

CAMBRIDGE

Herbert Puchta and Jeff Stranks

English in Mind

* Student's Book 1



Module 1
Here and now

Unit	Grammar	Vocabulary	Pronunciation
1 Things we like doing	Present simple (positive & negative). <i>like + -ing</i>	Hobbies & interests Everyday English	/n/ (<i>man</i>) & /ŋ/ (<i>song</i>)
2 School life	Present simple (questions & short answers) Object pronouns	School subjects Frequency expressions	Stress in frequency expressions
3 A helping hand	Present continuous for activities happening now Present simple vs. present continuous	Housework Everyday English	/ɜː/ (<i>world</i>)
4 A healthy life	Countable & uncountable nouns. <i>a/an</i> & <i>some</i> <i>much</i> & <i>many</i>	Food & drink	The schwa /ə/ (<i>water</i>)

Module 1 Check your progress

Module 2
Follow your dreams

5 My hero!	Past simple: <i>be</i> & regular verbs <i>was/were born</i>	Phrasal verbs (1) Everyday English	<i>was</i> & <i>were</i> <i>-ed</i> endings
6 Good friends	Past simple: regular & irregular verbs Past simple questions	Sports Past time expressions	Word stress
7 The secrets of success	<i>have to</i> / <i>don't have to</i>	Jobs Everyday English	<i>have to</i>
8 New ideas	<i>some</i> & <i>any</i> Possessive pronouns	Sleeping & waking	Rhyming words

Module 2 Check your progress

Module 3
Far and wide

9 The languages we speak	Comparative adjectives Superlative adjectives	Language learning Everyday English	<i>than</i>
10 We're going on holiday	Present continuous for future arrangements	Future time expressions Holiday activities	/θ/ (<i>think</i>) & /ð/ (<i>that</i>)
11 What will happen?	<i>will/won't</i>	Expressions to talk about the future Everyday English	'll
12 Never give up!	<i>too</i> + adjective Adverbs	The weather	/əʊ/ (<i>go</i>)

Module 3 Check your progress

Module 4
The things people do!

13 Good intentions	<i>be going to</i> (intentions & predictions) <i>must/mustn't</i>	Phrasal verbs (2) Everyday English	<i>must</i> & <i>mustn't</i>
14 You shouldn't do that!	<i>should/shouldn't</i> <i>What's it like?</i>	Personality adjectives Adjectives for expressing opinions	Silent consonants
15 How brave!	First conditional <i>when</i> & <i>if</i>	Adjectives of feeling Everyday English	Stress in conditional sentences
16 It's a mad world	Present perfect + <i>ever/never</i>	Animals Verb & noun pairs	<i>have</i> & <i>has</i> in the present perfect

Module 4 Check your progress

Speaking & Functions

Listening

Reading

Writing

Expressing likes & dislikes

Interviews about hobbies

An unusual hobby
Story: Different – so what?

Letter about your hobbies

Talking about regular activities
Talking about school subjectsDialogue about a
school timetableAt home – at school
Culture: A school in
BritainDescription of your usual
school dayTalking about activities
happening now
Talking about houseworkRadio interview with a volunteer
in BelizeHard work and no money
Story: Where's Amy going?Email about organising
a partyExpressing quantity
Ordering food
Talking about food & fitness

Restaurant dialogue

Getting fat or keeping fit?
Culture: What is British food?Paragraph about food
& fitnessTalking about the past
Talking about when/where you
were born

Presentation on 'My hero'

The woman who lived in a tree
Story: Who's your hero?

Poster about your hero

Asking about the past
Re-telling a story

Television comedy story

The start of a great friendship
Culture: Using mobile phonesEmail about an enjoyable
day/weekendTalking about obligations
Describing job requirementsPresentation on success
Descriptions of future jobsWhy are they so successful?
The 1900 House
Story: It's my dream

Description of a job

Talking about non-specific
amounts
Talking about possession
Talking about sleep & dreamsSong: *What Makes You Think
They're Happy?*4Tune's new music
Dreaming up new ideas
Culture: Pop idols

Imaginative story

Comparing things

Descriptions & interview
about language learningMore than one language
Amazing facts – or just lies?
Story: I have to bounce!Description or letter/email
about language learningTalking about arrangements
Discussing holiday plansDialogues about
holiday plansWelcome to Ireland
Culture: Adventure holiday in
paradiseMagazine article about
a class tripMaking predictions
Talking about your future lifeScience fiction story
Future predictions
Song: *Space Oddity*Dialogue from a science
fiction story
Story: How embarrassing!Competition entry about
your life in the futureDescribing the weather
Giving advice
Describing actionsDialogue about the life of
Wilma RudolphWe can't give up!
Culture: New AmericansEmail giving advice to
a friend

Talking about intentions

Dialogue about New Year's
resolutions
Dialogue about an unlucky dayNew Year's resolutions
Story: A birthday partyEmail about
New Year's EveGiving advice &
recommendations
Planning a friend's visitInformation about different
customsQuiz: Other cultures
Culture: Tips for the tourist
in BritainLetter/Email giving tips
to a touristExpressing future possibilities
Telling a story


Dialogues about bravery

Face-to-face with a gorilla
Story: Dave's riskRe-telling a story about
facing dangerTalking about life experiences
Talking about things you've
done / never doneInterview about
strange petsHave you ever seen anything like
it? John Evans, the Headbalancer
Culture: Elvis livesLetter/Email about a visit
to Los Angeles

Starter section

A Nice to meet you

1 Greetings and introductions

- a  Complete the dialogue with the words in the box. Then listen and check.

fine I'm ~~name's~~ Nice this you

Liz: Hi. My ¹ *name's* Liz.

Monica: Hello, Liz. ² Monica.

Liz: Oh, hi, Jack. How are you?

Jack: I'm ³, thanks. How about ⁴

Liz: OK, thanks. Monica, ⁵ is my friend, Jack.

Monica: ⁶ to meet you.

Jack: Hi, Monica.




- b Work in a group of three. Have conversations like the one in Exercise 1a.

Remember

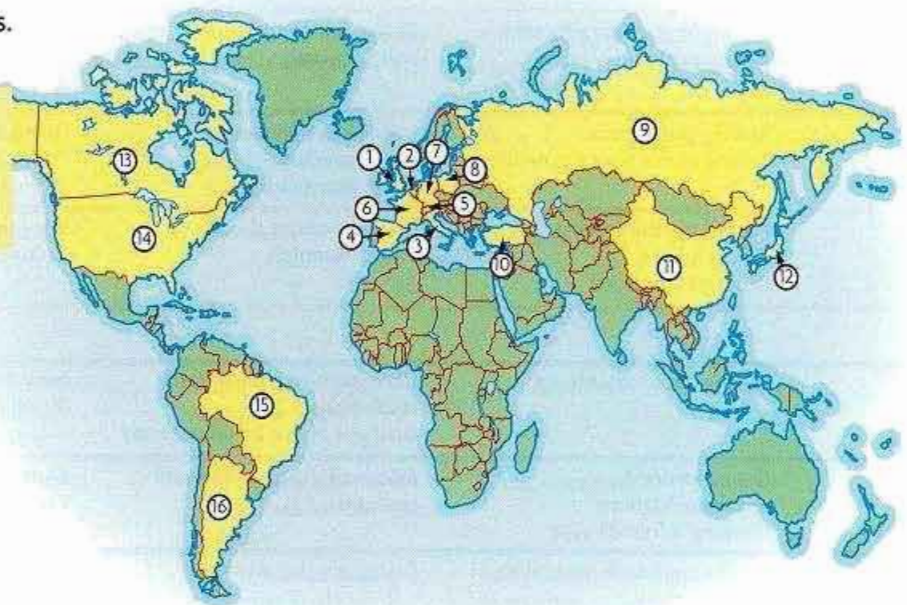
My name's ... (*I* → *my*) What's your name? (*you* → *your*)

2 Countries and nationalities

- a  Write the names of the countries. Then listen and check.

Argentina Belgium Brazil Britain
Canada China France Germany
Italy Japan Poland Russia
Spain Switzerland Turkey USA

- | | |
|------------------------|----------|
| 1 <i>Britain</i> | 9 |
| 2 | 10 |
| 3 | 11 |
| 4 | 12 |
| 5 | 13 |
| 6 | 14 |
| 7 | 15 |
| 8 | 16 |



- b Work with a partner. Write the nationalities for the countries in Exercise 2a.

-an/-ian	Argentinian Belgian
-ish	British
others	Chinese French

3 The verb *be*

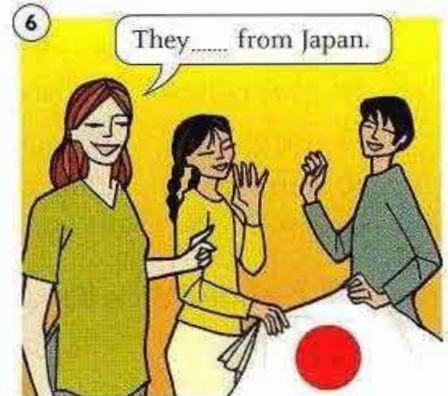
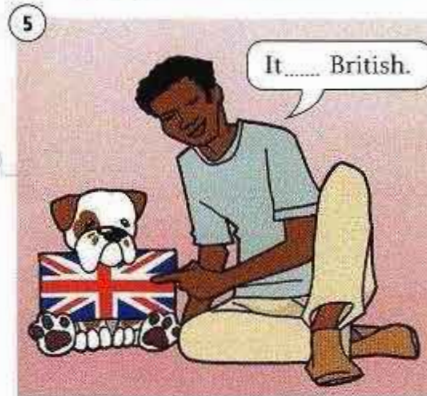
Positive	Negative	Question	Short answer
I'm (am)	I'm not (am not)	Am I ...?	Yes, I am. No, I'm not.
you/we 're (are)	you/we/they aren't	Are you/we/they ...?	Yes, you/we/they are. No, you/we/they aren't.
he/she/it 's (is)	he/she/it isn't	Is he/she/it ...?	Yes, he/she/it is. No, he/she/it isn't.

Remember:
personal pronouns

Singular:
I you he, she, it

Plural:
we you they

a Fill in the spaces with the correct form of *be* (positive or negative).



b Complete the dialogue with the correct form of the verb *be*. Then listen and check.

Jack: Hi. My name ¹ 's Jack, and this ² Monica. She ³ from Italy.

Marek: Nice to meet you. I ⁴ Marek, and those two people ⁵ my friends, Barbara and Adam. ⁶ you from Rome, Monica?

Monica: No, I ⁷ from Milan. Where ⁸ you from?

Marek: We ⁹ from Poland. Adam and I ¹⁰ from Warsaw and Barbara ¹¹ from Gdansk. ¹² you on holiday in Cambridge?

Monica: No, I ¹³ not. I'm a student at a language school here. ¹⁴ you all students?

Marek: Yes, we ¹⁵. We ¹⁶ at a language school too.



c Work with a partner. Ask and answer questions about the people in Exercise 3b.

A: Is Monica from Poland?

B: No, she isn't. She's from Milan, in Italy. Are Marek and Adam ...?

B Personal information

1 Numbers

- a Write the missing numbers. Then listen and repeat.
- | | | | |
|----|-------|----|-----------|
| 1 | ..... | 11 | eleven |
| 2 | two | 12 | ..... |
| 3 | ..... | 13 | thirteen |
| 4 | four | 14 | ..... |
| 5 | ..... | 15 | fifteen |
| 6 | six | 16 | ..... |
| 7 | ..... | 17 | seventeen |
| 8 | eight | 18 | ..... |
| 9 | ..... | 19 | nineteen |
| 10 | ten | 20 | twenty |

- b Listen and repeat these numbers.
- | | | | |
|----|-------------|-------|------------|
| 21 | twenty-one | 60 | sixty |
| 22 | twenty-two | 70 | seventy |
| 25 | twenty-five | 80 | eighty |
| 29 | twenty-nine | 90 | ninety |
| 30 | thirty | 100 | a hundred |
| 40 | forty | 1,000 | a thousand |
| 50 | fifty | | |

- c Listen and circle the number you hear.
- | | | |
|---|------|----|
| 1 | (17) | 70 |
| 2 | 19 | 90 |
| 3 | 64 | 46 |
| 4 | 42 | 52 |
| 5 | 71 | 79 |
| 6 | 28 | 38 |

- d Work with a partner. Ask and answer.
- A: *How old are you?*
 B: *I'm fourteen. How old is your brother?*
 A: *He's twenty-one. How old ...?*

Remember

	are	you?
How old	are	they?
	is	he/she/it?

2 Titles

Fill in the spaces with *Mr, Mrs, Miss* or *Ms*.

1 Good morning, Mike.

..... Wilson.

2 Hello, Joanna.


..... Cooper.

3 Title (Mr / Mrs / Ms)

4 Please take a seat,

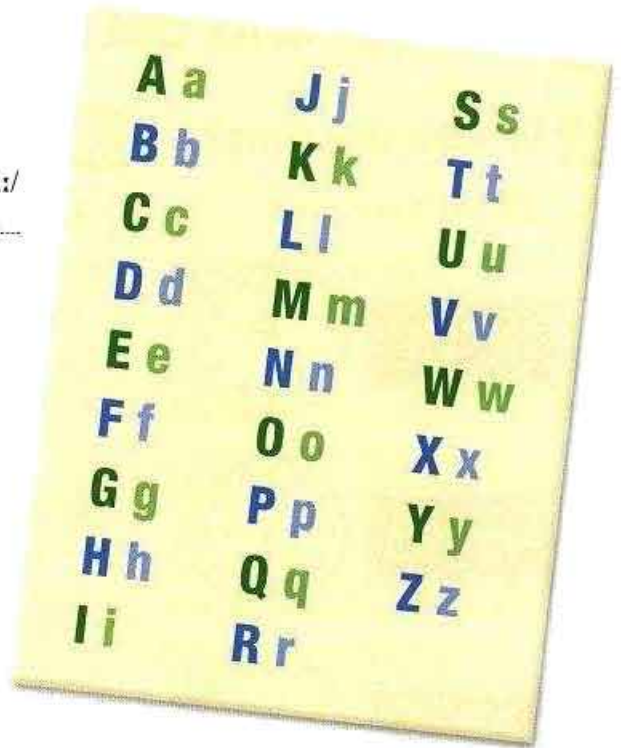
..... Anderson.

3 The alphabet

- a  Listen and repeat the letters. Then write the letters under the sounds.


/eɪ/	/i:/	/e/	/aɪ/	/əʊ/	/u:/	/ɑ:/
<u>a</u>	<u>b</u>	<u>f</u>	<u>i</u>	<u>o</u>	<u>q</u>	<u>r</u>
.....
.....
.....

- b How do you spell numbers? Ask and answer with a partner.
 A: How do you spell three?
 B: T-H-R-E-E. How do you spell twelve?



4 Giving your personal information

- a Complete the form with your personal information.

WESTBOURNE CITY LIBRARY 

Family name First name


Address

Postcode

Telephone Email

Age Male Female

- c Put the words in order to make questions.
- your / What's / name
What's your name?
 - spell / How / it / you / do
?
 - address / your / What's
?
 - you / old / are / How
?
 - number / What's / phone / your
?
- d Work with a partner. Ask and answer the questions in Exercise 4c. Write your partner's answers.

- b  Listen to the phone conversation and correct the information on the form. There is one mistake in each line.

 **Hartfield Sports Centre**

First name Francis *Frances*

Family name Tomson

Address 27 Grove Street, Hartfield

Telephone number 0982 637410

Age 15



C Times and dates

1 What's the time?

a Listen and repeat.

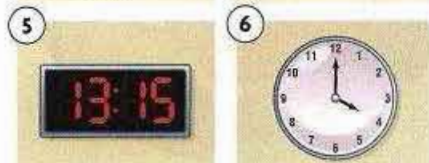
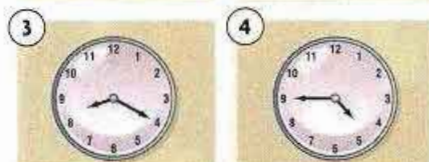


Remember

To ask about times, use
What time ...? or When ...?
What time is your music lesson?
When is your music lesson?

b Look at the clocks and say the times.

Eleven o'clock.



2 Days of the week

a Put the letters in order to write the days of the week. Then listen and repeat.

erifay shutyard trasuyad dmonya dyasnu
yaddewnese sdatuye

M T W T F S S

..... Friday

b Answer the questions.

- 1 What day is it today?
- 2 What day is it tomorrow?
- 3 When is your next English lesson?
- 4 What's your favourite day of the week?

3 Months and seasons

a Put the months in order (1–12). Then listen and check.

- | | | | |
|---|-----------------------------------|-------------------------------|------------------------------------|
| <input type="checkbox"/> August | <input type="checkbox"/> October | <input type="checkbox"/> July | <input type="checkbox"/> September |
| <input checked="" type="checkbox"/> January | <input type="checkbox"/> December | <input type="checkbox"/> May | <input type="checkbox"/> November |
| <input type="checkbox"/> April | <input type="checkbox"/> February | <input type="checkbox"/> June | <input type="checkbox"/> March |

b Listen again. Mark the main stress in each month, for example: January.


c Match the names of the seasons with the pictures.

1 spring 2 summer 3 autumn 4 winter




d Which months are in each season in your country? What's your favourite season? Why?

4 Dates

- a  Listen and repeat.

1st first 2nd second 3rd third 4th fourth 5th fifth 6th sixth 7th seventh 8th eighth
 9th ninth 10th tenth 11th eleventh 12th twelfth 13th thirteenth 15th fifteenth
 18th eighteenth 20th twentieth 21st twenty-first 22nd twenty-second 23rd twenty-third

- b  Listen and write the numbers.

1 3rd 2 _____ 3 _____
 4 _____ 5 _____ 6 _____

- c Work with a partner. Ask and answer questions about the months.

A: *What's the first month?* B: *January. What's the eighth month?*

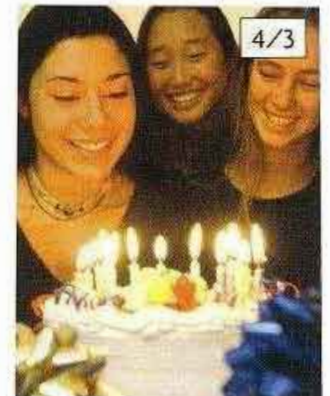
- d Look at the pictures and match the three parts of the sentences.

1 Our Science test is on _____ the twenty-first _____ of May.
 2 My birthday is on _____ the fourteenth _____ of March.
 3 The football final is on _____ the twelfth _____ of October.
 4 Our national holiday is on _____ the fourth _____ of June.

Remember

We write: 8 or 8th December, 2006 or 8/12/06.

We say: the eighth of December or December the eighth, two thousand and six.



- e  Listen to three dialogues and tick the dates you hear.

1 4th November	<input type="checkbox"/>	14th November	<input type="checkbox"/>
2 13th May	<input type="checkbox"/>	30th May	<input type="checkbox"/>
3 21st August	<input type="checkbox"/>	23rd August	<input type="checkbox"/>

- f Say the dates.

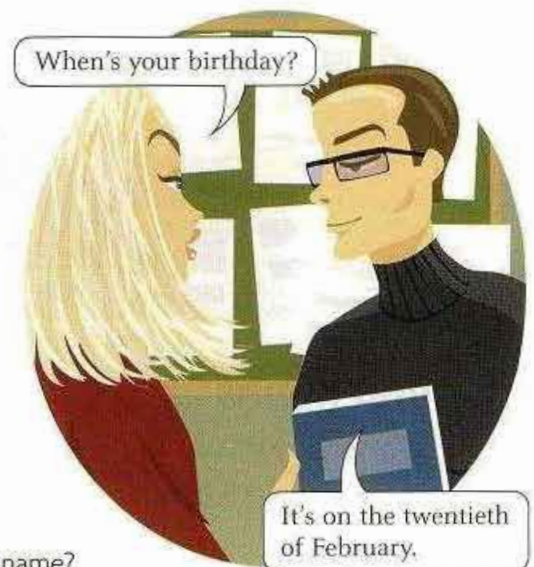
1 25/04/2001	<i>the twenty-fifth of April, two thousand and one</i>
2 1/8/2001	3 22/3/2010
4 26/2/1997	5 17/11/1999
6 30/5/2005	7 10/7/2000

- g Ask other students about their birthday.

5 Question words

Complete the questions. Use *What, When, Where* or *How*.

1 _____'s your name?	5 _____ do you spell your name?
2 _____ old are you?	6 _____'s the time?
3 _____ are you from?	7 _____'s your favourite month?
4 _____'s your birthday?	8 _____ are Bill and Jane from?



D At home

1 Colours

Work in a small group. Find something in the classroom for each colour.

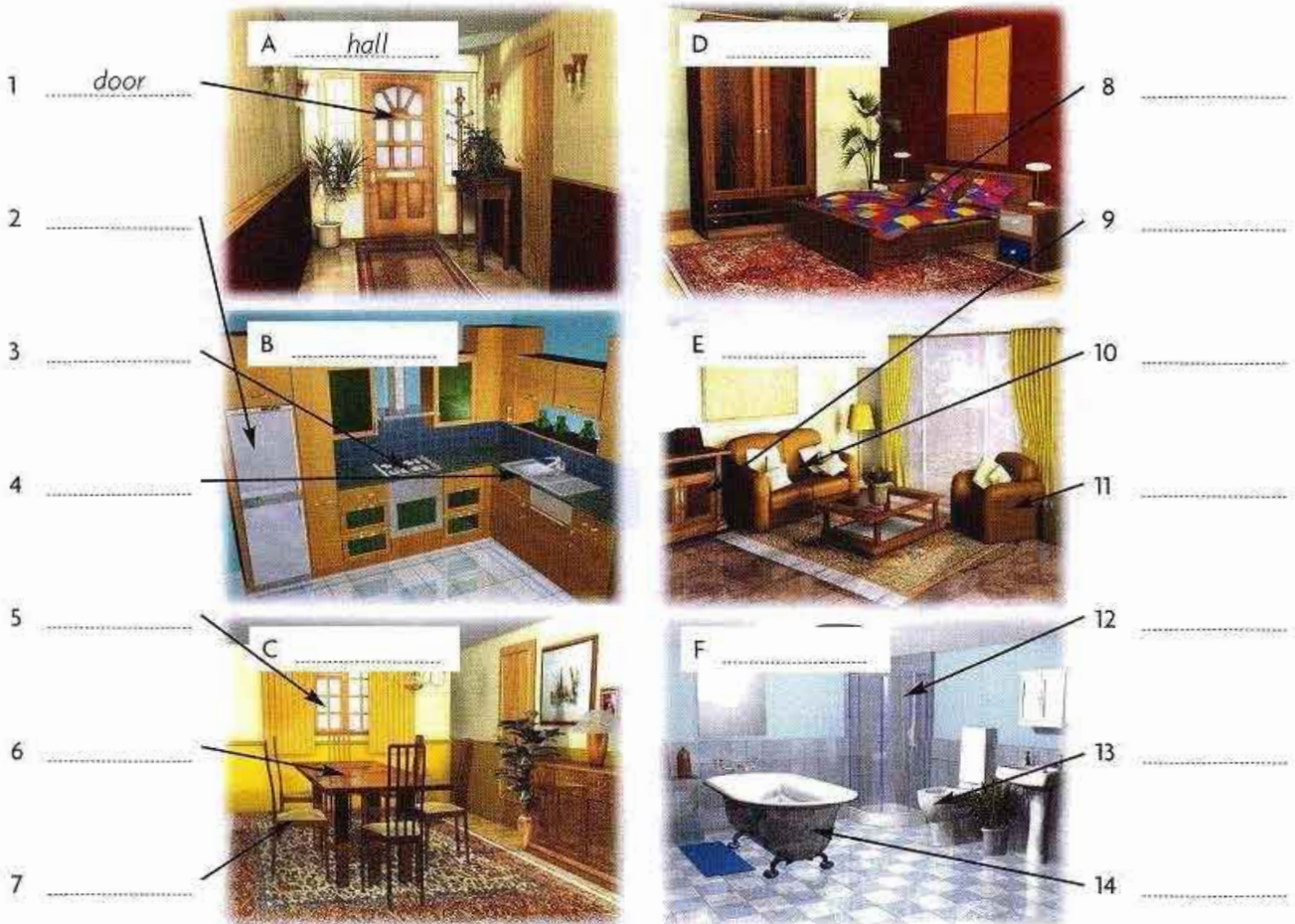
It's grey. They're green. The wall is yellow.



2 Rooms and furniture

- Write the names of the rooms (A-F).
- Label the furniture. Use the words in the box.

armchair bath bed chair cooker cupboard door
fridge shower sink sofa table toilet window



3 Plural nouns

Forming plural nouns	Irregular plurals
Add s chair – chairs	man – men
Add es dish – dishes	woman – women
box – boxes	child – children
watch – watches	person – people
address – addresses	
y → ies dictionary – dictionaries	

Complete the sentences. Use the plural form of the nouns.

- Two policemen are at the door. (policeman)
- There are eight _____ in our street. (family)
- Our _____ are from Brazil. (friend)
- My mother is talking to two _____. (woman)
- My Maths _____ are in Room 2B. (class)
- This computer game is for _____. (child)
- There are four _____ of _____ in the kitchen. (box, match)

4 There is / There are

There's (There is) a book / an orange. There are two books / three oranges.

a Complete the sentences. Use *There's a/an* or *There are*.

- 1 blue table in the living room. 4 two computers in our house.
2 two doors. 5 ice cream for you in the fridge.
3 orange chair.

b Play a memory game. Look at the picture for 30 seconds. Then make sentences with *There's* or *There are*.

There are two windows.



c Look at the picture again and say where things are. Use the prepositions in the box.

in on under next to
behind between

d Draw a plan of your house/flat. Talk about it to your partner.

There's a hall, a kitchen, ...

There are three bedrooms.

In the living room there's a green sofa and there are two brown armchairs.

E In town

1 Shops and businesses


Where can you find or buy the things in the pictures? Write the numbers 1–9 in the boxes.

- 1 bookshop 2 cinema 3 café 4 shoe shop
5 disco 6 supermarket 7 music shop
8 clothes shop 9 post office



2 There is/are negative and questions + a/an or any

Positive	Negative	Question	Short answer
There's (There is) a cinema.	There isn't (is not) a cinema.	Is there a cinema?	Yes, there is. No, there isn't (is not).
There are two cinemas.	There aren't any cinemas.	Are there any cinemas?	Yes, there are. No, there aren't (are not).

a  Listen to Jack talking about his town. Write ✓ (yes) or X (no) in the boxes.

- clothes shop bookshops
schools supermarket
cafés discos
music shops cinema



c Complete the questions and short answers.

- 1 A: *Are there any*
bookshops here?
B: No, there
2 A:
supermarket in this street?
B: Yes,
3 A:
nice clothes in the shop?
B: Yes,
4 A:
park in your town?
B: No,

b Match the two parts of each sentence.

- 1 Are there a a good disco in town.
2 Is there b a post office here?
3 There aren't c any good CDs in the music shop?
4 There's d any people in the post office.

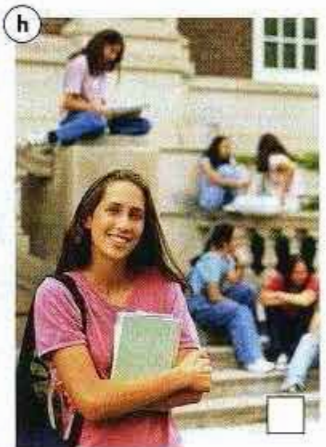
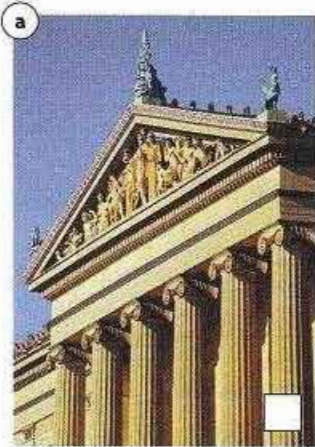
d Complete the sentences with *a* or *any*.

- 1 There aren't big shops here.
- 2 Is there post office near here?
- 3 There's good shoe shop in this street.
- 4 Are there discos in this town?
- 5 There's really good music shop over there.
- 6 There aren't trains to London on Sundays.

3 More places in town

a Match the words with the pictures.

- 1 airport 2 sports stadium 3 museum 4 library
5 swimming pool 6 university 7 river 8 station



Langton

info

- no sports stadium
- 4 cafés
- 2 swimming pools
- no library
- 3 discos
- airport
- no station

b Work with a partner.

Student A: Look at the information about Langton on this page.
Student B: Turn to page 136 and look at the information about Wendford.

Student A: Ask your partner about these things in Wendford.

cafés station discos library sports stadium
swimming pools airport

A: *Are there any cafés?* B: *Yes, there are cafés. / No, there aren't.*

A: *Is there a station?* B: *Yes, there is. / No, there isn't.*

Student B: Now ask about Langton.

c Would you prefer to live in Langton or Wendford? Why?

d Write about the town where you live. Use *There's / There are* and *There isn't / There aren't*.

F Family and friends

1 Members of the family

Label the pictures. Use the words in the box.

father grandfather
sister aunt uncle
brother mother
grandmother

2 Possessive 's



John's book



my sister's bicycle



my sisters' dog

Complete the sentences. Use the possessive form of the nouns.

- 1 Antonio's computer is great. (Antonio)
- 2 cats are in the living room. (Susanna)
- 3 bedroom is next to the bathroom. (My brothers)
- 4 eyes are blue. (My uncle)
- 5 name is Miss Watkins. (My teacher)
- 6 house is very small. (My grandparents)

1 2

3 4 *father*

5 6

7 8

Stefano

3 Possessive adjectives

Read Liz's letter from her new penfriend, Laura. Fill in the spaces with *my*, *your*, *his*, *her*, *our* or *their*.

Singular	Plural
I → my	we → our
you → your	you → your
he → his	they → their
she → her	
it → its	

Dear Liz

Thank you very much for ¹ *your* letter and the photos of ² friends and family. ³ mum and dad look really nice in the photo. Now I can tell you about me and ⁴ family here in Switzerland.

I've got two brothers. ⁵ names are Lukas and Andreas and they're 16 and 19. My mother is French and ⁶ name is Christine. Dad is Swiss and ⁷ name is Dieter. We live in Zurich and ⁸ house has got four bedrooms and a small garden. We've got a dog and we think he's lovely. ⁹ name's Zak.

Please tell me all about ¹⁰ friends and ¹¹ school in your next letter. I'd like to know about English schools.

Love,
Laura



4 have/has got

Positive	Negative	Question	Short answer
I/you/we/they 've (have) got	I/you/we/they haven't (have not) got	Have I/you/we/they got ...?	Yes, I/you/we/they have. No, I/you/we/they haven't (have not).
he/she/it 's (has) got	he/she/it hasn't (has not) got	Has he/she/it got ...?	Yes, he/she/it has. No, he/she/it hasn't (has not).

a Listen to the dialogue between Marek and Monica and answer the questions.

- How many brothers and sisters has Marek got?
- How many brothers and sisters has Monica got?

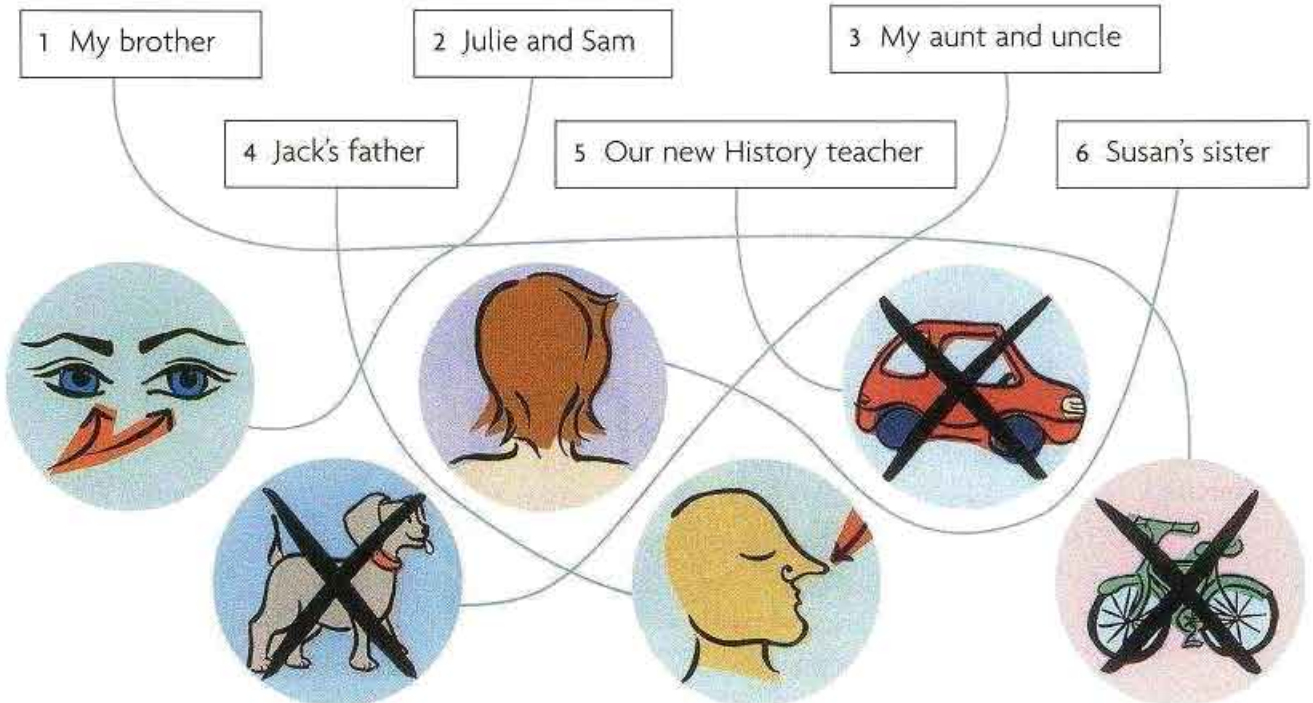
b Listen again and complete the table.

	Age	Colour of hair	Colour of eyes
Milos	<i>fair</i>	.....
Silvia
Lisa



c Follow the lines and write sentences with *have/has got*.

My brother hasn't got a bicycle.



d Work with a partner. Ask and answer the questions. Note down your partner's answers.

- you / any sisters and brothers?
Have you got any sisters and brothers?
- you / a pet?
- you / a bicycle?
- your parents / a car?
- your family / a flat or a house?
- your flat or house / a garden?
- (your own question)

e Write sentences about your partner.

Giovanna has got a brother, but she hasn't got any sisters. She's got a dog and ...

G Activities

1 Verbs for activities

Write the verbs under the pictures.

open close run swim
listen read jump laugh
cry write shout smile



1 laugh



2



3



4



5



6

2 Imperatives

Remember: imperatives

Positive:

Use the base form of the verb.

Open the door!

Negative:

Use *Don't* + the base form of the verb.

Don't run!



7



8



9



10



11



12

a Match the sentences.

- 1 It isn't funny.
- 2 I want to take a photo.
- 3 I've got an interesting story.
- 4 The river is dangerous.
- 5 I haven't got your phone number.
- 6 They're my letters.

- a Write it in my address book, please.
- b Don't swim here.
- c Don't read them.
- d Smile!
- e Don't laugh.
- f Listen to me.

b What are the people saying? Use the imperative form of five verbs from Exercise 1.



3 can/can't for ability

Positive	Negative	Question	Short answer
I/you/we/they/ he/she/it can swim.	I/you/we/they/he/she/ it can't (cannot) swim.	Can I/you/we/they/ he/she/it swim?	Yes, I/you/we/they/he/she/it can. No, I/you/we/they/he/she/it can't (cannot).

- a** Listen to Marek and Liz talking about what they can and can't do. Fill in the first two columns of the table.

✓✓ = Yes ✓ = Yes, but not very well ✗ = No

- b** Write sentences. Use the information from the table.

Marek can't swim. Liz can swim, but not very well.

- c** What about you? Fill in the column under *You* in the table.

- d** Work with a partner. Ask questions and fill in the last column in the table.

A: *Can you swim?*

B: *Yes, I can. Can you ...?*

	Marek	Liz	You	Your partner
1	✗			
2				
3				
4				

4 can/can't for permission

- a** Listen to the dialogues and match them with the pictures. Write 1-4 in the boxes.



- b** Complete the questions from Exercise 4a. Then listen again and check.

- 1 the window, please?
 2 on these trainers, please?
 3 it for the party, please?
 4 an ice cream, please?

- c** Work with a partner. Use the pictures to make dialogues.



H Shopping for clothes

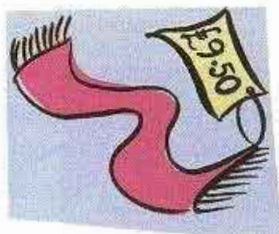
1 Clothes



1 T-shirt



2



3



4



5



6



7



8



9



10



11



12

- a Put the letters in order to make words for clothes. Match them with the pictures.

scosk hoses sithrt
sreds strik hirst
muprej najse scraf
inatres usrtosre tekcaj

- b Say what colour the clothes are.

The T-shirt is blue.
The trainers are white.

- c Work with a partner or in a small group. Ask and answer questions about clothes.

A: What colour is your favourite shirt?
B: Blue. What colour are your favourite shoes?
A: They're ...

2 Money and prices

- a Listen to the prices and write the numbers 1–6. Then listen again and repeat.

- £2.50
 €25.00
 \$125
 €17.50
 \$11.25
 £15.99

Remember

We write:	We say:
£12	twelve pounds
€10	ten euros
£5.99	five pounds ninety-nine
€7.25	seven euros twenty-five
\$8.60	eight dollars sixty

- b Say the prices of the clothes in Exercise 1a.

- c Work with a partner. Ask and answer.

A: How much is the T-shirt?
B: It's twelve pounds. How much are the trainers?
A: They're ...

Remember

To ask about prices, we say: *How much is/are ...?*

3 *this/that/these/those*

a Match the sentences with the pictures. Write the numbers 1–4.

- 1 Look at this book!
- 2 Don't read that book. It isn't very good.
- 3 These books are heavy!
- 4 Those books are expensive.



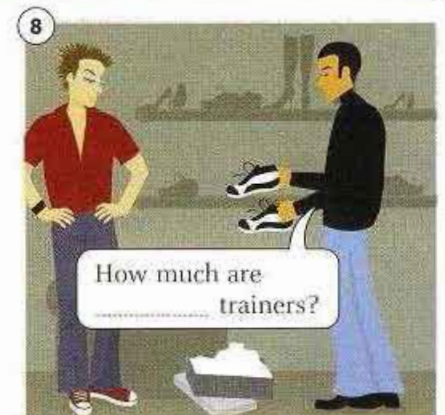
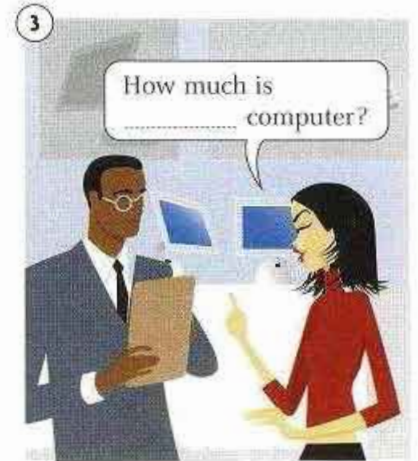
b Complete the table.

Singular	Plural
this	.....
.....	those

c Circle the correct words.

- 1 This / These film is interesting.
- 2 I think *that* / those dresses are lovely.
- 3 *This* / These jeans are my favourite clothes.
- 4 *That* / Those shirt isn't very expensive.
- 5 *This* / These green jacket is my father's.
- 6 Don't open *that* / those window, please.
- 7 Listen to *this* / these songs.

d Complete the sentences with *this, these, that* or *those*.




Module 1

Here and now

YOU WILL LEARN ABOUT ...

- An unusual hobby _____ 5
- Learning at home _____
- A typical school day in Britain _____
- A volunteer in Belize _____
- Getting fat or keeping fit _____
- British food _____

 Can you match each photo with a topic?



YOU WILL LEARN HOW TO ...

Speak

- Talk about your likes and dislikes
- Talk about your favourite school subjects
- Discuss household jobs
- Roleplay ordering a meal in a restaurant
- Interview a partner about food and fitness

Write

- A letter about yourself and your hobbies
- A description of your school day
- An email about organising a social event
- A paragraph about a partner's eating habits

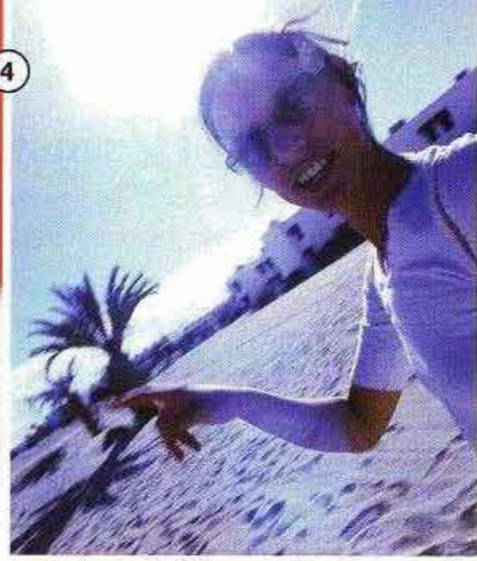
Read

- An article about an unusual hobby
- An interview about home education
- An article about a British student's school
- An article about a volunteer worker
- Advice about healthy eating
- A menu
- Interview answers on eating habits in Britain

Listen

- Interviews about hobbies
- A dialogue about school subjects
- A radio interview about volunteer work
- A dialogue in a restaurant

4



5



6



Use grammar

Can you match the names of the grammar points with the examples?

Present simple

like + -ing

Object pronouns

Present continuous

Countable and uncountable nouns

much and many

Pauline is staying in Belize.

Can I have an apple and some juice, please?

She likes swimming.

How many eggs do you need?

Julie wants to be a pilot.

Sometimes our parents teach us.

Use vocabulary

Can you think of two more examples for each topic?

Hobbies and interests

going to the cinema

dancing

.....

.....

School subjects

Maths

Geography

.....

.....

Housework

do the cooking

do the ironing

.....

.....

Food

tomato

bread

.....

.....

1


Things we like doing

* Present simple (positive and negative), *like + -ing*

* Vocabulary: hobbies and interests

1 Read and listen

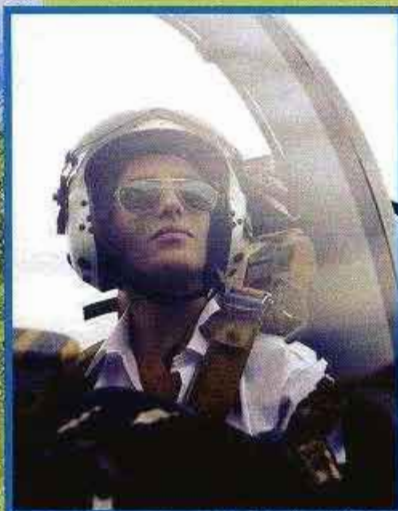
a Look at the picture of Julie Baker. Where do you think she comes from? What's her hobby? Read the text quickly to check your ideas.

b  Now read the text again and listen. Answer the questions.

- 1 How old is Julie?
- 2 What 'normal' activities does she like?
- 3 What does she learn on Sundays from 8.00 to 10.45?
- 4 What doesn't Julie like very much?
- 5 What does Julie want to be in the future?

An unusual hobby

Julie Baker is 16 and Australian. She likes music, swimming, going to the cinema and hanging out with friends. She's a very normal 16-year-old. But she has an unusual hobby: flying helicopters.



Julie is a student at the Helicopter Flying School near Brisbane. Here is her typical Sunday:

- 7.00** Julie gets up.
- 7.45–8.00** Julie's parents drive her to the helicopter school. (Julie hasn't got a driving licence.)
- 8.00–10.45** Her lessons start. Julie is in a group with five other students. The teacher tells them how to fly a helicopter, for example, how to take off and how to land. Julie doesn't like classroom work very much, but she knows it's important.
- 11.00–12.00** Julie and her friends learn how to use the radio and how to read maps.
- 12.00–1.00** Julie is in the pilot's seat and her teacher is next to her. She flies for one hour. She loves it. She enjoys looking down at the Sunshine Coast.
- 1.15** Julie's dad drives her home. He's very happy that she's back and that she's OK. 'I hate watching Julie up in that helicopter,' he says. 'Her mother and I get nervous. But we know she loves flying. She wants to be a pilot and we don't want to stop her.'

2 Grammar

Present simple (positive and negative)

- a Look at the examples.
Then complete the rule.

Her lessons start at 8 o'clock.
I hate watching Julie in the helicopter.
Julie gets up at 7 o'clock.
She likes music.

Rule: We use the present simple for things which happen regularly or which are always true.

With *I*, _____, *we* and _____ we use the base form of the verb. With *he*, *she* and *it* we add _____.



Look

With *he*, *she* and *it*, some verbs end in *es*.

-sh they wash – she washes
-ch we teach – he teaches,
I watch – she watches

If the verb ends with consonant + *y*, the ending is *ies*.
they fly – it flies
you study – he studies

- b Complete the sentences.
Use the present simple form of the verbs.

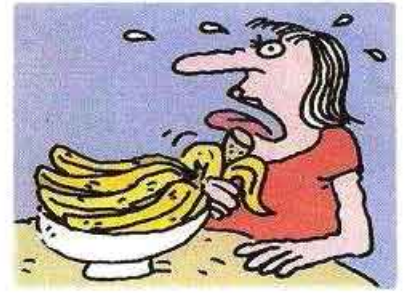
- Cristina *loves* (love) parties.
- My friends _____ (hate) sport.
- You _____ (paint) nice pictures.
- He _____ (write) his emails on my computer.
- Pete and Sandra _____ (play) tennis on Mondays.
- My mum _____ (read) a lot of books.
- We _____ (get up) at 8.30 in the morning.

- c Write present simple sentences.
Use *like*, *love* or *hate* and a word from the box.

cats football apples ice cream bananas winter



1 He *likes apples* _____.



2 I _____.



3 She _____.



4 They _____.



5 He _____.



6 We _____.

- d Look at the examples and complete the table.

Julie doesn't like classroom work.
We don't want to stop her.

Positive	Negative
I/you/we/they run	I/you/we/they _____ (do not) run
he/she/it runs	he/she/it _____ (does not) run

- e Make the sentences negative.

- Tracy likes black jeans. *Tracy doesn't like black jeans.* _____
- We write lots of emails. _____
- My brother plays the piano. _____
- Helen learns Italian at school. _____
- You listen to the teacher. _____

f Complete the sentences. Use the verbs in the box in the present simple (positive or negative).

fly run hate not drive not know not swim



1 I hate this music!



2 We don't know in this river.



3 Jamie doesn't fly to Rome in the summer.



4 Bill's parents don't drive a big car.



5 Teresa doesn't run the answer.



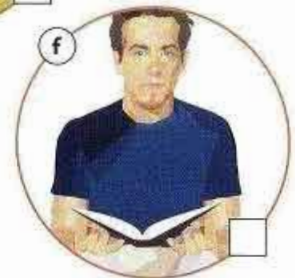
6 Lesley doesn't swim in the park before school.

3 Vocabulary

Hobbies and interests

a Match the activities with the pictures. Write 1-8 in the boxes. Then listen, check and repeat.

- 1 going to the cinema
- 2 reading
- 3 swimming
- 4 painting
- 5 playing computer games
- 6 dancing
- 7 listening to music
- 8 playing the guitar



b Match words from the three lists to make five true sentences.

<p>1 My friend My brother My sister</p>	<p>play plays don't play listen go goes read don't read doesn't read dance doesn't dance</p>	<p>a lot of books. the piano. at parties. to pop music. computer games. football. to the cinema.</p>
---	--	--



4 Grammar

like + -ing

- a Look at the examples and complete the rule.

She likes swimming.

She loves flying.

She enjoys looking down at the coast.

I hate watching Julie in that helicopter.

