

The image features a white background with abstract, overlapping geometric shapes in shades of green and yellow. The shapes are primarily located in the top-left and bottom-right corners, creating a sense of depth and movement. The word "FOCUS" is centered in a bold, green, sans-serif font.

# FOCUS

<b>0</b>	<b>0.1</b> p. 4 <b>Grammar:</b> Imperatives <b>Vocabulary:</b> Alphabet; Classroom language	<b>0.2</b> p. 5 <b>Grammar:</b> to be; Subject pronouns <b>Vocabulary:</b> Numbers; Countries and nationalities; Age	<b>0.3</b> p. 6 <b>Grammar:</b> Demonstrative pronouns; Plural nouns <b>Vocabulary:</b> Colours; Adjectives; Objects
<b>1</b> Family and friends	<b>Vocabulary</b> pp. 12–13 Free time and routines; Collocations <b>Reading:</b> Descriptions of free-time activities	<b>Grammar</b> p. 14 Present Simple: affirmatives and negatives	<b>Listening</b> p. 15 People's typical weekends <b>Exam Focus:</b> Multiple choice <b>Pronunciation:</b> The letter c <b>Vocabulary:</b> Prepositions
<b>2</b> Food	pp. 24–25 Food; Supermarket; Collocations <b>Listening:</b> An interview in a supermarket	p. 26 Countable and uncountable nouns	p. 27 Food and recipes <b>Exam Focus:</b> Gap fill <b>Pronunciation:</b> /i:/ and /i/ <b>Vocabulary:</b> Cooking verbs
<b>3</b> Work	pp. 36–37 Jobs; Collocations with job and work; Prepositions <b>Listening:</b> Descriptions of jobs	p. 38 Present Continuous	p. 39 Peace Corps volunteers <b>Exam Focus:</b> True/False <b>Pronunciation:</b> Silent letters <b>Vocabulary:</b> Collocations – learn and teach
<b>4</b> People	pp. 48–49 Appearance; Personality; Adjective order <b>Reading:</b> Descriptions of appearance and personality	p. 50 Comparative and superlative adjectives	p. 51 The most important events in people's lives <b>Exam Focus:</b> Multiple choice <b>Pronunciation:</b> Numbers <b>Vocabulary:</b> Collocations – life events
<b>5</b> Education	pp. 60–61 Schools; Phrases about school; do/get/be <b>Reading:</b> An unusual school	p. 62 <i>must/mustn't; should/shouldn't</i>	p. 63 Different parts of a school <b>Exam Focus:</b> Gap fill <b>Pronunciation:</b> /ð/ and /θ/ <b>Vocabulary:</b> Parts of a school
<b>6</b> Sport and health	pp. 72–73 Types of sport; Verb collocations <b>Listening:</b> Sports	p. 74 Past Simple: affirmatives	p. 75 Expressing an opinion <b>Exam Focus:</b> Multiple choice <b>Pronunciation:</b> The letter a <b>Vocabulary:</b> Likes and dislikes
<b>7</b> Travel	pp. 84–85 Holiday and transport; Accommodation; Collocations <b>Reading:</b> Types of holiday	p. 86 Present Perfect with <i>ever/never</i>	p. 87 Travel conversations <b>Exam Focus:</b> Multiple choice <b>Pronunciation:</b> The letter o <b>Vocabulary:</b> Travel
<b>8</b> Nature	pp. 96–97 Landscape; Wildlife; Environmental problems <b>Reading:</b> Wonders of nature	p. 98 Future with <i>will</i>	p. 99 The weather <b>Exam Focus:</b> Matching <b>Pronunciation:</b> Predicting the weather <b>Vocabulary:</b> Weather nouns and adjectives

Focus review Unit 1 pp. 22–23 Unit 2 pp. 34–35 Unit 3 pp. 46–47 Unit 4 pp. 58–59 Unit 5 pp. 70–71 Unit 6 pp. 82–83

pp. 108–119 Grammar Focus

WORD STORE pp. 1–17 Word practice and Word stores 0–8 pp. 18–20 Prepositions

<p>0.4 p. 7 <b>Grammar:</b> Possessive adjectives; Possessive 's <b>Vocabulary:</b> Family</p>	<p>0.5 p. 8 <b>Grammar:</b> <i>can/can't</i>; <b>Vocabulary:</b> Common verbs</p>	<p>0.6 p. 9 <b>Grammar:</b> Prepositions; <i>there is/there are</i> <b>Vocabulary:</b> Rooms and furniture</p>	<p>0.7 p. 10 <b>Grammar:</b> <i>have got</i> <b>Vocabulary:</b> Gadgets</p>	<p>0.8 p. 11 <b>Vocabulary:</b> Days of the week; Months and seasons; Times; Ordinal numbers</p>
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Reading	Grammar	Speaking	Writing
pp. 16–17 Family life <b>Exam focus:</b> Multiple choice <b>Vocabulary:</b> Nouns, verbs and adjectives; Verb collocations	p. 18 Present simple: <i>yes/no</i> and <i>wh-</i> questions	p. 19 Preferences	pp. 20–21 An informal email
pp. 28–29 Unusual restaurants <b>Exam focus:</b> Matching <b>Vocabulary:</b> Food adjectives	p. 30 Articles	p. 31 Ordering food	pp. 32–33 An email of invitation
pp. 40–41 Dream jobs <b>Exam focus:</b> Information transfer <b>Vocabulary:</b> Nouns, verbs and adjectives; Collocations – money	p. 42 Present Simple and Present Continuous	p. 43 Describing a photo	pp. 44–45 An email of request
pp. 52–53 Clothes and personality <b>Exam focus:</b> Gapped text <b>Vocabulary:</b> Appearance and personality adjectives; Clothes	p. 54 <i>have to/don't have to</i>	p. 55 Shopping for clothes	pp. 56–57 A personal profile
pp. 64–65 A different kind of school <b>Exam focus:</b> Right/Wrong/Doesn't say <b>Vocabulary:</b> Nouns, verbs and adjectives; Compound nouns	p. 66 Past Simple: <i>was/were, could</i>	p. 67 Organising a trip	pp. 68–69 A personal email
pp. 76–77 Challenges some sportspeople face <b>Exam focus:</b> Gapped text <b>Vocabulary:</b> Nouns, verbs and adjectives; Sportspeople	p. 78 Past Simple questions and negatives	p. 79 Advice	pp. 80–81 A description of an event
pp. 88–89 A fundraising adventure <b>Exam focus:</b> Multiple choice <b>Vocabulary:</b> Nouns, verbs and adjectives; Collocations	p. 90 Present Perfect with <i>just/already/yet</i>	p. 91 Asking for and giving directions	pp. 92–93 An email of enquiry
pp. 100–101 Different texts about nature <b>Exam focus:</b> Right/Wrong/Doesn't say <b>Vocabulary:</b> Nouns and adjectives	p. 102 <i>be going to</i>	p. 103 Agreeing and disagreeing	pp. 104–105 Expressing an opinion; Presenting arguments

Unit 7 pp. 94–95 Unit 8 pp. 106–107

pp. 120–127 Word lists

p. 21 Phrasal verbs, days of the week and months p. 22 Pronouns and numerals p. 23 Irregular verbs p. 24 Key to phonetic symbols

# 0.1 In class

Grammar: Imperatives

Vocabulary: Alphabet • Classroom language

1 **CD•1.2 MP3•2** Listen and repeat the alphabet.

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

2 **CD•1.3 MP3•3** Complete the letters for the sounds in the table. Then listen, check and repeat.

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

3 **CD•1.4 MP3•4** Listen and circle the word you hear.

- 1 a pin      b pen
- 2 a book    b back
- 3 a disc     b desk

4 Read the classroom language and translate the verbs in red.



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



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



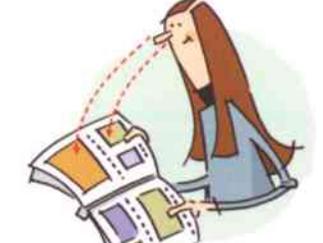
3 **Work** in pairs. **Ask** and **answer** the questions.



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



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



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

5 Read REMEMBER THIS. Then find more examples of the imperative in Exercise 4.

## REMEMBER THIS

You use the imperative to give instructions.

✓ Use a dictionary.      ✗ Don't use a dictionary.

Grammar Focus page 108

6 Write sentences. Use the correct form of the imperative.

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

7 Read REMEMBER THIS.

## REMEMBER THIS

You use *let's* to make suggestions.

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



Grammar Focus page 108

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

[ ask do finish listen read use ]

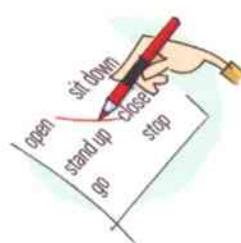
- 1 A: I don't know this word. **Let's ask** the teacher.
- B: No, \_\_\_\_\_ a dictionary.
- 2 A: \_\_\_\_\_ Exercise 2 now.
- B: No, \_\_\_\_\_ Exercise 1 first.
- 3 A: \_\_\_\_\_ the conversation.
- B: \_\_\_\_\_ to the conversation before we read it. OK?

9 In pairs, take turns to make suggestions.

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



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



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

# 0.2 I'm from ...

Grammar: to be • Subject pronouns

Vocabulary: Numbers • Countries and nationalities • Age

## Caledonia School of English, Edinburgh

### Students' page

We're students at the Caledonia School of English.



**Andrew** isn't a student. He's a teacher. He's Scottish. He's thirty-four years old.



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

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



**Mei** is Chinese. She's twenty-three. She's from Beijing.



**Lukas** is twenty-one. He's German. He's from Frankfurt.

### 1 Write the numbers.

1 nineteen – 19

2 twenty-one – \_\_\_\_\_

3 twenty-three – \_\_\_\_\_

4 thirty-four – \_\_\_\_\_

### WORD STORE page 22

### 2 CD-1.5 MP3-5 Listen and repeat the numbers.

### 3 Read the website. Then match the people in the photos with the countries.

1 Spain 2 Scotland 3 Germany 4 Russia 5 China

### WORD STORE 0.2 page 1

### 4 CD-1.6 MP3-6 Complete WORD STORE 0.2. Complete the tables with the nationalities in the box. Then listen and repeat.

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

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

American Brazilian German Swiss  
Portuguese Russian Spanish

- Penelope Cruz
- Paolo Coelho
- Cristiano Ronaldo
- Angela Merkel
- Garry Kasparov
- Roger Federer
- Dakota and Elle Fanning

A: What nationality is Penelope Cruz?  
B: She's Spanish.

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

### REMEMBER THIS

to be

+	I am = <sup>1</sup> _____	we are = <sup>5</sup> _____
	you are = <sup>2</sup> <i>you're</i>	you are = you're
	he is = <sup>3</sup> _____	they are = they're
	she is = <sup>4</sup> _____	
	it is = it's	

-	I am not = I'm not	we are not = we aren't
	you are not = you aren't	you are not = you aren't
	he is not = he isn't	they are not = they aren't
	she is not = she isn't	
	it is not = it isn't	

?	Am I ...?	Yes, I am./No, I'm not.
	<sup>6</sup> _____ you ...?	Yes, you are./No, you aren't.
	Is he/she/it ...?	Yes, he/she/it is./No, he/she/it isn't.

### REMEMBER THIS

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

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

Grammar Focus page 108

# 0.3 Favourites

**Grammar:** Demonstrative pronouns • Plural nouns

**Vocabulary:** Colours • Adjectives • Objects

- 1 In pairs, match the words in the box with the colours. Then name other colours you know.

black blue brown green grey  
orange pink purple red yellow



- 2 In pairs, match an adjective from A with the opposite in B.

A beautiful big fantastic fast new old

B old slow small terrible ugly young

big - small

- 3 Look at Amy and Mike. Which things do you think they have got?



- 4 **CD-1.7 MP3-7** Listen and tick the things that belong to Amy.

- 5 **CD-1.7 MP3-7** Listen again and complete the sentences with the names of the correct objects.

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

- 6 Read REMEMBER THIS.

## REMEMBER THIS

Singular demonstrative pronouns

This is my beanbag. It's old.



That is my watch. It's new.



Plural demonstrative pronouns

These are my holiday photos. They're great.



Those are my headphones. They're expensive.



### Grammar Focus page 108

- 7 **CD-1.8 MP3-8** Complete the text with *this*, *that*, *these* or *those*. Then listen and check.

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

- 8 **CD-1.9 MP3-9** Complete the sentences with *it's* or *they're*. Then listen and check.

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

## REMEMBER THIS

- You add *-s/-es* to make nouns plural. Some words don't have a singular form (e.g. *sunglasses*, *headphones*):  
*skateboard* - *skateboards*      *watch* - *watches*
- Some nouns have irregular plural forms.  
*man* - *men*    *woman* - *women*    *child* - *children*

### Grammar Focus page 108

- 9 Draw four things that are yours and two things that are not yours. Then, in pairs, take turns to describe your things to your partner. Can he/she guess which are not yours?

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

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

A: Wrong! It's my beanbag!

# 0.4 My family

**Grammar:** Possessive adjectives • Possessive 's  
**Vocabulary:** Family

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

	brother	cousin	daughter	father	grandfather	uncle	wife
	♀						♂
	mother/mum			1 father/dad			
	2 _____			son			
	sister			3 _____			
	4 _____			husband			
	aunt			5 _____			
	grandmother			6 _____			
	7 _____			cousin			

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

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

3 Complete REMEMBER THIS with the pronouns in blue in the text in Exercise 2. Then complete the cartoon caption.

**REMEMBER THIS**

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

Hi, 5 \_\_\_\_\_ name's Mark.  
What's 6 \_\_\_\_\_ name?

Grammar Focus page 109

4 **CD-1.10 MP3-10** Complete the sentences. Then listen and check.

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

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

## REMEMBER THIS

### Possessive 's: singular

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

### Possessive s': plural

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

### Note:

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

## Grammar Focus page 109

6 Choose the correct options.

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

7 Ask and answer the questions in pairs.

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

# 0.5 Abilities

Grammar: *can/can't*

Vocabulary: Common verbs

- 1 In pairs, match the verbs in the box with the photos in the questionnaire in Exercise 5 and complete the questions.

cook dance paint roller-skate  
sing speak swim

- 2 **CD-1.11 MP3-11** Listen. Tick (✓) what Jon and Mia can do and cross (X) what they can't do.

	roller-skate	speak a foreign language	sing	dance
Jon	✓			
Mia				

- 3 Complete the text with *can* or *can't*.

Jon <sup>1</sup>*can* roller-skate. He <sup>2</sup> \_\_\_\_\_ speak a foreign language. He <sup>3</sup> \_\_\_\_\_ sing. He <sup>4</sup> \_\_\_\_\_ dance. Jon's sister, Mia, <sup>5</sup> \_\_\_\_\_ roller-skate, too. She <sup>6</sup> \_\_\_\_\_ speak a foreign language. She <sup>7</sup> \_\_\_\_\_ sing. She <sup>8</sup> \_\_\_\_\_ dance.

- 4 Read REMEMBER THIS. Then complete the cartoon captions.

## REMEMBER THIS

*can*

+ I/You/He/She/We/They can sing.

- I/You/He/She/We/They can't sing.

? Can you sing?  
Yes, I can./No, I can't.



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

# What can you do?



1 Can you sing?



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



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



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



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



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



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

- 6 In pairs, ask and answer the questions in the questionnaire. Then tell the class about your partner.

*Teresa can dance, but she can't paint. She ...*

- 7 In pairs, write five questions. Use the ideas in the box or your own ideas.

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

*Can you dance the tango?*

- 8 In pairs, ask and answer your questions from Exercise 7. Then tell the class about your partner.

A: *Can you run ten kilometres?*

B: *Yes, I can./No, I can't. Can you ...?*

A: *Maria can/can't dance the tango. She ...*

# 0.6 At home

Grammar: Prepositions • *there is/there are*

Vocabulary: Rooms and furniture

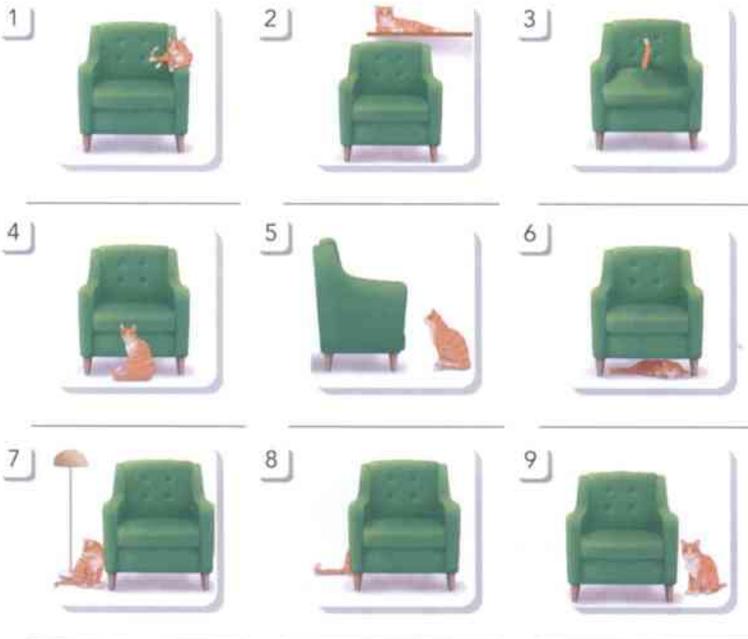
## WORD STORE 0.6 page 1

- 1 Complete WORD STORE 0.6. Label the picture with the words in the box.

armchair bath bed carpet chair cooker desk  
dishwasher fridge lamp poster shower sink sofa  
table toilet wall wardrobe window

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

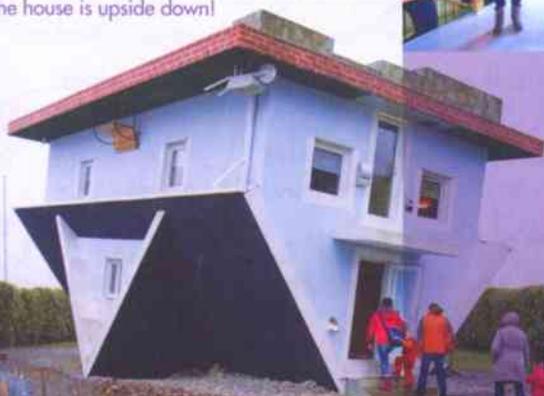
behind between in in front of next to on  
opposite above under



- 3 Read the text and look at the photos. Can people live in this house? Why?/Why not?

## The Upside Down House

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



- 4 Read REMEMBER THIS. Then complete the cartoon captions with *there is* or *there are*.

### REMEMBER THIS

Singular

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

Plural

*There are four chairs in the kitchen.*

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



2 \_\_\_\_\_ hundreds of rooms in my house!

### Grammar Focus page 109

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

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

- 6 In pairs, follow the instructions.

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

- 7 Write five sentences about your flat/house, four true and one false. Then, in pairs, take turns to read your sentences to your partner. Can he/she guess which sentence is false?

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

# 0.7 Gadgets

Grammar: *have got*  
Vocabulary: Gadgets

- 1 Which gadgets can you see in the photos? In pairs, take turns to tell your partner about your favourite gadget.

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



My favourite gadget is my tablet.

- 2 **CD-1.12 MP3-12** Listen to a conversation. Are the statements true (T) or false (F)?

- Ellen has got an old games console.
- Ellen and her brother **haven't got** the same mobile phones.
- Ellen's mobile phone hasn't got a good camera.
- Ellen **has got** a computer and a laptop.
- All the students in Ellen's class have got tablets.
- Ellen hasn't got a favourite gadget.

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

## REMEMBER THIS

*have got*

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

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

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

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

	digital camera	smartphone	MP3 player	tablet	laptop
Phil	✓				
Kate					
Steve					

Phil, 15



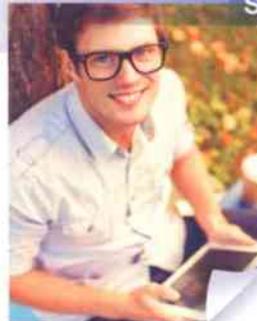
My hobby is photography. I've got a digital camera and I can also use my smartphone to take photos. I've got all my photos on my laptop.

Kate, 16



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

Steve, 17



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

- 5 Complete the sentences with the correct form of *have got*.

- Phil **has got** a digital camera, but he \_\_\_\_\_ a tablet.
- Kate \_\_\_\_\_ an MP3 player, but she \_\_\_\_\_ a mobile phone.
- Steve \_\_\_\_\_ a digital camera, but he \_\_\_\_\_ a tablet.
- Phil and Kate \_\_\_\_\_ mobile phones, but they \_\_\_\_\_ tablets.
- Steve \_\_\_\_\_ an MP3 player, but he \_\_\_\_\_ a laptop.
- Phil \_\_\_\_\_ an MP3 player, but he \_\_\_\_\_ a laptop.

- 6 In pairs, ask and answer questions about what gadgets you've got.

A: *Have you got an MP3 player?*

B: *Yes, I have/No, I haven't. Have you got ...*

- 7 Tell the class about your partner.

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

# 0.8 Times and dates

Vocabulary: Days of the week • Months and seasons • Times • Ordinal numbers

## WORD STORE page 21

### 1 CD-1.13 MP3-13 DAYS OF THE WEEK

Complete the days of the week. Then put them in the correct order. Listen, check and repeat.

T \_ \_ \_ day F \_ \_ \_ day M \_ \_ \_ day S \_ \_ \_ day Th \_ \_ \_ day  
S \_ \_ \_ day W \_ \_ \_ \_ day

## WORD STORE page 21

### 2 CD-1.14 MP3-14 MONTHS AND SEASONS

Listen and repeat the months. Then match the months with the seasons.

January February March April May June July  
August September October November December

Spring:

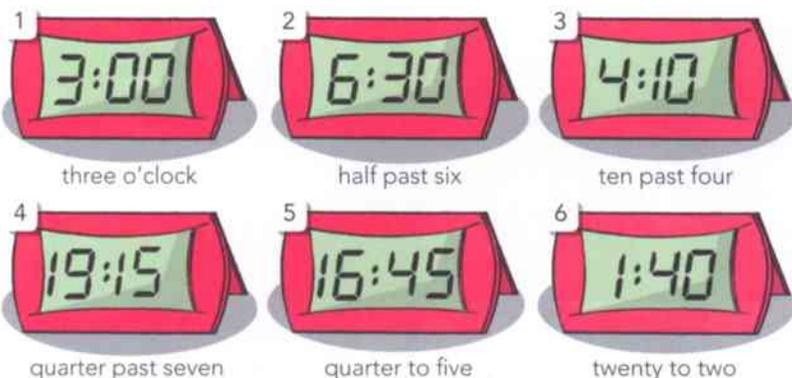
Autumn:

Summer:

Winter:

### 3 CD-1.15 MP3-15 TELLING THE TIME

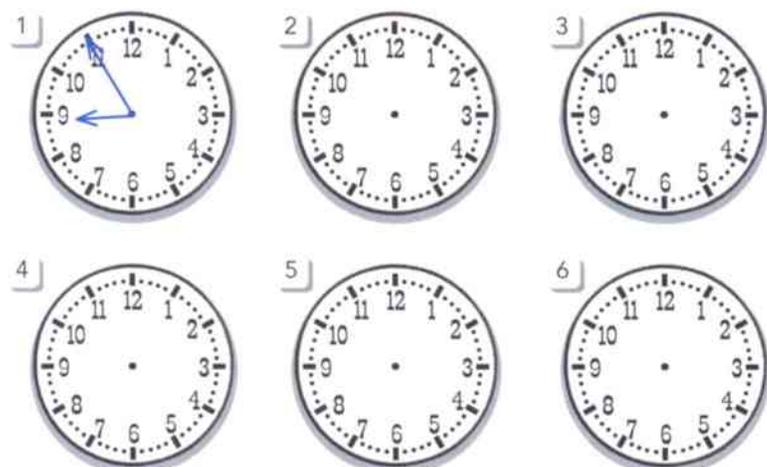
Look at the clocks. Then listen and repeat the times.



## REMEMBER THIS

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

### 4 CD-1.16 MP3-16 What time is it? Listen and draw the times.



## WORD STORE page 22

### 5 CD-1.17 MP3-17 ORDINAL NUMBERS

Listen and repeat the ordinal numbers.

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

### 6 CD-1.18 MP3-18 Listen and circle the dates you hear.

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

### 7 CD-1.19 MP3-19 Read REMEMBER THIS. Then listen and write the dates.

## REMEMBER THIS

### Days

- You write *6 January* or *6th January*.
- You say *the sixth of January* or *January the sixth*.

### Years

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

### 8 CD-1.20 MP3-20 Say the dates. What are these dates famous for? Then listen and check.



### 9 Ask and answer the questions in pairs.

- What's the date today?
- When is your birthday?
- When is your best friend's birthday?
- When is the first day of the summer holidays?
- When is Valentine's day?
- When is New Year's Day?
- When is Halloween?

# 1

## FAMILY AND FRIENDS

*Like father, like son.*

A PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – free-time and routine activities
- collocations – *have, go and play*
- verb + noun collocations
- verb + preposition collocations

#### Grammar:

- Present Simple: affirmatives and negatives
- adverbs of frequency
- Present Simple: *yes/no* and *wh*-questions

#### Listening:

- an interview about people's typical weekends
- multiple choice

#### Reading:

- a magazine article about family life
- multiple choice

#### Speaking:

- preferences

#### Writing:

- an informal email

### FOCUS EXTRA

- Grammar Focus pages 110–111
- WORD STORE booklet pages 2–3
- Workbook pages 8–19 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 1.1 Vocabulary

### Free time and routines • Collocations

*I can talk about free time activities and routines.*

#### SHOW WHAT YOU KNOW

1 In pairs, think of as many words or phrases as you can that start with verbs 1–6. Then compare with the class.

1 go to the cinema

3 play \_\_\_\_\_

5 listen to \_\_\_\_\_

2 watch \_\_\_\_\_

4 read \_\_\_\_\_

6 have \_\_\_\_\_

2 Tell your partner which things from Exercise 1 you do. Find the things you both do.

*We go to the cinema.*

3 Read about Mike. Tick the things he does in the table on page 13.

4 Read about Mike's sister, Tina. Tick the things she does in the table on page 13. Then find four things both Mike and Tina do.

Mike



Mike

Information

Friends

#### Information

In my free time I go out with friends or listen to music. In good weather we go to the park and have a picnic or just go for a walk. In bad weather we go to the gym at the sports centre or to the cinema. Sometimes we play computer games or watch DVDs. I love spending time with my friends – we always have fun. My sister Tina is different.

	Mike	Tina	You
1 go for a walk	✓		
2 go out with friends			
3 go to the park/cinema/gym			
4 have a picnic			
5 have fun/a good time			
6 listen to music			
7 play computer games			
8 play the guitar			
9 read books/magazines			
10 spend time at home			
11 talk about things			
12 visit friends			
13 watch DVDs			
14 write a blog			

- 5 Complete the table for you. Who are you more similar to, Mike or Tina?

Tina

Information Friends

**Tina**

### Information

When I am not at school, I visit my friends or stay at home. I spend a lot of time in my room. I read books, magazines or things on the Internet. I listen to music. I also play the guitar. On Saturday morning I have a guitar lesson. I love my guitar! Sometimes my friends come over in the afternoon and we watch DVDs or play computer games. We talk about different things – for example, books and films. We also write a blog about new things like CDs or DVDs. We have a good time. My brother Mike's different; he never spends time at home.

## WORD STORE 1A

- 6 **CD-1.21 MP3-21** Complete WORD STORE 1A with the verbs in red in the table in Exercise 3. Then listen, check and repeat.
- 7 Complete the sentences with *go*, *have* or *play*. Then choose the options that are true for you.
- I can / can't play the guitar.
  - I \_\_\_\_\_ computer games / chess with my friends.
  - I \_\_\_\_\_ shopping with my friends / my family / alone.
  - I \_\_\_\_\_ to the cinema with my parents / my friends.
  - I \_\_\_\_\_ fun at the weekend / on weekdays.
  - I \_\_\_\_\_ out with my friends / my family on Sundays.

## WORD STORE 1B

- 8 **CD-1.22 MP3-22** Complete WORD STORE 1B with the underlined verbs in the table in Exercise 3. The first letter of each verb is given. Then listen, check and repeat.
- 9 Complete what Kitso says about his free time with words from WORD STORES 1A and 1B.

My name is Kitso. I'm from a small town in Botswana in Africa. In my free time, I never <sup>1</sup>spend time alone; I go <sup>2</sup> \_\_\_\_\_ with friends. We usually go <sup>3</sup> \_\_\_\_\_ the youth club. At the club we <sup>4</sup> \_\_\_\_\_ the drums. Sometimes we go to the river for a swim and we <sup>5</sup> \_\_\_\_\_ a picnic. I haven't got a computer, but I have lots of apps on my mobile phone and I can <sup>6</sup> \_\_\_\_\_ games or go on the Internet. I have <sup>7</sup> \_\_\_\_\_ in my free time.

## WORD STORE 1C

- 10 **CD-1.23 MP3-23** Complete WORD STORE 1C with the prepositions in the box. Then listen, check and repeat.
- [ about at (x2) for in to with (x2) ]
- 11 Complete the sentences with words from WORD STORE 1C. Then tick the sentences that are true for you.
- I stay \_\_\_\_\_ home in the evening.
  - I listen to music a lot.
  - I go out \_\_\_\_\_ friends every weekend.
  - My friends and I talk \_\_\_\_\_ films.
  - I spend time \_\_\_\_\_ my grandparents at the weekend.
- 12 In pairs, take turns to tell your partner about your free time. Use words and phrases from WORD STORES 1A, 1B and 1C.

# 1.2 Grammar

## Present Simple: affirmative and negative

I can use the Present Simple to talk about facts, routines, likes and dislikes.

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

### My mate Ella and me

She reads news websites on her laptop every day. I **play** computer games on my laptop every day.

I **have** a dog. She **doesn't like** dogs. She **has** a cat.

I **go** to the park with my dog every Saturday. She **goes** shopping with her friends.

She **plays** the piano really well. I **don't play** a musical instrument. BUT we both like music and dancing. We're very different, but we spend a lot of time together.



2 Read GRAMMAR FOCUS 1. Then complete it with the verbs in blue in Jamie's blog.

### GRAMMAR FOCUS 1

#### Present Simple

I/You/We/They **play** computer games.

<sup>2</sup> \_\_\_\_\_ a dog.

<sup>3</sup> \_\_\_\_\_ to the park.

He/She **plays** the piano.

<sup>5</sup> \_\_\_\_\_ a cat.

<sup>6</sup> \_\_\_\_\_ shopping.

I/You/We/They **don't play** a musical instrument.

He/She <sup>7</sup> \_\_\_\_\_ like dogs.

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

### REMEMBER THIS

Spelling rules for he/she/it:

- most verbs add **-s**: play → plays
- verbs ending in **-o, -sh, -ch, -x** add **-es**: go → goes; relax → relaxes
- verbs ending in a consonant + **-y** change **y to -ies**: study → studies
- **have** is irregular: have → has

3 Complete the sentences with the correct form of the verbs in brackets. Then tick the sentences that are true for you.

- 1 I don't drink (not drink) coffee.
- 2 My sister \_\_\_\_\_ (have) a dance class every Monday.
- 3 My best friend \_\_\_\_\_ (not play) the guitar.
- 4 My brother and I \_\_\_\_\_ (watch) DVDs together.
- 5 My mother \_\_\_\_\_ (not go) shopping on Saturdays.
- 6 My uncle \_\_\_\_\_ (live) in England.
- 7 I \_\_\_\_\_ (not speak) Spanish.

4 **CD-1.24 MP3-24** Listen to the verbs in the box and put them in the correct column.

likes	plays	watches	goes	relaxes	reads
loves	helps	dances	drinks	studies	

/s/

/z/

/vz/

likes

5 **CD-1.25 MP3-25** Listen, check and repeat.

6 **CD-1.26 MP3-26** Listen to Jamie talking about how he and his friends spend their free time. Write how often they do these things.



100%

0%

always	usually	often	sometimes	never
--------	---------	-------	-----------	-------

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

7 Read GRAMMAR FOCUS 2. Then complete the rule with **after** and **before**.

### GRAMMAR FOCUS 2

#### Adverbs of frequency

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

The adverb (always, often, never, etc.) normally comes

<sup>1</sup> \_\_\_\_\_ the verb. But it comes <sup>2</sup> \_\_\_\_\_ the verb to be.

8 Write true sentences about you. Use the correct form of the verbs in brackets and adverbs of frequency.

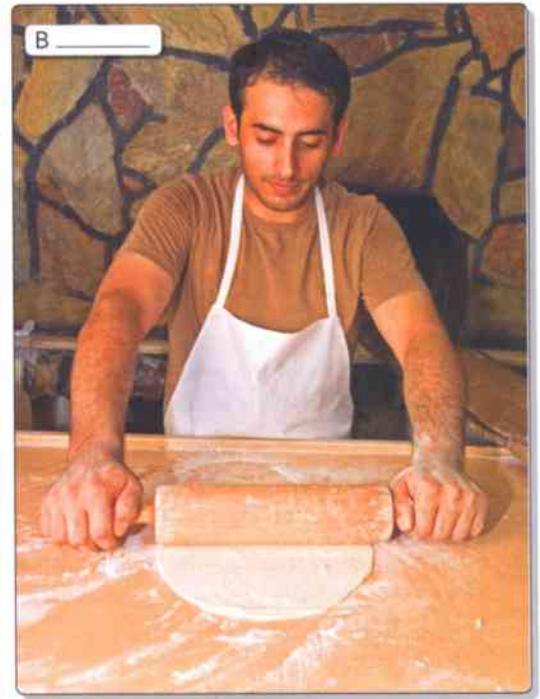
- 1 I (get up) early in the morning.
  - 2 My grandmother (look) for information on the Internet.
  - 3 I (be) late for school.
  - 4 My best friend (play) computer games before school in the morning.
  - 5 My brother (watch) sports on TV.
  - 6 My parents (go) shopping on Sundays.
  - 7 My cousin (go)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

Grammar Focus page 110

# 1.3 Listening

## Multiple choice

I can identify details in a radio interview about people's typical weekends.



- What do you like to do at the weekend?  
Discuss the questions in pairs.
  - Are you always busy or do you prefer to relax?
  - Do you like to spend time at home or go out?
  - Do you have a weekend job?
- Match verbs 1–3 with words a–c to make phrases. Which person in the photos does each thing?
 

1 coach	<input type="checkbox"/>	a in a restaurant
2 work	<input type="checkbox"/>	b photos
3 take	<input type="checkbox"/>	c a football team
- CD-1.27 MP3-27 Listen to three short interviews and match the speakers (1–3) with the photos (A–C).



- In your opinion, which person has the best weekend? Why?

## PRONUNCIATION FOCUS

- CD-1.28 MP3-28 In English the letter c is pronounced in different ways. Listen and repeat.

/k/	/s/	/tʃ/
describe	city	children

- CD-1.29 MP3-29 Listen and put the words in the correct column in the table in Exercise 6.

place	typical	exercise	watch	kitchen	picture
coach	club	Facebook			

- CD-1.30 MP3-30 Listen, check and repeat.

## WORD STORE 1D

- CD-1.31 MP3-31 Complete WORD STORE 1D with at, in or on. Then listen, check and repeat.

- Think about your typical weekend. Make a list of your activities. Then, in pairs, talk about your weekend.

Well, (on Friday evening/Saturday morning)

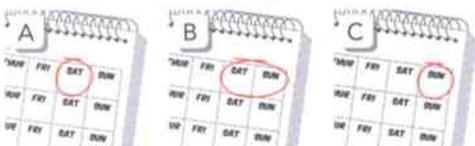
I sometimes ...

I often ... Then I ...

## EXAM FOCUS Multiple choice

- CD-1.27 MP3-27 Listen again. For questions 1–3, choose the correct answer, A, B or C.

- When does Simon play football?



- What does Lena do with her photographs?



- What does Mesut do at the restaurant?



## 1.4 Reading

### Multiple choice

I can find specific details in a magazine article about family life.

- 1 Look at the activities in the box. In pairs, discuss who usually does these things in your family.

clean the house/flat    do the shopping  
look after the children    wash the car  
wash the dishes    work in the garden

- 2 Look at the title of the article and the photos. What do you think the article is about?

- a a typical family on a typical weekday
- b how to look after young children
- c a father who looks after his children

- 3 Read the article quickly. Match 1–5 with a–e to make sentences.

- 1 Tom is  b
- 2 Billy and Eve are
- 3 Sharon is
- 4 Tom works
- 5 Carol works

- a Billy's teacher.
- b Carol's husband.
- c for a construction company.
- d Carol and Tom's kids.
- e as a programmer.

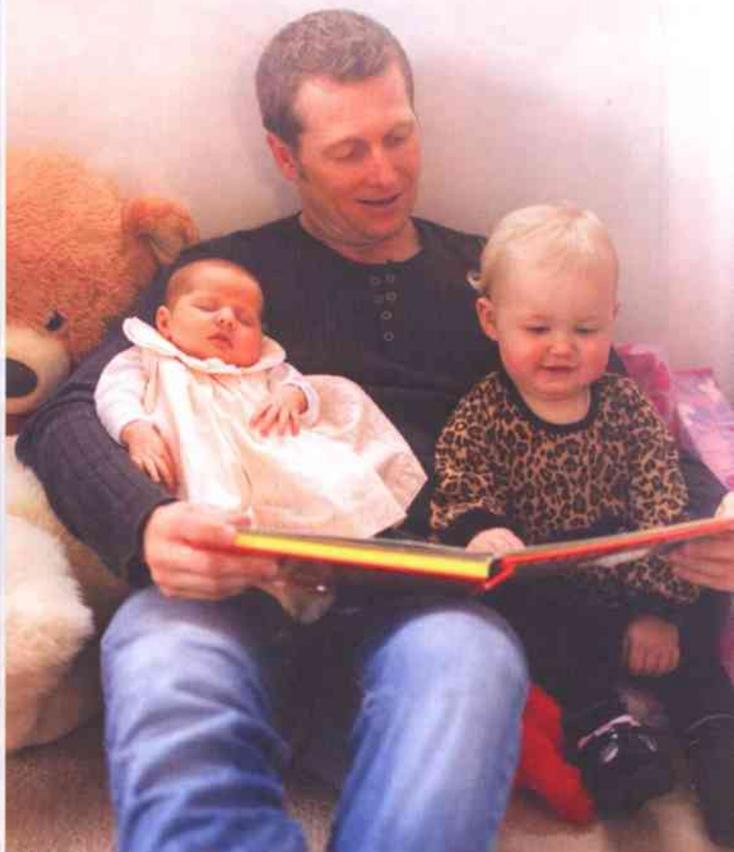
### EXAM FOCUS Multiple choice

- 4 Read the article again. For questions 1–5, choose the correct answer, A, B or C.

- 1 Billy and his dad
  - A play together.
  - B read books.
  - C play computer games.
- 2 Tom
  - A doesn't work.
  - B works at the weekend.
  - C does a little work every day.
- 3 The playgroup teacher thinks
  - A a good mother stays at home and looks after her children.
  - B a father only stays at home if his wife earns a lot of money.
  - C there are different families.
- 4 When Carol comes home from work,
  - A she goes out to play tennis.
  - B Tom goes out to play tennis.
  - C Billy and Eve go to bed.
- 5 In the evening, Carol and Tom
  - A go out for dinner.
  - B go to bed early.
  - C spend time together.

CD-1.32 MP3-32

# A day in the



**It's eight o'clock in the morning. Tom Martin's wife gets up and gets ready for work. Tom stays at home with his kids, Billy, aged two years, and Eve, aged two months.**

About 1.4 million fathers in the UK stay at home to look after their children. Tom, thirty-eight, is one of them. His wife Carol works for a construction company. After two years at home with their babies, she's happy to be back at work.

Tom, Billy and Eve have breakfast together. Then they look at picture books or Tom and Billy play ball in the park. Every day at eleven, Tom takes Billy to playgroup for two hours. Then he goes back home with Eve and works for an hour or two when the baby sleeps. Tom's a programmer, so it is easy to work at home.

# life of an at-home dad



Sharon Rivers, the playgroup teacher, says 'This situation is quite **normal** these days. In some families the mum **looks after** the children, but in many families, it's the dad. Some fathers want to stay at home and look after their children; some fathers stay at home because their wife **earns** more money. The important thing is that they all love their children.'

When Carol comes home from work, Tom goes out for a game of tennis. In the evening, the family have dinner together. Billy and Eve go to bed at eight and then Carol and Tom can relax together and talk about their day.

So, what is Tom's **advice** to young fathers?

'We have about fifty years to work and make money, but only a few years to watch our babies **grow**. Don't **miss** this important time.'

5 Look at the words in blue in the article. What part of speech are they?

1 playgroup	noun	verb	adjective
2 programmer	noun	verb	adjective
3 normal	noun	verb	adjective
4 look after	noun	verb	adjective
5 earn	noun	verb	adjective
6 advice	noun	verb	adjective
7 grow	noun	verb	adjective
8 miss	noun	verb	adjective

6 Complete the sentences with the correct form of the words in Exercise 5.

- She has a good job and **earns** a lot of money.
- I can't go out tonight because I have to \_\_\_\_\_ my baby brother.
- Children \_\_\_\_\_ very fast in the first years.
- Can you give me \_\_\_\_\_ about what to see in London?
- It's the last episode of *Sherlock Holmes* tonight and I don't want to \_\_\_\_\_ it!
- My mum is a \_\_\_\_\_ in an international company.
- In my family, a \_\_\_\_\_ weekday starts at 7 a.m.
- My older sister loves small children and she works as a \_\_\_\_\_ teacher.

7 What is your opinion of at-home dads?

*I think it's a good idea because men can also look after the children.*

## WORD STORE 1E

8 **CD•1.33 MP3•33** Complete WORD STORE 1E with the words in the box. Then listen, check and repeat.

[ after back for from to (x2) up ]

9 Complete the sentences with the correct prepositions and times to make them true for you.

- I get **up** at ... in the morning at the weekend.
  - I come home \_\_\_\_\_ school at ...
  - My father goes \_\_\_\_\_ the shops at ...
  - I always go \_\_\_\_\_ bed at ... on school nights.
  - My mother goes \_\_\_\_\_ home at ...
- I get up at 11 a.m. in the morning at the weekend.*

# 1.5 Grammar

## Present Simple: yes/no and wh- questions

I can ask questions using the Present Simple.



1 In pairs, look at the photo of Ryan and the headline and answer the questions.

- 1 Who is Ryan?
- 2 What does Ryan's father do?

2 **CD•1.34 MP3•34** Listen to the first part of an interview with Ryan and complete it with questions a–c.

- a Does your father help you?
- b Where do you practise your music?
- c Do you live with your parents?

Journalist: 1 \_\_\_\_\_

Ryan: Yes, I do.

Journalist: 2 \_\_\_\_\_

Ryan: Yes, he does. He sometimes writes songs for me.

Journalist: 3 \_\_\_\_\_

Ryan: I practise in my father's studio! When I shut the door, the neighbours can't hear anything!

3 Read the GRAMMAR FOCUS. Then complete it with the words in blue in Exercise 2.

### GRAMMAR FOCUS

#### Present Simple questions

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

#### • Yes/No questions and short answers

<sup>1</sup> **Do** you live with your parents?

Yes, I <sup>2</sup> \_\_\_\_\_. /No, I don't.

<sup>3</sup> \_\_\_\_\_ your father help you?

Yes, he <sup>4</sup> \_\_\_\_\_. /No, he doesn't.

#### • Wh- questions

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

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

1 parties / you / do / like?

*Do you like parties?*

2 do / what kind of / like / you / music?

3 to school / your mother / does / drive / you?

4 speak / your father / English / does?

5 clothes / you / where / buy / do / your?

6 your parents / like / do / pop music?

5 In pairs, ask and answer the questions in Exercise 4.

A: *Do you like parties?*

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

6 **CD•1.35 MP3•35** Match questions 1–6 with Ryan's answers a–f. Then listen to the second part of the interview and check.

- 1 Where do you buy your clothes?  d
- 2 What time does your day usually start?
- 3 What kind of music do you like?
- 4 When do you study?
- 5 Who is your favourite rock star?
- 6 Which stars do you follow on Twitter?

- a I like different kinds of music: rock, reggae, pop, jazz, classical ...
- b I hate Twitter. I never look at it.
- c Hannah Reid in London Grammar. She's got a fantastic voice.
- d At local shops in town.
- e At about 7 a.m. I get up and practise the guitar.
- f Early in the morning and at weekends.

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

how many    what (x2)    what kind  
what time    when    which    who (x2)

### MY LIFE

- 1 When is your birthday?
- 2 \_\_\_\_\_ of music do you like?
- 3 \_\_\_\_\_ is your best friend?
- 4 \_\_\_\_\_ do you wake up at the weekend?
- 5 \_\_\_\_\_ hours do you spend on your computer every day?
- 6 \_\_\_\_\_ do you like doing with your friends at the weekend?
- 7 \_\_\_\_\_ do you go on holiday with?
- 8 \_\_\_\_\_ websites do you read every week?
- 9 \_\_\_\_\_ is your favourite film?

8 In pairs, ask and answer the questions in Exercise 7.

A: *When is your birthday?*

B: *It's on 19 January.*

# 1.6 Speaking

## Preferences

I can ask and answer questions about likes and dislikes.



### 1 Read the conversation and answer the questions.

1 Does Alex like reggae a lot?

2 What is Laura's opinion of Eminem?

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

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

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

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

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

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

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

### 2 **CD+1.36 MP3+36** Read the SPEAKING FOCUS and complete the conversations on the right. Then listen and check.

## SPEAKING FOCUS

### Preferences

Do you like (films/reading)?

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

Who's your favourite (singer/writer)?

What's your favourite (sport)?

What do you think of ...?

What about you?

+ I (really) like/love ...

I like ... a lot.

My favourite (actor/writer) is ...

(I think) He/She/It is good/great/  
awesome/brilliant.

- I don't like ... (very much).

I hate/can't stand ...

(I think) He/She/It's terrible/awful/rubbish.

+/- He/She/It's OK, but I prefer ...

### Conversation 1

**Natalie:** *Do you like* reading?

**Mike:** Yes, I do. I read a lot.

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

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

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

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

### Conversation 2

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

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

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

**Jack:** Sure. And you?

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

### 3 Choose the correct options.

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

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

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

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

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

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

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

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

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

1 My favourite film star is ...

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

2 I like ... a lot.

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

### 5 In pairs, choose one of the topics in the box. Ask and answer about your likes and dislikes. Use expressions from the SPEAKING FOCUS.

[ books computer games film music sport ]

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

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

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

# 1.7 Writing

## An informal email

I can write to someone and tell them about me and my interests.

- 1 Read the information sheet about a student exchange. Who is Lorenzo?
- 2 Read Lorenzo's email. Tick the things he wants to know about Joe.

age	<input checked="" type="checkbox"/>	family	<input type="checkbox"/>	favourite food	<input type="checkbox"/>
free time activities	<input type="checkbox"/>	girlfriend	<input type="checkbox"/>	home	<input type="checkbox"/>
interests	<input type="checkbox"/>	school	<input type="checkbox"/>		

To: joeandrews@chs.edu.uk  
From: lorenzorossi17@supermail.com  
Subject: Student exchange

Hi Joe,

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

5 I like music, parties and new friends!

Please write and tell me about yourself. How old are you? What are you interested in? What happens on a typical schoolday? What do you usually do at the weekend?

See you in October.

10 Regards,  
Lorenzo

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

To: lorenzorossi17@supermail.com  
From: joeandrews@chs.edu.uk  
Subject: Re: Student exchange

Hi Lorenzo,

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

5 On a typical schoolday I get up at 7.00 (I hope that's OK for you!) and I have a BIG breakfast. School starts at 8.30. We have lunch at school at one o'clock. In the afternoon I go to the gym, do homework or relax at home.

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

Have a good trip. See you soon!

All the best,

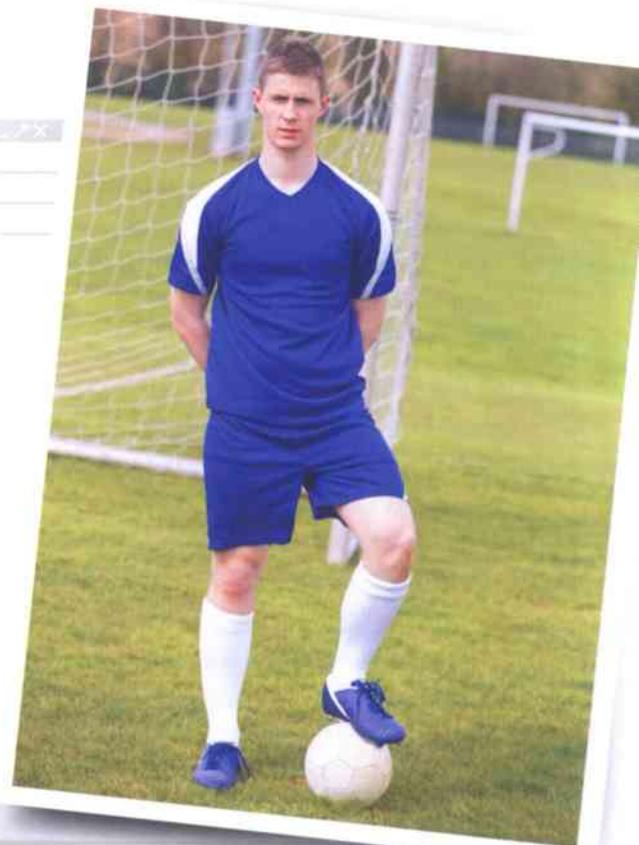
15 Joe

Cotherstone High School



## Student exchange with Liceo Scientifico Leonardo da Vinci in Italy

- Time:** 12–20 October  
**Number of students:** 14  
**Your exchange partners:**
1. Joe Andrews – Lorenzo Rossi
  2. Julia Berry – Alessia Rossi
  - 3.



- 4 Write one more question for each topic Lorenzo did not ask Joe about.

*What's your favourite food?*

- 5 In pairs, exchange your questions from Exercise 4. Answer your partner's questions.

*My favourite food is pizza with lots of cheese!*

- 6 Complete the WRITING FOCUS with examples from Joe's and Lorenzo's emails.

## WRITING FOCUS

### An informal email

- Start the email with:  
Dear or <sup>1</sup>Hi + the person's name
- Use contractions:  
I am = <sup>2</sup> \_\_\_\_\_ It is = <sup>3</sup> \_\_\_\_\_
- Use phrases at the beginning of the email:  
I'm (your exchange partner).  
Thank you/Thanks for your <sup>4</sup> \_\_\_\_\_.
- Ask questions:  
What <sup>5</sup> \_\_\_\_\_? Do you <sup>6</sup> \_\_\_\_\_?
- Use phrases at the end of the email:  
Write soon. Say hello to (your parents).  
Have a <sup>7</sup> \_\_\_\_\_, <sup>8</sup> \_\_\_\_\_ soon / in October.
- Finish the email with:  
<sup>9</sup>Regards, All the <sup>10</sup> \_\_\_\_\_,  
Bye for now,  
Love, (if you are writing to a good friend)

- 7 Which exchange students in Group 2 are good for the students in Group 1?

### Group 1

- I can't stand vampire films, but I often watch real-life programmes on TV.
- I like all music, but I prefer old bands.
- I play the piano and I really like classical music.
- I don't like going out. I like staying at home and reading books.
- I go out with my friends every day after school.

