

COMPLETE

KEY
for Schools

Student's Book
without answers

Second edition

**STUDENT'S
PACK**

Includes Student's Book
without answers with Online
Practice and Workbook
without answers with
Audio Download



A2



WITH ONLINE
PRACTICE

David McKeegan

For the revised exam from 2020

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For the revised exam from 2020

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Map of the units

	Unit title	Reading and Writing	Listening	Speaking
1	Hi, how are you?	Part 2: Three English teenagers Part 6: an email	Part 1: Five short conversations	Part 1, Phase 1
2	We're going home	Part 1: signs and notices Part 7: a short story	Part 3: planning a party	Part 1, Phase 2
Vocabulary and grammar review Units 1 and 2				
3	Dinner time	Part 3: A young chef Part 5: completing a short text	Part 2: A cake competition	Part 2, Phase 1
4	I'm shopping!	Part 4: an article about Alek Wek Part 7: a short story	Part 5: a fashion show	Part 1, Phase 2
Vocabulary and grammar review Units 3 and 4				
5	It's my favourite sport!	Part 3: an interview with a young gymnast Part 6: an email	Part 4: short conversations or monologues	Part 2, Phase 1
6	Have you got any homework?	Part 2: Student life Part 5: completing short messages	Part 3: starting a new school	Part 2, Phase 2
Vocabulary and grammar review Units 5 and 6				
7	Let's go to the museum	Part 1: signs and notices Part 6: an email	Part 4: five short conversations	Part 2, Phase 1
8	Did you get my message?	Part 2: Three video makers Part 5: completing an email	Part 5: a computer fair	Part 1, Phase 2
Vocabulary and grammar review Units 7 and 8				
9	I love that film!	Part 4: Paddington Bear Part 7: a short story	Part 2: a music concert	Part 2, Phase 2
10	It's going to be sunny	Part 2: Holiday activities Part 5: completing a text	Part 1: five short conversations	Part 1, Phase 2
Vocabulary and grammar review Units 9 and 10				
11	I like to keep fit	Part 3: A young personal trainer Part 6: an email	Part 4: short conversations and monologues	Part 2, Phase 1
12	Have you ever been on a plane?	Part 1: signs and notices Part 7: a short story	Part 2: a park run	Part 1, Phase 2
Vocabulary and grammar review Units 11 and 12				
13	What's your hobby?	Part 3: A teenage Go player Part 6: an email	Part 3: Horse-riding lessons	Part 2, Phases 1 and 2
14	Keep in touch!	Part 4: Skywriting Part 5: completing a short text	Part 5: discussing website design	Parts 1 and 2
Vocabulary and grammar review Units 13 and 14				


Pronunciation	Vocabulary	Grammar
Word stress in numbers	Numbers Family members	Present simple Adverbs of frequency
Word stress: two-syllable words	Time Rooms Furniture	Present continuous <i>have got</i>
/s/, /z/, /ɪz/	School lunches Food phrases	Countable and uncountable nouns <i>How much / many: a few, a little, a lot</i>
/ɪ/ and /iː/	Clothes and accessories Adjectives Shops	Present continuous and present simple <i>too</i> and <i>enough</i>
schwa /ə/	Sports <i>do, play</i> and <i>go</i> with sports Nationalities	Comparatives and superlatives Prepositions of time (<i>at, in, on</i>)
/v/ and /f/	School subjects Classroom objects Education verbs	<i>have to</i> Object pronouns
Past simple -ed endings	Buildings Directions	Past simple Imperatives
<i>can / can't</i>	Technology verbs Music	Past continuous <i>can / can't, could / couldn't</i>
-ing forms	Suggesting, accepting and refusing Adjectives	Verbs with -ing or to infinitive The future with the present simple, present continuous and <i>will</i>
<i>going to</i>	What's the weather like? Places	<i>going to</i> <i>must / mustn't</i>
Sentences with <i>if</i>	Parts of the body What's the matter? (ailments)	First conditional <i>something, anything, nothing, etc.</i>
/ʃ/ and /tʃ/	Means of transport Vehicles Travel verbs	Present perfect <i>should / shouldn't</i>
/w/ /v/ /b/	Hobbies Adverbs Jobs	Present perfect with <i>for</i> and <i>since</i> <i>may / might</i>
Sentence stress	Communication verbs <i>-ed / -ing</i> adjectives	The passive Present perfect with <i>just, already</i> and <i>yet</i>

Introduction



Who this book is for

Complete Key for Schools is a stimulating and thorough preparation course for students who wish to take the **A2 Key for Schools exam** from **Cambridge Assessment English**. It teaches you the reading, writing, listening and speaking skills which are necessary for the exam, as well as essential grammar and vocabulary. For those who are not planning to take the exam in the near future, the book provides skills and language which are all highly relevant for school-age learners moving towards an A2 level of English.

What the Student's Book contains:

- **14 units for classroom study.** Each unit contains:
 - an authentic exam task taken from each of the three papers in the **Key for Schools exam**. The units provide language input and skills practice to help you deal successfully with the tasks in each part.
 - essential information on what each part of the exam involves, and the best way to approach each task.
 - a wide range of enjoyable and stimulating speaking activities designed to increase your fluency and your ability to express yourself.
 - grammar and vocabulary activities and exercises for the grammar and vocabulary you need to know for the exam. When you are doing these exercises, you will sometimes see this symbol: . These exercises are based on research from the Cambridge Learner Corpus and they deal with the areas which often cause problems for candidates in the exam.
 - **seven unit reviews.** These contain exercises which revise the grammar and vocabulary that you have studied in each unit.
 - **Speaking and Writing reference sections.** These explain the possible tasks you may have to do in the Speaking and Writing papers, and they give you examples and models together with additional exercises and advice on how best to approach these Speaking and Writing exam tasks.
 - a **Grammar reference section** which clearly explains all the main areas of grammar you will need to know for the **Key for Schools exam**. There are also practice exercises for all grammar points.
 - extra online resources to help you with grammar, vocabulary and exam preparation.

Also available are:

- **Downloadable audio online** containing listening material for the 14 units of the Student's Book plus material for the Speaking Bank. The listening material is indicated by coloured icons  in the Student's Book.
- A **Teacher's Book** containing:
 - **step-by-step guidance** for handling the activities in the Student's Book.
 - a number of suggestions for **alternative treatments** of activities in the Student's Book and suggestions for **extension activities**.
 - **Photocopiable recording scripts** from the Student's Book listening material.
 - **complete answer keys** including recording scripts for all the listening material. All sections of text which provide answers to listening tasks are underlined.
 - **14 photocopiable word lists** (one for each unit) containing vocabulary found in the units. Each vocabulary item in the word list is accompanied by a definition supplied by the corpus-informed *Cambridge Learner's Dictionary*.
 - **access to extra photocopiable materials online** to practise and extend language abilities outside the requirements of the **Key for Schools exam**.
- A **Workbook** containing:
 - **14 units for homework and self-study.** Each unit contains further exam-style exercises to practise the reading, grammar and vocabulary, which also uses information about common exam candidate errors from the Cambridge Learner Corpus .
 - **Vocabulary Extra** sections, at the end of each unit, which contain further revision and practice of the essential **Key for Schools exam** vocabulary in the Student's Book units.
 - downloadable audio online containing all the listening material for the Workbook.
- A **Test Generator** containing:
 - a grammar and vocabulary test at standard and plus levels of each of the 14 units in the Student's Book.
 - three Term Tests including grammar, vocabulary and exam tasks for: writing, speaking, listening and reading
 - an end of year test including grammar and vocabulary from all 14 units along with exam tasks for: writing, speaking, listening and reading.

A2 Key for Schools content and overview

Part/Timing	Content	Exam focus
1 Reading and Writing 1 hour	<p>Part 1: Discrete three-option multiple choice questions on six short texts.</p> <p>Part 2: Matching. There are three short texts with seven items. Candidates are asked to decide which text an item refers to.</p> <p>Part 3: Three-option multiple choice. Candidates read a text and are asked to choose the correct answer from five multiple-choice questions.</p> <p>Part 4: Three-option multiple-choice cloze. A text is followed by six questions. Candidates select the correct word from each question to complete the text.</p> <p>Part 5: Open cloze. Candidates complete gaps in one or two short texts.</p> <p>Part 6: Writing – short message</p> <p>Part 7: Writing – story</p>	<p>Part 1: Candidates focus on overall understanding of emails, notices and messages.</p> <p>Part 2: Candidates read for specific information and detailed comprehension.</p> <p>Part 3: Candidates read for detailed understanding and main ideas.</p> <p>Part 4: Candidates read and identify the appropriate word.</p> <p>Part 5: Candidates read and identify the appropriate word with the focus on grammar.</p> <p>Part 6: Candidates write a communicative note or email of at least 25 words.</p> <p>Part 7: Candidates write a narrative of at least 35 words describing the people, events and locations that are shown in three pictures.</p>
2 Listening approximately 30 minutes	<p>Part 1: Five short dialogues with three-option multiple-choice questions with pictures.</p> <p>Part 2: Longer dialogue. Five gaps to fill with words or numbers.</p> <p>Part 3: Longer informal dialogue with five three-option multiple-choice items.</p> <p>Part 4: Five three-option multiple choice questions on five short dialogues or monologues.</p> <p>Part 5: Matching. There is a longer informal dialogue. Candidates match five items with eight options.</p>	<p>Part 1: Candidates are expected to listen and identify key information.</p> <p>Part 2: Candidates are expected to identify and write down key information.</p> <p>Part 3: Candidates listen to identify specific information, feelings and opinions.</p> <p>Part 4: Candidates listen to identify the main idea, message, gist, topic or point.</p> <p>Part 5: Candidates listen to identify specific information.</p>
3 Speaking 8–10 minutes per pair of candidates	<p>Part 1 Phase 1: Each candidate interacts with the interlocutor, giving factual information of a personal nature.</p> <p>Part 1 Phase 2: A topic-based interview where the interlocutor asks each candidate two questions about their daily life.</p> <p>Part 2 Phase 1: A discussion based on topic-based artwork prompts. Candidates discuss the objects and activities in the artwork with each other.</p> <p>Part 2 Phase 2: The interlocutor leads follow-up discussion on same topic as Phase 1. Each candidate is asked two questions.</p>	<p>Part 1: Candidates focus on interactional and social language.</p> <p>Part 2: Candidates focus on organising a larger unit of discourse.</p>

1

Hi, how are you?



Starting off

- 1 What do you see in the photos?
- 2 Complete the conversation with phrases from the box.

Do you like school? I'm 13. Nice to meet you.
~~What's your name?~~

Thiago: Hey. (1) *What's your name?*

Sophie: My name's Sophie.

Thiago: I'm Thiago. (2)
 How old are you?

Sophie: (3)
 What about you?

Thiago: I'm 13, too. (4)

Sophie: Yes, I do!

- 3 Listen and check.



- 4 Work in pairs. Practise the conversation.
 Give true information about yourself.

Listening Part 1

Numbers

1 /P/ Word stress

Listen to the numbers. Underline the stressed part.

- | | |
|--------------------------|----------------------|
| 1 thirteen | <u>thirty</u> |
| 2 fourteen | forty |
| 3 fifteen | fifty |
| 4 sixteen | sixty |
| 5 seventeen | seventy |
| 6 eighteen | eighty |
| 7 a hundred and nineteen | a hundred and ninety |

Listen again and say the numbers.

Listen and circle the numbers you hear.

- | | | | |
|----|----|-----|-----|
| 13 | 30 | 17 | 70 |
| 14 | 40 | 18 | 80 |
| 15 | 50 | 119 | 190 |
| 16 | 60 | | |

Listen to the conversations. Write down the three numbers you hear in each conversation.

- 1 15
- 2
- 3

- You will hear five short conversations.
- You will hear each conversation twice.
- You must choose the correct picture.

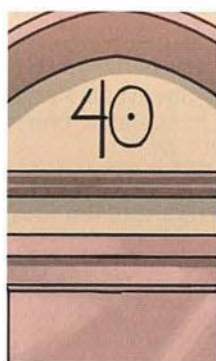
Exam advice

Read question 1, and say the numbers on the doors. Listen and choose the correct answer.

1 Where does Thiago live?



A



B



C

6 Read questions 2–5. Underline the key words. Then describe what you can see in the pictures.

2 Which is Lucy's family?



A



B



C

3 How much is the bag?



A



B



C

4 Which is the girl's bus?



A



B



C

5 Which is Charlotte's favourite photo?



A



B



C

7 Listen. For these questions, choose the correct answer. Then listen again and check.

Hi, how are you?

Grammar

Present simple

▶ Page 106 Grammar reference
Present simple

Rules

- 1 We use the verb *to be* to talk about age, nationality, etc.
My brother is 12.
- 2 We use the present simple to talk about things that are always true or things that happen regularly.
He's really good at football.
He lives in our street.

- 1 Look at the photos. Talk about Adrian and Marcia using words from the box. Then listen and check.

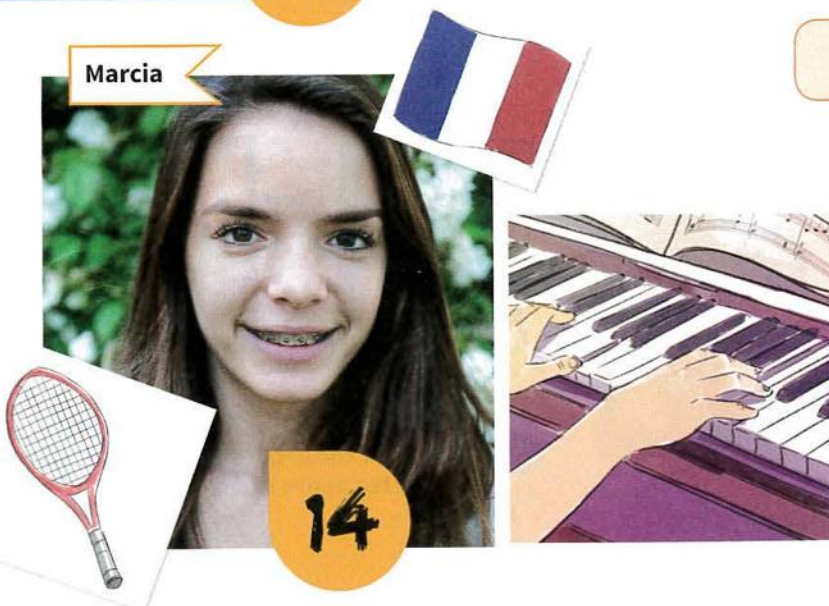
13 14 dancing France football
piano Poland tennis

Adrian is from Poland. He likes ...

Adrian



Marcia



- 2 Ask and answer questions with *Do ...?* and *Are ...?*

Do you like football?

Yes, I do.

Are you from France?

No, I'm not.

- 3 Complete the sentences with the correct present simple form of the verb in brackets. Use short forms.

My best friend's name (1) (be) Dexter. He (2) (not be) from England – he's from America. He (3) (love) sport, especially football. I (4) (not like) sport at all, but Dexter and I (5) (be) very good friends. We (6) (live) in the same street. Sometimes, I (7) (go) to his house and watch films. He (8) (not have) any brothers or sisters. His mum and dad (9) (be) really nice. They both (10) (work) at home. They (11) (be) a very happy family. Have you got a best friend?

- 4 Work in pairs. Take turns to tell your partner about one of these people. Then ask and answer questions about them. Use the ideas below.

best friend brother father
mother sister teacher

be funny? be tall?
do sport? like music?

My best friend is from Spain.
She lives in Malaga.

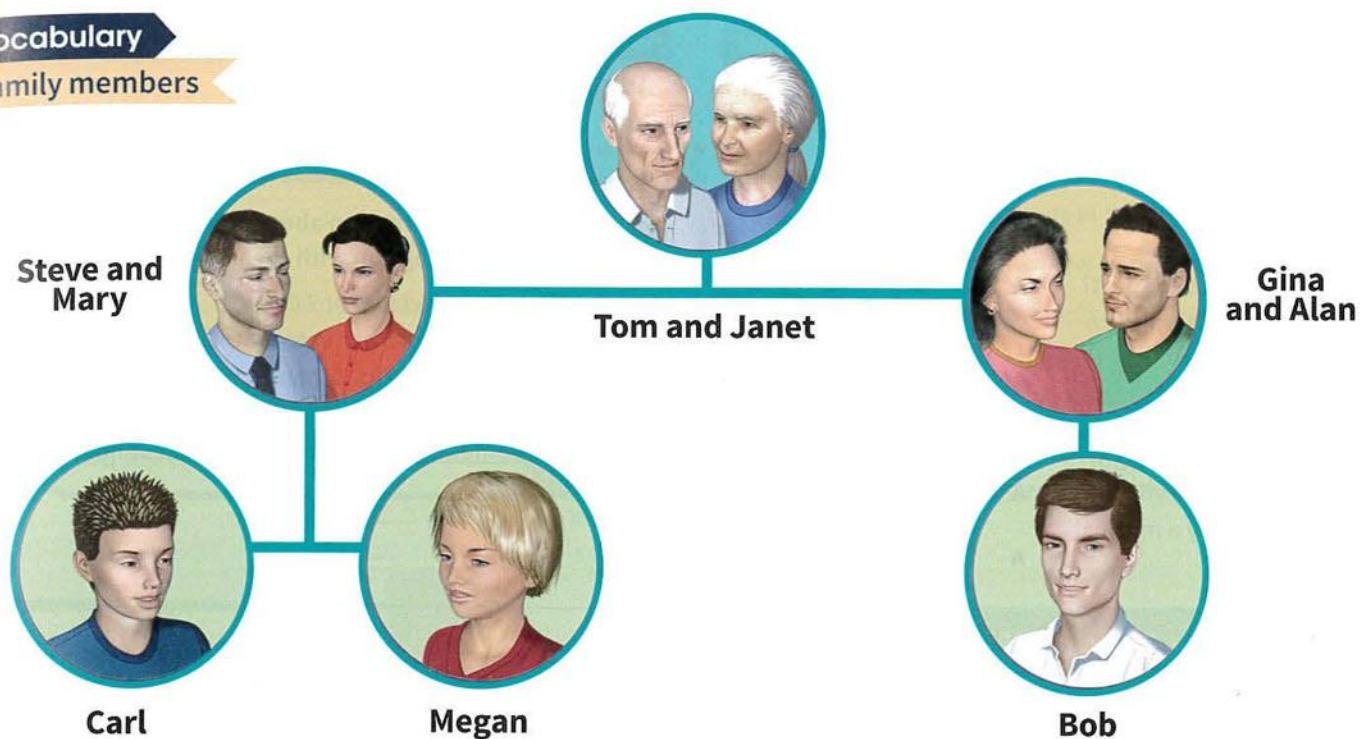
Is she funny?

Yes, she is.

Does she do any sport?

Vocabulary

Family members



- 1 Look at Carl's family tree.
Complete the sentences with words from the box.

aunt brother cousin daughter granddaughter
grandad ~~grandma~~ grandson husband sister
son uncle wife

- 1 Janet is Carl's grandma.
- 2 Tom is Carl's
- 3 Tom is Janet's
- 4 Janet is Tom's
- 5 Alan is Carl's
- 6 Gina is Carl's
- 7 Bob is Carl's
- 8 Carl is Steve and Mary's
- 9 Megan is Steve and Mary's
- 10 Megan is Carl's
- 11 Carl is Megan's
- 12 Bob is Tom and Janet's
- 13 Megan is Tom and Janet's

- 2 Work in pairs. Draw your family tree. Ask and answer questions about your partner's tree.

Who is Alejandro?

He's my uncle.

Reading Part 2

- There are three short texts about a similar topic, and seven questions.
- You must match each question with one of the texts.
- The questions are not in the same order as the information in the text.

Exam advice

- 1 Work in small groups. Discuss the questions.
Are you similar or different?

- How old are you?
- Do you like sport?
- Where do you live?
- Do you like music?
- Who do you live with?

- 2 Reading Part 2 often asks you to find information.
Look at these extracts. Who has a brother and sisters?

Ellie: I'm 12 and I live in a city with my parents, my two sisters, Mel and Sue, and my little brother, Mark.

Laura: I live with my mum and dad. I'm nearly 13 and I don't have any brothers or sisters.

Chloe: I'm 13 years old – two years older than my little sister, Monica. ... I don't have any brothers ... My dad is a mechanic. My mum isn't from England ...

Hi, how are you?

3 Look at the questions in Exercise 4 and underline the key words in each question.

4 For each question, choose the correct answer.

	Ellie	Laura	Chloe
1 Who has a <u>brother</u> and <u>sisters</u> ?	A	B	C
2 Who doesn't like sport?	A	B	C
3 Who says she wants to go to university?	A	B	C
4 Who is the oldest?	A	B	C
5 Who has a pet?	A	B	C
6 Who has a friend from another country?	A	B	C
7 Who can play a musical instrument?	A	B	C

THREE ENGLISH TEENAGERS

ELLIE

I'm 12 years old and I live in London with my parents, my two sisters Mel and Sue, and my little brother, Mark – oh, and our dog, Rufus! I'm the youngest girl in my family. Mel and Sue are both 19. They are at university. My best friend is called Stef. She's really funny and very good at playing the guitar. She's in a band. They're playing at the school party tonight.



LAURA

I live with my mum and dad in a small town in the north. I'm nearly 13. I don't have any brothers or sisters. My mum is a musician, and my dad teaches at the university. I hope to study there when I'm older. It's my birthday next week and I'm having a party. I'm inviting all my friends. We're having lunch then going to a football match. My best friend Anya is from Poland. She hates sport, but she'll still have fun!



CHLOE

I'm 13 years old – two years older than my little sister, Monica. I don't have any brothers. We live in a big family house in a village. I don't have any pets, but I'd really like a cat! My dad is a mechanic. My mum isn't from England. She's Spanish and she teaches languages at my school. Everyone in my family plays some kind of sport, but I don't like sports very much. All I play is my piano!



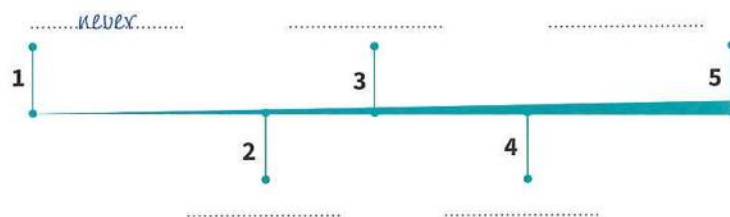
Grammar

Adverbs of frequency

▶ Page 107 Grammar reference
Adverbs of frequency

1 Look at this information about Ellie's week. Then complete the diagram with the underlined words.

- Ellie always gets up at 7.00 am.
- She usually does her homework in the evening.
- She is never late for school.
- She often goes shopping on Saturday.
- She sometimes does the washing-up at home.



2 Listen and complete the sentences about Stevie.

- Stevie always gets up at 8 o'clock.
- He does his homework in the morning.
- He is late for school on Mondays.
- He goes shopping on Wednesdays.
- He does the washing-up.

3 Complete the rules with **before** or **after**.

Rules

- Adverbs of frequency come the verb **to be**.
- Adverbs of frequency come other verbs.

4 Exam candidates often make mistakes with adverbs of frequency. Correct the mistakes in the sentences.

- I stay often at the beach. often stay
- You are welcome always in my home.
- I usually can go out with my friends on Saturdays.
- Our teacher forgets never our homework.
- My dad goes often to work by bus.
- I usually am a good student.

5 Write sentences about yourself.

am happy am hungry do sport
do the washing-up ride a bike walk to school

I am always happy on Saturdays. It's the weekend!

6 Work in pairs. Ask and answer **How often ...?** questions about your sentences from Exercise 5.

Speaking Part 1

▶ Page 146 Speaking Bank
Speaking Part 1

- There are two main parts in the Speaking paper.
- In Part 1, you will talk with the examiner for three or four minutes.
- The examiner will first ask you about your name, your age, and where you are from.

Exam advice



1 What things do you ask a person about when you meet them for the first time?

What's your name?

2 Match questions 1–6 with answers a–f. Then listen and check.

- 1 What's your name? *e*
- 2 Where are you from?
- 3 How old are you?
- 4 How many people are in your family?
- 5 Who in your family do you like spending time with?
- 6 How often do you meet your friends?

- a I'm from São Paulo. In Brazil.
- b There are five people.
- c I'm 13 years old.
- d I like spending time with my grandma.
- e My name is Gabriel Silva.
- f I meet them every day.

3 Work in pairs. Ask and answer questions 1–6 from Exercise 2.

Writing Part 6

▶ Page 139 Writing Bank
Writing Part 6

- There are two parts in the Writing test.
- First, you must write a note or an email.
- There are three points you need to write about.
- You must write 25 words or more.

Exam advice

1 Read this email. Underline the three points you need to write about.

Hi,
My name is Alex. I'm your new pen friend. I've got a little brother, and I love playing football. Have you got any brothers and sisters? What things do you like doing? What kind of music do you like?
Alex

2 Read two students' answers to the email. Which student answers all the points in Alex's email?

Hello Alex
My name is Juan. I've got three brothers and one sister. I love spending time with my friends and I enjoy sports. I like all kinds of music – but Taylor Swift is my favourite!
Juan

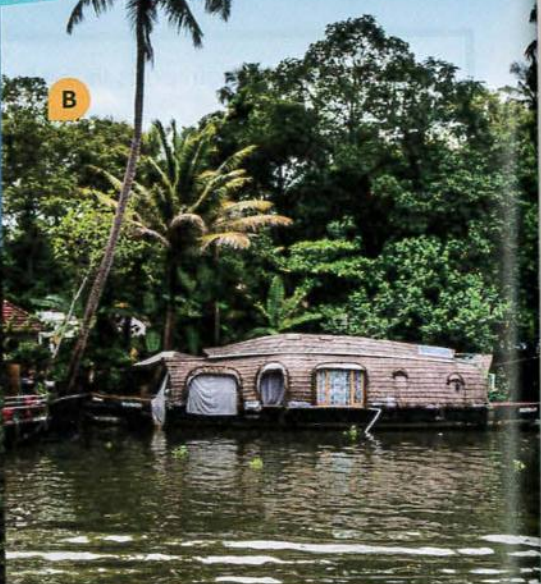
Hi Alex
Thanks for your email. My name is Stef and I am your pen friend. Tennis is my favourite sport. I love it. My mother doesn't like it.
Stef

3 Write your own answer to Alex's email. Write 25 words or more.

Hi, how are you?

2

We're going home



Starting off

- 1 What kind of home can you see in the photos? Which one would you like to live in? Why?
- 2 Work in pairs. Which homes do you think have these things?
a door a first floor a garage a gate a lift
a roof stairs a swimming pool windows
- 3 What kind of home do you live in? What does it have? Use words from Exercise 2.

Listening Part 3

- 1 Work in pairs. Look at the party invitation.
- 1 What kind of party is it?
- 2 What time does it start?
- 3 Where is the party?



Time

2 Listening Part 3 sometimes has a question about time. Look at the clocks. Match them to the times (1-6).

- 1 two o'clock
- 2 quarter past four
- 3 half past twelve
- 4 quarter to ten
- 5 twenty-five to three
- 6 ten past eight



- You will hear a conversation between two people.
- There are five multiple-choice questions.
- You must choose between three possible answers: A, B or C.
- The answers may be sentences, numbers or words.

Exam advice

3 For these questions, choose the correct answer. You will hear Jarred talking to his friend Gemma about a party.

- 1 How does Jarred feel about Jake's party?
A worried B excited C surprised
- 2 What time does the party start?
A 2.00 B 2.30 C 3.00
- 3 Rachel is Gemma's
A cousin B friend C brother
- 4 The party is at
A 14 Green Street B 24 Green Street C 40 Green Street
- 5 What sort of music does Jarred think is best for parties?
A pop B hip hop C rock

4 Do you like parties? What do you like doing at parties?

Grammar

Present continuous

▶ Page 108 Grammar reference
Present continuous

- 1 It's Jake's surprise party. Look at the picture. Are these things true (T) or false (F)?



- 1 Emily is eating a sandwich. *T*
- 2 Jenny is writing an email. *F*
- 3 Jarred is singing.
- 4 Suzy is wearing sunglasses.
- 5 Simon is enjoying the party.
- 6 Jake and Rachel are dancing.
- 7 Martin isn't taking a selfie.

- 2 Choose the correct option in *italics* to complete the rules.

Rules

- 1 We use the present continuous to talk about things that *are happening now / usually happen*.
- 2 We form the present continuous with *to be / to have* and the *-ing* form of the verb.

3 Correct the sentences.



1 He is sleeping. (play)

He isn't sleeping.
He's playing.

2 She is writing. (read)

3 She's watching TV.
(listen / to music)4 They're laughing.
(cry)

Vocabulary

Rooms

1 Label the picture of Jake's new house.

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



2 Listen. What room are they in?

4 Listen and tick (✓) the correct answers.

1 Is he running?

A Yes, he is. ✓

B No, he isn't.

2 Are they dancing?

A Yes, they are.

B No, they aren't.

3 Is she typing?

A Yes, she is.

B No, she isn't.

4 Is he playing?

A Yes, he is.

B No, he isn't.

5 Are they singing?

A Yes, they are.

B No, they aren't.

5 Complete the questions. Write true answers.

1 Are you sleeping?

No, I'm not.

2 you sitting down?

3 your friends sitting near you?

4 your teacher helping you?

5 it raining?

6 Student A, look at the picture on Page 149. Student B, look at the picture on page 150. What is different? Ask and answer questions.

What's David doing in your picture?

2

Listen. What room are they in?

3

Work in pairs. Take turns to say what you are doing. Your partner tries to guess what room you are in.

Reading Part 1

1

Mum, I'm in my bedroom and I'm studying. Can we have dinner at 8 o'clock after I finish all my homework? Thanks. Ben

- A Ben wants to do his homework in the dining room.
- B Ben doesn't want dinner before he finishes his homework.
- C Ben has got a lot of homework and doesn't want any dinner.

2

Hi Steve,
I've got the present for Miguel. It cost \$12, so can you give me half of that when you see me?
Thanks,
Chloe

3

Hi Angela,
Our swimming lesson is at 3 o'clock instead of 3.30. Mum can pick us up at 2.50. Don't forget your swimming hat, Dan.

4

Seavista Restaurant

Opening this weekend. Free food for children

5

Toby, Julie's party starts at 5pm, but we have football then. We can go afterwards at about 6pm. Let me know what you think. Kyle.

6

IMPORTANT NOTICE.

Class 5C English is in Room 4 today.
(2.25 start, as usual)

- 1 Work in pairs. Look at the messages in Exercise 2. Where are they (in a restaurant, on a phone, etc.)?
- 2 For each question, choose the correct answer.

- You will read short messages (short emails, text messages, notices, emails or labels).
- There are three options. Choose the option which means the same as the short message.

Exam advice

Chloe wrote this message because

- A she wants to borrow money to buy a present.
- B she needs ideas about what present to buy.
- C she wants to share the cost of a present.

Dan wants Angela to

- A take him to swimming classes.
- B be ready earlier than usual.
- C meet him at the pool.

- A The restaurant is old.
- B The restaurant has great food.
- C Guests don't have to pay for children's meals.

What should Toby do now?

- A Tell Kyle if he agrees to go to the party late.
- B Find out what time the party begins.
- C Ask Julie if he can come to the party.

- A This lesson is in a different place today.
- B This lesson is not happening today.
- C This lesson begins a bit later today.

Grammar

have got

► Page 109 Grammar reference
have got

1 Match the sentences with the pictures.

- 1 I've got the present for Miguel.
- 2 Ben has got a lot of homework.

2 Choose the correct option in *italics*.

- 1 I *have got* / *has got* blue eyes.
- 2 My dad *hasn't got* / *haven't got* dark hair.
- 3 *Have* / *Has* you got a big bedroom?
No, I *haven't* / *hasn't*.
- 4 I *hasn't* / *haven't* got a desk in my room.
- 5 *Have* / *Has* your brother got a new smart phone?
Yes, he *have* / *has*.
- 6 This is my cat. It *has* / *have* got a long tail.

3 Write five true or false sentences. Read them to your partner. Guess if they are true or false.

I've got four brothers.

False! You haven't got four brothers.

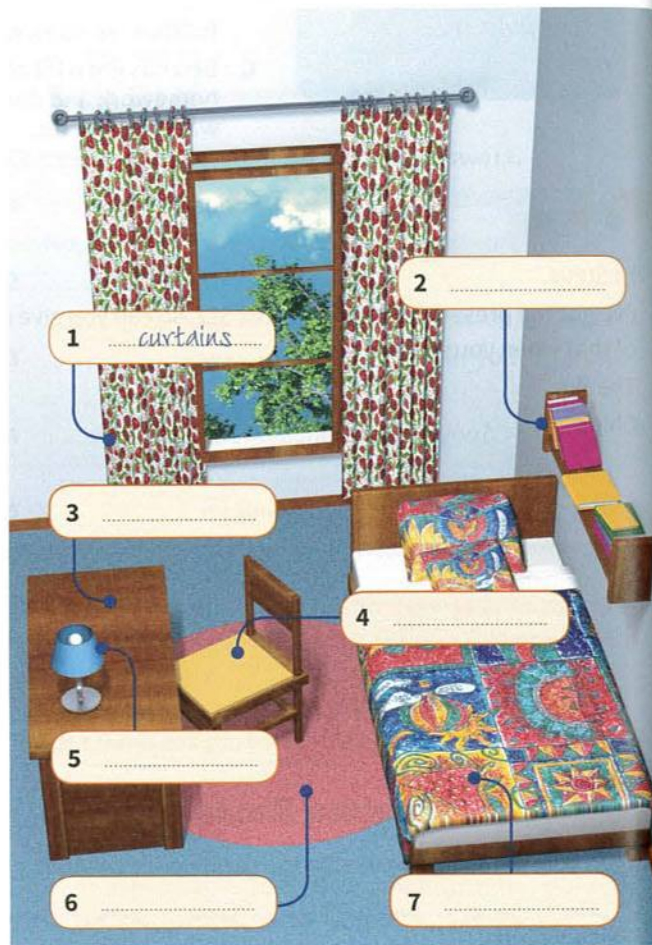
Yes, I have. It's true!

Vocabulary

Furniture

1 Label the picture.

bed bookshelf carpet chair curtains
desk lamp



2 /P/ Word stress (two-syllable words)

Listen to the words. Underline the stressed parts.

bedroom	curtain
bookshelf	kitchen
carpet	table

3 Listen again and repeat the words.

4 Write sentences to describe your room. Practise saying them to your partner.

I've got red curtains in my bedroom.

Speaking Part 1

▶ Page 146 Speaking bank
Speaking Part 1

- In the second part of Speaking Part 1, the examiner will ask two questions about a topic.
- Then, the examiner will say *Please tell me something about ...*. You should say at least three things.

Exam advice

1 Listen to two students doing Speaking Part 1.

- 15
- 1 What does the examiner want to know?
 - 2 How many things does each student say?
 - 3 Which student gives the best answer?

2 Write three true things for each answer.

- 1 Please tell me something about your **school**.

It's a big school. It's got a swimming pool.

I like it.

- 2 Please tell me something about your **English teacher**.

His/Her name is

- 3 Please tell me something about your **favourite hobby**.

My favourite hobby is

- 4 Please tell me about a nice day you spent with your **family**.

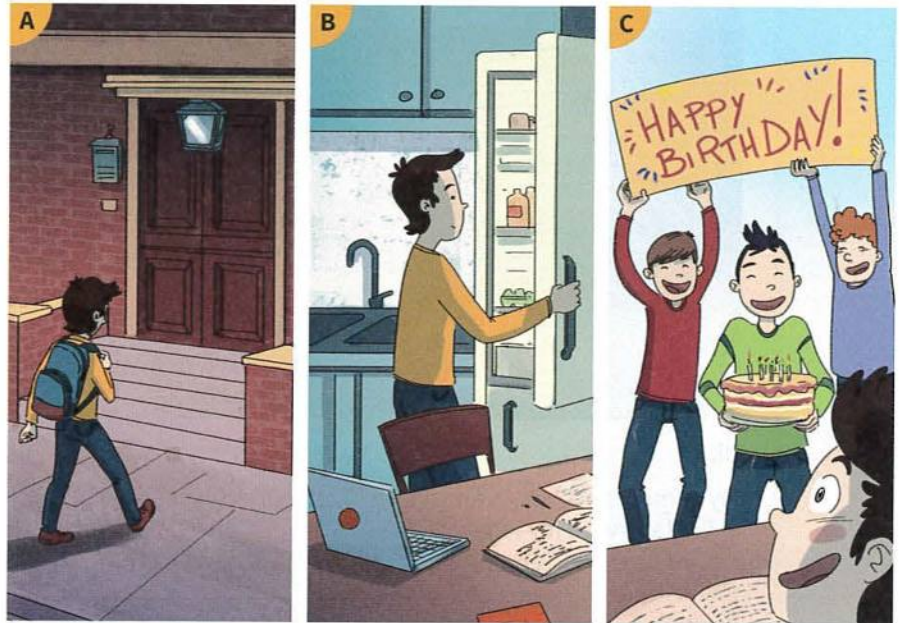
Writing Part 7

▶ Page 141 Writing bank
Writing Part 7

- There are three pictures.
- You must write a short story.
- You must write 35 words or more.

Exam advice

1 Work in pairs. Look at the pictures. Write down things you can see.



2 Discuss the questions.

Picture 1

- What do you want to call the boy?
- How old is he?
- Where is he?

Picture 2

- Where is the boy?
- What is he doing?

Picture 3

- Who can you see?
- How does the boy feel?
- What are they doing?

3 Read these ideas for picture 1. Which idea do you like best? Why?

- 1 This is Jack. He is 13 years old.
- 2 One day, Jack walks home from school.
- 3 Jack is walking home from school.

4 Finish writing the story.

3 Work in pairs. Discuss the topics from Exercise 2.

Grammar

- 1 Complete the email with the present simple form of the verbs in brackets.



Hi,

My name (1) *is* (be) Carla. I (2) (live) in England with my family. I (3) (have) a brother called Sam. I (4) (not have) any sisters. I (5) (love) dancing. Sam (6) (love) sports, but he (7) (not like) school. I think school (8) (be) OK, but I (9) (not like) sports. My parents (10) (be) teachers. They (11) (not work) at our school. I (12) (be) happy about that!

Write soon!

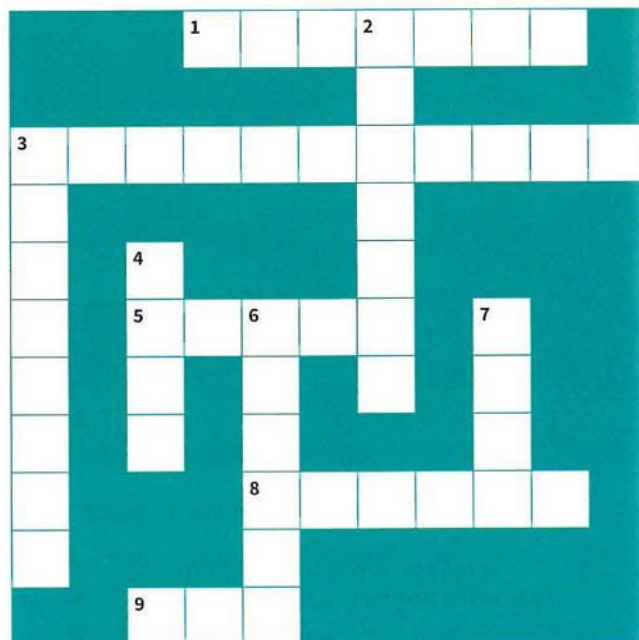
Carla

Vocabulary

- 3 Complete the number lists.

- 1 three, four, five, six, *seven*, eight, nine
- 2 eight, ten,, fourteen, sixteen
- 3 ninety,, seventy, sixty, fifty
- 4 twenty,, thirty, thirty-five, forty
- 5 thirteen, twelve,, ten, nine, eight
- 6 one hundred, one hundred and ten,, one hundred and thirty
- 7 twenty-two, thirty-three,, fifty-five
- 8 three, six, nine, twelve,, eighteen

- 4 Complete the crossword with family members.



Across

- 1 My father is my mother's ...
- 3 My mother's mother.
- 5 My dad's brother.
- 8 My parents' daughter.
- 9 My brother is my mother's ...

Down

- 2 My parents' son.
- 3 My brother is my grandfather's ...
- 4 My mother's sister.
- 6 My uncle's daughter.
- 7 My mother is my father's ...

- 2 Put the frequency adverbs in the correct place.

never

- 1 I am *^* late for school. (never)
- 2 We go shopping in the evening. (often)
- 3 My dad has breakfast at 7.30 am. (usually)
- 4 Dan does the washing-up. (never)
- 5 Do you do your homework in the morning? (often)
- 6 I watch TV in the evenings. (sometimes)
- 7 Maths lessons aren't fun. (usually)
- 8 Soraya is happy! (always)

Grammar

1 Put the words in the correct order.

1 three brothers / has / Greg / got

Greg has got three brothers.

2 haven't / your / I / got / pen

3 got / All my friends / laptops / have

4 black hair / My grandfather / got / hasn't

5 got / You / a nice room / have

6 you / my book / Have / got ?

7 got / a car / We / haven't

8 sister / a big desk / got / Has / your ?

2 Look at the pictures. What are the people doing? Write sentences using words from the box.

laugh listen to music play football
read a book swim write a story



1 *She's listening to music.*



2



3



4



5



6

Vocabulary

3 Look at the clocks. Write the times.



1 *quarter to four*



2



3



4



5



6

4 Put the words in the correct order to make words for rooms and furniture.

Rooms

1 LAHL *hall*

2 MOTHBORA

3 THICNEK

4 MOREBOD

Furniture

5 DEB

6 SKED

7 HARC

8 BETAL

3

Dinner time



Starting off

- 1 Work in pairs. What types of food can you see in the photos? Write down the English words that you know.

fruit and
vegetables

meat and
fish

dairy

other types
of food

- 2 Which food in the photos do you like best? Which is healthy?
- 3 What is your favourite meal? Find someone in your class who has the same favourite meal as you.

