

BBC

# FOCUS 1

SECOND EDITION

STUDENT'S BOOK

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BIBLIOTEKA TECHNICZNA



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# 0.1

## IN CLASS

Grammar: Imperatives  
 Vocabulary: The alphabet  
 • classroom language

1 1.2 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

2 1.3 Complete the letters for the sounds in the table. Then listen, check and repeat.

/eɪ/	/i:/	/e/	/aɪ/	/u:/	/əʊ/	/ɑ:/
A, H	B, C	F, L	I	Q	O	R

3 1.4 Listen and choose the word you hear. Then listen again and repeat.

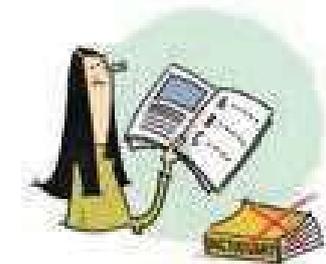
- |          |        |            |         |
|----------|--------|------------|---------|
| 1 a pin  | b pen  | 4 a poster | b pasta |
| 2 a book | b back | 5 a bin    | b pin   |
| 3 a disc | b desk |            |         |

4 Look at the classroom language poster. Translate the verbs in red.

### In the classroom



1 **Think** of a sport.  
**Tell** the group your idea.  
**Speak** English.



2 **Read** the text and **choose** the correct answers.  
**Don't use** a dictionary.



3 **Work** in pairs. **Ask** and **answer** the questions.



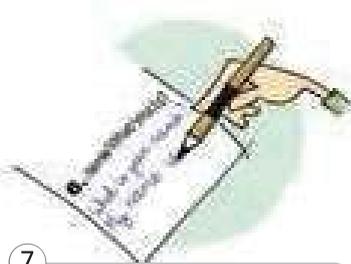
4 **Listen** to the conversation and **complete** the table.



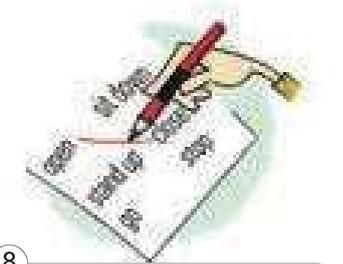
5 **Tick** (✓) / **Underline** the answers.



6 **Look** at the photos. **Don't look** at the board.



7 **Put** the words in the correct order. Then **write** the answers.



8 **Match** the words with opposite meanings. Then listen, **check** and **repeat**.

5 Read REMEMBER THIS. Find more examples in Exercise 4.

#### REMEMBER THIS

You use the imperative to give instructions.  
 ✓ **Use** a dictionary. ✗ **Don't use** a dictionary.

Grammar page 124

6 Make sentences with the correct form of the imperative.

- 1 ✓ work in groups of three / ✗ speak your language
- 2 ✗ use a pen / ✓ use a pencil
- 3 ✓ write in your notebooks / ✗ write in the book
- 4 ✗ talk / ✓ read the text
- 5 ✓ repeat the words / ✗ repeat the sentences

1 Work in groups of three.

7 Read REMEMBER THIS.

#### REMEMBER THIS

You use **let's** to make suggestions.

No, **let's** match the verbs with the photos first.

**Let's** read the text.



Grammar page 124

8 Complete the dialogues with **let's** and the verbs in the box.

(ask do finish listen read use)

- 1 A: I don't know this word. **Let's ask** the teacher.
- B: No, \_\_\_\_\_ a dictionary.
- 2 A: \_\_\_\_\_ Exercise 2 now.
- B: No, \_\_\_\_\_ Exercise 1 first!
- 3 A: \_\_\_\_\_ the dialogue.
- B: \_\_\_\_\_ to the dialogue before we read it. OK?

9 **SPEAKING** Take turns to make suggestions.

- A: **Let's go to the cinema today.**
- B: **Let's ...**

# 0.2

## I'M FROM ...

Grammar: to be • subject pronouns

Vocabulary: Numbers • countries and nationalities • age

# Caledonia School of English, Edinburgh

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We're students at the Caledonia School of English.



**Wolfgang** is 21. He's German. He's from Hamburg.



**Mei** is Chinese. She's 23. She's from Beijing.



**Andrew** isn't a student. He's a teacher. He's Scottish. He's 34 years old.



**Boris** and **Daria** are Russian. They're from St. Petersburg.



Teachers

I'm **Andrea**. I'm 19 years old. I'm Spanish. I'm from Valencia.

### 1 Write the numbers.

- 1 nineteen – 19                      3 twenty-three – \_\_\_\_\_  
 2 twenty-one – \_\_\_\_\_            4 thirty-four – \_\_\_\_\_

### 2 1.5 Go to page 140. Listen and repeat the cardinal numbers.

### 3 Read the website. Match the people in the photos with the countries.

- 1 Spain     2 Scotland     3 Germany     4 Russia     5 China

## WORD STORE 0.2 Countries and nationalities

### 4 1.6 Complete WORD STORE 0.2 with the names of nationalities. Then listen, check and repeat.

### 5 Complete REMEMBER THIS with the short forms. Use the website to help you.

### 6 SPEAKING Ask and answer the questions in pairs. Use the nationalities in the box.

- American    Brazilian    German  
 Swiss    Portuguese    Russian  
 Spanish

A: *What nationality is Penélope Cruz?*

B: *She's Spanish.*

- Penélope Cruz
- Paulo Coelho
- Cristiano Ronaldo
- Angela Merkel
- Garry Kasparov
- Roger Federer
- Dakota and Elle Fanning

### 7 SPEAKING Read REMEMBER THIS. Then ask and answer the questions in pairs.

### REMEMBER THIS

#### to be

I am = <sup>1</sup> _____	We are = <sup>5</sup> _____
You are = <sup>2</sup> <i>You're</i>	You are = You're
+ He is = <sup>3</sup> _____	They are = They're
She is = <sup>4</sup> _____	
It is = It's	
<hr/>	
I am not = I'm not	We are not = We're not = We aren't
You are not = You're not = You aren't	You are not = You're not = You aren't
- He is not = He's not = He isn't	They are not = They're not = They aren't
She is not = She's not = She isn't	
It is not = It's not = It isn't	
<hr/>	
Am I?	Yes, I am./No, I'm not.
<sup>6</sup> _____ you?	Yes, you are./No, you aren't.
? Is he/she/it?	Yes, he/she/it is./No, he/she/it isn't.
Are we/you/they?	Yes, we/you/they are./ No, we/you/they aren't.

### REMEMBER THIS

You can say: *I'm nineteen years old.* or *I'm nineteen.*

- How old are you?
- How old is your brother/sister?
- How old is your best friend?
- How old are your parents?

Grammar page 124

# 0.3

## FAVOURITES

Grammar: Demonstrative pronouns • plural nouns

Vocabulary: Colours • adjectives • objects

- 1 Match the words in the box with the colours. Think about other colours you know. Compare with a partner.

( black blue brown green grey  
orange pink purple red yellow )



- 2 Match adjectives in A with their opposites in B.

A ( beautiful big fantastic fast new ~~old~~ )

B ( old small slow terrible ugly young )

old – young

- 3 Look at the photos. Which four things do you think belong to Amy? Which belong to Mike? Make two lists.



Amy has got: a beanbag, ... Mike has got: ...

- 4 1.7 Listen and check which things belong to Amy.

- 5 1.7 Listen again and complete the sentences with the words in Exercise 3.

- This is my beanbag. It's old and brown. I love it!
- These are my \_\_\_\_\_. They're beautiful.
- That's my new \_\_\_\_\_ on the table over there. It's my favourite thing.
- Those are my \_\_\_\_\_ over there too. They're expensive. They are great.

- 6 1.8 Read REMEMBER THIS. Complete the sentences about Mike's things with *this*, *that*, *these* and *those*. Then listen and check.

### REMEMBER THIS

#### Singular demonstrative pronouns

**This** is my beanbag. It's old.



**That** is my watch. It's new.

#### Plural demonstrative pronouns

**These** are my holiday photos. They're great.



**Those** are my headphones. They're expensive.



### Grammar page 124

Look at <sup>1</sup>these comics. My favourite is Spider-Man. And <sup>2</sup>\_\_\_\_\_ is my favourite T-shirt. It's really old but I love it! <sup>3</sup>\_\_\_\_\_ are my sunglasses over there. They're cheap, but they're really cool. And <sup>4</sup>\_\_\_\_\_ is my skateboard under the sunglasses. It's expensive and it's really fast. It's great!

- 7 1.9 Complete the gaps with *it's* or *they're*. Then listen and check.

- Look at those posters over there! They're terrible.
- Listen to this CD. \_\_\_\_\_ fantastic.
- Are your headphones blue? No, \_\_\_\_\_ red.
- What is that over there? I think \_\_\_\_\_ a bicycle.
- Look at this skateboard. \_\_\_\_\_ really cool!
- These are my holiday photos. \_\_\_\_\_ great.

### REMEMBER THIS

You add *s/es* to make nouns plural.

skateboard → skateboards watch → watches

Some words don't have a singular form, e.g. sunglasses, headphones.

Some nouns have irregular plural forms:

man – men woman – women child – children

### Grammar page 124

- 8 **SPEAKING** Draw four things that are yours and two things that are not yours. Describe them to your partner. Can your partner guess which are not yours?

A: *These are my headphones. They're blue. That is my beanbag. It's big and heavy. This is my favourite comic. It's old.*

B: *I think 'the beanbag' is not your beanbag.*

A: *Wrong! It is my beanbag!*

# 0.4

## MY FAMILY

Grammar: Possessive adjectives

- possessive 's

Vocabulary: Family

1 Complete the table with the names of family members in the box. What other names of family members do you remember?

(brother cousin daughter ~~father~~ grandfather wife uncle)

♀	♂
mother/mum	1 <u>father</u> /dad
2 _____	son
sister	3 _____
4 _____	husband
aunt	5 _____
grandmother	6 _____
7 _____	cousin

2 Read the text and complete Lara's family tree with the correct names.

Hi, I'm Lara and this is my family tree. **My** sister's name is Suzanne. She's twenty years old. My brother's name is Damien, he's fourteen. **Our** parents' names are Elaine and Paul. My grandfather's name is Michael and my grandmother is Sarah. My mum's sister is Louise and **her** husband is Alex. **Their** children are my cousins, Fiona and Charles. We're a great family!

3 Complete REMEMBER THIS with the pronouns in blue in the text. Then complete the sentences in the cartoon.

### REMEMBER THIS

I	1 <u>my</u>
you	your
he	his
she	2 _____
it	its
we	3 _____
they	4 _____



Grammar page 125

4 **1.10** Complete the sentences. Then listen and check.

- Dave is good at music. That's **his** guitar.
- Is this \_\_\_\_\_ pen? Or is it Kate's pen?
- We love football. \_\_\_\_\_ favourite team is Arsenal.
- This skateboard is Marta's. It's a present from \_\_\_\_\_ parents.
- \_\_\_\_\_ brothers' names are Simon and Rob. They are fourteen and eighteen years old, but \_\_\_\_\_ birthday is on the same day!
- \_\_\_\_\_ favourite pop group is London Grammar. What's \_\_\_\_\_ favourite group?

5 Read REMEMBER THIS. Find more examples of the possessive 's in the text in Exercise 2.

### REMEMBER THIS

#### Possessive 's singular

My mum's sister is Louise.  
My dad's sisters aren't in the photo.  
Charles's dog is Rover.

#### Possessive 's plural

Our parents' names are Elaine and Paul.  
My grandparents' car is blue.

#### Note:

My mother's English. 's = is  
My mother's car is old. 's = possessive

### Grammar page 125

6 Choose the correct option.

- This is Pedro / **Pedro's** house. Pedro / Pedro's from Spain. Pedro / Pedro's mum is English and he / his dad is Spanish. He's / His from Madrid.
- My friends / friends' / friend's names are Lucy and Kevin. They / Their favourite sports are football and tennis. Kevin / Kevin's favourite sport is football and Lucy / Lucy's favourite sport is tennis. She / Her favourite tennis star is Roger Federer. My friends / friends' / friend's are crazy about sports.
- Lucy's / Lucys' father's from Ireland. Her / His mother's Brazilian. She's / She from Curitiba. His / Her name's Adriana. Adriana's / Adriana forty years old. She's / She my Maths teacher.

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

- What is your mum's name?
- What colour is your dad's car?
- What is your best friend's favourite band?
- What are your friends' favourite sports?
- Who are your cousins' favourite singers?
- What are your grandparents' names? What are their favourite colours?

# 0.5

## ABILITIES

Grammar: *can/can't*  
Vocabulary: Common verbs

1 In pairs, match the verbs in the box with the photos in the questionnaire in Exercise 5.

- (cook dance paint rollerblade sing)  
speak swim

2 1.11 Listen. Tick what Jon and Mia can do and cross what they can't do.

	rollerblade	speak a foreign language	sing	dance
Jon	✓			
Mia				

3 Complete the sentences with *can* or *can't*.  
Jon <sup>1</sup> can rollerblade. He <sup>2</sup> \_\_\_\_\_ speak a foreign language. He <sup>3</sup> \_\_\_\_\_ sing. He <sup>4</sup> \_\_\_\_\_ dance. Jon's sister, Mia, <sup>5</sup> \_\_\_\_\_ rollerblade too. She <sup>6</sup> \_\_\_\_\_ speak a foreign language. She <sup>7</sup> \_\_\_\_\_ sing. She <sup>8</sup> \_\_\_\_\_ dance.

4 Read REMEMBER THIS and complete the cartoon.

### REMEMBER THIS

You use *can* to talk about abilities.

- + I/You/He/She/We/They **can** sing.
- I/You/He/She/We/They **can't** sing.
- ? **Can** you sing?  
Yes, I **can**./No, I **can't**.



Grammar page 125

5 Do the questionnaire. Answer Yes, I can or No, I can't.

# WHAT CAN YOU DO?

1 Can you sing ?

2 Can you \_\_\_\_\_ ?

3 Can you \_\_\_\_\_ ?

4 Can you \_\_\_\_\_ ?

5 Can you \_\_\_\_\_ a foreign language?

6 Can you \_\_\_\_\_ ?

7 Can you \_\_\_\_\_ ?

6 **SPEAKING** In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.  
*Teresa can dance, but she can't paint. She ...*

7 Write five questions. Use the ideas in the box or your own ideas.

- (dance the tango draw comics play Halo  
run ten kilometres ski speak three languages  
swim a kilometre use the Internet)

*Can you run ten kilometres?*

8 **SPEAKING** In pairs, ask and answer your questions. Then tell the class about your partner.

- A: *Can you run ten kilometres?*
- B: *Yes, I can./No, I can't. Can you ...?*
- A: *Maria can run ten kilometres. She ...*

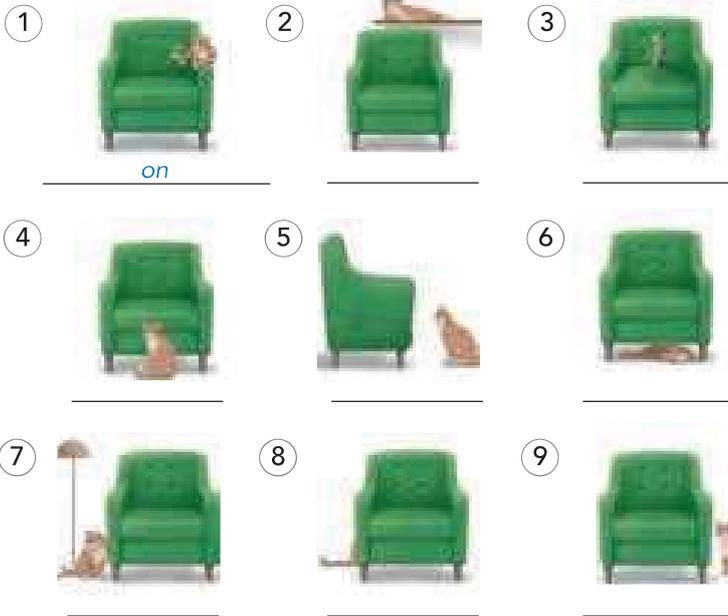
Grammar: Prepositions, *there is/there are*  
 Vocabulary: Rooms and furniture

1.12 WORD STORE 0.6 Rooms and furniture

1 Complete WORD STORE 0.6. Label the picture with the words in the box. Then listen, check and repeat.

2 Where is the cat? Label the pictures with the prepositions in the box.

above behind between in in front of next to on  
 opposite under



3 Mia and John work in the Upside-Down House. Read what they say about it. Can people live in this house? Why?/Why not?

# Upside Down

This house is in Germany. In the living room there's a big sofa, a table and a picture. There are two beds in the bedrooms, but you can't sleep in them! There's a big kitchen. In the kitchen there's a cooker, a fridge, a dishwasher, a table and chairs. In the bathroom there's a toilet, a bath and a shower, but you can't use them. Everything in the house is upside down!



4 Read REMEMBER THIS. Complete the cartoon with *there is* or *there are*.

REMEMBER THIS

Singular

*There is* a cooker in the kitchen.  
*There is* an armchair in the living room.  
*there is* = *there's*

Plural

*There are* four chairs in the kitchen.

1 \_\_\_\_\_ only one room in my house.



2 \_\_\_\_\_ one hundred rooms in my house!

Grammar page 125

5 Complete the text with *there is* or *there are*. Then read the text again and draw the room.

My bedroom is my favourite room in the house! It's small, but I love it. 1 There is a bed. Next to the bed 2 \_\_\_\_\_ a carpet. Opposite the bed 3 \_\_\_\_\_ two small wardrobes. Between the wardrobes 4 \_\_\_\_\_ a desk with a chair. 5 \_\_\_\_\_ two posters above the bed. 6 \_\_\_\_\_ a guitar under the bed. Under the window 7 \_\_\_\_\_ a small table. 8 \_\_\_\_\_ some CDs on the table and 9 \_\_\_\_\_ a CD player too.

6 **SPEAKING** Work in pairs and follow the instructions.

- 1 Draw a picture of your bedroom, but DON'T show your partner!
- 2 Describe your bedroom for your partner to draw. Then listen to your partner's description and draw his/her bedroom. Ask questions to help you, e.g. *Where is the bed? How many posters are there?*
- 3 Compare your drawings.

7 Write five sentences about your flat/house, four true and one false. Read your sentences to your partner. Can your partner guess which sentence is false?

*There are three rooms in my house/flat. There is a living room, ...*

# 0.7

## GADGETS

Grammar: *Have got*  
Vocabulary: Gadgets

1 **SPEAKING** Look at the photos. Which gadgets can you see? What is your favourite gadget? Discuss with a partner.

CD player digital camera e-book reader  
games console laptop memory stick  
mobile phone MP3 player smartphone  
tablet



*My favourite gadget is my tablet.*

2 **1.13** Listen to the dialogue. Are the statements true (T) or false (F)?

- 1 Ellen has got a new games console.
- 2 Ellen and her brother **haven't got** the same mobile phones.
- 3 Ellen's mobile phone **hasn't got** a good camera.
- 4 Ellen **has got** a computer and a laptop.
- 5 All the students in Ellen's class **have got** tablets.
- 6 Ellen hasn't got a favourite gadget.

3 Complete **REMEMBER THIS** with the words in blue in Exercise 2.

**REMEMBER THIS**

**have got**

**+** I/You/We/They **have got** a laptop.  
He/She/It <sup>1</sup> \_\_\_\_\_ a laptop.

---

**-** I/You/We/They <sup>2</sup> \_\_\_\_\_ a tablet.  
He/She/It **hasn't got** a tablet.

---

**?** **Have** I/you/we/they **got** a camera?  
Yes, I/you/we they **have**./  
No, I/you/we/they **haven't**.  
**Has** he/she/it **got** a camera?  
Yes, he/she/it **has**./No, he/she/it **hasn't**.  
**What** gadgets **have** you **got**?

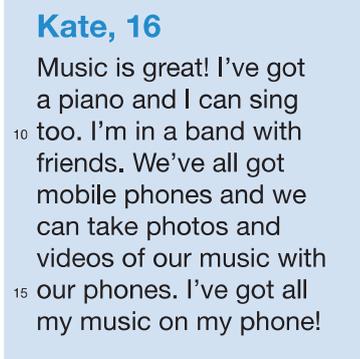
Grammar page 126

4 What gadgets have they got? Read about three people and complete the table.

	digital camera	smartphone	MP3 player	tablet	laptop
Phil	✓				
Kate					
Steve					



**Phil, 15**  
My hobby is photography. I've got a digital camera, and I can also use my smartphone to take photos. I've got all my photos on my laptop.



**Kate, 16**  
Music is great! I've got a piano and I can sing too. I'm in a band with friends. We've all got mobile phones and we can take photos and videos of our music with our phones. I've got all my music on my phone!



**Steve, 17**  
Skateboarding is my hobby! I've got a fantastic MP3 player, so I can listen to my favourite songs when I skateboard. I haven't got a laptop, but I can watch skateboarding videos and chat to my friends on my tablet.



5 Complete the sentences with the correct forms of *have got*.

- 1 Phil **has got** a digital camera, but he **hasn't got** a tablet.
- 2 Kate **hasn't got** an MP3 player, but she \_\_\_\_\_ a mobile phone.
- 3 Steve \_\_\_\_\_ a digital camera, but he \_\_\_\_\_ a tablet.
- 4 Phil and Kate \_\_\_\_\_ mobile phones, but they \_\_\_\_\_ tablets.
- 5 Steve \_\_\_\_\_ an MP3 player, but he \_\_\_\_\_ a laptop.
- 6 Phil \_\_\_\_\_ an MP3 player, but he \_\_\_\_\_ a laptop.

6 **SPEAKING** Find out what gadgets your partner has got. Ask and answer questions.

- A: *Have you got an MP3 player?*
- B: *Yes, I have./No, I haven't. Have you got ...*

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

*Tomek has got an MP3 player. He hasn't got a tablet.*

# 0.8

## TIMES AND DATES

**Vocabulary:** Days of the week • months and seasons • times • ordinal numbers

### 1 1.14 DAYS OF THE WEEK

Complete the names of the days of the week. and put them in the correct order. Then go to page 139, listen, check and repeat.

T\_ \_ \_day F\_ \_day Monday S\_ \_day Th\_ \_day  
S\_ \_ \_day W\_ \_ \_ \_day

### 2 1.15 MONTHS AND SEASONS

Listen and repeat the names of the months on page 139. Then match the months with the seasons in your country.

Spring: \_\_\_\_\_ Autumn: \_\_\_\_\_  
Summer: \_\_\_\_\_ Winter: \_\_\_\_\_

### 3 1.16 TELLING THE TIME

Look at the clocks. Listen and repeat the times.

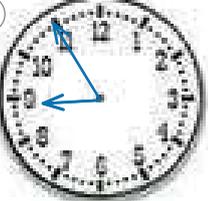
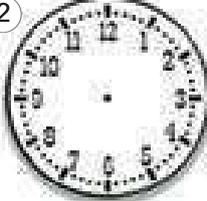
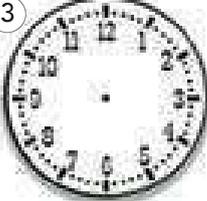
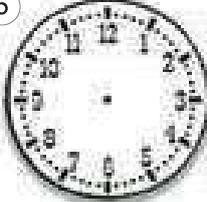
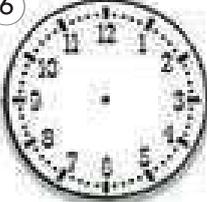
1  three o'clock	2  half past six	3  ten past four
4  quarter past seven	5  quarter to five	6  twenty to two

#### REMEMBER THIS

quarter to five = a quarter to five  
quarter past six = a quarter past six

### 4 1.17 What time is it? Listen and write the times.

1 8:55

1 	2 	3 
4 	5 	6 

### 5 1.18 ORDINAL NUMBERS

Listen and repeat the ordinal numbers.

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

### 6 1.19 Listen and choose the dates you hear.

- |                 |              |
|-----------------|--------------|
| 1 a 10 January  | b 1 January  |
| 2 a 6 March     | b 16 March   |
| 3 a 21 May      | b 20 May     |
| 4 a 12 December | b 2 December |
| 5 a 19 July     | b 9 July     |
| 6 a 30 August   | b 13 August  |
| 7 a 3 April     | b 23 April   |

### 7 1.20 Read REMEMBER THIS. Then listen and write the dates.

#### REMEMBER THIS

##### Days

You write: 6 January or 6th January  
You say: the sixth of January or January the sixth

##### Years

1863 – eighteen sixty-three  
1900 – nineteen hundred  
1603 – sixteen oh three  
2014 – two thousand and fourteen or twenty-fourteen

### 8 1.21 Say the dates. What are these dates famous for? Then listen and check.

### 9 SPEAKING Ask and answer the questions with a partner.

- 1 What's the date today?
- 2 When is your birthday?
- 3 When is your best friend's birthday?
- 4 When is the first day of the summer holidays?
- 5 When is Valentine's Day?
- 6 When is New Year's Day?
- 7 When is Halloween?

# 1

## Family and friends

*If you want a friend, be a friend.*

A proverb

**B B C**



LITTLE FOLK

 Watch the BBC video.  
For the worksheet, go to page 108.

## VOCABULARY

1.1

have, go and play • collocations • prepositions

*I can talk about hobbies and interests using simple language.*

### SHOW WHAT YOU KNOW

- 1 Think about free-time activities and write down as many as you can in one minute. Compare with other people in the class.  
*go to the cinema*  
*go for a walk*  
*listen to music*
- 2 Do the questionnaire. Which statements are true for you? Which activities are your favourite? Compare with a partner.



# Free Time Questionnaire



## Part 1

In my free time ...

- 1 I **go out** a lot.
- 2 I listen to music.
- 3 I **go to the cinema** or watch films at home.
- 4 I **play video games**.
- 5 I sometimes go for a walk.
- 6 I **play sports**.
- 7 I read books.
- 8 I **play the guitar/piano/drums/ ...**
- 9 I visit my family.
- 10 I **have fun** with my friends.

## Part 2

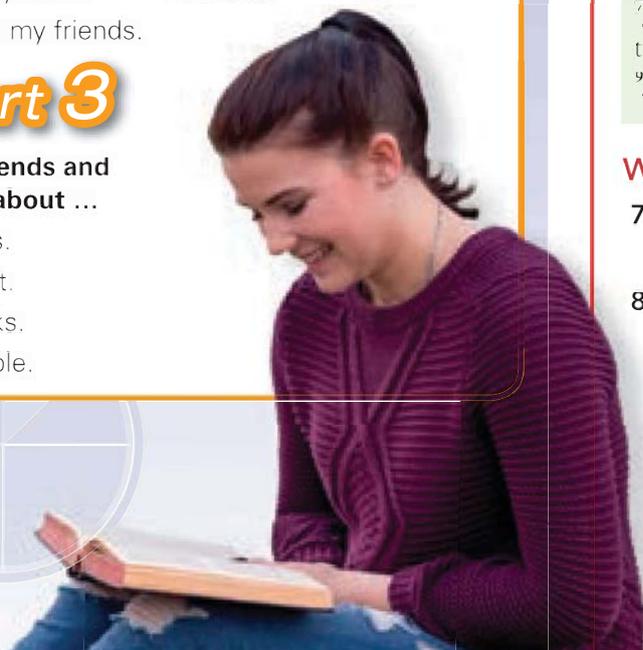
I spend a lot of time ...

- |                    |                   |
|--------------------|-------------------|
| 1 at home.         | 4 with my family. |
| 2 in my room.      | 5 alone.          |
| 3 with my friends. |                   |

## Part 3

My friends and I talk about ...

- 1 films.
- 2 sport.
- 3 books.
- 4 people.



## WORD STORE 1A *have, go and play*

- 3 1.22 Complete WORD STORE 1A with the verbs in red in the questionnaire. Then listen, check and repeat.
- 4 Use *have, go or play*. Then decide if the statements are true for you. Compare with a partner.
  - 1 I can play the piano.
  - 2 I \_\_\_\_\_ to parties every weekend.
  - 3 I \_\_\_\_\_ chess with my friends.
  - 4 I can \_\_\_\_\_ fun when I'm alone.
  - 5 I \_\_\_\_\_ shopping with my family at the weekend.
  - 6 I always \_\_\_\_\_ a party for my birthday.

## WORD STORE 1B *Collocations*

- 5 1.23 Complete WORD STORE 1B with the underlined verbs in the questionnaire. Then listen, check and repeat.
- 6 Use the verbs in WORD STORE 1A and 1B to complete the text. Is the way you spend your free time similar or different?

I'm Alefeya. I'm seventeen and I'm from Kolkata in East India.

I like to <sup>1</sup> spend my free time with my friends.

Traditionally in India, if you want to do that, you

<sup>2</sup> \_\_\_\_\_ your friends at home. That's

OK, you can talk or

<sup>3</sup> \_\_\_\_\_ video games together or

<sup>4</sup> \_\_\_\_\_ videos.

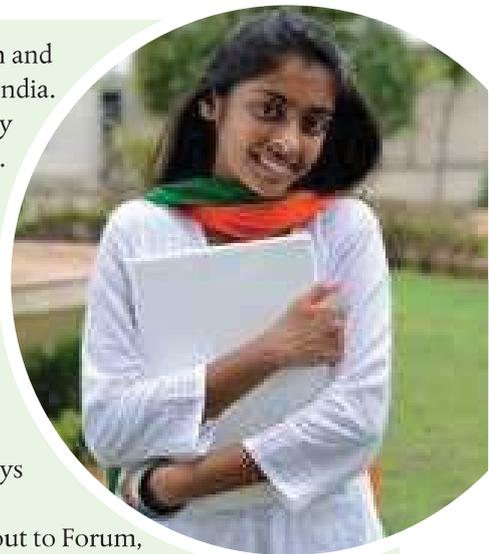
But your parents are always there. So my friends and

I prefer to <sup>5</sup> \_\_\_\_\_ out to Forum, which is a shopping centre in Kolkata.

There we can sit in a café, <sup>6</sup> cinema or \_\_\_\_\_ to the

just walk around. We always <sup>7</sup> \_\_\_\_\_ a good time. I also spend some of my free time alone. Then I usually <sup>8</sup> \_\_\_\_\_ books or

<sup>9</sup> \_\_\_\_\_ the piano.



## WORD STORE 1C *Prepositions*

- 7 1.24 Complete WORD STORE 1C with the prepositions in the box. Then listen, check and repeat.
- 8 **SPEAKING** Tell your partner about the things you do in your free time. Use the words and phrases in WORD STORE 1A, 1B and 1C.

*I spend time with ...*

*I/We play ...*

*We talk about ...*

# GRAMMAR

## 1.2

### Present Simple

*I can use the Present Simple with common adverbs of frequency.*

1 Read Jamie's blog. Are you like Ella or Jamie?

## My mate Ella and me



She reads news websites on her laptop every day. I **play** video games on my laptop every day. I **have** a dog. She **doesn't like** dogs. She **has** a cat. I **go** to the park with my dog every Saturday. She **goes** shopping with her friends. She **plays** the piano really well. I **don't play** a musical instrument. BUT we both like music and dancing. We're very different, but we spend a lot of time together.

2 Read the GRAMMAR FOCUS. Complete the examples using the verbs in blue in Exercise 1.

### GRAMMAR FOCUS 1

#### Present Simple

+	I/you/we/they	1 <u>play</u> video games.
		2 <u>has</u> a dog.
		3 <u>go</u> to the park.
	He/she	4 <u>plays</u> the piano.
		5 <u>has</u> a cat.
		6 <u>goes</u> shopping.
-	I/you/we/they	<b>don't play</b> a musical instrument.
	He/she	7 <u>like</u> dogs.

don't = do not, doesn't = does not

#### REMEMBER THIS

- Spelling rules for *he/she/it*:
- most verbs add -s: *play* → *plays*
  - verbs ending in -o, -sh, -ss, -ch, -x: add -es: *go* → *goes*; *relax* → *relaxes*
  - verbs ending in consonant + y: change y to *ies*: *study* → *studies*
  - the verb *have* is irregular: *have* → *has*

3 Complete the statements with the correct form of the verbs in brackets. Which statements are true for you?

- 1 I don't drink (not drink) coffee.
- 2 My sister has (have) a dance class every Monday.
- 3 My best friend doesn't play (not play) a musical instrument.
- 4 My brother and I watch (watch) DVDs together.
- 5 My mother goes (not go) shopping on Saturdays.
- 6 My uncle lives (live) in England.

4 **1.25** Listen to the verbs in the box. Decide which verbs belong to which group.

dances drinks goes helps **likes** loves  
plays reads relaxes studies watches

/s/	/z/	/ɪz/
<i>likes</i>		

5 **1.26** Listen, check and repeat.

6 **1.27** Listen to Jamie talking about how he and his friends spend their free time. Write how often they do these things.

100%					0%
<b>always</b>	<b>usually</b>	<b>often</b>	<b>sometimes</b>	<b>never</b>	



- 1 go out on weekdays never
- 2 have fun at the weekend \_\_\_\_\_
- 3 go rollerblading on Saturday afternoons \_\_\_\_\_
- 4 go dancing on Saturday night \_\_\_\_\_
- 5 watch music videos on Sundays \_\_\_\_\_
- 6 go to the cinema on Sundays \_\_\_\_\_

7 Complete the GRAMMAR FOCUS with *after* and *before*.

### GRAMMAR FOCUS 2

#### Adverbs of frequency

*I always get up early in the mornings. I am never late for school.*

The adverb (*always, often, never, etc.*) normally comes 1 before the verb. But it comes 2 after the verb to be.

8 Complete the statements to make them true for you. Use the correct form of the verbs in brackets and an adverb of frequency.

- 1 I (get up) early in the morning.
- 2 My grandmother (look) for information on the Internet.
- 3 I (be) late for school.
- 4 My best friend (play) video games before school in the morning.
- 5 My brother (watch) sports on TV.
- 6 My parents (go) shopping on Sundays.
- 7 My cousin (go) to parties at weekends.
- 8 My best friend (be) hungry.

*1 I always get up early in the morning.*

# 1.3

## LISTENING

Multiple choice  
*I can understand information about people's weekend routines.*

- SPEAKING** Talk about your typical weekend.
  - Are you always busy or do you prefer to relax?
  - Do you like to spend time at home or go out?
  - Do you have a weekend job at home?
- 1.28** Complete phrases 1–3 with the verbs in the box. Listen, check and repeat. Which person in the photos does each thing?  
 (coach take work)
  - \_\_\_\_\_ in a restaurant
  - \_\_\_\_\_ photos
  - \_\_\_\_\_ a football team
- 1.29** Read statements 1–3 and match them with Simon (S), Lena (L) or Mesut (M). Then listen and check.
  - I don't have time to relax **at the weekend**. I have to work.
  - In the evening**, I post the best photos **on Facebook**.
  - My weekends are busy with football.
- SPEAKING** Which person has the best weekend? Why?



Simon



Lena



Mesut

### EXAM FOCUS Multiple choice

- 1.29** Listen again. For questions 1–3, choose the correct answer, A, B or C.
  - When does Simon play football?
 

**A**

**B**

**C**
  - What does Lena do with her photographs?
 

**A**

**B**

**C**
  - What does Mesut do at the restaurant? **A**

**A**

**B**

**C**

### PRONUNCIATION FOCUS

- 1.30** In English the letter c is pronounced in different ways. Listen and repeat.
 

/k/	/s/	/tʃ/
describe	city	children
- 1.31** Listen and decide which group in Exercise 6 the words in the box belong to.
 

club coach exercise Facebook kitchen  
 picture place typical watch
- 1.32** Listen, check and repeat.

### WORD STORE 1D Prepositions and nouns

- 1.33** Look at the examples in green in Exercise 3. Complete WORD STORE 1D with *at*, *in* or *on*. Then listen, check and repeat.
- SPEAKING** Discuss your typical weekend.  
*Well, (on Friday evening/Saturday morning) I often ...  
 Then I ...*



# READING

Multiple choice

*I can understand a short simple description of someone's day.*

**1 SPEAKING** Tell your partner about your family.

*There are (five) of us at home: ...*

**2** Look at the pictures and read the first paragraph of the text. Who are the people in the pictures?

**3** Read the text. Who in Holly's family likes these things?

art cooking films sports  
TV series washing the dishes writing

### EXAM FOCUS Multiple choice

**4** Read the text again. For questions 1–6, choose the correct answer, A, B or C.

- Holly's brother Fred
  - likes sports.
  - wakes up his mum in the morning.
  - gets up with difficulty.
- In the afternoon, Holly DOESN'T go
  - to an acrobatics class.
  - to art lessons.
  - for a run.
- They buy pizza from a pizzeria
  - because Mum stays at home.
  - when Fred comes home late.
  - when Holly has acrobatics.
- The family disagree about
  - the washing-up.
  - looking after the dog.
  - going to bed late.
- At weekends, they
  - all go to the gym.
  - visit Mum's friends.
  - spend some time together.
- Which is true about Mum?
  - She doesn't go to work.
  - She doesn't usually go shopping in the morning.
  - She doesn't use a computer.

**5** **1.35** Complete the phrases with the verbs in blue in the text. Then listen, check and repeat.

- \_\_\_\_\_ *get* \_\_\_\_\_ up (first/early/late)
- \_\_\_\_\_ \_\_\_\_\_ up (your sister)
- \_\_\_\_\_ \_\_\_\_\_ dressed
- \_\_\_\_\_ \_\_\_\_\_ asleep
- \_\_\_\_\_ \_\_\_\_\_ the dog out (for a walk)
- \_\_\_\_\_ \_\_\_\_\_ the dishes
- \_\_\_\_\_ \_\_\_\_\_ after (a child/a pet)

**6** Complete the questions with the words in Exercise 5, then match them with answers a–g.

- Who *gets* up first in your home?
  - Who wakes you \_\_\_\_\_ in the morning?
  - Can you \_\_\_\_\_ dressed in ten minutes? **c**
  - Have you got a younger brother or sister? Who looks \_\_\_\_\_ him/her?
  - Have you got a pet? Who \_\_\_\_\_ after it? Who takes it \_\_\_\_\_ for a walk?
  - Who usually \_\_\_\_\_ the dishes in your house?
  - What time do you usually \_\_\_\_\_ asleep?
- a I don't have any brothers or sisters.  
b Nobody. I have an alarm clock.  
c Of course. I always wear jeans and T-shirts, so it's fast and easy.  
d My dad. He likes washing the dishes, but he can't cook.  
e At 10 or 11 p.m.  
f I do! My parents start work later, but I have to be at school at 8 a.m. every day.  
g Yes, I've got a cat, Bella. We all look after her and she never goes for walks!

**7 SPEAKING** Ask and answer the questions in Exercise 6.

### WORD STORE 1E Daily routine

**8** **1.36** Complete the phrases in WORD STORE 1E with the prepositions from the underlined phrases in the text and match the words with the pictures. Then listen, check and repeat.

**9** Complete the sentences with prepositions and choose the options that are true for you. Compare with a partner.

- It's *easy / difficult* for me to get out of bed in the morning.
- I *like / don't like* staying \_\_\_\_\_ home at the weekend.
- I'd like to go \_\_\_\_\_ a run / a walk / a coffee / a swim after school today.
- I *often / sometimes / never* lie \_\_\_\_\_ the sofa and do nothing.
- I usually go \_\_\_\_\_ bed *early / late*.

**10 SPEAKING** Discuss your family's typical day. Use the words and phrases in Exercises 5 and WORD STORE 1E to help you.

*In my family, my Dad gets up first, and he sometimes takes the dog out ...*

# A day in the life of my family

1.34

There are three of us at home: Mum, my brother Fred and me, Holly. Fred is seventeen and he's keen on art. I'm fifteen and I love sports, my family and my friends. There's also our dog Snowdrop.

5 Our mum is a writer. She works at home.

On a normal day, Mum **gets up** first, **takes the dog out** and buys fresh rolls for breakfast. I get up second and make tea.

Mum **wakes up** Fred. He **gets out of bed** and asks, 'Where's my purple shirt?' He finds his clothes (they can be  
10 **anywhere**), **gets dressed** and **falls asleep** again.

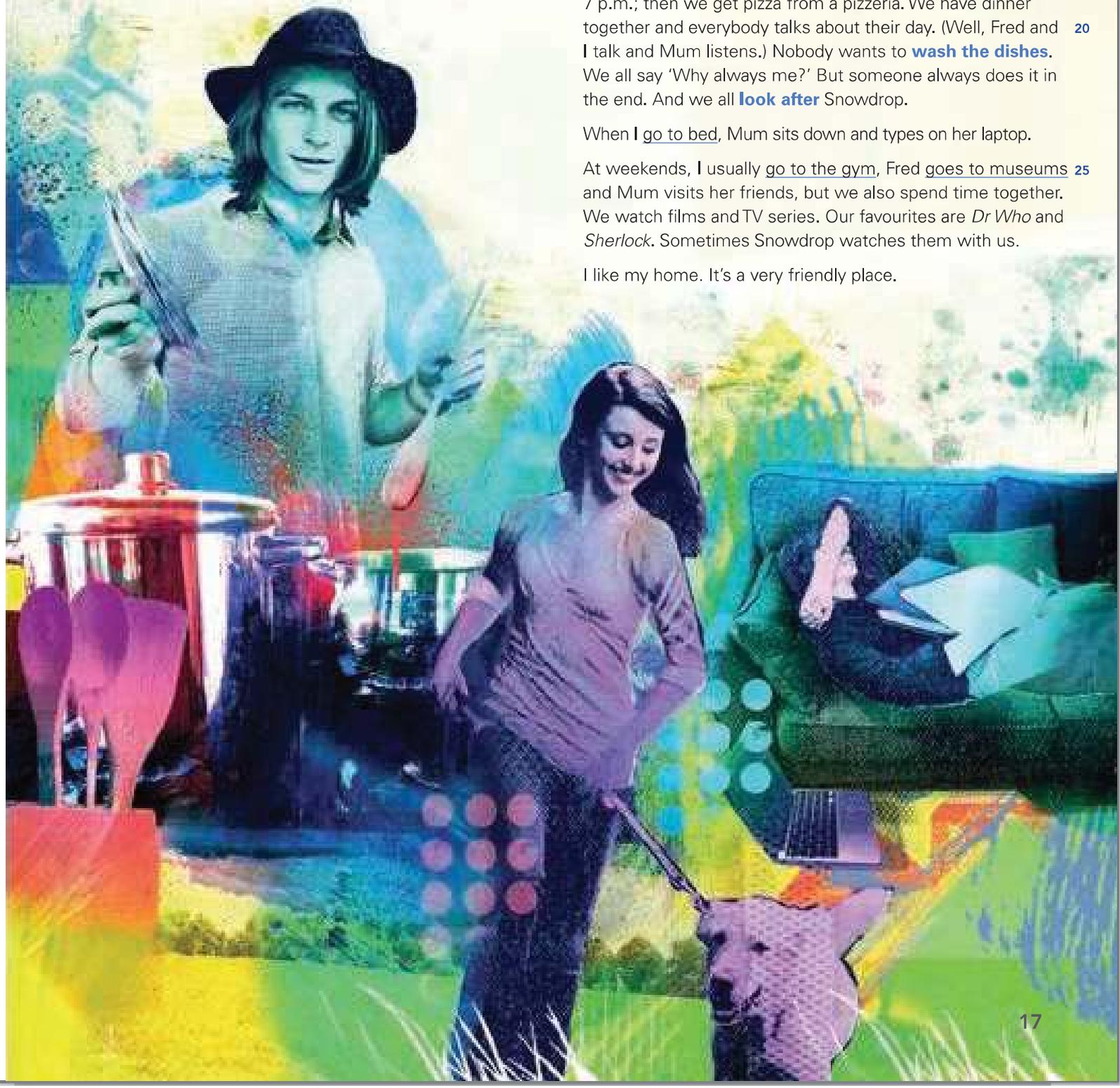
When we go to school, Mum stays at home and writes. Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.

After school I go for a run in the park with Snowdrop. (But not on Tuesday and Thursday, when I have acrobatics.) 15  
Fred cooks dinner for all of us. He's the best cook in the family. His food can be Italian, Spanish, Chinese or totally experimental. But some days he has art classes until 7 p.m.; then we get pizza from a pizzeria. We have dinner together and everybody talks about their day. (Well, Fred and 20  
I talk and Mum listens.) Nobody wants to **wash the dishes**. We all say 'Why always me?' But someone always does it in the end. And we all **look after** Snowdrop.

When I go to bed, Mum sits down and types on her laptop.

At weekends, I usually go to the gym, Fred goes to museums 25  
and Mum visits her friends, but we also spend time together. We watch films and TV series. Our favourites are *Dr Who* and *Sherlock*. Sometimes Snowdrop watches them with us.

I like my home. It's a very friendly place.



## 1.5

## GRAMMAR

Present Simple: Yes/No and Wh- questions

I can ask and answer questions in the Present Simple.



1 Look at the photo and the headline. What does Jason do?

2 1.37 Listen to Part 1 of an interview with Jason. Match questions a–c with answers 1–3.

- a Does your friend help you with your vlog?  
 b Where do you prepare the videos?  
 c Do you live with your parents?

Journalist: \_\_\_\_\_

Jason: <sup>1</sup>No, I don't. I live with a friend from art school.

Journalist: \_\_\_\_\_

Jason: <sup>2</sup>Sometimes he does, but not very often. He isn't interested in technology! But my sister loves computers and she helps me.

Journalist: \_\_\_\_\_

Jason: <sup>3</sup>At home, on my computer! Sometimes I can't use my room, when my friend has music practice. I go to see my parents then.

3 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.

## GRAMMAR FOCUS 3

## Present Simple questions

You use the verb **do** to form questions and short answers in the Present Simple.

## • Yes/No questions and short answers

<sup>1</sup>Do you live with your parents? Yes, I do./No, I \_\_\_\_\_ <sup>2</sup>

<sup>3</sup>Does your father help you? Yes, he \_\_\_\_\_ <sup>4</sup> does ./ No, he doesn't.

## • Wh- questions

Where <sup>5</sup> \_\_\_\_\_ you practise your music?

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

- parties / you / Do / like? *Do you like parties?*
- do / What kind of / like / you / music?
- to school / your mother / Does / drive / you?
- speak / your father / English / Does?
- clothes / you / Where / buy / do / your?
- your parents / like / Do / pop music?
- first / does / What time / start / lesson / your?

5 **SPEAKING** Ask and answer the questions in Exercise 4.

A: *Do you like parties?*

B: *Yes, I do. or No, I don't.*

6 1.38 Match Jason's answers a–f with questions 1–6. Then listen to Part 2 of the interview and check.

- Where do you interview people?
  - What time does your day start?
  - What kind of people do you interview?
  - When do you record your videos?
  - Do you follow other vloggers?
  - Who is your favourite blogger?
- a All kinds of people! Young, old ... I just like people. I like talking to them and I'm interested in what they say.
- b Around 7 on a school day. Much later at the weekend!
- c In the street. Usually in the centre of London, where there are a lot of people.
- d Hmm, maybe my friend Tom. He takes great photos of people, houses, animals ... everything, really.
- e When I have time, so usually at the weekend.
- f Not really. I prefer reading blogs or, even better, books!

7 Complete the My life questionnaire with the question words in the box.

How many What (x2) What kind  
 What time ~~When~~ Which Who (x2)

**MY LIFE**

- When is your birthday?
- What kind of music do you like?
- \_\_\_\_\_ is your best friend?
- What time do you wake up at the weekend?
- How many hours do you spend on your computer every day?
- What do you like doing with your friends at the weekend?
- \_\_\_\_\_ do you go on holiday with?
- \_\_\_\_\_ websites do you visit every week?
- \_\_\_\_\_ is your favourite film?

8 **SPEAKING** Do the My Life questionnaire with a partner.

A: *When is your birthday?*

B: *My birthday is on the nineteenth of January.*

## FOCUS VLOG 4 Music preferences

4 Watch the Focus Vlog. For the worksheet, go to page 109.

## 1.6

## SPEAKING

Expressing preferences

*I can talk about likes and dislikes.*

## 1 Read the dialogue and answer the questions.

- Does Alex like reggae a lot?
- What is Laura's opinion of Eminem?

**Alex:** What kind of music do you like?

**Laura:** Oh, I don't know, different kinds: reggae, rock, some pop ... And you?

**Alex:** Reggae's OK, but I prefer rap.

**Laura:** Who's your favourite singer?

**Alex:** Eminem. I like him a lot.

**Laura:** Eminem? He's old. My aunt and uncle listen to him.

**Alex:** So what? I think he's great.

2  1.39 Read the SPEAKING FOCUS and complete the dialogues. Then listen and check.

## SPEAKING FOCUS

## Preferences

Do you like (films/reading)?

What kind of (music/books/films) do you like?

Who's your favourite (singer/writer)?

What's your favourite (sport)?

What do you think of ...?

What about you?

	I (really) like/love ... I like ... a lot.
+	My favourite (actor/writer) is ... (I think) He/She/It is good/great/ awesome/brilliant.
-	I don't like ... (very much). I hate/can't stand ... (I think) He/She/It's terrible/awful/rubbish.
+/-	He/She/It's OK, but I prefer ...

## Dialogue 1

**Natalie:** <sup>1</sup>*Do you like* reading?**Michelle:**

Yes, I do. I read a lot.

**Natalie:** And <sup>2</sup> \_\_\_\_\_ author?

**Michelle:** Terry Pratchett, the fantasy writer. *The Colour of Magic* is my favourite. What <sup>3</sup> \_\_\_\_\_ ?

**Natalie:** I like Stephenie Meyer, you know, *The Twilight Saga*. I've got it on my tablet!

**Michelle:** Oh no. The vampire stories? I think they're <sup>4</sup> \_\_\_\_\_ !



## Dialogue 2

**Ken:** What do you <sup>5</sup> \_\_\_\_\_ Orlando Bloom?

**Jack:** He's good. But my favourite actor is Martin Freeman. He's <sup>6</sup> \_\_\_\_\_ in *The Hobbit*.

**Ken:** So do you <sup>7</sup> \_\_\_\_\_ films?

**Jack:** Sure. And you?

**Ken:** Yes, me too. But I <sup>8</sup> \_\_\_\_\_ true life films, not fantasy.

## 3 Choose the correct option.

1 **A:** Are you interested in film?

**B:** Oh yes, *I really like movies.* / *I don't like movies very much.*

2 **A:** What's your favourite song?

**B:** *Just The Way You Are.* I think it's brilliant / rubbish.

3 **A:** Do you like Norah Jones?

**B:** She's OK, but *I don't like her.* / *I prefer Katy Perry.*

4 **A:** Who's your favourite actress?

**B:** Natalie Portman. *I hate her.* / *I really like her.*

## 4 Complete the statements to make them true for you.

1 My favourite film star is ...

2 I like ... a lot.

3 I can't stand ... I think he/she is ...

4 I like ... but I prefer ...

5 **SPEAKING** Talk about your likes and dislikes. Use the **SPEAKING FOCUS** to help you.

( books film music sport video games )

**A:** *Do you like ...?*

**B:** *Yes, I do./No, I don't.*

**A:** *And who is your favourite ...?*

ROLE-PLAY    **Expressing preferences**

  Watch the video and practise. Then role-play your dialogue.



# WRITING

## 1.7

An informal email

*I can write a short informal email.*

- 1 Read the information sheet about a student exchange. Who is Lorenzo?

## COTHERSTONE HIGH SCHOOL



### Student exchange with Leonardo da Vinci High School in Italy

**Time:** 12–20 October

**Number of students:** 14

**Your exchange partners:**

1. Joe Andrews – Lorenzo Rossi
2. Julia Berry – Alessia De Luca
- 3.

- 2 Read Lorenzo's email. Tick the things he wants to know about Joe.

{ age family favourite food free-time activities girlfriend home interests school }

**To:** joeandrews@chs.edu.uk

**From:** lorenzorossi17@supermail.com

**Subject:** Student exchange

**Hi Joe**

I'm your exchange partner from Liceo Scientifico Leonardo da Vinci. Thank you for inviting me to your home. I'm seventeen years old and I'm interested in sport and film. I like music, parties and new friends!

Please write and tell me about yourself. How old are you?

**What are you interested in?** What happens on a typical school day? What do you usually do at the weekend?

**See you in October.**

**Regards,**

Lorenzo

- 3 Read Joe's email. Does he answer Lorenzo's questions? Is Joe a good exchange partner for Lorenzo? Why?/Why not?

**To:** lorenzorossi17@supermail.com

**From:** joeandrews@chs.edu.uk

**Subject:** Re: Student exchange

**Hi Lorenzo**

**Thank you for your email.** I'm also seventeen and I also like sports, music and the cinema. My favourite actor is Tom Holland. He's great in the *Spider-Man* movies.

On a typical school day, I get up at 7 a.m. (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8:30. We have lunch at school at one o'clock. In the afternoon, I go to the gym, do homework or relax at home.

At weekends, my friends and I always play football. (**It's** my favourite sport. **Do you like it?**) On Saturday evenings, I usually go out with friends to the cinema or to a party ... or both. We can do all these things together.

**Have a good trip. See you soon!**

**All the best,**

Joe

- 4 Complete the WRITING FOCUS with the examples in purple in the emails in Exercises 2 and 3.

### WRITING FOCUS

#### An informal email

• **Start the email with:**

Dear or <sup>1</sup>Hi + the person's name

• **Use contractions:**

I am = <sup>2</sup>I'm      It is = <sup>3</sup>\_\_\_\_\_

• **Useful phrases at the beginning of the email:**

I'm ... (your exchange partner)

Thank you/Thanks for your <sup>4</sup>\_\_\_\_\_ email .

• **Ask questions:**

What <sup>5</sup>\_\_\_\_\_ are you interested in ?    Do you <sup>6</sup>\_\_\_\_\_ like it?

• **Useful phrases at the end of the email:**

Write soon.

Say hello to (your parents).

Have a <sup>7</sup>\_\_\_\_\_ trip .    <sup>8</sup> See you \_\_\_\_\_ soon/in October.

• **Finish the email with:**

<sup>9</sup>Regards,    All the <sup>10</sup>\_\_\_\_\_ ,

Bye for now,

Love (if you write to a good friend),

### SHOW WHAT YOU'VE LEARNT

- 5 Write an email to a new exchange partner. You don't know him/her yet. Use the WRITING FOCUS to help you.

Write about:

- your age and interests,
- your typical day/weekend.

Ask questions about:

- her/his interests,
- free-time activities.

**1.1 Vocabulary** 🔊 4.1

café /'kæfeɪ/  
 go for a coffee/a walk /,gəʊ fər ə 'kɒfi/  
 ə 'wɔ:k/  
 go out a lot /,gəʊ aʊt ə 'lɒt/  
 go out with friends /,gəʊ aʊt wɪð  
 'frendz/  
 go shopping /,gəʊ 'ʃɒpɪŋ/  
 go to a party /,gəʊ tə ə 'pɑ:ti/  
 go to the cinema/park/shopping  
 centre /,gəʊ tə ðə 'sɪnəmə/'pɑ:k/'ʃɒpɪŋ  
 'sentə/  
 have a good time/have fun /,hæv ə  
 ,gʊd 'taɪm/,hæv 'fʌn/  
 have a party /,hæv ə 'pɑ:ti/  
 listen to music /,lɪsən tə 'mjuzɪk/  
 parents /'peərənts/  
 play sports /,pleɪ 'spɔ:ts/  
 play the guitar/piano/drums /,pleɪ ðə  
 ɡɪ'tɑ:/pɪ'ænəʊ/'drʌmz/  
 play video games/chess /,pleɪ 'vɪdiəʊ  
 ,ɡeɪmz/'tʃes/  
 read books/magazines/things on the  
 Internet /,ri:d 'bʊks/,mægə'zi:nz/,θɪŋz  
 ɒn ði 'ɪntənət/  
 spend time alone /,spend ,taɪm ə'ləʊn/  
 spend time at home/in my room  
 /,spend ,taɪm ət 'həʊm/in ,maɪ 'ru:m/  
 spend time with family/friends /,spend  
 ,taɪm wɪð 'fæməli/'frendz/  
 talk about books/films/sport/people  
 /,tɔ:k ə,baut 'bʊks/'fɪlmz/'spɔ:t/'pi:pəl/  
 visit my family/friends /,vɪzət maɪ  
 'fæməli/'frendz/  
 watch films/TV/videos /,wɒtʃ 'fɪlmz/,ti:  
 'vi:'vɪdiəʊz/

**1.2 Grammar** 🔊 4.2

always /'ɔ:l weɪz/  
 be late for school /bi ,leɪt fə 'sku:l/  
 best friend /,best 'frend/  
 brother /'brʌðə/  
 cousin /'kʌzən/  
 dance class /'da:ns klɑ:s/  
 go dancing /,gəʊ 'da:nsɪŋ/  
 go rollerblading /,gəʊ 'rɒləbʌlɪdɪŋ/  
 grandmother /'græn,mʌðə/  
 look for information on the Internet  
 /'lʊk fər ,ɪnfə'meɪʃən ɒn ði 'ɪntənət/  
 mother /'mʌðə/  
 never /'nevə/  
 often /'ɒfən/  
 play a musical instrument /,pleɪ ə  
 'mjuzɪkəl 'ɪnstrəmənt/  
 relax /rɪ'læks/  
 sister /'sɪstə/  
 sometimes /'sʌmtaɪmz/  
 study /'stʌdi/  
 uncle /'ʌŋkəl/  
 usually /'ju:ʒuəli/  
 watch sports /,wɒtʃ 'spɔ:ts/

**1.3 Listening** 🔊 4.3

at midnight /ət 'mɪdnɑ:t/  
 at night /ət 'naɪt/  
 at noon /ət 'nu:n/  
 at the weekend /ət ðə ,wi:k'end/  
 be busy with /,bi 'bɪzi wɪð/  
 believe /bə'li:v/  
 coach a football team /,kəʊtʃ ə 'fʊtbɔ:l  
 ,ti:m/  
 exercise /'eksəsaɪz/  
 go on the Internet /,gəʊ ɒn ði 'ɪntənət/  
 have a job /,hæv ə 'dʒɒb/  
 in the afternoon /,ɪn ði ,ɑ:ftə'nu:n/  
 in the evening /,ɪn ði 'i:vnɪŋ/  
 in the morning /,ɪn ðə 'mɔ:niŋ/  
 on a typical weekday /ɒn ə 'tɪpɪkəl  
 'wi:kdeɪ/  
 on Friday afternoon /ɒn ,fraɪdeɪ  
 ,ɑ:ftə'nu:n/  
 on Friday/Saturday /ɒn 'fraɪdeɪ/'sætədeɪ/  
 on Saturdays/Sundays /ɒn 'sætədeɪz/  
 'sʌndeɪz/  
 on Sunday mornings /,ɒn ,sʌndeɪ  
 'mɔ:niŋz/  
 on TV/the Internet /,ɒn ,ti: 'vi:,ɒn ði  
 'ɪntənət/  
 on YouTube/Facebook /,ɒn 'ju:,tju:b/  
 'feɪsbʊk/  
 post photos /,pəʊst ,fəʊtəʊz/  
 take photos /,teɪk 'fəʊtəʊz/  
 visit different places /,vɪzɪt,dɪfərənt  
 'pleɪsɪz/  
 weekend job /,wi:kend 'dʒɒb/  
 work in a restaurant /,wɜ:k ɪn ə  
 'restərɒnt/

**1.4 Reading** 🔊 4.4

acrobatics class /,ækroʊ'bætɪks 'klɑ:s/  
 art lessons /,ɑ:t 'les ənz/  
 be keen on /,bi 'ki:n ɒn/  
 experimental /ɪk,sperə'mentl/  
 fall asleep /,fɔ:l ə'sli:p/  
 get dressed /,get 'drest/  
 get out of bed (in the morning) /,get  
 aʊt əv 'bed (ɪn ðə 'mɔ:niŋ)/  
 get pizza (from a pizzeria) /,get 'pi:tʃə  
 (frəm ə ,pi:tʃə'ri:ə)/  
 get up (first/early/late) /,get 'ʌp (fɜ:st/  
 'ɜ:li/leɪt)/  
 go for a run/swim /,gəʊ fər ə rʌn/swɪm/  
 go to bed /,gəʊ tə 'bed/  
 go to museums /,gəʊ tə mju:'zi:əmz/  
 go to the gym /,gəʊ tə ðə 'dʒɪm/  
 have dinner /,hæv 'dɪnə/  
 lie/sit on the sofa /,laɪ/sɪt ɒn ðə 'səʊfə/  
 look after a child/pet /,lʊk 'ɑ:ftər ə  
 'tʃaɪld/'pet/  
 normal /'nɔ:məl/  
 rolls /rəʊlz/  
 stay at home /,steɪ ət 'həʊm/  
 take the dog out (for a walk) /,teɪk ðə  
 'dɒg aʊt (fər ə 'wɔ:k)/

type /taɪp/  
 wake up /,weɪk 'ʌp/  
 wake up your sister /,weɪk ʌp jə 'sɪstə/  
 wash the dishes /,wɒʃ ðə 'dɪʃɪz/  
 watch TV series /,wɒtʃ ti: vi: 'sɪəri:z/  
 writer /'raɪtə/

**1.5 Grammar** 🔊 4.5

be interested in /bi 'ɪntərəstəd ɪn/  
 drive sb to school /,draɪv ,sʌmbədi tə  
 'sku:l/  
 father /'fɑ:ðə/  
 interview people /,ɪntəvju: 'pi:pəl/  
 record videos /rɪ'kɔ:d 'vɪdiəʊz/  
 start /stɑ:t/  
 vlog /vlɒg/

**1.6 Speaking** 🔊 4.6

actor /'æktə/  
 actress /'æktres/  
 aunt /ɑ:nt/  
 author /'ɔ:θə/  
 awesome /'ɔ:səm/  
 awful /'ɔ:fəl/  
 brilliant /'brɪljənt/  
 fantasy /'fæntəsi/  
 favourite /'feɪvərət/  
 film star /'fɪlm stɑ:/  
 good /gʊd/  
 great /ɡreɪt/  
 hate /heɪt/  
 interesting /'ɪntərəstɪŋ/  
 like /laɪk/  
 love /lʌv/  
 movie/film /'mu:vi/fɪlm/  
 pop /pɒp/  
 rap /ræp/  
 read a lot /ri:d ə lɒt/  
 reggae /'regeɪ/  
 rock /rɒk/  
 rubbish /'rʌbɪʃ/  
 singer /'sɪŋə/  
 terrible /'terəbəl/  
 true life films /,tru: 'laɪf fɪlmz/  
 vampire stories /'væmpaɪə ,stɔ:ri:z/

**1.7 Writing** 🔊 4.7

age /eɪdʒ/  
 All the best. /,ɔ:l ðə 'best/  
 do homework /,du: 'həʊmwɜ:k/  
 exchange /ɪks'tʃeɪndʒ/  
 have lunch/breakfast /,hæv 'lʌntʃ/  
 'brekfəst/  
 invite /ɪn'vaɪt/  
 Love, (Tom) /lʌv (tɒm)/  
 Regards, /rɪ'ɡɑ:dz/

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the words in the box.