### Group 2

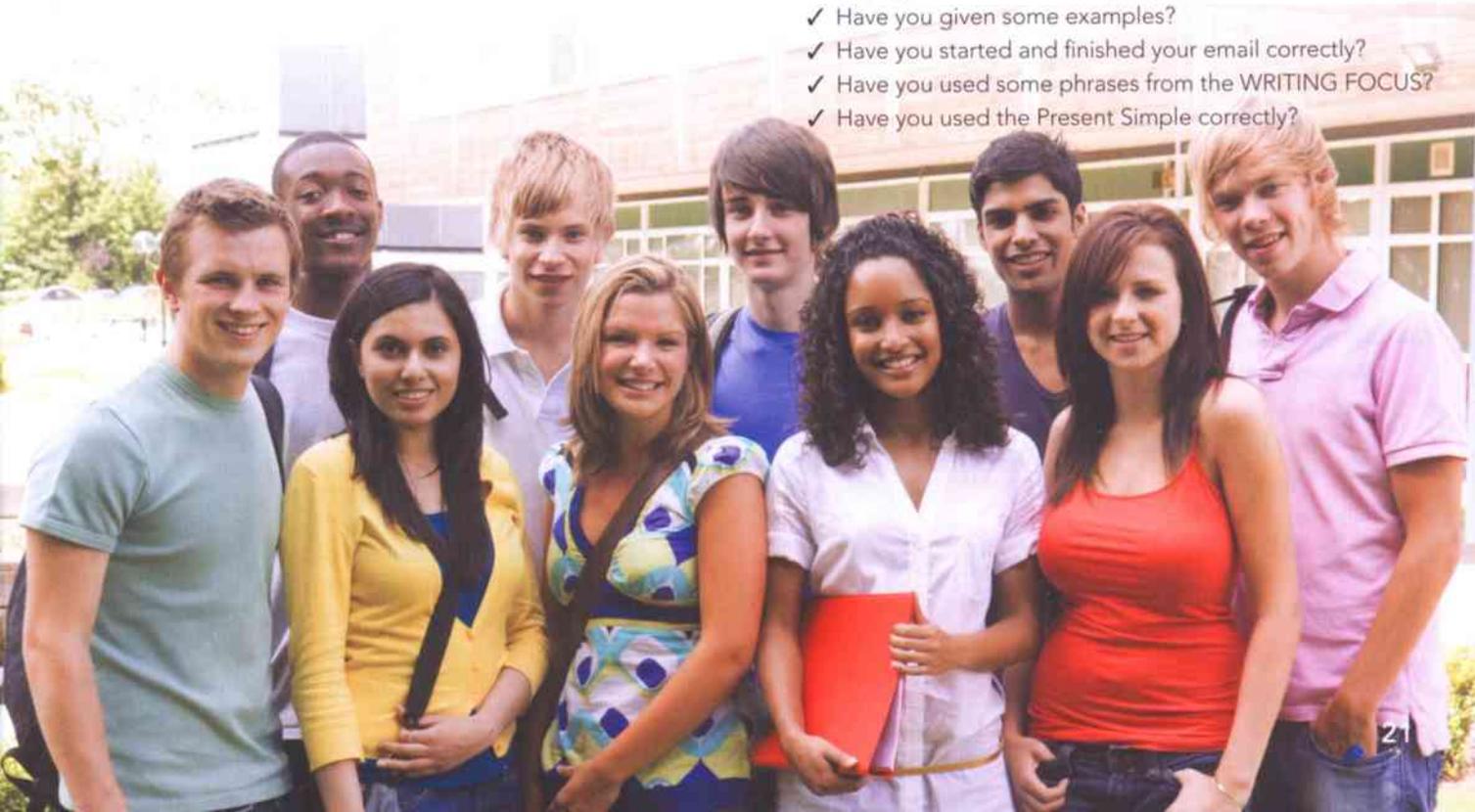
- I spend a lot of time with my friends. We go to cafés and the cinema.
- I love old music like Mozart and Beethoven.
- I enjoy watching DVDs. I especially like films about real people.
- I like relaxing at home on my own.
- I prefer music from the 1960s, like my gran's old Beatles' records!

- 8 Read the email from Lucy, an exchange student. Then write a reply of about 100 words, answering Lucy's questions.

To:
From: Lucy
Hi!
I'm a student at Marwell High School in England and I'm your exchange student! Write to me and tell me about yourself. How old are you? What are you interested in? What's a typical schoolday like at your school? What would you like to know about me?

- 9 Check.

- ✓ Have you answered all Lucy's questions?
- ✓ Have you given some examples?
- ✓ Have you started and finished your email correctly?
- ✓ Have you used some phrases from the WRITING FOCUS?
- ✓ Have you used the Present Simple correctly?



# FOCUS REVIEW 1

## VOCABULARY AND GRAMMAR

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

[ go have spend visit watch write ]

- Do you \_\_\_\_\_ a big lunch on Sunday?
- Two of my friends \_\_\_\_\_ a blog about music.
- We often \_\_\_\_\_ music videos on Saturday.
- I \_\_\_\_\_ my friends at the weekend.
- I often \_\_\_\_\_ to bed after midnight.
- We \_\_\_\_\_ a lot of time outdoors.

### 2 Complete the sentences with prepositions.

enquirer • 31 May

1 What do you usually do \_\_\_\_\_ the weekend?

musicmad • 15 minutes ago

2 I listen \_\_\_\_\_ music on my MP4 player.

katieb • 2 hours ago

3 I stay \_\_\_\_\_ home and relax.

musicmad • 15 minutes ago

4 I often go \_\_\_\_\_ a walk in the morning.

tsi18 • 1 day ago

5 I go out \_\_\_\_\_ all my friends every Saturday.

xswot • 3 days ago

6 I get ready \_\_\_\_\_ school!

moviefreak • 5 days ago

7 I always go to the cinema \_\_\_\_\_ Friday evening.

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

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

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

**Sally:** Mum, I make the coffee for the guests! Chris helps me! (always; never)

**Chris:** That's not true. I help you. (sometimes)

**Sally:** Not very often!

**Chris:** That's because I am tired. (often)

## LANGUAGE IN USE

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

- I usually \_\_\_\_\_ home from school at four o'clock.  
A be B come C stay
- On Thursdays George sometimes \_\_\_\_\_ chess with his granddad.  
A does B makes C plays
- What time do you get \_\_\_\_\_ at the weekend?  
A up B down C on
- In some families fathers \_\_\_\_\_ after the children.  
A look B see C watch
- What \_\_\_\_\_ does your tennis lesson start?  
A place B time C hour

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



I really like Saturdays. I get up quite late. I <sup>1</sup> \_\_\_\_\_ breakfast with my family at ten o'clock or later. At breakfast we talk <sup>2</sup> \_\_\_\_\_ our week and discuss plans for the weekend. Then I do my homework and after that I relax. I often go out with my friends; we go to <sup>3</sup> \_\_\_\_\_ or play snooker. We always <sup>4</sup> \_\_\_\_\_ a good time. In the evening I <sup>5</sup> \_\_\_\_\_ music before I go to sleep.

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

## LISTENING

### 7 **CD•1.37 MP3•37** Listen to three people talking about celebrating their birthdays. Choose the correct answer, A, B or C.

1 Where does the boy have cake?



2 What does the girl do outside on her birthday?



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



## READING

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

### Morning blues? No!

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



Linda Hurley, one of her school's champion basketball players, says the morning is not a problem for her. Today she tells us her tips for happy mornings.

- I pack my schoolbag in the evening, so I don't look for my English book at 7.45 in the morning.
- I never get up late. You need time to enjoy your morning. I get up at six every day.
- I have a shower. It wakes me up and it's fun.
- I enjoy the first drink of the day. It can be coffee, tea or orange juice. I always listen to music as I have that first drink. You can also read or watch the news.
- I sit down and have a proper breakfast – not a banana on the bus to school! It's really important. You need your breakfast.
- I usually walk to school or go for a walk with my brother's dog. I spend twenty to thirty minutes in the fresh air every morning before school – it's great!

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

- Linda is
  - a teacher at the school.
  - a sporty girl.
  - a coach for a basketball team.
- Linda gets ready for school
  - in the morning.
  - in the afternoon.
  - in the evening.
- As she has her morning drink, Linda
  - listens to music.
  - reads.
  - watches the news.
- Linda has breakfast
  - at home.
  - on the bus.
  - at school.
- Before school Linda always
  - takes her dog for a walk.
  - goes for a walk with her brother.
  - spends some time outdoors.

## SPEAKING

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

- What **k**\_\_\_\_\_ of music do you like?
- Who's your **f**\_\_\_\_\_ actor?
- What do you **t**\_\_\_\_\_ of Jennifer Lawrence?
- I like Nicholas Hoult. I think he's **b**\_\_\_\_\_!
- What **a**\_\_\_\_\_ you?
- I don't **l**\_\_\_\_\_ football very much.
- I can't **s**\_\_\_\_\_ rap.

10 Imagine you are taking part in a language course in the UK. You meet someone new. In pairs, talk about the things you like and dislike.

Student A

Student B

Say hello and introduce yourself.

Reply and introduce yourself.

Ask B what music he/she likes.

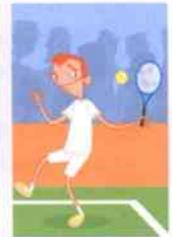
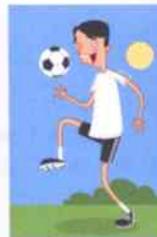
Reply. Ask A about the same thing.

Reply. Ask B what films he/she likes.

Reply. Ask A about his/her favourite sport.

Reply. Ask B about his/her favourite sport.

Reply.



## WRITING

11 Read the email from your new online English friend, Mark. Then write a reply of about 50–70 words, answering his questions.

To:

From: Mark

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

# 2

## FOOD

You are what you eat.

A PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – food
- food containers
- phrases related to food
- in a supermarket

#### Grammar:

- countable and uncountable nouns
- singular and plural
- quantifiers – *some, any, much, many* and *a lot of*
- articles – *a/an, the* and no article

#### Listening:

- an interview about healthy fast food recipes
- gap fill

#### Reading:

- an article about unusual restaurants
- matching

#### Speaking:

- ordering food

#### Writing:

- an email of invitation

### FOCUS EXTRA

- Grammar Focus pages 111–112
- WORD STORE booklet pages 4–5
- Workbook pages 20–31 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 2.1 Vocabulary

### Food • Supermarket • Collocations

*I can talk about the food I like and don't like.*

#### SHOW WHAT YOU KNOW

- 1 Complete the table with the food words in the box. Add at least one more word to each group.

apple bread carrot cheese chicken egg  
ice cream juice mushroom orange potato  
strawberry tea tuna water

Fruit	
Vegetables	
Dairy	
Meat	
Fish	
Drinks	
Other	mushroom

- 2 In pairs, ask and answer questions to find out how similar or different you are.

A: Do you like apples?

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

- 3 **CD-1.38 MP3-38** Listen and complete the phrases with the words in the box. Then listen again and repeat.

bread chocolate crisps honey ice cream  
ketchup lemonade milk potatoes tuna





Debbie

Sylvia

Chris

4 **CD-1.39 MP3-39** What are they buying food for? Listen and match the people (D = Debbie, S = Sylvia, C = Chris) with the meals (1–4). There is one extra meal.

- |                  |                          |                    |                          |
|------------------|--------------------------|--------------------|--------------------------|
| 1 dinner         | <input type="checkbox"/> | 3 a sandwich snack | <input type="checkbox"/> |
| 2 an Indian meal | <input type="checkbox"/> | 4 Sunday breakfast | <input type="checkbox"/> |

5 **CD-1.39 MP3-39** Do you remember whose shopping it is? Write D for Debbie, S for Sylvia or C for Chris. Then listen again and check.

- a bag of onions , a bar of chocolate ,  
 a bottle of oil , a carton of eggs ,  
 a carton of orange juice , a jar of mayonnaise ,  
 a jar of tomato sauce , a loaf of bread ,  
 a packet of cornflakes , a packet of spaghetti ,  
 a tin of tuna , two cartons of milk ,  
 two packets of crisps , a tub of ice cream

## WORD STORE 2A

- 6 **CD-1.40 MP3-40** Complete WORD STORE 2A with the names of the containers from the lesson. Then listen, check and repeat.
- 7 In pairs, discuss what you usually buy in the supermarket. Do you buy the same things?  
 I usually buy ...

## WORD STORE 2B

- 8 **CD-1.41 MP3-41** Complete WORD STORE 2B with the phrases in red below. Then listen, check and repeat.
- On Saturdays we **get a takeaway** from the Indian restaurant.
  - ... we have ice cream **for dessert**.
  - The chocolate is for after dinner – **in front of the telly!**
  - I'm always hungry after school, so I **make a snack** when I get home.
- 9 Complete the sentences to make them true for you. Then compare with a partner.
- My favourite snack is **crisps**.
  - When I eat in front of the telly, I usually have ...
  - My favourite takeaway is ...
  - For dessert, I love ...

## WORD STORE 2C

10 **CD-1.42 MP3-42** Complete WORD STORE 2C with the words in the box. Then listen, check and repeat.

**basket checkout shelves**  
**shopping trolley**

- 11 Complete the sentences with the words from WORD STORE 2C. Then tick the sentences that are true for you.
- I like to push the \_\_\_\_\_ round the supermarket when we go shopping.
  - There are always a lot of people at the \_\_\_\_\_ in my supermarket. I hate it.
  - I use a basket when I buy only one or two things in the supermarket.
  - My brother has a weekend job in a supermarket – he fills the \_\_\_\_\_.

## 2.2 Grammar

### Countable and uncountable nouns

I can talk about quantity with countable and uncountable nouns.



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

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

It's called a Margherita and it's delicious!

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

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

2 Read GRAMMAR FOCUS 1. Then complete it with the words in blue in the text.

### GRAMMAR FOCUS 1

#### Countable and uncountable nouns

Countable		Uncountable
Singular	Plural	
an onion	<sup>1</sup> <u>onions</u>	<sup>3</sup> <u>cheese</u>
a mushroom	<sup>2</sup> _____	<sup>4</sup> _____
		<sup>5</sup> _____
		<sup>6</sup> _____

Note: Uncountable nouns are always singular.

3 Think of more names of food and add them to the table in GRAMMAR FOCUS 1. Look at page 24 to help you.

4 Read GRAMMAR FOCUS 2. Then find more examples of **some** and **any** in the text.

### GRAMMAR FOCUS 2

#### some and any

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

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

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

Sue: I'm hungry.

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

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

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

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

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

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

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

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

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

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

Tom: Good idea!

6 Read GRAMMAR FOCUS 3. Then complete the questions below.

### GRAMMAR FOCUS 3

#### *much, many and a lot of*

##### Uncountable nouns

*How much* cheese is there?

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

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

##### Plural countable nouns

*How many* onions are there?

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

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

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

7 In groups of three, ask and answer the questions in Exercise 6.

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

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

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

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

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

Grammar Focus page 111

## 2.3 Listening

### Gap fill

I can identify specific detail in a radio programme about food and recipes.

- 1 Do you like fast food? Why?/Why not?
- 2 **CD•1.43 MP3•43** Listen to the first part of a radio programme. What is it about?
  - 1 unhealthy fast food
  - 2 healthy fast food recipes
  - 3 a famous fast food chef
- 3 **CD•1.44 MP3•44** Look at the photo of the Spanish omelette. In pairs, decide what the main ingredients are. Then listen to the second part of the programme and check.

### WORD STORE 2D

- 4 **CD•1.45 MP3•45** Complete WORD STORE 2D with the verbs in the box. Then listen and check.  
[ boil chop fry mix slice ]
- 5 Work in pairs. How many different verbs can you use with each of these foods?
  - 1 eggs
  - 2 potatoes
  - 3 meat
  - 4 cheese

1 You can boil eggs. You can fry eggs ...
- 6 **CD•1.46 MP3•46** In pairs, look at the photo of the fruit pancakes. Read the recipe and try to complete it. Then listen to the third part of the programme and check.

Good for breakfast,  
lunch or tea

## Fruit pancakes

### Ingredients

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

### Instructions

- 1 Chop the fruit.
- 2 \_\_\_\_\_ the flour, milk and egg together.
- 3 \_\_\_\_\_ some oil into a pan.
- Put some of the mixture into the pan, make a pancake and 4 \_\_\_\_\_ it on both sides.
- Take out the pancake.
- 5 \_\_\_\_\_ fruit on top of the pancake.



### EXAM FOCUS Gap fill

- 7 **CD•1.47 MP3•47** Listen to the whole programme again and complete the information.
  - 1 The radio programme is called \_\_\_\_\_.
  - 2 The Spanish omelette recipe is for \_\_\_\_\_ people.
  - 3 Kate suggests we eat the omelette with \_\_\_\_\_.
  - 4 The presenter wants to know a healthy recipe for \_\_\_\_\_.
  - 5 Kate thinks it's a good idea to eat \_\_\_\_\_ with the pancakes.
- 8 Which healthy fast food recipe from the programme would you like to try? Why?
- 9 Write the instructions for your favourite recipe.

### PRONUNCIATION FOCUS

- 10 **CD•1.48 MP3•48** Listen and repeat.

/i:/	seat	feel	teen	heat	eat
/ɪ/	sit	fill	tin	hit	it

- 11 **CD•1.49 MP3•49** Listen and choose the word you hear.

- 1 seat sit
- 2 feel fill
- 3 teen tin
- 4 heat hit
- 5 eat it



## 2.4 Reading

### Matching

I can find specific detail in an article about unusual restaurants.

- 1 In pairs, answer the questions. Use the words in the box or your own ideas.

burger bar    kebab bar    my grandma's place  
oriental restaurant    pizza place

- Where do you go out for a meal with your family?
- Where do you go out for a meal with your friends?

- 2 In pairs, look at the photos and answer the questions. Then read the article and check.

- 1 Which place:
- is in the air?
  - has a lot of modern technology?
  - is under the water?

- 2 Which place would you like to go to? Why?

- 3 Read the article again and complete the table.

	Ithaa	Dinner in the Sky	's Beggars
1 What kind of food can you eat there?	fish and seafood		
2 How much does a meal cost?			
3 How many people can eat there?			

### EXAM FOCUS Matching

- 4 Read the text again. Match sentences 1–8 with restaurants A–C.

- You choose your food from a computer screen.
- They use only local food to prepare dishes.
- You can see a dangerous animal when you eat there.
- You can choose from many places in the world.
- You can watch the world from above when you eat.
- There are more dishes at night than during the day.
- You can't have the same dishes in each country.
- You can't eat there if you are 149 cm tall.

- 5 Find the words *course*, *dish* and *meal* in the article. Then complete the sentences with the words.

- In my family we always have a three-course dinner.
- Breakfast is my favourite \_\_\_\_\_ of the day.
- I love this pasta \_\_\_\_\_.
- My friends and I go out for a \_\_\_\_\_ to celebrate our birthdays.
- My favourite \_\_\_\_\_ is fish and chips.

- 6 Change the sentences in Exercise 5 to make them true for you. Then tell your partner.

1 In my family we always have a one-course dinner.

### WORD STORE 2E

- 7 **CD-1.51** **MP3-51** Complete WORD STORE 2E. Match the words in blue in the article with the definitions. Then listen and check.

## Ithaa Undersea Restaurant

Rangali Island, Maldives



Ithaa is the world's first undersea restaurant. It's about five metres below the sea and has fantastic views because it has glass walls. You can sometimes see sharks! Visitors go to a small building and climb down some stairs to the restaurant. It's a really cool place to eat for up to fourteen people. The restaurant serves six courses at night and four courses at lunch time. It's great for really fresh fish and seafood, but they also serve meat dishes. And the desserts are delicious too. A meal costs from €90 to €200, but it's worth it!

# COOL RESTAURANTS AROUND THE WORLD



Do you like trying new restaurants?

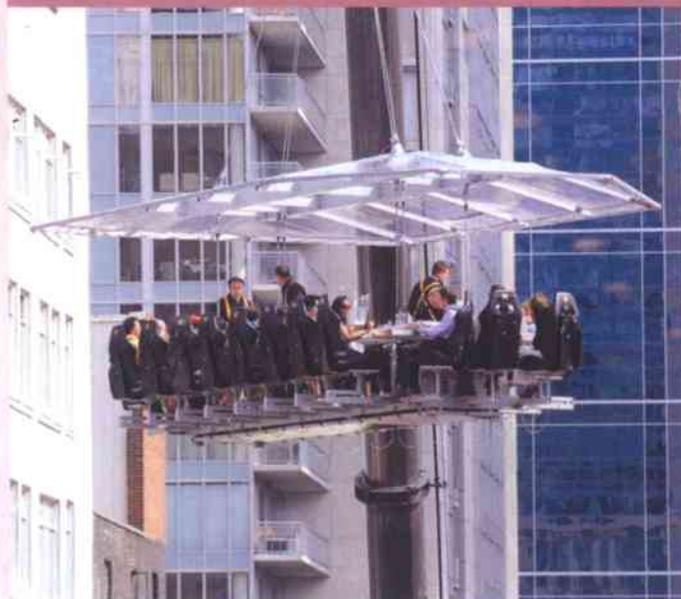
Here are some amazing ideas for a really great experience!

CD•1.50 MP3•50

## Dinner in the Sky

B

any city in the world



Dinner in the Sky organises meals in forty countries and the food is different in each place. In Hungary, for example, you can have traditional dishes like *halászlé* (fish soup) or pancakes with meat. In Spain, you can have *paella*, a **traditional** dish of rice with seafood. You choose a city and a menu and then Dinner in the Sky takes you fifty metres up in the sky for your meal! It's very expensive – about €30,000 for twenty-two people – but it's a wonderful experience. It doesn't matter how old you are, but you need to be at least 150 centimetres tall if you want to eat there.

## 's Baggers

C

Nuremberg, Germany



There are twelve chefs at this restaurant, but there aren't any waiters! You order your food from touch screen computers at the table. The kitchens are upstairs. The food comes to the table along long metal tracks! The food is very healthy because the chefs use only fresh **local** ingredients and very little fat. There are **vegetarian** dishes if you don't eat meat. Main courses are around €10–€20 and desserts €5–€7. Try the grilled pork with mushroom sauce or the **spicy** sausage (it has a hot strong taste!). And after your meal, you can rate the food and the experience from your touch screen!

# 2.5 Grammar

## Articles

I can use the articles a/an and the with nouns.

1 Read the text and complete the table.



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



3 **CD•1.52 MP3•52** Read the text and choose the correct options. Then listen and check.



### The Battle of the Oranges

is <sup>1</sup>the /<sup>2</sup>an food festival. It happens every year in <sup>3</sup>Ø / <sup>4</sup>an Ivrea. Ivrea is <sup>5</sup>a / <sup>6</sup>the town in the north of Italy. At <sup>7</sup>the / <sup>8</sup>a festival, nine teams of people throw <sup>9</sup>Ø / <sup>10</sup>the oranges. Thousands of people take part! <sup>11</sup>Ø / <sup>12</sup>The oranges are not from Ivrea – they are from the south of Italy. Each year, people throw about 265,000 kilos of <sup>13</sup>Ø / <sup>14</sup>the oranges!



4 Complete the text with a/an, the or Ø (no article).

#### The Tomatina Festival

What	<sup>1</sup> <u>a Spanish festival</u>
Where	<sup>2</sup> _____
When	<sup>3</sup> _____

2 Read the GRAMMAR FOCUS. Then underline all the articles in the text.

### GRAMMAR FOCUS

#### Articles

You use **a/an**:

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

You use **the**:

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

There's **no article (Ø)**:

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



### The Hokitika Wildfoods Festival

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

5 Discuss the questions in pairs.

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

Grammar Focus page 112

## 2.6 Speaking

### Ordering food

I can order food and drink in a café.

- 1 **CD-1.53 MP3-53** Look at the photo and the menu. Listen and repeat the prices.

- 1 twenty-five p/pence
- 2 thirty-five p/pence
- 3 two pounds forty-five
- 4 one pound fifty
- 5 seventy-five p/pence
- 6 two pounds ninety-nine

- 2 **CD-1.54 MP3-54** Listen and tick the prices you hear. Then listen again and repeat.

- |         |                                     |       |                          |
|---------|-------------------------------------|-------|--------------------------|
| 1 £2.15 | <input checked="" type="checkbox"/> | £2.50 | <input type="checkbox"/> |
| 2 €3.45 | <input type="checkbox"/>            | €2.45 | <input type="checkbox"/> |
| 3 €4.85 | <input type="checkbox"/>            | £4.85 | <input type="checkbox"/> |
| 4 70p   | <input type="checkbox"/>            | 17p   | <input type="checkbox"/> |
| 5 €0.99 | <input type="checkbox"/>            | €0.90 | <input type="checkbox"/> |
| 6 25c   | <input type="checkbox"/>            | 35c   | <input type="checkbox"/> |

- 3 **CD-1.55 MP3-55** Read and listen. Then complete the conversation. What does Ben have to eat and drink?

Server: Hi. Are you ready to order?

Ben: Yes. I'd like a <sup>1</sup> cheese sandwich with <sup>2</sup> \_\_\_\_\_.

Server: OK. What would you like to drink?

Ben: Can I have a <sup>3</sup> \_\_\_\_\_, please?

Server: Large or small?

Ben: Small, please.

Server: Anything else?

Ben: Yeah ... Can I have a banana?

Server: Anything else?

Ben: No, thanks. That's it. How much is it?

Server: It's <sup>4</sup> \_\_\_\_\_.

Ben: Here you are.

Server: Enjoy your meal.

Ben: Thanks.

- 4 **CD-1.55 MP3-55** Read the SPEAKING FOCUS. Put C for Customer and S for Server next to the sentences. Then listen again and check.



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

- |                                 |                            |
|---------------------------------|----------------------------|
| 1 How much is it?               | <input type="checkbox"/> c |
| 2 Are you ready to order?       | <input type="checkbox"/>   |
| 3 What would you like to drink? | <input type="checkbox"/>   |
| 4 Anything else?                | <input type="checkbox"/>   |
| 5 Large or small?               | <input type="checkbox"/>   |
| 6 Enjoy your meal.              | <input type="checkbox"/>   |

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

- 6 In pairs, role play a conversation to order food. Use the SPEAKING FOCUS to help you.

Student A: You are the server.

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

### SPEAKING FOCUS

#### Ordering food

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

## 2.7 Writing

### An email of invitation

*I can write an email to invite a friend to my party.*

**1 Discuss the questions in pairs.**

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

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

To: Anna

Subject: Invitation

[A] Hi Anna,

[B] How are you?

[C] Would you like to come to my party? [D] It's on Saturday at my house at 7.30 p.m. It's a 'bring-your-own' party – everyone makes some food and brings a drink. Then we all eat the food together! You can make any recipe you want. Your pizzas are fantastic and you always make delicious salads too. Or you can bring an interesting dessert. :-)

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

[F] Love,  
Emma xxx

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

- |   |                                     |
|---|-------------------------------------|
| 1 making the invitation                                 | <input type="checkbox"/>            |
| 2 finishing the email                                   | <input type="checkbox"/>            |
| 3 asking for confirmation                               | <input type="checkbox"/>            |
| 4 giving the details (where? when? what kind of party?) | <input type="checkbox"/>            |
| 5 greeting  | <input checked="" type="checkbox"/> |
| 6 opening the email                                     | <input type="checkbox"/>            |

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

### WRITING FOCUS

#### An email of invitation

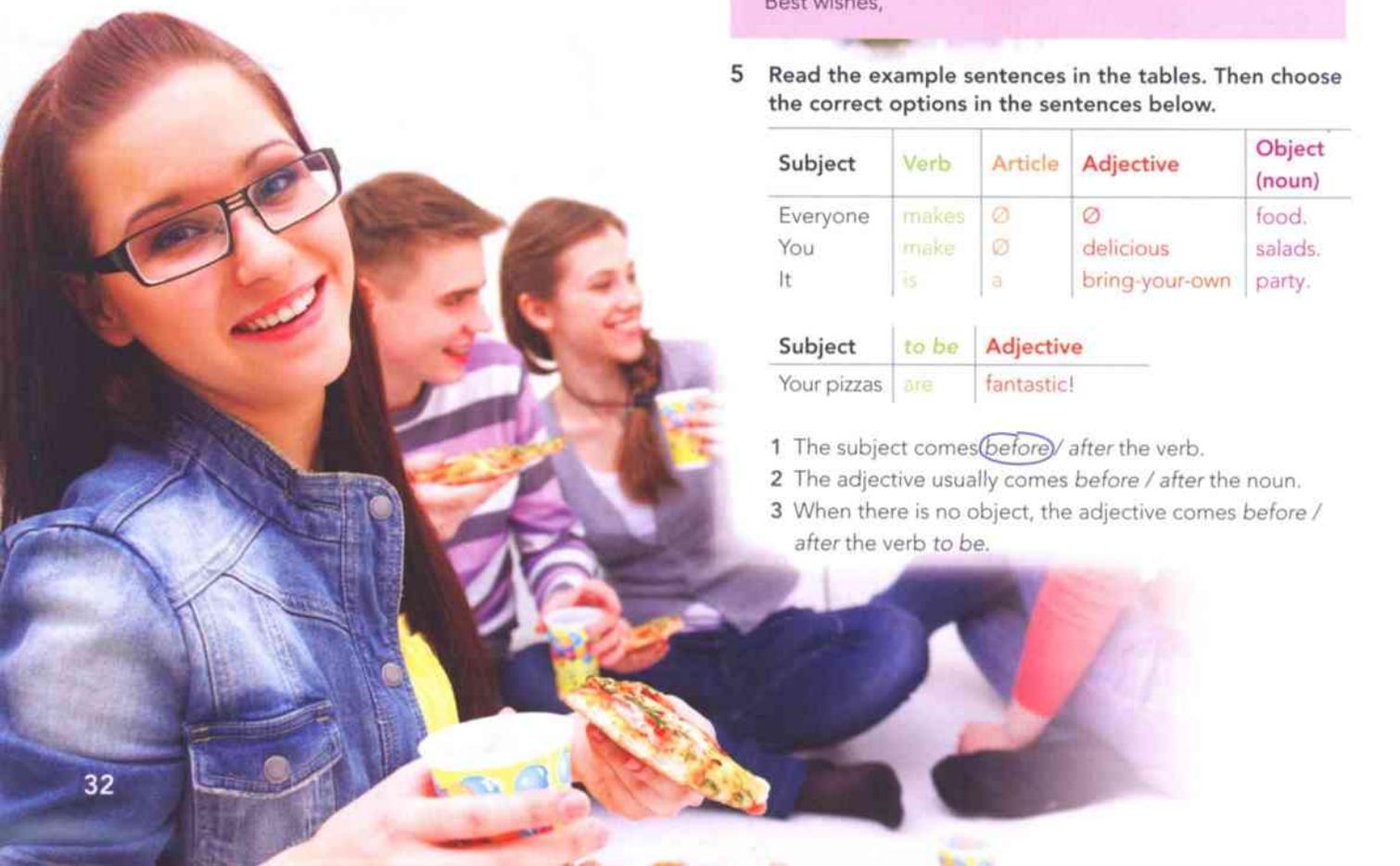
- Greeting  
Hi John,  
Hello!
- \_\_\_\_\_  
How are you?/How are things?
- \_\_\_\_\_  
Would you like to come to my party?  
Do you want to come to a party?
- \_\_\_\_\_  
It's on Friday. It's at 8 p.m./It's on Friday at 8 p.m.  
It's at my house/at Moon Club.  
It's a birthday/fancy-dress/bring-your-own/after-exams party.
- \_\_\_\_\_  
Can you come?  
Email or text me and let me know.  
I hope you can come! Let me know!
- \_\_\_\_\_  
Love,/Lots of love,  
Best wishes,

**5 Read the example sentences in the tables. Then choose the correct options in the sentences below.**

Subject	Verb	Article	Adjective	Object (noun)
Everyone	makes	Ø	Ø	food.
You	make	Ø	delicious	salads.
It	is	a	bring-your-own	party.

Subject	to be	Adjective
Your pizzas	are	fantastic!

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



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

- 1 fancy-dress / party / a / it's  
It's a fancy-dress party.
- 2 your sandwiches / delicious / are
- 3 listen to my / after dinner / I / music / favourite
- 4 the music / fantastic / is
- 5 make an / recipe / easy / you can

7 Complete the email with one word in each gap. Use the WRITING FOCUS to help you.

To: Jack  
Subject: Invitation

Hi Jack,

1 \_\_\_\_\_ are things?

Do you 2 \_\_\_\_\_ to come to a party? It's 3 \_\_\_\_\_ Saturday 4 \_\_\_\_\_ the Mayflower Club 5 \_\_\_\_\_ 8.30. It's a birthday party. I'm seventeen! 6 \_\_\_\_\_ a friend.

I hope you 7 \_\_\_\_\_ come! Email or text me and 8 \_\_\_\_\_ me know!

9 \_\_\_\_\_ wishes,

Laura

8 Complete the replies to an invitation with the words in the box.

asking busy hope I'm afraid invitation  
love sorry

- 1 Thanks for your \_\_\_\_\_, I'd \_\_\_\_\_ to come.
- 2 I'm really \_\_\_\_\_, but I can't come. I'm \_\_\_\_\_ on Saturday night.
- 3 \_\_\_\_\_ I can't come on Saturday. Thanks for \_\_\_\_\_ me. I \_\_\_\_\_ you have a great time!

9 Imagine you are organising a party. Complete the notes.

Kind of party: \_\_\_\_\_ Place: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Bring: \_\_\_\_\_

10 Write an email of invitation of about 50–70 words to a friend. Use your notes from Exercise 9 and phrases from the WRITING FOCUS.

11 Check.

- ✓ Have you included all the information?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you asked for confirmation?
- ✓ Have you divided your email into paragraphs?



# FOCUS REVIEW 2

## VOCABULARY AND GRAMMAR

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

packet bar jar carton loaf tub tin bottle

- We've got a \_\_\_\_\_ of ice cream for dessert.
  - I want to buy a \_\_\_\_\_ of crisps for the party.
  - Can you buy a \_\_\_\_\_ of bread at the supermarket?
  - That \_\_\_\_\_ of honey is almost empty. We need to buy a new one.
  - Please can you pass me that \_\_\_\_\_ of ketchup?
  - There's a \_\_\_\_\_ of juice on the table.
- 2 Complete the sentences with the correct form of the words in capitals.
- Fruit and vegetables are good for you. They are \_\_\_\_\_ foods. **HEALTH**
  - Fish and chips are a \_\_\_\_\_ food in Britain. Many people eat them. **TRADITION**
  - The food in that restaurant is \_\_\_\_\_. It costs a lot of money, but it's very good. **EXPENSE**
  - I usually have \_\_\_\_\_ fish and salad for lunch. **GRILL**
  - I don't eat meat. I'm a \_\_\_\_\_. **VEGETABLE**
  - Curry can be very \_\_\_\_\_ – it's often too hot for me to eat. **SPICE**

- 3 Choose the correct options.

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

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

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

## LANGUAGE IN USE

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

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

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

### Food for summer

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

So next time you want to make a meal or a <sup>6</sup> \_\_\_\_\_, remember: try a salad.

- A makes B making C make
- A some B any C many
- A into B on C at
- A bag B packet C tin
- A favourite B delicious C strong
- A tea B snack C dessert

## LISTENING

- 7 **CD-1.56 MP3-56** Listen to two friends talking about going to a restaurant. Complete the information.

- Name of restaurant: \_\_\_\_\_
- Price of two-course meal: \_\_\_\_\_
- Type of food: traditional English and \_\_\_\_\_
- Anna doesn't like: \_\_\_\_\_
- Katy's brother's job: \_\_\_\_\_
- Time for the meal: \_\_\_\_\_

## READING

- 8 What does each notice say? Read the notices (A–H) and match them with the sentences (1–5). There are three extra notices.

- 1 You can't eat meat here.
- 2 This is not for adults.
- 3 Call this number to learn about a job.
- 4 Here you can eat food from one country.
- 5 Children do not have to pay for this.

**A) Loch Lomond Food and Drink Festival**

Fun for all the family! And you can try lots of local and traditional Scottish food. The last weekend in June. See you there.

**B) Healthy cookery courses**

Do you want to learn from a top chef? We run classes for children and adults at weekends during the summer. Phone for details.

**C) Reggie's Veggy Restaurant**

Opens on Monday 18 May. Great food for all you vegetarians out there!

**D) Chefs wanted**

Our hotel is looking for a new chef to work in the evenings. Phone 020 9986 4320 for more information.

**E) Forest Food Fair**

Watch people cook local food and try some food from the continental market. There's food from France, Germany, Spain and Italy. It costs £5 per person and is free for under-twelves.

**F) Gary Clarke on TV**

New to Channel 3. Every Monday chef Gary Clarke shows children how to cook easy recipes. They can also read the recipes in his book. Maybe a nice birthday present?

**G) Farmer's market**

Buy fresh fruit, meat and vegetables from the Farmer's market in Hardford town centre every Tuesday. It's open from 9.00 to 4.30.

**H) Cookery competition**

Are you a good cook? Can you cook different meals, from burgers to seafood? Phone this number and enter our competition!

**022 4357 88931**

## SPEAKING

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

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

- 10 In pairs, look at the menu and the prompts and role play a conversation in a café. Student A, you are the waiter. Student B, you are the customer.

### Menu

#### Main course

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

#### Dessert

Chocolate cake 2.50  
Ice cream 1.25  
Pancakes 2.45

#### Drinks

Cola *small* 0.60 *large* 1.45  
Juice *small* 0.80 *large* 1.70  
Lemonade *small* 0.50 *large* 1.10  
Tea 1.20

#### STUDENT A

#### STUDENT B

ready/order?

ask/something to eat

what/drink?

say what/drink

what size?

choose size

anything else?

ask/price of order

give price

pay

thank politely

## WRITING

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

- a Would you like to come with me?  
b How are you?  
c It's next weekend.  
d There are chefs from different countries.

You are going to a food festival and want to invite your friend. Write an email to him/her and include these points:

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

Write your email in 50–70 words.

# 3

## WORK

### 3.1 Vocabulary

Jobs • Collocations with *job* and *work* • Prepositions

*I can talk about jobs and work.*

#### SHOW WHAT YOU KNOW

- 1 In pairs, name as many jobs as you can in sixty seconds. Then compare with the class.
- 2 Label the photos with ten of the jobs in the box. Which jobs are not in the photos?

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

Practice makes perfect.

A PROVERB

#### UNIT LANGUAGE AND SKILLS

##### Vocabulary:

- Show what you know – jobs
- jobs with suffixes
- collocations – *job* and *work*
- *work* + prepositions

##### Grammar:

- Present Continuous
- Present Simple and Present Continuous

##### Listening:

- a radio programme about voluntary work
- true/false

##### Reading:

- an article about unusual jobs
- information transfer

##### Speaking:

- describing a photo

##### Writing:

- an email of request

#### FOCUS EXTRA

- Grammar Focus pages 112–113
- WORD STORE booklet pages 6–7
- Workbook pages 32–43 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

1 nurse

2

3

4

5

6

- 3 **CD-2.1 MP3-57** Listen and repeat the jobs. Check that you understand the words.
- 4 Think of five people you know. Then, in pairs, take turns to tell your partner about their jobs.  
*My neighbour is a builder.*

### REMEMBER THIS

When you talk about jobs, use the article *a/an*.  
*My mum is a scientist.*

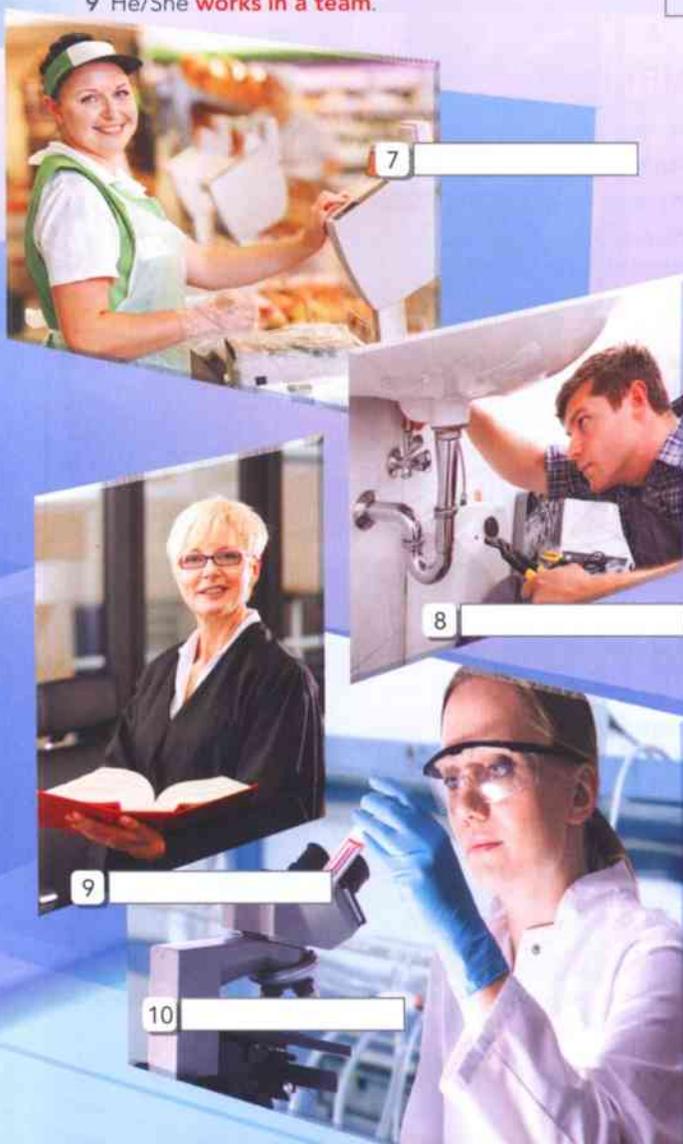
- 5 **CD-2.2 MP3-58** Listen to four people talking about their jobs. Match the speakers (A–D) with four of the photos (1–10).

A  B  C  D

- 6 **CD-2.2 MP3-58** Listen again and match the speakers (A–D) with the sentences (1–9).

- 1 He/She **works long hours.**
- 2 He/She **works with children.**
- 3 He/She **works for an international company.**
- 4 He/She **works in a supermarket.**
- 5 He/She **works from home.**
- 6 He/She's got **a badly-paid job.**
- 7 He/She's got **a well-paid job.**
- 8 He/She's got **a part-time job.**
- 9 He/She **works in a team.**

A



### WORD STORE 3A

- 7 **CD-2.3 MP3-59** Complete WORD STORE 3A with the jobs in Exercise 2. Then listen, check and repeat.
- 8 Complete the sentences with jobs from WORD STORE 3A.
- You need a mechanic when your car doesn't work.
  - A \_\_\_\_\_ looks after people in hospital.
  - An \_\_\_\_\_ can help build roads and bridges.
  - I've got a sore tooth – I need to go to the \_\_\_\_\_.
  - At a hotel, the \_\_\_\_\_ gives you the key to your room.
  - A \_\_\_\_\_ can repair the water pipe in the bathroom.

### WORD STORE 3B

- 9 **CD-2.4 MP3-60** Look at Exercise 6 again. Complete WORD STORE 3B with *job* or *work*. Then listen, check and repeat.
- 10 Complete the sentences with names of people you know. Then tell your partner.
- \_\_\_\_\_ works long hours.
  - \_\_\_\_\_ has got a part-time job.
  - \_\_\_\_\_ works full-time.
  - \_\_\_\_\_ has got a well-paid job.
  - \_\_\_\_\_ works hard and is badly paid.
  - \_\_\_\_\_ works nine to five.
1. *My mum works long hours.*

### WORD STORE 3C

- 11 **CD-2.5 MP3-61** Complete WORD STORE 3C with prepositions from Exercise 6. Then listen, check and repeat.
- 12 Complete the questions with prepositions from WORD STORE 3C. Then ask and answer in pairs.
- Would you like to work for a big company or a small company? Why?
  - Would you like to work \_\_\_\_\_ home? Why?/ Why not?
  - Would you like a full-time or a part-time job? Why?
  - Do you prefer to work \_\_\_\_\_ a team or alone? Why?
  - Would you like to work \_\_\_\_\_ children? Why?/ Why not?
  - Would you prefer to work \_\_\_\_\_ an office or outside? Why?

## 3.2 Grammar

### Present Continuous

I can talk about actions happening at the time of speaking.



Oh hello, Mrs Vincent. Yes, everything is fine here. The house is almost ready. I'm **standing** in the living room at the moment and it looks really good. Joey is finishing the bathroom ... What **is he doing** exactly? Erm, he's fitting the shower. Dan and Nick **are working** too ... **Are they working** on the roof? Yes, they are - it's almost finished ... Yes, the gardener is here. He's digging a flowerbed for your roses ... Joey's dog? Yes, he's here, but he **isn't playing** in the house. He's **sleeping** ... Fishing? No, we **aren't fishing**, Mrs Vincent! We're all working very hard! So, are you enjoying your holiday, Mrs Vincent? ... What? Are you coming home now? Right ... er ... fine ... see you soon then.

- Look at the men in the picture. What are their jobs? Use the words from the box on page 36.
- CD•2.6 MP3•62** Read and listen to Frank's telephone conversation with Mrs Vincent, the owner of the house. Does Frank tell her the truth?
- Read the GRAMMAR FOCUS. Then complete it with the words in blue in Exercise 2.

### REMEMBER THIS

To form the **-ing** form of a verb:

- add **-ing** to the verb: *stand* → *standing*
- if the verb ends in **-e**, drop **-e**: *make* → *making*
- if the verb ends in a short vowel + a consonant, double the final consonant: *fit* → *fitting*

- Complete the sentences about the picture. Use the correct form of the verbs in the box.

[ drink eat fry not fit not sleep ~~not stand~~ not work run ]

- Frank **isn't standing** in the house. He \_\_\_\_\_ a fish.
- Dan and Nick \_\_\_\_\_ on the roof. They \_\_\_\_\_ sandwiches.
- Joey \_\_\_\_\_ the shower. He \_\_\_\_\_ coffee.
- The dog \_\_\_\_\_ in the house. It \_\_\_\_\_ round the garden.

- Use the prompts to make questions.

- doing / is / the teacher / what?
- near / anyone / is / a window / sitting?
- anybody / black / wearing / something / is?
- any / writing / are / students?
- this / are / doing / all the students / exercise?

- In pairs, ask and answer the questions in Exercise 5.

- A: What is the teacher doing?  
B: He/She is writing on the board.

### GRAMMAR FOCUS

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

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

- + I **'m standing** in the living room.  
He <sup>2</sup> \_\_\_\_\_ .  
They <sup>3</sup> \_\_\_\_\_ too.
- He <sup>4</sup> \_\_\_\_\_ in the house.  
We <sup>5</sup> \_\_\_\_\_ !
- ? What <sup>6</sup> \_\_\_\_\_ he \_\_\_\_\_ exactly?  
<sup>7</sup> \_\_\_\_\_ they \_\_\_\_\_ on the roof?  
Yes, they **are**./No, they **aren't**.

# 3.3 Listening

## True/False

I can identify specific detail in a radio programme about volunteers abroad.

### 1 Read US TODAY and answer the questions.

- Which country is the Peace Corps from?
- What does the Peace Corps do?
- Where do the volunteers work?

## US TODAY



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



### 2 What kind of information is missing in each sentence? Match the sentences (1–6) with the descriptions (a–f).

- More than \_\_\_\_\_ Peace Corps volunteers are working around the world today.
  - The first speaker, Amy, is in South \_\_\_\_\_.
  - Amy is helping to build a new \_\_\_\_\_.
  - Terri and her co-workers are producing fresh \_\_\_\_\_ for people in hospital.
  - Richard is learning \_\_\_\_\_ from the children.
  - Peace Corps volunteers meet people who are \_\_\_\_\_.
- a the name of a continent      d something you can learn  
 b a kind of food                  e an adjective  
 c a number                          f a type of building


### 3 CD-2.7 MP3-63 Listen and complete the sentences in Exercise 2.

#### EXAM FOCUS True/False

### 4 CD-2.7 MP3-63 Listen again. Are the statements true (T) or false (F)?

- Peace Corps volunteers live and work in fifty-seven countries.
- Amy likes the place where she's living.
- Terri doesn't like physical work.
- Some patients work in the hospital garden.
- The children learn more than to bake bread.
- Richard says being a volunteer is easy.


### 5 Would you like to work as a volunteer abroad? Which statements do you agree with? Discuss as a class.

I would like to do voluntary work abroad because:

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

I wouldn't like to work abroad because:

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

## PRONUNCIATION FOCUS

### 6 CD-2.8 MP3-64 Listen and circle the silent letter in each word.

Then listen again and repeat.

- |           |              |          |
|-----------|--------------|----------|
| 1 plumber | 4 government | 6 listen |
| 2 lawyer  | 5 climber    | 7 know   |
| 3 writer  |              |          |

## WORD STORE 3D

### 7 CD-2.9 MP3-65 Complete WORD STORE 3D with learn or teach.

Then listen, check and repeat.

### 8 Complete the sentences with the correct form of learn or teach.

- My brother teaches Maths in a big secondary school. He is \_\_\_\_\_ me Maths now because I have a test tomorrow.
- This year in History, we are \_\_\_\_\_ about the French Revolution.
- My grandmother is \_\_\_\_\_ to use the computer. Today, I'm \_\_\_\_\_ her to send emails.

# 3.4 Reading

## Information transfer

I can find specific details in texts about dream jobs.

1 Look at the title of the article and the photos. In pairs, answer the questions.

- 1 What do you think the people's jobs are?
- 2 What do they do in their jobs?
- 3 Which job do you think is more exciting? Why?

2 Read the article and check your ideas in Exercise 1.

3 Look at the words in blue in the article. What part of speech are they?

- |                      |      |      |                  |
|----------------------|------|------|------------------|
| 1 <b>demanding</b>   | noun | verb | <b>adjective</b> |
| 2 <b>employer</b>    | noun | verb | adjective        |
| 3 <b>factory</b>     | noun | verb | adjective        |
| 4 <b>customer</b>    | noun | verb | adjective        |
| 5 <b>earn</b>        | noun | verb | adjective        |
| 6 <b>company</b>     | noun | verb | adjective        |
| 7 <b>resort</b>      | noun | verb | adjective        |
| 8 <b>responsible</b> | noun | verb | adjective        |
| 9 <b>salary</b>      | noun | verb | adjective        |

4 Look at the words in blue in text A and choose the correct answer, A, B or C.

- 1 If a job is *demanding*,
  - A it's difficult and you work hard.
  - B it's well-paid.
  - C it's easy and you don't work much.
- 2 An *employer* is
  - A a friend from work.
  - B a worker in a shop or business.
  - C a person or business people work for.
- 3 A *factory* is not
  - A an owner of a business.
  - B a business that makes things.
  - C a building where they produce things.
- 4 A *customer* is
  - A a shop assistant.
  - B a shopper.
  - C an owner of a business.
- 5 When you *earn* money,
  - A you use money to buy things.
  - B you put money in a bank.
  - C you get money for work.

5 Match the words in blue in text B with the definitions.

- 1 a business that makes and/or sells things – \_\_\_\_\_
- 2 money from an employer for work (usually every month) – \_\_\_\_\_
- 3 having a duty or job to do something – \_\_\_\_\_
- 4 popular places for tourists – \_\_\_\_\_

6 Read the article again and answer the questions. Write E for Ella or T for Tommy.

- 1 Who says he/she doesn't work hard?
- 2 Who travels in his/her job?
- 3 Who is doing the job for a short time only?
- 4 Who says his/her job can have a negative aspect?
- 5 Who has a job of testing a product for sale?
- 6 Who uses the money to pay for his/her education?
- 7 Who needs to fill in questionnaires in his/her job?
- 8 Who meets a lot of people in his/her job?

<input type="checkbox"/>

### EXAM FOCUS Information transfer

7 Read text A again and the email below. Then complete Becky's notes.

**From:** Sophie

**To:** Becky

Ella's got a fantastic job this summer in The Bed Store. She only works Monday to Wednesday and she sleeps all the time! Do you want to go and watch her sleeping this afternoon?! The shop is in Grove Street. See you there at 2.30?

place: <sup>1</sup> \_\_\_\_\_  
 salary: <sup>2</sup> \_\_\_\_\_  
 number of days a week: <sup>3</sup> \_\_\_\_\_  
 address: <sup>4</sup> \_\_\_\_\_  
 meet Sophie: <sup>5</sup> \_\_\_\_\_

8 Why does each person think he/she has a 'dream job'? Discuss your ideas.

9 In pairs, decide which job, A or B, these sentences are about.

I don't like water.

I wouldn't like people to see me in my pyjamas.

That job is scary!

It's a very lazy job.

That job is boring.

That job is a lot of fun.

10 Tell the class which job you would/wouldn't like to do and why.

*I wouldn't like to be a waterslide tester because I can't swim.*

### WORD STORE 3E

11 **CD•2.11 MP3•67** Complete WORD STORE 3E with a verb from the article. Then listen, check and repeat.

# You call this WORK?

Do you sometimes dream of a job that is easy and fun? Here are some great jobs.



## A DREAM JOB

<sup>5</sup> Ella, twenty-one, gets her pay for 'sleeping'.

I work from nine to five, but my job is not very **demanding**! What do I do? Well, every day, I go to work and I sleep –  
<sup>10</sup> I sleep in a huge, comfortable bed. I know it doesn't sound like work, but my **employer** is a **factory** that makes beds. They want to test the beds and advertise the comfortable ones. So, some days, I  
<sup>15</sup> sleep in the shop window so **customers** can watch me! I write a blog about the experience. It's only for a month and I need the money for my studies. I **earn** thirty pounds a day.



## <sup>20</sup> WOOSH!

Tommy, thirty, tests waterslides for a travel company.

I think I've got the best job in the world. No one believes me when  
<sup>25</sup> I tell them what I do. I fly to holiday **resorts** round the world and test water slides! I write down the answers to questions like: *How high is the slide? How fast do you go? Is it fun?* And I  
<sup>30</sup> ask people their opinion about the water slides, so I meet lots of people. I'm also **responsible** for testing safety. This year I'm working in Spain, Turkey, Mexico and the USA. I earn  
<sup>35</sup> a good **salary** and I have lots of fun. It can be a bit unpleasant when it's cold, but apart from that, it's great. I love it!

## 3.5 Grammar

### Present Simple and Present Continuous

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

#### 1 Read the text and answer the questions.

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



Every summer I work as a receptionist in the local hotel. I like it. It's usually quiet and I don't have a lot of work. When guests **arrive**, I **give** them their keys. At 11.00, I always **have** coffee and a cake.

But this summer everything's different. Our town **is organising** an arts festival. 100 people are staying at the hotel. Today we're preparing for a big party! At the moment, the waiters **are bringing** more tables and the manager **is telling** me to do three different jobs. I hate it when it is like this! No coffee for me today!

