 7 **SPEAKING** Work in pairs. Ask and answer the questions. Use *who* or *what* in the questions, and use the superlative form of the adjectives.

- beautiful / actress in the world?
In your opinion, who's the most beautiful actress in the world?
- interesting / city in your country?
- good / programme on TV?
- bad / singer in the world?
- easy / subject at school?
- good / football player in the world?
- funny / actor on TV?

- 1 Match the photos with the words from the box.

Wildlife bear eagle elephant jellyfish hippo lion mosquito shark snake tiger whale

- 2 2.16 Listen, repeat and check your answers.



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

Land	Sea	Air

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

Reading tip

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

- 5 Read the reading tip above. What part of speech (e.g. noun, adjective, verb, etc.) are the highlighted words in the text?
- 6 Match the highlighted words in the text with the correct definitions.
- angry and ready to attack
 - very long, thin parts of a sea animal
 - all the people living in a place
 - children's picture stories
 - a small animal with six legs, and often with wings
- 7 Complete the sentences. Use *mosquito(es)*, *hippo(s)* and *box jellyfish*.
- _____ kill millions of people every year.
 - _____ have got a short body and long tentacles.
 - _____ are fast in the water and on land.
 - You can die very quickly if you touch a _____.
 - In children's stories, _____ are usually friendly.
 - _____ have got the most dangerous bite in the world.
 - You can find _____ in the seas near Australia.
- 8 Find these numbers in the text. What do they tell you about?
- twenty The body of the box jellyfish is about 20 centimetres long
 - three hundred million 5 forty
 - three thousand 6 sixty
 - three million
- 9 Write a short description of an animal. Use the phrases in the box to help you.

It's got (legs / tail / teeth / head / ears, etc)
 It's (tall / heavy / long / dangerous / black and white, etc)
 It lives in ... It eats ...
 It can (run / swim / climb / eat, etc)

- 10 **SPEAKING** Read your description to the class. The class try to guess the name of the animal.

Is it a ...?

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

The most dangerous animals in the world

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

A Hippos

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

B Box jellyfish

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

C Mosquitoes

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



Making a phone call

I can ask for and give information.



Listening tip

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

- 4 2.17 Read the listening tip above. Then listen to the phone call. Complete the information on the poster.



Tickets

Adults \$_____
Children \$_____
Students \$_____

Opening hours

10.00–_____
Last entry _____

- 1 2.17 Read and listen to the phone conversation. Complete the dialogue with the questions in the box.

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

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

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

LEARN THIS!

would like

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

Grammar Builder (5F): page 116

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

Gallery of Modern Art Natural History Museum
Science Museum

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

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

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

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

Museum clerk

Answer the phone.

Offer help.

Give information about opening and closing times.

Give information about prices for adults and children.

Reply and thank the customer for calling.

Customer

Ask for some information.

Ask about opening times.

Ask about ticket prices.

Thank the clerk.

Say goodbye.

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

I can write a postcard
describing a place.

Hi Susan,

We're in Mallorca. It's lovely here and the weather is fantastic. We're at a campsite in a small village. This is a picture of the beach near the campsite. We go swimming every morning and Kate goes sailing in the afternoon too.

Wish you were here!

Love

Dan & Kate xxx



Dear Mark

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

See you next week.

Bye for now

Sally

Writing tip

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

1 Match the postcards with the photos.

2 Answer the questions for each postcard.

- 1 Where are they?
- 2 What do they think of the place?
- 3 What is the weather like?
- 4 Where are they staying (hotel, campsite, etc.)?
- 5 What is in the picture on the card?
- 6 What do they do every day?

3 Put the words in the correct order to make phrases from the postcards.

- 1 and is here it's weather fantastic the lovely
- 2 were wish here you
- 3 you see week next

Prepositions of place in the mountains near a lake/river
by a lake/river in a village/town at the seaside
in a hotel/youth hostel at a campsite

4 Read the information about the prepositions of place. How many of the phrases can you find in the postcards? Underline them.

5 Match the types of holiday accommodation with the pictures.

Holiday accommodation apartment campsite cottage
hotel villa youth hostel

Italy

Las Vegas

Ireland

Spain

Finland

Austria

Check your work

Have you

- ☐ followed the writing guide?
- ☐ written 50–70 words?
- ☐ checked your spelling and grammar?

Get ready for your EXAM 5

1 Get ready to LISTEN Work in pairs. Ask and answer.

- 1 What kind of music do you like listening to?
- 2 What do you like to wear when you go out in the evening?

Listening tip

Before the recording starts, read the sentences carefully.

2 2.19 Do the Listening exam task.

LISTENING exam task

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

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

Speaker	1	2	3	4	5

3 Get ready to SPEAK Look at the photos. Do the sentences describe photo 1, photo 2 or both?

- 1 It's a birthday party.
- 2 The people are celebrating a special occasion.
- 3 The people are dancing.
- 4 It's a formal occasion.
- 5 They are at a wedding reception.



4 Look at photo 1 and match phrases 1–4 with people a–d in the photo.

- 1 The man on the left
- 2 The man on the right
- 3 The woman in the middle
- 4 The woman at the back

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

The man on the left is wearing ...

Speaking tip

- 1 Start by saying what is the same about the two photos.

Both photos show ...

- 2 Then say what the biggest difference is.

The biggest difference between the photos is that in photo 1 ... , whereas in photo 2 ...

In the first photo there is/are ... but in the second photo there is/are ...

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

SPEAKING exam task

Compare and contrast the two photos. Think about these things:

- 1 Where are the people?
- 2 What are they wearing?
- 3 What are the people doing?
- 4 In which photo do you think the people are having the most fun? Why?
- 5 Do you like occasions like these? Why? / Why not?



1 Get ready to READ How much do you know about whales? Are the sentences true or false?

- Blue whales are the biggest animals ever.
- Blue whales eat large fish.
- Blue whales can make very loud noises.
- People still hunt blue whales.

2 Do the Reading exam task.

READING exam task

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

Gentle Giants of the Sea

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

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

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

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

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

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

3 2 20 Read the phrases in the box below. Then listen and repeat.

Use these phrases to say you don't want to do something

I'm afraid I can't...
I'm sorry, but...
It's kind of you to ask, but...

Use these phrases to say why you don't want to do something

I don't really like (+ noun or -ing form)
I don't feel like (+ noun or -ing form)
I'm doing something else.

4 Work in pairs. Imagine you are on an adventure holiday. Practise making the suggestions below, and refusing them. Use Let's or Do you want to ...? to make an invitation.

- go swimming
- go for a bike ride
- go climbing
- play football
- go windsurfing
- go horse-riding

Do you want to go swimming?

It's kind of you to ask, but...

Arranging where to meet

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

5 Read the information in the box above. Then complete the sentences with prepositions, where necessary. Look at the table of Prepositions of time on page 44 if necessary.

- Let's meet _____ half past two _____ Monday.
- See you _____ tomorrow evening _____ the beach.
- Let's meet _____ the bowling alley.
- See you _____ the morning _____ 12 _____ the café.
- Let's meet _____ this evening _____ the youth hostel.

6 Do the Speaking exam task.

SPEAKING exam task

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

Student A: suggest an activity.

Student B: refuse and say why.

Student A: suggest another activity.

Student B: agree and suggest a time and place to meet.

6 Out and about

THIS UNIT INCLUDES

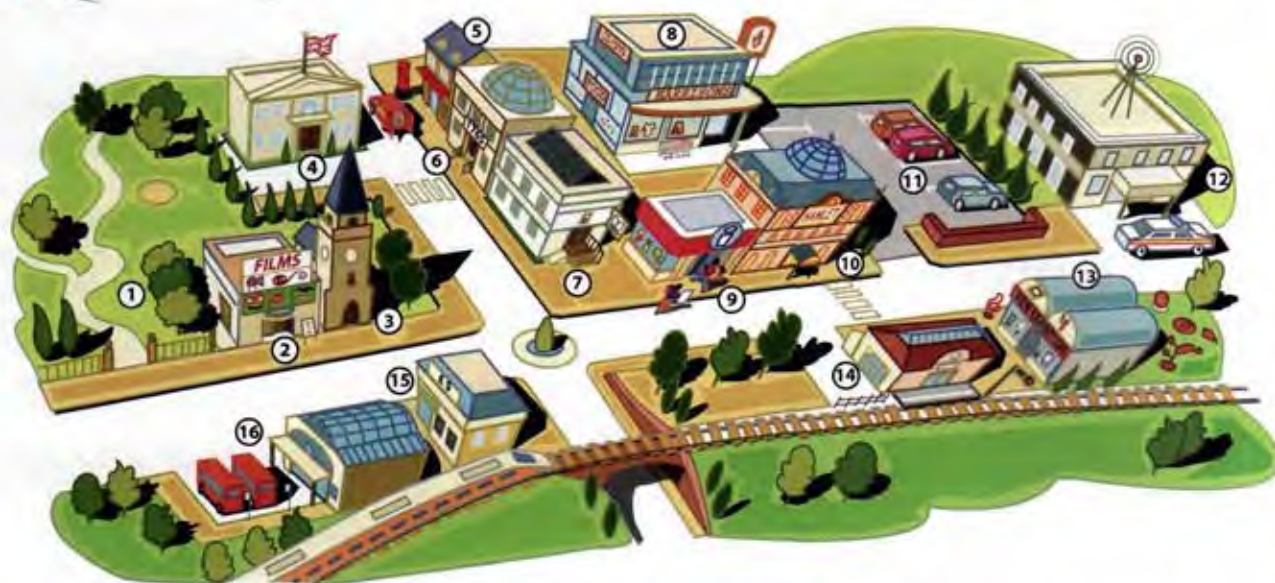
- Vocabulary** • places in town • time expressions • sequencing words
- Grammar** • past simple: *be* and *can* • past simple affirmative (regular verbs)
- Speaking** • talking about places in town • retelling a story
- telephone English • saying phone numbers
- Writing** • a tourist information leaflet • phone messages

A

VOCABULARY AND LISTENING

In town

I can say where places are in my town.



1 Match the places on the map with the words in the box.

6 - museum

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

2 2.21 Listen, check and repeat.

3 Complete the sentences with words from exercise 1.

- You can catch a train at the _____.
- You can borrow a book from the _____.
- You can buy stamps at the _____.
- You can get information about interesting places at the _____.
- You can go for a walk with your dog in the _____.
- You can catch a bus at the _____.
- You can park your car in the _____.
- You can watch a film at the _____.
- You can see a play at the _____.
- You can look at paintings at the _____.

4 2.22 Listen and identify the places. Choose from the list in exercise 1.

- | | | |
|---------|---------|---------|
| 1 _____ | 4 _____ | 7 _____ |
| 2 _____ | 5 _____ | 8 _____ |
| 3 _____ | 6 _____ | |

••••• Vocabulary Builder (part 1): page 133

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

Where's the park?

It's next to the cinema.



between

near

next to

opposite

6 Write six sentences about your town or city.

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

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

It's opposite the car park.

It's the railway station.

••••• Vocabulary Builder (part 2): page 133

Past simple: *be* and *can*

I can talk about my past.

- 1 2.23 Listen to the phone conversation and answer the questions.

- Where is Cathy now?
- Where was Cathy last weekend?



Tom Hi Cathy. Are you having a good time in the States?

Cathy Yes, we're in Boston now with Uncle Jack.

Tom Were you in Chicago last weekend?

Cathy No, we weren't. We were in New York.

Tom What was it like?

Cathy It was amazing. On Saturday we were at the top of the Empire State Building.

Tom Really? What could you see?

Cathy We could see all the skyscrapers in Manhattan, but we couldn't see the Statue of Liberty because the weather wasn't very good.



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

Past simple: *be*

affirmative

I / He / She / It ¹ _____ in New York.
 We / You / They ² _____ in New York.

negative

I / He / She / It ³ _____ in New York.
 We / You / They ⁴ _____ in New York.

interrogative and short answers

⁵ _____ he in New York?
 Yes, he ⁶ _____. / No, he ⁷ _____.
⁸ _____ you in New York?
 Yes, we ⁹ _____. / No, we ¹⁰ _____.

Past simple: *can*

affirmative

I / He / She / It / We / You / They ¹¹ _____ see it.

negative

I / He / She / It / We / You / They ¹² _____ see it.

interrogative and short answers

¹³ _____ I / he / she / it / we / you / they see it?
 Yes, she ¹⁴ _____. / No, she ¹⁵ _____.

Look out!

- We always use a base form after *could*, not an infinitive (with *to*).

- 3 Complete the sentences with *was*, *were*, *wasn't* or *weren't*.

- They _____ at school, but they weren't in the classroom.
- I _____ at home on Sunday morning. I was at church.
- Today is Wednesday. Yesterday _____ Tuesday.
- You _____ at the art gallery. Where were you?
- The weather _____ very nice yesterday. It was wet and cold.
- We _____ at the cinema last night. The film was great.
- My grandparents _____ teachers. They were doctors.
- Our last lesson _____ geography. It was maths.

Grammar Builder (6B): page 118

- 4 Write sentences about the famous people. Use *could* and *was*.

- Budhia Singh / run marathons / three
 Budhia Singh *could* run marathons when he *was* three.
- Maria Sharapova / play tennis / four
- Vanessa Mae / play the violin and piano / five
- Michael Schumacher / drive / four
- Sergey Karjakin / play chess / four
- W. A. Mozart / write music / five



- 5 Write sentences with *couldn't* and the phrases in the box.

he wasn't home I ~~was ill~~ I wasn't tired
 we weren't hungry it was dark it was wet
 the water was very cold they weren't 18 years old

- I / go to school because ...
 I *couldn't* go to school because I *was* ill.
- I / read my book because ...
- She / swim because ...
- We / eat our dinner because ...
- I / speak to Kevin because ...
- They / play tennis because ...
- I / sleep because ...
- They / buy alcohol because ...

- 6 Write questions.

- read / four *Could you read when you were four?*
- write your name / two 5 speak English / twelve
- walk / one 6 ride a bike / ten
- count to 10 / three 7 swim / four

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

Could you read when you were four?

Yes, I could. / No, I couldn't.

- 8 Tell the class about your partner.

Petra *could* / *couldn't* read when she was four.



Out and about in London

1 Museums and Galleries

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

2 Interesting buildings

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

3 Shopping

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

4 Night life

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

5 Sport and leisure

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

1 Match the photos (A–E) with the paragraphs (1–5) in the tourist information leaflet.

2 Where can you ...

- 1 relax and walk?
- 2 watch Chelsea play?
- 3 see models of famous people?
- 4 look at modern art?
- 5 watch tennis?
- 6 find lots of theatres?
- 7 find cheap things to buy?
- 8 enjoy wonderful views of the city?



3 Match the highlighted adjectives in the text with their opposites in the box.

boring dangerous dirty expensive old terrible

4 2.24 Listen to the radio advertisements. What are they for? Number them in the correct order.

- ☐ St Paul's Cathedral
- ☐ The National Gallery
- ☐ The Apollo Cinema
- ☐ The Science Museum
- ☐ Harrods department store

5 2.24 Listen again. Complete the sentences with the correct times, dates or prices.

- 1 We're open every day from _____ until _____.
- 2 The exhibition starts on _____ and finishes on _____.
- 3 The film starts at _____ and again at _____.
- 4 Open _____ until _____ Monday to Saturday and _____ until _____ on Sundays.
- 5 Adults £ _____ . Children £ _____ .

6 Write a short tourist information leaflet for a town or city you know. Include at least two of these places. Use the phrases in the box to help you.

- a museum or gallery
- an interesting building
- a shop or a shopping street
- a theatre, cinema or restaurant
- a place where you do or watch sport

Visit ... and see ... Don't miss ... There are lots of ...
Are you interested in ... ? Then ...
We're open from ... to ... Tickets cost ...

Past simple: affirmative (regular verbs)

I can talk about past events.

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

- Joe jogged to the café.
- Laura was at the café when Joe arrived.
- Joe phoned Laura.
- Laura was at the ABC cinema.



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

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

Past simple: affirmative (regular verbs)

Endings

The form is the same for all persons: *I danced, you danced, she danced*, etc.

- We add **-ed** to most verbs.
watch → *watched*
- We add **-d** to verbs that end in **-e**.
dance → *danced*
- If the verb ends in a consonant and **-y** we change the **-y** to **-ied**.
study → *studied*
- If the verb ends in a short vowel and a consonant, we double the consonant and add **-ed**.
chat → *chatted*

3 Read the spelling rules in the *Learn this!* box. Then put the red verbs in the text into the correct groups (1–4).4 2.25 **PRONUNCIATION** Listen and repeat. Pay attention to the endings.

- /d/ or /t/ phoned asked arrived
- /ɪd/ waited

5 2.26 **PRONUNCIATION** Listen. How are the verbs pronounced? Write 1 for /t/ or /d/, or 2 for /ɪd/.

- | | | |
|------------|-----------|-----------|
| a liked 1 | d agreed | g shouted |
| b wanted 2 | e decided | h jogged |
| c watched | f hurried | |

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

1 – last night, 2 – ...

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

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

arrive ask decide hurry park stop visit watch

- Three days ago I _____ an art gallery.
- We _____ TV last night.
- Last Tuesday I was late so I _____ to school.
- The day before yesterday we _____ the car in a car park in the town centre.
- Yesterday evening we _____ to have a pizza for dinner.
- 'What time is it?' I _____ her.
- The bus _____ opposite the library five minutes ago.
- I _____ at the railway station at ten to seven.

Grammar Builder (6D): page 118

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

One day a man ¹ _____ (walk) into a bank in the centre of London. He ² _____ (want) to borrow £5,000. 'OK,' ³ _____ (reply) the cashier. 'We can lend you £5,000, but you have to leave your car here.' The man ⁴ _____ (agree) and ⁵ _____ (park) his expensive Ferrari in the car park at the bank. A week later he ⁶ _____ (return) to the bank. 'Can I have my car, please?' he ⁷ _____ (ask) the cashier. 'Of course. That's £5,000 and £10 interest. Can I ask you something?' ⁸ _____ (continue) the cashier. 'You've got an expensive Ferrari. Why do you need £5,000?' 'I don't need £5,000,' ⁹ _____ (answer) the man, 'but last week I was in America. Your car park is very cheap – only £10 for a week in the centre of London!'

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

chat cycle decide listen phone play stay study talk walk want watch work

A: Yesterday morning, I watched TV.

B: Yesterday morning, I watched TV and I phoned my friend.

C: Yesterday morning, I watched TV, I phoned my friend and I ...



A bump in the night

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

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

Tom and Harry stayed in the nightclub for a long time. It was very late when they walked back to the car. Then they noticed something terrible. There was a big dent in the back of the car! They hurried home, and waited until six a.m. Then they phoned a garage and explained the situation. A mechanic repaired the car, and the boys parked it outside the house just in time! A few minutes later their parents returned home.

The boys were too scared to say anything about the accident. But later that day, their mother checked the car. 'Hey! Look at the car!' she shouted. The boys waited nervously. Their mother continued, 'I can't believe it! A van bumped into my car last Thursday, but now you can't even see the dent!'

1 Read the story and put the pictures in the correct order.

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

2 Are the sentences true or false?

- 1 Tom and Harry's parents were on a day trip with their friends.
- 2 Tom wanted to go out with Harry in their mum's car.
- 3 They hated the film.
- 4 After the pizza, Harry wanted to go to a nightclub.
- 5 Harry believed that he caused the bump.
- 6 The mechanic repaired the bump before their parents arrived home.
- 7 The bump was there before Tom and Harry used the car.

3 Complete the phrases from the story using the nouns in the box.

dent car film garage nightclub pizza
situation something

- | | |
|--------------------|----------------------|
| 1 to park a _____ | 5 to notice _____ |
| 2 to watch a _____ | 6 to phone a _____ |
| 3 to order a _____ | 7 to explain a _____ |
| 4 to go to a _____ | 8 to repair a _____ |

4 Choose the correct prepositions. Then find the red phrases in the text and check your answers.

- 1 Were you at/in home yesterday morning?
- 2 I usually go to school with my brothers, but yesterday I was ill so they walked to school in/on their own.
- 3 Last night we watched television during/for a long time.
- 4 My sister is on a trip to London for/with some friends.
- 5 Harry always sits at the back of/in the class.
- 6 'Look to/at me!' shouted the little girl.

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

Sequencing words

first (line 9)	a few minutes later (line 22)
then (line 10)	later that day (line 24)
after that (line 12)	in the end (line 7)

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

Student A (pictures 1–3)

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

Student B (pictures 4–6)

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

Student C (pictures 7–9)

- 7 mechanic repaired the car
parked – outside house
- 8 a few minutes later – parents returned home
boys – scared
- 9 later that day – mum checked the car
'Look' – shouted – 'van bumped into my car last week
– can't see the dent'

6 F EVERYDAY ENGLISH

On the phone

I can make a phone call
and leave a message.



Mrs Jones Hello.
Sam Oh, hello. ¹ _____
Mrs Jones Yes, speaking.
Sam This is Sam. ² _____
Mrs Jones ³ _____ I'll see if
she's here.
Sam Thanks.
...
Mrs Jones I'm sorry, Sam. ⁴ _____. Do you want
to leave a message?
Sam No, it's OK, thanks.
Mrs Jones Well, I'll tell her you called.
Sam Thanks. ⁵ _____
Mrs Jones Goodbye.

- 1 2.27 Read and listen to the dialogue. Complete the dialogue with the sentences and questions in the box.

Bye then.	Can I speak to Penny, please?
Is that Mrs Jones?	She isn't here.
Just a moment.	

- 2 Read the *Learn this!* box. Find two offers with *I'll ...* in the dialogue in exercise 1.

LEARN
THIS!

Offers

We use *I'll* + base form to make an offer.
I'll help you with your homework.

- 3 Make offers and promises using these phrases.

a help you	<i>I'll help you.</i>	d pay for your ticket
b give him the message		e wait for you
c phone again later		f give you her number

Grammar Builder (6F): page 118

- 4 2.28 Listen to two phone calls. Choose the correct words.

- Mark is *in/out* when Susan phones.
- Susan *leaves/doesn't leave* a message.
- Anna is *in/out* when Jack phones.
- Jack *leaves/doesn't leave* a message.

- 5 2.29 Complete the phrases with the words in the box. Then listen and check.

called help in mobile number number
sorry take

- I'm _____, Susan. He isn't here at the moment.
- I can _____ a message.
- Tell him that Susan _____.
- What's your _____?
- I don't think she's _____.
- I'll try her _____.
- Have you got her _____?
- Thanks for your _____.

LEARN
THIS!

Saying telephone numbers

563465 = 'five six three four six five'

0 = 'oh' or 'zero'

22 = 'double two'

444 = 'treble four' or 'four double four'

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

1 422408	3 574888
2 391902	4 334611

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

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

A

Answer the phone.

Say he/she isn't there.
Offer to take a message.

Ask for B's phone number.

Repeat the number.

Finish the call.

B

Say who you are. Ask
to speak to your friend.

Leave a message.

Give your phone number.

Thank A and finish the call.

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

1 Look at the photo. Answer the questions.

- 1 What is she doing?
- 2 What do you think she is saying?

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

Caller	Where were they?
1 Uncle Jack	
2 Harry	
3 Peter	
4 Dave Adams	

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

2 Sam,
Harry phoned at 10. He was at the park. He waited for you for ages. Haven't you got a football match this morning? I don't think he's very happy. You can phone him on his mobile - 0797 56875.
Dad

3 Lisa,
Peter phoned from London. He missed the train and arrived late. He wanted to speak to you, but you weren't here. Can you phone him tomorrow at Mary's house?
Sally

4 Dad,
The mechanic Dave Adams phoned from the garage. He tried to repair your car, but there's a problem. Please phone him on 674533. The garage closes at five.
Penny



3 Complete these sentences.

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

4 2.31 Listen and complete the phone messages.

1 Mandy,
1 _____ phoned. He's going to the 2 _____ with Steve this afternoon at 3 _____ o'clock. He wants you to come along. Can you ring him on his mobile? His number is 4 _____.
Mum

2 Dad,
Mr Grey from the 5 _____ phoned. He says your car is 6 _____. You can pick it up this 7 _____. Go before 8 _____ - that's when the garage closes. His number is 9 _____.
Sarah

5 Write a phone message (30–50 words). Include this information:

- Who phoned?
- Where is he/she?
- What's the message?
- What's his/her phone number?

Check your work

Have you

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

Vocabulary

1 Complete the sentences with the plural form of these words.

beach desert island lake mountain ocean
river sea

- Everest, K2 and Mont Blanc are _____.
- The Nile, the Mississippi and the Danube are _____.
- Ireland, Hawaii and Greenland are _____.
- Copacabana, Waikiki and Bondi are _____.
- The Sahara and the Gobi are _____.
- The Baltic and the Mediterranean are _____.
- The Pacific and the Atlantic are _____.
- Baikal, Michigan and Geneva are _____.

Mark /8

2 Answer the questions using the places in the box.

art gallery bus station car park cinema library
park post office railway station theatre

Where can I ...

- | | | |
|------------------|----------------|------------------|
| 1 see a film? | At the cinema. | 6 see paintings? |
| 2 see a play? | | 7 borrow books? |
| 3 catch a bus? | | 8 leave my car? |
| 4 play football? | | 9 catch a train? |
| 5 buy stamps? | | |

Mark /8

Grammar

3 Write sentences using comparative adjectives and *than*.

- Lake Superior / large / Lake Victoria
Lake Superior is larger than Lake Victoria.
- Prague / far north / London
- the Mediterranean sea / big / Baltic sea
- Waikiki beach / long / Bondi beach
- Mount Everest / famous / Mount Kenya
- Africa / hot / Europe
- the Amazon / wide / the Danube

Mark /6

4 Complete the superlative sentences using the adjectives in brackets and words from the box or your own ideas.

free Halle Berry Jim Carrey English
Manchester United maths

- (beautiful) The most beautiful actress in the world is Halle Berry.
- (funny) _____ actor in Hollywood is _____.
- (good) _____ football team in the world is _____.
- (important) _____ things in life are _____.
- (easy) _____ language to learn is _____.
- (difficult) _____ subject at school is _____.

Mark /5

5 Complete the dialogue with the correct past simple form of *be* or *can*.

Girl You missed Jack's party last night. Where ¹ _____ you?
Boy I ² _____ at home.
Girl Really? Why?
Boy I ³ _____ very well.
Girl Oh dear. What ⁴ _____ wrong with you?
Boy Nothing much ... just a bad cold. But I ⁵ _____ go out.

