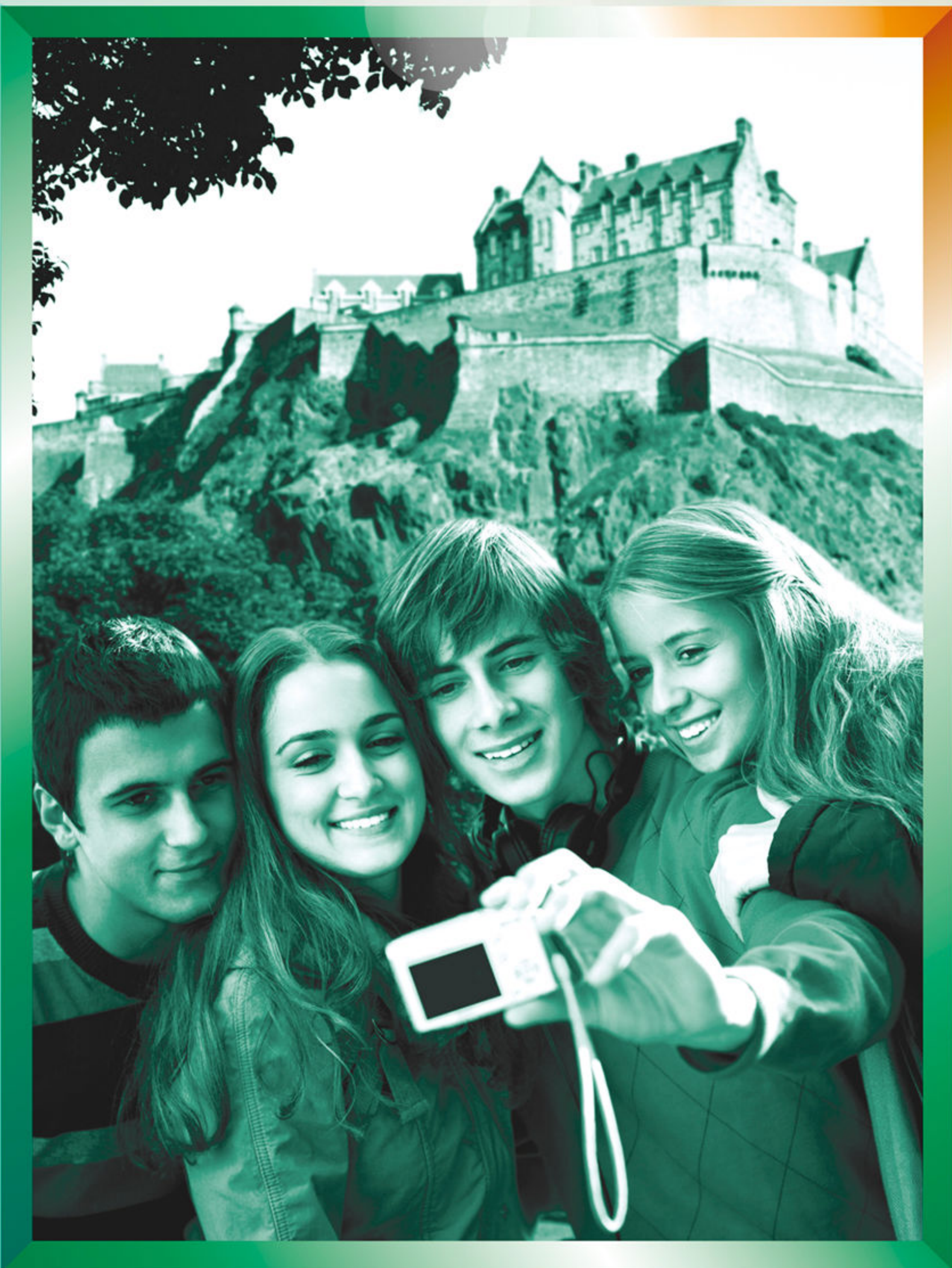


Gateway

Workbook

2nd Edition



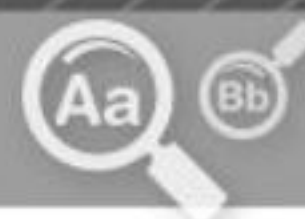
Annie Cornford
Frances Watkins



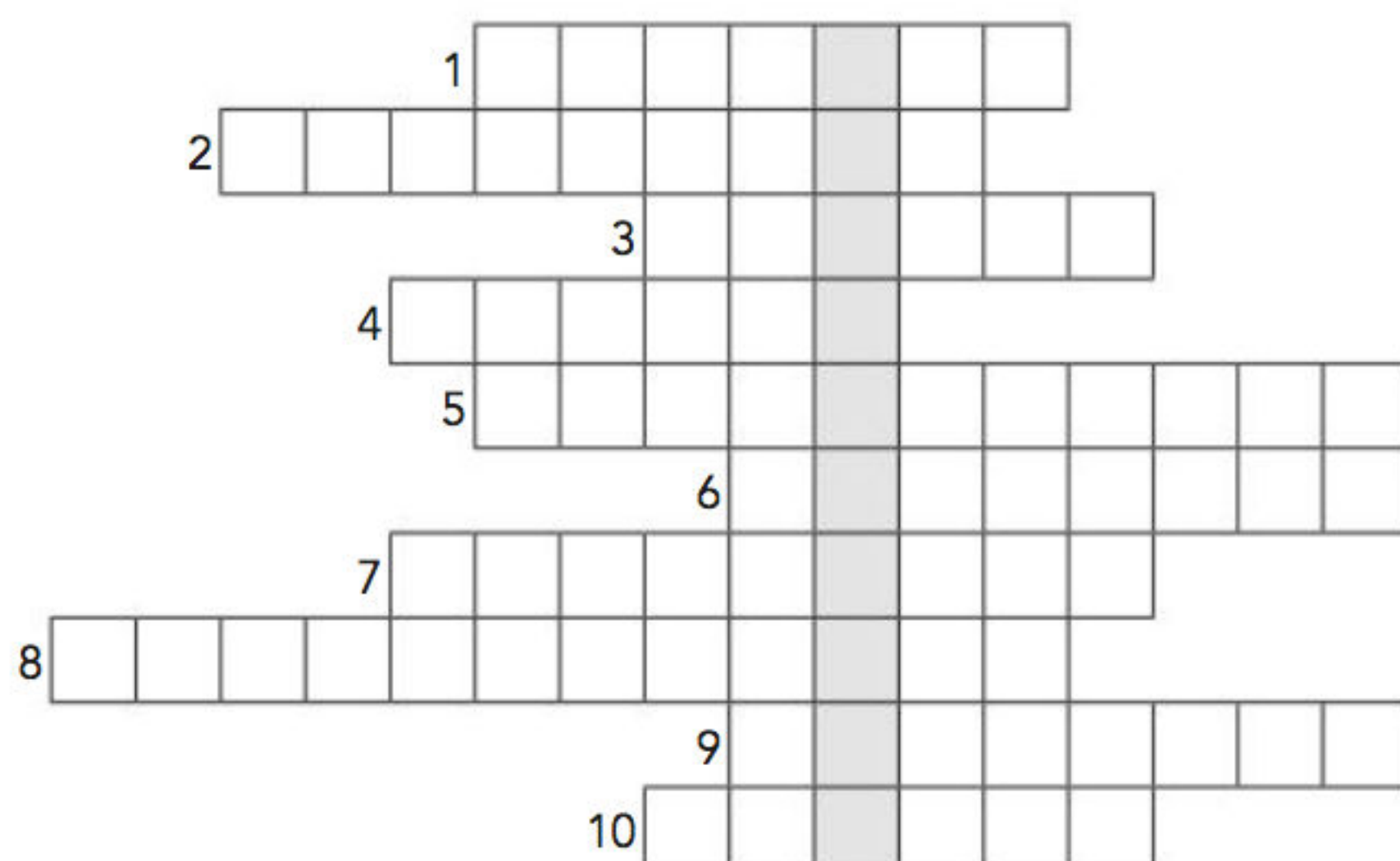
B1+

1 Personal best

Vocabulary



- 1 Complete the crossword with an adjective from sentences 1–10. Then use the word in the shaded column to complete 11.



- 1 He doesn't laugh very much. He's ...
- 2 He talks a lot. He's ...
- 3 She's sweet and attractive. She's ...
- 4 She's bright and intelligent. She's ...
- 5 He's not lazy. He's ...
- 6 She's someone you can count on. She's ...
- 7 She hates waiting. She's ...
- 8 He's not tall or short. He's ...
- 9 He's happy and funny. He's ...
- 10 She makes a mess. She's ...
- 11 He's not thin. He's ...

- 2 Complete the adjectives of personality and appearance with the missing vowels **a, e, i, o, u**.

- 1 a r r o g a n t
- 2 n e r v o u s
- 3 b u l d
- 4 h a n d s o m e
- 5 q u i e t
- 6 u n f r i e n d l y
- 7 n e c e
- 8 c h a r f u l
- 9 s e l f i s h
- 10 a t t r a c t i v e



- 3 Complete the sentences with one of these adjectives.

arrogant • bald • bossy • funny
selfish • thin • well-built

- 1 Guy's not tall but he's He works out in the gym every day.
- 2 His new girlfriend is tall and, like a model.
- 3 My father hasn't got much hair but he's not completely yet.
- 4 Don't just think of yourself, that's so!
- 5 Josh thinks he's better than everyone else. He's very
- 6 My sister's really – her stories always make us laugh.
- 7 Have you noticed that people are always telling other people what to do?

VOCABULARY EXTENSION

- 4 Circle the ten adjectives to which you can add the prefix **un-**, to make the meaning opposite.

tidy → untidy

attractive • reliable • talkative
safe • friendly • sociable • outgoing • glad
interesting • funny • intelligent • fashionable
selfish • handsome • happy • boring

- 5 What are the opposites of the remaining words?





- 1 Read the article below about unusual teenagers. Find out why the writer thinks the two teenagers are amazing.

INCREDIBLE TEENAGERS

People are always saying that teenagers are lazy. But here are two teenagers that are currently proving them wrong.

Laura Decker is an amazing young woman. Why? In 2012, she fulfilled her dream of sailing around the world alone. She was 14 when she left and her amazing journey took almost two years.



This route around the world covers over 40,000 km and so a trip like this needs a lot of courage, as well as knowledge. She faced many difficulties: six-metre high waves, the possibility of pirates, flying fish, whales, and being alone for weeks while on a very basic diet. In fact, many people, including the Dutch authorities, said that Laura's trip was too dangerous for someone so young; they believed that she should be stopped.

Laura now lives in New Zealand and she makes deliveries on her boat to earn money. Following her adventure, she sometimes gives talks to people about her experiences and she often travels. But she only occasionally leaves her boat, Guppy. She has also written an autobiography and at the moment she is doing several book tours. Laura seemed quite a shy person before her adventure, but it looks as if she is gradually becoming more confident. Her ambition is to become a captain on a big ship, so that she can always live on water.

People don't usually think of teenage boys as very hard-working and determined. But Jordan Romero is not a typical teenage boy. When he was 13, he climbed Mount Everest, the highest mountain in the world. Not only that, but he also climbed the tallest peaks on seven continents before he was 16. He is still the youngest person ever to do so and he holds the world record.

Like Laura, he encountered difficulties with the authorities before he left, with some experts questioning if he was mentally mature enough to make the climb. But he has shown that he is not only mature, but also incredibly reliable and dedicated.

He is now raising money to build a primary school in Malawi and he often travels around the US to tell his story and to encourage children to do more outdoor activities. He published his second book in 2014 and is also travelling

around the world doing signings. As if that isn't enough, he often posts advice and help for other climbers on his website, and it looks like there is much more to come from this inspirational teen.



- 2 Read the article again. Are the statements True (T) or False (F)? Write the number of the line(s) where you find the answer.

- 1 Laura was a teenager when she began and ended this trip. T/F
- 2 Laura ran out of food before the end of the trip. T/F
- 3 Laura's experiences have changed her. T/F
- 4 Laura now has a job working on a ship. T/F
- 5 Jordan has done something that no one else has. T/F
- 6 Everyone was happy about Laura and Jordan's adventures. T/F
- 7 Jordan and Laura are writing autobiographies. T/F
- 8 At the moment, Jordan is helping other children. T/F

- 3 Match the underlined words in the article with the definitions.

- 1 tops of mountains
- 2 behaving in a sensible way, like an adult
- 3 achieved something you wanted to do
- 4 a book about your life that you write yourself
- 5 committed to something that you have decided to do
- 6 experienced something, especially a problem
- 7 something amazing that makes you want to try new things
- 8 spending all your time and effort on something

4 CRITICAL THINKING

Which of the statements below are based on fact (F), and which are based on opinion (O)?

- 1 Her boat Guppy does not have a shower or a fridge on board.
- 2 What Laura did was unsafe for a child. It's easy to get lost at sea.
- 3 Laura is not a typical Dutch teenager.
- 4 Teenagers never like authority figures telling them what to do.
- 5 She collected rainwater when it rained.
- 6 Sailors who travel across the world also sail at night.

STUDY SKILLS

What do we need to know when we learn grammar structures?

► STUDY SKILLS page 94

1 Complete the rules with *present simple* and *present continuous*.

We use the for:

- a routines and habits
- b things that are always or generally true
- c scientific facts

We use the for:

- d actions that are happening now or near the moment of speaking
- e actions that are temporary or not a normal routine
- f actions that happen very often and annoy the speaker
- g changing situations

2 Read these phrases from the text. Match phrases (1–7) with rules (a–g) above.

- 1 He is raising money to build a primary school.
- 2 This route around the world covers over 40,000 km.
- 3 She is becoming more confident.
- 4 He often posts advice for other climbers on his website.
- 5 She is doing several book tours.
- 6 Jordan is the youngest person ever to climb Everest.
- 7 People are always saying that teenagers are lazy.

3 Put these words in the correct order.

- 1 my usually cleaning I bedroom don't enjoy
-

- 2 all Tom his finishes rarely homework
-

- 3 what Our always us do teachers are to telling
-

- 4 to occasionally bus We go by school
-

- 5 computer play I brother often together My and games
-

- 6 spend France sometimes We our holidays in
-

- 7 bossy My me telling do what to friend is always
-

4 Complete the sentences with the present continuous or the present simple form of the verbs given.

- 1 Can you answer the front door? I (do) the washing up.
- 2 My best friend (sometimes spend) Saturday afternoons at the pool.
- 3 My little sister (always take) clothes from my wardrobe without asking. It's so annoying!
- 4 No, I didn't finish the essay last night. I (write) the conclusion at the moment.
- 5 Teenagers (usually enjoy) a challenge.
- 6 My brother (study) for a French exam right now.

GRAMMAR CHALLENGE

5 Find and correct nine mistakes in the text.



Karl and I are very good friends. He's going to a different school from me, but we chat regularly on Skype and we're texting each other a lot. We are meet up at least once a week, but sometimes it's hard because Karl is usually spending his weekends doing karate. He started doing karate at primary school, but he gets really good now. It's funny because he isn't being an arrogant person – he's very shy and calm – but he always is talking about how good he is at karate! At the moment, he's in Germany because he takes part in a competition there. He is wanting to represent Great Britain in the Olympics. So I suppose he's got good reason to be arrogant.

1 Read the sentences. Replace the adjectives in *italics* with a synonym/partial synonym from the box.

clever • cute • glad • handsome • slim • sociable

- 1 Your dad's quite *thin*, isn't he? Does he do a lot of exercise?
- 2 His acting is amazing, and he's also extremely *attractive*.
- 3 That kitten is very *pretty*. Let's get that one.
- 4 Our neighbour is very *friendly*. She often lets us use the pool in her garden.
- 5 My brother is very *intelligent*, but he often gets in trouble at school.
- 6 I was very *happy* to hear that you passed your exams.

2 Look at these partial synonyms. In each list, circle the adjective that is incorrect.

- 1 attractive – pretty, beautiful, bright
- 2 thin – short, slim, underweight
- 3 happy – glad, cheerful, sociable
- 4 clever – elderly, bright, intelligent
- 5 friendly – sociable, cute, outgoing
- 6 not easy – untidy, hard, difficult

3 LISTENING 01 Listen to a group of people. They are discussing a talk by an expert in the study of handwriting to understand the writer's personality and behaviour. Which of these adjectives best describes how they felt?

a interested b bored c very annoyed

1 This is my handwriting. What does it say about me?

2 This is my handwriting. What does it say about me?

3 This is my handwriting. What does it say about me?

4 This is my handwriting. What does it say about me?

4 01 Listen again and identify the speaker.

Which speaker (1–4) ...

- 1 thought that the analysis was correct on more than one point? Speaker
- 2 thought the expert's analysis was wrong? Speaker
- 3 wanted to find out more about the subject? Speaker
- 4 was very impressed by what the speaker could do? Speaker
- 5 is happy with how their own handwriting looks? Speaker
- 6 has changed their writing in recent years? Speaker
- 7 is going to try and change their handwriting now? Speaker
- 8 learnt that they did not have just one style in their writing? Speaker

VOCABULARY EXTENSION

5 Match the adjectives to their two different meanings.

adjective	meaning 1	meaning 2
loud	elderly	intelligent
old	light/colourful	well-dressed
funny	clever	not soft
smart	difficult	strange
hard	it makes you laugh	very bright colours or design
bright	noisy	someone you have known a long time

6 Circle the correct alternative.

- 1 That shirt is nice, but it's a bit smart/loud to wear for a job interview.
- 2 My best friend is one of the brightest/hardest students in class. She always gets top marks.
- 3 It's sometimes hard/bright to know when someone is lying.
- 4 I have to wear a smart/funny jacket to my sister's wedding.
- 5 I've known Sarah for ten years – she's an elderly/old friend.



1 Look at these sentences from the listening. Circle the correct alternative.

- 1 I am not believing/don't believe all this stuff.
- 2 It sounds/is sounding good.
- 3 I like/am liking my handwriting.
- 4 I'm always losing things that belong/are belonging to me.

These examples all show state/action verbs.

2 Match the explanations of use (a–d) with the sentences from 1.

- a This is an example of a verb of possession.
- b This is an example of a verb of thinking.
- c This is an example of a verb of the senses.
- d This is an example of a verb about feeling.

3 Put the verbs in the correct columns.

appear • believe • belong • feel • hate • have
hear • know • like • look • love • mean • need
own • prefer • remember • see • seem • smell
sound • think • understand • want

feeling	thinking	of the senses	possession
<i>hate</i>	<i>believe</i>	<i>appear</i>	<i>belong</i>

4 Decide if the verbs are states or actions and circle the correct alternative.

- 1 I have got/am having a terrible headache today.
- 2 We don't like/are not liking teachers who just shout/are shouting at us.
- 3 Can you be quiet? I talk/'m talking on the phone.
- 4 Does he know/Is he knowing what time it is?
- 5 I speak/'m speaking three languages.
- 6 Your brother looks/is looking like your dad.
- 7 Do you prefer/Are you preferring long hair or short?
- 8 I wear/'m wearing my favourite shoes today.

5 Match the halves to make sentences.

- 1 The chocolate cake tasted ...
 - 2 Her jumper felt ...
 - 3 The coffee smelt ...
 - 4 The spider looked ...
 - 5 These shoes feel ...
 - 6 Your music sounds ...
- a wet, but they're all I've got.
 - b better than it tasted.
 - c great. What is it?
 - d really delicious and I ate it all.
 - e soft and warm when she put it on.
 - f frightening, but it wasn't dangerous.

6 Read the text. Find and correct four mistakes.

I've got a lovely dog called Mutt. He is looking sweet, but when a stranger comes to the door, he often barks and is sounding really unfriendly. After a long walk in the rain, he doesn't smell very nice! His long ears feel soft and his nose is usually wet. When he is hearing my parents' car, he runs to the window. He's always seeming to know when they are coming.



STUDY SKILLS

How can you take responsibility for your learning?

➤ STUDY SKILLS page 94

GRAMMAR CHALLENGE

7 Complete the sentences with the correct form of the verbs given. Decide if the verbs describe a state (S) or an action (A).

- 1 She's smelling (smell) the flowers in the garden. A
- 2 You seem thoughtful. What (think) about?
- 3 I (look) for my football socks. Do you know where they are?
- 4 This sandwich (taste) delicious. What's in it?
- 5 She (look) very pretty in that top.
- 6 My dog (weigh) 10 kg, but he's only a puppy.
- 7 I (think) you need a bigger pair of shoes.
- 8 Don't worry. I won't eat it all! I (taste) it, that's all.
- 9 Petra (weigh) some flour and butter for the cake.



- 1 LISTENING 02 Listen to the dialogue. What two sports do they mention?
- 2 02 Listen again. Are the sentences True (T) or False (F).

1 The boys have met before. T/F

2 They both know Maria. T/F

3 Ben is very good at this sport. T/F

4 Luke has his own bat with him. T/F

5 Luke and James Kingston are friends. T/F

6 Ben is a member of a local team. T/F
- 3 Look at these questions from the dialogue. Complete each one with a tag question.

1 You're Luke Spencer, aren't you ?

2 You're really good at table tennis, _____?

3 You don't have a bat, _____?

4 You can play football too, _____?

5 You don't want to join us one week, _____?

PRONUNCIATION

- 4 03 Listen and decide if the tag question goes down (a confirmation question) or up (a real question) in each case. Draw arrows over the tag questions in 3.

You're Luke Spencer, aren't you?
- 5 03 Listen again and repeat.
- 6 Match the question tags (a–h) with the sentences (1–8). Practise saying the sentences with the correct intonation.

Sentence	Question tag
1 It's a lovely sunny day,	a aren't you?
2 Sarah is your aunt,	b doesn't he?
3 You're not an only child,	c does he?
4 You're joking,	d isn't she?
5 She isn't very tall,	e can you?
6 He plays tennis every week,	f isn't it?
7 Sebastian doesn't like bananas,	g are you?
8 You can't come to the party,	h is she?

DESCRIBING PICTURES

- 7 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- 1 Who can you see in the photo?

2 Where are they and what are they doing?

3 What do they look like?

4 What kind of person/people do you think they are?
- 8 LISTENING 04 Listen to a student talking about the photo. What are her answers to the questions?
- 9 SPEAKING Now look at the second photo and answer the same questions.



- 1 I think that Freddie's dog a sheep!
- 2 The new teacher very friendly, don't you think?
- 3 You really tired. Didn't you sleep well last night?
- 4 That new girl reminds me of my sister. She really her.
- 5 In your drawing, the house it's a factory. Can you make it a bit smaller?
- 6 I think your older brother a boxer.

- How you feel about your old neighbours leaving.
Who the new neighbours are.
How many children there are and what they look like.
Which member of the new family looks the most interesting and why.

Love Sally

- 1 Even better news!
- 2 That's all for now.
- 3 Great news!
- 4 And ... best of all!
- 5 Hi there!

-
-
-
-
-
-

- used modifying adverbs?
- used descriptions with *look*, *look like* and *look as if*?
- not repeated yourself?
- used a range of different adjectives?

Grammar

1 Circle the correct alternative.

- Oh no! Look out of the window. It rains/s raining.
- Can you wait a minute? I listen/'m listening to the news.
- I usually drink/am drinking tea, not coffee in the morning.
- I learn/'m learning to play hockey at school. I started about three weeks ago.
- More and more people move/are moving to the capital to try and find work.
- The bus is always very reliable. It comes/s coming at 15 minutes past.

2 Complete the dialogue with the present simple or present continuous form of the verbs given.

- Tim:** Hi Dave. I'm going to get some crisps at the shop. (a) (want) to come?
- Dave:** OK. I (b) (work) on my history project, but I (c) (need) a break now.
- Tim:** Oh yes, I (d) (know) how you feel!
- Dave:** How (e) (your project go)?
- Tim:** I (f) (try) to finish it at the moment. My problem is that I (g) (always leave) homework until the last minute!

3 Write sentences using the prompts. Use the present simple or the present continuous.

- Josh / usually / wear / black socks, not those bright red ones.

- Marley never / be / late for school.

- Anna / always / forget / her homework. And then she tries to copy mine!

- Marcus / have / shower / right now, can you call again later?

- We / often / not go / to the sports centre – only about once a month.

4 Decide if the sentences are correct (✓) or incorrect (X). Correct the incorrect sentences.

- That cat is looking at me. It won't stop!
- She's looking like her aunt, in my opinion.
- This food is tasting absolutely delicious!
- They're just coming out now. Here they are!
- I'm thinking that the school should change the regulations.

Vocabulary

1 Look at the table. There are two words in each column which are in the wrong place. Move these words to the correct column.

Build	Height	Hair	Looks	Personality
thin	tall	curly	short	selfish
straight	big	calm	wavy	strong
patient	medium	bald	pretty	small
overweight	height	handsome	beautiful	reliable
	good-looking			

2 Put the letters in order to make personality adjectives.

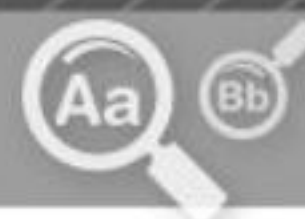
- tique
- taekvatli
- ueissor
- nrratoga
- nynuf
- uytdni

3 Complete the sentences with these words.

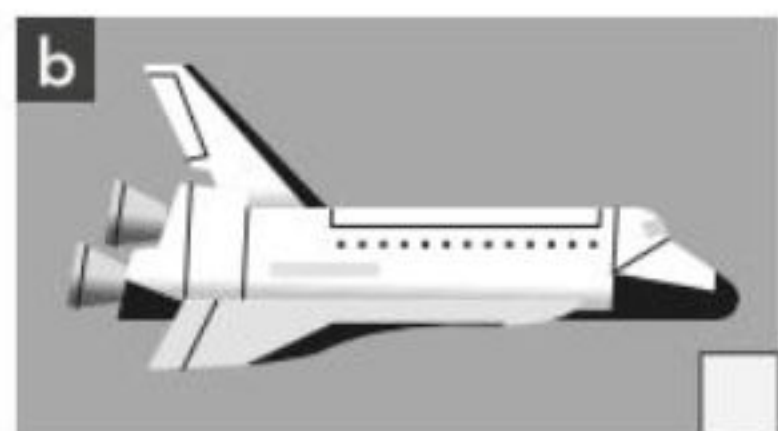
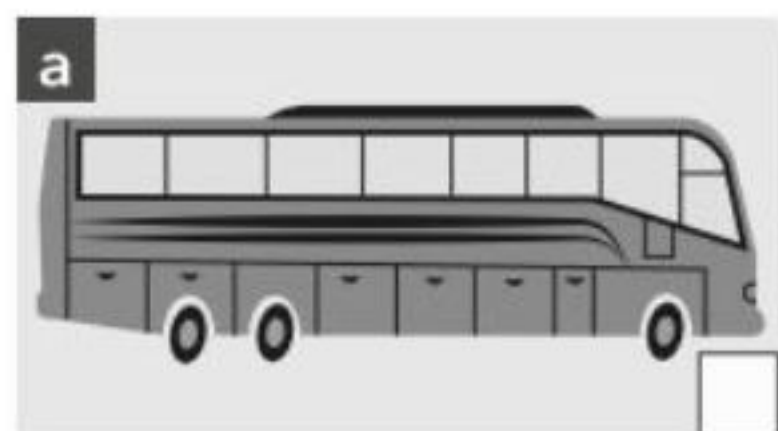
elderly • impatient • hard • outgoing • glad • bright

- I'm so that you came to my party.
- There's no way I could do that maths homework. It was too
- Jake talks to everyone and anyone! He's so People love him.
- Marta is a really girl. She's just taken her final exams a year early.
- My grandma is very now. My mum looks after her.
- Don't be so! Just wait one more minute and the food will be ready.

Vocabulary



1 Complete the words. Match them to the pictures.



1 f.....y

4 y...c.....

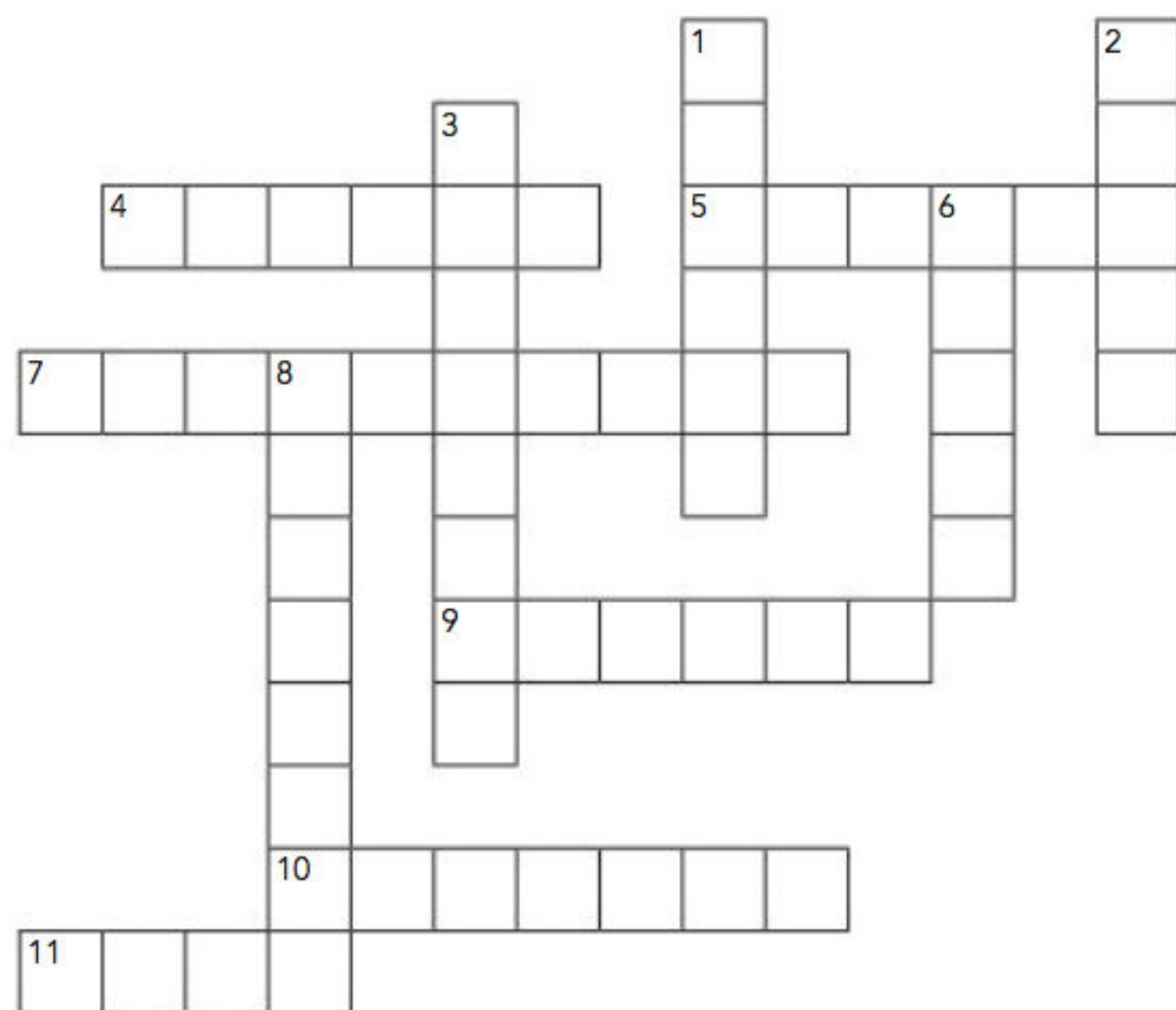
2 ..a.....

5 h...t-...r...a...l.....

3 ...p.....s.....

6 c...a.....

2 Read the clues and complete the puzzle.



Across

- 4 You buy this to travel one way.
 5 When they do this to a train, it does not go at all.
 7 These screens tell you when a train is leaving.
 9 You buy this to travel there and back again.
 10 You can carry your things in this.
 11 You a train when you arrive after it leaves.

Down

- 1 You buy it online or at the station before you travel.
 2 A train is late if there is one of these.
 3 You step off the train onto this.
 6 The action of using a train or bus.
 8 These screens tell you when a train is coming in.

3 Complete the sentences with these words.

bed and breakfast • caravan • hostel • hotel
motel • tent

- 1 After our collapsed,
I decided never to go camping again.
 2 A is a type of
..... which is next to a big road
or motorway.
 3 We prefer a so that we can
go somewhere different for lunch and dinner.
 4 Our new is huge. It has six
beds so my whole family can sleep in it.
 5 I stayed in a when I visited
Barcelona to save money.

VOCABULARY EXTENSION

4 Complete the sentences with these words.

matches • passport control • bill • timetable
guidebook • boarding pass • mat • mini-market

- 1 You'll need to make a fire, so you need some
.....
 2 The campsite we stayed on had a
..... but it was very expensive
and we shopped in town.
 3 If you're travelling by train, don't forget to check
the before you leave.
 4 At the airport, after you've checked in your bags
you have to go through
 5 If you go to a bed and breakfast, make sure you
pay the before leaving.
 6 I've got everything I need to go camping:
my torch, my sleeping bag, and a
.....
 7 Many airlines ask you to print out your own
..... and bring it to check-in.
 8 A good is very useful
when you're visiting a new city.



1a Look at the photos and headline. What do you think is the subject of the article?

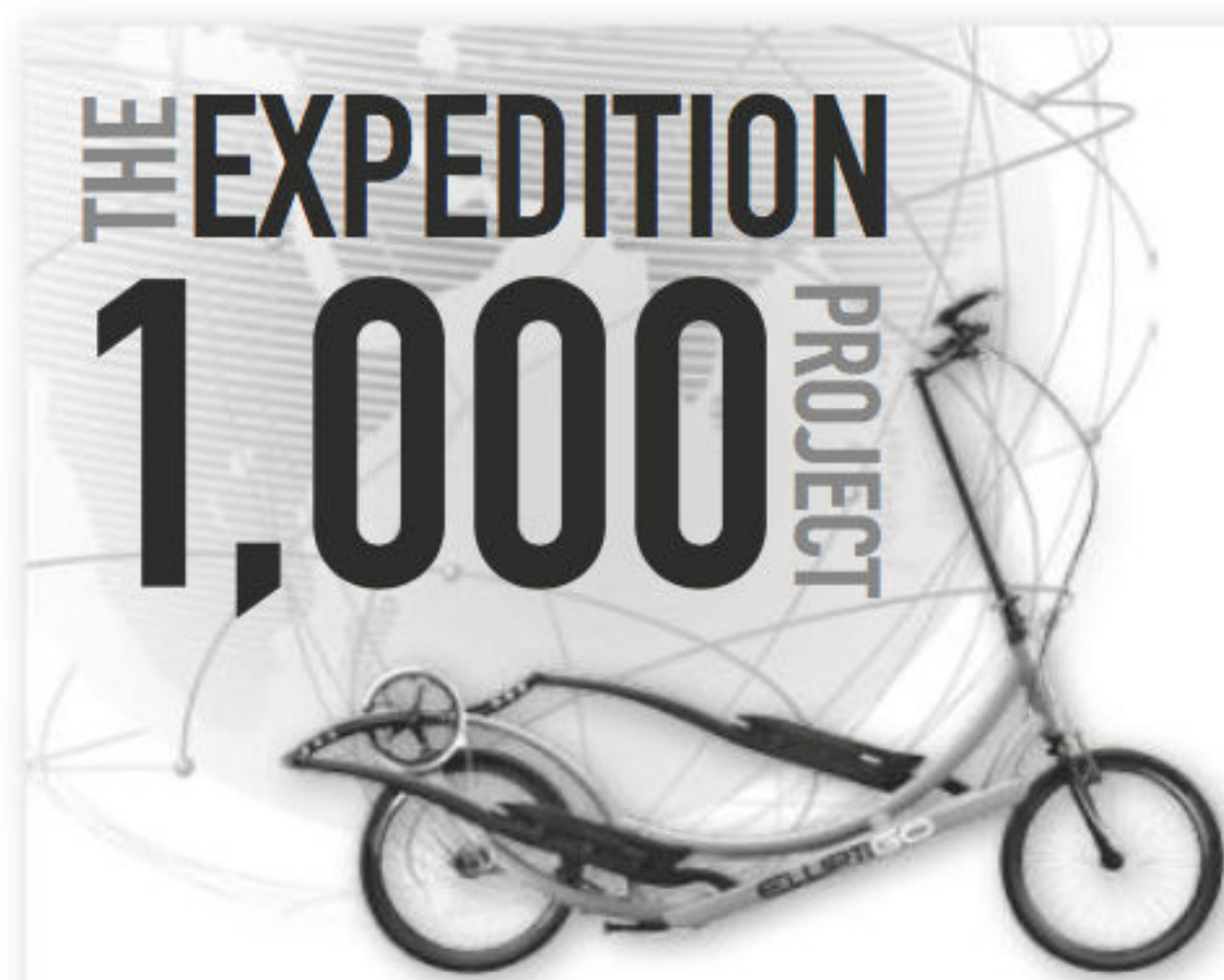
- a A different kind of traveller b Summer holiday fun
c An explorer discovering a new means of transport

STUDY SKILLS

How can you predict what a text is about?

➤ STUDY SKILLS page 94

1b Read the article and check your answer to 1a.



Dave Cornthwaite has big plans: to complete 25 separate journeys, each over 1000 km long, as part of his Expedition 1,000 project. But he isn't using cars, trains or planes; all of the 25 forms of transport he uses aren't motorised. He also hopes to raise £1,000,000 for charity.

In just eight years, he completed 11 journeys and broke nine world records. His first trip was in 2006, when he travelled 5823 km across Australia on a skateboard. It was the longest skateboard journey ever made. In 2011, he rode a tandem bike with a friend from Vancouver, Canada, to Las Vegas in the US and then travelled for three months down the Mississippi River by paddleboard, standing upright for the length of the journey. He even did a part of it in fancy dress!

His eighth journey was across Europe on an elliptical bike, which looks like an exercise bike and running machine, where the rider stands and pedals. On his tenth trip, Cornthwaite crossed Europe from Germany to the UK. But before he left, he let the public vote on social media for the kind of transport he used and also the route he took.

