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Third Edition **Solutions**

Elementary

Student's Book

Tim Falla Paul A Davies



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Elementary

Student's Book

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OXFORD
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I

Introduction

IA

Vocabulary

Personal information

I can exchange basic personal information.



1 Complete the questions in the dialogue with the phrases below.

are you from do you spell old are you your name

Woman Hello. Welcome to Europa Language School!

Kadir Thank you!

Woman What's ¹ _____?

Kadir Kadir Demir.

Woman How ² _____ that?

Kadir K-A-D-I-R, Kadir. D-E-M-I-R, Demir.

Woman Thank you. Where ³ _____?

Kadir I'm from Turkey.

Woman And how ⁴ _____, Kadir?

Kadir I'm eighteen.

Woman Great! Thank you. You're in room 53.

Kadir Thanks. See you later!

2 **1.02** Listen and check your answers. Then listen and repeat the dialogue.

3 **1.03** Listen and repeat the alphabet. What sound do the blue letters share?

abcdefghijklmnopqrstuvwxyz

4 Now put the red letters into the correct category below, depending on the sound they share.

1 b, c, ...

2 f, l, ...

5 **SPEAKING** Work in groups or as a class. Think of a famous person and start spelling his or her name. Who can guess the person first?

T-A-Y-...

Taylor Swift!

6 **1.04 VOCABULARY** Listen and repeat the numbers (1–50). Then say the numbers backwards (50–1) around the class.

50

49

48

47

► Vocabulary Builder Numbers and ordinals: page 117

7 **1.05** Listen to two dialogues. Complete the table with the names and ages of the four speakers.

Name	Age
1 Antoine	
2	
3	
4	

8 **1.05 VOCABULARY** Which country are the students in exercise 7 from? Listen again and match them with countries from the list below.

Countries Argentina Australia Brazil Canada China Croatia the Czech Republic Egypt France Germany Greece Hungary India Italy Japan Mexico Poland Russia Slovakia Spain Turkey the UK Ukraine the USA
Antoine is from France.

9 **SPEAKING** Work in pairs. Test your partner's spelling of the countries in exercise 8.

How do you spell 'Spain'?

S-P-A-I-N. How do you spell ...?

10 Answer the questions about the countries in exercise 8.

1 Which are in Europe?

2 Which are in Asia?

3 Which are in North and South America?

4 Which are English-speaking countries?

5 Which are near your own country?

11 Work in pairs. Invent a new identity for yourself. Choose a new name, a new nationality and a different age.

12 **SPEAKING** Work in pairs. Find out your partner's information. Ask and answer questions from the dialogue in exercise 1.

What's your name?

It's ...

How do you spell that?

be and have got

I can use be and have got.

1 **1.06** Read and listen to the dialogue. How old is Joanna's sister?

Max Have you got a brother?
Joanna No, I haven't. But I've got a sister. Here's a photo of us.
 I'm on the right.
Max Are you twins?
Joanna Yes, we are, but we aren't identical. Emma's got black hair, like me, but she hasn't got brown eyes.
Max Is that your dog in the photo?
Joanna Yes, it is. She's called Rosie. Rosie is Emma's dog, really.
Max How old is she?
Joanna She's sixteen, of course.
Max That's very old for a dog!
Joanna No, Emma's sixteen. Rosie is six.



2 Find all the examples of *be* in the dialogue in exercise 1. Complete the **Learn this!** box. Use short forms.

LEARN THIS! *be*

Affirmative	Negative
1 _____	I'm not
he / she / it ² _____	he / she / it isn't
you / we / they are	you / we / they ³ _____
Interrogative	Short answers
am I?	Yes, I am. / No, I'm not.
⁴ _____ he / she / it?	Yes, he / she / it ⁶ _____.
	No, he / she / it isn't.
⁵ _____ you / we / they?	Yes, you / we / they ⁷ _____.
	No, you / we / they aren't.

3 Write two sentences with the verb *be*, one affirmative and one negative. Which is true for you? Which is false? Write T or F.

- We _____ at school.
We are at school. T We aren't at school. F
- My teacher _____ very tall.
- I _____ 16 years old.
- My friends _____ all girls.
- It _____ very cold today.
- My friends and I _____ in an English lesson.

4 **SPEAKING** Complete the questions with the correct form of the verb *be*. Then ask and answer the questions in pairs.

- _____ you hungry?
- _____ our teacher male?
- _____ we at school?
- _____ your friends all at this school?
- _____ you eighteen years old?
- _____ I from the UK?

Are you hungry?

Yes, I am. / No, I'm not.

➔ Grammar Builder IB page 122

5 Complete the **Learn this!** box. Use short forms. Use the dialogue in exercise 1 to help you. What are the long forms?

LEARN THIS! *have got*

We use *have got* to talk about possessions and family members.

Affirmative

I / you / we / they ¹ _____ got
 he / she / it ² _____ got

Negative

I / you / we / they haven't got
 he / she / it ³ _____ got

Interrogative

⁴ _____ I / you / we / they got?
 Has he / she / it got?

Short answers

Yes, I have. / No, I ⁵ _____.
 Yes, he / she / it has. No, he / she / it hasn't.
 Yes, you / we / they have. No, you / we / they haven't.

6 Complete the sentences with the correct form of *have got*, affirmative or negative. Make them true for you.

- I _____ two brothers.
- We _____ a maths lesson next.
- Our teacher _____ short hair.
- I _____ blue eyes.
- Our teachers _____ a big teachers' room.

7 **1.07** Listen. Tick the things that Joe and Amy have got.

	Joe	Amy	You	Your partner
a pet				
a skateboard				
a bike				
a smartphone				
a laptop				
a watch				

8 Write sentences about Joe using the information in the table in exercise 7. Use the correct form of *have got*.

Joe's got He hasn't got

9 **SPEAKING** Complete the column for you in exercise 7. Then ask and answer in pairs and complete the column for your partner.

Have you got ... ?

10 **SPEAKING** Tell the class about your partner.

Marianne hasn't got a pet.

➔ Grammar Builder IB page 122

Talking about ability and asking for permission

I can talk about ability and ask for permission.



1 **1.08** Read and listen to the dialogue. What is Alfie's opinion of the girl in the photo? What is Rose's opinion?

Alfie Let's stop and listen. This is a great song.
 Rose Hmm. She isn't very good. She can't sing.
 Alfie She can play the guitar really well. And her voice isn't bad.
 Rose I can't hear the words.
 Alfie But she's really young. She's only fourteen or fifteen. Can you play the guitar like that?
 Rose No, I can't. But I can play the piano. Come on, let's go.
 Alfie No, wait.
 Rose What's the problem?
 Alfie I can't find my money. Can I borrow £1, please?
 Rose For her? Really? Oh, OK.

2 Read the **Learn this!** box. Find an affirmative, negative and interrogative form of **can** in the dialogue in exercise 1.

LEARN THIS! *can*

- a We use *can* to talk about ability.
- b The form of *can* is the same for all persons (I, you, he, she, we, etc.).
Affirmative: *I can play football.*
Negative: *They can't hear you.*
Interrogative: *Can you perform? Yes, I can. / No, I can't.*
- c We also use *can* to ask for permission.
Can I use your phone? Yes, you can. / No, you can't.

3 Complete the sentences about the dialogue in exercise 1. Use the affirmative or negative form of **can**.

- 1 The girl _____ play the guitar well.
- 2 Rose _____ hear the words of the song.
- 3 Rose _____ play the guitar.
- 4 Rose _____ play the piano.
- 5 Alfie _____ find his money.

4 **SPEAKING** Work in pairs. Ask permission to do the things below. Use **Can I ... ?**

borrow your pencil use your dictionary ask a question
 share your book copy your answer

Can I borrow ... ?

Yes, you can. / No, you can't.

➔ **Grammar Builder IC** page 122

5 **VOCABULARY** Complete the list of musical instruments. The missing words are in the dialogue in exercise 1. Then check the meaning of all the words.

Instruments clarinet drums flute g _____
 keyboard p _____ saxophone trumpet violin

6 **1.09** Listen and identify the instruments.

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

➔ **Vocabulary Builder** Musical instruments: page 117

7 **VOCABULARY** Check the meaning of the verbs below. Match four of them with pictures 1–4.

Action verbs perform play basketball / football / tennis
 play the drums / clarinet ride a bike / a horse skate
 skateboard sing ski speak Chinese / French / Spanish
 swim



8 Write a questionnaire about ability for your partner. Write six questions with **can**. Choose verbs from exercise 7 and include one musical instrument from exercise 5.

- 1 Can you play the violin?
- 2 Can you ... ?

9 **SPEAKING** Work in pairs. Do your questionnaires. Make a note of your partner's answers.

Can you play the violin?

No, I can't.

10 **SPEAKING** Tell the class about your partner.

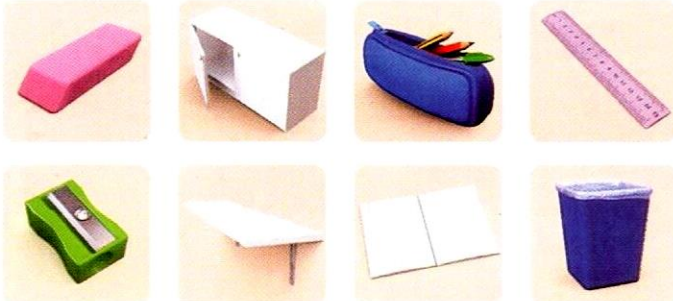
Mina can't play the violin. She can ...

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

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

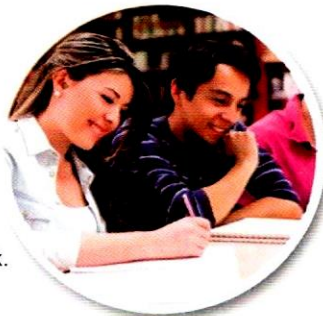
1 VOCABULARY Match the pictures with eight of the words below. Check the meaning of all the words.

In the classroom bin blackboard calculator chair computer cupboard desk eraser exercise book interactive whiteboard pen pencil pencil case pencil sharpener ruler schoolbag shelf



2 1.10 Read and listen to the dialogue. Where is Olivia's pencil case?

Charlie Have you got a pencil and an eraser?
Olivia I've got a pencil, but I haven't got an eraser. The pencil is on my desk.
Charlie Thanks. Have you got a coloured pen?
Olivia No, but I've got some coloured pencils.
Charlie What colours?
Olivia Red, blue, green, brown – lots of colours. They're in my pencil case.
Charlie Is that your pencil case?
Olivia No. That's Jemma's. My pencil case is in my schoolbag. Hang on. ... Oh, no! It's at home. Sorry.



3 Read the **Learn this!** box. Underline all the examples of *a / an, some* and *the* in the dialogue in exercise 2.

LEARN THIS! Articles

- a** The definite article is *the*. We can use it with singular and plural nouns.
the chair the books
- b** The indefinite article is *a, or an* if the noun begins with a vowel sound. We only use it with singular nouns.
a pen an exam
- c** We can use *some* with plural nouns when we don't know, or we don't want to say, exactly how many.
I've got a pen and some pencils.
- d** We use *a / an* and *some* when we mention things for the first time.
I've got a skateboard and some rollerblades.
- e** We use *the* when we mention them again.
I've got a skateboard and some rollerblades. The skateboard is red and the rollerblades are blue.

4 SPEAKING Work in pairs. Ask and answer questions about the things in exercise 1. Use *a or an*.

Have you got a pen in your schoolbag?

Yes, I have. / No, I haven't.

Have we got an interactive whiteboard in our classroom?

Yes, we have. / No, we haven't.

➔ Grammar Builder ID page 122

5 Put *a, an* or *some* in front of the nouns.

- | | | |
|---------------|--------------------|-------------------|
| 1 ___ address | 5 ___ eye | 9 ___ cat |
| 2 ___ pens | 6 ___ blue pencils | 10 ___ photos |
| 3 ___ old car | 7 ___ rollerblades | 11 ___ watch |
| 4 ___ dogs | 8 ___ teachers | 12 ___ skateboard |

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

- 1 I've got ___ red pen and ___ green pen. ___ red pen is on my desk. ___ green pen is in my pencil case.
- 2 We've got ___ exams next week. ___ first exam is maths, ___ second is history and ___ third is science.
- 3 My mum's got ___ orange Fiat and my dad's got ___ blue Renault. ___ Fiat is new, but ___ Renault is very old.
- 4 I've got ___ CDs and ___ DVDs, but I can't play ___ DVDs because my DVD player is broken.
- 5 We've got ___ cat, ___ dog and ___ mice. ___ cat's name is Sooty and ___ dog's name is Freddy.

LEARN THIS! *this / that / these / those*

We use *this* (singular) and *these* (plural) for things that are close to us, and *that* (singular) and *those* (plural) for things that are further away.

this chair these books that cat those dogs

7 Read the **Learn this!** box. Find an example of *this, that, these* or *those* in the dialogue in exercise 2.

8 SPEAKING Work in pairs. Take turns to ask and answer questions about the pictures.



Are these your coloured pencils?

Yes, they are. Is this your ... ?

➔ Grammar Builder ID page 122

1

Family and friends

Unit map

Vocabulary

Family members
Adjectives and prepositions
Housework
Describing people
Personality adjectives

Word Skills

Singular and plural nouns

Grammar

Present simple (affirmative)
Present simple (negative and interrogative)

Listening

Spelling and pronunciation



Reading

Sibling rivalry



Speaking

Describing people



Writing

A personal profile

Culture 1

The Royal Family



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1A

Vocabulary

Family

I can talk about family members.



