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A2

Contents A2



Starter unit



Vocabulary Classroom objects • Colours • Countries and nationalities Days, months and ordinal numbers • The family • Basic descriptions



Grammar

to be • Subject pronouns and possessive adjectives have got • Possessive's • Demonstrative pronouns

		Manual Manual		, and the second	
		Vocabulary ©	Reading 🕮	Grammar @	Life skills
Unit 1	It's my life p14	The school day Free-time activities Places to go in a town	► The BRIT School Teenage stress An informal email	Present simple affirmative and negative Prepositions of time Adverbs of frequency Present simple questions	Personal well-being: Dealing with stress
Unit 2	Around the house p26	Rooms Household objects and furniture Jobs around the house	Inside the White House To save the planet, begin at home! My dream house	Prepositions of place Present continuous Present simple and present continuous	The world around you: Making your house green
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Unit 4	Tourist information p52	Countries and nationalities Words connected with tourism Transport	► Tourist graffiti How to start a business A postcard	Past simple of to be Past simple of can Past simple affirmative (regular and irregular verbs)	Autonomy and enterprise: Developing a product
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Speaking The alphabet and spelling • Classroom expressions • Saying hello • Telling the time

Listening A.A.	Speaking 🗬 🗩	Writing //	✓ Exam success
Free-time activities Talking about stress Introducing yourself	► Introducing yourself Comparing schools Free-time activities	An informal email A video message or informal email	Reading: True/False/ Not Mentioned Listening: Matching
Everyday dialogues Saving energy Speaking on the phone	➤ Speaking on the phone Famous homes Describing rooms	A description of a house A leaflet	Use of English: Multiple- choice cloze Writing: Checking your work
➤ Sepak Takraw	► Asking for information	► An announcement	Reading: Multiple-choice
Exercise habits Asking for information	Dangerous sports You and sports	A fitness programme	Speaking: Information exchange
Edinburgh A presentation of a new product Talking about a holiday	► Talking about a holiday Your opinion on graffiti Tourism	A postcard A presentation	Listening: True/False/ Not Mentioned Speaking: Talking about past events
Charles Dickens Getting the reading habit Talking about a past event	► Talking about a past event Being a professional writer Culture and work	A story A poster	Reading: Matching Listening: Completing note

		Vocabulary @	Reading 🕮	Grammar ©	Life skills
Unit 6	Eat well, live well p78	Food and drink Containers	➤ What's in your food? The Eatwell plate Invitations	Countable and uncountable nouns some/any/a/an a lot of/much/many should/shouldn't	Physical well-being: Planning a balanced diet
~	Gateway to exc	ams: Units 5-6 p90			
Unit 7	Wildlife watch p92	Wild animals and insects The natural world The weather	➤ Wild Bear prepares to attack again! A quick introduction to infographics Messages	be going to will/won't Present continuous for future	Numeracy: Using infographics
Unit 8	The world around me p104	Feelings Personality Social problems	► Happy teenagers? Three charities A newspaper editorial and letter	Comparative adjectives Superlative adjectives Articles	Social skills and citizenship: Helping a charity
✓	Gateway to exc	ms: Units 7-8 p116	ALC: THE PARTY OF		
Unit 9	Top shops p118	Clothes Accessories Shops	T-shirts that tell a story Sweatshops	Present perfect Present perfect with ever and never Present perfect with just, already and yet	Money and finance: Investigating ethical trade
Unit 10	Brilliant brains p130	Useful inventions Creating and inventing Nouns ending in -ion	➤ Women inventors Pyramids of glass discovered in the ocean A biography	The passive The passive with by Zero conditional First conditional	ICT: Checking information on the Internet
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Irregular verbs p157



Writing bank p158



Classroom objects



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

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

- 1b 0 01 Listen and repeat.
- 2a SPEAKING Work with a partner. Student A: Draw an object from the classroom. Student B: Say the name of the object.
- 2b Change roles and repeat.



Colours

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

green

- 2 white
- 3 red

- 4 blue
- 7 yellow
- 8 grey

- 9 pink
- 10 purple
- 11 orange

Speaking



5 brown



The alphabet and spelling

1a PRONUNCIATION 202 Listen. Why are the letters in different lists?

AHJK

BCDEGPTV

Red:

White:

FLMNSXZ

Blue:

QUW

Dark blue:

- 1b 🔘 02 Listen again and practise saying the lists.
- 2 LISTENING (2) 03 Listen and write the letters. What are the five words?
- 3 Write each word from 2 in numerals. FOUR = 4

Classroom expressions

- 4 Look at these classroom expressions. Translate them into your language.
 - 1 How do you spell that?
 - 2 Can you repeat that, please?
 - 3 What does pencil case mean?
 - 4 I'm sorry, I don't understand.
 - 5 How do you say that in English?
- 5 SPEAKING Ask your partner to spell other numbers. Use classroom expressions from 4 if necessary.

How do you spell 7?

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

Can you repeat that, please?

Haye

Some English-speaking countries and nationalities

To Complete the table with these words.

American • Australian • the United Kingdom (UK)
Canadian • Ireland

Capital city	Country	Nationality
London	1	British or English
Dublin	2	Irish
Washington DC	the United States (US)	3
Ottawa	Canada	4
Canberra	Australia	5

16 @ 04 Listen, check and repeat.





2 Work with a partner. Write a list of other English-speaking countries. How many can you think of?

Speaking



Saying hello

1 LISTENING © 05 Listen and complete the dialogue.



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

3a Match the questions with the answers.

- 1 What's your name?
- 2 How do you spell your name?
- 3 Are you English?
- 4 How old are you?
- a No, I'm Australian.
- **b** I'm 17.
- c E-M-I-L-Y.
- d I'm Emily.
- 3b 0 06 Listen, check and repeat.
- 4 LISTENING © 07 Listen to the dialogues and choose the correct alternative.





- 1 Name: Amy/Amie
 - Nationality: English/American/Australian
 - Age: 16/17
- 2 Name: Katrin/Catrin
 - Age: 15/16
 - Nationality: English/American/Australian
- 5a SPEAKING Work with a partner. Change the names, ages and nationalities in the dialogue in 1. Make them true for you and your partner. Practise the dialogue.
- 5b Act out the dialogue for the class.

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

I'm Alek. Nice to meet you.

Grammar in context



to be

- 1 Read the sentences and complete the table.
 - 1 I'm Thomas.
- 4 No, I'm not.
- 2 Are you English? 5 This is my friend.
- 3 Yes, I am.
- 6 His name is Luke.

Affirmative

I (a) English.

You/We/They are English.

He/She/It (b) English.

Negative

Australian. 1 (c)

You/We/They aren't Australian.

He/She/It isn't Australian.

Question

Am I Canadian?

you/we/they Canadian?

Is he/she/it Canadian?

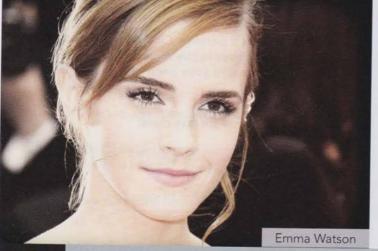
Short answers

Yes, I (e)/ No, I (f)

Yes, you/we/they are. / No, you/we/they aren't.

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

- 2 Complete the sentences with the correct form of the verb to be. Make true sentences in the affirmative or negative.
 - 1 Emma Watson _____ from the UK.
 - 2 I a student.
 - 3 We _____16.
 - 4 Brad Pitt and Angelina Jolie American.
 - 5 My name John
 - 6 This book blue.
 - 7 Spain and Mexico Englishspeaking countries.
 - 8 | a teacher.

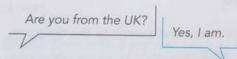


LISTENING 08 Look at the table. Then listen and read the dialogue. Who is the person?

The UK									The	US					
LONDON BRISTOL					N	W	YO	RK	В	OS	ТО	N			
1	5	1	6	1	4	1	7	1	3	1	8	1	5	1	7
Smith	Jones	Willis	Kent	Ali	Finn	Ross	Dale	Marks	West	Dent	Cross	North	Mills	Storm	Last

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

- A: Are you 17?
- B: Yes, I am.
- A: Is your surname Last?
- B: No, it isn't.
- B: Yes, it is!
- SPEAKING Work with a partner. Choose a person from the table in 3. Can your partner discover who you are?



Subject pronouns and possessive adjectives

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

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

GRAMMAR REFERENCE ➤ PAGE 12

6 Choose the correct alternative.

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



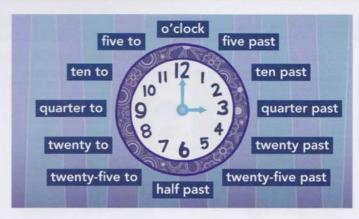
Speaking

@ @

Telling the time

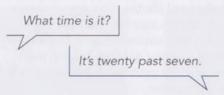
Use the clock on the right to help you complete the times.





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

7.20 / 9.30 / 2.15 / 12.50 / 11.05



- 3 SPEAKING Work with a partner. Ask and answer the questions.
 - 1 What time is it now?
 - 2 What time does this class start?
 - 3 What time does this class end?

Vocabulary



Days, months and ordinal numbers

lt's

Ia Complete the table with these words.

Days	Months	Ordinal numbers
1 Monday	1 January	1 st first
2	2	2 nd
3	3	3 rd
4	4 April	4 th fourth
5 Friday	5	5 th
6 Saturday	6	6 th
7	7	7 th
	8 August	8 th eighth
	9	9 th
	10	10 th
	11	11 th
	12 December	12 th twelfth
		13th thirteenth

1b 🔘 09 Listen, check and repeat.

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

- 1 16th
- 5 23rd
- 2 19th
- 6 25th
- 3 21st
- --
- 3 21
- **7** 30th
- 4 22nd
- 8 31st
- 3 SPEAKING Work with a partner. Ask and answer the questions.
 - 1 What date is New Year's Day?
 - 2 What day is your favourite day of the week?
 - 3 What is your favourite month?
 - 4 What date is it today?
 - 5 What date is your birthday?
 - 6 What date is it tomorrow?

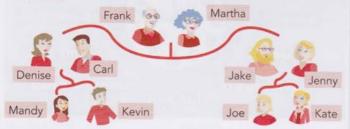
What date is New Year's Day?

It's the first of January.

Grammar in context

The family

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



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

- 2 Look at the family tree in 1 and complete the sentences.
 - 1 Kate is Joe's 2 Joe is Carl's 3 Denise and Carl are Joe's 4 Frank is Kate's
- 3 SPEAKING Work with a partner. Draw your family tree and describe it to a partner.

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

Basic descriptions

Kate is Martha's

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



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



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

have got

- Read the sentences and complete the table.
 - 1 Mandy has got one brother
 - 2 She hasn't got a sister.
 - 3 Has Mandy got cousins?
 - 4 Yes, she has.

Affirmative

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

Negative

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

Question

Have I/you/we/they got three cousins? he/she/it cousins?

Short answers

Yes, I/you/we/they have. / No, I/you/we/they haven't. Yes, he/she/it (d) / No, he/she/it hasn't.

GRAMMAR REFERENCE ➤ PAGE 12

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

1 | a sister. 2 We

3 My mother blue eyes.

a cat.

short hair.

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







Helen

short hair?

Cathy

Anne

Anne brown hair? Cathy red hair?

Anne and Helen

Cathy short hair?

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

Has Anne got brown hair?

Yes, she has.



Possessive 's

- 5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.
 - Mandy's grandparents are Frank and Martha.
 - b Her grandparents' names are Frank and Martha.
 - c Her brother's eyes are brown.
 - d Her parents' names are Denise and Carl.
 - e Jake is Jenny's husband.

To indicate possession or a family relationship

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

GRAMMAR REFERENCE ➤ PAGE 12

- Put apostrophes in the correct places in the sentences.
 - 1 Jaden and Willow are Will Smiths children.
 - 2 Their mothers name is Jada.
 - 3 Their parents eyes are brown.
 - 4 Willows hair is always different!
 - 5 Their grandparents names are Willard and Caroline.
 - 6 The childrens uncle is an actor.
 - 7 Jadas brothers name is Caleeb.



Demonstrative pronouns

7a Look at the pictures and sentences.



1 This is my sister.



3 These are my parents.



2 That's my cousin.



4 Those are my grandparents.

GRAMMAR REFERENCE ➤ PAGE 12

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



1 is my friend.



3 are my friends.



2 are my friends.



4 _____ is my friend.

Language checkpoint: Starter unit

Grammar reference

FORM Affirmative I'm (am) American. You/We/They're (are) American. He/She/It's (is) American. I'm not (am not) American. Negative You/We/They aren't (are not) American. He/She/It isn't (is not) American. Am I American? Question Are you/we/they American? Is he/she/it American? No, I'm not. Yes, I am. Short answers No, you/we/they Yes, you/we/ they are. aren't. No, he/she/it isn't. Yes, he/she/it is.

USI

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

Subject pronouns

Singular	Plural
1	we
you	you
he/she/it	they

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

Possessive adjectives

Singular	Plural
my	our
your	your
his/her/its	their

My name is Robert. Where is your school? Their mother is Spanish.

have got

FORM

Affirmative	I/You/We/They've got (have got) brown eyes. He/She/It's got (has got) brown eyes.			
Negative	I/You/We/They haven't got (have not got) brown eyes. He/She/It hasn't got (has not got) brown eyes.			
Question	Have I/you/we/they			
Short answers	Yes, I/you/we/ they have. Yes, he/she/it has.	No, I/you/we/they haven't. No, he/she/it hasn't.		

USI

We use have got to talk about the things we possess.

Possessive 's

FORM

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

USE

- We use 's to indicate possession or a family relationship.
- When a noun is plural and ends with an -s, we just add an apostrophe (1) to the end of the word.

Demonstrative pronouns

Singular	Plural
This is my father.	These are my parents.
That is my brother.	Those are my cousins.

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

Vocabulary

Classroom objects board • board rubber • CD player • chair • computer • desk • dictionary • notebook pen • pencil • pencil sharpener • ruber • ruler • textbook Colours black • blue • brown • dark blue green • grey • orange • pink • purple • red • white • yellow Days Monday • Tuesday • Wednesday Thursday • Friday • Saturday • Sunday Months January • February • March • April • May • June • July August • September • October • November • December Ordinal numbers first • second • third • fourth fifth • sixth • seventh • eighth • ninth • tenth • eleventh • twelfth • thirteenth • fourteenth • fifteenth sixteenth • seventeenth • eighteenth • nineteenth • twentieth • twenty-first • thirty-first The family aunt brother • cousin • daughter • father • grandchildren • granddaughter • grandfather • grandmother grandparents • grandson • husband • mother • nephew • niece • parent • sister • son • uncle • wife

Other words and phrases ➤ page 145

glasses • moustache

Grammar revision.

to be

/ 6 points

have got

/ 6 points

Complete the dialogue with the correct form of to be.

Harry: (a)____

you American?

Megan: No, I (b)

British.

1 (c)

Harry: (d) Alex English?

Megan: No, he (e)

from Australia. He (f) ...

2 Complete the dialogue with the correct form of have got.

Joe: (a)

. I (c) _____ one

you _____ a sister?

Sam: Yes, I (b)

sister.

Joe: (d)

dark hair?

Sam: No, she (e) (f)

brown eyes. Her eyes are blue.

Subject pronouns, possessive adjectives, possessive 's, demonstrative pronouns

/ 6 points

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

Vocabulary revision ____

CLASSROOM OBJECTS

/ 6 points

Name the classroom objects.



THE FAMILY











DAYS, MONTHS, ORDINAL NUMBERS

/5 points

/ 6 points

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

BASIC DESCRIPTIONS

/5 points

4 Complete the description of the man on the left below with some of these words.



- This man is
- He's got (b)
- hair.
- His eyes are
- (c) ...
- He's got a
- and he's got
- (e)

6 You are your aunt's

Write the correct words.

3 Your aunt's son is your ...

4 Your father's wife is your 5 You are your grandfather's

1 Your father's brother is your

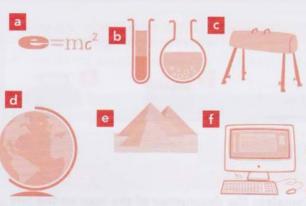
2 Your father's mother is your



The school day

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

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



- 1b 10 Listen and repeat.
- 2 SPEAKING Work with a partner. Which of the school subjects in 1 are in your school timetable today? Which are your favourite subjects?
- 3 Put the activities in order. Use your dictionary if necessary.

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

- 1 get up
- 2 get dressed
- SPEAKING Work with a partner. Say when you do the activities on a typical school day.

I get up at half past seven.

Free-time activities

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

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









- 5b 2 11 Listen and repeat.
- 6 LISTENING 2 12 Listen to four dialogues. What free-time activity is the subject of each dialogue? Choose from a-g.

Dialogue 1

Dialogue 2

Dialogue 3

Dialogue 4

- a chatting online
- **b** dancing
- c drawing
- d going shopping
- e surfing the Internet
- f taking photos
- g watching films
- 7 Complete these sentences with true information about you and your free-time activities.

1	I love	00
2	l like	9
3	I think	is OK. 🚇
4	I don't like	
5	Lhate	00

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

I love surfing the Internet.

I like surfing the Internet but I love watching films.

The BRIT School

IT'S 4 TEENS . FORUM

Hey! Somebody tells me there's a great school for people who love music and dance. It's called the BRIT School. Does anybody know it?

Posted by Lee on 21st September at 2.36 pm

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

Posted by Mia on 21st September at 5.44 pm

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

Posted by Ella93 on 21st September at 8.12 pm

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

Posted by Jonno on 21st September at 9.06 pm

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

Posted by Ella93 on 22nd September at 4.32 pm

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

Posted by KidLondon on 22nd September at 7.45 pm

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

Posted by Lee on 22nd September at 8.10 pm



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

1 What can you see in the photo?

2 Does this school look similar to your school? Why/Why not?

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

a I think it's great.

c It's OK.

b I think it's good.

d I don't like it.

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

1 Students at the BRIT School only have unusual school subjects.

T/F/NM

2 At the BRIT School they have long breaks. T/F/NM

3 Ella93's friend lives in the school.

T/F/NM

4 In Jonno's school it's unusual for students to call their teachers 'John' or 'Anne', for example.

T/F/NM

5 BRIT students don't have a school uniform. T/F/NM

6 Computers are not important at the BRIT

T/F/NM

7 Famous people visit the students at the BRIT School.

T/F/NM

EXAM SUCCESS

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

➤ EXAM SUCCESS page 152

CRITICAL THINKING

Think! Then compare ideas with your class.

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

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

Match the underlined words in the forum with these definitions.

1 one of my friends

3 people (informal)

2 great, fantastic

companies, businesses

SPEAKING What about you?

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

We have subjects like maths, PE and ICT.

We don't have subjects like photography or dance.

Grammar in context



Present simple affirmative and negative

- la Read the sentences. Which are affirmative and which are negative?
 - 1 They study the usual subjects.
 - 2 My friend goes to that school.
 - 3 We don't play music.
 - 4 She finishes school at 4 pm.
 - 5 She doesn't go home at 3 pm.
 - 6 They don't wear school uniform.
 - 7 She sings and dances.
 - 8 We learn about music and art.
- 1b Choose the correct alternative. If both alternatives are correct, mark them both.
 - 1 In the present simple, verbs finish in -s/-es when the subject is I, you, we, they/he, she, it.
 - 2 After don't or doesn't we use the verb with -s/without -s.
 - 3 We use the present simple to talk about regular or routine actions/things that are always or usually true.

GRAMMAR REFERENCE ➤ PAGE 24

- 2a PRONUNCIATION (2) 13 Listen and match each group of verbs (1-3) with the correct sound (a-c).
 - 1 starts likes asks
- a /17/
- 2 studies plays goes
- b /s/
- 3 finishes watches relaxes c /z/
- 2b 13 Listen again and practise saying the verbs.
- 3a Complete the sentences with the present simple affirmative form of these verbs.

- 1 I _____ to music when I do my homework.
- 2 My friend to school by bus.
- 3 We lunch at school.
- 4 His sister up at 7.30 am.
- 5 Our last class at 5 pm.
- 6 They films in their Spanish lessons.
- 7 Dylan photos in his free time.



Flipped classroom: watch the grammar presentation video.

- 3b Now make the sentences in 3a negative.
- 4 Complete the text with the present simple form of the verbs given.



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

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

I do sport at the weekend.

I don't watch TV.

Verb	Noun
do • watch • play study • chat • surf read • go to	sport • homework • school the Internet • maths • tennis films • online • TV • football computer games • books

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

Alex does sport at the weekend. He doesn't watch TV.



Prepositions of time

- 6 Read the sentences and complete the rules with on, at or in.
 - a We start school at half past eight.
 - b I don't go to school on Saturday.
 - c Classes finish in the afternoon.
 - d They start school in September.
 - e School starts on 7th September.
 - f We do homework at night.
 - g She wants to go to school at the weekend.
 - h The school celebrates its anniversary in 2021.
 - 1 We use with days.
 - 2 We use with times.
 - 3 We use with months.
 - 4 We use with dates.
 - 5 We use _____ with parts of the day (the morning, the afternoon).
 - 6 We use _____ with years.
 - 7 We use _____ with night and the weekend.

GRAMMAR REFERENCE ➤ PAGE 24

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

Wang Yong is a student at a secondary school in Guangzhou, China. He starts school (a) 7.30 am. He goes to school six days a week, because he has some lessons (b) only (c) the morning the student of the starts.



he has some lessons (b) Saturday, but only (c) the morning. But he has extra exam classes (d) the evening and (e) the weekend. (f) night he's very tired! Of course, he has a break in the summer. This year his holidays start (g)

July, (h) the 14th July to be exact.

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

We don't start school at 7.30 am.

That's right. We start at 9 am.

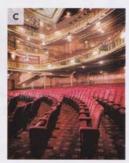
Places to go in a town

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

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









1b (14 Listen and repeat.

2a Read the descriptions. Which places are described?

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

2b 15 Listen and check.

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

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

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

XX Gateway to life skills: Personal well-being

LIFE SKILLS OBJECTIVES

KEY CONCEPTS

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

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

la Look at the photos and find somebody who is:

- 1 happy
- 4 angry
- 2 sad
- 5 worried
- 3 relaxed









1b Match the halves to make logical sentences.

- 1 I feel worried when I ...
- 2 I feel relaxed when I ...
- 3 I feel happy when I ...
- 4 I feel sad when I ...
- 5 I feel angry when people ...
- a listen to slow, calm music.
- b have a very difficult exam.
- c don't listen to me.
- d see a grey sky.
- e am at a party with my friends.

1c Are the sentences in 1b tru for you? Complete 1-5 witl information about you.

I feel worried when I don't know the answer to a questi in an exam.

2 READING Read the website text. Match the questions with the paragraphs.

the ordinary things that happen every day. For example,

have a pet and your pet is sick. Problems with friends or

parents or other family members are another possible

cause. Perhaps they want you to do something but you

The good news is that stress is completely normal and it's not permanent. And there

homework or exams can cause stress. Or maybe you

are lots of things you can do to deal with stress.

don't want to do it, for example.

- 1 What are common causes of teenage stress?
- 2 What is stress?

- 3 How can you deal with stress?
- 4 How do you know when you are stressed?

Advice About Home TEENAGE STRESS - FREQUENTLY ASKED QUESTIONS Stress is something that everybody feels at times - adults, teenagers A stress is something that every body tetat helps you to react in a and kids. There is good stress, stress that helps you to react in a difficult situation. More often stress is a negative feeling, a feeling that stops you being happy or relaxed. But it's always important to remember that stress is just a normal part of life. People react to stress in different ways. Some beople are sad and others feel angry. Some people have difficulties with sleeping. Others change Listen to music. their attitude to food because of stress. Stress can also make it difficult for some people to concentrate. There are many different things that can stress teenagers. Sometimes it can be just

- Sport and exercise combat stress and also help you to sleep.
- Talk to people about how you feel.
- Eat healthy, natural food, especially a breakfast-time because that's when you need the energy!
- When the problem is homework or exams, it's a good idea to make a plan or timetable. This helps you to find time to do everything, including time to do things that you love - surfing the Internet, chatting to friends, reading ...
- And be positive!

Read the text in 2 again and complete the sentences with the words in the box.

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

- 1 It can be difficult to when you are stressed.
- 2 Eating can help with stress because it gives you energy for the day.
- 3 It's important to find to do your favourite activities.

 A can help you to do this
- 4 Stress can change your attitude to in general.
- 5 If you have a _____ that is not well, it can make you stressed.
- 6 Studying for _____ can cause stress at school.



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

	What makes me stressed	How I deal with stress
Kieran (Speaker 1)	Doing on time and the life at school.	Taking , playing the and the .
Amelia (Speaker 2)	Working in at weekends. No time for or friends.	in the park or to school or
George (Speaker 3)	Parents want me to go and look after and	Doing , going for a

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

1	watch a film	5	eat healthy food
2	go for a walk	6	do yoga
3	listen to music	7	
4	sleep for eight hours	8	

- 5b Individually, choose your three favourite ideas from the list in 5a. Think about why.
- 5c SPEAKING Work with a partner. Use the ideas in 5b to talk about how you deal with stress.

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

What songs are they?

Anything by Katy Perry.

LIFE TASK



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

Follow this plan:

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

Listening



Grammar in context

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

✓ EXAM SUCCESS

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

➤ EXAM SUCCESS page 152

- 2 LISTENING 17 Listen to two people talking about where their friends go on Saturday morning. Match each person with a place.
 - 1 Sam
 - 2 Matthew
 - 3 Ben
 - 4 Isabel
 - 5 Sophia
- a art gallery
- **b** library
- c museum
- d park
- e school
- f shopping centre
- g sports centre
- h swimming pool
- 3 17 Look at this information. Which person in 2 is it? Listen again if necessary.
 - a This person always plays basketball on Saturday morning.
 - **b** This person never swims on Saturday morning.
 - c This person often does his homework on a Saturday morning.
 - **d** This person hardly ever goes to the sports centre.
 - e This person sometimes goes to the park.

Adverbs of frequency

- 1a Read the sentences. The words in blue say how often we do something. We call them adverbs of frequency. Put them in order from 0% (never) to 100% (always).
 - a lalways go to the library.
 - b I never go to the library.
 - c I often go to the library.
 - d I usually go to the library.
 - e I hardly ever go to the library.
 - f | sometimes go to the library.

0%	1	never
	2	
	3	
	4	
1	5	
100%	6	

- 1b Read the sentences and choose the correct alternative to complete the rules in 1 and 2.
 - a I'm always here.
 - b They never go to the cinema.
 - 1 Adverbs of frequency come before/after to be.
 - 2 Adverbs of frequency come <u>before/after</u> main verbs (e.g. go, swim, play).

GRAMMAR REFERENCE ➤ PAGE 24

- Write the sentences again with an adverb of frequency in the correct place. Make the sentences true for you.
 - 1 I dance. I hardly ever dance.
 - 2 I go to the theatre.
 - 3 I am late for class.
 - 4 I do my homework.
 - 5 I go out with my friends on Friday.
 - 6 I am relaxed.
 - 7 I watch football on TV.
- 3a Individually, guess your partner's answers in 2. Write them down.

I think Maria often dances.

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

I think you often dance.

No, I never dance!

3c Tell the class about you and your partner.

Maria never dances but I often dance.



Present simple questions

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

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

4b Decide if these statements are true or false.

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

GRAMMAR REFERENCE ➤ PAGE 24



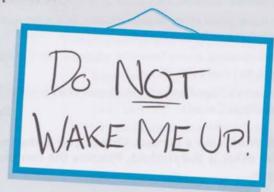
Choose the correct alternative.

- 1 Do/Does you like reading?
- 2 Do/Does your mum have an e-reader?
- 3 Do/Does your best friend read comics?
- 4 <u>Do/Does</u> your teacher tell you to read books in English?
- 5 Do/Does people read a lot in your country?
- 6 Do/Does your school have a big library?
- Practise saying the questions in 5a with the correct intonation.

SPEAKING Work with a partner. Ask and answer the questions in 5a. Use short answers to reply.

7a Choose the correct alternative.

- 1 How/What do you do at the weekend?
 I go out with my friends.
- When/Where do you go out? On Saturday, in the evening.
- 3 Where/Which do you have dinner? At home, or in a fast-food restaurant.
- 4 Where/Which places do you go to? To the cinema, or just to the park.
- 5 How/Why do you go to the cinema? Because we all like watching films.
- 6 How/Why do you go there? By bus usually.
- 7 <u>How/When</u> do you do your homework? On Sunday.
- 7c Practise saying the questions in 7a with the correct intonation.
- 8 SPEAKING Use the correct questions in 7a to interview your partner.
- 9a SPEAKING Use the words to prepare questions to ask other students about what they do at the weekend. Add three more questions.



- 1 What time/get up on Sunday?
- 2 When/go to bed on Saturday?
- 3 Where/have lunch on Saturday?
- 4 What/eat on Sunday?
- 5 Who/go out with at the weekend?
- 6 How many hours of TV/watch?
- 9b Ask other students the questions in 9a and make notes.
- 9c Now tell the class about one student. Can the class guess who it is?

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

Is it Kate?

Yes, it is!

Developing speaking

Introducing yourself

- 1 LISTENING 20 Listen to a new student introducing herself to the class. Put the topics in the correct order.
 - a her family
 - b her free-time activities
 - c the school subjects she likes
 - d her name, age and home town
 - e the school subjects she doesn't like
- 2 20 Listen again and complete what the teacher says.
 - 1 Tell us something about yourself. What's your

2 Tell us about ...

3 What about ____? What are your

4 What you like?

5 And what do you do

3a Match the answers with the questions in 2.

- a I play basketball and tennis and I watch them on TV ... I don't chat online during the week because my parents don't like it.
- **b** My parents' names are Ben and Helen. I've got a brother. His name is Edward. He's 20 and he studies at university.
- c I'm quite good at maths and physics, but in general I don't like science subjects much.
- d I love drawing, so my favourite subject is art. I'm also good at sport, so I really like PE too.
- e My name's Alice Morgan. I'm 15 years old and I'm from Toronto, in Canada.
- 3b SPEAKING Work with a partner. One of you is the teacher and the other is the student. Practise the completed dialogue.
- 4 Look again at the answers in 3a and find an example sentence for each word in the Speaking bank.

SPEAKING BANK

Basic linkers

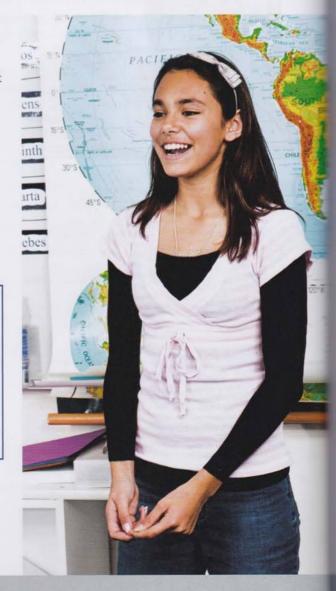
- Addition: and I play basketball and I watch it on TV.
- Contrast: but
- Reason: because
- Consequence: so

- Complete the sentences in a logical way. Compare answers with your partner.
 - 1 I don't like maths because ...
 - 2 I've got a sister, but ...
 - 3 I hate sport, so ...
 - 4 I love music, but ...
 - 5 | I speak English and I ...
 - 6 I walk to school because ...
 - 7 My English teacher is very good,
- 6a SPEAKING Work with a partner. Do the role-play.

Student A: You are the teacher. Ask the auestions in 2.

Student B: You are the student. Look at page 154.

- 6b Now change roles. Student A: Use the information on page 154.
- 7 PRACTICE MAKES PERFECT SPEAKING Work with a partner. One of you is the teacher and asks the questions in 2. Prepare another dialogue. Practise it and then act it out for the rest of the class.



An informal email

READING Read the email on the right from a boy called Liam to his new e-pal.

Complete Liam's personal profile.



To:	Richard@mailnet.com
From:	Liam@mailnet.com
Subject:	About me

Hi

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

Write back soon and tell me all about yourself.

Best wishes, Liam

- Read Liam's email again. Match the headings with the paragraphs in the email.
 - Life at school
 Free-time activities
 Name, age, home town and family
 Daily routine
 Paragraph A
 Paragraph B
 Paragraph C
 Paragraph D
- When do we use capital letters in English? One of the answers below is not correct. Which one? Use the email to help you.
 - 1 with names and surnames
 - 2 with cities
 - 3 with countries
 - 4 with nationalities and languages
 - 5 with times
 - 6 with days and months
 - 7 with the first person singular pronoun
 - 8 at the start of a sentence
- 3b Which rules for capital letters are different in your language?
- Write the sentences again using capital letters where necessary.
 - 1 i have french and spanish on tuesdays.
 - 2 my family and i live in puebla in mexico.
 - 3 in the UK school finishes on wednesday 23rd july this year.
 - 4 my brother jamie plays the guitar and i play the piano.
 - 5 olga and i go to a music school in moscow called borodin.

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

WRITING BANK

Useful words and expressions in informal emails

- Begin with _____ or Dear (Liam).
- Use contractions, e.g. , not I have got.
- Use exclamation marks to show excitement:
- To finish, write Write back

 Bye for now!, Best , All the best.

PRACTICE MAKES PERFECT

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

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

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

WRITING BANK > PAGE 158

Language checkpoint: Unit 1

Grammar reference

Present simple

FORM		
Affirmative	I/You/We/They work. He/She/It works.	
Negative	I/You/We/They don't (do not) work. He/She/It doesn't (does not) work.	
Question	Do I/you/we/they work? Does he/she/it work?	
Short answers	Yes, I/you/we/they do. No, I/you/we/they don't. Yes, he/she/it does. No, he/she/it doesn't.	

USE

We use the present simple to talk about:

- 1 regular habits and routines. We study maths on Mondays. He watches TV every weekend.
- 2 things that are always or usually true.

 Teachers teach and students learn.

 I feel happy when I listen to music.

SPELLING OF THE THIRD PERSON SINGULAR AFFIRMATIVE FORM

- We usually add -s to the verb.
 like likes, walk walks
- We add -es to verbs that end in -s, -sh, -ch, -x.
 wash washes, watch watches, kiss kisses
- We add -es to the verbs go and do. go - goes, do - does

- With verbs that end in consonant + y, we omit the y and add -ies.
- With verbs that end in vowel + y, we add -s. play - plays, say - says

study - studies, cry - cries

Prepositions of time

USE

- in with parts of the day
 in the morning/afternoon/
 evening
 - with months in September, in December
 - with years
 in 1999, in 2011
- on with days
 on Monday, on Sunday
 - with dates
 on 20th January,
 on 6th November
- at with times

 at six o'clock, at ten to eleven
 - with night and the weekend at night, at the weekend

Adverbs of frequency

USI

- We use adverbs of frequency to say if something happens often or not.
- The usual position for adverbs of frequency is before the main verb.
 I usually walk to school.
- Adverbs of frequency go after the verb to be.
 I'm always happy.
 He's often at home.

always usually often

sometimes hardly ever never

0%

Vocabulary .

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

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

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

Other words and phrases ➤ page 146

Present simple

/8 points

Complete each space with one word.

Lucy: What time (a) your sister finish school?

Jack: She (b) school at half past four. Lucy: (c) you finish at the same time?

Jack: No, I (d)

Lucy: What do you (e) when you get home?

Jack: I do my homework and then I go and play basketball.

Prepositions of time

/ 6 points

Adverbs of frequency

/ 6 points

2 Choose the correct alternative.

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

3 Put the words in order to make sentences. Then put the sentences in order of frequency. 1 = 100%, 6 = 0%.

Lucy: (f) do you play basketball?

Jack: No! She (h) basketball!

Lucy: (g) your sister like basketball?

a plays tennis She never

Jack: Because I love it!

- b Internet I usually the surf
- c school to walk sometimes We
- d They sport ever hardly do
- e is My happy sister always
- f are friends My late often

Vocabulary revision _

THE SCHOOL DAY

/8 points

1 Complete the school subjects and the activities.

0.2 x 100%





2



3



5 get



have



7 have a



8 go

FREE-TIME ACTIVITIES

/6 points

2 Complete the sentences with verbs.

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

PLACES TO GO IN A TOWN

/ 6 points

3 Complete the sentences.

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



Rooms

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

> bathroom • bedroom dining room • garage • garden hall • kitchen • living room

- 1b 21 Listen and repeat.
- 1c Name the parts of the house. Use the words in 1a.
 - 1 You cook there.
 - 2 You have a shower there.
 - 3 It's outside. Children play there. It usually has flowers.
 - 4 When you go into a house, you are there.
 - 5 You put the car there.
 - 6 You watch TV there.
 - 7 You sleep there.
 - 8 You eat there.
- SPEAKING Work with a partner. Tell your partner what rooms your house or flat has or hasn't got.

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

Household objects and furniture

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

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

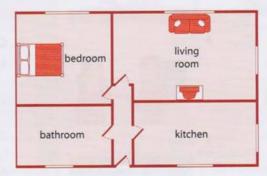


- 3b 22 Listen and repeat.
- 3c SPEAKING Work with a partner. Where do you find these objects in your house?

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

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

4 LISTENING 23 Listen to someone describing their flat.
Complete the diagram with the furniture and objects that they have.



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

I've got a desk and two chairs.

I've got a desk too, but I've only got one chair.

Reading

- 1 Work with a partner. Do you know the answers to these questions about the White House? If not, guess.
 - 1 Where is the White House?
 - 2 Who lives in the White House?
 - 3 How many rooms are there in the White House?
 - 4 What is the Oval Office?
- 2 READING Read the text and check your answers in 1.
- 3 Read the text again and choose the correct alternative.
 - 1 The President of the US has got an old/a modern desk.
 - 2 There is/isn't a very large dining room connected to the Oval Office.
 - 3 From the Oval Office, there <u>is/isn't</u> direct access to a place with flowers.
 - 4 The West Wing is a place to work/relax.
 - 5 The paintings in the Oval Office never/sometimes change.
 - 6 The President sometimes watches films/listens to music in the East Room.

CRITICAL THINKING

Think! Then compare ideas with your class.

- Does this text generally express facts or opinions?
- 5 What do the underlined words in the text mean? Guess and then check in your dictionary.
- 5 SPEAKING What about you?
 - 1 What part of the White House would you like to see? Why?
 - What do you know about the place where your President or Prime Minister lives?



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

- ★ The White House is big! There are 132 rooms and 35 bathrooms, plus 412 doors and 147 windows.
 - There's a large kitchen in the White House. The chefs can make dinner for 140 people. 140 is the maximum number of people who can sit in the main dining room.
- The room where the President works is called the Oval Office. The president has got a big desk there. The desk is famous because the wood for it comes from a British ship from about 1850. The desk was a present from Queen Victoria to US President Rutherford in 1880.
- There are four doors in the Oval Office. One door goes to a small dining room and study. Two of the four doors take you to the West Wing of the White House. In the West Wing, there are offices for the Vice-President and other important people. The fourth door takes you to a rose garden.
- In the Oval Office, there are famous paintings on the walls. The paintings come from the White House or from other museums. New presidents decide which paintings they want on the walls, and the colour of the walls!
- Are there rooms in the White House where the President can relax? Yes, there are! There's a small cinema in the East Wing of the White House. There are seats for 42 people there. They also have concerts in the East Room. And in the Oval Office there is an unusual tradition. Some US presidents play golf there!

Grammar in context



There is/There are

- Read the sentences and complete the table.
 - 1 There's a large kitchen.
 - 2 There are 132 rooms.
 - 3 No, there aren't.
 - 4 There aren't 150 seats.
 - 5 Is there a cinema?
 - 6 Yes, there is.

	Singular	Plural
Affirmative	(a)	(b)
Negative	There isn't a big cinema.	(c)
Question	(d)	Are there 132 rooms?
Short answers	(e)/ No, there isn't.	Yes, there are./

GRAMMAR REFERENCE ➤ PAGE 36

- 2 Complete the sentences about the room that you are in now. Use is, are, isn't, aren't.
 - 1 There a board
 - 2 There two armchairs.
 - 3 There three computers.
 - 4 There a clock on the wall.
 - 5 There a sink.
 - 6 There ____ more than fifteen desks.
- 3a SPEAKING Prepare five questions to ask your partner about their living room.

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

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

Prepositions of place

4 Match the sentences to the pictures.



There's a cat ...

- a on the desk.
- b under the desk.
- c near the chair.
- d behind the desk.
- in front of the desk.
- f next to the desk.
- g in the desk.
- h above the desk.

GRAMMAR REFERENCE ➤ PAGE 36

Flipped classroom: watch the grammar presentation video.

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

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

✓ EXAM SUCCESS

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

> EXAM SUCCESS page 152



- Look at picture a and complete the sentences with the correct prepositions.
 - 1 The cat is _____ the chair.
 - 2 The cupboard is the fridge.
 - 3 The table is _____ the fridge.
 - 4 There are two books the table.
 - 5 The fridge is the table.
 - 6 The clock is the cupboard.





SPEAKING Work with a partner. Look at pictures a and b. What differences can you find?

In picture b, there isn't a clock in the cupboard.

There's a clock on the microwave.

Jobs around the house

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

out

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







make the



lay the



do



do



..... ur

- 1b 24 Listen and repeat.
- Write six sentences saying how often you do these jobs around the house. Make two of your sentences false.
 - I always take the rubbish out.
 - I usually make my bed.
- 3 SPEAKING Work in small groups. Say your sentences. Can the other students guess which two sentences are false?

