

# Optimise

Student's Book Premium Pack



**A2**

+ Student's Resource Centre  
& Online Workbook

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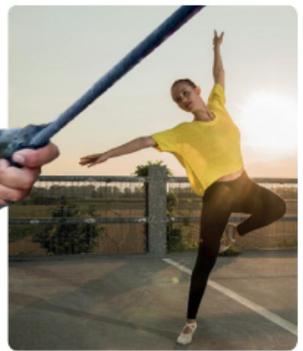


UNIT	READING	GRAMMAR	VOCABULARY	LISTENING	SPEAKING	LANGUAGE IN USE	WRITING
<b>1 Time out</b> (HOBBIES) p 4–13	<i>How to find the right hobby</i> Finding words which mean the same <b>Matching</b>	Present simple, adverbs of frequency, imperatives Possessive 's, prepositions of time and place	Words connected with <i>hobbies</i> Nouns/verbs Phrasal verbs	Identifying factual information <b>Picture multiple choice</b>	Talking about yourself <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Focusing on the language <b>Multiple-matching dialogue</b>	Noting down key information <b>Information transfer</b>
<b>2 That's entertainment!</b> (LEISURE) p 14–23	<i>Gaming is big business</i> Understanding important words <b>Right/Wrong/Doesn't say</b>	Present simple and present continuous Present continuous for future use	Words connected with <i>entertainment</i> Words + prepositions Collocations with nouns	Listening for words that mean the same <b>Multiple matching</b>	Talking about times <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Thinking about context <b>Multiple-choice dialogue</b>	Using your own words <b>An email</b>
<b>Progress check Units 1 and 2:</b> Grammar and vocabulary / <b>Exam skills</b> p 24–25							
<b>3 What's for dinner?</b> (FOOD) p 26–35	<i>Kids in the Kitchen</i> Identifying 'when' and 'who' <b>Multiple-choice cloze</b>	Past simple: regular verbs, <i>Wh-</i> words Past simple: irregular verbs	Words connected with <i>food</i> Verbs/adjectives Collocations with verbs	Predicting what the speaker will say <b>Multiple choice</b>	Explaining likes and dislikes <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Thinking about grammar (conjunctions, prepositions and pronouns) <b>Open cloze</b>	Use your vocabulary <b>A note</b>
<b>4 On your way</b> (TRAVEL) p 36–45	<i>Useful travel tips</i> Deciding the general message <b>Matching</b>	Past continuous, linking words Past simple and past continuous	Words connected with <i>travel</i> Compound nouns Phrasal verbs	Listening for important information <b>Gap fill</b>	Asking someone to repeat <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Using linking words <b>Multiple choice</b>	Punctuation and spelling <b>A postcard</b>
<b>Progress check Units 3 and 4:</b> Grammar and vocabulary / <b>Exam skills</b> p 46–47							
<b>5 Technology talks</b> (TECHNOLOGY) p 48–57	<i>Technology habits around the world</i> Understanding how often <b>Right/Wrong/Doesn't say</b>	Quantifiers with countable and uncountable nouns Comparatives and superlatives	Words connected with <i>communication and technology</i> Compound nouns Collocations with verbs	Understanding when things happen <b>Picture multiple choice</b>	Making comparisons <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Pronouns <b>Multiple-choice dialogue</b>	Making notes: where and when <b>Information transfer</b>
<b>6 Teen fashion</b> (CLOTHES) p 58–67	<i>Fashion changes</i> Choosing between similar answers <b>Multiple-choice cloze</b>	Present perfect simple with <i>ever</i> and <i>never</i> Present perfect simple and past simple	Words connected with <i>fashion, clothes and shopping</i> Verbs + prepositions Collocations with verbs	Choosing the right answer <b>Multiple matching</b>	Giving details <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Understanding functional language <b>Multiple-matching dialogue</b>	Giving your opinion <b>An online review</b>
<b>Progress check Units 5 and 6:</b> Grammar and vocabulary / <b>Exam skills</b> p 68–69							
<b>7 The future of learning</b> (EDUCATION) p 70–79	<i>Technology for all</i> Understanding <i>this, that, these, it, them</i> <b>Multiple-choice cloze</b>	<i>going to</i> <i>will</i> and <i>going to</i>	Words connected with <i>school and studying</i> Words + prepositions Collocations with verbs	Thinking about the missing information <b>Gap fill</b>	Talking about the future <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Learning word phrases <b>Multiple-choice cloze</b>	Understanding similar information <b>Information transfer</b>
<b>8 It's only a game</b> (SPORT) p 80–89	<i>The way to win</i> Scanning <b>Right/Wrong/Doesn't say</b>	Modals (1): ability, necessity, obligation, possibility Modals (2): advice, permission, polite requests, prohibition	Words connected with <i>sport</i> Verbs/nouns Collocations with verbs	Listening for important information <b>Multiple matching</b>	Asking questions <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Modal verbs <b>Multiple-choice cloze</b>	Writing in an informal style <b>An email</b>
<b>Progress check Units 7 and 8:</b> Grammar and vocabulary / <b>Exam skills</b> p 90–91							
<b>9 Whatever the weather</b> (WEATHER) p 92–101	<i>The world's strangest weather</i> Skimming <b>Multiple-choice cloze</b>	Zero conditional, first conditional Second conditional	Words connected with <i>weather and nature</i> Words + prepositions Nouns/adjectives	Understanding the speakers' questions <b>Picture multiple choice</b>	Talking about a topic <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Identifying key words <b>Multiple-choice dialogue</b>	Giving advice and instructions <b>A note</b>
<b>10 Looking after yourself</b> (HEALTH) p 102–111	<i>Doctors in the air</i> Guessing the meaning of new words <b>Matching</b>	Present perfect simple: <i>for, since, already, just, yet</i> Verb patterns: verb + infinitive / <i>-ing</i>	Words connected with <i>health</i> Words + prepositions Collocations with verbs	Understanding when something happened <b>Multiple matching</b>	Giving yourself time to think <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Giving short answers <b>Multiple-matching dialogue</b>	Giving advice <b>An online post</b>
<b>Progress check Units 9 and 10:</b> Grammar and vocabulary / <b>Exam skills</b> p 112–113							
<b>11 The world of work</b> (JOBS) p 114–123	<i>All aboard the Children's Railway</i> Understanding the reasons for / purpose of a text <b>Right/Wrong/Doesn't say</b>	Indefinite pronouns Relative clauses: <i>who, which, that</i>	Words connected with <i>work and jobs</i> Words with <i>-lan / -ress / -ist / -er / -r</i> Words + prepositions	Taking notes <b>Gap fill</b>	Talking about jobs <b>Interview</b>  ▶ <b>Talk 2 Me</b>	Understanding the type of word that is missing <b>Open cloze</b>	Negative phrases and opposites <b>Information transfer</b>
<b>12 Home time</b> (HOUSES) p 124–133	<i>Living with nature</i> Possessive adjectives <b>Multiple-choice cloze</b>	Present simple passive Past simple passive and <i>by</i>	Words connected with <i>houses and homes</i> Phrasal verbs Collocations with verbs	Checking your answers <b>Multiple choice</b>	Talking about money <b>Collaborative task</b>  ▶ <b>Talk 2 Me</b>	Learning vocabulary <b>Multiple-choice sentences</b>	Using adjectives <b>A postcard</b>
<b>Progress check Units 11 and 12:</b> Grammar and vocabulary / <b>Exam skills</b> p 134–135							

**Student's Resource Centre**

- *Talk2Me* videos (flipped classroom)
- Speaking test videos
- *Optimise your grammar* worksheets
- *Optimise your vocabulary* worksheet
- *Say it right* pronunciation worksheets
- Culture and CLIL worksheets
- Class and Workbook audio

# 1 Time out



## READING | Matching | Signs and notices

1 In pairs or as a group, answer the questions.

- 1 What are the most popular hobbies in your country at the moment?
- 2 Which of these hobbies do you do or would you like to do?
- 3 How do you usually choose your hobbies?

2 Read the online article on page 5 quickly. How many hobbies are mentioned?



3 **1.01** Read the article again and decide if the sentences (1–6) are true (T) or false (F).

- 1 The writer suggests hobbies for different kinds of people. T / F
- 2 Kareem spends all his free time playing video games online. T / F
- 3 Amaya is a member of a club that meets once a week. T / F
- 4 Sometimes Amaya prints her favourite photos. T / F
- 5 Jake doesn't go skateboarding alone. T / F
- 6 It's never fun choosing a new hobby. T / F

4 In pairs, match the highlighted words in the article to a definition (1–8).

- 1 a machine for taking pictures \_\_\_\_\_
- 2 easy \_\_\_\_\_
- 3 an online diary \_\_\_\_\_
- 4 magazines which tell stories through drawings \_\_\_\_\_
- 5 not the same \_\_\_\_\_
- 6 something you enjoy doing in your free time \_\_\_\_\_
- 7 a person who belongs to a club \_\_\_\_\_
- 8 to talk about \_\_\_\_\_

### EXAM SKILL

**Finding words which mean the same**

- Underline the most important words in the sentences.
- Now look for words in the signs and notices that mean the same as the underlined words, for example 'can't go into' = 'no entrance'.

# How to find THE RIGHT HOBBY

Hobbies are a great way to learn something new. Hobbies help you to make friends or get fit. But how do you choose the right hobby for you? It's quite simple: first, think about what type of person you are and what you usually like doing, then choose an activity to try. Here are some suggestions.

Do you often spend time in your bedroom alone? Don't spend all week listening to music or playing games online. Try reading comics, writing a blog or drawing.

Do you like adventure? Try a new sport or an activity like skiing, skateboarding or climbing. These hobbies are fun, exciting and often they're free.

'I often play video games, but I don't spend all my free time playing online. I also write a blog about new video games every month.'

Kareem (video game blogger)



'My favourite hobby is skateboarding. I go skateboarding with my friends in the park. We sometimes skateboard to school!'

Jake (skateboarder)



Search online for more ideas or to find information about different clubs and activities in your area. People don't usually find the perfect hobby immediately. However, it's fun trying out new things and meeting people.

Do you prefer being with other people? Find a club to join that meets once or twice a week to do something you enjoy.



'I'm a member of a photography club and I always have my camera with me. We meet every Thursday evening to discuss ideas. We never print our photos, we post them online.'