Rule: We often use the -ing form after verbs of liking and not liking, for example, like, _____, _____ and _____.



Look

If the verb ends in e, we drop the e before -ing.

dance – dancing, smile – smiling

If a short verb ends in vowel + consonant, we double the last letter before -ing.

swim – swimming, run – running

- b Complete the sentences. Use the -ing form of the verbs in the box.

drive run ~~play~~ go listen talk

1 Maria hates playing the piano.

2 My brother loves _____ his car.

3 I like _____ to my friends on the phone.

4 My dad doesn't like _____ to loud music.

5 Our dogs enjoy _____ on the beach.

6 We love _____ to the cinema.

5 Speak

Work with a partner. Talk about the hobbies in Exercise 3. Note down the things your partner tells you.

I love ... I (don't) like/enjoy ... I hate ... I'm (not) good at ...

6 Listen

- a Listen to Kate, Adrian and Harry. Write ✓ next to the things they like and X next to the things they don't like.



Kate

- tennis
 football
 swimming



Adrian

- cinema
 computer games
 reading



Harry

- dancing
 listening to music
 guitar
 piano

- b Work with a partner. Talk about the three teenagers and check your answers.

A: What's Kate's hobby?

B: She likes ..., but she doesn't like ...

7 Pronunciation

/n/ (man) and /ŋ/ (song)

- a Listen and repeat.

/n/ man fun town
Japan Britain Italian

/ŋ/ thing song spring
morning writing
reading

- b Listen and repeat.


Karen likes dancing and painting.

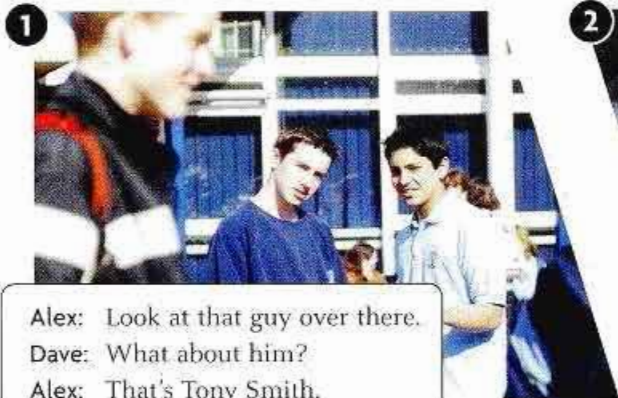
Dan enjoys running in the morning.

We sing songs at the station.

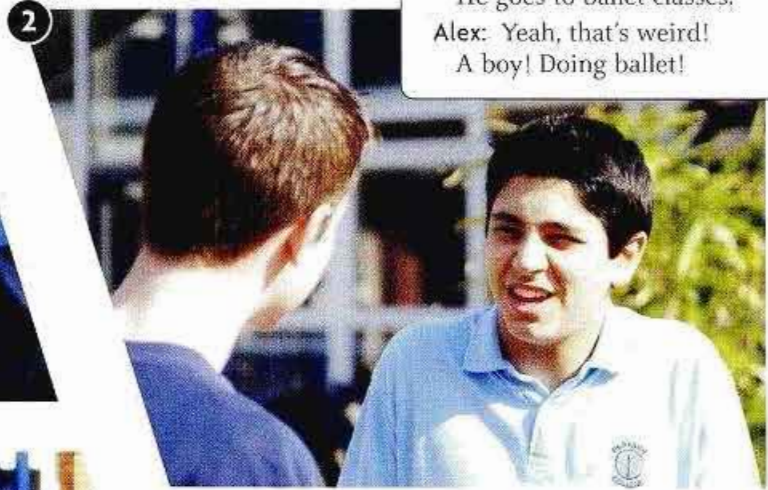
Different – so what?

8 Read and listen

a  Look at the photo story. Who is 'different' in the story, and why? Read and listen to find the answers.



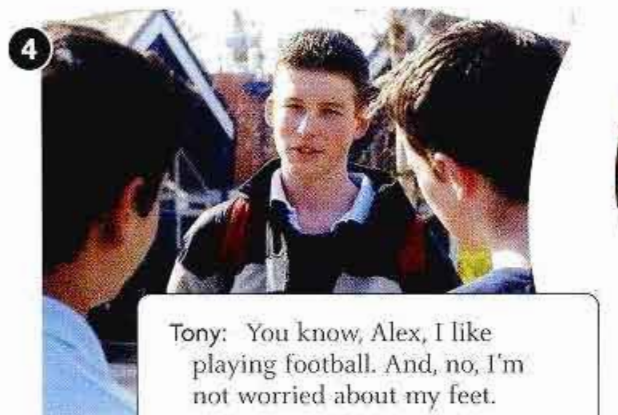
1
Alex: Look at that guy over there.
Dave: What about him?
Alex: That's Tony Smith.



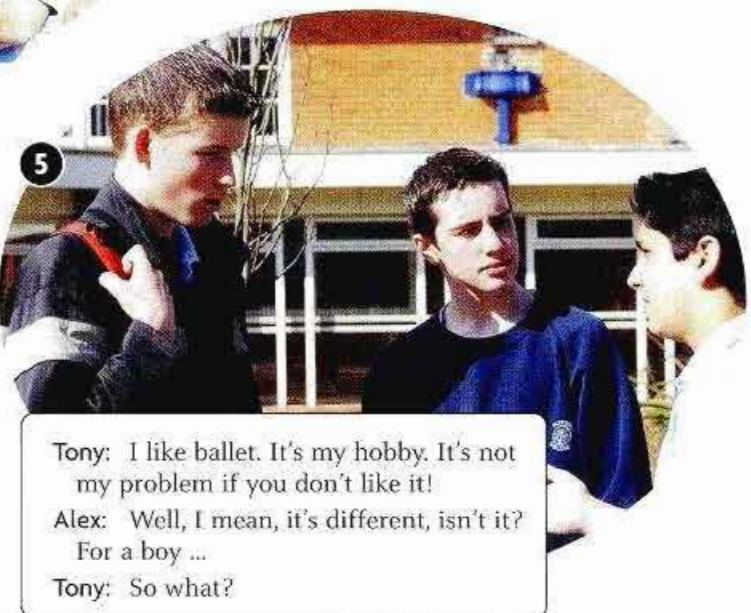
Dave: Oh, Tony. That's right. He goes to ballet classes.
Alex: Yeah, that's weird! A boy! Doing ballet!



3
Dave: Hey, Tony. Do you want to play football with us?
Alex: Or are you worried about your pretty little dancing feet?
Dave: Alex, shut up! Don't listen to him, Tony, he's stupid.



4
Tony: You know, Alex, I like playing football. And, no, I'm not worried about my feet.
Alex: Oh, yeah? But doing ballet ...



5
Tony: I like ballet. It's my hobby. It's not my problem if you don't like it!
Alex: Well, I mean, it's different, isn't it? For a boy ...
Tony: So what?

b Write the correct name, *Tony*, *Dave* or *Alex*.

- | | |
|--|--|
| 1 goes to ballet classes. | 4 is angry with Alex. |
| 2 thinks ballet is only for girls. | 5 doesn't care what Alex thinks. |
| 3 asks Tony to play football. | |

c What do you think about what Alex says to Tony?

9 Everyday English

- a Find expressions 1–5 in the photo story. Who says them? Match them with expressions a–e.

- | | |
|--------------------------|--------------------------------------|
| 1 <u>guy</u> | a Be quiet! |
| 2 <u>What about him?</u> | b I don't think it's important. |
| 3 <u>That's weird!</u> | c teenage boy or man |
| 4 <u>Shut up!</u> | d very strange |
| 5 <u>So what?</u> | e What do you want to say about him? |

- b Read the dialogues. Fill in the spaces with the underlined words in Exercise 9a.

- Linda: Shut up, Peter!
You say really stupid things.
Peter: OK, sorry. Don't be angry.
- Susan: Do you know Ken Taylor?
Karen: Yes. He's in my class.
He's a nice
- Rob: Our dog likes sleeping in the bath.
Judith: That's !
- Tom: You like playing football? But you're a girl!
Gina: ? Why can't a girl play football?
- Mike: Is that Claire, the new girl in your class?
Monica: Yes. her?
Mike: I think she's John Cooper's sister.



10 Write

- a Imagine that Lisa is your new penfriend and this is her first letter to you. Read her letter. What are her hobbies and interests?

Hi!

I'm Lisa Franklin. I'm Canadian and I live in Montreal. I'm fifteen.

I love sports. My favourite hobby is painting. I also like playing tennis (I'm in a tennis club at school) and I enjoy riding my bike. I love watching TV, especially Formula 1 races! I really like Michael Schumacher.

My best friend is Sonia. We listen to music a lot. Her favourite singer is Alanis Morissette. I think Alanis is a great singer, but my favourite is Jennifer Lopez.

Write soon!


Lisa

- b Write a letter in reply to Lisa. Include this information:

- your name, nationality and age
- where you live
- your hobbies and interests
- some information about your friend(s)

- ✦ Present simple (questions and short answers), object pronouns
- ✦ Vocabulary: school subjects, frequency expressions

1 Read and listen

- a Where is Matthew and how does he study? Does he enjoy it? Read the text quickly to find the answers.
- b  Now read the text again and listen. Answer the questions.
- 1 How old is Matthew?
 - 2 Why doesn't he go to school?
 - 3 What subjects does Matthew study?
 - 4 Why does he like studying at home?
 - 5 Why doesn't Matthew get lonely?
 - 6 Where does he see his friends?
- c What do you think are the good things about learning at home, and what are the bad things? Make two lists and compare with your partner.

AT HOME - AT SCHOOL

Matthew Thomas is English. He is 15 and his brother Paul is 13, but they don't go to school. They are in the Chilean city of Arica for a year because their parents are scientists there. They study at home. Here is our interview with Matthew about home education.



Why do you study at home?

M: Well, there aren't any English-speaking schools here and we don't speak very good Spanish. And we think you can learn a lot at home.

What subjects do you study?

M: The usual subjects – Maths, English, History, and so on. But I study them in my own way. I use books or the Internet. And sometimes our parents teach us.

Do you like studying at home?

M: Yes, I do – I love it! I can choose how to do things. I can study Maths on Monday and Physics on Tuesday, or Biology on Monday and History on Tuesday. It's up to me.

Does your brother like it, too?

M: Yes, he does. I often help him – and sometimes he helps me.

Do you get lonely?

M: No, I don't. I'm hardly ever lonely. My brother and my parents are here. I've got friends on the Internet and now I've got a few Chilean friends, too.

How often do you see them?

M: Well, I go to a sports club every weekend and I meet them there. And I go to a dance club twice a month. That's always good fun.



2 Grammar

Present simple
(questions and short answers)

- a Read the examples and complete the table.

Do you like studying at home? Yes, I do.
Does your brother like it, too? Yes, he does.
Do you get lonely? No, I don't.

Questions	Short answers
..... I/you/ we/they like ...ing?	Yes, I/you/we/they do. No, I/you/we/they (do not).
..... he/ she/it like ...ing?	Yes, he/she/it No, he/she/it doesn't (..... not).

- b Complete the questions and short answers.

- 1 A: Does Jeremy like swimming?
B: (✓) Yes, he does.....
- 2 A: you study French?
B: (X) No, I.....
- 3 A: your friends listen to music?
B: (✓) Yes.....
- 4 A: she go to your school?
B: (✓).....
- 5 A: you wear a uniform to school?
B: (X).....
- 6 A: it rain a lot in Britain?
B: (✓).....

- c Work with a partner. Ask and answer.

A: Do you like swimming?
B: Yes, I do. / No, I don't. Do you ...?

live eat go play ~~walk~~ drive

- 1 Do you like walking to school?
- 2 you chocolate?
- 3 your family in a flat?
- 4 your friends to the cinema?
- 5 your mother a car?
- 6 you the piano?

3 Vocabulary

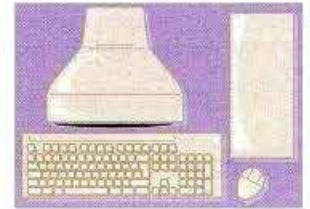
School subjects

- a Write the subjects under the pictures. Then listen, check and repeat.

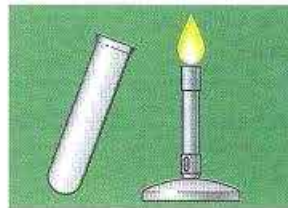
Maths English Science Art French
Information Technology (IT) History
Geography Physical Education (PE) Drama



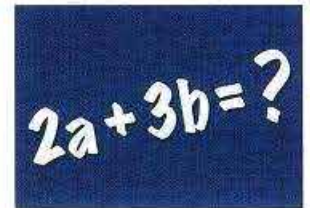
1 Geography



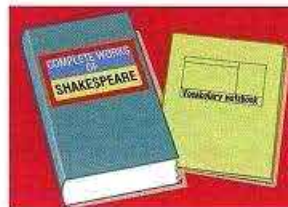
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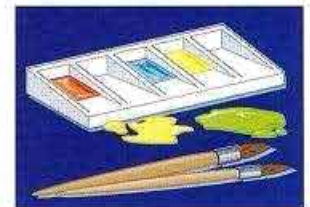
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5



6



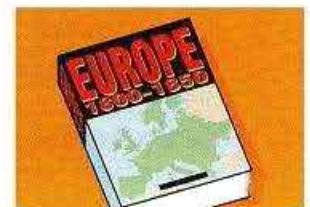
7



8



9



10

- b Are there any subjects at your school which are not in Exercise 3a? What are they?
- c Make a list of your five favourite subjects. Compare lists with a partner.

4 Grammar

Object pronouns

a Look at the examples from the text on page 28 and fill in the spaces.

I love it. 'it' = studying at home
 I study **them** in my own way. 'them' = _____
 Sometimes our parents teach **us**. 'us' = _____
 I often help **him**. 'him' = _____
 and sometimes he helps **me**. 'me' = _____

b Write the object pronouns in the spaces.

I me you _____ he _____ she _____ it _____ we _____ they _____

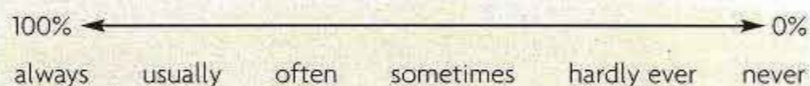
c Complete the sentences with object pronouns.

- This is a great CD! I really like it.
- Who's that boy? I don't know _____.
- This exercise is difficult! Can you help _____, please?
- Where are my shoes? I can't find _____.
- We don't know the answer. Can you tell _____?
- Mariah is a great singer. I like _____ a lot.
- Good morning. Can I help _____?

5 Vocabulary

Adverbs of frequency

a Look at the diagram and complete the sentences about Matthew. Check with the text on page 28.



- Matthew never goes to school.
- He _____ has fun when he goes to the dance club.
- He _____ helps his brother with his studies.
- His parents _____ teach him at home.
- He's _____ lonely.



b Complete the rule. Write *before* or *after*.

Rule: Adverbs of frequency come _____ the verb *be*, but _____ other verbs.

c Put the adverbs in the sentences.

- I'm late. (always) I'm always late.
- We go to the cinema. (sometimes) _____
- Carlo goes to bed early. (hardly ever) _____
- Those dogs are quiet! (never) _____
- Elizabeth listens to music. (often) _____
- You're good at Maths. (usually) _____

d We can also talk about frequency like this:

every	day
once	week
twice	month
three times	year

*I go to a sports club every week.
 I go to a dance club twice a month.
 We study History three times a week.*

How often do you ...

- go to school?
- have Science lessons?
- have exams?
- play sport?

6 Pronunciation

Stress in frequency expressions

a Listen and repeat.

sometimes	usually
always	hardly ever
every weekend	once a month
twice a day	three times a week
	twenty times a year

b Underline the main stress. Then listen and repeat again.

7 Speak

Work with a partner. Ask and answer questions and note down your partner's answers.

- go to the cinema?
- watch television?
- drink coffee?
- use a computer?
- cook at home?
- eat chocolate?
- see your best friend?
- go swimming?
- (your ideas)

A: How often do you go to the cinema?

B: Every weekend. / Once a month.

8 Listen

a Listen to Jane talking about her school timetable. Complete the timetable. Write: PE, IT, Drama, Art and English.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45–9.45	¹	History	English	Geography	English
9.45–10.45	IT	French	IT	French	²
10.45–11.00	<i>Break</i>				
11.00–12.00	Maths	Geography	History	Maths	Maths
12.00–1.00	PE	³	⁴	⁵	Science
1.00–2.00	<i>Lunch break</i>				
2.00–3.00	Science	⁶	Maths	Science	French
3.00–4.30	<i>Games / clubs</i>				



b Listen again. Write ✓ for the subjects Jane likes, and X for the ones she doesn't like.

PE	<input type="checkbox"/>	IT	<input type="checkbox"/>
Drama	<input type="checkbox"/>	Art	<input type="checkbox"/>

c Work with a partner. Compare Jane's timetable with your school timetable. For example:

*She studies French, but we study German.
She has Maths four times a week, but we have it five times a week.*

Culture in mind

9 Read

a Alan Martin is 16 and he's in year 11 at a British school. Read the text quickly to answer the questions.

- 1 When does school start and finish?
- 2 What does Alan do after school?

b Read again. Match the topics with the paragraphs in the text. Write 1–6 in the boxes.

- | | |
|-------------------------------|--------------------------|
| a Activities after school | <input type="checkbox"/> |
| b Free time between lessons | <input type="checkbox"/> |
| c School clothes | <input type="checkbox"/> |
| d School subjects in year 11 | <input type="checkbox"/> |
| e Homework | <input type="checkbox"/> |
| f The start of the school day | <input type="checkbox"/> |

c Circle the correct words.

- 1 He *wears* / doesn't wear a uniform at the weekend.
- 2 There is a school Assembly on *Monday mornings* / *afternoons*.
- 3 Brian *likes* / *doesn't like* learning languages.
- 4 Alan's friends *sometimes* / *never* bring sandwiches to school.
- 5 Alan goes to clubs *once* / *twice* a week.
- 6 He *does* / *doesn't do* a lot of homework.

d Answer the questions.

- 1 Do girls go to Alan's school?
- 2 Do all British students wear a uniform?
- 3 Does Alan go to school by bus?
- 4 How many subjects does Alan study?
- 5 Where does he eat his lunch?
- 6 How many hours a week does Alan spend on homework?

e Is Alan's school day similar to yours, or very different? Discuss this question with a partner or in a small group.

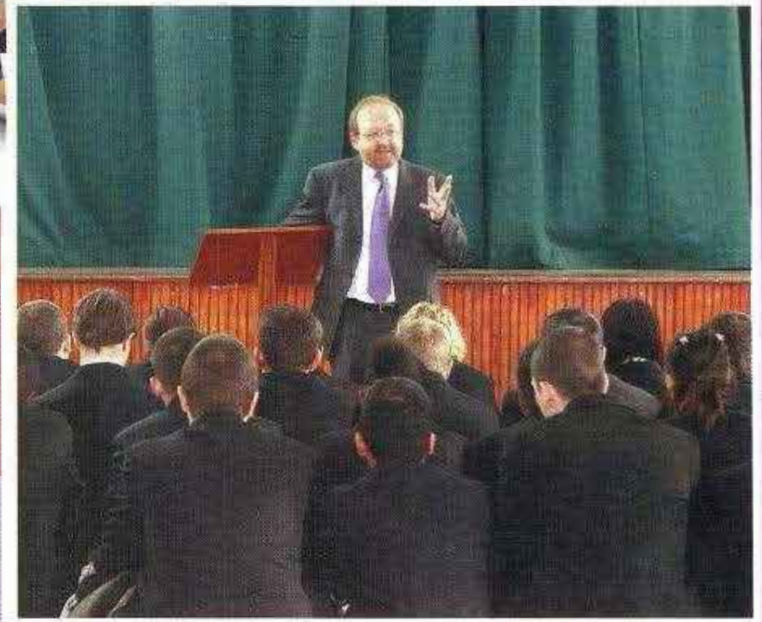


A school in Britain

1 I get up at 7.30 and get dressed for school. My school has a uniform – black trousers and shoes, a white shirt and a black and gold tie. The girls wear the same, or they can wear a black skirt. We also have a black sweatshirt or we can wear a black jacket. Not all British schools have a uniform, but it's common here.

2 I don't live far from the school, so I walk there with my friends, Brian and Gemma. Lots of students catch the school bus or their parents drive them to school. On Mondays we all start the day with Assembly in the school hall at 8.50. The headteacher talks to us and gives us information about school events.

3 This year I've got nine subjects. We all study English, Maths and Science, and then we choose other subjects. My favourites are IT and Art & Design. Brian likes Spanish and Japanese. Gemma is brilliant at Maths, so she goes to an Advanced Maths class.



- 4 We have 20 minutes for break in the morning and an hour for lunch. Some students bring sandwiches to school for lunch, but my friends and I always eat in the dining room where you can get a hot meal every day.
- 5 Lessons end at 4 o'clock, but on Mondays and Wednesdays I stay at school until 5 o'clock. I go to the Photography Club and the Athletics Club. There are lots of clubs and activities at our school. Brian belongs to the Film Society and Gemma plays in the school orchestra.
- 6 At the end of the day I always spend two hours on homework – sometimes three hours. We get lots of homework now. We've got our GCSE* exams in June, so there's always *lots* of work to do.

*GCSE = national school exams (General Certificate of Secondary Education). Students usually take these examinations when they are 16.

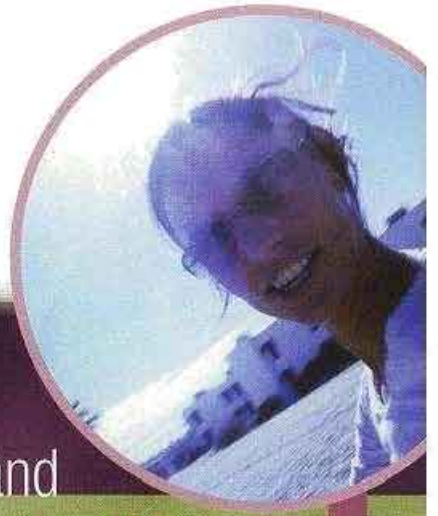
10 Write

- a Answer the questions.
 - 1 What time do you usually get up?
 - 2 What time do you leave your home?
 - 3 What time do the lessons begin?
 - 4 What time do you have a break?
 - 5 Do you have lunch at school?
What do you eat?
 - 6 What time do the lessons finish?
 - 7 What do you do after school?
 - 8 How much time do you spend on homework in the evening?
- b Write a description of your usual school day. Use your answers in Exercise 10a to help you.

3


A helping hand

- ★ Present continuous for activities happening now, Present simple vs. present continuous
- ★ Vocabulary: housework



1 Read and listen

a How old is Pauline? Where is she and what is she doing there? Read the text quickly to find the answers.

b  Now read the text again and listen. Mark the statements *T* (true) or *F* (false).

- Pauline comes from Belize.
- Pauline wants to save the coral reefs.
- Pauline is studying the fish in the sea near Belize.
- Pauline is unhappy because she doesn't get any money.
- Pauline wants to go home when she finishes her work.

c Answer the questions.

- Why does Pauline like the work she's doing?
- Would you like to work as a volunteer in another part of the world? Why/Why not?

HARD WORK and no money

Every year thousands of young people in Britain finish school and then take a year off before they start work or go to university. Some young people go to other countries and work as volunteers. Volunteers give their time to help people – for example, they work in schools or hospitals, or they help with conservation.

Pauline Jones, 18, lives in Cardiff, Wales. Next year she wants to go to university to study Spanish, but now she's living in Belize. Pauline says, 'I'm working with other people here to protect the coral reefs in the sea near Belize. The reefs here are beautiful, but if the sea water is very polluted, the coral dies. I'm helping to do research on the coral and the fish that live around the reefs. All over the world, coral reefs are dying. We need to do something about the problem before it's too late.

I'm staying with a family here and I help with the cooking and the cleaning. I don't get any money, but that's OK. I love my work here, and I'm learning a lot about the people of Belize – and myself! When I finish my work, I want to stay here for another three months. I want to travel around Belize and Central America.'



2 Grammar

Present continuous for activities happening now

- a Read the examples and the rule for the present continuous. Then complete the table.

Pauline *is working* in Belize.
She's *staying* with a family.
The volunteers *are helping* to protect the reefs.

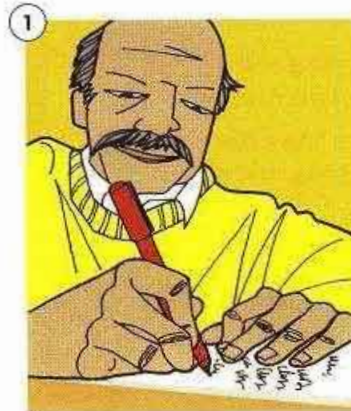
Rule: We use the present continuous to talk about things that are happening at or around the time of speaking.

We form the present continuous with the present tense of *be* + verb + *ing*.

Positive	Negative	Questions	Short answers
I'm (am) working	I'm not working	..... I working?	Yes, I am. No, I'm not.
you/we/they 're (.....) working	you/we/they aren't working	..... you/we/they working?	Yes, you/we/they No, you/we/they
he/she/it 's (is) working	he/she/it working	..... he/she/it working?	Yes, he/she/it No, he/she/it

- b Complete the sentences. Use the present continuous form of the verbs.

- Anna isn't here. She *'s riding*. (ride) her bike in the park.
- Mike and Jane are in the living room. They (read).
- Dad's in the kitchen. He (cook) lunch.
- Alan! You (not listen) to me!
- I can't go out tonight. I (study) for tomorrow's test.
- It's 3-0! We (not play) very well.
- A: you (watch) this programme?
B: No, I'm not.
- A: Sandra's in her room.
B: she (do) her homework?



- c Look at the pictures and complete the sentences. Use the verbs in the box.

listen play write not work
not do not watch

- My grandfather a letter.
- Rosa television.
- Marcia and Louise to music.
- I my homework.
- We a fantastic computer game.
- My parents in the garden.



3 Pronunciation /ɜ:/ (world)

- a Listen and repeat the words.
her world work learn birthday university
- b Listen and repeat the sentences.
- All over the world.
 - He always works hard.
 - Learn these words!
 - They weren't at university.
 - I'm learning German.
 - This is her first birthday.



Look

These verbs are hardly ever used in the present continuous:

believe know understand
remember want need
mean like hate

I know the answer.

(Not: I'm knowing the answer.)

My friend likes rap music.

(Not: My friend is liking rap music.)

4 Grammar

Present simple vs. present continuous

- a Look at the examples. Then **circle** the correct words in the sentences.

Present simple

*It sometimes
snows in the winter.*

*My mother
works in a bank.*

*They play tennis
every Saturday.*

Present continuous

It's snowing now.

*She's working in the
kitchen at the moment.*

*They aren't here. They're
playing tennis this morning.*

- We always wear / We're always wearing* a uniform to school.
- Paula *wears / is wearing* black jeans today.
- Come inside! *It rains / It's raining.*
- It rains / It's raining* a lot in February.
- Mum *cooks / is cooking* at the moment.
- My father *cooks / is cooking* lunch every Sunday.
- Steve is terrible! *He never listens / He's never listening* to the teacher!
- Please be quiet! *I listen / I'm listening* to some music right now.

- b We use different time expressions with the two tenses. Complete the lists with the time expressions in the box.

at the moment usually every weekend
this afternoon never right now today
every evening this week twice a year

Present simple

every day

always

.....

.....

.....

.....

Present continuous

now

this morning

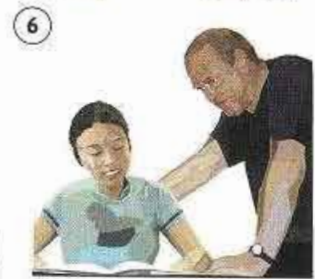
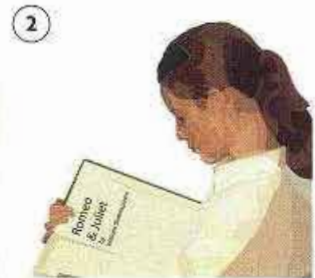
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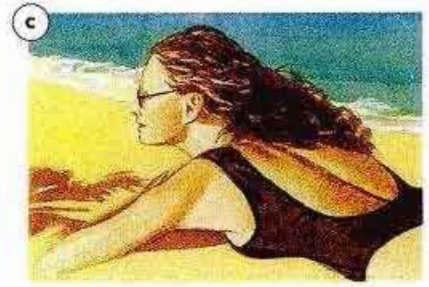
- c Complete the sentences. Use the present simple or present continuous form of the verbs.




- Maria usually (walk) to school, but this week she (go) by bus.
- We (have) English lessons four times a week. We (read) Shakespeare at the moment.
- Robert (study) in the library this afternoon. He (want) to find some information for his History project.
- I (know) her face, but I (not remember) her name.
- They (not dance) tonight because they (not like) the music.
- What this word (mean)?

5 Listen

- a  Listen to a radio interview with Pauline Jones. What is Pauline doing at the time of the interview? Choose the correct picture.




- b  Listen again and mark the sentences *T* (true) or *F* (false).

- 1 Pauline doesn't have a lot of free time.
- 2 She sometimes does the cooking.
- 3 She does the shopping every day.
- 4 She likes doing the washing.
- 5 She's happy to be in Belize.

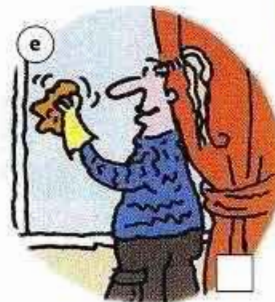
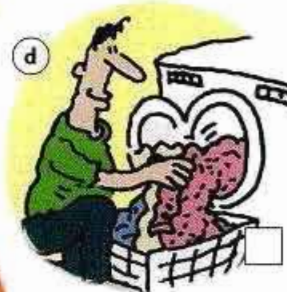


6 Vocabulary

Housework

-  Match the words with the pictures. Then listen, check and repeat.

- 1 do the cooking 2 do the ironing 3 do the washing
4 do the shopping 5 do the washing-up / wash up
6 tidy up / tidy a room 7 clean the windows



7 Speak

- a Work in a group. Ask and answer questions about housework.

Do you help at home?

How often do you do the shopping / the washing-up ...?

Which jobs do you like? Which do you hate?

- b In your home, who usually does the housework? You? Your brother or sister? Your mother? Your father? Discuss with a partner.

My father usually does the cooking, but my mother always does the washing-up ...




Look

do the washing-up /
wash up = wash dishes

do the washing
= wash clothes

Where's Amy going?

8 Read and listen

- a  Look at the photo story. Why can't Amy go to the café?
Read, listen and check your answer.

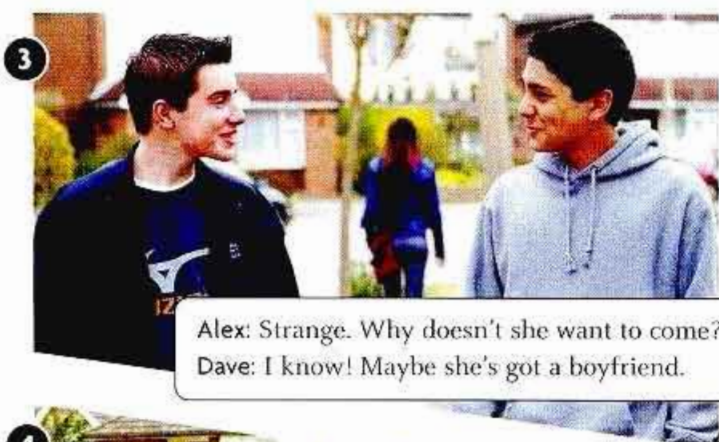


Amy: OK. Good. Two o'clock.
See you then. Bye.



Alex: Hi, Amy. That new café is open today.
We're going there now to check it out.
Do you want to come?

Amy: Um ... sorry, no. I'd like to, but I'm busy.



Alex: Strange. Why doesn't she want to come?
Dave: I know! Maybe she's got a boyfriend.



Half an hour later ...

Alex: Look, there's Amy.
Where's she going?

Dave: I think she's got a boyfriend.
Let's follow her.



Amy: Here's your shopping, Mrs Craig.
Do you want me to do the ironing too?
Mrs Craig: Thanks very much, Amy. You're an angel.

Alex: So it's not a boyfriend.
She's doing jobs for Mrs Craig.
Dave: She must be crazy!

- b Match the two parts of the sentences.

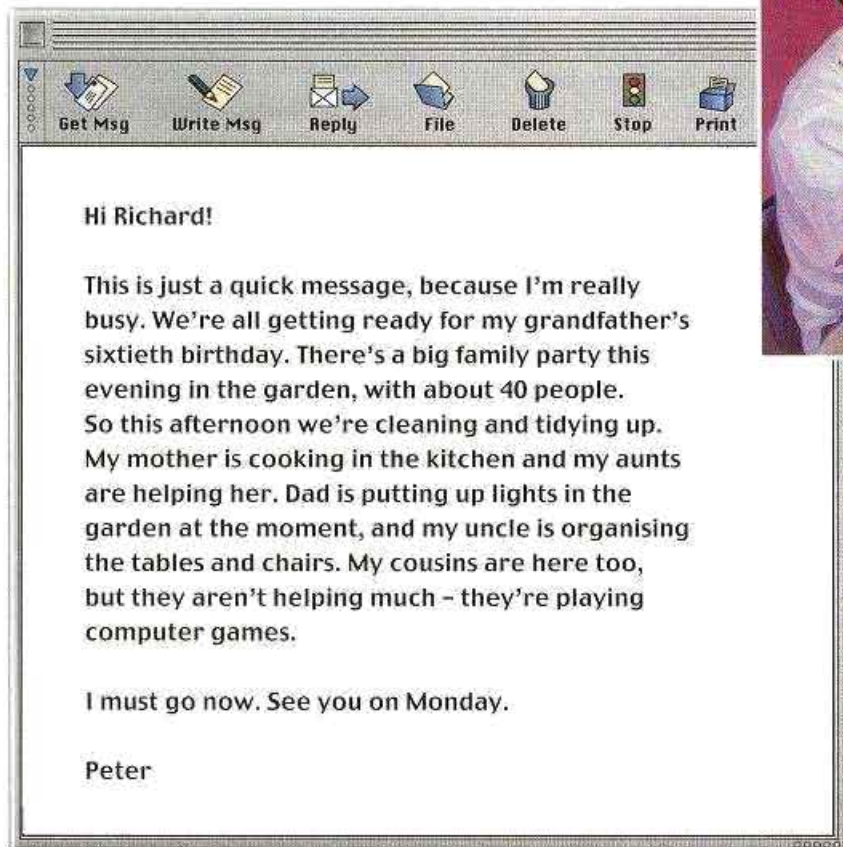
- | | |
|-------------------------------------|-----------------------------|
| 1 Alex and Dave are going | a she's busy. |
| 2 Amy says she can't come because | b she's got a boyfriend. |
| 3 Dave thinks that | c is helping an old person. |
| 4 They follow Amy and find out that | d to the new café. |
| 5 Dave can't understand why Amy | e she's helping Mrs Craig. |

9 Everyday English

- a** Find the expressions in the photo story. Who says them?
- | | |
|--|----------------------|
| 1 We're going there now to check it out. | 3 She must be crazy! |
| 2 You're an angel. | 4 Let's follow her. |
- b** How do you say *Let's follow her* in your language?
- c** Match expressions 1–3 from the photo story with expressions a–c.
- | | |
|-----------------------------|--------------------------------|
| 1 <u>check it out</u> | a You're a really nice person. |
| 2 <u>You're an angel.</u> | b find out what it's like |
| 3 <u>She must be crazy.</u> | c I can't understand her. |
- d** Read the dialogues. Fill in the spaces with the underlined expressions from Exercises 9b and 9c.
- | | |
|--|--|
| 1 Tom: Mum wants to buy a new computer.
Sarah: She's already got a very good computer. | 3 Franca: Do you want to go out this evening?
Martina: Yes, go to the cinema. |
| 2 Rick: Adam says the music is good at the Starlight Disco.
Mike: Yeah. I'd like to soon. | 4 Paul: I'm going to clean the windows for you, Gran.
Grandmother: Oh, thanks, Paul. |

10 Write

- a** Read Peter's email to his friend about a family party. Answer the questions.
- 1 What is the event and when is it happening?
 - 2 Who is coming?
 - 3 What is everybody doing to help?



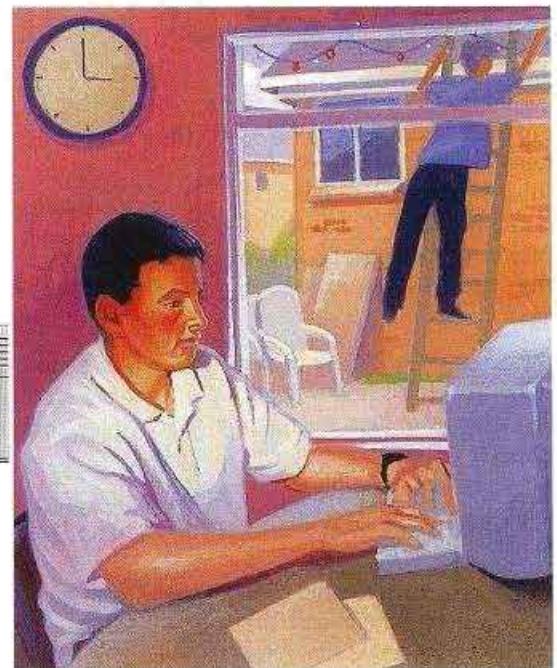
Get Msg Write Msg Reply File Delete Stop Print

Hi Richard!

This is just a quick message, because I'm really busy. We're all getting ready for my grandfather's sixtieth birthday. There's a big family party this evening in the garden, with about 40 people. So this afternoon we're cleaning and tidying up. My mother is cooking in the kitchen and my aunts are helping her. Dad is putting up lights in the garden at the moment, and my uncle is organising the tables and chairs. My cousins are here too, but they aren't helping much - they're playing computer games.

I must go now. See you on Monday.

Peter



- b** Imagine you are helping to prepare for one of these events:
- a family party
 - a birthday celebration for one of your friends
 - a goodbye party for a teacher who is leaving the school

Write an email to a friend and tell him/her what is happening.

4

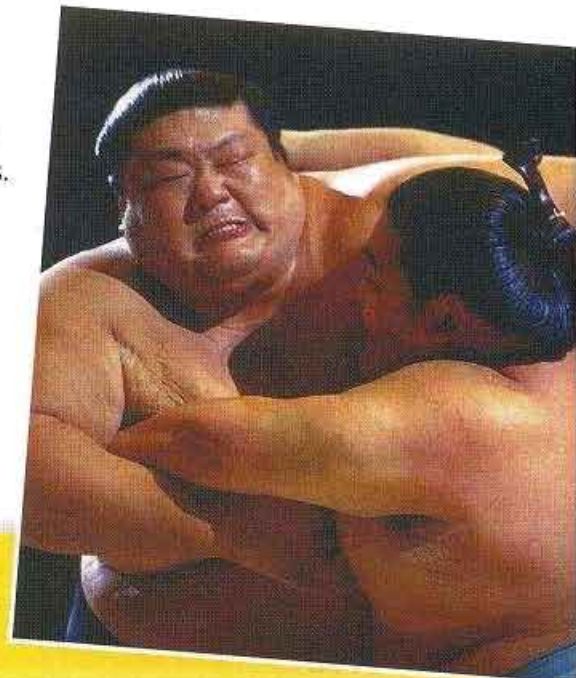
A healthy life

- * Countable and uncountable nouns, *a/an* and *some, much* and *many*
- * Vocabulary: food and drink

1 Read and listen

a Before you read, look at the questions and choose the answers you think are correct. Then read the text to check your answers.

- 1 What nationality are the people in the photo?
a Chinese b Japanese c Russian
- 2 How many meals do you need every day?
a one b three c five
- 3 Is it a good idea to eat snacks?
a yes b no c it doesn't matter
- 4 How often do you need to exercise?
a every day b once a week c three times a week

Getting **fat** or keeping fit?

Some people want to get fat – Japanese Sumo wrestlers, for example. Their typical meal is called *chankonabe*, a mixture of rice, meat and vegetables. It's healthy, but it has a lot of calories.

It's difficult to throw a very heavy man to the floor! This is why Sumo wrestlers eat a lot of food and go to bed straight after eating. Some Sumo wrestlers weigh 250 kilograms, a few of them even 280 kilograms!

But most people want to keep their weight down. In Britain and the USA, doctors are worried that a lot of teenagers are overweight.

They often eat unhealthy food and spend a lot of time sitting in front of the television or the computer.

Here's some advice:

- Have some vegetables or some fruit in every meal. Tomatoes are great!
- Eat five small meals a day instead of two or three large meals.
- It's a good idea to eat snacks, but don't eat a lot of sugar. Have some bread, an apple, some grapes or a carrot.
- Don't eat fried food very often. Have some rice or some pasta instead.
- Drink a lot of water. If you want a sweet drink, have some fruit juice.
- Do some exercise every day. Exercise burns off the calories and makes you fit. So come on – get up and ride your bike, swim, run, go for walks!
- Finally, remember – there's no need to be skinny! Enjoy your food and have fun when you're exercising.



b Now read the text again and listen. Answer the questions.

- 1 What kind of food do Sumo wrestlers usually eat? Why?
- 2 Why do you think Sumo wrestlers go to bed straight after their dinner?
- 3 Why are many teenagers in the UK and USA overweight?
- 4 Do you agree with all the advice in the text? If not, why?

2 Vocabulary

Food and drink

Label the pictures. Use the words in the box. Then listen, check and repeat.

apples carrots eggs meat fruit bread vegetables tomatoes pasta water onions sugar grapes rice



1 vegetables



2 fruit



3



4



5



6



7



8



9



10



11



12



13



14

3 Grammar

Countable and uncountable nouns

- a Read the rule. Then underline the countable nouns and circle the uncountable nouns in examples 1–5.

- Have some bread.
- Eat five small meals.
- Don't eat fried food.
- Have some bread, an apple, some grapes or a carrot.
- Eat some vegetables or some fruit.

- b Complete the lists with words from Exercise 2.

Countable nouns Uncountable nouns

vegetables fruit

.....

.....

.....

.....

.....

.....

Rule: In English, we can count some nouns: 1 apple, 2 bananas, 3 carrots, etc. We call these words *countable nouns*.

There are some nouns we can't count, for example: *food* and *fruit*. These nouns have no plural. We call them *uncountable nouns*.

a/an and some

- c Look again at the examples in Exercise 3a. Complete the rule with *countable* or *uncountable*.

Rule: We use *a/an* with singular *countable* nouns.
We use *some* with plural nouns.
We use *some* with singular nouns.

- d Complete the sentences with *a*, *an* or *some*.

- I'd like sugar in my coffee.
- I'm going to the shops. Mum wants meat and eggs.
- This is lovely apple!
- onion is vegetable.
- Have fruit. There are nice grapes in the kitchen.
- She needs bread and tomato to make a sandwich.

much and many

- e Look at the examples. Then complete the rule.
How many meals do you have every day?
How much water do you drink? We haven't got much coffee.
There aren't many vegetables in the garden.

Rule: We can use *much* and *many* in negative sentences and questions. We use *many* with plural nouns. We use *much* with nouns.

- f Circle the correct words in questions 1–6. Then match the questions with the answers.

- | | |
|---|----------------------------|
| 1 Is there <i>much</i> / <i>many</i> milk in the fridge? | a Yes, there are about 50. |
| 2 How <i>much</i> / <i>many</i> potatoes do you want? | b €15. |
| 3 How <i>much</i> / <i>many</i> time have we got? | c No, there isn't. |
| 4 Are there <i>much</i> / <i>many</i> people in the café? | d Two, please. |
| 5 How <i>much</i> / <i>many</i> subjects do you study? | e Ten minutes. |
| 6 How <i>much</i> / <i>many</i> money have you got? | f Nine. |

4 Speak

- a Work with a partner. Discuss the quiz questions and choose the answers you think are correct.
- b Ask your partner about the things in the quiz. For example:
Do you eat a lot of hamburgers?
How many hamburgers do you eat every month?
How often do you eat an apple?

5 Pronunciation The schwa /ə/ (water)

- a  The most common vowel sound in English is /ə/. Listen to the words and repeat.
- b  Listen and underline the syllables with the /ə/ sound. Then listen again and repeat.
- a carrot an orange
 some bread some apples
 some onions
 a lot a lot of fruit
 a lot of calories
 a lot of vegetables
- water sugar
 tomato banana
 exercise vegetable

Health Quiz

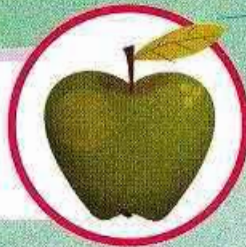


- 1 How many calories are there in an average hamburger?
 a 150 b 220 c 280



- 4 How many calories do you burn if you run for 20 minutes?
 a 200 b 300 c 400

- 2 How many calories are there in an apple?
 a 80 b 100 c 120



- 5 How much water should people drink every day?
 a half a litre b 1 litre
 c 2–3 litres




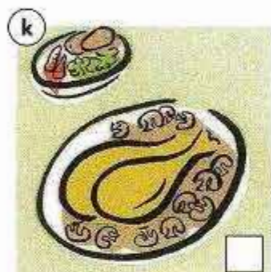
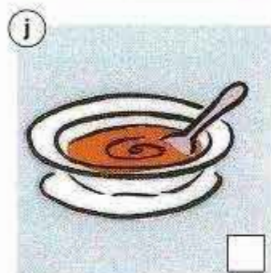
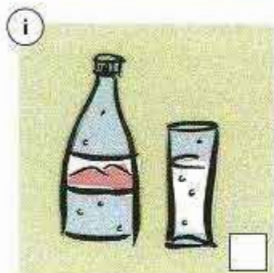
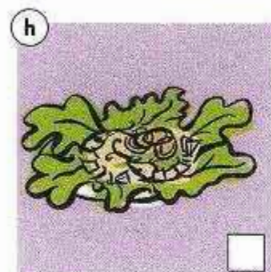
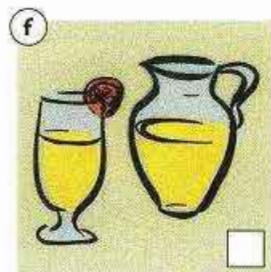
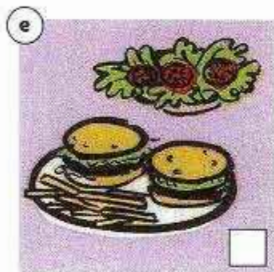
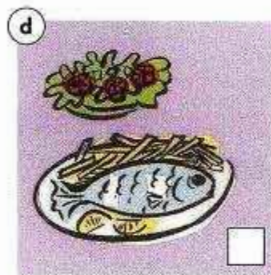
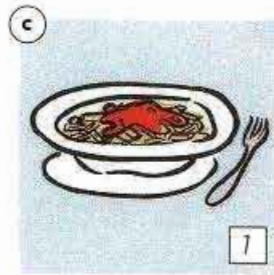
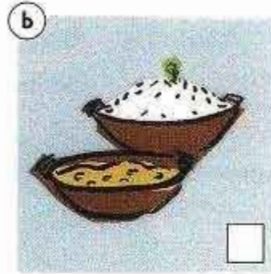
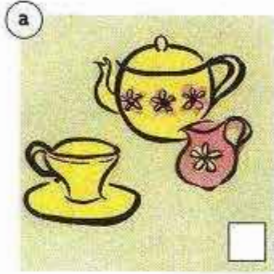
- 3 How many calories do you burn if you swim for 20 minutes?
 a 60 b 90 c 140



- 6 How much sleep does an average person get every night?
 a 7 hours b 8.5 hours
 c 9.5 hours

6 Listen

- a  Match the dishes on the menu with the pictures. Write the numbers 1–11. Then listen and check.