Reading Part 3

- Reading Part 3 tests your understanding of a long text.
- There are five multiple-choice questions.
- You must choose between three possible answers: A, B or C.

Exam
advice

- 1 Work in pairs.
 - Do you know any recipes?
 - Do you help in the kitchen? What do you do?

recipe (noun) a set of instructions telling you how to prepare and cook food, including a list of what food you need for this

Young chef

14-year-old Marc Weiner has his own cooking show on TV.

Marc, when did you start cooking?

I started helping my mum in the kitchen when I was six. I made her coffee – it was terrible! I was seven when I made my first meal – a pizza with four different kinds of cheese.

Do you have a favourite recipe?

It's hard because I have so many. The easy ones are fun – things with pasta, tomatoes and onions. My favourites are the ones that include fish. There are so many different things you can do!

What do your parents think of your cooking?

When I won my first competition, my mum and dad understood that I was a real chef. They're glad that they don't have to make dinner every night, and they enjoy my food – usually! But, you can't make everyone happy all the time.

What's the best way to get good at cooking?

First, I threw away some of what I made because it was no good – that's how you learn. Then, I did it differently the next time. You need to practise, so if you know a chef, ask if you can help them in the kitchen sometimes.

Finally, what's it like being on TV?

It's interesting. I'm actually a very quiet person, so I'm amazed that I really enjoy myself making the shows. They're watched by millions, but I still find it strange when people I don't know say hello to me in the street.



Vocabulary

School lunches

1 Label the lunches with the words from the box.

apple banana biscuits cake cheese chicken
ice cream lemonade orange juice
~~sandwiches~~ salad rice water



- | | |
|------------------|-------|
| 1 ..sandwiches.. | 8 .. |
| 2 .. | 9 .. |
| 3 .. | 10 .. |
| 4 .. | 11 .. |
| 5 .. | 12 .. |
| 6 .. | 13 .. |
| 7 .. | |

2 Listen to three students talking about their school lunches. Match the names with lunches A-C in Exercise 1.

Becky
Murray
Tina

3 Work in pairs. Say what you have for lunch at school. Use adverbs of frequency (*always, usually, sometimes, etc.*).

4 /p/ /s/, /z/, /z/

Listen and underline the end-of-word -s in each word. Notice how they sound different.
Murray likes his mum's chicken sandwiches.

5 Listen and complete the table with words from the box.

apples chips dishes fridges onions wants

/s/	/z/	/z/
likes	mum's	sandwiches

2 For each question, choose the correct answer.

- How old was Marc when he started cooking?
 - four
 - six
 - seven
- Marc says that his favourite recipes
 - use one kind of food.
 - are easy to make.
 - include a variety of vegetables.
- What does Marc say about his parents?
 - They are happy that he wins prizes for cooking.
 - They get bored of cooking the same things.
 - They don't always like his cooking.
- What does Marc think is the best way to improve?
 - Cook every day.
 - Go to cooking classes.
 - Learn from your mistakes.
- How does Marc feel about having a TV show?
 - happy that he is now famous
 - surprised at how much fun it is
 - excited by talking to so many people

Grammar

Countable and uncountable nouns

▶ Page 110 Grammar reference
Countable and uncountable nouns

- 1 Mia and Noah are shopping for food. Look at what they've got in their shopping baskets and read the statements. Whose basket is full of countable food? Whose is full of uncountable food?

A



B



Mia: I've got some cheese, butter, orange juice and chocolate in my basket.

Noah: I've got three tomatoes, an onion, four carrots, and six eggs in my basket.

- 2 Complete the rules with *Countable* or *Uncountable*.

Rules

- nouns do not take *a/an* or a number.
- nouns have a singular and a plural form.
- nouns do not have a plural form.
- nouns can take *a/an* or a number.

- 3 Complete the table with the words from the box.

biscuit bread ~~burger~~ chips grape
milk rice tea

countable

burger

uncountable

bread

- 4 Read the conversation. Then complete the rules with *some* or *any*.

Noah: Hi Mum, it's Noah. I'm in the supermarket. Have we got any cheese in the fridge?

Mum: Let me see... yes, we've got some cheese.

Noah: Have we got any lemons?

Mum: No, we haven't got any lemons. Can you get two or three, please?

Noah: Sure. Would you like me to get some chocolate?

Mum: No, thanks. But could you get some biscuits?

Noah: OK.

Rules

- We usually use in positive sentences, offers and requests.
- We usually use in negative sentences and in questions.

- 5 Complete the conversation with *a/an*, *some* or *any*. Then listen and check answers.

Mia: Dad, I'm hungry.

Dad: Would you like (1) apple?

Mia: No, thanks. I don't like apples. Can I have (2) cheese?

Dad: No, we haven't got (3), I'm afraid.

Mia: Have we got (4) biscuits?

Dad: Oh yes. There are (5) in the cupboard.

Mia: Great! I'll have (6) biscuit, then!

Dad: Me too!

- 6 Exam candidates often make mistakes with *a/an*, *some* and *any*. Correct the mistake in each sentence.

- Can I have a orange?
- On Sundays, we have great time together.
- I start a work at eight o'clock.
- I bought a black trousers and a pink T-shirt.
- Don't forget to buy a milk.
- Do you know shops near here?

- 7 Work in pairs. Choose three things to eat and three things to drink from this section. Write them on a piece of paper. Take turns to offer your partner something.

Would you like some milk?

No, thanks. I don't like milk. Have you got any ... ?

Listening Part 2

- 1 How often do you eat cake? Do you eat it when you have a special day?



- In Listening Part 2, you will hear one person.
- There are five questions and an example.
- You must write five pieces of information to complete the notes.
- The information can be a number, time, date, word or spelling.

Exam advice

- 2 Match questions 1–5 in Exercise 3 with the answers (a–f).

- a a day or date 0 d number
b food e time
c a person's name f prize

- 3 For these questions, write the correct answer in each gap. You will hear a teacher talking to her class about a cake competition. Write one word or a number or a date or a time.

Cake Competition

When: (0) Monday 3rd May

Time: (1)

Where: (2) Room number

Cakes must include: (3) flour, butter, sugar and

More information from: (4) Mrs

Prize: (5)

Grammar

How much / many; a few a little a lot of

▶ Page 111 Grammar reference
How much / many; a few; a little; a lot of

- 1 Mia wants to enter the cake competition. Listen and complete the conversation with words from the box.

a few (x2) a little a lot much ~~many~~

Mia: I want to make a cake for the cake competition.

Dad: What do you need?

Mia: Let's see ... eggs.

Dad: How (1) many do you need?

Mia: Just (2)! Three, I think.
I also need (3) milk for my recipe.

Dad: How (4) do you need?

Mia: I don't need (5) of milk. Just half a cup. And it's a lemon cake, so I think I'll need (6) lemons.

Dad: Really? How (7)?

Mia: Let me see – oh, actually I only need one.

- 2 Which phrases from Exercise 1 can we use with countable nouns? Which can we use with uncountable nouns?

- 3 Choose the correct options in *italics*.

1 A: How *many* / *much* chocolate have we got?

B: We've got *much* / *a lot of* chocolate left.

2 A: How *many* / *much* juice is in the fridge?

B: Just *a little* / *a few*. Leave some for me.

3 A: How *many* / *much* apples do you eat in a week?

B: *A few* / *A little*. About three.

4 A: How *many* / *much* brothers have you got?

B: I've got seven.

A: That's *a little* / *a lot of* brothers!

5 A: How *many* / *much* sandwiches do you want?

B: Just *a few* / *a little*, please. I'm not very hungry.

- 4 Work in pairs. Ask questions with *How much/many*. Use the ideas in the table and *a few, a little, a lot of*.

How many aunts and uncles have you got?

I've got a lot of aunts, but I haven't got any uncles.

have got?	eat	drink?
friends	fruit	milk
books	biscuits	bottles of water
music	chocolate	tea

Vocabulary

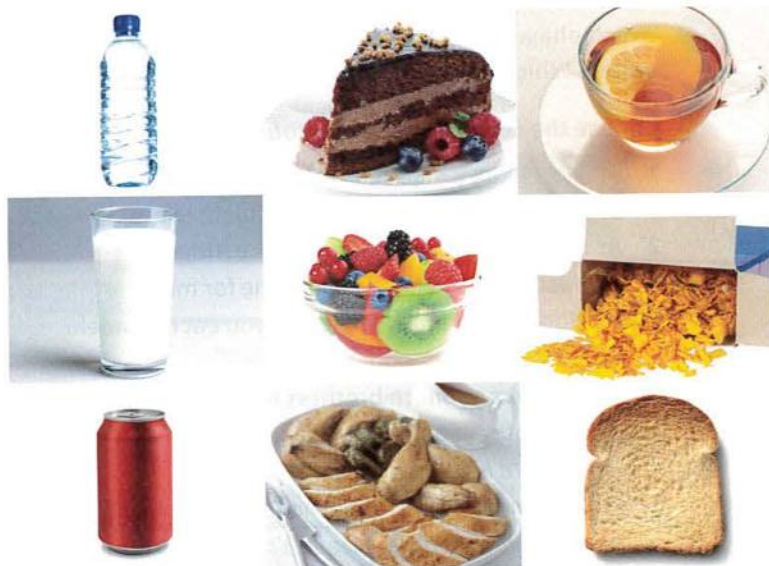
Food phrases

- 1 Look at the menu. What would you like to eat and drink?



- 2 Listen to three people talking about breakfast. Write B (Becky), T (Tina) or M (Murray) next to each menu item.

- 3 Look at the photos. Use the words in the circles to say what you can see.



a plate
bowl box
slice cup can
glass
bottle

of

bread
tea cereal
fruit meat cola
cake water
milk

Reading Part 5

- 4 How many other food phrases can you make?
a bowl of cereal, a cup of coffee ...
- 5 Work in pairs. Tell your partner what you usually have for breakfast.

I usually have a slice of toast and ...

- You must complete a short email or message.
- There are six missing words.
- You must write one word in each space.
- You must spell the word correctly.

Exam
advice

- 1 Read the text below quickly. What kind of text is it?
- 2 Work in pairs. Look carefully at the words before and after each gap. What kind of word fits each gap?
- a verb, e.g. *know, like, be ...*
 - a quantifier, e.g. *many, a few, a little*
 - a preposition, e.g. *on, of, at ...*
 - a pronoun, e.g. *I, you, me ...*
 - a question word, e.g. *When, What, How ...*
- 3 For each question, write the correct answer. Write one word for each gap.

Hi Sue,

It's my birthday (0) *on* Friday. Would you (1) to come to my house for dinner? My parents say I can invite a (2) friends. Tom and Sophie (3) coming. It's going to be fun! (4) time can you get to my house?

You don't have to bring anything. There will be lots (5) cake and lemonade!

I hope you can come. Please call me (6) my phone when you have time.

Love,

Teri

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

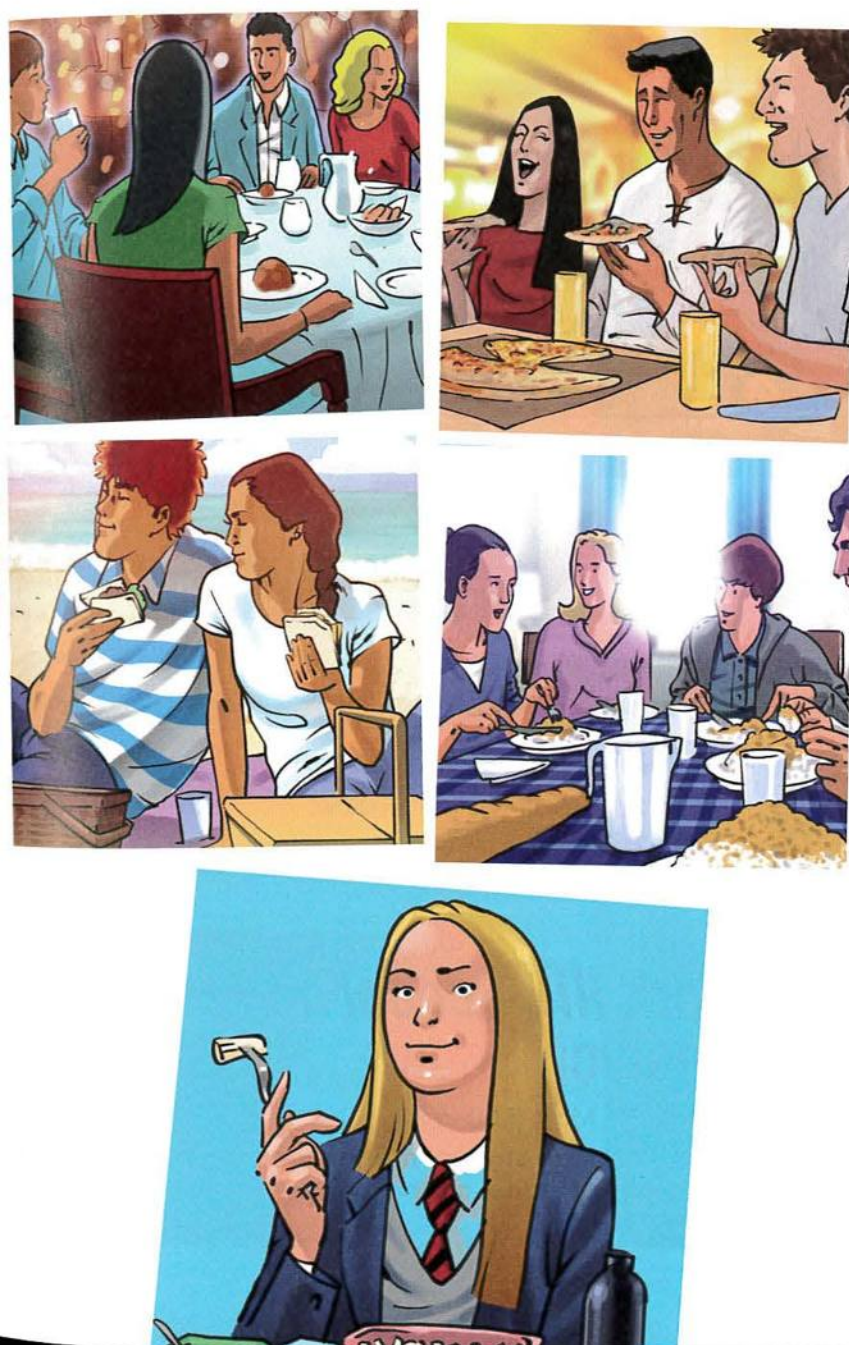
- In Speaking Part 2, you must talk to your partner.
- The examiner gives you some pictures and a question.
- You and your partner talk together for about two minutes.

Exam
advice

1 Work in pairs. Which things can you see in the pictures?

beach home fast food place restaurant school

Do you like eating in these different places?



2 Now listen to two students talking about one of the pictures. Which picture are they talking about?

3 Write one question about each picture. Use *Do you like ... ?* and *Do you think ... ?*

Do you like eating in restaurants?
Do you think picnics are fun?

4 Look at this part of the conversation and complete the rules.

A: Do you like eating in restaurants?

B: Yes, I do.

A: Why?

B: Because restaurants have usually got different kinds of food. What do you think?

A: I don't like restaurants.

B: Why not?

A: Because ...

Rules

- 1 We use *Why / Why not* to ask follow-up questions to **positive** statements.
- 2 We use *Why / Why not* to ask follow-up questions to **negative** statements.

5 Write *Why?* or *Why not?* after each statement.

- 1 I don't like fast food. ... *Why not?* ...
- 2 I think picnics are fun.
- 3 My brother doesn't like school lunches.
- 4 I love my grandparents' cooking.
- 5 I don't like British food.

6 Work in pairs. Ask your questions from Exercise 3. Ask follow-up questions like *Why? / Why not?*

7 Look again at the pictures from Exercise 1. Which do you think is the best place to eat?

4

I'm shopping!



Starting off

Clothes and accessories

1 Look at the pictures. Where are the people?

2 Match the words (1-12) with the clothes in the pictures.

- | | |
|----------|---------------|
| 1 belt | 7 shirt |
| 2 boots | 8 shoes |
| 3 dress | 9 coat |
| 4 hat | 10 trousers |
| 5 jacket | 11 sweater |
| 6 jeans | 12 sunglasses |

3 Work in pairs.

- How often do you go shopping for clothes? Do you like it? Why? / Why not?
- Where do you usually buy your clothes?
- Do you wear a school uniform?
- What do you usually wear at the weekend?
- What's your friend wearing today?

Listening Part 5

1 Look at the information below.

- Where is the fashion show?
- Where do the clothes come from?
- Who are the models?

Park Hill School Fashion Show

Tickets

£5

Friday 5th May, 5.30-6.30

Come and see student models wearing the latest fashions from local clothes shops.

- 2 Listen to the first part of a conversation. Which item of clothing is Pip wearing?

- You must match the things in the list on the right (A-H) with the words or names in the list on the left (1-5).

- Two of the words in A-H are not used.

Exam advice

- 3 For these questions, choose the correct answer. You will hear Pip and Sara talking. What is each person wearing?

Then listen again and check.

People		Clothes
0 Pip	<input type="checkbox"/>	A belt
1 Ben	<input type="checkbox"/>	B boots
2 Amy	<input type="checkbox"/>	C coat
3 George	<input type="checkbox"/>	D dress
4 Alice	<input type="checkbox"/>	E hat
5 Katy	<input type="checkbox"/>	F jacket
		G jeans
		H sweater

Grammar

Present continuous and present simple

Page 112 Grammar reference
Present continuous and present simple

- 1 Read the online chat. Underline the present continuous verbs, and circle the present simple verbs.

George Jones
is enjoying the school fashion show. 😊

Jake Thomas
Cool. Are you a model? Or are you watching?

George Jones
I'm a model!

Madison Green
What are you wearing, George?

George Jones
I'm wearing a suit. Look.

Jake Thomas
Ha ha! You look funny. Now I know why you usually wear jeans and a T-shirt.

Madison Green
I think you look great, George.

- 2 Match rules 1-3 with examples a-c.

Rules

- We use the present simple to talk about things and actions that happen a lot, or usually.
 - We also use present simple verbs to talk about states that don't change (not actions).
 - We also use the present continuous to talk about things that are happening now.
- a I'm wearing a suit.
b You usually wear jeans and a T-shirt.
c I think you look great.

- 3 Choose the correct option in *italics*.

- Listen! Olivia *plays* / *is playing* the guitar.
- I *don't usually wear* / *'m not usually wearing* jeans.
- Do you know* / *Are you knowing* my sister?
- We *have* / *'re having* a great time on holiday this week.
- I *don't understand* / *am not understanding* this.
- Bella can't speak now. She *has* / *is having* her dinner at the moment.

- 4 Complete the questions.

- What music / you / usually / listen to ?
What music do you usually listen to?
- your dad / often / wear / jeans ?
- you / enjoy / this exercise ?
- What time / you / usually / go to bed ?
- What / you / think about / at the moment ?
- What / the teacher / do / now ?

- 5 Work in pairs. Ask and answer the questions.

What music do you usually listen to?

I usually listen to pop music.



I'm shopping!

Vocabulary

Adjectives

- 1 Match the adjectives with their opposites.

dirty expensive light new short small

cheap clean dark large long old

dirty — clean

- 2 Complete the sentences with adjectives from Exercise 1.



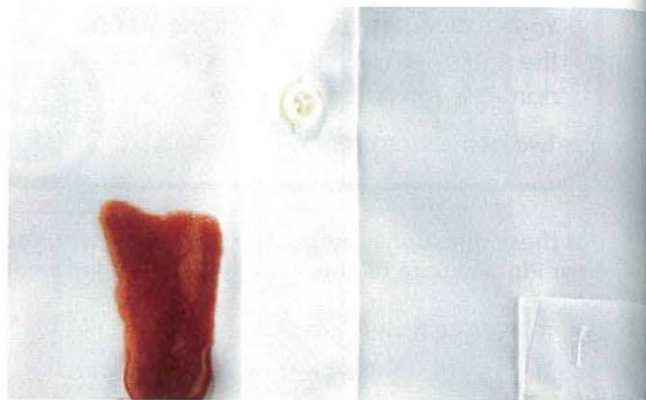
- 1 My jacket was only €3. That's very*cheap*..... !



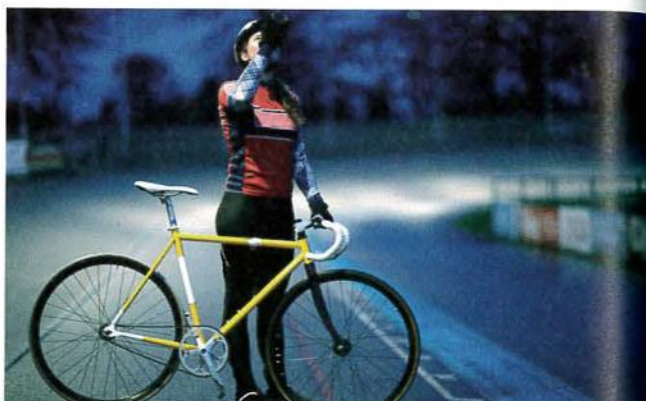
- 2 These gloves are very I need new ones.



- 3 I can't put this sweater on. It's really



- 4 This shirt is



- 5 When you ride your bike at night, it is not safe to wear colours.



- 6 €30 for a pair of socks? That's !

- 3 Look around the room. Write three true sentences and one false sentence about what you see. Use adjectives from Exercise 1.

The teacher is wearing a new jacket.

Reading Part 4

- 1 Look at the photos of Alek Wek. Who do you think she is? What is she doing?
- 2 Read the article below quickly and answer the questions.
 - 1 Where is Alek Wek from?
 - 2 Where did she study?
 - 3 What does she do now?

- Reading Part 4 mostly tests vocabulary.
- You must complete a short text.
- You must choose the correct answer (A, B or C) for each space.

Exam
advice

Alek Wek

Alek Wek was born in South Sudan in 1977. She had a (1) life there because there was a war. At the (2) of 14, she left her family in Sudan and moved to London to live with her sister.

Alek learned English very (3) She was a good student, and she also worked hard after school to (4) money which she sent home to her mother. When she was eighteen she went to college and studied fashion, technology and business.

She was very (5) and one day a person from a model agency saw her in the street and asked her to work for them. It wasn't (6) before she became a rich and famous model. Now she works to help people in South Sudan.

- 3 Look at the sentences in the article about Alek Wek. Try to fill the gaps without looking at options A, B or C. Use these questions to help you.

Gap 1: Do you think her life was *easy*?

Gap 2: What word do you use to say *how old* someone is?

Gap 3: Do good students learn *slowly*?

Gap 4: What word do you use to *get* money by working?

Gap 5: Think of a word that goes with *very*.

Gap 6: Think of a word that is about time.

- 4 Read the article about Alek Wek again. For each question, choose the correct answer.

- | | | |
|---------------|-------------|-------------|
| 1 A difficult | B heavy | C wrong |
| 2 A age | B year | C time |
| 3 A early | B quickly | C already |
| 4 A earn | B win | C pay |
| 5 A excellent | B favourite | C beautiful |
| 6 A far | B long | C wide |



I'm shopping!

Grammar

too and enough

▶ Page 112 Grammar reference
too and enough

- 1 Read and listen to a conversation in a shop. Complete the conversation with one word in each gap.



Girl: Oh dear. I think this hat is too
(1)
Assistant: You're right. It isn't (2)
enough for you.

- 2 Complete the rules with **too** or **enough**.

Rules

- 1 We use before the adjective.
2 We use after the adjective.

- 3 Complete the sentences with an adjective from the box and **too** or **enough**.

clean ~~cold~~ expensive fast heavy old

- Look at the snow! It's too cold to go out today.
- Sam is only 12. She isn't to drive a car.
- I can't carry this. It's
- He isn't to win this race.
- I can't buy that jacket because I've only got £10.
It's
- You can't wear those jeans. They aren't

- 4 Work in pairs. Imagine you want to buy a birthday present for your friend. Use **too** or **(not) enough** to say what is wrong with these ideas.

a banana a horse a house a new laptop

I want to buy a horse for my friend.

No, a horse is too big.

Vocabulary

Shops

- 1 Where can you buy the things in the pictures?

bookshop chemist department store supermarket

A



B



C



D



- 2 What other things can you buy in these shops?

- 3 Work in pairs. How often do you visit these shops? What do you usually buy there?

- 4 /p/ /t/ and /i:/

Listen to this sentence. Underline the /t/ sounds and circle the /i:/ sounds.

We like the cheese shop. It's next to the chemist.

- 5 Listen to these words. Underline the two words which have the same /t/ or /i:/ sound.

- | | | |
|--------------------|-----------|---------|
| 1 free | expensive | clean |
| 2 jeans | jacket | T-shirt |
| 3 department store | swimsuit | cheap |
| 4 aspirin | beans | big |

Speaking Part 1

▶ Page 146 Speaking bank
Speaking Part 1

- Listen carefully to the questions.
- Try to give full answers.

Exam advice

1 Read the exam questions. What words do you think go in the gaps? Listen and check.

- Now, let's talk about (1)
What clothes do you wear at the (2)?
- What (3) clothes do you like to wear?
- What clothes do you wear to (4)? (5) helps you buy your clothes?
- Now, please tell me something about the clothes you like to wear to a (6)

2 Listen to Maria and Marco. Tick (✓) the correct answers in the table.

Who ... ?	Maria	Marco
1 answers the questions	<input type="checkbox"/>	<input type="checkbox"/>
2 gives full answers, not only simple words	<input type="checkbox"/>	<input type="checkbox"/>
3 is the best speaker	<input type="checkbox"/>	<input type="checkbox"/>

3 Work in pairs. Ask and answer the questions from Exercise 1.

Writing Part 7

▶ Page 141 Writing bank
Writing Part 7

- Exam candidates often make mistakes with punctuation and capital letters.
- Remember to put a full stop (.) at the end of every sentence.
- Use capital letters at the start of every sentence, and for names.

Exam advice

1 Look at the three pictures. What can you see?



2 Read the first part of the story. Add the correct punctuation to make two sentences.

noah is in the park hes feeling hot and wants to go in the pool

3 Answer the questions in complete sentences to help you write the rest of the story. Remember to use correct punctuation!

Picture 2

What happens while Noah is swimming?

Picture 3

What does Noah do when he gets out of the lake?
How many shoes has he got?

How does his mother feel?

I'm shopping!

Grammar

1 Circle the correct option in *italics*.

- Have we got any bread / breads?
- Here's *an* / some apple.
- There's *a* / some dog in the garden.
- Would you like *a* / some cheese?
- We haven't got *some* / any lemonade.
- Is there any *milk* / milks in the fridge?

2 Write questions with *How much* or *How many*.

- How many* sisters have you got?
I've got 2 sisters.
-
There's one litre of milk in the fridge.
-
I drink two bottles of water every day.
-
There are 22 students in class 3B.
-
She eats a lot of chocolate.
-
I haven't got any money.

3 Choose the correct option (A, B or C).

- I think this soup needs a little salt.
A a little B a lot C a few
- Daniel knows of people!
A a little B a lot C a few
- Can I have biscuits, please?
A a little B a lot C a few
- Do you want cheese on your pasta?
A a little B a lot C a few
- Quick! We haven't got of time.
A a little B a few C a lot

4 Exam candidates often make mistakes with countable nouns. Correct the mistake in each sentence.

- There ~~are~~ a lot of food on the table. is
- Can I have a pencil and a paper?
- I want to buy some new T-shirt.
- My house has seven room.
- Do we have a bread?
- We haven't got any homeworks tonight!

Vocabulary

5 Label the pictures. Use *a/an* or *some*.1 some sandwiches

2



3



4



5



6

6 Choose the odd one out.

- apple mushroom juice grape
- ice cream tea lemonade water
- onion fish carrot tomato
- sausage bacon burger biscuit
- cake chocolate pizza ice cream
- meat milk cheese butter

7 Complete the food diary with words from the box.

cups plate bottles bowl (x2)
slices pieces

WEDNESDAY

Breakfast: two (1) slices of toast
one (2) of cereal
two (3) of coffee

Lunch: a (4) of meat with salad
two (5) of mineral water

Dinner: one (6) of soup
one pizza
three (7) of cake

Grammar

- 1 Choose the correct option in *italics*.



Hi, Maria

I (1) am / *am being* very happy that you are my new friend. I (2) *am* / *am being* 14 years old and I (3) *live* / *am living* in London. I (4) *love* / *am loving* music. At the moment I (5) *listen* / *'m listening* to the new Little Mix album. I always (6) *listen* / *am listening* to music when I am at home.

(7) *Do you like* / *Are you liking* music? I (8) *send* / *'m sending* you some photos of my family now. Please send me some of yours.

Jenny

- 2 Complete the sentences with the present simple or present continuous form of the verbs in brackets.

- Simone plays (play) football every day.
- Look! Your father is dancing (dance)!
- I don't understand (not understand) this question.
- That's strange. Martin isn't wearing (not wear) socks today.
- Do you like (you / like) my new boots?
- What is she reading (Leila / read) now?

- 3 Rewrite the sentences. Use *too* or *enough* and the adjective in brackets.

- This shirt is too small. (large)
This shirt isn't large enough.
- I'm not tall enough. (short)

- These exercises are too easy. (hard)

- It isn't safe enough. (dangerous)

- The end of this film is too sad. (happy)

- This car is too slow. (fast)

Vocabulary



- 4 Complete the sentences with the opposite of the underlined adjectives.

- Our new car isn't large. It's small.
- That isn't cheap! It's expensive.
- This room is dark. It isn't light.
- Put on a clean pair of jeans. Those are too dirty.
- My bike is really old. Can I get a new one for my birthday?
- Sam's hair is very long. I prefer it short.

- 5 Complete the words to make items of clothing or shops.

- h _ a _ t
- _ h _ _ t
- _ o _ k _ _ o _
- _ _ _ _ ser _
- tra _ _ _ _ s
- _ _ _ ss
- s _ _ _ r _ a _ k _ _
- s _ c _ s
- _ w _ _ t _ r
- _ _ e _ i _ t
- _ _ _ hts
- j _ c _ e _

5

It's my favourite sport!



Starting off

- 1 Match the sports with the photos.

badminton basketball football judo table tennis

- 2 Work in pairs. Do you know the English words for any other sports? Make a list.

- 3 Tom is interviewing people about sports. Listen and complete the table with the person's favourite.

Xuan	Paulo

- 4 Work in pairs. What is your favourite sport? Why? Where do you play it? How often do you play?

Reading Part 3

- Read the title and look at any pictures to get an idea of what the text is about.
- Then read the text carefully

Exam advice

- 1 Look at the definition of **train**. Do you train? What sport do you train for?

train /treɪn/ verb SPORT [I, T]
to practise a sport or exercise, often to prepare for a competition

- 2 Look at the photo of a gymnast. Do you like watching gymnastics? Do you do gymnastics in school?

- 3 Read the interview. For each question, choose the correct answer.

- Joanna enjoys running in the morning because she likes to
 - get up early.
 - talk with her friends.
 - be alone in the morning.
- How does Joanna feel about training at the gym?
 - She's worried about the number of hours she spends there.
 - She's pleased she does a variety of activities there.
 - She's glad she doesn't need to go there every day.
- What does Joanna say about school?
 - She has too much work to do.
 - She doesn't like her teachers.
 - It's a pity that she can't go more often.
- What does Joanna say about her family?
 - They enjoy spending time together.
 - They all like sport.
 - They help with her homework.
- Where does she usually meet her friends?
 - At the bus stop.
 - In town.
 - In a café.

Joanna Middleton — a young gymnast

Do you have to train a lot, Joanna?

Yes! I usually get up at 6 o'clock and go running. I don't run with my friends. It's great to have some time to myself in the morning. After that, I have breakfast. Then Dad takes me to the gym. I train for 20 hours over six days and rest on Sunday. I often spend full days at the gym. I do different things there. Sometimes I dance or do other exercises. I like it because every day there's something different to do.

Is it difficult to do your school work as well?

Yes, it is. My teachers are lovely and they know the situation. It's true that I'm not at school every day. But I try to do as much work as I can. I'm sad that I can't spend more time with my classmates. They're fun.

What do you do in your free time?

I love being with my family. My brother also does sport – for him it's football – but we both have Sunday afternoons free. So we often go for picnics with Mum and Dad in the mountains near my home. We also like watching TV together, and of course, I always have homework to do.

Tell us more about the things you like.

My friends and I like shopping! I live in a village, so I get the bus to town and meet them there. Then we visit our favourite shops and we usually have a hot chocolate.



Grammar

Comparatives and superlatives

- ▶ Page 113 Grammar reference:
comparatives and superlatives

- 1 Complete the conversation between Chris and Sally with words from the box. Listen and check.

best ~~better~~ cooler faster harder
interesting popular

- Chris:** Why do you like football so much? Basketball is (1) *better* !
- Sally:** No, it isn't. Football is the (2) game in the world.
- Chris:** But basketball is (3) and more exciting.
- Sally:** You're joking! Football is a much more (4) game than basketball.
- Chris:** Ha ha! Why do so many football games finish 0-0?
- Sally:** Because scoring a goal is (5) than scoring a basket.
- Chris:** In basketball, they often score more than 60 points in one game!
- Sally:** Yes, I know. But football is the most (6) game in the world.
- Chris:** I don't understand why! Basketball is (7)

It's my favourite sport!

- 2 Match the rules (1–2) with the examples (a–b).

Rules

- 1 We can use *comparatives* to compare one person or thing to another.
 - 2 We can use *superlatives* to compare one person or thing to everything in its group.
- a Football is the best game in the world.
- b Scoring a goal is harder than scoring a basket.

- 3 Exam candidates often make mistakes with comparatives and superlatives. Correct the mistakes in each of these sentences.

the most

- 1 Rugby is ~~the more~~ exciting sport for me.
- 2 We can go to the sports centre by car because it's more fast.
- 3 I liked the tennis match because it was between the better players in the world.
- 4 Jo is slowest runner in the class.
- 5 Football is the sport most popular in the world – everybody likes it.
- 6 Snowboarding is more easier to learn than windsurfing.

- 4 /p/ schwa /ə/

Listen to these sentences. Notice the schwa /ə/ sound in the underlined letters. Then listen and repeat again.

Basketball is better.

Scoring a goal is harder than scoring a basket.

- 5 Underline the schwa /ə/ sound in these sentences. Listen and check.

- 1 I'm a faster runner than your brother.
- 2 Mike is a better basketball player than me.

- 6 Work in pairs. Think of your favourite things. Then say why you think your favourites are better than your partner's.

book sport sports team school subject
TV show singer

What is your favourite school subject?

Maths. I think it's easy.
What is your favourite?

English. It's easier than maths!

For me, maths is the easiest subject!

Vocabulary

do, play and go with sports

- 1 Match the sentences (1–3) with the photos (A–C).

- 1 We play cricket in the summer.
- 2 They're doing karate.
- 3 She goes climbing every weekend.



- 2 Look at the table. Then complete the rules.

play	do	go
cricket hockey	karate gymnastics	climbing skating

Rules

- 1 We use with ball games and team sports.
- 2 We use with sports and activities ending in *-ing*.
- 3 We use with non-team sports and activities.

- 3 Put these sports and activities in the correct column in the table in Exercise 2.

baseball judo running surfing volleyball yoga

- 4 Work in pairs. Ask your partner what sports they do.

Do you play football?

Yes, I do. I train on Wednesday and play on Sunday.

Do you do yoga?

No, I don't. My mum does yoga on Saturdays with her friends.

Which is your favourite sport?

Running, because it's cheaper than other sports. What about you?

Listening Part 4

- You will hear five short monologues or conversations.
- There is a question for each conversation.
- You have to choose the best answer.

Exam advice

- 1 Look at the first question and underline the key words.

- 1 You will hear a girl talking to her friend about a pair of shoes. Why does she buy them?
 - A Because they are comfortable.
 - B Because she likes the colour.
 - C Because they are good for sports.

- 2 Listen to the conversation. Answer the questions.

- 1 Who says the word *comfortable*?
- 2 Does anyone like the colour very much?
- 3 What are the shoes for?



- 3 Listen again. Choose the correct answer in Exercise 1 (A, B or C).

- 4 Underline the key words in questions 2–5. Listen, and for these questions, choose the correct answer.

- 2 You will hear a football manager talking to his team at half-time. What does he want them to do?
 - A Keep the ball for longer.
 - B Try harder to get the ball.
 - C Run faster with the ball.
- 3 You will hear a woman talking to her son. Why doesn't she want him to go out?
 - A Because she wants him to eat first.
 - B Because it's not light enough.
 - C Because the weather is bad.
- 4 You will hear a woman talking about surfing. What advice does she give to someone who wants to start the sport?
 - A Don't try to learn without a teacher.
 - B Don't spend too much money on a board.
 - C Don't think that it is easy to learn.
- 5 You will hear a girl talking about running. While she's training, what does she think about?
 - A Running as fast as possible.
 - B How to win the next race.
 - C Many different things.

It's my favourite sport!

Grammar

Prepositions of time: *at, in, on*

► Page 114 Grammar reference
Prepositions of time

- 1 Read about a swimmer. How often does she train?

On the 6th August, 2016, Yusra Mardini won her first race at the Rio Olympic Games. She swims in a style called 'butterfly', and she is one of the fastest swimmers in the world.

Yusra is a Syrian refugee who lives in Germany now. When she was at the Rio Olympics, she was in a team of other refugees. She hopes to compete again in 2020, when the Olympics are in Japan. She says she wants to make all refugees proud of her.

Every morning, she wakes up at 6 o'clock in the morning and goes to the pool to train. 'When I swim,' she says, 'It's the best feeling in the world'. She trains again in the afternoon and at the weekend, too. It's hard work, but she loves it!



refugee /ref.ju'dʒi:/ *noun*

a person who leaves their own country because of a war or other reasons

- 2 Complete the rules with underlined words from the text.

Rules

- 1 We use with clock times, meals, festivals and *the weekend*.
- 2 We use with parts of the day (*the morning, the afternoon*), months (*January, February, etc.*), seasons (*spring, summer, autumn, winter*), years (*2012, 2016, etc.*).
- 3 We use with days of the week, dates (*4th July*), special days (*my birthday*).

- 3 Work in pairs. Ask each other *When ...?* questions.

do sports do your homework go on holiday
go to bed have English classes school holidays
wake up your birthday

When is your birthday?

It's on 13th May.

Vocabulary

Nationalities

- 1 Complete the sentences about people from this unit.

- 1 Yusra lives in Germany, but she's not
- 2 Yusra is from Syria. She's

- 2 Complete the table.

country	nationality	suffix
Australia	Australian	
India	(1)	
(2)	Italian	-ian or -an
Mexico	(3)	
(4)	Chinese	
Japan	(5)	-ese
Portugal	(6)	
Britain	(7)	
Ireland	(8)	
(9)	Spanish	-ish
Sweden	(10)	
(11)	French	
Greece	(12)	other

- 3 Ask and answer questions about these famous people.

Where is Alberto Contador from?

He's from Spain.
He's Spanish.



Alberto Contador
(Spain)



Cristiane Justino
(Brazil)



Lionel Messi
(Argentina)



Serena Williams
(USA)

Writing Part 6

▶ Page 139 Writing bank
Writing Part 6

1 Work in pairs.

- Which of the sports from the box do you like?
- Which do you want to try?

badminton baseball fishing golf
rugby skiing surfing

- Include all three points in your email.
- Write your email in a friendly style.

Exam advice

2 Work in pairs. Read the exam task. Decide how to follow the instructions.

Write an email to your English friend, Julie.

- ask her to go surfing with you at the weekend
- tell her what to bring
- say when you want to meet

Write 25 words or more.

3 Look at this email to Julie. Complete it with your own ideas.

Hi Julie,

Do you want to go surfing?
I've got two surfboards, but you should
a packed lunch. Let's meet at at my house.

Suzy

4 Now read this task and write your email.

You want to go horse riding on Sunday with your English friend, Sam.

Write an email to Sam.

In your email,

- ask Sam to go horse riding with you.
- say where you want to go.
- tell Sam what to bring.

Write 25 words or more.

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- In this part, you talk to your partner.
- The examiner will give you some pictures with a question.
- Listen carefully to your partner's answers and ask questions.

Exam advice

1 Work in pairs. What sports are in the pictures?



2 Listen to two students. What do they say about each sport? Complete the table with phrases from the box.

I don't like it. I don't understand it. I hate it.
I like it. It's boring. It's exciting, but ...
I really like it. It's fun. I've never tried it.

boy

girl

tennis
football
table tennis
skiing
baseball

3 Work in pairs. Do you like the different sports in the pictures? Say why or why not.

How often do you play / go ...?

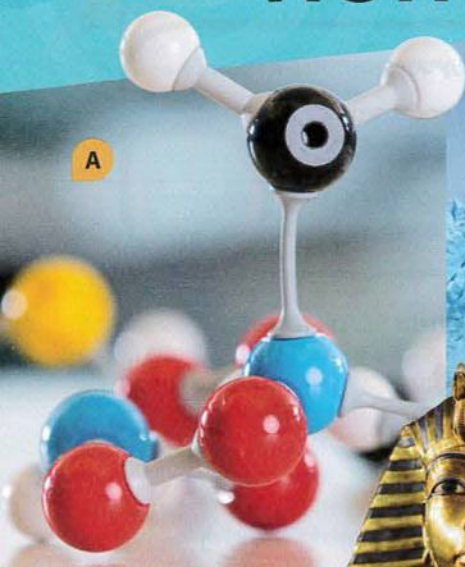
Who do you play with?

Which is the best / most exciting / most boring ... ?