Amaya (photography club member)

**A** **Cycling classes**  
mornings 10 am–11 am afternoons 2 pm–3 pm.  
Remember to bring water!

**B** Turn off mobile phones in swimming pool area.

**C** ~~NO TENNIS CLUB AGAIN BECAUSE OF BAD WEATHER TODAY!~~

**D** **COME AND TRY CLIMBING!**  
Climbing wall open tomorrow 8 am.

**E** ~~No entrance~~ to photography studio. Please use other door.

**F** Art room closed for ten minutes – just gone for lunch!

**G** **SORRY!**  
Computer room closed today 3 pm–5 pm.

**H** **Skateboarding park**  
The park is always open!

5 Look at the sentences (1–5) and the signs and notices (A–H) in Exercise 6. Underline the important words in each one.

### OPTIMISE YOUR EXAM

**Matching**

- Read the signs and notices carefully and decide where they are from and who they are for.
- This will help you to understand the context of each sign or notice.

6 Which notice (A–H) says this (1–5)? There are some extra letters you do not need.

- Example: You can't go into the room this way. F
- 1 This place opens again soon. \_\_\_\_\_
  - 2 This place is open 24 hours a day. \_\_\_\_\_
  - 3 You cannot do this activity in the rain. \_\_\_\_\_
  - 4 You can try this activity twice a day, but don't forget a drink! \_\_\_\_\_
  - 5 People can't use the room this afternoon. \_\_\_\_\_

THINK | RESEARCH | CULTURE | LEARN ME

In pairs or groups, look at the notices in this lesson and say which activity you would like to do and why.

**1 GRAMMAR 1** | Present simple, adverbs of frequency, imperatives

**Grammar in context**

Find and read these sentences in the text on page 5 and answer the questions.

- 1 *Hobbies help you to make friends ...* (Introduction)
- 2 *I often play video games, ...* (Kareem)

Which sentence uses the present simple for the following?

- a) a habit \_\_\_\_\_
- b) something that is usually true \_\_\_\_\_

Which word in sentence 2 is the adverb of frequency \_\_\_\_\_

**REMEMBER**

- We use the present simple for:
  - habits or things we do often: *Do you walk to school? I ride my bike to school every day.*
  - things that are usually or always true: *We live in a small house. We don't live in a city.*
- We use adverbs of frequency with the present simple to say how often something happens:
 

*never sometimes often usually always*  
0% \_\_\_\_\_ 100%

They go before the main verb, (*I never eat cheese.*) or after the verb to be (*He is often late.*).
- We use time expressions to show when something happens:
 

*all/every day/week/month, once/twice a day/week/month / three times a day, etc.*

► See Grammar reference, Unit 1, page 150

**1** Complete the sentences with the verbs in the box.

go | goes | has | have | play | plays

- 1 She likes music. She has a guitar and a piano.
- 2 He usually \_\_\_\_\_ to the park on his bike after school.
- 3 They \_\_\_\_\_ English lessons on Mondays and Fridays.
- 4 She \_\_\_\_\_ tennis and likes to go swimming.
- 5 I \_\_\_\_\_ football in the park after school.
- 6 We \_\_\_\_\_ swimming every Wednesday.

**2** Choose the correct word or phrase to complete each question.

- a) When **do / does** you go swimming? \_\_\_\_\_
- b) Where **do / does** you play football? \_\_\_\_\_
- c) What **do / does** she like? \_\_\_\_\_
- d) When do they **have / has** English lessons? \_\_\_\_\_
- e) What does he do when he **get / gets** home? \_\_\_\_\_
- f) What sports does she **play / plays**? \_\_\_\_\_

**3** Work in pairs. Match the answers in Exercise 1 to the questions in Exercise 2.

**4** Rewrite the sentences including the words in bold.

- 1 It's very cold in the winter. **often**  
\_\_\_\_\_
- 2 I watch TV with my sister. **usually**  
\_\_\_\_\_
- 3 He goes to bed at 9 o'clock. **always**  
\_\_\_\_\_
- 4 I drink cola for breakfast. **never**  
\_\_\_\_\_

**Grammar in context**

Look at these sentences from the notices on page 5.

*Turn off mobile phones in swimming pool area.*

*Please use other door.*

**REMEMBER**

- We use imperative forms to give instructions or orders.
- We can use *please* with orders to be polite.

► See Grammar reference, Unit 1, page 150

**5** Choose the correct words to complete the imperative sentences.

- 1 **Remember / Remembers** to do your homework.
- 2 **Don't / No** forget to bring your camera.
- 3 **Please open / Open** please the door.

**6** Complete the text with the correct form of the verbs in the box.

be | have | hit | live  
love | put | ride | watch

**TWO HOBBIES IN ONE**

Every weekend I go to the mountains with my bicycle. I go with my cousin. He (1) \_\_\_\_\_ in a town near here. When we (2) \_\_\_\_\_ our mountain bikes, we usually film the action. We have small cameras which we (3) \_\_\_\_\_ on our helmets. It is really exciting. Mum always says, '(4) \_\_\_\_\_ careful!' But sometimes one of us (5) \_\_\_\_\_ an accident. My cousin often (6) \_\_\_\_\_ something and falls off his bike. When we get home we (7) \_\_\_\_\_ our video on the laptop. We (8) \_\_\_\_\_ it.

**VOCABULARY** | Topic vocabulary | Word formation | Phrasal verbs

**Words connected with hobbies**

**1** Write the correct word for each picture. Use the words in the box. Listen and check.

cycling | horse-riding  
painting | playing computer games  
reading | rock climbing  
skateboarding | swimming



1 \_\_\_\_\_ 2 \_\_\_\_\_



3 \_\_\_\_\_ 4 \_\_\_\_\_



5 \_\_\_\_\_ 6 \_\_\_\_\_



7 \_\_\_\_\_ 8 \_\_\_\_\_

**2** Match the words in the box to the correct description. Listen and check.

barbecue | beach | collect  
magazine | photograph | tent

- 1 You can take one of these with a camera. \_\_\_\_\_
- 2 People who like swimming in the sea often go here. \_\_\_\_\_
- 3 A thin paper book with photographs, articles, stories, etc. \_\_\_\_\_
- 4 When you buy and keep books or magazines, for example, you do this. \_\_\_\_\_
- 5 A meal where you cook and eat food outdoors. \_\_\_\_\_
- 6 You stay in this when you go camping. \_\_\_\_\_

**Nouns/verbs**

**3** Complete the table. Listen and check.

object	person	verb
painting	(1) _____	to paint
photograph	(2) _____	to photograph / take photographs
music	(3) _____	to make/play music
guitar	guitarist	to (4) _____ the guitar
(5) _____	video (6) _____	to play video games

**4** Complete the sentences with words from the table in Exercise 3.

- 1 Anja loves \_\_\_\_\_ and uses really bright colours.
- 2 I sometimes listen to \_\_\_\_\_ in bed before I go to sleep.
- 3 He's a good guitarist. He \_\_\_\_\_ every day.
- 4 The \_\_\_\_\_ took lots of pictures of us climbing.
- 5 I want to be a \_\_\_\_\_ one day and play the piano.
- 6 I like video games, but I'm not really a big \_\_\_\_\_.

**SAY IT RIGHT**

Resource centre: Unit 1  
Word stress

**Phrasal verbs**

**5** Match the meanings (a-g) to the phrasal verbs (1-7). Listen and check.

- 1 come in \_\_\_\_\_ a) to return after going somewhere
- 2 come round \_\_\_\_\_ b) to start a machine
- 3 get back \_\_\_\_\_ c) to stop a machine
- 4 get off \_\_\_\_\_ d) to leave a bus or train
- 5 look after \_\_\_\_\_ e) to enter
- 6 turn off \_\_\_\_\_ f) to take care of someone or something
- 7 turn on \_\_\_\_\_ g) to visit

**6** Choose the correct word to complete each sentence.

- 1 Please turn off / on that loud music!
- 2 Welcome to 'Games Night! Come round / in and join us.
- 3 Let's watch a film. Please turn on / off the TV.
- 4 Quick, we need to get back / off the bus here. The park's just over the road.
- 5 Alex is going to come round / in this afternoon. I want to play my new video game with him.
- 6 Can you look under / after my bag, please?
- 7 We won't get back / off until quite late after the football match.

**1 LISTENING** | Picture multiple choice (short conversations)

**1** In pairs or as a group, look at the pictures in Exercise 4.

- What is the same about the pictures in each set?
- What are the differences between the pictures?

**EXAM SKILL**

**Identifying factual information**

- Look at the pictures and make short notes on what you can see.
- In this part of the exam, you often hear information about prices, numbers, times and dates. Think of the different ways to say these, e.g. *half past four, four thirty*.
- You often hear about places and directions (e.g. *the place next to the hotel*). Note down any prepositions that give important information.

**2** Look at the set of pictures below (A-C) and match them to the notes (1-3).



- camping, busy campsite, tents together* \_\_\_\_\_
- camping, campsite, tent on grass* \_\_\_\_\_
- camping, campsite, tent under tree* \_\_\_\_\_

**3** Listen to the conversation. Write a word or phrase in each gap.

Girl: So, where is your cousin's tent?  
 Boy: It's in a good place. There aren't any other tents (1) \_\_\_\_\_ it.  
 Girl: Is it (2) \_\_\_\_\_ of that field?  
 Boy: No, it's (3) \_\_\_\_\_ that big tree.

**OPTIMISE YOUR EXAM**

**Picture multiple choice**

- Read the questions carefully and underline the important words.
- When you listen, think about words with the same meaning as the words you underlined.

**4** Listen to the five conversations. There is one question for each conversation. For each conversation, choose the correct answer (A, B or C).

1 What game do they play?



- A  B  C

2 What does Helen like to read?



- A  B  C

3 What time does football practice usually start?



- A  B  C

4 What do they have for dinner?



- A  B  C

5 When does the girl have an art lesson?



- A  B  C

**5** Listen again and check your answers.

**GRAMMAR 2** | Possessive 's, prepositions of time and place

**Grammar in context**

Look at these sentences from the audio in the listening lesson and answer the question.

- My brother's new video game is good.*
- I sometimes look at my sister's pop magazine.*
- Ryan's dad brings us home.*

Which statement is true, a or b? \_\_\_\_\_

- one of the sentences uses 's to replace is.
- all of the sentences use 's to show possession.

**REMEMBER**

- We use 's to show possession: *It is the bag that Amy owns. → It is Amy's bag.*
- We can use 's to show possession with plurals: *The children's books are on their desks.*
- For plurals ending in s, we just add an apostrophe: *My parents' house is near here.*

**Note:** Apostrophes are also used in contractions to indicate missing letters, e.g. *She's my sister. = She is my sister. He's got a book. = He has got a book.*

► See Grammar reference, Unit 1, page 151

**1** Complete the second sentences using possessive 's.

- This book belongs to Anna. This is \_\_\_\_\_.
- The bags that belong to the boys are all here. The \_\_\_\_\_ are all here.
- My parents own that red car. That is \_\_\_\_\_ red car.
- The desks for the children aren't very big. The \_\_\_\_\_ aren't very big.