(have go spend take watch visit)

- Do you \_\_\_\_\_ a good time with your brother or sister?
- How often do you \_\_\_\_\_ your dog out for a walk?
- We often \_\_\_\_\_ music videos on Saturday.
- I \_\_\_\_\_ my friends at the weekend.
- I often \_\_\_\_\_ to bed after midnight.
- We \_\_\_\_\_ a lot of time in the park.

### 2 Complete the sentences with the correct prepositions.

#### enquirer 31May

- What do you usually do \_\_\_\_\_ the weekend?  
musicmad 15 minutes ago
- I listen \_\_\_\_\_ music on my MP4 player.  
katieb 2 hours ago
- I stay \_\_\_\_\_ home and relax.  
outdoorsy 18 hours ago
- I often go \_\_\_\_\_ a walk in the morning.  
tsi18 1 day ago
- I go out \_\_\_\_\_ all my friends every Saturday.  
xswot 3 days ago
- I go \_\_\_\_\_ a run with my two dogs.  
moviefreak 5 days ago

### 3 Complete the sentences with the Present Simple form of the verbs in brackets.

- Ellen \_\_\_\_\_ (play) the guitar in her free time.
- Richard \_\_\_\_\_ (watch) five films every weekend.
- My mum \_\_\_\_\_ (not read) women's magazines.
- We \_\_\_\_\_ (not visit) our grandparents every Sunday.
- What \_\_\_\_\_ you usually \_\_\_\_\_ (have) for breakfast?
- \_\_\_\_\_ your parents \_\_\_\_\_ (listen) to pop music?
- Where \_\_\_\_\_ your boyfriend \_\_\_\_\_ (live)?

### 4 Put the adverbs in brackets in the correct place in the conversation.

- Sally: Mum, I always make the coffee for the guests!  
Chris never helps me! (*always; never*)  
Chris: That's not true. I sometimes help you. (*sometimes*)  
Sally: Not very often!  
Chris: That's because I am often tired. (*often*)

## USE OF ENGLISH

### 5 Choose the correct answer, A, B or C.

- I usually \_\_\_\_\_ on a typical weekday.  
A spend time B get up C stay at home
- On Thursdays, George sometimes plays \_\_\_\_\_ with his granddad.  
A in chess B on chess C chess
- What time do you \_\_\_\_\_ at the weekend?  
A have breakfast B gets up C have fun
- In some families fathers \_\_\_\_\_ the children.  
A look after B grow C look for
- \_\_\_\_\_ does your tennis lesson start?  
A Where B What time C What kind

### 6 Read the text and choose the correct answer, A, B or C.

#### My favourite day – Saturday

I really like Saturdays. I get up quite late.

I <sup>1</sup> \_\_\_\_\_ breakfast with my family at ten o'clock or later. At breakfast, we talk <sup>2</sup> \_\_\_\_\_ our week and discuss plans for the weekend. Then I do my homework, and after that I relax. I often go out with my friends; we go to <sup>3</sup> \_\_\_\_\_ or play football. We always <sup>4</sup> \_\_\_\_\_ fun. In the evening, I <sup>5</sup> \_\_\_\_\_ music before I go to sleep.

- |            |              |             |
|------------|--------------|-------------|
| 1 A have   | B give       | C do        |
| 2 A to     | B on         | C about     |
| 3 A cinema | B the cinema | C a cinema  |
| 4 A spend  | B get        | C have      |
| 5 A listen | B listen to  | C listen of |

## LISTENING

### 7 1.40 Listen to three people talking about celebrating their birthdays. Choose the correct answer, A, B or C.

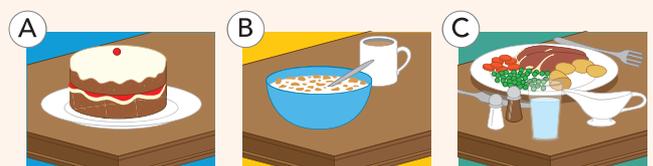
1 Where does the boy have cake?



2 What does the girl do outside on her birthday?



3 What does the boy eat with his friends on his birthday?



## READING

- 8 Read the text and choose the correct answer, A, B or C.



Buzzzz ... it's the alarm in your phone. You wake up. You get up. You go to the bathroom, get dressed, prepare for school ... Aaargh! Awful!

Susie Brown, one of her school's best football players, says the morning is not a problem for her. Today she tells us how to be happy in the morning.

I pack my schoolbag in the evening. I don't want to look for my English book at 7:45 in the morning!

I never get up late. You need time to enjoy your morning. I get up at six every day.

I have a shower. It wakes me up and it's fun.

I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.

I sit down and have a good breakfast – not a banana on the bus to school! It's really important. You need your breakfast.

I usually walk to school, or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

We hope these ideas help you. You too can have a happy morning – every morning!

- Susie  
A is a teacher.                      B plays football.  
C coaches a football team.
- Susie prepares for school  
A in the morning.                  B in the afternoon.  
C in the evening.
- As she has her morning drink, Susie  
A listens to music.                  B reads.  
C watches the news.
- Susie has breakfast  
A at home.                              B on the bus.  
C at school.
- Before school, Susie always  
A takes her dog out for a walk.  
B goes for a walk with her brother.  
C spends some time outside.

## SPEAKING

- 9 Complete the sentences with the correct words. The first letter of each word is given.

- What **k**... of music do you like?
- Who's your **f**... actor?
- What do you **th**... of Jennifer Lawrence?
- I hate rap. What **ab**... you?
- Do you **l**... football?
- What's your favourite TV **s**...? I love *Sherlock*.

- 10 Do the task in pairs.

### Student A

You are on a language course in the UK. You meet Student B for the first time. Start the conversation.

- Say hello and introduce yourself.
- Ask Student B what music he/she likes.
- Reply to Student B and ask what films he/she likes.
- Reply. Ask Student B about his/her favourite sport.

### Student B

You are on a language course in the UK. You meet Student A for the first time.

- Reply to Student A and introduce yourself.
- Reply to Student A and ask about the same thing.
- Reply. Ask Student A about his/her favourite sport.
- Reply.

## WRITING

- 11 Read the email from your new online English friend, Mark. Then write a reply, answering his questions.

To:

From: Mark

I'm very happy to be your online friend! Please write and tell me about yourself. Have you got a big family? What music do you like? What subjects do you enjoy at school?

# 2

## Food

You are what you eat.

A proverb

### BBC



WHAT'S FOR LUNCH?

Watch the BBC video.  
For the worksheet, go to page 110.

## 2.1

### VOCABULARY

Food containers • food products  
• phrases related to food

I can use language related to food and drinks.

#### SHOW WHAT YOU KNOW

1 Think about food words and write down as many as you can in each group. Compare with other people in the class.

Fruit and vegetables	Dairy	Meat and fish	Drinks	Other
strawberry	cheese	salmon	juice	salt and pepper

2 **SPEAKING** What food do you like? Ask and answer the questions.

A: Do you like strawberries?

B: Yes, I do. or No, I don't. Do you like ...?

3 **SPEAKING** Are you similar or different? Compare your answers with other people in the class.

I like strawberries, but Anna doesn't. We both like cheese.

4 Match the phrases in the box with the items in the picture.

a bag of potatoes a bar of chocolate a bottle of ketchup  
a can of lemonade a carton of milk a jar of honey  
a loaf of bread a packet of crisps a tin of tuna  
a tub of ice cream

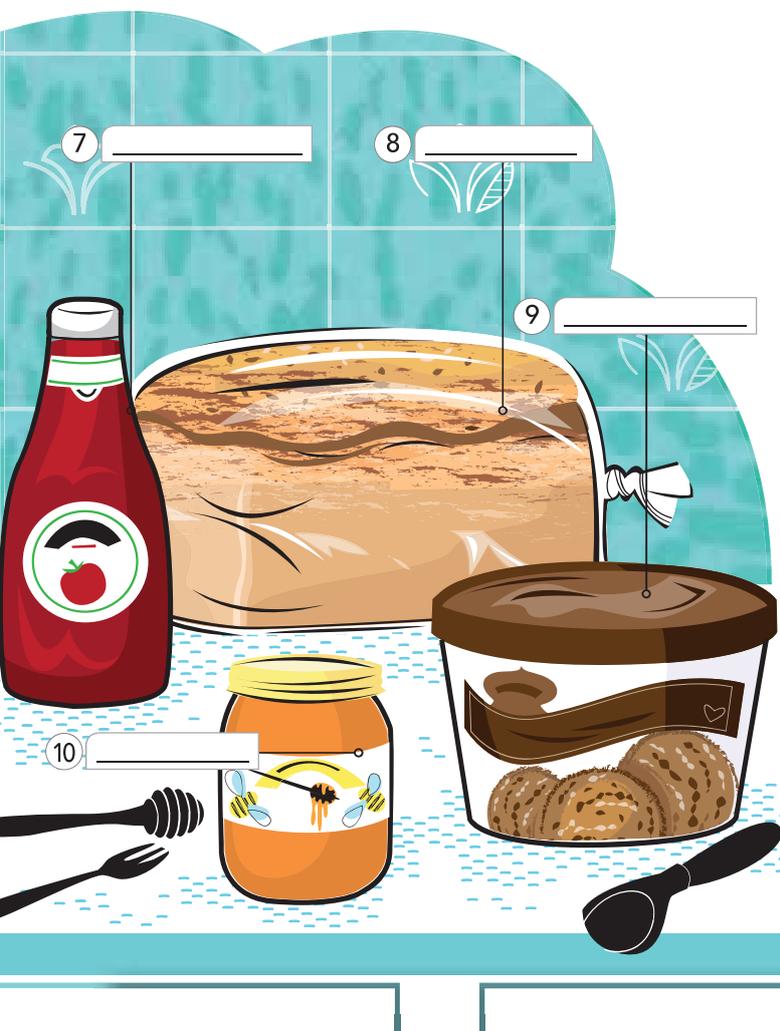


5 Read Jack's text message and answer the questions.

- 1 Who is the message for? *Jack's mum.*
- 2 Why does Jack invite Tom?  
*He wants to study together with Tom for the test.*
- 3 What does Jack want his mum to prepare?  
*Spaghetti Bolognese and brownies.*



Mum, we have a big test next week. Can Tom come tomorrow so we can study together? Can he stay for dinner too? Your spaghetti Bolognese and brownies are the best!! 😊 What do I have to get from the shop?



## WORD STORE 2A Food containers

- 6 1.41 Complete WORD STORE 2A with the names of containers in Exercise 4.
- 7 Choose the correct option.
- 1 There is a bottle / can of ketchup on the table.
  - 2 I've got a bag / bar of chocolate in my bag.
  - 3 Is that your packet / tub of crisps?
  - 4 Please buy a carton / can of milk and some bread.
  - 5 Let's open that tin / jar of honey and eat some for breakfast.

## WORD STORE 2B Food products

- 8 1.42 Complete WORD STORE 2B with the names of food products in the box. Then listen, check and repeat.
- 9 1.43 Look at the photos in Exercise 5 and decide what food products Jack needs to buy. Use the words in WORD STORE 2B. Then listen and check.
- 10 1.43 Complete the sentences from the dialogue with one word in each gap. Listen again and check.
- 1 For the brownies, we need a packet of butter , a packet of flour and a carton of \_\_\_\_\_ .
  - 2 Jack: What about \_\_\_\_\_ ? You always use a lot of it.  
Mum: Yes, get two bars.
  - 3 Jack: What else?  
Mum: A packet of cocoa and a bag of \_\_\_\_\_ .
  - 4 For spaghetti Bolognese, get a packet of spaghetti, a jar of \_\_\_\_\_ sauce. No, make it two jars, all right? A bottle of \_\_\_\_\_ and a packet of \_\_\_\_\_ cheese.

## WORD STORE 2C Phrases related to food



- 1 We don't have any **ingredients**.
- 2 **Make a snack** for Lena and yourself.
- 3 **Get a takeaway** from the Chinese restaurant.
- 4 Have some ice cream **for dessert**.

12 **SPEAKING** Ask and answer the questions in pairs. Compare with the rest of the class.

- 1 Do you invite friends to study together?  
How often?
- 2 What do you usually eat when your friends come?
- 3 What do you need to prepare the food? Name as many ingredients as you can.
- 4 What's your favourite snack?
- 5 Do you ever get a takeaway for dinner? Where do you get it from?
- 6 What do you usually have for dessert?

*My room is very small, so I don't often invite friends to study – maybe once a month, or when we can use my sister's room. When my friends come, we often get a pizza.*

## 2.2

## GRAMMAR

Countable and uncountable nouns

*I can talk about quantities using countable and uncountable nouns and some/any/much/many/a lot.*

## 1 Read the text. Are the sentences true (T) or false (F)?

- 1 A real Italian pizza has always got mushrooms.
- 2 A classic pizza has got four ingredients.
- 3 A traditional pizza hasn't got olive oil on it.

## How many ingredients are there on top of a typical pizza?

Well, on my favourite pizza, there are five different things: there's some **cheese**, some **tuna** and a lot of **tomato sauce**. There are also some **onions** and a lot of **mushrooms**. But a classic Italian pizza hasn't got many ingredients; it's got only two main ingredients – tomato sauce and mozzarella cheese, and it's also got some **olive oil** and some basil. There isn't any tuna or seafood and there aren't any mushrooms. It's called a Margherita and it's great!



## 2 Read the GRAMMAR FOCUS. Complete the examples in the table using the words in blue in Exercise 1.

## GRAMMAR FOCUS 1 8

Countable		Uncountable
Singular	Plural	
an onion	1 <u>onions</u>	3 <u>cheese</u>
a mushroom	2 <u>mushrooms</u>	4 <u>tomato sauce</u>
		5 <u>olive oil</u>
		6 _____

Note: Uncountable nouns are always singular.

- 3 Think of more names of food and add them to the table. Look at page 24 to help you. Compare with a partner.
- 4 Read the GRAMMAR FOCUS and find more examples of *some* and *any* in the text.

## GRAMMAR FOCUS 2

## some and any

- You use *some* in affirmative sentences.
- You use *any* in negative sentences and questions.

	Uncountable nouns	Plural countable nouns
+	There is <b>some</b> cheese.	There are <b>some</b> onions.
-	There isn't <b>any</b> cheese.	There aren't <b>any</b> onions.
?	Is there <b>any</b> cheese?	Are there <b>any</b> onions?

5 Complete the dialogue with *some* and *any*. What do Sue and Tom decide to have?

Sue: I'm hungry.

Tom: Me too. Let's make some sandwiches. Is there <sup>1</sup> any bread?

Sue: Yes, there's <sup>2</sup> \_\_\_\_\_ bread.

Tom: But there isn't <sup>3</sup> \_\_\_\_\_ cheese or ham in the fridge.

Sue: That's OK. I don't like cheese or ham. Are there <sup>4</sup> \_\_\_\_\_ eggs?

Tom: Yes, there are <sup>5</sup> \_\_\_\_\_ eggs.

Sue: And tuna? Are there <sup>6</sup> \_\_\_\_\_ tins of tuna? Tuna and egg sandwiches are my favourite.

Tom: No, there aren't <sup>7</sup> \_\_\_\_\_ tins of tuna.

Sue: But I can see a packet of cornflakes. Have we got <sup>8</sup> \_\_\_\_\_ milk?

Tom: No, we haven't got <sup>9</sup> \_\_\_\_\_ milk!

Sue: Oh well, let's get a takeaway. We can get <sup>10</sup> \_\_\_\_\_ pizzas!

Tom: Good idea!

6 Read the GRAMMAR FOCUS and complete the questions with *how much* and *how many*.

## GRAMMAR FOCUS 3

*much, many and a lot of*

## Uncountable nouns

*How much* cheese is there?

There isn't **much** cheese. / **Not much**.

There's **a lot of** cheese. / **A lot**.

## Plural countable nouns

*How many* onions are there?

There aren't **many** onions. / **Not many**.

There are **a lot of** onions. / **A lot**.

- 1 How much water do you drink a day?
- 2 \_\_\_\_\_ pizzas do you eat a month?
- 3 \_\_\_\_\_ bread do you eat a day?
- 4 \_\_\_\_\_ cola do you drink a week?
- 5 \_\_\_\_\_ milk do you drink a day?
- 6 \_\_\_\_\_ hamburgers do you eat a year?

## 7 SPEAKING Ask and answer the questions in Exercise 6.

A: *How much water do you drink a day?*

B: *I drink a lot of water. or A lot.*

C: *I don't drink much water. or Not much.*

8 SPEAKING What's on your favourite pizza? Use *some*, *any* and *a lot of*.

*On my favourite pizza, there's some cheese ...*

## FOCUS VLOG 9 Things you eat

9 Watch the Focus Vlog. For the worksheet, go to page 111.

Grammar page 127

# 2.3

## LISTENING

Note completion

*I can understand key phrases in a radio programme on a familiar topic.*

- 1 SPEAKING** Do you like fast food? Why?/Why not?
- 2** 1.45 Listen to Part 1 of a radio programme. What is it about?
  - 1 unhealthy fast food
  - 2 healthy fast food recipes
  - 3 a famous fast food chef
- 3** 1.46 **SPEAKING** Look at the photo of the Spanish omelette and discuss what the main ingredients are. Then listen to Part 2 and check.

### WORD STORE 2D Cooking verbs

- 4** 1.47 Complete WORD STORE 2D with the verbs in the box. Then listen and check.
- 5** Work in pairs. How many different verbs can you use with each of these foods?
  - 1 eggs
  - 2 potatoes
  - 3 meat
  - 4 cheese

1 You can boil eggs. You can fry eggs ...
- 6** 1.48 Look at the photo of the fruit pancakes. Read the recipe and try to complete it with a partner. Then listen to Part 3 and check.



Spanish omelette

### EXAM FOCUS Note completion

- 7** 1.49 Listen to the complete programme and complete the information with up to four words in each gap.
  - 1 The radio programme is called \_\_\_\_\_ .
  - 2 The Spanish omelette recipe is for \_\_\_\_\_ people.
  - 3 Kate suggests we eat the omelette with \_\_\_\_\_ .
  - 4 The presenter wants to know a healthy recipe for \_\_\_\_\_ .
  - 5 Kate thinks it's a good idea to eat \_\_\_\_\_ with the pancakes.
- 8** **SPEAKING** Which healthy fast food recipe from the programme would you like to try? Why?
- 9** Write the instructions for your favourite recipe.

### PRONUNCIATION FOCUS

- 10** 1.50 Listen and repeat.
 

/i:/	seat	feel	teen	heat	eat
/ɪ/	sit	fill	tin	hit	it
- 11** 1.51 Listen and choose the word you hear.
  - 1 a seat b sit    3 a teen b tin    5 a eat b it
  - 2 a feel b fill    4 a heat b hit

# Fruit Pancakes

## Ingredients

some fruit (bananas and strawberries)  
 1 cup of flour, 1 cup of milk,  
 1 egg, some oil

## Instructions

- <sup>1</sup> Chop the fruit.
- <sup>2</sup> Mix the flour, milk and egg together.
- <sup>3</sup> Pour some oil into a pan.
- Put some of the mixture into the pan, make a pancake and <sup>4</sup> flip it onto both sides.
- Take the pancake out of the pan.
- <sup>5</sup> Put fruit on top of the pancake.

GOOD FOR  
BREAKFAST,  
LUNCH OR  
DESSERT.



Fruit pancakes

# 2.4

## READING

Matching

*I can identify specific information in a short article on a familiar topic.*

- SPEAKING** Look at the photos. Think of two typical food items for each place. Discuss with a partner.
- Read texts A–C quickly. Do they mention any of the food you talked about?
- Match texts A–C with text types 1–3.
  - An extract from a tourist information book
  - An advertisement for an activity
  - An informal email to a friend

### EXAM FOCUS Matching

- Read the texts again. Match questions 1–7 to places A–C. There is one extra question.
  - Which market can you visit every day?
  - Where do you have to pay to visit the market?
  - Where can you walk round the market or take another form of transport?
  - In which text does the writer mention food for people who don't eat meat?
  - In which text does the writer describe his/her food?
  - Which market is very expensive but good to visit?
  - Which market is the best place to visit if you like seafood?
- SPEAKING** Discuss the questions.
  - Which place would you most like to visit? Why?
  - Which food sounds most interesting? Why?

1.52

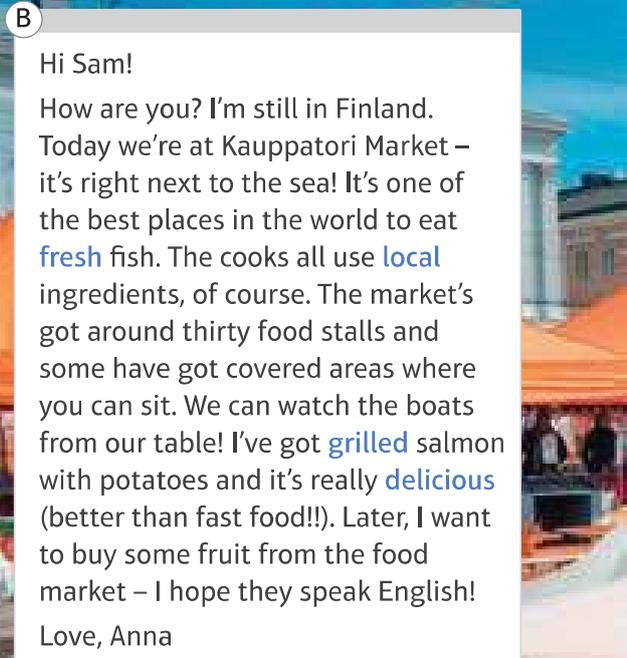


## A TALING CHAN

Come and visit the Taling Chan Floating Market here in Bangkok. The visit lasts a few hours and is available only at the weekend.

Meet your tour guide at 11 a.m. and go by bus to the floating market. Walk round and hear about the history of the area. See the boats, full of fresh fruit and vegetables, and then stop to eat. For lunch you can try **traditional** Thai dishes like *pad thai* (noodles) and *tom yum goong* (a **spicy** soup with a hot, strong taste). Then, get on a boat and travel back through the market for the return journey. Don't forget your camera!

Prices start from £20 per person and include a full **meal** (lunch). Contact the office to buy your ticket.



**B**

Hi Sam!

How are you? I'm still in Finland. Today we're at Kauppatori Market – it's right next to the sea! It's one of the best places in the world to eat **fresh** fish. The cooks all use **local** ingredients, of course. The market's got around thirty food stalls and some have got covered areas where you can sit. We can watch the boats from our table! I've got **grilled** salmon with potatoes and it's really **delicious** (better than fast food!!). Later, I want to buy some fruit from the food market – I hope they speak English!

Love, Anna

## WORD STORE 2E Food adjectives

- 6  1.53 Complete WORD STORE 2E with the words in blue in texts A–C. Then listen, check and repeat.
- 7 Complete the statements with the words in WORD STORE 2E.
- I like vegetarian food because it doesn't have any meat or fish in it.
  - I always say food is \_\_\_\_\_ when it tastes very good.
  - Pizza is a \_\_\_\_\_ Italian food. It's a recipe from that country.
  - I don't like \_\_\_\_\_ food because it has a hot strong taste.
  - I only eat \_\_\_\_\_ fish. It's the best way to cook it!
  - I enjoy eating \_\_\_\_\_ fruit because it isn't old.
  - My parents never buy \_\_\_\_\_ food from places near our home.
- 8 **SPEAKING** Are the sentences in Exercise 7 true for you? Tell a partner.  
*No, I don't like like vegetarian food because ...*

- 9  1.54 Match the underlined words in texts A–C with the definitions. Then listen, check and repeat.
- an occasion when you eat food, e.g. breakfast = meal
  - fresh food that people prepare and serve on the street = \_\_\_\_\_
  - food prepared and cooked in a certain way = \_\_\_\_\_
  - a food or drink that a person or restaurant is well known for, that you can't always get in other places = \_\_\_\_\_
- 10 **SPEAKING** Discuss the questions.
- Where do you usually go out for a meal with your family?
  - What's your mum's speciality?
  - What's your favourite dish?
  - Do you like street food?



**C**

### La Merced

**What:** La Merced is a huge market in Mexico City and the main focus is food. You can also buy other goods, such as shoes or kitchen equipment. This is not a place to visit in a hurry – the market is inside a huge building and it's easy to get lost. There are plenty of places to eat street food inside. It's cheap and popular with local people as well as tourists.

**Don't miss:** Try specialities like mole (a sauce) and quesadillas (a type of thin bread filled with cheese). You can get vegetarian or meat quesadillas.

**How to get there:** It's a short walk from the main tourist area or take the metro to Merced (line 1).

**When:** Open daily 5 a.m. – 7 p.m.

## 2.5

## GRAMMAR

## Articles

I can use articles to refer to specific nouns and to make generalisations.

## 1 Read the text and complete the table.



**The Tomatina** is a festival in Spain. The festival happens every August in Buñol – on the last Wednesday in August. Buñol is a small town near Valencia. Thousands of people go to the festival every year. At the Tomatina, people go to the main square and they throw tomatoes! They squash the tomatoes first, so they don't hurt anyone. It's messy but lots of fun!

## The Tomatina Festival

What	1 _____
Where	2 _____
When	3 _____

## 2 Read the GRAMMAR FOCUS and underline the articles in the text.

## GRAMMAR FOCUS 10

## Articles

You use **a/an**:

- with a singular noun when it is one of many things/people:  
*Buñol is a small town.* (There are many towns in Spain)
- when you mention something for the first time:  
*It's a festival in Spain.*

You use **the**:

- when you talk about a specific thing that everybody knows:  
*People go to the main square.* (= a specific place)
- when you mention something for the second time:  
*It's a festival in Spain. The festival happens every August.*

There's **no article** (Ø):

- when you speak in general:  
*Do you like tomatoes? I hate cheese.*
- with days of the week or months, names of places or countries: *in Buñol, in August.*

## 3 1.55 Read the text and choose the correct option. Then listen and check.



**The Battle of the Oranges** is <sup>1</sup>the /@ food festival. It happens every year in <sup>2</sup>Ø / an Ivrea. Ivrea is <sup>3</sup>a / the town in the north of Italy. At <sup>4</sup>the / a festival, nine teams of people throw <sup>5</sup>Ø / the oranges. Thousands of people take part! <sup>6</sup>Ø / The oranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of <sup>7</sup>Ø / the oranges!

## 4 Complete the text with a/an, the or Ø.



**The Hokitika** is <sup>1</sup>a festival in <sup>2</sup>\_\_\_\_\_ New Zealand. It takes place every year in <sup>3</sup>\_\_\_\_\_ March. <sup>4</sup>\_\_\_\_\_ festival is about <sup>5</sup>\_\_\_\_\_ wild food – food you find in <sup>6</sup>\_\_\_\_\_ countryside. You can't buy wild food in <sup>7</sup>\_\_\_\_\_ supermarket! At <sup>8</sup>\_\_\_\_\_ festival, you can try <sup>9</sup>\_\_\_\_\_ different kinds of wild food, for example, crocodile. It's <sup>10</sup>\_\_\_\_\_ popular festival and thousands of people go!

## 5 SPEAKING Discuss the questions.

- Which festival would you like to go to? Why?
- Do you know any other food festivals? What happens there?

## 2.6

## SPEAKING

Ordering food

I can use simple phrases to order a meal.

- 1 **1.56** Look at the photo and the menu. Listen and repeat the prices.
- twenty-five p/pence
  - thirty-five p/pence
  - two pounds forty-five
  - one pound fifty
  - seventy-five p/pence
  - two pounds ninety-nine
- 2 **1.57** Listen to the prices and say which you hear. Then listen again and repeat.
- a £2.15 b £2.50 4 a 70p b 17p
  - a €3.45 b €2.45 5 a €0.99 b €0.90
  - a €4.85 b £4.85 6 a 25c b 35c
- 3 **1.58** Read and listen. Then complete the sentences. What does Ben have to eat and drink?
- Amy: Hi. Are you ready to order?  
 Ben: Yes. I'd like a <sup>1</sup> cheese sandwich with <sup>2</sup> \_\_\_\_\_.  
 Amy: OK. What would you like to drink?  
 Ben: Can I have a <sup>3</sup> \_\_\_\_\_, please?  
 Amy: Large or small?  
 Ben: Small, please.  
 Amy: Anything else?  
 Ben: Yeah ... Can I have a banana?  
 Amy: Anything else?  
 Ben: No, thanks. That's it. How much is it?  
 Amy: It's <sup>4</sup> \_\_\_\_\_.  
 Ben: Here you are.  
 Amy: Enjoy your meal.  
 Ben: Thanks.
- 4 **1.58** Read the SPEAKING FOCUS. Put B (Ben) and A (Amy) next to the sentences. Then listen again and check.

## SPEAKING FOCUS

## Ordering food

- Are you ready to order?  A
- I'd like a/an/some ... /Can I have a/an/some ...?
- What would you like to drink?
- Large or small?
- Anything else?
- No, thanks. That's it.
- How much is it?
- It's ... (+ price)
- Here you are.
- Enjoy your meal.



- 5 Match questions 1–6 with responses a–f.

- How much is it?  c
- Are you ready to order?
- What would you like to drink?
- Anything else?
- Large or small?
- Enjoy your meal.

- A bottle of mineral water, please.
- No, thanks, that's it.
- It's four pounds sixty-five.
- Large, please.
- Thanks.
- Yes, can I have a burger?

- 6 **SPEAKING** Follow the instructions below to order food. Use the SPEAKING FOCUS to help you.

Student A: You work at the café.

Student B: Look at the menu and decide what you want.

ROLE-PLAY **11** Ordering food

**11** Watch the video and practise. Then role-play your dialogue.

# 2.7

## WRITING

An email of invitation

*I can write a simple informal email of invitation.*

**1 SPEAKING** Discuss the questions.

- How often do you go to parties?
- Do you bring anything with you? If yes, what?

**2** Read the email. Does Emma mention any of the things you bring to parties?

**3** Read the email again. Match parts of the email A–F with descriptions 1–6.

- |   |                          |
|---|--------------------------|
| 1 Making the invitation                                 | <input type="checkbox"/> |
| 2 Finishing the email                                   | <input type="checkbox"/> |
| 3 Asking for confirmation                               | <input type="checkbox"/> |
| 4 Giving the details (where? when? what kind of party?) | <input type="checkbox"/> |
| 5 Greeting  | <input type="checkbox"/> |
| 6 Opening the email                                     | <input type="checkbox"/> |

**To:** Anna  
**Subject:** Party

<sup>[A]</sup> Hi Anna,

<sup>[B]</sup> How are you?

<sup>[C]</sup> Would you like to come to my party? <sup>[D]</sup> It's on Saturday at my house at 7:30 p.m. It's a 'bring-your-own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads, too. Or you can bring an interesting dessert. 😊

<sup>[E]</sup> Can you come? What can you make? Email or text me and let me know!

<sup>[F]</sup> Love,

Emma xxx

**4** Complete the WRITING FOCUS with the headings in Exercise 3.

### WRITING FOCUS

#### An email of invitation

**A** Greeting

Hi John,/ Hello!

**B** Opening the email

How are you?  
How are things?

**C** Making the invitation

Would you like to come to my party?  
Do you want to come to a party?

**D** Giving the details

It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.  
It's at my house/at Moon Club.  
It's a birthday/fancy-dress/bring-your-own/post-exam party.

**E** Asking for confirmation

Can you come?  
Email or text me and let me know.  
I hope you can come! Let me know!

**F** Finishing the email

Love,/Lots of love,  
Best wishes,

**5** Read the example sentences in the tables and choose the correct option in the sentences below.

Subject	Verb	Article	Adjective	Object (noun)
Everyone	makes	Ø	Ø	food.
You	make	a	delicious	salad.

Subject	to be	Article	Adjective	Noun
Your pizzas	are	Ø	fantastic!	Ø
It	is	a	bring-your-own	party.

- The subject comes *before* /*after* the verb.
- The adjective usually comes *before* /*after* the noun.
- When there is no object, the adjective comes *before* /*after* the verb 'to be'.

**6** Put the words in the correct order to make sentences.

- fancy-dress / party / a / It's  
*It's a fancy-dress party.*
- Your sandwiches / delicious / are
- listen to my / After dinner / I / music / favourite
- The music / fantastic / is
- make an / recipe / easy / You can

### SHOW WHAT YOU'VE LEARNT

**7** Write an email of invitation to a friend. Use the WRITING FOCUS to help you. Write about:

- what kind of party it is,
  - the details – where, what date and time,
  - what you want your friend to bring.
- Ask for confirmation.



**2.1 Vocabulary** 🔊 4.8

a bag of onions /ə ,bæg əv 'ʌnjənz/  
 a bag of potatoes /ə ,bæg əv pə'tetəʊz/  
 a bag of sugar /ə ,bæg əv 'ʃʊgə/  
 a bottle of ketchup /ə ,bɒtl əv 'ketʃəp/  
 a bottle of oil /ə ,bɒtl əv 'ɔɪl/  
 a can of lemonade /ə ,kæn əv ,lemə'neɪd/  
 a can of soup /ə ,kæn əv su:p/  
 a carton of eggs /ə ,kɑ:tn əv 'egz/  
 a carton of milk /ə ,kɑ:tn əv 'mɪlk/  
 a carton of orange juice /ə ,kɑ:tn əv 'ɒrændʒ ,dʒu:z/  
 a jar of honey /ə ,dʒɑ:r əv 'hʌni/  
 a jar of mayonnaise /ə ,dʒɑ:r əv ,meɪə'neɪz/  
 a jar of tomato sauce /ə ,dʒɑ:r əv tə'mɑ:təʊ 'sɔ:s/  
 a loaf of bread /ə ,ləʊf əv 'bred/  
 a packet of butter /ə ,pækɪt əv 'bʌtə/  
 a packet of cocoa /ə ,pækɪt əv 'kəʊkəʊ/  
 a packet of crisps /ə ,pækɪt əv 'krɪspz/  
 a packet of flour /ə ,pækɪt əv 'flaʊ/  
 a packet of Parmesan cheese /ə ,pækɪt əv ,pɑ:mɪ'zæn 'tʃi:z/  
 a packet of spaghetti /ə ,pækɪt əv spə'geti/  
 a tin of peas /ə ,tɪn əv 'pi:z/  
 a tin of tuna /ə ,tɪn əv 'tju:nə/  
 a tub of ice cream /ə ,tʌb əv ,aɪs 'kri:m/  
 bread /bred/  
 brownie /'braʊni/  
 crisps /krɪspz/  
 (dark/milk) chocolate /,dɑ:k/,mɪlk 'tʃɒklət/  
 dessert /dɪ'zɜ:t/  
 egg /eg/  
 favourite /'feɪvərət/  
 flour /'flaʊ/  
 for dessert /fə dɪ'zɜ:t/  
 freezer /'fri:zə/  
 get a takeaway /,get ə 'teɪkəweɪ/  
 honey /'hʌni/  
 ingredients /ɪn 'gri:diənts/  
 juice /dʒu:z/  
 ketchup /'ketʃəp/  
 lemonade /,lemə'neɪd/  
 make a snack /,meɪk ə 'snæk/  
 mayonnaise /,meɪə'neɪz/  
 milk /mɪlk/  
 oil /ɔɪl/  
 on the way back /ɒn ðə ,weɪ 'bæk/  
 onion /'ʌnjən/  
 pepper /'pepə/  
 potato /pə'tetəʊ/  
 prepare /prɪ'peə/  
 salt /sɔ:lt/  
 sauce /sɔ:s/  
 snack /snæk/  
 soup /su:p/  
 spaghetti Bolognese /spə'geti bɒlə'neɪz/

strawberry /'strɔ:bəri/  
 take out /,teɪk 'aʊt/  
 tomato /tə'mɑ:təʊ/  
 tuna /'tju:nə/  
 (two) bars of chocolate /tu: ,bɑ:rz əv 'tʃɒklət/  
 (vanilla) ice cream /(və'nɪlə) ,aɪs 'kri:m/

**2.2 Grammar** 🔊 4.9

a packet of cornflakes /ə ,pækɪt əv 'kɔ:nfleɪks/  
 basil /'bæzəl/  
 classic /'klæsɪk/  
 cola /'kəʊlə/  
 (egg and tuna) sandwich /(eg ən 'tju:nə) 'sænwɪdʒ/  
 fridge /frɪdʒ/  
 ham /hæm/  
 hamburger/burger /'hæmbɜ:gə/'bɜ:gə/  
 hungry /'hʌŋgri/  
 (mozzarella) cheese /,(mɒtsə'relə) 'tʃi:z/  
 mushroom /'mʌʃru:m/  
 olive oil /'ɒlɪv ɔɪl/  
 pizza /'pi:ttsə/  
 seafood /'si:fʊd/  
 typical /'tɪpɪkəl/

**2.3 Listening** 🔊 4.10

a cup of (flour) /ə ,kʌp əv ('flaʊə)/  
 banana /bə'nɑ:nə/  
 boil (potatoes) /,bɔɪl (pə'tetəʊz)/  
 chop (fruit) /,tʃɒp ('fru:t)/  
 fantastic /fæn'tæstɪk/  
 fast food /,fɑ:st 'fu:d/  
 for breakfast /fə 'brekfəst/  
 fry (meat/an omelette) /,fraɪ ('mi:t/ən 'ɒmlət)/  
 healthy /'helθi/  
 heat /hi:t/  
 mix eggs with (potatoes) /mɪks ,egz wɪð (pə'tetəʊz)/  
 mixture /'mɪkstʃə/  
 omelette /'ɒmlət/  
 on both sides /ɒn ,bəʊθ 'saɪdz/  
 pan /pæn/  
 pancake /'pænkək/  
 put on top of /,pʊt ɒn 'tɒp əv/  
 recipe /'resəpi/  
 recommend /,rekə'mend/  
 salad /'sæləd/  
 slice (cheese) /,slaɪs ('tʃi:z)/  
 take out of the pan /,teɪk ,aʊt əv ðə 'pæn/  
 try /traɪ/  
 unhealthy /ʌn'helθi/  
 yummy /'jʌmi/

**2.4 Reading** 🔊 4.11

chef/cook /ʃef/kʊk/  
 delicious (food) /dɪ,lɪʃəs ('fu:d)/  
 dish /dɪʃ/  
 expensive /ɪk'spensɪv/

experience /ɪk'spɪəriəns/  
 floating /'fləʊtɪŋ/  
 fresh food /,fref 'fu:d/  
 go out for a meal /,gəʊt fəʊ ə 'mi:l/  
 grilled (salmon) /,grɪld ('sæmən)/  
 guide /gaɪd/  
 hot/spicy /hɒt/'spɑ:si/  
 kitchen equipment /,kɪtʃɪn ɪ'kwɪpmənt/  
 local food /,ləʊkəl 'fu:d/  
 meal /mi:l/  
 noodles /'nu:dlz/  
 office /'ɒfɪs/  
 per person /pə 'pɜ:sən/  
 price /praɪs/  
 serve /sɜ:v/  
 speciality /,speʃi'æləti/  
 spicy food /,spɑ:si 'fu:d/  
 stalls /stɔ:lz/  
 street food /'stri:t fu:d/  
 strong /strɒŋ/  
 take the metro /,teɪk ðə 'metrəʊ/  
 taste /teɪst/  
 traditional food /trə'dɪʃənəl fu:d/  
 vegetarian food /,vedʒə'teəriən fu:d/

**2.5 Grammar** 🔊 4.12

crocodile /'krɒkədail/  
 (food) festival /('fu:d) ,festəvəl/  
 happen /'hæpən/  
 main square /,meɪn 'skweə/  
 orange /'ɒrændʒ/  
 squash /skwɒʃ/  
 supermarket /'su:pə,mɑ:kət/  
 team /ti:m/  
 throw /θrəʊ/  
 wild /waɪld/

**2.6 Speaking** 🔊 4.13

Anything else? /,eniθɪŋ 'els/  
 Enjoy your meal! /ɪn ,dʒɔɪ jə 'mi:l/  
 Here you are. /'hɪə ju: ə/  
 large /lɑ:dʒ/  
 menu /'menju:  
 (mineral) water /('mɪnərəl) ,wɔ:tə/  
 order /'ɔ:də/  
 pence /pens/  
 pound /paʊnd/  
 small /smɔ:l/

**2.7 Writing** 🔊 4.14

birthday party /'bɜ:θdeɪ ,pɑ:ti/  
 bring-your-own party /,brɪŋ jəʊ 'əʊn ,pɑ:ti/  
 fancy-dress party /,fænsi 'dres ,pɑ:ti/  
 post-exam party /pəʊst ɪg,zæm 'pɑ:ti/

## VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. There are two extra words.

(bar bottle carton jar loaf packet tin tub)

- We've got a \_\_\_\_\_ of ice cream for dessert.
- I want to buy a \_\_\_\_\_ of crisps for the party.
- Can you buy a \_\_\_\_\_ of bread at the supermarket?
- That \_\_\_\_\_ of honey is almost empty. We need to buy a new one.
- Please can you pass me that \_\_\_\_\_ of ketchup?
- There's a \_\_\_\_\_ of juice on the table.

2 Complete the sentences with the correct form of the words in capitals.

- My father makes delicious omelettes. They are his \_\_\_\_\_. **SPECIAL**
- Fish and chips are a \_\_\_\_\_ food in Britain. Many people eat them. **TRADITION**
- The food in that restaurant is \_\_\_\_\_. It is from farms near to the town and it's very good. **LOCATION**
- I usually have \_\_\_\_\_ fish and salad for lunch. **GRILL**
- I don't eat meat. I'm a \_\_\_\_\_. **VEGETABLE**
- Curry can be very \_\_\_\_\_ – it's often too hot for me to eat. **SPICE**

3 Choose the correct option.

- There isn't *much* / *many* bread.
- I drink *any* / *a lot of* water every day.
- There's *any* / *some* orange juice in the fridge.
- How *much* / *many* pizzas do you eat a month?
- Are there *any* / *some* mushrooms on the pizza?
- There isn't *any* / *some* cheese in my sandwich.

4 Complete the sentences with *a/an*, *the* or  $\emptyset$  (no article).

- Do you like \_\_\_\_\_ mushrooms?
- Let's go out for \_\_\_\_\_ meal tonight.
- Please can I have \_\_\_\_\_ apple?
- Dino's is a restaurant near my house. \_\_\_\_\_ restaurant is popular with young people.
- We always have an omelette for breakfast on \_\_\_\_\_ Sunday.
- Cheese is \_\_\_\_\_ ingredient for pizzas.

## USE OF ENGLISH

5 Choose the correct answer, A, B or C.

- X: Hi, Mum. I'm hungry!  
Y: Good morning! Do you want sausages for \_\_\_\_\_?  
A dinner      B breakfast      C dessert
- X: Do you want anything from the shops?  
Y: Yes, I'd like \_\_\_\_\_ bar of chocolate, please.  
A the      B  $\emptyset$       C a
- X: A mushroom pizza. Is that everything?  
Y: Yes. How \_\_\_\_\_ is it?  
X: It's £6.50, please.  
A much      B many      C any
- X: What do you want to drink?  
Y: Some \_\_\_\_\_, please.  
A honey      B ham      C juice
- X: Can I have a sandwich?  
Y: Sorry, we haven't got \_\_\_\_\_ bread.  
A some      B any      C a
- X: Do you want to go to a restaurant tonight?  
Y: No, let's get a \_\_\_\_\_.  
A street food      B takeaway      C fast food

6 Read the text and choose the correct answer, A, B or C.

## FOOD FOR SUMMER

Salad is the perfect food for summer. It's easy to <sup>1</sup> \_\_\_\_\_ and it's very good for you. Salads usually have <sup>2</sup> \_\_\_\_\_ tomatoes, onions and lettuce. But, you can put any ingredients you want <sup>3</sup> \_\_\_\_\_ your salads! For example, you can add fruit such as strawberries or apples. You can add a <sup>4</sup> \_\_\_\_\_ of tuna or some ham too. You can also make a salad with rice – it's <sup>5</sup> \_\_\_\_\_! So next time you want to make a meal or a <sup>6</sup> \_\_\_\_\_, remember – try a salad.

- |               |             |           |
|---------------|-------------|-----------|
| 1 A makes     | B making    | C make    |
| 2 A some      | B any       | C many    |
| 3 A into      | B with      | C at      |
| 4 A bag       | B packet    | C tin     |
| 5 A favourite | B delicious | C strong  |
| 6 A tea       | B snack     | C dessert |

## LISTENING

7  1.59 Listen to a conversation between Beth and Katie. Complete the information with up to four words in each gap.

- Date of meeting: \_\_\_\_\_
- Place: \_\_\_\_\_
- Food: \_\_\_\_\_
- Dessert: \_\_\_\_\_
- Time of meeting: \_\_\_\_\_

## READING

8 What does each notice say? Read notices A–C and match them with questions 1–7. There is one extra question.

- 1 Where can you learn some new recipes? **B**
- 2 At which food festival can you listen to live music? **C**
- 3 Which festival has got food from only one area of Britain? **B**
- 4 Which festival is free for everybody? **A**
- 5 Where can you buy clothes as well as food? **C**
- 6 At which festival can you try out your own recipes? **A**
- 7 Where can you try food from other countries? **C**

**A**

### The Loch Lomond Food & Drink Festival

is one of the most popular festivals in Scotland. It brings over 20,000 people to the area to enjoy the delicious food and drink. It takes place every year in September and lasts two days. You can try and buy local food and traditional Scottish food. There is a Continental Market with foods from many different countries in Europe too. You can also watch top chefs prepare food. It's free!

**B**

### The Cheshire Food Festival

is a celebration of all the different foods from Cheshire in the north of England. The festival also supports local restaurants, farmers and food producers. You can try some fantastic food and watch some cooking demonstrations. There are also cooking classes so you can prepare some dishes. It takes place in the gardens of Walton Hall and only costs £2 per person. It's free for children under 12 years old.

**C**

### THE GREAT BRITISH FOOD FESTIVAL

is a fantastic event for all the family. Watch top chefs cook, try amazing food from all over the country and enjoy the many bands that play there. There are several competitions, such as the famous Cake Off. There's entertainment for children too, including a magician. There's also a market with crafts and T-shirts, tops and trousers. A family ticket is £20 (two adults + two children). Don't miss it!

## SPEAKING

9 Put **C** for Customer or **S** for Server next to each sentence.

- 1 I'd like a small pizza, please.
- 2 Anything else?
- 3 Are you ready to order?
- 4 No, thanks. That's it.
- 5 Enjoy your meal.
- 6 How much is it?

10 Do the task in pairs.

### Menu

#### Main course

Chicken salad	4.50
Burger and chips	4.25
Pizza	3.75
Cheese omelette	3.80

#### Drinks

Cola	<i>small</i>	0.60	<i>large</i>	1.45
Juice	<i>small</i>	0.80	<i>large</i>	1.70
Lemonade	<i>small</i>	0.50	<i>large</i>	1.10
Tea		1.20		

#### Dessert

Chocolate cake	2.50
Ice cream	1.25
Pancakes	2.45

#### Student A

You work in a café.

- Greet Student B and ask for his/her order (*ready/order?*) for food and drink (*what/drink? what/size? anything else?*).
- Use the menu to help you.
- Give price and thank Student B.

#### Student B

You are a customer in a café.

- Ask Student A for something to eat and drink.
- Use the menu to help you.
- Choose your drink size.
- Ask how much it costs and pay for your order.

## WRITING

11 Read the writing task. Match sentences a–d to points 1–4 in the task. Then do the task.

- a It's a Festival of Spicy Food. It's next weekend and it's free.
- b Can you come? Email or text me and let me know.
- c Would you like to come to a fantastic food festival with me?
- d How are you?

You are interested in healthy food and you like trying dishes from different countries. You're going to a food festival and want to invite your friend. Write an email to him/her and include these points:

- 1 Greet him/her and ask how he/she is. **d**
- 2 Say where and when the festival is. **c**
- 3 Say what you can see and do there. **a**
- 4 Invite him/her to come. **b**

# 3

## VOCABULARY

### 3.1

Jobs • work and job • prepositions

*I can use language related to jobs and types of work.*

### SHOW WHAT YOU KNOW

- 1 Think about jobs and write down as many as you can in one minute. Compare with other people in the class.
- 2 Look at the list of jobs in the box and translate them into your own language.

accountant  architect  artist  astronaut   
 builder  dentist  doctor  engineer   
 factory worker  farmer  gardener  hairdresser   
 journalist  lawyer  mechanic  nurse   
 plumber  receptionist  scientist  shop assistant   
 soldier  taxi driver  teacher  vet  waiter

## Work

*I like work: it fascinates me. I can sit and look at it for hours.*

Jerome K. Jerome, *Three Men in a Boat: To Say Nothing of the Dog!*

# BBC



GROWING FURNITURE

12 Watch the BBC video. For the worksheet, go to page 112.



- 3 Match photos 1–10 with ten of the words in Exercise 2.
- 4 **SPEAKING** Which job would you not like to do? Why?/Why not? Discuss.

5 **2.1** Listen to five people talking about their jobs. Match speakers A–E to five of the photos.

A \_ B \_ C \_ D \_ E \_

6 **2.1** Listen again and match speakers A–E with sentences 1–12.

- 1 He/She works with children.
- 2 He/She has **a badly-paid job**.
- 3 He/She likes this job but wants a different one.
- 4 He/She doesn't work for a company.
- 5 He/She works in a school.
- 6 He/She has **a part-time job** now and would like **a full-time job**.
- 7 He/She sometimes works in a team with others.
- 8 He/She says he/she **works hard**.
- 9 He/She works with his/her hands.
- 10 He/She sometimes **works long hours** and sometimes **works only two hours a day**.
- 11 He/She works in a hospital.
- 12 He/She works on small projects.



**WORD STORE 3A** Jobs

- 7 **2.2** Complete WORD STORE 3A with the jobs in Exercise 2. Then listen, check and repeat.
- 8 Complete the sentences with the jobs in WORD STORE 3A.
- 1 A nurse works in a hospital.
  - 2 In a restaurant, the \_\_\_\_\_ brings you the menu.
  - 3 A \_\_\_\_\_ cuts people's hair.
  - 4 I need a \_\_\_\_\_ because there's a problem with my car.
  - 5 A \_\_\_\_\_ usually works for a newspaper or a TV station.
  - 6 Maria works at that hotel as a \_\_\_\_\_.
  - 7 An \_\_\_\_\_ works with numbers and financial documents.
  - 8 Jorge is a \_\_\_\_\_ in the local school. There are fifteen students in his class.

**WORD STORE 3B** work and job

- 9 **2.3** Look at the phrases in red in Exercise 6 and complete WORD STORE 3B with *work* and *job*. Then listen, check and repeat.
- 10 Think about the people you know. Complete the sentences and compare with a partner.
- 1 \_\_\_\_\_ works hard. He/She is a ...
  - 2 \_\_\_\_\_ has got a part-time job. He/She is a ...
  - 3 \_\_\_\_\_ works long hours, sometimes \_\_\_\_\_ hours a day. He/She is a ...
  - 4 \_\_\_\_\_ has got a well-paid job. He/She is a ...
  - 5 \_\_\_\_\_ works full-time. He/She is a ...
  - 6 \_\_\_\_\_ has got a badly-paid job. He/She is a ...

**WORD STORE 3C** Prepositions

- 11 **2.4** Complete WORD STORE 3C with the prepositions in the underlined phrases in Exercise 6. Then listen, check and repeat.
- 12 **SPEAKING** Complete the questions with the prepositions in WORD STORE 3C. Then ask and answer.
- 1 Would you prefer to work for a company or to be your own boss? Why?
  - 2 Would you like to work \_\_\_\_\_ children? Why?/Why not?
  - 3 Would you like to work \_\_\_\_\_ a café?
  - 4 Do you like to work \_\_\_\_\_ your hands?
  - 5 Would you like to work \_\_\_\_\_ home? Why?/Why not?
  - 6 Do you prefer to work \_\_\_\_\_ a project alone or \_\_\_\_\_ a team?

*I would prefer to be my own boss. You work hard then, but you decide when to work.  
I would like to work with children. They are fun and interesting.*

## 3.2

## GRAMMAR

## Present Continuous

I can use the Present Continuous to talk about events happening at the time of speaking.

"Hi Sarah, how are you? **What are you doing?** Oh. No, sorry, I can't help you, I'm very busy. **I'm chopping** the vegetables for salads ... **Are Maria and Anna working?** Yes, they are – Maria **is making** coffee and there are a lot of customers! Anna is busy too, **she's washing** the dishes. And Gomez **is talking** to a man at the back door. I think **they're having** an argument ... No, Adam **isn't looking** at his phone as usual, **he's taking** money from the customers! We're really all very, VERY busy! Oh, wait, Gina **isn't doing** anything. **She's just standing** there. GINA! What are you doing?!"



- 1 **SPEAKING** Look at the people in the picture. Where do they work? What do they do?

*Sally is a cook. She prepares food.*

- 2 **2.5** Read and listen to Sally's telephone conversation with Sarah. Look at the picture. Does she tell her the truth?

- 3 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 2.

## REMEMBER THIS

To form the -ing form:

- add -ing to the verb: stand → standing, work → working
- if the verb ends in -e, drop -e: make → making
- if the verb ends with a short vowel + a consonant, double the last letter: fit → fitting, chop → chopping

- 4 Complete the sentences about the picture. Use the positive or negative form of the verbs in the box.

(cook chop discuss have make talk wash work)

- 1 Sally **isn't cooking**. She \_\_\_\_\_ to Sarah on the phone.
- 2 Maria \_\_\_\_\_ the dishes. She \_\_\_\_\_ coffee.
- 3 Gomez \_\_\_\_\_ vegetables. He \_\_\_\_\_ something with a man at the back door.
- 4 Adam and Maria \_\_\_\_\_ an argument. They are busy and they \_\_\_\_\_ hard.

- 5 Write questions from the prompts.

- 1 doing / is / the teacher / What?
- 2 near / anyone / Is / a window / sitting?
- 3 anybody / black / wearing / something / Is?
- 4 any / writing / Are / students?
- 5 this / Are / doing / all the students / exercise?

- 6 **SPEAKING** Ask and answer the questions in Exercise 5.

A: *What is the teacher doing?*

B: *He/She is writing on the board.*

## GRAMMAR FOCUS 13

## Present Continuous: am/are/is + -ing form

You use the Present Continuous to talk about actions at the time of speaking.

- |   |  |
|---|--|
| + | I <b>'m chopping</b> vegetables.<br>Gomez <b><sup>2</sup> is talkin</b> g to a man.<br>They <b><sup>3</sup> 're havin</b> g an argument. |
| - | Gina <b><sup>4</sup> isn't doin</b> g anything.<br>Adam <b><sup>5</sup> isn't lookin</b> g at his phone.                                 |
| ? | What <b><sup>6</sup> 're you doin</b> g?<br><b><sup>7</sup> Are Maria and Anna workin</b> g?<br>Yes, they are./No, they aren't.          |

# LISTENING

3.3

True/False

*I can identify key details in a simple radio programme.*

**1 Read about Peace Corps and answer the questions.**

- 1 Which country is the Peace Corps from?
- 2 What does the Peace Corps do?
- 3 What do the volunteers do?