Black Horse Café

STARTERS

- | | | |
|---|---------------------------------|--------|
| 1 | Pasta (with fresh tomato sauce) | £ 4.50 |
| 2 | Vegetable soup | £ 2.80 |
| 3 | Seafood salad | £ 5.80 |


MAIN MEALS

(with vegetables or salad)

- | | | |
|---|------------------------------------|--------|
| 4 | Fish of the day (grilled or fried) | £ 8.40 |
| 5 | Chicken and mushrooms | £ 7.60 |
| 6 | Beefburgers | £ 6.50 |
| 7 | Vegetable curry and rice | £ 6.50 |

ALL DRINKS

- | | | |
|----|---------------|--------|
| 8 | Coffee | £ 1.50 |
| 9 | Tea | |
| 10 | Mineral water | |
| 11 | Orange juice | |

- b  Listen to the dialogue at the Black Horse Café. Fill in the words from the menu.

Waiter: Are you ready to order?

Diana: Yes, I'd like to start with the soup, please, and then the grilled ¹.....

Waiter: Certainly. Would you like vegetables or salad?

Diana: ²....., please.

Waiter: And to drink?

Diana: I'd like an orange ³....., I think.

Waiter: Orange juice. Fine.

Mike: And I'd like the ⁴..... salad, please. And then the ⁵..... with vegetables.

Waiter: Chicken with vegetables. And to drink?

Mike: Just some mineral ⁶....., please.

Waiter: Right. Anything else?

Mike: No, thank you.

7 Speak

Work in a group of three. One of you is the waiter. The other two order a meal from the menu.

Culture in mind

8 Read

- a Look at photos 1–4. Can you find these things?

some cereal bacon and eggs restaurant food an omelette
some toast a sandwich a take-away fish and chips

- b Match the things in Exercise 8a with the headings from an article on British food.

1 Breakfast 2 Lunch 3 Eating out

Read the text quickly to check your answers.

What is British food?

When someone says 'typical British food', most people think of fish and chips, roast beef on Sundays, and bacon and eggs for breakfast. But is this what people usually eat?

What do the teenagers of Britain eat today?

We asked James (15), Sophie (15) and Marcus (16).



Lunch

James: It depends. At school I have sandwiches. At the weekend I often have pizza or fish and chips – something quick and easy.

Sophie: I have lunch at school. It's usually some kind of meat with vegetables. At the weekend or in the holidays, I like making salads and omelettes for lunch.

Marcus: I usually just eat some fruit and perhaps a sandwich and some yoghurt. That's enough for me.

Breakfast

James: Breakfast for me is a bowl of cereal and some fruit juice. That's all.

Sophie: I never eat a big breakfast. I just have tea and a piece of toast.

Marcus: I love bacon and eggs at the weekend, but not on school days. It's too much.



c Read again and answer the questions.

- 1 What is a typical British Sunday dish?
- 2 Does Sophie eat a lot for breakfast?
- 3 When does Marcus have bacon and eggs for breakfast?
- 4 Who likes an egg dish for lunch?
- 5 Why doesn't James eat out very often?
- 6 Where does Marcus sometimes eat out?

d What are the main differences between your eating habits and those of James, Sophie and Marcus?



Eating out

James: I live in a very small town and there aren't many restaurants here. But I like Chinese food a lot and we often get a Chinese take-away. My parents sometimes take us out to a restaurant – then it's usually French or Italian food.

Sophie: Indian dishes are my favourite food. There are some really good Indian restaurants here, and I often go to one with my friends. I love chicken tikka masala. Actually, that's one of the most popular dishes in Britain these days.

Marcus: I'm lucky – I live in London and you can get anything here. I don't eat out very often, but I like Greek food so I sometimes go to a Greek restaurant.

9 Write

a Write notes in answer to these questions.

- 1 How many meals do you eat every day?
- 2 What food do you often eat? What don't you eat?
- 3 Do you eat healthy snacks?
- 4 How much water do you drink a day?
- 5 What do you do to keep fit?

b Work with a partner. Ask and answer the questions and note down your partner's answers.

c Write a paragraph about your partner. Use your notes to guide you. Here is an example.

Carol eats three meals a day. She eats a lot of salad and vegetables, but not much meat. She hates carrots! She doesn't eat a lot of snacks but she sometimes has an ice cream or some chocolate. She drinks two litres of water a day. Keeping fit is very important for Carol. She plays basketball once a week. She also swims and rides her bike, and she enjoys going for walks at the weekend.





Module 1 Check your progress

1 Grammar

a Complete the sentences with object pronouns.

- I really like you. Do you like me?
- She's in my class, but I don't know very well.
- Dad! Alan and I can't do this exercise. Can you help
- These are my new trousers. Do you like
- He's a good teacher, but I don't like very much!

4

b Complete the sentences. Use the present simple form of the verbs.

- Switch it off, Jane! You watch (watch) too much TV.
- My uncle (live) in that house over there.
- Alex and Sarah (play) computer games every weekend.
- My father (not like) the same music as me.
- Mike and Alison (not live) with their parents.
- I (not get up) early at the weekend.
- Our teacher hardly ever (give) us a lot of homework.
- you (like) listening to CDs?
- your mother (work) on Saturdays?
- they (write) a lot of emails?

9

c Put the words in order to make sentences.

- never / fish / eat / We
We never eat fish.
- friend / is / My / late for school / always
.....
- usually / I / watch / don't / football
.....
- good / You / usually / at / are / Geography
.....
- coffee / My / hardly / father / ever / drinks
.....
- twice / a sports club / I / to / a week / go
.....

5

d Complete the sentences. Use the present simple or present continuous form of the verbs.

- Annie often plays (play) football, but now she 's playing (play) computer games.
- My mum usually (work) in London, but this week she (work) in New York.
- I (read) a magazine at the moment. It's strange, because I usually (not read) magazines.
- My grandmother (cook) chicken today. She (cook) lunch for us every Sunday.
- We (not watch) television very often, but we (watch) an interesting programme at the moment.
- A: your friends always (swim) in the sea?
B: No, not always. They (swim) in the pool today.

10

e Circle the correct words.

- She's buying a / some fruit at the supermarket.
- Can I have a / an orange, please?
- I can't buy it. I haven't got much / many money.
- How much / many tomatoes have we got?
- Much / Many people live in this city.
- If you want something to eat, have a / some sandwich.
- We've got a / some eggs, but we haven't got much / many bread.

7

2 Vocabulary

a Put the letters in order to find nine more school subjects.

- trA Art
- marDa
- sthMa
- shinglE
- niecSec
- ortHiys
- r necFh
- agGyehorp
- minnorafofi noyTecoghl
- Plyasich dEnucioat

9

- b** Write the words/phrases in the lists.
Then add three more to each list.

doing the ironing ~~listening to music~~ dancing
cleaning the windows tidying up playing the guitar

Hobbies and interests

..... *listening to music*

.....

.....

.....

.....

Housework

.....

.....

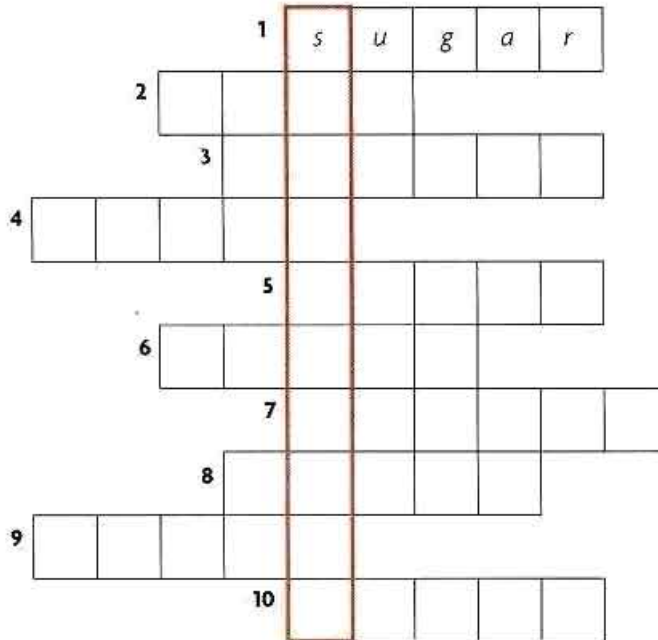
.....

.....

.....

- c** Fill in the puzzle with words for food and drink.
What's the mystery word?

11



- 1 A lot of people put this in coffee.
- 2 Chicken and beef, for example.
- 3 These vegetables sometimes make you cry!
- 4 You need to make toast.
- 5 I'd like a glass of mineral
- 6 Would you like some fruit to drink?
- 7 This orange vegetable grows under the ground.
- 8 Fish and is a popular take-away meal in Britain.
- 9 This fruit has got about 80 calories – an
- 10 Would you like vegetables or with your meal?

9

3 Everyday English

Complete the dialogue with the words in the box.

So what What about
check out ~~guy~~ Let's
an angel must be crazy

Bill: Hannah, look! Can you see that ¹..... *guy*..... over there?

Hannah: Yes, I can see him. ²..... him?

Bill: I think he's looking at you.

Hannah: Really? I don't think so.

Bill: Yes, he is.

³..... go and talk to him.

Hannah: Bill! You

⁴..... ! I don't want to talk to him! He's about 20 years old!

Bill: ⁵..... ? Perhaps he's a really nice guy.

Hannah: No, thanks. Bill, can we go? I want to

⁶..... the new café.

Bill: Good idea. I'll buy you an ice cream, OK?

Hannah: Thanks, Bill. You're ⁷..... !

6

How did you do?

Tick (✓) a box for each section.


Total score			
<input type="checkbox"/> 70	Very good	OK	Not very good
Grammar	26 – 35	19 – 25	less than 19
Vocabulary	21 – 29	16 – 20	less than 16
Everyday English	4 – 6	3	less than 3

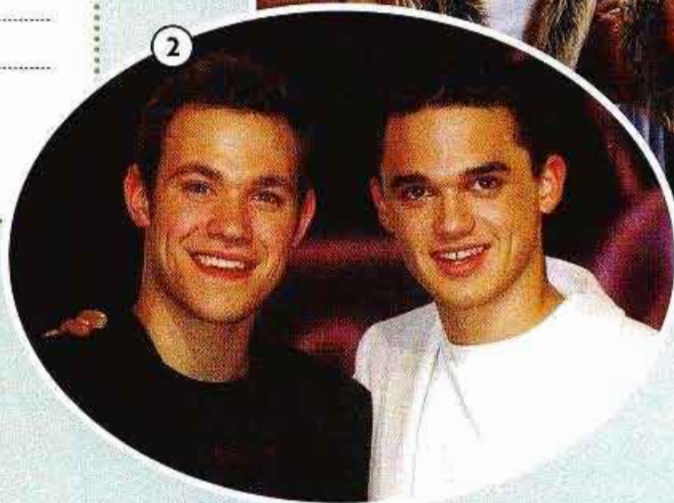
Module 2

Follow your dreams

YOU WILL LEARN ABOUT ...

- A woman who lived in a tree
- A special friendship
- How British teenagers use mobile phones
- The secrets of success
- A family who went back in time
- Songwriting for a band
- Pop idols in Britain

 Can you match each photo with a topic?



YOU WILL LEARN HOW TO ...

Speak

- Talk about when and where you were born
- Give a presentation about your hero
- Describe events in the past
- Discuss sports
- Re-tell a story in the past
- Talk about things you have to do at home
- Talk about a job you'd like to do
- Talk about sleep and dreams

Write

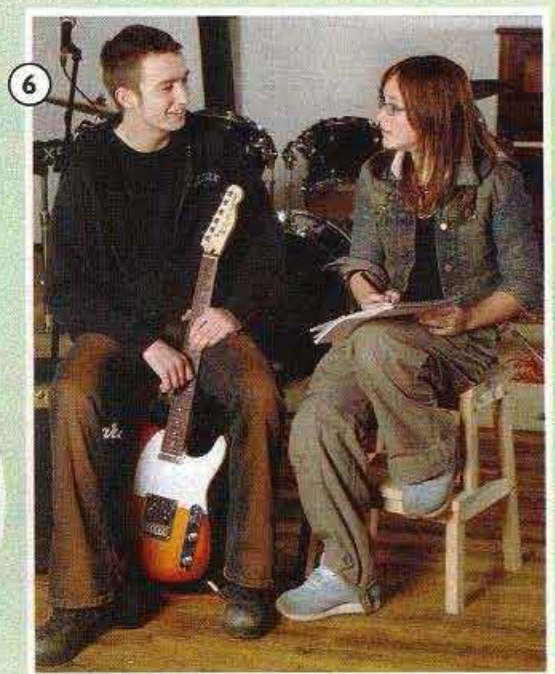
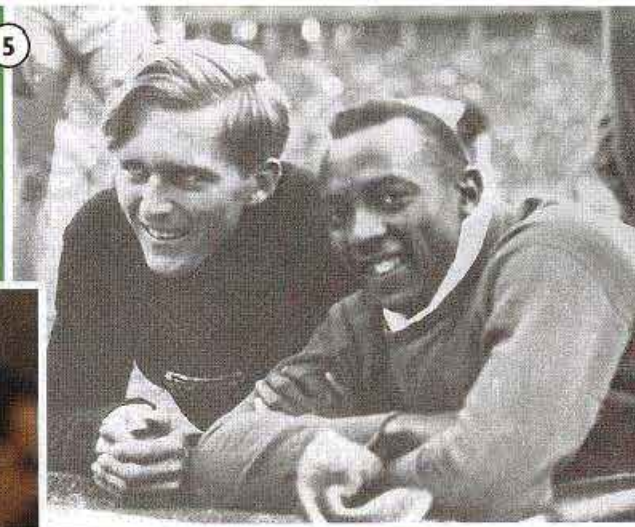
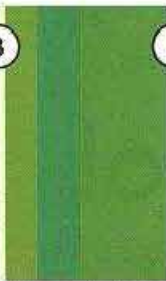
- A poster about your hero
- An email about a day or weekend you enjoyed
- A description of someone's job
- A story

Read

- An article about a woman who saved a tree
- A story about friendship
- An article about using mobile phones
- An article about 'The 1900 House'
- A magazine interview about songwriting
- An article about dreaming up new ideas
- An article about a TV pop music show

Listen

- A presentation about someone's hero
- A dialogue about a TV comedy story
- A presentation about success
- An interview about writing a song
- A song
- Instructions for creating a scene



Use grammar

Can you match the names of the grammar points with the examples?

- | | |
|--------------------------------|--|
| Past simple: <i>be</i> | Is this book yours? |
| Past simple: regular verbs | We haven't got any butter. |
| Past simple: irregular verbs | Julia lived in a tree-house. |
| <i>have to / don't have to</i> | The helicopter was very noisy. |
| <i>some and any</i> | Tom doesn't have to wear a uniform. |
| Possessive pronouns | They met in the 1936 Olympic Games. |

Use vocabulary

Can you think of two more examples for each topic?

- | | | | |
|---------------|------------|-------|---------------------|
| Phrasal verbs | Sports | Jobs | Sleeping and waking |
| climb up | basketball | pilot | go to bed |
| come down | squash | nurse | go to sleep |
| | | | |
| | | | |

5

My hero!

- * Past simple: *be* and regular verbs, *was born / were born*
- * Vocabulary: phrasal verbs (1)

1 Read and listen

- a Look at the photos and the title of the text. Why do you think the woman is in the tree? Read the text quickly to check your ideas.

THE WOMAN WHO LIVED IN A TREE


Julia Hill, an American woman, was born in 1974. She was 23 years old when she discovered that a company wanted to cut down part of a forest in California. In the forest there were lots of redwood trees. One of the trees was 70 metres tall and 1,000 years old.

Julia wasn't happy about this. She travelled to California and climbed up the tree. 'If I sit in the tree,' she said, 'the company can't cut it down.' At the beginning, Julia planned to stay in the tree for two weeks. She lived in a small tree-house and her friends were very helpful – they cooked food for her every day. She used her mobile phone to talk to her family and to news reporters. She stayed in the tree day and night.

Environmental organisations supported her, but other people weren't on her side and they tried to stop her. The company used a helicopter that stayed near her tree-house for a long time. The helicopter was very noisy and there was a lot of wind. Julia didn't like it, but she stayed in the tree.

In the end, she was successful. The company agreed not to cut down the redwood. Finally, after two years and eight days in the tree, Julia Hill climbed down and walked on the ground again. She and her friends were very happy.



- b  Now read the text again and listen. How do you say the underlined words in your language?

- 1 ... a company wanted to cut down part of a forest (paragraph 1)
- 2 Environmental organisations (paragraph 3)
- 3 The helicopter was very noisy and there was a lot of wind. (paragraph 3)
- 4 The company agreed not to cut down the redwood. (paragraph 4)

- c Answer the questions.

- 1 What do you know about the tree?
- 2 How long was Julia up the tree?
- 3 Who cooked her food for her?
- 4 How did she talk to people when she was in the tree?
- 5 Who tried to stop her? How?

- d What do you think Julia did after she climbed down from the tree?

2 Grammar

Past simple: the verb *be*

- (a) Look at the text on page 50. Underline examples of the past simple of the verb *be*.
- (b) Complete the table.

Positive	Negative	Question	Short answer
I/he/she/it <u>was</u>	I/he/she/it (was not)	..... I/he/ she/it?	Yes, I/he/she/it No, I/he/she/it (was not).
you/we/they <u>were</u>	you/we/they (were not)	..... you/we/ they?	Yes, you/we/they No, you/we/they (were not).

- (c) Complete the sentences with *was*, *wasn't*, *were* or *weren't*.
- 1 Julia Hill was an American woman.
 - 2 There lots of trees in the forest.
 - 3 One tree a thousand years old.
 - 4 Julia happy about the company's plans.
 - 5 Some people helped her, but other people on her side.

- (d) Complete the questions with *Was* or *Were*.
- 1 Was Julia Hill British?
 - 2 the redwood tree very old?
 - 3 Julia's friends helpful?
 - 4 the helicopter very noisy?
 - 5 Julia and her supporters unhappy in the end?

- (e) Work with a partner. Ask and answer the questions in Exercise 2d.
- A: *Was Julia Hill British?*
B: *No, she wasn't. She was American.*

4 Grammar

was born / were born

Look at the example. Complete the sentences with your information.

Julia Hill was born in 1974. She was born in the USA.

- 1 I was born in (year).
- 2 I was born in (place).

5 Speak

- (a) Ask other students.
When were you born?
Where were you born?
- (b) Work with a partner. Ask and answer about family members.
A: *When was your sister born?*
B: *In 1998. Where were your parents born?*
A: *My mother was born in Rome and my father ...*

3 Pronunciation

was and were

- (a) Listen to the sentences. What vowel sound do you hear? Listen again and repeat.
- 1 Julia was an American woman.
 - 2 There were lots of trees in the forest.
 - 3 Was the helicopter very noisy?
 - 4 Were the trees very old?
- (b) Listen and tick (✓) the vowel sound you hear. Then listen again and repeat.
- | | /ɒ/ | /ɜ:/ | /ə/ |
|--|--------------------------|--------------------------|-------------------------------------|
| 1 I <u>was</u> unhappy. | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 He <u>wasn't</u> a good teacher. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 My friends <u>weren't</u> at the park. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 We <u>were</u> late yesterday. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 <u>Was</u> it noisy? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Yes, it <u>was</u> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 <u>Were</u> you on the bus? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 Yes, we <u>were</u> . | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

6 Grammar

Past simple: regular verbs

- a Look back at the text on page 50. Find the past simple form of these verbs.

climb climbed
 cook
 live
 plan
 stay
 travel
 try
 use
 walk
 want

- b Look at the verbs in Exercise 6a. Complete the rule.

Rule: We use the past simple to talk about finished actions in the past.

With regular verbs, we usually add to the verb (walk – walked, cook – cooked).

If the verb ends in e (for example, live), we add

If a short verb ends in vowel + consonant (for example, plan), we double the and add ed.

If the verb ends in consonant + y (for example, try), we change the y to and add

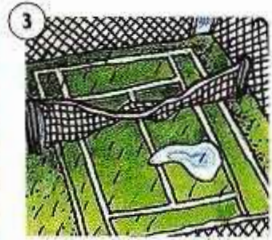
- d Look at the example and complete the table.

Julia *didn't like* it, but she *stayed* in the tree.

Positive	Negative
I/he/she/it/you/we/they wanted	I/he/she/it/you/we/they want

- e Complete the sentences. Use the past simple form of the verbs in the box.

stop ~~start~~ talk tidy stay rain study
 not clean ~~not finish~~ not like not watch not play not say



- I started a painting but I didn't finish it.
- They in an expensive hotel, but they the food.
- It all day on Saturday, so we tennis.
- Helena TV last night. She for her test.
- I my room, but I the windows.
- He for a long time, but he anything interesting! We listening to him.

- c Complete the sentences. Use the past simple form of the verbs.

- I (want) to go to the cinema last night.
- When I was young, my family (live) in London.
- Last week we (plan) our summer holiday.
- I (try) to phone you yesterday, but nobody (answer).
- Last year we (travel) to the USA and we (visit) the White House.
- When I (play) with the baby, he (stop) crying and (smile) at me.

7 Pronunciation

-ed endings

Listen to the words and write them in the lists.

walked visited listened wanted watched
 climbed started tried hated decided

/d/ or /t/

walked

/ɪd/

visited

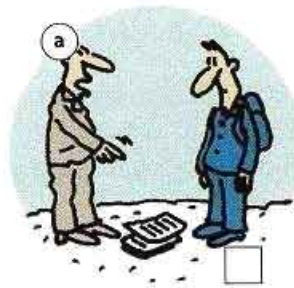
8 Vocabulary

Phrasal verbs (1)

- a Look at the examples from the text on page 50.

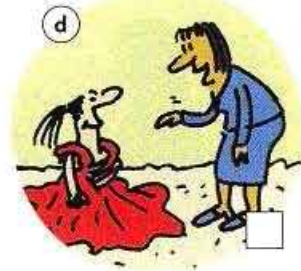
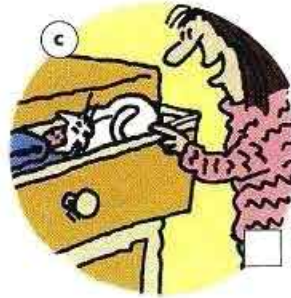
Julia climbed up the tree.
They wanted to cut down part of a forest.

Can you think of any other verbs that we can use with *up* and *down*?



- b Match the sentences with the pictures. Then listen, check and repeat.

- 1 Climb up!
- 2 Pick it up, please.
- 3 Put them on.
- 4 Get in.
- 5 Polly! Come down!
- 6 Put that knife down.
- 7 Take it off!
- 8 Get out!



- c Look at the verbs in Exercise 8b. Match them with their opposites.
climb up – come down

- d Work with a partner. Think of different situations where you can use the phrasal verbs in Exercise 8b.

9 Listen

- a Amy made a poster about her hero for a class presentation. Look at the poster and the sentences. How many of the sentences can you complete?
- b Listen to Amy's presentation. Find information to complete the other sentences in Exercise 9a.
- c Why is Chico Mendes Amy's hero?

MY HERO: CHICO MENDES


born: 1944 in Brazil
 worked as a rubber farmer in the Amazon
 wanted to stop people from cutting down the trees
 died in 1988



- 1 Chico Mendes was born in _____, in _____.
- 2 _____ helped him to learn to read and write.
- 3 He visited the USA in 19_____.
- 4 He visited the USA because _____.
- 5 He died in 19_____.
- 6 _____ killed him.
- 7 After Chico Mendes died, _____.

Who's your hero?

10 Read and listen

- a  Look at the photo story. Who is Lucy's hero, and why? Read, listen and check your answers.

1



Lucy: That was a great presentation, Amy.
Amy: Thanks. I enjoyed doing it.

2



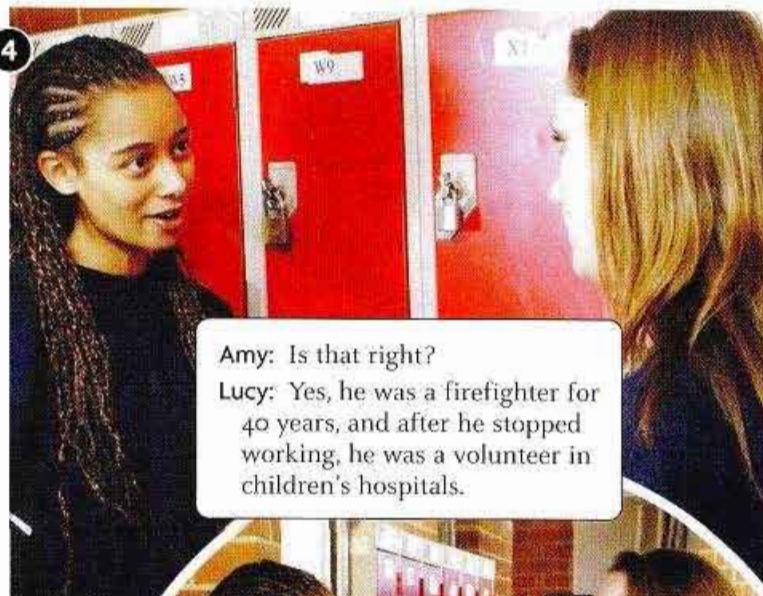
Amy: So who's your hero, Lucy?
Lucy: My grandfather.
Amy: Your grandfather? You can't be serious!

3



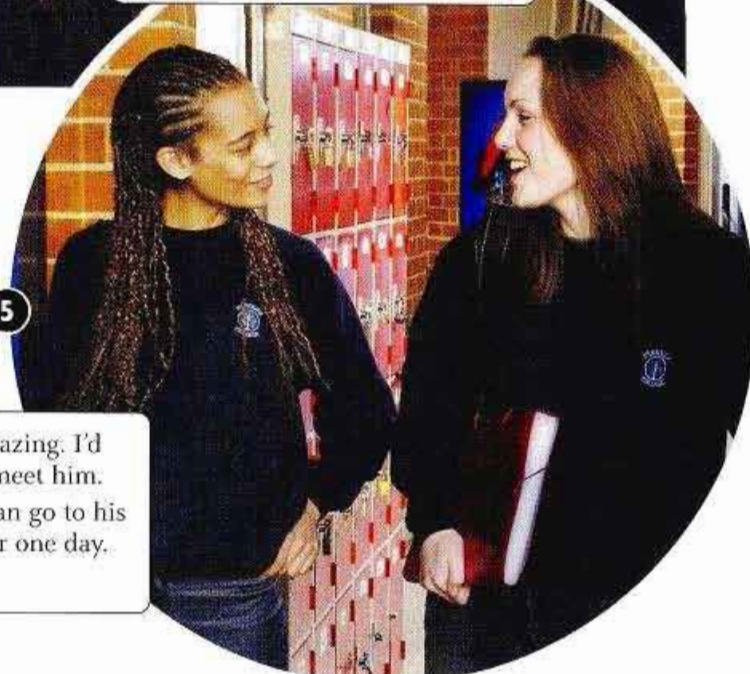
Lucy: Why not? My grandfather was a firefighter in London. He saved loads of people and he's got a lot of medals.

4



Amy: Is that right?
Lucy: Yes, he was a firefighter for 40 years, and after he stopped working, he was a volunteer in children's hospitals.

5



Amy: That's amazing. I'd really like to meet him.
Lucy: OK. We can go to his house together one day.
Amy: Great!

b Mark the statements T (true) or F (false).

- 1 Lucy's grandfather is a firefighter.
- 2 He worked as a volunteer in children's hospitals.
- 3 Lucy would like to take Amy to his house in the future.
- 4 Amy doesn't want to visit him.

c Why do you think Amy says 'You can't be serious!' in photo 2?

11 Everyday English

a Find the expressions in the photo story. Who says them? How do you say them in your language?

- | | |
|-------------------------------|-------------------------|
| 1 <u>You can't be serious</u> | 3 <u>That's amazing</u> |
| 2 <u>loads of people</u> | 4 <u>one day</u> |

b Read the dialogues. Fill in the spaces with the underlined expressions from Exercise 11a.

- 1 Anne: I'd really like to travel in the future.
Gina: Yes, me too. I'd love to go to India
- 2 Hugo: Why can't you come to the cinema tonight?
Adam: Because I've got homework to do.
- 3 René: I'm going to a party on Thursday night at Carlo's house.
Marta: ! We've got two tests at school on Friday.
- 4 Martina: He only started learning English one year ago and his English is excellent!
Simon: Only one year?

12 Write

a Read the text that Dave wrote about his hero. Match the questions with the paragraphs. Write the numbers 1–3 in the boxes.

- a What did this person do?
- b Why is this person a hero for you?
- c Who is your hero?



- 1 My hero is Helen Thayer. She was the first woman who walked to the North Pole alone.
- 2 Helen Thayer was born in New Zealand and she lived there when she was a girl. Later, she lived in Guatemala for four years and then in the United States. When she was fifty, she had a dream. She wanted to walk to the North Pole alone, and she decided to do it. On her journey, Helen didn't have any help. She was completely alone except for her dog, Charlie, a Canadian husky. The journey was very difficult. She walked 345 miles in temperatures of -50° ! Once, seven polar bears attacked Helen and Charlie. Charlie saved Helen's life.
- 3 Helen Thayer is my hero because she had a dream and she was determined to make it come true. She was always positive, even in very dangerous and difficult situations.

- b** Write three paragraphs about your hero. Use Dave's example to help you.
- c** Make a poster about your hero. Then give a presentation to the class.

Good friends

- * Past simple: regular and irregular verbs
- * Vocabulary: past time expressions, sports

Read and listen

- a How many Olympic sports do you know? What are your favourite Olympic sports?
- b Read about two athletes in the 1936 Olympic Games. What was the sport and who was the winner?
- c  Now read the text again and listen. Put the pictures in the order that you hear them. Write the numbers 1-4 in the boxes.



The start of a great friendship

In the 1936 Olympic Games in Berlin, there were only two athletes with a chance to win the gold medal in the final of the long jump. One was Lutz Long, a German long jumper, and the other was Jesse Owens, a black American from Cleveland. Adolf Hitler, the leader of Nazi Germany, was in the stadium and he wanted Lutz Long to win.

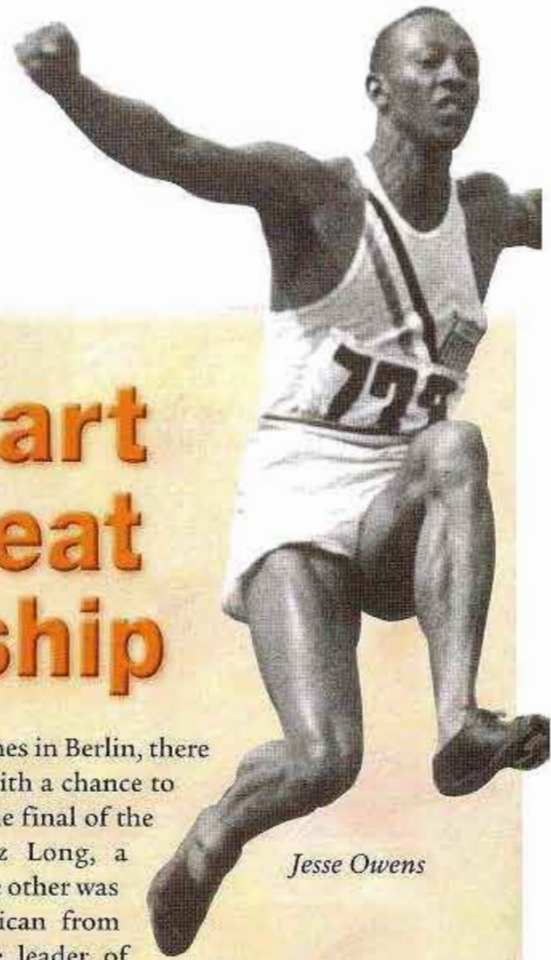
At the beginning of the competition, Jesse Owens had some problems because he stepped over the white line twice. Everybody in the stadium thought that Lutz Long was going to win. But then something surprising happened. Lutz Long went to talk to Owens to help him. Owens listened to what Long told him. In his next jump, Owens didn't step over the line and his jump was good. The next two jumps by both athletes were excellent and everybody in the stadium was very excited. But finally, with his last jump, Owens beat Long by 27 centimetres and won the gold medal. This was the second of the four gold medals that Jesse Owens won in the 1936 Olympics.

Adolf Hitler was very angry and he left the stadium. The first person to shake hands with Owens was Lutz Long. The two men became good friends, and they stayed friends after the Olympics.

A short time before he died in 1979, Jesse Owens talked about what happened in the Berlin Olympics. He said, 'I won four gold medals in Berlin, but I won something much better and more important than that: Lutz Long's friendship.'



Lutz Long



Jesse Owens

- d What do you think Long said to Owens after Owens stepped over the line? Why do you think Long helped Owens?

2 Grammar

Past simple: regular and irregular verbs

- a Look at the examples. How are the verbs in 1 different from the verbs in 2?

- He stepped over the white line twice.*
They stayed friends for the rest of their lives.
He died in 1979.
- Jesse Owens had some problems.*
Lutz Long went to talk to Owens.
Owens beat Long.

- b Put the verbs in the past simple and write them in the lists. Use the text on page 56 to help you.

stay have tell leave say step
 become beat want win listen
 think happen go talk die

Regular verbs	Irregular verbs
<i>stayed</i>	<i>had</i>
.....
.....
.....
.....
.....
.....
.....

- c Complete the summary. Use the verbs in the past simple.

Jesse Owens and Lutz Long ¹ *were* (be) in the long jump final of the 1936 Olympic Games in Berlin. Jesse Owens ² (have) some problems at the start of the competition and everybody in the stadium ³ (think) that Lutz Long was going to win. Then Long ⁴ (go) to talk to Owens. Their next two jumps ⁵ (be) both good. It ⁶ (be) a very exciting competition. Owen ⁷ (win) the gold medal with his last jump. After this, Long and Owens ⁸ (become) very good friends. Owens ⁹ (die) in 1979.

Past simple: questions

- d Look at the examples and complete the table.
Did Long beat Owens? No, he didn't.
Did Owens go to Berlin in 1936? Yes, he did.

Question	Short answer
..... I/you/.....	Yes, I/you/we/they/he/she/it
..... we/they/he/she/it go?	No, I/you/we/they/he/she/it
	(did not).

- e Put the words in the correct order to make questions.

- you / out / go / last night / did ?

- music / you / last weekend / did / listen to ?

- coffee / you / this morning / drink / did ?

- you / watch / yesterday / did / TV ?

- on holiday / you / last year / did / go ?

3 Speak

- a Work with a partner. Ask and answer the questions from Exercise 2e.

A: *Did you go out last night?*

B: *No, I didn't. I stayed at home and watched TV.*

- b Work with a new partner. Tell him/her about your first partner's answers.

Antonia didn't go out last night. She stayed at home and watched TV.



4 Vocabulary

Past time expressions

- a When we talk about the past, we can use time expressions like these:

yesterday
 yesterday morning/afternoon/evening
 last night last week/month/year
 last Saturday last April
 an hour ago four days ago
 ten years ago

How do you say these things in your language?

- b Complete the sentences with your own information.

- Four hours ago, I was
- Last night I went to bed at
- Yesterday evening I
- Last Saturday I
- Eight years ago I was
- My last holiday was

- c Complete the sentences. Use a time expression with *ago*.

- David is fifteen now. He started school when he was five.
 David started school *ten years ago*
- I met your cousin last Saturday. It's Wednesday today.
 I met your cousin
- It's 10.30 now. My English class began at 9.30.
 My English class began
- The school holidays started at the end of June. It's the end of August now.
 The school holidays started
- I ate my lunch at one o'clock today. It's six o'clock now.
 I ate my lunch

5 Speak


Work with a partner. Ask and answer the past simple questions. Use *ago* in your answers.

- When / start school?
 When / begin learning English?
 When / arrive at school this morning?
 When / meet your best friend?

A: *When did you start school?*
 B: *Nine years ago. When did you ...?*

6 Vocabulary

Sports

- a  Write the words under the pictures. Then listen, check and repeat.

basketball cycling ice hockey skiing skateboarding
 snowboarding surfing **swimming** volleyball

1



swimming

2



3



4



5



6



7



8



9



- b Work with a partner or in a group. Answer the questions about the sports in Exercise 6a.

Which sports ...

- always have teams?
- have equipment with wheels?
- are water sports?
- are in the Winter Olympics?
- are popular in your country?
- do you do?
- do you like watching?

7 Listen

- a Look at the pictures of four people in a TV programme and read their names.



Jane



Louise



Danny



Sylvia

- b Work with a partner. Put the pictures in order to make a story. Write 1-8 in the boxes.



- c Before you listen, check that you know what these words mean.

go out with someone push pour
have an argument cream cake

- d Listen to the dialogue about the TV programme. Check your answers to Exercise 7b.

8 Speak

- a Work with a partner. Re-tell the story. Use the pictures to help you.
- b Were Jane and Louise right to do this to Danny? Discuss this with your partner.

9 Pronunciation Word stress

- a Listen to the list. How many syllables has each word got? Listen and check.

- | | |
|--------------------|-----------------------|
| 1 surfing | 4 cycling |
| 2 basketball | 5 skateboarding |
| 3 sport | 6 Olympics |

- b Write the words in the lists. Then listen again and check.

● ●● ●●● ●●●●

.....

.....

10 Read

- a Look at the pictures. Can you understand the message on the mobile phone?
Read the text quickly and check your ideas.

Using mobile phones

Text messaging

Clare is 15 and she lives in Leeds, in the north of England. It's Saturday and Clare is shopping. She wants to get in touch with her friend, Jamie, so she takes out her mobile phone. But she doesn't phone him – she sends him a text message. This is what Clare wants to say:

Hi Jamie
Are you OK? I'm great. Please call me before tomorrow.
Thanks. See you!

But this is what she sends:



To keep in touch with their friends, British teenagers often use text messaging because it's quick, easy and cheap – and there is now a special kind of written language that they use. The important thing is to make messages short. Here are some examples of how text messages make language shorter.

ruok?	= Are you OK?
pls	= please
2day	= today
2nite	= tonight
2moro	= tomorrow
b4	= before
l8	= late
gr8	= great
thx	= thanks
pcm	= Please call me
ilu	= I love you
cu	= See you
hand	= Have a nice day
b4n	= Bye for now

Of course, this kind of writing is only for text messaging. Clare and her friends don't write like this when they are doing school work or writing letters.

Mobiles at school

In Britain, where 50% of the population now own mobile phones, about eight million users are of school age. This number is growing, not only among teenagers, but among children under 13.

At school there can be problems with ringing phones and students sending text messages in class. Most schools have a rule that students must turn off their mobiles in class time – they can only use them at break, at lunch time or after school. If a student's phone rings during class, the teacher can take it away. Other schools ban mobiles completely.

- b Now read the text again. Answer the questions.

- 1 Where is Clare when she sends a message to Jamie?
- 2 Why do teenagers use text messaging to 'talk' to friends?
- 3 What problems are there with mobile phones in class?
- 4 When can most students use their mobile phones at school?

- c What does this text message say?
Use the text to help you.

hi Matt
how ru? im in town 2day. ru
going 2 Steve's party 2moro?
do u wan2 buy a present 4 him?
pcm b4 2nite. b4n. hand! Mike

11 Write

Do one of these two activities.

- a Look again at pictures a–h on page 59. Imagine you're one of the people in the story. Write a diary entry about what happened.
- b Read the email from Alison to her penfriend, Julia. Answer the questions.
- 1 Where did Alison go at the weekend?
 - 2 What did she do there?
 - 3 What does she ask Julia to send her?



They say this stops students wasting time in class. They also say it helps to stop people who want to steal mobiles and wait for students on their way home.

Most students think they should be able to bring their phones to school. Clare says 'There's no reason to ban mobiles at school. They're very useful. And I feel safe if I've got a phone in my pocket or in my bag. If there's any trouble, I can always get in touch with my parents.'

- d Do you agree with Clare's opinion in the last paragraph of the text?

Previous Next Reply Reply All Print

Hi Julia!

How are you? Did you have a good holiday in California? Can you send me some of your photos in your next email?

I had a really good weekend. My brother and I went to my cousin's house in London. We went on the train on Friday evening and arrived at six o'clock. My aunt and uncle cooked a big dinner for us, and then we all went bowling. It was my first time, so I wasn't very good and I didn't win, but it was good fun. On Saturday we went shopping in Oxford Street. I bought some new summer clothes and my brother bought a computer game (a football game, of course!). In the evening we all went to a nice Italian restaurant. I had a pizza and it was delicious. We went home on Sunday but I wanted to stay in London - I like it there.

My mum is calling me, so I can't write any more. Write soon and tell me all about your holiday, and don't forget the photos!

Love,
Alison

Write a similar email to a penfriend. Tell him/her about a weekend or day you enjoyed. Use Alison's email to help you.

The secrets of success

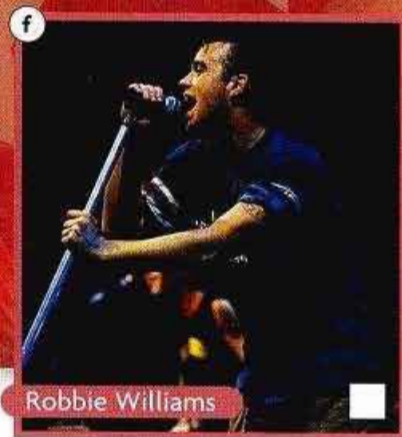
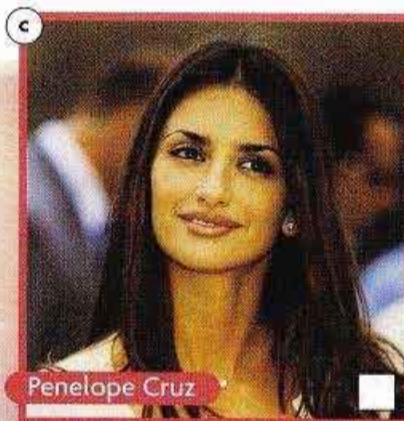
- * have to / don't have to
- * Vocabulary: jobs

1 Read and listen

- a Look at the photos. Match the people with the jobs. Write 1–6 in the boxes.

1 model 2 business person 3 film star
4 singer 5 sports person 6 writer

Read the text quickly.



Why are they so successful?

These people are different in a lot of ways. Some of them are men and some are women. They come from different countries, they have different interests and they have different professions.

But there's one thing that they have in common – they are all extremely successful and they are at the top of their professions.

An interesting question is: *why* are they so successful? A lot of people think that the answer is talent – a special ability to do something very well. But perhaps this is not the answer. Some of these people are not unusually talented. They're good at what they do, of course, but they aren't always excellent. Also, there are lots of people who have talent but who don't become very successful.

So if the answer to the question isn't talent, what *is* the answer?

- b Now read the text again and listen. Answer the questions.

- 1 In what ways are the six people different?
- 2 All six people also have something in common. What is it?
- 3 Look at the question in the title. What do a lot of people think the answer is?

- c What do you think people need to be successful? Tick the things that you think are necessary. Then compare ideas with a partner.

being lucky	<input type="checkbox"/>	having a dream	<input type="checkbox"/>
being determined	<input type="checkbox"/>	having rich parents	<input type="checkbox"/>
having lots of money	<input type="checkbox"/>	getting good school results	<input type="checkbox"/>
being hard-working	<input type="checkbox"/>	having good friends	<input type="checkbox"/>

- d Alex did a school project on 'Successful people'. Listen to the last part of his presentation. What does he think successful people need? Are his ideas the same as yours?

- e Think of someone you know who is successful but not famous. In what ways is this person successful? Discuss your ideas with a partner.

2 Grammar

have to / don't have to

- a Look at the examples. Complete the rule and the table.

You *have to be determined*. You *don't have to get good school results*.
You *have to have a dream*. You *don't have to work 24 hours a day*.

Rule: We use
to say 'This is necessary'.
We use
to say 'This isn't necessary'.

Positive	Negative	Question	Short answer
I/you/we/they have to go	I/you/we/they (do not) have to go	..... I/you/we/they have to go?	Yes, I/you/we/they No, I/you/we/they (do not).
he/she/it go	he/she/it (does not) have to go	..... he/she/it have to go?	Yes, he/she/it No, he/she/it (does not).

- b Complete the sentences. Use *have/has to* or *don't/doesn't have to*.

- If you want to work in the USA, you speak good English.
- My sister has got a young baby, so she often get up during the night.
- My friend gets good test results, but he work very hard. In fact, he never studies before a test.
- Tomorrow is Sunday, so I go to school. Great!
- At our school we wear a uniform. It's dark blue with a white shirt.
- At my cousins' school they wear a uniform. They can wear what they want.

4 Speak

- a Write ✓ for the things you have to do at home. Write X for the things you don't have to do.



do the washing-up



tidy my bedroom



get up early on weekdays



do the cooking



clean the bathroom



do the ironing

3 Pronunciation

have to

Usually, *have* has a /v/ sound, but in *have to / don't have to*, it has a /f/ sound. Also *to* has the weak sound /ə/.

Listen and repeat the sentences.

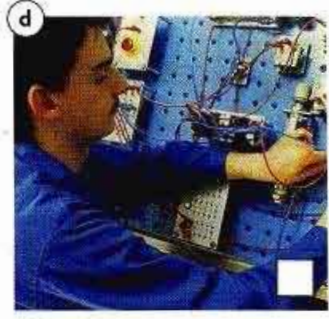
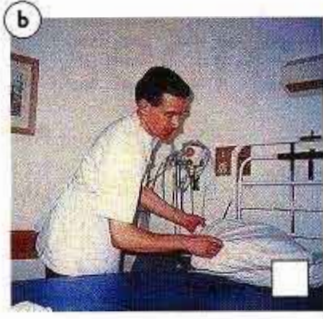
- I have to go.
- You don't have to shout.
- He doesn't have to come.
- We have to learn English.
- You have to have money.
- Does she have to work hard?

- b Work with a partner. Ask and answer questions about the activities in Exercise 4a.

A: Do you have to do the washing-up?

B: Yes, I do. What about you?

A: Sometimes, but I don't have to do the cooking.



5 Vocabulary

Jobs

- a Match the names of the jobs with the pictures. Write 1–10 in the boxes. Then listen, check and repeat.

1 engineer 2 teacher
3 nurse 4 vet 5 doctor
6 flight attendant
7 lawyer 8 pilot
9 dentist 10 secretary

- b Write the names of four more jobs you are interested in. Use a dictionary or ask your teacher.

1
2
3
4

- c Listen to four teenagers. Which job does each one want to do in the future? Fill in the spaces with four of the jobs in the box.

singer doctor lawyer
teacher pilot tennis player
vet computer programmer

1 Mike:
2 Tina:
3 Tony:
4 Judith:

6 Speak

- a Read the dialogue between two students. Fill in the spaces with the phrases from the box. Then listen and check your answers.

speak English be a pilot not sure get good school results
leave school I'd like Maths and Physics have to do

Jenny: What do you want to be when you ¹.....?

Mark: I want to ².....

Jenny: Really? What do you ³..... for that?

Mark: Well, you have to ⁴..... and you have to be good at ⁵..... And you have to ⁶..... really well too. What about you? What do you want to do?

Jenny: I'm ⁷....., but I think ⁸..... to be a vet.

- b Work with a partner. Continue the dialogue between Jenny and Mark. Use the phrases in the box. Then practise the whole dialogue.

like animals study for five years get good results
be good at Medicine

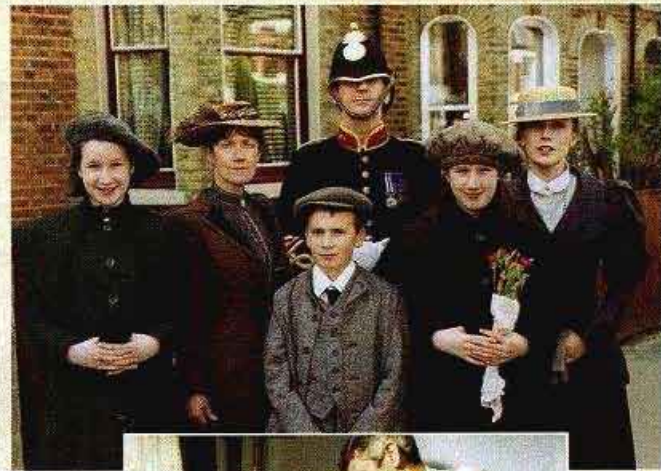
- c Work with a different partner. Find out about what he/she wants to be. Use the dialogue between Jenny and Mark to help you.