**2** Decide the use of 's in each sentence – possession (P) or the verb to be (B).

- Your mother's brother is your uncle. \_\_\_\_\_
- That woman's married to Jim. \_\_\_\_\_
- Your aunt's son is your cousin. \_\_\_\_\_
- My sister's very good at English. \_\_\_\_\_

**Grammar in context**

Look at these sentences from the audio in the listening lesson. Match the words in bold to a function (a or b).

- It's in a good place. There aren't any other tents **near** it.*
- No, it's **under** that big tree.*
- It always begins **at** 9.30.*
- We had pizza **on** Monday.*

- describing place \_\_\_\_\_, \_\_\_\_\_.
- describing time \_\_\_\_\_, \_\_\_\_\_.

**REMEMBER**

- We use a variety of prepositions in time expressions:

at	in
6pm, midnight, New Year, the weekend, the moment	the morning/afternoon/evening, June, summer, 2022, two weeks' time
on	no preposition
Saturday, Monday morning, New Year's Day, 22 June, holiday, my/your/her, etc. birthday	today, yesterday, tomorrow, last night, two weeks ago, yesterday evening, tonight

- We use prepositions of place to show where things are:  
*The book is **on** the table. My school is **next** to the library. There is a park **in front of** my house. We usually meet **at** the park.*

► See Grammar reference, Unit 1, page 151

**3** Choose the correct word or phrase to complete each sentence.

- We went to the cinema **in last week / last week**.
- Our team plays football in the park **next to / of** the museum. We play **at / on** Saturday morning.
- We usually go on holiday **in / at** August.
- In / On** two weeks' time I'm going to England.
- We usually go to the pool every day **in / on** summer, but it's closed **today / at today**.
- Do you usually have a party **at / on** your birthday?

**4** Complete the text with the words in the box.

at | in | in front | near | next | on



Last year when we were (1) \_\_\_\_\_ holiday (2) \_\_\_\_\_ Greece, we stayed with my mum's best friend, Alexandra. She's Greek and she lives (3) \_\_\_\_\_ the sea. She's really good at painting and has a studio (4) \_\_\_\_\_ to the house with amazing sea views. (5) \_\_\_\_\_ the weekend, she paints beautiful pictures of the sea and of birds flying (6) \_\_\_\_\_ of her studio. This is one of her pictures.

**1 SPEAKING | Interview**

**Flipped classroom**

**1** Watch the *Talk2Me* video and answer the questions.

- Who are Jojo and Max? Who is Evie?
- Which two days of the week are they all free to practise their dance?
- When is the competition?

**2** Watch the video again. Underline the words and phrases in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

My (sur)name is ... | That's (S-M-I-T-H). | In my free time, I usually ... | At lunchtime / After school / In the evenings / At the weekend / In the holidays ... | I/We always/usually/often/sometimes/never ...

**3** Listen and repeat the alphabet. Then in pairs, ask and answer the questions.

**Aa Bb Cc Dd Ee Ff Gg  
Hh Ii Jj Kk Ll Mm Nn Oo Pp  
Qq Rr Ss Tt Uu Vv  
Ww Xx Yy Zz**

What's your name?

What's your surname?

How do you spell it?

**EXAM SKILL**

**Talking about yourself**

- In the first part of the test, the examiner will ask you to spell your surname. Practise saying the alphabet and check that you know how to say the letters in your name.
- You also have to give information about yourself and what you like or dislike. Check that you can describe your hobbies and interests.



**4** Listen to a student talking to an examiner. Complete the table below.

Surname:	
Hobbies:	
Evenings:	
Weekend:	
Holidays:	

**5** Listen again. Write down the questions the examiner asks.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**6** Write down the phrase the student used to ask for the question to be repeated.

- \_\_\_\_\_
- \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Interview**

- If you don't understand the examiner, ask them to repeat the question. Use phrases like (*Sorry,*) *could you repeat the question, please?*
- It is OK to give a short answer for your name. You should give a longer answer for everything else.

**7** Work in pairs. Use the prompts to take turns asking and answering the questions.

- What's your surname?
- How do you spell it?
- What are your hobbies?
- What games do you like playing?
- How much free time do you have?
- What do you usually do in the evenings?
- What do you usually do at the weekend?

**LANGUAGE IN USE | Multiple-matching dialogue**

**1** Work in pairs. Read the text below and answer the questions.

- What can you do at the club?
- Can anyone use it?
- How much is it to use the club?
- Would you like to join the club? Why / Why not?

**JOIN OUR CLUB!**

Come and make new friends or try a new activity!

These are some of the fun things you can do at **Eight-Mile Wood adventure club**: climb trees, ride your bike, build dens, join an art class, learn nature photography or cook wild food!

Every Friday we organise a barbecue. Every month there is a mini music festival. Bring your tent and camp between the trees.

It's free to join the club, but you pay £10 for special classes.

Children 11 years and over are welcome. You just need to fill in a form with your parents' contact details.

**EXAM SKILL**

**Focusing on the language**

- Read all the sentences carefully to understand the main ideas.
- Look at the language used in the sentences before and after the gap and choose the best answer.

**2** Read the phone conversation below and number the sentences in the correct order.

- Between the trees, but not too close to the musicians. \_\_\_\_\_
- Yes, I study at a language school here. \_\_\_\_\_
- Yes, please. I want to buy two tickets for the music festival. \_\_\_\_\_
- Thanks, that's great. Goodbye. \_\_\_\_\_
- OK, first of all, where would you like to camp? \_\_\_\_\_
- Good morning. Can I help you? 1
- OK. Well, there's a student discount. Bring your ID on Friday. \_\_\_\_\_
- Right, that's no problem. Are you a student? \_\_\_\_\_

**3** Underline the words in Exercise 2 which helped you to put the conversation in order. Compare with a partner.

**OPTIMISE YOUR EXAM**

**Multiple-matching dialogue**

- Always read the instructions and example carefully.
- Cross out the example sentence so you don't try to use it again.

**4** Complete the conversation about the sports club with sentences A-H. There are some extra letters you do not need.

**Receptionist:** Hello, Eight-Mile Wood, how can I help you?

**Example:**

**Andy:** F

**Receptionist:** Well, what kind of things do you like to do?

**Andy:** 1

**Receptionist:** Well, it's certainly a great place to make new friends! How old are you?

**Andy:** 2

**Receptionist:** I see. Well, there's a gaming club that meets here every month. I can ask a member to text you about it.

**Andy:** 3

**Receptionist:** I think it's every Monday afternoon at 4. Then they go skateboarding together.

**Andy:** 4

**Receptionist:** Yes. But you need to bring your own skateboard.

**Andy:** 5 I'll ask him.

**Receptionist:** OK, great. I hope he says yes!

- A I'm eleven. I start high school next week.
- B I have lots of music, thanks.
- C Really? That sounds good. Can I go too?
- D My brother sometimes lets me borrow his.
- E Oh, hi. Can you tell me about your activities?
- F It's on the 8th of September.
- G Usually I play video games or listen to music at home. But I want to meet more people.
- H That sounds great. When do they meet?



**THINK | RESEARCH | CULTURE | LEARN | ME**

Work in groups and answer the question. Do you think there are enough places for young people to do activities outdoors in your country? Why / Why not?

**1 WRITING | Information transfer**

**1** In pairs or as a group, answer the questions.

- 1 Do you go to any clubs or sports activities? Where? When?
- 2 Are after-school clubs popular with teenagers where you live? Why / Why not?
- 3 What kind of club would you like to go to? Why?

**2** Read and label the information about an activity course with the words in the box.

booking form | email | poster

A \_\_\_\_\_

**After-school Activities Plus**

**Basketball** Tuesday afternoon/evening  
**Football** Thursday evening  
**Photography** Wednesday afternoon  
**Skateboarding** Monday afternoon

**Beginner Classes:** 3.30–4.30 / 4.30–5.30 pm  
**Advanced Classes:** 5.30–6.30 pm

Note: Always take Student ID to activities

B \_\_\_\_\_

To: After-school Activities Plus

Hello, my name is Paulo Verratti. I want to start a new hobby. I would like to learn how to play basketball. I am free after 4 pm on Monday and Tuesday.

Can I book a place on one of your courses? I'm almost 14 years old. Do I need to bring ID with a photograph?

Thanks,

Paulo

C \_\_\_\_\_

**After-school Activities Plus**

**BOOKING FORM**

Name: Paulo Verratti

Age: 1 14 13

Activity: 2 basketball

Level: 3 advanced

Day: 4 Thursday

Start time: 5 4.00 pm



**EXAM SKILL**

**Noting down key information**

- Circle any dates, times, places and numbers in the poster and the email.
- Note down what they mean, e.g. *Is it when something starts or ends?*
- Look at the booking form for words with the same meaning as, or connected to, the words in the poster and email, e.g. *activity* → *course*; *level* → *beginner/advanced*.

**3** Look back at the information in A and B in Exercise 2 and underline all the days, times and numbers. Compare your answers with a partner and say what each one refers to.

**4** Work in pairs. Look at Paulo's completed booking form in Exercise 2. Find the mistake in each piece of information (1–5) and correct it.

**OPTIMISE YOUR EXAM**

**Information transfer**

- In this part of the exam you read two short texts, then write words or phrases to complete some notes.
- The two texts could be emails, advertisements, posters or notes.
- The notes you complete could be a diary or a form.



**1**

**5** Work in pairs or groups. Read texts A and B quickly and answer the questions.

- 1 How many classes are there? \_\_\_\_\_
- 2 What course did Simone do last year? \_\_\_\_\_

Read the poster and the email. Fill in the information in the booking form.

**A Just do It!**

**Summer activities**

**Art classes** Monday morning/afternoon  
**Guitar lessons** Thursday evening  
**Horse-riding** Wednesday afternoon  
**Modern dance** Wednesday morning/afternoon  
**Photography** Tuesday morning/afternoon  
**Beginner Classes:** 9.30–11.30 am  
 2.30–4.30 pm  
**Advanced Classes:** 9.30–11.30 am  
 3.30–5.30 pm  
*Barbecue every Friday evening – ask for details*

**B To:** Just do It! Summer activities

Hi, my name is Simone Roca. I'm 14 years old. Last year I did the horse-riding course. This summer I want to do something different. I'm a member of a street-dance club and practise twice a week. Can I join your dance class too? I have a painting class on Wednesday mornings, but I'm free in the afternoon.