Mark /5

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

We aren't having a great time in London. We ¹ _____ (arrive) at the hotel on Friday evening. Our room wasn't ready, so we ² _____ (wait) outside while they ³ _____ (clean) it. Then, we ⁴ _____ (phone) Reception and ⁵ _____ (try) to book a table in the restaurant. The receptionist ⁶ _____ (reply) that the restaurant was closed. We ⁷ _____ (walk) to a café near the hotel and ⁸ _____ (ask) for four pizzas to take away. When we ⁹ _____ (return) to the hotel with our pizzas, they said we couldn't take the food to our room. My dad really ¹⁰ _____ (shout) at them. We're looking for another hotel.

Mark /10

Everyday English

7 Complete the dialogue with the words in the box.

entry help information time welcome

Sam Hello. I'd like some ¹ _____ about the museum, please.
Clerk Certainly. How can I ² _____ you?
Sam What ³ _____ do you close?
Clerk At six o'clock. Last ⁴ _____ is at half past five.
Sam OK. Thanks very much.
Clerk You're ⁵ _____.

Mark /5

8 Choose the correct words

Mr Samson Hello?
Tom Oh, hi. Is that Mr Samson?
Mr Samson Yes, speaking.
Tom ¹ Can / Will / Do I speak to Katy, please?
Mr Samson I'll see ² if / when / that she's here.
...
Mr Samson I'm sorry, she isn't at home. Do you want to ³ make / leave / do a message?
Tom No, it's OK. Bye.

Mark /3

TOTAL /50

Reading

1 Read the e-mail from Dave. Put the events in the correct order.

- a Dave and Penny climbed a mountain.
- b Dave and Penny arrived in the Lake District.
- c Dave applied for a job at the hotel.
- d Dave noticed an advertisement for a receptionist.
- e Dave and Penny visited a large lake.



Dear Márton

How are you? I'm having a great holiday in the Lake District with my girlfriend, Penny. It's a beautiful place. We arrived on Monday evening. We were late, because we couldn't find the hotel! On Tuesday, we visited Derwent Water, a large lake in the valley of Borrowdale. Yesterday, we climbed Scafell Pike, the highest mountain in England.

I noticed an advertisement in the hotel this morning: the hotel is looking for a receptionist. I applied for the job immediately! The pay is better than my job at The Arcadia – and Penny prefers the countryside to the city because it's more peaceful. Rent is cheaper, too. That's all for now. See you soon!

Dave

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

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

Writing

3 Imagine you are on holiday in a beautiful part of your country. Write a postcard to a friend. Include information about:

- where you are staying and your opinion of it
- the weather
- activities



Listening

4 2.32 Listen. What was Dave's news?

5 2.32 Listen again. Choose the correct words to complete the sentences.

- 1 Dave phoned Márton but ____ answered.
a Márton b Anna c nobody
- 2 Dave couldn't tell Márton his news on the phone because
a Márton could only talk for a minute.
b Márton talked all the time.
c Márton wasn't at home.
- 3 Dave started to tell Márton his news but then stopped, because
a a guest phoned Reception and Dave answered.
b Márton walked away.
c a guest arrived at Reception.
- 4 A guest asked Dave for information about
a the party on Friday night.
b the cost of rooms at the hotel.
c the opening times of the hotel restaurant.
- 5 Dave finally finished his news: his interview was
a the day after his holiday.
b on the first day of his holiday.
c on the last day of his holiday.
- 6 Dave is leaving *The Arcadia Hotel*
a next month. b next week. c immediately.

Speaking

6 Work in pairs. Retell the events that happened in the listening exercises. Use your answers to exercise 5 to help you.

7 World famous

THIS UNIT INCLUDES

- Vocabulary** • countries • nationalities • *make, do, have and take* • events in life • free-time activities • phrases for reacting with sympathy
- Grammar** • past simple: irregular verbs • past simple: negative and interrogative
- Speaking** • talking about famous people • talking about your weekend
- Writing** • describing a hero • an e-mail message

A

VOCABULARY AND LISTENING

On the map

I can label the countries of the world and describe a famous person.



- Look at the photos. Do you know these people? What nationality are/were they?
- 2.34 Listen and check your answers to exercise 5.
- 2.34 Listen again. Are the sentences true or false?
 - Picasso lived all of his life in France.
 - Picasso died in 1937.
 - Zsa Zsa Gabor studied in Switzerland.
 - Zsa Zsa Gabor married five times.
 - Norma Jeane Baker changed her name to Marilyn Monroe.
 - Monroe was very old when she died.
 - Pelé played for four football clubs.
 - Pelé scored 92 goals in 77 matches for Brazil.
- SPEAKING** Play 20 questions. Think of a famous person who is alive today. Your classmates have 20 questions to guess your name. They must be yes/no questions. Use the ideas in the box to help you.

Are you ...

- a man? a woman?
- Polish? American? etc.
- a sportsperson? an actor/actress? an artist?
- a rock/pop star? a scientist? a politician? etc.
- Do you ...
- live in ...? work in ...? study ...? play a sport?
- appear in films/on TV? invent things?
- write books or music?

Are you a man?

Yes, I am.

Are you American?

No, I'm not.

Is your name ...?

- Look at the map. Where do you live? Put a cross (X).
- Look at the list of countries in the box. Which are neighbours of your country?

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

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

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

- Austria Austrian.
- Belarus ...
- Label the countries 1–14 on the map.
What's number 1? It's Russia.

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●●●●● Vocabulary Builder (part 2): page 134

Past simple: irregular verbs

I can talk about past events.

- 1 Look at the photo. Who is the man on the right? Why is he famous?



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

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

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

1 be	was/were	6 write
2 become		7 spend
3 get		8 have
4 go		9 come
5 win		

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

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

Look out!

There aren't any rules for irregular past simple forms – you have to learn them! Use the list in the Workbook.

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

- The Spanish _____ (bring) ☐
 - Before Copernicus, people _____ (think) ☐
 - Marie Skłodowska-Curie _____ (teach) ☐
 - In 1626 Peter Minuit _____ (buy) ☐
 - Rosa Parks _____ (fight) ☐
 - King Henry VIII _____ (catch) ☐
- physics at the Sorbonne University.
 - for the rights of black Americans.
 - potatoes to Europe from South America.
 - malaria when he was 35.
 - Manhattan Island for \$24 from Native Americans.
 - the sun went round the earth.

Grammar Builder (7B): page 120

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

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

begin break buy catch go make pay read
run say see send speak wear

began – ran

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

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

- do some housework
I did some housework last week.
- buy some chocolate
- read a book
- make a phonecall
- make a new friend
- tell a lie
- see a film
- send an e-mail
- take an exam
- write a letter

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

I went shopping.

I watched TV.

I watched TV too.

I played computer games.

- 1 Look at the photo of Martin Luther King. Do you know what he fought for? Choose the correct answer.

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

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

I have a dream

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

Martin Luther King was born in 1929 in Georgia in the south of the USA. His father was a priest, and Martin studied at college and also got a job as a priest in Alabama.

At that time, black and white people in the USA were not **equal**. For example, in Alabama, a black person had to stand up on a bus if a white person wanted to sit down. One day, a brave black woman called Rosa Parks refused to do this. Parks and King decided to work together to change the law. In the end they won, and in 1956 Alabama changed the law.

King continued to fight for the rights of black Americans. He made some famous speeches, won the Nobel Peace Prize in

1964, and was a **hero** for millions of Americans. But some white people hated him. On 3rd April 1968, he made a speech to a big crowd in Memphis, Tennessee. He talked about his **enemies** and his own death. The next day, James Earl Ray shot Martin Luther King.

King had four children: two boys and two girls. They all decided to continue his work and to fight for the rights of black Americans.



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

- 1 Martin Luther King Day is a British national holiday.
- 2 Martin Luther King was born in Alabama.
- 3 King and his father did the same job.
- 4 King went to college.
- 5 Rosa Parks and King wanted the same thing.
- 6 King and Parks weren't successful.
- 7 King won the Nobel Peace Prize in 1968.
- 8 Only two of King's children continued King's work.

- 4 Find the past simple forms of these verbs in the text.

- | | |
|----------|---------|
| 1 be | 6 win |
| 2 study | 7 make |
| 3 get | 8 hate |
| 4 want | 9 shoot |
| 5 decide | 10 have |

- 5 Match the highlighted words with the meanings below.

- 1 the same
- 2 people who hate you
- 3 country
- 4 a very brave and good person
- 5 a day when people don't have to go to work

- 6 How much do you know about these famous people? Choose the correct answers.



- 1 Lance Armstrong won the Tour de France
a 5 times.
b 7 times.
- 2 Now Lance Armstrong has a charity which
a helps people be better cyclists.
b helps people who have cancer.
- 3 Nelson Mandela fought for the rights of
a black Americans.
b black Africans.
- 4 Mandela
a worked in a prison.
b spent a long time in prison.
- 5 Mahatma Gandhi died in
a 1948.
b 1969.
- 6 Mahatma Gandhi wanted the British to
a stay in India.
b leave India.

- 7 2.37 Listen and check your answers.

- 8 Write three sentences about a famous person from the past that you admire. Use the words and phrases in the box to help you.

was born ... lived ... studied ... worked as ... helped ...
fought for/against ... brave honest intelligent kind

- 9 **SPEAKING** Read your sentences out to the class. Can they guess the name of your hero?

Past simple: negative and interrogative

I can say what I did and didn't do last weekend.

- 1 Describe the photo. What are the people doing? How are they feeling, do you think?



- 2 2.38 Complete the dialogue with the words in the box. Then listen and check your answers.

Africa bands London photo speech

- Jack This is a good ¹ _____. Where did you take it?
 Suzie I didn't take it. My friend Molly took it at the Live 8 concert in ² _____.
 Jack Live 8?
 Suzie It was a charity concert for ³ _____. I didn't go, but I watched it on TV. It was amazing. Did you see it?
 Jack No, I didn't. Did a lot of ⁴ _____ play?
 Suzie Yes, they did: Coldplay, Stereophonics, Keane ... Bill Gates was there too.
 Jack Really? Can he sing? I didn't know that.
 Suzie He didn't sing! He made a ⁵ _____ about Africa.

- 3 Look at the table below. Then find and underline more examples of past simple negative and question forms in the dialogue.

Past simple

negative

He didn't sing.

interrogative

Where did you take it?

interrogative and short answers

Did you see it?

Yes, I did. / No, I didn't.

- 4 Read the *Learn this!* box and complete the rules.

LEARN THIS!

- 1 We form the negative of the past simple with
¹ _____ + base form
 2 We form the interrogative of the past simple with
² _____ + *he / you / they, etc.* + base form

- 5 Write questions and short answers about the dialogue in exercise 2. Use the past simple.

- 1 Suzie / take / the photo?
 Did Suzie take the photo? No, she didn't.
 2 Molly / take / the photo?
 3 Molly / go / to the Live 8 concert?
 4 Suzie / go / to the Live 8 concert?
 5 Suzie / watch / the concert on TV?
 6 Jack / watch / the concert on TV?
 7 Bill Gates / make / a speech at the concert?

- 6 Make these sentences negative.

- 1 I watched Live 8 on television.
 2 We went on holiday last year.
 3 It rained last weekend.
 4 I had breakfast this morning.
 5 My sister broke my mobile phone.
 6 England won the World Cup in 2006.
 7 Joe bought a CD.

Grammar Builder (7D): page 120

- 7 What did you do last weekend? Tick the activities.

	You	Your partner
1 go shopping		
2 tidy your bedroom		
3 go to a disco		
4 have a bad dream		
5 eat in a restaurant		
6 get an e-mail		
7 listen to music		
8 meet your friends		

- 8 **SPEAKING** Work in pairs. Ask and answer about the activities in exercise 7. Tick the activities your partner did.

Did you go shopping?

No, I didn't.

- 9 **SPEAKING** Tell the class about your partner's weekend. Use the past simple affirmative and negative.

Marta didn't go shopping, but she tidied her bedroom. She didn't ...

- 1 Look at the list of events in a person's life. Number them in the order they usually happen.

Events in life be born die have children get a job
get married go to school go to university retire

- 2 Write five sentences about people in your family. Use the phrases in exercise 1 and the past simple, affirmative or negative.

My grandfather didn't go to school.

My parents got married in 1987.

- 3 Look at the photos. What are the inventions? Who invented them? What nationality were the inventors?

- 4 Read the text. Check your answers to exercise 3.

- 5 Complete gaps 1–6 in the text with sentences A–F. There is one sentence that you do not need.

A In 1975 he taught architecture, but he continued to invent puzzles.

B He did a number of different jobs and then became a journalist in the 1930s.

C He was born in Budapest in 1944.

D However, it didn't work because the ink was very thick.

E In the 1970s he worked as an architect and in his spare time he invented a mechanical puzzle.

F It quickly became popular all over the world.

G It wasn't the only thing he invented.

- 6 Write questions for these answers. Use the words in brackets.

1 He was born in 1899. (when / be born)

When was László Bíró born?

2 He studied medicine. (what / study)

3 She was a poet. (what / be)

4 In 1939. (when / move to Paris)

5 300 million. (how many / cubes / there)

6 In Buenos Aires. (where / die)

Two great inventors

László Bíró was born in Budapest in 1899. After he left school he studied medicine at university, but he didn't finish his studies. ¹ _____ He noticed that newspaper ink dried very quickly on the paper, and put the ink into his fountain pen. ² _____ He and his brother György then invented a new type of pen with a small ball at the end. The new pen worked with the thick ink. ³ _____ In 1939 László moved to Paris and then to Argentina. Bíró invented many other things but the most important was the ball-point pen, or 'biro'. László Bíró died in Buenos Aires in 1985.

Ernő Rubik's father was an engineer and his mother was a poet. ⁴ _____ After leaving school, he studied architecture and design at the Technical University. ⁵ _____ Rubik called it the 'Magic Cube'. It soon became popular in Hungary and the rest of Europe. ⁶ _____ In the early 1980s the cube became popular in the USA too, and got a new name: 'Rubik's Cube'. It is the world's best-selling toy – some people say there are 300 million cubes in the world. Rubik became very rich and went on to invent many more games and puzzles.



7 Match these great inventors and scientists with their work.

- 1 Marie Curie (1867–1934) ...
- 2 John Logie Baird (1888–1946) ...
- 3 Alexander Graham Bell (1847–1922) ...
- 4 Thomas Edison (1847–1931) ...
- 5 Ada Lovelace (1815–1852) ...

- a invented the light bulb.
- b wrote the world's first computer program.
- c discovered radium.
- d invented the telephone.
- e invented the television.

8 SPEAKING Work in pairs. Ask and answer about the scientists in exercise 7.

When was Marie Curie born?

In ...

When did Thomas Edison die?

In ...

What did Ada Lovelace do?

She ...

Talking about your weekend

*I can talk about what happened
at the weekend.*

- 1 2.39 Complete the dialogue with the past simple or base form of the verbs in the box. Then read, listen and check your answers.

be go go make see see stay watch



Harry How ¹ was your weekend?

Melissa It was OK, thanks.

Harry Did you ² _____ out on Saturday night?

Melissa Yes, I did. I ³ _____ to the cinema with some friends.

Harry What did you ⁴ _____?

Melissa We ⁵ _____ a film called *X-Men 3*.

Harry What was it like?

Melissa Really good.

Harry How about Sunday?

Melissa I ⁶ _____ in on Sunday. I just ⁷ _____ TV and
⁸ _____ some phonecalls.

- 2 Tick the activities that Melissa did at the weekend.

Going out:

go to the cinema ☐

go to a rock concert ☐

see a basketball match ☐

go to the theatre ☐

Staying in:

do homework ☐

make phonecalls ☐

listen to music ☐

watch TV ☐

- 3 Practise reading the dialogue in exercise 1 in pairs.
- 4 2.40 Listen to Jack and Naomi. Choose the correct sentence.
- a Jack had a terrible weekend, Naomi's weekend was OK.
b Jack and Naomi both had terrible weekends.
c Jack's weekend was OK, Naomi's weekend was terrible.
- 5 Complete the sentences describing Jack's activities at the weekend. Use the past simple of the verbs in the box.

go have meet rent write

- 1 He _____ shopping. 4 He _____ an e-mail.
2 He _____ some friends in town. 5 He _____ a DVD.
3 He _____ dinner at a café.

- 6 2.40 Listen again. Choose the correct answers.

- 1 What did Jack buy for his dad?
a a CD. b a DVD.
- 2 Where did Jack leave the present?
a At home. b On the bus.
- 3 What did Jack think of the food at the café?
a He didn't like it. b He liked it.
- 4 Why didn't Jack send the e-mail to his friend?
a He lost his computer.
b There was a problem with the computer.
- 5 Why didn't Jack watch *Troy*?
a They gave him a Hungarian film by mistake.
b He fell asleep.

- 7 2.41 **PRONUNCIATION** How does Naomi react to Jack's story? Listen and repeat. Try to copy the intonation.

Reacting with sympathy Oh dear! Oh no! Oh well!
That's a shame. Poor you! What a disaster!

- 8 Work in pairs. Take turns to say a sentence and react, using the phrases from exercise 7.

- 1 I went for lunch with some friends, but the food was horrible.
2 I went to the cinema, but the film was really boring.
3 I played computer games, but I lost really badly.
4 I went to a party, but I didn't know anybody.
5 I did my homework, but I answered all the wrong questions.

- 9 Work in pairs. Prepare a dialogue using the chart below and your own ideas.

A

Ask how B's weekend was.

B

Answer the question.

Ask if B went out on Saturday night.

Say yes. Say what you did.

React. Ask another question about Saturday night.

Answer the question.

React. Ask about Sunday.

Say what you did on Sunday.

- 10 **SPEAKING** Act out your dialogue in front of the class.

Dear Lauren

I hope you're well. How was your weekend? My weekend was great. I finished all my homework on Saturday morning. Then I went into town and met some friends. We had lunch in a café, then we went shopping. I bought two new T-shirts. In the evening, I went to a basketball match with my brother and his friends. It was really exciting!

I didn't get up until midday on Sunday. I had lunch at home with my family, then I went to the park and played tennis with some friends. I didn't go out in the evening. I watched a DVD at home.

Say hi to Jack.

Love

Gail

Hi Gail

Great to hear from you! Jack sends his love. I'm fine, but my weekend wasn't very good. I played volleyball for the school team on Saturday morning, but we lost. I didn't play very well. In the evening, I went to the cinema with my parents. The film was really boring.

On Sunday, it was my dad's birthday. We had a barbecue in the garden, but it rained, so it wasn't much fun. In the evening, I didn't feel well, so I went to bed early. Oh well.

Speak to you soon.

Best wishes

Lauren

1 Read the e-mails. Who had a better weekend, Gail or Lauren?

2 Look at the list of activities. Tick the ones that Gail or Lauren did.

Activity	Gail	Lauren
do homework	✓	
go to bed early		
read a book		
go to the cinema		
go shopping		
have a barbecue		
have lunch in a café		
go to a disco		
play tennis		
play volleyball		
watch a basketball match		
watch a DVD		

3 Read the e-mails again and answer the questions.

- 1 What did Gail buy in town?
- 2 Did Gail enjoy the basketball match?
- 3 Did Gail go out on Sunday evening?
- 4 Did Lauren's team win the volleyball match?
- 5 What did Lauren think of the film?
- 6 Why did Lauren go to bed early on Sunday?

Writing tip

Useful phrases for e-mails

We often use these phrases in e-mails to friends and family:

Great to hear from you!

How was your weekend?

I hope you're well.

(Jack) sends his love.

Say hi to (Jack).

Speak to you soon.

4 Read the writing tip. Who uses the phrases in the e-mails in exercise 1, Gail or Lauren? Write G or L.

5 Choose four activities that you did at the weekend – two on Saturday, two on Sunday. Make notes in the table.

	Morning	Afternoon
Saturday		
Sunday		

6 Write an e-mail (90–110 words) to a friend. Use the guide below, your notes from exercise 5 and phrases from exercise 4.

- Begin with *Hi ...* or *Dear ...*

First paragraph

- Start the paragraph with a useful phrase.
- describe what you did on Saturday.

Second paragraph

- Describe what you did on Sunday.
- Add a useful phrase.
- Finish with *Love* or *Best wishes* and your name.

Check your work

Have you

- ☐ used some of the phrases from the writing tip box?
- ☐ divided your e-mail into two paragraphs?
- ☐ written 90–110 words?
- ☐ checked your spelling and grammar?



- 1 **Get ready to LISTEN** Read the listening tip. Match the key words in the box with opinions A–F in the Listening exam task.

fast wet and cold unfriendly cars dirty big

Listening tip

Before matching sentences to speakers, read the sentences and think about the words you might hear.

- 2 **2.42** Do the Listening exam task.

LISTENING exam task

Listen to five people talking about different cities. Match opinions A–F to speakers 1–5.

- A People in this city are not very friendly. ☐
- B The weather in this city isn't very good. ☐
- C People in this city need to slow down. ☐
- D The traffic is terrible in this city. ☐
- E This city is too big. ☐
- F This city could be cleaner. ☐

- 3 **Get ready to SPEAK** Which of the words in the box could you use to describe the photos in exercise 7?

Adjectives exciting peaceful dirty interesting old
historical noisy modern
Nouns boat canal church old building park
skyscraper traffic shops

- 4 Complete these sentences about the photos.
- Both photos show ...
 - The most obvious difference between the photos is that ...
- 5 Complete the activities that you can do in a city with the words in the box. Which do you like doing?

admire buy eat go go on go to stay visit
wander

- admire the buildings
- _____ boat trips
- _____ museums and churches
- _____ nightclubs
- _____ souvenirs
- _____ in a nice hotel
- _____ in nice restaurants
- _____ shopping
- _____ round the streets and squares

- 6 Work in pairs. Choose one photo in exercise 7 and each make a list of the interesting things you can see and do there. Compare your lists.

Things you can see

Things you can do

- 7 Do the Speaking exam task.

SPEAKING exam task

Compare and contrast the photos. Think about these things:

- What can visitors do in each city?
- What can visitors see in each city?
- Which city would you prefer to visit, and why?
- Which city in your country is the most attractive for tourists? Why?



- 1 **Get ready to READ** Quickly read the text. What is the significance of these dates and numbers?

1 1981 2 20 3 2006

Reading tip

- 1 Read the text quickly to get a general idea of what it's about.
- 2 Read each sentence carefully and identify the part of the text where you can find the answer.
- 3 Read the text again, carefully, stopping to answer each sentence.

- 2 Do the Reading exam task.

READING exam task

Read the text and mark sentences 1–8 true (T), false (F) or not given (NG).

Famous for being famous?

Paris Hilton was born on 17th February 1981 in New York, USA. She is the oldest of four children. Her family are very rich: they own Hilton hotels. Paris went to Dwight School, a famous and expensive school in New York, but she didn't finish her studies there and she didn't go to university.

Because Paris Hilton is from a super-rich family, she didn't need to get a job when she left school. She spent her time going to parties and music clubs with other celebrities, so newspapers and magazines were interested in her life, and often had photos of her. As a teenager, she was famous – but she didn't really do anything. She was famous because she was in the newspapers! But when Paris was about 20 years old, she started lots of different jobs. Now, she's a fashion model. She's also an actress in films and TV programmes, and she's a singer: she started her first album, Paris, in 2004 and finished it in 2006. (The first single from the album, Stars Are Blind, was popular in Europe and the USA.) She opened her own nightclubs called 'Club Paris'. And she's a writer too. In 2004, she wrote a book about her life. Because she was already famous, people wanted to read about her, so the book was very popular.

But the newspapers and magazines are still more interested in her personal life than her work. Who is she going out with? Are they getting married? Photographers follow Paris Hilton every day, and try to learn something new about her life. And Paris often gives interviews to magazines because the magazines made her famous – and she wants to stay that way.

- 1 Paris Hilton has got four brothers and sisters. ☐
- 2 Her family are rich because they own expensive schools. ☐
- 3 She went to school in the USA. ☐
- 4 Newspapers are interested in her because she spent a lot of time with other famous people. ☐
- 5 She was very happy going to parties and music clubs. ☐
- 6 She is an actress, a fashion model, a writer and a singer. ☐
- 7 Her nightclubs are very successful. ☐
- 8 The article suggests that Paris Hilton is famous because she wrote a book about her life. ☐

- 3 **2.43 Get ready to SPEAK** Read the Speaking exam task below. Then listen to two students doing the task. What order did they put the three things in?

- 4 **2.43** Listen again. Who says these things? Write B for boy or G for girl.

- 1 I think money is very important. ☐
- 2 I don't think money is the most important thing in life. ☐
- 3 Rich people are usually happy. ☐
- 4 I think friends and family are more important than money. ☐
- 5 If you aren't healthy, it's difficult to be happy. ☐

- 5 Say whether you agree or disagree with the statements in exercise 4.

I agree / disagree with the first statement.

- 6 Complete the phrases the speakers used.

agree point right true why

- 1 _____ do you think that?
- 2 That's _____, but ...
- 3 I don't _____.
- 4 Maybe you're _____.
- 5 Yes, I see your _____.

- 7 Do the Speaking exam task.

SPEAKING exam task

Work in pairs. You and your partner have to put the following three things in order of importance: money, family and friends, and health.

8 On the menu

THIS UNIT INCLUDES

- Vocabulary** • food and drink • countable and uncountable nouns
- partitives (*cup of coffee, slice of pizza, etc.*)
- Grammar** • quantity: *some* and *any*, *How much / many?*
- Articles (definite and indefinite)
- Speaking** • talking about traditional food • ordering food in a café
- Writing** • a formal letter

A

VOCABULARY AND LISTENING

Breakfast

I can describe what I have for breakfast.



- 1 Match the food and drink in the picture with the words in the box.

Food apples bacon bananas bread cereal
cheese eggs ham jam sausages toast tomatoes
Drink coffee hot chocolate milk orange juice
tea water

LEARN THIS!

- Countable nouns** are things that you can count. They have a singular and a plural form.
an apple two apples
- Uncountable nouns** are things that you can't count. They only have a singular form.
bacon bacons milk milks

- 2 Read the **Learn this!** box. Then divide the food and drink in exercise 1 into two groups, countable and uncountable nouns.

Countable nouns	Uncountable nouns
apples	bacon

- 3 **2.44** Listen, repeat and check your answers.

- 4 **SPEAKING** Cover the words in exercise 1 and say what food is on the table. Use *There are* for plural nouns and *There's* for singular (uncountable) nouns.

There are apples.

There's bacon.

- 5 **2.45** Listen to the orders for room service. Write the room number and tick the food and drink that they order.

