

## Use of English

## Strategy

Open cloze tasks might test you on collocations (words which usually go together). Prepare yourself by learning collocations.

## 5 Read the Strategy. Match the verbs below to 1–5.

do have make share take

- \_\_\_\_\_ your bed / friends / a phone call
- \_\_\_\_\_ an argument / a rest / breakfast
- \_\_\_\_\_ your best / the cleaning / your homework
- \_\_\_\_\_ a pizza / the bills / a room
- \_\_\_\_\_ someone's advice / an exam / medicine

## 6 Read the email and complete each gap with ONE word.

Hi Matt,

Help! Why did I decide to have <sup>1</sup> \_\_\_\_\_ party? It's four o'clock and I'm still getting the house ready! I <sup>2</sup> \_\_\_\_\_ tidied the living room, but there's still a lot to do! I <sup>3</sup> \_\_\_\_\_ cleaned the floors yet, and I need to finish making the food.

<sup>4</sup> \_\_\_\_\_ Darren phoned you? <sup>5</sup> \_\_\_\_\_ he be here this evening? Does he know the party starts <sup>6</sup> \_\_\_\_\_ eight o'clock?

Can you <sup>7</sup> \_\_\_\_\_ me a favour? I've done the shopping, but I <sup>8</sup> \_\_\_\_\_ a mistake at the supermarket – I forgot to buy some bread! Can you get some?

See you later.

Vicky

PS I've decorated the cake so we don't need to worry <sup>9</sup> \_\_\_\_\_ that. 😊

PPS Oh no! I've <sup>10</sup> \_\_\_\_\_ remembered something else! I need to clean the bathroom!

## Speaking

## Strategy

Learn positive and negative adjectives for people, places and things so that you can use a variety of adjectives when you compare two pictures.

## 7 Read the Strategy. Write the adjectives in the correct place in the table.

attractive awful cosy light relaxing ugly  
uncomfortable untidy

Positive	Negative

## 8 Compare and contrast the two rooms below. Where do you study at home? Where do you relax?



## Writing

## Strategy

When you describe a place, use preposition + noun phrases (e.g. *in London, at home*) and adverbs of place (e.g. *here, there, downstairs*) to explain where things are.

## 9 Read the Strategy. Complete the sentences with the words below.

at in nearby next on upstairs

- There are two big rooms \_\_\_\_\_ the second floor.
- There's a swimming pool \_\_\_\_\_. It takes about five minutes to walk there.
- There's a small bathroom downstairs, and there's a bigger bathroom \_\_\_\_\_.
- The kitchen is \_\_\_\_\_ the front of the house.
- I live \_\_\_\_\_ a small village.
- The house is \_\_\_\_\_ to a park.

## 10 Think of a home that you know well (but not your own home). Write a description. Include information about the points below.

- who lives there
- the location
- the rooms
- when you last went there and what you did

## The Royal Family

4.13

## A NORMAL LIFE

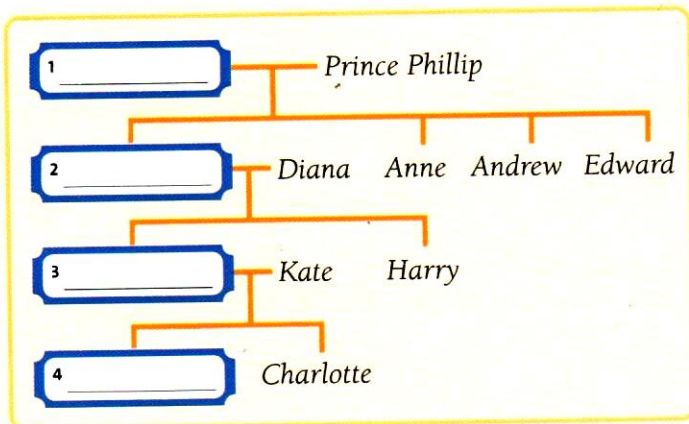
Prince William is the grandson <sup>1</sup> \_\_\_\_\_ Queen Elizabeth II and the eldest son of Prince Charles and Princess Diana. He and his wife, Kate, live in a **large** apartment in Kensington Palace in London with their two **young** children, George and Charlotte. They also have a home in Norfolk in the **east** of England.

William works hard but he <sup>2</sup> \_\_\_\_\_ got a normal job. Instead, he has a lot of royal duties: he meets foreign kings, queens and presidents and he helps a lot of different charities. He is famous all around the world, but he <sup>3</sup> \_\_\_\_\_ want his home life to be special or different.

Kate also has a lot of royal duties. But like her husband, she <sup>4</sup> \_\_\_\_\_ a normal life too. She goes shopping in the local supermarket, and she sometimes meets friends and has coffee with them. She always buys her own clothes. Sometimes she buys **expensive** designer clothes, but she often goes <sup>5</sup> \_\_\_\_\_ normal clothes shops.

- SPEAKING** Look at the photos. Which members of the British Royal Family can you name?
- USE OF ENGLISH** Read the magazine article and complete the gaps with one of the words below.
 

1 a of	b for	c with
2 a isn't	b hasn't	c doesn't
3 a doesn't	b does	c isn't
4 a want	b wants	c doesn't want
5 a for	b in	c to
6 a of	b at	c by
- Read the first paragraph of the article and complete the family tree.



- Read the whole article and answer the questions.

- Who is William's grandmother?
- Where do William and Kate live?
- Where is their other home?
- What are William's royal duties?
- Where does Kate buy food?
- What does Kate like doing?



William and Kate are **happy** together and they love their apartment in London and their **quiet** home in the country. Kate's hobbies are cooking, walking their dog Lupo and playing with her children. William and Kate are proud <sup>6</sup> \_\_\_\_\_ their young children. They think they have got a wonderful family!

- VOCABULARY** Match the highlighted words in the text with words below that have the opposite meaning.  
busy cheap old sad small west
- 4.14** Listen to three people talking about the British Royal Family. Match each speaker (1–3) with two of the sentences below (A–F).

Which speaker ...

- is not sure that all the stories about the Royal Family are true? \_\_\_
  - thinks the Queen is good for tourism? \_\_\_
  - is happy that the Queen does not smile a lot? \_\_\_
  - likes looking at photos of the Royal Family? \_\_\_
  - doesn't know what the members of the Royal Family do? \_\_\_
  - thinks Harry sometimes does silly things? \_\_\_
- INTERNET RESEARCH** Choose one of the people in the family tree in exercise 3. Find out about him / her. Write a few sentences about him / her.
  - SPEAKING** Work in pairs. Draw a family tree for your family. Tell your partner about your family.

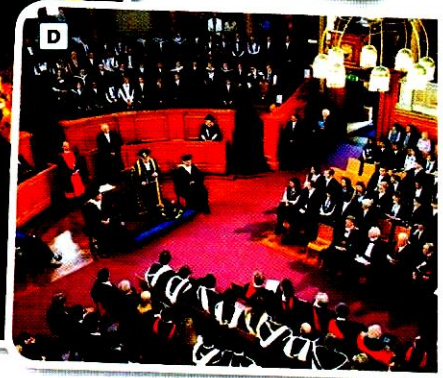
This is my mum. She's a nurse. This is my sister. She's 21.

# The University of Oxford

- 1 **SPEAKING** Look at the photos. Where are the students?  
Match photos A–D with the phrases below.

at their degree ceremony in a college room  
in the dining hall in the library

- 2 Read the fact file about the University of Oxford and questions A–E below. Match each of the questions with the correct paragraph 1–5 in the fact file.



## 4.15 THE UNIVERSITY OF OXFORD THE FACTS

The University of Oxford is about a thousand years old. It is famous all over the world, but why is it so well known?



1 \_\_\_\_

Yes. There are over 22,000 students at Oxford; about 12,000 of these are **undergraduates** and 10,000 are **postgraduate students**. Around 25% of the population of the city of Oxford are students.

2 \_\_\_\_

In lots of ways. Firstly, the university has more than 30 different colleges. Secondly, students wear special **gowns** for exams and other important university events. Finally, the degree ceremony is in Latin, the language of the ancient Romans.

3 \_\_\_\_

Yes, it does. Two of the most famous buildings are the Bodleian and the Sheldonian. The Bodleian is the university library and has over eleven million books. At the Sheldonian, concerts, **lectures**, degree ceremonies and other university events take place.

4 \_\_\_\_

Yes! These include David Cameron and 25 other UK **prime ministers**, 27 Nobel prize winners, famous scientists such as Stephen Hawking and 120 Olympic gold medalists.

5 \_\_\_\_

This is the publishing department of the university. It sells over 110 million books each year and is famous for the Oxford English Dictionary. There are about 300,000 words in this dictionary and it weighs more than 60 kilos!

- A Are there many famous students?  
B How is Oxford different from other universities?  
C Does the university have many famous buildings?  
D What is Oxford University Press?  
E Are there lots of students at the university?

- 3 **VOCABULARY** Match the highlighted words in the fact file with the definitions (1–6) below. (Most of the words are plural in the fact file.)

- 1 somebody with a first degree doing further studies at university \_\_\_\_\_
- 2 somebody studying for their first degree \_\_\_\_\_
- 3 the number of people who live in a particular area \_\_\_\_\_
- 4 somebody who leads the government of their country \_\_\_\_\_
- 5 a lesson for a large group of university students \_\_\_\_\_
- 6 a long item of clothing that people wear for some formal occasions \_\_\_\_\_

- 4 **4.16** Listen to five University of Oxford students. Which students are not from the UK?

- 5 **4.16** Listen again. Match speakers (1–5) with sentences (A–F) below. There is one extra sentence.

Which speaker ...

- A is worried about starting at Oxford? \_\_\_\_  
B is excited about starting at Oxford? \_\_\_\_  
C is not keen on studying for a degree? \_\_\_\_  
D is a postgraduate student? \_\_\_\_  
E is friends with other people from their own country? \_\_\_\_  
F is not the first person in his / her family to study at Oxford? \_\_\_\_

- 6 **SPEAKING** Discuss this question in pairs or small groups: Do you want to go to university? Why? / Why not?

- 7 **INTERNET RESEARCH** Find out about the University of Cambridge on the internet. Write down at least three interesting facts about the university. Compare your answers with the rest of your class.

## Teens and their money

1 **SPEAKING** Work in pairs. How much money do you spend on the things below?

apps and games clothes films and music food and drink  
jewellery make-up and accessories shoes

I spend a lot of my money on ...

I spend some money on ...

I don't spend much on ...

I spend nothing on ...

2 Look at the pie charts. Are the sentences true or false? Write T or F.

- In the USA, young people spend more money on apps, games and electronics than on food and drink. \_\_\_
- They spend more money on music and films than on make-up and accessories. \_\_\_
- Amazon is the most popular shopping website. \_\_\_

3 **USE OF ENGLISH** Read and complete the text. Write one word in each gap.

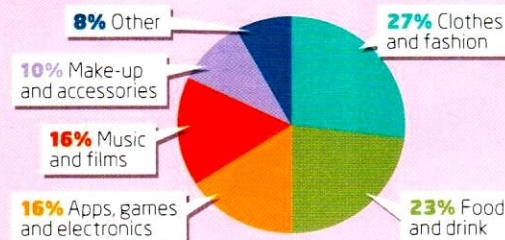
4.17

## \$PENDING HABITS

How <sup>1</sup> \_\_\_\_\_ American teenagers spend their money: on clothes, or food, or apps? Let's find out.

### How teenagers spend their money

figure 1



Style is important for American teenagers, so <sup>2</sup> \_\_\_\_\_ isn't surprising that they spend nearly 40% of their money <sup>3</sup> \_\_\_\_\_ clothes and make-up (see figure 1).

However, teenagers don't just buy clothes in shops. Over 80% <sup>4</sup> \_\_\_\_\_ teenagers shop online for fashionable clothes. Amazon is their favourite shopping site, but Nike and eBay are also popular (see figure 2). Teens particularly like to buy shoes on the internet. That's because there <sup>5</sup> \_\_\_\_\_ many fashionable shoe shops in town centres. There is more choice on shopping websites – and

4 Read the text again and choose the best summary, a, b or c.

- American teenagers spend most of their money online, not in high street shops.
- Spending money on clothes is more important for American teenagers than spending money on entertainment.
- American teenagers spend more on clothes than on anything else, but food and entertainment are also important.

5 **4.18** Listen to four British teenagers talking about how they spend their money. How many of them mention spending money on video games?

6 **4.18** Listen again. Match the speakers to the activities. There is one sentence that doesn't match any of the speakers.

Which speaker ...

- spends a lot of time with friends? \_\_\_\_\_
- only buys clothes that aren't expensive? \_\_\_\_\_
- isn't interested in fashion? \_\_\_\_\_
- likes buying smart clothes? \_\_\_\_\_
- buys most things online? \_\_\_\_\_

7 **SPEAKING** Work in pairs. Discuss the questions.

- How is the way you spend money different from the way American teenagers spend money?
- Do you often shop online? Why? / Why not? If you shop online, what do you buy?

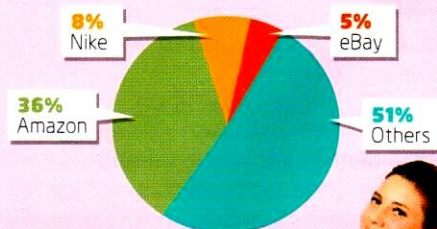
for many teenagers, it is very important to wear the 'right' brand!

But young people aren't only interested <sup>6</sup> \_\_\_\_\_ clothes and fashion. A lot <sup>7</sup> \_\_\_\_\_ teenagers meet in coffee shops and restaurants, and they spend 23% of their money there on food and drink.

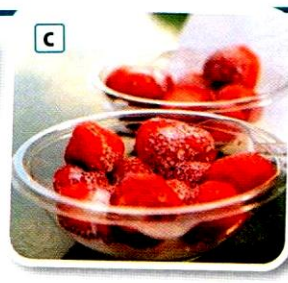
When you add together the percentages for apps, games, electronics, films and music, you <sup>8</sup> \_\_\_\_\_ see that American teenagers spend a lot of their money on entertainment too.

### Favourite shopping websites

figure 2



## British food



- 1 **VOCABULARY** Match the names of the dishes below with the photos A–D. Which of the dishes would you like to eat?

fish and chips   roast beef and Yorkshire pudding  
sausages and mashed potato   strawberries and cream

- 2 **USE OF ENGLISH** Complete the article about food in Britain. Write one appropriate word in each gap.

4.19

## BEST OF BRITISH!

UNLIKE FRANCE OR ITALY, Britain is not famous for the quality of its food. And the truth is, British people are very keen <sup>1</sup> \_\_\_\_\_ food from other countries. There are Indian and Chinese restaurants in nearly every town in <sup>2</sup> \_\_\_\_\_ UK – and other types of international food are popular too. However, according to a recent survey, British people are also keen on traditional British food and usually have one <sup>3</sup> \_\_\_\_\_ two favourite British dishes.

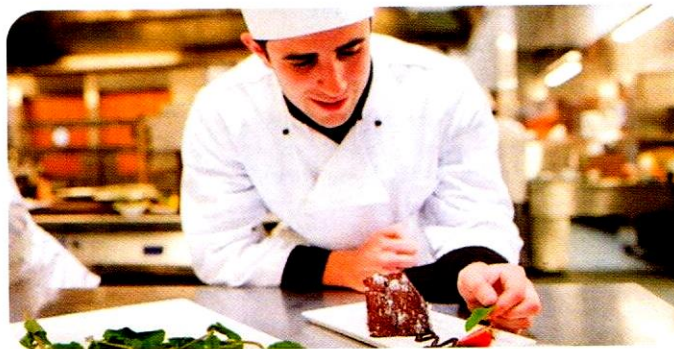
A traditional Sunday lunch with roast beef and Yorkshire pudding is very popular, and so is a full English breakfast. (This is not just meat and eggs, of course. It also includes sausages, tomatoes, mushrooms and toast.) Another favourite, <sup>4</sup> \_\_\_\_\_ survey says, is sausages and mashed potato – or ‘bangers and mash’, as people often call it.

Sometimes, favourite dishes have a connection with a special time or place, and often the food seems to taste better because <sup>5</sup> \_\_\_\_\_ that connection. For example, a hot pie is the perfect food when you’re watching a football match. But when you’re watching tennis at Wimbledon, you want a bowl <sup>6</sup> \_\_\_\_\_ strawberries and cream.