7 Read

a This text is about a family who lived like people in 1900. What do you think it says about:

- the house they lived in?
- housework?
- clothes?

Read the text quickly and check your ideas.



The 1900 House

In 1999, a television company in Britain made a very popular programme called *The 1900 House*. They changed an ordinary house in a street in London so it was the same as a house from the year 1900. For example, it had no electricity, just gas for the lights and the kitchen. The toilet was outside in the garden, and all the furniture was from 1900 or before.

Then they found a family – the Bowlers – to live in the house for three months. Six people in the family lived in the house:

Paul and Joyce Bowler, their daughters, Kathryn, Ruth and Hilary and their son, Joe. For three months, while they were living in the house, they had to wear Victorian clothes and live like people at that time. For example, they had to wash their hair with egg and lemon, not shampoo. They had to wash their clothes by hand because they didn't have a washing machine, and they had to use the toilet outside in the garden. But the family didn't have to go shopping because the TV company did all their shopping for them.



There were cameras inside the house to film the family's everyday life, and the Bowlers talked on television about their experiences. Here are some of the things that Hilary said later about her time in the house:

'Some things were difficult – we had to find things to do in the evenings, because there was no television or computer, and we all had to work hard to clean the house and to cook our food. My sister and I had to share a bedroom and a bed, too! It was fun – and we didn't have to go to school every day, that was nice. But I don't want to do it again. I think I'd like to live in the future, not the past!'

b Now read the text again and answer the questions.

- 1 How many people lived in the house?
- 2 How long did they live there for?
- 3 Why was there a camera inside the house?

c Make a list of things that the Bowlers had to do and didn't have to do. Use the words in the box.

egg and lemon toilet bed school clothes shopping

They had to wash their hair with egg and lemon.

d Look at your list from Exercise 7c. Write sentences about the things you have to do and don't have to do.

I don't have to wash my hair with egg and lemon.

e Hilary said: 'I think I'd like to live in the future, not the past!' Do you agree with her? Would you like to go back in time like the Bowlers? Why / Why not?



Look

Present


I **have to** do a lot of housework.
I **don't have to** do the cooking.

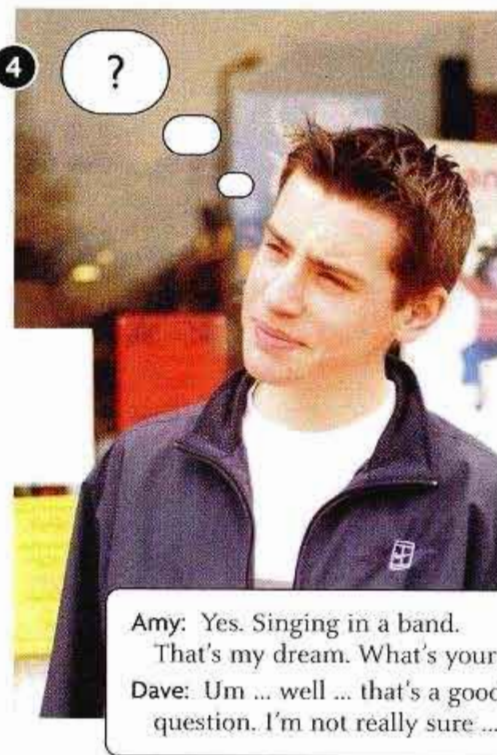
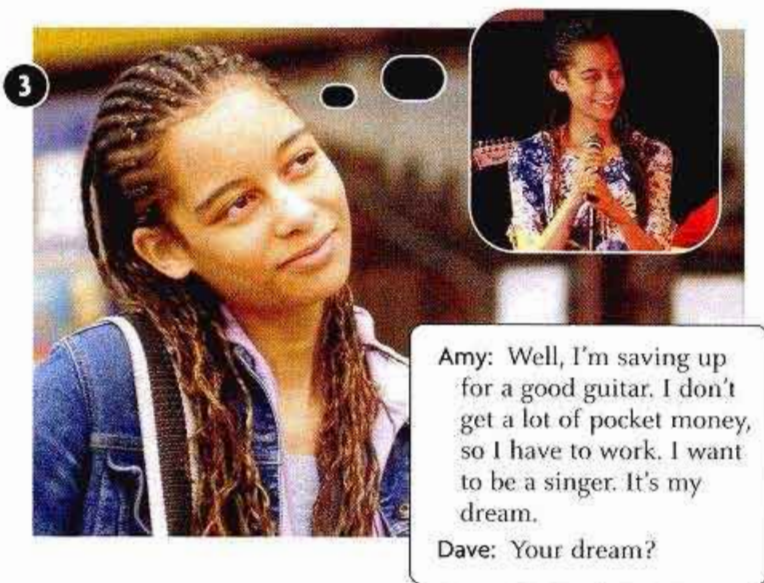
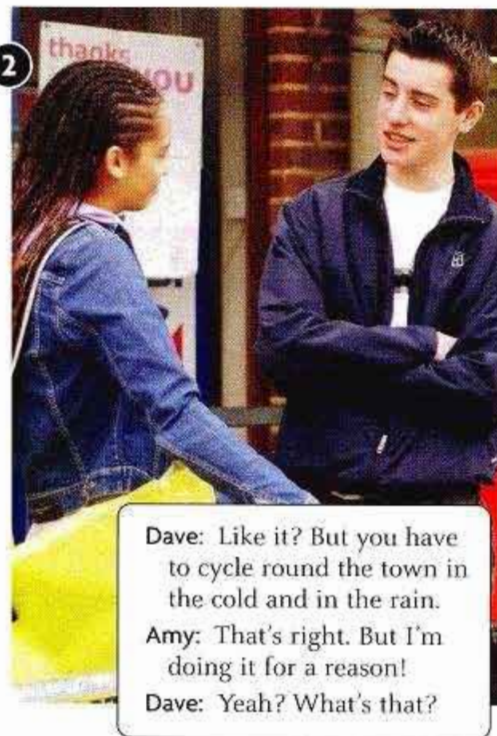
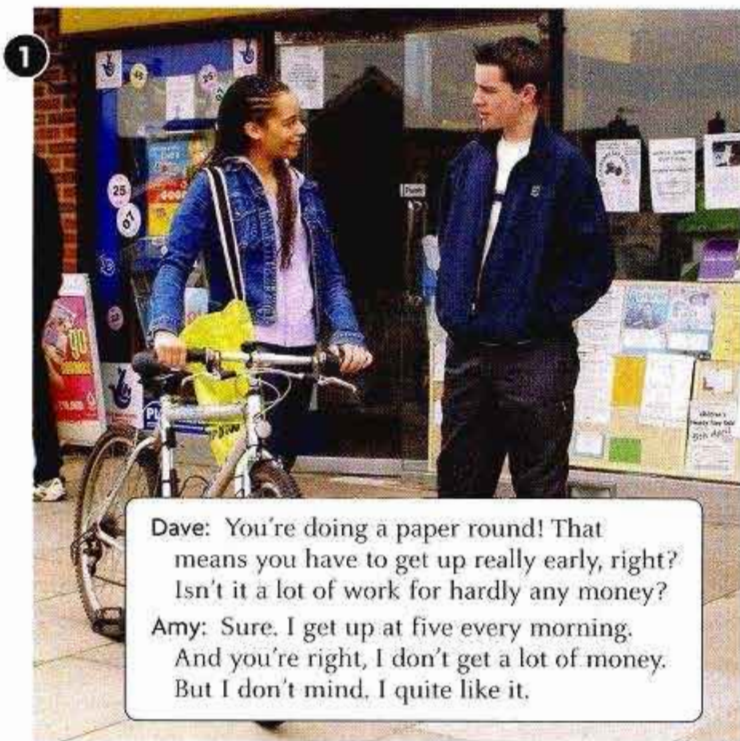
Past

We all **had to** work hard.
The family **didn't have to** go shopping.

It's my dream

8 Read and listen

- a  Look at the photo story. What's Amy's dream? Read and listen to find the answer.



b Answer the questions.

- 1 What job does Amy do?
- 2 What does Dave think about Amy's job?
- 3 Does Amy work when the weather is bad?
- 4 What does Amy want to buy?
- 5 Has Dave got a dream?

c Discuss these questions.

- 1 Do teenagers sometimes work in your country?
- 2 If they do, what kind of jobs do they get?
- 3 Do you have a job?
- 4 What do you think are good jobs for teenagers? What are bad jobs? Why?

9 Everyday English

a Find expressions 1–4 in the photo story and match them with expressions a–d.

- | | |
|-----------------------|---|
| 1 doing a paper round | a money your parents give you |
| 2 hardly any money | b almost no money |
| 3 saving up | c taking newspapers to people's houses |
| 4 pocket money | d putting money in the bank because you want to buy something |

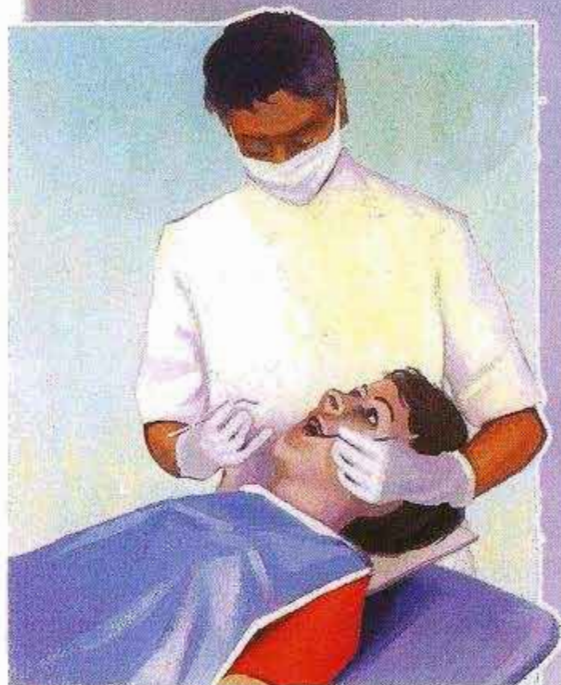
b Read the dialogues. Fill in the spaces with expressions 1–4 from Exercise 9a.

- Diane: Why are you ? You have to get up really early!
Peter: I really want to buy a new stereo, so I'm I've got nearly €100 now.
- Carol: Tom buys new clothes every week!
Franco: That's because he gets a lot of from his parents.
- Joanne: Those shoes look perfect with your dress.
Paula: But I've got I can't buy them.

10 Write

a Read the questions Hakan asked his uncle. Then read what he wrote about his uncle's job. Match the questions with the paragraphs. Write 1–3 in the boxes.

- What do you like and dislike about your job?
- Why did you decide to be a dentist, and what did you have to do to get the job?
- What do you have to do in your job?



- When he was young, my uncle Erol always wanted to be a policeman, but when he was 18, he decided to be a dentist because dentists get more money. To be a dentist, he had to study hard for five years at university and take a lot of exams.
- In his job my uncle has to clean and fix people's teeth, and sometimes he has to pull them out! He doesn't have to get up very early but he has to work hard, usually from 10.00 in the morning to 7.30 in the evening from Monday to Saturday.
- He likes his job because he never has to take his work home, and he meets lots of people. One thing he doesn't like is that he can't really talk to his patients, because he is working inside their mouths!


b Ask a friend or family member about his/her job. Then write about the information you get. Use Hakan's questions and text to help you.

New ideas

- * some and any, possessive pronouns
- * Vocabulary: sleeping and waking

1 Read and listen

- a Who are your favourite singers? Do they write their own songs? What's your favourite song and why?
- b Nick plays in the band 4Tune. *COOL* is the name of the magazine at Nick's school. Read the beginning of an interview in the magazine and answer the questions.
- 1 Who is the main songwriter for 4Tune?
 - 2 Who else writes songs for the band?

- c  Now read the text again and listen. Mark the sentences T (true) or F (false).

- 1 All the new songs are finished.
- 2 The interviewer from *COOL* wants to hear the new songs.
- 3 There's a party at school this month.
- 4 Karen writes dance songs.
- 5 The other people in the band help with the songwriting.
- 6 Nick always enjoys writing songs.
- 7 Nick wrote *What Makes You Think They're Happy?* when he was at his desk.

! 4Tune NEW MUSIC

4Tune are back – with some new songs. We talked to Nick from year 11, a songwriter with the band. Nick has lots of things to do, but *COOL* asked him to give us some time. We wanted some information about the band's new music.

COOL: Nick, tell us about your new songs.

Nick: Well, they aren't all finished. There's still some work to do – you know, the little things you want to change at the last minute. But they're nearly ready.

COOL: We can't wait. When can we hear them?

Nick: We're planning to play them at the school party at the end of next month.

COOL: Great! So let's talk about the music. Do the other band members write any songs? Or are they all yours?

Nick: Well, I write a lot of them, but they're not all mine. Karen writes too – some of the fast dance songs are hers. And we always ask the rest of the band to listen to the songs, and they usually have some good ideas for changes. So in the end, we think the songs belong to all of us – they're ours, not just mine or Karen's.



COOL: Do you like writing songs?

Nick: Yeah, I love it. Well, not always! You know, there are good days and bad days. Sometimes a song is easy to write, but I sometimes sit for hours and I don't get any ideas.

COOL: So do you sit at a desk when you're writing?

Nick: No, not always. I often get ideas when I'm outside, when I'm walking around, so I always have a pen and some paper with me.

COOL: Did you write any of the new songs when you were away from your desk?

Nick: Well, yes, actually. One of them is called *What makes you think they're happy?* and I wrote it after I heard a conversation between two people.

2 Grammar

some and any

- a Look at the examples from the interview on page 68. Complete the rule.

We wanted *some* information about the band's new music.
They usually have *some* good ideas for changes.
I sometimes sit for hours and I don't get *any* ideas.
Do the other band members write *any* songs?

Rule: With uncountable and plural nouns, we use _____ in positive sentences. We use _____ in negative sentences and questions.

- b Complete the sentences with *some* or *any*.

- I wanted to buy some food, but I didn't have _____ money.
- A: Have we got _____ homework tonight?
B: Yes, we've got _____ grammar exercises to do.
- Mario bought _____ new jeans last week, but he didn't buy _____ shoes.
- A: Let's listen to _____ music.
B: OK. Did you bring _____ CDs?
- I'd like to make _____ sandwiches. The problem is: I've got _____ cheese, but I haven't got _____ butter.

3 Speak

Work with a partner.

Student A: Look at the picture of Nick's desk on this page.

Student B: Turn to page 136.

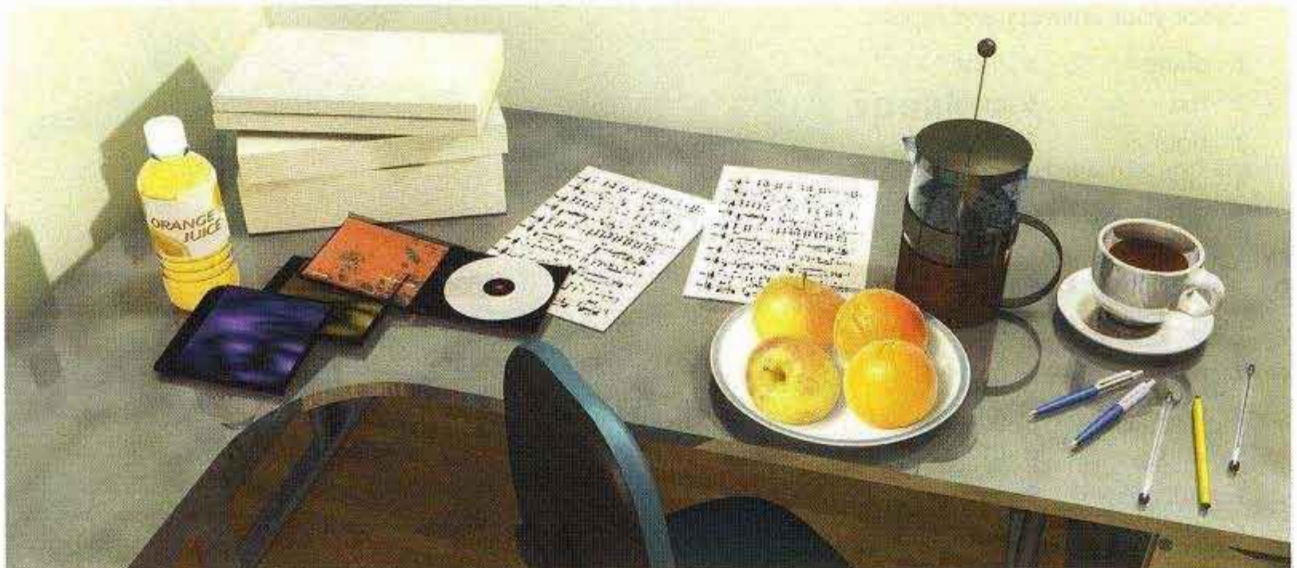
Find out what is different in your partner's picture.

Take it in turns to ask and answer.

A: *Is/Are there any ... in your picture?*

B: *Yes, there's / there are some ...*

No, there isn't/aren't any ...



4 Grammar

Possessive pronouns

- a Look at the examples. Then complete the table.

Do the other band members write *any* songs? Or are they all *yours*?

I write a lot of them, but they're not all *mine*.

Karen writes too – *some* of the fast dance songs are *hers*.


The songs belong to all of us – they're *ours*.

Subject pronoun	I	you	we	they	he	she
Possessive adjective	my	your	our	their	his	her
Possessive pronoun	.....	.....	.....	theirs	his	.....

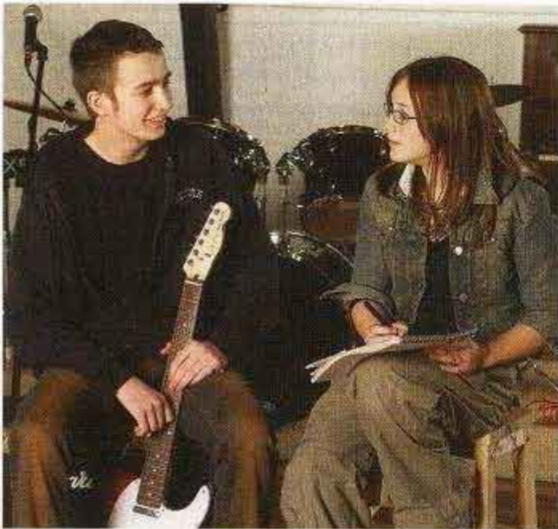
- b Replace the underlined words with possessive pronouns.


- Hey, Caroline! This isn't my pen. Is it your pen?
yours
- Please give this book to Steve. I think it's his book.
- I like your trainers, but I prefer her trainers.
- Our school uniform is awful! But I like their uniform.
- A: I haven't got any paper.
B: Do you want some of my paper?
- A: My computer doesn't work.
B: Come over to my place. You can use our computer.

5 Listen

- a  Nick wrote the song *What Makes You Think They're Happy?* after he heard a conversation. Think about questions 1–3 while you read and listen to the song.


- 1 Where do you think Nick heard the conversation?
- 2 Who do you think the two people were?
- 3 Who do you think *they* are in the song title?




- b  Listen to the second part of the interview with Nick. Check your answers to Exercise 5a.

6 Pronunciation

Rhyming words

- a  Songwriters often use words that rhyme. These words are all in Nick's song. Match the rhyming pairs. Then listen, check your answers and repeat.

- | | |
|---------|---------|
| 1 plane | a right |
| 2 fun | b more |
| 3 floor | c great |
| 4 late | d Spain |
| 5 night | e sun |

- b  Do the same with these words.

- | | |
|-----------|----------|
| 1 keys | a hurt |
| 2 red | b please |
| 3 thought | c run |
| 4 shirt | d short |
| 5 won | e said |
| 6 talk | f fork |

What Makes You Think They're Happy?

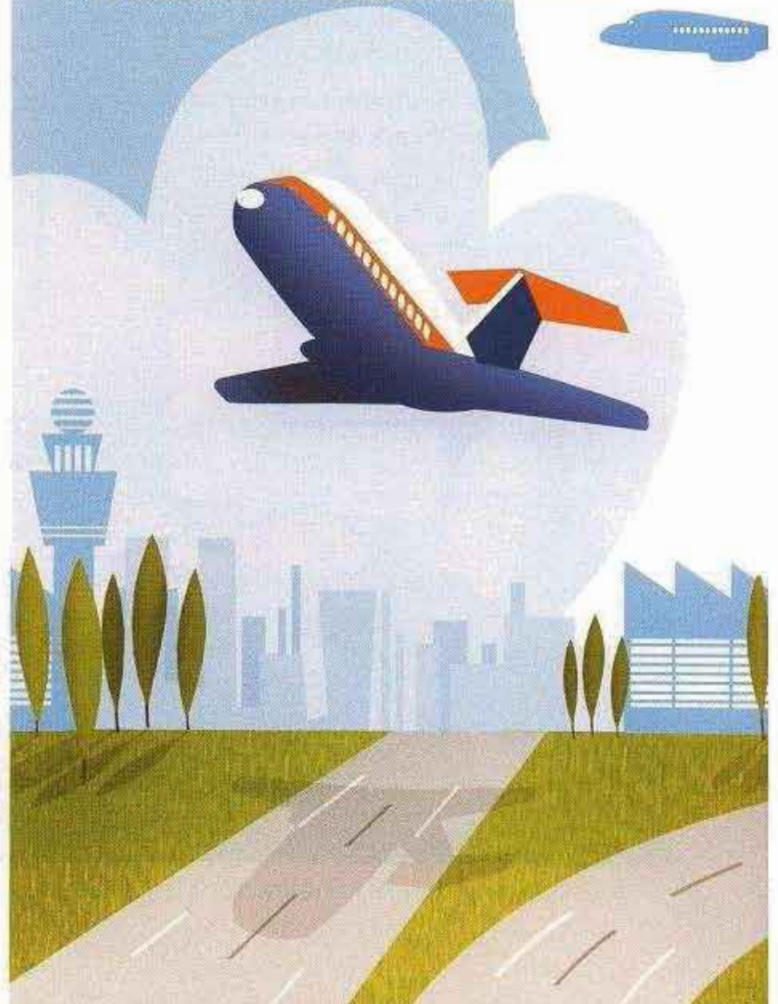
I clean the tables, clean the floor.
I hate this place, don't want no more
Of this life, of this life.
These people here, they take a plane,
Fly off to France, fly off to Spain.
They're happy, they're happy.

[Chorus]

What makes you think they're happy?
Perhaps it's not so great.
They're looking at their watches
And they're scared they will be late.
What makes you think they're happy?

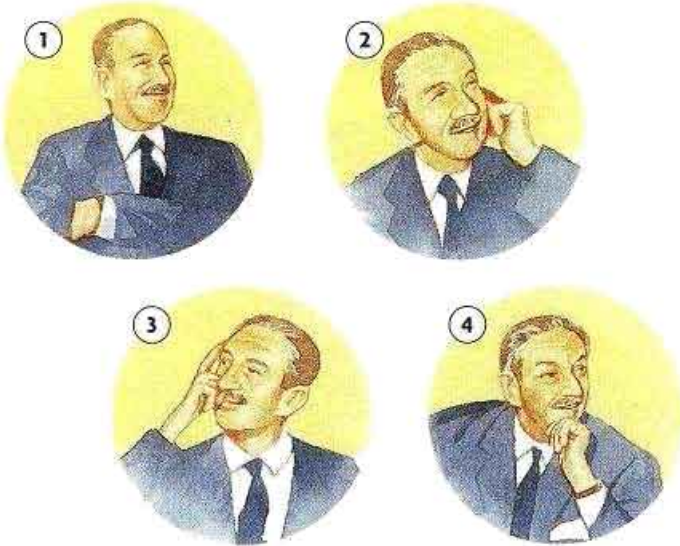
I want some money, want some fun.
I want to go and find some sun
In this life, in this life.
Look at these guys, they're all right.
They dance and sing, all day, all night.
They're happy, they're happy.

[Chorus]



7 Read

- a When do you usually think of new ideas? What do you do when you're thinking hard?
- b Read the text about how people think of new ideas. Which picture shows Walt Disney when he was working on an idea?



DREAMING UP NEW IDEAS

Inventors, songwriters, writers and painters – all these people need imagination and ideas. People can get ideas at any time, for example when they are walking down a street or listening to a conversation. Some people get ideas in strange ways. Isaac Newton, for example, discovered the law of universal gravity when he saw an apple falling from a tree. Creative people often get ideas when they are asleep, when they are dreaming or even when they are daydreaming.

Walt Disney, the famous American film-maker, often went into a daydream when he was working and thinking of new ideas. One man who worked with Disney remembers:

'I can see Walt now. We're all in a meeting, seven or eight people are around a table, and suddenly Walt gets an idea. He stops talking. He puts his arms on the table and puts his left hand to his face. He opens his mouth a little. He looks and looks at something, a place high up in the room. This continues for a long time, perhaps ten minutes. Nobody says anything. Then Walt "wakes up", he tells us about the idea for a new cartoon and the meeting goes on.'

8 Vocabulary

Sleeping and waking

- a Look at the expressions about sleep. Match the opposites. Then listen, check and repeat.
- | | |
|------------------|---------------|
| 1 to go to bed | a to wake up |
| 2 to go to sleep | b to be awake |
| 3 to be asleep | c to get up |

- b What's the difference between *dreaming* and *daydreaming*?
- c Complete the sentences with the expressions in the box. Use the correct form of the verbs. You can check with the list of irregular verbs on page 138.

wake up go to sleep ~~go to bed~~
be asleep get up be awake
dream daydream

- My mother was very tired last night. She went to bed at nine o'clock.
- Sometimes I go to bed at ten. Then I read a book for an hour and I at about eleven.
- Last night Lucy about winning the lottery.
- Please don't talk too loudly. The baby
- I didn't sleep at all last night. I all night.
- This morning I at six o'clock, but I'm lazy, so I stayed in bed and I at eight.
- Nick doesn't listen to the teacher. He about being a famous singer.

9 Speak

Work with a partner. Ask and answer the questions.

- What time do you usually go to bed and get up at weekends?
- What do you do when you can't go to sleep?
- How often do you daydream? What do you daydream about?
- Can you remember a dream you had? Tell your partner about it.
I dreamed I was flying over my city ...

Culture in mind

10 Read

- Look at the photographs. Do you know who these people are?
- Read the text quickly. What have Will Young and Hear'Say got in common?

Hear'Say



pop idols

Some British pop groups – for example the Beatles and the Rolling Stones, Take That and the Spice Girls – are famous all over the world.

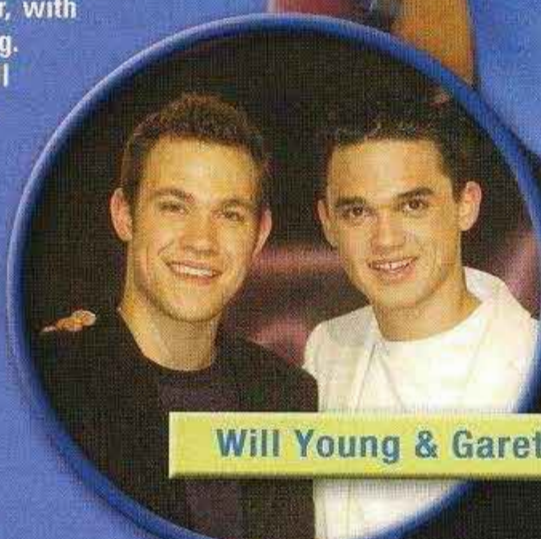
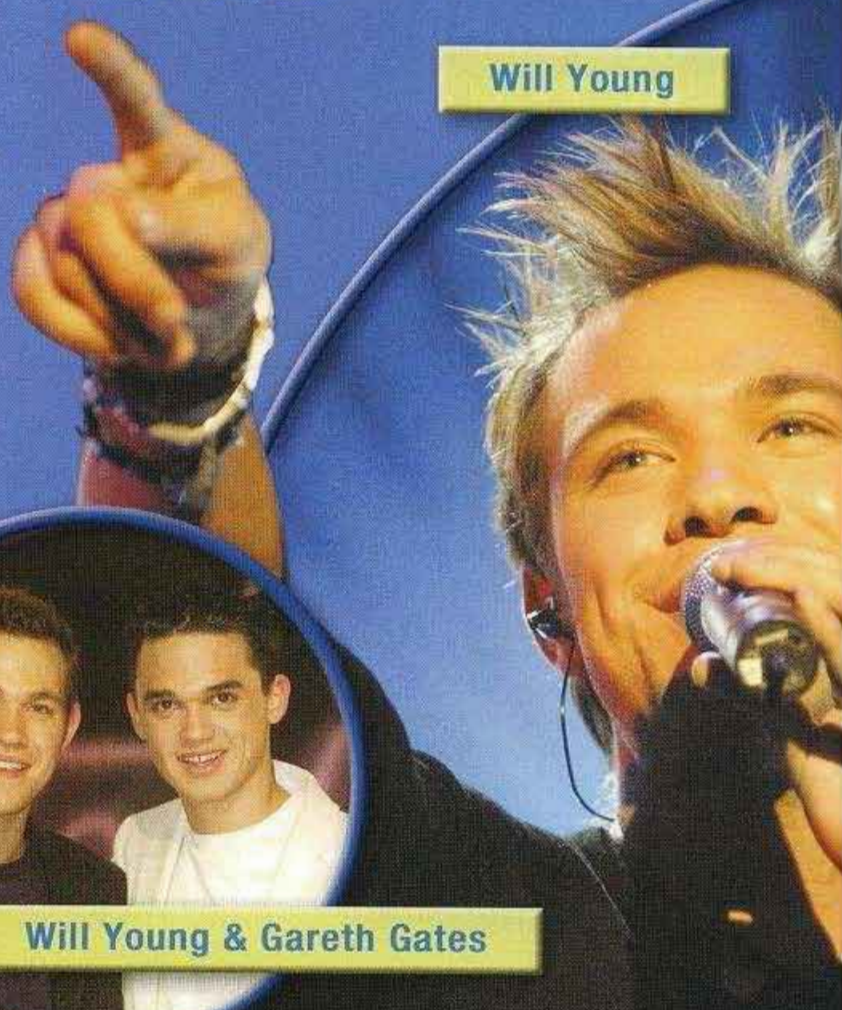
Take That and the Spice Girls started in the 1990s, but these days there is a new way to turn people into pop stars: TV talent shows. That's how the band Hear'Say started. *Popstars* was a TV contest to create a new pop group. Out of hundreds of contestants, the judges chose five young people – and Hear'Say was born. *Popstars* was extremely popular with TV audiences, and it was followed by *Pop Idol*.

Pop Idol started in October 2001 as a programme to find a new solo singer. At the beginning, there were more than 10,000 people who came to audition (these people are often called *wannabes*, from the words *want to be*). After some time there were 50 contestants, and then later only ten. In February 2002, there were only two singers left: Gareth Gates and Will Young. Almost 9 million TV viewers in Britain voted on the final night of the programme, and the winner, with 4.6 million votes, was Will Young.

Some people voted for Will Young because he argued with the judges. The four judges criticised the contestants very strongly, including Will, and some people thought they were cruel. But one of the judges said 'Having a difficult time for two minutes on television – so what? If you don't want that, go to another talent show!'

Will is now a big star. His first record after *Pop Idol* was called *Anything is Possible / Evergreen*, and in Britain it sold over a million copies in one week. He's happy that he didn't go on another talent show. Gareth Gates is happy too – he is also a successful singer now. But the question remains: are TV programmes like *Pop Idol* a good way to find new singers or groups?

Will Young



Will Young & Gareth Gates




- c) Now read the text again. Mark the statements *T* (true), *F* (false) or *N* (no information in the text).

- 1 The Spice Girls started in 1996.
- 2 A lot of people watched *Popstars*.
- 3 There were 50 contestants at the beginning of *Pop Idol*.
- 4 On *Pop Idol*, the singers have to answer questions.
- 5 Gareth Gates got 4.5 million votes.
- 6 Will Young argued with the judges of *Pop Idol*.
- 7 He was very successful after *Pop Idol*.

- d) Are there television programmes like *Popstars* and *Pop Idol* in your country? If so, are they popular? If not, would you like to have programmes like this?
- e) What's your answer to the question at the end of the text?

11 Write

- a)  Close your eyes. Listen and do what the speaker tells you to do.
- b) Stefano listened to the same recording and wrote about what he 'saw'. Read his story.

Stefano (15)

I walked slowly along the beach. I saw the blue sea and white sand, and in the sky I saw a big white bird. There weren't any people on the beach, only me. It was really beautiful.

The tree was tall and thin and it had long branches. The box was old and brown, and it had a key. I saw my name on it in gold letters. When I opened it, I was very surprised because there was a new camera inside. I lost my camera last week, so I was very happy.

I took the camera and went back up the beach. When I looked back, I saw the tree and the big white bird. I took a photo.



- c) Write a paragraph about what you 'saw' while you were listening to the recording.

What did you see on the beach? What was your present?
What did your tree look like? What did you do with it?
What did your box look like?

- d) Work with a partner. Read your partner's story. What differences are there between the two stories?



Module 2 Check your progress

1 Grammar

a Complete the dialogue with the past simple form of *be*.

A: You ¹ weren't at school yesterday afternoon. Where ² you?

B: I ³ at home. There ⁴ a football match on television.

A: ⁵ it a good match?

B: No, it ⁶ ! All the players ⁷ awful!

6

b Complete the sentences. Use the correct form of the verbs in the box.

win become stop be be
jump see win say

1 In 1950, there were 199,854 people at the World Cup Final between Brazil and Uruguay in Rio de Janeiro. They a great match.

2 The Swedish athlete Oskar Gomar Swann famous when he a silver medal in shooting at the Olympic Games in Antwerp in 1920. He 72 years old.

3 At the 1984 Olympic Games in Los Angeles, Carl Lewis four gold medals.

4 In the first round of the long jump, Lewis 8.54 metres. After that, he 'Nobody can beat me,' he

8

c Complete the sentences with the correct form of the verbs.

1 I went (go) to the cinema last night, but I (not enjoy) the film very much.

2 What James (say) to you yesterday?

3 A: you (see) Alice last night?

B: No, I (not see) her, but I (see) Linda.

4 We (go) to America last summer, but we (not go) to New York.

7

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

1 We've got some food for the party, but we haven't got music!

2 A: Is there fruit here?

B: Yes, there are apples in the kitchen.

3 I can't watch TV programmes tonight. I've got homework to do.

4 Jenny went shopping with friends yesterday. She bought CDs, but she didn't buy clothes.

8

e Replace the underlined words with possessive pronouns.

1 Please give these CDs to Mike. They're his CDs. his

2 These aren't my boots. Harry, are they your boots?

3 I don't like their flat, but I love our flat.

4 Your jeans are nice. My jeans are horrible!

5 Our school is quite small, but their school is very big.

6 Your hair is black and her hair is brown.

5

2 Vocabulary

a Complete the sentences with the words in the box. You will need to use some words twice.

up down in out on off

1 It's hot in here. I'm going to take off my jumper.

2 Leo, look at all your books on the floor! Pick them, please.

3 This bag is very heavy. I'm going to put it for a minute.

4 It's cold today. You should put a warm coat.

5 Let's go tonight. I don't want to stay at home.

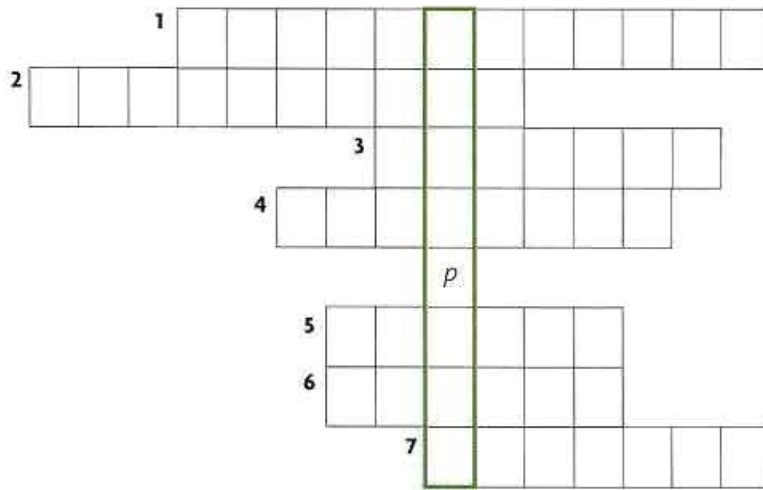
6 My brother got his car and drove away.

7 Why are you in my room? Please get !

8 Yesterday my cat climbed a tree, and then it couldn't get again!

8

- b Fill in the puzzle with names of sports.
What is the mystery word?



- 1 You do this on a board in snow.
- 2 You have to jump high to play this game.
- 3 You need a bike for this sport.
- 4 You do this in a pool.
- 5 You do this in the mountains in winter.
- 6 Ice is a winter team game.
- 7 You go to the sea with a board for this sport.

7

- c Put the letters in order to find the names of jobs.

- 1 cathree *teacher*
- 2 tindest
- 3 crodot
- 4 serun
- 5 lpito
- 6 wrayel
- 7 yescrater
- 8 eerening

7

3 Everyday English

Complete the dialogue with the words in the box.

loads can't be serious hardly any
saving up pocket money one day

Colin: Hi, Tania. Where are you going?

Tania: To the clothes shop in Spring Street. I work there on Saturdays.

Colin: You work there? You ¹ *can't be serious* ! Why?

Tania: Well, my dad lost his job last month, and he can't give me any ² now.

Colin: Oh, I see.

Tania: So I've got ³ money these days – that's why I work on Saturdays.

Colin: Right.

Tania: I'm in the local cycling team, and I want a new bike. So I'm ⁴ to buy one.

Colin: Good for you!

Tania: Thanks. And you know, I really enjoy working in the shop. I want to have my own shop ⁵

Colin: Really? But you need ⁶ of money to open a shop.

Tania: Yes, I know. Oh, Colin, I'm late! I must go. Bye!

Colin: Bye, Tania.

5

How did you do?

Tick (✓) a box for each section.


Total score	Very good	OK	Not very good
<input type="checkbox"/> 61			
Grammar	25 – 34	19 – 24	less than 19
Vocabulary	17 – 22	13 – 16	less than 13
Everyday English	4 – 5	3	less than 3

Module 3

Far and wide

YOU WILL LEARN ABOUT ...

- The world's best language learners
- Holidays in Ireland
- An adventure holiday
- A science fiction story
- Four young mountain climbers
- Europeans who went to live in America

 Can you match each picture with a topic?



3

YOU WILL LEARN HOW TO ...

Speak

- Compare and contrast things
- Compare the lives of famous people
- Talk about your future arrangements
- Talk about your holiday plans
- Make predictions about your future life
- Describe your habits using adverbs
- Re-tell a story

Write

- A letter / An email about a language course
- A magazine article about arrangements for a class trip
- A competition entry about your life in the future
- An email giving advice to a friend

Read

- An article about language learners
- A web page about holidays in Ireland
- A tourist brochure about Ireland
- An article about arrangements for an adventure holiday
- A dialogue from a science fiction story
- An article about climbers in the Himalayas
- An article about Europeans going to live in the USA

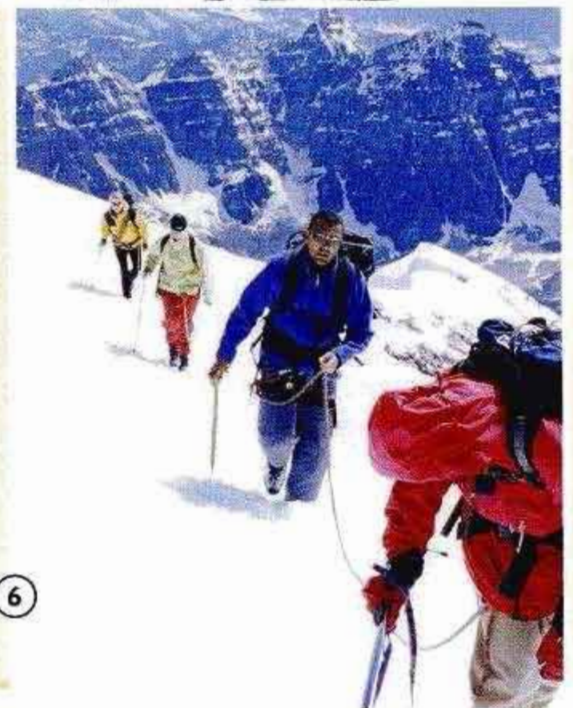
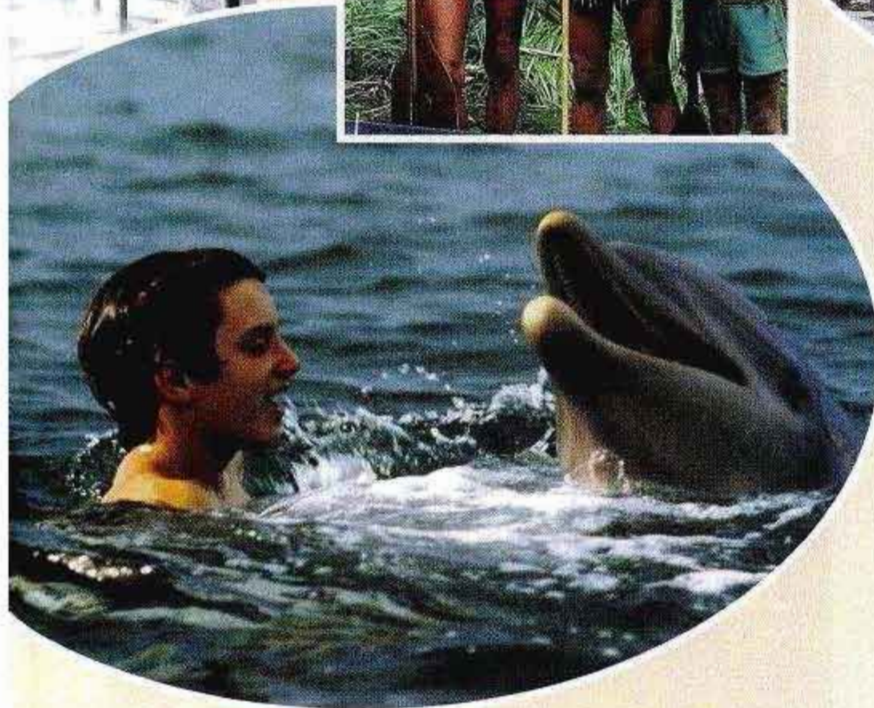
Listen

- Teenagers talking about language learning
- A radio interview with a good language learner
- A dialogue about holiday plans
- A dialogue from a science fiction story
- Teenagers making predictions about their future
- A song about an astronaut
- A dialogue about the life of an athlete

4



5



6

Use grammar

Can you match the names of the grammar points with the examples?

Comparative adjectives

Superlative adjectives

Present continuous for future arrangements

will/won't

too + adjective

Adverbs

It won't hurt!

We can't do it – it's **too difficult**.

It's the **longest** river in the world.

They stood up **slowly**.

Pronunciation is **more difficult** than grammar.

We're visiting Ireland next summer.

Use vocabulary

Can you think of two more examples for each topic?

Language learning

translate

have an accent

.....
.....

Future time expressions

tomorrow

in two days' time

.....
.....

Holiday activities

sightseeing

camping

.....
.....

The weather

sunny


foggy

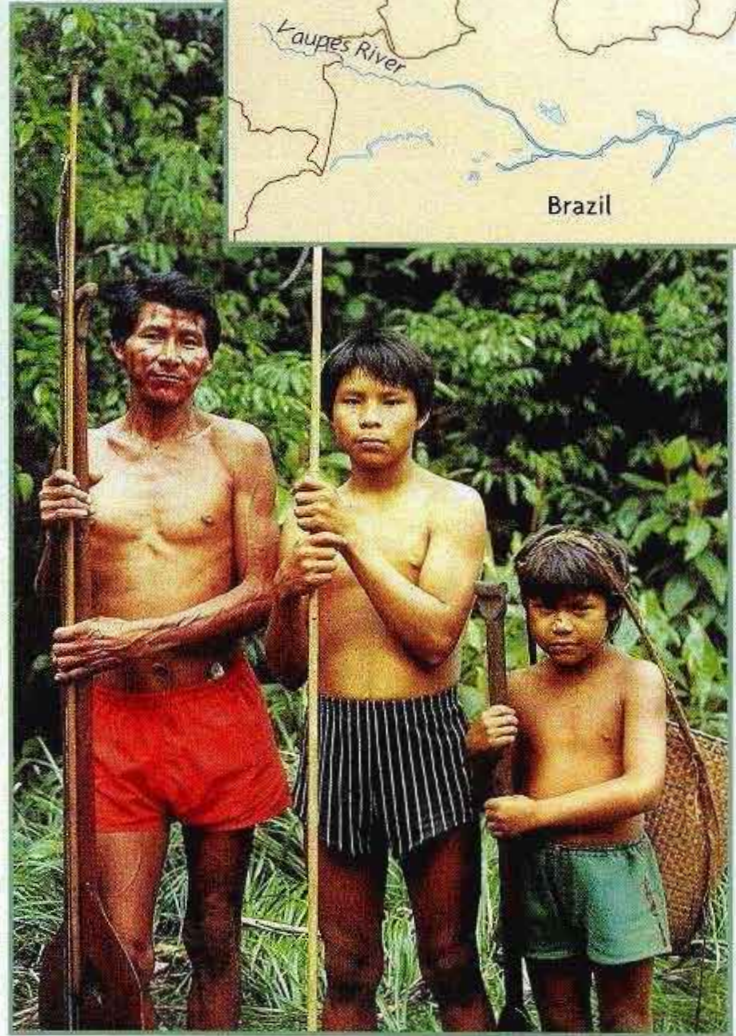
.....
.....

The languages we speak

- ★ Comparatives and superlatives
- ★ Vocabulary: language learning

1 Read and listen

- a** The text is about a group of people. Who are they and why are they special? Read the text quickly to find the answers.
- b**  Now read the text again and listen. Mark the statements *T* (true) or *F* (false).
- 1 A lot of people in Florida speak Spanish as their first language.
 - 2 Some Vaupés River Indians only speak two languages.
 - 3 A Vaupés Indian can't marry someone who speaks the same language.
 - 4 The Vaupés Indians don't have a language that they all understand.
- c** Do many people in your country speak more than one language? Which languages do people speak?
- d** One language in the world has more speakers than English. Which do you think it is?
Arabic Chinese Russian Spanish



More than one language

It's not unusual to learn and use more than one language. In many countries around the world, almost everybody speaks more than one language. For example, in some parts of the USA (like Florida), a lot of people speak Spanish as their mother tongue. Most of these people learn English as well, and a lot of English speakers learn Spanish.

But perhaps the world's best language learners are the Indians who live near the Vaupés River in South

America. About 10,000 of the Vaupés River Indians live in a small area of the Amazon rainforest. In this area, there are more than 20 completely different languages. All of the Vaupés River Indians speak three languages, often more than three. This is because when a person wants to get married, he or she has to marry someone who speaks a different language. So the children always learn three languages: their mother's first language, their father's first language and also Tukano, the language that all the Vaupés Indians have in common. Then when they are older, they have to marry someone who speaks a different language, and their children have to learn at least three languages. The number is often higher, as the Vaupés people often continue to learn more languages when they are teenagers and adults.

2 Listen

- a Roberto and Gabriela are talking about the languages they are learning. Listen and read.
- b Listen again and fill in the names of the languages.



Roberto (from Italy)
First language: Italian
Learning Spanish, German



Gabriela (from Argentina)
First language: Spanish
Learning English, Portuguese

Roberto:

My is good – it's better than my
Of course, for me is easier than
That's because it's got a lot of words that are almost the same as The grammar is very similar, too.

Gabriela:

..... pronunciation is difficult for me. But of course
..... pronunciation is more difficult! I never know
how to pronounce a new word, because the writing and
the pronunciation are often very different.

- b Complete the comparisons. Choose the correct adjective and use the comparative form.