	Room 101	Room _____	Room _____
cereal	✓		
2 sausages			
2 eggs			
a banana			
toast			
jam			
water			
orange juice			
tea			
coffee			
hot chocolate			

- 6 **2.46** Match the two halves of these expressions from the dialogues. Then listen again and check your answers.

- | | |
|---------------------|--------------------------------|
| 1 two slices of ... | a orange juice |
| 2 a glass of ... | b cereal |
| 3 a cup of ... | c tea / coffee / hot chocolate |
| 4 a bowl of ... | d toast |
| 5 a bottle of ... | e water |

- 7 **SPEAKING** Work in pairs. Find out what your partner has for breakfast.

What do you have for breakfast?

I always / usually / sometimes have a bowl of cereal and ...

What do you drink?

I always / usually / sometimes drink a cup / glass of ...

Vocabulary Builder (part 1): page 135

Vocabulary Builder (part 2): page 135

*some and any, How much/many?**I can talk about quantities.*

- 1 3.01 Read and listen to the dialogue. What food have Hannah and Oliver got? Tick or cross the pictures.



Oliver Let's have some lunch.
 Hannah Good idea. Are there any pizzas in the fridge?
 Oliver No, there aren't.
 Hannah What have we got?
 Oliver There's some cheese. And there's some ham.
 Hannah Is there any butter?
 Oliver Yes, there is.
 Hannah OK. Let's have ham and cheese sandwiches.
 Oliver Ah. There's a problem.
 Hannah What is it?
 Oliver We haven't got any bread.

- 2 Underline all the examples of *some* and *any* in the dialogue. Then circle the correct words in the rules.

LEARN THIS!

- 1 We use *some* / *any* in affirmative sentences.
- 2 We use *some* / *any* in negative sentences.
- 3 We use *some* / *any* in questions.

- 3 Complete the second part of the dialogue with *some* and *any*.

Hannah Is there ¹ _____ pasta?
 Oliver Yes, there is.
 Hannah Let's make ² _____ tomato sauce for the pasta.
 Oliver We haven't got ³ _____ tomatoes.
 Hannah Are there ⁴ _____ mushrooms?
 Oliver No, there aren't. But there's ⁵ _____ money on the table.
 Hannah What for?
 Oliver Let's go out and buy ⁶ _____ chips!

- 4 3.02 Listen and check your answers to exercise 3.

The biggest pizza in the world!

Come and order 'The Big One' at
 Mama Lena's Pizza House in Pittsburgh, USA
 Only \$99!!

150 slices of delicious pizza
 There are **NINE KILOS** of pizza dough,
FOUR LITRES of tomato sauce
 and **SEVEN KILOS** of cheese
 in The Big One!!

It takes 40 minutes to cook! Order some drinks and
 chat with your friends while you are waiting.

We sell 300 Big Ones every year!

- 5 Read the advertisement quickly. Find the name of the pizza in the photo and how much it costs.

LEARN THIS!

- 1 We use *How much* ...? with uncountable nouns.
How much time have you got?
How much water is there?
- 2 We use *How many* ...? with plural countable nouns.
How many tomatoes are there?
How many books did you buy?

- 6 Read the *Learn this!* box above. Then order the words to make questions about the advertisement.

- 1 money / does the Big One cost / how much
How much money does the Big One cost?
- 2 is there in the pizza / pizza dough / how much
- 3 slices / how many / are there / in the pizza
- 4 in the pizza / how much / is there / cheese
- 5 to cook / does it take / how many / minutes
- 6 Big Ones / how many / do they sell a year

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

- 8 Complete the questions with *How much* or *How many*.

- 1 _____ homework do you do a day?
- 2 _____ sleep do you get a night?
- 3 _____ text messages do you send a day?
- 4 _____ money have you got in your pocket?
- 5 _____ cousins have you got?
- 6 _____ pizzas do you eat a week?
- 7 _____ people are in this room?
- 8 _____ time is there to the end of the lesson?

- 9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8.

How much homework do you do a day?

About 90 minutes.

1 Look at the photos and answer the questions.

- Which of these dishes are popular in your country?
- Which of them do you like?
- Which three are traditional English dishes?

2 Read the text. Does it say good things about British cooking at home, or good things about British restaurant food?



British food

Some nations are famous for their cooking. For example, in most French and Italian homes, meals are an important part of family life. But in the UK, a lot of families do not eat together. Parents and children eat **snacks** in front of the TV, or prepare their own food in the **microwave** at different times.

However, some **traditional** dishes are still very popular in Britain – for example, fish and chips. There are more than 8,600 fish and chip shops in the UK and they serve about 300 million meals every year. Restaurants and **pubs** often serve 'Sunday lunch': roast meat (beef, lamb, chicken, etc.) with roast potatoes and vegetables. And many British people sometimes eat a 'full English breakfast' of bacon, eggs, sausages, tomatoes and toast.

The British enjoy **eating out**, and on average, they spend £27 a week in restaurants. In a recent magazine article about the 50 best restaurants in the world, 14 were in the UK. However, most restaurants do not serve traditional British food. For example, there are about 10,000 Indian and 8,000 Chinese restaurants in the UK. Different styles of cooking from around the world are now part of British culture. In fact, the nation's favourite **dish** is not roast beef or fish and chips – it is chicken curry!

3 Answer the questions.

- In the UK, do most families usually eat meals together?
- How many fish and chip shops are there in the UK?
- What is a 'full English breakfast'?
- On average, how much do people in the UK spend per week in bars and restaurants?
- How many Chinese restaurants are there in the UK?
- What is the most popular dish in the UK?

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

- having a meal in a restaurant
- food that you eat between meals
- a machine that cooks food very quickly
- food
- places that sell drinks and often food
- part of a country's history and culture

5 3.03 Listen to four people talking about traditional dishes where they live. Match the dishes with the places.

the north of England Scotland south-west England Wales

- Cawl is a dish from _____.
- Colcannon is a dish from _____.
- Lancashire hotpot is a dish from _____.
- Stargazey pie is a dish from _____.

6 3.03 Listen again. Tick three ingredients for each dish. Some ingredients are in more than one dish.

	cabbage	carrots	eggs	lamb	onions	pastry	potatoes	sardines
cawl								
colcannon								
Lancashire hotpot								
Stargazey pie								

7 Which of the dishes in exercise 6 would you like to try?

8 **SPEAKING** Work in pairs or small groups. Discuss the questions.

- Do you like your country's food?
- Have different regions of your country got different food? Give examples.
- In your opinion, what are the two best and two worst dishes in your country?
- What food from other countries can you eat in restaurants in your country?

8 D GRAMMAR Articles

I can correctly use 'a/an' and 'the' with nouns.

- 1 Read the text. Which restaurant do you think is Jack's favourite? Explain your answer.



There are three restaurants near my house. On the High Street, there's a Chinese restaurant and an Italian restaurant. The Chinese restaurant is good, but it's expensive. The Italian restaurant is cheaper and the pizzas there are brilliant. There's an Indian restaurant on Mill Lane. I don't go to the Indian restaurant because the food isn't very good.

Jack

- 2 Underline all the examples of *the*, *a* and *an* in the text. What kinds of noun do they go with? Tick or cross the boxes in the chart.

	a/an	the
singular countable nouns		
plural countable nouns		
uncountable nouns		

- 3 3.04 **PRONUNCIATION** Listen to how *a* and *an* are pronounced. Then repeat.

an apple a banana an Italian restaurant a lemon
an onion an orange a potato a tomato

- 4 Write *a* or *an*. What is the rule?

- | | |
|--------------------------|------------------------|
| 1 ____ banana | 5 ____ Spanish orange |
| 2 ____ English book | 6 ____ enormous tomato |
| 3 ____ egg | 7 ____ uncle |
| 4 ____ Indian restaurant | 8 ____ young American |

- 5 Study the text in exercise 1 again. Then circle the correct word in the rules below and complete the examples.

- LEARN THIS!**
- We use *a* or *an* / *the* when we mention something for the first time.
There's ____ supermarket in my street.
 - We use *a* or *an* / *the* when we mention something again.
The food at ____ supermarket is expensive.

- 6 Circle the correct words in the text.

In 2001, Richard Evans went to ¹a / ²the takeaway restaurant near his house and bought ³a / ⁴the bag of chips. When he got home, he opened ⁵a / ⁶the bag and started to eat ⁷a / ⁸the chips. He found ⁹a / ¹⁰the fried beetle in the bag. He went back to ¹¹a / ¹²the shop and complained. He showed them ¹³a / ¹⁴the beetle, but they didn't believe him. Mr Evans was angry, so he phoned his local newspaper. ¹⁵A / ¹⁶The newspaper wrote ¹⁷an / ¹⁸the article about Mr Evans's chips. A lot of people read ¹⁹a / ²⁰the article. Soon, ²¹a / ²²the takeaway restaurant was not so popular!



Some common expressions include an article and others do not. There are no rules – you have to learn them!

no article	article
• play football, tennis, etc.	• play the piano, the guitar, etc.
• watch television	• listen to the radio; see a film
• have breakfast, lunch, dinner	• have a snack, a drink, a sandwich, etc.
• go to school, work, hospital, church, university	• go to the theatre, the cinema, the doctor's
• at night	• during the day; in the morning, afternoon, evening

- 7 Read the *Learn this!* box. Then complete the sentences with *a*, *an* or *the*, or tick them if they are correct without an article.

- He goes to ____ church every Sunday. ✓
- I went to the cinema last night.
- He never eats anything before he goes to ____ school.
- My sister is a nurse and often works at ____ night.
- Can you play ____ guitar?
- He usually does his homework in ____ morning.
- Let's have ____ snack before we go out.
- What time do you usually have ____ dinner?
- I sometimes listen to ____ radio on the bus.
- I want to go to ____ university when I leave school.
- I never watch ____ TV before breakfast.

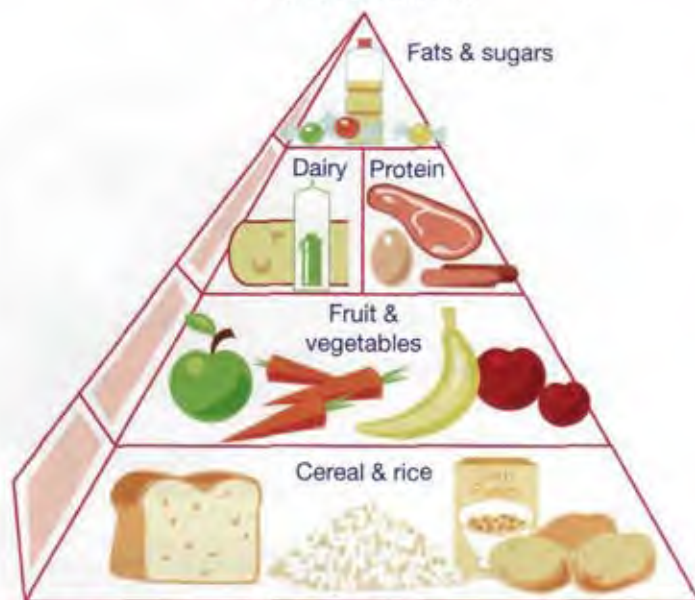
- 1 Look at the diagram. What food and drink can you see?

There's a ...

There's some ...

There are some ...

Eat occasionally



Eat often

- 2 Make a list of the food you eat on a normal day. Do you eat more food from the bottom of the pyramid or from the top?
- 3 Work in pairs. Look at the food in the photos. Match each food with two groups in the diagram.



chicken curry



strawberries and cream



hot dog



cheesecake



baked beans on toast

Reading tip

Before you start reading, look at the title of the text and any photos. They often give you an idea about the content.

- 4 Read the reading tip. Look at the photo of Sonya Thomas and the title of the text. What do you think she does?

- a She cooks food in a restaurant.
- b She serves food in a restaurant.
- c She writes about food.
- d She eats food very quickly.

- 5 Read the text. Find the answer to exercise 4.

- 6 Complete the sentences with the highlighted words in the text.

- 1 He eats lots of _____ food, like fish and vegetables.
- 2 It's _____ to feel sad if you don't pass your exams.
- 3 He isn't fat. In fact, he's very _____. He only weighs 65 kilos.
- 4 A _____ has got eight legs.
- 5 His real name is Ronaldo de Assis Moreira – his _____ is Ronaldinho.
- 6 I _____ in eating competitions but I never win.

- 7 Choose the best answers.

- 1 Sonya Thomas is
a tall. b heavy. c thin.
- 2 She became interested in eating competitions when
a she ate 50 hot dogs in twelve minutes.
b she appeared on TV.
c she saw an eating competition on TV.
- 3 Her nickname is 'the Black Widow' because
a she's dangerous in competitions.
b she looks like a spider.
c she takes part in competitions.
- 4 Sonya is thin because
a she usually eats healthy food.
b she doesn't like fat or sugar.
c she takes part in eating competitions.
- 5 In Sonya's opinion, why are eating competitions real sport?
a Because you can eat and stay thin.
b Because you need a strong mind and body to do it.
c Because there are only one or two competitions a month.

Can eating be a sport?

Sonya Thomas is not a big woman. She's 165 cm tall and she only weighs about 45 kilograms. She usually eats healthy food – rice, vegetables, fruit, fish and chicken. But once or twice a month she has a big meal – a very big meal – and she eats it very quickly. Why? Because she takes part in eating competitions. In fact, she's one of the best in the world. For example, she can eat:

- ① 65 eggs in six minutes 40 seconds
- ② 5 kilograms of cheesecake in nine minutes
- ③ 3.8 kilograms of baked beans in two minutes 47 seconds
- ④ 2.3 kilograms of chicken in twelve minutes

In this interview, Sonya tells us about her life and her work.

Q: Why did you first take part in eating competitions?

A: When I was a child I saw an eating competition on TV. A man ate 50 hot dogs in twelve minutes. I wanted to be like him.

Q: Your nickname in competitions is 'the Black Widow'. Why did you choose that name?

A: Because in competitions I'm small but very dangerous – like the Black Widow Spider!

Q: How do you prepare for a competition?

A: I often don't prepare at all. It isn't healthy to eat a lot of food quickly.

Q: Do you do a lot of exercise?

A: Yes, I do. I exercise for about two hours a day, five days a week.

Q: How can you stay thin when you eat so much in competitions?

A: There are only one or two competitions a month. The rest of the time, I eat healthy food.

Q: Do you believe eating competitions are a real sport?

A: Yes of course! It's the most natural sport in the world. You need a strong body and a strong mind for eating competitions – just like other sports.



8 **3.05 Listen. Complete the song with the words in the box.**

arithmetic bad classroom junk food know
microwave slow stressed

Johnny's got an addiction.
He's strung without conviction.
He was raised with a ¹ _____.
Sticky, trashy, fast food slave!
He's a ² _____ junkie,
He could be a lot more hunky,
But he's a junk food junkie.
Blame it on the food, yeah, you know it's ³ _____!
Mother doesn't really ⁴ _____,
Shopping in a glossy show,
Then again, her budget's low,
Her health's so bad it makes her ⁵ _____.
She's a junk food junkie.
She's ⁶ _____ and very jumpy.
She's a junk food junkie.
Blame it on the food, yeah, we know it's bad!
Jenny's in a fix
With her ⁷ _____.
Poor concentration –
Boys in the ⁸ _____ cause
agitation.
She's a junk food junkie.
She could be a lot more
funky,
But she's a junk food junkie.
Blame it on the food, yeah!
You know it's bad!
Bad!

Junk food junkie

Glossary

junkie (informal) = addict
hunky (informal) = big and strong
trashy (informal) = of poor quality
jumpy (informal) = nervous
in a fix (informal) = in difficulty
funky (informal) = fashionable

9 Which of these opinions are expressed in the song: a, b or c? Do you agree with it?

- a Junk food is delicious and cheap, so young people love it.
- b Boys eat more junk food than girls.
- c Eating a lot of junk food is bad for your body and your mind.

Carla's Café

SNACKS

Soup tomato • onion • vegetable £2.75

Sandwiches

cheese • ham • egg • chicken £2.95

Pizzas

cheese and tomato £3.25

Extra toppings: ham • mushrooms • onions • chicken 50p each

MEALS

Fish and chips £5.35

Chicken curry £6.45

Vegetable curry £6.00

Pasta with tomato sauce £5.95

Roast beef with roast potatoes and peas £7.00

DRINKS

Orange juice £1.20

Coke £1.10

Bottle of water £1.00

Coffee • Tea £1.50



- 1 **SPEAKING** Look at the photo. What can you see? What are the people doing? Would you like to eat there?

- 2 **3.06** Read and listen to the dialogue. What do Ann and Jake order? Complete the waitress' notes.

Waitress Can I help you?
 Ann Could I have a cheese sandwich, please?
 Waitress Of course. Anything to drink?
 Ann I'd like a coffee, please.
 Waitress Sure. And for you?
 Jake Can I have a pizza, please?
 Waitress Would you like any extra toppings?
 Jake Yes ... ham, please.
 Waitress No problem. Anything to drink?
 Jake Yes, please. A Coke.
 Waitress That's £9.30, please.
 Ann Here you are.
 Waitress Thank you ... Here's your change.
 Jake Thanks.
 Waitress I'll bring the food to your table. Enjoy your meal.

Food
 1 _____
 2 _____
 with 3 _____
 Drinks
 4 _____
 5 _____

- 3 In the dialogue, find:

- three different ways of asking for food or drink.
- two other ways of saying 'of course'.

Saying prices

£5 = 'five pounds'

£4.50 = 'four pounds fifty' or 'four fifty'

£3.75 = 'three pounds seventy-five' or 'three seventy-five'

- 4 **3.07 PRONUNCIATION** Read the *Learn this!* box, then say these prices. Listen and check.

- | | |
|---------|---------|
| 1 £6 | 5 £6.99 |
| 2 £2.50 | 6 £8.20 |
| 3 £10 | 7 £1.50 |
| 4 £1.25 | 8 £3 |

- 5 Practise reading the dialogue in groups of three. Change the words in blue for other food on the menu.

- 6 **3.08** Read the exam tip below. Then listen. What food and drink do the woman and man order? Write W or M next to items on the menu in exercise 1.

Exam tip

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

- 7 **3.08** Complete the table. Then listen again and check.

	Food	Drink
Woman		
Man		

- 8 **SPEAKING** Work in groups of three. Prepare a dialogue. Students A and B: You are customers. Order food and a drink from the menu. Student C: You are the waiter/waitress. Ask questions and tell A and B how much it is.

- 9 Act out your dialogue to the class.

- 1 Read the advertisement and the letter. Underline the three requests for information in the letter and match them with the numbered notes.

1 Vegetarian dishes?



Taj Mahal Restaurant

Traditional Indian food.
Set menu available. Great value.
40 Market Street.

2 How much? 3 Table for 10 - Friday 14th?

Dear Sir or Madam,

I am organising a meal for a group of friends to celebrate the end of the school year. We would like to book a table for 10 on Friday 14th July for seven o'clock. Could you please let me know if that is possible?

I have two further questions. First, could you please let me know how much the set menu costs? Secondly, could you please tell me if there is a good choice of vegetarian dishes on the menu, as two of my friends do not eat meat or fish?

I look forward to hearing from you.

Yours faithfully,

Jonathan Harwood

Jonathan Harwood

- 2 Complete the sentences with information from the advertisement and the letter.

- The restaurant serves _____ food.
- There are _____ people in Jonathan's group.
- They plan to arrive at the restaurant at _____ o'clock.
- Two of Jonathan's friends only eat _____ food.

- 3 Complete these phrases for requesting information from the letter.

- Could _____ please let me _____ if ... ?
- _____ you please _____ me if ... ?

- 4 Use the phrases in exercise 3 to request the following information.

- Do you serve fish?
- Are you open on Sunday evenings?
- Do you have a table for 5 people?
- Do you have a set menu?
- Is the restaurant in the town centre?

- 5 Read the writing tip. How is the beginning and ending of the letter different from an informal letter? Check your answers by looking at page 15.

Writing tip

When you write a formal letter

- Start the letter: *Dear (Mr Jones)* if you know the name of the person you are writing to, or *Dear Sir or Madam* if you don't.
- If you want a reply to your letter, write *I look forward to hearing from you.* after the final paragraph.
- Finish the letter with *Yours sincerely* if you used the person's name at the start, or *Yours faithfully* if you didn't.

- 6 Imagine you want to organise a meal out for you and a group of friends. Look at the advertisement for a restaurant and the notes you have made. Write a letter (90–110 words) to the restaurant following the writing guide.

Set menu?



Stefano's
Italian restaurant

Large choice of dishes!
Great atmosphere - live music! 
22 St Ann's Street

Every evening?

Paragraph 1

- Say how many people, what the occasion is, the date and the time. Check the availability.

Paragraph 2

- Request the two pieces of information in the notes.

Check your work

Have you

- ☐ started and ended the letter correctly?
- ☐ followed the writing guide?
- ☐ written 90–110 words?
- ☐ checked your spelling and grammar?

Vocabulary

1 Complete the sentences with the correct countries and nationalities.

- 1 She's from Italy. She's *Italian*.
- 2 She's from _____. She's German.
- 3 He's from Greece. He's _____.
- 4 She's _____. She's from Russia.
- 5 He's _____. He's from China.
- 6 She's from the Czech Republic. She's _____.
- 7 He's from _____. He's Hungarian.
- 8 She's Belarusian. She's from _____.
- 9 He's from Britain. He's _____.

Mark /8

2 Write the plural form of the countable nouns. Write U next to the uncountable nouns.

- | | | |
|-------------------------|---------------|-----------------|
| 1 banana <i>bananas</i> | 4 jam _____ | 7 ham _____ |
| 2 bread <i>U</i> | 5 water _____ | 8 sausage _____ |
| 3 cereal _____ | 6 apple _____ | |

Mark /6

3 Complete the sentence with *orange juice*, *cereal* and *toast*.

For breakfast, he usually has a bowl of _____, two slices of _____ and a glass of _____.

Mark /3

Grammar

4 Complete the sentences with the past simple of the verbs in the box.

be be become give go spend win write

Ludwig ¹_____ born in 1879. He ²_____ to school in London. His parents ³_____ poor. His uncle ⁴_____ him a violin. He ⁵_____ two years at Music School in Paris. He ⁶_____ a prize for his performances. He ⁷_____ a professional musician. Famous composers ⁸_____ music for him.

Mark /8

5 Look at the chart. Then complete affirmative and negative sentences about Liam's weekend.

Liam's weekend

1 go out with friends ✓	4 write a letter ✗
2 watch TV ✗	5 see a film ✗
3 play computer games ✓	6 buy a CD ✓

- | | |
|----------------------------|-------------------|
| 1 He went out with friends | 4 _____ a letter. |
| 2 _____ TV. | 5 _____ a film. |
| 3 _____ computer games. | 6 _____ a CD. |

Mark /5

6 Write questions and short answers about Liam's weekend.

1 Did he go out with friends? Yes, he did.

Mark /5

7 Complete the dialogue with the words in the box.

a any many much some the

Girl We need to make some pizzas for the party. Have we got ¹_____ mushrooms?

Boy No, we haven't. But we've got ²_____ tomatoes.

Girl Really? How ³_____ tomatoes have we got?

Boy About five. Is that enough?

Girl Not really. Is there ⁴_____ supermarket near here?

Boy Yes, there is. It's on West Street. And it's open in ⁵_____ evening.

Girl Great! How ⁶_____ money have you got?

Boy I've only got £2. Oh dear!

Mark /6

Everyday English

8 Complete the dialogue with the questions in the box.

Did you go out on Saturday night? How about Sunday?
How was your weekend? What was the food like?
Where did you go?

Owen ¹_____

Phoebe It was OK, thanks.

Owen ²_____

Phoebe Yes, I did. I went for a meal with my family.

Owen ³_____

Phoebe To an Italian restaurant near our house.

Owen ⁴_____

Phoebe It was really good.

Owen ⁵_____

Phoebe I stayed in and did my homework.

Mark /5

9 Complete the dialogue.

Waitress ¹_____ I help you?

Adam Could I ²_____ a mushroom pizza, please?

Waitress Sure. Anything ³_____ drink?

Adam I'd ⁴_____ a coffee, please.

Waitress Sure.

Mark /4

Total /50

Listening

1 3.09 Listen. Put the activities in the order that Márton did them at the weekend.

- a He went shopping. ☐
- b He went to the theatre. ☐
- c He sent some e-mails. ☐
- d He watched a DVD. ☐
- e He went for a pizza. ☐

2 3.09 Listen again. What do Márton and Dave order?

Reading

3 Read the text. What kind of text is it? Choose from a-d.

- a a newspaper report
- b a formal letter
- c an information leaflet
- d an informal e-mail

The original Globe Theatre opened in 1599 and was one of the most important theatres in London during the life of William Shakespeare. In fact, Shakespeare was one of the theatre's owners. Some of his most famous plays had their first performance in the Globe, including *Julius Caesar*, *Macbeth*, *Othello* and *Hamlet*. Inside the theatre, there was space for about 3,000 people to watch the plays. A fire in 1613 destroyed the theatre, but the owners rebuilt it. However, in 1642, the new government closed all the theatres in London. Two years later, they destroyed the Globe Theatre and built houses there instead.

Shakespeare's Globe Theatre is in the centre of London on the south side of the River Thames. It opened in 1997 and has performances from May to October. (There isn't a roof, so there are no performances in winter.) The new theatre is safer than the original theatre, because it has to follow modern safety rules. But in all other ways, it is exactly the same as the original Globe Theatre. Visitors can find out what it was like to go to the theatre in 17th century London.



4 Answer the questions.

- 1 When did the original Globe Theatre open?
- 2 How many people could watch a play there?
- 3 What happened to the theatre in 1613?
- 4 When did the original Globe Theatre close?
- 5 Where is Shakespeare's Globe Theatre?
- 6 Why are there only plays there in the summer?

Writing

5 Write a questionnaire with four to six questions about what your partner usually does at weekends. Find out some of this information:

- what he/she usually eats and drinks
- where he/she usually goes
- how much homework he/she usually does
- how many phone calls he/she usually makes
- when he/she usually gets up and goes to bed

Speaking

6 Work in pairs. Ask and answer the questions in your questionnaire. Make a note of your partner's answers. Then tell the class.