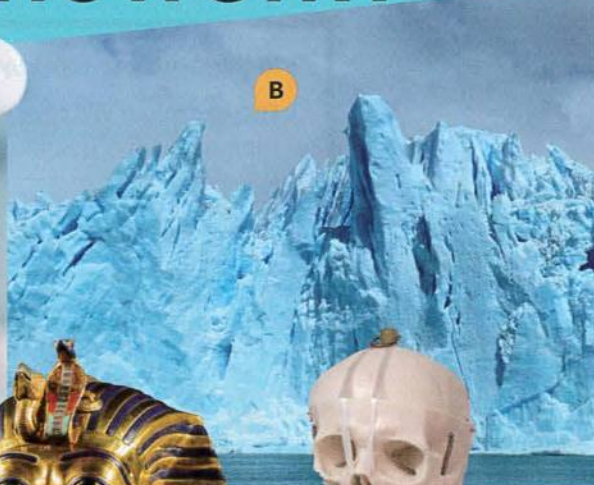
It's my favourite sport!

6

Have you got any homework?



A



B



D



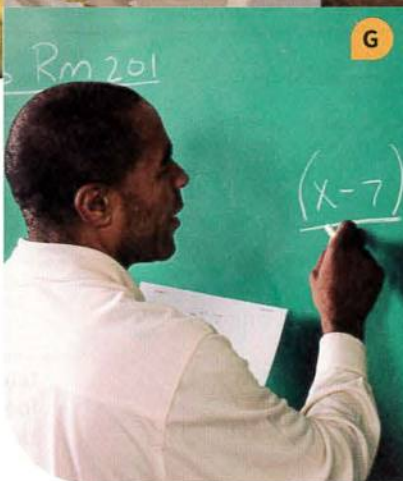
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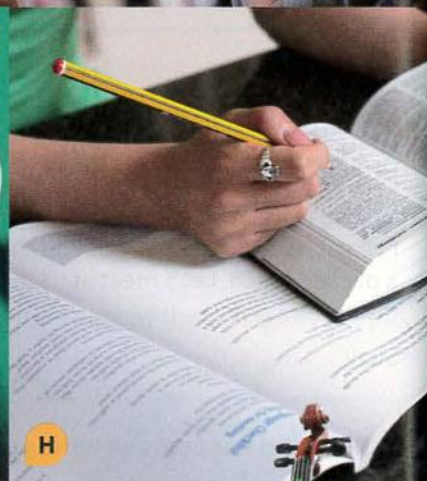
C



F



G



H

School subjects

1 Work in pairs. Match the words with the pictures.

art biology chemistry English history
geography physics maths music

A physics

2 Work in pairs. Do the quiz. Check your answers on page 149.

- 1 Which is the highest mountain in the world?
- 2 Which animal has the longest nose?
- 3 What is the comparative form of *bad*?
- 4 What is 0.75×12 ?
- 5 Which falls faster: a melon or a grape?
- 6 We often put sodium chloride (NaCl) on our food. What is another name for this chemical?
- 7 When did the First World War end?
- 8 In which city can you see Leonardo da Vinci's *Mona Lisa*?
- 9 Which popular musical instrument has six strings?

3 Match the questions from Exercise 2 with the school subjects in the pictures.

4 Which is your favourite school subject? Which is your least favourite? Why?



I

Listening Part 3

- 1 Work in pairs. Answer these questions about your school. Use words from the box to help you.

a uniform / jeans famous / modern funny / kind

- 1 What do you wear to school?
- 2 What are your teachers like?
- 3 What is your school like?

- Read the questions and look carefully at the options.
- If you don't know the answer, you can guess.

Exam advice

- 2 Before you listen, read the questions in Exercise 3. What kind of information do you need to listen for?

- 1 a sport 5
- 2 clothing
- 3 an action
- 4 a time
- 5 a topic

- 3 For these questions, choose the correct answer. You will hear Louis and Rachel talking about their new schools.

- 1 What does Louis wear to school?
 - A jeans and trainers
 - B the school uniform
 - C trousers and a T-shirt
- 2 Lessons at his school start at
 - A half past eight
 - B a quarter to nine
 - C nine o'clock
- 3 Rachel likes her maths teacher because she
 - A speaks quietly
 - B makes her laugh
 - C is good at explaining things
- 4 For her English homework, Rachel is going to write about
 - A her family
 - B a famous actor
 - C a sports star
- 5 What sport is Louis playing at school now?
 - A basketball
 - B badminton
 - C hockey

- 4 Listen again and check.

Grammar

have to

▶ Page 115 Grammar reference
have to

- 1 Simon is showing Rachel around his new school. Underline all the examples of **have to** and **(not) have to**.

Simon: Welcome to Chester High School, Rachel.
Do you live near here?

Rachel: Yes, I can walk to school from my new house.

Simon: Oh, you're lucky. You don't have to get a bus.
I live about an hour away, and I have to get up early every morning to catch the bus.

Rachel: I don't like this school uniform very much.
Does everyone have to wear it?

Simon: Yes, except when we are doing sports. But in the summer, we don't have to wear a tie. It's too hot.

- 2 Read the conversation again. Are these statements true (T) or false (F)?

- 1 It's necessary for Rachel to get a bus to school.
- 2 It's necessary for Simon to get up early every morning.
- 3 It's necessary for all students at Chester High School to wear a uniform.
- 4 It's not necessary for students to wear a tie in the summer.

- 3 Complete the rules about **have to** with **necessary** or **not necessary**.

Rules

- 1 We use **have to** and **has to** to talk about things that are
- 2 We use **don't have to** and **doesn't have to** to talk about things that are

- 4 /p/ /v/ and /f/



Listen and repeat. How do you pronounce **have**? Which one sounds longer?

- 1 I have two sisters.
- 2 I have to go to school.
- 3 We don't have to wear a uniform.

Have you got any homework?

- 5 Work in pairs. Read the rules. Then practise saying the conversation. Then listen and check.

Rules

- We usually say *have* with a /v/ when it means 'to own'.

I have a new phone!

- But we say /hæf/ in *have to* when we talk about things that are necessary or not necessary.

I have to work.

- A: Have you got any homework?
 B: Yes, I have. But I don't have to do it now.
 A: When do you have to hand it in?
 B: On Thursday.
 A: Then you have to do it now because you have a piano lesson on Wednesday evening.

- 6 What is your school like? Complete the sentences with *have to* or *don't have to*.

- We wear a uniform.
- We study English.
- We do homework every day.
- We do a test every week.
- We do sports.
- We turn off our phones in class.

- 7 What do you have to do at home? Put the words in order to make questions. Then write true answers.

- you / have to / Do / meals / cook ?
- the dishes / you / Do / wash / have to ?
- clean / Do / have to / your room / you ?
- have to / go / Do / shopping / you ?
- someone / wake you up / Does / in the morning / have to ?

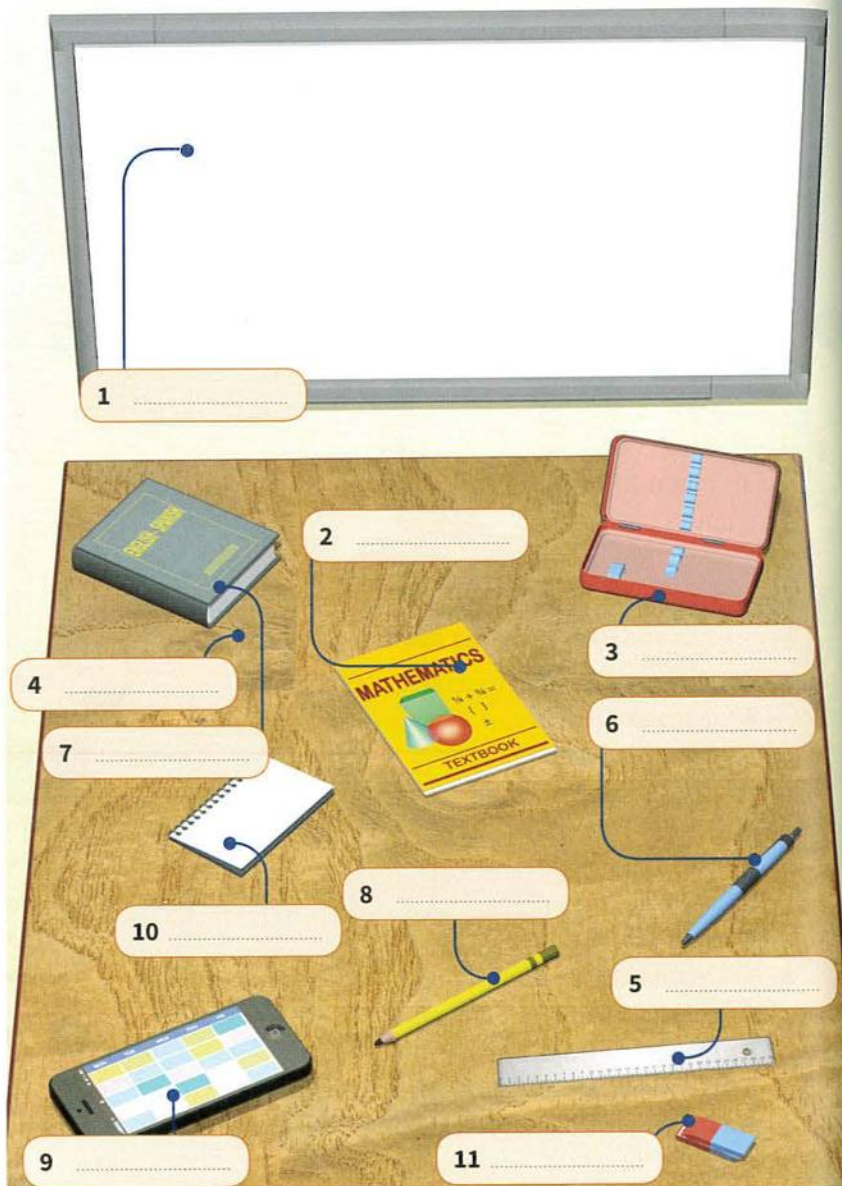
*Do you have to cook meals?
 No, I don't. / Yes, I do.*

Vocabulary

Classroom objects

- 1 Label the picture with words from the box.

board desk dictionary notebook pen pencil
 pencil case rubber ruler textbook timetable



- 2 Work in pairs. Ask and answer questions about what you have to bring to school every day.

Do you have to bring a timetable to school every day?

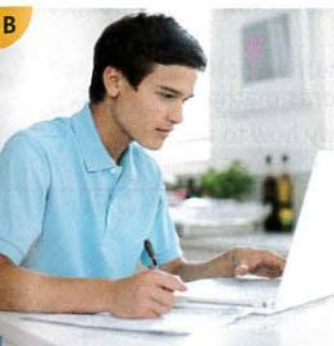
Yes. I have one on my phone.

Reading Part 2

- There are three short texts about a similar topic.
- There are seven questions.
- Read the title and look at the pictures first to get an idea of what the texts are about.

Exam advice

- 1 Read the article quickly. Match the types of school in each photo with each student.



- 2 Read the article. For each question, choose the correct answer.

- Who goes to a school that's in a different country from home?
A Sara B Marian C Freddy
- Who learns from only two people?
A Sara B Marian C Freddy
- Who has lessons at the weekend?
A Sara B Marian C Freddy
- Who has to wear a uniform?
A Sara B Marian C Freddy
- Who does well in sports competitions?
A Sara B Marian C Freddy
- Who can sometimes decide what to study?
A Sara B Marian C Freddy
- Who starts studying at eight in the morning?
A Sara B Marian C Freddy

- 3 Work in pairs. Which kind of school do you think is best?

STUDENT LIFE

SARA

I started going to drama school when I was nine. I love it! It's the biggest drama school in the country. My dad drives me there.



The school day begins with drama lessons at 8 o'clock. In the morning, we do dance, music, theatre, or project work. After lunch, we change into our school uniform and have normal school lessons until 4.30 in the afternoon. At the weekend, we sometimes put on shows, or have sports competitions with other schools.

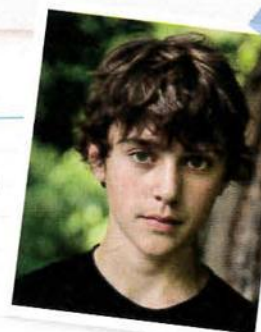
MARIAN

My parents decided to teach me at home when we moved to the countryside because my old school was too far away.

I get up at 8 o'clock, and begin studying an hour later. In the morning, my dad teaches me maths and science. In the afternoon, I do sports or art with my mum. My weekends are free. I like home schooling because I can choose my own projects, and I can wear what I like.

FREDDY

I live at my school during the term! My parents live in Spain and I go home to see them in the holidays. I often miss them.



We wake up early, at 6.45 in the morning, have breakfast at 8 o'clock, and start the first lesson at 8.45. There are six lessons every weekday. We also have two lessons on Saturday morning. There is no uniform, but we have to wear smart clothes. I'm not great at studying – maths is the hardest for me – but I win a lot of prizes for football and tennis.

Have you got any homework?

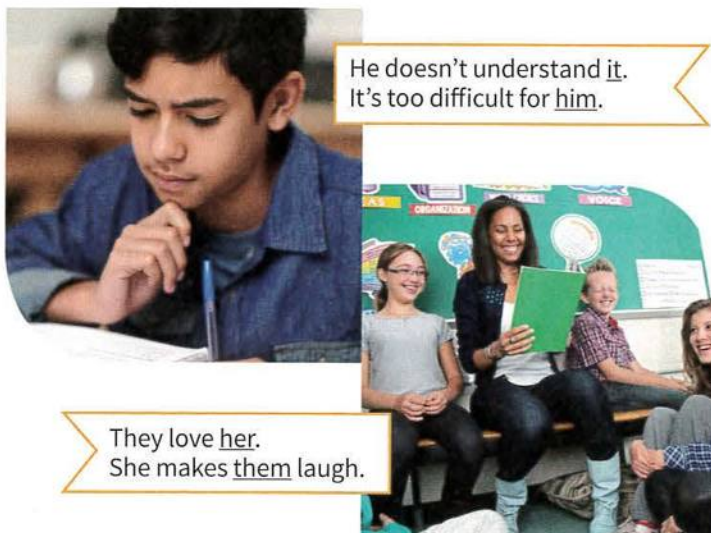
Grammar

Object pronouns

► Page 115 Grammar reference
Object pronouns

1 Look at the pictures and answer the questions.

- Who or what do *her*, *them*, *him* and *it* refer to?
- Do we use *me*, *you*, *him*, *her*, *it*, *us*, *them* before or after the verb?



2 Complete the table.

subject pronoun	object pronoun
I	me
it	
you	
we	
he	
she	
they	

3 Complete the sentences with an object pronoun.

- Geography is my favourite subject, but my sister hates it.
- We are unhappy when the teacher gives us lots of homework.
- Hala and Sarah are my friends. Let's go and speak to them.
- Mrs Jones is our head teacher. Everyone likes her.
- This is my old dictionary. Do you want it?
- I don't know when your brother's birthday is. Why don't you ask him?
- Please come here, Monica. I want to talk to her.
- Help me! I can't do this exercise.

4 Work in pairs. Write examples of these things. Then ask and answer what you think about the examples.

a famous man a famous woman a music group
a school subject a type of food

What do you think about ice cream?

I love it. It's my favourite kind of food.

Vocabulary

Education verbs

1 Read Rachel's blog post. What are her best subjects?

Well, my new school is great. My favourite teacher is Mrs Roberts. She teaches maths. When I leave school, I want to go to university and study maths. I'm also learning how to play the violin.

We're taking exams in June. Maths and science exams are easy, but history is more difficult. I'm not very good at it. I never get good marks for my history homework.

2 Choose the correct option.

- Mrs Roberts *teaches* / *learns* maths.
- When did you *learn* / *study* how to ride a bike?
- I have to *learn* / *study* for a test.
- I hope I *pass* / *fail* my maths test.
- We're *taking* / *learning* lots of exams this summer.
- She is very clever. She never *passes* / *fails* tests.

3 Complete the sentences with the correct form of the verbs from the box.

fail learn pass study teach

- I want to learn how to drive a car.
- Good luck! I hope you pass your test.
- When Dan leaves school, he wants to study geography at university.
- My dad is a teacher. He teaches science.
- I don't want to fail this exam. It's very important that I get over 60%.

4 Work in pairs.

- What musical instrument, language or sport would you like to learn?
- Would you like to go to university?
- What would you like to study?
- How many exams do you take every year?
- What exams do you usually pass?

Reading Part 5

- Read the text first to get an idea of what it's about.
- The focus is grammar – you often need to write little words!

Exam advice

- 1 In Reading and Writing Part 5, you sometimes need to use a pronoun to complete a text. Complete the sentences with pronouns from the box.

him it my she their you

- I'm sorry, I forgot to do homework!
- Marco wants you to give your phone number.
- Do you know my sister? I think has the same teacher as you.
- The kids aren't enjoying dinner tonight.
- Lots of people like cheese, but I hate
- Would like to come to my party, Emily?

- 2 Read the messages quickly. What does Matt want? What does his mother say?

- 3 For each question, write the correct answer. Write one word for each gap.

Dad, I have sports after school today and (0) I forgot my trainers. Can you bring (1) to school for me, please? Mrs Letts, the receptionist, says please leave the trainers (2) her. Also, I forgot my snack, and I haven't got (3) money. Can you bring a snack – or some money – as well, please?

Again?! OK, Matt, I'll drive to school. I'll leave (4) trainers and some money at the reception. (5) you want those new pencils for your art class? (6) are on your bed.

- 4 Imagine you forget your school bag. Write a text message to one of your parents, asking for help. Ask your partner to check your message.

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- In Part 2, the examiner asks two questions about a topic.
- Each candidate must answer both questions.
- The examiner will also ask a follow-up question (*Why / Why not?*).

Exam advice

- 1 Complete the table with the school subjects.

biology English chemistry drama music physics

science

arts

- 2 You will hear an examiner ask Claudia and Jorge these questions. Listen and decide who gives the best answers.

- Do you prefer studying science or arts subjects?
- What's your favourite school subject?

- 3 Listen again. Complete Claudia's sentences with the linking words from the box.

and because but

- I prefer the sciences I like to learn about the world.
- I like arts too, I don't like studying them.
- I like biology it's interesting, I'd like to be a doctor when I'm older.

- 4 Look at Jorge's answers. Make them better by adding linking words.

- 1 I don't like science. It's difficult. I like music.

- 2 I like my English teacher. She's nice.

- 5 Work in pairs. Ask and answer the questions from Exercise 2.

Have you got any homework?

Grammar

- 1 Complete the sentences with the comparative and superlative forms of the adjectives in brackets.
- I think my new dress is prettier (pretty) than my old one.
 - Tina swims really well. She's (good) swimmer in the school.
 - This is (interesting) programme on TV at the moment.
 - Are you (happy) than your friends?
 - This book is (expensive) than that one.
 - I want to try this dress. It's (beautiful) one in the shop!
 - Do you think running is (hard) than playing football?
 - This is (bad) game on my computer.

- 2 Complete the blog with **at**, **in** or **on**.



My name is Mason, and I think video games are better than sports. I play them every day!

I usually get up (1) at six o'clock (2) the morning (3) weekdays, and play on my computer for an hour before breakfast. When I'm at school, I play games on my phone (4) lunchtime. I like school, but we have to play real sports (5) Fridays – and I hate that!

When I get home (6) the afternoon, I go to my room and play more video games. I stop playing (7) the evening to do my homework. That's usually very easy.

(8) the weekend I have lots of time to play. And sometimes (9) the summer I play all day! My parents don't mind because I do well at school. (10) my birthday, they never have a problem buying me presents because I'm always happy to get a new video game!

Vocabulary

- 3 Put the letters in order to make sports.

- IURGSFN surfing
- TRICKEC
- GOYA
- DOJU
- GLYCCIN
- SCAMTYNGIS
- BOTFLOLA
- STINEN
- SMIGWIMN

- 4 Put the words from Exercise 3 in the correct group.

- You play: cricket,
- You do:
- You go:



- 5 Complete the sentences with the correct nationalities. Use the countries in brackets.

- Sue isn't English, she's Irish (Ireland).
- Juan is (Mexico).
- (Japan) is a beautiful language.
- (Sweden) people are often good at skiing.
- I think (France) people speak very fast!
- My mother loves (Italy) food.
- (Greece) music is really interesting.
- Grant is (Australia).

Grammar

- 1 Complete the sentences with the correct form of **have to**.
- We can't wear jeans to school. We have to wear a uniform.
 - You buy any milk today. We've got a lot of it.
 - I'd love to stay out late tonight, but I be home before 9 pm.
 - Sam do his homework tonight because there's no school tomorrow.
 - Vicky has got a maths test tomorrow, so she study this evening.
 - (you) go to school on Saturdays?
 - (your mother) work every day?

- 2 Complete the dialogue with object pronouns.



Lena: There's a great film on TV. Let's watch (1) it.

Mario: Is Timothée Chalamet in it? I like (2) him.

Lena: No, he isn't. Emily Carey is. She's good, too. Do you like (3) her?

Mario: Yes, sure! Or we could watch the music channel. There's a boy band competition on.

Lena: Oh no, not boy bands. I hate (4) them!

Mario: OK, let's go out and walk in the park.

Lena: I don't want to go to the park with (5) you right now, sorry.

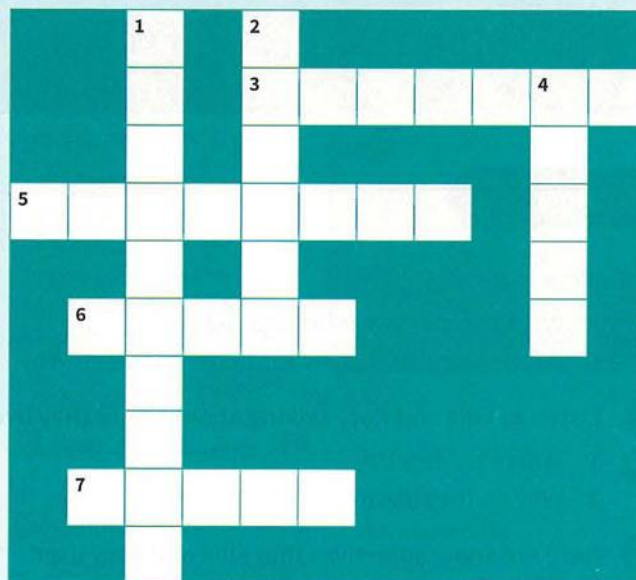
Mario: Why don't you want to go with (6) me?

Lena: Because I want to watch this Emily Carey film!

Vocabulary

- 3 Choose the correct option A, B or C.
- My mum teaches English to children.
A teaches B learns C studies
 - You have to hard at university.
A teach B learn C study
 - I want to how to play the piano.
A teach B learn C pass
 - She really wants to this exam.
A pass B fail C study
 - I have to lots of exams this month.
A pass B fail C take
 - He didn't study. That's why he the test.
A passed B failed C took

- 4 Complete the crossword with words from Unit 6.



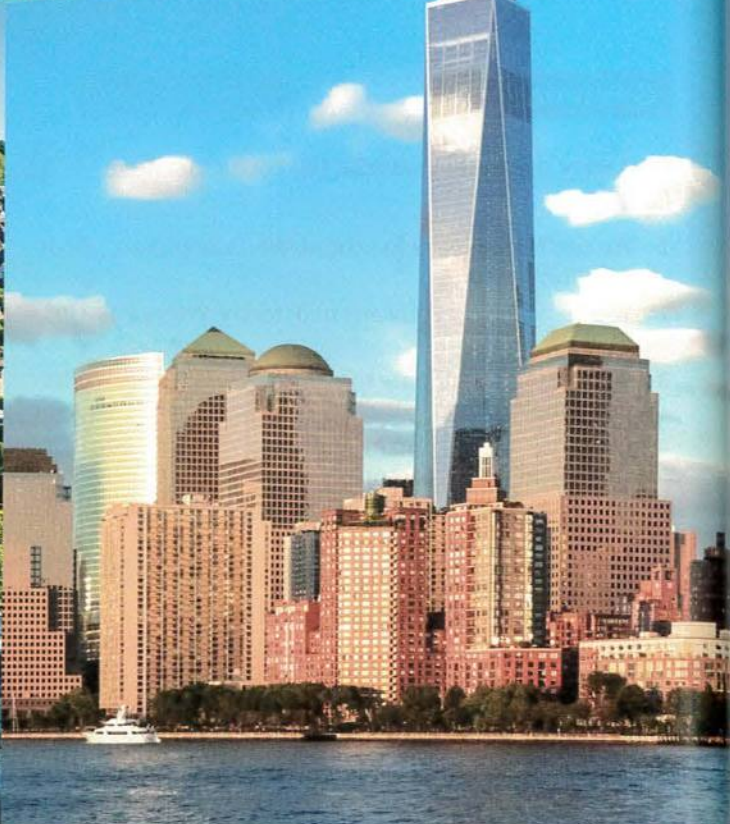
Across

- You have to wear this in some schools.
- You write things in this.
- The teacher writes on this at the front of the class.
- This is the time when you haven't got lessons.

Down

- You look for words in this book.
- You use this when you make a mistake in your work.
- This helps you to draw straight lines.

7 Let's go to the museum



Starting off

1 Work in pairs.

- What can you see in the photos?
- Which place do you think is better to live in? Why?

2 Listen to Ellie and Rory talking about where they live.

- 1 Where do they live?
- 2 Why do they like it?

3 Here are some adjectives that Ellie and Rory used. Match each one with its opposite.

beautiful safe quiet boring

exciting noisy little ugly big dangerous

4 Work in pairs. What are the good and bad things about where you live?

My village is a bit boring.

My town is beautiful!

Reading Part 1

- As you read each text, try to decide what situation it appears in.
- Always choose one answer, even if you are not sure it is right.

Exam advice

1 Are there lots of places to go where you live? Make a list.

2 Look at this notice. Match the underlined phrases with their definitions.

- 1 something that is cheaper for a limited time
- 2 costing 50% less

3 Choose the correct answer.

- A The café is only open between 9 am and 10 am today.
- B The menu has cheap meals before 12 o'clock.
- C There is a time when you can get cheaper coffee.



4 For each question, choose the correct answer.

1 Em,
My class finished late, so I missed the 7.30 bus. Let's meet at the bus station at 8.30. We can catch the 8.40 bus.
Lara

- A Lara is explaining why she couldn't catch the 7.30 bus.
- B Lara wants Em to get the 8.30 bus.
- C Lara is letting Em know that the last bus is at 8.40.

2 Hi Rachel,
Mum bought our tickets online for the museum exhibition. Can you give me the money in class tomorrow? They're £10. Thanks, Jo

What should Rachel do?

- A Send an email to Jo's mum.
- B Check the museum website for tickets.
- C Take some money to school tomorrow.

3 Jo,
I hope you're feeling better now. Our history homework is to write about a famous building that you like. Bring it to the next class. Zhang

Why did Zhang send this message?

- A He wants to know what Jo is writing about.
- B He wants to tell Jo about the homework.
- C He wants to know why Jo missed class.

Hospital visiting 2-4 pm

Two visitors per bed and no children under 7.

- A Children under seven can visit if they come with an adult.
- B No visitors can come into the hospital before 4 pm.
- C It's not possible for three or more people to visit at the same time.

Science Museum Trip

Any students interested in next Wednesday's trip must give their names to Mr Smith before Friday. Only five seats left on the bus!

- A If you want to go on the trip, tell Mr Smith soon.
- B The museum is not open on Friday.
- C Only science students can go on the trip.

Grammar

Past simple

► Page 116 Grammar reference:
Past simple

- 1 Read Sandra's blog. Where does she live now? Does she enjoy living there?



Here are two of my favourite photos.



I liked living in our little village in Spain, so when my parents got new jobs in Australia, I felt sad. All my friends were in the village, and I didn't want to leave them. I didn't know anybody in Sydney!

Last year we left our old home and got on a plane to a new life in a new country.

How did I feel about that? I hated it at first. My new school was much bigger than my old one, and I felt very small and alone. I didn't speak much English, so it was

difficult to make new friends. I wanted to go back to our village.

But slowly I began to feel happier. My parents gave me a camera for my birthday. Then I joined the school photography club and I met some interesting people. Last month, there was a competition called 'Pictures of the City' and I decided to enter it. I won a prize, and they showed my photograph in the city library.

I love living here now. It's a beautiful place, and much more exciting than my old village.



- 2 Number these events in the order they happen.

- a Sandra joined a photography club.
- b Sandra left Spain and moved to Australia.
- c Sandra won a photography competition.
- d Her parents found new jobs.
- e Sandra lived in a village. 1
- f Her parents gave her a camera.
- g Sandra started her new school.

- 3 Read the blog and the sentences from Exercise 2 again. Underline all the regular past simple verbs. Circle all the irregular verbs, and *was* and *were*.

- 4 Look at the blog again and find an example of a past simple question and a negative.

Let's go to the museum

5 Complete the rules with words from the box.

adding -ed or -d did didn't finished was and were

- 1 We use the past simple to talk about actions that happened in the past and are now
- 2 We can make regular past forms by
- 3 We use before a verb to make questions in the past.
- 4 We use before a verb to make negatives in the past.
- 5 are the past of *is* and *are*. We don't use them with *did* to make questions or negative sentences.

6 Exam candidates often make mistakes with past simple forms. Correct the mistakes in each of these sentences.

- 1 Last night, I ~~go~~ to a disco on the beach. *went*
- 2 On my last holiday, I went to Miami and I stayed at a five-star hotel.
- 3 Did you played volleyball and hockey at the lake?
- 4 The T-shirt costed me £25.
- 5 He maked her a sandwich.
- 6 Yesterday, I have watched a tennis competition.

7 Complete the conversation with the past simple form of the verbs in brackets.

Tom: Hi, Sandra. I (1) *saw* (see) your photo in the library. It's fantastic.

Sandra: Thanks, Tom. I (2) (take) it on New Year's Eve, when I (3) (go) into the city with my family.

Tom: What time (4) (be) it?

Sandra: It was just after midnight. The fireworks (5) (be) beautiful, so I (6) (decide) to take lots of photos.

Tom: How many photos (7) (you / take)?

Sandra: Hundreds! But most of them (8) (not be) very good.

Tom: (9) (be / you) surprised when you won the photo competition?

Sandra: Yes, I was! I (10) (know) it was a good photo, but I (11) (not think) it was good enough to win a prize.

Tom: (12) (you / have) a party?

Sandra: No, I didn't. But my parents (13) (buy) me a smartphone.



8 Work in pairs. Choose the correct option in *italics*. Ask and answer the questions.

- 1 What time *did* / *were* you go to bed last night?
- 2 *Did* / *Were* you at school yesterday afternoon?
- 3 What *did* / *were* you have for breakfast this morning?
- 4 *Did* / *Were* you go on holiday last year?
- 5 *Did* / *Was* the weather nice yesterday?
- 6 How *did* / *were* you get to school this morning?
- 7 *Did* / *Was* your last homework easy?
- 8 Where *did* / *were* you at 8 o'clock last night?

9 /P/ past simple -ed endings

There are three ways to pronounce -ed endings: /d/, /t/ and /ɪd/. Listen and repeat the verbs.

/d/	/t/	/ɪd/
showed	finished	started

10 Listen and complete the table with the underlined verbs.

She lived in a village. She liked it. She wanted to stay there.

11 Listen and repeat. Then add the words to the table.

asked arrived joined waited worked visited

12 Use the ideas below to write five questions.

Did
Where
What
How
Who

(did) you

chat with (anyone)
get to school
watch
(something online)
go
meet
do

last weekend?
yesterday?
this morning?

Did you chat with anyone yesterday?

Yes, I did. I chatted with my friend.

13 Work in pairs. Ask and answer your questions. Be careful with the pronunciation of the verbs!

Vocabulary

Buildings

1 Label the photos with words from the box.

~~church~~ cinema factory hospital hotel
mosque museum post office stadium train station



2 church



4



6



8



10

2 Have you got any of these buildings where you live? Have you got more than one?

Listening Part 4

- Read the questions carefully and underline the key words.
- Check your answers on the second listening.

Exam advice

1 Work in pairs. Tell your partner about a nice place you visited recently. What did you see? Did you enjoy it?

2 Listen. For these questions, choose the correct answer.

- You will hear two friends talking about a place they visited. What did they think of it?
 - It was expensive.
 - It was small.
 - It was boring.
- You will hear a teacher talking to her class about a trip. Where did they go?
 - a restaurant
 - a factory
 - a house
- You will hear two friends talking about their town. Why do they both like it?
 - It's full of interesting people.
 - It has a great sports stadium.
 - It's close to the sea.
- You will hear a father asking his daughter about what she did last night. What did she do?
 - She went to the cinema.
 - She went online.
 - She went to a restaurant.
- You will hear a boy leaving a message for his friend. Where does he want to meet?
 - the stadium
 - the post office
 - the supermarket

3 Listen again and check.

Let's go to the museum

Grammar

Imperatives

► Page 117 Grammar reference
Imperatives

1 Underline the verbs in the sentence.

Meet me at the main entrance. Don't be late!

Rules

- 1 To tell somebody to do something, we use the infinitive without *to*.
- 2 To tell somebody not to do something, we use *not* + the infinitive without *to*.

2 Read the commands. Then listen and match them with the sounds (1-7).

- a Be quiet!
- b Don't cry.
- c Answer the phone. 1
- d Give it some milk.
- e Wake up.
- f Don't laugh.
- g Don't jump on the bed!

3 Work in pairs. Imagine a visitor is coming to your town. Tell them what to do and what not to do. Use verbs from the box.

eat go see visit

Visit the castle. It's beautiful.
Don't go to expensive restaurants.

Vocabulary

Directions

1 Match the underlined words with the symbols on the map.

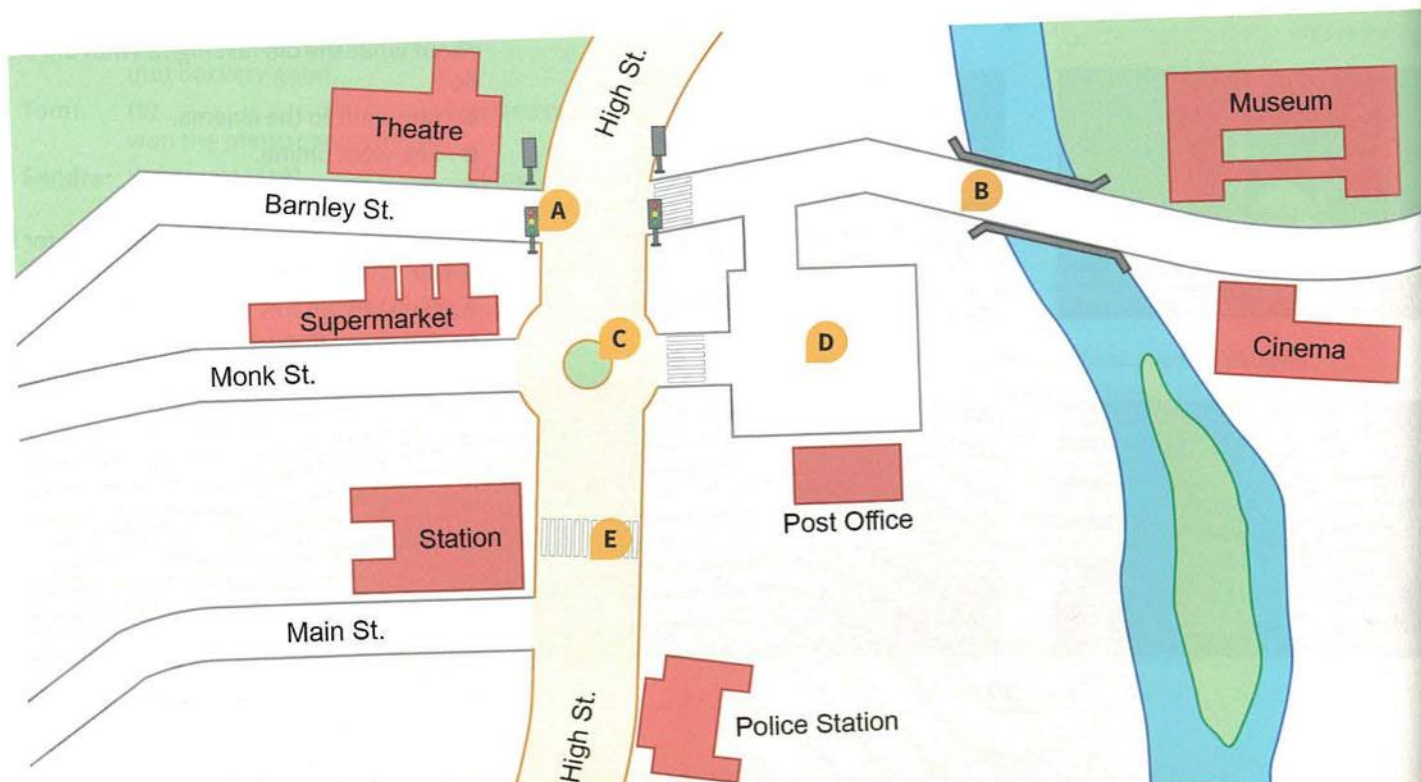
- 1 Turn left at the traffic lights. A
- 2 Go over the crossing.
- 3 Turn right at the roundabout.
- 4 Cross the bridge.
- 5 The square is on the right.

2 Where does this person want to go from the station? Read the directions, look at the map, and complete the question.

- 1 A: Excuse me, where is the?
B: Turn left out of the station. Go straight over the roundabout, then turn left at the traffic lights. It's on Barnley Street.
- 2 A: Excuse me, where is the?
B: Come out of the station and go over the crossing. Then turn right. It's on the left.
- 3 A: Excuse me, can you tell me where the is, please?
B: Yes, turn left out of the station then take the first turning on the left. It's on the right.

3 Work in pairs. Imagine you are a tourist in the square. Take turns to ask for and give directions to other places on the map.

Excuse me, where is the cinema?



Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- Be prepared to give reasons for any answers you give.

Exam
advice

- 1 Listen to the conversation. What places in the pictures do the students mention?



- 2 Listen again and complete the sentences with **The reason** or **because**.

- 1 I don't like shopping centres I don't like shopping.
- 2 I love them is that I often meet my friends there.
- 3 I don't go to the stadium I'm not really interested in sport.

- 3 Rewrite the sentences using **because** or **The reason**.

- 1 I like going to museums because I'm interested in history.
The reason I like going to museums is that I'm interested in history.
- 2 The reason I hate the beach is that I don't like sand.
I hate
- 3 I don't like museums because they're boring.
The

- 4 Talk to your partner about the different places in Exercise 1. Say why you like or don't like them.

I like going to the beach.

Why?

The reason I like going there is ...

Writing Part 6

▶ Page 139 Writing bank
Writing Part 6

- 1 Read the message quickly. Which questions does Jenny answer?

- 1 Where did you go?
- 2 Why did you go there?
- 3 Who did you go with?
- 4 Did you like it?
- 5 How often do you go there?

Hi Sandra,
Yesterday I go to the car museum in town.
My friend Julie were with me. I didn't liked
it because I think cars are boring!
Jenny

- 2 Read the message again and underline any mistakes.

- 3 Rewrite the message without the mistakes.

- When you have finished your writing, always check it for mistakes.

Exam
advice

- 4 Do the task.

You went to an interesting place in town yesterday.
Write an email to your English friend, Jo.

In your email:

- tell Jo **where** you went
- say **who** you went with
- say **why** you liked or didn't like it.

Let's go to the museum

8

Did you get my message?

Are you
crazy
about
the **internet?**

Starting off

1 Work in pairs. Do the quiz.

1 How much time do you spend on the internet?

- A less than 10 hours a week
- B between 10 and 30 hours a week
- C more than 30 hours a week

2 You want to have a party. How do you invite your friends?

- A You speak to them.
- B You send invitations by post.
- C You email, text, or message them.

3 What makes you most excited?

- A Your favourite band is coming to town.
- B There's a new computer game you want to try.
- C Your favourite celebrity likes one of your social media posts.

4 Do you know how many friends and followers you've got on social media?

- A I don't use social media.
- B Yes, more or less.
- C Yes, I know exactly how many!

5 How often do you upload photos of your food to social media?

- A never
- B sometimes
- C every day

6 What is the most important thing to take with you on a long journey?

- A a book to read
- B a film to watch
- C your smartphone

7 You want to learn how to do something difficult. What do you do?

- A Ask somebody to teach you.
- B Look in a book.
- C Watch a video online.

8 A friend invites you to their house for the first time. What's your first question?

- A How far away is it?
- B Have you got any computer games?
- C Have you got wi-fi?

2 Now check your score on page 149. Do you agree with the results? Compare your score with your partner's.

Listening Part 5

- Always cross out the example answer in the second column so you don't choose it by mistake.
- You will often hear two things mentioned for one question. Only one of them is correct. Listen carefully to decide which one to choose.

Exam advice

- 1 Look at the advertisement. What is a computer fair?



- 2 Match the words from the advertisement with the photos. Which object is in the picture but not in the advertisement? What is it called?



3

For these questions, choose the correct answer. You will hear Marta talking to her dad about what she and her friends bought at the computer fair. Write two things (A-H) that are mentioned for each person.

People

Marta
 1 Ollie and
 2 Susie and
 3 Anna and
 4 Pedro and
 5 Miguel and

Objects

A camera
 B case
 C computer game
 D keyboard
 E laptop
 F memory card
 G mouse
 H smartphone

4

Listen again. What did each person actually buy? Choose the correct option from the two in Exercise 2.

Vocabulary

Technology verbs

- 1 Work in pairs. Look at the technology facts below. Do you think they are true for you?

Teenagers and technology

- Teenagers **check** their social media messages up to 100 times per day.
- 95% of teenagers **upload** selfies to social media.
- Most teenagers **download** music and films from the internet.
- Teenagers don't **email** each other very often.
- A typical teenager **sends** messages about 15 times per day.