- 1 1.11 **VOCABULARY** Work in pairs. Put the family members below into three groups: a) female b) male c) male or female. Then listen and check.

Family members aunt brother child/children cousin daughter father (dad) grandchild/grandchildren granddaughter grandfather (grandad) grandmother (grandma) grandparent grandson husband mother (mum) nephew niece parent sister son uncle wife

LEARN THIS! Possessive 's

- a We add 's to a name or noun to show possession or a family relationship.
my cousin's husband
- b We just add an apostrophe (') to plural nouns ending in -s.
my parents' friends (but his children's school)

- 2 Read the **Learn this!** box. Then complete the sentences, adding possessive 's and the correct family member.

- Harry is Tom's son.
- Martin is Tom _____.
- Nathan and Rosie are Sophie _____.
- Harry is Liz _____.
- Lisa is Mia _____.
- Clare and Liz are Jessica _____.
- Poppy, Harry and Mia are Rosie _____.

➔ Grammar Builder 1A page 124

3 **1.12** Listen and check your answers to exercise 2.

4 Work in pairs. Write four more sentences like the ones in exercise 2.

LOOK OUT!

- a We add **-in-law** for relationships from a marriage.
father-in-law = your husband's father / your wife's father
brother-in-law = your sister's husband / your wife's brother
- b We add **step** for relationships from a remarriage.
stepmother = your father's wife
stepsister = your stepfather's daughter / your stepmother's daughter
- c We add **great** to refer to the generation before.
great-grandfather = your mother's grandfather / your father's grandfather
great-uncle = your mother's uncle / your father's uncle

5 **1.13** Read the **Look out!** box. Then listen to a dialogue about Ella's family photo. Complete the sentence with the correct family member: a, b or c.

This family photo includes Ella's ...

- a stepmother b great-grandmother c brother-in-law



RECYCLE! have got

We use *have got* to talk about possessions and family members.

I've got three stepsisters. Have you got a brother?

The third person singular form is *has got / hasn't got*.

She's got two cousins. He hasn't got a sister.

Has he got a stepsister? Yes, he has. / No, he hasn't.

6 Read the **Recycle!** box. Then complete the questions about Ella's family. Use the correct form of *have got*.

- 1 ____ Ella's grandfather ____ a sister?
- 2 ____ Ella's great-aunt ____ children?
- 3 ____ Ella's sister ____ a husband?
- 4 ____ Bruno and Maria ____ children?
- 5 ____ Ella ____ four nieces?
- 6 ____ Ella's parents ____ a son?

7 **1.13** Listen again. Answer the questions in exercise 6.

8 Complete the quiz with words from exercise 1. Then do the quiz in pairs.

Famous families



1 Who is this woman?
Is she Tom Hanks' ...

- a c ____?
- b w ____?
- c s ____?



2 These girls have got a famous f _____. Who is he?

- a Will Smith
- b Brad Pitt
- c Barack Obama



3 What is the relationship between these two Hollywood stars – Jon Voight and Angelina Jolie?

- a uncle and _____
- b father and _____
- c _____ and wife



4 What relationship is this man to Queen Elizabeth II?
Is he ...

- a her s ____?
- b her n _____?
- c her g _____?

9 **SPEAKING** Work in pairs. Find out if your partner has got ...

- 1 a stepbrother
- 2 cousins
- 3 a brother-in-law
- 4 a great-uncle
- 5 a great-grandmother
- 6 a step-grandfather

10 **SPEAKING** If the answer is 'yes', find out more information (for example, name and age).

Have you got a stepbrother?

Yes, I have.

What's his name?

How old is he?

Present simple (affirmative)

I can use the present simple affirmative correctly.

1 Look at the photo below. Do you know this TV show? Can you name any of the characters?

2 Read the text. Then answer the questions.

- 1 Which characters in the show work together?
- 2 Which characters live together?
- 3 Can you name any other TV shows about friends?

The BIG BANG THEORY

is a TV comedy about a group of friends in Pasadena, California. Leonard and Sheldon are scientists. They work together and they share a flat too. Two other friends from work, Howard and Raj, often visit them. Penny lives opposite. She works in a restaurant. She likes Leonard and Sheldon, but they are very different from her. A lot of the humour comes from this contrast. It's a simple idea for a show, but millions of people watch and enjoy it every week. Clearly, people love shows about friends!



5 Complete the sentences about *The Big Bang Theory*. Use the present simple affirmative form of the verbs below.

like live visit watch work

- 1 Millions of people _____ the show regularly.
- 2 Sheldon _____ in a flat with Leonard.
- 3 Raj and Howard _____ with Sheldon and Leonard.
- 4 Raj and Howard _____ Sheldon and Leonard regularly.
- 5 In general, people _____ shows about groups of friends.

LOOK OUT!

a Some verbs change spelling when you add -s for the third person singular form.

I go she goes
you watch he watches
they study she studies

b The verb *have* is irregular.

we have it has

6 Read the **Look out!** box. Then complete the text with the present simple affirmative form of the verbs in brackets.

My stepsister Rose is a scientist and she ¹ _____ (love) her job. She ² _____ (work) at a university in California – she ³ _____ (study) stars and black holes. Rose isn't American, but she really ⁴ _____ (like) her life in California. Every weekend, she ⁵ _____ (go) to the beach. She ⁶ _____ (meet) friends there and they ⁷ _____ (go) surfing together. Rose ⁸ _____ (share) an apartment with one of her friends, Madison. Madison ⁹ _____ (work) in a restaurant and she's often at work in the evening. On those evenings, Rose ¹⁰ _____ (watch) DVDs in the apartment or she ¹¹ _____ (have) dinner with friends in town.

➔ Grammar Builder 1B page 124

LEARN THIS! Present simple (affirmative)

We use the present simple to talk about:

- a something that happens regularly, always or never.
- b a fact that is always true.

3 Read the **Learn this!** box. Then complete the table below. The missing words are in the text in exercise 2.

Present simple affirmative	
I work.	We work.
You work.	You work.
He / She / It ¹ _____.	They ² _____.

4 Find all the other examples of the present simple in the text in exercise 2. Which ones end in -s? Why?

7 **1.14 PRONUNCIATION** Listen and repeat these third person singular verb forms. Pay attention to the sound of the endings.

A: /z/ or /s/ knows loves visits works

B: /ɪz/ finishes washes uses

8 **1.15 PRONUNCIATION** Listen and repeat these third person singular verb forms. Do they have ending A or B?

comes dances goes likes lives shares
teaches watches

9 **SPEAKING** Work in pairs. Think of a TV show about a group of friends or a family. Tell your partner three facts about the show. Use verbs from this lesson. Can your partner identify it?

The main characters are X and Y ... They live in ...

X loves school and she studies a lot. But Y ...

Spelling and pronunciation

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



1 **SPEAKING** Look at the photo of the Radford family. What is the relationship between the people, do you think?

2 Read the text and answer the questions.

- 1 What is Noel's job?
- 2 How many people live in the Radford family home?

A DAY IN THE LIFE OF THE RADFORD FAMILY!

Sue and Noel Radford live in a very big house in Morecambe in the north of England. The house is big because they've got nineteen children! Their oldest child is 28, and the youngest is just a baby.

The day starts at 4 a.m. when Noel, a baker, goes to work. Two hours later, he comes home and he wakes up the children. Sue prepares breakfast and makes twelve packed lunches! After breakfast, Noel takes the children to school – in a minibus! Noel goes back to the bakery with his eldest daughter, Sophie. She works there too. Then Sue starts on the housework. She loads the dishwasher, cleans the house and does the washing (nine times a day!). After lunch she goes to the supermarket and she does the ironing. When Noel gets home at 5 p.m., he cooks dinner and the children set the table. After dinner, Sue helps the children with their homework. The day ends at 10 p.m. when all the children go to bed.

3 **SPEAKING** Would you like to have a very large family? Why? / Why not?

4 **VOCABULARY** Find seven of the housework activities below in the text in exercise 2.

Housework clean the house cook dinner
do the ironing do the washing go to the supermarket
load / unload the dishwasher set the table
tidy my bedroom wash the dishes

Listening Strategy 1

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

5 **1.16** Read **Listening Strategy 1**. Which **red** vowel sound in each group of words is different? Listen and check.

- | | | | |
|----------------|---------|----------|-----------|
| 1 a school | b too | c look | d cool |
| 2 a grandson | b class | c father | d grandma |
| 3 a wife | b China | c Italy | d like |
| 4 a go | b son | c photo | d hello |
| 5 a eat | b meat | c seat | d great |
| 6 a university | b uncle | c mum | d Hungary |

Listening Strategy 2

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

6 **1.17** Read **Listening Strategy 2**. Then listen and repeat the words. Which word in each pair do you hear first? Pay attention to the different vowel sounds.

- | | | |
|-----------|------------|---------------|
| 1 men man | 3 far for | 5 live leave |
| 2 cap cup | 4 wet wait | 6 match March |

7 **1.18** Listen. Which word from exercise 6 does each sentence include? Which other words help you decide?

8 **1.19** Listen to Ryan and Joanna talking about housework. Are the sentences true or false? Write T or F. Then correct the false ones.

- 1 Ryan thinks that his bedroom is tidy. ___
- 2 Joanna tidies her bedroom. ___
- 3 Ryan hasn't got time to tidy his bedroom every day. ___
- 4 Joanna's family shares the housework. ___
- 5 Joanna and Ryan like housework more than homework. ___
- 6 Joanna has got exams at the moment. ___

9 **1.20** Read these sentences from the conversation in exercise 8. How are the **red** sounds pronounced? Listen and check.

- 1 I tidy my bedroom.
- 2 My mum does the washing.
- 3 He's got exams at the moment.
- 4 He goes to the supermarket too.

10 **SPEAKING** Work in pairs. Tell your partner about housework in your home. Use phrases from exercise 4. Note down what your partner says.

I tidy my bedroom and set the table.

My dad cleans the house.

11 **SPEAKING** Tell the class about your partner.

Zak tidies his bedroom and sets the table.

Present simple (negative and interrogative)

I can ask questions about facts and everyday events.



1 SPEAKING Look at the photo. Who are the people, do you think? What are they fighting over?

2 **1.21** Read and listen to the dialogue. Check your ideas from exercise 1.

Sarah What's this on TV?

Jake I don't know. It's a sitcom, I think. It's really funny.

Tom But Sarah and I want to watch the football! It's Barcelona against Chelsea.

Jake I don't like football.

Sarah But I hate sitcoms! And Tom doesn't like sitcoms either.

Jake Do you want to record the football, then?

Sarah No, I don't! We want to watch it live! Give me the remote!

Jake No! Get off!

3 Read the dialogue again. Study the highlighted forms. Complete the examples in the **Learn this!** box.

LEARN THIS! Present simple (negative and interrogative)

a We form the present simple negative with *don't* or *doesn't* and the infinitive of the verb without *to*.

I ¹ _____ play football.

She ² _____ play football.

b We form the present simple interrogative with *do* or *does* and the infinitive of the verb without *to*. We form short answers with *do* / *does* / *don't* / *doesn't*.

³ _____ you play football?

Yes, I do. / No, I ⁴ _____.

Does he play football? Yes, he does. / No, he doesn't.

4 Make these sentences negative. ✓

1 My aunt works in London.

My aunt *doesn't* work in London.

2 I like rap music.

3 My cousins Emma and Zoe speak Spanish.

4 My stepbrother Nick plays in a volleyball team.

5 Joe and I walk to school.

6 You study Chinese.

5 Write the words in the correct order to make questions. You need to add *Do* or *Does*. ✓

1 live / you / the school / near ?

2 football / your best friend / like ?

3 both work / your parents ?

4 on Friday evenings / you / go out / and your friends ?

5 wear / jeans / you / to school ?

6 SPEAKING Work in pairs. Ask and answer the questions in exercise 5.

Do you live near the school?

Yes, I do. / No, I don't.

7 Write true sentences about yourself. Use the present simple affirmative or negative and the phrases below.

1 get up early on Saturdays

I don't get up early on Saturdays.

2 play ice hockey

I play ...

3 walk to school every day

4 use computers at school

5 watch TV every evening

6 argue a lot with my friends

7 speak French

8 like dancing

9 do a lot of homework at weekends

8 SPEAKING Work in pairs. Ask and answer questions using the phrases in exercise 7. Make a note of the answers.

Do you get up early on Saturdays?

No, I don't. Do you get up early on Saturdays?

Yes, I do.

9 SPEAKING Tell the class about your partner. Use the notes you made in exercise 8.

Claudia doesn't get up early on Saturdays.

Singular and plural nouns

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

- 1 **SPEAKING** Work in pairs. Who are the people in the photo on the right? What do you know about them?

Posh and Becks

THE BECKHAMS are a famous **family** from Britain. Becks is the nickname of David Beckham, ex-**footballer** of Manchester United, Real Madrid and England. Posh is the nickname of his **wife**, Victoria, a member of the girl-band the Spice Girls.

Victoria is called 'Posh' because she loves posh, expensive **clothes**. She says she really likes **sunglasses** too, because it's easy to look cool in them! Now she is a fashion designer. Her **company** makes very expensive **dresses**, **accessories** and **jewellery**, but also ordinary clothes like **jeans** and **jackets**.