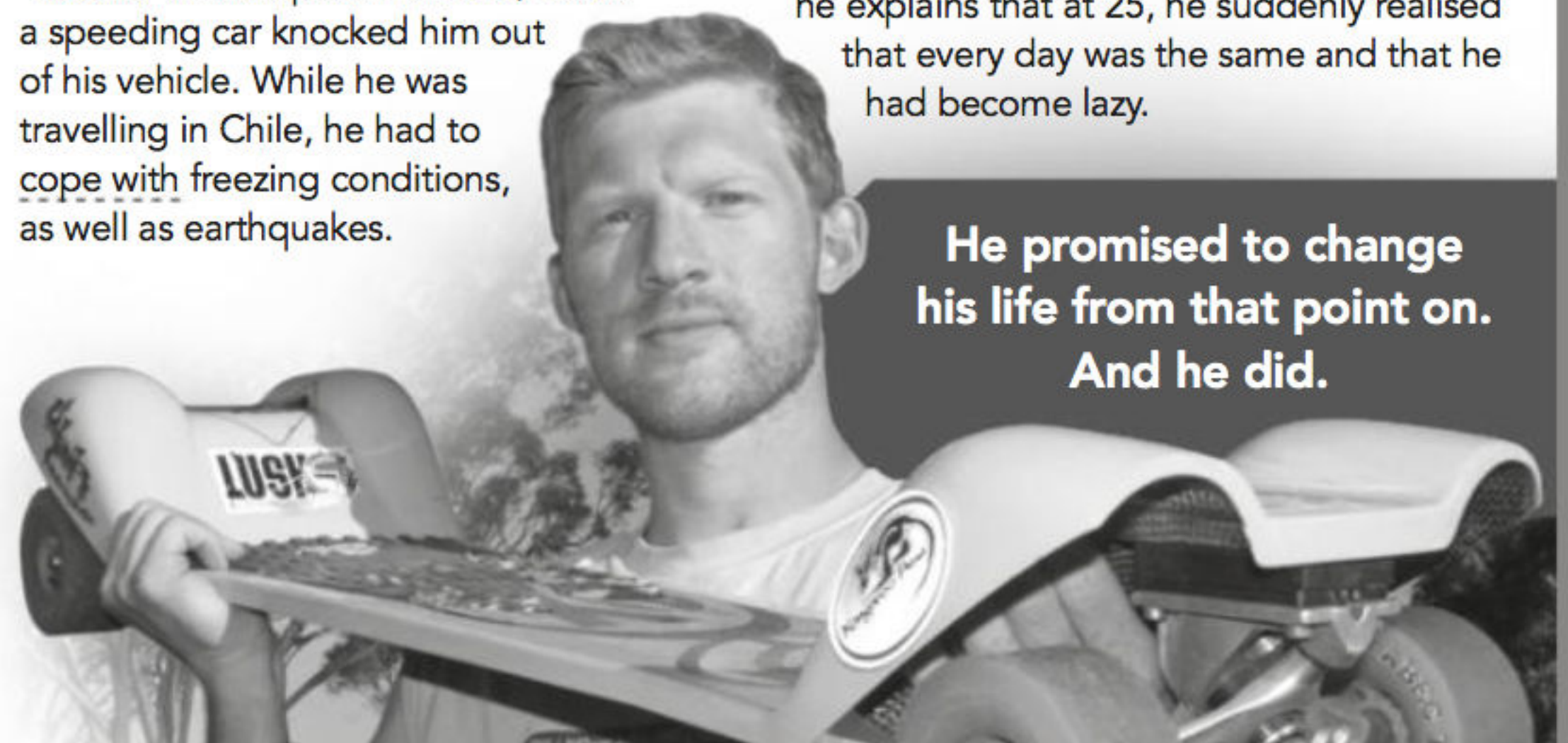
One of Cornthwaite's most recent trips involved riding through Chile in the desert on a Whike (a low bike with a sail). More recently, he went from Norway to Finland in a kayak with pedals, travelling over 1000 km at around 5.6 km an hour.

His journeys have not been without problems. Once he was travelling by 'bikecar' in Memphis in the US, when a speeding car knocked him out of his vehicle. While he was travelling in Chile, he had to cope with freezing conditions, as well as earthquakes.

Cornthwaite's most difficult trip was in 2012: a 58-day, 1611 km swim down the Missouri River in the US. Before that journey, he had not swum more than 100 metres at one time. Amazingly, it took one month – half of the expedition's time – to travel the first 290 km, and just one more month to cover the remaining 1320 km. In the last few days, the swimmer was constantly ill and his body was close to collapse.

Cornthwaite's thirst for adventure began while he was working as a graphic designer in central England after he had finished university. He had a regular, well-paid job, a nice house and a cat! However, while he was skateboarding around town, he started to see things in a different way. On his website he explains that at 25, he suddenly realised that every day was the same and that he had become lazy.

He promised to change his life from that point on. And he did.



2 Read the article again and choose the correct answers.

- The Expedition 1,000 project ...
a may raise £1,000,000 for charity.
b is 1000 km long.
- His trips all use ...
a water and air.
b different forms of transport, but with no engine.
- On one trip, the transport he used was chosen by ...
a people on the Internet.
b his family.
- The trips he made between 2006 and 2015 were ...
a in Europe.
b all over the world.
- The Missouri trip was the most difficult ...
a because it was very tiring and he found swimming hard.
b because he only travelled 100 metres at a time.
- Dave Cornthwaite was working as a graphic designer ...
a when he learnt about different ways to travel the world.
b when he decided that he needed to change his life.

3

CRITICAL THINKING

Which adjectives do you think describe Cornthwaite? Write definitely (D), perhaps (P), not (N).

generous	lazy
adventurous	fit
likes danger	ambitious
selfish	arrogant
boring	cheerful

4 Match the underlined words with the definitions.

- moves a bicycle or vehicle by pushing with feet
- fall down, because you are ill or tired
- deal successfully with a difficult situation
- a bicycle with seats for two people
- clothes that you wear for fun to make you look like a particular person or thing
- always or regularly
- fitted with an engine

1 Complete the grammar rules with these words.

before • completed • in progress

- a We use the past simple for actions in the past.
- b We use the past continuous for actions at a time in the past.
- c We use the past perfect for actions completed another time or action in the past.

2 Look at these sentences. Match the verbs in bold with the rules (a–c) in 1.

- 1 Once he **was travelling** by 'bikecar' when a speeding car knocked him out of his vehicle.
- 2 He **rode** a tandem bike with a friend from Vancouver to Las Vegas in 2011.
- 3 Before that journey, he **had not swum** more than 100 metres at one time.

3 Read these sentences and circle the correct alternative.

- 1 They spent/had spent hours in the car by the time they arrived/had arrived at their destination.
- 2 Something had happened/has happened to the engine before the plane has taken/took off.
- 3 Did you already learn/Had you already learnt how to ride a bike when you started/had started school?
- 4 They stopped/had stopped him from boarding the train because he has lost/had lost his ticket.
- 5 I didn't want/hadn't wanted my grandmother to drive because she forgot/had forgotten her glasses.
- 6 She never travelled/had never travelled by plane before so she felt/had felt a little nervous.
- 7 The roads were/had been dangerous because it rained/had rained the night before.

4 Complete the sentences by matching (1–6) with (a–f).

- 1 I was listening to my MP3 player ...
- 2 She missed her station ...
- 3 The boys cycled home ...
- 4 While Sonia was making sandwiches, ...
- 5 She was talking to a neighbour ...
- 6 How did you find out ...
- a because she had fallen asleep on the train.
- b when my friend called.
- c that you'd lost your driving licence?
- d as soon as they heard the news.
- e when I arrived at her house.
- f I was packing the rucksack.

5 Complete the sentences with the past simple, past continuous or past perfect form of the verbs given.

- 1 When I (grow) up we (not have) a garden because we (live) in a flat.
- 2 By the time he (be) three, my brother (learn) to read!
- 3 A thunderstorm (start) while we (fly) over Mexico.
- 4 My sister (not take) her favourite summer dress on holiday because she (lend) it to her friend.
- 5 The first time my grandmother (use) a computer, she (be) 65.



GRAMMAR CHALLENGE

6 Complete the dialogue using the correct form of the verbs given.

- A: So, how (a) (be) your journey?
- B: Not great! I (b) (have) a few problems. I (c) (wait) for my train on the platform when I (d) (decide) to buy some chocolate, but I couldn't find my wallet. You (e) (know) me, I (f) (always lose) things. I realised that I (g) (leave) it at the ticket office. I remember I (h) (put) my wallet on the side, while I (i) (pay).
- A: Oh no.
- B: So then I (j) (run) back, but it (k) (go). I reported it, but as I (l) (walk) back to the platform to catch my train, I (m) (see) that it was leaving the station. I (n) (miss) it. And there (o) (not be) another one for an hour. I wasn't happy!

1 Match the phrasal verbs (a–h) with their meanings (1–8).

- | | |
|---------------------------------------|---------------------|
| 1 start a journey | a break down |
| 2 stop | b get on / off |
| 3 arrive | c take off |
| 4 show your ticket at an airport | d set off |
| 5 enter / leave a train, bus or plane | e get into / out of |
| 6 start flying | f check in |
| 7 enter / leave a car | g get away |
| 8 go somewhere for a rest | h get in |

2 Complete the sentences with these prepositions.

back • down • in • off • on • out of

- We'll be on the platform when her train gets at five past ten.
- The police asked the man to get the car.
- If you get the bus first, you can save me a seat.
- I really hope the car doesn't break again while I'm driving.
- They set at 4.30 am to get to the airport in time.
- Have a great holiday. I'll see you when you get

3 LISTENING 05 Listen to two people talking about different ways of travelling to work in Medellin, Colombia, and answer the questions.

- How do they get to work now?
- How did they get to work in the past?



4 05 Listen again and choose the correct answer.

- Every morning the woman gets off ...
 - at the bottom of the escalator.
 - at the city centre.
 - in Comuna 13.
- The Medellin escalator has ...
 - three stages.
 - six stages.
 - seven stages.
- The escalator is a good thing because ...
 - it saves time.
 - it saves money.
 - it never breaks down.
- According to the man, his bus journey used to ...
 - take too long.
 - be quite comfortable.
 - be different every day.
- Tourists like taking the metrocable because ...
 - they are safe.
 - you can see the city from the sky.
 - they're free.
- Each metrocable cabin can hold ...
 - eight people.
 - three people.
 - ten people.
- According to the man, Medellin's ...
 - new transport system is too crowded.
 - transport system is one of the best in the world.
 - transport system is still a bit slow.

VOCABULARY EXTENSION

5 Complete the sentences with the correct phrasal verb using get.

get on with • get around • get around to
get down • get through to • get across

- She was shocked to find the only way to the river was to swim.
- You can easily London on the Underground.
- My bags were high up in the luggage rack and I couldn't them
- Phone the consulate – if you the right person, you'll get your visa in no time.
- You really have to somebody if you're sharing a tent for a month.
- They didn't visiting the Louvre, but they saw almost everything else in Paris.

1 Read the sentences from the listening. Then match (1–4) to (a–d) to complete the rules.

I **get on** and it **takes** me all the way up to the city centre. In fact, a group of eight French tourists **got** into my cabin yesterday.

I **would** leave my house at 6 am, but now I can set off at just before 6.30.

I **used to** catch a bus to my job as a mechanic near the city centre.

Rules

- 1 We use the present simple to talk about ...
 - 2 We use the past simple to talk about ...
 - 3 We use *used to* to talk about ...
 - 4 We can also use *would* to talk about ...
- a past habits, states or conditions.
 - b present habits or routines.
 - c single actions in the past.
 - d past habits which are repeated actions, but not states or conditions.

2 Look at the pictures and make sentences with *used to*.



- 1 *He used to cycle to school but now he goes by train.*
- 2
- 3
- 4
- 5
- 6

3 Are these sentences correct (✓) or incorrect (X). Correct the incorrect sentences.

- 1 At 13, I'd never flown before so I *used to be* very excited when I went on my first flight.
- 2 When we were younger, my brother and I *used to spend* a lot of time climbing trees.
- 3 As a young child, I *would live* in a pretty little house with a big garden.
- 4 My mum's aunt was called Auntie Kristina, and I *used to be* very close to her.
- 5 When I was a child, I *would help* my mum make cakes every Friday evening.
- 6 Until I was 18, I *would be* more outgoing, but then I became shy.
- 7 At the age of 15, I *used to win* a sports prize.
- 8 We *didn't use to* watch TV after school, because my mum thought it was a waste of time.

GRAMMAR CHALLENGE

4 Complete the text with the correct past form of the verbs given.

Holidays in the past

In the past, going away on holiday (a) *used to be* (be) for rich people, only. People (b) (not get) paid holidays, except for one or two bank holidays. The idea of the two-day weekend only (c) (start) in the 1890s, when most workers (d) (spend) time with their families at home or locally. When railways (e) (grow) in the 1840s, travel became much easier.

Poorer people could not afford to take holidays so some (f) (take) working holidays, for example they (g) (go) fruit-picking in the countryside. However, by the early 1900s, the first holiday camps (h) (start) to appear in Britain. After the war, thousands of families (i) (spend) their summer holiday at these camps, which were popular until the 1960s in the UK. In the 1960s and 1970s, foreign holidays (j) (become) more common. Flying was affordable and there was more money to spend; most people also had two weeks' holiday. At the same time, camping also (k) (grew) in popularity, because more and more people (l) (have) their own cars.

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

1 Dundee please go to to like I'd

2 it a train direct Is ?

3 Early in the possible morning, if

4 Saturday travelling I'm next

5 please I'd a return, like

2 LISTENING 06 Look at the information about a journey. Listen and find five mistakes.

Cambridge to Guildford Return

ADULTS: 1 CHILDREN: 0 RAILCARD: None

OUTWARD

DEPARTING: 18 September at 09:26

ARRIVING: at 11:50 CHANGES: 3

1: Cambridge – Finsbury Park

2: Finsbury Park – London Victoria

3: London Victoria – Clapham Junction

4: Clapham Junction – Guildford

RETURN

DEPARTING: 20 September at 16:35

ARRIVING: at 19:00 CHANGES: 2

1: Guildford – London Waterloo

2: London Waterloo – London King's Cross

3: London King's Cross – Cambridge

TICKET PRICE

£33.50

3 Look at the following requests. Make them more polite.

1 I want a return ticket to Guildford.

2 What's the cost?

3 When does the train leave?

4 Where do I change?

5 What did you say?

4 06 Listen to the dialogue again and compare your answers with the original.

PRONUNCIATION

5 07 Usually the stressed words in a sentence are the words which carry the important meaning. Which are the stressed words in these sentences? Listen and check.

1 Could you write it down for me, please?

2 Is it possible to pay by card?

3 Could you print out the times for me?

4 Can you tell me how much it costs?

5 Which platform does it leave from, please?

STUDY SKILLS

What's the best way to learn useful everyday expressions in English?

➤ STUDY SKILLS page 94

DESCRIBING PICTURES

6 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use I think and/or I imagine.



- 1 When do you think the photo was taken?
- 2 What can you see in the photo?
- 3 Where was the photo taken?
- 4 What are the people in the foreground doing?
- 5 What do you think they are wearing?

7 LISTENING 08 Listen to a student talking about the photo. What are her answers to the questions?

8 SPEAKING Now look at the second photo and answer the same questions. Describe the similarities and differences between the two photos.






1 Look at the pictures of Singapore and match them to the items (a–f) below.

- a tropical rain
- b the Sentosa cable car
- c Formula 1 Grand Prix
- d Marina Sands Hotel
- e the Orchard Road shopping centre
- f Singapore zoo



2 Read Cara’s blog post about her visit to Singapore. Which of the things in 1 has she experienced?



CARA'S

BLOG

HOME **BLOG** ABOUT ME SEARCH

It's our third day in Singapore – what an incredible place! The climate is so hot, and when it rains it's like being in a warm shower. It rained on our second day and we just stood out in it. It was so strange, but we did enjoy it. We were completely dry in about 15 minutes afterwards!

We went shopping yesterday down the main street, at the Orchard Road shopping centre. There are so many shops and cafés and they are all air-conditioned. Singapore is such a crowded place, at some points you can't walk easily along the pavements.

Last night was such an unforgettable experience. My dad and I went to the Singapore Grand Prix as his birthday surprise and I loved it – but it was so noisy! The race takes place at night around the city, which means there is a really special atmosphere.

Tomorrow we are going to see the Marina Sands Hotel, which looks like a ship in the sky. Then we're going to Sentosa Island for a ride on the cable car and a visit to the aquarium. I can't wait. On our final day we'll visit the zoo, which people say is absolutely great. I do love zoos! I'll write more next time.


BLOG ARCHIVE

- ▶ June (1)
- ▶ May (3)
- ▶ April (5)
- ▶ March (2)
- ▶ February (6)
- ▶ January (4)

RECENT COMMENTS

TOP CATERGORIES

CONTACT ME



3 Did Cara enjoy Singapore? How do you know? Underline examples in the text that tell you.

4 Make complete sentences with emphasis, using the words given.

- 1 It / fantastic / experience (such)
- 2 People / friendly and helpful (so)
- 3 I / love / the food (do)
- 4 Shopping centre / noisy / place (such)
- 5 I / enjoy / the visit / zoo / yesterday (did)

5 Now complete the second part of Cara’s blog about the last part of her holiday. Use some of the language you have learnt for giving emphasis.

HOME **BLOG** ABOUT ME SEARCH

Grammar

1 Complete the sentences with the past simple or continuous form of the verbs given.

- While he (ride) his bike to school he (see) an accident.
- Somebody (steal) her bag when she (look) out of the train window.
- When we (arrive) at the airport, three large school groups (wait) to check in.
- The boy (try) to find a seat on the bus when he (notice) his friend at the back.

2 Use the prompts to answer the questions in the past perfect.

- Why was your mother scared? never / fly / before
.....
- Why didn't he have any money? spend it / on sweets
.....
- Why did you buy a new mobile? old phone / break
.....
- Why didn't you read the email? already / read it
.....

3 Write sentences using the prompts and *used to*.

- I / ride a bike / now I / drive a car
.....
- Jess / hate flying / now she / be a pilot
.....
- Mandy / like camping / now she / prefer hotels
.....
- Gary / wear school uniform / now he / wear jeans
.....
- the twins / have long hair / now they / like short hair
.....

4 Circle the correct alternative.

- When I was young I used to live/would live in Paris.
- We stay/are staying in a caravan at the moment, while builders mend/are mending our roof.
- I'm thinking/think that Saul is really hard-working.
- I cycled/was cycling to school, when it suddenly started/had started to rain.
- After we were leaving/had left the party, Ben got a taxi home.

Vocabulary

1 Complete the sentences with these words

cancel • delay • fare • miss • single

- You buy a ticket if you're only going one way.
- If the weather's bad, the airline could the flight.
- Hurry up, Sarita, or you'll your bus!
- I didn't go because I couldn't afford the train
- The bus driver apologised for the

2 Write the types of accommodation.



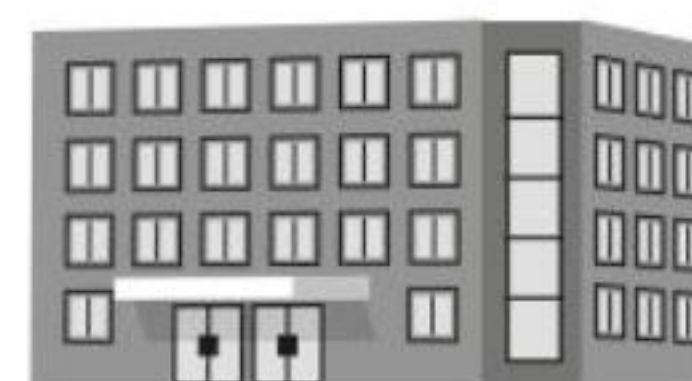
1



2



3



4

3 Are the words in bold correct or not? If not, correct them.

- Excuse me, could you tell me when this train gets **in**?
- Why have they stopped? Has their car broken **in**?
- She always shuts her eyes as the plane takes **up**.
- My aunt hopes to get **in** for a short holiday next week.
- They always get **off** the taxi on the right-hand side.
- Can you get **in** the car please? We have to go.

4 Use one word to complete each sentence.

- Our French teacher is always c....., even when something goes wrong.
- At the party, Simon was talking to everyone. He is very s.....e.
- Bernie is so t.....e. He was chatting on the phone to me for 40 minutes yesterday!
- Kate occasionally helps an e.....y neighbour with her shopping.
- The flight was cancelled, so we had to get all our l.....e back.

Reading

YOUNGEST PERSON TO REACH THE SOUTH POLE

While most of his friends were in school, playing sport or computer games, Lewis Clarke became the youngest person ever to complete the ski-trek from the Antarctic coast to the South Pole. He started his 1,100 km journey two weeks after turning 16, and it took him 48 days. He skied more than eight hours a day, pulling his supplies behind him.

Lewis, a schoolboy from Bristol, UK, travelled with a polar guide, Carl Alvey, across the huge icy continent, which is nearly as big as Europe. Lewis cheerfully admitted that the journey was much harder than he had expected, even though he had spent three years planning the trip and had trained hard for 18 months before setting off. His training had taken him to Norway, Greenland and to parts of the UK where he used to drag a tyre across a nearby beach to prepare himself for pulling a sledge on ice.

Each day, Lewis and Alvey covered 29 km and only had one day off, 25th December, when they opened some small presents that they had each brought with them.

What makes this adventure more remarkable is that before the trip, Lewis had actually never done cross-country skiing. However, this was not the first record that Lewis had broken. In 2010 he was one of a team of six 12-year-olds to successfully swim across the Channel.

Lewis explained that the journey was hard work most of the time, and he was just concentrating on moving forward. However, some days, when the trip was going well, the sun was shining and he was feeling strong, he was able to appreciate the white landscape around him. Lewis admitted that when he was walking towards the South Pole, he also felt a little sadness, because he had fulfilled his dream after so much preparation.

His parents were obviously nervous during the trip, but were confident that he would succeed. His mother slept every night with the blanket Lewis had had as a baby. They were extremely glad to have him back but Lewis looked much slimmer on his return, after losing 27 kg. His parents were happy to feed him fish and chips and to keep him warm, after he had experienced temperatures of -50°C.



Lewis Clarke on a polar expedition

After his experience Lewis went straight back to school and started studying for his GCSE exams. Lewis is no doubt extremely proud that he is one of only 300 people to have completed this dangerous journey in the last 100 years. Although he used to prefer snow and cold to heat, he isn't so sure anymore.

1 Read the text. Choose the best answer.

- 1 When he started, Lewis Clarke was ...
a 15. b just 16. c nearly 17.
- 2 Lewis had done lots of training ...
a but just in the UK. b abroad.
c both at home and abroad.
- 3 They skied for over eight hours ...
a every day. b almost every day.
c every other day.
- 4 His main sport before the trip was ...
a swimming. b cross-country skiing. c ice-skating.
- 5 Whilst he was doing the trip, his parents were ...
a worried about him.
b a little angry that he had gone.
c happy that he was having a good time.
- 6 Lewis is now ...
a planning his next adventure.
b putting on weight again.
c giving time to studying.

Listening

- 2 LISTENING 09 Listen to four teenagers talking about going on holiday with their parents. Match the questions (a-e) with the speakers (1-4). There is one extra question that you do not need to use.

- a Who was so bored that they came home early?
- b Who really wanted to go to a different country?
- c Who was annoyed with their brother?
- d Who enjoyed spending quality time with their relatives?
- e Who wanted to do different things from the rest of the family?

Speaker 1

Speaker 3

Speaker 2

Speaker 4



3 Complete the text with the appropriate words.

Getting around in London is fairly easy these days, (a) *but* in the past it was much more difficult. If you were poor, you used (b) walk everywhere, or possibly cycle. As a result, people lived very close (c) their workplace. If you were rich, however, you (d) in your own carriage or by a hackney carriage, which (e) to be like a modern-day taxi.

From the 1830s the public used a horse-drawn bus, which (f) to run on a strict timetable, like modern buses. But each bus could only take 22 passengers so they (g) expensive to run.

In the 1870s, the horse tram arrived and this was cheaper (h) it carried more passengers. (i) was also faster; the trams travelled at 10 km, not 6 km per hour. These horse trams used to (j) affordable and reliable but half a million horses were needed in London to keep the public transport system working.

4 You are on holiday. Write an email to an English-speaking friend. Tell your friend:

- where you are
- where you are staying
- about your experiences so far / what you did yesterday
- what the place is like
- your plans for the next days

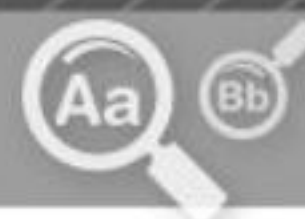
Remember to show your enthusiasm by using ways of adding emphasis.

COMMON MISTAKES

5 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- 1 I lost my bus to the airport so I had to catch a later flight.
- 2 The transport are terrible in my town.
- 3 The airline lost our luggages and we had to buy new clothes.
- 4 He really looks as his mother. They have the same eyes.
- 5 My dad is sometimes a bit unpatient.
- 6 I use to really enjoy going to the seaside every summer.
- 7 The bus fair was very expensive.
- 8 The plane took away on time.
- 9 I like a ticket return, please.
- 10 Could you tell me how much is the ticket?
- 11 We were shop for presents when our flight was called.
- 12 After we were checking in our luggage, we went to the departure lounge.

Vocabulary



1 Complete the definitions with a type of house. Match four of them to the pictures.

- 1 A *detached house* is not joined to another house.
- 2 A is a small house in a village or in the countryside.
- 3 A is a house that doesn't have any stairs.
- 4 A is in a row of houses that are joined together.
- 5 A is usually on one floor of a larger building.
- 6 A is joined to another house by one wall that they share.



2 Find these words in the wordsearch.

factory • outskirts • port • square • skyscraper
suburbs • town hall

i	z	c	o	r	g	m	s	p	s	z	g	n	y
s	q	u	a	r	e	b	b	k	o	y	x	q	p
l	m	d	z	w	r	c	y	b	x	r	f	x	l
t	l	z	x	u	x	s	e	p	u	h	t	f	y
b	q	a	b	b	c	z	o	c	g	e	g	p	r
f	b	u	h	r	s	t	r	i	k	s	t	u	o
n	s	c	a	n	c	u	k	q	i	s	a	t	t
h	f	p	s	n	w	l	l	c	j	n	w	h	c
q	e	a	j	w	y	o	d	d	n	i	m	r	a
r	d	w	s	v	n	n	t	s	i	s	e	o	f

3 Complete the sentences with an appropriate adjective from the box.

busy • clean • crowded • dirty • empty
historic • lively • noisy • quiet

- 1 Ella really liked Dubai because it's so There's no rubbish anywhere.
- 2 The streets are so in the evening. You can often see street performers, and music and dancing.
- 3 I don't like going to the town centre on a Saturday. The shops are and there are long queues.
- 4 Most capital cities in central Europe have centres with buildings that are several hundred years old.
- 5 I live in a village, not much happens there at weekends.

STUDY SKILLS

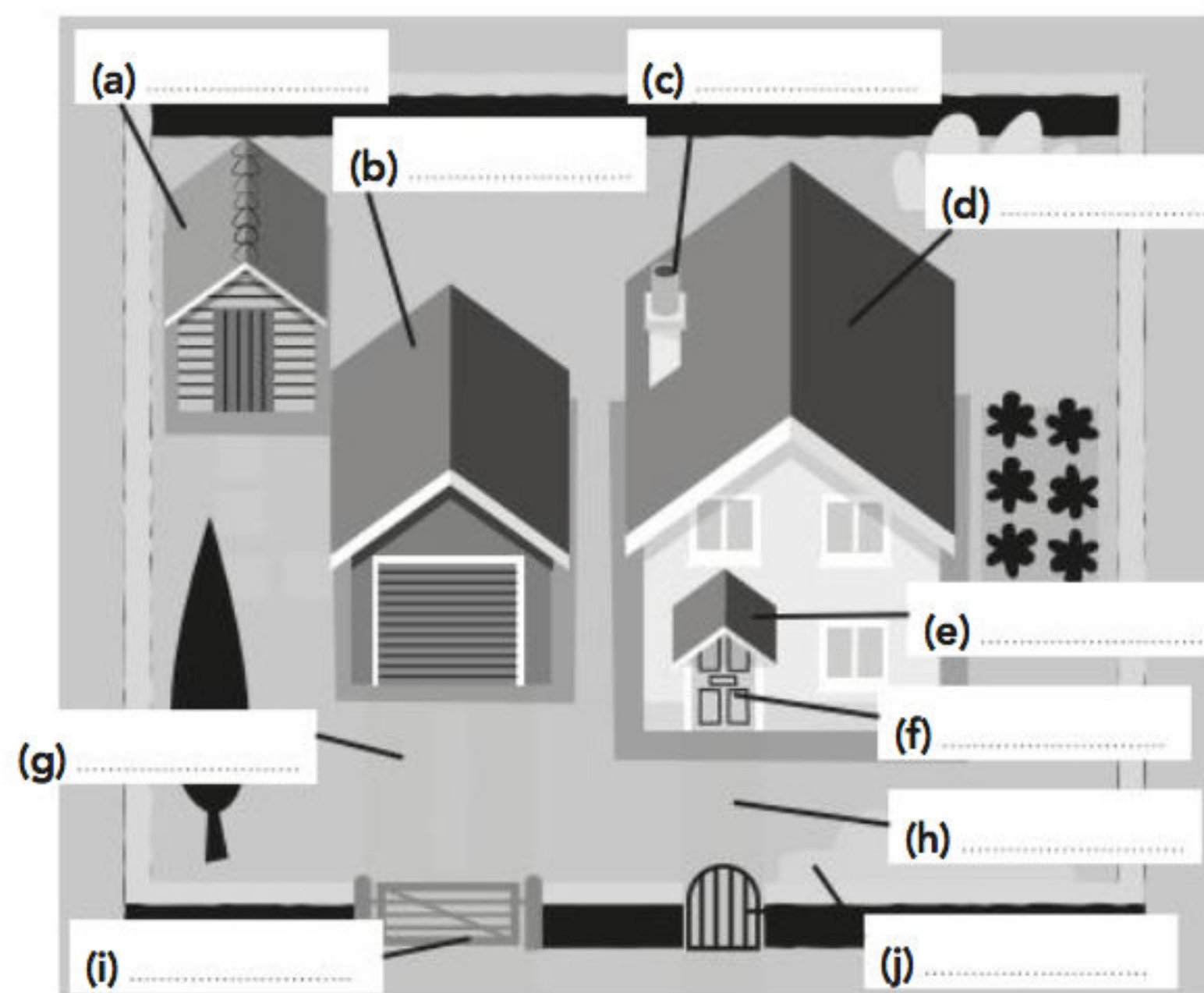
What information do you need to write down and revise for new words which you add to your vocabulary list or notebook?

► STUDY SKILLS page 94

VOCABULARY EXTENSION

4 Label the picture of the house.

drive • garage • shed • front door • roof
chimney • front garden • porch • path • gate





1 Look at the photo of part of Freiburg city. What do you think the article is going to be about?

2 Read the article quickly and check your predictions.

THE CITY OF THE FUTURE?

Have you ever thought about how much energy your city uses? Where does the energy come from? Most cities use huge amounts of energy generated from power stations burning fuels, which have a big impact on the environment. But there is a town in Germany where they don't use any fuel at all. In fact, they produce four times more energy than they actually need! And this energy is completely clean. But how do they do it?

Arriving in Freiburg by train, you might notice the solar-panelled towers of the station building. These solar panels are everywhere; on the football stadium, hotels, the conference centre, and even a factory. With 1,800 hours of sunshine per year, solar power is the main source of energy in Freiburg, making it one of the most ecologically friendly cities in the world. (a)

In Freiburg it all began in the 1970s, when local people were strongly against plans for a nuclear power station nearby. The historic centre has been car-free since 1973, with over 400 km of cycle paths! (b) In the area called Rieselfeld, residents live in small blocks of south-facing flats called 'passive' houses. The design of these houses keeps

them warm or cool, without needing central heating or air conditioning at all. (c) The houses cost around 10% more to build, but over many years they cut energy bills and energy loss by 90%.

Vauban is another quiet area, with solar panels everywhere and a large number of passive houses. (d) Officially, only one person in four has a car and it costs around 18,000 euros a year to keep one outside town, in a 'solar-garage'.

In the area of Vauban called 'Solar Settlement', the situation is even more surprising. It all started with solar architect Rolf Disch when he built his own house, the Heliotrope, over 25 years ago. The Heliotrope rotates with the sun and produces five times more energy than it needs. (e)



In the solar settlement itself, the brightly-coloured terraced houses are also 'plus energy' homes. Each one produces four times more energy than it needs. (f) This makes around 6,000 euros a year for each home-owner.

In Freiburg, being green is part of the economy, and local people buy shares in different green projects, for example the solar football stadium. Not surprisingly, this remarkable eco-city has won many awards and other German cities are now competing to become more eco-friendly. So why aren't more countries around the world doing the same?

3 Complete the article with these sentences.

- 1 It was the first building in the world to produce more energy than it required.
- 2 In fact, some say that Freiburg generates nearly as much solar power as the whole of the UK.
- 3 It is a safe, clean area. It is busy, but with people and bicycles instead of vehicles.
- 4 However, it is the modern residential districts on the outskirts which most interest environmentalists.
- 5 Special systems for the air-flow, windows which are triple-glazed for insulation and even the body-heat of the people inside help keep the temperature the same year round.
- 6 Solar collectors then send any extra energy back to the city.

4 Read the article again and answer these questions.

- 1 Why did Freiburg become an eco-city?
- 2 What don't passive houses need?
- 3 What are the names of the two areas in Freiburg which have passive houses?
- 4 Which is more 'green', Disch's home or the homes in the Solar Settlement?
- 5 Why are the houses in the Solar Settlement called 'plus energy' homes?
- 6 Why is 'solar power' good for the local economy?

5

CRITICAL THINKING

Which of the following reasons might stop town planners investing in more cities like Freiburg?

- 1 They cost more to build.
- 2 The towns consume less energy.
- 3 They are not confident that they will be a success.
- 4 People aren't willing to pay for them.
- 5 People don't want to stop using cars.
- 6 Governments will have to improve local transport networks.
- 7 The long term benefits are excellent.

6 Match the underlined words in the article to the definitions.

- 1 the people who live in a town
- 2 produced
- 3 prizes you get for being successful
- 4 moves in a circle around a fixed central point
- 5 an effect
- 6 parts of a company you can buy to invest money

1 Look at the sentences from the text. Underline the verbs in the present perfect simple and circle the verbs in the past simple.

- 1 Freiburg has been an eco-city for many years.
- 2 The historic city centre has been car-free since 1973.
- 3 It all began in the 1970s, when local people were strongly against plans for a nuclear power station.
- 4 Rolf Disch started with his house 20 years ago.
- 5 This remarkable eco-city has won many awards.

2 Complete the grammar rules with these words.

completed • continue • specific • started
the past • the present

We use the present perfect simple to talk about an event in (a) without saying when it happened.

We use it to talk about recent events that have a result in (b)

We also use it to talk about actions or situations that (c) in the past but (d) in the present.

We use the past simple to describe (e) actions in the past. We also use it when we mention the (f) moment in the past when something happened.

3 Circle the correct alternative.

- 1 He has moved/moved into a passive home in 2015.
- 2 We have had/had a great party last May.
- 3 I've been/was a student at this school for five years and I still really love it!
- 4 Has he asked/Did he ask her to marry him last night?
- 5 Tessa lives in Manchester with her family but she didn't live/hasn't lived there for long.

4 Write questions and answers in the present perfect and past simple using the prompts.

- 1 you / fly to the US?
I / fly to California / last summer
Have you ever flown to the US?
Yes, I have. I flew to California last summer.
- 2 she / see an Italian film?
she / see *Cinema Paradiso* / last year
.....
.....
- 3 they / spend any time in Scotland?
they / live / on a Scottish island in 1994
.....
.....

5 Complete the sentences with these words.

already • ever • for • just • never • since • yet

- 1 He's woken up so he hasn't had his breakfast
- 2 They've won the World Cup and I don't think they will.
- 3 We've visited Barcelona but I want to go there again.
- 4 Tom has lived in Birmingham he started university.
- 5 Our teacher taught in China a year before she came to our school.

GRAMMAR CHALLENGE



6 Complete the text using the appropriate form of the verbs given.

- (a) (you ever hear) of the mountain village of Hallstatt in Austria? It (b) (have) a pretty central square, wooden houses, a clock tower, and a fountain. The village (c) (lie) next to a lake and it (d) (be) there for hundreds of years. The village in the photo, however, is not in Austria, but in Guangdong province, China. It is a copy of the Austrian village. It (e) (not exist) for hundreds of years; it (f) (only be) there since 2012. The mayor of Hallstatt (g) (go) over from Austria after the builders (h) (finish) to take part in the opening ceremony. Hallstatt is one of many international towns or landmarks in China. Around Shanghai, they (i) (build) many towns with different themes in recent years. Visitors from big cities (j) (like) these 'foreign' towns because they (k) (be) quiet, green and historic.

1 Circle the correct modifying adverb

- The Louvre in Paris is very/absolutely enormous.
- The market square is totally/rather silent at night.
- After they'd played football, the boys were absolutely/very filthy.
- The bus is completely/quite packed at about five o'clock in the afternoon.
- The film we went to see last night was really/very dreadful.
- Don't go out without any sun cream on, it's quite/absolutely boiling out there.

2 Complete the sentences with an extreme adjective.

- Big Ben is old, but the Coliseum is absolutely ancient.
- His dog is small, but her dog is really
- The North Sea is cold, but the Arctic Ocean is absolutely
- Sara's house is big, but Jack's is really
- The town centre is crowded during the week, but on Saturdays it is totally
- This top is beautiful, but that dress is absolutely

3 LISTENING 10 Listen to a phone conversation where a Spanish student called David tells a friend at home about his time in Edinburgh. Put the topics in the order that he talks about them.



- Staying with a host family
- Going to English classes
- Things to do in and around Edinburgh
- Understanding the Scottish accent
- The weather

4 10 Listen again and complete the notes with one or two words.

- David arrived weeks ago.
- Making has made his time more enjoyable.
- There are lots of places to visit and you can go on many
- He explains that there is a community in Scotland.
- The son in the family is the same as David.
- The journey to the language school is only minutes long.
- At the start, understanding the Scottish accent was

VOCABULARY EXTENSION

5 Put these extreme adjectives in the correct column.

antique • awful • bitter • breathtaking
crowded • gigantic • heaving • huge • icy
miniscule • minute • prehistoric • roasting
scorching • spectacular • terrible

enormous	freezing	boiling	packed
stunning	ancient	tiny	dreadful
	antique		

1 Complete the sentences from the listening. Circle the correct alternative to complete the rules.

- I've attending classes.
- My English been improving.
- How long have you been there?
- I made two friends.
- I've lots of nice people.