Thanks,  
 Simone

**C After-school Activities Plus**

**BOOKING FORM**

Name: Simone Roca

Age: 1 \_\_\_\_\_

Activity: 2 \_\_\_\_\_

Level: 3 \_\_\_\_\_

Day: 4 \_\_\_\_\_

Start time: 5 \_\_\_\_\_

**6 Plan** You are going to complete the booking form for Simone. Tick the things you need to do before you start writing.

- 1 Read both texts, A and B. \_\_\_\_\_
- 2 Look for numbers, days and dates and find out what they mean. \_\_\_\_\_
- 3 Make sure I know exactly what information I need to complete the booking form. \_\_\_\_\_

**7 Write** Write the information to complete Simone's booking form in Exercise 5. Check your spelling and use of capital letters.

**8 Check** Before you hand in your booking form, complete this checklist.

**Checklist** ✓

- I've carefully read both texts.
- I've completed all the answers on the form.
- I've checked my spelling.
- I've checked my use of capital letters.

**Extra writing**

**9** You are going to write an email asking about one of the activities in text A in Exercise 2. Choose a course you want to do, then answer questions 1–4.

- 1 Who are you writing to? \_\_\_\_\_
- 2 What style should you write in? \_\_\_\_\_
- 3 What information can you give? \_\_\_\_\_
- 4 Which questions could you ask? \_\_\_\_\_

Now write your email in 25–35 words.

**2 GRAMMAR 1** | Present simple and present continuous

**Grammar in context**

Find the sentences in the text on page 15 then answer the questions.

- 1 *These days, more young people are playing video games.* (paragraph 1)
- 2 *Both girls and boys play video games regularly, ...* (paragraph 2)
- 3 *Brandon knows a lot about computer games.* (paragraph 3)

Which sentence:

- a) talks about a habit or routine? \_\_\_\_
- b) uses a stative verb? \_\_\_\_
- c) talks about something happening around now? \_\_\_\_

**REMEMBER**

- We use the present simple to talk about habits, routines, facts and permanent situations.
- We use the present continuous to talk about things that are happening at this moment. We use it to describe what is happening in pictures or photos, actions happening around now and temporary or changing situations.
- There are some verbs called stative verbs, e.g. *like, agree, know, understand* that are usually only used in the present simple to express states, not actions.

▶ See Grammar reference, Unit 2, page 151

**1 Choose the correct form of the verb to complete each sentence.**

- 1 I'm **learning** / **learn** to play the piano at the moment.
- 2 She **goes** / **'s going** to the art gallery almost every weekend.
- 3 Sam **plays** / **is playing** video games every weekend.
- 4 We're **doing** / **do** our homework now, so we can't go out.
- 5 I'm **usually spending** / **usually spend** my money on clothes.
- 6 He's **wearing** / **wears** his new trainers today.
- 7 They're **never reading** / **never read** fashion magazines.
- 8 Amy's **not liking** / **doesn't like** loud music.

**2 Use the prompts to write sentences using the present simple or the present continuous.**

- 1 every week / Dad / read / an online newspaper  
\_\_\_\_\_
- 2 at moment / I / play / a video game  
\_\_\_\_\_
- 3 Mum / not work / this week  
\_\_\_\_\_
- 4 Chris / come from / Slovenia / and / speak / three languages  
\_\_\_\_\_
- 5 I / usually / like / his books / but / I / not enjoy / this one  
\_\_\_\_\_
- 6 I / like / fruit / but / I / not eat / it / every day  
\_\_\_\_\_

**SAY IT RIGHT**

Resource centre: Unit 2  
Pronunciation of -ing

**3 Complete the paragraph using the correct present simple or present continuous form of the verbs in brackets.**

Karl (1) \_\_\_\_\_ (love) being with his family and he (2) \_\_\_\_\_ (spend) a lot of his free time watching his children do their hobbies. His son, Marc, (3) \_\_\_\_\_ (play) the violin in a youth orchestra and Karl (4) \_\_\_\_\_ (go) to see Marc play whenever he can. But today is a special day for Megan, Karl's daughter. Her hobby is hip-hop dance and today she (5) \_\_\_\_\_ (dance) in a musical show. Karl (6) \_\_\_\_\_ (prefer) rock to hip-hop, but he (7) \_\_\_\_\_ (enjoy) the show and Megan (8) \_\_\_\_\_ (do) really well. Karl feels happy and he (9) \_\_\_\_\_ (smile). Karl's father is at the show too, but he (10) \_\_\_\_\_ (not watch) the dancing. In fact, he (11) \_\_\_\_\_ (sleep)!



THINK | RESEARCH | CULTURE | LEARN

ME

Work in pairs. What's your favourite type of entertainment? Tell your partner about it.

**VOCABULARY** | Topic vocabulary | Word patterns | Collocations

**Words connected with entertainment**

**1** 1.11 Match the places (A-F) to the entertainment (1-6). Listen and check.



- 1 see an exhibition of famous paintings \_\_\_\_
- 2 see a play \_\_\_\_
- 3 learn about a period in history \_\_\_\_
- 4 listen to a famous classical singer \_\_\_\_
- 5 download a game \_\_\_\_
- 6 see a well-known band \_\_\_\_

**2 Complete the sentences using words from Exercise 1.**

- 1 We saw a really cool exhibition of fashion photography at the \_\_\_\_\_.
- 2 His brother's playing the violin at a \_\_\_\_\_ in London. They are showing it on TV!
- 3 My parents are going to the \_\_\_\_\_ to listen to some world-famous singers.
- 4 Joe's playing a game online at the \_\_\_\_\_. He's playing with people from all over the world.
- 5 You can see lots of interesting things from hundreds of years ago at the \_\_\_\_\_.
- 6 We saw a great play at the \_\_\_\_\_ last Saturday.

**Words + prepositions**

**3** 1.12 Read the descriptions of what different people do for entertainment. Choose the correct preposition to complete each sentence. Listen and check.

- 1 On Friday nights I stay **in / out** and listen **at / to** music. Every Saturday evening I go **in / out** with my friends.
- 2 We like looking **at / with** the new fashions. Sometimes we try **on / out** different clothes.
- 3 I really like the theatre. I go to an after-school drama club. I want to act **in / out** a play.

- 4 I love street dancing. Most kids I know prefer to play video games, but they thought it was cool when I danced **on / with** my club in a competition. And we won!

**Collocations with nouns**

**4** 1.13 Complete the phrases in bold with the words in the box. Listen and check.

article | game | player  
programme | screen

- 1 Chess is a well-known **board** \_\_\_\_\_. I love playing it.
- 2 Did you read the **newspaper** \_\_\_\_\_? There are some good photographs in it.
- 3 I'm watching a great **TV** \_\_\_\_\_ about the history of rock music.
- 4 I'm getting a new **MP3** \_\_\_\_\_ soon - I want one I can record films on, too.
- 5 I'm going to watch a film on the big new 3-D **cinema** \_\_\_\_\_ in town.



**2 LISTENING** | Multiple matching



**1** In pairs or as a group, look at the photo and answer the questions.

- How much television do you watch each day?
- How do you prefer to watch programmes – on TV or online?
- What do you prefer to do – play video games or watch films?

**EXAM SKILL**

**Listening for words that mean the same**

- In multiple-matching tasks, the speakers sometimes use different words to say the same thing.
- It's important to read all the answer options carefully and think of different words the speakers might use to say the same thing.

**2** Read the sentences below. Think of different ways to say the underlined words.

- I don't want to play this game anymore. It's not very interesting and it's too hard. \_\_\_\_
- I'm listening to a new song by Jane's favourite band. It's really nice but a bit slow. \_\_\_\_
- He told me the book was excellent but it's not. The story is too unusual. \_\_\_\_

**3** Read the sentences (a–c) then match them to the sentences (1–3) in Exercise 2 which have the same meaning.

- It's pleasant but not very fast.
- It's really terrible and quite strange.
- It's a bit boring and really difficult.

**4** Work in pairs. Discuss which words helped you to match the sentences in exercises 2 and 3.

**OPTIMISE YOUR EXAM**

**Multiple matching**

- Before you listen, make notes on the different ways you can say the words (A–H).
- When you listen the first time, check your notes before you choose the answers.
- The second time you listen, check your answers carefully.

**5** Look at the 'opinion/feeling' words (A–H) in Exercise 6. For each one, think of another word that has the same meaning. Compare your ideas with a partner.

**6** 1.14 Listen to Paul talking to his cousin Kacey about what he watches on TV. For each programme/channel (1–5), choose an opinion/feeling (A–H). There are some extra letters you do not need.

TV programme/channel	opinion/feeling
<b>Example:</b> sport <u>H</u>	
1 cartoons ____	A clever
2 action films ____	B excellent
3 the news ____	C exciting
4 video gaming channel ____	D funny
5 music videos ____	E terrible
	F noisy
	G unhappy
	H interesting

**7** 1.14 Listen again and check your answers.

**THINK** | RESEARCH | CULTURE | LEARN | ME

- In pairs or groups, discuss the questions.
- How is the internet changing the entertainment industry? Are these changes good or bad?

**GRAMMAR 2** | Present continuous for future use

**Grammar in context**

Match these sentences from the audio in the listening lesson to the descriptions.

- I'm doing a school project on entertainment.*
  - We're watching a new one tonight.*
- a) describe an action happening around now. \_\_\_\_  
b) talk about future plans and arrangements. \_\_\_\_

**REMEMBER**

- When we use the present continuous to talk about future plans and arrangements, we usually give a future time (e.g. *tomorrow*):  
*He's taking me to watch a football game on Saturday. They aren't coming to the theatre with us tonight. Are you seeing your friends this weekend?*
- We can also use the present simple to talk about the future, when we're talking about timetables or programmed events:  
*The train leaves at 11:15.*

▶ See Grammar reference, Unit 2, page 152

**1** Complete the questions with the correct form of the verbs in the box. Use one verb in each set of questions (1–6).

cook | do | go | meet | study | play

- Are you going anywhere this weekend?  
Where are you going? Who are you going with?
- \_\_\_\_\_ you \_\_\_\_\_ anything special for dinner tonight?  
What \_\_\_\_\_?
- \_\_\_\_\_ you \_\_\_\_\_ anything exciting next week?  
What \_\_\_\_\_?
- \_\_\_\_\_ you \_\_\_\_\_ anyone after this lesson?  
Who \_\_\_\_\_?
- \_\_\_\_\_ you \_\_\_\_\_ this evening?  
What subjects \_\_\_\_\_?
- What video games \_\_\_\_\_ at the weekend?  
Who \_\_\_\_\_ them with?