David doesn't play **football** now, but he owns a football **team** in Miami, Florida. David has got 32 **tattoos**! He says they are all about the **people** in his life, his wife and **children**. David Beckham is a **hero** to many English football **fans**.

The Beckhams do a lot of **work** for **charities** and they appear a lot on television. They have got four children. Their **sons** are Brooklyn, Romeo and Cruz, and their **daughter** is called Harper. The **boys** are footballers too, and hope to play for England one day.



- 2 Read the text. Which family member is missing from the photo?
- 3 Read the **Learn this!** box. Match the nouns highlighted in orange in the text with one of the rules (a–g). Give the singular and plural forms of each noun.

LEARN THIS! Singular and plural forms

- a** To make the plural of most nouns we add *-s*.
brother → brothers
- b** If the noun ends in *-s*, *-sh*, *-ch*, *-z*, or *-x*, we add *-es*.
bus → buses class → classes dish → dishes
church → churches watch → watches box → boxes
- c** If the noun ends in *-o*, we add *-s* or sometimes *-es*.
photo → photos potato → potatoes
- d** If the noun ends in a consonant + *-y*, we change *-y* to *-ies*.
party → parties
- e** If the noun ends in a vowel + *-y*, we add *-s*.
holiday → holidays
- f** If the noun ends in *-f* or *-fe*, we change *-f* or *-fe* to *-ves*.
shelf → shelves
- g** Some nouns have irregular plural forms.
foot → feet man → men woman → women

- 4 **DICTIONARY WORK** Look at the dictionary entry. How does it show the plural form of the noun?

baby /'beibi/ **noun** (plural **babies**) a very young child:
She's going to **have a baby**. ◇ a baby boy ◇ a baby girl

- 5 What is the plural form of these nouns? Use a dictionary to help you.

- | | |
|-----------------|----------------|
| 1 uncle _____ | 6 life _____ |
| 2 address _____ | 7 lady _____ |
| 3 day _____ | 8 tooth _____ |
| 4 video _____ | 9 mother _____ |
| 5 match _____ | 10 knife _____ |

LOOK OUT!

- a** Some nouns are always plural (e.g. *scissors*, *trousers*).
- b** Some nouns have no plural form. We call these uncountable nouns (e.g. *homework*, *information*, *luggage*, *help*, *advice*).

- 6 Read the **Look out!** box. Match the nouns highlighted in blue in the text with point a or point b.
- 7 There are mistakes in some of these sentences. Find them and correct them.
- 1 My jeans is very old.
 - 2 Put the knives and forks on the table.
 - 3 I love babies.
 - 4 I'd like some informations about trains.
 - 5 Can I see some photoes of your family?
 - 6 I've got two watches.
 - 7 She's got very big feets.
 - 8 I've got lots of homeworks this evening.
- 8 Work in pairs. Write three questions about the Beckhams. Do not show your partner.
- Is David Beckham American?
- 9 **SPEAKING** Work in pairs. Cover the text. Then ask and answer the questions.

Is David Beckham American?

No, he isn't. He's British.

Sibling rivalry

I can understand a text about brothers and sisters.

- 1 **SPEAKING** Work in pairs. Read the quotations at the start of the text. Which are true for you or your partner?

The first one is true for me.
I argue a lot with my brother!

The second / third / fourth one is / isn't true for me. I ...

Reading Strategy

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

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

- 2 Read the **Reading Strategy**. Then match gaps (1–4) in the text with sentences (A–E). Use the questions in the Strategy to check that the sentences fit. There is one extra sentence which does not fit any of the gaps.

- A According to the website, the answer is: around the age of 25.
B But other brothers and sisters get on well from an early age.
C We get on well – and we don't argue.
D Give your brother or sister some time alone when they need it.
E Most teenagers have a difficult relationship with their brothers and sisters.

- 3 Read and listen to the complete text. Check your answers to exercise 2.

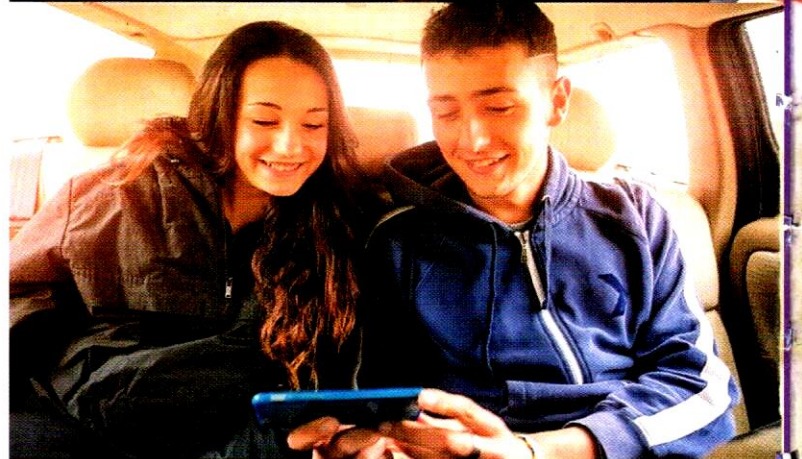
- 4 Work in pairs. Choose the best summary of the text: a, b or c. What is wrong with the other summaries?

- a A lot of teenagers do not get on well with their brothers and sisters. However, the relationship is usually good when they are adults.
b Some teenagers get on well with their brothers and sisters. These people usually get on well when they are adults too.
c A lot of teenagers do not get on well with their brothers and sisters. The relationship is usually bad when they are adults too, because people don't change.

LEARN THIS! Adjectives and prepositions

Some adjectives are followed by certain prepositions. Sometimes, more than one preposition is possible.

*excited about famous for frightened of
good at pleased about / with similar to*



- 5 **VOCABULARY** Read the **Learn this!** box. Then look at the highlighted adjectives in the text. What prepositions follow them? Complete the table.

Adjectives and prepositions

1 angry _____	4 keen _____
2 different _____	5 proud _____
3 interested _____	6 worried _____

- 6 **SPEAKING** Interview a classmate who has a brother or sister. Complete these questions with the correct prepositions. Then ask and answer the questions. Give examples.

- 1 Are you similar **to** your brother or sister?
- 2 Are you interested _____ the same things?
- 3 Are you good _____ the same school subjects?
- 4 Are you keen _____ the same TV programmes?
- 5 Are your brother or sister's hobbies different _____ yours?

Are you similar to your brother or sister?

Yes, I am. / No, I'm not.

1.22

BROTHERLY LOVE?

'I don't get on well with my brother. He's very **different** from me and we argue a lot.'

'Sometimes I want to be alone. But my sister is always there!'

'I can't have secrets when my brother is around. He reads my text messages!'

'My sister uses my things - and she doesn't ask me first! I hate that!'

According to the website GettingPersonal.co.uk, these problems are not unusual. ¹__ They argue a lot. In general, teenagers are not **worried** about their brothers and sisters when things go badly for them. And they are not **proud** of them when things go well!

But most adults are very **keen** on their brothers and sisters and have a good relationship. So when does the situation change? ²__ For example, Madison is 28 years old. Her brother, Tyler, is 26. 'I remember big fights, horrible fights with Tyler,' says Madison. 'But now, our relationship is completely different. ³__ We go out together two or three times a month and we have a great time. We're **interested** in the same things.'

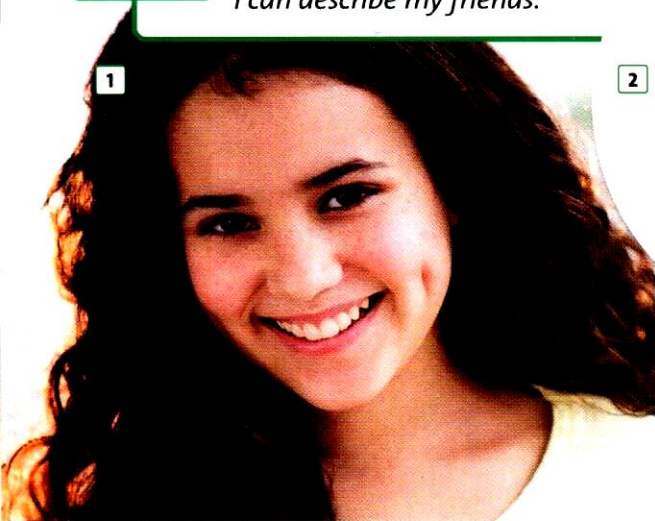
But for teenage brothers and sisters with difficult relationships, what can they do? How can they get on well? Here are a few ideas.

- ▶ When your brother or sister uses your things, don't get **angry** about it - learn to share.
- ▶ Imagine your brother or sister is a friend - and be nice!
- ▶ Don't tell people your brother or sister's secrets.
- ▶ ⁴__

Of course, the other answer is: just wait ten years!

Describing people

I can describe my friends.



1



2



3

1 **VOCABULARY** Look at the photos. What do the people look like? Complete the descriptions below.

Describing people blue glasses long moustache short straight wavy

- 1 She's good-looking with long dark _____ hair.
- 2 He's got medium-length _____ fair hair and _____ eyes.
- 3 He's got _____ dark hair, _____, a beard and a _____.

➔ **Vocabulary Builder** Describing people: page 117



2 **1.23** Read and listen to the dialogue. Identify Tom and Brendan in the photo above.

Amy Do you know Tom?
 Toby No, I don't. Is he here?
 Amy Yes, he's over there.
 Toby Where? What does he look like?
 Amy He's tall and he's got short dark hair.
 Toby Is he next to Milly?
 Amy No, that's Brendan. Tom's got a white T-shirt.
 Toby Oh, yes. I see him. Is he your friend?
 Amy Yes, he's really nice. Let's go and talk to him.
 Toby OK.

3 **SPEAKING** Work in pairs. Choose someone in your class. Describe him or her, but do not say the name. Can your partner guess who it is?

She's tall. She's got long, straight brown hair.

Is it Joanna?

4 **1.24** Listen to three more dialogues at the party. Circle the correct answers.

Dialogue 1

- 1 Marcus wants to find Dan / Sally.
- 2 Sally is / isn't with Dan.

Dialogue 2

- 3 Ryan knows one person / lots of people at the party.
- 4 George is / isn't Lisa's brother.

Dialogue 3

- 5 Lucy thinks it's a good / bad party.
- 6 Lucy likes / doesn't like Kate.

5 **1.24** Listen again. Correct the mistakes in the descriptions.

- 1 Dan is quite short, with long red hair. His T-shirt is blue and he wears glasses.
- 2 George has got a black jacket and blue trousers. He's got curly fair hair and green eyes.
- 3 Kate is tall, with curly fair hair. Her dress is blue.

6 Imagine you are at a barbecue with your friends. Prepare a dialogue like the one in exercise 2. Then complete the table below.

	first person	second person
Description		
Clothes		

Speaking Strategy

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

7 **SPEAKING** Read the **Speaking Strategy**. Then act out your dialogue, using the notes you made in exercise 6.

A personal profile

I can write a personal profile.

- 1 Read the personal profiles from a student website. What information does each person include? Tick the correct boxes in the table.

	Lauren	James
Family		
Home		
School subjects		
Hobbies		
Ambition		

Introducing your new Head Girl and Head Boy

Hi! I'm Lauren, your friendly new Head Girl. I'm seventeen years old, and I'm in Year twelve.

I live in an apartment. It's very near the school, so I walk to school in five minutes every morning!

I really enjoy school: my favourite subjects are science and art. I'm keen on languages too.

I love films and I watch DVDs with my friends every weekend. My other hobbies are performing and reading. I like shopping too. Is that a hobby?!

I've got a dog and two cats. I love animals! My ambition is to be a vet. I want to travel too, perhaps before university.

Hello! My name's James. I'm sixteen years old and I'm in Year twelve.

I've got a brother in Year nine. I've got a stepsister too. She's at university.

Music is important to me. I play the guitar and I write songs. I also listen to a lot of music, of course. My favourite singers are Ed Sheeran and Ellie Goulding. I'm also interested in sport. I play football and tennis at the weekend. I'm keen on surfing too, but I'm not very good at it!

I'm creative and hard-working. My ambition is to become a songwriter and write songs for my favourite pop stars.

- 2 **SPEAKING** Work in pairs. Ask and answer the questions. Student A: Ask about Lauren. Student B: Ask about James.

- 1 What year is Lauren / James in?
- 2 What are Lauren's / James's hobbies?
- 3 What is Lauren's / James's ambition?

- 3 **VOCABULARY** Which of the personality adjectives below do Lauren and James use to describe themselves? Choose two from the list to describe yourself.

Personality adjectives creative friendly hard-working honest patient polite sensible

➔ **Vocabulary Builder** Personality adjectives: page 117

- 4 **KEY PHRASES** Complete these phrases from the profiles using the prepositions below. You need to use some prepositions more than once.

at in to with

Giving personal information

I'm ¹ ____ Year twelve. I walk ⁴ ____ school.
 I watch DVDs ² ____ my friends. She's ⁵ ____ university.
 I listen ³ ____ music. ⁶ ____ the weekend.

Writing Strategy 1

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

- 5 Read **Writing Strategy 1**. What contractions can you find in the personal profiles in exercise 1? Say them in full.

I am Lauren ... and I am in Year twelve.

Writing Strategy 2

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

- 6 Read **Writing Strategy 2**. How many paragraphs does each profile in exercise 1 contain? Is each paragraph about one topic or more than one topic?

- 7 Plan a personal profile about yourself. Look at the table in exercise 1 and choose three or four topics you want to include. Make a paragraph plan. Begin like this:

Paragraph 1 Topic: ...
 Information: ...

