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# Third Edition **Solutions**

**Elementary**

Workbook

Tim Falla Paul A Davies



Ebook interactive features

# Third Edition

# Solutions

Elementary

Workbook

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Unit	A Vocabulary	B Grammar	C Vocabulary	D Grammar				
<b>I</b> Introduction	p4 Personal information	<i>be</i> and <i>have got</i>	Talking about ability and asking for permission	Articles: <i>the, a / an, some; this / that / these / those</i>				
Unit	A Vocabulary	B Grammar	C Listening	D Grammar	E Word Skills	F Reading	G Speaking	H Writing
<b>1</b> Family and friends	p8 Family	Present simple (affirmative)	Spelling and pronunciation	Present simple (negative and interrogative)	Singular and plural nouns	Sibling rivalry	Describing people	A personal profile
Review 1	p16							
Exam Skills Trainer 1	p18	Reading: True / false • Listening: Multiple matching • Use of English: Multiple-choice cloze • Speaking: Description of a person • Writing: A personal profile						
<b>2</b> School days	p20 Daily routine	<i>have to</i>	Unusual schools	Adverbs of frequency; question words	Prepositions of time	Small schools	Giving advice	An announcement
Review 2	p28							
<b>3</b> Style	p30 Clothes	Present continuous	Catwalk fashion	Contrast: present simple and present continuous	Adjectives: opposites	Teenage pressures	Making arrangements	An email
Review 3	p38							
Exam Skills Trainer 2	p40	Reading: Missing sentences • Listening: Multiple choice • Use of English: Open cloze • Speaking: Conversation • Writing: An information email						
<b>4</b> Food	p42 Are you hungry?	<i>there is / there are; some and any</i>	Eating in the wild!	<i>how much / how many, much / many / a lot of, a few / a little</i>	Adjective + preposition	Online dining	In a restaurant	An invitation
Review 4	p50							
<b>5</b> In the city	p52 Places	Comparatives	Town or country?	Superlatives	Words that go together	Unusual cities	Asking for and giving directions	An article
Review 5	p60							
Exam Skills Trainer 3	p62	Reading: Short text multiple choice • Listening: Multiple choice • Use of English: Open cloze • Speaking: Role-play • Writing: An article						
<b>6</b> Going wild	p64 Wild animals	Past simple (affirmative): regular	Missing sounds	Past simple: <i>be</i> and <i>can</i>	Prepositions of movement and place	Stranger than fiction?	Photo description	A postcard
Review 6	p72							
<b>7</b> Digital world	p74 Computing	Past simple (affirmative): irregular	Listening to instructions	Past simple (negative and interrogative)	Introduction to phrasal verbs	Say <i>no</i> to cyberbullying	In a shop	A narrative
Review 7	p82							
Exam Skills Trainer 4	p84	Reading: Multiple matching • Listening: True / false • Use of English: Multiple-choice cloze • Speaking: Role-play • Writing: A story / narrative						
<b>8</b> Be active!	p86 Sports and hobbies	<i>going to</i>	Prediction	<i>will</i>	Noun suffixes	Against the odds	Negotiating	An informal letter
Review 8	p94							
<b>9</b> Home sweet home!	p96 My home	Present perfect (affirmative)	University accommodation	Present perfect (negative and interrogative)	<i>do, make, have, take, bring</i>	In the middle of nowhere	Photo comparison	A description
Review 9	p104							
Exam Skills Trainer 5	p106	Reading: Multiple choice • Listening: Summary completion (short answers) • Use of English: Word formation • Speaking: Picture comparison • Writing: A description (of a place)						
Cumulative Review 1	p108	(Units 1–1)						
Cumulative Review 2	p110	(Units 1–3)						
Cumulative Review 3	p112	(Units 1–5)						
Cumulative Review 4	p114	(Units 1–7)						
Cumulative Review 5	p116	(units 1–9)						

# I

# Introduction

## Vocabulary

### A

## Personal information

*I can exchange basic personal information.*

1 Put the words in the correct order to make questions. Then write true answers.

1 name / what's / your

\_\_\_\_\_?  
Answer: \_\_\_\_\_.

2 that / spell / you / how / do

\_\_\_\_\_?  
Answer: \_\_\_\_\_.

3 old / you / how / are

\_\_\_\_\_?  
Answer: \_\_\_\_\_.

4 you / from / where / are

\_\_\_\_\_?  
Answer: \_\_\_\_\_.

2 Find fourteen countries in the wordsearch and write them below.

P	O	L	A	N	D	J	D	E	G	R	O
X	A	W	C	F	R	A	N	C	E	T	L
B	R	A	Z	I	L	P	E	R	R	T	L
E	G	K	E	Q	U	A	P	O	M	U	N
S	E	J	C	W	Z	N	I	A	A	R	I
G	N	U	A	A	N	D	Y	T	N	K	A
I	T	A	L	Y	I	A	X	I	Y	E	Y
M	I	I	N	O	A	U	L	A	K	Y	O
L	N	S	H	U	N	G	A	R	Y	S	P
U	A	S	P	A	I	N	O	I	A	D	I
K	A	R	I	T	Y	R	U	S	S	I	A
D	U	K	R	A	I	N	E	U	Y	C	N

- |           |                |
|-----------|----------------|
| 1 A _____ | 8 J _____      |
| 2 B _____ | 9 P _____      |
| 3 C _____ | 10 R _____     |
| 4 F _____ | 11 S _____     |
| 5 G _____ | 12 T _____     |
| 6 H _____ | 13 U _____     |
| 7 I _____ | 14 the U _____ |

3 1.02 Listen. Write the names of the people and the countries they are from.

- Viktória is from Hungary.
- \_\_\_\_\_ is from \_\_\_\_\_.
- \_\_\_\_\_ is from \_\_\_\_\_.
- \_\_\_\_\_ is from \_\_\_\_\_.
- \_\_\_\_\_ is from \_\_\_\_\_.

4 1.03 Listen and write the letters and numbers.



1 This car is a Volvo \_\_\_\_\_.



2 This phone is an \_\_\_\_\_.



3 This aircraft is a \_\_\_\_\_.



4 This road is the \_\_\_\_\_ in England.



5 This motorbike is a \_\_\_\_\_.



6 This is an \_\_\_\_\_ laptop.

**be and have got**

*I can use be and have got.*

**1 Write affirmative or negative sentences with the correct form of the verb *be*.**

- 1 they / cousins ✗  
*They aren't cousins.*
- 2 she / from Croatia ✗  
\_\_\_\_\_
- 3 you / at school ✓  
\_\_\_\_\_
- 4 I / a student ✓  
\_\_\_\_\_
- 5 we / hungry ✗  
\_\_\_\_\_
- 6 you / on holiday ✗  
\_\_\_\_\_
- 7 I / 27 years old ✗  
\_\_\_\_\_
- 8 he / from Spain ✗  
\_\_\_\_\_

**2 Put the words in the correct order to make questions. Then write short answers.**

- 1 seventeen / are / you  
\_\_\_\_\_ ?  
\_\_\_\_\_ ✗
- 2 they / from / Britain / are  
\_\_\_\_\_ ?  
\_\_\_\_\_ ✓
- 3 cold / today / it / is  
\_\_\_\_\_ ?  
\_\_\_\_\_ ✗
- 4 in / we / an English lesson / are  
\_\_\_\_\_ ?  
\_\_\_\_\_ ✓
- 5 she / is / very tall  
\_\_\_\_\_ ?  
\_\_\_\_\_ ✗

**3 Write true sentences. Use the affirmative or negative form of *have got*.**

- 1 I \_\_\_\_\_ a bike.
- 2 We \_\_\_\_\_ computers in all our classrooms.
- 3 My best friend \_\_\_\_\_ brown eyes.
- 4 My parents \_\_\_\_\_ two cars.
- 5 I \_\_\_\_\_ a pet.
- 6 My teacher \_\_\_\_\_ black hair.

**4 Look at the table. Write questions and short answers with the correct form of *have got*.**

	Liam	Zoe
a skateboard	✓	✗
a smartphone	✓	✓
a dictionary	✗	✓
a bike	✗	✗

- 1 Liam / a skateboard?  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- 2 Zoe / a skateboard?  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- 3 Liam and Zoe / smartphones?  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- 4 Liam / a dictionary?  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
- 5 Liam and Zoe / bikes?  
\_\_\_\_\_ ?  
\_\_\_\_\_ .

**5 Complete the email to a penfriend. Use *be* and *have got*, affirmative, negative and interrogative.**

✉ To: lucy@email.com

Hi Lucy,

My name <sup>1</sup> \_\_\_\_\_ Emily.


I <sup>2</sup> \_\_\_\_\_ seventeen years old. How old <sup>3</sup> \_\_\_\_\_ you?

My home town is Bristol, in England. But I <sup>4</sup> \_\_\_\_\_ English – I'm American. My parents <sup>5</sup> \_\_\_\_\_ from California. I <sup>6</sup> \_\_\_\_\_ lots of cousins in the USA. Where <sup>7</sup> \_\_\_\_\_ you from?

This <sup>8</sup> \_\_\_\_\_ a photo of me. I <sup>9</sup> \_\_\_\_\_ brown hair and blue eyes. I <sup>10</sup> \_\_\_\_\_ a brother – his name is Jake, and he <sup>11</sup> \_\_\_\_\_ blue eyes too – but I <sup>12</sup> \_\_\_\_\_ a sister. And we <sup>13</sup> \_\_\_\_\_ a cat called Charlie. He <sup>14</sup> \_\_\_\_\_ a year old and very friendly. <sup>15</sup> \_\_\_\_\_ you <sup>16</sup> \_\_\_\_\_ any brothers and sisters?

Write soon!

Emily



# Talking about ability and asking for permission

*I can talk about ability and ask for permission.*

### 1 Label the instruments with the words below.

clarinet drums flute guitar piano saxophone  
trumpet violin



1 \_\_\_\_\_



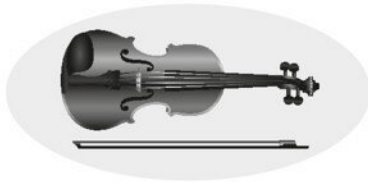
2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

### 2 Look at the table. Then write sentences with *can* or *can't*.

Ted	✓	✓	✗	✗
Marie	✗	✓	✗	✓
Mason	✗	✓	✓	✓
Sophie	✓	✓	✗	✓

- Ted / the violin  
*Ted can't play the violin.*
- Marie / Chinese  
\_\_\_\_\_
- Mason / a bike  
\_\_\_\_\_
- Ted and Sophie / football  
\_\_\_\_\_
- Marie and Sophie / the violin  
\_\_\_\_\_
- Ted / Chinese  
\_\_\_\_\_

### 3 Write questions with *Can ... ?* and the information in brackets. Then write answers using the table in exercise 2.

- (Ted / football) *Can Ted play football? Yes, he can.*
- (Marie / violin) \_\_\_\_\_  
\_\_\_\_\_
- (Sophie and Mason / bike) \_\_\_\_\_  
\_\_\_\_\_
- (Marie and Mason / Chinese) \_\_\_\_\_  
\_\_\_\_\_
- (Mason / football) \_\_\_\_\_  
\_\_\_\_\_

### 4 Put the words in the correct order to ask for permission. Then add them to the correct mini-dialogues (1–6).

- question / ask / I / can / a *Can I ask a question?*
  - borrow / pencil / can / a / I \_\_\_\_\_ ?
  - book / share / I / your / can \_\_\_\_\_ ?
  - copy / answer / I / can / your \_\_\_\_\_ ?
  - use / dictionary / can / your / I \_\_\_\_\_ ?
  - borrow / can / I / £1 \_\_\_\_\_ ?
- A *Can I ask a question?*  
B Yes, of course. What is it?
  - A Write your name here, please.  
B OK. \_\_\_\_\_
  - A Have you got money for the bus?  
B No, I haven't. \_\_\_\_\_
  - A I don't understand question 3. \_\_\_\_\_  
B No, you can't!
  - A Turn to page 56.  
B Oh no! My book is at home. \_\_\_\_\_
  - A How do you spell 'clarinet'?  
B I'm not sure. \_\_\_\_\_

### 5 Write true sentences about your abilities using *can* / *can't* and the verbs in brackets.

- (swim) *I can swim. / I can't swim.*
- (sing) \_\_\_\_\_
- (dance) \_\_\_\_\_
- (ski) \_\_\_\_\_
- (ride a horse) \_\_\_\_\_
- (speak French) \_\_\_\_\_

### 6 Now write five sentences about what your friends and family can or can't do.

- My friend Adam *can* speak Russian.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Articles: *the, a / an, some; this / that / these / those*

*I can use articles and this, that, these and those correctly.*

1 Complete the classroom words with *a, e, i, o* and *u*. Then write *a, an* or *some* in front of the nouns.

- 1 \_\_\_\_ b\_\_ n
- 2 \_\_\_\_ bl\_\_ ckb \_\_\_\_ rd
- 3 \_\_\_\_ c\_\_ lc\_\_ l\_\_ t\_\_ r
- 4 \_\_\_\_ ch \_\_\_\_ rs
- 5 \_\_\_\_ c\_\_ mp\_\_ t\_\_ r
- 6 \_\_\_\_ c\_\_ pb \_\_\_\_ rds
- 7 \_\_\_\_ d\_\_ sk
- 8 \_\_\_\_ \_\_ r\_\_ s\_\_ r
- 9 \_\_\_\_ \_\_ x\_\_ rc\_\_ s\_\_ b \_\_\_\_ k
- 10 \_\_\_\_ \_\_ nt\_\_ r\_\_ ct\_\_ v\_\_ wh\_\_ t\_\_ b \_\_\_\_ rd
- 11 \_\_\_\_ p\_\_ n
- 12 \_\_\_\_ p\_\_ nc\_\_ ls
- 13 \_\_\_\_ p\_\_ nc\_\_ l c\_\_ s\_\_
- 14 \_\_\_\_ p\_\_ nc\_\_ l sh\_\_ rp\_\_ n\_\_ r
- 15 \_\_\_\_ r\_\_ l\_\_ rs
- 16 \_\_\_\_ sch \_\_\_\_ lb\_\_ g
- 17 \_\_\_\_ sh\_\_ lv\_\_ s

2 Complete the sentences with *a, an, some* or *the*.



- 1 I've got \_\_\_\_\_ pens in my pencil case. I've also got \_\_\_\_\_ eraser and \_\_\_\_\_ pencil. \_\_\_\_\_ pencil case is in my schoolbag.
- 2 I've got \_\_\_\_\_ exams next week. There's \_\_\_\_\_ maths exam on Monday and \_\_\_\_\_ geography exam on Tuesday. I think \_\_\_\_\_ maths exam is really difficult!
- 3 There are \_\_\_\_\_ good films on TV tonight. There's \_\_\_\_\_ horror film and \_\_\_\_\_ science fiction film. \_\_\_\_\_ science fiction film is at 7 p.m. and \_\_\_\_\_ horror film is at 9 p.m.
- 4 My dad has got \_\_\_\_\_ motorbike and my mum has got \_\_\_\_\_ old car. \_\_\_\_\_ motorbike is red and \_\_\_\_\_ car is blue.
- 5 I've got \_\_\_\_\_ photos of my family on my phone. But I can't see them because \_\_\_\_\_ phone is broken.

3 There are one or two mistakes with articles in each sentence. Circle the mistakes and rewrite the sentences correctly.

- 1 I've got a cat and a dog. A cat is called Jimmy and the dog is called Rex.  
*I've got a cat and a dog. The cat is called Jimmy and the dog is called Rex.*
- 2 There's a elephant and the giraffes at our local zoo.  
\_\_\_\_\_
- 3 We've got some apple tree in our garden. It's very beautiful.  
\_\_\_\_\_
- 4 I've got some phone and an MP3 player. I've got the phone with me, but an MP3 player is at home.  
\_\_\_\_\_
- 5 There are a exercise books and some dictionary on my table.  
\_\_\_\_\_

4 Write sentences about the pictures. Use *this, that, these* and *those* and the words below.

book calculator pen pencil schoolbag shoe



1 This is a pen.



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



# 1

# Family and friends

## Vocabulary

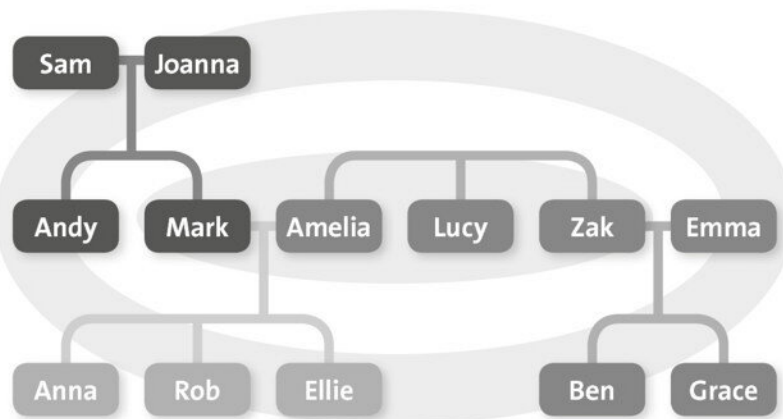
### A

## Family

I can talk about family members.



5 Look at the family tree. Write sentences about the people in brackets.



1 Complete the sentences with the correct family member from the words below.

cousins granddaughter grandfather grandparents  
grandson nephew niece sister uncle

- 1 My son's son is my *grandson*.
- 2 My dad's brother is my \_\_\_\_\_.
- 3 My mum's father and mother are my \_\_\_\_\_.
- 4 My parents' daughter is my \_\_\_\_\_.
- 5 My father's father is my \_\_\_\_\_.
- 6 My father's sister's children are my \_\_\_\_\_.
- 7 My brother's daughter is my \_\_\_\_\_.
- 8 My daughter's daughter is my \_\_\_\_\_.
- 9 My sister's son is my \_\_\_\_\_.

2 Complete three more sentences like those in exercise 1.

- 1 My \_\_\_\_\_ is my grandmother.
- 2 My \_\_\_\_\_ is my aunt.
- 3 My \_\_\_\_\_ are my nieces.

3 Add the apostrophes in the correct places. Then choose the correct answer, a or b.

- 1 My mothers new husband is my \_\_\_\_\_.  
a father-in-law                      b stepfather
- 2 My sisters husband is my \_\_\_\_\_.  
a brother-in-law                      b stepbrother
- 3 My sons wife is my \_\_\_\_\_.  
a son-in-law                              b daughter-in-law
- 4 My fathers wives daughter is my \_\_\_\_\_.  
a sister-in-law                          b stepsister

4 Look at the apostrophes. Tick the correct sentence (a or b).

- 1 a My children's dog is at their uncle's house.   
b My childrens' dog is at their uncles' house.
- 2 a That is my wives' sister's car.   
b That is my wife's sister's car.
- 3 a My nephew's mother is my brothers' wife.   
b My nephews' mother is my brother's wife.

- 1 (Mark / Andy) Mark is Andy's brother.
- 2 (Ben / Anna) \_\_\_\_\_.
- 3 (Joanna / Rob) \_\_\_\_\_.
- 4 (Mark / Ben) \_\_\_\_\_.
- 5 (Rob / Lucy) \_\_\_\_\_.
- 6 (Zak / Emma) \_\_\_\_\_.
- 7 (Sam / Andy) \_\_\_\_\_.
- 8 (Amelia / Ellie) \_\_\_\_\_.
- 9 (Anna / Ellie) \_\_\_\_\_.
- 10 (Sam / Rob) \_\_\_\_\_.

6 1.04 Listen to a girl and boy talking about a photo of the family in exercise 5. What is the girl's name? Use the family tree to help you.

She is \_\_\_\_\_.

7 1.04 Listen again. Which four members of the family from exercise 5 are in the photo? Label them.



8 Write sentences about three members of your own family.

I've got a sister. Her name is Olivia.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

## Present simple (affirmative)

I can use the present simple affirmative correctly.

- 1 Complete the descriptions using the present simple affirmative form of the verbs in brackets. Can you match each description with a TV show below?

~~3rd Rock from the Sun~~ Friends How I Met Your Mother  
The Simpsons Two and a Half Men



1 *3rd Rock from the Sun*

Dick Solomon and his family are not really humans: they \_\_\_\_\_ (come) from another part of the universe. But they \_\_\_\_\_ (live) on Earth and \_\_\_\_\_ (study) humans. Dick \_\_\_\_\_ (teach) at a university.

2 \_\_\_\_\_

The children \_\_\_\_\_ (go) to Springfield Elementary School and their father \_\_\_\_\_ (work) at a nuclear power plant.

3 \_\_\_\_\_

Two friends, Joey and Chandler, \_\_\_\_\_ (share) an apartment. Rachel and Monica \_\_\_\_\_ (live) in the same block. Monica's brother Ross often \_\_\_\_\_ (visit) them.

4 \_\_\_\_\_

Ted Mosby \_\_\_\_\_ (live) in Manhattan. He \_\_\_\_\_ (go) out with lots of friends, but he only \_\_\_\_\_ (meet) his wife in the final series.

5 \_\_\_\_\_

Charlie Harper \_\_\_\_\_ (live) in Malibu. His brother, Alan, \_\_\_\_\_ (come) to live with him and Alan's son \_\_\_\_\_ (visit) at weekends.

- 2 Write the third person singular forms of the verbs below.

- |                |               |
|----------------|---------------|
| 1 enjoy _____  | 5 know _____  |
| 2 have _____   | 6 go _____    |
| 3 finish _____ | 7 use _____   |
| 4 study _____  | 8 watch _____ |

- 3 Complete the sentences with the third person singular forms from exercise 2.

- My uncle is from Paris and he \_\_\_\_\_ the city really well.
- My brother \_\_\_\_\_ to a music club every Monday.
- My little sister \_\_\_\_\_ a computer for her homework.
- This lesson \_\_\_\_\_ at 3.05 p.m.
- My grandad \_\_\_\_\_ TV every evening.
- My cousin \_\_\_\_\_ piano lessons every weekend.
- Our dog really \_\_\_\_\_ his walks.
- My best friend \_\_\_\_\_ at university in Istanbul.

- 4 Complete the information with the present simple affirmative forms of the verbs in brackets.

1 I \_\_\_\_\_ (live) in Montreal with my family. We \_\_\_\_\_ (speak) French at school, but I \_\_\_\_\_ (speak) English at home with my family. My mum \_\_\_\_\_ (work) in a shop and my dad \_\_\_\_\_ (play) the guitar in a band.

2 I'm from Miami, Florida. I \_\_\_\_\_ (live) with my parents and my three brothers. My grandma \_\_\_\_\_ (live) in the same street. She \_\_\_\_\_ (visit) us every day. She \_\_\_\_\_ (speak) Spanish.

3 I \_\_\_\_\_ (live) in Perth, in Australia. In the summer, I \_\_\_\_\_ (go) to the beach every day and I \_\_\_\_\_ (swim) in the sea. My brother \_\_\_\_\_ (love) sport. He \_\_\_\_\_ (play) cricket for Western Australia juniors.

4 My family and I \_\_\_\_\_ (live) in Aberdeen, in Scotland. We \_\_\_\_\_ (speak) English – but my grandad \_\_\_\_\_ (know) Gaelic too. I \_\_\_\_\_ (play) the violin in a folk band and my sister \_\_\_\_\_ (sing). She \_\_\_\_\_ (dance) too!

5 I \_\_\_\_\_ (live) in Dublin, in Ireland. School \_\_\_\_\_ (finish) at three o'clock every day. After school, I \_\_\_\_\_ (ride) my bike or I \_\_\_\_\_ (skateboard). Then I \_\_\_\_\_ (have) dinner with my mum. My dad \_\_\_\_\_ (work) in a hotel. He \_\_\_\_\_ (have) dinner at work.

- 5 Write a short message about yourself like the ones in exercise 4. Use verbs from this page.

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# Spelling and pronunciation

I can distinguish between words with very similar sounds in them.

Revision: Student's Book page 11

1 Complete the housework activities with the verbs below.

clean cook do (x2) go load / unload  
set tidy wash

- 1 \_\_\_\_\_ my bedroom
- 2 \_\_\_\_\_ dinner
- 3 \_\_\_\_\_ the dishes
- 4 \_\_\_\_\_ the washing
- 5 \_\_\_\_\_ to the supermarket
- 6 \_\_\_\_\_ the table
- 7 \_\_\_\_\_ the dishwasher
- 8 \_\_\_\_\_ the house
- 9 \_\_\_\_\_ the ironing

### Listening Strategy 1

In English, you cannot always predict how a word sounds by looking at the spelling. Learning how words are pronounced will allow you to understand them when you hear them.

2 Read Listening Strategy 1. Look at the underlined letters in the words in the table. Put the words below in the correct group.

at break bus can cool find foot France good in jeans June know month mother music park pool print right run so steak teach

Spelling	Sounds like	Sounds like
oo	<u>sch</u> ool	loo <u>k</u>
	1 _____ 2 _____	3 _____ 4 _____
a	<u>f</u> ather	gr <u>and</u> son
	5 _____ 6 _____	7 _____ 8 _____
i	<u>w</u> ife	<u>It</u> aly
	9 _____ 10 _____	11 _____ 12 _____
o	<u>g</u> o	<u>son</u>
	13 _____ 14 _____	15 _____ 16 _____
ea	<u>e</u> at	gr <u>ea</u> t
	17 _____ 18 _____	19 _____ 20 _____
u	<u>u</u> niversity	<u>m</u> um
	21 _____ 22 _____	23 _____ 24 _____

3 Circle the word with the different vowel sound.

- 1 a book    b soon    c cook    d wood
- 2 a car    b cat    c bag    d am
- 3 a big    b sit    c child    d is
- 4 a one    b phone    c come    d love
- 5 a ruler    b student    c computer    d Sunday

### Listening Strategy 2

Some words sound similar, but have very different meanings. Being able to detect the small difference in pronunciation will help you to understand them when you hear them. Use the context to help you too.

4 1.05 Read Listening Strategy 2. Circle the word you hear.

- 1 a and    b end
- 2 a match    b much
- 3 a park    b pack
- 4 a let    b late
- 5 a eat    b it

5 1.06 Listen to a dialogue between a teenager and her mother. Are the sentences true (T) or false (F)?



- 1 Anna is happy to unload the dishwasher.
- 2 Anna's brother loads the dishwasher every evening.
- 3 Anna thinks her brother isn't tidy.
- 4 Anna's mum wants her to cook dinner.
- 5 Anna's mum can't help Anna with maths.
- 6 Anna's brother isn't at home.

6 Look at the pairs of words. Are the underlined sounds the same or different? Tick the correct answers.

- |   |                                    | Same                     | Different                |
|---|------------------------------------|--------------------------|--------------------------|
| 1 | <u>p</u> lease <u>c</u> lean       | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | <u>u</u> nload <u>s</u> upermarket | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | <u>b</u> edroom <u>c</u> ook       | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | <u>b</u> athroom <u>m</u> aths     | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | <u>n</u> ice <u>t</u> ired         | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | <u>w</u> orried <u>c</u> lothes    | <input type="checkbox"/> | <input type="checkbox"/> |

# Present simple (negative and interrogative)

I can ask questions about facts and everyday events.

## 1 Put the words in the correct order to make sentences.

- 1 doesn't / Tom / like / ice cream  
\_\_\_\_\_
- 2 geography / at school / study / we / don't  
\_\_\_\_\_
- 3 work / don't / my parents / at the weekend  
\_\_\_\_\_
- 4 the piano / doesn't / Josh / play  
\_\_\_\_\_
- 5 tidy / I / my / don't / at weekends / bedroom  
\_\_\_\_\_
- 6 do / doesn't / dad / the washing / my  
\_\_\_\_\_
- 7 and / I / play / don't / my friends / after school / football  
\_\_\_\_\_
- 8 from / doesn't / Manuela / Spain / come  
\_\_\_\_\_

## 2 Complete the sentences. Use the present simple negative.

- 1 We \_\_\_\_\_ in London. (not live)
- 2 I'm sorry. I \_\_\_\_\_ this word.  
(not understand)
- 3 David \_\_\_\_\_ TV in his bedroom. (not watch)
- 4 My parents \_\_\_\_\_ in an office. (not work)
- 5 Sally \_\_\_\_\_ her bike to school. (not ride)
- 6 Sam and Ben \_\_\_\_\_ ice hockey. (not play)

## 3 Complete the sentences with the verbs below. Use the present simple affirmative or negative.

argue do know like listen play sing walk

- 1 'What's the capital of Peru?' 'Sorry, I \_\_\_\_\_.'
- 2 I haven't got a bike. I \_\_\_\_\_ to school every day.
- 3 I \_\_\_\_\_ geography and history. They're really interesting.
- 4 I like my sister, but I sometimes \_\_\_\_\_ with her.
- 5 Emma \_\_\_\_\_ the washing, but she does the ironing.
- 6 I haven't got a phone or MP3 player so I \_\_\_\_\_ to music when I'm out.
- 7 Harry \_\_\_\_\_ computer games because he hasn't got a computer.
- 8 Sally and Kate play the guitar, but they \_\_\_\_\_ in a band.

## 4 Complete the questions and short answers. Use do, does, don't and doesn't.



- 1 \_\_\_\_\_ Harry work in London?  
Yes, he \_\_\_\_\_.
  - 2 \_\_\_\_\_ Mario and Helen live in Paris?  
No, they \_\_\_\_\_.
  - 3 \_\_\_\_\_ you do the ironing?  
Yes, I \_\_\_\_\_.
  - 4 \_\_\_\_\_ you and Ryan like volleyball?  
Yes, we \_\_\_\_\_.
  - 5 \_\_\_\_\_ you go to the supermarket on Saturdays?  
No, I \_\_\_\_\_.
  - 6 \_\_\_\_\_ Catherine sing in a band?  
No, she \_\_\_\_\_.
- ## 5 Put the words in the correct order to make questions. Then write true answers about yourself.
- 1 best friend / Arabic / speak / does / your  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 2 get up / you / on Sundays / do / early  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 3 wash / does / the dishes / your dad  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 4 go / do / you and your friends / skateboarding  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 5 do / at school / study / German / you  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 6 fast cars / parents / your / do / drive  
\_\_\_\_\_ ?  
\_\_\_\_\_ .
  - 7 rain a lot / country / does / it / in your  
\_\_\_\_\_ ?  
\_\_\_\_\_ .

## Singular and plural nouns

I can form the plural of a range of regular and irregular nouns.

- 1 Complete the spelling rules in column A with the plural endings below.

-es -es -ies -s -s -s -ves

A Spelling rules	B Examples
1 To make the plural of most nouns we add _____.	<sup>1</sup> <u>singer</u> – singers 2 _____
2 If the noun ends in -s, -sh, -ch, -z, or -x, we add _____.	3 _____ 4 _____ 5 _____
3 If the noun ends in -o, we add _____ or sometimes _____.	6 _____
4 If the noun ends in a consonant + -y, we change -y to _____.	7 _____ 8 _____ 9 _____ 10 _____
5 If the noun ends in a vowel + -y, we add _____.	11 _____
6 If the noun ends in -f or -fe, we change -f or -fe to _____.	12 _____

- 2 Complete column B in exercise 1 with the underlined nouns in the text below. Write the singular and plural forms.

## Famous families

WILL SMITH is a famous actor. His wife, Jada Pinkett Smith, is an actress, singer and businesswoman. They have got two children, Jaden and Willow. Jaden is an actor too – the star of 'The Karate Kid' – and Willow is a singer and dancer. The family have got a charity, The Will and Jada Smith Family Foundation. It helps poor young people in American cities.



### SERENA AND VENUS WILLIAMS

WILLIAMS come from a large family – with five girls and no boys! They are both famous tennis players. Venus is the winner of seven singles Grand Slams. She is the first black woman to be Number 1 in the world. Venus has got a clothes company that makes dresses, skirts and tops. Serena is the winner of more tennis matches than any other female player. She speaks French, Italian and Spanish – and English, of course. She has got a tattoo of a heart on her neck.



- 3 Which rules in exercise 1 do these nouns follow? Write 1, 2, 3, 4, 5 or 6.

a dictionary 4                      d box \_\_\_\_\_  
b day \_\_\_\_\_                      e potato \_\_\_\_\_  
c knife \_\_\_\_\_                      f brother \_\_\_\_\_

- 4 Complete the sentences with the plural forms of the nouns in exercise 3.

1 There are seven \_\_\_\_\_ in a week.  
2 We've got fifteen English \_\_\_\_\_ on the shelf in our classroom.  
3 I've got a sister and two \_\_\_\_\_.  
4 I keep my CDs in two \_\_\_\_\_ under my bed.  
5 Let's have steak, \_\_\_\_\_ and peas for dinner.  
6 Can you put the plates, \_\_\_\_\_, forks and spoons on the table, please?

- 5 Look at the *italic* words in the text in exercise 2. Add them to the rules below. If possible, write the singular and plural forms.

1 Some nouns have irregular plural forms.

\_\_\_\_\_

2 Some nouns are always plural.

\_\_\_\_\_

3 Some nouns have no plural form. We call these uncountable nouns.

\_\_\_\_\_

- 6 Complete the sentences with the words below. Sometimes you need to change the form.

help jeans man sunglasses tooth water

1 Can you give me some \_\_\_\_\_ with my homework? It's very difficult.  
2 'I'm thirsty.' 'Have a glass of \_\_\_\_\_.'  
3 Always brush your \_\_\_\_\_ before you go to bed.  
4 The sun is very bright. Where are my \_\_\_\_\_?  
5 Joe has got a white top and blue \_\_\_\_\_.  
6 Can you see those two \_\_\_\_\_ over there? They're my uncles.

### VOCAB BOOST!

When you learn a new noun, make a note of the plural form and check if it follows one of the rules in exercise 1 or if it is irregular. You can find the plural forms in a dictionary.

- 7 Read the *Vocab boost!* box. Write the plural forms of the nouns below. Use a dictionary to help you.

1 key *keys*                              4 mouse \_\_\_\_\_  
2 half \_\_\_\_\_                        5 sheep \_\_\_\_\_  
3 ski \_\_\_\_\_                            6 roof \_\_\_\_\_

# Sibling rivalry

I can understand a text about brothers and sisters.

Revision: Student's Book page 14

1 Complete the sentences with the prepositions below.

about for from in of on to with

- 1 Is the teacher angry \_\_\_\_\_ your homework?
- 2 My dad is very similar \_\_\_\_\_ his brother.
- 3 Barbados is famous \_\_\_\_\_ its beautiful beaches.
- 4 My sister is very proud \_\_\_\_\_ her exam results.
- 5 I'm not very interested \_\_\_\_\_ sport.
- 6 Are you keen \_\_\_\_\_ music?
- 7 Jake is very different \_\_\_\_\_ his father.
- 8 Are you pleased \_\_\_\_\_ your new bike?

2 Read the text. Match paragraphs 1–5 with the headings below (a–e).

- |                          |                             |
|--------------------------|-----------------------------|
| a Educational advantages | d Girl power                |
| b Step-siblings          | e Learning important skills |
| c Introduction           |                             |

### Reading Strategy

When you want to know if a sentence fits a gap, read the sentences before and after as well as the sentence itself, and ask yourself these questions:

- Does it make sense?
- Does it fit grammatically? (Think about tense, pronouns, singular and plural, *this / that*, etc.)
- Does it match the topic of the paragraph?

3 Read the Reading Strategy. Then match gaps 1–4 in the text with sentences A–E. There is one extra sentence.

- A This is because they help you with homework.
- B Boys with sisters are also good at talking to girls.
- C Do they offer the same advantages?
- D Nobody is very keen on arguments, but in fact, they can be a good thing.
- E Do you get on well with your brother or sister?

## THE SIBLING EFFECT

1  We don't always get on well with our brothers and sisters – but we get a lot of benefits from them. Research shows that siblings have a big effect on our personalities – and in general, it's a good effect.

2  When you're young, you argue with your brothers and sisters. It's part of life. <sup>1</sup> \_\_\_\_\_ Why? Because you learn important skills from these arguments. And according to research, you don't get these skills from friends, only from siblings.

3  A big brother or sister is also an advantage at school. According to research, when your big brother or sister does well at school, you do well too. <sup>2</sup> \_\_\_\_\_ They can also give you important information about your school and your teachers. The research shows that a big brother or sister can bring you an extra 4% in your exams! (And for children from poor families, it's 11%.)

4  Some benefits are only true when your sibling is a girl. For example, according to research at the University of Ulster, in Northern Ireland, boys with sisters are usually good at talking about emotions. This helps them to be happy, because when they feel worried about something, they can share their feelings. <sup>3</sup> \_\_\_\_\_

5  But what about stepbrothers and stepsisters? <sup>4</sup> \_\_\_\_\_ The answer is: yes, they do – but only when they are part of the family for six years or more.



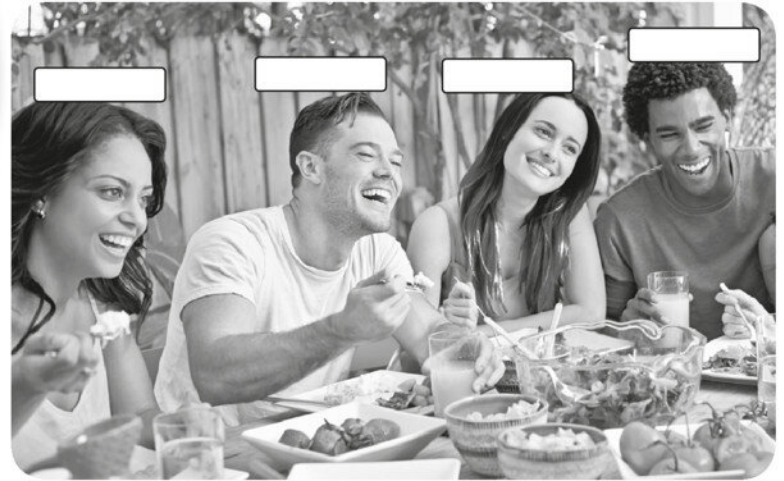
## Describing people

*I can describe my friends.*



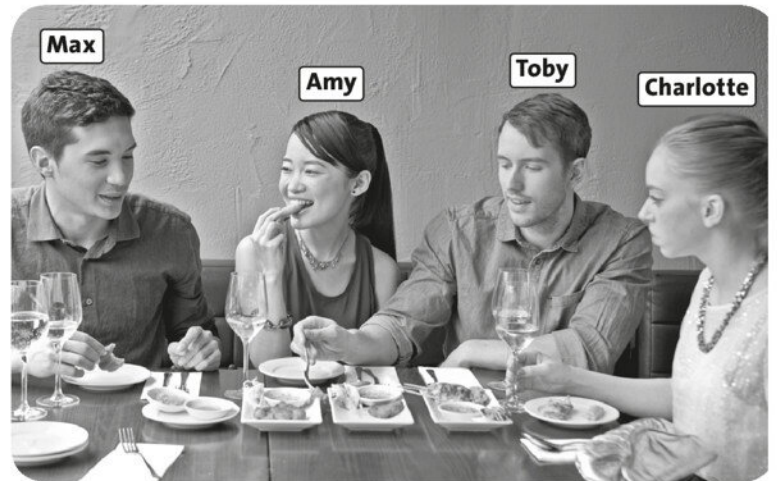
4 **1.08** Listen to a conversation at a party. Look at the photo below. Label the people with the names below.

Camilla George Marcus Zoe



5 Read the task and look at the photo below. Make notes describing the people. Include information about appearance (hair, face, clothes) and position (*next to ...*, *between ...*, and *...*).

Describe the four people labelled in the photo.



Max He's got short \_\_\_\_\_  
 \_\_\_\_\_

He's next to \_\_\_\_\_  
 \_\_\_\_\_

Amy \_\_\_\_\_  
 \_\_\_\_\_

Toby \_\_\_\_\_  
 \_\_\_\_\_

Charlotte \_\_\_\_\_  
 \_\_\_\_\_

6 Now do the task in exercise 5 using your notes.

1 Look at photos A and B. Complete the sentences with the words below.

beard dark fair glasses moustache short

1 Photo A: He's got \_\_\_\_\_, \_\_\_\_\_ hair and \_\_\_\_\_.

2 Photo B: He's got \_\_\_\_\_ hair, a \_\_\_\_\_ and a \_\_\_\_\_.

### Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when he or she is speaking to you and when you are speaking to him or her.
- Listen very carefully to everything the other person says so that you can reply appropriately.

2 **1.07** Read the Speaking Strategy. Then look at photos C and D. Listen and correct the sentences.

She's got dark hair.

She hasn't got dark hair.  
 She's got fair hair.

3 Write a sentence describing the people in photos C and D.

- \_\_\_\_\_
- \_\_\_\_\_

# A personal profile

*I can write a personal profile.*

### Preparation

1 Complete the personality adjectives using *a, e, i, o* and *u*. Then tick the three most important, in your opinion.

- a cr \_\_\_ t \_\_\_ v \_\_\_       e p \_\_\_ t \_\_\_ nt   
 b fr \_\_\_ ndly       f p \_\_\_ l \_\_\_ t \_\_\_   
 c h \_\_\_ rd-w \_\_\_ rk \_\_\_ ng       g s \_\_\_ ns \_\_\_ bl \_\_\_   
 d h \_\_\_ n \_\_\_ st

#### Writing Strategy 1

You can use contractions (e.g. *I'm* and *she's*) in letters to friends and family, emails and other informal texts.

2 Read Writing Strategy 1. Then rewrite the sentences below using contractions instead of full forms.

- 1 My name is Megan and I am sixteen.  
 My name's Megan and I'm sixteen.
- 2 My dad is not English. He is Russian.  
 \_\_\_\_\_
- 3 I have got two brothers. They are ten and twelve.  
 \_\_\_\_\_
- 4 We have got two dogs. They are both black.  
 \_\_\_\_\_
- 5 My mum is a doctor.  
 \_\_\_\_\_

3 Read the personal profile below. Underline three full forms which could be contractions.

- 1 Hello! My name's Sam and I'm sixteen years old. I live in Brighton with my parents and my two sisters. They are twelve and fourteen.
- 2 We all go to Millwood Secondary School. It is a large school, but it's very friendly. I love it! My favourite subjects are art and drama. I'm very creative!
- 3 At weekends, I play tennis and volleyball and I go swimming. I also have piano lessons – but I am not very good!
- 4 My ambition is to become an actor. I want to be on TV and in films one day.

4 In which paragraph (1–4) does Sam write about these topics?

- a ambitions       c school   
 b home and family       d hobbies and interests

5 Choose the correct preposition to complete these sentences.

- 1 I ride my bike **for** / **to** school every day.  
 2 I play basketball **to** / **with** my friends.  
 3 I listen **to** / **with** music on the bus.  
 4 I'm **at** / **in** Year 12.  
 5 My brother is **at** / **on** university.  
 6 I have guitar lessons **at** / **in** the weekend.

### Writing Guide

#### Writing Strategy 2

Always write in paragraphs. A paragraph usually contains two or more sentences about the same topic. When you prepare a piece of writing, make a paragraph plan.

6 Read Writing Strategy 2. Then complete the paragraph plan for Harry's profile. Add the words and phrases below to the correct part of the plan.



become a doctor    football and rugby    listen to music  
 pet dog    travel around the world    two brothers  
 Westford School    Year 11

Paragraph 1: Home and family
Paragraph 2: School
Paragraph 3: Hobbies and interests
Paragraph 4: Ambitions

7 Imagine you are Harry. Write a personal profile using the paragraph plan from exercise 6. Invent extra details.

#### CHECK YOUR WORK

Have you ...

- followed the paragraph plan?  
 used contractions (short forms)?  
 checked your spelling and grammar?



## Vocabulary

### 1 Complete the sentences with a family member.

- 1 My mother's sister is my \_\_\_\_\_.
- 2 My brother's daughter is my \_\_\_\_\_.
- 3 My father's mother is my \_\_\_\_\_.
- 4 My uncle's daughter is my \_\_\_\_\_.
- 5 My brother's wife is my \_\_\_\_\_.
- 6 My grandad's mother is my \_\_\_\_\_.
- 7 My mother's new husband is my \_\_\_\_\_.

Mark:  / 7

### 2 Match a word from A with a word from B to make housework activities. Then complete the sentences.

A clean cook do go load set

B dinner the dishwasher the house the table  
the washing to the supermarket

- 1 You \_\_\_\_\_ when you need to buy food.
- 2 You \_\_\_\_\_ when you're hungry.
- 3 You \_\_\_\_\_ before you have dinner.
- 4 You \_\_\_\_\_ when you need some clean clothes.
- 5 You \_\_\_\_\_ after you have dinner.
- 6 You \_\_\_\_\_ when it's dirty.

Mark:  / 6

### 3 Match the first parts of sentences 1–6 with the second parts (a–f).

- |   |                       |
|---|-----------------------|
| 1 We're excited <input type="checkbox"/>      | a in fashion.         |
| 2 My town is famous <input type="checkbox"/>  | b on sport.           |
| 3 She's frightened <input type="checkbox"/>   | c at tennis.          |
| 4 Amy is good <input type="checkbox"/>        | d for its food.       |
| 5 I'm interested <input type="checkbox"/>     | e about the holidays. |
| 6 My brother is keen <input type="checkbox"/> | f of big dogs.        |

Mark:  / 6

### 4 Complete the sentences with the words below.

beard blue glasses good-looking medium-length straight

- 1 My dad has got \_\_\_\_\_ eyes.
- 2 She's got \_\_\_\_\_, wavy, dark hair.
- 3 I wear \_\_\_\_\_.
- 4 My English teacher has got a \_\_\_\_\_.
- 5 Jessie has got long, \_\_\_\_\_, fair hair.
- 6 Alex is \_\_\_\_\_.

Mark:  / 6

### 5 Match the definitions with the words below.

creative friendly honest patient polite sensible

#### A person who:

- 1 waits and doesn't get angry. \_\_\_\_\_
- 2 always says what is true. \_\_\_\_\_
- 3 says 'please' and 'thank you'. \_\_\_\_\_
- 4 is good at making things. \_\_\_\_\_
- 5 always does the right thing. \_\_\_\_\_
- 6 is kind and helpful. \_\_\_\_\_

Mark:  / 6

## Word Skills

### 6 Rewrite the following sentences with plural forms. Use the numbers in brackets.

- 1 Our flat has got a bedroom. (six)  
\_\_\_\_\_
- 2 We've got a class before lunch. (four)  
\_\_\_\_\_
- 3 Matt has got a shelf in his room. (five)  
\_\_\_\_\_
- 4 My sister has got a child. (three)  
\_\_\_\_\_
- 5 I've got a party this weekend. (two)  
\_\_\_\_\_
- 6 My friend has got a photo on his phone. (sixty)  
\_\_\_\_\_

Mark:  / 6

## Grammar

### 7 Complete the text with the correct present simple affirmative form of the verbs below.

come go help like live rain see speak stay win

My best friend is David. He <sup>1</sup>\_\_\_\_\_ in the same block of flats as me, but he <sup>2</sup>\_\_\_\_\_ to a different school. We <sup>3</sup>\_\_\_\_\_ each other most weekends. We both <sup>4</sup>\_\_\_\_\_ football, so we often go to the park to play. When it <sup>5</sup>\_\_\_\_\_, we <sup>6</sup>\_\_\_\_\_ at home. David sometimes <sup>7</sup>\_\_\_\_\_ to my house, but I usually go to his. We like playing video games together, and I usually <sup>8</sup>\_\_\_\_\_. David's mum is from London, so he and his brother <sup>9</sup>\_\_\_\_\_ very good English. He often <sup>10</sup>\_\_\_\_\_ me with my English homework.

Mark:  / 10

# 1

## Review Unit 1

8 Complete the dialogue with the correct negative or interrogative present simple form of the verbs in brackets.

**Helen** Have you got a big family, Linda?

**Linda** Yes, I have.

**Helen** What <sup>1</sup> \_\_\_\_\_? (your parents / do)

**Linda** My dad's got a restaurant. He works there every day, so I <sup>2</sup> \_\_\_\_\_ (not see) him very much. My mum <sup>3</sup> \_\_\_\_\_ (not work) in the restaurant. She stays at home and looks after us.

**Helen** <sup>4</sup> \_\_\_\_\_ in a big house? (you / live)

**Linda** No, it's quite small. I <sup>5</sup> \_\_\_\_\_ (not like) my house very much, because I haven't got my own room. How about you? <sup>6</sup> \_\_\_\_\_ a room? (you / share)

**Helen** No, I don't. I haven't got any brothers and sisters. It's just my mum and me.

**Linda** What <sup>7</sup> \_\_\_\_\_? (your mum / do)

**Helen** She's a doctor. She works in the hospital, but she <sup>8</sup> \_\_\_\_\_ (not like) it very much. Come on! I can show you my room.

Mark:  / 8

### Use of English

9 Choose the correct answers.

The TV programme *Gogglebox* is similar <sup>1</sup> \_\_\_\_\_ other reality shows, because it's about people and their reactions. But the people on this show <sup>2</sup> \_\_\_\_\_ on an island or in a big house together; they're families and friends in their own homes. On *Gogglebox*, we <sup>3</sup> \_\_\_\_\_ their reactions to some programmes they watch on TV. Two cameras in each house film the <sup>4</sup> \_\_\_\_\_ reactions, which are not always the same. At the end of an important football match, for example, some are pleased with the result and others are angry <sup>5</sup> \_\_\_\_\_ it. The same people are on the show every week, but each group is different <sup>6</sup> \_\_\_\_\_ the others. For example, Jonathan and Nikki Tapper appear on the show with their <sup>7</sup> \_\_\_\_\_, Josh and Amy. Christopher Steed <sup>8</sup> \_\_\_\_\_ some of the programmes with his friend Stephen. Husband and <sup>9</sup> \_\_\_\_\_ Leon and June Bernicoff sit on the sofa together, talking about the shows. But not everyone has something to say. Jay Makin <sup>10</sup> \_\_\_\_\_ a lot on the show, but you know his reaction from the look on his face.

- |               |              |                |
|---------------|--------------|----------------|
| 1 a of        | b to         | c with         |
| 2 a aren't    | b don't      | c isn't        |
| 3 a see       | b sees       | c doesn't see  |
| 4 a people    | b people's   | c peoples'     |
| 5 a about     | b of         | c with         |
| 6 a at        | b with       | c from         |
| 7 a children  | b sons       | c daughters    |
| 8 a watch     | b watches    | c don't watch  |
| 9 a niece     | b sister     | c wife         |
| 10 a not talk | b don't talk | c doesn't talk |

Mark:  / 10

Total:  / 65

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about family members.			
I can use the present simple affirmative correctly.			
I can distinguish between words with very similar sounds in them.			
I can ask questions about facts and everyday events.			
I can form the plural of a range of regular and irregular nouns.			
I can understand a text about brothers and sisters.			
I can describe my friends.			
I can write a personal profile.			

## Reading

## Strategy

In true or false tasks, the information in the text you need to answer the questions follows the order of the questions. For each question, underline the sentences in the text that has the information in the question. Compare the sentences with the question and decide if the sentence is true or false.

1 Read the Strategy. Then look at the statements below and read the first paragraph of the text in exercise 2. Underline the sentences in the text that have the information in the statements. Are they true (T) or false (F)? Why?

- 1 Arthur Conan Doyle is a detective.
- 2 Dr Watson doesn't know Sherlock Holmes before they share a flat together.

2 Read the text. Are the sentences 1–8 true (T) or false (F)?

## Famous friends



Sherlock Holmes and Dr Watson are two very famous detectives. They appear in the books by the writer Arthur Conan Doyle. Watson first meets Holmes when Holmes is looking for a person to share his flat at 221B Baker Street. The two men like each other, so they decide to live together.

Holmes and Watson are about the same age, but they look quite different. Holmes is tall and thin with dark hair. Watson is neither tall nor thin and he has fair hair. He also has a moustache. The two men are also quite different in character. Holmes is a very private person, and he has a lot of secrets. Watson is the opposite. He's friendly, open and honest. The two men soon become good friends.

At first, Watson doesn't know that Holmes is a detective. When a lot of strange people start to visit the flat, Watson asks Holmes about them. Holmes tells him about his work.

The two men have a housekeeper called Mrs Hudson, who does the housework. Holmes spends most of his time doing detective work. Watson works as a doctor, but he helps Holmes in his free time. He isn't as intelligent as Holmes, but he knows a lot about medicine, and Holmes doesn't.

Holmes and Watson are single when they first meet. Later, Watson gets married, and he goes to live with his wife. But he still sees Holmes and they continue working together. Watson goes back to live with Holmes when his wife dies. In Conan Doyle's stories, the two friends solve more than 60 crimes together.

- 1 The two men don't look very different.
- 2 Holmes doesn't like talking about himself.
- 3 Watson knows that Holmes is a detective before he goes to live with him.
- 4 Mrs Hudson does most of the cooking and cleaning for Holmes and Watson.
- 5 Watson helps Holmes with his detective work, but he also has another job.
- 6 Watson is useful to Holmes because he is a doctor.
- 7 Holmes is married, but he doesn't live with his wife.
- 8 Watson lives in the Baker Street flat in all of the Sherlock Holmes stories.

## Listening

## Strategy

Before you listen, underline the key words in the questions and think about what the speakers might say about these things.

3 Read the Strategy. Then read the exam task in exercise 4 and underline the key words in the questions (A–G). Match A–G with the examples 1–7 below.

- 1 music, sport, cinema
- 2 how to cook, play the guitar, speak French
- 3 slowly, quickly, in a rush
- 4 teacher, doctor, journalist
- 5 Candy Crush, chess, Fallout 4
- 6 straight, wavy, curly
- 7 friendly, patient, sensible

4 1.09 Listen to six people talking about who they are like in their family. Match speakers 1–6 with A–G. There is one extra sentence.