We use the continuous form to emphasise the process and (a) duration/result of an action. So, if an action is very (b) short/long, we don't usually use the continuous form. If an action is (c) complete/incomplete, or if we talk about (d) how many times/how long an action happened, then we use the present perfect simple. And so we use the continuous to emphasise that an action (e) finished/started very recently or is (f) complete/incomplete.

2 Circle the correct alternative.

- Your hair's wet! What have you done/been doing?
- I think Josie has had/been having some bad news.
- He's never met/been meeting your friend before, has he?
- My eldest sister's done/been doing exams all month.
- Can you answer the phone? My hands are dirty because I've made/been making a cake.
- I'm bored. I haven't had/been having a single text all day.
- Henry joined the class yesterday and he's already made/been making two new friends.

3 Write sentences to say how long these things have been happening.



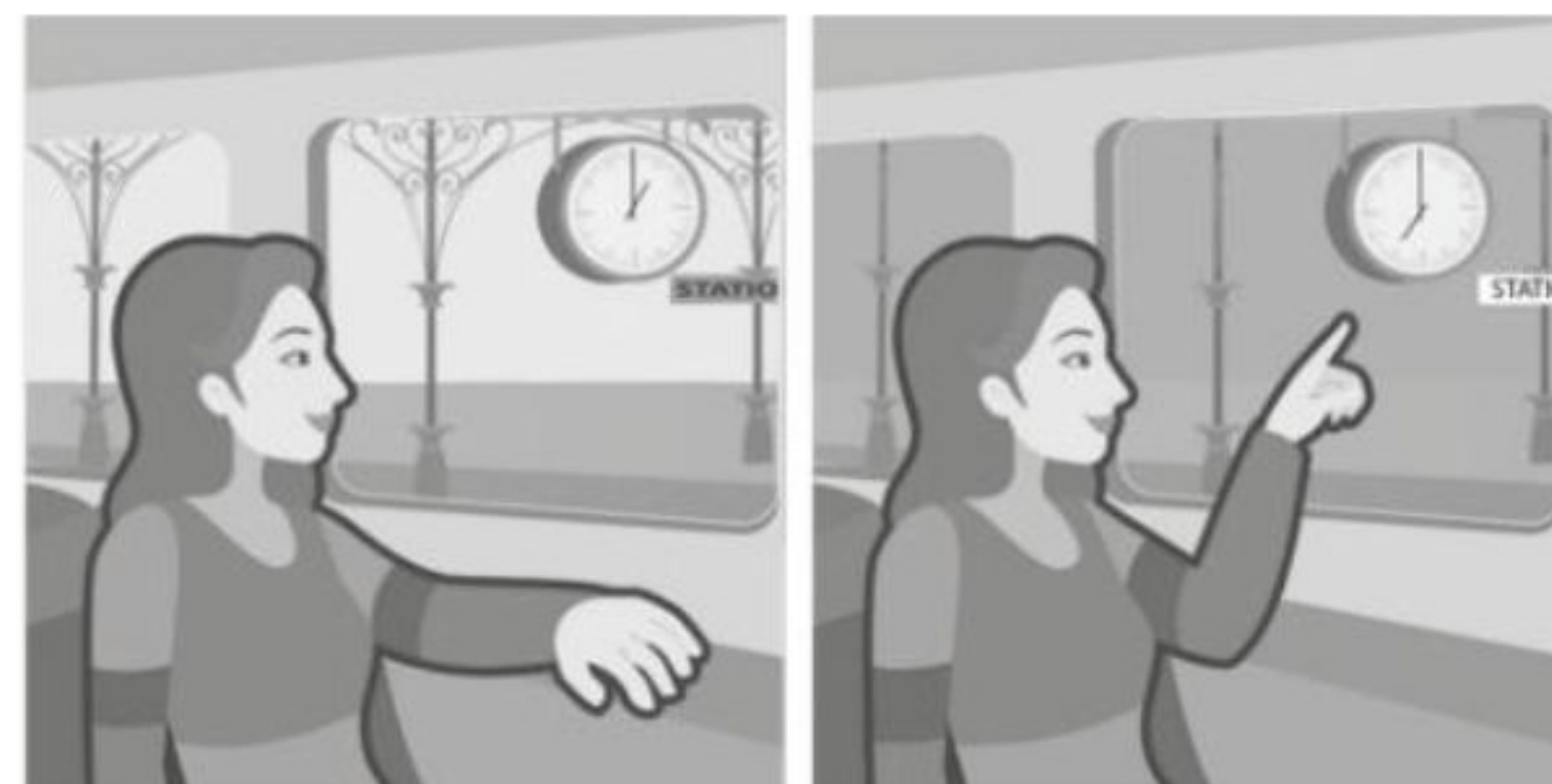
1



2



3



4



5

GRAMMAR CHALLENGE

4 Read the answers given by another student of English who is studying in the UK. What are the questions? Are they in the present perfect or the past simple? Use the present perfect continuous where you can.

- How long / live / London?
About five months.
- When / arrive?
In the spring.
- Make / many friends?
Yes, I now have about four good friends.
- Meet / nice Londoners?
Yes, lots! My host family is very kind, too.
- How long / play / guitar?
Six years.
- go / concert / in London / yet?
No, not yet. They're quite expensive.
- when / start learning / English?
In 2012.



- 1 Look at the photo and write five adjectives to describe it.



- 2 LISTENING 11 Listen to a student talking about the photo and answer the questions.

- Where is it?
- What can you see in the photo?
- What does the speaker think of the place in the photo?
- What does the speaker think it is like to live in a city like this?

- 3 11 Listen again and complete the phrases for talking about where things are in a photo, e.g. *on the left*.

The picture shows a beautiful park, I think it's in the UK or somewhere in Europe. In

(a) there's a little girl running.

Just near (b), there's a small building which is open and it has steps. I think this might be for a group of musicians to play, but I'm not totally sure. On (c) of the photo there are chairs, deckchairs, so that people can sit and enjoy the sunshine in the park. In (d), behind the trees, there are some lovely old buildings made of natural stone. One of the buildings, the one (e), looks like a hotel.

In (f) the park and the buildings there is a road, I think, as I can see what looks like the top of a bus and a lorry. I'd like to be in that park. It looks calm and peaceful, and a nice way to get away from a lively city.

PRONUNCIATION

- 4 12 Circle the correct sounds for the underlined word in each sentence. Listen and check.

- There's a small building /ə/ /ʌ/ /v/
- The top of a bus /ə/ /ʌ/ /v/
- A group of musicians /ə/ /ʌ/ /v/
- It looks calm and peaceful /ə/ /ʌ/ /v/
- The picture shows a beautiful park /ə/ /ʌ/ /v/
- On the right of the picture /ə/ /ʌ/ /v/

DESCRIBING PICTURES

- 5 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- Which city do you think this is?
- What can you see in the photo?
- What do you like/not like about the city?
- What do you think it is like to live in a city like this?

- 6 LISTENING 13 Listen to a student talking about the photo. What are her answers?

- 7 SPEAKING Now look at the second photo and answer the same questions. Compare and contrast the two photos.





- 1 Read a letter from Tom, who has recently moved to the city shown in the photo above. Find ...
- 1 the name of the city.

2 two expressions used to begin the letter.

3 two expressions used to end it.

4 one expression used to change the subject.

Dear Nina,

It was great to hear from you. Thanks for your letter. You've asked me what Newcastle is like. Well, in one word – fantastic!!

Newcastle's in the north-east of England, on the river Tyne. It used to have lots of industry such as ship building, but then became quite a poor city for a while. Now it's got excellent shops and absolutely amazing entertainment. There has always been beautiful architecture, with ancient city walls and a castle if you're into things like that. But they've been modernising the dock area by the river and now it's stunning, with lively waterfront caf  s and art galleries.

By the way, I've found an amazing bar called Simply Shakes – it's a milkshake bar where they serve 120 different flavours of milkshakes. I've tried lots, but personally I like the mint chocolate shake best – yummy!

The best place to go on a wet afternoon is the indoor climbing centre called Climb Newcastle. It's awesome!

What's your city like? Write again soon when you've got time, OK?

All the best,

Tom

- 2 Read the letter again. Are the statements True (T), False (F) or is the information Not Mentioned (NM).
- 1 Nina has recently been in contact with Tom. T/F/NM

2 There is no industry at all in Newcastle now. T/F/NM

3 Tom thinks Newcastle's entertainment isn't really very good. T/F/NM

4 Most of the art galleries are free. T/F/NM

5 Tom likes lots of the flavours in Simply Shakes. T/F/NM

6 He says it's best to go climbing when it's a rainy day. T/F/NM

STUDY SKILLS

The first thing to do before you write a text is to read the questions carefully, and then brainstorm ideas, to decide what you are going to write about. What should you do next?

STUDY SKILLS page 94

- 3 Make notes about a town or city that you like or dislike. Write an informal letter in reply to Tom. Describe the city and how you feel about living there. Try to use modifying adverbs.
-

Grammar

1 Circle the best alternative.

- 1 I can't find my keys. I haven't seen/didn't see them for 24 hours.
- 2 I have bought/bought a new pair of trainers last week, and they're really cool.
- 3 Have you been/Did you go to that new sports shop in town yet? It's great!
- 4 I have known/knew my best friend Sylvie since we were babies. She's like a sister to me.
- 5 Have you watched/Did you watch that programme about skateboarding last night?

2 Choose the correct adverb.

already • for • just • never • yet

- 1 I've had some fruit, but I haven't eaten my sandwiches
- 2 Wow! Have you done your homework?
- 3 That new girl has moved in next door.
- 4 Sue has been on a plane, but she's hoping to go this summer.
- 5 I've been in the library four hours.

3 Answer the questions with the present perfect simple or the present perfect continuous form of the verbs given.

- 1 Why are you so red? (sunbathe)
I've been sunbathing.
- 2 Why are you so filthy? (clean my bike for two hours)
.....
- 3 Why aren't you hungry? (eat ten biscuits)
.....
- 4 Why are you so white? (just see a ghost)
.....
- 5 Why are you so happy? (win the spelling competition)
.....

4 Complete the sentences with the correct form of the verbs given.

- 1 My dad (have) a tree-house in his garden when he was a boy.
- 2 I (clean) my mum's car when I (find) £20 on the seat.
- 3 After they (pick) all the apples, they made some amazing fruit salad.
- 4 I've (save up) for a new video game console since my last birthday.
- 5 Maya (read) the *Harry Potter* books for the last two months.

Vocabulary

1 Complete the sentences with an appropriate extreme adjective.

- 1 Take your coat and jumper off. It's absolutelyg in here!
- 2 I stopped going in the shops – they were sod, you could hardly move.
- 3 The view from the top of the mountain was simplyg. I took so many photos.
- 4 The hotel room was reallyg. The heating wasn't working.

2 Match the words to the descriptions.

block of flats • cottage • factory • port
square • town hall

- 1 It's in the centre of town. It's a wide, open place which can be quite lively in the evenings.
- 2 It's in an enormous building and it's an inner city area. People who are afraid of heights wouldn't live here.
- 3 I work here from 9.00 to 5.30 every day. We make parts for televisions.
- 4 I like coming here to watch the ships. It's busy and exciting.
- 5 My aunt used to live in one of these. It was old and white, with a pretty little garden.
- 6 Where the mayor works. It's a historic building.

3 Match the homes and the descriptions.

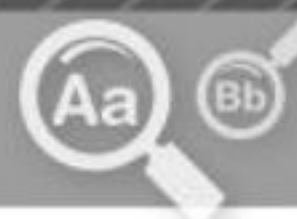
- 1 house in a row of houses connected together
 - 2 house that is connected to one other house
 - 3 house on one level with no stairs
 - 4 house that is not joined to another house
- a bungalow c detached
b semi-detached d terraced

4 Match the halves of the sentences.

- 1 The platform at the station ...
 - 2 The car broke down ...
 - 3 We had to wait three hours ...
 - 4 The departure lounge was ...
 - 5 We set off at 5.30 am to arrive ...
- a for our luggage. My dad got really impatient.
b at the holiday cottage by 10 am.
c on the outskirts of the town.
d was really busy. It was rush hour.
e very crowded because flights had been cancelled.

4 Feed your mind

Vocabulary



1 Read the clues and complete the puzzle. Then use the words in the shaded column to find what the waiter is saying.

- 1 a bird that we use for eggs and meat
- 2 the yellow seed we eat which comes from a tall plant
- 3 the liquid that comes out of a fruit
- 4 a thick natural liquid that we fry food with
- 5 a large bird similar to a chicken
- 6 a small soft red fruit
- 7 a small orange vegetable that you usually boil
- 8 a large fish that lives in the Pacific and Atlantic Oceans
- 9 a thick fatty liquid we use to make cheese
- 10 a small round fruit with purple, red or yellow skin and a hard stone inside
- 11 a pastry with meat, vegetables or fruit inside
- 12 a round flat dessert made from eggs, milk and flour which you fry
- 13 a white liquid that comes from cows and goats

2 Complete the menu with these words.

desserts • dish • lunch • main • starters

(a) MENU

Served between midday and 2pm

• •

(b)

Soup of the day

Goat's cheese and tomato salad

• •

(c) courses

Steak pie

Vegetable lasagne

Fish and chips

• •

(d)

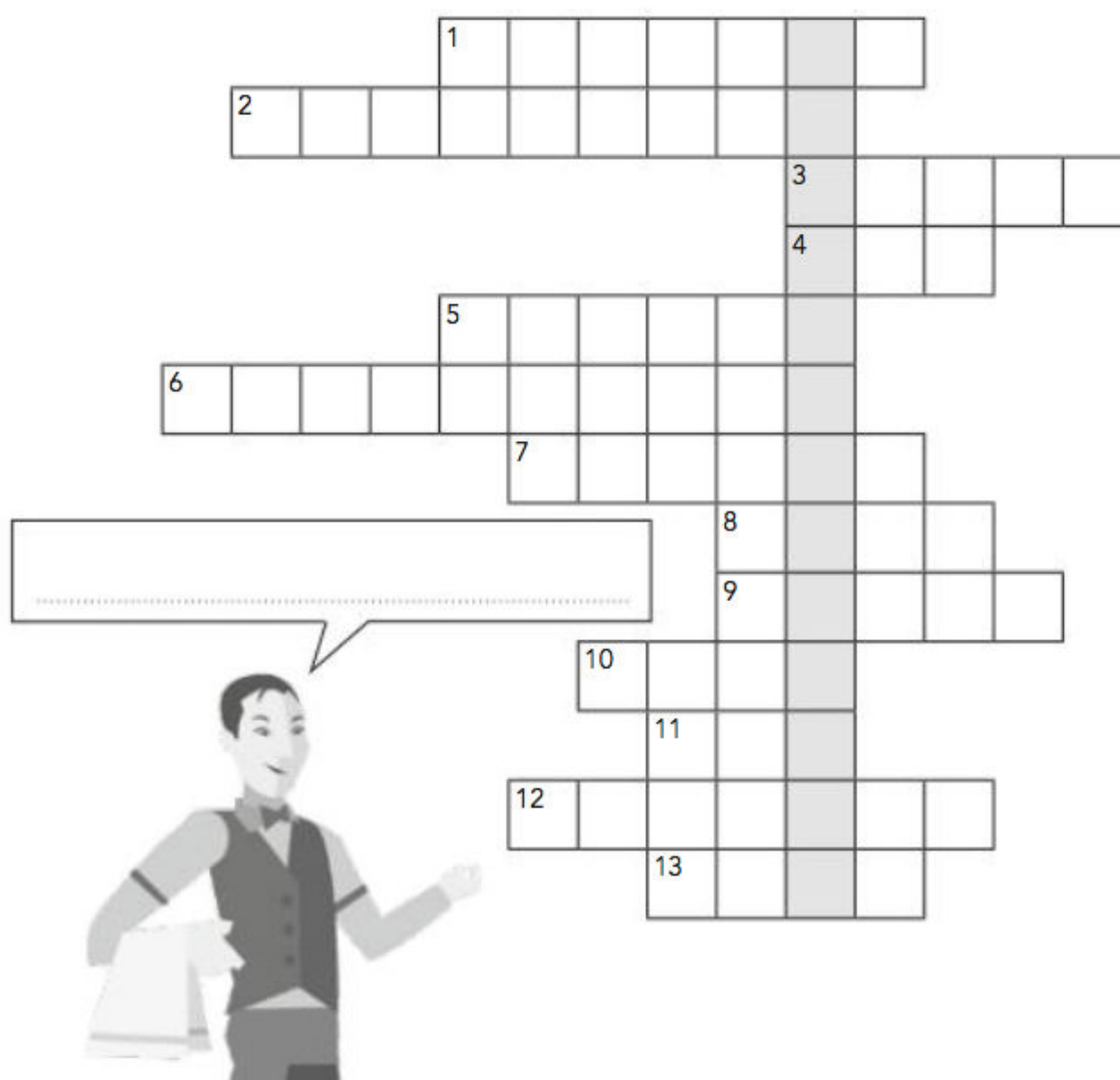
Chocolate ice cream

Fresh fruit salad

• •

Chef's special **(e)** of the day

Roast tuna steak in plum sauce



3 Circle the correct alternative.

- 1 In Japan, they make fantastic dishes with frozen/raw fish.
- 2 Samantha doesn't eat meat because she's a vegetable/vegetarian.
- 3 This looks and smells nice, but it isn't very tasty/nasty.
- 4 Indian curries are usually hot and salty/spicy, aren't they?
- 5 Don't throw away that stale/sweet bread; feed it to the birds.
- 6 They always buy their fresh/new fruit from the same market stall.
- 7 A balanced, healthy/heavy diet is good for you.

4 Which words in 3 are the opposite of these?

- 1 meat eater
- 2 cooked
- 3 stale
- 4 tasteless
- 5 unhealthy

VOCABULARY EXTENSION

5 Match the nouns to the adjectives that describe them.

- | | |
|-----------|-----------------------|
| 1 steak | a soft/hard/strong |
| 2 cheese | b delicate/delicious |
| 3 curry | c hot/mild |
| 4 lemon | d juicy/tender/chewy |
| 5 dessert | e sour/bitter |
| 6 apple | f crunchy/sweet/juicy |
| 7 flavour | g creamy/fruity/rich |



- 1 Read the article and choose the best summary, a, b or c.
- a Some fruit and vegetables are healthier than others.
 - b Fruit and vegetables can make you more beautiful.
 - c Some fruit and vegetables are not perfect, but is this really a problem?

- 2 Read the blog again. Are these sentences True (T) or False (F). Write the number of the line(s) where you find the answer.

- 1 Supermarkets used to only stock perfect fruit and vegetables. T/F
- 2 In the supermarket campaigns, the misshapen and normal fruit and vegetables were sold at the same price. T/F
- 3 There used to be more rules about the size and shape of fruit and vegetables on sale. T/F
- 4 Food is only wasted because supermarkets want perfect food. T/F
- 5 In 2050 the world's population will probably be double what it is now. T/F
- 6 It looks like customers won't change their buying habits. T/F
- 7 Many other companies are too afraid to sell ugly fruit and vegetables. T/F
- 8 The writer thinks that it is the appearance of fruit and vegetables which is important, not the flavour. T/F

- 3 Match the underlined words with the definitions.

- 1 throwing something away because it's not needed
- 2 something that makes you want to do something because you will benefit
- 3 fruit, vegetables and other things that farmers grow
- 4 getting rid of something
- 5 to make a choice
- 6 refused to accept because it's not what was wanted

4 CRITICAL THINKING

Choose the most likely explanation for shoppers' behaviour a, b or both.

- 1 Shoppers choose perfect-looking produce because
 - a) that's what they usually see in the shops.
 - b) they know that it tastes better.
- 2 Supermarkets now only have perfect fruit and veg
 - a) because most fruit and veg grows perfectly.
 - b) because they think it's what people want.
- 3 Many shoppers probably
 - a) don't care about the shape of fruit.
 - b) are interested in how much fruit and veg costs.

UGLY OR JUST NOT QUITE PERFECT?

When buying fresh fruit and vegetables, would you select a very curly cucumber, a carrot with two 'legs', a potato with three heads, or an aubergine that looks like a sofa? For many people, the answer is 'no' – they look for symmetrical, perfect produce when they go to the supermarket. And, until recently, there was no other choice in supermarkets.



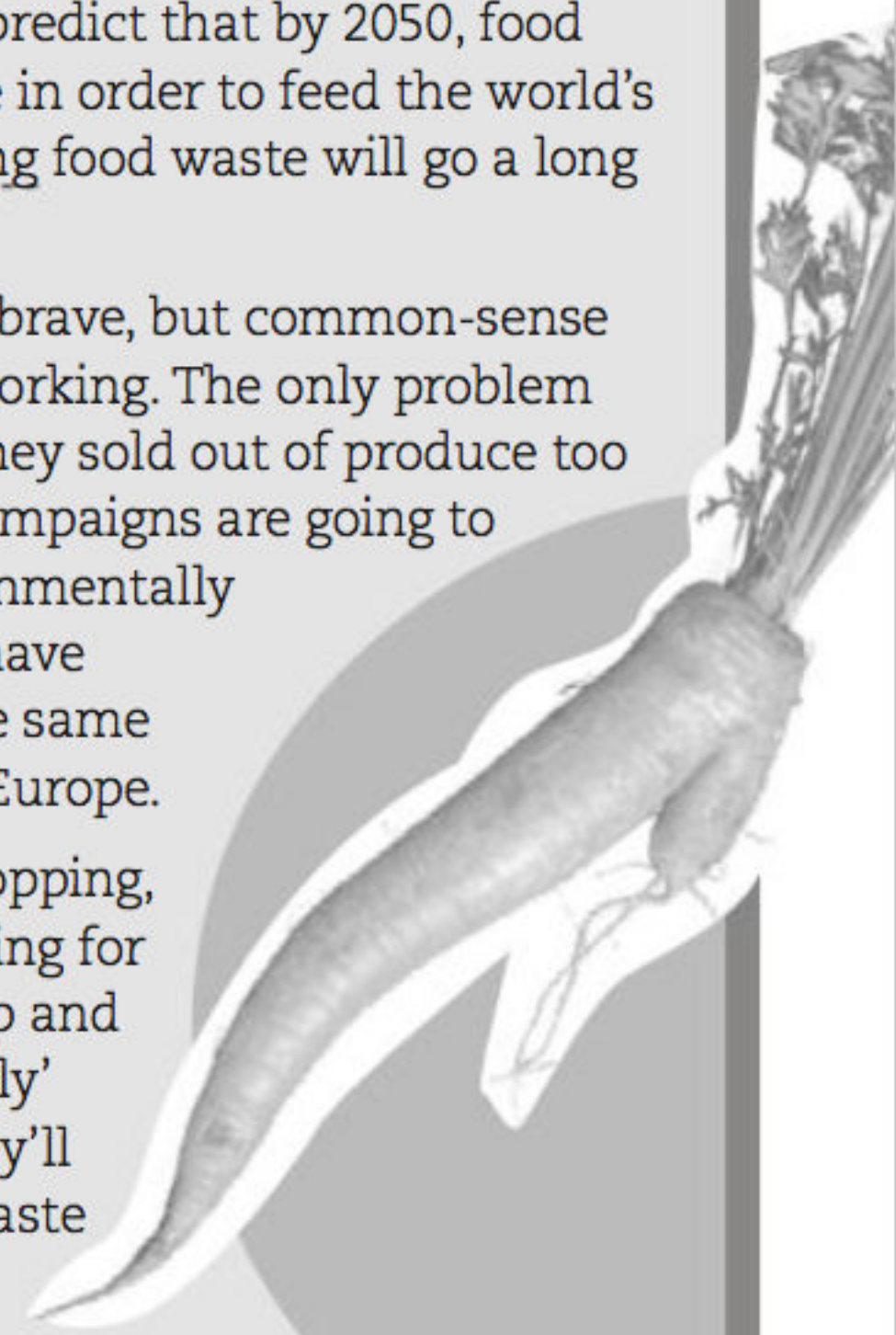
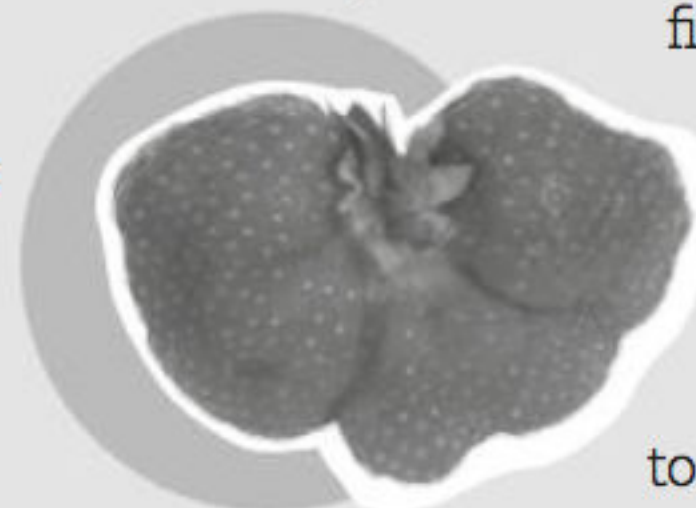
Not anymore! In France, a large supermarket chain, Intermarché, has started a marketing campaign to put ugly fruit and vegetables back on the shelves. And British TV chef Jamie Oliver has followed their lead, together with a large UK supermarket. Both the French and British supermarkets are selling their funny-shaped fruit and veg at a huge discount as an incentive for shoppers to opt for the less attractive 'crooked' versions.

The problem is that over the years, supermarkets have trained their customers to expect perfect fruit and veg, with many customers discarding produce that isn't 'perfect'. And until recently, there were numerous, very strict rules for supermarkets about the size and shape of fresh produce. If a farmer's carrots were slightly too short, they were rejected. One seller was ordered to remove hundreds of kiwi fruits which were not quite big enough. An avocado grower in Australia complained that one in five of their fruits were regularly rejected by supermarkets, because they were not quite perfect. Fortunately, there are now fewer rules, but customers need encouragement to change their shopping habits.

There is a good reason for this change in attitude. The rejection of misshapen produce results in a huge amount of waste: around 20–40% of food is thrown away before it even reaches the shops. And on top of this, fruit and vegetables are the most common items thrown away in households. The Food and Agriculture Organisation reports that one third of food produced is wasted, worldwide (1.3 billion tonnes). Yet at the same time, we know that world food shortages are soon going to be a real and serious problem. Experts predict that by 2050, food production will need to double in order to feed the world's growing population. Eliminating food waste will go a long way towards helping this.

Fortunately, it looks like these brave, but common-sense supermarket campaigns are working. The only problem Intermarché found was that they sold out of produce too quickly! It seems that these campaigns are going to be profitable, as well as environmentally friendly. Other supermarkets have already experimented with the same idea, both within and outside Europe.

So, next time, when you go shopping, think before you buy. I'm cooking for my friends tonight: carrot soup and peach pie, both made from 'ugly' fruit and veg. And I'm sure they'll be delicious. After all, it's the taste that counts.



1a Read the examples from the text and circle the future form in each one.

- We know that world food shortages are soon going to be a real and serious problem.
- So, next time, when you go shopping, think before you buy.
- I'm cooking for my friends tonight.
- Eliminating food waste will go a long way towards helping this.

1b Complete the rules with the words below.

going to • present continuous • present simple
will/won't

- We use the with time expressions like *when, after, before, as soon as* to talk about the future, and also to talk about a future event that is part of a timetable.
- We use the to talk about fixed, confirmed future arrangements, which are generally quite soon.
- We use to make general predictions. We also use it to talk about decisions made at the moment of speaking, as well as an objective truth or 'fact'.
- We use to make predictions based on some sort of evidence and for plans and intentions.

2 Match the halves to make sentences.

- I'll call the restaurant ... e
 - When you finish peeling the potatoes,
 - He'll discuss the menu with his kitchen staff
 - There won't be any food left
 - When you're old,
- before he prints it out.
 - will you cut them into chips?
 - when all the cousins come to dinner!
 - will there still be fish in the sea?
 - as soon as I find the number.

3 Circle the correct alternative.

- She comes/will come to your party if you ask/will ask her.
- The post has arrived. Don't worry, I get/'ll get it.
- When we see/'ll see him next time, we tell/'ll tell him the good news!
- Make the tea as soon as the water boils/will boil.
- Careful with that pan of soup! You burn/'ll burn yourself.

4 Is the present continuous used in these sentences to talk about now (N), the future (F), or either (E)?

- I can't talk at the moment. I've got an exam tomorrow and I'm revising.
- I'm meeting Sal outside the library. I'm sure she'll be there.
- Guess what? I'm studying on that course, too. That's strange!
- We're leaving in half an hour. Do you want to see us there?
- She's preparing a very special meal, I've heard.
- They're playing at the new hockey fields, on the outskirts of town, at 3 pm.
- He's listening to music. He can't hear you with his earphones on.

STUDY SKILLS

When you choose between two different grammatical structures, is it always a question of one is correct and the other is incorrect?

► STUDY SKILLS page 94

5 Read the dialogue and circle the best alternative.



- Owen:** (a) Who's going to get/gets the burgers?
- Kate:** (b) I'll ask/'m asking Antonia, I think. (c) She isn't minding/won't mind helping.
- Owen:** Great. (d) I 'll make/make the salads. And bread?
- Kate:** The bakery always (e) opens/is opening at 8 am. (f) I'll get/'m getting 10 loaves and 30 rolls.
- Owen:** When (g) are we going to light/do we light the barbecue?
- Kate:** At 6 pm, I think. (h) Who is serving/ is going to serve the food?
- Owen:** You and me. And once that's finished, (i) we're enjoying /we'll enjoy ourselves!

GRAMMAR CHALLENGE

6 Replace the underlined sections with the correct future tense.

I meet my friends to watch a football match. That will finish at six o'clock. Then I go home and have my dinner. I will helping my little sister with her homework tonight and then probably I 'm watching TV after that. When it's going to be 10.30, I'll go to bed.

- 1 Complete the sentences with a prefix from the first box and the correct form of a word from the second box.

dis- • mis- • over- • pre- • re- • under-

approve • build • charge • eat • fill • heat • hear

- They had to many houses after the earthquake in Chile.
- My dad of violence on TV.
- My glass is empty. Could you it for me please?
- The oven has to be hot before you put the pie in. So remember to it.
- My grandmother can't hear very well so she often me when I talk to her.
- I at the restaurant last night. I felt so ill!
- I thought the meal was very cheap, but when I looked at the bill I realised the waiter had us.

STUDY SKILLS

How can prefixes and suffixes help us when we are reading?

➤ STUDY SKILLS page 94

- 2 Read these sentences. Replace the underlined words with one word and a prefix.

- She always pronounces the word "doughnut" incorrectly. *mispronounces*
- That famous actor fell in love with the star he worked with in the movie.
- They had to arrange the meeting again because the boss was late.
- These children really don't like eating green vegetables.
- We cannot emphasise too much the importance of a balanced diet.
- Salads that are already washed save time, but are usually more expensive.

- 3 LISTENING 14 Listen to five students giving their opinions about whether we should eat less meat. Which students think we should?

Students:

- 4 14 Listen again. Tick (✓) which speaker (1–5) expresses these opinions or feelings about the topic.

	1	2	3	4	5
a					
b					
c					
d					
e					
f					
g					
h					
i					



VOCABULARY EXTENSION

- 5 There are more verbs which take the prefixes **mis-** and **dis-**. Complete the table with the prefix and also the noun form.

	Word	Prefix	Noun form
1	agree	<i>disagree</i>	<i>disagreement</i>
2	behave		
3	connect		
4	honest		
5	inform		
6	print		

1a Look at the examples from the listening. Which is the future continuous and which is the future perfect?

- a In 50 years' time millions of people will be drinking man-made water!
- b By 2050 the global population will have grown to nine billion.

1b Complete the grammar rules with these words.

by • continuous • finished • perfect • unfinished

We use the future (a) to talk about activities in progress at a particular time in the future. These activities are in progress so they are (b)

We use the future (c) to talk about activities that will be (d) before a certain time in the future. We often use the preposition (e) meaning 'some time before' with the future perfect.

2 Complete the email message with these verbs. Use the future continuous tense.

explore • fly • put • read • run • swim

This time tomorrow, I (a) in the hotel pool. I can't wait! Fiona and Jamie (b) around and playing. No doubt Dad (c) the island! You know what he's like! Mum (d) a good book.

It's so exciting! I've still got all my packing to do before I go, but tomorrow morning I (e) it all away in my hotel room! Only five hours to go and we (f) over France on our way to sunny Spain.

3 Complete the sentences about Tom and Zac's day tomorrow. Use the future perfect.



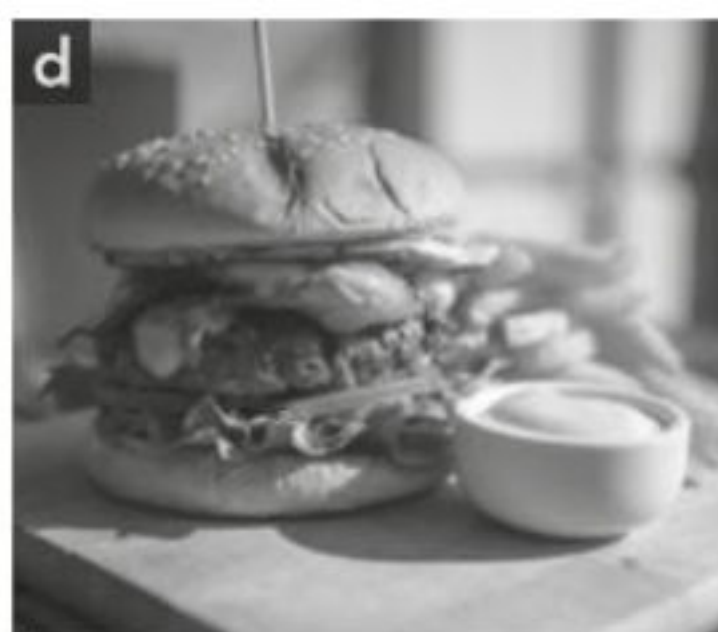
- 1 By 7 am, *they will have got up.*
- 2 By 9 am / swim a kilometre
- 3 By 11 am / clean all the windows
- 4 By midday / Tom / make lunch
- 5 By 3 pm / Zac / paint / garage door
- 6 By 5 pm / Tom / cut grass
- 7 By 9 pm / they both / fall asleep in front of TV

GRAMMAR CHALLENGE

4 Each sentence contains a mistake with the verb form. Find it and rewrite the sentences.

- 1 We'll be lived in more comfortable houses in 2050.
- 2 Many more parents will working from home in the future.
- 3 Friendly robots are doing all the housework soon.
- 4 Dad will have leave the house for work by the time you wake up.
- 5 The train get in at 10.17 so make sure you are there!
- 6 I think life used be much simpler in the past than now.
- 7 I live in this bungalow for nearly 12 years!
- 8 When I was young, we were going camping every July.
- 9 Aren't you hungry? You don't touch your steak!

- 1 **LISTENING** 15 Listen to two students discussing where to eat for a friend's birthday. Which picture matches their final decision?



- 2 15 Listen again and complete the expressions.

- 1 Giving your opinion

a In my, I think we should have ...

b The I see it ...

c Personally, I vegetarian burgers.

- 2 Responding to other people's opinions

a Maybe you're

b That's a good

c Yes, I

- 3 Asking other people's opinions

a Why don't we go to the new place?

b What about the?

c What do you about going for pizza?

PRONUNCIATION

- 3 16 Match the words from the dialogue in the left column which have the same sounds as the words on the right. Then listen and check.

nice
enough
don't
birthday
before
good

you're
prefer
somewhere
why
should
go

DESCRIBING PICTURES

- 4 Look at the photo and write the answers to your questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- Who can you see in the photo?
- Where are they?
- What are they doing?
- What kind of clothes are they wearing?
- What do you think the people are enjoying about the event?

- 5 **LISTENING** 17 Listen to a student talking about the same photo. What are her answers to the questions?

- 6 **SPEAKING** Now look at the second photo and answer the same questions.



- 7 **SPEAKING** Compare and contrast the people, the activities and the place in the two photos.



1 Read this email invitation. Answer the questions.

- 1 What is the invitation for?
- 2 What does Sean want Finn to do?



A

Dear Sean,

Thank you so much for your email. I hope everyone is well. My mum mentioned the party to me this morning, and I'd be delighted to come.


Kind regards,

Finn

3 Now write an email invitation for one of the events below.

A

You are planning a surprise birthday party for your best friend. It's top secret! Decide where the party will be and what help you need. Write to your friends telling them where and when the party is and asking for help.



A

Hi Finn,

How are you? I hope your exams are going well. I have decided to have an end-of-exams party at my house! It's on 19th June, starting at 7 pm. We'll have lots of food and music, too. I'd love to see you there.

We're going to make a selection of home-made pizzas. It'd be great if you could bring something sweet for dessert. I will also need some people to help me clean up afterwards. Could you possibly stay a bit later to help?

Please come!

Sean

2 Read these two replies to the emails quickly. Which is the best reply? Why? What types of language does it use? Underline examples in the email.

A

Hi Sean,

Thanks for your email. My exams are stressful, but I think they're going well.

The party sounds great. Of course I'll be there! Thanks very much for asking me. I might be a bit late though. I'm going out that day with my brother to watch a football match, but I reckon we'll get back at around 7 pm. I'll come to yours straight afterwards. If I remember, I'll bring some cake. Would you like me to bring anything else?

Thanks again for the invitation. I'm really looking forward to it!

All the best,

Finn

A

Grammar

1 Find five mistakes and correct them.

- I'm leaving now. I call you when I will get there.
- What time does your flight arriving?
- It's no use, I'll left by then. You need to come earlier.
- I starting a new English course next Friday.

2 Circle the correct alternative.

- It's my best friend's birthday tomorrow. He will be/ is being 16.
- She won't be here because she 'll go/'s going to the dentist.
- Do you think that you will win/are winning first prize?
- We 'll have/'re having a nice quiet evening watching TV, OK?
- What will you do/are you doing this weekend?

3 Complete the sentences with the future continuous or the future perfect form of the verbs given.

Monday, 9 o'clock – leave for school, don't be late!
10–1.15 – history exam. Results by Friday.

- By half past nine he (arrive) at school.
- By ten past ten he (start) his history exam.
- At half past ten he (write) the answers.
- By half past one he (finish) the exam.
- By the weekend he (find out) his results.

4 Complete the dialogue with the correct tense of these verbs.

be • come • enjoy • have • live • plan • sent

- Izzie:** I can't wait for my birthday. This time tomorrow, we'll (a) my party.
- Martin:** (b) you any presents yet?
- Izzie:** One or two. My uncle (c) me some money last week. He's (d) in Sydney for the past five years, but told us that he's (e) over to visit next month.
- Martin:** That (f) fun! Is it OK if I bring my cousin to the party? We (g) to go out but we'll come to your party instead.
- Izzie:** Absolutely.