- 8 Write your personal profile following your plan from exercise 7. Remember to use contractions.

CHECK YOUR WORK

- Have you ...
- followed your paragraph plan?
 - used contractions?
 - checked your spelling and grammar?

2

School days

Unit map

Vocabulary

Daily routine
Days of the week
School subjects
Feelings

Word Skills

Prepositions of time

Grammar

Have to
Adverbs of frequency; question words

Listening Schools without rules



Reading Dangerous journeys



Speaking Giving advice



Writing An announcement

Culture 2 The University of Oxford



Vocabulary Builder page 118

Grammar Builder page 126

Grammar Reference page 127

Extra speaking task page 142

2A

Vocabulary

Daily routine

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



1 VOCABULARY Work in pairs. Match the daily routine phrases with photos (A–H).

Daily routine arrive at school get dressed go to bed have breakfast
have dinner have lunch leave school wake up

2 Write the phrases in the order you do them on a normal school day.

1 wake up. 2 ...

LEARN THIS! Times

10.00 = ten o'clock

12.00 = midday

2.55 = five to three

8.15 = quarter past eight

6.30 = half past six

00.00 = midnight

11.20 = twenty past eleven

4.45 = quarter to five

3 Read the **Learn this!** box. Then say these times.

a 8.45

b 5.15

c 11.00

d 4.25

e 10.55

f 00.15

quarter to nine

4 **1.25** Listen to Sofia talking about her daily routine. At what time does she do these things?

- 1 get up 7.20
- 2 have breakfast _____
- 3 arrive at school _____
- 4 have lunch _____
- 5 leave school _____
- 6 have dinner _____
- 7 go to bed _____

RECYCLE! do or does

Remember, we use *do* or *does* to form questions in the present simple. We put it before the subject (*she, he, you*, etc.). We use the infinitive without *to*.

Do you have lunch at school?
When does she wake up?

5 **SPEAKING** Work in pairs. Read the **Recycle!** box. Then check your answers to exercise 4 by asking about Sofia's routine.

What time does she get up?

She gets up at ...

6 **SPEAKING** In pairs, ask and answer questions about your own daily routines. Choose three days of the week from the list (including at least one weekend day).

Days of the week Monday Tuesday Wednesday
Thursday Friday Saturday Sunday

What time do you get up on Saturday?

I get up at ...

7 **1.26** **VOCABULARY** Match ten of the school subjects with the icons below. Then listen and repeat all the words.

School subjects art and design biology chemistry economics English French geography German history I.C.T. (information and communication technology) maths music P.E. (physical education) physics R.E. (religious education)



8 **SPEAKING** In pairs, compare the subjects in exercise 7 with your own school subjects. Answer the questions.

- 1 Which subjects from exercise 7 do you do?
- 2 Do you do any other subjects?

We do English. We don't do economics.

At our school, we also do ...

9 **SPEAKING** In pairs, compare your opinions of the school subjects in exercise 7.

What do you think of maths?

I really like it. / It's OK. / I don't like it. What about you?

10 **1.27** Listen and complete Tim's timetable for Wednesday, Thursday and Friday. Write the correct school subjects.

	Wednesday	Thursday	Friday
8.20	English	3 _____	Chemistry
9.05	1 _____	Maths	5 _____
9.50–10.30 BREAK			
10.30	Maths	4 _____	Maths
11.15	2 _____	English	History
12.05–1.00 LUNCH			
1.00	Art	P.E.	English
1.50	R.E.	P.E.	6 _____

11 **SPEAKING** Work in pairs. Student A: Look at the timetable below. Student B: Look at the timetable on page 142. Imagine this is your timetable for Monday and Tuesday. Ask and answer questions about the missing lessons.

	Monday	Tuesday
8.20	History	
9.05		Music
9.50–10.30 BREAK		
10.30	Chemistry	
11.15		P.E.
12.05–1.00 LUNCH		
1.00	Maths	
1.50		Economics

What do we have at five past nine on Monday?

French.

have to

I can talk about things that are necessary or compulsory.

BRIT SCHOOL Q&A

The BRIT School near London is for students with one ambition: to get a job connected with performing arts (music, theatre, film, etc.).

Q: How old do you have to be to go to the BRIT School?

A: You have to be between fourteen and nineteen years old to study at the BRIT School. You also have to live in or near London.

Q: Do you have to pay to study there?

A: No, you don't. The BRIT School is a state school so the students don't have to pay.

Q: Do the students have to study all the normal subjects?

A: Yes. As a state school, the BRIT School has to follow the National Curriculum. Classes in performing arts are extra.

- 1** Read the questions and answers about the BRIT school. Would you like to be a student there? Why? / Why not?

LEARN THIS! have to

- a** We use *have to* / *has to* to talk about things which are necessary or compulsory:
We *have to* do P.E. at school.
- b** We use *don't* / *doesn't have to* to talk about things which are not necessary or compulsory. We don't use it to say something is against the rules.
You *can* go home now. You *don't have to* stay until 4.15.
NOT You *don't have to* use your mobile phone in class. ✗

- 2** Read the **Learn this!** box and then look at the table. How many examples of *have to* can you find in exercise 1? Are they affirmative, negative or interrogative?

have to**Affirmative**


I / You / We / They have to study music.
He / She / It has to arrive at 9 o'clock.

Negative

I / You / We / They don't have to take exams.
He / She / It doesn't have to be on time.

Interrogative

Do I / you / we / they have to do homework?
Yes, we do. / No, they don't.
Does he / she / it have to help?
No, he doesn't. / Yes, she does.

- 3**  **1.28** Listen to the text in exercise 1. How are *have to* and *has to* pronounced? Practise saying them.



- 4** Complete these sentences about your school. Use the affirmative or negative form of *have to*.

- We _____ do P.E. every week.
- The head teacher _____ be at school on Saturdays.
- We _____ wear school uniform.
- The school _____ stay open at the weekend.
- We _____ do all our homework on computer.

➔ Grammar Builder 2B page 126

- 5** Look at the pictures of Millie's school day. Then write sentences using the affirmative or negative of *have to* and the prompts below.



- get up before 7 o'clock
 - make her own breakfast
 - walk to school
 - do P.E. at school
 - take exams
 - stay at school after 3:15
- 1 *She has to get up before 7 o'clock.*

- 6** **SPEAKING** In pairs, ask and answer questions about what your partner has to do at weekends. Use *Do you have to ... ?* and the phrases below.

cook lunch / dinner do the ironing do the washing
do your homework get dressed before lunch get up early
set the table take exams tidy your room

Do you have to cook lunch?

Yes, I do. / No, I don't.

Unusual schools

I can understand numbers, dates and times.

- 1 **SPEAKING** Work in pairs. Describe the photo of the classroom. Use the phrases and words below to help you. What is unusual about it?

I can see ... I can't see ...

book desk student teacher
whiteboard young/old

- 2 Complete the fact file with the verbs below. Would you like to go to a 'democratic school'? Why? / Why not?

choose don't go have mark meet take

DEMOCRATIC SCHOOLS

In democratic schools ...

- students ¹ _____ the subjects they want to study.
- students don't have to ² _____ to lessons.
- students don't usually have to ³ _____ exams.
- teachers don't usually ⁴ _____ students' work.
- classes are mixed-ability and often ⁵ _____ students of different ages.
- all the students and teachers ⁶ _____ to discuss the timetable, school rules, school trips, etc.
- the teachers ⁷ _____ make many rules or give many punishments.

LEARN THIS! Saying numbers, dates and times

We often say numbers, dates and times differently from how they are written.

110 = *a hundred and ten* or *one hundred and ten*

1,110 = *one thousand, one hundred and ten*

07.15 = *quarter past seven* or *seven fifteen*

20 May = *the twentieth of May*

April 15 = *April the fifteenth*

1997 = *nineteen ninety-seven*

2005 = *two thousand and five*

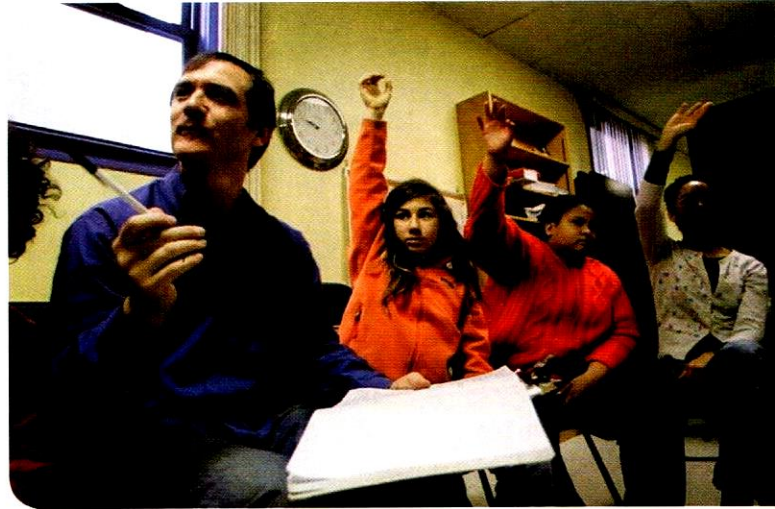
2012 = *twenty twelve* or *two thousand and twelve*

07.07.2025 = *the seventh of July, twenty twenty-five*

- 3 **1.29** Read the **Learn this!** box. Then say these numbers, dates and times. Sometimes there is more than one way to say them. Then listen, check and repeat.

- | | |
|------------------|---------------|
| 1 10.55 | 6 1 June 1998 |
| 2 August 15 2016 | 7 6.45 |
| 3 4.30 | 8 557 |
| 4 1,390 | 9 20.07.1990 |
| 5 150 | 10 3,260 |

- 4 **1.30** Listen to the sentences A–G. Write the number, date or time that you hear in each sentence.



- 5 **1.31** Listen to a radio interview with a student at the Brooklyn Free School. Which sentence is not true?

- 1 Classes at the school are very small.
- 2 They study the usual school subjects.
- 3 Nathan doesn't enjoy school.

Listening Strategy

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

- 6 **1.31** Read the **Listening Strategy**. Then listen again. Choose the correct answers (a, b or c).

- 1 Nathan is ___ years old.
a 15 b 16 c 17
- 2 In Nathan's part of the school the students are aged ____.
a 4–11 b 4–18 c 12–18
- 3 Nathan's part of the school has about ____ students.
a 16 b 60 c 66
- 4 Nathan ___ sits next to students of his own age.
a sometimes b never c always
- 5 The boy who helps Nathan with maths is ____.
a 11 b 13 c 18
- 6 Lessons are from ____.
a 8 a.m. to 3 p.m. b 9 a.m. to 3 p.m. c 9 a.m. to 4 p.m.
- 7 It costs ___ a year to study at the school.
a \$2,000 b \$12,000 c \$20,000

- 7 **SPEAKING** Work in pairs. Compare your school with the Brooklyn Free School. Write five sentences and tell the class.

Our school has ... students, but there are only about 120 students in the Brooklyn Free School.

At our school we have to ... , but at the Brooklyn Free School they ...

Adverbs of frequency; question words

I can use adverbs of frequency and question words.

- 1 1.32 Read and listen to the dialogue. Which clubs does Maisie go to? Which club does Ben plan to join?



Maisie Are you a member of a school club?
Ben No, I'm not. But I'd like to join one. Which clubs do you go to?
Maisie I often go to photography club. It's always good fun. And I sometimes go to music club.
Ben Who takes photography club?
Maisie Mr Carleton, the art teacher.
Ben I like him. How often does the club meet?
Maisie Once a week. We usually meet on Fridays, after school. But it's sometimes on Thursday, in the lunch break. Why don't you come along?
Ben Good idea. Hey, when does the next lesson start?
Maisie In two minutes. Come on. Mr Baker is always cross when students arrive late!

- 2 Find four adverbs of frequency in the dialogue in exercise 1. Add them to the table below.

0%					100%
never	hardly ever	1 _____	2 _____	3 _____	4 _____

- 3 Complete the **Learn this!** box. Use *before* and *after*.

LEARN THIS! Adverbs of frequency

- a** We use adverbs of frequency to say how often something happens. We usually put adverbs of frequency **1** _____ the verb.
 I never have breakfast.
- b** We put adverbs of frequency **2** _____ the verb *be*.
 You're always late!

➔ Grammar Builder 2D page 126

- 4 Put the adverbs of frequency in brackets in the correct place in the sentences.

- Kate watches TV in her bedroom. (sometimes)
- Joe is late for school. (often)
- Harry goes dancing. (never)
- Hannah does sport at the weekend. (hardly ever)
- William listens to music in bed. (usually)
- Ryan is thirsty after football training. (always)

- 5 Write the words in the correct order to make sentences.

- never / Sally / the dishwasher / loads
- to my friends / I / text messages / often / send
- is / Jake / at school / hungry / hardly ever
- Harry and Alex / after midnight / go / sometimes / to bed
- tidies / Frank / usually / at the weekend / his bedroom
- late / the school bus / often / in the morning / is
- computer games / Lisa / after school / plays / always

- 6 Rewrite the sentences in exercise 4 so that they are true for you.

I never watch TV in my bedroom.

- 7 Find five question words in the dialogue in exercise 1 and add them to the **Learn this!** box.

LEARN THIS! Question words

We use question words to ask for information. We put them at the beginning of questions.

How How many What What time Where Whose

What time do you get up?

Where do you live?

Whose book is this?

- 8 Read the answers and circle the correct question words to complete the sentences.