I always take the rubbish out.

I think it's false. I think you hardly ever take the rubbish out.

You're right!

g your house GREEN

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



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

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

la SPEAKING Work with a partner. Look at the photos and answer the questions.

- 1 Do you use shampoo or shower gel with natural ingredients?
- 2 Do you reuse or recycle empty shampoo or shower gel containers?
- 3 Do you buy food or drink with plastic packaging?
- 4 Do you eat organic food?
- 5 Do you buy canned drinks or food?
- 6 Do you leave the tap running when you brush your teeth?

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

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



To save the planet, begin at home!

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

In the bathroom

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

Positive action!

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

In the kitchen and dining room

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

Positive action!

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



- 3 Read the text again. Why do these numbers appear in the text?
 - 1 80 million the number of cans they throw away in the UK each year
 - 2 50

- 5 35
- 3 one million
- 6 45,000

4 18

- 7 five billion
- 4 SPEAKING Work with a partner. Discuss how these things can help the environment.
 - 1 making your own sandwiches
 - 2 using a glass of water when you brush your teeth
 - 3 buying organic food
 - 4 having short showers
 - 5 buying locally-produced food
 - 6 using natural products in the bathroom

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

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

SAVE ENERGY!

Turn it off when you leave the room!



LISTENING 25 Some teenagers talk about ways of saving energy at home. Watch the video or listen.

off lights.

- Do they talk about any of your ideas in 5?
- 7a 25 Watch or listen again. Are these sentences True (T) or False (F)? Correct the false sentences.
 - a 'Standby power' is the electricity that something uses when it is on.
 - b Wearing warm clothes at home is bad. T/F
 - Central heating at home usually produces about 3.6 tonnes of carbon dioxide a year.
 - d It can be good to use a dishwasher instead of washing dishes by hand.
 - e You save energy and money when you turn
 - f Televisions in the UK use £190,000 worth of electricity a year when they are on standby.

7b 25 Put the sentences in 7a in the order that you hear the information. Watch or listen again to check.

1 _____ 5 ____

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



LIFE TASK

T/F



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

Follow this plan:

- 1 Make a list of ideas for each room in a house or flat. Use the ideas in the text and the video. Add your own ideas and search for others on the Internet.
- 2 Organise your ideas in a logical way. Think about how to illustrate the ideas.
- 3 Write a title for the leaflet and/or for different sections.
- 4 Make your leaflet!

Listening



Grammar in context

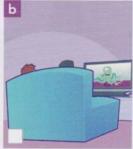
- Work with a partner. Describe the pictures.
- 2 LISTENING ② 26 Listen to four dialogues and answer the questions. Tick (✓) the correct picture for each dialogue.
- 3 26 Listen again and write more details for each dialogue.





1 Where is Sarah when James calls?





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





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





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

Present continuous

- 1 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.
 - a I'm cooking pasta with tomatoes.
 - **b** You're reading about your favourite actor.
 - c We aren't playing computer games.
 - d Are you using the computer?
 - e Yes, I am./No, I'm not.
 - 1 We make the present continuous with the verb <u>be/have</u> and the -ing form of the main verb.
 - 2 We use the present continuous to talk about <u>routines/</u> things that are happening now.

GRAMMAR REFERENCE ➤ PAGE 36

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

1) most verbs: add -ing	2) verbs ending in consonant + e: take away e and add -ing	3) verbs ending in one vowel + one consonant: double the consonant and add -ing
play - playing cook - cooking	write – writing make – making	run – running swim – swimming

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

- 3a PRONUNCIATION 27 Listen to the pronunciation of the -ing form of the verbs in the table. Do we say playing or playing?
- 3b 27 Listen again and repeat the verbs with the correct

42 Look at the picture. What are the people doing?
Use these verbs in the present continuous.

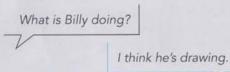


do homework • do the ironing • draw • eat play computer games • brush teeth take the rubbish out • wash the dishes

1	Dexter
2	Mum
3	Lucas and Harry
4	Dad
5	Megan
6	Billy

4b Put the words in order to make questions.

- 1 doing is What Billy?
- 2 drawing What is Dexter?
- 3 Lucas Harry golf Are playing and?
- 4 Mum Is the rubbish out taking?
- 5 is Megan doing What?
- 6 doing is Who the ironing?
- 5 SPEAKING Work in small groups. One person asks the questions in 4b. The others answer but do not look at the picture.



No, I think he's doing his homework.

Present simple and present continuous

- 6 Read the sentences and answer the questions.
 - a We usually watch films on Saturday afternoons.
 - b He's reading a magazine.
 - c Whatar you cooking?
 - d I make dinner every Friday.
 - 1 Which sentences are in the present simple and which are in the present continuous?
 - 2 Which sentences describe routine actions and which describe actions that are happening now?

GRAMMAR REFERENCE ➤ PAGE 36

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



Hey, Katie! What (a) Tina: you (do)? Katie: I (b) (cook) dinner for my family. you usually Tina: (cook) dinner? Katie: No, I usually (d)(wash) the dishes but today I (e) (help) my mum. She usually (f) _____ (make) our dinner, but today she (g) (work) late. Tina: What (h) _____your mum (do)? Katie: She's a chef!

- 8 SPEAKING Work with a partner. Take it in turns to ask and answer the questions.
 - 1 Do you usually listen to music when you do your homework?
 - 2 Are you listening to music now?
 - 3 Do your parents work?
 - 4 Are they working now?
 - 5 Do you write a lot in English lessons?
 - 6 Are you writing now?

Developing speaking

Speaking on the phone

- 1 LISTENING 28 Listen to three phone conversations. In which conversation is it possible for Jessica to speak to Tom? What problems does she have in the other two conversations?
- 28 Listen again and complete the conversations with the questions and sentences below.

Conversation 1

Mr Harris: Hello.

Hello. Is that Mr. Harris? Jessica:

Mr Harris: (a)

Hello. This is Jessica, Tom's friend. Jessica:

Mr Harris: No, he isn't. He's having his piano lesson at

the moment.

Jessica: (c)

Mr Harris: Yes, of course.

Jessica: Can you tell him to call me at home?

Mr Harris: OK. Has he got your home number?

No, I don't think so. (d) Jessica:

Mr Harris: 453 720. OK, that's fine.

Jessica: Thanks!

1 Is Tom there?

3 Yes, speaking.

2 Can I leave him a

4 It's 453 720.

message?

Conversation 2

Leo:

Hello?

Jessica:

Hello. (a)

Leo:

No, it's Leo.

Oh, hi, Leo. It's Jessica. Jessica:

Leo:

Yes, he is. (c)

Thanks. Jessica:

1 Is Tom there?

3 Is that Tom?

2 Hang on a minute.

Conversation 3

Man:

Jessica:

Tom? Is that you? (a)

Man:

Sorry. (b)

Jessica:

Tom. Tom Harris.

Man:

Sorry. (c)

.. This is 453 736.

. I'll get him.

1 Who are you calling?

3 This is Jessica.

2 You've got the wrong number.

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

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

3b (2) Listen again and repeat the numbers.

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

1 0649 445 6777

3 9219 0042 6519

2 9866 328 8822

4 7511 1165 0862

- 5 SPEAKING Write down three phone numbers. Say your numbers to your partner. Can they write them down correctly?
- 6 Look at the expressions in the Speaking bank. Who says them - the person making the call (C) or the person who is answering the phone (A)?

SPEAKING BANK

Useful expressions on the phone

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

PRACTICE MAKES PERFECT

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

Student A: You are Monica's sister/brother. Look at page 154.

Student B: You are Monica's friend. Look at page 155.

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

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



A description of a house

- 1 SPEAKING Work with a partner. Look at the photos and describe what you can see. Which house do you prefer? Why?
- 2 READING Read a description of one of the houses. Answer the questions.
 - 1 Which one is it in the photos?
 - 2 What does the writer say about the following?
 - the location of the house
 - special rooms or features in the house
 - household objects and furniture



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

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

An essential room in my dream house is the living room. It has colourful lights that turn on at night and pictures

of my favourite film stars on the shelves. The living room is enormous! When my friends come, we can all watch TV there together. And under the living room there's a cinema for us to watch our favourite films!



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

WRITING BANK

Using adjectives

- Adjectives help us to write interesting descriptions. Here are some useful adjectives to describe a place: beautiful, ideal, big
- Adjectives usually come: <u>before</u> the noun they describe, e.g. It has a spectacular swimming pool. <u>after</u> the verb to be, e.g. The swimming pool is spectacular.
- Work with a partner. Talk about your dream houses. Think about the following.
 - the location: in a particular country? near the sea? in the country? in the mountains?
 - special rooms or features: a swimming pool? somewhere to play your favourite sport? a special garden? a cinema or concert room? interesting technology?
 - household objects and furniture: a special bed? special sofas? special furniture in the kitchen? interesting posters, paintings or lights?



PRACTICE MAKES PERFECT

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

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

WRITING BANK > PAGE 158

✓ EXAM SUCCESS

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

> EXAM SUCCESS page 152

Language checkpoint: Unit 2

Grammar reference

There is/There are

FORM

	Singular	Plural
Affirmative	There's a bedroom.	There are two bedrooms.
Negative	There isn't a kitchen.	There aren't two kitchens.
Question	Is there a bedroom?	Are there two bedrooms?
Short answers	Yes, there is./No, there isn't.	Yes, there are./No, there aren't.

Prepositions of place

















OH

under

above

near

behind

in front of

next to

ın

Present continuous

FORM

Affirmative	subject + am/are/is + verb + -ing We're tidying up.
Negative	subject + am not/aren't/isn't + verb + -ing She isn't cooking.
Question	Am/Are/Is + subject + verb + -ing? Are they making the bed?
Short answers	Yes, subject + am/are/is. No, subject + am not/aren't/ isn't. Yes, I am. No, they aren't.

SPELLING

- We usually add -ing to the verb to form the present participle.
 jump jumping, study studying, sleep sleeping
- When verbs end in one or more consonant +e, we omit the e and add -ing.

have - having, make - making, dance - dancing

When a verb has only one syllable and finishes with one vowel and one consonant (except w, x or y), we double the consonant and add -ing.

put - putting, swim - swimming, sit - sitting

USE

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

She can't answer the phone. She's doing her homework.

Present simple and present continuous

USE

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

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

Vocabulary .

Rooms bathroom • bedroom • dining room • garage • garden • hall • kitchen • living room

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

Jobs around the house cook • do the ironing • do the shopping • do the washing • lay the table • make the bed take the rubbish out • tidy up • wash the dishes

Other words and phrases > page 146

There is/There are

/7 points

- Look at the picture and complete the sentences with There is, There are, There isn't, There aren't.
 - 1 a poster of a car.
 - 2 three mobile phones.
 - a CD player. 3
 - 4 two cats.
 - 5 two tables.
 - 6 a lamp.
 - an armchair. 7



Prepositions of place

/6 points

T/F

T/F

Present continuous and present simple

/7 points

- 2 Look at the picture in 1. Are these sentences True (T) or False (F)? Change the prepositions in the false sentences.
 - 1 The mobile phones are on the table. T/F
 - 2 The games console is on the table. T/F
 - 3 The poster is above the sofa. T/F
 - 4 The lamp is behind the sofa. T/F
 - 5 The sofa is under the poster.
 - 6 The armchair is behind the sofa.

- 3 Complete the sentences with the present continuous or present simple form of the verbs given.
 - 1 A: Where's Joe?
 - B: He (have) a shower.
 - 2 Kate isn't here at the moment. She (take) the rubbish out. She always (take) the rubbish out after dinner.
 - 3 Ethan and I (not watch) TV at the moment. We _____ (not watch) TV much on Sundays.
 - 4 A: I can hear water in the kitchen.

Dad (wash) the dishes?

B: Yes, he

Vocabulary revision ____

ROOMS

/ 6 points

JOBS AROUND THE HOUSE

/7 points

- 1 Which room do you usually use for these activities?
 - 1 making breakfast:
 - 2 eating with family and friends:

 - 3 having a shower:
 - 4 entering the house:
 - 5 watching TV:
 - 6 parking the car:

2 Complete the jobs around the house with these words.

- the rubbish out 5 the bed
- the shopping 6 the dishes
- the table

3 tidy

7 the washing

HOUSEHOLD OBJECTS AND FURNITURE

/7 points

Name the furniture and household objects.















Gateway to exams: Units 1-2

Reading

> TIP FOR READING EXAMS

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

➤ EXAM SUCCESS page 152

Read about a special school.

- 1 Why is the school special?
- 2 Do you like the school? Why/Why not?

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

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

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

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



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

1	Luke doesn't like normal subjects like	
	maths, English or history.	T/F/NM
2	Luke goes to the academy by bus.	T/F/NM

3 Luke has his football lessons in a sports centre.

4 Luke's mum and dad watch him in the training sessions. TIFINM

T/F/NM

5 Luke and the other students have a break in the morning. T/F/NM

6 They don't play football in the afternoon. T/F/NM

7 Luke has his shower at home. T/F/NM

8 Luke has three football computer games. T/F/NM

SPEAKING What about you?

The football academy is Luke's idea of a perfect school. What is a perfect school for you?

Listening _

➤ TIP FOR LISTENING EXAMS

In matching activities, remember ...

Read the names and information before you listen. They can give you an idea of what will appear in the dialogue.

➤ EXAM SUCCESS page 152

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

Friends **Presents**

1 Mark

- 2 Simon
- 3 Pat
- 4 Jenny
- 5 Barbara

- a book
- b digital camera
- c CD
- d pencils
- DVD
- comics
- computer game
- h ball

book - reading

4b LISTENING (2) 30 Listen to Mel and her dad talking about presents that she has got for her friends. Match the people with the presents in 4a.

SPEAKING What about you?

Look again at the presents in 4a. Which one is your favourite and why?

➤ TIP FOR USE OF ENGLISH

In activities where you choose missing words to complete sentences, remember ...

First, read the complete text. This is to get a general understanding of the text. Don't stop to think about the missing words.

➤ EXAM SUCCESS page 152



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

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

gan	nes	(8) ti	ne t	able – the	y re	nis tavo
1	Α	is	В	are	С	isn't
2	Α	of	В	to	С	in
3	Α	are	В	isn't	С	aren't
4	Α	in front of	В	behind	С	near
5	Α	on	В	to	C	in
6	Α	а	В		С	the
7	Α	in front of	В	on	С	under
8	Α	next	В	in	C	on

Writing

> TIP FOR WRITING EXAMS

In writing exams, remember ...

Put all the necessary information in your text and write the correct number of words.

➤ EXAM SUCCESS page 152

7 Write an informal email to a friend. Describe somebody in your family.

Include this information:

- their name, age and description
- their daily routine
- their free-time activities likes and dislikes

Write 50-70 words.

'CAI	V D	O' PROGRESS CHECK UNITS 1-2
1	Er	ow well can you do these things in aglish now? Give yourself a mark om 1 to 4.
		 1 = I can do it very well. 2 = I can do it quite well. 3 = I have some problems. 4 = I can't do it.
	а	I can talk about routine actions using the present simple and adverbs of frequency.
	b	I can ask for and give basic personal information.
	С	I can talk about school and what I do and where I go in my free time.
	d	I can understand simple texts about life at school.
	е	I can write a short, informal email.
	f	I can talk about houses and rooms using there is/there are.
	g	I can talk about what's happening now using the present continuous.
	h	I can understand written and spoken texts about homes.
	i	I can have a basic conversation on the phone.
	j	I can write short descriptions of a house.
2		ow decide what you need to do to prove.
	1	Look again at my book/notes.
	2	Do more practice exercises. > WORKBOOK Units 1 and 2
	3	Ask for help.
	4	Other:

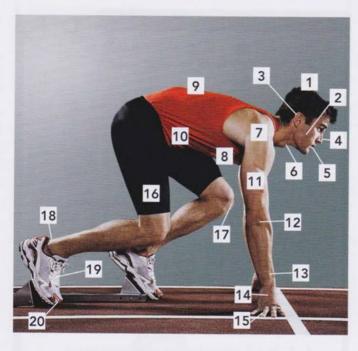
3 Fitness Fanatics

Parts of the body

Vocabulary

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

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

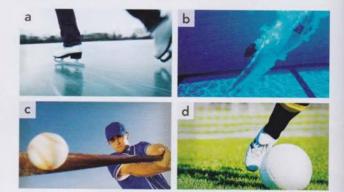


- 1b 31 Listen, check and repeat.
- 2 Complete the sentences with parts of the body.
 - 1 You use your _____ to listen.
 - 2 Think! Use your ____!
 - 3 Giraffes have very long
 - 4 When you eat, the food goes down to your
 - 5 On the end of your leg is your and then your foot.
 - 6 On the end of your foot you have five
 - 7 On the end of your arm is your and then your hand.
 - 8 Your hand has five

Physical activities

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

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



- 4 LISTENING (32 Listen. What activities do you hear?
 - 1 4 ______ 2 5 _____ 3 6
- 5a Work individually. What physical activities do you associate with these words?
 - 1 mountains climb, ski, fall
- 4 the winter
- 2 triathlon
- 5 water
- 3 football
- 6 martial arts
- 3 1001041
- 5b SPEAKING Work in small groups. Read out the activity or activities for one of the words in 5a. Who can guess the word?

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

Yes.

Triathlons?

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

I always ski in the winter.

I don't often ski, but I sometimes skate.

Reading



1 READING Read the article and choose a good title.

- a The crazy world of diving
- b Cliff-diving a dangerous sport
- c How to be a diver

2 Read the article again and choose the best answers.

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

3 Read the article again and answer the questions. Compare your answers with a partner.

- 1 Why are small mistakes important in cliff-diving?
- 2 How do cliff-divers enter the water and why?
- 3 Why do some people say Splash! is dangerous?
- 4 What helps Professor Splash to do his dives?

4 CRITICAL THINKING

Think! Then compare ideas with your class.

Why do you think famous people appear in TV programmes like Splash!? Why do people like to watch them?

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

- 1 idea, opinion, feeling
- 2 cause pain
- 3 practise a sport regularly before a competition
- 4 this shows us something or gives information
- 5 condition

6 SPEAKING What about you?

- 1 Which dangerous sports do you like watching?
- 2 Would you like to do a dangerous sport one day? Why/Why not?

I love watching motor racing!

Me too!

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

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

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

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

CLIFF DIVING

✓ EXAM SUCCESS

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

➤ EXAM SUCCESS page 152

Grammar in context



can/can't

- 1 Read the sentences and then decide if the statements below are true or false.
 - a He can dive from 11 metres into a small pool.
 - b Some competitors can't swim.
 - c Can you do it?
 - d Yes, I can./No, I can't.
 - 1 The forms of can/can't do not change with different subject pronouns (I, you, he, she, we, they).
 - 2 We use do/does to make questions with can.
 - 3 We use can/can't to talk about ability and possibility.

GRAMMAR REFERENCE ➤ PAGE 50

- 2a PRONUNCIATION 33 Listen to these sentences. Which sound is long, can or can't?
 - 1 I can speak Spanish.
 - 2 | can't speak Spanish.
- 2b LISTENING 34 Listen to the sentences. Put a tick (/) if the people can do the activity. Put a cross (X) if they can't.

1

3

5

2

4

- 2c PRONUNCIATION 35 Listen and repeat the sentences.
 - 1 I can't get up at six.
 - 2 I can read.
 - 3 We can't understand.
 - 4 We can speak English.
 - 5 John can do his homework.
- 3 Complete the sentences with can or can't and these verbs.

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



Flipped classroom: watch the grammar presentation video.

4a What can or can't you do? Write the activities in the correct squares. Use these words.

climb • cook • draw • play the piano • ride a bike/horse sing • skate • ski • speak German • swim

I can	I can't
My partner can	My partner can't

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



Adverbs of manner

- 5 Read the sentences and answer the questions.
 - a Dive safely.
 - b They're moving fast/quickly.
 - c It's difficult to do it well.
 - d You can't learn it easily.
 - e Divers train hard.
 - f They hurt themselves badly.
 - g He prepares each dive carefully.
 - 1 Do adverbs of manner describe how we do something or how often we do something?
 - 2 Do adverbs of manner go with the verb to be or with other verbs?
 - 3 What are the two last letters in regular adverbs?
 - 4 Are these adverbs regular or irregular? well fast hard late early



Complete the text with the adverb form of the words in the box. Use each word once.

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

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

Verbs	Adverbs	
sing wait ride do exams speak French write dance swim	fast slowly carefully well badly patiently hard calmly	

Can you sing well?

Yes, I can.

Do you usually wait patiently?

No, I don't.



Sports



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

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

- 2a 36 Listen and repeat.
- 2b PRONUNCIATION 36 The word baseball has two syllables, with the stress on the first syllable. Listen again to the words. Which words are similar? Repeat those words with the correct stress.



- 3a Work with a partner. Make lists of which sports we play or do ...
 - 1 with a ball
 - 2 in a team
 - 3 in the winter
 - 4 in the water
 - 5 individually
 - 6 in the Olympic Games
- 3b SPEAKING Work in small groups. Read out one of your lists.

 Can people guess the category from 3a?
- 4 SPEAKING Work with a partner. Ask and answer the questions.
 - 1 What is your favourite sport? Why?
 - 2 Which sport(s) can you play well?
 - 3 Which sport(s) do you like watching?
 - 4 Which sport(s) do you hate? Why?
 - 5 Who is your favourite sports personality or team? Which sport do they do/play?

Designing a FITNESS PROGRAMME



LIFE SKILLS OBJECTIVES

KEY CONCEPTS

T/F

T/F

T/F

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

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

- SPEAKING Work in small groups to discuss this statement. Do you agree or disagree with it? Give reasons for your answer.
 - TODAY DON'T GET ENOUGH EXERCISE.

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

1 This is the blog of a fitness expert.

2 The idea of the blog is to motivate people to take exercise.

3 Zumba and swimming are the only sports that Celia does each week.

4 Celia spends two hours a week doing Zumba. T/F

5 Celia agrees that dancing isn't physically hard. T/F

6 Celia thinks that swimming is always great for your body.

Celia's Blog







I'm 15 and I'm from Spain. I love cats (I have two), listening to music, and, above all, keeping fit. In this blog I want to tell you about some fitness activities and, above all, inspire you to do them.

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



People get in the pool and splash about for ten minutes and think they're doing exercise. Listen closely, people: 'You aren't!' But swimming quite fast and hard for

about forty minutes is probably the perfect workout for your body. It's great for flexibility, strength and your heart. I have swimming once a week at school and I just know that it does me good.



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

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

- 1 What is the connection between this article and Celia's blog?
- 2 Who is the author of the text on the right?
- 3 What is the aim of this text?
- 4 How is the style of this text different from Celia's blog?



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

	What exactly does it do for you?	Example sports/ activities
1 Aerobic exercise		
2 Exercise to build your strength		
3 Exercise to improve your flexibility		

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

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

Sport	1 stamina	2 strength	3 flexibility
Zumba	***	**	***
swimming	***	***	***
golf			
judo			
running			
walking quickly			



TYPES OF EXERCISE

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

1 AEROBIC EXERCISE

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

2 EXERCISE TO BUILD YOUR STRENGTH

when you do exercise, you want to make your heart strong, but also to make your muscles strong. This helps you to be active and full of energy. Strong muscles also protect your body. Running, cycling and skating are all good for strong legs, and some gymnastic exercises are great for strong arms and a strong stomach.

3 EXERCISE TO IMPROVE YOUR FLEXIBILITY

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



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

What types of sport do you like?

1 I prefer individual sports.

How often do you do sport?

2 I do sport every day.

How do you find time to do exercise?

- 3 I find time to do sport by doing it together with my friends.
- 4 I change my daily routine to do sports a few times a week.

What's important to consider when you're choosing a sport?

- 5 It's useful to decide if you prefer to do indoor or outdoor sports.
- 6 It's important to think about how fit you are before you start doing exercise.

What advice would you give to somebody who wants to start doing sport?

7 It's best to choose a sport you enjoy.

7 SPEAKING Work with a partner and discuss these questions.

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

LIFE TASK



You want to design a fitness programme for your partner.

Follow this plan:

- 1 Take a piece of paper and write columns for the days of the week.
- 2 Complete the timetable with all the sport and exercise that you do in a typical week. Include sport and PE that you do at school, and things you do outside school and at the weekend.
- 3 For each activity, put how much time you spend on the activity and how much you enjoy it.
- 4 Exchange fitness timetables with your partner. Use the ideas on these pages to improve your partner's fitness timetable. Use these questions and make your recommendations:
 - a Does your partner do at least one hour a day, as health organisations recommend?
 - **b** Do they do the three different types of exercise (stamina, strength and flexibility)?
 - c Do they do things that they enjoy?
- 5 Give your partner the timetable. Do they like it and think it will work? Why/Why not?



- 1 Work with a partner. Look at the photo of a sport called Sepak Takraw and talk about what you can see. How do you think you play Sepak Takraw? Guess.
- 2 Read these notes about Sepak Takraw. What type of information do you think is missing?

1	Votepad
	Sepak Takraw is very popular in (a)
1	Another name for the sport is '(b) volleyball'.
	In Sepak Takraw it's not possible to hit the ball with your (c)
	(e) But you can hit the ball times consecutively
	You need to be (g) heavy.
, , ,	There are (h) players in
(i) points, or to win by two
Y	on can also touch the ball with
(1	our (j) , knee, or
It 90	's not difficult to play Sepak Takraw if you're od at (1)

- 3a Listen to two people talking about Sepak Takraw and complete the notes.
- 3b 38 Listen again and check your answers.
- 4 SPEAKING What about you?
 Would you like to play this sport? Why/Why not?

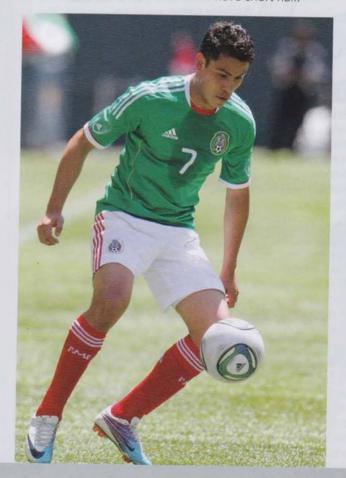
Grammar in context

have to/don't have to, must/mustn't

- 1 Read the sentences and complete the rules with have to, don't have to, must or mustn't.
 - a You have to kick the ball.
 - b You don't have to be strong.
 - c You must get fifteen points to win.
 - d The players mustn't touch the net.
 - 1 We use and for things that are necessary or obligatory.
 - 2 We use _____ for things that are not necessary (but we can do them if we want).
 - 3 We use _____ for things that we can't do because we don't have permission.

GRAMMAR REFERENCE ➤ PAGE 50

- 2 Complete the sentences with have to, has to, don't have to or doesn't have to.
 - 1 You _____ be good at football to become a professional.
 - 2 A football player _____ be especially tall.
 - 3 Professional football players know all the rules of the game.
 - 4 You be a boy to play football.
 - 5 Professional footballers play football 365 days a year.
 - 6 A professional football player run a lot.
 - 7 Professionals have short hair.





- 3 Read the statements about basketball and choose the correct alternative.
 - 1 You must/mustn't kick the ball.
 - 2 You must/mustn't hit other players.
 - 3 You must/mustn't respect other players.
 - 4 You <u>must/mustn't</u> follow the rules of the game at all times
 - 5 The ball <u>must/mustn't</u> go in the basket to get points.
 - 6 Players <u>must/mustn't</u> run and hold the ball in their hands.
- 4 Read the sentences. Write N if the sentence describes a necessary action; NN if it describes an action that is not necessary; or NP if it describes an action that we do not have permission to do.
 - 1 You don't have to run fast. NN
 - 2 Football players often have to travel.
 - 3 You mustn't play ball sports here.
 - 4 You must do all the exercises.
 - 5 You mustn't insult the other players when things go wrong.
 - 6 Each team has to have eleven players.
 - 7 You don't have to wear a red shirt.
- 5a Work with a partner. Look at the photos on pages 46 and 47. Write rules for one of these sports. Use have to, don't have to, must, mustn't and the words below. Use your dictionary if necessary.

ball • bat • foot • hand • hit • kick • minutes net • player • racket • run • team • touch • wear

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



- 6 Look at the sentences and choose the correct alternative. If you think two alternatives are correct, mark both of them.
 - 1 Usually, we has to/have to/don't have to go to school on Monday.
 - 2 You must/mustn't/have to study hard to be a doctor.
 - 3 At our school we <u>doesn't have to/don't have to/</u> mustn't wear a uniform.
 - 4 You <u>has to/have to/must</u> speak English in English lessons if you want to speak well.
 - 5 You <u>mustn't/must/don't have to</u> break school furniture.
 - 6 Usually a student hasn't to/doesn't have to/don't have to use a computer to do exams.
 - 7 Students <u>must/don't have to/mustn't</u> hit each other.
- 7a Work with a partner. Prepare true sentences to talk about things that are necessary, not necessary or not permitted at your school. Think about clothes, furniture, sports, excursions, eating and drinking, etc.

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

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





Developing speaking



Asking for information

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



- 2 LISTENING (2) 39 Listen to a girl making a telephone call to Weston Sports Centre. Complete the information in the advertisement.
- 3a Work with a partner. Ashley is phoning a sports centre to ask for information. Invent information to complete the dialogue.

Receptionist: Good afternoon. This is Sports Centre. Ashley: Good afternoon. I'd like some information please. Receptionist: Certainly. How can I help you? Ashley: I believe you have (b) lessons at the sports centre. Who are the lessons for? Receptionist: They're for children and teenagers between the ages Ashley: Oh, perfect! What days are the lessons? Receptionist: They're on (d) Ashley: Can you tell me what time they are? Receptionist: Each lesson is (e) hours long, from (f) pm. Ashley: Uh huh. How much do they cost? Receptionist: Ashley: Sorry, can you repeat that? Yes, of course. The lessons are Receptionist: Oh, and you must bring your own (h) Ashley: OK. Thanks for your help. Receptionist: You're welcome. Thank you for calling.

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

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

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

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

Student A: You are the receptionist at the sports centre. Look at page 154.

Student B: You would like some information. Look at page 155.

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

6 PRACTICE MAKES PERFECT SPEAKING Work with another partner. Use the diagram below to prepare another dialogue. Practise it and then act it out for the rest of the class.

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

Receptionist Answer the phone. Give the name of the school. Offer to help. Say what ages the classes are for. Give the days and times.

Say you want information.

Ask about lessons for teenagers.

Ask about when they have lessons days/times.

Ask about the price

of the lessons.

Give the price. Say thanks.

Reply and finish the conversation.

✓ EXAM SUCCESS

In this type of activity, can you say, what you like or. do you have to give specific information?

➤ EXAM SUCCESS page 152

An announcement

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

The School Tai Chi Club

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

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

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



2 Answer these questions.

		The School Tai Chi Club	Dylan's Street Dance Club
1	Where does the club meet?		
2	When does the club meet?		
3	What do they do in the club?		
4	How do you get more information about the club?		

- Put these sentences from the announcements in the correct place in the Writing bank.
 - 1 We usually meet on Friday at 6pm, in the sports hall.
 - 2 Don't sit there!
 - 3 Bring an open mind.
 - 4 Are you mad about street dance?
 - 5 Call him now!

DYLAN'S STREET DANCE CLUB

Are you mad about street dance? If the answer is yes, Dylan's Street Dance Club is the place for you!
We usually meet on Friday at 6 pm, in the sports hall.
And we dance away until 8 pm. We create our own dance routines and video them. We also appear at all the school shows! So come and learn some funky



WRITING BANK

Useful language in announcements

- Use short questions to make people interested.
- Give the essential information in clear sentences.
- Use imperatives. They tell people what to do.

and

- Or they tell people what not to do.
- 4 Look again at the announcements in 1. Underline all the imperatives that you find.

PRACTICE MAKES PERFECT

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

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

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

WRITING BANK > PAGE 158

5b Display your announcements in the classroom. Which clubs are popular? Why?

Language checkpoint: Unit 3

Grammar reference

can/can't

Affirmative I/You/He/She/We/They can swim. Negative I/You/He/She/We/They can't (cannot*) skate. Question Can I/you/he/she/we/they ski? Short Yes, I/you/he/she/we/they can./No, I/you/he/she/we/they can't.

* We write cannot as one word, not two.

USE

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

Adverbs of manner

FORM

Regular adverbs

- We add -ly to the adjective:
 slow slowly, patient patiently, careful carefully
- We sometimes need to change the spelling of the original adjective:

Irregular adverbs

good – well, fast – fast, hard – hard, early – early, late – late

USE

We use adverbs of manner to describe how we do something. They go with verbs (but not the verb to be).

I walk slowly.

have to/don't have to

FORM

Affirmative	I/You/We/They have to wear a uniform. He/She has to wear a uniform.		
Negative	I/You/We/They don't have to go to school on Sunday. He/She doesn't have to go to school on Sunday.		
Question	Do I/you/we/they have to wear a uniform? Does he/she have to wear a uniform?		
Short answers	Yes, I/you/we/they do./No, I/you/we/they don't. Yes, he/she does./No, he/she doesn't.		

USE

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

must/mustn's

FORM

Affirmative	I/You/He/She/We/They must come to class on time.
Negative	I/You/He/She/We/They mustn't eat in the classroom.

USI

We use must to talk about things that are necessary or obligatory.

You must sit down in class.

- We use mustn't to talk about things we can't do because we don't have permission.
 - You mustn't be late.
- Must is not very common in the question form. We usually use have to.

Vocabulary -

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

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

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

Other words and phrases ➤ page 147

Grammar revision

ean/can't

/7 points

- 1 Write the questions or sentences again using can or can't. Do not change the meaning.
 - 1 Do you know how to ski?
 - 2 It is impossible for me to come.
 - 3 I don't know how to play golf.
 - 4 It's possible for her to run marathons.

- 5 They aren't able to swim.
- 6 Is it possible for you to walk?
- 7 I'm able to ride a bike.

Adverbs of manner

/7 points

have to/don't have to, must/mustn'

/7 points

- 2 Make the adverb for these adjectives.
 - 1 patient
 - 2 good
 - 3 bad
 - 4 fast
 - 5 slow
 - 6 careful
 - o careid
 - 7 hard

- 3 Complete the sentences with have to, don't have to, must or mustn't. If there are two possibilities, use both.
 - 1 You ____ drink and drive a car. It's illegal.
 - 2 You have a passport to visit the US.
 - 3 You _____ be born in the UK to be able to speak English.
 - 4 Eating is not permitted here. You do it.
 - 5 Children under 16 go to school.
 - 6 Not all exercises are obligatory. You do them all.
 - **7** We ______ go by car because there isn't any public transport.

Vocabulary revision .

PARTS OF THE BODY

/7 points

Name the parts of the body.

















PHYSICAL ACTIVITIES

/5 points

SPORTS /7 points

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





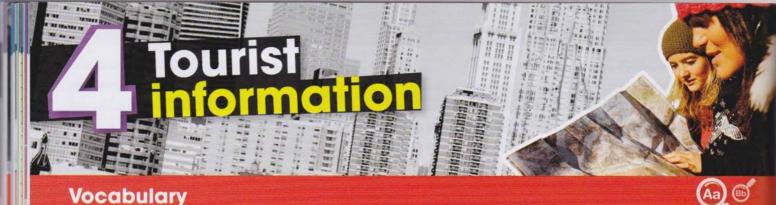






- 3 Complete the sports with the missing letters.
 - 1 j.....o
 - 2 v....yb...ll
 - 3 r....by
 - 4 c ... s k n g

 - 6 f....s.....ng
 - 7 b...s..b.....I



Countries and nationalities









la Work with a partner. In which countries are these tourist attractions? Choose from these countries.

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

- 1b (40 Listen and repeat.
- 20 Work with a partner. Think of famous cities or tourist attractions for as many of the countries in 1 as possible.

Greece - the Acropolis Slovakia - Bratislava

2b SPEAKING Work in small groups. Take it in turns to say a city or tourist attraction. Can the others say the correct country?



I think it's in Brazil.

3a Match the countries in 1 with these nationalities.

Russian • Swiss • Irish • French • British • Turkish Argentinian • Spanish • Greek • American Scottish • Egyptian • Polish • Brazilian • Ukrainian Chinese • Japanese • Italian • Czech • Slovak Peruvian • Mexican

Argentina - Argentinian, Brazil - Brazilian

3b 🔘 41 Listen, check and repeat.

Words connected with tourism

4 Match the words with these definitions.

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

- 1 the bags you take on holiday
- 2 a book that gives tourist information
- 3 a business that helps people to plan holidays
- 4 an official document for travelling with your photo and your nationality
- 5 when you visit an interesting place for a short time
- 6 reserve (for example a room in a hotel)
- 7 travelling around to visit monuments and other interesting places
- 8 papers that show you can use a type of transport or enter a place
- 9 a holiday where everything is included the transport, hotel, etc.
- 10 something that you buy or keep to remember a place or holiday
- 5 LISTENING 42 Listen. What is the subject of each dialogue? Choose a word from 4 for each one.

1	2	3	

- 6 SPEAKING Work with a partner. Ask and answer the questions.
 - 1 Have you got a passport? Do you like your passport photo?
 - 2 Do you ever go on school trips or excursions? Where do you go?
 - 3 Do you like sightseeing? Why/Why not?
 - 4 How much luggage do you or your family usually take when you go on holiday?
 - 5 Do you usually take a guidebook when you go on holiday? Why/Why not?
 - 6 What's your favourite souvenir from a holiday?

	Have you	got a	passport?
--	----------	-------	-----------

Yes, I have.

Do you like your passport photo?

No, I hate it! It's really old



- Work with a partner. Look at the photo below and talk about what you can see.
- Ib Read the title of the article. What do you think the text is about?
- Read the article and check your answer in 1b.
- Answer the questions with information from the article.
 - 1 Where was Ding Jinhao's graffiti?
 - 2 Why was it easy to find Ding Jinhao?
 - 3 What is the attitude today to tourist graffiti in Egypt?
 - 4 Ding Jinhao's message is a new example of tourist graffiti. In the text, what is the first example?
 - 5 Who was Giovanni Belzoni?
 - 6 What is there at the top of the Great Pyramid and
 - 7 What is the Chinese National Tourist Administration's message to tourists?

CRITICAL THINKING

Think! Then compare ideas with your class.

- Why do you think tourist graffiti is a crime in most countries now?
- Match the underlined words in the article with these definitions.
 - 1 an illegal activity
 - 2 a religious building
 - 3 an important or interesting historical building
 - 4 have a good time
 - finding something or someone for the first time
 - 6 a search to find something or someone important
 - 7 polite, reasonable, good

6 SPEAKING What about you?

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

TOURIST GRAFFITI

A new problem?

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

hey were angry and there was a big hunt to find L the person responsible. They could find him easily because the message wasn't very imaginative or clever. It was basically 'Ding Jinhao was here'. That was enough for Internet users to find this particular Ding Jinhao, a teenager in Nanjing. His purents were quick to tell a local newspaper that their was very sorry for his actions.

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



It says: 'Hadnakhte ... came to make an excursion and amuse himself on the west of the Memphis, together with his brother, Panakhti'.

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

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

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

Grammar in context



Past simple of to be

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

Affirmative	
I was in Egypt in 2	2013.
You were	
He/She/lt (a)	
We were	
You were	
They (b)	
Negative	
I wasn't in Egypt	in 2013.
You weren't	
He/She/It (c)	
We weren't	
You weren't	
They (d)	
Question	
(e)	I/he/she/it in Egypt in
2013?	
Were you/we/the	ey in Egypt in 2013?
Short answers	
Yes, I/he/she/it (f	f)
	g)
Yes, we/you/they	y (h)
	/ (i)

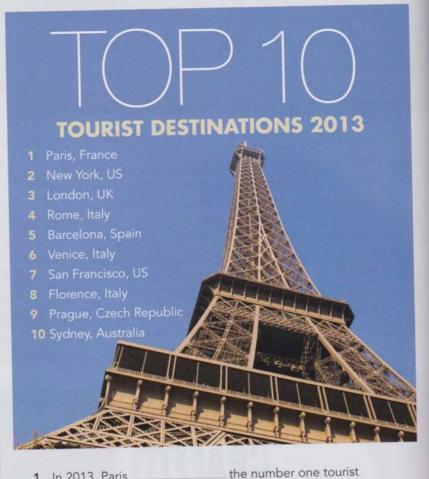
GRAMMAR REFERENCE ➤ PAGE 62

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

Mia:	Hey! Where (a) you last week? You (b)	
Ryan	club. Why not? (c) dad (d) business.	
Mia:	(e) New York?	you in
Ryan	: Yes, we (f)	
Mia:	(g)	it warm there?
	n: No, it (h)	

Flipped classroom: watch the grammar presentation video.

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



- destination in the world. 2 One destination in the top ten _____ in the UK. number ten in the list. 4 Madrid and Milan in the top ten. in North 5 One of the top ten destinations America or Europe.
 - in Italy. 6 Three of the top ten tourist destinations
 - 7 Berlin _____ in the top ten.
 - 8 Two of the top ten destinations American.
- 4 Write questions using the past of to be.
 - 1 Where/you/this morning at 6 am? Where were you this morning at 6 am?
 - 2 Where/your parents/at 10 pm last night?
 - 3 Where/your family/last July?
 - 4 Where/your best friend/yesterday?
 - 5 Where/you/in 2012?

1 In 2013, Paris

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

Where were you this morning at 6 am?

I was in bed.