Vocabulary

1 Put these words in the correct columns.

chicken • cream • pancake • peas • pie • plum
 semi-skimmed milk • strawberry • sweetcorn • tuna

Fruit	Vegetables	Meat / Fish	Bakery	Dairy

2 Complete the sentences with these words.

healthy • junk • raw • spicy • vegetarian

- He makes lovely Indian food that is, but not too hot.
- Sara is a so she doesn't eat meat or fish.
- You can't eat that! You have to cook it first.
- Too much food isn't good for your health.
- Do you think it costs more to have a diet?

3 Complete the sentences by adding the correct prefix to the words.

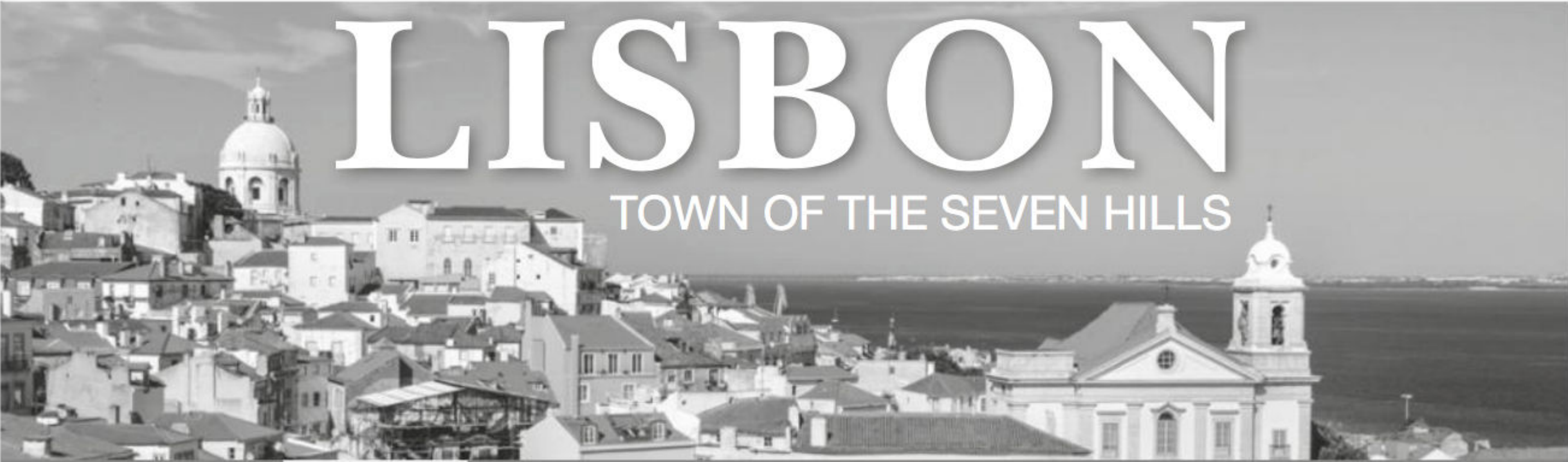
- You'll have to heat that meat from yesterday carefully. You don't want to be ill.
- I think it's best to learn English on the Internet, but my parents agree with me.
- If you operate together on this project, you'll find it's actually very easy.
- I think Steve is confident. He sometimes seems a little arrogant to me.
- The journey between the two cities is extremely reliable and quick. It takes just over two hours by city train.
- Personally, I think Matt sold his sports car. It was simply too cheap.
- The shopkeeper heard me and gave me three *melons*, instead of *lemons*!

4 Match the adjectives which have the opposite meaning.

- | | |
|--------------|----------------|
| 1 serious | a hard-working |
| 2 overcooked | b shy |
| 3 enormous | c cheerful |
| 4 curly | d noisy |
| 5 lazy | e tiny |
| 6 outgoing | f quiet |
| 7 detached | g raw |
| 8 lively | h straight |
| 9 quiet | i terraced |

Reading

1 Read the text. Why is Lisbon a good destination for a city break?



Home About Go travel Destinations Accommodation Holiday deals Community

Go travel > unforgettable city breaks

Are you planning a short weekend away? Lisbon is the perfect destination for a city break, with a lot to offer all kinds of visitors. Whatever you are interested in, Lisbon promises an unforgettable short holiday. It won't let you down.

The city, which has been the capital of Portugal since 1252, is both beautiful and historic. (1) Lisbon has been occupied by different countries, and each one has left examples of their history and culture. For 300 years (from the 15th to the 18th century), explorers sailed out into the world from here and helped to make Portugal powerful.

Today, visitors can spend their time walking across Lisbon's beautiful squares, exploring the city's narrow streets and wide range of shopping opportunities – from high-end designer shops to market stalls. Or, they can simply sit in the wonderful cafés and restaurants which serve great local food. (2) Much of what the city has to offer is affordable to visitors as Lisbon is one of Europe's cheapest capital cities.

Lisbon is rich in ancient cultural delights. (3) Make sure you book at the right time if you're going to see these, they are open for just three days a year. But if history is your passion, Lisbon certainly won't

disappoint. There are many other places to visit: the Gulbenkian Museum, the 16th century Jeronimos Monastery, the Castle of St George, and the wonderful Alfama district, with its lively eateries and traditional Fado music.

(4) You might like to jump on the old tram system, which has been in use from 1873, or go on a bike tour of the city or a river cruise. You could also visit the zoo (home to over 2,000 animals and founded in 1884), the modern Pavilion of Knowledge, which is Lisbon's own interactive science museum, or one of the largest indoor aquariums in Europe, the Oceanarium. (5) This wonderful city is one of the few European cities lucky enough to be so close to sandy beaches, which are rarely over-crowded, except perhaps in August. However, it's not just a summer destination either. (6)

Don't underestimate the charm of this city. Lisbon is a place of enormous contrasts, which you can enjoy on a short break with Go Travel. Check out what's available now for your chosen dates and in no time you'll be experiencing the wonders of this stunning city for yourself. If you book before the end of this month, you'll get a 15% discount on standard hotel rates. (7)

2 Read the travel advertisement for Lisbon. Complete it with sentences a–g.

- a Under the busy shopping area in the city centre, there is a hidden network of 2,000-year-old Roman rooms.
- b Lisbon has one of the mildest climates of any European cities, making it good to visit all year around.
- c In fact, it is the second oldest European city after Athens (even more ancient than Rome).
- d And of course, Lisbon is practically on the beach so you may just want to spend time cooling off in the Atlantic.
- e If you are hoping to travel around and see more of the city, there are many options.
- f You'll also be able to visit in the festival month of June, when the streets of Lisbon are alive with street parties and music.
- g The city is famous for its sweet snacks, such as the Pastéis de Belém, and its tasty seafood; it also has mouth-watering fresh fruit and vegetables.

Listening

3 LISTENING 18 Listen to a radio interview. Complete the sentences below with 1–3 words.

- 1 Mr Eddison says that bees are needed for growing new
- 2 He says that one of our food crops need bees.
- 3 He says that the problem is very
- 4 In the future, he warns that we may have to eat food which uses the for pollination, not bees.
- 5 In parts of, people pollinate apple trees by hand.
- 6 Mr Eddison suggests that there are which are causing bees to die.
- 7 Food shortages, industrial farming and climate change are making the bees feel



4 Read about ostrich eggs. Choose the best answer (A, B, C or D) to complete the text.

SUPER-SIZED EGGS

Everything about the ostrich is (1) It is the largest bird (140kg), and of course, the eggs are also (2) huge. One egg is roughly the same as 24 large hen eggs, and can be used in a similar way (3) the kitchen.

An ostrich egg tastes very similar to a chicken's egg, but the white is very light, and so they make (4) snacks such as omelettes or pancakes. They are excellent as a (5) course, for several people! However, the thick shell means they take a long time to cook. If you like your egg hard, you (6) need to wait two hours to (7) one. Luckily, unlike hens' eggs, it's quite difficult to (8) them!

One big UK supermarket has been (9) these eggs for a few years and nowadays ostrich meat (10) also started to become popular. Some experts predict that both ostrich eggs and ostrich meat are (11) to become more common in the future, partly because they are so (12)



- | | | | | |
|-----------|-------------------|-------------------|--------------------|-------------------|
| 1 | A enormous | B dreadful | C lovely | D ancient |
| 2 | A quite | B very | C rather | D really |
| 3 | A of | B to | C in | D on |
| 4 | A mild | B delicate | C tasty | D spicy |
| 5 | A dessert | B starter | C main | D big |
| 6 | A will | B are | C should | D did |
| 7 | A get | B buy | C roast | D boil |
| 8 | A prepare | B overcook | C recook | D pre-cook |
| 9 | A sold | B sell | C selling | D sale |
| 10 | A is | B has | C be | D have |
| 11 | A used | B have | C going | D unlikely |
| 12 | A fit | B health | C unhealthy | D healthy |

Writing

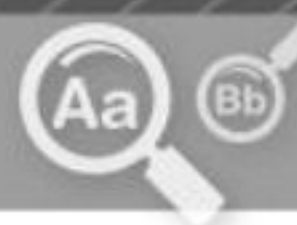
5 You have just moved to a new town/city. An old school friend has sent you an email, asking you to tell them about it. Write the email. Say what type of place it is, and what you like/dislike about it.

COMMON MISTAKES

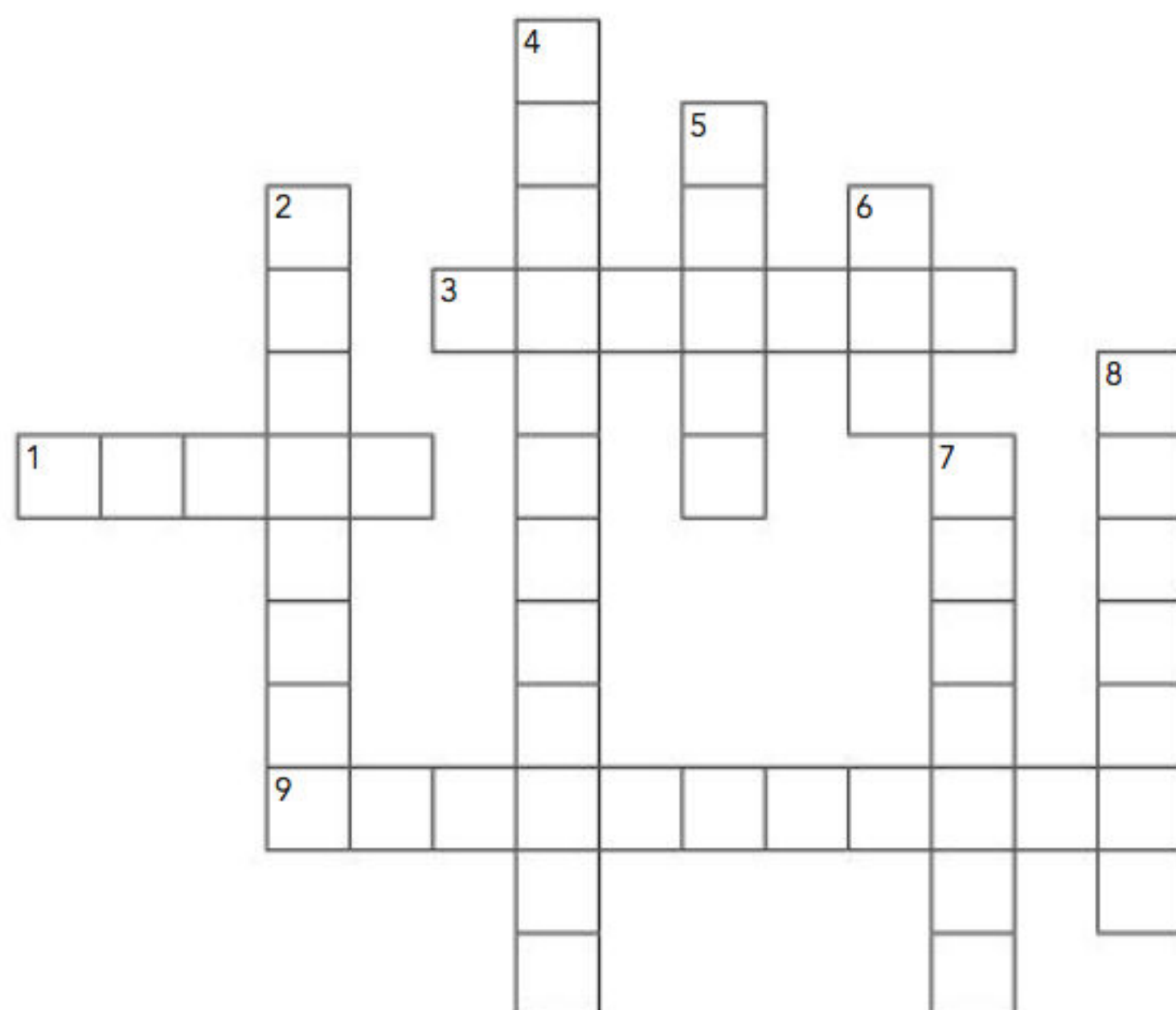
6 Correct the mistakes in the sentences.

- 1 I think I go shopping tomorrow, if I finish my homework.
- 2 By this time next week, we will complete six exams.
- 3 I live in a terrace house, near the centre of town.
- 4 The population has grown between 2012 and 2014.
- 5 We never seen that film, but we'd like to.
- 6 I've been living in this bungalow since three years.
- 7 How long he has been studying English?
- 8 The house was absolutely dirty when we first moved in.
- 9 I've always really loved dairy products, especially cheese.
- 10 As soon as the waiter is coming, we'll ask for the bill.
- 11 Scientists think we'll have lived on the Moon in 50 years' time.

Vocabulary



1 Complete the crossword with the missing words.



- 1 In his exam, Josh had to sing first and then play the piano.
- 2 To become a doctor, you have to study for five years.
- 3 They went on a trip to the Roman baths as part of their project last year.
- 4 looks at the effect of advertising, newspapers and TV.
- 5 I find easy, because I've always been more interested in numbers than words.
- 6 Their mother used to teach but now she just works on her own paintings.
- 7 Gabi wants to study in the US, so she needs to speak good
- 8 Today, we cut open a fish in
- 9 My course is mostly about designing roads and bridges.

2 Correct each sentence by changing one word.

- 1 She loves doing chemical experiments, so she should study art.
.....
- 2 I really dislike the theatre, so I'm going to drama school.
.....
- 3 He needs to do medicine if he wants to become a great painter.
.....
- 4 We learnt a lot about the first world war on our geography field trip.
.....

3 Underline the odd one out.

- | | | | | |
|---|---------|------------|------------|-------------|
| 1 | take | exam | fail | pass |
| 2 | essay | exam | term | test |
| 3 | college | school | timetable | university |
| 4 | grade | mark | resit | result |
| 5 | essay | coursework | assignment | scholarship |
| 6 | subject | law | psychology | music |

VOCABULARY EXTENSION

4 When do you use these at school? Write the subject and match to the pictures (a-f).



- 1 protractor and calculator
.....
- 2 paintbrush and easel
.....
- 3 atlas and compass
.....
- 4 test tubes and bunsen burner
.....
- 5 sports kit
.....
- 6 microscope and scalpel
.....



- 1 Look at the photos. Think of two reasons why boat schools might be necessary. Read and check your answers in the article.



FLOATING SCHOOLS: THE ANSWER TO FLOODS

In some low-lying countries such as Bangladesh, The Philippines or Cambodia, it is not unusual to have a boat school. In one area of Bangladesh, there are now over 20 such boats, which act as both a kind of 'river bus' and also a place to study.

These schools were first set up in 2002 by a successful, local Bangladeshi architect called Mohammed Rezwan. Every year, between the monsoon season of June and October, at least one third of Bangladesh is flooded with water. This means that thousands of children can't attend school regularly, when they ought to. Statistics have shown that once students' attendance falls, then many stop completely. Rezwan understood that this mustn't happen in the first place.

Rezwan realised that if young people can't attend school, then the school had better come to them. In 2002, he encouraged companies to sponsor him and saved up money to set up an organisation to start the boat schools. These are now used by thousands of school children who happily attend school every month of the year.

Each boat is powered by solar panels on the roof. There are lights and a computer on board, which means that teachers can access the Internet to make lessons more interactive. Most boats are for 30 children and some of the larger boats even have a school playground on the top deck. The students only have to walk a short distance from their homes to the river, where the boat picks them up and then collects the other children, before stopping at their final destination. Then lessons can start. At the end of the day, the children are returned home on the boat.

The organisation which Rezwan set up also provides solar-powered lamps to local families, where 70% of families have no electricity. Now children and their parents don't have to stop studying or working as soon as the sun goes down. For parents, this has meant they can earn more money. It also means that in families where children have to work during the day, they can attend school in the evening.

The organisation has not stopped at schools, however. There are now more than 100 boats with different purposes: libraries, training centres for adults, clinics and also farming boats, which can keep animals and grow food.

By 2050, nearly one fifth of Bangladesh will be permanently under water because of climate change. Mr Rezwan knows he should act quickly, to help families and children out of poverty and to give them the chance of a better life.

STUDY SKILLS

Read the next task. What is the biggest difference between this task and the one before?

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- 2 Read the text again and answer the questions.

- How many boat schools are there in this part of Bangladesh?
- Why do children often not go to school in Bangladesh?
- Why is regular attendance at school so important?
- Where did Rezwan get the money to start the organisation?
- Where do the boats get their electricity from?
- Why do local families need lamps and how have these helped?
- What other kinds of boats are there?
- Why is it important for the organisation to work fast?

- 3 Match the underlined words with the definitions.

- To pay for or give money to an event or charity as a way of advertising your products or company.
- The outside, top part of a boat that you can walk on.
- A period of heavy rain in India and south-east Asia.
- A situation in which someone does not have enough money to pay for their basic needs.
- In a position which is close to the level of the sea.
- Happening for all time and into the future.

4

CRITICAL THINKING

- Think of three reasons why it is very important to be educated in a country like Bangladesh.
- Is it possible to get a good job, even if you are not well-educated? Why/Why not?



1a Look at these examples from the article. Find and underline the modal verbs.

- 1 This means that thousands of children can't attend school regularly, when they ought to.
- 2 Rezwan understood that this mustn't happen in the first place.
- 3 Rezwan realised that if young people can't attend school, then the school had better come to them.
- 4 Now children and their parents don't have to stop studying or working as soon as the sun goes down.
- 5 In families where children have to work during the day, they can attend school in the evening.
- 6 Rezwan knows he should act quickly, to help families and children out of poverty.

1b Use the examples to help you match the two halves of the rules.

- 1 Have to and must are used ...
 - 2 Can is used ...
 - 3 Had better, ought to and should have similar meanings. They are used ...
 - 4 We use can't ...
 - 5 Mustn't is also used ...
 - 6 We use don't have to ...
- a to show that something is not possible, or not allowed or permitted.
 - b to show that something is not necessary or there is no obligation.
 - c to talk about things which are obligatory or necessary.
 - d to show that something is possible or permitted.
 - e to show that something is not permitted.
 - f for advice and recommendations.

2 Complete the sentences with the verbs from 1.

- 1 You do the extra project. It's optional.
- 2 You talk after the exam has started.
- 3 You forget to read all the questions before you start writing.
- 4 You answer all the questions in this exam so don't miss any.
- 5 You remember to check all your answers carefully.
- 6 You stay in the exam room: leave quietly when you've finished.
- 7 You use a calculator for your maths exam, but not a mobile phone.
- 8 You leave out questions you're not sure about in the exam.

3 Complete the letters with the correct verbs.

can't • had better • have • mustn't • ought • should

Dear Marge

My teacher says I (1) study the subjects I want because my grades aren't very good. I know I (2) spend longer on my homework but it's hard. I (3) to help a lot at home. I've got a brother and he (4) to help too, but he doesn't. My mum says we (5) talk about family problems to strangers. But I think I (6) tell my teachers. What do you think?

Nancy

can • don't have • must

Dear Nancy

I think your brother really (7) help in the house – it's unfair if he doesn't. And in my opinion, you (8) explain the situation to your teachers. You (9) to talk about anything private, just tell them why you don't have much time. I'm sure they will be very understanding.

Marge

4 Match the halves to make sentences.

- | | |
|----------------------------------|-----------------------------|
| 1 You have to be 17 | a because I passed! |
| 2 You shouldn't go to school | b but I'm not tired. |
| 3 You ought to go to bed early | c or he'll be late. |
| 4 I don't have to resit the exam | d the night before an exam. |
| 5 He'd better hurry | e in the classroom. |
| 6 They mustn't use mobiles | f when you're very ill. |
| 7 I should go to bed now, | g to drive a car in the UK. |

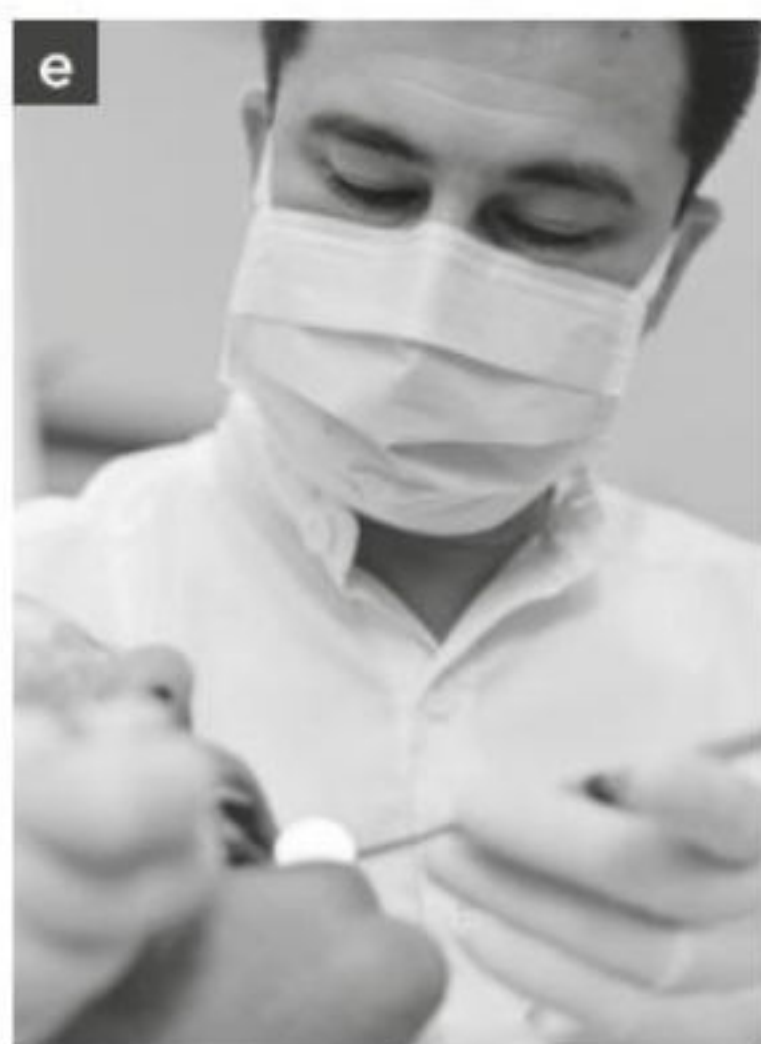
GRAMMAR CHALLENGE

5 Circle the correct alternative.

To get married in England, Wales and Slovenia, you mustn't/have to be 18. However, if your parents agree, you can/must get married at 16. If you want to get married in England at 16, and your parents didn't agree/don't agree, then you can/don't have to go to Scotland. In Japan, girls can/should get married without parental consent at 16, but boys have to/ought to be 18.

1 Match the jobs to the pictures.

dentist • instructor • journalist • mechanic
photographer • scientist



2 Add the correct suffixes to make job titles.

-ee • -er • -ian • -ist • -or

- 1 employ (x 2)
- 2 technic
- 3 profess
- 4 physic
- 5 farm
- 6 train (x 2)

3 LISTENING 19 Listen to four teenagers talking about the kind of person that is needed for four of the jobs in 1. Match each speaker's description to a photo from 1.

Speaker 1 Photo
Speaker 2 Photo
Speaker 3 Photo
Speaker 4 Photo

4 19 Listen again and complete the sentences with one or two words.

Speaker 1: The two things needed for this job are skill and (a) Serious accidents occasionally happen and this person would be (b) so it's important to be calm. You have to be quite (c) and enjoy (d) with people.

Speaker 2: People who do this job enjoy looking at (e) and collecting (f) Because the job can be repetitive, you need to be (g)

Speaker 3: Thinking (h) is important in this job. These people can be (i) but they are necessary to help us find out (j)

Speaker 4: To do this job you need to be (k) to get noticed. What is really important is (l) and you have to make people feel (m)

VOCABULARY EXTENSION

5 Add one of the suffixes to make words.

-er • -or • -ee • -ist • -ian

act.....	auth.....	chem.....
comed.....	edit.....	hairdress.....
lead.....	librar.....	music.....
optic.....	paint.....	pay.....
pian.....	politic.....	reception.....
sail.....	solicit.....	teach.....
telephon.....	translat.....	
violin.....	refer.....	

1 Look at the three examples from the listening. Which one is the first (F), second (S) and zero (Z) conditional?

- 1 If this person talks to politicians, they know how to ask the same question in lots of different ways.
- 2 If I had this job, I'd go mad.
- 3 If people don't feel comfortable with you, your work won't look natural!

2 Read the questions and circle the correct answer.

- 1 Which conditional is used to describe something which is improbable or imagined in the present or future? zero/first/second
- 2 Which conditional is used to describe a situation which is generally true? zero/first/second
- 3 Which conditional is used to describe a possible situation? zero/first/second

3 Circle the correct alternative to make first conditional sentences.

- 1 If you join our sailing club, you will have/have really good fun.
- 2 She won't have time to enjoy herself if she studies/will study too hard.
- 3 If you arrive/will arrive late, the lecturer won't let you in.
- 4 I help/'ll help you with your application if you want me to.
- 5 If she 'll go/goes to a summer school in London, she'll improve her English.
- 6 He 'll learn/learns to ski if he goes to university in Canada.

4 Make sentences in the second conditional.

- 1 win / million pounds / buy / luxury yacht
If I won a million pounds, I'd buy a luxury yacht.
- 2 have / yacht / sail / around the world
.....
- 3 hire / surfing instructor / become / expert surfer
.....
- 4 have / expensive camera / take / great photos
.....
- 5 have / party / invite / favourite band
.....
- 6 be / really good person / give / lots of money to charity
.....

5 Write sentences in the second conditional about these situations.

- 1 I want to have music lessons, but I haven't got enough time.
If I had enough time, I'd have music lessons.....
- 2 She drinks coffee all day and she gets terrible headaches.
She wouldn't
.....
- 3 He doesn't speak English comfortably because he worries about his pronunciation.
If he
.....
- 4 My sister wants to come to the college party, but she feels ill.
If my sister
.....
- 5 He won't arrive on time because his train is late.
If his
.....

GRAMMAR CHALLENGE

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

My old Italian teacher always said that if he (a) (win) the lottery, he would like to buy a house in Italy. And then, surprisingly, he actually *did* win the lottery. After he (b) (spend) some of the money, he (c) (decide) to find his dream house. He and his wife found a house in Umbria and (d) (fall) in love with it. They (e) (go) there three times a year. However, after four years, he realised that he actually (f) (not need) to work anymore. He (g) (give) up his job and moved to Umbria. He said that he (h) (come) back if they got bored, but he and his wife (i) (live) there for ten years now, and they still love it. My school friends and I say that if we visit Umbria, we (j) (visit) them.





- 1 **LISTENING** 20 Listen to a teenager giving a presentation about leaving school at 16. Overall, is he *for* or *against* it?
- 2 20 Listen again and put the arguments in the order that they are mentioned.

Arguments against leaving at 16

- a It gives young people time to grow up.
- b Gives some young people security they may not have in their home lives.
- c Gives them time to think about what they want to do.
- d You get better qualifications.

Arguments for leaving at 16

- a You can always study later in life.
- b Badly behaved children can disrupt others' learning.
- c Some children have a clear idea from a young age what they want to do.
- d Some children do not enjoy school so it is not a good way to spend time.

- 3 20 Listen again. Circle the expressions that are used to help organise the presentation.

- 1 I'm going to talk about / I'd like to begin by saying ...
- 2 Furthermore / What's more ...
- 3 First of all / Firstly ...
- 4 Second / Secondly ...
- 5 Another thing / It's also true ...
- 6 To sum up / Finally ...
- 7 In conclusion / The point I'm trying to make ...

PRONUNCIATION

- 4 Look at these nouns from the presentation. Can you mark the word stress?

presentation • argument • environment
qualification • security • education
university • career • advice

- 5 21 Listen, check and repeat.

STUDY SKILLS

Spoken language is not exactly the same as written language. In what ways is it different? Do we have more time to think when we write or when we speak?

➤ STUDY SKILLS page 94

DESCRIBING PICTURES

- 6 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.
- 1 Who can you see in the photo?
 - 2 Where are they?
 - 3 What are they doing?
 - 4 How do you think the person is feeling? Why?



- 7 **LISTENING** 22 Listen to a student talking about the photo. Complete the text.

In the picture you can see a girl – I think she's a (a) She has long, brown hair in a bun and she's wearing a white T-shirt. In the (b), you can see her looking through a (c) To the right of the (d) there's a town with very old buildings and in the background you can see the sea and some (e) I think she might be in Italy. Perhaps she is on holiday with her friends or family. She's taking a photo of the (f), or maybe she's making a video. It (g) like she is happy to be there as she is admiring the view.

- 8 **SPEAKING** Now look at the second photo and answer the questions in 6.

- 9 **SPEAKING** Describe the similarities and differences between the two pictures.





1 Read the sentences. Are they formal (F) or informal (I)?

- 1 Give us a ring soon.
- 2 It would be great if you could help me.
- 3 I am writing to ask for some information.
- 4 I'd really like to do your course.

2 Re-write the sentences in 1. Change the formal to informal and vice versa.

- 1
- 2
- 3
- 4

3 Read Harry's letter of application for a temporary post. What job is he hoping to get?

Dear Sir or Madam,

I am writing in response to your website advertisement for Summer Camp workers, in particular the Sports Leader post.

I believe I would be perfect for this post, for the following reasons. Firstly, I am a reliable and sociable person and I am extremely good with children. I have four younger siblings. I also work with two of the PE teachers from my school to run an after-school running club for 11-13 year olds. I usually lead the warm-up sessions and also run at the back of the group with the less confident runners.

I'm really into all team sports, and I regularly attend after-school and weekend sports clubs, including basketball, football and cricket. In fact, I am responsible for organising the basketball practice sessions, as well as sorting out the kit and arranging venues for playing with other clubs.

I'd be really happy to get the chance to work on your summer courses as a Sports Leader.

I can't wait to hear from you,

Harry Blumenthal



4 Find and underline the three phrases in the letter which sound too informal.

5 Replace the phrases or sentences that you have underlined with more formal expressions.

6 Read this information about a scholarship for the City University summer school. What two things does the perfect candidate need?

- 1
- 2

CITY UNIVERSITY

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City University is based in the heart of the capital, close to the historic City of London. We run a range of undergraduate and postgraduate courses as well as eight-week summer courses. We welcome applicants whose first language is not English, but you will need a good level of both spoken and written English.

The following classes are offered on our summer courses:

- British Art and Architecture
- Creative Writing in London
- Live Theatre
- Museums and Galleries
- Shakespeare's London

We are able to offer a limited number of scholarships to students who demonstrate a special interest in any of the class topics. Please send a letter of application to the Admissions Tutor at the address given.

7 Decide which of the summer course classes you would like to join, and write a letter of application for a scholarship. Include information to convince the Admissions Tutor that you are an ideal candidate for the scholarship. Write between 100 and 150 words. Make sure you use appropriate language from 1-4.

Grammar

1 Complete the sentences with these words.

can • can't • don't have to • have to
must • mustn't

- There's no school tomorrow so I do any homework tonight.
- You copy your answers straight off the Internet – it's not allowed.
- I come today but I can tomorrow.
- I finish this homework tonight for the class tomorrow.
- She write more clearly or the examiner won't mark her paper.
- The teacher said I have an extra week to finish the essay.

2 Circle the correct alternative.

- Louisa should talk/to talk to her teacher about her results.
- I think you ought work/to work a bit harder next term.
- We would/had better not be late for the interview.
- The boy who cheated shouldn't/hadn't better win a prize.
- Now, I must to revise/revise a lot for my maths test on Monday.

3 Complete the sentences with the first or second conditional form of the verbs given.

- The examiner (not be) pleased if you started singing in your exam.
- If you (not go) to university, what will you do?
- Bill (learn) to fly if he had time.
- What would they say if we (tell) them to be quiet?
- I (help) you with your homework if you want me to.

4 Rewrite the sentences using the words given. Do not change the meaning.

- I need a new bike, but I don't have any money. **if**
.....
- In primary school, I wore shorts all year. **used to**
.....
- I'm still young, so I don't stay out after ten o'clock. **if**
.....
- I first met Johan in 2008. **since**
.....

Vocabulary

1 Complete the school and university subjects with the vowels (a, e, i, o, u).

- | | |
|------------------------|--------------------|
| 1 b...l...g y | 4 m...d...c...n... |
| 2 l...t...r...t...r... | 5 g...g r...p h y |
| 3 ...n g...n...r...n g | 6 h...s t...r y |

2 Read the statements and identify the subjects.

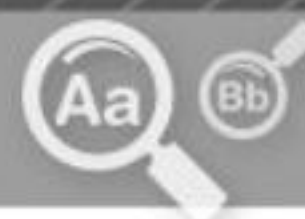
- I had the assessment today and it was really difficult. I couldn't remember how rivers were made, or how to read a map.
- I'd like to study that at university. I've always been interested in buildings and design, and I'm good at art, too.
- We had fun. We prepared for the end-of-term play and also did some dancing.
- My older sister's studying that at university. She's always asking me why I did this or that and trying to understand my mind.
- Today we had a small fire in the lesson! Josh mixed the test tubes up.
- I couldn't take part today. Someone had taken my trainers.

3 Add the suffixes -er, -or, -ist, -ian and -ee to these roots to make jobs. Two roots can be used twice.

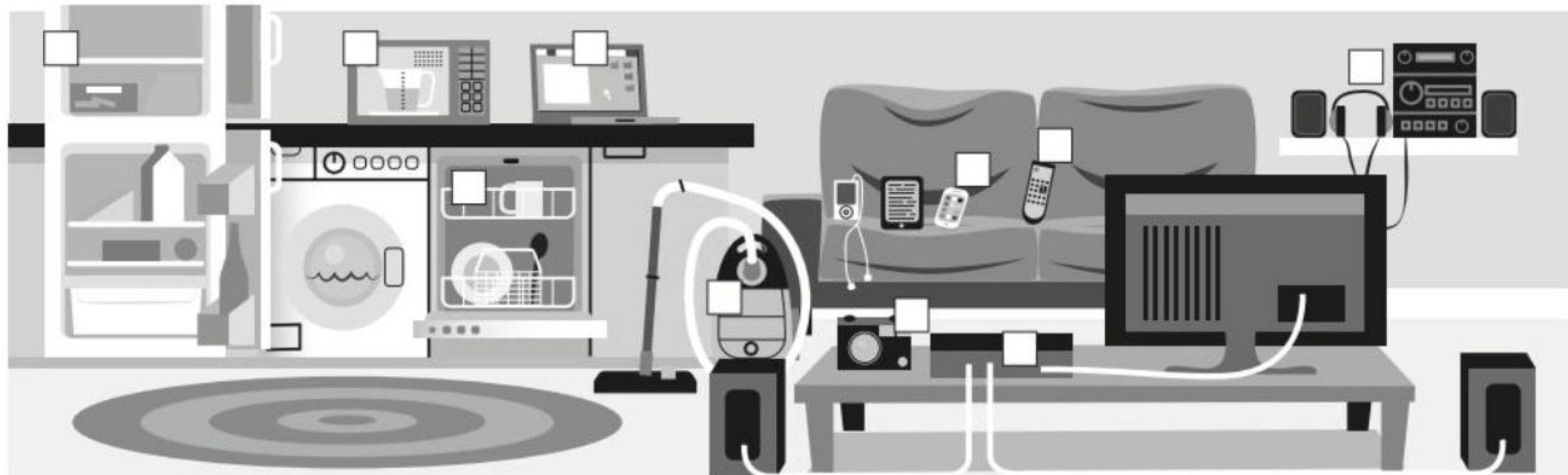
employ.....	librar.....	instruct.....
journal.....	farm.....	photograph.....
profess.....	scient.....	
train.....	technic.....	

4 Circle the correct alternative.

- I prefer to do coursework/scholarships because I don't like exams.
- I'm afraid you got 34% so you'll have to resit/fail next month.
- She studied hard so she'll get a good assignment/mark.
- The turkey/cream he cooked for Sunday lunch wasn't cooked properly.
- I suggested studying together, but Will didn't want to co-operate/underestimate.
- The children were too lively/enormous on their geography trip.
- After the class's chemistry experiments, the smell was dreadful/stunning.
- In our history lesson today, we learnt about ancient/elderly Rome.



1 Match 1–10 with a–j to make everyday inventions. Then write the number next to the correct picture.



- | | |
|---------------|-----------|
| 1 digital | a system |
| 2 head | b camera |
| 3 mobile | c top |
| 4 microwave | d phone |
| 5 remote | e washer |
| 6 home cinema | f freezer |
| 7 vacuum | g phones |
| 8 lap | h control |
| 9 fridge | i cleaner |
| 10 dish | j oven |

2 Which inventions from 1 are usually written as one word only?

headphones

3 Read the definitions and write the everyday invention.

You use it to ...

1 control something such as a television from a short distance away.

2 cook food very quickly without using heat.

3 wash plates, cups, knives and forks.

4 take photos.

5 find the best way to a place when you're driving.

6 listen to music you have downloaded.

4 Circle the correct alternative.

- It's never a good idea to plug in/select a machine with wet hands.
- Select/Insert the long wash if your clothes are really dirty.
- I usually plug in/charge my mobile overnight.
- How do you connect/insert the camera to the laptop?
- Tap/Press on the screen icon for the programme you want.
- You have to recharge/press the button to play the DVD.