- 'How / When do you get to school?' 'By bus.'
- 'Who / Where are you?' 'In the kitchen.'
- 'How often / When do you do your homework?' 'After dinner.'
- 'Which / How many subjects do you do at school?' 'Ten.'
- 'When / Where do you usually meet your friends?' 'On Friday evenings.'
- 'Who's / Whose pencil case is this?' 'My brother's.'

- 9 Think of possible answers to questions 1–5 in exercise 8 using the *other* question words.

- 'When do you get to school?' 'At 8.30a.m.'

- 10 Complete the questions with the correct question words.

- _____ brothers and sisters have you got?
- _____ do you sit next to in maths lessons?
- _____ do you travel to and from school?
- _____ do you live?
- _____ do you usually go to bed?
- _____ do you usually eat for breakfast?
- _____ do you prefer, pizza or pasta?

➔ Grammar Builder 2D page 126

- 11 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 10.

How many brothers and sisters have you got?

I've got one brother and one sister.

Prepositions of time

I can use a variety of prepositions of time.

- 1 **SPEAKING** What do you know about British secondary schools? Think about these things.

age of students mixed / single-sex name of exams
school day terms and holidays

LEARN THIS! Prepositions of time 1

- a** in
in June in 2020 in the morning / the afternoon
in (the) spring
- b** on
on Friday on 1 May on New Year's Day
- c** at
at 6 p.m. at night at New Year at the weekend

- 2 Read the **Learn this!** box. Find the preposition we use with:

- | | |
|--------------------|----------------------------------|
| 1 months | 5 festivals |
| 2 times | 6 seasons |
| 3 days of the week | 7 parts of the day (two answers) |
| 4 years | 8 a specific day of the year |

- 3 Read what Rachel says about her school and find examples of 1–8 from exercise 2.

↻

Rachel's Blog

Wednesday 14th 10.40a.m.


'Students start secondary school when they are eleven, and leave when they are eighteen. Most secondary schools in the UK are mixed.

The school year starts in September and finishes in July. In my school, lessons start at nine o'clock in the morning, although some students go in ¹ _____ nine and have breakfast in the canteen. Lessons continue ² _____ 3.30 in the afternoon. ³ _____ school we sometimes go to school clubs.

We go to school ⁴ _____ Monday ⁵ _____ Friday, but not at the weekend. In some private schools, students have school on Saturday morning, but no one goes to school on Sunday.

The school year has three terms. Each term lasts about thirteen or fourteen weeks. We have a two-week holiday at Christmas and the same at Easter. We sometimes have to do homework ⁶ _____ the holidays – I hate that.

The end-of-year exams are in the summer, usually in June. I'm in my final year, so next year, in 2019, I have very important exams called 'A levels'. The A level exam results come out on 25 August. That's a very important day, of course, and all the students meet in school to get their results.'



LEARN THIS! Prepositions of time 2

- a** before
I have a shower before breakfast.
Ring me before the weekend.
- b** after
I watch TV after dinner.
We have maths after the break.
- c** during
My dad works at night, not during the day.
- d** until
My mum is in London until tomorrow.
We stay at school until 3.30.
- e** from ... to
My dad works from nine to five every day.

- 4 Read the **Learn this!** box and translate the examples. Then complete the text in exercise 3 with the correct prepositions. Use each preposition once.

- 5 **SPEAKING** How is your school year and school day different from Rachel's?

Rachel's school year starts in September.
Our school year starts in September too.

In Rachel's school, lessons start at ...,
but in our school, they start at ...

- 6 Circle the correct preposition to complete the sentences.

- I usually arrive at school before / on / until 8.30.
- I always have a party at / on / in my birthday.
- Do you have dinner at / to / until seven o'clock in / on / during the evening?
- I go to computer club during / before / after school on / after / in Friday afternoon.
- We have exams in / during / on the summer term.
- Joe always goes to bed at / from / on midnight.

- 7 **SPEAKING** Work in pairs. Design your ideal school year and school day. Make notes about these things.

- What time does school start and finish?
- When and how long are the breaks and lunch hour?
- Which days do you go to school?
- When are the holidays and how long are they?

- 8 **SPEAKING** Tell the class about your ideal school year and school day. Use the notes you made in exercise 7.

Our ideal school day starts at 10.30 and finishes ...

Dangerous journeys

I can understand a text about dangerous journeys to school.

- 1 SPEAKING** Look at the photos. Why do these children have to go on dangerous journeys, do you think?
- Read the introduction to the text. Check your ideas for exercise 1.
- Read the text. Match texts (1–4) with photos (A–D).

Reading Strategy

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

- Read the **Reading Strategy**. Then match sentences (A–G) with texts (1–4).

Which group of children ...

- A sometimes put a family member inside a bag?
- B cannot use the bridge across the river?
- C travel very fast?
- D have to swim across a river?
- E have to walk along a dangerous path?
- F have a long walk as part of their journey to school?
- G travel to school with their head teacher?

A

The School run

1.33



B

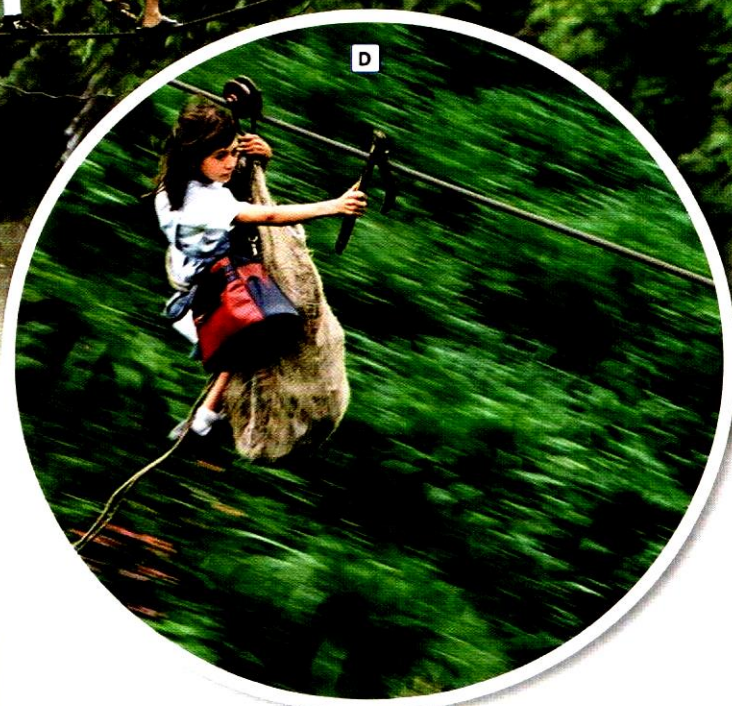
How dangerous is your journey to school? Perhaps you have to walk across a busy road or ride your bike in traffic. But in general, your journey is probably safe. For some children, it's very different ...

- 1** Banpo Elementary School in China is on a mountain. The path to school is very **narrow** and dangerous. The children have to walk in a line. When they meet somebody, they have to stand against the mountain while the person passes. For the parents, it is very worrying. Fortunately, the head teacher of the school walks with the children every morning.
- 2** A group of children in Sumatra, Indonesia, have to cross a **wide** river every morning on their way to school. The bridge across the river is broken, so about 20 children have to walk across a rope. The rope is ten metres above the water. After that, they have to walk ten kilometres through the jungle! And of course, at the end of the school day, they have to do the same journey again on their way home.
- 3** Students in Minh Hoa in Vietnam have to cross a river on their way to and from school every day. There are no bridges or boats, so the children swim. They put their books and clothes in **large** plastic bags so they do not get **wet**. The bags also help the children to stay safe in the water (the water is 20 metres deep). When they reach the other side, they take their **dry** clothes out of the bag and put them on.
- 4** Near Bogotá, the capital of Colombia, some children have to cross a large valley to get to school. At the bottom of the valley is the Rio Negro, a huge river. There is only one way to cross the valley: on a zip wire. That's a metal rope, 800 metres long and 400 metres above the river. The journey is very fast. In fact, it only takes about one minute! **Small** children cannot travel across the valley alone, so their brother or sister puts them in a bag!

C



D



5 **VOCABULARY** Put the **highlighted** adjectives in the text into four pairs of opposites.

6 **VOCABULARY** Find these words in the text. Then match them with the pictures below.

In the wilderness boat bridge jungle mountain path river rope valley



7 Complete the questions about the text using the question words below.

how how many what where which who why

- 1 In _____ country is Banpo Elementary School?
- 2 _____ walks with the children on the mountain path?
- 3 _____ high is the rope across the river in Sumatra?
- 4 _____ children have to walk across the rope?
- 5 _____ is Minh Hoa?
- 6 _____ do the children in Minh Hoa have to swim across the river?
- 7 _____ is the name of the river near Bogotá?

8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7.

In which country is Banpo Elementary School?

It's in ...

9 **SPEAKING** Work in pairs. Imagine you have to do one of the journeys to school in the text. Which one do you choose? Why? Explain your choice to the class.

I choose journey four because it's ...

I choose journey one because you have to / don't have to ...

Giving advice

I can ask for and give advice.



- 1 1.34 Read and listen to the dialogue between a girl and her friend. Do you agree with the friend's advice? Can you think of any other advice?

Jade Hi, Lewis. Can I ask your advice about something?

Lewis Yes, sure. What's the problem?

Jade Well, you know that big science project we have to do ...

Lewis Yes ...

Jade Well, Sophie is really worried about it. She wants to copy my work. I feel really bad – and a bit angry. It's my work!

Lewis Oh, I see ...

Jade What do you think I should do? Should I tell Mrs Jones?

Lewis No, you shouldn't do that. But you should talk to Sophie. You should explain that copying work is a bad idea and tell her how you feel.

Jade Yes, you're right. Thanks, Lewis.

- 2 **SPEAKING** Practise reading the dialogue in pairs.

- 3 Read the **Learn this!** box. Find five more examples of *should* in the dialogue in exercise 1. Are they affirmative, negative or interrogative?

LEARN THIS! *should*

We use *should* / *shouldn't* + infinitive without *to* to give advice.

Affirmative

She should take her exam again.

Negative

You shouldn't go outside in this weather.

Interrogative

Should we invite your cousin to the party?

► **Grammar Builder 2G** page 126

- 4 Read the problems. Complete the two pieces of advice with *should* and *shouldn't*.

- You can't do your homework late at night because your brother plays loud music.
 - You _____ talk to your brother.
 - You _____ do your homework very late at night.
- You feel ill, but want to go to your friend's party.
 - You _____ go to a party with a bad headache.
 - You _____ rest before the party.
- You hate your birthday present from your aunt.
 - You _____ say thank you for it.
 - You _____ tell her the truth about your feelings.

- 5 1.35 Check the meaning of the adjectives below. Then listen to four dialogues and complete the sentences with the correct adjective.

Feelings (adjectives) angry embarrassed excited
happy sad tired worried

In dialogue 1, the boy feels _____.

In dialogue 2, the girl feels _____.

In dialogue 3, the boy feels _____.

In dialogue 4, the girl feels _____.

► **Vocabulary Builder** Feelings: page 118

- 6 1.35 Listen again. What advice does the friend give in each dialogue? Match the advice (a–f) with the dialogues. There are two extra pieces of advice.

Dialogue 1: ____

Dialogue 2: ____

Dialogue 3: ____

Dialogue 4: ____

- 'You should tell your parents how you feel.'
- 'You should send a text message to your friend.'
- 'You shouldn't copy work from the internet.'
- 'You shouldn't stay late at the party.'
- 'You should invite your friend.'
- 'You shouldn't bring your phone to school.'

Speaking Strategy

Go to the Functions Bank in the Workbook for useful set phrases that you can use in conversations.

- 7 Work in pairs. Prepare a dialogue using the prompts below. Use problems from exercise 4 or your own ideas.

A Greet **B**. Say that you need advice.

B Ask **A** what the problem is.

A Explain the problem.

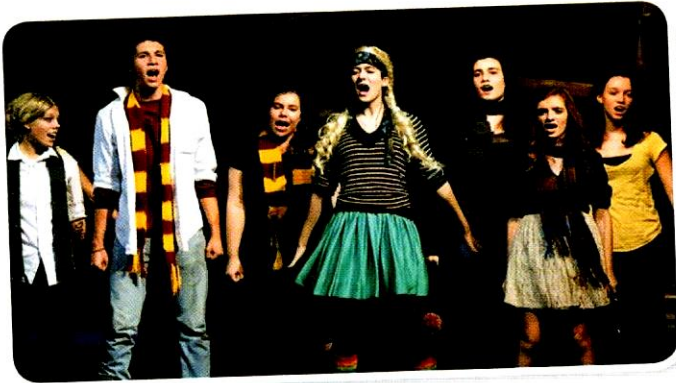
B Give one or two pieces of advice.

A Thank **B** for the advice.

- 8 **SPEAKING** Act out your dialogue to the class.

An announcement

I can write an announcement for a school event.



- 1 **VOCABULARY** Match the photo with one of the events below. Is it a good way to raise money, do you think? Why? / Why not?

School events concert musical play school camp
school club school trip sports day

►► **Vocabulary Builder** School events: page 118

- 2 Read the announcements. Match each with an event from exercise 1. Then check the meaning of all the events.



Come to our musical!

**Saturday 12 July from 7 p.m. to 11 p.m.
in the school hall**

Please help us to raise £1,000 for new musical instruments for the school.

We need your help!