2

Complete the sentences with the correct form of a word in bold from Exercise 1.

- I don't **email** my friends very often because it's easier to use social media messaging.
- My friend **download** films from the internet, because it's cheaper than going to the cinema.
- When I want to contact someone, I **send** them a message.
- I **upload** two new selfies yesterday.
- My sister **check** her social media page about 30 times yesterday.

3

Work in pairs. Are the sentences in Exercise 2 true for you?

Did you get my message?

Grammar

Past continuous

▶ Page 119 Grammar reference
Past continuous

- 1 Work in pairs. Do you know any videos that went viral?

viral adjective (INTERNET)

used to describe something that quickly becomes very popular or well known by being published on the internet

The video went **viral** and after a few days millions of people saw it.

- 2 Read Joshua's blog. Where was he when he got the surprising news?



Last month was my little sister Meg's birthday, and we were having a party for her in the garden. Music was playing, and Meg was walking around eating a biscuit. Suddenly a new song came on the radio. At that moment, Meg stopped, dropped her biscuit, and danced! She loved that song!

Everybody was watching her. While she was dancing, I was recording her on my phone.

That night, I uploaded the video to the internet and went to bed. I was sleeping when my phone rang at 7 o'clock the next morning.

'Hi Dan, it's Marco. I saw your funny video of Meg. Do you know it's got 100,000 views already?'

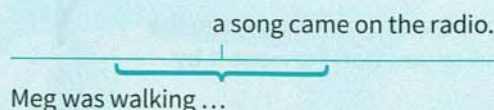
My baby sister was a viral video star!

- 3 **Underline** the verbs in each sentence below. Then answer the questions.

- Music was playing and Meg was walking around.
- Meg stopped, dropped her biscuit, and danced.

- 1 Which sentence describes two actions happening at the same time?
- 2 Which sentence describes one action happening after another?

- 4 Look at the timeline. Did Meg start walking before or after the song came on the radio?



- 5 **Underline** the verbs below. Which action started first?
I was sleeping when my phone rang.
- 6 Choose the correct words to complete the rules.

Rules

- 1 We use the *past simple / continuous* to say what was happening at a particular time in the past.
- 2 We use the *past simple / continuous* to talk about two or more actions happening at the same time in the past.
- 3 We use the *past simple* and *continuous* together to talk about an action that happened *in the middle of / after* another action.

- 7 Complete the sentences with the *past continuous* or *past simple* form of the verbs.

- 1 The sun was shining (shine) and we were having (have) lunch in the garden.
- 2 I (text) you after I (wake up).
- 3 The baby (sleep) in her room at 1 o'clock.
- 4 It (not rain) yesterday, so we (go) to the park in the afternoon.
- 5 When Danie's mother (come) home, he (watch) TV.
- 6 At 8 o'clock last night I (read) a book.
- 7 What (you / do) at 7 o'clock this morning?

- 8 Write the questions.

- 1 What / you / do / at 9 o'clock last night?
 - 2 What / you / do / at 1 o'clock yesterday afternoon?
 - 3 What / your parents / do / at 8 o'clock last night?
 - 4 What / you / do / ten minutes ago?
 - 5 you / sleep / at 11 o'clock last night?
 - 6 you / do / your homework / at 7 o'clock last night?
- What were you doing at 9 o'clock last night?*

- 9 Work in pairs. First, guess what your partner was doing at the times from Exercise 8. Then find out.

Were you sleeping at 11 o'clock last night?

No, I wasn't. I was listening to music.

Reading Part 2

- Read all the texts and when you find the text that has the answer to the question, underline the part where the answer is.

Exam advice

1 Do you watch videos online? Who is your favourite video maker? Do you ever make your own videos, or know someone who does?

2 Quickly read the texts about the three video makers. Match them with the topics from the box.

animals daily life games

3 Read the questions. Then read Davina's text carefully. Which questions are about Davina? Underline the parts of the text which show the answers.

4 Read Sonja and Joana's texts and choose the correct answer.

- | | Davina | Sonja | Joana |
|---|--------|-------|-------|
| 1 Who makes videos which are funny? | A | B | C |
| 2 Who began making videos a year ago? | A | B | C |
| 3 Who shares something they can do? | A | B | C |
| 4 Who likes people to ask questions? | A | B | C |
| 5 Who receives good wishes on special days? | A | B | C |
| 6 Who posts more than one video a week? | A | B | C |
| 7 Who earns money from her videos? | A | B | C |

SONJA

People enjoy watching my videos. I've got thousands of followers. I could make money from advertisements, but I decided not to do that. My last video was about what I do when I get home from school, including doing my homework. That doesn't sound very exciting, but the way I talk about it makes people laugh – that's why I'm popular. I usually upload a video every three days. I wish I could do it more often!



Vocabulary

Music

1 Listen and match the music you hear with the playlist.

Genre

- | | |
|-------------|--------------------|
| 1 classical | 5 R&B |
| 2 jazz | 6 rock |
| 3 opera | 7 electronic/dance |
| 4 pop | |

2 What other genres of music do you know? Can you think of examples of bands or singers for each kind of music?

3 Work in small groups.

- Do you listen to a lot of music?
- What music do you like?
- How often do you listen to it?
- How do you listen to it?

4 What is the most popular kind of music in your group? Tell the class.

THREE VIDEO MAKERS

DAVINA

I started my video channel twelve months ago because I wanted to show the world the animals on our farm. Then I began to collect other animal videos and put them together into one long video. I upload one of those every month. They're good fun to make. The animals in them are from all around the world. The cat videos are the favourites! Some of my followers are very kind. On my birthday I get lots of nice messages – and sometimes poems!



JOANA

Computer games are more popular than Hollywood movies, and every week I make a video of myself playing one of them. I'm really good, so millions of people watch me to learn how to do it. In fact, games companies pay me to make the videos – it's good advertising for them. Game players sometimes have a problem and can't get to the next level. They just need to ask me, and I can show them what to do. It makes me feel good to help them.



Did you get my message?

Grammar

can/can't, could/couldn't

► Page 120 Grammar reference:
can/can't, could/couldn't

1 Do you think our lives are easier than our parents' lives because of technology? Why? / Why not?

2 Match sentences 1–8 with photos A–H.

- 1 You couldn't find information very quickly.
- 2 You can carry thousands of songs with you.
- 3 You couldn't put a telephone in your pocket.
- 4 You could easily get lost in a strange place.
- 5 You can find information very quickly. *F*
- 6 You couldn't carry thousands of songs with you.
- 7 You can put a phone in your pocket.
- 8 You can't easily get lost in a strange city.

3 Complete the rules with *present* or *past*.

Rules

- 1 We use *can* and *can't* to talk about ability in the
- 2 We use *could* and *couldn't* to talk about ability in the
- 3 We use the infinitive without *to* / *-ing* form after all forms of *can* and *could*.

4 Exam candidates often make mistakes with modals like *can/can't* and *could/couldn't*. Correct the mistake in each sentence.

- 1 She opened her bag, but she couldn't ~~to~~ find her mobile phone.
- 2 I can playing games on my phone.
- 3 I couldn't listened to music on my old phone.
- 4 You can't getting the bus – it's too late.
- 5 She could used a computer when she was three.
- 6 Sorry, I can't helping you.

5 **/P/** *can/can't*

Listen and repeat. Notice how *can/can't* are pronounced.

- 1 My phone can do lots of things.
- 2 Can it take photos?
- 3 Yes, it can.
- 4 But it can't do my homework.



6 Match the sounds (a–c) with the rules (1–3).

a /kɑ:nt/ b /kən/ c /kæn/

- 1 In positive sentences and questions, *can* is pronounced */kən/*.
- 2 In positive short answers, it is pronounced
- 3 In negative sentences, *can't* is pronounced

7 Work in pairs. What things can you do now that you couldn't do when you were four years old?

draw play an instrument ride a bike
use a smartphone swim write my name

Can you ride a bike?

Yes, I can.

Could you ride a bike when you were four?

No, I couldn't.

Reading Part 5

1 Complete each sentence with a word from the table.

articles	pronouns	verbs
the an a	me him/her they	were have do
prepositions	quantifiers	modals
on in off	many few some	can/can't could/couldn't must

- Dad went to the bank. (article)
- They were sleeping at 10 o'clock last night. (verb)
- Turn that TV off and do your homework! (preposition)
- There weren't many people at the party. (quantifier)
- Can you help me? I can't do this on my own. (pronoun)
- Would you like a cup of tea? (article)
- Could you help me, please? (modal)

2 Work in pairs. Read the email. Decide what type of word you need to complete each space.

- Look closely at each sentence and decide what kind of word goes in each space (e.g. a verb, a pronoun, etc.).
- Check the tense that each sentence needs to use.

Exam advice

3 Complete the email. Write one word in each gap.

Hi Sam,

This morning I (0) was downloading some music to my phone in my room when (1) the internet stopped completely! I tried to fix it, but I couldn't. (2) So I come to your house and use your wi-fi, please?

I'm trying to download the new song by our favourite band, The Blue Days. (3) Do you know it? It was (4) on the radio yesterday. The DJ announced the band's tour dates. I'm really excited! They're coming in July and I really want to see (5) them! Let's hope the tickets don't cost too (6) much or I won't be able to go.

Michelle

Speaking Part 1

▶ Page 146 Speaking bank
Speaking Part 1

1 Listen to an examiner speaking to two candidates. Complete the examiner's questions.

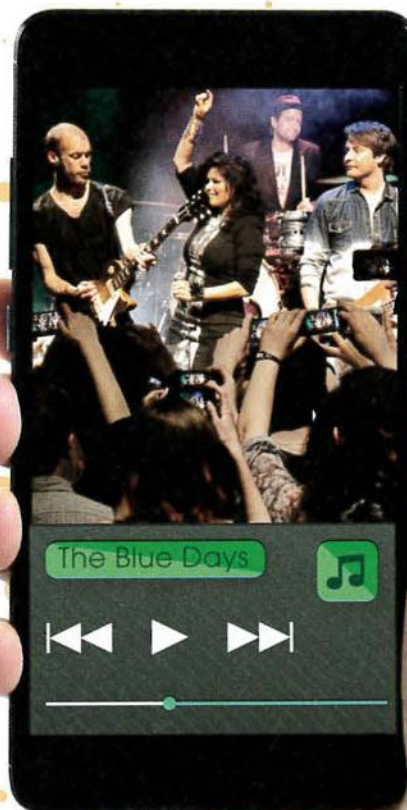
- Tell me about your computer or phone?
- What do you use it for?
- Do you like video games?
- What kind of music do you like?
- What do you listen to music?
- Tell me something about the last piece of music you heard to.
- What was the song about?

2 Which two questions are in the past tense?

- Listen carefully to the examiner's question and answer it in the same tense.
- Don't worry if the examiner stops you.

Exam advice

3 Work in pairs. Discuss the questions from Exercise 1. Ask follow-up questions (e.g. Why / Why not?).



Did you get my message?

Grammar

- 1 Complete the sentences with the past simple form of the verbs in the box.

not like meet not win begin join
not feel give drink not go

- I joined the dance club last week.
- We _____ a lot of nice people at the party.
- Jon _____ me a football for my birthday.
- Sondra _____ well yesterday, so she _____ to school.
- The children _____ the film – it was boring.
- I _____ all the water in the bottle.
- Dan was sad because he _____ the race.
- It _____ to rain just after two o'clock.

- 2 Write the questions for the answers.

- What did you buy?
I bought a magazine.
- _____
No, they didn't enjoy the party.
- _____
She went to the cinema.
- _____
Yes, it rained yesterday.
- _____
I laughed because it was funny.
- _____
I spoke to my teacher.
- _____
They got there by bus.
- _____
No, I wasn't late.

- 3 Complete the sentences with an imperative verb.

- Don't watch that. Watch this! It's much better.
- Write in your notebook. _____ in your textbook!
- _____ fast. Walk slowly.
- _____ to me. Don't listen to him.
- Call me now. _____ me later.
- Don't eat the cake now. _____ a sandwich first.
- _____ to the cinema. Go to the museum.

Vocabulary

- 4 Complete the words to make names of buildings and places.

- | | |
|----------------|----------------------|
| 1 c i n e m a | 6 h _ _ _ l |
| 2 b _ _ _ ge | 7 r _ _ n _ a _ _ ut |
| 3 m _ _ q _ _ | 8 _ _ sp _ _ _ l |
| 4 _ _ ct _ _ y | 9 s _ _ _ re |
| 5 ch _ _ _ _ | 10 s _ _ d _ _ m |

- 5 Complete the sentences with words from Exercise 4.

- We visited our uncle in hospital when he was ill.
- My dad is an engineer in a car _____.
- There is a big _____ over the river in my town.
- 82,000 people can sit in the football club's new _____.
- I didn't enjoy the film because the _____ was full of noisy children.
- My parents stayed in a _____ on a beach when they went on holiday.

- 6 Complete the directions with words from the box.

turn on traffic straight take
second over turn

- A: Excuse me. Where is the hospital?
- B: (1) Turn left out of the bus station.
Go (2) _____ over the roundabout, then
(3) _____ right into Green Street.
(4) _____ the first turning on the right and it's on your left.
- A: Can you tell me where the supermarket is, please?
- B: Yes. Go down this road. Go (5) _____ the bridge and go straight (6) _____ for about 200 metres. Turn left at the (7) _____ lights and take the (8) _____ turning on the left.

Grammar

1 Match the beginning of each sentence (1-6) with its ending (a-f).

- 1 We were lying in the garden f
- 2 Someone took my bike
- 3 My brother hurt his leg
- 4 When I saw Emily in town
- 5 The children were sleeping on the sofa
- 6 You weren't listening to the teacher

- a she was talking to Jenny.
- b when he was playing hockey.
- c when she told us about the test.
- d when I was studying in the library.
- e when their parents came home.
- f when it started to rain.

2 Complete the sentences with the past continuous of the verb in brackets.

- 1 I was messaging (message) my best friend in the English lesson.
- 2 What you / do when I phoned you yesterday?
- 3 It not rain (not rain) when she left the house, but it is now.
- 4 your parents / sleep (your parents / sleep) when you got home?
- 5 Dan and Ellie have (have) dinner at 7.30 last night.
- 6 You not watch (not watch) that terrible film, were you?

3 Complete the conversation with **can**, **can't**, **could** or **couldn't** and the verb in brackets.

Jill: Hi, Adam, is that a new app that you're using?

Adam: Yes, it's great. It (1) can do (do) lots of things that I (2) couldn't (not do) before.

Jill: Like what? What (3) you / use (you / use) it for?

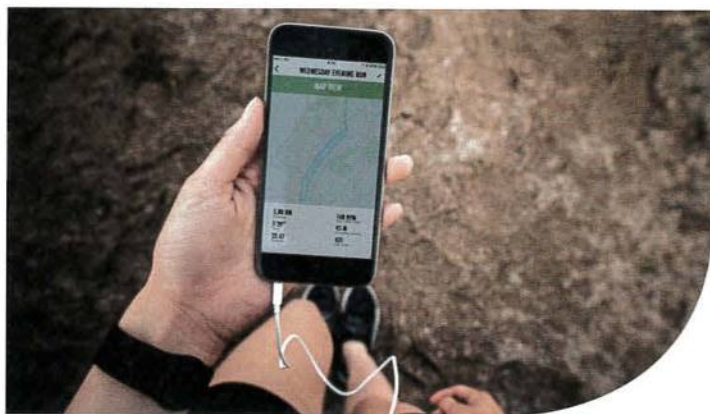
Adam: When I'm running, it (4) show (show) me how far I'm running. And it (5) tell (tell) me how fast I'm going, too.

Jill: I had an app that (6) do (do) that, but I deleted it!

Adam: Why?

Jill: Because it always posted my information online, so everyone (7) see (see) how much I was running. I didn't like that.

Adam: OK, my app has that, too, but I (8) switch (switch) if off, so people (9) see (see) my private information. Only I (10) can (can)!



Vocabulary

4 Complete the note with the verbs from the box.

check download email upload send

I love technology. The most important thing in my bedroom isn't my bed - it's my tablet! I use it every day to (1) check things online and to (2) download films or music. My parents use their computers to (3) upload their friends, but I don't do that very much. I (4) send messages to my friends about 50 times a day on my phone or on social media. I often (5) email photos, too, so other people can see what I'm doing.

5 Put the letters in order to make different kinds of music.

- 1 SCALCALIS classical
- 2 OPP pop
- 3 ARP art
- 4 PAREO pareo
- 5 KORC rock
- 6 ZAJZ jazz

WHAT'S HAPPENING?

Your guide to the best places to go in town.

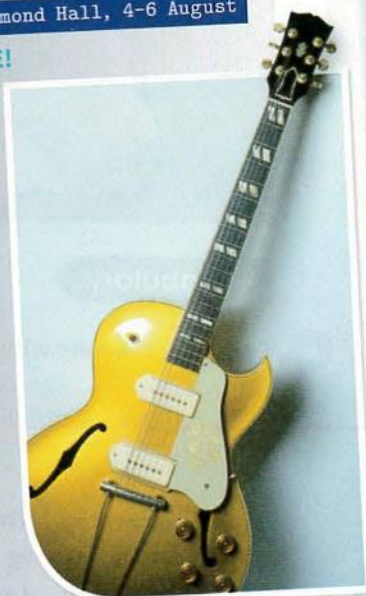


The Art of the Camera

Beautiful exhibition from some of the best young (1) working today.

Richmond Hall, 4-6 August

FREE!



Winning Voices

More than 20 (2) play their best songs in a competition to win a great prize: a place in the national final and the chance to make their own album.

Monterey Student Centre,
6 o'clock

Tickets £7.50 - £10



Film Club

Tonight's movie at the Young People's Film Club is the classic Toy Story. It stars (3) Tim Allen as the voice of Buzz Lightyear.

Starts 6.30. Tickets £2

Streetlife Dance Group

Come and see the amazing 'SDG' at the Atlas Centre. Twenty-four (4) aged between 11 and 18 show off their skills for you.

Starting 7 pm. Tickets £15.00



Theatre Royale

The final performance of Just you, me and Bobby is tonight. This is your last chance to watch this wonderful (5) Don't miss it!

8 pm. Tickets £9, £7 and £5.50



Starting off

1 Work in pairs. Look at the guide.

- 1 Which of the things would you like to go to?
- 2 What kind of things can you do where you live?

2 Complete the guide with words from the box.

actor bands dancers photographers play

Reading Part 4

1 What is your favourite film? How many times have you seen it?

2 Work in pairs. Look at these famous bears.

- Which do you know?
- What do you know about them?
- Do you know any of their stories?

• Always read the whole text before you try to answer the questions.

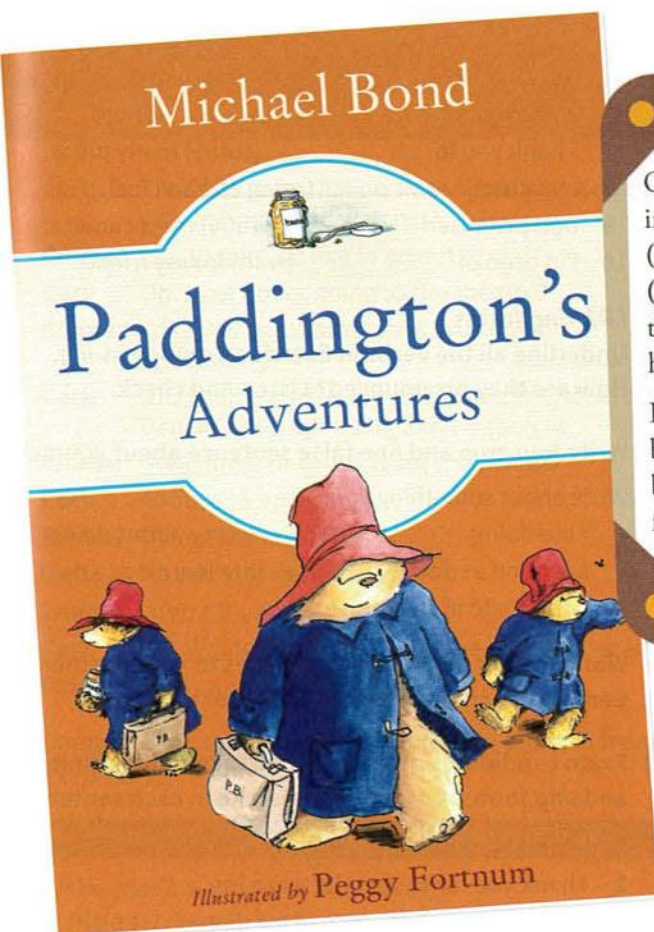
• Look carefully at the words around the space, and make sure that your answer goes with them.

• Try to think of a word which fits in the gap before you look at the options.

Exam advice



3 For each question, choose the correct answer for each gap.



Paddington Bear

One day, over 60 years ago, an English writer called Michael Bond went into a London shop to buy a present for his wife. There he (1) a small toy bear, sitting by himself, the last one (2) on the shelf. He brought the bear home and, because they lived near Paddington train station, he (3) to call him Paddington.

Later, Michael wrote a story about Paddington Bear, which became a book. That book (4) Michael Bond and his funny little bear very famous all over the world. Now there are very popular new films about the adventures of Paddington – and it isn't (5) children who enjoy them. Paddington is lots of people's (6) bear, young and old.

- | | | |
|----------------|-------------|-------------|
| 1 A watched | B saw | C looked |
| 2 A went | B stayed | C left |
| 3 A decided | B thought | C took |
| 4 A did | B made | C pushed |
| 5 A only | B alone | C first |
| 6 A attractive | B favourite | C excellent |

4 Do you like stories about animals?
What are your favourite ones?

I love that film!

Grammar

Verbs with *-ing* or *to* infinitive

▶ Page 121 Grammar reference
-ing or *to* infinitive

- 1 Look at the picture. Who is it? What is she doing?



- 2 Listen and complete the interview with a clown.

being doing making talking ~~to become~~
to do to laugh to learn to work

- David:** Why did you decide (1) *to become* a clown?
- Tanya:** Well, I love (2) – everybody does, don't they? When I was 11, my parents got a clown to come to my birthday party. He was very funny, and I thought, 'I want (3) that,' so I did!
- David:** Is it difficult (4) to be a clown?
- Tanya:** Juggling is the hardest thing. That took months of practice!
- David:** What's the best thing about (5) a clown?
- Tanya:** That's easy – I love (6) people laugh.
- David:** Do you make much money?
- Tanya:** No, not much! I do children's parties for free. It's just something I enjoy (7)
- David:** What about the future?
- Tanya:** I'd like (8) in the film industry when I finish school.
- David:** Well, good luck, and thanks for (9) to me.
- Tanya:** Thanks. It was fun.

- 3 Find examples of these rules in the interview.

Rules

- Some verbs are followed by the *to* infinitive.
Decide to become
- Some verbs are followed by the *-ing* form.
- When a verb follows a preposition (except *to*), it is always an *-ing* form.
- Would like* is followed by the *to* infinitive.
- When a verb follows an adjective, it is usually a *to* infinitive.
- Some verbs can be followed by either the *to* infinitive or the *-ing* form.

- 4 Complete the sentences with the correct form of the verb in brackets.

- Do you want *to go* (go) to the rock concert?
- We enjoy (work) with young people.
- I'd like (help) you, but I'm very busy.
- Don't worry about (clean) your room. I'll do it for you.
- He doesn't mind (sleep) on the sofa.
- What job do you hope (do) when you leave school?
- Thank you for (come) to my party.
- I finished (read) at 12 o'clock.
- Dad promised (buy) me a camera.
- I'm tired of (wait) for my friend.

- 5 **/P/ -ing forms**

Underline all the verbs in Exercise 4 ending in *-ing*. How are they pronounced? Listen and check.

- 6 Write four true and one false sentence about yourself.

Write about something you:

- hate doing
- worry about doing
- are good at doing
- are learning to do
- hope to do in the future

- 7 Work in pairs. Read your sentences to your partner. Can your partner guess which sentence is false?

- 8 Exam candidates often make mistakes with infinitives and *-ing* forms. Correct the mistake in each sentence.

- I don't like ~~cook~~ *cooking*
- Thank you for to send letter to me.
- I'd like know what you had for dinner last night.
- I want invited you to my house.
- It soon stopped to rain.

Vocabulary

suggesting, accepting and refusing

1 Match the words with the definitions.

- 1 suggest 2 accept 3 refuse

- a to agree to something
b to say an idea or a plan for someone to think about
c to say that you will not do something

2 Work in pairs. Read the conversation. How many suggestions does Carl make?



Carl: There's a good film on TV tonight. Why don't we stay at home and watch it?

Emma: No, thanks. I'd like to go out.

Carl: OK. How about going to the theatre?

Emma: I'd rather not. Some plays are difficult to understand.

Carl: OK. Shall we go to the Atlas Centre? The Streetlife Dance Group are doing a show tonight.

Emma: Good idea. How much are the tickets?

Carl: About £15 each.

Emma: Oh dear. That's a lot.

Carl: Do you still want to go?

Emma: I don't think so.

Carl: OK. Would you like to go to the school concert?

Emma: Yeah, sure. Good idea.

3 Complete the table with the underlined phrases from Exercise 1.

suggesting (?)

accepting ✓

refusing ✗

Why don't we

4 Work in pairs. Do the task.

- Student A:** You want to go out with Student B this evening. Make three suggestions.
- Student B:** Refuse the first two suggestions and accept the last one.

Shall we go to the Film Club tonight?

I'd rather not ...

Listening Part 2

- Look carefully at the form and think about what type of answers you will have to write.
- You will often hear two or more possible answers for each gap, but only one is correct.

Exam advice

1 Look at the poster for a music concert. Think of things that you need to know about it.

Where is the concert?

2 For these questions, write the correct answer in each gap. You will hear some information about a concert. Write one word or a number or a date or a time.

Where: Arts Hall

Day: (1)

Types of music: pop, jazz and (2)

Time concert begins: (3) pm

Cost of adult tickets: (4) £

Teacher: Mr (5)

Grammar

The future with the present simple, present continuous and *will*

▶ Page 122 Grammar reference
The future

- 1 Francesca has two tickets for a band competition. Read her conversation with Daniel. Does he want to go with her?

Francesca: Hey, Daniel. They're having a band competition at Rock City tonight. It starts at 6 o'clock. Do you want to come?

Daniel: I don't know. It'll probably be boring.

Francesca: It won't be boring at all! Come on. It finishes at 10.

Daniel: OK. Let's go. I'll get my coat.

Francesca: Great! I'll ask my dad to take us. The Jacks are playing first, and I don't want to miss them.

- 2 Read the conversation again.

- Circle two examples of the present continuous to talk about the future.
- Underline two examples of the present simple to talk about the future.
- Underline and circle two examples of *will* to talk about the future.

- 3 Work in pairs. Match the sentence halves to make rules.

Rules

- 1 The present continuous can be used to talk about
- 2 The future with *will* can be used to talk about
- 3 The present simple can be used to talk about
 - a what we think will happen in the future, or decisions we make at the time of speaking.
 - b something that will happen at an exact time.
 - c a plan we have for the future.

- 5 Look at the questions. Which form of the future should you use to answer them?

- 1 What are you doing this weekend?
- 2 What time does school finish today?
- 3 What time will you go to sleep tonight?
- 4 Your friend says, 'This exercise is too hard!' What can you suggest?

- 6 Work in pairs. Ask and answer the questions.

Vocabulary

Adjectives

- 1 Francesca writes reviews for the school website. Complete her reviews with the words in the box.

amazing ~~awesome~~ boring horrible
interesting terrible

Winning Voices *****

Winning Voices was great fun last night. The Pictures won first prize. I'm glad because they were (1) awesome!

The Art of the Camera ***

Do you like digital photography? This show is quite (2) interesting, but I prefer paintings.

Student art exhibition **

I like paintings, but this exhibition isn't very good. It's just a bit (3) boring.

The King's Wife *

The acting was bad. The costumes were bad. Everything was bad! Don't go. It's (4) horrible!

Star Wars: The Last Jedi ****

This was the third time I've seen this (5) amazing film. It never gets old!

Peter and the Rabbit

I didn't want to see this film, but my friend did, so I went with her. It was (6) terrible. No stars. Save your money!

- 2 Which adjectives from Exercise 1 mean *good*? Which adjectives mean *bad*?

- 3 Work in pairs. Discuss these things.

- the last film you saw
- the last book you read
- the last TV programme you watched

What was the last film you saw?

Moana.

What did you think of it?

It was awesome!

- 4 Choose the correct options.

- 1 This is a great film. I think you *'ll love* / *'re loving* it.
- 2 Hurry up. The plane *leaving* / *leaves* at 12.30 this afternoon.
- 3 The children probably *don't eat* / *won't eat* anything tonight because they're not hungry.
- 4 **A:** It's cold in here.
B: I *'ll close* / *close* the window.
- 5 Don't buy him that pink shirt – he *isn't liking* / *won't like* it.
- 6 I *'ll play* / *'m playing* tennis after school today, so I *'ll be* / *'m home* later than usual.

Writing Part 7

▶ Page 141 Writing bank
Writing Part 7

1 Write the past tense of each verb. Which pictures can you use these verbs with?

- | | |
|----------------|----------------|
| 1 watch | 4 go |
| 2 see | 5 decide |
| 3 arrive | 6 eat |

2 Match the nouns with the pictures.

bus stop cinema home poster TV



- Use the past simple in your story.
- Look at each picture and decide which verbs you need to say what happened. Do you know the past tense of each verb?
- Decide what nouns you need to tell the story.

Exam
advice

3 Use the pictures to write the story.

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- In this part, the examiner will ask two questions about a topic.
- Remember to answer the questions as fully as possible, and give reasons.

Exam
advice

1 Match words 1-5 with pictures A-E.

- | | |
|---------------------|----------|
| 1 classical concert | 4 ballet |
| 2 film | 5 play |
| 3 rock concert | |



2 Which kind of show from Exercise 1 do you like best?

3 Listen to the conversation and complete the questions the examiner asks Rita and Mario. Who gives the best answers?

- Do you prefer going to shows with your or with your ?
- What kind of would you like to go and see in the future?

4 Change Rita's short answers into fuller ones, using *because*.

- My family. I love them.
I prefer going with
- A rock concert. It will be exciting.
I'd like to see

5 Work in pairs. Ask and answer the questions from Exercise 3. Don't forget to give reasons with *because*.

I love that film!

It's going to be sunny



Starting off

1 Look at the photos. What can you see?

2 Match the seasons with photos A-D.

spring summer autumn winter

3 Listen to four students talking about their favourite seasons. Which season do they like the most?

- | | |
|---------|---------|
| 1 | 3 |
| 2 | 4 |

4 Work in pairs.

- How many seasons does your country have?
- Which months are in which seasons in your country?
- Which is your favourite season? Why?

Listening Part 1

• Before you listen, look at all three pictures for each question and think about what you see.

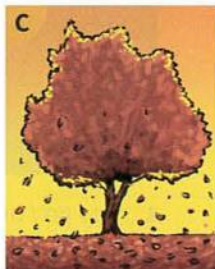
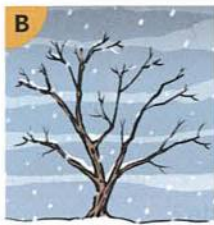
• If you don't know the answer, you should choose one anyway – it might be correct!

Exam advice

1 Look at questions 1–5 and underline the key words.

You will hear five short conversations. For each question, choose the correct answer.

1 When is Holly visiting her friend in Japan?



2 What is Frances doing on Sunday evening?



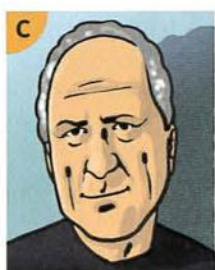
3 What time does Lynn need to leave her class?



4 How much is the book they buy?



5 Who will meet Lee at the airport?

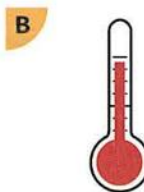


Vocabulary

What's the weather like?

1 Match the weather phrases (1-5) with the pictures (A-E).

- | | |
|---------------|-----------------|
| 1 It's cold. | 4 It's snowing. |
| 2 It's foggy. | 5 It's hot. |
| 3 It's windy. | |



2 Listen. Write the temperatures for tomorrow on the map.



3 Work in pairs.

- What is the weather like now, where you are?
- What was the weather like yesterday?
- What is the weather going to be like tomorrow?

Grammar

going to

► Page 123 Grammar reference
going to

1 Work in pairs. Read the conversation.

- 1 Why does Tony want to go to the park?
- 2 Why doesn't Juan want to go out?

Tony: Do you want to come to the park?

Juan: No, thanks.

Tony: Why not? Millie and Soraya are going to be there!

Juan: I'd like to, but it's a bit cold. And look at the sky - it's going to rain.

Tony: I've got an umbrella.

Juan: Sorry, Tony. I'm not going to leave the house today.

Tony: What are you going to do?

Juan: I'm going to stay in and watch some films.

Tony: OK. Maybe I'll see you tomorrow.

2 Match the rules (a-b) with the examples (1-2).

Rules

- 1 Millie and Soraya are going to be there.
- 2 Look at the sky - it's going to rain.
- a We use *going to* + verb when we have information in the present that tells us what will happen in the future.
- b We use *going to* + verb to talk about plans and intentions.

3 Match the uses of *going to* from Exercise 1 with rules a and b.4 Complete the sentences with (*not*) *going to* and the verbs in brackets.

- 1 I think it's *going to snow* (snow) tomorrow.
- 2 Goodnight. I (go) to bed.
- 3 Susan (wear) her new dress to the party tonight.
- 4 It (not rain) this weekend. Don't worry!
- 5 We (not walk) home after school. It's going to rain today.
- 6 You (like) this. It's brilliant!

5 Write questions and answers.



1 he / go / outside?

Is he going to go outside?
No, he isn't. He's going to stay in.



2 he / swim / in the river?



3 she / climb / a tree?



4 they / have / a picnic?



5 it / be sunny / today?

6 /P/ *going to*

Listen and repeat the two ways of saying *going to*.

Listen and practise saying the sentences.

- 1 I'm going to be there.
- 2 Look at the sky. It's going to rain.
- 3 I'm not going to leave the house today.
- 4 What are you going to do?
- 5 I'm going to stay in and watch some films.

Write four questions to ask your partner. Use **going to** and words from each group.

What
Where
Who
When

wear
do
play
meet
go
call

after school today
this evening
tomorrow morning
next summer
this weekend

What are you going to do after school today?

Work in pairs. Ask and answer the questions.

Reading Part 2

- The questions are not in the same order as they appear in the texts.
- Read each question, and then look quickly at each text to decide which one has the answer you need.

Exam
advice

1 Do you like going on holiday with your family? What sort of things do you enjoy doing?

2 For each question, choose the correct answer.

	Marta	Amy	Clara
1 Who had to go to a shop in the morning?	A	B	C
2 Who did an activity that happens at any time of year?	A	B	C
3 Who didn't have lunch during her activity?	A	B	C
4 Who ended an activity when she wanted?	A	B	C
5 Who gives advice about what to wear?	A	B	C
6 Who left early in the morning?	A	B	C
7 Who went with someone who explained things to her?	A	B	C

HOLIDAY ACTIVITIES



Marta

My friend and I rented bikes. It was easy. I booked online and we collected the bikes and helmets from the shop after a late breakfast. The bike shop is only open in the summer – I guess they don't get many customers in the winter. There's a beautiful lake to cycle round with great views of the mountains, but I got pretty tired and hungry. You can return the bike any time you need, so I went back at 2.30 and had lunch.



Amy

We took a boat trip to a nearby island. We had to get up before it got light to catch the boat – it went at 6.30 am. The captain told us that they only go out in good weather – and not at all in the winter months. Although it was July, we were still pretty cold – so don't forget a warm coat. We spent a few hours on the island, ate the sandwiches we brought with us, and came back at about 5 pm.



Clara

My friends and I love walking, so we went on a walking tour. It started at 10 am. They do them in all weathers, all year round. It was interesting because we needed to use maps and find our own way! The walk lasted three hours, through the forest and along the beach, and we had lunch too. Our guide was interesting – he knew everything about the island! At the end, there's a little shop where you can buy T-shirts and stuff.

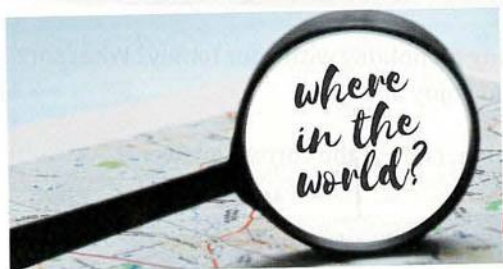
It's going to be sunny

Vocabulary

Places

- 1 Complete the quiz questions with the words below. Then answer the questions. Check on page 150.

beach desert forest islands lake mountain



- 1 Where is the deepest in the world?



- 2 Where is the world's longest ?



- 3 What is Europe's highest called?



- 4 Which country has the most ?



- 5 What is the name of the biggest in the world?



- 6 Which is the world's hottest ?

- 2 Do you have any of the places from the box in Exercise 1 in your country? What are they called?

Grammar

must / mustn't

▶ Page 124 Grammar reference
must / mustn't

- 1 Look at this fact file about the highest mountain in Wales, Snowdon. Imagine you are going to walk up Snowdon. Make a list of things you need.

Location: Wales

Height: 1,085 metres



- 2 Read Laura's blog. Tick (✓) the things you must do. Cross (X) the things you mustn't do.

I climbed Snowdon - why don't you?

So, last weekend I finally climbed Snowdon – the highest mountain in England and Wales! Here is my advice if you want to do the same.

First, decide what path to take to the top. There are a few of them – some harder than others. You mustn't pick one that's too hard for you, or you might get into trouble.

Plan your day carefully. Getting to the top and down again will take all day, so you must start early. Wear good strong boots and warm clothes. It can get really cold up there! Oh, and don't forget your phone – you might need to call for help.

You need energy to keep going all day, so you mustn't forget to bring food and drink with you to have on the way up.

You must check the weather forecast before you start. If it's bad, don't go. If you're halfway up and the weather turns bad, don't be afraid to turn back and come another day. The mountain will still be there tomorrow!



- plan your day
- choose a good path
- do it in any weather
- be afraid to turn back
- leave your phone at home
- wear strong boots
- start late in the day

- 3 Complete the rule and the examples below.

Rules

We use *must* and *mustn't* + to talk about obligation or strong advice in a formal way.

You start early.

You pick one that's too hard for you.

- 4 Look at the signs. What are they saying? Use *You must* or *You mustn't* and words from the box.

be careful eat ~~stop~~ use your phone

1 *You must stop*

2

3

4



- 5 Work in pairs. What things must or mustn't you do in these places?

in a hospital in a museum in your school
on a bike on a plane

Speaking Part 1

Page 146 Speaking bank Speaking Part 1

- The examiner is speaking to you. Look at the examiner when you answer. You don't need to talk to your partner.
- If you don't understand, ask the examiner to repeat the question.

Exam advice

- 1 Look at these topics. What questions do you think an examiner will ask? Write two questions for each topic.

holidays school weekends

- 2 Listen to an examiner talking to two candidates. Write down the questions she asks.

- What on holiday?
- Who on holiday with?
- What at the weekend?
- What friends at the weekend?
- What class in school?
- Do you have at school?

- 3 Listen again. Tick the phrases you hear.

asking someone to repeat something

when you don't know what to say

Sorry, could you repeat that?
Once again, please.
Can you say that again, please?

Um ... let me think.
Well, I guess ...
That's a good question ...

- 4 Work in pairs. Ask and answer the questions from Exercises 1 and 2.

Reading Part 5

- Always read the whole text before trying to fill the spaces.
- When the space is the first word of a question, it might be a form of *do*, *have* or *be*.

Exam advice

- 1 Complete each question with one word.

- *Do* you like camping?
- you going to watch TV tonight?
- Sammy got a computer?
- you go to the party last week?
- you sleeping when I phoned you?
- Marco want to come with us?

- 2 Look at the email. What kind of text is it? What does the writer want to say?

- 3 For each question, write the correct answer. Write one word for each gap.

Hi Sondra,

(0) *How* are you? I'm writing from the hotel room. We're near the beach, but the weather is terrible! It started raining on (1) day we arrived, and it looks (2) it isn't going to stop. (3) you hear about the storm we had last night? I thought the hotel was going to blow away!

Dad's happy. He likes walking, and he isn't worried (4) getting wet. But Mum isn't enjoying herself at all. (5) wants to go home, and I agree. This isn't fun!

(6) you still thinking about where to go on holiday? Take my advice. Don't come here!

Love, Carol

It's going to be sunny

Grammar

- 1 Exam candidates often make mistakes with the *-ing* form and *to* infinitives. Correct the mistake in each sentence.

- I'd like to go to the party because I enjoy ~~dance~~. *dancing*
- Thank you for help me with this.
- We decided to bought a new TV.
- I would like visiting your country.
- Stefan wants going to the seaside today.
- I hope hearing from you soon.
- We've got a little table for play cards.
- After see the film, I will go to the café.

- 2 Complete the sentences with the *-ing* form or *to* infinitive of the verb in brackets.

- I promise *to phone* (phone) you as soon as I get home.
- Can you finish *washing* (wash) the car before Dad comes back?
- Do you think Martin would like *coming* (come) with us to the beach?
- I don't mind *walking* (walk) to school when it's sunny.
- Are you going to learn *to drive* (drive) when you are 16?
- Susan looks really happy about *passing* (pass) all her exams.

- 3 Choose the correct options to complete the email.

Hi, Tim

I'm really looking forward to watching the tennis match with you on Saturday. (1) *It'll be* / *It is* great.