So what is the nation’s favourite British food, according to the survey? The answer is: fish and chips – especially take-away fish and chips in paper. And especially when you’re eating it by the sea!

- 3 **Read the text again and answer the questions.**

- Which two types of restaurant are very common in British towns?
- What is a full English breakfast?
- What is another name for sausages and mashed potatoes?
- What do people like to eat at football matches?
- Where do people like to eat strawberries and cream?
- Where does fish and chips taste best, according to the survey?



- 4 **4.20** Listen to a radio interview about modern British cuisine. Which two adjectives from the list best describe this kind of food?

beautiful   fresh   simple   unhealthy

- 5 **4.20** Listen to the interview again. Circle the best answers.

- Which kind of food from the 1970s do they discuss?
  - nouvelle cuisine
  - cuisines from other countries
  - modern British cuisine
- How is modern British cuisine different from other styles of cooking?
  - It takes a new look at traditional recipes.
  - The meals are very small.
  - The recipes use traditional herbs and spices.
- Which of these dishes is a Modern British cuisine recipe?
  - traditional roast lamb
  - duck with orange sauce
  - duck with cherries or pistachio nuts
- What extra information do some Modern British cuisine menus include?
  - Which herbs and spices the food contains.
  - Where the ideas for the dishes come from.
  - How far away the ingredients come from.

- 6 **SPEAKING** Work in pairs or small groups. Discuss these questions.

- Which do you prefer: traditional food from your country or food from other countries?
- Are some traditional dishes disappearing in your country? If so, why do you think this is happening?
- Do you agree that some food tastes better at certain times or in certain places? Give examples.

- 7 **INTERNET RESEARCH** Search the internet for British recipes. Find a recipe that you like. Then work in pairs or small groups and describe your recipes.

## New York

1 **SPEAKING** Work in pairs. How much do you know about New York? Decide if these sentences are true or false. Write T or F. Can you correct the false sentences?

- 1 New York is the capital of the USA. \_\_\_
- 2 The population of New York is about 8.5 million. \_\_\_
- 3 People speak around 800 different languages in New York. \_\_\_
- 4 The Golden Gate Bridge is in New York. \_\_\_
- 5 The Empire State Building is in New York. \_\_\_
- 6 The United Nations Headquarters is in New York. \_\_\_
- 7 The White House is in New York. \_\_\_

2 **4.21** Listen and check your answers.

3 Read the tourist guide to New York City. Match headings A–F below with paragraphs (1–5). There is one extra heading.

- |                         |                  |
|-------------------------|------------------|
| A The Statue of Liberty | D Central Park   |
| B The view from the top | E Visit a museum |
| C The Brooklyn Bridge   | F Times Square   |

**4.22**

## NEW YORK

### THE TOP FIVE THINGS TO DO

NEW YORK is one of the world's most interesting and exciting cities. There are parks, rivers, and famous buildings; there are great shops and interesting museums too. It is home to about 8.5 million people – more than any other city in the USA. About 55 million visitors come to New York every year. Why do they come?

**1** \_\_\_\_\_

Day or night, the view from the top of One World Trade Centre, the tallest building in the USA, is fantastic. You can see islands, bridges, and some of the most famous buildings in the world.

**2** \_\_\_\_\_

This is New York's busiest place. Over 300,000 visitors come here a day. People sell art and jewellery on the street, and you can buy cheap tickets for Broadway musicals and plays. Don't miss this place!

**3** \_\_\_\_\_

This is one of the most surprising places in the city. What can you do here? Visit the zoo or the castle. Walk or jog on the grass and along the paths. Look at the beautiful lakes and gardens. In the winter, you can go ice skating, and in the summer, you can watch a Shakespeare play. There's something for everyone.



4 **4.23** Listen to the interview with Gloria Estrada. Answer the questions.

- 1 What event is she looking forward to?
- 2 How many people are taking part in the event?
- 3 When is the event?

5 **4.23** Listen again. Are the sentences true or false? Write T or F. Correct the false sentences.

- 1 Gloria lives in Bogotá. \_\_\_
- 2 She runs seven times a week. \_\_\_
- 3 This is her first marathon. \_\_\_
- 4 She is nineteen years old. \_\_\_
- 5 She doesn't think that marathons are very tiring. \_\_\_
- 6 She is starting to feel more at home in New York. \_\_\_

6 **SPEAKING** Work in pairs. A British friend is coming to your country. You are meeting him / her in a city that you know well. Agree on the top three places to visit, and give reasons. Use the phrases below to help you.

I want to take him / her to ... because ...

... is interesting. Let's take him / her there.

I know. Why don't we take him / her to see ... It's really ...

7 **INTERNET RESEARCH** Choose an American city from the list below, or use your own ideas. Find the 'top three' things to do there. Write a paragraph about each attraction, saying why it is good to visit.

Boston Miami New Orleans San Francisco  
Washington, D.C.

**4** \_\_\_\_\_

Are you interested in art? What about science, history, or space travel? Between East 82nd and East 105th Streets, there are eight amazing museums and art galleries. Don't miss one of the great educational centres of the world.

**5** \_\_\_\_\_

A gift from the people of France in 1886, this is perhaps the city's most famous tourist attraction. It is a symbol of hope and freedom for people who arrive in America to start a new life.

# Yellowstone National Park

**1 SPEAKING** What is a national park? Are there any national parks in your country? Can you name them?

**2 VOCABULARY** Match the words below with the correct definitions.

canyon expedition extraordinary pond protect variety

- 1 a deep valley \_\_\_\_\_
- 2 very surprising or unusual \_\_\_\_\_
- 3 an organised trip, often to an unknown place \_\_\_\_\_
- 4 a number of different kinds of the same thing \_\_\_\_\_
- 5 a small area of water \_\_\_\_\_
- 6 to make sure something is safe \_\_\_\_\_

**3** Complete the article with the correct forms of the words in exercise 2.



4.24

In 1809, John Colter, a hunter, travelled to a new part of the United States: the mountains and forests of Wyoming. He discovered an amazing place. It was an <sup>1</sup> \_\_\_\_\_ land of ice and fire. When he returned home, he talked about his adventures – but nobody believed him!

Colter described amazing scenes. There were <sup>2</sup> \_\_\_\_\_ of water – but they boiled! There were trees that appeared to be stone. There were holes in the ground that suddenly exploded, like fountains of boiling water. Everywhere there was the strong smell of sulphur.

Colter walked deep into the forests. He watched and studied an amazing <sup>3</sup> \_\_\_\_\_ of animals, including bears and wolves. He climbed high mountains and explored beautiful lakes and rivers. There were high waterfalls and deep <sup>4</sup> \_\_\_\_\_ with yellow rocks on each side. In fact, the name of this place comes from those rocks: Yellowstone.

Fifty years later, the US government organised three scientific <sup>5</sup> \_\_\_\_\_ to Yellowstone. They wanted to find out what was really there. Finally, people started to believe John Colter's stories. They realised Yellowstone was a beautiful and unusual place, and asked the government to <sup>6</sup> \_\_\_\_\_ it. So in 1872, President Ulysses S Grant signed a new law: Yellowstone was now the first national park in the world.



**4** Read the article. Are these sentences true (T) or false (F)? Write T or F.

- 1 John Colter was the first person to go to Yellowstone. \_\_\_\_\_
- 2 Colter talked to nobody about his adventures in Yellowstone. \_\_\_\_\_
- 3 Colter noticed a strange smell in Yellowstone. \_\_\_\_\_
- 4 The name 'Yellowstone' comes from the colour of the lakes and rivers there. \_\_\_\_\_
- 5 The government sent expeditions to Yellowstone in 1872. \_\_\_\_\_

**5 SPEAKING** Work in pairs or small groups. Discuss this situation.



You are walking in the forest when you meet a bear. What do you think is the best thing to do?

**6** 4.25 Listen to the interview. Compare your ideas from exercise 5 with the woman's actions.

**7** 4.25 Listen to the interview again. Circle the correct answers.

- 1 The woman
  - a wanted to be ready if she met a bear.
  - b was not aware that there were bears in Yellowstone.
  - c wanted to meet a bear.
- 2 The woman remembered reading that running away from a bear is
  - a never a good idea.
  - b the best thing to do.
  - c only a good idea if you are quick.
- 3 When the woman moved backwards, the bear
  - a started to move backwards too.
  - b was frightened and moved away quickly.
  - c moved quickly towards the woman.
- 4 In the end, the bear
  - a pushed the woman to the ground.
  - b walked around the woman and then moved away.
  - c stayed still and the woman moved away.

**8 SPEAKING** Discuss this question in pairs or small groups: Is it important to have national parks? Why? / Why not?

**9 INTERNET RESEARCH** Find out about a national park in your country or a neighbouring country. What is special about this area? Are there any special animals in the park? Are there any special places or sights? Share the information with the rest of your class.

## British scientists

- 1 **SPEAKING** Work in pairs. Discuss these questions. How many famous scientists from your country can you name? Why are they famous?

He / she discovered / invented ...

- 2 Read the text about Isaac Newton. Complete the timeline of Isaac Newton's life.

1642 Newton was born on 25 December. He lived with his <sup>1</sup> \_\_\_\_\_ from an early age.

1654 He started to go to <sup>2</sup> \_\_\_\_\_.

<sup>3</sup> \_\_\_\_\_ He started to study at Cambridge University.

1665 – The University of Cambridge closed. Newton returned <sup>4</sup> \_\_\_\_\_.

1669 He became Professor of <sup>6</sup> \_\_\_\_\_ at Cambridge.

<sup>7</sup> \_\_\_\_\_ He published his book, *Principia Mathematica*.

<sup>8</sup> \_\_\_\_\_ Newton died

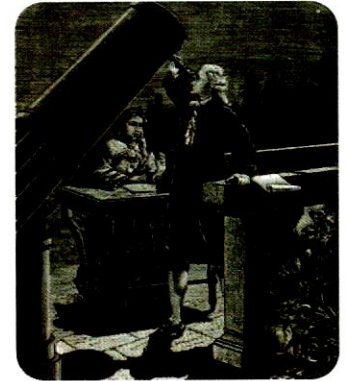


**4.26** ISAAC NEWTON was born on Christmas Day in 1642. Newton's father died before he was born. His mother got married again, and Newton lived with his grandmother. At the age of twelve, he started school and seven years later, in 1661, he went to Cambridge University. There he began to study light and colour. He invented a new type of telescope and was the first person to discover that white light is a mixture of all the colours. After four years at Cambridge, the plague arrived in Britain. The plague was a terrible illness that killed thousands of people. The university closed and Newton returned home. While he was at home he continued to think and to work. One day, he was sitting under an apple tree in his garden, and an apple fell on his head. Newton said that is how he discovered gravity. It's certainly a good story, but we aren't sure if it is true! He returned to Cambridge in 1667 and two years later he became a Professor of Mathematics. Starting in 1684, Newton wrote his greatest work: *Principia Mathematica*, which he published in 1687. Isaac Newton died in October 1727, at the age of 84. His work is still important, nearly 300 years after his death.

- 3 Find the past tenses of these verbs in the text.

1 be \_\_\_\_\_ 5 fall \_\_\_\_\_  
2 get \_\_\_\_\_ 6 say \_\_\_\_\_  
3 go \_\_\_\_\_ 7 become \_\_\_\_\_  
4 begin \_\_\_\_\_ 8 write \_\_\_\_\_

- 4 **4.27** Listen to an interview about the astronomer Caroline Herschel. Choose the best summary.



- 1 She was German but mostly lived in Britain. She built telescopes and discovered planets with her brother, who was her assistant.
- 2 Born in Germany, she worked as assistant to her more famous brother. However, she was responsible for some important discoveries.
- 3 She worked as assistant to her brother. They spent most of their lives in Germany and together discovered comets, nebulae and the planet Uranus.

- 5 **4.27** Listen again. Answer the questions.

- 1 How much younger than William was Caroline?
- 2 What did Caroline do for William before she became his assistant?
- 3 How many comets and nebulae did she discover?
- 4 What did she successfully calculate?
- 5 How old was she when she died?

- 6 **SPEAKING** Work in pairs. Decide on your top three discoveries and inventions. Choose from the list below or use your own ideas.

aeroplanes cars computers DNA electricity evolution gravity the internet microscopes nuclear power penicillin printing the telephone telescopes television the wheel writing X-rays

I think the invention / discovery of ... is the most important because ...

... is more important because ...

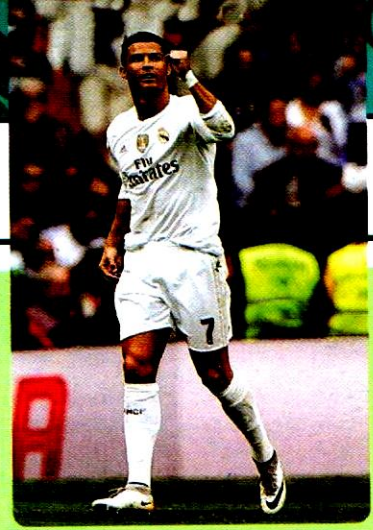
- 7 **SPEAKING** Work in pairs. Tell the class about your choices from exercise 6.

Our first / second / third choice is ...  
We chose it because ...

- 8 **INTERNET RESEARCH** Find out about a famous scientist from your country. Write a short article about them, include information about:

- why you chose this person.
- the person's life.
- how important their ideas are today.





## SALARIES PER YEAR IN THE UK

Top footballers	£15 million
Prime Minister	£150,000
Doctor	£78,000
Teacher	£37,000

## AVERAGE FOOTBALLER SALARIES IN EUROPE (PER WEEK)

Premier League (UK)	£43,700
Bundesliga (Germany)	£28,000
Serie A (Italy)	£25,300
La Liga (Spain)	£23,300

1 **SPEAKING** Work in pairs or small groups. Look at the information in the tables above. What do you find most surprising? Why?

2 Read the opinions below. Who thinks footballers are paid too much?

3 **VOCABULARY** Match the highlighted words in the text with the definitions below. Write the singular forms. (Some words are plural in the text.)

- \_\_\_\_\_ : a group of teams who play sport against each other
- \_\_\_\_\_ : an organisation that includes a sports team and all the people who work with them.
- \_\_\_\_\_ : someone who loves football.
- \_\_\_\_\_ : the shorts, shirt and socks that members of a sports team wear.
- \_\_\_\_\_ : the area of grass where football matches take place.
- \_\_\_\_\_ : money you earn each year for doing your job

4 Read the opinions in exercise 2 again. Who do you agree with most?

5 4.29 Listen to an interview with Nick Wheeler, a football journalist. Which sentence is true?

- Women's football was very popular at the start of the 20th century. \_\_\_
- The England women's football team is probably the best in the world. \_\_\_



6 4.29 Listen again. Complete the sentences with the dates below. There are two extra dates.

1895 1920 1921 1969 1972 1991

- The first women's football match was in \_\_\_\_
- The first women's football World Cup was in \_\_\_\_
- Women footballers stopped using men's pitches in \_\_\_\_
- The English Women's Football Association started in \_\_\_\_

7 **SPEAKING** Read the statements below. Give each statement a mark from 1–5, where 1 = I completely agree and 5 = I completely disagree. Then discuss your answers in pairs or small groups.

- Female footballers should get the same money as male footballers. \_\_\_
- Football is boring compared to many other sports. \_\_\_
- There is too much football on television. \_\_\_

8 **INTERNET RESEARCH** Find out about one of the women's football teams in your country or abroad.

- What are the players' salaries?
- How many people go to watch the matches?
- How much do the tickets cost?
- How successful are they?

4.28

## Do footballers earn too much?

First of all, footballers' careers are short. They can play for fifteen years, if they're lucky, but the average career lasts for only eight years – and a career can end suddenly at any time with a bad injury. Also, only a few footballers earn really big salaries. Most footballers play in the lower leagues. They earn a good salary while they are playing, but when they stop, they need to find another job – they certainly won't have enough money to last for the rest of their lives. Yes, some footballers earn extraordinary amounts of money. But that is true for other jobs too. The best actors, the best singers and the best lawyers all earn millions. Why shouldn't the best footballers?