Past simple of can

- 6 Read the sentences and answer the questions.
 - a Tourists could climb to the top.
 - b They couldn't believe it.
 - c Could you understand the message? No, I couldn't.
 - 1 What part of the verb comes after could or couldn't?
 - 2 What happens in questions? Where does could go?

GRAMMAR REFERENCE ➤ PAGE 62

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



- 1 book tickets online
 Tourists couldn't book tickets online.
- 2 write graffiti on monuments
- 3 sail from England to America
- 4 travel by car at 160 kph
- 5 fly non-stop from England to Japan
- 6 stay in hotels
- 7 go on excursions
- 8 travel around the world in a week
- SPEAKING Work with a partner. Find out at what age your partner could do these things for the first time.
 - 1 swim
 - 2 count to ten in English
 - 3 walk
 - 4 ride a bike
 - 5 read
 - 6 write your name
 - 7 have a simple conversation in English

When could you swim?

I could swim when I was five. Could you?

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

Transport

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

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















2 Complete the table with the words in 1.

Road	Rail	Air	Sea
bike	tram		TETUS ST

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

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

> > Where do you go when you travel by coach?

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

Developing a product

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



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

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

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

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

How to start a business



A CASE ANALYSIS FROM THE WORLD OF GUIDEBOOKS

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

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

But Maureen and Tony's nine-month trip was a success. When they arrived in Australia, their friends asked how it was possible to make such a long trip with no money. Their answers were the basis of their first guidebook – Across Asia on the Cheap. The first version of the book, with its simple yellow cover, was the product of long nights writing at their kitchen table. But after just one week, they were able to sell 1,500 books. It was the only guidebook in the world written by adventurous young travellers for adventurous young travellers.

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

Lonely Planet was born thanks to Maureen and Tony's enterprise. Two years later, there was another book by the Wheelers, and then another and another.

Maureen and Tony eventually sold Lonely Planet for over half a million pounds. Today, there are over 200 Lonely Planet authors and there are Lonely Planet offices in Oakland and Franklin in the US, Guragon in India, London, Melbourne and Beijing. The company continues to produce great guidebooks and the Wheelers have more time to do what they enjoy – travel!



4 Look at this information about starting a new business. Try to answer the questions with information about the Lonely Planet guidebooks when they first appeared. Read the text again if necessary.





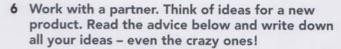
LISTENING 43 Two students are presenting an idea for a new product. Watch the video or listen and choose the correct alternative.

.

2:

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

5b What do you think of their product? Why?



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

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

LIFE TASK



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

Follow this plan:

- 1 Share the product ideas you had in 6 and choose one of them. Decide how exactly the product is different from all others and why people want or need it. Think also about who wants or needs it.
- 2 Plan a presentation of your product. Decide who does each part and what materials (a poster, a computer, photos, real objects, etc.) you need. Remember to do the following:
 - Explain in detail what the product is.
 - Make some illustrations of the product.
 - Say why you think your product is a good idea and how it is different.
 - Say who you think needs or wants your product.
- 3 Give the presentation.
- 4 Have a vote in your class to choose the winning product!

Listening



Grammar in context

Edinburgh castle

1 Choose the correct alternative. If you don't know,

- 1 Edinburgh is/isn't the capital of Scotland.
- 2 Edinburgh is famous for its annual sports events/
- 3 The Royal Mile is a famous castle/road in Edinburgh.
- 2 LISTENING 44 Listen and check your answers in 1.

✓ EXAM SUCCESS

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

➤ EXAM SUCCESS page 152

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

1	Sam says Edinburgh is a very big city.	I/F/NM
2	Sam's trip to Edinburgh was in the summer.	T/F/NM
3	The events are quite expensive.	T/F/NM
4	All the events in the summer in Edinburgh are indoors.	T/F/NM
5	Sam recommends visiting Edinburgh in	

autumn. T/F/NM

6 You have to climb up a rock to visit Edinburgh Castle. T/F/NM

7 At Edinburgh Castle they fire a cannon at 1 pm to let sailors know the time. T/F/NM

8 Shortbread is a type of bread that's popular in Scotland. T/F/NM

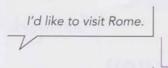
9 They ate fish and chips every day. T/F/NM

10 Sam could understand local people in Edinburgh.

T/F/NM

4 SPEAKING What about you?

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



Why?

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

Past simple affirmative: regular and irregular verbs

Ia Read the sentences and put the verbs in the correct place in the table.

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

List A:		List B:	
Infinitive	Past form	Infinitive	Past form
love visit climb walk want	loved	buy eat go see speak understand	

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

GRAMMAR REFERENCE ➤ PAGE 62

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

- 1 Most verbs: add -ed to most verbs. b
- 2 Verbs that end in -e: add -d.
- 3 Verbs that end in a consonant + y: take away the -y and add -ied.
- 4 Verbs that end in one vowel + one consonant: double the consonant and add -ed.
- a study studied, try tried
- b walk walked, need needed
- c stop stopped, shop shopped
- d decide decided, phone phoned

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

1 like

4 want

2 cry

5 arrive

3 chat

6 work

2g PRONUNCIATION 45 Listen to the verbs in the table.

/d/	/t/	/1d/	
listened	liked	hated	

2b 2 46 Listen to these past simple forms and write them in the correct column above.

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

2c 47 Listen, check and repeat.

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

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

Last year, I (a) _______ on holiday
with my family. We (b) ______ Rome.

I (c) ______ a guidebook with me
and I (d) ______ it to find out useful
information. We (e) ______ people dressed
as centurions and gladiators at the Colosseum!

We (f) ______ really good pasta and I

(g) ______ presents for my friends in a big
shopping centre. My legs were really tired because
we (h) ______ a lot every day. My mum

(i) ______ Italian all the time because
her Italian is very good. She (j) _______
everything that people said to her.

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

1 Yesterday afternoon, I (have) a lot of homework.

Last night, my brother and I _____ (make)
the dinner.

The day before yesterday, my parents (catch) a train to go to the airport.

4 Two days ago, we _____ (do) a history project at school.

5 <u>Last week</u>, my friends and I _____ (swim) in the sea.

6 Last month, our English teacher (teach) us different parts of the body.

7 Last year, I (come) to school by bus.

8 Three years ago, my parents (buy) me a pet for my birthday.

4b What are the underlined words in 4a?

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

Yesterday afternoon, I played computer games with my friend.

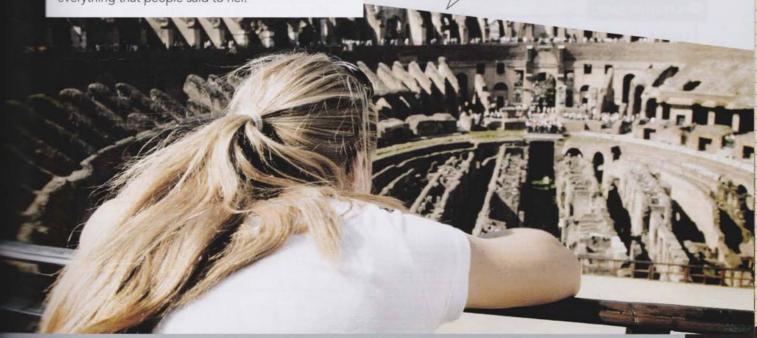
Last night, I watched football on TV.

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

I went to London.

I think it was last year.

No, it was three years ago.



Developing speaking

•

Talking about a holiday

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







2 SPEAKING Work with a partner. Take it in turns to talk about Jonathan's holiday using the photos.

He went to Barcelona.

- 3a LISTENING 48 Listen to Jonathan talking about his holiday. What does he say about the topics in 1? Make notes.
 - 2 Went with family mum, dad and brother.
- 3b SPEAKING Compare your answers in 3a with your partner. Help each other to complete all the answers.
- 4 Complete the useful expressions in the Speaking bank with at, to, with or by. Use your dictionary if necessary.

SPEAKING BANK

Useful expressions to talk about a holiday

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

5a SPEAKING Work with a partner. Take it in turns to talk about your holiday photos.

Student A: Your photos are on page 155. Student B: Your photos are on page 156.

5b Now change photos.

PRACTICE MAKES PERFECT |

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

Tell me about what you did/saw/ate.

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

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

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

✓ EXAM SUCCESS

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

➤ EXAM SUCCESS page 152

Developing writing

A postcard

- 1a SPEAKING Work with a partner. Which of these things are important for you to have a great holiday? Decide together and put them in order of importance.
 - the food you eat
 - shopping
 - sightseeing
 - relaxing
 - activities
 - the hotel and area where you are staying
 - the weather

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

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

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

- 1b Tell the class the top and bottom activities on your list. Do people generally agree?
- 20 READING Read this postcard. Which of the things in 1 does Megan write about?
- 2b Read the postcard again and underline any information about the things in 1.

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

WRITING BANK

Useful advice for writing a postcard

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

PRACTICE MAKES PERFECT

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

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

WRITING BANK ➤ PAGE 158

4b Individually, write your postcard and then 'send' it to your partner.

Hi Alex.

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

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

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

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

Wish you were here!

Love,

Megan



Language checkpoint: Unit 4

Grammar reference

FORM	
Affirmative	I/He/She/It was in Scotland last year. You/We/They were in Scotland last year.
Negative	I/He/She/It wasn't (was not) in Brazil last year. You/We/They weren't (were not) in Brazil last year.
Question	Was I/he/she/it in Italy last year? Were you/we/they in Italy last year?
Short answers	Yes, I/he/she/it was. / No, I/he/she/it wasn't. Yes, you/we/they were. / No, you/we/they weren't.

Past simple of can

FORM

Affirmative	I/You/He/She/It/We/they could + verb He could swim when he was five.
Negative	I/You/He/She/It/We/They couldn't (could not) + verb She couldn't ski when she was five.
Question	Could I/you/he/she/it/we/they + verb? Could they speak French?
Short answers	Yes, I/he/she/it/we/they could. No, I/he/she/it/we/they couldn't. Yes, they could! No, he couldn't.

US

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

She could use a computer.

We couldn't write.

Past simple affirmative: regular and irregular verbs

FORM

Affirmative	I/You/He/She/It/We/They visited India.
	I/You/He/She/It/We/They went to India.

SPELLING

Spelling of regular past simple forms.

- Most verbs add -ed.
 walk walked, want wanted, need needed
- Verbs that end in -e add -d.
 decide decided, phone phoned, arrive arrived
- Verbs that end in a consonant + y take away -y and add -ied.

study - studied, cry - cried, try - tried

 Verbs that end in one vowel + one consonant double the consonant and add -ed.

stop - stopped, chat - chatted, jog - jogged

 Many common verbs are irregular. See the list of irregular verbs on page 157.

USE

 We use the past simple to describe finished actions or situations in the past.

I watched a film last night.

 With the past simple we often use time expressions like yesterday, yesterday morning/afternoon/evening, last night, the day before yesterday, two/three/four days/weeks/months/years ago, last week/month/year.

Vocabulary

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

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

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

Other words and phrases > page 148

Past simple of to be and can

/7 points

Past simple affirmative – regular verbs

/ 6 points

- 1 Complete the sentences with was, were, wasn't, weren't, could, or couldn't.
 - 1 Mozart very famous because he play the piano at the age of five.
 - 2 Shakespeare American. He English.
 - 3 We ______vote in the general election last year because we only 15 years old.

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

Past simple affirmative – irregular verbs

/7 points

- 3 Change the sentences from the present simple to the past simple.
 - 1 She sees her grandparents at the weekend.

 She saw her grandparents at the weekend.
 - 2 He buys CDs and books.
 - 3 I take a pen to the class.
 - 4 We do a lot of sport on Friday.

- 5 Mrs Jones teaches maths.
- 6 My friend comes to school by bus.
- 7 My dad catches the train to work.
- 8 They get back home late on Saturday.

Vocabulary revision .

COUNTRIES AND NATIONALITIES

/7 points WO

Complete the table.

Country	Nationality
Poland	1
Egypt	2
3	Greek
4	Turkish
Scotland	5
6	Swiss
China	7

WORDS CONNECTED WITH TOURISM

/7 points

2 Complete the sentences with the words in the box.

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

- 2 Is this all your ________ just these two bags?
- 4 I'd like to _____ a room in this hotel for next Saturday.
- 5 I went to the _____ to ask the price of a holiday in Ireland.
- 6 When I was 12, we went on a _____ to Oxford, just for the day.

MANSPOR

/ 6 points

- 3 Complete the words for transport with vowels.
 - 1 Imrry
 - 2 tr...m
 - 3 v n
 - 4 m...p...d
 - 5 ...nd...rgr....nd
 - 6 c ch

✓ Gateway to exams: Units 3-4

Reading .

➤ TIP FOR READING EXAMS

In multiple-choice activities, remember ...
Always answer all the questions. You do not lose marks for incorrect answers.

➤ EXAM SUCCESS page 152

la Look at this photo of a sport called 'underwater rugby'. Work with a partner. What two things would you like to know about this sport? Look at the examples. Then write two more questions.

Is it difficult to play?

How many people are there in a team?

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



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

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

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

2 Read the text again. Choose the best answers.

- 1 To play 'underwater rugby', it's important to be good at ...
 - a swimming.
 - b rugby.
 - c unusual sports.
- 2 The game lasts for ...
 - a 15 minutes.
 - b 30 minutes.
 - c 34 minutes.
- 3 You can easily see the different teams because ...
 - a one team has men, the other has women.
 - b they have very different colours.
 - c one team has to swim fast, but the other doesn't.
- 4 In a game of 'underwater rugby' there are usually ... players in the water in total.
 - a six
- **b** eleven
- c twelve
- 5 Which of these things is not bad?
 - a putting the ball in the air
 - **b** putting the ball in the basket
 - c playing with five people in your team

3 SPEAKING What about you?

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

Speaking -

➤ TIP FOR SPEAKING EXAMS

In activities where you have to talk about past events, remember ...

Prepare by learning as many regular and irregular past forms as possible. Learn and use words and expressions of time (yesterday, two years ago, last night, etc.) to explain when things happened.

➤ EXAM SUCCESS page 152

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

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

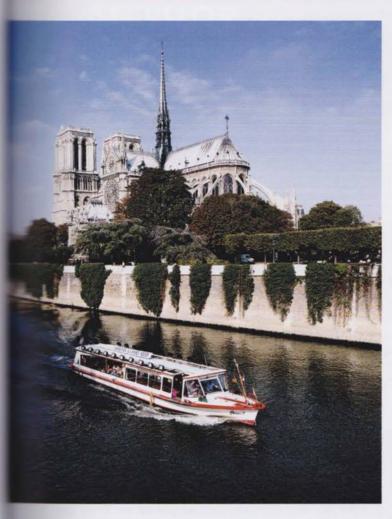
Talk about a trip that you went on and really loved or really hated. Include this information:

- where you went
- when you went
- who you went with
- what you did and saw
- what was good or bad, and why

➤ TIP FOR LISTENING EXAMS

In *True/False/Not Mentioned* activities, remember ... Read the statements before you listen. They can give you an idea of what you are listening for.

➤ EXAM SUCCESS page 152



6 Look at this photo of Paris. Work with a partner and make a list of things you think you can do on holiday in Paris.

visit the Eiffel Tower go on the river in a boat

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

1	Katie went to Paris with her family.	T/F/NN
2	Katie didn't like travelling by boat.	T/F/NN

- 3 Katie couldn't speak a word of French the first time she went.
- the first time she went.

 T/F/NM

 Katie bought some Asterix comics.

 T/F/NM
- 5 Katie's friend wasn't happy eating fast
 - food. T/F/NM
- 6 Katie saw an adventure film on her trip. T/F/NM
- 7 It was impossible for Katie to understand the film she saw.

 T/F/NM

Speaking .

➤ TIP FOR SPEAKING EXAMS

In information role-plays, remember ...

You have to communicate specific information. You cannot just say what you like.

➤ EXAM SUCCESS page 152

8 Work with a partner and follow the instructions.

Student A: You want information about swimming lessons. Ask your partner for this information:

- where? how much? day? time?
- need to bring anything?
 Student B: You work at the swimming pool.
 Look at the information about swimming lessons on page 155 and answer your partner's questions.
- Now change roles and act out the dialogue again.



'CAN DO'PROGRESS CHECK UNITS 3-4

CEF

- 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.
 - 1 = I can do it very well.
 - 2 = I can do it quite well.
 - 3 = I have some problems.
 - 4 = I can't do it.
 - a I can talk about abilities and obligations using can, must, have to, etc.
 - **b** I can name different parts of the body and physical activities.
 - c I can understand simple written and spoken texts about sports.
 - **d** I can ask for and give information about sports classes.
 - e I can write short announcements.
 - **f** I can talk about the past using the past simple affirmative.
 - g I can name different countries and nationalities.
 - h I can understand written and spoken texts about travel and tourism.
 - i I can talk about a holiday.
 - j I can write a postcard.
- Now decide what you need to do to improve.
 - 1 Look again at my book/notes.
 - 2 Do more practice exercises.
 - ➤ WORKBOOK Units 3 and 4

- 3 Ask for help.
- 4 Other:



Vocabulary

Places of work

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

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











1b 50 Listen and repeat.

Jobs and work

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

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

A businessman/woman works in an office.

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

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

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

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

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

1	000	2	000	3	000

- 4b (51 Listen, check and repeat.
- SPEAKING Work with a partner. Say where the people in 3 usually work.

A dentist usually works in a clinic.

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

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

Do you work in an office?

Yes, I do.

Do you have to make telephone calls?

Do you make a lot of money?

Do you sit all day?

Are you a cleaner?

No, I don't.

No, I don't

No, I don't.

Yes, I am.



- 1 Work with a partner. What jobs do you think writers do before they become famous? Make a list.
- 2 READING Read this magazine article. Do any of the jobs in your list appear in the text?

BECOMING A BEST-SELLING AUTHOR

MICHAEL MORPURGO

How did he become a writer?

Michael Morpurgo wrote a very famous novel called War Horse in

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

Did he do that?

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

What does he do now?

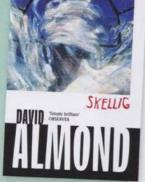
Michael and Clare started a charity in 1976. Thanks to this charity, children from big cities go to live on a farm for a week, to discover the outdoors. The charity now has three farms. But Michael continues to write stories, and win prizes for them!



DAVID ALMOND

Did he always want to be a writer?

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



IICHAEL MORPURGO

arHorse

When did he become famous?

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

What does he do now?

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

✓ EXAM SUCCESS

In the next activity, you match the person and the information. First, read the text to get a general understanding. Then, what do you need to do?

➤ EXAM SUCCESS page 152

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

He completed university studies.
 MM/DA/B

2 His first job was as a primary teacher. MM/DA/B

3 His hobbies include sport. MM/DA/B

4 He always wanted to be a professional writer. MM/DA/B

5 People loved the film version of one of his novels.
MM/DA/B

6 He once did a physical, outdoor job. MM/DA/B

7 He won, or wins, official recognition for his work.
MM/DA/B

8 The first book he wrote was for young readers.

MM/DA/B

3b Write details for each answer.

Michael Morpurgo studied English and French at university ...

4 GECRITICAL THINKING

Think! Then compare ideas with your class.

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

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

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

6 SPEAKING What about you?

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

Grammar in context



Past simple negative

- 1 Read the sentences and answer the questions.
 - a He didn't plan to write books for children.
 - **b** He won an important award.
 - c They didn't like the story.
 - d It didn't make him famous.
 - e The children loved it.
 - 1 Which sentences are negative?
 - 2 What comes before the main verb in past simple negative sentences?

GRAMMAR REFERENCE ➤ PAGE 76

2a Work with a partner. Guess if the sentences are affirmative or negative and write the complete sentences.



2b LISTENING 53 Listen and check. How many of your answers were correct?

Flipped classroom: watch the grammar presentation video.

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

- 4a Are these sentences true for you? If not, change them from affirmative to negative.
 - 1 I liked coffee when I was 11.
 - 2 I played with toy cars when I was five.
 - 3 I went to another country last summer.
 - 4 I won a prize before the age of 12.
 - 5 I did sport last weekend.
 - 6 I went out last night.
 - 7 I had a party at my house for my last birthday.
- 4b SPEAKING Work in groups of three. Compare sentences. How many sentences do you have the same? Tell the class which sentences they are.

We didn't like coffee when we were eleven.

Past simple questions and short answers

- 5 Read the sentences and choose the correct alternative to complete the rules in 1 and 2.
 - a How did he become a writer?
 - b When did he become famous?
 - c Did he want to be a writer?
 - d Yes, he did./No, he didn't.
 - 1 To make questions we use did + subject + the <u>infinitive/</u> past form of the verb.
 - 2 In short answers, we repeat/don't repeat the main verb.

GRAMMAR REFERENCE ➤ PAGE 76

- 6a Complete the questions with the correct form of the verbs given.
 - 1 What film Johnny Depp (star) in as Jack Sparrow?
 - 2 Which cartoon family Matt Groening (create)?
 - 3 What dance Michael Jackson (make) famous?
 - 4 Which sport Anna Kournikova (play)?
 - 5 Which statue the French (give) to the US in 1886?
- 6b SPEAKING Work with a partner. Ask and answer the questions.
- 7a SPEAKING Find out about what your partner did last weekend. Write eight questions. Use these words and expressions to help you.

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

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

Did you surf the Internet?

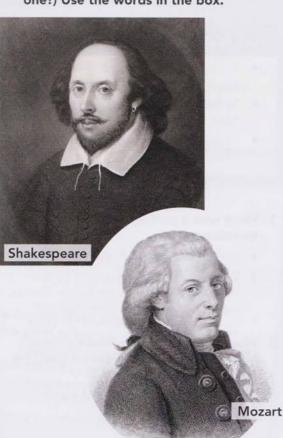
Yes, I did.

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

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

Culture and work

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



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

- 1b 54 Listen and repeat.
- SPEAKING Work with a partner. Try to think of a famous person for each word in 1a. They can be living or dead.
- 3 Match these words with the jobs in 1a.

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

art - painter

- 4 SPEAKING Work in small groups and discuss these questions.
 - 1 Which of the things in 3 do you study at school?
 - 2 Which of the things are you interested in?
 - 3 Which of the things do you think are popular or unpopular today? Why?

Getting the

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



- To understand why reading is important
- To learn how to get the reading
- To recommend and choose a book to read

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

- 1 Work with a partner. Answer the questions.
 - 1 Do you like reading? Why/Why not?
 - 2 Which of these things do you usually read - novels, non-fiction books, comics, magazines, websites, other (specify)?
- 2 Work in a small group. Make a list of how you think reading can be good for

You can learn about different people and countries.

READING Read the text. How many of your ideas from 2 appear?



THE POWER



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

- Reading helps you to write well.
- It improves your comprehension and grammar.
- It increases your vocabulary.
- It improves your attitude to reading and your success in reading.
- It increases your general knowledge and helps you to learn new things.
- It gives you a good understanding of other cultures.
- It helps you to understand human behaviour and how people make decisions.
- It can help you to spell correctly.
- It can stop people feeling lonely.
- It can be educational and informative but it can also be relaxing and fun.

OF READING!

There are also people who think that reading helps our concentration. And it appears to increase creativity, too Great writers often begin their careers as great readers

Here are some quotations about reading from three famous writers:

Reading is to the mind what exercise is to the body. Joseph Addison

A reader lives a thousand lives before he dies, said Jojen. The man who never reads lives only one. George R.R. Martin

Today a reader, tomorrow a leader. Margaret Fuller

Sadly, in 2012, the National Literacy Trust found that one in six children in the UK don't want their friends to see them reading a book. They're worried that the friends don't think reading is cool. It's time to stop worrying about that and to start enjoying a good boo

4a Read the text again and answer the questions.

- 1 How does the National Literary Trust describe 'reading for pleasure'?
- 2 Why do a number of British children not want to appear in public with a book?

4b SPEAKING Work with a partner and discuss these questions.

- 1 What do you read for pleasure and how often do you do it?
- 2 Which benefits of reading in the text are in your top three? Why?
- 3 Would you read a book in front of your friends?
- 4 Which of the three writers' quotations do you prefer? Why?
- 5 SPEAKING In James's video blog, he gives ideas about how to 'get the reading habit'. Work with a partner. Decide if you think the ideas below are Dos (a good idea to do) or Don'ts (a bad idea to do).
 - 1 Ask your friends and other people for ideas about what books to read.
 - 2 Let other people decide a book for you to read.
 - 3 Read the back of the book before you begin.
 - 4 Read the first page or two of the book.
 - 5 Choose long books.
 - 6 Stop reading the book if you don't like it.
 - 7 Start a blog.



Does James say if the ideas in 5 are Dos or Don'ts? What other ideas does he give at the end of the video?

- 7α Work with a partner. What do you think of James's suggestions? Give each Do or Don't in 5 a mark from 0 (a bad idea) to 3 (a great idea).
- 7b Do you have any other ideas for getting the reading habit? How do you choose books to read?

Legend

by Narie Lu

Los Angeles in the future is a terrible place.
It's where a girl called June meets a boy called Day.
They feel something special.
But June doesn't know that Day killed her brother.
There are many more surprises!

Read about them in Legend by Marie Lu.

(The Hunger Games was good. Legend is great!)

LIFE TASK



You want to give the class an idea for a book to read. Work individually.

Follow this plan:

- 1 Choose a book you enjoyed reading. The book can be in English or in your own language.
- 2 Think about what happens in the book and why you enjoyed it. Make notes.
- 3 Make a poster to make other people want to read your book. Include text and an illustration. Look at the example on this page.
- 4 Put your poster on the classroom wall.
- 5 Look at all the posters. Choose at least one book that you want to read. You can ask the person who made the poster to tell you more about the book before you decide.
- 6 Find the book and read it!







1a Do you know anything about Charles Dickens or his books? Work with a partner and guess the correct answers.

- 1 Charles Dickens was British/American.
- 2 Dickens lived in the 18th/19th century.
- 3 Most of Dickens's stories took place in the city/the country.
- 4 Dickens's books were/weren't immediately popular.
- 5 Dickens liked/didn't like speaking in public.
- 1b LISTENING 56 Listen to a podcast about Charles Dickens and check your answers in 1a. How many were right?

✓ EXAM SUCCESS

In the next activity, you complete notes by writing a word or phrase in the spaces. How important do you think it is to spell the words correctly?

➤ EXAM SUCCESS page 152

2a Complete the notes.

2b 56 Listen and check your answers.

Notepad			
	Charles Dickens was born on (a)		
	When Dickens was a boy, his father went to (b)		
	When he was young, Dickens worked in a (c)		
	At that time, working conditions were (d)		
	Dickens wanted to work in the (e)		
	When he wrote his first novel, he was working as a		
	(f)		
	Dickens went to (g)twice to give		
	(h)		
	Dickens died when he was (i)years old.		

3 56 Listen again and complete the timeline for Charles Dickens.

■ 1800		
→ (a)	:	He was born.
→ 1822:		(b)
→ 1824:		(c)
→ (d)	:	He wrote his first novel.
→ 1842:		(e)
→ 1867:		(f)
→ (g)	:	He died.

- 4 SPEAKING What about you?
 - 1 Do you remember any of Dickens's stories, from books, films or TV?

Past continuous

- Read the sentences and answer the questions.
 - a Many people were living in bad conditions at that time.
 - **b** After three years, he **went** back to school.
 - c While he was working as a journalist, he wrote his first novel.
 - 1 Do the verbs in red describe short completed actions in the past or activities in progress in the past?
 - 2 And the verbs in blue?
 - 3 Which verbs are in the past simple and which are in the past continuous?
 - 4 Apart from the past form of to be, what do we need to make the past continuous?
 - 5 In c, what time expression is used with the past continuous?

GRAMMAR REFERENCE ➤ PAGE 76

2a Look at the picture below.

Complete the paragraph from the novel with the past continuous form of the verbs in brackets.

A CONTRACTOR OF THE PARTY OF TH	
HAPTER TWO	
When Pugwick	looked out of the
window of his town	house he saw a
window of his town typical London sce	ne It was very grey
typical London sce	(not rain).
but it (a)	(run) down
A 1 (b)	Andrews of the Park of the Par
was with an	apple III III
He (c)	(Wedi)
1 Il as and he (d	
· · shoes	The shop assistant
	(snout) at this
A+ +bo same time	e, an old man and
woman (f)	(buy)
fruit. They (g)	
fruit. They (9)	sadly. Unfortunately.
(watch) the boy	(not look)
they (h)	(not look)
behind them be	ecause a young man
(i)	(take) the old
man's watch. C	on the other side of
the road a vol	ing girl, airty, cold
hungry, (j)	(sleep)
a shop door	



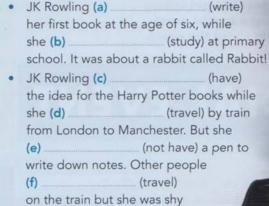
- 2b Work with a partner. Close your book. Try to remember what was happening in the scene.
- 3 Complete the sentences using the prompts. Put one verb in the past simple and the other in the past continuous.
 - I/read a book/when/my friend/ call.

I was reading a book when my friend called.

- 2 My mum/wait for me/when/I/get home.
- 3 She/see an accident/while/she/ wait for the bus.
- 4 He/walk in the park/when/he/ have an idea for a novel.
- 5 They/hear a knock on the door/ while/they/watch TV.
- 6 We/not listen/when/the teacher/ give the answer.
- 7 They/dance/when/he/stand on her toe!

Complete the text by putting the verbs in the correct form of the past continuous or past simple.

JK Rowling Facts



(not ask) anybody for a pen!

In 1991, she
(h) (go)
to Portugal to work as an
English teacher. While
she (i)
(live) there, she

(j) (have) her first daughter, Jessica.



5a Think. What were you doing at these times in the past?

What were you doing ...

- 1 at 7.30 this morning?
- 2 at 10 last night?
- 3 at 10 yesterday morning?
- 4 at 3.30 yesterday afternoon?
- 5 at 8 on Sunday morning?
- 6 at 7 on Sunday evening?
- 7 at 1 on Saturday afternoon?
- 8 at 10 on Saturday evening?

5b SPEAKING Work with a partner. Ask and answer the questions in 5a. Are your answers similar?

What were you doing at seven thirty this morning?

I wasn't sleeping. I was getting dressed. I was sleeping.



Developing speaking

0

0

Talking about a past event

- SPEAKING Work with a partner. Look at the photos. Take it in turns to talk about what you can see.
- 2 LISTENING 57 Listen to a teenage girl talking about the photos showing a special event. Complete the information about the event.

A SPECIAL EVENT



- 1 When did it happen?
- 2 Where did it happen?
- 3 Who did she go with?
- 4 What problem did they have?
- 5 What did they see when they arrived?
- 6 What happened in the end?
- 7 Was it a good experience?



SPEAKING BANK

Useful expressions to show interest, surprise or sympathy

- Did you?/Did she?/Is he?/Have they?
- Really?
- Then what happened?
- I see.
- Why?
- Wow!
- Cool!
- That's interesting.
- That's amazing!
- That's incredible!
- Oh, dear!
- Oh, no!
- What a shame!
- Poor you!
- 4a PRONUNCIATION 58 Listen to the useful expressions in the Speaking bank, especially the intonation.

- 4b Work with a partner. Practise saying the expressions with the correct intonation.
- 5 SPEAKING Work with a partner. Speak about a special event in your life. Use the photo, questions in 2 and the expressions from the Speaking bank.

Student A: Your photo is on page 154. Student B: Your photo is on page 155.

- 6 Now change photos.
- 7 PRACTICE MAKES PERFECT SPEAKING Work with a partner and take it in turns to do the task below. When you listen to your partner, use expressions from the Speaking bank to show your interest.

Tell a friend about a special event in your life. You can invent one if you prefer. Give details – say what you did, where, when ...

Did I tell you about the time when I ...?

No! What happened?

Developing writing

A story

1 Look at this title of a story. Work with a partner. What do you think happens in the story?

'HOW AN ENGLISH BOY BECAME A FRENCH THEATRE STAR!

2 READING Read the story and put it in the correct order. Were your ideas in 1 correct?

Paragraph 1: Paragraph 3: Paragraph 4:

3 Underline the verbs in the story. What three tenses does the writer use?

Then, the play started. It surprised us because it was really funny. When the actors asked for a volunteer I didn't put my hand up. But, yes, you guessed - they chose me! Next, they gave me some funny clothes to put on. All the people in my class were laughing and clapping every time I spoke in French. We were travelling by coach to the theatre when our French teacher told us that the actors were going to ask for volunteers in the show. I love acting but I didn't want to be a volunteer because I'm not very good at French. I was worried that they were going to choose me. In the end, I had a great time. Everybody in my class remembers the French play and they say I was the star. My French teacher is happy too! D Two months ago, our class went on a school excursion. Our French teacher took us to see a French play at a theatre that was about twenty

Words and expressions of time are useful in stories. Tick (√) the words and expressions in the Writing bank which appear in the story.

minutes away from school.

WRITING BANK

Words and expressions of time

- After that,
- First,
- In 2012,
- In the end.
- Next.
- The following year,
- Suddenly,
- Then,
- Two months ago,
- Two years later,
- When (I was 12,/the play started,)
- 5 Think about a time when something happy, sad, interesting or unusual happened to you. You can use your story from exercise 7 on page 74. Copy this table and complete it with notes for your story.

Title: Paragraph 1 When did the story happen? Where? Who were you with? Paragraph 2 What were you doing? What happened first? Paragraph 3 What happened next? And then? Paragraph 4 What happened in the end? What were the results of the event?

PRACTICE MAKES PERFECT I

6a Write your story with your notes in 5. Use the story in 3 as a model. Use the past simple, past continuous and Writing bank for reference. Give your story a title.

Write a story about when something happy, sad, interesting or unusual happened to you!

WRITING BANK > PAGE 158

6b SPEAKING When you finish, read your story to the class.

Language checkpoint: Unit 5

Grammar reference

Past simple negative

FORM

Negative	I/You/He/She/It/We/They didn't (did not) + verb.
	He didn't plan it. We didn't like the story.

 After did/didn't, we use the infinitive form of the verb without to.

USE

We use the past simple negative to talk about things that didn't happen in the past.

Past simple questions and short answers

FORM

Question	Did I/you/he/she/it/we/they + verb? Did they plan to be writers? Did you write songs?
Short answers	Yes, I/you/he/she/it/we/they did. No, I/you/he/she/it/we/they didn't. Yes, they did. No, I didn't.

- After did/didn't and the subject, we use the infinitive form of the verb without to.
- In short answers, we do not repeat the main verb.

USE

We use past simple questions to ask about things that happened in the past.

Past continuous

FORM

Affirmative	I/He/She/It was watching. You/We/They were watching.
Negative	I/He/She/It wasn't (was not) watching You/We/They weren't (were not) watching.
Question	Was I/he/she/it watching? Were you/we/they watching?
Short answers	Yes, I/he/she/it was./No, I/he/she/it wasn't. Yes, you/we/they were./No, you/we/they weren't.

HSF

We use the past continuous to:

- talk about activities in progress at a moment in the past.
 - At six o'clock, I was watching a film.
- say that an action was in progress, but not that the activity was finished.
 - I was eating my lunch at 1 pm.
- describe scenes in a story or description.

The sun was shining and the birds were singing.

We use while with the past continuous to talk about an activity in progress when another, shorter activity happened or interrupted it.

Dickens wrote the Pickwick Papers while he was working as a journalist.

Vocabulary

Places of work clinic • factory • garage • hospital • office • outdoors • restaurant • school/university shop • studio

Jobs and work actor/actress • artist • builder • bus/taxi/lorry driver • businessman/woman • cleaner • cook dentist • doctor • engineer • farmer • footballer • hairdresser • journalist • mechanic • nurse • secretary shop assistant • singer • teacher/professor • waiter/waitress • writer/author

Culture and work art • ballet • classical music • composer • dancer • director • film • literature • musician novelist • opera • painter • playwright • poet • poetry • singer • theatre

Other words and phrases ➤ page 148

/8 points

JOBS AND WORK

1 heatcre

2 realnec

4 ratewi

3 redbuli

2 Put the letters in order to make jobs.

5 greenine

6 rantojusil

7 redreshrisa

8 submenswainos

3 Poems and novels are different types of

4 'Roses are red/Violets are blue/Sugar is

5 Van Gogh was a famous

6 Steven Spielberg is a famous film

7 Shakespeare wrote works for the

sweet/And so are you' is a simple example of

6 Eat well, ive well





and

Food and drink

la Look at the food and drink in the photos. Can you name a-n? Use the words in the box to help you if necessary.

apple • banana • beans • biscuit • bread • burger • butter • cake • cheese • chicken • chips • coffee soft drink/fizzy drink • egg • fish • grape • ice cream • lemon • lemonade • meat • melon • milk • milkshake nuts • orange juice • pizza • rice • salad • salt • strawberry • sugar • tea • tomato • water • yoghurt



- 1b (59 Listen and repeat.
- 2a PRONUNCIATION Which words in 1a have two syllables?
 Where is the stress in these words on the first or second syllable?

apple

- 2b (60 Listen, check and repeat.
- 3a How often do you eat or drink the things in 1a? Put each word into one of these columns.

Often	Not often	Never

3b SPEAKING Work with a partner. Compare your lists. Are they similar?

I often eat bananas, but you never eat them.

No, I hate bananas!

4 LISTENING 61 Listen to four dialogues. Complet with the food and drink that the people want.

1 Two (a) with

(d)

2 One (e) and one

(f) coffee.

3 A (g) , and a (h) with (i)

4 One sandwich with (j) and one sandwich with (k)

5 SPEAKING You are hungry. Create your ideal mea using the food and drink from 1a. Tell your partner.

> I'd like pizza, with chips and a salad!

> > I'd like chicken with rice and strawberry ice cream.



What's in your food

It's lunch time.
You're hungry so
you buy yourself
a chicken burger
and a strawberry
milkshake. Yum!
But have you got
any idea what
exactly is inside the
food you're eating?

course, in the chicken burger there's some chicken. There's also some tomato and some cheese, and there's even some healthy salad with it. But there are also some extra ingredients in the chicken. For example there are at least seven or eight chemical additives. They include salt and sugar, to give extra flavour to the meat. But they also include preservatives (to stop the food going bad) and antioxidants (to protect the food from oxygen in the air). The people who make burgers can also choose to add chemical flavours - there are over 4,500 different possibilities! And before they cook the chicken, some already contain chemical hormones. These hormones help to make the chickens get big quickly. And, finally, don't forget water! Chicken burgers are 45% water. They add extra water to make the chicken look big.

So, now you're thirsty. It's time to drink some strawberry milkshake. But what's inside

T/F

T/F

T/F

T/F



that? It's just strawberries and milk, right? Wrong. There's some milk and sugar, e aren't usually any real strawberries

but there aren't usually any real strawberries in strawberry milkshakes. Strawberries are expensive and they go bad. Also, modern consumers find that the flavour of real strawberries isn't very strong or very sweet. The solution: scientists create special flavours in laboratories and then they add their secret ingredients. That means that in the end a typical strawberry milkshake can contain 60 chemicals and not one real strawberry. You've got E129, cinnamyl valerate, benzyl isobutyrate, amyl valerate ... Mmmm, delicious!

So, as you can see, a simple snack isn't that simple. That explains why we all typically consume between five and seven kilos of food additives a year! Our advice? See if there's a list of ingredients and look at it carefully before you start eating!

1 Work with a partner. Answer the questions.

What do you think the ingredients are in: a chicken burger? a strawberry milkshake?

2 READING Read the article and check your answers in 1.

3 Read the article again. Are these sentences True (T) or False (F)?

- 1 Chicken burgers and milkshakes have got very simple ingredients.

 T/F

 There is no chicken in a chicken burger.
- 3 Antioxidants stop food from going bad because of the air.
- 4 Burger companies use a total of 4,500 extra ingredients in each burger.
- 5 They don't use strawberries in strawberry milkshakes.
- 6 There is just one problem with real strawberries – they cost a lot of money.
- 7 The chemicals that scientists create are very important for making milkshakes.

4 OF CRITICAL THINKING

Think! Then compare ideas with your class.

- What does the writer do to make us agree with their ideas? Tick (✓) the ideas below and find examples of them in the text.
- a They give us facts and figures.
- b They tell us how they feel.
- c They give surprising information.
- d They ask us questions.
- 5 What do the underlined words in the text mean? Guess and then check in your dictionary.

6 SPEAKING What about you?

- 1 Do you know what is in the food you eat? Why/Why not?
- 2 How often do you eat food that is healthy and natural?
- 3 How often do you eat fast food?

I don't usually look at the list of ingredients.

Me neither. But I don't usually eat fast food.

Grammar in context



Flipped classroom: watch the grammar presentation video.

Countable and uncountable nouns

- In Read the sentences. In a, the words in blue are countable nouns. In b, the words in blue are uncountable.
 - a You've got a burger and a milkshake.
 - b There's milk and sugar.
- 1b Which list below is of countable nouns? Which list is of uncountable nouns?
 - 1 LIST A: milk, salt, cheese, juice
 - 2 LIST B: apple, banana, egg, strawberry

GRAMMAR REFERENCE ➤ PAGE 88

2 Put these food and drink words in the correct column.

> biscuit • bread • burger • butter • cheese • egg meat • rice • sugar • tomato

Countable	Uncountable
biscuit	

some/any/a/an

- 3 Read the sentences. Then match the sentence halves in the table to make rules.
 - a You buy a chicken burger.
 - b There aren't any strawberries.
 - c There's some cheese.
 - d Is there any milk?
 - e There are some extra ingredients.
 - Do you want an apple?
 - g There isn't any milk.
 - h She hasn't got a banana.