VOCABULARY EXTENSION

5 Look at the pairs of verbs. Circle the noun they do not go with.

- | | |
|------------------------|---|
| 1 switch on/switch off | the sound
the electricity
the battery |
| 2 turn up/turn down | the volume
the time
the temperature |
| 3 insert/remove | the DVD
your card
the button |
| 4 connect/disconnect | the switch
the computer
the cable |

6 Complete the sentences with one of the verbs from 5 in the correct form.

- Dinner is ready – it's time to the computer.
- You can the flash drive now. The port is at the side of the computer.
- I love this song. Can you the volume?
- The DVD player isn't working because someone has the cable at the back of the TV.



1 Look at the photos. What do you think is the connection between them?

2 Read part A of the article and check your answers.



VELCRO: A SIMPLE BUT USEFUL INVENTION

A In 1941, a Swiss engineer called George de Mestral, was walking in the mountains and found that his trousers and his dog were covered in brown spiky balls from plants. De Mestral was curious. Under a microscope, he discovered that these balls were shaped like tiny hooks so that they stick to passing animals. He had an idea – what if this stickiness could be used on clothes? And the idea for Velcro was born! It took de Mestral eight years to design the uniquely simple fastener and his Velcro company was established in the 1950s.

B Initially, his product was not taken seriously but within a few years, Velcro sales rocketed. In de Mestral's life-time, 55,000 kilometres of Velcro were sold! Since the early 1960s, it has been used by NASA in different ways to stop objects floating around in space, from the astronauts' dinner plates to the tiny letters on the word game Scrabble, as well as their chess pieces!



C In the late 1960s, Velcro was adopted by companies such as Adidas and Reebok for shoes, and later it was used by the US military on uniforms. However, soldiers found that it was difficult to keep clean and noisy to use and so, after a few years, they reverted to using buttons.

D Nowadays, Velcro can be found on clothes, shoes, watchstraps, bags, car mats, plane cushions and baby toys. It is used in hospitals to fasten blood pressure monitors to patients' arms and on baby blankets. In the first human artificial heart transplant, Velcro was used to hold the heart together.

E However, the Velcro company has been working for years to encourage people to see the product as more than just a fastener. In 1984, a Velcro representative was interviewed by a well-known American TV presenter called David Letterman. At the end of the interview, Letterman jumped off a trampoline onto a Velcro wall and hung there. The Velcro wall is now popular with entertainment companies: individuals can hire the sticky wall and a suit for parties and other events. But it was only in 1991 that a Velcro game, with a Velcro ball and Velcro 'plate' for catching the ball, was invented.

F These days, Velcro comes in different sizes, colours and even shapes. A steel version of Velcro, strong enough to hold buildings together, has been developed by German scientists. It is now also being sold as an everyday 'home organiser', for keeping gardening and sports equipment tidy and for home improvement too, for example to hang pictures on walls. It faces strong competition from markets abroad. However, competitors' products cannot and will not be called Velcro as this is a brand name which remains as popular as ever.

3 Which paragraph (A–F) tells us about ...

- 1 how Velcro has been used in the field of medicine?
- 2 a new product which works in the same way but is made of different material?
- 3 how nature inspired science?
- 4 the use of Velcro to fight gravity?
- 5 one area where they decided to stop using Velcro?
- 6 some unusual physical activities that you can do using Velcro?
- 7 what people first thought of the idea?
- 8 the international market for Velcro-like products?

4 Match the underlined words in the article with the definitions.

- 1 a strong metal made from iron
- 2 decided to start using
- 3 changed back to
- 4 a piece of equipment which you can jump up or down on for exercise
- 5 a curved piece of metal or plastic, used for catching or holding things
- 6 a medical operation in which a new organ is put into someone's body

5 CRITICAL THINKING

- 1 Why do you think Velcro has been so successful?
- 2 What other uses can you think of for Velcro, not mentioned in the article?



1 Look at these examples of the passive from the text. What tense are they in?

present simple • future with *will* • past simple
present perfect • present continuous

- 1 His trousers and his dog were covered in brown spiky balls.
- 2 Since the early 1960s, it has been used by NASA.
- 3 It is used in hospitals.
- 4 It is being marketed now not just as a fastener but as an everyday 'home organiser'.
- 5 However, competitors' products cannot and will not be called Velcro, as this is a brand name.

2 Circle the correct alternative to complete the rules.

We form the passive with the verb (a) to be/to have + the (b) past simple/past participle form of the main verb. We use it when we are more interested in the (c) agent/ action than in the (d) agent/action, that is, the person or thing which does the action. We use the preposition (e) by/from to talk about the agent. We also use the passive when we (f) know/do not know exactly who the agent is, or when it is (g) obvious/not obvious who the agent is.

3 Circle the correct alternative

- 1 The first prize for research was gave/given to Ms Lynn Gallagher.
- 2 The species has not been seeing/seen for a year now.
- 3 We taught/were taught by university graduates for a term.
- 4 If food dropped/is dropped on the floor, it is unsafe to eat.
- 5 Many inventions created/are created by copying what is found/are found in nature.
- 6 Languages are learnt/have been learnt this way for hundreds of way.

4 Complete these passive sentences with the correct form of the verb to be and the verbs given.

- 1 This wonderful gadget was first sold (sell) in 1897.
- 2 This journal is published still (publish) twice a year.
- 3 Some very interesting research has been done already (do) on Alzheimer's.

- 4 Do you think the prize will be won (win) by the same person again next year?
- 5 The first automatic dishwasher was invented (invent) by a woman.
- 6 Look! These cosmetics are made (make) using plant extracts.

GRAMMAR CHALLENGE

5 Rewrite these sentences in the passive. Include the agent where it is necessary, but omit the agent if it is obvious from the context.

- 1 Builders have found a store of hidden Roman treasure on a building site.
A store of hidden Roman treasure has been found on a building site.
- 2 A police officer arrested the criminal.
- 3 Anna Williams is reading the news tonight.
- 4 The Japanese team has published the latest research.
- 5 Somebody from the college will meet the professors at the train station.
- 6 The judge sentenced the man to four years in prison.
- 7 A British journalist wrote a book called *Bad Science*.
- 8 Louis Braille invented a reading system for the blind.
- 9 The wind damaged four windows.

1 Complete the sentence with an adjective from box a and a preposition from box b. Some of the adjectives are not used.

a afraid • aware • bored • different • good
interested • pleased • ready • responsible
similar • tired • worried

b about • at • for • from • in • of • to • with

- 1 Harry is not very literature.
- 2 Are you the dangers of cycling without lights?
- 3 Kitchens today are very kitchens a hundred years ago.
- 4 This dishwasher's getting things clean, but it's noisy.
- 5 The children were not at all the science museum's new exhibition.
- 6 See a doctor if you're that pain in your leg.
- 7 I'm watching TV – let's play computer games instead.
- 8 She is walking alone at night.
- 9 Air travel is a lot of carbon emissions.
- 10 Their research was ours, but theirs was shorter.

2 Read the email. Find and correct six mistakes.

✉
✖

Hi Ben,

Nice to hear from you. Your new course sounds similar from mine. I'm really pleased at the choice I've made, but you sound like you're disappointed. Do you know about the student counselling service? Don't be worried of feeling embarrassed, because they are very understanding there. If you've realised that you're tired for your course, just go and see them. They are responsible to helping students switch courses. I think it's good that you're aware from the problem so soon. Anyway, good luck and speak soon.

Amy

3 LISTENING 23 Listen to an expert talking about drones, which are small, unmanned aircraft. Listen and choose the best title for the interview.

- | | |
|-------------------------|--------------------------------|
| a The history of drones | c The different uses of drones |
| b The future of drones | d The pros and cons of drones |

4 23 Listen again and choose the best answers.

- 1 The expert first saw a drone ...
 - a where he lived.
 - b in the fields.
 - c at an exhibition.
- 2 For estate agents, drones are useful because they ...
 - a have a serious purpose.
 - b are inexpensive.
 - c can take aerial shots of houses.
- 3 Drones can be used in agriculture to ...
 - a water crops.
 - b protect crops.
 - c take artistic and interesting photos.
- 4 In South Africa, drones are being used to ...
 - a kill rhinos which are dangerous.
 - b take close-up photos of rhinos' horns.
 - c keep rhinos safe.
- 5 The expert talks about three different ways that drones ...
 - a can be used to deliver things.
 - b can be useful in the field of medicine.
 - c can help to make poor areas richer.



VOCABULARY EXTENSION

5 Match the halves to make sentences.

- 1 My uncle was very fond ...
 - 2 I'm not very keen ...
 - 3 Hilary was amused ...
 - 4 The teacher wasn't very impressed ...
 - 5 The old woman was shocked ...
 - 6 Most parents are proud ...
 - 7 I don't think my shoes are suitable ...
 - 8 Children are dependent ...
- | |
|--|
| a for walking in the rain. |
| b of their children's achievements. |
| c with the student's poor exam results. |
| d on their parents until they're 18. |
| e on eating food that's been on the floor. |
| f of eating chocolate when he was a child. |
| g by that funny story you told her. |
| h by the language used in the film. |

1 Look at the examples from the listening and complete the grammar rules with the words in the box.

Farmers **have** their crops regularly **sprayed** to stop disease.

Perhaps in the future villagers **will have** food and other goods **delivered by** drones.

does • don't • formal • have or get • object • past participle • preposition • subject



We form *have/get something done* with the (a) + *have or get* + the (b) + the (c) We make different tenses by changing the tense of (d) We use this structure to talk about actions which we (e) do ourselves. Somebody or something (f) them for us. *Get* is a little less (g) than *have*. Both can be used with the (h) by if we want to refer to the person or thing which does the action.

2 Complete the sentences using the correct form of **have or get**.

1 When / last / house / repaint?

When did you last have your house repainted?

2 How often / teeth / check / at the dentist?

3 When / last / hair / cut?

4 When / next going to / car / check / at the garage?

5 When / will / eyes / test / at the optician?

6 How often / grandparents / blood pressure / take / at the clinic?

7 pizza / deliver / to your house / tonight?

3 Match the rules about gerunds and infinitives (1–6) with the sentences (a–f).

1 We use the gerund after prepositions.

2 We use the infinitive immediately after adjectives.

3 We use the gerund with *go to* to talk about activities.

4 We use the gerund after verbs of liking or disliking (except *would like*).

5 We use the infinitive to explain why we do something.

6 We use the gerund as the subject or object of a sentence.

a I've loved **watching** planes since I was a boy.

b We used to go **plane-watching** in the fields.

c In Japan, **spraying** rice fields by drone is extremely common.

d Infrared cameras are used **to stop** the people who ... kill the rhinos.

e Have you always been interested in **flying drones**?

f It sounds like science fiction, and it will be difficult **to design**.

GRAMMAR CHALLENGE

4 Complete the text with the correct form of the verbs given. You may need to add to.

argue • change • cut • do • go x 2 • have x 3
show • think • waste

I had my hair (a) last week and it was a disaster. (b) to the hairdresser's is never one of my favourite activities, but now I simply hate (c) there!

Basically, the hairdresser asked me to sit down. I'd like (d) your hairstyle', she said, cheerfully. 'You've had it like this for ages. Wouldn't it be great for you (e) something different?' I don't like (f) with people, so I said 'OK', and even started to feel a little excited. However, I said I needed time (g) about the kind of hairstyle I'd like. She gave me some hair magazines and after a while I started to get worried about (h) too much time, so I just chose one on the first page. 'I'll (i) it done like this', I said, nervously.

My hairdresser was quite surprised as it was a big change, but said it would be quite easy (j) with my long, straight hair. Two hours later, I got up from the chair with short, blonde hair.

(k) my mum was difficult, as she has always loved me (l) long hair.





- 1 **Look at the two photos of students building things with wood. Write down two similarities and two differences.**
- 2 **LISTENING** 24 **Listen to a student talking about the two photos. Does she have any of the same ideas as you?**
- 3 24 **Match the halves to make sentences. Listen again to check your answers.**
 - 1 Both of the photos ...
 - 2 You can tell because of ...
 - 3 One other similarity between the photos is ...
 - 4 However, ...
 - 5 One important difference between the photos ...
 - 6 Another important difference is ...
 - a the clothes.
 - b is that in the first picture the students are working together, whereas the second photo shows a young man working independently.
 - c the wooden table and the equipment.
 - d show young people.
 - e there are several differences.
 - f that the people are making things with wood.

PRONUNCIATION

4a 25 **Listen and circle the unstressed schwa sounds in the following examples.**

- 1 Both of the photos show young people.
- 2 You can tell because of the wooden table and the equipment.
- 3 However, there are several differences.

4b 25 **Listen again and repeat.**

STUDY SKILLS

What do the terms *accuracy* and *fluency* mean when we talk about speaking English? Which do you think is more important?

➤ **STUDY SKILLS** page 95

DESCRIBING PICTURES

5 **Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.**



- 1 Who can you see in the picture?
- 2 Where are they?
- 3 What are they doing?
- 4 How do you think they are feeling? Why?

6 **LISTENING** 26 **Listen to a student talking about the photo. What are her answers to the questions?**

7 **SPEAKING** **Now look at the second photo and answer the same questions.**





1 Look at the notes below and decide if they are for (F) or against (A) watching television.

• stops people reading, listening to music, talking	F/A
• fascinating programmes, e.g. nature, culture	F/A
• company for lonely people	F/A
• advertising - bad influence	F/A
• unsuitable programmes for children	F/A
• educational, e.g. language learning	F/A
• relaxing, e.g. makes people laugh	F/A

2 Read this essay about television and put the four paragraphs A–D in the correct order.

A
However, television has disadvantages, too. People no longer read, listen to music or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television when they advertise expensive toys or gadgets.

B
In the early 1950s, very few people had a television. By the end of the century, almost every household in the western world had one television set, and many had several. Is this a good or a bad thing?

C
In conclusion, television is not necessarily a bad thing, but parents should be careful how much their children watch. In my opinion, good programmes that are well made are fantastic, but, on the other hand, they do prevent people from taking part in other activities and some of the output is unsuitable.

D
Television can be interesting and useful in a number of ways. Firstly, nature or cultural programmes are fascinating, and viewers can experience places and events they might never see in real life. Furthermore, soaps or comedy programmes can make people laugh and allow them to relax after a day at work. What's more, many programmes are educational and can help students of foreign languages, for example. Finally, television is a comfort to old people or those who live on their own.

STUDY SKILLS

Why is it important to divide texts into paragraphs when you are writing?

➤ STUDY SKILLS page 95

- 3 What do you think was the title/topic of this essay?
- a Children today watch too much television.
 - b Television advertising is more important than the programmes.
 - c The advantages and disadvantages of television
- 4 Underline the linkers that introduce and order the arguments the writer used.
- 5 Find two expressions the writer uses to give opinions.
- 1
- 2
- 6a Plan an essay on this statement. Make notes for and against, and organise your ideas using the paragraph plan below.
- “ The Internet is the most important invention of the last 150 years. ”

Paragraph plan

Paragraph 1: introduce your essay

Paragraph 2: two arguments for the Internet

Paragraph 3: two arguments against the Internet

Paragraph 4: conclude your essay
- 6b Write your essay using linkers and other expressions from this unit. Don't forget to say if you agree or disagree with the statement and give your reasons.

.....

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Grammar

1 Rewrite these sentences in the passive.

1 They sell millions of illegal DVDs each year.

.....

2 They will hold the next Olympics in my country.

.....

3 Somebody finally fixed my computer.

.....

4 They don't often teach Latin in schools these days.

.....

2 Rewrite the sentences using the correct form of **have something done**.

1 I've just cut my hair myself.

I've just had my hair cut at the hairdresser's.

2 We always fix our TV when it breaks down.

.....

3 I mended my bike last month.

.....

4 My dad's designed a website for his new company.

.....

5 We are painting all the bedrooms.

.....

6 I usually repair my own boots.

.....

7 My parents painted portraits of me and my sister.

.....

3 Find and correct the mistakes with the gerund/infinitive.

1 I've always loved speak other languages.

2 I think it will be possible to eating together this evening.

3 My brother is really good at think quickly, but I'm not.

4 Are you interested in watch the game?

5 To learn a language is similar to learning to drive.

4 Complete the sentences with the correct form of the verbs given.

1 My trainers (take) from just outside my front door!

2 The roof (repair) by builders at the moment.

3 If I had a smartphone, I (check) the weather on the Internet.

4 While I (travel) to school, I saw my history teacher with the breakdown service.

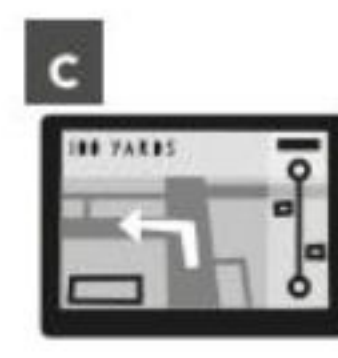
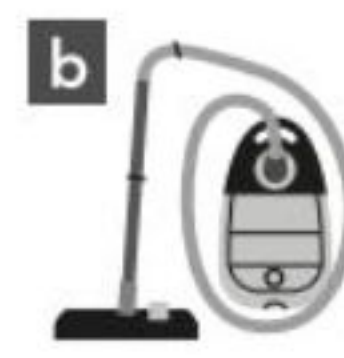
5 You're here at last! I (wait) for you for about 45 minutes!

6 If Toby's flight (delay) tonight, he (call) us to let us know.

7 If we (not pass) our assessment, we have to retake it.

Vocabulary

1 Write what you can see in each picture.



2 Complete the sentences with the correct preposition.

1 She is responsible taking care of the kids.

2 How we listen to music is different the way you used to do it.

3 Are you aware the phrase 'Lightning never strikes twice?'

4 I'm tired this programme. What's on the other channels?

5 She's worried breaking her MP3 player.

3 Circle the correct alternative.

1 Just switch/tap the screen, and it will change.

2 You have to select/press a programme first.

3 You need to connect/insert the printer to the computer, or it won't work.

4 You can recharge/press the battery by plugging/inserting in the charger.

4 Complete the two parts of each sentence with the correct adjective and preposition. The first letter of the adjective is given.

1 I'm sociable but I'm not very g.....
..... giving presentations to lots of people.

2 Alex is a confident driver, but I'm not sure he's r..... the test.

3 The place is absolutely stunning, but I'm a bit t..... sightseeing now.

4 We were totally b..... the film, so we left after half an hour.

5 I don't want to sound arrogant, but I'm really g..... cooking.

Reading

1 Read the article. What is 'biomimicry'?

COPYING NATURE IN SCIENCE

Scientists, environmentalists and inventors often look closely at animals and nature for inspiration. This is called *biomimicry*. Here are just some examples from nature that have been used so far in technology.

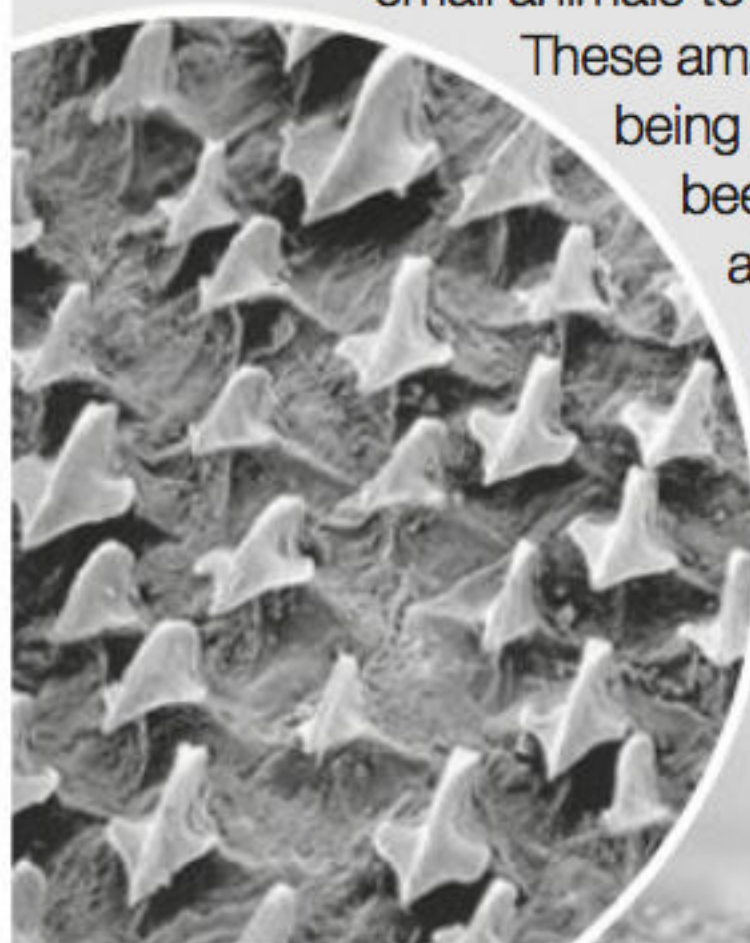
A THE KINGFISHER

Japan's *shinkansen*, or 'bullet train' regularly travels at over 300 km per hour. Engineers were worried at first by the noise caused when the train came out of a tunnel: the build-up of pressure meant that there was an explosion of sound, like a gun-shot. One engineer and bird-lover, called Eji Nakatsu, realised that the 'nose' of the kingfisher bird – its beak – which it uses to dive from great heights into rivers for fish, could be the answer. The *shinkansen* trains were redesigned with a large 15 metre 'nose' similar to the bird's beak. This reduced the noise that the trains made and used less power, too!



B SHARK SKIN

Under the microscope, scientists have found that the skin of sharks is covered in a pattern that looks like tiny teeth. This feature means that water flows freely and easily over the skin and around each 'tooth', allowing for greater speed. It also means that it is very difficult for small animals to stick onto the sharks' skin.



These amazing qualities of sharkskin are now being used in technology. The design has been adapted to make swimsuits and also to cover the bottoms of boats, for greater speed. However, since other creatures or even micro-organisms such as bacteria cannot stick to it, the design can also be used in hospitals, restaurant kitchens and public toilets, to limit the growth of dangerous bacteria.

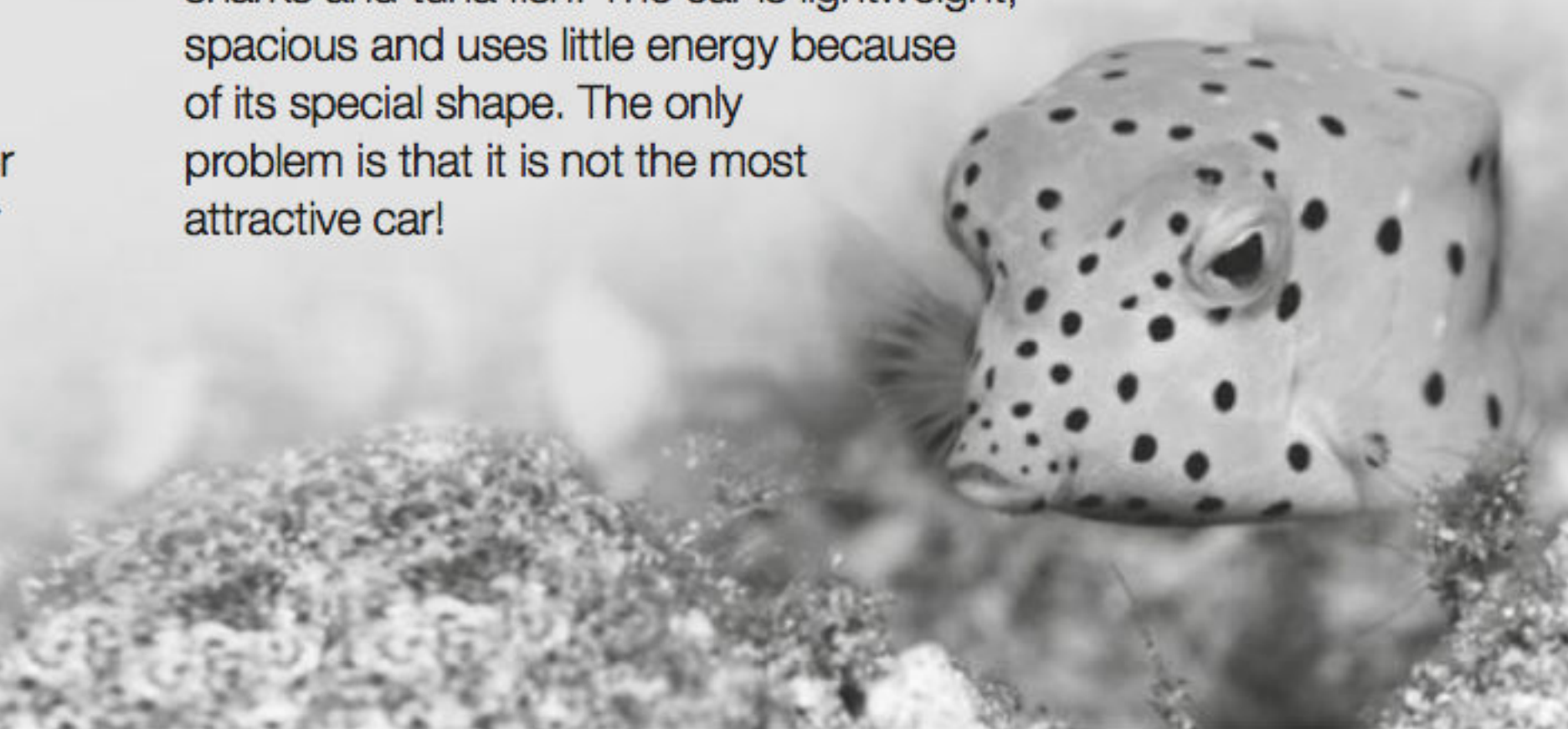
C THE LOTUS PLANT

Although the lotus plant grows and lives in muddy waters, it always looks clean and dry. This is due to its special surface, which is not smooth but bumpy. It is also covered in a kind of wax, which keeps water out, so the plant never really gets wet! Drops of water roll off the leaves, carrying away the dust and dirt and leaving it clean. This is important as it keeps the lotus healthy and able to absorb sunlight. Nowadays, technology is able to use the 'lotus effect' in many different ways, since everybody wants products that are self-cleaning. For example, it can be used for outdoor wall paint, roof tiles and in fabrics.



D THE BOXFISH

This unusual yellow fish is, as the name suggests, shaped a bit like a box. The fish is wide, moves easily and is very stable. Surprisingly, its unique shape also means it has very little resistance in the water. So designers at Mercedes-Benz used the fish as a prototype for their 'bionic' car model, preferring this fish to others such as sharks and tuna fish. The car is lightweight, spacious and uses little energy because of its special shape. The only problem is that it is not the most attractive car!



2 Which paragraph (A–D) tells us about ...

- | | |
|---|---|
| 1 something which has used nature to help reduce sound pollution. | 5 something which is used in building and construction. |
| 2 something which lives in a dirty environment but which doesn't get dirty itself. | 6 something which has been used to produce clothing, certain vehicles and also surfaces. |
| 3 somebody who used his hobby to help his work. | 7 something which can speed up movement. |
| 4 something which works much better than it looks. | 8 something which is not physically attractive. |

Listening

3 LISTENING 27 Listen to a historian describing schools a century ago. Choose the best answers.

- | | |
|--|---|
| 1 You did not need to stay at school till the age of 14 until ...
a the 1860s. b 1880. c 1918. | 4 Children often sat on ...
a benches, with no back support.
b high chairs. c heavy, fixed chairs. |
| 2 PE was ...
a just for boys. b only in winter.
c different physical exercises. | 5 The 'dunce' hat was worn by ...
a naughty children. b good children.
c cold children. |
| 3 Windows were quite high ...
a so that the teacher could see out.
b so the children could not look outside.
c to keep the warmth in. | 6 If you were left-handed, you had to ...
a use ink. b use your right hand.
c use slate and chalk. |

Use of English

4 Complete the second sentence so that it has a similar meaning to the first. Do not change the word given. You should use between two and five words, including the word given.

1 Frankie went to the park on his own on Saturday.

HIMSELF

Frankie went to the park *by himself* yesterday afternoon.

2 Engineers took the design from nature, for use in the building industry.

TAKEN

The design from nature, for use in the building industry.

3 I don't have enough money. I want to go on holiday.

MORE

If I , I'd go on holiday.

4 You have to look after you own things.

RESPONSIBLE

You looking after your own things.

5 I'm going for an eye test next Monday.

TESTED

I'm next Monday.

6 It's not necessary to give your address.

HAVE TO

You give your address.

Writing

5 Read the advert and write a letter of application, saying why you are a good candidate for the post.

OPERATION WATER

We are looking for hard-working and enthusiastic volunteers to work in parts of south-east Asia and South America. We need helpers to come on our 7-9 week expeditions. You will work as part of a team to help provide clean water to poor communities.

If you would like to make a serious difference to people's lives and think you are appropriate for the job, please apply to the address below.



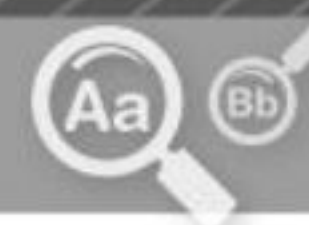
COMMON MISTAKES

6 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

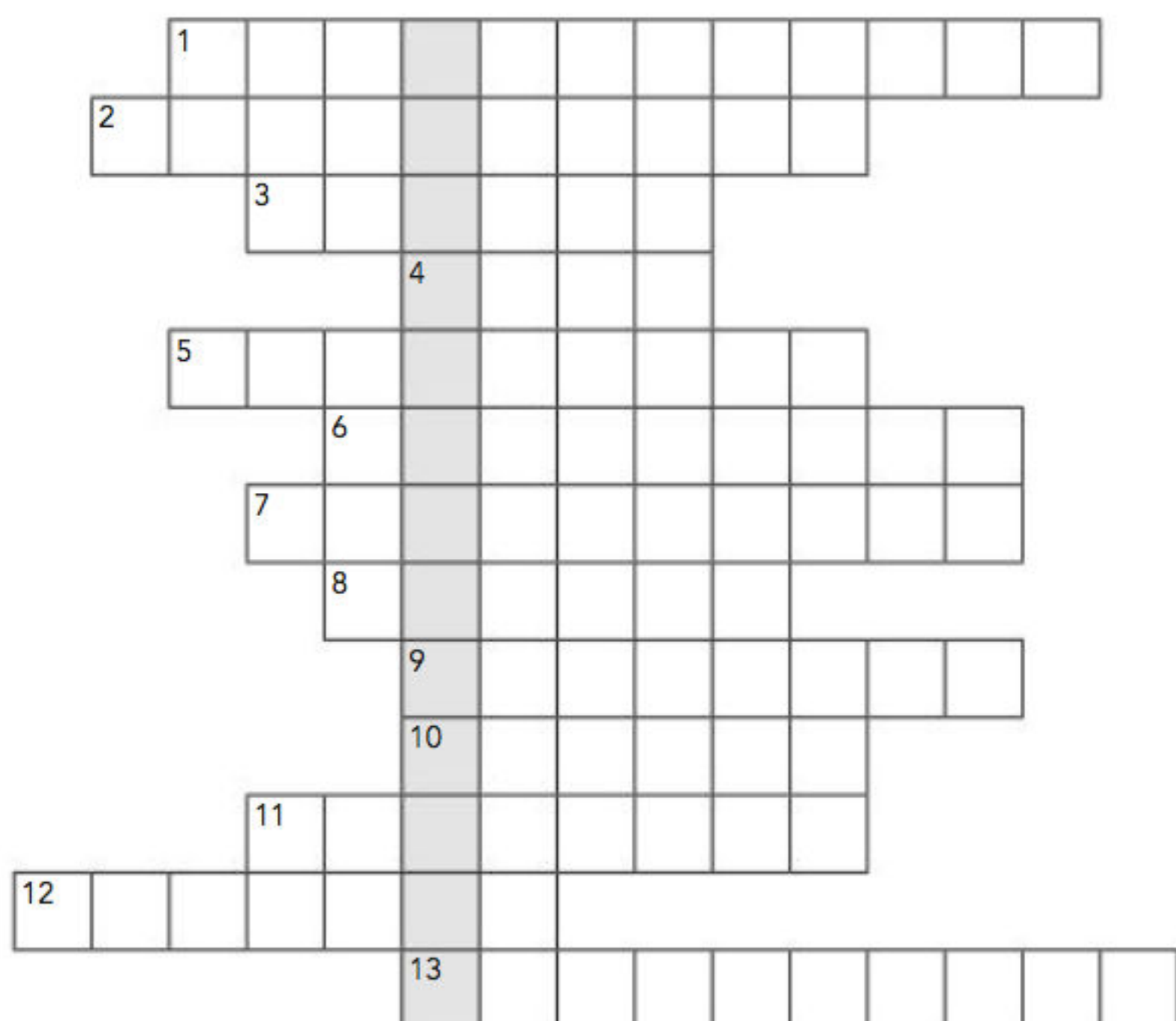
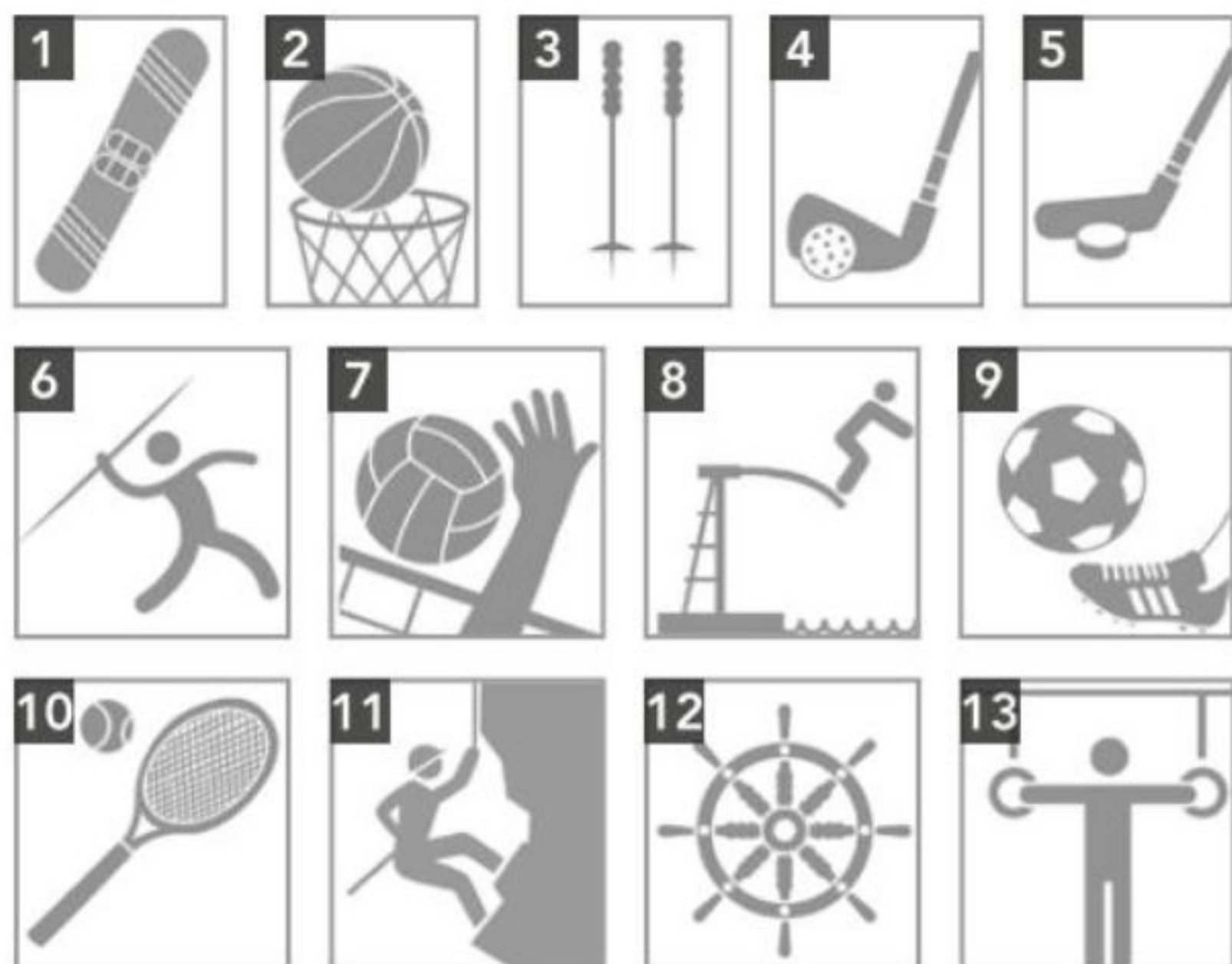
- 1 If I got that job, I'll be very happy.
- 2 The children are a little worried of the exam.
- 3 The most important thing is the courseworks, not the exam at the end of term.
- 4 Stop! Stop! You don't have to go in there! It's private. Please use the other corridor.
- 5 Students under 16 should to wear their uniform on school grounds and in school time.
- 6 If I go out this weekend, I meet my friends. Be with friends is important to me.
- 7 Could you plug in the TV, please? It's difficult to reaching from here.
- 8 Already in some countries in Asia, household jobs done by robots.
- 9 My cousin is very afraid from many animals.
- 10 We having delivered pizza to our house tonight.

Handwriting practice area with spiral binding and horizontal lines.

Vocabulary



1 Look at the pictures and write the name of the sport. Use the word in the shaded column to complete sport number 14.



14

2 Match each sport with the place where you play it and the equipment you can use.

club • course • court • goal post • goggles • pitch
racket • rink • skates • slope • track • trainers

SPORT	PLACE	EQUIPMENT
tennis
football
skiing
ice-skating
golf
athletics

3 Circle the correct alternative.

- In basketball you can bounce/kick the ball.
- When you play football, you are not allowed to pass/hit the ball.
- The aim of all sports is to beat/win the other team or competitors.
- The tennis player scored/shot an excellent point against her opponent!
- The score/mark was equal at the end of the match.
- The play/game was very exciting for fans, who could hardly stay in their seats.



VOCABULARY EXTENSION

4a Complete the sentences with an appropriate verb.

- I tennis on Fridays, and basketball on Sundays.
- My younger brothers both judo and kickboxing, because they love combat sports.
- Where do you skiing?
- Are you good at golf?
- Sid and Pete running every Thursday, with a local club.
- Where can you karate around here?

4b Complete the general rules. If necessary, go back to 4a to check your answers.

- If there is a (kind of) ball involved and it is competitive, you usually use the verb, e.g. *rugby, football*.
- If you do the sport indoors, then you usually use the verb, e.g. *gymnastics, yoga*.
- If the sport is generally played outside, then you usually use the verb Most of these sports end in *-ing*, e.g. *fishing, horse-riding*.



- 1 Look at the photo and the title of the article. Which of the following points do you think will be mentioned?
- a The difficulties of the run b Details of the trip, including accommodation c The cold temperatures
- 2 Put the points from 1 in the order they are discussed in the article.