9 Journeys

THIS UNIT INCLUDES

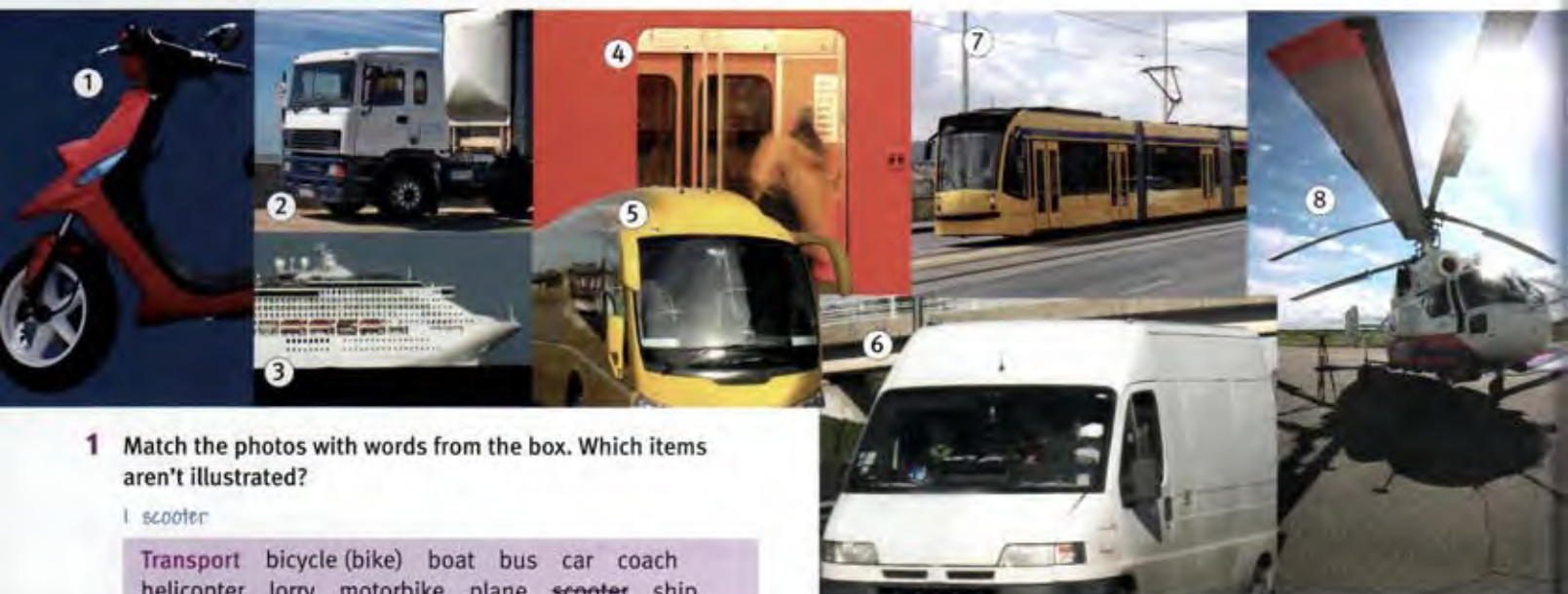
Vocabulary • transport • prepositions (*by bike, on foot, etc.*) • phrasal verbs • weather
Grammar • present perfect affirmative • *just* • present perfect negative and interrogative • *already, yet*
Speaking • talking about how you get around • talking about living in a foreign country • buying a train ticket
Writing • an e-mail

A

VOCABULARY AND LISTENING

Transport

I can explain how I get to school.



- 1 Match the photos with words from the box. Which items aren't illustrated?

1 scooter

Transport bicycle (bike) boat bus car coach helicopter lorry motorbike plane scooter ship taxi train tram underground van

- 2 3.11 Listen, repeat and check your answers. Check the meaning of any new words.

- 3 Put the means of transport into the correct groups.

Land	Air	Sea
bicycle		

- 4 3.12 Listen to five teenagers talking about their journeys to school. How do they answer these questions? Complete the table.

- 1 How far do you live from the school?
 2 How long does it take?

	Distance	Time
1 Danny	_____ km	_____ mins
2 Charlotte	_____ km	_____ mins
3 Craig	_____ m	_____ mins
4 Ann	_____ km	_____ mins
5 Joe	_____ km	_____ mins

LEARN THIS!

We can say:

go by bike or *cycle*
go on foot or *walk*
go by car or *drive*
go by bus, or *take / catch a bus,*
train, taxi, etc. *train, taxi, etc.*
give somebody a lift to ... or *drive somebody to ...*

- 5 3.12 Read the *Learn this!* box. Then listen again and complete the sentences about how they get to school.

- 1 _____ walks or goes by bike.
 2 _____ takes the tram.
 3 _____ usually goes on foot.
 4 _____ walks to the station and goes by underground.
 5 _____ goes with her dad in the morning and goes home by bus.

- 6 **SPEAKING** Work in pairs. Ask and answer.

How far do you live from the school?

About ...

How do you get to school?

I ...

How long does it take?

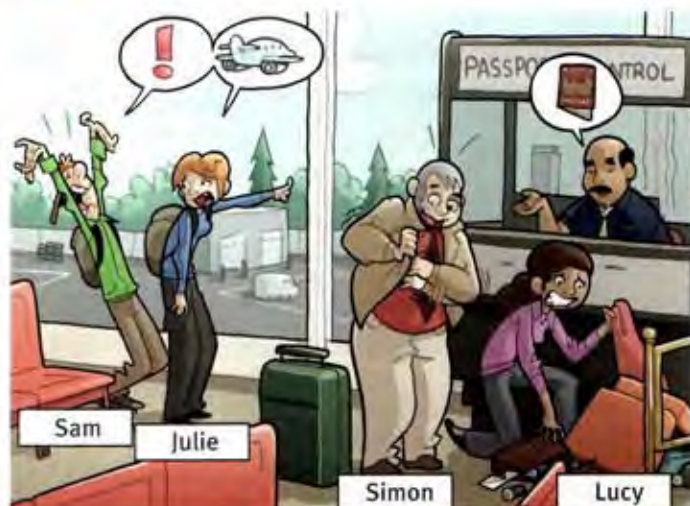
It ...

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●●●● Vocabulary Builder (part 1): page 136

Present perfect: affirmative

I can say what I have just done.



1 Look at the picture. Complete the sentences with the names.

- 1 _____ *has lost* his passport.
- 2 _____ and _____ *have missed* their plane.
- 3 _____ *has dropped* her bag.

2 3.13 Listen and repeat. Check your answers to exercise 1.

3 Read the information and complete the examples.

Present perfect: affirmative

- We form the present perfect affirmative with *have* or *has* + the past participle

I / We / You / They ¹ _____ arrived.

He / She / It ² _____ arrived.

- The short forms of *have* and *has* are 've and 's.

I ³ _____ finished my homework.

She ⁴ _____ finished her homework.

- The past participle of regular verbs are the same as the past simple form.

base form	past simple	past participle
drop	⁵ _____	⁶ _____
miss	⁷ _____	⁸ _____

- You need to learn the past participle of irregular verbs. Use the list in the Workbook.

base form	past simple	past participle
eat	⁹ _____	¹⁰ _____
hear	¹¹ _____	¹² _____

Use

- We use the present perfect to talk about recent events that have a result in the present.
- He ¹³ _____ (lose) his ticket. Now he can't get on the plane.
- They ¹⁴ _____ (eat) a pizza. Now they aren't hungry.

4 Write the past participles of these verbs. Check the irregular verbs in the list in the Workbook.

write have cook walk drink do stop go

5 Complete the sentences with the present perfect affirmative of verbs from exercise 4. Use the short forms 've and 's.

- 1 They _____ 20 kilometres. They're really tired.
- 2 I _____ a song. Do you want to hear it?
- 3 Look. The rain _____. We can go out now.
- 4 I'm not feeling very well. I _____ six cups of coffee!
- 5 Dad _____ dinner. Come and sit down at the table!
- 6 John _____ an accident. He's in hospital.
- 7 'Where's Chris?' 'He _____ to London for the day.'
- 8 I _____ my homework, so I can go out now.

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LEARN THIS!

just

We often use *just* with the present perfect for very recent events. We put it between *have* / *has* and the past participle.

'Do you want a biscuit?'

'No, thanks. I've just had lunch.'

6 Read the *Learn this!* box. Complete answers (a–f) with *just* and the present perfect, then match them with the questions (1–6).

- a 'I've just heard a really funny story.' (hear)
- b 'Sorry. I _____ them.' (eat)
- c 'I don't know. I _____.' (arrive)
- d 'They _____ football.' (play)
- e 'No. She _____ out.' (go)
- f 'Yes. He _____ it.' (buy)

- 1 'Is it a good party?' ☐
- 2 'Why are you laughing?' ☒
- 3 'Is your brother wearing a new jacket?' ☐
- 4 'Can I have a biscuit?' ☐
- 5 'Is Suzie at home?' ☐
- 6 'Why are they tired?' ☐

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

Why are you laughing? I've just heard a funny story.

- 1 Look at the photos. What can you see? Where are the people? What are they doing?



- 2 Match the headings with the five sections (A–E) of the text.

The European Union ☐ Ireland ☐
 Introduction ☐ The former colonies ☐
 How have immigrants influenced British life? ☐

Multicultural Britain

- A** Britain has always been a mixed society. In the distant past, Celts, Romans, Saxons, Vikings and Normans all **settled** in Britain. During the past 150 years people from Ireland, the former British **colonies** and the European Union have also come to Britain.
- B** In the 1840s there was a terrible **famine** in Ireland. A million people died and a million more left Ireland, and never returned. Most went to the USA, but many came to Britain.
- C** In the 1950s and 1960s the British government invited people from Britain's former colonies to live and work in Britain. The **majority** were from the West Indies, Pakistan, India and Hong Kong.
- D** People from countries in the European Union are free to travel, live and work in any other EU country. **Recently** a lot of people have arrived from Central and Eastern Europe.
- E**
- There are thousands of Indian and Chinese restaurants in the UK.
 - **Immigrants** from the West Indies started the Notting Hill Carnival in 1965. It is now the biggest street festival in Europe.
 - There are lots of Irish pubs in Britain and Irish folk music is popular.
 - West Indian music, like reggae, has had a strong influence on British pop music.

- 3 Match the highlighted words in the text with these definitions.

- 1 countries which another country controls
- 2 most
- 3 came and lived
- 4 not long ago
- 5 a time when there is very little food
- 6 people who come and live in another country

- 4 Are the sentences true or false?

- 1 Immigration into Britain started in the nineteenth century.
- 2 People left Ireland in the 1840s because there wasn't enough food to eat.
- 3 Many Irish people left Ireland and returned later.
- 4 The West Indies, India and Pakistan are former British colonies.
- 5 In the 1950s and 1960s the British government tried to stop immigration.
- 6 In the last few years a lot of people have arrived from southern Europe.

- 5 3.14 Listen to two people talking about life in Britain. Who (a) was born in Britain? (b) came to Britain last year?



- 6 3.14 Listen again. Choose the correct answers.

- 1 Ania found it difficult at first because
a she was homesick. b she couldn't speak English.
- 2 a Ania can't understand English people because they speak too fast.
b Ania can talk to and understand English people quite well.
- 3 Ania has made
a only Polish friends. b both Polish and English friends.
- 4 Abdul's parents were born in a Pakistan. b Britain.
- 5 Abdul thinks of himself as
a British. b British and Pakistani.
- 6 Abdul speaks a only English. b English and Punjabi.

- 7 **SPEAKING** Work in pairs or small groups. Discuss these questions.

- 1 Do you know anyone who has gone to live in another country? Why did they move? What are they doing there?
- 2 Do you know anyone from another country who has come to live in your country? What are they doing here?
- 3 What problems do people face when they go and live in another country?
- 4 Would you like to live in another country? Why? / Why not?

Present perfect: negative and interrogative

I can talk about recent events.

- 1 Look at the photo and describe it. What are the people doing?



- 2 3.15 Peter and Sarah are getting ready to go to Paris. Read and listen to the conversation. Tick the things on the list that they have done.

Peter OK, we've booked the tickets. Have you found the passports?

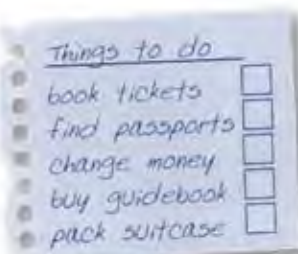
Sarah Yes, they're here. Have you changed the money?

Peter No, I haven't. We can do that at the airport.

Sarah OK. Have you bought a guidebook?

Peter Yes, I have.

Sarah Good. Now, we haven't packed the suitcase. Let's do that now.



- 3 Complete the table with the correct form of *have*.

Present perfect

negative

I/You/We/They _____ packed the suitcases.

He/She/It hasn't packed the suitcases.

interrogative and short answers

_____ I/you/we/they bought a guidebook?

Has he/she/it bought a guidebook?

Yes, I have./No, I _____.

Yes, she has./No, she hasn't.

- 4 Write sentences about the list in exercise 2. Use the present perfect affirmative and negative.

They've booked the tickets. They haven't ...

- 5 Complete the questions about the list using the present perfect interrogative. Then write short answers.

1 Have they booked the tickets? Yes, they have.

2 _____ Sarah _____ the passports?

3 _____ Peter _____ the money?

4 _____ Peter _____ a guidebook?

5 _____ they _____ the suitcase?

- 6 3.16 Sarah is in Paris. She is phoning her friend Tania in London. Listen and tick (✓) the things Sarah and Peter have done.

Six things to do in Paris

- climb the Eiffel Tower
- visit Notre Dame Cathedral
- see the paintings in the Louvre Museum
- take a boat trip on the River Seine
- walk up the Champs Elysees
- have a meal in the Latin Quarter

- 7 Write sentences about Peter and Sarah. Say what they have and haven't done.

They've ...

They haven't ...

- 8 **SPEAKING** Work in pairs. Ask and answer about Peter and Sarah's list. Use the present perfect.

Have they climbed the Eiffel Tower?

Yes, ...

- 9 What have you done today? Tick or cross the activities in the table.

	You	Your partner
take a bus		
watched TV		
use a computer		
send a text message		
phone a friend		
buy a newspaper		
hear a funny story		
listen to music		

- 10 **SPEAKING** Work in pairs. Ask and answer questions. Find out what your partner has done today and tick or cross the activities in the table.

Have you taken a bus today?

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

- 11 **SPEAKING** Tell the class what your partner has and hasn't done today. Use the present perfect affirmative and negative.

Blanka has taken a bus today. She hasn't ...

Alone on the water

I can understand a magazine article in detail.

1 Match the pictures with the words from the box.

weather cloudy cold foggy freezing hot icy
rainy snowy stormy sunny warm windy

1 - It's cold, icy and foggy.



2 3.17 Listen and repeat the words in exercise 1.

3 **SPEAKING** Work in pairs. Ask and answer about the pictures.

What's the weather like in picture 1?

It's cold, icy and foggy.

Reading tip

Newspaper and magazine articles often start with a summary of the story in the first paragraph. The other paragraphs give more details.

4 Read the reading tip. Then read the first paragraph of the text and answer the questions.

- 1 What has Hilary Lister just done?
- 2 Why was it a great achievement?

5 Read the article and put the events in the correct order.

- a She couldn't use her arms or hands any more. ☐
- b She started to design her own boat. ☐
- c She couldn't walk any more. ☐
- d She sailed alone across the English Channel. ☐
- e She played a lot of sports. ☒
- f A friend took her sailing for the first time. ☐
- g She had sailing lessons. ☐
- h Her legs started to hurt. ☐

6 Complete the sentences about Hilary using the past participle of the verbs in the box. All the forms are in the text.

be become change give have sail

- 1 Hilary has just _____ alone across the English Channel.
- 2 She has _____ the first paralysed person to do this.
- 3 The journey has _____ Hilary her life again.
- 4 Hilary hasn't always _____ paralysed.
- 5 She has _____ sailing lessons.
- 6 The experience has really _____ her life.

7 Find highlighted words in the text with opposite meanings to:

- | | | |
|--------------|--------|---------------------|
| 1 never | always | 6 with other people |
| 2 arrived in | | 7 last |
| 3 common | | 8 hated |
| 4 lost | | 9 sad |
| 5 shortest | | |

8 Work in pairs. Imagine that these questions are part of an interview with Hilary Lister. Find answers to the questions in the text.

- 1 Why do you like sailing?
- 2 How did you learn to sail?
- 3 How do you control the boat?
- 4 How did you feel when you arrived in Calais?
- 5 What are you planning to do next?

9 **SPEAKING** Work in pairs. Act out an interview with Hilary Lister using the questions and answers in exercise 8.

'It's given me my life again'



Hilary Lister, 33, can't move her arms or legs or even her head – but she has just sailed alone across the English Channel! How did she do it? Sam Wollaston finds out.

'Where do you want to go?' laughs Hilary Lister. We are on a boat going out of Portsmouth Harbour, and Hilary is sailing it. Suddenly she's happy and free. Sailing does that to her. 'It's given me my life again,' she says.

Hilary is now paralysed because of a rare illness, but she hasn't always been like this. When she was a child she was always active, and she played a lot of sports. But when she was 11, her legs started to hurt. By the time she was 15, she couldn't walk any more.

About six years ago she couldn't use her arms or hands any more. She thought her life was over. Then, two years ago, a friend took her sailing for the first time. She loved it! But she didn't want to be a passenger. She wanted to sail a boat herself. 'I had this mad dream to sail across the English Channel,' she said.

Hilary didn't know anything about boats or sailing.

But she started to design her own boat. Then she found a boat and some people to help her.

The controls of her boat came from her wheelchair and she can control the boat with her mouth. She has had some lessons, and she is now a very good sailor.

Last month Hilary's dream came true. She left Dover alone in her boat. It was sunny but quite windy. Six hours later she arrived in Calais, France. She was very, very tired, but very happy. It was the longest journey made by a completely paralysed person. And she has become the first disabled person to sail across the Channel.

Hilary says the experience has really changed her life. 'Next I want to sail around Britain,' she says.



Buying a train ticket

I can buy a train ticket.



Clerk Next, please.
 Alison Hello. I'd like a ticket to London, please.
 Clerk Single or return?
 Alison Return, please.
 Clerk Are you coming back today?
 Alison Yes.
 Clerk That's £12, please.
 Alison Here you are.
 Clerk Thank you. Here's your change.
 Alison Which platform is it?
 Clerk Number 5. The next train is at 11.25.
 Alison Is it a direct train?
 Clerk No, you have to change at Oxford.

- 1 **3.18** Read and listen to the dialogue. Where does Alison want to go, and when does she want to come back?

LEARN THIS!

Bus, train and plane times
 We usually use the 24-hour clock for bus, train and plane times.

We write:	We say:
11:25	'eleven twenty-five'
08:41	'eight forty-one'
15:07	'fifteen oh seven'
17:00	'seventeen hundred'

- 2 **3.19** Read the information in the *Learn this!* box. Then listen and write the times.

1 _:_:--	3 _:_:--	5 _:_:--
2 _:_:--	4 _:_:--	6 _:_:--

- 3 **PRONUNCIATION** Work in pairs. Write down five times using the 24-hour clock, then say them to your partner. Can your partner write them correctly?

- 4 **SPEAKING** Work in pairs. Practise reading the dialogue, changing the words in blue.

- 5 **3.20** Listen. Complete the table.

	Destination	Price	Platform	Time
1	Liverpool			
2	Manchester			

- 6 Complete the sentences with the words in the box.

change direct next platform return same

- Can I have a _____ ticket to Liverpool, please?
- When's the _____ train?
- Do I have to _____?
- There's a _____ train at 10:47.
- Are you coming back on the _____ day?
- Which _____ does it depart from?

- 7 **3.21** Listen and check your answers.

Speaking tip

English-speakers use 'please' and 'thank you' a lot. Remember to include them in your dialogues and role-plays.

- 8 **SPEAKING** Work in pairs. Prepare a dialogue using the chart below.

Ticket clerk

Ask for the next customer.

Ask when he/she is returning.

Give the price.

Give the time.

Answer.

Answer.

Customer

Say where you want to go to.

Answer.

Pay for the ticket. Ask about the next train.

Ask about the platform.

Ask about changing trains.

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

- Match the e-mails with the photos.
- Read the *Learn this!* box and underline examples of *yet* and *already* in the e-mails.

already and yet

- We use *already* with the present perfect affirmative to say that something has happened earlier than expected.
'Do your homework!' 'I've already done it.'
- We use *yet* with the present perfect interrogative to ask if something expected has happened.
Have you found the passports yet?
- We use *yet* with the present perfect negative to say that something expected hasn't happened.
It's 9 p.m. but Dad hasn't come home yet.

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- Read the e-mails. Are the sentences true or false?

- The weather isn't very good in Sydney.
- Debbie enjoyed the boat trip.
- Debbie hasn't bought any souvenirs yet.
- Debbie has already seen some kangaroos.
- Chris likes cold weather.
- Chris did two things yesterday.
- Chris hasn't seen a ballet yet.
- Chris is coming home tomorrow.

- Read the writing tip. Which endings do the writers use in the e-mails in exercise 1?

Writing tip

You can use one of these phrases at the end of an e-mail:

See you soon. *Hope to see you soon.*
See you next (week). *Look forward to seeing you.*
That's all for now. *Write soon.*

... followed by one of these phrases and your name:

Love *Lots of love* *Best wishes* *Regards*

- Look at the list of things to do in London. Imagine you are on holiday there. Choose three things that you have already done (✓), and two that you haven't done yet (X).

- visit the Tower of London ☐
- see the Queen ☐
- buy lots of souvenirs ☐
- take a ride on the London Eye ☐
- visit the British Museum ☐
- take a coach tour of the city ☐



1 Hi Tara,
 I'm having a lovely time in Sydney. It's really hot and sunny and we've already spent a lot of time on the beach. On Saturday we went on a boat trip. We sailed under the harbour bridge and we saw lots of dolphins. It was fantastic. Yesterday we went shopping and I bought lots of souvenirs. I haven't visited the opera house yet – and I haven't seen any kangaroos!
 That's all for now. Have you booked your holiday yet?
 Love
 Debbie

2 Hi Sam,
 Caroline and I are in Moscow. It's very cold and icy – yesterday it snowed a lot. But I like cold weather and we're having a great time. We've already seen a lot of sights. Yesterday we visited the Kremlin and we walked around Red Square. It was fascinating. We also took a coach tour of the city.
 We haven't seen a ballet at the Bolshoi Theatre yet – we're doing that tomorrow.
 I'm coming home on Sunday. See you next week.
 Best wishes
 Chris

- Write an e-mail (70–90 words) to a friend. Use the guide below.

- Begin with *Hi...* or *Dear...*

First paragraph

- Say where you are.
- Describe the weather.

Second paragraph

- Describe three things you did. (Use the past simple and time expressions, e.g. *Yesterday we visited...*)

Third paragraph

- Say two things that you haven't done yet. (Use the present perfect negative.)

Four paragraph

- Say when you're coming home.
- Finish with phrases from the writing tip box and your name.

Check your work**Have you**

- ☐ used some of the phrases from the writing tip box?
- ☐ followed the writing guide?
- ☐ written 70–90 words?
- ☐ checked your spelling and grammar?



- 1 **Get ready to LISTEN** Complete the definitions with the words in the box.

buffet car apologise depart inspection
midnight passenger

- 1 A _____ is somebody who travels on a train, bus, plane etc.
- 2 At _____ means at 12:00 a.m.
- 3 To _____ means to leave.
- 4 If your ticket is ready for _____, it means you are ready to show it.
- 5 On a train, a _____ is where you buy food and drink.
- 6 To _____ means to say sorry.

Listening tip

Read true / false sentences carefully before you listen to the recording. Think about the words you might hear.

- 2 **3:22** Do the Listening exam task.

LISTENING exam task

Listen to six railway station announcements. Decide if sentences 1–7 are true or false.

- | | True | False |
|--|--------------------------|--------------------------|
| 1 The train from London Paddington is late. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 The train to Manchester leaves from platform 2. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 The train to Edinburgh leaves at a quarter to two. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 The ticket office is open until midnight. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Passengers for Exeter and Plymouth have to change trains at Bristol. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Passengers don't have to show their tickets on the Liverpool train. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 Passengers can buy a big meal on the train. | <input type="checkbox"/> | <input type="checkbox"/> |

- 3 **Get ready to SPEAK** Put the food and drink in the correct group. Can you add any more?

biscuits coffee fish and chips hamburger
lemonade orange juice pasta with mushroom sauce
a sandwich tea

- | | |
|---------------|--|
| 1 Meals | |
| 2 Snacks | |
| 3 Hot drinks | |
| 4 Cold drinks | |

- 4 What are the advantages and disadvantages of:
(a) eating in restaurants? (b) eating at home?
Use the ideas in the box to help you.

The food is better. It's more expensive. It's cheaper.
It's more fun. You can meet your friends.

- 5 Do the Speaking exam task.

SPEAKING exam task

Compare and contrast the photos. Think about these things:

- 1 Which place sells the healthiest food?
- 2 Which restaurant would you prefer to eat in? Why?
- 3 Which is the best place to go to if you don't have much time.
- 4 Which is the most/least expensive?



- 1** **Get ready to READ** Quickly read the text and choose the best summary.

- a A film director was in a plane crash. He and a young girl managed to survive and he later made a film about it.
- b A plane crashed in the jungle and only one person survived. She followed a river and walked out of the jungle.
- c A film director nearly got on a plane that later crashed in the jungle. Only one person survived. She tried to walk out of the jungle, but died.

Escape from the jungle

It was Christmas Eve 1971. A film director called Werner Herzog was at the airport in Lima, Peru. ¹_____ Herzog waited for the next flight and the plane took off from the airport without him. A few minutes later, it crashed into the jungle. There was only one survivor – a 17-year-old German girl called Juliane Koepke. ²_____

When the plane crashed, Juliane fell through the trees and landed on the ground. She woke up 24 hours later. ³_____ She knew that she needed to get out of the jungle. Juliane didn't have the right clothes for a journey like this – she had a miniskirt! – but she knew a lot about the jungle. Her parents were scientists. They studied the jungle in Peru, and the jungle was Juliane's home when she was a young child. ⁴_____

When she found water, she followed it and soon came to a river. She knew that there were often villages near a river. But it wasn't an easy journey for her. ⁵_____ She often had to walk or swim through dangerous water, full of crocodiles. People flew over in small planes to look for survivors from the accident.

⁶_____ Two days later, Juliane Koepke walked out of the jungle, very hungry and tired, but alive! Fifteen years later, Werner Herzog went back to Peru and made a film about Juliane Koepke's amazing journey.

- 2** Do the Reading exam task.

Reading tip

- 1 Read the text quickly to get a general idea of what it's about.
- 2 Read the sentences that you have to put in the text carefully. Think about the meaning of the sentences and make sure they match the meaning of the text before and after the gaps.
- 3 Make sure that the extra sentence doesn't fit in any of the gaps.

READING exam task

Read the text. Complete the text by matching sentences A–G with gaps 1–6. There is one extra sentence you do not need.