**PHILIP JAMESON** FOOTBALL JOURNALIST

In one month, a top footballer can earn about the same as the Prime Minister earns in one year! Is that right? I don't think so – but I don't blame the players, I blame the clubs. They want success on the pitch, but it is also big business. The best footballers make money for their clubs even when they aren't playing football. Real Madrid paid £80 million for Cristiano Ronaldo. In the next nine months fans paid £100 million for kits with Ronaldo's name on the back. Football is not about sport any more – not at the highest level. It's about money.



**KAREN FLORY** FOOTBALL FAN

## The White House



4.30



## Welcome to the White House!

In 1789, George Washington became the first President <sup>1</sup> \_\_\_\_\_ the United States. Two years later, he chose this place to build the President's house. Unfortunately, Washington died before <sup>2</sup> \_\_\_\_\_ house was ready, so the first person to live there was the second President, John Adams. He moved <sup>3</sup> \_\_\_\_\_ the house with his wife, Abigail, in 1800. Since then, every President has lived there.

Over the years, there have been many changes. The British set fire to the house in 1814 during a war between the two countries. Three years <sup>4</sup> \_\_\_\_\_, President Monroe organised the repairs. In 1901, President Roosevelt named the house the 'White House' and the next year, he started a programme to modernise it. This included building a new part of the house: the West Wing. <sup>5</sup> \_\_\_\_\_ 1909, William Taft created the Oval Office in the West Wing, and this has been the President's office since then.

The White House has 132 rooms, 35 bathrooms, eight staircases, three lifts, a swimming pool, a tennis court, a jogging track and a private cinema. It receives 30,000 visitors <sup>6</sup> \_\_\_\_\_ week. While it is the home of the US president and his (or her) family, the White House is also a museum of American history.

**1 SPEAKING** Work in pairs or small groups. Who lives in this building? In which country and city is it?

**2 USE OF ENGLISH** Read the White House information sheet. Choose the correct words to complete the text.

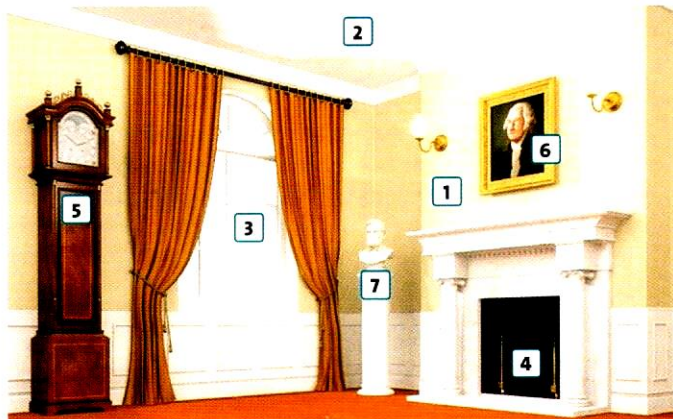
- |          |         |        |
|----------|---------|--------|
| 1 a of   | b at    | c for  |
| 2 a a    | b some  | c the  |
| 3 a in   | b into  | c onto |
| 4 a more | b later | c then |
| 5 a At   | b On    | c In   |
| 6 a a    | b the   | c one  |

**3** Read through the information again and answer the questions.

- Who decided where to build the White House?
- Who was the first President to live in the White House?
- When did people start calling it the White House?
- How long has the Oval Office been the President's office?
- What sports facilities has the White House got?
- How many people visit the White House each week?

**4 VOCABULARY** Match the words below with 1–7 in the picture.

ceiling clock fireplace painting statue wall window



**5** **4.31** Listen to the tour guide. In what order do they visit these rooms?

the Cabinet Room the Oval Office the Roosevelt Room  
the secretary's office

**6** **4.31** Listen again. Answer the questions.

- What is the 'Fish Room' now called?
- Who changed the name of the room?
- Where does the President meet with his staff?
- Which room is next to the Oval Office?
- Why does the tour guide mention the clock in the Oval Office?
- Who chooses the paintings for the Oval Office?

**7 SPEAKING** Work in pairs. Imagine you can build a dream home. Read the questions and discuss your ideas.

- Where is it?
- How many rooms has it got?
- What different rooms has it got?
- What do the rooms contain?

**8 INTERNET RESEARCH** Find out about a famous state building in your country. How old is it? Who lived or worked there in the past? Who lives or works there now? Can the public visit? Write a fact file.

# V

## Vocabulary Builder

### Introduction

#### IA Numbers and ordinals

- 1 **SPEAKING** Say the odd numbers 1–49 around the class. Then say the even numbers 2–50.

one, three, five ...

two, four, six ...

- 2 **4.32** Listen and read the ordinals in the Learn this! box.

#### LEARN THIS! Ordinal numbers and dates

1st first 2nd second 3rd third 4th fourth 5th fifth  
6th sixth 7th seventh 8th eighth 9th ninth 10th tenth  
12th twelfth 20th twentieth 22nd twenty-second  
31st thirty-first  
1st July = 'the first of July'

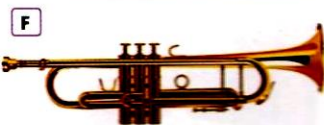
- 3 **SPEAKING** Say these dates.

- |                 |                 |                |
|-----------------|-----------------|----------------|
| 1 2nd June      | 4 12th February | 7 3rd January  |
| 2 22nd November | 5 21st April    | 8 23rd July    |
| 3 5th August    | 6 19th October  | 9 6th December |

#### IC Musical instruments

- 4 Match the pictures with eight of the words below.

bass guitar cello clarinet drums flute  
guitar / electric guitar keyboard oboe organ piano  
saxophone trombone trumpet violin



- 5 Which instruments from exercise 4 do you usually find ...  
1 in a pop or rock group? 2 in an orchestra?

### Unit 1

#### 1G Describing people

- 1 Complete the Learn this! box with the adjectives below. Check the meaning of all the words.

attractive a beard curly eyes long hair  
medium height slim

#### LEARN THIS! Describing people

She's tall / short / <sup>1</sup> \_\_\_\_\_.  
He's <sup>2</sup> \_\_\_\_\_ / medium weight / overweight.  
She's good-looking / <sup>3</sup> \_\_\_\_\_.  
He's got <sup>4</sup> \_\_\_\_\_ / a moustache / glasses.  
She's got blue / brown / green / dark <sup>5</sup> \_\_\_\_\_.  
He's got <sup>6</sup> \_\_\_\_\_ / medium-length / short hair.  
She's got fair / brown / red / grey / dark <sup>7</sup> \_\_\_\_\_.  
She's got straight / <sup>8</sup> \_\_\_\_\_ / wavy hair.

- 2 Write short descriptions of the people in each photo.

A



B



- 3 Write four sentences that describe you, your friends or your family. Describe two or more features (eye, hair, height, build, etc.) of the person in each sentence.

#### 1H Personality adjectives

- 4 Put the personality adjectives below into the correct group:  
a) positive or b) negative.

brave creative friendly hard-working honest lazy  
mean moody patient polite rude selfish sensible

positive

negative

- 5 Circle the best adjective to complete the sentences.

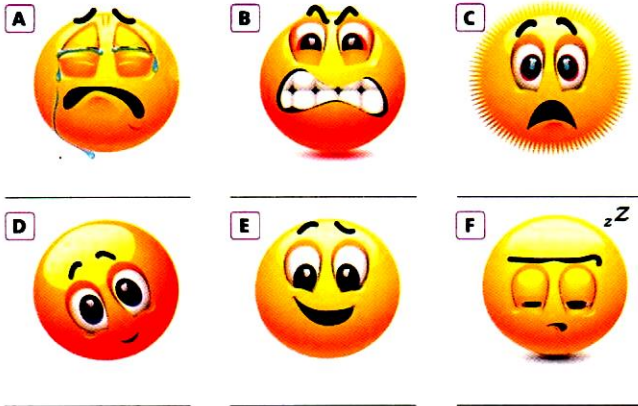
- A lazy / mean person hates hard work.
- A friendly / sensible person usually makes good decisions.
- An honest / A hard-working person does not tell lies.
- A brave / polite person does not get scared easily.
- A moody / selfish person does not think about other people.
- A patient / creative person does not get angry about waiting.

### Unit 2

#### 2G Feelings

1 Label the pictures with six of the adjectives below.

angry bored embarrassed excited guilty happy sad scared surprised tired worried



2 Match the other five adjectives from exercise 1 with the definitions.

- 1 People get \_\_\_\_\_ when something really good is about to happen.
- 2 People get \_\_\_\_\_ when they do something wrong or make a mistake.
- 3 People often feel \_\_\_\_\_ after they do something bad.
- 4 People feel \_\_\_\_\_ when something unusual happens and they don't expect it.
- 5 People feel \_\_\_\_\_ when they are waiting in a long queue.

#### 2H School events

3 Complete the sentences with the school events below.

concert jumble sale musical open day  
parents' evening play raffle school camp school club  
school trip sports day

- 1 On an \_\_\_\_\_, students and parents come and visit the school for the first time.
- 2 Students sing and dance in a \_\_\_\_\_.
- 3 Students play music at a \_\_\_\_\_.
- 4 At a \_\_\_\_\_, people can buy old things very cheaply.
- 5 At a \_\_\_\_\_, students' mums and dads come to the school and meet the teachers.
- 6 In a \_\_\_\_\_, people buy tickets and hope to win prizes.
- 7 After school, students can go to a \_\_\_\_\_.
- 8 At a \_\_\_\_\_, students play games and have races.
- 9 On a \_\_\_\_\_, students visit interesting places with their teachers.
- 10 At a \_\_\_\_\_, students spend several days in the countryside and do outdoor activities.
- 11 In a \_\_\_\_\_, students act.

### Unit 3

#### 3G Free-time activities

1 Complete the table with the words below.

board games books bowling cards chess  
computer games dancing dinner in a café DVDs  
fishing football for a walk friends ice skating  
lunch in a restaurant magazines a musical instrument  
music rollerblading skateboarding swimming tennis  
to the beach to the cinema TV

play		go	
1 _____	5 _____	8 _____	13 _____
2 _____	6 _____	9 _____	14 _____
3 _____	7 _____	10 _____	15 _____
4 _____		11 _____	16 _____
		12 _____	17 _____
have		meet	
18 _____	19 _____	20 _____	
listen to		watch	
21 _____		22 _____	23 _____
read			
24 _____	25 _____		

#### 3H Accessories

2 Label the pictures with six of the words below.

belt bracelet earrings gloves headphones necklace  
purse ring sunglasses wallet watch



3 Complete these sentences with the other words from exercise 2.

- 1 You can listen to music with \_\_\_\_\_.
- 2 A piece of jewellery you wear \_\_\_\_\_ on your wrist.
- 3 You use a \_\_\_\_\_ to tell the time.
- 4 You need \_\_\_\_\_ when the weather is sunny.
- 5 You wear a \_\_\_\_\_ around the top of your trousers.

# V

## Vocabulary Builder

### Unit 4

#### 4G Partitives

1 Complete the phrases using the words below.

bread crisps jam lemonade orange juice soup tea water

- |                           |                     |
|---------------------------|---------------------|
| 1 a glass of <i>water</i> | 5 a cup of _____    |
| 2 a loaf of _____         | 6 a carton of _____ |
| 3 a bowl of _____         | 7 a jar of _____    |
| 4 a packet of _____       | 8 a can of _____    |

2 Complete these phrases with a partitive (*glass, bowl, etc.*) from exercise 1. Several answers are possible.

- |                     |                       |
|---------------------|-----------------------|
| 1 a _____ of cereal | 4 a _____ of coffee   |
| 2 a _____ of sugar  | 5 a _____ of biscuits |
| 3 a _____ of milk   | 6 a _____ of honey    |

#### 4H Parties and celebrations

3 Match the pictures with the types of celebration below.

barbecue birthday party end-of-exams party  
fancy-dress party New Year's Eve party street party

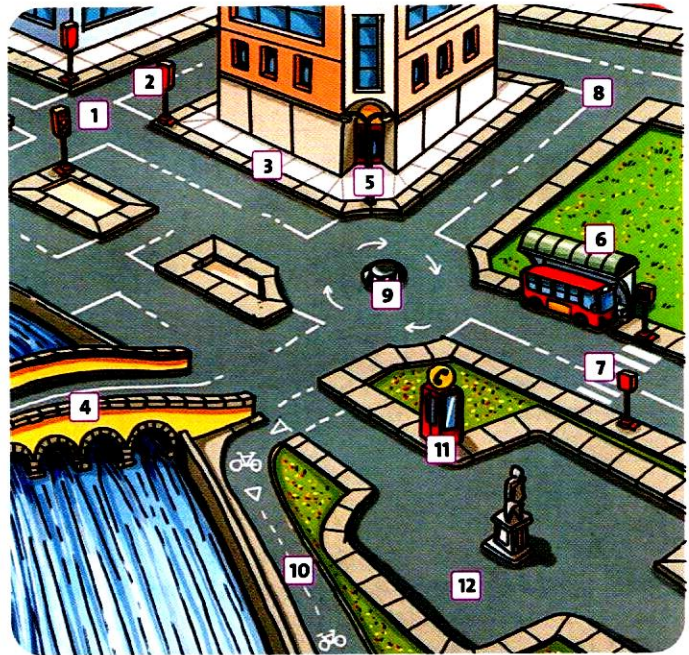


### Unit 5

#### 5G In the street

1 Match the things in the picture (1–12) with the words below.

bridge bus shelter crossroads cycle lane lamp post  
pavement pedestrian crossing phone box roundabout  
square T-junction traffic lights



2 Complete the sentences with words from exercise 1.

- 1 It was raining so we waited for the bus in the \_\_\_\_\_.
- 2 The safest place to cross the road is the \_\_\_\_\_.
- 3 There are two \_\_\_\_\_ over the river.
- 4 The \_\_\_\_\_ were red so the car stopped.
- 5 It's much safer to ride your bike in the \_\_\_\_\_.
- 6 'I need to call my mum, but I've forgotten my mobile.'  
'Don't worry. There's a \_\_\_\_\_ over there.'
- 7 'Walk on the \_\_\_\_\_, not on the road!'

#### 5H Describing towns and cities

3 Put the adjectives below into five pairs of opposites.

attractive boring clean crowded exciting historic  
modern polluted quiet ugly  
attractive / ugly, ...

4 Compare the place you live with these cities. Use the comparative form of adjectives from exercise 3.

The place I live, \_\_\_\_\_, is:

- 1 \_\_\_\_\_ than New York.
- 2 \_\_\_\_\_ than London.
- 3 \_\_\_\_\_ than Tokyo.
- 4 \_\_\_\_\_ than Istanbul.

# V

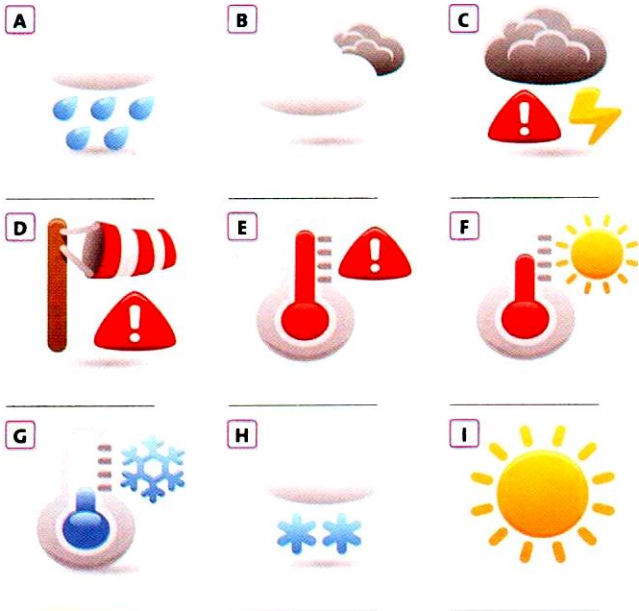
## Vocabulary Builder

### Unit 6

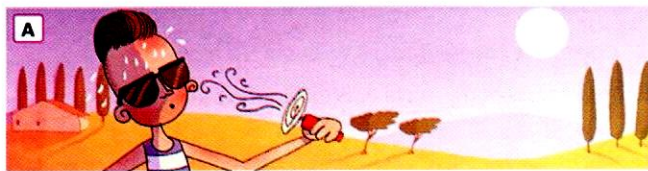
#### 6G The weather

1 Match the weather adjectives with the icons below.

cloudy cold hot rainy snowy stormy sunny warm windy



2 Describe the weather in these pictures. Use two different words from exercise 1 for each picture.



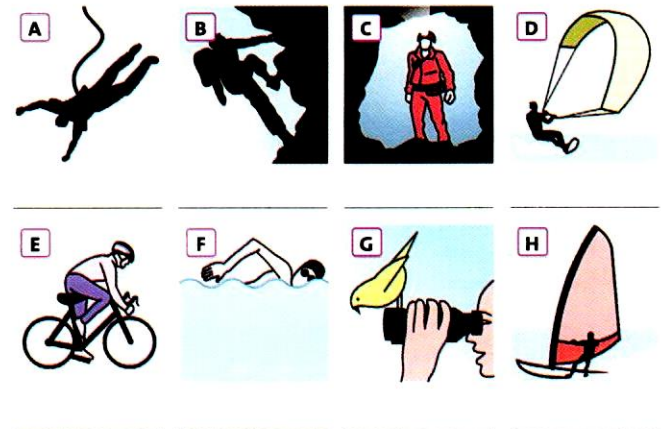
3 Answer the questions.