- Italian is more modern than (old / modern) Latin.
- The Amazon River is (short / long) the Nile.
- The Amazon rainforest is (big / small) India.
- For most Europeans, learning Chinese is (easy / difficult) learning Italian.
- Sydney is (close to / far from) my country Paris.

4 Pronunciation

than

- a Listen to the sentences and underline the stressed syllables.

- Pronunciation is more difficult than grammar.
- Spanish is easier than German.
- My speaking is better than my writing.
- Is French more interesting than English?

- b How do you pronounce *than*? Listen again and repeat.

3 Grammar

Comparative adjectives

- a Underline examples of comparisons in the texts in Exercise 2. Then complete the table.

	Adjectives	Comparative form
short adjectives (1 syllable)	long short big	longer <u>shorter</u> bigger
adjectives ending in -y	easy happy	..... happier than ...
longer adjectives (2 or more syllables)	difficult important	more difficult
irregular adjectives	bad good far	worse further

5 Speak

Work with a partner. Compare the things in the list. Use adjectives from the box or other adjectives that you know.

interesting good beautiful
exciting friendly clean
nice intelligent easy
important quiet boring

- CD-ROMs / books
- summer / winter
- football / tennis
- dogs / cats
- cities / villages
- Spanish / German

6 Listen

- a Listen to the first part of a radio interview with Matthew Dawson. Fill in the first column of the table with the names of the languages.
- b Listen again. Tick (✓) where/how Matthew learned each language.
- c Matthew now talks about how to be a good language learner. Read the ideas in the list. Then listen and tick (✓) the ideas Matthew talks about.

Language	From his parents	In the country	At school in England	Taught himself
1 <i>English</i>	✓			
2				
3				
4				
5				

- Read and listen a lot.
- Exchange emails or letters with a penfriend who speaks the language.
- Think of ideas to test yourself when you're learning new words.
- Listen to cassettes and imitate the pronunciation.
- Make friends and practise speaking with people who speak the language.
- Try not to make mistakes, but don't worry about them.



- d Which ideas in Exercise 6c do you follow? Which ideas would you like to try?

7 Vocabulary

Language learning

- a Check that you understand these words about learning and speaking languages. Then listen, check and repeat.

make mistakes
 imitate corrects
 translate look up
 have an accent
 means guess
 communicate

- b Read the text. Fill in the spaces with the words/phrases from Exercise 7a.

Advice for language learners

It can sometimes be a little difficult to learn a foreign language. But there are many things you can do.

When you speak a foreign language, it's normal to ¹ *have an accent*. It's OK - other people can usually understand. It's a good idea to listen to cassettes and try to ² other speakers, to make your pronunciation better.

If you see a new word and you don't know what it ³, you can sometimes ⁴ the meaning from words you know, or you can ⁵ the word in a dictionary.

A lot of good language learners try not to ⁶ things from their first language. Translation is sometimes a good idea, but try to think in the foreign language if you can!

It's also normal to ⁷ When your teacher ⁸ a mistake in your writing or speaking, think about it and try to see why it's wrong. But it's more important to ⁹, so don't be afraid to speak!

8 Grammar

Superlative adjectives

- a Read the sentences on the cards. Two of them aren't true. Which do you think they are?

1 The worst language learner lives in England. He started learning French ten years ago, but he can only say 30 French words.

2 The most common word in English is *the*.

3 The easiest language in the world is spoken in Tranquili in Africa. It only has about 1,000 words and there isn't any grammar.

Amazing facts - or just lies?

4 The continent with the most languages is Africa. There are more than 1,000 different languages in Africa.

5 The shortest place names only have one letter. In France there is a place called Y, and U is a place in the Caroline Islands in the Pacific.

6 The best examples of surprising words for *mother* and *father* come from the Georgian language in Central Asia. *Mother* is *deda* and *father* is *mama*.

7 The longest train station name in Britain has got 67 letters. It's a station in Wales called GORSFAWDDACHAIDRAIGODANHEDDOGLEDDOLLONPENRHYNAREURDRAETHCEREDIGION.

- b Cover the text. Can you answer these questions?

- Which is the continent with the most languages?
- What are the names of the places with the shortest names?
- What is the most common word in English?

- c Look at the table. Write the adjectives from the box in the second column. Then fill in the comparative and superlative forms.

difficult big happy fantastic important


	Adjectives	Comparative	Superlative
short adjectives (1 syllable)	long short small	longer shorter	longest
short adjectives ending in 1 vowel + 1 consonant	fat	fatter	fattest
adjectives ending in -y	easy	easier	.....
longer adjectives (2 or more syllables)	frequent	more frequent	most frequent
irregular adjectives	bad good many	worse better more	...............

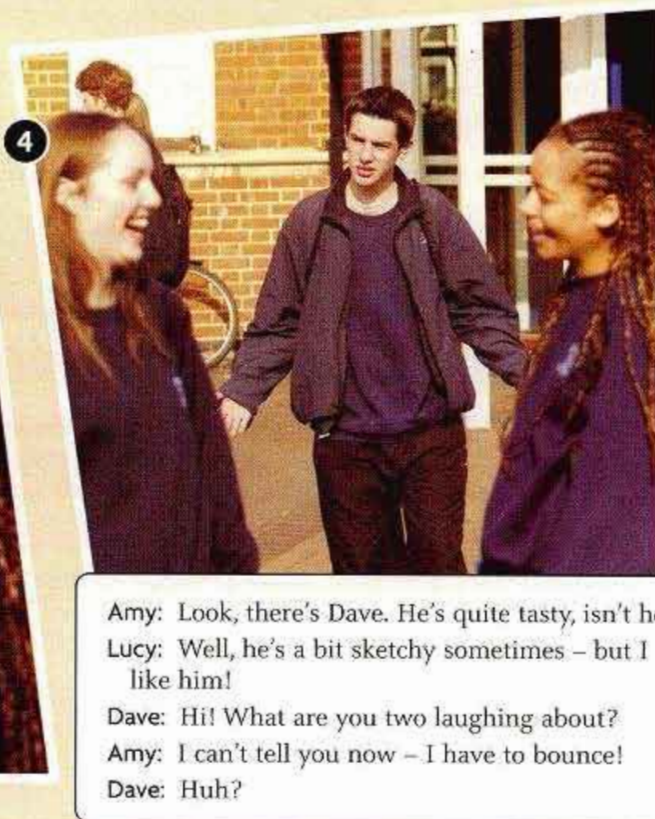
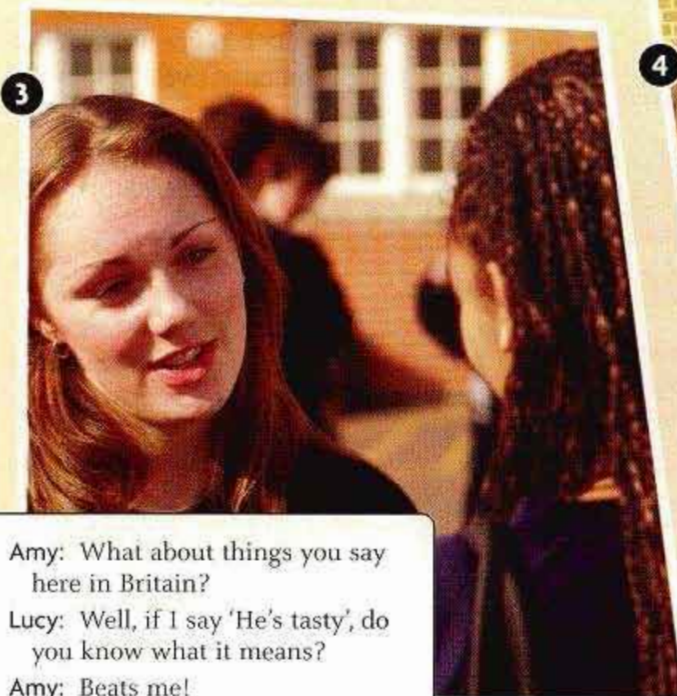
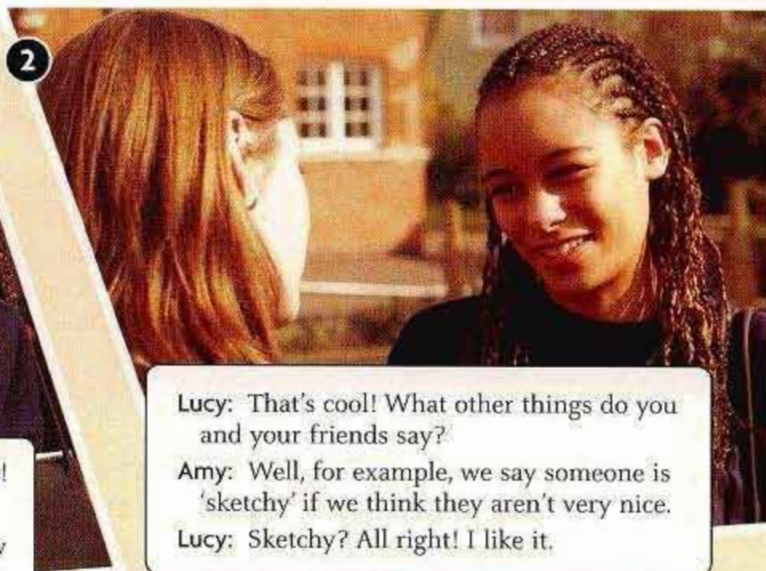
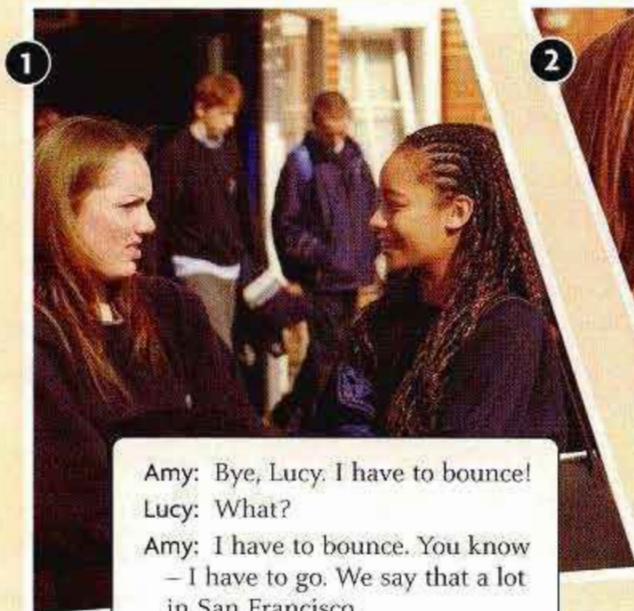
- d Complete the sentences. Use the superlative form of the adjectives.

- Many people say that Hungarian is one of the most difficult (difficult) languages.
- When Sarah won \$1,000, she was the (happy) girl in the world.
- The Internet was one of the (important) inventions in the 1960s.
- Vatican City is the (small) country in the world.
- When my grandmother died, it was one of the (bad) times in my life.
- The Nile is the (long) river in the world.

I have to bounce!

9 Read and listen

- a  Look at the photo story. What do you think *I have to bounce* means? Why do you think Lucy doesn't understand this expression? Read and listen to find the answers.



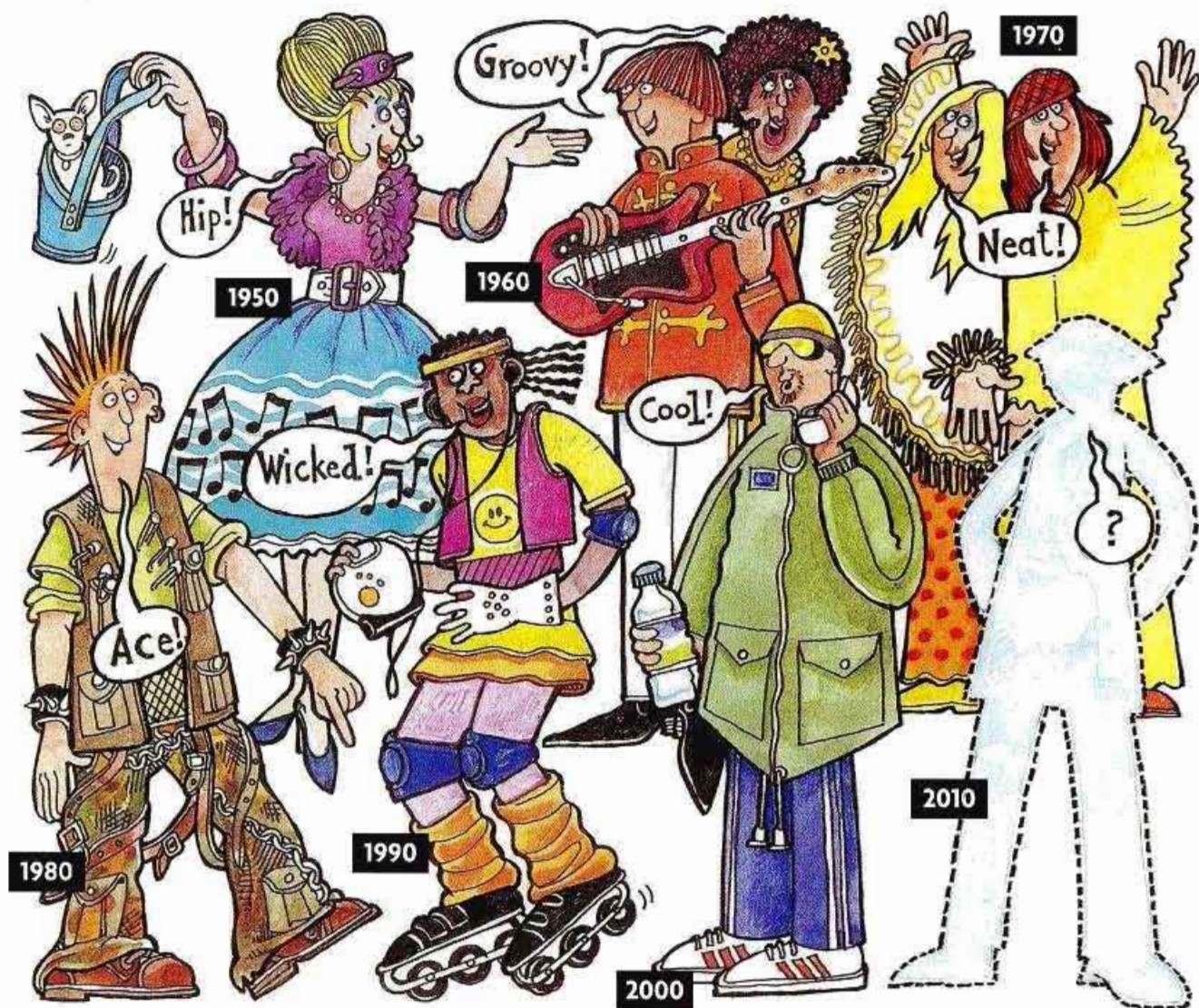
- b Mark the statements *T* (true) or *F* (false).

- 1 Amy says she has to go.
- 2 Lucy doesn't like the word *bounce*.
- 3 A *sketchy* person is someone who is very nice.

- 4 Amy knows what *tasty* means.
- 5 In Britain, *tasty* sometimes means 'good-looking'.

10 Everyday English

In all languages, young people invent new words or give words new meanings. Look at the words that young people in Britain used for *good* between 1950 and 2000. What words or phrases are popular with teenagers in your country now?



11 Write

Do one of the two activities.

- a Write about the languages you speak. Use the texts by Roberto and Gabriela on page 79 to help you.
- b Imagine you are doing an English course at a language school in Britain or the USA. Write a letter or an email to an English-speaking friend. Think about these questions.
- Where are you writing from? (London? New York? Cambridge?)
 - How do you like the English course?
 - Who is your teacher?
 - How many students are in your class? Where are they from?
 - Is your English better now? How? (Is your grammar better? Do you know more words? Do you understand better?)

Start like this:

Dear

I'm writing to you from [name of place]. I'm doing an English course here. The course is ...

We're going on holiday

- ★ Present continuous for future arrangements
- ★ Vocabulary: future time expressions, holiday activities

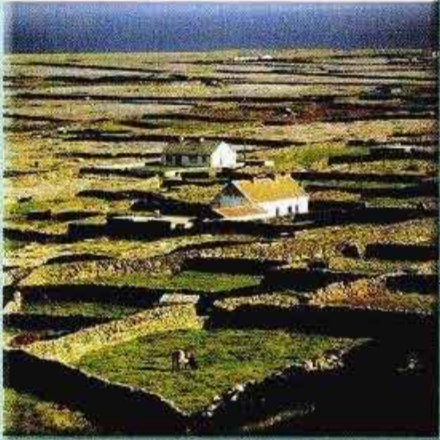
1 Read and listen

- a Look at the web page with ideas for a holiday in Ireland. Which ones do you think are good ideas for a holiday?

A holiday in Ireland

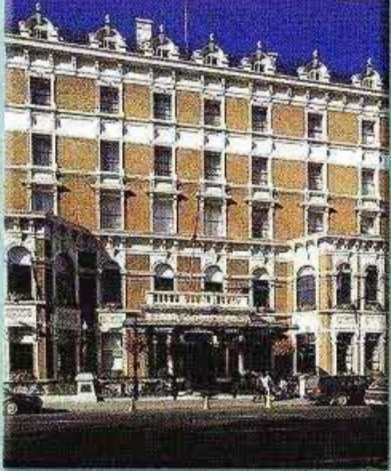
Stay on a farm on the Aran Islands


Have bed & breakfast on a farm and enjoy life close to nature!



Elegant hotels in Dublin


Spend your holidays in comfort and luxury.






Canal boat holidays in Ireland

Travel around Ireland in a boat – enjoy total freedom!




Hiking in Ireland

Walk your way around this beautiful island.




Go horse-riding

Enjoy Ireland's wild and romantic countryside on horseback.



- b Listen to Kate and her brother, Greg. They are looking at the web page and planning their family's holiday. Number the activities 1–5 in the order you hear them in the dialogue.

- c  Listen to Kate talking to her friend, Maggie, about the holiday plans. Complete the dialogue.

Maggie: Hey, Kate! How was your weekend?

Kate: Good! My brother and I planned the family summer holiday.

Maggie: Excellent! Where are you going?

Kate: We're ¹ to Ireland in August.

Maggie: Oh! How are you ² there?

Kate: We're ³ by ferry. And we're ⁴ a week on a canal boat on the River Shannon.

Maggie: Great! Are you only ⁵ a week in Ireland?

Kate: No, two weeks. After the canal boat, we're ⁶ by train to Dublin and we're ⁷ in a really nice hotel there for two nights. And then we're ⁸ to the Aran Islands. We're ⁹ on a farm there.

Maggie: I think you'll have a great holiday! Are all your family ¹⁰ ?

Kate: Yeah. My dad says it's a bit expensive, but he's ¹¹ the bank manager tomorrow!

2 Grammar

Present continuous for future arrangements

- a **Underline** examples of the present continuous in the dialogue for Exercise 1c.

We're spending a week on a canal boat.

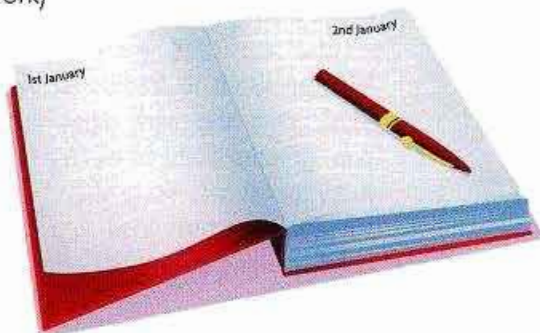
Dad's seeing the bank manager tomorrow.

Rule: We often use the present continuous to talk about plans and arrangements for the future.

- b Complete the sentences.

Use the present continuous form of the verbs.

- I (visit) my grandparents in Rome next year.
- Come to our place next Saturday. We (have) a party.
- Mum (take) my sister to London on Thursday. They (leave) early in the morning.
- A: you (go) out tonight?
B: No, I (stay) at home.
- My brother (not come) on holiday with us this year. He (work) in a shop for six weeks.
- I've got toothache, so I (see) the dentist tomorrow morning.



3 Vocabulary

Future time expressions

- a Here are some expressions we can use to talk about the future. How do you say them in your language?


tomorrow

next week/Saturday/month/weekend ...

in two/five days' time

the day after tomorrow

the week after next

- b  Answer the questions. Then listen and repeat.

1 What day is the day after tomorrow?
.....

2 What day is it in three days' time?
.....

3 How many days is it until next Sunday?
.....

4 What is the month after next?
.....

4 Speak

Work with a partner. Tell him/her what you're doing:

- this evening
- tomorrow evening
- next Saturday
- next Sunday
- the weekend after next
- next July

A: *This evening I'm staying at home and watching TV.*

B: *I'm going to a restaurant with my parents tomorrow evening.*

5 Read

a What do you know about Ireland? Read the questions and **circle** your answers. If you don't know the answers, guess them.

- 1 What is the capital of Ireland?
Dublin Limerick Cork
- 2 How many tourists visit Ireland every year?
about 1,000,000
about 2,000,000
about 5,000,000
- 3 How many people live in Ireland?
3,000,000
5,000,000
10,000,000
- 4 Which of these pop groups is Irish?
U2 UB40 Five

b Now read the text. Check your answers to the questions in Exercise 5a.

c Find adjectives in the text to describe these things/people. Use a dictionary if you need to.

the people:

warm

the country:

.....

the music:

.....

the hotels:

.....

the museums:

.....



Welcome to Ireland

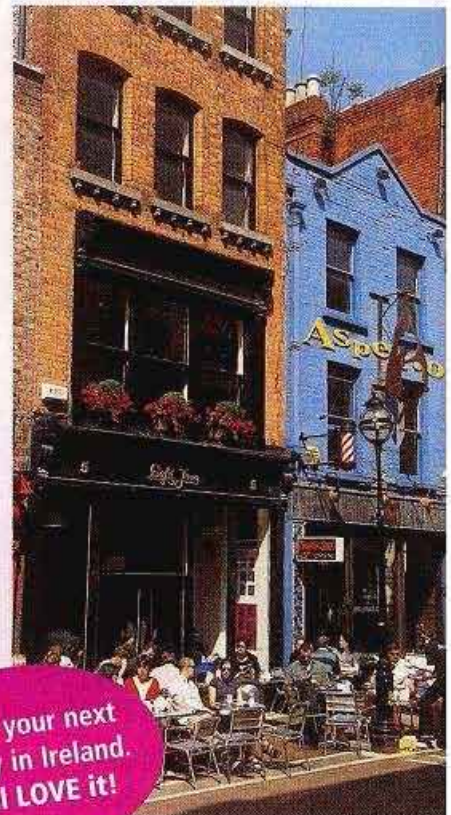
– the perfect place for a holiday

About two million tourists visit the Republic of Ireland every year. They come from all over the world: Europe, Japan, and especially the United States of America, because many Americans have grandparents and great-grandparents who came from Ireland.

Why do so many people come to Ireland? Perhaps it's because the capital city, Dublin, has fascinating museums, comfortable hotels, and great restaurants. Or perhaps it's because the three million people who live in Ireland are so warm and friendly. Maybe it's because it's a charming and very beautiful country. But it's probably because of all of these things.

For young people, Ireland is a great place. Camping is easy, you can go windsurfing and canoeing, cycle around the island, or spend some time on a houseboat on one of the beautiful canals.

The music is exciting too. You can listen to traditional Irish music, or to the many great Irish pop groups. Sometimes, a lucky tourist sees Bono of U2 (the famous Irish band) walking down the street!



Spend your next holiday in Ireland. You'll LOVE it!

6 Vocabulary

Holiday activities

- a  Write the names of the activities under the pictures. Then listen, check and repeat.

canoeing snorkelling horse-riding sailing camping sightseeing windsurfing sunbathing



1



2



3



4



5



6



7



8

- b Work with a partner. Which of the activities do you like doing on holiday?

A: I like windsurfing, but I'm not very good at it.

B: I don't like sunbathing. It's boring.

- c Fill in each space with a verb from the box.

hire travel stay buy spend

- souvenirs / presents / postcards / stamps
- in a hotel / in a bed and breakfast / at a campsite / in a youth hostel / at home
- to Ireland / by ferry / by car / by plane / by train / by coach
- your holidays (in Ireland) / some time (on the beach) / two weeks (in Greece)
- a car / a boat / a bike / a surfboard

7 Speak

Work with a partner. Ask and answer about your plans for your next holiday.

Where / go / for your next holiday?

How / travel / there? Where / stay?


How much time / spend there? When / come back?

A: Where are you going for your next holiday?


B: I'm going to ...

8 Pronunciation

/θ/ (think) and /ð/ (that)

- a  Listen and repeat the words.

- think three month something toothache
- that those with brother sunbathing

- b  Listen and repeat the phrases. Underline *th* when the sound is /θ/. Circle *th* when the sound is /ð/.

- Give me those things.
- There's nothing in my mouth.
- I think it's Thursday.
- Your clothes are in the bathroom.
- My mother thinks I'm crazy.
- This month we're staying at a youth hostel.

Culture in mind

9 Read

- a Where is Paul going for his next holiday? How long is he staying there? Read the text quickly to find the answers.

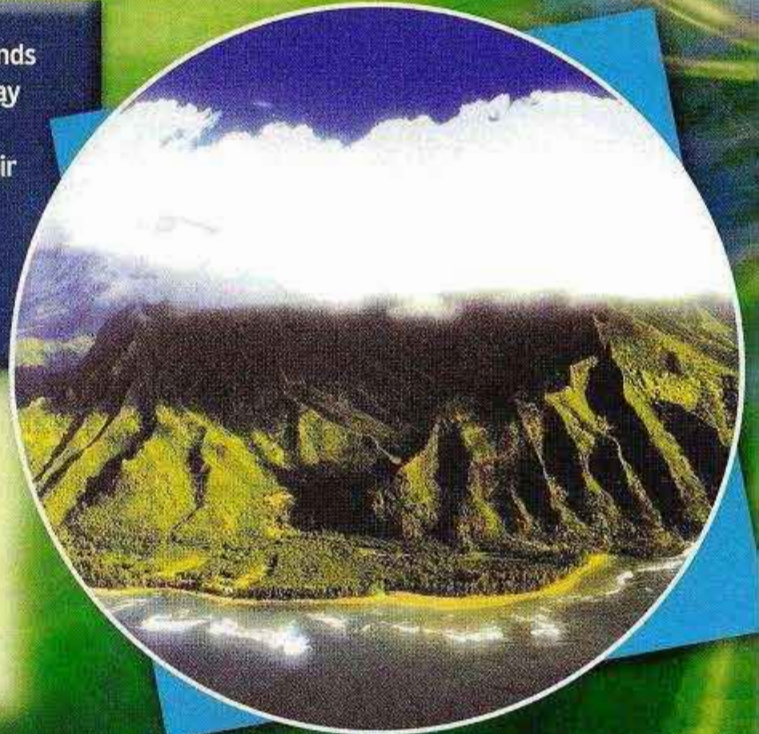


Adventure holiday in paradise

Paul Roberts (15) lives in New York. Like thousands of other American students, he usually goes away to a summer camp during the school holidays. These camps are just for teenagers, without their parents, and Paul always has a great time. But this summer he's doing something different – he's going on an adventure holiday in Hawaii. He tells us about his arrangements.

'It's a camping holiday for three weeks in Hawaii, for kids from 14 to 18. I'm leaving on 23 July and coming back on 12 August.

First, we're putting on backpacks and hiking through the jungle on an old native Hawaiian trail. They say it's incredibly beautiful, with huge waterfalls and spectacular beaches.

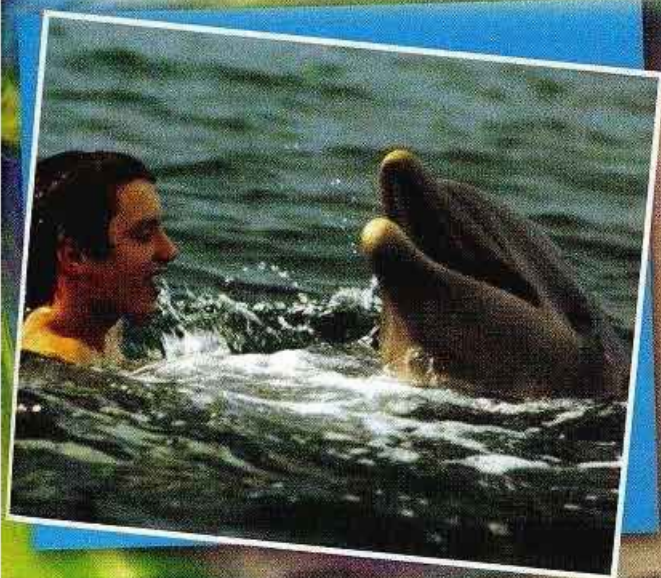
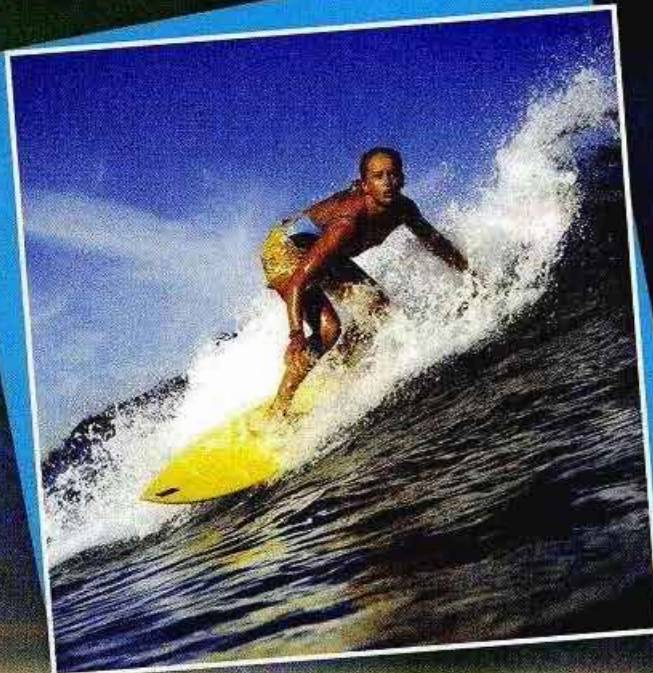


- b Now read the text again. Tick the activities that Paul is doing on his holiday.



After this five-day walk, we're staying for two days in a valley on the Pacific Ocean. The main activity here will be surfing. I don't know how to surf, but instructors will teach us how to do it, and I'm really looking forward to this.

Then the organisers are providing mountain bikes and we're going for long rides – about 30 miles a day, around one of Hawaii's volcanoes. And on one day we're meeting a local Hawaiian family and helping them to plant fruit trees on their farm.



After that, we're sailing for three days along the coast, and they say we'll have a chance to swim with dolphins and sea turtles! This sounds fantastic. Finally, we're going out for three days in sea kayaks – we're visiting sea caves and we'll be swimming and snorkelling too.

Every night for the three weeks, we're camping in tents, usually on the beach. This isn't a holiday for couch potatoes! They say you have to be fit, and of course you have to know how to swim and ride a bike. But I think it's going to be a fantastic experience!

c Mark the statements *T* (true) or *F* (false).

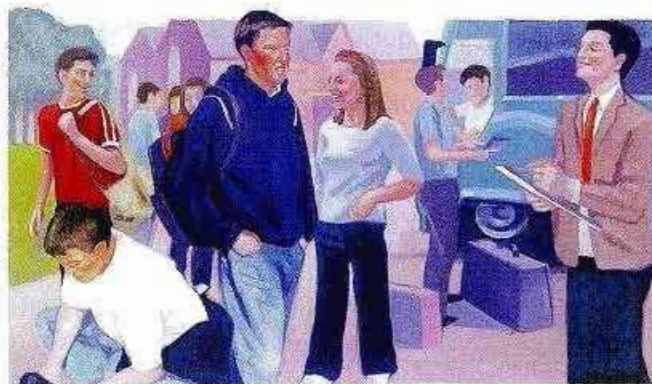
- 1 Paul usually spends the summer holidays with his parents.
- 2 His adventure holiday is starting in July.
- 3 People have to be 15 or older to go on this holiday.
- 4 First, they are walking for five days.
- 5 Paul is good at surfing.
- 6 They are spending some time in a boat.
- 7 They are sleeping in tents every night.
- 8 Paul is feeling nervous about the holiday.

d Would you like to go on the adventure holiday to Hawaii? Why / Why not?

10 Write

Imagine your class is going on a school trip for four days. Write an article for your school magazine about your arrangements. Include this information:

- where and when you are going
- which teachers are going
- how you are travelling there (by plane? by ferry? ...)
- where you are staying
- what you are doing there
- how long you are staying and when you are coming back



What will happen?


★ *will/won't*

★ Vocabulary: expressions to talk about the future

1 Read and listen

a Look at the picture of Samantha and Jake. Where are they?



b  Read and listen to the dialogue. Why are they frightened?

Samantha: Jake, we went into
1 _____ nearly two years ago
and we're still looking for Planet
Vulcan. What do you think?
Will we find it?

Jake: Oh, yeah. I'm sure we will.
Relax, Sam. The 2 _____ is
a big place, but we've got the
computer to help us. We're
in a new 3 _____ now.
Perhaps we'll find it here.

Samantha: OK, but I'm not sure
about the computer. I know
it's the most powerful computer
in the world, but it tells
terrible 4 _____.

Computer: Good morning, you
lucky space travellers! This
is your friendly computer
speaking. Did you sleep well?

Samantha: Oh, hi, Bob. Yeah,
fine, thanks. How about you?

Computer: Excellent! My last
night of sleep was excellent.

Jake: Last night of sleep? What
do you mean?

Computer: Oh, sorry, guys. Didn't
I tell you? That red and blue
5 _____ out there – can you
see it? Our spaceship will
6 _____ into it in exactly ...
um ... one minute from now.

Jake: What? We can't! You have
to do something!

Computer: Sorry! I'd like to help,
but the 7 _____ is out of
control and there's nothing – I
repeat, nothing – I can do. So in
45 seconds, we'll all be dead.

Samantha: Help! Do something!

Computer: I can't. But don't
worry. When we die, in exactly
... um ... 30 seconds from now,
it'll be very quick and it won't
hurt! So I just want to say that
I really enjoyed being with you
on this spaceship. Thank you
for being such good friends!
'We'll meet again, don't know
where, don't know when ...'

- c Check that you understand all the words in the box. Use them to fill in the spaces. Then listen again and check.

crash spaceship planet universe space jokes galaxy

- d Work with a partner. What do you think will happen? Choose an idea from the box or add your own idea(s).

I think ... they'll die. Another spaceship will save them. They'll land safely on the planet. ? (your ideas)

- e Listen to the end of the story. What happens? Were you right?

2 Grammar

will/won't

- a Look at the examples. Underline examples of *will*/*'ll* and *won't* in the dialogue in Exercise 1.

Will we find it? We'll all be dead. It won't hurt!

- b Complete the table and the rule.

Positive	Negative	Question	Short answers
I/you/we/ they/he/she/ it (will) come	I/you/we/ they/he/she/ it (will not) come	..... I/you/ we/they/he/ she/it come?	Yes, I/you/we/they/he/ she/it No, I/you/we/they/he/ she/it (will not).

Rule: We use (will) or (will not) + base form to make predictions about the future.

- c Complete the dialogue with *'ll*, *will* or *won't* and a verb from the box.

stay go find give be get help

Clara: Oh, Pete, it's the Maths test tomorrow! I hate Maths. I'm sure I ¹ the answers right!

Pete: Don't worry, you ² fine! You got a good result in your last test.

Clara: Yes, but this is more difficult. I really don't feel well. Maybe I ³ to school tomorrow. I ⁴ in bed all day.

Pete: That ⁵ you. The teacher ⁶ you the test on Wednesday.

Clara: You're right. But what can I do?

Pete: Look, why don't I come round to your place this afternoon after school? We can look at the Maths together. You ⁷ it's not so difficult.

Clara: Oh, thanks, Pete.

- d Work with a partner. Act out the dialogue in Exercise 2c.

3 Pronunciation

'll

- a Listen and tick (✓) the sentence you hear.

- a I ask the teacher.

b I'll ask the teacher.
- a They go to school early.

b They'll go to school early.
- a We have a lot of work to do.


b We'll have a lot of work to do.
- a I go to London by train.

b I'll go to London by train.

- b Say the b sentences in Exercise 3a.

- c Work with a partner. One of you says a sentence from Exercise 3a. The other says which sentence it is.

4 Listen

 Listen to Cristina and Paolo talking about the future, and complete the first two columns of the table. Write ✓ or X for the things they think will or won't happen.



	Cristina	Paolo	Me	My partner
get married	✓			
have children				
go to university				
get a good job				
live abroad				
learn to drive				
become famous				

5 Vocabulary

Expressions to talk about the future

- a** Cristina says: *I hope to get a good job*. Does she want to get a good job? Is she sure she'll get one? How do you say *I hope (to)* in your language?
- b** Look at these sentences from the dialogue. Write the underlined phrases in the table.
- | | |
|--|--|
| 1 <u>I think I'll</u> get married. | 5 <u>Maybe I'll</u> get married. |
| 2 I'll <u>probably</u> have two or three children. | 6 I'm sure I <u>won't</u> have children. |
| 3 I <u>don't think</u> I'll live abroad. | 7 <u>I hope to</u> find a good job. |
| 4 I <u>doubt</u> I'll be famous. | 8 I'm sure I'll <u>learn to</u> drive. |



A I believe this will happen	B I believe this won't happen	C I think it's possible that this will happen
<i>I think I'll</i>
.....
.....

6 Speak

- a** Look at the table in Exercise 4. Complete the third column with your own answers.
- b** Work with a partner. Ask questions and complete the fourth column of the table with your partner's answers.
- A: *Will you get married and have children?* B: *Yes, I'll probably get married and I hope to have children.*

7 Listen

Song

- a**  Listen to the song by David Bowie. It's a conversation between an astronaut in space (Major Tom) and someone at the space centre on Earth (Ground Control). Mark each part of the song A (Astronaut) or GC (Ground Control) to show who is speaking.
- b** Work with a partner or in a group. Discuss the questions together.
- 1 Why are the newspapers so interested in Major Tom?
 - 2 What is the 'tin can'?
 - 3 Where is he going when he's 'stepping through the door'?
 - 4 Why is he 'floating'?
 - 5 How do you think he feels?
 - 6 What do you think will happen to him?
- c**  Listen again and sing the song.



Astronaut

Space Oddity


- 1 **Ground Control to Major Tom,
Ground Control to Major Tom,
Take your protein pills and put your helmet on.**
 - 2 **Ground Control to Major Tom,
Commencing countdown, engines on.
Check ignition and may God's love be with you.**
 - 3 **This is Ground Control to Major Tom,
You've really made the grade
And the papers want to know whose shirts you wear.
Now it's time to leave the capsule, if you dare.**
 - 4 **This is Major Tom to Ground Control,
I'm stepping through the door
And I'm floating in a most peculiar way
And the stars look very different today.**
- [Chorus]**
- 5 **For here am I sitting in a tin can, far above the world.
Planet Earth is blue, and there's nothing I can do.**
 - 6 **Though I've passed one hundred thousand miles,
I'm feeling very still.
And I think my spaceship knows which way to go.
Tell my wife I love her very much, she knows.**
 - 7 **Ground Control to Major Tom,
Your circuit's dead, there's something wrong.
Can you hear me Major Tom?
Can you hear me Major Tom?
Can you hear me Major Tom?**



Ground control

How embarrassing!

8 Read and listen

a  Look at the photo story and answer the questions. Read and listen to check your answers.

- 1 What kind of restaurant is this?
- 2 Is it the beginning or the end of the meal? How do you know?



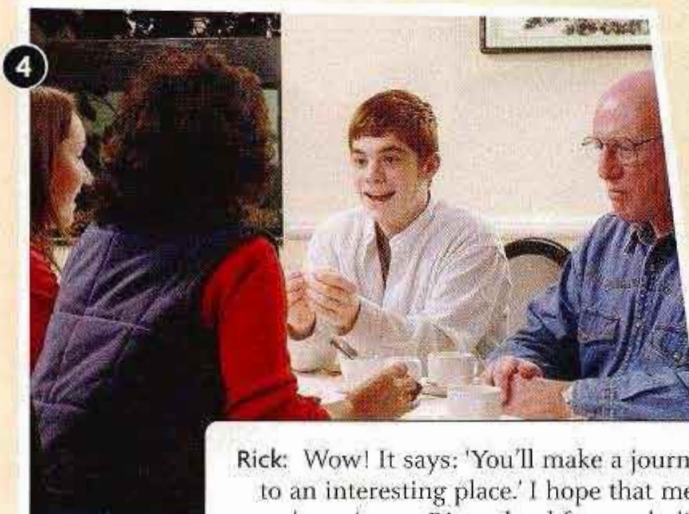
1
Waiter: Did you enjoy the meal?
Mum: Yes, it was lovely, thanks.
Waiter: Would you like anything else?
Dad: Just two coffees, please, and the bill.



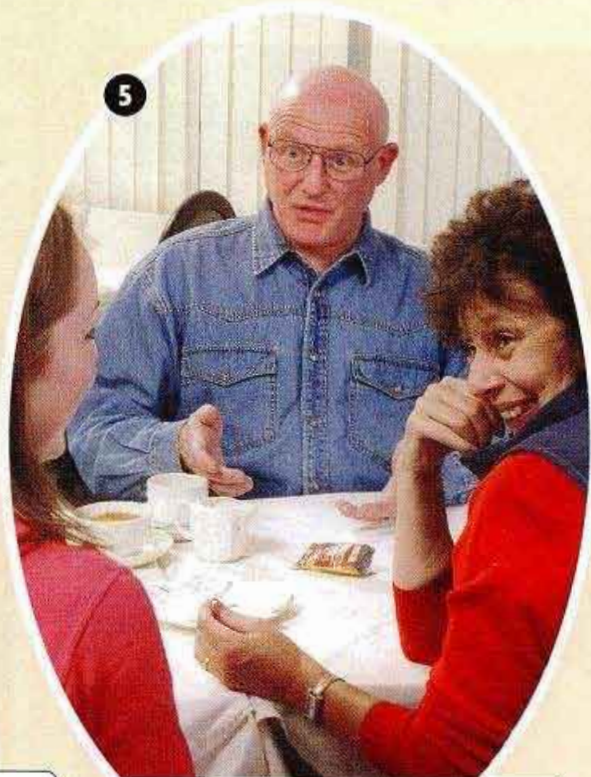
2
Waiter: Here you are, sir.
Lucy: Great. This is the best bit of a Chinese meal.
Dad: What? Getting the bill?
Lucy: No, Dad! The cookies!



3
Lucy: Listen to this. 'Your life will be full of wonderful surprises!'
Mum: Mine says: 'You will have a lot of happiness if you stay happy.' It's nonsense!




4
Rick: Wow! It says: 'You'll make a journey to an interesting place.' I hope that means we're going to Disneyland for our holiday.
Lucy: Me too. So come on, Dad. What does your fortune cookie say?



5
Dad: I didn't know it was a fortune cookie. I ate it.
Mum: I don't believe it!
Lucy: Oh, no. How embarrassing!

- ★ too + adjective, adverbs
- ★ Vocabulary: the weather

1 Read and listen

- a** Look at the picture. What are the people doing? What dangers are there in this situation?
- b** Read the text quickly to find the answers to the questions.
- 1 Who were the people?
 - 2 Where were they?
 - 3 What went wrong?
- c** Look at the title of the text again. What does *We can't give up* mean?
- d**  Now read the text again and listen. Complete the sentences with words from the text.
- 1 If the weather is very, very cold it's b..... cold. (paragraph 2)
 - 2 If something happens quickly and when you don't expect it, it happens s..... (paragraph 2)
- e** Do you think the four young people were brave? Is mountain climbing a sport you'd like to try? Why / Why not?

We can't give up!

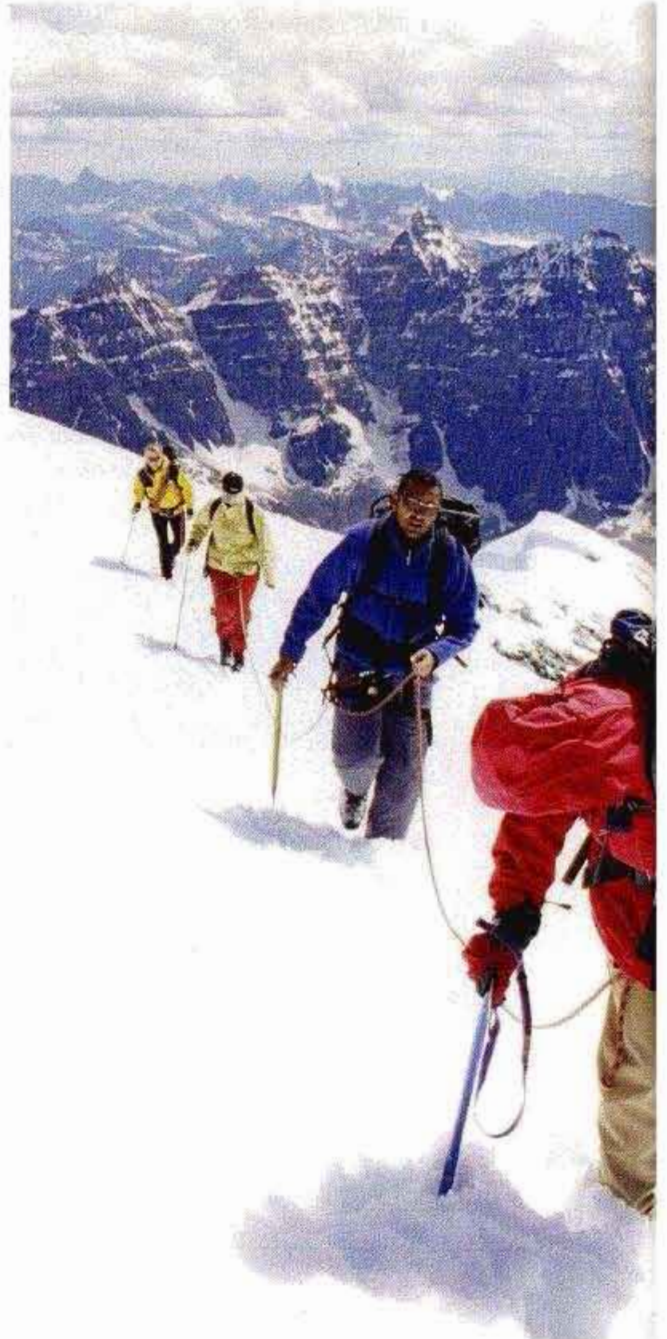
Glen Stephens, 24, and his friends, Gaby, 26, Craig, 28, and Tom, 23, are mountain climbers. They work hard in their jobs, but they like to play hard, too. In their free time they travel to other countries and climb some of the world's most dangerous mountains. Their last trip was to the Himalayas in Nepal, to climb one of the highest mountains in the world.

On a day in July, they were in their second week of climbing. They wanted to reach their next camp before it got too dark to climb, so they started early in the morning. The weather was good for a few hours, but suddenly it changed. Snow fell heavily and it was bitterly cold. It was too dangerous to continue.

However, half an hour later, the weather cleared. The four climbers weren't very far from the camp, and they decided to go on.

'Only a few more metres!', Glen said. 'We can't give up now.' They started climbing again, but then there was a loud noise and the snow moved. Avalanche! Suddenly, the four of them were falling. Snow and ice hit their heads while the avalanche threw them 50 metres down the mountain. Luckily, their ropes didn't break, and at last they stopped falling. They stood up slowly. Tom's leg was hurt and Gaby's arms were cut. But they were alive! Together, they started to climb up the mountain again.

'We can't do it! It's too difficult!', Tom thought as he got into his tent for the night. His leg hurt badly and he was exhausted. The next morning, the four climbers talked together, and decided again not to give up. Two days later, on a clear afternoon, they reached the top of the mountain.