**2** In pairs or groups, take turns asking and answering the questions from Exercise 1.

**Example:**

A: Are you going anywhere this weekend?

B: Yes, I am.

A: Really? Where are you going?

**3** Complete the texts with the correct present simple or continuous form of the verbs in brackets.

**ENTERTAINMENT!**

We continue our series about entertainment by talking to three teenagers from around the world. We asked them about their favourite forms of entertainment.



**A** I'm really into fashion and I (1) \_\_\_\_\_ (follow) a few different fashion vloggers online. At the moment I (2) \_\_\_\_\_ (learn) all about different ways to dress, and what the latest styles are. Next week I (3) \_\_\_\_\_ (start) a course on clothes design. For the first few weeks of the course, the students (4) \_\_\_\_\_ (have) lessons in college. But in March we (5) \_\_\_\_\_ (go) on a trip to Paris! I can't wait. The only problem is that the plane (6) \_\_\_\_\_ (leave) at 6 in the morning, so it's a very early start!

Alexandra, Moscow

**B** This week I (1) \_\_\_\_\_ (listen) to a lot of new hip hop music. It's a useful way to learn new English words. Next weekend, I (2) \_\_\_\_\_ (make) playlists for my friends to listen to. Our exams (3) \_\_\_\_\_ (start) soon so next week we (4) \_\_\_\_\_ (go) to the library every day to study. I (5) \_\_\_\_\_ (spend) my evenings studying at home, too. If I do well in my exams, I (6) \_\_\_\_\_ (get) a new smartphone. Then I can download more music.

Piotr, Krakow

**C** Later this evening my brother and I (1) \_\_\_\_\_ (play) a game called *Carcassonne*. In this game, you (2) \_\_\_\_\_ (live) in the past, and (3) \_\_\_\_\_ (build) a city. It's lots of fun, and makes you think a lot. A few of my friends also play board games. They usually (4) \_\_\_\_\_ (play) online, but next week they (5) \_\_\_\_\_ (meet) at my house so we can all play face to face. Next month my brother Josh and I (6) \_\_\_\_\_ (design) a board game about the music business. I'll let you know what happens!

Johnny, Manchester



**2 SPEAKING** | Collaborative task

**Flipped classroom**

- 1 Watch the *Talk2Me* video and answer the questions.
  - 1 Who has piano lessons on Mondays?
  - 2 When do they decide to go to the cinema?
  - 3 What are they doing after the cinema?
- 2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

It starts at (six) o'clock and finishes at (eight) o'clock. | It's every (Thursday) from (eight) until (ten) pm. | They meet on (Fridays) at (seven) in the evening.



- 3 In pairs or as a group, look at the poster and answer the questions.
  - 1 What does the poster advertise?
  - 2 What time does the concert start?
  - 3 How long is the concert on for?

**EXAM SKILL**

**Talking about times**

- For this part of the Speaking test, you need to practise asking and answering questions and talking about times.
- Learn the correct prepositions to use with time phrases: **from 9 to 12; at 6.30; on Sunday morning**, etc.



- 4 1.15 Work in pairs. Look at the prompts and pictures then take turns to ask and answer questions. Listen and check.

1 what time / concert / start **8:00 pm**  
**Example:**  
 What time does the concert start?  
 It starts at 8:00 pm.

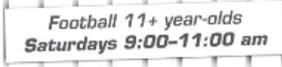
2 what / be / opening hours / museum



3 how long / film / last



4 when / be / football training



5 what time / concert / finish **10:00 pm**

**OPTIMISE YOUR EXAM**

**Collaborative task**

- Use phrases like *Let me see*, or *Hang on*, just let me check that to give you more time to think and check information before answering.

- 5 In pairs (Student A and Student B), do the exam task.

Student A: turn to page 136 and look at the information about *Big beats disco*. Answer Student B's questions about it.

Student B: look at the question prompts on page 139. Ask Student A your questions.

Student B: turn to page 139 and look at the information about the *Student Film Festival*. Answer Student A's questions about it.

Student A: look at the question prompts on page 136. Ask Student B your questions.

**LANGUAGE IN USE** | Multiple-choice dialogue

- 1 Work in pairs or groups. Read the text and answer the questions below.

- 1 Where do most people get their news from in your country, the TV, newspapers, the internet or somewhere else?
- 2 Which is best? Why?

**EXAM SKILL**

**Thinking about context**

- In this part of the exam you need to understand everyday functional language.
- Think about the context – who is speaking, who they are speaking to, where they are and what they are doing.
- Before you look at the possible answers, decide on the context for each conversation.

- 2 Match the contexts in the box to the situations in sentences 1–6.

at a ticket office | at home | in a shop  
 in school | on the phone | on the street

- 1 Hello, this is the information line, how can I help you? \_\_\_\_\_
- 2 What page are we on? \_\_\_\_\_
- 3 Why don't we watch some TV? \_\_\_\_\_
- 4 Excuse me, where's the art gallery? \_\_\_\_\_
- 5 Where can I find the board games? \_\_\_\_\_
- 6 How much is it for an adult and a child? \_\_\_\_\_

- 3 Write answers for the questions in Exercise 2. Compare with a partner.

**OPTIMISE YOUR EXAM**

**Multiple-choice dialogue**

- Think of your own ideas before you look at the possible answers. This will help you focus on the correct grammar.
- Then look at options A–C. If an option is similar to your ideas, it may be correct.

- 4 Complete the five conversations. For questions 1–5, choose the best answer (A, B or C).

**Example:**

What are you doing?

A I'm feeling terrible today.

B I'm watching the news on TV.

C I love watching films on TV.

- |                               |                                 |
|-------------------------------|---------------------------------|
| 1 What are we doing tomorrow? | A We're very sad.               |
|                               | B We're listening to it.        |
|                               | C We're visiting a museum.      |
| 2 Where is the concert?       | A It's in the theatre.          |
|                               | B It's very loud.               |
|                               | C Here's a ticket.              |
| 3 What do you do?             | A I'm drawing a picture.        |
|                               | B I'm going there tomorrow.     |
|                               | C I'm a student.                |
| 4 Did you read this article?  | A Yes, it was very interesting. |
|                               | B I'm not interested.           |
|                               | C I like reading books.         |
| 5 What are you playing?       | A I don't know why.             |
|                               | B It's the news.                |
|                               | C It's a new video game.        |



THINK | RESEARCH | **CULTURE** | LEARN | ME

Work in groups. Answer the question.

- What do people in your country usually talk about when they meet?

**1** In pairs or groups, answer the questions.

- How often do you send emails?
- Who do you usually email?

**EXAM SKILL**

**Using your own words**

- You will need to use ideas from the instructions and texts, but it is important to use your own words, too.
- Underline the key words and phrases in the exam task, then think of different ways to say the same thing before you start writing.



The Art Gallery of South Australia

**2** Read the exam task below. Underline the questions in the email.

Read the email from your English friend, Julia.

From: Julia

Hi,  
What are you doing this afternoon?  
Can you come to the art gallery? There's a fantastic photography exhibition on. It's going to be fun. I'm meeting Jessica outside the art gallery at 4 pm. Are you free?

Write an email to Julia and answer the questions. Write 25–35 words.

**3** Work in pairs. Look at these two answers to Julia's email. Which answer best completes the exam task? Why?

**A**  
Hi Julia,  
I'm visiting the art gallery. I really like photographs. Tell Jessica I'm meeting you later today too.  
See you later

**B**  
Hi Julia,  
Sorry, I'm busy this afternoon because I'm practising for a concert. So, I'm not free to go to the art gallery with you and Jessica.  
Have fun!

**4** Work in pairs. Discuss different ways to say the underlined words and phrases in the students' answers in Exercise 3.

**OPTIMISE YOUR EXAM**

**An email**

If the exam task asks you to write an email, read the instructions carefully and think about:

- who you are emailing.
- why you are emailing.
- how you will include all the information the question asks for.

**5** Work in pairs. Write your own reply to the email from Julia in Exercise 2.

**6** Look at this writing task and answer the questions.

From: Sara

What are you doing tonight? There is a new adventure film on at the cinema at 6.30. Do you want to see it? Holly and I are going for a pizza after. Do you want to come?

Write an email to Sara and answer the questions. Write 25–35 words.

- What does Sara ask? Underline the questions.
- What is Sara going to do after watching the film?

**7** Work in pairs or groups. Decide which plan (A or B) is better for your email to Sara. Say why.

A	Detail	My notes
Question 1	<i>Explain what you are doing</i>	<i>I'm doing my homework – I have a project on classical music.</i>
Question 2	<i>Make suggestion</i>	<i>I want to see the film. How about watching it on Saturday?</i>
Question 3	<i>Arrange to see her at school</i>	<i>See you tomorrow at school.</i>

B	Detail	My notes
Question 1	<i>Say sorry for not coming</i>	<i>I'm sorry I can't come to the cinema.</i>
Question 2	<i>Explain reason / what I'm doing</i>	<i>I'm not going out tonight because I'm studying for a test.</i>
Question 3	<i>Suggest meeting another time</i>	<i>I really want to see the film – it looks great. How about watching it and then having pizza on Saturday?</i>

**8 Plan** Now plan your email. Use the chart to help you.

	Detail	My notes
Question 1		
Question 2		
Question 3		

**9 Write** Write your email in an appropriate style. Write 25–35 words.

**10 Check** Before you hand in your email, complete this checklist.

**Checklist** ✓

- |   |  |
|---|--|
| <input type="checkbox"/> I've followed my writing plan.                     | <input type="checkbox"/> I've used some of my own words.       |
| <input type="checkbox"/> I've started and ended the email in the right way. | <input type="checkbox"/> I've written 25–35 words.             |
| <input type="checkbox"/> I've answered the three questions.                 | <input type="checkbox"/> I've checked my spelling and grammar. |

## PROGRESS CHECK

## UNITS 1-2

## GRAMMAR AND VOCABULARY

## 1 Choose the correct word to complete each sentence.

- Do you stay in a **tent** / **beach** when you go camping?
- I really love that **painting** / **painter**, the colours in it are beautiful.
- He's really famous. I read a newspaper **article** / **programme** about him.
- I like going **swimming** / **cycling** in the sea when I'm on holiday.
- William goes **in** / **out** with his friends on Saturdays.
- She's a very good **music** / **musician**. She plays the violin and piano.
- What's your favourite board **game** / **player**?
- Mum and Dad are at a **classical** / **an opera** concert this evening.
- My sister is a **gamer** / **game** and she plays on her computer most days.
- Adam usually meets his friends at the internet **house** / **café** at the weekend.