The world's coolest marathon

For runners who are looking for a challenge, the 42 kilometre North Pole Marathon offers just that. This is an event whose slogan is 'the World's Coolest Marathon' and is the only official marathon that is run entirely on water – on frozen ice which is between 2–3.5 metres thick. This lies on top of the Arctic Ocean, where temperatures can fall to below -25 degrees C during the period when the marathon takes place.

Competitors from all over the world travel to a group of islands called Svalbard, halfway between the North Pole and the mainland of Norway, and they are then taken by a small plane to the camp. Runners are warned before arrival not to expect luxury at the camp, although the tents which are provided are well-heated. Marathon runners must expect to share their accommodation with around 12 others; however, they only spend around 36–48 hours at the camp, unless conditions are very bad.

The run is an exciting one, even for experienced marathon runners, precisely because of the challenging conditions. The area of land where the participants run is often unpredictable; besides the sub-zero temperatures, the snow can be hard or soft and there is a risk of polar bears, although there are guards along the entire route to protect the competitors. This means that running times vary from year to year. The runner who has the quickest time so far is Thomas Maguire. In 2007, he ran a time of just three hours, 36 minutes and 10 seconds, compared with the fastest marathon time on land of just over two hours.

The main concern that participants usually have is how to retain their body heat. They need to be well-equipped with warm clothes and are advised to wear three layers: an inner one which absorbs sweat; a middle one for insulation and an outer one for protection against the wind. Some of the runners even try to prepare themselves for the extreme cold by training in an industrial freezer!

The North Pole Marathon began in 2002 when the race director, Richard Donovan, ran on his own. Donovan had actually completed the South Pole Marathon a few weeks earlier, and so became the first marathon runner to have completed a marathon at opposite ends of the earth! Since then the race has been completed by runners of all ages and nationalities, including two blind runners. Race participants can run as an individual or as part of a team and many run for charity.

For those people whose main worry is the environmental damage, the good news is that recent marathons have been carbon-free: the energy that is used by runners, for example in their flights or their heated tents, is matched by investments into forest projects in the Amazon.



3 Are these sentences True (T) or False (F)?

- The temperatures at the North Pole might be around -30°C.
- There is a possibility of meeting polar bears while running.
- The runners are taken from Svalbard to the camp by air.
- Everyone has their own tent.
- Participants never have to spend longer than two days on the ice.
- Because of the ground, running times are hard to predict.
- Runners are given layers of warm clothes.
- Nobody had run a marathon at both the South and North Poles before Richard Donovan.
- Money from the marathon is put into projects only for protecting the North Pole.

T/F

T/F

T/F

T/F

T/F

T/F

T/F

T/F

T/F

4 Match the underlined words to the definitions.

- to keep someone or something
- changing often and suddenly
- completely or all of it
- take in gas, heat, water etc.
- to be different in different situations
- a sheet of something that lies between other substances

5

CRITICAL THINKING

- What are the risks to the runners of running a marathon like the one at the North Pole?
- Why might the marathon be damaging for the environment?

1 Complete the sentences with the correct relative pronoun. If you write *that*, include a second possibility, too.

- For runners are looking for a challenge, the North Pole Marathon offers just that.
- This is the only official marathon is run entirely on water.
- The area of land the participants run is often unpredictable.
- The main concern participants usually have is how to retain their body heat.
- For those people main worry is the environmental damage, there is good news.

2 Complete the rules with these words.

person, thing, place or time • *when*
where • *which* and *that* • *who* and *that*
who, which or *that* • *whose*

In defining relative clauses, we use

- for people,
- for things,
- for possessions,
- for places and
- for times.

In defining relative clauses we can omit

- when a noun or pronoun comes immediately after it. We use defining relative clauses to give essential information about the
- in the first half of the sentence.

3 Circle the relative pronouns. Then tick (✓) the sentences where the pronoun can be omitted.

- The Mall of Emirates is the only place where you can ski in the desert.
- Skiing and snowboarding are winter sports that are very popular in Canada.
- Many sports people that I know have their little superstitions.
- The trainers that she wore for the Wimbledon Final were sold for £5,000.
- The spectators who are wearing orange are from the Netherlands.
- A puck is a round flat disc that you hit in ice hockey.
- I have a lucky penny that I take with me everywhere.
- Is he the person who invented judo?

4 Complete the sentences with *where*, *when*, *which* or *whose*.

- Wimbledon is the place the grass court tennis championships are held.

- Boxing Day is the day people watch a lot of sport on TV.
- Can you remember the year Usain Bolt set a new 100 m record?
- These days, it is hard to find a pool you are allowed to dive in.
- Bethany Hamilton is the famous surfer arm was bitten off by a shark.
- I've got a friend brother is a jockey.

5 Match the halves to make sentences. Use a relative pronoun in the middle.

- A caddy is the person
 - The winner was the swimmer
 - 2012 was the year
 - The end zones are the places
 - Spring is the time
 - She's the athlete
 - That beach café is
- the points are scored.
 - the Olympics were in London.
 - I first played table football.
 - ankle was broken in the marathon.
 - carries a player's golf clubs.
 - start was the fastest.
 - most people take up jogging.

GRAMMAR CHALLENGE

6 Read the newspaper article. Find and correct eight mistakes.

THE BIGGEST SPORT IN THE WORLD

Elephant polo was played in just a few places in the world. There are four players on each team but eight riders in total, because each player sits behind a front rider that job is to guide the elephant. Riders use sticks are made of bamboo and always they hit from the right-hand side. The pitch when they play is smaller than in horse polo. Everything changes at half-time when the elephants are change.

The rules which govern the game are strict. For example, there always has to be at least one elephant in each half. They cannot pick up the ball with their trunk. The size or weight of the elephants what compete does not matter. But The World Elephant Polo Association places great importance on the health and safety of the animals who take part.



1 Complete the sentences with *for*, *in*, *out* or *up*.

- He was knocked of the tournament in the quarter-finals.
- I really wanted to join, but I didn't have my swimming costume with me.
- Rob goes to the gym every morning to work
- My mother took hill walking when she was over 70.
- It was a real challenge, but he decided to go it.
- You're more likely to have an injury if you don't warm properly.

2 Make sentences with words from each column.

1 He was tired and hungry so he gave	in out up for	with the others.
2 That shy girl never joins		in the first round.
3 Professional athletes always warm		before a race.
4 She's a confident diver who's going		and went home.
5 The less experienced team was knocked		gold!

- He was tired and hungry so he gave up and went home.*
-
-
-
-

3 Look at the photos. What do you think the sports are?



4 LISTENING 28 Listen to two people talking about the sports and check your ideas. Why are these sports good for you?

5 28 Listen again. Are the sentences True (T) or False (F)?

- This kind of yoga particularly helps the muscles in your arms and legs. T/F
- It makes you feel happy, partly because of hormones. T/F
- People with ankle problems shouldn't try this type of yoga. T/F
- Most of the positions are very different from 'normal' yoga. T/F
- Backwards running is a good sport for athletes. T/F
- This sport exercises the same muscles as forward running. T/F
- It's better for your knees than forward running. T/F
- It is a new sport. T/F

VOCABULARY EXTENSION

6 Match these phrasal verbs with their definitions. Use your dictionary to check your answers.

- catch up
 - carry on
 - drop out
 - keep up
 - send off
 - pass out
- leave something before the end
 - reach someone or something after being behind
 - continue doing something
 - suddenly become unconscious and fall over
 - do something at the same speed as somebody or something
 - tell a player to leave the game

7 Complete the sentences with verbs from 6.

- You might if you are too hot or thirsty.
- You might or if you work really hard.
- You might of a team if you didn't like the captain.
- The referee might a footballer if they hit another player.
- You might doing a sport for years if you love it.



1 Look at the non-defining relative clauses. Circle the correct alternative to complete the rules.

- 1 One day a friend, *whose neighbour is a yoga instructor*, told me about anti-gravity yoga.
- 2 It's good for your heart, as well as your core muscles, *which are the deeper muscles inside your body*.
- 3 Running backwards is also softer on the knees, *where much of your body weight falls when you are forward running*.
- 4 A man called Robert Stevenson, *who is an expert in reverse running*, recommends practising in an open space.

In non-defining relative clauses, we use **who** for (a) *people/things*, **which** for (b) *people/things*, **whose** for possessions, **where** for (c) *places/times* and **when** for (d) *places/times*. We (e) *can/can't* use **that** in non-defining relative clauses. We (f) *can/can't* omit the relative pronoun and we (g) *always/never* use commas in non-defining clauses.

2 Complete the sentences with a relative pronoun.

- 1 The boy, was only four, was running very long distances.
- 2 That young diver goes to an Olympic-size pool, he practises for hours.
- 3 Running, is his favourite activity, is not an expensive sport.
- 4 Uncle Marcus, racket I borrowed, used to play tennis for England.
- 5 Last year, they went skiing together, she broke her leg.
- 6 The girls, names I forget, are both talented rowers.

3 Use a non-defining relative clause to join the sentences.

- 1 Usain Bolt is a great sprinter. He comes from Jamaica.
Usain Bolt, who comes from Jamaica, is a great sprinter.
- 2 The university sports centre is brand new. My son works out there.
.....
- 3 This pool is 50 metres. The diver Tom Daley used to practise here.
.....
- 4 The cricketers were wearing white. They got very dirty by the end of the match.
.....
- 5 The French runner surprised us all by coming first. His family were sitting next to us.
.....

4 Do these sentences have defining (D) or non-defining (ND) relative clauses?

- 1 Scotland is the country where golf was first played.
- 2 That's the game I've been telling you about.
- 3 New Zealand, where rugby is really popular, has more sheep than people.
- 4 Is your aunt the swimmer whose picture I keep seeing?
- 5 Rory McIlroy, who began playing golf at the age of two, became professional when he was just 18.

STUDY SKILLS

What action can you take to improve your results in grammar exercises?

➤ STUDY SKILLS page 95

GRAMMAR CHALLENGE

5 Choose the correct answer. Check at the bottom of the page. Then use the information to write a sentence with a relative clause.

- 1 In baseball, it's bad luck to touch
a one of the lines.
b a bat.

Baseball is popular in Japan.

In baseball, which is popular in Japan, it's bad luck to touch ...

- 2 In football, it's lucky to have
a an even number on your shirt.
b a double number on your shirt.

Football was first played internationally in 1872.

- 3 In ice hockey, it's bad luck to put down your sticks
a crossed.
b on the ice.

Ice hockey is the national sport of Canada.

- 4 In basketball, it's good luck to
a wipe the soles of your trainers.
b chew gum.

Basketball's most successful team is the Boston Celtics.

- 5 In tennis, it's bad luck to
a hold more than two balls when serving.
b eat between sets.

Tennis first became an Olympic sport in 1896.

Answers: 1 a 2 b 3 a 4 a 5 a



1 **LISTENING** ▶ 29 Listen to Sally and Jimmy discussing whether they think that sports should be optional at secondary school. Which speaker thinks that sports *should* be optional?

2 ▶ 29 Listen again. Are the sentences True (T) or False (F)?

- 1 Sally thinks PE is an important subject, like maths. T/F
- 2 Sally thinks that young people should be given the choice to do PE. T/F
- 3 Jimmy says that running and cricket are popular sports in school. T/F
- 4 Sally worries about the children who don't do any sport outside school. T/F
- 5 Jimmy thinks that compulsory PE might stop young people from enjoying school. T/F
- 6 Jimmy thinks that doing PE in school makes you like it. T/F
- 7 Sally says it's important to make doing sports a habit. T/F
- 8 Jimmy's mother now loves running but didn't like PE at school. T/F

3 ▶ 29 Listen again and tick (✓) the expressions you hear. Are these expressions for agreeing (A) or for disagreeing (D)?

(Sometimes), I agree ...

I (totally) agree (with you) (that ...)

(I think) You're right (about that) ...

I take your point.

That's true.

I agree to an extent, but ...

I see what you mean, but ...

I'm not sure that's true.

You've got a point. However, ...

PRONUNCIATION

4 ▶ 30 Look at the words from the listening. Underline the stressed syllable in each. Listen and check.

- 1 cricket
- 2 exercise
- 3 optimistic
- 4 argument
- 5 importance

STUDY SKILLS

How important is it to stress the correct part of a word? Do you know any words which change meaning if the stress changes?

➤ STUDY SKILLS page

DESCRIBING PICTURES

5 Look at the photo and write your answers to the questions in your notebook. If you're not sure of something, use *I think* and/or *I imagine*.



- 1 Who can you see in the photo?
- 2 Where are they?
- 3 What are they doing?
- 4 When do you think this photo was taken?

6 **LISTENING** ▶ 31 Listen to a student talking about the photo. What are his answers to the questions?

7 **SPEAKING** Now look at the second photo and answer the same questions.



8 **SPEAKING** Describe the similarities and differences between the two photos.



- 1 Look at the announcement opposite and answer the questions.
 - a What does it want to know?
 - b Who wrote the announcement?
 - c How would you respond to the announcement?
- 2 Read the article. What is the writer's opinion?

HomeAboutArticles

a

Some people say that playing video games isn't a real sport. After all, it's not the same as running a marathon or playing in a football match. But, for me, gaming is a real sport, just like running or football and I'll tell you why.

Comments

b

(1) _____, my life would be so much less interesting without video gaming. When I play video games, I want to win. My heart beats quickly and winning is great! There is nothing else I do which gives me the same feeling. I also enjoy talking about it with my friends, just like people talk about traditional sports. I'm (2) _____ that it makes me a happier person.

c

So, I (3) _____ video gaming is definitely a kind of sport. As I (4) _____ it, expert video-gamers are similar to traditional athletes in many ways. For example, they train really hard, for up to ten hours a day. And nowadays, stadiums can be filled with thousands of spectators, just like in a traditional sport.

d

As (5) _____, professional gamers have amazing stamina, focus and skills. On tests comparing traditional athletes and e-athletes, the scores for their mental skills are often the same. Some video games are played in a team too, which gives players the same benefits as traditional team sports.

e

In my (6) _____, the only thing that makes e-sport different from traditional sport is that there is less physical exercise. However, the players I admire in gaming are healthy and they care about staying physically fit, too. So if you haven't tried gaming before, you should give it a try. You might be surprised!

IS VIDEO GAMING A SPORT?

- Why and how is video gaming important to you?
- How would you persuade other people to see it as a sport?

PLEASE WRITE AN ARTICLE FOR NEXT MONTH'S MAGAZINE!

- 3 Complete the text with the missing words.

believe • convinced • far as I'm concerned
opinion • personally • see

- 4 Match the paragraphs (a–e) with the information.

- 1 Why cyber athletes are similar to traditional ones
- 2 The writer's overall opinion about the topic
- 3 Cyber athletes' mental abilities
- 4 The difference between video gaming and traditional sports
- 5 The writer's own experience of gaming

- 5 Answer these questions.

- 1 What physically happens to the writer when he plays video games?
- 2 In what ways is gaming a social activity for the writer?
- 3 How popular is video gaming?
- 4 Does the writer mention the test results for the physical fitness?
- 5 According to the writer, what is the only difference between e-sport and traditional sport?
- 6 What does the writer say about being physically fit in relation to video gaming?

- 6 Look at this announcement in a magazine and write your article.

DO YOU KNOW OR HAVE YOU HEARD OF PEOPLE WHO CAN'T STOP VIDEO GAMING?



How would you encourage teenagers to get the balance right between life and gaming, including doing physical exercise?

PLEASE WRITE AN ARTICLE FOR NEXT MONTH'S MAGAZINE!

Grammar

1 Complete the defining relative clauses with these words.

that • when • where • who • whose

- 1 A rink is a place you go to ice skate.
- 2 Clubs are things golfers use to hit balls.
- 3 The goalkeeper is the person job it is to stop goals.
- 4 Summer is the season most people play tennis.
- 5 He is the athlete won the most medals last year.

2 Cross out the relative pronoun where it is possible.

- 1 That's the woman whose twin sons are both competing in the event.
- 2 Bats are the things that you hit the ball with in table tennis.
- 3 There's the stadium which our football team has just bought!
- 4 That's the minibus that takes us to the matches.
- 5 She's the tennis player who takes her lucky mascot everywhere.
- 6 Geoff is the coach that you need to speak to.

3 Add the information in brackets to make a non-defining clause.

- 1 In 1975 Junko Tabei became the first woman to climb Everest. (She is from Japan.)
- 2 The very first Olympics were won by a chef called Coroebus. (They were held in 776 BC.)
- 3 The first modern Olympic Games were held in Greece. (The ancient games also took place in Greece.)
- 4 Golf balls used to contain liquid. (They are now solid.)
- 5 Richard Williams was extremely poor as a child. (His daughters Serena and Venus are both multi-millionaires.)

4 Circle the correct alternative.

This morning we (1) 've played/played our first game of badminton at school. The teacher put us in pairs and (2) gave/had given us each a shuttlecock, (3) which/that is like the 'ball'. First we just threw it to each other. It was quite slow at first but when we (4) were getting out/got out the rackets it was much more fun.

We (5) were leaving/left school when Ms French (6) reminded/was reminding us to prepare for the summer fair tomorrow. So I (7) 'm going to make/will have made some cakes this evening.

Vocabulary

1 Complete the sports with the missing vowels.

- 1 ... c ... h ... ck ... y 2 f tb ... ll 3 s l ... ng
4 ... thl ... t ... cs 5 sn wb rd ng 6 d v ng

2 Complete the sentences with these words.

boots • club • course • court • goggles • net
pitch • rink • slope • skates

- 1 You play football on a wearing
- 2 You ski down a with over your eyes.
- 3 You skate on a wearing
- 4 You play golf on a golf with a
- 5 You hit a tennis ball over a on a

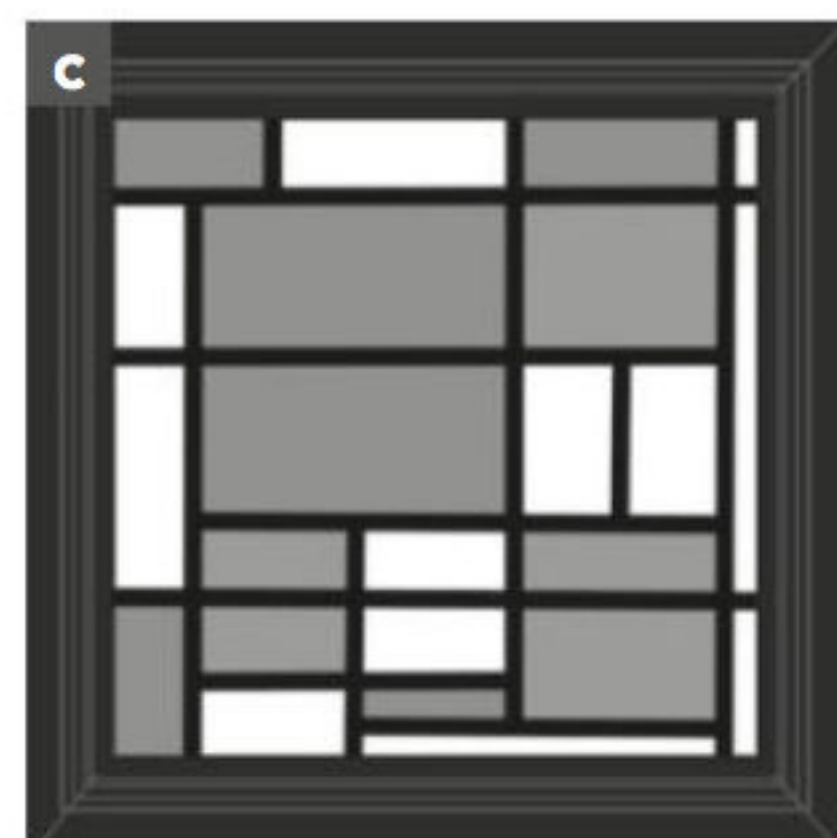
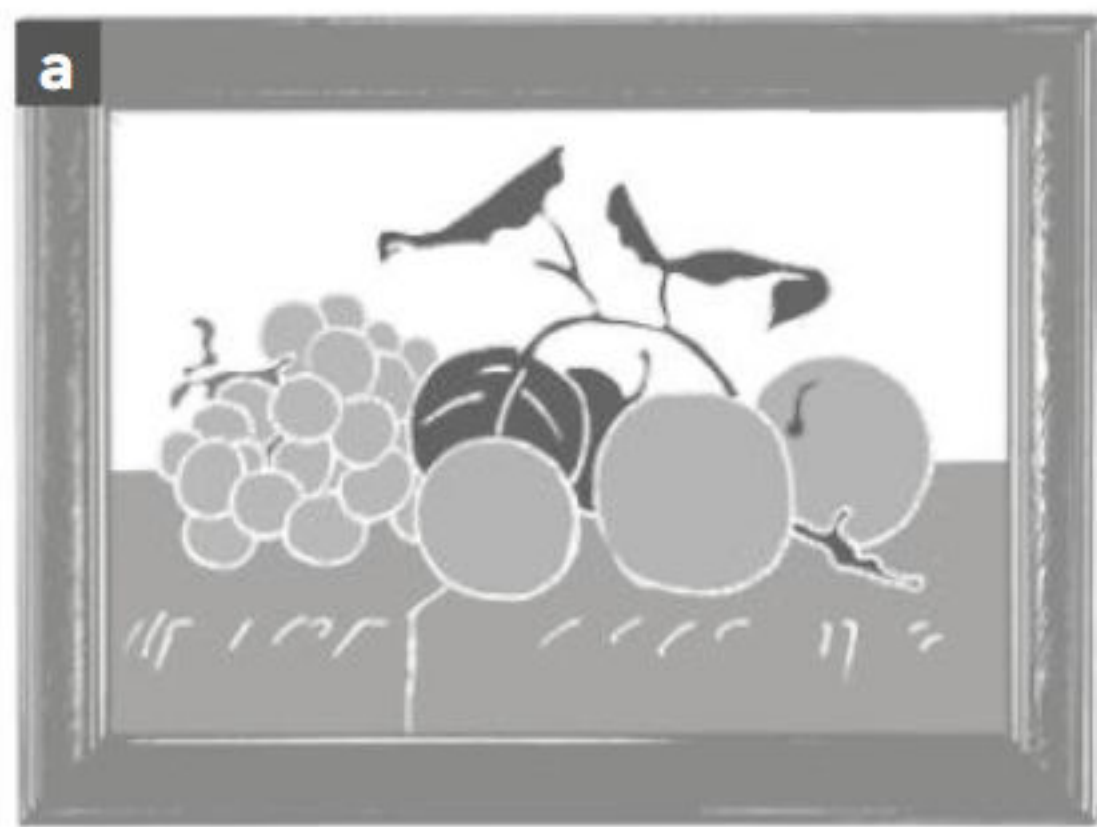
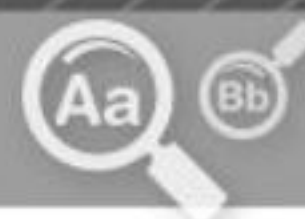
3 Complete the phrasal verbs with the correct preposition.

- 1 My grandmother is 65 and she's just taken basketball.
- 2 I don't like just watching sport. I like to join
- 3 We knocked our opponents in the second round!
- 4 It's important to spend time warming to prepare your body.
- 5 I'm not sure about the competition, but my coach thinks I should go it.

4 Match the sentences.

- 1 I've checked in the luggage.
 - 2 Let's play another match, shall we?
 - 3 I think we should set off really early.
 - 4 Where do you work out?
 - 5 Are you going to go for the trophy?
 - 6 We couldn't get on the tram.
- a Look, I give in. You've won.
b Absolutely. It's practically ours!
c I'm not surprised. It was so crowded.
d Down at Super Fit gym.
e Let's go through to the departures lounge.
f Yes. The roads will be quieter then.

Vocabulary



1a Complete the words connected with art with the missing vowels (a, e, i, o, u).

- | | |
|-----------------------|------------------------------|
| 1 g _ _ ll _ _ ry | 5 _ _ xh _ _ b _ _ t _ _ _ n |
| 2 sk _ _ tch | 6 s _ _ lf-p _ _ rtr _ _ _ t |
| 3 st _ _ ll _ _ f _ _ | 7 sc _ _ lpt _ _ r _ _ |
| 4 _ _ bstr _ _ ct | 8 l _ _ ndsc _ _ p _ _ |

1b Match some of the words with the pictures above.

2 Now match the words in 1 with the definitions.

- painting of countryside scene
- painting of the artist by the artist
- painting of real life objects
- public show of art that people can go to look at
- solid object made as a work of art from metal, wood etc.
- place where paintings are exhibited
- art that expresses ideas or feelings, not exact appearances
- drawing done quickly without many details

3 Circle the odd one out in each group.

- play • drawing • scene • character
- musician • songwriter • tune • landscape
- orchestra • musician • composer • sketch
- audience • still life • masterpiece • abstract painting
- lighting • sculpture • performance • stage

4 Look at the first pair of words. Complete the second pair so it is similar to the first.

- plays → theatres; exhibitions → galleries
- words → plays; lyrics →
- conductors → orchestras; directors →
- artists → paintings; → sculptures
- vocalists → singing; → piano-playing

VOCABULARY EXTENSION

5 Circle the correct alternative.

- During the interval/pause/break for *Les Misérables*, we talked about the play.
- We ordered our tickets/fees/places for the show online.
- The art exhibition was full of spectators/visitors/viewers.
- The play was so good that the audience cried/shouted/applauded for five minutes.
- I wanted to know about the performance so I bought a programme/recipe/guide.



1 Look at the photos below. How big do you think the objects are?



When we think of street art and installations, we usually think of huge pieces of art that fill the street. However, some artists, such as Slinkachu, think differently.

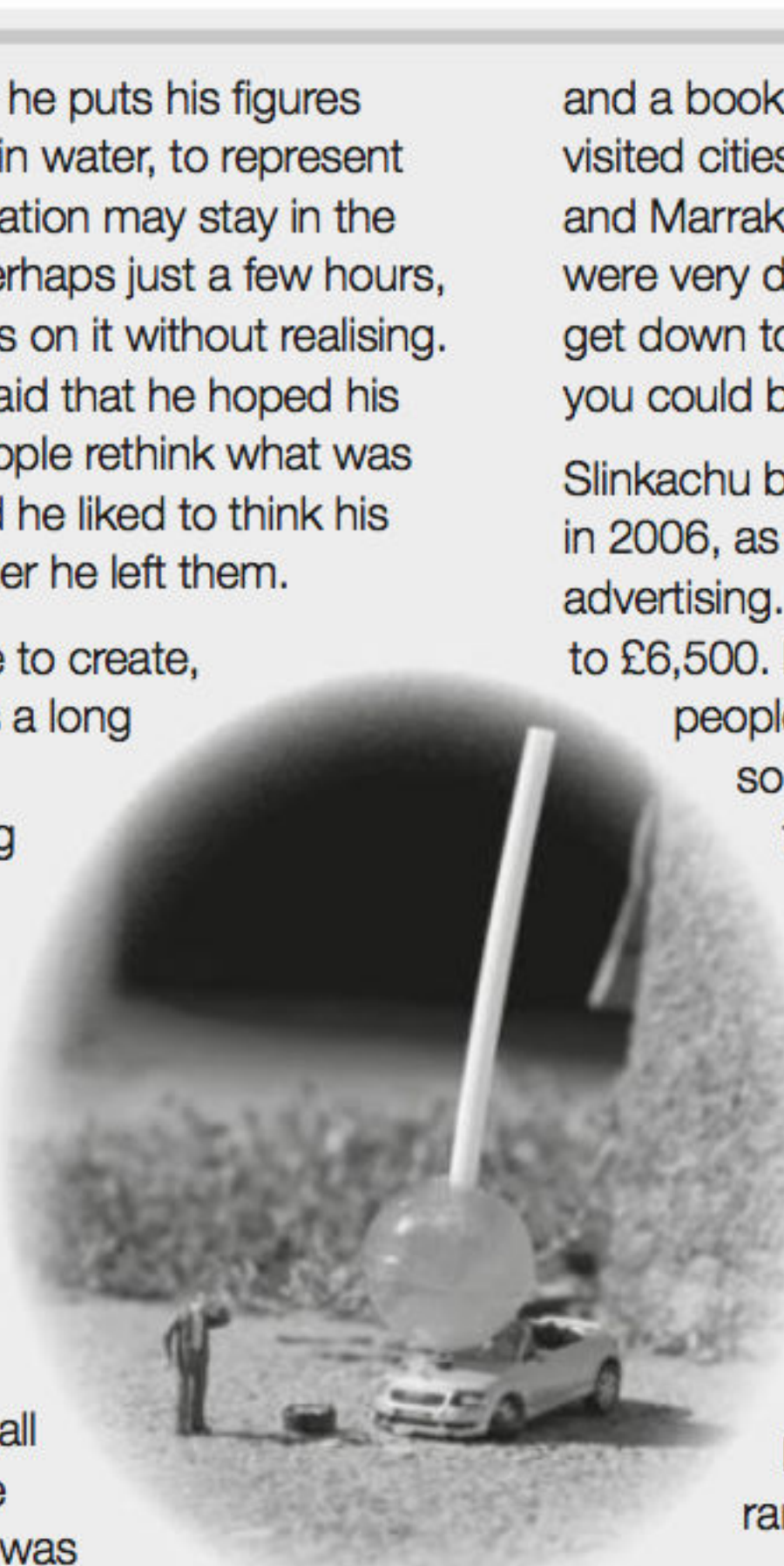
He places tiny figures from toy train sets in city streets, in walls or on bridges or lampposts, to make mini-installations. After this, he photographs them close-up and from far away, and then leaves them for people to notice ... or not.

Many pedestrians walk past the one centimetre-tall figures without even knowing that they are there. The little characters are usually doing everyday things, such as sunbathing, sailing or shopping. Sometimes, Slinkachu might

add a dead insect, or he puts his figures next to a puddle of rain water, to represent a lake. His mini-installation may stay in the streets for days, or perhaps just a few hours, before someone steps on it without realising. Recently, Slinkachu said that he hoped his work would make people rethink what was possible. He also said he liked to think his 'stories' continued after he left them.

His work looks simple to create, but Slinkachu spends a long time finding the right location and preparing his scenes. For example, giving one of his figures a tiny scarf, blowing in the wind, can take several hours. In a recent interview, Slinkachu explained that he had always been interested in small things. 'My dad made me a train set when I was younger, but I was never really interested in the trains, it was always the figures, houses and trees that fascinated me.' The thirty-something artist, born Stuart Pantoll, has spent the last six years shooting his miniature scenes on the streets of London. However, Slinkachu has now gone global. He has two new shows in London and New York

2 Read the first two paragraphs and check your answer.



and a book featuring his adventures. He has visited cities like Moscow, Beijing, Cape Town and Marrakech. 'I wanted to go to places that were very different,' he says. 'But when you get down to street level, 2cm off the ground, you could be anywhere.'

Slinkachu began his series of Little People in 2006, as a change from his day job in advertising. Now his photographs sell for up to £6,500. He says that he hadn't expected people to empathise with the characters so much. He explained it by saying that people had a natural desire to look after small things like children and animals and so projected their feelings on to the small scenes.

Once he has taken his picture, Slinkachu leaves his mini models to take care of themselves, with just a blob of superglue on each foot. Some last longer than others, but he rarely goes back to check on them.

A few years ago, Slinkachu said it was possible that his street installations would never be found, but that is exactly what he liked about them. He wants those tiny figures in a huge world to reflect the loneliness people can sometimes feel in a big city. His scenes, however, are never just sad; they are also funny and clever, touching and entertaining.

3 Read the text and choose the best answer.

- Slinkachu puts his tiny figures in cities ...
 - and makes sure that everyone sees them.
 - and allows people to notice them if they want to.
 - and hopes that people do not see them.
- The artist generally creates scenes where ...
 - the characters are doing something surprising.
 - they are doing something ordinary.
 - they are not doing anything.
- His street scenes are in danger because ...
 - pedestrians can walk on them by accident.
 - some people might deliberately destroy them.
 - they might be stolen.
- The scenes can take a long time to make because ...
 - he needs to first make the figures himself.
 - he likes to add scarves to all his mini-models.
 - he has to get the characters and the place right.
- As a boy, he used to like ...
 - playing with trains.
 - taking photographs.
 - playing with little models from train sets.
- He thinks people like his work because they ...
 - like small things.
 - think it is funny.
 - like to use their imagination.

4

CRITICAL THINKING

- Is art which most people do not even notice, art?
- Is art best seen at an exhibition or a gallery, or is it best seen in a context?

STUDY SKILLS

What strategies can help you to understand new words in a text?

➤ STUDY SKILLS page 95

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

- smaller than things of the same kind
- a small amount of a thick liquid
- to understand how someone feels because you can imagine what it is like to be them
- making you feel emotional or sympathetic, for example by being sad
- imagined an emotion that you think someone else is feeling
- a small pool of water left on the road after rain
- a piece of art that consists of different objects arranged together



1 Complete the table with the reported speech.

Direct speech	Reported speech
'I visit the gallery a lot.'	He said he <i>visited</i> <i>the gallery a lot</i>
'I'm visiting the gallery.'	He said he
'I have visited the gallery.'	He said he
'I visited the gallery.'	He said he
'I will visit the gallery.'	He said he
'I can visit the gallery.'	He said he
'I may visit the gallery.'	He said he
'I must/have to visit the gallery.'	He said he

2 Complete the sentences in reported speech.

- 1 'You have to be careful!'

The museum guide told us that we *had to be*
careful.

- 2 'I don't know anything about modern sculpture.'

Grandad said that he anything
about modern sculpture.

- 3 'It may take a while for the paint to dry.'

The artist told her that it a while
for the paint to dry.

- 4 'I can get you cheap tickets for the gig.'

My friend said that he us cheap
tickets for the gig.

- 5 'Lots of people walk past his installations every day.'

One of Slinkachu's fans explained that they
..... every day.

3 Look at Slinkachu's words. Change them into either direct or reported speech.

- 1 'My dad made me a train set when I was younger, but I was never really interested in the trains.'

He said

- 2 'When I got down to street level, I realised everywhere is the same.'

.....

- 3 He also said he liked to think his 'stories' continued after he left them.

.....

4 Rewrite the direct sentences in reported speech.

- 1 'I've always hated modern art.'

She told me (that)

- 2 'We are going to the sculpture park next week.'

They said (that)

- 3 'I'm painting a picture just for you.'

He told me (that)

- 4 'We're hoping to make a new album this year.'

The band said (that)

- 5 'I can't sketch any more tonight, it's too dark.'

She said (that)

GRAMMAR CHALLENGE

5 Complete the text about Sarah Maple with one word in each gap.

We interviewed the artist Sarah Maple this morning and it was very interesting. We all (a) her a lot of questions. She said she had (b) interested in art at the age of two, (c) we all found surprising. She (d) us that her parents (e) given her a set of paints and brushes at that age. She showed (f) a huge photograph of her favourite painting. It was beautiful: a bird diving into the water and in the background (g) were several hot-air balloons. She then got out lots of her sketches to show us. The scenes (h) drawn with such incredible care. When I grow up, I'm (i) to be a landscape artist.



1 Circle the correct alternative.

- 1 She was amazed/amazing when her painting was sold for £5,000.
- 2 The lecture wasn't very interested/interesting, but the show was.
- 3 The success of his first play was really surprised/surprising.
- 4 I'm afraid I was rather uninspired/uninspiring by the works of art I saw.
- 5 The horror movie we watched last night wasn't very frightened/frightening.
- 6 The artist wasn't very relaxed/relaxing at the start of his exhibition.
- 7 The kids got bored/boring waiting for the show to open.
- 8 They had the best seats in the theatre, but the play was disappointed/disappointing.

2 Complete the sentences with an -ing or -ed adjective from the verbs given.

- 1 The movie was absolutely
I couldn't sleep that night. (terrify).
- 2 My mum was when I didn't come home. (worry).
- 3 Overall, we were very with the service and we want to go back. (satisfy)
- 4 I thought the show was quite, but Mum hated it. (entertain)

3 Use the prompts to make two sentences using the -ing and -ed form of the adjective.

- 1 Dad's singing / always / embarrass-
Dad's singing is always very embarrassing.
I am always embarrassed when my dad sings.
- 2 Tom's maths homework / confus-
- 3 We / excit- / birthday party / tonight
- 4 Number of people / modern art exhibition / surpris-
- 5 Cancellation of the school concert / very disappoint- / the children.

4 LISTENING 32 Listen to the interview about The Recycled Orchestra. Choose the best title for it.

- 1 Teenagers from Paraguay learn music
- 2 An orchestra made from rubbish
- 3 Music for money



STUDY SKILLS

What should you do when you are listening to English and there is a section that you do not understand?

➤ STUDY SKILLS page 95

5 32 Listen again and choose the best answers.

- 1 The air does not smell fresh ...
a because the reporter is sitting in a busy café.
b because the town is near the city of Asunción.
c because the town is built around rubbish.
- 2 The people in Cateura earn their living by ...
a searching through rubbish to find stuff to re-sell.
b finding lost things in the rubbish.
c washing clothes for people.
- 3 When they started, Don Cola and Favio Chávez ...
a had no money or instruments.
b had instruments but no money.
c had a little money but no instruments.
- 4 The clarinets are made of ...
a oil cans, spoons and forks.
b oven trays and a piece of wood.
c old pipes and keys from bottle tops.
- 5 When the reporter listened to the orchestra, he felt ...
a disappointed. b surprised. c relaxed.
- 6 The orchestra is ...
a not known outside Paraguay.
b known abroad, too.
c known only in the Cateura community.

VOCABULARY EXTENSION

6 Here are more adjectives ending in -ing and -ed. Check you know the meaning of each one, then complete the sentences.

amusing • annoyed • exhausted • moving
pleased • thrilling

- 1 The latest James Bond film was really
- 2 The theatre performance was so that many people cried.
- 3 She was after her visit to the Tate Gallery, but still couldn't sleep.
- 4 The model was very with the finished portrait.
- 5 The security guard in the art gallery gets if you touch anything.
- 6 Some people find her work but personally, I don't find it funny at all.

1 Complete the grammar rules with these words.

do • not • same • statements • subject • whether

- 1 Tenses and pronouns in reported questions change in the way as with reported
- 2 There is no inversion of and verb as in direct questions, and question marks are needed.
- 3 We do not use the auxiliary verb in reported questions.
- 4 If there is no question word, we use *if* or

2 Circle the correct alternative.

- 1 The interviewer asked if Will Vogel can/could tell us something about Cateura, and the orchestra.
- 2 The interviewer asked how had this happened/this had happened.
- 3 He asked what Don Cola did make/made the instruments out of.
- 4 The interviewer asked had it changed/if it had changed the children's lives.