- |                                    |                                    |
|------------------------------------|------------------------------------|
| Speaker 1 <input type="checkbox"/> | Speaker 4 <input type="checkbox"/> |
| Speaker 2 <input type="checkbox"/> | Speaker 5 <input type="checkbox"/> |
| Speaker 3 <input type="checkbox"/> | Speaker 6 <input type="checkbox"/> |

- A enjoys playing the same game as someone else in their family.
- B has the same hair as someone else in their family.
- C moves like someone else in their family.
- D has the same job as someone else in their family.
- E looks like someone else in their family, but they have different interests.
- F has a similar personality to someone else in their family.
- G learns from someone else in their family.

## Use of English

## Strategy

Before looking at the options in a gapfill task, complete the gaps using your knowledge of English. Then look at the options to see if the word you wrote is included. If it is, it might be the correct answer. Remember first to check the other options before deciding.

## 5 Read the Strategy. Then complete the sentences with the words that first come to you.

- 1 My niece and \_\_\_\_\_ have both got blue eyes and curly fair hair.
- 2 My uncle has got short brown hair, a beard and a \_\_\_\_\_.
- 3 We're very \_\_\_\_\_ about our holiday – we're going to Australia for a month!
- 4 In my house, my dad usually cooks the dinner, and I \_\_\_\_\_ the dishes.

## 6 Read the text and choose the correct option (A–C) to complete the gaps.

## Father and son

Enrique Iglesias is <sup>1</sup> \_\_\_\_\_ famous Spanish singer. He was born in Madrid, Spain, but he <sup>2</sup> \_\_\_\_\_ in Spain today. He <sup>3</sup> \_\_\_\_\_ a very big house in Miami, USA. Enrique is bilingual: he <sup>4</sup> \_\_\_\_\_ English and Spanish fluently. Enrique's father is Julio Iglesias, another famous Spanish singer. Julio has eight <sup>5</sup> \_\_\_\_\_, five boys and three girls. He is married to his second <sup>6</sup> \_\_\_\_\_, Miranda Rijnsburger. The couple also live in a big house in Miami, but they don't see Enrique very often. Julio <sup>7</sup> \_\_\_\_\_ speak a lot of different languages such as Spanish, English, French, Italian and Portuguese. Enrique and his father both have brown eyes and dark brown hair. Julio's got wavy hair, but <sup>8</sup> \_\_\_\_\_ hair is straight. Enrique's now in his forties and Julio <sup>9</sup> \_\_\_\_\_ more than seventy years old. Julio says that he is very <sup>10</sup> \_\_\_\_\_ of his son.

- |                  |              |             |
|------------------|--------------|-------------|
| 1 A a            | B an         | C the       |
| 2 A doesn't live | B don't live | C not live  |
| 3 A got          | B 's got     | C 've got   |
| 4 A speak        | B speaking   | C speaks    |
| 5 A child        | B children   | C sons      |
| 6 A aunt         | B niece      | C wife      |
| 7 A can          | B has        | C is        |
| 8 A Enriques     | B Enrique's  | C Enriques' |
| 9 A does         | B has        | C is        |
| 10 A interested  | B pleased    | C proud     |

## Speaking

## Strategy

We usually describe people in the following order: 1 body shape, 2 hair and eyes, 3 other features (glasses, moustache, etc.), 4 clothes.

## 7 Read the Strategy. Then put the sentences in the correct order (1–4).

What does Erik look like?

- He's got short blond hair and blue eyes.
- His trousers are black and he's got a red T-shirt.
- He's very tall – about 190 cm – and he's quite thin.
- He's got a blond beard and a moustache.

## 8 Read the exam task. Decide who is Student A and who is Student B. Follow the instructions.

**Students A and B:** Write down the names of three famous people, but don't let your partner see.

**Student A:** Ask Student B to describe the first person. Try to guess the name.

**Student B:** Describe your first person.

**Change roles and continue describing the people and guessing their names.**

## Writing

## Strategy

When you write a personal profile, start each paragraph with a short sentence introducing the topic. Then continue with one or two sentences which give examples or expand on the topic.

## 9 Read the Strategy. Then match two sentences a–h with introduction sentences 1–4.

- 1 Hi! I'm Poppy Evans.
  - 2 I play tennis in my free time.
  - 3 At home, I usually help with the housework.
  - 4 I'm friendly and very hard-working.
- a I tidy my bedroom on Saturday mornings.
- b I enjoy talking to people.
- c I'm sixteen years old.
- d I always load the dishwasher after dinner.
- e I'm in the school team.
- f I'm in Year 11 at Bristol Grammar School.
- g We sometimes play matches at the weekend.
- h I want to go to university when I finish school.

## 10 Imagine you are looking for a summer job in a hotel. Write a personal profile about yourself to post on a jobs website. Include the information below.

- Your name, how old you are and what year you are in at school.
- What you do in your free time.
- What housework you usually do at home.
- What your personality is like.

## Vocabulary

### A

## Daily routine

I can describe my daily routine at school and at home.

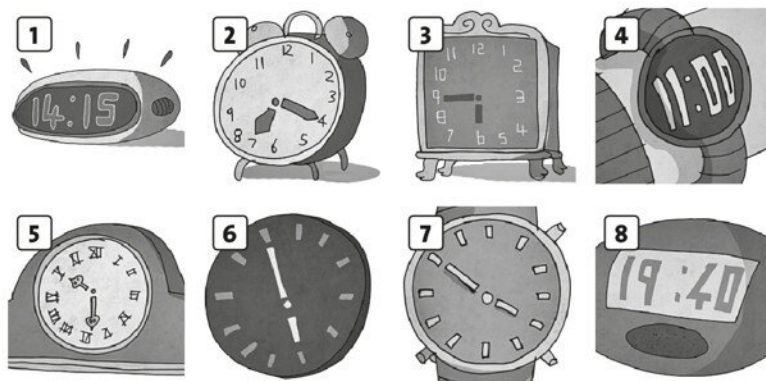
1 Complete the phrases with the verbs below.

arrive get go have (x3) leave wake

- |                   |                |
|-------------------|----------------|
| 1 _____ up        | 5 _____ lunch  |
| 2 _____ dressed   | 6 _____ school |
| 3 _____ breakfast | 7 _____ dinner |
| 4 _____ at school | 8 _____ to bed |

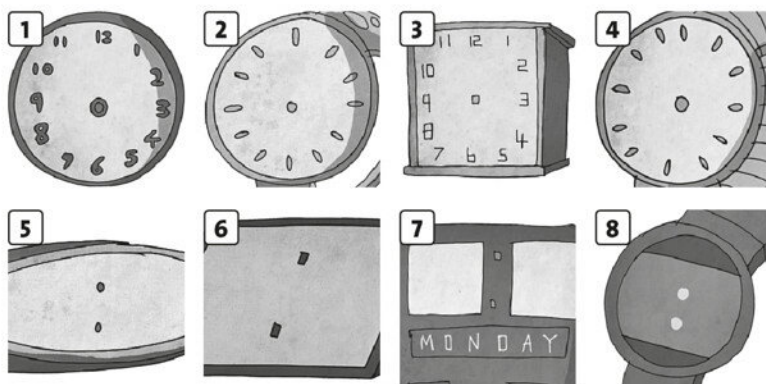
2 Look at the pictures and label the times. Use the phrases in the table.

one, two ... twelve o'clock		
five / ten / quarter / twenty / twenty-five	to / past	one, two, three, four, ... ten, eleven, twelve
half	past	



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

3 1.10 Listen and draw the times on the clocks.

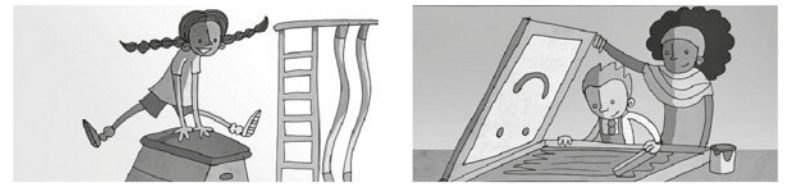


4 Choose five verbs from exercise 1. Write sentences saying what time you do these activities on a normal school day.

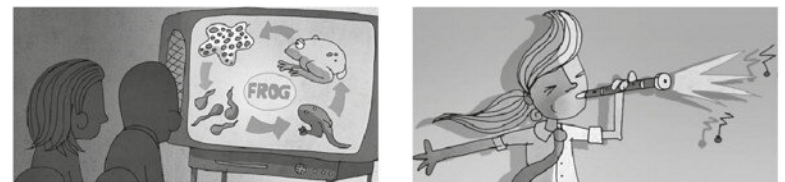
- I wake up at half past seven.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

5 Label the lessons with six of the school subjects below.

art and design biology chemistry economics English  
French geography German history I.C.T. maths music  
P.E. physics R.E.



- 1 \_\_\_\_\_ 2 \_\_\_\_\_



- 3 \_\_\_\_\_ 4 \_\_\_\_\_



- 5 \_\_\_\_\_ 6 \_\_\_\_\_

6 1.11 Listen. What lesson is it? Choose four other subjects from exercise 5.

- 1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

7 Write your school timetable for Monday. Include the times for each lesson and your breaks.

Time	Lesson

8 Answer the questions about your timetable in exercise 7.

- Do you have English on Monday? \_\_\_\_\_
- What time is your first lesson? \_\_\_\_\_
- What time is your last lesson? \_\_\_\_\_
- How many breaks do you have? \_\_\_\_\_
- Do you enjoy this day? Why? / Why not? \_\_\_\_\_

**have to**

*I can talk about things that are necessary or compulsory.*

1 What do the signs mean? Complete the sentences using *have to* and the verbs below.

be sit stop turn walk wear



1 You *have to stop*.



2 You \_\_\_\_\_ left.



3 You \_\_\_\_\_ careful.



4 You \_\_\_\_\_ a hard hat.



5 You \_\_\_\_\_ down.



6 You \_\_\_\_\_.

2 Complete the sentences with *have to / has to* or *doesn't have to / don't have to*.

- Your mum \_\_\_\_\_ buy a ticket for me. I've got one.
- You \_\_\_\_\_ leave now. The café is closed.
- We \_\_\_\_\_ take sandwiches to school. We can buy food at the café.
- My friend's dad \_\_\_\_\_ work. He's got millions of euros in the bank!
- We can take mobile phones to school, but we \_\_\_\_\_ turn them off during lessons.
- I don't like basketball, but I \_\_\_\_\_ play it at school in P.E. lessons.
- You \_\_\_\_\_ pay when you see a doctor in the UK – it's free.
- We \_\_\_\_\_ arrive at school by 8.20 because lessons start at 8.25.

3 Complete Conrad's email with *have to / has to* or *doesn't have to / don't have to* and the verbs in brackets.

To: dexter@email.com

Hi Dexter,

I'm in Bolivia for six months with my mum and dad. I don't go to school here – I<sup>1</sup> \_\_\_\_\_ (have) lessons at home instead. My parents aren't my teachers – luckily! They<sup>2</sup> \_\_\_\_\_ (go) to work at the museum every day. I have a teacher who comes to our house at 8 o'clock in the morning. I<sup>3</sup> \_\_\_\_\_ (study) all the usual subjects, with extra lessons in Spanish. But I<sup>4</sup> \_\_\_\_\_ (take) any exams here. My teacher leaves at 5 p.m., when my mum gets home. (My dad often<sup>5</sup> \_\_\_\_\_ (work) late – until 8 p.m. or 9 p.m.) So my school day is very long – but I<sup>6</sup> \_\_\_\_\_ (do) any homework, so that's good!

Please reply soon. You<sup>7</sup> \_\_\_\_\_ (write) a long email. A short message is OK!

Bye for now,  
Conrad

4 Complete the questions about Conrad and his family with the interrogative form of *have to*. Then write short answers.

- Does Conrad *have to* go to school?  
No, he *doesn't*.
- \_\_\_\_\_ Conrad \_\_\_\_\_ have lessons?  
\_\_\_\_\_
- \_\_\_\_\_ Conrad's parents \_\_\_\_\_ go to work?  
\_\_\_\_\_
- \_\_\_\_\_ Conrad \_\_\_\_\_ study Spanish?  
\_\_\_\_\_
- \_\_\_\_\_ Conrad \_\_\_\_\_ take exams?  
\_\_\_\_\_
- \_\_\_\_\_ Conrad's mum \_\_\_\_\_ work late?  
\_\_\_\_\_

5 What do you *have to do* after school? Write true sentences about yourself using the phrases in brackets.

- (walk home) I *have to / don't have to* walk home.
- (cook dinner) \_\_\_\_\_
- (set the table) \_\_\_\_\_
- (tidy my room) \_\_\_\_\_
- (do homework) \_\_\_\_\_
- (go to bed early) \_\_\_\_\_
- (do the ironing) \_\_\_\_\_

## Unusual schools

I can understand numbers, dates and times.

- 1 Complete the text about the West London Free School. Use the words below.

chew do go punish study wear (x2)

## RULES, RULES, RULES!



### In the West London Free School ...

- students have to <sup>1</sup> \_\_\_\_\_ Latin.
- students have to <sup>2</sup> \_\_\_\_\_ a uniform.
- teachers can <sup>3</sup> \_\_\_\_\_ the students if their hair is very short.
- students can't <sup>4</sup> \_\_\_\_\_ chewing gum.
- students have to <sup>5</sup> \_\_\_\_\_ to after-school clubs four days a week.
- students have to <sup>6</sup> \_\_\_\_\_ an hour of homework every evening.
- teachers have to <sup>7</sup> \_\_\_\_\_ long black gowns (like the teachers in *Harry Potter*!).

### Listening Strategy

Make sure you know how dates, times and numbers are spoken so that you can identify them when you hear them.

- 2 **1.12** Read the Listening Strategy. Then listen and tick the times and dates that you hear.

- 1 a 11.15  b 10.45  c 11.45   
 2 a 12.10  b 10.12  c 11.50   
 3 a 6.30  b 5.30  c 6.50   
 4 a 8.25  b 8.35  c 7.35   
 5 a 22.04.2001  b 02.04.2001  c 22.04.2010   
 6 a 04.09.2020  b 05.12.2012  c 05.09.2020   
 7 a 21 July 2010  b July 31 2002  c 31 July 2010   
 8 a 16 February 2006  b February 16 2016   
 c February 15 2016

- 3 Write the dates and years as we say them.

- 1 12.12 *the twelfth of December / December the twelfth*  
 2 01.08 \_\_\_\_\_  
 3 10.03 \_\_\_\_\_  
 4 23.10 \_\_\_\_\_  
 5 2001 \_\_\_\_\_  
 6 2015 \_\_\_\_\_  
 7 1995 \_\_\_\_\_  
 8 2020 \_\_\_\_\_

- 4 **1.13** Write the numbers you hear.

- 1 1,345  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 5 \_\_\_\_\_  
 6 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_

- 5 **1.14** Listen and complete the sentences with the number, date or time you hear. (Write *numbers* not words where possible.)

- 1 My date of birth is \_\_\_\_\_.  
 2 School starts at \_\_\_\_\_.  
 3 This term ends on \_\_\_\_\_.  
 4 There are \_\_\_\_\_ students in my school.  
 5 I usually have breakfast at \_\_\_\_\_.  
 6 My mum's birthday is on \_\_\_\_\_.

- 6 **1.15** Listen to a student at the West London Free School talking about the school. Are the sentences true (T) or false (F)?

- 1 Anna doesn't like school very much.   
 2 She learns a musical instrument.   
 3 She does homework before dinner every day.

- 7 **1.15** Listen again. Choose the correct answers.

- 1 The school opened in ...  
 a 2011. b 2010. c 2012.  
 2 School starts at ...  
 a 8.30. b 8.40. c 8.50.  
 3 Anna has ... lessons every day.  
 a 3 b 5 c 6  
 4 The lessons are ... minutes long.  
 a 40 b 50 c 60  
 5 Anna has lunch at ...  
 a 12.35. b 12.45. c 12.55.  
 6 She has dinner at ...  
 a 6.00. b 7.00. c 9.00.

# Adverbs of frequency; question words

I can use adverbs of frequency and question words.

## 1 Put the adverbs of frequency in the correct order.

always hardly ever never often sometimes usually

100% ▼	1 _____
▼	2 _____
▼	3 _____
▼	4 _____
▼	5 _____
0% ▼	6 _____

## 2 Put the adverbs of frequency in brackets in the correct place in the sentences.

1 School starts at 8.30. (always)

\_\_\_\_\_

2 Matt does the washing. (never)

\_\_\_\_\_

3 I'm tired in science lessons. (sometimes)

\_\_\_\_\_

4 My parents work on Sundays. (hardly ever)

\_\_\_\_\_

5 We are thirsty after P.E. lessons. (often)

\_\_\_\_\_

6 You sit next to me. (usually)

\_\_\_\_\_

## 3 Tick the answers that are true for you.

1 How often do you forget to do your homework?

Never.  Hardly ever.  Sometimes.  Often.

2 Do you have lunch at school?

No, never.  Yes, sometimes.  Yes, usually.

Yes, always.

3 How often do you go to after-school clubs?

Never.  Hardly ever.  Sometimes.  Often.

4 Do you enjoy maths lessons?

No, never.  No, hardly ever.  Yes, usually.

Yes, always.

5 How often are you late for school?

Never.  Hardly ever.  Often.  Sometimes.

## 4 Look at your answers in exercise 3. Write sentences using adverbs of frequency.

1 I never forget to do my homework.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## 5 Put the words in the correct order to make questions.

1 you / how / to / do / school / get

\_\_\_\_\_?

2 want / do / to do / you / this evening / what

\_\_\_\_\_?

3 brothers / you / how many / have / got / and sisters

\_\_\_\_\_?

4 your / when / birthday / is

\_\_\_\_\_?

5 you / do / live / where

\_\_\_\_\_?

6 do / play / you / how often / computer games

\_\_\_\_\_?

7 you / what time / do / to bed / usually / go

\_\_\_\_\_?

8 skateboard / whose / this / is

\_\_\_\_\_?

9 you / do / which / cola or lemonade / prefer,

\_\_\_\_\_?

10 a scarf, hat and gloves / got / have / you / why

\_\_\_\_\_?

11 is / who / maths / teacher / your

\_\_\_\_\_?

## 6 Match the questions in exercise 5 with the answers below.

a In St James Road.

g Go to the cinema.

b At nine o'clock.

h Lemonade.

c By bike.

i 24 July.

d Because I'm cold!

j Mrs Stephens.

e Three.

k Every day.

f Alexandra's.

## 7 Write questions. Then write true answers for you.

1 what time / usually / get up?

\_\_\_\_\_

2 how / get home from school?

\_\_\_\_\_

3 what / usually / have for lunch?

\_\_\_\_\_

4 who / usually / see / at weekends?

\_\_\_\_\_

5 what / usually / do on Friday evening?

\_\_\_\_\_



## Prepositions of time

I can use a variety of prepositions of time.

### 1 Complete the rules. Use *in*, *on* and *at*.

- We use \_\_\_\_\_ with months (e.g. *May*).
- We use \_\_\_\_\_ with times (e.g. *one o'clock*).
- We use \_\_\_\_\_ with parts of the day (e.g. *the afternoon*).
- We use \_\_\_\_\_ with days (e.g. *Monday*).
- We use \_\_\_\_\_ with years (e.g. *2015*).
- We use \_\_\_\_\_ with celebrations (e.g. *New Year*).
- We use \_\_\_\_\_ with festival days (e.g. *Children's Day*).
- We use \_\_\_\_\_ with dates (e.g. *20 March*).
- We use \_\_\_\_\_ with seasons (e.g. *autumn*).
- We use \_\_\_\_\_ with *night* and *the weekend*.

### 2 Complete the text with the correct prepositions: *in*, *on* and *at*.

## HOME EDUCATION

Liam Brown lives with his mum on a small island in Scotland. They live a long way from a town, so Liam doesn't go to school. His mum teaches him at home.

'I have lessons from Monday to Thursday. Mum lets me sleep until nine in the morning and we start lessons <sup>1</sup> \_\_\_\_\_ ten, after breakfast. The kitchen is my classroom and the kitchen table is my desk! We have a break at 11.30. During the break Mum lets me play computer games! My mum always gives me homework. I usually do it before dinner. <sup>2</sup> \_\_\_\_\_ Fridays we travel to a city and visit museums and art galleries. I don't meet other children very often so I also go to a badminton club there <sup>3</sup> \_\_\_\_\_ the afternoon. <sup>4</sup> \_\_\_\_\_ the weekend I don't have lessons. <sup>5</sup> \_\_\_\_\_ Saturday mornings I play tennis with my dad or we sometimes go walking. I study all the usual subjects and I take national exams. My next exams are next year. I think they're <sup>6</sup> \_\_\_\_\_ June. I have the normal school holidays in the summer, and I don't have school <sup>7</sup> \_\_\_\_\_ 20 September – that's my birthday!'

### 3 In the text in exercise 2, underline examples of the prepositions below.

after before during from...to until

### 4 Complete the sentences with prepositions from exercise 3.

- In our school, lunch break is \_\_\_\_\_ 12.30 \_\_\_\_\_ 1.30.
- Lessons finish at four. \_\_\_\_\_ that, I usually go to a school club.
- We have to study six subjects \_\_\_\_\_ we are sixteen. After that we can choose subjects.
- I always do my homework \_\_\_\_\_ dinner. After dinner I watch TV and play computer games.
- We can't use mobile phones \_\_\_\_\_ lessons.

### 5 Underline the mistakes with prepositions in these sentences. Rewrite the sentences correctly.

- I don't go to school in Sunday. ✗  
\_\_\_\_\_
- I like to play football during the weekend. ✗  
\_\_\_\_\_
- Do you give people presents at New Year's Day? ✗  
\_\_\_\_\_
- I do my homework on the evening. ✗  
\_\_\_\_\_
- The supermarket is open to six o'clock. ✗  
\_\_\_\_\_
- I often go to the beach on the summer. ✗  
\_\_\_\_\_

### VOCAB BOOST!

When you learn new words or phrases, say them out loud four or five times. This will help you to remember them.

on Sunday, on Sunday, on Sunday, on Sunday  
in June, in June, in June, in June  
at two o'clock, at two o'clock, at two o'clock, at two o'clock



### 6 Read the *Vocab boost!* box. Choose four phrases that include prepositions of time from this page and repeat each one four times.

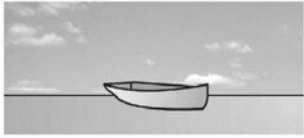
## Small schools

I can understand a text about very small schools.

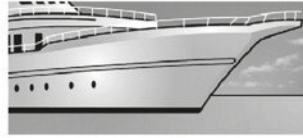
Revision: Student's Book page 24

1 Look at the pictures and complete the labels with the adjectives below.

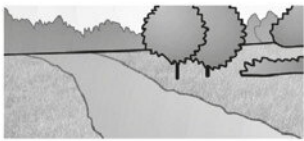
dangerous dry large narrow safe small wet wide



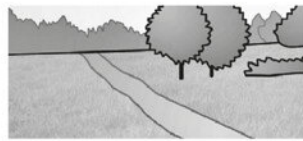
1 a \_\_\_\_\_  
boat



2 a \_\_\_\_\_  
boat



3 a \_\_\_\_\_  
path



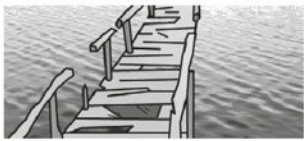
4 a \_\_\_\_\_  
path



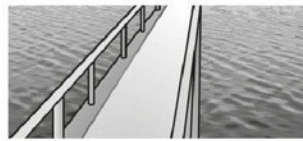
5 a \_\_\_\_\_  
rope



6 a \_\_\_\_\_  
rope



7 a \_\_\_\_\_  
bridge



8 a \_\_\_\_\_  
bridge

2 Read the texts opposite. What is unusual about the schools?

## Reading Strategy

When you match sentences to texts, make sure the whole sentence matches the information in the text. Do not just look for one or two words that are in the text and the sentence.

3 Read the Reading Strategy. Then match the sentences (a–g) with the texts (1–3). Write 1, 2 or 3 in each box.

Which text talks about ...

- a two different schools?
- b a school without a teacher?
- c a school not in Scotland?
- d a school with more than one student?
- e a head teacher with an easy job?
- f a teacher who plays games at lunchtime?
- g a region without a shop?

## SMALL is beautiful?

1 Scoraig, a small region in the north of Scotland, needs a new teacher for its primary school. It's a very beautiful place, but nobody wants to work there. It's a real problem for the local council! So why can't they find a teacher? Well, perhaps one reason is the isolated location. You can't drive to Scoraig; you have to walk along a narrow, four-kilometre path next to the sea or take a boat. The region does not have a shop or a post office, and every home has to find its own supply of water and electricity. The school itself is small – very small. In fact, only five children go there! But those five children need a teacher, so the council hopes to find one soon.

2 Rum and Canna are two very small islands near the west coast of Scotland. Rum has about 40 inhabitants and Canna only has twelve. Each island has a small primary school and the same head teacher is in charge of both schools. At the moment, the head teacher does not have a difficult job because the schools have no students! So why do the islands need a head teacher for their schools? According to the local council, the answer is simple: 'Things can change. We need schools for tomorrow's children.' So for now, the head teacher's job is safe.

3 Budaixi Primary School is in an isolated region of central China. It is difficult to find jobs here, so a lot of families leave the region and move to big cities. Because of this, the schools in the region are often very small. Budaixi Primary School only has one student. Her name is Xianzi and she is six years old. Her teacher, Mr Guo, teaches her maths and Chinese. Because Xianzi is the only child at the school, she can't play games with other children at lunchtime – so Mr Guo plays with her. They enjoy table tennis and basketball. Then it is time for lessons again. And of course, Xianzi is always top of the class!

# Giving advice

I can ask for and give advice.

1 Look at the pictures. Complete the sentences with *should* or *shouldn't* and the verbs below.

answer go (x2) sit swim wear



1 He \_\_\_\_\_  
down.



2 She \_\_\_\_\_  
to bed.



3 She \_\_\_\_\_  
her helmet.



4 He \_\_\_\_\_  
his phone.



5 They \_\_\_\_\_  
in this river.



6 They \_\_\_\_\_  
inside.

2 Put the words in the correct order to make sentences giving advice. Use *should* or *shouldn't*.

- (that / you / sandwich / eat) You *shouldn't* eat that sandwich. It's a week old!
- (go / we / park / the / to) \_\_\_\_\_  
\_\_\_\_\_. It's a beautiful day.
- (go / you / now / home) \_\_\_\_\_  
\_\_\_\_\_. Your dinner is ready.
- (homework / my / I / finish) \_\_\_\_\_  
\_\_\_\_\_. I have to give it to the teacher tomorrow.
- (road / in / skateboard / you / the) \_\_\_\_\_  
\_\_\_\_\_. It's dangerous.
- (music / we / to / listen) \_\_\_\_\_  
\_\_\_\_\_. My dad needs to sleep.

3 Complete the dialogue with the words below.

course do problem right see something tell that

- Beth Hi, Leo. Can I ask your advice about <sup>1</sup> \_\_\_\_\_ ?
- Leo Yes, of <sup>2</sup> \_\_\_\_\_. What's the <sup>3</sup> \_\_\_\_\_ ?
- Beth Well, I'm worried about my schoolwork.
- Leo Really? But you're good at every subject!
- Beth But I have to work in my parents' shop at weekends. So it's really difficult to do my homework.
- Leo Yes, I <sup>4</sup> \_\_\_\_\_ .
- Beth What do you think I should <sup>5</sup> \_\_\_\_\_ ?
- Leo You should talk to your mum and dad. You should <sup>6</sup> \_\_\_\_\_ them how you feel.
- Beth Should I say I can't work at the shop?
- Leo No, you shouldn't do <sup>7</sup> \_\_\_\_\_. They need your help. But perhaps you can just work there in the mornings.
- Beth Yes, you're <sup>8</sup> \_\_\_\_\_. Thanks, Leo.

4 1.16 Listen to three dialogues. Complete the summaries with the words below.

angry brother parents sad show teacher team words worried

- The girl is \_\_\_\_\_ with her \_\_\_\_\_.  
The boy says that she should talk to her \_\_\_\_\_.
- The boy is \_\_\_\_\_ about the school \_\_\_\_\_.  
The girl says that he should practise his \_\_\_\_\_ with her.
- The girl is \_\_\_\_\_ because she is not in a sports \_\_\_\_\_.  
The boy says that she should talk to the \_\_\_\_\_.

5 Read about these problems. What do you think the people should do? Write one piece of advice for each person.

- Jack:** 'I'm always tired. But I can't go to bed early because I share a bedroom with my brother.'  
\_\_\_\_\_
- Sarah:** 'I can't study at weekends because we always have visitors. I'm worried about my exams!'  
\_\_\_\_\_
- Freya:** 'I'm embarrassed about my bike. It's really old and it's a bit small for me.'  
\_\_\_\_\_

6 Now act out a dialogue to give advice using your ideas from exercise 5.

# An announcement

I can write an announcement for a school event.

## Preparation

1 Complete the school events. Use *a, e, i, o, u* and *y*.

- 1 c\_\_nc\_\_rt
- 2 m\_\_s\_\_c\_\_l
- 3 pl\_\_
- 4 sch\_\_l c\_\_mp
- 5 sch\_\_l cl\_\_b
- 6 sch\_\_l tr\_\_p
- 7 sp\_\_rts d\_\_

2 Complete the announcements with the verbs below. Which are imperatives? Circle them.

are come is meet phone play practise want

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

- 1 forget / to tell / your friends / don't  
\_\_\_\_\_!
- 2 visit / this number / call / our website / or  
\_\_\_\_\_!
- 3 make / friends / new  
\_\_\_\_\_!
- 4 play / and / fit / football / get  
\_\_\_\_\_!
- 5 it / don't / miss  
\_\_\_\_\_!

## BADMINTON CLUB

1 \_\_\_\_\_ you already a badminton player?  
Do you 2 \_\_\_\_\_ to learn to play badminton?  
Everyone 3 \_\_\_\_\_ welcome at our club,  
especially beginners.

We 4 \_\_\_\_\_ in the school gym every  
Thursday at 4 p.m. We 5 \_\_\_\_\_ for fun, but we also play  
matches and 6 \_\_\_\_\_ our skills.

7 \_\_\_\_\_ to our club!  
8 \_\_\_\_\_ Laura on 07700 900227.



are come learn like meet play visit wait

## Writing Guide

5 Make notes for an announcement for one of the clubs below (or choose your own club).

Sports clubs: basketball club cycling club football club  
gymnastics club hockey club

Other clubs: art club book club chess club dance club  
debating club music club photography club

- 1 Name of club: \_\_\_\_\_
- 2 Meet where? \_\_\_\_\_
- 3 Meet when (day and time)? \_\_\_\_\_
- 4 What do you do at the club? \_\_\_\_\_
- 5 Contact name and number, and website: \_\_\_\_\_

### Writing Strategy

Make sure that you include all the information required in the task. As you make notes in preparation, tick off the key points in the task as you deal with them.

6 Read the Writing Strategy. Then write the announcement. Tick off the points in exercise 5 as you deal with them.

### CHECK YOUR WORK

Have you ...

- included all the information in exercise 5?
- used some imperatives?
- checked your spelling and grammar?

3 Complete the table with information from the announcements.

Badminton Club	Computer Club
<b>Day and time?</b>	
1 _____	2 _____
<b>Where?</b>	
3 _____	4 _____
<b>Activities</b>	
5 _____	8 _____
6 _____	9 _____
7 _____	10 _____
<b>Contact for more information</b>	
11 _____	12 _____

## Vocabulary

### 1 Complete the daily routine phrases in the text. Write one word.

I<sup>1</sup> \_\_\_\_\_ up at 7.20 a.m. during the week, and I get up at 7.30. First, I have a shower and then I<sup>2</sup> \_\_\_\_\_ dressed. Next, I<sup>3</sup> \_\_\_\_\_ breakfast. I usually walk to school. I<sup>4</sup> \_\_\_\_\_ at school at 8.30 a.m. In the afternoon, I<sup>5</sup> \_\_\_\_\_ school at 2.30 p.m. After that, I do my homework and see friends. I<sup>6</sup> \_\_\_\_\_ to bed early because I have to go to school the next day.

Mark:  / 6

### 2 Complete the days of the week with the missing letters.

- 1 M \_\_\_\_\_ y
- 2 T \_\_\_\_\_ y
- 3 W \_\_\_\_\_ y
- 4 Th \_\_\_\_\_ y
- 5 F \_\_\_\_\_ y
- 6 S \_\_\_\_\_ y
- 7 S \_\_\_\_\_ y

Mark:  / 7

### 3 Complete the definitions with school subjects.

- 1 \_\_\_\_\_ is the study of numbers, measurements and shapes.
- 2 \_\_\_\_\_ is the study of the way people and countries spend money and make, buy and sell things.
- 3 \_\_\_\_\_ is the study of things that happened in the past.
- 4 \_\_\_\_\_ is the study of the Earth and everything on it, such as mountains, rivers, land and people.
- 5 \_\_\_\_\_ is the study of the life of animals and plants.

Mark:  / 5

### 4 Complete the second sentence using the opposite of the adjectives in the first sentence.

- 1 China is a large country.  
Andorra \_\_\_\_\_.
- 2 During the day, New Orleans is safe.  
At night, \_\_\_\_\_.
- 3 This road is very wide.  
That path \_\_\_\_\_.
- 4 Summer in Portugal is usually dry.  
Winter in Portugal \_\_\_\_\_.

Mark:  / 4

### 5 Complete the sentences with the words below.

boat bridge jungle mountain river valley

- 1 The Golden Gate \_\_\_\_\_ is in San Francisco.
- 2 The \_\_\_\_\_ Thames is in London.
- 3 Kilimanjaro is a \_\_\_\_\_ in Tanzania.
- 4 The river in the bottom of this \_\_\_\_\_ is called the Rhine.
- 5 The Amazon rainforest is a large \_\_\_\_\_ in South America.
- 6 The only way to visit the Statue of Liberty in New York is by \_\_\_\_\_.

Mark:  / 6

### 6 Choose the correct answers.

- 1 Emma is \_\_\_\_\_. She wants to go to bed.  
a angry                      b sad                      c tired
- 2 Max is \_\_\_\_\_. He can't find his phone.  
a happy                      b embarrassed                      c worried
- 3 We're \_\_\_\_\_. Our holiday starts tomorrow.  
a excited                      b worried                      c angry
- 4 I'm \_\_\_\_\_. I can't remember your name.  
a tired                      b embarrassed                      c happy
- 5 The teacher is \_\_\_\_\_. All the students are late.  
a angry                      b excited                      c happy
- 6 Charlotte's \_\_\_\_\_. She doesn't like her new school.  
a excited                      b sad                      c tired

Mark:  / 6

## Word Skills

### 7 Match the first parts of the sentences (1–6) with the second parts (A–F).

- 1 My friends go on holiday in
- 2 It's my birthday on
- 3 Rob plays basketball at
- 4 I wash the dishes after
- 5 My English class is from
- 6 We all get up early during

- A dinner.
- B 9.30 a.m. to 11 a.m.
- C August.
- D the week.
- E the weekend.
- F Sunday.

Mark:  / 6

## Grammar

- 8 Complete the dialogue with the correct form of *have to* and the verbs in brackets.

Louise Do you help with the housework at home, Thalia?

Thalia Yes, I do.

Louise What <sup>1</sup> \_\_\_\_\_? (you / do)

Thalia Well, I <sup>2</sup> \_\_\_\_\_ (not clean) the house, but I <sup>3</sup> \_\_\_\_\_ (set) the table for dinner every day. My brother does more housework than me.

Louise What <sup>4</sup> \_\_\_\_\_? (your brother / do)

Thalia He <sup>5</sup> \_\_\_\_\_ (load) the dishwasher every night after dinner. But he <sup>6</sup> \_\_\_\_\_ (not / unload) it. My dad does that in the morning.

Mark:  / 6

- 9 Choose an adverb of frequency in brackets to replace the words in bold. Then rewrite the sentence.

1 My parents go to the cinema **once a year**. (always / hardly ever / often)

My parents \_\_\_\_\_.

2 I play tennis **twice a month**. (never / sometimes / usually)

I \_\_\_\_\_.

3 We **don't** watch TV in English. (never / sometimes / usually)

We \_\_\_\_\_.

4 Jo wears jeans **every day**. (always / hardly ever / often)

Jo \_\_\_\_\_.

5 They have pasta for lunch **on Mondays, Tuesdays and Fridays**. (always / hardly ever / often)

They \_\_\_\_\_.

6 Mike gets up early **from Monday to Friday**. (never / sometimes / usually)

Mike \_\_\_\_\_.

Mark:  / 6

- 10 Complete the dialogues with the correct question words.

1 A \_\_\_\_\_ do you do your homework?

B In the evening.

2 A \_\_\_\_\_ does your mum get to work?

B By car.

3 A \_\_\_\_\_ do you usually have for lunch?

B A sandwich.

4 A \_\_\_\_\_ do your grandparents live?

B In Scotland.

5 A \_\_\_\_\_ does your sister live with?

B Two friends.

6 A \_\_\_\_\_ do you prefer, French or German?

B German.

Mark:  / 6

## Use of English

- 11 Complete the text. Write one word in each space.

<sup>1</sup> \_\_\_\_\_ do you do when you have a problem?

Problems usually get bigger if you don't do something about them. If you've got a problem, you

<sup>2</sup> \_\_\_\_\_ always ask for help; <sup>3</sup> \_\_\_\_\_

keep your problems to yourself. If it's a problem at

school, <sup>4</sup> \_\_\_\_\_ to a member of your family

when you get home <sup>5</sup> \_\_\_\_\_ the afternoon. If

it's a problem at home, tell a friend when you arrive

<sup>6</sup> \_\_\_\_\_ school the next day. People often feel

better when they talk about things. So, <sup>7</sup> \_\_\_\_\_

is the best person for you to talk to?

Mark:  / 7

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe my daily routine at school and at home.			
I can talk about things that are necessary or compulsory.			
I can understand numbers, dates and times.			
I can use adverbs of frequency and question words.			
I can use a variety of prepositions of time.			
I can understand a text about dangerous journeys to school.			
I can ask for and give advice.			
I can write an announcement for a school event.			

## Vocabulary

### A

## Clothes

I can describe people's clothes.

- 1 Find fifteen more items of clothing in the wordsearch and write them below.

T	R	O	U	S	E	R	S	L	F	S	M
J	C	E	B	O	O	T	S	S	C	H	J
U	J	E	E	C	A	S	H	W	A	O	P
M	A	M	U	K	O	H	M	E	R	R	Y
P	T	T	A	S	I	I	N	A	D	T	J
E	U	B	S	K	I	R	T	T	I	S	A
R	J	A	C	K	E	T	E	S	G	L	M
I	E	Q	U	I	C	H	W	H	A	W	A
L	A	A	N	L	E	G	G	I	N	G	S
L	N	T	R	A	I	N	E	R	S	R	E
S	S	C	A	R	F	B	I	T	X	U	F
T	R	A	C	K	S	U	I	T	O	A	R

- T-shirt 8 \_\_\_\_\_
- 1 \_\_\_\_\_ 9 \_\_\_\_\_
- 2 \_\_\_\_\_ 10 \_\_\_\_\_
- 3 \_\_\_\_\_ 11 \_\_\_\_\_
- 4 \_\_\_\_\_ 12 \_\_\_\_\_
- 5 \_\_\_\_\_ 13 \_\_\_\_\_
- 6 \_\_\_\_\_ 14 \_\_\_\_\_
- 7 \_\_\_\_\_ 15 \_\_\_\_\_

- 2 Write three items of clothing which:

- 1 only girls and women usually wear.  
\_\_\_\_\_
- 2 people often wear to do sport.  
\_\_\_\_\_
- 3 people often wear on a cold day.  
\_\_\_\_\_
- 4 people often wear on a hot, sunny day.  
\_\_\_\_\_

- 3 Look at the pictures (A–F). Are the sentences true (T) or false (F)?

- 1 The girl with the cap has got a long coat.
- 2 The boy with the shorts hasn't got socks.
- 3 The boy with the cap has got trainers.
- 4 The girl with the jacket has got a long skirt.
- 5 The girl with the dress has got a cardigan.
- 6 The boy with the scarf has got jeans.



- 4 1.17 Listen and match the names with pictures A–F in exercise 3. Write the letters in the boxes.

- 1 Ava       3 Zoe       5 Mia   
2 Ethan       4 Logan       6 Lucas

- 5 1.17 Listen again. For each teenager, find one item of clothing in the picture that is not in the description.

- 1 Ava has got a cap.  
2 Ethan \_\_\_\_\_  
3 Zoe \_\_\_\_\_  
4 Logan \_\_\_\_\_  
5 Mia \_\_\_\_\_  
6 Lucas \_\_\_\_\_

- 6 Look at the photo. Write a description of the woman's clothes or the man's clothes.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



## Present continuous

*I can talk about things that are happening now.*

**1 Put the words in the correct order to make sentences in the present continuous.**

1 with / housework / helping / the / I'm  
I'm helping with the housework.

2 watching / my brothers / TV / are

\_\_\_\_\_

3 our rabbit / eating / is / food / its

\_\_\_\_\_

4 the / shining / is / sun

\_\_\_\_\_

5 a / Maria / coat / wearing / is

\_\_\_\_\_

6 very well / you're / the guitar / playing

\_\_\_\_\_

7 my / me / sitting / is / best friend / next to

\_\_\_\_\_

8 leaving / our bus / soon / is

\_\_\_\_\_

**2 Make the sentences in exercise 1 negative.**

1 I'm not helping with the housework.

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**3 Complete the questions using the present continuous form of the verbs in brackets. Then write true answers.**

1 \_\_\_\_\_ it \_\_\_\_\_ (rain) outside?

\_\_\_\_\_

2 \_\_\_\_\_ the sun \_\_\_\_\_ (shine)?

\_\_\_\_\_

3 \_\_\_\_\_ your friends \_\_\_\_\_ (sit) near you?

\_\_\_\_\_

4 \_\_\_\_\_ you \_\_\_\_\_ (wear) jeans?

\_\_\_\_\_

5 \_\_\_\_\_ you \_\_\_\_\_ (listen) to music at the moment?

\_\_\_\_\_

6 \_\_\_\_\_ you \_\_\_\_\_ (eat) anything at the moment?

\_\_\_\_\_

**4 Look at the picture. Complete the sentences using the affirmative or negative form of the present continuous of the verbs in brackets. Correct the negative sentences.**



1 The man with a hat ~~isn't reading~~ (read) a magazine.

He's buying a magazine.

2 The woman with glasses \_\_\_\_\_ (watch) TV.

\_\_\_\_\_

3 The boy with the cap \_\_\_\_\_ (play).

\_\_\_\_\_

4 The girl with long dark hair \_\_\_\_\_ (sit) on her bag.

\_\_\_\_\_

5 The man with glasses \_\_\_\_\_ (wait) at the café.

\_\_\_\_\_

6 The woman in a dress \_\_\_\_\_ (walk) past the café.

\_\_\_\_\_

**5 Complete the email. Use the present continuous form (affirmative, negative or interrogative) of the verbs in brackets.**

To: ted@email.com

Dear Ted,

How are you? <sup>1</sup> \_\_\_\_\_ (enjoy) your new school?

Everyone here is fine, but I <sup>2</sup> \_\_\_\_\_ (get) really angry with my brother. He <sup>3</sup> \_\_\_\_\_ (do) lots of exams this term, so he <sup>4</sup> \_\_\_\_\_ (work) very hard. He spends every evening at his desk. I have to do all his jobs around the house because he <sup>5</sup> \_\_\_\_\_ (help) with the housework at all. It's so unfair!

That's all for now. Mum <sup>6</sup> \_\_\_\_\_ (call) me. Dinner is ready! When <sup>7</sup> \_\_\_\_\_ (plan) to visit us?

Love,

Poppy



### Catwalk fashion

I can identify stress patterns in two- and three-syllable words.

1 Complete the adjectives. Use *a, e, i, o, u* and *y*.

- |                  |                    |
|------------------|--------------------|
| 1 b__gg__        | 7 p__tt__rn__d     |
| 2 c__s__l        | 8 pl__n            |
| 3 d__rk          | 9 sh__rt           |
| 4 l__ght         | 10 sh__rt-sl__v__d |
| 5 l__ng          | 11 sm__rt          |
| 6 l__ng-sl__v__d | 12 t__ght          |

2 Say the words below. Notice the stress patterns. Put them into the correct place in the tables.

address afternoon apartment basketball eraser father  
grandfather introduce lemonade lesson moustache  
parent tattoo teenager together

• •	• •
1 _____	4 _____
2 _____	5 _____
3 _____	6 _____

• • •	• • •
7 _____	10 _____
8 _____	11 _____
9 _____	12 _____

• • •
13 _____
14 _____
15 _____

#### Listening Strategy

In English, words with more than one syllable have the stress on one of the syllables. This means that the syllable is louder than the others. Being familiar with word stress makes it easier to recognise words when you hear them.

3 **1.18** Read the Listening Strategy. Then listen to pairs of words. Is the stress pattern the same or different? Write S for the same or D for different.

- 1 D 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5 \_\_\_\_\_  
6 \_\_\_\_\_ 7 \_\_\_\_\_ 8 \_\_\_\_\_ 9 \_\_\_\_\_

4 Circle the word with the different stress pattern.

- |             |           |            |            |
|-------------|-----------|------------|------------|
| 1 computing | excellent | educate    | instrument |
| 2 family    | musician  | Saturday   | holiday    |
| 3 Japanese  | seventeen | Bangladesh | beginning  |
| 4 answer    | correct   | canteen    | unload     |
| 5 trousers  | complete  | jumper     | sister     |
| 6 children  | teacher   | water      | along      |



5 **1.19** Listen to the phone call. Choose the correct answers.

- Millie is waiting for Tanya
  - at home.
  - at a party.
  - in her bedroom.
- Tanya is
  - having problems with her outfit.
  - phoning Millie for advice.
  - leaving her house.
- Millie is wearing
  - a smart dress.
  - a casual outfit and boots.
  - jeans and a smart top.
- Millie
  - thinks that Jake's outfit is smart.
  - likes Amy's outfit.
  - says that Greg is wearing his usual clothes.
- Tanya asks Millie
  - where to go.
  - what time to arrive.
  - what clothes to wear.

6 Decide which syllable is stressed in the following words. Write 1, 2 or 3.

- |                    |                      |
|--------------------|----------------------|
| 1 again _____      | 7 horrible _____     |
| 2 always _____     | 8 idea _____         |
| 3 attractive _____ | 9 outfit _____       |
| 4 because _____    | 10 together _____    |
| 5 decide _____     | 11 trainers _____    |
| 6 fantastic _____  | 12 twenty-five _____ |

7 Complete the sentences with the words in exercise 6.

- It's seven \_\_\_\_\_.
- \_\_\_\_\_ I can't \_\_\_\_\_ what \_\_\_\_\_ to wear!
- They look \_\_\_\_\_.
- She thinks it's \_\_\_\_\_, but it's \_\_\_\_\_.
- I \_\_\_\_\_ wear jeans and \_\_\_\_\_.  
I can't wear them \_\_\_\_\_!
- Thanks! Wonderful \_\_\_\_\_!

# Contrast: present simple and present continuous

I can talk about what usually happens and what is happening now.

### 1 Complete the rules. Write *present simple* or *present continuous*.

We use the:

- \_\_\_\_\_ for something that happens regularly, always or never.
- \_\_\_\_\_ for something happening at this moment.
- \_\_\_\_\_ for something happening around this time.
- \_\_\_\_\_ for a fact that is always true.
- \_\_\_\_\_ with certain verbs that we don't usually use in continuous tenses, e.g. *believe, know*, etc.

### 2 Match the sentences (a–h) with the rules in exercise 1. Write 1, 2, 3, 4 or 5.

- This week my dad is working in London.
- I'm wearing a blue T-shirt.
- School finishes at four o'clock.
- Do you understand this word?
- I don't want a sandwich.
- The sun comes up in the east.
- We usually walk to school.
- Why are you smiling?

### 3 Complete the email. Use the present simple or present continuous form of the verbs in brackets.

To: mel@email.com

Hi Mel,

What <sup>1</sup> \_\_\_\_\_ (you / do) at the moment?

I <sup>2</sup> \_\_\_\_\_ (sit) in Mario's café.

I <sup>3</sup> \_\_\_\_\_ (drink) a milkshake. This café

<sup>4</sup> \_\_\_\_\_ (make) the best milkshakes in town!

I <sup>5</sup> \_\_\_\_\_ (often / come) here after school with my friend Sally. In fact, I <sup>6</sup> \_\_\_\_\_ (wait) for her now. She's always late. I <sup>7</sup> \_\_\_\_\_

(not understand) why! Anyway,

can I borrow your geography textbook? I <sup>8</sup> \_\_\_\_\_

(need) it for that test next week. I can't

find mine. Oh, Sally <sup>9</sup> \_\_\_\_\_ (come) into the café now.

Bye, see you later!

Dan



### 4 Complete the sentences with the correct form of the verbs in brackets. Use the present simple in one gap and the present continuous in the other.

- Tom often \_\_\_\_\_ trainers to school, but today he \_\_\_\_\_ shoes. (wear)
- We \_\_\_\_\_ a DVD at the moment, but we \_\_\_\_\_ TV most evenings. (watch)
- I usually \_\_\_\_\_ a sandwich for lunch, but today I \_\_\_\_\_ some soup. (have)
- My mum \_\_\_\_\_ in an office in Manchester, but this month she \_\_\_\_\_ in Glasgow. (work)
- It hardly ever \_\_\_\_\_ here, but it \_\_\_\_\_ at the moment. (snow)
- Jason and Tilly \_\_\_\_\_ their bedrooms right now, but they usually \_\_\_\_\_ them at the weekend. (tidy)

### 5 Complete the sentences with the verbs below. Use the affirmative or negative form of the present simple or the present continuous.

have know laugh like prefer sing watch

- Which \_\_\_\_\_ you \_\_\_\_\_, history or geography?
- 'Where's George?' 'He \_\_\_\_\_ a shower.'
- I \_\_\_\_\_ this pizza. It's horrible!
- 'We \_\_\_\_\_ the answer to this question.' 'Well, ask the teacher.'
- 'What's that terrible noise?' 'Kate \_\_\_\_\_ !'
- 'Why \_\_\_\_\_ Ben \_\_\_\_\_ ?' 'Because he \_\_\_\_\_ a funny film.'

### 6 There are mistakes in five of these sentences. Find the mistakes and write the five sentences correctly.

- 'Are you wanting an ice cream?' 'No, thanks.'
- Right now I do my homework.
- I'm reading a really good book about Cristiano Ronaldo.
- Josh and Sam are hating maths.
- I don't believe in ghosts.
- I'm sometimes play the guitar in my bedroom.
- It's sometimes raining a lot in Scotland.

## Adjectives: opposites

I can use a variety of adjectives.

## 1 Match the adjectives below to make pairs of opposites.

awful different difficult expensive fantastic good  
large low new safe true wrong

- 1 bad \_\_\_\_\_ 7 terrible \_\_\_\_\_  
2 great \_\_\_\_\_ 8 high \_\_\_\_\_  
3 similar \_\_\_\_\_ 9 old \_\_\_\_\_  
4 easy \_\_\_\_\_ 10 right \_\_\_\_\_  
5 cheap \_\_\_\_\_ 11 dangerous \_\_\_\_\_  
6 false \_\_\_\_\_ 12 small \_\_\_\_\_

## 2 Complete the sentences with adjectives from exercise 1.

- 1 Don't play with that knife. It isn't \_\_\_\_\_.  
2 £500 for a jacket? That's \_\_\_\_\_!  
3 The shelf is very \_\_\_\_\_. I have to stand on a chair to reach it.  
4 Well done! All the answers in your test are \_\_\_\_\_.  
5 British English is a bit \_\_\_\_\_ from American English.  
6 That calculation is very \_\_\_\_\_. I can't do it.  
7 Joe says he's seventeen. But that isn't \_\_\_\_\_. He's only fifteen.

3 Complete the adjectives. Use *a, e, i, o, u* and *y*. Which prefix do we add to make the adjectives negative?

- 1 fr \_\_\_ ndl \_\_\_ 5 us \_\_\_ l  
2 k \_\_\_ nd 6 n \_\_\_ c \_\_\_ ss \_\_\_ r \_\_\_  
3 h \_\_\_ pp \_\_\_ 7 c \_\_\_ mf \_\_\_ rt \_\_\_ bl \_\_\_  
4 t \_\_\_ d \_\_\_

Negative prefix: \_\_\_\_\_

## 4 Complete the labels with negative forms of adjectives from exercise 3.



- 1 an \_\_\_\_\_  
chair



- 2 an \_\_\_\_\_  
room



- 3 an \_\_\_\_\_  
flower



- 4 an \_\_\_\_\_  
child



- 5 an \_\_\_\_\_  
boy

## 5 Choose three adjectives from exercises 1 and 3 that you could use to describe these things. Try not to use any adjective more than once.

## A a pair of jeans

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## B a city

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## C an exercise

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## D the weather

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## E a classmate

- 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_

## VOCAB BOOST!

In entries for adjectives in most learner's dictionaries you can often find the adjective with the opposite meaning. When you look up an adjective, make a note of the opposite too, if it is given.