\_\_\_/10

## 2 Complete the sentences using the correct form of the verbs in brackets.

- Let's go and see my cousin. He usually \_\_\_\_\_ (play) football in the park on a Saturday morning.
- I \_\_\_\_\_ (look) for a book about rock music. Have you got one?
- Let's hurry. The film \_\_\_\_\_ (start) in ten minutes.
- Don't be late for class! We \_\_\_\_\_ (practise) a new dance this afternoon.
- Oliver is at home this evening. He \_\_\_\_\_ (watch) something on TV.
- The boys are upstairs. They \_\_\_\_\_ (do) their homework at the moment.
- Does your grandmother \_\_\_\_\_ (live) near you?
- Amy always \_\_\_\_\_ (try) to climb higher than anyone else.

\_\_\_/8

## 3 Choose the correct word to fill each gap.

I love using my digital camera and I (1) \_\_\_ make short films with it. My brother, Samuel, likes writing stories, and sometimes we act (2) \_\_\_ one of (3) \_\_\_ stories in a film. We design our own costumes, too! Some of our films are terrible, but (4) \_\_\_ learning a lot (5) \_\_\_ how to make good films. There's a film club at our school and Samuel and I go there (6) \_\_\_ Wednesday. It's a great place to share ideas. Mr Watson, our teacher, gives us tips on how to use our digital cameras. I always listen (7) \_\_\_ him very carefully because he knows a lot about cameras! Sometimes my classmates come (8) \_\_\_ to my house and we all make a film together. That's usually a lot of fun!

- A often B am C never
- A at B out C in
- A their B its C his
- A it's B he's C we're
- A about B from C for
- A a B the C every
- A at B to C for
- A round B off C after

\_\_\_/8

## 4 Complete the sentences with the verbs in the box.

come | get | go | look | stay | turn

- The bus goes past the park, and then into town. We \_\_\_\_\_ off at the museum.
- Hello, nice to see you. Please \_\_\_\_\_ in.
- I like to \_\_\_\_\_ out with my friends at the weekend.
- My grandparents are going to \_\_\_\_\_ after me and my brother during the school holiday.
- Please can you \_\_\_\_\_ off the television and come and speak to your auntie?
- I have to \_\_\_\_\_ in and do my homework this evening. Tomorrow I'm going to the cinema.

\_\_\_/6

## 5 Complete the text with one word in each gap.

My name is Pablo Riva. I'm 14 and I live (1) \_\_\_\_\_ Turin. I (2) \_\_\_\_\_ two sisters, Laura and Anna. Both of (3) \_\_\_\_\_ are younger than me. (4) \_\_\_\_\_ live with our parents, and grandmother in a big house. Next (5) \_\_\_\_\_ the house is a park. I always (6) \_\_\_\_\_ skateboarding there with my friends. We like to go in (7) \_\_\_\_\_ afternoon, when school is over. My sisters don't like skateboarding at all, so they (8) \_\_\_\_\_ come with me. They like riding their bikes. At the moment, I (9) \_\_\_\_\_ studying English. (10) \_\_\_\_\_ is my favourite subject.

/10

## 6 Read the descriptions. What is the word for each one? The first letter is given.

- When people stay in a tent on holiday they are doing this. c \_\_\_\_\_
- If you are in this you could win a prize. c \_\_\_\_\_
- People use this to take photographs. c \_\_\_\_\_
- This is what we call a person who plays the guitar. g \_\_\_\_\_
- This describes something beautiful or pretty to look at. a \_\_\_\_\_
- This word describes a person who is part of a group or club. m \_\_\_\_\_
- Something that is shown on television to make people buy things. a \_\_\_\_\_
- This describes something that is liked by many people. p \_\_\_\_\_

\_\_\_/8

Total score \_\_\_/50

## EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- find words which mean the same.
- listen to short conversations to answer picture multiple-choice questions.
- answer questions about myself.
- focus on a listening task.
- note down key information.
- understand important words.
- listen for words that mean the same.
- work with a partner.
- think about context.
- use my own words in an email.

Unit/page

Unit 1 p4  
Unit 1 p8  
Unit 1 p10  
Unit 1 p11  
Unit 1 p12  
Unit 2 p14  
Unit 2 p18  
Unit 2 p20  
Unit 2 p21  
Unit 2 p22

## 3

## What's for dinner?



## READING | Multiple-choice cloze | A magazine article

## 1 In pairs or as a group, answer the questions.

- Describe the food in your country. What's your favourite national dish?
- What type of food do you like cooking?

## EXAM SKILL

## Identifying 'when' and 'who'

- Identifying if a sentence is about the present, past or future can help you understand a text.
- In the reading exam you often need to understand when something happens and who is doing it.

2 Read the sentences (1–3) and decide when they refer to. Write *past*, *present* or *future*.

- Many people prefer eating in restaurants to eating at home. \_\_\_\_\_
- Matt worked as a waiter in the UK over 10 years ago. \_\_\_\_\_
- She is planning to be the head chef of a famous hotel one day. \_\_\_\_\_

## 3 Work in pairs. Say which words or phrases helped you to choose your answers in Exercise 2.

busy people | everybody  
people who don't eat fish  
the person reading the article

- We all know it's important to eat healthy food. \_\_\_\_\_
- Some people don't cook because they don't have free time. \_\_\_\_\_
- Some people don't eat fish because they don't like it. \_\_\_\_\_
- So, how can you learn how to cook? \_\_\_\_\_

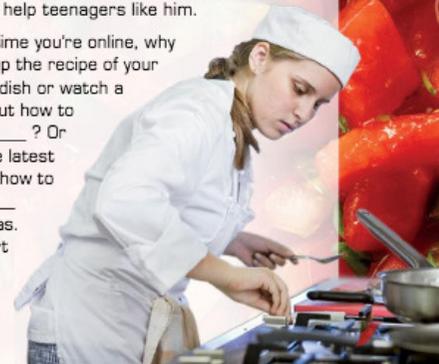
## 5 Read the magazine article on page 27 quickly. Which purpose (A, B or C) best explains why the article was written?

- A to advertise a new cookery show  
B to make teenagers want to learn to cook  
C to share different recipes

## Kids in the kitchen

In the UK, 60% of 18-year-olds can't cook five easy meals. There are, however, many different ways young people can learn to cook.

- Some people learn **Example: B** watching TV cooking competitions like *Junior MasterChef*. (1) \_\_\_\_\_ programme started in the UK 20 years ago. The **idea** for the programme (2) \_\_\_\_\_ simple – to help people think about the food they eat. In the **show**, young people **prepare** different delicious dishes every week. The one who (3) \_\_\_\_\_ the best food is the winner. And some of the food is amazing. Everyone remembers the **famous** alligator chilli one junior **chef** made!
- Junior MasterChef* winners (4) \_\_\_\_\_ help other people learn to cook by sharing their **recipes** online. One winner said she actually learnt to cook by watching YouTube videos. However, many winners learnt to cook when they helped their parents (5) \_\_\_\_\_ home.
- There are also cooking courses for teenagers in the UK. At (6) \_\_\_\_\_ school, the teacher, Ben Coyle-Larner, isn't a chef. He's a successful rapper called Loyle Carner. When Ben was a teenager, he found it difficult to **study**. Ben says, 'My brain is always busy, but with cooking there is no time to think about other things.' In 2016, Ben opened his cooking school to help teenagers like him.
- So, next time you're online, why not look up the recipe of your favourite dish or watch a video about how to cook (7) \_\_\_\_\_? Or watch the latest cookery show to get (8) \_\_\_\_\_ great ideas. Then start cooking!



## OPTIMISE YOUR EXAM

## Multiple-choice cloze

- In this part of the exam you read a short text with eight gaps.
- Read the words before and after the gap. This can help you decide which type of word you need.
- Choose the answer which fits the grammar and the meaning.

6  1.16 Read the magazine article about a TV cooking competition. For questions 1–7, choose the best word (A, B or C) for each space.

## Example:

- |             |             |           |
|-------------|-------------|-----------|
| A with      | <b>B</b> by | C at      |
| 1 A One     | B A         | C The     |
| 2 A be      | B were      | C was     |
| 3 A cooking | B cooks     | C to cook |
| 4 A has     | B can       | C are     |
| 5 A on      | B at        | C from    |
| 6 A one     | B each      | C every   |
| 7 A them    | B her       | C it      |
| 8 A each    | B both      | C some    |

## 7 Match the highlighted words in the article to a definition (1–8).

- a cook in a restaurant \_\_\_\_\_
- to make food ready for eating \_\_\_\_\_
- something or someone a lot of people know about \_\_\_\_\_
- suggestion or plan \_\_\_\_\_
- to learn by reading or doing homework \_\_\_\_\_
- lunch is an example of one of these \_\_\_\_\_
- instructions on how to make different dishes \_\_\_\_\_
- another word for 'programme' \_\_\_\_\_



THINK | RESEARCH | CULTURE | LEARN | ME

In pairs or groups, choose a dish from your country and write the recipe. Compare your ideas with other students.

**3 GRAMMAR 1** | Past simple: regular verbs, *Wh*- words

**Grammar in context**

Choose the correct word or phrase to complete each sentence. Then find them in the text on page 27 and check your answers.

- The programme starts / started in the UK 20 years ago.* (paragraph 1)
- However, many winners learnt to cook when they help / helped their parents at home.* (paragraph 2)
- In 2016, Ben opened / was opening his cooking school to help teenagers like him.* (paragraph 3)

**REMEMBER**

- We use the past simple to talk about:
  - something that happened once in the past.
  - something that happened again and again in the past.
  - something that was true for a period of time in the past.
- We often use time expressions with the past simple, e.g. *in 2014, last year, last month, yesterday, this morning.*

▶ See Grammar reference, Unit 3, page 152

- 1** Complete the text with the past simple of the verbs in the box.

ask | bake | practise | prefer  
start | use | want | watch

*Sweet dreams*



Amy-Beth Ellice (1) \_\_\_\_\_ baking at the age of three. As a child she (2) \_\_\_\_\_ her mother carefully when she was cooking. That's how she learnt to cook.

Amy-Beth quickly became very good at cooking because she worked hard and (3) \_\_\_\_\_ baking skills every day. Many of her friends (4) \_\_\_\_\_ spending their time chatting on social media, but Amy-Beth (5) \_\_\_\_\_ her free time to bake.

Amy (6) \_\_\_\_\_ cakes for friends and family, and put pictures of them online. People saw the pictures and (7) \_\_\_\_\_ Amy to make cakes for them too. Now Amy bakes cakes for celebrity parties and weddings.

Amy always (8) \_\_\_\_\_ to be a good chef, but now she is a famous one too!