- 1 What is the weather like today?
- 2 What was the weather like yesterday? / last Sunday? / on your birthday?
- 3 What is the weather usually like in December / August?

#### 6H Adventure holiday activities

4 Match the pictures with eight of the adventure holiday activities below.

abseil bungee-jump climb cycle explore go caving kayak kite-surf swim surf trek watch wildlife windsurf



### Unit 7

#### 7G Money and prices

1 Match the currencies with the countries.

- |          |                                 |
|----------|---------------------------------|
| 1 yen    | a China                         |
| 2 dollar | b UK                            |
| 3 pound  | c Japan                         |
| 4 euro   | d USA                           |
| 5 yuan   | e most European Union countries |

2 **SPEAKING** Say these prices.

- |         |          |
|---------|----------|
| 1 99p   | 4 5p     |
| 2 £1.37 | 5 £4.99  |
| 3 £250  | 6 £75.85 |

3 **4.33** Listen and write the prices.

- |         |         |
|---------|---------|
| 1 75p   | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ | 6 _____ |

#### 7H Adverbs

3 Write the adverbs for these adjectives.

- |              |                   |
|--------------|-------------------|
| 1 loud _____ | 4 fast _____      |
| 2 bad _____  | 5 dangerous _____ |
| 3 good _____ | 6 slow _____      |

4 Complete the sentences with adverbs from exercise 3.

- 1 He's working \_\_\_\_\_.
- 2 She's singing \_\_\_\_\_.
- 3 He's playing the guitar \_\_\_\_\_.
- 4 They're running \_\_\_\_\_.
- 5 She's cycling \_\_\_\_\_.
- 6 He's talking \_\_\_\_\_.

# V

## Vocabulary Builder

### Unit 8

#### 8G Athletics events

1 Match the photos with three of the athletics events below.

100 metres 5,000 metres 10,000 metres  
cross-country running discus hammer high jump  
hurdles javelin long jump marathon pole vault relay  
shot put triple jump



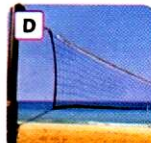
2 Write the events from exercise 1 in the correct group. One of the events can go in two groups.

Running	Throwing	Jumping
100 metres	discus	high jump

#### 8H Sports equipment and clothes

3 Label the photos with the sports equipment below.

ball bat bike boots gloves goal goggles helmet  
net racket running shoes shirt shorts skates socks  
trainers wetsuit



4 Which items of sports equipment in exercise 3 do you  
a) wear and b) hold?

5 Match the sports equipment with different sports.

- |          |                      |           |       |
|----------|----------------------|-----------|-------|
| 1 ball   | football, volleyball | 5 helmet  | _____ |
| 2 skates | _____                | 6 net     | _____ |
| 3 racket | _____                | 7 wetsuit | _____ |
| 4 gloves | _____                | 8 bat     | _____ |

### Unit 9

#### 9G Adjectives to describe rooms

1 Complete the adjectives with *a, e, i, o, u* and *y*.

- |                    |                        |
|--------------------|------------------------|
| 1 br_ ght          | 8 m_ d_ rn             |
| 2 cl_ _ n          | 9 _ ld- f_ sh_ _ n_ d  |
| 3 c_ mf_ rt_ bl_ _ | 10 r_ l_ x_ ng         |
| 4 c_ s_ _          | 11 sm_ ll              |
| 5 d_ rk            | 12 t_ d_ _             |
| 6 d_ rt_ _         | 13 _ nc_ mf_ rt_ bl_ _ |
| 7 l_ rg_ _         | 14 _ nt_ d_ _          |

2 Describe the following rooms in your home. Use three adjectives for each one.

- the living room
- your bedroom
- the kitchen

#### 9H Modifiers

##### LEARN THIS! Modifiers



- Modifiers (*fairly, very, etc.*) come before an adjective and make the meaning stronger or weaker.

It's 5°C today. That's cold.

It's 10°C today. That's fairly cold.

It's -5°C today. That's very cold.

- We only use *a bit* or *not very* when the adjective is after a noun.

My bedroom is *not very* large. ✓

**NOT** We've got a *not very* large kitchen. ✗

- We can use *quite* with adjectives before or after the noun. However, when the adjective is before the noun, we put *quite* before the indefinite article *a / an*.

Our flat is quite old. We live in quite an old flat.

3 Read the **Learn this!** box. Then add the modifiers below to the table.

a bit extremely fairly not very pretty quite rather really very

Make the adjective stronger	Make the adjective weaker
extremely	a bit

4 Complete the sentences with a suitable modifier. Sometimes more than one answer is possible.

- That Aston Martin sports car is \_\_\_\_\_ expensive. It costs over €200,000!
- We live in a \_\_\_\_\_ small cottage.
- These shoes are \_\_\_\_\_ small. They're size 42 and I need a 43.
- He's \_\_\_\_\_ late. The lesson started 30 minutes ago!
- Their house isn't beautiful but it's \_\_\_\_\_ attractive.
- This room is \_\_\_\_\_ warm. I need to put a jumper on.

**IB be**

- 1 Complete the text with the correct affirmative form of *be*.  
 ➔ I.1, I.2

My name <sup>1</sup> \_\_\_\_\_ Joe. I <sup>2</sup> \_\_\_\_\_ from Glasgow in Scotland.  
 I <sup>3</sup> \_\_\_\_\_ sixteen years old. This <sup>4</sup> \_\_\_\_\_ a photo of my  
 family. I <sup>5</sup> \_\_\_\_\_ on the left. My sister <sup>6</sup> \_\_\_\_\_ on the right.  
 My parents <sup>7</sup> \_\_\_\_\_ teachers.



- 2 Make the sentences negative. ➔ I.1, I.2

- I'm from the USA.
- My teacher is British.
- I'm at home.
- You are sixteen years old.
- It is cold today.
- My friends and I are in a maths lesson.

- 3 Write the words in the correct order to make questions.  
 Then match the questions with the answers (a–f). ➔ I.1, I.2

- |   |                    |
|---|--------------------|
| 1 we / in / are / school?               | a No, he isn't.    |
| 2 today? / very / is / it / hot         | b Yes, it is.      |
| 3 you / from / China? / are             | c No, they aren't. |
| 4 your / teachers? / are / parents      | d Yes, we are.     |
| 5 eighteen / Stella / is / old? / years | e Yes, she is.     |
| 6 Sam / is / in / his bedroom?          | f No, I'm not.     |

**IB have got**

- 4 Circle the correct words to complete the sentences.  
 ➔ I.3, I.4

- I **has got** / **have got** a little brother.
- My teacher **hasn't got** / **haven't got** blue eyes.
- We **hasn't got** / **haven't got** computers in our classroom.
- My best friend **has got** / **have got** three sisters.
- You **has got** / **have got** black hair.
- My parents **hasn't got** / **haven't got** a car.

- 5 Write true sentences about yourself with the affirmative or negative form of *have got*. ➔ I.3, I.4

- a bike  
I've got a bike. / I haven't got a bike.
- a laptop
- a pet
- a smartphone
- a TV in my bedroom
- an English dictionary

- 6 **SPEAKING** In pairs, ask and answer the questions in exercise 5. ➔ I.3, I.4

Have you got a bike?  
 Yes, I have. / No, I haven't.

**IC can**

- 7 Write sentences with *can* or *can't*. ➔ I.5, I.6

- Jack / ride a bike ✗  
Jack *can't* ride a bike.
- They / speak French ✗
- We / swim ✓
- Ben and Sam / ski ✓
- You / play the piano ✗
- My friend / play tennis ✓

- 8 In pairs, ask and answer questions about the activities in exercise 6. ➔ I.5, I.6

Can you ride a bike?  
 Yes, I can. / No, I can't.

**ID Articles: the, a / an, some**

- 9 Write the correct article, *a*, *an* or *some*. ➔ I.7, I.8, I.9

- |                   |                       |
|-------------------|-----------------------|
| 1 _____ bike      | 6 _____ children      |
| 2 _____ old man   | 7 _____ easy exercise |
| 3 _____ books     | 8 _____ pen           |
| 4 _____ computers | 9 _____ dictionary    |
| 5 _____ orange    | 10 _____ cats         |

- 10 Write the correct article, *a*, *an*, *some* or *the*.  
 ➔ I.7, I.8, I.9, I.10

- I've got \_\_\_\_\_ flute and \_\_\_\_\_ saxophone. I can play \_\_\_\_\_ flute, but I can't play \_\_\_\_\_ saxophone.
- I've got \_\_\_\_\_ rabbits and \_\_\_\_\_ goldfish. \_\_\_\_\_ rabbits' names are Floppy, Blackie and Fred. \_\_\_\_\_ fish's name is Goldie.
- At home we've got \_\_\_\_\_ old piano and \_\_\_\_\_ drums. \_\_\_\_\_ piano is in the living room and \_\_\_\_\_ drums are in my brother's bedroom.
- We've got \_\_\_\_\_ computers and \_\_\_\_\_ interactive whiteboard in the classroom. \_\_\_\_\_ computers are old, but \_\_\_\_\_ interactive whiteboard is new.

**ID this / that / these / those**

- 11 Circle the correct words to complete the sentences. ➔ I.11

- 'Are **that** / **those** your DVDs?'  
'Yes, they are.'
- '**This** / **That** is my friend Marcus.'  
'Nice to meet you, Marcus.'
- 'Is **this** / **these** your phone?'  
'No, it isn't.'
- That** / **Those** is my pencil.
- That** / **Those** are my trainers over there.
- This** / **These** exercises aren't very difficult.



# I

## Grammar Reference

### be

#### I.1

Affirmative	Negative
I am	I am not
you are	you are not
he / she / it is	he / she / it is not
we / you / they are	we / you / they are not

Interrogative	Short answers
Am I ... ?	Yes, I am. / No, I'm not.
Are you ... ?	Yes, you are. / No, you aren't.
Is he / she / it ... ?	Yes, she is. / No, it isn't.
Are we ... ?	Yes, we are. / No, we aren't.
Are you ... ?	Yes, you are. / No, you aren't.
Are they ... ?	Yes, they are. / No, they aren't.

#### I.2 Short forms

I am → I'm you are → you're

we are → we're they are → they're

I am not → I'm not is not → isn't are not → aren't

- We use short forms after most pronouns: *I, you, he, she, it, we, they, that* and *there*. We also use them after question words: *what, who, where*, etc. But we don't use them after most nouns, or after the pronouns *this, these* or *those*.  
We're at school. That's my classroom. Where's the gym?  
NOT My friends're at home. ✗ → My friends are at home.
- We don't use short forms in affirmative short answers.  
Yes, I am. NOT Yes, I'm. ✗

### have got

#### I.3

Affirmative	Negative
I have got (short form = I've got)	I haven't got
he / she / it has got (short form = he's got)	He / She / It hasn't got
you / we / they have got (short form = you've got)	you / we / they haven't got

Interrogative	Short answers
Have I got ... ?	Yes, I have. / No, I haven't.
Has he / she / it got ... ?	Yes, he / she / it has. / No, he / she / it hasn't.
Have you / we / they got ... ?	Yes, you / we / they have. / No, you / we / they haven't.

- I.4** We use *have got* to talk about possessions and family.  
I've got a bike. She's got a dog.  
Have you got a brother? No, but I've got a sister.  
We also use *have got* to describe people's appearance.  
They've got blue eyes. He's got long legs.  
What colour hair has she got?

### can

#### I.5

Affirmative	Negative
I / You / We / They / He / She / It can walk.	I / You / He / She / It / We / They can't walk. The full form of <i>can't</i> is <i>cannot</i> .

Interrogative	Short answers
Can I / you / we / they / he / she / it swim?	Yes, I can. / No, I can't. Yes, she can. / No, she can't. Yes, they can. / No, they can't.

#### I.6 We use *can* to:

- talk about ability.  
I can ski. My friend can't ride a bike.  
Can you speak French?
- ask for permission.  
Can I borrow your pen, please? Yes, you can.

### Articles: the / a / an / some

#### I.7 We use the indefinite article (*a* or *an*) with singular nouns only.

a book a computer

We can use the definite article *the* with all singular and plural nouns.

the table the chairs the water

#### I.8 We use *an* instead of *a* when the next word begins with a vowel sound. This means most words beginning with *a, e, i, o* and *u* and a few words that begin with silent *h*.

an egg an Indian restaurant an hour

Some words that begin with the letter *u* do not start with a vowel sound, they start with /j/.

a university a useful book a US city

#### I.9 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.

#### I.10 We use *a* or *an* when we mention something for the first time.

I've got a phone in my pocket.

We use *the* when we mention it again.

The phone isn't mine.

### this / that / these / those

#### I.11 We use *this* and *that* with singular nouns. We use *these* and *those* with plural nouns.

this book that book these books those books

We use *this* and *these* with objects near to us.

This is a DVD, not a CD. These are my pencils.

We use *that* and *those* with objects that are further away.

That's our car. Those are tall trees.

We use *this* to introduce people.

This is Emma.

## 1A Possessive 's

1 Complete the second sentence so that it means the same as the first. Use possessive 's. ➔ 1.1

- My dad has got a cat. It's white.  
My \_\_\_\_\_ is white.
- Jack has got a sister. She's at university.  
\_\_\_\_\_ is at university.
- My teacher has got a bike. Where is it?  
Where is my \_\_\_\_\_?
- Ted's parents have got a boat. It's big.  
Ted's \_\_\_\_\_ is big.
- My grandparents have got a flat. It's in London.  
My \_\_\_\_\_ is in London.

## 1B Present simple (affirmative)

2 Write sentences in the present simple affirmative.  
➔ 1.2, 1.3, 1.4

- my cousin / work / in Sweden  
My cousin works in Sweden.
- I / love / comedy shows
- my best friend / live / with his grandparents
- my dad / teach / English
- we / listen / to music / at home
- my sister / go / to school / by bus
- I / enjoy / school
- my dad / study / ancient languages

3 Look at the table. Complete the sentences about the people's regular activities. ➔ 1.2, 1.3, 1.4

Who?	What?	Where? / When?
1 Joanna	sing	in the bedroom
2 Tom & Ann	play tennis	in the garden
3 Connor	meet friends	after school
4 Liam & Evie	visit relatives	every weekend
5 Rachel	have a shower	every evening
6 Daniel	skateboard	in the park

1 Joanna sings in the bedroom.

4 Use the table to make five more sentences. Combine the names, activities and time / places in different ways.  
➔ 1.2, 1.3, 1.4

Connor plays tennis in the bedroom.

## 1D Present simple (negative and interrogative)

5 Write all the negative and interrogative forms of the verb *work* (I, you, he / she / it, we, you, they) in the present simple. ➔ 1.5, 1.6, 1.7

Negative: I don't work. You ...

Interrogative: Do I work? Do you ...?

6 Complete the sentences with *don't* or *doesn't*. ➔ 1.5

- My dad \_\_\_\_\_ drive to work.
- My brother \_\_\_\_\_ like cats.
- I \_\_\_\_\_ do my homework in the living room.
- We \_\_\_\_\_ have lunch at school.
- You \_\_\_\_\_ listen to me!
- She \_\_\_\_\_ go to work by car.