(2) *I'll meet* / *I'm meeting* you at the front door at 10.30 am. Don't worry, I (3) *won't be* / *am not* late this time! I know the match (4) *starts* / *is starting* at 11!

After the match, (5) *I'll meet* / *I'm meeting* my mum at about 2 pm, so I (6) *will need* / *am needing* to leave straight away. I (7) *won't have* / *am not having* time to have lunch with you, sorry. (8) *We go* / *We're going* to see my grandparents, who aren't very well at the moment.

Lisa

- 4 Put the words in the correct order to make questions. Then write short answers. Use the correct form of *will*.

- snow / Will / tomorrow / it ? *
Will it snow tomorrow?
No, it won't.
- be / the party / Susan / Will / at ? ✓
.....
- the shops / open / Will / on Sunday / be ? *
.....
- you / to football practice / Will / tomorrow / go ? ✓
.....
- Daniel / Will / next week / the race / win ? *
.....

Vocabulary

- 5 Circle the correct option in *italics* to complete the dialogues.

- A: *Why* / *Would* don't we go to the theatre?
B: I'd *think* / *rather* not.
- A: *Shall* / *Would* you like to go to a cricket match?
B: Yeah, *sure* / *good*.
- A: *How* / *Shall* about having chicken for dinner?
B: I don't *think* / *rather* so.
- A: *Shall* / *Would* we watch a DVD?
B: Good *thanks* / *idea*!

- 6 Complete the sentences with adjectives from Unit 9.

- I fell asleep in the film because it was so *boring*.
- What an a goal!
- This book is quite i..... – why don't you read it?
- What t..... weather! Let's stay at home today.
- Don't order the soup. It's h.....

Grammar

- 1 Put the words in the correct order to complete the conversation.

Jim: Hi, Kerry. What are you doing?

Kerry: I'm packing. (1) *We're going to go to Scotland tomorrow* (to Scotland / going to / We're / tomorrow / go)

Jim: Oh, that's nice. (2) _____ (going to / you / fly / Are ?)

Kerry: (3) _____ (aren't / No, / fly / we / going to). I'm afraid of flying!
(4) _____ (drive / is / going to / My dad).

Jim: (5) _____ (you / stay / Where / going to / are)?

Kerry: In a tent!

Jim: (6) _____ (fun / going to / That's / be)

Kerry: I hope so!

- 2 Complete the sentences with **must/mustn't** and verbs from the box.

be drink **try** ride send
open talk go

- She failed her test again. She must try harder.
- Hurry up! We _____ late for school.
- Shh! You _____ in the exam.
- The children _____ to bed now, or they'll be tired in the morning.
- I'm so thirsty. I _____ something.
- I'll give you your present now – but you _____ it before your birthday!
- It was nice to meet you. You _____ me your email address.
- You _____ your bike here – it's too dangerous.

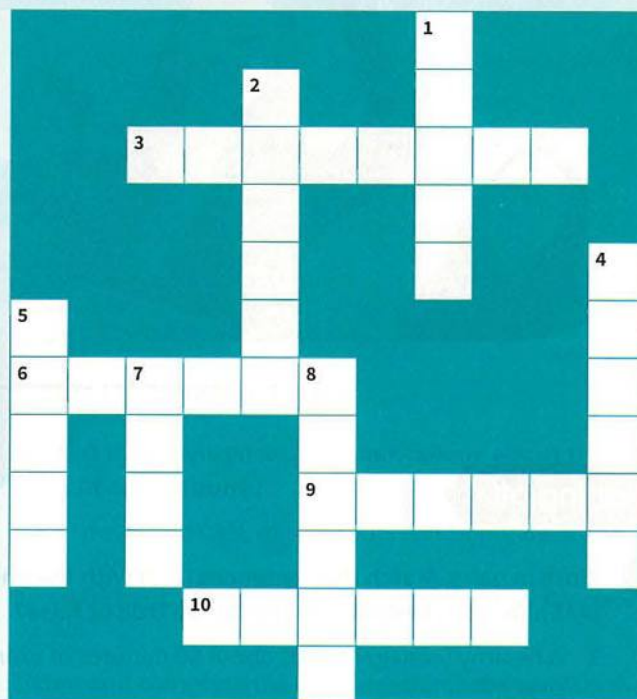
Vocabulary

- 3 Choose the correct option, A, B or C.

- We don't need to wear our coats because it's going to be _____ today.
A hot B cold C foggy
- It was so _____ that my hat came off!
A sunny B windy C hot

- We couldn't go skiing because it didn't _____ enough.
A rain B snow C wind
- It's _____. Don't forget your umbrella!
A foggy B snowing C raining
- Please turn on the heating. It's really _____ in here.
A hot B cold C sunny
- It is so _____ outside, I can't see the other side of the street!
A foggy B windy C hot

- 4 Complete the crossword with words from Unit 10.



Across

- This is very high and there is often snow on the top of it.
- You must travel over water to get to this.
- Summer, for example.
- There are a lot of trees in this place.

Down

- People like to go to this place next to the sea.
- summer, ..., winter
- winter, ..., summer
- This is water which moves from the land to the sea.
- An area of water with land all around it.
- A very hot place where it doesn't rain much.



Starting off

1 Work in pairs. Match the sentences (1–5) with the photos (A–E). Do you think the sentences are true or false?

- 1 A healthy teenager needs about 60 minutes of exercise every day.
- 2 Eight hours sleep per night is enough for most teenagers.
- 3 Being healthy can help you get good marks at school.
- 4 Washing your hands is important if you want to stay healthy.
- 5 Fast food is never healthy

2 Listen to the interview and check.

3 Work in pairs.

- 1 Are you a healthy person?
- 2 What unhealthy things do you do?
- 3 What do you do to keep fit?

Reading Part 3

1 Look at the photo.

- 1 Where are the people?
- 2 What are they doing?
- 3 What does a personal trainer do?

- If you don't understand a word, try to guess its meaning from the words around it.
- Read each of the three options carefully. Then decide which ones are wrong, and why.

Exam advice

2 Read the article about a personal trainer. For each question, choose the correct answer.

Personal TRAINER



19-year-old Martha Larsen has been a personal trainer for over a year. When she was younger, she wanted to be a footballer, but she broke her leg at the age of 16, and a football career was not possible anymore. 'I was sad at first,' she says. 'So my mum and dad suggested I join a gym. I grew to love that, and soon I was helping others get started.'

Before long, people were coming to Martha for help. Now she has over 40 students – some more than twice her age! She believes she offers something other trainers do not. 'With me, it's not just about getting fitter,' she says. As well as making her students train very hard, she helps them think about what they eat. 'Eating healthily is so important. If I do my job well, my students will sleep, work and play better.'

WHAT ADVICE WOULD MARTHA GIVE SOMEONE WHO WANTS TO GET FIT?

'The most important thing is not to wait until you can pay for a personal trainer. The time to begin is now. Start slowly with short runs, and go further each day. Soon you'll be ready for the gym.'

Martha still lives with her parents, but she doesn't want to stay there for too long. 'A lot of personal trainers dream of moving to Hollywood and getting rich by training the stars,' she says. 'I'll be happy if I make enough money to buy my own flat. I don't need to change.'



- 1 Martha became a personal trainer because
 - A she could no longer be a football player.
 - B she went to the gym when she was very young.
 - C she knew other personal trainers.
- 2 What does Martha believe makes her different from other personal trainers?
 - A She makes her students do more difficult exercises.
 - B She has students who are much older than her.
 - C She gives her students advice about food.
- 3 What advice does Martha give to someone who wants to get fit?
 - A join a gym
 - B find a trainer
 - C start immediately
- 4 What does Martha hope to do in the future?
 - A Get her own place to live.
 - B Move to another country.
 - C Train famous people.
- 5 What is the writer doing in this article?
 - A giving advice about choosing a personal trainer
 - B describing the life of a personal trainer
 - C explaining how to become a personal trainer

- 3 Would you like a personal trainer to help you? Why? What would you like them to help you with?

Grammar

First conditional

▶ Page 125 Grammar reference
First conditional

- 1 Look at these sentences. Are they talking about the present or the future?

- 1 If I do my job well, my students will sleep, work and play better.
- 2 I'll be happy if I make enough money to buy my own flat.

- 2 Listen and complete the conversation between Martha Larsen and the journalist who interviewed her.

Journalist: Thank you for the interview, Martha. That was very interesting.

Martha: You're welcome.

Journalist: So, could you be my personal trainer? I need to get fit.

Martha: If you (1) me to be your personal trainer, I (2) be very happy to help you.

Journalist: I should tell you I'm very lazy, and I don't like to work too hard.

Martha: Ha ha! You (3) get fit if you (4) work hard!

Journalist: Oh well, never mind!

- 3 The sentences in Exercises 1 and 2 are often called the first conditional. Complete the rules with *present* or *possible*.

Rules

- We use the first conditional to talk about what will happen in situations.
- We form the first conditional with *if* + the tense, and *will* (or *won't*) + infinitive.

- 4 Match each sentence beginning (1-6) with its ending (a-e).

- If you don't exercise,
 - You'll be tired tomorrow
 - What will Sam do
 - If I eat too much cake,
 - She won't let us eat
 - If you go running in the rain,
- if he doesn't go to school today?
 - you'll get wet.
 - if we don't wash our hands.
 - I'll feel sick.
 - you won't get fit.
 - if you don't go to bed now.

- 5 Exam candidates often make mistakes with the first conditional. Correct the mistake in each sentence.

- If I ~~won't~~ keep exercising, I won't get fit. *don't*
- You like the class if you come.
- If the weather is cool, will be very good.
- I'll happy if you can come.
- If someone want to call me, they will.
- I think you feel better if you will eat better.

- 6 Complete the sentences so they are true for you.

- If I drink lots of cola tonight,
- I'll be very happy if
- My parents will be pleased if
- If I get up too early tomorrow,
- If the weather is good this weekend,
- If I don't do my homework tonight,

7 /P/ Sentences with *if*

Listen and repeat Martha's sentences. Notice the pause after the comma.

- If you want me to be your personal trainer, I'll be happy to help you.
- You won't get fit if you don't work hard.

- 8 Complete these *If* clauses with your own words.

- If I met my favourite film star,
- If I missed the bus,
- If it rains,
- If the teacher leaves the class early,

- 9 Work in pairs. Practise saying the sentences.

Vocabulary

Parts of the body

- 1 Match the words from the box with body parts A-L in the photos.

arm back eye finger foot hand head
leg mouth neck nose stomach



2 Which parts of the body are most important for these activities?

- running
- throwing and catching
- reading
- eating

3 Work in pairs. Student A think of a body part. Student B try to guess what it is by asking questions.

Do you use them for running?

No.

Do you use it for eating?

Yes!

Listening Part 4

- Listen to the whole item before you choose your answer.
- Remember – you are listening for the main idea of the communication.

Exam advice

1 Before listening, match questions 1–5 with pictures A–E.

2 For these questions, choose the correct answer. Then listen and check again.

- 1 You will hear a girl leaving a message about a football match. Why is she unhappy?
 - A She didn't play well.
 - B Her team lost.
 - C She was hurt.
- 2 You will hear a father talking to his daughter. Where have they been?
 - A in a hospital
 - B in a café
 - C on a bus
- 3 You will hear a mother talking to her son about school. Which subject is he getting better at?
 - A history
 - B Spanish
 - C maths
- 4 You will hear a mother talking to her son. What does the boy offer to do?
 - A make dinner
 - B go shopping
 - C clean the house
- 5 You will hear a boy leaving a message. Why does he want a lift home?
 - A His head hurts.
 - B His legs are tired.
 - C He has a temperature.

A



B



C



D



E



Grammar

something, anything, nothing, etc.

► Page 126 Grammar reference
something, anything, nothing, etc.

1 Work in pairs.

- 1 What can help you concentrate in class?
- 2 What things can make it difficult to concentrate?

concentrate /kɒnsəntreɪt/ verb

to think very hard about the thing you are doing and nothing else

Be quiet – I'm trying to **concentrate**.

2 Read the article. What is unusual about the school?

A teacher in Australia has found a way for her students to keep fit and concentrate – and they don't have to do anything. They just have to sit at their desks! Instead of sitting on chairs, everyone in Miss Gray's class sits on large, soft exercise balls.

Nothing like this has been tried in classrooms before – but Miss Gray thinks it works. The students study better.

'Someone told me about these balls years ago. It is something I have wanted to try for a long time,' says Miss Gray. 'The students are happy, the parents are happy – everyone loves the new exercise balls! No one wants to sit on those boring old chairs now.'

Do you know anyone who uses one of these balls to sit on? Write and let us know!



3 Complete the table with the underlined pronouns.

positive statements	negative statements
---------------------	---------------------

everyone

4 Match the words (1–3) to the meanings (a–c).

- 1 everyone, everything
- 2 someone/anyone, something/anything
- 3 no one, nothing
- a not all, or it doesn't matter which
- b all
- c none

5 Exam candidates often make mistakes with *any-*, *some-*, *no-* pronouns. Correct the mistake in each sentence.

- 1 I'll find anyone to help you. *someone*
- 2 We are going to get some to eat and drink.
- 3 We don't have to bring any thing with us.
- 4 I only paid 100 euros for everythings.
- 5 I love my room because I have all I like there.

Vocabulary

What's the matter?

1 Match the phrases (1–7) with the pictures (A–G).

- 1 I feel sick. *A*
- 2 I've got a temperature.
- 3 I've got a cold.
- 4 I've got toothache.
- 5 My leg hurts.
- 6 I've got a headache.
- 7 I've got a broken arm.

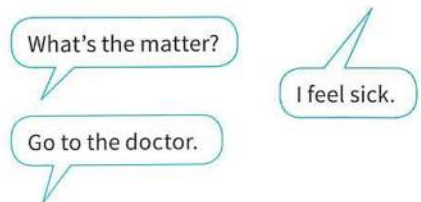


2 Complete the sentences with words from the box.

drink down go (x2) nothing rest take

- 1 an aspirin.
- 2 Lie in bed for a while.
- 3 to the dentist.
- 4 There's you can do, except rest.
- 5 some water.
- 6 to the doctor.
- 7 You need to

3 Work in pairs. Give each other advice about the problems from Exercise 1.



Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- Listen carefully to what your partner says and try to respond to their questions.
- Talk to your partner, not the examiner!

Exam advice

Do you like these healthy activities? Say why or why not.



Listen to two students talking about the pictures. Complete the questions they ask each other.

- 1 Do youeat..... a lot of vegetables?
- 2 What.....you?
- 3 How.....do you sleep for?
- 4.....you ever go running?
- 5.....not?
- 6 What do you.....about that?
- 7.....you.....cycling?
- 8 What.....?
- 9.....?

Work in pairs. Ask and answer the questions from Exercise 2. Don't forget to ask follow-up questions.

What about you?

Why/Why not?

What do you think about...?

Writing Part 6

▶ Page 139 Writing bank
Writing Part 6

- Always check your work when you have finished.

Exam advice

1 Underline the questions in this email from a friend.

Hi Mario,

Yes, I would love to come for a run in the park with you. What time shall we meet at your house? How are we going to get to the park? What will we do if it rains?

Gina

2 Read the replies and answer the questions.

- 1 Who wrote under 25 words?
- 2 Who didn't include all three pieces of information?
- 3 Who made the most spelling mistakes?
- 4 Who needs to check their grammar?
- 5 Who didn't start their message correctly?
- 6 Who will get the best mark?

Hi Gina,

Thanks for the message. Let's meet in 2 o'clock at my house tomorrow. If it will rain, we will go to the café near the park.

Mario

Hello Gina,

I'm glad you can come. We'll meet at 1.30 at my house. We can walk to the park because it's not far. We'll stay inside and play games if it rains.

Best wishes

Tony

Let's meet at my haus 1 o'clock. We can run to the park. If it rains, we will to take the buse

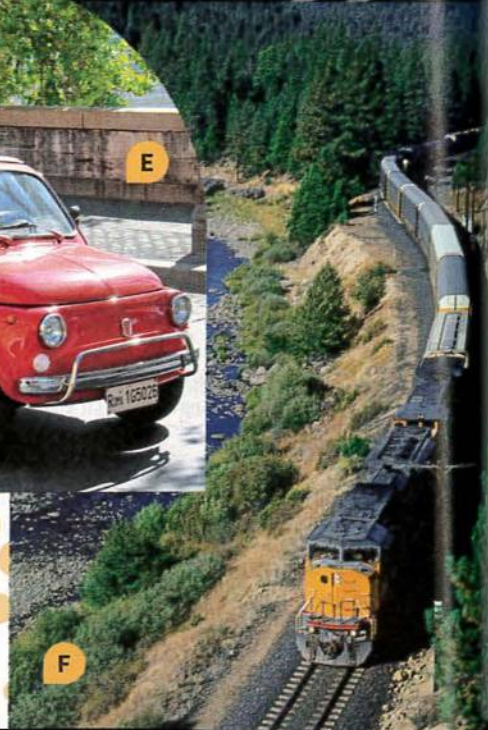
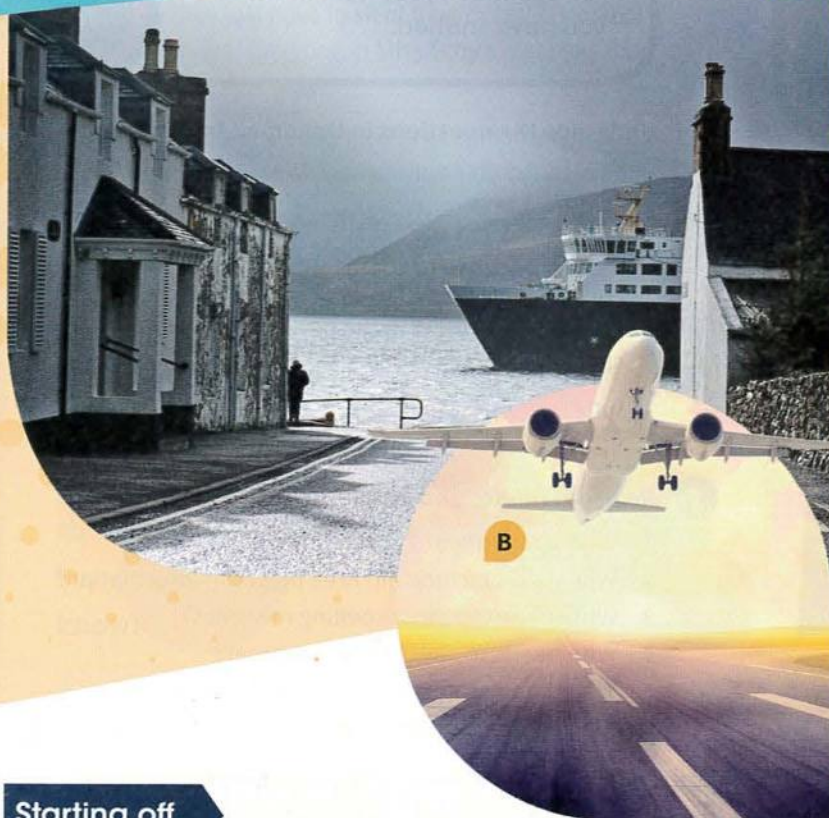
Stefan

3 Work in pairs. Correct the mistakes in Mario's and Stefan's emails.

4 Write your own email to Gina.

I like to keep fit

Have you ever been on a plane?



Starting off

Means of transport

- 1 Listen and match the sounds (1-6) with the forms of transport in the photos (A-F).

A boat B plane C bike
D bus E car F train

- 2 Listen and tick (✓) how the students get to school. How long does it take?

	by car	by boat	by bike	by bus	How long?
--	--------	---------	---------	--------	-----------

John minutes

Karen minutes

Jordan minutes

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

- How do you get to school?
- How long does it take?

Reading Part 1

- If you don't understand a word, try to guess its meaning from the words around it.
- Read each option carefully. Decide which ones are wrong and why.

Exam advice

1 For each question, choose the correct answer.

1

BOAT TRIPS!

Half-price for groups of 10 or more.
Ask at the shop.



- A You will pay more to do this alone.
- B You have to be over 10 to do this.
- C You will enjoy this more with friends.

2

Beautiful old skateboard for sale.

Four years old – needs new wheels!
£10 or nearest offer.

Phone Daniel 09892 393909



- A The skateboard is for a young child.
- B The skateboard is ready to ride.
- C The price of the skateboard can be changed.

3

Hi Amy,
I'm ill, so I'm staying at home. Could you tell Mrs Jenkins, the new English teacher? Message me if we have homework.
Ollie

What does Ollie want Amy to do?

- A Go to Ollie's house.
- B Talk to Mrs Jenkins.
- C Help Ollie with his homework.

4

Takeaway Café

Healthy drinks and snacks.
Closed weekends.
Friendly staff.



- A The café sells food that is very cheap.
- B The café is open on Sundays.
- C The café has nice people working there.

5

Maddie,

A new dance class is starting at school. It's for people our level, not beginners. I'll tell you more after music class.

Anna

- A There is a new dance school in town.
- B Anna and Maddie have done dance before.
- C The new dance class begins after the music lesson.

6

Lost bike helmet (green)

I left it at school. It was cheap, but I love it!
Email greg121@mailbank.com

Greg wants his bike helmet back because

- A He likes it a lot.
- B It was expensive.
- C It is his favourite colour.

Grammar

Present perfect

► Page 127 Grammar reference
Present perfect

- 1 Do you like long car journeys? Why? / Why not?
- 2 Look at the photos. What do you think the article is about?



DO YOU LIKE LONG CAR JOURNEYS?

The Zapp family from Argentina do. They started their journey in 2000, and they are still travelling!

Mr and Mrs Zapp have travelled more than 320,000 kilometres in their old car. Their four children were all born in different countries: Pampa is a U.S. citizen, Tehue is Argentinian, Paloma is Canadian, and Wallaby is Australian. The children have been to schools in different countries, and they have learned a lot of things on their journey round the world.

The family has been to more than 75 different countries, and thousands of people have invited them into their homes. Maybe they have visited a place near you. Have you seen them?

Have you ever been on a plane?

3 Read the sentences and answer the questions.

Mr and Mrs Zapp have travelled more than 320,000 kilometres in their old car.

- 1 Does this sentence talk about something that started in the past and continues to now?

The children have been to schools in different countries, and they have learned a lot of things...

- 2 Do we know exactly when the Zapp children learned those things?

4 Look at the underlined examples of the present perfect in the article. Then complete the rules.

have past when

Rules

- 1 We use the present perfect to talk about experiences in the with a link to the present.
- 2 When we use the present perfect to talk about experiences, we do not say exactly they happened.
- 3 We form the present perfect with / has + past participle.

5 Complete the sentences with the present perfect form of the verb in brackets.

- 1 I have visited (visit) lots of countries.
- 2 Most people (never / jump) out of a plane.
- 3 My brother (cook) lots of meals this year.
- 4 You (not / play) basketball before, have you?
- 5 My uncle (stay) in some very expensive hotels on business.
- 6 We (study) for six hours today, and we still (not / finish).

6 Some past participles are irregular. Complete the sentences with past participles from the box.

driven drunk eaten (x2)
~~read~~ stopped swum written

- 1 I have read all of the Harry Potter books.
- 2 Have you ever a car?
- 3 My teacher has a letter to my parents.
- 4 It hasn't raining for days.
- 5 I feel bad because I've too much.
- 6 Who has all the orange juice?
- 7 Have you ever any unusual food?
- 8 Sonja's never in the sea.



7 Listen to the Zapp family talking about their experiences on the road. Choose the correct answer.

- 1 Have the Zapps ever had problems on their journey?
A Yes, they have.
B No, they haven't.
- 2 Has the car ever stopped working?
A Yes, it has.
B No, it hasn't.
- 3 Has the car ever travelled faster than 55 kilometres per hour?
A Yes, it has.
B No, it hasn't.
- 4 Have the children seen any wild animals?
A Yes, they have.
B No, they haven't.
- 5 Have they ever been to Vietnam?
A Yes, they have.
B No, they haven't.

8 Make questions using **ever** and the present perfect. Write true answers. Then add two more questions of your own.

- 1 you / live in another country?
Have you ever lived in another country?
Yes, I have. / No, I haven't.
- 2 you / be / on a plane?

- 3 you / miss / a train or bus?

- 4 you / go / on a trip without your parents?

9 Work in pairs. Ask and answer the questions.

Vocabulary

Vehicles

1 Label the pictures with words from the box.

coach helicopter motorbike scooter taxi tram



1



2



3



4



5



6

Rules

- 1 You can travel, go or be in a taxi, car and helicopter.
- 2 You can travel, go or be on a coach, plane and scooter.

2 Complete the sentences so they are true for you.
Use words from Exercise 1.

- 1 I don't like travelling by ...
- 2 I prefer going by ...
- 3 I have often been on/in a ...
- 4 I have never been on/in a ...

3 Work in pairs. What are your favourite and least favourite forms of transport?

What's your favourite form of transport?

Why?

I love travelling by plane.

I love flying. Some people are frightened, but I love it! And you?

Listening Part 2

- Names are always spelled out. Make sure you know the alphabet in English!
- The answers follow the order of the recording.
- Do not waste time writing numbers as words.

Exam advice

1 Listen and write the times you hear.

- | | |
|------------------------|------------|
| 1 10.45 am | 3 pm |
| 2 pm | 4 pm |
| | 5 pm |

2 Imagine you are going to do a 10-kilometre run. What questions do you want to ask about it? Make questions using these words.

clothes distance meet time weather when

3 Look at the notes. What kind of information do you need in each gap?

FUN RUN

Day: Saturday
 How far: (1) km
 Weather: (2)
 Should wear: (3) ,
 T-shirt and trainers
 Run begins: (4) am
 Meeting place: (5) Park



4 For each question, write the correct answer in the gap. You will hear a teacher talking to her class about a countryside run they are doing. Write one word or a number or a date or a time.

5 Listen again and check.

Have you ever been on a plane?

Grammar

should / shouldn't

▶ Page 128 Grammar reference
should / shouldn't

- 1 Look at the sentences. Which word expresses advice or something you have to do?

- 1 You should wear something light and comfortable.
- 2 You should get there early.
- 3 You shouldn't worry.

- 2 Complete the bicycle safety notice. Use *should* or *shouldn't* and words from the box.

carry passengers ~~cycle on the pavement~~
listen to music look behind you
ride too close to parked cars turn on your lights
use the bike path ~~wear bright clothes~~

SAFE CYCLING IN THE CITY



You should wear bright clothes.....
so that drivers can see you.

.....
before you turn right or left.

.....
– that's the safest place to ride.

..... at night.



You shouldn't cycle on the pavement.....
– it's more dangerous than on the road!

.....
– you need to hear what is happening around you.

.....
– someone might open a car door in front of you.

.....
– your bike can carry only one person safely.

3 /p/ /ʃ/ and /tʃ/

Listen. Which sound is longer?

- 1 /ʃ/
- 2 /tʃ/

4 Listen and repeat the sentences.

- 1 You should check your work.
- 2 You shouldn't chat during lessons.
- 3 You should watch this show.
- 4 You should learn how to catch fish.

5 Listen again. Underline the /ʃ/ sounds and circle the /tʃ/ sounds in the sentences.

6 Work in pairs. Give each other advice in these situations. Use *should/shouldn't* and your own ideas.

- You feel very tired all the time.
- You are always late for school.
- You get bad marks in English.
- You don't understand the lesson.

I feel very tired all the time.

You should go to bed earlier.

Vocabulary

Travel verbs

- 1 Match the vehicles from the box with verbs 1–3. Some vehicles go with more than one verb.

a bicycle a bus ~~a car~~ a coach a helicopter
a motorbike a plane a taxi a train a tram

- 1 drive *a car*
- 2 fly
- 3 ride

2 Choose the correct words in *italics*.

- 1 I'm learning to *drive* / *ride* a scooter.
- 2 My mum is a pilot. She *flies* / *drives* planes all over the world.
- 3 Dan's uncle *rides* / *drives* a taxi in London.
- 4 I got on my bike and *rode* / *drove* home.
- 5 We got off the bus to the airport and then *drove* / *flew* to Los Angeles in a big plane.

- 3 Work in pairs. Think of an interesting place you have visited. Imagine that your partner is visiting this place. Take turns to say how your partner should travel there.

Writing Part 7

► Page 141 Writing bank
Writing Part 7

- Give your characters names.
- Write something about each picture.
- It is better to use past tenses to tell your story in the exam.

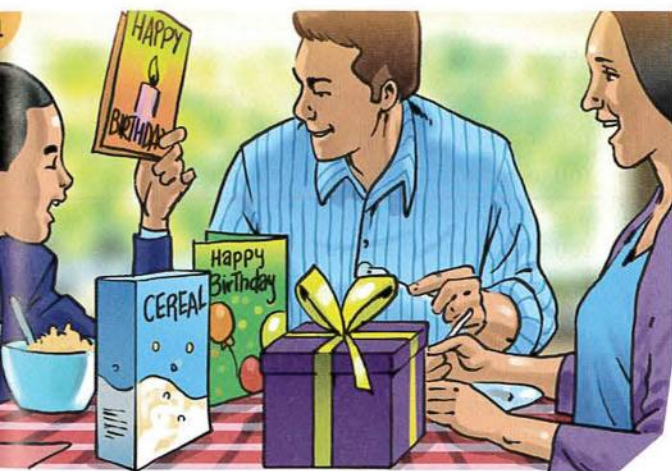
Exam advice

1 Look at the three pictures below. What words do you need to say what happened? Make a list of the objects (nouns) and actions (verbs).

2 Match the words with the three pictures.

breakfast kitchen eat birthday parents
wait bus stop watch worry arrive bus
friends music party

3 Now write your story. Write up to 65 words.



Speaking Part 1

► Page 146 Speaking bank
Speaking Part 1

- If your partner does not understand your question, try to ask it in a different way.

Exam advice

1 Write each question in a different way. Use the word in brackets.

- Where did you go last summer? (anywhere)
Did you go anywhere last summer?
- How did you get there? (plane)
Did?
- How do you go to school every day? (bus)
Do?
- How long is the journey to school? (far)
Is?

2 Listen to an examiner talking to a candidate. Complete the information.

Lisa went to with her She went in the last year, and she travelled by

3 Write three questions to ask your partner on the topic of travel and transport.

4 Work in pairs. Ask and answer your questions. If you don't understand a question, ask your partner to say it in a different way.



Have you ever been on a plane?

Grammar

1 Choose the correct option in *italics*.

- If you study / *will study* hard, you will pass your exams.
- If you don't go to school today, your teacher *will be* / *is* angry.
- She'll be very happy if her parents *will buy* / *buy* her a bike.
- If we 'll go / *go* to the cinema tomorrow, we'll take Rob with us.
- We 'll get / *get* another drink if we're still thirsty later.
- If we do our homework tonight, we *won't have* / *don't have* to do it at the weekend.

2 Write first conditional questions.

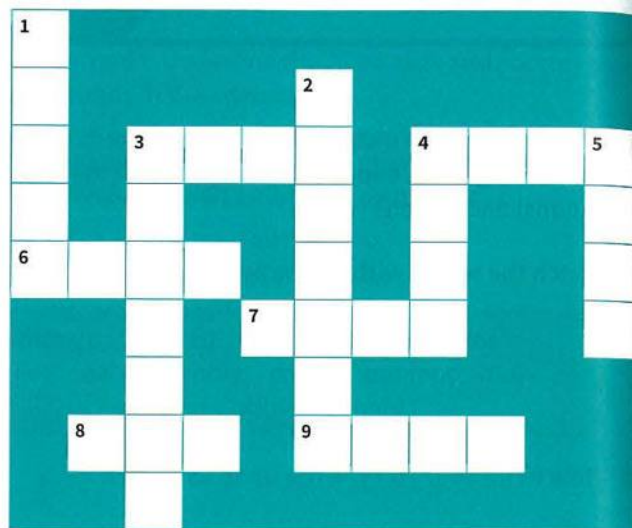
- what / you / drink / if / you / be / thirsty / this evening?
What will you drink if you are thirsty this evening?
- what / you / do / if / it / be / sunny tomorrow?
.....
- what / your parents / do / if / you / pass all your exams?
.....
- how / you / feel / if / you / eat / too much chocolate?
.....
- where / you / go / if / it / rain / this weekend?
.....
- who / you / ask / if / you / need help / with your homework?
.....

3 Complete the words with *some*, *any*, *every* or *no*.

- Hello? Is there any body here?
- I've bought Dave thing great for his birthday. He'll love it.
- We looked where, but we couldn't find our car.
- body loves good food.
- A: Where did you go last night?
B: where. I stayed in and watched TV.
- body failed the test. The whole class passed!
- I don't want thing to eat, thank you.
- We want to go on holiday where hot and sunny this year.

Vocabulary

4 Complete the crossword with body words.



Across

- You wear a shoe on this part of the body.
- You smell things with this.
- You use this to pick things up and write.
- It's behind you!
- Your hand is on the end of this.
- The top part of your body.

Down

- You put food in here when you eat.
- This is where the food goes when it's inside you.
- You have ten of these on your hands.
- This is between your body and your head.
- You use these to see.

5 Complete the sentences with words from Unit 11.

- My head hurts. I've got a) headache.
- My tooth hurts. I've got t.....
- I'm hot. I've got a t.....
- Ouch! I've h..... my foot!
- You can't go to school today. You've got a c.....
- I feel s.....

Grammar

1 Write the past participles of these verbs.

- 1 drive *driven*
- 2 buy
- 3 read
- 4 eat
- 5 go

2 Mike is going on a camping trip. Look at the list of things he has and hasn't done, and write sentences.

buy the train ticket ✓
make some sandwiches X
clean the tent ✓
buy a map X
wash my clothes ✓
invite Maria ✓
find a cooking pot X

1 He's bought the train ticket.

- 2
- 3
- 4
- 5
- 6
- 7

3 Write questions and sentences with the present perfect.

- 1 You / drive / car?
Have you ever driven a car?
- 2 I / never / eat / sushi.
.....
- 3 My best friend / read / lots of books.
.....
- 4 My brother / eat / too much chocolate.
.....
- 5 they / ever / go / to Spain?
.....
- 6 My dad / buy / a new car.
.....

4 Read the sentences, then write advice using *should* or *shouldn't*.

- 1 I hurt my foot when I was jumping off my desk.
You shouldn't jump off your desk!
- 2 Dani is great at football, but he doesn't practise very often.
.....
- 3 I want to finish this book, but I'm tired and my eyes hurt.
.....
- 4 These shoes are too small and they hurt my feet.
.....
- 5 Using a tablet gives me a headache.
.....
- 6 Steve doesn't like vegetable soup.
.....

Vocabulary

5 Put the letters in the correct order to make vehicles.

- 1 AXIT *Taxi*
- 2 USB
- 3 ATBO
- 4 NAPEL
- 5 MART
- 6 RECOSTO
- 7 OTHILCREPE
- 8 OMTEROIBK

6 Choose the correct option, A, B, or C.

- 1 Have you ever *ridden* a scooter?
A gone B flown C ridden
- 2 We to France in our old car.
A drove B flew C rode
- 3 a plane is really difficult.
A Driving B Flying C Riding
- 4 I'm learning to a bike – I have never learned before!
A fly B drive C ride
- 5 Uncle Martin a helicopter when he was a policeman.
A flew B drove C rode
- 6 The only vehicle Dad hasn't is a fire engine.
A flown B driven C ridden

What's your hobby?



Starting off

1 Work in pairs. If you have some free time this weekend, what will you do?

2 Match the words with the pictures.

- 1 doing puzzles
- 2 playing computer games
- 3 making jewellery
- 4 snowboarding
- 5 sailing

3 Listen to a teacher asking Natasha about her hobbies.

- 1 What were her hobbies when she was younger?
- 2 What are her hobbies now?
- 3 What hobby would she like to try?

4 What are your hobbies? Which hobby would you like to try? Why?

Listening Part 3

- Don't choose an answer just because it has a word you hear in the recording.
- The answer will sometimes paraphrase something that you hear.

Exam advice

- 1 Work in pairs. Try to think of other ways of saying these things.

- I'll text you. *I'll send you a message.*
- There were too many people on the bus.
- I did the puzzle in just over 10 minutes.
- I went to the cinema.
- I'll give you riding lessons.
- My helmet wasn't big enough.
- I'm getting much better at snowboarding.

- 2 You will hear paraphrases of the sentences in Exercise 2. Match the sentences you hear (a-g) with the sentences from Exercise 1.

paraphrase verb [I,T]

to say something that has been said or written in a different way

'I'll send you a message' is a paraphrase of 'I'll text you'.

- 3 Look at questions 1-5. Underline the key words.

- When did Rich start riding?
 - two weeks ago
 - earlier today
 - last month
- Rich thought his first lesson was
 - a bit boring.
 - too short.
 - difficult.
- What did Jess have to borrow at her first riding lesson?
 - some boots
 - a hat
 - a jacket
- Jess says her teacher was
 - an excellent rider.
 - a good teacher.
 - kind to children.
- What does Rich plan to do in the future?
 - start another hobby
 - keep going to riding lessons
 - teach his friend to ride

4

For each question, choose the correct answer. You will hear Rich talking to his friend Jess about horse riding.



Grammar

Present perfect with *for* and *since*

▶ Page 129 Grammar reference
Present perfect with *for* and *since*

- 1 Look at the photos. What are the people doing? Have you ever done anything like this?



- 2 Read the blog. What is Ben's hobby?

I live in the city and during the week I go to a place called Adventure Zone. There are lots of things you can do there. They have indoor rock climbing, surfing and kayaking. I go indoor climbing every week.

I began climbing last year with my sister. We were on holiday in France and we made some new friends. They were mountain climbers, and we joined them. We had an awesome time! When we got home, my sister and I wanted to do more climbing. That's when we found Adventure Zone, which has an indoor climbing wall.

The wall has easy climbs and hard climbs. You practise on the easy parts first. Then, as you get stronger, you can try the more difficult ones. I've improved a lot since I began and now I can climb most of the wall easily.

I've lived in this town for five years and at first, I thought it was really boring. But I didn't know about Adventure Zone! Now I think I live in the best place! It's awesome.

What's your hobby?

- 3 Match the beginning of each sentence with its ending to complete the rules.

Rules

*I've lived in this town for five years.
I've improved a lot since I began.*

- 1 We use *for* with the present perfect to
- 2 We use *since* with the present perfect to
- a talk about a period of time.
- b say when something started.

- 4 Complete the sentences with *for* or *since*.

- 1 I have known my best friend for three years.
- 2 We've had the same sailing boat 2005.
- 3 My dance partner has been away weeks.
- 4 The riding school has been closed June.
- 5 My friends and I haven't been on a snowboarding holiday a long time.

- 5 Complete the sentences so that they are true for you.

- 1 I have known my best friend for
.....
- 2 My family have lived here since
.....
- 3 I have had these shoes for
.....
- 4 I haven't had anything to eat since
.....
- 5 I have been at this school for
.....

- 6 Work in pairs. Write questions about the sentences from Exercise 5. Then ask and answer your questions.

How long have you known your best friend?

I've known my best friend for nine years.

Vocabulary

Adverbs

- 1 Read the sentences. Which underlined word describes the noun? Which describes the verb?

*You practise on the easy parts first.
I can climb most of the wall easily.*

- 2 Choose the correct words in *italics* to complete the interview with Ben.

Interviewer: Have you ever had a (1) *bad* / *badly* experience?

Ben: No, I haven't, but my friend Jim has. He was climbing a mountain when he fell (2) *bad* / *badly*. He broke his arm.

Interviewer: How long did it take to get better?

Ben: It got better quite (3) *quick* / *quickly*. He was lucky!

Interviewer: Is it (4) *easy* / *easily* to hurt yourself when you are climbing?

Ben: If you're not (5) *careful* / *carefully*, you can get hurt quite (6) *easy* / *easily*. You have to plan each climb (7) *careful* / *carefully*.

Interviewer: What advice would you give to someone who wants to learn to climb?

Ben: Find a (8) *good* / *well* teacher. I've never had a bad experience because my teacher taught me (9) *good* / *well*.

- 3 Complete the table.

adjective	adverb
	regular
bad	
	carefully
	slowly
quick	
easy	
	happily
	irregular
	well

- 4 Complete each sentence with the adverb form of adjectives from the box.

bad slow easy sad good ~~happy~~

- 1 The baby laughed happily at her new toy.
- 2 Please drive There are children playing in the street.
- 3 Carla speaks English very because she was born in London.
- 4 Jake hurt himself while he was snow boarding.
- 5 We thought it would be difficult, but everyone completed the exercise
- 6 'I can't come to your party because I'm ill,' Sam said

- 5 Work in pairs. Say which things from the box you do well and which you do badly.

climb cook cycle dance paint run sing swim

Reading Part 3

- If you can't find the answer, try to decide which options are definitely wrong.
- Don't choose an answer just because it contains the same word as the text.

Exam advice

Do you play games? What games do you enjoy playing?

What game can you see in the photo? Read and check.



Read the article. For each question, choose the correct answer.

- James has lived in South Korea for
 - five years.
 - eight years.
 - thirteen years.
- Where did James learn how to play?
 - at home
 - in a club
 - at school
- What does James like most about playing Go?
 - winning prizes
 - making new friends
 - visiting other countries
- What does James enjoy watching on TV?
 - comedies
 - music videos
 - adventure films
- What does James say about his future?
 - He wants to be the best player in the world.
 - He plans to do something different.
 - He wants to keep playing Go.

Teenage Go Player



James Kwak is a Go player. He has lived in South Korea since he was eight years old. His parents moved there with the whole family five years ago. Now, at the age of 13, many people think James could become one of the best Go players in the world.