## US TODAY

Peace Corps is a US government programme. It sends American volunteers to work abroad. Peace Corps promotes peace and friendship in the world. Volunteers work with children and adults. They teach them subjects such as English, Business Skills and Information Technology. The local people also learn practical skills. Volunteers can work in health, education or agriculture.



- 2 What kind of information is missing in each gap? Match gaps 1–6 with definitions a–f.**
- 1 More than c Peace Corps Volunteers are working around the world today.
  - 2 The first speaker, Amy, is in     .
  - 3 Amy is helping to build a new     .
  - 4 Terri and her co-workers are producing fresh      for people in hospital.
  - 5 Richard is learning      from the children.
  - 6 Peace Corps Volunteers meet people who are     .
- a the name of a country  
b a kind of food  
c a number  
d something you can learn  
e an adjective  
f a type of building

**3 2.6 Listen to a radio programme. Complete sentences 1–6 in Exercise 2.**

**EXAM FOCUS True/False**

- 4 2.6 Listen again. Are statements 1–6 true (T) or false (F)?**
- 1 Peace Corps Volunteers live and work in 57 countries.
  - 2 Amy likes the place where she's living.
  - 3 Terri doesn't like physical work.
  - 4 Some patients work in the hospital garden.
  - 5 The children learn more than to make bread.
  - 6 Richard says being a volunteer is easy.

**5 SPEAKING Would you like to work as a volunteer abroad? Which statements do you agree with? Discuss with a partner.**

I would like to do voluntary work abroad because:

- I love travelling.
- I want to learn about the world.
- I would like to teach English to children in Africa.

I wouldn't like to work abroad because:

- I don't like foreign food.
- I'm rubbish at learning languages.
- I'm scared of new places.

**PRONUNCIATION FOCUS**

- 6 2.7 Listen, identify and circle the silent letter in each word. Then listen again and repeat.**
- |                       |                    |
|-----------------------|--------------------|
| 1 plum <u>b</u> er    | 5 clim <u>b</u> er |
| 2 law <u>y</u> er     | 6 list <u>e</u> n  |
| 3 writ <u>e</u> r     | 7 kn <u>o</u> w    |
| 4 govern <u>m</u> ent |                    |

**WORD STORE 3D *learn and teach***

**7 2.8 Look at the phrases in Exercises 4 and 5 and complete WORD STORE 3D with *learn* or *teach*. Then listen, check and repeat.**

**8 SPEAKING What are you learning this week? What is your teacher teaching you?**

*This week we are learning about the history of Europe. Our teacher is teaching us about World War II.*

# 3.4

## READING

Matching

*I can read a simple article and identify specific information.*

- SPEAKING** Look at the photos and discuss the questions with a partner.
  - Think of two things each person can do in his or her job.
  - Which job do you think is the most interesting?
- Read the article and check your ideas in Exercise 1.

### EXAM FOCUS Matching

- Read the article again and answer the questions. Write M (Monica), P (Paul) and T (Tom).

- Who says his/her job is well paid?
- Who helps busy people?
- Who has a well-paid job? Which person works with his/her hands?
- Who sometimes works outdoors?
- Who follows plans prepared by someone else?
- Who meets people he/she likes?
- Who uses a special object in his/her work?
- Who would like to have a higher position in his/her job?

- SPEAKING** Discuss the questions.
  - Do you know anybody who does the jobs in the article?
  - Which of these jobs would you most like to do? Why?
  - Which one would you not like to do? Why not?

*My cousin is a pet sitter in summer.*

*I love ice cream, so I would like to be an ice cream taster.*

- 2.10** Complete the sentences with the words in blue in the article. Then listen, check and repeat.
  - A factory is a big place where they produce things.
  - If a job is \_\_\_\_\_, you work hard in it.
  - A \_\_\_\_\_ is a person who buys a product or service.
  - The \_\_\_\_\_ of a product means how good the product is.
  - If you are \_\_\_\_\_ for something, it is your duty or your job to take care of it.
  - Your \_\_\_\_\_ is the money you get regularly for work (usually every month).

- SPEAKING** Complete the advertisement with the words in Exercise 5. Would you like to do this job? Why?/Why not? Tell your partner.

## SWEET JOB

**Cindy's Chocolate®** needs energetic, young Activity Leaders to work with young children who come to visit our <sup>1</sup> factory. As an Activity Leader you are <sup>2</sup> \_\_\_\_\_ for organising activities for groups of ten children. The work is <sup>3</sup> \_\_\_\_\_ but fun.

- Do you communicate well with children?
- Can you make our young <sup>4</sup> \_\_\_\_\_ feel welcome?
- Do you care about the <sup>5</sup> \_\_\_\_\_ of your work?

If the answer is yes, reply today to [www.cindyschocolate.co.uk](http://www.cindyschocolate.co.uk)!

Starting <sup>6</sup> \_\_\_\_\_ £960 per month (full-time) plus 1 kilogram of chocolate products.

### WORD STORE 3E Collocations

- 2.11** Complete WORD STORE 3E with the underlined words in the article. Then listen, check and repeat.
- Choose the correct option.
  - Ana earns a good salary / job.
  - I want to change my job. I don't like working in a restaurant and I don't earn some / enough .
  - How does he earn his living / a lot?
  - Lucas has a new job. He doesn't earn a week / a lot , but he's very happy.
  - Do you want to earn some / lot money? Join our team now!
- SPEAKING** Discuss the statements with a partner. A good job: what does it mean?
  - You earn a lot.
  - You earn enough for your needs.
  - It is interesting and demanding.
  - It is not very demanding.
  - It is useful to other people.
  - You meet a lot of people.

# WORK OR HOBBY?

2.9

Can you really earn your living by eating ice cream, building with Lego or walking a dog? Yes, you can!

## PET SITTER

*Monica looks after other people's dogs.*

When people spend many hours at work, or when they are going away, they phone our company. We look after the dog for them. I go to the **customer's** house. First I talk to the dog, and when it knows me and isn't **5** afraid, I take it for a walk. I play with it and give it food.

I don't earn a lot, but I like the job because I like dogs. I have three myself. I understand them, I know how to take care of them and communicate with them. Meeting a new dog is interesting to me, almost **10** like meeting a person. And I also meet people – my favourite kind: dog lovers!

## ICE CREAM TASTER

*Paul tastes ice cream for a living.*

I like my job, but it's not the same as eating ice cream on the beach! I'm **responsible for** the **quality** of our product. I need to know the small difference between **15** 'good' and 'amazing' ice cream. When I come to the **factory**, thirty samples are waiting for me in a fridge. I take them out and wait: I can taste the ice cream better when it's not too cold. I always use a gold spoon. Other metals change the taste. My personal favourites **20** are mango in the summer, chocolate in winter and vanilla at any time! I enjoy the work, I earn a good salary, but on some days I think: I never want to eat another spoonful of ice cream in my life!

## LEGO® MODEL BUILDER

*Tom gets paid for building with Lego bricks.*

Some people don't believe me when I tell them what **25** I do. They ask, 'They pay you to play with Lego?' Well, almost. But I can't build what I like. When we are working on a model – it can be a castle, a helicopter, a dinosaur – the Master Builder makes the plans and the team puts the model together. It's fun, **30** I earn enough, but it's also quite **demanding**. The most difficult part is moving the models – they can break and then we have extra work. My favourite project? A three-metre model of Big Ben in London: 61,200 bricks! My ambition is to become a Master Builder and **35** work on my own ideas.



## 3.5

## GRAMMAR

Present Simple and Present Continuous

*I can use the Present Simple and Present Continuous to talk about present actions.*

1 Read the text and answer the questions.

- 1 What is the girl's job?
- 2 What are the hotel staff doing today?



Every summer, I work as a receptionist in the local hotel. I like it. It's usually quiet and I don't have a lot of work. When guests **arrive**, I **give** them their keys. At 11 a.m., I always **have** coffee and a cake.

But this summer everything's different. Our town **is organising** an arts festival. A hundred people are staying at the hotel. Today we're preparing for a big party! At the moment, the waiters **are bringing** more tables and the manager **is telling** me to do three different jobs. I hate it when it is like this! No coffee for me today!

2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

GRAMMAR FOCUS 14

Present Simple and Present Continuous

You use the **Present Simple** to talk about facts, habits and routines.

When guests **arrive**, I **give** them their key.

At 11 a.m., I always **have** coffee and a cake.

Time expressions: *always, usually, every day/morning/summer, on Saturdays, etc.*

You use the **Present Continuous**:

- to talk about activities at the moment of speaking:  
The waiters **are bringing** more tables. The manager **is telling** me to do three different jobs.
- to talk about temporary actions:  
Our town **is organising** an arts festival. (this summer)  
Time expressions: *at the moment, now, right now, today, this month, this summer, etc.*

REMEMBER THIS

These verbs do not have the Present Continuous form: *believe, hate, know, like, love, mean, need, prefer, understand, want.*

3 Complete the sentences with the Present Simple or the Present Continuous form of the verbs in brackets.

- 1 I **work** (work) as a mechanic for SuperCars.
- 2 Jane **works** (work) as a waitress in a café this summer.
- 3 Please don't talk to me now. I **am finishing** (finish) an email.
- 4 I **am finishing** (finish) work at five.
- 5 We **go** (go) to the cinema on Saturdays, but today we **are going** (go) to the theatre.

4 Complete Freddie's email with the correct form of the verbs in brackets.

Hi Emily,

Guess where I am? At the moment, I **'m looking** (look) at the Atlantic!

I've got a holiday job as an au pair with a Spanish family. They're on holiday in Vigo just now, and I **look after** (look) after the children.

I usually **play** (play) with the kids, but at the moment they **are sleeping** (sleep). It's their siesta. I usually **relax** (relax) too, but today I **am writing** (write) to you.

My 'working' day **starts** (start) early; I **take** (take) the children for a swim. They **love** (love) the water! After dinner, I **read** (read) stories to them. The sun **shines** (shine) and life **is** (be) perfect! I **believe** (believe) I've got the best job in the world.

What about you? How's your holiday job going?

Love,

Freddie

5 Write true statements from the prompts. Use the Present Simple or the Present Continuous.

- 1 I / do / a lot of sports  
*I do a lot of sports or I don't do a lot of sports.*
- 2 I / learn / to play a musical instrument / at the moment
- 3 My best friend / live / near me
- 4 My parents / work / in a big company
- 5 We / go / on holiday abroad / every year
- 6 My English teacher / talk / at the moment

6 Write questions for the statements in Exercise 5. Then ask and answer with a partner.

- A: *Do you do a lot of sports?*  
B: *Yes, I do or No, I don't.*

FOCUS VLOG 15 A typical day

15 Watch the Focus Vlog. For the worksheet, go to page 113.

# 3.6

## SPEAKING

Describing a photo

*I can describe everyday things, basic activities and events in a photo.*

- SPEAKING** Look at Photo A and discuss the questions with a partner.
  - Who is in the photo?
  - Where are they?
  - What are they doing?
- 2.12** Listen to a student describing Photo A. Compare his answers with yours.
- 2.12** Listen again. What other questions does the student answer?
  - What are the people wearing?
  - How old are they?
  - Are they working alone or in a team?
  - Is the work hard?
  - How are they feeling?
  - What are they thinking?
  - Do you think they like their job?
- 2.12** Read the **SPEAKING FOCUS**. Then listen again. Which phrases do you hear?

### SPEAKING FOCUS

#### Describing a photo

#### Who? Where? What are they doing?

The photo shows (a person/people) in a (place).  
In the photo there is/there are (a person/people) in a (place).

He/She is ... /They are ... + ing

#### Details of the picture

On the left/On the right ...

In the background ...

We can also see ...

He/She's wearing ...

#### What you think

Perhaps .../Maybe ...

I think he is .../they are ...

### REMEMBER THIS

You use the **Present Continuous** to say what people are doing in a photo.

- SPEAKING** Follow the instructions below to talk about Photos B and C. Use the **SPEAKING FOCUS** to help you.
  - Say who is in the photo and where they are.
  - Say what the people are doing.
  - Choose two questions from Exercise 3 and answer them.
- SPEAKING** Would you like to do the job in your photo? Why?/Why not?



# 3.7

## WRITING

An email of request

*I can write a short email of request.*

- 1 2.13 Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? Complete the missing information.

- > phone a <sup>1</sup>restaurant
- > order <sup>2</sup>\_\_\_\_\_ for <sup>3</sup>\_\_\_\_\_ people (for the meeting)
- > remember to order something for <sup>4</sup>\_\_\_\_\_
- > need lunch by <sup>5</sup>\_\_\_\_\_
- > prepare bags of <sup>6</sup>\_\_\_\_\_ for customers

- 2 What's Rose's problem? What do you think she decides to do?
- 3 Read Email 1. What is wrong with it?
- 1 There is not enough information.
  - 2 There is too much information.
  - 3 The message is not clear.
  - 4 The request is not polite.
  - 5 The message is too long.



- 5 Read Rose's Email 2 again. Match explanations 1–3 with parts A–C of the email.
- 1 Rose asks Greg to do some things.
  - 2 Rose introduces her problem.
  - 3 Rose thanks Greg and says she's sorry for the trouble.
- 6 Complete the WRITING FOCUS with words and phrases in Rose's Email 2.

**To:** Greg Sutter  
**From:** Rose Orton  
**Subject:** Tomorrow's meeting

Greg,

Phone a restaurant and order lunch for the people at the meeting. Order something for vegetarians, too. Prepare bags of presents for everyone. Use the pens in my desk.

Rose

- 4 Read Email 2. Why is it better?

**To:** Greg Sutter  
**From:** Rose Orton  
**Subject:** Tomorrow's meeting

Greg,

**[A]** I've got a problem and I need your help with tomorrow's meeting. I've got an exam in half an hour and I haven't got the time to do this.

**[B]** Please could you phone a good restaurant and order lunch for twelve people for tomorrow's meeting at 12:30? Could you order some vegetarian dishes, too? Also, we need to prepare bags of presents for the customers. There are twenty expensive pens in a box in my desk and you could use those. The receptionist has got company bags to put them in.

**[C]** Sorry to bother you, but I just don't have the time.

Thanks a lot,  
 Rose

**WRITING FOCUS**

**An email of request**

<p><b>• Introduction</b></p> <p>I've got a <sup>1</sup>problem.          I need your/some <sup>2</sup>_____.          Could you help me?          Could you do me a favour?</p>	<p><b>• Requests</b></p> <p>Please <sup>3</sup>_____ you ...?          Could you please ...?          Do you think you could ...?          ...?Could you also ...?</p>
<p><b>• Conclusion</b></p> <p>(So) Sorry to <sup>4</sup>_____ you.          Thanks <sup>5</sup>_____. / Thank you very much.</p>	

- 7 Rewrite sentences 1–4 as polite requests. Use the words in brackets.
- 1 Take this letter to the post office. (could/please)  
*Could you please take this letter to the post office?*
  - 2 Phone the plumber. (think/could)
  - 3 Give these papers to Mr Flynn. (please/favour)
  - 4 Ask him to sign them. (also/please)

**SHOW WHAT YOU'VE LEARNT**

8 Write an email to a colleague. Ask him/her to do the things you cannot do. Use the WRITING FOCUS to help you.

You work in a small music shop. You don't feel well and you're going home.

Things you haven't got time to do:

- send the three CDs on the desk to Mr L. Henderson (the address is on a piece of paper with the CDs),
- email Mrs Young and tell her we've got the old Beatles LP for her,
- phone the computer man. The system isn't working well.

**3.1 Vocabulary** 🔊 4.15

accountant /ə'kauntənt/  
 architect /'ɑ:kətekt/  
 artist /'ɑ:tɪst/  
 astronaut /'æstrənɔ:t/  
 badly-paid/well-paid job /,bædli 'peɪd /  
 ,wel peɪd 'dʒɒb/  
 boss /bɒs/  
 builder /'bɪldə/  
 dentist /'dentɪst/  
 do projects /,du: 'prɒdʒekts/  
 do sth useful /,du: ,sʌmθɪŋ 'ju:sfəl/  
 doctor /'dɒktə/  
 drive around /,draɪv ə'raʊnd/  
 engineer /,endʒə'nɪə/  
 factory worker /'fæktəri ,wɜ:kə/  
 farmer /'fɑ:mə/  
 full-time/part-time job /,fʊl taɪm/,pɑ:t  
 taɪm 'dʒɒb/  
 gardener /'gɑ:dnə/  
 hairdresser /'heə,dresə/  
 journalist /'dʒɜ:nəlist/  
 lawyer /'lɔ:jə/  
 mechanic /mɪ'kænɪk/  
 nurse /nɜ:s/  
 patient /'peɪʃənt/  
 plumber /'plʌmə/  
 profession /prə'feʃən/  
 receptionist /rɪ'sepʃənɪst/  
 scientist /'saɪəntɪst/  
 shop assistant /'ʃɒp ə,sɪstənt/  
 soldier /'səʊldʒə/  
 taxi driver /'tæksɪ ,draɪvə/  
 teacher /'ti:tʃə/  
 vet /vet/  
 waiter/waitress /'weɪtə/'weɪtrəs/  
 work (eight) hours a day /,wɜ:k (eɪt)  
 ,aʊəz ə 'deɪ/  
 work for a company /,wɜ:k fɔə ə  
 'kʌmpəni/  
 work from home /,wɜ:k frəm 'həʊm/  
 work full-time/part-time /,wɜ:k ,fʊl  
 'taɪm/,pɑ:t 'taɪm/  
 work hard /,wɜ:k 'hɑ:d/  
 work in a (supermarket/hospital) /  
 ,wɜ:k ɪn ə ('su:pə,mɑ:kɪt/'hɒspɪtl)/  
 work in a team /,wɜ:k ɪn ə 'ti:m/  
 work long hours /,wɜ:k lɒŋ 'aʊəz/  
 work on a project/the details /,wɜ:k  
 ɒn ə 'prɒdʒekt/ðə 'di:teɪləz/  
 work with people/children /,wɜ:k wɪð  
 'pi:pəl/'tʃɪldrən/  
 work with your hands /,wɜ:k wɪð jə  
 'hændz/  
 worker /'wɜ:kə/

**3.2 Grammar** 🔊 4.16

discuss /dɪ'skʌs/  
 have an argument /,hæv ən  
 'ɑ:gjəmənt/  
 make coffee /,meɪk 'kɒfi/  
 serve customers /,sɜ:v 'kʌstəməz/

talk on the phone /,tɔ:k ɒn ðə 'fəʊn/  
 work in the kitchen /,wɜ:k ɪn ðə 'kɪtʃɪn/

**3.3 Listening** 🔊 4.17

agriculture /'ægrɪ,kʌltʃə/  
 be scared of /,bi 'skeəd əv/  
 build /bɪld/  
 co-worker /,kəʊ'wɜ:kə/  
 difficult /'dɪfɪkəlt/  
 do voluntary work /,du: 'vɒləntəri  
 wɜ:k/  
 easy /'i:zi/  
 education /,edʒu'keɪʃən/  
 exciting /ɪk'saɪtɪŋ/  
 fascinating /'fæsəneɪtɪŋ/  
 foreign /'fɔ:rn/  
 government programme /'gʌvəmənt  
 ,prəʊgræm/  
 health /helθ/  
 learn a new language /,lɜ:n ə nju:  
 'læŋgweɪdʒ/  
 learn about yourself/the world /,lɜ:n  
 ə ,baʊt jɔ:'self/ðə 'wɜ:ld/  
 learn practical skills /,lɜ:n 'præktɪkəl  
 skɪlz/  
 learn Spanish from a friend /,lɜ:n  
 ,spæɪnɪʃ frəm ə'frend/  
 learn to make bread /,lɜ:n tə meɪk  
 'bred/  
 life choices /'laɪf ,tʃɔɪsɪz/  
 life experience /'laɪf ɪk'spɪəriəns/  
 make money /,meɪk 'mʌni/  
 meet people /,mi:t 'pi:pəl/  
 Peace Corps /'pi:s kɔ:z/  
 physical work /'fɪzɪkəl ,wɜ:k/  
 produce (fresh) vegetables /prə'dju:s  
 (fref) 'vedʒtəbəlz/  
 promote peace and friendship /  
 prə'məʊt ,pi:s ən 'frendʃɪp/  
 rubbish at /'rʌbɪʃ ət/  
 run (a bakery) /,rʌn (ə 'beɪkəri)/  
 run a vegetable garden /,rʌn ə  
 'vedʒtəbəl ,gɑ:dn/  
 send volunteers to work /,send  
 ,vɒləntɪəz tə 'wɜ:k/  
 subject /'sʌbdʒɪkt/  
 teach children Spanish/teach Spanish  
 to children /,ti:tʃ ,tʃɪldrən 'spæɪnɪʃ/  
 ,ti:tʃ ,spæɪnɪʃ tə 'tʃɪldrən/  
 teach Spanish /,ti:tʃ 'spæɪnɪʃ/  
 teach them about Spain /,ti:tʃ ðəm  
 ə ,baʊt 'speɪn/  
 teach them to make bread /,ti:tʃ ðəm  
 tə ,meɪk 'bred/  
 village /'vɪlɪdʒ/  
 volunteer /,vɒlən'tɪə/  
 work abroad /,wɜ:k ə'brɔ:d/  
 work in education/health /,wɜ:k ɪn  
 ,edʒu'keɪʃən/'helθ/  
 work outside /,wɜ:k aʊt'saɪd/

**3.4 Reading** 🔊 4.18

bricks /brɪks/  
 customer /'kʌstəmə/  
 demanding /dɪ'mɑ:ndɪŋ/  
 dog lover /'dɒg ,lʌvə/  
 duty /'dju:ti/  
 earn (350) pounds a week /,ɜ:n (θri:  
 ,hʌndrəd ən ,fɪfti) paʊndz ə 'wi:k/  
 earn a good salary /,ɜ:n ə ,ɡʊd 'sæləri/  
 earn a lot /,ɜ:n ə lɒt/  
 earn enough (for your needs) /,ɜ:n  
 'ɪnʌf (fə jə 'ni:dz)/  
 earn some money /,ɜ:n səm 'mʌni/  
 earn your living /,ɜ:n jə 'lɪvɪŋ/  
 extra work /,ekstrə 'wɜ:k/  
 factory /'fæktəri/  
 go away /,ɡəʊ ə'weɪ/  
 meeting /'mi:tɪŋ/  
 organise activities /'ɔ:gənaɪz  
 æk'tɪvətɪz/  
 phone /fəʊn/  
 product /'prɒdʌkt/  
 put (a model) together /,pʊt (ə ,mɒdl)  
 tə'geðə/  
 quality /'kwɒləti/  
 responsible /rɪ'spɒnsəbəl/  
 salary /'sæləri/  
 sample /'sɑ:mpəl/  
 service /'sɜ:vɪs/  
 spoonful /'spu:nfʊl/  
 take care of /,teɪk 'keə əv/  
 work on a model /,wɜ:k ɒn ə'mɒdl/

**3.5 Grammar** 🔊 4.19

au pair /əʊ 'peə/  
 finish work at (five) /,fɪnɪʃ ,wɜ:k ət  
 ('faɪv)/  
 guest /gest/  
 holiday job /'hɒlədeɪ dʒɒb/  
 manager /'mænɪdʒə/  
 play with the kids /,pleɪ wɪð ðə 'kɪdz/  
 prepare for /prɪ'peə fə/

**3.6 Speaking** 🔊 4.20

explain /ɪk'spleɪn/  
 garage /'gærɪdʒ/  
 repair /rɪ'peə/  
 service a car /,sɜ:vɪs ə 'kɑ:z/

**3.7 Writing** 🔊 4.21

bother /'bɒðə/  
 colleague /'kɒli:g/  
 do a favour /,du: ə 'feɪvə/  
 (not) work well /('nɒt) ,wɜ:k 'wel/  
 sign /saɪn/

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

(hairstylist   journalist   lawyer   nurse   mechanic)  
(receptionist   waiter   vet)

- Megan is a receptionist at the Hilton Hotel. She writes down guests' details and gives them their keys.
- Claire's mum is a waiter. She looks after children in a hospital.
- Josh is a waiter in a Mexican restaurant.
- Helen is a vet. She looks after animals.
- Mrs Grant is a hairstylist. She cuts people's hair.
- Luke has a problem with his car. He is taking it to a mechanic.

- 2 Complete the second sentence so that it has the opposite meaning to the first sentence.

- He has got a well-paid job.  
His job is badly paid.
- She works part-time.  
She's got a full-time job.
- Their working day is quite short.  
They work long hours.
- Her job is easy.  
She has got a difficult job.
- He works in an office.  
He works from home.

- 3 Complete the text with the Present Continuous form of the verbs in the box.

(have   help   not/work   phone   prepare   talk   wait)

Our hotel is very busy today. A big group of people <sup>1</sup> are having a conference. One of them <sup>2</sup> is preparing equipment for his presentation. The receptionist <sup>3</sup> isn't working him. Two taxi drivers <sup>4</sup> are waiting for their customers. Dan, the manager, <sup>5</sup> is talking on the phone. He <sup>6</sup> isn't helping his friend, because our computer <sup>7</sup> isn't working.

- 4 Complete the sentences with the Present Simple or Present Continuous form of the verbs in brackets.

- Matt's got a great job. He earns (earn) a good salary.
- Alex and Rachel are engineers. They work (work) in a team for an electronics company. They are working (work) on a new smartphone at the moment.
- I travel (travel) a lot in my job. This week I am travelling (travel) to South Africa.
- Lucy loves (love) her job. She believes (believe) it's perfect.
- I send (send) about a hundred emails every day. This is the last one I am sending (send) today.
- Sarah hates (hate) her job and she wants (want) to find a different one.

## USE OF ENGLISH

- 5 Read the text and choose the correct answer, A, B or C.

My cousin Helena has a good job. She <sup>1</sup> \_\_\_\_\_ in a computer shop. She knows a <sup>2</sup> \_\_\_\_\_ about computers and she <sup>3</sup> \_\_\_\_\_ help customers to choose the right one. Her boss likes her very much. He says that she works well <sup>4</sup> \_\_\_\_\_ a team and she's good at selling. She <sup>5</sup> \_\_\_\_\_ a lot of computers every week! At the moment, her young sister, Magda, <sup>6</sup> \_\_\_\_\_ in the same shop. But it's only a summer job for her. Magda <sup>7</sup> \_\_\_\_\_ work long hours. She starts at 9:30 and finishes at 12:30. Today Helena is teaching Magda about <sup>8</sup> \_\_\_\_\_ new computers they have in the shop.

- |                |           |              |
|----------------|-----------|--------------|
| 1 A does work  | B works   | C is working |
| 2 A much       | B lot     | C many       |
| 3 A is         | B does    | C can        |
| 4 A on         | B at      | C in         |
| 5 A is selling | B sell    | C sells      |
| 6 A works      | B working | C is working |
| 7 A doesn't    | B isn't   | C don't      |
| 8 A some       | B any     | C many       |

- 6 Choose the correct answer, A, B or C, to complete both sentences.

- We all \_\_\_\_\_ long hours at the end of the month. Journalists often \_\_\_\_\_ from home.  
A write                      B do                      C work
- A builder works \_\_\_\_\_ his hands. My father works \_\_\_\_\_ people from different countries.  
A for                      B with                      C on
- Paul's got a part-time \_\_\_\_\_. I'm looking for a holiday \_\_\_\_\_.  
A work                      B salary                      C job
- Would you like to work \_\_\_\_\_ an international company? I'm responsible \_\_\_\_\_ answering the phone.  
A in                      B for                      C to
- How do you \_\_\_\_\_ your living? She doesn't \_\_\_\_\_ a lot.  
A earn                      B make                      C spend

## LISTENING

- 7  2.14 Listen to two friends talking about Charlie's new job. Are the statements true (T) or false (F)?

- Charlie works for a newspaper.
- The job is interesting.
- Charlie works part-time.
- He has got a well-paid job.
- Charlie likes his co-workers.

## READING

8 Read the text and match paragraphs A–D with questions 1–7.

- 1 In which job do you serve customers?
- 2 Which two jobs are for sporty people?
- 3 In which job do you work with your hands?
- 4 Which job is abroad?
- 5 In which job do you look after children?
- 6 In which job do you work in your city?
- 7 Which job is good for someone who plays the guitar?

## SUMMER JOBS

Are you looking for a summer job?  
Here are some ideas!

**A** Summer camps are looking for young, energetic, responsible activity leaders. The activity leaders work with children and young teenagers. Are you good at sports? Can you sing, dance or play an instrument? If the answer is yes, you are ideal for this job!

**B** Every summer holiday resorts in Spain and Greece need extra waiters and waitresses. These are not very well-paid jobs and you work long hours, but you're in a nice place, the food is great and you can go swimming in your free time!

**C** If you like being outside and can do physical work, there are always jobs in agriculture in the summer. The work is hard but healthy. You can pick strawberries in July and apples in August – yummy!

**D** Perhaps you don't like children, you can't speak foreign languages, and you want to stay in your home town anyway? Well, can you ride a bike really well? Get a job as a bicycle courier! The work is quite demanding – you're on your bike all day. But in the evening, you can go out with your friends.

## SPEAKING

9 Describe the photos. Use the words in the box and the prompts.

buy clothes shop computer customer help  
office pay for shop assistant smile talk work



The photo shows ...  
They are in ...  
The woman/man on the left/on the right is ...

## WRITING

10 Read the information and write an email to a colleague. Ask him/her to help you.

You're a new employee in an office. You're not sure how to do some things. Ask a colleague for help with a few things:

- You should send some leaflets to the customers, but you can't find the leaflets;
- You can't find the customers' addresses;
- You have an email for a client ready, but you're not sure it's correct.

# 4

## People

You can't judge a book by its cover.

A proverb



SUPER SIBLINGS

16 Watch the BBC video.  
For the worksheet, go to page 114.

## VOCABULARY

### 4.1

Appearance • adjective order • personality

*I can use language related to appearance and personality.*

### SHOW WHAT YOU KNOW

1 Think about adjectives to describe parts of the face and write down as many as you can in one minute. Compare with a partner.

hair	eyes	ears	nose
red, light, ...	big, ...	small, ...	long, ...

2 **SPEAKING** Describe your face. Compare with a partner.

*I've got red hair and big green eyes. My ears are small.*

Home

Me and Buddy

Interests

Favourites

# Me and Buddy

**People say that Buddy looks exactly like me. I think they're right. What do you think?**

### What do we look like?

We've both got a lot of **long** dark **curly** hair. I am **tall** and he's really big for a dog. You can say we're both **well-built**. We're **young** (he's only one year old), fit and **sporty**, and we always go jogging together. But we've got different eyes: his are small and brown and mine are big and green. And, of course, we're both VERY **good-looking!** ;-)

### What are we like?

Buddy's very sociable and he's got lots of friends :). When we go for a jog, he runs up to every dog we meet. I'm not unfriendly but I don't talk to people I don't know. He's really clever and he understands everything that I say to him. He also knows how to open the fridge when he's hungry. But he's a little shy when people come to see me and prefers to hide under the table.

### What have we got in common?

We're both really interesting and funny and have a great sense of humour. I love telling jokes and he loves playing jokes on me, like hiding my slippers ... and food. We're both very positive and we smile a lot. He's my best friend.

So what about you? Does *your* dog look like you? Upload your photo and write about you.

3 Read the text about Buddy and his owner, Rob. Then complete the answers with one word in each gap.

1 In what ways are Rob and Buddy similar in looks? In what ways are they different?

They've both got long <sup>1</sup>dark curly hair. Rob's got <sup>2</sup>\_\_\_\_\_ eyes. Buddy's eyes are <sup>3</sup>\_\_\_\_\_. Rob's very <sup>4</sup>\_\_\_\_\_. Buddy's quite <sup>5</sup>\_\_\_\_\_. They're both well-built, <sup>6</sup>\_\_\_\_\_ and <sup>7</sup>\_\_\_\_\_. They're both very good-<sup>8</sup>\_\_\_\_\_.

2 How are Rob and Buddy similar in character? How are they different?

Sometimes Rob and Buddy are both a little <sup>9</sup>\_\_\_\_\_. Rob doesn't talk to people he doesn't know and Buddy hides under the table when they have visitors. Buddy is very <sup>10</sup>\_\_\_\_\_ – he's got lots of friends. They're both <sup>11</sup>\_\_\_\_\_ and <sup>12</sup>a \_\_\_\_\_ and have great sense of humour.

4 **SPEAKING** Do you know anybody who's like their pet? In what ways are they similar/different?



## WORD STORE 4A Appearance

5 **2.15** Complete the WORD STORE 4A with the adjectives in red in the text. Then listen, check and repeat.

6 Complete the text about Ginger and her owner, Leyla with the words in WORD STORE 4A.

Ginger and Leyla look similar: they've both got red hair, only Leyla's is medium-l \_\_\_\_\_ and Ginger's is s \_\_\_\_\_. They've both got green eyes. Ginger's got a wide n \_\_\_\_\_, but Leyla's is n \_\_\_\_\_. They are both slim, but Leyla isn't very f \_\_\_\_\_ – she doesn't like sport very much (Ginger loves acrobatics). Ginger thinks Leyla is quite good-l \_\_\_\_\_ for a human, and Leyla thinks Ginger is a very p \_\_\_\_\_ cat!

## WORD STORE 4B Adjective order

7 **2.16** Analyze the order of adjectives in the table in WORD STORE 4B. Listen and repeat.

8 Complete the sentences with the adjectives in brackets in the correct order.

- 1 She's got (black/long/straight) long straight black hair and (brown/small) \_\_\_\_\_ eyes.
- 2 He's got (very big/green) \_\_\_\_\_ eyes and (wavy/brown/medium-length) \_\_\_\_\_ hair.
- 3 He's got (short/red/wavy) \_\_\_\_\_ hair and (blue/beautiful/big) \_\_\_\_\_ eyes.
- 4 She's got (fair/medium-length) \_\_\_\_\_ hair, (small/blue) \_\_\_\_\_ eyes and a (narrow/long) \_\_\_\_\_ nose.
- 5 She's got (gre/curlly/short) \_\_\_\_\_ hair and (black/big/tired) \_\_\_\_\_ eyes.

9 **SPEAKING** Describe somebody you know to the class. Can they guess who you described?

*He's tall, slim, fit and well-built. He's got short curly black hair and beautiful big blue eyes.*

## WORD STORE 4C Personality

10 **2.17** Complete WORD STORE 4C with the underlined adjectives in the text. Then listen, check and repeat.

11 Complete the statements with the correct adjectives in WORD STORE 4C.

- 1 I always believe in myself. I'm really confi dent .
- 2 My father never smiles. He always looks \_\_\_\_\_ .
- 3 My best friend loves people. He/She is very \_\_\_\_\_ .
- 4 My sister is doing well at English because she's \_\_\_\_\_ .
- 5 My brother loves telling jokes; he's \_\_\_\_\_ .
- 6 I don't like going to parties. I'm a little \_\_\_\_\_ .

12 **SPEAKING** Which statements in Exercise 11 are true for you? Tell your partner.

## 4.2

## GRAMMAR

Comparative and superlative adjectives

*I can use comparative and superlative adjectives to make comparisons.*

1 **SPEAKING** Look at the photos. Choose one of the people and discuss the questions.

- 1 What does he/she look like?
- 2 What do you think he/she is like?

2 Read the text. What is important to Natalie, Martin and Danny? Who do you agree with most?

## What is the **most** important?



### Natalie, 16

Money is not **the most important** thing! I like nice clothes and I love my new mobile phone, but they're just things. Money is less important than your family or friends. I think people are **happier** when they spend time with their friends and family.



### Martin, 18

Sports! I love playing and watching sports. I also like hanging out with my friends. For me, my friends are **more important than** my family. Health is important too. I hate being sick! It's **worse than** exams!



### Danny, 21

A good job is **the best** thing. Then you can buy everything you need. I don't think the poorest people in the world are happy. Their lives are **harder than** ours.

3 Read the GRAMMAR FOCUS. Complete the examples with the comparative and superlative adjectives in blue in Exercise 2.

### GRAMMAR FOCUS



#### Comparative and superlative adjectives

	Adjectives	Comparative	Superlative
Short	hard nice big happy	<sup>1</sup> harder nicer bigger <sup>2</sup> happ_____	the hardest the nicest the biggest the happiest
Long	important	<sup>3</sup> _____important	the <sup>4</sup> _____important
Irregular	good bad far	better <sup>6</sup> _____further	the <sup>5</sup> _____the worst the furthest

My friends are more important <sup>7</sup>\_\_\_\_\_my family.

4 Complete the statements with the comparative form of the adjectives in brackets.

- 1 My best friend is **kinder** (kind) than me.
- 2 I'm \_\_\_\_\_ (thin) than my father.
- 3 I'm \_\_\_\_\_ (intelligent) than my brother/sister.
- 4 I'm \_\_\_\_\_ (funny) than all my other friends.
- 5 My mother is \_\_\_\_\_ (slim) than her sister/brother.
- 6 I am \_\_\_\_\_ (tall) than my mother.
- 7 My best friend is \_\_\_\_\_ (pretty) than me.

5 **SPEAKING** Guess which statements in Exercise 4 are true for your partner. Then ask and answer the questions.

A: *Is your best friend kinder than you?*

B: *Yes, he/she is or No, he/she isn't.*

6 Complete the questions with the superlative form of the adjectives in brackets. Then do the quiz. Compare your answers with a partner.

### RECORD BREAKERS IN 2019!

- 1 How tall is the **tallest** (tall) person in the world?  
a 2m 72 cm    b 2m 60.3 cm    c 2m 51.4 cm
- 2 What nationality is Skye Broberg, one of the \_\_\_\_\_ (flexible) people in the world?  
a American    b Australian    c English
- 3 Nick Stoeberl has got the \_\_\_\_\_ (long) tongue in the world. How long is it?  
a 7.1 cm    b 9.1 cm    c 10.1 cm
- 4 How many books are there in the \_\_\_\_\_ (large) private collection?  
a 1.5 million    b 500    c 160
- 5 How old is the \_\_\_\_\_ (old) university student in Britain?  
a 70    b 83    c 92
- 6 Who are the \_\_\_\_\_ (famous) people on social media?  
a film stars    b pop stars    c sports stars

7 2.18 Listen and check your answers in Exercise 6.

8 **SPEAKING** Complete the statements with the correct form of the adjectives in brackets. Then ask and answer questions following the example.

- 1 The **fi ttest** (fi t) person I know is ...
- 2 The \_\_\_\_\_ (expensive) thing I have is ...
- 3 The \_\_\_\_\_ (old) person I know is ...
- 4 I'm \_\_\_\_\_ (serious) than my ...
- 5 I think ... is a \_\_\_\_\_ (good) actor than ...
- 6 I think ... is \_\_\_\_\_ (good) sportsperson in the world.

A: *Who is the fittest person you know?*

B: *The fittest person I know is Ann.*

# 4.3

## LISTENING

Multiple choice

*I can identify key details in a simple recording about life events.*



1 In pairs, label the four life events in the photos with the correct phrases below.

buy your first flat/house/home    fall in love    get married  
get your first job    go on your first date    learn to drive  
leave home

2 **SPEAKING** When do the life events in Exercise 1 happen in your country?

*In my country, people usually leave home when they are twenty. You can learn to drive when you are ...*

3 **2.19** Listen to four people and tick the life events they mention.

	Sara	Mike	Grace	Simon
1 buy your first flat				
2 fall in love				
3 get married				
4 get your first job				
5 go on your first date				
6 learn to drive				
7 leave home				

4 **2.19** Listen again. Match sentences a-f with people 1-4. There are two extra sentences.

- 1 Sara
- 2 Mike
- 3 Grace
- 4 Simon

- a thinks learning to drive helps you get a better job.
- b wants to get married now.
- c doesn't want to continue his/her education.
- d would like to leave home now.
- e wants to use the money from his/her job to learn to drive.
- f is in love, but doesn't want to get married yet.

### EXAM FOCUS Multiple choice

5 **2.19** Listen again and choose the correct answer, A, B or C.

- 1 Sara thinks the best age to leave home is  
A seventeen.  
B eighteen.  
C twenty.
- 2 Mike wants to learn to drive because  
A his parents never collect him from friends' houses.  
B he needs to drive for his job.  
C then he can come home later.
- 3 Grace says it's better to get married when you are about  
A thirty.    B eighteen.    C eighty.
- 4 Simon has got  
A his own car.  
B a job in a shop.  
C a driving lesson today.

### PRONUNCIATION FOCUS

6 **2.20** Listen and repeat the numbers.

- 1 sixteen – sixty
- 2 seventeen – seventy
- 3 eighteen – eighty
- 4 thirteen – thirty
- 5 fourteen – forty
- 6 thirteen – fourteen – fifteen
- 7 thirty – forty – fifty

7 **2.21** Listen and decide which numbers you hear in Exercise 6.

### WORD STORE 4D Life events

8 **2.22** Complete WORD STORE 4D with the collocations from Exercise 1. Then listen, check and repeat.

9 **SPEAKING** What is the most important life event for you? Tell your partner.

# 4.4

## READING

Open-ended questions

*I can identify key details in a short article and make basic conclusions.*

### WORD STORE 4E Clothes

- 1  2.23 Complete WORD STORE 4E with the words in the box. Then listen, check and repeat.
- 2 **SPEAKING** Discuss the questions.  
What do you ...  
1 most often/sometimes/never wear?  
2 wear when you go out with friends?  
3 wear when you go to school?
- 3 **SPEAKING** Read the title of the article. What do you think it is about? Discuss with a partner.
- 4 Read the article to check your ideas. Were you right?

### EXAM FOCUS Open-ended questions

- 5 Read the article again and answer the questions.
  - 1 What kind of clothes do hip hop and rap fans love?
  - 2 What do hip hop and rap fans like trying?
  - 3 What kind of clothes do heavy metal fans wear?
  - 4 What do studies show about heavy metal fans?
  - 5 What two things do pop and rock fans like the most?
  - 6 What kind of clothes do classical music fans wear?
- 6 Look at the words in green in the text. What do they refer to?
- 7 Read the article again. Complete gaps 1–4 with sentences a–e. There is one extra sentence.
  - a But studies show they aren't negative or unsociable.
  - b It's one of the most interesting fashions at the moment.
  - c The sociable side of music attracts them.
  - d Although they are happy, they often worry about things.
  - e It means they feel the emotion of the music.

# WHAT DOES YOUR FAVOURITE MUSIC SAY ABOUT YOU?

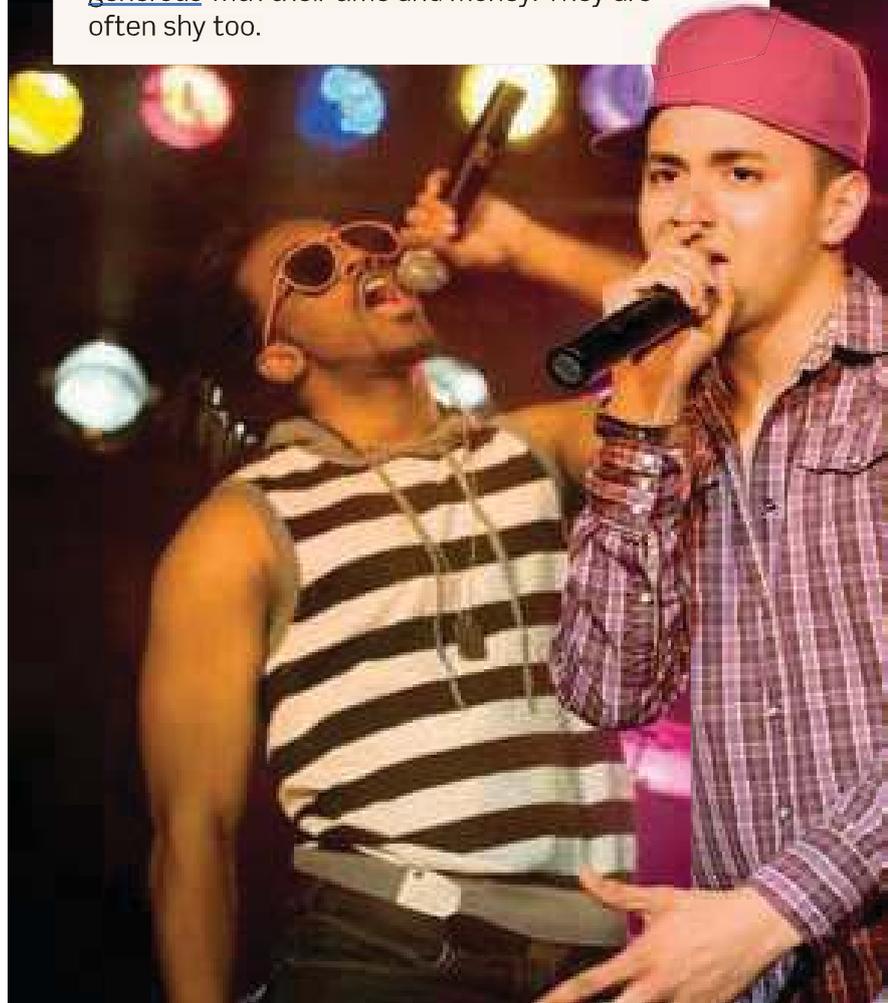
 2.24

## A HIP HOP AND RAP

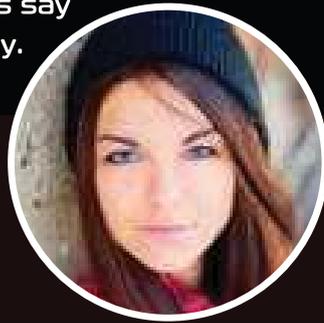
You probably think hip hop and rap fans are energetic and sporty because they love casual clothes such as trainers, baggy tracksuits and jeans – and they are! <sup>1</sup> \_\_\_\_\_ c \_\_\_\_\_ They love dancing and singing to music <sup>5</sup> with others. They like meeting new people and trying things for the first time. They are confident but they sometimes speak before they think. That can get them into trouble, but they are always quick to say 'sorry'.

## B HEAVY METAL

<sup>10</sup> Heavy metal fans often wear black clothes – tight black trousers, black T-shirts and black jackets. Dyed\* hair and make-up are popular. Perhaps some heavy metal fans prefer black because they want to look scary. <sup>?</sup> \_\_\_\_\_ They are usually kind and <sup>15</sup> generous with their time and money. They are often shy too.



Do you think the music you love is part of your identity? Well, you could be right! It seems our music tastes say a lot about our personality. Art Rock presents the results of a university questionnaire with more than 2,000 replies.



## POP AND ROCK

Pop and rock fans love comfortable clothes such as jeans and a T-shirt. Rock fans are **relaxed**, positive people. **They** work hard too and work very well in a team. Pop fans love listening to happy music. They are confident and cheerful.<sup>3</sup> \_\_\_\_\_ When this happens, they know they can talk about the problem with their friends and family. Both pop and rock fans are friendly and easy to get on with.

## CLASSICAL MUSIC

<sup>25</sup> Fans of classical music are usually clever and can be quite serious. **Their** clothes reflect this – they like stylish clothes and it is not unusual to see them in **smart** clothes such as suits. This doesn't mean their clothes are **old-fashioned**; they can be very **trendy**!

<sup>30</sup> Classical music fans are interesting people. They are **creative** and **talented** and successful at lots of things. For **them**, listening to music is a theatrical experience. <sup>1</sup> \_\_\_\_\_ They think deeply about things.



8 2.25 Look at the list below. Match adjectives 1–4 with their opposites a–d. Use the article to help you. Then listen, check and repeat.

- 1 stylish/trendy  b
- 2 tight
- 3 uncomfortable
- 4 sporty/casual

- a smart
- b old-fashioned
- c baggy
- d comfortable

9 **SPEAKING** Discuss your style. Use the words in Exercise 8 to help you.

*I often wear baggy jeans. I don't have any old-fashioned clothes.*

10 2.26 Find the adjectives in the article and translate them with a partner. Then listen and repeat.

**creative relaxed generous talented**  
**energetic cheerful**

11 Complete the sentences with the words in Exercise 10.

- 1 She always has good ideas. She is very creative.
- 2 He gives a lot of money to charity. He's very \_\_\_\_\_.
- 3 They love being active. They're very \_\_\_\_\_.
- 4 They're always calm and never worried. They're \_\_\_\_\_.
- 5 Ella can sing, dance and play the piano well. She's very \_\_\_\_\_.
- 6 Grace is always smiling. She's a \_\_\_\_\_ person.

12 Rewrite the sentences in Exercise 11 so they are true for people you know. Compare with a partner.

*Rami is very creative. My uncle is very generous ...*

13 **SPEAKING** Discuss the questions.

- 1 Which type of music fan in the article has the best style? Why?
- 2 Clothes say a lot about a person's personality. Do you agree?

*I think heavy metal fans are the most stylish, because black is my favourite colour.*

## GRAMMAR

4.5

have to/don't have to

I can use **have to** to talk about laws, obligation and necessity in the present and near future.

- 1 **SPEAKING** In your country, can you do these things when you are sixteen?

(get married      learn to drive)

- 2 Read the text below. At what age can you do the things in Exercise 1 in the UK?

## DID YOU KNOW?

A young person in the UK can get married when he or she is sixteen, but he or she has to get permission from his or her parents.



In the UK you can learn to drive a car when you are seventeen. You don't have to take lessons at a driving school, your parents can teach you! You don't have to be seventeen if you want to ride a moped – you can start learning when you are sixteen years old.

- 3 Read the GRAMMAR FOCUS. Then underline examples of **have to/has to** and **don't have to/doesn't have to** in Exercise 2.

## GRAMMAR FOCUS 18

## have to

You use **have to/has to** to talk about:

- laws and obligation:  
You **don't have to** be seventeen to ride a moped.  
She **has to** get permission to get married.
- necessity:  
He **doesn't have to** do homework today – it's for next week.

+ I/You/We/They **have to** go to school.  
He/She **has to** go to school.

- I/You/We/They **don't have to** go to school.  
He/She **doesn't have to** go to school.

? Do I/you/we/they **have to** go to school?  
Yes, I/you/we/they **do**. /No, I/you/we/they **don't**.

? Does he/she **have to** go to school?  
Yes, he/she **does**. /No, he/she **doesn't**.

What **do** you **have to** do?

Where **does** she **have to** go?

- 4 Complete the text with the correct forms of **have to**.

## FIND OUT MORE

Read our FAQs about eighteen-year-olds



- An eighteen-year-old <sup>1</sup>**doesn't have to** ask his/her parents for permission to buy a house. It's not the law.



- An eighteen-year-old can ride a motorbike above 125cc\* with an L-plate, but he/she <sup>2</sup>\_\_\_\_\_ get a licence within two years.



- Can you vote in an election? Yes, but you <sup>3</sup>\_\_\_\_\_ vote. You decide.



- Can you drive a bus? Yes, but you <sup>4</sup>\_\_\_\_\_ to pass special tests first and have a full driving licence, of course! Also, you can't drive it everywhere.



- <sup>5</sup>\_\_\_\_\_ (you) get your parents' permission to have a tattoo? No, <sup>6</sup>\_\_\_\_\_.



- Can you buy an alcoholic drink in a pub when you are eighteen? Yes, but you <sup>7</sup>\_\_\_\_\_ show your identity card if the owner asks.

\*cc = cubic centimetres (engine size)

- 5 What do your parents say you **have to do** or **don't have to do**?

- make your bed
- do the washing-up
- be home by 11 p.m. at the weekend
- tell your parents who you are going out with
- go to bed by 10 p.m. during the week
- babysit your younger brother or sister

*I have to ... or I don't have to ...*

- 6 **SPEAKING** Ask and answer the questions about the activities in Exercise 5.

A: *Do you have to make your bed?* B: *Yes, I do.*

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

*Asha has to make her bed, but she doesn't have to ...*

## FOCUS VLOG 19 Things to do

19 Watch the Focus Vlog. For the worksheet, go to page 115.

# 4.6

## SPEAKING

Going to the hairdresser's  
I can ask for everyday services.

### 1 SPEAKING Discuss the questions.

- Do you go to the hairdresser's? How often? Do you like it?
- Do you change your hairstyle, or do you just have a haircut?

### 2 2.27 Look at the photos. Match 1–6 with the words in the box. You can use a dictionary to help you. Then listen, check and repeat.

( dyed hair  fringe  shaved hair   
shoulder-length hair  spiky hair   
ponytail  )

### 3 SPEAKING Discuss the questions.

- Which haircut or hairstyle do you like best and why?
- Which haircut or hairstyle would be best for your friend? Why?

### 4 2.28 Read and listen. Then complete the conversation with the words in the box. Is Simon happy with his new haircut?

( fringe hairstyle longer shorter )

Hairdresser: Hi. How can I help?

Simon: I'd like a haircut. Can you do it now?

Hairdresser: Yes, sit here please. Do you want the same, only <sup>1</sup> shorter ?

Simon: No, I'm thinking of a new hairstyle.

Hairdresser: OK, how would you like it?

Simon: I'm not sure ... I'd like something totally different.

Hairdresser: What about shoulder-length hair with a <sup>2</sup> \_\_\_\_\_ ? You can put it in a ponytail.

Simon: No, I'd like a short <sup>3</sup> \_\_\_\_\_ that's easy to look after.

Hairdresser: OK ... Look at these pictures. How about this one?

Simon: No, I don't want spiky hair. I'd like the sides shaved, though.

Hairdresser: OK ... What about shaving the sides and having it <sup>4</sup> \_\_\_\_\_ on top? Like this picture.

Simon: Yes, that looks cool.

Hairdresser: OK, take a look. What do you think?

Simon: Perfect!

### 5 2.28 Read the conversation again and the SPEAKING FOCUS. Put S (Simon) or H (Hairdresser) next to the sentences. Then listen again and check.



### SPEAKING FOCUS

#### Going to the hairdresser's

How would you like it?

I'd like a haircut.

I'm thinking of (having) a new hairstyle.

What about/How about (having a fringe/this style/spiky hair)?

I'm not sure.

I'd like (shorter hair/a different style).

How about this style?

That looks cool/fantastic/perfect.

Do you want the same, only shorter?

Take a look. What do you think?

Sit here, please.

H

### 6 Match questions 1–5 with answers a–e.

- Take a look. What do you think?
- Would you like your hair the same, but shorter?
- How about having spiky hair?
- What about shaving the sides?
- How would you like your hair?

- No, I don't like spiky hair. It's not what I want.
- It looks cool! Thanks!
- Shaving the sides? That sounds good.
- I'm not sure. Have you got any pictures I can look at?
- No, I'd like to change my hairstyle.

### 7 SPEAKING Follow the instructions below to ask for a new haircut. Use the SPEAKING FOCUS to help you.

Student A: You are the hairdresser.

Student B: You are the customer. Look at the photos and decide which hairstyle you want.

# 4.7

## WRITING

A personal profile on a blog

*I can write a short basic personal profile.*

### 1 What information do you need to describe yourself? Choose three topics.

- 1 Information about your family
- 2 A physical description
- 3 Information about your favourite band
- 4 Description of your personality
- 5 A list of your ambitions

### 2 Read Emily's profile. Match three topics in Exercise 1 with paragraphs A–C.

# BLOG

Hi! I'm Emily.

**(A)** I'm sixteen years old. I'm not very tall – I'm 1.65 m – and I'm slim. I've got long wavy brown hair and green eyes.

**(B)** I'm a positive person and I'm very sociable – I've got lots of friends. I like going out with my friends and having fun. I really enjoy sports, too, but I'm not very fit. My friends say I'm kind and I've got a good sense of humour. I like laughing a lot. 😊

**(C)** I've got a brother and a sister. My brother is fourteen, but he's taller than me. He's got short dark hair and blue eyes. He's really funny! My sister is ten. She's quite tall, but she isn't taller than me. She's very clever. She's got long straight blond hair and green eyes.

So, now you know all about me!



### 3 Read the profile again and complete the table about Emily. Use the photo on the right and your imagination to complete it about Tiago.

	Emily	Tiago
Age	_____	_____
Height	1.65 m	_____
Build	_____	_____
Hair and eyes	_____	_____
Personality	_____	_____
Interests	_____	_____
Family	_____	_____

### 4 Complete the WRITING FOCUS with the examples from Emily's profile.

#### WRITING FOCUS

##### A personal profile on a blog

- Start your profile with a physical description:  
*<sup>1</sup>I'm not very tall.*
- Write one paragraph about your personality:  
<sup>2</sup> \_\_\_\_\_
- Write one paragraph about your family and friends:  
<sup>3</sup> \_\_\_\_\_
- Use adverbs (*really, quite, very, not very, not really, etc.*) to make your writing more interesting.
  - With adjectives:  
<sup>4</sup> \_\_\_\_\_
  - With *like/enjoy*:  
<sup>5</sup> \_\_\_\_\_
- Notice the position of adverbs with adjectives and with verbs: *very clever, really enjoy.*
- Don't use *not* with *quite* + personality adjective.