7 Write the words in the correct order to make questions.  
➔ 1.6, 1.7

- school? / does / like / Henry
- their uncle / do / visit / at weekends? / Liam and Steven
- your / you / tidy / bedroom? / do
- a lot / does / it / rain / in Scotland?
- ride / does / a horse? / Vicky
- Italian? / and Fred / do / speak / you

8 Match the answers (a–f) with the questions in exercise 7.  
➔ 1.6

- No, I don't.
- Yes, she does.
- No, he doesn't.
- No, we don't.
- Yes, they do.
- Yes, it does.

9 Look at the table and write questions and short answers about Ed and Emma. ➔ 1.6, 1.7

	Ed	Emma
speak Italian	yes	no
live in a big house	no	yes
study biology at school	yes	yes
like dancing	no	no

- Ed / speak Italian?  
Does Ed speak Italian? Yes, he does.
- Emma / live in a big house?
- Ed and Emma / study biology at school?
- Emma / speak Italian?
- Ed / live in a big house?
- Ed and Emma / like performing

10 Complete the questions with *Do* or *Does*. ➔ 1.6, 1.7

- \_\_\_\_\_ you live near the school?
- \_\_\_\_\_ your best friend like football?
- \_\_\_\_\_ your parents both work?
- \_\_\_\_\_ you and your friends go out on Friday evenings?
- \_\_\_\_\_ you wear jeans to school?
- \_\_\_\_\_ your teacher speak French?

11 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 10. ➔ 1.6, 1.7

Do you live near the school?  
Yes, I do. / No, I don't.

# Grammar Reference

## Possessive 's

1.1 We add 's to a name or noun to show possession or a family relationship.

Monica's car is blue.

I know Sam's sister.

We just add an apostrophe (') to plural nouns ending in -s.  
my brothers' friends (BUT my children's toys)

## Present simple (affirmative)

1.2

### Affirmative

I / You / We / They work

He / She / It works

1.3 Spelling rules for 3rd person singular (*he / she / it*)

Most verbs: add *s*

*play* + *-s* → *plays*

Verb ends in *-ch / -s / -sh / -o*: add *-es*.

*watch* + *-es* → *watches*

*go* + *-es* → *goes*

Verb ends in consonant + *-y*: *-y* → *-ies*.

*study* *-y* → *-ies* → *studies*

The verb *have* is irregular. The 3rd person singular form is *has*:

He *has* lunch at home every day.

1.4 We use the present simple:

- for something that happens regularly, always or never.

I play football every day.

School finishes at 3 p.m.

I never watch sport on TV.

- for a fact that is always true.

My sisters share a bedroom.

Lions live in Africa.

## Present simple (negative)

1.5

### Negative

I don't play

You don't play

He / She / It doesn't play

We don't play

You don't play

They don't play

### Full forms

I don't play = I do not play

He doesn't play = He does not play

- We form the negative with *don't* or *doesn't* and the infinitive without *to*.

## Present simple (interrogative)

1.6

Questions	Short answers
Do I work?	Yes, I do. / No, I don't.
Do you work?	Yes, you do. / No, you don't.
Does he / she / it work?	Yes, he does. / No, he doesn't.
Do we work?	Yes, we do. / No, we don't.
Do you work?	Yes, you do. / No, you don't.
Do they work?	Yes, they do. / No, they don't.

1.7 We form present simple questions with *do* or *does* and the infinitive without *to*.

Do you like maths?

Does he like maths?

Note: we don't use the third person singular form of the main verb.

NOT Does he ~~likes~~ maths? ✗

2B *have to*

1 Write sentences using the prompts. Use the affirmative or negative of *have to*. ➔ 2.1

- my sister / walk / to school ✗  
My sister *doesn't have to* walk to school.
- we / speak English / in class ✓
- I / sing / in my music lessons ✗
- my brother / work / at weekends ✗
- my brother and I / share / a bedroom ✓
- I / do the ironing / at home ✓
- my little sister / go to bed / early ✓
- my mum / use a computer / at work ✗

2 Complete the questions using the verbs below. ➔ 2.1, 2.2

be do get up go help practise

Do you have to ...

- \_\_\_\_\_ before nine o'clock on Saturdays?
- \_\_\_\_\_ to school on Saturdays?
- \_\_\_\_\_ a lot of homework at weekends?
- \_\_\_\_\_ with the housework at weekends?
- \_\_\_\_\_ home before midnight on Saturdays?
- \_\_\_\_\_ a musical instrument at weekends?

3 **SPEAKING** In pairs, ask and answer the questions in exercise 3. ➔ 2.1, 2.2

Do you have to get up before nine o'clock on Saturdays?  
Yes, I do. / No, I don't.

## 2D Adverbs of frequency

4 Complete the adverbs of frequency. Use *a, e, i, o, u* and *y*. ➔ 2.3

- |                     |                       |
|---------------------|-----------------------|
| 1 n _ v _ r         | 4 _ l w _ _ s         |
| 2 s _ m _ t _ m _ s | 5 h _ r d l _ _ v _ r |
| 3 _ s _ _ l l _     | 6 _ f t _ n           |

5 Complete the table with the adverbs of frequency in exercise 4. ➔ 2.3

1 _____	[•][•][•][•][•]
2 _____	[•][•][•][•][ ]
3 _____	[•][•][•][ ] [ ]
4 _____	[•][•][ ] [ ] [ ]
5 _____	[•][ ] [ ] [ ] [ ]
6 _____	[ ] [ ] [ ] [ ] [ ]

6 Write sentences about Millie. Use the correct adverb of frequency. ➔ 2.3, 2.4

- do sport after school [•][•][•][•][ ]  
Millie usually *does* sport after school.
- meet her friends in town after school [•][•][•][ ] [ ]
- do her homework on the bus [•][•][ ] [ ] [ ]
- be hungry at break time [•][•][•][•][•]
- take the bus to school [•][ ] [ ] [ ] [ ]
- be late for school [ ] [ ] [ ] [ ] [ ]

## 2D Question words

7 Match the questions (1–5) with the answers (A–E). ➔ 2.5

- Why do you like Ed Sheeran?
  - Whose pencil case is that?
  - How does your mum get to work?
  - When do you usually do your homework?
  - How often do you download music?
- A It's Peter's.  
B About once a week.  
C Because he's a good singer.  
D By car.  
E At six o'clock.

8 Complete the questions with the question words below. Use each question word only once. ➔ 2.5

How many What What time Where Which Who

- \_\_\_\_\_ do you usually have lunch?
- \_\_\_\_\_ do you live?
- \_\_\_\_\_ do you usually have for dinner?
- \_\_\_\_\_ DVDs and CDs have you got?
- \_\_\_\_\_ do you prefer, curry or pasta?
- \_\_\_\_\_ is your favourite singer?

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

What time do you usually have lunch? At 12.30.

2G *should*

10 Complete the sentences with *should* or *shouldn't*. ➔ 2.6, 2.7

- You \_\_\_\_\_ listen to this song. It's great!
- We \_\_\_\_\_ walk home. This part of town isn't safe.
- Your brother \_\_\_\_\_ wear that hat. It looks really bad.
- I \_\_\_\_\_ invite my neighbour. He's really nice.
- You \_\_\_\_\_ eat that sandwich. It's about a week old.
- Your parents \_\_\_\_\_ buy a new laptop. This one is really slow!

## 2H Imperatives

11 Complete the imperatives with the verbs below. Use the affirmative or negative. ➔ 2.8

not be not eat meet not open put share stop not swim

- \_\_\_\_\_ all the cake! \_\_\_\_\_ it with your brother!
- \_\_\_\_\_ talking!
- 'Let's see a film tomorrow evening.' 'OK. \_\_\_\_\_ me at the cinema at six. \_\_\_\_\_ late!'
- \_\_\_\_\_ your hand up if you know the answer.
- \_\_\_\_\_ in that river. It's dangerous.
- It's cold outside. Please \_\_\_\_\_ the window.

## Grammar Reference

### have to

2.1

Affirmative	Negative
I / You / We / They have to go home.	I / You / We / They don't have to go home.
He / She / It has to go home.	He / She / It doesn't have to go home.

Interrogative	Short answers
Do I / you / we / they have to get up?	Yes, I / you / we / they do. No, I / you / we / they don't.
Does he / she / it have to get up?	Yes, he / she / it does. No, he / she / it doesn't.

We do not normally use a short form of *have to*.

I ~~have to~~ phone my dad.

NOT ~~live to~~ phone my dad. ✗

**2.2** We use *have to* to say that something is necessary or compulsory.

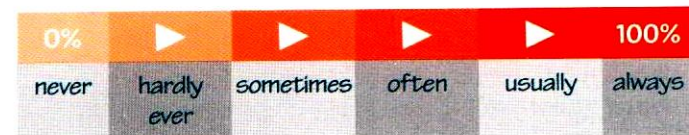
She *has to be* home before midnight.

We use *don't have to* to say that something is not necessary (but it isn't against the rules).

They *don't have to* start work at 9 a.m. Some people start at 10 a.m.

### Adverbs of frequency

**2.3** We use adverbs of frequency to say how often we do something.



**2.4** The normal position for an adverb of frequency is:

- immediately after the verb *be*.  
She's *never* late for school.  
She isn't *always* happy to see me.
- immediately before most other verbs.  
We *often* play football on Saturdays.  
She *never* listens to me.

### Question words

**2.5** Examples of question words:

*how how many how often what what time when where which who whose why*

We use question words to ask for information. The question word comes at the beginning of the question.

*Where do you live?*

*When do you go to bed?*

*How many, what, which* and *whose* are sometimes followed by a noun:

*How many pencils have you got?*

*What subjects do you do at school?*

*Which students passed the exam?*

*Whose dictionary is this?*

If the question includes a preposition, it usually goes at the end.

*What music do you listen to?*

*Who do you live with?*

### should

2.6

Affirmative	Negative
I / He / She / It / You / We / They should go to bed.	I / He / She / It / You / We / They shouldn't laugh.

Interrogative	Short answers
Should I / he / she / it / you / we / they tell him?	Yes, I should. / No, I shouldn't. Yes, she should. / No, she shouldn't. Yes, they should. / No, they shouldn't.

**2.7** We use *should* to give advice or say that something is a good (or bad) idea.

You *should* talk to your teacher. (advice)

I *should* practise the guitar more. (It's a good idea.)

He *shouldn't* eat chocolate in bed. (It's a bad idea.)

### Imperatives

**2.8** We use imperatives to give commands and instructions.

We often use them in announcements.

We form the affirmative imperative with the infinitive without *to*.

Visit our website for more information.

Phone me this evening.

We form the negative imperative with *don't* and the infinitive without *to*.

Don't forget your mum's birthday!

Don't sit down! The cat's on the chair.

## 3B Present continuous

1 Write the *-ing* forms of these verbs. ➔ 3.2

- |                       |              |
|-----------------------|--------------|
| 1 sing <u>singing</u> | 5 have _____ |
| 2 take _____          | 6 chat _____ |
| 3 rain _____          | 7 wear _____ |
| 4 wait _____          | 8 do _____   |

2 Complete the sentences. Use the affirmative of *be* and an *-ing* form from exercise 1. ➔ 3.1, 3.2, 3.3

- My parents are waiting for the bus.
- We can't play tennis outside. It \_\_\_\_\_.
- My cousins \_\_\_\_\_ their homework at the moment.
- I can't hear the TV. My parents \_\_\_\_\_ to their friends.
- Can I phone you in five minutes? I \_\_\_\_\_ dinner.
- Smile! Grandma \_\_\_\_\_ a photo of you.
- What's that noise? My sister \_\_\_\_\_ in the shower!
- I \_\_\_\_\_ a coat – but I still feel cold.

## 3 Correct the information in these sentences. Replace the underlined verbs with the verbs in brackets. Follow the example. ➔ 3.1, 3.2, 3.3

- Jack and Sarah are skateboarding. (skate)  
Jack and Sarah aren't skateboarding. They're skating.
- Those dogs are fighting. (play)
- The bus is arriving. (leave)
- My uncle is playing football. (watch)
- My aunt is doing aerobics. (dance)
- I'm playing a game on my phone. (write an email)

## 4 Complete the phone conversation. Use the interrogative form of the present continuous and short answers. ➔ 3.1, 3.2, 3.3

- Alice Hi, Edward. Where are you?  
Edward I'm at home. What (you / do) <sup>1</sup> \_\_\_\_\_?  
Alice Not much. I'm at a café in town.  
Edward (you / have) <sup>2</sup> \_\_\_\_\_ lunch?  
Alice No, <sup>3</sup> \_\_\_\_\_. Just a drink. I'm waiting for Freddie and Julia.  
Edward Really? (they / plan) <sup>4</sup> \_\_\_\_\_ to meet you at the café?  
Alice Yes, <sup>5</sup> \_\_\_\_\_.  
Edward That's strange. Because they're here with me!  
Alice At your house? What (they / do) <sup>6</sup> \_\_\_\_\_ there?  
Edward We're playing computer games.  
Alice Which game (you / play) <sup>7</sup> \_\_\_\_\_?  
Edward *Prophets of Doom 3*.  
Alice I love that game! (you / have) <sup>8</sup> \_\_\_\_\_ fun?  
Edward Yes, we <sup>9</sup> \_\_\_\_\_. You should come and play.  
Alice OK! Thanks! See you soon!

5 **SPEAKING** Ask and answer in pairs using the present continuous. Choose from the prompts below. ➔ 3.1, 3.2, 3.3

- wear – trainers / boots / a T-shirt / socks / a dark top
  - sit – near the door / near the window / near the board
  - use – a pen / a pencil / your phone / a tablet
- Are you wearing trainers? Yes, I am. / No, I'm not.

## 3D Contrast: present simple and present continuous

## 6 Complete one sentence in each pair with the present simple and one with the present continuous. Use the verb in brackets. ➔ 3.4

- (have)
  - \_\_\_\_\_ you \_\_\_\_\_ a good time?
  - \_\_\_\_\_ you \_\_\_\_\_ a shower every day?
- (not wear)
  - Today I \_\_\_\_\_ jeans.
  - Wendy \_\_\_\_\_ jeans to school.
- (stop)
  - This bus always \_\_\_\_\_ in the town centre.
  - Look. I think the rain \_\_\_\_\_.

## 7 Complete the conversation with the verbs below. Use the present simple and the present continuous. ➔ 3.4, 3.5

do not joke like look for think want wear

- Alison What <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_?  
Jake I <sup>2</sup> \_\_\_\_\_ a jacket and a tie. They're here in my wardrobe, but I can't see them.  
Alison But you never <sup>3</sup> \_\_\_\_\_ smart clothes. Why <sup>4</sup> \_\_\_\_\_ you \_\_\_\_\_ to wear a jacket and tie?  
Jake It's my cousin's wedding this afternoon.  
Alison Really!?  
Jake Yes. I <sup>5</sup> \_\_\_\_\_! Ah, here they are.  
<sup>6</sup> \_\_\_\_\_ you \_\_\_\_\_ them?  
Alison Yes, I do. I <sup>7</sup> \_\_\_\_\_ they're really nice!

## 3G Present continuous for future arrangements

## 8 Complete the conversation with the verbs in brackets. Use the present continuous. ➔ 3.6

- Tom What <sup>1</sup> \_\_\_\_\_ you \_\_\_\_\_ (do) this weekend?  
Joanna Nothing much. What about you?  
Tom I <sup>2</sup> \_\_\_\_\_ (go) to Mark's house on Friday. Do you want to join us?  
Joanna I <sup>3</sup> \_\_\_\_\_ (visit) my grandparents on Friday. What about Saturday morning?  
I <sup>4</sup> \_\_\_\_\_ (not do) anything then.  
Tom I <sup>5</sup> \_\_\_\_\_ (meet) Catherine and Emma. We <sup>6</sup> \_\_\_\_\_ (have) breakfast in a café. Why don't you come along?  
Joanna Thanks. I'd love to. What time?  
Tom We <sup>7</sup> \_\_\_\_\_ (meet) at the station at nine.  
Joanna OK. See you there.

## Grammar Reference

### Present continuous

3.1

Affirmative	
I'm	walking.
You're	
He's / She's / It's	
We're	
You're	
They're	

Negative	
I'm not	walking.
You aren't	
He / She / It isn't	
We aren't	
You aren't	
They aren't	

Interrogative	
Am I	walking?
Are you	
Is he / she / it	
Are we	
Are you	
Are they	

#### Short answers

Yes, I am. / No, I'm not.  
 Yes, you are. / No, you aren't.  
 Yes, he / she / it is. / No, he / she / it isn't.  
 Yes, we are. / No, we aren't.  
 Yes, they are. / No, they aren't.