1	We use a/an with	а	uncountable nouns (water) and plural countable nouns (apples) in negative sentences and questions.
2	We use some with	b	singular countable nouns (apple, banana) in affirmative and negative sentences and questions.
3	We use any with	С	uncountable nouns (water) and plural countable nouns (apples) in affirmative sentences.

GRAMMAR REFERENCE ➤ PAGE 88

Look at the picture and complete the sentences with some, any, a/an.



1	He's got	tomatoes.
2	He hasn't got	egg.
3	He hasn't got	apples.
4	He's got	strawberries.
5	He hasn't got	bread.
6	He's got	milk.
7	He hasn't got	burger.

Complete	the dialogue wit	th some, any, a/an.			
Katy:	Excuse me, have you got				
	(a)	small pizzas with			
	tomatoes?				
Waitress:	No, sorry. We haven't got				
	(b)	small pizzas. But			
	we've got (c)	big pizza			
	with tomatoes.				
Katy:	Has the pizza go	(d)			
	cheese on it?				
Waitress:	Yes, it has.				
Katy:	OK. What about	drinks? Have you got			

Waitress: Yes, and we've got (f) apple juice too.

orange juice?

OK. I'll take the pizza and the apple juice, Katy:

please!



6a Complete the sentences about the fridge with is, are, isn't, aren't and some, any, a/an.

1 There water.

2 There orange juice.

3 There big pizza.

4 There

tomatoes.

5 There bread.

6 There cheese.

7 There apple.

8 There strawberries.

5b SPEAKING Work with a partner. Look at the fridge on this page and the one on page 156. Find differences between them.

In this fridge, there's some orange juice.

In the other fridge, there isn't any orange juice.

SPEAKING Tell your partner what food and drink you usually have or don't have in your fridge at home.

We have usually got some milk in the fridge. But we haven't usually got any ...

Containers

1a Work with a partner. Look at the photos and complete the phrases using the words in the box.

bottle • can • carton • cup • glass • packet • slice



1b (2) 62 Listen and repeat.

7 apple juice

coffee

2 Which word(s) in 1 can we usually use with these products?

1 cake a slice of cake

2 lemonade
3 milk

4 tea

5 rice

6 crisps

3a Use the words on this page to write seven true sentences about yourself.

I drink five or six glasses of water a day. I eat three or four slices of pizza a week.

3b SPEAKING Compare sentences with a partner. Are you similar or different?

I drink five or six glasses of water a day.

I eat three or four slices of pizza a week.

Me too.

I eat one slice of pizza a day!

biscuits

Planning a

BALANCED diet

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



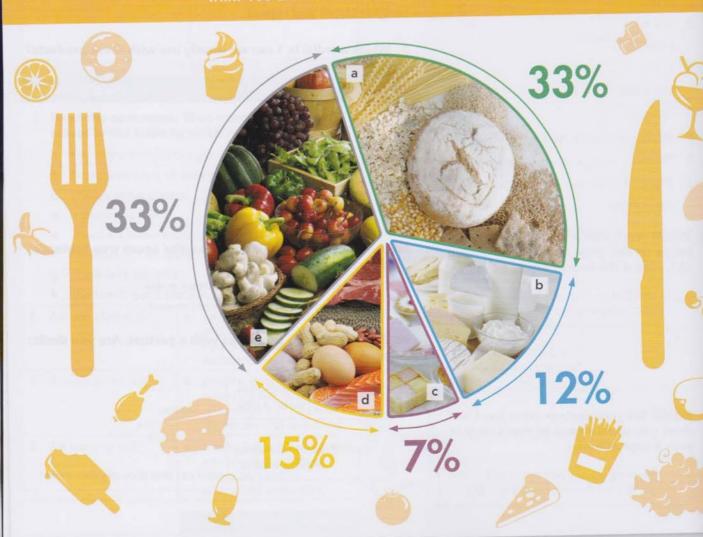
- To learn about balanced diets
- To assess your own diet
- To plan a balanced diet for the weekend

carbohydrate [n]: Carbohydrates come from pasta, rice and cereals and they give us energy. protein [n]: Proteins come from meat and fish and build and repair muscles, skin, and hair. fat [n]: Fats come from milk, meat and oil and give energy and insulation, but they are unhealthy in large quantities. balanced [adj]: A balanced diet contains a good mixture of all the different food groups.

- 1 Work with a partner. Look at the plate. Match the food groups to the different coloured sections of the plate. How many different types of food and drink on the plate can you name?
 - 1 bread, rice, potatoes, pasta
 - 2 fruit and vegetables
 - 3 foods and drinks high in fat and/or sugar
- 4 meat, fish, eggs, beans
- 5 milk and dairy foods

THE EATWELL PLATE

USE THE EATWELL PLATE TO HELP YOU GET THE BALANCE OF YOUR DIET RIGHT. IT SHOWS HOW MUCH O



2 READING Read a text about the eatwell plate and find out why it is useful and how you use it.



The eatwell plate makes healthy eating easy to understand by showing the types and quantities of foods we need to have a healthy and well-balanced diet. It shows how much of what you eat should come from each group.

YOU SHOULD TRY TO EAT:

PLENTY OF FRUIT AND VEGETABLES
Fruit and vegetables give us vitamins, fibre and energy. Most people know that they need to eat five portions of fruit and veg every day, but they don't usually do it. Fruit and veg should be about 33% of what we eat in a day.

PLENTY OF BREAD, RICE, POTATOES AND PASTA

These foods give us fibre and energy. Like fruit and vegetables, they should be about a third of what we eat in a day. Some people worry about eating carbohydrates because they think they make you fat. But these foods give us important nutrients, and low carbohydrate diets often have a lot of fat.

SOME MILK AND DAIRY PRODUCTS
Milk, cheese and yoghurt are very important
because they give us protein, vitamins and
calcium. The only problem is that they can
contain a lot of fat and this can be bad for our
hearts. So, either control how much you eat or
choose products with low fat, like skimmed or
semi-skimmed milk.

SOME MEAT, FISH, EGGS AND BEANS
These are a good source of proteins, vitamins
and minerals. Meat also contains fat, so try to
eat meat with only very little fat and prepare it
without much oil. Fish contains very important
proteins, and oily fish contains omega 3 fatty
acids. Omega 3 is good for your heart.

JUST A SMALL AMOUNT OF FOOD AND DRINKS HIGH IN FAT AND/OR SUGAR

Fat and sugar give us energy. But eating a lot of fat and sugar makes us have more energy than we need or can use. Look for low fat alternatives instead and try to eat fatty foods only occasionally. Limit cakes, sweets, biscuits and fizzy drinks that contain a lot of sugar.

So, remember to use the eatwell plate. You don't need to get the balance right at every meal. But try to get it right for a whole day or week. And try to choose options that are low in fat, salt and sugar when you can.

- 3 Read the text again and make notes about each food group. Answer these questions:
 - 1 Why is it good for you?
 - 2 Are there any possible problems?
- 4 SPEAKING Work in a small group. Is your diet balanced like the eatwell plate? Give reasons for your answers.
- 5a Think about yesterday. Did you eat five portions of fruit and vegetables? Complete the 'You' column in this table.

Yesterday	You	Your partner
Portion 1		
Portion 2		
Portion 3		
Portion 4		
Portion 5		

- 5b SPEAKING Work with a partner. Ask questions and complete the 'Your partner' column. Are you eating the right amount of fruit and vegetables?
- their favourite snacks. Watch the first half of the video or listen. Match the person with the snack.

		100
1 Amelia	a	voghurt

2	Kieran	h	fruit	or	2	milkshake
~	Rielali	D	Hull	OI	а	HIIINSHAKE

- 4 George d cereal or a cereal bar
- 7a 63 Watch the second half of the video or listen. Which two speakers think their snacks are very healthy? Which two speakers think their snacks are quite healthy? Why?
- 7b SPEAKING Work in a small group and discuss your answers.
- 7c In your group, talk about your favourite snacks. How healthy do you think they are?

LIFE TASK



You and your friends are spending a weekend together. You want to plan a balanced diet for the weekend. Work in a small group.

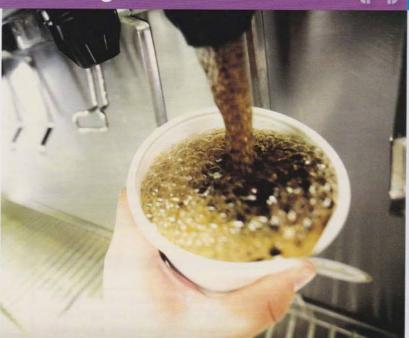
Follow this plan:

- Decide what to eat for breakfast, lunch and dinner on Saturday and Sunday. Make sure you have a balance of all the different food groups, and that your meals are attractive. Use the eatwell plate and any other information on the Internet for ideas.
- 2 Decide how to present your balanced weekend diet to the class. You could create a poster or prepare a computer presentation.
- 3 Vote for the winning weekend food plan!

Listening



Grammar in context



1 Work with a partner. Answer the questions.

- 1 Do you like fizzy drinks?
- 2 How often do you have fizzy drinks?
- 3 Do you ever buy supersize (very big) fizzy drinks?
- 4 How healthy do you think fizzy drinks are? Why?

2 LISTENING 64 Listen to a radio programme about fizzy drinks and answer the questions.

- 1 In March 2013, what did the mayor of New York want?
- Which speaker or speakers agree with the mayor?

 Claire Jack Sam Natalie

- 1 Claire
- 2 Jack
- 3 Sam
- 4 Natalie
- a The government should let people accept responsibility for their actions.
- b Coffee is the problem, not fizzy drinks.
- Some people can't control themselves and need help.
- **d** The important thing is to give the public information about fizzy drinks.
- e It's important to give the public different types of drinks.

4 SPEAKING What about you?

- 1 Do you think supersize fizzy drinks are a problem? Why/Why not?
- 2 If they are a problem, what do you think is a good solution?

I don't think it's a big problem.

I don't agree. There's a lot of sugar in fizzy drinks.

a lot of/much/many

- Read the sentences and then decide if the statements below are true or false.
 - a How much coffee do they drink a day?
 - b How many people drink coffee every day?
 - c There is/isn't a lot of sugar in these drinks.
 - d Is there a lot of sugar in fizzy drinks?
 - e There isn't much sugar in this coffee.
 - f I don't drink many fizzy drinks.
 - 1 We use *much* for uncountable nouns and *many* for countable nouns.
 - We usually use much and many in questions and negative sentences.
 - 3 We use a lot of for countable and uncountable nouns.
 - 4 We use a lot of in affirmative and negative sentences and in questions.

GRAMMAR REFERENCE ➤ PAGE 88

2 Complete the sentences with much, many or a lot of. If you can use two alternatives, write both.



	chocolate brownie.	Chocolete in a
2	There isn't	food in the
	Arctic.	

chocolate in a

1 There's

- 3 There's water in the Atlantic Ocean.
- 4 There aren't people living in the North Pole.
- 5 There isn't _____ water in the Sahara.
- 6 There are fast-food restaurants in the US.



3 SPEAKING Work with a partner. Talk about the picture using much, many, or a lot of.



There isn't much water.

- 4a Complete the questions with How much or How many.
 - fizzy drinks do you drink a week?
 burgers do you eat a month?
 eggs do you eat a week?
 - milk do you drink a week?apples do you eat a week?
 - meat do you eat a week?glasses of water do you drink a day?
 - 8 juice do you drink a week?
- 4b SPEAKING Work with a partner. Ask and answer the questions. Choose from these answers:

A lot.

Quite a lot.

Not much.

Not many.

I never eat/drink

How many fizzy drinks do you drink a week?

Not many. I prefer water or juice.

should/shouldn't

- 5 Read the sentences and choose the correct alternatives to complete rules 1 and 2.
 - a They should explain why fizzy drinks are bad.
 - b You shouldn't sell drinks that contain a lot of sugar.
 - c What should we do about the problem?
 - 1 We use should for something that it is/isn't a good idea.
 - 2 We use shouldn't for something that it is/isn't a good idea.

GRAMMAR REFERENCE ➤ PAGE 88

- 6 Complete the sentences with should or shouldn't.
 - 1 You eat fruit and vegetables every day.
 - 2 You throw cans and bottles on the floor.
 - 3 People eat fast food all the time.
 - 4 We ____ be careful about what we eat.
 - 5 You have a big lunch just before you swim.
 - 6 Young children go to bed very late.
- 7 Work with a partner. Look at the pictures. Write what the people should or shouldn't do. Use these words.

eat · open · move · play · wash · put



He shouldn't ... eat the fish.

She should ...





She should ...

He should ...





She should ...

They shouldn't ...

8a SPEAKING Work with a partner. Give advice to a friend who wants to stay healthy. Make a list of eight things they should or shouldn't do.

You should do exercise regularly.

8b Tell the class your ideas. Choose the top five ideas.

Developing speaking





Ordering food

- SPEAKING Work with a partner. Look at the menu. Would you like to eat at this café? Why/Why not?
- 2a PRONUNCIATION 65 Listen to how we say the prices for the first two meals.
- 2b Work with a partner and practise saying the prices on the menu.

Seven pounds ten or seven ten.

- 3 LISTENING 66 Listen to two people ordering food in the café. What do they order?
- 4a Complete the dialogue with sentences 1–8 below. There are eight sentences but only seven spaces.
 - 1 Regular or large?
 - 2 Are you ready to order?
 - 3 Enjoy your meal!
 - 4 That's £18.80 in total.
 - 5 Would you like a dessert?
 - 6 Here's your change.
 - 7 Can I get you anything to drink?
 - 8 Would you like chips with that?

Waitress: Hello. (a)

Jamie: Yes. Could I have a cheeseburger, please?

Waitress: Sure. (b)

Jamie: Yes, please.

Waitress: And what can I get you?

Becky: What's the chicken club sandwich?

Waitress: It's got bacon, tomato, chicken and

mayonnaise.

Becky: Great! I think I'll have that, please.

Waitress: OK, so that's one cheeseburger and chips

and one chicken club sandwich.

(c)

Jamie: Yes, I'll have a milkshake, please.

Becky: And I'd like a lemonade.

Waitress: (d)

Becky: Regular, please.

Waitress: (e)

Jamie: Here you are.

food and drinks to your table in a minute.

(q)

✓ EXAM SUCCESS

In this type of exercise, why is it a good idea to read the complete dialogue first before you try to put the sentences in position?

➤ EXAM SUCCESS page 153



SOUL CAFÉ - OUR MENU

Meals

Fish and chips	£6.50
Chicken club sandwich	£4.75
Cheeseburger	£7.10
Vegetarian pizza	£6.85

Extras

EXLIAS	
Garlic bread	£3.20
Greek salad	£4.95
Chips	£1.80
Rice	£1.50

Desserts

Cheesecake	£4.75
Chocolate brownie	£4.30
Ice cream	£3.30
Fruit salad	£3.90

Drinks	
Milkshake	£2.95
Juice	£2.10
- Lemonade -	regular £2.20
	62 00

- 4b 66 Listen again and check.
- 5 SPEAKING Work in groups of three. Practise the completed dialogue in 4a.
- 6 Complete the useful expressions in the Speaking bank. Use the dialogue if necessary.

SPEAKING BANK

Useful expressions to order food

The waiter/waitress

- Can I help you?
- Are you (a) to order?
- What can I get you?/What would you like?
- Would you like (a salad) with that?
- Can I (b) you anything to drink?
- Enjoy your (c)
- That's £17.95 in (d)
- (e) your change.

The customer

- Could I (f) a cheeseburger, please?
- I think I (g) have the sandwich.
- I'd (h) an apple juice.
- Have you got any (lemonade)?
- How much is that?/Can we have the bill?
- 7 PRACTICE MAKES PERFECT SPEAKING Work in groups of three. Prepare a dialogue to order food. Use the menu in 1 and the Speaking bank to help you. Practise it and then act it out for the rest of the class.

Developing writing

An invitation





- 1a SPEAKING Work with a partner. Talk about what you can see in the photos.
- 1b READING Match two of the invitations to the photos.

Hi Sam

It's my final exam on Saturday and I'm inviting some friends to go out and celebrate. Would you like to come? We're meeting at Fosters, the fast-food restaurant on Green Street, at seven o'clock. We're having dinner there and then we're going to the cinema to see a film. Please come!

Let me know if you can make it.

Best wishes.

Max

Ь

Hi Emma.

We're finally in our new house and we're having a party here to celebrate. It's next Friday. Can you come? And can you bring some food – pizzas, sandwiches or something? The party's starting at seven o'clock but you can come when you like.

See you there!

Alice

c

Dear Alfie.

The summer holidays are here! To celebrate, I'm inviting everyone to a picnic in the park on Wednesday afternoon. I've got some food – pizzas, sandwiches, crisps and things like that. But please bring your own soft drinks. Oh, and bring a ball. We can play football. We're starting the picnic at one o'clock. Don't be late!

Hope you can come.

Cheers,

Dan

- Ic Read the invitations again. Answer the questions for each invitation.
 - 1 Who makes the invitation?
 - 2 Why do they make the invitation?
 - 3 How do they want to celebrate?
 - 4 Where should the person go?
 - 5 What day/time should they go?
 - 6 What should they bring?

✓ EXAM SUCCESS

When you write to a friend in English, should you use contractions or not? How important is it to write texts in the correct style?

EXAM SUCCESS page 153

2 Look at the invitations again and complete the useful expressions in the Writing bank.

WRITING BANK

Useful expressions in informal invitations

- I'm (a) (some friends) to (go out/a picnic).
- It's starting at (one o'clock).
- We're meeting at (the park) at (seven o'clock).
- We're going to (the park).
- Would you (b) to come?
- Can you come?/Please come!
- Let me (c) if you can/
- (e) you can come.
- Please (f) (your own soft drinks).
- Can you (g) (some food)?
- See you there!
- (h) _____ be late!

PRACTICE MAKES PERFECT |

3a Write an invitation. Use the invitations in 1b as a model. Use the Writing bank for reference.

You are in the UK. Invite a friend to a celebration that you are planning. Include all the important information below.

- what you want to celebrate
- how you want to celebrate
- where you should meet
- what day/time you should meet
- what people should bring

WRITING BANK > PAGE 158

3b Give your invitation to another student. Can they answer all the questions in 1c for your invitation?

Language checkpoint: Unit 6

Grammar reference

Countable and uncountable nouns

- We can count apples, bananas, eggs, burgers, chips and so there is a singular and plural form. They are countable nouns.
- We cannot count some things and so we do not usually use a plural form. For example, milk, water, bread, salt, cheese. They are uncountable nouns.

some, any, a/ar

USE

 We use some with uncountable nouns and with plural countable nouns, in affirmative sentences.

We've got some water. I've got some apples.

We use any with uncountable nouns and with plural countable nouns, in negative sentences and questions. I haven't got any milk.

He hasn't got any apples.

Have you got any orange juice?

Are there any bananas?

 We use a/an with singular countable nouns in affirmative and negative sentences and in questions.
 An goes before a vowel sound.

I haven't got a burger.

He's got an egg.

Have you got an MP3 player?

a lot of, much, many

USE

- We use much, many, a lot (of) to talk about big quantities.
- We often use much in negative sentences and questions, with uncountable nouns.

I haven't got much lemonade.

Have you got much water?

 We often use many in negative sentences and questions, with plural countable nouns.

I haven't got many chips.

Have you got many eggs?

 We use a lot of in affirmative and negative sentences and in questions, with countable and uncountable

I've got a lot of apples.

I haven't got a lot of tomatoes.

Have you got a lot of water?

 We use of when a lot comes before a noun. But when there is no noun after a lot we do not use of.

I've got a lot of bananas.

Are there any bananas? Yes, there are a lot.

should/shouldn't

Affirmative	You should eat fruit and vegetables.
Negative	You shouldn't eat a lot of cakes and chocolate.
Question	Should I eat fish?
Short	Yes, you should./No, you shouldn't.

USI

 We use should to talk about things that it is a good idea to do.

You should drink milk because it's good for you.

We use shouldn't to talk about things that it is not a good idea to do.

You shouldn't eat a lot of sugar because it's bad for your teeth.

Vocabulary

Food and drink apple • banana • beans • biscuit • bread • burger • butter • cake • cheese • chicken • chips coffee • soft drink/fizzy drink • egg • fish • grape • ice cream • lemon • lemonade • meat • melon • milk milkshake • nuts • orange juice • pizza • rice • salad • salt • strawberry • sugar • tea • tomato • water yoghurt

Containers bottle • can • carton • cup • glass • packet • slice

Other words and phrases ➤ page 149

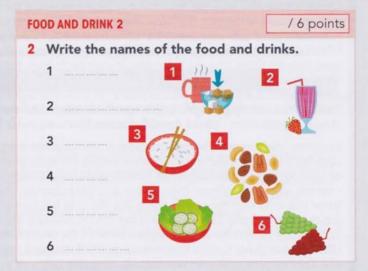
Grammar revision Countable and uncountable nouns / 4 points some, any, a/an / 6 points Are these words countable (C) or 2 Look at the picture. Complete uncountable (U)? the sentences with is, isn't, are, aren't and some, any, a/an. 1 bread 5 rice There 4 There 2 salt 6 cheese bread. apples. 3 7 burger sugar There There 4 biscuit 8 milk bananas. water. 3 There 6 There milk. egg. should/shouldn't a lot of, much, many /5 points /7 points 4 Write complete sentences giving good advice. 3 Choose the correct alternative. If both alternatives are correct, choose both. Use should or shouldn't.

- There are a lot of/much biscuits in the packet.
- 2 There isn't much/many milk in the fridge.
- 3 Is there a lot of/much water in the bottle?
- 4 Have you got many/much tomatoes?
- 5 There's a lot of/many rice.

- 1 You/write carefully in exams.
- 2 Young children/watch very violent films.
- 3 You/look before you cross the road.
- 4 People/help their friends.
- 5 You/talk when the teacher is talking.
- 6 Everyone/eat a balanced diet.
- 7 You/speak on your mobile phone in the cinema.

Vocabulary revision.

/ 6 points **FOOD AND DRINK 1** Complete the sentences with some of the words in the box. bread • chips • eggs • ice cream juice • meat • milk • tomatoes from cows. 1 We get 2 You make from potatoes. 3 You need to make a burger. You can make from oranges. Chickens give us Hike in the summer as it's cold.





✓ Gateway to exams: Units 5-6

Reading .

➤ TIP FOR READING EXAMS

In matching activities, remember ...

First, read all parts of the text. Then, read the pieces of information you need to find. Try to find the places in the text where the information is. Read them again slowly.

➤ EXAM SUCCESS page 152

1 Work with a partner. Look at the two people in the photos. Do you know who they are? What do you think they have in common? Make a list of ideas.



2 READING Read the text. Does it talk about any of your ideas in 1?

They're rich and famous. Oprah Winfrey and Angelina Jolie also give money to help others.

Oprah Winfrey is one of the most famous TV presenters in the world. She was also an actress in the film *The Colour Purple*. Now, she's an important and successful businesswoman too. She became the first ever African-American billionaire. But her life as a child was difficult and she knew all about being poor. Perhaps that's why she helps people with her money. For example, she gave money to help the victims of Hurricane Katrina in New Orleans and she went there to help them in person. In 2007, she began a school in South Africa to help poor girls to get a good education. She even has her own charity organisation, Oprah's Angel Network.

Angelina Jolie is one of the most famous actresses in the world and she uses her money and fame to help other people. For example, she does a lot of work for an organisation called UNHCR. This organisation helps refugees – people who have to leave their homes and live in camps. She often visits these places to help the people there. But she uses her own money to pay for her trips and she doesn't sleep in five-star hotels. She works and lives in the same conditions as the people who work for UNHCR. In 2012, the UNHCR named her Special Envoy because of all the good work she did. She was the first person to ever take this job. Angelina helps other charities too, such as the Malala Fund. This was started by a fifteen-year-old girl called Malala Yousafzai. It helps young girls in Afghanistan and Pakistan go to school instead of work. Thanks to all her charity work, Jolie was the first person to win the Citizen of the World award.

3 Read the text again. Are the sentences about Oprah Winfrey (OW), Angelina Jolie (AJ), or both (B)?

1	She received an award for her charity work.	OW/AJ/
2	She started her own organisation to help others.	OW/AJ/
3	She does two or three different jobs.	OW/AJ/
4	She visits people who need help.	OW/AJ/
5	She had problems when she was young.	OW/AJ/

6 She doesn't want special conditions when she goes to help other people.

7 She went from having no money to having a lot of money. OW/AJ/B

OW/AJ/B

Listening .

> TIP FOR LISTENING EXAMS

In activities where you complete notes, remember ...

Be careful with the spelling of simple words. If not, you could lose marks.

➤ EXAM SUCCESS page 152



- 4 Work with a partner. What do you know about Walt Disney and his cartoons or films?
- 5 LISTENING 67 Listen to a TV quiz and complete the notes.



- Walt Disney created the famous character (a) in 1934.
- After school, Walt Disney studied (b)
- Walt Disney made the film
 Fantasia in (c)
- Walt Disney won(d) a record!
- Walt Disney built the original Disneyland in (e)
- He was (f) ______ years old when he died.
- Walt Disney's Snow White was the first ever (g)
- Mickey Mouse had

 (h) and a thumb
 on each hand!

Use of English

> TIP FOR USE OF ENGLISH

In activities where you must put sentences in a dialogue, remember ...

First, read the complete dialogue. This helps you to understand the general situation.

- ➤ EXAM SUCCESS page 153
- 6 What does Helen say to Daniel? Complete the dialogue with sentences A-H. There are two extra sentences.

Daniel: Where did you go for your

holidays last year?

Helen: 1 G

Daniel: Did you go by plane?

Helen: 2

Daniel: What did you do when you

got there?

Helen: 3

Daniel: Spanish food is great. I'd love

to go one day!

Helen: 4

Daniel: I also want to go to Italy

one year.

Helen: 5

Daniel: That's a good idea. My older

brother went last year and he

had a great time.

Helen: 6

Daniel: Yes, hotels are very expensive.

But first we have to speak to

our parents!

- A Why don't we go there next year with two or three of our friends?
- B No, my dad hates flying.
- C I know. I love staying in campsites.
- D We can stay on campsites.
- E No, we didn't eat paella.
- Mostly sightseeing because there are some beautiful cities there. And we went to lots of cafés and restaurants.
- G My family and I went to the south of Spain.
- H You should. There are a lot of things to see and do.
- SPEAKING Work with a partner. Practise the completed dialogue in 6.

> TIP FOR WRITING EXAMS

In writing exams, remember ...

When you write to a friend, you should use contractions and short, direct sentences. In informal invitations, use informal expressions like Hi Pete, Can you come?, Let me know if you can make it., etc.

➤ EXAM SUCCESS page 153

8 Read this invitation and answer the questions.

Dear Mr Franklin.

On Saturday morning, a friend is arriving from the US. To celebrate this, my parents and I have decided to have a barbecue in our garden. We are inviting you to come to this barbecue. The barbecue starts at six o'clock in the evening. We are asking guests to bring drinks, but it is not necessary to bring food.

Please inform me if you can come.

Jonathan Smith

- 1 Who makes the invitation?
- Why do they make it?
- What is the invitation for?
- 4 Where should the person go?
- 5 What day/time should they go?
- 6 What should they bring?
- 7 Is the invitation formal or informal? Why?
- Write an informal invitation to a friend. Use the information in 8 as a model for the information you need to include.

'CAN DO'PROGRESS CHECK UNITS 5-6

CEF

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

			1	4.			ř
ୀ	=	can	do	IT	verv	well	

3 = I have some problems.

- 1		-	200	The state of the state of	44
2 =	can	do	it	auite	well

4 = I can't do it.

- a I can talk about the past using the past simple negative and question forms, and the past continuous.
- b I can talk about different jobs and places of work.
- c I can understand simple written and spoken texts about culture and writers.
- d I can talk about past events.
- e I can write short stories.
- I can talk about quantities with some, any, a/an, a lot of,
- g I can talk about good or bad ideas using should/shouldn't.
- h I can name different food and drink.

1 Look again at my book/notes.

- I can order food and drink in a café or restaurant.
- I can write a short invitation to a celebration.
- 2 Now decide what you need to do to improve.
- - 2 Do more practice exercises. > WORKBOOK Units 5 and 6

- 3 Ask for help.
- 4 Other:

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Vocabulary



Wild animals and insects

la Work with a partner. What do you think these photos show? Use words in the box to help you. Use your dictionary if necessary.

alligator • bear • bee • eagle • jellyfish • lizard • scorpion shark • snake • spider • tiger • wolf

1b 68 Listen and repeat.

2a Put the words from 1 in the correct column(s).

Land	Water	Air	
		The state of the	

- 2b How many other animals and insects can you add to the columns in three minutes?
- 3 SPEAKING Work with a partner and answer the questions.
 - 1 Which animals and insects in 1 bite? 2 Which sting?

The natural world

4a Match the words to the features in the picture.

- 4b a 69 Listen and repeat.
- 5 LISTENING 70 Listen. What can you hear? Use a word from 1a or 4a for each sound.

1	3	5	
_		,	

- 6 SPEAKING Work with a partner. Take it in turns to ask and answer the questions. If the answer is yes, give the name and any other information.
 - 1 Are there any mountains or hills near your home?
 - 2 Do you live near a forest?
 - 3 Is there a lake near where you live?
 - 4 Do you live on an island, or is there an island near your home?
 - 5 What river or rivers are near your home?
 - 6 Are there any big waterfalls in your country?













- Id Work with a partner. What can you see in the photo? Do you know anything about this man, Bear Grylls? If so, what?
- 1b READING Read the article quickly. Does it mention any of your ideas in 1a? What is the main topic?

_D BEAR



ear Grylls loves to be out in the wild

Bear's new series is going to be quite different from his others. For a start, he isn't going to be alone in the wild. In fact, he's going to take 20 people to New Zealand's South Island. These people are going to compete in pairs and the winning pair is going to win a prize of \$500,000! The contestants are going to have to make fires and a shelter, go through obstacles, keep safe and dry at night, and, of course, find food. That isn't going to be easy. People who watch Bear in action know that in the wild he has to eat some very unusual things to survive - snakes, scorpions and insects of all types.

Bear chose New Zealand's South Island because of its forests, mountains and rivers. The weather can be quite stormy and extreme, too. So, all in all, for the contestants it's going to be a difficult test, both physically and emotionally.



Bear Grylls never stops. Last year, he wrote another book, A Survival Guide for Life. He also started his very own Bear Grylls Survival Academy. And soon he's going to be back on TV with a new series, Get Out Alive with Bear Grylls.

And Bear? Is he going to watch them from a comfortable TV studio? No way! He's going to travel with them and show them how to survive in extreme conditions. And he's also going to be the one who decides which pair should win the prize. He wants to see teamwork and determination. Above all, he wants to see how ordinary people can become heroes.

So, what does Bear do when he isn't making TV shows in the wild? Well, he loves spending time with his wife and three sons. He also runs and does yoga - he does exercise for about 60 minutes a day, six days a week. Doing yoga helps his back - he broke it in three places when he jumped from a plane and his parachute didn't work. And what about cooking? Because Bear is famous for eating wild animals and insects, his friends don't go to his house for dinner when they know that he's cooking!

Read the article again and choose the best answers.

- 1 Bear's new series is different because ...
 - a it isn't about survival.
 - b he teaches people about survival in his new school.
 - c he isn't the only person in it.
- 2 The winners of the series ...
 - a get \$500,000 each.
 - b need to do a variety of things to win.
 - c need to eat snakes and scorpions to win.
- 3 New Zealand is perfect for the series because ...
 - a it has beautiful geographic features.
 - **b** the weather there is usually extremely good.
 - c it isn't easy to survive there.
- 4 The idea of the programme is to show that ...
 - a we can all become heroes.
 - b we are all heroes.
 - c being a hero is nothing special.
- 5 At home, Bear ...
 - a does yoga with his family.
 - b does about six hours of exercise a week.
 - doesn't rest.

- 6 Bear's friends ...
 - a never receive invitations to eat at Bear's home.
 - b are worried that Bear will prepare unusual food.
 - know that Bear never cooks at home.

CRITICAL THINKING

Think! Then compare ideas with your class.

- Can you think of somebody who you think is a real-life hero? In your opinion, what makes a hero?
- 4 What do the underlined words in the text mean? Guess and then check in your dictionary.
- 5 SPEAKING What about you?
 - 1 What are your favourite outdoor activities?
 - 2 Could you survive in the wild? Why/Why not?

I like walking in the mountains.

I prefer playing football and tennis.

Grammar in context



be going to

1 Read the sentences and answer the question.

- a He's going to take twenty people to New Zealand.
- b He isn't going to stay in the TV studio.
- c Is he going to go with the contestants?

We use **be going to** to talk about future plans and intentions. What part of the verb comes after **be going to**?

GRAMMAR REFERENCE ➤ PAGE 102

2a PRONUNCIATION 71 Listen to the dialogue. How is going to pronounced?

- A: What are you going to do tomorrow?
- B: I'm going to meet my friends.
- A: Are you going to go out?
- B: No, we're going to watch TV.

2b 71 Listen again and repeat the dialogue. Practise saying going to.

3 Complete the dialogue with the missing words.

- Al: What do you think? What (a) going to happen in Bear Grylls' programme tonight?
- Jo: I don't know. But I think they (b)
 going to show him in the Sahara tonight.
- Al: What's he going to (c) ? There isn't much water there.
- Jo: No, there isn't. And he (d) going to find much food in the desert. I hope he isn't going (e) eat insects!
- Al: So, (f) you going to watch it tonight?
- Jo: Yes, I (g)

 (h)

 going to watch the part where he's eating because we're going to

 (i)

 dinner while we watch!

4 Match the people with their future plans. Write sentences with be going to.
Katie's going to buy a pet spider.

- a make a TV series about wildlife.
- b live on an island.
- c jump down a waterfall.
- d buy a pet spider.
- e write a book about bees.
- f build a house in the country.

5a Make questions with be going to.

presentation video.

1 Rose and Tyler/live on an island?

Are Rose and Tyler going to live on an island?

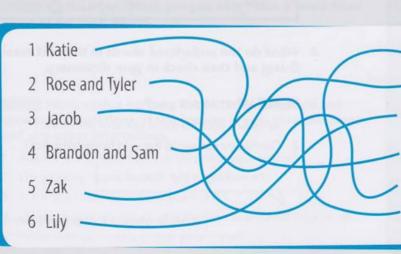
Flipped classroom: watch the grammar

- 2 What/Jacob/do?
- 3 Brandon and Sam/jump down a waterfall?
- 4 Zak/buy a pet spider?
- 5 What/Lily/do?
- 6 Katie/make a TV series about wildlife?
- 7 Who/build a house in the country?

5b SPEAKING Work with a partner. Take it in turns to ask and answer the questions.

Are Rose and Tyler going to live on an island?

No, they aren't.





6a SPEAKING Work with a partner. Imagine you are going to spend 48 hours in the wild. Look at the objects. Talk about how each one is going to be useful.

The water is going to be useful for drinking.



a bottle of water

a packet of biscuits







some string

a notebook and pencil





a mobile phone

a blanket





a box of matches

a plastic bag

- 6b You can only take three of the nine objects. Individually, decide which three objects you want to take.
- 6c Work in a group of three. Compare your ideas in 6b. Decide together which three objects your group is going to take and why.
- 7a Think of two big plans you have for the future and write them down. Give your sentences to your teacher.

I'm going to be a famous adventurer. My brother and I are going to start a band. I'm going to write a novel.

7b Listen to your teacher read out some of your sentences. Who do you think wrote each sentence?

The weather

Id Work with a partner. Match the adjectives to the pictures.



1b Now match the nouns with the adjectives in 1a.

- 2 Complete the sentences with the correct forms of the words given.
 - 1 At the moment, it's (rain).
 - 2 It's very (sun) here in August.
 - 3 Yesterday, it was (wind).
 - 4 There is usually (snow) here in January.
 - 5 Here we never have big (storm).
 - 6 We don't have much (fog) here.
 - (cloud) here in July.
- 3a SPEAKING Work with a partner. Are the sentences in 2 true or false for where you live? Correct the false sentences.

At the moment, it isn't rainy. It's sunny.

3b What is your favourite weather and why?

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



- To interpret information presented visually and numerically
- To learn about infographics
- To present information using visuals and numbers

icon [n]: Picture 1 colour coding [n]: Picture 5 pie chart [n]: Picture 2 diagram [n]: Picture 4 pictogram [n]: Pictures 3 and 6 bar graph [n]: Picture 7 line graph [n]: Picture 8

Work with a partner. Look at the photo. It shows an Amur tiger, also known as the Siberian tiger. Do you know anything about this tiger? Can you guess anything about it, e.g. where it lives, what it eats, etc.?

2a Look at these statements about the Amur tiger. What do the underlined words mean? Use your dictionary if necessary.

1	A big male Am	nur tiger is abo	ut 350 cm long.	T/F

- 2 Amur tigers live mainly in Russia. T/F
- 3 Amur tigers are carnivorous.
- 4 The population of Amur tigers in Russia fell in the 1980s. T/F
- 5 The population of Amur tigers in China is rising. T/F
- 6 Amur tigers live at the top of mountains.
- 7 The Amur tiger is an endangered species. T/F

2b Look at the information below. Are the sentences in 2a True (T) or False (F)?

EXTINCT

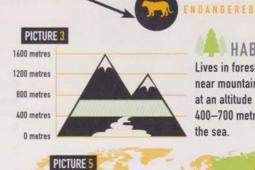
PICTURE 1

THREATENED



POPULATION DISTRIBUTION:

- in Russia 90% (approximately 450);
- in China 10% (approximately 22)

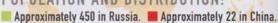




Lives in forest areas near mountain rivers. at an altitude of 400-700 metres above the sea.







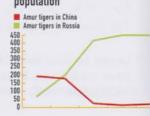
PICTURE 7

Changes in the Amur tiger population (approximate numbers)



PICTURE 8

Changes in the Amur tiger population



PICTURE 6



350cm

BODY OF A MALE:

Maximum length 350cm. Weight approximately 250 kilos/3 human males.



- 3 READING Read this text about infographics. Answer the questions. When you finish, compare answers with a partner.
 - 1 What are infographics?
 - 2 Why are they useful?
 - 3 Which historic examples of infographics does the text give?

A quick introduction to infographics

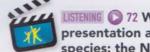
There is an old expression in English which says 'A picture is worth a thousand words'. That really is the key to infographics. Infographics are visual presentations of information. By using infographics you can give lots of information, even complicated information, in a very fast, clear, direct and memorable way. The visual elements help to make information attractive and interesting. They can include graphs, pie charts, maps, colour coding, diagrams, icons and tables. These make it easy to present a lot of statistics and facts in a compact space.

Infographics are not new. We could even say that Egyptian hieroglyphics are examples of infographics. The map of the London Underground is a great example too. It takes a complex network of train lines and transforms them into a colourful, clear, attractive diagram which is easy to use. In 1972 and 1973, NASA took infographics into space. The idea was that if people on different planets found the pictures, they could understand all the basics about our planet without needing any translation!



4 Read the text again and answer these questions.

- 1 How do infographics improve the presentation of information?
- 2 What different types of visuals can we use for infographics?
- 3 Why is the map of the London Underground a good example of infographics?
- 4 How and why did NASA use infographics in the 1970s?



LISTENING 72 Watch or listen to a presentation about another endangered species: the Northern White Rhino.

Complete this information about the animal.

1	Lives:	
2	Weight in kilos (male):	
3	Body colour:	100
4	Eating habits:	7
5	Status:	
6	Population in 1960:	
7	Population now:	
		V

6 SPEAKING Work with a partner and discuss these questions.

- 1 Did you think that the visuals in the presentation were effective? Why/Why not?
- 2 Do you like receiving information in a visual way? Why/Why not?
- 3 Do you use graphs, charts and diagrams in other school subjects? Which one(s)?

LIFE TASK



You are going to prepare a presentation to make people aware of another endangered species. Work in a small group.

Follow this plan:

- 1 Choose an animal in danger of extinction. A good place to start looking is at the website of the World Wildlife Fund.
- **2** Find interesting information about your animal. For example, find out about:
 - eating habits
 - body
 - population and distribution
 - habitat
 - changes in the population
 - endangered status
 - reasons for being endangered
 - how to help
- 3 Find or create graphs, pictures, diagrams, pie charts, etc. to present your information.
- **4** Give your presentation, explaining the information.

Listening



Grammar in context

SPEAKING Work with a partner. Answer the questions.

- 1 Do you like visiting zoos, safari parks and/or wildlife centres? Why/Why not?
- 2 When was the last time that you went to one of these places?
- 3 What can you usually do in these places?

2 LISTENING 73 Listen to a radio advert for a wildlife centre and answer the questions.

- 1 What's the name of the wildlife centre?
- 2 Do they have giant pandas there?
- 3 Which days is the wildlife centre open?
- 4 How much does it cost if you're 14 years old?

3 73 Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- 1 There is a safari area where you can drive, and another where you can walk. T/F
- 2 There are five shops and four restaurants at the wildlife centre.
- 3 You can travel on a special bus there. T/F
- 4 On 20th March, they are going to have some new animals.
- 5 Somebody is going to make a TV programme at the wildlife centre. T/F
- 6 The wildlife centre is open five hours a day.
- 7 A ticket for a 16-year-old is £15. T/F



will/won't

- 1 We use will and won't to talk about future facts and predictions. Read the sentences and answer the questions.
 - a You'll have a great time!
 - b Have a wild day out that you won't forget.
 - c What will the lions do if the car windows are open?
 - 1 What are the contractions for will and will not?
 - 2 What part of the verb comes after will and will not?