### 5 Rewrite the sentences with the adverbs in brackets.

- 1 He's got short red hair. (very)  
*He's got very short red hair.*
- 2 I'm serious. (not very) \_\_\_\_\_
- 3 I like video games. (quite) \_\_\_\_\_
- 4 I enjoy watching films. (not really) \_\_\_\_\_
- 5 I've got long blond hair. (really) \_\_\_\_\_
- 6 My best friend is fit. (very) \_\_\_\_\_

### 6 Rewrite the sentences with the adjectives and adverbs in brackets.

- 1 I've got black hair (short/wavy). *I've got short wavy black hair.*
- 2 I've got wavy hair (beautiful/blond). \_\_\_\_\_
- 3 He's got eyes (blue/big). \_\_\_\_\_
- 4 I'm tall (not very), but I'm well-built (quite). \_\_\_\_\_
- 5 She's got brown hair (curly/long) and a smile (big/lovely). \_\_\_\_\_

Tiago and his family



#### SHOW WHAT YOU'VE LEARNT

### 7 Write about Tiago and his family. Use the WRITING FOCUS and notes in Exercise 3 to help you.

4.1 Vocabulary  4.22

**bald** /bɔ:ld/  
**big/green/round/tired eyes** /,bɪg/,grɪ:n/,  
 ,raʊnd/,taɪəd 'aɪz/  
**boring** /'bɔ:ɪŋ/  
**brown/dark/fair/red hair** /,braʊn/,dɑ:k/  
 ,feə/,red 'heə/  
**clever** /'klevə/  
**confident** /'kɒnfədənt/  
**curly/long/medium-length/short/**  
**straight/wavy hair** /'kɜ:li/lɒŋ/,mɪ:diəm  
 'leŋθ/,'dʒɔ:t/ streɪt/'weɪvi/ 'heə/  
**ear** /ɪə/  
**fat** /fæt/  
**fit** /fɪt/  
**flat/narrow/wide/straight/thin nose** /  
 ,flæt/,nærəʊ/,waɪd/,streɪt/,θɪn 'nəʊz/  
**friendly** /frendli/  
**funny** /'fʌni/  
**go jogging** /,gəʊ 'dʒɒŋɪŋ/  
**good-looking** /,gʊd 'lʊkɪŋ/  
**have a sense of humour** /,həv ə ,sens əv  
 'hju:mə/  
**interesting** /'ɪntrəstɪŋ/  
**kind** /kaɪnd/  
**look** /lʊk/  
**middle-aged** /,mɪdəl 'eɪdʒd/  
**negative** /'negətɪv/  
**old** /əʊld/  
**person** /'pɜ:sən/  
**play jokes on sb** /,pleɪ 'dʒəʊks ɒn  
 ,sʌmbədi/  
**positive** /'pɒzətɪv/  
**pretty** /'prɪti/  
**serious** /'sɪəriəs/  
**short** /ʃɔ:t/  
**shy** /ʃaɪ/  
**similar in looks** /,sɪmələɪn 'lʊks/  
**slim** /slɪm/  
**slippers** /'slɪpəz/  
**smile** /smaɪl/  
**sociable** /'səʊʃəbəl/  
**sporty** /'spɔ:ti/  
**stupid** /'stju:pɪd/  
**tall** /tɔ:l/  
**tell jokes** /,tel 'dʒəʊks/  
**thin** /θɪn/  
**ugly** /'ʌgli/  
**unfriendly** /ʌn'frendli/  
**unkind** /,ʌn'kaɪnd/  
**unsociable** /ʌn'səʊʃəbəl/  
**well-built** /,wel 'bɪlt/  
**young** /jʌŋ/

4.2 Grammar  4.23

**be sick** /,bi 'sɪk/  
**elastic** /rɪ'læstɪk/  
**flexible** /'fleksəbəl/  
**hang out with friends** /,hæŋ aʊt wɪð  
 'frendz/  
**social media** /,səʊʃəl 'mɪ:diə/  
**tongue** /tʌŋ/

4.3 Listening  4.24

**buy your first flat/house/home** /,baɪ jə  
 ,fɜ:st 'flæt/'haʊs/'həʊm/  
**collect/fetch** /kə'lekt/fetʃ/  
**driver's/driving licence** /'draɪvəz/  
 'draɪvɪŋ ,laɪsəns/  
**driving lessons** /'draɪvɪŋ ,lesənz/  
**fall in love** /,fɔ:l ɪn 'lʌv/  
**get married** /,get 'mæɪrɪd/  
**get your first job** /,get jə ,fɜ:st 'dʒɒb/  
**go on your first date** /,gəʊ ɒn jə ,fɜ:st  
 'deɪt/  
**learn to drive** /,lɜ:n tə 'draɪv/  
**leave home** /,li:v 'həʊm/  
**life event** /,laɪf ɪ'vent/  
**save money** /,seɪv 'mʌni/

4.4 Reading  4.25

**baggy** /'bægi/  
**boots** /bu:ts/  
**calm** /kɑ:m/  
**casual** /'kæʒuəl/  
**cheerful** /'tʃɪəfəl/  
**coat** /kəʊt/  
**comfortable** /'kʌmfətəbəl/  
**creative** /kri'eɪtɪv/  
**dress** /dres/  
**dyed** /daɪd/  
**energetic** /,enə'dʒetɪk/  
**generous** /'dʒenərəs/  
**get on with** /,get ɒn wɪð/  
**hat** /hæt/  
**identity** /aɪ'dentəti/  
**jacket** /'dʒækət/  
**jeans** /'dʒi:nz/  
**jumper** /'dʒʌmpə/  
**make-up** /'meɪkʌp/  
**music taste** /'mju:zɪk teɪst/  
**old-fashioned** /,əʊld 'fæʃənd/  
**personality** /,pɜ:sə'næləti/  
**reflect** /rɪ'flekt/  
**relaxed** /rɪ'læksɪd/  
**scarf** /skɑ:f/  
**shirt** /ʃɜ:t/  
**shoes** /ʃu:z/  
**skirt** /skɜ:t/  
**smart** /smɑ:t/  
**socks** /sɒks/  
**studies** /'stʌdɪz/  
**stylish** /'stɑɪlɪʃ/  
**successful** /sək'sesfəl/  
**suit** /su:t/  
**talented** /'tæləntəd/  
**think deeply** /,θɪŋk 'di:pli/  
**tie** /taɪ/  
**tight** /taɪt/  
**top** /tɒp/  
**tracksuit** /'træksu:t/  
**trainers** /'treɪnəz/  
**trendy** /'trendi/  
**trousers** /'traʊzəz/  
**T-shirt** /'ti: ʃɜ:t/

uncomfortable /ʌn'kʌmfətəbəl/

wear /weə/

worried /'wʌrɪd/

worry /'wʌrɪ/

4.5 Grammar  4.26

engine size /'endʒɪn saɪz/

get permission from /,get pə'mɪʃən  
frəm/

identity card /aɪ'dentəti kɑ:d/

owner /'əʊnə/

permission /pə'mɪʃən/

ride a moped /,raɪd ə 'məʊpəd/

take lessons at a driving school /,teɪk  
ˌlesənz ət ə 'draɪvɪŋ sku:l/

tattoo /tə'tu:z/

vote in an election /,vəʊt ɪn ən ɪ'lekʃən/

4.6 Speaking  4.27

fringe /frɪndʒ/

haircut /'heəkʌt/

hairstyle /'heəsteɪl/

ponytail /'pəʊnɪteɪl/

shaved hair /,ʃeɪvd 'heə/

shoulder-length hair /,ʃəʊldə,lɛŋθ 'heə/

spiky hair /,spɑ:kɪ 'heə/

4.7 Writing  4.28

blond /blɒnd/

laugh /lɑ:f/

## VOCABULARY AND GRAMMAR

### 1 Choose the correct option.

- Jane has got curly *hair* / eyes.
- My grandma doesn't like wearing *trainers* / trousers . She usually wears a skirt or dress instead.
- I can walk a long distance in those boots. They're really *generous* / comfortable .
- He's forty-five years old on his next birthday – he's *middle-aged* / medium-length.
- Simon has got beautiful green *ears* / eyes .
- Ruth wears great clothes. She's very *spiky* / stylish .

### 2 Read the descriptions and complete the adjectives.

- Dan is very s \_ \_ \_ o \_ s. He's a student now, but he wants to have his own business before he's twenty-five.
- Lisa is so f \_ \_ \_ y! She's got a great sense of humour.
- Amy always has lots of ideas and she's great at art. She's very c \_ e \_ \_ v \_ .
- Sam is a k \_ \_ \_ person. He helps everyone.
- Mike does very well in tests and exams. He's c \_ \_ \_ \_ .
- Ellen is very s \_ c \_ \_ \_ e. She has lots of friends.

### 3 Complete the sentences with the correct form of the adjectives in brackets.

- I think Roger Federer is the \_\_\_\_\_ (good) tennis player in the world.
- Rob is \_\_\_\_\_ (tall) than me.
- Do you think films are \_\_\_\_\_ (interesting) than books?
- Sarah is the \_\_\_\_\_ (funny) person in our class.
- Katie is one of the \_\_\_\_\_ (successful) people I know.
- Matt is usually \_\_\_\_\_ (calm) than his brother.

### 4 Complete the sentences with the correct form of *have to*.

- \_\_\_\_\_ Steve \_\_\_\_\_ make his bed in the morning?
- I \_\_\_\_\_ get home by eleven o'clock during the week, but I can stay out later at the weekend.
- Tim \_\_\_\_\_ tidy his room every week, but he likes it and he's happy to do it.
- In many countries you \_\_\_\_\_ vote. You can decide if you want to vote or not.
- \_\_\_\_\_ you \_\_\_\_\_ wear a helmet when you ride a motorcycle in your country?
- In the UK, you \_\_\_\_\_ be eighteen if you want to get married. You can do it if you are sixteen, but you need your parents' permission.

## USE OF ENGLISH

### 5 Choose the correct answer, A, B or C, to complete both sentences.

- What \_\_\_\_\_ of music do you listen to?  
My sister is very \_\_\_\_\_. She looks after me when our parents aren't home.  
A shy                      B good                      C kind
- Look! Stuart's cat is sitting on \_\_\_\_\_ of his head!  
I like your skirt and \_\_\_\_\_. Are they new?  
A top                      B shirt                      C boots
- John is \_\_\_\_\_-looking, but his brother has a nicer smile.  
Spiky hair? Yes, that sounds \_\_\_\_\_.  
A well                      B fit                      C good
- Jack is only 1.60 m – he's quite \_\_\_\_\_.  
I don't wear that skirt in winter. It's \_\_\_\_\_, so my legs get cold.  
A short                      B ugly                      C stylish
- I don't want to \_\_\_\_\_ married until I'm in my thirties.  
I'm having lessons because I want to \_\_\_\_\_ my driving licence.  
A be                      B get                      C take
- He's got a \_\_\_\_\_ nose.  
My \_\_\_\_\_ is quite small. There are two rooms.  
A thin                      B flat                      C house

### 6 Choose the correct answer, A, B or C.

- X: What does Jamie look like?  
Y: He's \_\_\_\_\_, and he's very sporty.  
A fat                      B fit                      C positive
- X: What have you got on your feet?  
Y: Two pairs of \_\_\_\_\_. My boots are a bit big.  
A socks                      B trainers                      C shoes
- X: Why are you wearing that old tracksuit?  
Y: It's my favourite! I want to feel \_\_\_\_\_ because I'm studying for my exams.  
A comfortable                      B energetic                      C baggy
- X: Is that John's friend Mark over there?  
Y: No, Mark has got dark \_\_\_\_\_.  
A lips                      B hair                      C ears
- X: Sally is very \_\_\_\_\_.  
Y: Yes, she always says good things about everyone.  
A talented                      B relaxed                      C positive
- X: Do you fancy going to the gym?  
Y: No, I'm not very \_\_\_\_\_.  
A creative                      B sporty                      C tall

## LISTENING

### 7 2.29 Listen to Hayley talking to a friend about her sister, Sara, and choose the correct answer, A, B or C.

- How many brothers and sisters does Hayley have?  
A two                      B three                      C four
- Sara's birthday is in  
A March.                      B June.                      C November.
- Sara's hair is  
A short and dark.                      B long and blond.  
C short and blond.
- Hayley and Sara do not both like the same  
A music.                      B jokes.                      C sports.
- Where does Sara go with Hayley?  
A to the shops                      B to the cinema                      C to parties

## READING

- 8 Read the text and complete gaps 1–3 with sentences A–E. There are two extra sentences.

### YOUNG AUSTRALIA



Life for young people in Australia can be quite different now to just a few decades ago.

Today, young people have better qualifications. More people are going to university than ever before. Why? One reason is that there are more courses than before. 1

2 \_\_\_\_\_ Finally, you can get a much better job if you have a degree. Job training is also more popular now.

Nowadays, over 70 percent of young people have a job. A lot of young people don't wait until after they finish studying to get a job. Many work part-time while they are studying.

3 \_\_\_\_\_ Now 69 percent of young women have jobs, compared to 54 percent then.

More young people live in the biggest cities in Australia than in the countryside – just 16 percent live outside cities. They live at home for longer – most don't leave home until they are in their twenties. After getting their first house, they move more often than before. Often, they move to a different city to get a better job. It seems that young people are happier about the idea of changing cities for a job than before.

Young people are also delaying the age they get married.

4 \_\_\_\_\_ One reason for this is that more young people live together before they get married.

- A More women are going to university nowadays, which means they have better jobs.
- B Another reason is that you don't have to pay for your university studies until you are working.
- C On average, men are six years older and women are seven years older.
- D The number of women who work is also different to forty years ago.
- E The number of young people that vote is much higher than before.

## WRITING

- 9 Read the information and write a blog post.

You have a new personal blog. Write the first post with your personal profile.

- Describe your appearance and personality.
- Write about your likes and dislikes.
- Introduce your family and friends.

## SPEAKING

- 10 Complete the questions, then ask and answer with a partner.

- 1 What kind of clothes do you like and why?
- 2 What does your best friend look like?
- 3 What do you have to do at home every day?
- 4 How often do you change your hairstyle?

- 11 Choose the correct answer, A or B.

- 1 X: Hi. How can I help?  
Y: \_\_\_\_\_  
A I'd like a haircut.  
B No, you can't.
- 2 X: Would you like your hair the same, but shorter?  
Y: \_\_\_\_\_  
A Yes. I'm sure I would.  
B I'm not sure.
- 3 X: What about having a fringe?  
Y: \_\_\_\_\_  
A That sounds good.  
B It looks cool! Thanks.
- 4 X: How about this hairstyle?  
Y: \_\_\_\_\_  
A No, I'd like to change my hairstyle.  
B No, I don't like it.
- 5 X: I'd like a haircut.  
Y: \_\_\_\_\_  
A OK. You can put it in a ponytail.  
B OK. Would you like it the same, but shorter?
- 6 X: Take a look. What do you think?  
Y: \_\_\_\_\_  
A Yes, you can do it now.  
B It's perfect!

- 12 Do the task in pairs.

### Student A

You are a hairdresser. Start the conversation.

- Greet Student B and ask how you can help him/her.
- Suggest a hairstyle and show Student B a photo.
- Ask for Student B's opinion (*how about? what about?*).
- Then ask for Student B's opinion about the new hairstyle.

### Student B

You're a customer at the hairdresser's.

- You want a new haircut or hairstyle.
- Describe what you want and ask to see some photos.
- Agree to Student A's suggestion.
- Say you are happy with the new cut/style.

# 5

## Education

Learn to walk before you run.

A proverb



THE CHINESE SCHOOL EXPERIMENT

20 Watch the BBC video.  
For the worksheet, go to page 116.

## VOCABULARY

### 5.1

Types of school • at school • exams

I can use language related to types of school, exams and tests.

### SHOW WHAT YOU KNOW

1 Complete the table with the words in the box. Think about more words to add to each group. Compare with a partner.

Chemistry coursebook desk Geography head teacher  
IT (Information technology) form teacher  
IWB (interactive whiteboard) Maths PE (Physical Education)  
Physics pupil Science whiteboard

Classroom objects	Subjects	People
whiteboard		

2 Finish the statements to make them true for you. Compare with a partner.

- 1 My favourite subject is ...
- 2 My worst subject is ...
- 3 The best thing about my school is ...
- 4 The worst thing about my school is ...

## UK TODAY

### Education in Britain

The text describes the school system in England and Wales. Scotland and Northern Ireland have different systems.

In England and Wales nowadays many children go to **nursery school** when they are three or four. When they are five, they go to **primary school** and they stay there for six years. At the age of eleven, they start **secondary school**. Students have to study between the ages of five and eighteen. Most students study at the same secondary school for seven years, but some leave school at the age of sixteen and, for example, study at **college** or train for a job for two more years.

At the age of eighteen or nineteen students can go to **university**, which usually lasts three or four years.

Some parents pay for their children to go to a **private school**, but most students go to **state schools**. Most state schools are **mixed** – they are for boys and girls – but some are **single-sex** for either boys or girls only.

#### Exams

There are different types of exams in British schools. All students have to study English, Maths and Science until Year Eleven. At the end of that year, at the age of sixteen, students **take GCSE exams\***. Students usually take GCSEs in five to ten subjects, so they have to **revise** a lot before their exams. If students want to go to university, they take A level exams\*. Most students take two or three A levels, but some do four. If students don't **pass their exams** or don't **do well** and **get bad marks**, they can always **retake the exams**.

GCSE exams (GCSEs) – General Certificate of Secondary Education  
A level exams (A levels) – Advanced Level (end-of school exams)

3 Read about education in Britain. Are the sentences true (T) or false (F)? Read the text and check your answers.

- 1 All children start their education when they are three years old.
- 2 Students have to continue education until the age of eighteen.
- 3 In British schools boys and girls always study together.
- 4 Students have to study three subjects until they are sixteen.
- 5 Students take exams only once.



Pupils in a Science class



A level results



University Graduation

## WORD STORE 5A Types of school

- 4 2.30 Complete WORD STORE 5A with the names of school types in red in the text. Then listen, check and repeat.
- 5 **SPEAKING** Discuss what schools there are in your country.
- 6 Choose the correct option.
- 1 My cousin goes to a private / state school. It's very expensive.
  - 2 Lucy's little brother is six years old and he's in *nursery* / primary school.
  - 3 I go to a *single-sex* / mixed school, but there are more boys than girls.
  - 4 Hanif wants to leave school when he's sixteen and get a job, but I think he should go to *college* / secondary school.

## WORD STORE 5B At school

- 7 2.31 Complete WORD STORE 5B with the underlined phrases in the text. Then listen, check and repeat.
- 8 **SPEAKING** Complete the statements with the words or phrases in WORD STORE 5B. Discuss which statements are true for you.
- 1 I have to work hard if I want to do well in the exams.
  - 2 I am always \_\_\_\_\_ lessons, I am never late!
  - 3 I work very hard in English lessons, but I still do \_\_\_\_\_ the tests.
  - 4 I would like to study at university when I \_\_\_\_\_ school.
  - 5 I love Maths and always get \_\_\_\_\_ in the tests.
  - 6 I love Biology lessons and I always try not to \_\_\_\_\_ a class.
  - 7 I am not sporty and often get \_\_\_\_\_ in PE lessons.
  - 8 I usually \_\_\_\_\_ to classes five minutes early.

## WORD STORE 5C Exams

- 9 2.32 Complete WORD STORE 5C with the highlighted phrases in the text. Then listen, check and repeat.
- 10 **SPEAKING** Discuss the questions about your school.
- 1 How many tests do you usually take every week? In what subjects?
  - 2 How many times can you retake a test/an exam if you fail it the first time?
  - 3 What do you do to revise well for an exam?
  - 4 What can happen if you fail an exam?
  - 5 What is the highest grade you can get when you pass a test or an exam?
  - 6 Are there special entrance exams for universities in your country? What are they?
- I usually take two tests a week, sometimes three.*
- 11 Prepare a short text about the schools in your country. How similar are they to the schools in Britain?

## 5.2

## GRAMMAR

must/mustn't, should/shouldn't

I can express obligation, prohibition and give advice in the present and future.

- SPEAKING** Do you know any unusual schools? What do people learn there?
- Look at the photo of an unusual school. What do you think children do there? Read and check your ideas.



## UNUSUAL SCHOOLS

- You **must** start learning when you are two years old.
- You **must** practise every day.
- You **mustn't** sit very close to the snakes.
- You **must** learn to play music for the snakes.
- You **mustn't** touch the snakes when the teacher is not there.

- Read the GRAMMAR FOCUS. Complete the rules for becoming a stunt performer with **must** or **mustn't**.

## GRAMMAR FOCUS 1 G21

## must/mustn't

- You use **must** to say that something is a rule or is necessary.
- You use **mustn't** when you want to say, 'don't do this'.

+ I/You/He/She/We/They **must** practise.

- I/You/He/She/We/They **mustn't** touch the snakes.

## Note:

To say that it is not necessary, we say 'you **don't have to** do it', NOT **mustn't**.

He **doesn't have to** practise if he doesn't want to. (It's not necessary.)  
It's late. He **mustn't** practise at this time of night. (They don't allow him.)

## To be a stunt performer

- you **must** be very fit and love outdoor activities.
- you \_\_\_\_\_ be very good at different kinds of sports.
- you \_\_\_\_\_ be able to work in a team.
- you \_\_\_\_\_ be afraid of danger.
- you \_\_\_\_\_ take risks.



- 2.33** Now listen and check your answers in Exercise 3.
- Complete the statements with **mustn't** or **don't have to** to make them true for you. Then compare with a partner.
  - I \_\_\_\_\_ be at school before eight.
  - I \_\_\_\_\_ wear a school uniform.
  - I \_\_\_\_\_ use my mobile phone during lessons.
  - I \_\_\_\_\_ be at home after nine in the evening.

- Read the dialogue. Does Person B give good advice?
  - A: I'm good at sports and I'm not afraid of danger. Where **should** I study?  
B: You **should** go to a stunt school.
  - A: I love films and TV, but I'm not very fit and I hate danger. **Should** I go to a stunt school?  
B: No! You **shouldn't**. You should go to a film school.

- Read the GRAMMAR FOCUS. Then complete the dialogues with **should** or **shouldn't** and the words in brackets.

## GRAMMAR FOCUS 2 G21

## should/shouldn't

You use **should/shouldn't** to give advice.

+ I/You/He/She/We/They **should** go to a film school.

- I/You/He/She/We/They **shouldn't** go to a stunt school.

? **Should** I study there?

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

Where **should** I go?

You **should** go to a film school.

- A: I want to be an actor. **Should I leave** (I/leave) school now and go to Hollywood?  
B: No, you <sup>2</sup> \_\_\_\_\_ (leave) school yet. You <sup>3</sup> \_\_\_\_\_ (go) to theatre school after you finish school.
- A: I love working with animals. My parents want me to get an office job. What <sup>4</sup> \_\_\_\_\_ (I/do)?  
B: Well, you <sup>5</sup> \_\_\_\_\_ (work) in an office! You <sup>6</sup> \_\_\_\_\_ (train) to become a vet.
- A: I'm scared of heights. <sup>7</sup> \_\_\_\_\_ (I/go) walking with the class this weekend?  
B: Yes, you <sup>8</sup> \_\_\_\_\_, but you <sup>9</sup> \_\_\_\_\_ (tell) the leader and you <sup>10</sup> \_\_\_\_\_ (climb) any mountains.

- What is your school like? Use the words in the box to make statements that are true for you. Compare with a partner.

be friendly and helpful   cheat in exams  
do extra activities   do your homework  
run inside the school  
use a mobile phone in class  
use a tablet   wear a uniform

At my school ...

- you must \_\_\_\_\_ .
- you mustn't \_\_\_\_\_ .
- you don't have to \_\_\_\_\_ .
- you should \_\_\_\_\_ .
- you shouldn't \_\_\_\_\_ .

# 5.3

## LISTENING

Note completion

*I can identify key details in a simple recorded dialogue about places at school.*

1 **2.34** Match the places in the box with the photos. Then listen and repeat.

- ( canteen classroom corridor gym hall library  
playground Science lab sports field staff room )



2 **2.35** Jane is showing Mark round the school. Listen to Part 1 of their conversation. Where are they? How do you know?

3 Read the conversation. What kind of information is missing in each gap? Match gaps 1–3 with descriptions a–c.

- a It is something you wear on top of your clothes.
- b It is something students do in Science classes.
- c It is something students use in Science classes.

Jane: There is a lot of special <sup>1</sup> \_\_\_\_\_ here. Students do <sup>2</sup> \_\_\_\_\_ in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.

Mark: What are all those books?

Jane: We keep all the Science books here so everyone can use them in the lessons. You have to wear an <sup>3</sup> \_\_\_\_\_ in here too, over your school uniform, to protect it.

4 **2.35** Complete the sentences from Jane and Mark's conversation in Exercise 3 with the words in the box. Then listen again and check.

- ( experiments overall equipment )

5 **2.36** Listen to the rest of the conversation. What other four places does Jane describe?

### EXAM FOCUS Note completion

6 **2.36** Listen again and complete the information with up to three words in each gap.

- 1 When the weather is fine, Jane eats in the \_\_\_\_\_
- 2 Borrowing time for books: \_\_\_\_\_
- 3 Number of people in school: \_\_\_\_\_
- 4 Lesson in \_\_\_\_\_ : drama
- 5 Sports competitions take place in \_\_\_\_\_

### WORD STORE 5D Nouns and verbs

7 **2.37** Complete WORD STORE 5D with the words in the box and match the words with the pictures. Then listen, check and repeat.

8 Complete the sentences with the correct form of the phrases in WORD STORE 5D.

- 1 Let's have a meeting to discuss our summer holiday.
- 2 I want to \_\_\_\_\_ *The Lord of the Rings* from the school library.
- 3 On Thursdays, we \_\_\_\_\_ in our Science lesson.
- 4 Do you \_\_\_\_\_ in your English classes?
- 5 I'm going to \_\_\_\_\_ about students' rights in front of the whole school.
- 6 I always \_\_\_\_\_ for a drink in the canteen.

9 **SPEAKING** Do you do the activities in WORD STORE 5D at your school? When? How often? Discuss with a partner.

### PRONUNCIATION FOCUS

10 **2.38** Listen to the *th* sound and put the words in the box in the correct column.

/ð/ (the)	/θ/ (think)
the	think

- ( author bathroom father mother  
other thanks then there they  
thin thing this those thousand  
three Thursday together tooth )

11 **2.39** Listen and check.

# 5.4

## READING

True/False

*I can identify specific information in a simple article.*

1 **SPEAKING** Look at the photos and the words in the box. Which activities do you think students do at the summer school?

camping   doing experiments   doing tests  
hiking   meeting scientists   observing the night sky  
scuba diving   taking photos   visiting London

2 Read the the first seven lines of the article. What does it describe?

- 1 a school where students study to become scientists
- 2 a short course for students who're interested in space
- 3 a research centre for space scientists

3 In which paragraph can you find this information? Read the article and match paragraphs A–F with the information 1–6.

- 1 activities in the swimming pool
- 2 a trip to a building to find out more about space
- 3 general description of what students do at the summer school
- 4 an experience of flying
- 5 the classes at the university
- 6 looking at the night sky

### EXAM FOCUS True/False

4 Read the article again. Are the sentences true (T) or false (F)?

- 1 Students do classes during the day and in the evenings.
- 2 All the students help to build a rocket.
- 3 Students learn to scuba dive because it's important for astronauts to be able to swim.
- 4 On the camping trip, students don't have to help at all.
- 5 There is an opportunity to see scientists at the Space Centre.
- 6 The skydiving teachers show students their skills.

5 **2.41** Match the phrasal verbs in blue in the article with the definitions. Then listen, check and repeat.

- 1 go from one place to another = move around
- 2 learn a fact or piece of information = \_\_\_\_\_
- 3 build something, e.g. a tent = \_\_\_\_\_
- 4 focus on something = \_\_\_\_\_

6 Complete the sentences with the phrasal verbs in Exercise 5.

- 1 I don't know much about rockets. I want to find out more.
- 2 I can't talk to you now. This text isn't easy and I need to \_\_\_\_\_ it.
- 3 The tent is still in the bag, so we need to \_\_\_\_\_ it \_\_\_\_\_.
- 4 I have to \_\_\_\_\_ a lot for my job, so I never spend much time in one city.

7 **SPEAKING** Discuss the questions.

- 1 Do you move around a lot in classes?
- 2 Do you have to concentrate on any school projects at the moment?
- 3 What do you want to find out more about?
- 4 Can you put up a tent?

### WORD STORE 5E Collocations

8 **2.42** Complete WORD STORE 5E with the underlined nouns in the article. Then listen, check and repeat.

9 Complete the statements with the verbs in WORD STORE 5E.

- 1 I think summer schools are a good way to make new friends.
- 2 I never \_\_\_\_\_ part in projects at school.
- 3 I always try to \_\_\_\_\_ my language skills when I can.
- 4 I'd like to \_\_\_\_\_ a course abroad next summer.
- 5 I often \_\_\_\_\_ prizes at sports.

10 Which statements in Exercise 9 are true for your partner?



11 **SPEAKING** Discuss in groups.

- 1 What do you like doing in your summer holidays? *In my summer holidays, I like relaxing: swimming, reading books, meeting my friends ...*
- 2 Do many young people you know do summer courses?
- 3 What things do you think are interesting to study at a summer school?
- 4 Would you like to do a course? What skills would you like to improve?

# TO THE STARS!

**D**o you dream of learning more about space and meeting some amazing scientists? Do you want to learn new skills and **make some great friends**? Well, you can do all these things and much more at Senior Space School UK!

**A**

Senior Space School UK is a summer school at the University of Leicester in England. It's for sixteen- to eighteen-year-olds and is eight days long. You do a mix of classes and practical activities and it's a fun way to **improve your science skills**. In the evenings, you can relax and there are quizzes, karaoke and a disco too.

**B**

You spend three of the eight days at the university. First, there are lectures – special classes – in Maths, Physics and other subjects. Then, you **concentrate on** exciting practical projects in the Science labs. For example, you have to build a rocket using your new knowledge. Everyone **takes part** and the best one **wins a prize!**

**C**

In space, people and objects do not weigh anything, so **moving around** is very different to Earth. Astronauts **practise for space-walks in water**; that's why you spend a few hours learning to scuba dive. After **doing a short course**, you work in teams to move materials in the correct order and build a structure – all under water. It's a real challenge!

**D**

On another evening you go camping. You must **put up** your tent, collect wood for a fire and cook your food. When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky. After that, everyone has hot chocolate and **sings around the campfire**.



**E**

There's a trip to the National Space Centre to **find out** about the difficulties of travelling to Mars. There's lots to do: meeting scientists, watching a show, exploring the centre and looking at the equipment astronauts use in the International Space Station.

**F**

If you want to learn how to fly, you can go indoor skydiving. Flying like this is almost like moving in space but it's not easy! The teacher shows you how to move and then you get to fly. At the end of the activity, watch as the teacher demonstrates some fantastic skydiving tricks.

**Space School UK is an amazing opportunity to learn and have fun. Book your place now!**



# GRAMMAR

5.5

Past Simple: *was/were, could*

*I can use be and can in the Past Simple.*

**1 Look at the photo and discuss the questions. Then read the text and check.**

- Who is the person in the photo?
- What do you know about him?
- What is he most famous for?



Daniel Radcliffe is now famous as the *Harry Potter* actor, but what **was** his life like before the films? **Was** he a good student?

School **wasn't** a good experience for Daniel. Because of a neurological problem, he **couldn't** tie his shoelaces, and he couldn't write well. His results **weren't** good. His mum was a film agent, but to start with she wasn't happy about Daniel acting. His first audition was when he was nine. It was a great idea: Daniel **could** act! All the *Harry Potter* films **were** successful and Daniel is now a very popular actor.

**2 Complete the GRAMMAR FOCUS with the verbs in blue in the text. Then find more examples in the text.**

**GRAMMAR FOCUS 1** 22

**Past Simple: was/were**

- +** I/He/She <sup>1</sup> was a good student.  
You/We/They <sup>2</sup> \_\_\_\_\_ good students.
- I/He/She <sup>3</sup> \_\_\_\_\_ a good student.  
You/We/They <sup>4</sup> \_\_\_\_\_ good students.
- ?** <sup>5</sup> \_\_\_\_\_ I/he/she a good student?  
Yes, I/he/she **was**./No, I/he/she **wasn't**.  
**Were** you/we/they good students?  
Yes, you/we/they **were**. /No, you/we/they **weren't**.  
What **was** he good at?  
What **were** they good at?

**Note:**

- You also use *was/wasn't* with *it*: **It was** a great idea.
- wasn't* = *was not*    *weren't* = *were not*

**GRAMMAR FOCUS 2** 22

**Past Simple: could**

- +** He <sup>6</sup> could play the guitar.
- He <sup>7</sup> couldn't play the piano.
- ?** **Could** he play the piano?

**Note:**

- Could* is the same for all persons (*I, you, he, she, it, we, they*).
- couldn't* = *could not*

**3 Correct the false sentences.**

- School was a good experience for Daniel.  
*School wasn't a good experience for Daniel.*
- He could write well.
- His results were good.
- His first audition was when he was twelve.
- Daniel couldn't act.
- The *Harry Potter* films weren't successful.

**4** 2.43 **Read about Kristen Stewart and choose the correct option. Then listen and check.**

Kristen Stewart is a famous actress. But when she <sup>1</sup>was / *were* younger, things <sup>2</sup>*wasn't* / *weren't* always easy. She <sup>3</sup>*wasn't* / *weren't* happy at high school because she <sup>4</sup>*could* / *couldn't* talk to other kids her age. They <sup>5</sup>*was* / *were* interested in different things and so they <sup>6</sup>*wasn't* / *weren't* very friendly to her. They <sup>7</sup>*were* / *weren't* often jealous because Kristen <sup>8</sup>*could* / *couldn't* act really well.



**5** 2.44 **Complete the text about Albert Einstein so that it is true. Use was/wasn't, were/weren't or could/couldn't. Compare with a partner. Then listen and check.**

Albert Einstein was a very famous scientist. From an early age, he <sup>1</sup>was good at Maths and Science and he <sup>2</sup>\_\_\_\_\_ play the violin well. But at school, he <sup>3</sup>\_\_\_\_\_ good at all subjects. History and Geography <sup>4</sup>\_\_\_\_\_ easy for him and he <sup>5</sup>\_\_\_\_\_ good at foreign languages. But Einstein <sup>6</sup> was a genius and scientists are still studying his brain to help them understand about intelligence.



**6 SPEAKING** Complete the questions with *were* or *could*. Then ask and answer the questions. Write down your partner's answers.

- When you were at primary school ...
- were the other students friendly?
  - \_\_\_\_\_ your teachers nice?
  - \_\_\_\_\_ you speak English?
  - \_\_\_\_\_ you good at Science?
  - \_\_\_\_\_ you understand everything?
  - \_\_\_\_\_ you a quiet student?
  - \_\_\_\_\_ lessons fun?
  - \_\_\_\_\_ you good at sports?

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

*When Gabriel was at primary school, the other students were friendly. His teachers were ...*

**FOCUS VLOG** 23 **School memories**

23 Watch the Focus Vlog. For the worksheet, go to page 117.

## 5.6

## SPEAKING

Asking for and giving information

*I can ask for and give simple travel information.*

1 Read the information about the Eden Project and Shakespeare's House. Which is the best place to visit on a school trip? Why?

2  2.45 Ben is organising a trip for his class. Listen to the dialogue. Which place do they want to visit?

3  2.45 Complete the dialogue. Then listen again and check.

Woman: Good morning. **Can I help you?**

Ben: Good morning. I'd like some information.

Woman: Certainly, what would you like to know?

Ben: **What are your opening times?**

Woman: We're open from <sup>1</sup> \_\_\_\_\_ a.m. to <sup>2</sup> \_\_\_\_\_ p.m.

Ben: And how much does it cost to get in?

Woman: For adults it costs <sup>3</sup> \_\_\_\_\_ and for children it costs \_\_\_\_\_. **There are also discounts for groups.**

Ben: Can I book online?

Woman: Yes, you can.

Ben: Are there any guided tours?

Woman: Only for large groups, but there are a lot of materials on our website. Also you can download our podcasts to your phone. They've got lots of great information.

Ben: And where is the house, exactly?

Woman: It's on Henley Street, near the train station.

Ben: OK, thanks very much.

Woman: You're welcome.

## Eden Project

Cornwall

Explore the rainforest, walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest zip wire in England!



**Opening times:** 9:30 a.m. – 6 p.m., seven days a week all year

**Tickets:** Adults: £28.50 (£26 online)  
Children five–sixteen years old: £15 (£13.50 online)  
Children under five – free  
Students: £23.50  
Discounts for groups of fifteen or more:  
**contact** 01726811911

**Guided tours:** Choose from three different tours £100–£125.

4 Read the dialogue again and complete the SPEAKING FOCUS with the phrases in orange in Exercise 3.

## SPEAKING FOCUS

## Asking for information

I'd like some information.

1 \_\_\_\_\_

How much does it cost to get in?

How much are the tickets?/How much is (a family) ticket?

Can I book online? Are there any guided tours?

Is there a podcast?

Where is the (park/museum/attraction) exactly?

Thanks very much.

## Giving information

<sup>2</sup> *Can I help you?*

What would you like to know?

Tickets are (£10) for adults and (£5) for children.

Tickets for children under (fi ve) are free.

<sup>3</sup> *There are also discounts for groups.*

A family ticket costs (£20).

The (museum/park) opens at (9 a.m.) and closes at (5 p.m.).

It's in/on (Green Street).

You're welcome.

5 Put the words in the correct order to make questions. Think about a recent school trip.

1 how / cost / much / it / to / in / does / get / ?

*How much does it cost to get in?*

2 any / there / are / tours / ?

3 book / online / I / can / ?

4 is / where / exactly / it / ?

5 there / is / podcast / a / ?

6 **SPEAKING** Practise a dialogue asking about the Eden Project. Then act it out to the class.

## ROLE-PLAY

24

Asking for and giving information

24

Watch the video and practise. Then role-play your dialogue.

## Shakespeare's House

Stratford-upon-Avon

See where Shakespeare was born and lived for over twenty years. Explore the gardens, visit the shop or do a workshop. Download our podcasts to your phone to get the most from your visit!



**Opening times:** 9 a.m. – 5 p.m.

**Tickets:** Adults: £17.50  
Children five–sixteen years old: £11.50  
Family: £46.50  
Students: £16.50  
Discounts for groups of fifteen or more:  
**contact** 01789204016

# 5.7

## WRITING

A personal email

*I can write a short personal email to tell news.*

1 Which of the five topics would you NOT write about in an email to a friend about a new school?

- 1 The other students
- 2 Activities you are doing
- 3 Your favourite film
- 4 Your news
- 5 School sports teams

2 Read the email. Which topic does Jen NOT write about?

- [A] Hi Mark,
- [B] **How are you?** I hope you're fine and not too busy!
- [C] I'm getting on OK at my new school. It's great because everyone's very friendly. I don't know my way round the school yet. I get lost all the time but someone always helps me find the right place. What else? The trials for the hockey team are next week. I'd love to be in the team, so I have to practise really hard. **My other news is that** I'm in a band! There are six of us in the band. I play the guitar (of course!) and it's great fun.
- [D] **How about you?** Are you still in the volleyball team? What are your plans for this weekend? Do you want to come and stay soon?
- [E] Write soon! **I can't wait to hear all your news!** 😊  
I miss you all!

Love

Jen



3 Read the email again. Match parts A–E with headings 1–5.

- 1 Asking about the other person
- 2 Giving your news
- 3 Signing off
- 4 Greeting
- 5 Asking how someone is


4 Complete the WRITING FOCUS with the expressions in purple in the email.

### WRITING FOCUS

#### A personal email

##### • Asking about someone

<sup>1</sup>How are you?/How are things?

I hope you're fine!/I hope you're not too busy!

How's everyone?

##### • Giving your news

I'm getting on OK/fine/well.

What else?

I'd love to ...

<sup>2</sup>My other news is that ...

##### • Asking about the other person

What are you up to?

<sup>3</sup>How about you?

What are your plans for this weekend/the holidays?

How's life?

What's your news?

##### • Signing off

Write soon!

<sup>4</sup>Can't wait to hear all your news!

I hope to hear from you soon!

I miss you!/I miss you all!

5 Read examples A–D. Then complete the text with **and**, **but**, **because** or **so**.

A I hope you're fine! I hope you're not too busy!

→ I hope you're fine **and** not too busy!

B I get lost all the time. Someone always helps me.

→ I get lost all the time, **but** someone always helps me.

C It's great **because** everyone is very friendly.

→ Everyone is very friendly, **so** it's great.

D The trials are next week. I have to practise hard.

→ The trials are next week, **so** I have to practise hard.

→ I have to practise hard **because** the trials are next week.

I want to get fit, <sup>1</sup> so I'm doing a lot of sport

this year. I'm in the football team <sup>2</sup> \_\_\_\_\_ I'm

in the badminton team, <sup>3</sup> \_\_\_\_\_ I'm not in the

hockey team. I'm also in a theatre group. We've got

a show next week, <sup>4</sup> \_\_\_\_\_ we have to practise

hard. What else? We've got a new History teacher

<sup>5</sup> \_\_\_\_\_ she's really nice! I'm learning a lot

<sup>6</sup> \_\_\_\_\_ she's a great teacher.

### SHOW WHAT YOU'VE LEARNT

6 Make notes for each topic in Exercise 1. Then write an email to a friend with your school news. Use the WRITING FOCUS to help you.

**5.1 Vocabulary** 🔊 4.29

**A level exams (A levels)** /,eɪ ,levəl ɪg'zæmz ('eɪ ,levəlz)/  
**be late/on time for lessons** /,bi ,leɪt/,ɒn ,tʌm fə 'lesənz/  
**boys' school** /'bɔɪz ,sku:l/  
**Chemistry** /'keməstri/  
**college** /'kɒlɪdʒ/  
**come to class** /,kʌm tə 'klɑ:s/  
**coursebook** /'kɔ:sbʊk/  
**desk** /desk/  
**do well/badly in an exam/a test** /,du: ,wel/,bædli ɪn ən ɪg'zæm/ə 'test/  
**entrance exams** /'entrəns ɪg,zæmz/  
**fail an exam** /,feɪl ən ɪg'zæm/  
**form teacher** /'fɔ:m ,ti:tʃə/  
**GCSE exams (GCSEs)** /,dʒi: sɪz es 'i: ɪg'zæmz ,dʒi: sɪz es 'i:z/  
**Geography** /dʒi'ɒgrəfi/  
**get bad marks/grades** /,get bæd 'mɑ:ks/'greɪdz/  
**get good marks/grades** /,get gʊd 'mɑ:ks/'greɪdz/  
**girls' school** /'gɜ:lz sku:l/  
**go to university** /,gəʊ tə ,ju:nə'vɜ:səti/  
**head teacher** /,hed 'ti:tʃə/  
**higher education** /,haɪə ,edʒu'keɪʃən/  
**IT (Information Technology)** /,aɪ 'ti: (,ɪnfə,meɪʃən tek'nɒlədʒi)/  
**IWB (interactive whiteboard)** /,aɪ ,dʌbəlju: 'bi: (,ɪntər,æktɪv 'waɪtbɔ:d)/  
**kindergarten** /'kɪndəgɑ:tn/  
**last** /lɑ:st/  
**leave school** /,li:v 'sku:l/  
**Maths** /mæθs/  
**miss a class** /,mɪs ə'klɑ:s/  
**mixed school** /,mɪkst 'sku:l/  
**nursery school** /'nɜ:səri sku:l/  
**pass an exam** /,pɑ:s ən ɪg'zæm/  
**PE (Physical Education)** /,pi: 'i: (,fɪzɪkəl ,edʒu'keɪʃən)/  
**Physics** /'fɪzɪks/  
**playgroup** /'pleɪgru:p/  
**primary school** /'praɪməri sku:l/  
**private school** /'praɪvət sku:l/  
**pupil** /'pju:pəl/  
**retake an exam/a test** /,ri:,teɪk ən ɪg'zæm/ə 'test/  
**revise for an exam** /rɪ'vaɪz fər ən ɪg'zæm/  
**Science** /'saɪəns/  
**secondary school** /'sekəndəri sku:l/  
**single-sex school** /,sɪŋɡəl ,seks 'sku:l/  
**start school** /,stɑ:t 'sku:l/  
**state school** /'steɪt sku:l/  
**study a subject/at university** /,stʌdi ə 'sʌbdʒɪkt/ət ,ju:nə'vɜ:səti/  
**take/sit a test** /,teɪk/,sɪt ə test/  
**take/sit an exam** /,teɪk/,sɪt ən ɪg'zæm/  
**university** /,ju:nə'vɜ:səti/

**5.2 Grammar** 🔊 4.30

**be afraid of** /,bi ə'freɪd əv/  
**cheat in exams** /,tʃi:t ɪn ɪg'zæmz/

**close** /kləʊs/  
**do extra activities** /,du: ,ekstrə æk'tɪvətɪz/  
**film school** /'fɪlm sku:l/  
**finish school** /,fɪnɪʃ 'sku:l/  
**office job** /'ɒfɪs dʒɒb/  
**outdoor activities** /aʊt,dɔ:ɪ æk'tɪvətɪz/  
**professor** /prə'fesə/  
**run inside the school** /,rʌn ɪn,səɪd ðə 'sku:l/  
**stunt performer** /,stʌnt pə'fɔ:mə/  
**stunt school** /'stʌnt sku:l/  
**take risks** /,teɪk 'rɪks/  
**theatre school** /'θɪətə sku:l/  
**train to become (a vet)** /,treɪn tə bɪ,kʌm (ə 'vet)/  
**use a tablet/mobile phone in class** /,ju:z ə ,tæblət/,məʊbaɪl fəʊn ɪn 'klɑ:s/  
**wear a uniform** /,weə ə 'ju:nəfɔ:m/

**5.3 Listening** 🔊 4.31

**assembly** /ə'sembli/  
**borrow a book/CD/DVD from the library** /,bɒrəʊ ə ,bʊk/,si:, ,di:z/,di: vi:, ,di: frəm ðə 'laɪbrəri/  
**canteen** /kæn'ti:n/  
**classroom** /'klɑ:srʊm/  
**corridor** /'kɒrɪdɔ:/  
**do experiments** /,du: ɪk'sperɪmənts/  
**drama** /'drɑ:mə/  
**give a speech** /,gɪv ə 'spi:tʃ/  
**gym** /dʒɪm/  
**hall** /hɔ:l/  
**have a meeting** /,hæv ə 'mi:tɪŋ/  
**hockey** /'hɒki/  
**in the breaks** /,ɪn ðə 'breɪks/  
**library** /'laɪbrəri/  
**meet friends** /,mi:t 'frendz/  
**playground** /'pleɪgraʊnd/  
**Science lab** /'saɪəns læb/  
**(special) equipment** /,(speʃəl) 'ɪkwɪpmənt/  
**sports competition** /'spɔ:ts kɒmpə'tɪʃən/  
**sports field** /'spɔ:ts fi:ld/  
**staff room** /'stɑ:f ru:m/  
**use school books in lessons** /,ju:z sku:ls ɪn 'lesənz/  
**wear an overall** /,weə ən ,əʊvər'ɔ:l/

**5.4 Reading** 🔊 4.32

**at the camp** /ət ðə 'kæmp/  
**build a rocket** /,bɪld ə' rɒkɪt/  
**campfire** /'kæmpfaɪə/  
**camping trip** /'kæmpɪŋ trɪp/  
**challenge** /'tʃæləndʒ/  
**collect wood for a fire** /kə'lekt ,wʊd fər ə' faɪə/  
**concentrate on** /'kɒnsəntreɪt ɒn/  
**demonstrate tricks** /,demənstreɪt 'trɪks/  
**do a course (abroad)** /,du: ə kɔ:s (ə'brɔ:d)/  
**do tests** /,du: 'tests/  
**dream of** /'dri:m əv/

**find out** /,faɪnd 'aʊt/  
**focus on** /,fəʊkəs 'ɒn/  
**hike** /haɪk/  
**identify stars** /aɪ,dentɪfaɪ 'stɑ:z/  
**improve your skills** /ɪm'pru:v jə 'skɪlz/  
**indoor skydiving** /,ɪndɔ: 'skaɪ,dɑɪvɪŋ/  
**International Space Station** /,ɪntə,næʃənəl 'speɪs ,steɪʃən/  
**knowledge** /'nɒlɪdʒ/  
**learn a skill** /,lɜ:n ə 'skɪl/  
**lecture** /'lektʃə/  
**make friends** /,meɪk 'frendz/  
**meet scientists** /,mi:t 'saɪəntɪsts/  
**move around** /,mu:v ə'raʊnd/  
**practical activities** /,præktɪkəl æk'tɪvətɪz/  
**put up a tent** /,pʊt ʌp ə 'tent/  
**scuba dive** /'sku:bə daɪv/  
**sing** /sɪŋ/  
**structure** /'strʌktʃə/  
**summer school** /'sʌmə sku:l/  
**take part** /,teɪk 'pɑ:t/  
**weigh** /weɪ/  
**win a prize** /,wɪn ə'praɪz/

**5.5 Grammar** 🔊 4.33

**acting** /'æktɪŋ/  
**audition** /ɔ: 'dɪʃən/  
**be good at (foreign languages)** /bi ,gʊd ət (,fɒrən 'læŋgweɪdʒɪz)/  
**genius** /'dʒi:niəs/  
**History** /'hɪstəri/  
**neurological problems** /,njʊərə'lɒdʒɪkəl ,prɒbləmz/  
**shoelaces** /'ʃu:leɪsɪz/  
**tie** /taɪ/

**5.6 Speaking** 🔊 4.34

**attraction** /ə'trækʃən/  
**book online** /,bʊk 'ɒnlaɪn/  
**cost** /kɒst/  
**download** /'dɪskaʊnt/  
**download a podcast** /,daʊn'ləʊd ə 'pɒdkɑ:st/  
**education centre** /,edʒu'keɪʃən ,sentə/  
**exactly** /ɪg'zæktli/  
**family ticket** /'fæməli ,tɪkət/  
**free** /fri:/  
**get the most from** /,get ðə 'məʊst frəm/  
**guided tour** /,gaɪdɪd 'tʊə/  
**open** /'əʊpən/  
**opening times** /'əʊpənɪŋ taɪmz/  
**rainforest** /'reɪnfɒrɪst/  
**train station** /'treɪn ,steɪʃən/  
**workshop** /'wɜ:kʃɒp/  
**You're welcome.** /jə 'welkəm/  
**zip wire** /'zɪp ,waɪə/

**5.7 Writing** 🔊 4.35

**band** /bænd/  
**get fit** /,get 'fɪt/  
**get lost** /,get 'lɒst/  
**sports team** /'spɔ:ts ti:m/  
**theatre group** /'θɪətə gru:p/  
**trials** /'traɪəlz/



## READING

8 Read the text. Are statements 1–6 true (T) or false (F)?

# Green School



Green School in Bali is an unusual school. It was an experiment in 2010 by John and Cynthia Hardy. Everything in the school is 'green' – that means it's all good for the environment. The classrooms are made of bamboo. The light and power is from the sun. The school also uses water from the river to produce energy.

The Hardys' experiment was successful and there are now 160 students from more than twenty-five countries – and it goes from kindergarten up to age eighteen. The students at Green School don't only learn subjects such as English and Maths, they also learn to grow organic vegetables and other foods such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also keeps some farm animals. The students also study building, making furniture and traditional art and dance.

The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building eco-houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be 'green'.

- 1 At Green School, there is nothing bad for the environment.
- 2 All the school's energy comes from the sun.
- 3 The students at Green School are all teenagers.
- 4 At Green School, students also learn about growing food.
- 5 There aren't any rules about how many students must be from Bali.
- 6 Now, some students live in eco-houses near the school.

## SPEAKING

9 Do the task in pairs.

### Clothes Museum

- Learn all about the history of fashion.
- Special exhibition of 1920s clothes showing now!
- Buy books and posters in our shop.

**Open** Monday–Saturday, 9:30 a.m.–5:30 p.m.

**Tickets:** Adults: £10, Students: £5

Special discounts for groups!

Book online to get an extra discount or phone 020 3456 75284.

#### Student A

**You work at the museum.**

- Greet Student B and ask how you can help him/her.
- Then answer the questions.
- Use the information above to help you.

#### Student B

**You want to visit the museum with your class. Ask Student A about the following things:**

- What/see/now?
- Shop?
- Ticket prices?
- Book/online?

## WRITING

10 In what order would you include sentences a–d in a personal email?

- a What are your plans for the weekend?
- b I hope to hear from you soon!
- c I hope you're fine and not too busy!
- d I'm getting on fine on my course.

11 Read the writing task and write an email.

You are living in a new town. Write an email to your English friend, Alex.

- Ask about Alex;
- Describe your new school and activities;
- Ask about Alex's plans;
- Invite Alex to stay with you.

# 6

## Health and sport

What doesn't kill you, makes you stronger.

A proverb



BOULDERING

25 Watch the BBC video. For the worksheet, go to page 118.

## VOCABULARY

6.1

Sports • go, do and play • sportspeople  
I can use language related to sports.

### SHOW WHAT YOU KNOW

1 **SPEAKING** Think about names of sports and add them to the list. Compare with a partner.

Summer sports	skateboarding, ...
Winter sports	snowboarding, ...
Both	badminton, ...

2 Look at the list of sports in the box. Are any names the same in your language?

badminton basketball yoga climbing cycling football  
karate ice skating kayaking kite surfing kung fu running  
sailing skiing swimming table tennis tennis volleyball  
Zumba®

HOME

CAMPS

PHOTOS/VIDEO

BLOG

# SUMMER CAMPS FOR ALL!

DO YOU WANT TO TRY SOMETHING NEW THIS SUMMER?  
WHAT SPORTS ARE YOU INTERESTED IN?  
WE HAVE SOMETHING FOR EVERYBODY!



## CHAMPIONS CAMP

Do you like competition and team sports?  
This is the place for you. [More](#)

- 3 Look at the summer camp website. Match the sports with the words in Exercise 2. Which sports are not on the website?
- 4 **SPEAKING** Which sports in Exercise 2 do you like doing? Which ones do you like watching? Tell a partner.
- 5 **3.1** Listen to three friends: Charlie, Jessica and Lucy. Who wants to go to which summer camp?
- 6 **3.1** Read the sentences. Write *Charlie, Jessica or Lucy*. Listen again and check.
  - 1 \_\_\_\_\_ goes to the swimming pool twice a week.
  - 2 \_\_\_\_\_ **plays basketball for his/her school.**
  - 3 \_\_\_\_\_ thinks swimming is the best way to keep fit.
  - 4 \_\_\_\_\_ isn't very sporty.
  - 5 \_\_\_\_\_ **goes kayaking or sailing** with his/her parents in the summer.
  - 6 \_\_\_\_\_ **plays volleyball** at school because he/she has to.
  - 7 \_\_\_\_\_ **plays football for a team.**
  - 8 \_\_\_\_\_ **does stretching exercises** and **yoga** to stay healthy.

**WORD STORE 6A** Sports

- 7 **3.2** Complete WORD STORE 6A with the sports in Exercise 2. Then listen, check and repeat.
- 8 **SPEAKING** Read the statements and discuss which sport is the best for the speakers. Give reasons.

1 I like water sports and adventure.

2 I'm not very sporty, but I like stretching and light exercise.

3 Winter is my favourite season, but I'm scared of heights.

4 I like team sports. I'd like a sport you can do all year.

**WORD STORE 6B** go, do and play

- 9 **3.3** Look at the phrases in red in Exercise 6. Complete WORD STORE 6B with the verbs *go, do and play*. Then listen, check and repeat.
- 10 **SPEAKING** Choose five sports you or your friends do. Discuss what you do, when, and who with.
 

*I play volleyball with my classmates every Friday.*

**WORD STORE 6C** Sportspeople

- 11 Match the sentence halves.
 

1 Many people think Michael Jordan was	<input type="checkbox"/>
2 Champion <u>skiers</u> often come	<input type="checkbox"/>
3 The swimmer Michael Phelps	<input type="checkbox"/>
4 A long-distance <u>runner</u> needs to	<input type="checkbox"/>
5 In 2005, the British <u>sailor</u> Ellen MacArthur	<input type="checkbox"/>
6 In the centre of Copenhagen	<input type="checkbox"/>
7 A professional <u>footballer</u>	<input type="checkbox"/>

  - a there are more cyclists than cars.
  - b from countries with high mountains.
  - c drink water or energy drinks during a run.
  - d runs about ten kilometres during a ninety-minute match.
  - e the best basketball player of all time.
  - f has more Olympic medals than any other sportsperson.
  - g sailed solo around the world in seventy-one days.
- 12 **3.4** Complete WORD STORE 6C with the underlined words in Exercise 11 and match the words with the pictures. Then listen, check and repeat.
- 13 **SPEAKING** Who are your favourite sportspeople (professional and non-professional)? Tell your partner.
 

*My favourite (footballer) is ...*  
*My (cousin) is the best (swimmer) I know.*
- 14 **SPEAKING** Which summer camp in Exercise 3 do you prefer? Why? Discuss.

JOBS

CONTACT



**OUTDOOR ADVENTURE**

Do you prefer to be outdoors, but not in the water?  
 Try this camp! **More**



**CARDIGAN BAY SWIMMING CAMP**

The best place for all water fans, in a perfect location! **More**

## GRAMMAR

## 6.2

## Past Simple

I can make affirmative Past Simple statements using common regular and irregular verbs.

- 1 3.5 Listen to a radio programme. Who were the first people to climb to the top of Mount Everest?
- 2 3.5 Put the events in the order they were mentioned in the radio programme. Listen again and check.
- 1 Tenzing **explained** Hillary was first at the peak.
  - 2 They **got** to the top in late spring 1953.
  - 3 George Mallory **died** and nobody **found** his camera.  1
  - 4 Hillary and Norgay **climbed** the Hillary Step.
  - 5 The climbers almost **fell** half way up.
  - 6 Hillary **made** a way for Tenzing in the snow.
  - 7 Everybody **believed** they **reached** the top together.
  - 8 They **thought** it was impossible to climb the rock wall.
- 3 Read the GRAMMAR FOCUS and look at the verbs in blue in Exercise 2. Then complete the past forms of regular verbs 1–12.

## GRAMMAR FOCUS 1 26

## Past Simple: regular verbs

To form the Past Simple of regular verbs:

- add -ed to the verb: **jump** – **jumped**
- add -d to the verbs that end in -e: **phone** – **phoned**
- double the final letter and add -ed if the verb ends with a short vowel and a consonant: **stop** – **stopped**
- for a verb that ends in a consonant + -y, change the y to i and add -ed: **try** – **tried**.

- |                        |                    |
|------------------------|--------------------|
| 1 look – <u>looked</u> | 7 reach – _____    |
| 2 climb – _____        | 8 explain – _____  |
| 3 want – _____         | 9 help – _____     |
| 4 like – _____         | 10 shouted – _____ |
| 5 stay – _____         | 11 believe – _____ |
| 6 decide – _____       | 12 start – _____   |

- 4 3.6 Listen and put the past form of the verbs in Exercise 3 in the correct column.

/t/	/d/	/ɪd/
looked	climbed	wanted

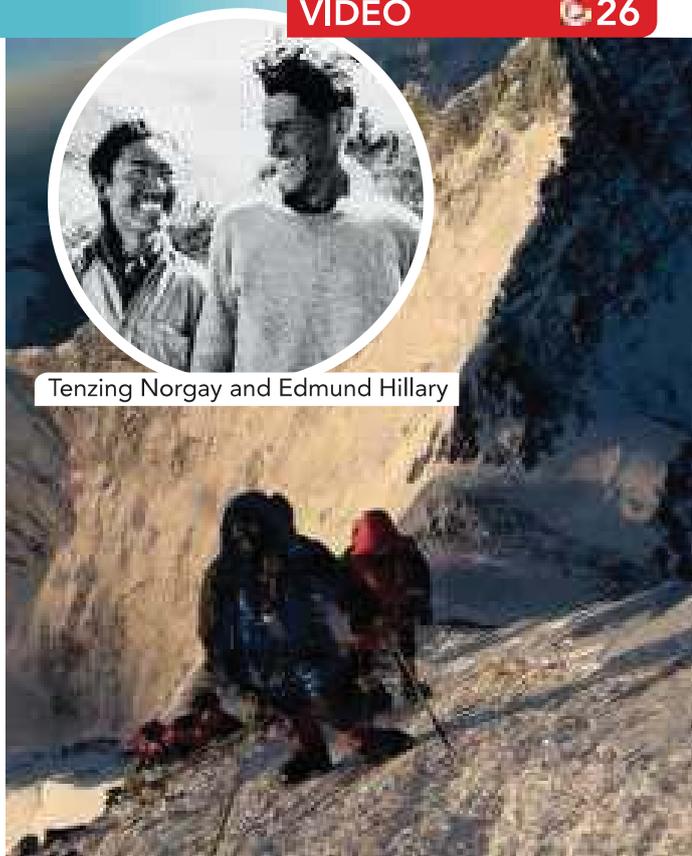
- 5 3.7 Listen, check and repeat.
- 6 3.8 Complete the list of irregular verbs in the GRAMMAR FOCUS with their past forms underlined in Exercise 2. Then listen, check and repeat.