6 Read the *Vocab boost!* box. Then study the dictionary entries below. Complete the pairs of adjectives.

- 1 awake Opposite: \_\_\_\_\_  
2 late Opposite: \_\_\_\_\_  
3 beautiful Opposite: \_\_\_\_\_  
4 thick Opposite: \_\_\_\_\_  
5 near Opposite: \_\_\_\_\_  
6 soft Opposite: \_\_\_\_\_

**awake** /ə'weɪk/ *adjective* not sleeping: *The children are still awake.* > opposite **asleep**

**early** /'ɜ:li/ *adjective* before the usual or right time: *The train arrived ten minutes early.* > opposite **late**

**ugly** /'ʌgli/ *adjective* not pleasant to look at: *The house was really ugly.* > opposite **beautiful**

**thick** /θɪk/ *adjective* far from one side to the other: *The walls are very thick.* > opposite **thin**

**far<sup>2</sup>** /fɑ:(r)/ *adjective* a long way away: *Let's walk – it's not far.* > opposite **near**

**hard<sup>1</sup>** /hɑ:d/ *adjective* not soft: *These apples are very hard.* > opposite **soft**

# Teenage pressures

I can understand a text about the pressures on teenagers to look good.

Revision: Student's Book page 37

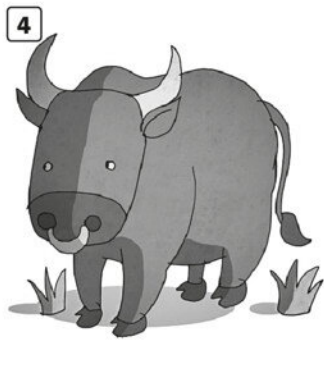
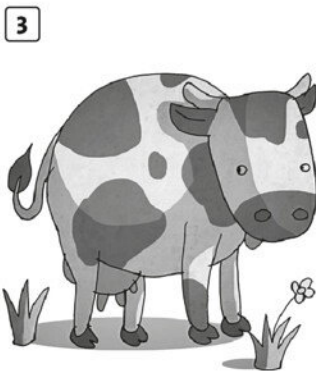
1 Complete each pair of labels using the opposite adjectives below.

artificial fake female male natural ordinary real special



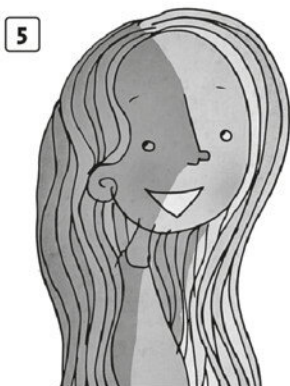
a fake photo

a \_\_\_\_\_ photo



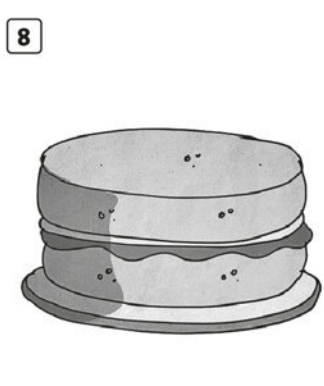
a \_\_\_\_\_ animal

a \_\_\_\_\_ animal



\_\_\_\_\_ hair colour

\_\_\_\_\_ hair colour



a \_\_\_\_\_ cake

an \_\_\_\_\_ cake

2 Read the text. Which of the four teenagers sometimes tries to copy the appearance of famous people?

## Personal perspectives

1 \_\_\_\_\_

'I'm not interested in images from the internet or magazines. Celebrities all look the same these days. And a lot of girls my age try to copy them. But I'm different – I try to find my own look. I usually buy my clothes at charity shops, and I have my own ideas about make-up too. My friends say I look great – but my dad doesn't always agree!'

Elsie  
16

2 \_\_\_\_\_

'I'm not really interested in celebrities, but I care about my appearance and I want to be fit and muscular. I go to the gym four times a week. It's a good place to meet friends. And it's a healthy hobby. I never take tablets, but I sometimes have special drinks for building muscles. They aren't bad for my health. Is it a problem? I don't think so. A lot of my friends are the same as me.'

Oscar  
17

3 \_\_\_\_\_

'A lot of the girls at school talk about hairstyles all the time – and make-up and fashion. They all have favourite celebrities and they try to copy their look. But I find all that boring. I've got other hobbies – like sport. I go swimming three times a week and I'm in the basketball and volleyball teams at school. My close friends are similar to me. They don't worry about their appearance, they just want to be fit and healthy.'

Bella  
15

4 \_\_\_\_\_

'When I'm on my own, I wear very casual clothes – just a tracksuit, or a sweatshirt with jeans. I don't wear make-up. But when I'm with my friends, we sometimes dress up in nice clothes and change our hairstyles. We wear make-up too. We sometimes copy pictures of celebrities from magazines or the internet – but that isn't a problem for us. We don't worry about our appearance, we're just having fun. What's wrong with that?'

Grace  
15

### Reading Strategy

When you do a matching task, check your answers by trying to match the extra headings with each paragraph. They should not match any of them.

3 Read the Reading Strategy. Then match paragraphs (1–4) in the text with headings (a–f) below. There are two extra headings.

- a Fun with friends
- b Body beautiful
- c Pressure to look good
- d A personal style
- e Sad about looking ordinary
- f Preferring sports

# Making arrangements

*I can make arrangements to meet somebody.*

### 1 Complete the dialogue with the questions below.

how about 2.30? do you fancy going bowling on Saturday?  
shall I come to your house and pick you up on the way?  
what about Sunday? what time?

**Max** Hi, Daisy. <sup>1</sup> \_\_\_\_\_

**Daisy** That's a great idea. But I'm afraid I can't. I'm busy on Saturday. I'm going shopping in London with my sister.

**Max** Well, <sup>2</sup> \_\_\_\_\_ Are you free then?

**Daisy** Well, I'm going to the cinema in the morning, but I'm free in the afternoon.

**Max** OK, why don't we go after lunch then? <sup>3</sup> \_\_\_\_\_

**Daisy** Great idea. <sup>4</sup> \_\_\_\_\_

**Max** <sup>5</sup> \_\_\_\_\_

**Daisy** Cool. See you at my house at 2.30.

### 2 Complete the table with the words below.

the beach a café cards computer games dinner football  
friends ice skating swimming a walk

Free-time activities	
play	<sup>1</sup> _____ / tennis / <sup>2</sup> _____ / <sup>3</sup> _____
go	bowling / <sup>4</sup> _____ / dancing / rollerblading / <sup>5</sup> _____
go to	the cinema / <sup>6</sup> _____ / <sup>7</sup> _____
go for	<sup>8</sup> _____
have	lunch / <sup>9</sup> _____
meet	<sup>10</sup> _____

### 3 Complete the suggestions below with five different activities from exercise 2. Use the correct form of the verb (-ing form or the infinitive without to).

1 Do you fancy \_\_\_\_\_ this evening?

2 Shall we \_\_\_\_\_ tomorrow night?

3 Why don't we \_\_\_\_\_ at the weekend?

4 How about \_\_\_\_\_ on Sunday?

5 Let's \_\_\_\_\_ tomorrow morning.



### 4 Put the phrases below into the correct groups.

Cool I'm afraid I can't Great idea No, thanks  
Sorry, but I'm busy That sounds fun Yes, I'd love to

#### Agreeing to a suggestion

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

#### Declining a suggestion

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



### 5 1.20 Listen to a dialogue. Choose the correct answers.

- Sam doesn't want to go ice skating because  
 he's busy.  he doesn't like ice skating.
- Sam is free on  
 Saturday morning.  Saturday evening.
- They agree to meet at 10.30 at  
 the café.  the cinema.
- They agree to have lunch  
 before the film.  after the film.

### 6 1.20 Listen again. Tick the phrases in exercise 4 that you hear.

### 7 Which tense do we use for future arrangements? Choose the correct answer.

the present simple  the present continuous

### 8 Write notes about your future arrangements.

1 What are you doing this evening?

\_\_\_\_\_

2 What are you doing tomorrow morning?

\_\_\_\_\_

3 What are you doing on Saturday?

\_\_\_\_\_

### 9 Now act out a dialogue to make arrangements using your notes from exercise 8.

## An email

I can write an informal email.

## Preparation

## 1 Complete phrases 1–8 with the words below.

for from of soon things to (x2) wishes

- 1 Give my love \_\_\_\_\_ your parents.
- 2 Thanks \_\_\_\_\_ your email.
- 3 That's all \_\_\_\_\_ me.
- 4 Best \_\_\_\_\_,
- 5 How are \_\_\_\_\_?
- 6 Lots \_\_\_\_\_ love,
- 7 Say 'Hi' \_\_\_\_\_ your sister.
- 8 I hope to see you \_\_\_\_\_.

## Writing Strategy

There are certain expressions that are used to begin and end an informal email, like *Dear ...* and *Best wishes ...*. But emails usually include a few other 'social phrases' near the beginning and end. These make the email sound more natural and friendly.

## 2 Read the Writing Strategy. Then choose three phrases from exercise 1 to complete the email below. (More than one answer is possible.)

To: james@email.com

Hi James,

1 \_\_\_\_\_ I hope you and your family are well. What are you doing at the moment? I'm trying to finish my homework, **but / so** it's taking a long time!

How about meeting in town one day soon? I want to try the new café on Market Street because my mum says it's very good. We can go there after school **because / or** meet for lunch one Saturday.

I'm going to Ava's barbecue next Saturday. Are you going too? It's at her house. I'm helping her with the preparations **because / so** I'm arriving early. I hope I see you there!

2 \_\_\_\_\_ I have to get my things ready for tomorrow morning. Please write soon!

3 \_\_\_\_\_

Holly

## 3 Circle the correct linking words in the email.

## 4 Complete the sentences with the correct linking words below. Sometimes more than one answer is possible.

and because but or so

- 1 I'm tired \_\_\_\_\_ I want to go to bed.
- 2 I'd like to go out this evening, \_\_\_\_\_ I can't.
- 3 I can speak French \_\_\_\_\_ my mum's from France.
- 4 Let's go to the newsagent's \_\_\_\_\_ buy a newspaper.
- 5 Do you want to eat at home \_\_\_\_\_ go to a restaurant?
- 6 My name's Lisa \_\_\_\_\_ I'm your new penfriend.

## 5 Read the task. In what order does Holly cover the three points in exercise 2? Number them 1–3.

Write an email to your friend in which you:

- talk about a future arrangement.
- suggest an activity to do together.
- say what you are doing now.

## Writing Guide

## 6 Plan an email for the task in exercise 5. Make notes about:

- 1 a future arrangement.

\_\_\_\_\_

- 2 a suggestion for an activity.

\_\_\_\_\_

- 3 your current activity.

\_\_\_\_\_

## 7 Write an email following your plan from exercise 6. (You can choose a different order for points 1–3.) Include phrases from exercise 1.

## CHECK YOUR WORK

## Have you ...

- covered all three points in the task?
- used phrases from exercise 1?
- used linking words to join your ideas?
- checked your spelling and grammar?

## Vocabulary

### 1 Circle the words that are different.

- boots scarf shoes
- cardigan jumper skirt
- dress jeans leggings
- coat jacket shorts
- cap socks hat
- tie tracksuit trainers

Mark:  / 6

### 2 Complete the sentences with the adjectives below.

dark long plain short-sleeved smart tight

- I'm wearing a dress to my job interview because I need to look \_\_\_\_\_.
- You have to wear \_\_\_\_\_ trousers to the restaurant. You can't wear shorts.
- This jacket is \_\_\_\_\_. It isn't very comfortable.
- Wear a \_\_\_\_\_ shirt to the barbecue. It's a beautiful day.
- People in my country usually wear \_\_\_\_\_ colours in the winter and lighter colours in the summer.
- I'm looking for a \_\_\_\_\_ white T-shirt to wear under this jumper.

Mark:  / 6

### 3 Choose the correct word to complete the sentences.

- My brother is a **female** / **male** model.
- That photo is **fake** / **real**. You haven't really got blue eyes.
- It's **an ordinary** / **a special** day, so I'm going to the hairdresser's in the morning.
- Kate hasn't really got fair hair. It isn't her **artificial** / **natural** colour.

Mark:  / 4

### 4 Complete the sentences with the negative form of the adjectives below.

friendly happy kind necessary tidy usual

- Those children are very \_\_\_\_\_. They say bad things to people who are different from them.
- Lily is \_\_\_\_\_ with her new haircut. It's very short.
- I think make-up is \_\_\_\_\_. I prefer to look natural.
- The shop assistants are very \_\_\_\_\_ in that shop. I never buy my clothes there.
- Sam can't find his favourite T-shirt. His room's very \_\_\_\_\_.
- My cousin's clothes are \_\_\_\_\_. She often makes them herself.

Mark:  / 6

### 5 Complete the dialogues with the words below.

afraid busy cool fancy how idea let's love shall sounds

#### Dialogue 1

**Chloe** Do you <sup>1</sup> \_\_\_\_\_ playing tennis this afternoon?

**Poppy** I'm <sup>2</sup> \_\_\_\_\_ I can't. I'm going swimming with my sister.

**Chloe** What about tomorrow afternoon?

**Poppy** Yes, I'd <sup>3</sup> \_\_\_\_\_ to. <sup>4</sup> \_\_\_\_\_ I book a tennis court?

**Chloe** Great <sup>5</sup> \_\_\_\_\_ !

#### Dialogue 2

**Mark** <sup>6</sup> \_\_\_\_\_ go to the new burger bar tomorrow.

**Sean** Sorry, I'm <sup>7</sup> \_\_\_\_\_. I'm going to the beach with my cousins.

**Mark** <sup>8</sup> \_\_\_\_\_ about going bowling in the evening?

**Sean** That <sup>9</sup> \_\_\_\_\_ fun.

**Mark** Come to my house at 7.30. We can go together.

**Sean** <sup>10</sup> \_\_\_\_\_.

Mark:  / 10

## Word Skills

### 6 Complete the dialogues using the opposite adjectives.

1 **A** Is that jacket new?

**B** No, it's \_\_\_\_\_.

2 **A** Am I right?

**B** No, you're \_\_\_\_\_.

3 **A** Is chemistry easy?

**B** No, it's \_\_\_\_\_.

4 **A** Are your boots similar to mine?

**B** No, they're \_\_\_\_\_.

5 **A** Is that sport dangerous?

**B** No, it's \_\_\_\_\_.

6 **A** Is that answer true?

**B** No, it's \_\_\_\_\_.

7 **A** Is that a good idea?

**B** No, it's very \_\_\_\_\_.

8 **A** Are their prices high?

**B** No, they're quite \_\_\_\_\_.

9 **A** Is it a great film?

**B** No, it's \_\_\_\_\_.

Mark:  / 9

### Grammar

7 Complete the dialogue with the correct present continuous form of the verbs in brackets.

- Ben** Hi, Eddie. What <sup>1</sup> \_\_\_\_\_ ? (you / do)
- Eddie** Hi, Ben. I <sup>2</sup> \_\_\_\_\_ (study) geography.
- Ben** Me, too. What's that noise? <sup>3</sup> \_\_\_\_\_ (your sister / listen) to music?
- Eddie** No, she <sup>4</sup> \_\_\_\_\_ (not listen) to music. She <sup>5</sup> \_\_\_\_\_ (play) the guitar.
- Ben** Oh. And I can hear voices. Is that your parents talking?
- Eddie** No, it's the TV. My parents <sup>6</sup> \_\_\_\_\_ (not talk). They <sup>7</sup> \_\_\_\_\_ (watch) a film.
- Ben** Your house is very noisy, Eddie.
- Eddie** Yes, I know. I <sup>8</sup> \_\_\_\_\_ (not learn) anything!
- Ben** Why don't you study at my house?
- Eddie** Good idea. I'm on my way!

Mark:  / 8

8 Complete the sentences with the present simple or present continuous form of the verbs below.

buy go not go out not like make not want not wear work

- I \_\_\_\_\_ a skirt for the party, but it isn't finished.
- I \_\_\_\_\_ this shop. It's expensive.
- Tina usually \_\_\_\_\_ clothes shopping with her friends.
- My sister's at the shopping centre. She \_\_\_\_\_ a dress for her friend's wedding.
- Tony's cold. He \_\_\_\_\_ a coat.
- My brother \_\_\_\_\_ to buy new trousers. He's happy with his old jeans.
- We're tired. We \_\_\_\_\_ tonight.
- People in clothes factories in Bangladesh \_\_\_\_\_ very long hours.

Mark:  / 8

### Use of English

9 Choose the correct answers.

The Inuit people <sup>1</sup> \_\_\_\_\_ in northern Canada, Alaska, Greenland, and in the north of Russia. Here the temperature is very <sup>2</sup> \_\_\_\_\_ – it can go down to –50°C. The Inuit usually <sup>3</sup> \_\_\_\_\_ modern clothes, like jeans, T-shirts and jumpers. But today is <sup>4</sup> \_\_\_\_\_, because it's the first day of spring. Many of the Inuit people <sup>5</sup> \_\_\_\_\_ traditional clothes, such as coats made of animal skins. They've got animal-skin <sup>6</sup> \_\_\_\_\_ on their feet, too. Some of the women have got beautiful <sup>7</sup> \_\_\_\_\_ belts of many colours. What <sup>8</sup> \_\_\_\_\_ in cold weather in your country?

- |                     |               |            |
|---------------------|---------------|------------|
| 1 a live            | b is living   | c lives    |
| 2 a high            | b low         | c small    |
| 3 a wears           | b are wearing | c wear     |
| 4 a artificial      | b ordinary    | c special  |
| 5 a are wearing     | b wear        | c wears    |
| 6 a boots           | b leggings    | c trousers |
| 7 a dark            | b patterned   | c plain    |
| 8 a are you wearing | b do you wear | c you wear |

Mark:  / 8

Total:  / 65

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.  
 ★★ = I sometimes find this difficult.  
 ★★★ = No problem!

	★	★★	★★★
I can describe people's clothes.			
I can talk about things that are happening now.			
I can identify stress patterns in two- and three-syllable words.			
I can talk about what usually happens and what is happening now.			
I can use a variety of adjectives.			
I can understand a text about the pressures on teenagers to look good.			
I can make arrangements to meet somebody.			
I can write an informal email.			



## Reading

## Strategy

In a gapped sentences task, words in the missing sentences such as pronouns (*they, them, etc.*) and possessive adjectives (*their, etc.*) can help you choose the correct answer. Underline these words in the missing sentences and see if they match the people or things in the text before or after the gaps.

- 1 Read the Strategy. Then look at the missing sentences (A–H) in exercise 2 and underline the pronouns and possessive adjectives.
- 2 Match gaps 1–7 in the text with sentences A–H below. There is one extra sentence.
- A You can use a theatre, a shopping centre, or your school hall.
- B Then see how long it takes them to walk down the catwalk.
- C Schools often organise events to help them.
- D When it's over, you can sit back and relax.
- E They shouldn't be very expensive.
- F Ask if you can borrow some outfits for a few days.
- G The first thing you need is a team.
- H Ask your friends at school if they want to be models for a day.

## How to organise a charity fashion show

Charities like UNICEF and OXFAM always need money. <sup>1</sup>\_\_\_\_\_ One thing they sometimes do is to have a fashion show. Read on for some tips on organising a successful show.

It's impossible for one person to organise a fashion show alone. <sup>2</sup>\_\_\_\_\_ Ask friends and family for help, and give everyone a job to do.

The next thing you need is a place for the show. <sup>3</sup>\_\_\_\_\_ You need to have a catwalk for the models to walk on and some chairs for the audience.

After that, you need to find some clothes. Talk to students at a fashion college or visit some shops. <sup>4</sup>\_\_\_\_\_ Remember to give them back on time.

Now you've got the clothes, you need to find people to wear them. <sup>5</sup>\_\_\_\_\_ If they aren't interested, look on social media, like Facebook.

Before the show, you need to practise. Ask the models to try on the clothes to check that they are the right size. <sup>6</sup>\_\_\_\_\_ The show should last about 20 minutes.

On the big night, ask a good friend to be your assistant director. A fashion show is a lot of work, and there's always a lot to do. <sup>7</sup>\_\_\_\_\_ It's time for your cleaning team to tidy up!



## Listening

## Strategy

One or more of the questions in a listening task usually asks about the context of the recording, for example: Who are the speakers? Where are they? When is the conversation happening?

- 3 Read the Strategy. Then look at the questions in exercise 4. Which question doesn't ask about context?
- 4 1.21 Listen to four short recordings. Choose the correct answer (A–D).
- 1 Who is speaking to the students?  
A A doctor. C A parent.  
B A police officer. D A head teacher.
- 2 When does Sean ask his mother about the jumper?  
A At the weekend. C After school.  
B Before school. D At night.
- 3 What do Rita and Karl think about school uniforms?  
A They like them. C Only Rita likes them.  
B Only Karl likes them. D They dislike them.
- 4 Where can you hear the announcement?  
A On the radio. C At a train station.  
B At school. D In a library.

## Use of English

## Strategy

In a gapfill task, some of the gaps may test auxiliary verbs. Remember to use the correct form of *do* for present simple questions and negatives and the correct form of *be* for present continuous.

- 5 Complete the sentences with the correct form of *do* or *be*.
- 1 It's hot! Why \_\_\_\_\_ you wearing a coat?
- 2 My sister \_\_\_\_\_ going to the festival because she hasn't got any money.
- 3 What time \_\_\_\_\_ the concert start?
- 4 We \_\_\_\_\_ staying in a hotel – we've got a tent.
- 5 I like music, but I \_\_\_\_\_ play a musical instrument.

- 6 Read the text and complete it with the correct words. Use one word in each gap.

### Welcome to Glastonbudget

It <sup>1</sup> \_\_\_\_\_ raining, but there are black clouds in the sky. There is music, just like Glastonbury, but this isn't Glastonbury. For one thing, it's only May, and the Glastonbury Festival is <sup>2</sup> \_\_\_\_\_ June. This is Glastonbudget, a music festival similar <sup>3</sup> \_\_\_\_\_ Glastonbury, but not quite the same. People <sup>4</sup> \_\_\_\_\_ watching the Arctic Monkeys on the main stage right now; it's the Antarctic Monkeys. Lisa Gaga <sup>5</sup> \_\_\_\_\_ singing on the second stage. These bands are tribute bands – they look and sound exactly like the real thing. Glastonbudget is a three-day festival, and you <sup>6</sup> \_\_\_\_\_ camp there, just like at Glastonbury. There are cafés and restaurants where you can <sup>7</sup> \_\_\_\_\_ breakfast, lunch and dinner too. So, <sup>8</sup> \_\_\_\_\_ you fancy going to a music festival? The problem with Glastonbury is that it's very <sup>9</sup> \_\_\_\_\_ to buy tickets. Glastonbudget <sup>10</sup> \_\_\_\_\_ cost as much and the music is just as good.

### Speaking

#### Strategy

In a guided conversation make sure you respond to your partner before moving on to a new point.

- 7 Read the Strategy. Then match sentences 1–5 with responses A–E.

- 1 Do you fancy going for a walk?
- 2 It's a lovely day.
- 3 Are you free this weekend?
- 4 Is that new restaurant expensive?
- 5 I think we should stay in tonight.

- A I don't think so. Let's look at the website.
- B Great idea. Where shall we go?
- C I agree. Shall we watch a DVD?
- D Sorry, but I'm busy. How about next weekend?
- E You're right. Let's go to the beach.

- 8 Decide who is Student A and who is Student B. You have to do a project together for homework. Make an arrangement to work on the project together. Follow the prompts below.

- |   |   |
|---|---|
| A Greet B. Ask if B wants to do the project at the weekend.                   | B Decline A's suggestion. Give a reason. Suggest another day / part of a day. |
| A Decline B's suggestion. Give a reason. Suggest another day / part of a day. | B Agree to the suggestion. Ask about the place.                               |
| A Suggest a time and place to do the project.                                 | B Agree.  |

### Writing

#### Strategy

When we write an email to a friend, we often use informal language, rather than formal language. Informal language includes contractions (*I am = I'm*), imperatives (*Can you tell me... = Tell me...*) and informal vocabulary (*thank you = thanks*).

- 9 Read the Strategy. Then rewrite the sentences using more informal language.

- 1 Dear Chloe, \_\_\_\_\_
- 2 I hope you are well. \_\_\_\_\_
- 3 That is all from me. \_\_\_\_\_
- 4 Can you call me next week? \_\_\_\_\_
- 5 Goodbye for now. \_\_\_\_\_
- 6 Can you ask your parents? \_\_\_\_\_

- 10 Write an informal email to a friend. Include the information below.

- Thank your friend for his/her email.
- Mention an event you're organising at your school.
- Describe the event.
- Invite your friend to the event.
- An appropriate ending.

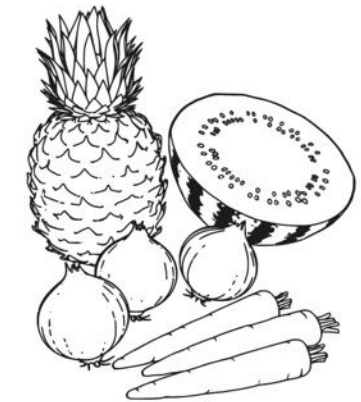
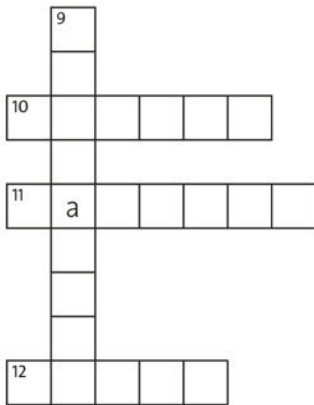
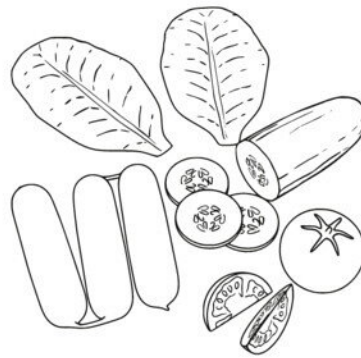
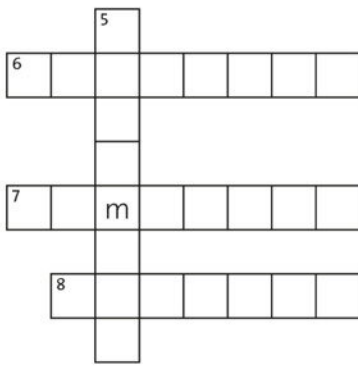
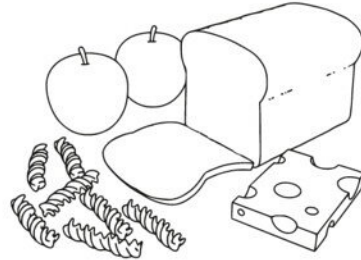
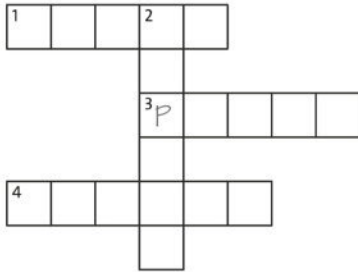
## Vocabulary

### A

### Are you hungry?

I can talk about breakfast, lunch and dinner.

1 Complete the puzzles with the types of food in each picture.



2 Complete the shopping lists. Use a, e, i, o and u.

#### List A

- 1 b \_ \_ f
- 2 l \_ mb
- 3 m \_ shr \_ \_ ms
- 4 r \_ c \_

#### List B

- 5 s \_ ndw \_ ch \_ s
- 6 cr \_ sps
- 7 str \_ wb \_ rr \_ \_ s
- 8 \_ l \_ v \_ s

#### List C

- 9 ch \_ ck \_ n
- 10 l \_ m \_ ns
- 11 p \_ pp \_ rs
- 12 pr \_ wns

3 1.22 Listen to four couples in the supermarket. Match three of the couples with the shopping lists (A–C) in exercise 2. (One couple does not match any of the lists.)

- 1 Jack and Mary: List \_\_\_\_\_
- 2 Leo and Darcy: List \_\_\_\_\_
- 3 Arthur and Megan: List \_\_\_\_\_
- 4 Finley and Amber: List \_\_\_\_\_

4 1.22 Listen again. What does the other couple buy? Write the four food items.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

5 1.23 Listen to the phone call in a hotel. Which breakfast does the guest order? Tick the correct picture.

1



2



3



6 What do you usually have for breakfast? Describe it.

On school days, I usually have \_\_\_\_\_

At weekends, I usually have \_\_\_\_\_

## there is / there are; some and any

I can use there is / are and some / any correctly.

1 Choose *There's* or *There are* to complete the sentences. Are the sentences true or false for you? Correct the false sentences.

- 1 **There's / There are** four people in my home.  
True / False \_\_\_\_\_
- 2 At my school, **there's / there are** a gym.  
True / False \_\_\_\_\_
- 3 **There's / There are** a swimming pool in my town.  
True / False \_\_\_\_\_
- 4 **There's / There are** six letters in my first name.  
True / False \_\_\_\_\_
- 5 **There's / There are** a lot of shops in my town.  
True / False \_\_\_\_\_
- 6 **There's / There are** a beach near my house.  
True / False \_\_\_\_\_

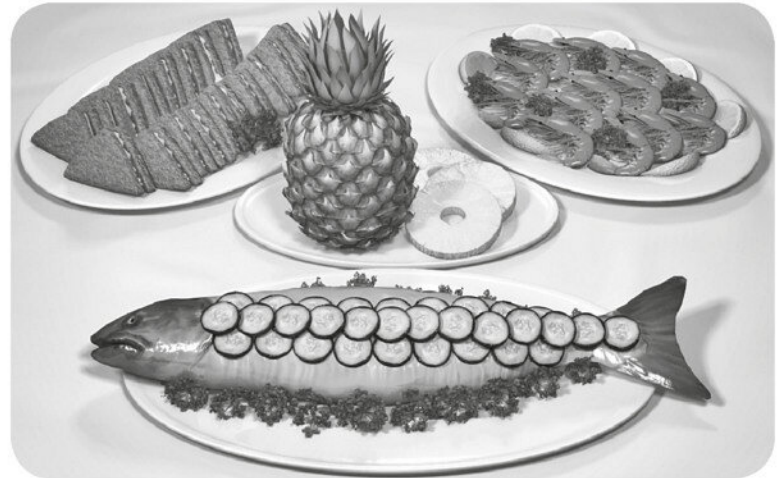


2 Complete the sentences with *some* or *any*.

- 1 We haven't got \_\_\_\_\_ milk for the cereal.
- 2 I don't want \_\_\_\_\_ lettuce in my sandwiches.
- 3 We need \_\_\_\_\_ olives for this recipe.
- 4 Please buy \_\_\_\_\_ mushrooms at the supermarket.
- 5 I can't see \_\_\_\_\_ prawns in the fridge.
- 6 Have we got \_\_\_\_\_ large tomatoes?
- 7 Have \_\_\_\_\_ rice with your chicken.
- 8 Are we having \_\_\_\_\_ fish at the barbecue?

3 Make the sentences negative. Be careful with *some* and *any*.

- 1 There's some chicken in the fridge.  
*There isn't any chicken in the fridge.*
- 2 I want some prawns on my pizza.  
\_\_\_\_\_
- 3 I'm eating some melon with my breakfast.  
\_\_\_\_\_
- 4 There's a pineapple on the table.  
\_\_\_\_\_
- 5 There are some tomatoes in the shopping bag.  
\_\_\_\_\_
- 6 I want an egg for breakfast.  
\_\_\_\_\_
- 7 I've got some apples.  
\_\_\_\_\_
- 8 There are some sandwiches for your friends.  
\_\_\_\_\_



4 Put the words in the correct order to make questions. Then look at the picture above and write short answers.

- 1 is / fish / any / there  
Is there any fish?  
Yes, there is.
- 2 sandwiches / there / any / are  
\_\_\_\_\_?
- 3 are / mushrooms / any / there  
\_\_\_\_\_?
- 4 a / is / chicken / there  
\_\_\_\_\_?
- 5 is / pineapple / there / a  
\_\_\_\_\_?
- 6 prawns / there / any / are  
\_\_\_\_\_?

5 Complete the questions about your English classroom. Use the interrogative form of *there is / are* and *any* or *a / an*. Then write short answers.

- 1 Are there any windows?  
Yes, there are. / No, there aren't.
- 2 \_\_\_\_\_ bin in the room?  
\_\_\_\_\_
- 3 \_\_\_\_\_ whiteboard?  
\_\_\_\_\_
- 4 \_\_\_\_\_ shelves on the walls?  
\_\_\_\_\_
- 5 \_\_\_\_\_ table for the teacher?  
\_\_\_\_\_
- 6 \_\_\_\_\_ cupboards?  
\_\_\_\_\_
- 7 \_\_\_\_\_ computer?  
\_\_\_\_\_

## Eating in the wild!

I can identify and understand unstressed words.



## Wild foraging

What are wild foragers? They are people who look for food in the countryside. They do this because the food is free, and it is fresh and healthy. Wild foragers believe that rich countries grow too much food – and that isn't good for the environment. There is already a lot of wild food in the countryside. You can find lots of mushrooms, leaves, grasses, fruit, vegetables, seeds, herbs and nuts in different seasons. So why do we buy food, when we can find food for free?



1 Read the text about wild foraging. Choose the correct option (a–c) for sentences 1–3.

- A wild forager is someone who looks for \_\_\_ in the countryside.  
a wild animals   b things to eat   c plants
- Wild foragers believe that wild foraging is \_\_\_\_\_.  
a healthy   b difficult   c bad for the environment
- Wild foragers think that rich countries \_\_\_ too much food.  
a buy   b grow   c eat

### Listening Strategy

Unstressed words can be difficult to catch in natural speech. Being able to recognise the unstressed form of words will help you to understand them when you hear them.

2 1.24 Read the Listening Strategy. Underline the stressed 'content words' in these sentences. Then listen, check and repeat.

- Steve is in the bathroom.
- Where is the milk?
- When's your birthday?
- Give me a sandwich.
- Go to bed!
- Kate can ride a bike.

3 1.25 Listen and complete the sentences. Are the words you wrote stressed or unstressed?

- Liam \_\_\_\_\_ swim.
- Put \_\_\_\_\_ on the table.
- Where's \_\_\_\_\_ salt?
- That's \_\_\_\_\_ apple.
- Juan's \_\_\_\_\_ Spain.
- Here's \_\_\_\_\_ water.

4 1.26 Listen to an interview with a wild forager. Are the sentences true (T) or false (F)?

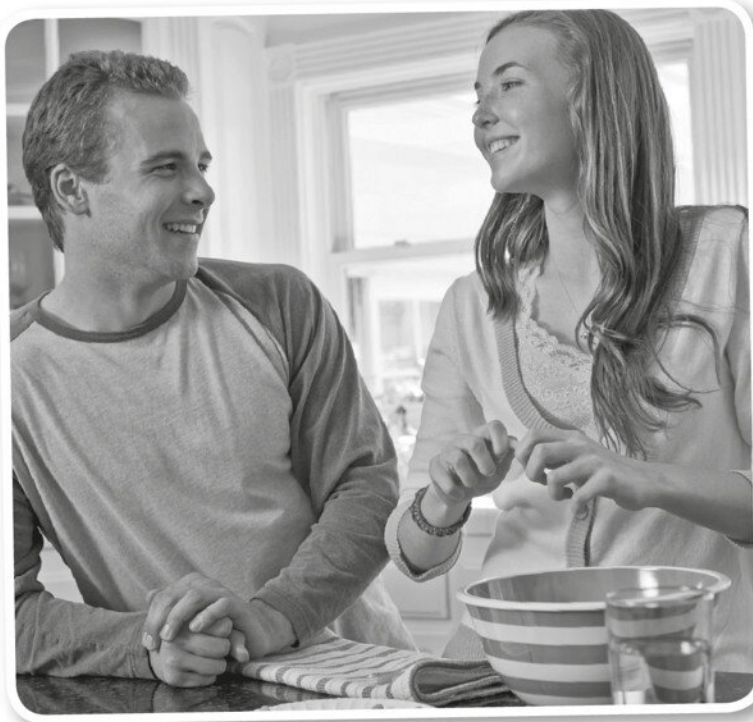
- Stacey studies and collects wild plants that are safe to eat.
- Stacey goes foraging once a month.
- Stacey never buys food in a supermarket.
- There are some places that you can't collect food from.
- A lot of Stacey's visitors don't enjoy her cooking.

5 Underline the stressed words in these sentences.

- I go with my friends and we look for food.  
(Underline four words.)
- And it isn't good for the environment.  
(Underline two words.)
- How often do you collect this kind of food?  
(Underline four words.)
- It's tasty, it's good for you and it's free!  
(Underline four words.)

**how much / how many, much / many / a lot of, a few / a little***I can talk and ask about quantity.***1 Complete the sentences with *much* or *many*.**

- There aren't \_\_\_\_\_ pens in my pencil case.
- He hasn't got \_\_\_\_\_ rice.
- They haven't got \_\_\_\_\_ bananas.
- There isn't \_\_\_\_\_ water in the bottle.
- We haven't got \_\_\_\_\_ sugar.
- There aren't \_\_\_\_\_ books on the shelf.

**2 Complete the dialogue. Choose *how much* or *how many*.**

**Francis** Let's have some lunch. Do you want a sandwich?

**Melanie** Yes, OK. But <sup>1</sup>**how much / how many** bread is there?

**Francis** There's a lot.

**Melanie** Good. We need some butter too. <sup>2</sup>**How much / How many** butter have we got? Look in the fridge.

**Francis** There's a lot of butter too.

**Melanie** I'd like a tomato sandwich. <sup>3</sup>**How much / How many** tomatoes are there?

**Francis** There aren't any tomatoes.

**Melanie** Oh. What about eggs? <sup>4</sup>**How much / How many** eggs are there?

**Francis** Six.

**Melanie** Let's have egg sandwiches, then.

**3 Complete the questions with *how much* and *how many*, and *is there* and *are there*.**

- How many crisps *are there*?
- \_\_\_\_\_ cheese \_\_\_\_\_?
- \_\_\_\_\_ grapes \_\_\_\_\_?
- \_\_\_\_\_ sandwiches \_\_\_\_\_?
- \_\_\_\_\_ lettuce \_\_\_\_\_?
- \_\_\_\_\_ olives \_\_\_\_\_?
- \_\_\_\_\_ chicken \_\_\_\_\_?
- \_\_\_\_\_ strawberries \_\_\_\_\_?

**4 Look at the picture below. What's left after the party? Answer the questions in exercise 3. Use *There isn't much.* / *There are a lot.* / *There aren't many.***

1 *There are a lot.*

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

**5 Complete the sentences. Use *a little* or *a few*.**

- We've got \_\_\_\_\_ carrots in the fridge.
- There's only \_\_\_\_\_ milk.
- Can I have \_\_\_\_\_ sugar, please?
- There are \_\_\_\_\_ apples on the table.
- 'Would you like some pasta?' 'Just \_\_\_\_\_ . I'm not very hungry.'
- I often go out with \_\_\_\_\_ friends at the weekend.
- I sometimes have \_\_\_\_\_ sugar in my coffee.
- We usually buy \_\_\_\_\_ newspapers at the weekend.
- I've only got \_\_\_\_\_ time before I have to go to school.
- We need \_\_\_\_\_ tomatoes and \_\_\_\_\_ cheese to make the pizzas.

## Adjective + preposition

I can use adjective + preposition collocations.

### 1 Choose the correct prepositions.

- 1 popular **to** / **with**
- 2 bad **on** / **for**
- 3 responsible **for** / **about**
- 4 keen **on** / **with**
- 5 used **about** / **to**
- 6 worried **about** / **with**

### 2 Complete the text with the adjectives and prepositions in exercise 1.



Vending machines in a school

# Advertising IN SCHOOLS

A lot of parents and teachers are <sup>1</sup> \_\_\_\_\_ advertising in schools. Some food companies put up posters in schools and give leaflets to the students. Some companies give sports equipment to schools if students buy a lot of chocolate bars or crisps. Of course, a lot of students are <sup>2</sup> \_\_\_\_\_ these snacks and are happy to buy them. In some schools there are vending machines. These machines sell drinks and snacks that are <sup>3</sup> \_\_\_\_\_ teenagers – they love them! But the drinks and food are also <sup>4</sup> \_\_\_\_\_ your health, and some people say they are <sup>5</sup> \_\_\_\_\_ obesity in children. Other people say that students are <sup>6</sup> \_\_\_\_\_ advertisements and the students don't buy more snacks and drinks because of them.

### 3 Complete the sentences with the adjectives below.

bad disappointed full good kind

- 1 Fruit and vegetables are \_\_\_\_\_ for your health.
- 2 I'm good at science, but \_\_\_\_\_ at art and music.
- 3 These snacks are \_\_\_\_\_ of sugar and salt.
- 4 Always try to be \_\_\_\_\_ to other people.
- 5 I'm very \_\_\_\_\_ with my exam results.

### 4 Complete the sentences with the prepositions below.

at for in of (x2)

- 1 Are you interested \_\_\_\_\_ art and photography?
- 2 Josh is afraid \_\_\_\_\_ spiders! He hates them!
- 3 France is famous \_\_\_\_\_ its cheese and wine.
- 4 Thank you for your help. It's very kind \_\_\_\_\_ you.
- 5 I like maths, but I'm not very good \_\_\_\_\_ it.

#### VOCAB BOOST!

When you record new adjectives, record any prepositions that go with them. You can find this information in a dictionary, often in the example sentences.

### 5 Read the *Vocab boost!* box. Then look at the dictionary entries below and note down the prepositions that go with these adjectives.

- 1 proud \_\_\_\_\_
- 2 late \_\_\_\_\_
- 3 similar \_\_\_\_\_
- 4 excited \_\_\_\_\_
- 5 bored \_\_\_\_\_

**bored** /bɔ:d/ *adjective* not interested; unhappy because you have nothing interesting to do: *I'm **bored with** this book.*

**excited** /ɪk'saɪtɪd/ *adjective* not calm, for example because you're happy about something that's going to happen: *He's getting very **excited about** his holiday.*

**similar** /'sɪmələ(r)/ *adjective* the same in some ways, but not completely the same: *Rats are **similar to** mice, but they are bigger.*

**proud** /praʊd/ *adjective* pleased about something that you or others have done: *They are **proud of** their new house.*

**late** /leɪt/ *adjective, adverb* after the usual or right time: *I was **late for** school today.*

## Online dining

I can understand a text about an unusual online service.

Revision: Student's Book page 46

- 1 Complete the messages on the internet forum.  
Use the words below.

chef customers fork knife menu service tray  
waiters

I love this restaurant. The <sup>1</sup> \_\_\_\_\_ is from Italy and makes fantastic pizzas. There are lots of great pasta dishes on the <sup>2</sup> \_\_\_\_\_ too. And the <sup>3</sup> \_\_\_\_\_ are really friendly.

★ ★ ★ ★ ★

I don't like the atmosphere. The <sup>4</sup> \_\_\_\_\_ are all over 40 and eat their pizzas with a <sup>5</sup> \_\_\_\_\_ and <sup>6</sup> \_\_\_\_\_. It isn't for young people!

★ ★

Don't go there! It's really expensive. You pay £18 for a small <sup>7</sup> \_\_\_\_\_ of bread, olives and other starters. Main courses are about £20 each. And then they add 15% to your bill for <sup>8</sup> \_\_\_\_\_!

★



## TV DINNERS

Lee Chang-hyun lives in Seoul, the capital of South Korea, and he has a very unusual job. He starts work at midnight. He sits in front of his computer, connects to the internet, and starts to eat. He doesn't eat quietly – he makes lots of noise! While he eats, people can watch a live video of his meal online. And every day, about 10,000 people watch him. These viewers send messages to him. The messages appear on his computer and he answers them while he's eating. And all the time, he is earning money.

- 2 Read the text. Tick the best definition of *mukbang*.

- a Buying meals online and eating them alone.   
b Finding friends online and going out for meals together.   
c Paying to watch somebody online eat a meal.

### Reading Strategy

When you have to complete sentences with information from a text, start by deciding which part of the text contains the information you need. Remember that the sentences follow the same order as the text.

- 3 Read the Reading Strategy. Complete the sentences with information from the text. Write one or two words in each gap.

- When Lee Chang-hyun starts work, he sits in front of his \_\_\_\_\_.
- While Lee Chang-hyun is working, he gets messages from his \_\_\_\_\_.
- About 3,500 people in South Korea \_\_\_\_\_ in *mukbang*.
- Park Seo-yeon earns \$9,000 \_\_\_\_\_ from *mukbang*.
- Park Seo-yeon thinks people pay to watch her eat because they don't want to eat a lot of \_\_\_\_\_ or sugar.
- Perhaps South Koreans enjoy watching people eat online because a lot of them live \_\_\_\_\_.
- For the viewers, *mukbang* is like eating with \_\_\_\_\_.

Watching people eat is a popular online activity in South Korea. You can also watch on a special TV channel. The name of the hobby in Korean is *mukbang*. About 3,500 South Koreans take part in it and a small number of them are famous. For example, Park Seo-yeon is well known online as TheDiva. She earns \$9,000 a month from her viewers and it is now her full-time job.

But why do the viewers pay? Park Seo-yeon believes that health is the main reason. People love dishes with lots of fat and sugar, but they don't want to eat them, so they ask her to eat them – and they watch! But can you really enjoy watching a meal but not eating it? Or is there another reason for the popularity of *mukbang*?

Perhaps there are social reasons for its popularity. These days, a lot of South Koreans live alone. When you eat dinner alone every evening, it's easy to feel sad. But with *mukbang*, you can eat with others. It is a kind of online dinner party. And when you visit the website often, it is almost like visiting friends.

At the moment *mukbang* is only popular in South Korea, not in other countries. But perhaps it just needs some time ...



### In a restaurant

I can order food and drink in a restaurant.

1 Complete the menu with the words below.

beef cheesecake chocolate pepper pie rice

## menu

**starters**

Tomato and red <sup>1</sup> \_\_\_\_\_ soup

Mini fishcakes

Thai <sup>2</sup> \_\_\_\_\_ salad

**main courses**

Beef and mushroom <sup>3</sup> \_\_\_\_\_

Chicken curry and <sup>4</sup> \_\_\_\_\_

Prawn stir-fry

**desserts**

Strawberry mousse

Lemon <sup>5</sup> \_\_\_\_\_

Home-made <sup>6</sup> \_\_\_\_\_ ice cream

2 Complete the dialogue with five of the phrases below.

There are two extra phrases.

And for you, sir? And for your main course?  
 And what would you like, madam? Are you ready to order?  
 Let's leave a tip. The same for me.  
 Would you like anything to drink?

Waiter <sup>1</sup> \_\_\_\_\_  
 Man Yes, we are. I'd like the fishcakes to start, please.  
 Waiter Certainly. <sup>2</sup> \_\_\_\_\_  
 Man Can I have the chicken curry, please?  
 Waiter Of course. <sup>3</sup> \_\_\_\_\_  
 Woman To start, the soup. Followed by the prawn stir-fry.  
 Waiter Very good. <sup>4</sup> \_\_\_\_\_  
 Woman Can I have water, please?  
 Man <sup>5</sup> \_\_\_\_\_  
 Waiter Of course.

3 Rewrite the sentences in a polite way using *would like*, affirmative or interrogative. Use *please* if necessary.

- 1 Do you want some rice?  
\_\_\_\_\_
- 2 What do you want for dinner?  
\_\_\_\_\_
- 3 I want a cup of coffee.  
\_\_\_\_\_
- 4 Where do you want to sit?  
\_\_\_\_\_
- 5 We want the bill.  
\_\_\_\_\_

4 1.27 Listen to three dialogues in the same restaurant. When does each dialogue take place? Choose the correct words.

Dialogue 1 takes place **before / during / after** a meal.  
 Dialogue 2 takes place **before / during / after** a meal.  
 Dialogue 3 takes place **before / during / after** a meal.

5 Read and complete these lines from the dialogues. Write one word in each gap. Then write 'Waiter' and 'Customer' next to the correct lines.

- 1 Waiter: \_\_\_\_\_ everything OK for you?  
 \_\_\_\_\_: Yes, \_\_\_\_\_ fine, thanks.
- 2 \_\_\_\_\_: Can I have \_\_\_\_\_ water, please?  
 \_\_\_\_\_: Yes, \_\_\_\_\_ course, sir.
- 3 \_\_\_\_\_: Can we have a table \_\_\_\_\_ two, please?  
 \_\_\_\_\_: Certainly, sir. Follow \_\_\_\_\_.
- 4 \_\_\_\_\_: Would you \_\_\_\_\_ to order some drinks?  
 \_\_\_\_\_: \_\_\_\_\_, please.
- 5 \_\_\_\_\_: Can we \_\_\_\_\_ the bill, please?  
 \_\_\_\_\_: Certainly. \_\_\_\_\_ moment.
- 6 \_\_\_\_\_: \_\_\_\_\_ it include service?  
 \_\_\_\_\_: No, it \_\_\_\_\_.

6 1.27 Listen again and check your answers to exercise 5.

7 Look at the menu below. Imagine you are eating alone at this restaurant. Choose and circle a starter, a main course and a dessert.

## menu

**STARTERS**

French onion soup  
 Salmon mousse  
 Olive pâté

**MAIN COURSES**

Chicken and mushroom pie  
 Fish pie  
 Vegetable curry

**DESSERTS**

Melon with strawberries  
 Coffee cake with ice cream  
 Lemon mousse

8 Now act out a dialogue in a restaurant. Use your menu in exercise 7 and phrases from exercises 2 and 5.

## An invitation


*I can write an invitation.*

### Preparation

1 Match 1–7 with a–g to make key phrases for invitations.

- |   |                               |
|---|-------------------------------|
| 1 I'm having a party <input type="checkbox"/> | a in your diary!              |
| 2 I'm <input type="checkbox"/>                | b you can come. Let me know!  |
| 3 Would you like <input type="checkbox"/>     | c planning (a party).         |
| 4 Can you please <input type="checkbox"/>     | d can make it.                |
| 5 Put it <input type="checkbox"/>             | e to celebrate (my birthday). |
| 6 I hope <input type="checkbox"/>             | f to join us?                 |
| 7 Hope you <input type="checkbox"/>           | g bring (some CDs)?           |

2 Complete the invitations with key phrases from exercise 1.

 To: lisa@email.com

Hi Lisa,

1 \_\_\_\_\_ . It's on Saturday 11 April from 7 o'clock. I'm inviting lots of friends and my cousins from London too.

2 \_\_\_\_\_ ? It should be fun. I don't have much good music so 3 \_\_\_\_\_ ? Or can you bring your MP3 player? I've got some speakers. Don't forget the date: 11 April – 4 \_\_\_\_\_ !

Love, George

 To: marcus@email.com

Hi Marcus,

5 \_\_\_\_\_ to celebrate the end of the school year. I'm inviting lots of people from our year at school. We're going to the lake and we're having a BBQ. Please bring some food – maybe some burgers and sausages for the BBQ – and some lemonade or cola. 6 \_\_\_\_\_ – you've got my mobile number.

Love, Alice

#### Writing Strategy

When you have finished writing, check your work carefully for mistakes. Read once for grammar, once for choice of vocabulary and once for spelling.

3 Read the Writing Strategy. Then find and underline one mistake in each sentence below. Write G for a grammar mistake, V for a vocabulary mistake and S for a spelling mistake.

- How much CDs can you bring?  G
- The party should be funny!
- Can you please bring some food?
- I inviting all my friends.
- I'm having a berthday party.
- Don't remember to let me know if you can come.

4 Rewrite the sentences in exercise 3 correctly.

- How \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### Writing Guide

5 Plan an invitation for one of the events below. Make notes.

barbecue birthday party end-of-exams party  
fancy dress party New Year's Eve party street party

1 What is the event? Why are you holding it?

\_\_\_\_\_

\_\_\_\_\_

2 When and where is the event?

\_\_\_\_\_

\_\_\_\_\_

3 What should the person do or bring?

\_\_\_\_\_

\_\_\_\_\_

6 Write the invitation using your notes from exercise 5.

#### CHECK YOUR WORK

Have you ...

- used some key phrases from exercise 1?
- checked the grammar?
- checked your choice of vocabulary?
- checked the spelling?

## Vocabulary

### 1 Circle the word that is different.

- apples onion pineapple strawberries
- carrots mushrooms peas prawns
- beef chicken eggs lamb
- bread milk pasta rice
- crisps cucumber lettuce tomatoes
- butter cheese fish yoghurt

Mark:  / 6

### 2 Complete the sentences with the words below.

chef customers fork knife menu service tray waiter

- The \_\_\_\_\_ was bad, because the waiters were very slow, so we aren't leaving a tip.
- I can't cut this meat because I haven't got a \_\_\_\_\_.
- I can't eat my salad because I haven't got a \_\_\_\_\_.
- Let's ask the \_\_\_\_\_ for the bill.
- That restaurant always has a lot of \_\_\_\_\_. It's very popular.
- Would you like to see the dessert \_\_\_\_\_?
- Please tell the \_\_\_\_\_ that the fish was excellent.
- We often have dinner on a \_\_\_\_\_ in front of the TV.

Mark:  / 8

### 3 Match the first parts of the sentences (1–8) with the second parts (a–h).

- Let's leave
- Can we see
- Is everything
- Would you like
- Can we have a
- I'd like
- Can we
- Does it include

- table for two, please?
- service?
- some water, please.
- OK for you?
- a tip.
- have the bill, please?
- a coffee or a tea?
- the menu, please?