GRAMMAR REFERENCE ➤ PAGE 102

2a What's your opinion? Complete the predictions with will or won't and the verb given.



- 1 Polar bears (disappear) soon.
- 2 The weather _____ (change) a lot in the future.
- 3 Next summer, it (be) very hot.
- 4 Lots of people (drive) electric cars in 20 years.
- 5 There (be) food for everybody in the future.
- **6** The ice at the North Pole (disappear) in the next 25 years.
- 7 People (eat) meat in the future.

2b SPEAKING Work with a partner. Compare your sentences.

Polar bears won't disappear soon.

I disagree. I think they will disappear!



- 3 SPEAKING Work with a partner. Take it in turns to ask and answer these questions. Use short answers to reply.
 - 1 Will it be sunny tomorrow?
 - 2 Will Argentina win the next football World Cup?
 - 3 Will fashions change much in the next five years?
 - 4 Will people live on the moon one day?
 - 5 Will this class finish late today?
 - 6 Will school be open on Sunday?
 - 7 Will scientists find a cure for cancer?
 - 8 Will humans go to Mars?

Will	it be sunny tomorrow?
7/	

Yes, it will!

4a Look at these questions. Think of two similar questions.



Will you	Me	Student 1	Student 2
get married?			
live in another country?			
go to university?			
have children?			
appear on TV?			
be rich and famous?	l eater		
drive a sports car?			
?			
?			

- 4b Answer each question by completing yes or no in the 'Me' column.
- 4c SPEAKING Use the questions to interview two other students and note down their answers.

get r	marrie	ed?
9	get i	get marrie

Yes, I will.

Present continuous for future

- 5 We can use the present continuous: (1) to talk about things that are happening now or (2) to talk about fixed plans for the future. Read the sentences. Which are (1) and which are (2)?
 - a What are you doing next weekend?
 - b Why is the lion making that noise?
 - c He can't hear you because he's listening to the radio.
 - d On 20th March we're opening a new section.

GRAMMAR REFERENCE ➤ PAGE 102

6 Complete the dialogue with the correct form of the present continuous for future.

Marc:	Hi, Lucy. What (a)	you
	(0	do) tonight?
Lucy:	I (b)	(go) to my cousin's party.
Marc:	(c) her anything?	you(take)
Lucy:	Yes. This afternoon (make) a cake for h	
Marc:	I (e) afternoon. Can I co	(not do) anything this ome and help?
Lucy:	me. You just want f	u! You don't want to help free cake! Anyway, you (help) Tom with his maths ernoon.
Marc:	You're right! I promount completely forgot!	nised him yesterday. I

7a Complete the questions using the correct form of the present continuous for future.

1	What	(you/do)
	tonight?	
2	What are	(you/do)
	after school tomorrow?	
3	Where	(you/go)
	on Saturday?	
4		(your parents/eat out)
	this weekend?	
5		(you and your friends/
	meet) on Sunday?	
6	What time	(you/finish)
	school today?	

7b SPEAKING Work with a partner. Ask and answer the questions.

What are you doing tonight?

Nothing special. I'm doing my homework.

Developing speaking



Making suggestions and plans

1 SPEAKING Work with a partner and answer the questions.









- 1 What places can you see in the photos?
- 2 What other places can you go to at the weekend or in the holidays?
- 3 What can you do in each of these places?
- 2 LISTENING (2) 74 Listen to two people talking about next week. Answer the questions.
 - 1 Where do they decide to go?
 - 2 When do they decide to go?
 - 3 Where do they decide to meet?
 - 4 What time do they decide to meet?

Jack: Next week we're on holiday. Are you doing anything?

Paul: No, nothing special.

Jack: Shall we go out one day?

Paul: Yes, sure.

Jack: Why don't we go and (a)

Paul: OK. Let's go on (b)

Jack: Sorry, I'm busy on (c) little brother to the (d) with his friends.

Paul: What about (e) ? Are you free then?

Jack: Yes, that's fine.

Paul: Let's meet (f) at (g)

Jack: OK. See you there!

4 Look at the words and expressions in the Speaking bank. Which three expressions do not appear in the dialogue in 3?

SPEAKING BANK

Useful expressions to make suggestions and plans

Asking about somebody's plans

- Are you doing anything (on + day/at +
- Are you free (on + day/at + time/then)?
- Do you want to (verb in the infinitive)?

Making suggestions

- Why don't we (verb in the infinitive)?
- Shall we (verb in the infinitive)?
- Let's (verb in the infinitive).
- What about (noun/verb + -ing)?

Accepting suggestions

- Yes, sure/that's fine.
- OK./Great

Rejecting suggestions

- Sorry, I can't.
- Sorry, I'm busy.
- 5a SPEAKING Work with a partner. Act out the dialogue in 3 but use different words for a-g.
- 5b Change roles and act out the dialogue again.

✓ EXAM SUCCESS

When you do a speaking exam in pairs, is it important to listen to what your partner says? Why/Why not?

➤ EXAM SUCCESS page 153

6 PRACTICE MAKES PERFECT SPEAKING WORK with a partner. Do the role-play using the dialogue in 3 and the Speaking bank to help you.

Student A: Begin the activity. Look at page 155.

Student B: Look at page 156.

Next week you and your partner are on holiday. You want to go out together one day. Decide where to go and on which day. Agree where and when to meet.

Developing writing

A short message

1 READING Look at this email message. What three things does George want to know?



Good to hear from you! And it's great news that we're meeting at the weekend. I know we're meeting at the stadium, but what time are we meeting? I think the last time I went to the stadium was when we went in the summer to see that Justin Timberlake concert. What American football game are we going to see on Saturday? By the way, I saw Ben the other day. You know he never goes out during the week but he's usually free at the weekend. Shall we invite him to come too? Let me know what you think.

That's all for now. See you on Saturday! George

2 Read this reply to George's message. Does it contain the three pieces of information that George wanted to know? Is it clear?

Hi George,

We're meeting at five o'clock on Saturday afternoon. The game is at 5.30, so we'll have time to get hot dogs and stuff before the start. We're going to see the Miami Dolphins play the New York Giants. They say American football is really good. I didn't know that Ben is around this weekend. Sure, let's invite him to come with us. I'll call him tomorrow when I get home after school.

See you soon!

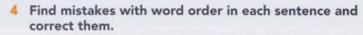
Dan

3 Read the information in the Writing bank. Look at the two messages again and find an example sentence for each piece of information.

WRITING BANK

Basic English word order

- Affirmative and negative sentences in English often follow this basic order: subject + verb + object.
- In questions, only the auxiliary verb (and not the main verb) goes before the subject.
- Adjectives go before nouns.
- Adverbs of frequency go before the main verb.
- Adverbs of frequency usually go after the verb to be.



- 1 My friends and I go always to the lake at the weekend.
- 2 Where will go your friends on Saturday morning?
- 3 I think that in Lima lives Jo.
- 4 In my opinion, this is a place very normal to live.
- 5 We never are ready for changes in the weather.
- 6 When we got to the safari park started the rain.
- 5 Read this message. Make a note of the three main things that Paula wants to know.

ш.

I can't believe that in three weeks I'm going to be there in your house. It's going to be brilliant! What will the weather be like in August? Will it be sunny? I need to know so that I can decide what clothes to bring. In general, can you tell me about the area where you live? Oh, and are we going to do any sport when I'm there? I always go walking or running when I can.

Write back soon,

Paula

Hi!

Work with a partner. Imagine that Paula is writing to you. Make notes with information to give her in your reply.

PRACTICE MAKES PERFECT

7 Look at the task. Use the emails in 2 and 5 as a model. Use the Writing bank for reference and to check your message.

Read the message from your friend Paula. Write a short message to her and answer all her questions.

WRITING BANK > PAGE 159

✓ EXAM SUCCESS

Is it easy to read your handwriting? Show it to other students. Do they agree? How important is good handwriting in an exam?

EXAM SUCCESS page 153

Language checkpoint: Unit 7

Grammar reference

be going to

FORM			
Affirmative	I/You/He/She/We/They + am/are/is + going to + verb I'm going to survive.		
Negative	I/You/He/She/We/They + am not/aren't/isn't + going to + verb She isn't going to read.		
Question	Am/Are/Is + I/you/he/she/we/they + going to + verb? Are we going to eat?		
Short answers	Yes, I/you/he/she/we/they + am/are/is. No, I/you/he/she/we/they + am not/aren't/isn't. Yes, I am. No, they aren't.		

USE

- We use be going to to talk about plans and intentions for the future. We're going to go to New Zealand. I'm going to make a fire.
- After be going to, we use the verb in the infinitive.

She's going to sleep outdoors.

They're going to travel together.

will/won't

FORM	
Affirmative	I/You/He/She/We/They + will ('ll) + verb I will go.
Negative	I/You/He/She/We/They + will not (won't) + verb They won't win.
Question	Will + I/you/he/she/we/they + verb? Will he pass?
Short answers	Yes, I/you/he/she/we/they + will. No, I/you/he/she/we/they + won't. Yes, she will. No, they won't.

USE

- We use will and won't to talk about the future and make predictions. We'll pass our exams. It'll be sunny tomorrow.
- The contraction of will is 'll. The contraction of will not is won't.
- After will and won't, we use the verb in the infinitive without to. They won't win the competition. I'll write a book one day.

Present continuous for future

- We use the present continuous to talk about future plans that are confirmed. Tomorrow, I'm visiting the safari park. I bought the tickets yesterday.
- When we use the present continuous to talk about the future we often use time expressions like tomorrow, next week or on Friday.

Vocabulary _

Wild animals and insects alligator • bear • bee • eagle • jellyfish • lizard • scorpion • shark • snake spider • tiger • wolf

The natural world field • flowers • forest • grass • hill • island • lake • mountain • river • sky • valley waterfall

The weather cloud/cloudy • cold • dry • fog/foggy • hot • ice/icy • rain/rainy • snow/snowy • storm/stormy sun/sunny • warm • wet • wind/windy

Other words and phrases > page 150

be going to

/7 points

1 Look at Daniel's plans. Write sentences and questions with the correct form of be going to.

Mon – visit a friend in hospital
Tue – do homework
Wed – tidy bedroom
Thur - go for a run
Fri – call friends

1 On Monday/visit his mum in hospital.

On Monday, he isn't going to visit his mum in hospital.

- 2 On Tuesday/do the shopping.
- 3 On Tuesday/do homework.
- 4 On Wednesday/tidy bedroom?
- 5 Yes. (Write a short answer for the question in 4.)
- 6 On Thursday/go for a run.
- 7 What/do on Friday?
- 8 On Friday/have a party.

/7 points

Present continuous for future

/ 4 points

2 Complete the dialogue with will or won't.

Journalist: Professor, in y	our opinion, what
(a) happ	en to polar bears in
the future? (b) completely?	they disappear
Professor: No, they (c)	
the future (d)	
	ar bears (e)
disappear.	
Journalist: Why?	
Professor: It (f)	be easy for polar
	the icy regions where polar
bears live (g)	disappear.

3 Complete the sentences with the correct form of the present continuous. Then choose P if they talk about the present and F if they talk about the future.

1	Why yo	u (cry)?	P/F
2	We	(not play) tennis	
	tomorrow morning.		P/F
3	This summer, we	(fly)	
	to London.		P/F
4	1	(go) to university	
	when I finish school.		P/F

Vocabulary revision .

WILD ANIMALS AND INSECTS

/7 points

1 Complete the words with vowels.

1	w I †
2	jllyfsh

THE WEATHER

/7 points

2 Choose the correct alternative.

- 1 At the top of Everest it's very ice/icy.
- 2 Today, there were a lot of white clouds/cloudy.
- 3 In the Sahara, it's very dry/wet.
- 4 They couldn't see anything because it was really windy/foggy.
- 5 Last night, there was a terrible storm/stormy.
- 6 It rains/rainy a lot in Britain in the winter.
- 7 40°C is really warm/hot.

THE NATURAL WORLD

/8 points

3 Label the pictures.

















Feelings

1a Work with a partner and answer the questions. Use the words in the box to help you.

angry • bored • confused • disappointed • excited • frightened • happy interested • relaxed • sad • stressed • surprised • tired • worried

- 1 How do the people in the photos feel?
- 2 What reason(s) could they have for feeling this way?











- 1b 2 75 Listen and repeat.
- 1c Look at all the words in the box. Decide if each feeling is good (G), bad (B) or if it depends (D).
- 2 LISTENING 76 Listen to five dialogues. How do the people feel? Choose one adjective from 1 for each person.

1 ______

4

3

3a Think about when you have the feelings in 1 and write sentences.

I feel confused when I'm in a maths class.

3b SPEAKING Read your sentences to your partner in a different order, but don't say the adjective. Can your partner guess it?



Personality

4 Complete the sentences with these words.

cheerful • hard-working • intelligent • kind • lazy • quiet responsible • serious

- 1 A _____ person helps other people and is good to them.
- 2 An _____ person understands and learns things quickly.
- 3 A _____ person doesn't like working or making an effort.
- 4 A person is usually happy and friendly.
- 5 A person is reliable and does all the things that they should do.
- 6 A person doesn't talk much.
- 7 A _____ person thinks carefully about things and does not laugh much.
- 8 A person puts a lot of effort into their work.
- 5a Write three sentences about yourself using adjectives in 4.
 - 1 I think I'm a cheerful person because I'm usually happy.
 - 2 I can be lazy sometimes because I like sleeping and relaxing.
 - 3 I'm not quiet because I talk a lot.
- 5b Give your piece of paper to your teacher. Your teacher will read out sentences. Can you guess which person wrote the sentences?



HAPPY TEENAGERS?



In 2013, UNICEF wanted to find out if children and teenagers in rich countries are happy. They discovered that youngsters in the Netherlands are top for general well-being. Then come four Nordic countries. Out of 29 countries, the UK was only 16th and the US 26th.



Jake23 Shared publicly - 21 Oct 2014



I don't care if Dutch children are happier than British kids or if American teenagers are sadder than Swedish teenagers. What about all the young people who live in poorer countries? That's what we should be worried about. In richer countries, kids feel bad if their mobile phone is older than their friend's. It's easy to forget that a lot of kids in the world haven't got any modern gadgets. In fact, maybe they haven't got a school to go to, or clean water to drink. I think it's more important to think about those kids than the lucky ones who have everything.



June8 Shared publicly - 12 Oct 2014



We usually think that the US and the UK are super-rich countries. But there are a lot of very poor families there as well as rich ones. And education isn't always better there. The results in tests were worse in the US and in the UK than a lot of other countries like Switzerland and Poland. And some kids are more unhealthy in the US than in other poorer countries. Reports like this are useful because they show that things aren't always what they seem.



Marion11 Shared publicly - 01 Oct 2014



I'm 15 and I'm from the Netherlands. It's true that we're generally very happy here. Family is really important. I find it easy to speak to my parents. In my opinion, that's more important than money if you want to be happy. My mum and dad are quite relaxed about what I do. And at school we don't feel particularly stressed. Maybe one problem is that in the UK and the US, television and newspapers make kids feel disappointed because their lives aren't perfect. But here we're more positive about life.



Luke52 Shared publicly - 01 Oct 2014



Being a British teenager, I find this quite strange. I think that young people here are healthier now than in the past. We learn in school about the importance of exercise, eating well, the dangers of smoking and all of that. And at school I know my teachers care and want to help me. My relationship with my parents is healthy too. Maybe things could be better here in the UK, but they could also be a lot worse. I think the report is fine, but then newspapers make the results sound so negative. The reality is different.

la Work with a partner. Answer the questions and give reasons for your answers.

- 1 How happy do you think teenagers are in your country? Give a number from 1 (very sad) to 5 (very happy).
- 2 Which country or countries do you think are the best for teenagers? Why?

1b READING Read the introduction to the Internet forum and answer the questions.

- 1 Are you surprised by any of this information?
- Why do you think young people in the Netherlands are happier than in other countries?

1c Read the text. Does it mention any of your ideas in 1b?

2 Read the forum messages again. Who says what?

- 1 Not everything is bad in their country.
- 2 There are important, basic problems in the UK and the US.
- 3 Journalists are perhaps responsible for some teenagers being sad or unhappy.
- 4 They aren't interested in the report.
- 5 The report makes it clear that we have the wrong idea about some countries.
- 6 They agree with the conclusions of the report because of their personal experience.
- **7** Some teenagers worry about things that have no real importance.
- 8 Other people are making things sound worse than they are.

CRITICAL THINKING

Think! Then compare ideas with your class.

- Write one or two sentences to summarise what each person thinks about the question of teenage happiness in different countries. Are they giving facts or opinions?
- 4 What do the underlined words in the text mean? Guess and then check in your dictionary.

5 SPEAKING What about you?

Which statements in the text do you agree with? Why?

I agree that we should think about poor countries.

Me too. But I also agree that we should remember that there are poor people here too.

Grammar in context



Comparative adjectives

- la Read the sentences and complete the table with the words in blue.
 - 1 Dutch children are happier than British kids.
 - 2 Things could be better but they could also be worse
 - 3 My mobile phone is older than yours.
 - 4 American teenagers are sadder than Swedish teenagers.
 - 5 Family is more important than money.

Adjective	Comparative adjective	Ru	ile
old	(a)	1	One-syllable adjectives – add -er.
sad	(b)	2	One-syllable adjectives ending in one vowel and one consonant – double the consonant and add -er.
happy	(c)	3	One- or two- syllable adjectives ending in -y – omit -y and add -ier.
important	(d)	. 4	Adjectives with two syllables or more – put <i>more</i> before the adjective.
good bad far	(e) (f) farther, further	5	irregular

1b Look at sentences 1, 3, 4 and 5 in 1a. Which word do we use after the comparative adjective when we compare two things?

GRAMMAR REFERENCE ➤ PAGE 114

- 2 Look at these adjectives. Think about the rules in the table in 1 and write the correct comparative form.
 - 1 easy easier
- 5 hard-working
- 2 beautiful
- 6 lazy

3 high

7 friendly

4 kind

- 8 thin
- 3a PRONUNCIATION 77 Look at the sentences and listen.
 - 1 Mike is older than John.
 - 2 Steve and Paul are lazier than Chris.
 - 3 Your sister is better at maths than Helen.
 - 4 Learning Japanese is harder than learning English.
 - 5 Jenny is friendlier than Sarah.



Flipped classroom: watch the grammar presentation video.

- 3b 77 Listen again and repeat each sentence. Put more stress on the words in red.
- 4a Make the two sentences into one using the comparative form of the adjective.





- 1 Charlotte is angry. Sophie is very angry. Sophie is angrier than Charlotte.
- 2 Jake is worried. Luke is very worried.
- 3 Amy is happy. Holly is very happy.
- 4 Max is confused. Ben is very confused.
- 5 Jack is relaxed. Harry is very relaxed.
- 6 Emma is intelligent. Isabelle is very intelligent.
- **7** Adam is bad at French. Charlie is very bad at French.
- 4b PRONUNCIATION Now practise saying the sentences with the correct stress.
- 5a Do you know these facts? Choose the correct adjective and use its comparative form to complete the sentence.
 - 1 Turkey is _____ (big/small) than Mexico.
 - 2 The Burj Khalifa in Dubai is (tall/short) than the Empire State Building.
 - 3 In July, it is (hot/cold) in Kiev than in London.
 - 4 It's (cheap/expensive) to live in Trondheim, Norway than to live in London, UK.
 - 5 The Great Pyramid of Giza is (modern/old) than the pyramid at Chichen Itzá.

6 Mexico City is (old/modern) than Istanbul.7 Egypt is



5b 78 Listen and check. How many sentences in 5a did you get right?

6α Put the adjectives in the comparative form. Then write sentences that are true for you.

1 I think is (good) than

2 is (difficult) than ...

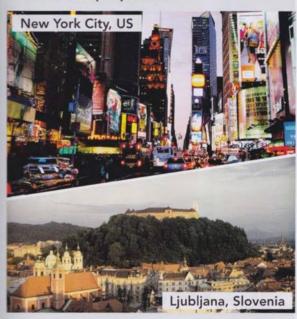
3 In my opinion, is (bad) than

4 is (big)

5 I think is (easy) than

6 is (funny)

6b SPEAKING Work in small groups. Compare your sentences. Do you agree or disagree with other people's ideas?



7a Work with a partner. Write sentences comparing life in New York and in Ljubljana. How do you think the people living there feel? Look at these adjectives for ideas. Use them in the comparative form.

angry • bad • easy • exciting • fast friendly • good • happy • healthy • quiet relaxed • slow • stressful • worried

I think life in New York is more stressful than in Ljubljana.

7b Read some of your sentences in 7a to the class. Have you got similar ideas?

Social problems

1a Work with a partner. Match some of these words to the photos.

crime • homelessness • hunger • pollution poverty • unemployment • violence









- 1b (2) 79 Listen and repeat.
- 2 SPEAKING Work with a partner. Choose three problems which you think are really important now. Say why you think they are more important than the other problems.

I think unemployment is more important than pollution at the moment.

I agree. A lot of people haven't got jobs now.

Helping a

LIFE SKILLS OBJECTIVES



KEY CONCEPTS



- To learn about different charities
- To consider different factors when choosing a charity to support
- To find out about ways of helping a charity

support a charity [phrase]: You can support a charity by giving them money or helping them to do something. raise money [phrase]: You could raise money for a charity by selling something and giving the money to the charity. volunteer [n]: They don't pay him for

- 1 Look at the names of three different charities. Work with a partner. Talk about what you think each charity does.
 - 1 Make-A-Wish Foundation
 - 2 PETA (People for the Ethical Treatment of Animals)
 - 3 Get Schooled

MAKE·A·WISH



THE AIM OF THE CHARITY

The fundamental objective of the Make-A-Wish Foundation is to make a wish come true for children who are suffering a life-threatening medical condition. This can be an incredibly positive experience for the children, and for their families.

② WHAT IT DOES

A volunteer speaks to the child and finds out what their one big wish is. Then, the organisation plans a perfect experience for the child. Sometimes the wish may be to meet a famous person. Maybe the wish is to go to a place like a zoo, or a famous city. Or perhaps the wish is to be a football player, doctor, or police officer for the day. The Make-A-Wish Foundation does what it can to make any dream



PETA



THE AIM OF THE CHARITY

The main objective of People for the Ethical Treatment of Animals (PETA) is to protect animals from cruel and unethical treatment. It is the largest animal righ organisation in the world. It has more than three million members and supporte

(?) WHAT IT DOES

PETA concentrates on four main areas. These are areas in which the largest numbers of animals suffer the most. That means in factory farms, in the clothes industry, in laboratories, and in the entertainment industry. It rescues suffering animals, and it educates the public about the cruel treatment of animals. Many celebrities, such as Ryan Gosling, support PETA.

- 2 READING Work in a group of three. Each person should choose a different charity. Read the text and make notes about:
 - 1 who the charity helps
 - 2 how the charity helps
 - 3 any other interesting facts about the charity
- 3 SPEAKING Tell your group about your charity.



GET

THE AIM OF THE CHARITY

In the US, more and more children are leaving high school before they graduate. This charity began in 2010. Its aim was to motivate students to stay at school, go to classes and so improve their chances of success in the future.

WHAT IT DOES

Get Schooled asks celebrities to visit schools and speak to students directly. These celebrities try to motivate them to study hard. Famous people like Nicki Minaj and the members of One Direction explain to young people why it's important to stay at school and go to lessons. The organisation also uses their website to connect with young people through a mixture of games and information. They are there to help students see the importance of studying to create a better life, and to give them help and ideas about how to pay for university.

4a	What is important to you when you	
	choose a charity to support? Individually,	give
	each cause a mark from 0 (not important)	to
	5 (very important).	

The charity helps ...

a young people.

b old people.

c people who have a problem with their health.

d animals.

e the environment.

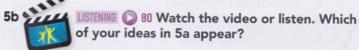
f people in your community.

g people in your country.

h people in poor countries.

4b SPEAKING Work in new groups. Compare answers and justify them.

5α Work with a partner. How can you help a charity? Make a list of ideas.



6 80 Listen or watch again and complete the sentences with one to four words.

Amelia

- 1 She has a cake sale with
- 2 They sell the cakes on

Kieran

- 3 During the concert, there was
- 4 During the concert, Kieran

George

- 5 PostPals helps you write to children who are
- 6 George says writing a letter is ______ for volunteers.

Mall

- 7 Molly did a sponsored run around
- 8 She ran km.

LIFE TASK



Work in a small group. Imagine your group is going to support a charity.

Follow this plan:

- Apart from the three charities on pages 108 and 109, are there any other charities that you think are more important? Look on the Internet and study different charities in more detail if necessary.
- 2 Decide on one charity that you want to support. Make a list of reasons why.
- 3 Look on the charity's website for ways in which you can help the charity. Choose one or more and make a plan of action.
- 4 Explain your plan of action to the rest of the class.
- 5 Try to make your plans happen!

Listening



Grammar in context

- 1 Work with a partner. Did you read, see or hear the news yesterday? Talk about any news stories you remember.
- 2 LISTENING (2) 81 Listen to four news stories. What is the topic of each story? Choose from these topics.

homelessness • hunger • pollution poverty • unemployment • violence

1

3

2

4

3 81 Listen again and choose the correct answers.

- 1 In East Africa, a lot of people are ...
 - a going back to their homes.
 - b going to live in camps.
 - c looking for doctors and medicine.
 - 2 The situation for people living on the streets at the moment is ...
 - a more difficult than usual.
 - b the same as usual.
 - c better than usual.
 - 3 They say that ... out of every thousand people are without a home.
 - a 4
 - b 14
 - c 40
 - 4 The number of knife attacks this year is probably ...
 - a more than 277.
 - b 277.
 - c under 277.
 - 5 The public thinks the situation with knife crime today is
 - a serious.
 - b not very serious.
 - c better than before.
 - 6 Many ... are losing their jobs.
 - a men between 25 and 50
 - b men between 35 and 50
 - c women between 25 and 50
- 7 The financial crisis is ... for people who work in construction or car factories.
 - a only bad
 - b especially bad
 - c not bad



Superlative adjectives

- 1a Read the sentences and complete a-f with the words in blue. Write the rules (1-4) in your notebook. Use the table on page 106 for help.
 - 1 It is one of the most important problems in the country today.
 - 2 This will be the coldest month.
 - 3 This is the worst month for many people.
 - 4 They are the best people in the world to solve the problem.
 - 5 It was the hottest and driest summer in 10 years.

Adjective	Superlative adjective	Rule
cold	(a) the	1
hot	(b) the	2
dry	(c) the	3
important	(d) the	4
good bad far	(e) the (f) the the farthest, the furthest	5 irregular

1b Complete the sentence with the correct words.

It's (a)	most important
problem	the world.

GRAMMAR REFERENCE ➤ PAGE 114

- 2 Complete the sentences with the superlative form of the adjectives given.
 - 1 In 2013, Gareth Bale was

player in the world. (expensive) football

2 In 2013, Argo won the Oscar for

(good) film.

3 Sebastian Vettel was

(fast) Formula 1 driver in 2011, 2012 and 2013.

4 Katrina (2005) was one of

history of the US. (bad) hurricanes in the

5 Time magazine voted Albert Einstein

(important) person of the 20th century.

6 Experts are already working on

(far) manned trip in the history of mankind – to Mars!

7 In 2011, the European Union considered that (big) problem in the world was poverty.



3 Look at this table with information about three different cities. Complete the sentences with the correct comparative or superlative form of the adjectives and the name of the city.







	Barcelona	Istanbul	Abu-Dhabi
approximate population	1,620,000	13,500,000	920,000
annual rainfall	605mm	694mm	27mm
cost of living	***	**	***

1	The population	of Barcelo	ona is
	(big) than that	of	alternative and the second
2		has	(big)
	population.		
3		has	(small)
	population.		
4	Barcelona is		(dry) than
5			(dry).
6		is	(wet).
7	Barcelona is		(expensive) than

4a Write sentences giving your opinion about these things. Use the superlative form of the adjectives.

- 1 good/band in the world
- I think Arcade Fire is the best band in the world.
- 2 big/problem in the world
- 3 famous/singer in this country
- 4 difficult/ subject at school
- 5 bad/programme on TV
- 6 good/place in the world

4b SPEAKING Work with a partner. Interview them to find out their answers in 4a.

What do you think is the best band in the world?

I think it's Arcade Fire.

(expensive).

Articles

5 Read the sentences and then join the sentence halves below to make rules.

- Charity organisations are asking for help.
- A new report appeared today.
- The statistics show that unemployment is going up.
- It is one of the most important problems in the country today.
- 1 We use no article
- 2 We use a/an
- 3 We use the
- 4 We also use the
- a to talk about a singular countable person or thing for the first time.
- **b** to talk about a specific person or thing or a person or thing mentioned before.
- c when we talk about things in general.
- d with superlative adjectives.

GRAMMAR REFERENCE ➤ PAGE 114

✓ EXAM SUCCESS

The next activity is a cloze activity. It is a text with missing words. What type of words do you think they are – articles, prepositions, nouns, verbs, auxiliary verbs or pronouns?

> EXAM SUCCESS page 153

6 Complete the text with the missing words.

Last night, I saw (a) very interesting
programme on TV. It was about (b)
orchestra from Venezuela. A composer called José
Antonio Abreu started the orchestra in 1975 with
just eleven poor teenagers. Some of the musicians
were often in and out of trouble. (c)
orchestra helped them. Now, the project is bigger
and (d) important than before.
It helps 250,000 kids. Today, they play in some of
the (e) important concert halls
in America and Europe. Some say they are better

٥

(h) the world, cried when he heard them play!







Describing a photo



- b
- SPEAKING Work with a partner. Look at the photos. How are they similar?
- 2 LISTENING 382 Listen to a student describing one of the photos. Which photo is it?
- 3 © 82 Complete the description with the missing words. Listen again if necessary. Don't worry about the different colours.

This is a picture of people in a living room, I think. I can see (a) people. There are (b) and in the middle there's (c) They look happy and relaxed. I think they're in a living room because they are sitting on a sofa. I can see (d) behind them. The two children are probably teaching the or play woman to use (e) The boy is on the right of the picture. He's looking at the computer in front of them, not at the woman. The girl is on the left of the picture. She's looking at the woman. Maybe she's smiling at her because she's winning or learning very (g) She looks a bit more (h) than the boy. Perhaps the woman is their grandmother.

- 4 Look at the description again and answer these questions.
 - 1 What expressions are used to begin the description?
 - What type of words are the words in blue? Why are they important in a description of a photo?
 - 3 Look at the verbs in green. What tense are they?
 - 4 Look at the words and expressions in red. Do we use them when we are 100% sure of something or when we are making a guess?

5 Read the information in the Speaking bank and check your answers to the questions in 4.

SPEAKING BANK

Useful expressions to describe photos

- We often begin with expressions like: This is a picture of .../I can see
- We use On the right/left, In the middle and prepositions (on, at, in front of, behind, etc.) to say where people and things are.
- We usually use the present continuous to say what people are doing, e.g. He's sitting down, She's asking the boy a question.
- To make guesses, we use words and expressions like I think, maybe, perhaps, she looks ...
- 6 SPEAKING Work with a partner. Look at photo b. Say where these things are. Use the expressions from the Speaking bank.
 - 1 the people
- 4 the pencil case
- 2 the woman
- 5 books

3 the boy

- 6 the phone
- 7 PRACTICE MAKES PERFECT SPEAKING Work with a partner. Take it in turns to describe photo b. Describe the photo to the class.

✓ EXAM SUCCESS

When you describe a photo, what should you do when you don't know the word for something in the photo?

➤ EXAM SUCCESS page 153

Developing writing

A formal letter of opinion



- 1 Work with a partner and answer the questions.
 - 1 What can you see in the photo?
 - 2 How often do you play computer games?
 - 3 Do you think computer games have a good or bad influence on teenagers? Why?
- 2 Read this newspaper editorial. Do you agree with what it says? Why/Why not? Compare ideas with a partner.

It's official! People were more INTELLIGENT

in the past

This week we reported that the results of British fourteen-year-olds on IQ tests are going down, not up. Personally, I am very worried about teenagers today. When I was a child, I played outside with my friends after school. There were no computers and no games consoles. We had television but we could only watch it at the weekend. But we were happy and healthy. And now these IQ results show that we were more intelligent too. Today's teenagers need to change fast, or the future looks very bad, for us and for them.

- 4 Look at the letter again. Which paragraph ...
 - 1 asks for other people's opinions?
 - 2 gives an explanation of why you are writing and a quick statement of opinion?
 - 3 gives a second opinion and explanation?
 - 4 gives a first opinion and explanation?
- 5 Look at Robert's letter again and complete the useful expressions in the Writing bank.

WRITING BANK

Useful expressions in formal letters of opinion

- We write Dear (a) when we do not know the name of the person we are writing to.
- We do not use contractions. For example, we write (b) ______, not I'm writing about your editorial.
- To express our opinions we use words and phrases like I agree, I disagree, I think, Personally, In my (c) ______ or In my (d)
- When we do not know the name of the person we are writing to, we end the letter Yours (e)
- 6 PRACTICE MAKES PERFECT Write your formal letter of opinion to the editor in 2. Use the letter in 3 as a model. Use the Writing bank for reference.

3 READING Read this letter to the editor. Does the writer agree or disagree with the editorial? Why?

Dear Sir/Madam,

- I am writing about your editorial from last Thursday's newspaper. I agree completely with what you say in this editorial.
- In my opinion, teenagers today are not learning anything. They sit in front of a computer all day. This does not make you intelligent. It stops you from thinking, and from doing other things like playing sport and making friends.
- Personally, I think that the real problem is that teenagers today never read. In my view, reading helps you to learn new words, it helps you to be more creative, and it helps your concentration. Spending three hours reading makes you more intelligent than playing a computer game for three hours.
- I feel very strongly about this subject. I am very interested in hearing other readers' opinions. Yours faithfully,

Robert Dean

Language checkpoint: Unit 8

Grammar reference

Comparative adjectives

	Adjective	Comparative
one syllable	kind cold	kinder colder
one syllable ending in one vowel and one consonant	big sad	bigger sadder
one- or two syllables ending in -y	lazy happy	lazier happier
two or more syllables	serious boring	more serious more boring
irregular	bad good far	worse better farther/further

USE

- We use comparative adjectives to compare two people, places or things.
 - Istanbul is bigger than Barcelona.
- We use than in sentences that compare two people, places or things.
 - Abu Dhabi is hotter than Amsterdam.

Superlative adjectives

FORM

	Adjective	Superlative
one syllable	kind cold	the kindest the coldest
one syllable ending in one vowel and one consonant	big sad	the biggest the saddest
two syllables ending in -y	lazy happy	the laziest the happiest
two or more syllables	serious boring	the most serious the most boring
irregular	bad good far	the worst the best the farthest/ furthest

USE

- We use the superlative to compare more than two people, places or things.
 - Maths is the worst subject in school.
- We use the before the superlative form of the adjective and we often use in.

It's the most exciting city in the world.

Articles

USE

We use a/an with singular countable nouns. We use it when we mention something for the first time. We use a before a consonant and we use an before a vowel sound.

I've got a dog.

He's got an enormous cat.

the

We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.

I've got a dog. The dog is really big.

We also use the with superlative adjectives.

China is the biggest country in the world.

No article

We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.

Tigers are dangerous.

I like cheese.

Vocabulary ..

Feelings angry • bored • confused • disappointed • excited • frightened • happy • interested • relaxed • sad stressed • surprised • tired • worried

Personality cheerful • hard-working • intelligent • kind • lazy • quiet • responsible • serious

Social problems crime • homelessness • hunger • pollution • poverty • unemployment • violence

Other words and phrases ➤ page 150

Comparative adjectives

/5 points

Superlative adjectives

/5 points

- Write the comparative form of the adjectives.
 - 1 hot
 - 2 silly
 - 3 beautiful
 - 4 good
 - 5 long

2 Look at the information and write sentences using the superlative forms of the adjectives given.

	Tom	Richard	Harry
Age	13	15	18
Height	1.80m	1.65m	1.70m
IQ	100	120	140

- 1 Tom/tall
- 3 Harry/old
- 5 Harry/intelligent

- 2 Richard/short
- 4 Tom/young

Comparative and superlative adjectives

/ 6 points

Article

/ 6 points

- 3 Choose the correct alternative in each sentence or question.
 - 1 I'm worse/worst at biology than Mark.
 - 2 I think she's -/the most famous singer in the world.
 - 3 What's the more/most expensive food in the world?
 - 4 In my opinion, tennis is more exciting <u>than/that</u> football.
 - 5 Is she the most intelligent person of/in the class?
 - 6 I think English is <u>-/more</u> easier than maths.

- 4 Complete the sentence with a/an, the or -.
 - 1 She's funniest person I know.
 - 2 I have _____ friend. His name is Ed.
 - 3 In general, I don't think _____ money is important.
 - 4 Yesterday, I bought a book. ____book is in English.
 - 5 You should use English dictionary.
 - 6 My sister loves animals.

Vocabulary revision _

FEELINGS

/ 8 points

1 What are these feelings?

- 1 The opposite of happy:
- 2 When you want to know about something or learn about it:
- 3 When something happens, but you didn't think it was going to happen:
- 4 When you are calm because you have no problems:
- 5 After you finish working hard or doing a lot of sport:
- 6 When you are thinking about something bad that could happen:
- 7 When you are very happy because you think something good could happen:
- 8 When you have no interest in something:

PERSONALITY

/ 4 points

2 Match the words to the pictures.

cheerful • hard-working • kind • lazy









SOCIAL PROBLEMS

/6 points

3 Use these words to say what the problems are.

crime • homelessness • hunger • pollution poverty • unemployment

- 1 Bill hasn't got enough money to buy basic things.
- 2 Daniel hasn't got a place to live.
- 3 Jessica hasn't got a job.
- 4 Somebody attacked Charlie and took his money.
- 5 Mary and her family haven't got anything to eat.
- 6 Because of a factory, fish are dying in the river.

✓ Gateway to exams: Units 7–8

Speaking .

> TIP FOR SPEAKING EXAMS

In pair activities, remember ...

It is important to listen to what your partner says. In a conversation, we listen to the other person and then respond to what they say to us.

➤ EXAM SUCCESS page 153

- 1 Work with a partner. Match the sentences with the correct use.
 - 1 Shall we meet in the library? b
 - 2 Are you free tomorrow evening?
 - 3 Yes, sure.
 - 4 Why don't we do our homework together?
 - 5 Sorry, I'm busy.
 - 6 Are you doing anything on Thursday evening?
 - 7 Great!
 - a asking about somebody's plans
 - **b** making suggestions
 - c accepting suggestions
 - d rejecting suggestions
- 2 SPEAKING Work with a partner. Use expressions in 1 and the prompts below to prepare and practise a dialogue.

Student A	Student B
Ask your partner what they are doing tomorrow evening.	
4	Say that you have nothing planned.
Suggest doing something together.	
4	Accept. Suggest a place to meet.
Accept the suggestion. Suggest a time to meet.	place to meet.
4	Reject the suggestion and explain why.
Suggest a different	-
time.	Accept. Say goodbye.
Say goodbye.	-



Writing

> TIP FOR WRITING EXAMS

In writing exams, remember ...

Good handwriting and presentation are very important. You will probably lose marks if the examiner finds it difficult to read your work.

➤ EXAM SUCCESS page 153

3 You receive this message from Tim. What information does he want to know?



Hi!

We're going to start a school newspaper next term. Do you want to write something for us? I know you're interested in nature and animals, so you could maybe write something connected with that. Or maybe you could write something about a world problem that you're interested in. What do you think? Anyway, we're having a meeting to talk about our ideas next week. Why don't you come? Do you know anyone else who may be interested? We need lots of people to help.

That's all for now. See you soon!

- 4 Make notes with information to give to Tim.
- 5 Write your reply to Tim.

Use of English

➤ TIP FOR USE OF ENGLISH

In cloze activities, remember ...

The words that you need are usually prepositions, articles, auxiliary verbs, pronouns or linking words.

➤ EXAM SUCCESS page 153

- 6 Read the email quickly and answer the questions.
 - 1 Where did Sue go last Saturday?
 - 2 Why did she like it?
 - 3 What didn't she like?

	The state of the s	
Hi Joe,		11 1018
Last Saturda	ay, I went to (a)	
special cond	ert. It was great! A le	ot
(b)	my favourite	groups and
singers were	e there. (c)	concert
was to raise	money to help poor	people in Africa.
I think it's ir	nportant that the ric	chest countries
(d)	the world hel	p some of
(e)	poorest.	
Anyway, the	concert was really	exciting. I
	k that going to conce	
	listening to a	
(g)	like all the m	usic. There was
one new sin	ger who I hated. I ca	n't remember
(h)	name but she	was really bad!
The other pr	roblem was that I co	uldn't always
see very wel	l because there was	a big group of
tall boys jus	t in (i)	of me. Apart
from that, I	had a great time.	
What about	you? What (j)	vou do
	y? Write back and te	
All the best,		
Sue		

7 Read Sue's email again. Complete the missing

words.

Speaking

> TIP FOR SPEAKING EXAMS

In activities where you describe a photo, remember ...

If you don't know a word for something in the photo, explain it with other, simple words.