2 Grammar

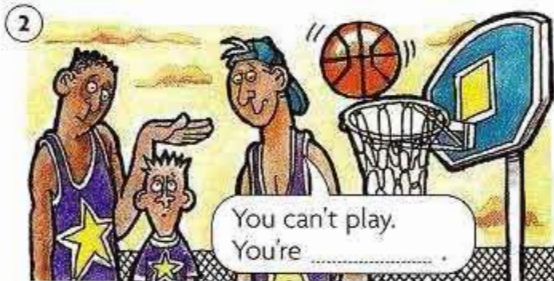
too + adjective

a Match the two parts of the sentences. How do you say the underlined words in your language?

- | | |
|--|-------------------------------------|
| 1 The weather was very bad, and it was ... | a got <u>too dark</u> to climb. |
| 2 We can't do it! It's ... | b <u>too dangerous</u> to continue. |
| 3 They wanted to reach the next camp before it ... | c <u>too difficult</u> . |

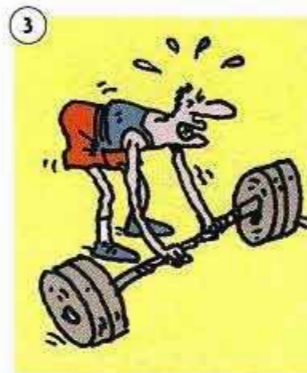
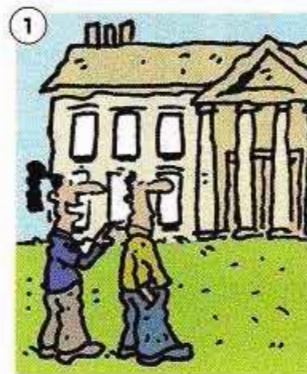
b Complete the sentences. Use *too* and an adjective from the box.

young difficult expensive short
cold



c Complete the sentences. Use the words in the box.


very old too old very big too big
very heavy too heavy



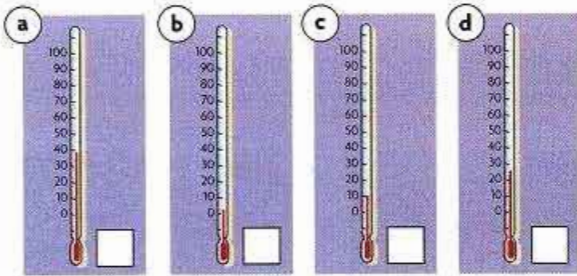
- Look at that house. It's
- I think this hat is
- I can't lift it. It's
- These bags are
- These paintings are
- We can't use this phone now. It's

3 Vocabulary

The weather

- a  Match the sentences with the pictures. Write 1-4 in the boxes. Then listen, check and repeat.

- 1 It's hot today. 2 It's warm today.
3 It's cool today. 4 It's cold today.



- b What's the weather like?
Use the words in the box.

sunny cloudy windy foggy
snowing raining



- 1 It's 4 It's
2 It's 5 It's
3 It's 6 It's

4 Grammar

Adverbs

- a Look at the examples from the text on page 96 and complete the rule.

It was *bitterly* cold. His leg hurt *badly*.
Snow fell *heavily*. They work *hard* in their jobs.

Rule: Adverbs describe adjectives and
To form a regular adverb, we usually add
to the adjective. If the adjective ends with y,
change the y to before adding

- b Underline more examples of adverbs in the text on page 96.

- c Complete the tables.

Adjectives	Regular adverbs
slow	.....<i>slowly</i>
bad
loud
quiet
lucky
easy

Adjectives	Irregular adverbs
fast	.....<i>fast</i>
good	.....<i>well</i>
early	.....
late	.....<i>late</i>
hard	.....

- d Complete the sentences. Use adverbs from the tables in Exercise 4c.

- 1 I play the piano very badly, but I can sing quite
2 She talks very It's often difficult to hear her.
3 They missed the train because they arrived at the station.
4 My English isn't very good. Can you speak more, please?
5 If you want to pass your exam, you need to study

5 Speak

- a Work with a partner. Ask and answer the questions.

- 1 Do you get up early or late?
2 Do you eat quickly or slowly?
3 Do you usually work hard?



- b Tell your partner about other things you do. Use the adverbs in the box.

quickly slowly well badly loudly quietly

A: I can speak French quite well.
B: I write quickly, but I read slowly.

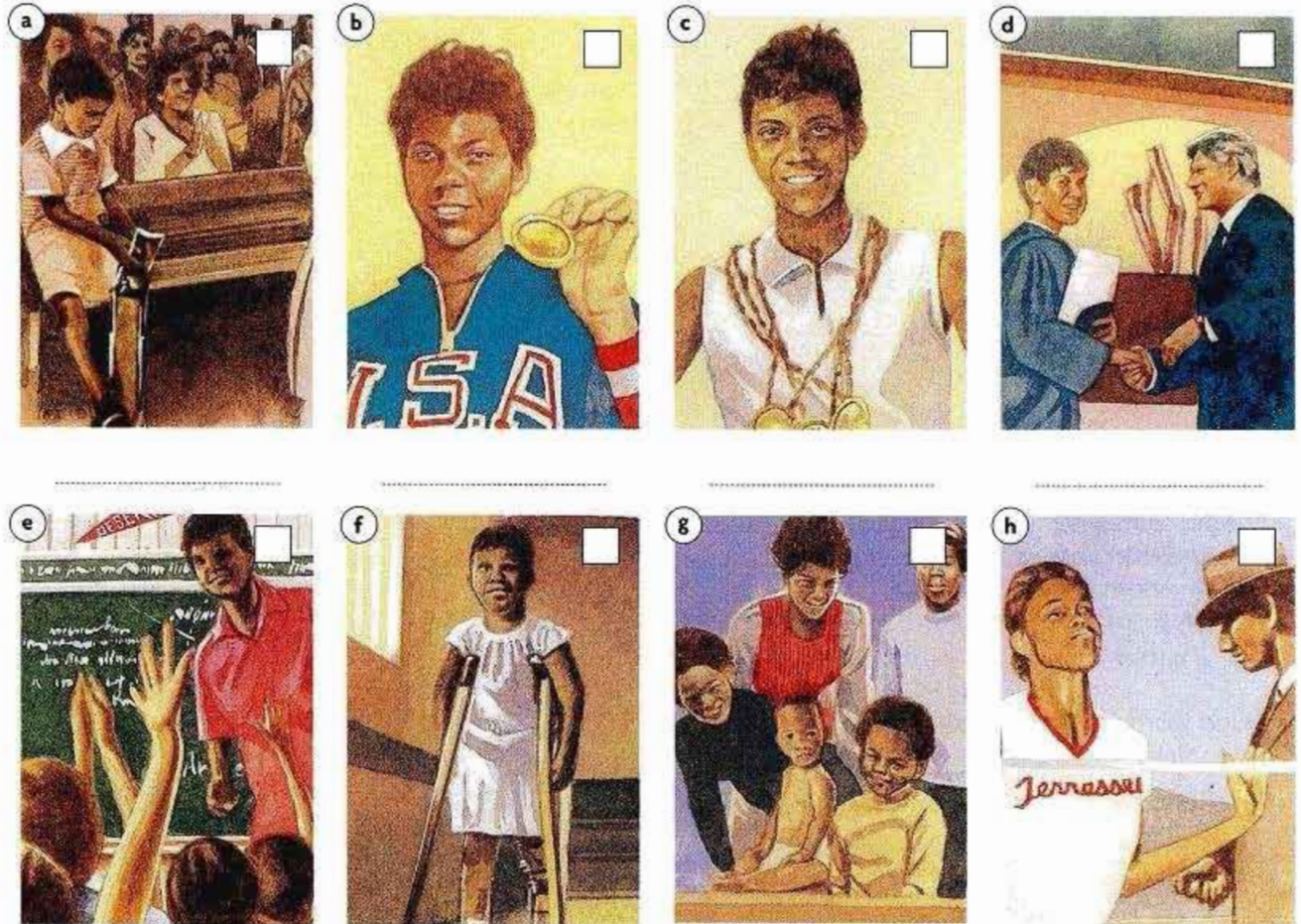
6 Pronunciation



/əʊ/ (go)

- a**  Listen and repeat the words.
- show no clothes
rope homework
houseboat snowing
- b**  Listen to the sentences. Underline the words or syllables that have the /əʊ/ sound. Then listen again, check and repeat.
- 1 Only a few more metres! 4 The snow was bitterly cold.
2 They stood up slowly. 5 Sorry! I broke the window.
3 They decided to go on. 6 A: Who's on the phone?
B: I don't know.

7 Listen

- a** Amy has to find out about a sportsperson for homework. Her mother tells her about an athlete called Wilma Rudolph. Before you listen, look at the pictures about Wilma's life. Work with a partner and put the pictures in order. Write 1–8 in the boxes.



- b**  Listen to Amy and her mother talking about Wilma Rudolph. Check your answers.
- c**  Listen again. Under each picture write the year or Wilma's age.

8 Speak

Work with a partner. Together, tell the story of Wilma Rudolph in your own words. Use the pictures to help you. Start like this:

Wilma Rudolph was a famous American athlete. She was born ...

9 Read

a Look at the photos. When and where do you think they were taken? Who were the people in the photos? Read the text quickly to check your ideas.

b Now read the text again. Then **circle** the correct answers.

- were two countries which sent a lot of immigrants to the USA.
a Ireland and Europe
b Italy and Ireland
c East Europe and Germany
- Most of the immigrants lived
a in cities b on farms
c in houses
- It wasn't hard to
a find work
b get a lot of money
c be successful
- When they first arrived, a lot of the men worked as
a engineers b builders
c politicians
- These people were very
a unhappy b rich
c determined
- President Kennedy said that American life was because of immigration.
a better b worse c difficult

c Find words in the text with these meanings.

- period of 100 years (paragraph 1)
.....
- went back (paragraph 2)
.....
- people who arrived a short time ago (paragraph 3)
.....
- flats (paragraph 3)
.....
- using their hands (paragraph 3)
.....
- very tall city buildings (paragraph 3)
.....

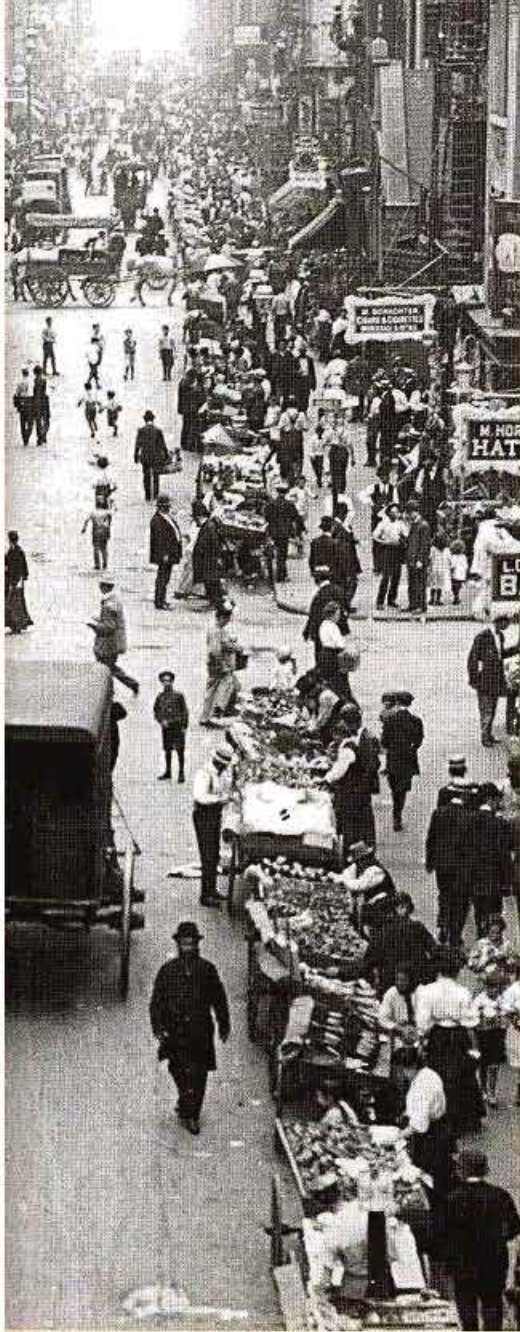
New Americans

At the end of the 19th century, thousands of people left Europe to come to the USA. They came to find jobs and new opportunities in the 'new world'. First there were Irish and German migrants, then Italians and East Europeans as well. Between 1890 and 1920, about 18 million people arrived in the USA.

Most of these migrants came with very little money. Some went to the country and worked on small farms, but usually they lived in the cities, where jobs were easy to find. Some people found the new life too strange and difficult and returned to their home country. But most of them were determined to succeed in the USA.

Life was hard. Americans often looked down on the newcomers. Families shared small apartments in crowded buildings. Women often worked at home, making clothes for very little pay. A lot of the men took jobs as manual workers. They made railways, bridges and roads, and built the first skyscrapers. They worked hard and saved carefully, and they often sent money back to their families in their home country.





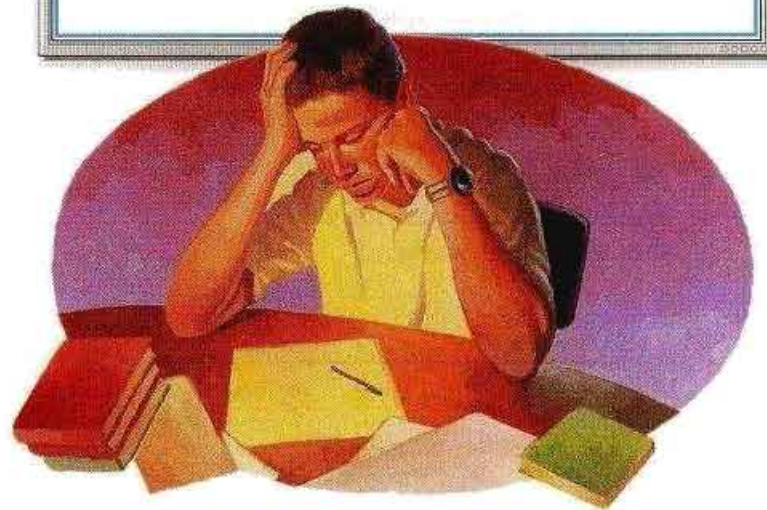
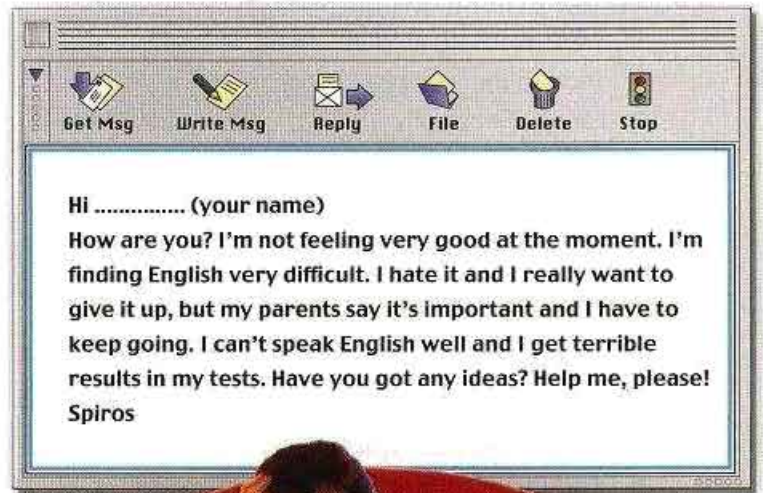
Gradually, they became successful in their new home. Families started shops, restaurants and other businesses and these soon grew larger.

European migrants also had great success in music and the new field of film-making. They succeeded in business, sports and politics. By the 1960s, President John F. Kennedy could say, 'Everywhere immigrants have enriched and strengthened the fabric of American life.'

Today, a huge new wave of migration is coming to the USA from Asia and Latin America. These people face the same kinds of difficulties – and they share the same determination to succeed.

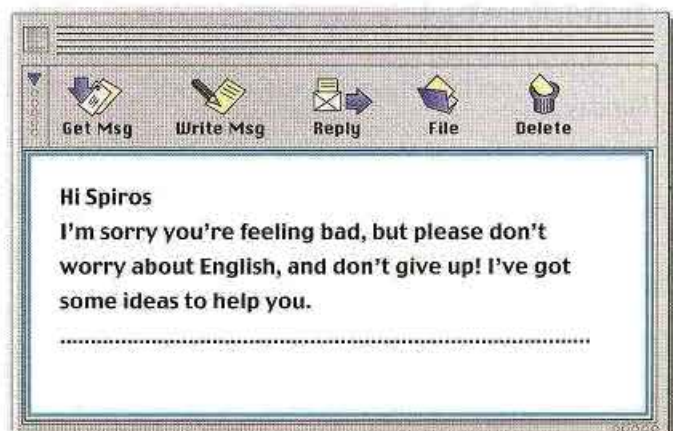
10 Write

- a Imagine you got this email from your friend, Spiros, who is studying English in a language school. Why is he unhappy?



- b Complete the email reply to Spiros. Give him some ideas about learning English. Use some of these phrases.

I think it's a good idea to ...
 Try to ... Remember to ...
 Why don't you ...?
 ... is good/useful/helpful, because ...
 ... will help you to ...





Module 3 Check your progress

1 Grammar

a Complete the sentences. Use the comparative or superlative form of the adjectives.

- Today is the longest (long) day of the year.
- For me, Geography is (difficult) than Maths.
- History is the (easy) subject at school.
- I feel dreadful! This is the (bad) day of my life!
- I don't argue with Joe, because he's (big) than me.
- Sally is (good) than me at Art.
- I think my results will be (bad) this year than last year.
- If you want to be fit, a healthy diet and lots of exercise are the (important) things.

7

b Look at Linda's diary. Write sentences about the things she's doing next weekend.

Saturday

- 10.00 driving lesson
- 3.00 meet Gerard in café
- 6.00 cinema with Sue

Sunday

- 12.30 lunch with Wendy
- 5.00 homework
- 7.30 cousins arrive from Canada!

Saturday

- At 10.00 she 's having a driving lesson.
- At 3.00 she
- At 6.00 she and Sue

Sunday

- At 12.30 she and Wendy
- At 5.00
- At 7.30

5

c Complete the sentences. Use the verbs with *will* or *won't*.

- My train is running late, so I won't be (be) home before 7 o'clock.
- Julie isn't feeling well. I think she (stay) in bed this morning.
- He's a really good actor. I'm sure he (become) famous one day.
- We can go to the beach tomorrow. I'm sure it (rain).
- What do you think? you (go) to university?
- James went to London today, so he (be) at the party tonight.

5

d Circle the correct words.

- My parents are angry / angrily because I didn't do the washing-up.
- Our team lost yesterday. Everyone played *bad* / badly.
- Last week's test was *easy* / easily.
- My sister sings *good* / well.
- Hurry up, Jill! Why are you walking so *slow* / slowly?
- Last night I heard a *loud* / loudly noise outside my room.
- It was a *slow* / slowly journey and we arrived very *late* / lately.

7

2 Vocabulary

a Complete the sentences with the words in the box.

imitate translate ~~make mistakes~~ look up
accent mean guess communicate

- When I speak English, I sometimes make mistakes in grammar, but I can still with English speakers.
- Excuse me, what does this word ?
- I want my pronunciation to be better, so I listen to cassettes and the speakers.
- For homework, our teacher sometimes gives us texts in English and we have to them into our language.
- My father speaks good English, but he has a very strong
- When I don't know a word, I try to the meaning. If I can't do that, I the word in my dictionary.

7

b Write the holiday activities in the lists.

swimming windsurfing camping
horse-riding sightseeing snorkelling
canoeing cycling sunbathing sailing

in/on water

not in/on water

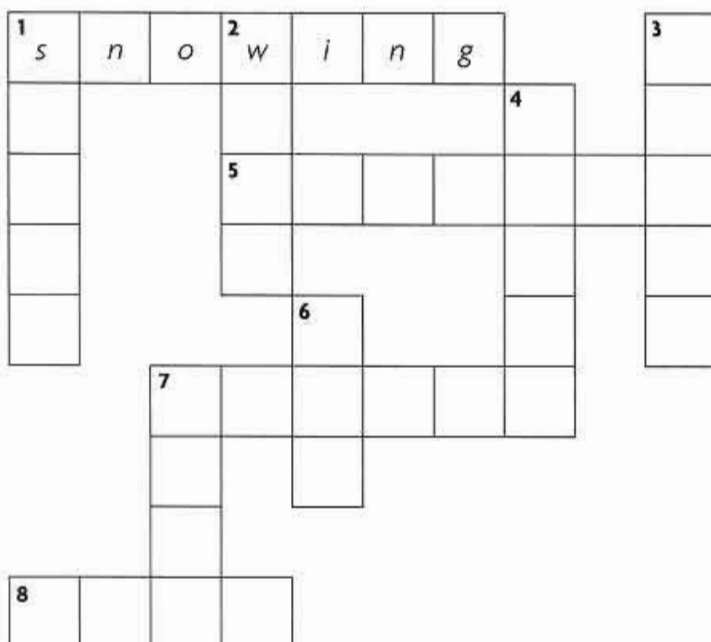
swimming

.....

.....

9

c Fill in the crossword with words to describe the weather.



- 1 → Look! It's The garden is white.
- 1 ↓ It's outside. I'm going to sunbathe on the beach.
- 2 18° – it's today.
- 3 It's too to drive. We can't see the road in front of us.
- 4 It was very yesterday. A tree fell down in my street.
- 5 Take an umbrella. It's now.
- 6 It was yesterday. The temperature was 34°.
- 7 → It's today. We can't see the sun.
- 7 ↓ Come out of the sun. It's nice and under the trees.
- 8 Last night it was -10°. That's very !

9

3 Everyday English

Complete the dialogue with the words in the box.

embarrassing the best bit
anything else nonsense ~~eat~~
believe it

Lucy: A funny thing happened last week.

Teresa: What?

Lucy: Well, we went to a Chinese restaurant for a meal, and then we had fortune cookies.

Teresa: Oh, I love those.

Lucy: Me too. Mine said, 'Your life will be full of wonderful surprises!'

Teresa: Wow! That's 1 cool !

Lucy: Mum got a strange one. It said, 'You will have a lot of happiness if you stay happy.'

Teresa: Well, that's 2 ! It doesn't mean anything.

Lucy: Yes, I know. But 3 was when my dad ate his fortune cookie with the paper inside.

Teresa: Oh, no! I don't 4 !

Lucy: It's true! It was really 5 ! There were loads of people in the restaurant, and they all laughed.

Teresa: Did 6 happen?

Lucy: No, we paid the bill and left after that.

5

How did you do?

Tick (✓) a box for each section.


Total score	Very good	OK	Not very good
<input type="text"/> 54			
Grammar	18 – 24	13 – 17	less than 13
Vocabulary	18 – 25	14 – 17	less than 14
Everyday English	4 – 5	3	less than 3

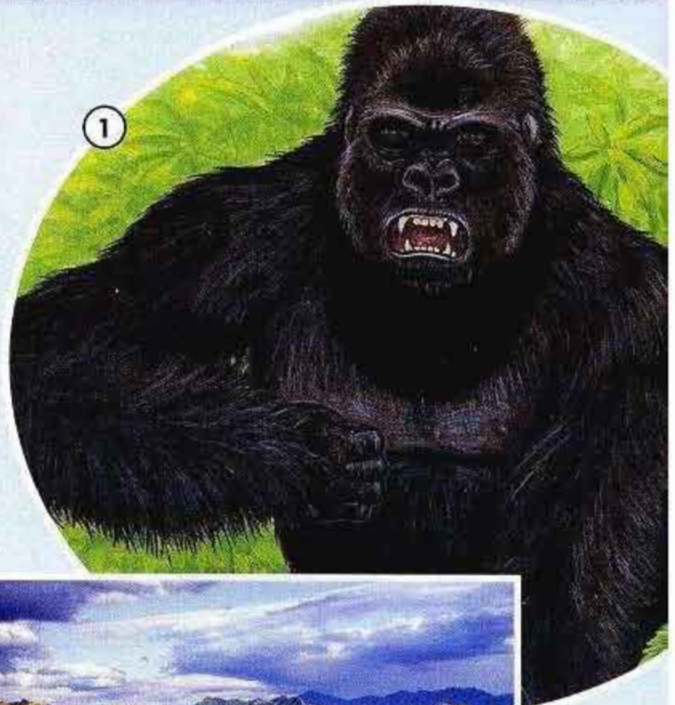
Module 4

The things people do!

YOU WILL LEARN ABOUT ...

- New Year celebrations and resolutions
- Different cultures
- Tips for tourists in Britain
- A meeting with a gorilla
- Amazing records
- The fans of Elvis Presley

 Can you match each picture with a topic?



YOU WILL LEARN HOW TO ...

Speak

- Talk about your future intentions
- Give advice and recommendations
- Describe what things are/were like
- Talk about future possibilities
- Tell a story about a brave person
- Talk about experiences in your life

Write

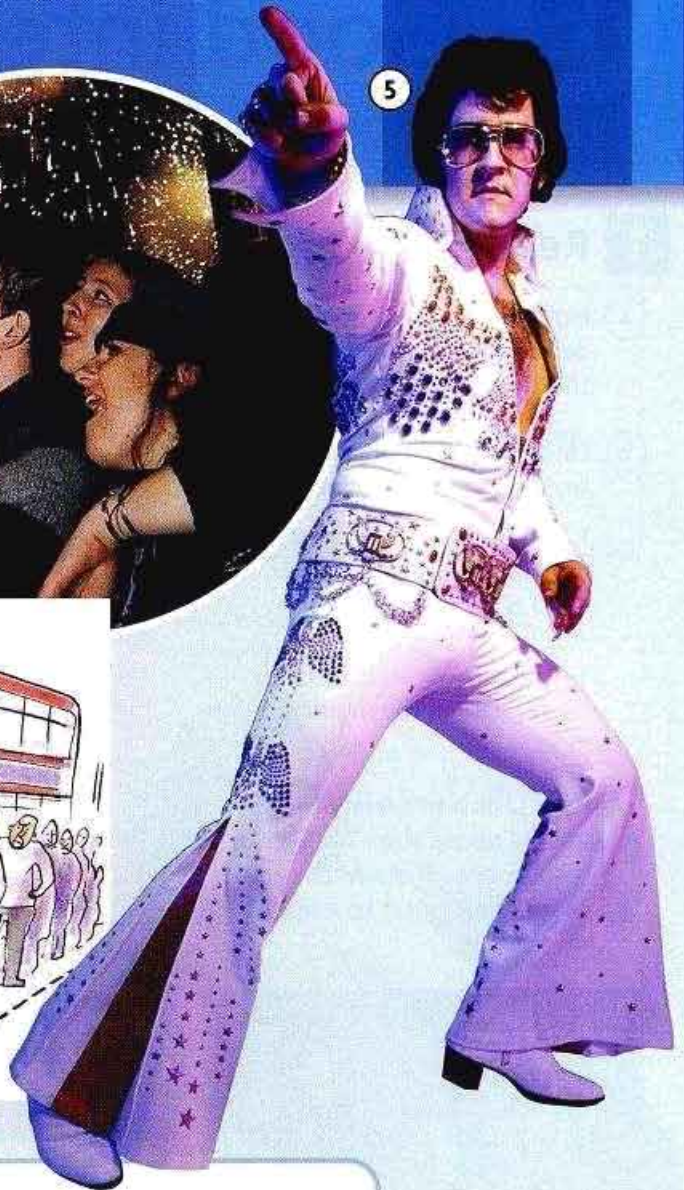
- An email about your last New Year's Eve
- A letter / An email giving tips about your country
- The story of a film or a book
- A letter / An email about a visit to Los Angeles

Read

- A short text about New Year
- A dialogue about obligations
- A quiz about customs in different countries
- A brochure giving tourist tips about Britain
- A story about gorillas
- Short texts about amazing record-breakers
- An article about one of these record-breakers
- An article about the fans of Elvis Presley

Listen

- A dialogue about New Year's resolutions
- A dialogue about a teenager's unlucky day
- Short dialogues about customs in different countries
- A dialogue about bravery and risk
- An interview about strange pets



Use grammar

Can you match the names of the grammar points with the examples?

- be going to*
- must/mustn't*
- should/shouldn't*
- What's it like?*
- First conditional
- Present perfect + *ever/never*

- You **must** remember to feed the dog.
- I've **never** been to Paris.
- I'm going to get fit.
- If I don't move, he'll go away.
- What's the new girl like?
- You **shouldn't** arrive late.

Use vocabulary

Can you think of two more examples for each topic?

- | | | | |
|----------------------|-------------------------------|---------------------------|----------------|
| Phrasal verbs | Personality adjectives | Opinion adjectives | Animals |
| take up | hard-working | fantastic | rabbit |
| throw away | friendly | awful | snake |

.....
.....


- * *be going to* (intentions and predictions), *must/mustn't*
- * Vocabulary: phrasal verbs (2)

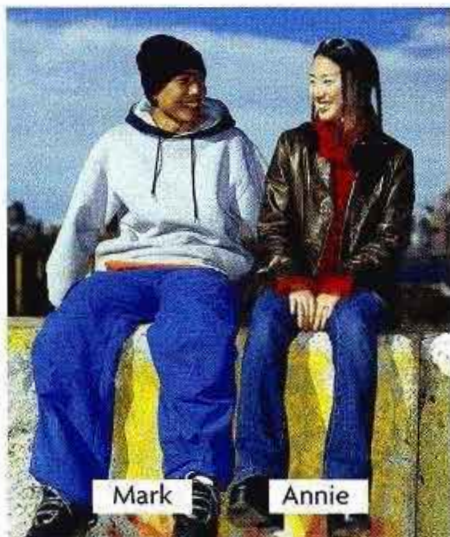
1 Read and listen

a How do British people celebrate New Year? Read the text to check your ideas.

b Find words or phrases in the text with these meanings.

- the day before 1 January
.....
- 12 o'clock at night
.....
- the time when it starts to get light in the morning
.....

c  Listen to Mark and Annie talking about their New Year's resolutions. Write M (Mark), or A (Annie) next to each resolution.



Mark

Annie

- I'm going to be more healthy.
- I'm going to take up scuba diving.
- I'm going to be more organised.
- I'm not going to eat chocolate.
- I'm not going to have arguments with my sister.
- I'm going to eat fruit every day.

New Year's resolutions

It's 31 December – New Year's Eve. All over Britain, people are having parties, sometimes in their homes, sometimes out in the street. Ten seconds before midnight, the countdown begins:

10-9-8-7-6-5-4-3-2-1 ...


Happy New Year! Fireworks go off, and people kiss and stand in a circle to sing the old Scottish song *Auld Lang Syne*. They often keep up the celebrations until dawn.

Also at this time, people often begin to think about the year that is just starting. They think about the changes they're going to make and the things they're going to do in the new year. They make promises to themselves, called New Year's resolutions. But of course, people don't always stick to their resolutions!



2 Vocabulary

Phrasal verbs (2)

a  Match the verbs with the definitions. Then listen and repeat.

- | | |
|----------------------------|----------------------------------|
| 1 take up scuba diving | a put in the rubbish bin |
| 2 give up chocolate | b start to do or learn |
| 3 throw away my old papers | c continue |
| 4 work out our problems | d stop doing something you enjoy |
| 5 keep it up | e discover answers for |

b Complete the sentences. Use the correct form of the phrasal verbs in Exercise 2a.

- Last year my dad *gave up* smoking. He's a lot healthier now.
- The Maths test was difficult, but I think I most of the answers.
- Caroline loves sport. Three months ago she tennis and she's already very good at it.
- I'm studying much harder now and I'm getting good results. I hope I can it !
- Our old radio didn't work, so we it

3 Grammar

be going to: intentions

- a Read the rule and complete the table.

Rule: We use *be going to* to talk about our intentions in the future (for example, *I'm going to eat more fruit*). We use the present tense of *be* + *going to* + base form of the verb.

Positive	Negative	Questions	Short answers
I'm (am) going to change	I'm not (am not) going to change	Am I going to change?	Yes, I No, I'm not.
you/we/they 're (are) going to change	you/we/they (are not) going to change	..... you/we/they going to change?	Yes, you/we/they No, you/we/they aren't.
he/she/it 's (is) going to change	he/she/it (is not) going to change	..... he/she/it going to change?	Yes, he/she/it is. No, he/she/it

- b Complete the sentences. Use the words in the box with the correct form of *be going to*.

work out their problems not eat unhealthy food
make some changes in their lives not be untidy
stop arguing with your sister throw away her rubbish

- 1 Mark and Annie *are going to make some changes in their lives* .
- 2 Annie's room
- 3 Annie and her sister
- 4 Annie
- 5 Mark
- 6 Mark: you ?
Annie: Yes, I

be going to: predictions

- c Read the rule. Then complete the sentences with *be going to* and the verb in brackets.

Rule: We also use *be going to* to make predictions based on what we know or can see (for example, *I think it's going to be an interesting year*).

- 1 There isn't a cloud in the sky. It's *going to be* (be) sunny tomorrow.
- 2 The river is deep here. It (not be) easy to get across.
- 3 I know they like modern art. They (love) this painting.
- 4 It's 8.40, Steve! You (be) late!
- 5 Angela (not get) good results this year. She hardly ever studies at home.
- 6 we (win) the match?

- d Match the sentences with the pictures. Write 1–6 in the boxes.



- 1 He's going to fall off!
- 2 I'm going to wear this tonight!
- 3 It's going to rain.
- 4 We aren't going to do any work this afternoon.
- 5 This is going to be difficult.
- 6 I'm going to have a shower.


- e Which of the sentences in Exercise 3d are intentions? Which are predictions?

4 Speak

- a Work with a partner. Find out about his/her intentions for:
- this evening
 - next weekend
 - his/her next holiday

- b Work with another partner. Say what your first partner is going to do.
This evening, Maria's going to do her homework. Next weekend, she's going to ...

5 Read and listen

- a  Simon's parents are going to London for a day. Look at the first picture. What do you think Simon's mother wants him to do? Read and listen to check your ideas.

Mum: Now don't forget, Simon, I want you to do two things, OK? You mustn't forget to post this letter – it's very important.

Simon: Don't worry, Mum. I'm going to take it to the post office in half an hour.

Mum: And the dog. You must remember to feed her.

Simon: I know, I know. Don't worry. You and Dad go off now and have a good time.


Mum: Right, we must go. It's late and we mustn't miss the train. Oh, but look at this washing-up. I'll just do it quickly before we go.

Simon: No, Mum. I'll do the washing-up. It's no problem.

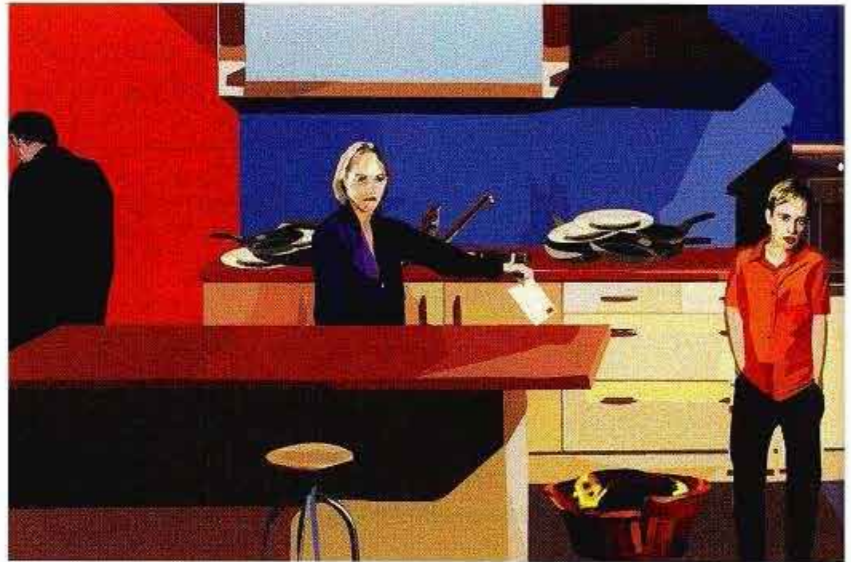
Dad: Come on, Janet!


Mum: Right then. See you soon.

Simon: Bye, Mum.

- b  When Simon's mother comes home, she isn't very happy. Look at the second picture and answer the questions. Then listen to check your ideas.

- 1 What is Simon's mother going to say?
- 2 Why do you think Simon didn't do the things she asked him to do?



- c  Listen again and put the sentences in the correct order. Write 1–7 in the boxes.

- a He called an ambulance.
- b He couldn't get into the house because the key was inside.
- c He cycled to his grandmother's house.
- d He heard Mr Smith calling for help.
- e Simon left the house to post the letter.
- f He went back to the house to get some money.
- g He went to help Mr Smith.

- d Have you ever had an unlucky day? Tell the class what happened.

6 Grammar

must/mustn't

- a Look at the examples. Then complete the rule and the table.

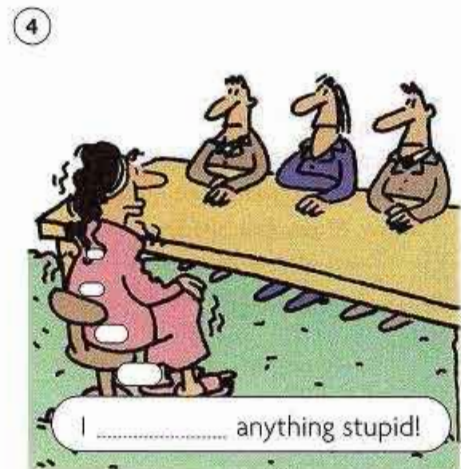
*You must remember to feed the dog.
You mustn't forget to post this letter.*

Rule: We use when we want to say that it's important to do something. We use when we want to say that it's important *not* to do something.

Positive	Negative
I/you/we/they/he/she/it go	I/you/we/they/he/she/it (must not) go


- b Look at the pictures and complete the sentences. Use *must* or *mustn't* and a verb from the box.

touch say practise listen be miss



7 Pronunciation

must & mustn't


- a  *Must* is usually stressed, and sometimes the stress is very strong. Listen and repeat. Which sentences put a strong stress on *must*? Why, do you think?

I must go to the post office later.

You must work harder.

You must come to my party!

We must go home now.


- b  Listen to these sentences. Notice the pronunciation of *mustn't*: /mʌsənt/. Listen again and repeat.

You mustn't eat that!

We mustn't forget.


You mustn't drive too fast.

I mustn't be late.

- c  Say the sentences from Exercise 6b. Listen and check.

A birthday party

8 Read and listen

- a  Look at the photo story. There are two things that Lucy is not very happy about. What are they? Read and listen to check your answers.



Mum: So, Lucy, next week you're going to be 16! What about a party here at home?
 Lucy: Really, Mum? Can I?
 Mum: Of course.
 Lucy: Great! I'm going to invite everyone!



Mum: OK. I'll make a birthday cake and Dad will do a barbecue in the garden.
 Lucy: Oh. You mean ... you and Dad are going to be here?
 Mum: Of course. Why? What's the problem?
 Lucy: Well ... you know. All my friends are going to be here ...

Later that day ...



Mum: Listen, I was thinking about your party and I've got another idea. Dad and I will go out for the evening. I'll cook the food for your party before we go.
 Lucy: Mum, that's brilliant. Thank you.



Mum: Yes, we'll go to the cinema. So we'll be back at about 10.30, OK?
 Lucy: 10.30? That early?
 Mum: Well, you know your father has to get up early for work. The party can't go on all night.
 Lucy: Yeah, I know, Mum, but ... 10.30?

- b Match the two parts of each sentence. Then put the sentences in the right order. Write 1-6 in the boxes.

- a Lucy's parents want to come home
- b Lucy isn't happy because
- c Lucy is going to be
- d Her parents decide
- e Her mother's first idea for a party is
- f Lucy thinks 10.30 is

- to have a barbecue at home.
- to go out for the evening.
- too early for the end of the party.
- at 10.30 in the evening.
- 16 next week.
- she doesn't want her parents to be at the party.

9 Everyday English

a We often use *I'll* + base form of the verb to make offers of help. Look at these sentences from the unit. Who said them, and who were they speaking to?

- 1 *I'll do the washing-up.*
- 2 *I'll make a birthday cake.*
- 3 *I'll cook the food for your party before we go.*

b Match the sentences.

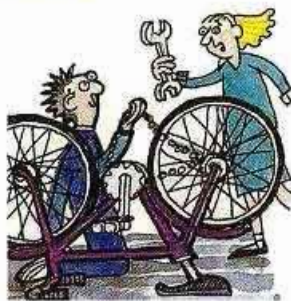
- | | |
|--|--|
| <ol style="list-style-type: none"> 1 Kate doesn't eat meat. 2 Oh, no. I've forgotten my money. 3 I'm really angry with Maria. 4 I need to talk to Eva, but I haven't got her phone number. 5 I'm so disappointed I can't watch the match. 6 Oh, no! The phone's ringing again! | <ol style="list-style-type: none"> a I'll give it to you. It's here in my book. b I can understand why. I'll talk to her. c No problem. I'll cook a vegetarian meal. d Don't worry. I'll answer it. e That's OK. I'll pay for both of us. f I've got a video recorder. I'll record it for you. |
|--|--|

c Write what these people are saying. Use the verbs in the box.

help pay answer fix



1 it.



2 it
for you.



3
you.



4 for
your ticket.

10 Write

Imagine it's 1 January and you get this email from your Scottish friend, Jessie.

Write an email in reply to Jessie. Tell her about:

- your New Year's Eve
- your New Year's resolution(s) and a resolution made by someone in your family
- what you're going to do this week

Get Msg Write Msg Reply File Delete Stop Print

Hi!
Happy New Year! How are you? Did you have a good time last night?

We only had a small party here at home, just my family and a few friends. But it was OK, and I didn't go to bed until 2.00 in the morning.

This email is part of my New Year's resolution - I'm going to write a lot more emails this year! My dad says he's going to give up smoking and go running every morning. He said this last year, but he didn't keep it up. Have you got any resolutions for this year?

We've got a holiday this week, so I'm going to relax and spend some time with my friends. It snowed here yesterday, so we're going to do some snowboarding.

Write soon!
Bye for now

Jessie

You shouldn't do that!

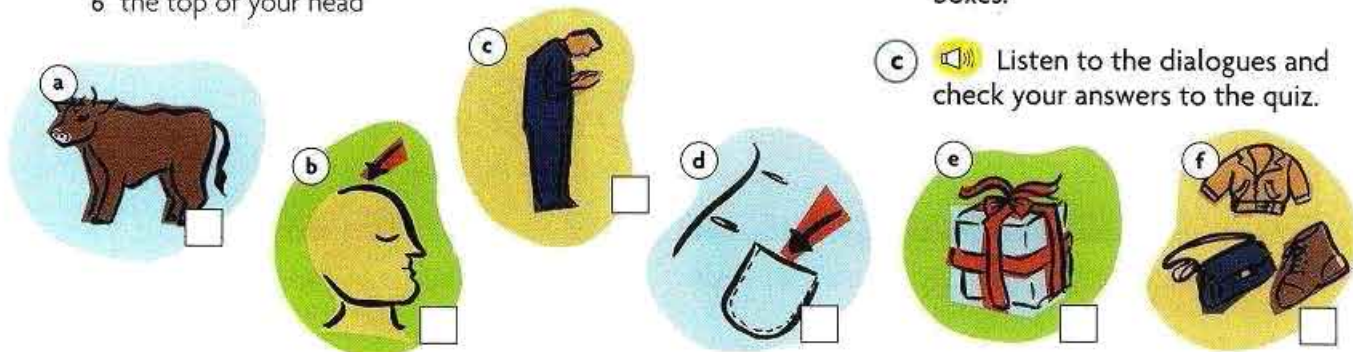
* should/shouldn't, What's it like?

* Vocabulary: personality adjectives, adjectives for expressing opinions

1 Read and listen

a Check that you know the meanings of these words. Match them with the pictures.

- 1 to bow 2 present 3 pocket 4 cow 5 leather
6 the top of your head



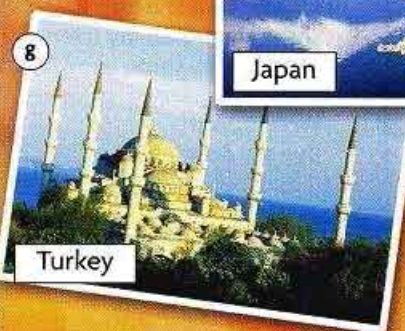
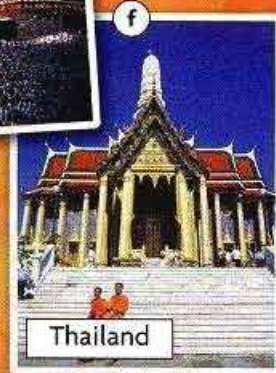
b Look at the quiz. Which country do you think matches each custom (1-8)? Write a-h in the boxes.

c Listen to the dialogues and check your answers to the quiz.

QUIZ: What do you know about other cultures?

Can you match the countries with these customs?

- 1 Students bow to their teacher when he or she comes into the room.
- 2 You shouldn't give someone a clock as a present.
- 3 You shouldn't give someone a toy dog or a card with a picture of a dog.
- 4 You shouldn't cross your arms when you're talking to someone.
- 5 When you go to someone's house for dinner, it is polite to arrive five or ten minutes late.
- 6 When you go to someone's house, you should arrive on time.
- 7 You shouldn't touch the top of someone's head.
- 8 You shouldn't give someone a present made of cow's leather.



2 Grammar

should/shouldn't

- a Look at the examples and read the rule. Underline examples of *should* and *shouldn't* in the quiz.

When you go to someone's house, you *should* arrive on time.
You *shouldn't* give someone a clock as a present.

Rule: We use *should* or *shouldn't* to say 'It's a good idea' or 'It isn't a good idea'.

- b Complete the table.

Positive	Negative	Questions	Short answers
I/you/we/they/he/she/it should go	I/you/we/they/he/she/it (should not) go	Should I/you/we/they/he/ she/it go?	Yes, I/you/we/they/he/ she/it No, I/you/we/they/he/she/ it (should not).

- c Complete the dialogues. Use *should* or *shouldn't* and a verb from the box.

go watch wear

- Steve: I don't know which jacket to wear.
Paul: The white one's great. I think you should wear that one.
- Jane: There's a programme about Japan on TV tonight.
Tim: Really? Then I it.
I'm doing a project on Japan.
- Alex: My eyes really hurt.
I to the doctor?
Father: No, but you
television so much, Alex.
- Amy: I'm tired.
Lucy: Me too. It's nearly 11.30. I think we to bed.
- Anna: What do you think?
I jeans to the party this evening?
Carol: No, everybody's wearing party clothes. You your long dress.
- Peter: Mum, I feel awful this morning.
Mother: Yes, you look ill. Perhaps you to school today.



3 Speak

Work with a partner.

Student A: Read the role card below.

Student B: Turn to page 137 and read the role card.

Take it in turns to listen to your partner's problem and give advice with *should* or *shouldn't*.


Student A

You play the guitar in a band. You practise for about two hours every evening, so you don't have time to do all your schoolwork. Your parents are unhappy because your test results are bad. They want you to leave the band and do your schoolwork. You are very unhappy because you love playing in the band, but you want to get good school results too. Should you stay in the band? Should you leave? Ask Student B.



4 Vocabulary


Personality adjectives

a  Listen and repeat the adjectives.

kind hard-working polite honest organised
cheerful relaxed friendly

b Complete the sentences with the adjectives in Exercise 4a.

- 1 A person is usually happy and smiles a lot.
- 2 An person tells you what he/she really thinks.
- 3 A person doesn't worry about things.
- 4 A person works a lot.
- 5 An person is tidy and keeps things in order.
- 6 A person helps people and thinks about their feelings.
- 7 A person is easy to talk to and makes friends easily.
- 8 A person always says *please* and *thank you*.

c  Write the adjectives under the pictures. Then listen, check and repeat.

unfriendly dishonest unkind lazy miserable
nervous rude disorganised



1



2



3



4



5



6



7



8

d Complete the table of opposites.

Adjectives	Opposites
1 kind
2 cheerful
3 polite
4 honest
5 organised
6 relaxed
7 hard-working
8 friendly

e Complete the sentences with adjectives. Use your own ideas.