Mark:  / 8

### 4 Complete the invitations with the phrases below.

can make it can you bring celebrate my birthday  
I'm planning put it would you like

Hi Karen,

1 \_\_\_\_\_ a sleepover at my house on Friday night with some friends.

2 \_\_\_\_\_ to join us? I've got Pictionary and Tanya is bringing another game, so it should be a lot of fun.

Hope you<sup>3</sup> \_\_\_\_\_.

Love,

Joanna

Dear Richard,

I'm having a party to<sup>4</sup> \_\_\_\_\_ next month. It's on Saturday 3 February at my house. I'm organising the drinks, but<sup>5</sup> \_\_\_\_\_ some food?

6 \_\_\_\_\_ in your diary!

Best wishes,

Philip

Mark:  / 6

## Word Skills

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

- We were very disappointed \_\_\_\_\_ our meal. The food was terrible!
- My little sister is afraid \_\_\_\_\_ the dark, so she sleeps with a light on.
- They live in Mexico, so they're used \_\_\_\_\_ hot, spicy food.
- Some doctors say that eating a lot of meat is bad \_\_\_\_\_ you.
- It's very kind \_\_\_\_\_ you to invite us for dinner.
- Many people think fizzy drinks are responsible \_\_\_\_\_ the obesity problem.

Mark:  / 6

## Grammar

6 Complete the sentences with the correct form of *there is* or *there are* (affirmative, negative or interrogative).

- 1 \_\_\_\_\_ a jacket on the chair. Is it yours?
- 2 \_\_\_\_\_ any people in the café.
- 3 \_\_\_\_\_ any meat in this pie?
- 4 \_\_\_\_\_ a Japanese restaurant here, so we can't have sushi.
- 5 \_\_\_\_\_ any apples on the tree?
- 6 \_\_\_\_\_ any sugar in my tea.
- 7 \_\_\_\_\_ a dishwasher in the flat?

Mark:  / 7

7 Complete the dialogue with *a*, *an*, *some* or *any*.

Alice We need to go shopping. Let's make a list.

Tania OK. Here's a pen. You can write.

Alice Perfect. So, have we got <sup>1</sup> \_\_\_\_\_ fruit?

Tania There's <sup>2</sup> \_\_\_\_\_ pineapple in the fridge, but we haven't got <sup>3</sup> \_\_\_\_\_ oranges.

Alice Right. Have we got <sup>4</sup> \_\_\_\_\_ vegetables?

Tania We've got a lettuce, some tomatoes and a cucumber. Oh and there's <sup>5</sup> \_\_\_\_\_ onion.

Alice OK. What about rice and pasta?

Tania We've got <sup>6</sup> \_\_\_\_\_ pasta, but there isn't <sup>7</sup> \_\_\_\_\_ rice.

Alice Right. What else?

Mark:  / 7

8 Complete the sentences with the words below.

a few a little a lot of how many how much many much

- 1 I don't want \_\_\_\_\_ chips with my fish, just a few.
- 2 \_\_\_\_\_ bread do you eat every day?
- 3 My little brother only eats \_\_\_\_\_ vegetables.
- 4 My friends eat \_\_\_\_\_ junk food, especially burgers and pizza.
- 5 I only want \_\_\_\_\_ milk in my coffee, please.
- 6 \_\_\_\_\_ sweets do you buy a week?
- 7 We don't eat \_\_\_\_\_ ice cream – only in the summer.

Mark:  / 7

## Use of English

9 Complete the text. Write one word in each space.

Are you keen <sup>1</sup> \_\_\_\_\_ hot dogs – you know, those sausages in a long bread roll? So, how <sup>2</sup> \_\_\_\_\_ hot dogs do you think you can eat for dinner? <sup>3</sup> \_\_\_\_\_ is a restaurant in New York called Nathan's, which is famous <sup>4</sup> \_\_\_\_\_ its hot dog eating competition. It's very popular <sup>5</sup> \_\_\_\_\_ customers and about twenty people take part every year. On 4 July, all of the competitors stand behind <sup>6</sup> \_\_\_\_\_ long table. A lot of other customers stand and watch. There <sup>7</sup> \_\_\_\_\_ some big plates of hot dogs on the table. There are also <sup>8</sup> \_\_\_\_\_ drinks, but not many. They haven't got <sup>9</sup> \_\_\_\_\_ time to eat the hot dogs because the clock stops after ten minutes. A lot <sup>10</sup> \_\_\_\_\_ the competitors stop eating before then, but most of them finish. An American called Joey Chestnut holds the record with 69 hot dogs in ten minutes.

Mark:  / 10

Total:  / 65

*I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about breakfast, lunch and dinner.			
I can use <i>there is / are</i> and <i>some / any</i> correctly.			
I can identify and understand unstressed words.			
I can talk and ask about quantity.			
I can use adjective + preposition collocations.			
I can understand a text about unusual restaurants.			
I can order food and drink in a restaurant.			
I can write an invitation.			

# 5

# In the city

## Vocabulary

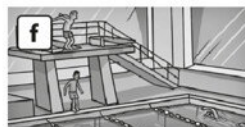
### A

## Places

I can describe places in a city.

1 Complete the names of these places and match them with the pictures (a–h) below.

- 1 town hall  e                      6 sq \_\_\_\_\_
- 2 c \_\_\_\_\_ p \_\_\_\_\_ rk                       7 sw \_\_\_\_\_ mm \_\_\_\_\_ ng
- 3 \_\_\_\_\_ rp \_\_\_\_\_ rt                       p \_\_\_\_\_ l
- 4 f \_\_\_\_\_ r \_\_\_\_\_ st \_\_\_\_\_ t \_\_\_\_\_ n                       8 b \_\_\_\_\_ s \_\_\_\_\_ st \_\_\_\_\_ t \_\_\_\_\_ n
- 5 g \_\_\_\_\_ m



2 Match the sentences with the places in town below.

- bank cinema hospital hotel library museum  
park police station post office shopping centre  
train station zoo

- 1 'Hello. I'm Doctor Langton. How is your arm today?'  
\_\_\_\_\_
- 2 'Excuse me. I'm looking for a book about the rainforest.'  
\_\_\_\_\_
- 3 'The 9.35 from London to York is arriving at platform four.'  
\_\_\_\_\_
- 4 'I need to report a crime.'  
\_\_\_\_\_
- 5 'Can I have a room for three nights, please?'  
\_\_\_\_\_
- 6 'I need to send this letter to Canada, by air.'  
\_\_\_\_\_
- 7 'Excuse me. Where are the lions and tigers?'  
\_\_\_\_\_
- 8 'Look at that Greek plate. It's 3,000 years old!'  
\_\_\_\_\_
- 9 'I'd like to change some money into euros, please.'  
\_\_\_\_\_
- 10 'Be quiet! The film is starting!'  
\_\_\_\_\_
- 11 'Let's play football, then have a picnic.'  
\_\_\_\_\_
- 12 'You can stay here in the café. I need to go to the clothes shop and then the bookshop.'  
\_\_\_\_\_

3 1.28 Look at the pictures and listen to the sentences. Are the sentences true or false? Tick the correct answer.



- 1 a True  False     b True  False     c True  False



- 2 a True  False     b True  False     c True  False



- 3 a True  False     b True  False     c True  False

## Comparatives

I can make comparisons.

- 1 Complete the travel blog. Use the comparative form of the adjectives in brackets.

After a week in New York, I'm now in Philadelphia. It's much <sup>1</sup> \_\_\_\_\_ (quiet) here, but it's still a big city, with lots of restaurants, museums and famous buildings. The centre of Philadelphia is <sup>2</sup> \_\_\_\_\_ (small) than Manhattan, so you can walk everywhere. I think the people here are <sup>3</sup> \_\_\_\_\_ (friendly) and <sup>4</sup> \_\_\_\_\_ (polite). But I prefer New York. It's <sup>5</sup> \_\_\_\_\_ (interesting) and <sup>6</sup> \_\_\_\_\_ (exciting) than Philadelphia. And public transport is <sup>7</sup> \_\_\_\_\_ (good), so it's <sup>8</sup> \_\_\_\_\_ (easy) to get around.



- 2 Look at the prompts and write sentences. Use the affirmative of *be* and the comparative form of the adjective with *than*.

1 Prince Harry / young / Prince William  
Prince Harry is younger than Prince William.

2 Crocodiles / dangerous / sharks  
\_\_\_\_\_

3 Chinese / difficult / English  
\_\_\_\_\_

4 Friends / important / money  
\_\_\_\_\_

5 Twitter / new / Facebook  
\_\_\_\_\_

6 Brown rice / natural / white rice  
\_\_\_\_\_

7 Six out of ten / bad / fourteen out of twenty  
\_\_\_\_\_

- 3 Complete the facts with the comparative form of the adjectives in brackets. Include *than*. Use the correct form of *be*, affirmative or negative, to make the facts true.

1 Antarctica (big) \_\_\_\_\_ Australia.

2 Mars (far) \_\_\_\_\_ from the Sun  
\_\_\_\_\_ Earth.

3 Tigers (large) \_\_\_\_\_ cheetahs.

4 Mount Fuji (high) \_\_\_\_\_ Mount Kilimanjaro.

5 The North Pole (cold) \_\_\_\_\_ the South Pole.

6 London (rainy) \_\_\_\_\_ Rome.

7 Beijing (polluted) \_\_\_\_\_ Tokyo.

8 Gold (expensive) \_\_\_\_\_ silver.

- 4 Write true sentences comparing yourself with a friend or family member. Use the adjectives in brackets.

1 (patient) I'm more patient than my brother.

2 (kind) \_\_\_\_\_

3 (noisy) \_\_\_\_\_

4 (tidy) \_\_\_\_\_

5 (sensible) \_\_\_\_\_

6 (cool) \_\_\_\_\_

7 (creative) \_\_\_\_\_

- 5 Write questions comparing the words below. Then write your own opinion beginning with *I think*.

1 Which / easy / English / German?  
Which is easier, English or German?  
I think English is easier.

2 Who / funny / Ben Stiller / Jim Carrey?  
\_\_\_\_\_

3 Which / casual / a T-shirt / a shirt?  
\_\_\_\_\_

4 Which / bad / a broken leg / a broken arm?  
\_\_\_\_\_

5 Who / famous / Lionel Messi / Taylor Swift?  
\_\_\_\_\_

6 Which / nice / chocolate / cheese?  
\_\_\_\_\_

7 Which / attractive / a flower / a butterfly?  
\_\_\_\_\_

8 Which / good / a good exam result / a nice present?  
\_\_\_\_\_

# Town or country?

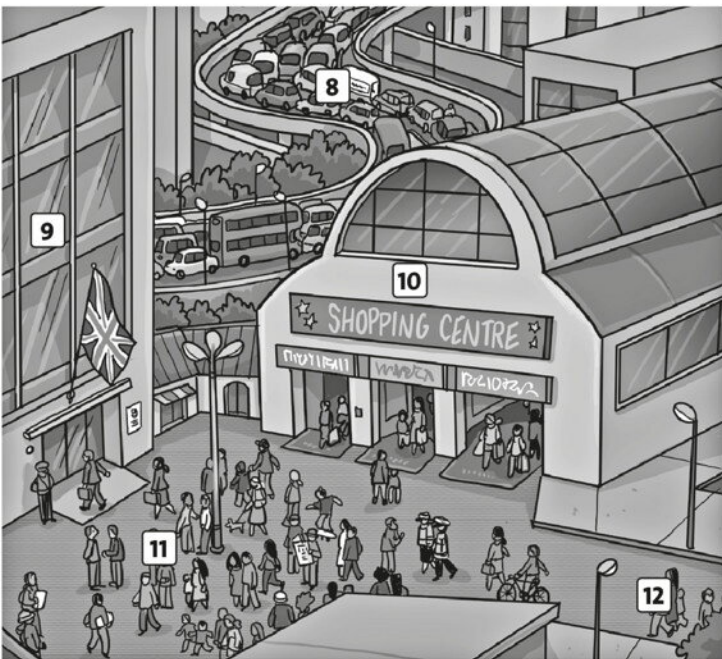
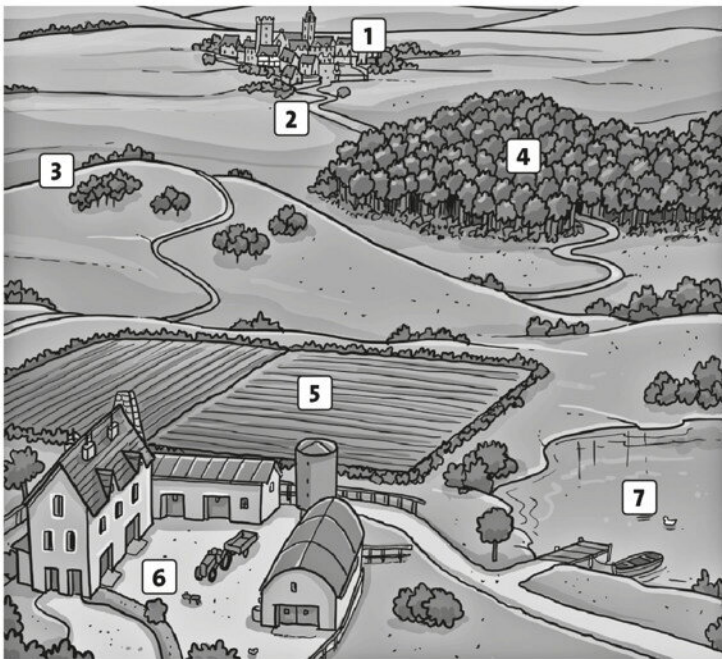
I can identify the main idea of a listening text.

Revision: Student's Book page 55

1 Label the pictures. Use the words below.

crowd farm field hill lake office block shoppingcentre street traffic valley village wood

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



### Listening Strategy

Sometimes it isn't necessary to understand all of the details when you listen, as long as you understand the main ideas. In these cases, focus on what you need to know and do not worry if you do not understand every word.

2 **1.29** Read the Listening Strategy. Then listen to three people. What are they talking about? Match them with the correct topic (a–c).



- 1** Jonnie
- a buses
  - b traffic
  - c shops



- 2** Ian
- a a town
  - b a library
  - c a cinema



- 3** Milla
- a a hotel
  - b an office block
  - c a shopping centre

3 **1.30** Listen and match speakers (1–4) with the sentences (a–e). There is one extra sentence. Remember not to worry if you don't understand everything.

Which speaker ...

- a is showing visitors his/her new house in the country?
- b explains what there is to do where he/she lives?
- c is giving a tour of a town?
- d would like to live in the country?
- e wants to go on holiday to a city?

4 **1.30** Listen again and answer the questions.

- 1 Which country would speaker 1 like to visit?  
\_\_\_\_\_
- 2 Which buildings does speaker 2 mention?  
\_\_\_\_\_
- 3 Which does speaker 3 prefer, her old home or her new home?  
\_\_\_\_\_
- 4 Why does speaker 4 dislike the place where he lives now?  
\_\_\_\_\_

## Superlatives

I can use superlative adjectives.

**1 Complete the forms of transport. Use a, e, i, o and u.**

- |                 |                  |
|-----------------|------------------|
| 1 b__s          | 6 sh__p          |
| 2 c__r          | 7 t__x__         |
| 3 c__ch         | 8 tr__n          |
| 4 m__t__rb__k__ | 9 tr__m          |
| 5 pl__n__       | 10 __nd__rgr__nd |

**2 Write the superlative form of the adjectives.**

- |               |                  |
|---------------|------------------|
| 1 warm _____  | 5 exciting _____ |
| 2 noisy _____ | 6 bad _____      |
| 3 wide _____  | 7 talented _____ |
| 4 big _____   | 8 easy _____     |

**3 Complete the sentences. Use the superlative form of the adjectives in brackets.**

- Planes are \_\_\_\_\_ (quick) form of transport.
- Is chicken \_\_\_\_\_ (healthy) type of meat?
- Which are \_\_\_\_\_, (comfortable) trams, trains or buses?
- I think Saturday is \_\_\_\_\_ (good) day of the week.
- July is often \_\_\_\_\_ (hot) month of the year.
- London isn't \_\_\_\_\_ (safe) city in the UK.

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

- river / is / The Amazon / the / in the world. / longest  
\_\_\_\_\_
- from the sun. / furthest / Neptune / planet / is / the  
\_\_\_\_\_
- friendliest / Who / in the class? / girl / is / the  
\_\_\_\_\_
- animals / Chimpanzees / in the world. / are / most intelligent / the  
\_\_\_\_\_
- the / exams / worst. / are / maths / In my opinion,  
\_\_\_\_\_

**5 Underline the mistakes. Rewrite the sentences correctly.**

- Josh is the taller boy in the class. ✗  
\_\_\_\_\_
- Zurich is most expensive city in Europe. ✗  
\_\_\_\_\_
- The Pacific is the most largest ocean in the world. ✗  
\_\_\_\_\_
- James's exam results are the goodest in the class. ✗  
\_\_\_\_\_
- The farest I travelled last year was to New York. ✗  
\_\_\_\_\_

**6 Look at the table. Write sentences with comparative and superlative adjectives.**



Mexico City	Tokyo	New York
1,485 km <sup>2</sup>	2,188 km <sup>2</sup>	1,214 km <sup>2</sup>
☹☹☹	☹☹☹☹☹	☹☹☹☹
\$\$	\$\$\$\$	\$\$\$\$\$
Max: 27°C Min: 5°C	Max: 30°C Min: 2°C	Max: 25°C Min: -3°C
🏭🏭🏭🏭🏭	🏭🏭	🏭🏭🏭

- (big) Mexico City is bigger than New York, but Tokyo is the biggest.
- (small) \_\_\_\_\_
- (wet) \_\_\_\_\_
- (dry) \_\_\_\_\_
- (cheap) \_\_\_\_\_
- (expensive) \_\_\_\_\_
- (hot) \_\_\_\_\_
- (cold) \_\_\_\_\_
- (clean) \_\_\_\_\_
- (polluted) \_\_\_\_\_



# Words that go together

I can use a range of travel-related collocations.

## 1 Complete the collocations with the verbs below.

buy catch get on get out of go by  
go up take travel to

- \_\_\_\_\_ taxi / bus / tram / train / plane, etc.
- get to / \_\_\_\_\_ school / work / London
- \_\_\_\_\_ / get off a train / a bus / a tram, etc.
- get in / \_\_\_\_\_ a car / a taxi / a van, etc.
- \_\_\_\_\_ the stairs / the escalator
- \_\_\_\_\_ a ticket
- \_\_\_\_\_ a taxi / a train / a tram, etc.
- \_\_\_\_\_ a bus / a plane, etc. (but not a taxi)

cross drive give go lose miss ride wait for

- \_\_\_\_\_ a train / a bus / a tram / a plane, etc.
- \_\_\_\_\_ on foot
- \_\_\_\_\_ a bicycle / a scooter / a horse, etc.
- \_\_\_\_\_ your way
- \_\_\_\_\_ the road / street
- \_\_\_\_\_ to work / into town / to London
- \_\_\_\_\_ a bus / a tram / a train, etc.
- \_\_\_\_\_ somebody a lift

## 2 Complete the texts with the words below.

### HOW DO YOU GET TO SCHOOL?



a lift by bus school the bus work

**Millie:** How do I get to <sup>1</sup>\_\_\_\_\_? That depends. My mum drives to <sup>2</sup>\_\_\_\_\_ on Mondays, Tuesday and Wednesdays, so she gives me <sup>3</sup>\_\_\_\_\_. On Thursdays and Fridays, I go <sup>4</sup>\_\_\_\_\_. If I miss <sup>5</sup>\_\_\_\_\_, then I have to walk.

a tram bicycle for a tram the road

**Jacob:** In the winter I always take <sup>6</sup>\_\_\_\_\_ to school. It's the best way. It stops in front of my flat – I only have to cross <sup>7</sup>\_\_\_\_\_. I never have to wait long <sup>8</sup>\_\_\_\_\_ in the morning. In summer I sometimes walk or ride my <sup>9</sup>\_\_\_\_\_.

a ticket a train on foot the train

**Daisy:** I live a long way from the school, so I have to walk to the station and catch <sup>10</sup>\_\_\_\_\_. I buy <sup>11</sup>\_\_\_\_\_ in September at the start of the school year. I get off <sup>12</sup>\_\_\_\_\_ near my school and then go <sup>13</sup>\_\_\_\_\_. The journey takes an hour.

## 3 Answer the questions.

1 How do you usually get to school?

\_\_\_\_\_

2 How do your parents usually get to work?

\_\_\_\_\_

3 When you go shopping, how do you usually get to the shops?

\_\_\_\_\_

## 4 Find and underline one mistake in each sentence. Rewrite the sentences correctly.

1 What time do you arrive to London? ✗

\_\_\_\_\_

2 Taxis are expensive, but I always catch a taxi to town. ✗

\_\_\_\_\_

3 I usually arrive to home at 4.40 in the afternoon. ✗

\_\_\_\_\_

4 Take a map with you so you don't miss your way. ✗

\_\_\_\_\_

5 My mum arrives to work at nine o'clock. ✗

\_\_\_\_\_

6 Joe is waiting the bus at the bus stop. ✗

\_\_\_\_\_

7 The plane arrives at Italy at ten o'clock. ✗

\_\_\_\_\_

8 Sally usually walks on foot to school. ✗

\_\_\_\_\_

### VOCAB BOOST!

You can record and learn words by topic. For example, for the topic of transport, you can record forms of transport (e.g. *bus*), jobs (e.g. *driver*), places (e.g. *station*), verbs (e.g. *drive*), collocations (e.g. *catch a bus*).

## 5 Read the *Vocab boost!* box. Then put the words and phrases below into the correct groups.

book a ticket change trains coach station depart ferry  
flight attendant land moped taxi rank ticket collector

### Topic: Travel

1 Forms of transport: bus, train, plane, \_\_\_\_\_,

2 Jobs: pilot, driver, \_\_\_\_\_, \_\_\_\_\_

3 Places: train station, motorway, \_\_\_\_\_,

4 Verbs: fly, walk, ride, \_\_\_\_\_,

5 Collocations: buy a ticket, lose your way,

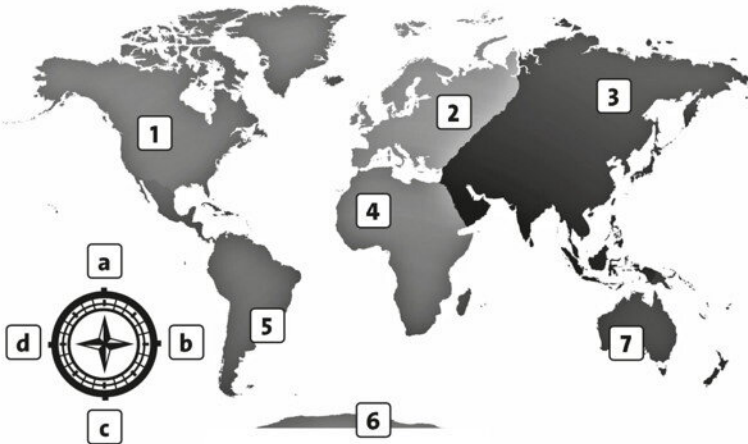
\_\_\_\_\_, \_\_\_\_\_

## Unusual cities

I can understand a text about unusual cities.

Revision: Student's Book page 58

1 Match the continents with 1–7 on the map and the compass points with a–d on the diagram.

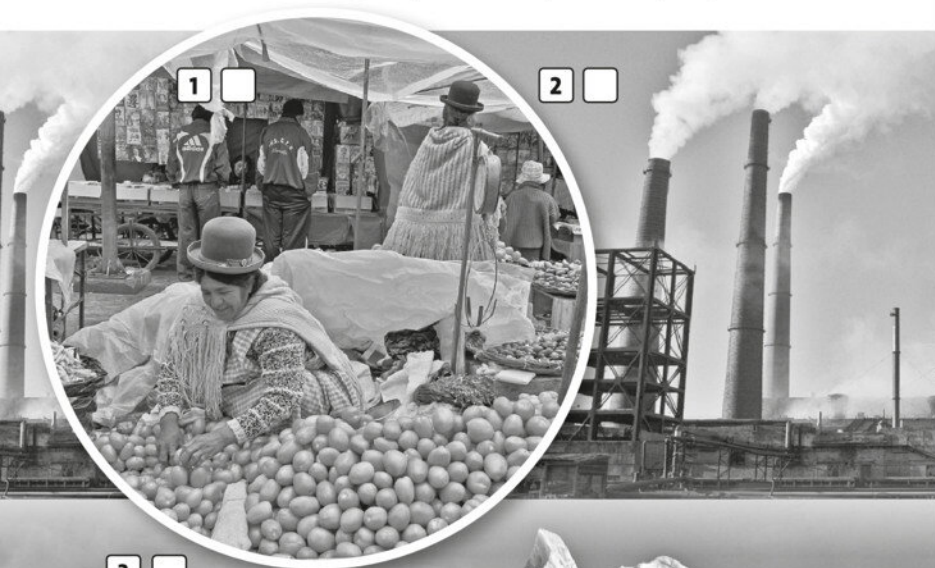


- |                                |                                     |  |
|--------------------------------|-------------------------------------|--|
| east <input type="checkbox"/>  | Africa <input type="checkbox"/>     | Europe <input type="checkbox"/>        |
| north <input type="checkbox"/> | Antarctica <input type="checkbox"/> | North America <input type="checkbox"/> |
| south <input type="checkbox"/> | Asia <input type="checkbox"/>       | South America <input type="checkbox"/> |
| west <input type="checkbox"/>  | Australia <input type="checkbox"/>  |  |

2 Read the texts opposite (A–C). Which two cities are in the same continent? Which continent are they in?

\_\_\_\_\_ and \_\_\_\_\_ are in \_\_\_\_\_.

3 Match the texts (A–C) with the pictures (1–3) below.



3

## Reading Strategy

When you do a matching task, read all the texts first to get a sense of the overall meaning. Then, go through the questions one by one. Decide which text you think contains the answer and look for it carefully. If you can't find it, look in the other texts.

4 Read the Reading Strategy. Then match each question (1–7) with one of the texts (A–C).

Which text is about a city which ...

- 1 has around a million inhabitants?
- 2 does not have clean air?
- 3 does not have cold winters?
- 4 is not very safe for visitors?
- 5 is not good for the health of its inhabitants?
- 6 is near to some very beautiful scenery?
- 7 is very, very cold in winter?

## EXTREME CITIES

## A Norilsk

Norilsk is in Russia and is further north than any other large city in the world. It is a very cold place, often  $-30^{\circ}\text{C}$  in winter. You can't get to Norilsk by car or bus because there aren't any roads. You have to fly or, in summer, arrive by boat. (In winter, the sea turns to ice.) The city has a population of around 180,000. A lot of these people work for Norilsk Nickel, one of the biggest metal companies in the world. The factories there cause a lot of pollution. In fact, the average life of an inhabitant of Norilsk is ten years shorter than other Russians.

## B Punta Arenas

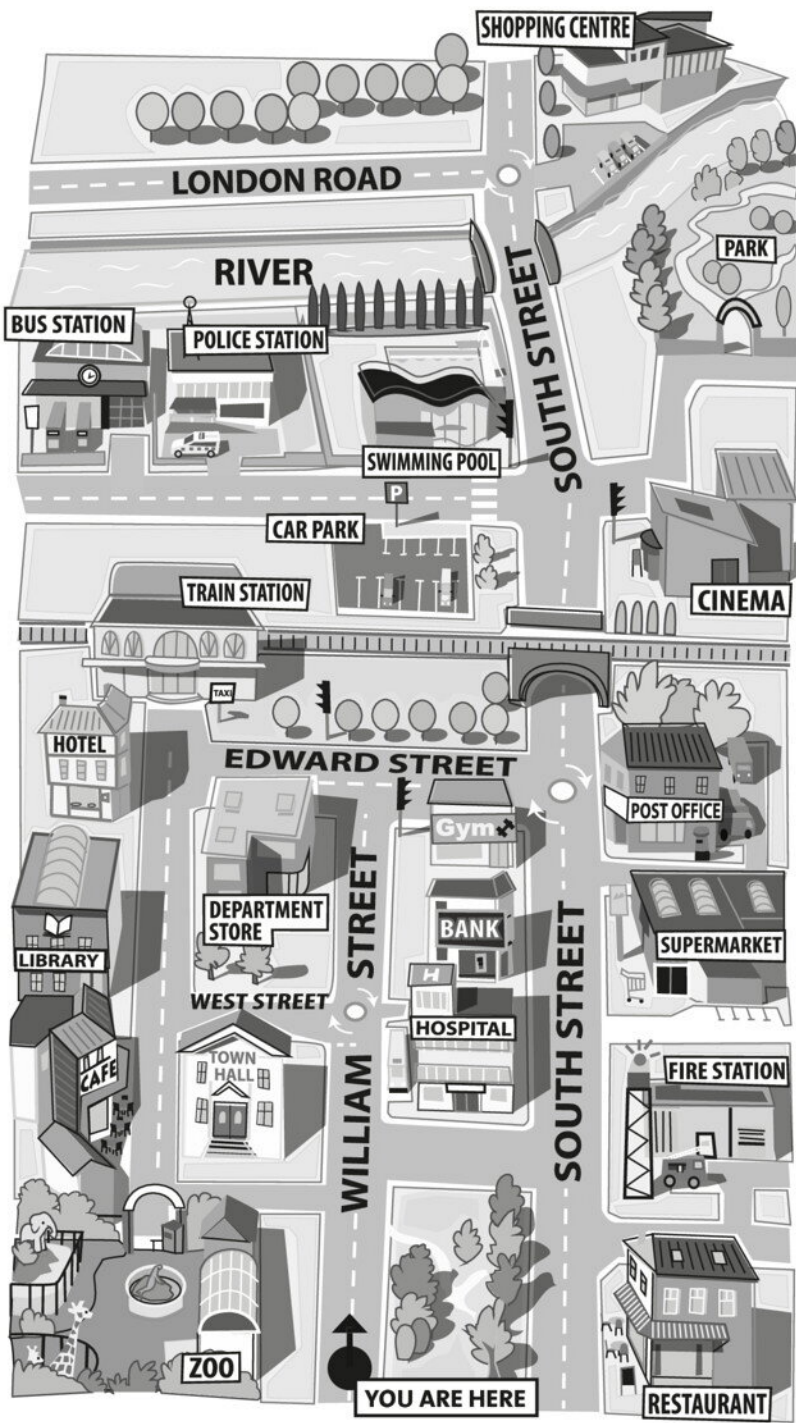
Punta Arenas is in the south of Chile, in South America. It is the furthest south of any large city in the world. It is near the Antarctic circle, but because of the ocean, the winters are not very cold (usually above  $0^{\circ}\text{C}$ ). The population of Punta Arenas is around 110,000. The city has a main square with large, attractive buildings. There are also interesting museums. And Punta Arenas is a good place to start a walking holiday, because it is on the edge of Patagonia, a region with amazing scenery. You can explore mountains and beaches – and see penguins too!

## C El Alto

El Alto is the second largest city in Bolivia, a country in South America. It is also the highest large city in the world, with an altitude of 4,150 metres above sea level. It is near the capital, La Paz, but is bigger than the capital, with a population of about a million people. El Alto is not an easy place to live. There is a lot of traffic and the climate is cold: around  $-3^{\circ}\text{C}$  in winter and only around  $7^{\circ}\text{C}$  in summer. And there are often problems with the water supply. The city's main attraction is a large open-air market. Tourists sometimes come to El Alto to visit the market, but they have to be careful – there is a lot of crime in this region.

# Asking for and giving directions

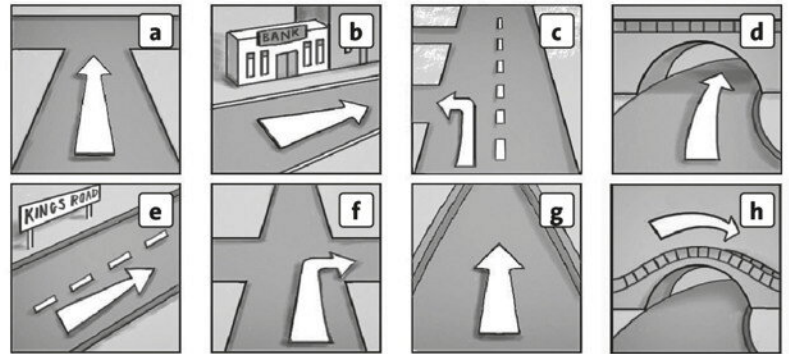
I can ask for and give directions.



3 Complete the key phrases with the words below. Then match them with the pictures.

along at end first past over straight under

- 1 Go \_\_\_\_\_ on.
- 2 Go \_\_\_\_\_ King's Rd.
- 3 Take the \_\_\_\_\_ left.
- 4 Go to the \_\_\_\_\_ of the road.
- 5 Go \_\_\_\_\_ the bank.
- 6 Turn right \_\_\_\_\_ the crossroads.
- 7 Go \_\_\_\_\_ the bridge.
- 8 Go \_\_\_\_\_ the bridge.



4 1.32 Listen to the directions. Start from 'You are here' on the map. Where do the people want to go? Mark the routes on the map.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_

### Speaking Strategy

If you don't understand, ask the person you are talking to to slow down, repeat or clarify.

Could you speak more slowly, please?

Could you repeat that, please?

What does ... mean?

5 Read the Speaking Strategy. Tick the two questions that the speakers use.

6 Prepare a dialogue giving directions from 'You are here' to these places. Make notes.

- 1 The police station: \_\_\_\_\_  
\_\_\_\_\_
- 2 The restaurant: \_\_\_\_\_  
\_\_\_\_\_
- 3 The library: \_\_\_\_\_  
\_\_\_\_\_

7 Now act out a dialogue asking for directions. Use your ideas from exercise 6 and phrases from exercises 1 and 3.

1 Look at the map and complete the sentences with the words below.

between corner left next to opposite

- 1 The police station is \_\_\_\_\_ the bus station.
- 2 The library is \_\_\_\_\_ the café and the hotel.
- 3 The restaurant is \_\_\_\_\_ the fire station.
- 4 The gym is on the \_\_\_\_\_, next to the bank.
- 5 Go down William Street. The department store is on your \_\_\_\_\_, near the traffic lights.

2 1.31 Listen and look at the map. Write the places.

- 1 supermarket
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_

## Preparation

- 1 Read the text about Northwick. Match each paragraph (1–3) with one of the topics below.

eating out entertainment getting around history  
places of interest places to stay shopping

Paragraph 1 topic: \_\_\_\_\_

Paragraph 2 topic: \_\_\_\_\_

Paragraph 3 topic: \_\_\_\_\_

## Northwick

1 Northwick is a very interesting town. The streets are very narrow. Every Saturday, there's a market in the square – a tradition that is about 500 years old! And near the town, Northwick Hall is the old home of Lord Northwick, a friend of Queen Victoria.

2 One of the best things about Northwick is the public transport. There are lots of trams and buses, and tickets are cheap. Also, there are no cars in the centre, so it's nice to walk or cycle there.

3 There are two hotels: The Residence and The Eastgate. Both are comfortable, but the rooms at The Residence are larger. There is also a youth hostel. The youth hostel is very cheap, but you have to share a room with other people.

- 2 In the model text above, find the name of this building near Northwick.



## Writing Strategy

Write in paragraphs of two or more sentences. Give each paragraph its own topic and introduce the topic in the first sentence. Plan your paragraphs before you begin writing.

- 3 Read the Writing Strategy. Then answer questions 1 and 2.

- 1 Which paragraph (1–3) in the model text does not begin with a sentence to introduce the topic?  
Paragraph
- 2 Which is the best sentence to introduce that paragraph: a, b or c?  
a I think The Residence is the best hotel in Northwick.  
b Northwick is very popular for a number of reasons.  
c For people who need somewhere to stay, Northwick offers a wide choice.

## Writing Guide

- 4 Look at the paragraph plan below for an article about a town called Southport. Read the notes and write the topic for each paragraph. Use topics from exercise 1.

Paragraph 1 topic: \_\_\_\_\_

- small town (20,000 people) but lots of restaurants
- pubs – good food at good prices
- \_\_\_\_\_

Paragraph 2 topic: \_\_\_\_\_

- famous for art shops – but expensive!
- large shopping centre outside town
- \_\_\_\_\_

Paragraph 3 topic: \_\_\_\_\_

- zoo outside town – small but interesting
- two pubs have live music – local bands only
- \_\_\_\_\_

- 5 Add sentences a–c to the paragraph plan in exercise 4.

- a small shops in town centre
- b cinema – cheaper tickets on Thursdays
- c great fish and chip shop – cheap!

- 6 Write an article about Southport using the plan from exercise 4, including the extra sentences from exercise 5.

## CHECK YOUR WORK

Have you ...

- followed the paragraph plan?
- started each paragraph with a sentence to introduce the topic?
- checked your spelling and grammar?

## Vocabulary

### 1 Match words 1–6 with words a–f to make places in towns and cities.

- |                                     |           |
|-------------------------------------|-----------|
| 1 bus <input type="checkbox"/>      | a centre  |
| 2 car <input type="checkbox"/>      | b hall    |
| 3 post <input type="checkbox"/>     | c office  |
| 4 shopping <input type="checkbox"/> | d park    |
| 5 swimming <input type="checkbox"/> | e pool    |
| 6 town <input type="checkbox"/>     | f station |

Mark:  / 6

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

- There's a bank o\_\_\_\_\_ the cinema. You have to cross the road to take some money out.
- The library is b\_\_\_\_\_ the museum and the supermarket.
- The train station is n\_\_\_\_\_ my house. It's a ten-minute walk.
- There's a gym i\_\_\_\_\_ the hotel. It's free for guests.
- There's a park n\_\_\_\_\_ t\_\_\_\_\_ the hospital, on the left.

Mark:  / 5

### 3 Complete the definitions.

- a big area of water with land all around it \_\_\_\_\_
- a high piece of land that is not as high as a mountain \_\_\_\_\_
- a lot of people together \_\_\_\_\_
- a piece of land used for animals or growing crops \_\_\_\_\_
- a big group of trees \_\_\_\_\_

Mark:  / 5

### 4 Choose the correct answers.

- My grandparents usually fly to Spain on holiday. They go by **coach / plane / train**.
- We often ride to the park at the weekend. We go by **motorbike / ship / plane**.
- My dad always drives to work. He goes by **bus / car / underground**.
- My sister sometimes stays out late on Saturday nights, so she goes home by **plane / ship / taxi**.
- There's always a lot of traffic on the roads in the morning, so we go to school by **car / coach / underground**.

Mark:  / 5

### 5 Complete the sentences with the words below.

Africa Asia east Europe North America south

- France is in \_\_\_\_\_.
- Marseille is in the \_\_\_\_\_ of France and Paris is in the north.
- Kenya is in \_\_\_\_\_.
- China is in \_\_\_\_\_.
- Berlin is in the \_\_\_\_\_ of Germany and Düsseldorf is in the west.
- Canada is in \_\_\_\_\_.

Mark:  / 6

### 6 Complete the directions with the verbs below. You can use one verb more than once.

go take turn

- \_\_\_\_\_ over the bridge.
- \_\_\_\_\_ the first left.
- \_\_\_\_\_ past the fire station.
- \_\_\_\_\_ straight on.
- \_\_\_\_\_ left at the crossroads.
- \_\_\_\_\_ along Station Road.

Mark:  / 6

## Word Skills

### 7 Match the first parts of sentences 1–6 with the second parts (a–f).

- Let's go
- Don't lose
- Can you give
- Don't get off
- Don't miss
- Get in

- me a lift, please?
- your way in the park!
- the last train!
- the car quickly.
- the train here.
- on foot.

Mark:  / 6

## Grammar

8 Rewrite the sentences using the comparative form of the opposite adjectives.

- Fridays are better than Mondays.  
Mondays are \_\_\_\_\_.
- Chinese is more difficult than English.  
English is \_\_\_\_\_.
- Country roads are narrower than city streets.  
City streets are \_\_\_\_\_.
- Winter is colder than summer.  
Summer is \_\_\_\_\_.
- Cars are safer than motorbikes.  
Motorbikes are \_\_\_\_\_.
- Spain is more expensive than Portugal.  
Portugal is \_\_\_\_\_.
- The River Danube is longer than the River Thames.  
The River Thames is \_\_\_\_\_.
- The bus is slower than the train.  
The train is \_\_\_\_\_.

Mark:  / 8

9 Complete the sentences with the superlative form of the adjectives in brackets.

- Brazil is \_\_\_\_\_ (big) country in South America.
- Mont Blanc is \_\_\_\_\_ (high) mountain in the Alps.
- The Nile is \_\_\_\_\_ (long) river in Africa.
- New Zealand is \_\_\_\_\_ (far) country from the UK.
- The underground is \_\_\_\_\_ (good) way to get around London.
- Physics is \_\_\_\_\_ (easy) subject for me.
- Iceland is \_\_\_\_\_ (safe) country in the world.
- Oxford and Cambridge are \_\_\_\_\_ (old) universities in the UK.

Mark:  / 8

## Use of English

10 Choose the correct answers.

Krakow's Main Square is one of <sup>1</sup> \_\_\_\_\_ largest squares in Europe. It is also one of the <sup>2</sup> \_\_\_\_\_ beautiful. In the middle of the square, there's a large building called the Cloth Hall. <sup>3</sup> \_\_\_\_\_ the Cloth Hall, there are a lot of shops for tourists. There's a museum under the building, and if you <sup>4</sup> \_\_\_\_\_ the stairs to the first floor, there's an art gallery. Next <sup>5</sup> \_\_\_\_\_ the Cloth Hall, there's a statue of Adam Mickiewicz, a famous Polish writer. Along the sides of the square are many other buildings, some of them older <sup>6</sup> \_\_\_\_\_ the Cloth Hall and some are <sup>7</sup> \_\_\_\_\_ modern. The square is quite <sup>8</sup> \_\_\_\_\_ to the train station, so it's easy to get to. But if you don't want to go <sup>9</sup> \_\_\_\_\_ foot, you can always <sup>10</sup> \_\_\_\_\_ a taxi.

- |              |           |         |
|--------------|-----------|---------|
| 1 a the      | b these   | c those |
| 2 a more     | b most    | c very  |
| 3 a Indoors  | b Inside  | c Into  |
| 4 a go above | b go over | c go up |
| 5 a from     | b of      | c to    |
| 6 a as       | b than    | c that  |
| 7 a more     | b most    | c the   |
| 8 a close    | b far     | c next  |
| 9 a at       | b in      | c on    |
| 10 a catch   | b go      | c take  |

Mark:  / 10

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe places in a city.			
I can make comparisons.			
I can identify the main idea of a listening text.			
I can use superlative adjectives.			
I can use a range of travel-related collocations.			
I can understand a text about unusual cities.			
I can ask for and give directions.			
I can write an article about a town.			

## Reading

## Strategy

Words from the text are sometimes repeated in the options. This doesn't mean that the option is correct. To choose the correct option, find a sentence in the text which has the same meaning as the option, not the same words.

- 1 Read the Strategy. Then read the paragraph and the question below. Which words from the options can you find in the text? Why are these options wrong?

New Yorkers love going to Central Park, especially to do sport. There are tennis and volleyball courts and two large ice skating rinks. In the summer, one changes into a children's amusement park and the other into a swimming pool. From January to December, Park Drive is often full of people walking, running or riding their bikes.

Which sport can you do all year round in Central Park?

- A ice skating B cycling C swimming D ice hockey

- 2 Read the texts and answer the questions. Choose the correct answer, A, B, C or D.

## Visit to a museum

The Natural History Museum in London is one of the oldest museums in the world. Start your visit in the beautifully decorated Central Hall, with its enormous model dinosaur. Then, continue through the dinosaur gallery and the mammal exhibitions of the Blue Zone. Next, see thousands of birds and insects in the Green Zone and after that, learn about the history of the Earth in the Red Zone. Finally, leave the museum through the wildlife garden of the Orange Zone.



- 1 The text gives readers  
 A a history of a museum.  
 B suggestions for a tour around a museum.  
 C a description of a dinosaur.  
 D an explanation about an exhibit in a museum.

## The many attractions of Times Square

Times Square is my favourite place in New York. It's one of the most famous landmarks in New York. It's near Broadway, where all the theatres are, and there are lots of lights. There are always a lot of people. Around 330,000 people cross the square every day, including those who live or work nearby. You have to be careful when you're walking because they can get very angry if you stop suddenly in front of them!



- 2 What does the writer advise people NOT to do in Times Square?  
 A Visit the landmarks. C Go to the theatre.  
 B Cross the square. D Stop walking.

## Tourist information

There are various ways of getting to central London from Heathrow Airport. The quickest is the Heathrow Express, which takes 15–20 minutes to get to Paddington Station. At £21.50 each way, this is also the most expensive. Heathrow Connect runs cheaper trains, which only take ten minutes longer. The fare is £10.10 per journey. The cheapest way to get to the city centre is by underground. The journey to Piccadilly Circus costs only £5.70, but it takes nearly an hour.



- 3 The author of the text  
 A describes Heathrow Airport.  
 B tells you the best way to get to London.  
 C gives you some different travel options.  
 D explains how to use the London Underground.

## Listening

## Strategy

Most of the questions in a multiple-choice task ask you to find specific information in a recording. Sometimes a question asks you about the gist which is the main idea or general meaning of a whole recording.

- 3 Read the Strategy. Then look at questions 1–5 in exercise 4. Which question asks about gist?

- 4 1.33 Listen to a radio programme about the best city to live in. Choose the correct answer, A, B or C.

- 1 According to the study by *The Economist*, the best cities to live in are all  
 A capital cities.  
 B cities where only a few people live.  
 C medium-sized cities.
- 2 In this particular list,  
 A Helsinki is in a higher position than Zurich.  
 B Zurich and Helsinki are in the same position.  
 C Helsinki is lower than Zurich.
- 3 The country with the most cities in the top ten is  
 A Australia.  
 B Canada.  
 C New Zealand.
- 4 Melbourne gets full marks in  
 A health and environment.  
 B transport and health.  
 C health and education.
- 5 The aim of the radio programme is to  
 A describe the best cities that people live in.  
 B inform listeners about the best cities to live in.  
 C encourage listeners to vote on the best cities to live in.

## Use of English

**Strategy**

For each gap, decide what kind of word you need: an article, time preposition, quantifier, question word, comparative or superlative, preposition in a collocation, etc.

**5 Read the Strategy. Then read the examples a–f below. What kinds of words are they?**

- a much, many, a lot, some, any, a few, a little \_\_\_\_\_  
 b a, an, the \_\_\_\_\_  
 c in, on, at \_\_\_\_\_  
 d what, when, where, why, who, how \_\_\_\_\_  
 e (worried) about, (used) to, (get) in / out of \_\_\_\_\_  
 f worse, more important, the best, the most interesting \_\_\_\_\_

**6 Read the text in exercise 7. What kind of word is needed for each gap? Match gaps 1–10 with the examples a–f in exercise 5.**

**7 Read the text and add one missing word in each gap.**

**Kashgar Sunday Market**

Kashgar is <sup>1</sup>\_\_\_\_\_ city in the west of China, near the border with Tajikistan and Kyrgyzstan. It isn't easy to get <sup>2</sup>\_\_\_\_\_ Kashgar because there's a desert to the south and mountains on the other three sides. You can go <sup>3</sup>\_\_\_\_\_ bus from the nearest big city, Ürümqi, but the journey takes three days. <sup>4</sup>\_\_\_\_\_ do people go there? Because of the market. Kashgar has probably the <sup>5</sup>\_\_\_\_\_ incredible Sunday market in the world. Farmers from all around bring their products to the market, so there is a <sup>6</sup>\_\_\_\_\_ of different food. There are also people selling clothes – there are stalls full <sup>7</sup>\_\_\_\_\_ hats! This is a typical street market, so there aren't <sup>8</sup>\_\_\_\_\_ fixed prices on the products – customers have to argue with the sellers. The crowds start to arrive as soon as the market opens <sup>9</sup>\_\_\_\_\_ Sunday morning. There are only a <sup>10</sup>\_\_\_\_\_ tourists because of the long and uncomfortable journey.

## Speaking

**Strategy**

Remember that we use the imperative to give directions.

**8 Read the Strategy. Then complete the directions with the imperative form of the verbs below. You can use the verbs more than once.**

cross go take turn

- 1 \_\_\_\_\_ past the hospital.  
 2 \_\_\_\_\_ left at the crossroads.  
 3 \_\_\_\_\_ the road.  
 4 \_\_\_\_\_ over the bridge.  
 5 \_\_\_\_\_ straight on.  
 6 \_\_\_\_\_ the second right.  
 7 \_\_\_\_\_ along Princess Street.  
 8 \_\_\_\_\_ to the end of the road.

**9 Read the exam task and decide who is Student A and who is Student B. Then do the role-play. Swap roles.**

**Student A:** You are an exchange student. Choose two places and ask Student B for directions. Choose from the places below or use your own ideas, if necessary.

**Student B:** Give directions to Student A from your school.

bus station cinema gym park post office supermarket

## Writing

**Strategy**

When we join two clauses with *and* we can sometimes omit some of the words.

*The waiters are friendly and the waiters are helpful.*

*The drinks are cheap and the snacks are cheap.*

**10 Read the Strategy. Cross out the words we can omit from the sentences.**

- 1 The restaurant serves lunch and the restaurant serves dinner.  
 2 There's chicken on the menu and there's lamb on the menu.  
 3 Their uniforms are smart and their uniforms are comfortable.

**11 Write an article for a student magazine describing a restaurant in your town. Include information about:**

- the location.
- the restaurant.
- the food.
- the service.



# 6

# Going wild

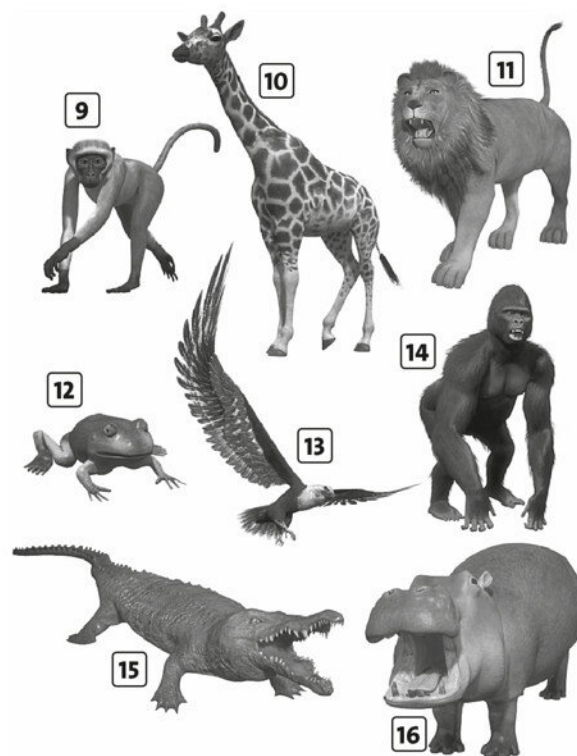
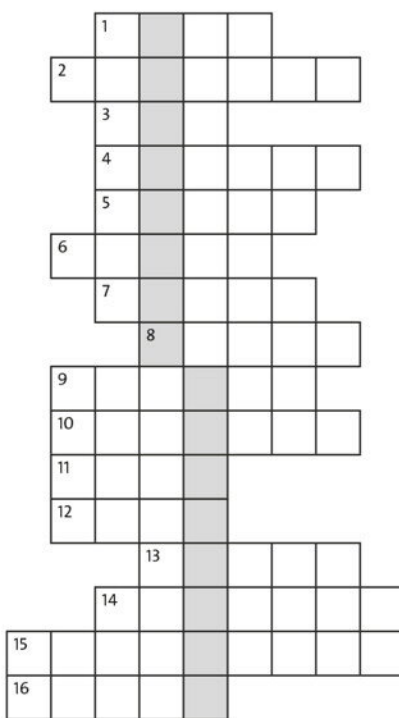
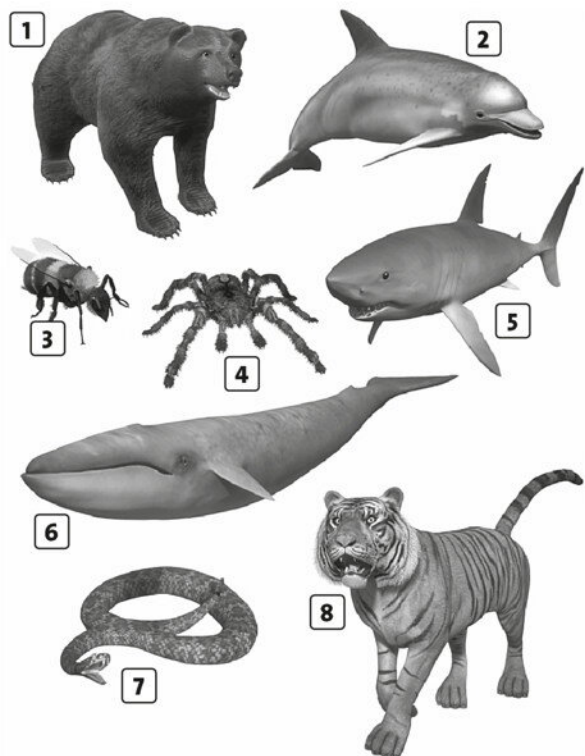
## Vocabulary

### A

## Wild animals

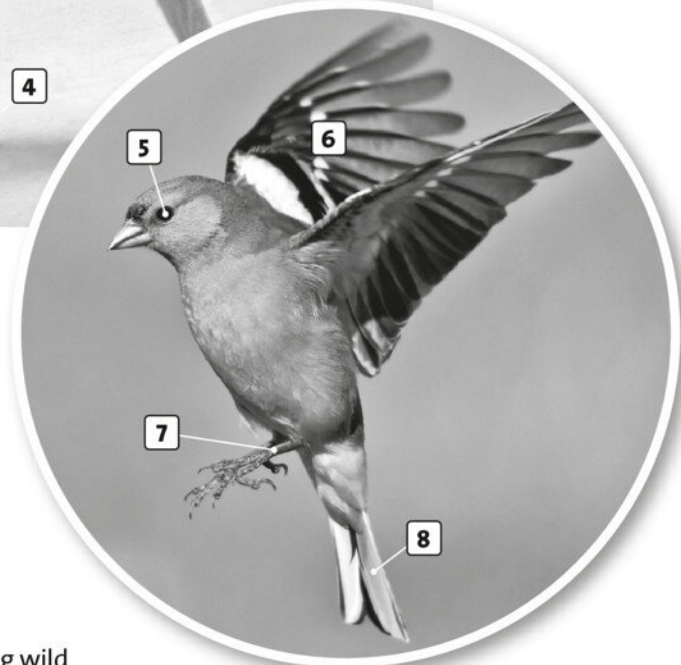
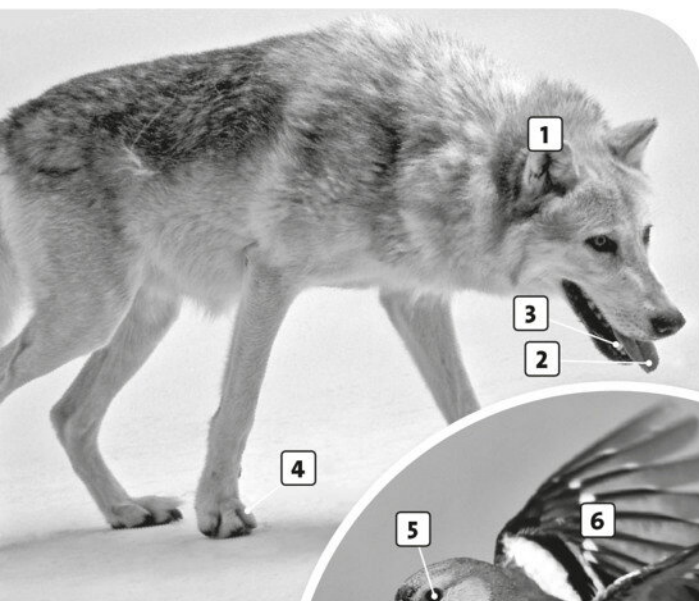
I can talk about different wild animals.