➤ EXAM SUCCESS page 153

8 Work with a partner. Look at the two lists of words. How can we use these words to describe a photo?

List A: perhaps, I think, he/she/it looks, he/she/it doesn't look, maybe ...

List B: in front of, on the right, on the left, in the middle, at, on, in, behind ...

9 SPEAKING Work with a partner. Take turns to describe photos a and b on page 156.

_{GA}	טע א	PRUGI	(E99	CHE	UK	ONI12	/-8
1	Hov	v well	can	VOII	do	these	thir

CEF

- 1 How well can you do these things in English now? Give yourself a mark from 1 to 4.
 - 1 = I can do it very well.
 - 2 = I can do it quite well.
 - 3 = I have some problems.
 - $4 = 1 \operatorname{can't} \operatorname{do} \operatorname{it}.$
 - a I can talk about the future using be going to, will and the present continuous.
 - **b** I can understand written and spoken texts about animals and the natural world.
 - c I can talk about the weather.
 - d I can make suggestions and plans.
 - e I can write short messages.
 - f I can compare people and things using comparative and superlative adjectives.
 - g I can talk about feelings and personalities.
 - h I can understand simple written and spoken texts about social problems.
 - i I can describe photos.
 - j I can write a basic formal letter of opinion.
- Now decide what you need to do next to improve.
 - 1 Look again at my book/notes.
 - 2 Do more practice exercises.
 - ➤ WORKBOOK Units 7 and 8
 - 3 Ask for help.
 - 4 Other:



Clothes

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

blouse • boots • coat • dress • jacket • jeans • jumper/sweater • leggings • shirt • shoes • shorts skirt • socks • suit • sweatshirt • tie • tights • top • tracksuit • trainers • trousers • T-shirt







1b (83 Listen and repeat.

2 SPEAKING Work with a partner. Student A, close your book. Student B, look at the photos and ask what colour the clothes are. After five questions, change roles.

Accessories

3a Where on the body do you wear these items? Complete the table. You can use the same word more than once.

belt • cap • glasses • hat • jewellery • scarf • sunglasses watch

Head	2. Non-Beeldo edent you need to do go
Eyes Neck	-9×9/19/0
Neck	
Body	
Arm	

3b (2) 84 Listen, check and repeat.

- 4 LISTENING (2) 85 Listen to Joe talking about clothes and answer these questions.
 - 1 What does he usually wear at the weekend?
 - 2 What is he wearing now?
 - 3 What is his favourite item of clothing and why?
- 5 SPEAKING Work with a partner. Ask and answer the questions.
 - 1 What do you usually wear at the weekend?
 - 2 How often do you wear the accessories in 3a?
 - 3 What is your favourite item of clothing? Why?

Reading



1 SPEAKING Work with a partner. Take it in turns to describe the different T-shirts. Which do you like or dislike? Why?







READING Read this blog entry. Match the paragraphs (A-D) to the T-shirts in 1.

Sara's FASHION Blog

T-shirts that tell a story

Have you ever thought how important T-shirts are in your life? I don't mean expensive designer T-shirts. After all, just because you spend a lot of money on a top doesn't mean that it looks good. I'm talking about the T-shirts that say something about you, like where you've been, what you like, or what you think. Those are often the T-shirts that we feel the most comfortable in and that we wear again and again. I'm going to tell you about two T-shirts that I really, really love and explain why.

- A I've been to London twice. The first time I went I saw this shirt in a souvenir shop and my dad bought it for me. I really loved the design and the colours. And it reminds me of something funny that happened. One day we were travelling around the centre of London. We almost got lost, but we found our way - thanks to the picture on this T-shirt!
- B Sometimes I've bought clothes that I've never worn or that I've only worn once or twice. But I've worn (and washed 😂) this T-shirt hundreds of times. I love music and I love Adele. I haven't seen many of my favourite artists live, but I bought this when I went to see Adele two years ago. It was a great concert and this is a great souvenir. And white T-shirts go with anything, not just jeans! So, those are just two of my favourite T-shirts that tell a story. What about yours?

posted 16th May at 16:57

post a comment





- I've never been to Russia and I don't know any Russian, but one of my favourite T-shirts has the Russian alphabet on it. One of the reasons that I like it is because I love the bright colours of the letters. And it has sentimental value. Last year, my brother studied in Moscow and he gave me this when he came home. Nuria Gil, Spain
- My favourite T-shirt has got an important message on the front. Basically, it says that we should recycle if we want to protect the environment. That's something that I feel strongly about. Another good thing about the T-shirt is that it's made with organic cotton. And apart from that, I think the design is cool! Milos Novak, Czech Republic

Read the text again and complete the sentences with one to four words.

- 1 Originally it was and that attracted Sara to the London T-shirt.
- 2 Sara's London T-shirt helped her family to
- 3 Sara has worn the white T-shirt
- 4 She bought the white T-shirt at
- 5 Nuria likes her Russian T-shirt because of the colourful
- 6 Nuria's T-shirt was a present from
- 7 On the front of Milos's T-shirt, there is

4 In your own words, say why each T-shirt is special for the person who wears it.

Sara's London T-shirt is special because she likes the design and the colours. And it helped ...

CRITICAL THINKING

Think! Then compare ideas with your class.

- What makes some clothes special, according to the blogger? Do you agree?
- 6 What do the underlined words in the text mean? Guess and then check in your dictionary.
- 7 SPEAKING What about you?

Think of a T-shirt that is special for you. Describe (or bring and show!) the T-shirt and explain why it's special.

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Grammar in context



Flipped classroom: watch the grammar presentation video.

Present perfect

- 1 Read the sentences and complete the rules with the correct word.
 - a I've been to London twice.
 - b I've washed it hundreds of times.
 - c I haven't seen many of my favourite artists live.
 - d Has your brother studied there?
 - e Yes, he has./No, he hasn't.
 - 1 We can use the present perfect to talk about the past, but only when we don't say when the action happened.
 - We make the present perfect with the present simple of (a) and the past participle of the main verb.
 - 3 We make the negative form of the present perfect by putting not or n't after (b)
 - 4 Regular past participles end in
 (c) _____, but there are many irregular past participles. See the third column of the verb list on page 157 and 2 below.
 - 5 In questions, (d) goes before the subject.
 - 6 In short answers, we use *have*, but we don't repeat the (e)

GRAMMAR REFERENCE ➤ PAGE 128

2 Complete the table with the irregular past participles.

made • seen • taken • bought • broken • done been • given • written • gone/been* • had thought • drunk • won • eaten • worn

Verb	Past participle
be	
break	
buy	
do	All rising only only all rising ris
drink	I was a cyle year og arti
eat	
give	
go	
have	
make	
see	
take	
think	
wear	and the second s
win	
write	

* I've **been** to the shops. = I went and came back. He's **gone** to the shops. = He went and is at the shops now.



- 3a Write true sentences about your life experiences.
 Use the affirmative or negative present perfect form of the verb.
 - 1 I/wear a superhero costume.
 - I haven't worn a superhero costume.
 - 2 My friends and I/appear on TV.
 - 3 I/travel by plane.
 - 4 I/eat sushi.
 - 5 My parents and I/go to the US.
 - 6 I/write a song.
 - 7 I/see my favourite band/singer in concert.
 - 8 I/buy jewellery for my pet.
- 3b SPEAKING Work with a partner. Tell them your negative sentences. How many are the same?

I haven't worn a superhero costume.

Me neither.

- 4a Complete these questions using the present perfect.
 - 1 you/buy/any clothes this week?
 - 2 you/play/sport this week?
 - 3 How many text messages/you/send/this week?
 - 4 you/have/any exams this week?
 - 5 you/write/an email this week?
 - 6 you/eat/in a restaurant this week?
 - 7 What/you/watch/on TV this week?
 - 8 How many emails/you/send this week?
- 4b Think of some more questions to ask.
- 4c SPEAKING Use the questions to ask your partner about what they have or haven't done this week.

Have you bought any clothes this week?

Yes, I have. I've bought a T-shirt and a cap.

Present perfect with ever and never

- 5 Read the sentences and choose the correct alternative to complete the rules 1-3.
 - a Have you ever thought how important T-shirts are?
 - b I've never worn that T-shirt.
 - 1 Ever/Never means at any time in your life and is usually used in questions.
 - 2 Ever/Never means at no time in your life and is usually used in negative sentences.
 - 3 Ever and never go just after/before the past participle.

GRAMMAR REFERENCE ➤ PAGE 128

6a Find a partner. Complete sentences about your partner using the affirmative or negative form of the present perfect. Use each verb only once. You must guess the answers.

> break • make • read • see • wear win • write

- has never worn a suit. My partner
- My partner chocolate cake.
- the 3 My partner book The Hobbit.
- 4 My partner Star Trek film.
- 5 My partner competition.
- 6 My partner window.
- 7 My partner a blog.
- 6b SPEAKING Interview your partner and find out if your answers in 6a are correct. Begin your questions Have you ever ...?

Have you ever worn a suit?

No, I haven't.

Yes, I was right!

And you? Have you ever worn a suit?

Shops



1 Match the shops with the things you can find in them.

bakery • bank • bookshop • butcher's chemist's • clothes shop • department store electrical goods shop • greengrocer's • jeweller's newsagent's • post office • shoe shop • sports shop stationery shop • supermarket

- 1 tennis rackets and balls
- 2 boots
- 3 medicine
- 4 paper and pens
- 5 food, drink and other products
- 6 money
- 7 stamps
- 8 newspapers and magazines

- 9 meat
- 10 fruit and vegetables
- 11 novels and dictionaries
- 12 gold watches and rings
- 13 bread and cakes
- 14 fridges and washing machines
- 15 T-shirts, tops and jeans
- 16 almost anything!
- 2 SPEAKING Play this memory game. One student begins by saying what shop they've been to and what they've bought there. The next student has to repeat what the first person said and add another example. Continue. How many can you remember?

I've been to the bakery and I've bought a doughnut.

> I've been to the bakery and I've bought a doughnut. And I've been to the butcher's and I've bought some chicken.

I've been to the bakery and I've bought a doughnut. I've been to the butcher's and I've bought some chicken. And I've been ...

SPEAKING Work with a partner. Which of the places in 1 do you go to? How often?



Investigating ETHICAL TRADE



LIFE SKILLS OBJECTIVES



KEY CONCEPTS



- To learn about sweatshops and ethical trade
- To find out about the life of young people working in sweatshops
- To investigate and find out how ethical different shops or brands are

trade [n]: There is a lot of trade between the two countries, buying and selling many different products. factory [n]: In this factory, they make cars. ethical/fair [adj]: It is not ethical/fair to pay men and women differently when they do the same work. brand [n]: Do you buy a special brand of tomato ketchup or do you buy any brand? manager/worker [n]: In a factory, the manager is in control of the workers.

- 1 Work with a partner. Look at the photos and answer the questions.
 - 1 What can you see in the photos?
 - 2 What is the connection between the photos?
 - 3 What do you think the conditions and pay are like for people that make clothes?
- 2 READING Read this text about a sweatshop. Match the questions with the answers.
 - A Is there anything good to say about sweatshops?
 - B Why should I be interested in sweatshops?
 - C Why have sweatshops made the news?
 - D What are sweatshops?
 - E Are products from sweatshops always cheaper?





A: Sweatshops are factories where people work very hard in very bad conditions. But they don't make much money. They usually work very long hours - maybe even up to 16 hours a day. Some people estimate that 250 million children between 5 and 14 work in sweatshops. Conditions are very difficult because factory managers often shout at the workers and treat them badly.

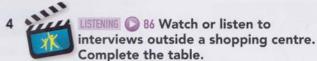
A: Sometimes we don't know it, but many of the things we buy come from sweatshops. Coffee, chocolate, bananas and toys may all depend on sweatshop labour. And don't forget clothes and trainers. Some very famous shops and brands produce their clothes in sweatshops. But it's very easy to forget the terrible conditions of the poor women, children and men who produce these items because we all like buying cheap products. But how can a T-shirt only cost £2, or a new pair of jeans £10?

A: It isn't only cheap products that come from sweatshops. Imagine you buy your favourite football team's official shirt. You buy the shirt in your local department store for \$140, which is not exactly cheap. But the women making the shirts may only receive 24 cents for each shirt.



3 Read the text again. Are these sentences True (T) or False (F)?

- 1 Many sweatshops employ children. T/F
- 2 It's very easy to know which products are from sweatshops.
- 3 Many different types of products come from sweatshops.
- 4 Products made in sweatshops can cost a lot of T/F money.
- The problem with sweatshops is that the money we pay does not go to the people who physically make the product. T/F
- T/F 6 The accident in Dhaka was a surprise.
- 7 Some people say sweatshops can be good for T/F the economy of poor countries.



- 1 What have they bought?
- 2 Do they usually buy Fairtrade clothes?
- 3 Why/Why not?

	Shopper 1	Shopper 2	Shopper 3
1			
2			
3			

SPEAKING Work with a partner and discuss these questions.

- 1 Do you know if the clothes you buy or wear are Fairtrade?
- 2 How important do you think it is to buy Fairtrade products? Give reasons.

T/F

T/F

A: Some years ago, a building in Dhaka, the capital of Bangladesh, collapsed. The building had many sweatshops inside. They think that more than 5,000 people, many of them women, were working inside the building at the time. Over 1,000 people died. People are angry because everybody knew that the building was in terrible condition. But the managers made the workers continue working there. The workshops in the building were producing cheap clothes for some famous shops in richer parts of the world.

A: Sweatshops usually exist where there are very poor people. Some people say that working in a sweatshop is better than having no work. They say that the conditions and pay are very bad in sweatshops, but conditions and pay are much worse in other jobs in the area. They also say that sweatshops can make poor countries richer. But those people have never usually worked in a sweatshop.

LIFE TASK



Work with a partner. You are going to investigate a clothes shop or brand to find out how ethical you think it is.

Follow this plan:

- 1 Choose a clothes shop or brand that you like.
- 2 Look on the Internet for information about the shop or brand. Think about these questions:
 - Where does it make its clothes?
 - Does it appear to have a good or bad relationship with the local community?
 - Does the shop or brand seem to have a good or bad reputation with the people who work for it?
 - Is the shop or brand taking action to improve conditions for workers?

Use a variety of websites to find out this information. Remember that just because one website says something is true, it might not be.

3 Work in groups and share what you have discovered. Are you surprised by any of the information?



Grammar in context



1 Are sales popular in your country? Do you ever buy anything in the sales?

✓ EXAM SUCCESS

You are going to do a multiple-choice listening activity. In this type of activity, you have three or four answers and you choose the best answer. Why is it a bad idea to write your answers quickly?

➤ EXAM SUCCESS page 153

- 2 LISTENING 87 Listen to two people talking about a sale and answer the questions.
 - 1 What does James want to buy in the sale?
 - 2 What type of shop are they going to visit?
 - 3 Who is going to pay for it?
- - 1 James hasn't bought a computer because ...
 - a he doesn't really need one.
 - b he has had a lot of other things to do.
 - c he doesn't like shopping at Browns Department Store.
 - 2 The computer that James likes ...
 - a is going to be cheaper than usual.
 - b is an SP47.
 - c has 20% discount.
 - 3 James is interested in buying the computer at Browns because ...
 - a it only costs £650.
 - b it's faster than the old models.
 - c he can save about £100.
 - 4 The sale at Browns begins on the ...
 - a 13th.
- b 14th.
- c 19th.
- 5 The department store is on ... Street.
 - a Windy
- **b** Win
 - c Wynn
- 6 James and Steve are going to ...
 - a meet at 10.30 am.
 - **b** have lunch with James's sister.
 - **c** be with James's father at the department store.

Present perfect with just

- 1 We use the present perfect with just to talk about very recent events. Read the sentences. Does just usually go before or after the past participle?
 - a I've just heard that they're going to have a sale.
 - b Wait! I've just remembered something.

GRAMMAR REFERENCE ➤ PAGE 128

- 2 Complete the replies to these questions using the present perfect form of the verb and just.
 - 1 A: Is your dad at home?
 - B: No, I'm sorry. He 's just gone

(go) out.

- 2 A: What are you looking for?
 - B: My keys. I

..... (lose) them.

- 3 A: What's the matter?
 - **B:** Somebody (steal) my mobile phone. It was here a second ago.
- 4 A: Am I late?

B: No, we

B: Yes, the class

(atast)

(finish).

- 5 A: Why is everybody leaving the cinema?
 - B: The film
- 6 A: Are you hungry?
- 7 A: Why is there glass on the floor?
 - -
- 8 A: Is the computer on?
 - B: No, I

(switch) it off.

(break) a glass.

3a SPEAKING Work with a partner. How do these people feel? Think of reasons why. Use the present perfect with just.



She's just passed an exam.

Or maybe she's just won a competition.







3b Compare answers with other students. Who thought of the most reasons?



Present perfect with already and yet

- 4 Read the sentences and questions and then decide if the statements below are true or false.
 - a I've already been there a couple of times.
 - **b** Have you **already** decided which computer to buy?
 - c Have you bought a computer yet?
 - d I haven't had time to buy it yet.
 - 1 We use *already* to talk about something that has happened, possibly earlier than we expected.
 - 2 We use **yet** to talk about something that has not happened but we think it is going to happen soon.
 - 3 Already usually goes after the past participle.
 - 4 Yet usually goes at the end of the sentence or question.

GRAMMAR REFERENCE ➤ PAGE 128

5 Complete the sentences or questions with the present perfect form of the verb given. Put the words in bold in the correct place in the sentences.



- I (do) the shopping already
 I've already done the shopping.
- 2 you (read) the news yet
- 3 we (not do) our homework yet
- 4 you (have) your dinner already
- 5 she (decide) what to wear already
- 6 the bus (arrive) yet
- 7 we (finish) this exercise already
- 8 we (not correct) it yet

6a Look at the list of jobs that Emily has to do today. Write sentences with already and yet to say what she has or hasn't done.

She's already bought the bread.

buy the bread - \(\square \)
write an email to Lisa - \(\square \)
send a birthday card to Sarah - \(\times \)
run 5K - \(\square \)
phone Jack - \(\times \)
take the dog for a walk - \(\times \)
have my piano lesson - \(\square \)
make a cake for dinner - \(\times \)

6b SPEAKING Test your partner's memory. Ask them to close their book. Then ask them questions.

Has Emily bought the bread yet?

Correct!

Yes, she has.



- 7a Write down the name of a new:
 - film.
 - TV programme.
 - computer game.
 - singer/song/band/CD.
 - book/comic/magazine.
- 7b Prepare questions to ask your partner. Use the present perfect and yet.

Have you seen the new Lily Collins film yet?

7c SPEAKING Work in small groups. Ask and answer the questions.

Developing speaking

Shopping

- 1 SPEAKING Work with a partner. Describe the photo.
- 2 LISTENING (2) 88 Listen to two dialogues and answer the questions.
 - 1 Which dialogue, 1 or 2, goes with the photo?
 - 2 What does the first customer buy?
 - 3 What does the second customer want to buy?
- 3 Complete the dialogue with these sentences and questions.
 - 1 We haven't got any large ones at the moment.
 - 2 How much are they?
 - 3 Do you sell rugby shirts?
 - 4 What size are they?
 - 5 You're welcome.

Customer: Excuse me. (a)

Shop assistant: Yes, we've got these white England

shirts and we've also got these red

ones.

Customer: (b)

Shop assistant: The white ones are £45 and the red

ones are £40.

Customer: (c)

Shop assistant: They're both medium.

Customer: Oh, I need large.

Shop assistant: I'm sorry. (d)

Customer: OK. Thanks anyway.

Shop assistant: (e)

- 4a PRONUNCIATION (2) 89 Listen to four expressions from the dialogues. Do you think they sound polite?
- 4b 89 Listen again and repeat with the correct intonation.
- 5 SPEAKING Work with a partner. Practise the dialogue in 3 using the correct intonation.
- 6 Look at the expressions in the Speaking bank. Who usually says them – the Customer (C) or the Shop Assistant (SA)?

SPEAKING BANK

Useful expressions in a shop

- Can I help you? SA
- I'll take it/them.
- Excuse me. How much is this?
- Anything else?
- That's (£5).
- Here's your change.
- I'd like this.
- Would you like a bag?
- Do you sell (pencils)?
- You're welcome.
- Sorry. We haven't got any at the moment.



✓ EXAM SUCCESS

In this multiple-choice activity, you read five short dialogues. You choose the correct answer to complete each one. Look at the activity. Do you know where the people are? Do you know who is speaking on each side of the dialogue?

➤ EXAM SUCCESS page 153

7 Complete the five dialogues.

- 1 Can I help you? a You're welcome.
 - b That's £10.
 - c Yes, I'd like two of those cakes, please.
- 2 That's £6.20, please. a Here you are.
 - **b** I'm sorry. We don't have any.
 - c You're welcome.
- 3 Thanks for your help. a Do you sell bread here?
 - b You're welcome.
 - c Can I help you?
- 4 How much is this? a It's large.
 - b That's all right.
 - c It's £10.
- 5 Would you like a bag? a Yes, here you are.
 - **b** Yes, please. I need one.
 - c Yes, here's your change.
- 8 PRACTICE MAKES PERFECT SPEAKING Work with a partner. Choose a shop and a product that you want to buy there. Prepare a dialogue. Use the dialogue in 3 and the Speaking bank to help you. Practise it and act it out for the rest of the class. The class name the shop.

Developing writing

A job application form

- SPEAKING Work with a partner and discuss these questions.
 - 1 Is it typical for teenagers or students to work in the holidays or in the evenings in your country? If so, what jobs are typical?
 - 2 Have you ever worked? If so, what jobs have you done and where?
- 2 Look at the application form for a part-time job in a supermarket. Say where each piece of information should go on the application form.

1	Home -	0453	7632/	Mobile	-	653
	923936					

-	1.4
1	M
-	JY

-				
	0	T.	1	150
- 1	- 5	10	$\mu\nu$	1.00

4 Brookside Sc	chool, York
----------------	-------------

-	-
5	MMAP
	Jame.

6	20/	12	/19	19	6

7 I have a good working knowledge of most computer programs. I can speak French. I am learning to drive at the moment. I'm very hard-working and responsible.

8	Tarry	sec TA	hnson
0	Julia	100	rcrwuri

- 9 25 Orchid Avenue, Blackpool
- 10 I have worked as a monitor on a summer camp. I have also worked in a fast-food restaurant.

-			
	11	Mor	ning.

- 12 Gary's Greengrocer's
- 3 Look at the Writing bank. Find a word, expression or letters that say or ask:

1	if you		have		-i-l	
	IT VOU	are a	DOV	OF	IIII.	

- 2 when you were born.
- 3 for your signature.
- 4 what things you can do.
- 5 for your family name.
- 6 where you have worked before.

WRITING BANK

Useful words or expressions in an application form

You need to be able to understand these words or expressions to be able to fill in a job application form:

- Surname
- Date of birth
- Gender: M/F
- Current employment
- Previous employment
- Skills
- Signed

WRITING BANK > PAGE 159



JOB APPLICATION

Please fill in this application form carefully. When we have read your application form, if you have the skills and experience we need, we will contact you for an interview.

One week after the interview we will contact you to tell you if we can offer you a job.

Good luck!

JOB APPLICATION

PERSONAL INFORMATION

Surname: (a)

First name(s): (b)

Date of birth: (c)

Gender: (d) M/F

Address: (e)

Phone no.: (f)

Best time to contact to arrange an interview:

(g)

EDUCATION, EXPERIENCE AND SKILLS

Education: (h)

Current employment: (i)

Previous employment: (j)

Skills: (k)

Signed: (1)

- 4 PRACTICE MAKES PERFECT Complete the application form. Use the information in 2 as a model.
- 5a Prepare questions to interview your partner for the supermarket job. You can add your own questions.

What's your name? What's your date of birth?

5b SPEAKING Interview your partner. They must use the information on their application form. Should they get the job?

Hello. What's your name?

Helen Carson.

What is your date of birth?

V

Language checkpoint: Unit 9

Grammar reference

Present perfect

	LOV WILLIGH AND ITS I WE
Affirmative	I/You/He/She/We/They + have/has + past participle She has met a famous person.
Negative	I/You/He/She/We/They + haven't/hasn't + past participle We haven't seen that new film.
Question	Have/Has + I/you/he/she/we/they + past participle Have you bought anything?
Short answers	Yes, I/you/he/she/we/they + has/have. No, I/you/he/she/we/they + hasn't/ haven't. Yes, I have. No, they haven't.

USE

 We can use the present perfect to talk about an experience in someone's lifetime, without saying the exact time when the event occurred. When it happened is not important.

I've been to Australia.

She hasn't read War and Peace.

Have they eaten all the cake?

Yes, they have!

Present perfect with ever and never

USE

We can use ever in questions with the present perfect. It means 'at any time in your life'.

Have you ever worn a suit?

Ever comes just before the past participle.
Has she ever appeared on TV?

 We can use never in negative sentences in the present perfect. It means 'at no time in your life'.
 I've never been to London.

Never comes before the past participle.
 He's never done the shopping.

Present perfect with just

USE

We use just with the present perfect to emphasise the fact that something happened very recently.
I have just washed my hair. (= I washed my hair only

a few moments ago.)
Has she just taken the rubbish out?

Just goes before the past participle.
They've just finished doing exercise.

Present perfect with already and yet

USE

We use already to talk about something that has happened earlier than we expected. Don't buy any bread. I've already bought some.

Already usually goes just before the past participle.
 They've already switched off the TV.

We use yet to ask if something we expect has happened, or to say that it hasn't. It is used in questions or negative sentences. Have you spoken to the teacher yet? I haven't read the book yet.

Yet usually goes at the end of a sentence or clause. She hasn't arrived yet. Has the film started yet?

Vocabulary .

Clothes blouse • boots • coat • dress • jacket • jeans • jumper/sweater • leggings • shirt • shoes • shorts skirt • socks • suit • sweatshirt • tie • tights • top • tracksuit • trainers • trousers • T-shirt

Accessories belt • cap • glasses • hat • jewellery • scarf • sunglasses • watch

Shops bakery • bank • bookshop • butcher's • chemist's • clothes shop • department store electrical goods shop • greengrocer's • jeweller's • newsagent's • post office • shoe shop • sports shop stationery shop • supermarket

Other words and phrases ➤ page 151

Present perfect	/ 8 points	Present perfect with ever and never	/ 4 points
Put the verbs in the correct form of the perfect. My sister is a famous fashion designer. She (a) (do) lots of interesting things there life. She (b) (make) dresses Queen and she (c) (meet) lots of actors. (d) she (worden for Robert Pattinson? No, she (e) make) any clothes for him so far. But maybe of the contract	s in for the of famous ork) (not one day prizes. example,	2d Put the words in order to make quest 1 film appeared ever you Have a 2 driven car Have ever you a 2b Answer the questions in 2a. Write consentences. Use never if your sentence negative. Your answers must be true. 1	in ?
Present perfect with just	/ 4 points	Present perfect with already and yet	/ 6 points
3 Complete the sentences with the present perfect form of the verb given and just. 1 Her hair is wet because she a shower. 2 She's sad because her favourite tennis pla (lose). 3 They're cold because they outside in the snow. 4 I'm happy because I (pase exams.	yer (be)	4 Complete the sentences and question already or yet. 1 I haven't spoken to my mum 2 I'm bored because I've programme. 3 You're fast! You've fin exercise! 4 Has the teacher arrived 5 Haven't they been shopping 6 She hasn't visited the museum	seen this ished this
ACCESSORIES / !	5 points	SHOPS	/7 points
2 What are these accessories? 1 You wear it to tell the time. 2 You wear it to keep your neck warm in the accessories? 3 You wear it to keep your trousers up. 4 You wear it on your head. It can stop the segoing in your eyes. 5 You wear them to see better.		3 Write an example of something you these shops. 1 stationery shop 2 department store 3 chemist's 4 butcher's 5 bakery 6 newsagent's 7 post office	can buy in

Brilliant dos a brains led coscess



(Ag) (6)

Useful inventions

la Work with a partner. Match the words to the photos.

digital camera • laptop (computer) MP3 player • printer • satnav smartphone • tablet







- 1b 90 Listen and repeat.
- 20 What can you do with each invention in 1?

 satnav You can use it to find places when you are in a car.

 printer You can use it to print documents.
- 2b SPEAKING Work in groups. Decide which two inventions you think are the most useful and why.
- 3a SPEAKING Work with a partner. These household objects appeared on page 26. What can you do with each item?

CD player • DVD player • dishwasher fridge • microwave • washing machine

3b Do you think any of these inventions are more important than your most useful inventions in 2b? Why/Why not?

Creating and inventing

4a Match some of these words to the pictures.

build • create • design • discover • invent • produce









4b Look at the words in the box in 4a. What is the word for the person who does these things? What is the word for the object or thing that each person does or makes?

build - builder - building

- 4c 91 Listen and check your answers.
- 5 PRONUNCIATION 91 Mark the stress in each word. Then listen again, check and repeat.

 builder
- 6a Work in a group. Try to complete the sentences in the General Knowledge Quiz.

GENERAL KNOWLEDGE QUIZ

- invented the radio.

 Alexander Graham Bell invented

 Charles Babbage designed a basic

 Marie Skłodowska-Curie created the word

 discovered penicillin.

 Apple produced their first tablet in

 Karl Benz built the first modern
- 6b LISTENING 92 Listen to the answers. How many did you get right?
- 6c 92 Listen again. Write down the date of each discovery or invention. Which is the oldest?

Reading

- la Work with a partner. How many famous inventors can you think of? Make a list.
- 1b Compare answers with the rest of the class. How many of your inventors are women?
- 2 READING Read the article and write the name of the invention and the letter of the photo that shows that invention.
 - 1 Ada Lovelace Invention: Photo:
 2 Mary Andersen Invention: Photo:
 3 Stephanie Kwolek Invention: Photo:



POLICE





4 Josephine Cochrane Invention:

WOMEN INVENTORS

Do you know the names of Ada Lovelace or Stephanie Kwolek? They aren't as famous as Alexander Graham Bell or Karl Benz, but they, and many other women inventors, have also created important inventions that have changed our everyday lives.

ADA LOVELACE

Ada Lovelace was a mathematician, a scientist, and . the world's first computer programmer. In the 1840s, she collaborated with Charles Babbage, the inventor of a mechanism that people call the first computer. In 1843, at the age of 27, Lovelace created a language for the computer. People didn't pay much attention to her work at the time and her ideas were only discovered in the 1950s. In 1980, the software created by the US Department of Defence was named 'Ada', to honour this pioneer of computer programming.

MARY ANDERSEN Windscreen wipers were invented by an American woman called Mary Andersen. Mary Andersen lived in Alabama, USA. In the winter of 1903, she went to New York. She was travelling in a tram and was very surprised that the driver often stopped to get out of the tram and clean

the snow from the window. She suddenly had the idea for a simple version of the windscreen wiper that we use today. It wasn't automatic, but drivers could operate the wiper from inside the car or tram so they didn't need to stop and get out. In 1917, the first automatic windscreen wipers were designed by another woman, Charlotte Bridgwood.

Photo:

American Stephanie Kwolek always wanted to be a doctor but she never went to medical school. That's good news for police officers all over the world because in 1971 Kwolek invented a new substance. This substance was used to create a material called Kevlar. Kevlar is a synthetic fibre which is incredibly strong and resistant, but is also very light. It is used by police officers in bullet-proof jackets. Kwolek's invention has helped to save thousands of lives. In fact, Kevlar is also used to make many other products such as skis and helmets.

Josephine Cochrane was born in the US in 1839. She didn't take science lessons but

JOSEPHINE COCHRANE

her great-grandfather was also an inventor. Cochrane's family often had dinner parties. Cochrane herself didn't have to wash the dishes after these parties because she had servants. But her servants often broke plates and glasses. To solve this problem, in 1886 she created the first commercially successful dishwasher. Her dishwasher became very popular in hotels and restaurants, but not in private homes, because it needed a lot of hot water. Now, of course, dishwashers are seen as essential in many homes.

3 Read the text again and complete the information in the notes with between one and four words from the text.

pad		13
	Worked with (a)	d her
Mary Anderse	n: Had idea for invention when travelling by	
(0)	during trip to (d)improved design in 1917.	
(a)	olek: Thanks to invention we can make (f)	
Tacephine Cach	hrane: Created invention to protect (i)	urants.

4 CRITICAL THINKING

Think! Then compare ideas with your class.

- Do you think men and women have equal opportunities to become inventors today?
- 5 What do the underlined words in the text mean? Guess and then check in your dictionary.
- 6 SPEAKING What about you?

Which invention in 2 do you think is the most useful? Why?

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Grammar in context



The passive

- Read the sentences and answer the questions.
 - a Kevlar is used in bullet-proof jackets.
 - b The first computer program was created in 1843.
 - Josephine Cochrane invented the dishwasher.
 - d Windscreen wipers were invented in 1903.
 - Dishwashers are used in many homes today.
 - f The police use bullet-proof jackets.
 - 1 Which sentences are active and which are passive?
 - 2 What verb goes before the past participle to make passive sentences?
 - 3 Which sentences are in the present form of the passive and which are in the past?
 - 4 What do you do to make the past passive form?
 - 5 What is more important in passive sentences – the action or the person who does it?

GRAMMAR REFERENCE ➤ PAGE 140

2 Complete the sentences with is or are.

- 1 A lot of cars _____ made in Germany.
- 2 A lot of coffee produced in Brazil.
- 3 New games consoles created in Japan each year.
- 4 American films watched all over the world.
- 5 A lot of tea drunk in Great Britain.
- 6 More and more computer games

sold each year.

7 Football played in nearly every country in the world.





Flipped classroom: watch the grammar presentation video.

- 3 Complete the sentences with the past passive form of the verbs given.
 - 1 The first portable computer (produce) in 1975. It weighed 25 kilos!
 - 2 The Simpsons (create) in 1987.
 - 3 The London Eye (build) in 1999.
 - 4 The final match of the UEFA Euro 2012 (play) in Ukraine.
 - 5 Rugby, tennis and cricket (invent) in England.
 - 6 Jeans (wear) for the first time in 1873.
 - 7 The first 3D printer (make) in 1984.

The passive with by

- 4 Read the sentences and then decide if the rules below are true or false.
 - a Windscreen wipers were invented by Mary Andersen.
 - **b** Mary Andersen invented windscreen wipers.
 - 1 In sentence a, the action is more important than the person who did it.
 - 2 In sentence b, the most important thing is the person who did the action.
 - 3 We use **by** to introduce the person who does or did an action.

GRAMMAR REFERENCE ➤ PAGE 140

5 Change these sentences from active to passive.





- Dr John H Kellogg invented Corn Flakes in 1894.
 Corn Flakes
- 2 Suzanne Collins wrote the book The Hunger Games. The book The Hunger Games
- 3 Robots build cars in many factories.
- 4 Francis Crick and James Watson discovered the molecular structure of DNA in 1953.

The molecular structure of DNA

5 Microsoft make the Xbox. The Xbox

6 Adele sings Rolling in the deep.

Rolling in the deepAlexander Graham Bell made the first telephone call.The first telephone call





6 Choose the correct alternative.

Cars are one of the most important inventions ever. The modern car was made possible by the invention of the internal combustion engine. The first practical internal combustion engine (a) made/ was made by Etienne Lenoir in about 1859. Before this, engines (b) was/were driven by steam. Karl Benz made his own engine, and then he designed and (c) built/was built his first car. His car needed petrol but at that time petrol (d) sold/was sold only by chemists. 25 cars were sold (e) by/from Benz's company between 1888 and 1893. Cars became much more popular thanks to the American Henry Ford. More than 15 million Model T cars were produced (f) by/-Ford's factories between 1910 and 1927. Of course, now that number seems small. More than half a billion cars (g) are/were driven each day by people all over the world.

7a Look at these sentences. Do you know the answers?

- 1 The Eiffel Tower was designed by ?
- 2 was created by Bill Gates and Paul Allen.
- 3 In the Harry Potter films, the role of Harry was played by ?
- 4 Octavia cars are built by ?
- 7b Work in a small group. Prepare a General Knowledge Quiz for other groups. Write sentences like the ones in 7a. Use these past participles for ideas. You must know the answers yourselves.

invented • written • painted • sung • built • created • made

7c Give your sentences to another group.

Ask them to do your quiz and then check their answers.

Nouns with -ion



1 Look at these words. Which are verbs and which are nouns?

create • creation • imagination • imagine • invent invention

The part of the words in **bold** is a suffix. The suffix can change certain verbs into nouns.

2 Complete the table. Check your answers to 1.

Verb	Noun
act	1
describe	2
3	explanation
express	4
5	imagination
inform	6
7	investigation
8	organisation

3a PRONUNCIATION 93 Listen to the nouns. Where does the stress come in each word?

3b 2 93 Listen again and repeat with the correct stress.

4 Complete the sentences with nouns from 2.

- 2 For homework, we have to write a short

 of the place where we live.
- 3 Is Best wishes a good ______ to use at the end of an email to a friend?
- 4 There will be an _____ into the crime.
- 5 The United Nations is an international with 193 member states in 2013.
- 6 I'm looking for about scientific discoveries on the Internet.
- 7 I hope you have a good ______ for why you're late.

Checking information



LIFE SKILLS OBJECTIVES



KEY CONCEPTS

- To question whether a text on the Internet is fact or fiction
- To look at key questions for checking if a story on the Internet is fact or fiction
- To investigate a story on the Internet and decide if it is fact or fiction

source [n]: What was your source for this information? Where did it come from? link [n]: On this page there is a link to another page with similar information. click on [v]: Click on this symbol with the right button of your mouse. evidence [n]: There is no scientific evidence to show that what you are saying is true.

- 1 Work with a partner. Look at the picture. Talk about what you can see and what you think about them.
- 2 Look at the title of an article from the Internet and answer the questions.

PYRAMIDS OF GLASS DISCOVERED IN THE OCEAN

- 1 What do you think the article is about?
- 2 Have you ever heard of these pyramids?
- 3 Would you click on a story like this to read it? Why/Why not?

- 3 READING Read the article and answer these questions.
 - 1 Where are these pyramids?
 - 2 Who discovered them?
 - 3 How big are they?
 - 4 Are they the only pyramids to exist underwater, according to the text?

HOME

NEWS

GAMES

SCIENCE

PHOTOS

News



These strange underwater pyramid structures were found 2,000 metres under the sea by Dr Verlag Meyer. Studies by Japanese scientists show that the two giant pyramids are made of something like thick glass. Each of them is larger than the pyramid of Cheops in Egypt.

Recently, American and French scientists studying the Bermuda Triangle say that they have found a pyramid standing on the bottom of the sea. The length of the base of this pyramid reaches 300 metres, and the distance from the base to the tip of the pyramid is about 100 metres. Preliminary results show this structure is made of glass.

This newly discovered pyramid is larger than the pyramids of ancient Egypt. On top of the pyramid, there are two very large holes. The sea water moves in an unusual way because of the holes. This new discovery makes scientists wonder if the pyramid is having an effect on passing boats and planes and could be the reason for all the mysterious events that have happened over many years in the Bermuda Triangle.

Some experts think the pyramid was made on the land and that an earthquake changed its position.
Other scientists think that a few hundred years ago the waters of the Bermuda Triangle area were the home of the people of Atlantis. And that the pyramid was probably built under the water by these people.

This amazing news was discussed at a conference in Florida and even appeared in local Florida newspapers. There are a lot of pictures and high resolution data which show the pyramids. Some people think that the pyramid can attract and collect cosmic rays, from the 'energy field' or 'quantum vacuum'.

In 1977, another mysterious discovery was made on the floor of the Atlantic. A large pyramid with lights was found. The discovery was photographed by Arl Marahall's expedition near Cay Sal.

Another huge pyramid was found with a pulsating crystal on top of it, by Tony Benik's expedition. The group also found a crystal tablet there, and reported that when a light passed through it, mysterious writing became visible.

Source of article can be found HERE

- 4 Work in a small group. Do you think these pyramids exist? Why/Why not?
- 5a Read this list of things to think about in order to check if an article on the Internet is real or invented.
 - 1 Who are the people mentioned in the text? Do they really exist?
 - 2 When the text mentions 'scientists', 'experts', or 'people', does it say who they are or where they are from (a university, a government agency or a hospital)?
 - 3 Who wrote the text? Does it say? What do you know about this person? What other things have they written?
 - 4 Which website is the text from? What do you know about the website or the people who create it?
 - 5 Do the places in the text really exist?
 - 6 If the text uses scientific language, is it really science or 'pseudo' science?
 - 7 Is there photographic evidence of what the text says? Does it look real? Do you know who took the photos?
 - 8 What is the source of the article? Is it a text that comes from another place, like a scientific or official document? Is it from a newspaper or a serious magazine?

- 5b Look at the article about glass pyramids again.
 Use the advice in 5a as a guide and make a list
 of specific things that you could check to find
 out if this article is real.
 - 1 Check these people: Dr Verlag Meyer, Cheops, Arl Marahall, Tony Benik
 - 2 The text says Japanese scientists'. Not very specific!

JISTENING 94 A student called Jessica is investigating the story about the glass pyramids. Watch the video or listen and answer the guestions.

- 1 Who is Ryan?
- What is Jessica's conclusion is the story fact or fiction?
- 3 What does Ryan have to buy Jessica?
- - 1 Dr Verlag Meyer?
 - 2 the stories in the Cosmic News?
 - 3 the Bermuda Triangle?
 - 4 the photos of the glass pyramids?
 - 5 the source and the author of the text?