Come and see us dance! Come and hear us sing!
Fun for all the family! Please bring a friend!

Tickets: £5. Buy your ticket before 30 June and get a 50p discount!

JUDO CLUB

**DO YOU ENJOY
A CHALLENGE?**

Then come to judo club.

We meet every Wednesday after school in the school gymnasium, from 3.30 to 5 p.m.

It's a great way to make new friends and to keep fit!

Are you new to martial arts? Don't worry!
We've got a great judo teacher. Everyone is welcome, especially beginners!

Call Sarah on 0990 237789 for more details.



- 3 Read the **Learn this!** box. Find nine examples of imperatives in the announcements in exercise 2.

LEARN THIS! Imperatives

We use imperatives to give orders and instructions, and to make requests.

We form affirmative imperatives with the infinitive form of the verb without *to*.

*Be quiet! Write the answer in your notebook.
Please sit down.*

We form negative imperatives with *don't* and the infinitive form of the verb without *to*.

Don't be silly! Please don't interrupt.

- 4 Complete the sentences with the verbs below. Use affirmative or negative imperatives.

bring call forget miss put visit

- _____ to tell your friends and family!
- _____ it in your diary so that you don't forget!
- _____ Dean Richards on 509331 for more information.
- _____ our website!
- _____ this event!
- _____ a friend!

►► **Grammar Builder 2H** page 126

Writing Strategy

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

- 5 Read the **Writing Strategy**. Then read the task and make notes using the questions below to help you.

You are organising an event at your school. Write an announcement to publicise the event and encourage people to attend. Remember to include information about the time and place of the event and how people can attend.

- what is the event?
- where?
- date, day and time?
- what is the purpose of the event?
- what happens?
- other information (tickets? phone number? website?)

- 6 Write an announcement for the event. Use your notes from exercise 5.

CHECK YOUR WORK

Have you ...

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

Reading

Strategy

In multiple-choice questions, the correct option will contain different words from the text, but the words will have the same meaning. It's a good idea to learn different ways of saying the same thing.

1 Read the Strategy. Match A–E with 1–5.

- | | |
|-------------------------|-------------------------|
| 1 I study. _____ | A I can. |
| 2 I work. _____ | B I have a job. |
| 3 It's popular. _____ | C People like it. |
| 4 It's unpopular. _____ | D I have lessons. |
| 5 It's possible. _____ | E People don't like it. |

2 Read the text. Choose the correct answer, (A–D).

Homeschooling – how does that work?



Oliver Kent is a thirteen-year-old student, but he doesn't go to school. He's homeschooled. His dad is his teacher and teaches Oliver at home.

'People always ask me the same questions,' says Oliver, who lives in London. 'Things like "What time do you have to get up? When do you start? When do you finish? Do you like it?" They don't understand homeschooling, but for me it's normal. I love it! I can get up when I want to, and I have lessons at different times every day.'

'Dad doesn't work. I study at home with him, and we sometimes go to museums and talk about what we see. I go swimming three times a week. I have a teacher because Dad can't swim. I'm in a football club too. I have internet lessons on English, maths and politics. Dad teaches me the other subjects.'

Homeschooling is popular in Australia, Canada, New Zealand, the United Kingdom, the United States and many other countries. Can parents homeschool their children in every country in the world? No. Brazil, Greece, Cuba, Turkey and 24 other countries say 'no' to homeschooling.

What about friends? 'People often ask me that question,' says Oliver. 'I have lots of friends. Most of them go to school and that's the right thing for them. My friend Ella is homeschooled by her mum. We can discuss things about homeschooling that other people don't understand.'

Does Oliver think he is different to other thirteen-year-olds?

'Of course not. I watch the same things on TV as other kids my age. I play the same games, I worry about the same things and I eat the same food! I learn the same things. It's just that I learn them in a different way.'

- Oliver
 - gets up early every day.
 - studies at home every day.
 - doesn't do sport during the week.
 - always finishes school at 4:45 p.m.
- Oliver's dad
 - has a job in London.
 - doesn't go to museums with Oliver.
 - is good at swimming.
 - doesn't teach Oliver maths.
- According to the text, what is true about Brazil?
 - Homeschooling is popular.
 - Homeschooling is possible, but it isn't popular.
 - Teachers can homeschool their children.
 - Homeschooling isn't possible.
- Oliver thinks
 - homeschooling is only for parents who don't have a job.
 - homeschooling teaches children the same things in different ways.
 - he is different from other teenagers.
 - every parent should homeschool their child.


Listening

Strategy

Before you listen, read the task. Think of key vocabulary that is related to the topic and quickly note it down. Some of these words and expressions may appear in the listening.

3 Read the Strategy. For each phrase below, underline three words on the same topic.

- tidy the classroom
cupboard grandma ice ruler shelf supermarket
- play a musical instrument
dictionary drums flute geography saxophone ski
- have a big family
cousin daughter desk eraser niece skateboard
- describe someone
beard dishwasher economics ironing short straight
- get up early
copy an answer get dressed have breakfast have dinner play the drums wake up

4  1.36 Listen to six people talking about their everyday life. Match speakers 1–6 to A–G. There's one extra letter.

This speaker ...

- doesn't have books at school. _____
- can't walk to school. _____
- speaks two languages every day. _____
- has to help his / her parents every day. _____
- can play a musical instrument. _____
- goes to work from 9:00 a.m. until 4:30 p.m. _____
- has extra lessons every day. _____

Use of English

Strategy

Before doing a multiple-choice task, read the text first for gist. Then read the options and choose the correct answers.

5 Read the **Strategy**. Read the text below and answer the questions. Do not fill the gaps yet!

- When is Emily's birthday?
- When are her sisters' birthdays?
- Do Emily and her sisters look similar or different?
- Are Emily and her sisters interested in the same things?
- Does Emily like her life?

6 Complete the text with the correct answer, (A–C).

Emily and her sisters

Emily Mathias is a normal teenage girl. She lives with her parents and three sisters. She likes animals and she can ¹ _____ the cello very well. A cello is like a really big violin. But her family is different from most families. ² _____? Because Emily and her sisters Anna, Mary Claire and Grace are identical quads. They were all born ³ _____ 16 February 2000. The four girls ⁴ _____ got the same long fair wavy hair and blue eyes, but their personalities are very different. Emily loves horse-riding. Grace ⁵ _____ friendly, Mary Claire likes writing and Anna's interested ⁶ _____ science.

'Our house is very busy,' says Emily. 'We ⁷ _____ to help with jobs at home. Every Monday I do the washing ⁸ _____ school. But I'm happy with my life. People often ask me, "⁹ _____ are you? Are you Anna?" Sometimes the teacher ¹⁰ _____ know. It's funny!'

- | | | |
|------------|----------|-----------|
| 1 A play | B plays | C to play |
| 2 A Where | B What | C Why |
| 3 A in | B at | C on |
| 4 A have | B has | C are |
| 5 A is | B does | C has |
| 6 A in | B about | C at |
| 7 A can | B have | C got |
| 8 A until | B during | C after |
| 9 A Where | B How | C Who |
| 10 A don't | B isn't | C doesn't |

Speaking

Strategy

When you're doing a guided dialogue or conversation task, you'll find it useful to know set phrases for a variety of situations, such as for making requests, asking for help and giving advice. Try to learn these set phrases and be prepared to adapt them for different situations.

7 Read the **Strategy**. Complete the expressions with the words below.

advice angry problem should (×2) shouldn't Thanks

Function	Expressions
Asking if someone is OK	What's the ¹ _____?
Saying how you feel	I'm ² _____.
Asking for help	Can I ask your ³ _____ about something? What ⁴ _____ I do?
Giving advice	✗ You ⁵ _____ shout at him. ✓ You ⁶ _____ speak to a doctor.
Thanking someone	⁷ _____.

8 Work in pairs. Ask and answer questions about one of the problems below.

Your brother isn't at home and he isn't at school.
You can't sleep at night.
You don't want to go to your friend's party.
Your English classes are very difficult.

- | | | |
|-------------------------------------|---|---|
| A Greet B. Ask if he or she is OK. | → | B Say how you feel. Say that you need advice. |
| A Ask B what the problem is. | → | B Explain the problem. |
| A Give one or two pieces of advice. | → | B Thank A for the advice. |

Writing

Strategy

When you write an announcement, try to make people interested. Start with a clear heading (e.g. *Film Club*) ask questions with *you* (e.g. *Do you ... ?*) and use imperatives and exclamation marks (e.g. *Come ... !* or *Bring ... !*).

9 Read the **Strategy**. Match A–F to 1–6.

- | | |
|---------------|-------------------------------------|
| 1 Do you | A a ticket today! |
| 2 Are you | B good at football? |
| 3 Do you want | C and join us! |
| 4 Come | D us to raise money for the school! |
| 5 Buy | E play a musical instrument? |
| 6 Please help | F to make new friends? |

10 Write an announcement for a new school club. Include the information below.

- What is the club (sports? music? film? something else?)
- Where is it?
- What day and time is it?
- What happens at the club?
- Other information (tickets? phone number? website?)

3

Style

3A

Vocabulary

Clothes

I can describe people's clothes.

- 1 **SPEAKING** Look at photos A and B. Do you like their clothes? Which are your favourites? Do you wear similar clothes?

I like the boy's shirt in photo A.

I've got a black jacket like the one in photo B.



- 2 **VOCABULARY** Match items of clothing 1–13 in the photos with words from the list below. Check the meaning of the other words.

Clothes boots cap cardigan coat dress hat jacket jeans jumper leggings pyjamas scarf shirt shoes shorts skirt socks sweatshirt T-shirt tie tracksuit trainers trousers

- 3 **2.02** Listen and repeat all the words in exercise 2.

Unit map

Vocabulary

Clothes
Adjectives to describe clothes
Common adjectives

Word Skills

Adjectives: opposites

Grammar

Present continuous
Contrast: present simple and present continuous

Listening

Catwalk fashion



Reading

Teenage pressures



Speaking

Making arrangements



Writing

An email

Culture 3

Teens and their money



Vocabulary Builder

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page 129

LOOK OUT!

We often use the word 'top' to mean any kind of shirt, T-shirt, sweater, etc. We sometimes use the word 'bottoms' to refer to the bottom half of a tracksuit, pyjamas, etc.

4 **2.03** Read the **Look out!** box. Then listen and find each person in the photos in exercise 1. Say the name.

This person has got black boots and a black top.

Emma.

5 **2.04** Listen to four people talking about their clothes. Which clothes from exercise 2 does each person mention?

Speaker	Clothes
Archie	tracksuit, trainers
Violet	
Arthur	
Lola	

RECYCLE! Adverbs of frequency

We use adverbs of frequency to say how often something happens. They usually go before the verb, but they go after the verb *be*.

He usually wears a tracksuit for P.E.
Her socks are often wet.

6 **2.04** Read the **Recycle!** box. Then listen again. Complete sentences 1–5 with the correct adverb of frequency from the list below and the correct present simple form of the verb in brackets.

always never often sometimes usually

- Archie's clothes _____ (be) dirty.
- Violet _____ (wear) a jacket for school.
- Violet _____ (get dressed) early on Sunday.
- Arthur _____ (wear) jeans at the weekend.
- Lola _____ (change) clothes when she gets home.

7 Rewrite the sentences in exercise 6 using different adverbs of frequency. Make them true for you.

I always wear jeans at the weekend.

8 In pairs, look at the photo at the bottom of the page. Use the colours below to describe items of clothing in the photo.

(light / dark) beige black blue brown cream green grey orange pink purple red violet white yellow

a light green shirt

9 **SPEAKING** Work in pairs. Take turns to be A and B.

- A Imagine you are a person in the photo below. Answer B's questions.
B Ask about A's clothes using 'Have you got ...?'. Decide which person in the photo he or she is.

Have you got jeans?

Yes, I have.

Have you got a red top?

No, I haven't.

Are you number ... ?

Yes, I am. / No, I'm not.



Present continuous

I can talk about things that are happening now.



- 1 SPEAKING** Look at the photo. Can you name any music festivals in your own town or region? When do they take place?
- 2** Read the tweets. Find the name, date and location of the music festival they are describing.



- 3** Read the **Learn this!** box. What examples of the present continuous can you find in the tweets in exercise 2?

LEARN THIS! Present continuous

- We use the present continuous to talk about events that are happening now.
- We form the present continuous with the present simple of *be* and the *-ing* form of the verb:
I'm singing. They aren't listening.

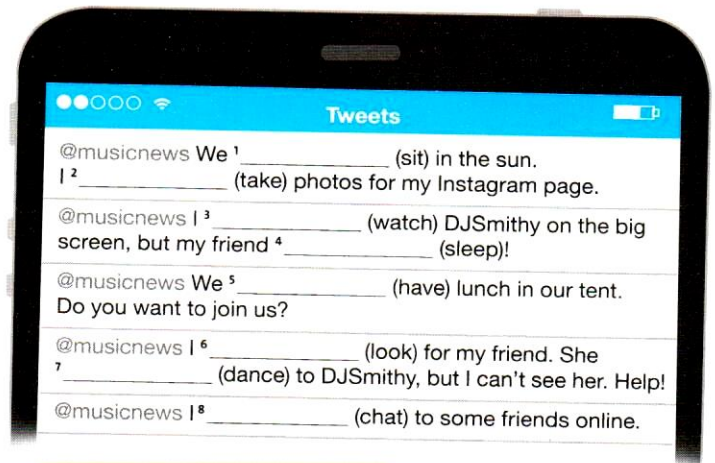
- 4** Complete the examples in the table with the correct form of the verb *be*.