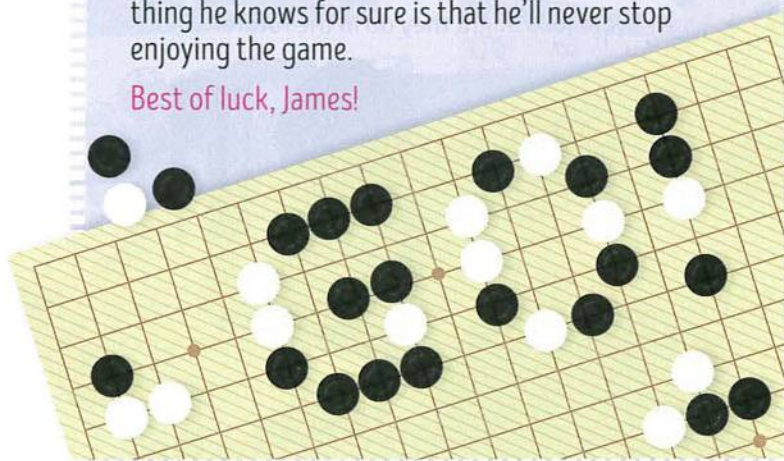
James' mother is a good Go player, but James didn't learn until he was seven. 'Some of my friends wanted to join the local Go club even though none of them knew how to play!' he says. 'Luckily the PE teacher is a fantastic player – she taught us at lunch time.'

James loves to win competitions. In fact, he's made quite a lot of money, but that's not the most important thing to him. He travels around the world, too, but he says that can be tiring. 'The best thing is meeting lots of lovely people. We have loads of fun together.'

In his free time, James loves watching TV because he doesn't have to think! 'My friends like pop and rock videos, or superhero movies. I prefer the funny stuff. If it doesn't make me laugh, I'm not interested.'

He's not sure about what he'll do in the future. 'I don't think I will be the world's number-one player,' he says. 'But who knows?' He's thinking about going to university and studying to be a doctor. The one thing he knows for sure is that he'll never stop enjoying the game.

Best of luck, James!



- 4 Have you ever played Go? Would you like to?

What's your hobby?

Grammar

may / might

▶ Page 129 Grammar reference
may / might

- 1 Complete the rule with **sure** or **not sure**.

Rules

One day I **might** be the world's number one player.

I **may** decide to go to university and become a doctor.

I have a lot of homework, so I **might not** come out tonight.

We use **may** (not) or **might** (not) when we are
that something is true.

- 2 Complete the sentences with your own ideas. Use **may** (not) or **might** (not).

- Tony's hobby is cooking.
He *might be a chef when he grows up.*
- There is somebody at the door.
It
- Dan isn't in school today.
He
- My friend hasn't replied to my message.
He / She
- I bought a lottery ticket yesterday.
I

Vocabulary

Jobs

- 1 Look at the photos.

- What are the people doing?
- What jobs might they do in the future?



- 2 Match the students with the jobs they might enjoy doing in the future.

coach journalist mechanic nurse
photographer ~~pilot~~ vet

- Suzy has always loved planes. *pilot*
- Daniel likes animals and wants to help them. *vet*
- Julianna is always taking pictures with her phone. *photographer*
- Mariann loves football, and enjoys teaching. *coach*
- Stefan is interested in the news and likes writing. *journalist*
- Juan wants to help people who are ill. *nurse*
- Pat loves fixing things, especially his bike. *mechanic*

- 3 /p/ /w/ /v/ /b/

Listen. What is the first sound in each word?

business vet waiter

- 4 Complete the rules with /w/, /v/ or /b/.

Rules

For the sound, the mouth is closed at first.

For the sound, the mouth is slightly open.

For the sound, the bottom lip touches the top teeth.

- 5 Listen and repeat the conversations.

- A: Would you like to work in a bank?
B: No. That would be very boring. I want to be a vet.
- A: Vicky was a window cleaner. Now she's a very rich businesswoman.
B: Wow!
- A: Victor makes videos for bands. They're wonderful!
B: Yes, he does them very well.

- 6 Work in pairs. Which job would you like to do most? Which would you not like to do?

I'd like to be a nurse, because I like looking after people. I wouldn't like ...



Writing Part 6

▶ Page 139 Writing bank
Writing Part 6

- Always check your work when you have finished.
- Make sure you respond to all three points.

Exam advice

1 Read the exam task and the answer. Find four mistakes in the answer.

- one grammar mistake
- one spelling mistake
- one punctuation mistake
- one point which the writer didn't answer

You want to go shopping with your English friend, Maddy, on Saturday. Write an email to Maddy.

In your email:

- ask Maddy to come with you
- tell Maddy where to meet you
- say what she should bring

Hi Maddy,

Would you like to come shopping with me on Saturday. Let's meet at 10 o'clock outside the library. I hope we will have a very nice time.

See you,

Federico.

2 Do the task below.

You want to go sailing on Saturday with your English friend, Bobbie. Write an email to Bobbie.

In your email:

- ask Bobbie to go sailing with you on Saturday.
- say where you want to go sailing.
- tell Bobbie what he should take.

Speaking Part 2

▶ Page 147 Speaking bank
Speaking Part 2

- Remember there is no right or wrong answer – just say what you think.
- You can ask the examiner to repeat something.

Exam advice

1 Match the questions (1–3) with the answers (a–c).

- 1 What are you going to do this weekend?
 - 2 What job do you want to do in the future?
 - 3 Are you going to study English at university?
- a I haven't decided. I might not go to university.
b I don't know. Maybe I'll be a police officer.
c I'm not sure. I may go swimming.

2 Work in pairs.

- 1 Do you do any of the hobbies in the pictures?
- 2 Which hobbies do you think you would like to do?



3 Listen to an examiner asking two candidates some final questions. Complete the questions.

- 1 When you're older, would you prefer to do an or an ?
- 2 What do you think you might like to do?

4 Who gives the best answers, Sonya or Stefan?

5 Work in pairs. Discuss the questions from Exercise 3.

What's your hobby?



IMPORTANT NOTICE.

Class 5C English is in Room 4 today. (2.25 start, as usual)

Starting off

1 Work in pairs. Look at the pictures.

- Do you use any of these ways of communicating? Which ones do you use most?
- Do you communicate differently with different people? How?
- Can you think of other ways of communicating?

Listening Part 5

1 Think about a website that you like or use often.

- Why do you visit it?
- Why do you like it?
- What information does it include?

2 Work in pairs. What are the top three features of a good website? Think about these ideas, or your own.

- lots of good pictures and videos
- easy to use
- useful and interesting information
- attractive design
- modern style

• When the words in the second column are adjectives, the speakers might paraphrase them.

• The names/words in the first list are in the order you hear them.

• The words in the second list are not in the order you hear them.

Exam advice

3 Match the adjectives (1–5) with their paraphrases (a–e).

- | | |
|------------|----------------------------|
| 1 modern | a She tells jokes. |
| 2 clear | b This website is bad. |
| 3 funny | c It's very 21st-century! |
| 4 slow | d It's easy to understand. |
| 5 terrible | e It took a long time. |

For these questions, choose the correct answer. You will hear Billy talking to Sian about a new school website. What was each person's opinion about the website?

People	Opinion about the website
0 Rose <i>A</i>	A boring
1 Jeremy	B broken
2 Alex	C clear
3 David	D dark
4 Sandra	E modern
5 Ruth	F slow
	G strange
	H useful

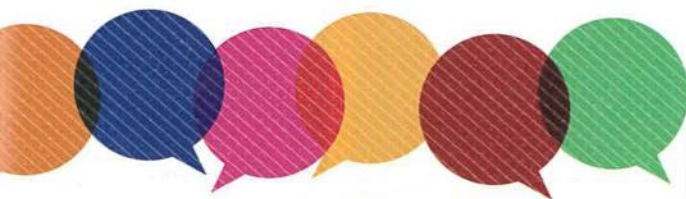
Listen again and check.

Grammar

The passive

▶ Page 130 Grammar reference
The passive

Look at the language facts. How many did you know?



How do we communicate?

Over 7,000 different languages are spoken in the world.
A new word is added to the English dictionary every two days.
In English, the letter E is used more often than any other.
50% of school time in Luxembourg is spent learning languages (English, French and German).
English is studied by more people than any other language.
In the 19th century, a new, international language called Esperanto was invented.
The first text message was sent in 1992. It said 'Merry Christmas'.

The first emoji was created in Japan by Shigetaka Kurita.

Look again at the facts in Exercise 1.

Do we know who sent the first text message?
Do we know who adds new words to the English dictionary?
Do we know exactly who uses the letter *E*?
Do we know who created the first emoji?
Look at the underlined words. Which facts are in the present tense and which ones are in the past tense?

Choose the correct options in *italics*.

Rules

- 1 We use the passive when we *know* / *don't know* who did the action, or it isn't important.
- 2 We use the passive with *by* / *on* when we want to say who does the action.
- 3 The passive is formed with the correct form of the verb *to be* / *to have* + past participle.

4 Tick (✓) the sentences that use the passive.

- 1 My phone was made in China. ✓
- 2 Sally sends hundreds of texts every day.
- 3 We are given too much homework at this school.
- 4 I wrote this email.
- 5 Who was this book written by?
- 6 People send billions of text messages every year.

5 Complete the report with the correct form of the passive.

When people communicate with each other on social media, they don't just use words - they use a variety of tiny pictures. These pictures (1) (call) emojis.

The first electronic emoji

(2) (make) in Japan by a man called Shigetaka Kurita in 1999. He got his ideas from lots of things: street signs, manga comics, and the weather forecast symbols that (3) (show) on maps.

But the oldest emoji (4) (discover) in Turkey in 2017, when scientists found a 3,700 year old vase with a smiley face painted on it!

Although emojis (5) (use) a lot nowadays, sometimes they (6) (not / understand) by the people who receive them.

I once sent this emoji 😊 to a friend.

I (7) (surprise) when she wrote back: 'Why are you crying?'



6 Work in pairs. Try to choose the correct answers in *italics*. Then check your answers on page 150.

- 1 Spanish is spoken in 12 / 20 / 30 countries.
- 2 Writing was invented 320 / 3,200 / 32,000 years ago.
- 3 The first email was sent in 1971 / 1981 / 1991.
- 4 820 different languages are spoken in the USA / Malaysia / Papua New Guinea.
- 5 The word most often spelled wrongly by Key students is *because* / *beautiful* / *tomorrow*.
- 6 Smartphones are used most often for *texting* / *phoning* / *checking the time*.

Keep in touch!

Vocabulary

Communication verbs

- 1 Match the underlined verbs with the definitions (a-h).
- 1 Will you two please stop arguing with each other. I'm trying to study.
 - 2 I chatted with my friends all night.
 - 3 Can you describe what the new student looks like?
 - 4 After we watch a film together, we like to discuss it.
 - 5 If you don't understand it, I'll be happy to explain.
 - 6 I didn't want to go, but Anita persuaded me.
 - 7 Can you repeat that please?
 - 8 There's no need to shout - I can hear you clearly.
- a to make someone agree to something by talking to them about it
b to speak angrily and disagree with someone
c to say or write what someone or something is like
d to say or do something more than once
e to talk with someone in a friendly and informal way
f to make something clear or easy to understand
g to say something very loudly
h to talk about something to someone and share your ideas and opinions

- 2 Listen and match the underlined verbs from Exercise 1 with the recordings (a-h).

- a repeat e
b f
c g
d h

- 3 Complete the sentences with verbs from Exercise 1.

- 1 Let's discuss the book we read in class.
- 2 I don't understand this exercise. Can you it to me, please?
- 3 I don't like going to football matches because everybody at the players.
- 4 She doesn't want to go to the show, and there's nothing you can say to her.
- 5 The teacher gets angry if we to each other during the lesson.
- 6 Listen very carefully, because I'm not going to what I say.
- 7 For our English homework, we had to what our bedroom looks like.
- 8 We for an hour about where to go on Saturday, but we couldn't agree.

- 4 Work in pairs.

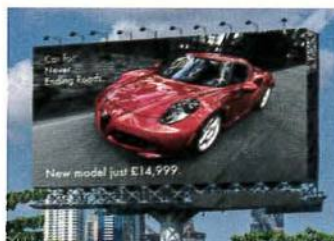
- What do you usually chat with your friends about?
- When was the last time you shouted at someone?
- Have you ever explained something to someone else? What was it?
- When was the last time someone persuaded you to do something you didn't want to?
- What subject do you enjoy discussing the most?

Reading Part 4

- When you have finished, read the whole text again to make sure it makes sense.

Exam advice

- 1 Look at the adverts. What are they trying to communicate? Which do you think is the best way to advertise something?



- 2 For each question, choose the correct answer.

SKYWRITING

You don't see much skywriting these days, but many years ago it was a very (1) kind of advertising. Drinks companies and car makers (2) skywriting companies lots of money to get their messages into the sky.

Skywriting has always been expensive and difficult and you can never (3) what the weather will be like. 'We have to have blue skies,' says Susan Althrop, who has a skywriting business in France. 'Customers can (4) a flight for next month, but it might be cloudy or windy!'

There aren't (5) skywriters left now. Susan's customers are usually companies looking for an unusual (6) to advertise. Each job costs around €5,000 - so people have to be quite rich to do it!

- | | | |
|-------------|-------------|----------|
| 1 A popular | B favourite | C busy |
| 2 A made | B paid | C bought |
| 3 A think | B hope | C know |
| 4 A book | B keep | C save |
| 5 A some | B much | C many |
| 6 A way | B sort | C type |

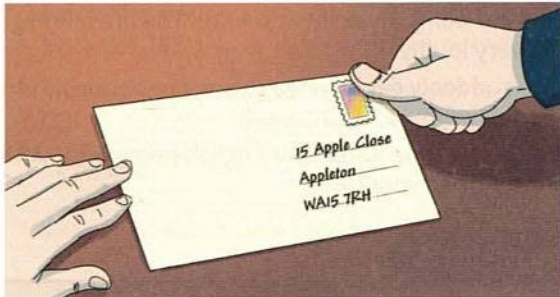
Grammar

Present perfect with *just*, *already* and *yet*

▶ Page 131 Grammar reference

Present perfect with *just*, *already* and *yet*

Have you ever written a letter? Who did you write to?

Look at the pictures below. Then complete the rules with the underlined words.A Eva has just written a letter.B Eva has already bought a stamp.C Eva hasn't posted her letter yet.

Rules

- We use already for something that happened before now.
- We use for something that has not happened, but will soon.
- We use for something that happened a very short time ago.

3 Choose the correct words in *italics*.1 He's *just* / *already* fallen in the river.2 I'm sure we've *yet* / *already* seen this film.3 She hasn't finished her project *yet* / *already*.4 They've *just* / *yet* missed the train.5 I can't believe you've *already* / *yet* eaten everything!6 Have you tidied your room *already* / *yet*?

4 /p/ Sentence stress

Listen and underline the stressed words.

- I've just finished.
- I've already done it!
- I haven't made it yet.

5 Work in pairs. Ask and answer questions with *just*, *already* and *yet*. Use the ideas in the box.

build a website do your homework go to another country
have breakfast learn to drive win a prize

Have you had breakfast yet?

No, I haven't had breakfast yet.

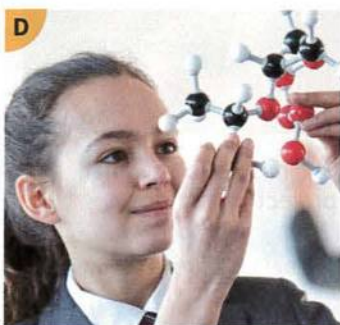
Keep in touch!

Vocabulary

-ed / -ing adjectives

- 1 Look at the photos. How do you think each person feels? Why? Use adjectives from the box.

bored excited interested surprised tired worried



- 2 Listen to the conversation. Which photo from Exercise 1 is it?

- 3 Listen again and answer the questions.

- 1 Who is bored? 2 What is boring?

- 4 Choose the correct endings in *italics*.

Rules

- Adjectives ending in *-ed* / *-ing* describe how we feel.
- Adjectives ending in *-ed* / *-ing* describe what makes us feel that way.

- 5 Listen to the conversations. Complete the sentences with the correct form of adjectives from Exercise 1.

- The result of the tennis match was *surprising*. Nicky is
- The children are The long walk is
- Tomorrow's maths exam is for Jamie. Jamie is about it.
- Today is an day for Suzie. She's very
- They are in the book. The book is

- 6 Work in pairs. Imagine you are in these situations. Describe to your partner how you feel, using *-ed* and *-ing* adjectives.

- Your friend hasn't replied to your message. You don't know what's happened to him.
It's worrying. I'm worried.
- You're running in a 10km race and you're near the end. You're winning!
- You are doing an exam at school. The fire alarm goes off very loudly.
- You suddenly get a message on your phone. It's from Taylor Swift!
- You are writing a story for English homework. A cat jumps on to your desk.

Reading Part 5

- This part of the exam often includes prepositions.
- When you have filled the gaps, read the text again to make sure it makes sense.
- Always check your spelling!

Exam advice

- 1 Choose the correct words in *italics*.

- We're going there *with* / *by* / *in* car.
- I'm going to stay *in* / *of* / *at* home tonight.
- Have you written *at* / *on* / *to* your uncle yet?
- The film starts *at* / *by* / *in* half an hour.
- I'll meet you *at* / *in* / *during* 7 o'clock.
- Dan is leaving *at* / *in* / *on* Tuesday.
- Thank you *of* / *to* / *for* talking to me.
- I have a picture *to* / *of* / *in* you on my website.

Work in pairs.

- Have you ever been to a summer camp?
- How do you keep in touch with new friends you make?

keep in touch (phr)

to communicate or continue to communicate with someone by phoning, or writing to them

Complete the email. For each question, write the correct answer. Write one word for each gap.

Hi Linn,

It (0) *was* great to meet you at the summer camp in the UK. I really enjoyed learning more English with you. I've never had so (1) fun in a class before!

(2) is great that our class has a Snapchat group, but I also like writing emails. I wrote (3) Haru yesterday. He says he's thinking (4) going to summer camp again next year.

I also sent Beppe a message, but he hasn't written back yet. (5) you heard from him?

I have to go now. My Spanish class starts (6) five minutes.

Love, Eva

- 3 The examiner will ask you questions on two topics. Choose two topics and write two questions for each.

food home music school subjects shopping

- 4 Work in pairs. Ask and answer your questions.

- 5 Look at the pictures. What do you think the examiner will ask? Listen and check.



- 6 Listen again. Then work in pairs and discuss the pictures.

- 7 Listen to these candidates. Write the missing words.

Examiner: Martin, do you prefer meeting your friends at your home or in a café?

Martin: I like (1) my friends at my house.

Examiner: Why?

Martin: Sometimes they come to my house and sometimes I go to where they live. In the (2) it's good because we can (3) at my friend's house.

Examiner: Mina, is it better to write a message or talk on the phone?

Mina: It's (4) Sometimes it's better to talk on the phone. But I (5) send a message on Whatsapp or text my friends. We have a group and we can talk there. But I talk to my (6) on the phone. That's (7)

Examiner: Do you prefer (8) your friends at your home or in a café?

Mina: In a café, usually.

Examiner: Why?

Mina: Because I like to (9) of the house sometimes. All my friends do, too.

- 8 Work in pairs. Practise asking and answering the questions from Exercise 7.

Speaking Parts 1 and 2

▶ Page 146 Speaking bank
Speaking Parts 1 and 2

- If you don't understand what your partner (or the examiner) says, say *Can you repeat that, please?* or *Sorry, I didn't understand.*

Exam advice

Look at a student's answers. Write the questions.

- ?
Monica Reis.
- ?
I'm 12 years old.
- ?
I'm from Spain.
- ?
I live in Madrid.

Listen and check. Then work in pairs and ask and answer the questions.

Keep in touch!

Grammar

- 1 Complete the second sentence so that it means the same as the first. Use the present perfect and **for** or **since**.
- The last time I ate was five hours ago.
I haven't eaten for five hours.
 - We came to live here when I was eight, and we still live here now.
We I was eight.
 - Josh met Chloe three months ago.
Josh three months.
 - The last time I saw the sea was in 2011.
I 2011.
 - My parents bought me this laptop four years ago, and I still have it.
I four years.
 - I got to school at eight o'clock this morning, and I'm still here.
I eight o'clock this morning.
 - The last time it rained here was two weeks ago.
It two weeks.
 - I loved this film when I first saw it and I still love it.
I last June.
- 2 Complete the dialogues with **might** or **might not**.
- A: I called Maria twice, but she didn't answer.
B: She might not have her mobile phone with her.
 - A: What are you doing tonight?
B: I don't know. I stay in and play computer games.
 - A: I'll be so happy when I win this race.
B: But you win!
 - A: What are you going to wear to Marta's fancy dress party?
B: I go as a pirate.
 - A: Let's buy a classical music CD for John.
B: But he like classical music.
 - A: How are you getting to the station tomorrow?
B: I walk.
 - A: Shall we go to Simon's house?
B: Yes, but let's call him first. He be at home.
 - A: I'm going to lie in the sun all day when I'm on holiday in Spain.
B: It be sunny when you're there.

Vocabulary

- 3 Complete the definitions, then find the words in the puzzle.
- A coach teaches people how to do a sport.
 - A fixes cars.
 - A writes and reports the news.
 - A helps the doctors in a hospital.
 - A uses a camera.
 - A is a doctor for animals.
 - A flies planes.

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

- 4 Complete the sentences with the adverb form of the **underlined** adjectives.
- My mum is a wonderful singer. She sings wonderfully.
 - Fred is a good driver. He drives
 - I'm a bad singer. I sing
 - You're a really slow walker. You walk really
 - Dogs are fast runners. They run
 - Tina is a careful cyclist. She cycles
 - This is an easy exercise. I can do it
 - This baby has a happy laugh. He laughs

Grammar

Complete the sentences with the past participle of the verbs in the box.

build ~~clean~~ cook give hurt invite

- You'll be in trouble if this room isn't cleaned by the time I get home!
- I think this chicken was for too long.
- How many parties are you to every year?
- Do you know when this school was?
- We weren't enough time to finish the test.
- There was an accident here yesterday, but fortunately nobody was

Change the sentences into the passive.

- Lots of tourists visit this city.
This city is visited by lots of tourists.
- My grandfather painted this picture.
.....
- Our teacher wrote this book.
.....
- Italians make good pizzas.
.....
- Nobody heard the noise.
.....
- My friends laughed at me.
.....
- Everybody loves you!
.....

Choose the correct words in *italics* to complete the conversation.

- Patrick:** Hi, Sam. Have you finished your homework (1) *just* / *yet*?
- Sam:** No. I've (2) *just* / *already* started it. It looks really hard.
- Patrick:** It isn't. It's easy. I've finished mine (3) *already* / *yet*! Listen, do you want to come to the cinema? I've (4) *just* / *yet* heard the new Disney film is on.
- Sam:** No thanks, I've (5) *yet* / *already* seen it.
- Patrick:** Oh, well come out anyway. We could go to the new café that's (6) *just* / *yet* opened on Queen Street.
- Sam:** I can't.
- Patrick:** Why not?
- Sam:** I told you – I haven't finished my homework (7) *already* / *yet*.

Vocabulary

4 Choose the correct option, A, B or C.

- Let's have a meeting to discuss our holiday plans.
A chat B discuss C repeat
- If you don't understand the question, ask the examiner to it.
A describe B shout C repeat
- We can't hear you at the back of the room. You'll have to
A shout B chat C ask
- I'll Stefan if he wants to come with us.
A explain B ask C discuss
- Can you the man who stole your bicycle?
A explain B chat C describe
- It's very hard to the problem.
A repeat B explain C shout
- She spends a lot of time with her friends on her mobile.
A chatting B explaining C discussing

5 Complete the sentences with words from the box.

~~excited~~ exciting interested interesting
surprised surprising tired tiring



- We're really excited about starting our new school.
- That was the most film I've ever seen.
- This book isn't very
- Are you in computers?
- I don't like running. It's really
- You should go to bed if you're
- Mark was very to see us.
- I didn't think that was going to happen! That was

Grammar reference

1

PRESENT SIMPLE

be

Positive/Negative forms

I	am/'m	13 years old. Spanish. happy.
	am not/'m not	
You/We/They	are/'re	
	are not/aren't	
He/She/It	is/'s	
	is not/isn't	

Question forms

Am	I	13 years old? Spanish?
Are	you/we/they	
Is	he/she/it	

Short answers

Yes,	I	am.
	he/she/it	is.
	we/they	are.
No,	I	am not.
	he/she/it	isn't.
	we/they	aren't.

We use *be* to talk about:

- nationality: *I'm French.*
- age: *She's 14.*
- jobs: *My mum and dad are teachers.*
- feelings: *Are you happy?*
- time: *It's 10 o'clock.*
- where things are: The plates *are* on the table.

PRACTICE

1 Rewrite each sentence with the short forms of the underlined words.

- You are 16 years old. *You're*
- My brother is not very funny.
- A:** Are you French?
B: No, I am not.
- We are not teachers. We are students.
- She is Australian.

2 Complete each sentence with the correct form of be.

- My sister 19.
- I not very happy this morning.
- Two of my friends American.
- A:** your mother a doctor?
B: No, she She a teacher.
- A:** you 12 years old?
B: Yes, I

OTHER VERBS

We use present simple verbs to talk about:

- things that happen regularly: *We go to school every day.*
- things that are always true: *Summer comes after spring.*
We live in Paris.



Positive/Negative forms

I/You/We/They	like	chocolate.
	don't like	
He/She/It	likes	
	doesn't like	

Question forms

Do	you/we/they	like chocolate?
Does	he/she/it	

Short answers

Yes,	I/we/they	do.
	he/she/it	does.
No,	I/we/they	don't.
	he/she/it	doesn't.

The *he/she/it* form of most verbs uses the infinitive + -s.
Sometimes we add -es (*do* > *does*; *go* > *goes*).
If the verb ends in a -y, we add -ies (*carry* > *carries*).

PRACTICE

Complete each sentence with the correct form of the verb in brackets.

- Paul the piano every evening. (play)
- I at 6 o'clock every day. (get up)
- My brother football. (like)
- My friends near me. (live)
- Hannah to school by bus. (go)

Write the negative form of the sentences from Exercise 3.

- Paul
- I
- My brother
- My friends
- Hannah

Underline and correct the mistake in each sentence.

- My father work in London.
- Tom don't play the piano.
- I plays football every weekend.
- Does she starts work at 9 o'clock every morning?
- My parents doesn't watch TV in the afternoon.

ADVERBS OF FREQUENCY

Frequency adverbs tell us how often something happens.

always

*I **always** go to bed at night.*

usually

*I **usually** go to bed at 10.00.*

often

*I **often** go to bed at 11.00.*

sometimes

*I **sometimes** go to bed at midnight.*

never

*I **never** go to bed at lunchtime.*

- We use frequency adverbs after the verb *be*:
*They **are always** happy at the weekend.*
- We usually put frequency adverbs before other verbs:
*I **often get** home at 5 o'clock.*

In negative sentences, frequency adverbs come between *don't/doesn't* and the verb:

*We **don't always get up** early at the weekend.*

We can also use expressions like *every day*, *twice a week*, *once a year* to say how often something happens. We put these at the beginning or the end of sentences.

***Every year**, we go on holiday to Italy.*

*I have piano lessons **once a week**.*

PRACTICE

Put the words in order to make sentences.

- evening. / go / I / in / never / school / the / to
- help / homework. / me / My / my / parents / sometimes / with
- and / I / brother / day / every / My / school. / to / walk
- am / for / I / late / school. / sometimes
- always / at / hard / I / school. / work

Make these sentences true for you. Add adverbs or other frequency expressions.

- get up at 7 o'clock in the morning

.....

- have lunch at school

.....

- go out in the evening

.....

- go to bed at 10 o'clock

.....

- sleep for eight hours

.....

PRESENT CONTINUOUS

Positive/Negative forms

I	am/'m	eating.
	am not/'m not	
You/We/They	are/'re	
	are not/aren't	
He/She/It	is/'s	
	is not/isn't	

Question forms

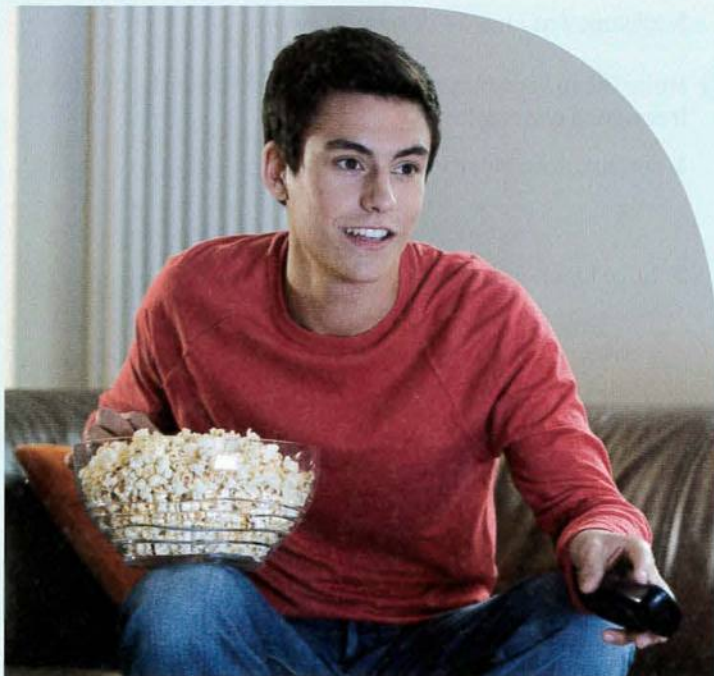
Am	I	eating?
Are	you/we/they	
Is	he/she/it	

Short answers

Yes,	I	am.
	he/she/it	is.
	we/they	are.
No,	I	am not.
	he/she/it	isn't.
	we/they	aren't.

We use present continuous verbs to talk about things that are happening now:

I'm watching a film on TV.



Spelling

Most verbs	add <i>-ing</i> to the infinitive	<i>watch</i> – watching <i>find</i> – finding
Verbs ending in <i>-e</i>	take off <i>-e</i> , then add <i>-ing</i>	<i>like</i> – liking <i>write</i> – writing
Verbs with one syllable, ending in one vowel and one consonant	repeat the last consonant and add <i>-ing</i>	<i>put</i> – putting <i>run</i> – running

PRACTICE

1 Complete the sentences with the present continuous form of the verbs in brackets.

- My parents (not watch) TV. They (listen) to music.
- I (write) an email to my cousin in France.
- A: (you, do) your homework?
B: No, I (not). I (play) a computer game.
- Tom (run) to school because he's late.
- Maria (not wash) her hair.

2 Underline and correct the spelling mistake in each sentence.

- Ben is readding one of his school books.
- Emma and Anna are puting their clothes away.
- Are you cookeing our lunch?
- I'm siting in the kitchen.
- My brother and sister are danceing in the garden.

HAVE GOT

Positive/Negative forms

I/You/We/They	have got	a phone.
	haven't got	
He/She	has got	
	hasn't got	

Question forms

Have	you/we/they	got a phone?
Has	he/she/it	

Short answers

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

In short answers we do not use *got*.
Yes, **I have**. Yes, **I have got**.

We have got to talk about:

things we own:

I've got a new smartphone.

how people look.

She's got blue eyes.

people in our families.

I have got two brothers and a sister.

PRACTICE

3 Choose the correct words in *italics*.

- Kelly *hasn't / haven't* got any shoes to wear for the party.
- Paul and Liza *has / have* got two children.
- My brother and I *has / have* got black hair.
- A:** *Has / Have* we got any homework tonight?
B: No, we *hasn't / haven't*.
- All my friends *has / have* got smartphones.

4 Complete each sentence with the correct form of **have got**.

- My family is very large. I three brothers and two sisters.
- We don't know what the time because we a watch.
- My older brother Ben a new car.
- A:** I don't know where my phone is. you it?
B: No, I
- I'm sorry, but we any coffee.



COUNTABLE AND UNCOUNTABLE NOUNS

Countable nouns	Uncountable nouns
<ul style="list-style-type: none"> are things we can count: <i>a school, two teachers, three students</i> 	<ul style="list-style-type: none"> are things we cannot count: <i>air, milk, money</i>
<ul style="list-style-type: none"> can be singular or plural: <i>one student, two students</i> 	<ul style="list-style-type: none"> can't be plural <i>airs, milks or informations</i>
<ul style="list-style-type: none"> take <i>a, an</i> or numbers <i>I am a student.</i> <i>I have three teachers.</i> 	<ul style="list-style-type: none"> do not go after <i>a, an</i> or numbers: <i>I like water.</i> <i>I like a water.</i>

some and any

Use some	Use any
<ul style="list-style-type: none"> with plural countable nouns: <i>Some students are talking an exam today.</i> with uncountable nouns in affirmative sentences: <i>I've got some money in my pocket.</i> in offers or requests: <i>Would you like some coffee?</i> <i>Can you lend me some money, please?</i> 	<ul style="list-style-type: none"> with plural nouns in negative sentences and questions: <i>We haven't got any books with us.</i> <i>Have you got any questions?</i> and uncountable nouns in negative sentences and questions: <i>She hasn't got any money.</i> <i>Do we have any coffee?</i>

Plural forms

For most nouns, add -s	<i>student – students</i> <i>banana – bananas</i>
For nouns which end in -s, -ch, -sh, -x, add -es	<i>bus – buses</i> <i>match – matches</i> <i>dish – dishes</i> <i>box – boxes</i>
For some nouns which end in -f or -fe, change -f to -v and add -es	<i>half – halves</i> <i>knife – knives</i> <i>wife – wives</i>
For nouns which end in consonant + -y, change the -y to -ies	<i>family – families</i> <i>city – cities</i>
Some nouns are irregular.	<i>child – children</i> <i>man – men</i> <i>woman – women</i> <i>person – people</i>

PRACTICE

Complete the table with nouns from the box.

baby box bread child coffee juice knife man
milk money person rice school strawberry
student tea teacher water

Countable nouns	Uncountable nouns
baby	

Write the plural forms of the countable nouns in Exercise 1.

baby babies

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

- Would you like apple?
- Do we need vegetables?
- students are not at school today.
- Please can I have water?
- We haven't got coffee.
- There's phone on the floor.

HOW MUCH / MANY; A FEW, A LITTLE, A LOT OF

Use these words and phrases to talk about quantity.

Use **How much** with uncountable nouns.

How much money have you got?

How much food do we need for our party?

Use **How many** with plural countable nouns.

How many students are in your class?

How many people are coming to our party?

Use **a little** (= not much) with uncountable nouns.

Can I borrow **a little sugar**, please?

There's still **a little time** left.

Use **a few** (= not many) with plural countable nouns.

Can I borrow **a few cups**, please?

There are **a few good films** on TV tonight.

- Use **a lot of** (= a large number) with plural countable nouns and uncountable nouns.

*There are **a lot of people** in the supermarket.*

*We've got **a lot of money** in the bank.*

- Use **no** (= not any) with plural countable nouns and uncountable nouns.

*There are **no vegetables** in the kitchen.*

*There's **no milk** in the fridge.*

PRACTICE

- Choose the correct words in *italics*.

A: (1) *How much / How many* food do we need for the party?

B: I'm not sure. **(2)** *How much / How many* people are coming?

A: (3) *A lot of / A little* adults and **(4)** *a little / a few* children.

B: OK, so we need **(5)** *a lot of / a few* food. And drinks?

A: We have **(6)** *no / a little* drinks at the moment.

B: OK. Let's get **(7)** *a few / a little* orange juice for the children and **(8)** *a few / a little* other things for the adults.



PRESENT CONTINUOUS AND PRESENT SIMPLE

We use the present continuous to talk about things that are happening now:

We're watching television at the moment.

We use the present simple:

- to talk about things we do regularly.
*I usually **watch** television in the evening.*
*I **walk** to school.*
- with verbs that describe states (things that don't change)
be, like, hate, have, want, love, know, understand.
*I **like** tea but I **hate** coffee.*
*I **have** three brothers, and I **love** them all.*
- We do not usually use state verbs in the present continuous.
*I **understand** German and Spanish.*
I ~~am understanding~~ German and Spanish.
- The verb *have* is a state verb when we talk about things that don't change.
*I **have** two brothers.*
- We can use the continuous form of *have* for actions:
*We're **having** breakfast.*
*He's **having** a wash.*

PRACTICE

1 Choose the correct words in *italics*.

- My brother and I *go / are going* to school by bus every day.
- Dan can't come out. He *does / is doing* his homework.
- I *love / am loving* school holidays.
- Oh no! It *starts / is starting* to rain.
- My sister and I *play / are playing* tennis every Saturday.
- In our family, we *have / are having* a dog and three cats.

2 Underline and correct the mistake in each sentence.

- After school, we are usually getting home at five o'clock.
- Ssh! I listen to the news on the radio.
- Everyone in my family is hating cold weather.
- Ben is having a brother and a sister.
- Jon has a shower at the moment.
- Am I talking too quickly? Are you understanding me?

TOO AND ENOUGH

- too* + adjective means 'more than we need' or 'more than is possible'.
*This food is **too hot**.* (I don't like it, or I can't eat it.)
*I'm not going swimming because the water is **too cold**.*
(= I would like warmer water.)
- not* + adjective + *enough* means 'less than we need' or 'less than is possible'.
*I'm **not warm enough**.* (= I'm cold. I want to be warmer.)
*This T-shirt is **not big enough** for me.* (= I am bigger than the T-shirt.)

- We can also use *not enough* + plural countable noun or an uncountable noun.

*There **aren't enough drinks** for everyone.*

*We **don't have enough money** for a new car.*

Notice the correct word order: *I'm not **warm enough**.* (*I'm not enough warm.*)

*We don't have **enough money**.* (*We don't have money enough.*)

PRACTICE

3 Rewrite these sentences using *not enough* + the adjective in brackets.

- My bike is too slow. (fast) *My bike isn't fast enough.*
- Tom's coat is too small. (big)
- This exercise is too hard. (easy)
- My tea is too cold. (hot)
- I'm too young to drive. (old)
- Those jeans are too expensive for me. (cheap)



4 Rewrite these sentences using *too* + the adjective in brackets.

- The sea isn't warm enough for a swim. (cold)
- That bag isn't light enough for me. (heavy)
- Those plates aren't clean enough. (dirty)
- My computer isn't fast enough. (slow)
- I'm not tall enough for basketball. (short)

COMPARATIVES AND SUPERLATIVES

We use comparative adjectives to talk about the difference between two people or things.

Anna is **younger** than her sister.

Tom is **taller** than my best friend.

We use superlative adjectives to talk about the difference between three or more people or things.

Anna is the **youngest** child in the family.



Tom is **the tallest** student in the class.

We often use *than* after comparative adjectives: I am **younger than** her.

We often use *the* before superlative adjectives: She is **the youngest** person in the family.

We often use phrases like these after superlative adjectives: *in the family, in the world, in the class* (NOT *of the family, of the world, of the class*).

adjective	comparative	superlative
one syllable (e.g. <i>small</i>), add -er or -est	smaller, colder <i>than</i>	<i>the smallest,</i> <i>the coldest</i>
one syllable ending in -e (e.g. <i>large, nice</i>), add -r or -est	larger, nicer <i>than</i>	<i>the largest,</i> <i>the nicest</i>
short adjectives ending in vowel + consonant (e.g. <i>big, thin</i>), double the consonant and add -er or -est	bigger, thinner <i>than</i>	<i>the biggest,</i> <i>the thinnest</i>
ending in -y (e.g. <i>heavy, pretty</i>), take off the -y and add -ier or -iest	heavier, prettier <i>than</i>	<i>the heaviest,</i> <i>the prettiest</i>
with three syllables or more (e.g. <i>difficult, important</i>), add <i>more</i> or <i>most</i>	more difficult, more important <i>than</i>	<i>the most difficult</i> <i>the most important</i>
irregular adjectives (e.g. <i>good, bad</i>)	better, worse <i>than</i>	<i>the best,</i> <i>the worst</i>

PRACTICE

1 Complete the sentences with the comparative form of the adjectives in brackets.

- My class is than my brother's class. (big)
- Today's homework is than yesterday's homework. (interesting)
- My new bike is than my old one. (heavy)
- The sea is than it was last week. (warm)
- The weather today is than it was yesterday. (bad)
- These shoes are too small. I need ones (large).

2 Underline and correct the mistake in each sentence.

- I am the better footballer in my class.
- Anna is happier than she was this morning.
- I want to be fiter so I do lots of exercise.
- What is the more expensive thing you have?
- Ben's apartment is largerer than mine.
- Tom is taller his father.

PREPOSITIONS OF TIME: AT, IN, ON

We use *at*, *in* and *on* when we talk about time.

at	clock times	<i>I get up at six o'clock. I have lunch at midday.</i>
	some festivals	<i>We have parties at New Year.</i>
	meal times	<i>At lunchtime, we sometimes go to the café.</i>
	with weekend and night	<i>What do you do at the weekend? I often work at night.</i>
	other phrases	<i>I'm studying at the moment.</i>
in	parts of the day	<i>I go to school in the morning and come home in the evening.</i>
	months, seasons	<i>My birthday is in May. We go on holiday in summer.</i>
	years	<i>I was born in 2002 and started school in 2007.</i>
	other phrases	<i>I did my homework in two hours.</i>
on	weekdays	<i>I play football on Saturdays. Let's meet on Monday evening.</i>
	dates	<i>The match is on 3 April. School starts on 4 September.</i>

PRACTICE

3 Complete each sentence with *at*, *in* or *on*.

- 1 We don't go to school Sundays.
- 2 I always go shopping the weekend.
- 3 Our holiday starts 23 December.
- 4 I do my homework the evening.
- 5 My sister's birthday is February.
- 6 I usually wake up 7 o'clock.



4 Underline and correct the mistake in each sentence.

- 1 We often go swimming in Tuesday evenings.
- 2 We always have a big party on the end of the year.
- 3 My younger brother was born on 2013.
- 4 What do you eat in breakfast time?
- 5 Let's meet on the afternoon tomorrow.
- 6 I don't like working in night.