## GRAMMAR FOCUS 2 26

## Past Simple: irregular verbs

- |                          |                          |
|--------------------------|--------------------------|
| 1 become – <u>became</u> | 4 fall – <u>fell</u>     |
| 2 get – <u>got</u>       | 5 find – <u>found</u>    |
| 3 make – <u>made</u>     | 6 think – <u>thought</u> |

There is a list of irregular verbs on page 142.



Tenzing Norgay and Edmund Hillary

- 7 Complete the sentences with the Past Simple of the verbs in the box.

(break drink fall ~~go~~ have run say take)

- 1 We went swimming yesterday afternoon.
- 2 We \_\_\_\_\_ part in a Zumba® competition.
- 3 'I would like to thank my family for their support,' \_\_\_\_\_ the champion.
- 4 Sarah \_\_\_\_\_ a lot of homework, so she stayed home to do it.
- 5 Jake \_\_\_\_\_ 100 metres in forty seconds.
- 6 I \_\_\_\_\_ a lot of water during the tennis match.
- 7 The man \_\_\_\_\_ off his bike and \_\_\_\_\_ his leg.

- 8 Read about Hillary and Tenzing. Complete the sentences with the Past Simple form of the verbs in brackets.

At the top of the mountain Hillary and Tenzing <sup>1</sup> saw (see) all the Himalayas. They <sup>2</sup> \_\_\_\_\_ (take) photos, then <sup>3</sup> \_\_\_\_\_ (leave) some things at the top and <sup>4</sup> \_\_\_\_\_ (eat) mint cake. After that they <sup>5</sup> \_\_\_\_\_ (begin) to climb down. They <sup>6</sup> \_\_\_\_\_ (reach) the peak almost at the same time as Princess Elizabeth Windsor <sup>7</sup> \_\_\_\_\_ (become) Elizabeth II, Queen of England. Tenzing and Hillary never <sup>8</sup> \_\_\_\_\_ (climb) Mount Everest again. Later when they <sup>9</sup> \_\_\_\_\_ (meet) as friends, they never <sup>10</sup> \_\_\_\_\_ (talk) about their climb.

# 6.3

## LISTENING

Multiple choice

*I can identify key details in a simple recorded dialogue about likes and dislikes.*

1 **SPEAKING** What can you remember? Think of as many sports as you can for each group in sixty seconds.

- 1 Team sports                      3 Martial arts
- 2 Individual sports                4 Water sports

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

- 1 Do you have PE at school?
- 2 What kind of activities do you do?
- 3 Do you enjoy them? Why?/Why not?

3 Read the questions in Exercise 4. Match the words and phrases in green with the ones with a similar meaning in a–f below.

- a wants  8
- b hates
- c likes
- d likes something more
- e has fun in
- f thinks it isn't important

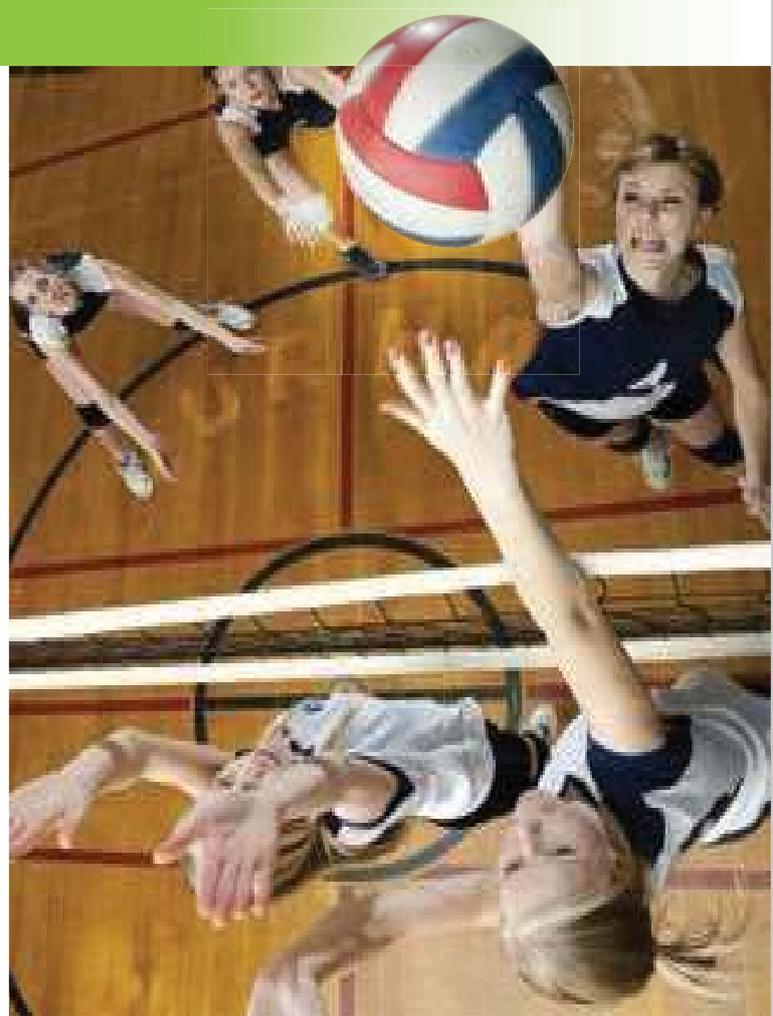
4 **3.9** Listen to two students discussing PE. Who says what? Alfie or Millie?

Who ...	Alfie	Millie
1 <b>can't stand</b> team sports?		
2 <b>doesn't care about</b> winning?		
3 <b>enjoys</b> PE lessons?		
4 <b>prefers</b> Science to PE?		
5 thinks all students need PE?		
6 thinks they shouldn't get grades for PE?		
7 <b>is into</b> individual sports at school?		
8 <b>would love</b> to do kung fu at school?		

### EXAM FOCUS Multiple choice

5 **3.9** Listen again and choose the correct answer, A, B or C.

- 1 Which sport does Alfie dislike most?  
A basketball    B rugby    C football
- 2 Alfie doesn't like team sports because he doesn't like  
A his team.    B losing.    C competition.
- 3 Millie likes PE because  
A she thinks it's relaxing.  
B she likes competition.  
C she likes team games.
- 4 Alfie thinks that at school there should be  
A less sport.  
B better instructors.  
C different sports.



6 **SPEAKING** Look at the questions in Exercise 4. Who do you agree with – Alfie or Millie?

*I agree with ... I also ...*

### PRONUNCIATION FOCUS

7 **3.10** The letter a is pronounced in many ways. Listen and repeat.

/ɔ:/	/æ/	/eɪ/	/ɑ:/
water	badminton	skating	martial arts

8 **3.11** Listen and put the words in the appropriate column in the table.

(ball   bat   game   hard   last   match   play   talk)

9 **3.12** Listen, check and repeat.

### WORD STORE 6D Likes and dislikes

10 **3.13** Complete WORD STORE 6D with words and phrases from Exercises 3 and 4. Then listen, check and repeat.

11 Complete the statements to make them true for you. Compare with a partner.

- 1 I enjoy \_\_\_\_\_ more than tennis.
- 2 I hate \_\_\_\_\_.
- 3 I prefer swimming to \_\_\_\_\_.
- 4 I'm into \_\_\_\_\_ and \_\_\_\_\_ but I can't stand \_\_\_\_\_.
- 5 I \_\_\_\_\_ winning.

Note completion

*I can make basic conclusions from simple information in a short article.*

- SPEAKING** Look at the photo on page 77. What are the people doing?
- SPEAKING** What do you know about Zumba®? Do the mini-quiz with a partner.
  - Zumba is
    - a Latin American dance.
    - a brand of fitness clothes.
    - a mix of dance and fitness exercises.
  - Beto Perez, the creator of Zumba, comes from
    - Brazil.
    - Colombia.
    - Mexico.
  - Beto Perez built up his Zumba business in
    - the USA.
    - South America.
    - Spain.
- Read the article and find out if you were right.

**EXAM FOCUS** Note completion

- Read the article again. Complete the sentences with up to three words from the article.

**Beto Perez factfile**

Born in <sup>1</sup> \_\_\_\_\_, Colombia  
 Supported <sup>2</sup> \_\_\_\_\_ when he was fourteen.  
 Was the winner in a national <sup>3</sup> \_\_\_\_\_ competition.  
 Created Zumba while teaching in a <sup>4</sup> \_\_\_\_\_.  
 Moved to <sup>5</sup> \_\_\_\_\_, Florida.  
 He and his partners are called the <sup>6</sup> \_\_\_\_\_.  
 The company <sup>7</sup> \_\_\_\_\_ of Zumba instructors.

- SPEAKING** Would you like to try Zumba? Why?/Why not? Discuss with a partner.
- 3.15** Match the words in blue in the article to the definitions. Then listen, check and repeat.
  - the basic moves you make with your feet in a dance = dance steps
  - a place where people go to exercise = \_\_\_\_\_
  - physical exercise = \_\_\_\_\_
  - a video which shows you how to exercise = \_\_\_\_\_
  - someone who teaches, for example, aerobics = (aerobics/fitness/dance) \_\_\_\_\_
- SPEAKING** Complete the questions with words in Exercise 6. Then ask and answer.
  - Is there a fitness centre near your home? Do you sometimes go there?
  - Is it easy for you to learn \_\_\_\_\_?
  - Do you prefer learning from a training \_\_\_\_\_ or from an \_\_\_\_\_? Why?
  - What's your favourite music to listen to during a \_\_\_\_\_? Why?

**WORD STORE 6E** Collocations

- 3.16** Complete WORD STORE 6E with the infinitive form of the underlined verbs in the article. Then listen, check and repeat.
- Complete the text with the verbs in WORD STORE 6E in the correct form.
 

Claire became interested in Muay Thai, or Thai boxing, when she was eighteen. She <sup>1</sup> joined a gym and trained three times a week. At first it was just an interesting way to <sup>2</sup> \_\_\_\_\_ fit. Then it became the centre of her life. She <sup>3</sup> \_\_\_\_\_ her first international competition when she was twenty. She was a champion for twenty years. Then she started a Muay Thai school. The school now <sup>4</sup> \_\_\_\_\_ classes for all age groups.
- SPEAKING** Discuss the questions.

- What new sport would you like to try? Why?
- Which sport is not interesting to you at all? Why?

*I would like to try karate, because my friends do it and ...*



# The lucky accident

Probably every Zumba fan knows this story:  
Alberto 'Beto' Pérez invented Zumba by accident.

He was an aerobics **instructor** in his home town of Cali, Colombia. One day he forgot the music for his class. He had some cassettes of Latin dance music in his bag. He played them and improvised the exercises:  
5 a mix of **dance steps** and aerobic movements. His class loved it. The music was different, the moves looked attractive and the **workout** was fun. That's how this ultra-energetic new fitness programme was born.

Before, things were not easy for Beto. As a child, he loved dancing: he watched and imitated John Travolta, but his mother had no money  
10 for dance lessons. At the age of fourteen Beto already worked to help support his family. Still, he danced when he could. In the late 1980s, a dance called the lambada became very popular. Beto won a national lambada competition when he was nineteen. After that, a dance academy in Cali contacted him with an offer: he could study dance and  
15 teach aerobics. It was then, as an aerobics instructor, that he created Zumba.

He decided to take his idea to the USA. He went to Miami, Florida with little money and almost no English. **Fitness centre** managers were not interested in his videos at first. Then one day a gym owner said, 'OK,  
20 teach me!' It was early afternoon, the gym was empty. But soon people started coming in. When they saw Beto dancing, they immediately wanted to join this new class. And so he got his first job in America.



Breaking the world record for the largest Zumba class (Mandaluyong City, The Philippines).

In Miami, he met Alberto Perlman and Alberto Aghion, who became his business partners.

25 Together, the 'three Albertos' built up Zumba to the global business it is today. The company trains thousands of certified instructors, runs classes for all age groups, sells music, **training videos** and clothes. According to the official website, fifteen million people around the world take part in Zumba classes to keep fit and have fun. And it all started by accident!



## Beto Pérez



Name Alberto "Beto" Pérez

Date of birth 15 March 1970

Place of birth Cali, Colombia

Nationality Colombian

Job Dancer, dance instructor, creator of Zumba

## GRAMMAR

6.5

Past Simple negatives and questions

*I can ask questions and make negative statements in the Past Simple.*

- 1 3.17 Answer the quiz questions with a partner. Then listen and check.

## WHAT DO YOU KNOW ABOUT THE ANCIENT OLYMPIC GAMES?

- Where **did** the first Olympic Games **take place**?  
a In Rome b In Greece c In Egypt
- Which god did the people honour at the Olympics?  
a Apollo b Athena c Zeus
- What **did** an ancient athlete **win** at the Olympics?  
a A gold medal  
b A crown of olive leaves  
c A silver cup
- Did **competitors** in the ancient Olympic Games **wear** clothes?  
a Yes, they did.  
b No, they didn't.  
c They did at first but not after the year 720 BC.
- Women **didn't take part** in Olympic events, but in 396 BC the Spartan princess Cynisca won the horse chariot race. How did that happen?  
a She dressed up as a man.  
b She was the winner because she owned the horses.  
c She could take part because she was a king's daughter.



- 2 Complete the GRAMMAR FOCUS with the verb forms in blue in Exercise 1.

## GRAMMAR FOCUS 26

## Past Simple questions and negatives

## Questions

Form: *did* + subject + infinitive

## Yes/No Questions

<sup>1</sup> *Did competitors in the ancient Olympics Games* <sup>2</sup> *wear* clothes?

Yes, they did./No, they didn't.

## Wh- Questions

*Where* <sup>3</sup> \_\_\_\_\_ the first Olympic Games *take place*?*What* did an ancient athlete <sup>4</sup> \_\_\_\_\_ as a prize?

## Negative

Form: *didn't* + infinitive (*didn't* = *did not*)Women <sup>5</sup> *didn't take* \_\_\_\_\_ part in Olympic events.

- 3 Complete questions 1–7 in the Past Simple.

## Modern Olympics

- The International Olympic Committee organised the first modern Olympic Games in 1896. Where *did they take* (they/take) place?
- \_\_\_\_\_ (women/take) part in the first modern Olympics?
- Which sports \_\_\_\_\_ (women/do) at first?
- When \_\_\_\_\_ (the first disabled athlete/win) an Olympic medal?
- When and where \_\_\_\_\_ (the first Winter Olympics/take) place?
- The Olympics \_\_\_\_\_ (not take) place in 1940 or 1944. Why not?
- When \_\_\_\_\_ (the triathlon/become) an Olympic sport?

- 4 3.18 Match answers a–g with questions 1–7 in Exercise 3. Then listen and check.

- Because of World War II.
- In Athens.
- In 1924 in Chamonix, France.
- In 2000.
- No, they didn't. Women first took part in the Olympics in 1900.
- Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
- In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics.

- 5 Complete the sentences to make them true for you. Use affirmative or negative forms of the verbs in brackets.

- I \_\_\_\_\_ (learn) to swim when I was a little child.
- I \_\_\_\_\_ (like) PE lessons in primary school.
- I \_\_\_\_\_ (go) skiing last year.
- I \_\_\_\_\_ (take part) in a competition last month.
- I \_\_\_\_\_ (try) bungee jumping during my last holiday.
- I \_\_\_\_\_ (watch) the 2012 London Olympics on TV.

- 6 **SPEAKING** Write questions for the sentences in Exercise 5. Ask and answer the questions.

A: *When did you learn to swim?*B: *When I was six years old.*

## FOCUS VLOG 27 Walking

27 Watch the Focus Vlog. For the worksheet, go to page 119.

# 6.6

## SPEAKING

Asking for and giving advice

*I can ask for and give basic advice using simple language.*



1 Susie wants to join a Zumba® class. She's talking to the instructor. Who says sentences 1–6: Susie or the instructor?

1 Can I join your class?

2 I'm not very fit.

3 It's a class for everyone.

5 And you're sure it's not too difficult for me?

4 Wear comfortable clothes.

6 Just try it.

2 **3.19** Read and listen to check your answers in Exercise 1. What advice does the instructor give to Susie?

Susie: Hello, excuse me ... Are you the Zumba instructor?

Lara: Yes, I am. My name is Lara. Hi.

Susie: Hi, Lara, erm ... My name's Susie. I wanted to ask ... Can I join your class? The problem is, I'm not very fit.

Lara: That's OK. You get fit here, that's the idea.

Susie: **Should I see** a doctor before I begin?

Lara: Only if you have a health problem. It's a class for everyone.

Susie: And **what should I wear?**

Lara: Just wear comfortable clothes – leggings or tracksuit bottoms, a stretchy top you like, trainers. **You should have** a towel too.

Susie: Right. Anything else I should remember?

Lara: Well, **it's important to get** enough to drink, so **make sure you always bring** a bottle of water.

Susie: Right. And you're sure it's not too difficult for me?

Lara: Susie, relax. **You really shouldn't worry so much. Just try it.** And enjoy the music. If you think it's too much for you, you can always stop and rest a bit.

Susie: Right. Thank you. And when is the next lesson?

Lara: On Thursday.

Susie: Thank you. See you on Thursday then.

3 Look at the phrases in orange in the dialogue and complete the SPEAKING FOCUS.

### SPEAKING FOCUS

#### Asking for advice

**1 Should** I see a doctor before I begin?

What **2** \_\_\_\_\_ I wear/do/eat?

#### Giving advice

You **3** \_\_\_\_\_ have a towel.

It's **4** \_\_\_\_\_ to get enough to drink.

**+** Make **5** \_\_\_\_\_ you always bring a bottle of water.

**6** \_\_\_\_\_ try it!

**–** You (really) **7** \_\_\_\_\_ worry so much.

4 Complete the advice with one word in each gap. Which sentences do you agree with?

1 You should do at least half an hour of stretching exercises every day.

2 \_\_\_\_\_ sure you eat a lot of fresh vegetables.

3 It's \_\_\_\_\_ to get enough sleep.

4 You \_\_\_\_\_ eat too much sugar. It's really bad for you.

5 \_\_\_\_\_ relax!

5 **SPEAKING** Work in pairs. Use the SPEAKING FOCUS to help you.

**Student A:** you want to take up a new sport. Student B is already doing this sport. Ask him/her for advice on:

- where to go,
- clothes,
- equipment,
- training.

**Student B:** Student A wants your advice about a sport you do. Give him/her advice on the four points he/she asks about.

A description of an event

*I can write a simple description of an event.***1 Read David's blog and answer the questions.**

- 1 What event did David take part in?
- 2 Did he complete it?
- 3 What else did he achieve?



## A day to remember

Yesterday I ran the London Marathon! I dressed up as a mouse to raise money for the charity WellChild.

My group started at 9.45.

**At first**, it was impossible to run fast because there were so many runners. All the runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress, and lots of runners came in different animal costumes.

**After** half an hour, I had more space around me. I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. **Suddenly**, I saw my mum and my sister in the crowd near Tower Bridge. **And after that**, I felt a lot better!

**Then** I just concentrated on running. I reached the finishing line in 3 hours 42 minutes. **Finally**, I got my medal. I was really pleased. They told me I raised £1,000!

**2 Complete the WRITING FOCUS with the phrases in purple in David's blog.****WRITING FOCUS****A description of an event****The beginning**

1 At first, it was impossible to run fast.

**The middle**

2 \_\_\_\_\_ half an hour/a few minutes, I had more space around me.

3 And after that, I felt much better!

4 \_\_\_\_\_ I just concentrated on running.

5 Suddenly, I saw my mum.

**The ending**

In the end/<sup>6</sup> \_\_\_\_\_, I got my medal.

**3 Match the sentence halves.**

- 1 I dressed up as
- 2 I wanted to raise money for
- 3 It was impossible to
- 4 I couldn't run fast because
- 5 I remembered
- 6 Suddenly, I saw a group of my friends and
- 7 I concentrated on
- 8 I was really pleased that

d  
□  
□  
□  
□  
□  
□  
□

- a to take regular drinks of water.
- b after that, I felt much better.
- c I completed the race.
- d a strawberry.
- e my breathing.
- f 'Children in Need'.
- g find my friends in the crowd.
- h my feet hurt.

**4 Choose the correct option.**

Yesterday our school played a rugby match against Brompton High School. **At first** / **Then** our team played really well. We scored ten points in the first twenty minutes. **After that** / **At first** the Brompton players started trying much harder. In the second half they scored several times. In the **last** minute our best player, Terry, ran towards the goal line with the ball, but **suddenly** / **after a few minutes** he fell. We couldn't believe it! **In the end** / **Suddenly**, Brompton won 16:12.

**SHOW WHAT YOU'VE LEARNT****5 Write a description of a sports event that you or a friend took part in. Use the WRITING FOCUS to help you.**

Write about:

- what the event was,
- where and when it took place,
- what happened,
- how you (or the person) felt.



**6.1 Vocabulary** 🔊 4.36

badminton /'bædmɪntən/  
 basketball /'bɑːskətbɔːl/  
 basketball player /'bɑːskətbɔːl  
 ,pleɪə/  
 champion /'tʃæmpɪən/  
 climbing /'klaɪmɪŋ/  
 cycling /'saɪklɪŋ/  
 cyclist /'saɪkləst/  
 do (stretching) exercises /,duː ('stretʃɪŋ)  
 ,eksəsaɪzɪz/  
 do (yoga/karate/kung fu/Zumba®)  
 /,duː ('jəʊgə/kə'reɪtɪ/,kʌŋ 'fuː/'zʊmbə/  
 football /'fʊtbɔːl/  
 footballer /'fʊtbɔːlə/  
 go cycling/skiing /,gəʊ 'saɪklɪŋ/'skiːɪŋ/  
 go ice skating/swimming/running /,gəʊ  
 'aɪs ,skeɪtɪŋ/'swɪmɪŋ/'rʌnɪŋ/  
 go kayaking /,gəʊ 'kaɪækɪŋ/  
 go sailing /,gəʊ 'seɪlɪŋ/  
 ice skating /'aɪs ,skeɪtɪŋ/  
 karate /kə'reɪtɪ/  
 kayaking /'kaɪækɪŋ/  
 kite surfing /'kaɪtsɜːfɪŋ/  
 kung fu /,kʌŋ 'fuː/  
 long-distance runner /,lɒŋ ,dɪstənts  
 'rʌnə/  
 play for a team/for your school /,pleɪ  
 fər ə 'tiːm/fə jə 'skuːl/  
 play (table) tennis/badminton/  
 basketball/ hockey/football/volleyball  
 /,pleɪ ('teɪbəl) ,tenɪs/ 'bædmɪntən/  
 'bɑːskətbɔːl/'hɒki/'fʊtbɔːl/'vɒlibɔːl/  
 runner /'rʌnə/  
 running /'rʌnɪŋ/  
 sailing /'seɪlɪŋ/  
 sailor /'seɪlə/  
 skateboarding /'skeɪtbɔːdɪŋ/  
 skier /'skiːə/  
 skiing /'skiːɪŋ/  
 sportsperson /'spɔːts,pɜːsən/  
 summer sports /,sʌmə 'spɔːts/  
 swimmer /'swɪmə/  
 swimming /'swɪmɪŋ/  
 swimming pool /'swɪmɪŋ puːl/  
 table tennis /'teɪbəl ,tenɪs/  
 tennis /'tenɪs/  
 volleyball /'vɒlibɔːl/  
 winter sports /,wɪntə 'spɔːts/  
 yoga /'jəʊgə/  
 Zumba /'zʊmbə/

**6.2 Grammar** 🔊 4.37

at the same time /ət ðə ,seɪm 'taɪm/  
 believe /bə'liːv/  
 climb /klaɪm/  
 climber /'klaɪmə/  
 climbing partner /'klaɪmɪŋ ,pɑːtnə/  
 competition /,kɒmpə'tɪʃən/  
 die /daɪ/  
 half way up /,haɪf weɪ 'ʌp/  
 make a way /,meɪk ə 'weɪ/

reach the peak/get to the top /,ri:tʃ ðə  
 'piːk/,get tə ðə 'tɒp/  
 succeed /sək'siːd/  
 success story /sək'ses ,stɔːri/  
 support /sə'pɔːt/  
 (tennis) match /('tenəs) mætʃ/

**6.3 Listening** 🔊 4.38

be into /,bi 'ɪntə/  
 can't stand /,kɑːnt 'stænd/  
 enjoy/have fun in /ɪn'dʒɔɪ,hæv 'fʌn ɪn/  
 hate /heɪt/  
 individual sports /,ɪndə'vɪdʒuəl spɔːts/  
 martial arts /,mɑːʃəl 'ɑːrts/  
 (not) care about /('nɒt) keə ə'baʊt/  
 prefer /prɪ'fɜː/  
 rugby /'rʌŋbi/  
 squash /skwɒʃ/  
 team sports/games /'tiːm spɔːts/ɡeɪmz/  
 water sports /'wɔːtə spɔːts/  
 would love /,wʊd 'lʌv/  
 yell /jel/

**6.4 Reading** 🔊 4.39

(aerobics/fitness/dance) instructor  
 /('eə'rəʊbɪks/'fɪtnəs/dɑːns) ɪn'strʌktə/  
 at the age of (ten) /ət ði ,eɪdʒ əv ('ten)/  
 be interested in /,bi 'ɪntrəstəd ɪn/  
 boxing /'bɒksɪŋ/  
 by accident /,baɪ 'æksɪdənt/  
 dance lessons /'dɑːns ,lesənz/  
 dance steps /'dɑːns steɪps/  
 fitness centre /'fɪtnəs ,sentə/  
 imitate /'ɪmɪteɪt/  
 instructor /ɪn'strʌktə/  
 join a class /,dʒɔɪn ə 'klaːs/  
 join a gym /,dʒɔɪn ə 'dʒɪm/  
 keep fit /,kiːp 'fɪt/  
 Latin dance /'læɪn dɑːns/  
 run classes (for adults/children/all age  
 groups) /,rʌn 'klaːsɪz (fər 'ædʌlts/  
 'tʃɪldrən/ɔːl eɪdʒ grʊːps)/  
 support (your family) /sə'pɔːt (jə  
 'fæməli)/  
 train /treɪn/  
 training video /'treɪnɪŋ ,vɪdɪəʊ/  
 win a competition /,wɪn ə ,kɒmpə'tɪʃən/  
 workout /'wɜːkaʊt/

**6.5 Grammar** 🔊 4.40

ancient /'eɪnʃənt/  
 athlete /'æθliːt/  
 bungee jumping /'bʌndʒɪ ,dʒʌmpɪŋ/  
 chariot race /'tʃæriət reɪs/  
 competitor /kəm'petətə/  
 disabled /dɪs'eɪbəld/  
 golf /gɒlf/  
 gymnast /'dʒɪmnæst/  
 honour /'ɒnə/  
 Olympic sport /ə,lɪmpɪk 'spɔːt/  
 Olympics/Olympic Games /ə'lɪmpɪks/  
 ə,lɪmpɪk 'ɡeɪmz/

Paralympics /,pærə'lɪmpɪks/  
 prize /praɪz/  
 silver cup /,sɪlvə 'kʌp/  
 sports event /'spɔːts ɪ'vent/  
 take place /,teɪk 'pleɪs/  
 triathlon /traɪ'æθlən/  
 win a gold/an Olympic medal /,wɪn ə  
 ,gəʊld/ən ə,lɪmpɪk 'medl/

**6.6 Speaking** 🔊 4.41

get enough sleep /,get ɪ,nʌf 'sliːp/  
 health problem /'helθ ,prɒbləm/  
 rest /rest/  
 stretchy top /,stretʃɪ 'tɒp/  
 towel /'taʊəl/

**6.7 Writing** 🔊 4.42

charity /'tʃærəti/  
 complete /kəm'pliːt/  
 finishing line /'fɪnɪʃɪŋ laɪn/  
 first/second half /,fɜːst/,sekənd 'haɪf/  
 get a medal /,get ə 'medl/  
 goal line /'gəʊl laɪn/  
 marathon /'mærəθən/  
 raise money /,reɪz 'mʌni/  
 run fast /,rʌn 'fɑːst/  
 score (ten points) /,skɔː (ten 'pɔɪnts)/  
 speed /spiːd/

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the words in the box.

(basketball ice skating sailing skiing  
table tennis yoga volleyball Zumba®)

- Natalie plays basketball, table tennis and volleyball.
- She often goes sailing, ice skating and skiing.
- She also does yoga and Zumba.

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

(get join keep win run (x2))

- She wants to join a yoga class next month.
- If you want to run a marathon, you must get enough sleep!
- Do you think our team can win this match?
- It's important to do sport regularly if you want to keep fit.
- In our fitness centre we run classes for all age groups.

### 3 Complete the sentences with the Past Simple form of the verbs in brackets.

- The match took place (take) in the largest stadium in the country. A million people watched (watch) it on television.
- During the holidays we spent (spend) a lot of time outdoors. We played (play) beach volleyball and other games.
- Bob wanted (want) to win the game, so he trained (train) hard every day.
- In the last competition we ran (run) five kilometres and climbed (climb) a hill.
- The skier fell (fall) and broke (break) her leg.

### 4 Complete the conversation with the Past Simple form of the verbs in brackets.

Mia: Hi, Ben. How <sup>1</sup> was the competition (be/the competition)?

Ben: We <sup>2</sup> won (win)! It's a pity you <sup>3</sup> didn't see (not/see) it! We <sup>4</sup> missed (miss) your support.

Mia: I'm really sorry. I <sup>5</sup> have (have) a lot of homework to do.

Ben: That's OK. We <sup>6</sup> broke (break) the school's record!

Mia: Congratulations! What <sup>7</sup> did the instructor say (the instructor/say)?

Ben: He <sup>8</sup> said (say) we <sup>9</sup> did (do) a fantastic job! He <sup>10</sup> was (be) very happy.

Mia: I'm not surprised.

Ben: Nobody <sup>11</sup> could (can) do it!

Mia: Next time I must be there!

## USE OF ENGLISH

### 5 Choose the correct answer, A, B or C.

- My brother \_\_\_\_\_ three different team sports.  
A makes B takes C does
- Mel met many other \_\_\_\_\_ in a bicycle race in the summer.  
A players B cyclists C runners
- Christine \_\_\_\_\_ stand water sports.  
A can't B doesn't C isn't
- Dave started playing football \_\_\_\_\_ five years and six months.  
A in the age of B at the time of C at the age of
- \_\_\_\_\_ a lot of sports during your last holiday?  
A Do you do B You did C Did you do
- After an intensive workout \_\_\_\_\_ that you drink enough water.  
A make a way B get sure C make sure

### 6 Choose the option, A, B or C, which has a similar meaning to the underlined words.

- I really like skiing.  
A am into B believe in C support
- She joined our class last Friday.  
A takes part in B took part in C should take part in
- It's important to do sport regularly.  
A You should B You can C You have to
- Jack took part in the marathon, but he didn't complete it.  
A run B go C finish
- I must say that after I began my workout, I started to feel better.  
A competition B physical exercise C fit
- It's not important to me if we win or lose. I just want to enjoy myself.  
A I worry B I don't care C I'm careful

## LISTENING

### 7 3.20 Listen to a dialogue. Choose the correct answer, A, B or C.

- What new sport did David try?  
A Tennis.  
B Golf.  
C Squash.
- What does Lucy think of golf?  
A It's not cheap.  
B It's a hard game.  
C It's fun.
- What sport would David like to try?  
A Running.  
B Exercising at the gym.  
C Sailing.
- What does Lucy say about dancing?  
A They could do it together.  
B It's not a sport.  
C It's just one weekend.
- When is the salsa course?  
A Next weekend.  
B On Mondays and Wednesdays.  
C Once a week on Mondays.

## READING

- 8 Read the article, then complete the sentences with up to three words from the article.

# WHERE ONE DOOR SHUTS, ANOTHER OPENS



Adam started playing football at the age of six. He loved it and he was good. When he was eight, he joined the local football club. He dreamed of a career as a professional footballer. At the age of sixteen, he started playing for the national junior team. But then, just before his eighteenth birthday, something terrible happened. His legs became very painful after practice and doctors discovered a serious medical problem. Adam could not play for six months. And he could never become a professional player.

At first, he was deeply unhappy. He felt his life was over. But then he had an idea. He was already an experienced player. He decided to coach younger boys. He went to university to get a degree and took a coaching course.

Adam's club employed him as an instructor for fourteen-year-old boys. The boys liked him and they worked well with him. The team started winning their matches. After two years they won the national Junior Cup. The next morning, on the front page of the newspaper, there was a photo of him with his team, and the headline said, 'BRILLIANT YOUNG INSTRUCTOR LEADS JUNIOR TEAM TO VICTORY'. Adam smiled. His life was not over. And his legs felt better too.

Adam ...

- 1 started playing football when he was six.
- 2 joined the local football club at the age of eight.
- 3 joined the national junior team eight years later.
- 4 became ill when he was almost eighteen years old.
- 5 couldn't play football for half a year.
- 6 went on a coaching course.
- 7 his team won the national Junior Cup two years later.

## SPEAKING

- 9 Look at the pictures. Which sport is your favourite and why? Which one would you recommend to a friend?



- 10 Do the task in pairs.

### Student A

Ask Student B to recommend a new sport for you and give reasons. Ask about equipment and training.

### Student B

Recommend a sport to Student A and say why this one. Give advice on equipment and training.

## WRITING

- 11 Read the email from your English friend, Cathy. Then write a reply, answering Cathy's questions.

**To:**  
**From:** Cathy

I hear you spent a day at the Olympics last month! Wow! What did you see? What was it like? Did anything interesting happen? Tell me all about it!

# 7

## Travel

*Travel broadens the mind.*

A proverb

**BBC**



A SPECIAL BREAKFAST

 28 Watch the BBC video.  
For the worksheet, go to page 120.

## VOCABULARY

7.1

Holidays and transport • *book, make and visit*  
• accommodation

*I can use language related to ways of travelling and holidays.*

### SHOW WHAT YOU KNOW

1 **SPEAKING** Discuss which is the odd one out and say why.

1 train / plane / underground / tram

2 bike / coach / bus / car

3 boat / ship / motorbike / ferry

2 **SPEAKING** Discuss the differences between the expressions.

1 drive a car, get into a car, get out of a car

2 ride a bike, get on a bike, get off a bike

3 fly in a plane, be on a plane, board a plane

4 get on a bus, get off a bus, go by bus

5 get on a train, get off a train, go by train

## HOW DO YOU SPEND YOUR HOLIDAYS?



- 3 Read the quiz and choose the statements that are true for you. Then compare with a partner.
- 4 **SPEAKING** Tell the class about your partner.  
*Isa enjoys beach holidays because she likes ...*



- 1 I enjoy a **beach holiday** where I can relax with a book by the sea or go snorkelling.
- 2 I usually go on a **package tour** and visit some cities, top tourist sights and museums.
- 3 I never **travel by plane** because I am scared of flying.
- 4 When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.
- 5 My favourite holiday is **an activity holiday** where I can go mountain biking, climbing, kayaking or sailing.
- 6 I love **backpacking holidays** because I prefer to book my own transport and accommodation. I usually stay in a guesthouse or a youth hostel. I don't like staying in the same place for too long.
- 7 I often go on a **camping holiday**. We take a tent and sleeping bags, and stay at campsites which are cheap and close to nature.
- 8 I always spend holidays in my own country where I can get everywhere **by car**, **by train** or **by coach**. There's so much to see here.
- 9 Every year I try to go on a **working holiday** where I can earn some money for the things I need.



**WORD STORE 7A** Holidays and transport

- 5 **3.21** Complete WORD STORE 7A with the phrases in red from the text. Then listen, check and repeat.
- 6 **SPEAKING** Discuss which type of holiday is the best for these people.
  - 1 Alice loves culture and museums.
  - 2 Jim hasn't got much money, but he wants to see the sights in Europe.
  - 3 Tom loves the outdoors but, he just wants to relax.
  - 4 Eve and Ann want to escape to the countryside.
  - 5 Tim is a hiker and wants to learn how to rock climb.

*The best type of holiday for Alice is ...*
- 7 **SPEAKING** Discuss the best types of transport for these journeys. Give reasons for your answers.
  - 1 from home to school
  - 2 from one city to another in your country
  - 3 on a camping holiday
  - 4 on a trip abroad

**WORD STORE 7B** book, make and visit

- 8 **3.22** Complete WORD STORE 7B with the underlined phrases from the text. Then listen, check and repeat.
- 9 Use the correct form of the words in WORD STORE 7B to complete the sentences.
  - 1 Let's visit the local market today.
  - 2 A: Sibel, can you make a hotel for me?  
B: Sorry, you have to ask Ali. He books all the reservations here.
  - 3 On our last holiday in Italy, we visited some cities: Verona, Venice, Padua and Bologna.
  - 4 I booked my flight to Japan yesterday! I'm so excited!

**WORD STORE 7C** Accommodation

- 10 **3.23** Complete WORD STORE 7C with the highlighted phrases from the text. Then listen, check and repeat.
- 11 **3.24 SPEAKING** Listen to three people and complete the table. Discuss which holiday you like best and why.

Name	Type of holiday	Who with?	Travelled by?	Where?
Gary				
Silvia				
Filip				

- 12 **SPEAKING** Discuss the questions in pairs.
  - 1 What's your favourite type of holiday? Why?
  - 2 What kinds of holiday don't you like? Why?
  - 3 Do you prefer to stay at a youth hostel or a hotel? Why?
  - 4 Do you like staying at a campsite? Why?/Why not?
  - 5 In your family, who usually books your tickets and accommodation?

*My favourite type of holiday is an activity holiday because ...*

# GRAMMAR

## 7.2

Present Perfect with *ever/never*

*I can use the Present Perfect with ever/never and been to/gone to and the Past Simple.*

- 1 **3.25** Richard and Sarah are talking about where to go on holiday. Read and listen to Part 1 of their conversation. Are the statements true (T) or false (F)?



S: This holiday in Australia sounds fantastic. I'd love to go. You can go to a desert, a beach and a rainforest and you can try all kinds of things! Look, you can even ride a camel. I bet you **haven't ridden** a camel!

R: Actually, **I have ridden** a camel.

S: Really? When did you do that?

R: I rode a camel last year in the Sinai Desert when I was in Egypt. It was weird! And **I've helped** in an elephant sanctuary\*. That was last winter, in Thailand.

S: Wow, I've never done anything like that. **Have you ever walked** in a rainforest?

R: No, I haven't. I'd love to do that!

- 1 They are talking about a holiday in Europe.
- 2 Sarah wants to go to Australia.
- 3 You can do lots of different activities on the holiday.
- 4 Richard rode a camel in Thailand.

- 2 Complete the GRAMMAR FOCUS with the examples in blue in Exercise 1.

### GRAMMAR FOCUS 1 29

#### Present Perfect

Form: **have/has + Past Participle**

+	I/you/we/they <sup>1</sup> <b>have ridden</b> a camel. He/She/It <b>has helped</b> in an elephant sanctuary.
-	I/You/We/They <sup>2</sup> <b>haven't ridden</b> a camel. He/She/It <b>hasn't done</b> anything like that.
?	<sup>3</sup> _____ I/you/we/they <b>ever</b> _____ in a rainforest? Yes, I/you/we/they <b>have</b> ./No, I/you/we/they <b>haven't</b> . <b>Has</b> he/she/it <b>ever been</b> in a desert? Yes, he/she/it <b>has</b> ./No, he/she/it <b>hasn't</b> .

**Note:**

- You often use short forms:  
I <sup>4</sup>\_\_\_\_\_ **helped** in an elephant sanctuary.  
She **hasn't ridden** a camel.
- You often use **ever** (in questions) and **never** (in negatives).  
**Have you ever** walked in a rainforest?  
She's **never** done anything like that.

- 3 Complete the table.

Regular verbs	Past Simple	Past Participle
1 walk	_____	_____
2 chat	_____	_____
3 try	_____	_____
Irregular verbs	Past Simple	Past Participle
4 be	_____	been
5 have	_____	had
6 go	_____	gone/been
7 ride	_____	_____

#### REMEMBER THIS

John **has gone** to Peru. = He is there now.  
John **has been** to Peru. = He went there and came back.  
You usually use **been** with activities.  
**Have you ever been** kayaking? (NOT ~~gone~~)

- 4 **3.26** Complete Part 2 of the dialogue with the Present Perfect form of the verbs in brackets. Then listen and check.

S: I <sup>1</sup>**'ve never been** (never/be) up in a hot-air balloon, but my sister Kate <sup>2</sup>\_\_\_\_\_ (do) it a lot. She says it's great fun.

R: <sup>3</sup>\_\_\_\_\_ (you/ever/try) hang-gliding?

S: No, I <sup>4</sup>\_\_\_\_\_ . I'm too scared. Have you?

R: No, I <sup>5</sup>\_\_\_\_\_ . I don't like heights.

S: Really?

R: <sup>6</sup>\_\_\_\_\_ (Kate/ever/go) hang-gliding?

S: No, she <sup>7</sup>\_\_\_\_\_ . And she <sup>8</sup>\_\_\_\_\_ (never/ride) a camel either.

- 5 Complete the GRAMMAR FOCUS with Present Perfect or Past Simple.

### GRAMMAR FOCUS 2 29

#### Present Perfect and Past Simple

You use the <sup>1</sup>\_\_\_\_\_ to talk about finished actions in time 'up-to-now'.

If you know when something happened, you use the <sup>2</sup>\_\_\_\_\_

**Have you ever ridden** a camel?

Yes, **I rode** a camel **last year**.

- 6 **SPEAKING** Write questions with **Have you ever ...?** and the phrases in the box. Ask and answer the questions with a partner.

break a leg/an arm go to a concert  
try a new sport visit a foreign country  
win a competition work for money

A: **Have you ever broken a leg?**

B: **Yes, I have.**

A: **When did you break your leg?**

B: **I broke it last year when I was on holiday.**

### FOCUS VLOG 30 Amazing places

**30** Watch the Focus Vlog. For the worksheet, go to page 121.

# LISTENING

## 7.3

Multiple choice

*I can identify key details in a simple recorded dialogue about travelling.*

1 Read the sentences and check you understand the words in green. Then look at photos A–D. Discuss in which place you could hear each sentence.

- 1 Have you got any **luggage**?
- 2 Can I have a look at some **brochures**?
- 3 Which **platform** does the 8:45 train to London leave from?
- 4 Can I see your **passport**, please?
- 5 I'd like to **check in**, please.
- 6 Is the **flight** on time?
- 7 **Passengers** can wait in the waiting room.
- 8 I can't find my **ticket**.
- 9 Do you have a **booking**?

2 3.27 Listen to four recordings. Where does each of them take place? Match recordings 1–4 with places A–D.

- 1  2  3  4

### EXAM FOCUS Multiple choice

3 3.27 Listen again and choose the correct answer, A, B or C.

#### Recording 1

- 1 The passenger is NOT travelling to  
A Frankfurt. B Rome. C Madrid.
- 2 The passenger  
A hasn't got any luggage.  
B has got two cases.  
C has got one case.

#### Recording 2

- 3 The announcement is for the train to  
A Chester. B Bangor. C Manchester.
- 4 The train is arriving at platform  
A 3. B 4. C 11.

#### Recording 3

- 5 The woman  
A wants to go to Barcelona.  
B wants to go to the Basque Country.  
C hasn't decided.
- 6 What is true about the woman?  
A She needs to pay extra for accommodation.  
B She doesn't need to pay extra for accommodation.  
C She wants to pay extra for better accommodation.

#### Recording 4

- 7 The man  
A is at the hotel reception desk.  
B is leaving the hotel.  
C is changing his booking.
- 8 How many nights has he booked for?  
A 1 B 2 C 3



### PRONUNCIATION FOCUS

4 3.28 In English the letter o is pronounced in different ways. Listen and repeat.

1 /əʊ/	2 /ɒ/	3 /ʌ/	4 /ɔ:/
hot <u>el</u>	o <u>ff</u>	co <u>me</u>	o <u>r</u>

5 3.29 Listen and put the words in the correct column in the table.

brochure	clock	door	holiday	home	hostel
hot	Monday	money	month	morning	platform
photo	short	some			

6 3.30 Listen, check and repeat.

### WORD STORE 7D Travel

7 3.31 Complete WORD STORE 7D with the words in green in Exercise 1. Then listen and check.

8 **SPEAKING** Discuss your dream holiday. Decide:

- where to go and how to travel,
- what bookings to make,
- what information you need,
- what to take.

# 7.4

## READING

Multiple choice

*I can read and identify specific information in a simple article.*

**1 SPEAKING** Follow the instructions.

- 1 What cities do you want to visit? Why? What things make a city 'great'? Discuss in groups.
- 2 Think about a great city you have visited. Tell your partner:
  - which city it was,
  - when you went there,
  - what you did and saw there,
  - what the best things were.

*I want to visit Seville because I love flamenco.  
I think amazing architecture makes a city great.  
I've visited Kyoto. I went there two years ago ...*

**2 SPEAKING** Look at the photos and the title of the main article. Discuss the questions with a partner. Then read the texts and check your ideas.

- 1 What do you know about these places?
- 2 What can you see there?

**EXAM FOCUS** Multiple choice

**3** Read the texts again and choose the correct answer, A, B or C.

**Text 1**

The writer

- A informs readers how to get to each city.
- B mentions both positive and negative things in each city.
- C recommends both cities for people to visit.

**Text 2**

Boytraveller23

- A thinks Athens and Machu Picchu are both good cities to visit.
- B believes that Athens is a better city to visit than Machu Picchu.
- C agrees that Machu Picchu is the best ancient city to visit.

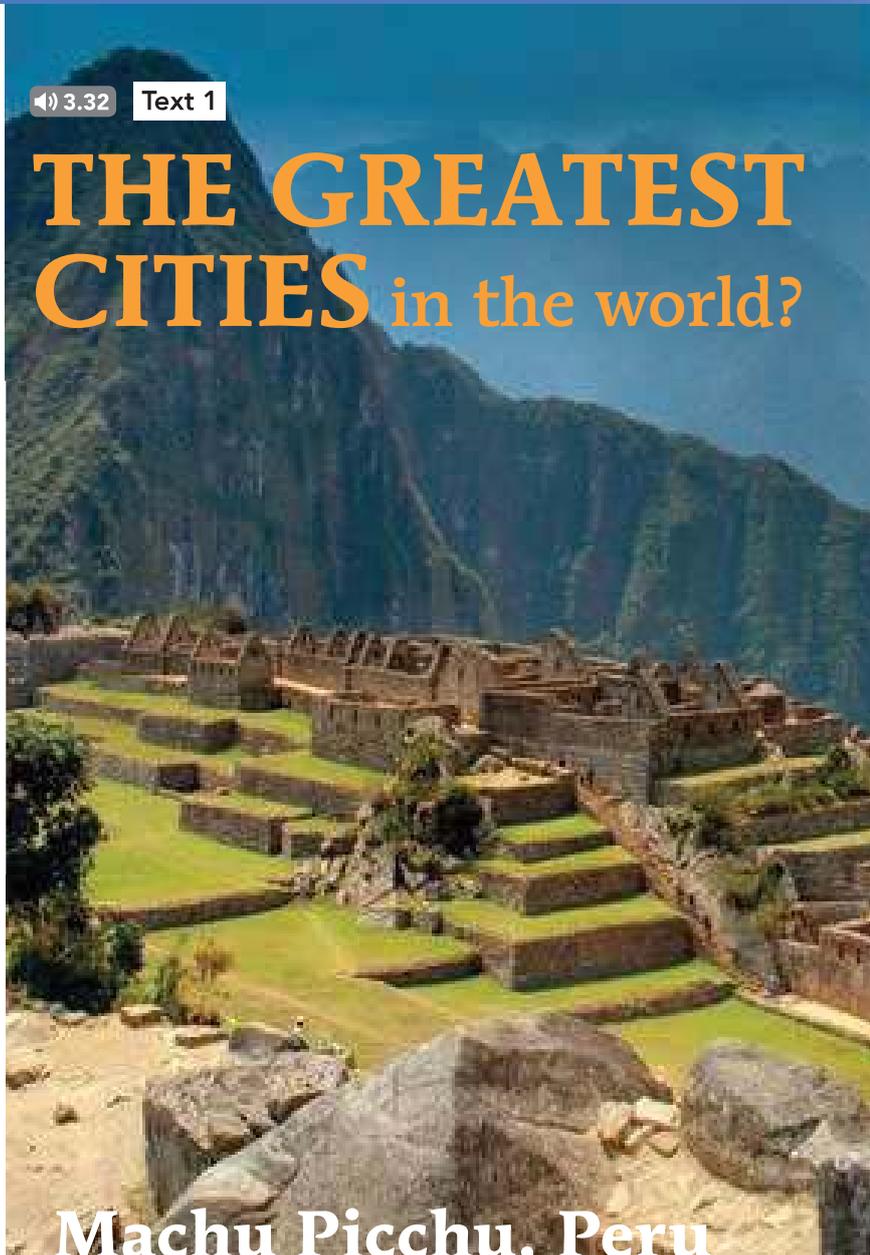
**Text 3**

Ayla Badem thinks visitors to Istanbul

- A can find it hard to climb to the top of the Galata Tower.
- B should go to the Blue Mosque while they are there.
- C usually enjoy the cafés and restaurants more than old buildings.

3.32 Text 1

# THE GREATEST CITIES in the world?



## Machu Picchu, Peru

Machu Picchu sits on top of a mountain 2,430 metres high and the views are amazing! The Incas built the city around 1450, but they abandoned it 100 years later. In 1911 the explorer Hiram Bingham discovered it again. Now, it's a popular destination for tourists – around 1 million people visit the ruins every year. It became a UNESCO World Heritage Site in 1983. Try to arrive on foot – there are organized three-day and seven-day walks with a guide. If you're not feeling very active, you can also get there by bus or by train.

## COMMENTS

Text 2



I enjoyed your article Jan, but if you like ancient cities, then Athens in Greece is a much better choice than Machu Picchu! It's easy to get to and has so many incredible monuments and museums. The Acropolis is spectacular and it's got great views too! Its name means 'high city'. ☺ There's a wonderful bazaar in Monastiraki Area. Syntagma

Square is a lovely place to enjoy a coffee and watch the world go by, Athens also has wonderful restaurants and shops, and a fantastic nightlife. @Boytraveller23

## By Jan Benson

I've been a travel writer for over twenty years. There are many fantastic cities in the world but what are the best ones to visit?

Here are two you shouldn't miss. Book now!



# Istanbul, Turkey

With a population of around fifteen million people, Istanbul is a large, busy city. Amazingly, it lies in two different continents! It's built on both sides of the Bosphorus Strait, the water which separates Europe and Asia. The highlights of a visit include a boat trip on the Bosphorus and visiting some of the many incredible buildings such as Topkapı Palace, the Archaeology Museum or Hagia Sophia. The colourful Grand Bazaar is one of the biggest bazaars in the world and has over 5,000 shops!

### Text 3

## WHAT THE EXPERTS SAY



I am a guide in Istanbul. This city has something for everyone! However, I can't believe you haven't mentioned the Galata Tower. It's sixty metres high and you get brilliant views of the whole city from the top! There are plenty of charming cafés and restaurants nearby and the streets round it are great fun to explore. Don't miss the Blue Mosque or the Basilica Cistern (an ancient underground water store). Ayla Badem

- 4 3.33 Complete the definitions with the words in blue in the texts. Which two adjectives are similar in meaning? Listen, check and repeat.

- 1 extremely impressive = spectacular
- 2 attractive and nice = \_\_\_\_\_
- 3 something that has bright colours or many colours = \_\_\_\_\_
- 4 wonderful, very good = \_\_\_\_\_

- 5 Think about a place you know well. Complete the sentences with the words in Exercise 4.

- 1 There's a charming \_\_\_\_\_ .
- 2 \_\_\_\_\_ is an incredible \_\_\_\_\_ .
- 3 The views from \_\_\_\_\_ are spectacular.
- 4 There's a colourful \_\_\_\_\_ .

- 6 **SPEAKING** Discuss your ideas in Exercise 5. Can your partner guess the name of the place?

*There is a charming old market in the town centre.*

## WORD STORE 7E Tourism

- 7 3.34 Complete WORD STORE 7E with the underlined words in the texts. Use definitions 1–9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?

- 8 Complete the questions with the words in WORD STORE 7E.

- 1 How many tourists visit your town or city every year? Why?
- 2 Do you live in a small town or a big city? What is the \_\_\_\_\_ ?
- 3 Do you like to \_\_\_\_\_ new places on foot? Why?/Why not?
- 4 In your opinion, what is the most interesting \_\_\_\_\_ in your town or country? Why?
- 5 For your next holiday, what is your \_\_\_\_\_ ? Why do you want to go there?
- 6 What were the \_\_\_\_\_ of your last holiday? Why were they the best things?

- 9 **SPEAKING** Ask and answer the questions in Exercise 8.

*I don't think many tourists visit my town. It's not a popular destination.*

## 7.5

## GRAMMAR

Present perfect + *just/yet/already**I can use the Present Perfect with just, already and yet.*1 **SPEAKING** Discuss the questions.

- How many countries have you visited?
- Which countries would you like to visit? Why?

## 2 Look at the photo with a partner. Match questions 1–5 with answers a–e. Which things about Nancy surprised you?

- Who is Nancy? d
- When did she start travelling? Why? b
- How many countries has she visited? a
- Where is she now? e
- Has she been to all the places on her list yet? c

- a So far, **she has already visited** forty countries (this does not include the two – Mexico and Canada – she travelled to as a younger woman).
- b She started travelling fourteen months ago, when she got the results of some medical tests. They were not good, but she didn't feel ill. She decided then that she wanted to realise her old dream: to travel a lot.
- c No, she hasn't. On her original list there were only thirty countries: the ones she wanted to see the most, like Japan or Peru. She visited them all in the first year. Her new list contains seventy countries. For example, **she hasn't been to Mongolia yet**, but she plans to go there from India. She's very excited!
- d Nancy is an eighty-eight year-old American woman who wants to visit as many countries as possible before she dies. She is travelling with her daughter.
- e Nancy **has just arrived** in India and plans to stay there for two weeks.



## 3 Complete the GRAMMAR FOCUS with the Present Perfect forms in blue in Exercise 2.

GRAMMAR FOCUS 29Present Perfect with *just, already and yet*

- You use **just** to talk about things that happened a very short time ago.  
She <sup>1</sup>**has just arrived** in India.
- You use **already** in affirmative sentences for things that happened earlier than expected.  
She <sup>2</sup>\_\_\_\_\_ **already** \_\_\_\_\_ forty countries.
- You use **(not) yet** in questions and negative sentences for things that haven't happened but probably will happen. **Yet** goes at the end of the sentence.  
<sup>3</sup>\_\_\_\_\_ she \_\_\_\_\_ to Mongolia **yet**?  
No, she <sup>4</sup>\_\_\_\_\_ there **yet**.

4 Complete the text with the correct form of the verbs in brackets and *just, already* or *yet*.THE HOTEL  
IN THE HEAVENS

Would you like to go on a unique holiday?

Some tourists <sup>1</sup>*have yet/already* **travelled**(travel) into space, but nobody <sup>2</sup>\_\_\_\_\_(stay) in a space hotel *just/yet*. That could allchange soon! Russian engineers <sup>3</sup>\_\_\_\_\_*already / yet* \_\_\_\_\_ (start) to build thefirst space hotel. Work <sup>4</sup>\_\_\_\_\_ only*just / already* \_\_\_\_\_ (begin), buta few people <sup>5</sup>\_\_\_\_\_ *already / yet*

\_\_\_\_\_ (try) to book a room! The Hotel

in the Heavens has four rooms for up to seven

guests. When does it open? The organisers

<sup>6</sup>\_\_\_\_\_ (not say) *just / yet*.

## 5 Write questions from the prompts. Use the Present Perfect. Then read the text in Exercise 4 again and answer the questions.

- any tourists / go into space / yet?  
*Have any tourists been into space yet?*  
*Yes, they have.*
  - anybody / stay / in a space hotel / yet?
  - the Russian engineers / start to build the hotel / yet?
  - anybody / try to book a room / yet?
  - the organisers / say / when the hotel will open / yet?
- 6 **SPEAKING** Nancy is getting ready to go travelling. Look at her list and write questions. Ask and answer the questions with a partner.

To do:

- pack case  - read guidebook
- buy camera  - get new passport
- book room

*Has Nancy packed her case yet? No, she hasn't.*

## 7 Complete the statements to make them true for you.

- I've just ...
  - I've already ...
  - I haven't ... yet.
- I've just finished ...*

7.6

**SPEAKING**

Asking for and giving directions

*I can ask for and give simple directions to a place using a map or street plan.*

**1 Match descriptions 1–6 with places A–F on the map.**

- 1 Bookworms Bookshop is in Park Street **between** the bank and Jolly Café.
- 2 The Ritzy Theatre is **on the corner of** King's Road and Green Street.
- 3 The Town Hall is in Shakespeare Road **opposite** the park.
- 4 The stadium is **in** the park.
- 5 The sports centre is in Park Street **next to** the bank.
- 6 The chemist's is on the corner of Park Street and Green Street opposite the Post Office.

**2** **3.35 Listen to Part 1 of the conversation between Chloe and Jeff. What's the problem?**

- a They've already seen the film.
- b Chloe doesn't know about the new cinema.
- c They don't know what's on.