3 Complete the reported questions.

- 1 'Did you see the portrait of the Queen?'
He asked him
- 2 'Why are you putting your chewing gum under the desk?'
She wanted to know
- 3 'Who is your favourite singer?'
He wanted to know
- 4 'Do you often go to the theatre?'
He asked him
- 5 'Where are the paintings by Lowry?'
They wanted to know
- 6 'Will you be able to clean the marks off the painting?'
He wanted to know

4a Put this request from the interview in order.

bit a Will up interviewer The to asked speak

4b Circle the correct alternative to complete the rules.

Look at the grammar rule and choose the correct alternative. For reported commands we use *asked to* or *not to* + (a) auxiliary/infinite. If (b) necessary/possible, we change pronouns and other words in the same way as in reported statements. We use (c) asked/told to report stronger commands and (d) asked/told for more polite commands.

5 Rewrite the sentences in direct speech.

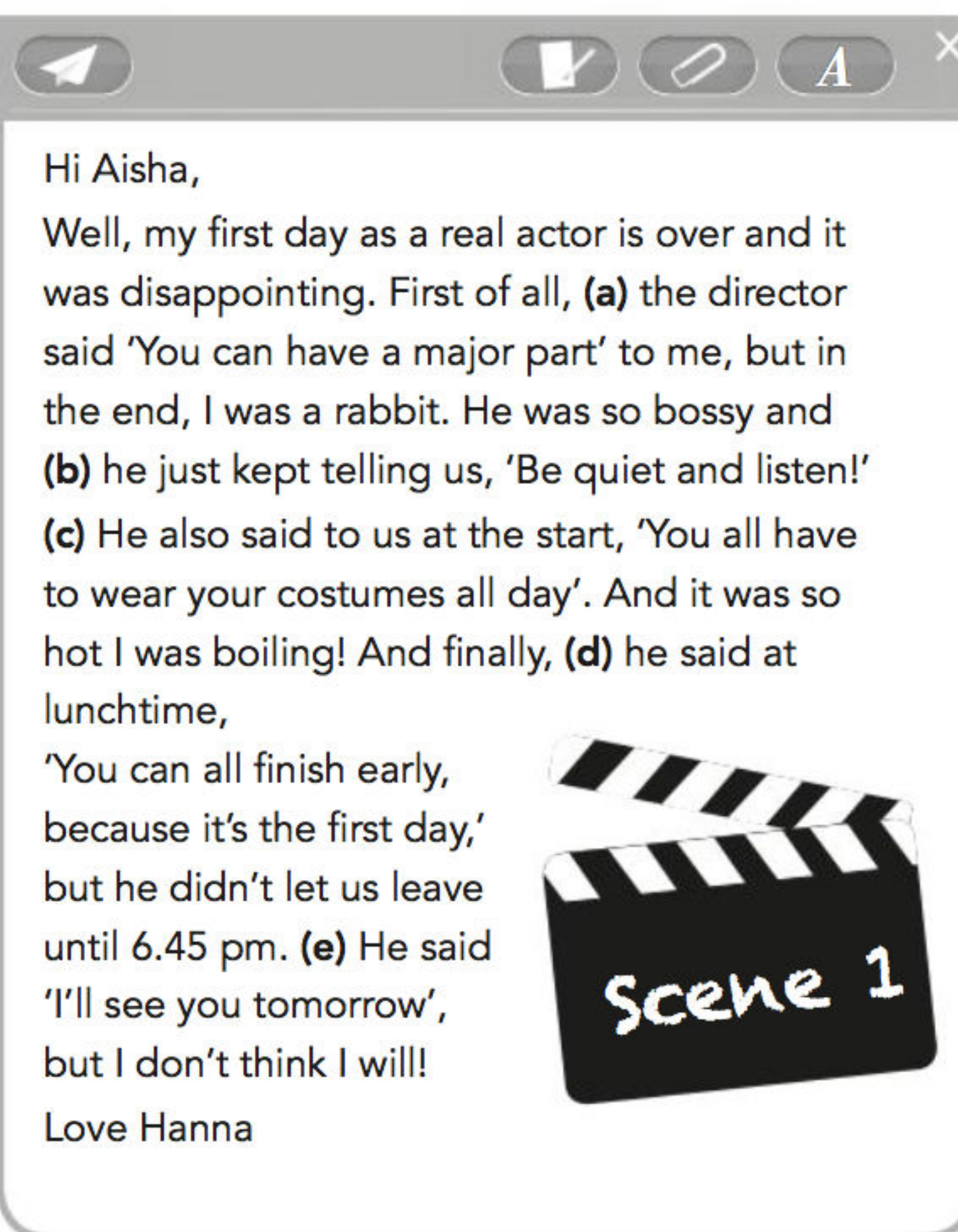
- 1 The teachers asked the children to stand still and listen.
'Please stand still and listen.'
- 2 The guide asked the children to split into smaller groups.
.....
- 3 The guide told them not to use their phones.
.....
- 4 The guide asked them to move a little faster.
.....

6 Now report these commands. Use *ask* or *tell*.

- 1 'Please leave all your things at the entrance,' asked the guide.
.....
- 2 'Don't go too close to the paintings,' the guide told one of the boys.
.....
- 3 'Don't eat your sandwiches in the gallery,' the guide told two girls.
.....
- 4 The guide asked the teacher, 'Please take the children into the next room.'
.....

GRAMMAR CHALLENGE

7 Read the email and change the direct speech (a-e) into reported speech.



Hi Aisha,

Well, my first day as a real actor is over and it was disappointing. First of all, (a) the director said 'You can have a major part' to me, but in the end, I was a rabbit. He was so bossy and (b) he just kept telling us, 'Be quiet and listen!' (c) He also said to us at the start, 'You all have to wear your costumes all day'. And it was so hot I was boiling! And finally, (d) he said at lunchtime, 'You can all finish early, because it's the first day,' but he didn't let us leave until 6.45 pm. (e) He said 'I'll see you tomorrow', but I don't think I will!

Love Hanna



1 Read the events from Ben's story. In what order do you think they happened?

- Their car had a problem so they arrived late at the theatre.
- Ben's mum was angry with him.
- It was dark and Ben nearly fell on a person in the audience.
- Ben left the theatre.
- He agreed to go to the ballet.
- The performance started but nothing happened.
- Ben started laughing and couldn't stop.
- He realised he was not dressed appropriately.
- Ben's mum invited him to the ballet.
- His mum joined him in the interval.

2 LISTENING 33 Listen and check your predictions.

3 33 Listen again and add the correct words and phrases for reporting past events.

-, I said I didn't want to go.
- our car wouldn't start, so we had to take a bus.
- I nearly fell on somebody in the audience.
-, when the stage lights came on, I realised that everyone was dressed really smartly.
- the curtain went up and the performance started.
- And, I'm afraid I started laughing and I couldn't stop.
-, the dancers came on stage.
- Well, I had to leave.
-, Mum came out.
-, we both decided to just go home.
-, she told me she wouldn't take me to a performance until I was 18!

4 Put the words and phrases in the correct column.

a few minutes later • after a while • after that
at first • finally • first • in the end • next • then

at the beginning of a description	in the middle of a description	at the end of a description

PRONUNCIATION

5a In which of the following words is the word stress NOT on the first syllable?

audience • ballet • curtain • dancer • interval
performance • theatre

5b Where is the main stress in these words and expressions?

afterwards • at first • in the end

5c 34 Now listen to the same examples and repeat the words and expressions.

DESCRIBING PICTURES

6 Look at the photo and write your answers to the questions in your notebook. If you are not sure of something, use *I think* and/or *I imagine*.



- Who can you see?
- Where are they?
- What are they doing?
- When do you think this photo was taken?

7 LISTENING 35 Listen to a student talking about the photo. What are her answers to the questions?

8 SPEAKING Now look at the second photo and answer the same questions.



9 SPEAKING Now describe the similarities and differences between the photos.

Grammar

1 Report the direct speech.

- 1 The boy told the guide, 'I'm 14.'
- 2 He said, 'I can't see my parents anywhere'.
- 3 He also told her, 'I'm not worried. They will be here very soon'.
- 4 His parents arrived and said, 'We've been in the gallery shop'.
- 5 They said, 'We're leaving. We don't want to miss the train'.

2 Put the words in order to make reported questions.

- 1 if visited He gallery wanted I the to had know

.....

- 2 he him They born asked was where

.....

- 3 we asked us teacher if touched The had it

.....

- 4 there wanted how to She long had know been we

.....

3 Report the commands.

- 1 'Don't touch the sculptures!' the man told the boys.

The man

- 2 'Please don't talk in the library,' the librarian asked us.

The librarian

- 3 'Don't mix all the colours at the same time,' the teacher told me.

The teacher

- 4 'Get your tickets from me, please,' the girl at the desk told the visitors.

The girl

4 Match the halves to make sentences.

- 1 When we were young, we
- 2 He's the artist whose pets
- 3 My mum had her hair
- 4 I might save up my pocket money
- 5 In three years' time,
- 6 The actors have been trained
- 7 Seeing a good show always
- 8 The interviewer asked the star what

- a to buy tickets for Cirque du Soleil.
- b 'd often go to the theatre to see a play.
- c Claude will be appearing in films.
- d his best moment was.
- e to fight in a convincing way.
- f makes me feel cheerful.
- g are often hidden in his paintings.
- h done especially for the performance.

Vocabulary

1 Match the words and definitions.

- | | |
|---|--------------|
| 1 abstract art | 4 still life |
| 2 landscape | 5 sketch |
| 3 self-portrait | |
| a picture that you draw or paint of yourself | |
| b art that represents objects rather than people or places | |
| c a drawing which is usually done simply and quickly, in pencil | |
| d art that expresses ideas rather than exact appearances | |
| e a painting of a place | |

2 Complete the sentences with suitable words.

- 1 My trumpet teacher is a professional who also plays in an orchestra.
- 2 The are the people who sit in the theatre and watch the performance.
- 3 Beethoven was the of *Für Elise*.
- 4 As well as being a singer, Ed Sheeran is also a, and his lyrics are beautiful.
- 5 My friend's brother is a street He is a fire-eater!

3 Complete the sentences with an *-ing* or *-ed* adjective, using the verb in italics.

- 1 These art lessons *exhaust* me. They are
- 2 The main characters will *surprise* you. You will be
- 3 That story *depressed* me. It was
- 4 The pictures used to *embarrass* the artist's children. The children were
- 5 The exhibition *interests* all who see it. The visitors are always

4 Correct the word in bold in each sentence. The correct word begins with the same letter.

- 1 The main **cast** in the story were two policemen and their families.
- 2 During the concert, the **composer** managed the orchestra brilliantly.
- 3 The children are so **embarrassed** about the holiday. They can't wait!
- 4 The dessert that the chef had made was **disgusted**.
- 5 We were so close to the **scene** that we could almost touch the actors.
- 6 It was -5°C and I was just wearing a T-shirt. I was **filthy**.
- 7 The long journey was incredibly **tidy**. We slept for hours afterwards.

Reading

- 1 Read the extract from a travel blog. Are these sentences True (T) or False (F) or Not Mentioned (NM). Write the number of the line(s) where you find the answer.
- 1 All the statues are standing up. T/F/NM
 - 2 The figures are all people. T/F/NM
 - 3 Most of the statues were modelled on local Mexicans. T/F/NM
 - 4 The artist adds five new sculptures each year. T/F/NM
 - 5 The statues are made of very strong material which will last. T/F/NM
 - 6 The sculptor's main reason for doing this was to make great art. T/F/NM
 - 7 The writer clearly loves the idea and thinks it will work. T/F/NM
 - 8 You can only see the figures if you are a diver. T/F/NM
 - 9 It's easy to hire diving equipment in the area. T/F/NM
 - 10 The artificial reef is already full of marine life. T/F/NM

Listening

- 2 LISTENING 36 Listen to a student give a talk on Michael Phelps. Are these sentences True (T) or False (F)?
- 1 Phelps was the only swimmer in his family. T/F
 - 2 He was always very confident in the water. T/F
 - 3 He turned professional at 15. T/F
 - 4 Phelps won eight medals in the Athens Olympics, 2004. T/F
 - 5 He isn't only good at one swimming stroke. T/F
 - 6 He has short arms and long legs. T/F
 - 7 He eats 4,000 calories for breakfast. T/F
 - 8 He came back after retiring, saying he hadn't finished his career in the way he wanted. T/F



Diving into an art installation

I've just come back from the most amazing dive, off the coast of Cancun, here in Mexico, where I saw crowds of people under water! But of course, not real people. When you dive down, you can see hundreds of huge statues which have been placed on the sea-bed. They're life-size so they look amazing and also quite scary as they stand in the silence with fish swimming over and between them. A few of the figures have their heads in the sand, which does look strange. But they are incredible, and there are over 500 of them!

The figures were made locally, and took the sculptor, Jason de Caires Taylor and his team, a year to create. Nearly all of them are based on people who live in a local village called Puerto Morelos. The sculptor, whose aim was to show people from all parts of society, created a variety of figures: I saw an old lady, an expectant mother, a fisherman, a child, a banker and a man on a bike, as well as a Volkswagen Beetle car! And the artist is going to continue adding new sculptures.

Apparently these sculptures are made of a special kind of environmentally-friendly cement which is ten times harder than the normal cement used for building houses. This means they should last for hundreds of years. And how did the statues actually get there? They were taken into the water by boat, lowered into the sea and then fixed firmly to the bottom of the ocean, where they'll live for centuries.

And the sculptures aren't just great art, they're raising awareness of environmental problems, too. The sculptor has said that he was worried about the condition of the world's coral reefs, which are in danger, and he wanted to make people think. He's hoping that marine animals and plants will soon cover his statues, forming a colourful reef, one of the largest artificial ones in the world.

This is a great way to combine sport, art and environmental awareness. It's also a dive which is suitable for beginners. But even if you can't dive, you can see a lot just snorkelling on the surface of the water. To get there, we hired a boat, which wasn't expensive, or there are tours that you can go on.

There aren't very many fish and turtles in this 'reef' at the moment, but I think in a few years' time, this area will be rich in marine life. I just hope I can go back then, and who knows what else Jason de Caires Taylor will have added!


Use of English

3 Complete the text with the appropriate words.

Wingsuit flying is similar **(a)** skydiving. But people wear special suits with three arm and leg wings, **(b)** help them to fly through the air at speed. Wingsuiters start from a mountain, or a plane and they land with the help of a parachute attached to their suit. It is a popular sport in many countries, but different rules have to **(c)** followed.

The suits, (d) are sometimes called 'birdman suits', can really slow the user's fall. A normal skydiver falls at 200 km/h, (e) is dangerously fast. However, in a wingsuit this (f) be slowed down to around 65 km/h. Although the suit slows the diver down, it is still the body which controls a diver's speed, direction and angle, but this takes years (g) skill and practice. A skilled wingsuiter can then learn (h) navigate down from a jump close to rocks, (i) an unskilled wingsuiter would be in extreme danger.

People usually take (j) skydiving first and (k) move on to wingsuit flying. Nowadays, the technology is good, but many are worried that beginners are taking too many risks. Experts recommend that wingsuiters complete at least 200 skydives (l) trying this sport, and that they begin wingsuit jumping from extremely safe places.

A black and white photograph of a person in a wingsuit flying horizontally over a rugged, mountainous landscape. The person is positioned in the upper right quadrant of the image, with their arms and legs extended to form wings. The terrain below is a mix of dark, rocky areas and lighter, possibly snow-covered or sandy patches, with some small structures visible in the distance. The sky is clear and light-colored.

Writing

4 Imagine that you see this announcement in a magazine. Write your article.

Taking up a new sport

- A sport you first disliked, but now enjoy
- The first stages of a new sport and the possible difficulties
- How to help people a) choose the right sport and b) continue doing it

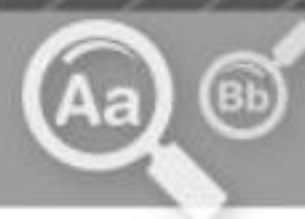
Please write an article for next month's magazine. Write about at least two of the points above.

! COMMON MISTAKES

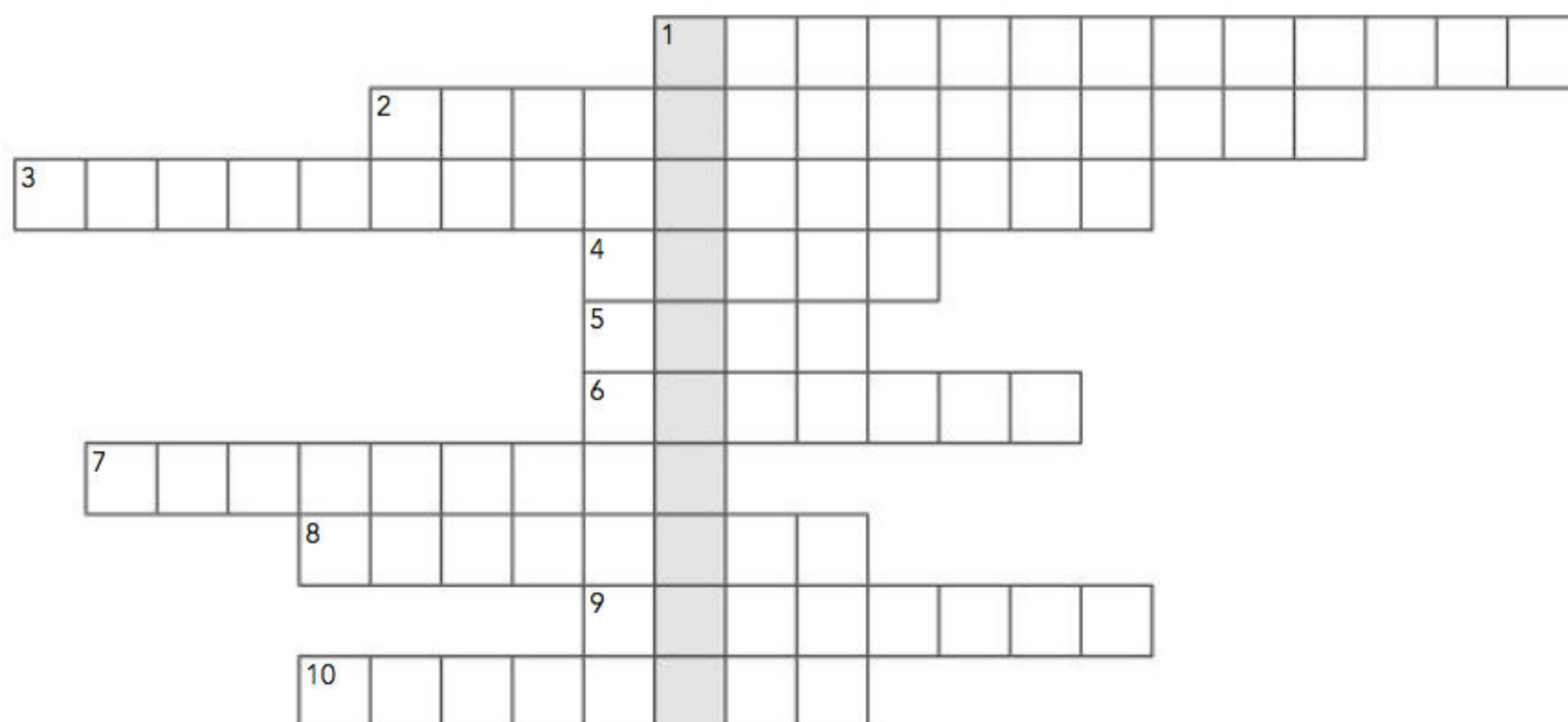
5 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- 1 Phelps is the sportsperson which I admire the most.
- 2 The schoolchildren asked her how long did the picture take to paint.
- 3 The French won the Dutch, three goals to two.
- 4 Badminton, that was an Olympic sport since 1992, is my parents' favourite sport.
- 5 I agree you that it's difficult to find time to warm up.
- 6 I just asked the police officer where were the tennis pitches.
- 7 That's the basketball team who coach is 66 years old.
- 8 The audience was quite noisy at the exhibition so the guide told them be quiet.
- 9 Spectators at a football match often get very exciting.
- 10 Both of these stars play in the film and both of them are amazing.
- 11 In 2015, the artist said that he will soon paint a portrait-self.
- 12 I live in a pretty village, which I grew up.

Vocabulary



- 1 Read the clues and complete the puzzle. Then complete clue 11 for the word in the shaded column.



The White House, Washington DC

- 1 the leader of the government, e.g. in Greece, UK
- 2 a country's song
- 3 different groups in the government, e.g. liberal, conservative, labour
- 4 woman who is head of the monarchy
- 5 piece of material with a design that represents a nation
- 6 city where a country usually has its government
- 7 the political leader of a country that does not have a monarchy, e.g. Poland, the US
- 8 when people vote for people or groups to represent them in a government
- 9 set of plans or actions which are agreed on by a government or group
- 10 the type of money used in a particular country
- 11

- 2 Match the countries with the facts.

Japan • Poland • Spain • Switzerland
the US • Wales

- 1 Its flag has 50 stars and 13 stripes.
- 2 The currency of this country is the zloty.
- 3 This European country is not a member of the EU.
- 4 Felipe VI is the king of this country.
- 5 The capital city with the highest population in the world is here.
- 6 Its national anthem is called 'Land of our Fathers' and rugby is popular here.

- 3 Match the halves to complete the definitions.

- 1 A democracy is where ...
- 2 A constitutional monarchy is where ...
- 3 A republic is a country ruled by ...
- 4 A monarchy is where ...
 - a the king or queen has limited powers.
 - b people vote for their leader in elections.
 - c a president or leader, not a king or queen.
 - d the king or queen rules the country.

VOCABULARY EXTENSION

- 4 In each sentence, circle the word which is NOT possible.

- 1 In a democracy, the people elect/vote/choose a political leader.
- 2 In a monarchy, a country is ruled/reigned/headed by a royal family.
- 3 In a constitutional monarchy, it is the Prime Minister who leads/dictates/runs the country.
- 4 In a political campaign, the different parties explain their plans/policies/predictions.
- 5 It is possible to raise/higher/lower a flag.
- 6 The kingdom/crowning/coronation of Queen Elizabeth II took place in 1953.

STUDY SKILLS

Close your book and write down as many new words as possible from this page. Why do you think we remember some words and not others? How can you remember more words?

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- 1 Look at the photos in the article. What do you think the connection is between them?
- 2 Read the article and check your answer.
- 3 Read the article again and answer the questions.
 - 1 What do we know about the death of the boys' father, Edward IV?
 - 2 Who did Edward IV want to be the next king?
 - 3 Why did the young Edward's uncle say he took him to the Tower?
 - 4 What happened in August 1483 and who was King at that time?
 - 5 What do people believe happened to the princes?
 - 6 Why can't we be sure who the bones in the Tower belong to?
 - 7 Whose body was found in a car park?
 - 8 What do most people think of King Richard III?

4 Match the underlined words in the text with the definitions.

- 1 a bad character in a story or situation
- 2 killed or hurt by something you eat or drink
- 3 the bones of a whole human or animal body
- 4 allowed by the law
- 5 someone who will receive money or a title when another person dies
- 6 a special chair that a king or queen sits on
- 7 instructions that someone must obey

5 **CRITICAL THINKING**

Think then compare ideas with the class.

- 1 Look back at the article. Which parts of the story are real facts? Which parts could be fiction?
- 2 How could finding King Richard's skeleton help prove if the skeletons found at the tower belong to the boys?

THE MYSTERY OF THE PRINCES IN THE TOWER



I imagine two royal princes, well-known and well-loved. One of them is going to become king. And then, suddenly, they both disappear, with no explanation and with no one ever seeing them again.

You might think it's impossible, but this is exactly what happened to two real royal princes in 15th century England. The story, known as The Princes in the Tower, is at the heart of one of the greatest mysteries in English history.

In 1483, the King of England, Edward IV died so suddenly and unexpectedly at the age of 40, that some believe he may have been poisoned. He left his 12-year-old son, also called Edward, to become King of England. Edward IV had made it clear that he wanted his brother, Richard of Gloucester, to protect the new king and the government.

However, the Prince's mother, Elizabeth, didn't trust Richard of Gloucester and wanted her son to be crowned king as soon as possible. But Richard put him in the Tower of London, which was then a royal palace and a prison. He claimed it was to keep the prince safe until his coronation. Later, Edward's nine-year-old brother joined him, and the two little boys were regularly seen playing in the Tower gardens.

Meanwhile, Richard's supporters were campaigning for him to be named king instead. They argued that the marriage between the boys' parents couldn't have been legitimate because Edward had been engaged to another woman before Elizabeth. Therefore, young Edward was not the true heir to the throne. Eventually Richard of Gloucester was named King Richard III by Parliament in July 1483, instead of his nephew. The boys disappeared the following month.

They were never seen again. People said that they must have been killed on the orders of Richard. Others said it might have been Henry VII, the man who killed Richard two years later because he also wanted the throne. It is true that if the boys had been alive, Richard could easily have proved this; his silence makes historians think that Richard was guilty.

About 200 years later, two small skeletons were found when workmen were rebuilding the Tower, and experts decided they could belong to the princes. However, the authorities declared that the bones could not be checked using modern forensic tests, so we may never be certain that these are the bones of the two young boys.

Later, more bones were discovered in a car park in central England in 2013. Experts thought they might be the skeleton of the boys' uncle, King Richard III. DNA testing and carbon dating confirmed that it was him. Richard has been seen as a villain ever since his short reign, and his life and the mystery of the princes has endlessly fascinated historians. Sadly, we may never learn the truth about what happened to the boys and the role their uncle may or may not have played in their disappearance.



1a Look at these examples from the text. Decide if they are referring to the present (A) or the past (B).

- 1 You might think it's impossible.
- 2 People said that they must have been killed on the orders of Richard.
- 3 Their marriage couldn't have been legitimate.
- 4 We may never learn the truth.

1b Complete the rules with these words or numbers.

can't • have • must • past participle • without
50% • 100%

After modal verbs of speculation and deduction in the **present**, we use an infinitive (a) to.

After modal verbs of speculation and deduction

in the **past**, we use the infinitive of the verb

(b) without to followed by the

(c) of the main verb.

We use (d) when we are 90% sure that something is true.

We use *may, might, could, may not, mightn't* when there is a (e) possibility that something is (or is not) true.

We use (f) when we are 90% sure that something is not true, but we do not use these modal verbs at all when we are (g) sure.

2 Circle the correct alternative.

- 1 DNA evidence shows that he can't/can be guilty.
- 2 William must/might be a prince because his grandmother is a queen.
- 3 He might/mustn't be a descendant of King Edward but nobody really knows.
- 4 The history book on the table can't/must be yours because I've got mine.
- 5 This can't/must be Swiss chocolate – look, there's a Swiss flag on it.
- 6 That may/must be their national anthem, but I don't know for sure.
- 7 It must/can't be snowing, it's summer!
- 8 I think the capital of Greenland could/can't be Riga.

3 Match the halves to make sentences.

- 1 The boys may have ...
 - 2 The uncle must have ...
 - 3 The queen might have ...
 - 4 The builders can't have ...
- a killed her own sons. but I don't think so.
b been the murderers because they found skeletons.
c killed the princes to become king.
d escaped but we will never know.

4 What do you think has happened? Give a reason using past modal verbs and the prompts.

- 1 My TV has gone! (somebody steal) *I'm sure.*
Somebody must have stolen the TV.
- 2 The boy's parents are late for the meeting. (get stuck / traffic) *I think*
They
- 3 My brother arrived at midnight. He hadn't eaten all day. (very hungry) *I'm sure*
He
- 4 There was a tree on my car this morning. (blow over in the storm) *I'm sure*
It
- 5 I could hear a very strange noise in the garden last night. (the wind) *I think*
It
- 6 Mrs Edmunds, my maths teacher, didn't give me my homework back. (not mark it yet) *I think*
She
- 7 Look! My bike's got a puncture. (ride over / broken glass) *I'm sure*
I
- 8 Oh no! My homework isn't here. (put / in my bag / this morning) *I'm sure*
I

GRAMMAR CHALLENGE

5 Circle the best alternative.

- Jane:** My mobile has completely disappeared. I think it (a) might/can't/can have been stolen.
- Aisha:** Really? I'm (b) be/definitely/sure you'll find it, you always do.
- Jane:** Well, I've (c) be/was/been looking for hours.
- Aisha:** Well, you might (d) have/be/did dropped it somewhere. Have you tried calling it?
- Jane:** Yes, but it just went to voicemail. Whoever has it (e) can't/should/could have turned it off.
- Aisha:** Not necessarily, the battery (f) must/might/should have run out. Let's think of all the places (g) what/where/which it could be.
- Jane:** I've (h) already/still/yet done that. I even rang the café. They (i) told/said/replied me they (j) were finding/find/had found a mobile but it isn't mine.
- Aisha:** I'll try ringing it! Listen! It (k) is sounding/hears/sounds like it's coming from under the sofa.
- Jane:** Yes, here it is! I must have (l) call/calling/called the wrong number!

1 Look at the words in bold. Circle them if they are nouns and underline them if they are adjectives.

- I've just read an interesting book about the **aristocracy** of Spain.
- The king was in great **danger** and had to escape quickly.
- The **official** story couldn't have been true.
- The weather has been absolutely **terrible** lately.
- Olivia prefers to look **natural**, so she doesn't wear much make-up.
- If she's got any **sense**, she'll leave before there's trouble.
- Don't hesitate to ask for **help**.
- Under his dictatorship, the people lived in **terror**.

2 Circle the correct alternative.

- The tiny kittens were blind and helpful/helpless when they were first born.
- Please be careless/careful when you cross that busy road.
- My printer doesn't work anymore. It's useful/useless.
- It was careless/careful of him to lose his new mobile.
- A dictionary is useless/useful if you don't know the meaning of a word.
- You have been very helpful/helpless, thank you very much.

3 Add a suffix to these nouns to make adjectives and make any necessary spelling changes. Then use them to complete the sentences.

comfort • danger • fame • hunger • mystery • thirst

- The poor prisoners must have been because they weren't given water.
- The boys can't have disappeared into thin air – it's so
- Lee Harvey Oswald was for shooting JFK.
- Being a builder can be quite a job.
- Sleeping on a plane isn't very
- They got really because there was no food in the house.

4 Look at the photo. Answer these questions.

- Who do you think the person is?
- When did the person live?



5 LISTENING 37 Listen to an expert in Egyptology. Check your answers.

6 37 Listen again. Complete the notes with one to three words or numbers.

Tutankhamun's tomb was discovered by Howard Carter

(a) in Egypt's Valley of the Kings.

Tutankhamun reigned Ancient Egypt for about

(b) years.

Some say that he could have been killed by a

(c) when hunting.

However, it would have been impossible for King Tut to go racing, hunting or fighting because he was not a

(d) man.

He had a (e), which he had inherited from one of his parents.

He could not walk easily and in the tomb (f) walking sticks were found.

Scientific analysis showed that the only bone which he had broken before his death was (g)

King Tut probably died from getting an infection after (h)

The fact that Ancient Egyptians embalmed their Pharaohs' bodies with oil, means that the quality of the (i) is very good. This has helped researchers.

VOCABULARY EXTENSION

7 Turn these words into adjectives by adding a suffix from the box. Some words can make two adjectives.

-ic • -ful • -less

beauty	meaning
democracy	peace
drama	poet
fear	romance
hero	thought
home	wonder
hope	worth

1 Look at two examples of the third conditional. Put the second half of the sentences in order.

- 1 *If Carter hadn't made that incredible discovery, life*
been completely his have different would.
- 2 *If he had been healthy, these activities for would*
been a king have normal.

2 Look at the grammar rules and choose the correct answers.

- 1 We use the third conditional to talk about situations in the past.
a possible b impossible
- 2 We form the third conditional with and *would/wouldn't have +*
past participle.
a *If + present perfect* b *If + past perfect*
- 3 When the part of the sentence with *if* goes at the start of the sentence, we
use a comma.
a must b must not

3 Match the halves to make conditional sentences.

- 1 If you had studied harder, ...
- 2 If he had come to my house last night, ...
- 3 If the house had been tidy, ...
- 4 If he had run a bit faster, ...
- 5 If the *Titanic* hadn't hit an iceberg, ...
- 6 If there had been more lifeboats, ...

- a he would have met my family.
- b you would have sold it quicker.
- c it wouldn't have sunk.
- d more passengers would have been saved.
- e he would have won the race.
- f you would have passed the test.

4 Circle the correct alternative.

- 1 He wouldn't have had an accident if he has/had been more careful.
- 2 If she hadn't called the ambulance immediately, it wouldn't have/had come in time.
- 3 *The Hunger Games* books wouldn't have been so famous if there wouldn't have/hadn't been a film series, too.
- 4 If you d/would lent me your history book, I would have passed the test.
- 5 We would have/have understood the lesson if the teacher had explained it more clearly.
- 6 If they would have/had stayed on the path, they wouldn't have got lost.

5 Look at the pictures and write five excuses to explain why you haven't done your homework.



- 1 *I would have done my homework if my dog*
hadn't eaten my school book.
- 2
- 3
- 4
- 5

GRAMMAR CHALLENGE

6 Change these sentences into third conditional sentences, but keep the same meaning.

- 1 I didn't see Martin's sister, so I didn't give her his wallet.
If
- 2 Nathan got food poisoning so he didn't take the exam.
If
- 3 You told me to use that shampoo and my hair turned green.
If
- 4 Luke's train wasn't delayed, so he arrived on time for school.
If
- 5 Ella would help her dad mend the car as a child. She became a mechanic.
If
- 6 I didn't have an eye test, so I didn't realise I needed glasses.
If



1 Look at the photo above. Answer these questions. If you are not sure of something, say *I think* and/or *I imagine*.

- What can you see in the foreground, the background, and so on?
- What are the people doing?
- What do you think might have happened?
- How do the people feel?

2 **LISTENING** **38** Listen to a student talking about the same photo. What are her answers to the same questions?

3 **38** Listen again and complete the text with two or three words in each gap.

I can see some young people on a demonstration, or some sort of protest. In the foreground, there are two boys (a) On the left there are some police officers and (b) there's a red double-decker bus. (c) people are shouting and some of them are holding up signs, (d) placards. In the background, there are (e) doing the same thing. They look like students. (f) like they are moving, not standing still, but (g) they are only walking very slowly. They are protesting about university fees I think. The young people (h) an announcement at their colleges, or some news online or on the TV which has upset them. I think the government might have announced some sort of new law (i) for their future. It can't have been good news, and they want to protest. I imagine they feel angry, (j)

PRONUNCIATION

4 Look at these sentences. In each sentence, is the word in bold a verb or a noun? Where is the stress?

- I can see some young people on a demonstration, or some sort of **protest**.
- It can't have been good news, and they want to **protest**.

5 **39** Which of these words follows the same word stress pattern for nouns and verbs. Say them, then listen and repeat.

answer • balance • contrast • increase
permit • refund • reject • research • upgrade

6a **40** Listen and decide whether the speaker says a verb (V) or a noun (N).

- | | | |
|-----------|------------|------------|
| 1 reject | 2 increase | 3 contrast |
| 4 upgrade | 5 research | 6 refund |

6b Say the following sentences, paying attention to correct word stress.

- They **rejected** my application for a scholarship. It's very disappointing.
- After all that **research**, Tom got a really high mark.
- I've just had an **upgrade** on my phone.
- We have to **contrast** the two political systems for our assignment.

6c **41** Listen and repeat with the correct pronunciation.

7 **SPEAKING** Now look at the photo below and answer the same questions as in 1.



8 **SPEAKING** What are the similarities and differences between the two photos?

STUDY SKILLS

What should you do if it's your turn to speak and you can't think of anything to say?

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3 Read the story again. Are these statements True (T) or False (F)?

- 1 We generally use the to talk about actions that happened before other actions in the past.
- 2 For the main events and actions in the story, we use the
- 3 To describe scenes or say what was in progress at a particular time, we use the
- 4 We use to talk about past habits.
- 5 We use the *must/may/might/can't have to* make speculations or deductions about what happened.

4 Choose the most likely end to the story.

- | | | |
|---|---|-----|
| 1 | The writer enjoyed swimming but felt uncomfortable about going that time. | T/F |
| 2 | They both prepared the food for the picnic. | T/F |
| 3 | The writer quite liked Marie, although she was not very talkative. | T/F |
| 4 | Marie did not want to go back to the writer's house afterwards. | T/F |
| 5 | The writer felt calm on entering the house. | T/F |
| 6 | Marie was definitely in the house at the end of the story. | T/F |

4 Choose the most likely end to the story.

- 1 The writer's parents had come back early from their break. There was nothing strange at all.
- 2 The writer's house had been broken into, and some things had been taken. Marie had taken the writer out so that the house was empty.
- 3 Marie had somehow got into the house and wanted to scare the writer, for a joke.

5 Read the rules in 1 again. Then find and underline any examples of the different forms in the story.

6 Now write your own story with this opening sentence. Use narrative tenses where possible and don't forget words and expressions that tell your reader when and in what order the events happened.

Later, when we were cycling back, I invited Marie to come to my house to watch a DVD. But she smiled and said that she had to get home. I was feeling tired anyway, so we said goodbye and left each other at the end of my road.

Marie had made some sandwiches and had packed fruit and drinks for us. The sun was shining, so it was a perfect day to be by the river. As we cycled to the river, I began to feel happier, light-hearted. The water was lovely and we swam for hours. After that, we had our picnic. Marie was nice. She didn't talk much, but I just thought she might be shy.

When I was walking up to my front door I started to feel that something was wrong again. The door was wide open. I might have forgotten to lock it, but I can't have left it open. My heart was beating quickly as I walked slowly inside. I said 'hello!' but nobody answered. Somebody was in the house. I called out again, and that's when ...

If I had known what was going to happen, I would never have left the house. My parents were away for the weekend. A new girl in my class had asked me to go for a swim with her. I used to love swimming, but something made me uncertain. I don't know why. I could have said no, but I didn't want to be unfriendly so I agreed.

If I had known what was going to happen,
I wouldn't have gone ...

Grammar

1 Complete the sentences with **must**, **may** or **can't**.

- They be twins, they look identical.
- That man be Prince Charles, he's not tall enough.
- They be rich. They live in a huge castle.
- He be our new history teacher but I'm not sure.
- It be our flag. Not with those colours.
- I think the currency of Slovakia is Korunas, but I be wrong.