- A Her head and her arm hurt, but she was alive.
- B He needed to take a plane into the jungle, but the flight was full.
- C The problem was that she couldn't walk.
- D She walked for ten days with no food.
- E But after ten days, they decided that everybody was dead, so they stopped looking for people.
- F The other 96 people on the plane all died in the accident.
- G So she knew that the important thing was to find fresh water.

- 3** **Get ready to SPEAK** Listen to two students doing the Speaking exam task in exercise 5. Where do they decide to go, and what means of transport do they decide to use?

- 4** Listen again and tick the phrases they use.

Giving opinions

- 1 I think we should ... ☐
- 2 I don't think we should ... ☐

Agreeing

- 3 I agree. ☐ 4 That's right. ☐
- 5 Let's agree on ... ☐

Disagreeing

- 6 I disagree. ☐ 7 I don't agree. ☐

- 5** Do the Speaking exam task.

SPEAKING exam task

Work in pairs. Imagine that you want to go away for a weekend to another city in Europe. Decide:

- 1 which city you are going to visit
- 2 how you are going to get there

10 Just the job

THIS UNIT INCLUDES

Vocabulary • jobs • suffixes -er/-or and -ist • places of work
Grammar • going to • will • should/shouldn't
Speaking • talking about your plans • giving opinions • giving advice
Writing • a letter of application

A

VOCABULARY AND LISTENING

Jobs and work

I can describe different jobs.

- 1 Match the photos of the jobs with words from the box.

Jobs actor artist builder bus driver chef
 cleaner computer programmer doctor engineer
 factory worker farmer hairdresser mechanic
 nurse politician secretary shop assistant
 teacher writer



- 2 **3.25** Listen, repeat and check your answers. Check the meaning of any new words.

Look out!

We use *a* or *an* when we say what somebody's job is.
She's a doctor. He's an actor.

- 3 Read the **Look out!** box. Then write three sentences about your friends and family.

My cousin, Eric, is a bus driver.

••••• Vocabulary Builder (part 1): page 137

Exam tip

Before you do a matching task, read the task and decide what the topic is, e.g. jobs. Then think about some key words that you might hear. For example, a nurse might say:
 hospital doctors patients

- 4 Read the exam tip. What key words *might* these people say? Choose from the words in the box. Add your own ideas.

1 a chef 2 a shop assistant 3 a farmer

animals clothes countryside customers
 department store dish kitchen outside weather

- 5 **3.26** Listen to four people talking about their jobs. Match the speakers (1–4) with the jobs. Use the keywords from exercise 4 to help you.

a chef ☐ a farmer ☐ a nurse ☐ a shop assistant ☐

- 6 **3.27** Complete the sentences with words from the box. Then listen and check.

computer customers feet hands money outside
 public team

- 1 I like working _____.
- 2 I don't earn a lot of _____.
- 3 I work as part of a _____.
- 4 I have to work with the general _____.
- 5 I enjoy working with my _____.
- 6 I'm on my _____ all day.
- 7 I don't like using a _____.
- 8 I have to work with _____.

- 7 Decide which is the best job in exercise 1, in your opinion, and which is the worst. Write down some reasons.

*The best job is computer programmer.
 Computer programmers earn a lot of money.
 They don't have to deal with the general public.*

- 8 **SPEAKING** Work in pairs. Ask and answer questions about the best and worst jobs and your reasons.

What's the best job, in your opinion?

Computer programmer. They earn a lot of money and they don't have to deal with the general public.

I agree with you. / I don't agree with you.
 I think the best job is ...

••••• Vocabulary Builder (part 2): page 137

- 1 Read about Oliver's plans for the summer. How many countries is he planning to visit?

After my exams, I'm going to backpack around Europe with my girlfriend, Jenny. We're going to start in France. Then we're going to visit Italy. We aren't going to stay in hotels. We're going to camp. Where are we going to go after Italy? We don't know. We're going to see how we feel.



- 2 Read the *Learn this!* box. Complete the table with the examples from the text in exercise 1.

LEARN THIS!

We use **going to** to talk about plans for the future. We form the structure with: **be + going to + the base form of the verb.**

affirmative

I'm going to buy some new trainers.

We ¹ _____ in France.

negative

She isn't going to take the exam.

We ² _____ in hotels.

interrogative

Are you going to phone your parents?

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

Where ³ _____ after Italy?

Grammar Builder (10B): page 126

- 3 Complete the texts about three teenagers' plans for the summer holiday. Use the *going to* future of the verbs in brackets.

Paula ¹ is going to travel (travel) around Spain with some friends. They ² _____ (not work). They ³ _____ (stay) at campsites.

Carl ⁴ _____ (work) in a shop. He ⁵ _____ (not have) a holiday. He ⁶ _____ (save) his money.

Victoria ⁷ _____ (have) lessons at a summer school. She ⁸ _____ (not see) her friends. She ⁹ _____ (study) music and drama.

- 4 Write questions with *going to* about Paula, Carl and Victoria.

- 1 where / Paula / go / with her friends?
1 Where is Paula going to go with her friends?
- 2 they / work?
- 3 where / they / stay?
- 4 where / Carl / work?
- 5 Carl / have / a holiday?
- 6 what / he / do / with his money?
- 7 where / Victoria / have / lessons?
- 8 Victoria / see / her friends?
- 9 what / she / study?

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

Where is Paula going to go with her friends?

To Spain.

- 6 What are your plans for this evening? Tick or cross the activities in the first column.

Activities	You	Your partner
do homework	✓	
go out with friends		
go to bed early		
phone a friend		
play computer games		
read a book		
send e-mails		
stay up late		
surf the Internet		
watch TV		

- 7 **SPEAKING** Work in pairs. Find out your partner's plans for the evening. Ask and answer about the activities in exercise 6. Tick the boxes in the second column.

Are you going to do homework?

Yes, I am.

Are you going to go out with friends?

No, I'm not.

- 8 **SPEAKING** Tell the class about your partner's plans.

Marta is going to do homework and watch TV.

1 **SPEAKING** Look at the photos. Answer the questions.

- 1 What are the people doing? Use the words in the box to help you.

Verbs check clean serve

Nouns counter customer fast-food restaurant shop till

- 2 Are they enjoying their work? How can you tell?
3 Which jobs are popular in your country for people your age?



About half of 16- and 17-year-olds in the UK have got jobs, and three quarters of this age group also go to school. They do part-time jobs before or after school and at weekends. The most common jobs are **babysitting** (very popular with girls) and **paper rounds** (popular with boys). Cleaning and working in a shop are also popular jobs.

In the UK, school students are **not allowed** to work more than two hours on a school day, or more than twelve hours in total during a school week. They are not allowed to work before 7 a.m. or after 7 p.m. (but babysitters can work later). They must have at least two weeks' holiday from school each year when they don't work at all.

Teenagers do part-time jobs because they want to **earn** some money. However, they don't usually earn very much. In the UK, there is a **minimum wage** for adults: £5.52 an hour. For 16- and 17-year-olds, it is £3.40 an hour. For children under 16, there is no minimum wage, so many teenagers work for £2 or £3 an hour.

2 **Read the text. Answer the questions.**

- How many young people aged 16 and 17 have jobs in the UK?
- What is the most common job for teenage girls?
- What is the most common job for teenage boys?
- How many hours in total can young people work during a school week?
- Can babysitters work after 7 p.m.?
- Why do teenagers get part-time jobs?
- What is the minimum wage for a 16-year-old?
- What is the minimum wage for a 15-year-old?

3 Match the highlighted words and phrases in the text with the meanings below.

- looking after children while the parents are out
- get (money) for working
- jobs that you do for a few hours a week
- the smallest amount of money you can get for working, by law
- can't
- delivering newspapers to people's homes

4 **3.28** Listen to Jack, Ryan and Lauren talking about teenagers and part-time jobs. Match the speakers with three of the opinions.

- It is a good idea for teenagers to work.
- It is a bad idea for teenagers to work.
- It is a good idea, but only if they earn a lot of money.
- There are good things and bad things about it.

1 Jack ☐ 2 Ryan ☐ 3 Lauren ☐

5 **3.29** Listen and complete the opinions with the words in the box.

advantage education experience meeting paid tired

- Part-time jobs give you good _____ of working.
- The other _____ of a part-time job is that you can earn some money.
- Part-time jobs are a good way of _____ people.
- Sometimes, part-time jobs make teenagers too _____ to study!
- The most important thing for teenagers is to get a good _____.
- Teenagers can only get part-time jobs that are badly _____.

6 **SPEAKING** Work in pairs. What do you think about part-time jobs?

Student A: Express an opinion from exercise 5 or your own idea.

Student B: Use the phrases in the box to say if you agree or disagree.

Take turns to be A and B.

I agree (with you). I don't agree (with you).
That's a good point. That's true.
I don't think that's true.

Part-time jobs give you good experience of working.

That's a good point. / I don't think that's true.

1 Read the text quickly. What was Alex Tew's idea?

- a to sell computers to university students
b to sell advertisements on a webpage
c to write a book



Million Dollar Idea

How can I become a millionaire? That's what Alex Tew, a British student, wrote on a piece of paper. A few minutes later, he had an idea: 'I'll invent a new kind of webpage!' So he invented the 'million dollar homepage'. Companies pay Alex for very small advertisements on his webpage – \$1 for one pixel. Alex is going to university next year. He'll need money to pay for his studies – but he won't need a million dollars. What will he do with all the extra money? 'I'll save some and I'll spend some,' he says.

2 Read the *Learn this!* box. Then underline an affirmative, negative and interrogative example of *will* in the text.

LEARN THIS!

We use **will** to talk about the future and make predictions. We form the structure with: *will* + the base form of the verb.

affirmative

My grandmother will be 80 next birthday.

I'll be home before midnight.

(*I'll* is the short form of *will*)

negative

They won't be at school next week.

(*won't* is the short form of *will not*)

interrogative

Will she be home soon?

Yes, she will. / No, she won't.

When will you get your exam results?

3 Complete the text. Use the *will* future (affirmative, negative or interrogative) of the verbs in brackets.

Up, up and away!

Martin Halstead is only 19, but he already owns an airline company. Alpha One Airways ¹ _____ (make) its first flight on 14 December this year. The plane ² _____ (fly) from the Isle of Man (an island between Britain and Ireland) to Edinburgh, the capital of Scotland. It ³ _____ (not carry) a lot of passengers because it is a small plane. The journey ⁴ _____ (take) about 45 minutes. Tickets ⁵ _____ (be) cheap and passengers ⁶ _____ (not get) any food or drink on the flight. ⁷ _____ the company _____ (make) money? Nobody knows – but most people think that Martin Halstead ⁸ _____ (be) successful one day.

4 Complete the questions for these answers about Alpha One Airways. Use *will* and the verbs in the box.

carry fly fly get make take

- When _____ Alpha One Airways _____ its first flight? On 14 December this year.
- Where _____ the plane _____ from? The Isle of Man.
- Where _____ it _____ to? Edinburgh.
- _____ it _____ a lot of passengers? No, it won't.
- How long _____ the journey _____? About 45 minutes.
- _____ the passengers _____ any food or drink? No, they won't.

5 Make predictions about your future. Complete the sentences with *will* or *won't*.

- I _____ make a lot of money.
- I _____ have children.
- I _____ live in this town.
- I _____ work with my hands.
- I _____ have an expensive car.
- I _____ visit the USA.
- I _____ be famous.
- I _____ have the same friends when I'm 30.

6 **SPEAKING** Work in pairs. Ask and answer about your partner's predictions from exercise 5.

Will you make a lot of money?

Yes, I will. / No, I won't.

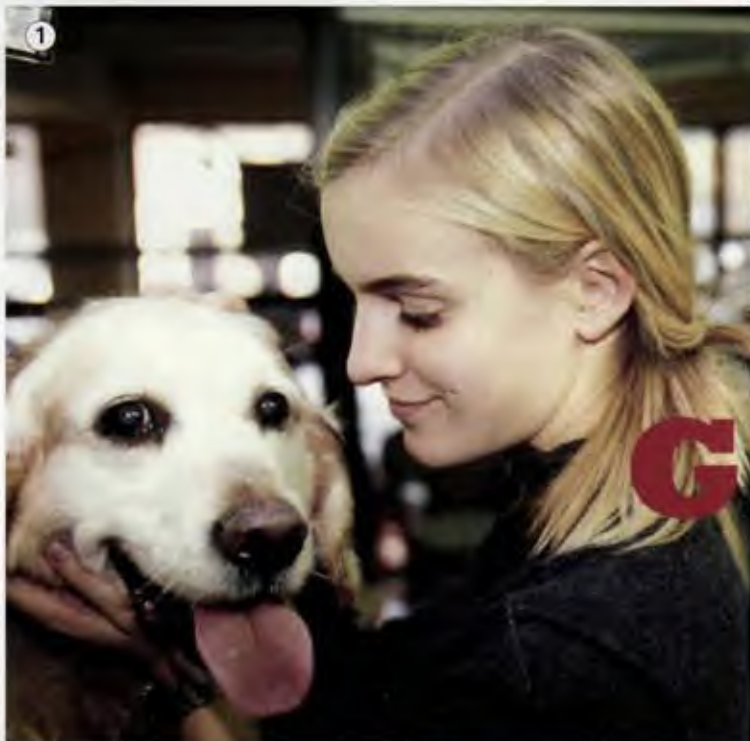
1 Look at the photos. Answer the questions.

- 1 Where do you think the people are?
- 2 What are the people doing?

Reading tip

Sometimes photos can help you understand difficult vocabulary in a text. For example, one of the photos on this page will help you understand the word *castle*.

2 Read the reading tip. Then look through the text quickly. Match the photos with paragraphs A–C.



Gap Years

This year, about 150,000 young people in the UK will take a 'gap year'. A gap year is a break between school and university, or between school and your first job. For most young people, it will be a chance to travel and to have interesting experiences.

So how do young people spend their time? Here are three young people who are going to do very different things.

A 'Next year, I'm going to study physics at university. Before then, I want to spend some time abroad and do something completely different. I'm going to spend nine months in Thailand, working at an animal rescue centre. It will be hard work. I'll help to look after the animals and I'll show visitors around the centre. It will be a great experience.'

Jacqui

3 Find the following information for each person.

- 1 what they are going to do next year
- 2 where they are going to go in their gap year
- 3 what they will do there
- 4 how long they are going to stay

4 Match verbs (1-7) with words (a-g). Then find the phrases in the text.

1-2 take a break

- | | |
|---------|-----------------------------|
| 1 take | a time |
| 2 spend | b abroad |
| 3 have | c a break |
| 4 show | d an interesting experience |
| 5 live | e about other cultures |
| 6 make | f friends |
| 7 learn | g a visitor around |

5 Check the meaning of the places of work. Which four places are mentioned in the texts?

Places of work bank building site café factory garage hair salon hospital office school shop sports centre theme park

6 Work in pairs. Think of one or two jobs for each place of work in exercise 5.

Building site - builder

B 'Next summer, I'm going to start a job at a sports centre - it'll be my first job. I want to take a break before that and live abroad. I found the ideal job for me with Gap Sports. I'm going to live in Ghana in Africa for six months and teach football to schoolchildren there. It will be a really interesting experience. As the company's website says, I won't just teach sport. I'll probably help with other lessons in school too.'

Oliver

C 'I'm going to start work next October. It's an office job - working in a bank. Before that, I want to spend a few months outside, working with my hands. I found the perfect job with a charity called Concordia. I'm going to help to restore an old castle in the west of France. I'll be there for seven months. There will be sixteen other young people from other countries, so it will be a great way to make friends and learn about other cultures.'

Darren

7 3.30 Listen and complete the song with the words in the box.

cars hard home pay rich star star

Car Wash

You might not ever get ¹ _____
But let me tell you it's better than digging a ditch
There ain't no telling who you might meet
A movie ² _____ or maybe even an Indian chief
At the car wash
Working at the car wash, girl
Come on and sing it with me
Car wash
Sing it with the feeling, now
Car wash, girl

Some of the work gets kind of ³ _____
This ain't no place to be if you planned on
being a ⁴ _____
Let me tell you it's always cool
And the boss don't mind sometimes if you act
the fool
At the car wash ...

Work and work!
Well, those ⁵ _____ never seem to stop coming
Work and work!
Keep those rags and machines humming
Work and work my fingers to the bone
Work! Can't wait till it's time to go ⁶ _____

Hey, get your car washed today
Fill up and you don't have to ⁷ _____
Come on and give us a play
Do the wash, right away
At the car wash ...

8 What are the two good things and two bad things about working at the car wash, according to the song? Choose from:

Good things:

- a you'll earn a lot of money
- b you'll have fun
- c you'll meet some interesting people

Bad things:

- d you won't earn a lot of money
- e you'll never become rich or famous
- f it's a dangerous job





- 1 What clothes do people usually wear when they go for an interview?
- 2 3.31 Listen and complete the dialogue with words from the box. Do you agree with Judy's advice?

jacket jeans tie T-shirt

Rowan Hi, Judy.
 Judy Hi, Rowan. How are you?
 Rowan I'm OK, thanks. I've got a job interview this afternoon.
 Judy Really? You should wear a ¹ _____ and ² _____.
 Rowan Do you think so?
 Judy Definitely. You shouldn't wear ³ _____ and a
⁴ _____ for an interview.
 Rowan You're probably right. Thanks for the advice.
 Judy You're welcome.

- 3 Work in pairs. Practise reading the dialogue.
- 4 Read the *Learn this!* box. Then find one affirmative and one negative example of *should* in the dialogue.

LEARN THIS!

should/shouldn't

We can use *should/shouldn't* + the base form of the verb to give advice.

affirmative

You should talk to your teacher.

negative

You shouldn't eat so much chocolate.

interrogative

Should I buy this CD?

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

- 5 3.32 Listen to two dialogues. Match Keith and Sonia to two of the problems a–d.

- a 'I can't find my mobile phone.'
 b 'I feel really ill this morning.'
 c 'I want to go abroad this summer but I haven't got any money.'
 d 'I can't do my homework.'

Keith: ☐ Sonia: ☐

- 6 Complete the advice using *should* or *shouldn't* and the verbs in the brackets.

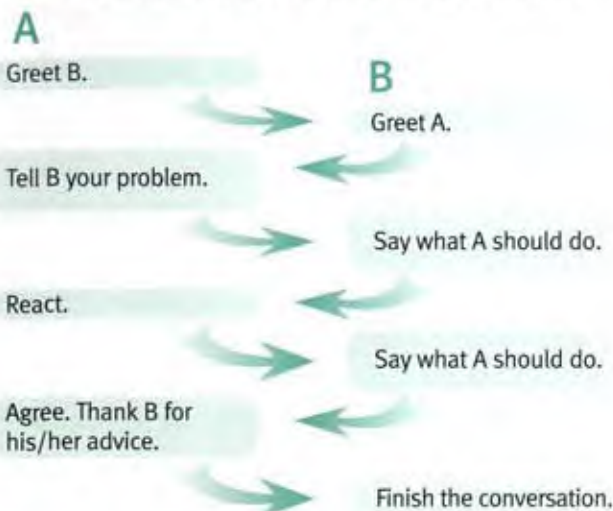
- a You *shouldn't* copy it from the Internet. *X*
 b You _____ look for it again. ✓
 c You _____ borrow money from your parents. *X*
 d You _____ call the doctor. ✓
 e You _____ find a job abroad. ✓
 f You _____ talk to your teacher. ✓
 g You _____ go to school. *X*
 h You _____ report it to the police yet. *X*

- 7 3.32 Listen again. What advice do Keith and Sonia get from their friends? Match each friend with two pieces of advice (a–h) from exercise 6.

Keith's friend says: ☐ and ☐

Sonia's friend says: ☐ and ☐

- 8 Work in pairs. Prepare two short dialogues using the chart below. Choose a problem from exercise 5 and advice from exercise 6, or invent your own. Take turns to be A and B.



- 9 **SPEAKING** Act out your dialogues to the class.



An application letter

I can write a letter applying for a job.

1 Look at the letter. Why did Emily write it?

Dear Sir or Madam,

I am writing to apply for a summer job at Westlake Animal Rescue Centre. I saw the advertisement in the Coventry Daily News.

I have experience of working with animals. Last summer, I worked for six weeks as a shop assistant in my local pet shop. We have also got two cats at home and I look after them.

I am honest, reliable and hard-working. I can send you a reference from the manager of the pet shop and also from a teacher at my school. I can start work on 2nd July.

I look forward to hearing from you.

Yours faithfully,

E Blunt
Emily Blunt

2 In which paragraphs does Emily give this information?

when she can start work	who can give references
her work experience	her personal qualities
where she saw the advert	the job she is applying for

Paragraph 1 mentions:

- _____
- _____

Paragraph 2 mentions:

- _____

Paragraph 3 mentions:

- _____
- _____
- _____

3 Answer the questions.

- How did Emily find out about the job?
- Where did Emily work last summer?
- How long did she work there?
- How does Emily describe herself?
- How many references can she give?
- When can Emily start work?

4 Match the beginnings and endings of the sentences. Then underline similar sentences in the letter.

- I am writing to apply for
- I saw the advertisement in
- I have experience of
- I worked for a month as
- I can send you a reference from
- a the newspaper.
- b the manager of the theme park.
- c a job in your shop.
- d a waiter.
- e working with computers.

5 Read the writing tip. Find phrases in the letter where the writer has avoided using a short form.

Writing tip

We don't use short forms (*I'm, he's, etc.*) in formal letters.

6 Read the job advertisement. Imagine you worked at a swimming pool last summer. How is that experience useful for this job?

Summer camp helper

We need a reliable, hard-working person to work at our summer camp in Oxford for children age 5 to 12 from around the world. Your job will include teaching sports and taking the children on trips.

Please apply in writing to:

Happy Days Summer Camps
8 Lincoln Drive
Oxford OX4 7UH



7 Write a formal letter (90–110 words) applying for the job. Include the information in exercises 2 and 5.

Check your work

Have you

- ☐ used some of the phrases from exercise 4?
- ☐ started and ended the letter correctly?
- ☐ divided the letter into paragraphs?
- ☐ written 90–110 words?
- ☐ checked your spelling and grammar?

LANGUAGE REVIEW 9-10

Vocabulary

1 Complete the second sentence so that it means the same as the first.

- 1 He drives to work. He goes to work by _____.
- 2 She sailed across the Atlantic. She crossed the Atlantic by _____.
- 3 They cycled home. They went home by _____.
- 4 She walks to school. She goes to school on _____.

Mark ☐ /4

2 Complete the sentences with *a* or *an* and the correct job.

- 1 _____ helps people when they are not well.
- 2 _____ builds houses.
- 3 _____ cuts people's hair.
- 4 _____ takes part in plays or films.
- 5 _____ mends cars and motorbikes.
- 6 _____ draws and paints pictures.
- 7 _____ cooks food in a restaurant or hotel.
- 8 _____ serves customers in a shop.

Mark ☐ /8

Grammar

3 Write replies using the present perfect affirmative.

- | | |
|------------------------|--------------------|
| 1 Do your homework! | 3 Eat your pasta! |
| I've done my homework! | 4 Have a shower! |
| 2 Clean your room! | 5 Buy a new phone! |

Mark ☐ /4

4 Write sentences in the present perfect affirmative with *just*.

- | | |
|---------------------------------|-----------------------------|
| 1 we / finish / our dinner | 4 I / see / a terrible film |
| We've just finished our dinner. | 5 I / hear / a great joke |
| 2 my friend / go / home | 6 he / book / a holiday |
| 3 the rain / stop | 7 our friends / arrive |

Mark ☐ /6

5 Make these sentences negative.

- | | |
|----------------------------|--------------------------------------|
| 1 I've bought a ticket. | 3 You've finished your lunch. |
| I haven't bought a ticket. | 4 He's gone for a walk. |
| 2 The play has started. | 5 She's cooked dinner for everybody. |

Mark ☐ /4

6 What have Ronnie and Louise done today? Write questions and short answers.

- 1 Ronnie / have breakfast? ✓ Has Ronnie had breakfast? Yes, he has.
- 2 Louise / phone / her mum? X
- 3 Ronnie and Louise / play / tennis? X
- 4 Ronnie / do / the housework? ✓
- 5 Ronnie and Louise / eat / all the bread? ✓

Mark ☐ /4

7 Complete the dialogue with the correct form of *going to* and the verbs in brackets.

- Girl ¹_____ (you / be) at the party tomorrow night?
 Boy No, I'm not. I ²_____ (stay) at home.
 Girl Really? Why ³_____ (you / do) that?
 Boy Because we've got an exam the next day!
 Girl But it isn't an important exam.
 Boy ⁴_____ (you / miss) it?
 Girl No, I'm not. But I ⁵_____ (not revise) for it!

Mark ☐ /5

8 Complete the text with the correct form of *will* and the verbs in brackets.

The Space Hotel *will open* (open) in 2020. It ¹_____ (have) 350 rooms, each with a view of planet Earth from the window. Guests ²_____ (arrive) by spaceship, and during their stay, they ³_____ (enjoy) a wide variety of activities. They certainly ⁴_____ (not get bored). But holidays at the Space Hotel ⁵_____ (not be) cheap. How much ⁶_____ (they / cost)? About \$500,000 for two weeks!

Mark ☐ /6

Everyday English

9 Choose the correct words.

- Jade I'd like a ticket to Liverpool, please.
 Clerk Single or ¹double / return?
 Jade Single.
 Clerk That's £28 please.
 Jade Which ²gate / platform is it?
 Clerk Number 6.
 Jade Is it a ³direct / straight train?
 Clerk No, it isn't. You have to ⁴change / move at Manchester.

Mark ☐ /4

10 Complete the dialogue.

- Shannon Hi, Charlie. ¹_____ are you?
 Charlie Not great. I don't ²_____ very well today.
 Shannon Really? You ³_____ go home and rest.
 Charlie Do you think ⁴_____?
 Shannon Definitely. You ⁵_____ go swimming. You'll get worse.

Mark ☐ /5

Total ☐ /50

Reading

1 Read the e-mails. Which paragraph (A–D) contains

- 1 an invitation? ☐
- 2 something that happened yesterday? ☐
- 3 some advice? ☐
- 4 a question about a new job? ☐

Hi Dave

A I hope you're enjoying your new job in the Lake District. Is it quieter than The Arcadia Hotel? It's always really busy here!

B The new receptionist started yesterday. Guess who it is! Your friend Francesca! She had an interview when she met us for lunch at the hotel that day. She didn't mention the interview during lunch. Did you know about it? Anyway, it was a nice surprise – I really like her. Write soon!
Best wishes
Márton

Dear Márton

C I'm really enjoying my new job. It's quiet at the moment, but it will get busier in the spring. The busiest months are July and August. You should come and visit me some time before then.