1 Do the puzzle using the picture clues. What are the two hidden animals?



2 Look at the pictures of a wolf and a bird. Match items 1–8 in the pictures with the words below.

- ear  legs  paw  tail   
 eye  mouth  teeth  wing



3 Answer the questions with animals from exercises 1 and 2.

Which animals ...

- 1 haven't got any legs? \_\_\_\_\_  
 \_\_\_\_\_  
 2 have got wings? \_\_\_\_\_  
 \_\_\_\_\_  
 3 have got six or eight legs? \_\_\_\_\_  
 \_\_\_\_\_  
 4 have got four arms / legs and a tail? \_\_\_\_\_  
 \_\_\_\_\_

4 **2.02** Listen to four people describing animal photos. Which animal is each speaker talking about? Choose from the animals in exercise 1.

- Speaker 1 is describing a photo of a \_\_\_\_\_.  
 Speaker 2 is describing a photo of an \_\_\_\_\_.  
 Speaker 3 is describing a photo of a \_\_\_\_\_.  
 Speaker 4 is describing a photo of a \_\_\_\_\_.

# Past simple (affirmative): regular

*I can talk about past events.*

- 1 Complete the email. Use the past simple affirmative form of the verbs in brackets.

✉ To: mason@email.com

Dear Mason,

I really <sup>1</sup>\_\_\_\_\_ (enjoy) the safari holiday in Tanzania. We <sup>2</sup>\_\_\_\_\_ (arrive) by plane at Kilimanjaro Airport. Then we <sup>3</sup>\_\_\_\_\_ (travel) by bus to the Serengeti National Park. After that, we <sup>4</sup>\_\_\_\_\_ (explore) the park for five days in a Jeep with a guide. During that time, I <sup>5</sup>\_\_\_\_\_ (photograph) lots of elephants and giraffes, but I really <sup>6</sup>\_\_\_\_\_ (want) to see some big cats – lions or cheetahs. And then, on the last day, a family of cheetahs <sup>7</sup>\_\_\_\_\_ (walk) in front of our Jeep. We <sup>8</sup>\_\_\_\_\_ (stop) and <sup>9</sup>\_\_\_\_\_ (wait). The cheetahs <sup>10</sup>\_\_\_\_\_ (stay) near us and we <sup>11</sup>\_\_\_\_\_ (watch) them for about ten minutes. Amazing! We <sup>12</sup>\_\_\_\_\_ (return) home to the UK two days ago. What a fantastic holiday!

See you soon!

Madison



- 2 Complete the sentences with the past simple affirmative form of the verbs below.

cross invent marry sail start stop study watch

- My mum \_\_\_\_\_ chemistry at Oxford University.
- Our clock \_\_\_\_\_ at exactly half past seven.
- That comment nearly \_\_\_\_\_ a fight!
- We \_\_\_\_\_ the Cup Final on TV in my hotel room.
- They \_\_\_\_\_ from Dublin to New York.
- My great-grandfather \_\_\_\_\_ a new kind of bicycle.
- My uncle \_\_\_\_\_ a woman from New Zealand.
- They \_\_\_\_\_ Antarctica on foot.

- 3 Complete the past simple sentences. Use the words in brackets.

- I usually walk to school. (cycle)  
Yesterday, I *cycled to school*.
- I usually watch TV before school. (listen to music)  
This morning, \_\_\_\_\_.
- Most weekends, I play football. (play basketball)  
Last weekend, \_\_\_\_\_.
- We're visiting the USA. (live there)  
Ten years ago, \_\_\_\_\_.
- She's often late for school. (arrive early)  
Yesterday morning, \_\_\_\_\_.
- This month, the weather is fantastic. (rain every day)  
Last month, \_\_\_\_\_.
- I usually go on holiday with friends. (travel alone)  
Last summer, \_\_\_\_\_.

- 4 Complete the sentences with your own ideas. Use the past simple form of the verbs from exercises 1–3.

- Last weekend, \_\_\_\_\_.
- Two years ago, \_\_\_\_\_.
- Yesterday, \_\_\_\_\_.
- Last summer, \_\_\_\_\_.
- Yesterday morning, \_\_\_\_\_.
- Last month, \_\_\_\_\_.

- 5 Underline one mistake in each sentence. Write the sentences correctly.

- I started school ago six years. ✗  
\_\_\_\_\_
- We trained for six months for this competition. ✗  
\_\_\_\_\_
- I chat to my cousins in Italy last night. ✗  
\_\_\_\_\_
- We planed our holiday this morning. ✗  
\_\_\_\_\_
- I watched a great DVD afternoon yesterday. ✗  
\_\_\_\_\_
- My parents both studied maths. ✗  
\_\_\_\_\_
- My uncle moved to Canada last summer ago. ✗  
\_\_\_\_\_
- The bus stoped in front of the town hall. ✗  
\_\_\_\_\_

## Missing sounds

I can understand words which are joined together in connected speech.

1 Complete the brochure about Northfield Safari Park. Use the words below.

climb feed hold leave look run watch

## NORTHFIELD SAFARI PARK

### Look what's happening today!

#### 10.00 Kangaroo Breakfast

Come and help us to <sup>1</sup> \_\_\_\_\_ the kangaroos. They're always hungry and they're funny!

#### 11.00 Monkey Games

At the ape house watch the monkeys and gorillas jump and <sup>2</sup> \_\_\_\_\_ the trees.

#### 12.00 Water Show

<sup>3</sup> \_\_\_\_\_ our wonderful, intelligent dolphins do amazing tricks for you in the pool!

#### 13.00 Baby Wolves' Playtime

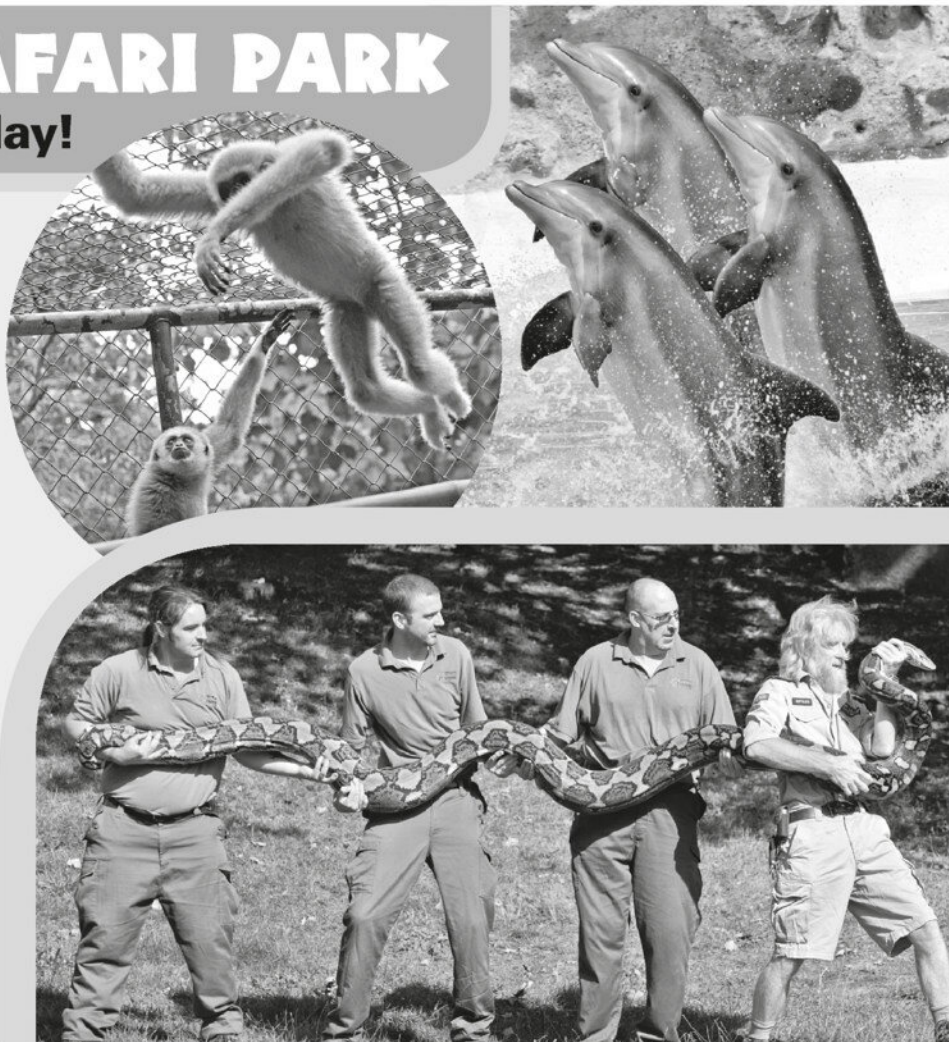
<sup>4</sup> \_\_\_\_\_ at our cute new babies in the Park. Watch them <sup>5</sup> \_\_\_\_\_ and play.

#### 15.00 Snake Talk

Visit the reptile house and you can <sup>6</sup> \_\_\_\_\_ a beautiful snake in your hands!

#### 16.00 Elephant Bath Time

Don't <sup>7</sup> \_\_\_\_\_ before you see the elephants in their huge bath!



#### Listening Strategy

In connected speech, some sounds disappear when we join words together. This is especially true of /d/ and /t/ sounds at the end of a word, when the next word begins with a consonant. The more you listen, the more you will get used to this.

2 Read the Listening Strategy. Read the sentences and circle the /d/ and /t/ sounds that will probably disappear. (They don't all disappear.)

- 1 The elephants moved slowly by.
- 2 Jim walked into the living room.
- 3 Stella liked watching the birds in her garden.
- 4 Tom studied drama at school.
- 5 My parents watched the news.
- 6 The cat climbed up the tree.

3 2.03 Listen. Decide if the verbs in the sentences are past simple, or present simple. Write *Past*, *Present*, or *DK* (don't know) if you cannot tell the tense just by listening.

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

4 2.04 Listen to four people describing their experiences with wild animals. Match the speakers (1–4) with the sentences (a–e). There is one extra sentence.

The speaker ...

- a explains how this wild animal lives.
- b describes a scary experience.
- c explains how a friend lost something.
- d explains why he doesn't have a photo of a wild animal he watched.
- e describes an experience with some wildlife on holiday.

5 Read these sentences from the recording in exercise 4. Circle the /d/ and /t/ sounds that will probably disappear.

- 1 We were too surprised to remember our cameras!
- 2 Mum carried the shopping bags in.
- 3 Mum closed the bag and called the vet.
- 4 My friends and I visited the zoo last weekend.
- 5 But the funniest bit was at the monkey house.
- 6 My family and I were in the north of Scotland last summer.
- 7 On our last day we travelled by boat back to the airport.

### Past simple: *be* and *can*

*I can talk about the past using be and can.*

**1 Circle the correct words to complete the sentences.**

- Jason **was** / **wasn't** at school. He was on holiday.
- Pete and Kate **was** / **were** at the theatre last night.
- Wendy and Jo **were** / **weren't** with me. **Was** / **Were** they with you?
- '**Was** / **Were** you at home last night?' 'Yes, I **was** / **were**.'
- Harry **was** / **were** in Spain last summer.
- The weather **was** / **were** really nice last weekend – warm and sunny.

**2 Look at the table. Write sentences about where the people were. Use the past simple form of *be*, affirmative or negative.**

Day	Freddy	Nola
Mon	London	Manchester
Tues	Cardiff	Cardiff
Wed	Bristol	London
Thur	Newcastle	Bristol
Fri	Liverpool	Liverpool
Sat and Sun	Plymouth	Nottingham

- Freddy / Manchester / Monday  
*Freddy wasn't in Manchester on Monday.*
- Nola / London / Wednesday  
\_\_\_\_\_
- Freddy and Nola / Newcastle / Tuesday  
\_\_\_\_\_
- Freddy / Plymouth / Saturday and Sunday  
\_\_\_\_\_
- Nola / London / Monday  
\_\_\_\_\_
- Freddy and Nola / Liverpool / Friday  
\_\_\_\_\_

**3 Where were you? Write questions and true answers.**

- at two o'clock in the morning?  
*Where were you at two o'clock in the morning?*  
*I was in bed.*
- at ten o'clock yesterday morning?  
\_\_\_\_\_
- at three o'clock yesterday afternoon?  
\_\_\_\_\_
- at seven o'clock on Friday evening?  
\_\_\_\_\_
- at eleven o'clock on Saturday night?  
\_\_\_\_\_

**4 What could Sarah and Mike do at these ages? Look at the table and write questions and answers. Use *be* and *can*.**

	Sarah	Mike
swim	age three	age four
read	age five	age three
ride a bike	age six	age six

- Mike / swim / three? *Could Mike swim when he was three?*  
*No, he couldn't.*
- Sarah / swim / four? \_\_\_\_\_
- Mike / read / three? \_\_\_\_\_
- Sarah / read / four? \_\_\_\_\_
- Mike and Sarah / ride a bike / six? \_\_\_\_\_

**5 Complete the dialogue. Use the correct past simple form of *be* and *can* (affirmative, negative and interrogative).**



- Zoe** Hi, Erin. Are you having a good time in Africa?  
**Erin** Yes, I am. I phoned you on Saturday, but you  
 1 \_\_\_\_\_ at home. Then I tried to phone you  
 yesterday. But I 2 \_\_\_\_\_ get a signal.  
**Zoe** Where are you now?  
**Erin** In Zanzibar. We arrived two days ago. Yesterday we  
 3 \_\_\_\_\_ at the beach. I tried surfing, but it was  
 really difficult – I 4 \_\_\_\_\_ stand up!  
**Zoe** 5 \_\_\_\_\_ there any sharks?  
**Erin** No! Well, I 6 \_\_\_\_\_ see any!  
**Zoe** 7 \_\_\_\_\_ you in Tanzania last week?  
**Erin** Yes, we 8 \_\_\_\_\_. We climbed Mount Kilimanjaro.  
 The view from the top 9 \_\_\_\_\_ fantastic!  
 I 10 \_\_\_\_\_ see for miles!  
**Zoe** Wow! That sounds amazing!

# Prepositions of movement and place

I can use prepositions of movement.

1 Match three of the pictures with the prepositions below.

across along past round through to



2 Put the prepositions below into five pairs of opposites.

away from down into off onto out of  
over towards under up

- 1 away from – towards
- 2 \_\_\_\_\_ – \_\_\_\_\_
- 3 \_\_\_\_\_ – \_\_\_\_\_
- 4 \_\_\_\_\_ – \_\_\_\_\_
- 5 \_\_\_\_\_ – \_\_\_\_\_

3 Choose the correct prepositions to complete the text.

- |            |           |           |
|------------|-----------|-----------|
| 1 a down   | b over    | c through |
| 2 a at     | b in      | c on      |
| 3 a into   | b to      | c towards |
| 4 a at     | b on      | c in      |
| 5 a out of | b into    | c off     |
| 6 a over   | b towards | c out of  |
| 7 a along  | b across  | c under   |
| 8 a at     | b in      | c on      |
| 9 a along  | b under   | c over    |
| 10 a in    | b by      | c on      |
| 11 a in    | b by      | c on      |
| 12 a at    | b in      | c by      |

**VOCAB BOOST!**

When you record words in your notebook you can:

- make a note of the part of speech (verb, noun, adjective, adverb, etc.).
- write a translation in your language.
- draw a picture (if appropriate).
- add an example sentence. (This can be the sentence in which you first saw the word.)

4 Read the *Vocab boost!* box. Choose four words from the text in exercise 3 (or other words from this unit) and record the meanings below.

Word: \_\_\_\_\_ Picture:

Translation: \_\_\_\_\_

Example: \_\_\_\_\_

Word: \_\_\_\_\_ Picture:

Translation: \_\_\_\_\_

Example: \_\_\_\_\_

Word: \_\_\_\_\_ Picture:

Translation: \_\_\_\_\_

Example: \_\_\_\_\_

Word: \_\_\_\_\_ Picture:

Translation: \_\_\_\_\_

Example: \_\_\_\_\_

## SURVIVAL IN THE JUNGLE

Juliane Koepcke was seventeen when she travelled with her mother by plane <sup>1</sup> \_\_\_\_\_ the Amazon rainforest to their home <sup>2</sup> \_\_\_\_\_ Peru. There was bad weather, and suddenly the plane started to fall from the sky, and crashed <sup>3</sup> \_\_\_\_\_ the jungle. When Juliane opened her eyes, she wasn't in the plane. She was <sup>4</sup> \_\_\_\_\_ the rainforest, and she was alone. She shouted for her mother, but she couldn't find her. There wasn't much food – just some sweets. Juliane needed to get <sup>5</sup> \_\_\_\_\_ the rainforest quickly. She started to walk through the jungle. She climbed <sup>6</sup> \_\_\_\_\_ tree trunks and crawled <sup>7</sup> \_\_\_\_\_ bushes. She couldn't see well because her glasses were missing. So she listened for the sound of water.

Eventually, Juliane arrived <sup>8</sup> \_\_\_\_\_ a river and she started to walk <sup>9</sup> \_\_\_\_\_ it. At night she stayed in a tree or <sup>10</sup> \_\_\_\_\_ the ground <sup>11</sup> \_\_\_\_\_ the river. She was tired and very hungry and she couldn't travel fast. After ten days, she arrived at a hut. It belonged to three rainforest workers. When they returned to their hut, they were very surprised! A seventeen-year-old girl was inside!

Now there is a documentary, a film and a book about Juliane's amazing story of survival <sup>12</sup> \_\_\_\_\_ the jungle.



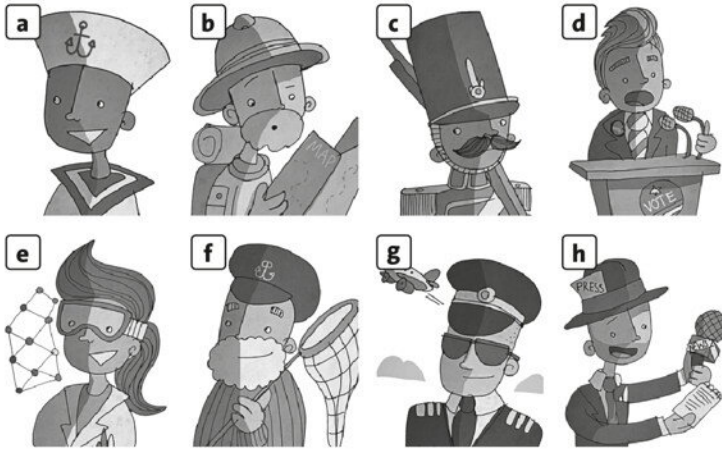
## Stranger than fiction?

I can understand a text about a strange creature.

Revision: Student's Book page 68

1 Complete the professions with *a, e, i, o* and *u*. Then match them with the pictures (a–h) below.

- 1 \_\_xpl\_\_r\_\_r       5 p\_\_l\_\_t\_\_c\_\_n   
 2 f\_\_sh\_\_rm\_\_n       6 s\_\_l\_\_r   
 3 j\_\_rn\_\_l\_\_st       7 sc\_\_nt\_\_st   
 4 p\_\_l\_\_t       8 s\_\_ld\_\_r



2 Read the text opposite. Whose story is easier to believe, according to the writer: Mr Ostman's or Mrs Ultrup's?

### Reading Strategy

When you do a multiple-choice task, treat each option as a true or false task. Remember that only one option – the correct answer – is true.

3 Read the Reading Strategy. Then read the text again. Choose the correct answer: a, b or c.

- 1 Sasquatch and Bigfoot are  
 a two creatures from different parts of North America.  
 b two different names for the same creature.  
 c completely different creatures: one is real, the other is mythical.
- 2 Bigfoot is similar to a human because  
 a it is about the same size as an adult human.  
 b its hair is similar to a human's hair.  
 c it moves in a similar way to a human.
- 3 Who or what did the Dewey Lake Monster attack, according to the stories?  
 a Mrs Ultrup.  
 b A dog.  
 c Three teenagers.
- 4 The writer doesn't think people invented stories about the Dewey Lake Monster to get attention. Why not?  
 a Because they don't want to talk about it.  
 b Because the stories appeared in newspapers and news programmes.  
 c Because they called the police after seeing the creature.

# THE DEWEY LAKE MONSTER



On the west coast of Canada, there are stories of a very large creature, half human and half animal. Some people call it 'Bigfoot', but there are other names too, like 'Sasquatch'. The descriptions of the creature are all very similar. It is about three metres tall. It stands and walks like a human, but it has thick, dark hair all over its body, like a bear or a gorilla. Sometimes, people take photos or videos of the creature, but most of them are not very clear – and scientists usually say they are fake. People tell stories about meeting Bigfoot, but they probably invent the stories because they want money or attention. For example, a man called Albert Ostman described a meeting with a Sasquatch in 1924: it captured him and carried him to its home. He stayed there for six days with the creature and its family, he said. But not many people believe this story.

However, one story is more believable. It happened in Michigan, USA, in a place called Dewey Lake. In the summer of 1964, a woman called Mrs Ultrup described a meeting with a strange creature. It was about three metres tall and covered in hair. It chased her into her house and attacked her dog. She called the police. When they arrived, there were huge footprints in the ground outside Mrs Ultrup's house. The police photographed the footprints, and the local newspaper reported the events. But this was not the end of the story. Other people in the Dewey Lake area reported seeing the creature. Three teenage girls called the police after seeing the creature beside the lake. Suddenly, the 'Dewey Lake Monster' was on news programmes around the country and people arrived with guns to look for it. But they couldn't find it. To this day, the Dewey Lake Monster is still a mystery. The people at the centre of the stories are certainly not looking for attention or money; in fact, they do not want to talk about their experiences at all.

### Photo description

*I can describe photos.*

1 Complete the natural world nouns. Use *a, e, i, o, u* and *y*. Can you see any of these things in photos A and B? Write three or four of the words below each photo.

- |                   |                       |
|-------------------|-----------------------|
| 1 b ___ ch        | 9 sk ___              |
| 2 cl ___ d        | 10 s ___              |
| 3 gr ___ ss       | 11 sn ___ w           |
| 4 fl ___ w ___ r  | 12 st ___ rs          |
| 5 gr ___ nd       | 13 s ___ nr ___ s ___ |
| 6 m ___ n         | 14 s ___ ns ___ t     |
| 7 m ___ nt ___ ns | 15 tr ___             |
| 8 s ___ nd        | 16 w ___ t ___ r      |



2 **2.05** Listen to two students describing photos A and B above. Which nouns from exercise 1 do the students use?

Student 1 uses \_\_\_\_\_. Student 2 uses \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.

#### Speaking Strategy

When you describe a photo, begin by saying what the photo shows in general. Then describe different parts of the photo using phrases like 'in the centre'. Remember to use present tenses in your description.

3 **2.05** Read the Speaking Strategy. Then listen again. Which advice does each student follow? Tick the boxes.

	Student 1	Student 2
1 begins by saying what the photo shows in general		
2 describes different parts of the photo		
3 uses present tenses		

4 Circle the correct words to complete the sentences.

#### Photo A:

- In / On the centre, there's a bear.
- There's a man in / on the right.
- The man is facing / looking the bear.
- The bear is sitting / standing by the tent.
- There are some trees in the background / foreground.

#### Photo B:

- In the background / foreground there are two people.
- At / In the distance, there's an island.
- At the top / bottom of the photo there are two dolphins.
- The man and the woman are standing / lying in the water.
- The man and the woman are / aren't facing the dolphins.



5 Look at the photo. Answer the questions below.

1 What kind of animal is in the foreground?

\_\_\_\_\_

2 What is in the centre of the photo?

\_\_\_\_\_

3 Is the animal sitting, lying or standing?

\_\_\_\_\_

4 Are the people sitting, lying or standing?

\_\_\_\_\_

5 Is the animal facing the people?

\_\_\_\_\_

6 What can you see in the background?

\_\_\_\_\_

6 Now describe the photo using your ideas from exercise 5.

## A postcard

I can write a postcard.

### Preparation

1 Read the postcard. Tick the activities that are mentioned. Circle the activity you can see in the photo.

- |  |  |
|--|--|
| 1 abseil <input type="checkbox"/>      | 8 kite-surf <input type="checkbox"/>       |
| 2 bungee-jump <input type="checkbox"/> | 9 go riding <input type="checkbox"/>       |
| 3 climb <input type="checkbox"/>       | 10 swim <input type="checkbox"/>           |
| 4 cycle <input type="checkbox"/>       | 11 surf <input type="checkbox"/>           |
| 5 explore <input type="checkbox"/>     | 12 trek <input type="checkbox"/>           |
| 6 go caving <input type="checkbox"/>   | 13 watch wildlife <input type="checkbox"/> |
| 7 kayak <input type="checkbox"/>       | 14 windsurf <input type="checkbox"/>       |

3 Complete the phrases with the words below.

day days hello here love soon  
thinking time weather

- I'm having a great \_\_\_\_\_ in (Italy).
- This is my third \_\_\_\_\_ in (India).
- The \_\_\_\_\_ is (fabulous / OK / terrible).
- We've only got two / three / four \_\_\_\_\_ to go.
- Wish you were \_\_\_\_\_ !
- \_\_\_\_\_ of you!
- Say \_\_\_\_\_ to (David).
- Give my \_\_\_\_\_ to (your brother).
- See you \_\_\_\_\_ .

### Writing Guide

Imagine you are on an adventure holiday in your country. Plan a postcard. Include the following information:

- where you are staying
- the weather
- activities you did
- activities you are planning

4 Read the task above. Make notes for your postcard. Include activities from exercise 1, phrases from exercise 3 and the tenses mentioned in the Writing Strategy.

Where?

\_\_\_\_\_

The weather?

\_\_\_\_\_

Activities (past):

\_\_\_\_\_

Activities (future):

\_\_\_\_\_

5 Now write your postcard using your notes from exercise 4.

#### CHECK YOUR WORK

Have you ...

- used the present continuous and past simple?
- included some phrases from exercise 3?
- checked your spelling and grammar?

Hi Caitlin,

This is my second day in Wales. We arrived last Saturday. The journey by coach from London was very long! We're staying at a campsite near a lake in Snowdonia National Park. It's very beautiful here and the weather is fantastic – warm and sunny.

Yesterday we trekked up a mountain and then climbed up a cliff. Then we abseiled down the cliff! It was really fun. Today we explored the countryside near the lake, and then cycled to a town near here.

Tomorrow we're kayaking on the lake, and maybe we're going caving too. I can't wait!

Say hello to Jimmy. Wish you were here!

Bye for now!

Jo

POSTCARD



#### Writing Strategy

When you write a postcard:

- Use the present continuous to say where you are staying.
- Use the past simple to describe activities that you did. Use past time expressions where appropriate.
- Use the present continuous for future arrangements that you have made.

2 Read the Writing Strategy. Then, in the postcard in exercise 1:

- underline all the examples of the present continuous.
- circle all the examples of the past simple.



## Vocabulary

### 1 Complete the definitions with six of the animals below.

bee butterfly crocodile dolphin eagle elephant frog  
hippo shark snake spider wolf

- 1 A / An \_\_\_\_\_ is an insect with big coloured wings.
- 2 A / An \_\_\_\_\_ is a reptile with a long thin body and no legs.
- 3 A / An \_\_\_\_\_ is a very big mammal from Africa or Asia with big ears and a long nose.
- 4 A / An \_\_\_\_\_ is a large bird that can see very well.
- 5 A / An \_\_\_\_\_ is a big fish that lives in the sea.
- 6 A / An \_\_\_\_\_ is a small green animal that lives in and near water.

Mark:  / 6

### 2 Answer the questions with parts of an animal.

What does an animal use ...

- 1 to make sounds and to eat? \_\_\_\_\_
- 2 to fly? \_\_\_\_\_
- 3 to hear? \_\_\_\_\_
- 4 to see? \_\_\_\_\_
- 5 to walk and to stand? \_\_\_\_\_

Mark:  / 5

### 3 Complete the sentences with *ago*, *last* or *yesterday*.

- 1 My grandparents arrived a few minutes \_\_\_\_\_.
- 2 I watched a film on TV \_\_\_\_\_ night.
- 3 My dad walked to work \_\_\_\_\_ morning.
- 4 Maria started studying English ten years \_\_\_\_\_.
- 5 We travelled to Canada \_\_\_\_\_ summer.

Mark:  / 5

### 4 Complete the sentences with the professions formed from the words in bold.

- 1 Joseph Pulitzer worked for different **journals** and newspapers. He was a \_\_\_\_\_.
- 2 Marco Polo **explored** China and Central Asia. He was an \_\_\_\_\_.
- 3 John F. Kennedy worked in **politics** in the 1950s and 60s. He was a \_\_\_\_\_.
- 4 Captain James Cook was the first European to **sail** to Australia. He was a \_\_\_\_\_.
- 5 Marie Curie was good at **science**, especially physics and chemistry. She was a \_\_\_\_\_.

Mark:  / 5

### 5 Complete the sentences.

- 1 It's a beautiful day. There isn't a cloud in the \_\_\_\_\_.
- 2 In the Himalayas, there's always snow on the \_\_\_\_\_.
- 3 When I was a child, I loved playing with the sand on the \_\_\_\_\_.
- 4 It was a clear night, so we could see the moon and all the \_\_\_\_\_.
- 5 We stopped to have lunch on the grass under a \_\_\_\_\_.
- 6 My sister doesn't like driving in the dark, so she always tries to get home before \_\_\_\_\_.

Mark:  / 6

### 6 Match the first parts of sentences 1–6 with the second parts (a–f).

- |   |                    |
|---|--------------------|
| 1 The women are walking <input type="checkbox"/>    | a at the bus stop. |
| 2 The boy is climbing <input type="checkbox"/>      | b at the floor.    |
| 3 The children are lying <input type="checkbox"/>   | c a tree.          |
| 4 The girl is looking down <input type="checkbox"/> | d along a path.    |
| 5 The men are facing <input type="checkbox"/>       | e on the ground.   |
| 6 People are standing <input type="checkbox"/>      | f the door.        |

Mark:  / 6

## Word Skills

### 7 Choose the correct answers.

- 1 Holly is going \_\_\_\_\_ the shop to buy a newspaper.  
a along                      b down                      c into
- 2 We walked \_\_\_\_\_ the road when the cars stopped.  
a across                      b off                      c past
- 3 Take the lift to the ground floor or go \_\_\_\_\_ the stairs.  
a down                      b onto                      c under
- 4 Drive \_\_\_\_\_ the bridge and then turn right.  
a into                      b over                      c up
- 5 We can go the long way round or take a shortcut \_\_\_\_\_ the wood.  
a across                      b along                      c through
- 6 The cat jumped \_\_\_\_\_ the chair and stayed there all evening.  
a onto                      b round                      c to

Mark:  / 6

## Grammar

8 Complete the text with the correct past simple affirmative form of the verbs below.

arrive carry chat decide describe finish start walk

When Cheryl Strayed was 26, she was very unhappy, so she <sup>1</sup>\_\_\_\_\_ to walk part of the Pacific Crest Trail, a 4,286 km path up the west coast of the USA. She <sup>2</sup>\_\_\_\_\_ her walk in June 1995, in the Mojave Desert in California. She <sup>3</sup>\_\_\_\_\_ all her food and clothes and a tent to sleep in. She <sup>4</sup>\_\_\_\_\_ alone most of the time, but sometimes she <sup>5</sup>\_\_\_\_\_ to other walkers. She <sup>6</sup>\_\_\_\_\_ the walk 94 days later, when she <sup>7</sup>\_\_\_\_\_ at the border between Oregon and Washington. She <sup>8</sup>\_\_\_\_\_ her 1,650 km walk in the book *Wild*, which today is also a film.

Mark:  / 8

9 Complete the dialogue with the correct form of *be* or *could* (affirmative, negative or interrogative).

Tracy Can you remember your first school, Pat?

Pat Yes, I can.

Tracy How old <sup>1</sup>\_\_\_\_\_ you?

Pat I <sup>2</sup>\_\_\_\_\_ five years old on my first day at school.

Tracy <sup>3</sup>\_\_\_\_\_ you read at the age of five?

Pat Yes, I <sup>4</sup>\_\_\_\_\_. But I <sup>5</sup>\_\_\_\_\_ write. My hand was too small to hold the pencil!

Tracy Who <sup>6</sup>\_\_\_\_\_ your favourite teacher?

Pat All the teachers <sup>7</sup>\_\_\_\_\_ very kind. But my favourite <sup>8</sup>\_\_\_\_\_ my class teacher, Miss Adcock.

Mark:  / 8

## Use of English

10 Complete the text. Write one word in each space.

26-year-old Chase Dellwo is in hospital. <sup>1</sup>\_\_\_\_\_ week, a bear nearly killed him. Chase and his brother <sup>2</sup>\_\_\_\_\_ in the country at the time, but they <sup>3</sup>\_\_\_\_\_ together. Chase was at the bottom of a hill, and his brother was at the top. They wanted to catch some animals. The animals were about 100 metres from Chase. He walked <sup>4</sup>\_\_\_\_\_ them until they were only 30 metres away, and then he suddenly stopped. There was a bear lying on the ground in front of him. It <sup>5</sup>\_\_\_\_\_ see him because it was asleep. Chase started to move <sup>6</sup>\_\_\_\_\_ from the bear, but he wasn't quick enough. The bear opened its eyes. Now it <sup>7</sup>\_\_\_\_\_ see Chase, and it attacked him. Chase was very frightened. Then, he remembered a story from a magazine. He put his arm in the back of the bear's mouth. The bear <sup>8</sup>\_\_\_\_\_ very surprised and it stopped attacking him. It looked at Chase for a moment, then it turned around and walked <sup>9</sup>\_\_\_\_\_ the woods. Chase's brother carried him <sup>10</sup>\_\_\_\_\_ his car and took him to hospital. Chase is very lucky to be alive.

Mark:  / 10

Total:  / 65

*I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about different wild animals.			
I can talk about past events.			
I can understand words which are joined together in connected speech.			
I can talk about the past using <i>be</i> and <i>can</i> .			
I can use prepositions of movement.			
I can understand a text about real animals which people thought were myths.			
I can describe photos.			
I can write a postcard.			

# 7

# Digital world

## Vocabulary

### A

## Computing

I can talk about computer equipment.

- 1 Find twelve computing nouns in the wordsearch. Use eight of them to label the pictures below.

G	U	C	H	A	R	G	E	R	P
W	S	P	E	A	K	E	R	S	R
E	P	L	A	P	T	O	P	M	I
B	M	O	D	W	E	V	L	O	N
C	O	M	P	U	T	E	R	N	T
A	U	C	H	A	D	O	L	I	E
M	S	R	O	U	T	E	R	T	R
G	E	T	N	E	W	X	U	O	P
Q	U	K	E	Y	B	O	A	R	D
V	I	M	S	T	A	B	L	E	T



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_

- 2 Complete the explanation below using the other four words from exercise 1.

To use a <sup>1</sup> \_\_\_\_\_, you need a separate keyboard and <sup>2</sup> \_\_\_\_\_. But a <sup>3</sup> \_\_\_\_\_ has its own screen and keyboard. A <sup>4</sup> \_\_\_\_\_ does not have a keyboard. When you need to type, a keyboard appears on the screen.

- 3 Put the words in the correct order to make sentences.

a document / an / they / scanning / are / important

b uploading / he / is / some / photos

c contact / her / she / entering / details / is

d they / a / downloading / internet / the / from / are / song

e comment / posting / a / she / Facebook / on / is

f she / photos / deleting / her / from / tablet / is

- 4 2.06 Listen to dialogues 1–5. Match them with sentences a–f from exercise 3. There is one extra sentence.

Dialogue	1	2	3	4	5
Sentence (A–F)					

- 5 2.06 Listen again. Write the missing word in these sentences.

1 You just need to \_\_\_\_\_ on the link.

2 The \_\_\_\_\_ connection isn't very good.

3 I need to \_\_\_\_\_ it to the Chinese embassy.

4 Is the \_\_\_\_\_ full on your tablet?

5 Whose \_\_\_\_\_ are you looking at?

- 6 Write five sentences about how you use a computer, laptop, tablet or smartphone. Include adverbs of frequency (*often, sometimes, never, etc.*).

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

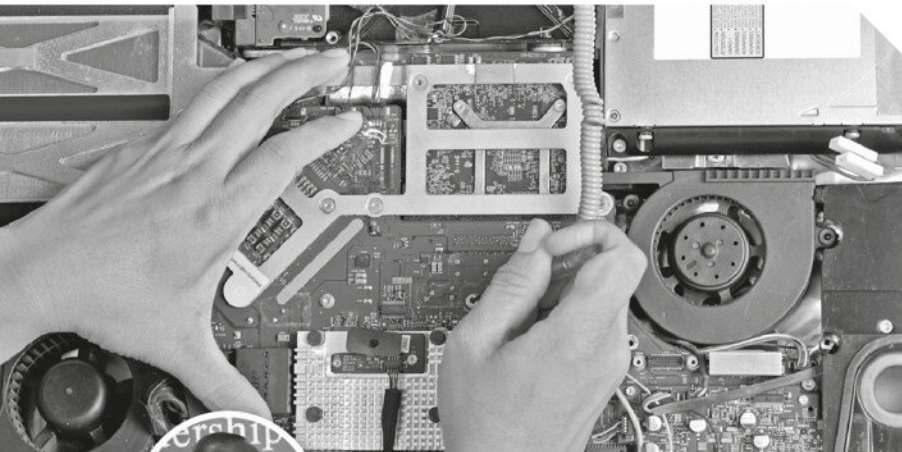
4 \_\_\_\_\_

5 \_\_\_\_\_

## Past simple (affirmative): irregular

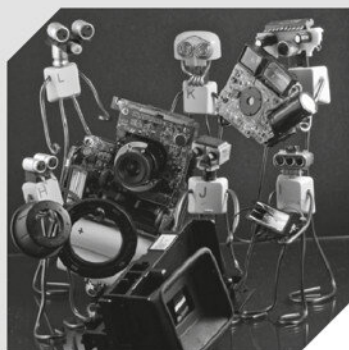
*I can talk about past events.*

- 1 Complete the text. Use the past simple affirmative form of the irregular verbs in brackets.



**SAM KODO** from Togo, in Africa, is an inventor and a businessman – and he

1 \_\_\_\_\_ (become) an inventor when he was very young. When he 2 \_\_\_\_\_ (be) only seven years old, he 3 \_\_\_\_\_ (build) his own robot. The robot 4 \_\_\_\_\_ (can) move around a room and follow instructions. Sam's father teaches at the university in Lomé, the capital of Togo. At a young age, Sam often 5 \_\_\_\_\_ (go) with his father to work and 6 \_\_\_\_\_ (read) books in the library there. His favourite books 7 \_\_\_\_\_ (be) about electronics. Sam 8 \_\_\_\_\_ (begin) to make things using old parts from broken TVs and other electrical devices. Sometimes, he 9 \_\_\_\_\_ (break) his own toys to get the parts! When he was fifteen, he 10 \_\_\_\_\_ (make) his first smartphone and PC. Now Sam has his own computer company in Togo.



- 2 In some of these sentences, the past simple form is incorrect. Underline the incorrect verbs and write the sentence correctly. Tick the correct sentences.

1 I taked a lot of photos yesterday.

2 I did my homework this morning.

3 We speaked to the teacher earlier.

4 I had cereal for breakfast.

5 You comed home late last night.

6 My grandfather fighted in World War 2.

- 3 Complete the sentences with the past simple affirmative form of the verbs below. All the verbs are irregular.

buy catch draw dream fall find see think

- When I was at the beach, I \_\_\_\_\_ a picture of a face in the sand.
- She's in hospital because she \_\_\_\_\_ off her horse.
- He \_\_\_\_\_ presents for all of his family.
- She \_\_\_\_\_ about her answer for a long time before speaking.
- My friend \_\_\_\_\_ a gold ring at the bottom of a swimming pool.
- They \_\_\_\_\_ the last bus home at midnight.
- She \_\_\_\_\_ about becoming a film star.
- The teacher \_\_\_\_\_ me using my smartphone in class.

Which of the verbs also has a regular past simple form?

- 4 Write sentences in the past simple affirmative. Some verbs are regular and some are irregular.

1 we / see / an interesting film / last night

2 I / travel / around Japan / last summer

3 my brother / bring / home / a cat / yesterday

4 I / get / a good grade / last term

5 my cousins / arrive / a few minutes ago

6 the lesson / finish / an hour ago

7 I / cook / dinner / yesterday evening

8 my parents / teach / abroad / ten years ago

- 5 Choose six irregular verbs from the words below. Write six true sentences about yourself. Include some of the time expressions from exercise 4.

be become begin buy come do find get  
go have read see take

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

## Listening to instructions

I can understand instructions.

Revision: Student's Book page 77

## 1 Match 1–9 with A–I to make instructions for setting up a new scanner.

- 1 Take the scanner from the box and remove
- 2 Connect the scanner
- 3 Turn on
- 4 Connect the scanner to your computer
- 5 Install the
- 6 Follow the
- 7 Restart your
- 8 Visit the
- 9 Download the


- A on-screen instructions.  
 B computer.  
 C all packaging.  
 D scanner website.  
 E to the power source.  
 F the computer. (The green light flashes.)  
 G operating instructions.  
 H with the cable.  
 I scanner software.

2 Complete the sequencing words and expressions. Use *a, e, i, o, u* and *y*.

- 1 t\_\_ st\_\_rt \_\_ff w\_\_th
- 2 f\_\_rst (\_\_f \_\_ll)
- 3 s\_\_c\_\_ndl\_\_
- 4 th\_\_rdl\_\_
- 5 n\_\_w
- 6 n\_\_xt
- 7 th\_\_n
- 8 f\_\_n\_\_ll\_\_
- 9 \_\_ft\_\_r th\_\_t

## Listening Strategy

When you are listening to a set of instructions, it can help if you can first identify the steps. You can do this by identifying sequencing words (e.g. *first of all, secondly, then, etc.*). This will make it easier to understand the detail when you listen again.

3  2.07 Read the Listening Strategy. Then listen to three dialogues. Write the sequencing words from exercise 2 that you hear.

## Dialogue 1

a \_\_\_\_\_

## Dialogue 2

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

d \_\_\_\_\_

## Dialogue 3

a \_\_\_\_\_

b \_\_\_\_\_

c \_\_\_\_\_

4  2.07 Listen again. Choose the correct answers.

## Dialogue 1

1 The girl can't

- a log on.
- b log out.
- c remember her password.

2 There was a spelling mistake in the

- a password.
- b website address.
- c username.

## Dialogue 2

3 The boy has a problem

- a with his laptop.
- b with an external hard drive.
- c with his homework.

4 The girl lends the boy

- a a DVD.
- b an external hard drive.
- c her laptop.

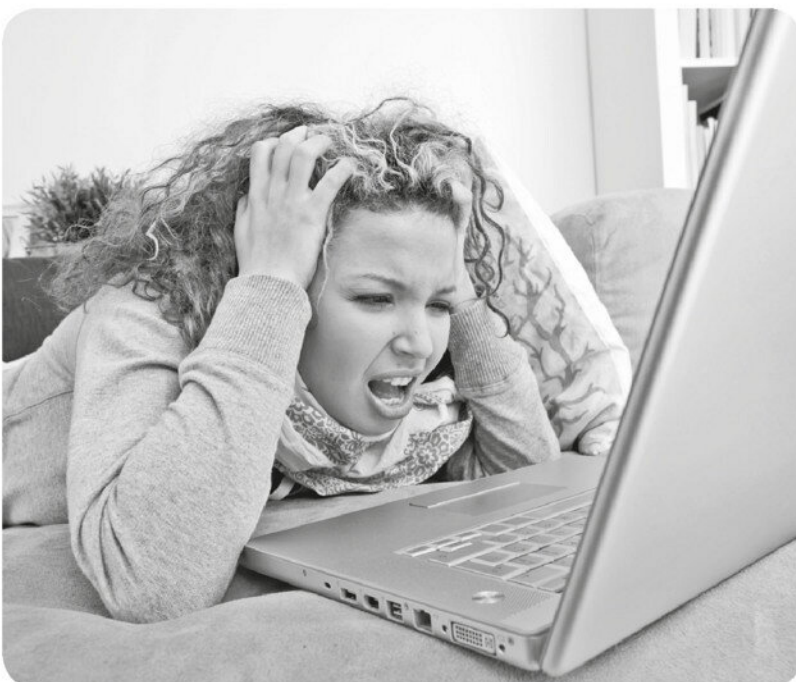
## Dialogue 3

5 The girl

- a can't find the Wi-Fi network.
- b can't get online.
- c finds that the Wi-Fi connection is very slow.

6 What is the cause of the problem?

- a Other people are using the network at the same time.
- b The router is broken.
- c The girl needs to be nearer to the router.



## Past simple (negative and interrogative)

*I can say what did and didn't happen in the past.*

### 1 Make the sentences negative.

- We went to the music festival.  
\_\_\_\_\_?
- Jason listened to music last night.  
\_\_\_\_\_?
- The dog ate its food.  
\_\_\_\_\_?
- Henry tidied his bedroom at the weekend.  
\_\_\_\_\_?
- I wanted to go to school on Friday.  
\_\_\_\_\_?
- George forgot to do his homework.  
\_\_\_\_\_?

### 2 Write negative sentences. Use the past simple form of the verbs below.

do have play see send snow study surf

- Fred and I \_\_\_\_\_ volleyball in the gym.
- Harry and Dean \_\_\_\_\_ the internet.
- I \_\_\_\_\_ a bad dream last night.
- Amy \_\_\_\_\_ any homework last night.
- My sister \_\_\_\_\_ biology at school.
- It \_\_\_\_\_ last month.
- Joanne \_\_\_\_\_ a text to her brother.
- We \_\_\_\_\_ a film at the cinema.

### 3 Write true sentences about what you did last weekend. Use the past simple affirmative or negative.

- go to the cinema  
*I went to the cinema. / I didn't go to the cinema.*
- phone my friend  
\_\_\_\_\_
- buy a magazine  
\_\_\_\_\_
- read a newspaper  
\_\_\_\_\_
- help with the housework  
\_\_\_\_\_
- take a photo  
\_\_\_\_\_

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

- yesterday / did / have / you / lunch / where  
\_\_\_\_\_?
- to school / did / what time / get / on Monday / you  
\_\_\_\_\_?
- did / for breakfast / you / what / this morning / have  
\_\_\_\_\_?
- in / did / next to / sit / last English lesson / your / you / who  
\_\_\_\_\_?
- yesterday / how much / you / water / drink / did  
\_\_\_\_\_?
- watch / you / television / last night / did  
\_\_\_\_\_?
- this morning / to school / get / how / you / did  
\_\_\_\_\_?

### 5 Write full answers to the questions in exercise 4. Use the past simple.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 6 Write questions and answers. Use the past simple.

- Josh / ride to school? ✗  
*Did Josh ride to school?*  
*No, he didn't.*
- Dan / break his leg? ✓  
\_\_\_\_\_
- Millie / find her phone? ✗  
\_\_\_\_\_
- Jess and Oliver / watch a DVD? ✓  
\_\_\_\_\_
- Beth and Jamie / help in the kitchen? ✗  
\_\_\_\_\_
- William / buy any new clothes? ✗  
\_\_\_\_\_

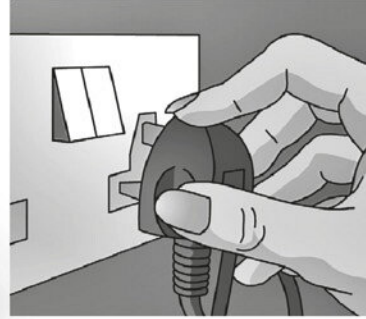


# Introduction to phrasal verbs

I can use a range of computer-related phrasal verbs.



5 Look at the pictures. What are the people doing? Use phrasal verbs from exercise 2. Use the present continuous.



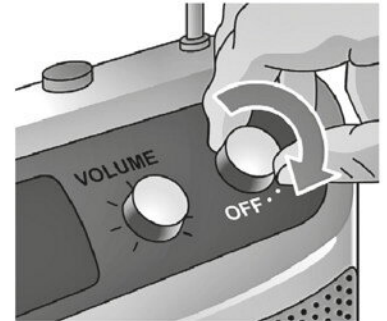
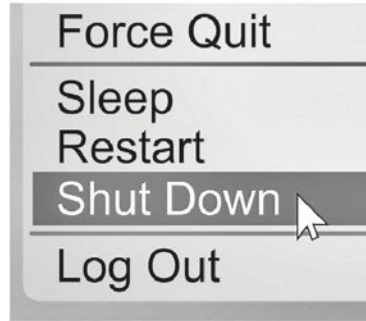
1 She \_\_\_\_\_ a printer.

2 He \_\_\_\_\_ the volume.



3 She \_\_\_\_\_ a photo.

4 He \_\_\_\_\_.



5 She \_\_\_\_\_ her laptop.

6 He \_\_\_\_\_ the radio.

**VOCAB BOOST!**

When you do vocabulary exercises in your Workbook, use a pencil. Then rub the answers out and do them again. Leave as much time as possible between the two attempts.

- Read the *Vocab boost!* box. Follow the advice as you complete the exercises on this page.
- Complete the phrasal verbs about computers with the words below.  
down (x3) in (x3) off (x2) on (x2) up (x2)
 

1 back _____	7 shut _____
2 break _____	8 turn _____
3 log _____	9 turn _____
4 log _____	10 turn _____
5 plug _____	11 turn _____
6 scan _____	12 type _____
- Which three phrasal verbs in exercise 2 are intransitive? (They don't take a direct object.)
  - \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_

4 Use the transitive phrasal verbs from exercise 2 to complete the table.

1 plug in	a printer, a TV, a computer, etc.
2	the TV, the light, the radio, the printer, etc.
3	the TV, the light, the radio, the printer, etc.
4	a document, a drawing, a photo, etc.
5	your work, etc.
6	the volume, the radio, the TV, etc.
7	the volume, the radio, the TV, etc.
8	your username, your password, etc.
9	a computer

6 Complete the sentences with the phrasal verbs below. Use the past simple.

- back up break down log off turn on turn up type in
- I finished my homework. Then I \_\_\_\_\_ my work. I didn't want to lose it!
  - I visited a shopping website. After I finished shopping, I \_\_\_\_\_.
  - I \_\_\_\_\_ my username and password, but there was a problem – I couldn't log on.
  - I \_\_\_\_\_ my printer because I needed to print some documents.
  - I bought a new computer last weekend, but it \_\_\_\_\_ yesterday. I'm taking it back to the shop.
  - Joe \_\_\_\_\_ the TV because the volume was very low.

## Say no to cyberbullying

I can understand a text about a social media campaign.

Revision: Student's Book page 80

1 Complete the phrases in these sentences using the words below.

account campaign internet media page story

- 1 She read about the story on a well-known \_\_\_\_\_ forum.
- 2 He closed his Twitter \_\_\_\_\_ because of cyberbullying.
- 3 We use social \_\_\_\_\_ to tell people about our meetings.
- 4 They started a hashtag \_\_\_\_\_ to save the local library.
- 5 Over a million people have visited her fundraising \_\_\_\_\_.
- 6 His reply to the bullies quickly became a viral \_\_\_\_\_.