2 Rewrite the sentences using the past form of the modal verb given.

- It definitely wasn't Paul. It (can't)
- Maybe the wind frightened off your cat. The wind (might)
- I'm 100% sure the royal visit took months to prepare for. It (must)
- It was Jamie who rang the doorbell. He's the only person who isn't here. It (must)
- Maybe they won because their political campaign was quite successful. They (may)
- I'm certain the national anthem has been changed, it sounds different. They (must)

3 Circle the correct alternative.

- We would have sent/send you a card if we'd known it was your birthday.
- If the exhibition hadn't been so bad, he would have/had stayed longer.
- If I had/would have been a year older, I would have voted in the last election.
- I wouldn't have believed/didn't believe that politician, if I hadn't met her personally.
- If I had lost/hadn't lost my passport, I would have gone to Greece with you.

4 Complete the sentences with one word or 0.

- If I hadn't my smartphone, I never have found this place.
- I met the man whose wife is president.
- If I enough time, I'd like to paint this view.
- My brother told he wanted to vote in the election.
- I would have some money with me, if I had we were going shopping.
- You don't have say anything. I know you're angry.

Vocabulary

1 Complete the sentences.

Facts about the United Kingdom:

- The is London.
- The is called *God Save the Queen*.
- The is red, white and blue.
- The is over 60 million.
- The is sterling.

2 Complete the pairs so the relationship is the same.

- Princess and queen; prince and
- King and monarchy; and republic.
- Royal family and monarchy; and and government.
- Rules and school; and government.

3 Complete the sentences with these words plus the correct suffix.

care • comfort • help • nature • sense

-able • -al • -ful • -ible • -less

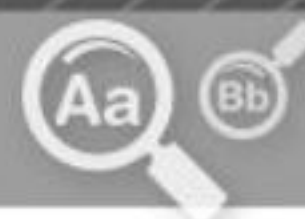
- It was really of me to sit on your glasses – I'm so sorry.
- He's a very young man and won't do anything stupid.
- Welcome! We hope you will be very here.
- Sheila only believes in remedies and never goes to the doctor.
- It would be very if you could write your address here for me.

4 Correct the mistakes with the adjectives.

- I like your ideas. I think you have a scientific brain.
- The girl just disappeared. It was very mysterial.
- The baby was totally unhelpful. She couldn't do anything.
- I'm afraid that's not possable. I don't have time.
- Look at your landscape painting. You're so artisty.
- That concert was so enjoyable! I loved every minute of it.
- Martin was very luckless not to pass the exam.
- The two sisters are so social. They're very easy to talk to.
- I think he's very unpatient. I'm not sure I like him.
- The new neighbour was very unfriendly and the boys felt discomfortable.
- The streets were very overcrowd at the weekend.
- My aunt's just bought a pretty cottage in a quite road.
- The food in your lunchbox is really healthless.

10 The material world

Vocabulary



1 Where can you buy these things? Match the items (1–10) with the shops (a–j).

- | | |
|-----------------|-------------------------|
| 1 shampoo | a greengrocer's |
| 2 newspaper | b jeweller's |
| 3 headphones | c clothes shop |
| 4 chicken | d electrical goods shop |
| 5 tennis racket | e butcher's |
| 6 bananas | f bakery |
| 7 cake | g sports shop |
| 8 T-shirt | h stationery shop |
| 9 necklace | i chemist's |
| 10 ruler | j newsagent's |

2 Circle the place where you can't usually buy the item.

- You can buy pens in a bakery/a newsagent's/
a stationery shop.
- You can buy fresh vegetables in a greengrocer's/
a butcher's/a supermarket.
- You can buy a jumper in a clothes shop/
a sports shop/a bookshop.
- You can buy a watch in a department store/
a jeweller's/a bakery.
- You can buy a hairdryer in a sports shop/
a department store/an electrical goods store.
- You can buy stamps in a newsagent's/a post office/
a shoe shop.
- You can buy some sun cream in a chemist's/
a post office/a department store.
- You can buy chicken in a butchers/a bakery/
a supermarket.

3 Circle the correct alternative.

- I can't buy any more, my trolley/suitcase is completely full.
- That shop will only give you a receipt/refund if you take back your receipt/refund.
- You don't normally have to afford/queue in expensive shops.
- Just go into the changing room/checkout to try the dress on, Madam.
- They were offering a huge discount/bargain on DVDs, which made them a great discount/bargain.
- I think you have to be 18 to have a gift/debit card, don't you?
- I pay for everything with my debit card/checkout, that way I don't have to carry a lot of cashier/cash around.

VOCABULARY EXTENSION

4 Circle the correct alternative.

- When we go to the supermarket at the end of the day, my mum likes to look for bargains at the fish counter/fishmonger's/fishery.
- Shopping on a Saturday is slow because there are so many trolleys blocking the corridors/aisles/rows.
- Which toothpaste should I get? There are so many different products/stuff/articles I just can't choose!
- After we had looked at the shops, we took the pavement/escalator/moving staircase to the food hall for a snack.
- When I checked my receipt/recipe/ticket I realised I had been overcharged.
- For refunds or exchanges please go to customer services/the complaints department/the changing rooms.
- Mum likes it when somebody at the supermarket helps her pack her sale/products/shopping.

STUDY SKILLS

Now that you have almost finished the course, think back on what you have studied. In which areas of English do you think you have made the most progress? What do you think you need to work on most to improve?

➤ STUDY SKILLS page 95



1 Look at the graphs about teenagers and their shopping habits. Which two things do the graphs tell you?

- 1 where exactly teenagers shop
- 2 the differences between what boys and girls buy
- 3 how teenagers prefer to shop
- 4 what teenagers spend their money on

2 Read a blogger's response to the survey results. Match the mini headings to each of the four points.

- a Teenagers like to see things close-up
- b Independence from parents
- c Shopping is a fun activity to do with friends
- d Money issues

3 Read the article again and choose the best answers.

- 1 The writer has written this blog ...
 - a to give her own opinions about teenage shopping.
 - b to discuss the results of the survey.
 - c to advise teenagers how to shop.
- 2 Young people like to meet in town ...
 - a because of the number of things to do there.
 - b because that's what everyone does.
 - c because it's one of the few places where they can meet their friends.
- 3 According to the text, teenagers want to try on clothes in shops before buying because ...
 - a they like to actually feel the clothes.
 - b they want to be sure the clothes look good.
 - c it's difficult to return clothes if you don't like them.
- 4 Teenagers prefer to pay with cash because ...
 - a that is what they can get their hands on easily.
 - b they always need a parent for online purchases.
 - c it's much quicker than other forms of payment.
- 5 Teenagers don't want their parents to be involved ...
 - a because their parents might offer to pay.
 - b because they want to make independent decisions.
 - c because parents always have different opinions.

4 Match the underlined words in the blog with the definitions.

- 1 permission by someone in authority
- 2 thought of ideas
- 3 a situation that causes problems for you
- 4 believe something is true without proof
- 5 easy to get and use
- 6 only satisfied if things are as you like them

5 CRITICAL THINKING

This survey was done in the US. What do you think the results would be if the survey was done in your country?

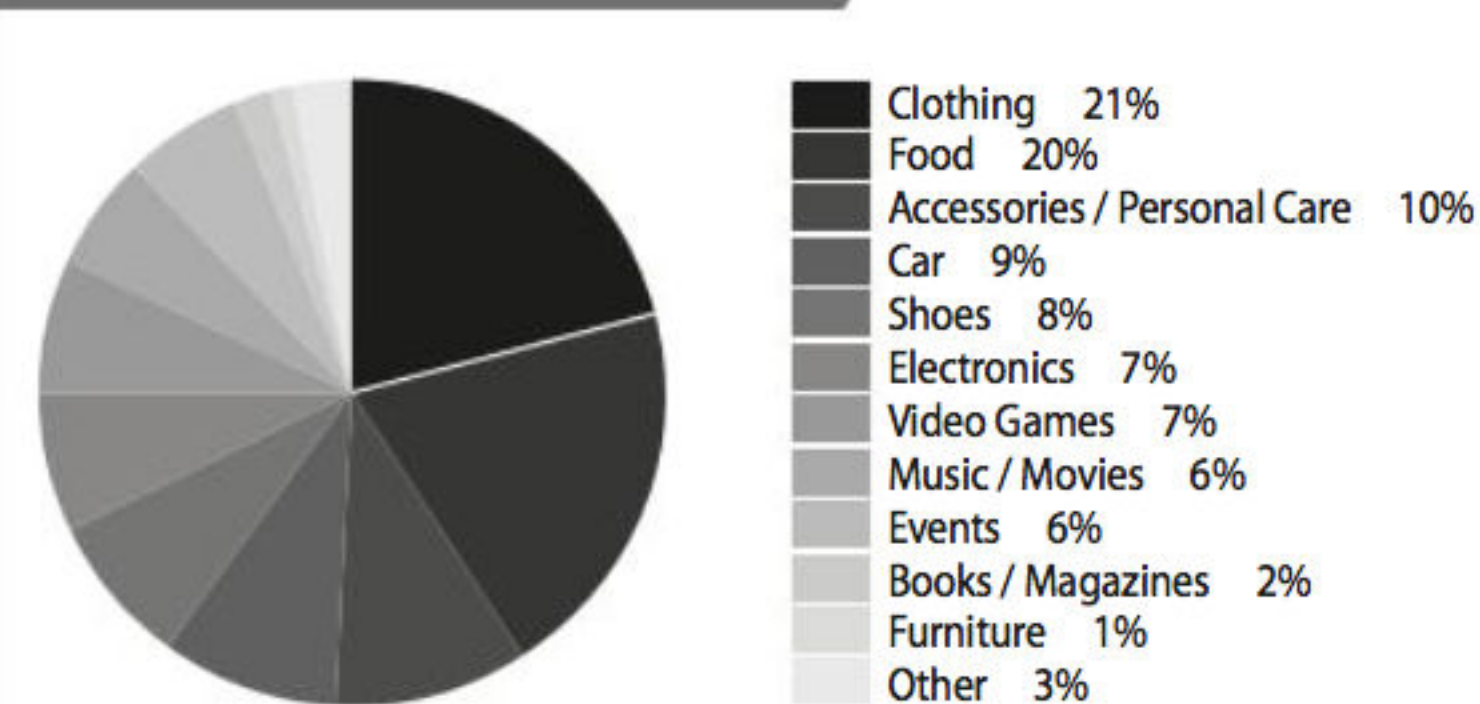


Susie's blog: Teens Shopping Habits

Teens Online Shopping

Do you shop online?	NO	YES
FEMALE	20%	79%
MALE	24%	76%
Do you prefer to shop online or in store?	IN STORE	ONLINE
FEMALE	78%	17%
MALE	75%	19%

What teens spend their money on



The results of this shopping survey are really surprising. Everyone knows that most teenagers spend hours and hours online every week, and we assume that they must spend at least some of the time searching for and buying clothes, music, electronic goods and even beauty products. So I was really puzzled by the fact that this survey suggests teenagers prefer to shop in-store than online. I looked into it further and came up with some possible reasons for these results.

- 1 *What do you think?* Shopping is a social experience, especially for young people because they enjoy looking at products and spending money together. They can chat with their friends while shopping, ask for advice or opinions, and so on. The experience is not the same when shopping online in front of a screen. And for many young people, their local shopping centre is the only place they can hang out and do something together in their free time.
- 2 *Does it fit?* Anyone can tell you that buying clothes for teenagers can be a challenge. You just can't get it right. Young people are often fussy about what they like, and they feel the need to see and try on clothing before they buy. Buying online is too risky: although you can return things, this can be costly and a lot of hassle.
- 3 *What can I pay with?* Online payment is essential when shopping online. However, online shopping requires a debit card or other method of payment, and teenagers don't usually have debit cards and are more used to paying with cash. Nowadays, teenagers tend to get cash either as an allowance from parents or as payment for doing a part-time job. Or they might be given cash as a gift. So spending in store is a more accessible option for them.
- 4 *My parents can see it after I've bought it.* Similarly, if teenagers can pay cash, they do not need their parents' approval. But they may need their parents' assistance if they are shopping online, because their parents might have to pay. At this point, parents might criticise their choices or possibly even prevent them from purchasing. But when a teenager goes to the shops, they can choose items independently and spend their money as they wish. They can buy anything they want, shop anywhere they want to, with nobody to stop them!

1 Complete the table.

some-	any-	no-	every-
	anything		
somebody/ someone			
		nowhere	

2 Complete the sentences with words from 1.

- knows that most teenagers spend hours and hours online every week.
- They can hang out and do together in their free time.
- They can buy they want, shop they want to, with to stop them!
- I love Paris, you go you see beautiful buildings and find fun to do.
- I lost my train ticket between home and school.

3 Circle the correct alternative.

- That child is always pestering me for anything/ something.
- I can't go anywhere/nowhere without seeing that stupid advertisement.
- She's looked everywhere/somewhere for the brand of face cream she likes.
- We're not going to buy each other nothing/anything for Christmas this year.
- Have you ever seen somebody/anybody wearing trainers with lights on the back?
- Not everybody/somebody noticed she was wearing expensive perfume.
- Sorry, someone/no one has just bought the last signed copy.
- You don't get anything/nothing for anything/nothing these days!

4 Complete the rules with these words.

that • nouns • adjectives and adverbs

We use so to intensify the meaning of

(a)

We use such to intensify the meaning of

(b), with or without adjectives.

After sentences with so or such we can continue the sentence with (c)

5 Complete the sentences with so and such and the words given.



- a big car / expensive
That's such a big car, and it's so expensive!
- a busy road / dangerous
That's, and it's!
- a friendly shopkeeper / helpful
He's, and he's!
- crowded places / noisy
Shopping centres, and they're!

GRAMMAR CHALLENGE

6 Change these statements, using the words given. You may have to change, move around or add words.

- I really like your haircut (such)
That's such a nice haircut.
- That cashier's really fast! (such)
She
- My skateboard is not that cool (such)
Mine
- I didn't recognise Frank because he had lost a lot of weight. (so)
He
- The music in the café was awful. We decided not to stay. (such)
There
- I started at this school in 2014. (since)
I
- I had my birthday party in that restaurant. (where)
That
- My friends ate all of my birthday cake. (by)
All
- According to the news, people will be living on Mars in 2030. (started)
People

1 Match these words with the definitions below.

borrow • donate • earn • lend • save • spend
waste • win

- 1 give money to somebody but they pay you back later
- 2 use money in a stupid way
- 3 get money in a competition or a lottery
- 4 give money to a charity
- 5 get money for the job you do
- 6 use money to buy something
- 7 take money from somebody but pay them back later
- 8 keep money

2 Circle the correct alternative.

- 1 It was a complete saving/waste of money to buy those skis when you never go skiing.
- 2 I've never won/donated any money in the lottery.
- 3 You wouldn't believe how much everybody spent/borrowed in London last weekend.
- 4 They opened a special bank account to save/spend money for their wedding.
- 5 She could make/lend some money by investing it in my business, but she won't.
- 6 Nobody ever wastes/lends Simon any money because he never pays it back.
- 7 We decided to donate/make some money to a charity for dogs for the blind.
- 8 Don't forget that if you borrow/win money you have to pay it back.

3 LISTENING 42 Listen to four teenagers talking about money problems. Which speaker (1–4) ...

- a wants to be responsible for their own money?
- b is disappointed by their allowance?
- c really appreciates their parents' help?
- d borrowed too much money?



4 42 Listen again and tick (✓) the correct column.

Who ...	Speaker			
	1	2	3	4
1 wants their parent(s) to listen to them?				
2 always tries to be careful?				
3 feels bad about their parents' kindness?				
4 changed their attitude towards their allowance?				
5 wants their parents to give them more freedom?				
6 spent nearly a year sorting out the problem?				
7 upset their mother a lot?				
8 thinks they might need to find a Saturday job?				

VOCABULARY EXTENSION

5 Match the money idioms (1–8) with the definitions (a–h). Use a dictionary to help you if necessary.

- 1 spend money like water
 - 2 have money to burn
 - 3 a nest egg
 - 4 get your money's worth
 - 5 be in the red
 - 6 cost a fortune/a bomb
 - 7 not break the bank
 - 8 a fat cat
- a an amount of money you have saved
 - b be very expensive
 - c not be too expensive
 - d owe money to the bank
 - e a rich or powerful person in business or politics
 - f have a lot of money
 - g spend a lot of money very quickly
 - h pay a fair price for something

1 Match the rules (1–3) with the sentences from the listening (a–c).

- 1 We use *I wish/if only* + the past simple to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.
- 2 We use *I wish/if only* + the past perfect to talk about past situations that we would like to have been different. It expresses regret.
- 3 We use *I wish/if only* with *would/wouldn't* + infinitive to talk about somebody's habitual behaviour that we want to criticise or change.

- a I wish she would listen more.
- b If only my dad hadn't lost his job.
- c I wish they weren't so generous.

2 Circle the correct alternative.

- 1 If only you would listen/hadn't listened, Michael! Please be quiet!
- 2 I wish I had/hadn't opened a bank account earlier.
- 3 If only I had spoken/spoke better English.
- 4 If only we knew/had known that the exhibition was so awful.
- 5 I wish I had/hadn't bought such an expensive pair of shoes yesterday.
- 6 If only I had been/was a little taller, so I could wear that coat.
- 7 I wish you would/wouldn't keep talking so loudly.

3 Write sentences about what the boy wishes his sister would/wouldn't do.



- 1 She always uses my computer without asking.
He wishes she wouldn't use his computer without asking.
- 2 She eats biscuits in my room.
- 3 She doesn't ask before she borrows my stationery.
- 4 She says rude things about my hair.
- 5 She embarrasses him in front of his friends.

4 Complete the sentences to express regret or annoyance.

- 1 It would have been good to get that jacket in the sale.
If only
- 2 I regret not getting those Nike trainers on eBay yesterday.
I wish
- 3 I don't like the way you always leave the lights on in every room.
I wish
- 4 Mum was wrong to put my new jumper in the wash.
If only
- 5 It's a pity that nobody saved the department store from closing down.
If only
- 6 I'd much prefer to have curlier hair.
I wish

GRAMMAR EXTENSION

5 Find and correct the ten mistakes in the blog.

ADAM'S BLOG

posted at 3.53pm

Today was my first day at *Smart Sport*. I started at 8.15 am, but I arrived five minutes late – I wish I got up earlier. It was so quiet morning – there was practically anybody there. Then at 10.30, the manager said I can have a coffee break. I went to the bakery next door for a sandwich or everything. But there was a long queue and the manager was unhappy when I was returning. Anyway, then he taught me how to serve customers and then left me on my own for 20 minutes. If only he would stay with me – my first customer wanted a refund. I asked her politely to waiting for someone experienced, but she was really impatient. I wish I stayed calmer but unfortunately, when the manager came back ten minutes later, the customer and I were shouting! And he told that I was fired!

comments



1 LISTENING 43 Listen to the conversation. What type of shop are they in?

- a chemist's b sports shop c shoe shop

2 43 Look at the dialogue. How could you complete it? Listen and check your answers.

- Shop assistant:** Hello, can I help you?
- Katya:** No, thanks. (a)
- Shop assistant:** OK. Call me if you need anything.
- Katya:** Oh! Actually, yes, (b) some sports socks.
- Shop assistant:** What size are you?
- Katya:** They're for my dad, so ... size 45, 46 maybe?
- Shop assistant:** What about these?
- Katya:** (c) white?
- Shop assistant:** Of course. We have them in a pack of four.
- Katya:** That's great, thanks.
(d) But
(e) if they're the wrong size?
- Shop assistant:** Yes, we can replace them if you bring your receipt.

3 Choose the best response.

- I'd like to make a complaint.
 - What exactly is your problem?
 - What seems to be the problem?
- I washed it and all the colours have run together, in the middle here.
 - If only you hadn't washed it.
 - I am sorry about that.
- I'd like a slightly larger one. This isn't my size.
 - We've got some in grey or blue.
 - That's fine. There are some more over there.
- It makes a funny noise. It must be damaged or faulty.
 - Oh dear. Nobody else has had that problem.
 - I wish you'd never bought it.
- Have you got this dress in red?
 - No, how about a medium?
 - No, but we have it in blue.
- Please can I have a refund?
 - Of course. Could you give me the item and receipt?
 - Sure. I'll replace it for you.

PRONUNCIATION

4 Match the words below which have the same vowel sound.

call — four

- | | |
|-----------|-------------|
| 1 size | a blue |
| 2 another | b complaint |
| 3 choose | c my |
| 4 maybe | d sort |
| 5 middle | e damaged |
| 6 bought | f funny |
| 7 replace | g grey |

5 44 Now listen and check.

+ DESCRIBING PICTURES

6 Look at the first photo and answer the questions. If you are not sure of something, use I think or I imagine.



- What kind of place do you think this is?
- What can you see in the photo?
- Do you think there is anything unusual about this place?
- What kind of customers (might) go there? Give reasons for your answer?

7 LISTENING 45 Listen to a student talking about the photo. What are his answers to the questions?

8 SPEAKING Now look at the second photo and answer the same questions.



9 SPEAKING What are the similarities and differences between the two photos?

4 Look at these pictures of some goods. Match possible faults (1–6) to the pictures.

The image contains three illustrations labeled a, b, and c. Illustration a shows a pair of sneakers, with the sole of the front shoe peeling away. Illustration b shows a pair of over-ear headphones, with a small 'X' on the left ear cup indicating a fault. Illustration c shows a pair of trousers, with a small 'X' on the back pocket indicating a tear.

- Be firm but stay polite.

- 1 She went to other shops after getting the memory stick. T/F/NM
- 2 Carla went back to the shop because the item was missing. T/F/NM
- 3 The manager couldn't help because he was not in the shop. T/F/NM
- 4 Somebody had opened the box before Carla got it home. T/F/NM
- 5 Carla used to tell lies. T/F/NM
- 6 Carla wants the shop to do two things. T/F/NM

Addition	Contrast	Reason	Consequence	Time and sequence
what is more	however	since	as a result	next

➤ **STUDY SKILLS** page 95

Grammar

1 Complete the sentences using words with indeterminate pronouns: *some-, any-, no-, or every-*.

- 1 My father never goes without his credit card.
- 2 Look! There's interesting in that shop window.
- 3 The queue was enormous and was angry.
- 4 is more boring than reality shows on TV.
- 5 There can't be at home. I've been ringing for ages.

2 Complete the sentences with *so* or *such*.

- 1 It was an interesting story. We were all fascinated.
- 2 It's been cold. I really need some new winter boots.
- 3 She found shopping boring that she never had any new clothes.
- 4 The new cashier is a nice, friendly boy.
- 5 He wrote funny answers that we couldn't stop laughing.

3 Complete the sentences with the verbs given.

- 1 If only we (not listen) to their terrible advice.
- 2 I wish I (buy) those shoes yesterday. They were a bargain.
- 3 She drove him to the mall but she wished she (not agree) to do it.
- 4 If only you (arrive) in time to have lunch.
- 5 I wish I (not waste) all that money on a car.

4 Find the single missing word in each sentence.

- 1 I wish you would talk while I'm trying to watch TV.
- 2 If only you stop borrowing my bike.
- 3 So, you must left your homework in the car, then.
- 4 It's a lovely morning that I think I'll go for a walk.
- 5 If I hadn't spoken to the teacher, I wouldn't solved the problem.
- 6 I got to the match and realised I forgotten my sports kit.

Vocabulary

1 Where would you buy the following things?

- 1 pens, notebooks, cards
- 2 bread, cakes, pies
- 3 sausages, chicken, burgers
- 4 rings, necklaces, watches
- 5 TV, DVD player, laptop
- 6 soap, shampoo, sun cream
- 7 cabbage, broccoli, carrots

2 Match the words and definitions.

- | | |
|---|---------------------|
| 1 notes and coins | d cash |
| 2 small plastic card used to buy things | e trolley |
| 3 person who takes your money in a shop | f credit/debit card |
| 4 place in a shop where you try on clothes | |
| 5 a line of people waiting for something in a shop | |
| 6 a large container you put things in, which you push | |
| a changing room | |
| b queue | |
| c cashier | |

3 Choose the correct alternative.

- 1 She never does the lottery so she'll never earn/win.
- 2 Please can you borrow/lend me some cash until tomorrow?
- 3 I'm saving/wasting some money for next year's holiday.
- 4 Mr James donates/makes hundreds of pounds to charity.
- 5 They raised/owed money by holding a school fair.
- 6 Mark couldn't save/afford a new bike so he bought a used one.

4 Change the word(s) in *italics* for a word with the same meaning. The first letter is given.

- 1 Those shoes were a *good buy* (b.....). They were so cheap!
- 2 Because of the *money off* (d.....), I was able to buy a hat, too!
- 3 The *show* (p.....) lasted three hours.
- 4 Just gently *hit* (t.....) the screen with your finger to change it.
- 5 Hand in your *written work* (a.....) on Thursday, please.
- 6 If you work hard, You'll get a good *grade* (m.....).
- 7 Oh dear. That bread's *not fresh* (s.....).

Reading

PESTER POWER AND BUZZ MARKETING

Advertisers now spend billions of dollars every year on advertisements that just target children. Children are extremely important to advertisers for three reasons: they influence what their parents buy, they have their own money to spend and they are tomorrow's adult shoppers.

Advertisers know how important it is for buyers to recognise brand names and logos. They also know that brand recognition in very young children will lead to lifetime shopping habits. A child may not buy anything now, but that does not stop aggressive marketing to children. It has been found that six-month-old babies can already recognise company logos. Loyalty to brands can start when children are still only babies, and by the time they go to school, most children can recognise many brand names.

Here are two of the marketing methods advertisers use to attract children:

PESTER POWER

Advertisers know that children will often pester their parents to buy a toy or some sweets, so the advertisements are aimed at them, and not at the adult with the money. "Pester power" is the term used to describe how children ask for something repeatedly until they get what they want. A small child who really wants something will nag



until the parent finally gets tired of saying no. Advertisers also know that guilt can influence buying, as parents want to provide the best for their families. Stressed parents who don't have any time to spend with their children will often spend more money on them instead.

BUZZ MARKETING

The huge youth market is a challenge for advertisers who want to be recognised among all the other brands in young people's lives. Marketing companies often use "buzz marketing" to target this age group. They want their product to appear trendy and cool, so they get the coolest teenagers to wear or carry it for them. This type of advertising is seen more and more on the Internet, where social networking sites and blogs can be used to create a buzz about fashion and music among teenagers.

Moreover, while television and cinema advertising is often very powerful, it has to follow certain rules and regulations when it targets children. The Internet has no such regulations, so marketers have much more freedom and can push their products much harder. Online trade is one of the most profitable and efficient ways of buying and selling everything from luxury items to bargains that everyone can afford.



1 Read the text and choose the best answers.

- 1 Children are important to advertisers because ...
 - a they have a lot of money.
 - b they persuade their parents to buy things.
 - c they like shopping.
- 2 Advertisers want babies and young children ...
 - a to know many brand names.
 - b to become loyal to their brand.
 - c to wear branded clothes to school.
- 3 Pester power ...
 - a is discouraged by advertisers.
 - b is a type of behaviour seen in tired or stressed children.
 - c is when children nag until they get what they want.
- 4 Products aimed at the teenage market are ...
 - a given away by companies to the coolest teenagers.
 - b easy for advertisers to sell.
 - c advertised mainly on TV or in the cinema.

Listening

2 LISTENING 46 Listen and complete the sentences with one or two words or numbers.

- 1 Flags were first used years ago, in Ancient China and Ancient India.
- 2 The first flags were used when people were, for identification.
- 3 Not all flags are in shape.
- 4 The Nepalese flag has two shapes.
- 5 The Danish flag has been used for at least years.
- 6 In contrast to the Danish flag, the flag has been changed a number of times.
- 7 It's important generally to have a, so the flag can be seen from a distance, in the wind.
- 8 The flags of Chad and Romania are

Use of English

3 Complete the text using the correct form of the word in capitals.

Internet shopping is a very (a) experience from normal shopping. For many people it's actually more (b) too, since you can do it from the comfort of your own home. The (c) company, eBay, now (d) in over 30 countries. It started from nothing in 1995 with a young software (e) called Pierre Omidyar. When it became more (f), it went public and Omidyar became a (g) overnight. These days it's possible to buy almost (h) you want from eBay, from skeletons to luxury yachts, from (i) goods to whole villages! You can find a bargain too, if you are (j)
Some find buying things in an auction to be an (k) experience. Interestingly, far more people buy new, rather than (l) items. However, it's (m) to take extra care when shopping online. Recently, millions of users' (n) details were stolen, when computer hackers broke through (o)

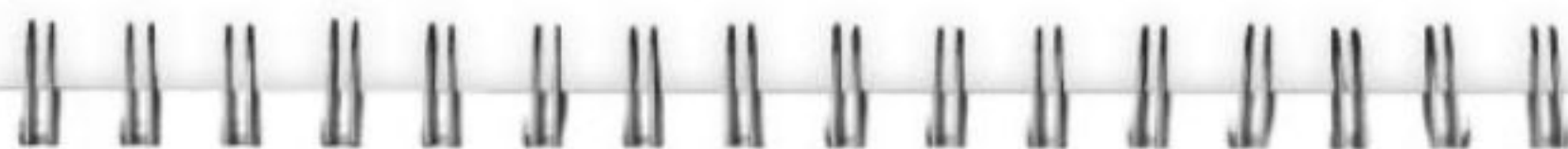
DIFFER
RELAX
NATION
OPERATE
DEVELOP
SUCCESS
BILLION
ANY
ELECTRIC
LUCK
EXCITE
USE
SENSE
PERSON
SECURE

Writing

4 Write a story which begins with these sentences.

*I'd always wanted to meet him/her, but that huge day in my life did not go as planned.
I'll never forget what happened.*

Use narrative tenses carefully and include words that explain when or in what order the events happened.



! COMMON MISTAKES

5 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- 1 It can't be her at the party last night. She's away at the moment.
- 2 If you have called me earlier, we would have be able to go together.
- 3 Seb may has left his coat. He's very forgetful.
- 4 We wouldn't have taken that exam, if we know how hard it was.
- 5 It mustn't be him. He isn't that tall.
- 6 Not anyone knows what the actor's real name is.
- 7 Laura, come downstairs. Anybody wants to talk to you.
- 8 The composer was so interesting person to talk to.
- 9 On the foreground of the picture, you can see some sheep.
- 10 I look forward to hear from you soon.
- 11 If only I haven't lent Bernie my new dictionary. He's lost it.
- 12 I wish my neighbour not play his music so loudly.

Unit 1

GRAMMAR: GRAMMATICAL STRUCTURES

When we study grammar we need to think about two things:

- the meaning and when to use the structure, e.g. we use the present simple to talk about regular habits and routines, permanent situations and scientific facts.
- the form, e.g. we add -s to form the third person singular.

When you have grammar problems, use reference material to find help:

- In *Gateway*, there are grammar references in the Language checkpoint at the end of each unit of the Student's Book.
- After reading about the grammar, you can check that you understand it by doing the Language checkpoint grammar revision exercises.
- Look at the grammar help on www.macmillanenglish.com/gateway2

TAKING ACTIVE RESPONSIBILITY FOR YOUR OWN LEARNING

Each person has strengths and weaknesses when learning a language. When you finish an activity, think about how well you did. Was the activity easy or difficult? Did you do it well or not? This can help you to identify your own weak points. Once you know what they are, you can look for help to improve them.

Unit 3

VOCABULARY: LEARNING NEW WORDS

- Write down the meaning of new words. Use a synonym, a definition, an example sentence, a translation, or a picture.
- It is important to write down the type of word (noun, verb, adjective, adverb, preposition, pronoun, etc.) and any other special information (e.g. pronunciation, irregular forms).
- Write down vocabulary in the same groups that appear in this book, e.g. 'Cities and houses', etc. One word in a group can help you remember other words in the same group.
- Some people write down new vocabulary using diagrams like this:



WRITING: WRITING A TEXT IN ENGLISH

Step 1: Read the title or question carefully to make sure you know what you have to write.

Step 2: Brainstorm ideas for the text and write them down as notes.

Step 3: Decide how to organise your notes in a logical way. Group similar ideas into paragraphs.

Step 4: Write your first version.

Step 5: Check and rewrite your work. Check for mistakes with punctuation, word order, spelling, tenses, missing words, agreement between the subject and verb, etc. Have you answered the question? Also, ask yourself if the reader will understand it easily and find it interesting.

Unit 4

GRAMMAR: KNOWING WHICH STRUCTURE TO USE

It is important to know the exact differences between grammatical structures. Look at this example with different future tenses:

a *When I'll go out, I think it'll rain.*

Wrong, because we use the present simple with *when* when we talk about the future.

b *It's raining tomorrow.*

Wrong, because we use the present continuous for confirmed plans and arrangements and this is impossible with the weather.

c *It's going to rain tomorrow.*

Possible. A prediction based on evidence, but this evidence may be subjective.

d *It'll rain tomorrow.*

Possible. A general prediction, or

possibly seeing the future as fact because you are sure it will rain.

VOCABULARY: PREFIXES AND SUFFIXES

- By adding prefixes to words, we change the meaning of the words (e.g. from positive – *appear* – to negative – *disappear*). By adding suffixes to words, we can change the form of a word (e.g. from a verb (*appear*) to a noun (*appearance*)).
- Prefixes and suffixes can help us to guess the type or meaning of a word that we have never seen before (e.g. we can guess from *anti-social* that it is 'against' something).
- By using prefixes and suffixes we can expand our active vocabulary very quickly (e.g. from *cook*, we can make *undercook*, *overcook*, *cooker*).

Unit 2

READING: PREDICTION

Before you read a text, look at the pictures or photos and read the title. This can help you to think about the topic of the text and to predict some of the ideas and vocabulary in it. In this way, you will understand more when you start reading.

SPEAKING: EVERYDAY EXPRESSIONS

Here are some ideas for learning useful everyday expressions:

- Keep a note of new expressions in a special section of your notebook.
- Organise these expressions into groups: for example, for specific functions (e.g. *Showing understanding*, *Making suggestions*, etc.) or for different situations (e.g. *At a station* or *In a clothes shop*).

Unit 5

READING: GENERAL AND SPECIFIC INFORMATION

- The first time you read a text, read it quickly. Do not stop if there are words you don't understand. Just try to understand the general meaning.
- When you read for specific information, read the question carefully and then find the exact place where the answer comes from. Read this section in more detail.

SPEAKING: SPOKEN AND WRITTEN LANGUAGE

- Spoken language is different from written language. With writing we have more time to plan and prepare what we want to say. We have to be more precise because we cannot see or speak to the person we are writing to.
- When we speak in English we should not worry about making some mistakes. We can go back and correct ourselves or clarify what we mean. We should use fillers because they give us thinking-time.

Unit 6

SPEAKING: ACCURACY AND FLUENCY

When we talk about speaking, we often use the terms *accuracy* and *fluency*.

- *Accuracy* is used to talk about how correct our use of grammar is when we speak. If we speak quickly in English, but we make lots of mistakes it is difficult for people to understand us.
- *Fluency* is used to talk about how continuously we can speak without stopping to think about what we want to say next. If our use of grammar is perfect, but we have to stop frequently to think of what we want to say, then people will get tired of listening to us.

WRITING: PARAGRAPHS

- A paragraph is made up of several sentences which are grouped together. They are grouped together because they talk about, and develop, one main topic.
- Paragraphs help to make your writing more organised and structured. This makes your writing easier to understand. When there are no paragraphs, writing can become confusing and repetitive.

Unit 9

VOCABULARY: REMEMBERING WORDS

Our memory usually works better if:

- we remember words in groups.
- we use or revise them frequently.
- we use them in a personal context – spoken or written.
- words are similar to other words.
- the words are unusual.
- we are interested in the topic that the words are connected to.

Remember to:

- write down new words in groups.
- revise frequently.
- use the new words often.

SPEAKING: THINKING OF WHAT TO SAY

If it's your turn to speak and you can't think of what to say, use this advice:

- Use language of speculation (*It might be, I'm not sure, I think, etc.*)
- Use the questions *What? Who? Where? Why? When?* etc. to think of ideas for something to say.
- If you are worried because you don't know a word, think of similar words, more basic or general words, or explain the word.

Unit 7

GRAMMAR: LEARNING FROM YOUR MISTAKES

Mistakes are a natural part of learning, but we must work constructively on the mistakes we make in order to improve. Here are some suggestions:

- When you make a lot of mistakes with a structure, check to see if the mistakes are generally with the form, spelling or meaning. Find out exactly what the problem is.
- If you don't understand something, ask your teacher for help, use your notes or use the Language checkpoint section in the Student's Book.

PRONUNCIATION: THE IMPORTANCE OF WORD STRESS

- Our main objective when we work on pronunciation is that other people can understand us easily.
- Word stress is an important factor because people usually find it very difficult to understand the word when the stress is not in the correct place.
- In English, we do not use accents to show the stress. However, in your vocabulary list/notebook, you can mark the stress to remember where it comes (e.g. basketball).
- In dictionaries word stress is usually marked like this: basketball /'bɑːskɪt,bɔːl/ noun.

Unit 8

READING: DEDUCING THE MEANING OF NEW WORDS

- In reading exams you cannot usually use dictionaries. When there are new words in a text, you can often find out something about the words by looking at the context.
- Look at the words that come just before or after. They will probably tell you if the word is a noun, verb, adjective, etc.
- Sometimes, you may not understand the exact meaning, but the context often gives you at least an approximate idea.
- Is the word a compound (a word made up of two or more words)? If it is, do you know the meaning of one of the words?

LISTENING: STAYING CALM AND POSITIVE

- When you are listening to English and there is a section you do not understand, stay positive. If you stop listening or if you get nervous and panic, you won't understand anything more. When you get lost, look at the next question or two and listen out for words or ideas associated with the question(s).
- Usually in exams you can listen to the text twice. If there are things you do not understand the first time, stay calm and listen for them in the second listening.

Unit 10

REFLECTING AND FORWARD PLANNING

At the end of the year, it is useful to reflect on what you have studied, learnt and practised during the year. Identify the things that you can now do very well, quite well, or not very well. Decide how you can work in the future on the things you don't know or can't do very well. Think of people or materials that can help. Make a plan of action for the holidays or next year.

WRITING: IMPROVING YOUR WRITING

Here are some ways that you can improve your writing:

- Always have a plan. Know what you are going to write before you start.
- Remember to group ideas into paragraphs.
- If you aren't sure how to write something, simplify it. Clarity is one of the most important criteria when writing.
- Check your writing carefully when you finish. Have you answered the question? Are there any obvious mistakes? Have you made any basic spelling mistakes? Is it easy to understand the ideas and information in your text? Is your handwriting clear?
- Remember – practice makes perfect!

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