D Yes, I knew about Francesca's new job, but she didn't want me to tell you. I'm not sure why, but I'm glad it was a nice surprise for you. Are you going to invite her for a drink one evening? I think you should do that. She has said some nice things about you to me. That's all for now.
Regards
Dave

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

- 1 Márton is busy at *The Arcadia Hotel*.
- 2 Márton knew about Francesca's new job before she started.
- 3 Márton is happy that Francesca is the new receptionist.
- 4 Spring is the busiest time at Dave's new hotel.
- 5 Dave thinks Márton should visit him in July or August.
- 6 Francesca has never mentioned Márton to Dave.

Listening

3 3.33 Listen. Does Márton invite Francesca for a drink? Does she say yes or no?

4 3.33 Listen again. Choose the correct answers.

- 1 Dave started his new job
 - a yesterday.
 - b a week ago.
 - c a month ago.
- 2 When Dave phones, Márton is in the
 - a living room.
 - b bedroom.
 - c kitchen.
- 3 Márton hasn't invited Francesca for a drink because
 - a he hasn't seen her.
 - b he doesn't want to invite her.
 - c she's always busy.
- 4 Dave tells Márton that he should
 - a get to work early.
 - b stay at work late.
 - c phone Francesca at home.
- 5 Márton and Francesca both finish work at
 - a six o'clock.
 - b eight o'clock.
 - c ten o'clock.

Writing

5 Write an e-mail to a friend. Tell your friend what you did last weekend and what you are going to do next weekend.

Speaking

6 Work in pairs. Find out what your partner is going to do this evening. Get as much information as you can.



1B Present simple: affirmative

1 Write the third person singular forms. → 1.1, 1.2, 1.3

- | | | | |
|---------|-------------------|----------|-----------|
| 1 study | he <u>studies</u> | 5 do | she _____ |
| 2 watch | she _____ | 6 like | it _____ |
| 3 go | it _____ | 7 finish | he _____ |
| 4 fly | he _____ | 8 play | she _____ |

2 Complete the sentences with the verbs in ex 1. → 1.1, 1.2, 1.3

- She _____ TV every evening.
- Tom _____ his homework on the bus.
- School _____ at four o'clock.
- Madeleine _____ to school by bus.
- Eva _____ maths at university.
- Pete _____ football every Saturday.
- My mum _____ classical music.
- John _____ to New York once a month.

3 Order the words to make sentences. → 1.1, 1.2, 1.3

- uncle / in a shop. / works / My
My uncle works in a shop.
- pizza. / brother / loves / My
- to school / go / We / by bike.
- me. / My / like / classmates
- grandmother / French. / His / speaks
- My cousins / I / football. / play / and
- lives / New York. / in / My friend's aunt

4 Complete the sentences with the verbs in the box.

→ 1.1, 1.2, 1.3

cook drive get up live read speak teach work

- My dad _____ the newspaper every morning.
- I _____ French and English.
- We _____ in a small house.
- Paul and Kate _____ in London.
- You _____ to work.
- My mum is a teacher. She _____ English at my school.
- My sister sometimes _____ dinner.
- I _____ at six o'clock every morning.

1D Present simple: negative

5 Complete the sentences with *don't* or *doesn't*. → 1.4

- School _____ finish at three o'clock. It finishes at half past three.
- We _____ speak German.
- My mum _____ drive.
- I _____ go to school by bus. I walk.
- Fiona and Sally _____ like coffee. They like tea.
- Mark _____ listen to CDs. He listens to his MP3 player.
- Tom and I _____ come from Manchester. We're from London.
- I'm sorry. I _____ understand this word.
- My sister _____ watch TV in the evening. She reads.
- I _____ play the piano but I play the guitar.

6 Complete the sentences. Use the present simple affirmative or negative. → 1.1, 1.2, 1.4

- 'Where's Kate?' 'I'm sorry. I _____.' (know)
- Dave and Sue haven't got bikes – they _____ (walk) to school.
- Jason _____ (like) maths. He thinks it's difficult.
- I _____ (stay) at home on Saturdays. I don't go to school.
- Tina likes rock music, but she _____ (hate) rap music.
- We _____ (love) computer games. They're great!
- My aunt is a teacher. She _____ (work) in an office.
- John hasn't got a CD player or a radio. He _____ (listen) to music.

7 Look at the pictures and write two sentences, one affirmative and one negative.



- she / play tennis
she / play football
*She plays tennis.
She doesn't play football.*



- he / walk to school
he / go to school by bike



- she / listen to music / in her bedroom
she / watch TV / in her bedroom



- he / get up early / on Sundays
he / stay in bed / on Sundays



- she / teach maths
she / teach English

be

0.1

Affirmative	Negative
I am	I am not
you are	you are not
he/she/it is	he/she/it is not
we are	we are not
you are	you are not
they are	they are not

Interrogative	Short answers
Am I?	Yes, I am. / No, I am not.
Are you?	Yes, you are. / No, you are not.
Is he/she/it?	Yes, she is. / No, it is not.
Are we?	Yes, we are. / No, we are not.
Are you?	
Are they?	Yes, they are. / No, they are not.

0.2

Contracted forms

I am → I'm you are → you're we are → we're they are → they're
I am not → I'm not is not → isn't are not → aren't

We don't use contracted forms in affirmative short answers.

Yes, I am. ~~Yes, I'm.~~ X

Demonstrative pronouns

0.3

Singular	this	that	Plural	these	those
----------	------	------	--------	-------	-------

We use *this* and *these* with objects that are near to us.

This is a bag. *These* are my books.

We use *that* and *those* with objects that are further away from us.

That's my PC. *Those* are tall trees.

We use *this* to introduce people.

This is Sarah.

We use *that* to talk about something that somebody has just said.

'Are you Harry?' 'That's right.'

have got

0.4

Affirmative	Negative
I have got	I haven't got
you have got	You haven't got
he/she/it has got	he/she/it hasn't got
we have got	we haven't got
you have got	you haven't got
they have got	they haven't got

Interrogative	Short answers
Have I got ...?	Yes, I have. / No, I haven't.
Have you got ...?	Yes, you have. / No, you haven't.
Has he/she/it got ...?	Yes, she has. / No, he hasn't.
Have we got ...?	Yes, we have. / No, we haven't.
Have you got ...?	Yes, you have. / No, you haven't.
Have they got ...?	Yes, they have. / No, they haven't.

We use *have got* to talk about possession, and for describing people. *Have you got a brother?* We haven't got any pets.
Kate has got brown eyes and black hair.

Present simple: affirmative 1B

1.1

Affirmative	
I work.	We work.
You work.	You work.
He/She/It works.	They work.

1.2

Spelling rules for 3rd person singular (*he/she/it*)

Most verbs: add -s.

play + -s → *plays*

Verbs ending in -ch / -ss / -sh / -o: add -es

watch + -es → *watches* *go* + -es → *goes*

Verbs ending in consonant + -y, -y → -ies

study -y → -ies → *studies*

1.3

We use the present simple:

- for something that happens always or regularly.
I watch TV every day. I get up at 7.30. My brother plays basketball.
- for a fact, or something that is always true.
Russell Crowe comes from New Zealand.
Cats like milk. I live in Oxford.

Present simple: negative 1D

1.4

Negative
I/You/We/They don't play. He/She/It doesn't play.
Full forms
I don't play. = I do not play.
He doesn't play. = He does not play.

- We form the negative with *don't* or *doesn't* + the base form. (The base form of the verb is the infinitive without *to*, e.g. *go*, *have*, *work*.)

2B Present simple: questions

1 Complete the questions and short answers. → 2.1

- Do you like football?
No, I don't.
- _____ your brother walk to school?
Yes, he _____.
- _____ they live in London?
No, they _____.
- _____ your parents watch TV in the evenings?
Yes, they _____.
- _____ Kate listen to rap music?
No, she _____.
- _____ it rain a lot in Scotland?
Yes, it _____.
- _____ you get up early?
Yes, I _____.
- _____ you and your friends go swimming on Saturdays?
No, we _____.

2 Put the words in the correct order to make questions. → 2.1

- you / do / dancing / like?
- work / does / your mum?
- chess / your best friend / play / does?
- do / speak / you / Russian?
- go / you and your friends / do / to the cinema?
- play / computer games / do / you?

3 SPEAKING Ask and answer the questions in exercise 2. → 2.1

4 Read the answers and choose the correct question words. → 2.2

- How / When do you get to school?
By bike.
- Where / Who do you sit next to in class?
I sit next to John.
- When / Where do you do your homework?
After dinner.
- What / How sports do you like?
I like football and tennis.
- Who / Where does your best friend live?
Next door to my house.

5 Complete the questionnaire with the question words in the box. → 2.2

How What When Where Who

- _____ do you live?
- _____ do you live with?
- _____ do you get up on Sunday mornings?
- _____ do you relax?
- _____ programmes do you watch on TV?

6 SPEAKING Work in pairs. Ask and answer the questions in exercise 2. → 2.2

2D Adverbs of frequency

7 Rewrite the sentences. Use the adverb of frequency in brackets. → 2.3, 2.4

I get up early on Sundays. (often)

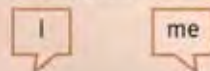
I often get up early on Sundays.

- I'm late for school. (never)
- I speak English in English classes. (always)
- I do my homework before dinner. (often)
- I read a book in English. (hardly ever)
- I help my friends with their homework. (sometimes)
- I'm happy with my exam results. (usually)

8 Which of your answers to exercise 7 are true for you? Rewrite the others and change the adverbs of frequency so that they are true for you. → 2.3, 2.4

2F Object pronouns

9 Work in pairs. Cover the section on object pronouns on page 111. Student A: Say a subject pronoun. Student B: Say the object pronoun. → 2.5



10 Put the words in the correct order. Don't forget to add punctuation. → 2.5, 2.6

- know / them / we / don't
- her / can't / I / find
- like / don't / him / I
- me / hardly ever / phones / she
- never / listen to / us / they
- do / like / it / you

2G Imperatives

11 Match the sentence halves. → 2.7

- | | |
|------------|-------------------------------------|
| 1 Come | a this number for more information. |
| 2 Don't be | b new people and make friends. |
| 3 Learn | c healthy – and have fun! |
| 4 Be | d how to make films. |
| 5 Meet | e late. |
| 6 Phone | f and see what it's like. |

Present simple: questions 2B

2.1

Questions
Do I work?
Do you work?
Does he/she/it work?
Do we work?
Do you work?
Do they work?
Short answers
Yes, I do. / No, I don't.
Yes, she does. / No, he doesn't.
Yes, they do. / No, you don't.

We form present questions with *do* or *does* + the base form of the verb. (The base form of the verb is the infinitive without *to*.)

Do you play football?
Does he play football?

Note: we don't use the third person singular form.

Does he ~~plays~~ football? ✗
Does he play football? ✓

2.2

We use question words (*who*, *what*, *where*, *when*, etc) to ask for information. The question word comes at the beginning of the question.

Where do you live?
When do you go to bed?

What is sometimes followed by a noun.

What music do you like?
What subjects do you study at school?

If the question includes a preposition, the preposition usually goes at the end.

What music do you listen to?
Who do you live with?

Adverbs of frequency 2D

2.3

We use adverbs of frequency to say how often we do something.

0%	→	→	→	→	100%
never	hardly ever	sometimes	often	usually	always

2.4

The normal position for an adverb of frequency is:

– immediately after the verb *be*

He's always late for school.
She isn't always happy to see me.

– immediately before most other verbs.

They often play tennis at the weekend.
You never phone me.

Object pronouns 2F

2.5

Subject pronoun	Object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
you	you
they	them

2.6

We use *me*, *him*, *her*, *us* and *them* for people.

There's Ann. Do you know her?

We use *it* and *them* for things.

This is your pen. Do you want it?
I never eat apples. I hate them.

We use object pronouns after prepositions.

Listen to me!
Do you want to come with us?

Imperatives 2G

2.7

We often use imperatives in announcements.

We form the imperative by using the base form of the verb, with or without *don't*.

Join our reading group!
Don't forget – we meet every Monday.

3B there is/there are

1 Complete the sentences with *There's* or *There are*.
→ 3.1, 3.2

- 1 _____ 14 classrooms in our school.
- 2 _____ a TV in this classroom.
- 3 _____ eight boys in this class.
- 4 _____ a book on my desk.
- 5 _____ three pens in my bag.
- 6 _____ seven lessons in one school day.
- 7 _____ a clock on the wall.
- 8 _____ bin near the teacher's desk.

2 Make these sentences negative. → 3.1, 3.2

- 1 There's a computer in the room.
- 2 There are 650 students in the school.
- 3 There are two possible answers.
- 4 There's a teacher in the classroom.
- 5 There's a table next to the door.
- 6 There are three plants near the window.
- 7 There are five shelves near the board.
- 8 There's a bin under the desk.

3 Write questions and answers. Use *Is there?* / *There is* or *Are there?* / *There aren't*. → 3.1, 3.2, 3.3

Is there a computer? Yes, there is.
Are there any plants? No, there aren't.

- 1 a computer ✓
- 2 any plants ✗
- 3 a noticeboard ✗
- 4 any students? ✓
- 5 a clock? ✓
- 6 a table? ✗
- 7 any CDs? ✗
- 8 any blinds? ✓

3D have to

4 Match the jobs in the table with the pictures. Write the numbers (1–6) in the boxes.

Jobs	Mark	Suzie
<input type="checkbox"/> tidy his/her bedroom	yes	no
<input type="checkbox"/> clean the house	yes	no
<input type="checkbox"/> cook dinner	no	no
<input type="checkbox"/> do the washing	yes	yes
<input type="checkbox"/> make breakfast	yes	yes
<input type="checkbox"/> go to the supermarket	no	yes



5 Look at the table. Then write sentences using the prompts and *have to*, affirmative and negative. → 3.4, 3.5

- 1 Mark / tidy his bedroom
Mark has to tidy his bedroom.
- 2 Suzie / tidy her bedroom
- 3 Mark / clean the house
- 4 Suzie / clean the house
- 5 Mark and Suzie / cook dinner
- 6 Mark and Suzie / do the washing
- 7 Suzie / make breakfast
- 8 Suzie / go to the supermarket
- 9 Mark / go to the supermarket

6 Ask and answer questions using the prompts in exercise 5.
→ 3.4, 3.5

Does Mark have to tidy his bedroom?

Yes, he does.

7 **SPEAKING** Find out what your partner has to do at home. Ask and answer about the activities in exercise 4.
→ 3.4, 3.5

Do you have to tidy your bedroom?

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

there is/there are 3B

3.1

Singular	Plural
Affirmative	
There's a book.	There are some books.
Negative	
There isn't a book.	There aren't any books.
Interrogative	
Is there a book?	Are there any books?
Short answers	
Yes, there is. / No, there isn't.	Yes, there are. / No, there aren't.

3.2

We usually use the short form of *there is*: *there's*. However, we use the full form in affirmative short answers.

Is there a TV? Yes, there is. (NOT Yes, there's.)

There are does not have a short form.

3.3

We use *Is there a...?* to ask about singular nouns.

Is there a bin in the classroom?

We use *Are there any...?* to ask about plural nouns.

Are there any pens on the desk?

We use *There isn't a...* with singular nouns.

There isn't a noticeboard in our classroom.

We use *There aren't any...* with plural nouns.

There aren't any books in my schoolbag.

See Grammar Reference 8 for more information on *some* and *any*.

have to 3D

3.4

Affirmative	
I have to	be here before ten o'clock.
You have to	
He has to	
She has to	
It has to	
We have to	
You have to	
They have to	
Negative	
I don't have to	be here before ten o'clock.
You don't have to	
He doesn't have to	
She doesn't have to	
It doesn't have to	
We don't have to	
You don't have to	
They don't have to	
Interrogative	
Do I have to	be here before ten o'clock?
Do you have to	
Does he have to	
Does she have to	
Does it have to	
Do we have to	
Do you have to	
Do they have to	
Short answers	
Yes, I/we/you/they do.	
No, I/we/you/they don't.	
Yes, he/she/it does.	
No, he/she/it doesn't.	

3.5

We use *have to* to say that something is necessary or compulsory.

She has to be at school before 8:30.

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

We don't have to have lunch at school. Some people go home for lunch.

4B Present continuous

1 Complete the sentences with the correct form of *be*.

→ 4.1, 4.3

- Pete _____ eating a pizza.
- I _____ wearing a jacket.
- Neil and I _____ watching a film.
- Sarah _____ checking her e-mails.
- It _____ raining.
- You _____ smiling.

2 Write the *-ing* forms. → 4.2

- | | |
|---------------|--------------|
| 1 study _____ | 4 swim _____ |
| 2 do _____ | 5 read _____ |
| 3 write _____ | 6 have _____ |

3 Complete the sentences with the correct form of *be* and the *-ing* forms in exercise 2. → 4.1, 4.2

- Jake and Andy _____ in the pool.
- My sister's at university. She _____ Spanish.
- We _____ gymnastics.
- I _____ a magazine.
- You _____ a good time.
- John _____ a letter to his uncle.

4 Make the sentences negative. → 4.1, 4.3

- I'm working.
- Tom and I are dancing.
- Kate is sitting next to Paul.
- David and Lucy are listening to music.
- Martin is wearing brown shoes.
- I'm walking to town.
- The sun is shining.
- We're chatting to Robert.

5 Write questions. Put the words in the correct order and add the correct form of *be*. → 4.1, 4.3

- wearing / a skirt / Maria?
Is Maria wearing a skirt?
- playing / Fred and Sue / computer games?
- gymnastics / doing / Sarah?
- you / phone / your friend?
- to Oxford / he / drive?

6 Write questions and affirmative (✓) or negative (X) short answers. → 4.1, 4.3

- he / speak / Spanish? X
Is he speaking Spanish? No, he isn't.
- Wendy and Pam / go cycling? ✓
- you / use / that computer? X
- Pam / get up? ✓
- Cathy and Steve / cook? X
- Harry / do / the washing up? ✓

4D *can* and adverbs

7 Write sentences with *can*, affirmative or negative.

→ 4.4, 4.5

- I / swim X
- we / speak English ✓
- William and Mary / rollerblade ✓
- Anne / sing X
- Charles and Elizabeth / use a computer X
- Philip and I / cook ✓
- Edward / do gymnastics X
- you / play the piano ✓

8 Look at the table and write questions and answers.

→ 4.4, 4.5

	Rob	Clare and Beth
ride a bike	✓	✓
play volleyball	X	✓
speak Italian	✓	X

Can Rob ride a bike? Yes, he can.

9 Draw lines to match the opposites. → 4.6, 4.7

- | | |
|---------|--------|
| early | badly |
| fast | late |
| quietly | loudly |
| well | slowly |

10 Complete the sentences with adverbs from exercise 9.

→ 4.6, 4.7

- 'Is he still in bed?' 'Yes. He always gets up _____ on Sundays.'
- 'You're talking very _____. I can't hear you.'
- 'He's a great musician. He can play the piano and the guitar really _____.'
- I always arrive _____ at school. I do my homework in the classroom before lessons start.
- 'Wait for me! I can't walk very _____ in these boots!'
- 'Why are you writing _____?'
'Because I don't want to make mistakes.'

4F Present continuous for future

11 Complete the conversation. Use the present continuous.

→ 4.8, 4.9

- Helen What _____ you _____ (do) this evening, Harry?
 Harry Nothing really. I _____ (stay) at home.
 Helen Well, Pam and I _____ (go) bowling. Do you want to come?
 Harry Yes, please. What time _____ you _____ (go)?
 Helen Pam _____ (work) at the café this afternoon, so I _____ (meet) her when she finishes work at six o'clock.
 Harry OK, see you at the café at six.

Present continuous 4B

4.1

Affirmative	Negative
I'm eating.	I'm not eating.
You're eating.	You're not eating.
He's/She's/It's eating.	He/She/It isn't eating.
We're/You're/They're eating.	We/You/They aren't eating.

Interrogative

Am I	eating?
Are you	
Is he/she/it	
Are we/you/they	

Short answers

Yes, I am. / No, I'm not.
Yes, she is. / No, she isn't.
Yes, we are. / No, we aren't.

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

drink	She is drinking.
work	They aren't working.
listen	Are you listening?

4.2

Spelling: *-ing* forms

We add *-ing* to the end of most verbs

play + *-ing* → *playing*

If the verb ends in a consonant + *-e*, we usually drop the *-e*, and add *-ing*.

dance -e + *-ing* → *dancing*

If the verb ends in a short vowel + consonant, we double the consonant and add *-ing*.

swim + m + *-ing* → *swimming*

4.3

We use the present continuous:

- for something that is happening now.
Mum's in the kitchen. She's cooking dinner.
- for arrangements in the future.
We're going to the cinema this evening.

can 4D

4.4

Affirmative

I/You/We/They/He/She/It can dance.

Negative

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

The full form of *can't* is *cannot*.

Interrogative

Can I/you/we/they/he/she/it dance?

Short answers

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

We use the short form *can't* in short answers.

4.5

We use *can* to:

- talk about ability:
I can dance. Pete can't cook. Can you play the guitar? Yes, I can.
- make requests.
Can you come to my party?

Adverbs 4D

4.6

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

slow → slowly careful → carefully easy → easily

Some adjectives don't change when we form adverbs.

fast high late low early hard

- The adverb from *good* is *well*.

4.7

We use adverbs with verbs to say how something happens.

It's raining hard. He sings badly.

Present continuous for future 4F

4.8

We can use the present continuous to talk about arrangements in the future. We include a future time reference: *this evening, tomorrow afternoon, next Sunday* etc.

Pete is going to the cinema on Saturday morning.

We're meeting at six o'clock this evening.

4.9

Sometimes there isn't a time expression when it's clear we are talking about the future.

'What are you doing this evening?' 'I'm staying in and watching TV.'

'What time are you going out?'

5B Comparative adjectives

1 Write the comparative form of the adjectives. → 5.1, 5.2

- | | |
|--------------|------------------|
| 1 high _____ | 5 friendly _____ |
| 2 easy _____ | 6 nice _____ |
| 3 big _____ | 7 tall _____ |
| 4 wet _____ | 8 late _____ |

2 Complete the sentences. Use the comparative forms of the adjectives in brackets. → 5.1, 5.2

- Are motorbikes _____ than cars? (noisy)
- Sue is _____ than Tina. (short)
- The Sahara Desert is _____ than the Gobi Desert. (wide)
- Is Paris _____ from Budapest than London? (far)
- Rome is _____ than Prague. (hot)
- John is _____ at maths than me. (good)
- Is Tom _____ than Michael? (heavy)
- Germany is _____ than France. (large)

3 Write your opinions. Use comparative forms of the adjectives. → 5.3, 5.4

- science / history / difficult
*Science is more difficult than history. or
History is more difficult than science.*
- Scarlett Johansson / Cameron Diaz / beautiful
- Wayne Rooney / Ronaldinho / famous
- lions / elephants / dangerous
- girls / boys / intelligent
- money / love / important
- Lord of the Rings* / *The Golden Compass* / exciting

5D Superlative adjectives

4 Complete the sentences with the superlative form of the adjectives. → 5.5, 5.6

- Tom's very quiet. He's the *quietest* boy in the class.
- Mount Everest is very high. It's _____ mountain in the world.
- I think geography is easy. It's _____ subject in school.
- It's very wet today. It's _____ day of the year.
- Rachel is very nice. She's _____ girl I know.
- Fred's exam results are bad. They're _____ results in the school.
- My friend Jake is very funny. He's _____ boy in the class.
- Neptune is very far away. It's _____ planet from the sun.

5 Write questions. Use the superlative form of the adjectives. Then give your opinion. → 5.7

- What / beautiful / place in the world?
*What's the most beautiful place in the world?
I think ... is the most beautiful place in the world.*
- Who / intelligent / person in your family?
- What / popular / food in your country?
- Who / famous / actor in your country?
- What / important / school subject?
- What / boring / sport?

6 Write sentences using comparative and superlative forms of the adjectives. → 5.1-5.7

- Natalie / old / Mary, but Sarah ...
Natalie is older than Mary, but Sarah is the oldest.
- France / hot / Britain, but Spain ...
- Harry / intelligent / Dave, but Robert ...
- Magazines / cheap / books, but newspapers ...
- History / interesting / science, but music ...
- Kate / friendly / Steve, but Wendy ...
- New York / large / London, but Tokyo ...
- The Simpsons* / good / *The Osbournes*, but *Friends* ...

5F would like

7 Choose the correct verbs. → 5.8

- 'Do you like / Would you like a coffee?' 'Yes, please.'
- 'Do you like / Would you like pizza?' 'No, I hate it.'
- 'Do you like / Would you like to come to my party?' 'Yes, please.'
- I'm thirsty. I like / I'd like a glass of water.
- 'I like / I'd like something to eat.' 'OK. Here's an apple.'
- 'Do you like / Would you like to come shopping with me?' 'No, thanks. I'm doing my homework.'

8 **SPEAKING** Work with a partner. Student A: Make offers and invitations with *would like*. Student B: Reply politely. → 5.8

- a cola
- come to the park
- a cake
- go to the football match
- a banana
- go for a walk
- a cup of tea
- borrow my bike

Would you like a cola?

Yes, please.

Would you like to come to the park?

No, thank you.

Comparative adjectives 5B

5.1

Short adjectives: spelling rules

We add *-er* to short adjectives to make the comparative form.

old → *older*

If the adjective ends in *-e*, we add *-r*.

large → *larger*

If the adjective ends in a vowel and a consonant, we double the consonant and add *-er*.

wet → *wetter*

If the adjective ends in *-y*, we change the *-y* into *-ier*.

dry → *drier*

5.2

Irregular adjectives

Some adjectives have irregular comparative forms.

good → *better*

bad → *worse*

far → *further*

5.3

Long adjectives

We use *more* for most long adjectives (adjectives with more than one syllable).

intelligent → *more intelligent*

5.4

than

We use *than* when we compare two things.

Africa is hotter than Europe.

We usually use the object pronoun after *than*. The subject pronoun sounds very formal.

She's shorter than me. ✓

She's shorter than I. ✗

but She's shorter than I am. ✓

Superlative adjectives 5D

5.5

Short adjectives: spelling rules

We add *-est* to short adjectives to make the superlative form.

old → *oldest*

If the adjectives ends in *-e*, we add *-st*.

large → *largest*

If the adjective ends in a vowel and a consonant, we double the consonant and add *-est*.

wet → *wettest*

If the adjective ends in *-y*, we change the *-y* into *-iest*.

dry → *driest*

5.6

Irregular adjectives

Some adjectives have irregular superlative forms.

good → *the best*

bad → *the worst*

far → *the furthest*

5.7

Long adjectives

We use *the most* for most long adjectives (adjectives with more than one syllable).

intelligent → *the most intelligent*

would like 5F

5.8

I'd like is a polite way of saying *I want*.