LIFE TASK

Work with a partner. You are going to investigate a story on the Internet to see if you think it's fact or fiction.

Follow this plan:

- 1 Find information on the Internet about the Bosnian Pyramids.
- 2 Investigate the different points in 5a. Each of you can look for different information.
- 3 Decide together whether you think the Bosnian Pyramids are fact or fiction, and make a list of reasons why.
- 4 Prepare and make a video message to send to someone who wants to know if the Bosnian Pyramids are fact or fiction. Give reasons to defend your opinion.

1 Work with a partner. What do you think happens if you do the things in the pictures?









2 LISTENING 95 Two people are talking about a science programme on TV. Listen and put the pictures in the order that they appear in the conversation.

3

3 95 Listen again. Are these sentences True (T) or False (F)? Correct the false sentences.

- 1 Plants don't grow well when there is music. T/F 2 Plants grow well when somebody talks to them. T/F 3 Not everybody agrees that mobile
- phones cause no problems on planes. T/F 4 You can eat food if it's on the floor for only one or
- 5 On the programme they dropped a penny from a
- skyscraper to see if it was dangerous. T/F 6 If a penny falls from the top of a tall building, it
- T/F 7 You should be careful if somebody drops a pen from a high building. T/F

Zero conditional

- Look at the sentences in the zero conditional and choose the correct alternative.
 - a Plants grow if you water them.
 - b If you talk to plants, they grow more.
 - c If you use a mobile phone on a plane, it isn't dangerous.
 - 1 We use the zero conditional to talk about specific situations/things that are generally true, like scientific rules.
 - 2 For the zero conditional, in the half of the sentence with if, we use the present simple/
 - 3 In the other half of the sentence, we use the present simple/will.

GRAMMAR REFERENCE ➤ PAGE 140



- Match the halves to make true sentences. Put the verb in the second half in the correct tense.
 - 1 If you mix red and white.
 - 2 If you add two and two,
 - 3 If you go out in the rain without an umbrella,
 - If you drop a glass on the floor,
 - If you drink sea water,
 - If you make sand very hot,
 - (become) glass.
 - (break).
 - you (get) pink.
 - (make) you thirstier than before.
 - the rain (make) you wet.
 - the answer (be) four.
- SPEAKING Work with a partner. Test your partner on other colour combinations and maths questions.

What colour do you get if you mix blue and yellow?

T/F

You get green. What's the answer if you add 25 and 16?

can kill somebody.



First conditional

- 4 Read the sentences in the first conditional and answer the questions.
 - a If I finish my homework on time, I'll watch that science programme.
 - b If I go there, I'll remember to wear a hat!
 - 1 Do we use the first conditional to talk about specific possible situations or to talk about things that are generally true?
 - 2 For the first conditional, what tense do we use in the half of the sentence with if?
 - 3 What tense do we use in the other half of the sentence?

GRAMMAR REFERENCE > PAGE 140

5 Choose the correct alternative.

- 1 If I go to university next year, I <u>study/will study</u> maths or chemistry.
- 2 If I <u>spend/will spend</u> all my money now, I won't be able to go out at the weekend.
- 3 I go/will go to bed early tonight if I feel tired.
- 4 If the weather is/will be good tomorrow, I'll go for a run.
- 5 If my friend has time tonight, she <u>helps/will help</u> me to fix my computer.
- 6 My parents say they'll buy my brother a motorbike if he passes/will pass his test.



6 Look at the situations. Think about a possible consequence and complete the sentences using the first conditional.



If you kick the ball,



If you use your mobile phone in class,



If we don't catch the bus,



If your handwriting is really bad in an exam,



If you go to bed late,



If you use your mobile phone while driving.



If you don't turn the music down,

7a Individually, think of three questions to ask somebody about possible situations in the future.

What will you do if ...

- · you have a lot of exams next week?
- · your friend is angry with you this weekend?
- · you don't have anything special to do this evening?

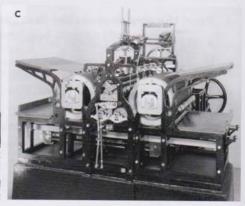
7b SPEAKING Ask different students your questions. What do you think are the best answers to your questions? Tell the class.

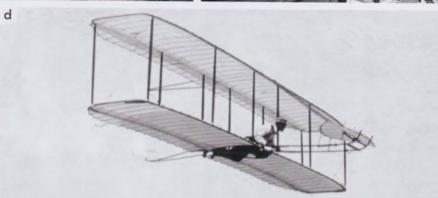


A presentation











- SPEAKING Work with a partner. What inventions can you see? Why was each invention important?
- 2 LISTENING 96 Listen to a student giving a presentation on this subject and answer the questions.
 - 1 What do you think is the most important invention ever? Why?
 - 2 What answer does she give? Write down two or three reasons.

SPEAKING BANK

Useful expressions in presentations

- I'm going to talk about ...
- Let me explain (why).
- For example,
- Firstly,
- Secondly,
- What's more,
- It's also true that ...
- Another thing is that ...
- Finally,
- Last but not least,
- In conclusion,
- To sum up,

- 4 SPEAKING Work with a partner. Are these things you should do in a presentation (DOs) or things you shouldn't do (DON'Ts)?
 - 1 Write notes with your ideas, not a complete text.
 - 2 Think of a short introduction and a short conclusion.
 - 3 Put your ideas in a logical order before you begin.
 - 4 Read your presentation aloud from a piece of paper.
 - 5 Look down at the floor or at your notes all the time.

✓ EXAM SUCCESS

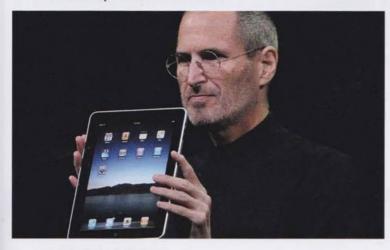
Do you think it's important to speak very quickly in a presentation? Why/Why not?

➤ EXAM SUCCESS page 154

- 5 What do you think was the most important invention ever? Make notes about it using this guide.
 - 1 short introduction about the invention you have chosen
 - 2 first and most important reason why you chose it
 - 3 second reason
 - 4 third reason
 - 5 conclusion
- 6 PRACTICE MAKES PERFECT SPEAKING Work in a group. Write your presentation. Use the advice in 4, your notes in 5, and the Speaking bank to help you. Practise and then give your presentation in front of the class.

A biography

1 Work with a partner. Do you know anything about the man in this photo, Steve Jobs?



- READING Look at these events in Steve Jobs' life. Read his biography and put them in the correct order.
 - a He helped to produce the iPhone.
 - **b** He worked with Pixar Animation.
 - c He lived in San Francisco, 1
 - d He learned about electronics.
 - e He started Apple Computers.
 - f He lived in Silicon Valley.
 - g He began a new company.
 - h He met Steve Wozniak.
 - Steve Jobs was born on 24th February 1955 in San Francisco, California. His parents were university students, but he didn't know them very well because he was adopted when he was very small.
 - When he was a boy, Jobs lived in Silicon Valley. His adoptive father taught him about electronics. At the age of 16, he met Steve Wozniak. Wozniak was studying at the University of Michigan at that time. They both loved electronics and designing computers.
 - In 1976, Jobs and Wozniak started Apple Computers in the garage of Jobs' family home. They made a new type of computer that was small, fast, cheap and also easy to use. The company was doing well, but in 1985 Jobs left and started a new company. Later he worked with Pixar Animation too. In 1997, he returned to Apple and they produced some of their most successful gadgets such as the iPhone and the iPad.
 - Jobs died of cancer in 2011. He made a big difference to the world with his modern designs and products. He is one of the world's most famous creators because he helped to produce some of today's most popular and useful inventions.

- 3 Look at the biography again. Which paragraph talks about ...
 - 1 Jobs' death and why he is famous now?
 - 2 his adolescence and the start of his career?
 - 3 his childhood?
 - 4 the main part of his career?

✓ EXAM SUCCESS

What are paragraphs? How do they help you to write good texts and get higher marks in writing exams?

> EXAM SUCCESS page 154

4 Look at the advice in the Writing bank. Find examples in the text about Steve Jobs for each piece of advice.

WRITING BANK

Useful advice for writing biographies

- Use words and expressions of time to make it clear when different events happened.
- Use the past simple for the main events in the story.
- Use the past continuous to describe scenes and activities in progress at a moment in the past.
- Use new paragraphs for different stages of the person's life.
- Use linkers of addition (and, also, too), contrast (but) and reason (because).
- Work in a small group. Make a list of people who you think have changed the world, but who are no longer living. Talk about how they made a difference.

PRACTICE MAKES PERFECT

- 6a Look at the task and choose one of the people you talked about in 5. Find information and make notes.
- 6b Organise the information in your notes into four paragraphs and then do the task. Use the biography in 2 as a model, and the notes in 6a to help you. Use the Writing bank for reference.

Write a short biography about an important person who has changed the world, but who is no longer living. Write about:

- when they were born and their early life.
- their childhood and adolescence.
- the main part of their career.
- their death and how they changed the world.

WRITING BANK > PAGE 159

Language checkpoint: Unit 10

Grammar reference

The passive

FORM

subject + to be + past participle

 We make the present passive with the present form of the verb to be and the past participle of the verb.

Many computers are built in China and India. Tea is drunk in many countries.

We make the past passive with the past form of the verb to be and the past participle of the verb.

The television was invented in 1926. New images of Mars were seen last week.

USE

 We use the passive when we are more interested in the action than the people who do the action.
 The bridge was built in 1866.

The passive with by

FORM

subject + to be + past participle + by + agent
The television was invented by John Logie Baird in 1926.

USE

 We use the preposition by after the past participle to introduce the person or thing which does the action.
 The bridge was built by the French in 1866.

Zero conditional

FORM

If + present simple + present simple

If you take a fish out of water, it dies.

If we arrive at school late, the teachers get angry.

HSE

We use the zero conditional to talk about situations that are generally or always true.

If you don't drink any liquids, you die. (= This is not just a specific situation – it always happens.)

First conditional

FORM

If + present simple + will/won't + infinitive

If the bus comes, we will get on.

If we don't listen, we won't understand.

The present simple comes in the part of the sentence with *if*. *Will* does not appear in this part of the sentence.

NOT 'If I will go to the shops, I will buy some bread.' X

USE

We use the first conditional to talk about specific possible situations in the future, and their consequences.

If it doesn't rain, we won't have enough water.

Vocabulary .

Useful inventions CD player • digital camera • DVD player • dishwasher • fridge • laptop (computer) MP3 player • microwave • printer • satnav • smartphone • tablet • washing machine

Creating and inventing build • create • design • discover • invent • produce

builder • creator • designer • discoverer • inventor • producer

building • creation • design • discovery • invention • product

Nouns with -ion action • description • explanation • expression • imagination • information • investigation organisation

Other words and phrases ➤ page 151

(discover) of insulin by a team of scientists

5 Walt Disney (create) Mickey Mouse.

helped to save many lives.

Gateway to exams: Units 9-10

Writing

> TIP FOR WRITING EXAMS

In writing exams, remember ...

Paragraphs help you to organise and structure your writing. This makes it easier to understand your text.

EXAM SUCCESS page 154

- Look at this paragraph plan for a biography. What is the logical order for the paragraphs?
 - 3
 - a the main part of the person's life and career
 - b the person's death and why they are famous now
 - c when the person was born and their early life
 - d the start of their career
- Now read this biography of astronaut Neil Armstrong. Separate the text into four paragraphs like the plan in 1.

Neil Armstrong was a famous American astronaut. He was born in Ohio in 1930. As a boy, he loved planes. He went up in one for the first time when he was just five years old. Neil Armstrong's career began in some ways when he was just 15. That was when he learned to fly a plane. At the age of 17, he began studying aerospace engineering at university. He combined his studies with work for the US Navy. Eight years later, the most important part of Armstrong's career began. He finished his university studies and navy work and in 1955 he became a test pilot. After that, he became an astronaut. In 1968, he trained with the Apollo rocket. The next year, he became the first man to walk on the Moon. Neil Armstrong died in 2012. He was one of only 12 people to walk on the Moon. He was a hero but he was also very modest and calm. He is a great example to young people all over the world.



Use of English

> TIP FOR USE OF ENGLISH

In activities where you have to choose the right answer to complete short dialogues, remember ...

Think about the situation, place and people before you try to choose the correct answer.

➤ EXAM SUCCESS page 153

- 3 Look at the start of five short dialogues. Try to decide what the situation is.
 - 1 Excuse me. What size is this T-shirt?
 - 2 Let's go out on Saturday.
 - 3 Could I have a cheeseburger, please?
 - 4 Good afternoon. I'd like some information, please.
 - 5 Hello? Mrs Johnson? Is that you?
- 4 Complete the five dialogues in 3 by choosing the best answer.
 - 1 a I'm sorry. We haven't got any.
 - b I think it's small.
 - c It's ten pounds.
 - 2 a You're welcome.
 - b Sorry, I can't. I'm busy.
 - c Because I like shopping.
 - 3 a Would you like chips with it?
 - b That's all right.
 - c Here's your change.
 - 4 a Yes, thanks.
 - b That's all right.
 - c Certainly. How can I help?
 - 5 a No, she isn't.
 - b Yes, speaking.
 - c Sorry. Can I leave a message?
- 5 Work with a partner. Write two more sentences to continue each dialogue. Then practise the dialogues.

istening		Speaking
In multiple-choice activities, ren Don't answer the questions too speaker says one thing and the adds new information. Work with a partner. Talk about wear at school. LISTENING 97 Listen to Penny a friend who goes to school in tanswers. 1 When did Emma start school in the US? a last year b last week c very recently 2 At her school Emma a has to wear school uniform. b isn't totally free to decide what to wear. c can wear what she likes. 3 At Emma's school you can a never wear T-shirts. b only wear T-shirts for one subject.	quickly. Sometimes, the n changes what they say or EXAM SUCCESS page 1 ut the clothes you usually and Sarah talking about a	In presentations, remember Don't speak very quickly. When you speak quickly, people won't be able to understand what you are saying. Its EXAM SUCCESS page 15. Ye Look at these expressions from a presentation. Put them in the order you would expect to hear them. I
	e things in English now? 2 = I can do it quite well. experiences in the rect. ever and never to talk about ritten and spoken on and shops. ations in a shop.	Give yourself a mark from 1 to 4. 3 = I have some problems. 4 = I can't do it. f I can talk about actions using different forms of the passive. g I can talk about situations and their usual or possible consequences using zero and first conditionals. h I can understand spoken and written texts about inventions and inventors. i I can give a simple presentation. j I can write a short biography of a famous person.
Now decide what you nee Look again at my book/no		3 Ask for help.

4 Other:

2 Do more practice exercises. ➤ WORKBOOK Units 9 and 10

(adj) = adjective
 (adv) = adverb
 (conj) = conjuction
 (det) = determiner
(n/n pl) = noun/noun plural
 (phr) = phrase
 (prep) = preposition
 (pron) = pronoun
 (v) = verb

Starter unit

Classroom objects

board (n) *** /bɔ:(r)d/
board rubber (n) /'bɔ:(r)d ,rʌbə(r)/
CD player (n) /,si: 'di: ,pleɪə(r)/
chair (n) *** /tfeə(r)/
computer (n) *** /kəm'pju:tə(r)/
desk (n) *** /desk/
dictionary (n) /'dɪkʃən(ə)ri/
notebook (n) /'nəut,buk/
pen (n) ** /pen/
pencil (n) ** /'pens(ə)l/
pencil sharpener (n)
/'pens(ə)l ,ʃɑ:(r)p(ə)nə(r)/
rubber (n) /'rʌbə(r)/
ruler (n) * /'ru:lə(r)/
textbook (n) /'teks(t),buk/

Colours

black (adj) *** /blæk/
blue (adj) *** /blu:/
brown (adj) *** /braun/
dark blue (adj) /,da:(r)k 'blu:/
green (adj) *** /gri:n/
grey (adj) * /grei/
orange (adj) /'prind3/
pink (adj) /piŋk/
purple (adj) /'p3:(r)p(ə)l/
red (adj) *** /red/
white (adj) *** /wait/
yellow (adj) *** /'jeləu/

Some English-speaking countries and nationalities

Australia (n) /p'streɪliə/ Australian (adj) /p'streɪliən/ Canada (n) /'kænədə/ Canadian (adj) /kə'neɪdiən/ England (n) /'ɪŋglənd/ English (adj) /'ɪŋglɪʃ/ Ireland (n) /'aɪələnd/ Irish (adj) /'aɪɪʃ/ The most common and useful words in English are marked according to the Macmillan Dictionary 'star rating'. This is so you can easily recognise the vocabulary you need to know especially well.

*** = very common words ** = common words * = fairly common words If there is no star next to the word, this means that it is not very common. In the Macmillan Dictionary, (r) is used to indicate where the sound /r/ is pronounced in American English and some other regional varieties of English. In a standard British accent, (r) is only pronounced if it occurs at the end of a word which is followed by another word starting with a vowel sound, for example far away /fg:r ə'wei/.

Scotland (n) /'skptland/ Scottish (adj) /'skptlf/ United States of America (n) /ju:,nattid ,steits av a'merika/ American (adj) /a'merikan/

Days

Monday (n) *** /'mʌndeɪ/
Tuesday (n) *** /'tjuːzdeɪ/
Wednesday (n) *** /'wenzdeɪ/
Thursday (n) *** /'θɜː(r)zdeɪ/
Friday (n) *** /'fraɪdeɪ/
Saturday (n) *** /'sætə(r)deɪ/
Sunday (n) *** /'sʌndeɪ/

Months

January (n) *** /'dʒænjuəri/
February (n) *** /'februəri/
March (n) *** /mɑ:(r)t ʃ/
April (n) *** /'eɪprəl/
May (n) *** /meɪ/
June (n) *** /dʒu:n/
July (n) *** /dʒu'laɪ/
August (n) *** /'ɔ:gəst/
September (n) *** /sep'tembə(r)/
October (n) *** /nəu'vembə(r)/
December (n) *** /dɪ'sembə(r)/

Ordinal numbers

first (1st) (number) *** /f3:(r)st/ second (2nd) (number) *** /'sekand/ third (3rd) (number) /03:(r)d/ fourth (4th) (number) $f_{2}(r)\theta$ fifth (5th) (number) /f1fθ/ sixth (6th) (number) /siksθ/ seventh (7th) (number) /'sev(ϑ)n θ / eighth (8th) (number) /eɪtθ/ ninth (9th) (number) /name/ tenth (10th) (number) /tenθ/ eleventh (11th) (number) /ι'lev(ə)nθ/ twelfth (12th) (number) /twelft/ thirteenth (13th) (number) $/\theta : (r)'ti:n\theta/$ fourteenth (14th) (number) $/fo:(r)'ti:n\theta/$

fifteenth (15th) (number) /, fif'ti:n\theta/
sixteenth (16th) (number) /, siks'ti:n\theta/
seventeenth (17th) (number)
/, sev(\theta)n'ti:n\theta/
eighteenth (18th) (number) /, ei'ti:n\theta/
nineteenth (19th) (number)
/, nain'ti:n\theta/
twentieth (20th) (number) /'twenti\theta\theta/
twenty-first (21st) (number)
/'twenti ,f3:(r)st/
thirty-first (31st) (number)
/'\theta:(r)ti ,f3:(r)st/

E

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The family

aunt (n) ** /g:nt/ brother (n) *** /'brAðə(r)/ cousin (n) ** /'kAZ(ə)n/ daughter (n) *** /'do:tə(r)/ father (n) *** /'fa:ðə(r)/ grandchildren (n) /'græn(d),t fıldrən/ granddaughter (n) /'græn(d),do:to(r)/ grandfather (n) ★/'græn(d),fa:ðə(r)/ grandmother (n) * /'græn(d),m∧ðə(r)/ grandparents (n) /'græn(d),pearants/ grandson (n) /'græn(d),sʌn/ husband (n) *** /'hʌzbənd/ mother (n) *** /'mAðə(r)/ nephew (n) /'nefju:/, /'nevju:/ niece (n) /nirs/ parent (n) *** / 'pearant/ sister (n) *** /'sistə(r)/ son (n) *** /sAn/ uncle (n) * /'Aŋk(ə)l/ wife (n) *** /warf/

Basic descriptions

beard (n) /biə(r)d/ black hair (phr) /,blæk 'heə(r)/ blue eyes (phr) /,blu: 'aiz/ brown eyes (phr) /,braon 'aiz/ dark hair (phr) /,da:(r)k 'heə(r)/ fair hair (phr) /,feə(r) 'heə(r)/ glasses (n pl) /'gla:siz/ green eyes (phr) /,gri:n 'aiz/ long hair (phr) /,lon 'hea(r)/
moustache (n) /ma'sta: ʃ/
red hair (phr) /,red 'hea(r)/
short (adj) *** / ʃɔ:(r)t 'hea(r)/
short hair (phr) /, ʃɔ:(r)t 'hea(r)/
tall (adj) *** / tɔ:l/
thin (adj) *** /θɪn/

Words in classroom expressions and instructions in this book

act out (v phr) / ækt 'aut/ add (v) *** /æd/ alternative (n) ** /ɔ:l'tɔ:(r)nətɪv/ answer (n & v) *** /'a:nsə(r)/ can (v) /kæn/ change (v) *** /t feind3/ check (v) *** /t fek/ choose (v) *** /t fu:z/ compare (v) *** /kəm'peə(r)/ complete (v) *** /kəm'pli:t/ conversation (n) *** /kpnvə(r)'seif(ə)n/ correct (adi) *** /kəˈrekt/ description (n) *** /di'skripf(ə)n/ dialogue (n) ** /'darəlog/ different (adi) *** /'difrant/ discover (v) *** /di'skavə(r)/ draw (v) *** /dro:/ false (adj) ** /fo:ls/

gap (n) ** /gæp/ guess (v) ** /ges/ how (adv & conj) *** /hau/ if necessary (adj) /,ɪf 'nesəseri/

language (n) *** /'læŋgwɪdʒ/ letter (of alphabet) (n) *** /'letə(r)/

list (n & v) ***/** /list/ listen (v) *** /'lis(ə)n/

look (v) *** /luk/

fill in (v) / fil 'in/

match (v) ★★ /mæt ʃ/

mean (v) *** /mi:n/

object (n) *** / pbd31kt/

partner (n) *** /'pa:(r)tnə(r)/

photo (n) ★★ /'fəutəu/

picture (n) *** / pikt $\int a(r) / a(r) / a(r)$

practise (v) ** /'præktis/

question (n) ★★★ / kwest ∫(ə)n/

read (v) *** /ri:d/

repeat (v) *** /rɪ'pi:t/

say (v) *** /seɪ/

sorry (adj) *** /'spri/

Grammar words

adjective (n) * /'ædʒɪktɪv/
affirmative (adj) /ə'fɜː(r)mətɪv/
apostrophe (n) /ə'pɒstrəfi/
contraction (n) /kən'trækʃ(ə)n/
negative (adj) ** /'negətɪv/
noun (n) * /naun/
phrase (n) *** /freɪz/
plural (adj) * /'pluərəl/
possessive (adj) /pə'zesɪv/
pronoun (n) /'prəunaun/
sentence (n) *** /'sentəns/
short answer (n) /ˌʃɔː(r)t 'ɑːnsə(r)/
singular (adj) /'sɪŋgjulə(r)/
subject (n) *** /'sʌbdʒɪkt/
verb (n) * /vɜː(r)b/

Other words and phrases

again (adv) *** /ə'gen/ birthday (n) ★★ /'bs:(r)θdei/ date (n) *** /deit/ end (n) *** /end/ family tree (n) /,fæm(ə)li 'tri:/ favourite (adj) ** /'feɪv(ə)rət/ friend (n) *** /frend/ half past (phr) *** /,ha:f 'pa:st/ how old (phr) /,hau 'auld/ meet (v) *** /mi:t/ middle (n) *** /'mɪd(ə)l/ name (n) *** /neim/ new (adj) *** /nju:/ nice (adj) *** /nars/ o'clock (adv) ** /ə'klok/ other (det, pron) *** /'Aðə(r)/ quarter (n) *** /'kwo:(r)tə(r)/ similar (adj) *** /'sımılə(r)/ singer (n) /'sɪŋə(r)/ start (n & v) *** /sta:(r)t/ student (n) *** /'stju:d(ə)nt/ today (adv) *** /tə'deɪ/ tomorrow (adv) *** /tə'mɒrəu/

win (v) *** /wɪn/

Unit 1

The school day

art (n) *** /a:(r)t/ biology (n) ★ /bar'plədʒi/ chemistry (n) ** /'kemistri/ do homework (phr) /,du: 'houm,wa:(r)k/ English (n) /'inglis/ finish school (phr) *** /,finif 'sku:l/ French (n) /frent [/ geography (n) ** /dzi:'pgrəfi/ German (n) /'d33:(r)mən/ get dressed (phr) / get 'drest/ get up (v phr) / get 'Ap/ go home (phr) /,gəu 'həum/ go to bed (phr) / gau ta 'bed/ go to school (phr) / gau ta 'sku:l/ have a break (phr) / hæv ə 'breik/ have breakfast (phr) /,hæv 'brekfast/ have dinner (phr) /,hæv 'dınə(r)/ have lunch (phr) /,hæv 'lʌntʃ/ history (n) *** /'hist(ə)ri/ ICT (Information and Communication Technology) (n) /ai si: 'ti:/ maths (n) */mæθs/ music (n) *** /'mju:zik/ PE (physical education) (n) / pi: 'i:/ physics (n) ** /'fızıks/ Spanish (n) /'spænɪʃ/ start school (phr) /,sta:(r)t 'sku:l/

Free-time activities

chat online (phr) / t fæt on lain/ dance (v) *** /dains/ do sport (phr) / du: 'spo:(r)t/ draw (v) *** /dro:/ go out with friends (phr) /gəu aut wið 'frendz/ go shopping (phr) / gou 'sppin/ listen to music (phr) / lisan ta 'mju:zik/ play the guitar/piano (phr) / plei ða gi'ta:(r)/pi'ænau/ read (v) *** /ri:d/ surf the Internet (phr) /,s3:(r)f ði 'intə(r)net/ take photos (phr) /,teik 'fautauz/ watch films (phr) / wpt f 'filmz/

Places to go in a town

cinema (n) ** /'sɪnəmə/
fast-food restaurant (n)
/,faːst 'fuːd ˌrest(ə)ront/
library (n) *** /'laɪbrəri/

museum (n) ***/mju:'zi:əm/
park (n) **/pa:(r)k/
shopping centre (n) /'fppiŋ ,sentə(r)/
sports centre (n) /'spo:(r)ts ,sentə(r)/
stadium (n) /'steidiəm/
swimming pool (n) /'swimiŋ ,pu:l/
theatre (n) **/'θiətə(r)/

Other words and phrases angry (adj) *** / 'æŋgri/ anybody (pron) *** /'eni,bpdi/ attitude (n) *** / 'ætı,tju:d/ awesome (adj) /'ass(a)m/ brilliant (adj) ***/'brɪljənt/ calm (adj) ** /ka:m/ combat (n) ★/'knmbæt/ comic (adj) * /'kpmrk/ concentrate (v) *** /'kpns(ə)n,treit/ concert (n) ** /'kpnsə(r)t/ creative (adj) **/kri'eitiv/ deal with (v phr) /'di:l wið/ difficult (adj) *** /'dıfık(ə)lt/ emotion (n) *** /1'məuʃ(ə)n/ energy (n) *** /'enə(r)dʒi/ e-reader (n) /'i: ˌri:də(r)/ famous (adj) ***/'feiməs/ food (n) ***/fu:d/ forum (n) ** /'fo:rəm/ friend of mine (phr) /'frend av ,main/ good (adj) ***/gud/ great (adj) ***/greit/ guy (n) ** /gai/ happy (adj) *** /'hæpi/ healthy (adj) ***/'helθi/ imagine (v) *** /I'mædʒɪn/ industry (n) ***/'Indəstri/ kid (n) *** /krd/ know (v) *** /nəʊ/ like (v) *** /laɪk/ love (v) *** /Inv/ lunchtime (n) ★/'lʌntʃ,taɪm/ magazine (n) ***/,mægə'zi:n/ Miss (n) ***/mis/ natural (adj) *** /'nætʃ(ə)rəl/ near (adj) *** /n19(r)/ OK/okay (interj) ***/,əu'kei/ ordinary (adj) *** /'ɔ:(r)d(ə)n(ə)ri/ perhaps (adv) ***/pa(r)'hæps/ pet (n) ** /pet/ photography (n) * /fə'tɒgrəfi/ react (to) (v) /ri'ækt (tu:)/

Sir (n) */s3:(r)/ sky (n) *** /skai/ slow (adj) *** /slau/ somebody (pron) *** /'sambadi/ sometimes (adv) *** /'samtaimz/ special (adj) ***/'spef(a)l/ stress (n) /stres/ stress (out) (v) /,stres ('aut)/ stressed (out) (adj) /,strest ('aut)/ stressful (adj) /'stresf(ə)l/ teen (adj) /ti:n/ tell (v) *** /tel/ usual (adj) *** /'ju:30əl/ video message (n) /'vɪdiəu ,mesɪdʒ/ want (v) ***/wpnt/ weekend (n) ***/, wi:k'end/ worried (adj) *** /'warid/

Unit 2

Rooms

bathroom (n) **/'ba:0,ru:m/
bedroom (n) **/'bed,ru:m/
dining room (n) /'dainin, ru:m/
garage (n) */'gæra:3/, /'gærid3/
garden (n) ***/'ga:(r)d(ə)n/
hall (n) ***/ho:l/
kitchen (n) ***/'kitʃən/
living room (n) **/'livin, ru:m/

Household objects and furniture

armchair (n) /' α :(r)m,t $\int e \vartheta(r)$ / bath (n) ***/bα:θ/ bed (n) ***/bed/ CD player (n) /si: 'di: ,ple1ə(r)/ chair (n) ***/t fea(r)/ clock (n) ***/klpk/ computer (n) ***/kəm'pju:tə(r)/ cooker (n) /'kukə(r)/ cupboard (n) */'knbad/ desk (n) ***/desk/ DVD player (n) / di: vi: 'di: pleiə(r)/ fridge (n) */frid3/ games console (n) /'geimz ,kpnsəul/ lamp/light (n) *** /læmp/laɪt/ microwave (n) /'markra,werv/ mirror (n) ***/'mirə(r)/ painting/poster (n) *** /'peintin/'pausta(r)/ phone (n) ***/faun/ radiator (n) /'reidi,eitə(r)/ shelf (n) / felf/ shower (n) */'∫auə(r)/

sink (n) /siŋk/
sofa (n) /'səufə/
table (n) *** /'teɪb(ə)l/
toilet (n) * /'təɪlət/
TV (n) *** /ˌtiː 'viː/
washing machine (n) *
/'wɒʃɪŋ məˌʃiːn/
window (n) *** /'wɪndəu/

Jobs around the house

cook (v) ***/kuk/
do the ironing (phr) /,du: ði 'aɪə(r)nɪŋ/
do the shopping (phr) /,du: ðə 'ʃɒpɪŋ/
do the washing (phr) /,du: ðə 'wɒʃɪŋ/
lay the table (phr) /,leɪ ðə 'teɪb(ə)l/
make the bed (phr) /,meɪk ðə 'bed/
take the rubbish out (phr) /,teɪk ðə
'rʌbɪʃ aut/
tidy up (v phr) /,taɪdi 'ʌp/
wash the dishes (phr) /,wɒʃ ðə 'dɪʃɪz/

Other words and phrases

access (n) **/'ækses/ affect (v) *** /ə'fekt/ bill (US = bank note) (n) /bil/ can (n) /kæn/ canned (adj) /kænd/ cloud (n) *** /klaud/ container (n) ** /kən'ternə(r)/ empty (adj) *** /'empti/ enormous (adj) *** /I'no:(r)məs/ environment (n) *** /In'vairənmənt/ equipment (n) *** /1'kwipment/ even (adv) ***/'i:v(ə)n/ fountain (n) */'fauntin/ full (adj) *** /ful/ inside (adv) *** /'ın,saıd/ jumper (n) ★ /'dʒʌmpə(r)/ lake (n) ** /leik/ leaflet (n) ** /'li:flət/ location (n) *** /lou'kerf(o)n/ long-distance (adj) */,lon 'distans/ main (adj) *** /mein/ outdoor (adj) * /'autdo:(r)/ outside (adv) *** / aut 'said/ packaging (n) */'pækɪdʒɪŋ/ painting (n) ***/'peintin/ pollute (v) */pə'lu:t/ polluted (adj) /pə'lu:tɪd/ pollution (n) *** /pə'lu: f(ə)n/ power (n) *** / paua(r)/ present (n) ***/'prez(ə)nt/ recycle (v) ★ /ri:'saɪk(ə)l/ reduce (v) *** /rɪ'dju:s/ reuse (v) /ri:'ju:z/

relaxed (adj) * /rɪ'lækst/

sad (adj) ***/sæd/

revision (n) ** /rɪ'vɪʒ(ə)n/

Gateway to exams: Units 1-2

court (n) *** /kɔ:(r)t/
energy bar (n) /'enə(r)dʒi ˌba:(r)/
every (det) *** /'evri/
session (n) ** /'sef(ə)n/
skate park (n) /'skeɪt ˌpa:(r)k/
skateboarding (n) /'skeɪt ˌbɔ:(r)dɪŋ/
special (adj) *** /'spef(ə)l/
summer (n) *** /'snmə(r)/
training (n) *** /'treɪnɪŋ/

Unit 3

Parts of the body

ankle (n) *** /'æŋk(ə)l/
arm (n) *** /u:(r)m/
back (n) *** /bæk/
chest (n) *** /tʃest/
ear (n) *** /test/
elbow (n) ** /'elbəu/
face (n) *** /feɪs/
finger (n) *** /fuɪŋgə(r)/
foot/feet (n) *** /fut/fiːt/
hand (n) *** /hænd/
head (n) *** /hed/
knee (n) *** /leg/

mouth (n) *** /mauθ/

neck (n) *** /nek/ nose (n) *** /nəuz/ shoulder (n) *** /'ʃəuldə(r)/ stomach (n) ** /'stʌmək/ toe (n) * /təu/ wrist (n) ** /rɪst/

Physical activities

climb (v) *** /klaɪm/
dive (v) /daɪv/
fall (v) *** /fɔːl/
hit (v) *** /hɪt/
jump (v) *** /dʒʌmp/
kick (v) *** /kɪk/
rest (v) *** /rest/
ride (a horse/bike) (v) * /raɪd/
run (v) *** /rʌn/
skate (v) /skeɪt/
ski (v) /skiː/
swim (v) ** /swɪm/

Sports

baseball (n) /'beis,boil/ basketball (n) /'baskit,basl/ climbing (n) /'klaımıŋ/ cycling (n) /'saɪklɪŋ/ diving (n) /'darvin/ fishing (n) /'fɪʃɪŋ/ football (n) ** /'futbo:1/ golf (n) */golf/ gymnastics (n) /dʒɪm'næstɪks/ horse-riding (n) /'hor(r)s ,raidin/ ice skating (n) /'ais ,skeitin/ judo (n) /'dzu:dəu/ rugby (n) /'ragbi/ running (n) ** /'rʌnɪŋ/ sailing (n) /'seɪlɪŋ/ skiing (n) /'ski:ɪŋ/ swimming (n) ★ /'swimin/ table tennis (n) /'teɪb(ə)l ,tenɪs / tennis (n) /'tenis/ volleyball (n) /'vpli,bo:l/

Other words and phrases

bat (n) ** /bæt/
cliff (n) ** /klɪf/
consecutively (adv) /kən'sekjutɪvli/
crazy (adj) ** /'kreɪzi/
flexibility (n) ** /¡fleksə'biləti/
flexible (adj) ** /'fleksəb(ə)l/
floor (n) *** /flɔ:(r)/
heart (n) *** /hɑ:(r)t/
heavy (adj) *** /'hevi/
height (n) *** /haɪt/
high (adj) *** /haɪ/

hurt (v) *** /h3:(r)t/ impact (n) *** /'Impækt/ impression (n) *** / Im'pre f(ə)n/ insult (v) * /In'sAlt/ mistake (n) *** /mɪ'steɪk/ muscle (n) *** /'mas(ə)l/ net (n) *** /net/ player (n) *** /'pleiə(r)/ popularity (n) ** / popjo'lærəti/ protect (v) *** /prə'tekt/ racket (n) * /'rækɪt/ respect (v) *** /ri'spekt/ safely (adv) ** /'serfli/ sign (n) *** /sain/ spectacular (adj) ** /spek'tækjula(r)/ splash (v) * /splæʃ/ stamina (n) /'stæmɪnə/ strength (n) *** /strenθ/ strong (adj) *** /stron/ theory (n) *** /'θιəri/ touch (v) *** /t \text{1}/ train (v) *** /trein/

Unit 4

Countries and nationalities

Argentina (n) /a:(r)dʒən'ti:nə/ Argentinian (adj) /a:(r)dʒən'tıniən/ Brazil (n) /brəˈzɪl/ Brazilian (adj) /brəˈzɪliən/ China (n) /'t farnə/ Chinese (n) / t far'ni:z/ Czech Republic (n) /,t fek rı'pʌblɪk/ Czech (adj) /t ſek/ Egypt (n) /'i:d3ipt/ Egyptian (adj) /I'dʒɪpʃən/ France (n) /fra:ns/ French (adj) /frent J/ The United Kingdom (UK) (n) /ðə ju:,naitid 'kindəm/ British (adj) /'britis/ Greece (n) /gri:s/ Greek (n) /gri:k/ Ireland (n) /'arələnd/ Irish (adj) /'airis/ Italy (n) /'ɪtəli/ Italian (adj) /1'tæljən/ Japan (n) /dʒə'pæn/ Japanese (adj) /,dzæpə'ni:z/ Mexico (n) /'meksikəu/ Mexican (adj) /'meksikən/ Peru (n) /pə'ru:/ Peruvian (adj) /pəˈruːviən/

Poland (n) /'pauland/

Wordlist: Units 4-5

Polish (adj) /'pəulɪʃ/ Russia (n) /'rafə/ Russian (adj) /'raf(ə)n/ Scotland (n) /'skotland/ Scottish (adj) /'skpt1[/ Slovakia (n) /slə'vækiə/ Slovak (adj) /'slauvæk/ Spain (n) /spein/ Spanish (adj) /'spænɪʃ/ Switzerland (n) /'switsə(r)lənd/ Swiss (adj) /swis/ The United States (US) (n) /ði ju:,naitid 'steits/ American (adj) /ə'merikən/ Turkey (n) /'tax(r)ki/ Turkish (adj) /'tax(r)kɪʃ/ Ukraine (n) /ju:'krein/ Ukrainian (adj) /ju:'kreini:ən/

Words connected with tourism

book (v) /buk/
guidebook (n) /'gaɪd,buk/
luggage (n) /'lʌgɪdʒ/
package holiday (n) /ˌpækɪdʒ 'hɒlɪdeɪ/
passport (n) */'pɑɪspɔ:(r)t/
sightseeing (n) /'saɪt,si:ɪŋ/
souvenir (n) /ˌsuːvə'nɪə(r)/
ticket (n) ***/'tɪkɪt/
travel agency (n)
/'træv(ə)l ˌeɪdʒ(ə)nsi/
trip/excursion (n) **
/trɪp/ɪk'skɜ:(r)ʃ(ə)n/

Transport

bike (n) **/bark/ boat (n) *** /bout/ bus (n) ***/bas/ car (n) *** /ka:(r)/ coach (n) */kəutʃ/ helicopter (n) /'heli,kpptə(r)/ lorry (n) /'lori/ moped (n) /'mauped/ motorbike (n) /'mouto(r),bark/ plane (n) *** /plein/ ship (n) ***/ʃɪp/ taxi (n) ***/'tæksi/ the Underground (n) /ði 'Andə(r),graund/ train (n) ***/trein/ tram (n) /træm/ van (n) ★/væn/

Other words and phrases

adventurous (adj) /ad'vent f(a)ras/

baseball cap (n) /'beisboil ,kæp/ cannon (n) /'kænən/ citizen (n) ***/'sɪtɪz(ə)n/ civilised (adi) /'sɪvəlaɪzd/ clever (adj) ** /'klevə(r)/ company (n) *** / kAmp(ə)ni/ crime (n) *** /kraim/ destination (n) ** / $desti'nei \int (\vartheta)n/$ discovery (n) *** /d1'skAv(ə)ri/ enterprise (n) ** /'entə(r),praiz/ flip-flop (n) /'flip ,flpp/ honeymoon (n) */'hani,mu:n/ hunt (n) ★★ /hʌnt/ imaginative (adj) */I'mædʒɪnətɪv/ luckily (adv) ★/'lʌkɪli/ monument (n) **/'mpnjomant/ product (n) ***/'prodakt/ responsible (adj) *** /rɪ'spɒnsəb(ə)l/ sales (n) ***/seilz/ sandal (n) /'sænd(ə)l/ sell (v) ***/sel/ share (v) *** / $\int e \vartheta(r)$ / shocked (adj) * /ʃɒkt/ shoot (v) ***/fu:t/ shortbread (n) /'fo:(r)t,bred/ success (n) ***/sək'ses/ successful (adj) *** /sək'sesf(ə)l/ sunglasses (n pl) /'sʌn,gla:sɪz/ temple (n) **/'temp(a)l/ towel (n) **/'tauəl/ traveller (n) ** /'træv(ə)lə(r)/