**SAY IT RIGHT**

Resource centre: Unit 3  
Pronunciation of *-ed*

**Grammar in context**

Read this question: *When did you learn to cook?*

- Is the question about the present or the past? \_\_\_\_\_
- Is the question asking about a time or a place? \_\_\_\_\_

**REMEMBER**

- We use *wh*- words at the beginning of questions that are asking for information. You can't answer a *wh*- question with *yes* or *no*:  
**Where did you live? Who did you live with?**

▶ See Grammar reference, Unit 3, page 152

- 2** Match the things they usually ask about (a-f) to the *Wh*- words (1-6).

<b>We use</b>	<b>To ask about</b>
1 What/Which <u>f</u>	a) a person
2 Where _____	b) a possession
3 Why _____	c) a place
4 Who _____	d) a reason
5 When _____	e) a time
6 Whose _____	f) a thing

- 3** Choose the correct words to complete the interview.

**Young start-ups** article rating ★★☆☆

Today we're (1) **talking / talked** to Leo and Izzy, two teenagers who started an ice-cream business in London.

**Q (2) When / Who** did you decide that ice cream was a good idea for a food business?

**A:** A few years ago we (3) **travelling / travelled** to Ireland. We saw lots of young people eating ice cream although it wasn't hot. We (4) **decided / decide** it was one of the most popular snacks available.

**Q (5) Who / Why** did you talk to to find out more?

**A:** We (6) **talk / talked** to other young people and we learnt that teens want ice cream to be fun, fashionable and healthy.

**Q (7) When / Where** do you make your ice cream?

**A:** We make it in the kitchen of a café and our customers test our new flavours.

**Q (8) What / Which** do you make it with?

**A:** We use coconut milk because it's sweet but healthy.

**Q (9) Why / Which** ice cream do you sell the most?

**A:** Chocolate is the most popular.

**Q (10) What / When** can you tell other young people who want to start a food business, Leo?

**A:** Find a food people like, and make it in a new or exciting way!

**VOCABULARY** | Topic vocabulary | Word formation | Collocations

**Words connected with food**

- 1** Complete the food lists with the words in the box. Listen and check.

apple | banana | beans | beef | bread  
carrots | cereal | cheese | chicken | honey  
lettuce | milk | oil | onions | oranges  
pasta | potatoes | rice | salt | steak  
strawberries | tomatoes | vinegar | yoghurt

<b>Vegetables</b>	<b>Fruit</b>	<b>Carbohydrates</b>
<u>beans</u>	<u>apple</u>	<u>bread</u>
_____	_____	_____
_____	_____	_____
<b>Meat</b>	<b>Dairy</b>	<b>Other</b>
<u>beef</u>	<u>cheese</u>	<u>honey</u>
_____	_____	_____
_____	_____	_____

- 2** Complete the text using words from Exercise 1.

**MY FAVOURITE SNACK**

What's my favourite breakfast snack? Well, if I'm feeling lazy, I have a bowl of (1) \_\_\_\_\_ – usually with milk, but sometimes (2) \_\_\_\_\_. Or a slice of (3) \_\_\_\_\_ with some (4) \_\_\_\_\_ on it. But if I'm feeling hungry, I often go into the kitchen and make something a bit more interesting. Sometimes I make a burger – not like the ones you get at fast-food places, but a really good one. It's quite easy. You take some good meat, like (5) \_\_\_\_\_ and make it into flat circles. You put a little (6) \_\_\_\_\_ on it, then you cook it under the grill for about eight minutes on each side. I always add a slice of (7) \_\_\_\_\_, too, to make it a cheeseburger, and some fried (8) \_\_\_\_\_. I usually have a salad with tomatoes and (9) \_\_\_\_\_ as well, and then some fruit – a bowl of lovely red (10) \_\_\_\_\_ or a banana.

**Verbs/adjectives**

- 3** Complete the table. Listen and check.

verb	adjective
bake	(1) _____
boil	(2) _____
(3) _____	fried
grill	(4) _____
roast	(5) _____

- 4** Choose the correct word to complete each sentence. Listen and check.

- I ate some delicious **fried / fry** fish at the new Thai restaurant.
- He **boiled / boil** the pasta for a long time. It tasted terrible.
- We need to **grilled / grill** this chicken for 20 minutes.
- I like **baked / bake** potatoes with cheese and beans.

- 5** Look at the meal review. Underline the adjectives.

I ate some delicious fried fish at the new Thai restaurant. Then I had some cold coconut ice cream with fresh green grapes.

**REMEMBER**

- In English, we usually put adjectives of opinion before adjectives describing qualities.
- The usual order for adjectives is: opinion, size, shape, age, colour, nationality, material. We don't often use all the types of adjective in one sentence.

- 6** Tick the correct sentence, A or B.

- A I love eating big red apples. \_\_\_\_\_  
B I love eating red big apples. \_\_\_\_\_
- A That's a lovely mountain bike. \_\_\_\_\_  
B That's a mountain lovely bike. \_\_\_\_\_
- A Mum bought a round, big French cheese. \_\_\_\_\_  
B Mum bought a big, round French cheese. \_\_\_\_\_

**Collocations with verbs**

- 7** Complete the phrases with the words in the box. Listen and check.

bake | do | have | make | take

- \_\_\_\_\_ lunch / a drink / a good time
- \_\_\_\_\_ an exam / a train / a photo
- \_\_\_\_\_ homework / the washing-up / sports
- \_\_\_\_\_ breakfast / a picnic / a mistake
- \_\_\_\_\_ bread / a cake / a potato

- 8** Tick the correct sentences. Underline the mistake in the incorrect sentences and write the correct word.

- Make sure you have the washing-up. do
- We bake lunch at 12. \_\_\_\_\_
- Ask Mia to take a photo of us. \_\_\_\_\_
- I'm going to bake Mum a cake for her birthday. \_\_\_\_\_
- Let's do sandwiches and go to the park. \_\_\_\_\_

### 3 LISTENING | Multiple choice



#### 1 In pairs or as a group, answer the questions.

- How often do you go to cafés and restaurants?
- What kind of café is popular where you live? Why?

#### EXAM SKILL

##### Predicting what the speaker will say

- You can often use the questions and options to predict what the speaker is going to say.
- Read the instructions, questions and options carefully to help you understand what you will hear.

#### 2 Read the exam question below and underline any important words.

Listen to Kay telling a friend about a new café.

- The reason Kay likes the café is
  - the cheap cake.
  - the good coffee.
  - the friendly staff.

#### 3 Read the students' notes, A and B. Which do you think are better? Why?

##### A Lion Street café

- Kay likes the café because
  - cake is free
  - coffee is good
  - staff are friendly

##### B Lion Street café

- Like I because
  - not expensive / doesn't cost much
  - coffee great/amazing/fantastic, etc.
  - helpful/friendly / waiter/waitress

- 4 1.21 Listen to part of a conversation and choose the correct answer in Exercise 2. You can use the notes in Exercise 3 to help you.

1 \_\_\_\_\_

#### OPTIMISE YOUR EXAM

##### Multiple choice

- In this part of the exam one speaker in the conversation gives all the answers.
- Listen carefully to both speakers, but remember that one person will ask the questions and one will give the answers.

- 5 Read the questions and the options in Exercise 6. Underline key words. Write short notes predicting what you will hear.

- 6 1.22 Listen to Clare talking to her friend Simon about a trip to a café and choose the correct answers.

- Clare went to the music café on
  - Friday evening.
  - Saturday afternoon.
  - Saturday evening.
- The café had
  - three tables.
  - four tables.
  - five tables.
- Clare thought the food was
  - enjoyable.
  - not fresh.
  - not good.
- Clare decided to eat
  - an omelette.
  - a fish main course.
  - a curry.
- Clare finished her meal with
  - a cold drink.
  - some fruit.
  - a dessert.

- 7 1.22 Listen again and check your answers.

#### THINK RESEARCH CULTURE | LEARN | ME

Work in pairs or groups and answer the questions.

- Find out about interesting cafés or places to eat near you.
- Choose your favourite, and tell the class.

### GRAMMAR 2 | Past simple: irregular verbs

#### Grammar in context

Look at these sentences from the audio in the listening lesson. Choose the correct word to complete each sentence.

- It was a bit smaller than I think / thought.
- Did you eat / ate a main course, or just a snack?
- I have / had grilled fish for my main, ...
- ... so I chose / choose a cold glass of lemonade.
- But the best thing was that I didn't paid / pay.

**Note:** Irregular verbs (*get, have, say, teach, go, etc.*) don't follow a pattern. You need to learn the past simple of these verbs. See the *Irregular verbs reference* on page 175.

#### REMEMBER

- To make negatives, you put *didn't* before both regular and irregular verbs: She **didn't order** a drink. I **didn't eat** anything.
- In questions, you use *Did/Didn't* + the infinitive of regular and irregular verbs: **Did you like** the café? **What did they have** to eat?

► See Grammar reference, Unit 3, page 153

- 1 Write the sentences in the past simple. Use the words in brackets.

- Alana eats lunch in the café next door. (yesterday)  
Alana ate lunch in the café next door yesterday.
- Helen doesn't go to the restaurant. (last week)  
\_\_\_\_\_
- Paul gets up early. (this morning)  
\_\_\_\_\_
- He sees his friends after school. (last night)  
\_\_\_\_\_
- Rob can't come for dinner. (last Monday)  
\_\_\_\_\_
- She buys a sandwich at the local shop. (this morning)  
\_\_\_\_\_
- We meet in the park. (in 2014)  
\_\_\_\_\_
- I have a lot of comics. (as a child)  
\_\_\_\_\_

- 2 Use the prompts to write past simple sentences that are true for you.

- you / eat / for breakfast / this morning  
I ate cereals and milk for breakfast this morning.
- the teacher / teach / you / English / last year  
\_\_\_\_\_
- the best programme / you / see / on TV / yesterday  
\_\_\_\_\_
- you / go / with your friends / at the weekend  
\_\_\_\_\_
- you / do / before bed / last night  
\_\_\_\_\_
- the best meal / you / have / last week  
\_\_\_\_\_

- 3 Work in pairs. Ask and answer the questions from Exercise 2.

What did you eat for breakfast this morning?

I ate cereal and milk for breakfast this morning. How about you?

- 4 Complete the text using the correct past simple form of the verbs in brackets.