HAVE TO

Use *have/has to* + infinitive to talk about things that are necessary:

have to go to school five days a week.

Use *don't have/doesn't have to* + infinitive to talk about things that are not necessary:

don't have to go to school at the weekend.

Positive/Negative forms

I/You/We/They	have to	go to school tomorrow.
	don't have to	
He/She/It	has to	
	doesn't have to	

Question forms

Do	you/we/they	have to go to school tomorrow?
Does	he/she	

Short answers

Yes,	I/we/they	do.
	he/she/it	does.
No,	I/we/they	don't.
	he/she/it	doesn't.

Complete the conversation with the correct form of *have to* and the verbs in brackets.

A: Hi. Do you want to go swimming?

B: No, I can't. My sister and I (1) (help) our parents.

A: What (2) (you do)?

B: To start with I (3) (tidy) my bedroom.

A: And your sister? (4) (tidy) her bedroom, too?

B: Yes, (5), and then she (6) (wash) the car. And you?

A: I (7) (not do) anything!

Choose the correct verbs in *italics*.

- Teachers *have to* / *don't have to* work in schools.
- Students *have to* / *don't have to* go to school in the holidays.
- Young children *have to* / *don't have to* go to work every day.
- Farmers *have to* / *don't have to* work outside.
- Police officers *have to* / *don't have to* wear uniforms.

OBJECT PRONOUNS

subject pronoun	object pronoun
I	me
you	you
he	him
she	her
it	it
we	us
they	them

- In most sentences, subject pronouns go before the main verb. Object pronouns go after the main verb. (The underlined words in these sentences are subject pronouns. The **bold** words are object pronouns.)

She likes **you**.

We are watching **them**.

- We can use object pronouns instead of a noun when we don't want to repeat the noun.

My **teacher** is Mr. André. I like **him**.

- Object pronouns can also come after prepositions.

He's reading **to them**.

The teacher is talking **to us**.

PRACTICE

- Rewrite the sentences, starting with the word given. Do not change the meaning.

1 I like her. She *likes me*

2 He's phoning her.
She's

3 We go to school with them.
They

4 They're watching me.
I'm

5 You're reading to him.
He's

6 She's helping me.
I'm

- Complete these sentences with pronouns.

1 I have two sisters. I like very much.

2 My brother is in a different class to me, but I go to school with every day.

3 My mother is always busy. I help when I can.

4 Ben and I are with some friends. are playing football with

5 Mr. Holmes is eating his lunch. is really enjoying

PAST SIMPLE

be

Positive/Negative forms

I/He/She/It	was	at home yesterday.
	was not/wasn't	
You/We/They	were	
	were not/weren't	

Question forms

Was	I/he/she/it	at home yesterday?
Were	you/we/they	

Short answers

Yes,	I he/she/it	was.
	we/they	were.
No,	I he/she/it	wasn't.
	we/they	weren't.

We use *was/were* to talk about the past:

We **were** at school yesterday. Our new teacher **was** very interesting.

Other verbs

Positive/Negative forms

I/He/She/You/We/ They	enjoyed	the film last night.
	did not/didn't enjoy	

Question forms

Did	you/we/they he/she/it	enjoy the film?
------------	--------------------------	------------------------

Short answers

Yes,	I/we/they	did.
No,	he/she/it	didn't.

We use the past simple to talk about finished events in the past:

We **studied** a lot today.

I **watched** TV last night.

We often use time expressions with past simple verbs, for example, *last year, yesterday, a week ago*.

Spelling of past simple regular verbs

Most verbs	add <i>-ed</i>	<i>watch</i> – watched
Verbs ending in <i>-e</i>	add <i>-d</i>	<i>like</i> – liked
Verbs with one syllable, ending in one vowel and one consonant	repeat the last consonant and add <i>-ed</i>	<i>stop</i> – stopped
Verb ending in a consonant + <i>-y</i>	change <i>-y</i> to <i>-i</i> and add <i>-ed</i>	<i>study</i> – studied

Irregular verbs

There are many irregular past simple verbs in English. Here are some common ones.

present simple	past simple
break	broke
come	came
do	did
drink	drank
eat	ate
get	got
give	gave
go	went
have	had
leave	left
see	saw
take	took

We **left** home at 8.30.

We **went** on holiday to France last year.

ACTICE

Complete the short conversations with the past simple form of the verbs in brackets.

- 1 A: Why (be) you late for school yesterday?
B: Our bus (break) down, so we (walk).
- 2 A: What you (have) for breakfast this morning?
B: I (eat) toast and eggs and I (drink) orange juice.
- 3 A: What you (get) for your birthday?
B: I (get) a new phone from my parents and my sister (give) me a T-shirt.
- 4 A: you (go) out yesterday?
B: Yes, we (do). We (go) to a club.
- 5 A: you (watch) the football match on TV?
B: No, I (do not). My dad (take) me to the game. It (be) great!
- 6 A: I (come) to see you this morning, but you (not be) in.
B: Sorry, I (be) at the dentist.

Complete these sentences with the past simple form of the irregular verbs in the box.

begin buy feel leave make meet win

- 1 We home this morning at 7.30.
- 2 I two races at the weekend but I very tired afterwards.
- 3 My brother and I lunch for the whole family yesterday.
- 4 I my friends in town on Saturday.
We some new clothes.
- 5 I to do my homework at seven o'clock.
That was three hours ago.

IMPERATIVES

We use the imperative form when we tell someone to do something or not to do something.

Positive sentences

Turn to page 50.

Be quick!

Negative sentences

Don't be late!

Don't eat so quickly.

We can make imperatives sound more polite by adding *please*.

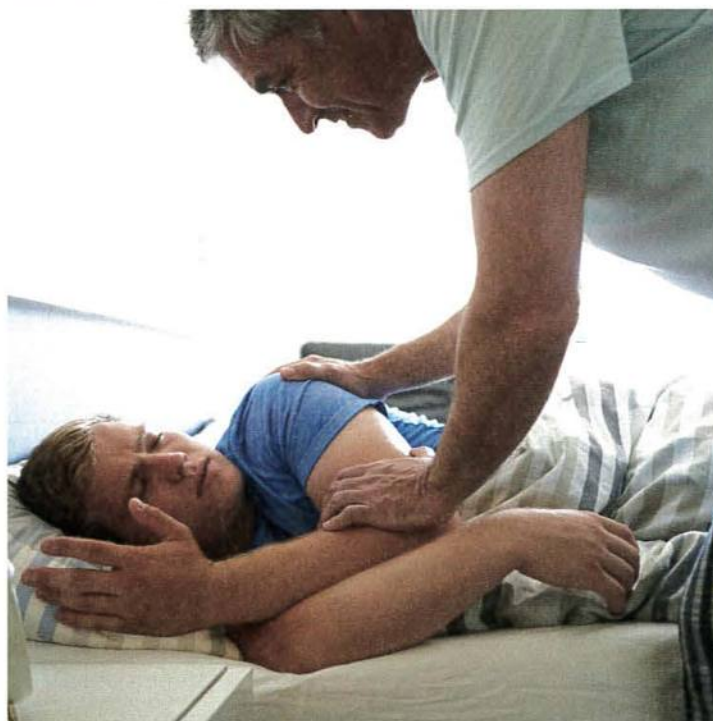
Turn to page 50, please.

Please don't eat so quickly.

We do not use subject pronouns with imperatives

Get up! (not You get up!)

Don't be late! (not Don't you be late!)



We also use imperatives for:

- instructions or directions.
Boil a litre of water.
Turn left at the end of the road.
- advice.
Rest as much as possible.
Don't worry!
- orders or warnings.
Be quiet!
Don't touch that!
- requests.
Please close the door quietly.
- invitations.
Come to my party!

PRACTICE

- 3 Complete the sentences with the correct form of the verbs in brackets.



1 your phone here. (use)



2 here. (shout) quietly. (talk)



3 here. (run) slowly. (walk)



4 in here. (come) the other door. (use)

- 4 Write sentences with imperatives. Use verbs from the box and the words in brackets.

buy forget go turn wash

1 These jeans are too small for me. (some new ones)

Buy some new ones.

2 My hands are very dirty. (them)

3 It's Mum's birthday at the weekend.
(to buy her a present)

4 The radio is really loud. (it off)

5 I'm really tired. (to bed)

PAST CONTINUOUS

Positive/Negative forms

I/He/She/It	was	listening to music.
	was not/wasn't	
You/We/They	were	listening to music.
	were not/weren't	

Question forms

Was	I/he/she/it	listening to music?
Were	you/we/they	

Short answers

Yes,	I	was.
	he/she/it	
No,	we/they	were.
	I	wasn't.
	he/she/it	
	we/they	weren't.

We use the past continuous:

to talk about something happening over a period of time in the past.

We **were watching** a film at 8 o'clock last night.

to talk about two things happening at the same time:

They **were watching** the film while I **was doing** my homework.

with the past simple to talk about one thing happening in the middle of another.

When I left home, my brother **was eating** his breakfast.

While I **was walking** into town, it started to rain.



We use **while** to talk about two continuous actions.

I **was doing** my homework **while** my parents **were watching** TV.

We use **when** to talk about a point of time.

My parents **were watching** TV **when** I got home.

PRACTICE

1 Choose the correct verbs in italics.

- While we *had / were having* lunch, we *listened / were listening* to the news.
- I *slept / was sleeping* when you *phoned / were phoning* this morning.
- At 3 o'clock this afternoon I *did / was doing* a maths test at school.
- When I *woke up / was waking up* this morning, it *rained / was raining*.
- What *are you doing / were you doing* at 10 o'clock last night?

2 Complete the story with past forms of verbs from this list. You need eight past continuous verbs and two past simple verbs.

be come ~~drive~~ listen read see stand stop
tell travel

It was a sunny morning and my parents, my sister and I (1) *were driving* along a busy motorway.

We (2) to Scotland to spend the weekend with some family friends. My sister and I (3) magazines and Mum and Dad (4) to music on the car radio. Suddenly we (5) bright blue lights on the road in front of us. A policeman in a yellow jacket (6) in the middle of the road. He (7) everyone to drive more slowly. After a few minutes we (8) the car. There were two fire engines at the side of the road near to a burning car. Smoke (9) out of its engine. Luckily, no-one (10) hurt.

CAN, CAN'T, COULD/COULDN'T + INFINITIVE WITHOUT TO

We use *can/can't* to talk about present abilities.

*I **can** play the piano.*

*I **can't** play the guitar.*

***Can you** speak French?*

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



We use *could/couldn't* to talk about past abilities.

*My sister **could** talk before she **could** walk.*

*I **couldn't** sleep last night.*

***Could you** hear what I said?*

*Yes, I **could**. / No, I **couldn't**.*

The infinitive without *to* follows *can/can't* and *could/couldn't*.

The forms of *can*, *can't*, *could*, *couldn't* do not change.

*I **can** (not ~~can~~) cook.*

PRACTICE

3 Complete each sentence with *can/can't* or *could/couldn't*.

1 I've broken my arm, so I play tennis at the moment.

2 Some babies swim before they walk.

3 I hear what you're saying. The music is too loud.

4 My mother says I walk when I was one year old, but I when I was two.

5 A: you cook?

B: No, I

4 Write questions starting with *can* or *could* and then give short answers that are true for you.

1 ride a bike when you were five?

Could you ride a bike when you were five?

Yes, I could.

2 swim when you were three?

3 speak more than two languages?

4 play basketball?

5 both of your parents drive?

ING OR TO INFINITIVE AFTER VERBS, ADJECTIVES AND PREPOSITIONS

We use to-infinitive after:

some verbs	choose, help, hope, learn, offer, want	<i>I hope to go to university next year. He wants to help me. I'm learning to speak Italian.</i>
adjectives	happy, difficult, etc.	<i>They were happy to see me. This exercise isn't difficult to do. She was surprised to hear I was ill.</i>
would like, etc.	would like/love/hate, ...	<i>We'd like to come and see you later.</i>

We use the -ing form after:

some verbs	enjoy, finish, keep, mind, miss	<i>I enjoy watching all sports. We finished doing our homework. I miss seeing my friends.</i>
prepositions	for, of, about, ...	<i>Thanks for helping me.</i>

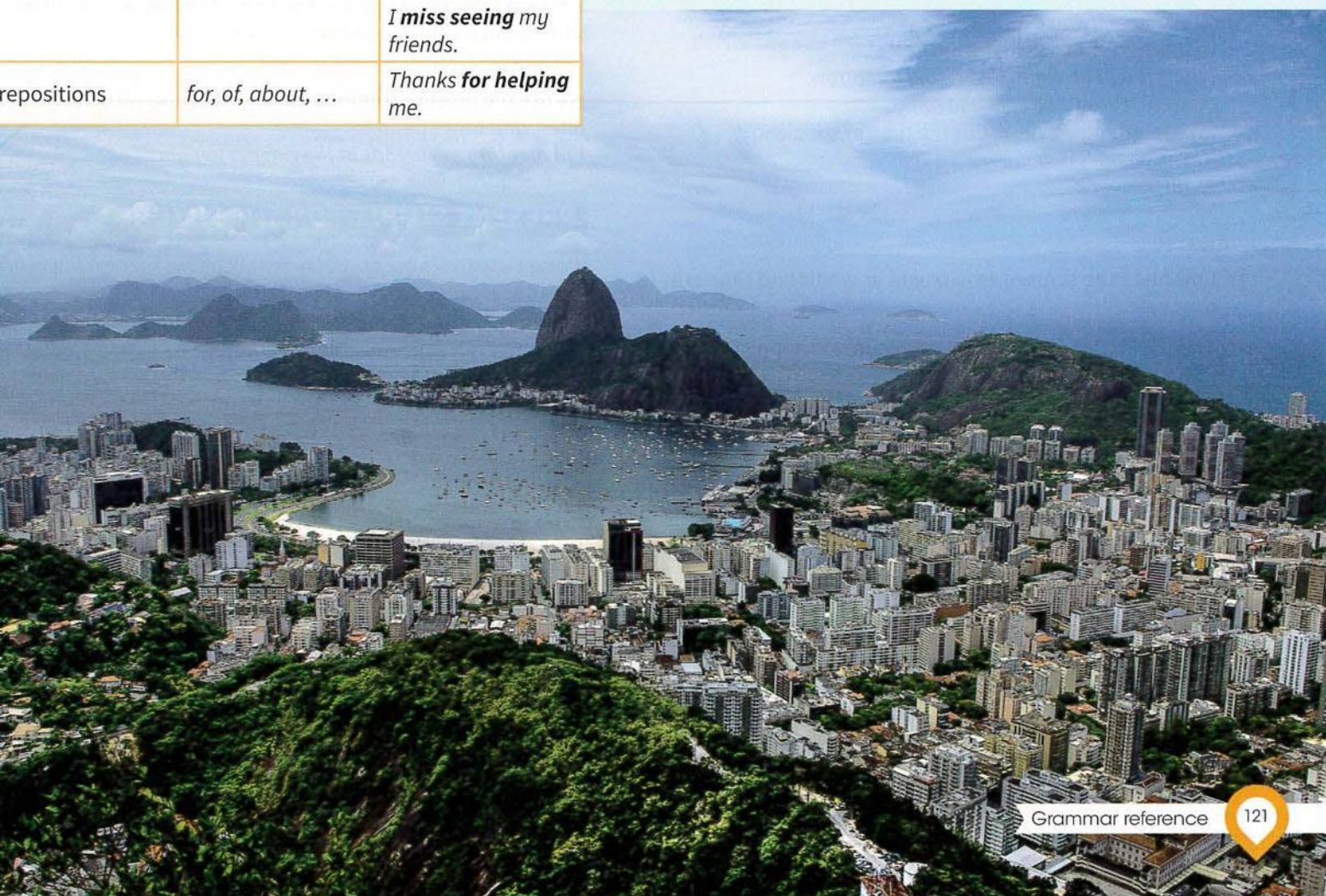
PRACTICE

1 Choose the correct words in italics.

- I'm pleased *to tell / telling* you the first prize is yours.
- My dad offered *to help / helping* me with my homework.
- I enjoy *to play / playing* the piano.
- Let's finish *to watch / watching* the film before we go to bed.
- My brother and I enjoy *to play / playing* video games.
- Thank you for *to help / helping* me.

2 Underline and correct the mistake in each sentence.

- My friends and I always enjoy to meet in town on Saturdays.
- I hope visiting Brazil one day.
- I'm sorry hearing you're ill.
- All my friends enjoy watch football.
- Do you mind to wait a little longer?



THE FUTURE

WILL

We can use *will/won't* + infinitive without *to* when we talk about the future.

Positive/Negative forms

I/You/He/She/We/ They	will'll will not/won't	see you tomorrow.
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Question forms

Will	I/you/he/she/we/ they	see Ben tomorrow?
-------------	--------------------------	----------------------

Short answers

Yes,	I/you/he/she/we/ they	will.
No,		won't.

We can use *will/won't* with these words and phrases.

- I think/I don't think:*
I don't think Brazil **will** win the match.
- sure*
I'm sure you'll pass the English test.
- maybe/probably/perhaps:*
Maybe they'll be late for the party.
I'll probably go to bed quite late tonight.
Perhaps we'll have picnic at the weekend.

We can use *will/won't*:

- to talk about things in the future.
I think it will be warm and sunny tomorrow.
I'm sure it won't be cold and rainy.
- for something we decide at the time of speaking.
A: The phone's ringing.
B: I'll answer it.

PRACTICE

- 3 Complete the sentences with *will* or *won't* and the verbs in brackets.

- We (not have) time to go shopping before we leave.
- There's someone at the door. I (go) and see who it is.
- A:** you (be) away long?
B: No, I
- I probably (not pass) the maths test. I think it (be) really difficult.
- I'm sure we (meet) again soon.

- 4 Put the words in order to make sentences.

- for / go / holiday / next / our / probably / Spain / to / We'll / year.
.....
- be / colder / I / it / think / tomorrow. / will
.....
- a / have / new / next / Perhaps / teacher / term. / we'll
.....
- Are / be / OK / sure / you / you'll / ?
.....
- come / He / our / party. / probably / to / won't
.....

PRESENT CONTINUOUS FOR THE FUTURE

We can use the present continuous to talk about things happening now. We can also use it to talk about future arrangements:

*My parents **are picking me up** from the station tomorrow afternoon.*
*We're **having** a holiday in Florida next year.*
*I'm **seeing** the doctor later this morning.*

We use *going to* and the present continuous to talk about the future in different ways. We use *going to* when we talk about something we have decided:

*I'm **going to** have a shower tonight.*

We use the present continuous when we have an arrangement, often with other people:

*I'm **meeting** my friends at the cinema tonight.*

PRESENT SIMPLE FOR THE FUTURE

We can use the present simple to talk about timetabled events.

*The shop **closes** at 5 pm.*
*The train **leaves** at 2.45.*
*The film **starts** in 10 minutes.*

BE GOING TO

Positive/Negative forms

I	am/'m am not/'m not	going to watch TV all evening.
He/She	is/'s is not/isn't	
You/We/They	are/'re are not/aren't	

Question forms

Am	I	going to stay in tonight?
Is	he/she	
Are	you/we/they	

Short answers

Yes,	I	am.
	he/she/it	is.
	we/they	are.
No,	I	'm not.
	he/she/it	isn't.
	we/they	aren't.

Use *going to* + infinitive to talk about future plans:

I'm going to spend all evening on my homework.

I'm not going to fall asleep.

things we predict because of something we can see or because of information we have now:

My older sister is going to have a baby.

It's going to rain. Look at those dark clouds.



PRACTICE

- 1 Complete the sentences with *going to* and a verb from the box. There is one verb you do not need to use.

do miss (not) need phone ride visit

- It's nearly 8 o'clock. You your bus.
- Tomorrow morning, we our bikes to school.
- I more exercise in future.
- We our coats. The sun is coming out.
- We our grandparents at the weekend.

- 2 Complete the conversations with *going to*.

- 1 A: You / have coffee for breakfast?

Are you going to have coffee for breakfast?

B: No / tea.

No, I'm going to have tea.

- 2 A: What you / do this evening?

B: I / play a video game.

- 3 A: It rain tomorrow?

B: No. Look at the red sky. It / sunny all day.

- 4 A: What you / do when you leave school?

B: I / look for a good job.

- 5 A: your team / win the match?

B: No, the other team is much better. We / lose.

PRACTICE

- 3 Choose the best verb form in *italics*.

- From now on, I'm *going to eat* / *eating* less fast food.
- We're *going to catch* / *catching* the 8.40 train tomorrow. I have the tickets.
- I've got toothache, so I'm *going to see* / *seeing* the dentist at 9.10 tomorrow.
- A: What are you *going to do* / *doing* when you get home?
B: I'm *going to phone* / *phoning* my friend.
- We're *going to have* / *having* a party on Sunday. It starts at 7.30.

MUST / MUSTN'T

Use *must/mustn't* + infinitive without *to*

- to talk about something that is important and when there is no choice:

We **must be** at school by 8.30 every morning.

We **mustn't be** late.

- to give strong advice:

You **must be** careful when you cross the road.

You **mustn't cross** without looking.

- Must* does not change its form.

I/You/He/She/We/They

must wear a uniform for school.

mustn't be late for school.

- We do not usually use *must* in questions. We use *have to*:

What time **do we have to** be at school?

Do you have to wear a uniform for school?

- To talk about the past, use *had to*:

We **had to be** at school at 7.30 yesterday.

We **had to take** an exam.

PRACTICE

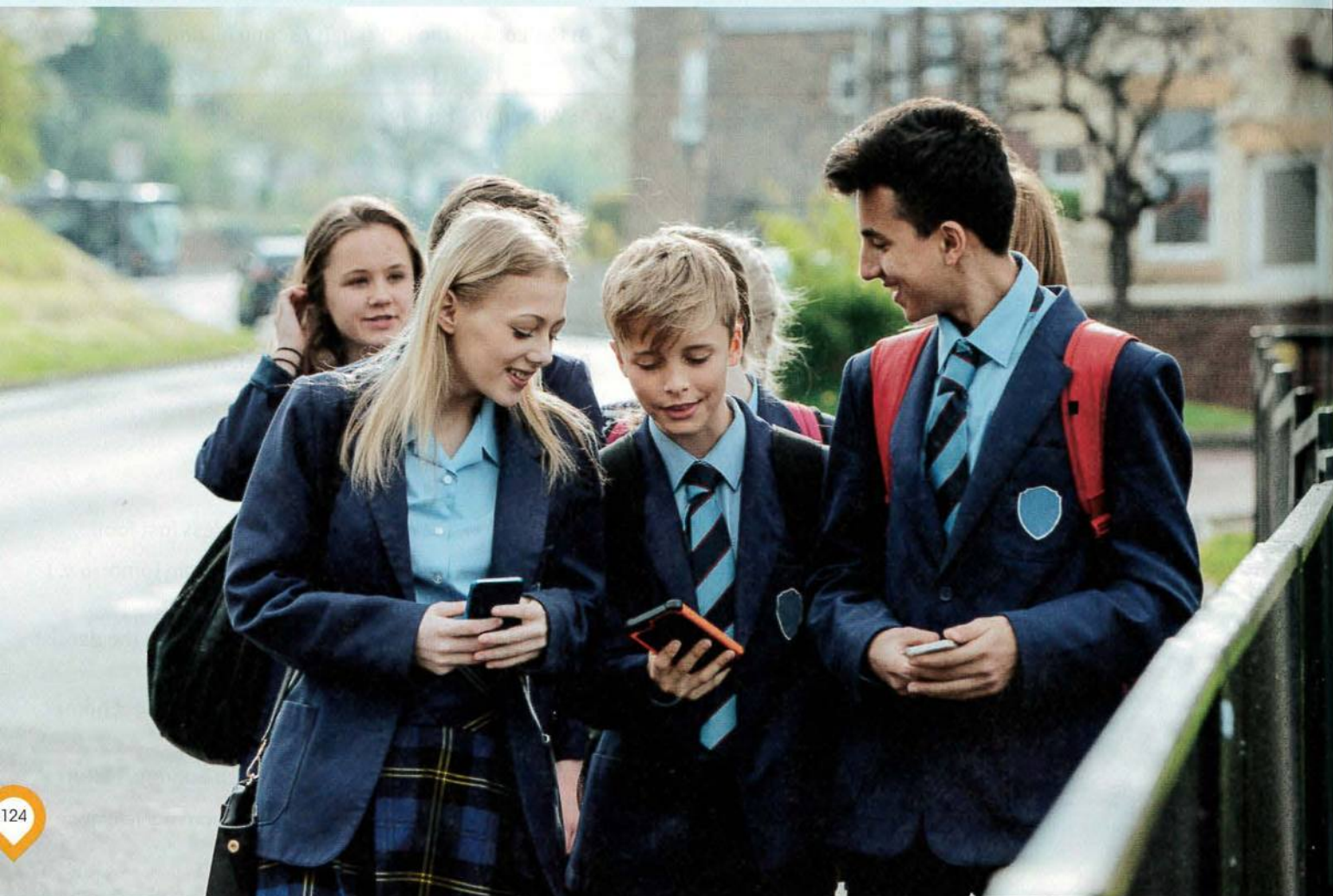
- 4 Complete the sentences with *must/mustn't* and verbs from the box.

be finish run talk use wear

- Be quick! We late or we'll miss the start of the film.
- You trainers when you play tennis.
- You across the road. It's very dangerous
- Shh. You in the library!
- Put your phone away. You it in the cinema.
- I my homework by tomorrow.

- 5 Complete the advice to tourists. Use *must* or *mustn't* and a verb.

- the museum. It's really interesting!
- the taxis. They're very expensive. Use the metro.
- a pizza restaurant. They have fantastic food.
- your passport. Keep it somewhere safe!
- the cathedral. It's a beautiful building



FIRST CONDITIONAL

We use the first conditional to talk about likely situations/ actions.

conditional clause: if + present simple	main clause/result: will + infinitive
<i>If we run,</i>	<i>we'll catch the bus.</i>
<i>If we don't run,</i>	<i>we won't catch the bus.</i>

The conditional clause can start or finish the sentence.

If you work hard, you'll pass your exam. (There is a comma after the conditional clause.)

You'll pass your exam if you work hard. (There is no comma after the main clause.)

We can use the first conditional to talk about the future, but we use a present tense verb after *if*.

*If you **work** hard, you'll pass your exam.*

(NOT *If you will work hard, you'll pass your exam.*)

PRACTICE

Complete the first conditional sentences with the correct form of the verbs in brackets.

- If I (see) my brother, I (tell) him to text you.
- You (hurt) yourself if you (fall) over on the ice.
- If we (not catch) the 10 o'clock bus, we (have) to wait for an hour.
- You (be) late for school if you (not leave) soon.
- If the music (be) loud, it (wake) the baby.

- Put the words in order to make first conditional sentences. Don't forget to add commas to some sentences.

- earn / get / a holiday job / I / I'll / if / money.
If
- a bike / buy / enough money / have / I / I'll / If
I'll
- a / bike / to go / have / I / I'll / If / use / to school / it
If
- my bike / fit / get / I / I'll / If / ride / to school
I'll
- a bike / by bus / don't have / enough money / for / go / I / I'll / If / money / to school
If
- by bus / fit / get / go / I / I / If / to school / won't
I won't



SOMETHING, ANYTHING, NOTHING, ETC.

	people	things	places
some	someone/somebody	something	somewhere
any	anyone/anybody	anything	anywhere
every	everyone/everybody	everything	everywhere
no	no one/nobody	nothing	nowhere

- We can use **someone** or **somebody** for a person we don't know.
*There's **someone/somebody** in the swimming pool. (= I don't know who it is.)*
- Use **anyone** or **anybody** in questions and negative sentences.
*Is **anyone** coming swimming with me?*
*I don't know **anybody** in the team. (not I don't know nobody in the team.)*
- We can use **something** for a thing we don't know.
*I've got **something** in my eye. (= I don't know what it is.)*
- We can also use **something** to make an offer.
*Would you like **something** to drink?*
- Use **anything** in questions and negative sentences.
*Are you doing **anything** at the weekend?*
*Do you want **anything** to eat?*
- We use **no one/nobody** and **nothing** to talk about 'no people' or 'no things'. We use a positive verb with **no one/nobody** and **nothing**.
***No one/Nobody** went to school yesterday. (= There were no people at school yesterday.)*
*We have **nothing** to do this afternoon. (not We don't have nothing to do this afternoon.)*
- We use **everyone/everybody** and **everything** to talk about 'all people' and 'all things'. We use a singular verb with **everyone/everybody**, and **everything**.
*Tom is friendly with **everyone**.*
***Everybody** likes Tom. (not Everyone like Tom.)*
***Everything** in this shop is expensive. (not Everything in this shop are expensive.)*

PRACTICE

3 Rewrite these sentences using the words in brackets.

- All the people in my class enjoy football. (everyone)
.....
- There are no people here. (nobody)
.....
- That is a person I know. (someone)
.....
- My bag is empty. (nothing)
.....
- Did you phone a person this morning? (anyone)
.....
- Where are all the people? (everybody)
.....

4 Underline and correct the mistakes in the sentences. One sentence is correct.

- Nothing doesn't worry me.
- Everything in the garden are beautiful.
- Nobody didn't come to see us yesterday.
- Somebody phoned me yesterday evening.
- Everyone love summer holidays.



PRESENT PERFECT

Positive/Negative forms

I/You/We/They	have/’ve have not/haven’t	been to Australia.
He/She/It	has/’s has not/hasn’t	learned to cook.

Question forms and short answers

Have	I/you/we/they	been to Australia?
Has	he/she/it	
Yes,	I/you/we/they	have.
	he/she/it	has.
No,	I/you/we/they	haven’t.
	he/she/it	hasn’t.

The past participle form of regular verbs is the same as the past simple:

walk – **walked**

smile – **smiled**

You will need to learn the past participle form of irregular verbs. Here are some common examples.

be	been
break	broken
come	came
do	done
eat	eaten
find	found
get	got
have	had
meet	met
see	seen
speak	spoken

- We can use the present perfect to talk about our experiences:
***I’ve seen** all the Harry Potter films, but **I haven’t read** the books.*
- We do not usually say when something happened with the present perfect:
***I’ve been** to India. (not ~~I’ve been~~ to India last year.)*
- Use the past simple to say when something happened:
***I went** to India **last year**.*
- We often use **ever** in present perfect questions (ever = in your life):
*Have you **ever** been to India?*
*Have you **ever** met someone famous?*
- We can use **never** to talk about things we have not done in our life:
*She’s **never** been to India.*
*He’s **never** met anyone famous.*

PRACTICE

- 1 Complete the sentences with the present perfect of the verb in brackets.

- My father (meet) the president of our country.
- I (never be) in a plane.
- you ever (travel) to another country?
- My brother (win) a prize at school.
- My sister (never swim) in the sea.

- 2 Choose the correct verbs in italics.

Ben: Hi, Tim. (1) *I didn’t see / haven’t seen* you last week. Where were you?

Tim: On holiday in the US. (2) *Did you ever go / Have you ever been* there?

Ben: No, I (3) *didn’t / haven’t*. But my parents (4) *went / have been* there three or four times.

Tim: You should go. I (5) *went / have been* twice.

SHOULD / SHOULDN'T

- Use *should/shouldn't* + infinitive to give someone advice:
You **should do** more exercise.
You **shouldn't eat** too much before you go to bed.



Positive/Negative forms

I/He/She/ You/We/ They	should eat more fruit and vegetables.
	shouldn't eat a lot of fast food.

Question forms and short answers

Should	I/you/we/they he/she	ask someone to help me?
Yes,	I/you/we/they he/she	should.
No,	I/you/we/they he/she	shouldn't.

PRACTICE

- 3 Complete the table with this advice to students before an exam.

Go to bed early.

Work late the day before.

Spend too much time alone.

Worry.

Ask parents or friends to help you.

You should ...	You shouldn't ...

- 4 Complete the sentences with *should/shouldn't* and verbs from the box.

arrive drink eat get ride wear

- If it's very hot, you lots of water.
- If it's cold, you your hat and coat.
- You too much sugar. It's bad for your teeth.
- You that bike. There's a problem with it.
- If you're always tired, you more sleep.
- Students late for school.

PRESENT PERFECT WITH *FOR* AND *SINCE*

We can use the present perfect with *since* and *for* to talk about something that started in the past and continues up to the present.

I **have known** my best friend **for** a long time. (= I still know my best friend now.)

We use the present perfect with *for* to talk about a period of time.
I **have studied** English **for** six years.
We **have lived** in Berlin **for** three months.

Since

We use the present perfect with *since* to talk about when a situation started.
I **have studied** English **since** 2015.
We **have lived** in Berlin **since** June.

PRACTICE

Complete the table with time phrases from the box.

24 hours 6 o'clock 400 years last November
my birthday October 12th ten minutes
the end of May three weeks
12 months yesterday

for	since

Choose the correct words or phrases in *italics*.

- I haven't seen my sister for *last weekend* / *two weeks*.
- My parents have been married for *1999* / *14 years*.
- I haven't done any homework since *last weekend* / *two weeks*.
- I've had my bike since *January* / *six months*.
- My father has worked as a doctor for *1994* / *23 years*.
- Juan has played the guitar since *the age of nine* / *nine years*.

MAY/MIGHT

Use *may* and *might* (not) + infinitive when we are not sure about something in the present or the future.

Jenny **might** be too busy to help us at the moment.

It **may be** sunny tomorrow.

My parents **might buy** a new car next week.

It **may not rain** this evening.

We **might not go** to Jack's party at the weekend.

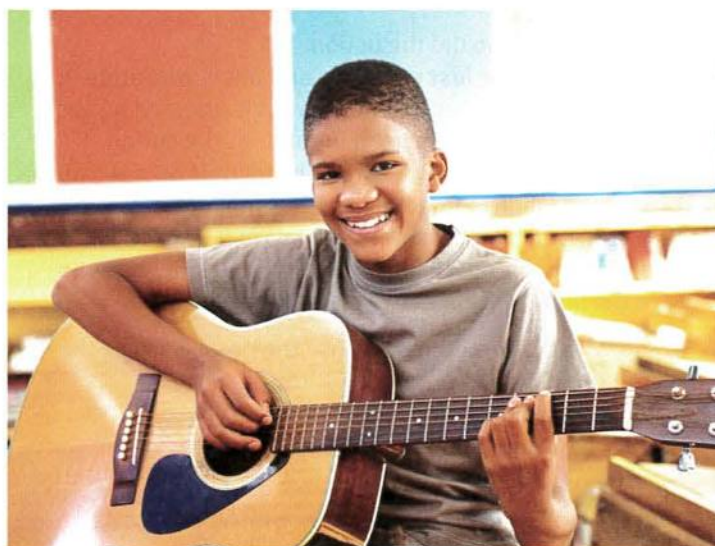
PRACTICE

- 3 Ben asks six of his friends if they are coming to his party. Here are their replies. Who is going to the party?

- I might come. I'll tell you tomorrow. (Suzie)
- Not sure, I may have to check with my parents. (Hannah)
- Yes, I'll be there. (Tom)
- Probably not. I may have to go out with my parents. (Mike)
- Of course. What time does it start? (Julie)
- I hope so, but I may have to work. (Ryan)

- 4 Match sentences 1–6 with sentences a–f.

- | | |
|-----------------------------|-------------------------------------|
| 1 I'm feeling really tired. | a He might know where my books are. |
| 2 I'm really hungry. | b I'm not feeling very well. |
| 3 I may phone my dad. | c We might move house. |
| 4 I might not go to school. | d I might be busy. |
| 5 My dad has a new job. | e I might go to bed early. |
| 6 Don't call me tonight. | f I might have something to eat. |



THE PASSIVE

We form the passive by using the correct form of *be* followed by the past participle.

active	passive
We feed our cat twice a day.	Our cat is fed twice a day.
They built our school in 2012.	Our school was built in 2012.



We use passive verbs rather than active verbs when:

- we don't know who did the action.
*My bike **was stolen last week**.* (I don't know who stole it.)
- we are more interested in who or what is affected by the action of the verb than who or what does the action.
*My trainers **were made** in China.* (The focus is on my trainers rather than where someone made them.)
*We **were given** a lot of homework to do in the holidays.* (Here, we are the focus, not the homework or the teachers who gave the homework.)
- To say who did something, we use the passive + *by* + the person or thing:
*My stolen bike **was found by the police**.*
*These shoes **were made by my grandfather**.*

PRACTICE

- 1 Complete the sentences with the present simple passive form of the verbs in brackets.

- 1 A lot of tea (grow) in China.
- 2 Millions of bottles of water (sell) every day.
- 3 Interesting films (show) at the cinema in my town.
- 4 Our furniture (make) out of wood.
- 5 The road (close) today because of the storm.

- 2 Complete the sentences with the past simple passive form of the verbs in the box.

build close give send take tell

- 1 Our house five years ago.
- 2 We how to get out if there was a fire in the building.
- 3 The car factory in our town two years ago. Nobody works there now.
- 4 I a new watch for my birthday.
- 5 These photos on my phone.
- 6 I this email yesterday.

PRESENT PERFECT WITH **JUST**, **ALREADY** and **YET**

Use *just*, *already* and *yet* with present perfect verbs to talk about things that have happened before now but have a connection with now.

just

Use *just* to talk about something that happened a short time ago. We put *just* between *have/has* and the past participle.

I've just spoken to my friend Paul.

My dad **has just got** home from school.

already

Use *already* to talk about something that happened before now or before we expected.

We've already told Mike where the match is. (Mike knows, so you don't need to tell him.)

Have you already finished your homework? That was quick! (The speaker did not expect this.)

I've already had my lunch. (I'm not hungry now.)



We put *already* between *have/has* and the past participle or at the end of a sentence.

I've already seen him. / **I've seen him already.**

yet

yet (= until now) is used in negative sentences and questions to talk about things we plan to do in the future, but which are not done. *Yet* is placed at the end of a sentence:

Have you finished your homework **yet**?

I haven't read your email **yet**.

PRACTICE

3 Put the word in brackets in the correct position in these sentences.

1 Have you tidied your bedroom ? (yet)

2 They've finished their school project. (already)

3 I'm really hot. I've run home from college (just)

4 I don't want to watch that programme. I've seen it twice. (already)

5 Tania doesn't want to go to bed She isn't tired. (yet)

4 Put the words in order to make sentences.

1 I / haven't / my / new / shoes / worn / yet.

2 eating. / finished / just / We've

3 already / all / friends. / I've / my / texted

4 book / finished / Have / reading / that / yet? / you

5 brother. / I've / just / my / older / phoned

Phrasal verb builder

A phrasal verb is a verb with two or three parts. The meaning of the verb is sometimes different from the meaning of its separate parts. Phrasal verbs can combine verbs with prepositions or adverbs.

This section focuses on phrasal verbs related to four topics: **getting about, in the morning, people and communication** and **other phrasal verbs**.

GETTING ABOUT

1 Match the phrasal verbs to the definitions below.

come in get back come round
pick (someone) up take off

- = return
- = leave the ground (a plane)
- = visit someone's house
- = enter a place
- = collect someone from somewhere



PRACTICE

2 Complete the sentences with the correct form of the phrasal verbs from Exercise 1.

- 1 Our plane at three o'clock tomorrow afternoon.
- 2 We're away for a few days, but I'll call you when we
- 3 Yesterday evening my dad from school in his car.
- 4 You look tired. Why don't you and sit down.
- 5 I to your house yesterday but you were out.

3 Write a sentence using each of the phrasal verbs.

IN THE MORNING

1 Match the phrasal verbs to the definitions below.

get up go out put something on
take something off wake up

- = stop wearing
- = stop sleeping
- = get out of bed
- = leave
- = start wearing



PRACTICE

2 Complete the sentences with the correct form of the phrasal verbs from Exercise 1.

- 1 I usually at 6.30 and then listen to music for 20 minutes.
- 2 My dad calls me at 6.50 and I out of bed.
- 3 Next I my night clothes and have a shower.
- 4 Then I my school uniform and have breakfast.
- 5 I usually at about 7.45 to catch the bus to school.

3 Write a sentence using each of the phrasal verbs.

PEOPLE AND COMMUNICATION

1 Match the phrasal verbs to the definitions below.

call someone back find out get on with someone
grow up look after

- = become an adult
- = return a phone call
- = get information about
- = take care of
- = be friendly with someone



PRACTICE

2 Complete the sentences with the correct form of the phrasal verbs from the box.

- 1 I need to my little sister while my parents are out.
- 2 I very well with all my brothers and sisters.
- 3 There's a car outside our house. I want to who it belongs to.
- 4 Sorry, I have to hurry. I'll you tomorrow.
- 5 We live in the city now, but my parents in a small village.

Write a sentence using each of the phrasal verbs.

OTHER PHRASAL VERBS

1 Match the phrasal verbs to the definitions below.

fill in give back lie down try on turn off

- = usually something you do before you go to sleep
- = stop a machine or light from working
- = write information on a form
- = give something to the person who gave it to you
- = put on clothes to see if they fit



PRACTICE

2 Complete the sentences with the correct form of the phrasal verbs from Exercise 1.

- 1 I've got a bad headache, so I'm going to
- 2 Don't forget to the lights when you leave the building.
- 3 I always shoes before I buy them.
- 4 To get a passport you have to a lot of forms.
- 5 When are you going to the book I lent you?