**3** **3.36 Read the SPEAKING FOCUS and listen to Part 2 of the conversation. Underline the phrases you hear.**

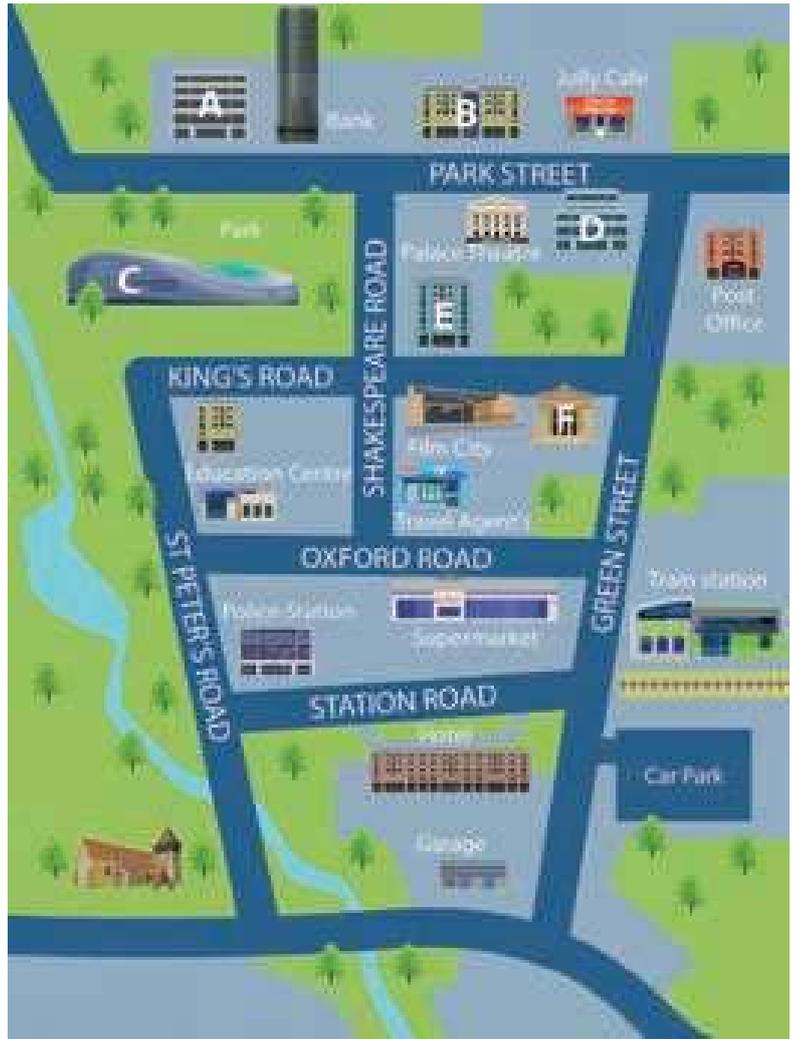
**SPEAKING FOCUS**

**Asking for directions**

Excuse me, can you tell me the way to ...?  
 How do I get to ...?  
 Excuse me, where's the (post office)?

**Giving directions**

Go out of ... and turn left/right.  
 Turn (left/right) into (Green Street).  
 Walk along the (road) past the (post office) on your left/right.  
 Take/It's the first/second/third turning on the left/right. Go straight on.  
 Go across the road.  
 The (museum) is opposite the (shop).  
 The (theatre) is on the left/right.  
 It's between the (station) and the (hotel).  
 It's next to/opposite the (station).  
 (Film City) is next door.  
 It's on the corner of (Shakespeare Road) and (King's Road).



**4** **3.37 Look at the map and complete the directions with phrases in the SPEAKING FOCUS. Then listen and check.**

**Joanne:** Excuse me, can you tell me the <sup>1</sup>way to the stadium?

**Man:** Sure. It's in the park – not far from here. Go out of the station and <sup>2</sup> right. Take the first <sup>3</sup> on the left into Oxford Road. Then turn <sup>4</sup> into Shakespeare Road. Walk <sup>5</sup> the road <sup>6</sup> the travel agent's <sup>7</sup> your right. Go <sup>8</sup> King's Road and the park is on your <sup>9</sup>.

**5 SPEAKING** Act out the dialogue in Exercise 4 with a partner.

**6 SPEAKING** Look at the map. Decide where you are and where you want to go to. Ask for and give directions with a partner.

**ROLE-PLAY** **31** **32** **Asking for and giving directions**

**31** **32** Watch the video and practise. Then role-play your dialogue.

# 7.7

## WRITING

An email of enquiry

*I can write a basic formal email of enquiry.*

### 1 Read the email and answer the questions.

- 1 What did Marta leave in the hotel?
- 2 What does she want the hotel to do?

**To:** Hotel reception  
**Subject:** Lost watch

**[A] Dear Sir or Madam,**

**[B]** I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. **I am writing to enquire if** anyone has found it. It is a gold watch with a black leather strap.

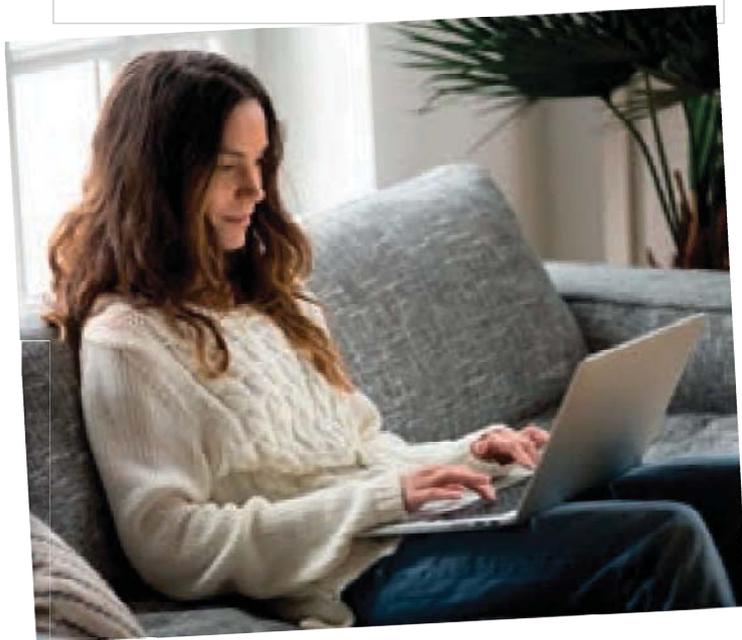
**[C]** **Please could you** confirm by replying to this email or phoning me **on my mobile** number, 07841 223679.

**[D]** **I hope you are able to** send the watch to me by courier when you find it. **I would be happy to** pay for the postage.

**[E]** I look forward to hearing from you. Thank you for your help with this matter.

**[F] Yours faithfully,**

Marta Costa



### 2 Read the email again. Match parts A–F of the email with descriptions 1–6.

- 1 Saying what you want to happen
- 2 Conclusion
- 3 Greeting
- 4 Ending the email
- 5 Giving your contact details
- 6 Explaining why you are writing


### 3 Complete the WRITING FOCUS with the words in purple in the email.

#### WRITING FOCUS

##### A formal email

##### • Starting a formal email

<sup>1</sup>*Dear Sir or Madam*/Dear (Mrs Jackson/Mr Smith),

##### • Saying why you are writing

I am writing

- to <sup>2</sup>\_\_\_\_\_ if anyone has found ...
- to enquire about your special offers.
- in response to your newspaper advert.

##### • Saying what you want

Please <sup>3</sup>*could* you ...?/I <sup>4</sup>*hope* you are able to ...

Would it be possible to ...?/I <sup>5</sup>*would* be happy to ...

##### • Giving contact details

Please reply to this email.

Email me at bhappy@joinus.com./My email is ...

My (mobile) phone number is ...

Please phone me <sup>6</sup>*on* my mobile.

##### • Conclusion

I look forward to hearing from you.

Thank you for your help with this matter.

##### • Ending a formal email

<sup>7</sup>*Yours faithfully* (if you began *Dear Sir or Madam*)

Yours sincerely, (if you began *Dear* + name)

### 4 Match informal enquiries 1–5 with the more formal ones a–e.

- 1 Send me my iPod.
- 2 Can I book a room?
- 3 Ask all the staff.
- 4 Can you send my mobile phone to me?
- 5 Give me your website address.


- a Would it be possible to book a room?
- b I hope you are able to send my mobile phone to me.
- c Please could you send me my iPod?
- d Would it be possible to give me your website address?
- e Could you please ask all the staff?

### 5 Put the words in the correct order to make formal enquiries.

- 1 you / could / please / check / ?  
*Please could you check?*
- 2 possible / would / to send / it / be / some more information / me / ?
- 3 hope / able / I / are / you / email / to / me
- 4 you / could / to me / post / please / it / ?
- 5 to organise a guide / it / would / possible / be / ?

#### SHOW WHAT YOU'VE LEARNT

### 6 You left your MP3 player in a restaurant. Write an email of enquiry. Use the WRITING FOCUS to help you. Include the following information:

- say when you were there and which table you sat at,
- describe your MP3 player,
- ask the restaurant if they have found it,
- give your contact details,
- ask the restaurant to send the MP3 player to you.

**7.1 Vocabulary** 🔊 4.43

activity holiday /æk'tɪvəti ,hɒlədeɪ/  
 adventure holiday /əd'ventʃə ,hɒlədeɪ/  
 backpacking holiday /'bæk,pækɪŋ ,hɒlədeɪ/  
 be on a plane /,bi ɒn ə 'pleɪn/  
 beach /bi:tʃ/  
 beach holiday /'bi:tʃ ,hɒlədeɪ/  
 book /bʊk/  
 a flight /,i ə 'flaɪt/  
 a holiday /ə 'hɒlədeɪ/  
 a hotel /ə həʊ'tel/  
 a seat on the train/bus /ə ,si:t ɒn ðə 'treɪn/'bʌs/  
 a (train/bus) ticket /ə ('treɪn/'bʌs) ,tɪkət/  
 accommodation /ə,kɒmə'deɪʃən/  
 an excursion /ən ɪk'skɜ:ʃən/  
 my transport /maɪ 'træns'pɔ:t/  
 by the sea /,baɪ ðə 'si:/  
 camping holiday /'kæmpɪŋ ,hɒlədeɪ/  
 campsite /'kæmpsaɪt/  
 escape (to the countryside) /ɪ,skeɪp tə ðə 'kʌntrɪsaɪd/  
 fly in a plane /,flaɪ ɪn ə 'pleɪn/  
 get into a car /,get ɪntə ə 'kɑ:/  
 get off a bike /,get ɔf ə 'baɪk/  
 get off a train/bus /,get ɔf ə 'treɪn/'bʌs/  
 get on a bike /,get ɒn ə 'baɪk/  
 get on a train/bus /,get ɒn ə 'treɪn/'bʌs/  
 get out of a car /,get aʊt əv ə 'kɑ:/  
 go by bus/car/coach/train /,gəʊ baɪ 'bʌs/'kɑ:/'kəʊtʃ/'treɪn/  
 go by ferry/boat/ship /,gəʊ baɪ 'feri/'bəʊt/'ʃɪp/  
 go by plane /,gəʊ baɪ 'pleɪn/  
 go mountain biking /,gəʊ 'maʊntən ,baɪkɪŋ/  
 go on (a holiday) /,gəʊ ɒn (ə 'hɒlədeɪ)/  
 go on foot /,gəʊ ɒn 'fʊt/  
 hiker /'haɪkə/  
 make a reservation /,meɪk ə ,rezə'veɪʃən/  
 make the arrangements /,meɪk ðɪ ə'reɪndʒmənts/  
 motorbike /'məʊtəbaɪk/  
 package tour /'pækɪdʒ tuə/  
 rock climb/go climbing /'rɒk klaɪm/,gəʊ 'klaɪmɪŋ/  
 see the sights /,si: ðə 'saɪts/  
 sleeping bag /'sli:pɪŋ bæɡ/  
 snorkelling /'snɔ:kəlɪŋ/  
 stay in/at /,steɪ ɪn/ət/  
 a bed and breakfast (B & B) /ə bed ən 'brekfəst(,bi: ən 'bi:)/  
 a campsite /ə 'kæmpsaɪt/  
 a guesthouse /ə 'gesthaʊs/  
 a hotel /ə həʊ'tel/  
 a youth hostel /ə 'ju:θ ,hɒstl/  
 tent /tent/

(three-star) hotel /,(θri: stɑ:) həʊ'tel/  
 (top) tourist sights /,(tɒp) 'tuərist saɪts/  
 tram /træm/  
 travel by /,trævəl baɪ/  
 boat /'bəʊt/  
 bus /'bʌs/  
 car /'kɑ:/  
 coach /'kəʊtʃ/  
 ferry /'feri/  
 plane /'pleɪn/  
 ship /'ʃɪp/  
 train /'treɪn/  
 trip abroad /,trɪp ə'brɔ:d/  
 underground /'ʌndəgraʊnd/  
 visit a city/some cities /,vɪzɪt ə 'sɪti/səm 'sɪtɪz/  
 visit local markets /,vɪzɪt ,ləʊkəl 'mɑ:kəts/  
 visit museums/tourist sights /,vɪzət mju:'zi:əmz/'tuərist saɪts/  
 working holiday /'wɜ:kɪŋ ,hɒlədeɪ/

**7.2 Grammar** 🔊 4.44

break a leg/an arm /,breɪk ə leg/ən ɑ:m/  
 desert /'dezət/  
 different kinds of activities /,dɪfərənt ,kaɪndz əv æk'tɪvətɪz/  
 elephant sanctuary /'eləfənt ,sæŋktʃuəri/  
 hang-gliding /'hæŋ ,ɡlaɪdɪŋ/  
 hot-air balloon /hɒt 'eə bə,lʊ:n/  
 ride a camel /,raɪd ə 'kæməl/  
 visit a foreign country /,vɪzɪt ə ,fɔrɪn 'kʌntri/  
 work for money /,wɜ:k fə 'mʌni/

**7.3 Listening** 🔊 4.45

airport check-in desk /,eəpɔ:t 'tʃek ɪn desk/  
 announcement /ə'naʊnsmənt/  
 arrive /ə'raɪv/  
 booking /'bʊkɪŋ/  
 brochure /'brəʊʃə/  
 case /keɪs/  
 check in /,tʃek 'ɪn/  
 check-in desk /'tʃek ɪn desk/  
 flight /flaɪt/  
 have a booking /,hæv ə 'bʊkɪŋ/  
 luggage /'lʌɡɪdʒ/  
 on time /,ɒn 'taɪm/  
 passenger /'pæsɪndʒə/  
 passport /'pɑ:spɔ:t/  
 platform /'plætfɔ:m/  
 reception desk /rɪ'sepʃən desk/  
 room key /'ru:m ki:/  
 ticket /'tɪkɪt/  
 travel agent's /'trævəl ,eɪdʒənts/  
 waiting room /'weɪtɪŋ ru:m/  
 window seat /'wɪndəʊ si:t/

**7.4 Reading** 🔊 4.46

abandon /ə'bændən/  
 bazaar /bə'zɑ:/

be active /,bi 'æktɪv/  
 charming /'tʃɑ:mɪŋ/  
 colourful /'kʌləfəl/  
 destination /,destə'neɪʃən/  
 explore /ɪk'splɔ:/  
 get to /'get tə/  
 highlights /'haɪlaɪts/  
 incredible /ɪn'kredəbəl/  
 monument /'mɒnjəmənt/  
 population /,pɒpjə'leɪʃən/  
 spectacular /spek'tækjələ/  
 strait /streɪt/  
 street /stri:t/  
 tourist /'tuərist/  
 water store /'wɔ:tə stɔ:/  
 World Heritage Site /,wɜ:ld 'herətɪdʒ saɪt/

**7.5 Grammar** 🔊 4.47

camera /'kæmərə/  
 guidebook /'ɡaɪdbʊk/  
 organiser /'ɔ:gənaɪzə/  
 realise a dream /,rɪəlaɪz ə'dri:m/  
 space hotel /'speɪs həʊ,tel/  
 unique /ju:'ni:k/

**7.6 Speaking** 🔊 4.48

along /ə'lɒŋ/  
 bookshop /'bʊkʃɒp/  
 go across the road /,gəʊ ə,kɒs ðə 'rəʊd/  
 go out of (the station) /,gəʊ aʊt əv (ðə 'steɪʃən)/  
 next door /,nekst 'dɔ:/  
 on the corner /,ɒn ðə 'kɔ:nə/  
 on your right/left /,ɒn jə 'raɪt/'left/  
 road /rəʊd/  
 straight on /,streɪt 'ɒn/  
 take the (first/second) turning on the (left/right) /,teɪk ðə (fɜ:st/,sekənd) 'tɜ:nɪŋ ɒn ðə ('left/'raɪt)/  
 tell sb the way to /,tel ,sʌmbədi ðə 'weɪ tə/  
 theatre /'θɪətə/  
 town hall /,taʊn 'hɔ:l/  
 turn left/right /,tɜ:n 'left/'raɪt/  
 walk past /,wɔ:k 'pɑ:st/

**7.7 Writing** 🔊 4.49

black leather strap /,blæk 'leðə stræp/  
 confirm /kən'fɜ:m/  
 courier /'kʊəriə/  
 enquire /ɪn'kwɪə/  
 postage /'pəʊstɪdʒ/  
 special offer /,speʃəl 'ɒfə/  
 staff /stɑ:f/

## VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the words in the box. There are two extra words.

(book fly go (x2) make ride stay visit)

- I want to \_\_\_\_\_ all the arrangements this week.
- I must remember to \_\_\_\_\_ my flight to Italy.
- We can \_\_\_\_\_ on a camping holiday.
- I want to \_\_\_\_\_ the local markets before we leave.
- Why don't you \_\_\_\_\_ in a hotel?
- Let's \_\_\_\_\_ to Paris by car.

- 2 Complete the sentences with the correct form of the words in capitals.

- I'd like to go on an \_\_\_\_\_ holiday and do some new sports. **ACTIVE**
- Can you make a \_\_\_\_\_ at the hotel for me? **RESERVE**
- I've never seen so many \_\_\_\_\_ houses. **COLOUR**
- What kind of \_\_\_\_\_ did you stay in? **ACCOMMODATE**
- Who makes all the holiday \_\_\_\_\_ in your family? **ARRANGE**
- I'm going on a \_\_\_\_\_ holiday with my friends. **BACKPACK**

- 3 Write sentences from the prompts.

- Jane / never / a / camel / ride
- you / hang-gliding / ever / try / ?
- we / not / up in a hot-air balloon / be
- already / Kathy / visit / over twenty countries
- she / yet / not / try / scuba diving
- Sam / his arm / break / ever / ?

- 4 Complete the sentences with the Present Perfect or Past Simple form of the verbs in brackets.

- a I \_\_\_\_\_ (never/be) so happy in my life.  
b We \_\_\_\_\_ (not be) happy when we heard the news.
- a Sara \_\_\_\_\_ (visit) Madrid last week.  
b Steve \_\_\_\_\_ (already/visit) Madrid.
- a John \_\_\_\_\_ (arrive) two hours ago.  
b Katie \_\_\_\_\_ (just/arrive).
- a Mark \_\_\_\_\_ (not ride) a camel yet.  
b Sam \_\_\_\_\_ (ride) a camel for the first time yesterday.
- a \_\_\_\_\_ Sue \_\_\_\_\_ (ever/break) her leg?  
b When \_\_\_\_\_ Matt \_\_\_\_\_ (break) his arm?

## USE OF ENGLISH

- 5 Complete the dialogues with the correct answer, A, B or C.

- X: Excuse me, where's the post office?  
Y: It's not far, \_\_\_\_\_ left into Cranmer Road and it's on the right.  
A take                      B turn                      C get
- X: How did you get from Britain to France?  
Y: We went by \_\_\_\_\_. I really hate flying.  
A ferry                      B tram                      C plane
- X: We went to Germany \_\_\_\_\_.  
Y: Oh, did you enjoy it?  
A yet                      B already                      C last year
- X: What was the best part of your holiday in Madrid?  
Y: One day we went on \_\_\_\_\_ to visit Toledo. It's about seventy kilometres from Madrid.  
A an adventure                      B an excursion                      C foot
- X: What's your favourite kind of holiday?  
Y: \_\_\_\_\_ because I love relaxing by the sea.  
A A beach holiday                      B An adventure holiday  
C A cycling trip

- 6 Read the text and choose the correct answer, A, B or C.

Hi Chrissie!

I'm staying at a <sup>1</sup> \_\_\_\_\_ in France with some friends. I've <sup>2</sup> \_\_\_\_\_ been on holiday with friends before and I'm really enjoying it. We travelled <sup>3</sup> \_\_\_\_\_ plane and then got a bus and we arrived here yesterday. There was a problem checking in because I couldn't find my passport (you know me, I'm always losing things 😊!). Finally, I found it at the bottom of my <sup>4</sup> \_\_\_\_\_. Last night we ate in a restaurant, we <sup>5</sup> \_\_\_\_\_ cooked any meals yet – I'm cooking pasta tonight! Today we've <sup>6</sup> \_\_\_\_\_ sailing at a local beach. It was fantastic!

Hope you are having a great holiday too. 😊😊

Love

Simon

- |             |            |            |
|-------------|------------|------------|
| 1 A tent    | B camping  | C campsite |
| 2 A ever    | B never    | C already  |
| 3 A in      | B on       | C by       |
| 4 A case    | B platform | C ticket   |
| 5 A haven't | B hasn't   | C didn't   |
| 6 A played  | B been     | C made     |

## LISTENING

- 7  3.38 Listen to four conversations and choose the correct answer, A, B or C.

- The first conversation takes place in  
A a hotel.                      B a travel agent's.                      C an airport.
- The man books to stay in the campsite  
A tonight only.                      B tomorrow for one night.  
C tomorrow for two nights.
- The passenger has got  
A one big case.                      B only hand luggage.                      C two cases.
- The passenger has to  
A buy a ticket.                      B find his/her ticket.  
C leave the train.

## READING

8 Read the texts and choose the correct answer, A, B or C.

1 **SPECIAL OFFER!** ALL 7-14 MARCH  
FLIGHTS TO NEW YORK  
HALF-PRICE!  
BOOK BY NEXT SUNDAY.

- A The offer is only today.  
B All flights in March are half-price.  
C You can fly to New York for 50 percent off.

2 Sarah, I booked tickets for both of us for the 7:45 train to Glasgow. They're twenty pounds each. See you at the station at 7:30.

- A Sarah bought the tickets.  
B Two tickets cost forty pounds.  
C The train leaves in the afternoon.

3 ALL PASSENGERS TO FRANKFURT  
AND OSLO: NEW CHECK-IN DESK.  
GO TO DESK 141.

- A All passengers have to go to gate 141.  
B Only passengers to Frankfurt have to go to gate 141.  
C Passengers flying to two places have to go to gate 141.

4 *I've just arrived in Portofino! It's spectacular, better than in the photos. I've never seen anything like it. The view from my hotel window is incredible.*

- A The writer hasn't been in Portofino long.  
B The writer has already been to Portofino.  
C The writer hasn't been to the hotel yet.

5 **PHUKET TOURIST AGENCY**  
TOURS IN ENGLISH, GERMAN AND CHINESE \*  
MUSEUM TICKETS \* EXPERIENCED GUIDES  
SPECIAL PRICES FOR GROUPS (SIX PEOPLE OR MORE)

- A The agency only offers guided tours.  
B You pay less when you buy something for seven people.  
C The tour guides don't speak any foreign languages.

6  Hi everybody, I'm looking for a team to go to Scotland. Eight or nine days climbing mountains, kayaking and sleeping in a tent. We've got four people, but need two more!

Dan Roddle

- A The holiday lasts two weeks.  
B Dan has got six people in his team.  
C It's a camping holiday.

## SPEAKING

9 Do the task in pairs.



### Student A

Start the conversation and ask Student B where the local market is and how to get there. Repeat the directions and thank him/her politely.

### Student B

Explain to Student A where the market is and how to get there. Use the map to help you. Correct Student A when he/she repeats the directions or say he/she is correct.

## WRITING

10 Match parts of an email 1-6 with sentences a-f.

- 1 Starting a formal email   
2 Saying why you are writing   
3 Saying what you want   
4 Giving contact details   
5 Concluding the email   
6 Ending the email

- a Thank you for your help with this matter.  
b Dear Sir or Madam,  
c Yours faithfully,  
d Would it be possible to send ...?  
e I am writing to enquire if ...  
f Please email me at jdearne@mail.com

11 Read the email and write a reply to Mr Soames.

To:

From: Mr Soames, Southern Trains

Thank you for your email about your lost suitcase. Please send me some more information. When did you travel and what train were you on? Please describe your suitcase. What was in it? Send me your contact details, including your address and phone number.

# 8

## Nature

*Nature makes nothing incomplete.*  
Aristotle, *Politics*

**B B C**



SCOTTISH HIGHLANDS

**33** Watch the BBC video.  
For the worksheet, go to page 122.

## 8.1

## VOCABULARY

Geography • animals • collocations

*I can use language related to landscapes, animals and environmental issues.*

### SHOW WHAT YOU KNOW

- 1 **3.39** Listen. Look at the map and the names of continents in the box. Order them by size from the biggest (1) to the smallest (7). Then listen, check and repeat. Pay attention to the pronunciation.

Africa Antarctica Asia Australia Europe North America South America

- 2 **3.40** Do the NATURE QUIZ with a partner. Then listen and check.



# Nature Quiz

- The phrase "the smallest **continent** or the largest **island**" describes \_\_\_\_\_.  
A Australia      B Africa      C Antarctica
- Which of these can you *not* find in Canada?  
A **forests**      B **rivers**      C jungle
- The highest **waterfall** in the world is \_\_\_\_\_.  
A Niagara Falls in North America  
B Victoria Falls in Africa  
C Angel Falls in South America
- The highest **mountain** and the largest **lake** in Britain are in \_\_\_\_\_.  
A England      B Scotland      C Wales
- Which of these **sea** animals is a fish?  
A **shark**      B **whale**      C **dolphin**
- Which of these animals lives in Asia but *not* in Africa?  
A **lion**      B **elephant**      C **tiger**
- Which *two* of these animals live in the British Isles?  
A **bear**      B **deer**      C **cheetah**  
D **beaver**
- Smog is an example of \_\_\_\_\_.  
A **water pollution**      B **air pollution**      C **climate change**
- Which of these things is **good** for the environment?  
A **global warming**      B **toxic waste**      C **waste recycling**
- Which of these organisations works especially to protect wildlife?  
A **WWF**      B **UNICEF**      C **UNESCO**

ASIA

Pacific Ocean

Indian Ocean

AUSTRALIA

Southern Ocean

ANTARCTICA

## WORD STORE 8A Geography

-  3.41 Complete WORD STORE 8A with the words in red in the quiz. Use definitions 1–9 to complete the crossword. Then listen, check and repeat. What's the 'mystery word'?
- SPEAKING** Ask and answer questions about the geographical features in your country using the words in WORD STORE 8A.
  - Which continent is your country in?
  - Which sea is closest to your country?
  - What's the highest mountain?
  - What is the largest island?
  - What is the longest river?
  - Are there any large waterfalls?
  - What is the largest forest?

A: *What's the highest mountain in Argentina?*  
B: *It's Aconcagua. What's the largest island ...?*

## WORD STORE 8B Animals

-  3.42 Look at the map and the list of animals underlined in the quiz. Complete WORD STORE 8B. Then listen check and repeat.
- SPEAKING** Discuss the questions.
  - Which of the animals have you seen? Where?
  - Which ones would you like to see?
  - What other animals live in your country?

*I have seen a beaver and some deer in a forest near my home. I really would like to see an elephant and ...*

## WORD STORE 8C Collocations

-  3.43 Complete WORD STORE 8C with the highlighted words in the quiz. Then listen, check and repeat.
- Complete the sentences with words in WORD STORE 8C.
  - Aeroplanes cause a lot of air pollution and are one of the causes of global \_\_\_\_\_.
  - We don't put old phones in the rubbish bin because they contain some \_\_\_\_\_ substances, and also because it is possible to recycle many parts.
  - \_\_\_\_\_ recycling is \_\_\_\_\_ for the environment, but it doesn't help with all the problems.
  - It is important to stop \_\_\_\_\_ change – not only to \_\_\_\_\_ wildlife but also to protect ourselves.
- SPEAKING** Look at the list of environmental problems in WORD STORE 8C. Which are the worst where you live? Discuss with a partner.
 

*I live a big city, so the worst problem is air pollution. But I think we should also do more about waste recycling.*

## 8.2

## GRAMMAR

Future with *will**I can use will for predictions about the future.*

## 1 What do you know about polar bears? Choose the correct option. Then read and check.

- 1 Polar bears live in *the Arctic / the Antarctic*.
- 2 Polar bears spend a lot of time on *small islands / on sea ice*.
- 3 Global warming *is / isn't* a danger to polar bears.

## Will there still be polar bears in the world in 2100?



Polar bears need sea ice to hunt, rest and travel. But the ice in the Arctic is melting because of global warming. Scientists believe that some time between 2059 and 2078, there **will be** no sea ice in summer in the Arctic Sea. The polar bear's habitat **will become** smaller and smaller. Bears **won't get** enough food in the summer; they **won't be able** to feed their young and many bears **will die** in winter.

There are now between 20,000 and 25,000 polar bears in the world. Some scientists predict that sixty percent **will disappear** before 2050.

**Will** they all **die** before the end of the century?

## 2 Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

## GRAMMAR FOCUS 34

*will*

We use **will** to predict future events.

- |   |   |
|---|---|
| + | There <sup>1</sup> <b>will</b> be no sea ice in summer.<br>Sixty percent of polar bears <sup>2</sup> _____ disappear before 2050. |
| - | Bears <sup>3</sup> _____ get enough food in the summer.   |
| ? | <sup>4</sup> _____ all polar bears die before the end of the century?<br>Yes, they <b>will</b> ./No, they <b>won't</b> .          |

## Short forms:

I'll = I will, you'll = you will, etc; won't = will not

## REMEMBER THIS

The future form of *can* is **will be able to**. The negative form is **won't be able to**:

Female bears **won't be able to** feed their young.

3 What do you think will happen in the next fifty years? Complete the gaps with *will* or *won't*. Compare with a partner.

- 1 People will/won't travel less.
- 2 Summers \_\_\_\_\_ get hotter.
- 3 Nuclear energy \_\_\_\_\_ become safer and more popular.
- 4 Elephants \_\_\_\_\_ die out.
- 5 There \_\_\_\_\_ be enough food in Europe.
- 6 Pollution \_\_\_\_\_ become worse.

## 4 SPEAKING Discuss the questions.

- 1 Will people still use cars in sixty years' time?
- 2 Will Venice and Amsterdam disappear under the sea?
- 3 Will there be enough food for everyone?
- 4 Will scientists do something about the world energy problem?
- 5 Will there be a lot more people in the world?

A: *Will people still use cars in sixty years' time?*

B: *Yes, they will./No, they won't.*

## REMEMBER THIS

We use **get** or **become** + a **comparative adjective** to say how things will change.

*Summers will get hotter.*

*Pollution will become worse.*

*Will food become more expensive?*

5 SPEAKING Write sentences about topics 1–5 with *will get* or *will become* and the comparative form of the adjectives in the box. Share your ideas with a partner.

( bad cheap difficult easy expensive  
good hot popular safe )

- 1 Summers ...
- 2 Pollution ...
- 3 Food ...
- 4 Finding a job ...
- 5 Travel ...

*Summers will become hotter.*

## 6 SPEAKING Ask and answer questions about your future.

Will you ... in the next ten years?

- 1 get married
- 2 have children
- 3 make many new friends
- 4 have your own flat or house
- 5 earn a lot of money

A: *Will you get married in the next ten years?*

B: *Yes, I will.* or *No, I won't.*

# 8.3

## LISTENING

Matching

I can understand the main idea of a short weather forecast if it is delivered slowly and clearly.

1 **3.44** Label pictures 1–7 with the words in the box. Then listen, check and repeat.

cloud fog rain/shower snow  
sun/sunshine thunder and lightning  
wind



sun/sunshine



2 **3.45** Make adjectives from the nouns. Then listen, check and repeat.

1 north – northern      3 east – \_\_\_\_\_  
2 south – \_\_\_\_\_      4 west – \_\_\_\_\_

3 **SPEAKING** Look at the map. Where do you think the weather will be the coldest? Why?

### EXAM FOCUS Matching

4 **3.46** Listen to a weather forecast. Match places 1–4 with phrases A–G. There are three extra phrases.

- 1 Southern England
- 2 Wales and the Midlands
- 3 Northern England
- 4 Scotland and Northern Ireland

- A sun and wind
- B fog and thunder
- C sun and lightning
- D thunder and lightning
- E snow and rain
- F fog and snow
- G wind and rain



5 **3.46** Listen again. Are the statements true (T) or false (F)?

- 1 There will be no wind in Southern England.
- 2 Cornwall will be the warmest place in Southern England tomorrow.
- 3 There will be fog in Wales and the Midlands in the afternoon.
- 4 In Northern England, a wind from the sea will bring rain.
- 5 The day will be very rainy in the Highlands.
- 6 It will snow in all of Scotland.

### PRONUNCIATION FOCUS

6 **3.47** Listen and repeat the words.

degrees during clear expect forecast  
temperature weather

7 **3.48** Listen to the sentences and repeat them.

- 1 We can expect a rainy day tomorrow.
- 2 The temperature will be ten degrees.
- 3 It will be sunny with clear skies.
- 4 There will be some showers during the day.
- 5 Scotland will have the wettest weather.

### WORD STORE 8D The weather

8 **3.49** Complete WORD STORE 8D with the words in Exercise 1. Then listen, check and repeat.

9 **3.50** Read the sentences. Complete the gaps with words in WORD STORE 8D. Then listen and check.

- 1 It will be cloudy with \_\_\_\_\_ most of the day.
- 2 We can expect a \_\_\_\_\_ day with some cloud and \_\_\_\_\_.
- 3 The morning will be \_\_\_\_\_, but the fog should soon clear.

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

- 1 What's the weather like today? *It is ...*
- 2 What was the weather like yesterday? *It was ...*
- 3 What's the weather forecast for the coming weekend? *It will be ...*
- 4 What sort of weather do you like? *I like ...*

## 8.4

## READING

Multiple choice

*I can read and identify specific information in a simple article.*

- 1 Look at photographs A–C. Decide if these statements are true (T) or false (F).

Photo A This animal lives in Africa.

Photo B This animal can run as fast as a cheetah.

Photo C This animal is very intelligent.


- 2 Read the article to find out if you were right.

## EXAM FOCUS Multiple choice

- 3 Read the article again. Choose the correct answer, A, B, C or D.

1 Scientists thought the platypus could not be real because

- A it had strange fur.  
 B its bill was a funny shape.  
 C the drawing they saw was poor quality.  
 D it had the body parts of different animals.

2 A platypus

- A eats eggs.  
 B looks after its young in the same way as birds do.  
 C can hurt you.  
 D has a tail like a snake.

3 The pronghorn

- A has to rest after 200 metres.  
 B can run for a very long time.  
 C can run faster than a cheetah.  
 D evolved from a cheetah.

4 The author thinks octopuses

- A are a beautiful colour.  
 B cannot see very well.  
 C can be dangerous.  
 D are smart but hard to understand.

5 Which comment could a reader post under this article?

- A It was fascinating to read about these amazing animals. It's good news that we can now see them all in our zoo.  
 B I was really amazed at the unusual things these three strange animals do. Very interesting!  
 C It's very sad to read that these astonishing animals are in danger. And all because we humans don't protect the environment on our planet.  
 D These are very interesting stories. Can you post more stories about fantastic animals that don't really exist?

- 4 **3.52** Match the words in blue in the article with the definitions below. Then listen, check and repeat.

- 1 the body organ that humans and many animals use to breathe = lungs  
 2 the body organ that humans and animals use to think and feel = \_\_\_\_\_  
 3 the hair on an animal's body = \_\_\_\_\_  
 4 animal, living thing = \_\_\_\_\_  
 5 the things and conditions around a person, animal or thing = \_\_\_\_\_  
 6 run away from = \_\_\_\_\_  
 7 give food to = \_\_\_\_\_

- 5 Complete the statements with words in Exercise 4. Change the words in italics to make the statements true for you. Compare with a partner.

- 1 In my opinion, the *tiger* is one of the most beautiful creatures on Earth.  
 2 I like spending time in *Hyde Park* because of the attractive \_\_\_\_\_.  
 3 I've got a *pet snake*. I \_\_\_\_\_ it three times a week.  
 4 My *grandma's cat* has black and white \_\_\_\_\_.  
 5 I like holidays because I can \_\_\_\_\_ from the noise of the city.  
 6 I think *doing jigsaw puzzles* is good exercise for the \_\_\_\_\_.

## WORD STORE 8E Word families

- 6 **3.53** Complete WORD STORE 8E with the underlined words in the text. Then listen, check and repeat.

- 7 Complete the sentences with the correct form of the words in brackets.

- 1 Bears look like big soft toys, but they can be dangerous. **DANGER**  
 2 There is an exhibition at the Natural History Museum about the \_\_\_\_\_ of humans. **EVOLVE**  
 3 Dolphins are known for their \_\_\_\_\_. **INTELLIGENT**  
 4 If you pick mushrooms in the forest, make sure you don't pick \_\_\_\_\_ ones. **POISON**  
 5 Rabbits are good runners because they often have to run from \_\_\_\_\_. **ATTACK**

- 8 **SPEAKING** Discuss with a partner.

- 1 Have you seen any of the animals from the article? Which one would you most like to see? Why?  
 2 Do you find animals interesting? Why?/Why not? Which ones in particular?

*I have seen an octopus, but I would really like to see a platypus, because ...*

# ASTONISHING ANIMALS

Our planet is full of weird and wonderful creatures. Meet three of them – animals with surprising bodies, habits and abilities.

## The animal that can't be true

When in 1798 zoologists in Britain first saw the skin of an Australian platypus and a drawing of the animal, they were sure it was a hoax. A creature like that could not exist. Why not? First, it has **fur**, like cats and dogs, but also a flat bill like a duck, and a big thick tail like a beaver. Secondly, it lays eggs and looks after them like a bird, but when the young come out of the eggs, the mother **feeds** them with her milk. On top of everything, the platypus has a poisonous sting – like a snake! It cannot kill a human, but it's very painful.

A platypus

## Champion Runner

You probably know the cheetah is the fastest runner among animals. It can run at up to 100 kilometres per hour. But after some 200 metres, it needs to lie down and rest. The pronghorn, which lives in the prairies of North America, can run a few kilometres at ninety kilometres per hour, and fifteen kilometres at sixty-five kilometres per hour. Its whole body – heart, **lungs**, legs – is a perfect machine for long-distance running. But why? It doesn't need to run this fast now, but 18,000 years ago there were cheetahs in America. The pronghorn probably evolved to **escape** them. This beautiful animal is not well-known in Europe, but in America it is a symbol of prairie life. You can see it in the emblem of the province of Alberta, Canada.

B pronghorn

## Aliens in the ocean

An octopus has no fixed shape or colour. In danger, it will change both. It can become like its **surroundings** and difficult to see. Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away. Octopuses are also intelligent. Their **brains** are large in proportion to their body size. They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. It seems they are unhappy in a zoo or lab. But they are so different from humans that it is difficult for us to understand their intelligence. In fact, it is a bit like meeting intelligent aliens.

C octopus



# GRAMMAR

8.5

be going to

I can use **be going to** to talk about personal plans for the future.

**1 SPEAKING** Look at the photos, read the conversation and answer the questions.

- 1 What plans has Hannah got for the summer holidays?
- 2 Who thinks it's a good idea?
- 3 Would you like to go on a holiday like this? Why?

**Bob**  
  
 33 days 16 hours 46 minutes left till the holidays! What **are** you **going** to do this summer? Any plans?  
 Yesterday at 22.14

**Hannah**  
  
 I'm **going to** work as a volunteer in the Scottish Highlands.  
 2 hours ago

**Ben**  
  
 ??  
 2 hours ago

**Hannah**  
  
 I'm going to look after Highland ponies ... and the people who want to ride them but don't know how to ride!  
 1 hours ago

**Ben**  
  
 Are they **going to** pay you?  
 30 minutes ago

**Hannah**  
  
 No, they aren't. But I'm going to ride for free in the mountains!



25 minutes ago

**Carol**  
  
 Can I go too?  
 3 minutes ago

**2** Complete the GRAMMAR FOCUS with the verbs in blue in Exercise 1.

**GRAMMAR FOCUS 35**

**going to**

You use **be + going to + infinitive** to talk about plans.

+	I <b>'m going</b> to work as a volunteer. He <b>'s going</b> to work as a trainer.
-	They <b>aren't going</b> to pay me.
?	What <sup>2</sup> _____ you _____ <b>to</b> do this summer? <sup>3</sup> _____ they _____ <b>to</b> pay you? Yes, they <b>are</b> ./No, they <b>aren't</b> .

**3** **3.54** Listen and choose the person who is going to do the action: **Lucy or Luke**.

	Lucy	Luke
1 stay with his/her cousin in Wales		
2 go walking in the mountains		
3 visit a castle		
4 study for a test		
5 play tennis		
6 see the new James Bond film		

**4** Write sentences from the prompts. Use the correct forms of **be (not) going to**.

- 1 Lucy / stay with her cousin in Wales
- 2 Luke / go walking in the mountains
- 3 Luke / study for a Geography test
- 4 Lucy / play tennis
- 5 Luke / visit a Welsh castle
- 6 Lucy and Luke / see the new James Bond film

**5** Write questions from the prompts and **be going to**. Then match them with answers a–e.

- |   |                                     |
|---|-------------------------------------|
| 1 What / you / do this evening?                     | <input checked="" type="checkbox"/> |
| <i>What are you going to do this evening?</i>       |                                     |
| 2 you / do anything interesting / this weekend?     | <input type="checkbox"/>            |
| 3 What / you / do / this summer?                    | <input type="checkbox"/>            |
| 4 you / go to university / after you finish school? | <input type="checkbox"/>            |
| 5 Where / you / live / when you're at university?   | <input type="checkbox"/>            |

- a Yes, I am. I'm going to study Biology at Leeds University.
- b I'm going to travel around Europe with a friend.
- c I don't know! Probably with my parents!
- d Not really. I'm going to study.
- e I think I'm going to go to bed early. I'm really tired.

**6 SPEAKING** Ask and answer the questions in Exercise 5.

**7** Complete the statements with **be going to** so they are true for you.

- 1 This weekend, I'm going to visit ...
- 2 My friend ...
- 3 This year, my parents ...
- 4 In the next school holidays, my family ...
- 5 When we leave school, my friends and I ...

**FOCUS VLOG 36** Your plans

**36** Watch the Focus Vlog. For the worksheet, go to page 123.

## 8.6

## SPEAKING

Agreeing and disagreeing

*I can give a simple opinion using basic fixed expressions for agreeing and disagreeing.*

- Match the sentence halves. Translate the sentences with a partner.
  - You waste energy when you ...
  - You save energy when you ...
  - turn on all the lights in the house.
  - turn off unnecessary lights.
  - turn on a dishwasher that's half empty.
  - leave the car at home and cycle to work.
- Read about Earth Hour. Do you think it's a good idea? Why?/Why not?

## EARTH HOUR

## THE FACTS

**What is it?**

It's a global 'green' event.

**Who organises it?**

The World Wildlife Fund.

**What happens?**

Thousands of people around the world turn off all the lights and electrical devices for one hour.

**Why do they do it?**

To remind us all about climate change and the need to save energy.

**When is it?**

On the last Saturday of March.

**Where and when did it start?**

In Sydney, Australia, in 2007.

**How many people take part?**

In 2017 about 187 countries and territories on all the continents took part in Earth Hour.

- 3.55 Listen to Leo and Alice talking about Earth Hour. Who thinks it is a good idea and who thinks it isn't?

- 3.55 Complete the dialogue with the words and phrases from the SPEAKING FOCUS. Listen again and check.

Alice: Hi, Leo. I'm going to take part in Earth Hour and I'm looking for people to join me.

Leo: Earth Hour? I'm not <sup>1</sup> sure ... To be <sup>2</sup> \_\_\_\_\_, I don't think it makes much <sup>3</sup> \_\_\_\_\_.

Alice: Why not? It's a great way to show you care about climate change.

Leo: <sup>4</sup> \_\_\_\_\_, but one hour doesn't change anything. People waste energy all the time. You can't save much in sixty minutes.

Alice: Yes, I <sup>5</sup> \_\_\_\_\_ . It's true we won't save much energy during Earth Hour. But the point is to make people think about the problem, not just to save energy.

Leo: I see what you <sup>6</sup> \_\_\_\_\_, but what about all those candles? People burn hundreds of candles at Earth Hour events and they produce a lot of CO<sub>2</sub>. It's all a waste of time.

Alice: Mmm, you have a <sup>7</sup> \_\_\_\_\_ . But I still think it's a great event. And you know, people and even whole cities make decisions to be more green because of Earth Hour.

Leo: Well, maybe you're right. Would you like some help?

Alice: <sup>8</sup> \_\_\_\_\_ . Thank you.

## SPEAKING FOCUS

## Agreeing

I think so (too).

(Yes,) I agree.

Exactly./Absolutely.

That's/You're right.

## Disagreeing

I'm not sure.

I don't think so.

I disagree.

To be honest, I don't think it makes much sense.

## Agreeing in part/Agreeing and disagreeing

Perhaps/Maybe, but ...

I see what you mean, but ...

Maybe you're right ...

You have a point, but ...

- Choose the correct option.

1 A: I think air pollution in our city is awful. When are they going to do something about it?

B: Exactly / I don't think so. You can't breathe normally.

2 A: I think governments should stop air travel. It pollutes the air and causes global warming.

B: I disagree / You have a point, but isn't that a bit extreme? No air travel at all?

3 A: I think nuclear energy is the future.

B: That's right. / I'm not sure. I think it's very dangerous.

4 A: I think in the city everybody should use public transport only.

B: You're right. / I disagree. But do you think people will agree?

5 A: I'd like to organise Earth Hour in our city. I think it's a great idea.

B: I'm not sure. / Absolutely. Let's do it!

- SPEAKING Do you agree with the speakers in Exercise 5? Discuss with a partner.

## ROLE-PLAY



## 37 Agreeing and disagreeing



37 Watch the video and practise. Then role-play your dialogue.

# 8.7

## WRITING

Expressing an opinion, presenting arguments

*I can use simple connectors to give an opinion and present arguments in a short text.*

- 1 **3.56** Translate the words in the box. Use a dictionary if necessary.

buy recycled things   plant trees   save water  
 sort rubbish for recycling   throw away less  
 turn off the light   turn off the water tap

- 2 Which things in Exercise 1 do you do? Compare your ideas with other people in the class.
- 3 Read the blog and answer the questions.
- 1 What does the writer think we should do to protect the environment?
  - 2 What three arguments does he give for his opinion?
  - 3 Do you agree with him? Why?/Why not?



### Environment blog

#### Go veg to save the planet

by SamHarvey 11/04/19

- 1 **In my opinion**, the best thing we can do for our planet is to become vegetarians.
- 2 **First of all**, there is a lot of waste when we produce meat. For example, you need about sixteen kilograms of cereal and nearly 20,000 litres of water to produce one kilogram of meat. We should stop producing meat and grow cereals for humans instead. It will be much easier to feed all the people in the world.
- 3 **In addition**, you need a lot of land to keep large farm animals, such as cows. In South America, farmers are destroying tropical forests to create space for cows which will become hamburgers in other countries.
- 4 **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life, and then a terrible death.
- 5 You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

- 4 Read the blog again. Put sentences a–e in the correct order to show the structure of the blog entry.
- Add another argument.
  - Repeat your opinion and/or encourage the reader to do something.
  - Add the final argument.
  - State your opinion.
  - Give the first explanation/argument.
- 5 Complete the WRITING FOCUS with the words in purple from the blog.

#### WRITING FOCUS

##### An opinion and arguments

###### Stating your opinion

I think/I believe ...      It seems (to me) ...  
 In my <sup>1</sup>*opinion* ...      In my view ...

###### First argument

Firstly, ...      First <sup>2</sup> \_\_\_\_\_, ...

###### Next argument(s)

Secondly, ...      Also, ...  
 In <sup>3</sup> \_\_\_\_\_ addition, ...

###### Final argument

<sup>4</sup> \_\_\_\_\_, ...      Lastly, ...

- 6 Replace the phrases in purple in the blog with different phrases from the WRITING FOCUS.
- 7 Put the sentences in the correct order, as in an opinion text.
- Lastly, why choose nuclear when there are other options? Why not build a wind farm?
  - Please join the protest against the power plant today!
  - Firstly, it's not safe. A mistake can cause a terrible disaster, like the one in Japan in 2011.
  - I believe the plan to build a nuclear power station next to our town is a very bad idea.  1
  - Secondly, we should not use nuclear energy if we don't know what to do with the dangerous radioactive waste.

#### SHOW WHAT YOU'VE LEARNT

- 8 Write a blog entry on a topic connected with the environment. Use the ideas in Exercise 1 and the WRITING FOCUS to help you. Include the following information:
- Express your opinion.
  - Give at least two arguments to support your opinion.
  - Encourage the readers to take action.

**8.1 Vocabulary** 4.50

air/water pollution /'eə/'wɔ:tə  
pə,lju:fən/  
bear /beə/  
beaver /'bi:və/  
cheetah /'tʃi:tə/  
climate change /'klaɪmət tʃ'eɪndʒ/  
continent /'kɒntɪnənt/  
deer /diə/  
dolphin /'dɒlfɪn/  
elephant /'eləfənt/  
fish /fɪʃ/  
forest /'fɒrəst/  
global warming /,glɒbəl 'wɔ:mɪŋ/  
good/bad for the environment /,gʊd/  
,bəd fə ðɪ m'vaɪrənmənt/  
island /'aɪlənd/  
jungle /'dʒʌŋɡəl/  
lake /leɪk/  
lion /'laɪən/  
mountain /'maʊntən/  
protect the environment /prə'tekt ðɪ  
m'vaɪrənmənt/  
river /'rɪvə/  
sea /si:/  
shark /ʃɑ:k/  
tiger /'taɪɡə/  
toxic waste /,tɒksɪk 'weɪst/  
waste recycling /'weɪst ri:saɪklɪŋ/  
waterfall/falls /'wɔ:təfɔ:l/fɔ:lz/  
whale /weɪl/  
wildlife /'waɪldlaɪf/

**8.2 Grammar** 4.51

die out /,daɪ 'aʊt/  
disappear /,dɪsə'piə/  
habitat /'hæbətæt/  
hot /hɒt/  
hunt /hʌnt/  
melt /melt/  
(nuclear) energy /,(n)ju:kliər 'enədʒi/  
polar bear /,pəʊlə 'beə/  
predict /prɪ'dɪkt/  
safe /seɪf/  
sea ice /'si: aɪs/

**8.3 Listening** 4.52

area /'eəriə/  
bring rain /,brɪŋ 'reɪn/  
clear /klaɪə/  
clear sky /,klaɪə 'skaɪ/  
cloud/cloudy /klaʊd/'klaʊdi/  
cold /kəʊld/  
degree /di'ɡri:/  
dry /draɪ/  
east/eastern /i:st/'i:stən/  
expect /ɪk'spekt/  
fog/foggy /fɒɡ/'fɒɡi/  
high up /,haɪ 'ʌp/  
north/northern /nɔ:θ/'nɔ:ðən/  
rain/rainy /reɪn/'reɪni/  
rise /raɪz/

shower /'ʃaʊə/  
snow /snəʊ/  
south/southern /saʊθ/'sʌðən/  
spring /sprɪŋ/  
sun/sunny /sʌn/'sʌni/  
sunshine /'sʌnʃaɪn/  
temperature /'temprətʃə/  
thunder and lightning /,θʌndər ən  
'laɪtnɪŋ/  
warm /wɔ:m/  
weather forecast /'weðə ,fɔ:kəst/  
west/western /west/'westən/  
wet /wet/  
wind/windy /wɪnd/'wɪndi/

**8.4 Reading** 4.53

amazing /ə'meɪzɪŋ/  
aquarium /ə'kwɛəriəm/  
attack /ə'tæk/  
attacker /ə'tækə/  
bill /bɪl/  
bird /bɜ:d/  
brain /breɪn/  
creature /'kri:tʃə/  
danger /'deɪndʒə/  
dangerous /'deɪndʒərəs/  
do jigsaw puzzles /,du: 'dʒɪɡzɔ: ,pʌzəlz/  
emblem /'embləm/  
evolution /,i:və'lju:fən/  
evolve /ɪ'vɒlv/  
exist /ɪg'zɪst/  
feed /fi:d/  
fur /fɜ:/  
heart /hɑ:t/  
hoax /həʊks/  
hurt /hɜ:t/  
intelligence /ɪn'telədʒəns/  
intelligent /ɪn'telɪdʒənt/  
lay eggs /,leɪ 'egz/  
lie down (and rest) /,laɪ 'daʊn (ən  
'rest)/  
lungs /lʌŋz/  
ocean /'əʊʃən/  
octopus /'ɒktəpəs/  
painful /'peɪnfəl/  
platypus /'plætəpəs/  
poison /'pɔɪzən/  
poisonous /'pɔɪzənəs/  
prairie /'preəri/  
pronghorn /'prɒŋ,hɔ:rn/  
run away/escape from /,rʌn ə'weɪ/  
'skeɪp frəm/  
scare away /,skeər ə'weɪ/  
solve problems /,sɒlv 'prɒbləmz/  
sting /stɪŋ/  
surroundings /sə'raʊndɪŋz/  
tail /teɪl/  
unusual /ʌn'ju:ʒuəl/  
use strategies /,ju:z 'strætɪdʒɪz/  
use tools /,ju:z 'tu:lz/  
zoologist /zu:'blɒdʒɪst/

**8.5 Grammar** 4.54

go walking in the mountains /,gəʊ  
,wɔ:kɪŋ ɪn ðə 'maʊntɪnz/  
Highland pony /,haɪlənd 'pəʊni/  
study for a test /,stʌdi fə ə 'test/  
visit a castle /,vɪzɪt ə 'kɑ:stəl/

**8.6 Speaking** 4.55

breathe /bri:ð/  
candle /'kændl/  
dishwasher /'dɪʃ,wɒʃə/  
government /'gʌvəmənt/  
green /ɡri:n/  
half empty /,hɑ:f 'empti/  
pollute /pə'lju:t/  
produce CO<sub>2</sub> /prə'dju:z ,si: əʊ 'tu:/  
public transport /,pʌblɪk 'trænspɔ:t/  
turn on/off electrical devices /,tɜ:n ,ɒn/  
,ɒf ɪ,lektrɪkəl dɪ'vaɪsɪz/  
waste/save energy /,weɪst/,seɪv  
'enədʒi/

**8.7 Writing** 4.56

buy recycled things /,baɪ ,ri:'saɪkəld  
θɪŋz/  
cereal /'siəriəl/  
cow /kaʊ/  
destroy /dɪ'strɔɪ/  
disaster /dɪ'zɑ:stə/  
grow /grəʊ/  
plant trees /,plɑ:nt 'tri:tz/  
power station/power plant /'paʊə  
,steɪʃən/'paʊə plɑ:nt/  
save water /,seɪv 'wɔ:tə/  
sort rubbish for recycling /,sɔ:t ,rʌbɪʃ  
fə ri:'saɪklɪŋ/  
throw away less /,θrəʊ ə,wei 'les/  
tropical forest /,trɒpɪkəl 'fɒrəst/  
turn off the light /,tɜ:n ɒf ðə 'laɪt/  
turn off the water tap /,tɜ:n ɒf ðə  
'wɔ:tə tæp/  
wind farm /'wɪnd fɑ:m/

## VOCABULARY AND GRAMMAR

### 1 Complete the sentences with the words in the box.

(continents forest island lake mountain river  
sea waterfall)

- London lies on the \_\_\_\_\_ Thames.
- What is the highest \_\_\_\_\_ you have ever climbed?
- When we went scuba diving in the \_\_\_\_\_, we saw a small shark.
- They spent their holidays on a small \_\_\_\_\_ in the Indian Ocean.
- That amazing \_\_\_\_\_ waterfall was more than eighty-two metres high and we were completely wet when we got near it.
- If you look at the names of the seven \_\_\_\_\_, they start and end with the same letter.

### 2 Choose the correct option.

- The *beaver* / *cheetah* is the fastest animal in the world.
- Electric cars cause less air *pollution* / *recycling* than petrol or diesel cars.
- We should *save* / *sort* all our rubbish so it's easier to recycle.
- Always turn off the water tap so you don't *waste* / *save* water.
- A lot of beautiful animals on this plant are in *danger* / *escape*.
- We should do anything we can to *poison* / *protect* our planet.

### 3 Complete the sentences with *be going to* and the verbs in the box.

(escape feed not work plant throw visit)

- My friends \_\_\_\_\_ from the city and live in the countryside.
- I \_\_\_\_\_ my dog now, and then I can go out.
- We \_\_\_\_\_ Dartmoor National Park in May.
- My dad \_\_\_\_\_ an apple tree in our garden.
- Lily \_\_\_\_\_ on a farm this summer.
- \_\_\_\_\_ you \_\_\_\_\_ out this plastic bag? We can use it again.

### 4 Complete the sentences with *will* and the verbs in brackets.

- The weather forecast says \_\_\_\_\_ (it/snow) tomorrow.
- \_\_\_\_\_ (people/live) on other planets in the future?
- \_\_\_\_\_ We/not/get) back home before 8 p.m.
- I don't think \_\_\_\_\_ (there/be) any more rain this week.
- \_\_\_\_\_ (you/not/can) see the lions at this time of day.
- \_\_\_\_\_ (most animals/disappear) from the Congo rainforest because of the search for oil?

## USE OF ENGLISH

### 5 Choose the correct answer, A, B, or C.

- Did you see the \_\_\_\_\_ in the sky?  
A thunder      B lightning      C wind
- When you go to Australia, make sure you don't step on a \_\_\_\_\_ snake.  
A intelligent      B evolving      C poisonous
- I think we \_\_\_\_\_ too many things; don't you agree?  
A throw away      B recycle      C consume
- The old power plant \_\_\_\_\_ the air.  
A sorts      B wastes      C pollutes
- Governments should do more to \_\_\_\_\_.  
A destroy the habitat  
B protect the environment  
C climate change

### 6 Choose the option, A, B or C, which has a similar meaning to the underlined words or phrases.

- We are planning to see the Coral Triangle this winter.  
A are going to see  
B will see  
C have seen
- You have a point, but my opinion's different.  
A I agree with you  
B I see what you mean  
C I'm not sure
- You can see all kinds of creatures in the zoo in London.  
A conditions  
B surroundings  
C living things
- It's a good idea to buy and consume less.  
A We can  
B We should  
C We'll be able to
- I don't think we can save all the animals, but perhaps we can save some of them.  
A We won't be able to  
B We shouldn't  
C We mustn't

## LISTENING

### 7 3.57 Listen to Jack talking to a friend about tourist attractions in his area. Match places 1–5 with five attractions you can see there a–h. There are three extra words.

- |                        |                          |
|------------------------|--------------------------|
| 1 Royal Nature Reserve | <input type="checkbox"/> |
| 2 Kirkland Hills       | <input type="checkbox"/> |
| 3 New Forest           | <input type="checkbox"/> |
| 4 Brown's Island       | <input type="checkbox"/> |
| 5 Headland Beach       | <input type="checkbox"/> |
- |                     |               |
|---------------------|---------------|
| a dolphins          | e bears       |
| b deer              | f sea birds   |
| c colourful flowers | g wild ponies |
| d waterfall         | h glacier     |

## READING

8 Read the texts and choose the correct answer, A, B, or C.

Adelie penguins are smaller than most other penguins. They are forty-five to seventy-five centimetres tall. They have black heads with white rings around the eyes. On land they look funny, but they are amazing swimmers and they can dive down to 180 metres. At present there are a lot of them in the Antarctic, but global warming is a danger to these lovely birds. Penguins eat small sea creatures which live under the Antarctic ice. As the ice melts, there will be less and less food for them.



- 1 Adelie penguins  
**A** are not very big.  
**B** look funny when they swim.  
**C** will probably die out soon.