We form the present continuous with the correct form of *be* + the *-ing* form of the main verb:

drink → *She is drinking.*  
 work → *They aren't working.*  
 listen → *Are you listening?*

#### 3.2 Spelling: *-ing* forms

Most verbs

*work* + *-ing* → *working*

Final *-e*

*smile* -*e* + *-ing* → *smiling*

Short vowel + consonant

*run* double consonant + *-ing* → *running*

#### 3.3 We use the present continuous:

- for something that is happening now.  
*My dad is upstairs. He's talking on the phone.*
- for something that is happening around this time.  
*No crisps, thanks. I'm trying to eat healthy food.*

### Contrast: present simple and present continuous

3.4 We use the present simple and present continuous differently. The main uses for each tense are:

#### Present simple

- We use the present simple to talk about regular actions or events.  
*I always go to bed at ten o'clock.*
- We use the present simple to talk about a general fact or something that is always true.  
*Doctors earn a lot of money.*  
*Tigers live in India.*

#### Present continuous

- We use the present continuous to describe an action or event happening at this moment.  
*Sally is wearing a beautiful blue dress.*  
*Oh no! It's raining.*
- We use the present continuous to describe an action or event happening around this time.  
*I'm learning French at evening classes.*

3.5 There are some verbs we don't use in the present continuous – or any continuous tense. These include: *believe, hate, know, like, love, mean, need, prefer, understand, want*  
*I'm not dancing because I don't like (NOT ~~I'm not liking~~) this music.*

### Present continuous for future arrangements

3.6 We can use the present continuous to talk about arrangements in the future. We often include a future time reference: *this evening, tomorrow afternoon, next Sunday*, etc.  
*Harry is going ice skating on Friday evening.*  
*We're meeting at six o'clock tomorrow evening.*

Sometimes there isn't a time expression when it's clear we are talking about the future.

'What are you doing this evening?' 'I'm doing my homework.'  
 What time are you having dinner?

## 4A Countable and uncountable nouns

1 Are the underlined nouns in these sentences countable or uncountable? Write C or U. ➔ 4.1

- Do you like cakes? C
- I usually have cereal for breakfast. \_\_\_\_\_
- Do you want butter? \_\_\_\_\_
- My parents don't drink coffee. \_\_\_\_\_
- Please don't put mushrooms on my pizza. \_\_\_\_\_
- I always share my crisps with my friends. \_\_\_\_\_

4B *there is / there are*

2 Write sentences with *there's* or *there are* (1–6) and *there isn't* or *there aren't* (7–12). ➔ 4.2, 4.3

- There's* a melon on the table.
- \_\_\_\_\_ five children in that family.
- \_\_\_\_\_ some yoghurt in the fridge.
- \_\_\_\_\_ always an apple in my packed lunch.
- \_\_\_\_\_ some people in the playground.
- \_\_\_\_\_ a sandwich in my bag.
- There isn't* any bread in this shop.
- \_\_\_\_\_ any girls in my football team.
- \_\_\_\_\_ an airport in my town.
- \_\_\_\_\_ three good hotels in the town centre.
- \_\_\_\_\_ any crisps in this packet.
- \_\_\_\_\_ any water in that river.

3 Write questions to ask your partner about his or her bedroom. Use *Is there a ... ?* or *Are there any ... ?* ➔ 4.2, 4.4

- |                         |                            |
|-------------------------|----------------------------|
| 1 <i>Is there a</i> TV? | 5 _____ plants or flowers? |
| 2 _____ books?          | 6 _____ computer?          |
| 3 _____ table?          | 7 _____ guitar?            |
| 4 _____ CDs?            | 8 _____ photos?            |

4 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 3. ➔ 4.2, 4.3, 4.4

*Is there a TV in your bedroom?*  
Yes, there is. / No, there isn't.

5 **SPEAKING** Work in pairs. Your partner thinks of a favourite dish. Ask about the ingredients and try to guess the dish. Use the words below and your own ideas. ➔ 4.2, 4.3, 4.4

beef butter carrots cheese chicken eggs fish  
mushrooms olives onion rice tomatoes

*Is there any beef in it?*  
Yes, there is. / No, there isn't.  
*Are there any carrots in it?*  
Yes, there are. / No, there aren't.

4B *some and any*

6 Complete the dialogue with *some*, *any*, *a* and *an*. ➔ 4.5

- Freya Have we got <sup>1</sup> \_\_\_\_\_ homework for tonight?  
Blake Yes, we have. We have to write <sup>2</sup> \_\_\_\_\_ essay.  
Freya Oh, OK. Can I borrow <sup>3</sup> \_\_\_\_\_ pen?  
Blake Yes, there are <sup>4</sup> \_\_\_\_\_ pens in my bag.  
Freya Thanks. Yuk! What's this?  
Blake It's <sup>5</sup> \_\_\_\_\_ sandwich. Are you hungry?  
Freya Yes, I am. But I don't want that sandwich.  
Blake OK, don't worry. We can make <sup>6</sup> \_\_\_\_\_ fresh sandwiches.  
Freya Great! Can I have <sup>7</sup> \_\_\_\_\_ cheese and cucumber sandwich, please?  
Blake Sorry. There isn't <sup>8</sup> \_\_\_\_\_ cucumber. But there's <sup>9</sup> \_\_\_\_\_ cheese. And there are <sup>10</sup> \_\_\_\_\_ olives too.  
Freya I don't want <sup>11</sup> \_\_\_\_\_ olives in my sandwich.  
Blake Not in your sandwich – on the side!

4D *How much / How many; much / many / a lot of, a few / a little*

7 Correct the mistakes in these sentences. ➔ 4.6, 4.7, 4.8

- How much desks are there in the classroom? ✗  
*How many desks are there in the classroom?* ✓
- There is much cheese in the fridge. ✗
- We've got lot of dictionaries in our classroom. ✗
- Have you got a few butter? ✗
- How many flour is there in the cupboard? ✗
- There are a little pens on the desk. ✗
- How much cakes are there on the table? ✗
- We've got many milk. ✗

8 Circle the correct words to complete the sentences. ➔ 4.8

- We've got **a little / a few** prawns and **a little / a few** rice.
- Can I have **a little / a few** salt on my pasta, please?
- There are only **a little / a few** books in my schoolbag.
- There are only **a little / a few** minutes until the end of the lesson.
- Put **a little / a few** honey and **a little / a few** fruit on your pancake.
- Oh dear! We've only got **a little / a few** biscuits left.

9 Write questions with *how much* and *how many* and the words below. ➔ 4.6

- teachers / there in your school?  
*How many teachers are there in your school?*
- homework / you usually get at the weekend?
- English lessons / you have every week?
- money / you spend on clothes every month?
- CDs / you got at home?
- food / you eat at lunch time?

10 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 9. Answer with *a lot*, *a little* or *a few*. ➔ 4.6, 4.7, 4.8

*How many CDs have you got at home? About fifty.*



### Countable and uncountable nouns

**4.1** Countable nouns are things that you can count. They have a singular and a plural form.

*an egg two eggs*

Uncountable nouns are things that you can't count, you can only weigh or measure. They only have a singular form and take a singular verb.

*I like tea. This cheese is delicious.*

Some nouns can be countable or uncountable, depending on how we're using them.

(countable) *We need four large lettuces.*

(uncountable) *Do you want more lettuce?*

(countable) *Can I have a coffee, please? (= cup of coffee)*

(uncountable) *I don't drink coffee.*

### 4.2 *there is / there are*

	Singular	Plural
<b>Affirmative</b>	<b>There's</b> a pizza. <b>There's</b> some milk.	There are some prawns.
<b>Negative</b>	<b>There isn't</b> a pizza.	<b>There aren't</b> any prawns.
<b>Interrogative</b>	<b>Is there</b> a pizza?	<b>Are there</b> any prawns?
<b>Short answers</b>	Yes, <b>there is</b> . / No, <b>there isn't</b> .	Yes, <b>there are</b> . / No, <b>there aren't</b> .

**4.3** We usually use the short form of *there is*: *there's*. However, we use the full form in affirmative short answers.

*Is there a TV? Yes, there is. (NOT Yes, there's.)*

*There are* does not have a short form.

**4.4** We use *Is there a ... ?* to ask about singular countable nouns.

*Is there a TV in the class room?*

We use *Is there any ... ?* to ask about uncountable nouns.

*Is there any water in the fridge?*

We use *Are there any ... ?* to ask about plural nouns.

*Are there any pens on the desk?*

We use *There isn't a ...* with singular countable nouns.

*There isn't a notice board in our classroom.*

We use *There isn't any ...* with uncountable nouns.

*There isn't any tea in my cup.*

We use *There aren't any ...* with plural nouns.

*There aren't any books in my schoolbag.*

### *some and any*

**4.5** We usually use *some* in affirmative sentences. We use it with plural countable nouns and uncountable nouns.

*There are some crisps in the bowl.*

*There's some butter on the table.*

We usually use *any* in negative sentences and questions. We use it with plural countable nouns and uncountable nouns.

*He doesn't want any milk. We haven't got any sandwiches.*

*Are there any apples? Is there any coffee?*

We don't use *some* or *any* with singular countable nouns. We use *a* or *an*.

*Do you want a snack?*

### *How much / How many*

**4.6** We use *How many ... ?* with plural countable nouns. The answer is often a number.

*How many tomatoes do you need? Three.*

We use *How much ... ?* with uncountable nouns. The answer is often a quantity.

*How much sugar have we got? Two kilos. / A lot. / Not much. / A little.*

### *much / many / a lot of*

**4.7** We use *a lot of* in affirmative sentences.

*There's a lot of rice. There are a lot of bananas.*

We use *a lot of*, *much* and *many* in negative sentences. We use *much* with uncountable nouns, and *many* with countable nouns.

*There's isn't much rice.*

*There's isn't a lot of rice.*

*There aren't many bananas.*

*There aren't a lot of bananas.*

### *a little and a few*

**4.8** We use *a little* with uncountable nouns.

*We've only got a little butter.*

We use *a few* with countable nouns.

*There are only a few students in the classroom.*

## 5B Comparatives

1 Write the comparative forms of these adjectives.

➔ 5.1, 5.2, 5.3

- |           |             |             |
|-----------|-------------|-------------|
| 1 early   | 5 wet       | 9 large     |
| 2 quick   | 6 popular   | 10 exciting |
| 3 excited | 7 kind      | 11 polluted |
| 4 sunny   | 8 expensive | 12 warm     |

2 Complete the facts with the comparative form of the correct adjective from each pair. ➔ 5.1, 5.2, 5.3

- Vegetables are \_\_\_\_\_ for your health than cakes. (good / bad)
- The Pacific Ocean is \_\_\_\_\_ than the Indian Ocean. (big / small)
- Dolphins are usually \_\_\_\_\_ than sharks. (friendly / unfriendly)
- The Pyramids in Egypt are \_\_\_\_\_ than the Eiffel Tower in Paris. (old / modern)
- Daniel Radcliffe is \_\_\_\_\_ than Tom Hanks. (old / young)
- Travelling by plane is \_\_\_\_\_ than travelling by car. (safe / dangerous)
- From the UK, Singapore is \_\_\_\_\_ than Berlin. (far / near)
- In Australia, rugby is \_\_\_\_\_ than football. (popular / unpopular)

3 Look at the information about these two celebrities and write sentences using the comparative form of the adjectives. Remember to include *than*. ➔ 5.1, 5.3, 5.4

	Joey B	Carly J
Age	19	24
Height	1.86 m	1.72 m
Money	\$2.8 million	\$6 million
Number of fans	6 million	5 million
Work (days per year)	320 days	210 days

- |         |                |
|---------|----------------|
| 1 young | 5 hard-working |
| 2 tall  | 6 old          |
| 3 rich  | 7 short        |

4 popular  
1 *Joey is younger than Carly.*

4 Write sentences about famous people using the comparative form of these adjectives. Give your own opinions. ➔ 5.1, 5.3, 5.4

- |            |               |
|------------|---------------|
| 1 creative | 5 nice        |
| 2 famous   | 6 attractive  |
| 3 rich     | 7 unusual     |
| 4 funny    | 8 intelligent |

1 *I think Adele is more creative than Taylor Swift.*

## 5D Superlatives

5 Complete the sentences with the superlative form of the adjective in brackets. ➔ 5.5, 5.6, 5.7, 5.8

- The library is \_\_\_\_\_ (quiet) room in the school.
- June is often \_\_\_\_\_ (sunny) month of the year.
- Today is \_\_\_\_\_ (hot) day of the year.
- Delhi is the \_\_\_\_\_ (polluted) city in the world.
- The Walking Dead* is \_\_\_\_\_ (scary) show on TV.
- These are \_\_\_\_\_ (expensive) trainers in the shop.
- New Zealand is \_\_\_\_\_ (far) country from the UK.
- Walking is \_\_\_\_\_ (slow) form of transport.

6 Write your opinions. Use superlative adjectives.

➔ 5.5, 5.6, 5.7, 5.8

- talented actor in the world  
I think \_\_\_\_\_ is the most talented actor in the world.
- beautiful actress in the world
- bad singer in my country
- good day of the week
- easy subject at school

7 **SPEAKING** Work in pairs. Take turns to read your sentences from exercise 6. Say if you agree or disagree.

➔ 5.5, 5.6, 5.7, 5.8

I think Matt Damon is the most talented actor in the world. I agree. / I disagree. I think Robert Pattinson is the most talented.

8 Use the table to make true sentences. ➔ 5.5, 5.6, 5.7, 5.8

1 Mercury	is the	big	city in Germany.
2 Everest	are the	dangerous	mountain in the world.
3 Platinum		high	metal in the world.
4 Berlin		expensive	river in the world.
5 The Amazon		near	planet to the Sun.
6 Mosquitoes		wide	animals in the world.

1 *Mercury is the nearest planet to the Sun.*

9 Write the words in the correct order to make questions.

➔ 5.5, 5.6, 5.7, 5.8

- the / in the world? / football club / What's / best
- comedian / the / most / Who's / in the world? / famous
- the / What's / programme / on TV? / funniest
- the / Who's / in America? / actor / best-looking
- the / pop group / worst / in the world? / What's
- sport / in the world? / the / What's / exciting / most

10 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 9. ➔ 5.5, 5.6, 5.7, 5.8*What's the best football club in the world?*

## Comparatives

### 5.1 Short adjectives: spelling rules

We add *-er* to short adjectives to make the comparative form.

*small* → *smaller*

If the adjective ends in *-e*, we add *-r*.

*safe* → *safer*

If the adjective ends in a vowel and a consonant, we double the consonant and add *-er*.

*big* → *bigger*

If the adjective ends in *-y*, we change the *-y* into *-ier*.

*funny* → *funnier*

### 5.2 Irregular adjectives

Some adjectives have irregular comparative forms.

*good* → *better*

*bad* → *worse*

*far* → *further*

### 5.3 Long adjectives

We use *more* for most long adjectives (adjectives with more than one syllable).

*comfortable* → *more comfortable*

Most two-syllable adjectives ending in *-y* behave like short adjectives.

*friendly* → *friendlier*

### 5.4 *than*

We use *than* when we compare two things.

Mexico City is more polluted than London.

We are older than him.

We usually use the object pronoun after *than*. The subject pronoun sounds very formal.

She's taller than me. ✓

NOT She's taller than I. ✗

but She's taller than I am. ✓

## Superlatives

### 5.5 Short adjectives: spelling rules

We use *the* and add *-est* to short adjectives to make the superlative form.

*new* → *the newest*

If the adjective ends in *-e*, we add *-st*.

*wide* → *the widest*

If the adjective ends in a vowel and a consonant, we double the consonant and add *-est*.

*big* → *the biggest*

If the adjective ends in *-y*, we change the *-y* into *-iest*.

*easy* → *the easiest*

### 5.6 Irregular adjectives

Some adjectives have irregular superlative forms.

*good* → *the best*

*bad* → *the worst*

*far* → *the furthest*

### 5.7 Long adjectives

We use *the most* for most long adjectives (adjectives with more than one syllable).