### Reading Strategy

When you do a gapped sentence task, think about the order of events within a text. Having a clear idea of the sequence helps you to check that your sentence fits.

2 Read the Reading Strategy. Then read the text and put events a–f in the correct order. Write a–f in the table.

- a People posted unkind comments about Kaitlyn's appearance.
- b Kaitlyn made a video and posted it on YouTube.
- c Somebody deleted the photo of Kaitlyn from Facebook.
- d Somebody uploaded a photo of Kaitlyn to Facebook.
- e Kaitlyn's video became a viral story.
- f Kaitlyn started her own YouTube channel.

1	2	3	4	5	6

3 Match gaps 1–4 in the text with sentences A–E. Use your answers to exercise 2 to help you. There is one extra sentence.

- A Within a few days, there were hundreds of comments about the cheerleader.
- B The comments did not make Kaitlyn feel sad; they made her feel angry.
- C Of course, they sometimes make negative comments about other teams and players too!
- D They said that it was not cyberbullying, according to their rules.
- E Soon, it had nearly a million views on YouTube.

# A cheerleader fights back



Kaitlyn Collins

The Green Bay Packers and the Chicago Bears are two American Football teams. Both teams have a lot of fans, and the fans have their own websites and internet forums. On these pages, they share photos, stories and jokes about the games and the players. <sup>1</sup> \_\_\_\_\_ But one day in 2013, a 'joke' became an example of cyberbullying.

A fan uploaded a photo of a Green Bay Packers cheerleader to the Chicago Bears' Facebook page. He added an unkind comment about her appearance and invited other Chicago Bears fans to do the same. <sup>2</sup> \_\_\_\_\_ They called her ugly and said that the Green Bay Packers had the worst cheerleaders in America. To them, it was all a big joke. But how did that cheerleader feel?

The name of the Green Bay Packers cheerleader in the photo was Kaitlyn Collins. She found her photo on the Chicago Bears' Facebook page, read the comments and was very upset. She complained to Facebook, but they did not remove the photo. <sup>3</sup> \_\_\_\_\_ So Kaitlyn decided to fight against the bullies in her own way. She made a video and posted it on YouTube.

In her video, she did not speak; she wrote messages on paper and showed them to the camera. She explained that most of the Facebook comments were 'too horrible to repeat' but they had the

same theme: they said she was 'ugly'. She also explained that some comments were different – they were kind. One comment said: 'I'm a Bears fan, but she is not ugly – and she is also somebody's daughter.' Her video became a viral story. <sup>4</sup> \_\_\_\_\_

After that, somebody from the Chicago Bears fan club deleted the photo from its Facebook page. In its place is a message about the dangers of cyberbullying. And now Kaitlyn has her own channel on YouTube. Her videos continue the fight against cyberbullying.

cheerleaders





### In a shop

I can talk about products and prices.

1 Use the words below to complete the names of the features of gadgets.

4G card card slot Fi life phones port (x2) screen sensor speakers webcam

- |                  |                    |
|------------------|--------------------|
| 1 a motion _____ | 7 a built-in _____ |
| 2 head _____     | 8 a SIM _____      |
| 3 wireless _____ | 9 Wi- _____        |
| 4 battery _____  | 10 a touch- _____  |
| 5 built-in _____ | 11 a USB _____     |
| 6 an HDMI _____  | 12 a memory _____  |

2 Match 1–13 with a–m to make phrases.

- |  |                                |
|--|--------------------------------|
| 1 How can I <input type="checkbox"/>       | a in cash?                     |
| 2 I'm just <input type="checkbox"/>        | b debit card / by credit card? |
| 3 Next, <input type="checkbox"/>           | c like anything else?          |
| 4 How much <input type="checkbox"/>        | d (£10), please.               |
| 5 That comes to <input type="checkbox"/>   | e is it / are they?            |
| 6 How would you <input type="checkbox"/>   | f a receipt, please?           |
| 7 Can I pay by <input type="checkbox"/>    | g help you?                    |
| 8 Can I pay <input type="checkbox"/>       | h looking, thanks.             |
| 9 Enter your <input type="checkbox"/>      | i a bag?                       |
| 10 Here's your <input type="checkbox"/>    | j like to pay?                 |
| 11 Could I have <input type="checkbox"/>   | k change and receipt.          |
| 12 Would you like <input type="checkbox"/> | l PIN, please.                 |
| 13 Would you <input type="checkbox"/>      | m please!                      |

3 2.08 Listen and write the prices.

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

4 Complete the dialogue with phrases from exercise 2.

Sales assistant <sup>1</sup> \_\_\_\_\_  
 Girl I'm looking for a laptop.  
 SA Well, the Pro-computer is very popular.  
 Girl <sup>2</sup> \_\_\_\_\_  
 SA It's £449.99.  
 Girl Have you got anything a bit cheaper?  
 SA Yes, the DX 800 is only £299.99.  
 Girl What features has it got?  
 SA It's got Wi-Fi of course, a built-in webcam and a touch-screen.  
 Girl That's great. I'll take it.  
 SA <sup>3</sup> \_\_\_\_\_  
 Girl No, thanks. That's all. <sup>4</sup> \_\_\_\_\_  
 SA Yes, we accept any type of card. So, that's £299.99, please. <sup>5</sup> \_\_\_\_\_ ... Thank you.  
<sup>6</sup> \_\_\_\_\_  
 Girl No, thanks. I can put it in my backpack.

5 2.09 Listen to another dialogue. Complete the information below about the gadget the boy buys.

Gadget: \_\_\_\_\_  
 Features: 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 What else does he buy? \_\_\_\_\_  
 Total price: \_\_\_\_\_  
 Payment method: \_\_\_\_\_



6 Look at the information about the phones below. Put the words in the correct order to complete the customer's questions.

- 1 smartphones / a few / can / recommend / you \_\_\_\_\_ ?  
 2 what / the Cybernet 2000 / features / does / have \_\_\_\_\_ ?  
 3 much / how / phones / the / are \_\_\_\_\_ ?  
 4 can / pay / credit card / by / I \_\_\_\_\_ ?

Ultra 48	Cybernet 2000	Touch Plus 3
Price: £120	Price: £99	Price: £75
Features: • memory card slot • 4G • touch-screen	Features: • touch-screen • 4G • headphones	Features: • touch-screen • 4G • free case
Payment method: no credit cards (cash and debit cards only)		

7 Imagine you are a sales assistant in a shop. Write answers to the questions in exercise 6.

- 1 \_\_\_\_\_  
 2 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_

8 Now act out the dialogue using your ideas from exercise 7. Use phrases from exercises 2 and 4.

## A narrative

I can write a narrative.

## Preparation

## 1 Complete the time expressions with the words below.

ago at day end few last moments next some

- a a \_\_\_\_\_ weeks ago  
 b one \_\_\_\_\_  
 c \_\_\_\_\_ time last year  
 d \_\_\_\_\_ weekend  
 e the \_\_\_\_\_ day  
 f a few \_\_\_\_\_ later  
 g \_\_\_\_\_ that moment  
 h a few months \_\_\_\_\_  
 i in the \_\_\_\_\_

## 2 Read the task and the text below. Underline five time expressions from exercise 1 in the story.

Write a story about a time when you were in a difficult situation and your phone (or another electronic device) helped you.



## A bite for lunch by Logan

A few months ago, I was on a camping holiday with my friend, Jack. One day, we went for a walk in some woods. We stopped to have lunch and sat down in some long grass. At that moment, Jack jumped up.

'Ow! My leg!' he said. He showed me his leg. There was a large red mark on the skin and it was very painful.

'Was it a snake?' I asked.

'I don't know. I didn't see anything,' he replied.

Fortunately, my mum is a doctor. We took a photo of Jack's leg on my phone and sent it to her. A few moments later, she called. 'Don't worry,' she said. 'It isn't a snake bite. It's probably an insect.'

'So is it an emergency?' I asked.

'No, it isn't,' she replied. 'You don't have to go to hospital.'

And she was right: the next day, Jack's leg was fine.

## 3 Explain in your own words how an electronic device helped Logan and Jack.

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## 4 Form adverbs from these adjectives. Then add them to the sentences below.

amazing hard polite safe unfortunate

- 1 They worked \_\_\_\_\_ and finished quickly.  
 2 It was a bad flight, but we arrived \_\_\_\_\_ on the island.  
 3 \_\_\_\_\_, I got 100% in my maths test.  
 4 She smiled and asked \_\_\_\_\_ for her keys.  
 5 \_\_\_\_\_, we lost the match.

## Writing Strategy

Try to include some direct speech when you write a narrative.

Put quotation marks around the words that the person speaks. Put a comma, question mark or exclamation mark before the closing quotation marks.

'Who are you?' I asked. 'I'm Joe,' he said.

## 5 Read the Writing Strategy. Then add the missing punctuation to these sentences.

- 1 'How long is the film I asked.  
 2 Lucy smiled. I don't know she replied.  
 3 'Who are you she asked. And why are you here  
 4 'Help me he shouted. I can't swim!  
 5 Don't worry said Ben. The water isn't very deep.

## Writing Guide

## 6 Plan your own story using the task in exercise 2. Answer the questions with your own ideas.

- 1 Where were you? When? Who were you with?

\_\_\_\_\_

2 What was the problem or difficult situation?

- 3 What kind of electronic device helped you?

\_\_\_\_\_

4 How did you use the device to solve the problem?

- 5 What happened in the end?

\_\_\_\_\_

## 7 Write a story. Use your notes from exercise 6.

## CHECK YOUR WORK

Have you ...

- included some direct speech with correct punctuation?  
 checked your spelling and grammar?  
 used at least one adverb?

## Vocabulary

1 Match a word from A with a word from B to make computing nouns. Then complete the definitions.

A head key lap memory web

B board cam phones stick top

- A \_\_\_\_\_ is a set of buttons with letters and numbers that you use to write on a computer screen.
- A \_\_\_\_\_ shows your image to other people over the internet.
- \_\_\_\_\_ are things you put over your ears to listen to music without other people hearing it.
- A \_\_\_\_\_ is a thing you use to copy and store important information.
- A \_\_\_\_\_ is a small computer you can carry around with you.

Mark:  / 5

2 Complete the sentences with the correct words.

- I don't \_\_\_\_\_ many comments on social media sites.  
a install                      b post                      c surf
- Why don't you \_\_\_\_\_ all the files on your computer that you don't need any more?  
a delete                      b follow                      c upload
- I decided to \_\_\_\_\_ my old photos to make a digital copy of them.  
a connect to                      b remove                      c scan
- You need to \_\_\_\_\_ your password to log on to the site.  
a enter                      b restart                      c visit
- \_\_\_\_\_ the receipt and take it with you to collect your tickets.  
a Install                      b Print                      c Upload
- Do you \_\_\_\_\_ any famous people on Twitter?  
a scan                      b enter                      c follow

Mark:  / 6

3 Circle the correct words to complete the sentences.

### How to upload a photo on social media

<sup>1</sup>First of all / Now go to your homepage. <sup>2</sup>Finally / Then, choose the option 'upload photo'. <sup>3</sup>Next / To start off with, select the photo that you want to upload from your files. <sup>4</sup>After that / Secondly, write a comment about the photo. <sup>5</sup>Finally / Next, click on the 'post' button to upload the photo to your homepage, where all your friends can see it.

Mark:  / 5

4 Complete the sentences with the words below.

account campaigns forums media page story

- Companies today are using hashtag \_\_\_\_\_ to market their products.
- What's the last viral \_\_\_\_\_ you can remember?
- Have you got a Twitter \_\_\_\_\_?
- The band opened a fundraising \_\_\_\_\_ to pay for their European tour.
- Do you ever take part in discussions on internet \_\_\_\_\_?
- News travels very fast on social \_\_\_\_\_.

Mark:  / 6

5 Complete the dialogue with the phrases below.

Here's your change and your receipt. How much is it?  
How can I help you? How would you like to pay?  
That comes to £27.50. Would you like anything else?

Customer Excuse me?

Assistant <sup>1</sup> \_\_\_\_\_

Customer I'm looking for a mouse that I can use with my laptop.

Assistant This wireless mouse is very popular.

Customer <sup>2</sup> \_\_\_\_\_

Assistant It's £9.50.

Customer That's fine.

Assistant <sup>3</sup> \_\_\_\_\_

Customer Yes, I'm looking for a laptop case, too.

Assistant Do you like this one? It's £18.

Customer Yes, that's perfect.

Assistant <sup>4</sup> \_\_\_\_\_

Customer In cash.

Assistant OK. <sup>5</sup> \_\_\_\_\_

Customer Here you are.

Assistant Thank you. <sup>6</sup> \_\_\_\_\_

Customer Thanks very much.

Mark:  / 6

6 Complete the questions.

- What's the battery \_\_\_\_\_ of your tablet?
- Has your laptop got a built-in \_\_\_\_\_ you can use for talking on Skype?
- Where's the memory card \_\_\_\_\_ on this games console?
- How many USB \_\_\_\_\_ has your computer got?
- Where can I get a new SIM \_\_\_\_\_ for my phone?

Mark:  / 5

## Word Skills

7 Match the first parts of sentences 1–6 with the second parts (a–f).

- |   |                     |
|---|---------------------|
| 1 Don't forget to back <input type="checkbox"/> | a off your phone?   |
| 2 How often do you log <input type="checkbox"/> | b in the printer?   |
| 3 It's time to shut <input type="checkbox"/>    | c up your work.     |
| 4 Please can you plug <input type="checkbox"/>  | d in your username. |
| 5 Please can you turn <input type="checkbox"/>  | e down my laptop.   |
| 6 You need to type <input type="checkbox"/>     | f on at home?       |

Mark:  / 6

## Grammar

8 Complete the text with the correct past simple affirmative form of the verbs below.

bring come go have live see take teach

When I was little, I only <sup>1</sup>\_\_\_\_\_ my grandparents once a year because they <sup>2</sup>\_\_\_\_\_ abroad. Every year, my grandfather <sup>3</sup>\_\_\_\_\_ me a new model plane when they <sup>4</sup>\_\_\_\_\_ to stay. In the afternoons, my grandfather and I <sup>5</sup>\_\_\_\_\_ the planes to the park and he <sup>6</sup>\_\_\_\_\_ me how to fly them. We <sup>7</sup>\_\_\_\_\_ a lot of fun together, and we often <sup>8</sup>\_\_\_\_\_ home very late. Today, I've got great memories of my grandfather and those planes.

Mark:  / 8

9 Complete the dialogue with the correct past simple negative or interrogative form of the verbs in brackets.

**Pete** <sup>1</sup>\_\_\_\_\_ (you / have) a good weekend, Matt?

**Matt** Yes, I did. It was my birthday.

**Pete** Really? Happy birthday! What <sup>2</sup>\_\_\_\_\_ (you / do)?

**Matt** I went to London for the weekend.

**Pete** Wow! Who <sup>3</sup>\_\_\_\_\_ (you / go) with?

**Matt** I went with my family. It was great!

**Pete** <sup>4</sup>\_\_\_\_\_ (you / drive) there?

**Matt** No, we <sup>5</sup>\_\_\_\_\_ (not go) by car; we went by train. We saw all the sights: Big Ben, the Houses of Parliament, the London Eye, I loved it! But I <sup>6</sup>\_\_\_\_\_ (not like) Buckingham Palace, because there were a lot of people.

**Pete** Yes, London is always really busy. <sup>7</sup>\_\_\_\_\_ (you / buy) any souvenirs?

**Matt** No, I <sup>8</sup>\_\_\_\_\_ (not have) time to go shopping!

Mark:  / 8

## Use of English

10 Choose the correct answers.

<sup>1</sup>\_\_\_\_\_ that the first mobile phone call happened more than forty years ago? When Martin Cooper <sup>2</sup>\_\_\_\_\_ the call on 3 April 1973, his phone <sup>3</sup>\_\_\_\_\_ like the mobile phones we use today. It <sup>4</sup>\_\_\_\_\_ thin and stylish like a smartphone, and he <sup>5</sup>\_\_\_\_\_ put it in his pocket because it was too big. Instead, he had to carry the 1.1 kg phone in one hand and its enormous battery in the other. The phone had a keypad with numbers, not a <sup>6</sup>\_\_\_\_\_ for making calls. Today's mobile phones are more like computers than telephones. Most homes have <sup>7</sup>\_\_\_\_\_, which make it easy to connect to the internet. This means that we can <sup>8</sup>\_\_\_\_\_ all kinds of files. We can listen to music on our phones, or send the music to <sup>9</sup>\_\_\_\_\_ for everyone to hear. The only problem with today's smartphones is that we never seem to <sup>10</sup>\_\_\_\_\_ them off.

- |                  |                  |                     |
|------------------|------------------|---------------------|
| 1 a You know     | b Did you know   | c You knew          |
| 2 a made         | b make           | c makes             |
| 3 a doesn't look | b not look       | c didn't look       |
| 4 a not be       | b wasn't         | c didn't be         |
| 5 a couldn't     | b didn't can     | c not could         |
| 6 a case         | b monitor        | c touch-screen      |
| 7 a chargers     | b printers       | c routers           |
| 8 a download     | b enter          | c install           |
| 9 a built-in 4G  | b motion sensors | c wireless speakers |
| 10 a break       | b turn           | c log               |

Mark:  / 10

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about computer equipment.			
I can talk about past events.			
I can understand instructions.			
I can say what did and didn't happen in the past.			
I can use a range of computer-related phrasal verbs.			
I can understand a text about a social media campaign.			
I can talk about products and prices.			
I can write a narrative.			

## Reading

## Strategy

When you do a matching task, read the headings first and underline the key words. Then think of three words related to the topic of the words you underlined. This will help you match the headings to the paragraphs.

- 1 Read the Strategy. Then look at the headings A–E in exercise 2 and underline the key words. For each heading, choose three words below that are related to the topic. Compare your ideas with a partner.

banana calendar count days drawings fish images  
lunch maths photos six spelling word write late

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

- 2 Read the text. Match paragraphs 1–4 with headings A–E. There is one extra heading.

- A Knowing their numbers  
B A snack for a correct answer  
C Learning with letters  
D Passing the time  
E Say it with pictures

## Animals and touch-screens

1 \_\_\_\_\_

Esme, Molly, Quinn and Emily have each got a touch-screen tablet. Esme and Quinn push the blue circle on the right of the screen, but nothing happens. So, they move to the left of the screen, put their noses to the other circle, and they get a snack. Molly and Emily don't get a snack because they don't push the correct button. The tablets are part of an experiment at the University of Vienna. But Esme, Molly, Quinn and Emily aren't humans: they're tortoises.



2 \_\_\_\_\_

Of course, the tortoises in Austria aren't the first animals to use this technology. More than thirty years ago, a male bonobo monkey called Kanzi learned how to use a large touch-screen to communicate with a human. Kanzi lives with other bonobos at the Great Ape Trust in Des Moines, Iowa, USA. He 'talks' to his trainer, Sue Savage-Rumbaugh, using a screen with 400 lexigrams – simple images that represent words.



## Listening

## Strategy

Before you listen, read the task. Underline the name of the person in the statements. Think about what they might say.

- 3 Read the Strategy. Then look at the exam task in exercise 4 and underline the names in the statements. Match statements 1–8 with sentences A–H below.

- A I agree with you.   
B I don't like them.   
C I surf the internet to find photos.   
D I went on Saturday.   
E I didn't enjoy it.   
F I never visit them.   
G I love animals.   
H My parents and my brother and sister were there.

- 4 2.10 Listen to Tony and Celeste talking about zoos. Are the sentences true (T) or false (F)?

- 1 Tony went to the zoo at the weekend.   
2 Tony went with all his family.   
3 Tony and Celeste both like animals very much.   
4 Celeste isn't happy about zoos.   
5 Tony thinks the same about zoos as Celeste.   
6 Celeste sometimes looks at pictures of animals on her computer.   
7 Tony doesn't watch programmes about animals on TV.   
8 Celeste didn't like the programme about sharks.

3 \_\_\_\_\_

Scientist Jennifer Vonk also uses touch-screens with the animals she studies. A few years ago, she did an experiment with three young black bears: Brutus, Dusty and Bella. At the time, people thought that only animals who lived in groups could count. Vonk experimented with bears because they usually live alone. Using extra strong touch-screen tablets, she found that the bears could count just like animals in groups – the group isn't important in learning how to count.



4 \_\_\_\_\_

But animals don't only use touch-screens in experiments. The penguins at a zoo near Los Angeles have a tablet that they use for entertainment. Two young male penguins, Jeremy and Newsome, particularly like an app called *Game for Cats*. In the game they have to 'catch' a mouse on the screen. The game exercises their minds and helps to make their lives in the zoo more interesting.



## Use of English

## Strategy

In a multiple-choice cloze task, sometimes the answers are phrasal verbs. Learning these verbs will help you to select the right option in the task.

5 Read the Strategy. Then cross out the word that cannot be used with the phrasal verbs 1–3.

- 1 **plug in** a charger a phone a SIM card  
 2 **scan in** a document a keyboard a photo  
 3 **turn off** an email a laptop a monitor

6 Read the text. Choose the correct options (A–C) to complete the gaps.

## The changing face of wildlife documentaries

Today it's much easier to make a wildlife documentary than it <sup>1</sup>\_\_\_\_\_ in the past. Fifty years <sup>2</sup>\_\_\_\_\_, cameras were so big that it was difficult to carry them <sup>3</sup>\_\_\_\_\_ jungles or up mountains. Now, they are <sup>4</sup>\_\_\_\_\_, so filmmakers can take them anywhere. In the past, cameramen <sup>5</sup>\_\_\_\_\_ film at night. Today, cameras with motion <sup>6</sup>\_\_\_\_\_ can find animals in the dark. In the past, filmmakers <sup>7</sup>\_\_\_\_\_ camera drones – small planes that can take pictures from the sky. Of course, the problem with technology is that machines sometimes <sup>8</sup>\_\_\_\_\_. Filmmakers have to <sup>9</sup>\_\_\_\_\_ all their work so that they don't lose any of it. You can see the result when you <sup>10</sup>\_\_\_\_\_ your TV at home and watch the documentary.

- 1 A did B was C were  
 2 A ago B last C past  
 3 A along B over C through  
 4 A smaller B smallest C the smallest  
 5 A can't B couldn't C wasn't  
 6 A ports B sensors C slots  
 7 A hadn't B not have C didn't have  
 8 A break down B download C turn down  
 9 A back up B turn up C upload  
 10 A connect to B log on C turn on

## Speaking

## Strategy

We don't usually use the imperative in English when we are in a shop. Instead we use polite phrases with *Can/Could I have ... ?* or *I'd like ...* to ask for things.

7 Read the Strategy. Then put the words in order to make polite phrases.

1 have / please? / Could / a / I / bag,  
 \_\_\_\_\_

2 like / please. / some / I'd / wireless speakers,  
 \_\_\_\_\_

3 please? / have / a / I / Can / receipt,  
 \_\_\_\_\_

8 Decide who is Student A and who is Student B. Do the role-play. Then swap roles.

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Vidmax £432.20



**Student A:** You are the customer. Look at the pictures and follow the points below.

- Say what you are looking for.
- Ask a question about the features.
- Ask how much the products are.
- Say which product you would like.
- Ask about the payment method.

**Student B:** You work in a shop. Serve the customer.

## Writing

## Strategy

When you write a narrative, you need to set the scene at the beginning. Say where you were, when you were there, and who you were with. At the end, you need to write a sentence to finish the narrative. Say how the story ended and if it ended well or not.

9 Read the Strategy. Then look at sentences 1–4. Do they come from the beginning or the end of a narrative? Write B or E.

- 1 A few years ago, I went to the park with my brother to play football.   
 2 After that, I always went a different way to school.   
 3 One day last summer, I was at the beach with some friends.   
 4 I never saw the dog again.

10 Write a story about a time when you had a frightening experience with an animal. Include the information below.

- Where you were, when you were there, and who you were with.
- What the animal did.
- What you did when you saw the animal.
- How it all ended.

## Vocabulary

## A

## Sports and hobbies

I can talk about different sports and activities.

## 1 Label pictures 1–16 with the words below.

basketball climbing cycling dancing football golf  
gymnastics ice hockey ice skating karate skiing surfing  
swimming table tennis volleyball yoga



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_



7 \_\_\_\_\_



8 \_\_\_\_\_



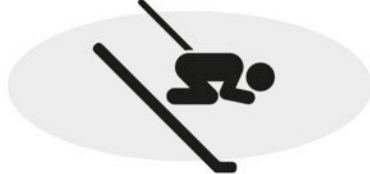
9 \_\_\_\_\_



10 \_\_\_\_\_



11 \_\_\_\_\_



12 \_\_\_\_\_



13 \_\_\_\_\_



14 \_\_\_\_\_



15 \_\_\_\_\_



16 \_\_\_\_\_

2 Complete the sentences with the correct form of *play*, *go* or *do*.

- I \_\_\_\_\_ roller skating with my friends yesterday.
- We \_\_\_\_\_ badminton in the garden. Do you want to join us?
- My dad \_\_\_\_\_ athletics when he was at school.
- I \_\_\_\_\_ judo on Mondays after school.
- My sister \_\_\_\_\_ aerobics every weekend.
- We sometimes \_\_\_\_\_ handball in P.E. lessons.
- Do you want to \_\_\_\_\_ skateboarding now?
- My father \_\_\_\_\_ tennis for the UK in the 1980s.

## 3 Work in pairs. Match each group below (1–4) with as many sports and activities from exercises 1 and 2 as possible.

- You need a ball for these:

---



---



---

- You need water, ice or snow for these:

---



---



---

- You only need one person for these:

---



---



---

- These nearly always take place outside:

---



---



---

## 4 2.11 Listen. Match each speaker (1–4) with two sports and hobbies from exercises 1 and 2.

Speaker 1: \_\_\_\_\_ and \_\_\_\_\_

Speaker 2: \_\_\_\_\_ and \_\_\_\_\_

Speaker 3: \_\_\_\_\_ and \_\_\_\_\_

Speaker 4: \_\_\_\_\_ and \_\_\_\_\_

## 5 2.11 Listen again. Match each speaker (1–4) with one of the sentences (a–f) below. There are two extra sentences.

This speaker:

- learned a new sport at school. \_\_\_
- does one of the activities at home. \_\_\_
- is keen to watch the Winter Olympics one day. \_\_\_
- played sport with three friends last summer. \_\_\_
- plans to take part in the Olympic Games. \_\_\_
- is not keen on sports in general. \_\_\_

## going to

I can talk about plans.

1 Complete the sentences with the affirmative form of *going to* and one of the verbs below.

do have move ~~play~~ study tidy visit watch

- They're *going to* play volleyball at the beach.
- I \_\_\_\_\_ TV at home tonight.
- We \_\_\_\_\_ our cousins in Spain next summer.
- She \_\_\_\_\_ physics at university next year.
- My best friend \_\_\_\_\_ to the USA.
- My brother and I \_\_\_\_\_ karate this evening.
- You \_\_\_\_\_ your bedroom this evening!
- My friends \_\_\_\_\_ a barbecue next weekend.

2 Complete the sentences with the affirmative or negative form of *going to* and the verbs in brackets.





- They \_\_\_\_\_ (play) football, they're going to watch it.
- He \_\_\_\_\_ (walk) to school, he's going to cycle.
- I \_\_\_\_\_ (have) lunch because I'm not hungry.
- She \_\_\_\_\_ (go) to bed early because she's tired.
- I'm interested in athletics, so I \_\_\_\_\_ (watch) the Olympic Games on TV.
- We \_\_\_\_\_ (go) shopping, we're going to stay at home.
- I \_\_\_\_\_ (finish) my homework tonight, I'm going to do it tomorrow.
- I \_\_\_\_\_ (write) a long email and then send it to my friend in Spain.
- We \_\_\_\_\_ (buy) a new car because our old car is fine.

3 Complete the future time expressions with the words below. Use each word once.

afternoon day in next this tomorrow week weeks

- \_\_\_\_\_ evening
- \_\_\_\_\_ month
- \_\_\_\_\_ a few days
- next \_\_\_\_\_
- this \_\_\_\_\_
- the \_\_\_\_\_ after tomorrow
- in a few \_\_\_\_\_
- \_\_\_\_\_

4 Look at the table about the teenagers' plans for the weekend. Complete the questions and write short answers.

				
	Ava	Leo	Lily	Rory
go shopping	X	✓	X	✓
play tennis	✓	X	X	✓
do yoga	X	X	✓	X
visit friends	✓	✓	X	✓
watch a DVD	✓	X	✓	✓
make a cake	X	✓	X	X

- (Ava / make a cake)  
Is Ava going to make a cake?  
No, she isn't.

2 (Ava / visit friends)

\_\_\_\_\_

3 (Leo / play tennis)

\_\_\_\_\_

4 (Lily and Rory / watch a DVD)

\_\_\_\_\_

5 (Rory / visit friends)

\_\_\_\_\_

6 (Ava and Leo / do yoga)

\_\_\_\_\_

7 (Lily / go shopping)

\_\_\_\_\_

5 Write about your own plans. Use the affirmative or negative form of *going to* and the verbs below. Include a time expression from exercise 3.

1 listen to music

I'm going to listen to music this evening.

2 take an exam

\_\_\_\_\_

3 go cycling

\_\_\_\_\_

4 visit my cousins

\_\_\_\_\_

5 do a lot of homework

\_\_\_\_\_



## Prediction

I can 'listen ahead' and predict what I'm going to hear.

**Listening Strategy**

When you listen in your own language, you 'listen ahead' and can often predict how a phrase or sentence will finish. Try to do this when you are listening to English too.

**1 Read the Listening Strategy. Try to predict the end of these sentences. Write one word.**


- 1 Harry is eighteen years \_\_\_\_\_.
- 2 Write the answers in your exercise \_\_\_\_\_.
- 3 There are some pens in my pencil \_\_\_\_\_.
- 4 I don't clean the house, but I sometimes unload the \_\_\_\_\_.
- 5 Emma has got long, curly \_\_\_\_\_.
- 6 I was tired so I went to \_\_\_\_\_.
- 7 Joe has got two sisters and one \_\_\_\_\_.
- 8 When you get home, send me a text \_\_\_\_\_.
- 9 Josh started a hashtag \_\_\_\_\_.

**2  2.12 Listen. Predict the last word of each sentence.**

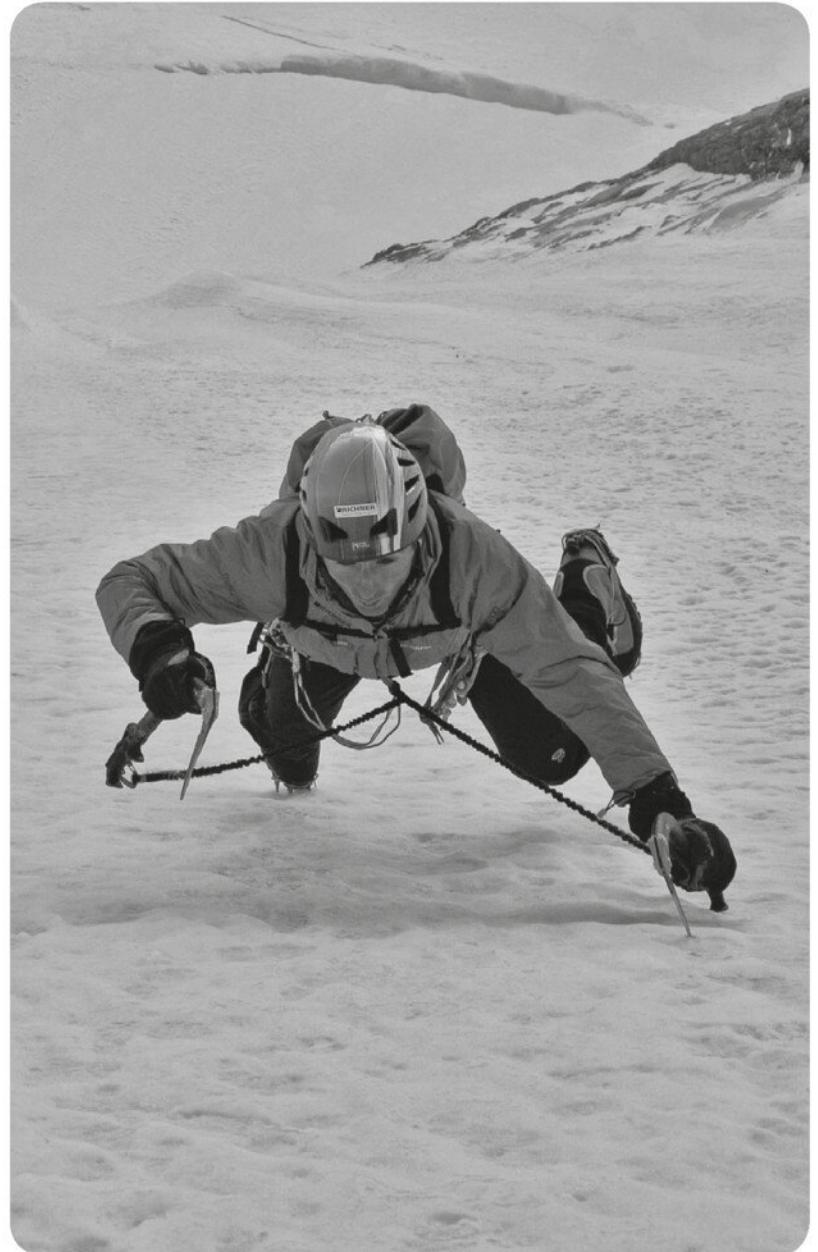
- |         |         |
|---------|---------|
| 1 _____ | 5 _____ |
| 2 _____ | 6 _____ |
| 3 _____ | 7 _____ |
| 4 _____ |         |

**3 Try to predict the end of these sentences. You can write more than one word. There is more than one possible answer.**

- 1 She can play the guitar really well, but she can't \_\_\_\_\_.
- 2 My grandparents got married in \_\_\_\_\_.
- 3 Remember to shut down your \_\_\_\_\_.
- 4 After dinner we all watched \_\_\_\_\_.
- 5 My uncle and aunt live in a large \_\_\_\_\_.
- 6 My English exam is on the fifteenth of \_\_\_\_\_.

**4  2.13 Listen. Try to predict the end of each sentence. You can write more than one word. There is more than one possible answer.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_


**5  2.14 Listen to the story of climber Ueli Steck. What record did he set?**

- The fastest climb to the top of Mont Blanc.  
 The first person to climb Mont Blanc.  
 The first person to climb Mont Blanc on his own.

**6  2.14 Listen again. Choose the correct answers.**

- 1 What nationality is Ueli Steck?  
a French      b Swiss      c Austrian
- 2 How high is the Grandes Jorasses face?  
a 2,011 m      b 1,220 m      c 2,210 m
- 3 How much weight did he lose before the climb?  
a 3 kg      b 8 kg      c 10 kg
- 4 Why wasn't Steck afraid of falling?  
a Because he didn't think about it.  
b Because he never feels afraid.  
c Because he was more worried about the weather.
- 5 It took Steck  
a about three hours to reach the top.  
b about two hours to reach the top.  
c about two and a half hours to reach the top.

### will

I can talk about the future and make predictions.

#### 1 Complete the sentences with *will / won't* and the verbs below.

be cost get not be ~~not get~~ not leave rise see

- Dad *won't get* home until ten o'clock tonight.
- It's my grandmother's birthday tomorrow. She \_\_\_\_\_ 80.
- Jason \_\_\_\_\_ his exam results next Monday. He's very nervous.
- Samantha \_\_\_\_\_ at the party this evening because she isn't feeling well.
- The sun \_\_\_\_\_ at six o'clock tomorrow morning.
- Goodbye. I \_\_\_\_\_ you tomorrow morning at ten o'clock.
- Robert \_\_\_\_\_ school until he is eighteen years old.
- Tickets \_\_\_\_\_ £100 for the music festival next summer.

#### 2 Write questions with *will*. Then write true answers.

- tomorrow / be Tuesday?  
Will tomorrow be Tuesday?  
Yes, it will. / No, it won't.
- you / go to university in another country?  
\_\_\_\_\_  
\_\_\_\_\_
- the World Cup / take place next year?  
\_\_\_\_\_  
\_\_\_\_\_
- you / leave home before you are 20?  
\_\_\_\_\_  
\_\_\_\_\_
- you / be rich and famous?  
\_\_\_\_\_  
\_\_\_\_\_
- it / be warm and sunny tomorrow?  
\_\_\_\_\_  
\_\_\_\_\_
- you and your family / go abroad next summer?  
\_\_\_\_\_  
\_\_\_\_\_
- there / be important exams at the end of the year?  
\_\_\_\_\_  
\_\_\_\_\_

#### 3 Complete the dialogues. Use the correct form of *will* and the words in brackets.

- Barney** Are you going to Sam's barbecue?  
**Christina** I'm not sure. When is it?  
**Barney** On Friday. <sup>1</sup> \_\_\_\_\_ (it / be) great!  
**Christina** <sup>2</sup> \_\_\_\_\_ (Tamara / go), do you think?  
**Barney** Yes, I think she <sup>3</sup> \_\_\_\_\_ .  
**Christina** Then <sup>4</sup> \_\_\_\_\_ (I / go) too. I like Tamara.
- Tom** I'm going to watch Chelsea play on Saturday. Do you want to come?  
**Sarah** No, I <sup>5</sup> \_\_\_\_\_ (not be) here.  
**Tom** Where <sup>6</sup> \_\_\_\_\_ (you / be)?  
**Sarah** In Oxford. <sup>7</sup> \_\_\_\_\_ (I / watch) the match on TV. Maybe <sup>8</sup> \_\_\_\_\_ (I / see) you in the crowd!

#### 4 Make predictions about the next fifty years. Use *I think* or *I don't think* and the phrases below.



- people / travel to Mars  
\_\_\_\_\_
- people / live for more than 125 years  
\_\_\_\_\_
- teachers / be robots  
\_\_\_\_\_
- people / buy everything online  
\_\_\_\_\_
- computers / be more intelligent than people  
\_\_\_\_\_
- everyone in the world / have enough food to eat  
\_\_\_\_\_
- the European Union / still exist  
\_\_\_\_\_

## Noun suffixes

I can form nouns with a range of suffixes.

## 1 Complete the table.

Verb / Adjective	Noun
<sup>1</sup> <i>converse</i> (verb)	conversation
sad	<sup>2</sup> _____
<sup>3</sup> _____ (adj)	darkness
advertise (verb)	<sup>4</sup> _____
<sup>5</sup> _____ (verb)	discussion
happy (adj)	<sup>6</sup> _____
<sup>7</sup> _____ (verb)	permission
treat (verb)	<sup>8</sup> _____
<sup>9</sup> _____ (verb)	argument
homesick (adj)	<sup>10</sup> _____
<sup>11</sup> _____ (verb)	explanation
organise (verb)	<sup>12</sup> _____
<sup>13</sup> _____ (verb)	arrangement
rude (adj)	<sup>14</sup> _____

## 2 Complete the sentences with nouns from exercise 1.

- I saw an \_\_\_\_\_ for some great speakers. I think I'll buy them.
- Tom should apologise to Lisa for his \_\_\_\_\_. He really upset her.
- I had a terrible \_\_\_\_\_ with my brother last night. Now he isn't speaking to me!
- I hope my parents will give me \_\_\_\_\_ to go to a music festival this summer.
- We had an interesting \_\_\_\_\_ in class yesterday. The topic was: 'Can money bring you \_\_\_\_\_?'
- \_\_\_\_\_ is sometimes a problem when people live abroad for a long time.
- My grandfather is having \_\_\_\_\_ for cancer.
- I couldn't do a maths question, but my teacher gave a very good \_\_\_\_\_, so now I understand it.

## 3 Read the text below and complete it with nouns formed from the adjectives and verbs below.

accommodate achieve describe donate fit inform prepare suggest

## VOCAB BOOST!

When you learn a new verb or adjective, find out if there is a related noun and write that down too. Add an example sentence for each word.

4 Read the *Vocab boost!* box. Write down the related noun for each word below, and add an example sentence for each word. Use a dictionary to help you.1 Adjective: *weak*

Example: \_\_\_\_\_

Noun: \_\_\_\_\_

Example: \_\_\_\_\_

2 Verb: *translate*

Example: \_\_\_\_\_

Noun: \_\_\_\_\_

Example: \_\_\_\_\_

3 Adjective: *high*

Example: \_\_\_\_\_

Noun: \_\_\_\_\_

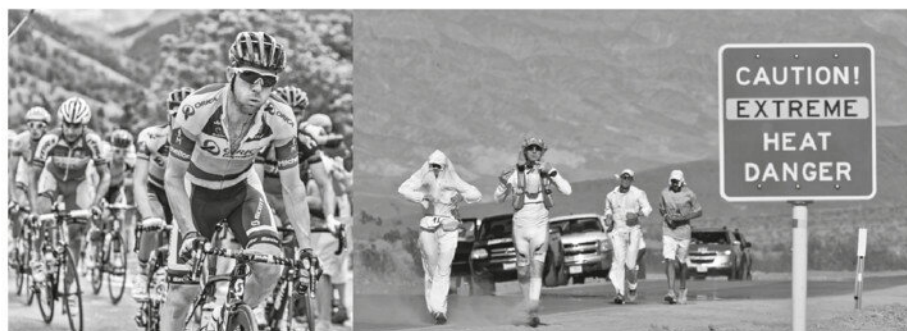
Example: \_\_\_\_\_

4 Verb: *decide*

Example: \_\_\_\_\_

Noun: \_\_\_\_\_

Example: \_\_\_\_\_



## TIPS FOR ENDURANCE EVENTS



Here are some <sup>1</sup> \_\_\_\_\_ that will make your event successful ...

Before you start, do lots of <sup>2</sup> \_\_\_\_\_. Plan your route and book

<sup>3</sup> \_\_\_\_\_ in advance (campsites, hostels, hotels). <sup>4</sup> \_\_\_\_\_

is very important too – do lots of exercise before you start. It's important that people

can find out about the event, so post <sup>5</sup> \_\_\_\_\_ about the event on social

media. Create a fund-raising page and write a <sup>6</sup> \_\_\_\_\_ of the event and

explain why you are doing it. Don't be afraid to tell people about your event – it will be

an amazing <sup>7</sup> \_\_\_\_\_! They will be impressed! You can continue to

receive <sup>8</sup> \_\_\_\_\_ after the event. So leave your fund-raising page open for

a few weeks.

## Against the odds

I can understand a text about inspiring sporting achievements.

Revision: Student's Book page 91

### 1 Write the nationality adjectives for these countries.

- 1 America *American*
- 2 Australia \_\_\_\_\_
- 3 Brazil \_\_\_\_\_
- 4 Britain \_\_\_\_\_
- 5 Canada \_\_\_\_\_
- 6 China \_\_\_\_\_
- 7 France \_\_\_\_\_
- 8 Germany \_\_\_\_\_
- 9 Hungary \_\_\_\_\_
- 10 Italy \_\_\_\_\_
- 11 Japan \_\_\_\_\_
- 12 Poland \_\_\_\_\_
- 13 Russia \_\_\_\_\_
- 14 Slovakia \_\_\_\_\_
- 15 Spain \_\_\_\_\_
- 16 Sweden \_\_\_\_\_
- 17 Turkey \_\_\_\_\_

### 2 Read the texts and answer the questions. Write D (Dara), E (Emil) or B (Bonnie).

Which sportsperson ...

- 1 won three gold medals at one Olympic Games? \_\_\_\_
- 2 competed most recently? \_\_\_\_
- 3 competed in the Winter Olympics? \_\_\_\_
- 4 won the most gold medals? \_\_\_\_
- 5 had the longest Olympic career? \_\_\_\_

### Reading Strategy

Make sure you answer every question in a multiple-choice task. If you are not sure of an answer, try to exclude one option and then guess between the other two. You have a 50:50 chance of being correct!

### 3 Read the Reading Strategy. Then choose the correct answers (a–c).

- 1 Dara Torres was part of a family with  
a four children. b five children. c six children.
- 2 Dara Torres did not compete in the Olympic Games in  
a 1992. b 2004. c 2008.
- 3 In how many Olympic Games did Emil Zátopek compete?  
a one b two c three
- 4 In his first marathon, Emil Zátopek  
a came second out of a hundred runners.  
b stopped running because of an injury.  
c came first and set a new record.
- 5 In how many different events did Bonnie Blair win gold?  
a one b two c three
- 6 How many Olympic gold medals did she win in total?  
a three b four c five

### Emil Zátopek

Emil Zátopek was born in Czechoslovakia in 1922, the youngest of six children. At the age of fifteen, Emil started work at a shoe factory. The factory organised an athletics competition and Emil came second out of 100 runners. He started to train seriously, and in 1948, he competed in the London Olympics, where he won the 10,000 metres and came second in the 5,000 metres.

But his greatest achievement was at the next Olympic Games, in Helsinki in 1952. He won gold medals in the 5,000 and 10,000 metres. Then he decided to enter the marathon too. It was his first marathon ever – and he won it. He set new Olympic records in all three of his events. He competed at the 1956 Games, but didn't win any medals because he had a bad leg. He retired in 1957.



### Bonnie Blair

Bonnie Blair was born in 1964 in New York, USA, and learned to ice skate when she was only two years old. Her whole family loved speed skating but Bonnie was the most talented. In 1984, Bonnie competed in the Winter Olympics in Sarajevo, but she didn't win any medals. Four years later, however, she won gold in the 500 metres, and in 1992 she won gold medals in the 500 and 1,000 metres. Because of a change in the rules, the next Winter Olympics took place after only two years, in 1994. Bonnie won gold medals in the same two events. She retired from skating in 1995.



# AMAZING OLYMPIANS

### Dara Torres

Dara Torres was born in Los Angeles in the USA. She was part of a large family, with four older brothers and a younger sister. At school her best sport was swimming.

At the 1984 Olympic Games in Los Angeles, Dara was part of the American team and she won a gold medal in the relay. She also competed at the Olympics in 1988, when she won two medals, and 1992, when she won one gold medal. After a break of seven years without competitions, Dara won five medals at the 2000 Games in Sydney, including two gold. And amazingly, she competed again in Beijing in 2008. She won three silver medals at those games. In total, Dara won twelve Olympic medals, including four gold medals.



# Negotiating

*I can negotiate when discussing plans.*

1 Complete the key phrases using the words below. Then match them to group A or B.

fancy good instead not prefer rather would

- 1 I don't really \_\_\_\_\_ doing that.
- 2 I'd \_\_\_\_\_ to ...
- 3 I'd rather \_\_\_\_\_.
- 4 I'd \_\_\_\_\_ ...
- 5 I think ... \_\_\_\_\_ be better.
- 6 I don't think that's a \_\_\_\_\_ idea.
- 7 Do you fancy ... \_\_\_\_\_ ?

A: Rejecting a suggestion –

B: Suggesting an alternative –

2 2.15 Listen and complete the dialogue with phrases from exercise 1.

Sam Hi, Kylie. It's Sam. Are you going to the activity camp next week?

Kylie Yes, I am. And I need to choose my activities.

Sam Me too. Why don't we choose the same ones?

Kylie Great idea! Do you fancy playing water polo?

Sam <sup>1</sup> \_\_\_\_\_. I'm not very good at swimming.

<sup>2</sup> \_\_\_\_\_ hockey \_\_\_\_\_.

Kylie <sup>3</sup> \_\_\_\_\_.

<sup>4</sup> \_\_\_\_\_ do athletics.

Sam OK. I like athletics too. What about our second activity? Would you like to try climbing?

Kylie <sup>5</sup> \_\_\_\_\_.

I'm scared of heights! <sup>6</sup> \_\_\_\_\_ doing judo \_\_\_\_\_ ?

Sam OK. Good idea!

3 Which two sports do Sam and Kylie choose to do? Which other sports do they mention?

They choose: \_\_\_\_\_

They also mention: \_\_\_\_\_

4 2.16 Listen to two more dialogues. Which two sports does each pair choose? Which other sports do they mention?

1 Lily and Jack choose: \_\_\_\_\_

2 They also mention: \_\_\_\_\_

3 Toby and Maya choose: \_\_\_\_\_

4 They also mention: \_\_\_\_\_

### Speaking Strategy

When you are interacting with another speaker, react to what they say in an appropriate way.

5 Read the Speaking Strategy. Then put the words in the correct order to make phrases for reacting.

1 right / you're

You're right.

2 right / that / is / ?

\_\_\_\_\_

3 so / think / you / do / ?

\_\_\_\_\_

4 so / I / suppose

\_\_\_\_\_

5 see / I / mean / you / what

\_\_\_\_\_

6 2.16 Listen again. Tick the phrases in exercise 5 that the speakers use for reacting.

7 Complete the explanations with *too* and one of the adjectives below.

big dark expensive tired untidy young

1 My sister can't come to see that film.

She's \_\_\_\_\_.

2 I'd rather not go to the party tonight.

I'm \_\_\_\_\_.

3 I don't want to go to the Italian restaurant.

It's \_\_\_\_\_.

4 We can't play board games in my bedroom.

It's \_\_\_\_\_.

5 I can't ride your brother's new bicycle.

It's \_\_\_\_\_.

6 We can't play tennis outside this evening.

It's \_\_\_\_\_.

8 You are A. Prepare your part of a dialogue like the one in exercise 2.

A Suggest an activity.

B B rejects your suggestion and suggests an alternative.

A Reject B's suggestion. Give a reason.

B B suggests another activity.

A Agree to B's suggestion. Then suggest a second activity.

B B agrees to your suggestion.

9 Now act out a dialogue to suggest and agree a plan. Use your notes from exercise 8 and phrases from exercises 1 and 5.

## An informal letter

I can write an informal letter.

## Preparation

## 1 Complete the key phrases with the words below.

know that ... ?	tell you that ... / about ... ?
thing, ...	we / you could ...
what!	news!
if you / we could ...	reply sooner.
about (+ <i>-ing</i> form)?	could ...
replying sooner.	don't you / we ... ?
wrote to you.	guess what (happened ...)

## A Apologising

- Sorry, it's ages since I \_\_\_\_\_
- Sorry I didn't \_\_\_\_\_
- Apologies for not \_\_\_\_\_

## B Giving news

- Listen, did I \_\_\_\_\_
- Guess \_\_\_\_\_
- You'll never \_\_\_\_\_
- Good news! / Bad \_\_\_\_\_
- By the way, did you \_\_\_\_\_
- Oh, and another \_\_\_\_\_

## C Making suggestions

- How \_\_\_\_\_
  - Maybe you / we \_\_\_\_\_
  - Why \_\_\_\_\_
  - It would be great \_\_\_\_\_
  - If you like, \_\_\_\_\_
- 2 Read the letter. Where do we write these things? Write the correct numbers (1–3).

Extra information  Date  Writer's address

1

2

Dear Bradley,

Thanks for your letter. Apologies for not replying sooner. I'm very busy at the moment with revision for my exams. I have to study every evening for two or three hours!

Listen, did I tell you that I'm going to see Plymouth play next week? Would you like to come along? The match is on Saturday at 3 p.m. at the stadium in Plymouth. The team are playing really well at the moment and I think that they will win. Tickets are only £8. I'll get one for you if you like. Gemma and Ross are going too, so it will be fun. It would be great if you could come.

That's all for now.

Love,

Alice

3

## Writing Guide

## Writing Strategy

Spend a few minutes planning and making notes before you start writing your letter.

## 3 Read the Writing Strategy. Then read the task below and make notes.

Write a letter to a friend. Include the following points:

- Apologise for not writing sooner.
- Describe a sports event that you are going to watch.
- Invite your friend and tell him / her how much the tickets cost.
- Say who else is going to the event.

## 1 Opening phrases

\_\_\_\_\_

## 2 What is the sporting event?

(which sport? teams? where? when?)

\_\_\_\_\_

## 3 Phrases to make a suggestion

\_\_\_\_\_

## 4 How much are the tickets?

\_\_\_\_\_

## 5 Who else is going?

\_\_\_\_\_

## 4 Write your letter. Lay out the letter correctly and include phrases from exercise 1.

## CHECK YOUR WORK

## Have you ...

- included phrases from exercise 1?
- checked the spelling and grammar?
- laid out your letter correctly?
- included all the points in the task?

## Vocabulary

### 1 Read the definitions and write the name of a sport.

- Physical exercises that people do in classes, with music.  
\_\_\_\_\_
- A game for two teams of five players who try to throw a ball into a high net. \_\_\_\_\_
- A game that you play by hitting a small ball into holes with a long stick. \_\_\_\_\_
- A sport where two people fight and try to throw each other onto the floor. \_\_\_\_\_
- The sport of moving down mountains covered in snow using two long flat pieces of metal or plastic that are fixed to your boots. \_\_\_\_\_
- A game where two teams try to hit a ball over a high net with their hands. \_\_\_\_\_
- A system of exercises that helps relax both your body and your mind. \_\_\_\_\_
- The sport of moving over the ground standing on a long piece of wood on wheels. \_\_\_\_\_

Mark:  / 8

### 2 Complete the text with the future time expressions below.

the day after tomorrow this afternoon tomorrow tonight  
next weekend next year

Today is the first day of a big adventure for me. I'm going to walk part of the *Camino de Santiago* in Spain with some friends. I'm having lunch right now, and <sup>1</sup> \_\_\_\_\_ I have to pack. We're leaving at 9 p.m. <sup>2</sup> \_\_\_\_\_ on the night train to Sarria. We arrive <sup>3</sup> \_\_\_\_\_ morning and we're going to start walking straight after breakfast. We're doing the shortest part of the walk, which is only five days. We're spending the first night in Portomarín and <sup>4</sup> \_\_\_\_\_ we'll be in Palas de Rei. Then it's only three more days to Santiago. We're staying there <sup>5</sup> \_\_\_\_\_ to visit the city. We'll probably do a different part of the walk <sup>6</sup> \_\_\_\_\_ if we like it.