- 1 I think I'm a/an person.
- 2 My best friend is and
- 3 Our neighbours are very
- 4 I don't like people who are

5 Pronunciation

Silent consonants

- a Listen and repeat the words. In each word, there is a 'silent' consonant which we don't pronounce. Underline the silent consonants.

1 honest 2 should 3 school
4 write 5 climb 6 know 7 two

- b Which consonants are silent in these words? Listen, check and repeat.

1 shouldn't 2 Thailand 3 foreign
4 listen 5 island 6 fascinating

- c Listen and repeat the sentences.

1 They should go to school.
2 I speak two foreign languages.
3 I know he's an honest person.
4 It's a fascinating island.
5 You shouldn't climb on the wall.

6 Grammar

What's it like?

- a Match the questions with the answers.

1 What was the weather like on your holiday?
2 What's your new teacher like?
3 What are the people like in New York?
4 What were the films like last night?
5 What's this CD like?

a They're very friendly and helpful.
b It's brilliant! You should listen to it.
c Well, I thought they were a bit boring.
d Awful! It rained all the time.
e She's nice and she's really funny!

- b When we ask for an opinion about something or someone, we can ask: *What + be + subject + like?* Look at the questions in Exercise 6a and complete the table.

What	is	he / / it ?
		
	they	
	were		

- c Write the questions. Use the words in brackets.

1 A: I went to Greece last year.
B: Really? What was it like? (it)
2 A: I've got the new Oasis CD.
B: Oh? What? (it)
3 A: There's a new girl in our class.
B: A new girl? What? (she)
4 A: We visited Spain a few weeks ago.
B: Oh, that's nice! What? (the weather)
5 A: I've got some new trainers.
B: Really? What? (they)
6 A: I read three books last week.
B: Wow! What? (they)

7 Vocabulary

Adjectives for expressing opinions

- a Here are some adjectives we can use to give an opinion. Write them in the columns. Then listen, check and repeat.

boring brilliant interesting attractive
fantastic awful cool dull ugly dreadful

+	-
<i>brilliant</i>	<i>boring</i>
.....
.....
.....
.....

- b Which adjectives from Exercise 7a can you use to describe:

1 a film? 3 a city/town? 5 the weather?
2 a person? 4 a party?

8 Speak

Work with a partner. Ask and answer questions about the things in the box.

your brother/sister/parents/boyfriend/girlfriend
your town or city your home your last holiday
your favourite singer your last weekend

A: *What's your brother like?*
B: *He's OK sometimes. He's ...*

9 Read

- Look at the title and the first two paragraphs of the text. What do you think the word *tips* means?
- Read the text. Match paragraphs 1–5 with the pictures. Write 1–5 in the boxes.
- Now read the text again. Then look at pictures a–e. Write sentences to explain what the people should and shouldn't do in Britain.
 - She should look to the right.*
- Which of the things in the text are also true in your country?

Tips for the tourist in Britain

When you travel to a foreign country, you can see that the customs of the people there aren't always the same as yours. So before you go abroad, it's a good idea to find out something about the people who live in the country you're visiting.

The British are generally helpful and friendly but there are some things you should remember, so you don't make mistakes.

- At bus stops, in cinemas and in shops, the British usually stand in queues. You shouldn't go to the front – you should stand in the queue and wait, like everyone else.
- British people are usually polite and say *please* and *thank you* a lot. So when you're hungry, for example, you shouldn't say *I want a sandwich*. You should say *Can I have a sandwich, please?* When someone says *Thank you*, you can reply *You're welcome*.
- When people say things you don't understand, you should say *Sorry?* or *Pardon?* and ask them to say it again. You shouldn't say *What?* – it isn't polite.
- In some countries, people often kiss each other on the cheek when they meet. In Britain, you should only do this with people who are your friends or relatives. In formal situations, you should shake hands with the person.
- Finally, don't forget – the British drive on the left. So before you cross the road, you should always look to the right!



10 Write

- e Work with a partner. Make a list of useful tips for British tourists who are coming to visit your country.



- a Jill's penfriend, Mathilde, is visiting Britain in March. Read Jill's letter and match the topics with the paragraphs.

- a Things that Mathilde should/shouldn't do in Britain
 b Things that Mathilde should take to Britain
 c British people

Hi Mathilde

I'm really happy you're coming to visit us here in Britain. I'm writing to tell you some things about my country.

- 1 First, I'm sure you're going to like the people here. They're usually friendly and helpful.
- 2 Remember to bring an umbrella and a raincoat. It often rains a lot in March and April. You should bring some warm clothes, too.
- 3 Don't forget, you should always say 'please' and 'thank you' when you ask for something. And you shouldn't go to the front of a queue – people hate that here!

I can't wait to see you!

Love,
Jill

- b Imagine that your English-speaking penfriend is visiting your country soon. Write a similar letter or email to him/her.



- ★ First conditional, *when* and *if*
- ★ Vocabulary: adjectives of feeling

1 Read and listen


- a How much do you know about gorillas? Mark the statements *T* (true) or *F* (false).

- 1 Gorillas live in families.
- 2 Gorillas are dangerous and they often attack people.
- 3 Gorillas will attack you if you show you're frightened, or if you run away.

- b Read the text quickly to check your answers in Exercise 1a.

- c What is the text about? Choose one of the topics.

- 1 A woman who kills a gorilla
- 2 A woman who takes a baby gorilla back to its family
- 3 A family of gorillas and how they live

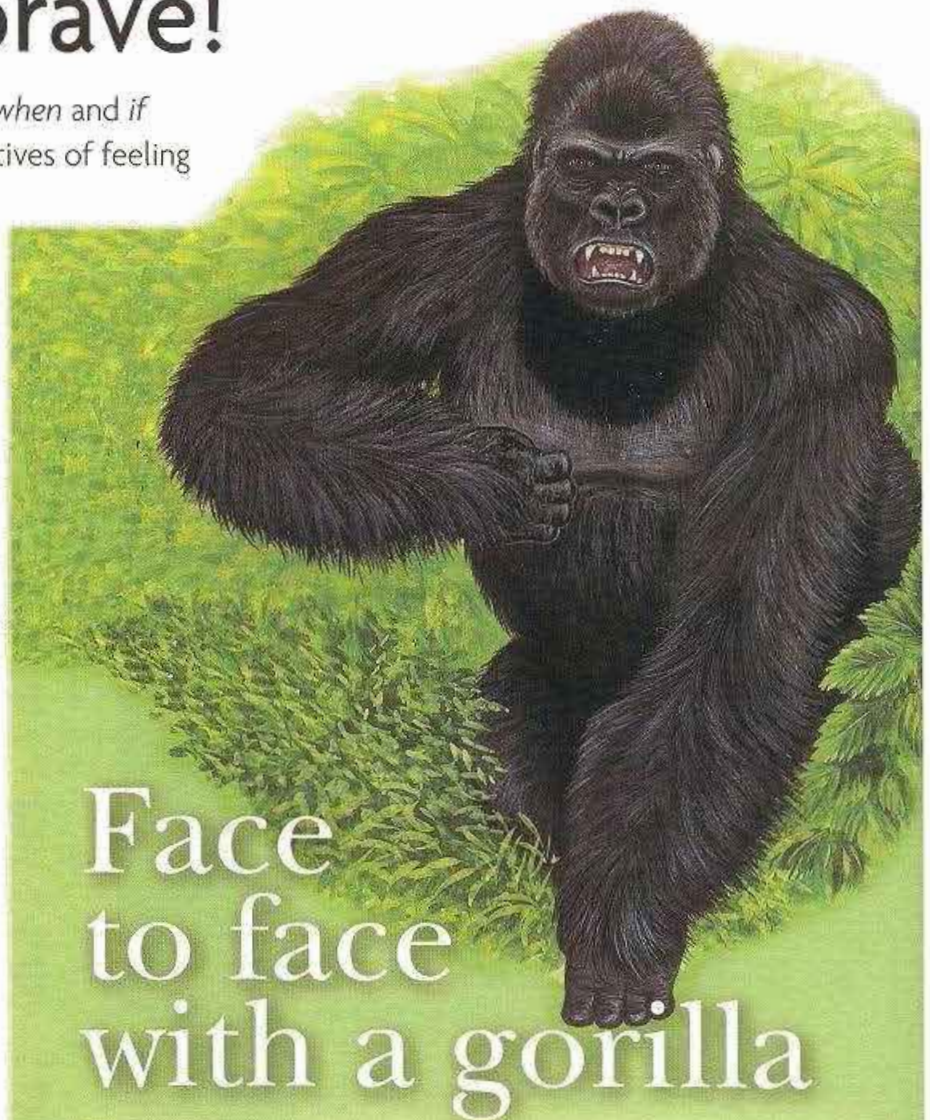
- d  Now read the text again and listen. Answer the questions.

- 1 Why did the woman take the baby gorilla to the forest?
- 2 Why didn't the woman run away from the big gorilla?
- 3 Why did the big gorilla raise his hand?
- 4 Did the big gorilla take the baby gorilla?

- e Find words in the text with these meanings.

- 1 the opposite of *ill* (paragraph 1)
- 2 know someone because you saw them before (paragraph 1)
- 3 moved up (paragraph 4)

- f Do you think the woman in the text was brave? Why / Why not?



Face to face with a gorilla

I had found the baby gorilla four weeks before, and it was very ill. But now it was well again, and I had to take it back to its family. I picked it up, walked out to the car and drove to the forest. With the baby in my arms, I started to walk in among the trees. I was worried. 'If the mother doesn't recognise the baby, she won't take it back,' I thought. 'Perhaps she'll even kill it.'

The family was there. I put the baby gorilla down on the ground and walked a few metres away. Then I stopped and watched. I could see the mother looking at the baby, and I thought, 'Will she come closer? What will she do?'

Suddenly the father was there, in front of me. He was the biggest gorilla of the family. It was frightening because he was only a metre away. I was frightened, but I knew what to do. People think gorillas often attack people, but they don't – they only attack when you show you're scared. 'If I turn and run away, this gorilla will attack me,' I thought. 'But if I don't move, he'll go away.' I didn't move.

Suddenly the male gorilla lifted his hand. I was terrified. But he wanted to frighten me, not hit me. After a few seconds, he dropped his hand and turned. He went over to the baby, picked it up and moved away into the trees. I sat down on the ground. I was shaking.

2 Grammar

First conditional

a Match the two halves of the sentences. Check by looking back at the text on page 118.

- | | |
|---|--------------------------------|
| 1 If I turn and run away, | a he'll go away. |
| 2 If the mother doesn't recognise the baby, | b this gorilla will attack me. |
| 3 If I don't move, | c she won't take it back. |

Rule: We use the first conditional to talk about things we think are possible in the future.

b Complete the table.

If clause	Result clause
If + present simple,	..... (will) + base form
	..... (will not)

c Put the words into the correct order to make the sentences.

- see Jane / if / tell / I / I'll / her
.....
- my parents / I'm / will / if / late / be angry
.....
- I / bring it / I'll / to school tomorrow / if / remember
.....
- you'll / new friend, Jake / come / if / you / meet / my / to the party
.....
- rain tomorrow / if / the / it / doesn't / we'll / to / beach / go
.....
- the concert / if / tonight / I / don't / I / won't / feel better / go / to
.....

d Complete the first conditional sentences with the correct form of the verbs.

- If Kate gives (give) me some help, I (finish) my homework in an hour.
- You (not meet) anyone if you (not go out).
- I (come) to your party if my mum (say) I can.
- If Ken (not want) his ice cream, I (eat) it.
- Susan (be) angry if she (hear) about this.
- If we (buy) hamburgers, we (not have) enough money for the film.

3 Speak

Work with a partner.

Student A: Look at the questions below.

Student B: Turn to page 137.


Ask your questions and answer your partner's.

Student A


- What will you do if it rains this weekend?
- What will you do if the weather's nice?
- How will you feel if your teacher gives you a lot of homework today?
- What will you wear if you go out this evening?
- What film will you see if you go to the cinema this week?
- What programme will you watch if you watch TV this evening?

4 Pronunciation

Stress in conditional sentences

a  Listen to the sentences. Which words are stressed? Why, do you think? Underline the stressed words or syllables.

- If it rains, I won't go to the beach.
- We won't pass the test if we don't work hard.
- I'll give him the card if I see him.
- If you decide to come, I'll meet you at the cinema.
- She won't arrive on time if she misses the train.
- If he doesn't phone his parents, they'll worry about him.

b  Listen again and repeat.

5 Grammar

when and if

- a What is the difference between sentences 1 and 2? Which speaker is sure he will see John?

- I'll give John your message when I see him.
- I'll give John your message if I see him.

- b Complete the sentences with *if* or *when*.

- I'm seeing Marta tomorrow. I'll ask her about the book I meet her.
- A: What are you doing tomorrow?
B: there's a good film on, I'll probably go to the cinema.
- I'm not sure if I want to go to the disco tonight. But I decide to go, I'll phone you.
- It's too hot out in the sun now. Let's play tennis in the evening, it's cooler.



6 Vocabulary

Adjectives of feeling

- a Look at the examples from the text on page 118. Which adjective describes how the woman felt? Which adjective describes the situation?

*It was frightening because he was only a metre away.
I was frightened, but I knew what to do.*

- b Underline other examples of *-ed* adjectives in the text on page 118.
- c Write the adjectives under the pictures. Then listen, check and repeat.

tired bored excited interested annoyed frightened



1 2 3



4 5 6

- d Circle the correct adjective in each sentence.

- I didn't like the film. I thought it was boring / bored.
- I'm not at all *interesting* / *interested* in history. I prefer thinking about the future.
- My friend, Elena, is really *frightening* / *frightened* of spiders. She can't stand them!
- The football match was really *exciting* / *excited*. In the end Manchester United won 3-2.
- The lesson wasn't very *interesting* / *interested*, so some of the students nearly fell asleep.
- When I was younger I didn't like watching horror films. I found them too *frightening* / *frightened*.
- My teacher was very *annoying* / *annoyed* when I told him I didn't have my homework.
- I found the marathon really *tiring* / *tired* - I slept for 12 hours the next day!

7 Listen and speak

- a Look at the pictures. Use a word from each box to label the people.

underwater ~~mountain~~
racing parachute fire

driver fighter jumper
photographer ~~climber~~



1 *mountain climber*



2



3



4



5

- b Which words can go with each picture?
Write the words in the lists.

Nouns:

building parachute race ~~rope~~ shark

Verbs: attack burn ~~climb~~ collapse
crash ~~fall~~ land open overturn swim

Picture 1 *rope* *climb* *fall*

Picture 2

Picture 3

Picture 4

Picture 5

- c How brave do you think the people are?
For each picture, write a score of 1–5
(1 = not very brave, 5 = extremely brave).

Picture 1 _____ Picture 2 _____

Picture 3 _____ Picture 4 _____

Picture 5 _____

- d Listen to Franco and Jenny. Which three pictures are they talking about? Complete the first column of the table.

	Franco	Jenny
Picture <i>5</i>	<i>2</i>	.....
Picture .....	.....	.....
Picture .....	.....	.....

- e Listen again. Write the scores that Franco and Jenny give to each person.


- f Work with a partner. Talk about the scores you gave in Exercise 7c.

A: *What score did you give to the mountain climber?
I gave her five. I think she's extremely brave.*

B: *I don't think so. I gave her two points because ...*

Dave's risk

8 Read and listen

- a  Look at the title and the photos. What do you think 'Dave's risk' is? Read and listen to find the answer.

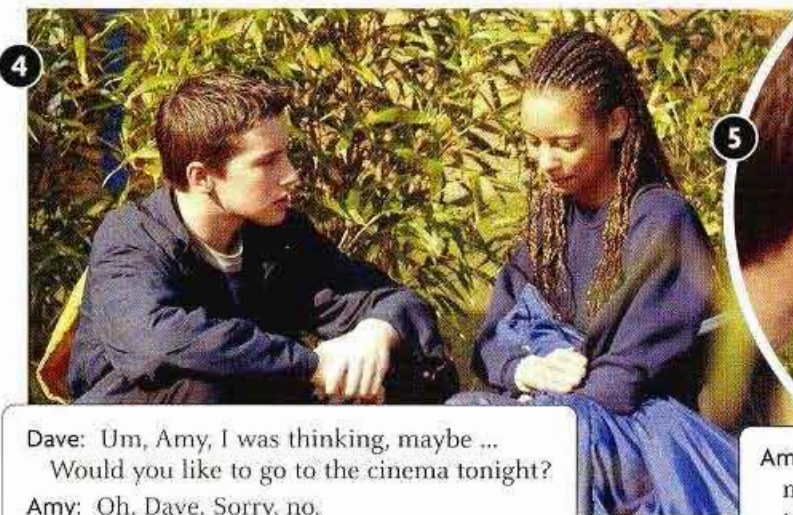
Maybe I *should* ask Amy to go out with me. But if she doesn't like me, she'll say no. Maybe she'll get angry. Then she won't want to be my friend any more!



1
Alex: You like Amy a lot, don't you?
Dave: Well, yeah, I do. She's lovely.
Alex: Does she like you too?
Dave: How should I know?
Alex: Ask her out, Dave. Then you'll know.



3
Alex: So – did you ask her out?
Dave: No way!
Alex: Come on, Dave. She's a girl, not a monster.
Dave: Ha, ha.
Alex: Look, if you don't try, you'll never know, will you?



4
Dave: Um, Amy, I was thinking, maybe ...
Would you like to go to the cinema tonight?
Amy: Oh, Dave. Sorry, no.
Dave: OK. No big deal. I'm sorry I asked.



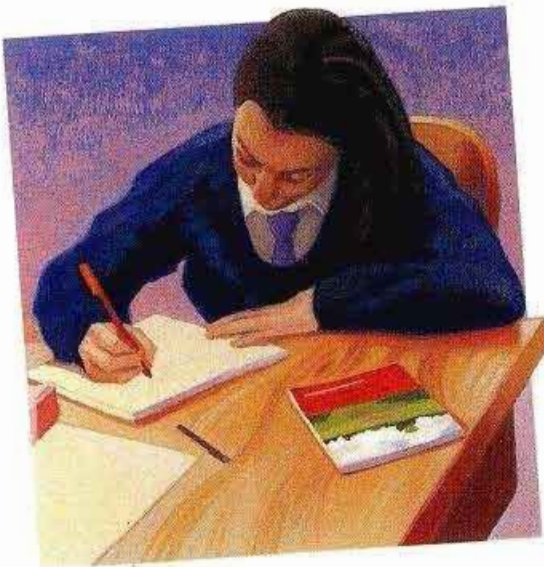
5
Amy: No, Dave, hang on. It's just that today's my father's birthday. But I'd love to go tomorrow.
Dave: Really? Great! There's this old Mel Gibson film on, *Braveheart*. What about that?

- b Mark the statements *T* (true) or *F* (false).

- | | | |
|---|---|--------------------------|
| <input type="checkbox"/> 1 Dave likes Amy. | <input type="checkbox"/> 4 Dave doesn't want to lose Amy as a friend. | <input type="checkbox"/> |
| <input type="checkbox"/> 2 Dave isn't sure how much Amy likes him. | <input type="checkbox"/> 5 Amy says she doesn't want to go to the cinema with Dave. | <input type="checkbox"/> |
| <input type="checkbox"/> 3 Alex isn't interested in Dave's problem. | <input type="checkbox"/> 6 Amy's dad doesn't want her to go out with Dave. | <input type="checkbox"/> |

9 Everyday English

- a Find expressions 1–4 in the photo story. Who says them? Match them with expressions a–d.
- 1 How should I know? a Wait.
 - 2 No way! b No!
 - 3 Hang on. c It isn't important.
 - 4 No big deal. d I have no idea.
- b How do you say expressions 1–4 in your language?



- c Read the dialogues. Fill in the spaces with expressions 1–4 in Exercise 9a.
- 1 Julie: Come on, Mike. We have to leave now.
Mike: a minute. I'm just going to get my jacket.
 - 2 Paolo: What time does the football match begin?
Martina: Why don't you ask Mario?
 - 3 Tony: Can you lend me a pound?
Simon: You won't give it back, I know.
 - 4 Judith: Sorry, I can't help you right now.
Alice: I'll do it myself.

10 Write

- a Read what Geraldine wrote about a book she read. Answer the questions.
- 1 What was the book/film/programme?
 - 2 Who was the main character?
 - 3 Where was he/she?
 - 4 Why was he/she in danger?
 - 5 What did he/she do?
 - 6 How did the story end?

The book I read is 'A Picture to Remember' by Sarah Scott-Malden. It's about a girl called Christina. One day, she saw two men in a car. One of them had a gun. They were bank robbers and she saw their faces. They didn't want her to tell the police, so they planned to kill her.

First, one of the robbers attacked her at the gym, but luckily she only hurt her arm. After this, she was in the street with her friend, Philippe, when one of the robbers drove his car into them. Philippe was hurt and had to go to hospital.

Christina went to visit Philippe. When she left the hospital in her car, the robbers followed her. Christina saw that they had a gun and understood that they wanted to kill her. She was frightened, but she kept calm. The robbers were close behind her, but they were driving too fast and couldn't stop. They crashed their car and it overturned. One of the robbers died and the police caught the other one.

- b Write about a film, book or TV programme where somebody was in a dangerous situation. Use the questions and Geraldine's text to help you.

- * Present perfect + *ever/never*
- * Vocabulary: verb and noun pairs

1 Read and listen

- a Read the texts quickly and match the paragraphs with the pictures.



Have you ever seen anything like it?

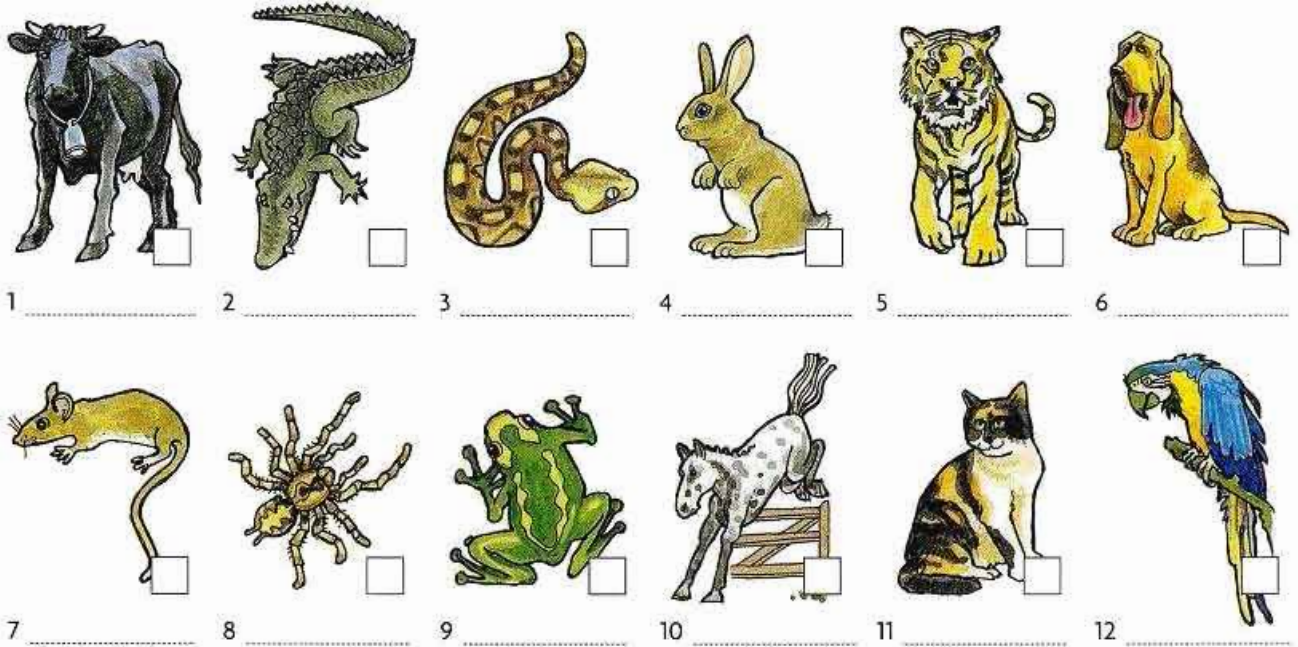
People have done some strange things to get into the record books! Here are some of them.



- 1 Len Vale Onslow is 103 years old. He's the oldest man in Britain with a licence to ride a motorbike, and he's never had an accident!
- 2 Hu Saelao, from Thailand, holds the world record for the longest human hair. His hair is 5.15 metres long – he's never cut it.
- 3 Strong man John Evans balances things on his head for ten seconds each time. At different times, John has balanced 62 books, 101 bricks, 548 footballs, even a Mini car!

- 4 Susan Smith, from Philadelphia, is probably the laziest woman on earth! The last time she got out of bed was 27 years ago.
- 5 Mel Ednie lives in Scotland, and he grows onions – big onions! He has broken the world record three times. In 1995, Mel grew an onion that weighed 7.2kg.

- b Now read the text again and listen. One of the texts is not true. Which one, do you think? (The answer is on page 129.)



2 Vocabulary

Animals

Write the names of the animals in the pictures. Then listen, check and repeat.

frog horse tiger
rabbit cow parrot
dog alligator mouse
tarantula cat snake

3 Listen

- a Mr Brown wants to become a world record-holder. What record does he want? Listen to the first part of an interview with him to check your ideas.



Mr George Brown

- b Listen again and look at the pictures in Exercise 2. Tick the animals that Mr Brown has in his house.
- c Check that you understand the words in the box. Then listen to the second part of the interview and fill in the missing words.

record never frogs dangerous woman parrot room

Interviewer: Is it difficult to have so many animals all in the same house?

Mr Brown: Sometimes. You see, I can't have the alligator in the same ¹ as the other animals. It's eaten some of the smaller ones. It loves ²

Interviewer: Yes, I see. So have you ever had any problems yourself? Some of these animals are ³, aren't they?

Mr Brown: Well, the tarantulas have bitten me once or twice.

Interviewer: What do your neighbours think about all these animals?

Mr Brown: Well, they've ⁴ complained.

Interviewer: Have any of your pets ever escaped?

Mr Brown: Yes. The ⁵ escaped in 1998. But the alligator and the tarantulas have never escaped.

Interviewer: Oh, good! And tell me, Mr Brown, how many animals do you need to break the ⁶

Mr Brown: Well, unfortunately, there's a ⁷ in America with more than 60 pets in her house, so I have a long way to go.

- d Match the two parts of each sentence.

- | | |
|------------------|--|
| 1 Mr Brown | a have never complained about the pets. |
| 2 The tarantulas | b has escaped once. |
| 3 The alligator | c has had some problems with his pets. |
| 4 His neighbours | d has eaten several small pets in the house. |
| 5 The parrot | e have bitten him. |

- e Do you think Mr Brown is crazy? Why / Why not?

4 Grammar

Present perfect + *ever/never*

- a Look at the examples.
Complete the rule and the table.

People *have done* some strange things.
John *has balanced* a Mini car on his head.
He's *never cut* his hair.
Have you ever seen anything like it?

Rule: We use the present perfect to talk about actions that happened some time up to now.

We form the present perfect with the present tense of + past participle.

Positive	Negative	Questions	Short answers
I/you/we/they 've (.....) worked	I/you/we/they haven't (have not) worked	..... I/you/we/they worked?	Yes, I/you/we/they have. No, I/you/we/they haven't.
he/she/it 's (.....) worked	he/she/it 's (.....) worked	..... he/she/it worked?	Yes, he/she/it has. No, he/she/it hasn't.

- b Fill in the verb forms.
Use the Irregular verbs list on page 138 to help you.

Base form	Past participle
1 be	..... <i>been</i>
2 do
3 go
4 see
5 write
6 bite
7 speak
8 eat
9 drive
10 fly
11 swim
12 win

- c Complete the sentences. Use the present perfect form of the verbs.

- We *'ve never lived* (never/live) in a foreign country.
- she (ever/study) a foreign language?
- I (never/see) a tarantula.
- you (ever/drive) a car?
- they (ever/fly) in a helicopter?
- Jack (stay) in Japan, but he (never/eat) sushi.

5 Pronunciation

have and *has* in the present perfect

- a Listen to the questions and answers.
How are *have* and *has* pronounced? Listen again and repeat.
A: *Have you ever driven a car?*
B: *Yes, I have.*
A: *Has she ever studied a foreign language?*
B: *Yes, she has.*
- b Underline the stressed syllables. Then listen and repeat.
- I've never lived in America.
 - Have you ever seen an alligator? No, I haven't.
 - Has he ever swum in a river? Yes, he has.

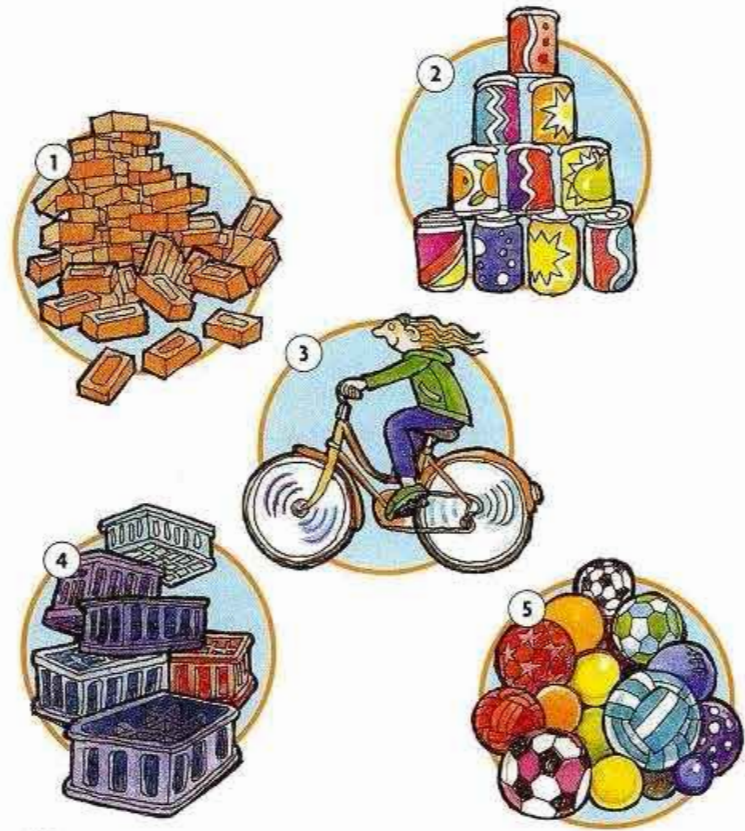
6 Speak

- a Work with a partner. Ask and answer the questions.
- ever / see / a tiger?
 - ever / eat / Chinese food?
 - ever / be / on TV?
 - ever / speak / to a British person?
 - ever / win / any money?
- A: *Have you ever seen a tiger?*
B: *No, never. Have you ever eaten Chinese food?*
A: *Yes, I have.*
- b Work with a partner or in a small group. Ask and answer about things you have done in your life. Use some of the verbs in the box.

travel stay play win
eat fly drive meet

7 Read

- a Look at the picture of John Evans on page 124. Then look at the pictures on this page. Which of these things do you think John balances on his head? Read the text and check your ideas.



John Evans, the Headbalancer

John Evans has been in *The Guinness Book of Records* 29 times! Each time, it was for balancing things on his head. He has balanced some amazing things on his head: bricks, cans of cola, books, footballs – even a car, and two girls on bicycles!

John was a builder and he often carried bricks on his head when he was building houses. He usually carried around 24 or 25, but in 1997 he stood with 101 bricks on his head.

John first broke a record in 1992, when he balanced 84 milk crates. Now he has broken that record too. In 2001 he balanced 96 milk crates, all on his head! He has been on TV in Britain many times, and in 1998 he was on American TV twice.

When John started breaking records and appearing on TV shows, he decided to raise money for charity. So far, he has raised over £56,000.

- b Now read the text again and answer the questions.

- 1 How many times has John Evans been in *The Guinness Book of Records*?
- 2 What did John do before he became a record-breaker?
- 3 How did he start to balance things on his head?
- 4 When did he first break a record?
- 5 What happened in 2001?
- 6 When did John decide to start raising money for charity?
- 7 Does John still raise money for charity? How much money has he raised?

- c Do you know anyone who has done things for charity? If yes, what has he/she done? Have you ever done something for charity?

8 Vocabulary

Verb and noun pairs

- a Look at the examples of verb and noun pairs from the text in Exercise 7.

John first broke a record in 1992.

He decided to raise money for charity.

Match the verbs with the nouns.

Verbs	Nouns
1 raise	a a risk
2 win	b a prize
3 break	c a joke
4 build	d a record
5 tell	e money
6 take	f a house

- b Complete the sentences. Use the correct verb.

- 1 In the 1968 Olympics long jump, Bob Beamon _____ the gold medal, and he _____ the world record.
- 2 At the moment, Sandro's parents are _____ a new house.
- 3 The charity Oxfam _____ lots of money every year for poor people.
- 4 Esra _____ a risk when she rode her bike without a helmet.
- 5 I like Steve because he _____ really good jokes.

9 Read

- a Look at the photos. Who is the singer in the bottom left photo? What do you know about him? Who are the other people? Read the text and check your ideas.
- b Now read the text again. Match the numbers and places with the information.
- | | |
|-----------------|--|
| 1 25 | a the name of Elvis's house |
| 2 1977 | b the number of albums he has sold |
| 3 Graceland | c the place which holds the biggest look-alike competition |
| 4 1956 | d in 2002, the number of years after Elvis's death |
| 5 1,000,000,000 | e the year he died |
| 6 Memphis | f the year of his first hit record |

ELVIS LIVES!

Elvis Presley recorded his first song in 1954 and had his first hit in 1956 with *Heartbreak Hotel*. After that, Elvis produced one hit after another and became 'the King' for millions of fans. Today he remains the world's most successful singer, with a sales record of over a billion albums.

In 1977 at Graceland, his home in Memphis, Tennessee, Elvis died.

Or did he? Through the years, fans have kept seeing him. Lots of people say they have seen his ghost at Graceland - near the pool, in the garden or looking through a window. But also, there are thousands of people who refuse to believe that he died at all. They have

reported 'sightings' of Elvis in every part of the world.

And Elvis is alive in another way. All over the world, there are people who try to sing, dress, move and speak like him.

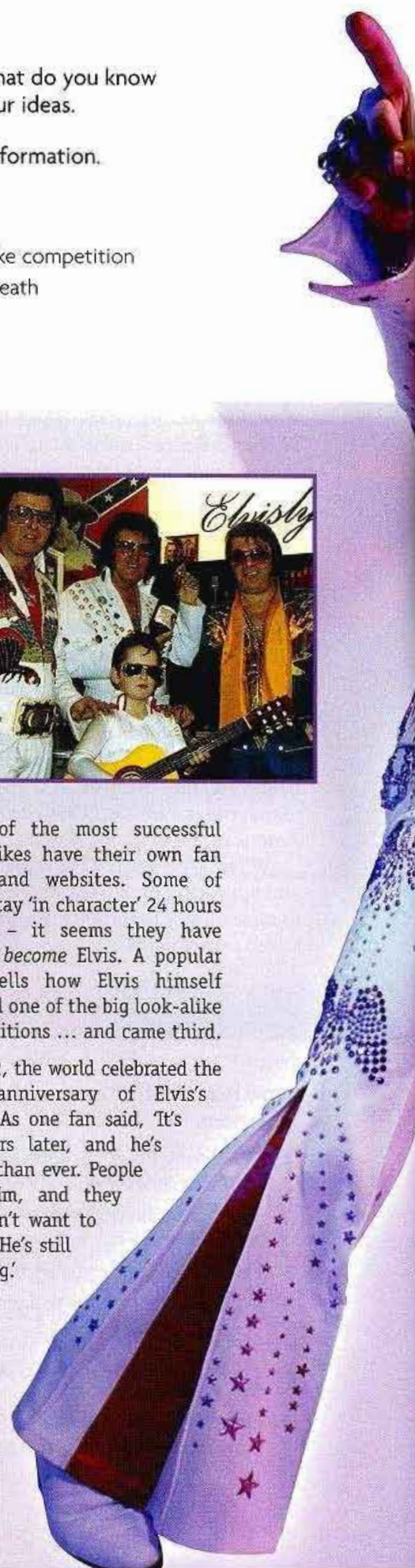
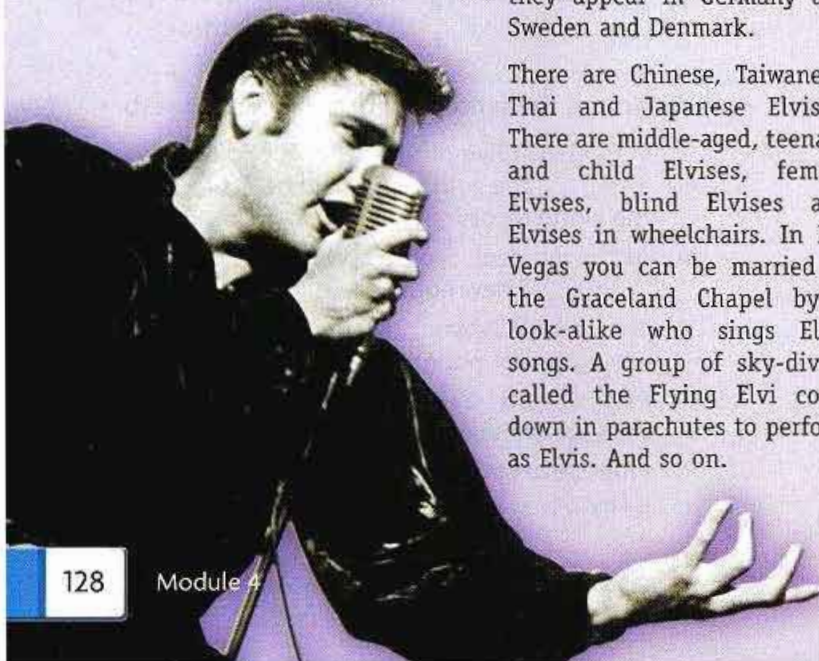
Elvis 'look-alike' competitions happen all the time - the biggest one, in Memphis, is a huge international event. You'll find Elvises everywhere - they appear in Germany and Sweden and Denmark.

There are Chinese, Taiwanese, Thai and Japanese Elvises. There are middle-aged, teenage and child Elvises, female Elvises, blind Elvises and Elvises in wheelchairs. In Las Vegas you can be married at the Graceland Chapel by a look-alike who sings Elvis songs. A group of sky-divers called the Flying Elvi come down in parachutes to perform as Elvis. And so on.



Some of the most successful look-alikes have their own fan clubs and websites. Some of them stay 'in character' 24 hours a day - it seems they have almost *become* Elvis. A popular joke tells how Elvis himself entered one of the big look-alike competitions ... and came third.

In 2002, the world celebrated the 25th anniversary of Elvis's death. As one fan said, 'It's 25 years later, and he's bigger than ever. People love him, and they just don't want to let go. He's still the King.'



c Find words in the text on page 128 with these meanings.

- 1 successful pop record (paragraph 1)
- 2 people who love a famous person (paragraph 1)
- 3 very large (paragraph 5)
- 4 between 40 and 60 years old (paragraph 6)
- 5 moving chairs for people who can't walk (paragraph 6)
- 6 date when something happened in a past year (paragraph 8)

d Have you ever seen someone perform as Elvis, or as some other famous person? Why do you think people do this, and why are their performances so popular?

10 Write

a Imagine you are staying with an American family in Los Angeles. You have received this letter from a friend. What topics does she ask about?

Dear (your name)

How are you? Are you enjoying yourself in Los Angeles? I hope your journey there was OK, and you weren't too tired when you arrived.

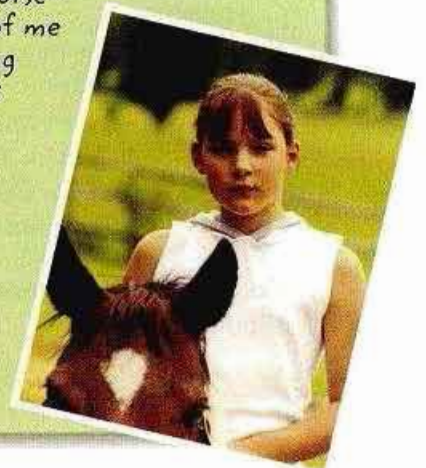
Please tell me all about the family you're staying with. What are they like? What have you done and seen in Los Angeles? Have you met any interesting people? Have you visited Hollywood and have you seen any film stars?

I'm having a good time. I've started horse-riding lessons, so I'm sending a photo of me on Fury, one of the horses at our riding school. I've also finished all my exams (great!) and my sister has passed her driving test, so now she can drive me everywhere!

Please write soon.

Love,

Louise

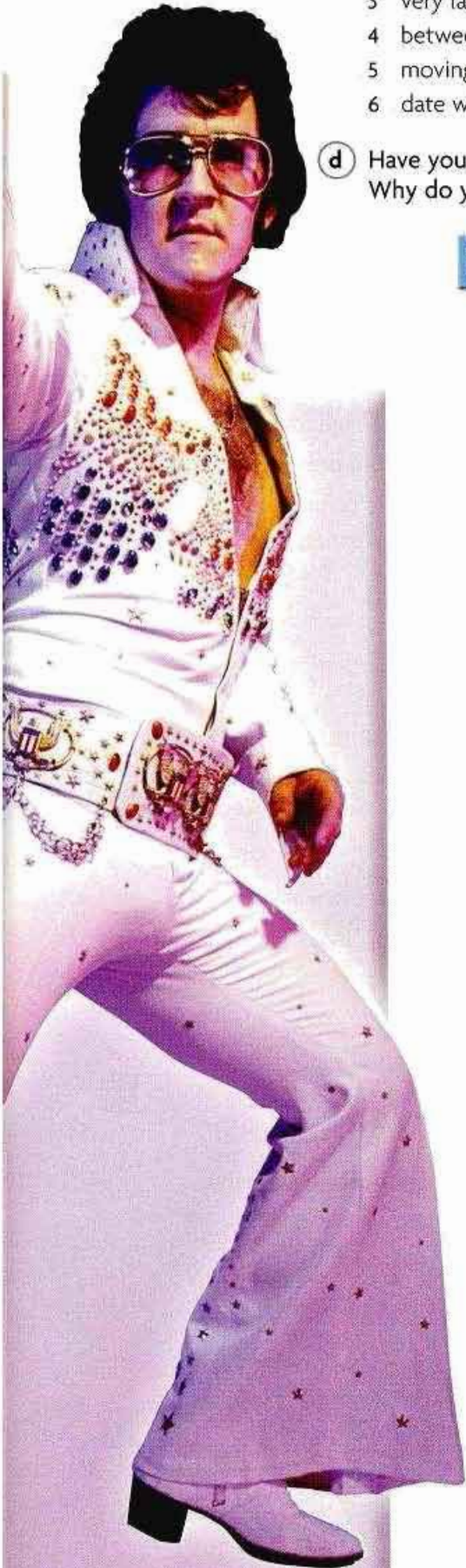


b Write a letter or an email in reply to Louise. Start like this:

Dear Louise,

Thanks for your letter and the photo. It was great to hear from you.

I'm having a fantastic time here in Los Angeles.





Module 4 Check your progress

1 Grammar

a Complete the sentences. Use the verbs in the box with the correct form of *be going to*.

visit help ~~rain~~ dance wear
not ride not watch

- Look at those clouds. It *'s going to rain*.
- I've got a difficult History project to do. My sister me with it.
- I television tonight. All the programmes are boring!
- you your black jeans tonight?
- My parents my grandfather at the weekend.
- Peter doesn't like horses. He with us this afternoon.
- There's a party next Friday night, and we all night! 6

b Complete each sentence with *must* or *mustn't*.

- Come on, Julie! We *mustn't* be late!
- It's a great book. You really read it.
- Sorry, Jimmy, I'm late. I go now.
- You tell anyone about this! It's too embarrassing.
- Diane, turn the music down! You play it so loudly!
- I can go out with you tonight, but I be home before midnight.
- OK, you can have a pet snake – but it come into the house! 6

c Complete the sentences with *should* or *shouldn't*.

- You *shouldn't* eat a lot of fried food.
- I take up running. I'd like to be fitter.
- When you wait for a bus in Britain, you stand in the queue.
- They get some exercise. They spend so much time in front of the computer.
- You look great! You worry about losing weight!
- Maria is feeling ill. we take her to the doctor? 6

d Complete the first conditional sentences with the correct form of the verbs.

- If you *help* (help) me, I (buy) you an ice cream.
- If Jack (come) to school late, the teacher (be) really angry.
- The neighbours (complain) if we (make) a lot of noise.
- If I (have) time, I (get) the tickets this afternoon.
- If you (not get up) now, you (not have) any breakfast.
- Annette (not pass) her test if she (not study) harder. 11

e Write sentences in the present perfect.

- I / never / see / a tarantula.
I've never seen a tarantula
- My brother / never / study / a foreign language.
.....
- My parents / never / fly / in a plane.
.....
- I / never / get / 100% in a test.
.....
- Richard / never / eat / frogs' legs.
.....
- your teacher / ever / shout / at you?
.....?
- you / ever / speak / to a British person?
.....?
- your parents / ever / win / a competition?
.....?

2 Vocabulary

a Write the opposites of the adjectives.

- honest *dishonest*
- kind
- organised
- cheerful
- friendly
- polite
- hard-working

b Complete the adjectives with the *-ed* or *-ing* ending.

- I was really tir ed last night when I went to bed. Yesterday was a very tir _____ day.
- We were excit _____ about going to the football, but in the end it was a bor _____ match.
- I thought the Dracula film was quite frighten _____, but my girlfriend wasn't frighten _____ at all.
- We went to a museum last Sunday. My parents thought it was fascinat _____, but I wasn't really interest _____.

7

c Find nine more animals in the wordsquare.

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

9

d Complete the sentences. Use the correct form of the verbs in the box.

raise win break ~~build~~ tell take

- My aunt and uncle are building a house in the country at the moment.
- I've been in a lot of competitions, but I've never _____ a prize.
- If you want to succeed, you sometimes have to _____ risks.
- People always laugh when Terry _____ a joke.
- We're having a 'Fun Week' at school in October. We want to _____ money for sports equipment.
- Joanna came first in her race and _____ the school record.

5

3 Everyday English

Complete the dialogues with the words in the box.

It's no big deal No way ~~I'll pick up~~
 How should I know Hang on

Carla: Matt, what are you doing next Saturday?

Matt: Saturday?

Carla: Yes. ⁴Tune are giving a concert, and I think it's going to be really good. If you like, ¹ I'll pick up some tickets this afternoon, and then ...

Matt: ² _____, Carla! Sorry, but I can't make it. I'm going to my grandparents' next weekend.

Carla: Oh, OK, that's fine. ³ _____. I'll go with Ben and Lisa.

Matt: Sorry about that.

Carla: Do you like visiting your grandparents?

Matt: Yes, I do. Sunday lunch is the best bit.

My granny cooks wonderful fish and chips.

Carla: Oh, Matt! How many calories are there in a plate of fish and chips?

Matt: ⁴ _____? I haven't got any idea.

Carla: Hundreds! If you eat that, you'll get fat.

Matt: No, I'll never get fat!

Carla: Are you sure? I can imagine you when you're 35 – big and fat!

Matt: ⁵ _____! That won't happen to me!

4

How did you do?

Tick (✓) a box for each section.

Total score			
<input type="text"/> 67	Very good	OK	Not very good
Grammar	27 – 36	20 – 26	less than 20
Vocabulary	20 – 27	15 – 19	less than 15
Everyday English	3 – 4	2	less than 2



Project 1

A class survey

1 Prepare the survey

- a Work in a small group (three or four students). Choose one of the following topics:

- Hobbies and interests
- Housework
- Eating habits

- b In your group, think of five questions that you can ask other students about your topic, for example:

Eating habits

How often do you eat take-away food?

Do you eat a big breakfast every day?

How many times a week do you eat fresh fruit?