*comfortable* → *the most comfortable*

### 5.8 After a superlative, we often use *of* with a noun.

The *shortest day* of the year ...

My favourite *day* of the week ...

But we use *in* with the name of a place or a group.

The *longest river* in the world ...

The *shortest boy* in the class ...

**6B Past simple (affirmative): regular****1 Write the past simple forms of these verbs. ➔ 6.1, 6.2**

- |                |                |
|----------------|----------------|
| 1 arrive _____ | 6 travel _____ |
| 2 plan _____   | 7 live _____   |
| 3 work _____   | 8 watch _____  |
| 4 stop _____   | 9 marry _____  |
| 5 wait _____   | 10 move _____  |

**2 Complete the sentences with the past simple forms from exercise 1. Use each verb once. ➔ 6.1, 6.2**

- We \_\_\_\_\_ around Spain for three weeks last summer.
- My aunt and uncle \_\_\_\_\_ in Canada before they \_\_\_\_\_ to the UK.
- The taxi \_\_\_\_\_ because the light was red.
- Thanks for the present. It \_\_\_\_\_ yesterday.
- I \_\_\_\_\_ nearly an hour for my bus.
- We \_\_\_\_\_ a party for my dad's fiftieth birthday.
- My grandfather \_\_\_\_\_ for the BBC.
- My cousin \_\_\_\_\_ an American in Las Vegas, and we \_\_\_\_\_ the wedding on the internet.

**3 Complete the text with the past simple form of the correct verb from each pair. ➔ 6.1, 6.2**

My great-grandfather <sup>1</sup> \_\_\_\_\_ (live / move) to England in 1947. He <sup>2</sup> \_\_\_\_\_ (carry / marry) my great-grandmother in 1950 and they <sup>3</sup> \_\_\_\_\_ (start / stop) a family the next year. They <sup>4</sup> \_\_\_\_\_ (arrive / live) in a small house in London. My great-grandfather <sup>5</sup> \_\_\_\_\_ (want / work) for London Transport for twenty years, but he <sup>6</sup> \_\_\_\_\_ (walk / want) to be a photographer. So in 1958, he <sup>7</sup> \_\_\_\_\_ (chat / stop) working and <sup>8</sup> \_\_\_\_\_ (travel / wait) the world with his young family. They <sup>9</sup> \_\_\_\_\_ (interrupt / visit) more than a hundred different countries. Years later, he <sup>10</sup> \_\_\_\_\_ (describe / like) his journey in a book. The photos are amazing!

**4 Complete the sentences with true information about yourself. Use the past simple affirmative of the verbs in brackets and a past time expression. ➔ 6.1, 6.2, 6.3**

- I (arrive) at school \_\_\_\_\_.  
*I arrived at school three hours ago.*
- We (visit) relatives \_\_\_\_\_.
- I (work) very hard \_\_\_\_\_.
- I (start) at this school \_\_\_\_\_.
- I (watch) a great programme on TV \_\_\_\_\_.
- It (rain) a lot \_\_\_\_\_.

**6D Past simple: be and can****5 Complete the sentences. Use was, were, wasn't and weren't. ➔ 6.4**

- Kate and Liam \_\_\_\_\_ at school yesterday because they were ill.
- We \_\_\_\_\_ at a football match yesterday. It was really exciting.
- You \_\_\_\_\_ at home last night. Where were you?
- On my last birthday, I \_\_\_\_\_ sixteen.
- The weather \_\_\_\_\_ really bad last week – cold, windy and rainy.
- My uncle \_\_\_\_\_ a doctor. He was a vet.
- Today is Sunday. Yesterday \_\_\_\_\_ Saturday.
- Louis was at school, but he \_\_\_\_\_ in the classroom.

**6 Complete the sentences about the people. Use was, were, wasn't, and weren't. ➔ 6.4**

- John ~~wasn't~~ in bed at ten o'clock. ✗
- Harry \_\_\_\_\_ at home last night. ✓
- Sue and Simon \_\_\_\_\_ at school yesterday. ✗
- Martin \_\_\_\_\_ in town at three o'clock yesterday afternoon. ✓
- Rachel \_\_\_\_\_ at the supermarket at midday on Saturday. ✓
- Tom and Emma \_\_\_\_\_ in the school canteen at breaktime. ✗
- Danny \_\_\_\_\_ at the doctor's yesterday morning. ✗
- Miranda \_\_\_\_\_ at a pop concert on Saturday evening. ✓

**7 SPEAKING Ask and answer questions about the people in exercise 6. ➔ 6.4**

Was John in bed at ten o'clock?  
No, he wasn't.

**8 Complete the sentences. Use could or couldn't. ➔ 6.5**

- Mario \_\_\_\_\_ read and write when he was two! He was a very clever boy!
- It was very noisy in the classroom, so I \_\_\_\_\_ hear the teacher.
- Joe \_\_\_\_\_ phone you because his phone was broken.
- Kate \_\_\_\_\_ eat her dinner because she wasn't hungry.
- My great-grandmother \_\_\_\_\_ speak German. She was from Berlin.
- I was very tired, but I \_\_\_\_\_ sleep.
- I \_\_\_\_\_ find my pencil case. I looked everywhere!
- I heard the lorry coming down the road, but I \_\_\_\_\_ see it.



## Grammar Reference

### Past simple (affirmative): regular

6.1 The affirmative form of the past simple is the same for all persons.

Affirmative
I walked home.
You walked home.
He / She / It walked home.
We walked home.
You walked home.
They walked home.

### 6.2 Spelling: past simple form (affirmative) of regular verbs

- Most verbs:  
*work + -ed → worked*
- Verbs ending in -e:  
*live + -d → lived*
- Verbs ending in a consonant and -y  
*carry → y + -ied → carried*
- Verbs ending in a short vowel and a consonant  
*chat + t + -ed → chatted*

6.3 We use the past simple for an action or event at a definite point in the past. We often use it with past time expressions: *a few minutes ago, last month, last night, last week, ten years ago, three hours ago, two months ago, yesterday, yesterday morning,* etc.

We usually put the time expressions at the beginning or end of the sentence.

*We visited our cousins this morning.*

*Yesterday, I cycled to school.*

### Past simple: *be* and *can*

6.4 The past simple of *be* is *was* or *were*.

*wasn't = was not*

*weren't = were not*

Affirmative	Negative
I was at home.	I wasn't at home.
You were at home.	You weren't at home.
He / She / It was at home.	He / She / It wasn't at home.
We were at home.	We weren't at home.
You were at home.	You weren't at home.
They were at home.	They weren't at home.

Questions	Short answers
Was I at home?	Yes, I / he / she / it was.
Were you at home?	No, I / he / she / it wasn't.
Was he / she / it at home?	Yes, we / you / they were.
Were we at home?	No, we / you / they weren't.
Were you at home?	
Were they at home?	

6.5 The past simple of *can* is *could*. The forms of *could* are the same for all persons.

*couldn't = could not*

We use the infinitive without *to* after *could*, not an infinitive with *to*.

*I could see everything.*

NOT ~~*I could to see everything.*~~ ✗

Affirmative	Negative
I could swim.	I couldn't swim.
You could swim.	You couldn't swim.
He / She / It could swim.	He / She / It couldn't swim.
We could swim.	We couldn't swim.
You could swim.	You couldn't swim.
They could swim.	They couldn't swim.

Questions	Short answers
Could I swim?	Yes, I / you / he / she / it / we / they could.
Could you swim?	No, I / you / he / she / it / we / they couldn't.
Could he / she / it swim?	
Could we swim?	
Could you swim?	
Could they swim?	

**7B Past simple (affirmative): irregular**

1 Write the past simple forms of all the verbs. Then circle the eight irregular verbs. ➔ 7.1, 7.2

- |               |               |                |
|---------------|---------------|----------------|
| 1 get _____   | 5 play _____  | 9 like _____   |
| 2 make _____  | 6 draw _____  | 10 have _____  |
| 3 enjoy _____ | 7 teach _____ | 11 work _____  |
| 4 buy _____   | 8 take _____  | 12 build _____ |

2 Complete the sentences with the eight irregular past simple forms from exercise 1. ➔ 7.1, 7.2

- You \_\_\_\_\_ some great photos on holiday.
- She \_\_\_\_\_ my present for £2 in a charity shop.
- The ancient Greeks \_\_\_\_\_ some amazing temples.
- We \_\_\_\_\_ lunch in a Chinese restaurant in London.
- I \_\_\_\_\_ 45% in my science exam.
- He \_\_\_\_\_ friends with a boy from Turkey.
- My mum \_\_\_\_\_ in Greece for a year.
- I \_\_\_\_\_ a face on the window with my finger.

3 Rewrite the sentences with the past simple. Use the time expression and new information in brackets. ➔ 7.1, 7.2

- Lessons begin at 9:00. (yesterday – 8:30)  
*Yesterday, lessons began at 8:30.*
- She goes to secondary school. (last year – primary)
- I see Luke on the bus to school. (this morning – Luke's sister)
- She catches the train to work at 6:45. (last Monday – 5:45)
- He reads the newspaper at breakfast. (yesterday morning – a magazine)
- They bring sandwiches to school. (last week – salad)
- She does her homework in her bedroom. (last night – kitchen)
- My mum comes home early from work. (yesterday – late)

4 Complete the email with the past simple form of the verbs in brackets. ➔ 7.1, 7.2, 7.3

Hi Damian,

How are you? I hope your weekend <sup>1</sup> \_\_\_\_\_ (be) better than mine!

I <sup>2</sup> \_\_\_\_\_ (fight) with my brother on Saturday. He <sup>3</sup> \_\_\_\_\_ (find) his trainers in my bedroom and he <sup>4</sup> \_\_\_\_\_ (get) really angry with me. I <sup>5</sup> \_\_\_\_\_ (think) that they <sup>6</sup> \_\_\_\_\_ (be) my trainers. They look very similar. And then, on Sunday, my phone <sup>7</sup> \_\_\_\_\_ (fall) on the pavement and it <sup>8</sup> \_\_\_\_\_ (break). What a disaster! But I <sup>9</sup> \_\_\_\_\_ (speak) to my dad and he thinks he can repair it.

See you soon!

Freddie

**7D Past simple (negative and interrogative)**

5 Choose the correct verb and write negative sentences. ➔ 7.4, 7.5

buy clean finish forget have study take win

- I ~~didn't~~ finish my homework before dinner.
- Mum \_\_\_\_\_ the house last weekend.
- Last weekend Kate \_\_\_\_\_ dinner at home.
- We \_\_\_\_\_ the football match.
- Liam and Sarah \_\_\_\_\_ maths at university.
- My brother \_\_\_\_\_ my birthday.
- Zoe \_\_\_\_\_ a new MP3 player.
- Fran \_\_\_\_\_ any photos.

6 Make the sentences negative. ➔ 7.4, 7.5

- I went to school yesterday.  
*I didn't go to school yesterday.*
- I saw you at the party.
- Joe and Elli came to the cinema with us.
- Cathy spent a year in France.
- The lesson began on time.
- Tom wrote his name on his Workbook.

7 Write the words in the correct order to make questions about yesterday. ➔ 7.4, 7.6, 7.7

- did / to bed? / What time / you / go
- in the morning? / it / Did / rain
- do / did / Where / your homework? / you
- phone calls / make? / How many / did / you
- you / Who / did / sit / in class? / next to
- What / after school? / you / did / do
- did / get up? / you / What time
- get / did / you / When / home / school? / from

8 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 7 about yesterday. Answer in full sentences. ➔ 7.4, 7.6, 7.7

What time did you go to bed yesterday?  
I went to bed at eleven o'clock.

9 Write questions to match the answers. Start with the word in brackets. ➔ 7.4, 7.6, 7.7

- I went to London last Saturday. (Where?)  
*Where did you go last Saturday?*
- I went shopping in Oxford Street. (What?)
- I went by train. (How?)
- I spent about six hours there. (How long?)
- I got back at about midnight. (What time?)

10 Correct the mistakes in these sentences. ➔ 7.4, 7.5, 7.6, 7.7

- Joe taked some photos. ✗
- What time they arrive at school? ✗
- Did Andy had a good weekend? ✗
- Pam not tidied her room. ✗
- They didn't travelled to France by plane. ✗
- 'Did you download the app?' 'Yes, I downloaded.' ✗

## Grammar Reference

### Past simple (affirmative): irregular

7.1 Some verbs have irregular past simple (affirmative) forms. There are no spelling rules for these forms; you need to learn them as vocabulary. See the list of common irregular verbs below. There is a fuller list on page 143.

*go – went* I went shopping yesterday.  
*find – found* I found £10 on the ground.

Irregular verbs		
be	was / were	/wɒz/ /wə(r)/
become	became	/br'keɪm/
begin	began	/br'gæn/
break	broke	/brəʊk/
bring	brought	/brɔ:t/
build	built	/bɪlt/
buy	bought	/bɔ:t/
catch	caught	/kɔ:t/
come	came	/keɪm/
do	did	/dɪd/
draw	drew	/dru:/
eat	ate	/eɪt/
fall	fell	/fel/
fight	fought	/fɔ:t/
find	found	/faʊnd/
get	got	/gɒt/
give	gave	/geɪv/
go	went	/went/
have	had	/həd/
make	made	/meɪd/
meet	met	/met/
read	read	/red/
see	saw	/sɔ:/
send	sent	/sent/
speak	spoke	/spəʊk/
take	took	/tu:k/
teach	taught	/tɔ:t/
think	thought	/θɔ:t/
throw	threw	/θru:/

7.2 The affirmative form of the past simple is the same for all persons, singular and plural (*I, you, he, we, etc.*).

*I took her phone to school.*

*We took some great photos.*

*The Olympics took place last year.*

Irregular verbs behave in the same way as regular verbs in negative sentences and questions. (See Grammar Builder 7D.)

7.3 Remember that the past simple of *be* is *was / were*. It behaves differently from other verbs. (See Grammar Builder 6D.)

### Past simple (negative and interrogative)

7.4

Negative	Questions
I didn't go.	Did I go?
He / She / It didn't go.	Did he / she / it go?
We / You / They didn't go.	Did we / you / they go?
Full form	Short answers
didn't = did not	Yes, I did. / No, I didn't.

The forms are the same for all persons, singular and plural (*I, you, he, she, it, we, they*).

7.5 In negative sentences, for regular *and* irregular verbs, we use:

*I, you, he, she, it, we, they + didn't + infinitive without to*

We DO NOT use the past simple form of the main verb:

*I didn't watch TV. ✓*

NOT *I didn't watched TV. ✗*

7.6 In questions, for regular *and* irregular verbs, we use:

*did + I, you, he, she, it, we, they + infinitive without to*

We DO NOT use the past simple form of the main verb.

*Did he go to school? ✓*

NOT *Did he went to school? ✗*

Time expressions usually go at the end of the question.

*Did you go to the cinema last weekend?*

*Did she have breakfast this morning?*

7.7 We can put a question word before *did* to ask for information.

*What did you do last weekend?*

*When did you buy that jacket?*

**8B going to**

1 Complete the sentences with the correct form of *be*: *am*, *is* or *are* (or short forms *'m*, *'s*, *'re*). ➔ 8.1

- I'm going to do karate next weekend.
- My parents \_\_\_\_\_ going to visit Canada.
- We \_\_\_\_\_ going to have dinner at home.
- My sister and I \_\_\_\_\_ going to do our homework together.
- Lucas \_\_\_\_\_ going to buy a new bike.
- I \_\_\_\_\_ going to play video games all evening.
- She \_\_\_\_\_ going to make lunch for us.
- They \_\_\_\_\_ going to start school tomorrow.

2 Rewrite the sentences in exercise 1 in the negative. ➔ 8.1

- I'm not going to do karate next weekend.

3 Look at the prompts. Write two sentences with *going to*, one affirmative and one negative. ➔ 8.1, 8.2

- I / get a new bike / tomorrow ✗ / next weekend ✓  
I'm not going to get a new bike tomorrow. I'm going to get a new bike next weekend.
- we / take an exam / in a few days ✗ / this afternoon ✓
- I / write a letter ✗ / tonight / send an email ✓
- they / move house / tomorrow ✗ / next week ✓
- she / go running ✗ / this evening / do aerobics ✓
- I / start university / next month ✗ / next year ✓

4 Look at the prompts. Write questions with *going to*. ➔ 8.1, 8.2

- you / use a computer next weekend?  
Are you going to use a computer next weekend?
- your best friend visit you / tonight?
- you / travel abroad next summer?
- your friends / start university next year?
- you / take any exams next year?
- you and your classmates / have maths tomorrow?