#### 2 Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.

### GRAMMAR FOCUS

#### Present Simple and Present Continuous

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

When guests **arrive**, I <sup>2</sup> \_\_\_\_\_ them their keys.

At 11.00, I always <sup>3</sup> \_\_\_\_\_ coffee and a cake.

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

You use the **Present Continuous**:

- to talk about activities at the moment of speaking.

The waiters <sup>4</sup> \_\_\_\_\_ more tables. The manager <sup>5</sup> \_\_\_\_\_ me to do three different jobs.

- to talk about temporary actions.

Our town <sup>6</sup> \_\_\_\_\_ an arts festival. (this summer)

Time expressions: *at the moment, now, right now, today, this month, this summer, etc.*

### REMEMBER THIS

We don't use these verbs in the Present Continuous:

*believe, hate, know, like, love, mean, need, prefer, understand, want.*

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

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

#### 4 Complete Emily's email with the Present Simple or Present Continuous form of the verbs in brackets.

Hi Freddie,

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

I've got a holiday job as an au pair with a Spanish family. They're on holiday in Vigo just now and I <sup>2</sup> \_\_\_\_\_ (look) after the children.

I usually <sup>3</sup> \_\_\_\_\_ (play) with the kids, but at the moment they <sup>4</sup> \_\_\_\_\_ (sleep). It's their siesta. I usually <sup>5</sup> \_\_\_\_\_ (relax) too, but today I <sup>6</sup> \_\_\_\_\_ (write) to you.

My 'working' day <sup>7</sup> \_\_\_\_\_ (start) early; I <sup>8</sup> \_\_\_\_\_ (take) the children for a swim. They <sup>9</sup> \_\_\_\_\_ (love) the water! After dinner, I <sup>10</sup> \_\_\_\_\_ (read) stories to them. It's so quiet now. The sun <sup>11</sup> \_\_\_\_\_ (shine) and life <sup>12</sup> \_\_\_\_\_ (be) perfect! I <sup>13</sup> \_\_\_\_\_ (believe) I've got the best job in the world!

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

Love,

Emily

#### 5 Write true sentences. Use the Present Simple or Present Continuous.

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

#### 6 Write questions for the sentences in Exercise 5. Then ask and answer in pairs.

A: **Do you do a lot of sports?**

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

Grammar Focus page 113



## 3.6 Speaking

### Describing a photo

*I can describe the people in a photo and say what they are doing.*

- 1 Look at Photo A and answer the questions. Then compare your answers in pairs.

- 1 Who is in the photo?
- 2 Where are they?
- 3 What are they doing?

- 2 **CD•2.12 MP3•68** Listen to a student describing Photo A. Compare his answers with yours.

- 3 **CD•2.12 MP3•68** Listen again and tick the questions the student answers.

- 1 What are the people wearing?
- 2 How old are they?
- 3 Are they working alone or in a team?
- 4 Is the work hard?
- 5 How are they feeling?
- 6 What are they thinking?
- 7 Do you think they like their job?

- 4 **CD•2.12 MP3•68** Read the **SPEAKING FOCUS**. Then listen again and underline the phrases you hear.



### SPEAKING FOCUS

**Who? Where? What are they doing?**

The photo shows (a person/people) in a (place).

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

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

**Details of the picture**

On the left/right ...

In the background ...

We can also see ...

He's/She's wearing ...

**What you think**

Perhaps/Maybe ...

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

### REMEMBER THIS

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

- 5 Work in pairs. Student A, describe Photo B. Student B, describe Photo C. Follow the instructions below and use the phrases in the **SPEAKING FOCUS**.

- 1 Say who is in the photo and where they are.
- 2 Say what the people are doing.
- 3 Try to say more. Use some of the questions in Exercise 3 to help you.

- 6 Would you like to do the job in your photo? Why?/Why not?

## 3.7 Writing

### An email of request

*I can write an email to ask someone to do something.*

- 1 **CD-2.13 MP3-69** Listen to the conversation between Rose and her boss, Jeremy. What does Jeremy want Rose to do? Complete the notes.

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

- 2 What is Rose's problem and how do you think she decides to solve it?

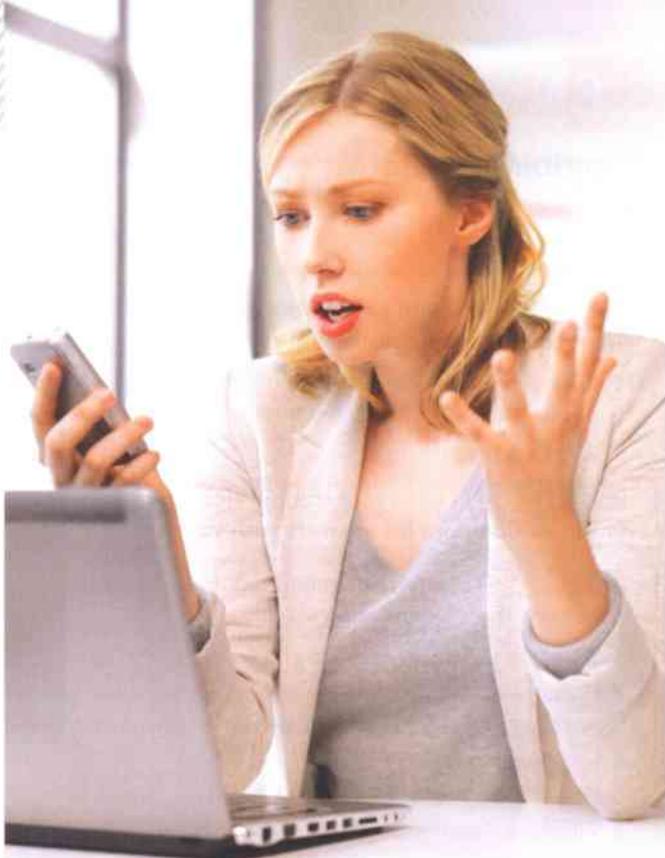
- 3 Read the first email. What is wrong with it?

- 1 There is not enough information.
- 2 There is too much information.
- 3 The message is not clear.
- 4 The request is not polite.
- 5 The message is too long.

<b>To:</b> Greg Sutter
<b>From:</b> Rose Orton
<b>Subject:</b> Tomorrow's meeting
Greg, Phone a restaurant and order lunch for the people at the meeting. Order something for vegetarians too. Prepare bags of presents for everyone. Use the pens in my desk. Rose

- 4 Read the second email. Why is it better?

<b>To:</b> Greg Sutter
<b>From:</b> Rose Orton
<b>Subject:</b> Tomorrow's meeting
Greg, <sup>(A)</sup> I've got a problem and I need your help with tomorrow's meeting. I've got an exam in half an hour and I haven't got the time to do this. <sup>(B)</sup> Please could you phone a good restaurant and order lunch for twelve people for tomorrow's meeting at 12.30? Could you order some vegetarian dishes, too? Also, we need to prepare bags of presents for the customers. There are twenty expensive pens in a box in my desk and you could use those. The receptionist has got company bags to put them in. <sup>(C)</sup> Sorry to bother you, but I just don't have the time. Thanks a lot, Rose



- 5 Read the second email again and match the parts (A–C) with the descriptions (1–3).

- 1 Rose asks Greg to do some things.
- 2 Rose introduces her problem.
- 3 Rose thanks Greg and says she's sorry for the trouble.

- 6 Complete the WRITING FOCUS with words and phrases from the second email.

### WRITING FOCUS

#### An email of request

##### • Introduction

I've got a <sup>1</sup>problem .  
 I need your/some <sup>2</sup>\_\_\_\_\_ .  
 Could you help me?  
 Could you do me a favour?

##### • Requests

Please <sup>3</sup>\_\_\_\_\_ you ...?  
 Could you please ...?  
 Do you think you could ...?  
 Could you also ...?

##### • Conclusion

(So) Sorry to <sup>4</sup>\_\_\_\_\_ you.  
 Thanks <sup>5</sup>\_\_\_\_\_./Thank you very much.

**7 Number the sentences in the correct order to make another email from Rose.**

Jack,

- a Could you please finish the report for me?
  - b Thank you very much.
  - c So sorry to bother you.
  - d Can you do me a favour?
  - e Could you also check some of the information about the sales?
  - f I'm writing a report and I have to go to a meeting now.
- Rose

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

- 1 need / problem / help / got / I / a / some / I've / and
- 2 me / you / favour / do / could / a?
- 3 you / please / could / me / help?
- 4 think / do / please / could / you / me / you / help?
- 5 you / much / very / thank
- 6 to / you / bother / sorry

**9 Rewrite the sentences as polite requests. Use the words in brackets.**

- 1 Take this letter to the post office. (could/please)  
*Could you please take this letter to the post office?*
- 2 Phone the plumber. (think/could)
- 3 Give these papers to Mr Flynn. (could/please)
- 4 Ask him to sign them. (also/please)

**10 Write requests for these things. Try to use a different way to make a request for each one.**

You'd like Dave to:

- 1 help you with a report.
- 2 email you a file.
- 3 get you a sandwich from the café.
- 4 get you a coffee.

**11 Read the information and write an email of about 100 words to a colleague. Ask him/her to do the things you cannot do.**

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

Things you haven't got time to do:

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

**12 Check.**

- ✓ Have you included all the points in the question?
- ✓ Have you used language from the WRITING FOCUS?
- ✓ Have you introduced your requests correctly?
- ✓ Have you included an appropriate conclusion?
- ✓ Have you organised your email well?



# FOCUS REVIEW 3

## VOCABULARY AND GRAMMAR

### 1 Read the descriptions and complete the jobs.

- This person helps people who aren't well. n\_\_\_\_\_
- You tell this person what you want to eat in a restaurant. w\_\_\_\_\_
- This person repairs cars. m\_\_\_\_\_
- You ask this person for help in a shop. s\_\_\_\_\_ a\_\_\_\_\_
- This person works in an office and has lots of clients. l\_\_\_\_\_
- This person gives you your keys in a hotel. r\_\_\_\_\_

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

- He's got a well-paid job.  
His job is \_\_\_\_\_ paid.
- She works part-time.  
She's got a \_\_\_\_\_ job.
- Their working day is quite short.  
They work long \_\_\_\_\_.
- She's got a demanding job.  
Her job is \_\_\_\_\_.
- He works in an office.  
He works from \_\_\_\_\_.

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

have not work order phone  
prepare serve talk

Dan's café is very busy today. A big group of people  
1 \_\_\_\_\_ a party. One of them 2 \_\_\_\_\_ food for the  
whole group. The waiters 3 \_\_\_\_\_ drinks. The chef  
4 \_\_\_\_\_ desserts. Dan, the manager, 5 \_\_\_\_\_ on  
the phone. He 6 \_\_\_\_\_ a plumber because the toilet  
7 \_\_\_\_\_.

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

- Matt's got a good job. He \_\_\_\_\_ (earn) a lot of money.
- Alex and Rachel are engineers. They \_\_\_\_\_ (work) for an electronics company. They \_\_\_\_\_ (work) on a new smartphone at the moment.
- I \_\_\_\_\_ (travel) a lot in my job. This week I \_\_\_\_\_ (travel) to South Africa.
- Lucy \_\_\_\_\_ (love) her job. She \_\_\_\_\_ (believe) it's perfect.
- I \_\_\_\_\_ (send) about a hundred emails every day. This is the last one I \_\_\_\_\_ (send) today.
- Sarah \_\_\_\_\_ (hate) her job and she \_\_\_\_\_ (want) to find a different one.

## LANGUAGE IN USE

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

My cousin Helena has a good job. She 1 \_\_\_ in a computer shop. She knows a 2 \_\_\_ about computers and she 3 \_\_\_ help customers to choose the right one. Her boss likes her very much. He says that she works well 4 \_\_\_ a team and she's good at selling. She 5 \_\_\_ a lot of computers every week! At the moment her young sister, Magda, 6 \_\_\_ in the same shop. But it's only a summer job for her. Magda 7 \_\_\_ work long hours. She starts at 9.30 and finishes at 12.30. Today Helena is teaching Magda about 8 \_\_\_ new computers they have in the shop.

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

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

- We all \_\_\_ long hours at the end of the month.  
Journalists often \_\_\_ from home.  
A write B do C work
- An au pair looks \_\_\_ children.  
Karen was late today; she came to the office \_\_\_ the first meeting.  
A at B after C in
- Paul's got a part-time \_\_\_\_\_.  
I'm looking for a holiday \_\_\_\_\_.  
A work B salary C job
- Would you like to work \_\_\_ an international company?  
I'm responsible \_\_\_ answering the phone.  
A in B for C to
- A photographer is coming today to \_\_\_ photos of all the staff.  
As an au pair, I \_\_\_ children to their after-school activities.  
A take B make C go

## LISTENING

### 7 **CD•2.14 MP3•70** Listen to two friends talking about Charlie's new job. Are the statements true (T) or false (F)?

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

<input type="checkbox"/>

## READING

- 8 Read the advertisement and the email below. Then complete Dave's notes.

# Summer jobs

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

If you like being outside and can do physical work, there are always jobs in agriculture in the summer. The work is hard but healthy. You can pick strawberries in July and apples in August – yummy! We work with many farms in the south of England. We have our own buses too. Contact John Jones at [teenjobs.com](http://teenjobs.com) or on 07023354129.

## SPEAKING

- 9 Describe the photo. Use the words in the box and the prompts.

buy clothes shop customer help pay for  
shop assistant smile

The photo shows ...

They are in ...

The man/woman is ...



## WRITING

- 10 Read the information and write an email of about 100 words to a colleague. Ask him/her to do the things you cannot do.

You are working in an office during your summer break. You have to go to the dentist this afternoon. Things you'd like your colleague to do while you are away:

- Photocopy a report to give to a customer.
- Phone a customer to arrange an appointment for tomorrow morning.
- Google a good local restaurant and book a table for the boss tomorrow.

From: Gary

To: Dave

How's this for a summer job for you and me? I'm in the USA in July, but can do the next month. Sounds fun! Can you phone and ask about pay?

### Summer job

job in: agriculture

month: <sup>1</sup> \_\_\_\_\_

fruit: <sup>2</sup> \_\_\_\_\_

transport: <sup>3</sup> \_\_\_\_\_

speak to: <sup>4</sup> \_\_\_\_\_

ask about: <sup>5</sup> \_\_\_\_\_

# 4 PEOPLE

If you want a friend,  
be a friend.

A PROVERB

## UNIT LANGUAGE AND SKILLS

### Vocabulary:

- Show what you know – describing a face
- appearance
- adjective order
- personality adjectives

### Grammar:

- comparative and superlative adjectives
- have to/don't have to

### Listening:

- people talking about important events in their lives
- multiple choice

### Reading:

- a magazine article about clothes and personality
- gapped text

### Speaking:

- shopping for clothes

### Writing:

- a personal blog

## FOCUS EXTRA

- Grammar Focus pages 114–115
- WORD STORE booklet pages 8–9
- Workbook pages 44–55 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 4.1 Vocabulary

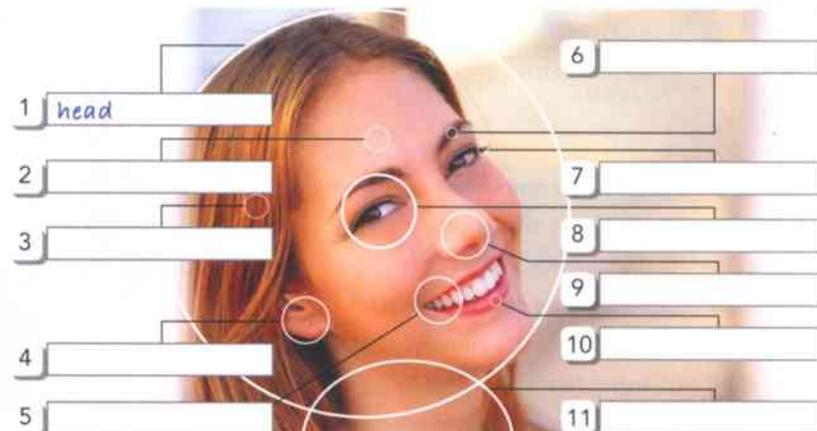
Appearance • Personality • Adjective order

*I can describe what people look like and say what they are like.*

### SHOW WHAT YOU KNOW

1 Label the photo with the words in the box.

ear eye eyebrow eyelashes forehead hair  
head lip mouth neck nose

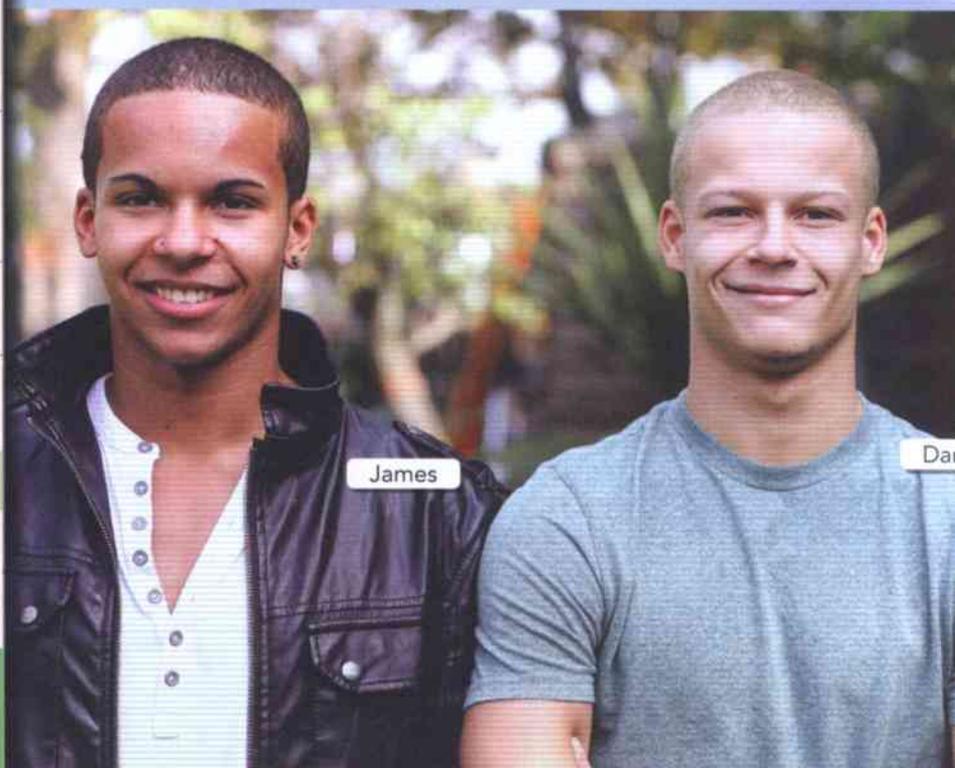


2 Write sentences to describe your face.

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

## Twins

We usually think that twins are similar,  
but they can be very different!  
Read about James and Daniel.



3 Read about James and Daniel and complete the table.

	James	Daniel
Hair	<i>short curly black</i>	
Eyes		
Height	<i>tall</i>	
Build and looks	<i>well-built</i>	

4 In pairs, answer the questions.

- 1 Do you know any twins? Are they similar or different?
- 2 Who are you like: Daniel or James? Explain why.

## James

### What does he look like?

- 5 He's got short curly black hair and brown eyes.

### What is he like?

He's very **sociable** and he's got lots of friends. He's **clever** too. He's studying for A levels\* at school and he wants to go to university. He's

- 10 **confident** and **funny** – he's got a great sense of humour and he often tells jokes. He's a very **positive** person.

## Daniel

### What does he look like?

He's got short curly blond hair and brown eyes.

- 15 **What is he like?**

He's **shy**, so he doesn't like big groups of people, but he's got some good friends. He's **serious** and thinks a lot about things. He's **kind** too and always helps his friends. He isn't at school any more – he's got a job and he's learning to be an engineer.

### So have the twins got anything in common?

Yes! They're both tall, good-looking and well-built. They're also young, fit and sporty and they've both got good friends. They're both **interesting** people.

\*A levels – exams that students take when they are eighteen in England, Wales and northern Ireland

## WORD STORE 4A

- 5 **CD-2.15 MP3-71** Complete WORD STORE 4A with the underlined adjectives in the text. Then listen, check and repeat.

## WORD STORE 4B

- 6 **CD-2.16 MP3-72** Analyse the order of adjectives in WORD STORE 4B. Then listen and complete sentences 1–4.

- 1 Sally's tall and she's got \_\_\_\_\_ black hair.
- 2 Jack is young and \_\_\_\_\_. He's got medium-length \_\_\_\_\_ hair.
- 3 Jess is \_\_\_\_\_ and fit and she's got \_\_\_\_\_ eyes.
- 4 Tom is \_\_\_\_\_ and \_\_\_\_\_. He's got \_\_\_\_\_ eyes.

7 Put the adjectives in brackets in the correct order.

- 1 She's got long straight black (black, long, straight) hair and \_\_\_\_\_ (brown, small) eyes.
- 2 He's got \_\_\_\_\_ (very big, green) eyes and \_\_\_\_\_ (wavy, brown, medium-length) hair.
- 3 He's got \_\_\_\_\_ (short, red, wavy) hair and \_\_\_\_\_ (blue, beautiful, big) eyes.
- 4 She's got \_\_\_\_\_ (fair, medium-length) hair and \_\_\_\_\_ (small, blue) eyes.
- 5 He's bald and he's got \_\_\_\_\_ (big, black) eyes.
- 6 She's got \_\_\_\_\_ (grey, curly, short) hair and \_\_\_\_\_ (brown, big) eyes.

- 8 Write about a classmate. Use WORD STORE 4A and 4B. Read your description to the class. Can they guess who you described?

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

## WORD STORE 4C

- 9 **CD-2.17 MP3-73** Complete WORD STORE 4C with the adjectives in red in the text. Then listen, check and repeat.

10 Complete the sentences with adjectives from WORD STORE 4C.

- 1 My mother never thinks bad things can happen, she's very **positive**.
- 2 I always believe in myself. I'm really \_\_\_\_\_.
- 3 My father never smiles. He always looks \_\_\_\_\_.
- 4 My best friend loves people. He/She is very \_\_\_\_\_.
- 5 My best friend is doing well at school because he/she is \_\_\_\_\_.
- 6 My brother loves telling jokes. He's \_\_\_\_\_!
- 7 I don't like going to parties. I'm a little \_\_\_\_\_.

- 11 Which sentences in Exercise 10 are true for you? Tell your partner.

## 4.2 Grammar

### Comparative and superlative adjectives

I can use adjectives to make comparisons.

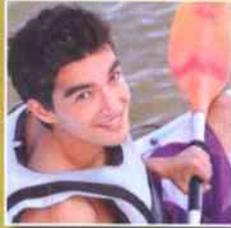
- In pairs, choose one of the people from the photos below and answer the questions.
  - What does he/she look like?
  - What do you think he/she is like?
- Read the text. What is important to Natalie, Martin and Danny? Who do you agree with most?

#### WHAT'S THE MOST IMPORTANT THING?



Natalie, 16

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



Martin, 18

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



Danny, 21

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

- Read the GRAMMAR FOCUS. Then look at the words in blue in the text and complete the examples.

#### GRAMMAR FOCUS

##### Comparative and superlative adjectives

	Adjective	Comparative	Superlative
Short	hard	<sup>1</sup> harder	the hardest
	nice	nicer	the nicest
	big	bigger	the biggest
	happy	<sup>2</sup> happ__	the happiest
Long	important	<sup>3</sup> _____ important	the <sup>4</sup> _____ important
Irregular	good	better	the <sup>5</sup> _____
	bad	<sup>6</sup> _____	the worst
	far	further	the furthest

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

- Complete the sentences with the comparative form of the adjectives in brackets.
  - My best friend is **kind**er (kind) than me.
  - I'm \_\_\_\_\_ (thin) than my father.
  - I'm \_\_\_\_\_ (intelligent) than my brother/sister.
  - I'm \_\_\_\_\_ (funny) than all my other friends.
  - My mother is \_\_\_\_\_ (slim) than her sister.
  - My sister is \_\_\_\_\_ (good) at Maths than me.
  - My best friend is \_\_\_\_\_ (pretty) than me.
- Guess which sentences in Exercise 4 are true for your partner. Then ask and answer in pairs.
 

A: *is your best friend kinder than you?*  
B: *Yes, he/she is/No, he/she isn't.*
- Complete the quiz with the superlative form of the adjectives in brackets. Then, in pairs, guess the correct answers.

#### Record breakers!\*

- How tall is the **tallest** (tall) person in the world?  
A 2 m 72 cm B 2 m 60.3 cm C 2 m 51.4 cm
- What nationality is Skye Broberg, the \_\_\_\_\_ (flexible) person in the world?  
A American B Australian C English
- Chanel Tapper has got the \_\_\_\_\_ (long) tongue in the world. How long is it?  
A 6.75 cm B 8.75 cm C 9.75 cm
- What is the \_\_\_\_\_ (difficult) language to learn?  
A Arabic B Japanese C Chinese
- How old is the \_\_\_\_\_ (old) university student in Britain?  
A 70 B 83 C 91
- Who are the \_\_\_\_\_ (famous) people in the world?  
A film stars B pop stars C sports stars

\* in 2013

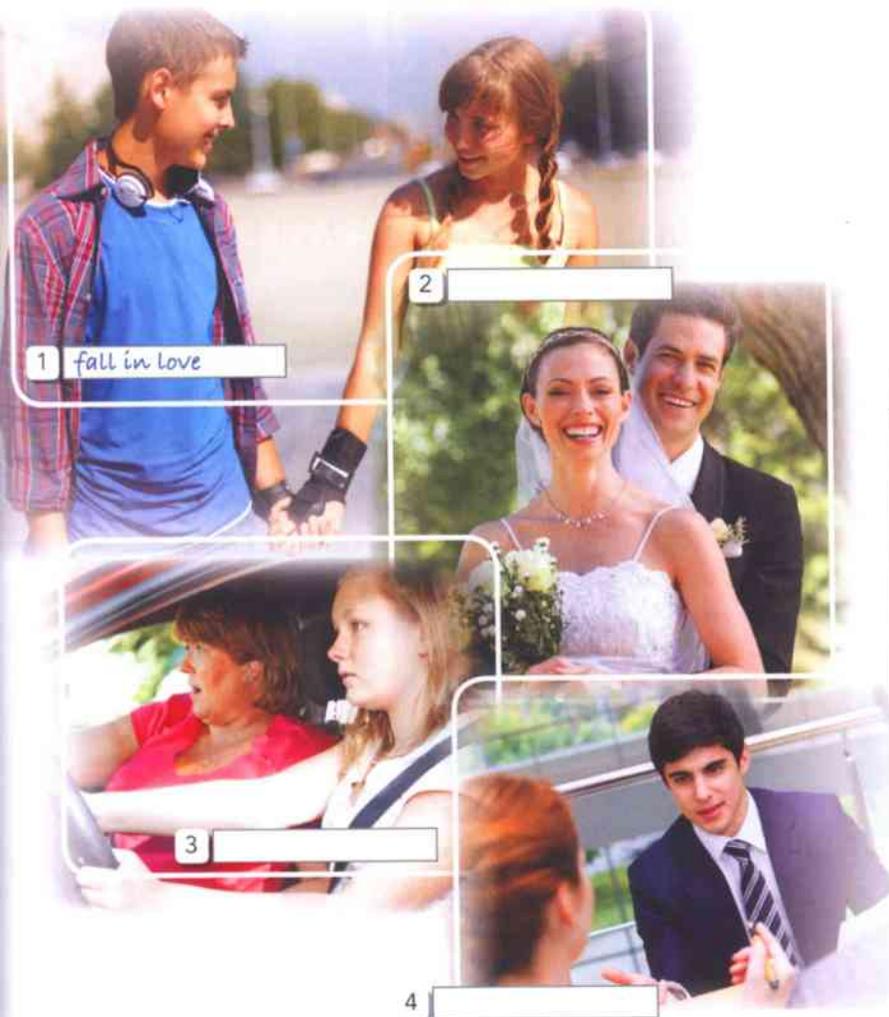
- CD-2.18 MP3-74** Listen and check your answers to Exercise 6.
- Complete the sentences with the correct form of the adjectives in brackets. Then finish the sentences to make them true for you.
  - The **most expensive** (expensive) thing I have is ...
  - The \_\_\_\_\_ (fit) person I know is ...
  - The \_\_\_\_\_ (old) person I know is ...
  - I'm \_\_\_\_\_ (serious) than my ...
  - I think ... is a \_\_\_\_\_ (good) actor than ...
  - I think ... is the \_\_\_\_\_ (good) sportsperson in the world.
- Write questions for the sentences in Exercise 8. Then, in pairs, ask and answer.
 

*What is the most expensive thing you have?*

# 4.3 Listening

## Multiple choice

I can identify specific detail in short monologues about important events in life.



1 fall in love

2

3

4

1 In pairs, label the four life events in the photos with phrases from the box.

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

2 When do the life events from Exercise 1 happen in your country? Discuss in pairs.

People usually leave home when they are twenty.  
You can learn to drive when you are ...

3 **CD-2.19 MP3-75** Listen to four people and tick the life events they talk about.

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

4 **CD-2.19 MP3-75** Listen again and match the speakers (1-4) with the sentences (a-f). There are two extra sentences.

- 1 Sara       3 Grace   
2 Mike       4 Simon

- a thinks learning to drive helps you get a better job.  
b wants to get married now.  
c says getting your first job is less important than leaving home.  
d would like to leave home next year.  
e wants to use the money from his/her job to learn to drive.  
f is in love, but doesn't want to get married yet.

## EXAM FOCUS Multiple choice

5 **CD-2.19 MP3-75** Listen again and choose the correct answer, A, B or C.

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

6 What is the most important life event for you? Discuss in pairs.

## PRONUNCIATION FOCUS

7 **CD-2.20 MP3-76** Listen and repeat the numbers.

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

8 **CD-2.21 MP3-77** Listen and circle the numbers you hear in Exercise 7.

## WORD STORE 4D

9 **CD-2.22 MP3-78** Complete WORD STORE 4D with the verbs in the box. Then listen, check and repeat.

buy    fall    get    go    learn    leave

# 4.4 Reading

## Gapped text

I can understand the structure of a text.

### WORD STORE 4E

- 1 **CD-2.23 MP3-79** Complete WORD STORE 4E with the words in the box. Then listen, check and repeat.

boots a coat a dress a hat a jacket  
jeans jumper a scarf a shirt shoes a skirt  
socks a suit a tie a top a tracksuit  
trainers trousers a T-shirt

- 2 In pairs, ask and answer questions about your favourite clothes.

What clothes do you:

- most often/sometimes/never wear?
- wear when you go out with friends?
- wear when you go to school?

- 3 Look at the photos on page 53 and describe what the celebrities are wearing.

Who do you think is:

- 1 a casual dresser?
- 2 an original dresser?
- 3 a smart dresser?

- 4 Read the article and check your answers to Exercise 3.

- 5 Read the article again and answer the questions.

- 1 What clothes do casual dressers wear? *comfortable*
- 2 What kind of people usually wear casual clothes? \*
- 3 What kind of clothes do original dressers wear?
- 4 Why do you think Lady Gaga wears crazy clothes?
- 5 What kind of clothes do smart dressers wear?
- 6 What kind of clothes does People Tree make?

- 6 Read the sentences. What do the underlined pronouns refer to?

- 1 John is my friend. He lives in Chicago. His house is big.  
*He = John His = John's*
- 2 Tom and Marie work in a hospital. Their jobs are interesting. They are doctors.
- 3 Kate is a teacher. She enjoys sport. Her favourite sport is basketball.
- 4 The fashion is new. It's really popular at the moment.  
*Its* fans are usually teens.

- 7 Underline all the pronouns in sentences a–e. Then complete gaps 1–3 in the article with the sentences. There are two extra sentences.

- a She always wears great outfits and her clothes look fantastic.
- b It's one of the most interesting fashions at the moment.
- c He often wears an open shirt on top of his T-shirt.
- d He is making a new film in Australia at the moment.
- e They are sociable and fun.

- 8 Match the pictures with the underlined adjectives in the article.



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_



6 \_\_\_\_\_

- 9 Complete the second sentence with the adjectives in Exercise 8 and the adjectives in blue in the article.

- 1 She always has lots of good ideas.  
She's very *creative*.
- 2 He gives thousands of euros to charity.  
He's very \_\_\_\_\_.
- 3 They're always calm and never worried.  
They're \_\_\_\_\_.
- 4 She works for a big company now but she wants to start her own business.  
She's very \_\_\_\_\_.
- 5 My brother never puts his clothes and things in his cupboards – his bedroom is very \_\_\_\_\_.
- 6 Sarah can play the guitar, the piano and the violin and she can sing – she's very \_\_\_\_\_.
- 7 I help my parents in their shop on Saturdays because they are always very \_\_\_\_\_ at weekends.
- 8 Her clothes are very unusual and crazy.  
She looks \_\_\_\_\_.

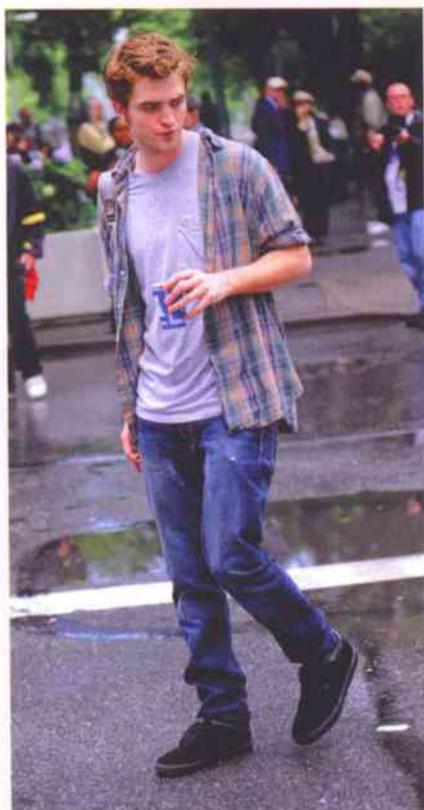
- 10 Discuss the questions in pairs.

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

# WHAT DO YOUR CLOTHES SAY ABOUT YOU?

Do you ever look at someone and think, 'I bet he's a fun person,' or 'She's a creative person'? Well, you could be right! It seems our clothes say a lot about our personality.

- 5 **Casual dressers** love comfortable clothes. They live in jeans and a T-shirt and they often wear tracksuits and trainers because they are sporty and **energetic**; they often go jogging
- 10 or spend time in the gym. Casual dressers are usually **relaxed**, positive people and it's easy to spend time with them. They are often kind and **generous** with their time and money.
- 15 Robert Pattinson is a typical casual dresser. <sup>1</sup>\_\_\_\_\_ He says James Dean (an actor and teen style icon from the 1950s) inspires his look.



Robert Pattinson



Lady Gaga

- Original dressers** like clothes
- 20 that make people look at them, like a crazy hat, a fun skirt or a mad jacket! They love having people around them. <sup>2</sup>\_\_\_\_\_ They love to be the centre of attention. They are
- 25 usually **talented** and **creative** people. Lady Gaga is one of the most original dressers in the world. She uses wigs, make-up and all kinds of materials such as feathers, beads, shells and
- 30 even pieces of meat to make her clothes. Her costumes are usually **outrageous**!

- Smart dressers** like formal clothes such as suits. Smart clothes are
- 35 well-designed and fit well; the material is good quality and never looks **untidy**. Smart dressers are usually clever, confident and **busy** people. They can be very **ambitious**—
- 40 they want to be **successful**.

- Emma Watson is a smart and **stylish** dresser. <sup>3</sup>\_\_\_\_\_ She also designs and models clothes for the fair trade eco-fashion label, People Tree.
- 45 People Tree supports poorer farmers in Africa and India by buying organic materials from them to make their clothes.



Emma Watson

# 4.5 Grammar

## have to/don't have to

I can talk about obligation with **have to** and **don't have to**.

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

[ get married    leave school    learn to drive ]

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

### UK TODAY



Young people have to be in education until they are eighteen years old. They have to stay at school until they are sixteen years old, but after sixteen, they don't have to stay at school; they can train for a job as an apprentice.



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



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

- 3 Read the **GRAMMAR FOCUS**. Then find examples of **have to/has to** and **don't have to/doesn't have to** in **UK TODAY**.

### GRAMMAR FOCUS

#### have to/don't have to

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

- laws and obligation.

You **don't have to** be seventeen to drive a moped.

She **has to** stay at school until she's sixteen.

- necessity.

He **doesn't have to** do homework today – it's for next week.

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

He/She **has to** go to school.

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

He/She **doesn't have to** go to school.

Do I/you/we/they **have to** go to school?

Yes, I/you/we/they **do**. / No, I/you/we/they **don't**.

Does he/she **have to** go to school?

Yes, he/she **does**. / No, he/she **doesn't**.

?

What do you **have to** do?

Where does she **have to** go?

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

### Did you know?

#### Read our FAQs about eighteen-year-olds to find out more!



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



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



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



- Can you drive a bus? No, you <sup>4</sup> \_\_\_\_\_ be twenty-one years old to do that.



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



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

\*cc = cubic centimetres (engine size)

- 5 Which of these things do your parents say you **have to** or **don't have to** do?

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

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

- 6 In pairs, ask and answer questions about the activities in Exercise 5.

A: Do you **have to** make your bed?

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

- 7 Tell the class about your partner.

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

# 4.6 Speaking

## Shopping for clothes

*I can go shopping for clothes.*

1 Read the statements. Which ones are true for you?

Shopping for clothes is really boring!

I love wearing all the latest fashions.

My mum buys all my clothes.

I hate trying on clothes in the shop; I buy all my clothes online!

I usually go shopping for clothes with a friend.

2 **CD-2.25 MP3-81** Read and listen to two conversations. Then answer the questions.

- 1 What do Simon and Rosie want to buy?
- 2 Who is successful?



### Conversation 1

**Assistant:** Can I help you?  
**Simon:** I'm looking for a new pair of jeans.  
**Assistant:** Do you want slim fit or loose fit?  
**Simon:** Loose fit, please.  
**Assistant:** How about this pair? They're the fashion this year.  
**Simon:** Yes, they're great. They're exactly what I'm looking for.  
**Assistant:** What size are you?  
**Simon:** I'm a 30.  
**Assistant:** Here you are. Would you like to try them on? The changing rooms are over there.  
**Simon:** Thanks. ... Yes, these are perfect. How much are they?

### Conversation 2

**Rosie:** Excuse me, could you help me, please?  
**Assistant:** Yes, sure.  
**Rosie:** Have you got this T-shirt in small or medium?  
**Assistant:** What colour are you looking for?  
**Rosie:** Black.  
**Assistant:** We've only got black in large or extra large. How about red?  
**Rosie:** No, thanks! It's not really what I want. I don't like red.

- 3 Read Conversation 1 and put the shop assistant's phrases in the **SPEAKING FOCUS** in order.
- 4 Read the conversations and complete the customer's phrases in the **SPEAKING FOCUS**.

## SPEAKING FOCUS

### Shop assistant

- 1  Can I help you?
- The changing rooms are over there.
- What size are you?
- How about (this pair/these)?/What about this one?
- Do you want slim fit or loose fit jeans?
- Would you like to try it/them on?
- They're the fashion this year.

### Customer

Excuse <sup>1</sup> me, could you help me, <sup>2</sup> \_\_\_\_\_?

I'm looking for a new pair of <sup>3</sup> \_\_\_\_\_.

They're exactly what I'm <sup>4</sup> \_\_\_\_\_ for/want/need.

I'm a (size) 30.

<sup>5</sup> \_\_\_\_\_ you got this T-shirt in small/medium/large?

Have you got these in black/a different colour? It's/They're great/fantastic/perfect.

It's <sup>6</sup> \_\_\_\_\_ really what I want.

Where are the changing rooms?

5 Match the questions with the answers.

- 1 Can I try this on?
- 2 Have you got this in medium?
- 3 What size are you?
- 4 Excuse me, can you help me?
- 5 Are you looking for a specific colour?
- 6 How about these trainers?

- a I'm a 10 or 12.
- b I'm not sure ... green or blue.
- c Yes, of course.
- d Yes, the changing rooms are over there.
- e No, they're not really what I want.
- f No, sorry. We've only got it in large.

a

6 In pairs, choose one of the situations below. Use the **SPEAKING FOCUS** to role play a conversation about shopping. Take turns to be the shop assistant and customer.

- 1 You want to buy some blue trainers in size 39.
- 2 You are looking for black or brown trousers. You see trousers you like, but they are green.
- 3 You want a white T-shirt in medium or large.

## 4.7 Writing

### A personal profile

*I can write a personal profile on a blog.*

- 1 Match the information people sometimes give about themselves in a personal profile (1–5) with the extracts from an email (a–e).

- 1 information about your family
  - 2 a physical description
  - 3 information about your favourite band
  - 4 a description of your personality
  - 5 a list of your ambitions
- a They play rock and I'd love to see them in concert.  
 b One day I'd like to be a teacher.  
 c I've got five cousins, but I don't often see them.  
 d I'm quite a creative person.  
 e I'm not very tall and I've got medium length hair.

- 2 Read Emily's profile. Match three of the points (1–5) in Exercise 1 with the paragraphs (A–C).

Hi! I'm Emily.



- (A) I'm sixteen years old. I'm quite tall – I'm 1.65 m and I'm slim. I've got long wavy brown hair and blue eyes.
- (B) I'm a positive person and I'm very sociable – I've got lots of friends. I like going out with my friends and having fun. I really enjoy sports (especially tennis). But I'm not very fit. I also spend quite a lot of time shopping for clothes! And of course, I love fashion (that's why I'm writing this blog!). My friends say I'm kind and I've got a good sense of humour. I like laughing a lot. 😊
- (C) I've got a brother and a sister. My brother is fourteen, but he's taller than me. He's got short dark hair and blue eyes. He's really funny! My sister is ten. She's quite tall, but she isn't taller than me. She's very clever. She's got long straight blond hair and green eyes.
- So now you know all about me!

- 3 Read Emily's profile again and complete the table.

	Emily
Age	
Height	1.65 m
Build	slim
Hair and eyes	
Personality	
Interests	
Family	

- 4 Complete the WRITING FOCUS with examples from Emily's profile.

### WRITING FOCUS

#### A personal profile

- Start your profile with a physical description:  
1 I'm quite tall.
  - Write about your personality:  
2 \_\_\_\_\_
  - Write about your family and friends:  
3 \_\_\_\_\_
  - Use adverbs (*really, quite, very, not very, not really, etc.*) to make your writing more interesting:
    - with adjectives:  
4 \_\_\_\_\_
    - with *like/enjoy*:  
5 \_\_\_\_\_
- Notice the position of adverbs with adjectives and with verbs: *very clever, really enjoy*.
- Don't use *not* with *quite* + personality adjective.

- 5 Rewrite the sentences with the adverbs in brackets in the correct place.

- 1 He's got short red hair. (*very*)  
*He's got very short red hair.*
- 2 I'm serious. (*not very*)
- 3 I like computer games. (*quite*)
- 4 I enjoy watching films. (*not really*)
- 5 I've got long blond hair. (*really*)
- 6 My best friend is fit. (*very*)

- 6 Rewrite the sentences with the adjectives and adverbs in brackets in the correct place.

- 1 I've got black hair (*wavy, short*).  
*I've got short wavy black hair.*
- 2 I've got wavy hair (*beautiful, blond*).
- 3 He's got eyes (*blue, big*).
- 4 I'm tall (*not very*), but I'm well-built (*quite*).
- 5 She's got brown hair (*curly, long*) and a smile (*big, lovely*).

7 Look at the photos of Rob, Emily's boyfriend, and complete his personal profile.

Hi! I'm Rob.

I'm seventeen years old.

I've got <sup>1</sup>\_\_\_\_\_ hair and I'm slim.

I usually wear a T-shirt and blue <sup>2</sup>\_\_\_\_\_.



I love spending time hanging out with <sup>3</sup>\_\_\_\_\_ or <sup>4</sup>\_\_\_\_\_ films!



I'm learning <sup>5</sup>\_\_\_\_\_ and soon I hope to pass my test. I'm writing this blog about it!

So that's me!

8 Choose the correct options to complete Emily's comment on Rob's blog.

Emily 5.53 p.m.

Look at those clothes! You are SO <sup>1</sup>*unfashionable / unkind*, Rob!

You should try not to be so <sup>2</sup>*serious / confident*. You're always studying. And you never come to parties with me – you're really <sup>3</sup>*unsociable / generous*! But I love you!

9 In pairs, complete the sentences to make them true for you and your partner.

- 1 I've got long dark hair, but ... has got ...
- 2 ... is ... than me.
- 3 ... and I both like ...
- 4 I enjoy ..., but ... likes ...

10 Complete the table for you and your best friend.

	You	Your best friend
Age		
Height		
Build		
Hair and eyes		
Personality		
Interests		
Family		

11 Read the writing task and write your post in about 100 words.

Tell us about you and your best friend! Are you the same or different? Do you look similar? Do you have similar ambitions? Are your personalities similar? Post a comment below.

12 Check.

- ✓ Have you answered all the questions in the task?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you used paragraphs?
- ✓ Have you checked your grammar and spelling?

# FOCUS REVIEW 4

## VOCABULARY AND GRAMMAR

- 1 Choose the correct options.**
- Jane has got curly *hair* / *eyes*.
  - My grandma doesn't like wearing *trainers* / *trousers*. She usually wears a skirt or dress instead.
  - I can walk a long distance in those boots. They're really *successful* / *comfortable*.
  - He's forty-five years old on his next birthday – he's *middle-aged* / *medium-length*.
  - Simon has got beautiful green *ears* / *eyes*.
  - Ruth wears great clothes. She's very *organic* / *stylish*.
- 2 Read the descriptions and complete the adjectives.**
- This describes someone who helps other people.  
k\_ \_ \_
  - This describes someone who wants to get a very good job. a\_ \_ \_ \_ \_ \_ \_ \_
  - This describes someone who has a good imagination and can make things. c\_ \_ \_ \_ \_ \_ \_
  - This describes someone who likes going out and meeting people. s\_ \_ \_ \_ \_ \_ \_
  - This describes someone who does well in tests.  
c\_ \_ \_ \_ \_
- 3 Complete the sentences with the correct form of the adjectives in brackets.**
- I think Roger Federer is the \_\_\_\_\_ (good) tennis player in the world.
  - Rob is \_\_\_\_\_ (tall) than me.
  - Do you think films are \_\_\_\_\_ (interesting) than books?
  - Sarah is the \_\_\_\_\_ (funny) person in our class.
  - Katie is one of the \_\_\_\_\_ (successful) people I know.
  - Matt is usually \_\_\_\_\_ (calm) than his brother.
- 4 Complete the sentences with the correct form of have to.**
- Steve \_\_\_\_\_ make his bed because his mother always makes it for him.
  - I \_\_\_\_\_ get home by eleven o'clock during the week, but I can stay out later at the weekend.
  - Tim \_\_\_\_\_ tidy his room every week, but he likes it and he's happy to do it.
  - In many countries you \_\_\_\_\_ vote. You can decide if you want to vote or not.
  - \_\_\_\_\_ you \_\_\_\_\_ wear a helmet when you ride a motorcycle in your country?
  - If you are fourteen years old, you \_\_\_\_\_ go to school. You can finish school when you're sixteen in the UK.

## LANGUAGE IN USE

- 5 Choose the correct answer, A, B or C, to complete both sentences.**
- Tina exercises a lot. She's very \_\_\_\_\_.  
These trousers \_\_\_\_\_ me. I'll take them.  
A slim            B well            C fit
  - The wig is on \_\_\_\_\_ of the table.  
I like your skirt and \_\_\_\_\_. Are they new?  
A top            B shirt            C boots
  - John is \_\_\_\_\_-built. He's very strong.  
I'm not feeling very \_\_\_\_\_. I think I'll go to the doctor's.  
A medium        B slim            C well
  - Jack is only 1.60 m – he's quite \_\_\_\_\_.  
I don't wear that skirt in winter. It's \_\_\_\_\_, so my legs get cold.  
A short            B ugly            C stylish
  - I don't want to \_\_\_\_\_ married until I'm in my thirties.  
I'm having lessons because I want to \_\_\_\_\_ my driving licence.  
A be            B get            C take
  - We usually \_\_\_\_\_ pizza on Friday evening.  
I like Pete because we always \_\_\_\_\_ fun together.  
A eat            B have            C make
- 6 Choose the correct answer, A, B or C.**
- A: What does Jamie look like?  
B: He's \_\_\_\_\_. Everyone says he's very attractive.  
A ugly            B good-looking    C energetic
  - A: What have you got on your feet?  
B: Two pairs of \_\_\_\_\_. My boots are a bit big.  
A socks            B trainers            C shoes
  - A: Why are there clothes and books all over your room?  
B: It's \_\_\_\_\_ because I'm studying for my exams.  
A untidy        B outrageous        C comfortable
  - A: Is that John's friend Mark over there?  
B: No, Mark has got blond \_\_\_\_\_.  
A lips            B hair            C ears
  - A: Sally is very \_\_\_\_\_.  
B: Yes, she always says good things about everyone.  
A talented        B relaxed            C positive
  - A: Do you fancy going to the \_\_\_\_\_?  
B: No, I'm not very sporty.  
A cinema        B gym            C restaurant

## READING

7 What does each notice say? Read the notices (A–F) and match them with the sentences (1–4). There are two extra notices.

- 1 You can get fit with this.
- 2 You don't always have to pay here.
- 3 You need to send information here.
- 4 You can learn about the history of fashion in this class.

**A Diana's Clothes Shop**  
Lots of casual clothes at cheap prices this Saturday. Come and buy all your T-shirts and jeans for the year!

**B Love clothes! Join our course: 500 years of clothes. Monday and Wednesday evenings at Hardbrick College.**

**C Your website!**  
We want to know your opinions about new beauty products. Email us and we can put them on the school magazine website.

**D Creative person wanted to join fashion design team. Please apply online to [angela-fashion.com](http://angela-fashion.com).**

**E Hair Affair**  
Are you bored with your hair? We can help change your look. Good prices and an experienced, creative team! Come on a Monday evening and you can get a free haircut with our new apprentice, Shona.

**F Jogging Club**  
Don't jog alone! Meet at 7.30 every morning in the park and jog for half an hour with other people. It's much more fun.

## LISTENING

8 **CD•2.26 MP3•82** Listen to Hayley talking to a friend about her sister, Sara, and choose the correct answer, A, B or C.

- 1 How many brothers and sisters does Hayley have?  
A two                      B three                      C four
- 2 Sara's birthday is in  
A March.                      B June.                      C November.
- 3 Sara's hair is  
A short and dark.      B long and blond.  
C short and blond.
- 4 Hayley and Sara do not both like the same  
A music.                      B jokes.                      C sports.
- 5 Where does Sara go with Hayley?  
A to the shops      B to the cinema      C to parties

## SPEAKING

9 Choose the correct reply, A, B or C.

- 1 Can I help you?  
A Yes, I'm looking for a dress.  
B No, it's not really what I want.  
C I'm not sure. Red or green.
- 2 What size are you?  
A I want loose fit.  
B No, thanks.  
C I'm a 14, I think.
- 3 Can I try this on?  
A I'm looking for that.  
B Sure, the changing rooms are there.  
C Yes, it's perfect.
- 4 Have you got this in small?  
A No, I don't like blue.  
B No, sorry. Only in medium.  
C Yes. It's in large.
- 5 How much is this?  
A It's medium.  
B It's green.  
C It's £20.

10 In pairs, use the notes to role play the conversation in a shop. Student A, you are the shop assistant. Student B, you are the customer.

STUDENT A

STUDENT B

what/look for?

choose jeans/a jumper/a jacket

what/size?

give size

what/colour?

give colour

want/try on?

agree to try on

give price

ask price

## WRITING

11 Your brother is going to stay in London with your English friend, Joe. Write an email of about 50–70 words to Joe and tell him about your brother's:

- appearance
- personality
- interests.

# 5

## EDUCATION

Learn to walk  
before you run.

PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – classroom objects, school subjects and people at school
- schools
- phrases about school
- collocations – do, get and be

#### Grammar:

- must/mustn't
- should/shouldn't
- Past Simple: was/were
- Past Simple: could

#### Listening:

- a conversation about parts of a school
- gap fill

#### Reading:

- a text about an unusual school
- right/wrong/doesn't say

#### Speaking:

- organising a trip

#### Writing:

- a personal email

### FOCUS EXTRA

- Grammar Focus pages 115–116
- WORD STORE booklet pages 10–11
- Workbook pages 56–67 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 5.1 Vocabulary

Schools • Phrases about school • do/get/be

*I can talk about schools.*

### SHOW WHAT YOU KNOW

- 1 Put the words in the box under the appropriate heading. Then add more words to each group.

blackboard Chemistry coursebook desk Geography  
head teacher IT (Information Technology) form teacher  
IWB (interactive whiteboard) Maths PE (Physical Education)  
Physics pupil Science

Classroom objects

Subjects

People

blackboard

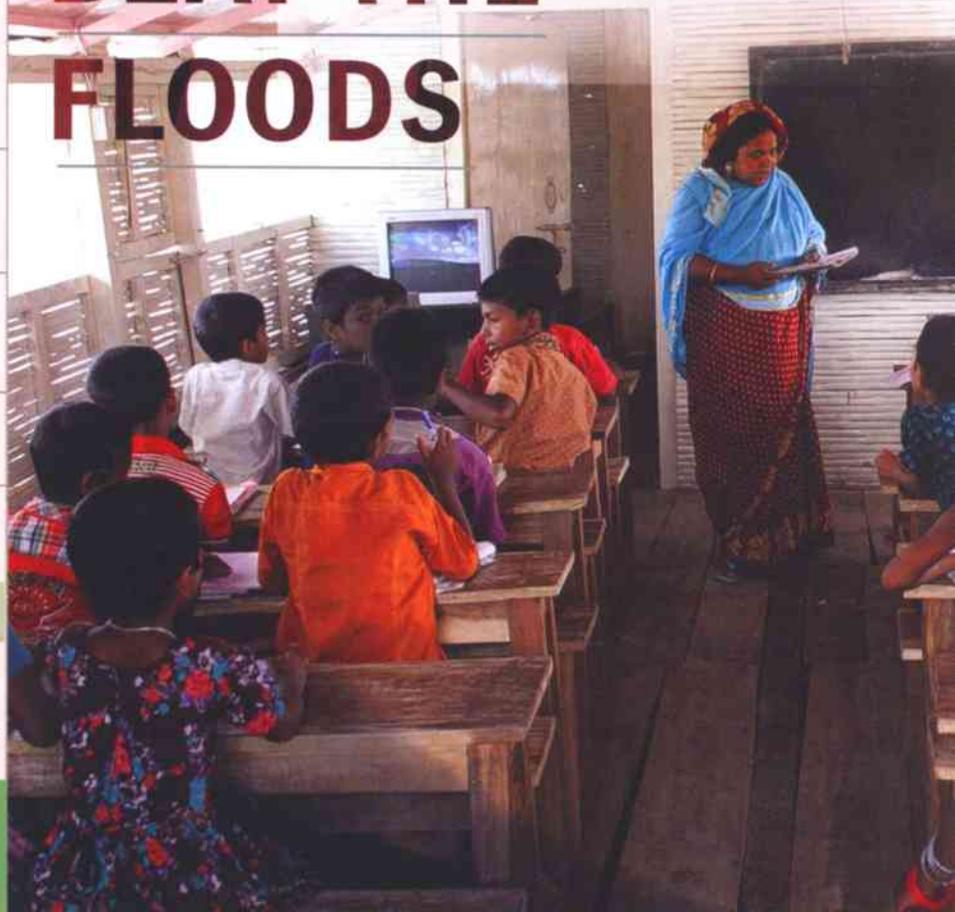
- 2 Complete the sentences to make them true for you. Then, in pairs, compare your answers.

- 1 My favourite subject is ...      3 The best thing about my school is ...  
2 My worst subject is ...      4 The worst thing about my school is ...

- 3 Read the text and answer the questions.

- 1 Why do some children have to leave school at eleven?  
2 Why do many children in Bangladesh miss school for four months of the year?  
3 Do the children go to boat schools at the weekend?  
4 How do the children feel about the floating schools?

# BOAT SCHOOLS BEAT THE FLOODS





The United Nations says that every child has the right to an education. But millions of children around the world don't go to school. The government in their country doesn't have the money to build **state schools**. In some places there is a **primary school** for children up to eleven years old, but there is no **secondary school**, so students have to leave school when they are still very young. In some countries, like Bangladesh in South Asia, a lot of children miss school between July and October because of all the rain.

But now a non-profit organisation in Bangladesh is solving the problem. When schools on land close because of the floods, the organisation runs free 'floating schools'. Twenty special boat schools travel up and down the rivers and pick up children from all the villages. They are **mixed schools** for boys and girls. Each school has one classroom for thirty students and a teacher. Children go to their boat schools for two or three hours a day, six days a week.

The students are very proud of their floating schools. They never miss a class and they are always on time for lessons! They do their homework and try very hard to get good marks because they want to do well and pass the exams.

Boat schools mean that children in South Asia now have a chance to get an education and even go to **university**.



## WORD STORE 5A

4 **CD-2.27 MP3-83** Complete WORD STORE 5A with the words in red in the text. Then listen, check and repeat.

5 Complete the text with words from WORD STORE 5A.

In Britain children go to <sup>1</sup>nursery school when they are three or four and then they go to <sup>2</sup>\_\_\_\_\_ school from age five to eleven. Some students go to <sup>3</sup>\_\_\_\_\_ school from eleven to thirteen, but most students go to <sup>4</sup>\_\_\_\_\_ school from twelve to sixteen or eighteen. Some parents pay for their children to go to <sup>5</sup>\_\_\_\_\_ schools, but most students go to <sup>6</sup>\_\_\_\_\_ schools.

After school, students go to <sup>7</sup>\_\_\_\_\_ or they can learn a skill like building at <sup>8</sup>\_\_\_\_\_ or they can try and get a job. Most state schools are <sup>9</sup>\_\_\_\_\_ – they are for boys and girls – but some are <sup>10</sup>\_\_\_\_\_ schools for either boys or girls only.

## WORD STORE 5B

6 **CD-2.28 MP3-84** Complete WORD STORE 5B with the underlined phrases in the text. Then listen, check and repeat.

7 Complete the sentences with phrases from WORD STORE 5B.

- You have to work hard if you want to do well in the exams.
- Sarah loves Maths and always gets \_\_\_\_\_ in the Maths tests.
- I work hard, but I still do \_\_\_\_\_ in the English tests.
- I am always \_\_\_\_\_ for lessons – I am never late!
- In England children usually \_\_\_\_\_ school at the age of five and they can \_\_\_\_\_ after the age of sixteen.
- My brother doesn't work hard, but he always \_\_\_\_\_ his exams.
- I love Biology and I always try not to \_\_\_\_\_ a class.

## WORD STORE 5C

8 **CD-2.29 MP3-85** Read the text in Exercise 3 again and complete WORD STORE 5C with *be*, *do* or *get*. Then listen, check and repeat.

9 Complete the text with the correct form of *be*, *do* or *get*.

In Guatemala many children don't <sup>1</sup>get an education because there is no school in their village. But now many students, like Carlos, are building their own schools. They fill old plastic bottles with rubbish and then use them as 'eco-bricks' to make walls. Carlos <sup>2</sup>\_\_\_\_\_ very proud of his new 'bottle school'. He <sup>3</sup>\_\_\_\_\_ always on time. He never <sup>4</sup>\_\_\_\_\_ bad marks because he wants to <sup>5</sup>\_\_\_\_\_ well in the exams.

## 5.2 Grammar

**must/mustn't, don't have to, should/shouldn't**

*I can talk about rules and give advice.*

- Do you know any unusual schools? What do people learn there?
- Look at the photos and read the school rules. Which school are they for, A or B?

### Unusual schools



- You must start learning when you are two years old.
- You must practise every day.
- You mustn't sit very close to the snakes.
- You must learn to play music for the snakes.
- You mustn't touch the snakes when the teacher is not there.

- Read GRAMMAR FOCUS 1. Then complete the rules for becoming a stunt performer with **must** or **mustn't**.

#### GRAMMAR FOCUS 1

**must/mustn't**

- You use **must** to say that something is a rule or is necessary.
- You use **mustn't** when you want to say, 'don't do this'.
  - + I/You/He/She/We/They **must** practise.
  - I/You/He/She/We/They **mustn't** touch the snakes.

**Note:** To say that something is not necessary, we use **don't have to**, NOT **mustn't**.

He **doesn't have to** practise if he doesn't want to. (It's not necessary.)  
It's late. He **mustn't** practise at this time of night. (It's not allowed.)

#### To be a stunt performer,

- you **must** be very fit and love outdoor activities.
- you \_\_\_\_\_ be very good at different kinds of sports.
- you \_\_\_\_\_ be able to work in a team.
- you \_\_\_\_\_ be afraid of danger.
- you \_\_\_\_\_ take risks.

- CD•2.30 MP3•86 Listen and check.

- Complete the sentences with **must**, **mustn't** or **don't have to** to make them true for you. Then compare your answers in pairs.

- I \_\_\_\_\_ be at school before eight.
- I \_\_\_\_\_ wear a school uniform.
- I \_\_\_\_\_ use my mobile phone during lessons.
- I \_\_\_\_\_ be at home after nine in the evening.

- Read the conversations. Does B give good advice?

1 A: I'm good at sports and I'm not afraid of danger. Where **should** I study?

B: You **should** go to a stunt school.

2 A: I love films and TV, but I'm not very fit and I hate danger. **Should** I go to a stunt school?

B: No, you **shouldn't**! You **should** go to a film school.

- Read GRAMMAR FOCUS 2. Then complete the conversations with **should** or **shouldn't** and the words in brackets.

#### GRAMMAR FOCUS 2

**should/shouldn't**

You use **should/shouldn't** to give advice.

+ I/You/He/She/We/They **should** go to a film school.

- I/You/He/She/We/They **shouldn't** go to a stunt school.

? **Should** I study there?

Yes, you **should**./No, you **shouldn't**.

Where **should** I go?

You **should** go to a film school.

1 A: I want to be an actor. <sup>1</sup> **Should I leave** (I/leave) school now and go to Hollywood?

B: No, you <sup>2</sup> \_\_\_\_\_ (leave) school yet. You <sup>3</sup> \_\_\_\_\_ (go) to theatre school after you finish school.

2 A: I love working with animals. My parents want me to get an office job. What <sup>4</sup> \_\_\_\_\_ (I/do)?

B: Well, you <sup>5</sup> \_\_\_\_\_ (work) in an office! You <sup>6</sup> \_\_\_\_\_ (train) to become a vet.

3 A: I'm scared of heights. <sup>7</sup> \_\_\_\_\_ (I/go) walking with the class this weekend?

B: Yes, you <sup>8</sup> \_\_\_\_\_, but you <sup>9</sup> \_\_\_\_\_ (tell) the leader and you <sup>10</sup> \_\_\_\_\_ (climb) any mountains.

- Complete the sentences to make them true for you. Use the ideas in the box.

be friendly and helpful   cheat in exams  
do extra activities   do your homework  
run inside the school   wear a uniform  
use a mobile phone in class   use a tablet

At my school:

- you must \_\_\_\_\_.
- you mustn't \_\_\_\_\_.
- you don't have to \_\_\_\_\_.
- you should \_\_\_\_\_.
- you shouldn't \_\_\_\_\_.

# 5.3 Listening

## Gap fill

I can identify specific detail in conversations about schools.

1 Which parts of a school can you see in the photos?

canteen classroom corridor gym hall library  
playground science lab sports field staff room



2 **CD-2.31 MP3-87** Jane is showing Mark round the school. Listen to the first part of their conversation. Where are they? How do you know?

3 Read the conversation. What kind of information is missing in each gap? Match the gaps (1–3) with the descriptions (a–c).

Jane: There is a lot of special <sup>1</sup> \_\_\_\_\_ here. Students do <sup>2</sup> \_\_\_\_\_ in Chemistry and Physics lessons. You mustn't touch anything until the teacher tells you to.

Mark: What are all those books?

Jane: We keep all the Science books here so everyone can use them in the lessons. You have to wear an <sup>3</sup> \_\_\_\_\_ in here too, over your school uniform, to protect it.

- a something you wear on top of your clothes
- b something students do in Science classes
- c something students use in Science classes

4 **CD-2.31 MP3-87** Complete the conversation in Exercise 3 with the words in the box. Then listen again and check.

equipment experiments overall

5 **CD-2.32 MP3-88** Listen to the second part of the conversation. What three other places does Jane describe? Don't worry about words you don't understand.

## EXAM FOCUS Gap fill

6 **CD-2.32 MP3-88** Listen again and complete the information.

- 1 Price of cola: \_\_\_\_\_
- 2 Jane eats in: \_\_\_\_\_
- 3 Borrowing time for CDs: \_\_\_\_\_
- 4 Number of teachers in school: \_\_\_\_\_
- 5 Lesson in \_\_\_\_\_: drama

7 Complete the sentences with the correct form of the words in the box.

borrow do give have meet use

- 1 Let's **have** a meeting to discuss our summer holiday.
- 2 I want to \_\_\_\_\_ *Lord of the Rings* from the school library, but I have to give it back after three days.
- 3 On Thursdays we \_\_\_\_\_ **experiments** in our Science lesson.
- 4 Do you \_\_\_\_\_ **computers** in your English classes?
- 5 I'm going to \_\_\_\_\_ **a speech** about students' rights in front of the whole school.
- 6 I always \_\_\_\_\_ **my friends** for a drink in the canteen during the eleven o'clock break at school.

## PRONUNCIATION FOCUS

8 **CD-2.33 MP3-89** Listen to the /ð/ sound and put the words in the box in the correct column.

/ð/

/θ/

the

think

three then bathroom they thin  
together mother thousand thing  
tooth there those author this  
thanks other Thursday father

9 **CD-2.34 MP3-90** Listen again and check.

## WORD STORE 5D

10 **CD-2.35 MP3-91** Complete WORD STORE 5D with the words in Exercise 1. Then listen, check and repeat.

## 5.4 Reading

### Right/Wrong/Doesn't say

I can find specific detail in an article about a different kind of school.

- 1 In pairs, discuss the questions about your school.
- 1 How many students are there?
  - 2 What courses can students study?
  - 3 What activities can students do?
  - 4 Are there any compulsory (something that you have to do) activities?
  - 5 Do students take part in any volunteer programmes?
- 2 Read the title and the introduction of the article. Choose the phrase that describes what the article is about.
- a learning to sail a tall ship
  - b a school on a sailing ship
  - c sailing around the world
- 3 In which paragraph can you find this information? Read the article and match the paragraphs (A–F) with the information (1–6).
- 1 the courses
  - 2 the students
  - 3 the school on the ship
  - 4 activities on the boat
  - 5 volunteer projects
  - 6 activities in the ports the students visit

### EXAM FOCUS Right/Wrong/Doesn't say

- 4 Read the text again. Are the statements right (R), wrong (W) or does the text not say (DS)?
- 1 Students must know how to sail before they join the ship.
  - 2 Students come from different parts of the world.
  - 3 All the students do the same courses.
  - 4 Students don't have to speak English well.
  - 5 Besides studying, students also have to do jobs on the ship.
  - 6 Students go home to their parents for the holidays.
  - 7 Students don't usually meet any local people when they stop in ports.
- 5 In pairs, answer the questions in Exercise 1 for Class Afloat. Then compare Class Afloat with your school.
- In my school there are ... students. Class Afloat has up to sixty students.

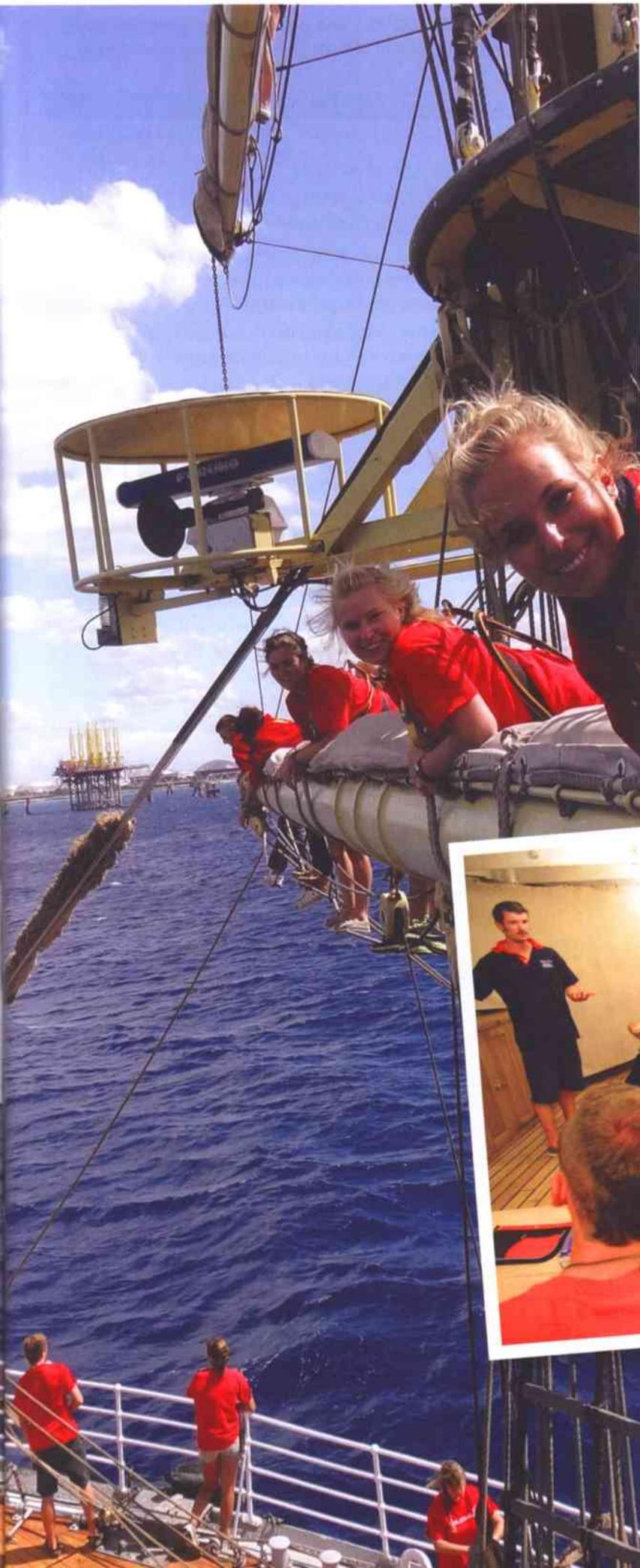
CD•2.36 MP3•92

# School Ahoy!

Imagine sailing to over twenty different ports around the world while you are studying subjects you love! Impossible? Well, that is **exactly** what the students in Class Afloat do.

- A<sup>5</sup> **Class Afloat** is a Canadian school on a tall ship! The ship is sixty-four metres long and nine metres wide and it can take up to sixty students. The classrooms are **well-equipped** and **comfortable** and there's even a library! It isn't necessary to know anything about sailing – students can learn on the ship.
- B<sup>10</sup> Not all the students are Canadian – there's usually a mix of nationalities. This year, there are also students from Mexico, the USA, Germany and Turkey. There's a mix of ages too. There are secondary school students – usually they're sixteen to eighteen years old – first year university students and students who are <sup>15</sup> doing a gap year programme.
- C The teachers **design** special study programmes for each student. Because the school is a ship, you can do some exciting courses – for example, Marine Biology (studying the animals and plants in the sea) and History or Geography courses about the places <sup>20</sup> you visit. Students also learn all about sailing! All the classes are in English, so you must have a good level of English.
- D Students don't just study. They must also clean, cook and sail the ship. In their free time, students can rest, read or watch a film. In the evenings, they relax with friends, have club meetings <sup>25</sup> and sometimes they have a karaoke night.
- E Every sixteen to twenty days, the ship stops in a port for three to six days. In port there's lots to do – home stays, camping trips, museum tours, cultural events, hiking, etc. They also go snorkelling and do other water sports. Parents can meet up with <sup>30</sup> the students in one port every term.
- F Students also **participate** in two volunteer programmes in Senegal and the Dominican Republic. They help local families in different ways, for example, with basic health **matters** or starting a business. Students learn how, with just a little money and time, <sup>35</sup> they can make changes that **improve** other people's lives.





- 6 Complete the sentences with the correct form of the words in blue in the article.
- 1 My teacher says I have to work harder to improve my marks in the next test.
  - 2 Everyone in the school has to \_\_\_\_\_ in the end-of-year sports competition.
  - 3 My bed at home is very \_\_\_\_\_.
  - 4 I am \_\_\_\_\_ an invitation for my birthday party.
  - 5 My new dress fits me \_\_\_\_\_.
  - 6 My gym is not very \_\_\_\_\_, but we have a really good running machine.
  - 7 My father and uncle always talk about business \_\_\_\_\_ when they are together.
- 7 Discuss the questions in pairs.
- 1 In your opinion, what are the good and bad things about Class Afloat?
  - 2 Would you like to study in Class Afloat? Why?/ Why not?

### WORD STORE 5E

- 8 **CD-2.37 MP3-93** Complete WORD STORE 5E. Match the words to make compound nouns. Then listen, check and repeat.
- 9 Write a sentence for each of the compound nouns in WORD STORE 5E.
- When I was younger, I loved going on camping trips.*



## 5.5 Grammar

### Past Simple: was/were, could

I can talk about the past with the verbs be and can.

1 In pairs, look at the photo in text A and answer the questions. Then read text A and check.

- 1 Who is the person in the photo?
- 2 What do you know about him?
- 3 What is he most famous for?

### THE STARS AND SCHOOL

**A** **JOHNNY DEPP** is a famous film star now, but what was he like at school? **Was** he a good student? School **wasn't** a good experience for Johnny. The problem was that he **was** at over twenty different schools and often the students **weren't** very friendly. So school was often a lonely place for Johnny. His two favourite things **were** music and acting. He **couldn't** play the piano, but he **could** play the guitar. He could also sing very well and he was in a band called The Kids. His dream was to be a musician after school. His band was successful, but they couldn't get a record deal. Luckily, Johnny was also a great actor.



**B** **KRISTEN STEWART** is a famous actress. But when she <sup>1</sup>was / were younger, things <sup>2</sup>wasn't / weren't always easy. She <sup>3</sup>wasn't / weren't happy at high school because she <sup>4</sup>could / couldn't talk to other kids her age. They <sup>5</sup>was / were interested in different things and so they <sup>6</sup>wasn't / weren't very friendly to her. They <sup>7</sup>were / weren't often jealous because Kristen <sup>8</sup>could / couldn't act really well.



**C** **ALBERT EINSTEIN** was a very famous scientist. From an early age, he <sup>1</sup>was good at Maths and Science and he <sup>2</sup>\_\_\_\_\_ play the violin well. But at school, he <sup>3</sup>\_\_\_\_\_ good at all subjects. History and Geography <sup>4</sup>\_\_\_\_\_ easy for him and he <sup>5</sup>\_\_\_\_\_ good at foreign languages. But Einstein <sup>6</sup>\_\_\_\_\_ a genius and scientists are still studying his brain to help them understand about intelligence.



2 Read GRAMMAR FOCUS 1 and 2 and complete the examples with the verbs in blue in text A. Then find more examples in the text.

### GRAMMAR FOCUS 1

#### Past Simple: be

- + I/He/She <sup>1</sup>was a good student.  
You/We/They <sup>2</sup>\_\_\_\_\_ good students.
- I/He/She <sup>3</sup>\_\_\_\_\_ a good student.  
You/We/They <sup>4</sup>\_\_\_\_\_ good students.
- <sup>5</sup>\_\_\_\_\_ I/he/she a good student?  
Yes, I/he/she was./No, I/he/she wasn't.
- ? Were you/we/they good students?  
Yes, you/we/they were./No, you/we/they weren't.
- What was he good at?  
What were they good at?

#### Note:

- You also use **was/wasn't** with **it**. It was lonely for him.
- wasn't = was not, weren't = were not

### GRAMMAR FOCUS 2

#### Past Simple: can

- + He <sup>6</sup>could play the guitar.
- He <sup>7</sup>\_\_\_\_\_ play the piano.
- ? Could he play the piano?

#### Note:

- **Could** is the same for all persons (I, you, he, she, it, we, they).
- couldn't = could not

3 Read text A again and correct the sentences.

- 1 School was fun for Johnny.  
*School wasn't fun for Johnny. It wasn't a good experience.*
- 2 The other students were always nice.
- 3 Johnny was always happy.
- 4 Johnny's favourite things were Maths and History.
- 5 Johnny couldn't sing well.
- 6 The band wasn't very successful.

4 **CD-2.38 MP3-94** Read text B and choose the correct options. Then listen and check.

5 **CD-2.39 MP3-95** In pairs, complete text C with was/wasn't, were/weren't or could/couldn't. Then listen and check.

6 Complete the questions with was, were or could. Then ask and answer in pairs. Write down the answers.

When you were at primary school:

- 1 were the other students friendly?
- 2 \_\_\_\_\_ your teacher nice?
- 3 \_\_\_\_\_ you speak English?
- 4 \_\_\_\_\_ you good at Science?
- 5 \_\_\_\_\_ you understand everything?
- 6 \_\_\_\_\_ you quiet or noisy?
- 7 \_\_\_\_\_ school fun?
- 8 \_\_\_\_\_ you good at sports?

7 Tell the class about your partner.

*When Ricardo was at primary school, the other students were friendly. His teacher was ...*

## 5.6 Speaking

### Organising a trip

I can ask for information to organise a school trip.

- 1 Read the information below about the Eden Project and Shakespeare's house. Which is the best place to visit on a school trip? Why?
- 2 **CD-2.40 MP3-96** Ben is organising a trip for his class. Read and listen. Which place do they want to visit?  
Clerk: Good morning. Can I help you?  
Ben: Good morning. I'd like some information.  
Clerk: Certainly, what would you like to know?  
Ben: What are your opening times?  
Clerk: We're open from <sup>1</sup> \_\_\_\_\_ a.m. to <sup>2</sup> \_\_\_\_\_ p.m.  
Ben: And how much does it cost to get in?  
Clerk: For adults it costs <sup>3</sup> \_\_\_\_\_ and for children it costs <sup>4</sup> \_\_\_\_\_. There are also discounts for groups.  
Ben: Can I book online?  
Clerk: Yes, you can. There's a discount if you book online.  
Ben: Are there any guided tours?  
Clerk: No, but you can download an app to your phone. It's got lots of great information.  
Ben: And where is the house exactly?  
Clerk: It's on Henley Street, near the train station.  
Ben: OK, thanks very much.  
Clerk: You're welcome.
- 3 **CD-2.40 MP3-96** Complete the conversation in Exercise 2. Then listen again and check.
- 4 Read the conversation in Exercise 2 again and complete the **SPEAKING FOCUS** with the underlined phrases.

### SPEAKING FOCUS

#### Asking for information

I'd like some information.

1 \_\_\_\_\_

How much does it cost to get in?

How much are the tickets?/How much is (a family) ticket?

Can I book online?

Are there any guided tours?

Is there an app?

Where is the (park/museum/attraction) exactly?

Thanks very much.

#### Giving information

<sup>2</sup>Can I help you?

What would you like to know?

Tickets are (£10) for adults and (£5) for children.

Children under (5) are free.

<sup>3</sup> \_\_\_\_\_

A family ticket costs (£20).

The (museum/park) opens at (9 a.m.) and closes at (5 p.m.).

It's in/on (Green Street).

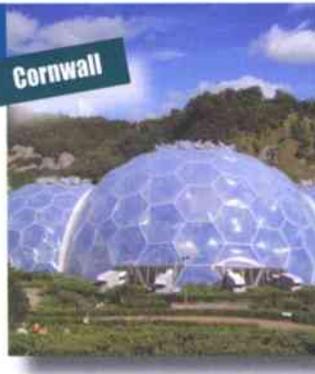
You're welcome.

- 5 Put the words in the correct order to make questions. Then answer the questions about a place you visited on a school trip.  
1 how / cost / much / it / to / in / does / get?  
*How much does it cost to get in?*  
2 any / there / are / tours?      4 is / where / exactly / it?  
3 book / online / I / can?      5 there / is / app / an?
- 6 In pairs, role play a conversation asking for information about the Eden Project.

### Eden Project

Cornwall

Explore the rainforest, walk through the Mediterranean area, have fun in the education centre and learn about plants. There are also fantastic concerts and the longest zip wire in England!



**Opening times:** 9.30 a.m.–6 p.m., 7 days a week all year

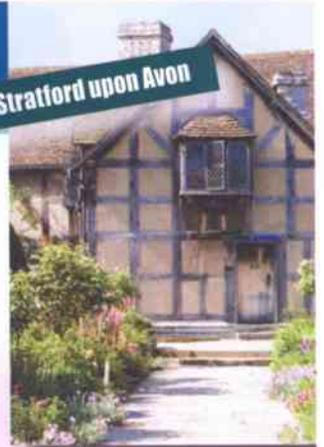
**Tickets:** Adults: £23.50 (£19.95 online)  
Children 5–16 years old: £13.50 (£11.50 online)  
Children under 5: free  
Students: £11.50  
Discounts for groups of ten or more – contact 01726811911

**Guided tours:** Choose from three different tours – £100–£125

### Shakespeare's house

Stratford upon Avon

See where Shakespeare was born and lived for over twenty years. Explore the gardens, visit the shop or do a workshop. Download the Eye Shakespeare app to your phone to get the most from your visit!



**Opening times:** 9.00 a.m.–5 p.m.

**Tickets:** Adults: £15.90 (10% discount online)  
Children 5–16 years old: £9.50 (10% discount online)  
Family: £41.50  
Students: £14.90  
Discounts for groups of ten or more – contact 01789204016

# 5.7 Writing

## A personal email

*I can write to someone and tell them news about school.*

1 Which of these topics would you not write about in an email to a friend about a new school?

- the other students
- activities you are doing
- your favourite film
- your news
- school sports teams

2 Read the email. Which topic does Jen not write about?

<sup>(A)</sup> Hi Mark,

<sup>(B)</sup> **How are you?** I hope you're fine and not too busy!

<sup>(C)</sup> I'm getting on OK at my new school. It's great because everyone's very friendly. I don't know my way round the school yet. I get lost all the time, but someone always helps me find the right place. What else? The trials for the hockey team are next week. I'd love to be in the team, so I have to practise really hard. **My other news is that** I'm in a band! There are six of us in the band. I play the guitar (of course!) and it's great fun.

<sup>(D)</sup> **How about you?** Are you still in the volleyball team? What are your plans for this weekend? Do you want to come and stay soon?

<sup>(E)</sup> Write soon! **I can't wait to hear all your news!** I miss you all! 😊

Love,  
Jen



3 Read the email again. Match the parts of the email (A–E) with the descriptions (1–5).

- 1 asking about the other person
- 2 giving your news
- 3 signing off
- 4 greeting
- 5 asking how someone is

4 Complete the WRITING FOCUS with the expressions in purple in the email.

### WRITING FOCUS

#### A personal email

- Asking about someone

<sup>1</sup> **How are you?**/How are things?

I hope you're fine!/I hope you're not too busy!  
How's everyone?

- Giving your news

I'm getting on OK/fine/well.

What else?

I'd love to ...

<sup>2</sup> \_\_\_\_\_

- Asking about the other person

What are you up to?

<sup>3</sup> \_\_\_\_\_

What are your plans for this weekend/  
the holidays?

How's life?

What's your news?

- Signing off

Write soon!

<sup>4</sup> \_\_\_\_\_

I hope to hear from you soon!

I miss you!/I miss you all!

5 Complete the email with one word in each gap.

<sup>1</sup> Hi Sandy,

How are you? How's <sup>2</sup> \_\_\_\_\_? I hope they're all well.

I'm <sup>3</sup> \_\_\_\_\_ on fine at school at the moment. We've got a new teacher for Maths. What <sup>4</sup> \_\_\_\_\_? I won my swimming competition!

What are you <sup>5</sup> \_\_\_\_\_ to at the moment?

What's your <sup>6</sup> \_\_\_\_\_? Are you doing anything interesting?

I hope to <sup>7</sup> \_\_\_\_\_ from you soon.

I <sup>8</sup> \_\_\_\_\_ you all!

Bye for now,

Maddy

6 Read examples A–D. Then choose the correct options.

- A I hope you're fine! I hope you're not too busy! →  
I hope you're fine **and** not too busy!
- B I get lost all the time. Someone always helps me. →  
I get lost all the time, **but** someone always helps me.
- C It's great **because** everyone is very friendly.  
Everyone is very friendly, **so** it's great.
- D The trials are next week. I have to practise hard. →  
The trials are next week, **so** I have to practise hard. →  
I have to practise hard **because** the trials are next week.
- 1 I'm learning to play the guitar *and* / *but* the drums.  
2 I'm really angry *because* / *so* I can't go to the concert on Saturday.  
3 It's my best friend's birthday today, *because* / *so* we're going to a club later.  
4 We have to play hockey in sports lessons now *and* / *but* I don't like it!

7 Complete the text with *and*, *but*, *because* or *so*.

I want to get fit, <sup>1</sup> so I'm doing a lot of sport this year. I'm in the football team <sup>2</sup> \_\_\_\_\_ I'm in the badminton team, <sup>3</sup> \_\_\_\_\_ I'm not in the hockey team. I'm also in a theatre group. We've got a show next week, <sup>4</sup> \_\_\_\_\_ we have to practise hard. What else? We've got a new History teacher <sup>5</sup> \_\_\_\_\_ she's really nice! I'm learning a lot <sup>6</sup> \_\_\_\_\_ she's a great teacher.

8 Read the email from your English friend, Carrie. Then write a reply of about 100 words, answering Carrie's questions.

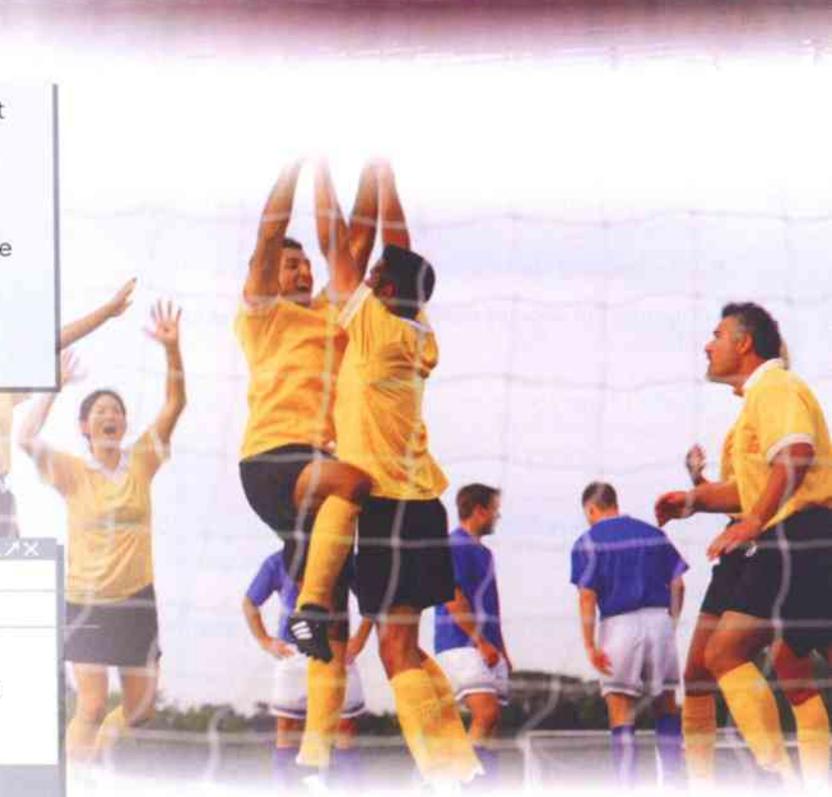
From: Carrie

To:

How's your new school? Have you got any new friends? Are there any interesting clubs? Do you do the same subjects? Tell me all your news!

9 Check.

- ✓ Have you answered all the questions?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you started and finished your email correctly?
- ✓ Have you checked your grammar and spelling?



# FOCUS REVIEW 5

## VOCABULARY AND GRAMMAR

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

book cheat do get have miss pass

- To \_\_\_\_\_ the most from school, you should study hard.
  - Let's \_\_\_\_\_ a meeting to organise the party.
  - I have to \_\_\_\_\_ my homework before I can watch TV.
  - You can \_\_\_\_\_ online before you go to the museum.
  - It's not a good idea to \_\_\_\_\_ in exams.
- 2 Choose the correct options.
- My parents pay for me to go to a *state / private* school.
  - I'm *proud / afraid* of passing all my exams. My parents were very happy too.
  - I love water sports, especially *diving / riding*.
  - Please write the answers on the *desk / blackboard* so everyone can see.
  - Pupils usually *start / leave* school when they are five years old.
  - I like learning about the past, so I enjoy *Maths / History*.

- 3 Complete the second sentence with the verbs in the box.

doesn't have to must mustn't should shouldn't

- It's not necessary for Joanne to help me. Joanne \_\_\_\_\_ help me.
  - My advice is to talk to your parents about your problem. I think you \_\_\_\_\_ talk to your parents about your problem.
  - The school rules say: 'No mobile phones in class.' You \_\_\_\_\_ use mobile phones in class.
  - I don't think it's a good idea to invite Jack to your party. You \_\_\_\_\_ invite Jack to your party.
  - At our school all students wear a uniform. It's the rule. At our school you \_\_\_\_\_ wear a uniform.
- 4 Complete the sentences with the correct form of the verbs in brackets.
- I \_\_\_\_\_ (be) shy as a child, but now I'm not shy.
  - Simon \_\_\_\_\_ (not can) swim when he \_\_\_\_\_ (be) four years old.
  - Where \_\_\_\_\_ (be) you yesterday?
  - They \_\_\_\_\_ (can) sing very well when they were at school.
  - I \_\_\_\_\_ (not be) at school last week. It \_\_\_\_\_ (be) a holiday.
  - \_\_\_\_\_ (can) you play the guitar when you \_\_\_\_\_ (be) at primary school?

## LANGUAGE IN USE

- 5 Complete the email with one word in each gap.

Hi!

Thanks for your email.

Tell me more about your school. What age <sup>1</sup> \_\_\_\_\_ you start school in your country? We start when we're five years old, but when my mum <sup>2</sup> \_\_\_\_\_ young, the children could start at six. Now we <sup>3</sup> \_\_\_\_\_ to stay at school until we're seventeen, but my mum <sup>4</sup> \_\_\_\_\_ leave school at fifteen! I enjoy school and I never <sup>5</sup> \_\_\_\_\_ lessons! Do you like school? What are your favourite subjects? I like History, so I always <sup>6</sup> \_\_\_\_\_ well in History tests! I usually pass my exams and <sup>7</sup> \_\_\_\_\_ good marks. Maths isn't the same! I should work harder for that!

That's all for now! I <sup>8</sup> \_\_\_\_\_ do my Maths homework! Ugh!

Marcus

- 6 Choose the correct answer, A, B or C.

- Sarah is nervous because she's got to \_\_\_\_\_ a speech.  
A do B give C have
- My cousin is three years old. She goes to \_\_\_\_\_ school every morning.  
A nursery B high C primary
- I hope I don't \_\_\_\_\_ the test.  
A do badly B fail C get lost
- We play football on the sports \_\_\_\_\_.  
A hall B gym C field
- Matt \_\_\_\_\_ to go to school by bus.  
A has B must C should
- I \_\_\_\_\_ play the piano when I was six years old.  
A can B could C should

## LISTENING

- 7 **CD-2.41 MP3-97** Listen to Emily talking to her friend about the teachers in her school photo. Match the teachers (1-5) with the subjects they teach (a-h). There are three extra subjects.

- |             |                          |               |                          |
|-------------|--------------------------|---------------|--------------------------|
| 1 Mr Banks  | <input type="checkbox"/> | 4 Miss Finlay | <input type="checkbox"/> |
| 2 Mr Jacobs | <input type="checkbox"/> | 5 Mr Smith    | <input type="checkbox"/> |
| 3 Miss Rowe | <input type="checkbox"/> |               |                          |

- |           |           |
|-----------|-----------|
| a English | e Spanish |
| b Science | f PE      |
| c Maths   | g History |
| d IT      | h Drama   |

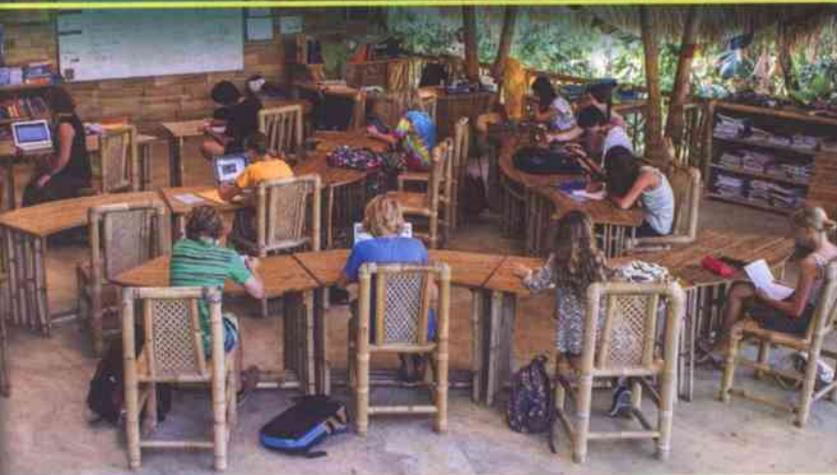
## READING

8 Read the text. Are the statements right (R), wrong (W) or does the text not say (DS)?

- 1 Green School is completely environmentally friendly.
- 2 All the school's energy comes from the sun.
- 3 Adults can study at the Green School in the evenings.
- 4 At Green School, students also learn about growing food.
- 5 There aren't any rules about how many students must be from Bali.
- 6 Now some students live in green houses near the school.

## Green School



### Green School in Bali is an unusual school.

It was an experiment in 2010 by John and Cynthia Hardy. Their idea was to make a school that was totally environmentally friendly. Everything in the school is 'green' – that means it's good for the environment. The classrooms are made of bamboo wood and the light is from the sun. The school uses solar power and water power from their river.

The Hardys' experiment was successful and there are now 160 students from more than twenty-five countries – and it goes from kindergarten up to age eighteen. The students at Green School don't only learn subjects such as English and Maths; they also learn to grow organic vegetables and other foods such as rice in the huge school gardens. They look after the plants and learn to cook them. The school also has a cow, some pigs and a buffalo. The students also study building, making furniture and traditional art and dance.

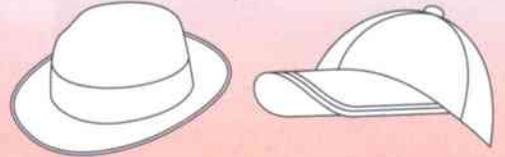
The Hardys want the local community to be a part of Green School. They have a rule that twenty percent of the students must be from Bali because they want local children to learn about protecting the environment. The children are often poor, so people from all over the world pay for them to go to the school. The idea of green living is becoming more popular and now people are building green houses near the school so their children can walk to school. The Hardys' dream is that one day all the schools in the world will be green.

## SPEAKING

9 Work in pairs. Student A, you work at the museum. Student B, you want to visit the museum. Use your information to role play the conversation.

### STUDENT A

## Clothes Museum



- Learn all about the history of fashion.
- Special exhibition of 1920s clothes showing now!
- Buy books and posters in our shop.

Open Monday–Saturday, 9.30 a.m.–5.30 p.m.

Tickets: Adults: £10

Students: £5

Special discounts for groups!

Book online to get extra discount at

clothesmuseum.com or phone 020 3456 75284.

### STUDENT B

- when/open?
- what/see/now?
- shop?
- ticket prices?
- book/online?

## WRITING

10 Read the email from your English friend, Carl. Then write a reply of about 100 words, answering Carl's questions.

I'm sure you're in your new house now! How are you and what's your new school like? Do you do the same lessons? Are the teachers nice?

# 6

## SPORT AND HEALTH

Health is better than wealth.

A PROVERB

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – sports
- types of sport
- collocations – do, go and be
- collocations – sport and health

#### Grammar:

- Past Simple: affirmatives (regular and irregular verbs)
- Past Simple: questions and negatives (regular and irregular verbs)

#### Listening:

- a conversation about Physical Education
- multiple choice

#### Reading:

- an article about two sportspeople
- gapped text

#### Speaking:

- asking for and giving advice

#### Writing:

- a description of an event

### FOCUS EXTRA

- Grammar Focus pages 116–117
- WORD STORE booklet pages 12–13
- Workbook pages 68–79 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 6.1 Vocabulary

Types of sport • Verb collocations

*I can talk about sport and health.*

### SHOW WHAT YOU KNOW

- 1 In pairs, add as many sports as you can to the table in sixty seconds.

Summer sports	skateboarding,
Winter sports	hockey,
Both	basketball,

- 2 Which sports do you like? Which don't you like? Tell your partner.

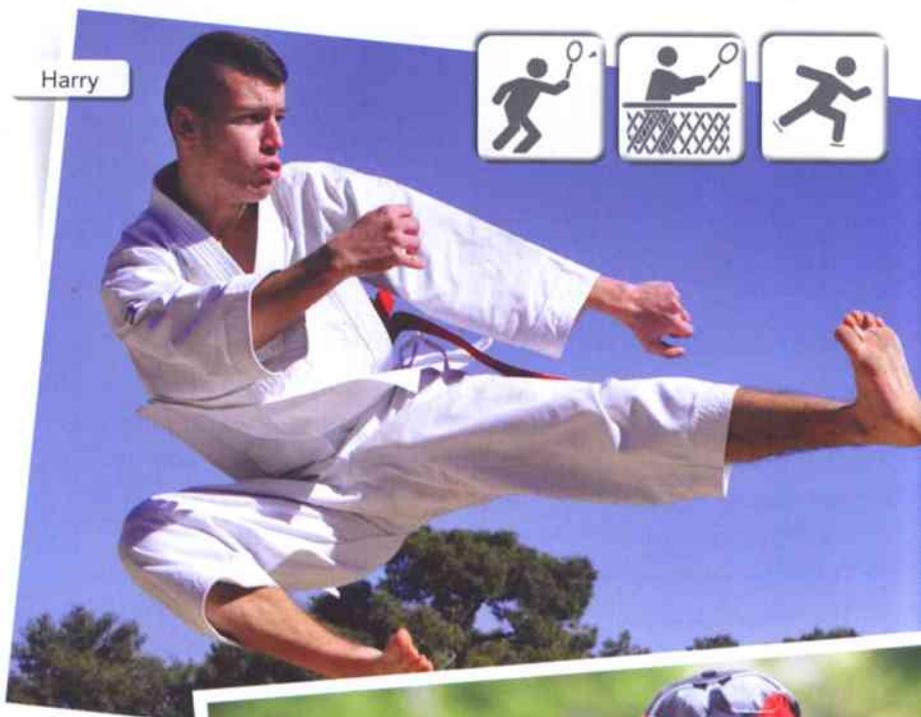
- 3 In pairs, look at the photos of Harry, Sally and Luke. What sports are their favourite? Choose from the words in the box.

badminton cycling football ice skating jogging  
karate kayaking kung fu sailing skiing swimming  
table tennis tennis volleyball yoga Zumba

Harry: \_\_\_\_\_

Sally: \_\_\_\_\_

Luke: \_\_\_\_\_



- 4 In pairs, look at the icons for each photo and guess what other sports Harry, Sally and Luke do.

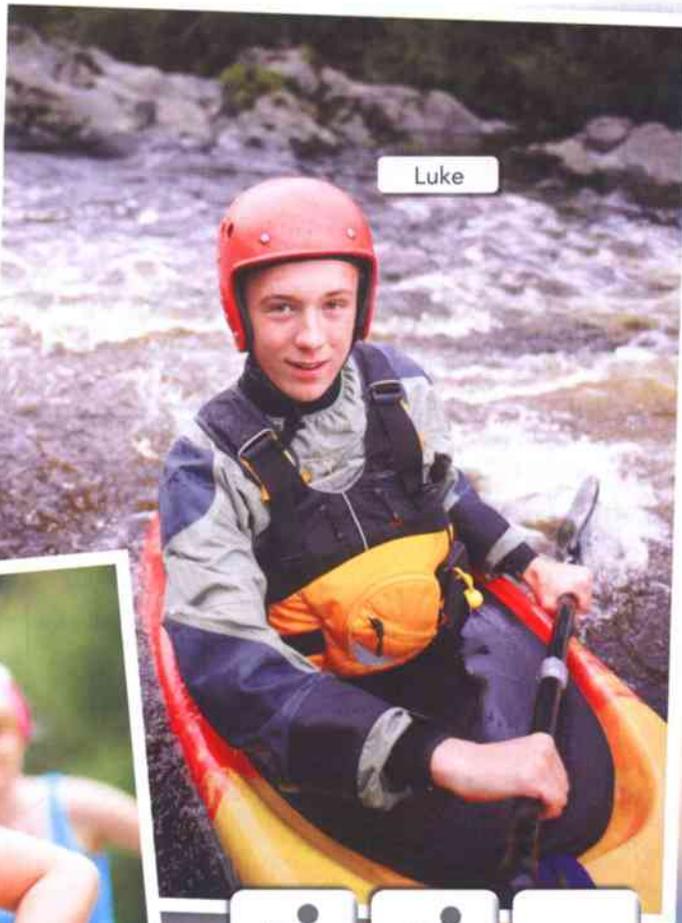
Harry: badminton, \_\_\_\_\_, \_\_\_\_\_

Sally: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

Luke: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

- 5 **CD-3.1 MP3-98** Complete the sentences with *Harry, Sally* or *Luke*. Then listen and check.

- Harry goes ice skating on Monday evenings.
- \_\_\_\_\_ goes jogging before school three times a week. After jogging he has a healthy breakfast.
- \_\_\_\_\_ plays table tennis for a team. Her team often wins.
- In summer, \_\_\_\_\_ goes swimming and kayaking. He has a very healthy lifestyle.
- \_\_\_\_\_ and his/her friends go skiing in winter. They go to the gym to play volleyball twice a week, to keep fit.
- \_\_\_\_\_ plays tennis or badminton every week.
- \_\_\_\_\_ plays football at the weekend with his friends.
- \_\_\_\_\_ takes part in karate competitions.



Luke



## WORD STORE 6A

- 6 **CD-3.2 MP3-99** Complete WORD STORE 6A with the sports in Exercises 1 and 3. Then listen, check and repeat.

## WORD STORE 6B

- 7 **CD-3.3 MP3-100** Look at the phrases in red in Exercise 5 and complete WORD STORE 6B with *go, play* or *do*. Then listen, check and repeat.

- 8 In pairs, follow the instructions.

- Make a list of at least six sports you or your friends do.
- For each sport on your list write *go, play* or *do*.
- Tell your partner about the sports you do, when you do them and who you do them with.

*In winter I go skiing with my family.*

*I play tennis with my friend Daniel on Mondays.*

## WORD STORE 6C

- 9 **CD-3.4 MP3-101** Look at the underlined phrases in Exercise 5 and complete WORD STORE 6C. Then listen, check and repeat.

- 10 Complete the questions with the verbs in WORD STORE 6C. Then ask and answer in pairs.

- Do you have a healthy breakfast? What do you have?
- What do you do to keep fit?
- Do you play for a sports team? What sport do you play?
- Do you have a healthy lifestyle? What do you do?
- How often do you go to the gym?
- Do you take part in any sports competitions? What kind?

- 11 Complete the text with one word in each gap. Use WORD STORES 6B and 6C to help you.

### EXAMS AND YOUR HEALTH

- Don't study all night. You learn better when you're not tired.
- Try to have a <sup>1</sup>healthy diet. A healthy <sup>2</sup>\_\_\_\_\_ first thing in the morning gives you energy for the whole day.
- Exercise is important. You're never too busy to <sup>3</sup>\_\_\_\_\_ jogging or swimming. If you don't have time to <sup>4</sup>\_\_\_\_\_ tennis or football, walk or cycle to school. Or <sup>5</sup>\_\_\_\_\_ to the gym for an hour.
- If there isn't a gym near your home, <sup>6</sup>\_\_\_\_\_ exercises for ten minutes every morning.
- And take regular breaks when you're studying.

- 12 In pairs, find these things in the text in Exercise 11.

- two things you already do  
*I have a healthy diet.*
- two things you'd like to do  
*I'd like to do more exercise.*

## 6.2 Grammar

### Past Simple: affirmatives

I can use the Past Simple to describe events in the past.

# PASSION OR MADNESS?

When you look at mountains like this, do you think, 'I'd love to climb that!' or are you one of those people who say, 'Anyone who wants to climb that is mad!'?

These are Trango Towers (6,286 m) in the Karakoram in Pakistan. British climber Martin Boysen tried to climb them in 1975 and nearly died. In 1976 he tried again and became the first climber to reach the top.

In 1990 Japanese climber Takeyasu Minamiura climbed to the top of one side of the mountain. But that wasn't his main aim. He wanted to paraglide to the bottom.

On 9 September Minamiura jumped off the top of Trango Towers, but his paraglider hit

the wall and he fell forty-five metres until the glider caught on a piece of rock and saved his life. And there he hung. The fall broke his glasses, but he was OK. When his hands stopped shaking, he took his radio and contacted his friends. He asked them to send a helicopter to rescue him.



- 1 Read the first part of a story. Who was the first person to climb Trango Towers?
- 2 Read GRAMMAR FOCUS 1 and look at the verbs in blue in the story. Then write the Past Simple form of the verbs below.

### GRAMMAR FOCUS 1

#### Past Simple: regular verbs

To form the Past Simple of regular verbs:

- add **-ed** to the end of the verb.  
jump → jumped
- add **-d** to the end of regular verbs that end in **-e**.  
save → saved
- double the final letter and add **-ed** if the verb ends with a single vowel and a consonant.  
stop → stopped
- for a verb that ends in a consonant + **-y**, change the **-y** to **-i** and add **-ed**.  
try → tried

- |                        |                  |
|------------------------|------------------|
| 1 look – <u>looked</u> | 7 ask – _____    |
| 2 climb – _____        | 8 shout – _____  |
| 3 want – _____         | 9 help – _____   |
| 4 like – _____         | 10 save – _____  |
| 5 stay – _____         | 11 cry – _____   |
| 6 decide – _____       | 12 start – _____ |

- 3 **CD-3.5 MP3-102** Listen and put the Past Simple form of the verbs in Exercise 2 in the correct column.