- c Make a questionnaire with your questions, like this:

1 How often do you eat take-away food?

never

once or twice a month

once a week

more than once a week

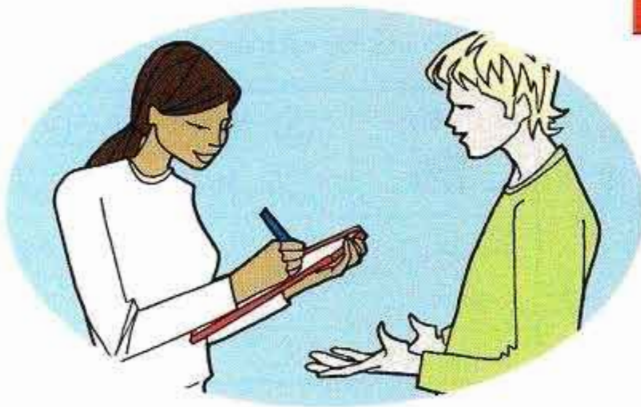
2 Do you eat a big breakfast every day?

yes

no

Make sure that everyone in your group has a copy of the questionnaire.

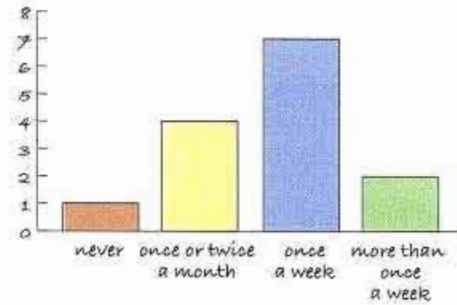
- d Use your questionnaire. Ask as many other students in your class as you can, and make a note of their answers.



2 Write up the results

- a Go back to your group and put all your answers together. For some questions, you can draw a chart.

How often do you eat take-away food?



Do you eat a big breakfast every day?



- b Write sentences about your answers, for example:

Only one student in our class never eats take-away food. Four students eat take-away food once or twice a month, and half the class eat it once a week.

- c Arrange your sentences and charts on poster paper, under your topic heading. Add illustrations if you want to.

3 Present your information

Use your poster to make a group presentation to the rest of the class.



Project 2

A presentation on a successful person

1 Brainstorm

- Look through Module 2 to find texts that give information about successful and creative people. Quickly read through these texts again.
- Think of a successful person you want to find out about. The person might be:
 - an inventor
 - an artist or writer
 - a politician
 - a film director
 - a musician
 - something else
- Work in a group and appoint one student to take notes. Brainstorm ideas to decide which person you will do your project on. What do you know about this person, and what do you want to find out?



2 Research

With a partner or on your own, find out as much as possible about the person you are working on. Use the Internet or look up information in books or magazines, in a library or at home.

Questions to think about:

- When was he/she born?
- What can you find out about his/her childhood?
- What did he/she do/invent/create?
- What was his/her biggest success?
- Why was/is this person so successful?



3 Presentation

In your group, put together all the information you have. Decide how you will organise your presentation. For example:

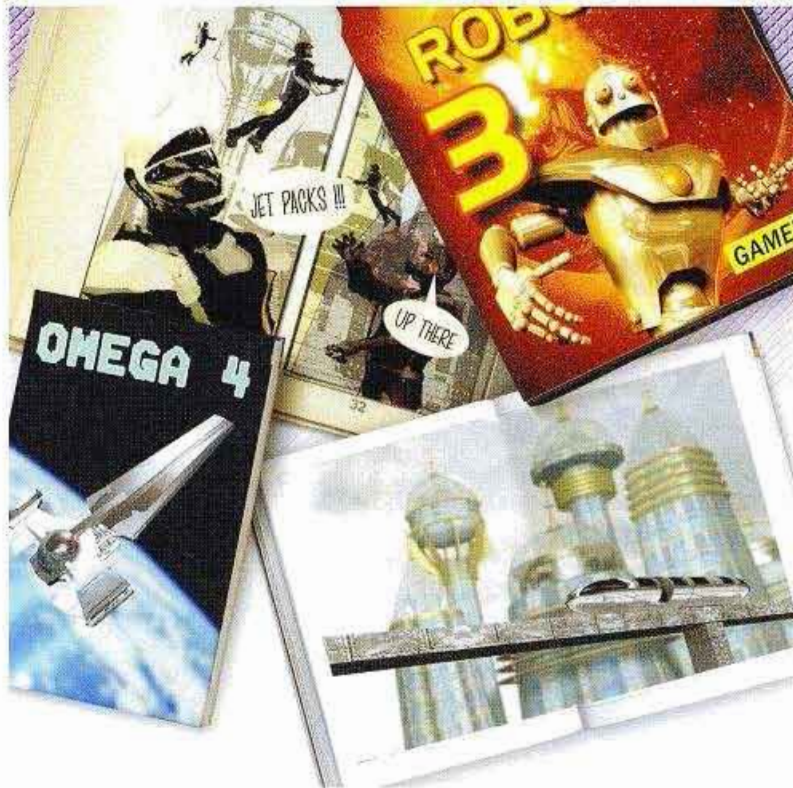
- Start with a picture or a piece of music. Ask the class to guess who your presentation is going to be about.
- Take it in turns to present the facts about the person.



- Finish your presentation with each member of the group saying what they admire most about the person.

Project 3

A poster about the future



1 Brainstorm

a You are going to make a poster and give a presentation about life in the future. Work in a group of four or five. In your group, decide on a topic that you all want to work on. For example:

- homes
- towns and cities
- transport
- schools
- clothes
- food
- communication
- weather
- something else

b In your group, decide how far into the future you want to look. Will you talk about the year 2025? 2100? 3000 ...?

c Think about what life will be like in the year you chose. For example, if you chose the topic *Food*, you can think about these questions:

- Will people eat healthy food?
- Where will their food come from?
- Will they eat more take-away meals?
- Do you think the food will be good to eat?
- Will it be more expensive?
- Will there be enough food for everybody?

Brainstorm ideas and make notes.

2 Make the poster

a Find or draw some pictures that fit with your ideas on the topic. For example, you can find photos from science fiction films in magazines or on the Internet, or you can draw your own pictures.

b Write short texts for each of the pictures you are going to use. For example:

In the year 2050, robots will do the housework in most people's homes.



c At the top of your project paper, write the title of your presentation. For example:

HOMES IN THE YEAR 2050

Arrange your pictures and short texts on the paper, but leave space at the bottom.

d At the bottom of the poster, write a longer text together. Say what you think about the future you are predicting. For example:

Homes will be small, but they will be clean and comfortable. People will enjoy living at home because they won't have to do any housework.

3 Presentation

Present your poster to the other students in your class. Be ready to answer questions about it.




Project 4

A talk on an event that happened this year



1 Listen

 Listen to the beginning of three talks about memorable events that happened this year. What were the events?

2 Choose a topic

Spend some time thinking about the event that you will choose. Will you talk about an event that happened to you or an event that happened somewhere else in the world? Will you talk about something sad, something happy or something funny?

3 Plan

- a Think about these questions:
- When and where did the event take place?
 - Is there any background information that you will need to explain the event?
 - What happened, exactly?
 - Why was it memorable? How did you feel about it at the time? How do you feel about it now?

- b Make a list of important words you will want to use. If you aren't sure of some words, look them up in a dictionary or ask your teacher. Then use the words to help you make notes for your talk. Don't write everything down in complete sentences – just write important phrases that will help you to remember what you want to say.

- c Collect any information you need about your topic. If you can, collect pictures, drawings or photographs that might help you to make your talk more interesting.

- d Practise your talk quietly to yourself.

4 Give the talk

Work in a group of four or five. Each student gives his/her talk to the others in the group. Be prepared to answer questions at the end of your talk.



Speaking exercises: extra material

Starter section, page 13, Exercise 3b

Student B: Look at the information about Wendford.

Ask your partner about these things in Langton.

cafés station discos library sports stadium

swimming pools airport

B: *Are there any cafés?*

A: *Yes, there are cafés.
No, there aren't.*

B: *Is there a station?*

A: *Yes, there is.
No, there isn't.*

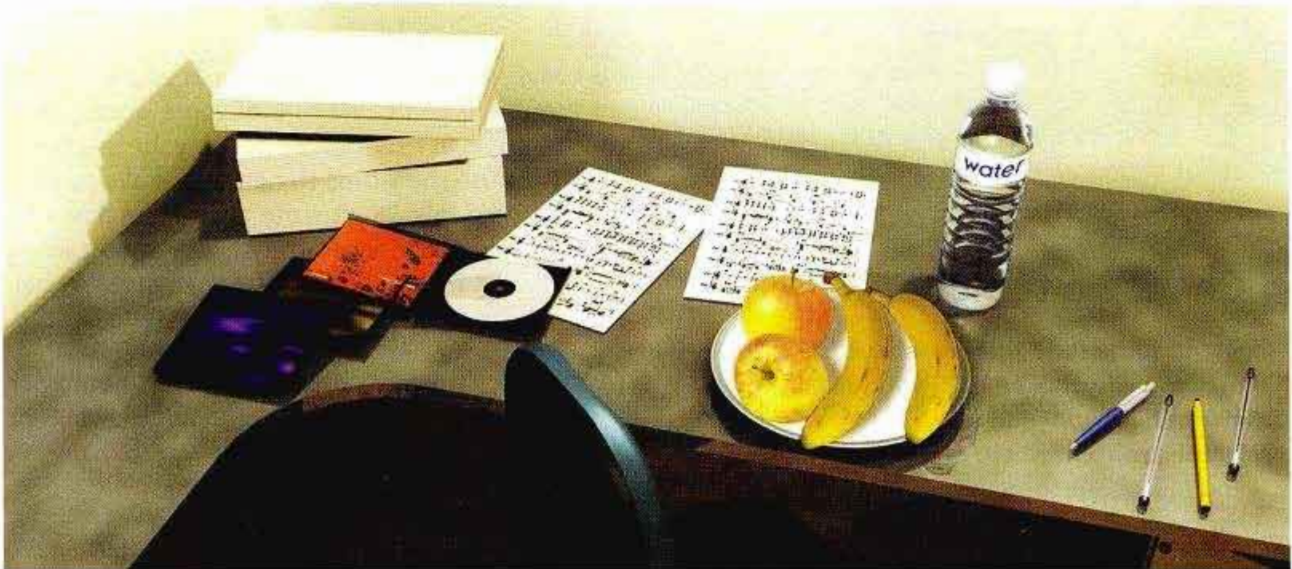


Unit 8, page 69, Exercise 3

Student B: Look at the picture of Nick's desk. Find out what is different in your partner's picture. Take it in turns to ask and answer.

B: *Is/Are there any ... in your picture?*

A: *Yes, there's / there are some ... No, there isn't/aren't any ...*



Unit 14, page 113, Exercise 3

Student B: Read the role card.
Take it in turns to listen to your partner's problem and give advice with *should* or *shouldn't*.

Student B

You love football and you love your favourite football team. But you have a problem. You are going to your best friend's birthday party on Saturday. But now you know that your team has an important match on Saturday, too. You want to see the match but you don't want to hurt your friend. Should you go to the match? Should you go to the party? Ask Student A.

Unit 15, page 119, Exercise 3

Student B: Look at the questions. Ask your questions and answer your partner's.

Student B

- 1 What will you do if you stay at home this weekend?
- 2 What will you study if you go to university?
- 3 What will you buy if you go shopping this weekend?
- 4 How will you feel if your parents ask you to do a lot of housework this evening?
- 5 Where will you travel if you go abroad on holiday this year?
- 6 Where will you go if you meet your friends tonight?



Irregular verbs and phonetics

Irregular verbs

Base form

be
beat
become
begin
bite
break
build
buy
can
catch
choose
come
cut
do
drive
eat
fall
feel
find
fly
get
give
go
grow
have
hear
hit
hurt
keep
know
leave
lose
make
meet
put
read
ride
run
say
see
sell
send
sit
sleep
speak
stand
swim
take
teach
tell
think
throw
understand
wake
win
write

Past simple

was/were
beat
became
began
bit
broke
built
bought
could
caught
chose
came
cut
did
drove
ate
fell
felt
found
flew
got
gave
went
grew
had
heard
hit
hurt
kept
knew
left
lost
made
met
put
read
rode
ran
said
saw
sold
sent
sat
slept
spoke
stood
swam
took
taught
told
thought
threw
understood
woke
won
wrote

Past participle

been
beaten
become
begun
bitten
broken
built
bought
could
caught
chosen
come
cut
done
driven
eaten
fallen
felt
found
flown
got
given
gone
grown
had
heard
hit
hurt
kept
known
left
lost
made
met
put
read
ridden
run
said
seen
sold
sent
sat
slept
spoken
stood
swum
taken
taught
told
thought
thrown
understood
woke
won
written

Phonetic symbols

Consonants

/p/ pen
/b/ be
/t/ two
/d/ do
/k/ can
/g/ good
/f/ five
/v/ very
/m/ make
/n/ nice
/ŋ/ sing
/s/ see
/z/ trousers
/w/ we
/l/ listen
/r/ right
/j/ you
/h/ he
/θ/ thing
/ð/ this
/ʃ/ she
/tʃ/ cheese
/ʒ/ usually
/dʒ/ German

Vowels

/æ/ man
/ɑː/ father
/e/ ten
/ɜː/ thirteen
/ə/ mother
/ɪ/ sit
/iː/ see
/u/ book
/uː/ food
/ʌ/ up
/ɒ/ hot
/ɔː/ four

Diphthongs

/eɪ/ great
/aɪ/ fine
/ɔɪ/ boy
/ɪə/ hear
/eə/ chair
/aʊ/ town
/əʊ/ go
/ʊə/ pure



Wordlist

(v) = verb (n) = noun (adj) = adjective

Starter Unit

Countries and nationalities

America /ə'merɪkə/
 American /ə'merɪkən/
 Argentina /,ɑ:dʒən'ti:nə/
 Argentinian
 /,ɑ:dʒən'tɪniən/
 Belgian /'beldʒən/
 Belgium /'beldʒəm/
 Brazil /brə'zi:l/
 Brazilian /brə'zi:liən/
 Britain /'brɪtən/
 British /'brɪtɪʃ/
 Canada /'kænədə/
 Canadian /kə'neɪdiən/
 China /tʃaɪnə/
 Chinese /tʃaɪ'nɪz/
 France /frɑ:ns/
 French /frenʃ/
 German /'dʒɜ:mən/
 Germany /'dʒɜ:məni/
 Italian /ɪ'tæliən/
 Italy /'ɪtəli/
 Japan /dʒə'pæn/
 Japanese /,dʒæpən'i:z/
 Poland /'pəʊlənd/
 Polish /'pəʊlɪʃ/
 Russia /'rʌʃə/
 Russian /'rʌʃən/
 Spain /speɪn/
 Spanish /'spæɪnɪʃ/
 Swiss /swɪs/
 Switzerland /'swɪtsə'lənd/
 USA /,ju:es'eɪ/

Family

aunt /ɑ:nt/
 brother /'brʌðə/
 child /tʃaɪld/
 children /'tʃɪldrən/
 father /'fɑ:ðə/
 grandfather /'grænd,fɑ:ðə/
 grandmother
 /'grænd,mʌðə/
 mother /'mʌðə/
 parent /'peərənt/
 sister /'sɪstə/
 uncle /'ʌŋkl/

Food

apple /'æpl/
 banana /bə'nɑ:nə/
 dish /dɪʃ/

ice cream /,aɪs'kri:m/
 orange /'ɒrɪndʒ/
 pizza /'pi:tʃə/

Clothes

dress /dres/
 jacket /'dʒækɪt/
 jeans /dʒi:nz/
 jumper /'dʒʌmpə/
 scarf /skɑ:f/
 shirt /ʃɜ:t/
 shoe /ʃu:/
 skirt /skɜ:t/
 socks /sɒks/

House/furniture

armchair /'ɑ:mtʃeə/
 bath /bɑ:θ/
 bed /bed/
 chair /tʃeə/
 cooker /'kʊkə/
 cupboard /'kʌbəd/
 fridge /frɪdʒ/
 picture /'pɪktʃə/
 shower /'ʃaʊə/
 sink /sɪŋk/
 sofa /'səʊfə/
 table /'teɪbl/
 telephone /'telɪfəʊn/
 toilet /'tɔɪlɪt/
 window /'wɪndəʊ/

School/college

book /bʊk/
 friend /frend/
 lesson /'lesən/
 letter /'letə/
 library /'laɪbrəri/
 ruler /ru:lə/
 science /saɪəns/
 student /'stju:dənt/
 test /test/
 university /,ju:nɪ'vɜ:səti/

Town

airport /'eəpɔ:t/
 bookshop /'bʊkʃɒp/
 bicycle /'baɪsɪkl/
 café /'kæfeɪ/
 car /kɑ:r/
 cinema /'sɪnəmə/
 clothes shop /kləʊðz ʃɒp/
 disco /'dɪskəʊ/
 film /fɪlm/
 flat /flæt/

house /haʊs/
 language school
 /'læŋgwɪdʒ sku:l/
 museum /'mju:ziəm/
 music shop /'mju:zɪk ʃɒp/
 park /pɑ:k/
 policeman /pə'li:smən/
 post office /'pəʊst ,ɒfɪs/
 river /'rɪvə/
 shoe shop /ʃu: ʃɒp/
 shop /ʃɒp/
 sports stadium
 /'spɔ:ts ,steɪdiəm/
 station /'steɪʃən/
 street /stri:t/
 supermarket
 /'su:pə,mɑ:kɪt/
 swimming pool
 /'swɪmɪŋ pu:l/
 train /treɪn/

Time and dates

spring /sprɪŋ/
 summer /'sʌmə/
 autumn /'ɔ:təm/
 winter /'wɪntə/
 Monday /'mʌndeɪ/
 Tuesday /'tju:zdeɪ/
 Wednesday /'wenzdeɪ/
 Thursday /'θɜ:zdeɪ/
 Friday /'fraɪdeɪ/
 Saturday /'sætədeɪ/
 Sunday /'sʌndeɪ/
 January /'dʒænjuəri/
 February /'februəri/
 March /mɑ:tʃ/
 April /'eɪprəl/
 May /meɪ/
 June /dʒu:n/
 July /dʒu'lai/
 August /'ɔ:gəst/
 September /sep'tembə/
 October /ɒk'təʊbə/
 November /nə'vembə/
 December /dɪ'sembə/
 birthday /'bɜ:θdeɪ/
 day /deɪ/
 month /mʌnθ/
 today /tə'deɪ/
 tomorrow /tə'mɒrəʊ/
 week /wi:k/

Verbs

close /klaʊz/
 cry /kraɪ/
 have got /hæv gɒt/
 jump /dʒʌmp/
 know /nəʊ/
 laugh /lɑ:f/
 listen /'lɪsən/
 look at /lʊk æt/
 open /əʊpən/
 paint /peɪnt/
 play /pleɪ/
 prefer /prɪ'fɜ:z/
 read /ri:d/
 run /rʌn/
 shout /ʃaʊt/
 smile /smaɪl/
 swim /swɪm/
 take a photo /teɪk ə
 'fəʊtəʊ/
 tell /tel/

Adjectives

big /bɪg/
 dangerous /'deɪndʒərəs/
 expensive /ɪk'spensɪv/
 fair (hair) /feə/
 favourite /'feɪvərɪt/
 fine /faɪn/
 funny /'fʌni/
 heavy /'hevi/
 interesting /'ɪntrəstɪŋ/
 lovely /'lʌvli/
 new /nju:/
 small /smɔ:l/

Prepositions

behind /brɪ'haɪnd/
 between /brɪ'twi:n/
 in /ɪn/
 near /nɪə/
 next to /nekst tu:/
 on /ɒn/
 under /'ʌndə/

Phrases

I'd like ... /aɪd laɪk/
 I'm fine, thanks.
 /aɪm faɪn θæŋks/
 My name's ... /maɪ neɪmz/
 Nice to meet you.
 /naɪs tə mi:t ju:/
 Thank you very much.
 /θæŋk ju: 'veri mʌtʃ/

Unit 1

Hobbies and interests

ballet (n) /'bæleɪ/
computer (n) /kəm'pjʊtə/
Formula 1 (n) /'fɔ:mjələ
wʌn/
guitar (n) /gɪ'tɑ:z/
helicopter (n) /'helɪkɒptə/
pilot (n) /'paɪlət/
pop music (n) /'pɒp
,mju:zɪk/
race (n) /reɪs/
sport (n) /spɔ:t/
swimming (n) /'swɪmɪŋ/
tennis (n) /'tenɪs/

Verbs

care /keə/
dance /dɑ:ns/
drive /draɪv/
enjoy /ɪn'dʒɔɪ/
fly /flaɪ/
get up /get 'ʌp/
hate /heɪt/
land /lənd/
learn /lɜ:n/
like /laɪk/
listen to /'lɪsən tu:/
look down at
/lʊk 'daʊn ət/
play (computer games) /pleɪ
ride /raɪd/
sleep /sli:p/
start /stɑ:t/
stop /stɒp/
study /'stʌdi/
take off /teɪk 'ɒf/
talk to /'tɔ:k tu:/
teach /ti:tʃ/
want /wɒnt/
watch /wɒtʃ/

Everyday English

guy /gaɪ/
Shut up! /ʃʌt 'ʌp/
So what? /səʊ 'wɒt/
That's weird! /ðæt's 'wiəd/
What about him/her?
/wɒt ə,baut 'hɪm/

Unit 2

School

Advanced Maths (n)
/əd'vɑ:nst məθs/
Art (n) /ɑ:t/
assembly (n) /ə'sembli/
athletics (n) /æθ'letɪks/

Biology (n) /baɪ'ɒlədʒi/
break (n) /breɪk/
Drama (n) /'drɑ:mə/
exam (n) /ɪg'zæm/
free time (n) /fri: 'taɪm/
French (n) /frentʃ/
Geography (n) /dʒɪ'ɒgrəfi/
headteacher (n)
/hed'ti:tʃə/
History (n) /'hɪstəri/
homework (n)
/'həʊmwɜ:k/
Information Technology (IT)
(n) /,ɪnfə'meɪʃən
tek'nɒlədʒi/
Maths (n) /mæθs/
photography (n)
/fə'tɒgrəfi/
Physical Education (PE) (n)
/fɪzɪkəl edʒu'keɪʃən/
Physics (n) /'fɪzɪks/
school hall (n) /sku:l 'hɔ:l/
sports club (n) /'spɔ:ts
klʌb/
subject (n) /'sʌbdʒɪkt/
tie (n) /taɪ/
timetable (n) /'taɪm,teɪbl/
uniform (n) /'ju:nɪfɔ:m/

Frequency expressions

always /'ɔ:lweɪz/
hardly ever /hɑ:dlɪ 'evə/
never /'nevə/
often /'ɒfən/
once (a week/month/year)
/wʌns/
sometimes /'sʌmtaɪmz/
three times (a week)
/θri: taɪmz/
twice (a week) /twɪs/
usually /'ju:zəli/

Verbs

belong to /brɪ'lɒŋ tu:/
choose /tʃu:z/
cook /kʊk/
eat /i:t/
find /faɪnd/
finish /'fɪnɪʃ/
get dressed /get 'drest/
go swimming /gəʊ
'swɪmɪŋ/
go to bed /gəʊ tə 'bed/
help /help/
rain /reɪn/
see /si:/
spend (time) /spend/
stay /steɪ/
walk /wɔ:k/
wear /weə/

Adjectives

late /leɪt/
lonely /'ləʊnli/
quiet /kwaɪət/
similar /'sɪmlə/
'

Unit 3

Housework

clean (v) /kli:n/
cook (v) / do the cooking (v)
/kʊk/, /du: ðə kʊkɪŋ/
housework (n) /'haʊswɜ:k/
ironing (n) /'aɪənɪŋ/
shopping (n) /'ʃɒpɪŋ/
washing (n) /'wɒʃɪŋ/
washing-up (n) /,wɒʃɪŋ'ʌp/

Time expressions

at the moment
/ət ðə 'məʊmənt/
every (day/evening/
weekend) /'evri/
next (year) /nekst/
now/right now /raɪt naʊ/
this (morning/afternoon/
evening/week)
/ðɪs/

Verbs

believe /brɪ'li:v/
buy /baɪ/
die /daɪ/
follow /'fɒləʊ/
go to university
/gəʊ tə ,ju:nɪ'vɜ:səti/
leave /li:v/
organise /'ɔ:gənaɪz/
protect /prə'tekt/
put up /put 'ʌp/
remember /rɪ'membə/
snow /snoʊ/
tidy up /,taɪdɪ 'ʌp/
travel /'trævəl/
understand /,ʌndə'stænd/
work /wɜ:k/

Nouns

conservation
/,kɒnsə'veɪʃən/
coral reef /'kɒrəl ri:f/
fish /fɪʃ/
hard work /hɑ:d 'wɜ:k/
information /,ɪnfə'meɪʃən/
money /'mʌni/
project /'prɒdʒekt/
research (n) /'ri:sɜ:tʃ/
sea /si:/
television /'telɪvɪʒən/
volunteer /,vɒləntɪ'ɪə/
world /wɜ:ld/

Adjectives

old /əʊld/
polluted /pə'lu:tɪd/
ready /'redi/
terrible /'terəbl/
unhappy /ʌn'hæpi/
young /jʌŋ/

Everyday English

Check it out! /'tʃek ɪt 'aʊt/
Let's (follow her) /lets/
She must be crazy!
/ʃi: 'mʌst bi: 'kreɪzi/
You're an angel!
/jɔ: ən 'eɪndʒəl/

Unit 4

Articles and quantifiers

a/an /ə/, /æn/
a lot of /ə 'lɒt əv/
much/many /mʌtʃ/,
'meni/
some/any /sʌm/, /'eni/

Food, drink and meals

bacon and eggs (n)
/'beɪkən ənd eɡz/
beef (n) /bi:f/
bread (n) /bred/
breakfast (n) /'brekfəst/
calorie (n) /'kæləri/
carrot (n) /'kærət/
cereal (n) /'sɛəriəl/
chicken (n) /'tʃɪkɪn/
curry (n) /'kʌri/
fish and chips (n) /fɪʃ ənd
'tʃɪps/
fried (adj) /fraɪd/
fruit juice (n) /'fru:t dʒu:s/
grapes (n) /greɪps/
grilled (adj) /grɪld/
hamburger (n)
'hæm,bɜ:gə/
meal (n) /mi:l/
meat (n) /mi:t/
milk (n) /mɪlk/
mineral water (n)
'mɪnərəl ,wɔ:tə/
mushroom (n) /'mʌʃrʊm/
omelette (n) /'ɒmlət/
onion (n) /'ʌnʃən/
pasta (n) /'pæstə/
potato (n) /pə'teɪtəʊ/
restaurant (n) /'restrɒnt/
rice (n) /raɪs/
roast beef (n) /rəʊst 'bi:f/
salad (n) /'sæləd/

sandwich (n) /'sænwɪdʒ/
 sauce (n) /sɔ:s/
 seafood (n) /'si:fu:d/
 snack (n) /snæk/
 soup (n) /su:p/
 sugar (n) /'fʊgə/
 sweet (n) /swi:t/
 take-away (n) /'teɪkəweɪ/
 tea (n) /ti:/
 toast (n) /təʊst/
 tomato (n) /tə'mɑ:təʊ/
 vegetable (n) /'vedʒtəbl/
 waiter (n) /'weɪtə/
 yoghurt (n) /'jɒgət/

Verbs

burn off /bɜ:n 'ɒf/
 exercise /'eksəsaɪz/
 keep fit /ki:p 'fɪt/
 order /'ɔ:də/
 weigh /wei/

Adjectives

fit /fɪt/
 healthy /'helθi/
 overweight /'əʊvəweɪt/
 unhealthy /ʌn'helθi/

Unit 5

Regular verbs

answer /'ɑ:nsə/
 attack /ə'tæk/
 decide /dɪ'saɪd/
 discover /dɪ'skʌvə/
 kill /kɪl/
 phone /fəʊn/
 plan /plæn/
 save /seɪv/
 start /stɑ:t/
 stay /steɪ/
 stop /stɒp/
 tidy /'taɪdi/
 try /traɪ/
 visit /'vɪzɪt/

Phrasal verbs

climb down /klaɪm 'daʊn/
 climb up /klaɪm 'ʌp/
 come down /kʌm 'daʊn/
 cut down /kʌt 'daʊn/
 get in /get 'ɪn/
 get out /get 'aʊt/
 pick up /pɪk 'ʌp/
 put down /pʊt 'daʊn/
 put on /pʊt 'ɒn/
 take off /teɪk 'ɒf/

Verbs

be born /bi: 'bɔ:n/

Nouns

company /'kʌmpəni/
 dream /dri:m/
 environmental organisation
 /ɪn,vairə'nmentəl
 ,ɔ:gənai'zeɪʃən/
 farmer /'fɑ:mə/
 firefighter /'faɪərfaɪtə/
 forest /'fɒrɪst/
 hero /'hɪərəʊ/
 hospital /'hɒspɪtəl/
 journey /'dʒɜ:ni/
 medal /'medəl/
 North Pole /nɔ:θ 'pəʊl/
 plan /plæn/
 polar bear /'pəʊlə beə/
 reporter /rɪ'pɔ:tə/
 tree /tri:/
 tree-house /'tri:haʊs/

Everyday English

loads of ... /'ləʊdz əv/
 one day /'wʌn deɪ/
 That's amazing.
 /ðæt ə'meɪzɪŋ/
 You can't be serious.
 /ju: 'kɑ:nt bi 'sɪəriəs/

Unit 6

Past time expressions

(an hour/four days/ten
 years) ago /ə'gəʊ/
 last (night/week/month/
 year) /lɑ:st/
 yesterday /'jestədeɪ/
 yesterday morning
 (afternoon/evening)
 /,jestədeɪ 'mɔ:niŋ/

Sports

athlete (n) /'æθli:t/
 basketball (n)
 /'bɑ:skɪtbɔ:l/
 cycling (n) /'saɪklɪŋ/
 equipment (n)
 /ɪ'kwɪpmənt/
 final (n) /'faɪnəl/
 ice hockey (n) /aɪs 'hɒki/
 long jump (n) /'lɒŋ dʒʌmp/
 Olympic Games (n)
 /ə'lɪmpɪk geɪmz/
 skateboarding (n)
 /'skeɪtbɔ:dɪŋ/
 skiing (n) /'ski:ɪŋ/
 snowboarding (n)
 /'snəʊbɔ:dɪŋ/
 surfing (n) /'sɜ:fɪŋ/
 swimming (n) /'swɪmɪŋ/

team (n) /ti:m/
 volleyball (n) /'vɒlibɔ:l/
 water sport (n) /'wɔ:tə
 spɔ:t/

Verbs

ban /bæn/
 beat /bi:t/
 begin /bɪ'ɡɪn/
 call /kɔ:l/
 forget /fə'get/
 get in touch with
 /get ɪn 'tʌtʃ wɪð/
 go out with /gəʊ 'aʊt wɪð/
 have an argument /hæv ən
 'ɑ:gjumənt/
 keep in touch with
 /ki:p ɪn 'tʌtʃ wɪð/
 pour /pɔ:ɪ/
 push /pʊʃ/
 ring /rɪŋ/
 send /send/
 step /step/
 take away /teɪk ə'weɪ/
 take out /teɪk 'aʊt/
 think /θɪŋk/
 waste time /weɪst 'taɪm/
 win /wɪn/

Nouns

cream cake /kri:m 'keɪk/
 friendship /'frenʃɪp/
 gold medal /gəʊld 'medəl/
 present /'prezənt/
 teenager /'ti:n,eɪdʒə/
 text message/messaging
 /'tekst ,mesɪdʒ/
 /,mesɪdʒɪŋ/
 winner /'wɪnə/

Adjectives

easy /'i:zi/
 excellent /'eksələnt/
 excited /ɪk'saɪtɪd/
 popular /'pɒpjələ/
 quick /kwɪk/
 safe /seɪf/
 short /ʃɔ:t/
 useful /'ju:sfəl/

Unit 7

Jobs

business person (n)
 /'bɪznɪs ,pɜ:sən/
 computer programmer (n)
 /kəm,pju:tə
 'prəʊgræmə/
 dentist (n) /'dentɪst/
 doctor (n) /'dɒktə/

engineer (n) /,endʒɪ'nɪə/
 film star (n) /'fɪlm stɑ:
 flight attendant (n)
 /'flaɪt ə,tendənt/
 lawyer (n) /'lɔ:ɪ/
 model (n) /'mɒdəl/
 nurse (n) /nɜ:s/
 pilot (n) /'paɪlət/
 policeman (n) /pə'li:smən/
 secretary (n) /'sekretəri/
 singer (n) /'sɪŋə/
 sports person (n)
 /'spɔ:ts ,pɜ:sən/
 teacher (n) /'ti:tʃə/
 tennis player (n)
 /'tenɪs ,pleɪə/
 vet (n) /vet/
 writer (n) /'raɪtə/

Verbs

be good at /bi: 'gʊd ət/
 have something in common
 /hæv ,sʌmθɪŋ ɪn
 'kɒmən/
 have to /'hæv tu:/
 look (perfect) /lʊk/
 pull out (teeth) /pul aʊt/
 share /ʃeə/
 take exams /teɪk ɪg'zæmz/

Nouns

ability /ə'biləti/
 talent /'tælənt/
 washing machine
 /'wɒʃɪŋ mə,ʃi:n/

Adjectives

determined /dɪ'tɜ:mɪnd/
 famous /'feɪməs/
 hard-working
 /,hɑ:d'wɜ:kɪŋ/
 lucky /'lʌki/
 necessary /'nesəsəri/
 ordinary /'ɔ:dənəri/
 perfect /'pɜ:fɪkt/
 rich /rɪtʃ/
 successful /sək'sesfəl/
 sure /ʃʊə/

Everyday English

doing a paper round
 /,du:ɪŋ ə 'peɪpə raʊnd/
 hardly any (money)
 /,hɑ:ldli 'eni/
 pocket money /'pɒkɪt
 ,mʌni/
 save up /seɪv 'ʌp/

Unit 8

Sleep and dreams

asleep (adj) /ə'sli:p/
awake (adj) /ə'weɪk/
daydream (v, n) /'deɪdri:m/
dream (v, n) /dri:m/
get up (v) /get 'ʌp/
go to bed (v) /gəʊ tə 'bed/
go to sleep (v) /gəʊ tə
'sli:p/
wake up (v) /weɪk 'ʌp/

Verbs

change /tʃeɪndʒ/
continue /kən'tɪnjuː/
create /kri'eɪt/
criticise /'krɪtɪsaɪz/

Nouns

audition /ɔ:'dɪʃən/
contest /'kɒntest/
contestant /kən'testənt/
conversation
/kɒnvə'seɪʃən/
group /gru:p/
idea /aɪ'diə/
imagination
/ɪ,mædʒɪ'neɪʃən/
inventor /ɪn'ventə/
judge /dʒʌdʒ/
painter /'peɪntə/
paper /'peɪpə/
pop idol /'pɒp aɪdəl/
pop star /'pɒp stɑː/
sand /sænd/
solo singer /'səʊləʊ 'sɪŋə/
songwriter /'sɒŋ,raɪtə/
talent show /'tælənt ʃəʊ/

Unit 9

Language learning

accent (n) /'æksənt/
communicate (v)
/kə'mju:nɪkeɪt/
correct (v, adj) /kə'rekt/
course (n) /kɔ:s/
guess (v) /ges/
imitate (v) /ɪ'mɪteɪt/
look up (v) /lʊk 'ʌp/
make mistakes (v)
/meɪk mɪ'steɪks/
mean (v) /mi:n/
mother tongue (n) /'mʌðə
tʌŋ/
penfriend (n) /'penfrend/
practise (v) /'præktɪs/
pronounce (v) /prə'naʊns/

pronunciation (n)
/prə,nʌnsi'eɪʃən/
speak (v) /spi:k/
translate (v) /trænz'leɪt/
translation (n)
/trænz'leɪʃən/
wrong (adj) /rɒŋ/

Verbs

marry /'mæəri/

Adjectives

best /best/
better /'betə/
boring /'bɔːrɪŋ/
cool /ku:l/
easy /'i:zi/
friendly /'frendli/
further/farther
/'fɜːðər/, /'fɑːðər/
good-looking /,ɡʊd'lʊkɪŋ/
handsome /'hændsəm/
important /ɪm'pɔːtənt/
intelligent /ɪn'telɪdʒənt/
nice /naɪs/
normal /'nɔːməl/
popular /'pɒpjələ/
successful /sək'sesfəl/
talented /'tæləntɪd/
unusual /ʌn'juːzəl/
worse /wɜːs/

Everyday English

Ace! /eɪs/
Cool! /ku:l/
Groovy! /'gru:vi/
Hip! /hɪp/
Neat! /ni:t/
Wicked! /'wɪkɪd/

Unit 10

Future time expressions

day after tomorrow
/'deɪ ,ɑːftər tə,mɒrəʊ/
in three days' time /ɪn θriː
deɪz taɪm/
next (week/Saturday)
/nekst/
tomorrow /tə'mɒrəʊ/
week (month) after next
/'wi:k ɑːftər nekst/

Holidays

activity (n) /æk'tɪvəti/
adventure holiday (n)
/əd'ventʃə 'hɒlədeɪ/
backpack (n) /'bækpæk/

bed and breakfast (n)
/bed ənd 'brekfəst/
camping (n) /'kæmpɪŋ/
campsite (n) /'kæmpsɑɪt/
canal boat (n) /kə'næl
bəʊt/
canoeing (n) /kə'nuːɪŋ/
coach (n) /kəʊtʃ/
coast /kəʊst/
farm /fɑ:m/
ferry (n) /'feri/
hiking (n) /'haɪkɪŋ/
hire (v) /haɪə/
horse-riding (n)
/'hɔːsrɑɪdɪŋ/
houseboat (n) /'haʊsbəʊt/
island (n) /'aɪlənd/
kayak (n) /'kaɪæk/
mountain bike (n)
/'maʊntɪn baɪk/
nature (n) /'neɪtʃə/
on horseback (adv) /ɒn
'hɔːsbæk/
postcard (n) /'pəʊskɑːd/
sailing (n) /'seɪlɪŋ/
sightseeing (n) /'saɪtsiːɪŋ/
snorkelling (n) /'snɔːkəlɪŋ/
souvenir (n) /,suːvə'nɪə/
summer camp (n)
/'sʌmə kæmp/
sunbathing (n) /'sʌnbetɪŋ/
surfboard (n) /'sɜːfbɔːd/
tourist (n) /'tɔːrɪst/
valley /'væli/
windsurfing (n)
/'wɪnsɜːfɪŋ/
youth hostel (n) /'juːθ
'hɒstəl/

Unit 11

Verbs

crash /kræʃ/
float /fləʊt/
get married /get 'mæɪrɪd/
have children /hæv
'tʃɪldrən/
relax /rɪ'læks/

Nouns

bill /bɪl/
fortune cookie
/'fɔːtʃu:n ,kʊki/
galaxy /'ɡæləksi/
joke /dʒəʊk/
nonsense /'nɒnsəns/
planet /'plænɪt/
space /speɪs/
spaceship /'speɪsʃɪp/
universe /'juːnɪvɜːs/

Everyday English

Anything else?
/ˌeniθɪŋ 'els/
How embarrassing!
/ˌhaʊ 'ɪmbærəsɪŋ/
I don't believe it!
/aɪ ,dəʊnt bi'liːv ɪt/
(It's) nonsense
/'nɒnsəns/
the best bit /ðə 'best bɪt/

Unit 12

The weather

avalanche (n) /'ævə'lɑːnʃ/
cloudy (adj) /'klaʊdi/
foggy (adj) /'fɒgi/
hot /hɒt/
ice (n) /aɪs/
rain (n) /reɪn/
sunny (adj) /'sʌni/
warm (adj) /wɔːm/
windy (adj) /'wɪndi/

Verbs

break /breɪk/
give up /ɡɪv 'ʌp/
go on /gəʊ 'ɒn/
go wrong /gəʊ 'rɒŋ/
hit /hɪt/
hope to /'haʊp tə/
keep going /kiːp 'gəʊɪŋ/
lift /lɪft/
reach /ri:tʃ/
stand up /stænd 'ʌp/
strengthen /'streŋθən/

Nouns

climber /'klaɪmə/
determination
/dɪ,tɜːmɪ'neɪʃən/
immigrant /'ɪmɪgrənt/
painting /'peɪntɪŋ/
politics /'pɒlətɪks/
rope /rəʊp/

Adverbs

badly /'bædli/
bitterly (cold) /'bɪtəli/
carefully /'keəfəli/
fast /fɑːst/
gradually /'grædʒuəli/
hard /hɑːd/
heavily /'hevɪli/
loudly /'laʊdli/
luckily /'lʌkɪli/
quietly /'kwaɪətli/
slowly /'sləʊli/
well /wel/

Unit 13

Celebrations

birthday cake (n) /'bɜːθdeɪ keɪk/
celebrate (v) /'seləbreɪt/
fireworks (n) /'faɪəwɜːks/
New Year's Eve (Day) (n) /nɜː jɪəz 'iːv/

Phrasal verbs

fall off /fɔːl 'ɒf/
get across /get ə'krɒs/
give up (smoking) /gɪv ʌp/
go off /gəʊ 'ɒf/
go on /gəʊ 'ɒn/
keep up /kiːp 'ʌp/
stick to /'stɪk tuː/
take up /teɪk 'ʌp/
throw away /θrəʊ ə'weɪ/
work out (a problem) /wɜːk aʊt/

Verbs

be going to /biː 'gəʊɪŋ tuː/
have a shower /hæv ə 'ʃaʊə/
must /mʌst/
record /re'kɔːd/

Nouns

resolution /,rezə'luːʃən/

Unit 14

Verbs

bow /baʊ/
kiss /kɪs/
reply /rɪ'plai/
should /ʃʊd/
touch /tʌtʃ/

Nouns

custom /'kʌstəm/
leather /'leðə/
queue /kjuː/
tip /tɪp/

Adjectives of personality

cheerful /'tʃɪəfʊl/
dishonest /dɪ'sɒnɪst/
disorganised /dɪs'ɔːgənəɪzd/
dull /dʌl/
friendly /'frendli/

funny /'fʌni/
hard-working /,hɑːd'wɜːkɪŋ/
honest /'ɒnɪst/
kind /kaɪnd/
lazy /'leɪzi/
miserable /'mɪzərəbl/
nervous /'nɜːvəs/
organised /'ɔːgənəɪzd/
relaxed /rɪ'læksɪd/
rude /ruːd/
unfriendly /ʌn'frendli/
unkind /ʌn'kaɪnd/

Adjectives of opinion

attractive /ə'træktɪv/
awful /'ɔːfʊl/
brilliant /'brɪljənt/
boring /'bɔːrɪŋ/
dreadful /'dredfʊl/
interesting /'ɪntrəstɪŋ/
ugly /'ʌgli/

Unit 15

Verbs

ask somebody out /ɑːsk ,sʌmbədi 'aʊt/
burn /bɜːn/
can't stand /kɑːnt 'stænd/
collapse /kə'læps/
drop /drɒp/
feel /fiːl/
frighten /'fraɪtən/
keep calm /kiːp 'kɑːm/
might /maɪt/
overturn /'əʊvətɜːn/
recognise /'rekəgnaɪz/
show /ʃəʊ/

Nouns

danger /'deɪndʒə/
gorilla /gə'rɪlə/
gun /gʌn/
shark /ʃɑːk/
situation /,sɪtju'eɪʃən/

Compound nouns

bank robber /'bæŋk ,rɒbə/
firefighter /'faɪə'faɪtə/
mountain climber /'maʊntɪn ,klaɪmə/
parachute jumper /'pærəʃuːt ,dʒʌmpə/
racing driver /'reɪsɪŋ ,draɪvə/

underwater photographer /,ʌndəwɔːtə'fə'tɒgrəfə/
/fə'tɒgrəfə/

Adjectives of feeling

annoyed /ə'nɔɪd/
annoying /ə'nɔɪɪŋ/
bored /bɔːd/
brave /breɪv/
calm /kɑːm/
excited /ɪk'saɪtɪd/
exciting /ɪk'saɪtɪŋ/
frightened /'fraɪtənd/
frightening /'fraɪtənɪŋ/
interested /'ɪntrəstɪd/
interesting /'ɪntrəstɪŋ/
terrified /'terəfaɪd/
tired /taɪəd/
tiring /'taɪəɪŋ/

Everyday English

Hang on. /hæŋ 'ɒn/
How should I know? /həʊ ʃəd 'aɪ nəʊ/
No big deal. /'nəʊ bɪg 'diːl/
No way! /nəʊ 'weɪ/

Unit 16

Animals

alligator (n) /'ælɪgətə/
cow (n) /kaʊ/
frog (n) /frɒg/
mouse (n) /maʊs/
parrot (n) /'pærət/
rabbit (n) /'ræbɪt/
snake (n) /sneɪk/
tarantula (n) /tə'ræntjələ/
tiger (n) /'taɪgə/

Verbs

bite /baɪt/
collect /kə'lekt/
complain /kəm'pleɪn/
seem /siːm/

Verb + noun pairs

break a record /breɪk ə 'rekɔːd/
build a house /bɪld ə 'haʊs/
raise money /reɪz 'mʌni/
take a risk /teɪk ə 'rɪsk/
tell a joke /tel ə 'dʒɔːk/
win a prize /wɪn ə 'praɪz/

Nouns

album /'ælbəm/
anniversary /,ænɪ'vɜːsɪəri/
charity /'tʃærɪti/
collection /kə'leɪʃən/
death /deθ/
escape /ɪ'skeɪp/
fan /fæn/
fingernail /'fɪŋgəneɪl/
ghost /gəʊst/
head /hed/
hit /hɪt/
look-alike /'lʊkəlaɪk/
neighbour /'neɪbə/
record /'rekɔːd/
sighting /'saɪtɪŋ/
sky-diver /'skaɪ,daɪvə/
wheelchair /'wiːltʃeə/
world record /wɜːld 'rekɔːd/

Adjectives

mad /mæd/
middle-aged /,mɪdl'eɪdʒd/
poor /pɔː/

Herbert Puchta and Jeff Stranks

English in Mind

* Student's Book 1

English in Mind is a five-level course for teenagers which combines engaging content with a strong focus on grammar and vocabulary. It takes students from beginner to upper-intermediate level and is ideal for mixed-ability classes.

Organised learning

- Each level contains 16 units, grouped into four modules
- Clear learning objectives and 'Check your progress' sections help students plan their learning and monitor progress
- 'Unit check' sections after every unit in the Workbook

Imaginative content

- Thought-provoking reading and listening topics expand students' knowledge of the world
- 'Culture in Mind' sections give an insight into different aspects of English-speaking life
- Entertaining photostories present contemporary spoken English in a natural context

Dual entry

- Starter level is for complete beginners
- Level 1 is for elementary students and contains a 16-page 'Starter section' to revise key language
- Levels 2, 3 and 4 take students from pre-intermediate to upper-intermediate

Independent learning

- Free self-study CD-ROM with the Workbook
- Class projects and real-life writing tasks help students create language portfolios
- 'Skills Tips' in the Workbook to develop study skills and exam techniques

Council of Europe Level:	Cambridge ESOL Exams:	
A1	English in Mind Starter	
A2	English in Mind 1	KET
	English in Mind 2	
B1	English in Mind 3	PET
B2	English in Mind 4	FCE

Student's Book

Workbook

* Free Audio CD / CD-ROM

Teacher's Book

Teacher's Resource Pack

* Extra photocopiable materials

* Diagnostic and progress tests

Class Audio CDs

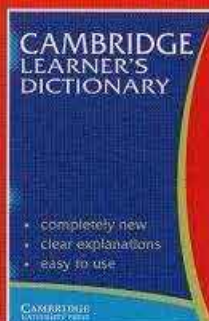
Class Cassettes

Web support

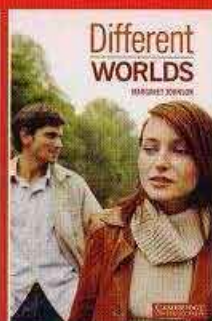
* www.cambridge.org/elt/englishinmind

We recommend for use with

English in Mind 1:



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