Opened in 1966, Longleat is the oldest drive-through safari park outside Africa. On thirty-six square kilometres of countryside in sunny Wiltshire in England, you can see animals running free, like in their natural environment. There are lions, elephants, giraffes, and monkeys; there are tigers, wild dogs, bears, wolves, and more. There is a Penguin

Island and a special pavilion with exotic butterflies.

You can drive your own car through the park or travel on a Safari Bus. You can also book a VIP tour in a 4x4 car with a personal guide.

- 2 At Longleat Safari Park  
**A** all animals live in special buildings.  
**B** you mustn't use your own car.  
**C** you can have a guide just for you.

There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps ten thousand – living as pets in private homes in the USA. Some people think it's cool to have a tiger, lion or leopard as a pet. I think it's cruel and selfish and should be illegal! First, a big wild cat needs a lot of space to run free. Secondly, the owners often don't know how to look after such cats. Their pets don't have the right kind of food, or the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!



- 3 The purpose of this text is to  
**A** explain how to look after a big wild cat.  
**B** express an opinion on keeping wild cats as pets.  
**C** warn people that big wild cats are dangerous.

## SPEAKING

9 Match functions 1–5 with phrases a–j.

- |                                |                          |                          |
|--------------------------------|--------------------------|--------------------------|
| 1 asking for someone's opinion | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 expressing an opinion        | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 agreeing                     | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 disagreeing                  | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 agreeing in part             | <input type="checkbox"/> | <input type="checkbox"/> |

- |                                |                             |
|--------------------------------|-----------------------------|
| a Absolutely.                  | f It seems to me ...        |
| b I don't think so.            | g That's right.             |
| c I'm not sure.                | h What do you think?        |
| d I see what you mean, but ... | i You have a point, but ... |
| e In my opinion ...            | j What's your opinion?      |

10 Do the task in pairs.

### Student A

Your class is organising a marathon during Earth Day.

- Start the conversation and ask for Student B's opinion.
- Say you understand, but you don't agree with Student B.
- Agree partially and explain why.

### Student B

Your class is organising a marathon during Earth Day.

- You're not sure about the idea. Explain why.
- Present another argument.
- Agree/disagree. Explain why.

11 Describe the picture.



## WRITING

12 Read the information about a new shopping centre and write a blog post with your opinion.

**Have you heard?**  
**They're going to destroy Green Park and build a new shopping centre!**  
**What do you think and why?**  
**Comment here or link your blog post.**



BEFORE YOU WATCH



- 1 SPEAKING** Zev Hoover is from Natick, Massachusetts in the USA. This is one of his photos. What can you see in it? Discuss.
- 2** Zev's project is called 'Little Folk'. Guess what the title means:
  - a small people
  - b small animals
  - c small photographs
- 3 Match the sentence halves.**

1 Miniature	<input checked="" type="checkbox"/>
2 A character	<input type="checkbox"/>
3 When you <b>imagine</b> something,	<input type="checkbox"/>
4 When something is <b>popular</b> ,	<input type="checkbox"/>
5 <b>Pleasure</b>	<input type="checkbox"/>

  - a you make a picture in your head of something that is not real.
  - b means very small.
  - c is the feeling when you enjoy something.
  - d many people like it.
  - e is a person in a story or film.

WHILE YOU WATCH

- 4** Watch the video and choose the correct option.
  - 1 What is very important in Zev's photographs?  
a nature                      b houses                      c friends
  - 2 Aliza, the girl in some of the pictures, is Zev's ...  
a girlfriend.                      b sister.                      c cousin.
  - 3 One very popular photo shows Zev with ...  
a a house of cards.                      b a paper aeroplane.  
c a newspaper boat.
  - 4 Zev's pictures are popular because of ...  
a a TV programme about him.                      b a show in a big city.  
c the Internet.
- 5** Complete the sentences with the missing prepositions. Then watch the video again and check your answers.
  - 1 I take pictures \_\_\_\_\_ miniature people.
  - 2 He puts his photos \_\_\_\_\_ the Internet.
  - 3 Aliza is very often the character \_\_\_\_\_ the pictures.
  - 4 I put a lot of myself \_\_\_\_\_ the characters.
  - 5 I make them \_\_\_\_\_ my own pleasure.
  - 6 Thanks \_\_\_\_\_ the Internet, anyone anywhere \_\_\_\_\_ the world can now go online and find Zev's pictures.

AFTER YOU WATCH

- 6 SPEAKING** Discuss the questions.
  - 1 Do you like Zev's pictures? Which one(s) do you like best? *I like/don't like the one with ...*
  - 2 Do you take photos? What do you photograph? *I take pictures of ...*
  - 3 What photos have you got on your mobile phone or in your bag? *I have photos of my cat.*

# Focus Vlog Music preferences

Do you listen to music?



### 1 SPEAKING Discuss the questions.

- 1 How much time do you spend listening to music each day?
- 2 What is your favourite type of music?
- 3 Is there any music you don't like? What is it, and why don't you like it?
- 4 Do you like listening to loud or soft music? Why?
- 5 Do you listen to music when you do your homework?

### 2 Watch the first part of the video (up to 00:53) and answer the questions about Jason.

- 1 What do Jason's friends say about him?
- 2 What does he want to do in his vlog?
- 3 What does he want to ask about today?

### 3 Watch the first part of the video again. Choose the correct option to complete the sentences about Jason.

- 1 Jason thinks there is lots of good music on the *Internet / radio*.
- 2 He *loves rock / pop* music.
- 3 He *listens to music when he wakes up / before going to bed*.
- 4 He *listens to music while having a shower / breakfast*.



### 4 Watch the rest of the video (00:54-02:10) and complete the sentences with the phrases below.

(around the house concerts and live music)  
driving metal on the radio rock

- 1 Molly likes different types of music, in particular indie, pop and \_\_\_\_\_.
- 2 Naomi likes all kinds of music except \_\_\_\_\_.
- 3 Matthew listens to music \_\_\_\_\_.
- 4 Maeve starts listening to music \_\_\_\_\_ when she wakes up in the morning.
- 5 Sabin listens to music while he is \_\_\_\_\_.
- 6 Naomi likes \_\_\_\_\_.

### FOCUS ON LIFE SKILLS

Teamwork • Communication

### 5 SPEAKING You want to know about your classmates' music preferences. Prepare questions about:

- favourite kind of music
- favourite singer or band
- favourite song of all time

In groups, ask and answer your questions.

*What kind of music do you like? Who is your favourite singer?*

### 6 Put all the answers together and prepare a list of top ten:

- music preferences
- favourite singers/bands
- best song of all time

favourite music	favourite singers/ bands	best song of all time

**BBC** What's for lunch?



**BEFORE YOU WATCH**

- 1 SPEAKING** What food do students in your country usually eat for school lunch? Discuss.
- You are going to watch a video about lunch in a school in Thailand. What food do you think students in Thailand eat? Compare with a partner.

traditional Asian dishes	<input type="checkbox"/>	meat	<input type="checkbox"/>
crisps	<input type="checkbox"/>	pizza	<input type="checkbox"/>
hamburgers	<input type="checkbox"/>	spicy food	<input type="checkbox"/>
insects	<input type="checkbox"/>	vegetables	<input type="checkbox"/>

**WHILE YOU WATCH**

- 3** Watch the video and check your ideas in Exercise 2. What is the name of the main ingredient of the school lunch? What do you call it in your language?
- 4 SPEAKING** Explain the meaning of the words used in the video. Discuss with a partner.  
(catch fry protein salty pan recipe)
- 5** Put the events in chronological order (from morning till night). Watch the video again and check your answers.
 

a Students have their lunch.	<input type="checkbox"/>
b Children bring insects to school.	<input type="checkbox"/>
c The headmistress prepares the food.	<input type="checkbox"/>
d Children go to bed.	<input type="checkbox"/>
e Students do their homework.	<input type="checkbox"/>
f Children catch insects.	<input type="checkbox"/>

- 6** Complete the recipe. Why can't Stefan put in too much soy sauce? Watch the second part of the video (01:51–02:41) and check your answers.

The recipe is very <sup>1</sup>\_\_\_\_\_. There aren't many ingredients. First, you <sup>2</sup>\_\_\_\_\_ some oil in a big pan and put the <sup>3</sup>\_\_\_\_\_ into it. You <sup>4</sup>\_\_\_\_\_ them and mix them. You can add some local <sup>5</sup>\_\_\_\_\_ too. The smell is very <sup>6</sup>\_\_\_\_\_. Then you take out the <sup>7</sup>\_\_\_\_\_ and put some soy sauce into it. But not too much!

- 7** Answer the questions. Watch the rest of the video (02:42–03:15) and check.

- How many people in the world eat insects every day?
- Why are insects healthy for us?
- How can farmers make money?

**AFTER YOU WATCH**

- 8 SPEAKING** Look at the prompts and practise a conversation between a student from your country and a student from the school in Thailand.
  - (what / kind / food / you / eat / in school?)
  - (you / bring / your / own / food / to school?)
  - (many / crickets / you / eat / every day?)
  - (what / your / favourite / dish?)
- 9** Imagine you are the girl or the boy from the photo. Write about your school lunch in Thailand.  
*Every evening, after I do my homework, I ...*

## Focus Vlog Things you eat

What's in your fridge at the moment?



### 1 SPEAKING Discuss the questions.

- 1 Do you always eat breakfast? Why/Why not?
- 2 What do you usually have for breakfast?
- 3 Do you like fruit and vegetables? Why/Why not?
- 4 Who does the shopping in your family? Where does he/she go to?

*I always eat breakfast, but sometimes it's very small.  
I'm usually not very hungry in the morning.*

### 2 Watch the first part of the video (up to 00:49). Are the sentences true (T) or false (F)?

- 1 Jason is having breakfast.
- 2 He isn't hungry.
- 3 Today he would like to have a Spanish omelette and fruit pancakes.
- 4 He doesn't know what he has got in the fridge.

### 3 Watch the second part of the video (00:50-01:17) and match questions 1-4 with answers a-d.

- 1 Who has milk in the fridge at the moment?
  - 2 Who has fruit in the fridge?
  - 3 Who has butter in the fridge?
  - 4 Who has no food in the fridge?
- a Thomas  
b Thomas, Simone, Mahak  
c Florian  
d Ashleigh, Thomas, Simone, Palak

### 4 Watch the rest of the video (01:18-01:51) and choose the correct option.



- 1 Ashley doesn't buy any / buys some almond milk every week.
- 2 Apart from meat, vegetables and fruit, Thomas also buys coffee and sugar / pasta and rice.
- 3 Simone doesn't buy any food / always buys the same food.
- 4 Mahak buys some eggs / a lot of eggs every week.

### FOCUS ON LIFE SKILLS

Collaboration • Communication • Creativity

### 5 Think why people say breakfast is the most important meal of the day. Then follow the instructions below.

- 1 Write down why breakfast is important.
- 2 In pairs, agree on three main reasons why breakfast is important and why you should always eat it.
- 3 Then choose one of them and prepare a poster to encourage teenagers to have breakfast regularly.

### 6 Decide on a healthy breakfast you would like to have. Then write a shopping list with everything you need to prepare it. Don't forget to mention the quantities of each food you need to buy.



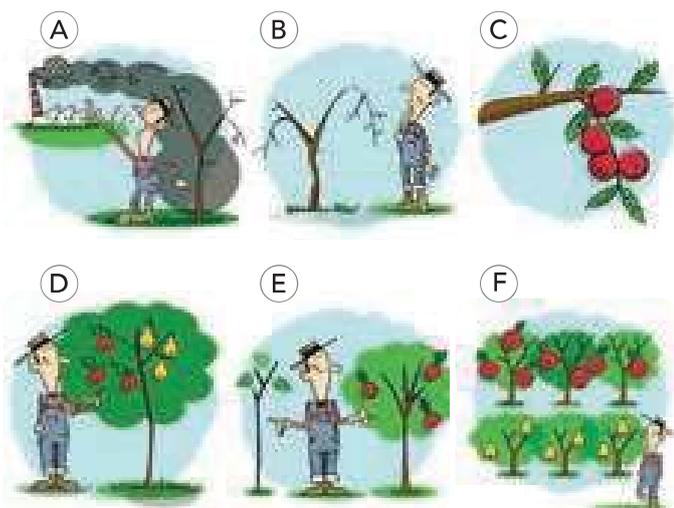
**BBC** Growing furniture



**BEFORE YOU WATCH**

1 **SPEAKING** Match sentences 1–6 with pictures A–F.

- 1 This tree is dead. I have to **cut it down**.  B
- 2 The apples are red and good to eat. It's time to **harvest** them.
- 3 This is Farmer Smith's **orchard**. He grows apple trees and pear trees.
- 4 I don't want that **factory** here!
- 5 Sometimes Farmer Smith **grafts** his trees. Now he's got two kinds of fruit on the different branches of one tree.
- 6 This tree is **thick**. This tree still needs to **thicken**.



2 **SPEAKING** You are going to watch a video about a company called Full Grown. Look at the photo. What do you think they make? Discuss.

**WHILE YOU WATCH**

3 **12** Watch the video. Are sentences 1–6 true (T) or false (F)?

- 1 The company Full Grown makes chairs, beds and lamps.
- 2 The materials are wood and metal.
- 3 A chair needs to stand for between six months and a year.
- 4 This way of making furniture is slower than the traditional way.
- 5 The price of the chairs is £2,500.
- 6 The speaker thinks people can make other useful things in this way.

4 **12** Complete the sentences with the missing prepositions. Then watch the video again and check your answers.

- 1 We can grow trees into the shapes and forms we want \_\_\_\_\_ the start.
- 2 This is one of the chairs \_\_\_\_\_ its final form. We're now just waiting \_\_\_\_\_ this to thicken up.
- 3 A tree needs to grow for \_\_\_\_\_ sixty years before you can cut it down.
- 4 In this factory birds and insects live \_\_\_\_\_ the trees.

**AFTER YOU WATCH**

5 **SPEAKING** Discuss the questions.

- 1 Would you like to have a chair like this? Why?/Why not?
- 2 What else can people make in this way?

## Focus Vlog A typical day

What do you usually do on a typical working day?



- SPEAKING** Discuss the questions.
  - What do you usually do on a typical school day?
  - What are you doing right now?
- 15 Watch the first part of the video (up to 00:47) and answer the questions.
  - What time is it now?
  - What day is it today?
  - What is Jason doing this morning?
  - When do classes start today?
- 15 Watch the second part of the video (00:48-01:39) and complete the sentences with the correct form of the verbs in the box.
 

( go have paint read study take write )

  - Matthew \_\_\_\_\_ to the library and \_\_\_\_\_.
  - Amanda \_\_\_\_\_ the bus to work.
  - Oliver \_\_\_\_\_ meetings with clients and \_\_\_\_\_ reports.
  - Robert \_\_\_\_\_ in his studio.
  - Peter \_\_\_\_\_ lots of books.
- 15 Watch the rest of the video (01:40-02:09) and complete the sentences with the names in the box.
 

( Amanda Matthew Oliver Peter Robert )

  - \_\_\_\_\_ is going to the doctor's.
  - \_\_\_\_\_ is having a lunch break.
  - \_\_\_\_\_ is meeting a friend.
  - \_\_\_\_\_ is going to an art gallery.
  - \_\_\_\_\_ is shopping for food.

### FOCUS ON LIFE SKILLS

Communication • Creativity

- SPEAKING** Describe what you do on a typical working day. Include the following information:
  - what time you get up
  - school lessons
  - meals
  - people you meet
  - activities
  - homework
  - evening

*I usually get up at seven o'clock.*
- SPEAKING** Describe what you are doing. Imagine today is the day of your dreams. Include the following information:
  - school lessons or reason for not going to school
  - meals
  - people you are meeting
  - today's main activities
  - evening

*Today I'm not going to school, because it's summer and I am on holiday.*
- Write a comparison between what you usually do on a typical working day and what you are doing today on your dream day. Then make a video for Jason's vlog with your description.



**BBC** Super siblings



**BEFORE YOU WATCH**

- SPEAKING** Look at the photo and describe the girls. Do they look happy?
- You are going to watch a video about brothers and sisters. Match words 1–6 with definitions a–f.
 

1 siblings	<input checked="" type="checkbox"/>
2 stepsibling	<input type="checkbox"/>
3 half-sibling	<input type="checkbox"/>
4 twins	<input type="checkbox"/>
5 triplets	<input type="checkbox"/>
6 an only child	<input type="checkbox"/>

  - two children born at the same time (to one mother)
  - someone with no brothers or sisters
  - three children born at the same time (to one mother)
  - a formal word for your brothers or sisters
  - a child of your stepparent
  - a child of your parent with another person

- SPEAKING** Work in groups. Use the words in Exercise 2 to ask questions.  
*Are you an only child? Do your siblings drive you crazy?*

**WHILE YOU WATCH**

- 16** **SPEAKING** What are the good and bad things about having siblings? Discuss. Then watch the video and check your ideas.

- 16** Complete the sentences with the correct form of the verbs in the box. Then watch the second part of the video (00:51–01:23) again and check your answers.

( design do drive eat have love share want )

If you <sup>1</sup> \_\_\_\_\_ a brother or sister, your parents always tell you to <sup>2</sup> \_\_\_\_\_ your things with them. So Patrick is happy as an only child. He can get everything he <sup>3</sup> \_\_\_\_\_. Jo's brother <sup>4</sup> \_\_\_\_\_ her crazy. He <sup>5</sup> \_\_\_\_\_ like a monster every time they have dinner together. Denise has a sister and she <sup>6</sup> \_\_\_\_\_ her very much. They always <sup>7</sup> \_\_\_\_\_ a lot of things together, like watching films and reading. Now they <sup>8</sup> \_\_\_\_\_ their bedroom <sup>together</sup>.

- 16** Watch the third part of the video (01:24–01:34) and correct five mistakes in the text. Then watch the video again and check your answers.

It's normal to laugh with your siblings and it can be a bad idea to leave them alone sometimes. When you are alone, try to be confident and serious.

- 16** What is Grace and Amelia's guide to being a super sibling? Watch the rest of the video (01:35–02:30) and check your answers.

**AFTER YOU WATCH**

- SPEAKING** Do you agree with Grace and Amelia? Discuss.
- SPEAKING** Imagine you are making a similar video for your blog. Think about what you would like to say about your siblings. If you are an only child, talk about your cousins.

# Focus Vlog Things to do

What do you have to do at home?



1 Match photos A–J with the phrases in the box. Sometimes more than one answer is possible.

- do the laundry/do the washing/wash the clothes  C
- do the dishes/do the washing up
- walk the dog  do the dusting
- do the gardening/tidy the garden
- do the ironing  do the vacuuming
- clean the house  clean the bathroom
- cook  take care/look after the dog
- take the rubbish out  tidy up



2 19 Watch the first part of the video (up to 00:47) and answer the questions.

- 1 What does Jason really like doing at home?
- 2 What does he hate doing?

3 19 Watch the second part of the video (00:48–01:44) and complete the table.

	Emil	Lindsay	Deborah	Senthan	Gillian	Ini
doing the washing up						
cooking						
gardening						
cleaning the house						
looking after his/her children						
taking care of a pet						
ironing						

4 19 Watch the rest of the video (01:45–02:32) and complete the sentences with the phrases in the box.

- do everything do the gardening do the washing
- take out the rubbish tidy his room

- 1 Emil and Gillian don't have to \_\_\_\_\_.
- 2 Lindsay doesn't have to \_\_\_\_\_.
- 3 Deborah doesn't have to \_\_\_\_\_.
- 4 Senthan doesn't have to \_\_\_\_\_.
- 5 Ini has to \_\_\_\_\_.

## FOCUS ON LIFE SKILLS

Communication • Creativity

- 5 Like Jason, make your own to-do list with what you have to do at home. Compare with a partner.
- 6 **SPEAKING** Think about what you have/don't have to do at home, what you like and what you hate. Prepare a vlog to send Jason.

*At home, I have to walk the dog and ...*

BBC The Chinese school experiment



BEFORE YOU WATCH

1 You are going to watch a video about an experiment in a British school. The students in the video are from Year Nine, so how old are they? Look at the table and check.

Age	Type of school	Year number
5-11	Primary	1-6
11-16	Secondary	7-11
16-18	post-GCSE/Further	12-13

2 **SPEAKING** Are sentences 1-8 about typical British (B) or Chinese (C) students? Discuss with a partner.

- 1 They wear tracksuits in school.
- 2 Their typical school day is twelve hours long.
- 3 They start the day with a morning assembly (= large meeting).
- 4 They start the day with morning exercise.
- 5 They talk and laugh a lot in class.
- 6 In PE classes, students can choose what they want.
- 7 After classes finish, they have two hours of self-study.
- 8 Classes finish at 3:30 p.m.

3 **SPEAKING** Compare the sentences in Exercise 2 with your school. Discuss in groups.

WHILE YOU WATCH

4 **20** Watch the video and check your ideas in Exercise 2. Note down any other new information about China and Chinese schools.

5 **20** Watch the first part of the video (up to 02:15) again and complete the fact sheet with one word in each gap.

Location: Liphook, a small <sup>1</sup> \_\_\_\_\_ in Britain.  
 School: a local, mixed <sup>2</sup> \_\_\_\_\_ school  
 Number of Chinese teachers in Liphook: <sup>3</sup> \_\_\_\_\_  
 Number of students in Chinese classes: <sup>4</sup> \_\_\_\_\_  
 Number of school hours in China: <sup>5</sup> \_\_\_\_\_  
 Number of meals in Chinese schools: <sup>6</sup> \_\_\_\_\_  
 Most important subject in Chinese schools: <sup>7</sup> \_\_\_\_\_

AFTER YOU WATCH

6 **SPEAKING** Is the experiment a success? Are there any problems? What can the Chinese teachers do differently? Discuss in groups.

7 Read the summary of four weeks of the experiment in the video. Write up to ten sentences to express your opinion about the results of the experiment.

After the first day, the Chinese teachers can see that they have problems with discipline and they have to find a way to show the British students that learning can be fun. So they decide to show them an old Chinese game to help the pupils in Mathematics. In PE classes, they teach students a traditional Chinese dance. They also have a cooking class. To stop the problem with discipline, the teachers have a meeting with the students' parents and ask them for help. After 4 weeks of the experiment, the class in the video and another class from the school take the same exams in: Maths, Mandarin language and Science. The experimental class gets better results in every subject.

# Focus Vlog School memories

What were your favourite subjects at primary school?



## 1 SPEAKING Discuss the questions.

- 1 What was your favourite subject at primary school?
- 2 Could you speak any foreign languages when you were ten? And now?

## 2 23 Watch the first part of the video (up to 00:53). Are the sentences true (T) or false (F)?

- 1 It's 7:30 and Jason is drinking tea.
- 2 He was happy at primary school.
- 3 The head teacher was a man.
- 4 His favourite subjects were Spanish and Maths.
- 5 He could speak French when he was ten.

## 3 23 Watch the second part of the video (00:54–01:43) and choose the correct answer, a, b or c.

- 1 Maeve's favourite subjects were \_\_\_\_\_.
  - a History and Music
  - b Art, History and Drama
  - c Art and Drama
- 2 Thomas's favourite subject \_\_\_\_\_ PE.
  - a was
  - b wasn't
  - c were
- 3 Art and Drama were \_\_\_\_\_ favourite subjects.
  - a Sabin's
  - b Simone's
  - c Robert's
- 4 Simone thinks \_\_\_\_\_ is a logical subject.
  - a Science
  - b English
  - c Maths
- 5 \_\_\_\_\_ was both Nicky and Simone's favourite subject.
  - a English
  - b Science
  - c Maths

## 4 23 Watch the rest of the video (01:44–02:19) and complete the sentences with *could* or *couldn't*.

- 1 Sabin \_\_\_\_\_ speak three languages.
- 2 Both Thomas and Robert \_\_\_\_\_ speak French.
- 3 Nicky \_\_\_\_\_ speak Welsh.
- 4 Simone \_\_\_\_\_ speak any foreign languages.

## FOCUS ON LIFE SKILLS

Communication • Digital skills

- 5 Ask the questions in Exercise 1 to: (a) a teacher; (b) your parents; (c) somebody else in your family; (d) one of your friends. Then write a paragraph about each person's school memories.
- 6 Look for information about the history of education around the world. Choose a country for each of the five continents. Check (on the Internet or in an encyclopedia) the most important dates, e.g. *1884: education for all children in Argentina.*

Europe: country: \_\_\_\_\_  
date: \_\_\_\_\_

Asia: country: \_\_\_\_\_  
date: \_\_\_\_\_

America: country: \_\_\_\_\_  
date: \_\_\_\_\_

Africa: country: \_\_\_\_\_  
date: \_\_\_\_\_

Oceania: country: \_\_\_\_\_  
date: \_\_\_\_\_



BBC Bouldering



BEFORE YOU WATCH



- SPEAKING** Look at the photos and compare. What is different?
- The sport in the first photo is *bouldering*. Complete the sentence.  
Bouldering is a type of climbing where there are no \_\_\_\_\_ or \_\_\_\_\_
- Match the sentences halves.
 

1 To <b>grab</b> something	<input checked="" type="checkbox"/>	d
2 When you <b>pick yourself up</b> after a bad experience,	<input type="checkbox"/>	
3 <b>Failure</b>	<input type="checkbox"/>	
4 To <b>train</b>	<input checked="" type="checkbox"/>	e
5 To <b>overcome</b> something (such as difficulties)	<input checked="" type="checkbox"/>	b

a is the opposite of success.  
b means to fight against it and win.  
c you start feeling better.  
d means to take it quickly.  
e is to practise (for example) a sport.

WHILE YOU WATCH

- 25** Watch the video. Who says the sentences: Alexia (A) or Molly (M)?
  - Boys think you can't do it, but really you can.
  - I like bouldering because the moves are bigger and more exciting.
  - You don't have to use ropes and harnesses; you can just grab your shoes and go straight to the wall.
  - As a climber, you can learn to overcome failures in sport and in life.
  - Climbing is good for the whole body.
- 25** Watch the video again and complete the sentences with the verbs you hear.
  - If you \_\_\_\_\_ badly in a competition, it's quite hard to pick yourself up and \_\_\_\_\_ to the next competition.
  - Both girls \_\_\_\_\_ almost every day at the Westway Climbing centre.
  - Climbing is \_\_\_\_\_ more and more popular and may even \_\_\_\_\_ an Olympic sport soon.
  - It's a great funky (= cool) sport that's not so popular, but it \_\_\_\_\_ your whole body and this is really great.

AFTER YOU WATCH

- SPEAKING** Discuss the questions.
  - Would you like to try climbing or bouldering? Why?/Why not?
  - In your opinion, what other sport is 'great, but not so popular'?

# Focus Vlog Walking

Did you go for a walk last weekend?



## 1 SPEAKING Discuss the questions.

- 1 Do you like walking? How often do you go out for a walk?
- 2 When did you last go for a walk?
- 3 Where did you go?
- 4 Was it fun?

## 2 27 Watch the first part of the video (up to 00:52) and complete the sentences.

- 1 Jason thinks walking is a good way to \_\_\_\_\_ fit.
- 2 He tries to \_\_\_\_\_ for a walk every day.
- 3 Last weekend it \_\_\_\_\_, but he went for a walk with his \_\_\_\_\_.
- 4 Jason thinks it feels \_\_\_\_\_ to be in a park or forest, but some people prefer \_\_\_\_\_ around a city.



## 3 27 Watch the second part of the video (00:53–01:13) and answer the questions.

How many people didn't go for a walk last weekend? Why?

## 4 27 Watch the of the video (01:14-01:40) and match the names in the box with the questions.

( Deborah Emil Lindsay Nicky Senthana )

- 1 Who walked to London Fields?
- 2 Who went for a walk by the sea in Wales?
- 3 Who went to Victoria Park?
- 4 Who walked to the church?
- 5 Who went to Edinburgh and walked up Arthur's Seat?

## FOCUS ON LIFE SKILLS

Communication • Digital skills • Teamwork

### 5 Sports Quiz: Check your classmates' knowledge of sport by preparing a sports quiz.

- Step 1:** Get into groups of four and think of some sports topics that interest you (e.g. the Olympic Games, a sports legend of the past, an important match or competition).
- Step 2:** Search the Internet for information and read texts about these sports topics.
- Step 3:** Write a quiz with up to ten questions on a topic of your choice. Use multiple choice questions such as this about Pelé:

*Which country did the football legend Pelé play for?*

*A England*

*B Argentina*

*C Brazil*

- Step 4:** Take turns to do the quiz with the other groups. Make sure you know the answers and check the correct pronunciation of names and terms before doing the quiz in class.



**BBC** A special breakfast



**BEFORE YOU WATCH**

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

- 1 What can you see in the photo? Where is it?
- 2 What kind of holiday could you spend there?
- 3 What holiday activities could you do there?

**WHILE YOU WATCH**

2 **28** Watch the video to check your answers in Exercise 1. What are your answers after watching?

3 **28** Complete the reactions of the guests with the words in the box. There are three extra words. Then watch the second part of the video (01:20–02:58) again and check your answers. What is your reaction to what you see in the video?

(beautiful cute massive special typical unique)

- 1 Amazing! I mean, she's \_\_\_\_\_ !
- 2 Look at this baby running! Oh, she's \_\_\_\_\_ .
- 3 Oh look, they're so \_\_\_\_\_ !

4 **28** Watch the video again. Are sentences 1–8 true (T) or false (F)?

- 1 The hotel is a three-star hotel.
- 2 There are thirty-two guests at the hotel now.
- 3 Breakfast is ready at 6:30 a.m.
- 4 More than five giraffes come for breakfast.
- 5 Last year over 7,000 guests visited Giraffe Manor.
- 6 A night at the hotel costs less than £1,000.
- 7 There are fewer than ten rooms in the hotel.
- 8 If you want to go on a safari, you have to book all your transport and accommodation yourself.

5 **28** Watch the rest of the video (01:59–03:22) again and complete the missing words. Would you like to go on a safari organised by the hotel? Why?/ Why not?

All the <sup>1</sup> \_\_\_\_\_ love the giraffes, but the hotel offers many other <sup>2</sup> \_\_\_\_\_ as well: you can visit Nairobi's <sup>3</sup> \_\_\_\_\_, go on a safari and see the top tourist <sup>4</sup> \_\_\_\_\_ with an experienced local <sup>5</sup> \_\_\_\_\_. They can plan your trip and book all your transport and accommodation. Kenya is waiting for your <sup>6</sup> \_\_\_\_\_.

**AFTER YOU WATCH**

6 **SPEAKING** Would you like to stay at a hotel like this? Why?/Why not? Think of five reasons. Discuss with a partner.

*I wouldn't like to stay at a hotel like this. First, I think it's very expensive. Second ...*

7 **Imagine you arrived at Giraffe Manor two days ago. Write a postcard to your friend in which you describe your experience. Use the questions to help you.**

- 1 What country are you sending the postcard from?
- 2 Where are you staying?
- 3 When did you come here?
- 4 Why did you choose this place?
- 5 What can you do here?
- 6 What did you see yesterday in the morning?
- 7 What do you want to do when you come back home?

## Focus Vlog Amazing places

Have you ever visited an amazing place?



### 1 SPEAKING Discuss the questions.

- 1 What is 'an amazing place'? Give examples.
- 2 What's the most amazing place you have ever visited?
- 3 Is there a place you would love to visit? Why?/Why not?

*I think an amazing place always needs to be beautiful or unusual. It can be a country or a city, but it can also be a museum or a park.*

### 2 30 Watch the first part of the video (up to 00:52) and answer the questions.

- 1 Why does Jason want to take a weekend off?
- 2 Where has he planned to go?
- 3 What did the Romans build there?
- 4 What is so special about that place nowadays?

### 3 30 Watch the second part of the video (00:53–01:49) and match the names in the box with the questions.

(Amanda Maeve Naomi Oliver Thomas)

- 1 Who has visited Snowdonia?
- 2 Who went to Dubai two months ago?
- 3 Who has been to Bali?
- 4 Who has visited China?
- 5 Who saw the Cliffs of Moher yesterday?

### 4 30 Watch the rest of the video (01:50–02:49) and answer the questions.

- 1 Why does Maeve want to visit Lisbon?
- 2 Where would Jason and Thomas like to go?
- 3 What does Oliver like about Istanbul?
- 4 What would Naomi like to see in Africa?

### FOCUS ON LIFE SKILLS

Communication • Digital skills

### 5 Look for information (on the Internet or in an encyclopedia) about the Cliffs of Moher and make a presentation with the most important facts. Remember to locate the place on a map.



Cliffs of Moher

BBC Scottish Highlands



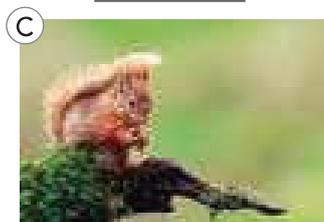
BEFORE YOU WATCH

1 Match the sentence halves.

- 1 When someone is **safe**,  b
  - 2 **Speed** means
  - 3 To **survive**
  - 4 When something **saves** you,
  - 5 A **moor**
- a is a wild area of land (especially in Britain) with grass and bushes.  
 b they are not in danger.  
 c how fast someone or something is moving.  
 d means not to die.  
 e it helps you out of danger.

2 Label the photos with the names of animals in the box.

(eagle hare red deer squirrel)



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

WHILE YOU WATCH

3 33 Watch the first part of the video (up to 00:45). What can you see in the video?

- ( a bear clouds a deer an eagle forests a hare mountains rain a squirrel snow a waterfall )

4 33 Watch the rest of the video (00:46–02:36). Are the sentences true (T) or false (F)?

- 1 The hares in Scotland are always white.
- 2 The winter coat is thick and warm.
- 3 The eagle can see the hare well in early spring.
- 4 The hare can run at 100 kilometres per hour.
- 5 The eagle is faster than the hare.
- 6 The eagle catches the hare in the end.

5 33 Watch the rest of the video (00:46–02:36) again and complete the sentences with the verbs you hear.

- 1 The hares were brown in the summer, but now they \_\_\_\_\_ white.
- 2 The white winter coat is thicker and warmer, and it also helps to \_\_\_\_\_ the hare safe.
- 3 The hare doesn't \_\_\_\_\_ the danger yet.
- 4 It \_\_\_\_\_ its way across the moor.
- 5 The hare needs more than speed to \_\_\_\_\_.
- 6 It turns and \_\_\_\_\_ left and right.

AFTER YOU WATCH

6 **SPEAKING** Discuss the questions.

- 1 Would you like to visit the Scottish Highlands? Why?/Why not?
- 2 What are some beautiful places in your country?
- 3 What wild animals live in your country?

## Focus Vlog Your plans

What are you going to do this evening?



### 1 SPEAKING Discuss the questions.

- 1 What are you going to do this evening?
- 2 What are you going to do this summer?

### 2 36 Watch the first part of the video (up to 00:45). What is Jason going to do in today's vlog?

### 3 36 Watch the second part of the video (00:46–01:11) and complete the table.

	Lindsay	Palak	Senthan	Nicky	Ini	Peter
stay in and study						
dinner with friends/ family						
a party						
some physical activity						

### 4 36 Watch the rest of the video (01:12–02:05) and answer the questions.

- 1 Where is Lindsay going to go?
- 2 What sport is Mahak going to play in the evening?
- 3 Who is going to visit Spain?
- 4 Who is going to work to earn some money?
- 5 What is Nicky going to do?
- 6 Where is Ini going after his holidays?

## FOCUS ON LIFE SKILLS

Communication • Creativity

- 5 Complete the sentences with your plans for the future. Compare with a partner.
  - 1 Later today ...  
*I'm going to watch a film with my friend.*
  - 2 Tomorrow morning ...
  - 3 Next weekend ...
  - 4 Next term ...
  - 5 Next year ...
  - 6 In five years' time ...
- 6 Choose a specific time in the future from Exercise 5 and prepare a short vlog as a reply to the question 'What are your plans for the future?'



## 0.1 Imperatives

We use the infinitive or *don't/do not* + infinitive to give instructions or orders:

**Listen** to the teacher.

**Don't speak** Turkish.

**Don't look** at the text.

We use *let's* + infinitive to make suggestions:

**Let's talk** about school.

### 1 Complete the sentences with the imperative forms of the verbs in brackets.

- Don't work in pairs now, \_\_\_\_\_ (work) in groups of three. \_\_\_\_\_ (speak) Spanish, please! Speak English!
- Please \_\_\_\_\_ (listen) to the dialogue and \_\_\_\_\_ (choose) the correct answers.
- \_\_\_\_\_ (do) the exercise together.
- Please \_\_\_\_\_ (think) of a book, but \_\_\_\_\_ (tell) anyone the title.

### 2 Choose the correct option.

- You want to go to the cinema with your friend. You say:  
a Let's go to the cinema!      b Go to the cinema!
- You're in your English class. Your teacher says to you:  
a Let's speak German!      b Don't speak German!
- Your teacher gives you homework. He/She says:  
a Let's do the homework!      b Do your homework!
- You want to do your homework. You and your friend have free time now. You say:  
a Let's do our homework!      b Do our homework!

## 0.2 Subject pronouns

**I**                      **he**                      **it**                      **you**  
**you**                      **she**                      **we**                      **they**

Subject pronouns replace nouns:

**He's** seventeen.

Are **you** from London?

'Where are the dictionaries?' '**They're** in the classroom.'

### to be

Affirmative		Negative	
I	'm (am)	I	'm not (am not)
You/We/They	're (are)	You/We/They	aren't/'re not (are not)
He/She/It	's (is)	He/She/It	isn't/'s not (is not)
Yes/No questions		Short answers	
<b>Am</b>	I	Yes, I <b>am</b> .	No, I' <b>m not</b> .
<b>Are</b>	you/we/they	Yes, you/we/they <b>are</b> .	No, you/we/they <b>aren't</b> .
<b>Is</b>	he/she/it	Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .

### Wh- questions

Where	<b>am</b>	I	from?
	<b>are</b>	you/we/they	
	<b>is</b>	he/she/it	
How old	<b>am</b>	I	?
	<b>are</b>	you/we/they	
	<b>is</b>	he/she/it	
What nationality	<b>am</b>	I	?
	<b>are</b>	you/we/they	
	<b>is</b>	he/she/it	

### 1 Complete the sentences with the words in the box. There are two extra words.

( am   are   he   is   it   she   they )

- Look at this boy. \_\_\_\_\_ he Portuguese?
- Ruby and Ian \_\_\_\_\_ my best friends. \_\_\_\_\_ speak Russian.
- This is Carol. \_\_\_\_\_ 's from Australia.
- Answer my question. \_\_\_\_\_ isn't diffi cult.

## 0.3 Demonstrative pronouns

We use *this* (singular) and *these* (plural) to talk about people or objects close to us:

**This** is my new bicycle.

Are **these** your comics?

We use *that* (singular) and *those* (plural) to talk about people and things further away from us:

**That** book is really old.

Look at **those** T-shirts!

### Plural nouns

Nouns	Singular	Plural
most nouns	table	tables
nouns ending in -sh, -ch, -s, -x, -z and some ending in -o	bus watch tomato	buses watches tomatoes
nouns ending in a consonant and -y	family dictionary	families dictionaries
irregular nouns	man woman child	men women children

Some nouns are only plural (e.g. *sunglasses*, *headphones*):

Your **sunglasses** are cool.

### 1 Choose the correct option.

- Look at *that* / *those* children! They're so happy!
- I like *this* / *these* headphones. I take them everywhere.
- This is* / *They are* my favourite book. It's really funny.
- Is *this* / *these* your beanbag?
- That* / *Those* are my T-shirts. They're old, but I like them.

## 0.4 Possessive adjectives

Personal pronouns	Possessive adjectives
I	<b>my</b>
you	<b>your</b>
he	<b>his</b>
she	<b>her</b>
it	<b>its</b>
we	<b>our</b>
you	<b>your</b>
they	<b>their</b>

How old are **your** sisters?  
This is **their** school.

### Possessive 's

We use the possessive 's to say that something belongs to a person or animal:

**Mark's** photos  
**students'** headphones

We add:

- 's to singular nouns:  
My **mum's** favourite pop group is A-ha.
- ' to regular plural nouns:  
This is my **grandparents'** new house
- 's to irregular plural nouns:  
The **children's** room is over there.

**Note:** 's can mean 'is' or show that something belongs to someone:

My brother's a student. ('s = is)  
My brother's car is really old. ('s = possessive)

### 1 Complete the definitions with the words in the box.

( aunt (x2) father grandparents  
mother parents uncle )

- Your mum is your \_\_\_\_\_' daughter.
- Your cousin is your \_\_\_\_\_ and \_\_\_\_\_'s daughter or son.
- Your sister is your \_\_\_\_\_' daughter.
- Your grandmother is your \_\_\_\_\_'s mother or your \_\_\_\_\_'s mother.
- Your uncle is your \_\_\_\_\_'s

## 0.5 Can/can't

We use *can/can't* to express ability:

Ella **can** sing, but she **can't** dance.

**Can** you paint?

Affirmative		Negative	
I/You/ He/She/ It/We/They	<b>can</b> cook.	I/You/ He/She/ It/We/They	<b>can't (cannot)</b> cook.
Yes/No questions		Short answers	
<b>Can</b> I/you/he/she/it/we/they	cook?	Yes, I/you/he/she/it/we/they	<b>can.</b>
		No, I/you/he/she/it/we/they	<b>can't.</b>
Wh- questions			
What	<b>can</b>	I/you/he/she/it/we/they	cook?

### 1 Complete the sentences with *can* or *can't*.

- A:** \_\_\_\_\_ you cook?  
**B:** Yes, I \_\_\_\_\_ !
- A:** Let's go roller-blading!  
**B:** Sorry, I \_\_\_\_\_ roller-blade.
- A:** My sister \_\_\_\_\_ sing and she \_\_\_\_\_ dance  
**B:** Yes, I know, she sings and dances very well.
- My dad \_\_\_\_\_ run very fast, but he \_\_\_\_\_ swim, so we never go to the swimming pool.
- A:** \_\_\_\_\_ Suzy draw comics?  
**B:** No, she \_\_\_\_\_ .
- My sister \_\_\_\_\_ paint, but she takes very nice photographs.

## 0.6 Prepositions

We use these prepositions to say where things are *behind, between, in, in front of, next to, on, opposite, over, under*:

The sink is **between** the cooker and the fridge.  
The chairs are **next to** the bed.

### there is/there are

We use *there is/there are* to say where things are:

**Is there** a picture in the kitchen?  
**There are** three books on the table.

Affirmative			
<b>There is/There's</b>	a sofa	in the living room.	
<b>There are</b>	two posters	on the wall.	
Yes/No questions		Short answers	
<b>Is there</b>	a sofa	in the living room?	Yes, <b>there is.</b> No, <b>there isn't.</b>
<b>Are there</b>	posters	on the wall?	Yes, <b>there are.</b> No, <b>there aren't.</b>
Wh- questions			
How many posters	<b>are there</b>	on the wall?	

### 1 Complete the text with the correct prepositions.

My bedroom is very small. There aren't many things **i** it. There's a window **o**\_\_\_\_\_ the door.  
My desk is **u**\_\_\_\_\_ the window. My bed is **n**\_\_\_\_\_ to the desk. My favourite posters are **o**\_\_\_\_\_ the bed **on** the wall. **B**\_\_\_\_\_ my bed and the opposite wall there's a green carpet.

### 2 Choose the correct option.

- There is / There are* a TV in my bedroom.
- There is / There are* two sofas in the living room.
- Is there / Are there* a shower in the bathroom?
- Is there / Are there* books on the shelf?
- How many bedrooms *is there / are there* ?
- Is there / Are there* a table in the dining room?

## 0.7 Have got

We use *have got* to show possession:

*I've got a smartphone, but I haven't got a watch.*

*Has James got a skateboard?*

Affirmative		Negative	
I/You/We/ They	've got (have got)	I/You/ We/ They	haven't got (have not got)
He/She/It	's got (has got)	He/ She/It	hasn't got (has not got)
Yes/No questions		Short answers	
Have	I/you/we/ they	got	a camera?
Has	he/she/it		
		Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven't</b> .	
		Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn't</b> .	
Wh- questions			
How many cameras	have has	I/you/we/they he/she/it	got?

### 1 Complete the sentences with the words in the box.

(got has hasn't have haven't 've)

- I've \_\_\_\_\_ a laptop, but I haven't got a tablet.
- A: Have you got a digital camera?  
B: Yes, I \_\_\_\_\_!
- A: She \_\_\_\_\_ got a mobile phone.  
B: Really? Why not?
- I've got a DVD player, but I \_\_\_\_\_ got an MP3 player.
- A: \_\_\_\_\_ Phil got a hobby?  
B: Yes, it's skateboarding!
- I \_\_\_\_\_ got a piano, but I can't play it!

## 1.2 Present Simple

We use the Present Simple to talk about:

- regular activities:  
*In the afternoon, I **watch** TV or **listen** to music..*
- states and permanent situations:  
*My grandparents **don't live** in Madrid. They **live** in Sydney.*
- preferences, with verbs like *love, like, hate, prefer*:  
*My friends **hate** dancing, but I **love** it.*

Affirmative		Negative	
I/You/We/ They	play.	I/You/We/ They	don't (do not)
He/She/It	plays.	He/She/It	doesn't (does not)

### SPELLING RULES – 3RD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. *read – reads*
- verbs ending in a consonant and -y: -y + -ies, e.g. *carry – carries*
- verbs ending in -o, -ss, -x, -ch, -sh: + -es, e.g. *do – does, go – goes, relax – relaxes, watch – watches*

- have: has*  
In the Present Simple, we often use adverbs of frequency, such as *always, usually, often, sometimes* and *never*. These adverbs go:  
after the verb to be:  
*Walt **is usually** at home at the weekend.*
- before other main verbs:  
*Walt **usually spends** his weekends at home.*

We also use other time phrases with the Present Simple, e.g. *every day, every Sunday, every weekend*. We usually put them at the end of the sentence.  
*I visit my grandparents **every week**.*

### 1 Complete the sentences with the correct forms of the verbs in brackets.

- I \_\_\_\_\_ (be) late for school every day.
- My sister usually \_\_\_\_\_ (watch) films in the evenings.
- My mum \_\_\_\_\_ (not read) the newspaper every day.
- My parents \_\_\_\_\_ (not work) in the same office.
- My brother often \_\_\_\_\_ (go) to the cinema.

### 2 Put the words in the correct order to make sentences.

- sometimes / the piano / My sister / plays
- don't / every day / I / sports / watch
- studies / My brother / at the weekend / never
- on weekdays / I / go out / sometimes
- every day / My best friend / play / video games / doesn't
- on Saturday nights / always / fun / He / has

## 1.5 Present Simple: Yes/No and Wh- questions

Yes/No questions		Short answers	
Do	I/you/we/they	play?	Yes, I/you/we/they <b>do</b> . No, I/you/we/they <b>don't</b> .
Does	he/she/it		Yes, he/she/it <b>does</b> . No, he/she/it <b>doesn't</b> .
Wh- questions			
What	do does	I/you/we/they he/she/it	play?

In *wh-* questions, we use question words:

- What** do your friends usually post on Facebook?  
**What** is your favourite video game?
- Where** do you live?
- When** do you do your homework?
- Which** musical instrument do you play?
- What kind** of music does your father listen to?
- Who** do you play chess with?  
**Who** is your form teacher?
- What time** does your mother come back from work?
- How** do you usually get to school?
- How many** eggs do we need?

**1 Complete the dialogues with do, don't, does and doesn't.**

1 A: \_\_\_\_\_ you live with your parents?

B: Yes, I \_\_\_\_\_.

2 A: \_\_\_\_\_ he like parties?

B: Yes, he \_\_\_\_\_.

3 A: \_\_\_\_\_ your mother speak English?

B: No, she \_\_\_\_\_.

4 A: \_\_\_\_\_ they go to school with you?

B: No, they \_\_\_\_\_.

**2 Complete the sentences with the words in the box, then match the questions with the answers.**

How many    What kind    What time  
When    Where    Which

- 1 \_\_\_\_\_ is your birthday?
- 2 \_\_\_\_\_ do you usually go on holiday?
- 3 \_\_\_\_\_ website is your favourite?
- 4 \_\_\_\_\_ of films do you usually watch?
- 5 \_\_\_\_\_ hours do you sleep every day?
- 6 \_\_\_\_\_ do you usually wake up?

- a To the seaside.  
b I like Twitter.  
c Seven or eight.  
d At 7:30.  
e It's in March.  
f Comedies.

We can use these words and phrases to refer to an amount or a number:

	Plural countable nouns	Uncountable nouns
some	We've got <b>some</b> apples.	We've got <b>some</b> bread.
any (negation)	We haven't got <b>any</b> apples.	We haven't got <b>any</b> bread.
any (questions)	Have we got <b>any</b> apples?	Have we got <b>any</b> bread?
how much/how many (questions)	<b>How many</b> apples have we got?	<b>How much</b> bread have we got?
much/many (negation)	Not <b>many</b> . We haven't got <b>many</b> apples.	Not <b>much</b> . We haven't got <b>much</b> bread.
a lot (of) (questions and negation)	We've got <b>a lot of</b> apples.	We've got <b>a lot of</b> bread.

**1 Match the sentence halves.**

- 1 There isn't  a any eggs.  
2 Is there  b some onions.  
3 There is  c any ham in the fridge.  
4 There aren't  d any mushrooms?  
5 Are there  e any bread?  
6 There are  f some cheese.

**2 Choose the correct option.**

- 1 There is *much* / *a lot of* mozzarella cheese on this pizza. I love it!  
2 There isn't *any* / *some* tomato sauce on this pizza.  
3 A: There is *an* / *some* onion in the fridge.  
B: Really? There's only one left?  
4 *How much* / *How many* bread have we got?  
5 There isn't *some* / *much* milk in the fridge.  
6 Don't worry, we've got *a lot of* / *much* eggs.  
7 A: *How much* / *How many* tomatoes do you eat a day?  
B: *A lot* . / *Not much*.  
8 A: *Is* / *Are* there any tuna in the fridge?  
B: Yes, there *is a lot of* / *are a lot of* tins of tuna.

**3 Complete the sentences with the words in the box.**

a lot    a lot of    any    how many  
how much    many    much    some

- 1 I can't make a sandwich. There isn't \_\_\_\_\_ bread.  
2 There's \_\_\_\_\_ orange juice in the fridge, but not a lot.  
3 \_\_\_\_\_ lemonade is there in the bottle?  
4 There's \_\_\_\_\_ sugar in this tea. It's too sweet for me.  
5 There aren't \_\_\_\_\_ biscuits, only one for me and one for you.  
6 'Do you put milk in your coffee?' 'Yes, \_\_\_\_\_ !'  
7 Let's make an omelette. \_\_\_\_\_ eggs do we need?  
8 'Have we got any milk?' 'Yes, but not \_\_\_\_\_ .'

**2.2 Countable and uncountable nouns**

Nouns can be countable or uncountable.

	Singular	Plural
<b>Countable</b>	pizza	pizzas
	egg	eggs
	bottle	bottles
<b>Uncountable</b>	bread	–
	cheese	–
	ham	–

**Countable nouns**

- name things we can count:  
*There is an **orange** in the fridge.*
- have a plural and singular form:  
*This **hamburger** is delicious.*  
*These **hamburgers** are delicious.*

**Uncountable nouns:**

- name things we cannot count:  
*My little brother hates **milk**.*
- do not have a plural form:  
*Vegetarians don't eat **meat**.*

## 2.5 Articles

We use the indefinite article **a/an** with singular countable nouns when:

- the thing or person we are talking about is one of many similar people or things:

*The Oxo Tower is **a building** in London. (one of many).*

- we mention a person or thing for the first time:

*There is **a café** and **a fast food bar** on this street.*

We use the definite article **the** with singular and plural countable nouns and with uncountable nouns to talk about:

- something specific or unique:

*We often have a picnic in **the park**.*

*Look at **the sky**.*

*Is **the ham** fresh?*

- something we have mentioned before:

*There is **a café** and **a fast food bar** on this street. **The café** is very expensive.*

We do not use an article:

- with countable and uncountable nouns, when we are talking about something in general:

***This juice** is very healthy.*

*I hate shopping in **supermarkets**.*

- with months, days of the week, cities and most countries:

*every **August***

*from the south of **Italy***

*on **Sundays***

*near **Valencia***

### 1 Choose the correct option.

- The Thames is a /  $\emptyset$  river in the /  $\emptyset$  England.  
*The / A river is not very long.*
- I like the /  $\emptyset$  parties with  $\emptyset$  / a good food.
- The Louvre is an /  $\emptyset$  art museum in  $\emptyset$  / a France.  
*In  $\emptyset$  / the museum you can see  $\emptyset$  / a works of many artists.*
- I love  $\emptyset$  / a paella. It's a / the Spanish dish. It's delicious!
- A:** Try a / the grilled pork! It's very good.  
**B:** No, thank you. I don't eat the /  $\emptyset$  meat.
- Ithaa is an /  $\emptyset$  undersea restaurant. When you're there, you can sometimes see a / the shark!
- Thank you so much, a / the meal was very tasty!
- My mum usually cooks something special on  $\emptyset$  / the Sundays. It's usually a / the three-course meal.
- Do you like  $\emptyset$  / a fish? I want to make a /  $\emptyset$  pizza with tuna.
- Let's get  $\emptyset$  / a takeaway. Do you want a /  $\emptyset$  pancake?

### 2 Complete the sentences with with a/an, the or the zero article ( $\emptyset$ ).

- \_\_\_\_\_ Valencia is \_\_\_\_\_ city in \_\_\_\_\_ Spain. \_\_\_\_\_ city is very old.
- We go to \_\_\_\_\_ Italy every year in \_\_\_\_\_ August.
- A:** What is the Tomatina?  
**B:** It's \_\_\_\_\_ festival in \_\_\_\_\_ Spain.
- I meet my friends in \_\_\_\_\_ main square. We usually have \_\_\_\_\_ meal together.
- For lunch I usually have \_\_\_\_\_ orange or \_\_\_\_\_ banana and some juice.
- I don't really like \_\_\_\_\_ tuna.
- I recommend this dish. \_\_\_\_\_ tuna salad is also fantastic.
- \_\_\_\_\_ people from many countries come to \_\_\_\_\_ festival because it's lots of fun!
- Mix one egg and some flour together. Then put \_\_\_\_\_ mixture into \_\_\_\_\_ pan.
- On \_\_\_\_\_ Tuesdays, we always go to \_\_\_\_\_ big supermarket. At \_\_\_\_\_ supermarket you can buy everything.

## 3.2 Present Continuous

We use the Present Continuous to talk about actions happening at the moment of speaking:

*What **are** you **doing**?*

*The baby's **sleeping**.*

### SPELLING RULES: -ING FORM

- general rule: infinitive + -ing, e.g. play – playing
- verbs ending in a consonant + -e: ~~e~~ + -ing, e.g. come – coming
- one-syllable verbs ending in a single vowel + a single consonant: double the consonant + -ing, e.g. run – running

Affirmative			Negative		
I	'm (am)		I	'm not (am not)	
You/We/They	're (are)	teaching.	You/We/They	aren't (are not)	teaching.
He/She/It	's (is)		He/She/It	isn't (is not)	
Yes/No questions			Short answers		
<b>Am</b>	I		Yes, I <b>am</b> .	No, I'm <b>not</b> .	
<b>Are</b>	you/we/they	teaching?	Yes, you/we/they <b>are</b> .	No, you/we/they <b>aren't</b> .	
<b>Is</b>	he/she/it		Yes, he/she/it <b>is</b> .	No, he/she/it <b>isn't</b> .	
Wh- questions					
Who	<b>am</b>	I			
	<b>are</b>	you/we/they			teaching?
	<b>is</b>	he/she/it			

**1 Add -ing to the verbs in the box and complete the table.**

chop   have   look   make   ride  
sell   sit   stop   work

play → playing	come → coming	run → running
_____	_____	_____
_____	_____	_____
_____	_____	_____

**2 Complete the questions with the correct forms of the verbs in brackets. Then match the questions with the answers.**

- 1 Somebody is \_\_\_\_\_ (run) in the park. Is it Tom?
- 2 Are you \_\_\_\_\_ (make) me a sandwich?
- 3 Are you all \_\_\_\_\_ (sit) comfortably?
- 4 Is he \_\_\_\_\_ (have) breakfast?
- 5 Is she \_\_\_\_\_ (take) a shower?
- 6 Are they \_\_\_\_\_ (go) to the beach?

- a No, she isn't.
- b Yes, we are.
- c No, he isn't.
- d Yes, it is.
- e No, I'm not.
- f Yes, they are.

**3 Choose the correct option.**

- 1 My wife *are playing / is playing* with the kids in the living room.
- 2 **A:** Are you working in the garden?  
**B:** Yes, *I am / I'm not*.
- 3 **A:** *The baby is / Is the baby* sleeping?  
**B:** No, *isn't / it isn't*. The baby is crying!
- 4 He *isn't / aren't* talking on the phone, he's working.
- 5 *I'm not / aren't* watching TV at the moment.
- 6 **A:** What *are / is* the students doing?  
**B:** They're *writing / write* an essay.
- 7 Why *aren't you / you aren't* studying? Your exam is tomorrow!
- 8 We *is / are* planning our holiday in Greece. Do you want to come with us?

**4 Complete the sentences with the Present Continuous forms of the verbs in brackets.**

- 1 I \_\_\_\_\_ (watch) my favourite TV show. It's great!
- 2 We \_\_\_\_\_ (not drink) coffee. There isn't any.
- 3 Oh no! My friends \_\_\_\_\_ (have) an argument.
- 4 It's a nice day today. It \_\_\_\_\_ (not rain).
- 5 \_\_\_\_\_ (they / work) at the hospital now?  
He isn't happy because he \_\_\_\_\_ (go) to the dentist.

**3.5 Present Simple and Present Continuous**

We use the Present Simple to talk about:

- regular activities:  
*I **have** breakfast at 7 o'clock.*
- states and permanent situations:  
*Do accountants **earn** a good salary?*
- preferences, with verbs like *like, love, hate, prefer*:  
*Children **love** water.*

Common time expressions used with the Present Simple:

- **always**
- **often**
- **never**
- **sometimes**
- **usually**
- **every day/evening/week/winter**
- **on Sundays**

We use the Present Continuous to talk about:

- activities and events taking place at the moment of speaking:  
*The manager **is talking** to the receptionist.*
- temporary situations:  
*I'**m working** at a holiday resort this summer.*

Common time expressions used with the Present Continuous:

- **at the moment/right now**
- **now**
- **today**
- **this morning/evening**
- **this month**
- **this summer**

With some verbs (e.g. *believe, hate, know, like, love, mean, need, prefer, understand, want*) we don't use the Present Continuous even if they describe things happening at the moment of speaking:

*I really **need** some help with this exercise!*  
*I'm sorry, I **don't understand**.*

**1 Choose the correct option.**

- 1 In my country children often *learn / are learning* German at school. I like it, but I'm *preferring / prefer* English.
- 2 Today we *learn / are learning* about German culture. Today's lessons are interesting.
- 3 This summer my sister *works / is working* in a local pub.
- 4 In my job I *work / am working* with children.
- 5 The volunteers sometimes *teach / are teaching* local children agriculture.
- 6 This week we *teach / are teaching* them how to drive.
- 7 Every day, I *start / am starting* work by checking my emails.
- 8 Zeta *use / is using* the computer – I'm afraid you have to wait.
- 9 Today we *are having / have* our Biology lesson in the school garden.
- 10 Classes usually *start / are starting* at eight and *finish / are finishing* at three o'clock.