/t/	/d/	/ɪd/
<u>looked</u>	<u>climbed</u>	<u>wanted</u>

- 4 **CD-3.6 MP3-103** Listen, check and repeat.
- 5 **CD-3.7 MP3-104** Read GRAMMAR FOCUS 2 and complete it with the underlined verbs in the article. Then listen, check and repeat.

### GRAMMAR FOCUS 2

#### Past Simple: irregular verbs

- |                          |                 |                 |
|--------------------------|-----------------|-----------------|
| 1 become – <u>became</u> | 4 catch – _____ | 6 break – _____ |
| 2 hit – _____            | 5 hang – _____  | 7 take – _____  |
| 3 fall – _____           |                 |                 |

- 6 Complete the sentences with the Past Simple form of the verbs in the box.

[ break drink fall go have say run take ]

- 1 We went swimming yesterday afternoon.
- 2 We \_\_\_\_\_ part in a Zumba competition.
- 3 'I have to train really hard,' \_\_\_\_\_ the champion.
- 4 Sarah \_\_\_\_\_ a lot of homework, so she stayed home to do it.
- 5 Jake \_\_\_\_\_ 100 metres in forty seconds.
- 6 I \_\_\_\_\_ a lot of water during the tennis match.
- 7 The man \_\_\_\_\_ off his bike and \_\_\_\_\_ his leg.
- 7 Read the second part of the story about Minamiura. Complete it with the Past Simple form of the verbs in brackets.

Two of his friends <sup>1</sup>walked (walk) twelve miles to a Pakistani army base to get help and they <sup>2</sup>\_\_\_\_\_ (fly) to Trango Towers. They <sup>3</sup>\_\_\_\_\_ (see) Minamiura, but winds <sup>4</sup>\_\_\_\_\_ (stop) the helicopter from landing. The two friends <sup>5</sup>\_\_\_\_\_ (plan) a daring rescue – they <sup>6</sup>\_\_\_\_\_ (go) to Trango Glacier and <sup>7</sup>\_\_\_\_\_ (look) for Boysen's fourteen-year-old ropes to help them climb the glacier.

Minamiura <sup>8</sup>\_\_\_\_\_ (spend) six days without food and water before his friends <sup>9</sup>\_\_\_\_\_ (reach) him and <sup>10</sup>\_\_\_\_\_ (bring) him down the mountain. They <sup>11</sup>\_\_\_\_\_ (arrive) back on 18 September, forty-nine days after Minamiura <sup>12</sup>\_\_\_\_\_ (start) his adventure on Trango Towers.

## 6.3 Listening

### Multiple choice

I can find specific details in conversations.

- What can you remember? In pairs, think of as many sports as you can for each group in sixty seconds.
  - team sports
  - individual sports
  - martial arts
  - water sports
- In pairs, look at the photo and answer the questions.
  - Do you have PE at school?
  - What kinds of activities do you do?
  - Do you enjoy it? Why?/Why not?
- Read the questions in Exercise 4. Match the underlined words and phrases with the ones with a similar meaning in a–f below.
 

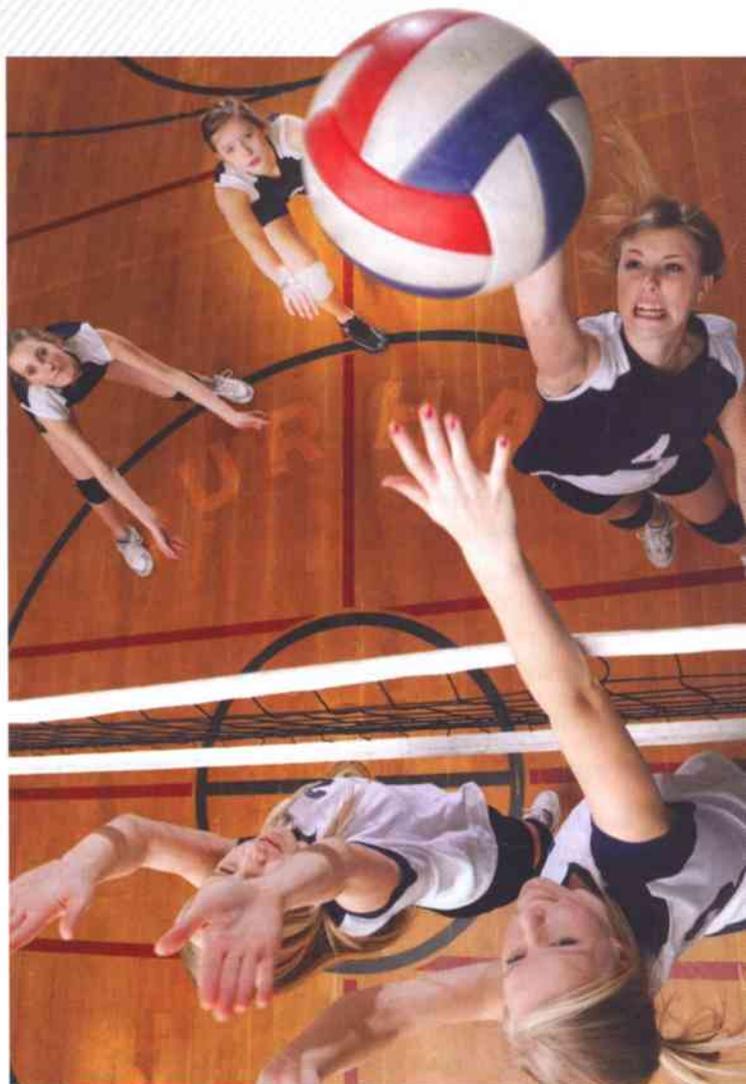
a wants	<input checked="" type="checkbox"/>	d PE is necessary	<input type="checkbox"/>
b hates	<input type="checkbox"/>	e has fun in	<input type="checkbox"/>
c likes	<input type="checkbox"/>	f thinks it isn't important	<input type="checkbox"/>
- CD•3.8 MP3•105** Listen to two students discussing PE. Tick the correct speaker for each question.

Who:	Alfie	Millie
1 <u>can't stand</u> team sports?		
2 <u>doesn't care about</u> winning?		
3 <u>enjoys</u> PE lessons?		
4 likes Science more than PE?		
5 thinks <u>all students need</u> PE?		
6 thinks they shouldn't get grades for PE?		
7 <u>is into</u> individual sports at school?		
8 <u>would like</u> to do kung fu at school?		

### EXAM FOCUS Multiple choice

- CD•3.8 MP3•105** Listen again and choose the correct answer, A, B or C.
  - Which sport does Alfie dislike most?
    - basketball
    - rugby
    - football
  - Alfie doesn't like team sports because he doesn't like
    - his team.
    - losing.
    - competition.
  - Millie likes PE because
    - she likes competition.
    - she likes team games.
    - she thinks it's relaxing.
  - Millie thinks PE is important because
    - students don't have enough time after school.
    - students can get good grades.
    - students need exercise during the day.
  - Alfie thinks that at school there should be
    - less sport.
    - better instructors.
    - different sports.
- Look at the questions in Exercise 4. Who do you agree with – Alfie or Millie? Discuss in pairs.
 

I agree with ... I also ...



### PRONUNCIATION FOCUS

- CD•3.9 MP3•106** In English the letter *a* is pronounced in many ways. Listen and repeat.

/ɔ:/	/æ/	/eɪ/	/ɑ:/
water	badminton	skating	martial arts

- CD•3.10 MP3•107** Listen and put the words in the correct column in the table in Exercise 7.

ball	bat	game	hard	last	match
play	talk				

- CD•3.11 MP3•108** Listen, check and repeat.

### WORD STORE 6D

- CD•3.12 MP3•109** Complete WORD STORE 6D with words and phrases from Exercises 3 and 4. Then listen, check and repeat.
- Complete the sentences to make them true for you. Then compare your answers with a partner.
  - I like \_\_\_\_\_ more than tennis.
  - I hate \_\_\_\_\_.
  - I prefer swimming to \_\_\_\_\_.
  - I'm into \_\_\_\_\_ and \_\_\_\_\_ but I can't stand \_\_\_\_\_.
  - I \_\_\_\_\_ winning.

## 6.4 Reading

### Gapped text

I can understand the structure of a text.

1 In pairs, look at the photos and discuss the questions.

- Who are the people?
- What do you know about them?

2 Read the article. Are the statements true (T) or false (F)?

- Lionel Messi is from Brazil.
- Lionel Messi had a health problem when he was a child.
- Lionel Messi started to play for Barcelona's first team at the age of nineteen.
- Lionel Messi helps children in need.
- Natalia Partyka has got one leg.
- Natalia Partyka's older brother played table tennis.
- Natalia Partyka didn't play in the Paralympics in Beijing.
- Natalia Partyka won a silver medal at the Paralympics in London in 2012.

3 Read the sentences in Exercise 4 and look at the underlined words and phrases. Then match statements 1–7 below with sentences A–D.

- The sentence before is probably about a man.
- The sentence before is probably about a woman.
- The sentence before is probably about two or more people.
- Something was expensive.
- Perhaps the person did or said something unusual.
- The sentence before probably says something like 'one (person)' or 'the first one'.
- The sentence before is probably about a bad result.

### EXAM FOCUS Gapped text

4 Read the article again. Complete gaps 1–3 with sentences A–D. There is one extra sentence.

- Her parents weren't surprised and they helped her from the start.
- It was the worst result in their career.
- The other one was the South African swimmer Natalie du Toit.
- It cost too much for his family and even for the local football club.

# A little

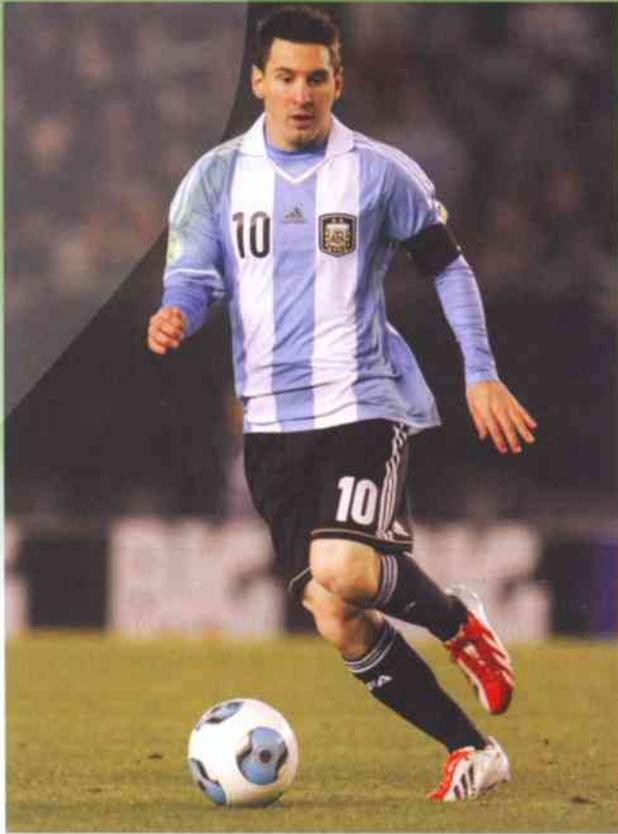
'All kids need is a little help, a little hope and somebody who believes in them.' Magic Johnson, the American basketball player, said this about children in sport. But what if a child is born without an arm or with a serious **illness**? Is there still hope for them? What kind of help do they need? Here are the stories of two children who had someone who believed in them.

**Lionel ('Leo') Messi** started playing football at a local club in Rosario, Argentina, at the age of five. When he was eleven he stopped growing. Doctors discovered he had a hormone problem. He needed expensive **treatment**.  
 1 \_\_\_\_\_ Then the director of FC Barcelona noticed the boy and invited him to move to Spain. The club promised to pay for his treatment. So Lionel and his father moved to Europe. Messi grew and trained. He started playing for the Barcelona first team before he

5 Complete the sentences with the words in blue in the article.

- The Paralympics is an international sports competition for **disabled** athletes.
- Wimbledon is the oldest tennis \_\_\_\_\_ in the world.
- Many \_\_\_\_\_ became champions because someone believed in them.
- The Leo Messi Foundation pays for the \_\_\_\_\_ of poor Argentinian children with serious health problems.
- The American swimmer Michael Phelps \_\_\_\_\_ eight gold medals at the 2008 Olympic Games in Beijing.
- Tennis star Venus Williams couldn't play in the 2011 US Open because of her \_\_\_\_\_.

# help, a little hope



was eighteen. Then, at the age of nineteen, he became the youngest Argentinian to play in the World Cup.

25 Soon he was one of the most famous footballers in the world. In 2007 Messi started a foundation which pays for medical help for poor children.

How can a girl born without a hand become a table tennis star? When **Natalia Partyka** was seven, she wanted to play Ping-Pong like her older sister. 30 she wanted to play Ping-Pong like her older sister. 2 \_\_\_\_\_ Six months after she started training, Natalia took part in the first national **tournament** for **disabled** players. After that she never looked back. The Polish table tennis player won her first international medal at 35 the age of ten. When she was fifteen, she **won** gold and silver medals at the Paralympics in Athens in 2004. Four years later, in Beijing, she was one of only two **athletes** who took part in the Olympics and the Paralympics at the same time. 3 \_\_\_\_\_. At the 2012 Paralympics in 40 London Natalia won gold and bronze.



## 6 Complete the sentences with prepositions from the article.

- 1 The Brazilian footballer Pelé first played in the World Cup Final **at** the age \_\_\_\_\_ seventeen.
- 2 Great South American football players often move \_\_\_\_\_ Europe early in their careers.
- 3 The largest stadium \_\_\_\_\_ the world is the Rungrado May Day Stadium in Pyongyang, North Korea.
- 4 Not many athletes take part \_\_\_\_\_ both the Olympics and the Paralympics.
- 5 A good coach believes \_\_\_\_\_ his players.
- 6 Most sportspeople need sponsors to pay \_\_\_\_\_ their equipment.
- 7 In football, when someone scores a goal, everyone shouts \_\_\_\_\_ the same time.

## 7 Discuss the questions in pairs.

- 1 What sport were you interested in when you were a child?
- 2 Who is your favourite athlete? What sport does he/she do?
- 3 Would you like to be a professional sportsperson? Why?/Why not?

## WORD STORE 6E

- 8 **CD•3.14 MP3•111** What do you call different sportspeople? Complete **WORD STORE 6E** with more examples from the lesson. Then listen, check and repeat.

## 6.5 Grammar

### Past Simple: questions and negatives

I can make questions and negatives in the Past Simple.

- 1 **CD-3.15 MP3-112** In pairs, do the quiz. Then listen and check.

### WHAT DO YOU KNOW ABOUT THE ANCIENT OLYMPIC GAMES?

- 1 Where did the first Olympic Games take place?

A in Rome **B** in Greece C in Egypt

- 2 Which god did the people honour at the Olympics?

A Apollo B Athena C Zeus

- 3 What did an athlete win at the ancient Olympics?

A a gold medal  
B a silver cup  
C a crown of olive leaves



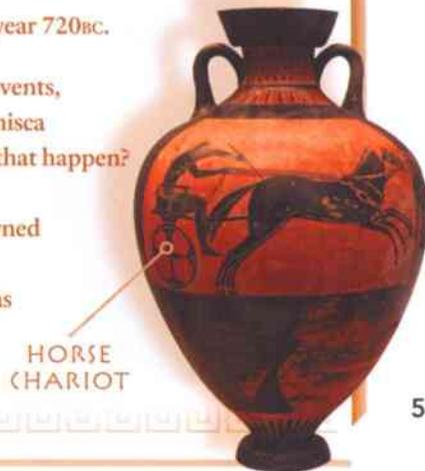
CROWN OF OLIVE LEAVES

- 4 Did competitors in the ancient Olympic Games wear clothes?

A Yes, they did.  
B No, they didn't.  
C They did at first, but not after the year 720BC.

- 5 Women didn't take part in Olympic events, but in 396BC the Spartan princess Cynisca won the horse chariot race. How did that happen?

A She dressed up as a man.  
B She was the winner because she owned the horses.  
C She could take part because she was a king's daughter.



- 2 Read the GRAMMAR FOCUS. Then complete the examples with the verbs in blue in the quiz.

### GRAMMAR FOCUS

#### Past Simple questions and negatives

Questions: **did + subject + infinitive**

- Yes/No questions

**Did** competitors in the ancient Olympic Games **wear** clothes?

Yes, they **did**./No, they **didn't**.

- Wh- questions

**Where** <sup>2</sup> \_\_\_\_\_ the first Olympic Games **take place**?

**What did** an athlete <sup>3</sup> \_\_\_\_\_ at the ancient Olympics?

Negatives: **didn't + infinitive** (didn't = did not)

Women <sup>4</sup> \_\_\_\_\_ part in Olympic events.

- 3 Complete the questions with the Past Simple form of the verbs in brackets.

### Modern Olympics

- The International Olympic Committee organised the first modern Olympic Games in 1896. Where **did they take** (they/take) place?
- \_\_\_\_\_ (women/take) part in the first modern Olympics?
- Which sports \_\_\_\_\_ (women/do) at first?
- When \_\_\_\_\_ (the first disabled athlete/win) an Olympic medal?
- When and where \_\_\_\_\_ (the first Winter Olympics/take) place?
- The Olympics \_\_\_\_\_ (not take) place in 1940 or 1944. Why not?
- When \_\_\_\_\_ (the triathlon/become) an Olympic sport?

- 4 **CD-3.16 MP3-113** Match the answers (a-g) with the questions (1-7) in Exercise 3. Then listen and check.

- Because of World War II.
- In Athens.
- In 1924 in Chamonix, France.
- In 2000.
- No, they didn't. Women first took part in the Olympics in 1900.
- Tennis, golf, croquet and sailing in 1900, then swimming in 1912.
- In 1904. Fifty-six years before the first Paralympics, George Eyser, a German-American gymnast with one leg, won six medals at the St Louis Olympics.

- 5 Complete the sentences to make them true for you. Use the affirmative or negative form of the verbs in brackets.

- I \_\_\_\_\_ (learn) to swim when I was a little child.
- I \_\_\_\_\_ (like) PE lessons in primary school.
- I \_\_\_\_\_ (go) skiing last year.
- I \_\_\_\_\_ (take) part in a competition last month.
- I \_\_\_\_\_ (try) bungee jumping during my last holiday.
- I \_\_\_\_\_ (watch) the 2012 London Olympics on TV.

- 6 Write questions for the sentences in Exercise 5. Then ask and answer in pairs.

- A: *When did you learn to swim?*  
B: *When I was six years old.*

Grammar Focus page 116

# 6.6 Speaking

## Advice

I can ask for and give advice about a healthy lifestyle.

1 In pairs, look at the photo and answer the questions.

- Who are the two people?
- Where are they?
- What do you think is happening?

2 Who says each phrase, the doctor or the patient?

How are you feeling today?

I feel terrible.

I have a headache every morning.

I feel dizzy.

Everything seems fine.

Tell me a bit about your lifestyle.



3 **CD-3.17 MP3-114** Read and listen to the conversation. Check your answers to Exercises 1 and 2. Then find the advice the doctor gives Tony.

**Tony:** Good morning, Doctor.

**Doctor:** Good morning, Tony. How are you feeling today?

**Tony:** I feel terrible, Doctor. I'm always tired, I have a headache every morning, I feel dizzy.

**Doctor:** OK. Let me examine you ... Well, everything seems fine. Tell me a bit about your lifestyle. Are you getting enough sleep?

**Tony:** Well, I have exams in two weeks' time, so I'm working hard. I stay up late to study and get up early to go to university. At the weekend, I sleep late, but sometimes I stay up all night – there are a lot of parties at the moment.

**Doctor:** Well, it's important to get eight hours of sleep every night. Tell me, what sports do you do?

**Tony:** I play Ping-Pong sometimes. And I watch a lot of football on TV!

**Doctor:** That's not *doing* sports, Tony! You must do some kind of sport regularly. Exercise is very important.

**Tony:** So should I start jogging in the park?

**Doctor:** Good idea. It's important to spend some time outdoors. And you should also eat a lot of fresh fruit and vegetables.

**Tony:** I do, Doctor. I like fruit.

**Doctor:** OK, that's good. Make sure you eat well ... and Tony, you really shouldn't stay up all night. You need your sleep!

**Tony:** OK, Doctor. Thanks. Goodbye.

4 Complete the **SPEAKING FOCUS** with the underlined phrases in the conversation.

## SPEAKING FOCUS

### Asking for advice

What **should** I do/eat/wear?

Should I start jogging in the park?

### Giving advice

+ **You (really) <sup>2</sup>** \_\_\_\_\_ do some kind of sport regularly.

**It's <sup>3</sup>** \_\_\_\_\_ to spend some time outdoors.

**Make <sup>4</sup>** \_\_\_\_\_ you always do some stretching exercises.

**You <sup>5</sup>** \_\_\_\_\_ also eat fresh fruit and vegetables.

- **You (really) <sup>6</sup>** \_\_\_\_\_ stay up all night.

5 Complete the advice with one or two words in each gap. Tick (✓) the things you should do. Cross (x) the things you shouldn't do.

1 Make sure you do an hour of exercise every day.

2 You \_\_\_\_\_ eat five kinds of fruit and vegetables a day.

3 You really \_\_\_\_\_ train too hard at the beginning.

4 It's \_\_\_\_\_ to have a healthy diet.

5 You \_\_\_\_\_ eat so much sugar. It's bad for your teeth.

6 It's \_\_\_\_\_ to get enough sleep every day.

6 In pairs, role play a conversation. Use the **SPEAKING FOCUS** to help you.

**Student A:** You want to prepare for a sporting event.

Ask your coach for advice on these points:

• diet • training • rest • equipment

**Student B:** You are the coach. Give Student A advice on the four points he/she asks about.

## 6.7 Writing

### A description of an event

I can write a simple description of a sports event.

#### 1 Read David's blog and answer the questions.

- 1 What event did David take part in?
- 2 Did he complete it?
- 3 What else did he achieve?



## A day to remember

### Yesterday I ran the London Marathon!

I dressed up as a mouse to raise money for the charity <sup>5</sup> WellChild.

My group started at 9.45.

**At first**, it was impossible to run fast because there were so many runners. A lot of the

<sup>10</sup> runners were in weird costumes – one runner wore a Dracula outfit, there was a woman in a wedding dress and lots of runners came in different animal costumes.

**After** half an hour I had more space around me.

<sup>15</sup> I remembered to run at the same speed and to take a drink of water every fifteen minutes. After twelve miles I was really tired. **Suddenly**, I saw my mum and my sister in the crowd near Tower Bridge. **And after that** I felt much better!

<sup>20</sup> **Then** I just concentrated on running. I reached the finish line in three hours and forty-two minutes. **Finally**, I got my medal. I was really pleased. They told me I raised £1,000!

#### 2 Complete the WRITING FOCUS with the phrases in purple in David's blog.

### WRITING FOCUS

#### A description of an event

- The beginning  
<sup>1</sup> **At first**, it was impossible to run fast.
- The middle  
<sup>2</sup> \_\_\_\_\_ half an hour/a few minutes, I had more space around me.  
<sup>3</sup> \_\_\_\_\_ I felt much better!  
<sup>4</sup> \_\_\_\_\_ I just concentrated on running.  
<sup>5</sup> \_\_\_\_\_, I saw my mum.
- The ending  
In the end/<sup>6</sup> \_\_\_\_\_, I got my medal.

#### 3 Match the sentence halves.

- 1 I dressed up as
- 2 I wanted to raise money for
- 3 It was impossible to
- 4 I couldn't run fast because
- 5 I remembered
- 6 Suddenly, I saw a group of my friends and
- 7 I concentrated on
- 8 I was really pleased that

d

- a to take regular drinks of water.
- b after that I felt much better.
- c I completed the race.
- d a strawberry.
- e my breathing.
- f the charity Children in Need.
- g find my friends in the crowd.
- h my feet were so sore.



4 Choose the correct options.

Yesterday our school played a rugby match against Brompton High School. <sup>1</sup>At first / Then our team played really well. We scored ten points in the first twenty minutes. <sup>2</sup>After that / At first the Brompton players started trying much harder. In the second half they scored several times. In the last minute our best player, Terry, ran towards the goal line with the ball, but <sup>3</sup>suddenly / after a few minutes, he slipped and fell. We couldn't believe it! <sup>4</sup>In the end / Suddenly, Brompton won 16-12.

5 Put the events (a-l) in the correct order (1-12).

- a Suddenly, I heard people shout my name.
- b My dad drove me to the pool.
- c They called my name and I went to the start.
- d We had to wait a long time for the prizes.
- e My mum gave me a big breakfast.
- f I swam faster, passed my friend and won the race.
- g I swam for about ten minutes to warm up before the race.
- h I was very excited when I woke up because of the swimming competition that day.
- i My friend passed me and I knew he was winning.
- j I changed into my swimming trunks.
- k Finally, at half past three, I received my prize and we all went home.
- l At first I swam quite fast, but then I got tired and I slowed down.

9  
  
  
  
  
 10  
  
 5  
  
 1  
  
  
  
 7



6 Read the email from your English friend, Olly, and the list of possible points to include below. Which three are not important to include?

To:
From: Olly
In your last email you told me about a sports event. Did you take part? What was it like? Did you win?

Possible points to include

- what the event was
- where the event was
- what the weather was like
- how many people there were
- how you felt
- if your friends won their races too
- what you did later that day
- what training you're going to do next week

7 Write an email of about 100 words to Olly, answering his questions.

8 Check.

- ✓ Have you answered all the questions?
- ✓ Have you included some points from Exercise 6?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you checked your grammar and spelling?
- ✓ Have you organised your email well?



# FOCUS REVIEW 6

## VOCABULARY AND GRAMMAR

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

basketball ice skating sailing skiing  
table tennis volleyball yoga Zumba

- Natalie plays \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- She often goes \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_.
- She also does \_\_\_\_\_ and \_\_\_\_\_.

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

feel get stay take win

- I want to \_\_\_\_\_ part in a swimming competition next month.
- If you want to run a marathon, you must \_\_\_\_\_ enough sleep!
- Do you think Chris can \_\_\_\_\_ a medal?
- You were ill last week, weren't you? Do you \_\_\_\_\_ better today?
- Don't \_\_\_\_\_ up late the night before the match!

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

- The match \_\_\_\_\_ (take) place in the largest stadium in the country. A million people \_\_\_\_\_ (watch) it on television.
- During the holidays we \_\_\_\_\_ (spend) a lot of time outdoors. We \_\_\_\_\_ (play) beach volleyball and other games.
- Bob \_\_\_\_\_ (want) to win the tournament, so he \_\_\_\_\_ (train) hard every day.
- I \_\_\_\_\_ (feel) dizzy, so I \_\_\_\_\_ (go) to see the doctor.
- The skier \_\_\_\_\_ (fall) and \_\_\_\_\_ (break) her leg.

### 4 Complete the conversation with the Past Simple form of the verbs in brackets.

Mia

Ben

Hi, Ben. How <sup>1</sup> \_\_\_\_\_ (the match/be)?

We <sup>2</sup> \_\_\_\_\_ (win) 3-1. It's a pity you <sup>3</sup> \_\_\_\_\_ (not see) it!

So <sup>4</sup> \_\_\_\_\_ (you/score) any of the goals?

Yes, <sup>5</sup> \_\_\_\_\_! In the fifteenth minute!

Congratulations! <sup>6</sup> \_\_\_\_\_ (George/play)?

No, <sup>7</sup> \_\_\_\_\_. He's ill.

How about Tom?

He <sup>8</sup> \_\_\_\_\_ (play) really well, but he <sup>9</sup> \_\_\_\_\_ (not score).

Too bad. So, <sup>10</sup> \_\_\_\_\_ (the coach/be) happy?

Yes, <sup>11</sup> \_\_\_\_\_! He <sup>12</sup> \_\_\_\_\_ (say) we <sup>13</sup> \_\_\_\_\_ (be) a fantastic team!

## LANGUAGE IN USE

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

- My brother \_\_\_ three different team sports.  
A makes  
B takes  
C does
- Mel wants to take \_\_\_ in a bicycle race in the summer.  
A break  
B part  
C place
- Christine \_\_\_ stand water sports.  
A can't  
B doesn't  
C isn't
- Dave started playing football \_\_\_ the age of five years and six months.  
A in  
B on  
C at
- \_\_\_ you do a lot of sports during your last holidays?  
A Are  
B Do  
C Did

### 6 Choose the option, A, B or C, which has a similar meaning to the underlined words.

- I really like skiing.  
A am into  
B believe in  
C support
- Kevin returned without a medal.  
A doesn't win  
B didn't win  
C don't win
- It's a good idea to do a sport regularly.  
A You should  
B You can  
C You have to
- Jack took part in the marathon, but he didn't complete it.  
A run  
B win  
C finish
- I've got a really great swimming instructor.  
A swimmer  
B swimming coach  
C swimming champion

## READING

- 7 Read the email and the advert below. Then complete Kenny's notes.

From: Jess  
To: Kenny

It's Dave's swimming competition on Saturday. Do you want to go? His race is in the morning. We can get the train – it's only twenty minutes. I'll be in the station café at 9.30. And bring some sandwiches. We can have lunch in the park after the competition! See you on Saturday.

**Swimming competition**

**Stokewood Pool**  
10.30–5.30 Saturday, 5 February

**Tickets:** Morning or afternoon session: **£2.50**  
All day: **£5.00**

Swimming competition

place: Stokewood Pool

date: <sup>1</sup> \_\_\_\_\_

travel by: <sup>2</sup> \_\_\_\_\_

meeting place: <sup>3</sup> \_\_\_\_\_

ticket price: <sup>4</sup> \_\_\_\_\_

take: <sup>5</sup> \_\_\_\_\_

## LISTENING

- 8 **CD-3.18 MP3-115** Listen to a conversation and complete the information.

- 1 David's new sport: \_\_\_\_\_
- 2 An expensive sport: \_\_\_\_\_
- 3 David wants a sport that is: \_\_\_\_\_
- 4 Length of a sailing course: \_\_\_\_\_
- 5 Time of dancing lessons: \_\_\_\_\_

## SPEAKING

- 9 In pairs, role play a conversation. Student A, you want to do a new sport. Student B, recommend a sport.

STUDENT A

STUDENT B

recommend/new sport?

recommend a sport

why?

say why

equipment?

give advice on equipment

training?

give advice on training

## WRITING

- 10 Read the email from your English friend, Cathy. Then write a reply of about 100 words, answering Cathy's questions.

I hear you spent a day at the Olympics last month! Wow! What did you see? What was it like? Did anything interesting happen? Tell me all about it!

# 7 TRAVEL

The first step is the hardest.

A PROVERB

## UNIT LANGUAGE AND SKILLS

### Vocabulary:

- Show what you know – forms of transport and travel verbs
- types of holiday and transport
- collocations – journeys and holidays
- accommodation

### Grammar:

- Present Perfect with *ever/never*
- Present Perfect and Past Simple
- Present Perfect with *just/yet/already*

### Listening:

- recordings in various places related to travelling
- multiple choice

### Reading:

- an article about a fundraising adventure
- multiple choice

### Speaking:

- asking for and giving directions

### Writing:

- an email of enquiry

## FOCUS EXTRA

- Grammar Focus pages 117–118
- WORD STORE booklet pages 14–15
- Workbook pages 80–91 or MyEnglishLab
- MP3s – [www.english.com/focus](http://www.english.com/focus)

## 7.1 Vocabulary

Holiday and transport • Accommodation • Collocations

*I can talk about different kinds of holidays and transport.*

### SHOW WHAT YOU KNOW

1 In pairs, put the words in the box under the appropriate heading.

bike boat bus car coach cycle drive ferry fly  
motorbike plane sail ship ride train tram  
underground

Forms of transport *bike*

Travel verbs

HOME

CONTACT US

TYPE OF HOLIDAYS



HARVEY'S  
HOLIDAYS

Use the search bar to find your perfect holiday.

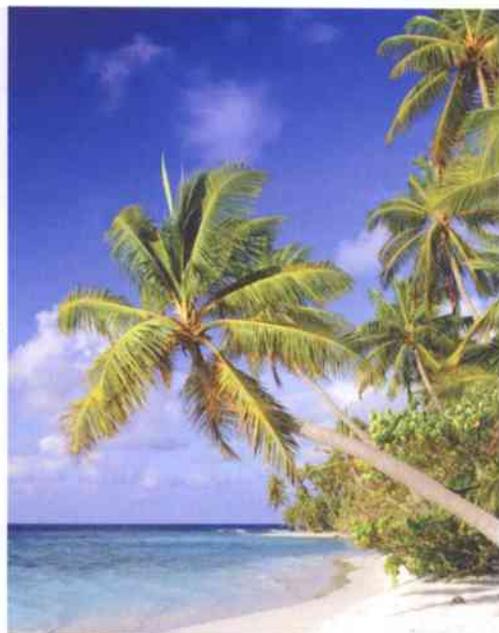
**Book today for fantastic savings!**

For more information, to [book a flight](#) or to [book a holiday](#), click [HERE](#).

### Our top offers:

#### Beach holidays ★★★★★

If you want **a beach holiday**, we can offer you a choice of some of the most beautiful beaches in the world. Why not experience the soft white sand and clear water of St Vincent in the Caribbean? The beaches are perfect, the water is warm and you can relax at your luxury hotel.



#### Tours ★★★★★

Do you fancy **a tour** of some great cities? Try our Essential Europe Tour! It includes two nights in Rome, Venice, Lucerne, Paris and London. You travel by **plane** and by **coach** and we **make** all the **arrangements** for you. You stay in three-star hotels, eat in fantastic restaurants and **visit** all the top tourist sights and **museums** with an experienced guide.





## 7.2 Grammar

### Present Perfect with ever/never

I can talk about actions that happened some time in the past.



- 1 **CD-3.23 MP3-120** Richard and Suzy are talking about where to go on holiday. Read and listen to the first part of their conversation. Are the statements true (T) or false (F)?

S: This holiday in Australia sounds fantastic! I'd love to go. You can go to a desert, a beach and a rainforest. You can even ride a camel. I bet you **haven't ridden** a camel.

R: Actually, I **have ridden** a camel and I've ridden an elephant too.

S: Really? When did you do that?

R: I rode a camel last year in the Sinai Desert when I was in Egypt. It was weird. And I rode an elephant in Thailand!

S: Wow! I've never done anything like that. **Have** you **ever walked** in a rainforest?

R: No, I haven't. I'd love to do that.

- 1 They are talking about a holiday in Europe.
- 2 Suzy wants to go to Australia.
- 3 You can do lots of different activities on the holiday.
- 4 Richard rode an elephant in Egypt.

F

- 2 Read GRAMMAR FOCUS 1. Then complete the examples with the words in blue in the conversation.

### GRAMMAR FOCUS 1

#### Present Perfect

Form: **have/has + Past participle**

- + I/You/We/They **have ridden** a camel.  
He/She/It **has ridden** an elephant.
- I/You/We/They <sup>2</sup>\_\_\_\_\_ a camel.  
He/She/It **hasn't done** anything like that.
- ? <sup>3</sup>\_\_\_\_\_ I/you/we/they **ever** \_\_\_\_\_ in a rainforest?  
Yes, I/you/we/they **have**./No, I/you/we/they **haven't**.  
**Has** he/she/it **ever been** in a desert?  
Yes, he/she/it **has**./No, he/she/it **hasn't**.

#### Note:

- You often use short forms.  
I <sup>4</sup>\_\_\_\_\_ ridden an elephant.  
She **hasn't** ridden an elephant.
- You often use **ever** (in questions) and **never** (in negatives).  
**Have** you **ever** walked in a rainforest?  
She's **never** done anything like that.

- 3 Complete the table.

	Infinitive	Past Simple	Past participle
Regular	<sup>1</sup> walk		
	<sup>2</sup> chat		
	<sup>3</sup> try		
Irregular	<sup>4</sup> be		<i>been</i>
	<sup>5</sup> have		<i>had</i>
	<sup>6</sup> do		
	<sup>7</sup> go		<i>gone/been</i>
	<sup>8</sup> ride		

### REMEMBER THIS

John **has gone** to Peru. = He is there now.

John **has been** to Peru. = He went there and came back.

You usually use **been** with activities.

**Have you ever been** kayaking? (NOT gone)

**She's never been** sailing. (NOT gone)

- 4 **CD-3.24 MP3-121** Complete the second part of the conversation with the Present Perfect form of the verbs in brackets. Then listen and check.

S: I **'ve never been** (never/be) up in a hot-air balloon, but my sister Kate <sup>2</sup>\_\_\_\_\_ (do) it a lot. She says it's great fun.

R: <sup>3</sup>\_\_\_\_\_ (you/ever/try) hang-gliding?

S: No, I <sup>4</sup>\_\_\_\_\_. I'm too scared. Have you?

R: No, I <sup>5</sup>\_\_\_\_\_. I don't like heights.

S: Really?

R: <sup>6</sup>\_\_\_\_\_ (Kate/ever/go) hang-gliding?

S: No, she <sup>7</sup>\_\_\_\_\_. And she <sup>8</sup>\_\_\_\_\_ (never/ride) a camel either. I'm sure she'd love to come too.

R: Good idea!

- 5 Read GRAMMAR FOCUS 2. Then complete it with Present Perfect or Past Simple.

### GRAMMAR FOCUS 2

#### Present Perfect and Past Simple

- You use the <sup>1</sup>\_\_\_\_\_ to talk about finished actions in time up to now. You never say when they happened.
- If you know when something happened, use the <sup>2</sup>\_\_\_\_\_.

**Have you ever ridden** a camel?

Yes, I **rode** a camel last year.

- 6 Write questions with **Have you ever ...?** and the phrases in the box. Then, in pairs, ask and answer the questions following the example.

break a leg/an arm go to a concert  
try a new sport visit a foreign country  
win a competition work for money

A: **Have you ever broken** a leg?

B: Yes, I **have**.

A: **When did you break** your leg?

B: I **broke** it last year when I was on holiday.

# 7.3 Listening

## Multiple choice

I can identify detail in short travel conversations.



1 Read the sentences and check you understand the words in green. Then, in pairs, look at the photos and decide in which place you might hear each sentence.

- 1 Have you got any **luggage**?
- 2 Can I have a look at some **brochures**?
- 3 Which **platform** does the 8.45 train to London leave from?
- 4 Can I see your **passport**, please?
- 5 I'd like to **check in**, please.
- 6 Is the **flight** on time?
- 7 **Passengers** must wait in the waiting room.
- 8 I can't find my **ticket**.
- 9 Do you have a **booking**?

2 **CD-3.25 MP3-122** Listen to four recordings. Where does each of them take place? Match the recordings (1-4) with the photos (A-D).

- 1  2  3  4

4 In pairs, think about your dream holiday. Decide:

- where to go and how to travel.
- what information you need.
- what bookings to make.
- what to take.

### EXAM FOCUS Multiple choice

3 **CD-3.25 MP3-122** Listen again and choose the correct answer, A, B, or C.

- 1 Where is the passenger travelling to?
  - A Frankfurt
  - B Rome
  - C Madrid
- 2 Which platform is the train arriving on?
  - A 3
  - B 4
  - C 11
- 3 Where does the woman want to go?
  - A Barcelona
  - B Basque Country
  - C She is not sure.
- 4 How many nights has the man booked for?
  - A one
  - B two
  - C three

### PRONUNCIATION FOCUS

5 **CD-3.26 MP3-123** In English the letter o is pronounced in different ways. Listen and repeat.

- |       |     |      |      |
|-------|-----|------|------|
| /əʊ/  | /ɒ/ | /ɪ/  | /ɔː/ |
| hotel | off | come | or   |

6 **CD-3.27 MP3-124** Listen and put the words in the correct column in the table in Exercise 5.

brochure	clock	door	holiday	home	hostel
hot	Monday	money	month	morning	platform
photo	short	some			

7 **CD-3.28 MP3-125** Listen, check and repeat.

### WORD STORE 7D

8 **CD-3.29 MP3-126** Complete WORD STORE 7D with the words in green in Exercise 1. Then listen and check.

## 7.4 Reading

### Multiple choice

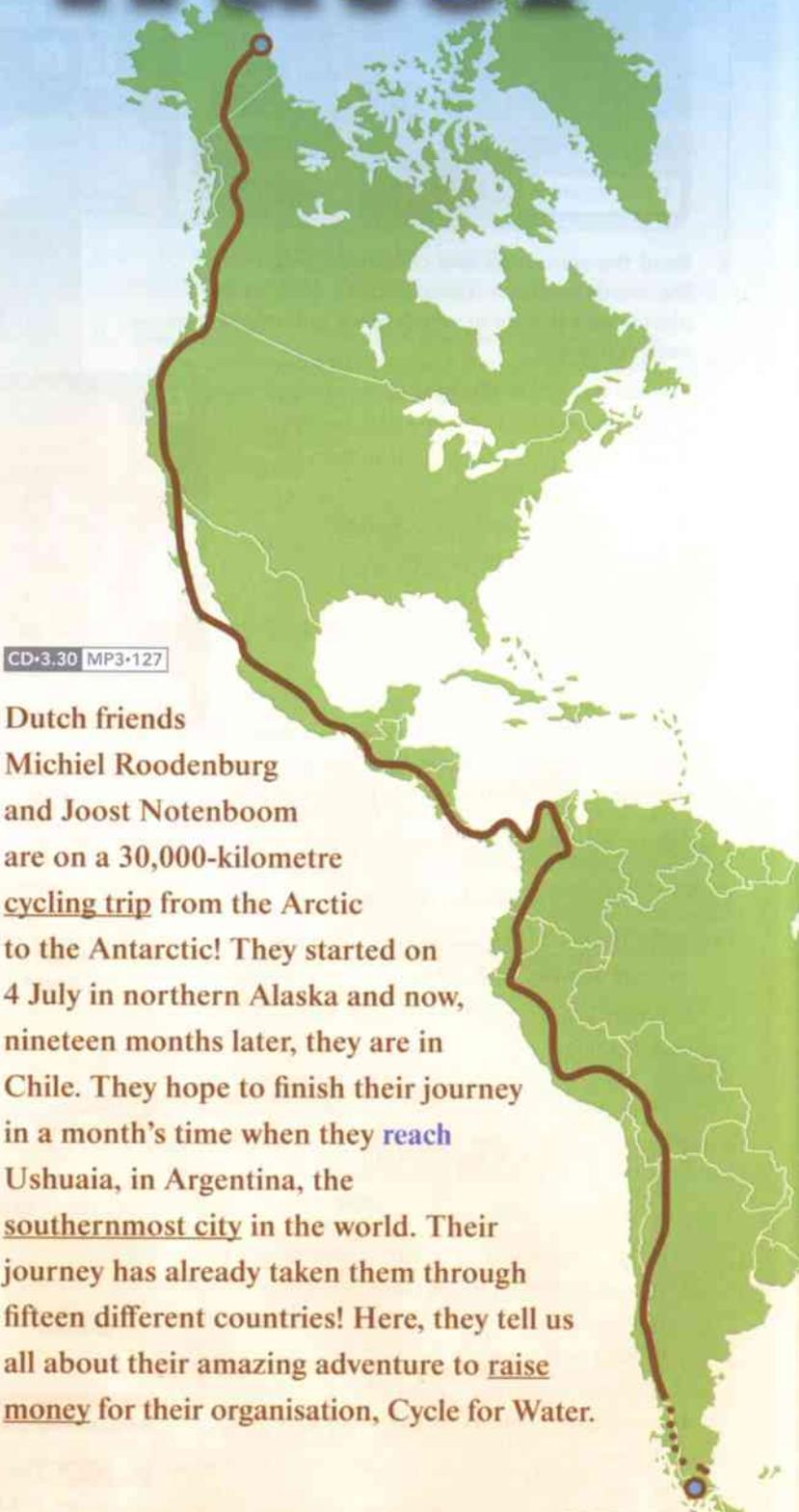
I can understand a magazine article about a fundraising adventure.

- 1 In pairs, look at the photos and the title of the article. What do you think it is about?
- 2 Read the introduction and check your answer to Exercise 1. Then answer the questions.
  - 1 Why are Michiel and Joost taking this trip?
  - 2 How many kilometres is their journey?
  - 3 How long do they expect their trip to take?
  - 4 How many countries have they visited so far?
- 3 Read the article and match headings 1–5 with paragraphs A–E.
  - 1 Our bikes
  - 2 The most amazing things on the trip
  - 3 The lessons we have learnt
  - 4 Our reasons for the trip
  - 5 The worst things on the trip

### EXAM FOCUS Multiple choice

- 4 Read the text again and choose the correct answer, A, B or C.
  - 1 Michiel and Joost
    - A have been to the Antarctic.
    - B have been to the Arctic.
    - C have reached Ushuaia.
  - 2 One of the reasons for their trip is
    - A to cycle from the Arctic to the Antarctic.
    - B to visit towns and villages in South America.
    - C to tell the world about the problems of getting clean water.
  - 3 During the trip
    - A they have stayed in people's homes.
    - B they have visited many different water projects.
    - C they appeared on television in Guatemala.
  - 4 Before the trip started,
    - A Michiel had a problem with his bike.
    - B they didn't practise at all.
    - C they practised hard.
  - 5 Their bikes are good
    - A because they are comfortable to ride.
    - B but they feel all the bumps in the road.
    - C because the frame is metal.
  - 6 They say that travelling by bike is
    - A much slower than going by car.
    - B not as interesting as going by coach.
    - C a good way to meet people.

# Cycling for water



CD-3.30 MP3-127

### Dutch friends

Michiel Roodenburg and Joost Notenboom

are on a 30,000-kilometre

<sup>5</sup> cycling trip from the Arctic

to the Antarctic! They started on 4 July in northern Alaska and now,

nineteen months later, they are in

Chile. They hope to finish their journey

<sup>10</sup> in a month's time when they reach

Ushuaia, in Argentina, the

southernmost city in the world. Their

journey has already taken them through

fifteen different countries! Here, they tell us

<sup>15</sup> all about their amazing adventure to raise

money for their organisation, Cycle for Water.

USHUAIA



**Cycle For Water**

A  4

There's a world water crisis and we want people to know about it. We also want to raise money for our organisation, Cycle for Water. It provides clean, safe water for towns and villages in Central and South America. We've carried a bottle of water from the Arctic all the way! At the end of the trip, we plan to pour it into the Antarctic.

B

We've met so many wonderful people! People have invited us to stay in their homes, given us food, laughed with us and shared our story. When we were in San Francisco, CNN asked us to go on their news show – that was really cool too. We also went to visit one of our water projects in San Juan La Laguna in Guatemala. It was fantastic to see the difference it makes to people's lives.

C

The beginning of the trip was really tough because we didn't train before we started and it was hard work pulling a heavy trailer behind our bikes. There were also millions of mosquitoes, dogs chased us and Michiel's bike broke. Luckily, after a few weeks things got much better!

D

We've got bamboo bikes. The frame is bamboo, not metal. It's very strong and flexible so you don't feel the bumps in the road. They're really comfortable bikes to ride and they're environmentally friendly.

E

When you travel by bike, you meet people more quickly than you do when you are in a car or a coach. It is the best way to experience a place and you don't harm the environment in any way. It's a great way to learn about how people live and to learn about the world.

5 Match the words in the box with the pictures.

bumps frame mosquito pour trailer



1 \_\_\_\_\_



2 \_\_\_\_\_



3 \_\_\_\_\_



4 \_\_\_\_\_



5 \_\_\_\_\_

6 Complete the sentences with the correct form of the words and phrases in blue in the article.

- Modern cars have a very light frame, so they are more economical.
- Please drive slowly because there are a lot of \_\_\_\_\_ in the road.
- If you want to \_\_\_\_\_ London, take a bus, not the underground.
- Our cycling trip was really \_\_\_\_\_ – we had to cycle for eight hours a day!
- Most plastics are \_\_\_\_\_ and so they don't break easily.
- We \_\_\_\_\_ the end of the journey after 605 days on the road.
- Electric cars are the most \_\_\_\_\_ cars.
- They stole our money, but they didn't \_\_\_\_\_ us.

7 Discuss the questions in pairs.

- Would you like to go on a trip like Michiel and Joost's? Why?/Why not?
- What kind of organisation would you like to raise money for? Why?

## WORD STORE 7E

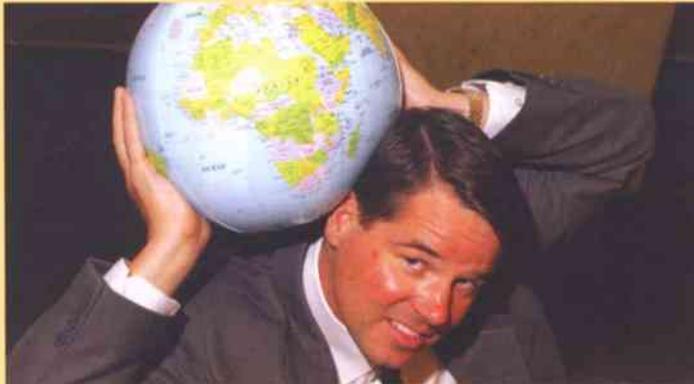
8 CD-3.31 MP3-128 Complete WORD STORE 7E. Look at the underlined phrases in the article and match 1–6 with a–f to make collocations. Then listen, check and repeat.

# 7.5 Grammar

## Present Perfect with *just/already/yet*

*I can use the Present Perfect with just, already and yet.*

- Discuss the questions in pairs.
  - How many countries have you visited?
  - Which countries would you like to visit? Why?
- In pairs, look at the photo, read the text and match the questions with the answers. What did you find most surprising?



- Who is Charles Veley?
- When did he start travelling? Why?
- How many countries has he visited?
- Where is he now? When did he arrive there?
- Has he **been** to Scott Island **yet**?

- He **has already been** to 805 countries and he's not stopping! The United Nations recognises only 193 countries. Charles visited all of these and then started travelling to islands, provinces and protectorates. He calls these countries too.
- No, he **hasn't been** there **yet**! Only six people have ever been there! He'd like to visit the tiny island near the Antarctic some time.
- He started travelling in 2000 – he decided to visit all the countries in the world.
- He **has just arrived** in Heligoland, small islands near Germany. He arrived there only a few hours ago.
- He is the world's most-travelled person – he's travelled to more countries than anyone else in the world!

- Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.

### GRAMMAR FOCUS

#### Present Perfect with *just/already/yet*

- You use **just** to talk about things that happened a very short time ago.  
He **has just arrived** in Heligoland.
- You use **already** in affirmative sentences for things that happened earlier than expected.  
He <sup>2</sup> **already** \_\_\_\_\_ to 805 countries.
- You use **(not) yet** in questions and negative sentences for things that haven't happened but probably will happen. **Yet** goes at the end of the sentence.  
<sup>3</sup> \_\_\_\_\_ he \_\_\_\_\_ to Scott Island **yet**?  
No, he <sup>4</sup> \_\_\_\_\_ there **yet**.

- Complete the text with the correct form of the verbs in brackets. Then choose the correct word, *just, already* or *yet*.

## The Hotel in the Heavens

Would you like to go on a unique holiday? Some tourists <sup>1</sup> **have yet / already** travelled (travel) into space, but nobody <sup>2</sup> \_\_\_\_\_ (stay) in a space hotel *just / yet*. That could all change soon! Russian engineers <sup>3</sup> \_\_\_\_\_ *already / yet* \_\_\_\_\_ (start) to build the first space hotel. Work <sup>4</sup> \_\_\_\_\_ only *just / already* \_\_\_\_\_ (begin), but a few people <sup>5</sup> \_\_\_\_\_ *already / yet* \_\_\_\_\_ (try) to book a room! The Hotel in the Heavens has four rooms for up to seven guests. When does it open? The organisers <sup>6</sup> \_\_\_\_\_ (not say) *just / yet*.

- Use the prompts to write questions. Then read the text in Exercise 4 again and answer the questions.
  - any tourists / go / into space / yet?  
*Have any tourists been into space yet? Yes, they have.*
  - anybody / stay / in a space hotel / yet?
  - the Russian engineers / start / to build the hotel / yet?
  - anybody / try / to book a room / yet?
  - the organisers / say / when the hotel will open / yet?
- Mike is getting ready for a trip. Look at his list and write questions. Then answer them.

To do:

- pack case X
- buy camera ✓
- book room X
- read guidebook ✓
- get new passport X

Has Mike packed his case yet?  
No, he hasn't.

- Complete the sentences to make them true for you.
  - I've just ...
  - I've already ...
  - I haven't ... yet.