Present continuous	
Affirmative	
I ¹ _____	doing my homework.
She ² _____	walking to school.
We ³ _____	wearing the same shoes.
Negative	
I ⁴ _____	watching TV.
She ⁵ _____	taking an exam at the moment.
You ⁶ _____	helping with the housework.
Interrogative	
7 _____	you going home now? Yes, we ⁸ _____ / No, we ⁹ _____.
10 _____	she wearing boots? Yes, she ¹¹ _____ / No, she ¹² _____.

LEARN THIS! Spelling: -ing forms

- We form most *-ing* forms by adding *-ing* to the infinitive without to:
eat → eating go → going
- When the infinitive ends in *-e*, we usually replace *-e* with *-ing*:
dance → dancing phone → phoning
- When the infinitive ends in a single vowel plus consonant, we often double the consonant before adding *-ing*:
chat → chatting stop → stopping

- 5** Read the **Learn this!** box. Then complete the tweets below with the affirmative form of the present continuous.



➔ Grammar Builder 3B page 128

- 6** **2.05** Complete the phone dialogue. Use the present continuous: affirmative, negative or interrogative. Then listen and check.

Daniel Hi, Elsa. Where are you? What¹ _____ (you / do)?

Elsa I'm in the tent. I² _____ (look) for my bag.

Daniel I've got your bag. Remember? I³ _____ (hold) it now!

Elsa Oh yes. I remember. Where are you?

Daniel I⁴ _____ (sit) on the grass near the main stage.

Elsa I can't hear any music.

Daniel We⁵ _____ (wait) for the next band. They⁶ _____ (play) at the moment.

Elsa OK. I⁷ _____ (leave) the tent now.

Daniel I⁸ _____ (you / come) to the main stage?

Elsa Yes, I am. See you soon.

- 7 SPEAKING** Work in pairs. Mime an activity using the list below or your own idea. Your partner guesses.

dance play basketball / football / tennis
play the drums / clarinet ride a bike / a horse
skate skateboard ski sing swim

Are you dancing?

Yes, I am. / No, I'm not.

Catwalk fashion

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

1 **VOCABULARY** Put the adjectives into pairs of opposites.

Adjectives to describe clothes baggy casual dark light long long-sleeved patterned plain short short-sleeved smart tight

long – short, baggy –

2 **SPEAKING** Describe the photos. What are the models wearing? Use clothes and colours from lesson 3A and adjectives from exercise 1. Do you like their clothes?

Listening Strategy

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

3 **2.06** Read the **Listening Strategy**. Then listen and circle the word with a different stress pattern.

- | | | | |
|-----------|----------|---------|----------|
| 1 design | begin | believe | visit |
| 2 Japan | Scotland | Poland | Russia |
| 3 mistake | police | moment | explain |
| 4 model | hotel | hostel | channel |
| 5 always | never | today | often |
| 6 correct | copy | decide | describe |

4 **DICTIONARY WORK** Look at the dictionary extracts below. How are the stressed syllables indicated?

outfit /'aʊtfɪt/

October /ɒk'təʊbə(r)/

July /dʒu'laɪ/

magazine /,mæɡə'ziːn/

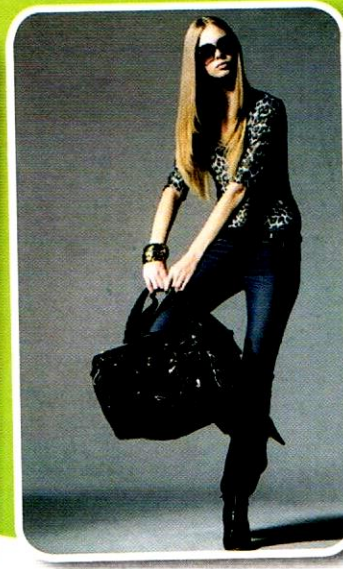
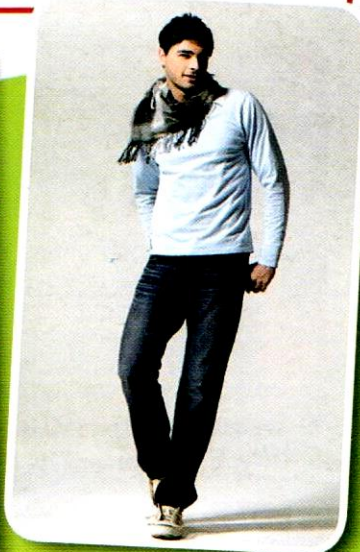
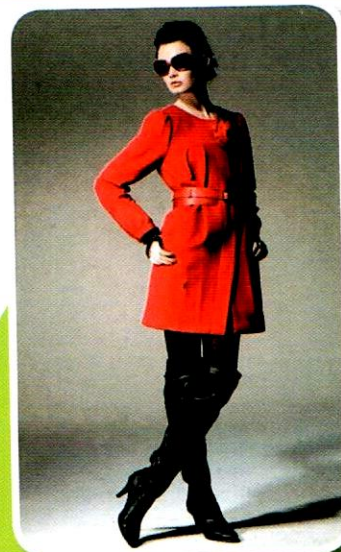
audience /'ɔːdiəns/

5 **2.07** Underline the stressed syllables in these words. Use a dictionary to help you. Then listen and check.

- | | | |
|--------------|-------------|---------------|
| 1 collection | 5 dangerous | 9 wonderful |
| 2 pyjamas | 6 magazine | 10 twenty-one |
| 3 understand | 7 audience | 11 computer |
| 4 disaster | 8 amazing | 12 seventeen |

6 **2.08** Listen to a radio programme about fashion. Are the sentences true or false? Write T or F.

- The clothes in the show are for winter and spring. ___
- Stella and Tonya are wearing summer clothes. ___
- Tonya is wearing a short jacket, a baggy top and white shorts. ___
- Stella has got a baggy dress, an orange scarf and boots. ___
- The third model is a man. ___
- Martin is wearing yellow and black trainers. ___
- Martin starts to dance. ___
- A photographer falls over Martin and the girls. ___



7 **2.09** Underline the stressed syllables in the highlighted words. Then listen again and check.

- Good **afternoon** **everyone**, and welcome to the show!
 - We are proud to **present** an **exciting** new **designer**: Zizi Malek!
 - Our first **models**, Tonya and Stella, are **coming** down the **catwalk** now.
 - His trousers are **difficult** to **describe**. They look a bit like **pyjama bottoms**!
 - The **reporters** are taking lots of **photographs** of him.
- 8 **Work in pairs. Prepare a short 'catwalk commentary'. Make notes for one male model and one female model. Choose the clothes, colours and styles.**

9 **SPEAKING** Present your commentary to the class.

Our first model, Amy, is coming down the catwalk now. She's wearing a ... with ...

She looks great in ...

Contrast: present simple and present continuous

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



1 **SPEAKING** Ask and answer. How often do you buy clothes? Do you like shopping for clothes?

2 **2.10** Read and listen to the phone conversation and answer the questions.

- 1 What does Claire want to buy? _____
- 2 Where is Joel? Why is he there? _____
- 3 What does Billy invite Claire to do? _____

Billy Hey, Claire, where are you?

Claire I'm in a clothes shop in town. I'm looking for a new top. But I'm not having much luck. They're all really expensive.

Billy You should go to the department store. They don't cost very much there.

Claire OK. Thanks for the advice.

Billy No problem. Is Joel with you?

Claire No, he's at home. He hates shopping. He never comes with me.

Billy Well, do you and Joel want to go to the cinema on Saturday?

Claire Maybe. Our parents are in the middle of decorating the house and we're helping them. What time's the film?

Billy 7.30 in the evening.

Claire That should be OK. Can I phone you later about it?

Billy Sure. Good luck with the shopping! Try the department store. Bye!

3 Study the examples of the present simple and present continuous in the conversation. Then complete the **Learn this!** box with the correct tenses.

LEARN THIS! Present tense contrast

We use the:

- a _____ for something that happens regularly, always or never.
- b _____ for something happening at this moment.
- c _____ for something happening around this time.
- d _____ for a fact that is always true.
- e _____ with certain verbs that we don't usually use in continuous tenses: *believe, know, hate, like, need, prefer, understand, want, etc.*

4 Complete the sentences with the present simple or the present continuous form of the verbs in brackets. Then match each sentence with rules a–e in the **Learn this!** box.

- 1 'Let's go out.' 'No, it _____.' (rain) ____
- 2 This term we _____ about the Second World War in our history lessons. (learn) ____
- 3 _____ you _____ what time it is? (know) ____
- 4 Fish _____ in the sea. (live) ____
- 5 My parents _____ tennis every Saturday morning. (play) ____
- 6 I _____ this word. (not understand) ____
- 7 How often _____ Fred _____ with the housework? (help) ____

➔ Grammar Builder 3D page 128

5 Complete the text messages with the present simple or present continuous form of the verbs below.

buy do know look look love get prefer read

Hi, Chris. What ¹ _____ you _____?

I ² _____ for a birthday present for Emma.

Why don't you buy her a CD? She ³ _____ music.

I ⁴ _____. But she ⁵ _____ to download music. She never ⁶ _____ CDs.

Well, what about a book? She ⁷ _____ a lot.

Good idea. ⁸ _____ you _____ ready for her party now?

Yes! I ⁹ _____ forward to it!

Me too. See you later, then.

6 **SPEAKING** Work in pairs. Take turns to say sentences about other students in the class. Use the present simple or the present continuous. Use the verbs below to help you. Can your partner guess who it is?

go hate like live play read sit smile speak study watch wear write

He's wearing jeans and a red top.

It's Marcus. She always sits next to Maria.

It's Clara.

Adjectives: opposites

I can use a variety of adjectives.



- 1 **SPEAKING** Work in pairs. Describe the photo. What can you see? Where are the people? What are they doing? Use the words below to help you.

verbs make sew sit work

nouns clothes desk factory sewing machine trousers woman worker

- 2 **2.11** Read and listen to teenagers talking about buying clothes. Which person ...

- hasn't got enough money to buy designer labels?
- is wearing something that doesn't cost very much?
- always wants to know where clothes come from before she buys them?
- makes clothes?

'It's **good** that we can buy **cheap** clothes. I never spend more than £10 on a shirt or trousers, but my clothes are comfortable and I love them. This T-shirt is made in Bangladesh. The workers in the factories there don't get much money. People say that's unfair, but I don't agree. The fashion companies are giving them jobs!'

Ryan

'The **large** fashion companies don't care about the workers in their factories. The pay is very **low** and the jobs are often **dangerous**. It's **terrible**! We should pay more for clothes. I always look at the label, and I never buy cheap clothes that are made in poor countries.'

Molly

'I haven't got much money and I don't buy designer labels. But I want **similar** styles. So, I look for cheap copies. It's **true** that the workers who make the clothes don't get much money, but the cost of living is low in poor countries, so I think it's probably OK.'

Megan

'I think clothes are too cheap. People just wear them a few times and then throw them away! That's **wrong**. I'm studying Textile Design at school and I hardly ever buy clothes. I usually make them. It isn't very **difficult** and my clothes always fit and look **great**! I never throw my **old** clothes away. I give them to charity.'

Jed

- 3 **VOCABULARY** Match the highlighted adjectives in the text with adjectives below that have the opposite meaning.

Common adjectives awful bad different easy expensive false fantastic high new right safe small

- 4 Work in pairs. Take turns to close your book. Say an adjective from the text or from the list in exercise 3. Your partner says the adjective with the opposite meaning.

high

low

LEARN THIS! Negative prefix *un-*

We can make many adjectives negative by adding the prefix *un-*.

friendly – *unfriendly* *kind* – *unkind* *happy* – *unhappy*
tidy – *untidy* *usual* – *unusual* *necessary* – *unnecessary*

- 5 Read the **Learn this!** box. In Ryan's paragraph find:

- an adjective with the prefix *un-*.
- an adjective that can be made negative with the prefix *un-*.

- 6 Rewrite the sentences so that they have the opposite meaning. Use the opposite of the underlined adjective.

- These jeans were very expensive.
- That yellow shirt looks terrible!
- My bedroom is always very tidy.
- It is dangerous to swim in that river.
- Jason is feeling happy today.
- My mum works in a small clothes shop.

- 7 Complete the sentences with adjectives from exercises 2 and 3 and the **Learn this!** box.

- That girl is called Saffron. You don't hear that name very often. It's quite _____.
- The temperature is very _____ – only one degree Celsius.
- This question is very _____. I can't answer it!
- You need to get some nice, _____ clothes. All of your T-shirts and jeans have holes in them.
- That answer is _____. Try again!
- Leah and Emma's clothes are _____. They're both wearing white tops and brown trousers.

- 8 **SPEAKING** Work in pairs. Say if you agree or disagree with these statements.

- Clothes should be more expensive.
- Fashion companies should pay factory workers more money.
- People throw away too many clothes.
- We should make our own clothes.
- Fashion companies don't care about the workers in their factories.

Do you agree that clothes should be more expensive?

No, I don't. What about you?

- 9 Do a class survey. How many people agree with each statement in exercise 8?

Teenage pressures

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

1



2



- 1 **SPEAKING** Look at photos 1–4. What are the people doing? Use the phrases below. How often do you do these things?

go weight training put on make-up straighten your hair
take a selfie

- 2 Read the text quickly. How many of the writers believe that there is a problem with teenagers and image?