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

(are do does doesn't is isn't 'm not)

- I \_\_\_\_\_ not watching TV right now. I'm at school!
- Why \_\_\_\_\_ you playing video games? Do your homework first!
- Which newspaper \_\_\_\_\_ you usually read?
- She \_\_\_\_\_ understand you.
- A: \_\_\_\_\_ she preparing food for us right now?  
B: No, she \_\_\_\_\_.
- A: What \_\_\_\_\_ he do?  
B: He's a lawyer.
- I'm \_\_\_\_\_ gaining new experience in my job. It's really boring.

### 4.2 Comparative and superlative adjectives

- We use comparative adjectives and *than* to compare two people or things:  
*My father is **younger than** my mother.*
- We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things):  
*Sean is **the most intelligent** boy in our class.*

Adjectives		Comparative	Superlative
one- and sometimes two-syllable	kind nice fit clever	kinder nicer fitter cleverer	the kindest the nicest the fittest the cleverest
one- and two-syllable ending in -y	funny easy	funnier easier	the funniest the easiest
two-syllable or longer	serious difficult	more serious more difficult	the most serious the most difficult
irregular	good bad far	better worse further	the best the worst the furthest

- We use *less* + adjective + *than* to say that someone or something has a certain quality to a lesser degree:  
*Daniel is **less sociable than** James.*
- We use *the least* + adjective to say that someone or something has a certain quality to the least degree:  
*This job is **the least demanding**.*

### 1 Choose the correct ending for each sentence beginning.

- Julie is prettier
- Megan is the prettiest  
a girl in our school. b than Emily.
- You look more attractive
- You look the most attractive  
c in this skirt than in those jeans. d in this dress.
- This scarf is more stylish
- This scarf is the most stylish  
e thing I have. f than that one.
- She is funnier than
- She is the funniest  
g person in our family. h most people.

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

(better kindest less more most  
sociable than the worst)

- My aunt is the most \_\_\_\_\_ person I know.
- Is German more difficult \_\_\_\_\_ English?
- A tracksuit is \_\_\_\_\_ formal than a suit.
- These trainers are the \_\_\_\_\_ comfortable shoes I have.
- Do you think Jason is \_\_\_\_\_-looking than Martin?
- My grandma is the \_\_\_\_\_ person in the world. Everyone loves her.
- This is the \_\_\_\_\_ restaurant in town. But it's also \_\_\_\_\_ cheapest one.
- This jumper is \_\_\_\_\_ fashionable than that jacket.

### 4.5 *have to*/*don't have to*

We use *have to* to talk about rules, regulations and orders from other people:

*I **have to** wear smart clothes at work.*

We use *don't have to* to say that something is not necessary:

*Celebrities **don't have to** get up early.*

Affirmative				Negative			
I/You/We/They	<b>have to</b>	work hard.		I/You/We/They	<b>don't (do not) have to</b>	work hard.	
He/She/It	<b>has to</b>			He/She/It	<b>doesn't (does not) have to</b>		
Yes/No questions				Short answers			
Do	I/you/we/they	<b>have to</b>	work hard?	Yes, I/you/we/they <b>do</b> .			
Does	he/she/it			No, I/you/we/they <b>don't</b> .			
				Yes, he/she/it <b>does</b> .			
				No, he/she/it <b>doesn't</b> .			
Wh- questions							
Why	<b>do</b>	I/you/we/they	<b>have to</b>	work hard?			
	<b>does</b>	he/she/it					

### 1 Choose the correct option.

- I \_\_\_\_\_ or go to university. I don't know yet.
- I \_\_\_\_\_ because my parents give me money.
- I need money so I \_\_\_\_\_ .  
a have to get a job  
b don't have to get a job  
c can get a job
- What a mess! Your birthday party is tonight so you \_\_\_\_\_ .
- It's OK, you \_\_\_\_\_ tonight. You can do it later.
- A: Mum, I'm bored!  
B: Well, you \_\_\_\_\_ and clean the kitchen!  
d don't have to tidy your room  
e can tidy your room  
f have to tidy your room
- Are you doing anything? Sophie is washing the dishes and you \_\_\_\_\_ her.

- 8 You \_\_\_\_\_ in the kitchen. Sophie is washing the dishes, so there's nothing to do.
- 9 This chair is so heavy! I'm sorry, but you \_\_\_\_\_ move it.
- g don't have to help  
h have to help me  
i can help

## 5.2 must/mustn't, should/shouldn't

- **Must** expresses obligation and necessity:  
You **must** be very careful with other people's things.
  - **Mustn't** expresses prohibition:  
You **mustn't** cross that bridge. It isn't safe.
  - To express lack of necessity or obligation, we use **don't have to**, not **mustn't**:  
You **don't have to** leave the classroom during the first break.
- Like all modal verbs, **must** and **mustn't** have the same form for every person:  
I/You/He/She/It/We/They **must** train a lot.  
I/You/He/She/It/We/They **mustn't** be late.
- We use **should/shouldn't** to give or ask for advice:  
You **should** study more.  
You **shouldn't** drink so much coffee.  
**Should** I ask for help?

Affirmative			Negative		
I/You/ He/She/ It/We/ They	<b>should</b>	take risks.	I/You/ He/She/ It/We/ They	<b>shouldn't</b> ( <b>should</b> <b>not</b> )	take risks.
Yes/No questions			Short answers		
<b>Should</b>	I/you/ he/she/ it/we/ they	take risks?	Yes, I/you/he/she/it/we/they	<b>should</b> .	
			No, I/you/he/she/it/we/they	<b>shouldn't</b> .	
Wh- questions					
Why	<b>should</b>	I/you/he/she/it/we/they			take risks?

### 1 Complete the sentences with the words in the box.

( doesn't have to   don't have to   must (x2)  
mustn't (x2)   should   shouldn't )

- Do you think I \_\_\_\_\_ go to a film school? Is it a good idea?
- We \_\_\_\_\_ cheat in exams at our school. It's the rule!
- You \_\_\_\_\_ do your homework now. You can do it later.
- I get up at 6:30 because I \_\_\_\_\_ be at school before eight.
- My sister \_\_\_\_\_ wear a uniform at her school. She's so lucky! I hate my uniform.
- You \_\_\_\_\_ leave school yet, it's not a good idea. Pass your exams first.
- You \_\_\_\_\_ use mobile phones in class. Never do that!
- To be a vet, you \_\_\_\_\_ like animals. It's very important!

### 2 Complete the sentences with **must**, **mustn't**, **should**, **shouldn't** or **don't/doesn't have to**. The context is given in brackets.

- \_\_\_\_\_ I go to that college? (Do you think it's a good idea?)
- We \_\_\_\_\_ practise the violin every day. (It's necessary.)
- You \_\_\_\_\_ miss so many classes. (It's not a good idea.)
- We \_\_\_\_\_ be late for lessons. (It's the rule.)
- You \_\_\_\_\_ do extra activities. (It's not necessary.)
- You \_\_\_\_\_ train to become a teacher. (It's a good idea.)
- My daughter \_\_\_\_\_ wear a school uniform. (It's not necessary.)
- You \_\_\_\_\_ try to get good marks! (It's necessary.)

## 5.5 Past Simple: was/were, could

We use the Past Simple to talk about events and situations that started and ended in the past:

John and I **were** at the same school.

We both **could** play basketball and football, but we **couldn't** play tennis.

The Past Simple form of the verb **to be** is **was/were**:

Affirmative			Negative		
I/He/She/It	<b>was</b>	at school.	I/He/ She/It	<b>wasn't</b> ( <b>was not</b> )	at school.
You/We/ They	<b>were</b>		You/We/ They	<b>weren't</b> ( <b>were not</b> )	at school.
Yes/No questions			Short answers		
<b>Was</b>	I/he/she/it	at school?	Yes, I/he/she/it	<b>was</b> .	
			No, I/he/she/it	<b>wasn't</b> .	
<b>Were</b>	you/we/ they		Yes, you/we/they	<b>were</b> .	
			No, you/we/they	<b>weren't</b> .	
Wh- questions					
Where	<b>was</b>	I/he/she/it?			
	<b>were</b>	you/we/they?			

We can also use **was/wasn't** with the pronoun **it**:  
It **was** cold.

The Past Simple form of **can** is **could** (the same for each person):

Affirmative			Negative		
I/You/He/She/ It/We/They	<b>could</b>	sing.	I/You/He/ She/It/We/ They	<b>couldn't</b> ( <b>could</b> <b>not</b> )	sing.
Yes/No questions			Short answers		
<b>Could</b>	I/you/he/she/ it/we/they	sing?	Yes, I/you/he/she/it/we/they	<b>could</b> .	
			No, I/you/he/she/it/we/they	<b>couldn't</b> .	
Wh- questions					
What	<b>could</b>	I/you/he/she/it/we/they			sing?

## 1 Choose the correct option.

- School *wasn't / couldn't* always fun for me.
- When I was younger, I *wasn't / weren't* very good at sports.
- I *wasn't / couldn't* understand Maths.
- A:** *Could / Were* you play a musical instrument when you were a child?  
**B:** Yes, I was / *could* .
- A:** *Were / Was* high school a nice experience for you?  
**B:** Yes, it was / *were* .
- All my children was / *were* bad at History when they were at school.
- A:** What was / *were* your favourite school subjects?  
**B:** History was / *could* great. I *couldn't / wasn't* speak French very well but it was / *could* interesting, too!
- Your sister *could / was* Miss Teen London. *Could / Were* you jealous?

## 2 Complete the sentences with *was, were, wasn't, weren't, could or couldn't*.

- Science \_\_\_\_\_ a compulsory subject at my school. I \_\_\_\_\_ study Geography instead.
- When I \_\_\_\_\_ five, I \_\_\_\_\_ speak a little French.
- A:** \_\_\_\_\_ you a noisy child?  
**B:** No, I \_\_\_\_\_ .
- The other kids my age \_\_\_\_\_ very friendly to me so I often felt lonely.
- At school, I \_\_\_\_\_ understand science at all. I \_\_\_\_\_ a very bad student.
- A:** \_\_\_\_\_ Einstein good at Maths?  
**B:** Yes, he \_\_\_\_\_ .
- A:** What \_\_\_\_\_ you good at as a child?  
**B:** Well, I \_\_\_\_\_ run really fast.
- When my children \_\_\_\_\_ at primary school, they \_\_\_\_\_ play any musical instruments.
- Her secondary school \_\_\_\_\_ single-sex. There \_\_\_\_\_ boys and girls in her class.
- Last week, it \_\_\_\_\_ very cold in the classroom. We \_\_\_\_\_ think or write!

## 3 Read the dialogue and choose the correct answer, A, B or C.

**Pat:** <sup>1</sup> \_\_\_\_\_ you at school today, Sue?  
**Sue:** No, I <sup>2</sup> \_\_\_\_\_ .  
**Pat:** What <sup>3</sup> \_\_\_\_\_ the problem? Are you OK now?  
**Sue:** Yes, don't worry. I'm fine. There was a party in my street and I <sup>4</sup> \_\_\_\_\_ hear the music all night! I <sup>5</sup> \_\_\_\_\_ sleep and I <sup>6</sup> \_\_\_\_\_ very tired this morning!

- |                   |                  |                   |
|-------------------|------------------|-------------------|
| 1 <b>A</b> Was    | <b>B</b> Were    | <b>C</b> Could    |
| 2 <b>A</b> wasn't | <b>B</b> weren't | <b>C</b> couldn't |
| 3 <b>A</b> wasn't | <b>B</b> was     | <b>C</b> were     |
| 4 <b>A</b> was    | <b>B</b> were    | <b>C</b> could    |
| 5 <b>A</b> wasn't | <b>B</b> weren't | <b>C</b> couldn't |
| 6 <b>A</b> was    | <b>B</b> were    | <b>C</b> could    |

## 6.2 Past Simple

We use the Past Simple to talk about activities and events that happened in the past. We often say when they happened:  
*My dad **climbed** the Himalayas in 1988.*  
*I **had** eggs for breakfast.*

### Affirmative

I/You/He/She/It/We/They	won.
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### SPELLING RULES – PAST SIMPLE FORM

#### Regular verbs

- general rule: infinitive + *-ed*, e.g. *work – worked*
- verbs ending in *-e*: + *-d*, e.g. *like – liked*
- verbs ending in a vowel + a consonant: double the consonant + *-ed*, e.g. *stop – stopped*
- verbs ending in a consonant + *-y*: + *-ied*, e.g. *cry – cried*

#### Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs on page 142.

## 1 Add *-ed* to the regular verbs in the box and complete the table.

(arrive cycle fit marry plan stay try walk)			
<i>work → worked</i>	<i>like → liked</i>	<i>stop → stopped</i>	<i>cry → cried</i>
_____	_____	_____	_____
_____	_____	_____	_____

## 2 Complete the sentences, write the Past Simple forms of the verbs in brackets.

- We \_\_\_\_\_ (play) tennis for two hours yesterday. **2** Last weekend my son \_\_\_\_\_ (fall) down the stairs and we \_\_\_\_\_ (go) to hospital.
- She \_\_\_\_\_ (want) to go to the mountains for the holidays.
- We \_\_\_\_\_ (spend) the day at the seaside.
- I \_\_\_\_\_ (look) for yoga classes in my town, but I couldn't find anything.
- My mum \_\_\_\_\_ (help) me do my Maths homework.
- I \_\_\_\_\_ (reach) the hotel at 7 o'clock.
- They \_\_\_\_\_ (say) they wanted to stay at home.

## 3 Complete the sentences with the Past Simple forms of the verbs in the box.

(bake carry cry give stop study)

- We \_\_\_\_\_ at the same university.
- The baby \_\_\_\_\_ for three hours!
- My mum \_\_\_\_\_ a cake for my birthday.
- My parents \_\_\_\_\_ me a puppy for Christmas.
- He \_\_\_\_\_ my suitcase. Such a gentleman!
- We \_\_\_\_\_ for a short break.

## 6.5 Past Simple: questions and negatives

Negative			
I/You/He/She/It/We/They	<b>didn't (did not)</b>	<b>win.</b>	
Yes/No questions		Short answers	
<b>Did</b>	I/you/he/she/it/we/they	<b>win?</b>	Yes, I/you/he/she/it/we/they <b>did</b> . No, I/you/he/she/it/we/they <b>didn't</b> .
Wh- questions			
What	<b>did</b>	I/you/he/she/it/we/they	<b>win?</b>
Why	<b>didn't</b>	I/you/he/she/it/we/they	<b>arrive on time?</b>

### 1 Complete the sentences with *did* or *didn't*.

- When \_\_\_\_\_ the first Olympic Games take place?
- A:** \_\_\_\_\_ the winner get a gold medal?  
**B:** No, he \_\_\_\_\_.
- A:** Why \_\_\_\_\_ you take part in that competition?  
**B:** Because I \_\_\_\_\_ want to.
- A:** What \_\_\_\_\_ you win?  
**B:** I \_\_\_\_\_ win anything. But it's not a problem for me.
- A:** \_\_\_\_\_ you watch the 2016 Summer Olympics?  
**B:** Yes, I \_\_\_\_\_.
- A:** Where \_\_\_\_\_ you go skiing last winter?  
**B:** We \_\_\_\_\_ go skiing, we went to Egypt.
- \_\_\_\_\_ they promise to pay for your treatment?
- I \_\_\_\_\_ want to play football like my older brother. I always preferred hockey.

### 2 Choose the correct option.

- Mum is angry with you because \_\_\_\_\_ go to school today.
- Why \_\_\_\_\_ go to school today? You're not sick!
- Where \_\_\_\_\_ go after school? I want to know.
  - didn't you
  - did you
  - you didn't
- How many medals \_\_\_\_\_ win?
- She was a great gymnast, but \_\_\_\_\_ win any medals at the 2012 Olympics.
- A:** Why \_\_\_\_\_ go sailing with us?  
**B:** She was ill.
  - she didn't
  - didn't she
  - did she
- Why \_\_\_\_\_ take the train? It's much faster than the bus.
- I didn't see them because \_\_\_\_\_ arrive on time.
- What time \_\_\_\_\_ arrive at the station?
  - they didn't
  - didn't they
  - did they

## 7.2 Present Perfect with *ever/never*

We use the Present Perfect to talk about actions and events which ended in the past, but we don't know or it's not important when exactly they happened:

Kate **has swum** in the ocean.

**Have** you ever **travelled** by plane?

- We form the Present Perfect with the auxiliary verb *have/has* and the Past Participle form of the main verb.

Affirmative			Negative		
I/You/We/They	<b>'ve (have)</b>	<b>visited</b>	I/You/We/They	<b>haven't (have not)</b>	<b>visited</b>
He/She/It	<b>'s (has)</b>	Rome.	He/She/It	<b>hasn't (has not)</b>	Rome.
Yes/No questions		Short answers			
<b>Have</b>	I/you/we/they	<b>visited</b>	Yes, I/you/we/they <b>have</b> . No, I/you/we/they <b>haven't</b> .		
<b>Has</b>	he/she/it	Rome?	Yes, he/she/it <b>has</b> . No, he/she/it <b>hasn't</b> .		
Wh- questions					
What	<b>have</b> <b>has</b>	I/you/we/they he/she/it	<b>visited?</b>		

### SPELLING RULES – PAST PARTICIPLE:

#### Regular verbs

The spelling rules for the past participle form of regular verbs are the same as the Past Simple form; you can find them on page 132.

#### Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs on page 142.

#### *be* and *go*

- The past participle form of *be* is *been*:

**Have** you ever **been** really scared?

- Go* has two past participle forms, *been* and *gone*, which have different meanings:

*My parents have been to Italy.* (Some time ago. They are no longer there.)

*My parents have gone to Italy.* (They are still in Italy).

- We often use *been* when talking about sports or other physical activities:

*I've been bungee jumping.*

#### *ever* and *never*

We often use *ever* and *never* with the Present Perfect:

- We use **ever** in questions:

*Have you ever been camping?*

- We use **never** in negatives. Remember that in sentences with *never*, we use the affirmative form of the verb:

*Our teacher has never taken us on a school trip.*

## Present Simple and Past Simple

- We use the Present Perfect to talk about actions and events that ended in the past. We do not say when exactly they happened:

*I've seen the Statue of Liberty.*

- If we want to say or ask when something happened, we use the Past Simple.

*When did you see the Statue of Liberty?*

*I saw the Statue of Liberty last year.*

### 1 Complete the sentences with the words in the box.

(been ever gone has hasn't have)  
haven't never

- A: \_\_\_\_\_ he ever been on an adventure holiday?  
B: No, he hasn't.
- I've \_\_\_\_\_ tried hang-gliding. Is it fun?
- Pat isn't in town at the moment. She's \_\_\_\_\_ on holiday.
- A: Have you \_\_\_\_\_ stayed in a luxury hotel?  
B: No, I \_\_\_\_\_, but I'd love to do that!
- A: Susan, \_\_\_\_\_ you ever been abroad?  
B: Yes, I've \_\_\_\_\_ to France. I went there last year.
- A: Has she ever ridden a camel?  
B: No, she \_\_\_\_\_. That's why she's so excited about the trip to Egypt!

### 2 Complete the sentences with *been* or *gone*.

- I can't believe you've never \_\_\_\_\_ kayaking!
- My parents have \_\_\_\_\_ to Mexico for two weeks. There's nobody in the house, so we can have a picnic in our garden.
- We've already \_\_\_\_\_ to Rome and Paris. We'd like to go again next year.
- Has she ever \_\_\_\_\_ mountain biking?
- Jack isn't in the office today. He's \_\_\_\_\_ to Berlin.

### 3 Past Simple or Present Perfect? Choose the correct option.

- A: <sup>1</sup>Have you ever booked / Did you ever book a flight online?  
B: Yes, I <sup>2</sup>have / did. In fact, I <sup>3</sup>have booked / booked a flight to Greece yesterday.
- A: Last year in the summer we <sup>4</sup>ve gone / went to the mountains.  
B: Oh, great! <sup>5</sup>Have you gone / Did you go rock-climbing?  
A: Yes, we <sup>6</sup>did / have. It <sup>7</sup>was / has been great!
- A: Tom isn't here right now, he <sup>8</sup>'s gone / went on holiday.  
B: Really? When <sup>9</sup>has he left / did he leave?  
A: He <sup>10</sup>'s taken / took a train to Hungary two days ago. I think he's in Croatia now.

## 7.5 Present Perfect with *just/already/yet*

We often use these adverbs with the Present Perfect:

- just** – in affirmative sentences, before the main verb:  
*They have just reached the Antarctic.*
- already** – in affirmative sentences, before the main verb:  
*The children have already been to the science centre.*
- (not) yet** – in questions or negatives, at the end of the sentence:  
*Have you raised enough money yet?*  
*No, we haven't raised enough yet.*

### 1 Complete the sentences with *just*, *already* or *yet*.

- A: Have you booked a hotel for us \_\_\_\_\_?  
B: Yes, I've \_\_\_\_\_ done it, don't worry.
- A: Has Nancy been to Mongolia \_\_\_\_\_?  
B: No, she hasn't been there \_\_\_\_\_.
- A: Why are you so happy?  
B: I've \_\_\_\_\_ booked us a trip abroad!
- A: Have they opened a space hotel \_\_\_\_\_?  
B: No, they haven't done it \_\_\_\_\_.
- A: You look very fit!  
B: Well, I've \_\_\_\_\_ come back from a cycling trip.
- He's \_\_\_\_\_ been to over fifty countries, but he hasn't been to the seaside \_\_\_\_\_!

### 2 Put the words in the correct order to make sentences.

- restaurant / eaten / yet / haven't / I / this / at  
\_\_\_\_\_
- arrangements / I / the / made / have / already  
\_\_\_\_\_
- New Zealand / He / reached / just / has  
\_\_\_\_\_
- London / yet / Have / to / moved / you / ?  
\_\_\_\_\_
- ferry / I / already / this / taken / have  
\_\_\_\_\_
- from / back / a / have / We / just / camping holiday / come  
\_\_\_\_\_
- hasn't / yet / He / booking / changed / the  
\_\_\_\_\_
- seen / sights / already / have / the / We  
\_\_\_\_\_

### 3 Choose the correct option.

- I'm so excited! I've *already* / *just* won a holiday to Italy!
- They're in Greece, but they haven't been to the beach *just* / *yet*.
- We're late and our train has *already* / *yet* left.
- Has Peter got his new passport *yet* / *just*?
- Maria is ten, but she has *already* / *just* travelled to many countries.
- Harry has *just* / *yet* bought his ticket for the ferry.
- I've *already* / *just* booked my hotel. I did it two weeks ago.
- We've *yet* / *just* had lunch at a great restaurant.

## 8.2 Future with will

We use *will/won't* to make predictions based on our opinions, feelings or experiences:

*I think people **will travel** in time.*

**Will** climate change **destroy** the rainforests?

Affirmative				Negative			
I/You/He/ She/It/We/ They	<b>will</b>	<b>change.</b>		I/You/He/ She/It/ We/They	<b>won't</b> (will not)	<b>change.</b>	
Yes/No questions				Short answers			
<b>Will</b>	I/you/he/ she/it/ we/they	<b>change?</b>		Yes, I/you/he/she/it/we/they <b>will.</b>		No, I/you/he/she/it/we/they <b>won't.</b>	
Wh- questions							
How	<b>will</b>	I/you/he/she/it/ we/they	<b>change?</b>				

The future form of *can/can't* is *will/won't be able to*:  
*Sixteen-year-olds **will be able** to vote in elections.*  
*Cars **won't be able** to fly.*

We use *will + get/become + comparative adjective* to say that a situation is going to change:

*Rail travel **will become more popular.***

*Things **won't get better.***

### 1 Complete the short answers.

- A:** Do you think air pollution will get worse in the future?  
**B:** Yes, \_\_\_\_\_, I'm sure.
- A:** Will there be snowy winters in the future?  
**B:** Yes, \_\_\_\_\_. Don't worry.
- A:** Will the climate become tropical all over the world?  
**B:** No, \_\_\_\_\_.
- A:** Will people save water in the future?  
**B:** No, \_\_\_\_\_. People are too lazy.

### 2 Complete the sentences with the future forms of the words in the box.

( can come die disappear get  
learn make not be )

- Scientists predict that the climate \_\_\_\_\_ warmer in the future.
- Some islands \_\_\_\_\_ under the sea.
- Some people fear that there \_\_\_\_\_ enough clean water for everyone.
- I believe that we \_\_\_\_\_ solve the world energy problem.
- Some animals \_\_\_\_\_ out before the end of the century.
- Pollution in cities \_\_\_\_\_ going for walks impossible.
- Most energy \_\_\_\_\_ from the sun or wind.
- People \_\_\_\_\_ how to recycle better and produce less waste.

## 8.5 be going to

We use *be going to* to talk about future intentions and plans which may change:

*I'm going to study Medicine.*

*Is Meg going to invite me to her birthday party?*

Affirmative				Negative			
I	<b>'m</b> (am)			I	<b>'m not</b> (am not)		
You/ We/ They	<b>'re</b> (are)	<b>going to</b>	<b>travel.</b>	You/ We/ They	<b>aren't</b> (are not)	<b>going to</b>	<b>travel.</b>
He/ She/It	<b>'s</b> (is)			He/ She/It	<b>isn't</b> (is not)		
Yes/No questions				Short answers			
<b>Am</b>	I			Yes, I <b>am.</b>		No, I'm <b>not.</b>	
<b>Are</b>	you/ we/ they	<b>going to</b>	<b>travel?</b>	Yes, you/we/they <b>are.</b>		No, you/we/they <b>aren't.</b>	
<b>Is</b>	he/ she/it			Yes, he/she/it <b>is.</b>		No, he/she/it <b>isn't.</b>	
Wh- questions							
Where	<b>is</b>	he/she/it	<b>going to</b>	<b>travel?</b>			
	<b>are</b>	you/we/they					

### 1 Complete the sentences with the words in the box. There are two extra words.

( are aren't going is isn't 'm not to )

- I'm going \_\_\_\_\_ travel to the Amazon this summer.
- My friend \_\_\_\_\_ going to rescue sea turtles as a volunteer. It sounds exciting!
- I'm \_\_\_\_\_ going to do any birdwatching. I'm sure it's really boring.
- She \_\_\_\_\_ going to travel east. She's going to travel west!
- I love the ocean, so I \_\_\_\_\_ going to travel to the Pacific next year.
- A:** \_\_\_\_\_ they going to go to university after school?  
**B:** No, they aren't.

### 2 Complete the sentences with the words in brackets. Use the correct forms of *be (not) going to*.

- We \_\_\_\_\_ (not visit) Cornwall this weekend.
- How many trees \_\_\_\_\_ (they/cut down)?
- We \_\_\_\_\_ (not see) the Himalayas.
- She \_\_\_\_\_ (travel) round Europe by car.
- \_\_\_\_\_ (we/visit) any museums?
- \_\_\_\_\_ (you/swim) in the ocean?  
That's amazing!
- I \_\_\_\_\_ (play) badminton with Anne this weekend. Why not join us?
- My brother \_\_\_\_\_ (not buy) that tablet after all. It's too expensive.

# PREPOSITIONS

## ALONG

**along the river/road:** *We took a walk along the river.* (7.6)

## AT

**at (eight) o'clock/a.m./p.m.:** *The film starts at eight.* (2.4)

**at a campsite:** *You can stay at fantastic campsites for great prices.* (7.1)

**at a hotel/restaurant:** *Let's stay at this hotel.* (7.1)

**at the meeting:** *Phone a restaurant and order lunch for the people at the meeting.* (3.7)

**at all:** *They didn't practise at all.* (5.4)

**at first:** *At first he seemed strict, but now I really like him.* (6.7)

**at home/school:** *I stayed at home and watched television.* (1.1)

**at least:** *Will you at least say you're sorry?* (6.6)

**at midnight/night/noon:** *Peter often works at night.* (1.3)

**at platform (six):** *The Edinburgh train standing at platform six will depart in two minutes.* (7.3)

**at sb's house:** *We'll meet at Harry's house.* (2.7)

**at school/university:** *My sister's at Leeds University.* (5.1)

**at the age of:** *Jamie won his first tournament at the age of fifteen.* (5.1)

**at the beginning/end (of):** *At the beginning of each lesson, there is usually a revision exercise.* (1.7)

**at the moment:** *Julia's on holiday in Spain at the moment.* (3.5)

**at the same speed:** *They moved at the same speed.* (6.7)

**at the same time:** *How can you write and speak at the same time?* (6.2)

**at the top of (a mountain):** *At the top of the mountain, Hillary and Tenzing saw all the Himalayas.* (6.2)

**at the weekend:** *I like to play golf at the weekend.* (1.3)

## BY

**by bus/car/coach/plane/ship/train/ferry/boat:** *I usually go to school by bus.* (7.1)

**by courier:** *I hope you are able to send the watch to me by courier.* (7.7)

**by the sea:** *We've bought a small summer house by the sea.* (7.1)

## DURING

**during the day:** *Animals hide in the forest during the day.* (5.4)

**during the week:** *Do you have to go to bed by 10 p.m. during the week?* (4.5)

## FOR

**for (six) years:** *When they are five, they go to primary school and they stay there for six years.* (5.1)

**for dessert/dinner:** *What are we having for dessert?* (2.1)

**for free:** *Kylie's fixing my car for free.* (8.5)

**for hours:** *We waited for the results for hours.* (3.1)

**for lunch:** *For lunch you can try traditional Thai dishes like pad thai.* (2.4)

## FROM

**from ... to ...:** *The morning class is from 9 a.m. to 11 a.m.* (5.6)

**from an early age:** *She learnt English from an early age.* (5.5)

**from home:** *She works from home twice a week.* (3.1)

**from the start:** *They had problems from the start.* (3.1)

## IN

**in (2018):** *Record breakers in 2018!* (4.2)

**in a band:** *My brother plays in a rock band.* (5.7)

**in a canteen/hall/library:** *We always meet up in the canteen after the first lesson.* (5.3)

**in a city/continent/village/sea:** *I live in New York.* (7.1)

**in a desert:** *I rode a camel in the Sinai Desert.* (7.2)

**in the same way:** *Make this drink the same way you make tea.* (8.4)

**in a garage:** *The photo shows two mechanics in a garage.* (3.6)

**in a hotel/house/pub/shop/supermarket:** *We stayed in a hotel.* (7.1)

**in a lesson:** *Tim fell asleep in the Maths lesson.* (5.3)

**in a team:** *I like working in a team.* (3.1)

**in a zoo:** *It seems they are unhappy in a zoo or lab.* (8.4)

**in addition:** *In addition, you need a lot of land to keep large farm animals, such as cows.* (8.7)

**in an exam/a test:** *How did you do in your exams?* (5.1)

**in an hour:** *Gerry should be home in an hour.* (1.4)

**in (sixty) years' time:** *Will people still use cars in sixty years' time?* (8.2)

**in an office:** *Sorry, Amy's not in her office today.* (5.2)

**in danger:** *It's very sad to read that these astonishing animals are in danger.* (8.4)

**in English:** *Write this email in English.* (1.3)

**in fact:** *In fact, it is a bit like meeting intelligent aliens.* (8.4)

**in groups of (three):** *Do this exercise in groups of three.* (5.4)

**in half an hour:** *I've got an exam in half an hour and I haven't got the time to do this.* (3.7)

**in January/February/March, etc.:** *She started working there in January.* (1.7)

**in many ways:** *Working at home makes sense in many ways.* (6.3)

**in my opinion:** *In my opinion, he made the right decision.* (8.7)

**in proportion to:** *Their brains are large in proportion to their body size.* (8.4)

**in response to:** *I am writing in response to your newspaper advert.* (7.7)

**in the afternoon/evening/morning:** *Classes start in the morning.* (1.3)

**in the background:** *In the background, you can see the school.* (3.6)

**in the centre of:** *The hotel is right in the centre of the village.* (1.5)

**in the correct order:** *After doing a short course, you work in teams to move materials in the correct order and build a structure.* (5.4)

**in the countryside:** *The festival is about wild food – food you find in the countryside.* (2.5)

**in the crowd:** *I saw Mary in the crowd.* (6.7)

**in the emblem:** *You can see it in the emblem of the province of Alberta, Canada.* (8.4)

**in the fridge:** *But there isn't any cheese or ham in the fridge.* (2.2)

**in the house:** *You waste energy when you turn on all the lights in the house.* (8.6)

**in the last minute:** *In the last minute, our best player, Terry, ran towards the goal line with the ball, but after a few minutes he fell.* (6.7)

**in the mountains:** *I'm going to ride ponies for free in the mountains.* (8.3)

**in the night sky:** *When it's dark, you learn to identify different stars, constellations (groups of stars) and other objects in the night sky.* (5.4)

# PREPOSITIONS

**in the north of:** Ivrea is a town in the north of Italy. (2.5)

**in the ocean:** I like swimming in the ocean. (8.4)

**in the park:** Let's go for a walk in the park. (1.4)

**in the photo:** In the photo, you can see a group of teenagers. (3.6)

**in the rain:** It can be fun in good weather, but imagine two weeks of swimming and sailing in the rain! (6.1)

**in the summer:** In the summer, I usually go kayaking or sailing with my parents. (6.1)

**in the village/city:** I work with local teachers and we teach young children in the village. (3.3)

**in the world:** You're the best dad in the world. (2.4)

## ON

**on a boat:** He's on a boat in the middle of the lake. (2.4)

**on a bus/train/plane:** I always read newspapers on the train. (7.1)

**on a trip:** What was the most amazing thing on the trip? (7.1)

**on a/your computer/laptop/tablet:** I've got all my photos on my laptop. (1.2)

**on the phone:** She is talking to Sarah on the phone. (3.2)

**on both sides:** Fry the pancake on both sides. (2.3)

**on Facebook/YouTube:** In the evening, I post the best photos on Facebook. (1.3)

**on holiday:** I saw lions when I was on holiday in Africa. (1.3)

**on Monday (etc.) afternoon/evening/morning:** Let's go out for a meal on Monday afternoon. (1.3)

**on Monday/Tuesday/Wednesday, etc.:** It rained on Monday. (1.3)

**on TV:** They appeared on television in Guatemala. (1.3)

**on the beach:** In summer, we play volleyball on the beach. (7.1)

**on the board:** Write the correct answer on the board. (3.2)

**on the corner:** The theatre is on the corner of Park Street and Green Road. (7.6)

**on the Internet:** I read books, magazines or things on the Internet. (1.3)

**on the sports field:** When it rains, we don't have PE classes on the sports field. (5.3)

**on the/your left/right:** It's the first door on your left. (3.6)

**on time (for):** In Japan the trains are always on time. (5.1)

**on top (of):** The cake was burnt on top. (2.2)

**on a weekday:** I always get up at six on weekdays. (1.2)

**on the way back:** I know but I can get them on the way back from school. (2.1)

**on a planet:** And all because we humans don't protect the environment on our planet. (8.4)

**on the map:** I can't find this place on the map. (7.6)

**on earth:** What is the longest river on earth? (8.4)

**on a day:** On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast. (1.4)

**on (date):** I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. (7.7)

## PREPOSITIONS AFTER ADJECTIVES

**be afraid of:** Small children are afraid of the dark. (5.2)

**be bad for:** Sweets are bad for your teeth. (8.1)

**be busy with:** My weekends are busy with football. (1.3)

**be close to:** The house is close to the beach. (5.2)

**be difficult for:** But they are so different from humans that it is difficult for us to understand their intelligence. (8.4)

**be late for:** Peggy was late for school. (5.1)

**be famous for:** France is famous for its wine. (5.5)

**be generous with (money/time):** Jim is very generous with his time. (4.4)

**be good at:** Andrea is good at languages. (5.5)

**be good for:** Green vegetables are good for you. (1.3)

**be interested in:** Lisa is interested in law. (1.5)

**be popular with:** It's cheap and popular with local people as well as tourists. 2.4

**be ready for:** I don't think Joey is ready for school yet. (3.1)

**be responsible for:** The airline is responsible for the safety of its passengers. (3.4)

**be rubbish at:** I'm rubbish at Maths. (3.3)

**be scared of:** She's scared of flying. (5.2)

**be sorry for:** I'm sorry for the trouble. (3.7)

**be wrong with:** What's wrong with this phone? (6.2)

## PREPOSITIONS AFTER NOUNS

**advice about:** She gave me advice about what to see in New York. (6.6)

**classes for (children/adults/all age groups):** The company trains thousands of certified instructors, runs classes for all age groups, sells music, training videos and clothes. (6.4)

**danger to:** Illegal hunting is a danger to wildlife. (8.2)

**help with a matter:** Thank you for your help with this matter. (7.7)

**information about:** I'd like some information about the ticket prices. (4.7)

**plans for:** What plans have you got for your summer holidays? (5.7)

## PREPOSITIONS AFTER VERBS

**arrive in/at (a place):** This train is now arriving at platform three and not platform four as originally announced. (7.3)

**ask about:** Visitors usually ask about the history of the castle. (4.1)

**ask for:** Some people don't like to ask for help. (2.1)

**be interested in:** She isn't interested in technology! (1.6)

**be into:** I'm really into folk music. (6.3)

**borrow from:** You can borrow six books a month from the library. (5.3)

**cheat in exams:** In some countries, it is illegal to cheat in exams. (5.2)

**choose from:** You can choose from three different cars. (5.6)

**do badly/well in a test:** Next week they will send the results and I will know if I did well in the test. (5.1)

**download a podcast to your phone:** No, but you can download a podcast to your phone. (5.6)

**enquire about:** I am writing to enquire about your special offers. (7.7)

**escape/run away from:** They can use tools and solve problems: for example, open bottles to get food, or use clever strategies to escape from an aquarium. (8.4)

**get into a car:** He got into a car and drove to the city. (7.1)

**get off (a bus/plane/train):** Let's get off the bus at the next stop. (7.1)

**get off a bike:** If there are a lot of people in the park, you should get off your bike. (7.1)

**get on (a bus/plane/train/boat/bike):** She got on the bus at Clark Street. (7.1)

**get out of a car:** Carla got out of her car and ran quickly to the cinema. (7.1)

**get out of bed in the morning:** He gets out of bed and asks, 'Where's my purple shirt?' (1.4)

**go across (a road/street):** Go across the road. (7.6)

**go by bus:** Meet your tour guide at 11 a.m. and go by bus to

# PREPOSITIONS

- the floating market.* (2.4)
- go for a walk/coffee:** *In good weather, we just go for a walk.* (1.1)
- go for a jog/run:** *When we go for a jog, he runs up to every dog we meet.* (4.1)
- go for a swim:** *I take the children for a swim.* (1.4)
- go on a date:** *For me, going on your first date is really important.* (4.3)
- go on (a) holiday:** *When we go on holiday, my parents always make all the arrangements like booking a hotel or a flight.* (7.1)
- go on a package tour:** *I usually go on a package tour and visit some cities, top tourist sights and museums.* (7.1)
- go on an excursion:** *We relaxed on the beach and went on excursions to see some amazing Roman ruins.* (7.1)
- go on the Internet:** *In my free time, I usually go on the Internet.* (1.3)
- go out of a café:** *Go out of the café and turn left.* (7.6)
- go to the cinema/gym/park:** *When the weather's bad we go to the gym or the cinema.* (1.1)
- go to a concert:** *Have you ever been to a concert?* (7.2)
- go to bed:** *When I go to bed, Mum still sits down and types on her laptop.* (1.4)
- go to museums/the gym:** *At weekends, I usually go to the gym, Fred goes to museums and Mum visits her friends, but we also spend time together.* (1.4)
- invite to:** *He invited me to the meeting.* (1.7)
- know about:** *He knows a lot about cars.* (5.5)
- learn about:** *We only learnt about the accident later.* (3.3)
- learn about yourself:** *You learn a new language, you meet people who are different from you, and you learn so much about yourself.* (3.3)
- learn Spanish from a friend:** *Before going to Spain, try to learn Spanish from your friend.* (3.3)
- lie/sit on the sofa:** *Fred says she has an easy job: she just lies on the sofa and thinks, then gets up in the evening and says she's tired.* (1.4)
- listen to:** *Have you listened to those CDs yet?* (1.1)
- live with:** *Do you live with your parents?* (1.6)
- match to/with:** *Match the words on the left with the meanings on the right.* (1.3)
- pay for:** *How much did you pay for this watch?* (2.4)
- phone on (a number/their mobile):** *Please confirm by phoning me on my mobile.* (7.7)
- play for:** *Garcia plays for the Hornets.* (6.1)
- play jokes on:** *I love telling jokes and he loves playing jokes on me.* (4.1)
- prepare for:** *I haven't even begun to prepare for tomorrow's test.* (3.5)
- reply to:** *Please reply to this email.* (7.7)
- revise for an exam:** *What do you do to revise well for an exam?* (5.1)
- spend time at home:** *Do you like to spend time at home or go out?* (1.3)
- spend time in my room:** *I often spend time in my room and read.* (1.1)
- spend time with friends/family:** *I think people are happier when they spend time with their friends and family.* (1.1)
- stay at home:** *When we go to school, Mum stays at home and writes.* (1.4)
- stay at/in a hotel/bed and breakfast/youth hostel/guesthouse/campsite:** *We stayed at the B&B for three nights.* (7.1)
- stay for (a time):** *I'd like to stay for three nights.* (7.3)
- stay with:** *She's going to stay with her cousin in Wales.* (8.5)
- take part in:** *About 400 students took part in the protest.* (5.4)
- talk about (films/sport/books/people):** *My friends and I often talk about books.* (1.1)
- talk to:** *I'd like to talk to you in private about your son.* (1.1)
- teach Spanish to children:** *Mary wants to be a teacher and teach Spanish to small children.* (3.3)
- teach them about Spain:** *It's good to teach students about Spain when they want to study Spanish.* (3.3)
- teach them to make bread:** *He teaches them to make bread.* (3.3)
- tell about:** *Can you tell John about the party?* (1.1)
- thank for:** *Thank you for inviting me to your home.* (1.7)
- think about/of:** *Have you thought about which subjects you want to study at university?* (1.1)
- train for:** *Brenda spends two hours a day training for the marathon.* (5.1)
- turn into (a road/street):** *Turn into King's Road.* (7.6)
- walk along (a road/street):** *Walk along Green Street.* (7.6)
- walk past:** *On my way to school, I walk past the supermarket.* (7.6)
- work as (an engineer):** *He works as a construction engineer.* (3.5)
- work for:** *He works for a law firm.* (3.1)
- work from home:** *Many people are able to work from home.* (3.1)
- work in (a company/restaurant/hospital/school/supermarket/shop/café):** *My parents work in a big company.* (3.1)
- work in a team:** *She sometimes works in a team with others.* (3.1)
- work on a project/the details:** *Then I draw the plans on my computer and work on the details.* (3.1)
- work with children/people:** *Volunteers work with children and adults.* (3.1)
- work with your hands:** *I like working with my hands and it's great to work outside.* (3.1)

## OTHER

- because of:** *The ice in the Arctic is melting because of global warming.* (5.5)
- between:** *It's between the station and the hotel.* (7.6)
- first of all:** *First of all, there is a lot of waste when we produce meat.* (8.7)
- for example:** *The most popular stars on social media are pop stars, for example Katy Perry, Selena Gomez, Ariana Grande or Shakira.* (2.5)
- next to:** *I sat next to a really nice lady on the plane.* (7.6)
- opposite:** *The Town Hall is in Shakespeare Road opposite the park.* (7.6)
- straight on:** *Go straight on.* (7.6)
- under water:** *After doing a short course, you work in teams to move materials in the correct order and build a structure – all under water.* (5.4)
- up to (ten people):** *Up to ten people can go in the elevator at one time.* (7.5)

# PHRASAL VERBS, DAYS OF THE WEEK AND MONTHS

## PHRASAL VERBS

Use a dictionary to translate the phrasal verbs into your language.

**agree with** – \_\_\_\_\_ : I agree with Karen. It's much too expensive. (8.7)

**ask for** – \_\_\_\_\_ : Follow the instructions below to ask for a new haircut. (4.5)

**believe in** – \_\_\_\_\_ : Do you believe in ghosts? (4.1)

**build up** – \_\_\_\_\_ : Beto Perez built up his Zumba® business in the USA. (6.4)

**care about** – \_\_\_\_\_ : It's a great way to show you care about climate change. (6.3)

**check in** – \_\_\_\_\_ : Check in two hours before the flight. (7.3)

**come in** – \_\_\_\_\_ : There was a woman in a wedding dress, and lots of runners came in different animal costumes. (6.7)

**concentrate on** – \_\_\_\_\_ : I want to concentrate on my career for a while. (5.4)

**die out** – \_\_\_\_\_ : The last wolves in this area died out 100 years ago. (8.2)

**dress up (as)** – \_\_\_\_\_ : She dressed up as a witch for Halloween. (6.7)

**fall in love (with)** – \_\_\_\_\_ : I think falling in love or buying your first flat are important ... but for me, at the moment, all that is less important than learning (4.3)

**fall off (a bike)** – \_\_\_\_\_ : The man fell off his bike and broke his leg. (6.2)

**find out** – \_\_\_\_\_ : We never found out her name. (5.4)

**get in** – \_\_\_\_\_ : And how much does it cost to get in? (5.6)

**get on (a boat)** – \_\_\_\_\_ : Then, get on a boat and travel back through the market for the return journey. (2.4)

**get on (with)** – \_\_\_\_\_ : Both pop and rock fans are friendly and easy to get on with. (4.4)

**get out (of bed)** – \_\_\_\_\_ : Mum wakes up Fred. He gets out of bed and asks, 'Where's my purple shirt?' (1.4)

**get up** – \_\_\_\_\_ : I have to get up at six tomorrow. (1.2)

**go away** – \_\_\_\_\_ : When people spend many hours at work, or when they are going away, they phone our company. (3.4)

**go out** – \_\_\_\_\_ : Are we going out tomorrow? (1.1)

**go round** – \_\_\_\_\_ : It takes a long time to go round this market. (2.4)

**hang out (with sb)** – \_\_\_\_\_ : They hang out together. (4.2)

**look after** – \_\_\_\_\_ : We look after his children after school. (1.4)

**look at** – \_\_\_\_\_ : 'It's time to go,' said Patrick looking at his watch. (3.2)

**look for** – \_\_\_\_\_ : He's looked for the file, but hasn't found it. (8.6)

**look forward to (doing sth)** – \_\_\_\_\_ : I look forward to hearing from you. (7.7)

**move around** – \_\_\_\_\_ : Do you move around a lot in classes? (5.4)

**put up (a tent)** – \_\_\_\_\_ : You must put up your tent, collect wood for a fire and cook your food. (5.4)

**run away from** – \_\_\_\_\_ : Toby ran away from home at the age of fourteen. (8.4)

**scare away** – \_\_\_\_\_ : Or it can look like a dangerous animal, such as a sea snake, and scare an attacker away. (8.4)

**sit down** – \_\_\_\_\_ : Some days I don't get to sit down and rest for six or eight hours. And it's not a well-paid job. (1.4)

**stop over** – \_\_\_\_\_ : The plane stops over in Dubai on the way to India. (7.3)

**take (the dog) out for a walk** – \_\_\_\_\_ : On a normal day, Mum gets up first, takes the dog out and buys fresh rolls for breakfast. (1.4)

**throw away** – \_\_\_\_\_ : Buy less and throw less rubbish away. (8.7)

**turn on/off** – \_\_\_\_\_ : Turn off the tap when you clean your teeth. (8.6)

**wake up** – \_\_\_\_\_ : I woke up at five this morning. (1.4)

**write down** – \_\_\_\_\_ : Think about adjectives to describe parts of the face and write down as many as you can in one minute. (1.1)

## DAYS OF THE WEEK 1.14

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Sunday

## MONTHS 1.15

January

February

March

April

May

June

July

August

September

October

November

December

# PRONOUNS AND NUMERALS

## SUBJECT, OBJECT AND POSSESSIVE PRONOUNS, POSSESSIVE ADJECTIVES

Subject pronouns	Object pronouns	Possessive pronouns	Possessive pronouns (no noun)
I'm a student.	Come with <b>me</b> .	It's <b>my</b> house.	It's <b>mine</b> .
Have <b>you</b> got a cat?	I like <b>you</b> .	It's <b>your</b> bike.	It's <b>yours</b> .
<b>He</b> works at home.	Can you help <b>him</b> ?	It's <b>his</b> book.	It's <b>his</b> .
<b>She's</b> been to Prague.	Listen to <b>her</b> .	It's <b>her</b> room.	It's <b>hers</b> .
Is <b>it</b> a famous city?	I can't find <b>it</b> .	Oxford (= it) is famous for <b>its</b> university.	—
<b>We</b> live in Poland.	Wait for <b>us</b> .	It's <b>our</b> tablet.	It's <b>ours</b> .
<b>You</b> can't sit here.	Can I talk to <b>you</b> ?	It's <b>your</b> car.	It's <b>yours</b> .
Are <b>they</b> working?	Do you know <b>them</b> ?	It's <b>their</b> money.	It's <b>theirs</b> .

## DEMONSTRATIVE, QUESTION AND RELATIVE PRONOUNS

Demonstrative pronouns		Question pronouns	Relative pronouns
Singular	Plural		
this	these	What?	who
that	those	Who?	which
		Whose?	that
		Which?	whose
		Where?	when
		When?	where
		Why?	
		How?	
		(How often? How long? How far? How much? How many?)	

## CARDINAL NUMBERS 1.5

1 – one	20 – twenty
2 – two	21 – twenty-one
3 – three	22 – twenty-two
4 – four	23 – twenty-three
5 – five	24 – twenty-four
6 – six	25 – twenty-five
7 – seven	26 – twenty-six
8 – eight	27 – twenty-seven
9 – nine	28 – twenty-eight
10 – ten	29 – twenty-nine
11 – eleven	30 – thirty
12 – twelve	40 – forty
13 – thirteen	50 – fifty
14 – fourteen	60 – sixty
15 – fifteen	70 – seventy
16 – sixteen	80 – eighty
17 – seventeen	90 – ninety
18 – eighteen	100 – one/a hundred
19 – nineteen	101 – one/a hundred and one
	1,000 – one/a thousand
	2,000 – two thousand

## ORDINAL NUMBERS

first (1st)	twentieth (20th)
second (2nd)	twenty-first (21st)
third (3rd)	twenty-second (22nd)
fourth (4th)	twenty-third (23rd)
fifth (5th)	twenty-fourth (24th)
sixth (6th)	twenty-fifth (25th)
seventh (7th)	twenty-sixth (26th)
eighth (8th)	twenty-seventh (27th)
ninth (9th)	twenty-eighth (28th)
tenth (10th)	twenty-ninth (29th)
eleventh (11th)	thirtieth (30th)
twelfth (12th)	fortieth (40th)
thirteenth (13th)	fiftieth (50th)
fourteenth (14th)	sixtieth (60th)
fifteenth (15th)	seventieth (70th)
sixteenth (16th)	eightieth (80th)
seventeenth (17th)	ninetieth (90th)
eighteenth (18th)	hundredth (100th)
nineteenth (19th)	hundred and first (101st)

## PREFIXES

### Common prefixes

Prefix	Examples
co- (=with, together)	co-workers
dis-	disagree, dislike
im-	impossible
in-	incomplete, informal
inter- (=between)	international, intercontinental
ir-	irregular
non-	non-professional
re- (=again)	rewrite, retake
un-	unsociable, unkind

## SUFFIXES

### Noun suffixes

Suffix	Examples
-ment	government, equipment
-ion/-tion/-sion	protection, decision
-ation/-ition	information, audition
-ence/-ance	experience, entrance
-ity	activity, speciality
-ness	fitness, business
-ing	training, acting
-al	musical, trial
-age	postage, package
-y	difficulty, bakery
-ure	adventure, nature
-er/-or	player, actor
-ist	journalist, receptionist
-ant/-ent	assistant, student
-an/-ian	Italian, vegetarian
-ee	committee

### Adjective suffixes

Suffix	Examples
-al	environmental, traditional
-ic	energetic, specific
-ive	creative, expensive
-ful	successful, cheerful
-ous	poisonous, generous
-y	healthy, funny
-ly	lovely, friendly
-able/-ible	sociable, responsible
-ed	interested, excited
-ing	boring, exciting
-ern	southern, western

### Verb formation

Suffix	Examples
-ise/ize (Am.E.)	realise, revise
-en	broaden
-ify	identify

### Adverb suffixes

Suffix	Examples
-ly	badly, finally

# IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be [bi:]	was/were [wɒz/wɜ:]	been [bi:n]
become [brɪ'kʌm]	became [brɪ'keɪm]	become [brɪ'kʌm]
begin [brɪ'gɪn]	began [brɪ'gæn]	begun [brɪ'gʌn]
break [breɪk]	broke [brəʊk]	broken ['brəʊkən]
bring [brɪŋ]	brought [brɔ:t]	brought [brɔ:t]
build [bɪld]	built [bɪlt]	built [bɪlt]
burn [bɜ:n]	burned [bɜ:nd]/ burnt [bɜ:nt]	burned [bɜ:nd]/ burnt [bɜ:nt]
buy [baɪ]	bought [bɔ:t]	bought [bɔ:t]
catch [kætʃ]	caught [kɔ:t]	caught [kɔ:t]
choose [tʃu:z]	chose [tʃəʊz]	chosen ['tʃəʊzn]
come [kʌm]	came [keɪm]	come [kʌm]
cost [kɒst]	cost [kɒst]	cost [kɒst]
cut [kʌt]	cut [kʌt]	cut [kʌt]
dig [dɪg]	dug [dʌg]	dug [dʌg]
do [du:]	did [dɪd]	done [dʌn]
draw [drɔ:]	drew [dru:]	drawn [drɔ:n]
dream [dri:m]	dreamed [dri:md]/ dreamt [dremt]	dreamed [dri:md]/ dreamt [dremt]
drink [drɪnk]	drank [drænk]	drunk [drʌnk]
drive [draɪv]	drove [drəʊv]	driven ['drɪvn]
eat [i:t]	ate [et]	eaten ['i:tɪn]
fall [fɔ:l]	fell [fel]	fallen ['fɔ:lɪn]
feed [fi:d]	fed [fed]	fed [fed]
feel [fi:l]	felt [felt]	felt [felt]
fight [faɪt]	fought [fɔ:t]	fought [fɔ:t]
find [faɪnd]	found [faʊnd]	found [faʊnd]
fly [flaɪ]	flew [flu:]	flown [fləʊn]
forget [fə'get]	forgot [fə'gɒt]	forgotten [fə'gɒtn]
forgive [fə'gɪv]	forgave [fə'geɪv]	forgiven [fə'gɪvn]
get [get]	got [gɒt]	got [gɒt]
give [gɪv]	gave [geɪv]	given ['gɪvn]
go [gəʊ]	went [went]	gone [gɒn]/ been [bi:n]
grow [grəʊ]	grew [gru:]	grown [grəʊn]
have [hæv]	had [hæd]	had [hæd]
hear [hɪə]	heard [hɜ:d]	heard [hɜ:d]
hide [haɪd]	hid [hɪd]	hidden ['hɪdn]
hit [hɪt]	hit [hɪt]	hit [hɪt]
hold [həʊld]	held [held]	held [held]
hurt [hɜ:t]	hurt [hɜ:t]	hurt [hɜ:t]
keep [ki:p]	kept [kept]	kept [kept]
know [nəʊ]	knew [nju:]	known [nəʊn]
lead [li:d]	led [led]	led [led]
learn [lɜ:n]	learned [lɜ:nd]/ learnt [lɜ:nt]	learned [lɜ:nd]/ learnt [lɜ:nt]
leave [li:v]	left [left]	left [left]

Infinitive	Past Simple	Past Participle
lend [lend]	lent [lent]	lent [lent]
let [let]	let [let]	let [let]
lie [laɪ]	lay [leɪ]	lain [leɪn]
light [laɪt]	lit [lɪt]	lit [lɪt]
lose [lɔ:z]	lost [lɒst]	lost [lɒst]
make [meɪk]	made [meɪd]	made [meɪd]
mean [mi:n]	meant [ment]	meant [ment]
meet [mi:t]	met [met]	met [met]
pay [peɪ]	paid [peɪd]	paid [peɪd]
put [pʊt]	put [pʊt]	put [pʊt]
read [ri:d]	read [red]	read [red]
ride [raɪd]	rode [rəʊd]	ridden ['rɪdn]
ring [rɪŋ]	rang [ræŋ]	rung [rʌŋ]
run [rʌn]	ran [ræn]	run [rʌn]
say [seɪ]	said [sed]	said [sed]
see [si:]	saw [sɔ:]	seen [si:n]
sell [sel]	sold [səʊld]	sold [səʊld]
send [send]	sent [sent]	sent [sent]
set [set]	set [set]	set [set]
shine [ʃaɪn]	shone [ʃɒn]	shone [ʃɒn]
show [ʃəʊ]	showed [ʃəʊd]	shown [ʃəʊn]
shut [ʃʌt]	shut [ʃʌt]	shut [ʃʌt]
sing [sɪŋ]	sang [sæŋ]	sung [sʌŋ]
sit [sɪt]	sat [sæt]	sat [sæt]
sleep [sli:p]	slept [slept]	slept [slept]
smell [smel]	smelled [smeld]/ smelt [smelt]	smelled [smeld]/ smelt [smelt]
speak [spi:k]	spoke [spəʊk]	spoken ['spəʊkən]
spend [spend]	spent [spent]	spent [spent]
spill [spɪl]	spilled [spɪld]/ spilt [spɪlt]	spilled [spɪld]/ spilt [spɪlt]
stand [stænd]	stood [stʊd]	stood [stʊd]
steal [sti:l]	stole [stəʊl]	stolen ['stəʊlən]
swim [swɪm]	swam [swæm]	swum [swʌm]
take [teɪk]	took [tʊk]	taken ['teɪkən]
teach [ti:tʃ]	taught [tɔ:t]	taught [tɔ:t]
tear [tiə]	tore [tɔ:]	torn [tɔ:n]
tell [tel]	told [təʊld]	told [təʊld]
think [θɪŋk]	thought [θɔ:t]	thought [θɔ:t]
throw [θrəʊ]	threw [θru:]	thrown [θrəʊn]
understand [ˌʌndə'stænd]	understood [ˌʌndə'stʊd]	understood [ˌʌndə'stʊd]
wake [weɪk]	woke [wəʊk]	woken ['wəʊkən]
wear [weə]	wore [wɔ:]	worn [wɔ:n]
win [wɪn]	won [wʌn]	won [wʌn]
write [raɪt]	wrote [rəʊt]	written ['rɪtn]