*I've just finished reading an article about travelling.*

# 7.6 Speaking

## Asking for and giving directions

*I can ask for and give simple directions to a place.*

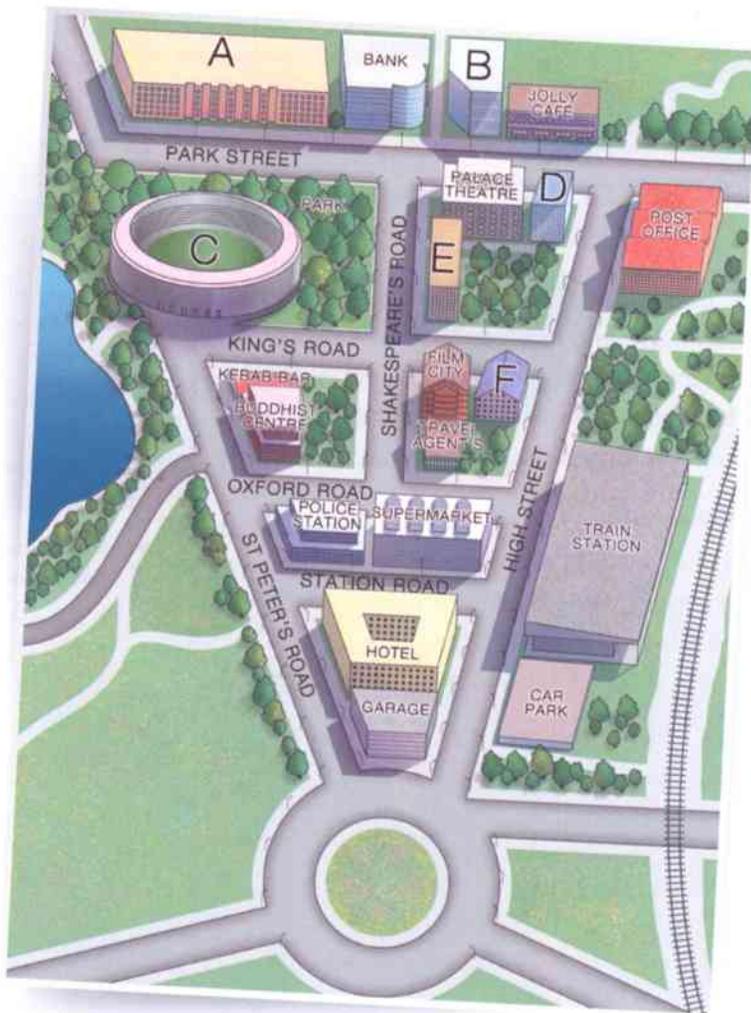
1 In pairs, match sentences 1–6 with places A–F on the map.

- 1 Bookworms Bookshop is in Park Street, **between** the bank and Jolly Café.  B
- 2 The Ritzy Theatre is **on the corner** of King's Road and High Street.
- 3 The town hall is in Shakespeare's Road, **opposite** the park.
- 4 The stadium is **in** the park.
- 5 The sports centre is in Park Street, **next to** the bank.
- 6 The chemist's is on the corner of Park Street and High Street, **opposite** the post office.

2 **CD-3.32 MP3-129** Listen to the first part of a conversation between Chloe and Jeff. What's the problem?

- a They've already seen the film.
- b Chloe doesn't know about the new cinema.
- c They don't know what's on.

3 **CD-3.33 MP3-130** Read the **SPEAKING FOCUS** and listen to the second part of the conversation. Underline the phrases you hear.



4 **CD-3.34 MP3-131** Look at the map and complete the conversation with phrases from the **SPEAKING FOCUS**. Then listen and check.

**Joanne:** Excuse me, can you tell me the 'way to the stadium?

**Man:** Sure. It's in the park – not far from here. Go out of the station and <sup>2</sup> \_\_\_\_\_ right. Take the first <sup>3</sup> \_\_\_\_\_ on the left into Oxford Road. Then turn <sup>4</sup> \_\_\_\_\_ into Shakespeare's Road. Walk <sup>5</sup> \_\_\_\_\_ the road <sup>6</sup> \_\_\_\_\_ the travel agent's <sup>7</sup> \_\_\_\_\_ your right. Go <sup>8</sup> \_\_\_\_\_ King's Road and the park is on your <sup>9</sup> \_\_\_\_\_.

5 In pairs, look at the map. Decide where you are and where you want to go to. Take turns to ask for and give directions.

### SPEAKING FOCUS

#### Asking for directions

- Excuse me, can you tell me the way to ...?
- How do I get to ...?
- Excuse me, where's the (post office)?

#### Giving directions

- Go out of ... and turn left/right.
- Turn left/right into (High Street).
- Walk along the (road) past the (post office) on your left/right.
- Take/It's the first/second/third turning on the left/right.
- Go straight on.
- Go across the road.
- The (museum) is opposite the (shop).
- The (theatre) is on the left/right.
- It's between the (station) and the (hotel).
- It's next to/opposite the (station).
- It's next door.
- It's on the corner of (Shakespeare's Road) and (King's Road).

# 7.7 Writing

## An email of enquiry

*I can write a formal email of enquiry.*

### 1 Read Laura's email and answer the questions.

- 1 What did Laura leave in the hotel?
- 2 What does she want the hotel to do?

### 2 Read the email again. Match the parts of the email (A–F) with the descriptions (1–6).

- |                                  |                          |
|----------------------------------|--------------------------|
| 1 saying what you want to happen | <input type="checkbox"/> |
| 2 conclusion                     | <input type="checkbox"/> |
| 3 greeting                       | <input type="checkbox"/> |
| 4 ending the email               | <input type="checkbox"/> |
| 5 giving your contact details    | <input type="checkbox"/> |
| 6 explaining why you are writing | <input type="checkbox"/> |

### 3 Complete the WRITING FOCUS with the words in purple in the email.

## WRITING FOCUS

### A formal email

- Starting a formal email  
<sup>1</sup> *Dear Sir or Madam,* / Dear (Mrs Jackson/Mr Smith),
- Saying why you are writing  
 I am writing  
 • to <sup>2</sup> \_\_\_\_\_ if anyone has found ...  
 • to enquire about your special offers.  
 • in response to your newspaper advert.
- Saying what you want  
 Please <sup>3</sup> \_\_\_\_\_ you ...? / I <sup>4</sup> \_\_\_\_\_ you are able to ...  
 Would it be possible to ...? / I <sup>5</sup> \_\_\_\_\_ be happy to ...
- Giving contact details  
 Please reply to this email.  
 Email me at ... / My email is ...  
 My (mobile) phone number is ...  
 Please phone me <sup>6</sup> \_\_\_\_\_ my mobile.
- Conclusion  
 I look forward to hearing from you.  
 Thank you for your help with this matter.
- Ending a formal email  
<sup>7</sup> \_\_\_\_\_, (if you began *Dear Sir or Madam,*)  
 Yours sincerely, (if you began *Dear* + name)

### 4 Match the informal enquiries (1–5) with the more formal ones (a–e).

- |                                       |                          |
|---------------------------------------|--------------------------|
| 1 Send me my iPod.                    | <input type="checkbox"/> |
| 2 Can I book a room?                  | <input type="checkbox"/> |
| 3 Ask all the staff.                  | <input type="checkbox"/> |
| 4 Can you send my mobile phone to me? | <input type="checkbox"/> |
| 5 Give me your website address.       | <input type="checkbox"/> |
- a Would it be possible to book a room?  
 b I hope you are able to send my mobile phone to me.  
 c Please could you send me my iPod?  
 d Would it be possible to give me your website address?  
 e Could you please ask all the staff?

To: Hotel reception

Subject: Lost watch

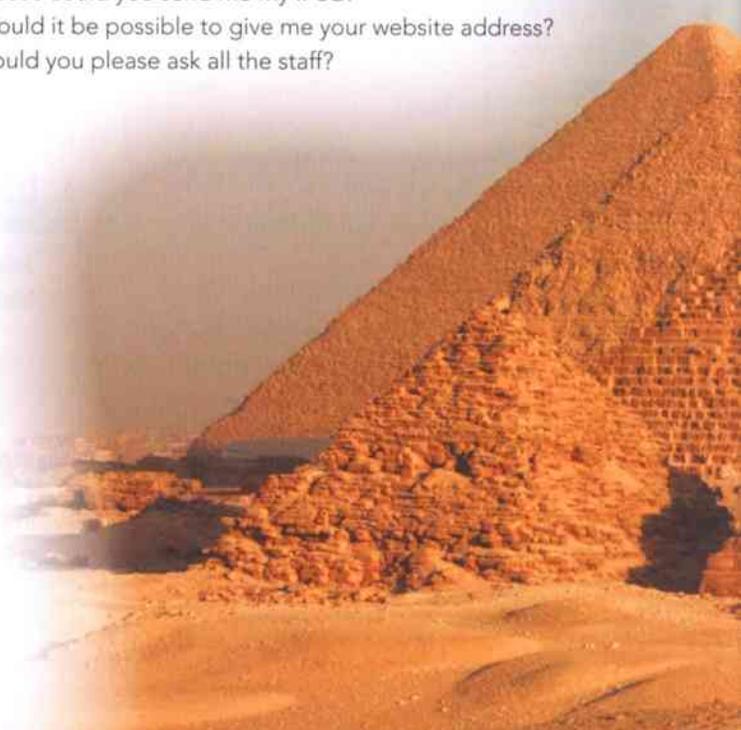
<sup>[A]</sup> Dear Sir or Madam,

<sup>[B]</sup> I was a guest at the hotel on 21 July in room 219 and I believe that I left my watch on the table next to the bed. **I am writing to enquire if** anyone has found it. It is a gold watch with a black leather strap.

<sup>[C]</sup> Please could you confirm by replying to this email or phoning me **on my mobile** number: 07841 223679. <sup>[D]</sup> I hope you are able to send the watch to me by courier when you find it. **I would be happy to** pay for the postage.

<sup>[E]</sup> I look forward to hearing from you. Thank you for your help with this matter.

<sup>[F]</sup> Yours faithfully,  
 Laura Dryden



5 Put the words in the correct order to make formal enquiries.

1 you / could / please / check?

*Please could you check?*

2 possible / would / to send / it / be / some more information / me?

3 hope / able / I / are / you / email / to / me

4 you / could / to me / post / please / it?

5 to organise a guide / it / would / possible / be?

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

1 Thank you for \_\_\_ me.

A help      B your helping      C your help

2 I am writing \_\_\_ about the concert tickets.

A enquire      B for enquiring      C to enquire

3 Please phone me \_\_\_ 2099678425.

A in      B on      C at

4 Would it \_\_\_ possible to contact me soon?

A be      B to be      C for being

5 Thank you for your letter \_\_\_ to my request.

A in response      B for responding      C respond

6 Please reply \_\_\_ this email.

A at      B for      C to

7 I look forward \_\_\_ from you.

A hearing      B for hear      C to hearing

8 I \_\_\_ be happy to help you.

A am      B would      C have

7 You are writing to a travel agent. Write polite sentences about these things. Try to use different polite expressions for each sentence.

1 You are contacting this travel agent because a friend recommended him.

2 You want to enquire about holidays in Egypt.

3 You want to make a reservation at a five star hotel.

4 You want some information about excursions.

5 You want to pay extra for first class on the plane.

6 You want the travel agent to reply to your email.

8 You left your MP3 player in a restaurant. Write an email of enquiry of 80–130 words to the manager. Include the information below.

- Say when you were there and which table you sat at.
- Describe your MP3 player.
- Ask the manager if they have found it.
- Give your contact details.
- Ask the manager to send you the MP3 player.



9 Check.

- ✓ Have you written a polite, formal email?
- ✓ Have you included all the points in the question?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you organised your email well?
- ✓ Have you checked spelling and punctuation?



# FOCUS REVIEW 7

## VOCABULARY AND GRAMMAR

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

arrive book drive fly go make ride stay

- I want to \_\_\_\_\_ a booking.
  - I must remember to \_\_\_\_\_ my flight to Italy.
  - We can \_\_\_\_\_ climbing in the mountains.
  - What time does the train \_\_\_\_\_ at the station?
  - Why don't you \_\_\_\_\_ in a hotel?
  - Let's \_\_\_\_\_ from Paris to London in my car.
- 2 Complete the sentences with the correct form of the words in capitals.
- I'd like to go on an \_\_\_\_\_ holiday and try some new sports. **ACTIVE**
  - Can you make a \_\_\_\_\_ at the hotel? **RESERVE**
  - I've never been \_\_\_\_\_. Have you? **KAYAK**
  - The price doesn't include \_\_\_\_\_. **ACCOMMODATE**
  - Who makes the holiday \_\_\_\_\_ in your family? **ARRANGE**
  - I'm going on a \_\_\_\_\_ holiday with my friends. **BACKPACK**

- 3 Use the prompts to write sentences.

- Jane / never / ride / an elephant
- you / ever / try / hang-gliding?
- we / not be / up in a hot-air balloon
- Kathy / already / visit / over twenty countries
- they / not ride / a camel / yet
- Sam / ever / break / his arm?

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

- a I \_\_\_\_\_ (never/be) so happy in my life.  
b We \_\_\_\_\_ (not be) happy when we heard the news.
- a Sara \_\_\_\_\_ (visit) Madrid last week.  
b Steve \_\_\_\_\_ (already/visit) Madrid.
- a John \_\_\_\_\_ (arrive) two hours ago.  
b Katie \_\_\_\_\_ (just/arrive).
- a Mark \_\_\_\_\_ (not ride) an elephant yet.  
b Sam \_\_\_\_\_ (ride) an elephant for the first time yesterday.
- a \_\_\_\_\_ (Sue/ever/break) her leg?  
b When \_\_\_\_\_ (Matt/break) his arm?

## LANGUAGE IN USE

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

- A: Excuse me, where's the post office?  
B: It's not far. \_\_\_\_\_ left into Cranmer Road and it's on the right.  
A Take                      B Turn                      C Get
- A: How did you get from Britain to France?  
B: We went on a \_\_\_\_\_. It took six hours.  
A ferry                      B tram                      C tube
- A: We went to Germany \_\_\_\_\_.  
B: Oh, did you enjoy it?  
A yet                      B already                      C last year
- A: What was the best part of your holiday in Madrid?  
B: One day we went on \_\_\_\_\_ to visit Toledo. It's about seventy kilometres from Madrid.  
A an adventure                      B an excursion                      C foot
- A: What's your favourite kind of holiday?  
B: \_\_\_\_\_, because I love relaxing by the sea.  
A An adventure holiday                      C A cycling trip  
B A beach holiday

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

Hi Chris!

I'm staying at a <sup>1</sup>\_\_\_\_\_ in France with some friends. I've <sup>2</sup>\_\_\_\_\_ been on holiday with friends before and I'm really enjoying it.

We travelled <sup>3</sup>\_\_\_\_\_ plane and then got a bus and we arrived here yesterday. There was a problem checking in because I couldn't find my passport (you know me - I'm always losing things 😊). Finally, I found it at the bottom of my <sup>4</sup>\_\_\_\_\_.

Last night we ate in a restaurant. We <sup>5</sup>\_\_\_\_\_ cooked any meals yet, but I'm cooking pasta tonight! Today we <sup>6</sup>\_\_\_\_\_ sailing at a local beach. It was fantastic!

Hope you are having a great holiday too. 😊 😊

Love,  
Simon

- A tent                      B camping                      C campsite
- A ever                      B never                      C already
- A in                      B on                      C by
- A a case                      B platform                      C ticket
- A haven't                      B hasn't                      C didn't
- A played                      B went                      C done

## READING

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

# HITCHEBOT

Have you ever seen a hitchhiker standing by the side of a road? Hitchhiking is popular with young people because it doesn't cost anything – drivers stop and take you on all or part of your journey. Of course, it's not like a bus or train because it can take a long time, but hitchhikers say they meet some amazing people. Now drivers in Canada might see an unusual hitchhiker – Hitchbot, a hitchhiking robot. One of its inventors, David Harris Smith, has hitched across Canada three times and says he had some of the best experiences of his life. Smith and a colleague, Frauke Zeller, have built Hitchbot because they wanted to see if people would stop and give the robot a lift and talk to it. The robot can chat about things it has learnt, about its inventors and about its journey. It has access to Wikipedia and it runs on solar power. You might think it's a joke, but Smith and Zeller's experiment has a serious point – can robots and people get on together?

Hitchbot's journey started in Nova Scotia in July. It has already completed a third of its 6,000 mile journey to Victoria. It's now near Lake Superior. More than 57,000 people are following its journey on Facebook and Twitter and travellers have posted lots of photos on the website. Hitchbot has also done some shopping, eaten motor oil and had fun with travellers. Nobody knows when it will finish its journey – Zeller and Smith want Hitchbot to get as many rides as possible. It hasn't been in a self-driving car yet, but anything is possible!

- Hitchhiking isn't like travelling by bus or train because it's
  - free.
  - quicker.
  - boring.
- When Smith hitchhiked, he
  - didn't have a good time.
  - had some incredible experiences.
  - took a long time to travel across Canada.
- Hitchbot
  - can't talk about many things.
  - can only describe its inventors.
  - can talk about many different things.
- Hitchbot
  - has nearly completed its journey.
  - has completed about 2,000 miles.
  - has already travelled 57,000 miles.
- Hitchbot hasn't
  - been to any shops.
  - posted photos on the website.
  - had fun.

## LISTENING

8 **CD•3.35 MP3•132** Listen to four conversations and choose the correct answer, A, B or C.

1 Where does the conversation take place?



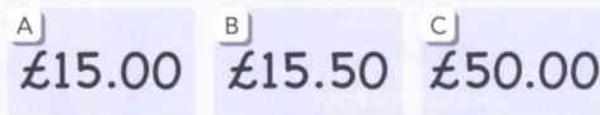
2 Where is the man sleeping tomorrow night?



3 Which cases has the woman got?



4 How much does the passenger's new ticket cost?



## SPEAKING

9 In pairs, look at the map. Student A, you want to go to the market. Student B, give directions to Student A.



## WRITING

10 Read the email and write a reply of about 100 words to Mr Soames.

**From:** Mr Soames, Southern Trains

Thank you for your email about your lost suitcase. Please send me some more information. When did you travel and what train were you on? Please describe your suitcase. What was in it? Send me your contact details, including your address and phone number.

# 8

## NATURE

Colours are the smiles  
of nature.

LEIGH HUNT (1784–1859),  
AN ENGLISH POET

### UNIT LANGUAGE AND SKILLS

#### Vocabulary:

- Show what you know – animals and plants
- landscape
- wildlife
- environmental problems

#### Grammar:

- future with will
- be going to

#### Listening:

- a radio weather forecast
- matching

#### Reading:

- three short texts related to nature
- right/wrong/doesn't say

#### Speaking:

- agreeing and disagreeing

#### Writing:

- expressing an opinion and presenting arguments

### FOCUS EXTRA

- Grammar Focus page 119
- WORD STORE booklet pages 16–17
- Workbook pages 92–103 or MyEnglishLab
- MP3s – www.english.com/focus

## 8.1 Vocabulary

Landscape • Wildlife • Environmental problems

*I can talk about wildlife and the countryside.*

### SHOW WHAT YOU KNOW

1 Put the words in the box under the appropriate heading.

bush	crocodile	fish	flower
grass	monkey	penguin	tree

Animal

Plant

bush

2 In pairs, add as many other words to the table as you can in sixty seconds.

# 4 WONDERS OF NATURE

ASIA

## The Valley of Flowers

The Valley of Flowers lies about 4,000 metres above sea level in the Himalayas. You have to walk seventeen kilometres to get there.

The **valley** is famous for its **mountain** <sup>5</sup>flowers. It changes colour almost every day, when different kinds of plants begin to flower. This lovely spot is home to many rare animals – **bears**, **snow leopards** and different <sup>10</sup>kinds of **butterflies**.

AFRICA

## The Congo Rainforest

Not many places on Earth are as full of life as the Congo **rainforest**, the world's second largest tropical **forest**. It covers two million square kilometres in six <sup>15</sup>countries along the **river** Congo. About 10,000 kinds of tropical plants grow here. Many of them are unique to the Congo area. Rare animals such as forest **elephants**, **chimpanzees** and three kinds of **gorillas** live in the **jungle**.



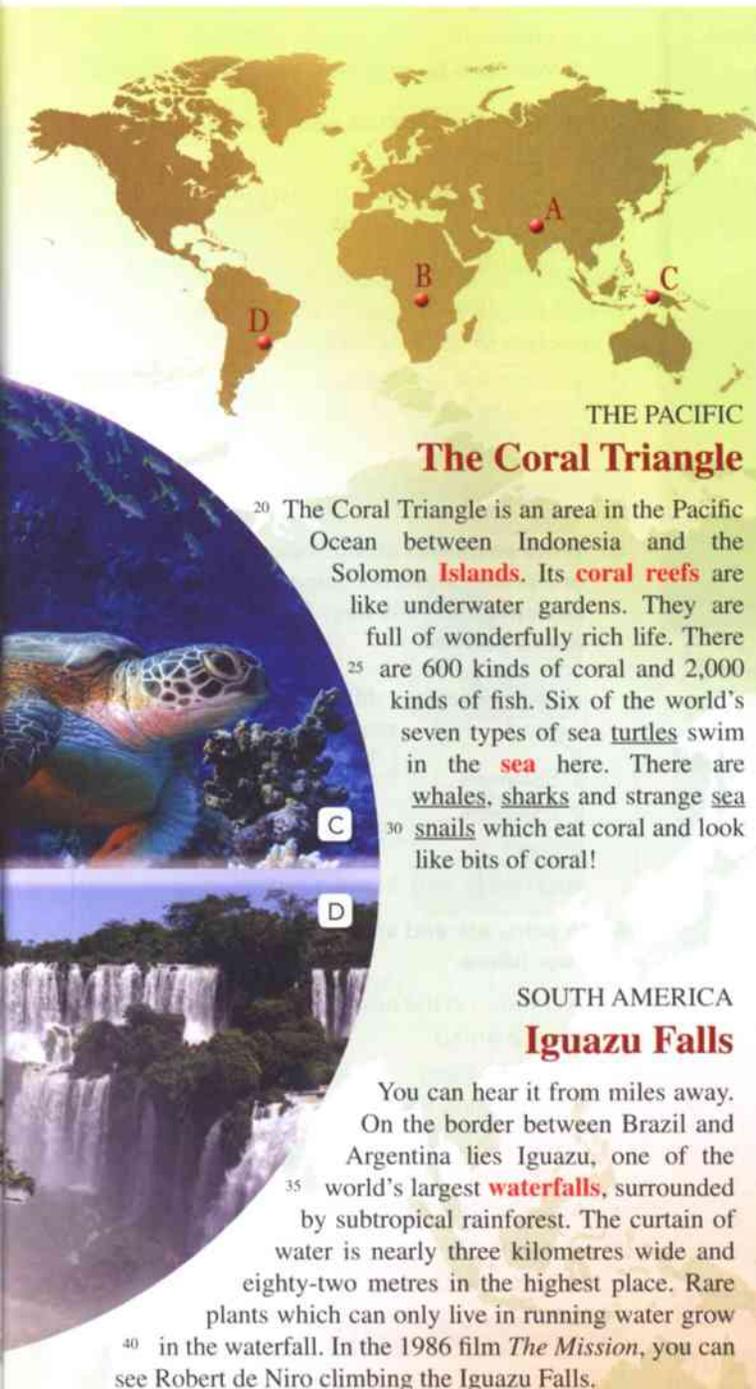
- 3 In pairs, match photos A–D with the words in the box.

coral reef  C jungle/forest  ,  mountain   
 river  ,  sea  valley  waterfall

- 4 Read the article and answer the questions.

- How can tourists travel to the Valley of Flowers?
- How large is the Congo rainforest?
- How many kinds of turtles are there in the world? How many live in the Coral Triangle?
- Why are the sea snails in the Coral Triangle unusual?
- Why are the plants in the Iguazu Falls unusual?

- 5 Which places from the article would you most like to see? Why?



THE PACIFIC  
**The Coral Triangle**

<sup>20</sup> The Coral Triangle is an area in the Pacific Ocean between Indonesia and the Solomon **Islands**. Its **coral reefs** are like underwater gardens. They are full of wonderfully rich life. There <sup>25</sup> are 600 kinds of coral and 2,000 kinds of fish. Six of the world's seven types of sea **turtles** swim in the **sea** here. There are **whales**, **sharks** and strange **sea** <sup>30</sup> **snails** which eat coral and look like bits of coral!

SOUTH AMERICA  
**Iguazu Falls**

You can hear it from miles away. On the border between Brazil and Argentina lies Iguazu, one of the <sup>35</sup> world's largest **waterfalls**, surrounded by subtropical rainforest. The curtain of water is nearly three kilometres wide and eighty-two metres in the highest place. Rare plants which can only live in running water grow <sup>40</sup> in the waterfall. In the 1986 film *The Mission*, you can see Robert de Niro climbing the Iguazu Falls.

**WORD STORE 8A**

- 6 **CD-3.36 MP3-133** Complete WORD STORE 8A with the singular form of the words in red in the article. Then listen, check and repeat.
- 7 Complete the sentences with words from WORD STORE 8A.
- Great Britain is an island.
  - The Baltic is a cold \_\_\_\_\_ with not very much salt.
  - Mont Blanc is the highest \_\_\_\_\_ in Europe.
  - The Amazon \_\_\_\_\_ is the largest forest in the world.
  - The Nile is the world's longest \_\_\_\_\_.

**WORD STORE 8B**

- 8 **CD-3.37 MP3-134** Label the pictures in WORD STORE 8B with the underlined words in the article. Then listen, check and repeat.
- 9 Which of the animals in WORD STORE 8B live in your country?

**WORD STORE 8C**

- 10 **CD-3.38 MP3-135** Check you understand the words in red. In pairs, guess which groups of problems 1–4 exist in each of the four places in the article. Then listen and check.
- 1 **illegal hunting, cutting down trees**  A
  - 2 **illegal fishing, water pollution, global warming**
  - 3 noise and **air pollution** from helicopters
  - 4 not many problems, because it's so high up
- 11 **CD-3.39 MP3-136** Complete the sentences with the correct form of the words in the box. Then listen and check.
- air climate cut destroy noise protect**
- 1 The helicopters **made** a lot of noise and **polluted** the \_\_\_\_\_.
  - 2 People also \_\_\_\_\_ **down trees**, and this \_\_\_\_\_ **the natural environment** of those animals.
  - 3 \_\_\_\_\_ **change** can destroy coral reefs completely.
  - 4 We really should do everything we can to \_\_\_\_\_ **the environment**.

- 12 **CD-3.40 MP3-137** Complete WORD STORE 8C with the words in red in Exercises 10–11. Then listen, check and repeat.

- 13 Choose the correct options.
- 1 Cutting down / up trees *destroys* / *protects* the environment.
  - 2 Modern cars *make* / *do* less noise than old ones.
  - 3 Oil from ships can cause dangerous *air* / *water* pollution.
  - 4 *Illegal fishing* / *hunting* is a danger to elephants.
  - 5 Climate *warming* / *change* is perhaps the world's greatest problem today.

## 8.2 Grammar

### Future with will

I can use will to talk about the future and predict future events.

- 1 What do you know about polar bears? Choose the correct options. Then read the text and check your answers.

- 1 Polar bears live in the Arctic / the Antarctic.
- 2 Polar bears spend a lot of time on small islands / on sea ice.
- 3 Global warming is / isn't a danger to polar bears.

### Will there still be polar bears in the world in 2100?

Polar bears need sea ice to hunt, rest and travel. But the ice in the Arctic is melting because of global warming. Scientists believe that some time between 2059 and 2078 there **will be** no sea ice in summer in the Arctic Sea. The polar bear's habitat will become smaller and smaller. Bears **won't get** enough food in the summer; they won't be able to feed their young and many bears will die in winter. There are now between 20,000 and 25,000 polar bears in the world. Some scientists predict that sixty percent **will disappear** before 2050. **Will they all die** before the end of the century?



- 2 Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the text.

#### GRAMMAR FOCUS

##### will

We use **will** to predict future events.

- + There <sup>1</sup> **will** be no sea ice in summer.  
Sixty percent of polar bears <sup>2</sup> \_\_\_\_\_ **disappear** before 2050.
- Bears <sup>3</sup> \_\_\_\_\_ **get** enough food in the summer.
- ? <sup>4</sup> \_\_\_\_\_ all polar bears **die** before the end of the century?  
Yes, they **will**./No, they **won't**.

##### Short forms:

I'll = I will, you'll = you will, etc.; won't = will not

#### REMEMBER THIS

The future form of can is **will be able to**. The negative form is **won't be able to**.

Female bears **won't be able to** feed their young.

- 3 What do you think will happen in the next fifty years? Complete the sentences with **will** or **won't**. Then compare with a partner.

- 1 People \_\_\_\_\_ travel less.
- 2 Summers \_\_\_\_\_ get hotter.
- 3 Nuclear energy \_\_\_\_\_ become safer and more popular.
- 4 Elephants \_\_\_\_\_ die out.
- 5 There \_\_\_\_\_ be enough food in Europe.
- 6 Pollution \_\_\_\_\_ become worse.

- 4 In pairs, ask and answer the questions.

- 1 Will people still use cars in sixty years' time?
- 2 Will Venice and Amsterdam disappear under the sea?
- 3 Will there be enough food for everyone?
- 4 Will scientists solve the world energy problem?
- 5 Will there be a lot more people in the world?

A: Will people still use cars in sixty years' time?

B: Yes, they will./No, they won't.

#### REMEMBER THIS

You use **get** or **become** + a comparative adjective to say how things will change.

Summers will **get** hotter.

Pollution will **become** worse.

Will food **become** more expensive?

- 5 Write sentences about topics 1–5 with **get** or **become** and the comparative form of an adjective from the box. Then share your ideas with a partner.

bad cheap difficult easy expensive  
good hot popular safe

- 1 Summers ...
- 2 Pollution ...
- 3 Food ...
- 4 Finding a job ...
- 5 Travel ...

Summers will **become** hotter.

- 6 In pairs, ask and answer questions about your future.

Will you ... in the next ten years?

- get married
- have children
- make many new friends
- have your own flat or house
- earn a lot of money

A: Will you get married in the next ten years?

B: Yes, I will./No, I won't.

# 8.3 Listening

## Matching

I can identify specific detail in a weather forecast.

1 **CD-3.41 MP3-138** Look at pictures 1-7 on the right. Listen and repeat.

2 **CD-3.42 MP3-139** Make adjectives from the nouns. Then listen and repeat.

1 north - northern

2 south - \_\_\_\_\_

3 east - \_\_\_\_\_

4 west - \_\_\_\_\_

3 Find these places on the map. Which place do you think will be the coldest? Why?

- Southern England (with Cornwall)
- the Midlands
- Northern England
- Northern Ireland
- Wales
- Scotland



## EXAM FOCUS Matching

4 **CD-3.43 MP3-140** Listen to a weather forecast and match the pictures (A-F) with the places 1-4. There are two extra pictures.

A)	B)
C)	D)
E)	F)

- 1 Southern England
- 2 Wales and the Midlands
- 3 Northern England
- 4 Scotland

6 **CD-3.44 MP3-141** Complete the sentences from the weather forecast with the words in the box. Then listen and check.

[cloudy foggy rainy sunny windy]

- 1 It will be cloudy with showers most of the day.
- 2 We can expect a \_\_\_\_\_ day with some cloud.
- 3 The morning will be \_\_\_\_\_, but the fog should soon clear.
- 4 And that strong west wind will bring \_\_\_\_\_ weather from the Atlantic.
- 5 Saturday will be a \_\_\_\_\_ day.

## PRONUNCIATION FOCUS

7 **CD-3.45 MP3-142** Listen and repeat.

[degrees during clear expect forecast temperature weather]

8 **CD-3.46 MP3-143** Listen and repeat.

- 1 We can expect a rainy day tomorrow.
- 2 The temperature will be ten degrees.
- 3 It will be sunny with clear skies.
- 4 There will be some showers during the day.
- 5 Scotland will have the wettest weather.

9 In pairs, ask and answer the questions.

- 1 What's the weather like today? (It is ...)
- 2 What was the weather like yesterday? (It was ...)
- 3 What's the weather forecast for the coming weekend? (It will be ...)
- 4 What sort of weather do you like? (I like ...)

## WORD STORE 8D

10 **CD-3.47 MP3-144** Complete WORD STORE 8D with the correct nouns and adjectives. Then listen and check.

# 8.4 Reading

## Right/Wrong/Doesn't say

I can find specific detail in short texts about national parks.

### 1 Discuss the questions in pairs.

- 1 Have you ever been to a national park?
- 2 Tell your partner:
  - where you went
  - when you went there
  - what you saw.

### 2 In pairs, look at the photos and the headings in the texts on page 101 and answer the questions. Then read the texts and check your answers.

- 1 Where are these national parks?
- 2 What do you think you will be able to see there?

### EXAM FOCUS Right/Wrong/Doesn't say

#### 3 Read the texts again. Are the statements right (R), wrong (W) or do the texts not say (DS)?

- 1 In the Nature Reserve it is all right to give fish to the seabirds.
- 2 It is quite normal for seabirds to be afraid of people.
- 3 Ellen saw wolves while she was walking in the National Park.
- 4 Ellen has visited this park once before.
- 5 A mountain in North America has names in two languages.
- 6 The pubs in the Yorkshire Dales are well-known all over the world.
- 7 A famous sports event once took place in the Yorkshire Dales.

#### 4 In pairs, take turns to tell your partner which of the places from the texts you would like to see and why.

I would like to see ... because ...

#### 5 Match the words in blue in the texts with the definitions.

- 1 **birdwatching** (n) – observing wild birds as a hobby
- 2 \_\_\_\_\_ (n) – someone or something that annoys you or causes problems
- 3 \_\_\_\_\_ (adj) – which you don't see very often; unusual
- 4 \_\_\_\_\_ (adj) – the one which existed first, at the beginning
- 5 \_\_\_\_\_ (phrase) – have a holiday
- 6 \_\_\_\_\_ (n) – an emotion when you are afraid of something
- 7 \_\_\_\_\_ (n) – a very large area of ice that moves slowly down a mountain valley
- 8 \_\_\_\_\_ (n) – agreement to do what someone wants you to do

#### 6 Complete the sentences with prepositions from the texts.

- 1 When I have to spend hours on a bus, I (read a long book).
- 2 I like (playing the piano) and I can do it \_\_\_\_\_ hours.
- 3 On my way to school, I walk \_\_\_\_\_ (the zoo).
- 4 (Pandas) have a natural diet \_\_\_\_\_ (bamboo).
- 5 (Human food) is not good \_\_\_\_\_ wild animals.
- 6 I love (travelling) and I'm very interested \_\_\_\_\_ (visiting new places).
- 7 I'm fit, but I don't have the legs \_\_\_\_\_ (cycling up mountains).
- 8 Let's go to (the beach) – we can relax \_\_\_\_\_ (the sea) and have a swim.

#### 7 Look at Exercise 6 again. Change the words in brackets to make true sentences. Then tell the class.

When I have to spend hours on a bus, I listen to music.

#### 8 Complete the collocations with adjectives from text C.

- 1 an **incredible** place
- 2 b \_\_\_\_\_ landscapes
- 3 l \_\_\_\_\_, peaceful countryside
- 4 p \_\_\_\_\_ villages
- 5 the a \_\_\_\_\_ Yorkshire Dales
- 6 a very s \_\_\_\_\_ place

#### 9 In pairs, make notes about a national park or nature reserve under the headings below.

##### Place:

(The Lake District) is in (North West England).

##### Landscape:

There is/There are ...

##### Wildlife:

... live there.

##### Activities:

You can ...

##### Adjectives:

It's a (really) ... place.

#### 10 In pairs, tell the class about the national park you chose. Use your notes from Exercise 9.

### WORD STORE 8E

- 11 **CD•3.49 MP3•146** Complete WORDS STORE 8E with adjectives from the texts. Then listen, check and repeat.

# Farne Islands Nature Reserve

CD+3.48 MP3+145

A

## PLEASE DO NOT FEED SEA BIRDS



Water birds have a natural diet of fish and sea plants. Human food, especially bread, is not good for their health. 5 Wild birds need to know how to find their own food. If you feed them, they may lose this important skill. When you feed animals, they may lose their natural **fear** of humans.

This is dangerous for the birds and may be a **nuisance** to people – if, for example, 10 a bird tries to take your sandwich!

Thank you for your understanding and **cooperation**.



HELP US KEEP OUR WILDLIFE WILD AND SAFE!

B

To: Peggy

Subject: Denali National Park

Hi Peggy,

I'm in Denali National Park in Alaska. It's an incredible place: twenty-four square kilometres of wild land with just one road across it. Yesterday we were on the park bus (you can't drive 5 your own car here) when, suddenly, three WOLVES ran past us along the road! One of them looked right up at me and I could see what a truly wild, dangerous, beautiful animal it was. It was amazing, but I was happy to be inside the bus.

Tomorrow I'm going to take a helicopter ride to the Yanert 10 **Glacier** to see ice pools, ice bridges and ice falls! Doesn't that sound cool? Wish you were here!

Ellen XXX

PS 'Denali' is the **original** Indian name for Mount McKinley, the highest mountain in North America. You can see it 15 wherever you are over here!



B

## YORKSHIRE DALES NATIONAL PARK

### A very special place

The Yorkshire Dales have some of the most 5 **breathtaking** landscapes in Britain. You can walk, cycle or ride for hours through the lovely, peaceful countryside, over hills and fields with their characteristic stone walls. You can relax by a river or waterfall and have lunch in an old pub 10 in one of the picturesque villages.

The Yorkshire Dales, with their many **rare** birds, are ideal for anyone interested in **birdwatching**. This is your opportunity to see peregrine falcons.

15 **Take a break** in the amazing Yorkshire Dales this year! Follow the route of riders in the 2014 Tour de France or, if you don't think you have the legs for that, try an easier valley route.

You can find loads of ideas on our site to help 20 you plan your visit to this very special place.

# 8.5 Grammar

## be going to

I can use **be going to** to talk about plans.

### 1 Read the posts and answer the questions.

- 1 What plans has Holly got for the summer holidays?
- 2 Who thinks it's a good idea?
- 3 Would you like to go on a holiday like this? Why?/Why not?



Thirty-three days, sixteen hours, forty-six minutes left till the holidays! What **are you going to** do this summer? Any plans?

Yesterday at 22.14



I'm **going to** work as a volunteer in the Scottish Highlands.

5 hours ago



??

2 hours ago



I'm going to look after Highland ponies ... and the people who want to ride them, but don't know how to ride!

1 hour ago

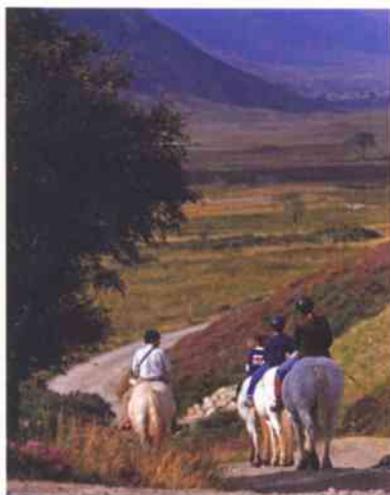


**Are they going to** pay you?

30 minutes ago



No, they aren't. But I'm going to ride for free in the mountains!



25 minutes ago



Can I go too?

3 minutes ago

### 2 Read the GRAMMAR FOCUS. Then complete the examples with the words in blue in the posts.

#### GRAMMAR FOCUS

##### be going to

You use **be + going to + infinitive** to talk about plans.

- + I **'m going to** work as a volunteer.
- He **'s going to** work as a trainer.
- They **aren't going to** pay me.
- ? What <sup>2</sup> \_\_\_\_\_ you \_\_\_\_\_ **to** do this summer?
- <sup>3</sup> \_\_\_\_\_ they \_\_\_\_\_ **to** pay you?
- Yes, they **are**./No, they **aren't**.

### 3 **CD-3.50 MP3-147** Listen to Lucy and Luke talking about their weekend. Tick the correct speaker for each activity.

	Lucy	Luke
1 stay with his/her cousin in Wales	✓	
2 go walking in the mountains		
3 visit a castle		
4 study for a test		
5 play tennis		
6 see the new James Bond film		

### 4 Use the prompts to write sentences with **be going to** about Lucy and Luke.

- 1 Lucy / stay / with her cousin in Wales
- 2 Luke / go / walking in the mountains
- 3 Luke / study / for a Geography test
- 4 Lucy / play / tennis
- 5 Luke / visit / a Welsh castle
- 6 Lucy and Luke / see / the new James Bond film

### 5 Use the prompts to write questions with **be going to**. Then match the questions with the answers.

- 1 what / you / do / this evening? e   
*What are you going to do this evening?*
- 2 you / do / anything interesting / this weekend?
- 3 what / you / do / this summer?
- 4 you / go / to university / after you finish school?
- 5 where / you / live / when you're at university?

- a Yes, I am. I'm going to study Biology at Leeds University.
- b I'm going to travel around Europe with a friend.
- c I don't know! Probably with my parents!
- d Not really. I'm going to study.
- e I think I'm going to go to bed early. I'm really tired.

### 6 In pairs, ask and answer the questions in Exercise 5.

### 7 Complete the sentences to make them true for you. Use **be going to**.

- 1 This weekend I'm going to visit ...
- 2 My friend ...
- 3 This year my parents ...
- 4 In the next school holidays my family ...
- 5 When we leave school, my friends and I ...

# 8.6 Speaking

## Agreeing and disagreeing

*I can agree and disagree in a discussion and express my opinion.*

1 In pairs, match two sentence endings to each beginning.

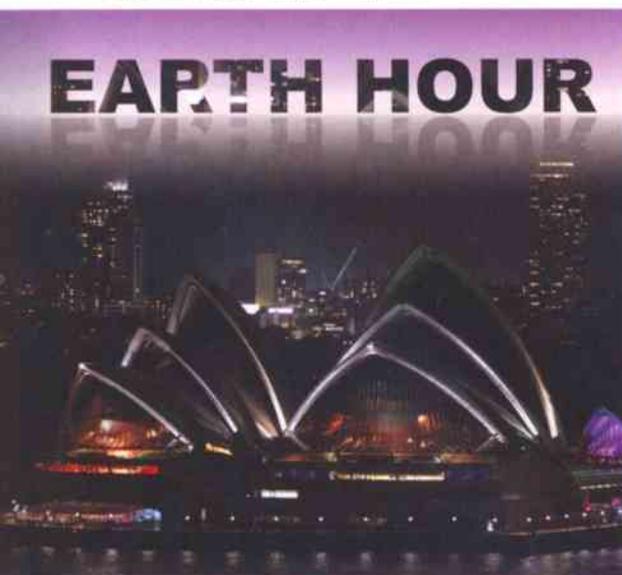
- 1 You waste energy when you  
2 You save energy when you



- a turn on all the lights in the house.  
b turn off unnecessary lights.  
c turn on a dishwasher that's half empty.  
d leave the car at home and cycle to work.

2 Read about Earth Hour. Do you think it's a good idea? Why?/Why not?

# EARTH HOUR



### What is it?

It's a global 'green' event.

### Who organises it?

The World Wildlife Fund.

### What happens?

Thousands of people around the world turn off all the lights and electrical devices for one hour.

### Why do they do it?

To remind us all about climate change and the need to save energy.

### When is it?

On the last Saturday of March.

### Where and when did it start?

In Sydney, Australia, in 2007.

### How many people take part?

In 2012 about 7,000 cities and towns in 152 countries on all the continents took part in Earth Hour.

3 **CD-3.51 MP3-148** Listen to Alice and Leo talking about Earth Hour. Who thinks it's a good idea? Who doesn't think it's a good idea?

4 **CD-3.51 MP3-148** Read the **SPEAKING FOCUS** and complete the conversation. Then listen again and check.

**Alice:** Hi, Leo. I'm going to take part in Earth Hour and I'm looking for people to join me.

**Leo:** Earth Hour? I'm not <sup>1</sup> sure ... To be <sup>2</sup> \_\_\_\_\_, I don't think it makes much <sup>3</sup> \_\_\_\_\_.

**Alice:** Why not? It's a great way to show you care about climate change.

**Leo:** <sup>4</sup> \_\_\_\_\_, but one hour doesn't change anything. People waste energy all the time. You can't save much in sixty minutes.

**Alice:** Yes, I <sup>5</sup> \_\_\_\_\_. It's true we won't save much energy during Earth Hour. But the point is to make people think about the problem, not just to save energy.

**Leo:** I see what you <sup>6</sup> \_\_\_\_\_, but what about all those candles? People burn hundreds of candles at Earth Hour events and they produce a lot of CO<sub>2</sub>. It's all a waste of time.

**Alice:** Mmm, you have a <sup>7</sup> \_\_\_\_\_. But I still think it's a great event. And you know, people and even whole cities make decisions to be more green because of Earth Hour.

**Leo:** Well, maybe you're right. Would you like some help?

**Alice:** <sup>8</sup> \_\_\_\_\_. Thank you.

## SPEAKING FOCUS

### Agreeing

I think so (too).  
(Yes,) I agree.  
Exactly./Absolutely.  
That's/You're right.

### Disagreeing

I'm not sure.  
I don't think so.  
I disagree.  
To be honest, I don't think it makes much sense.

### Agreeing in part/Agreeing and disagreeing

Perhaps/Maybe, but ... I see what you mean, but ...  
Maybe you're right ... You have a point, but ...

5 Choose the correct options.

1 **A:** I think air pollution in our city is awful. When are they going to do something about it?

**B:** Exactly. / I don't think so. You can't breathe normally.

2 **A:** I think governments should stop air travel. It pollutes the air and causes global warming.

**B:** I disagree / You have a point, but isn't that a bit extreme? No air travel at all?

3 **A:** I think nuclear energy is the future.

**B:** That's right. / I'm not sure. I think it's very dangerous.

4 **A:** I think in the city everybody should use public transport only.

**B:** You're right. / I disagree. But do you think people will agree?

5 **A:** I'd like to organise Earth Hour in our city. I think it's a great idea.

**B:** I'm not sure. / Absolutely. Let's do it!

6 In pairs, read A's opinions in Exercise 5 aloud. Agree or disagree. Give your opinion.

# 8.7 Writing

## Expressing an opinion; presenting arguments

*I can express my opinion in writing with reasons and explanations.*

- 1 Read the sentences and check you understand the words in purple. Then, in pairs, tick the things you do to protect the environment. Compare your ideas with other pairs.

To protect the environment we should:

- **sort** our **rubbish** for **recycling**.
- **turn off the light**, the computer and all other electronic equipment when we're not using it.
- **save water** – for example, **turn off the water tap** when we clean our teeth.
- walk and cycle more.
- buy **recycled** things.
- plant trees.
- buy less and **throw away** less.

- 2 Read the blog and answer the questions.

- 1 What does the writer think we should do to protect the environment?
- 2 What three arguments does he give for his opinion?
- 3 Do you agree with him? Why?/Why not?



### Environment blog

#### Go veg to save the planet

by SamHarvey

- <sup>[A]</sup> **In my opinion**, the best thing we can do for our planet is to become vegetarians.
- <sup>[B]</sup> **First of all**, there is a lot of waste when we produce meat. For example, you need about sixteen kilograms of cereal and nearly 20,000 litres of water to produce one kilogram of meat. We should stop producing meat and grow cereals for humans instead. It will be much easier to feed all the people in the world.
- <sup>[C]</sup> **In addition**, you need a lot of land to keep large farm animals such as cows. In South America, farmers are destroying tropical forests to create space for cows which will become hamburgers in other countries.
- <sup>[D]</sup> **Finally**, remember the animals themselves! Animals on large 'factory farms' have a terrible life and a terrible death.
- <sup>[E]</sup> You don't even have to stop eating meat completely. Just eat less. You'll help save the Earth and feed everyone on it!

- 3 Read the blog again. Match the parts of the blog (A–E) with the descriptions (1–5).

- 1 Add another argument.
- 2 Repeat your opinion and/or encourage the reader to do something.
- 3 Add the final argument.
- 4 State your opinion.
- 5 Give the first explanation/argument.

- 4 Complete the WRITING FOCUS with the words in purple in the blog.

### WRITING FOCUS

#### Expressing an opinion; presenting arguments

- Stating your opinion

I think/I believe ...      It seems (to me) ...

In my <sup>1</sup>**opinion**, ...      In my view, ...

- First argument

Firstly, ...      First <sup>2</sup> \_\_\_\_\_, ...

- Next argument(s)

Secondly, ...      Also,

In <sup>3</sup> \_\_\_\_\_, ...

- Final argument

<sup>4</sup> \_\_\_\_\_, ...      Lastly, ...

- 5 Replace the words in purple in the blog with different phrases from the WRITING FOCUS.

**6 Put the sentences in order to make an opinion text.**

- a Lastly, why choose nuclear when there are other options? Why not build a wind farm?
- b Please join the protest against the power plant today!
- c Firstly, it's not safe. A mistake can cause a terrible disaster, like the one in Japan in 2011.
- d I believe the plan to build a nuclear power station next to our town is a very bad idea.
- e Secondly, we should not use nuclear energy if we don't know what to do with the dangerous radioactive waste.

**7 Read the topics of three blog entries about the environment. Then match the topics (a-c) with the arguments (1-9).**

- a We need more wind farms.
- b Plastic bags are bad for the environment.
- c Many people don't recycle.
- 1 We throw away too much rubbish.
- 2 The view will be terrible.
- 3 Birds and sea animals eat them.
- 4 We can make new things from old things.
- 5 We need new energy.
- 6 It takes up to 1,000 years for them to disappear.
- 7 They produce clean energy.
- 8 There aren't many places left to throw away our rubbish.
- 9 We can use other bags.

**8 Write one more point for each topic in Exercise 7. It can be for or against the idea.**

- a \_\_\_\_\_
- b \_\_\_\_\_
- c \_\_\_\_\_

**9 Match these suggestions with the topics in Exercise 7.**

- 1 Go online and join our group, More Clean Energy! You will help the environment.
- 2 Make sure you put your rubbish in the right bags or boxes. It will make a difference.
- 3 So don't buy plastic bags in supermarkets. Soon, they will stop selling them!

**10 Choose one of the topics from Exercise 7 and write a blog of about 100 words about it.**

- In your blog, you should:
- express your opinion.
  - give at least two arguments to support your opinion.
  - encourage readers to take action.

- Divide your blog into these paragraphs:
- Give your opinion. Do you agree or disagree with the idea in the title?
  - Give your first argument. Why do you agree or disagree?
  - Give your second reason for agreeing or disagreeing.
  - Advise the reader what he/she can do.

**11 Check.**

- ✓ Have you included all the points in the task?
- ✓ Have you divided your blog into paragraphs?
- ✓ Have you used phrases from the WRITING FOCUS?
- ✓ Have you checked your grammar and spelling?



# FOCUS REVIEW 8

## VOCABULARY AND GRAMMAR

### 1 Read the descriptions and complete the landscape words.

- 1 You can take a boat along this. r\_\_\_\_\_
- 2 You find this between mountains and hills. v\_\_\_\_\_
- 3 People like walking through the trees in this. f\_\_\_\_\_
- 4 You can climb this. m\_\_\_\_\_
- 5 You can see this when water drops a long way very quickly. w\_\_\_\_\_
- 6 This is completely surrounded by water. i\_\_\_\_\_

### 2 Choose the correct options.

- 1 Animals die out when people *destroy* / *disappear* their habitats.
- 2 Electric cars *pollute* / *recycle* the air less than petrol or diesel cars.
- 3 We should *save* / *sort* all our rubbish so it's easier to recycle.
- 4 Remember to always turn off the water tap so you don't waste / save water.
- 5 We live near the airport and the aeroplanes *make* / *do* such a lot of noise.
- 6 Global warming is causing the ice in the Arctic to *melt* / *grow*.

### 3 Complete the sentences with *be going to* and the verbs in the box.

[ feed not work plant take throw visit ]

- 1 We \_\_\_\_\_ a break in the Scottish Highlands this year.
- 2 I \_\_\_\_\_ my dog now and then I can go out.
- 3 Our class \_\_\_\_\_ Dartmoor National Park in May.
- 4 My dad \_\_\_\_\_ an apple tree in our garden.
- 5 Lily \_\_\_\_\_ on a farm this summer.
- 6 \_\_\_\_\_ you \_\_\_\_\_ away this plastic bag? We can use it again.

### 4 Complete the sentences with *will* and the verbs in brackets.

- 1 The weather forecast says \_\_\_\_\_ (it/snow) tomorrow.
- 2 \_\_\_\_\_ (people/live) on other planets in the future?
- 3 \_\_\_\_\_ (we/not/get) back home before 8 p.m.
- 4 I don't think \_\_\_\_\_ (there/be) any rain this week.
- 5 \_\_\_\_\_ (you/not/can) see the lions at this time of day.
- 6 \_\_\_\_\_ (mountain gorillas/disappear) from the Congo rainforest because of the search for oil?