Mark:  / 6

### 3 Complete the sentences with nationalities.

- Murat was born in Istanbul. He's \_\_\_\_\_.
- I'm from Vancouver. I'm \_\_\_\_\_.
- Yan and Suyin are from Beijing. They're \_\_\_\_\_.
- We're from Stockholm. We're \_\_\_\_\_.
- Paola lives in Rio de Janeiro. She's \_\_\_\_\_.
- Our friends are from Paris. They're \_\_\_\_\_.

Mark:  / 6

### 4 Match the sentences with the athletics events below.

100 metres long jump marathon pole vault relay  
shot put

- You have to run in a team. \_\_\_\_\_
- You have to throw a heavy metal ball as far as possible.  
\_\_\_\_\_
- You have to run a long way. \_\_\_\_\_
- You have to go very high. \_\_\_\_\_
- You have to run very fast. \_\_\_\_\_
- You have to jump as far as possible. \_\_\_\_\_

Mark:  / 6

### 5 Complete the dialogues. Write one word in each space.

better fancy prefer rather right suppose

- A Let's go skiing next winter.  
B I'd \_\_\_\_\_ not. It's very dangerous!
- A It's getting late. Shall we go now?  
B I \_\_\_\_\_ so. We need to catch the last bus.
- A Why don't we play football?  
B I'd \_\_\_\_\_ to play basketball if that's OK.
- A Do you fancy going climbing?  
B Not really. I think that skateboarding would be  
\_\_\_\_\_.
- A This match is boring.  
B You're \_\_\_\_\_. Shall we watch something else?
- A Shall we watch the swimming?  
B I don't really \_\_\_\_\_ that. Let's go for a walk.

Mark:  / 6

## Word Skills

### 6 Complete the sentences with the noun form of the words below. Some of the answers may be plural.

accommodate advertise describe discuss happy inform  
organise

- Do you think that money can give you \_\_\_\_\_?
- I find the \_\_\_\_\_ on TV really annoying.
- We gave the police a \_\_\_\_\_ of the man we saw outside the bank.
- Everyone helps with the \_\_\_\_\_ of our school's Sports Day.
- We had an interesting \_\_\_\_\_ about positive thinking in class yesterday.
- I need more \_\_\_\_\_ before I decide what to do when I leave school.
- I always book my flights and holiday \_\_\_\_\_ on the internet.

Mark:  / 7

## Grammar

7 Complete the dialogue with the correct form of *going to* and the verbs in brackets.

Ryan Chad, <sup>1</sup>\_\_\_\_\_ the football final at the weekend? (you / watch)

Chad No, I <sup>2</sup>\_\_\_\_\_ here at the weekend. (not be)

Ryan Really? Why's that?

Chad I'm going to a music festival with some friends.

Ryan Are you? Who <sup>3</sup>\_\_\_\_\_? (you / see)

Chad A lot of different bands. The festival is all weekend.

Ryan Right. Where <sup>4</sup>\_\_\_\_\_? (you / stay)

Chad We're camping. There are four of us, so we <sup>5</sup>\_\_\_\_\_ a tent. (take)

Ryan You <sup>6</sup>\_\_\_\_\_ (not sleep) very much if there are four of you in the tent! How <sup>7</sup>\_\_\_\_\_ there? (you / get)

Chad One of my friends has a car, so he <sup>8</sup>\_\_\_\_\_ (drive). I'm really looking forward to it!

Mark:  / 8

8 Complete the dialogues with the correct form of *will* and the verbs below.

be not come not get like pass see snow not win

1 A I'm really nervous about tomorrow's exam.

B Don't worry. You \_\_\_\_\_.

2 A Are you inviting Ruth and Angela to your party?

B Yes, but they \_\_\_\_\_. They never do.

3 A \_\_\_\_\_ you \_\_\_\_\_ your maths teacher today?

B I don't think so. I haven't got maths.

4 A I'm going to give my mum some flowers for her birthday.

B Good idea! I'm sure she \_\_\_\_\_ them.

5 A Good luck with the ice hockey.

B Thanks, but we \_\_\_\_\_. The other team is better than us.

6 A I'm going to a sports club meeting tonight.

B Oh. \_\_\_\_\_ you \_\_\_\_\_ home late?

7 A Winters are getting colder.

B You're right. I think it \_\_\_\_\_ this winter.

8 A Ivan has got an interview next week.

B I know, but he \_\_\_\_\_ the job. He can't speak English.

Mark:  / 8

## Use of English

9 Complete the text with the correct form of the word in brackets.

When <sup>1</sup>\_\_\_\_\_ (Germany) doctor Ludwig Guttmann arrived at Stoke Mandeville hospital in 1944, he was very unpopular. He was not surprised by the <sup>2</sup>\_\_\_\_\_ (rude) of the nurses because his country was at war with theirs. His patients were all <sup>3</sup>\_\_\_\_\_ (Britain) soldiers so <sup>4</sup>\_\_\_\_\_ (argue) were normal. Dr Guttmann's job was to open a new section of the hospital for the <sup>5</sup>\_\_\_\_\_ (treat) of these men, who all had back injuries. When he arrived, the patients spent all day in bed. They were suffering from depression and <sup>6</sup>\_\_\_\_\_ (homesick). Dr Guttmann wanted to give them hope to live, so he took away their medicine and started to work on their <sup>7</sup>\_\_\_\_\_ (fit). He gave them wheelchairs to move around and then he asked <sup>8</sup>\_\_\_\_\_ (permit) to borrow some sports equipment. The patients played hockey and basketball together. Then, Dr Guttmann made <sup>9</sup>\_\_\_\_\_ (arrange) for the Stoke Mandeville Games. The competition was held on the same day as the opening ceremony of the 1948 London Olympic Games. Of all Dr Guttmann's <sup>10</sup>\_\_\_\_\_ (achieve), this was probably the greatest, because the event later became the Paralympic Games we know today.

Mark:  / 10

Total:  / 65

*I can ...*

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can talk about different sports and activities.			
I can talk about plans.			
I can 'listen ahead' and predict what I'm going to hear.			
I can talk about the future and make predictions.			
I can form nouns with a range of suffixes.			
I can understand a text about inspiring sporting achievements.			
I can negotiate when discussing plans.			
I can write an informal letter.			



# 9

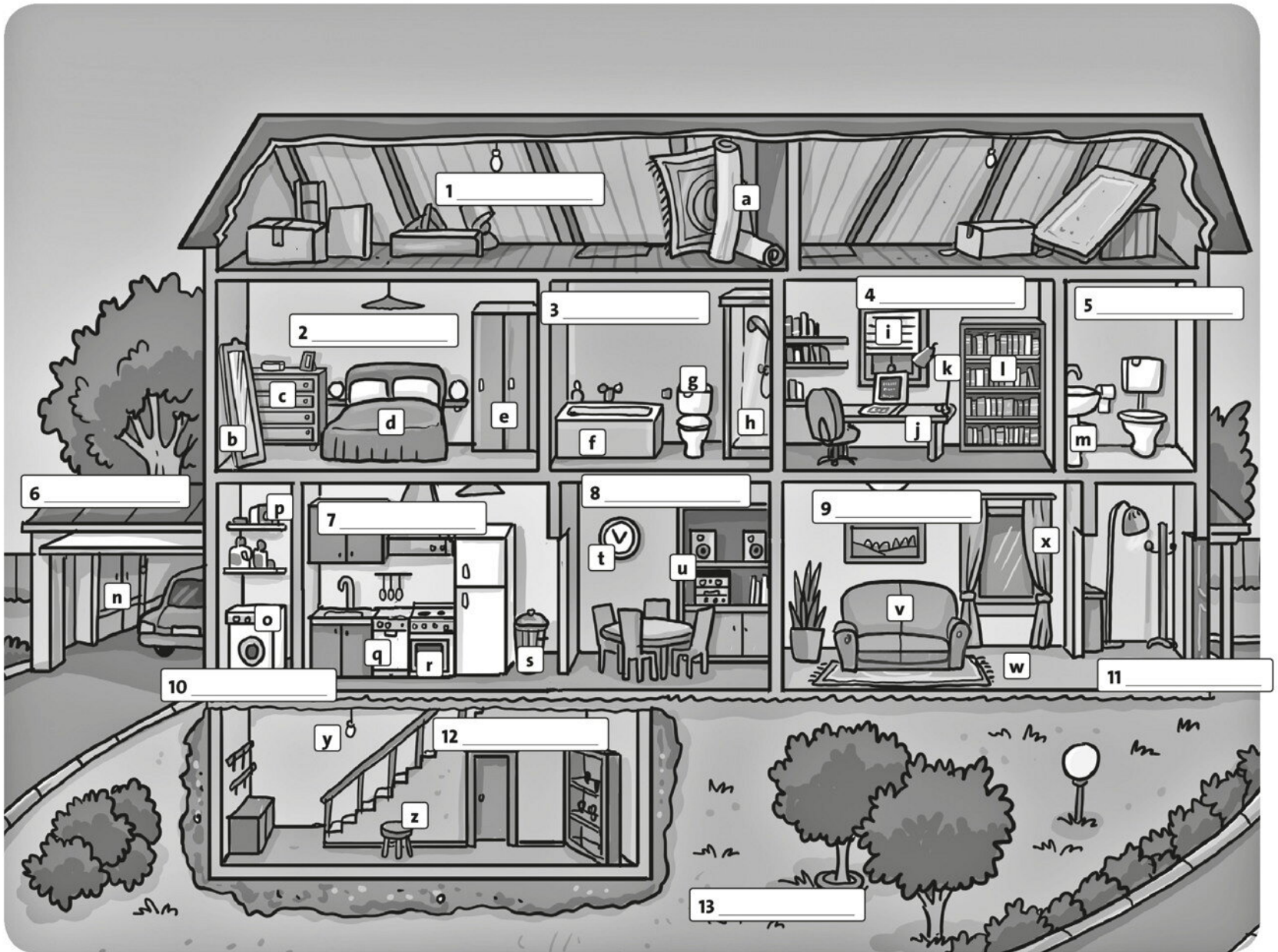
# Home sweet home!

## Vocabulary

### A

### My home

I can describe different kinds of furniture.



1 Label the parts of the home (1–13) with the words below.

bathroom    basement    bedroom    dining room    garage  
garden    hall    kitchen    living room    loft    study    toilet  
utility room

2 Match a–z in the picture with the words (1–26) below.

- |   |   |
|---|---|
| 1 bath <input type="checkbox"/>             | 14 hi-fi <input type="checkbox"/>           |
| 2 bed <input type="checkbox"/>              | 15 lamp <input type="checkbox"/>            |
| 3 bin <input type="checkbox"/>              | 16 light <input type="checkbox"/>           |
| 4 blinds <input type="checkbox"/>           | 17 mirror <input type="checkbox"/>          |
| 5 bookcase <input type="checkbox"/>         | 18 rug <input type="checkbox"/>             |
| 6 carpet <input type="checkbox"/>           | 19 shelves <input type="checkbox"/>         |
| 7 chest of drawers <input type="checkbox"/> | 20 shower <input type="checkbox"/>          |
| 8 clock <input type="checkbox"/>            | 21 sink <input type="checkbox"/>            |
| 9 cooker <input type="checkbox"/>           | 22 sofa <input type="checkbox"/>            |
| 10 cupboard <input type="checkbox"/>        | 23 stool <input type="checkbox"/>           |
| 11 curtains <input type="checkbox"/>        | 24 toilet <input type="checkbox"/>          |
| 12 desk <input type="checkbox"/>            | 25 wardrobe <input type="checkbox"/>        |
| 13 dishwasher <input type="checkbox"/>      | 26 washing machine <input type="checkbox"/> |

3 2.17 Listen to a dialogue about an apartment. In which order do they visit these rooms? Number them from 1 to 6.

- |                                      |                                       |
|--------------------------------------|---------------------------------------|
| bathroom <input type="checkbox"/>    | kitchen <input type="checkbox"/>      |
| bedroom <input type="checkbox"/>     | living room <input type="checkbox"/>  |
| dining room <input type="checkbox"/> | utility room <input type="checkbox"/> |

4 2.17 Listen again and complete the sentences from the dialogue. Use words from exercise 2.

- The \_\_\_\_\_ looks really modern.
- The \_\_\_\_\_ are electric too.
- That \_\_\_\_\_ is enormous!
- The \_\_\_\_\_ on the wall is beautiful.
- The \_\_\_\_\_ looks very comfortable.
- The \_\_\_\_\_ are an unusual colour.
- That \_\_\_\_\_ is very attractive.

# Present perfect (affirmative)

I can talk about recent events using the present perfect.

1 Complete the text messages using the present perfect affirmative form of the verbs in brackets. All of the verbs are regular.



2 Add these irregular past simple forms and past participles to the correct column in the table.

ate forgotten gave written come been broke took was/were broken seen spoke done eaten spoken taken came did forgot given saw wrote

Infinitive without to	Past simple	Past participle
be		
break		
come		
do		
eat		
forget		
give		
see		
speak		
take		
write		

3 Complete the sentences. Use the present perfect affirmative form of verbs from exercise 2.

- My sister can't run because she \_\_\_\_\_ her leg.
- I can't connect to the Wi-Fi network because I \_\_\_\_\_ my password.
- My brother and sister \_\_\_\_\_ home from university for the summer.
- We \_\_\_\_\_ to the hotel manager and he is going to find a better room for us.
- He \_\_\_\_\_ a really big lunch, and now he just wants to sleep!
- Have we got any homework? I don't know because I \_\_\_\_\_ ill.
- My parents \_\_\_\_\_ some amazing photos of our holiday.
- I \_\_\_\_\_ your phone number on my hand, so I can call you later.

4 Complete the second sentence in each pair. Use *just* and the present perfect affirmative form of the verbs below.  
give make meet see send stop tell

- Matt is definitely at school today. I've *just seen* him.
- I can't change the email now. I \_\_\_\_\_ it!
- We can go outside now. The rain \_\_\_\_\_.
- We bought a present for Freya's birthday. We \_\_\_\_\_ it to her.
- You should know what to do. The teacher \_\_\_\_\_ us!
- Your brother is really nice. I \_\_\_\_\_ him.
- Are you hungry? My dad \_\_\_\_\_ some pasta for lunch.

5 Underline one mistake in each sentence. Rewrite the sentences correctly.

- I written about 20 emails today!  
\_\_\_\_\_
- Our cousins have came to stay with us for the weekend.  
\_\_\_\_\_
- The train just has arrived at the station.  
\_\_\_\_\_
- We're seen that film five times.  
\_\_\_\_\_
- My uncle has spend two weeks in hospital.  
\_\_\_\_\_

# University accommodation

I can understand words which sound different in connected speech.

Revision: Student's Book page 99

1 Match the words below with the way they are pronounced in connected speech.

can you want to lots of going to can I do you don't know are you have to kind-of did you there are

1 kinda *kind of*

5 gunna \_\_\_\_\_

9 didya \_\_\_\_\_

2 wanna \_\_\_\_\_

6 cunya \_\_\_\_\_

10 dya \_\_\_\_\_

3 havta \_\_\_\_\_

7 dunno \_\_\_\_\_

11 cuna \_\_\_\_\_

4 lotsa \_\_\_\_\_

8 ah-ya \_\_\_\_\_

12 thera \_\_\_\_\_

## Listening Strategy

In connected speech, auxiliary and modal verbs (*have, can, want, do, etc.*), prepositions (*to, for, etc.*) and pronouns (*you, he, etc.*) are usually unstressed, and the sounds sometimes change. It isn't necessary to copy this pronunciation when speaking, but it is important to be able to recognise these words in connected speech.

2 2.18 Read the Listening Strategy. Then listen and tick the words you hear.

1 a going to  b want to

2 a are you  b do you

3 a do you  b did you

4 a want to  b have to

5 a can I  b can you

6 a don't know  b going to

3 2.19 Listen and complete the sentences.

1 What \_\_\_\_\_ do?

2 What \_\_\_\_\_ car \_\_\_\_\_ got?

3 \_\_\_\_\_ cups in the cupboard.

4 \_\_\_\_\_ go out this evening?

5 Where \_\_\_\_\_ go this evening?

6 I don't \_\_\_\_\_ do \_\_\_\_\_ homework at the weekend.

7 \_\_\_\_\_ put your jacket in the wardrobe?

8 \_\_\_\_\_ get up early tomorrow?

9 \_\_\_\_\_ tidy your bedroom?

4 2.20 Listen to a dialogue. Choose the correct answers.

1 She's going to move to York in  
 October.  November.

2 The girl is looking for  
 a house.  a flat.

3 She wants to live  
 in the centre.  further out.

4 She wants to live  
 on her own.  with other students.

5 They agree to meet again tomorrow at  
 ten o'clock.  eleven o'clock.



5 2.20 Listen again and complete the sentences.

1 How \_\_\_\_\_ help you?

2 I'm \_\_\_\_\_ move to York.

3 We've got \_\_\_\_\_ flats. \_\_\_\_\_ live in the town centre?

4 \_\_\_\_\_ show me some flats that are further out?

5 \_\_\_\_\_ share or \_\_\_\_\_ looking for your own flat?

6 \_\_\_\_\_ come to the office at ten?

# Present perfect (negative and interrogative)

*I can talk about recent events.*

## 1 Put the words in the correct order to make sentences.

- had / breakfast / we / haven't  
\_\_\_\_\_
- her / Jessica / homework / hasn't / finished  
\_\_\_\_\_
- that film / and / haven't / Lily / Alfie / seen  
\_\_\_\_\_
- haven't / my / you / email / answered  
\_\_\_\_\_
- stopped / it / snowing / hasn't  
\_\_\_\_\_
- haven't / I / the / done / shopping  
\_\_\_\_\_

## 2 Write replies using the present perfect affirmative with *already*.

- Pack your schoolbag, please.  
*I've already packed it.*
- Do you want to read this book?  
\_\_\_\_\_
- Jeff needs to email Tamara.  
\_\_\_\_\_
- When are they going to do their homework?  
\_\_\_\_\_
- Isabella should phone Edward.  
\_\_\_\_\_
- Don't forget to set the table.  
\_\_\_\_\_

## 3 Write sentences using the present perfect affirmative or negative with *already* or *yet*.

- Jake / tidy his room ✓  
*Jake has already tidied his room.*
- Martha / Hoover the living room ✗  
*Martha hasn't hoovered the living room yet.*
- Sophia / buy a new mobile phone ✗  
\_\_\_\_\_
- I / visit Italy ✗  
\_\_\_\_\_
- You / eat your breakfast ✓  
\_\_\_\_\_
- Mia and William / arrive at school ✓  
\_\_\_\_\_
- We / listen to the news ✗  
\_\_\_\_\_
- I / phone my friend Sam ✓  
\_\_\_\_\_
- He / unloaded the dishwasher ✓  
\_\_\_\_\_



## 4 Write questions with *yet*, and short answers.

- George / tidy his bedroom ✗  
*Has George tidied his bedroom yet?*  
No, he hasn't.
- Molly and Fred / clean the bathroom ✓  
\_\_\_\_\_
- you / change the beds ✗  
\_\_\_\_\_
- Mum / do the washing up ✗  
\_\_\_\_\_
- David / do the washing ✓  
\_\_\_\_\_
- Sarah / do the ironing ✓  
\_\_\_\_\_
- Emily and Joe / cook dinner ✗  
\_\_\_\_\_

## 5 Write true sentences about your day using the phrases below. Use the present perfect affirmative with *already* or *just* and the present perfect negative with *yet*.

- have a shower *I've already had a shower. / I haven't had a shower yet.*
- do my homework \_\_\_\_\_
- have a drink \_\_\_\_\_
- text a friend \_\_\_\_\_
- recharge my mobile \_\_\_\_\_

**do, make, have, take, bring**

I can use do, make, have, take and bring.

**1 Complete the table. Use the words below.**

an argument a bed the bus the cleaning a conversation  
a drink friends the hoovering housework  
nothing / something a shower somebody's advice

do	have
1 _____	5 _____
2 _____	6 _____
3 _____	7 _____
4 _____	8 _____
make	take
9 _____	11 _____
10 _____	12 _____

**2 Complete the dialogues. Use the correct form of do, make, have and take.**

1

**Elvina** How are you, Jed?**Jed** Not very well. I've got a bad headache.**Elvina** Lie down. <sup>1</sup>\_\_\_\_\_ a rest. <sup>2</sup>\_\_\_\_\_ a drink of water and <sup>3</sup>\_\_\_\_\_ some painkillers.**Jed** I've done those things. I'm going to <sup>4</sup>\_\_\_\_\_ an appointment to see the doctor.**Elvina** Do you want to borrow my phone to <sup>5</sup>\_\_\_\_\_ the phone call?**Jed** Yes, please. And can you <sup>6</sup>\_\_\_\_\_ me another favour? Can you give me a lift to the doctor's?**Elvina** Sure. No problem.

2

**Amelia** Shall we <sup>7</sup>\_\_\_\_\_ a game of cards?**Alfie** No, sorry. I haven't got time. I have to <sup>8</sup>\_\_\_\_\_ the washing up. Then I have to <sup>9</sup>\_\_\_\_\_ the rubbish out and <sup>10</sup>\_\_\_\_\_ my homework. That will <sup>11</sup>\_\_\_\_\_ ages!**3 Complete the sentences with the words below.**

your best breakfast dinner the exam mistakes a photo  
the shopping

1 What time did you have \_\_\_\_\_ this morning?

2 When you take \_\_\_\_\_, don't worry if you make \_\_\_\_\_ . Just do \_\_\_\_\_ .

3 I took \_\_\_\_\_ of the beautiful sunset.

4 Mum's doing \_\_\_\_\_ at the supermarket.

5 Dad's in the kitchen. He's making \_\_\_\_\_ for us.

**4 Complete the rules. Use away from and towards.**1 We use *bring* when the direction of travel is \_\_\_\_\_ the speaker: *Please bring me a glass of water.*2 We use *take* when the direction of travel is \_\_\_\_\_ the speaker: *Don't forget to take your homework to school.***5 Circle the correct verbs to complete the sentences.**1 Don't forget to **bring** / **take** your passport when you go to the airport.2 I'm hungry. Can you **bring** / **take** me a sandwich?3 Can I **bring** / **take** a friend to your party?4 Please **bring** / **take** this letter to the post office for me.5 **Bring** / **Take** an umbrella when you go out.6 **Bring** / **Take** your holiday photos to show me.**VOCAB BOOST!**

In dictionary entries for common verbs like *do*, *make*, *have* and *take*, you can find useful set phrases and idioms. If you find a useful phrase or idiom, make a note of it. They are often in the example sentences. For example, in this extract from the entry for *take*, we can find the phrases *take medicine* and *take advice*.

**take** /teɪk/ verb **4** to eat or drink something: *don't forget to take your medicine.* **5** to agree to have something; to accept something: *If you take my advice, you'll forget all about him.*

**6 Read the Vocab boost! box. Then look at the dictionary entry for have. Read the examples in points 2, 3 and 4 of the entry, and find 9 nouns that you can use with have / have got.**

**have**<sup>2</sup> /həv/ verb **1** (also **have got**) to own or keep something: *She has blue eyes • They've got (= have got) a big car • Do you have any brothers and sisters?* **2** a word that you use with many nouns to talk about doing something: *What time do you have breakfast? • Let's have a drink • I had a shower. • Jill and I have had a fight.* **3** a word that you use with many nouns to talk about experiencing something: *Have fun! • He has had an accident. • Did you have a good holiday?* **4** (also **have got**) to be ill with something: *She's got a headache • I have flu.*

**Point 2**

a have \_\_\_\_\_

b have a \_\_\_\_\_

c have a \_\_\_\_\_

d have a \_\_\_\_\_

**Point 3**

e have \_\_\_\_\_

f have an \_\_\_\_\_

g have a \_\_\_\_\_

**Point 4**

h have / have got a \_\_\_\_\_

i have / have got \_\_\_\_\_

## In the middle of nowhere

*I can understand a text about a remote village.*

Revision: Student's Book page 102

- 1 Match the words from box A with words from box B to make collocations. Use the collocations to complete the text below.

A	B
basic daily free	beaches island life
next-door sandy	neighbour supplies
tropical	time

My <sup>1</sup> \_\_\_\_\_ went on holiday last summer to a <sup>2</sup> \_\_\_\_\_ in the middle of the ocean. She sent me a photo of the beautiful, long, <sup>3</sup> \_\_\_\_\_. According to her, <sup>4</sup> \_\_\_\_\_ is not difficult for the people who live on the island. They don't have much to do and have lots of <sup>5</sup> \_\_\_\_\_. They can buy all their <sup>6</sup> \_\_\_\_\_ in a little shop on the island.

- 2 Read the text. What caused the situation in Staylitttle to become worse recently? Circle the correct answer.

- a a satellite dish  
b a newspaper article  
c a storm

### Reading Strategy

To check if a sentence fits a gap, think about any words in the sentence which refer back to people, things, places or situations / events / ideas mentioned in the sentences before the gap. Check that the reference makes sense.

- 3 Read the Reading Strategy. Then match the gaps in the text (1–4) with the sentences below (A–F). Use the underlined words to help you. There are two extra sentences.

- A Their owners can get online and send emails.  
B Now they can get online easily using their mobile phones.  
C He also complained that the telephone lines in the village did not work well.  
D But in fact they have become worse recently.  
E That was bad news for the villagers.  
F Unfortunately, the company refused to bring it here.

- 4 Look at the sentences you matched with gaps 1–4 in exercise 2. What do the underlined words in those sentences refer to?

- 1 \_\_\_\_\_ refers to \_\_\_\_\_  
2 \_\_\_\_\_ refers to \_\_\_\_\_  
3 \_\_\_\_\_ refers to \_\_\_\_\_  
4 \_\_\_\_\_ refers to \_\_\_\_\_

## A village without phones



The UK is not a big country, and it certainly is not a poor country. So you probably think communications are very good and everybody can use the internet and mobile phones. But this is not true. In some remote parts of the country, communications are very bad.

Staylitttle is a village in the centre of Wales. In 1965, a journalist wrote about the village in a newspaper. He said, 'it is miles from anywhere'. <sup>1</sup> \_\_\_\_\_ That was a long time ago, but communications in the village have not changed very much. You cannot use a mobile phone in Staylitttle because there is no signal. There are also problems with the telephone lines. When the villagers make phone calls, they often hear other people's conversations at the same time!

The people who live there are tired of these problems. 'You need good telephone lines these days,' said one woman. 'Last month I tried to buy something online. <sup>2</sup> \_\_\_\_\_ That was because I couldn't give them a phone number.' Other people have stopped using their phones completely. They've started writing letters to friends and relatives instead, just like in the past.



**PENFFORDDLAS  
STAYLITTLE**

The British government is spending money to improve internet connections in remote parts of the country. For this reason, most of the people in Staylitttle hope that communications will get better soon. <sup>3</sup> \_\_\_\_\_ A few days ago, there was a bad storm in the area. Because of this, most of the telephone lines to Staylitttle have stopped working completely. Now the village has only got one telephone, in the post office.

A few houses in the village have internet access. <sup>4</sup> \_\_\_\_\_ However, it isn't a good idea to use email in an emergency. 'Imagine there's a fire,' said one man. 'You can't email the fire station and hope that they read it. You need to phone them!'

### Photo comparison

I can compare two photos.

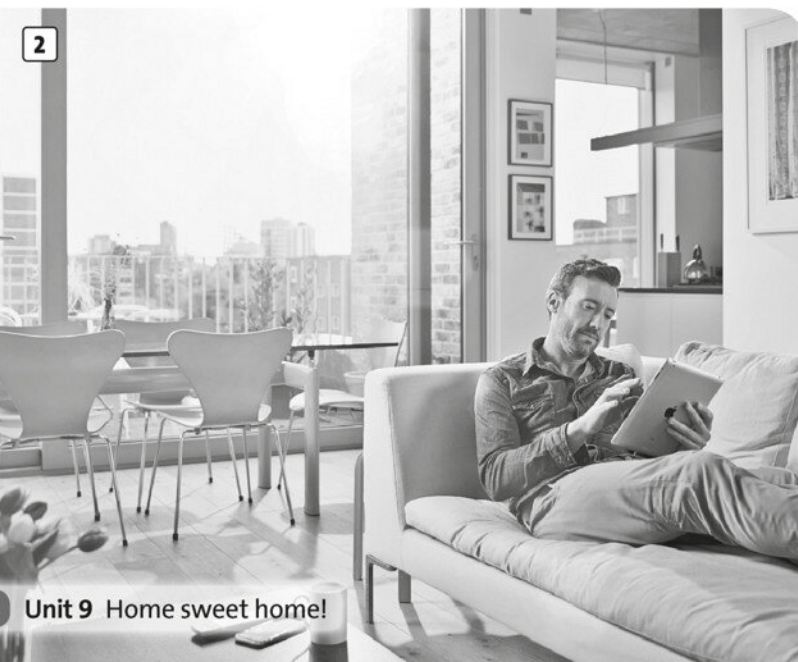
1 Complete the adjectives to describe rooms. Use *a, e, i, o, u* and *y*.

- |                   |                      |
|-------------------|----------------------|
| 1 br__ght         | 6 r__l__x__ng        |
| 2 c__mf__rt__bl__ | 7 sm__ll             |
| 3 c__s__          | 8 t__d__             |
| 4 d__rk           | 9 __nc__mf__rt__bl__ |
| 5 l__rg__         | 10 __nt__d__         |

2 Which group do these key phrases belong to: comparing and contrasting (c) or speculating (s)? Write the correct letter in the box.

- Both photos show ...
- I think ... probably ...
- I would say that ...
- In the first photo ... , but in the second photo ...
- It looks as if ...
- Perhaps he / she / it / they ...
- The first photo shows ... , whereas the second photo shows ...
- They look (+ adjective). He / She / it looks (+ adjective).
- You can see ... in both photos.

3 2.21 Listen to a student comparing photos 1 and 2. Tick the phrases in exercise 2 that she uses.



#### Speaking Strategy

In a photo comparison task, remember to:

- compare the photos, pointing out any obvious similarities and differences.
- describe the people in the photos and say what they are doing.
- give your opinion and / or speculate about the people and situation.

4 Read the Speaking Strategy. Then look at photos 3 and 4 above of bedrooms and prepare to compare them. Make notes below.

- 1 Similarities \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 2 Differences \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 3 What are the people doing / wearing? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- 4 Your opinion / Speculation \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5 Now do the task in exercise 4 using your notes.

## A description

I can write a description of a home.

## Preparation

1 Read the task and the model text. Which paragraph in the text (1, 2 or 3) tells you about ...

- a the size of the rooms in the apartment?   
 b what they sometimes do in the evening?   
 c where the apartment is?   
 d the other buildings near the apartment?   
 e how many rooms there are in the apartment?

A website for students has invited its readers to send in a description of their home. Write a description of your home for the website. In addition to the description, include information about your home's location and about going out in the area.



- 1 I live in a fairly small apartment with my parents and my younger brother. The apartment is in a large block just outside the town. There are two other blocks, a supermarket and a cinema in the same street. There aren't any other shops in the area, although it's very easy to get a bus into town.
- 2 The apartment only has two bedrooms, so I have to share a room with my brother. There are two bathrooms, a kitchen and a living room. The kitchen is not very large, but there's a table. I usually do my homework in the kitchen because it's quieter than the living room.
- 3 We often go to the cinema in the evening, because it's very near our home. It's also pretty cheap. We don't eat in restaurants very often, but we sometimes have a special meal when it's somebody's birthday. There aren't any restaurants nearby, so we have to get a bus into town.

2 Rewrite each pair of sentences as a single sentence. Include the conjunction in the brackets.

- 1 The house is modern. It's very comfortable. (*although*)  
 Although the house is modern, it's very comfortable.
- 2 We were tired. We went to bed early. (*because*)  
 \_\_\_\_\_
- 3 We stayed at home. It was a cold evening. (*so*)  
 \_\_\_\_\_
- 4 The cinema is expensive. Tickets for children are cheaper. (*although*)  
 \_\_\_\_\_
- 5 The café closed. It was not very popular. (*because*)  
 \_\_\_\_\_

## Writing Guide

## Writing Strategy

We often use modifiers like *very* or *fairly* before adjectives when we are writing a description. Modifiers make the description sound more natural.

*The apartment is very / fairly modern.*

3 Read the Writing Strategy. Then complete the sentences using a modifier and an adjective from the list below. More than one answer is possible.

Modifiers: extremely fairly not very pretty really very  
 Adjectives: busy expensive large modern noisy popular

- 1 There's an \_\_\_\_\_ French restaurant in the next street.
- 2 Our house is in a \_\_\_\_\_ part of town with lots of shops.
- 3 There's a café opposite our house and it's \_\_\_\_\_ with teenagers.
- 4 All three bedrooms are \_\_\_\_\_.
- 5 The streets are \_\_\_\_\_ during the day, but quiet at night.
- 6 There's a TV and a hi-fi in the living room, but they aren't \_\_\_\_\_.

4 Add the sentences (1–6) in exercise 3 to the paragraph plan below. Write the numbers in the boxes. Then add two ideas of your own for each paragraph.

Paragraph 1: location of the house

Sentences  and  from exercise 3.

My ideas: \_\_\_\_\_

Paragraph 2: inside the house

Sentences  and  from exercise 3.

My ideas: \_\_\_\_\_

Paragraph 3: going out near the house

Sentences  and  from exercise 3.

My ideas: \_\_\_\_\_

5 Write a description following your plan from exercise 4. Invent more details if necessary.

## CHECK YOUR WORK

Have you ...

- used conjunctions correctly?  
 included modifiers in your description?  
 checked your spelling and grammar?





## Grammar

6 Complete the sentences with the present perfect affirmative form of the verbs below.

be come eat finish make meet see take

- We \_\_\_\_\_ this programme. Can we watch something different?
- Do you want to stay for lunch? My sister \_\_\_\_\_ a lasagne.
- I'm tired. It \_\_\_\_\_ a long day.
- The film \_\_\_\_\_. I'm going to bed.
- I can't make a sandwich because you \_\_\_\_\_ all the bread.
- My mum can't give me a lift to the station because my dad \_\_\_\_\_ the car.
- It's my birthday, so my grandparents \_\_\_\_\_ to my house for dinner.
- I know you; I \_\_\_\_\_ you before.

Mark:  / 8

7 Complete the dialogue with the correct present perfect form of the verbs in brackets.

Trisha <sup>1</sup> \_\_\_\_\_ you about my sister, Judy? (I / tell)

Judy No, I don't think so.

Trisha She <sup>2</sup> \_\_\_\_\_ a new flat. (buy)

Judy That's great! Is she living there yet?

Trisha No, she <sup>3</sup> \_\_\_\_\_ in yet. (not move)  
But she <sup>4</sup> \_\_\_\_\_ most of her things. (pack)

Judy <sup>5</sup> \_\_\_\_\_ her new flat? (you / see)

Trisha No, I <sup>6</sup> \_\_\_\_\_ time. (not have)

Judy Is she decorating the flat before she moves?

Trisha Yes, Mum and Dad are helping her paint.

Judy <sup>7</sup> \_\_\_\_\_ ? (they / finish)

Trisha No, they <sup>8</sup> \_\_\_\_\_ the living room yet. (not paint)

Judy When is your sister going to move?

Trisha This weekend!

Mark:  / 8

8 Circle the correct words to complete the sentences.

- I've **just** / **yet** got home! The traffic was awful.
- Take your time. The match hasn't started **already** / **yet**.
- We aren't hungry. We've **already** / **yet** eaten.
- Dinner's ready. Have you set the table **just** / **yet**?
- It's too late to give me your dirty clothes. I've **already** / **yet** done the washing.
- Don't talk to Laura. She's **just** / **yet** got up.

Mark:  / 6

## Use of English

9 Complete the text with the words below.

already comfortable do have just large make small take yet

The owner of a house in north London has <sup>1</sup> \_\_\_\_\_ finished getting it ready to sell. The house is cheaper than most houses in the capital because it's very <sup>2</sup> \_\_\_\_\_ – only 25 m<sup>2</sup>. There is only one room in the house. The new owners will sleep on a bed on a <sup>3</sup> \_\_\_\_\_ shelf above the floor. They will <sup>4</sup> \_\_\_\_\_ dinner in the 'kitchen' under the bed. It won't be easy for them to <sup>5</sup> \_\_\_\_\_ a shower, because it's impossible to move in the 'bathroom'. They won't want to spend much time in the house because the 'living room' isn't very <sup>6</sup> \_\_\_\_\_; there are only two stools to sit on. But the good thing is that they won't have to <sup>7</sup> \_\_\_\_\_ much cleaning! The owner decided to <sup>8</sup> \_\_\_\_\_ some photos to advertise the house, and it looks quite cosy. He has <sup>9</sup> \_\_\_\_\_ received a lot of phone calls about it, but he hasn't sold it <sup>10</sup> \_\_\_\_\_.

Mark:  / 10

Total:  / 65

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can describe different kinds of furniture.			
I can talk about recent events using the present perfect.			
I can understand words which sound different in connected speech.			
I can talk about recent events.			
I can use <i>do, make, have, take</i> and <i>bring</i> .			
I can understand a text about a remote island home.			
I can compare two photos.			
I can write a description of a home.			

## Reading

**Strategy**

When you don't know the meaning of a word, look at the words before and after it to see what information they give you about it. This will help you guess the meaning of the word.

1 Read the Strategy above. Then look at the words in bold in the text. Read the sentences containing the words and match the words to the definitions below.

- 1 a young person who is learning a job \_\_\_\_\_
- 2 a thing that you press to turn something on and off \_\_\_\_\_
- 3 something that you usually lie on or under when you sleep \_\_\_\_\_
- 4 a bed made of cloth or rope that you hang up at two ends \_\_\_\_\_

2 Read the text and choose the correct answer (A–D).

- 1 How do the Primo brothers move around their house?
  - A They take the lift.
  - B They go up the stairs.
  - C They use the climbing wall.
  - D They stand on the bed.
- 2 Why is the house in Abidjan called the Crocodile House?
  - A A crocodile killed the man who built it.
  - B A lot of crocodiles live there.
  - C There's a painting of a crocodile on the walls.
  - D It's in the shape of a crocodile.
- 3 Why did Mr Lhota design a house that turns?
  - A He wanted to build something different.
  - B He didn't like the view from his window.
  - C He had more time when he retired.
  - D He entered an art competition.
- 4 Why does Liu Lingchao carry his house around with him?
  - A He doesn't like being in crowds.
  - B Because it weighs 60 kg.
  - C He prefers to be outside.
  - D He doesn't work in one place.
- 5 What do all of the houses in the text have in common?
  - A They were all built by artists.
  - B They don't look like other houses.
  - C They are all in big cities.
  - D They all move.

**Unusual homes**

- A** Brazilian artists Tiago Primo and his brother Gabriel live on a climbing wall on the side of a building in Rio de Janeiro. There aren't any stairs or a lift, so they have to climb from one 'room' to the next. The 'house' has got a **hammock** to sleep in instead of a bed, but the brothers have to use the bathroom in the art gallery next door.
- B** Another artist, Moussa Kalo, designed the Crocodile House in Abidjan, capital of the Ivory Coast. He built it with the help of his **apprentice**, Thierry Atta, who wanted to become an artist like him. The house looks like a large crocodile, but there's enough space inside for a bedroom. Mr Kalo died before it was finished, but Thierry completed it, and then went to live there.
- C** Czech builder Bohumil Lhota isn't an artist, but people say that his house is a work of art. The 73-year-old was bored with building ordinary houses, so he designed a new place in a village to the north of Prague. Mr Lhota's house turns around, so that he can choose the view that he wants. He can also move it up and down by pushing a **switch**.
- D** Liu Lingchao's house also moves, but that is because he is carrying it. The house is made of bamboo, pieces of plastic and bed **sheets**, and it weighs around 60 kg. Mr Liu collects used water bottles on the road and sells them at the next town he gets to. He travels all over southern China and he carries everything he needs with him.




## Listening

**Strategy**

Before you listen, read the task and look at the gaps. Ask yourself questions about the missing words. This will help you identify the information you need from the recording to complete the gaps.

3 Read the Strategy. Then read the task in exercise 4 and match gaps 1–8 in the summary with questions a–h below.

- a Which other sport can you do in the house? \_\_\_
- b What has the house got that is high? \_\_\_
- c What is behind the house? \_\_\_
- d How much is the house? \_\_\_
- e When did the builders finish the house? \_\_\_
- f Which company built something? \_\_\_
- g What is there in many of the rooms? \_\_\_
- h What does the house have? \_\_\_

- 4  2.22 Listen to part of a radio report. Add one or two words or numbers in each gap.

#### Four houses for sports fans

##### Summerlin, Nevada

House with indoor basketball court, glass wall and <sup>1</sup> \_\_\_\_\_ in many of the rooms.

Price: over \$<sup>2</sup> \_\_\_\_\_ million.

##### Ankara, Turkey

House with a high <sup>3</sup> \_\_\_\_\_ with the appearance of natural rock, built by an <sup>4</sup> \_\_\_\_\_ company.

##### Castle Rock, Colorado

House with a <sup>5</sup> \_\_\_\_\_. Surrounded by a fence and with <sup>6</sup> \_\_\_\_\_ behind it.

##### Updown, near London

\$150 million house completed in <sup>7</sup> \_\_\_\_\_. Has a gym and facilities for bowling, horse-riding, squash and <sup>8</sup> \_\_\_\_\_.

### Use of English

#### Strategy

To complete the gaps, first decide which part of speech you need. If the word is a noun, should it be singular or plural? If it is an adjective, should it be positive or negative, comparative or superlative?

- 5 Read the Strategy. Then complete the text with words formed from the words in brackets.

#### Living on Mars

Until now, man's greatest <sup>1</sup> \_\_\_\_\_ (achieve) in space has been the moment two astronauts walked on the moon. In July 1969, Neil Armstrong and Buzz Aldrin stood on the moon for the first time. Now NASA has said that it wants to send humans to Mars. <sup>2</sup> \_\_\_\_\_ (science) hope that people will live on the planet by the 2030s. But right now, conditions on the planet are very <sup>3</sup> \_\_\_\_\_ (comfort). Robots have collected <sup>4</sup> \_\_\_\_\_ (inform) that suggests it will be difficult to live there. It is <sup>5</sup> \_\_\_\_\_ (cold) on Mars than it is on Earth because Mars is <sup>6</sup> \_\_\_\_\_ (far) from the sun. There is also a lot of <sup>7</sup> \_\_\_\_\_ (danger) radiation. NASA will have to design the right kind of <sup>8</sup> \_\_\_\_\_ (accommodate) before people can live there. The first humans on Mars will be hundreds of thousands of kilometres away from home, so NASA will also have to find a <sup>9</sup> \_\_\_\_\_ (solve) for <sup>10</sup> \_\_\_\_\_ (homesick).

### Speaking

#### Strategy

When you are comparing and contrasting people in two photos, talk first about the people in general, and then be more specific.

- 6 Read the Strategy. Then read the sentences and decide which two are more general and which two are more specific. Write G or S.

- 1 In the first photo, the people look happy because they're smiling, whereas in the second photo they look hot and tired. \_\_\_
- 2 In the first photo, they're skiing, while in the second photo they're playing tennis. \_\_\_
- 3 In both photos the people are doing sport. \_\_\_
- 4 The people in the first photo are wearing warm jackets and trousers, but in the other photo, they're wearing T-shirts and shorts. \_\_\_

- 7 Work in pairs. Compare and contrast the photos.



### Writing

#### Strategy

When you write a description, the sentences should not be too short or too long. Each one should have two or three pieces of information. Remember you can join two ideas with conjunctions such as *and*, *but*, *so* or *because*.

- 8 Read the Strategy. Then use a conjunction to rewrite the two sentences as one.


- 1 It isn't in the city centre. It's quiet and peaceful.  
\_\_\_\_\_
- 2 I'm not lonely. My friends often visit me.  
\_\_\_\_\_
- 3 It's a large flat. It's on the tenth floor.  
\_\_\_\_\_
- 4 It's got a lot of windows. The rooms are very bright.  
\_\_\_\_\_

- 9 Write a description of your ideal home. Include information about:

- the location.
- the rooms.
- your room.

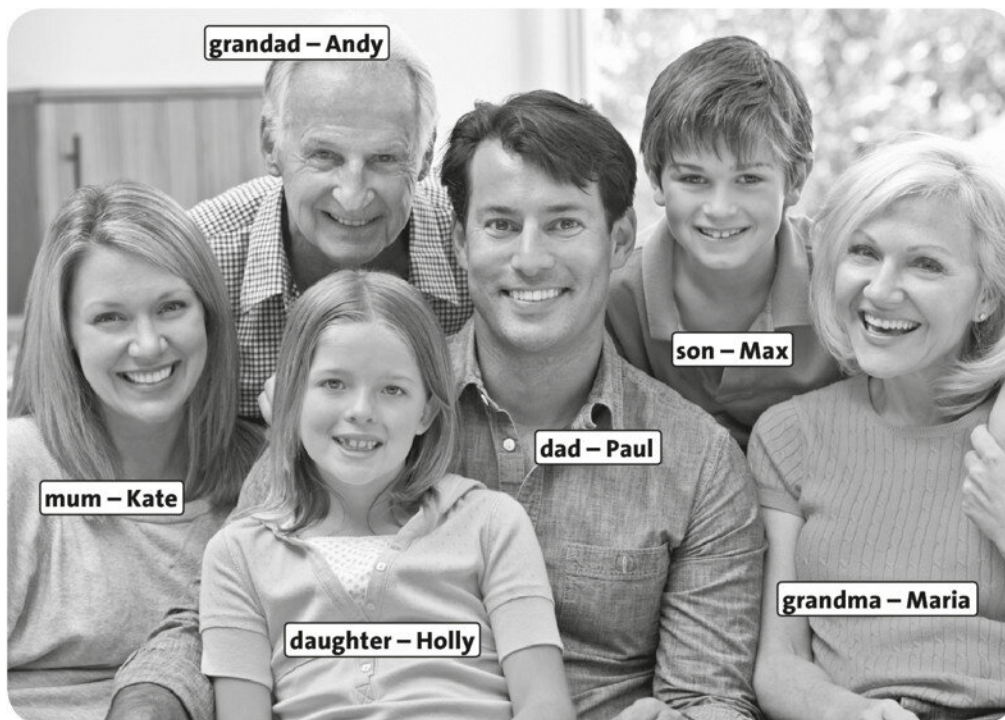
## Cumulative Review 1 (Units I–1)

### Listening

- 1 Read sentences 1–8. How do you pronounce the words in bold? Choose the correct word to complete each sentence.
- 1 Fatima's **dad** / **did** is German.
  - 2 She's got **four** / **far** cousins in Germany.
  - 3 She's got **two** / **true** aunts in India.
  - 4 Fatima's grandmother is **18** / **80**.
  - 5 Her grandmother **leaves** / **lives** in a house alone.
  - 6 Fatima's family in India have a party when she's **there** / **them**.
  - 7 **Her** / **Hair** family in Germany often spends time with friends.
  - 8 Fatima doesn't like the **food** / **foot** in India.
- 2  2.23 Listen to a dialogue between two friends. Are the sentences in exercise 1 true or false? Write T or F next to the sentences.

### Speaking

- 3 Work in pairs. Look at the photo and follow the instructions.



- 1 Student A. Ask Student B to describe Andy, Kate and Max.
- 2 Student B. Ask Student A to describe Maria, Paul and Holly.

### Reading

- 4 Read the article about an unusual family. Match sentences A–G with gaps 1–5 in the article. There are two sentences that you do not need.
- A Alexis and Natalie would like to be teachers and Kelsey wants to be a beautician.
  - B At mealtimes, all the family eat together in their enormous kitchen.
  - C Their father says they can only have cars when they get a job.
  - D The couple are very proud of the septuplets because they are now eighteen years old.
  - E Each one is different, but they all have some things in common.
  - F Some of them have tablets and three of them have mobile phones.
  - G She has to do a lot of housework every day while her husband is at work.
- 5 Look at exercise 4 again. Underline the words in the sentences that help you find the answers. Why are the answers correct?



## 'SEVEN CHILDREN at ONCE!

The McCaughey family of Carlisle, Iowa, in the USA, is very special. Seven of Bobbi and Kenny McCaughey's eight children are septuplets – they were all born on the same day. <sup>1</sup> \_\_\_\_\_ Alexis, Kelsey, Natalie, Brandon, Joel, Kenny Junior, Nathan and their older sister Mikayla Marie are all adults, but for now, they still live at home.

For Bobbi, it isn't easy being a mother of eight. <sup>2</sup> \_\_\_\_\_ Her children help by doing their own washing. Bobbi says that the family does the washing between fifteen and seventeen times a week. They have two washing machines to wash their



clothes, two dishwashers to wash the dishes after meals and two microwaves to heat up food.

The thing Bobbi finds most difficult is going to the supermarket. She has to buy a lot of food for the family and this gets very expensive. She also grows vegetables in the family's garden. <sup>3</sup> Bobbi does the cooking, but the children put the food on their plates. After dinner, they all help to load the dishwasher.

While Bobbi is at home, the septuplets are in their final year at school. <sup>4</sup> All seven play a musical instrument, and they're all in the school band. They also enjoy sport. Five of them go running, one – Kelsey – plays football, and two of the boys like wrestling, which is a kind of fighting where two people try to throw each other onto the ground.

As for school itself, the septuplets are very hard-working, and they want to go to university next year. <sup>5</sup> Kenny Junior and Joel aren't sure what to study, but Brandon wants to go into the army after university and Nathan wants to work in science. After an unusual start, the future of the McCaughey septuplets is looking good.

## Grammar and vocabulary

6 Choose the correct answers.

# Multilingual FAMILIES

<sup>1</sup> \_\_\_\_\_ the same language at home and at school? In the UK, nearly one in five pupils use a language at school that is different <sup>2</sup> \_\_\_\_\_ the one they use at home. Usually, this is because their parents are from a different country. <sup>3</sup> \_\_\_\_\_ children are bilingual because they speak two languages: English and the language their <sup>4</sup> \_\_\_\_\_ speak. Sometimes, their mother and father come from different countries. In this case, their children can <sup>5</sup> \_\_\_\_\_ three languages, so they are trilingual. Fifteen-year-old Hasan Blomgren is one of these children. Hasan <sup>6</sup> \_\_\_\_\_ in the UK with his parents and his younger brother Zack. <sup>7</sup> \_\_\_\_\_ mother was born in Turkey, and his father is from Sweden. His father's Turkish isn't very good and his mother <sup>8</sup> \_\_\_\_\_ Swedish, so the couple speak English together. But they each speak their own language to their <sup>9</sup> \_\_\_\_\_. Hasan and Zack are very good <sup>10</sup> \_\_\_\_\_ languages because they both speak Turkish, Swedish and English perfectly.

- |               |                 |                |
|---------------|-----------------|----------------|
| 1 a You speak | b Speak you     | c Do you speak |
| 2 a from      | b of            | c with         |
| 3 a A         | b The           | c An           |
| 4 a parents   | b parent        | c fathers      |
| 5 a speak     | b speaks        | c to speak     |
| 6 a live      | b living        | c lives        |
| 7 a Hasans    | b Hasan's       | c Hasans'      |
| 8 a not speak | b doesn't speak | c don't speak  |
| 9 a brothers  | b husbands      | c sons         |
| 10 a at       | b in            | c on           |

## Writing

7 You want to take part in an international language exchange programme. Write a personal profile about yourself to post on the programme's website. Include information about:

- yourself.
- your family.
- the languages you speak.
- two countries you would like to visit and why.

## Cumulative Review 2 (Units I–3)

### Listening

- 1  2.24 Listen to a radio programme and complete the notes below.

#### What to wear to a wedding

##### Winter wedding

Women: a warm dress in red, blue or green; change <sup>1</sup> \_\_\_\_\_ before the ceremony

Men: a dark suit with a <sup>2</sup> \_\_\_\_\_ under the jacket

##### Summer wedding

Women: a dress in <sup>3</sup> \_\_\_\_\_ colours

Men: a shirt and jacket; a <sup>4</sup> \_\_\_\_\_ isn't necessary

##### A casual wedding

Don't wear jeans or <sup>5</sup> \_\_\_\_\_; wear clothes you're happy to wear to <sup>6</sup> \_\_\_\_\_

##### A formal wedding

Women: a long dress and high-heeled shoes with a <sup>7</sup> \_\_\_\_\_

Men: a black suit and tie with black <sup>8</sup> \_\_\_\_\_

Never wear the colour <sup>9</sup> \_\_\_\_\_; <sup>10</sup> \_\_\_\_\_ on your feet

### Speaking

- 2 Work in pairs. Student A has a job interview and needs some help. Prepare a dialogue following the prompts below.

A Greet B. Tell B about your job interview. Say that you need some advice.

B Ask A what the problem is.

A Ask for some advice about what to wear.

B Give one or two pieces of advice.

A Thank B for the advice.

B Suggest buying the new outfit together.

A Agree to B's suggestion. Suggest a particular day.

B Agree to the suggestion. Ask about the time.

A Suggest a time and a place to meet.

B Agree.

### Reading

- 3 Read the article about police uniforms. Match headings A–G with paragraphs 1–5 in the article. There are two headings that you do not need.