(*I'd like* = *I would like*)

I'd like the soup, please, then the chicken.

We'd like to buy tickets for the show, please.

We use *Would you like ...?* to make offers and invitations.

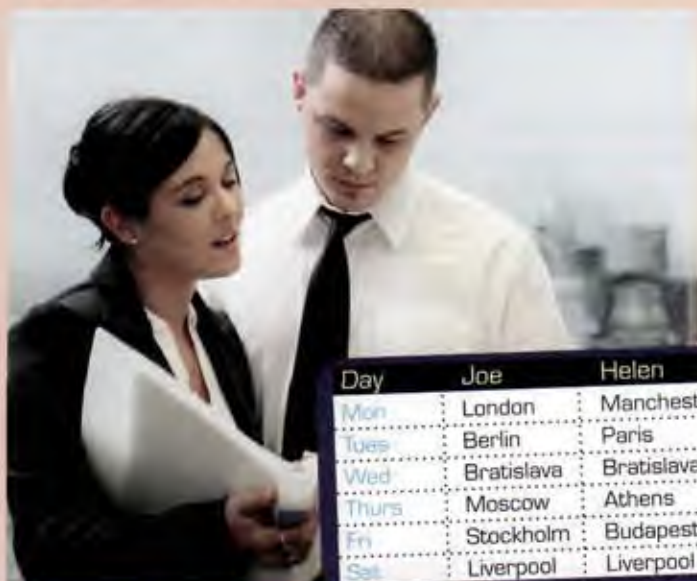
'Would you like a sandwich?' 'Yes, please.'

'Would you like to come to the cinema?' 'No, thank you.'

6B Past simple: *be* and *can*

1 Look at the calendar and write sentences about Helen and Joe. Use *be*, past simple (affirmative or negative). → 6.1

- Helen / Manchester / Monday
Helen was in Manchester on Monday.
- Joe and Helen / Bratislava / Wednesday
- Joe / Paris / Tuesday
- Helen / Liverpool / Saturday
- Joe / Moscow / Thursday
- Joe and Helen / Liverpool / Friday
- Helen / Budapest / Monday



2 Where were Joe and Helen last week? Complete the questions, then write answers. Use *be*, past simple. → 6.1

- Was Joe in London on Monday? Yes, he was.
- Where _____ Helen on Tuesday?
- _____ Helen in Budapest on Wednesday?
- _____ Joe in Stockholm on Saturday?
- _____ Joe and Helen in Bratislava on Thursday?
- Where _____ Helen and Joe on Wednesday?
- Where _____ Joe on Thursday?
- _____ Joe and Helen in Liverpool on Saturday?

3 Complete the sentences. Use *couldn't* and the verbs in the box. → 6.2

find finish go hear listen play sleep understand

- My dad _____ to work because he was ill.
- John _____ his pen. It wasn't in his schoolbag.
- Pam wasn't hungry – she _____ her lunch.
- I _____ Jan because I don't speak German.
- We _____ the teacher because the students were very noisy.
- Ian _____ to music because his CD player was broken.
- I was very tired but I _____.
- We _____ tennis because the weather was bad.

6D Past simple: affirmative (regular verbs)

4 Write the past simple forms. → 6.3, 6.4, 6.5

- | | |
|----------------|----------------|
| 1 phone _____ | 6 miss _____ |
| 2 answer _____ | 7 stop _____ |
| 3 listen _____ | 8 visit _____ |
| 4 hurry _____ | 9 travel _____ |
| 5 study _____ | 10 spot _____ |

5 Complete the sentences with verbs from exercise 4. → 6.3, 6.4, 6.5

- I was late so I _____ to school.
- My mum and dad _____ German at school.
- Dave and Neil _____ to music last night.
- 'Where are you?' she asked. 'In the post office,' he _____.
- Last summer we _____ Paris.
- The train _____ at the railway station.
- Robert _____ the bus so he walked to school.
- Joe _____ Sue, but she wasn't at home.

6 Rewrite the sentences using the past simple. → 6.3, 6.4, 6.5

- I walk to school every day.
- They agree to meet at six o'clock.
- Kevin jogs in the park before breakfast.
- Sue studies maths at school.
- The bus stops near the school.
- We arrive at school at quarter to nine.
- Jim watches television after dinner.
- Sally phones her boyfriend on her mobile.
- Fred helps his mum with the washing up.
- The football match starts at seven o'clock.
- We live in London.
- My dad works in Manchester.

6F I'll for offers

7 Complete the sentences. Use *I'll* and a verb from the box. → 6.6

answer buy carry make open send

- 'I'm hot.' '_____ the window.'
- 'My bag is very heavy.' '_____ for you.'
- 'We haven't got any milk.'
'I'm going to shops now. I _____ some.'
- 'I'm hungry.' '_____ a sandwich for you.'
- 'Have a good holiday!' 'Thanks. _____ you a postcard.'
- 'The phone is ringing.' '_____ it.'

Past simple: *be* and *can* 6B

6.1

The past simple of *be* is *was* or *were*.
wasn't = *was not*

Affirmative	Negative
I was ill.	I wasn't ill.
You were ill.	You weren't ill.
He/She/It was ill.	He/She/It wasn't ill.
We were ill.	We weren't ill.
You were ill.	You weren't ill.
They were ill.	They weren't ill.

Interrogative	Short answers
Was I ill?	Yes, I/he/she/it was. No, I/he/she/it wasn't.
Were you ill?	
Was he/she/it ill?	Yes, you/we/they were. No, you/we/they weren't.
Were we ill?	
Were you ill?	No, you/we/they weren't.
Were they ill?	

6.2

The past simple of *can* is *could*.
The forms of *could* are the same for all persons.
couldn't = *could not*

We use the infinitive without *to* after *could*.

Affirmative	Negative
I could read.	I couldn't read.
You could read.	You couldn't read.
He/She/It could read.	He/She/It couldn't read.
We could read.	We couldn't read.
You could read.	You couldn't read.
They could read.	They couldn't read.

Interrogative	Short answers
Could I read?	Yes, I/you/he/she/it/we/they could. No, I/you/he/she/it/we/they couldn't.
Could you read?	
Could he/she/it read?	No, I/you/he/she/it/we/they couldn't.
Could we read?	
Could you read?	No, I/you/he/she/it/we/they couldn't.
Could they read?	

Past simple: affirmative (regular verbs) 6D

6.3

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

Affirmative

I watched TV.
You watched TV.
He/She/It watched TV.
We watched TV.
You watched TV.
They watched TV.

6.4

Spelling: past simple form (affirmative) of regular verbs

Most verbs

play + *-ed* → *played*

Verbs ending in *-e*

dance + *-d* → *danced*

Verbs ending in a consonant and *-y*

hurry → *-ied* → *hurried*

Verbs ending in a short vowel and a consonant

double consonant + *-ed*

stop → *stopped*

6.5

We use the past simple for an action or event at a definite point in the past.

We played football yesterday afternoon.

I walked to school this morning.

I'll for offers 6F

6.6

We use *I'll* + the base form to make an offer.

'My homework is very difficult. I can't do it.'

'I'll help you.'

'I haven't got any money.'

'I'll lend you some.'

7B Past simple: irregular verbs

1 Are these verbs regular or irregular? Write R or I. Then write the past simple forms. → 7.1

- | | |
|---------------|---------------|
| 1 win _____ | 5 work _____ |
| 2 get _____ | 6 take _____ |
| 3 study _____ | 7 come _____ |
| 4 live _____ | 8 start _____ |

2 Draw lines to match the irregular past forms with their base forms. → 7.1

- | | |
|----------|----------|
| 1 become | a spent |
| 2 read | b wrote |
| 3 hear | c sent |
| 4 spend | d bought |
| 5 wear | e became |
| 6 write | f wore |
| 7 send | g heard |
| 8 buy | h read |

3 Complete the sentences with the past simple of the verbs in brackets. → 7.1, 7.2, 7.3



- He _____ to school this morning because he was late. (run)
- I _____ my dad a book for his birthday. (give)
- She _____ pizzas for dinner last night. (make)
- We _____ to the cinema last weekend. (go)
- They _____ their teacher in town yesterday. (see)
- My parents _____ on holiday last week. (be)
- I _____ hello to the girl next door when I left the house. (say)
- I had to take my new MP3 player back to the shop, because it _____ after a week. (break)
- This lesson _____ 10 minutes ago. (begin)
- I _____ the bus to school this morning. (catch)

7D Past simple: negative and questions

4 Put the words in the correct order to make negative sentences. → 7.4, 7.5

- last night / watch / didn't / TV / they
- win / he / a Nobel Prize / didn't
- you / see / I / didn't / at the party
- Harry / yesterday evening / tidy / didn't / his room
- forget / your birthday / didn't / I
- didn't / we / to school / yesterday / go
- study / at university / she / music / didn't
- a new sweatshirt / you / buy / didn't

5 Write negative sentences using the verbs in brackets. → 7.4, 7.5

- I didn't go to school yesterday. (go)
- I _____ any photos. (take)
- Dad _____ the washing this morning. (do)
- My friend _____ me an e-mail last week. (send)
- They _____ the match yesterday afternoon. (win)
- We _____ very hard last year. (work)
- I _____ dinner at home. (have)
- She _____ her name in the book. (write)
- He _____ President three years ago. (become)
- They _____ three months in Paris. (spend)
- I _____ my homework before dinner. (finish)

6 Write the words in the correct order to make questions about yesterday. → 7.4, 7.6, 7.7

- did / after school? / What / you / do
What did you do after school?
- get up? / did / What / you / time
- go / to / you / Did / school?
- rain / in the morning? / Did / it
- have / you / lunch? / Where / did
- watch / you / Did / television?
- go to bed? / time / What / you / did

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

What did you do after school? I went to the swimming pool.

8 Write the questions to match the answers. Start with the word in brackets. → 7.4, 7.6, 7.7

- I went to Germany. (Where)
Where did you go last summer?
- I went with my parents and some of our friends. (Who)
- Oh, the weather was lovely – warm and sunny. (What)
- Yes, we spent a week in Berlin. (Did)
- We went by car from home. (How)
- We spent about three weeks in Germany. (How long)
- Yes, the food was good. (What)
- Yes, I did! I learnt quite a few German expressions! (Did)

Past simple: irregular verbs 7B

7.1

Some verbs have irregular past simple (positive) forms. There are no spelling rules for these forms; you need to learn them as vocabulary. See the list in the Workbook.

go → went I went shopping yesterday.
spend → spent I spent all my money.

7.2

The affirmative form of the past simple is the same for all persons, singular and plural (*I, you, he, she, it, we, they*).

I saw a friend last night.

She saw a film.

They saw the accident.

Irregular verbs behave in the same way as regular verbs in negative sentences and questions. (See 7D below).

7.3

Remember that the past simple of *be* is *was / were*. It behaves differently from other verbs. (See Grammar Reference 6.)

Past simple: negative and interrogative 7D

7.4

Negative	Interrogative
I didn't watch.	Did I watch?
He/She/It didn't watch.	Did he/she/it watch?
We/You/They didn't watch.	Did we/you/they watch?
Full forms	Short answers
didn't = did not	Yes, I did. / No, I didn't.

The forms are the same for all persons, singular and plural (*I, you, he, she, it, we, they*).

7.5

In negative sentences, for both regular and irregular verbs, we use:

I, you, she, it, we, they + didn't + base form
(NOT the past simple form)

7.6

In questions, for regular and irregular verbs, we use:

Did + I, you, he, she, it, we, they + base form
(NOT the past simple form)

Did he have breakfast?

If there are time expressions, they usually go at the end of the question.

Did he go to the swimming pool **after school**?

Did you catch a bus to school **this morning**?

7.7

We can put a question word before *did* to ask for information.

What did you do last night?

Where did they go for their holiday?

8B Quantity

- 1 Write the plural form of these nouns if they are countable. If they are uncountable, write U. → 8.1

banana bananas

milk U

1 bacon _____

5 sausage _____

2 bread _____

6 water _____

3 apple _____

7 tomato _____

4 toast _____

8 carrot _____

- 2 Choose *some* or *any* with these uncountable nouns. → 8.2

- There's *some* / *any* toast on the table.
- I didn't have *some* / *any* coffee for breakfast this morning.
- Is there *some* / *any* milk?
- We need *some* / *any* bread.
- Have you got *some* / *any* money?
- You didn't buy *any* / *some* bacon.
- Let's have *any* / *some* tea.
- Is there *any* / *some* cheese?

- 3 Write *some* or *any* with these countable nouns. → 8.2

- There are _____ apples on the table.
- Have we got _____ eggs?
- John ate _____ chips.
- We didn't buy _____ sausages.
- Did you cook _____ carrots?
- We don't need _____ bananas.
- Are there _____ tomatoes?
- There aren't _____ sandwiches in my bag.

- 4 Complete the questions with *How much ...?* and *How many ...?*. → 8.1, 8.3

- _____ people live in your house?
- _____ time is there until the end of the school day?
- _____ lessons do you have a day?
- _____ money do you spend a day on snacks?
- _____ water do you usually drink in a day?
- _____ pages are there in this book?

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

8D Articles

- 5 Choose *a* or *an*. → 8.4, 8.5

- a* / *an* animal
- a* / *an* big onion
- a* / *an* university
- a* / *an* pizza
- a* / *an* American man
- a* / *an* young woman
- a* / *an* uncle
- a* / *an* hour

- 6 Write *a*, *an* or *the*. → 8.4, 8.5, 8.6



- I've got _____ cat and _____ dog. _____ cat's name is Lucky and _____ dog's name is Bouncer.
- I've got _____ brother and _____ a sister.
- We've got _____ maths exam and _____ English exam tomorrow. _____ maths exam is in _____ morning and _____ English exam is in _____ afternoon.
- I went into town this morning and bought _____ T-shirt and _____ jacket. _____ jacket was expensive but _____ T-shirt was cheap.
- Where are _____ sausages? I need _____ snack!
- I had _____ chicken sandwich and _____ banana for lunch. _____ sandwich was delicious, but _____ banana was horrible. Tomorrow I'm going to have _____ apple.
- 'We need _____ egg.'
'_____ eggs are in the fridge.'
- There's _____ man and _____ woman at the door. _____ man wants to talk to you.

- 7 Write *a*, *an*, *the* or *nothing*. → 8.7

- I want to play _____ football.
- Jack is listening to _____ radio.
- Let's go to _____ cinema.
- I'm thirsty. Can I have _____ drink, please?
- 'What time does your mum go to _____ work?'
'At seven o'clock in _____ evening. She works _____ night.'
- My brother broke his leg and had to go to _____ hospital.
- Dave plays _____ guitar and _____ piano.
- What time do you have _____ lunch?
- If you're hungry, have _____ sandwich.
- I went to _____ bed very late last night.

Quantity 8B

8.1

Countable and uncountable nouns

- Countable nouns are things that you can count. They have a singular and a plural form:
an orange two oranges
- Uncountable nouns are things that you can't count, you can only weigh or measure. They only have a singular form.
some bread I like cheese
- We use words like *bowl*, *glass*, etc. with uncountable nouns when we want to talk about quantity.
a bottle of milk a loaf of bread a kilo of cheese
a glass of lemonade

8.2

some and any

- We usually use *some* in affirmative sentences. We use it with plural nouns and uncountable nouns.
There are some apples on the table.
There's some bread on the shelf.
- We usually use *any* in negative sentences and questions. We use it with plural nouns and uncountable nouns.
He doesn't want any food.
Are there any bananas?

8.3

How much / many ...?

We use *How much...*? with uncountable nouns.

'How much milk have we got?' 'Two litres.'

We use *How many...*? with plural nouns.

'How many eggs do you need?' 'Six.'

Articles 8D

8.4

We use the indefinite article (*a* or *an*) with singular countable nouns only.

a restaurant a computer

We can use the definite article (*the*) with singular and plural countable nouns:

the restaurant the restaurants

and with uncountable nouns.

the cheese

8.5

We use *an* instead of *a* when the next word begins with a vowel sound. This means most words beginning with *a-*, *e-*, *i-*, *o-* and *u-* and a few words that begin with silent *h-*.

an apple an Italian restaurant an hour

Note: some words that begin with the letter *u-* do not start with a vowel sound, they start with a /y/ sound. We do not use *an* with these words.

a university a useful book a US soldier

8.6

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

There's a pizza in the fridge.

We use *the* when we mention it again.

We can have the pizza for dinner.

8.7

Some common expressions include an article and others do not. There are no rules – you have to learn them!

Expressions with no article

- play football, tennis, etc.
- watch television
- have breakfast, lunch, dinner
- go to bed, school, work, hospital, church, university
- at night

Expressions with an article

- play the piano, the guitar, etc.
- listen to the radio, see a film
- have a snack, a drink, a sandwich, etc.
- go to the theatre, the cinema, the doctor's
- during the day, in the morning, afternoon, evening

9B Present perfect: affirmative

- 1 Complete the sentences with the verbs in the box. Use the present perfect. (All the verbs are regular.) → 9.1, 9.2, 9.3

cook cycle decide land phone start study

- The lesson _____.
- We _____ to go to France on holiday.
- She _____ him three times, but he never answers.
- I'm really tired. I _____ ten miles today.
- We _____ nine units of this book.
- Please stay for dinner. My mum _____ a lot of food!
- The plane _____. Where are the passengers?

- 2 **PRONUNCIATION** Add the verbs to the chart. Write the past simple and past participle forms. → 9.4

know sell sleep think write

- | | | | | |
|---|-------|-----------|-----------|-------------|
| | grow | - grew | - grown | rhymes with |
| 1 | _____ | - _____ | - _____ | _____ |
| | bite | - bit | - bitten | rhymes with |
| 2 | _____ | - _____ | - _____ | _____ |
| | keep | - kept | - kept | rhymes with |
| 3 | _____ | - _____ | - _____ | _____ |
| | tell | - told | - told | rhymes with |
| 4 | _____ | - _____ | - _____ | _____ |
| | bring | - brought | - brought | rhymes with |
| 5 | _____ | - _____ | - _____ | _____ |

- 3 Complete the sentences. Use the verbs in brackets. Check the past participle forms in the irregular verbs list in the Workbook. → 9.1, 9.2, 9.4

- I _____ (see) that film three times.
- Matthew _____ (go) to the cinema for the evening.
- We _____ (leave) our suitcases on the coach.
- Italy _____ (win) the World Cup again.
- Jake and Sally _____ (eat) all the chocolate.
- Ann _____ (do) the shopping.
- Phil can't play tennis. He _____ (break) his arm.

- 4 Complete the sentences. Use the present perfect affirmative. → 9.1, 9.2, 9.3, 9.4

- 'Is Dave still here?'
'No, he _____ (go) home.
No, he's gone home.
- 'Is it raining?'
'No, it _____ (stop).'
- 'Are Oliver and Samantha here?'
'Yes, they _____ (arrive).'
- 'Do you want a drink?'
'No, thanks. I _____ (have) one.'
- 'Has Kate got her mobile with her?'
'Yes, she has. I _____ (speak) to her.'
- 'Is Daniel watching TV?'
'No, he _____ (finish).'

- 'Is that your bus over there?'
'Yes, it is. I _____ (miss) it!'
- 'Are you hungry?'
'No, I _____ (eat).'

- 5 Write replies with *just*. Use the present perfect affirmative. → 9.1, 9.2, 9.3, 9.4, 9.5

- Tidy your room!
I've just tidied it.
- Don't forget to phone Sam.
- When is George leaving?
- Let's watch this DVD.
- Do you want to read this book after me?
- Don't forget to write to your grandmother.
- Can you pack your suitcase, please?
- Don't forget to book the tickets.

9D Present perfect: negative and interrogative

- 6 Make the sentences negative. → 9.6

- Harry has had breakfast.
- I've lost my personal stereo.
- Rachel and I have spent all our money.
- You've eaten the apple.
- Vicky has taken the train to Leeds.
- Luke and Emily have visited Spain.
- I've done my homework.
- He's gone to New York by ship.

- 7 Write questions and short answers. Use the present perfect. → 9.6

- Tim / go to bed? *X*
Has Tim gone to bed? No, he hasn't.
- you / decide what to do? *✓*
- Robert / pack his bags? *X*
- Kate and David / write any postcards? *X*
- you / buy any CDs? *X*
- you and Tony / have lunch? *✓*
- Sarah / go to Edinburgh? *✓*

- 8 Ask and answer questions using the present perfect. Use the words in brackets in the answer. → 9.5, 9.6

- 1 do your homework (Yes, just)

Have you done your homework?

Yes, I've just done it.

- have breakfast? (No, yet)
- phone Joanna? (Yes, just)
- buy the new Anastacia CD? (Yes, already)
- find your keys? (No, yet)
- write to Ian? (Yes, already)
- change the holiday money? (Yes, already)
- see my new scooter? (No, yet)

Past perfect: affirmative 9B

9.1

Affirmative

I've finished.
 You've finished.
 He/She/It's finished.
 We've finished.
 You've finished.
 They've finished.

Full forms

I've = I have
 she's = she has

We form the present perfect with the auxiliary verb *have* and the past participle.

9.2

We use the present perfect to talk about past events that have a result in the present, for example, recent events and news.

Did you hear? Mandy has passed all her exams.

9.3

The past participle of regular verbs is the same as the past simple.

walked cooked studied stopped

9.4

There aren't any rules for the past participles of irregular verbs. Sometimes they are same as the past simple form, sometimes they are different.

have → had → had

go → went → gone

For a list of irregular verbs, see the list in the Workbook.

9.5

We use *just* with the present perfect affirmative to talk about very recent events.

I'm not hungry. I've just eaten.

We use *already* with the present perfect affirmative to say that something has happened earlier than expected.

I've already packed for the trip.

Present perfect: negative and interrogative 9D

9.6

Negative

I haven't finished.
 You haven't finished.
 He/She/It hasn't finished.
 We haven't finished.
 You haven't finished.
 They haven't finished.

Full forms

haven't = have not
 hasn't = has not

Interrogative

Have I finished yet?
 Have you finished yet?
 Has he/she/finished yet?
 Have we finished yet?
 Have you finished yet?
 Have they finished yet?

Short answers

Yes, I have. / No, I haven't.
 Yes, she has. / No, she hasn't.

We form the negative with *haven't* or *hasn't* and the past participle.

We form the interrogative with *have* or *has* + subject + past participle.

We use *yet* with the present perfect interrogative to ask if something expected has happened.

Have you packed your suitcase yet?

We use *yet* with the present perfect negative to say that something expected hasn't happened.

Jim hasn't even started his revision yet.

10B going to

1 Write sentences with *going to*, affirmative. → 10.1, 10.2

- 1 she / have lunch in town *She's going to have lunch in town.*
- 2 we / play tennis next Saturday
- 3 I / surf the Internet this evening
- 4 they / visit their grandparents next month
- 5 you / meet me at the café
- 6 we / see a film this evening
- 7 Pete and Sue / study maths at university
- 8 I / watch TV this evening

2 Make the sentences in exercise 1 negative. → 10.1, 10.2

She isn't going to have lunch in town.

3 Complete the conversation. Write questions with *going to*. → 10.1, 10.2

Dave What / you / do on Friday evening?

What are you going to do on Friday evening?

Sally I'm going to go to the cinema.

Dave What film / you / see?

1

Sally The new Uma Thurman film.

Dave Who / you / go with?

2

Sally Mark and Jane.

Dave How / you / get there?

3

Sally By bus.

Dave What / you / do after the film?

4

Sally We're going to go for a pizza.

Dave What time / you / arrive home?

5

Sally At about 11 o'clock.

4 SPEAKING Work in pairs. Ask and answer questions. → 10.1, 10.2

- 1 What are you going to do this evening?
- 2 What are going to do next weekend?
- 3 Where are you going to go in the summer holidays?

10D will

5 Complete the predictions about Robert's future. Use *will* or *won't*. → 10.3, 10.4

Your future

Home: London

Family: wife, no children

Job: computer programmer

Hobby: skiing

Pets: a cat

- 1 He _____ live in France.
- 2 He _____ live in Britain.
- 3 He _____ get married.
- 4 He _____ have children.
- 5 He _____ be a chef.
- 6 He _____ work with computers.
- 7 He _____ go skiing.
- 8 He _____ have a pet.

6 SPEAKING Work in pairs. Ask and answer questions about your future. → 10.3, 10.4

- 1 where / you / live when you're 25?
Where will you live when you're 25?
- 2 who / live with?
- 3 where / you / work?
- 4 what job / you / do?
- 5 how many children / you / have?
- 6 what car / you / drive?
- 7 you / have any pets?

10F should

7 Look at the pictures. Complete the sentences with *should* or *shouldn't*. → 10.5, 10.6



1 He _____ go in the sun today.



2 She _____ take an umbrella.



3 He _____ stand up.



4 She _____ drink it.



5 He _____ park there.

going to 10B

10.1

We form *going to* with the present simple of *be* + *going to* + the base form of the verb.

Affirmative		
I'm	going to	sleep.
You're		
He's/She's/It's		
We're		
You're		
They're		

Full forms		
I am, he/she/it is, we/you/they are		

Negative		
I'm not	going to	sleep.
You aren't		
He/She/It isn't		
We aren't		
You aren't		
They aren't		

Full forms		
I am not, he/she/it is not, we/you/they are not		

Interrogative		
Am I	going to	sleep?
Are you		
Is he/she/it		
Are we		
Are you		
Are they		

10.2

We use *going to* to talk about plans for the future.

I'm going to get a job next year.

He isn't going to work in the holidays.

Are you going to play football on Saturday?

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

will 10D

10.3

We form this tense with *will* + the base form of the verb. The form is the same for all persons.

Affirmative		
I'll/You'll/He'll/She'll/It'll	go to London.	
We'll/You'll/They'll		

Full forms		
I/he/she/it/we/you/they will		

Negative		
I/You/He/She/It won't	go to London.	
We/You/They won't		

Full forms		
I/he/she/it/we/you/they will not		

Interrogative		
Will I/you/he/she/it	go to London?	
Will we/you/they		

10.4

We use *will* to:

- to talk about the future.
I'll be at home at seven o'clock.
I won't leave school until I'm 16.
The sun will rise at 5.30 tomorrow morning.
- to make predictions.
They won't get married.
Will you live in this town all your life?

should 10F

10.5

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

Affirmative		
I/You/He/She/It should	work now.	
We/You/They should		

Negative		
I/You/He/She/It shouldn't	work now.	
We/You/They shouldn't		

Interrogative		
Should I/you/he/she/it	work now?	
Should we/you/they		

10.6

We use *should* to give advice.