## LANGUAGE IN USE

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

- 1 One of the causes of global warming is \_\_\_\_\_.  
A planting trees  
B cutting down trees  
C saving trees
- 2 Tigers are in danger as a result of \_\_\_\_\_.  
A illegal fishing  
B air pollution  
C illegal hunting
- 3 I think we \_\_\_\_\_ too many things and that's why there is so much rubbish.  
A throw away  
B recycle  
C consume
- 4 The old power plant \_\_\_\_\_ the air.  
A sorts  
B wastes  
C pollutes
- 5 Governments should do more to \_\_\_\_\_.  
A destroy the habitat  
B protect the environment  
C climate change

### 6 Choose the option, A, B or C, which has a similar meaning to the underlined words or phrases.

- 1 We are planning to see the Coral Triangle this winter.  
A are going to see  
B will see  
C have seen
- 2 You have a point, but my opinion's different.  
A I agree with you  
B I see what you mean  
C I'm not sure
- 3 We saw some very rare butterflies.  
A lovely  
B famous  
C unusual
- 4 It's a good idea to buy and consume less.  
A We can  
B We should  
C We'll be able to
- 5 I don't think we can save all the animals, but perhaps we can save some of them.  
A We won't be able to  
B We shouldn't  
C We mustn't

## READING

7 Read the texts. Are the statements right (R), wrong (W) or do the texts not say (DS)?

- |  |                          |
|--|--------------------------|
| 1 Adelie penguins are not very big.                              | <input type="checkbox"/> |
| 2 There aren't many of them now.                                 | <input type="checkbox"/> |
| 3 At Longleat Safari Park all animals live in special buildings. | <input type="checkbox"/> |
| 4 The Safari bus is free.  | <input type="checkbox"/> |
| 5 You can see the park with a guide just for you.                | <input type="checkbox"/> |
| 6 There are more tigers as pets than in the wild.                | <input type="checkbox"/> |
| 7 It may soon be illegal to keep tigers as pets.                 | <input type="checkbox"/> |



**Adelie penguins** are smaller than most other penguins. They are 45–75 centimetres tall. They have black heads with white rings around the eyes. On land they look funny, but they are amazing swimmers and they can dive down to 180 metres. At present there are a lot of them in the Antarctic, but global warming is a danger to these lovely birds. Penguins eat small sea creatures which live under the Antarctic ice. As the ice melts, there will be less and less food for them.



### Visit Longleat Safari Park!

Open since 1966, Longleat is the oldest drive-through safari park outside Africa. On thirty-six square kilometres of countryside in sunny Wiltshire in England, you can see animals running free, like in their natural environment. There are lions, elephants, giraffes and monkeys; there are tigers, wild dogs, bears, wolves and more. There is a gorilla colony, a penguin island and a special pavilion with exotic butterflies. You can drive your own car through the park or travel on a safari bus. You can also book a VIP tour in a 4x4 car with a personal guide.



There are only about 3,200 tigers still living in the wild in the whole world. But there are many more – perhaps 10,000 – living as pets in private homes in the USA. Some people think it's cool to have a tiger, lion or leopard as a pet. I think it's cruel and selfish and should be illegal! Firstly, a big wild cat needs a lot of space to run free. Secondly, the owners often don't know how to look after such cats. Their pets don't have the right kind of food or can't give them the medical care they need, and many die. Finally, they can be dangerous to people – it's in their nature!

## LISTENING

8 **CD•3.52 MP3•149** Listen to Jack talking to a friend about tourist attractions in his area. Match the places (1–5) with the attractions (a–h).

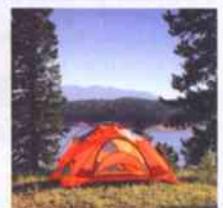
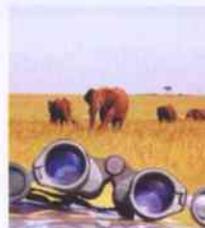
- |                  |                          |                  |                          |
|------------------|--------------------------|------------------|--------------------------|
| 1 Nature Reserve | <input type="checkbox"/> | 4 Brown's Island | <input type="checkbox"/> |
| 2 Kirkland Hills | <input type="checkbox"/> | 5 Headland Beach | <input type="checkbox"/> |
| 3 New Forest     | <input type="checkbox"/> |                  |                          |

- |                |               |
|----------------|---------------|
| a butterflies  | e pigs        |
| b wolves       | f seabirds    |
| c rare flowers | g wild ponies |
| d waterfall    | h glacier     |

## SPEAKING

9 In pairs, do the task.

A friend of yours is trying to decide where to go and what to do on holiday. Talk about the different things he could do and see and then decide which would be best. Look at the photos to help you.



## WRITING

10 Read the post about a new shopping centre and write your comment in about 100 words.

Have you heard? They're going to build a new shopping centre on Green Park! What do you think and why? Write your comment below.

Yesterday at 14.22

# GRAMMAR FOCUS

## 0.1 Imperatives

We use the infinitive or *don't/do not* + infinitive to give instructions or orders:

**Listen** to the teacher.

**Check** the word in the dictionary.

**Don't** look at the text.

**Don't** run in the corridors.

We use *let's* + infinitive to make suggestions:

**Let's** talk about school.

### 1 Complete the sentences with the imperative form of the verbs in brackets.

- \_\_\_\_\_ (not work) in pairs now. \_\_\_\_\_ (work) in groups of three. And \_\_\_\_\_ (speak) in English, please!
- Please \_\_\_\_\_ (listen) to the conversation and \_\_\_\_\_ (choose) the correct answers.
- \_\_\_\_\_ (do) the exercise together.
- Please \_\_\_\_\_ (think) of a book, but \_\_\_\_\_ (not tell) anyone the title.

### 2 Choose the correct answer, A or B.

- You want to go to the cinema with your friend. You say:  
A Let's go to the cinema!    B Go to the cinema!
- You're in your English class. Your teacher says to you:  
A Let's speak in English.    B Don't speak in English.
- Your teacher gives you homework. He/She says:  
A Let's do the homework.    B Do your homework.
- You want to do your homework. You and your friend have free time now. You say:  
A Let's do our homework.    B Do our homework.

## 0.2 Subject pronouns, to be

### Subject pronouns

Subject pronouns replace nouns:

**He's** seventeen.

Are **you** from London?

'Where are the dictionaries?' '**They're** in the classroom.'

### to be

Affirmative		Negative	
I	'm (am)	I	'm not (am not)
You/We/ They	're (are) Spanish.	You/We/ They	aren't/'re not (are not) Spanish.
He/She/It	's (is)	He/She/It	isn't/'s not (is not)

Yes/No questions		Short answers	
Am	I	Yes, I am.	No, I'm not.
Are	you/we/ they	Spanish? Yes, you/we/they are.	No, you/we/they aren't.
Is	he/she/ it	Yes, he/she/it is.	No, he/she/it isn't.

Wh- questions			
Where	am	I	
	are	you/we/they	from?
	is	he/she/it	
How old	am	I	
	are	you/we/they	?
	is	he/she/it	
What nationality	am	I	
	are	you/we/they	?
	is	he/she/it	

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

am    are    he    is    it    she    they

- Look at this boy. \_\_\_\_\_ he Portuguese?
- Ruby and Ian \_\_\_\_\_ my best friends. \_\_\_\_\_ speak Russian.
- This is Carol. \_\_\_\_\_'s from Australia.
- Answer my question. \_\_\_\_\_ isn't difficult.

## 0.3 Demonstrative pronouns, plural nouns

### Demonstrative pronouns

We use *this* (singular) and *these* (plural) to talk about people or objects close to us:

**This** is my new bicycle.    Are **these** your comics?

We use *that* (singular) and *those* (plural) to talk about people and things further away from us:

**That** book is really old.    Look at **those** T-shirts!

### Plural nouns

	Singular	Plural
most nouns	table	tables
nouns ending in -sh, -ch, -s, -x, -z and some ending in -o	bus watch tomato	buses watches tomatoes
nouns ending in a consonant and -y	family dictionary	families dictionaries
irregular nouns	man woman child	men women children

Some nouns are only plural (e.g. *sunglasses*, *headphones*):  
Your **sunglasses** are cool.

## 1 Choose the correct options.

- 1 Look at *that* / *those* children! They're so happy!
- 2 I like *this* / *these* headphones. I take them everywhere.
- 3 *This is* / *They are* my favourite book. It's really funny.
- 4 Is *this* / *these* your beanbag?
- 5 *That* / *Those* are my T-shirts. They're old, but I like them.

## 0.4 Possessive adjectives, Possessive 's

### Possessive adjectives

Personal pronouns	Possessive adjectives
I	my
you	your
he	his
she	her
it	its
we	our
you	your
they	their

How old are **your** sisters?  
This is **their** school.

### Possessive 's

We use the possessive 's to say that something belongs to someone:

**Mark's** photos  
**the students'** headphones

We add:

- 's to singular nouns:  
My **mum's** favourite pop group is the Beatles
- ' to regular plural nouns:  
This is my **grandparents'** new house.
- 's to irregular plural nouns:  
The **children's** room is over there.

Be careful: 's can mean 'is' or show that something belongs to someone:

My brother**s** a student. ('s = is)  
My brother**s** car is really old. ('s = possessive)

## 1 Complete the definitions with the words in the box and 's or '.

aunt (x2)	father	grandparents
mother	parents	uncle

- 1 Your mum is your \_\_\_\_\_ daughter.
- 2 Your cousin is your \_\_\_\_\_ and \_\_\_\_\_ daughter or son.
- 3 Your sister is your \_\_\_\_\_ daughter.
- 4 Your grandmother is your \_\_\_\_\_ mother or your \_\_\_\_\_ mother.
- 5 Your uncle is your \_\_\_\_\_ husband.

## 0.5 can/can't

We use *can/can't* to express ability:  
Ella **can** sing, but she **can't** dance. **Can** you paint?

Affirmative		Negative	
I/You/ He/ She/It/We/ They	can cook.	I/You/ He/ She/It/We/ They	can't (cannot) cook.
Yes/No questions		Short answers	
Can	I/you/ he/she/ it/we/ they cook?	Yes, I/you/he/she/it/we/they can. No, I/you/he/she/it/we/they can't.	
Wh- questions			
What	can	I/you/he/she/ it/we/they	cook?

## 1 Complete the sentences with *can* or *can't*.

- 1 '\_\_\_\_\_ you cook?' 'Yes, I \_\_\_\_\_!'
- 2 I don't want to go roller-skating! I \_\_\_\_\_ roller-skate!
- 3 My sister \_\_\_\_\_ sing and she \_\_\_\_\_ dance too.
- 4 My dad \_\_\_\_\_ run very fast, but he \_\_\_\_\_ swim, so we never go to the swimming pool.
- 5 '\_\_\_\_\_ Suzie draw comics?' 'No, she \_\_\_\_\_.'

## 0.6 Prepositions, there is/there are

### Prepositions

We use these prepositions to say where things are: *behind, between, in, in front of, next to, on, opposite, over, under*.  
There's a supermarket **opposite** our school.

### there is/there are

We use *there is/there are* to say where things are:  
**There are** three books **on** the table.

Affirmative			
There is/There's	a sofa	in the living room.	
There are	two posters	on the wall.	
Yes/No questions		Short answers	
Is there	a sofa	in the living room?	Yes, <b>there is</b> . No, <b>there isn't</b> .
Are there	posters	on the wall?	Yes, <b>there are</b> . No, <b>there aren't</b> .
Wh- questions			
How many posters	<b>are there</b>	on the wall?	

## 1 Complete the text with prepositions.

My bedroom is very small. There aren't many things <sup>1</sup>i\_\_\_\_\_ it. There's a window <sup>2</sup>o\_\_\_\_\_ the door. My desk is <sup>3</sup>u\_\_\_\_\_ the window. My bed is <sup>4</sup>n\_\_\_\_\_ to the desk. My favourite posters are <sup>5</sup>o\_\_\_\_\_ the bed <sup>6</sup>o\_\_\_\_\_ the wall. <sup>7</sup>B\_\_\_\_\_ my bed and the opposite wall there's a green carpet.

## 2 Choose the correct options.

- 1 There is / are a flower on my desk.
- 2 Is there / There is any milk in the fridge?
- 3 There isn't / aren't any chairs in the room.
- 4 There is / are two dogs outside.
- 5 There's / There isn't any water in this bottle. It's empty.
- 6 How many girls there is / are there in your class?

## 0.7 have got

We use *have got* to show possession:

*I've got a smartphone, but I haven't got a watch.*

*Has James got a skateboard?*

Affirmative	Negative
I/You/ We/They 've got (have got)	I/You/ We/They haven't got (have not got)
He/She/It 's got (has got)	He/She/It hasn't got (has not got)

a camera. a camera.

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

Wh- questions	Answers
How many cameras _____?	have I/you/we/they _____ has he/she/it _____ got?

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

got has hasn't have haven't 've

- 1 I've \_\_\_\_\_ a laptop, but I haven't got a tablet.
- 2 A: Have you got a digital camera?  
B: Yes, I \_\_\_\_\_!
- 3 A: She \_\_\_\_\_ got a mobile phone.  
B: Really? Why not?
- 4 I've got a DVD player, but I \_\_\_\_\_ got an MP3 player.
- 5 A: \_\_\_\_\_ Phil got a hobby?  
B: Yes, skateboarding!
- 6 I \_\_\_\_\_ got a piano, but I can't play it!

## 1.2 Present Simple: affirmatives and negatives

We use the Present Simple to talk about:

- regular activities:  
*In the afternoon I watch TV or listen to music.*
- states and permanent situations:  
*My grandparents don't live in Warsaw. They live in Sydney.*
- preferences, with verbs like *love, like, hate, prefer*:  
*My friends hate dancing, but I love it.*

Affirmative	Negative
I/You/We/ They play.	I/You/We/ They don't (do not) play.
He/She/It plays.	He/She/It doesn't (does not) play.

### SPELLING RULES – 3RD PERSON SINGULAR:

- general rule: infinitive + -s, e.g. *read – reads*
- verbs ending in a consonant and -y: -y → -ies, e.g. *carry – carries*
- verbs ending in -o, -ss, -x, -ch, -sh: + -es, e.g. *do – does, go – goes, relax – relaxes, watch – watches*
- *have*: *has*

In the Present Simple, we often use adverbs of frequency, such as *always, usually, often, sometimes* and *never*. These adverbs go:

- after the verb *to be*: *Walt is usually at home at the weekend.*
- before main verbs: *Walt usually spends his weekends at home.*

We also use other time phrases with the Present Simple, e.g. *every day, every Sunday, every weekend*. We usually put them at the end of the sentence.

*I visit my grandparents every week.*

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

- 1 I \_\_\_\_\_ (be) late for school every day.
- 2 My sister usually \_\_\_\_\_ (watch) films in the evenings.
- 3 My mum \_\_\_\_\_ (not read) the newspaper every day.
- 4 My parents \_\_\_\_\_ (not work) in the same office.
- 5 My brother often \_\_\_\_\_ (go) to the cinema.

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

- 1 sometimes / the piano / my sister / plays
- 2 don't / every day / I / sports / watch
- 3 studies / my brother / at the weekend / never
- 4 on weekdays / I / go out / sometimes
- 5 every day / Sam / play / computer games / doesn't
- 6 on Saturday nights / always / fun / he / has

## 1.5 Present Simple: yes/no and wh- questions

Yes/No questions	Short answers
Do I/you/we/they play?	Yes, I/you/we/they do. No, I/you/we/they don't.
Does he/she/it	Yes, he/she/it does. No, he/she/it doesn't.

Wh- questions
What do I/you/we/they play?
What does he/she/it play?

In wh- questions, we use question words:

- **What** do your friends usually post on Facebook?
- **What kind** of music does your father listen to?
- **What time** does your mother come back from work?
- **Where** do you live?
- **When** do you do your homework?
- **Which** musical instrument do you play?
- **Who** do you play chess with?
- **Whose** coat is this?
- **How** do you usually get to school?
- **How often** do you visit your cousin?
- **How many** eggs do we need?

### 1 Complete the conversations with do, don't, does or doesn't.

- 1 A: \_\_\_\_\_ you live with your parents?  
B: Yes, I \_\_\_\_\_.
- 2 A: \_\_\_\_\_ he like parties?  
B: Yes, he \_\_\_\_\_.
- 3 A: \_\_\_\_\_ your mother speak English?  
B: No, she \_\_\_\_\_.
- 4 A: \_\_\_\_\_ they go to school with you?  
B: No, they \_\_\_\_\_.

### 2 Complete the questions with the question words in the box. Then match the questions (1–6) with the answers (a–f).

how many    what kind    what time  
when    where    which

- 1 \_\_\_\_\_ is your birthday?
- 2 \_\_\_\_\_ do you usually go on holiday?
- 3 \_\_\_\_\_ website is your favourite?
- 4 \_\_\_\_\_ of films do you usually watch?
- 5 \_\_\_\_\_ hours do you sleep every day?
- 6 \_\_\_\_\_ do you usually wake up?

- a To the seaside.                      d At 7.30.  
b I like Twitter.                        e It's in March.  
c Seven or eight.                      f Comedies.

## 2.2 Countable and uncountable nouns

Nouns can be countable or uncountable.

	Singular	Plural
Countable	banana	bananas
	egg	eggs
	bottle	bottles
Uncountable	bread	–
	cheese	–
	ham	–

### Countable nouns

- name things we can count:  
*There is an **orange** in the fridge.*
- have singular and plural forms:  
*This **hamburger** is delicious.*  
*These **hamburgers** are delicious.*

### Uncountable nouns:

- name things we cannot count:  
*My little brother hates **milk**.*
- do not have a plural form:  
*Vegetarians don't eat **meat**.*

We can use these words and phrases to refer to an amount or a number:

Plural countable nouns	Uncountable nouns
We've got <b>some</b> apples.	We've got <b>some</b> bread.
We haven't got <b>any</b> apples.	We haven't got <b>any</b> bread.
Have we got <b>any</b> apples?	Have we got <b>any</b> bread?
<b>How many</b> apples have we got?	<b>How much</b> bread have we got?
Not <b>many</b> . We haven't got <b>many</b> apples.	Not <b>much</b> . We haven't got <b>much</b> bread.
We've got <b>a lot of</b> apples.	We've got <b>a lot of</b> bread.

### 1 Match the sentence halves.

- |                |                          |                          |
|----------------|--------------------------|--------------------------|
| 1 There isn't  | <input type="checkbox"/> | a any eggs.              |
| 2 Is there     | <input type="checkbox"/> | b some onions.           |
| 3 There is     | <input type="checkbox"/> | c any ham in the fridge. |
| 4 There aren't | <input type="checkbox"/> | d any mushrooms?         |
| 5 Are there    | <input type="checkbox"/> | e any bread?             |
| 6 There are    | <input type="checkbox"/> | f some cheese.           |

### 2 Choose the correct options.

- 1 There is *much* / *a lot of* mozzarella cheese on this pizza.
- 2 There isn't *any* / *some* tomato sauce on this pizza.
- 3 There is *an* / *some* onion in the fridge.
- 4 *How much* / *How many* bread have we got?
- 5 There isn't *some* / *much* milk in the fridge.
- 6 Don't worry, we've got *a lot of* / *much* eggs.
- 7 '*How much* / *How many* tomatoes do you eat a day?'  
'*A lot.* / *Not much.*'



### 3 Choose the correct options.

- My wife *are / is* playing with the kids in the living room.
- A: Are you working in the garden?  
B: Yes, *I am / I'm not*.
- A: *The baby is / Is the baby* sleeping?  
B: No, *isn't / she isn't*. She's crying!
- He *isn't / aren't* fishing right now; he's working.
- I'm *not / aren't* watching TV at the moment.
- A: What *are / is* the students doing?  
B: They're *writing / write* an essay.
- Why are you *wear / wearing* my coat?
- We *is / are* planning our holiday in Greece. Do you want to come with us?

## 3.5 Present Simple and Present Continuous

We use the Present Simple to talk about:

- regular activities:  
*I **have** breakfast at 7 o'clock.*
- states and permanent situations:  
*Do accountants **earn** a good salary?*
- preferences, with verbs like *like, love, hate, prefer*.  
*Children **love** water.*

Common time expressions used with the Present Simple:

- always**
- often**
- never**
- sometimes**
- usually**
- every day/evening/week/winter**
- on Sundays**

We use the Present Continuous to talk about:

- activities and events taking place at the moment of speaking:  
*The manager **is talking** to the receptionist.*
- temporary situations:  
*I'm **working** at a holiday resort this summer.*

Common time expressions used with the Present Continuous:

- at the moment/right now**
- now**
- today**
- this morning/evening**
- this month**
- this summer**

With some verbs (e.g. *believe, hate, know, like, love, mean, need, prefer, understand, want*) we don't use the Present Continuous even if they describe things happening at the moment of speaking:

*I really **need** some help with this exercise!*  
*I'm sorry, I **don't understand**.*

### 1 Choose the correct options.

- In some schools children often *learn / are learning* German. I like it, but I'm *preferring / prefer* English.
- Today we *learn / are learning* about German culture.
- This summer my sister *works / is working* in a local pub.
- I'm a teacher. I *work / am working* with children.
- The volunteers sometimes *teach / are teaching* local children agriculture.
- This week we *teach / are teaching* them how to drive.

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

are do does doesn't is isn't 'm not

- I \_\_\_\_\_ not watching TV right now. I'm at school!
- Why \_\_\_\_\_ you playing computer games? Do your homework first!
- Which newspaper \_\_\_\_\_ you usually read?
- She \_\_\_\_\_ understand you.
- A: \_\_\_\_\_ she preparing food for us right now?  
B: No, she \_\_\_\_\_.
- A: What \_\_\_\_\_ he do?  
B: He's a lawyer.
- I'm \_\_\_\_\_ gaining new experience in my job. It's really boring.

## 4.2 Comparative and superlative adjectives

- We use comparative adjectives and *than* to compare two people or things:  
*My father is **younger than** my mother.*
- We use superlative adjectives to say that someone or something has the highest degree of a certain quality (when compared with at least two other people or things):  
*Sean is **the most intelligent** boy in our class.*

Adjectives	Comparative	Superlative
one-syllable	kind nicer fitter	the kindest the nicest the fittest
one- and two-syllable ending in -y	funny easier	the funniest the easiest
two-syllable or longer	serious difficult	<b>more</b> serious <b>more</b> difficult
irregular	good bad far	<b>better</b> <b>worse</b> <b>further</b>
		<b>the most</b> serious <b>the most</b> difficult <b>the best</b> <b>the worst</b> <b>the furthest</b>

- We use *less* + comparative adjective to say that someone or something has a certain quality to a lesser degree:  
*Daniel is **less sociable than** James.*
- We use *the least* + adjective to say that someone or something has a certain quality to the least degree:  
*This job is **the least demanding**.*

# GRAMMAR FOCUS

## 1 Choose the correct ending for each sentence beginning.

- 1 Julie is prettier   
 2 Megan is the prettiest   
 a girl in our school. **b** than Emily.
- 3 You look more attractive   
 4 You look the most attractive   
 a in this skirt than in those jeans. **b** in this dress.
- 5 This scarf is more stylish   
 6 This scarf is the most stylish   
 a thing I have. **b** than that one.
- 7 She is funnier than   
 8 She is the funniest   
 a person in our family. **b** most people.

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

better kindest less more most  
 sociable than the worst

- 1 My aunt is the most \_\_\_\_\_ person I know.  
 2 Is German more difficult \_\_\_\_\_ English?  
 3 A tracksuit is \_\_\_\_\_ formal than a suit.  
 4 These trainers are the \_\_\_\_\_ comfortable shoes I have.  
 5 Do you think Jason is \_\_\_\_\_-looking than Martin?  
 6 My grandma is the \_\_\_\_\_ person in the world.  
 Everyone loves her.  
 7 This is the \_\_\_\_\_ restaurant in town. But it's also  
 \_\_\_\_\_ cheapest one.  
 8 This jumper is \_\_\_\_\_ fashionable than that jacket.

## 4.5 have to/don't have to

We use **have to** to talk about rules, regulations and orders from other people:

*I **have to** wear smart clothes at work.*

We use **don't have to** to say that something is not necessary:  
 Celebrities **don't have to** get up early.

Affirmative		Negative	
I/You/We/They	have to	I/You/ We/ They	don't (do not) have to
He/She/It	has to	He/She/ It	doesn't (does not) have to

Yes/No questions		Short answers	
Do	I/you/we/they have to work hard?	Yes, I/you/we/they do.	No, I/you/we/they don't.
Does	he/she/it have to work hard?	Yes, he/she/it does.	No, he/she/it doesn't.

Wh- questions			
Why	do	I/you/we/they	have to work hard?
	does	he/she/it	

## 1 Choose the correct answer, A, B or C for each group of sentences.

- 1 I \_\_\_ or go to university. I don't know yet.  
 2 I \_\_\_ because my parents give me money.  
 3 I need money, so I \_\_\_\_ .  
**A** have to get a job  
**B** can get a job  
**C** don't have to get a job
- 4 What a mess! Your birthday party is tonight, so you \_\_\_\_ .  
 5 It's OK, you \_\_\_ tonight. You can do it later.  
 6 **A:** Mum, I'm bored!  
**B:** Well, you \_\_\_\_ and clean the kitchen!  
**A** don't have to tidy your room  
**B** can tidy your room  
**C** have to tidy your room
- 7 I'm sure it's the right size, but you \_\_\_\_ if you want to.  
 8 You look great in this shirt, but you \_\_\_\_ tonight. Wear something less formal.  
 9 I don't know if this is my size. I \_\_\_\_ and see.  
**A** have to try it on  
**B** can try it on  
**C** don't have to wear it

## 5.2 must/mustn't, should/shouldn't

- Must** expresses obligation and necessity:  
*You **must** be very careful with other people's things.*
- Mustn't** expresses prohibition:  
*You **mustn't** cross that bridge. It isn't safe.*
- To express lack of necessity or obligation, we use **don't have to**, not **mustn't**:  
*You **don't have to** come with us. You can stay at home.*
- Like all modal verbs, **must** and **mustn't** have the same form for every person:  
*I/You/He/She/It/We/They **must** train a lot.*  
*I/You/He/She/It/We/They **mustn't** work so hard.*
- We use **should/shouldn't** to give or ask for advice:  
*You **should** study more.*  
*You **shouldn't** drink so much coffee.*  
**Should** I ask for help?

Affirmative		Negative	
I/You/ He/She/ It/We/ They	should	I/You/ He/She/ It/We/ They	shouldn't (should not)

Yes/No questions		Short answers	
Should	I/you/he/she/it/we/they take risks?	Yes, I/you/he/she/it/we/they should.	No, I/you/he/she/it/we/they shouldn't.

Wh- questions			
Why	should	I/you/he/she/it/we/they	take risks?

1 Complete the sentences with the words in the box.

doesn't have to   don't have to   must (x2)  
 mustn't (x2)   should   shouldn't

- Do you think I \_\_\_\_\_ go to a film school? Is it a good idea?
- We \_\_\_\_\_ cheat in exams at our school. It's the rule!
- You \_\_\_\_\_ do your homework now. You can do it later.
- I get up at six because I \_\_\_\_\_ be at school at eight.
- My sister \_\_\_\_\_ wear a uniform at her school. She's so lucky! I hate my uniform.
- You \_\_\_\_\_ leave school yet – it's not a good idea. Pass your exams first.
- You \_\_\_\_\_ use your phones in class. Never do that!
- To be a vet, you \_\_\_\_\_ like animals. It's important!

2 Complete the sentences with **must**, **mustn't**, **should**, **shouldn't** or **don't/doesn't have to**. The context is given in brackets.

- \_\_\_\_\_ I go to that college? (Do you think it's a good idea?)
- We \_\_\_\_\_ practise the violin every day. (It's necessary.)
- You \_\_\_\_\_ miss so many classes. (It's not a good idea.)
- We \_\_\_\_\_ be late for lessons. (It's the rule.)
- You \_\_\_\_\_ do extra activities. (It's not necessary.)
- You \_\_\_\_\_ train to become a teacher. (It's a good idea.)
- My daughter \_\_\_\_\_ wear a school uniform. (It's not necessary.)
- You \_\_\_\_\_ try to get good marks! (It's necessary.)

## 5.5 Past Simple: was/were, could

- We use the Past Simple to talk about events and situations that started and ended in the past:  
*John and I **were** at the same school.*  
*We both **could** play basketball and football, but we **couldn't** play tennis.*
- The Past Simple form of the verb *to be* is *was/were*:

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

### Wh- questions

Where **was** I/he/she/it?  
**were** you/we/they?

The Past Simple form of *can* is *could*.

Affirmative		Negative	
I/You/He/She/It/We/They	could	I/You/He/She/It/We/They	couldn't (could not)
Could	I/you/he/she/it/we/they	Yes, I/you/he/she/it/we/they	could.
	sing?	No, I/you/he/she/it/we/they	couldn't.

### Wh- questions

What **could** I/you/he/she/it/we/they **sing**?

1 Choose the correct options.

- School *wasn't / couldn't* always fun for me.
- When I was younger, I *wasn't / weren't* very good at sports.
- I *wasn't / couldn't* understand Maths.
- A: *Could / Were* you play a musical instrument when you were a child?  
 B: Yes, I *was / could*.
- A: *Were / Was* high school a nice experience for you?  
 B: Yes, it *was / were*.
- All my children *was / were* bad at History when they were at school.
- A: What *was / were* your favourite school subjects?  
 B: History *was / could* great. I *couldn't / wasn't* speak French well, but that *was / could* interesting, too!
- Your sister *could / was* Miss Teen London. *Could / Were* you jealous?

2 Complete the sentences with **was/wasn't**, **were/weren't** or **could/couldn't**.

- Science \_\_\_\_\_ a compulsory subject at my school. I \_\_\_\_\_ study Geography instead.
- When I \_\_\_\_\_ five, I \_\_\_\_\_ speak a little French.
- A: \_\_\_\_\_ you a noisy child?  
 B: No, I \_\_\_\_\_.
- The other kids my age \_\_\_\_\_ very friendly to me, so I often felt lonely.
- At school I \_\_\_\_\_ understand science at all. I \_\_\_\_\_ very bad at it.
- A: \_\_\_\_\_ Einstein good at Maths?  
 B: Yes, he \_\_\_\_\_.
- A: What \_\_\_\_\_ you good at as a child?  
 B: Well, I \_\_\_\_\_ run really fast.
- When my children \_\_\_\_\_ at primary school, they \_\_\_\_\_ play any musical instruments yet.
- Her secondary school \_\_\_\_\_ single-sex. There \_\_\_\_\_ boys and girls in her class.
- Last week it \_\_\_\_\_ very cold in the classroom. We \_\_\_\_\_ think or write!

## 6.2 Past Simple: affirmatives

We use the Past Simple to talk about activities and events that happened in the past. We often say when they happened:

My dad **climbed** in the Himalayas in 1988.

I **had** eggs for breakfast.

### SPELLING RULES – PAST SIMPLE FORM

#### Regular verbs

- general rule: infinitive + *-ed*, e.g. *work – worked*
- verbs ending in *-e*: + *-d*, e.g. *like – liked*
- verbs ending in a vowel + a consonant: double the consonant + *-ed*, e.g. *stop – stopped*
- verbs ending in a consonant + *-y*: *-y* + *-ied*, e.g. *cry – cried*

#### Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs in Word Store, page 23.

### 1 Put the Past Simple form of the verbs in the box in the correct column.

arrive cycle fit marry plan stay try walk

work – worked   like – liked   stop – stopped   cry – cried

### 2 Complete the sentences with the Past Simple form of the verbs in brackets.

- 1 We \_\_\_\_\_ (play) tennis for two hours yesterday.
- 2 Last weekend my son \_\_\_\_\_ (break) his arm and \_\_\_\_\_ (go) to hospital.
- 3 She \_\_\_\_\_ (want) to go to the mountains for the holidays.
- 4 We \_\_\_\_\_ (spend) the day at the seaside.
- 5 I \_\_\_\_\_ (look) for yoga classes in my town, but I couldn't find anything.
- 6 My mum \_\_\_\_\_ (help) me do my Maths homework.
- 7 He \_\_\_\_\_ (shout) for help, but no one heard him.
- 8 They \_\_\_\_\_ (say) they wanted to stay at home.

### 3 Complete the sentences with the Past Simple form of the verbs in the box.

bake carry cry give stop study

- 1 We \_\_\_\_\_ at the same university.
- 2 The baby \_\_\_\_\_ for three hours!
- 3 My mum \_\_\_\_\_ a cake for my birthday.
- 4 My parents \_\_\_\_\_ me a puppy for my birthday.
- 5 He \_\_\_\_\_ my suitcase. Such a gentleman!
- 6 We \_\_\_\_\_ for a short break.

## 6.5 Past Simple: questions and negatives

### Negative

I/You/He/She/It/We/They   didn't (did not)   win.

### Yes/No questions

Did I/you/he/she/it/we/they win?   Yes, I/you/he/she/it/we/they did.  
No, I/you/he/she/it/we/they didn't.

### Short answers

### Wh- questions

What did I/you/he/she/it/we/they win?

### 1 Complete the sentences with *did* or *didn't*.

- 1 When \_\_\_\_\_ the first Olympic Games take place?
- 2 A: \_\_\_\_\_ the winner get a gold medal?  
B: No, he \_\_\_\_\_.
- 3 A: \_\_\_\_\_ you take part in that competition?  
B: No, I \_\_\_\_\_ want to.
- 4 A: What \_\_\_\_\_ you win?  
B: I \_\_\_\_\_ win anything. But it's not a problem for me.
- 5 A: \_\_\_\_\_ you watch the 2012 Summer Olympics?  
B: Yes, I \_\_\_\_\_.
- 6 A: Where \_\_\_\_\_ you go skiing last winter?  
B: We \_\_\_\_\_ go skiing. We went to Egypt.
- 7 \_\_\_\_\_ they promise to pay for your treatment?
- 8 I \_\_\_\_\_ want to play football like my older brother. I preferred hockey.

### 2 Choose the correct answer, A, B or C, for each group of sentences.

- 1 Mum is angry with you because \_\_\_\_\_ go to school today.  
A didn't you   B did you   C you didn't
- 2 Why \_\_\_\_\_ go to school today? You're not sick!
- 3 Where \_\_\_\_\_ go after school? I want to know.  
A didn't you   B did you   C you didn't
- 4 How many medals \_\_\_\_\_ win?
- 5 She was a great gymnast, but \_\_\_\_\_ win any medals at the 2012 Olympics.  
A she didn't   B didn't she   C did she
- 6 A: Why \_\_\_\_\_ go sailing with us?  
B: She was ill.

## 7.2

Present Perfect with  
ever/never

## Present Perfect

- We use the Present Perfect to talk about actions and events which ended in the past but we don't know or it's not important when exactly they happened:  
Kate **has swum** in the ocean.  
**Have** you ever **travelled** by plane?
- We form the Present Perfect with the auxiliary verb *have/has* and the past participle form of the main verb.

Affirmative		Negative	
I/You/We/	've (have)	I/You/We/	haven't (have not)
They	visited	They	visited
	Rome.		Rome.
He/She/It	's (has)	He/She/It	hasn't (has not)

Yes/No questions		Short answers	
Have	I/you/ we/they	Yes, I/you/we/they	have.
	visited	No, I/you/we/they	haven't.
	Rome?		
Has	he/she/ it	Yes, he/she/it	has.
		No, he/she/it	hasn't.

Wh- questions			
What	have	I/you/we/they	visited?
	has	he/she/it	

## SPELLING RULES – PAST PARTICIPLE:

## Regular verbs

The spelling rules for the past participle form of regular verbs are the same as the Past Simple form; you can find them on page 116.

## Irregular verbs

There are many irregular verbs (e.g. *go, say, run*). There is a list of irregular verbs in Word Store, page 23.

## be and go

- The past participle form of *be* is *been*:  
**Have** you ever **been** really scared?
- Go* has two past participle forms, *been* and *gone*, which have different meanings:  
My parents **have been** to Italy. (Some time ago. They are no longer there.)  
My parents **have gone** to Italy. (They are still in Italy).
- We often use *been* when talking about sports or other physical activities:  
I've **been** bungee jumping.

## ever and never

We often use *ever* and *never* with the Present Perfect:

- We use *ever* in questions:  
Have you **ever** been camping?
- We use *never* in negatives. Remember that in sentences with *never*, we use the affirmative form of the verb:  
Our teacher **has never** taken us on a school trip.

## Present Simple and Past Simple

- We use the Present Perfect to talk about actions and events that ended in the past. We do not say when exactly they happened:  
I've **seen** the Statue of Liberty.
- If we want to say or ask when something happened, we use the Past Simple.  
When **did** you **see** the Statue of Liberty?  
I **saw** the Statue of Liberty last year.

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

been ever gone has hasn't have  
haven't never

- A: \_\_\_\_\_ he ever been on an adventure holiday?  
B: No, he hasn't.
- I've \_\_\_\_\_ tried hang-gliding. Is it fun?
- Pat isn't in town at the moment. She's \_\_\_\_\_ on holiday.
- A: Have you \_\_\_\_\_ stayed in a luxury hotel?  
B: No, I \_\_\_\_\_, but I'd love to do that!
- A: Susan, \_\_\_\_\_ you ever been abroad?  
B: Yes, I've \_\_\_\_\_ to France. I went there last year.
- A: Has she ever ridden a camel?  
B: No, she \_\_\_\_\_. That's why she's so excited about the trip to Egypt!

2 Complete the sentences with *been* or *gone*.

- I can't believe you've never \_\_\_\_\_ kayaking!
- My parents have \_\_\_\_\_ to Spain for two weeks. There's nobody in the house, so we can have a picnic in our garden.
- We've already \_\_\_\_\_ to Rome and Paris. We'd like to go again next year.
- Has she ever \_\_\_\_\_ mountain biking?
- Jack isn't in the office today. He's \_\_\_\_\_ to Berlin.

## 3 Choose the correct options.

- A: <sup>1</sup>Have you ever booked / Did you ever book a flight online?  
B: Yes, I <sup>2</sup>have / did. In fact, I <sup>3</sup>have booked / booked a flight to Greece yesterday.
- A: Last summer we <sup>4</sup>'ve gone / went to the mountains.  
B: Oh, great! <sup>5</sup>Have you gone / Did you go rock-climbing?  
A: Yes, we <sup>6</sup>did / have. It <sup>7</sup>was / has been great!
- A: Tom isn't here right now. He <sup>8</sup>'s gone / went on holiday.  
B: Really? When <sup>9</sup>has he left / did he leave?  
A: He <sup>10</sup>'s taken / took a train to Hungary two days ago. I think he's in Croatia now.

## 7.5 Present Perfect with just/already/yet

We often use these adverbs with the Present Perfect:

- **just** – in affirmative sentences, before the main verb:  
They have **just** reached the Antarctic.
- **already** – in affirmative sentences, before the main verb:  
The children have **already** been to the science centre.
- (not) **yet** – in questions or negatives, at the end of the sentence:  
Have you raised enough money **yet**?  
No, we haven't raised enough **yet**.

### 1 Complete the sentences with just, already or yet.

- A: Have you booked a hotel for us \_\_\_\_\_?  
B: Yes, I've \_\_\_\_\_ done it, don't worry.
- A: Has Charles been to Scott Island \_\_\_\_\_?  
B: No, he hasn't been there \_\_\_\_\_.
- A: Why are you so happy?  
B: I've \_\_\_\_\_ booked us a trip abroad!
- A: Have they opened a space hotel \_\_\_\_\_?  
B: No, they haven't done it \_\_\_\_\_.
- A: You look very fit!  
B: Well, I've \_\_\_\_\_ come back from a cycling trip.
- He's \_\_\_\_\_ been to over 500 countries, but he hasn't been to the English seaside \_\_\_\_\_!

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

- restaurant / eaten / yet / haven't / I / this / at  
\_\_\_\_\_
- arrangements / I / the / made / have / already  
\_\_\_\_\_
- New Zealand / he / reached / just / has  
\_\_\_\_\_
- London / yet / have / to / moved / you?  
\_\_\_\_\_
- ferry / I / already / this / taken / have  
\_\_\_\_\_
- from / back / a / have / we / just / camping holiday / come  
\_\_\_\_\_
- hasn't / yet / he / booking / changed / the  
\_\_\_\_\_
- seen / sights / already / have / the / we  
\_\_\_\_\_

## 8.2 Future with will

We use *will/won't* to make predictions based on our opinions, feelings or experiences:

I think people **will travel** in time.

**Will** climate change **destroy** coral reefs?

Affirmative			Negative		
I/You/He/ She/It/We/ They	'll (will)	change.	I/You/He/ She/It/ We/They	won't (will not)	change.
Yes/No questions			Short answers		
Will	I/you/he/ she/it/we/ they	change?	Yes, I/you/he/she/it/we/they will.	No, I/you/he/she/it/we/they won't.	
Wh- questions					
How	will	I/you/he/she/it/ we/they	change?		

The future form of *can/can't* is *will/won't be able to*:

Sixteen-year-olds **will be able to** vote in elections.

Cars **won't be able to** fly.

We use *will + get/become + comparative adjective* to say that a situation is going to change:

Rail travel **will become more popular**.

Things **won't get better**.

### 1 Complete the short answers.

- A: Do you think air pollution will get worse in the future?  
B: Yes, \_\_\_\_\_ . I'm sure.
- A: Will there be snowy winters in the future?  
B: Yes, \_\_\_\_\_ . Don't worry.
- A: Will the climate become tropical all over the world?  
B: No, \_\_\_\_\_ .
- A: Will people save water in the future?  
B: No, \_\_\_\_\_ . People are too lazy.

### 2 Complete the sentences with will and the verbs in the box.

[ can die disappear get not be ]

- Scientists predict that the climate \_\_\_\_\_ warmer in the future.
- Some islands \_\_\_\_\_ under the sea.
- Some people fear that there \_\_\_\_\_ enough clean water for everyone.
- I believe that we \_\_\_\_\_ solve the world energy problem.
- Some animals \_\_\_\_\_ out before the end of the century.

## 8.5 be going to

We use *be going to* to talk about future intentions and plans which may change:

*I'm going to study Medicine.*

*Is Meg going to invite me to her birthday party?*

Affirmative		Negative	
I	'm (am)	I	'm not (am not)
You/ We/ They	're (are) going to travel.	You/ We/ They	aren't (are not) going to travel.
He/ She/It	's (is)	He/ She/It	isn't (is not)

Yes/No questions		Short answers	
Am	I	Yes, I am. No, I'm not.	
Are	you/ we/ they going to travel?	Yes, you/we/they are. No, you/we/they aren't.	
Is	he/ she/it	Yes, he/she/it is. No, he/she/it isn't.	

Wh- questions			
am	I		
Where is	he/she/it	going to	travel?
are	you/we/they		

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

are aren't going is isn't 'm not to

- I'm going \_\_\_\_\_ travel to the Amazon this summer.
- My friend \_\_\_\_\_ going to rescue sea turtles as a volunteer. It sounds exciting.
- I'm \_\_\_\_\_ going to do any birdwatching. I'm sure it's really boring.
- She \_\_\_\_\_ going to travel east. She's going to travel west!
- I love the ocean, so I \_\_\_\_\_ going to travel to the Pacific next year.
- A: \_\_\_\_\_ they going to go to university after school?  
B: No, they aren't.

- 2 Complete the sentences with *be going to* and the correct form of the verbs in brackets.

- We \_\_\_\_\_ (not visit) Cornwall this weekend.
- How many trees \_\_\_\_\_ (they/cut down)?
- We \_\_\_\_\_ (not see) the Himalayas.
- She \_\_\_\_\_ (travel) round Europe by car.
- \_\_\_\_\_ (we/visit) any museums?
- You \_\_\_\_\_ (swim) in the coral reef! That's amazing!

## Free time

coach a football team /kəʊtʃ ə 'fʊtbɔ:l tɪm/  
 go for a swim/a walk /gəʊ fɔː ə 'swɪm/ə 'wɔ:k/  
 go on holiday /gəʊ ɒn 'hɒlədeɪ/  
 go on the Internet /gəʊ ɒn ðɪ 'ɪntənət/  
 go out (with friends) /gəʊ ,aʊt (wɪð 'frendz)/  
 go out for dinner /gəʊ ,aʊt fɔː 'dɪnə/  
 go rollerblading/dancing /gəʊ 'rɒləbleɪdɪŋ/  
 'dænsɪŋ/  
 go shopping/to the shops /gəʊ 'ʃɒpɪŋ/tə ðə  
 'ʃɒps/  
 go to a party/concert /gəʊ tə ə 'pɑ:ti/'kɒnsə:t/  
 go to the park/cinema/gym/sports centre/  
 youth club /gəʊ tə ðə 'pɑ:k/'sɪnəmə'dʒɪm/  
 'spɔ:ts ,sentə'ju:θ klʌb/  
 have a picnic /hæv ə 'pɪknɪk/  
 have fun/a good time /hæv 'fʌn/ə gʊd 'taɪm/  
 listen to music /lɪsən tə 'mju:zɪk/  
 play a musical instrument/the guitar/  
 the piano/the drums /pleɪ ə ,mju:zɪkəl  
 'ɪnstrəmənt/ðə gɪ'tɑ:ðə pi'ænəʊ/ðə 'drʌmz/  
 play ball/chess/snooker/football/tennis/  
 computer games /pleɪ 'bɔ:l/'tʃes/'snʊ:kə/  
 'fʊtbɔ:l/'tenəs'kɒm'pjʊ:tə geɪmz/  
 play together /pleɪ tə'geðə/  
 post photos on Facebook /pəʊst ,fəʊtəʊz ɒn  
 'feɪsbʊk/  
 read books/magazines/news websites /ri:d  
 'bʊks,'mægə'zi:nz/'nju:z ,websaɪts/  
 relax /rɪ'læks/  
 spend a lot of time alone/together/with my  
 friends/with my grandparents /spend ə lɒt  
 əv ,taɪm ə'ləʊn/tə'geðə/wɪð maɪ 'frendz/wɪð maɪ  
 'grænd,pɛərənts/  
 spend time at home/at school/at my  
 grandparents/in my room/in my bedroom  
 /spend taɪm ət 'həʊm/ət 'sku:l/ət maɪ  
 'grænd,pɛərənts/ɪn maɪ 'ru:m/ɪn maɪ 'bedrʊm/  
 stay at home /steɪ ət 'həʊm/  
 take photographs/photos /teɪk 'fəʊtəgrə:fz/  
 'fəʊtəʊz/  
 talk about books/films /tɔ:k ə,bəʊt 'bʊks/  
 'fɪlmz/  
 visit friends/different places /vɪzɪt 'frendz/  
 ,dɪfərənt 'pleɪsɪz/  
 watch a film/a DVD/music videos on  
 YouTube/TV/the telly/sports on TV /wɒtʃ ə  
 'fɪlm/ə ,di: vi: 'di:z'mju:zɪk ,vɪdɪəʊz ɒn 'ju:tju:z/  
 ,ti: 'vi:ðə 'teli'spɔ:ts ɒn ,ti: 'vi:z/  
 write a blog /raɪt ə 'blɒg/

## Interests and preferences

be interested in /bi 'ɪntrəstəd ɪn/  
 hate/can't stand (Twitter/rollerblading) /heɪt/  
 kɑ:nt ,stænd ('twɪtə'rɒləbleɪdɪŋ)/  
 like (films/reading) /laɪk ('fɪlmz/'ri:dɪŋ)/  
 love (weekends/cooking) /lʌv (wi:k'endz/  
 'kʊkɪŋ)/  
 prefer (rap/to relax at home) /prɪ,fɜ: ('ræp/tə  
 rɪ,læks ət 'həʊm)/

## Adjectives

awesome /'ɔ:səm/  
 awful /'ɔ:fəl/  
 brilliant /'brɪljənt/  
 favourite /'feɪvərət/  
 good /gʊd/  
 great /greɪt/  
 interesting /'ɪntrəstɪŋ/  
 rubbish /'rʌbɪʃ/  
 terrible /'terəbəl/

## Music

dance class /'dɑ:ns klɑ:s/  
 fantastic voice /fæn,tæstɪk 'vɔ:ɪs/  
 guitar lesson /gɪ'tɑ: ,lesən/  
 practise/play (the guitar) /præktəs/pleɪ  
 (ðə gɪ'tɑ:)/  
 rock star /'rɒk stɑ:/  
 singer /'sɪŋə/  
 studio /'stju:diəʊ/  
 write songs /raɪt 'sɒŋz/

## Kinds of music

classical /'klæsɪkəl/  
 jazz /dʒæz/  
 pop /pɒp/  
 rap /ræp/  
 reggae /'regeɪ/  
 rock /rɒk/

## Musical instruments

drums /drʌmz/  
 guitar /gɪ'tɑ:/  
 piano /pi'ænəʊ/

## Books and films

actor/actress /'æktə/'ækrɪs/  
 author/writer /'ɔ:ðə/'raɪtə/  
 fantasy /'fæntəsi/  
 film star /'fɪlm stɑ:/  
 movie/film /'mu:vi/fɪlm/  
 read a lot /ri:d ə lɒt/  
 true life films /tru: 'laɪf fɪlmz/  
 science fiction /saɪəns 'fɪkʃən/  
 vampire stories /'væmpaə ,stɔ:riz/

## Family and friends

aunt /aʊnt/  
 baby /'beɪbi/  
 best friend /best 'frend/  
 brother /'brʌðə/  
 child/children /tʃaɪld/'tʃɪldrən/  
 father/dad /'fɑ:ðə/'dæd/  
 grandmother /'grænd,mʌðə/  
 grandparents /'grænd,pɛərənts/  
 husband /'hʌzbənd/  
 mother/mum /'mʌðə/'mʌm/  
 sister /'sɪstə/  
 son /sʌn/  
 uncle /'ʌŋkəl/  
 wife /waɪf/

## Everyday life

be busy (with sth) /bi 'bɪzi (wɪð ,sʌmθɪŋ)/  
 be late for school /bi ,leɪt fɔː 'sku:l/  
 clean the house/flat /kli:n ðə 'haʊs/'flæt/  
 come/go back home from work/school /kʌm/  
 ,gəʊ bæk ,həʊm frəm 'wɜ:k/'sku:l/  
 do homework /du: 'həʊmwɜ:k/  
 do the shopping /du: ðə 'ʃɒpɪŋ/  
 get ready for work /get ,redi fɔː 'wɜ:k/  
 go to bed (early) /gəʊ tə ,bed ('ɜ:li/  
 have a bath/a shower /hæv ə 'bɑ:θ/ə 'ʃaʊə/  
 have breakfast/lunch/dinner/supper /hæv  
 'brekfəst/'lʌntʃ/'dɪnə'sʌpə/  
 look after the children /lʊk ,ɑ:ftə ðə 'tʃɪldrən/  
 start /stɑ:t/  
 study /'stʌdi/  
 take/drive the child to school/to the  
 playgroup /teɪk/draɪv ðə tʃaɪld tə 'sku:l/tə ðə  
 'pleɪgrʊ:p/  
 wake up/get up (early) /weɪk 'ʌp/get 'ʌp ('ɜ:li/  
 wash the car/the dishes /wɒʃ ðə 'kɑ:ðə 'dɪʃɪz/  
 work in the garden /wɜ:k ɪn ðə 'gɑ:dn/

## Time expressions

at night /ət 'naɪt/  
 at noon/at midnight/at one o'clock /ət 'nu:n/  
 ət 'mɪdnɑ:ɪt/ət ,wʌn ə'klɒk/  
 at the weekend /ət ðə ,wi:k'end/  
 every day/Saturday/weekend /evri 'deɪ/  
 'sætədi/wɪk'end/  
 in the morning/afternoon/evening /ɪn ðə  
 'mɔ:rnɪŋ/ɑ:ftə'nu:n/'i:vnɪŋ/  
 on a typical weekend/school day /ɒn ə ,tɪpɪkəl  
 ,wi:k'end/'sku:l deɪ/  
 on Friday afternoon/Friday night /ɒn ,fraɪdi  
 ɑ:ftə'nu:n/'fraɪdi 'naɪt/  
 on Friday/Saturday /ɒn 'fraɪdi/'sætədi/  
 on Saturdays/Sundays /ɒn 'sætədeɪz/'sʌndeɪz/  
 on Sunday mornings /ɒn ,sʌndi 'mɔ:rnɪŋz/  
 on weekdays /ɒn 'wi:kdeɪz/  
 what time? /wɒt 'taɪm/

## Adverbs of frequency

always /'ɔ:lweɪz/  
 never /'nevə/  
 often /'ɒfən/  
 sometimes /səm'taɪmz/  
 usually /'ju:ʒuəli/

## Work

earn (a lot of money) /ɜ:ɪn (ə lɒt əv 'mʌni)/  
 have a job (in one's family's business) /hæv ə  
 'dʒɒb (ɪn wʌnz ,fæməliz 'bɪznəs)/  
 make money /meɪk 'mʌni/  
 weekend job /wi:kend 'dʒɒb/  
 work as (a programmer/a teacher) /wɜ:k əz  
 (ə 'prɒgræmə/ə 'ti:tʃə)/  
 work for (a construction company) /wɜ:k fɔː  
 (ə kɒn'strʌkʃən ,kʌmpəni)/  
 work in (a restaurant) /wɜ:k ɪn (ə 'restərɒnt)/  
 work with (children) /wɜ:k wɪð ('tʃɪldrən)/

## Other

age /eɪdʒ/  
 exercise /'eksəsaɪz/  
 give advice /gɪv əd'vaɪs/  
 grow /grəʊ/  
 hour /'aʊə/  
 invite /ɪn'vaɪt/  
 miss /mɪs/  
 normal /'nɔ:məl/

**Fruit**

apple /'æpəl/  
 banana /bə'nɑ:nə/  
 orange /'ɒrɪndʒ/  
 strawberry /'strɔ:bəri/

**Vegetables**

carrot /'kærət/  
 mushroom /'mʌʃru:m/  
 onion /'ʌnjən/  
 potato /pə'teɪtəʊ/  
 tomato /tə'mɑ:təʊ/