Gateway to exams: Units 3-4

bottom (adj) /'bɒtəm/
goal (n) ***/gəʊl/
salt (n) */sɔ:lt/
score (v) **/skɔ:(r)/
substitute (n) /'sʌbstɪˌtju:t/
underwater (adj & adv)
/ˌʌndə(r)'wɔ:tə(r)/

Unit 5

Places of work

clinic (n) /'klinik/
factory (n) ***/'fæktri/
garage (n) */'gærɑ:ʒ/,/'gærɪdʒ/
hospital (n) ***/'hospit(ə)l/
office (n) ***/'pfis/
outdoors (adv) /,aut'dɔ:(r)z/
restaurant (n) ***/'rest(ə)rɒnt/
school/university (n) ***/sku:l/
,ju:ni'vɜ:(r)səti/

shop (n) *** / stju:diau/

Jobs and work

actor (n) *** /'æktə(r)/ actress (n) /'æktrəs/ artist (n) **/'a:(r)tist/ builder (n) /'bildə(r)/ bus/taxi/lorry driver (n) *** /'bas/ 'tæksi/'lpri ,draɪvə(r)/ businessman (n) /'biznəsmæn/ businesswoman (n) /'biznəs,wumən/ cleaner (n) /'kli:na(r)/ cook (n) /kuk/ dentist (n) /'dentist/ doctor (n) ***/'dpktə(r)/ engineer (n) */,end31'n19(r)/ farmer (n) /'fa:(r)mə(r)/ footballer (n) /'futba:la(r)/ hairdresser (n) /'heə(r),dresə(r)/ journalist (n) ** /'d33:(r)nəlist/ mechanic (n) /mɪ'kænɪk/ nurse (n) ** /n3:(r)s/ secretary (n) */'sekratri/ shop assistant (n) /'fpp ə,sist(ə)nt/ singer (n) /'sɪŋə(r)/ teacher/professor (n) *** /'ti:t fə(r)/ prə'fesə(r)/ waiter/waitress (n) ★/'weitə(r)/ 'weitrəs/ writer/author (n) *** / raitə(r)/ 'p:θə(r)/

Culture and work

art (n) $\star\star\star/\alpha$:(r)t/ ballet (n) /'bælei/ classical music (n) /ˌklæsɪk(ə)l 'mju:zɪk/ composer (n) /kəm'pəuzə(r)/ dancer (n) ** /'da:nsə(r)/ director (n) *** /dar'rektə(r)/. /dəˈrektə(r)/ film (n) *** /f.lm/ literature (n) ★★ /'lɪtrətʃə(r)/ musician (n) ★/mju'zɪʃ(ə)n/ novelist (n) /'npvəlist/ opera (n) /'pp(ə)rə/ painter (n) /'peintə(r)/ playwright (n) /'plei,rait/ poet (n) ** /'pauit/ poetry (n) ** /'paustri/ theatre (n) *** / θ 1919(r)/

Other words and phrases

ambition (n) ** $/em'bi \int (a)n/award$ (n) *** $/ewic \int (b) \int (a)n/award$

Wordlist: Units 5-7

(A)

behaviour (n) *** /bi'heivjə(r)/ benefit (n) *** /'benifit/ best-seller (n) / best 'sela(r)/ blurb (n) /bla:(r)b/ celebrity (n) ★ /sə'lebrəti/ chapter (n) *** /'t fæptə(r)/ charity (n) *** /'t færəti/ choose (v) *** /t fu:z/ clap (v) * /klæp/ comprehend (v) / kpmpri'hend/ comprehension (n) * /komprihenf(a)n/ creativity (n) * / kri:ei'tivəti/ improve (v) *** /Im'pru:v/ increase (v) *** /in'kri:s/ kind (n) *** /kamd/ literacy (n) /'lɪt(ə)rəsi/ literate (adj) /'lit(ə)rət/ lonely (adj) ** /'lounli/ look after (v phr) / lok 'a:ftə(r)/ non-fiction (n) /,non 'fikf(ə)n/ novel (n) *** /'npv(ə)l/ official (adj) *** /a'f1 [(a)]/ patient (n) *** /'peif(ə)nt/ pleasure (n) *** /'ple39(r)/ quotation (n) ★ /kwəu'teɪʃ(ə)n/ recognition (n) *** /,rekag'nı f(a)n/ repair (v) ** /rɪ'peə(r)/ sign (v) *** /sain/

Unit 6

Food and drink

apple (n) *** / 'æp(ə)l/ banana (n) /bəˈnɑːnə/ beans (n pl) /bi:nz/ biscuit (n) /'biskit/ bread (n) *** /bred/ burger (n) /'b3:(r)gə(r)/ butter (n) ** /'batə(r)/ cake (n) ** /keik/ cheese (n) ** /t [i:z/ chicken (n) ** /'t fikin/ chips (n pl) ** /t [Ips/ coffee (n) *** / kpfi/ egg (n) *** /eg/ fish (n) *** /f1 [/ fizzy drink (n) /,fızi 'drıŋk/ grape (n) /gresp/ ice cream (n) . /,ais 'kri:m/ lemon (n) /'leman/ lemonade (n) /,lemə'neid/ meat (n) ***/mi:t/

melon (n) /'melan/

milk (n) *** /mɪlk/
milkshake (n) /'mɪlk,ʃeɪk/
nuts (n pl) * /nʌts/
orange juice (n) ** /'prɪndʒ ,dʒuːs/
pizza (n) /'piːtsə/
rice (n) * /raɪs/
salad (n) * /'sæləd/
salt (n) * /sɔːlt/
strawberry (n) /'strɔːb(ə)ri/
sugar (n) ** /'ʃogə(r)/
tea (n) *** /tiː/
tomato (n) ** /təˈmɑːtəʊ/
water (n) *** /ˈwɔːtə(r)/
yoghurt (n) /'jɒgə(r)t/

Containers

bottle (n) *** /'bnt(ə)l/
can (n) ** /kæn/
carton (n) /'ka:(r)t(ə)n/
cup (n) *** /kʌp/
glass (n) *** /gla:s/
packet (n) * /'pækɪt/
slice (n) * /slaɪs/

Other words and phrases

additive (n) /'ædətɪv/ advice (n) *** /əd'vais/ amount (n) *** /ə'maunt/ antioxidant (n) / ænti'pksid(ə)nt/ assess (v) ** /ə'ses/ balanced (adj) * /'bælanst/ calcium (n) ★ /'kælsiəm/ carbohydrate (n) / ka:(r)bəu'haidreit/ chemical (n) *** /'kemik(ə)l/ choose (v) *** /t [u:z/ consumer (n) *** /kən's ju:mə(r)/ dairy (adj) /'deəri/ dessert (n) * /d1'z3:(r)t/ diabetes (n) /,darə'bi:ti:z/ energy (n) *** /'enə(r)dʒi/ fats (n pl) ** /fæts/ fibre (n) ** /'faibə(r)/ flavour (n) ** /'fleivə(r)/ full-fat (adj) /,ful 'fæt/ garlic (n) * /'ga:(r)lik/ hormone (n) /'ho:(r)məun/ low-fat (adj) /,lau 'fæt/ nutrient (n) /'nju:trient/ oily (adj) /ˈɔɪli/ picnic (n) * /'piknik/ plenty of (phr) /'plenti pv/ portion (n) ** /'po:(r) $\int (a)n/a$ preservative (n) /pri'z3:(r)vətiv/

protein (n) ** /'prauti:n/

semi-skimmed (adj) /,semi 'skimd/ skimmed (adj) /skimd/ source (n) *** /sɔ:(r)s/ supersize (v) /'su:pə(r),saiz/ taste (n) *** /teist/ third (n) /θɜ:(r)d/ thirsty (adj) * /'θɜ:(r)sti/ vitamin (n) *** /'vɪtəmɪn/

Gateway to exams: Units 5-6

award (n) ** /ə'wɔ:(r)d/
cartoon (n) * /kɑ:(r)'tu:n/
character (n) *** /'kærıktə(r)/
charity (n) ** /'tʃærəti/
condition (n) *** /kən'dɪʃ(ə)n/
hurricane (n) /'hʌrɪkən/, /'hʌrɪkeɪn/
presenter (n) * /prɪ'zentə(r)/
refugee (n) /ˌrefjo'dʒi:/
victim (n) *** /'vɪktɪm/

Unit 7

Wild animals and insects

alligator (n) /'ælɪˌgeɪtə(r)/
bear (n) /beə(r)/
bee (n) /biː/
bite (n) /baɪt/
eagle (n) /'iːg(ə)l/
jellyfish (n) /'dʒeliˌfɪʃ/
lizard (n) /'lɪzə(r)d/
scorpion (n) /'skəː(r)piən/
shark (n) /ʃɑː(r)k/
snake (n) /sneɪk/
spider (n) /'spaɪdə(r)/
sting (n) /stɪŋ/
tiger (n) /'taɪgə(r)/
wolf (n) /wulf/

The natural world

field (n) *** /fi:ld/
flowers (n pl) *** /'flauə(r)z/
forest (n) *** /'fbrist/
grass (n) *** /gra:s/
hill (n) *** /hil/
island (n) *** /'ailənd/
lake (n) ** /leik/
mountain (n) *** /'mauntın/
river (n) *** /'rivə(r)/
sky (n) *** /skai/
valley (n) * /'væli/
waterfall (n) /'wɔ:tə(r),fɔ:l/

The weather

cloud (n) *** /klaud/

Wordlist: Units 7-9

cloudy (adj) /'klaudi/ cold (adj) *** /kəuld/ dry (adj) *** /drai/ fog (n) /fpg/ foggy (adj) /'fngi/ hot (adj) *** /hpt/ ice (n) ** /aɪs/ icy (adj) /'arsi/ rain (n) *** /reɪn/ rainy (adj) /'reɪni/ snow (n) ** /snəu/ snowy (adj) /'snəui/ /m(r):cts/ ** (n) stormy (adj) /'sto:(r)mi/ sun (n) *** /sʌn/ sunny (adj) /'sʌni/ warm (adj) *** /wo:(r)m/ wet (adj) *** /wet/ wind (n) ***/wind/ windy (adj) /'wɪndi/

Other words and phrases

alive (adj) *** /ə'laɪv/ altitude (n) * /'æltɪˌtjuːd/ bar graph (n) /'ba:(r) ,gra:f/ be worth (phr) /bi: 'w3:(r) θ / boar (n) /box(r)/ compact (adj) ★ /'kompækt/ compete (v) *** /kəm'pi:t/ complicated (adj) ** /'kompli,keitid/ contestant (n) /kən'testənt/ deer (n) * /d12(r)/ determination (n) ** /di_t3:(r)mi'neif(ə)n/ diagram (n) ** /'darəgræm/ distribution (n) ** /,distri'bju: f(ə)n/ endangered species (n) /in.deind3ə(r)d 'spi:fi:z/ extinction (n) * /ik'stinkf(ə)n/ extreme (adj) ** /ık'stri:m/ fall (v) *** /fo:1/ fire (n) *** / 'farə(r)/ grass (n) *** /grass/ habitat (n) ★/'hæbitæt/ herbivore (n) /'h3:(r)b1,v3:(r)/ hieroglyphics (n pl) /,haɪərə'glɪfɪks/ hunter (n) ★ /'hʌntə(r)/ hunting (n) ** /'hantɪŋ/ icon (n) */'arkon/ knife (n) *** /naɪf/ length (n) *** /lenθ/ line graph (n) /'laın ˌgraːf/

obstacle (n) ** /'pbstak(a)l/ parachute (n) /'pærə, ſu:t/ pie chart (n) /'pai ,t fa:(r)t/ population (n) ***/,pppjv'leif(ə)n/ rise (v) *** /raiz/ sheet (n) *** / fi:t/ stag (n) /stæg/ status (n) *** /'steitəs/ string (n) *** /strin/ survival (n) ** /sə(r)'vaıv(ə)l/ teamwork (n) /'ti:m,w3:(r)k/ translation (n) ** /træns'leif(ə)n/ weight (n) ***/weit/

Unit 8

Feelings

angry (adj) *** / 'ængri/ bored (adj) ** /bo:(r)d/ confused (adj) ** /kən'fju:zd/ disappointed (adj) * /,disə'pəintid/. excited (adj) ** /ik'saitid/ frightened (adj) ★ /'frait(ə)nd/ happy (adj) *** /'hæpi/ interested (adi) *** /'intrəstid/ relaxed (adj) ★ /rɪ'lækst/ sad (adj) ** /sæd/ stressed (adj) /strest/ surprised (adj) ** /sə(r) 'praizd/ tired (adj) *** / 'taio(r)d/ worried (adj) * /'warid/

Personality

cheerful (adj) /'t fra(r)f(a)l/

hard-working (adj) * /,ha:(r)d 'w3:(r)kin/ intelligent (adj) ** /in'telid3(ə)nt/ kind (adj) */karnd/ lazy (adj) ★ /'leɪzi/ quiet (adj) ***/'kwarət/ responsible (adj) *** /rɪ'spɒnsəb(ə)l/ serious (adj) *** /'srarias/

Social problems

crime (n) *** /kraim/ homelessness (n) /'haumlasnas/ hunger (n) /'hʌŋgə(r)/ pollution (n) ** /pə'lu:f(ə)n/ poverty (n) /'ppva(r)ti/ unemployment (n) ** /mim'ploiment/ violence (n) ** /'varələns/

Other words and phrases

aim (n) *** /eim/ camp (n) *** /kæmp/

car manufacturing (n) /'ka:(r) mænjo fækt fərin/ concentrate on (v phr) /'kons(ə)n,treit on/ construction (n) *** /kən'strak f(ə)n/ cost of living (n) / kost av 'livin/ cruel (adj) ** /'kru:əl/ economic (adj) *** /,i:kə'npmɪk/ fundamental (adj) *** /,fandə'ment(ə)l/ gadget (n) /'gædʒɪt/ graduate (v) ** / grædzueit/ IQ (n) /aı 'kju:/ life-threatening (adj) /'laɪf ˌ0ret(ə)nɪŋ/ lucky (adj) *** /'lnki/ make a wish (phr) /, meik ə 'wis/ mankind (n) */mæn'kaınd/ motivate (v) ** /'moutiveit/ negative (adj) *** /'negativ/ objective (n) *** /əb'dzektıv/ orchestra (n) ** /'ɔ:(r)kistrə/ positive (adj) *** /'ppzətɪv/ rainfall (n) /'rein,foil/ raise money (phr) /,reiz 'mʌni/ reliable (adj) ** /rɪ'laɪəb(ə)l/ report (n) *** /ri'po:(r)t/ rescue (v) ** /'reskju:/ suffer (v) ***/'sAfə(r)/ summarise (v) * /'saməraiz/ support (v) *** /sə'pɔ:(r)t/ treatment (n) *** /'tri:tmant/ unethical (adj) /Λn'eθιk(ə)l/ volunteer (n & v) /, volan'tia(r)/

Unit 9

Clothes

blouse (n) /blauz/ boots (n pl) /bu:ts/ coat (n) ***/kəut/ dress (n) ** /dres/ jacket (n) ★★ /'dʒækɪt/ jeans (n pl) ★★ /dʒi:nz/ jumper (n) /'d3Ampə(r)/ sweater (n) / sweta(r)/ leggings (n pl) /'legɪŋz/ shirt (n) *** / [3:(r)t/ shoes (n pl) /fuzz/ shorts (n pl) /fo:(r)ts/ skirt (n) ** /sk3:(r)t/ suit (n) **/suit/ sweatshirt (n) /'swet_f3:(r)t/ tie (n) * /tai/ tights (n pl) /tarts/ top (n) *** /top/

match (n) ***/mætʃ/

no way (phr) /,nou 'wei/



tracksuit (n) /'træk,su:t/ trainers (n pl) /'treɪnə(r)z/ trousers (n pl) ** /'traozə(r)z/ T-shirt (n) /'ti: ,∫3:(r)t/

Accessories

belt (n) */belt/
cap (n) **/kæp/
glasses (n pl) /'gla:siz/
hat (n) **/hæt/
jewellery (n) **/'dʒu:əlri/
scarf (n) /ska:(r)f/
sunglasses (n pl) /'sʌnˌgla:siz/
watch (n) **/wpt ʃ/

Shops

bakery (n) /'beɪkəri/ bank (n) *** /bænk/ bookshop (n) /'buk, fpp/ butcher's (n) /'but fa(r)z/ chemist's (n) /'kemists/ clothes shop (n) /'klauðz "ʃɒp/ department store (n) ** /di'pa:(r)tment sto:(r)/ electrical goods shop (n) /I,lektrik(ə)l 'gudz ,fpp/ greengrocer's (n) /'gri:n,grausa(r)z/ jeweller's (n) /'dzu:ələ(r)z/ newsagent's (n) /'nju:z,eid3(ə)nts/ post office (n) ** /'paust .pfrs/ shoe shop (n) /'fu: ,fpp/ sports shop (n) /'spo:(r)ts .fpp/ stationery shop (n) /'sterfən(ə)ri ,fpp/ supermarket (n) * /'su:pə(r),ma:(r)kit/

Other words and phrases

address (n) *** /ə'dres/ brand (n) ** /brænd/ bright (adj) *** /brait/ collapse (v) ** /kə'læps/ colourful (adj) * /'kʌlə(r)f(ə)l/ cotton (n) ** /'kpt(ə)n/ current (adj) *** /'karənt/ design (n) *** /dr'zarn/ designer (n) ** /dr'zarnə(r)/ discount (n) ** / drs kaunt/ ethical (adj) ★ /'eθik(ə)l/ factory (n) *** / fæktri/ fair (adi) *** /fea(r)/ gender (n) ** /'dzendə(r)/ go with (of clothes) (v phr) /'gəu wið/ live (adj) *** /larv/

manager (n) *** / mænid3ə(r)/

model (n) ★★★ /'mpd(ə)l/

previous (adj) *** /'pri:viəs/
remind somebody of (v phr)
/rɪ'maɪnd ˌsʌmbədi ɒv/
sentimental value (n)
/ˌsentɪˌment(ə)l 'vælju:/
shout at (v phr) /'ʃaot æt/
signature (n) ** /'sɪgnətʃə(r)/
skill (n) *** /skɪl/
sweatshop (n) /'swetˌʃɒp/
trade (n) *** /treɪd/
treat (v) *** /tri:t/
worker (n) *** /'w3:(r)kə(r)/

Unit 10

Useful inventions

digital camera (n) /,didʒit(ə)l 'kæm(ə)rə/
laptop (n) /'læp,tɒp/
computer (n) /kəm'pju:tə(r)/
MP3 player (n) /,em pi: 'θri: ˌpleɪə(r)/
printer (n) ** /'prɪntə(r)/
satnav (n) /'sæt,næv/
smartphone (n) /'sma:(r)t,fəun/
tablet (n) ** /'tæblət/

Creating and inventing

build (v) *** /bild/ builder (n) /'bildə(r)/ building (n) *** /'bildin/ create (v) *** /kri'eɪt/ creator (n) * /kri'eɪtə(r)/ creation (n) *** /kri'erf(ə)n/ design (n) *** /dɪ'zaɪn/ designer (n) ** /dr'zarnə(r)/ discover (v) *** /dɪ'skʌvə(r)/ discoverer (n) /di'skav(ə)rə(r)/ discovery (n) *** /d1'skav(ə)ri/ invent (v) ** /in'vent/ inventor (n) * /in'ventə(r)/ invention (n) ** /In'ven f(ə)n/ produce (v) *** /prə'dju:s/ producer (n) *** /prə'dju:sə(r)/ product (n) *** /'prodakt/

Nouns with -ion

action (n) *** /'æk $\int(\mathfrak{d})n/$ description (n) *** /dr'skrɪp $\int(\mathfrak{d})n/$ explanation (n) *** /,eksplə'neɪ $\int(\mathfrak{d})n/$ expression (n) *** /Ik'spre $\int(\mathfrak{d})n/$ imagination (n) *** /InmædʒI'neɪ $\int(\mathfrak{d})n/$ information (n) *** /Infə(r)'meɪ $\int(\mathfrak{d})n/$ invention (n) *** /In'ven $\int(\mathfrak{d})n/$

investigation (n) ***
/ɪnˌvestɪˈgeɪʃ(ə)n/
organisation (n) ***
/ˌɔː(r)gənaɪˈzeɪʃ(ə)n/

Other words and phrases

adopt (v) *** /ə'dppt/ adoptive (adj) /ə'doptıv/ aerodynamic (adj) / eərəudaı'næmık/ alien (n) ** /'eɪliən/ automatic (adj) ** /,o:to'mætik/ bottom of the sea (phr) /,botem ev ða 'siː/ bullet-proof jacket (n) /,bulit pru:f 'dzækit/ click on (v phr) /'klik pn/ computer programmer (n) /kəm,pju:tə(r) 'prəo,græmə(r)/ drop (v) *** /drop/ earthquake (n) * /'3:(r)θ,kweik/ electronics (n) ** / elek'troniks/ evidence (n) *** /'evid(a)ns/ fibre (n) ** /'faibə(r)/ great-grandfather /,greit 'græn(d),fa:ðə(r)/ grow (v) *** /grau/ helmet (n) ★ /'helmɪt/ high resolution (adj) /hai rezə'lu:f(ə)n/ hole (n) *** /haul/ link (n) *** /link/ pioneer (n) ★ /,paiə niə(r)/ sand (n) *** /sænd/ servant (n) *** /'s3:(r)v(ə)nt/ shape (n) *** / feip/ software (n) *** /'spf(t), weə(r)/ source (n) *** /so:(r)s/ thick (adj) *** /θιk/ windscreen wiper (n) /'wɪn(d)skri:n ,waipə(r)/

Gateway to exams: Units 9-10

aerospace engineering (n)
/'eərəu,speis endʒi,niəriŋ/
calm (adj) ** /ka:m/
combine with (v phr) ***
/kəm'bain wið/
modest (adj) ** /'mɒdist/
navy (n) **/'neivi/

READING:TRUE/FALSE/NOT MENTIONED ACTIVITIES

In this exercise, decide if the sentences are true, false or if the information does not appear in the text. It is essential to *find* the information in the text. Do not answer with *your opinion*.

Step 1: Read the whole text quickly.

Step 2: Read the True/False/Not Mentioned sentences.

Step 3: Read the parts where you think the answers come. Read slowly and carefully.

Step 4: Answer all the questions. Put *Not Mentioned* if you cannot find the information when you read the text.

LISTENING: MATCHING ACTIVITIES

- In listening exams, read the questions and information before you listen. This helps you to know what words and ideas appear in the conversation.
- In matching exercises, there are, for example, five people but eight pieces of information. Sometimes the extra pieces of information appear in the conversation but they are not the correct answers.
- The names are usually in the order that they appear in the conversation.

Unit 2

USE OF ENGLISH: MULTIPLE-CHOICE CLOZE ACTIVITIES

In this type of exercise, there is a text with gaps. You complete the gaps in the text with one of three words on the page. The words are often:

- prepositions (e.g. in, on, next to, etc.)
- articles (e.g. a/an, the, -)
- auxiliary verbs (e.g. be, have got, do)
- question words (e.g. who, what, why)
- pronouns (e.g. he, him, his)
- linkers (e.g. and, but, because)

First, read the complete text. Don't stop to think about the gaps. This is to get a general understanding of the text.

WRITING: CHECKING YOUR WORK

When you finish an exam task, first of all check that you have all the necessary information and the correct number of words. Also, it is normal to make mistakes when we write. That is why it is important to read your work carefully when you finish, especially in exams. Check for mistakes with:

- punctuation
- capital letters
- word order
- spelling
- tenses
- agreement between the subject and verb

Unit 3

READING: MULTIPLE-CHOICE ACTIVITIES

- In exams, always answer all the questions. You do not lose marks for incorrect answers.
- In multiple-choice activities, cross out any answers which you know are incorrect.
- Look again at the section of the text where you think the answer comes. Read it slowly and carefully and choose one answer.

SPEAKING: INFORMATION EXCHANGE

In information role-plays, you have to communicate specific information.

- The examiner explains the situation and the information that you need to ask for and give. It is essential in the exam that you communicate this information.
- If you don't understand what the examiner or your partner says, ask them in English to repeat or to speak more slowly. Use expressions like: Sorry, can you say that again? or Sorry, could you speak more slowly?

Unit 5

READING: MATCHING ACTIVITIES

Step 1: In this type of activity, first read all the texts or parts of the text quickly to get a general understanding.

Step 2: Read the piece(s) of information that you need to find. Look for important words that help you to find the text or part of the text which contains the information. Read that specific text or part of the text again slowly and carefully.

Step 3: If you are not sure that you have found the correct answer, read other parts of the text again in more

LISTENING: COMPLETING NOTES

- In this type of activity, do not write down the first thing you hear. Make sure answers fit the sentences.
- Be careful with spelling. You should spell simple words correctly. If not, you could lose marks
- Write an answer for each space.
 Do not leave answers blank.

Unit 4

LISTENING: TRUE/FALSE/NOT MENTIONED ACTIVITIES

- You should read the statements before you listen. The statements help to give you an idea of what you are listening for.
- Be careful. The words in the statements are not always exactly the same in the listening text. They often express the same idea but in a different way.
- If the exercise is *True/False/Not Mentioned*, put *Not Mentioned* if you cannot hear the information when you listen to the text.

SPEAKING: TALKING ABOUT PAST EVENTS

- Before doing a speaking exam where you have to talk about past events, check that you know as many regular and irregular past forms as possible.
- Learn and use words or expressions of time (e.g. yesterday, then, two weeks ago, etc.) to explain when things happened.
- Use fillers like Well, Hmm or Let me think to give you time to think of what you want to say next.
- Use basic question words like who, what, when, where, how, why to help you to think of more things to say.

USE OF ENGLISH: MISSING SENTENCES

In this activity, you have a dialogue and sentences. You must put the sentences in the correct place in the dialogue. There are usually more sentences than spaces.

Step 1: Read the complete dialogue. This helps you to understand the general situation.

Step 2: Put an answer for each question. Do not leave any answers blank

Step 3: Cross out each answer when you use it so that you don't use the same answer twice.

WRITING: FORMAL AND INFORMAL STYLE

- When you write texts in English, it's important to remember who you are writing to. We do not write in the same way to a friend as to a company director.
- In informal texts, we use contractions (don't, aren't, won't, etc.). We use short, direct sentences (Please come. Don't be late.). We use informal expressions (Hi. All the best.)
- In formal texts, we do not use contractions. We use full forms (do not, are not, will not, etc.). We use long, polite structures (I would love you to come. We would be grateful if you could arrive on time.). We use formal expressions (Dear Mr/Mrs, Yours sincerely).
- In exams, you can get more marks when you write in the correct style.

Unit 7

SPEAKING: PAIR ACTIVITIES

When you do a speaking exam in pairs, remember:

- It is important to listen to what your partner says. In a conversation, we listen to the other person and then respond to what they say to us.
- In some activities, you need to give and receive information. Be careful that you give and ask for the correct information.
- In some activities, you discuss ideas and opinions and then come to a decision. In this type of activity, there isn't usually a right or wrong answer. The examiner wants to hear you speaking English.
- If you don't understand what your partner says, ask them in English to repeat or to speak more slowly. Use an expression like Sorry, can you say that again?

WRITING: HANDWRITING AND PRESENTATION

- Sometimes, we forget that good handwriting and presentation are very important in writing exams.
 If examiners find it difficult to read your work or if they can't understand, you will lose marks.
- Give yourself enough time in writing exams to write clearly or do a final, clean version of your text.

Unit 8

USE OF ENGLISH: OPEN CLOZE ACTIVITIES

In this type of activity, you have a text with gaps. You must complete the text with words which are grammatically correct and logical. Usually, the words are prepositions, articles, auxiliary verbs, pronouns, or linking words (and, but, because, etc.).

Step 1: Read the complete text. Don't stop to think about the gaps. This is to get a general understanding of the text.

Step 2: Look again at the gaps and

Step 2: Look again at the gaps and especially the words which come just before and after the gap. Fill in the gap with the word that you think is best.

Step 3: Read the sentence again with your answer in the gap to check it.

SPEAKING: DESCRIBING A PHOTO

When you describe a photo:

- Do not worry too much about vocabulary. If you don't know a word for something, explain it with other, simple words. Remember that you do not have to describe every small detail in the photograph.
- Use the present continuous tense to talk about what people are doing.
- Use prepositions (e.g. on the right/ left, in the middle, etc.) to say where people and things are.
- Use I think, maybe, perhaps, It looks, etc. when you are not 100% sure and you are making a guess.

Unit 9

LISTENING: MULTIPLE-CHOICE ACTIVITIES

In this type of activity, you choose the best answer from three or four different answers.

- You usually hear the text twice. The questions are usually in the same order as you hear them in the recording.
- Read the different answers before you listen. They
 can give you ideas about the topic of the text and the
 vocabulary you are going to hear in it.
- When you listen, do not write the answers too quickly. Sometimes, the speaker says one thing and then changes what they say or adds new information.
- Do not panic if you do not understand information the first time. If you don't hear the answer to one question, start listening immediately for the answer to the next question.

USE OF ENGLISH: DIALOGUE ACTIVITIES

In this multiple-choice activity, you have five short dialogues. You choose the right answer to complete a short dialogue.

Step 1: Decide where each conversation is taking place, e.g. in a shop, a restaurant, at home, etc.

Step 2: Decide who each person is, e.g. a shop assistant, a customer, a doctor, a patient, etc.

Step 3: Choose the answer. Incorrect answers will usually be illogical because they are not right for the situation or the person who replies.

SPEAKING: GIVING PRESENTATIONS

Look at this advice for giving good presentations.

- Make notes with the information you want to give in your presentation and use them when you are speaking; but don't just read your notes aloud.
- Look at your audience. See if they understand you and are interested.
- Don't speak too fast. If you speak too quickly, people will not be able to follow you.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.

WRITING: PARAGRAPHS

- A paragraph is made up of different sentences which talk about one main topic.
- Paragraphs help you to organise and structure your writing. This makes your composition easy to understand. When there are no paragraphs, compositions can be confusing and repetitive.

Communication activities





Unit 1

DEVELOPING SPEAKING

Exercise 6, p22

Student A:

Name: Max Taylor

From: San Francisco, USA

Parents' names: Brad and Lily

Brothers and sisters: Hannah – 22 years old – works

Daniel – 19 years old – studies at

university

Favourite subjects: physics, chemistry

Don't really like: history, PE ➤ don't like sport

After school: do homework, don't play ➤ don't

have time!

Student B:

Name: Amy Smith
From: Dublin, Ireland
Parents' names: Joe and Holly

Brothers and sisters: Carl - 16 years old - studies at

this school

Robert - 8 years old - studies at

primary school

Favourite subjects: English, Spanish ➤ have got a

friend in Argentina

Don't really like: art, music

After school: play computer games, don't watch TV ➤ don't like it!

Unit 2

DEVELOPING SPEAKING

Exercise 7, p34

Student A:

The phone rings in your house. Answer it. Your sister Monica is not at home. Find out if the caller wants to leave a message and their telephone number. You start the conversation by saying hello.

Unit 3

DEVELOPING SPEAKING

Exercise 5, p48

Student A:

You work at the Weston Sports Centre. Look at the information about the football lessons below. Answer your partner's questions. Start by saying *Good afternoon*. This is Weston Sports Centre.



For boys and girls 11–18 years old Tuesdays and Thursdays 5.30–7pm £3 per lesson

MUST BRING OWN BOOTS

Unit 5

DEVELOPING SPEAKING

Exercise 5, p74

Student A:



₩ 🗩

Unit 4

DEVELOPING SPEAKING

Exercise 5, p60

Student A:

Tell your partner about your holiday using these photos.











Gateway to exams: Units 3-4

SPEAKING

Exercise 8, p65



NESTON SWIMMING POOL

6 High Street

Mondays and Wednesdays

5-6pm

£4.50 per lesson

BRING A SWIMSUIT AND A TOWE

Unit 2

DEVELOPING SPEAKING

Exercise 7, p34

Student B:

You call your friend Monica. Ask if she is there. Invite her to play tennis with you on Saturday. Leave a message if she isn't at home and leave your number: 660 718 2469. Your partner starts the conversation.

Unit 3

DEVELOPING SPEAKING

Exercise 5, p48

Student B:

You want information about football lessons. Look at the information you want to find out.

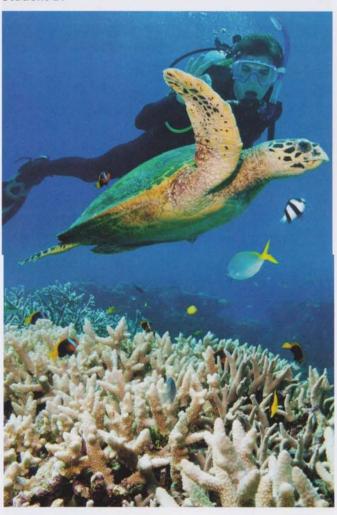
- Who for?
- How much?
- What days?
- Have to bring anything?
- What time?

When your partner answers the phone, reply by saying Good afternoon. I'd like some information please.

Unit 5

DEVELOPING SPEAKING

Exercise 5, p74
Student B:



Unit 7

DEVELOPING SPEAKING

Exercise 6, page 100

Student A:

You want to go to a safari park or to the sports centre. You do not want to go to the park. You are free only on Tuesday and Thursday. The other days you are doing a photography course.



DEVELOPING SPEAKING

Exercise 5, p60 Student B:

Tell your partner about your holiday using these photos.





Unit 4

DEVELOPING WRITING

Exercise 4a, p61

Choose one of the postcards and plan what you are going to say.







Unit 6

SPEAKING

Exercise 6b, p81

Work with a partner. Look at the fridge on this page and the one on page 81. Find differences between them.



In this fridge, there's some lemonade.

In the other fridge, there isn't any lemonade.

Unit 7

DEVELOPING SPEAKING

Exercise 6, p100

Student B:

You want to go the park or the sports centre. You do not want to go to a safari park. You prefer to go out on Wednesday. You are free only on Wednesday and Thursday. The other days you are working in your parents' shop.

Gateway to exams: Units 7-8

SPEAKING

Exercise 9, p117

Work with a partner. Take it in turns to describe the photo.





Irregular verbs

	-	
V	(2)	

	Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
	be	was/were	been	let	let	let
	beat	beat	beaten	lie	lay	lain
	become	became	become	lose	lost	lost
	begin	began	begun	make	made	made
	break	broke	broken	mean	meant	meant
	bring	brought	brought	meet	met	met
	build	built	built	pay	paid	paid
	burn	burnt	burnt	put	put	put
	buy	bought	bought	read	read	read
	catch	caught	caught	ride	rode	ridden
	choose	chose	chosen	ring	rang	rung
	come	came	come	run	ran	run
	cost	cost	cost	say	said	said
	cut	cut	cut	see	saw	seen
	do	did	done	sell	sold	sold
	draw	drew	drawn	send	sent	sent
	drink	drank	drunk	set up	set up	set up
	drive .	drove	driven	shine	shone	shone
	eat	ate	eaten	shoot	shot	shot
	fall	fell	fallen	show	showed	shown
	feel	felt	felt	sing	sang	sung
	find	found	found	sit	sat	sat
	fly	flew	flown	sleep	slept	slept
	forget	forgot	forgotten	speak	spoke	spoken
	forgive	forgave	forgiven	speed	sped	sped
	get	got	got	spell	spelt	spelt
	give	gave	given	spend	spent	spent
	go	went	gone	split up	split up	split up
	grow	grew	grown	stand up	stood up	stood up
	hang out	hung out	hung out	steal	stole	stolen
,	have	had	had	swim	swam	swum
	hear	heard	heard	take	took	taken
	hide	hid	hidden	teach	taught	taught
1	hit	hit	hit	tell	told	told
,	hurt	hurt	hurt	think	thought	thought
	keep	kept	kept	understand	understood	understood
3	know	knew	known	wake up	woke up	woken up
8	lay	laid	laid	wear	wore	worn
1	leave	left	left	win	won	won
	learn	learned/learnt .	learned/learnt	write	wrote [*]	written

AN INFORMAL EMAIL

p23

Style: Use contractions. **Start:** Hi, Hello, Dear ...

Useful expressions: To begin, ask questions like *How are you?* or *How are things?*

are things:

End: Write back soon, Best wishes,

Love

Content in emails giving basic personal information: Suggested paragraph plan:

Paragraph 1: Give basic information about yourself and your family.

Paragraph 2: Write about you and your life at school.

Paragraph 3: Give information about your daily routine.

Paragraph 4: Give information about your free-time activities.

Unit 2

A DESCRIPTION OF A HOUSE

p35

Style: Adjectives are important to make our descriptions interesting.

Useful vocabulary: beautiful, bright, cold, comfortable, enormous, favourite, ideal, old, special, spectacular

Useful grammar: Adjectives usually come before the noun they describe (e.g. It's a beautiful room.) or after the verb to be (e.g. The room is beautiful.).

Content: Introduce the house you are going to describe and say where it is. Describe what it looks like, the rooms, the furniture, what special features it has and what interesting household objects are inside.

Unit 3

AN ANNOUNCEMENT

p49

Style: Use short, clear sentences. Make the announcement easy, fast and interesting to read. Use imperatives to tell people what to do or what not to do, e.g. Come! Don't sit there! Use exclamation marks.

Start: Begin with a short question to get people interested, e.g. *Do you like ...?*, Are you mad about ...?

End: Use For more information, call/contact/visit our website ...

Content: Say what the club or event is that you are announcing. Include all the practical information that a reader needs to know.

Unit 4

A POSTCARD

p61

Style: Informal; use contractions and exclamation marks.

Start: Write the name and address of the person you are writing to on the right. On the left, write *Dear* or *Hi* and the name (not surname) of the person you are writing to. You can also write the date if you want.

Useful expressions: Begin Here we are in ..., We're here in ..., We're having a (great/good/terrible) time. Use By the way or Anyway to change the subject.

Useful grammar: Use the present continuous to say what you are doing. Use the past simple to talk about things you did before writing the postcard.

End: See you soon, Wish you were here, Bye for now.

Content: Say where you are. Say what you are doing and if you are having a good time. Write about things you did/saw/bought/ate since the start of the holiday.

Unit 5

A STORY

p75

Useful expressions: To explain the sequence of events use *After that, Then, Next.*

To say when things happened use, e.g. Last weekend, Two weeks ago, On Friday, On Saturday night.

Useful grammar:

- 1 Past simple (a completed action in the past).
- Past continuous (an activity in progress at a moment in the past. We often use it to describe scenes in the past.).

Content in a story:

Suggested paragraph plan:

Paragraph 1: Explain where and when the story begins. Introduce the characters.

Paragraphs 2 and 3: Explain the main events in the story, what you were doing and what happened next.

Paragraph 4: Explain how the story ended and what the consequences were.

Unit 6

AN INVITATION

p87

Style: Use contractions. Use exclamation marks.

Start: Dear or Hi with the name (not surname) of the person you are inviting.

Useful expressions: Would you like to come? Can you come? Please come. Let me know if you can/can't make it. Hope you can come. Please bring (drinks/food). Can you bring (food/drink)? It's starting at (one o'clock). Don't be late.

End: See you there! Cheers.

Content: Say what the event is and why you are celebrating it. Say where and when it is taking place. Say if people need to bring something or to confirm if they are coming.

A SHORT MESSAGE

p101

Style: Use contractions. Use short, clear sentences. Make the note easy and fast to read.

Start: Just write *Hi* and the name of the person you are writing to.

Useful expressions: I was really sorry to hear that ... (bad news), I was pleased to hear that ... (good news).

Useful grammar: Use simple subject + verb + object sentences and simple direct questions.

End: Write your name.

Content: Include all the practical information that the reader needs to know. Make sure you answer all the questions.

Unit 10

A BIOGRAPHY

p139

Useful expressions: To say when things happened, use, e.g. When, In 2012, The following year, At the age of 16, Two years later, When he was

Content of a biography:

Suggested paragraph plan:

Paragraph 1: Where and when the person was born and their life as a child.

Paragraph 2: The start of their career.

Paragraph 3: The important part of their career

Paragraph 4: Their death and why they are famous now.

Unit 8

A FORMAL LETTER OF OPINION

p113

Style: Do not use contractions.

Start: When we do not know the name of the person we are writing to, we write *Dear Sir or Madam*.

Begin I am writing about ...

Useful expressions: I agree, I disagree, I think, Personally, In my opinion, In my view. Finish with I feel very strongly about this question. Ask for other people's opinions with I am very interested in hearing other readers' opinions.

End: When we don't know the name of the person we are writing to, use *Yours faithfully*.

Content in formal letters expressing opinions: Suggested paragraph plan:

Paragraph 1: Explanation of why you are writing, and quick statement of opinion.

Paragraph 2: First opinion and explanation.

Paragraph 3: Second opinion and explanation.

Paragraph 4: Ask for other people's opinions.

Unit 9

A JOB APPLICATION FORM

p127

Style: Formal. Do not use contractions. Write clearly and carefully.

Useful vocabulary: surname, date of birth, gender, marital status, address, current employment, previous employment, skills, signed.

Content: Answer all the questions.
Answer with just one or two words
or, when necessary, give more
information by writing complete
sentences. Include information to
show that you are a good candidate
for the job.

CHECKING YOUR WRITING

Check for mistakes with:

- Punctuation
- Capital letters
- Word order
- Spelling
- Tenses
- Agreement between the subject and verb, e.g. He works ... not He work.
- Style
- Content

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