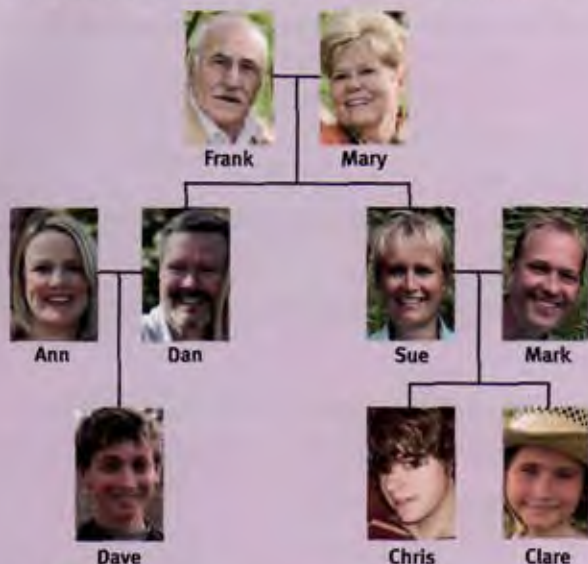
It's cold. You should wear a coat.

You shouldn't copy your friend's homework.

VOCABULARY BUILDER 1

PART 1

1 Look at the family tree and complete the sentences.



- Chris is Clare's _____.
- Mary is Dave's _____.
- Clare is Dan's _____.
- Frank is Mary's _____.
- Ann is Chris and Clare's _____.
- Chris is Frank's _____.
- Dave is Sue's _____.
- Clare and Chris are Dave's _____.

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

- Have you got brothers and sisters?
- Have you got cousins?
- Have you got uncles and aunts?
- Have you got grandparents?

3 Write sentences about your partner's family. Use your notes from exercise 2.

Milan has got a brother and two sisters.
He hasn't got uncles or aunts.

4 Rewrite the sentences. Use the words in brackets and possessive 's.

- This is his bike. (David)
This is David's bike.
- Where is their computer? (my parents)
Where is my parents' computer?
- That's her skateboard. (Jane)
- John is at their house. (his cousins)
- Have you got his MP3 player? (Mark)
- Its ball is under the tree. (the dog)
- What's her phone number? (Maria)
- Where are their books? (the students)
- These are his pens. (Peter)
- That's their house. (my grandparents)

PART 2

Plural forms of nouns

LEARN THIS!

- To make most nouns plural we add -s.
cousin → *cousins* nose → ¹ _____
- If the noun ends with -s, -sh, -ch, -z or -x, we add -es.
bus → *buses* dish → *dishes* watch → ² _____
box → ³ _____
- If the noun ends with -o, we add -s, or sometimes -es. (Check in your dictionary.)
photo → *photos* video → ⁴ _____
BUT potato → *potatoes* tomato → ⁵ _____
- If the noun ends with -y, we change the -y to -ies.
family → *families* story → ⁶ _____
- If the noun ends with -f or -fe, we change them to -ves.
wife → *wives* leaf → ⁷ _____

5 Study the information above. Write the missing plural forms.

6 Draw lines to match the singular nouns in box A with their irregular plural forms in box B.

A	B
foot	women
tooth	children
child	feet
person	men
man	teeth
woman	people

7 Underline the plural nouns in these sentences. Then write the singular forms.

- The leaves on the trees are yellow and brown.
leaf tree
- These potatoes and tomatoes are delicious!
- Where are those men and women from?
- She's got big eyes and beautiful, white teeth.
- The children's dictionaries are in the classroom.
- Have you got nephews and nieces?
- The glasses are on the shelves in the kitchen.

8 Complete the sentences with the plural form of the nouns.

- They've got two young _____ (baby).
- My _____ are very small. (foot)
- She's got two _____ (watch).
- Where are my _____ (key)?
- What's in your _____ (sandwich)?
- Be careful! Those _____ (knife) are sharp!
- They've got two _____ (child).



VOCABULARY BUILDER 2

PART 1

1 Label the photos with the words in the box.

cycling dancing fashion football
gymnastics jogging



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____

2 Complete the sentences with the words in the box.

basketball books chess films music
photography rollerblading swimming

- 1 I really like _____ - especially in the sea.
- 2 I'm interested in _____. My favourite band is Kaiser Chiefs.
- 3 I love _____. I go to the cinema every weekend.
- 4 I really like _____. I don't play it, but I watch games on TV.
- 5 My hobby is _____. I've got a new camera.
- 6 I love _____. My favourite writer is Stephen King.
- 7 I really love _____ in the park with my friends.
- 8 I love _____. I play against my dad. I also play against other people on the Internet.

3 Write three sentences like the ones in exercise 2 about sports and hobbies. Don't include the name of the activity.

I'm interested in _____

I really like _____

I love _____

4 **SPEAKING** Work in pairs. Read your sentences to your partner. Can he/she guess the sports and hobbies?

PART 2

Verb + noun collocations

5 Read the information in the *Look out!* box. Then complete the table with the sports in the box.

Look out!

With sports we normally use:

- **play** for team sports and ball sports;
- **go** for sports that end in -ing;
- **do** for other sports.

athletics basketball cycling football gymnastics
karate rollerblading swimming tennis

play	go	do
1	1	1
2	2	2
3	3	3

6 Work in pairs and add more sports to the chart in exercise 5.

7 Complete these verb + noun collocations with these words.

play a film a photo go for chess music read watch

verb	noun
1 _____	a book
take	2 _____
3 _____	computer games
watch	4 _____
5 _____	a walk
listen to	6 _____
7 _____	football on TV
play	8 _____

8 Complete the text with verbs from exercises 5 and 7.

Joel has got a lot of hobbies. He ¹ _____ chess at school and he also ² _____ rollerblading. After dinner, he ³ _____ for a walk and he ⁴ _____ to music every evening in his room. Joel loves sport. He ⁵ _____ athletics at school, and he ⁶ _____ football after school. On Saturdays, Joel and his friends ⁷ _____ swimming. On Sundays, they ⁸ _____ basketball in the park. On Sunday evenings, they sometimes ⁹ _____ a film.

9 How many more nouns can you add to these verbs?



1 read a magazine, ... 2 listen to 3 play 4 watch

VOCABULARY BUILDER 3

PART 1

- 1 Look at the timetable. What are the subjects? Write sentences.

Lesson 1 on Monday is Spanish.

	Monday	Tuesday
1 8:30		
2 9:15		
3 10:00		
10:45	Break	
4 10:25		
5 11:10		
11:55	Lunch	
6 12:55		
7 1:40		
8 2:25		

- 2 **SPEAKING** Work in pairs. Look at the timetable in exercise 1. Ask and answer about the lessons.

When's the French lesson?

It's at ten past eleven on Monday.

What time does the music lesson finish?

At ten o'clock.

PART 2

In the classroom; prepositions of place

- 3 **1.55** Match the things in the classroom with the words in the box. Listen, check and repeat.

bin blind board books CDs chair CD player clock computer cupboard desk noticeboard plant poster shelves table TV window



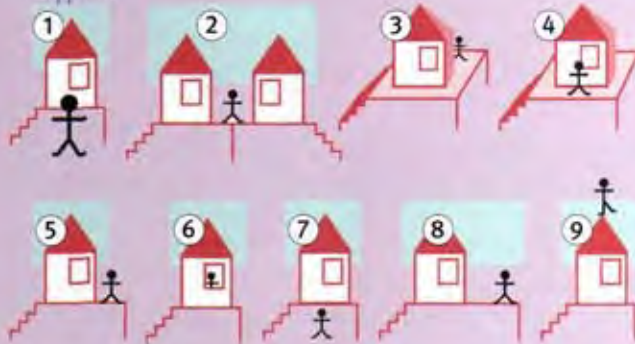
- 4 Which of the things have you got in your classroom? Write sentences with *have got* and *haven't got*.

We've got four windows. We haven't got a ...

- 5 **1.56** Match the pictures with the words in the box. Listen, check and repeat.

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

1 opposite



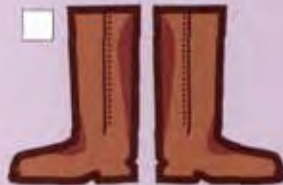
- 6 **SPEAKING** Ask and answer questions about the picture in exercise 3. Then ask and answer questions about your classroom.

Where's the noticeboard?

It's opposite the window. Where's the ...

PART 1

- 1 2.05 Listen. Write the correct number next to each picture.



- 2 Now label the pictures in exercise 1.

1 blue top

- 3 What are you wearing now? Write a list.

- 4 Write five sentences about clothes that you've got at home.

I've got a black jacket.

I've got ...

PART 2

Adjectives: opposites

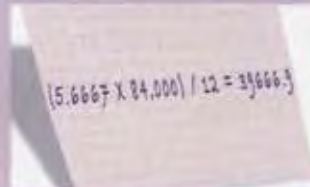
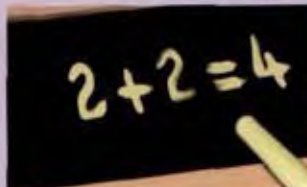
- 5 Match each adjective in the box with its opposite (1–11).

beautiful big cheap difficult early good
hot loud old slow young

- | | |
|---------------|-------------------|
| 1 old _____ | 7 easy _____ |
| 2 fast _____ | 8 cold _____ |
| 3 bad _____ | 9 expensive _____ |
| 4 quiet _____ | 10 ugly _____ |
| 5 small _____ | 11 late _____ |
| 6 new _____ | |

- 6 Which adjectives in exercise 5 can you use to describe clothes? Give examples.

- 7 Match the pictures with adjectives from exercise 5.



- 8 Think of two nouns to go with each of these adjectives.

big bad good ugly beautiful small
new loud quiet old

a big garden a big ...

VOCABULARY BUILDER 5

PART 1

1 Complete the geographical features. Use *a, e, i, o, and u*.

- | | |
|-------------|-------------------|
| 1 h _ ll | 6 v _ ll _ y |
| 2 l _ k _ | 7 _ sl _ nd |
| 3 r _ v _ r | 8 w _ t _ rf _ ll |
| 4 b _ _ ch | 9 f _ r _ st |
| 5 s _ _ | 10 d _ s _ rt |

2 Complete the names of the continents on the map.



- | | |
|-------------------|-----------|
| 1 N _ _ _ A _ _ _ | 4 A _ _ _ |
| 2 S _ _ _ A _ _ _ | 5 A _ _ _ |
| 3 E _ _ _ | 6 A _ _ _ |

3 Which continent are these countries in?

- | | |
|----------------------------------|-------------|
| 1 China <i>China is in Asia.</i> | 5 Nigeria |
| 2 Spain | 6 India |
| 3 Brazil | 7 Argentina |
| 4 Canada | 8 Finland |

PART 2

Adjectives for measurement

LEARN THIS!

- We can use **How** with adjectives to ask about measurements.
How old are you? How tall is that building?
How long is the film? How big is your garden?
- To talk about size and age we can use **deep, high, long, wide, tall** and **old**. We put the adjective after the measurement.
I'm 16 years old.
- We use **tall** for people, trees and buildings. We use **high** for mountains.
Mount Everest is 8,850 metres high.

4 Read the *Learn this!* box. Write questions about the things in the pictures. Use the adjectives in the box.



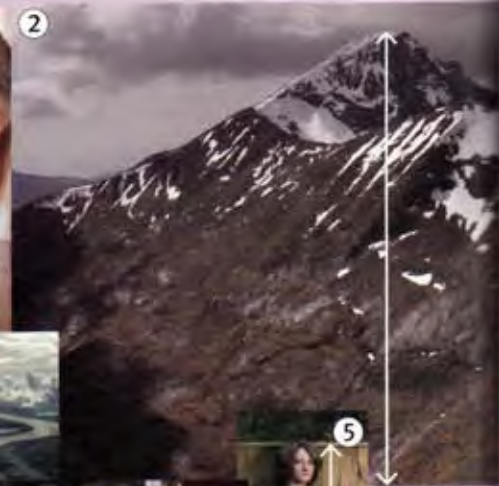
deep wide long

old tall heavy

How ... is the lake?

5 Complete the sentences with the adjectives in the box.

high long old tall wide



- She's four years _____.
- Ben Nevis is 1,344 metres _____.
- The river is one kilometre _____.
- The car is three metres _____.
- The girl is one metre 50 centimetres _____.

6 **SPEAKING** Ask and answer. Use adjectives from the *Learn this!* box in the answers.

- How old are you?
- How tall are you?
- How wide is your desk?
- How long is this lesson?
- How big is your classroom?

How old are you?

I'm ... years old.

PART 1

1 Match 1–8 with a–h to make places in town.

- | | |
|-----------------------|-----------|
| 1 art | a station |
| 2 bus | b office |
| 3 car | c station |
| 4 post | d gallery |
| 5 railway | e hall |
| 6 tourist information | f station |
| 7 town | g park |
| 8 police | h office |

2 Match the places in exercise 1 with the pictures.



3 Choose the correct words.

- I'm going to the **library** / **post office** to borrow a book.
- I always go to **church** / **the railway station** on Sunday morning.
- There are some beautiful paintings at the **theatre** / **art gallery**.
- I'm going for a walk in the **town hall** / **park**.
- 'Where's the car?'
'It's in the **car park** / **bus station** in the centre of town.'
- Tom needs some stamps. He's going to the **church** / **post office**.
- 'Do you want to see a film?'
'No, let's go and see a play at the **theatre** / **cinema**.'
- You can see lots of interesting old things at the **bus station** / **museum**.

4 **SPEAKING** Work in pairs. Which of these places are there in your town? Ask and answer questions.

art gallery bank bus station car park cinema
church library museum park police station
post office railway station theatre
tourist information office town hall

Is there an art gallery?

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

PART 2

Words that go together

5 Match each verb in A with the words in B.

A	B	A	B
catch	a car	go to	a boat trip
go	a museum	have	a night club
park	a pizza	pay for	a ticket
visit	a train	speak to	a friend
order	for a walk	take	a good time

6 Complete the sentences with a phrase from exercise 5. Use the correct form of the verb.

- 'I'd like to _____, please.' 'Certainly. Would you like tomato and cheese, or ham?'
- John always _____ in town on Friday evenings and dances until two a.m.
- Let's _____ on the river.
- We can _____ to London, or we can go by car.
- Let's _____ in the park. We can take the dog.
- You can't _____ in the town centre. You have to use the car park near the station.
- Sarah is on the phone. She's _____.
- 'Here's a postcard from Kate.' 'Is she _____?' 'No, she isn't. She wants to come home.'

7 Complete the sentences with the prepositions in the box.

at at for for from from of in
in to to with

- Thank you _____ the lovely present.
- Do you like listening _____ music?
- I'm tired. I'm going _____ bed.
- I usually get up _____ seven o'clock.
- 'Where's Dan?' 'He's _____ home.'
- I've got a letter _____ my uncle in Australia.
- There are a lot _____ car parks in the town centre.
- We live _____ a small flat.
- Don't walk so fast! Wait _____ me!
- Peter is going out _____ some friends this evening.
- My birthday is _____ December.
- 'Where are you _____?' 'Canada.'

PART 1

- 1 Ask and answer questions about these cities. Use the countries in the box.

Austria Brazil China Japan the USA

Where's New York?

It's in ...

- | | |
|------------|------------------|
| 1 New York | 4 Rio de Janeiro |
| 2 Beijing | 5 Vienna |
| 3 Tokyo | |

- 2 Complete the names of these European countries.

Country		Capital
1 Slovakia		Bratislava
2 I _ _ _ _		Rome
3 H _ _ _ _ _		Budapest
4 F _ _ _ _		Paris
5 S _ _ _ _		Madrid
6 U _ _ _ _ _		Kiev
7 the C _ _ _ _ R _ _ _ _ _		Prague
8 G _ _ _ _ _		Berlin

- 3 **SPEAKING** In pairs, ask and answer about the capitals of the countries in exercise 2.

What's the capital of Spain?

It's Madrid.

- 4 Put the nationalities in the correct columns.

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

1 -an	American				
2 -ish	British				
3 -ese					
4 other					

Look out!

We usually use *British* as the nationality adjective for the UK. We use *English* when we are talking about England only, *Scottish* for Scotland only, *Welsh* for Wales only, and *Northern Irish* for Northern Ireland only.

- 5 What are the nationalities of these people?



- 1 Kylie Minogue is from Australia.
Kylie Minogue is Australian.
2 Rafael Nadal is from Spain.
3 Brad Pitt is from the USA.
4 Prince Charles is from Britain.
5 Thierry Henry is from France.
6 Gary Kasparov is from Russia.

PART 2

make, do, have and take

- 6 Complete the chart with *do, have, make and take*.

1 _____	lunch/breakfast/dinner a dream an English lesson
2 _____	a photo an exam a bus/train/taxi
3 _____	homework housework history/maths, etc. at school
4 _____	friends a phone call a speech

- 7 Complete the sentences with verbs or nouns from exercise 6.

- 1 Can I borrow your phone? I need to make a _____.
2 Do you _____ Russian at school?
3 'Where do you usually have _____?' 'At home.'
4 I always walk to school. I never _____ a bus.
5 All students have to take an _____ at the end of the school year.
6 I can't go out. I have to do my _____.
7 I often _____ a dream about flying.
8 Sometimes it isn't easy to make _____ at a new school.

PART 1

1 Match three of the breakfasts with the orders.



1 cheese, ham, bread, coffee,
an apple, orange juice
breakfast ☐

2 bacon, eggs, bread, cheese, coffee,
banana, orange juice
breakfast ☐

3 cereal, milk, egg, ham, toast,
hot chocolate, water
breakfast ☐

2 Write an order for the other breakfast in exercise 1.

Look out!

We use a singular verb, e.g. *is*, with uncountable nouns.

3 Do you like these foods? Write a sentence for each one with *delicious*, *OK* or *horrible*.

apples bacon bananas cheese coffee
eggs ham hot chocolate jam milk
orange juice sausages tea toast tomatoes

Apples are delicious. / Apples are OK.
Bacon is delicious. / Bacon is horrible.

PART 2

Food categories

4 Add the food in the pictures to the correct categories (1–5).



1 fish and seafood

salmon

2 meat and poultry

beef

3 dairy products

cream

4 vegetables

carrots

5 fruit

lemons

5 3.10 Listen, repeat and check your answers.

6 Which words from Part 1 can you add to the categories?

7 **SPEAKING** Work in pairs. Find out your partner's favourite food in each category. Say if you agree or disagree.

What's your favourite fruit / vegetable / dairy product?

It's ...

I agree / disagree. ... is / are delicious / OK / horrible.

What's your favourite kind of fish or seafood / kind of meat or poultry?

It's ...

I agree / disagree. ... is / are delicious / OK / horrible.

PART 1

1 Label the pictures with the words in the box.

bicycle bus car motorbike plane ship
taxi train



2 Complete the means of transport. Use *a, e, i, o* and *u*.

- | | |
|----------------------|-------------------|
| 1 c _ _ ch | 5 sh _ p |
| 2 h _ l _ c _ pt _ r | 6 tr _ m |
| 3 l _ rry | 7 _ nd _ rgr _ nd |
| 4 sc _ _ t _ r | 8 v _ n |

3 3.24 Listen and identify the means of transport. Number the words in the box from 1–8.

bike ☐ helicopter ☐ lorry ☐ motorbike ☐
plane ☐ ship ☐ tram ☐ train ☐

4 Read the information. Then complete the sentences using a different verb or expression. Don't change the meaning.

- She never drives to the shops.
She never goes to the shops by car.
- In bad weather, I take the bus to school.
In bad weather I _____ to school _____.
- I always walk to the station.
I always _____ to the station _____.
- I usually go to school by bike.
I usually _____ to school.
- My dad usually goes to work by car.
My dad usually _____ to work.
- Do you go to school on foot?
Do you _____ to school?
- My mum drives me to the bus station.
My mum _____ me _____ to the bus station.

PART 2

Phrasal verbs

LEARN THIS!

Phrasal verbs

Phrasal verbs have two parts: a verb, and one or two prepositions.

get in
verb + preposition

get out of
verb + prepositions

Phrasal verbs are very common in English and very useful.

Look out!

- We use *get in* and *get out of* with *car* and *taxi*.
- We use *get on* and *get off* with *bus, train, tram, plane, ship, motorbike, scooter* and *bike*.

5 Read the information in the *Learn this!* and *Look out!* boxes. Match the phrasal verbs with the pictures.

get in get out of get off get on get back
slow down take off break down



6 What are the past simple forms of *get*, *take* and *break*? Check in the list of irregular verbs in the Workbook.

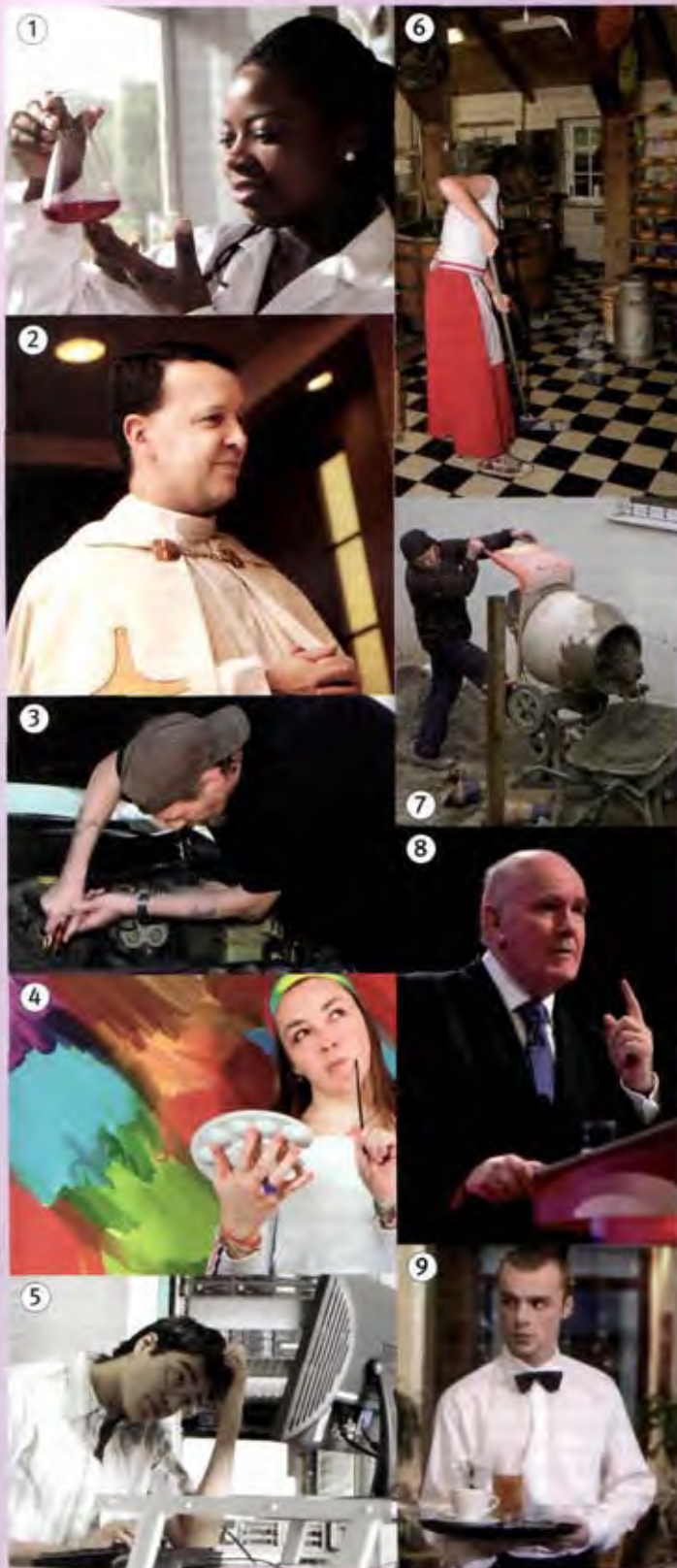
7 Read the *Look out!* box again. Complete the sentences with phrasal verbs from exercise 5. Use the past simple.

- Tom _____ the bus at the wrong bus stop, so he walked from there to school.
- The plane _____ and flew into the clouds.
- We called the mechanic when our car _____.
- David _____ the taxi and gave the driver the address of his hotel.
- The train _____ and then stopped at the station.
- 'What time did you come home last night?'
'I _____ at eleven o'clock.'
- She _____ her bike and cycled to the shops.
- Wendy _____ the car and went into the house.

PART 1

1 Match the photos with the words in the box.

artist builder cleaner computer programmer
mechanic politician priest scientist waiter



2 Match the sentences with the jobs in the box.

actor chef doctor engineer farmer
hairdresser shop assistant teacher

- 1 'I work in the kitchen of a big restaurant.' _____
- 2 'I've got lots of pigs and cows.' _____
- 3 'I work in a shop.' _____
- 4 'I cut people's hair.' _____
- 5 'I work in a school' _____
- 6 'I work in a theatre.' _____
- 7 'I help people when they are ill.' _____
- 8 'I build roads and bridges.' _____

3 **SPEAKING** Work in groups. Play 'What's my job?' Student A: Choose a job from exercise 1 on page 98. Don't tell the class. The rest of the class asks yes/no questions and tries to guess the job. Use the ideas in the box to help you.

work inside/outside help people sell things
make things earn a lot of money work in an office
work with your hands wear a uniform

Do you work outside?

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

PART 2

Suffixes: -er / -or and -ist

4 Read the information. Find more examples in exercise 1 on page 98.

LEARN THIS!

We add -er, -or or -ist to the end of words to make the names of the people who do the jobs.

-er driver singer
-or director visitor
-ist scientist journalist

5 Add -er, -or or -ist. Use a dictionary to help you.

- 1 football → football_____
- 2 guitar → guitar_____
- 3 translate → translat_____
- 4 tour → tour_____
- 5 dance → danc_____
- 6 reception → reception_____

6 Complete the sentences with words from exercises 4 and 5.

- 1 A _____ works in a hotel.
- 2 A _____ plays in a rock band.
- 3 A _____ understands more than one language.
- 4 A _____ visits interesting places on holiday.
- 5 A _____ performs in a theatre.
- 6 A _____ writes stories for a newspaper.
- 7 A _____ makes films and TV programmes.
- 8 A _____ plays the most popular game in the world!

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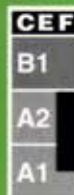
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