**Dairy**

milk /mɪlk/  
 (mozzarella) cheese /('mɒtsə,relə)'tʃi:z/  
 ice cream /,aɪs 'kri:m/

**Meat and fish**

chicken /'tʃɪkən/  
 ham /hæm/  
 pork /pɔ:k/  
 tuna /'tju:nə/

**Drinks**

cola /'kəʊlə/  
 juice /dʒu:s/  
 lemonade /,lemə'neɪd/  
 (mineral) water /('mɪnərəl)'wɔ:tə/  
 tea /ti:/

**Other products**

basil /'bæzəl/  
 bread /bred/  
 chocolate /'tʃɒklət/  
 cornflakes /'kɔ:nfleɪks/  
 crisps /krɪspz/  
 egg /eg/  
 fat /fæt/  
 flour /'flaʊə/  
 honey /'hʌni/  
 ketchup /'ketʃəp/  
 mayonnaise /,meɪə'neɪz/  
 oil /ɔɪ/  
 olive oil /'ɒlɪv ɔɪl/  
 rice /raɪs/  
 seafood /'si:fu:d/  
 tomato sauce /tə'mɑ:təʊ sɔ:s/

**Dishes**

hamburger/burger /'hæmbɜ:gə/'bɜ:gə/  
 hot dog /'hɒt dɒg/  
 Indian meal /,ɪndiən 'mi:l/  
 omelette /'ɒmlət/  
 pancake /'pæŋkeɪk/  
 pasta /'pæstə/  
 pizza /'pi:tʃə/  
 salad /'sæləd/  
 sandwich /'sænwɪdʒ/  
 sausage /'sɔ:sɪdʒ/  
 sauce /sɔ:s/  
 soup /su:p/  
 spaghetti /spə'ɡeti/

**Meals**

breakfast /'brekfəst/  
 dessert /dɪ'zɜ:t/  
 for breakfast/for dessert /fə 'brekfəst/  
 fə dɪ'zɜ:t/  
 lunch /lʌntʃ/  
 lunch time /'lʌntʃ taɪm/  
 (main) course /('meɪn)'kɔ:s/  
 snack /snæk/  
 tea /ti:/

(two-/three-course) dinner /,tu:/'θri: kɔ:s  
 'dɪnə/

**Containers**

a bag of (potatoes) /ə ,bæg əv (pə'teɪtəʊz)/  
 a bar of (chocolate) /ə ,bɑ:r əv ('tʃɒklət)/  
 a bottle of (ketchup) /ə ,bɒtl əv ('ketʃəp)/  
 a can of (lemonade) /ə ,kæn əv (,lemə'neɪd)/  
 a carton of (milk) /ə ,kɑ:tn əv ('mɪlk)/  
 a cup of (flour) /ə ,kʌp əv ('flaʊə)/  
 a jar of (honey) /ə ,dʒɑ:r əv ('hʌni)/  
 a loaf of (bread) /ə ,ləʊf əv ('bred)/  
 a packet of (crisps) /ə ,pækət əv ('krɪspz)/  
 a tin of (tuna) (BrE)/a can of (tuna) (AmE)  
 /ə ,tɪn əv ('tju:nə)/ə ,kæn əv ('tju:nə)/  
 a tub of (ice cream) /ə ,tʌb əv (,aɪs 'kri:m)/

**Preparing food**

boil /bɔɪl/  
 chop /tʃɒp/  
 fridge /frɪdʒ/  
 fry (on both sides) /fraɪ (ɒn ,bɔ:θ 'saɪdz)/  
 heat /hi:t/  
 (main) ingredient /('meɪn) ɪn'ɡri:diənt/  
 make a snack /,meɪk ə 'snæk/  
 mix /mɪks/  
 mixture /'mɪkstʃə/  
 pan /pæn/  
 prepare /prɪ'peə/  
 put sth on top of sth /,pʊt ,sʌmθɪŋ ɒn 'tɒp  
 əv ,sʌmθɪŋ/  
 recipe /'resəpi/  
 slice /slaɪs/  
 take out /,teɪk 'aʊt/  
 try /traɪ/

**Food adjectives**

delicious /dɪ'liʃəs/  
 fantastic /fæn'tæstɪk/  
 favourite /'feɪvərət/  
 fresh /frefʃ/  
 grilled /grɪld/  
 healthy /'helθi/  
 hot/spicy /hɒt/'spɪsi/  
 local /'ləʊkəl/  
 strong /strɒŋ/  
 sweet /swi:t/  
 traditional /trə'dɪʃənəl/  
 typical /'tɪpɪkəl/  
 unhealthy /ʌn'helθi/  
 vegetarian /,vedʒə'teəriən/  
 wild /waɪld/

**Shopping**

checkout /'tʃekəʊt/  
 go shopping /,gəʊ 'ʃɒpɪŋ/  
 shelf/shelves /ʃelf/ʃelvz/  
 shopping basket /'ʃɒpɪŋ ,bɑ:skət/  
 supermarket /'su:pə,mɑ:kət/  
 trolley /'trɒli/

**Restaurants**

burger bar /'bɜ:gə bɑ:/  
 chef/cook /ʃef/kʊk/  
 choose /tʃu:z/  
 cost /kɒst/  
 Enjoy your meal! /ɪn,dʒɔɪ jə 'mi:l/  
 expensive /ɪk'spensɪv/  
 fast food /,fɑ:st 'fu:d/  
 get a takeaway /,get ə 'teɪkəweɪ/  
 go out for a meal /gəʊ ,aʊt fɔ: ə 'mi:l/  
 kebab bar /kə'bæb bɑ:/  
 large/small /lɑ:dʒ/smɔ:l/  
 menu /'menju:/

order /'ɔ:də/

oriental restaurant /ɔ:ri:əntl 'restərɒnt/  
 pizza place /'pi:tʃə pleɪs/  
 price /praɪs/  
 serve /sɜ:v/  
 waiter/server /'weɪtə/'sɜ:və/

**Other**

at least /ət 'li:st/  
 below /bi'ləʊ/  
 birthday party /'bɜ:θdeɪ ,pɑ:ti/  
 celebrate /'seləbreɪt/  
 countryside /'kʌntrisaɪd/  
 crocodile /'krɒkədail/  
 dangerous /'deɪndʒərəs/  
 each /i:tʃ/  
 experience /ɪk'spiəriəns/  
 fancy-dress party /,fænsi 'dres ,pɑ:ti/  
 (food) festival /('fu:d)'festəvəl/  
 from above /frəm ə'bʌv/  
 happen /'hæpən/  
 have /hæv/  
 hungry /'hʌŋgri/  
 hurt /hɜ:t/  
 in front of the telly /ɪn ,frʌnt əv ðə 'teli/  
 it doesn't matter /ɪt ,dʌzənt 'mætə/  
 (main) square /('meɪn)'skweə/  
 messy /'mesi/  
 need /ni:d/  
 north /nɔ:θ/  
 push /pʊʃ/  
 rate /reɪt/  
 recommend /,rekə'mend/  
 shark /ʃɑ:k/  
 south /saʊθ/  
 stairs /steəz/  
 taste /teɪst/  
 team /ti:m/  
 throw /θrəʊ/  
 touch screen /'tʌtʃ skri:n/  
 tracks /træks/  
 undersea /,ʌndə'si:/  
 upstairs /ʌp'steəz/  
 worth /wɜ:θ/

**Jobs**

accountant /ə'kaʊntənt/  
 actor/actress /'æktə/'æktres/  
 architect /'ɑ:kətɛkt/  
 artist /'ɑ:tɪst/  
 au pair /əʊ'peɪ/  
 author /'ɔ:θə/  
 builder /'bɪldə/  
 dentist /'dentɪst/  
 doctor /'dɒktə/  
 engineer /,endʒɪ'nɪə/  
 factory worker /'fæktəri ,wɜ:kə/  
 farmer /'fɑ:mə/  
 gardener /'gɑ:dnə/  
 hairdresser /'heə,dresə/  
 journalist /'dʒɜ:nəlɪst/  
 lawyer /'lɔ:jə/  
 mechanic /mɪ'kænɪk/  
 nurse /nɜ:s/  
 photographer /fə'tɒgrəfə/  
 plumber /'plʌmə/  
 programmer /'prəʊgræmə/  
 receptionist /rɪ'sepʃənɪst/  
 scientist /'saɪəntɪst/  
 secretary /'sekretəri/  
 shop assistant /'ʃɒp ə,sɪstənt/  
 soldier /'səʊldʒə/  
 sports instructor /'spɔ:ts ɪn'strʌktə/  
 taxi driver /'tæksi ,draɪvə/  
 teacher /'ti:tʃə/  
 vet /vet/  
 waiter/waitress /'weɪtə/'weɪtrəs/

**Workplaces**

business /'bɪznəs/  
 café /'kæfeɪ/  
 factory /'fæktəri/  
 holiday resort /'hɒlədeɪ rɪ,zɔ:t/  
 hospital /'hɒspɪtəl/  
 hotel /'həʊ'tel/  
 (international) company /('ɪntə,næʃənəl)  
 'kʌmpəni/  
 office /'ɒfɪs/  
 school /sku:l/  
 supermarket /'su:pə,mɑ:kət/  
 travel company /'trævəl ,kʌmpəni/

**At work**

finish work at (5 p.m.) /,fɪnɪʃ ,wɜ:k ət (faɪv ,pi:  
 'em)/  
 gain experience /,geɪn ɪk'spɪəriəns/  
 have a job /,hæv ə 'dʒɒb/  
 holiday job /'hɒlədeɪ dʒɒb/  
 learn sth/about sth/to do sth /'lɜ:n ,sʌmθɪŋ/  
 ə ,baʊt ,sʌmθɪŋ/tə ,du: ,sʌmθɪŋ/  
 meet people /,mi:t 'pi:pəl/  
 meeting /'mi:tɪŋ/  
 physical work /,fɪzɪkəl 'wɜ:k/  
 practical skills /,præktɪkəl 'skɪlz/  
 work (eight) hours a day /,wɜ:k (eɪt) ,aʊəz ə  
 'deɪ/  
 work abroad /,wɜ:k ə'brɔ:d/  
 work alone/in a team /,wɜ:k ə'ləʊn/ɪn ə 'ti:m/  
 work for (a company) /,wɜ:k fɔ:(ə 'kʌmpəni)/  
 work from home /,wɜ:k frəm 'həʊm/  
 work full-time/part-time /,wɜ:k ,fʊl 'taɪm/  
 ,pɑ:t 'taɪm/  
 work hard /,wɜ:k 'hɑ:d/  
 work in (a supermarket) /,wɜ:k ɪn (ə  
 'su:pə,mɑ:kət)/  
 work long hours /,wɜ:k lɒŋ 'aʊəz/  
 work nine to five /,wɜ:k naɪn tə 'faɪv/  
 work outside /,wɜ:k əʊt'saɪd/

work with people/children/adults/numbers  
 /,wɜ:k wɪð 'pi:pəl/'tʃɪldrən/'ædʌlts/'nʌmbəz/  
 work with your hands /,wɜ:k wɪð jə 'hændz/  
 working day /,wɜ:kɪŋ 'deɪ/

**Job duties**

ask people their opinion /,ɑ:sk ,pi:pəl ðeə  
 ə'pɪnjən/  
 be responsible for /bi rɪ'spɒnsəbəl fɔ/  
 build /bɪld/  
 dig /dɪg/  
 email sb/write/send an email to sb /'i:meɪl  
 ,sʌmbɒdi/,raɪt/,send ən 'i:meɪl tə ,sʌmbɒdi/  
 fill in questionnaires /fɪl ɪn ,kwɛstʃə'neəz/  
 fit /fɪt/  
 fly /flaɪ/  
 look after /,lʊk 'ɑ:ftə/  
 order /'ɔ:də/  
 organise /'ɔ:gənaɪz/  
 phone /'fəʊn/  
 play with the kids /,pleɪ wɪð ðə 'kɪdz/  
 prepare (for) /prɪ'peə (fɔ)/  
 repair /rɪ'peə/  
 ride a bike /,raɪd ə 'baɪk/  
 sell /sel/  
 send sth to sb /'send ,sʌmθɪŋ tə ,sʌmbɒdi/  
 sign /saɪn/  
 teach (sb) sth/(sb) about sth/sb to do sth /  
 'ti:tʃ (sʌmbɒdi) ,sʌmθɪŋ/(sʌmbɒdi) ə ,baʊt  
 ,sʌmθɪŋ/,sʌmbɒdi tə ,du: ,sʌmθɪŋ/  
 test (products/beds/water slides/safety)  
 /,test ('prɒdʌkts/'bedz/'wɔ:tə slɑɪdz/'seɪfti)/  
 travel round Europe /,trævəl raʊnd 'juərəp/  
 visit interesting places /vɪzət ɪn'trɪstɪŋ  
 'pleɪsɪz/  
 write a blog /,raɪt ə 'blɒg/

**People at work**

boss /bɒs/  
 co-worker /,kəʊ'wɜ:kə/  
 colleague /'kɒli:g/  
 customer /'kʌstəmə/  
 employer /ɪm'plɔɪə/  
 guest /gest/  
 manager /'mænɪdʒə/  
 owner of a business /,əʊnə əv ə 'bɪznəs/  
 patient /'peɪʃənt/  
 shopper /'ʃɒpə/  
 worker /'wɜ:kə/

**Money**

earn a good/high/low salary /,ɜ:n ə ,gʊd/,haɪ/  
 ,ləʊ 'sæləri/  
 earn a lot of money (as a waiter) /,ɜ:n ə lɒt əv  
 ,mʌni (əz ə 'weɪtə)/  
 earn enough to pay for the rent /,ɜ:n ɪ,nʌf tə  
 ,peɪ fɔ ðə 'rent/  
 earn money (to pay for my studies) /,ɜ:n  
 'mʌni (tə ,peɪ fɔ maɪ 'stʌdɪz)/  
 earn (thirty pounds) a day /,ɜ:n (θɜ:ti  
 ,paʊndz)  
 ə 'deɪ/  
 pay (for) /'peɪ (fɔ)/

**Adjectives to describe work and jobs**

badly-paid /,bædli 'peɪd/  
 boring /'bɔ:ɪŋ/  
 demanding /dɪ'mɑ:ndɪŋ/  
 difficult /'dɪfɪkəlt/  
 easy /'i:zi/  
 exciting /ɪk'saɪtɪŋ/  
 full-time /,fʊl 'taɪm/  
 hard /hɑ:d/  
 lazy /'leɪzi/

part-time /,pɑ:t 'taɪm/  
 scary /'skeəri/  
 unpleasant /ʌn'plezənt/  
 well-paid /,wel 'peɪd/

**Voluntary work**

agriculture /'ægrɪ,kʌltʃə/  
 do voluntary work /,du: 'vɒləntəri wɜ:k/  
 education /,edʒu'keɪʃən/  
 government programme /'gʌvənmənt  
 ,prəʊgræm/  
 health /helθ/  
 Peace Corps /'pi:s kɔ:z/  
 produce vegetables /prə,dʒu:s 'vedʒtəbəlz/  
 promote peace and friendship /prə,məʊt ,pi:s  
 ənd 'frendʃɪp/  
 volunteer /,vɒləntəriə/

**Other**

advertise /'ædvətaɪz/  
 be scared of /,bi 'skeəd əv/  
 do sb a favour /,du: ,sʌmbɒdi ə 'feɪvə/  
 dream job /,dri:m 'dʒɒb/  
 flowerbed /'flaʊəbed/  
 foreign /'fɒrən/  
 get exercise /,get 'eksəsaɪz/  
 guidebook /'gaɪdbʊk/  
 negative aspect /,negətɪv 'æspekt/  
 shower /'ʃaʊə/  
 roof /ru:f/  
 unusual /ʌn'ju:ʒʊəl/  
 work /wɜ:k/

# 04 WORD LIST • PEOPLE

## Parts of the head and face

ear /ɪə/  
 eye /aɪ/  
 eyebrows /'aɪbrəʊz/  
 eyelashes /'aɪlæʃɪz/  
 forehead /'fɒrəd/  
 hair /heə/  
 lips /lɪps/  
 mouth /maʊθ/  
 neck /nek/  
 nose /nəʊz/  
 tongue /tʌŋ/

## Age

middle-aged /,mɪdəl 'eɪdʒd/  
 old /əʊld/  
 young /jʌŋ/

## Appearance

### Hair colour

black /blæk/  
 blond /blɒnd/  
 brown /braʊn/  
 dark /dɑ:k/  
 fair /feə/  
 grey /greɪ/  
 red /red/

### Hair type

curly /'kɜ:li/  
 straight /streɪt/  
 wavy /'weɪvi/

### Hair length

bald /bɔ:ld/  
 long /lɒŋ/  
 medium-length /,mi:diəm 'lenθ/  
 short /ʃɔ:t/

### Eye colour

blue /blu:/  
 brown /braʊn/  
 green /gri:n/  
 grey /greɪ/

### Height

short /ʃɔ:t/  
 tall /tɔ:l/

### Build and looks

attractive/good-looking /ə'træktɪv/,gʊd  
 'lʊkɪŋ/  
 fat /fæt/  
 fit /fɪt/  
 flexible /'fleksəbəl/  
 pretty /'prɪti/  
 slim /slɪm/  
 sporty /'spɔ:ti/  
 thin /θɪn/  
 ugly /'ʌgli/  
 well-built /,wel 'bɪlt/

## Personality and emotions

ambitious /æm'bɪʃəs/  
 boring /'bɔ:ɪŋ/  
 busy /'bɪzi/  
 calm /kɑ:m/  
 clever/intelligent /'kleɪv/ɪn'telədʒənt/  
 confident /'kɒnfədənt/  
 creative /kri'eɪtɪv/  
 energetic /,enə'dʒetɪk/  
 fun /fʌn/  
 funny /'fʌni/  
 generous /dʒenərəs/  
 interesting /'ɪntrəstɪŋ/  
 kind /kaɪnd/  
 naive /naɪ'v/  
 negative /'negətɪv/

positive /'pɒzətɪv/  
 relaxed /rɪ'læksd/  
 sense of humour /,sens əv 'hju:mə/  
 serious /'sɪəriəs/  
 shy /ʃaɪ/  
 sociable /'səʊʃəbəl/  
 stupid /'stju:pəd/  
 successful /sək'sesfəl/  
 talented /'tæləntəd/  
 tolerant /'tɒlərənt/  
 unkind /,ʌn'kaɪnd/  
 unsociable /ʌn'səʊʃəbəl/  
 untidy /ʌn'taɪdi/  
 worried /'wʌrɪd/

## Clothes and accessories

beads /bi:dz/  
 boots /bu:ts/  
 coat /kəʊt/  
 dress /dres/  
 feathers /'feðəz/  
 hat /hæt/  
 jacket /'dʒækət/  
 jeans/pair of jeans /'dʒi:nz/,peə əv 'dʒi:nz/  
 jumper /'dʒʌmpə/  
 make-up /'meɪkʌp/  
 scarf /skɑ:f/  
 shirt /ʃɜ:t/  
 shoes /ʃu:z/  
 skirt /skɜ:t/  
 socks /sɒks/  
 suit /su:t/  
 T-shirt /'ti: ʃɜ:t/  
 tattoo /tə'tu:/  
 tie /taɪ/  
 top /tɒp/  
 tracksuit /'træksu:t/  
 trainers /'treɪnəz/  
 trousers /'traʊəz/  
 wig /wɪg/

## Adjectives describing clothes and style

casual /'kæʒuəl/  
 comfortable /'kɒmfətəbəl/  
 crazy/mad /'kreɪzi/mæd/  
 fashionable /'fæʃənəbəl/  
 formal /'fɔ:məl/  
 organic /ɔ:'gænɪk/  
 original /ə'ɒrɪdʒɪnəl/  
 outrageous /əʊt'reɪdʒəs/  
 smart /smɑ:t/  
 stylish /'stɑɪlɪʃ/  
 typical /'tɪpɪkəl/  
 well-designed /,wel dɪ'zaɪnd/

## Fashion

be the centre of attention /,bi ðə ,sentə əv  
 ə'tenʃən/  
 casual/original/smart dresser /,kæʒuəl/  
 ə,rɪdʒɪnəl,smɑ:t 'dresə/  
 changing room /'tʃeɪndʒɪŋ ru:m/  
 design /dɪ'zaɪn/  
 eco-fashion label /'i:kəʊ,fæʃən ,leɪbəl/  
 fit (well) /,fɪt ('wel)/  
 inspire /ɪn'spaɪə/  
 look /lʊk/  
 material /mə'tɪəriəl/  
 model /'mɒdl/  
 outfit /'aʊtfit/  
 quality /'kwɒləti/  
 slim/loose fit /,slɪm/,lu:s 'fɪt/  
 (small/medium/large/extra large) size  
 /,(smɔ:l,mɪ:diəm,lɑ:dʒ,ekstrə ,lɑ:dʒ) 'saɪz/

style icon /'stɑɪl ,aɪkɒn/  
 try on /,traɪ 'ɒn/  
 wear /weə/

## Interests

go jogging /,gəʊ 'dʒɒŋɪŋ/  
 hang out with friends /hæŋ ,aʊt wɪð 'frendz/  
 have fun /,hæv 'fʌn/  
 spend time in the gym /spend ,taɪm ɪn ðə  
 'dʒɪm/  
 watch films /,wɒtʃ 'fɪlmz/

## Life events

be in education /,bi ɪn ,edʒu'keɪʃən/  
 buy your first flat/house/home /,baɪ jə ,fɜ:st  
 'flæt/'haʊs/'həʊm/  
 fall in love /,fɔ:l ɪn 'lʌv/  
 get married /,get 'mærid/  
 get your first job /,get jə ,fɜ:st 'dʒɒb/  
 go on your first date /,gəʊ ɒn jə ,fɜ:st 'deɪt/  
 learn to drive /,lɜ:n tə 'draɪv/  
 leave home /,li:v 'həʊm/  
 train for a job (as an apprentice) /,treɪn fɔ ə  
 'dʒɒb (əz ən ə'prentəs)/  
 vote in an election /,vəʊt ɪn ən ɪ'lekʃən/

## Other

have sth in common /,hæv ,sʌmθɪŋ ɪn 'kɒmən/  
 identity card /aɪ'dentətɪ kɑ:d/  
 laugh /lɑ:f/  
 permission /pə'mɪʃən/  
 person /'pɜ:sən/  
 support /sə'pɔ:t/  
 twins /twɪnz/

**School subjects**

Chemistry /'keməstri/  
 Geography /dʒi'ɒgrəfi/  
 History /'hɪstəri/  
 IT (Information Technology) /,aɪ'ti:  
 (,ɪnfə'meɪʃən tek'nɒlədʒi)/  
 Marine Biology /mə'ri:n baɪ'ɒlədʒi/  
 Maths /mæθs/  
 PE (Physical Education) /,pi:'i:  
 (,fɪzɪkəl ,edʒu'keɪʃən)/  
 Physics /'fɪzɪks/  
 Science /'saɪəns/

**Classroom objects**

blackboard /'blækbo:d/  
 calculator /'kælkjəleɪtə/  
 coursebook /'kɔ:sbʊk/  
 desk /desk/  
 IWB (interactive whiteboard) /,aɪ ,dʌbəlju:  
 'bi:  
 (,ɪntər,æktɪv 'waɪtbɔ:d)/  
 (special) equipment /,(speʃəl) ɪ'kwɪpmənt/

**People at school**

form teacher /'fɔ:m 'ti:tʃə/  
 head teacher /,hed 'ti:tʃə/  
 professor /prə'fesə/  
 pupil /'pi:jə/  
 secondary school student /'sekəndəri sku:l  
 ,stju:dənt/  
 university student /,ju:nə'vɜ:səti ,stju:dənt/

**Places at school**

canteen /kæn'ti:n/  
 corridor /'kɒrədɔ:/  
 gym /dʒɪm/  
 hall /hɔ:l/  
 library /'laɪbrəri/  
 playground /'pleɪgraʊnd/  
 science lab /'saɪəns læb/  
 sports field /'spɔ:ts fi:ld/  
 staff room /'stɑ:f ru:m/  
 (well-equipped/comfortable) classroom  
 /(wel ɪ'kwɪpt/,kəmftəbəl) 'klu:sru:m/

**Types of schools**

boys' school /'bɔɪz sku:l/  
 girls' school /'gɜ:lz sku:l/  
 kindergarten /'kɪndəgɑ:tn/  
 middle school /'mɪdl sku:l/  
 mixed school /,mɪkst 'sku:l/  
 nursery school /'nɜ:səri sku:l/  
 primary school /'praɪməri sku:l/  
 private school /,praɪvət 'sku:l/  
 secondary school /'sekəndəri sku:l/  
 single-sex school /,sɪŋɡəl ,seks 'sku:l/  
 state school /'steɪt sku:l/

**Higher education**

academy /ə'kædəmi/  
 technical college /'teknɪkəl ,kɒlɪdʒ/  
 university /,ju:nə'vɜ:səti/

**School activities**

acting /'æktɪŋ/  
 club meeting /'klʌb ,mi:tɪŋ/  
 compulsory activities /kəm'pʌlsəri æk'tɪvətɪz/  
 end-of-year sports competition /,end əv ,jɪə  
 'spɔ:ts kɒmpə'tɪʃən/  
 extra activities /,ekstrə æk'tɪvətɪz/  
 outdoor activities /aʊt,dɔ:ɪr æk'tɪvətɪz/  
 sports team /'spɔ:ts ti:m/  
 theatre group /'θi:ətə gru:p/  
 trials /'traɪəlz/

volunteer programme/project /,vɒləntɪə  
 ,prəʊgræm/,prɒdʒekt/  
 workshop /'wɜ:kʃɒp/

**School trips**

attraction /ə'trækʃən/  
 book online /,bʊk 'ɒnlaɪn/  
 camping trip /'kæmpɪŋ trɪp/  
 close /kloʊz/  
 cost /kɒst/  
 cultural event /,kʌltʃərəl ɪ'vent/  
 discount /'dɪskaʊnt/  
 download an app /daʊn,ləʊd ən 'æp/  
 education centre /,edʒu'keɪʃən ,sentə/  
 explore /ɪk'splɔ:/  
 family ticket /'fæməli ,tɪkət/  
 free /fri:/  
 free time /,fri: 'taɪm/  
 guided tour /,gaɪdɪd 'tuə/  
 home stay /'həʊm steɪ/  
 museum tour /'mju:zɪəm tuə/  
 open /'əʊpən/  
 opening times /'əʊpənɪŋ taɪmz/  
 train station /'treɪn ,steɪʃən/

**Sports**

badminton /'bædmɪntən/  
 football /'fʊtbɔ:l/  
 hockey /'hɒki/  
 sailing /'seɪlɪŋ/  
 snorkelling /'snɔ:kəlɪŋ/  
 volleyball /'vɒləibɔ:l/  
 water sports /'wɔ:tə spɔ:ts/

**Music**

band /bænd/  
 musician /'mju:zɪʃən/  
 play the piano/the guitar/the violin /,pleɪ ðə  
 pi'ænəʊ/ðə grɪ'tɑ:ðə ,vaɪə'li:n/  
 record deal /'rekɔ:d di:l/  
 sing /sɪŋ/

**Verbs and phrases about school**

be afraid/scared of /bi ə'freɪd/'skeəd ə/  
 be good at (foreign languages) /bi ,gʊd ət  
 (,fɒrən 'læŋgwɪdʒɪz)/  
 be late/early/on time for lessons /bi ,leɪt/  
 ,ɜ:lɪ/ɒn ,taɪm fə 'lesənz/  
 be proud of /bi 'praʊd ə/  
 borrow a book from the library /,bɒrəʊ ə ,bʊk  
 frəm ðə 'laɪbrəri/  
 cheat in exams /,tʃi:t ɪn ɪg'zæmz/  
 design a study programme /dɪ,zəɪn ə 'stʌdi  
 ,prəʊgræm/  
 do a course /,du: ə 'kɔ:s/  
 do/play sport /,du: /,pleɪ 'spɔ:t/  
 do experiments /,du: ɪk'sperɪmənts/  
 do extra activities /,du: ,ekstrə æk'tɪvətɪz/  
 do your best /,du: jə 'best/  
 do your homework /,du: jə 'həʊmwɜ:k/  
 do well/badly in an exam/a test /,du: ,wel/  
 ,bædli ɪn ən ɪg'zæm/ə 'test/  
 fail an exam /,feɪl ən ɪg'zæm/  
 get an education /,get ən ,edʒu'keɪʃən/  
 get fit /,get 'fɪt/  
 get a good/bad mark (for sth) /,get ə ,gʊd/  
 ,bæd 'mɑ:k (fə ,səmθɪŋ)/  
 get lost /,get 'lɒst/  
 get on OK /get ,ɒn əʊ 'keɪ/  
 get the most from sth /,get ðə 'məʊst frəm  
 ,səmθɪŋ/  
 give a speech /,gɪv ə 'spi:tʃ/

go to university /,gəʊ tə ,ju:nə'vɜ:səti/  
 have a meeting /,hæv ə 'mi:tɪŋ/  
 have fun /,hæv 'fʌn/  
 improve /ɪm'pru:v/  
 learn a skill /,lɜ:n ə 'skɪl/  
 leave school /,li:v 'sku:l/  
 meet friends /,mi:t 'frendz/  
 miss school/classes /,mɪs 'sku:l/'klu:sɪz/  
 participate in /,pɑ:'tɪsəpeɪt ɪn/  
 pass an exam /,pɑ:s ən ɪg'zæm/  
 practise /'præktɪs/  
 relax /rɪ'læks/  
 rest /rest/  
 start school /,stɑ:t 'sku:l/  
 study a subject /,stʌdi ə 'sʌbdʒɪkt/  
 train to become (a vet) /,treɪn tə bɪ ,kæm  
 (ə 'vet)/  
 use a computer/tablet/mobile phone (in  
 class/during lessons) /,ju:z ə kəm'pjʊ:tə/  
 'tæblət/,məʊbaɪl 'fəʊn (ɪn 'klu:s ,dʒʊərɪŋ  
 'lesənz)/  
 wear a school uniform/an overall /,wear ə  
 ,sku:l 'ju:nə'fɔ:m/ən ,əʊvə'ɔ:l/

**Other**

brain /breɪn/  
 danger /'deɪndʒə/  
 exactly /ɪg'zæktli/  
 gap year programme /,gæp 'jɪə ,prəʊgræm/  
 genius /'dʒi:niəs/  
 litter/rubbish /'lɪtə/'rʌbɪʃ/  
 matter /'mætə/  
 solve a problem /,sɒlv ə 'prɒbləm/  
 students' rights /,stju:dənts 'raɪts/  
 take risks /,teɪk 'rɪks/

**Sports**

badminton /'bædmɪntən/  
 basketball /'bɑːskətbɔːl/  
 bungee jumping /'bʌndʒi ,dʒʌmpɪŋ/  
 cycling /'saɪklɪŋ/  
 football /'fʊtbɔːl/  
 golf /gɒlf/  
 hockey /'hɒki/  
 ice skating /'aɪs ,sketɪŋ/  
 jogging /'dʒɔːgɪŋ/  
 karate /kə'reɪti/  
 kayaking /'kaɪækɪŋ/  
 kung fu /,kʌŋ 'fuː/  
 rugby /'rʌŋbi/  
 running /'rʌnɪŋ/  
 sailing /'seɪlɪŋ/  
 skateboarding /'sketɪbɔːdɪŋ/  
 skiing /'skiːɪŋ/  
 swimming /'swɪmɪŋ/  
 table tennis/Ping-Pong /'teɪbəl ,tenəs/  
 'pɪŋ pɒŋ/  
 tennis /'tenəs/  
 triathlon /traɪ'æθlən/  
 volleyball /'vɒlibɔːl/  
 yoga /'jəʊgə/  
 Zumba /'zʊmbə/

**Types of sport**

individual sports /,ɪndə'vɪdʒʊəl spɔːts/  
 martial arts /,mɑːtʃəl 'ɑːts/  
 Olympic sports /ə'lɪmpɪk spɔːts/  
 summer sports /'sʌmə spɔːts/  
 team sports/games /'tiːm spɔːts/ɡeɪmz/  
 water sports /'wɔːtə spɔːts/  
 winter sports /'wɪntə spɔːts/

**Sports competitions**

career /kə'riə/  
 challenge /'tʃæləndʒ/  
 climb /klaɪm/  
 competition /,kɒmpə'tɪʃən/  
 complete /kəm'pliːt/  
 cycle /'saɪkəl/  
 do (yoga/karate) /,duː ('jəʊgə/kə'reɪti)/  
 equipment /'kwɪpmənt/  
 final /'faɪnəl/  
 finish line /'fɪnɪʃ laɪn/  
 first/second half /,fɜːst/,sekənd 'hɑːf/  
 football club /'fʊtbɔːl klʌb/  
 goal line /'ɡəʊl laɪn/  
 go cycling/sailing /,ɡəʊ 'saɪklɪŋ/'seɪlɪŋ/  
 marathon /'mærəθən/  
 Olympics/Olympic Games /ə'lɪmpɪks/ə,lɪmpɪk  
 'ɡeɪmz/  
 Paralympics /,pærə'lɪmpɪks/  
 play (football/volleyball) /,pleɪ ('fʊtbɔːl/  
 'vɒlibɔːl)/  
 play for a team /,pleɪ fɔː ə 'tiːm/  
 practise /'præktəs/  
 prize /praɪz/  
 result /rɪ'zʌlt/  
 run fast /,rʌn 'fɑːst/  
 score (ten points) /,skɔː (ten 'pɔɪnts)/  
 speed /spiːd/  
 sponsor /'spɒnsə/  
 sports event /'spɔːts ɪ'vent/  
 stadium /'steɪdiəm/  
 take part in (kung fu) competitions /teɪk ,pɑːt  
 ɪn (,kʌŋ 'fuː), kɒmpə'tɪʃənz/  
 take place /,teɪk 'pleɪs/  
 (tennis) match /('tenəs) mætʃ/  
 tournament /'tuənəmənt/  
 train /treɪn/  
 win /wɪn/

win a gold/silver/bronze medal /wɪn ə ,ɡəʊld/  
 ,sɪlvə/,brɒnz 'medl/  
 win gold/bronze /,wɪn 'ɡəʊld/'brɒnz/  
 World Cup /,wɜːld 'kʌp/

**People in sport**

athlete /'æθliːt/  
 basketball player /'bɑːskətbɔːl ,pleɪə/  
 champion /'tʃæmpiən/  
 climber /'klaɪmə/  
 coach /kəʊtʃ/  
 competitor /kəm'petətə/  
 cyclist /'saɪkləst/  
 footballer/football player /'fʊtbɔːlə/'fʊtbɔːl  
 ,pleɪə/  
 gymnast /'dʒɪmnæst/  
 hockey player /'hɒki ,pleɪə/  
 instructor /ɪn'strʌktə/  
 jogger /'dʒɔːgə/  
 professional sports person /prə,fesjənl  
 'spɔːts,pɜːsən/  
 runner /'rʌnə/  
 sailor /'seɪlə/  
 skier /'skiːə/  
 swimmer /'swɪmə/  
 tennis player /'tenəs ,pleɪə/

**Healthy lifestyle**

do (stretching) exercises /,duː ('stretʃɪŋ)  
 ,eksəsaɪzɪz/  
 get enough sleep /,get ɪ'nʌf 'sliːp/  
 give energy /,ɡɪv 'enədʒi/  
 go to the gym /,ɡəʊ tə ðə 'dʒɪm/  
 have a healthy breakfast/meal /,hæv ə ,helθi  
 'brekfəst/'miːl/  
 have a healthy diet/eat well /,hæv ə ,helθi  
 'daɪət/'iːt wel/  
 have a healthy lifestyle /,hæv ə ,helθi  
 'laɪfstɑɪl/  
 keep fit /,kiːp 'fɪt/  
 relax /rɪ'læks/  
 rest /rest/  
 spend time outdoors /,spend taɪm ,aʊt'dɔːz/  
 take regular breaks /,teɪk ,regjələ 'breɪks/  
 walk /wɔːk/

**Health**

die /daɪ/  
 disabled /dɪs'eɪbld/  
 examine /ɪg'zæməɪn/  
 feel (terrible/better) /,fiːl ('terəbəl/'betə)/  
 feel dizzy /,fiːl 'dɪzi/  
 grow /grəʊ/  
 headache /'hedetɪk/  
 health problem /'helθ ,prɒbləm/  
 hormone /'hɔːməʊn/  
 medical help /,medɪkəl 'help/  
 rescue /'reskjʊː/  
 save sb's life /,seɪv ,sʌmbədɪz 'laɪf/  
 (serious) illness /(,sɪəriəs) 'ɪlnəs/  
 sore /sɔː/  
 treatment /'triːtmənt/

**Likes and dislikes**

be interested in /,bi 'ɪntrəstəd ɪn/  
 be into /,bi 'ɪntə/  
 can't stand /,kɑːnt 'stænd/  
 care about /'keə ə ,baʊt/  
 enjoy sth/have fun in sth /ɪn'dʒɔɪ ,sʌmθɪŋ/  
 ,hæv 'fʌn ɪn ,sʌmθɪŋ/  
 hate /heit/  
 like /laɪk/  
 love /lʌv/  
 prefer /prɪ'fɜː/

**Other**

aim /eɪm/  
 at the age of (ten) /ət ðeɪ ,eɪdʒ əv ('ten)/  
 at the same time /ət ðə ,seɪm 'taɪm/  
 believe in /bə'liːv ɪn/  
 charity /'tʃærəti/  
 hang /hæŋ/  
 jump off /,dʒʌmp 'ɒf/  
 move (to) /'muːv (tə)/  
 raise money /,reɪz 'mʌni/  
 stay up late/all night /,steɪ ʌp 'leɪt/,ɔːl 'naɪt/  
 support /sə'pɔːt/  
 top/bottom of the mountain /,tɒp,bɒtəm əv  
 ðə 'maʊntɪn/

**Forms of transport**

bike /baɪk/  
 boat /bəʊt/  
 bus /bʌs/  
 car /kɑː/  
 coach /kəʊtʃ/  
 ferry /'feri/  
 motorbike /'məʊtəbaɪk/  
 plane /pleɪn/  
 ship /ʃɪp/  
 taxi /'tæksɪ/  
 train /treɪn/  
 tram /træm/  
 underground/tube /'ʌndəgraʊnd/'tjuːb/

**Types of trips**

activity holiday /æk'tɪvətɪ,hɒlədeɪ/  
 adventure holiday /əd'ventʃə,hɒlədeɪ/  
 backpacking holiday /'bæk,pækɪŋ,hɒlədeɪ/  
 beach holiday /'bi:tʃ,hɒlədeɪ/  
 camping holiday /'kæmpɪŋ,hɒlədeɪ/  
 cycling trip /'saɪklɪŋ trɪp/  
 excursion /ɪk'skɜːʃən/  
 skiing holiday /'ski:ŋ,hɒlədeɪ/  
 tour /tuə/  
 trip abroad /trɪp ə'brɔːd/  
 working holiday /'wɜːkɪŋ,hɒlədeɪ/

**Before a holiday**

book: /bʊk/  
 a car /ə'kɑː/  
 a flight /ə'flaɪt/  
 a holiday /ə'hɒlədeɪ/  
 a hotel /ə'həʊ'tel/  
 a room /ə'ru:m/  
 a seat on the train/bus /ə'si:t ɒn ðə'treɪn/'bʌs/  
 a train/bus ticket /ə'treɪn/'bʌs,tɪkət/  
 an excursion /ənɪk'skɜːʃən/  
 the accommodation /ði ə,kɒmə'deɪʃən/  
 the transport /ðə'træns'pɔːt/  
 brochure /'brəʊʃə/  
 have a booking /hæv ə'bʊkɪŋ/  
 make the arrangements /meɪk ðɪ ə'reɪndʒmənts/  
 make/change a reservation/a booking /meɪk,tʃeɪndʒ ə'rezə'veɪʃən/ə'bʊkɪŋ/  
 special/top offer /speʃəl,tɒp'ɒfə/  
 travel agency/travel agent's /trævəl ,eɪdʒənsi/'trævəl ,eɪdʒənts/

**Accommodation**

bed and breakfast (B & B) /bed ənd 'brekfəst  
 (,bi: ənd 'bi:  
 campsite /'kæmpsaɪt/  
 check in /tʃek 'ɪn/  
 guest /gest/  
 guesthouse /'gesthaʊs/  
 (luxury/three-star) hotel /('lʌkʃəri/θri: ,stɑː)  
 həʊ'tel/  
 reception desk /rɪ'sepʃən desk/  
 staff /stɑːf/  
 stay in (a hotel)/at (a campsite) /steɪ ɪn  
 (ə'həʊ'tel)/ət (ə'kæmpsaɪt)/  
 youth hostel /'juːθ ,hɒstl/

**On the journey**

airport check-in desk /eə'pɔːt 'tʃek ɪn desk/  
 arrive /ə'raɪv/  
 check in /tʃek 'ɪn/  
 cycle /'saɪkəl/  
 drive /draɪv/  
 flight /flaɪt/  
 fly /flaɪ/

get on/off (a train) /get ɒn,ɒf (ə'treɪn)/  
 go on foot /,gəʊ ɒn 'fʊt/  
 make an announcement /,meɪk ən ə'naʊnsmənt/  
 on time /ɒn 'taɪm/  
 passenger /'pæsɪndʒə/  
 platform /'plætfɔːm/  
 reach (a place) /ri:tʃ (ə'pleɪs)/  
 ride (a bike) /raɪd (ə'baɪk)/  
 road /rəʊd/  
 sail /seɪl/  
 street /stri:t/  
 train station /treɪn ,steɪʃən/  
 travel/go by (train/plane) /trævəl/,gəʊ baɪ ('treɪn/'pleɪn)/  
 waiting room /weɪtɪŋ ru:m/

**Holiday activities**

be active /bi'æktɪv/  
 eat at a restaurant /i:t ət ə'restərɒnt/  
 eat local food /i:t ,ləʊkəl 'fuːd/  
 escape to the countryside /ɪ'skeɪp tə ðə 'kʌntrɪsaɪd/  
 experience (a place/white sand/clear water) /ɪk'spɪəriəns (ə'pleɪs/,waɪt 'sænd/,klɪə 'wa:tə)/  
 go hang-gliding /,gəʊ 'hæŋ ,glɑɪdɪŋ/  
 go hiking /,gəʊ 'haɪkɪŋ/  
 go kayaking /,gəʊ 'kaɪækɪŋ/  
 go mountain biking /,gəʊ 'maʊntən ,baɪkɪŋ/  
 go to/visit museums /,gəʊ tə,vɪzət mjuː'zi:əmz/  
 relax (by the sea) /rɪ,læks (baɪ ðə 'siː)/  
 ride a camel/an elephant /raɪd ə 'kæməl/ən 'eləfənt/  
 rock climb/go climbing /'rɒk klaɪm/,gəʊ 'klaɪmɪŋ/  
 see the sights /siː ðə 'saɪts/  
 travel round by (car) /trævəl raʊnd baɪ ('kɑː)/  
 try different kinds of activities /traɪ ,dɪfərənt 'kaindz əv æk'tɪvətɪz/  
 visit the sights /vɪzət ðə 'saɪts/

**Places to visit**

beach /bi:tʃ/  
 desert /'dezət/  
 island /'aɪlənd/  
 local market /,ləʊkəl 'mɑːkət/  
 local towns /,ləʊkəl 'taʊnz/  
 mountains /'maʊntɪnz/  
 museum /mjuː'zi:əm/  
 rainforest /'reɪnfɒrɪst/  
 theatre /'θɪətə/  
 (top) tourist sites /('tɒp) 'tuərist saɪts/

**Things to take on holiday**

camera /'kæməərə/  
 case /keɪs/  
 cooking equipment /'kʊkɪŋ ɪ,kwɪpmənt/  
 guidebook /'gaɪdbʊk/  
 luggage /'lʌgɪdʒ/  
 passport /'pɑːspɔːt/  
 sleeping bag /'sli:pɪŋ bæɡ/  
 tent /tent/  
 trailer /'treɪlə/  
 visa /'vɪzə/  
 warm clothes /,wɔːm 'kləʊðz/

**Giving directions**

along /ə'lɒŋ/  
 between /bɪ'twi:n/  
 get to ... /'get tə .../  
 go across the road /,gəʊ ə,kros ðə 'rəʊd/  
 next door /,nekst 'dɔː/  
 next to sth /'nekst tə ,səmθɪŋ/  
 on the corner /ɒn ðə 'kɔːnə/  
 on your right/left /ɒn jə 'raɪt/'left/  
 opposite /'ɒpəzət/  
 straight on /streɪt 'ɒn/  
 take the (second) turning on the (left) /teɪk ðə (sekənd) 'tɜːnɪŋ ɒn ðə ('left)/  
 tell sb the way to ... /tel ,sambədi ðə 'weɪ tə .../  
 turn left/right into (High Street) /tɜːn ,left/ ,raɪt ,ɪntə 'haɪ stri:t/  
 walk past sth /wɔːk pɑːst ,səmθɪŋ/

**Other**

bookshop /'bʊkʃɒp/  
 budget /'bʌdʒət/  
 bumps /bʌmps/  
 environmentally friendly /ɪn,vəɪəʃən,məntəli 'frendli/  
 flexible /'fleksəbəl/  
 frame /freɪm/  
 get better /,get 'betə/  
 guide /gaɪd/  
 harm the environment /,hɑːm ðɪ ɪn'veɪrənmənt/  
 hiker /'haɪkə/  
 mosquito /mə'ski:təʊ/  
 news show /'njuːz ʃəʊ/  
 provide /prə'vaɪd/  
 safe /seɪf/  
 southernmost /'sʌðənməʊst/  
 tourist /'tuərist/  
 town hall /taʊn 'hɔːl/  
 world (water) crisis /,wɜːld ('wɔːtə) ,kraɪsɪs/

## Animals

butterfly /'bʌtəflaɪ/  
 chimpanzee /tʃɪmpæn'ziː/  
 coral /'kɒrəl/  
 cow /kaʊ/  
 crocodile /'krɒkədəɪl/  
 fish /fɪʃ/  
 (forest) elephant /('fɒrəst) ,eləfənt/  
 gorilla /gə'rɪlə/  
 Highland pony /,haɪlənd 'pəʊni/  
 monkey /'mʌŋki/  
 panda /'pændə/  
 penguin /'peŋɡwən/  
 peregrine falcon /,perəgrɪn 'fɔːlkən/  
 (polar) bear /(,pəʊlə) 'beə/  
 (sea) bird /('siː) bɜːd/  
 (sea) snail /('siː) sneɪl/  
 (sea) turtle /('siː) ,tɜːtl/  
 shark /ʃɑːk/  
 (snow) leopard /('snəʊ) ,lepəd/  
 whale /weɪl/  
 wolf /wɒlf/

## Plants

bamboo /,bæm'buː/  
 bush /bʊʃ/  
 cereal /'sɪəriəl/  
 flower /'flaʊə/  
 grass /grɑːs/  
 tree /triː/

## Landscape

continent /'kɒntɪnənt/  
 coral reef /'kɒrəl riːf/  
 countryside /'kʌntrisaɪd/  
 field /fiːld/  
 glacier /'glæsiə/  
 hill /hɪl/  
 ice falls /'aɪs fɔːlz/  
 ice pools/bridges /'aɪs puːlz/,brɪdʒɪz/  
 island /'aɪlənd/  
 jungle /'dʒʌŋɡəl/  
 mountain /'maʊntən/  
 ocean /'əʊʃən/  
 river /'rɪvə/  
 sea /siː/  
 (subtropical) rainforest /(sʌb,tɹɒpɪkəl) 'reɪnfɒrɪst/  
 (tropical) forest /(tɹɒpɪkəl) 'fɒrəst/  
 valley /'væli/  
 waterfall/falls /'wɔːtəfɔːl/,fɔːlz/

## Location

above sea level /ə,bʌv 'siː ,levəl/  
 area /'eəriə/  
 cover /'kʌvə/  
 high up /,haɪ 'ʌp/  
 lie /laɪ/  
 on the border (between) /ɒn ðə 'bɔːdə (bɪ,twɪn)/  
 south/north/east/west /sauθ/nɔːθ/iːst/west/  
 southern/northern/eastern/western /'sʌðən/ 'nɔːðən/,iːstən/'westən/  
 (square) kilometre /(,skweə) 'kɪlə,mɪtə/  
 surrounded by sth /sə'raʊndɪd baɪ ,sʌmθɪŋ/  
 (three kilometres) wide /(θriː ,kɪlə'miːtəz) 'waɪd/  
 underwater /,ʌndə'wɔːtə/

## Environmental problems

air/water pollution /'eə/'wɔːtə pə,ljuːʃən/  
 climate change /'klaɪmət tʃeɪndʒ/  
 cut down trees /,kʌt daʊn 'triːz/  
 danger /'deɪndʒə/  
 dangerous /'deɪndʒərəs/  
 destroy /dɪ'strɔɪ/  
 die out /,daɪ 'aʊt/  
 disappear /,dɪsə'piə/  
 disaster /dɪ'zɑːstə/  
 global warming /,gləʊbəl 'wɔːmɪŋ/  
 green /griːn/  
 grow /grəʊ/  
 habitat /'hæbətæt/  
 hunt /hʌnt/  
 illegal fishing/hunting /ɪ,lɪ:gəl 'fɪʃɪŋ/'hʌntɪŋ/  
 make noise /,meɪk 'nɔɪz/  
 melt /melt/  
 (nuclear) energy /(,njuːkliə) 'enədʒi/  
 oil /ɔɪl/  
 plant trees /,plɑːnt 'triːz/  
 pollute the air/water /pə,ljuːt ðɪ 'eə/'wɔːtə/  
 power station/power plant /'paʊə ,steɪʃən/ 'paʊə plɑːnt/  
 produce CO<sub>2</sub> /prə,djuːs ,siː əʊ 'tuː/  
 protect the (natural) environment /prə,tɛkt ðə (nætʃərəl) ɪn'veɪrənmənt/  
 (radioactive) waste /(,reɪdɪəʊ ,æktɪv) 'weɪst/  
 recycled /,rɪ:'saɪkəld/  
 recycling /rɪ:'saɪklɪŋ/  
 safe /seɪf/  
 sea ice /'siː aɪs/  
 sort rubbish /,sɔːt 'rʌbɪʃ/  
 throw away /,θrəʊ ə'weɪ/  
 turn off the water tap /tɜːn ,ɒf ðə 'wɔːtə tæp/  
 turn on/off the light/electrical devices /tɜːn ,ɒn/,ɒf ðə 'laɪt/'ɪlektɹɪkəl dɪ,vaɪsɪz/  
 use public transport /,juːz ,pʌblɪk 'trænspɔːt/  
 waste/save energy/water /,weɪst/,seɪv 'enədʒi/'wɔːtə/  
 wind farm /'wɪnd fɑːm/

## National parks

birdwatching /'bɜːdwtʃɪŋ/  
 fear of /'fiə əv/  
 feed /fiːd/  
 follow the route /,fɒləʊ ðə 'ruːt/  
 nature reserve /'neɪtʃə rɪ,zɜːv/  
 rule /ruːl/  
 spot /spɒt/  
 take a break /,teɪk ə 'breɪk/  
 visitor /'vɪzɪtə/  
 wildlife /'waɪldlaɪf/

## Adjectives describing wonders of nature

amazing/incredible /ə'meɪzɪŋ/ɪn'kredəbəl/  
 breathtaking /'breθ,tɛɪkɪŋ/  
 characteristic /,kærəktə'rɪstɪk/  
 famous (for sth) /'feɪməs (fɔː ,sʌmθɪŋ)/  
 full of life /,fʊl əv 'laɪf/  
 lovely /'lʌvli/  
 peaceful /'piːsfəl/  
 picturesque /,pɪktʃə'resk/  
 rare /reə/  
 special /'speʃəl/  
 unique (to an area) /juː'niːk (tə ən ,eəriə)/  
 unusual /ʌn'juːʒuəl/  
 wild /waɪld/

## Weather

clear /klaɪə/  
 clear sky /,klaɪə 'skaɪ/  
 cloud /klaʊd/  
 cloudy /'klaʊdi/  
 cold /kəʊld/  
 degree /di'ɡriː/  
 fog /fɒɡ/  
 foggy /'fɒɡi/  
 hot /hɒt/  
 rain /reɪn/  
 rainy /'reɪni/  
 grow /'grəʊ/  
 snow /snəʊ/  
 sun /sʌn/  
 sunny /'sʌni/  
 sunshine /'sʌnʃaɪn/  
 temperature /'temprətʃə/  
 thunder and lightning /,θʌndə ənd 'laɪtnɪŋ/  
 warm /wɔːm/  
 weather forecast /'weðə ,fɔːkɑːst/  
 wet /wet/  
 wind /wɪnd/  
 windy /'wɪndi/

## Other

beauty /'bjʊti/  
 character /'kærəktə/  
 cooperation /kəʊ,pə'reɪʃən/  
 importance /ɪm'pɔːtəns/  
 important /ɪm'pɔːtənt/  
 nuisance /'njuːsəns/  
 original /ə'ɹɪdʒɪnəl/  
 peace /piːs/  
 picture /'pɪktʃə/

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