3 Write a sentence using each of the phrasal verbs.

Irregular verbs

verb	past simple	past participle	verb	past simple	past participle
be	was / were	was / were	send	sent	sent
become	became	become	show	showed	shown
begin	began	begun	shut	shut	shut
break	broke	broken	sing	sang	sung
build	built	built	sit	sat	sat
burn	burnt / burned	burnt / burned	sleep	slept	slept
buy	bought	bought	speak	spoke	spoken
catch	caught	caught	spell	spelt / spelled	spelt / spelled
choose	chose	chosen	spend	spent	spent
come	came	come	stand	stood	stood
cost	cost	cost	steal	stole	stolen
cut	cut	cut	swim	swam	swum
do	did	done	take	took	taken
draw	drew	drawn	teach	taught	taught
dream	dreamt / dreamed	dreamt / dreamed	tell	told	told
drink	drank	drunk	think	thought	thought
drive	drove	driven	throw	threw	thrown
eat	ate	eaten	understand	understood	understood
fall	fell	fallen	wake	woke	woken
feel	felt	felt	wear	wore	worn
find	found	found	win	won	won
fly	flew	flown	write	wrote	written
forget	forgot	forgotten			
get	got	got / gotten			
give	gave	given			
go	went	been / gone			
grow	grew	grown			
have	had	had			
hear	heard	heard			
hit	hit	hit			
hurt	hurt	hurt			
keep	kept	kept			
know	knew	known			
learn	learnt / learned	learnt / learned			
leave	left	left			
let	let	let			
lie	lied	lied			
lose	lost	lost			
make	made	made			
mean	meant	meant			
meet	met	met			
pay	paid	paid			
put	put	put			
read	read	read			
ride	rode	ridden			
run	ran	run			
say	said	said			
see	saw	seen			
sell	sold	sold			

HOW TO MAKE YOUR WRITING BETTER: ADJECTIVES

To make a sentence more interesting, we can use adjectives.

Look at the pairs of sentences. Underline the adjectives in each b sentence.

- 1 a There was a chair in the corner of the room.
b There was a comfortable chair in the corner of the room.
- 2 a We had lunch in a restaurant.
b We had lunch in a small, friendly restaurant.
- 3 a A woman showed me the way home.
b A kind woman showed me the way home.
- 4 a I knew I had made a mistake.
b I knew I had made a big mistake.

Look at Exercise 1 again. Decide if the sentences are true or false.

Adjectives ...

- 1 describe people or things.
- 2 usually come after the person or thing they describe.
- 3 can make sentences more interesting because they add more information.

Complete the sentences with an adjective from the box.

expensive heavy important lovely modern

- 1 He was carrying a suitcase.
- 2 I have an message for you.
- 3 She lives in a apartment.
- 4 We had a day in the park.
- 5 She was wearing an jacket.

4 We often use adjectives to talk about good or nice things. Choose the two adjectives which can replace good or nice in each sentence.

- 1 It was a very good film. (*exciting / friendly / funny*)
- 2 She was wearing a nice dress. (*beautiful / lovely / clever*)
- 3 That's a good idea. (*brilliant / famous / great*)
- 4 A nice doctor helped me. (*friendly / favourite / kind*)
- 5 The weather was nice. (*sunny / clever / pleasant*)
- 6 We had some good food. (*great / hungry / excellent*)

5 We often use adjectives to talk about very good or very bad things. Underline the adjectives which mean 'very good' or 'very bad' in each sentence. Then add them to the table.

- 1 It was a nice day. We had a wonderful meal.
- 2 We didn't play tennis because the weather was terrible.
- 3 I loved the film. It was amazing!
- 4 I didn't like the food. It was horrible.
- 5 We watched a film, but it was awful!
- 6 I think she's a fantastic singer. I love her songs.

very good	very bad
wonderful	

HOW TO MAKE YOUR WRITING BETTER: ADVERBS AND INTERESTING VERBS

1 Look at the pairs of sentences. Underline the adverbs in each b sentence.

- 1 a I ran home.
b I quickly ran home.
- 2 a The children were playing in the garden.
b The children were playing happily in the garden.
- 3 a I read the invitation.
b I read the invitation carefully.
- 4 a She opened the letter.
b She opened the letter slowly.
- 5 a I couldn't see because it was cloudy.
b I couldn't see well because it was cloudy.

2 Look at Exercise 1 again. Decide if the sentences are true or false.

- 1 Adverbs can describe how someone does something.
- 2 Most adverbs end in *-ly*.
- 3 Adverbs always come before the verb.
- 4 Adverbs can make sentences more interesting, because they describe actions.

3 Choose the best adverb in each sentence.

- 1 A man called my name *loudly* / *terribly*.
- 2 The children ate their pizzas *kindly* / *hungrily*.
- 3 He spoke *clearly* / *cheaply*.
- 4 My mum was driving very *noisily* / *fast*.
- 5 She *carefully* / *busily* picked up the young bird.
- 6 We found the boat *easily* / *loudly*.
- 7 Everyone in the team played *quickly* / *well*, and we won the game!
- 8 She sang the song *beautifully* / *highly*.

4 Complete the sentences with the adverb in brackets. Choose the correct place to put the adverb.

- 1 The police officer spoke to me
(angrily)
The police officer spoke to me angrily.
- 2 I read the letter. (quickly)
- 3 She closed the door (quietly)
- 4 He carried the hot drinks into the sitting room. (carefully)
- 5 We walked through the park. (slowly)
- 6 Mark didn't sleep last night. (well)

5 Sometimes we can use a more interesting verb instead of a verb and an adverb. Underline the verb in each b sentence which matches the verb + adverb in the first sentence.

- 1 a I went to the bus stop quickly.
b I hurried to the bus stop.
- 2 a Everyone was speaking loudly at the same time.
b Everyone was shouting at the same time.
- 3 a They were sitting quietly in the garden.
b They were relaxing in the garden.
- 4 a We got into the water quickly.
b We jumped into the water.
- 5 a I put the letter quickly into the bin.
b I threw the letter into the bin.
- 6 a 'I'm lost,' she said sadly.
b 'I'm lost,' she cried.

6 Complete the sentences with the verbs in the box.

jumped ran relaxed shouted threw

- 1 She into the room and picked up the phone.
- 2 'Go away!' he
- 3 We sat down and for a few minutes.
- 4 The girl onto her bike and rode away.
- 5 He the map onto the fire.

USE VERB FORMS CORRECTLY TO TALK ABOUT THE PAST, PRESENT AND FUTURE

Read the email. Underline six mistakes with verb forms.

Hi Jo,

I go swimming next Saturday. My cousin are here at the moment, and he love swimming. Are you want to come too? There's a swimming pool on Wood Road. We can to get the bus. I meet you at the bus stop.

Sam

Write the email from Exercise 1 correctly.

This email has more information. Read it and choose the correct verbs in *italics*.

Hi Jo,

I (1) *goes* / *'m going* / *want go* swimming next Saturday. My cousin (2) *is* / *was* / *am* here at the moment and he (3) *is love* / *loves* / *loving* swimming. (4) *You want* / *Does you want* / *Do you want* to come too? There's a swimming pool on Wood Road. I (5) *never been* / *'ve never been* / *never went* there, but Max (6) *went* / *has been* / *been* yesterday and he says it's great. We can (7) *get* / *getting* / *gets* the bus. I (8) *'m meeting* / *can to meet* / *can meet* you at the bus stop.

Look at Exercise 3 again. Find an example of these things.

- 1 the present continuous for future plans
- 2 the past simple for an action in the past
- 3 the present perfect for an experience at some time in the past
- 4 a modal verb

Complete the email below with the correct form of the verbs in brackets.

Hi Sara,

I (1) (go) to a concert in Manchester next Saturday. My uncle (2) (buy) me two tickets for my birthday last month. The concert (3) (start) at eight o'clock. My friend Sam wants (4) (come) too. I think you (5) (meet) him a few times. We can (6) (go) for a pizza first if you want.

6 Use these notes to write an email. Try to use different verb forms correctly.

- ask a friend to come to a water park with you next Saturday
- say where it is
- say how you can get there

USE LINKING WORDS AND RELATIVE PRONOUNS TO MAKE LONGER SENTENCES

- 1 Read the story. How many sentences are there?

Dan woke up. He got out of bed. He didn't look at his clock. He opened the fridge. It was almost empty. He was hungry. He decided to go out for some food. He went to a café. It was closed. It was only 6.30 in the morning!

- 2 Read the same story. This time, the sentences are linked with linking words. Underline the linking words.

Dan woke up and got out of bed. He didn't look at his clock. He opened the fridge, but it was almost empty. He was hungry, so he decided to go out for some food. He went to a café, but it was closed because it was only 6.30 in the morning!

- 3 Choose the correct linking words in *italics*.

- 1 I wanted to go to the cinema, *but* / *so* I didn't have any money.
- 2 It was late *and* / *because* I was very tired.
- 3 It was cold, *but* / *so* I put on my coat.
- 4 We couldn't play tennis *but* / *because* it was raining.
- 5 I invited Sam, *because* / *but* he didn't want to come.
- 6 It was sunny, *but* / *so* we decided to have a barbecue.

- 4 Look at the a and b sentences. Underline the linking words that join the sentences in b.

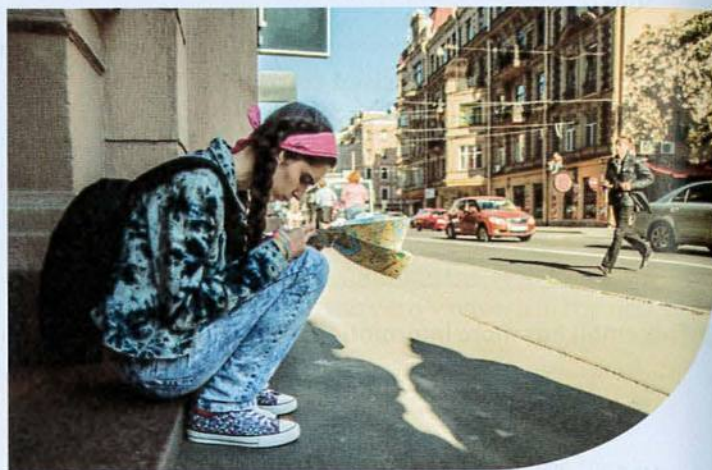
- 1 a He showed me a photo. It wasn't very clear.
b He showed me a photo *which* wasn't very clear.
- 2 a I saw a girl. She looked scared.
b I saw a girl *who* looked scared.
- 3 a I saw a man in the street. He was singing.
b I saw a man in the street *who* was singing.
- 4 a The man was carrying a bag. It looked heavy.
b The man was carrying a bag *that* looked heavy.

- 5 Look at Exercise 4 again. Choose the correct words in *italics*.

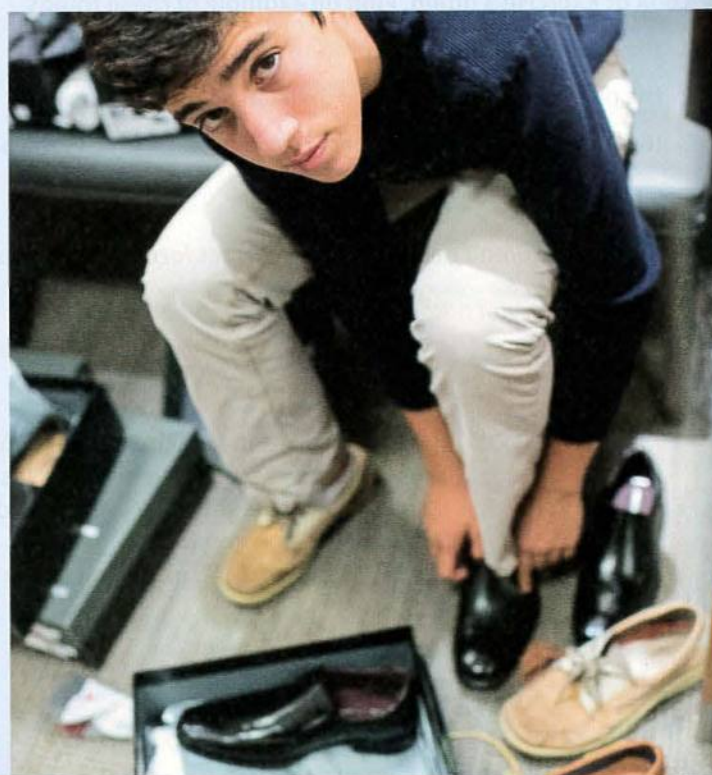
- 1 We can use *who* / *which* and *that* to write about people.
- 2 We can use *who* / *which* and *that* to write about things.

- 6 Choose the correct words in *italics* to complete the stories.

Emma was on holiday with her family in a new city, and they wanted to go to a museum. They were lost. Then they saw a girl (1) *which* / *who* was holding a map. The girl showed Emma her map. But she gave Emma some directions (2) *which* / *who* were wrong! Emma and her family found the museum, but it was closed when they arrived!



Martin was in the city centre with his mum. He wanted to buy some new shoes, so he went to a shoe shop. He saw some black shoes (3) *which* / *who* he liked. They were very expensive. His mum didn't have much money. She spoke to an assistant (4) *which* / *who* worked in the shop. The assistant showed Martin some cheaper shoes. Martin liked these ones, too, so he bought them.



WRITING PART 6: A SHORT MESSAGE

Read the exam task. How many things must you write about in your email?
How many words should you write?

You want to borrow a bike from your English friend, Mike.
Write an email to Mike.

In your email:

- **ask** Mike if **you can borrow** his bike
- explain **why** you need it
- say when you will **give it back**

Write 25 words or more.

an informal phrase to start the email

Hi Mike,

Could I borrow your bike next weekend, please? My cousins are coming to visit, and we're planning a bike ride in the forest. I had a bike, but it broke last month. I'll give it back to you on Sunday evening, and of course I'll clean it for you!

See you soon,

Tom

answer the first point in the task

answer the second point in the task

answer the third point in the task

an informal phrase to end the email

MODEL ANSWER

KEY LANGUAGE AND IDEAS FOR EMAILS

Opening an email:

Hi, Hi Tom, Hello

Closing an email:

Love, See you soon, Bye, Thanks ...

Inviting someone:

Would you like to ...? Do you want to ...?

Making a suggestion:

Why don't you/we ...? You/We could ... Let's ...

How about ...? What about ...?

Making an offer or promise:

I could ... if you like. I can ... if you want. I'll ...

Making a request:

Could I/you ...? Can I/you ...? Is it OK if I ...?

Giving good news:

Can you believe it? Great news! Guess what?

Giving bad news:

I'm sorry, but ... I'm afraid ...

Linking words and phrases:

and but so because

Informal language:

contractions: I'm you're she's
informal words and phrases: amazing brilliant OK

2 Complete the suggestions with the words in the box.

could don't Let's Shall Why

- 1 Why we get the bus together?
- 2 We meet outside the cinema.
- 3 we buy the tickets online?
- 4 get the train.
- 5 don't we go for a pizza after the show?

3 Match sentence beginnings 1-5 with endings a-e.

- | | |
|----------------------|------------------------------------|
| 1 Could I borrow | a with my homework? |
| 2 Can you help me | b laptop? |
| 3 Is it OK | c your bike? |
| 4 Could I stay | d if I bring my friend Jack? |
| 5 Can you bring your | e at your house on Saturday night? |

4 Write sentences about good or bad news. Use the word in brackets.

- 1 I've passed all my exams. (believe)
Can you believe it? I've passed all my exams!
- 2 I can't come to your party. (afraid)

- 3 I'll be a bit late. (sorry)

- 4 I won the competition! (guess)

5 Read the email. Underline five verbs where you can use contractions.



Hi Joe,

My cousin Beth is coming to visit on Saturday, and I am really excited. She is very good at computer games. I have got a new game and we are going to play some games together. Do you want to come too? I will call you later.

Sam

6 Read the exam task. What information should you include in your email?

Your English friend Laura has invited you to go to a concert with her on Saturday, but you can't go. Write an email to Laura.

In your email:

- **say** that you **can't go** on Saturday
- explain **why** you can't go
- suggest **another day** to meet.

Write **25 words** or more.

7 Before you write your email, complete the table with ideas.

You can't go on Saturday	<i>I'm sorry, but ...</i>
Why?	<i>... because ...</i>
Another day to meet	<i>Why don't we ...?</i>

8 Write your email, using your notes from Exercise 7.

9 Check your email and make changes if necessary.

- ☐ Have you answered all the points in Laura's email?
- ☐ Have you used a suitable phrase to open and close your email?
- ☐ Have you used a range of language?
- ☐ Have you used linking words to make longer sentences?
- ☐ Have you used contractions and informal language?
- ☐ Have you counted your words?

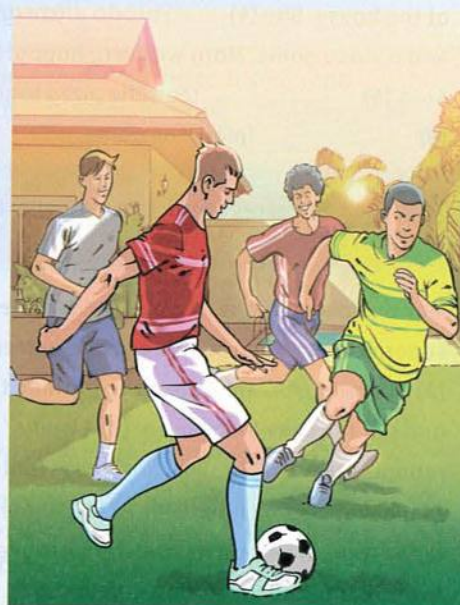
WRITING PART 7: A STORY

Read the exam task. How many words should you write?

Look at the three pictures.

Write the story shown in the pictures.

Write **35 words** or more.



MODEL ANSWER

Mark got up and looked outside. He was happy because it was a sunny day. He decided to play football. He then found his football and hurried outside. Next, he called his friends. Later, his friends arrived, and they played together. They had a wonderful time!

this tells the first part of the story

past simple verbs for the main events in the story

adjectives and adverbs make the story more interesting

this tells the second part of the story

this tells the third part of the story

KEY LANGUAGE AND IDEAS FOR STORIES

Give the story an interesting title:

The robbery A day out

Use past simple and past continuous verbs:

Mark got up It was raining

Use time expressions:

first then later the next day

Use adjectives to describe people, places and feelings:

friendly kind busy excited angry

Use adverbs:

quickly slowly carefully

Use interesting verbs:

hurried ran shouted

- 2 Complete the story with the past simple or past continuous form of the verbs in brackets.

A surprise visit

Mary was at home one afternoon. She (1) (feel) bored because it (2) (rain). Suddenly, Mary's friend Sara (3) (arrive) at the house. She (4) (carry) a pizza in a box, and a video game. Mary was very happy! Mary and Sara (5) (eat) the pizza together and (6) (play) the game.

- 3 Choose the correct time expressions in *italics* to complete the stories.

Max decided to make a cake. (1) *First / Next*, he went to the supermarket to buy some eggs and butter.
(2) *Suddenly / Next* he mixed everything together quickly and put the cake in the oven. (3) *Finally / First*, the cake was ready! Max ate a big slice, and it was fantastic!
Paula was cycling home. (4) *First / Suddenly*, she saw a puppy in the road. It was on its own, and it looked sad.
It was her friend Sam's dog. Paula called the dog to her.
(5) *Then / Finally*, she phoned Sam. (6) *Finally / Next*, Sam arrived. He was very pleased, and the dog was so excited!

- 4 Cross out the adjective that is not possible in each sentence.

- I was feeling angry / happy / tired / tall.
- The waiter was very polite / empty / kind / friendly.
- The town was quite busy / quiet / pleased / old.
- She was wearing a blue / big / quick / pretty hat.
- It was a boring / great / high / brilliant film.
- He was carrying a small / black / ready / new suitcase.

- 5 Read the exam task. Before you write your story, make notes on your ideas in the table.

Look at the pictures.

Write the story shown in the pictures.

Write **35 words** or more.

Picture 1

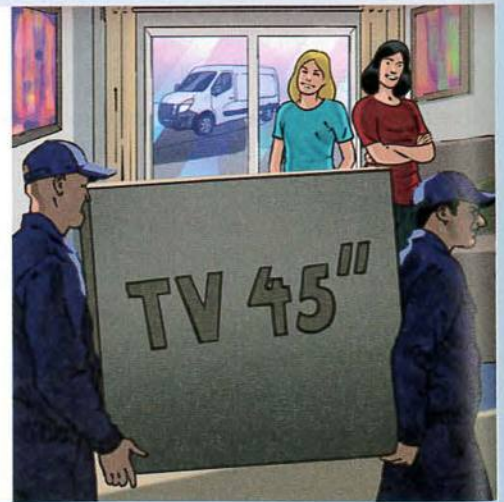
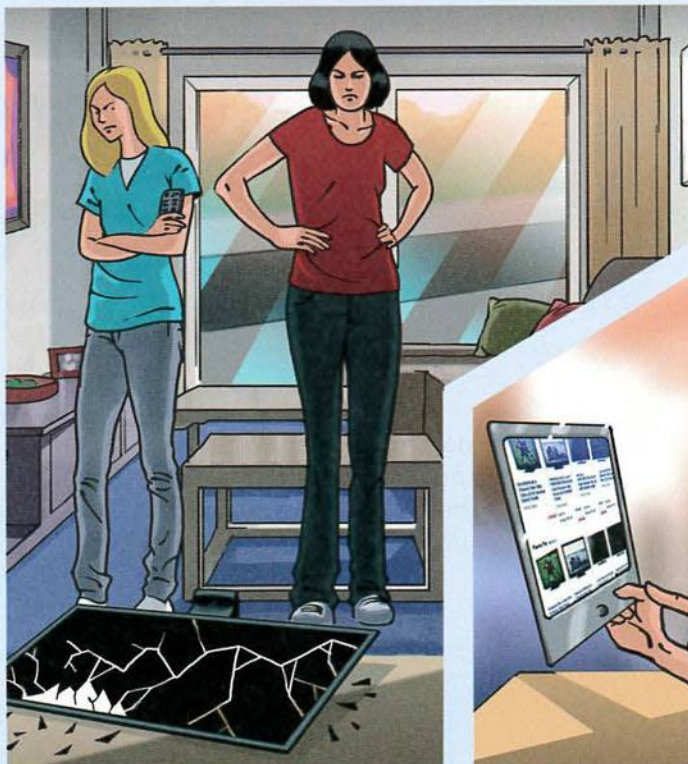
Picture 2

Picture 3

- 6 Write your story, using your notes from Exercise 5.

- 7 Check your story and make changes if necessary.

- ☐ Have you written about all three pictures?
- ☐ Have you used past simple verbs?
- ☐ Have you used adjectives and adverbs to make your story interesting?
- ☐ Have you counted your words?



GIVING PERSONAL INFORMATION

- 1 Listen to two students giving personal information. Complete the table.

	Pablo	Lucia
Age		
From		

KEY LANGUAGE AND IDEAS FOR GIVING PERSONAL INFORMATION

Saying your name:

My name is / My name's ...

Saying your age:

I'm ... years old.

Saying where you come from:

I come from ...

Saying where you live:

I live in ...

- 2 Match the sentence beginnings 1-4 with endings a-d. Listen again and check.

- | | |
|----------------|-----------------|
| 1 My | a in Milan. |
| 2 I come | b name's Pablo. |
| 3 I'm fourteen | c from Madrid. |
| 4 I live | d years old. |



TALKING ABOUT HABITS, LIKES AND DISLIKES

- 1 Listen to Sophie talking about her habits. Which activities does she talk about?

doing homework going to the cinema
meeting friends playing football playing tennis
watching TV

KEY LANGUAGE AND IDEAS FOR TALKING ABOUT HABITS

I sometimes ...

I often ...

I usually ...

I always ...

I never ...

I ... every day/every weekend/on Saturdays.

Use words like *sometimes*, *often*, etc. with the present simple form of verbs:

I sometimes meet my friends.

I often go to the cinema.

I go out with friends every weekend.

Notice that *sometimes*, *often*, *usually*, etc. come before the main verb, but after the verb *be*. Phrases such as *every day*, *every weekend*, *on Saturdays* come at the end:

I never play football.

I'm never late.

I often play video games.

I play video games every day.

- 2 Choose the correct options in *italics*. Listen again and check.

- I always get up / get up always* early.
- I never am / am never* late for school.
- I usually do / do usually* my homework when I get home from school.
- I don't often watch / watch often* TV.
- I usually play tennis in Saturdays / on Saturdays*.
- I meet sometimes / sometimes meet* my friends at the weekend.

- 3 Listen to Sam talking about his likes and dislikes. What's his favourite sport?

KEY LANGUAGE AND IDEAS FOR TALKING ABOUT LIKES AND DISLIKES

I like ...

I don't like ...

I love ...

I prefer ...

I enjoy ...

My favourite (sport, food, etc.) is ...

Use *like*, *love* and *prefer* with a noun, an *-ing* form of a verb, or an infinitive.

I like/love/prefer adventure films.

I like/love/prefer going shopping.

I like/love/prefer to go out with friends.

Use *enjoy* with a noun or an *-ing* form of a verb.

I enjoy basketball.

I enjoy going on holiday.

I enjoy to go shopping.

Say **I prefer ... to ...**.

I prefer basketball to tennis.

- 4 Complete the sentences with the words in the box.
Listen again and check.

don't favourite like listening prefer

- 1 I maths and science.
- 2 I like art.
- 3 I enjoy to music.
- 4 I football to tennis.
- 5 Basketball is my sport.

GIVING OPINIONS AND REASONS

- 1 Listen to a conversation about different activities.
Which activity do both people like?
- 2 Complete the conversation with words from the box.
Listen again and check.

about do do don't fun going love
prefer think what

- Girl:** (1) you like swimming?
Boy: Yes, I (2) It's fun. What
(3) you?
Girl: No, I (4) like swimming. I
(5) it's boring. But I love
(6) to the cinema. It's really
interesting. (7) do you think?
Boy: No, I think going to the cinema is expensive. I
(8) to watch films at home. My
favourite activity is cycling. Do you think cycling
is (9) ?
Girl: Yes, I do. I (10) cycling!

- 3 We often give reasons to explain our opinions. Listen to three people giving reasons for their opinions. Choose the reason that each person gives.
 - 1 I like travelling because
 - a you meet interesting people.
 - b you learn about different countries.
 - 2 I don't like skateboarding because
 - a it's dangerous.
 - b it's boring.
 - 3 I love this computer game because
 - a it's exciting.
 - b I'm very good at it.

KEY LANGUAGE AND IDEAS FOR GIVING OPINIONS AND REASONS

Asking for opinions:

Do you like ...?

Do you think ... is/are (fun/interesting/exciting ...)?

Do you prefer ... or ...?

What about you?

What do you think?

Giving opinions:

I think ... is/are (boring/difficult ...)

I don't think ... is/are (dangerous/expensive ...)

For me, ... is (fun/interesting ...)

Giving reasons:

I like ... because ...

I think ... is interesting because ...

Use *is* with singular nouns and *are* with plural nouns:

Do you think camping **is** fun?

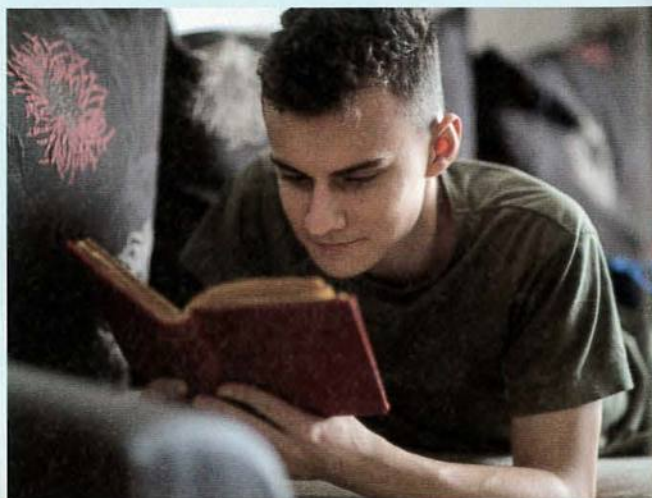
I think video games **are** fun.

Use *I don't think* + a positive verb:

I don't think reading **is** interesting. NOT *I think it isn't very interesting.*

I don't think football **is** fun. NOT *I think football isn't fun.*

- 4 Complete the sentences with your own opinions and reasons. Listen and compare your ideas.
 - 1 I like / don't like reading because ...
 - 2 I love / hate football because ...
 - 3 I like / don't like shopping because ...





AGREEING AND DISAGREEING

- 1 Listen to a conversation about playing a musical instrument. What do the people agree about?

- 1 It's important to practise.
- 2 It's very difficult.
- 3 Lessons are always very expensive.

KEY LANGUAGE AND IDEAS FOR AGREEING AND DISAGREEING

Agreeing:

Yes, I agree with you.
I agree with you that ...
Exactly!
That's true.

Disagreeing:

I'm not sure about that. I think ...
I don't know. I think ...
Yes, but ...

- 2 Complete part of the conversation with the phrases in the box. Listen again and check.

agree with you not sure about that's true
yes, but

A: I think it's very difficult to learn an instrument.

B: I'm (1) that. The guitar isn't very difficult, but it's important to practise every day.

A: (2) I (3) that it's important to practise so that you can get better. I think that lessons are very expensive, too.

B: (4) you can watch lessons online and teach yourself.

DEALING WITH PROBLEMS

- 1 Listen to three conversations. Complete the sentences with the words you hear.

- 1 that please?
- 2 the question, please?
- 3 Could you, please?

- 2 Find and underline the mistake in each question. Listen again and check.

- 1 Could you repeat again that, please?
- 2 Can you repeat me the question, please?
- 3 Could you say again, please?

- 3 Listen to two people talking. What are they trying to describe?

- | | |
|--------|-----------------------|
| Item 1 | a a piece of clothing |
| Item 2 | b a kind of food |
| Item 3 | c a game |

KEY LANGUAGE AND IDEAS FOR DEALING WITH PROBLEMS

Asking someone to repeat:

Can/Could you repeat that, please?
Can/Could you repeat the question, please?
Can/Could you say that again, please?

When you don't know the word for something:

I'm not sure what the word is, but it's ... (a sport, a kind of food)
It's something you use when you ... (play football, cook)
I don't know the word, but it's something you ... (wear, eat)
I'm not sure what this is called, but it's a kind of ... (animal, plant, game).

- 4 Complete what the people say with one word in each gap. Listen again and check.

- 1 I'm sure what the is, but you often play this on the beach.
- 2 I'm not sure this is, but it's something you wear around your neck.
- 3 I don't what the word, but it's something you eat.

SPEAKING PART 1

1 Listen to Ana answering three questions. Does she use full sentences in her answers?

2 Listen again. Notice how she adds extra information.

- 1 What do you do at weekends?
- 2 Who do you like spending your weekends with?
- 3 Where do you like going shopping?
- 4 What do you like buying?

3 Complete Ana's answers with *or* or *because*. Listen again and check.

- 1 I often go shopping, I sometimes go to the cinema.
- 2 I like going shopping in London there are lots of good shops.
- 3 I like buying clothes and shoes I'm interested in fashion.

4 Lead Ana's answer to a longer question. Choose the correct verbs in *italics*. Listen and check.

Examiner: Now, please tell me something about presents that you buy for other people.

Ana: Well, I (1) *love / loved* buying presents for people. I usually (2) *buy / am buying* presents for people when it's their birthday. For example, last month I (3) *buy / bought* a T-shirt for my brother and he really (4) *like / liked* it. It's my friend's birthday next week, and I (5) *take / 'm going to take* her to the cinema as a present.

5 Choose the best answers to the questions.

- 1 Where do you usually meet your friends?
 - a I usually meet my friends at the weekend.
 - b I often meet them at the cinema, or we go for a meal together.
- 2 Who do you live with?
 - a I share a flat with three friends.
 - b I live in a small apartment in the city centre.
- 3 What sports can you do in your area?
 - a I play tennis once a week, but I can't play very well.
 - b You can play tennis and football at the sports centre near my house.
- 4 What time do you usually have lunch?
 - a I usually have lunch at about one o'clock.
 - b I usually have a sandwich and some fruit.
- 5 What did you eat for breakfast this morning?
 - a I don't usually have breakfast, but sometimes I have some cereal.
 - b I had some eggs and some orange juice.
- 6 How many rooms are there in your house or flat?
 - a I like my bedroom because it's quite big, and you can see the park from my window.
 - b There are two bedrooms, a kitchen, a living room and a bathroom, so five rooms.

6 Choose the correct verbs in *italics*. Then decide if each sentence is about the present, past or future.

I go / *went* shopping last weekend. *past*

- 1 I usually *have / had* dinner with my family.
- 2 I *meet / 'm going to meet* my friends tomorrow, because it's the weekend.
- 3 I sometimes *watch / 'm going to watch* films on my laptop because I love watching films.
- 4 I *cook / cooked* a meal for some friends last night, and it was very good.
- 5 I *play / 'm going to play* tennis next weekend with my friends.
- 6 I *buy / bought* some new shoes yesterday, and some new jeans too.

7 Match one piece of extra information (a-e) with each question and answer (1-5). Listen and check.

- 1 **A:** Tell me something about what you like doing at home.
B: I like watching films, and I enjoy playing video games.
 - 2 **A:** Tell me something about what you like to eat with friends.
B: I sometimes go to restaurants with my friends, and I prefer Italian food.
 - 3 **A:** Tell me something about the clothes you like to buy.
B: My favourite thing to buy is jeans, because I like wearing them.
 - 4 **A:** Tell me something about the places you like to visit.
B: I like visiting places that are near the sea.
 - 5 **A:** Tell me something about the sports you like to do.
B: I like playing football. I play for a team, and we have a game every Saturday.
- a My team doesn't often win.
b I love swimming when the weather's hot.
c I've just got a new game.
d We went to a pizza restaurant last weekend.
e I bought some really nice jeans last week.

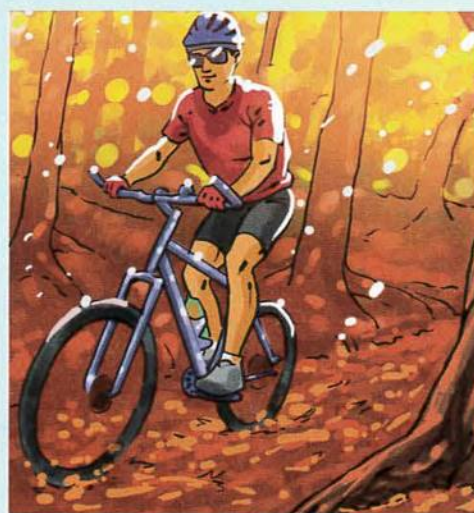
8 Practise answering the questions.

- What's your name?
- How old are you?
- What do you usually do at weekend?
- Who do you like going shopping with?
- Where do you usually meet your friends?
- What did you eat for breakfast this morning?
- Tell me something about the clothes you like to buy.
- Tell me something about the sports you like to do.

SPEAKING PART 2

Listen to two students doing the task. Do they talk about all the pictures?

Do you like these different hobbies? Say why or why not.



Listen to one of the students answering a follow-up question. Does she give reasons for her answers?

- 3 Complete the sentences with the words in the box.
Listen and check.

about agree do like sure think

A: I think video games are exciting. What do you
(1) _____?

B: I'm not (2) _____ about that.

A: What about taking photos? Do you (3) _____
taking photos?

B: I often take photos when I'm with my friends.

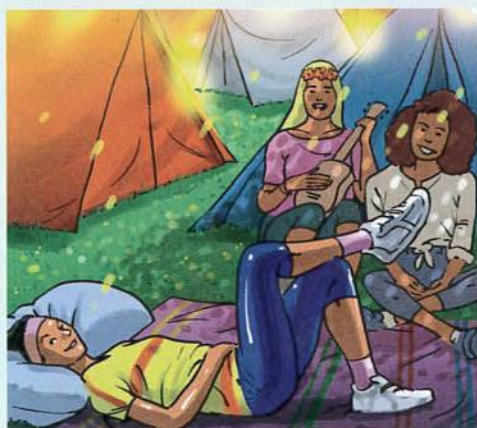
A: I take photos on my phone. What (4) _____ you?

B: I like taking photos, too. I've got a camera.

A: I always go cycling at weekends. What (5) _____
you think about it?

B: I (6) _____ with you that it's fun.

- 5 Work in pairs. Look at the pictures and complete the task. Then listen and compare your ideas.
Did you discuss the same things?
Do you like these different summer activities?



- 6 Practise answering the follow-up questions. Then listen and compare your ideas.

- Which of these activities do you like the best?
- Do you prefer to go on holiday to the beach or the countryside?
- Do you prefer swimming in the sea or in a swimming pool?

- 4 Match the opinions (1-5) with the reasons (a-e).

- 1 I prefer to go on holiday with friends because
 - 2 I prefer to play team sports because
 - 3 I don't like doing outdoor activities when the weather's bad
 - 4 I prefer to watch films at home because
 - 5 I prefer staying in hotels to camping because
- a exercising on your own is boring.
 - b you can have food while you watch.
 - c it's more comfortable, and you don't get cold at night.
 - d you can have more fun with people of the same age.
 - e because nothing is fun when it's raining.

Unit 2

Present continuous

Student A



Unit 6

School subjects

- | | |
|--|---------------------|
| 1 Mount Everest
It's 8,848 metres high. | 5 a melon |
| 2 the elephant | 6 salt |
| 3 worse | 7 November 11, 1918 |
| 4 nine | 8 Paris |
| | 9 the guitar |

Unit 8

Starting off

How did you score?

First, add up your scores.

A = 0, B = 1, C = 2

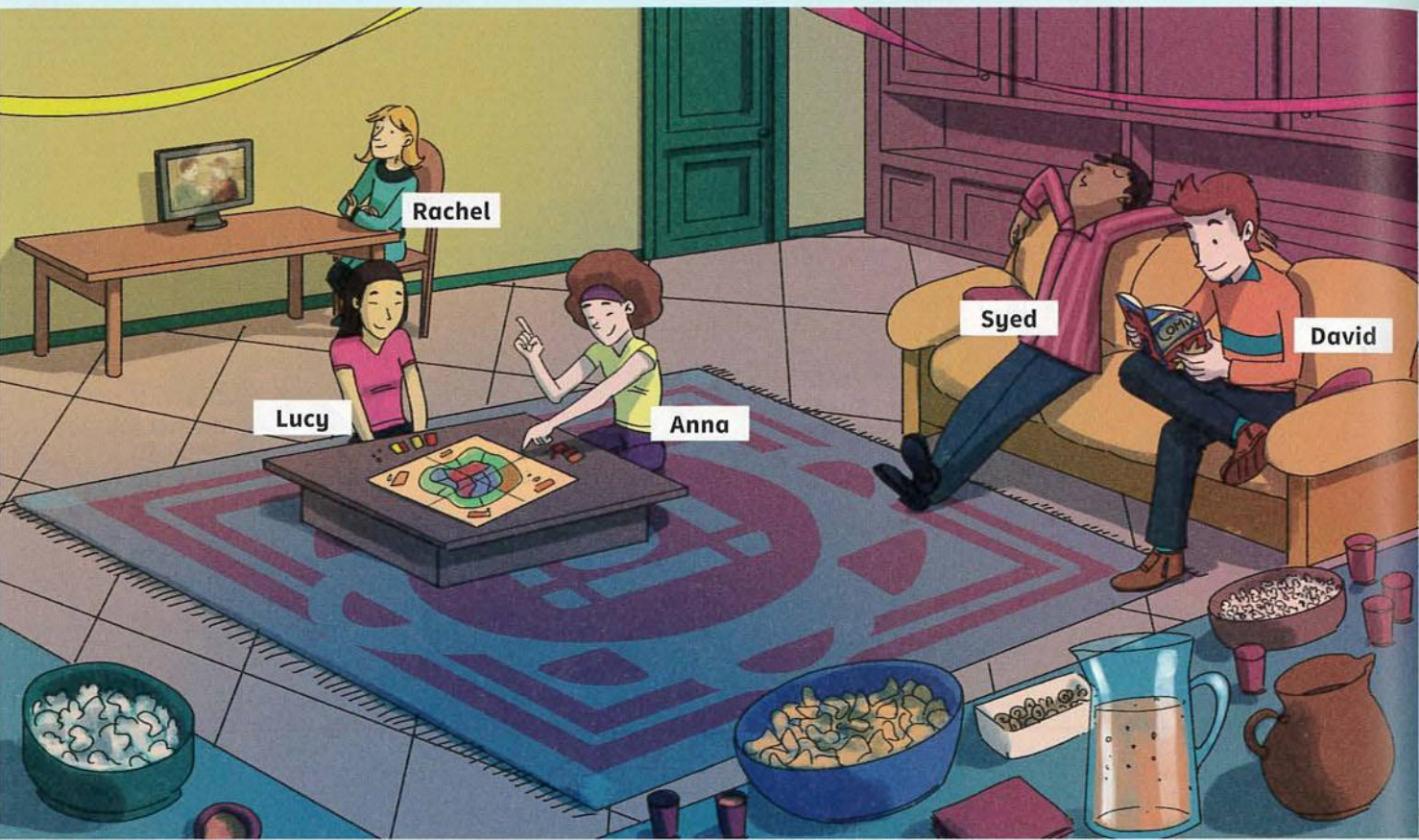
Results

- 12 +** You love the internet and social media. Maybe you should spend time doing other things as well.
- 8-11** You spend a lot of time online. Be careful – don't forget to do other things!
- 4-7** You are sometimes online, but not much. You know it can be useful, but you also like finding information in books.
- 0-3** Being online can be fun! Maybe you should try it more!

Unit 2

Present continuous

Student B



Unit 10

Places

- 1 Russia. Lake Baikal's deepest part is over 1,600 metres deep.
- 2 Bangladesh. It's called Cox's Bazar and is 125 km long.
- 3 Mont Blanc. It's 4,808 metres high.
- 4 Indonesia. Over 17,000 islands.
- 5 The Amazon. It's bigger than western Europe.
- 6 The Mojave Desert in North America. The temperature once got to 56.7 °C.

Unit 14

The passive

- 1 20
- 2 3,200
- 3 1971
- 4 Papua New Guinea
- 5 because (beautiful is second, tomorrow is third)
- 6 checking the time

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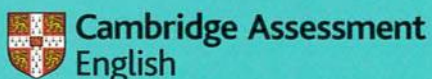
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