A Designer uniform

B New country, new clothes

C Spell it out

D Changing hats with the seasons

E Different coats for men and women

F A casual look

G Wearing a country's colours

- 4 Look at the extra headings in exercise 3. Explain why they do not match any of the paragraphs.

## Same job, different uniform

### Find out what the police wear in five European countries

1 \_\_\_\_\_

For eight months a year, the police in Sweden wear a dark blue cap to go with their dark blue jacket and trousers. But from the end of May to the end of September, they wear their white summer caps. Both caps are easy to carry, so the officers often take them off, especially when they're driving. This makes the uniform more comfortable.

2 \_\_\_\_\_

In Italy, the police (*Polizia*) wear a blue jacket and grey trousers with a purple stripe, but the military police (*Carabinieri*) have a different uniform. Their uniform, designed by Valentino, is black with a red stripe on the trousers. The *Carabinieri* wear a short-sleeved shirt in summer and they don't wear a coat. They always look very smart.

3 \_\_\_\_\_

In the UK, the police no longer wear formal jackets with silver buttons. Today, their uniform is more casual and sporty. Both male and female officers wear a dark blue jacket and trousers with either a white or blue shirt and a black tie or scarf. They both wear hats with a black and white pattern, but the men's hats are different from the women's hats.

4 \_\_\_\_\_

In Portugal, both the police (*polícia*) and the military police (*Guardia Nacional Republicana*) wear blue. The uniform of the ordinary police is quite casual, and officers wear their trousers inside their boots. They wear the red and green national flag on the left shoulder of their uniforms and the symbol of the police, a star, on their caps.

5 \_\_\_\_\_

The dark blue jacket of the Latvian police has two letters on the collar: LV. The letters stand for the name of the country. Police officers also wear a dark blue cap with the national symbol of Latvia on it. The symbol is a picture of a sun, and it's by the artist Rihards Zarins. The design is from 1918, but the police only started using it in 1991.



### Grammar and vocabulary

5 Choose the correct answers.

**NO  
PHOTOSHOPPING!**



**APPEARANCE** is important for famous people, so they always have <sup>1</sup> \_\_\_\_ good. When they're in front of a camera, they can't be natural, even if it's late <sup>2</sup> \_\_\_\_ night and they're tired and they want to <sup>3</sup> \_\_\_\_\_. When celebrities get old, internet

websites and magazines <sup>4</sup> \_\_\_\_ their photos to make them look young. But there's one Hollywood actress who is angry <sup>5</sup> \_\_\_\_ this. Kate Winslet, star of *Titanic*, *The Reader* and *The Dressmaker*, is now in her forties. As well as acting, she sometimes models for beauty companies, such as L'Oréal. Kate isn't embarrassed about her age, so when she's a model, she <sup>6</sup> \_\_\_\_ companies to change her photograph. Right now, Kate <sup>7</sup> \_\_\_\_ a new perfume for Lancôme. In her contract it <sup>8</sup> \_\_\_\_, 'No photoshopping!' <sup>9</sup> \_\_\_\_ isn't Kate happy about photoshopping? Because she believes that young people see too many <sup>10</sup> \_\_\_\_ photos today and this can be dangerous for them.

- |                  |                 |                  |
|------------------|-----------------|------------------|
| 1 a look         | b to look       | c looking        |
| 2 a at           | b in            | c on             |
| 3 a wake up      | b get dressed   | c go to bed      |
| 4 a change often | b often change  | c often changes  |
| 5 a about        | b for           | c with           |
| 6 a doesn't want | b isn't wanting | c not want       |
| 7 a advertises   | b advertising   | c is advertising |
| 8 a is saying    | b say           | c says           |
| 9 a What         | b When          | c Why            |
| 10 a natural     | b fake          | c real           |


### Writing

6 You are organising a competition to design a new uniform for your school. Write an announcement to publicise the competition and encourage people to take part. Include information about:

- what people have to do.
- when the closing date is.
- where people have to hand in their ideas.
- what the prize is.



## Listening

- 1 Read questions 1–4. Underline the words which tell you what you need to know to answer the questions.
- What is the speaker's main aim in Conversation 1?
    - To recommend the best places to eat in Brighton.
    - To encourage people to visit Brighton.
    - To give information about the history of Brighton.
  - In Conversation 2, when does the woman make the phone call?
    - The same day as she wants to travel.
    - Two days before she wants to travel.
    - The day before she wants to travel.
  - Which place in Edinburgh does the man in Conversation 3 recommend to visit?
    - A castle.
    - A museum.
    - A park.
  - What is the speaker in Conversation 4 talking about?
    - An important person in history.
    - An important journey in history.
    - An important invention in history.
- 2  2.25 Listen to four conversations and choose the correct answers in exercise 1.

## Speaking

- 3 Work in pairs. Take turns asking for and giving directions from where you are now to four of the places below.

the gym the library the nearest bank the nearest hotel  
the police station the swimming pool the town hall

## Reading

- 4 Read the article about food festivals. Are the sentences true (T) or false (F)?
- The Chinchilla Melon Festival is in February every year.
  - During the festival, there are a lot of things for visitors to see and do.
  - People eat a lot of fruit during the Battle of the Oranges.
  - The festival lasts for three days in February.
  - People use more than one kind of fruit in the Menton Lemon Festival.
  - Visitors have to go to one of Menton's parks to see the fruit figures.
  - The Pahiyas Festival is the shortest of the four festivals in the article.
  - People cook the fruit and vegetables from their decorations the day after the festival.



Some of the world's food festivals feature different kinds of fruit and vegetables. Below are four of the most famous.

Chinchilla in Queensland produces a quarter of all of the melons Australians eat. Every two years, there is a four-day melon festival in February. Visitors to the festival take part in a lot of different activities with watermelons. In melon skiing, for example, they have to 'ski' along a special path wearing watermelons on their feet. There are also some markets, some concerts, a street parade and a light show at the Chinchilla Melon Festival.

The city of Ivrea in the north of Italy also has a food festival in February, but theirs is more violent than the melon festival. Every year, the people of the city throw more than 500,000 kg of oranges at each other during the Battle of the Oranges. The festival celebrates a moment in history when the people of the city won a fight with their leader. Nearly 4,000 people take part in the three-day battle, and many visitors go to watch.

Oranges also play an important part in a festival in a town in the south of France. Every year, the people of Menton make large figures of animals and objects out of oranges and lemons to celebrate the end of winter. For the two weeks of the Menton Lemon Festival visitors can see the figures in the Biovés Garden of the town. On Thursdays and Sundays, people take a few of them on a parade through the streets.

It isn't only fruit that forms part of the Pahiyas Festival in Lucban in the Philippines, but also vegetables. On 15 May every year, people decorate their houses with many different products from their farms to celebrate their success. They want to have the most colourful decorations because the best house wins a prize. After a big parade through the streets, people give the products from their decorations to the visitors at the festival.



## Grammar and vocabulary

5 Choose the correct answers.

### A VILLAGE AND ITS FAMOUS CHEESE

Cheddar is about 26 km from the city of Bristol in the south-west of England. The village is famous <sup>1</sup> \_\_\_\_\_ making Cheddar cheese, <sup>2</sup> \_\_\_\_\_ popular cheese in the UK. People <sup>3</sup> \_\_\_\_\_ Cheddar all over the world, but in the past the cheese only came from here. Today, <sup>4</sup> \_\_\_\_\_ only one cheese-making company in the village, the Cheddar Gorge Cheese Company. The company's cheese is stronger <sup>5</sup> \_\_\_\_\_ other kinds of Cheddar because they use a traditional method to make it. They also leave the cheese for nearly a year before they sell it. <sup>6</sup> \_\_\_\_\_ people visit Cheddar to buy <sup>7</sup> \_\_\_\_\_ Cheddar cheese and to see the village. There are shops, banks and <sup>8</sup> \_\_\_\_\_ historic buildings, as well as cafés and gift shops for tourists. There are also some beautiful walks in the area through the woods and fields surrounding the village. Cheddar no longer has a train station, so the <sup>9</sup> \_\_\_\_\_ way to get there is to go <sup>10</sup> \_\_\_\_\_ car.


- |                |            |             |
|----------------|------------|-------------|
| 1 a for        | b of       | c with      |
| 2 a most       | b the more | c the most  |
| 3 a are making | b make     | c making    |
| 4 a there are  | b there's  | c there has |
| 5 a as         | b than     | c that      |
| 6 a Much       | b A lot    | c Many      |
| 7 a a few      | b much     | c some      |
| 8 a a few      | b a little | c a lot     |
| 9 a best       | b better   | c good      |
| 10 a by        | b in       | c on        |

## Writing

6 Write an article about a place where you like to eat. Include information about:

- the location.
- the place.
- the food.
- the service.

## Listening

- 1  2.26 Listen to six speakers talking about what they use their smartphones for. Match speakers 1–6 with sentences A–G. There is one extra sentence.

Speaker 1 <input type="checkbox"/>	Speaker 4 <input type="checkbox"/>
Speaker 2 <input type="checkbox"/>	Speaker 5 <input type="checkbox"/>
Speaker 3 <input type="checkbox"/>	Speaker 6 <input type="checkbox"/>

- A He/She watches videos.  
 B He/She uses it to get directions.  
 C He/She makes arrangements to meet friends.  
 D He/She reads the news.  
 E He/She sends and receives emails.  
 F He/She listens to music.  
 G He/She makes phone calls.

## Speaking

- 2 Work in pairs. Student A describes photo A. Student B describes photo B.



## The dangers of losing a smartphone

**1** Today's mobile phones are like small computers. They contain important information about your life, your family, your friends and your money. If you lose your smartphone, you are leaving your life story open for other people to read. And not everyone who finds a phone is honest.



## Reading

- 3 Read the article. Choose the correct answer. Why are the other answers wrong?

- Why is it worse to lose your mobile phone today than it was in the past?
  - Because people are more dishonest.
  - Because smartphones have more information on them.
  - Because people often download books onto their phones.
  - Because smartphones are more expensive.
- The article is about an experiment
  - in the USA.
  - using five different smartphones.
  - by some computer experts.
  - in 50 different cities.



**2** What exactly happens when someone loses their mobile? IT company Symantec recently did an experiment to find out. They put some invented information on 50 smartphones and left them at different places in five big cities: New York, Washington, Los Angeles and San Francisco in the USA and Ottawa in Canada. They installed a special program to follow the actions of the finders of the phones. Then they sat back and waited.

**3** The results of the experiment were quite frightening. The 'lost' smartphones had no security protection so it wasn't necessary to type in a password. 48 of the people who found the phones turned them on and tried to open at least one of the apps on the phone. 36 of these people looked at the photos, and 30 of them logged on to social media or email accounts. But the scariest thing of all was that 21 finders opened the owner's online banking app.

**4** The experiment shows how important it is to look after your mobile phone. You should always know where it is. When you're out, keep it in your hand, in your pocket or in your bag, and if you give it to someone, watch it until you get it back. Never leave your smartphone on a table or on the counter of a shop – it is very easy to forget that you put it there.

**5** What should you do if you lose your phone? The finders in the experiment took between one and ten hours to open the 'lost' smartphones, so you have to move fast. Change your social media and banking passwords as soon as possible, to stop other people from entering the sites. And then, like the scientists at Symantec, sit back and wait to see if someone returns your phone. Remember that there's a 50% chance of that happening!

- 3** Only two of the people who found the lost smartphones didn't try to
- look for information on the phone.
  - find out how much money the owner had.
  - read emails sent to the owner.
  - look at the owner's photos.
- 4** What advice does the writer give in paragraph four?
- Don't give your phone to other people.
  - Leave your phone at home when you go out.
  - Try to remember where you put your phone.
  - Keep your phone in a safe place.
- 5** The article says that people who find smartphones ... return them.
- always
  - usually
  - hardly ever
  - never

## Grammar and vocabulary

### 4 Choose the correct answers.



**1** \_\_\_\_\_ that you can use your smartphone to find a lost pet?  
A few years **2** \_\_\_\_\_, John Polimeno saw a 'lost dog' poster and remembered the day he lost his own dog. He wanted to design some software to help find lost pets, but he **3** \_\_\_\_\_ enough about technology. Scientists at the University of Utah helped him make an app called 'Finding Rover', which people can **4** \_\_\_\_\_ onto their phones. There are **5** \_\_\_\_\_ other apps like John's, but they all work in a similar way. **6** \_\_\_\_\_, the owner takes a photo of his or her pet **7** \_\_\_\_\_ the camera. Then they upload the photo on to the app and **8** \_\_\_\_\_ their postcode. If the dog goes missing, the app **9** \_\_\_\_\_ a digital poster on an interactive map. When someone finds a lost dog, they take a photo and upload it with their postcode so that a 'Found Dog' poster appears. Since the app began, hundreds of dog owners have found their lost pets while they were **10** \_\_\_\_\_ their smartphones.

- |                         |                       |                       |
|-------------------------|-----------------------|-----------------------|
| <b>1 a</b> Did you know | <b>b</b> You did know | <b>c</b> Did know     |
| <b>2 a</b> last         | <b>b</b> ago          | <b>c</b> yesterday    |
| <b>3 a</b> didn't knew  | <b>b</b> not know     | <b>c</b> didn't know  |
| <b>4 a</b> scan         | <b>b</b> download     | <b>c</b> surf         |
| <b>5 a</b> a little     | <b>b</b> a lot        | <b>c</b> a few        |
| <b>6 a</b> First of all | <b>b</b> After that   | <b>c</b> Secondly     |
| <b>7 a</b> sitting      | <b>b</b> standing     | <b>c</b> facing       |
| <b>8 a</b> scan in      | <b>b</b> type in      | <b>c</b> plug in      |
| <b>9 a</b> posts        | <b>b</b> follows      | <b>c</b> prints       |
| <b>10 a</b> plugged in  | <b>b</b> turned on    | <b>c</b> connected to |

## Writing

### 5 Write a story about something you lost and found. Include information about:

- where you were and who you were with.
- what you lost and why.
- how you felt when you lost the object.
- how you found the object and how you felt.

## Cumulative Review 5 (Units 1–9)

### Listening

- 1  2.27 Listen to a radio programme about a tour of Buckingham Palace. Choose the correct answers.
- The tour includes
    - all of the rooms except the bathrooms.
    - the nineteen State Rooms in the palace.
    - all of the rooms in the palace.
    - all of the rooms except the State Rooms.
  - Finley's favourite thing on the tour is
    - a piece of furniture.
    - a beautiful carpet.
    - an old staircase.
    - a famous painting.
  - Today, the palace often serves dinners for a lot of people in
    - the Ballroom.
    - the Music Room.
    - one of the drawing rooms.
    - the Throne Room.
  - A photographer took a photo of Prince William in the Throne Room just after
    - he was born.
    - he started school.
    - he finished university.
    - he got married.
  - What did one of the Kings of England do in the garden of the palace?
    - He swam in the lake.
    - He planted a lot of trees and flowers.
    - He played tennis.
    - He drank tea there every afternoon.

### Speaking

- 2 Work in pairs. Look at the photos and follow the instructions.



- Student A. Compare and contrast photos A and B.
- Student B. Compare and contrast photos C and D.

### Reading

- 3 Read the three texts and choose the best answers.
- What is the aim of the first text?
    - To recommend places to visit in Warsaw.
    - To give directions to Keret House.
    - To describe an unusual house.
    - To explain how builders built the house.
  - What does the writer like about the house?
    - It has a nice name.
    - It's in a good location.
    - It has the right number of rooms.
    - It's very light inside.
  - Where do you think the second text is from?
    - A book about the history of Wales.
    - A tourist information leaflet.
    - An online encyclopedia.
    - A website about decorating small houses.

#### World's narrowest house

Most people walk straight past Keret House in Warsaw, because it's so narrow. The house measures only 92 cm at its narrowest point and 152 cm at its widest and it fits nicely in the space between the two much larger buildings on either side. Polish architect Jakub Szczesny designed the house and Israeli writer and filmmaker Etgar Keret gave it its name because he was the first person to live in it. There are two floors with one bedroom, a bathroom, a kitchen and a living area, and there's a ladder to go upstairs. The house has two windows, which are always closed, but what is great is that the glass walls and white interior mean that the rooms are nice and bright.

#### UK's smallest house

The smallest house in the UK is in the pretty town of Conwy in North Wales. It's easy to find because it's the only red house in a line of white ones by the sea. The house is only 3.1 m high and 1.8 m wide, but it has two floors. A fisherman called Robert Jones was the last person to live there in 1900. He was nearly 2 m tall, so he couldn't stand up inside and he had to move out after a few years. Today the house is part of Conwy's history and it's very popular with tourists. It's too dangerous



for visitors to go upstairs, but they can see everything they need to from the ground. So, if you're in the area this summer, why not come and visit?

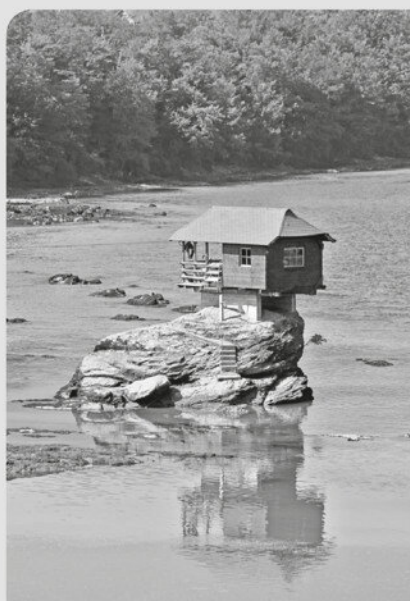
## Cumulative Review 5 (Units 1–9)

- 4 Apart from its size, how is the smallest house different from the other houses around it?
- It's got a downstairs and an upstairs.
  - It's a fisherman's house.
  - It's a different colour.
  - It's near the coast.
- 5 What's the writer's aim in the third text?
- To give details about the history of the house.
  - To describe the area around the house.
  - To encourage people to visit the country.
  - To explain what the house looks like.
- 6 What does the house on the rock have in common with the other two houses?
- There's only one floor.
  - It isn't very large.
  - There aren't any neighbours.
  - It has a separate bedroom.



### ▼ The wettest house

In the middle of the River Drina in Serbia, there's a house that stands on a rock. It's near the village of Bajina Bašta and it's a popular attraction for visitors these days. Back in 1968, a group of young swimmers were in the river when they needed somewhere to rest. They found the rock and went there every day. Soon, they wanted somewhere more comfortable, so they lay some wood on the rock. Next, they started to build some walls to protect themselves from the sun. The following year, they came back to the area with a project to build a small house there. The house has only one room, but it has stood on the rock for around fifty years now.



## Grammar and vocabulary

### 4 Choose the correct answers.

## An unusual house

Tokyo is one of the most crowded cities in the world. Some people say that the population <sup>1</sup> \_\_\_\_\_ more than 14 million by 2020. All of these people need some form of <sup>2</sup> \_\_\_\_\_, so the houses are usually very small. Sometimes more than one family lives in the same house, which can be very <sup>3</sup> \_\_\_\_\_. Recently, <sup>4</sup> \_\_\_\_\_ architect Sou Fujimoto <sup>5</sup> \_\_\_\_\_ a way to build a bigger house in a small space. His latest achievement is the NA House – a thin building, which is <sup>6</sup> \_\_\_\_\_ than normal houses, so there is more space. Fujimoto has <sup>7</sup> \_\_\_\_\_ designed some very unusual houses and the NA House is no different. The house is made of glass, so you can see everything inside. Everybody knows when the couple who live there are <sup>8</sup> \_\_\_\_\_ housework. When they <sup>9</sup> \_\_\_\_\_ have dinner, you can see them cooking in the kitchen. The only time you can't see inside is at night when the couple <sup>10</sup> \_\_\_\_\_ the lights and close the curtains.

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1 a is            | b will be       | c was            |
| 2 a accommodation | b accommodate   | c accommodations |
| 3 a remote        | b uncomfortable | c untidy         |
| 4 a Japan         | b Japans        | c Japanese       |
| 5 a finds         | b has found     | c have found     |
| 6 a taller        | b more tall     | c tallest        |
| 7 a yet           | b just          | c already        |
| 8 a doing         | b making        | c taking         |
| 9 a going to      | b will          | c are going to   |
| 10 a log off      | b turn off      | c turn up        |

## Writing

### 5 Imagine that you've just moved house. Write an informal letter to a friend. Include information about:

- how you felt when you got your friend's letter.
- news about your move.
- a description of your new house.
- a suggestion for your friend to visit.

## Personal profile

Your school website has asked students to send in descriptions of themselves. Write a personal profile.

- Give your name, age and school year.
- Describe your home and family.
- Mention one or two hobbies.
- Describe your ambition.

• We can start the profile with a greeting like *Hello!*, *Hi there!* or *Hi!*

• We don't use formal language in this kind of message. We use contractions like *I'm* and *haven't* instead of full forms.

• We use paragraphs when we write a text. Each paragraph contains information about one topic (for example, hobbies).

*Hi there! My name is Maya and I'm sixteen years old. I'm in Year 11. My favourite subjects are art and music.*

*I live near the centre of Manchester with my mum, my two sisters and my stepdad. I haven't got any brothers.*

*I love sport. I'm not really into football, but I usually play basketball or tennis at the weekend. I like music too. I can play the guitar and I write songs.*

*My ambition is to be a teacher at a primary school. I'm very creative and I love young children.*

## Announcement

You want to get new members for a club at school. Write an announcement.

- Give the name and type of club.
- Explain where and when the club meets.
- Describe what the club does.
- Explain how people can join.

• An announcement usually has a title.

• The first sentence should draw attention to the announcement. It shouldn't be too long. Using a question can often get people's interest.

• We often use imperatives in announcements.

### *Drama Club*

**Do you want to be on stage?**

**Join the drama club and take part in our next show!**

We meet every Wednesday after school from 4 p.m. to 6 p.m. in the music room.

Every term, we put on a different show in the school hall for students and teachers. We also make a video of the show and put it online. Visit our website and watch our old shows!

For more details, email Connor (info@dramaclub.org) or come to a meeting on Wednesday.

## Invitation

You are planning a party for your friends. Write an invitation.

- Explain what type of party it is.
- Say where and when the party is taking place.
- Explain what the person needs to do / wear / bring.
- Ask for a reply to the invitation.

• We can start the invitation with *Dear* or *Hi* and the person's name.

• We often use abbreviations like *e.g.*, *etc.*, *St.*, or *Rd.*

• We don't usually divide the text into paragraphs.

• We can finish with *Love* or *Best wishes* and our name.

*Hi Alisha,*

*I'm having a birthday party on Saturday 30 October from 8 p.m. until late. Please come! It's at the village hall in Back St. It's a fancy dress party, so you need to wear a costume.*

*Can you bring a music CD too? Hope you can make it. Please let me know!*

*Love,  
Adam*

### Informal letter / email

An exchange student is planning to visit your school and needs some information about it. Write an informal letter / email.

- Include an introduction.
- Describe the school timetable.
- Explain when and where to have lunch.
- Mention one or two important rules.

• Start the letter with *Dear* and the person's first name.

• We sometimes start a letter by asking how the person is.

• We can end the letter with an expression like *Write soon*, *Best wishes*, or *Take care*, and your first name. If we know the person well, we can use *Love*, *Lots of love* or *With love from*.

• Use *P.S.* to add extra information or ask a question at the end of the letter.

Dear Holly,

How are you? Welcome to Green Hill Secondary School. I hope you enjoy your week with us. Here is some information about our school.

Lessons start at 9.00 in the morning, but you have to be at school by 8.30 for assembly. Morning break is at 10.30. There are two lessons before the break and two after. There are usually three lessons in the afternoon, but on Wednesdays we do sport. You have to bring shorts, a T-shirt and trainers.

Lunch is from 12.00 until 1.00. You can bring sandwiches or buy lunch in the canteen. The food is OK but it isn't brilliant!

I hope this information is helpful!

Best wishes,

Fiona

P.S. You have to switch off your phone in lessons!

### Postcard

Imagine you are on holiday. Write a postcard.

- Say where you are.
- Describe the weather.
- Mention one or two things you have done.
- Mention one or two things you are planning to do.

• We can start a postcard with *Dear* or *Hi* and the person's first name.

• Use short forms, e.g. *We're* and *I'll*.

• We don't have to divide the text into paragraphs.

• Finish the postcard with a friendly phrase such as *See you soon*, *Wish you were here*, *Love* or *Bye for now!*

Dear Amelia,

We're on holiday in Italy. We're staying in a nice hotel near the sea. The weather is OK – it isn't sunny at the moment, but it's warm and dry. The people here are very friendly and the food is great. I have pasta every day! Yesterday, we visited a castle. It was really interesting. Tomorrow we're going on a boat trip. I need to buy some souvenirs too. I hope we can find a good shop.

Bye for now,

Zoe

POSTCARD





# F

## Functions Bank

### Giving personal information

I'm in Year ... (1H)  
 I watch DVDs with my friends. (1H)  
 I listen to music. (1H)  
 I walk to school. (1H)  
 She's at university. (1H)  
 At the weekend ... (1H)

### Expressing opinions

I really believe that ... (3F)  
 In my view, ... (3F)  
 To be honest ... (3F)  
 Personally, I think ... (3F)  
 In my opinion, ... (3F)

### Making suggestions

Do you fancy going...? (3G)  
 Shall I come to your house? (3G)  
 Why don't you have lunch with us? (3G)  
 How about seeing a film? (3G)  
 Let's meet at the cinema. (3G)

### Agreeing to and declining suggestions

Cool. (3G)  
 Great idea. (3G)  
 I'm afraid I can't. (3G)  
 No, thanks. (3G)  
 That sounds fun. (3G)  
 Sorry, but I'm busy. (3G)  
 Yes, I'd love to. (3G)

### Writing an email

Dear ... (3H)  
 Hello / Hi ... (3H)  
 I hope you're well. (3H)  
 Thanks for your email. (3H)  
 How are you? / How are things? (3H)  
 I hope to see you soon. (3H)  
 That's all for now. / That's all from me. (3H)  
 Please write soon. (3H)  
 Give my love to ... / Say hi to ... (3H)  
 Lots of love / Love / Bye for now (3H)  
 Best wishes (3H)  
 Take care (3H)

### Ordering food and drink

Can we have a table for ..., please? (4G)  
 Can we see the menu, please? (4G)  
 Is everything OK for you? (4G)  
 I'd like some water, please. (4G)  
 And for you, madam? (4G)  
 Would you like a coffee or a tea? (4G)  
 Can we have the bill, please? (4G)  
 Does it include service? (4G)  
 Let's leave a tip. (4G)

### Invitations

I'm having a party to celebrate my birthday. (4H)  
 I'm having a sleepover. (4H)  
 Would you like to join us? (4H)  
 Can you bring some food? (4H)  
 Put it in your diary! (4H)  
 I hope you can come. Let me know. (4H)  
 I hope you can make it. (4H)  
 RSVP (4H)

### Giving directions

Go straight on. (5G)  
 Go along ... (5G)  
 Take the first left. (5G)  
 Go to the end of the road. (5G)  
 Go past the bank. (5G)  
 Turn right at the crossroads. (5G)  
 Cross the road. (5G)  
 Go under / over the bridge. (5G)

### Location

The ... is next to the ... (5G)  
 It's between the ... and the ... (5G)  
 It's opposite the ... (5G)  
 It's on the corner. (5G)  
 Go past the bank. It's on your right / left. (5G)

### Describing a photo

In the centre ... (6G)  
 In the background / the foreground ... (6G)  
 In the distance ... (6G)  
 On the left / the right ... (6G)  
 At the bottom / the top ... (6G)

# F

## Functions Bank

### Postcards

I'm having a great time in ... (6H)

This is my third day in ... (6H)

We've only got ... more days here. (6H)

Thinking of you! (6H)

Wish you were here! (6H)

Say hello to ... (6H)

Give my love to ... (6H)

See you soon. (6H)

### Computer collocations

Click on a button. (7A)

Press return. (7A)

Check your emails. (7A)

Get an error message. (7A)

Visit a web page. (7A)

### In a shop

How can I help you? (7G)

I'm just looking, thanks. (7G)

Next, please! (7G)

How much is it / are they? (7G)

That comes to ..., please. (7G)

How would you like to pay? (7G)

Can I pay in cash / by debit card / by credit card? (7G)

Enter your PIN, please. (7G)

Here's your change and receipt. (7G)

Could I have a receipt, please? (7G)

Would you like a bag? (7G)

Would you like anything else? (7G)

### Time expressions for setting the scene

A few weeks / months ago ... (7H)

Last weekend ... (7H)

One day last summer ... (7H)

Recently ... (7H)

Some time last year ... (7H)

### Time expressions for ordering events

A few moments later ... (7H)

Afterwards ... (7H)

At that moment ... (7H)

Then ... (7H)

Later ... (7H)

In the end ... (7H)

The next day ... (7H)

### Rejecting a suggestion

I don't really fancy doing that. (8G)

I'd rather not. (8G)

I don't think that's a good idea. (8G)

### Suggesting an alternative

I'd prefer to ... (8G)

Do you fancy ... instead? (8G)

I'd rather ... (8G)

I think ... would be better. (8G)

### Reacting

You're right. (8G)

I suppose so. (8G)

I see what you mean. (8G)

Do you think so? (8G)

Is that right? (8G)

### An informal letter

Sorry I didn't reply sooner. (8H)

Apologies for not replying sooner. (8H)

Sorry, it's ages since I wrote to you. (8H)

Guess what! (8H)

You'll never guess what happened ... (8H)

Good news! ... / Bad news! ... (8H)

By the way, did you know that ...? (8H)

Listen, did I tell you that / about ...? (8H)

Oh, and another thing, ... (8H)

How about ...? (8H)

Why don't you / we ...? (8H)

It would be great if you could ... (8H)

If you like, we / you could ... (8H)

Maybe you / we could ... (8H)

### Comparing and contrasting photos

The first photo shows ..., whereas the second photo shows ... (9G)

In the first photo ..., but in the second photo ... (9G)

You can see ... in both photos. (9G)

Both photos show ... (9G)

### Speculating about a photo

It looks as if ... (9G)

I would say that ... (9G)

I think ... probably ... (9G)

Perhaps he / she / it / they ... (9G)

They look ... He / She / It looks ... (9G)

# W

## Wordlist

### Unit 1

Argentina (n)	/ˌɑːdʒənˈtiːnə/	_____
Australia (n)	/əˈstreɪliə/	_____
bin (n)	/bɪn/	_____
blackboard (n)	ˈblækbɔːd/	_____
Brazil (n)	/brəˈzɪl/	_____
calculator (n)	ˈkælkjuleɪtə(r)/	_____
Canada (n)	ˈkænədə/	_____
chair (n)	/tʃeə(r)/	_____
China (n)	ˈtʃaɪnə/	_____
clarinet (n)	/ˌklærəˈnet/	_____
computer (n)	/kəmˈpjjuːtə(r)/	_____
Croatia (n)	/krəʊˈeɪʃə/	_____
cupboard (n)	ˈkʌbəd/	_____
dance (v)	/dɑːns/	_____
desk (n)	/desk/	_____
drums (n)	/drʌmz/	_____
Egypt (n)	ˈiːdʒɪpt/	_____
eraser (n)	ˈɪreɪzə(r)/	_____
exercise book (n)	ˈeksəsaɪz bʊk/	_____
flute (n)	/fluːt/	_____
France (n)	/frɑːns/	_____
Germany (n)	ˈdʒɜːməni/	_____
Greece (n)	/griːs/	_____
guitar (n)	/gɪˈtɑː(r)/	_____
Hungary (n)	ˈhʌŋgəri/	_____
India (n)	ˈɪndiə/	_____
interactive whiteboard (n)	ˌɪntərˈæktɪv ˈwaɪtbɔːd/	_____
Italy (n)	ˈɪtəli/	_____
Japan (n)	/dʒəˈpæn/	_____
keyboard (n)	ˈkiːbɔːd/	_____
Mexico (n)	ˈmeksɪkəʊ/	_____
pen (n)	/pen/	_____
pencil (n)	ˈpensl/	_____
pencil case (n)	ˈpensl keɪs/	_____
pencil sharpener (n)	ˈpensl ʃɑːpnə(r)/	_____
piano (n)	ˈpiːnəʊ/	_____
play (basketball) (v)	/pleɪ/	_____
Poland (n)	ˈpəʊlənd/	_____
ride (a bike) (v)	/raɪd/	_____
ruler (n)	ˈruːlə(r)/	_____
Russia (n)	ˈrʌʃə/	_____
saxophone (n)	ˈsæksəfəʊn/	_____
schoolbag (n)	ˈskuːl bæɡ/	_____
shelf (n)	/ʃelf/	_____
sing (v)	/sɪŋ/	_____
skate (v)	/skeɪt/	_____
skateboard (n)	ˈskeɪtbɔːd/	_____
ski (v)	/skiː/	_____
Spain (n)	/speɪn/	_____
speak (v)	/spiːk/	_____
swim (v)	/swɪm/	_____
the UK (n)	/ðə ˌjuː ˈkeɪ/	_____
the USA (n)	/ðə ˌjuː es ˈeɪ/	_____
trumpet (n)	ˈtrʌmpɪt/	_____

Turkey (n)	ˈtɜːki/	_____
Ukraine (n)	/juːˈkreɪn/	_____
violin (n)	ˌvaɪəˈlɪn/	_____

### Unit 1

angry (adj)	ˈæŋɡri/	_____
aunt (n)	/ɑːnt/	_____
blue (adj)	/bluː/	_____
brother (n)	ˈbrʌðə(r)/	_____
child (n)	/tʃaɪld/	_____
children (n)	ˈtʃɪldrən/	_____
clean (the house) (v)	/kliːn/	_____
cook (dinner) (v)	/kʊk/	_____
cousin (n)	ˈkʌzɪn/	_____
creative (adj)	ˈkriːetɪv/	_____
dad (n)	/dæd/	_____
daughter (n)	ˈdɔːtə(r)/	_____
do (the ironing) (v)	/duː/	_____
father (n)	ˈfɑːðə(r)/	_____
friendly (adj)	ˈfrendli/	_____
glasses (n)	ˈglɑːsɪz/	_____
go (to the supermarket) (v)	/ɡəʊ/	_____
grandad (n)	ˈgrændæd/	_____
grandchild (n)	ˈgræntʃaɪld/	_____
grandchildren (n)	ˈgræntʃɪldrən/	_____
granddaughter (n)	ˈgrændɔːtə(r)/	_____
grandfather (n)	ˈgrænfɑːðə(r)/	_____
grandma (n)	ˈgrænmaː/	_____
grandmother (n)	ˈgrænməðə(r)/	_____
grandparent (n)	ˈgrænpeərənt/	_____
grandson (n)	ˈgrænsʌn/	_____
hard-working (adj)	ˌhɑːd ˈwɜːkɪŋ/	_____
honest (adj)	ˈɒnɪst/	_____
husband (n)	ˈhʌzbənd/	_____
interested (adj)	ˈɪntərəstɪd/	_____
keen (adj)	/kiːn/	_____
load (the dishwasher) (v)	/ləʊd/	_____
long (adj)	/lɒŋ/	_____
mother (n)	ˈmʌðə(r)/	_____
moustache (n)	ˈməʊstɑːʃ/	_____
mum (n)	/mʌm/	_____
nephew (n)	ˈnefjuː/	_____
niece (n)	/niːs/	_____
parent (n)	ˈpeərənt/	_____
patient (n)	ˈpeɪfnt/	_____
polite (adj)	/pəˈlaɪt/	_____
proud (adj)	/praʊd/	_____
sensible (adj)	ˈsensəbl/	_____
set (the table) (v)	/set/	_____
short (adj)	/ʃɔːt/	_____
sister (n)	ˈsɪstə(r)/	_____
son (n)	/sʌn/	_____
straight (adj)	/streɪt/	_____
tidy (my bedroom) (v)	ˈtaɪdi/	_____
uncle (n)	ˈʌŋkl/	_____
wash (the dishes) (v)	/wɒʃ/	_____

# W

## Wordlist

wavy (adj)	/ˈweɪvi/	_____
wife (n)	/waɪf/	_____
worried (adj)	/ˈwʌrɪd/	_____

### Unit 2

always (adv)	/ˈɔ:lweɪz/	_____
arrive (at school) (v)	/əˈraɪv/	_____
art and design (n)	/ɑ:t ænd dɪˈzaɪn/	_____
biology (n)	/baɪˈɒlədʒi/	_____
boat (n)	/bəʊt/	_____
bridge (n)	/brɪdʒ/	_____
chemistry (n)	ˈkemɪstri/	_____
concert (n)	ˈkɒnsət/	_____
dangerous (adj)	ˈdeɪndʒərəs/	_____
dry (adj)	/draɪ/	_____
economics (n)	/ˌekəˈnɒmɪks/	_____
embarrassed (adj)	/ɪmˈbærəst/	_____
English (n)	ˈɪŋɡlɪʃ/	_____
excited (adj)	/ɪkˈsaɪtɪd/	_____
French (n)	/frentʃ/	_____
Friday (n)	ˈfraɪdi/	_____
geography (n)	/dʒɪˈɒɡrəfi/	_____
German (n)	ˈdʒɜ:mən/	_____
get dressed (phr v)	/get drest/	_____
go to bed (phr v)	/gəʊ tə bed/	_____
happy (adj)	ˈhæpi/	_____
hardly ever (adv)	ˈhɑ:dlɪ ˈevə(r)/	_____
have breakfast (phr v)	/əv ˈbrekfəst/	_____
have dinner (phr v)	/əv ˈdɪnə(r)/	_____
have lunch (phr v)	/əv lʌntʃ/	_____
history (n)	ˈhɪstri/	_____
I.C.T. [information and communication technology] (n)	/ˌɪnfəˈmeɪʃn ænd kəˌmju:niˈkeɪʃn tekˈnɒlədʒi/	_____
jungle (n)	ˈdʒʌŋɡl/	_____
large (adj)	/lɑ:dʒ/	_____
leave school (phr v)	/li:v sku:l/	_____
maths (n)	/mæθs/	_____
Monday (n)	ˈmʌndi/	_____
mountain (n)	ˈmaʊntən/	_____
music (n)	ˈmjuzɪk/	_____
musical play (n)	ˈmjuzɪkl pleɪ/	_____
narrow (adj)	ˈnærəʊ/	_____
never (adv)	ˈnevə(r)/	_____
often (adv)	ˈɒfn/	_____
P.E. [physical education] (n)	ˈfɪzɪkl ˌedʒuˈkeɪʃn/	_____
path (n)	/pɑ:θ/	_____
physics (n)	ˈfɪzɪks/	_____
R.E. [religious education] (n)	/rɪˈlɪdʒəs ˌedʒuˈkeɪʃn/	_____
river (n)	ˈrɪvə(r)/	_____
rope (n)	/rəʊp/	_____
sad (adj)	/sæd/	_____
safe (adj)	/seɪf/	_____
Saturday (n)	ˈsætədi/	_____
school camp (n)	/sku:l kæmp/	_____
school club (n)	/sku:l klʌb/	_____

school trip (n)	/sku:l trɪp/	_____
small (adj)	/smɔ:l/	_____
sometimes (adv)	/sʌmtaɪmz/	_____
sports day (n)	ˈspɔ:ts deɪ/	_____
Sunday (n)	ˈsʌndi/	_____
Thursday (n)	ˈθɜ:zdi/	_____
tired (adj)	ˈtaɪəd/	_____
Tuesday (n)	ˈtju:zdi/	_____
usually (adv)	ˈju:ʒuəli/	_____
valley (n)	ˈvæli/	_____
wake up (phr v)	/weɪk ʌp/	_____
Wednesday (n)	ˈwenzdi/	_____
wet (adj)	/wet/	_____
wide (adj)	/waɪd/	_____
worried (adj)	ˈwʌrɪd/	_____

### Unit 3

artificial (adj)	/ɑ:trɪˈfɪʃl/	_____
awful (adj)	ˈɔ:fl/	_____
bad (adj)	/bæd/	_____
baggy (adj)	ˈbægi/	_____
beige (adj)	/beɪʒ/	_____
black (adj)	/blæk/	_____
boots (n)	/bu:ts/	_____
bracelet (n)	ˈbreɪslət/	_____
brown (adj)	/braʊn/	_____
cap (n)	/kæp/	_____
cardigan (n)	ˈkɑ:dɪɡən/	_____
casual (adj)	ˈkæʒuəl/	_____
cheap (adj)	/tʃi:p/	_____
clothes (n)	/kləʊz/	_____
coat (n)	/kəʊt/	_____
cream (adj)	/kri:m/	_____
dark (adj)	/dɑ:k/	_____
different (adj)	ˈdɪfrənt/	_____
difficult (adj)	ˈdɪfɪkəlt/	_____
dress (n)	/dres/	_____
easy (adj)	ˈi:zi/	_____
expensive (adj)	ˌɪkˈspensɪv/	_____
factory (n)	ˈfæktəri/	_____
fake (adj)	/feɪk/	_____
false (adj)	/fɔ:ls/	_____
fantastic (adj)	ˈfæntəstɪk/	_____
female (adj)	ˈfi:meɪl/	_____
good (adj)	/ɡʊd/	_____
great (adj)	/ɡreɪt/	_____
green (adj)	/ɡri:n/	_____
grey (adj)	/ɡreɪ/	_____
hat (n)	/hæt/	_____
headphones (n)	ˈhedfəʊnz/	_____
high (adj)	/haɪ/	_____
jacket (n)	ˈdʒæktɪt/	_____
jeans (n)	/dʒi:nz/	_____
jumper (n)	ˈdʒʌmpə(r)/	_____
leggings (n)	ˈlegɪŋz/	_____
light (adj)	/laɪt/	_____
long-sleeved (adj)	/lɒŋ sli:vɪd/	_____



# W

## Wordlist

bus station (n)	/bʌs 'steɪʃn/	_____	street (n)	/stri:t/	_____
busy (adj)	/'bɪzi/	_____	sunny (adj)	/'sʌni/	_____
car (n)	/kɑ:(r)/	_____	swimming pool (n)	/'swɪmɪŋ pu:l/	_____
car park (n)	/'kɑ: pɑ:k/	_____	taxi (n)	/'tæksi/	_____
church (n)	/tʃɜ:tʃ/	_____	town (n)	/taʊn/	_____
cinema (n)	/'sɪnəmə/	_____	traffic (n)	/'træfɪk/	_____
clean (adj) (v)	/kli:n/	_____	traffic lights (n)	/'træfɪk laɪts/	_____
cleaner (adj)	/'kli:nə(r)/	_____	train (n) (v)	/treɪn/	_____
close to (prep)	/kləʊs tə/	_____	ugly (adj)	/'ʌgli/	_____
coach (n)	/kəʊtʃ/	_____	underground (n)	/ˌʌndə'graʊnd/	_____
crossroads (n)	/'krɒsrəʊdz/	_____	village (n)	/'vɪlɪdʒ/	_____
crowd (n)	/kraʊd/	_____	warm (adj)	/wɔ:m/	_____
dirty (adj)	/'dɜ:ti/	_____	west (n)	/west/	_____
easier (adj)	/'i:ziə(r)/	_____	wood (n)	/wʊd/	_____
east (n)	/i:st/	_____	zoo (n)	/zu:z/	_____
Europe (n)	/'jʊərəp/	_____			
exciting (adj)	/ɪk'saɪtɪŋ/	_____	<b>Unit 6</b>		
far (adv)	/fɑ:(r)/	_____	abseil (v)	/'æbsaɪl/	_____
farm (n)	/fɑ:m/	_____	across (prep)	/ə'krɒs/	_____
field (n)	/fi:ld/	_____	along (prep)	/ə'lɒŋ/	_____
fire station (n)	/'faɪə steɪʃn/	_____	away from (prep)	/ə'weɪ frɒm/	_____
friendlier (adj)	/'frendliə(r)/	_____	beach (n)	/bi:tʃ/	_____
gym (n)	/dʒɪm/	_____	bear (n)	/beə(r)/	_____
hall (n)	/hɔ:l/	_____	bee (n)	/bi:/	_____
hospital (n)	/'hɒspɪtl/	_____	butterfly (n)	/'bʌtəflaɪ/	_____
hotel (n)	/həʊ'tel/	_____	climb (v)	/klaɪm/	_____
in (prep)	/ɪn/	_____	cloud (n)	/klaʊd/	_____
inside (prep)	/ɪn'saɪd/	_____	crocodile (n)	/'krɒkədaɪl/	_____
in front of (prep)	/ɪn frʌnt ɒv/	_____	cycle (v)	/'saɪkl/	_____
lake (n)	/leɪk/	_____	dolphin (n)	/'dɒlfɪn/	_____
library (n)	/'laɪbrəri/	_____	down (prep)	/daʊn/	_____
more exciting (adj)	/mɔ:(r) ɪk'saɪtɪŋ/	_____	eagle (n)	/'i:gl/	_____
mosque (n)	/mɒsk/	_____	ear (n)	/ɪə(r)/	_____
motorbike (n)	/'məʊtəbaɪk/	_____	elephant (n)	/'elɪfənt/	_____
museum (n)	/mju:'zi:əm/	_____	explore (v)	/ɪk'splɔ:(r)/	_____
near (prep)	/nɪə(r)/	_____	explorer (n)	/ɪk'splɔ:rə(r)/	_____
next to (prep)	/'nekst tu:/	_____	eye (n)	/aɪ/	_____
noisy (adj)	/'nɔɪzi/	_____	feed (v)	/fi:d/	_____
north (n)	/nɔ:θ/	_____	feet (n)	/fi:t/	_____
North America (n)	/nɔ:θ ə'merɪkə/	_____	fisherman (n)	/'fɪʃmən/	_____
office block (n)	/'ɒfɪs blɒk/	_____	flower (n)	/'flaʊə(r)/	_____
opposite (prep)	/'ɒpəzɪt/	_____	foot (n)	/fʊt/	_____
outside (prep)	/ˌaʊt'saɪd/	_____	frog (n)	/frɒg/	_____
park (n)	/pɑ:k/	_____	from (prep)	/frɒm/	_____
plane (n)	/pleɪn/	_____	giraffe (n)	/dʒə'ra:f/	_____
police station (n)	/pə'li:s steɪʃn/	_____	gorilla (n)	/gə'rɪlə/	_____
post office (n)	/'pəʊst ˌɒfɪs/	_____	grass (n)	/grɑ:s/	_____
quieter (n)	/'kwaɪətə(r)/	_____	ground (n)	/graʊnd/	_____
rainy (adj)	/'reɪni/	_____	hippo (n)	/'hɪpəʊ/	_____
roundabout (n)	/'raʊndəbaʊt/	_____	into (prep)	/'ɪntə/	_____
safer (adj)	/'seɪfə(r)/	_____	journalist (n)	/'dʒɜ:nəlɪst/	_____
ship (n)	/ʃɪp/	_____	kangaroo (n)	/ˌkæŋgə'ru:/	_____
shopping centre (n)	/'ʃɒpɪŋ sentə(r)/	_____	kayak (n)	/'kaɪæk/	_____
south (n)	/saʊθ/	_____	keep (n)	/ki:p/	_____
South America (n)	/saʊθ ə'merɪkə/	_____	last (month) (det)	/lɑ:st/	_____
square (n) (adj)	/skweə(r)/	_____	leg (n)	/leg/	_____
station (n)	/'steɪʃn/	_____	lion (n)	/'laɪən/	_____



# W

## Wordlist

### Unit 8

aerobics (n)	/eə'reʊbɪks/	_____
athletics (n)	/æθ'letɪks/	_____
Australian (adj)	/ɔ:'streɪliən/	_____
badminton (n)	/'bædmɪntən/	_____
basketball (n)	/'bɑ:skɪtbɔ:l/	_____
bike (n)	/'baɪk/	_____
Brazilian (adj)	/'bræzɪliən/	_____
Canadian (adj)	/'kæneɪdiən/	_____
Chinese (adj)	/'tʃaɪ'ni:z/	_____
climbing (n)	/'klaɪmɪŋ/	_____
cycling (n)	/'saɪklɪŋ/	_____
dancing (n)	/'dɑ:nsɪŋ/	_____
football (n)	/'fʊtbɔ:l/	_____
German (adj)	/'dʒɜ:mən/	_____
goggles (n)	/'gɒɡlz/	_____
golf (n)	/'gɒlf/	_____
gymnastics (n)	/'dʒɪm'næstɪks/	_____
handball (n)	/'hændbɔ:l/	_____
helmet (n)	/'helmit/	_____
high jump (n)	/'haɪ dʒʌmp/	_____
Hungarian (adj)	/'hʌŋ'geəriən/	_____
ice hockey (n)	/'aɪs hɒki/	_____
ice skating (n)	/'aɪs skeɪtɪŋ/	_____
in a few days (adv)	/'ɪn ə fju: deɪz/	_____
Italian (adj)	/'ɪtæliən/	_____
Japanese (adj)	/'dʒæpə'ni:z/	_____
judo (n)	/'dʒu:dəʊ/	_____
karate (n)	/'kɑ:ra:ti/	_____
long jump (n)	/'lɒŋ dʒʌmp/	_____
marathon (n)	/'mæərəθən/	_____
next (month) (det)	/'nekst/	_____
pole vault (n)	/'pəʊl vɔ:lt/	_____
Polish (adj)	/'pəʊlɪʃ/	_____
relay (n)	/'ri:leɪ/	_____
roller skating (n)	/'rəʊlə skeɪtɪŋ/	_____
running (n)	/'rʌnɪŋ/	_____
running shoes (n)	/'rʌnɪŋ ʃu:z/	_____
Russian (adj)	/'rʌʃn/	_____
shot-put (n)	/'ʃɒt pʊt/	_____
skateboarding (n)	/'skeɪtbɔ:ɔ:dɪŋ/	_____
skiing (n)	/'ski:ɪŋ/	_____
Slovak (adj)	/'sləʊvæk/	_____
Spanish (adj)	/'spæɪnɪʃ/	_____
surfing (n)	/'sɜ:fɪŋ/	_____
Swedish (adj)	/'swɪ:diʃ/	_____
swimming (n)	/'swɪmɪŋ/	_____
table tennis (n)	/'teɪbl tenɪs/	_____
tennis (n)	/'tenɪs/	_____
this (afternoon) (det)	/'ðɪs/	_____
tomorrow (n)	/'təmə'rəʊ/	_____
tonight (n)	/'tə'naɪt/	_____
volleyball (n)	/'vɒlɪbɔ:l/	_____
wetsuit (n)	/'wetsuɪt/	_____
yoga (n)	/'jəʊgə/	_____

### Unit 9

a bit (adv)	/ə bɪt/	_____
basement (n)	/'beɪsmənt/	_____
basic supplies (n)	/'beɪsɪk sə'plaɪz/	_____
bath (n)	/'bɑ:θ/	_____
bathroom (n)	/'bɑ:θru:m/	_____
bed (n)	/'bed/	_____
bedroom (n)	/'bedru:m/	_____
blinds (n)	/'blaɪndz/	_____
bookcase (n)	/'bʊk keɪs/	_____
bright (adj)	/'braɪt/	_____
carpet (n)	/'kɑ:pɪt/	_____
chest of drawers (n)	/'tʃest əv 'drɔ:z/	_____
clock (n)	/'klɒk/	_____
comfortable (adj)	/'kʌmfətəbl/	_____
cooker (n)	/'kʊkə(r)/	_____
cosy (adj)	/'kəʊzi/	_____
curtains (n)	/'kɜ:tɪnz/	_____
daily (adj)	/'deɪli/	_____
dining room (n)	/'daɪnɪŋ ru:m/	_____
dishwasher (n)	/'dɪʃwɒʃə(r)/	_____
extremely (adv)	/'ɪk'stri:mli/	_____
fairly (adv)	/'feəli/	_____
free time (n)	/'fri: taɪm/	_____
garage (n)	/'gærɑ:ʒ/	_____
garden (n)	/'gɑ:dn/	_____
hi-fi (n)	/'haɪ faɪ/	_____
kitchen (n)	/'kɪtʃɪn/	_____
lamp (n)	/'læmp/	_____
light (n)	/'laɪt/	_____
living room (n)	/'lɪvɪŋ ru:m/	_____
loft (n)	/'lɒft/	_____
mirror (n)	/'mɪrə(r)/	_____
next-door neighbour (n)	/'nekst dɔ:(r) 'neɪbə(r)/	_____
not very (adv)	/'nɒt 'veri/	_____
pretty (adj)	/'prɪti/	_____
quite (adv)	/'kwɑɪt/	_____
really (adv)	/'ri:əli/	_____
relaxing (adj)	/'rɪ'læksɪŋ/	_____
rug (n)	/'rʌg/	_____
sandy (adj)	/'sændi/	_____
shelves (n)	/'ʃelvz/	_____
shower (n)	/'ʃaʊə(r)/	_____
sink (n)	/'sɪŋk/	_____
sofa (n)	/'səʊfə/	_____
stool (n)	/'stʊ:l/	_____
study (n)	/'stʌdi/	_____
tidy (adj)	/'taɪdi/	_____
toilet (n)	/'tɔɪlət/	_____
tropical island (n)	/'trɒpɪkl 'aɪlənd/	_____
uncomfortable (adj)	/'ʌn'kʌmfətəbl/	_____
utility room (n)	/'ju'tɪləti ru:m/	_____
wardrobe (n)	/'wɔ:drəʊb/	_____
washing machine (n)	/'wɒʃɪŋ məʃi:n/	_____



## I

## Irregular verbs

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
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fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost

make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome
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pay	paid	paid
put	put	put

read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
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wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written