5 **SPEAKING** Work in pairs. Ask and answer the questions from exercise 4. ➔ 8.1, 8.2

- Are you going to use a computer next weekend?  
Yes, I am. / No, I'm not.

**8D will**

6 Write the words in the correct order to make sentences. ➔ 8.3, 8.4, 8.5

- at home / be / Josh / this weekend. / won't
- you / 'll / this evening. / I / phone
- next / Our / won't / easy. / be / maths exam
- will / 47 / be / My dad / 14 October. / on
- and / I hope that / famous. / I / be / 'll / rich
- today. / need / You / an umbrella / won't

7 Complete the predictions about the year 2040 with your opinions. Use *will* or *won't* and the verbs below. ➔ 8.3, 8.4, 8.6

*be disappear discover live speak travel*

- Scientists \_\_\_\_\_ a cure for cancer.
- People \_\_\_\_\_ to the Moon again.
- Everyone in the world \_\_\_\_\_ English.
- Climate change \_\_\_\_\_ a very serious problem.
- Most people \_\_\_\_\_ past the age of 100.
- Books \_\_\_\_\_.

8 Write questions about your partner's future. Use *Do you think ... ?* ➔ 8.3, 8.4, 8.5

- you / watch / TV this evening?  
Do you think you'll watch TV this evening?
- you and your friends / go out on Friday evening?
- you / pass all your exams?
- your country's team / win the next World Cup?
- you / study English at university?
- you / wear jeans to school tomorrow?

9 **SPEAKING** Work in pairs. Ask and answer the questions in exercise 8. ➔ 8.3, 8.4, 8.5, 8.6

- Do you think you'll watch TV this evening?  
Yes, I do. / No, I don't.

**8G too + adjective**

10 Complete the sentences with *too* and the adjectives below. ➔ 8.7

*difficult early heavy hot scary short*

- Liam can't reach the shelf. He's \_\_\_\_\_.
- I'm not going to bed now. It's \_\_\_\_\_!
- I can't carry these bags. They're \_\_\_\_\_.
- I hate horror films. They're \_\_\_\_\_.
- I can't do this exercise. It's \_\_\_\_\_.
- Don't drink the coffee yet if it's \_\_\_\_\_.



## Grammar Reference

**going to**

**8.1** We form the *going to* future with the present simple of *be* + *going to* + the infinitive without *to*.

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

We use affirmative short forms of *be* after most pronouns: *I, you, he, she, it, we, they, that* and *there*.

We use the short form of *is* (*'s*) after question words: *what, who, where*, etc.

In informal English, we often use the short form *'s* after names and other nouns too.

*Jack's in his bedroom. His dinner's ready.*

However, we don't use the short form *'re* after plural nouns.

*My books are heavy.* (NOT *My books're heavy.* ✗)

In the negative, we only use full forms in formal language.

**8.2** We use *going to* to talk about plans for the future.

*I'm going to have a holiday abroad next year.*

*He isn't going to play basketball at the weekend.*

*Are you going to visit friends on Saturday?*

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

**will**

**8.3** We form the *will* future with *will* + the infinitive without *to*. The form is the same for all persons.

Affirmative	
I'll / You'll / He'll / She'll / It'll	go to the party.
We'll / You'll / They'll	
<b>Full form</b> I / He / She / It / We / You / They	will go to the party.
Negative	
I / You / He / She / It	won't go to the party.
We / You / They	
<b>Full form</b> I / He / She / It / We / You / They	will not go to the party.
Interrogative	
Will I / he / she / it	go to the party?
Will we / you / they	
Short answers	
Yes, I / he / she / it / we / you / they will.	
No, I / he / she / it / we / you / they won't.	

**8.4** We usually use the short form of *will* after pronouns (*I, you, he*, etc.) and *there*.

*I'll buy you an ice cream.*

We do not use the short form in short answers.

*Yes, I will.* ✓

*NOT Yes, I'll.* ✗

We usually use the full form of *will* after names and nouns.

*My dad will cook dinner this evening.*

*The concert will finish at eleven o'clock.*

**8.5** We use *will* to talk about the future.

*Dad will get home at six o'clock.*

*Kate is ill. She won't be at school tomorrow.*

*Will there be a full moon tonight? Yes, there will. / No, there won't.*

**8.6** We use *will* to make predictions.

*Jake works very hard. He'll pass all his exams.*

*Will you live in this town all your life?*

We often use *I think* and *I don't think* with *will* to make and ask about predictions.

*I think it'll snow tomorrow.*

*I don't think it'll snow tomorrow.*

We do not use *won't* with *I think* and *I don't think*.

*NOT I think it won't snow tomorrow.* ✗

When we use *Do you think...?* to ask for predictions, we reply with *Yes, I do. / No, I don't*.

*Do you think it'll rain tomorrow? Yes, I do. / No, I don't.*

**too + adjective**

**8.7** We use *too* + adjective to describe a problem with something. We put *too* before the adjective.

*These jeans are too short. (They need to be longer.)*

**9B Present perfect (affirmative)**

1 Complete the sentences with the present perfect of the verbs below. ➔ 9.1, 9.2, 9.3

chat live marry start stop travel visit work

- We \_\_\_\_\_ a long way to get here.
- Sit down! The film \_\_\_\_\_.
- I don't know Rita, but I \_\_\_\_\_ to her online.
- Let's go outside now. The rain \_\_\_\_\_.
- This project is excellent. You \_\_\_\_\_ very hard on it.
- My next-door neighbour \_\_\_\_\_ his Italian co-worker.
- My cousins \_\_\_\_\_ in five different countries.
- We \_\_\_\_\_ all the museums and art galleries in New York!

2 Rewrite the sentences with the present perfect affirmative. Choose the correct verb. ➔ 9.1, 9.2, 9.4

- I **take** / **write** 500 words of my history essay.
- We **eat** / **give** two pizzas each. I feel so full!
- My friend **speak** / **tell** Henry about the surprise party.
- I **give** / **forget** my old bike to my younger sister.
- Lucy **be** / **come** ill and needs to rest.
- Thanks! You **make** / **meet** a sandwich for me!

3 Look at the prompts. Write sentences in the present perfect affirmative. Some of the verbs are regular and some are irregular. ➔ 9.1, 9.2, 9.3, 9.4

- we / meet / all of our teachers for next year  
*We've met all of our teachers for next year.*
- Ed Sheeran / reply / to my tweet!
- you / forget / your coat
- our train / stop / between two stations
- my teacher / email / my parents
- my friends / plan / a great trip
- we / see / the latest Bond film
- you / take / a lot of photos

4 Rewrite the sentences with the present perfect affirmative. Use **just** instead of the underlined time expression. ➔ 9.1, 9.2, 9.3, 9.4, 9.5

- They moved house yesterday.  
*They've just moved house.*
- My friends arrived a few minutes ago.
- We saw that film very recently.
- They did their homework a short while ago.
- I told Tara about the party this morning.
- My mum bought a new computer last weekend.
- I tidied my bedroom earlier today.

**9D Present perfect (negative and interrogative)**

5 Make the sentences negative. ➔ 9.6

- I've seen that film.
- Jo has forgotten Molly's phone number.
- James and Emily have learnt Spanish.
- We have had breakfast.
- You have finished your project.
- It has stopped raining.
- The cat has caught a mouse.

6 Write questions and short answers. Use the present perfect interrogative. ➔ 9.6

- Fran / meet anyone famous? **X**  
*Has Fran met anyone famous? No, she hasn't.*
- you / hear the weather forecast for tomorrow? **X**
- Evie / write any emails today? **X**
- Ruby and Zack / answer any questions in class today? **✓**
- we / buy our tickets for the concert on Saturday? **X**
- Chloe / post a photo of me on her Facebook page? **✓**
- Aisha and Muhammad / reply to your email? **X**
- you / find your keys? **✓**

7 Write responses with **already**. Use the present perfect affirmative. ➔ 9.7

- Please phone Mandy.  
*I've already phoned her.*
- Are you going to do your homework?
- Do you want to watch this DVD?
- You should apologise to Ben.
- Why don't you buy a new phone?
- Please do the washing up.

8 Emma and Oscar are visiting London. Look at the things that they have and have not done. Write sentences with the present perfect affirmative and negative. Use **yet** with the negative sentences. ➔ 9.6, 9.7, 9.8

Things to do in London

- visit the Madame Tussauds museum **X**  
*They haven't visited the Madame Tussauds museum yet.*
- take a boat trip on the Thames **✓**  
*They've taken a boat trip on the Thames.*
- see the paintings in the National Gallery **X**
- walk along Oxford Street **X**
- have a meal in Chinatown **✓**
- buy tickets for a musical **✓**
- take a ride on the London Eye **✓**
- visit Buckingham Palace **X**

9 **SPEAKING** Work in pairs. Ask and answer questions about the things Emma and Oscar have done. Use the present perfect interrogative with **yet**. ➔ 9.6, 9.8

- Have they visited the Madame Tussauds museum yet?  
No, they haven't.

**Present perfect (affirmative)**

**9.1** We form the present perfect with the auxiliary verb *have* and the past participle.

**Affirmative**

I've arrived.  
 You've arrived.  
 He / She / It's arrived.  
 We've arrived.  
 You've arrived.  
 They've arrived.

**Full forms**

I've = I have  
 she's = she has

**9.2** We use the present perfect to talk about past events that have a result in the present, for example, recent events and news.

Oh no! I've forgotten my keys! They aren't in my bag.

**9.3** The past participle of regular verbs is the same as the past simple.

*worked stopped lived carried*

**9.4** There aren't any rules for the past participles of irregular verbs. Sometimes they are the same as the past simple form, sometimes they are different.

*make - made - made*  
*break - broke - broken*

For a list of irregular verbs see on page 143.

**9.5 just**

We use *just* with the present perfect affirmative to talk about very recent events.

I'm not hungry. I've just had breakfast.

**Present perfect (negative and interrogative)**

**9.6** We form the negative with *haven't* or *hasn't* and the past participle. We form the interrogative with *have* or *has* + subject + past participle.

**Negative**

I haven't finished.  
 He / She / It hasn't finished.  
 We haven't finished.  
 You haven't finished.  
 They haven't finished.

**Full forms**

haven't = have not  
 hasn't = has not

**Interrogative**

Have I finished ... ?  
 Has he / she / it finished ... ?  
 Have we finished ... ?  
 Have you finished ... ?  
 Have they finished ... ?

**Short answers**

Yes, I have. / No, I haven't.  
 Yes, she has. / No, she hasn't.

**9.7 already**

We use *already* with the present perfect affirmative to say that something has happened earlier than expected.

'Please tidy your room.' 'I've already tidied it.'

We've already booked our summer holiday for next year.

**9.8 yet**

We use *yet* with the present perfect interrogative to ask if something expected has happened.

It's late. Have you done your homework yet?

We use *yet* with the present perfect negative to say that something expected hasn't happened.

Tom's exam is next week, but he hasn't started his revision yet.

# S

## Extra Speaking Tasks

### Unit 2

**SPEAKING** Work in pairs. Student B: Look at the timetable below. Student A: Look at the timetable on page 19. Imagine this is your timetable for Monday and Tuesday. Ask and answer questions about the missing lessons.

	Monday	Tuesday
8.20		Geography
9.05	French	
09.50–10.30 BREAK		
10.30		English
11.15	Biology	
12.05–1.00 LUNCH		
1.00		I.C.T.
1.50	Physics	

What do we have at five past nine on Monday?

French.

### Unit 4

**SPEAKING** Work in pairs. Student B: Look at the picture below. Student A: Look at the picture on page 42. Find three differences between the pictures. Ask and answer using *Is there ... ? / Are there ... ?*

Is there any cereal?

No, there isn't.

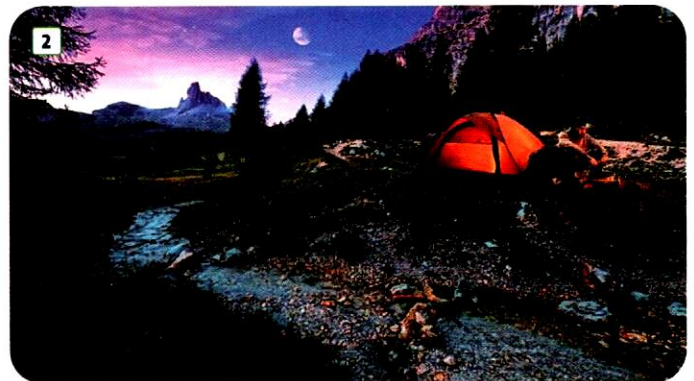
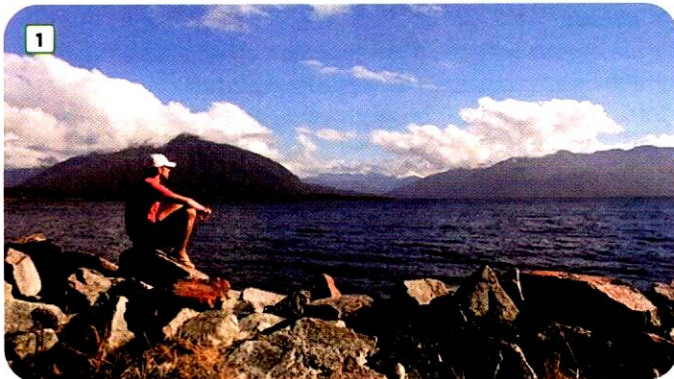
Are there ... ?



### Unit 6

Work in pairs. Choose one photo each. Decide what vocabulary from exercises 2, 4 and 7 on page 70 you need to describe it.

**SPEAKING** Describe one of the photos to your partner. Use words and phrases from lesson 6G and follow the advice in the Strategy box.



### Unit 9

**SPEAKING** Work in pairs. Student B: Look at the two photos below. Student A: Look at the photos on page 104. Compare and contrast the photos. Say which living room you prefer and why.



## I

## Irregular verbs

Base form	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
bend	bent	bent
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
build	built	built
burn	burned / burnt	burned / burnt
buy	bought	bought

can	could	been able to
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut

do	did	done
draw	drew	drawn
drink	drank	drunk
drive	drove	driven

eat	ate	eaten
-----	-----	-------

fall	fell	fallen
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten

get	got	got
give	gave	given
go	went	gone
grow	grew	grown

hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit

keep	kept	kept
know	knew	known

lay	laid	laid
lead	led	led
learn	learned / learnt	learned / learnt
leave	left	left

Base form	Past simple	Past participle
lend	lent	lent
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met

overcome	overcame	overcome - edmg
pay	paid	paid
put	put	put

read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run

say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown/-ed
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled / smelt	smelled / smelt
speak	spoke	spoken
spell	spelled / spelt	spelled / spelt
spend	spent	spent
spill	spilled / spilt	spilled / spilt
stand	stood	stood
steal	stole	stolen
swim	swam	swum

take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown

understand	understood	understood
------------	------------	------------

wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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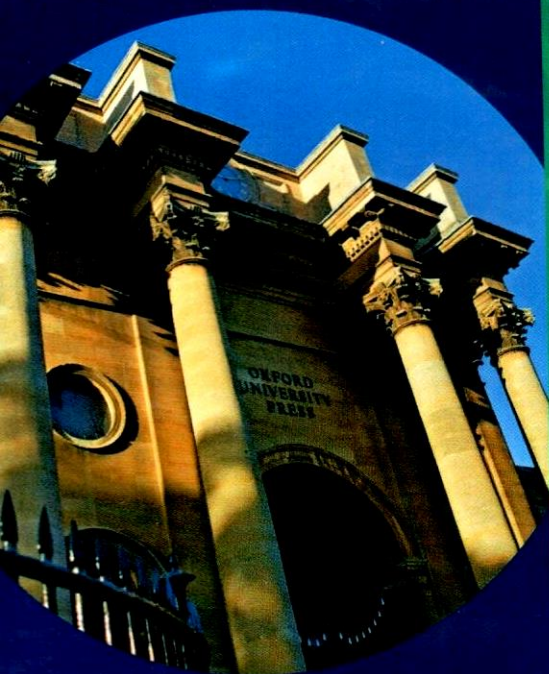
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