Reading Strategy

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

- 3 Read the **Reading Strategy**. Then match paragraphs (1–5) with headings (A–G) below. There are two extra headings.

- A Copying a lie?
- B Body-building boys
- C Enjoying their own style
- D Smiling celebrities, worried girls
- E From catwalk to clothes shop
- F No escape from the camera
- G Copying hairstyles from the past

- 4 Explain why the extra headings in exercise 3 do not match any of the paragraphs.

- 5 Listen and read. Check your answers to exercise 3.

- 6 **VOCABULARY** Find the eight highlighted adjectives in the text. Write them as four pairs of opposites.

- 7 **VOCABULARY** Find four adjectives in paragraphs 1–3 of the text which begin with the negative prefix *un-*.

- 8 **KEY PHRASES** Complete these phrases for expressing opinions using the words below. The phrases are all in the reading text.

honest my really think view

Expressing opinions

I¹ _____ believe that ...

In my² _____, ...

To be³ _____, ...

Personally, I⁴ _____ ...

In⁵ _____ opinion, ...

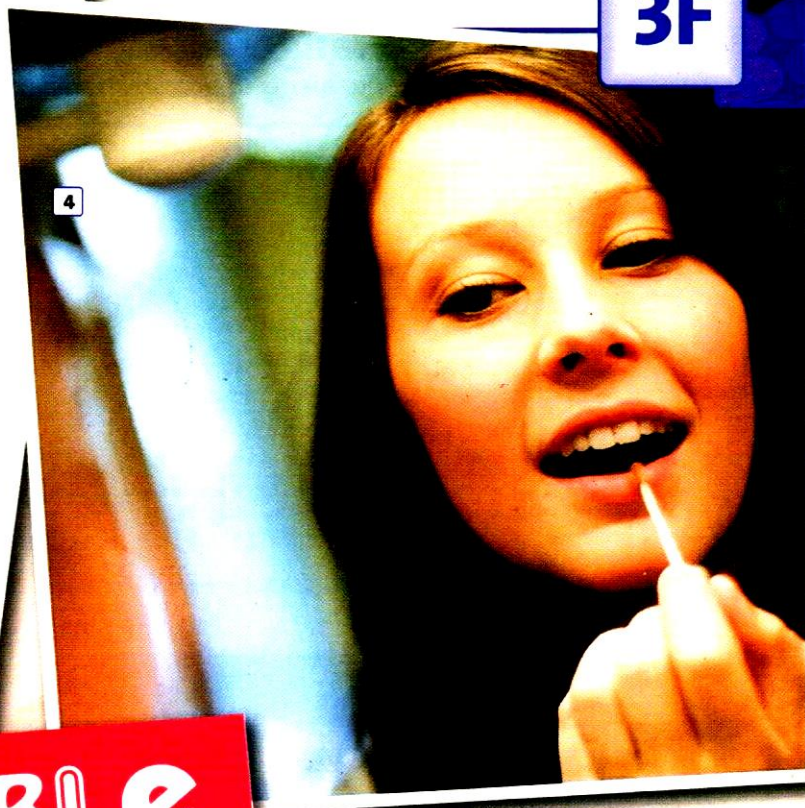
- 9 Match the statements and opinions (a–i) with the people in the texts (1–5).

- a Bad photos on social networking sites often get unkind comments. ___
- b Most images in magazines and on the internet are not real because the companies change the photos. ___
- c Some girls worry a lot about their appearance and this makes them unhappy. ___
- d Some boys take drugs to make their bodies look more muscular. ___
- e Girls wear make-up to express their personalities. It isn't a problem. ___
- f Girls think it's important to look good all the time. ___
- g Some boys put their health in danger to try to look good. ___
- h A lot of teenage girls are not happy to look natural or a bit untidy. ___
- i Teenagers know that the photos in magazines are not real so it isn't a problem. ___

- 10 **SPEAKING** Work in pairs. Do you agree or disagree with the opinions and statements in exercise 9?

I agree with Anna. I think girls worry a lot about their appearance.

I disagree with ... I don't think that ...



IMPOSSIBLE

IMAGES?

1 — 'Female celebrities post selfies on social media; millions of teenage girls see them and try to copy them. They want to have the same **artificial** hairstyles and make-up. I really believe that this is becoming a big problem. Why? Because girls are worrying about their appearance all the time and they're becoming unhappy. And the problem is growing. For example, teenage girls today spend 90% more on make-up than ten years ago.'

Maria Baker, Professor of Sociology

2 — 'In my view, social networking websites like Facebook and Instagram are part of the problem. Teenagers take photos of their close friends all the time and then they put these photos on the internet. A bad photo gets unkind comments. So girls now think it's important to look good all the time. Today's teenage girls are embarrassed about looking **natural** or having untidy hair. They can't relax. I see this problem every day at school.'

Sophie Ellis, Head Teacher

3 — 'To be honest, this isn't just a problem for girls. Boys have pressures too. They are surrounded by images of **male** celebrities with muscular bodies. Suddenly, an **ordinary** male body is not good enough, they think, so they take dangerous drugs to make their bodies muscular. Others go on unnecessary diets - for example, they buy **special** drinks because they want to be muscular. They talk about it a lot at the gym.'

Bob French, Gym owner

4 — 'A lot of teenagers try to copy images in magazines and on websites. But it's very easy to change photos on a computer. So today's teenagers are trying to copy an image that is not **real**. However, these tricks are not a secret these days. In fact, some companies are refusing to change their photos. They use hashtags to advertise their "real photos" on Twitter. Some people say social media is part of the problem. Personally, I think it can be part of the solution.'

Luke Woods, Photographer

5 — 'In my opinion, people are worrying about this too much. A lot of girls come into my shop and buy make-up. But they aren't copying celebrities. They have their own ideas and their own look. It's a way of expressing your personality. And it can be fun too! Of course some of the images in magazines are **fake**. Teenagers know that - they aren't stupid!'

Anna Granger, Shop owner

Making arrangements

I can make arrangements to meet somebody.

1 Complete the free-time activities with the verbs *play, go, have* and *meet*. Check the meaning of all the activities.

Free-time activities

- 1 _____ football / tennis / computer games / cards
- 2 _____ bowling / ice skating / dancing / rollerblading / swimming
- 3 _____ to the cinema / to the beach
- 4 _____ for a walk
- 5 _____ lunch / dinner in a café
- 6 _____ friends

➔ **Vocabulary Builder** Free-time activities: page 118

2 **2.13** Read and listen to the phone call. Find three free-time activities in the dialogue.



Harry Hi, Imogen. How are things?
Imogen Hi, Harry. Fine, thanks. What are you doing?
Harry I'm just **doing my homework**.
Imogen Do you fancy **going swimming** on **Saturday afternoon**?
Harry I'm afraid I can't. I'm **going shopping with my sister**.
 What about **Sunday morning**?
Imogen No, sorry. I'm playing football. How about **Sunday afternoon**?
Harry Yeah, I'm free then.
Imogen OK. What time shall we meet?
Harry Let's meet **at the pool** at **2.30**.
Imogen Cool. See you there.

3 Read the **Learn this!** box. How many examples of the present continuous for future arrangements are there in the dialogue in exercise 2?

LEARN THIS! Present continuous for future arrangements

We can use the present continuous to talk about future arrangements.

What are you doing on Saturday evening?
 I'm going to the cinema.

➔ **Grammar Builder 3G** page 128

4 **SPEAKING** Practise reading the dialogue in exercise 2. Change the highlighted words. Use activities from exercise 1 and your own ideas.

5 **2.14** Listen to three conversations. Circle the correct answers.

Conversation 1

- 1 Max is going fishing on **Saturday afternoon** / **Sunday afternoon**.
- 2 They agree to meet at **Sophie's house** / **the ice rink**.

Conversation 2

- 3 Amy and Adam arrange to **go shopping** / **have lunch**.
- 4 They're meeting at **11.30** / **12.30**.

Conversation 3

- 5 Tommy wants to go to a **musical** / **the cinema** with Caitlin.
- 6 They're meeting at **7.45** / **8.15**.

6 **2.15** **KEY PHRASES** Complete the key phrases with the verbs below. Use the correct form (infinitive without to or -ing form). Listen and check.

come go have meet see

Making suggestions

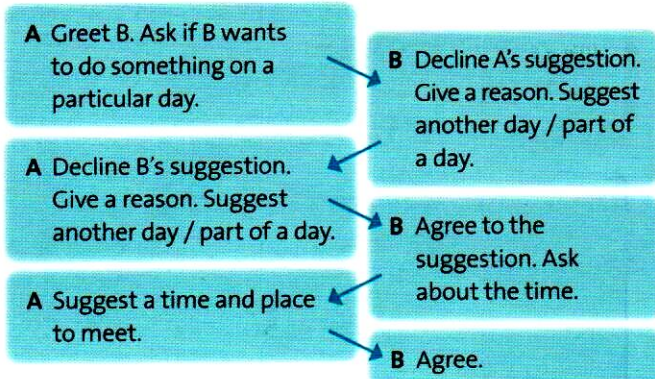
- Do you fancy ¹ _____ ice skating?
 Shall I ² _____ to your house?
 Why don't you ³ _____ lunch with us?
 How about ⁴ _____ a film?
 Let's ⁵ _____ at the cinema.

7 **KEY PHRASES** Divide the key phrases below into two categories: agreeing to a suggestion and declining a suggestion.

Agreeing to and declining suggestions

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

8 **SPEAKING** Work in pairs. Prepare a dialogue following the prompts below. Use activities from exercise 1 and key phrases from exercises 6 and 7.



Speaking Strategy

In a guided conversation, make sure you look at the other person and listen carefully to what they are saying.

9 **SPEAKING** Read the **Speaking Strategy**. Then act out your dialogue to the class.

An email

I can write an informal email.

1



2



3



4



- 1 **SPEAKING** In pairs, match photos 1–4 with the words below. Then decide which item is the best present for your partner.

bracelet headphones sunglasses wallet

➔ **Vocabulary Builder** Accessories: page 118

- 2 Read the task and the email. Answer the questions.

Write an email to your friend in which you:

- describe what you are doing at the moment.
- thank him or her for a present.
- mention a future arrangement.
- suggest an activity to do together.

- 1 In what order does the email cover the four points?
- 2 Which paragraph covers two points?

To: megan@email.com

Hi Megan,

I hope you're well. Thank you for the bracelet. I'm wearing it now. It's beautiful! My sister loves it too, but she can't borrow it!

I'm in my bedroom at the moment. I'm listening to music and trying to finish my geography project. It isn't going very well! My brothers are playing football in the garden, so I want to go outside too!

Do you fancy going to the cinema on Sunday or meeting for a coffee? I can't go on Saturday because my grandparents are coming to dinner. My dad is cooking his favourite dish – chicken pie.

That's all from me. Please write soon!

Love for now, Poppy

LEARN THIS! Linking words: *and, but, or, so* and *because*

We can use linking words to join words and clauses.

I'm *seventeen years old* and I live in London. I like P.E. and art.

I like maths, but I don't like history.

Do you want to go to the cinema or do you want to stay at home? Do you want apple juice or milk?

I don't like sport, so I never play football with my brother.

I always wear jeans because I don't like skirts or dresses.

- 3 Read the **Learn this!** box. Find examples of all five linking words in the email in exercise 2.

Writing Strategy

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

- 4 **KEY PHRASES** Read the **Writing Strategy**. Then find four expressions in the email in exercise 2 which you can add to the list below.

Beginning an email

Dear ...

Hello ... / ¹ _____

Near the beginning

² _____

Thanks for your email.

How are you? / How are things?

Near the end

I hope to see you soon.

That's all for now. / ³ _____

Please write soon.

Give my love to ... / Say hi to ...

Ending an email

Lots of love / Love / ⁴ _____

Best wishes

Take care

- 5 **Plan an email for the task in exercise 2. Look at the questions below and make notes.**

- 1 What you are doing at the moment? (Imagine you are at home.)
 - 2 What present are you saying thank you for? (Choose an accessory or an item of clothing.)
 - 3 What arrangement(s) have you got? (Use your imagination.)
 - 4 What activity do you want to suggest? (Choose an activity from Lesson G or your own idea.)
- 6 **Write an email following your plan from exercise 5. Remember to include suitable phrases from exercise 4.**

CHECK YOUR WORK

Have you ...

- covered all four points in the task?
- used a few 'social phrases'?
- used linking words to join your ideas?
- checked your spelling and grammar?

4

Food

4A

Vocabulary

Are you hungry?

I can talk about breakfast, lunch and dinner.

1 SPEAKING Look at the photos. Choose one meal that looks:

- a tasty b healthy c quick to make d filling

The meal in photo 1 looks ...



2 **2.16 VOCABULARY** Listen and repeat the words in the list. Then match them with the photos in exercise 1. Which food items are not in any of the photos?

Food apples beef bread carrots cheese chicken crisps cucumber
fish green / red peppers lamb lemon lettuce melon mushrooms olives
onion pasta peas pineapple potato prawns rice sandwiches sausages
strawberries tomatoes

Photo 1: onions, peas, sausages ...

Unit map

Vocabulary

Food
Parties and celebrations

Word Skills

Adjective plus preposition

Grammar

there is / are; some and any
how much / how many, much /
many / a lot of, a few / a little

Listening

What a waste!



Reading

Unusual restaurants



Speaking

In a restaurant



Writing

An invitation

Culture 4

British food



Vocabulary Builder

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Grammar Builder

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Grammar Reference

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Extra speaking task

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