## The emoji menu

On Monday I (1) \_\_\_\_\_ (go) to an interesting café with my grandparents. When they (2) (see) the menu they (3) \_\_\_\_\_ (get) a bit of a surprise - it (4) \_\_\_\_\_ (not have) any words on it! When I first (5) \_\_\_\_\_ (hear) about the way the Little Yellow Door café was using emojis on menus, I (6) \_\_\_\_\_ (think) it sounded difficult to understand. But actually it worked well. Customers (7) \_\_\_\_\_ (say) that they (8) \_\_\_\_\_ (understand) exactly what all the pictures were. I ordered a big salad with potatoes and fish. It was delicious and I (9) \_\_\_\_\_ (eat) it all. My grandma was pleased because I (10) \_\_\_\_\_ (not leave) anything on my plate.

#### THINK RESEARCH CULTURE | LEARN | ME

Work in pairs and take turns to tell your partner about an interesting restaurant you visited with your family.

**3 SPEAKING | Interview**

**Flipped classroom**

**1** Watch the *Talk2Me* video and answer the questions.

- 1 What did the twins make for their mum last week?
- 2 What type of cake did Evie make?
- 3 What did Evie's dad buy in the supermarket?

**2** Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

I love/hate ... because it's (delicious) ...  
I prefer ... | It's my (least) favourite because ...  
The reason I (prefer) ... is ...

**EXAM SKILL**

**Explaining likes and dislikes**

- Listen very carefully to the examiner. Answer exactly the question he or she asks.
- When the examiner asks about what you like, dislike or like doing, remember to give a reason for your opinion if possible.

**3** In pairs or as a group, answer the questions. Use phrases from the *Phrase expert* box.

- 1 Which is your favourite meal of the day? Why?
- 2 Do you prefer healthy food or fast food? Why?

**4** Listen to a student answering these questions. Write the foods.

- 1 What's your favourite type of food? \_\_\_\_\_
- 2 What's your least favourite type of food? \_\_\_\_\_
- 3 What food do you like to eat at festivals and celebrations? \_\_\_\_\_



**5** Listen again and note down the reasons the student gives for their answers.

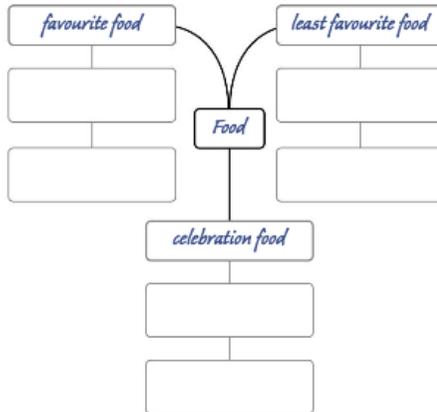
- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Interview**

- In the first part of the test, the examiner may ask about your likes and dislikes. You can prepare and practise for this, but don't learn long sections by memory because it won't sound natural.
- The examiner won't always ask the same questions, so you need to think of different questions and answers for each topic.
- Noting down possible questions, useful vocabulary and ideas for answers can help.

**6** Complete the mind map with your own answers to the questions in Exercise 4. Write the food and the reason.



**7** Work in pairs. Take turns asking and answering the questions in Exercise 4. Use your notes in the mind map to give examples and reasons.

**LANGUAGE IN USE | Open cloze**

**1** What is the most important thing about where you choose to eat? Order the points from 1 (most important) to 6 (least important).

- The food is good. \_\_\_\_\_
- The food is cheap. \_\_\_\_\_
- The waiters and waitresses are friendly. \_\_\_\_\_
- It's clean. \_\_\_\_\_
- It's a cool place to go. \_\_\_\_\_
- There's a lot to choose from on the menu. \_\_\_\_\_

**2** Work in pairs or groups. Compare your ideas in Exercise 1 and give reasons for your choices.

**3** In your pairs or groups, agree on a final order for the points in Exercise 1. Tell the class. Think of examples of places you know.

**EXAM SKILL**

**Thinking about grammar (conjunctions, prepositions and pronouns)**

- Look for grammar patterns in the sentences:
  - If the missing word is in the middle of two sentence parts, you may need a linking word (*and, but, or*).
  - If the missing word is before a noun or pronoun or after a verb, it could be a preposition (e.g. *at, about, for, in, on, to*).
  - If you think the missing word is a pronoun (e.g. *I, he, she*), read the sentences before and after to check which one you need.

**4** Work in pairs. Decide which word completes each sentence. Say why.

and | because | but | from | in | we

- 1 I really enjoyed the fruit that we bought \_\_\_\_\_ the man in the market.
- 2 I've got an old recipe book \_\_\_\_\_ I always use it when I make cakes.
- 3 My brother and I cooked dinner. \_\_\_\_\_ made steak and chips.
- 4 This is too sweet! I think there's sugar \_\_\_\_\_ my drink.
- 5 I didn't bake you a cake \_\_\_\_\_ the cooker doesn't work.
- 6 She's very interested in food, \_\_\_\_\_ she's not a very good cook.

**OPTIMISE YOUR EXAM**

**Open cloze**

- Read the whole text to make sure you understand it.
- Complete the easy gaps first, then look again at the more difficult ones.
- Make sure you only write one word in each gap, and always write an answer for every gap.

**5** Complete the post on a food blog. Write one word in each gap.



Hi, my name is Samuel, I'm from the Netherlands. The best meal I ever **Example:** \_\_\_\_\_ *ate* \_\_\_\_\_ was in Italy. I went there (1) \_\_\_\_\_ holiday with my parents last year. (2) \_\_\_\_\_ visited Florence and Bologna. One evening we (3) \_\_\_\_\_ to an old restaurant in the train station. I thought it looked strange. It looked too old (4) \_\_\_\_\_ it was a bit small - (5) \_\_\_\_\_ when I saw the food, I changed my mind. They cooked (6) \_\_\_\_\_ most fantastic food. I chose a local dish (7) \_\_\_\_\_ my main meal. It was delicious. They also baked bread (8) \_\_\_\_\_ the restaurant. I ate a few slices with olive oil. For dessert, I had strawberry ice cream. I ate (9) \_\_\_\_\_ lot, so when I got back to our hotel I needed to lie down and rest (10) \_\_\_\_\_ an hour!

**THINK | RESEARCH | CULTURE | LEARN | ME**

Work in groups and answer the questions.

- Think of at least three sentences to describe a favourite food. Write them down. Do not name the food you're describing.
- Say your sentences to your group. Ask them to guess the food.

**3 WRITING** | A note



**1** In pairs or groups, answer the questions.

- Who writes notes to you? Why?
- When did you last write a note to somebody? What was it about?

**2** Read the exam task below. How many questions does Tom ask? Underline the important word(s) in each question.

Read the note from your brother, Tom.

*Mum said you went shopping for food for dinner.  
What did you buy?  
What are we eating?  
Can my friend come for dinner?  
Tom*

Write a note to Tom. Answer his questions.  
Write 25–35 words.

**3** In pairs, read the examples below. Do they complete the task in Exercise 2? Why / Why not?

**A**  
*Hi Tom,  
I got cheese, eggs, peppers and potatoes at the market. I'm making a cheese omelette with chips and peppers. Bring your friend. I asked Mum and she said it was fine for your friend to come too.  
Dan*

**B**  
*Hi Tom,  
I like fish and chips. They are great. Let's eat some.  
Your friend can come too.  
Zoltan*

**4** Rewrite the example below. Use the correct form of the verbs in the box to replace the underlined words.

buy | invite | prepare | tell

*Hi Tom,  
I (1) got some tomatoes, pasta and some vegetables at the market. I'm (2) making a pasta dish with a nice sauce. I (3) said to Mum that you (4) asked a friend. She said it's fine.  
Jenna*

**EXAM SKILL**  
Using your vocabulary

- The examiners will look for a good range of vocabulary in your answer.
- Don't use exactly the same words that are in the exam instructions and note. Show the examiner your ideas.
- Before you start writing, think of different ways to say the same thing and choose the best idea.

**OPTIMISE YOUR EXAM**

**A note**

- When the writing task is a note, you have to answer three questions.
- Before writing:
  - make sure you understand what each question is asking about.
  - circle important words and note down useful vocabulary.
  - plan how you will answer each question.

**5** Look at this writing task and make notes to answer questions 1–6.

Read the note from your friend, Ella.

*I missed the cookery class today!  
What did you make?  
What are we making next week?  
Do I need to bring anything?  
Ella*

Write a note to Ella and answer the questions.  
Write 25–35 words.

- Who are you writing to?
- How many words do you need to write?
- How many questions do you have to answer?
- What do you have to explain?
- Which tenses should you use?
- Which words or phrases from this unit could you use?

**6 Plan** Plan your note. Use the chart to help you.

	Detail	My notes	Useful language
Question 1			
Question 2			
Question 3			

**7 Write** Write your note in an appropriate style. Write 25–35 words.

**8 Check** Before you hand in your note, complete this checklist.

**Checklist** ✓

- I've followed my writing plan.
- I've answered the three questions.
- I've used the correct tenses.
- I've used a good range of vocabulary.
- I've written 25–35 words.
- I've checked my spelling and grammar.

4

On your way



USEFUL TRAVEL TIPS Readers share their experiences



**A** I hate long **journeys**. Last winter I went to Mexico City with my family. When we arrived at the airport in London, our **flight** was delayed because there was a terrible **storm**. Luckily, I had my tablet with me, so I downloaded an eBook. We were waiting there for five hours but I was reading an exciting story, so the time went quickly.

Kat



**B** Last July, I went to a language school in the UK. I made some new friends and when I wasn't studying, we spent time together. One weekend we went to a music **festival** for teenagers. It was raining all day, but we had a lot of fun. Most people were wearing boots, but I didn't **pack** any, so my new sandals got really **wet** and muddy. The music was brilliant, and I kept my dirty sandals as a souvenir!

Jess



**C** Last summer I went on a school **trip** to Edinburgh. On the first day we went **sightseeing** – my favourite place was Edinburgh Castle. However, I was walking all day in uncomfortable shoes, so by late afternoon my feet were hurting. That evening I decided to stay in the hotel to rest. What were my friends doing while I was in the hotel? A tour guide took them on an exciting night tour of the city – by bus!

Allisa

READING | Matching | Signs and notices

**1** In pairs or as a group, answer the questions.

- 1 When did you last go to these places?  
 • airport • bus station  
 • campsite • petrol station  
 • train station • city centre

2 Why did you go there?

**Example:** I went to a train station at the weekend to catch a train to Nottingham.

**2** 1.24 Read the blog posts on page 37 quickly. Match each paragraph (A–C) to the tips (1–3).

**1 TIP:** Wear comfortable shoes for walking tours. \_\_\_\_

**2 TIP:** Always take a good book with you when you travel. \_\_\_\_

**3 TIP:** For outdoor events, go prepared for the weather. \_\_\_\_

**3** Read the blog posts again. Match the highlighted words in the text to a definition (1–8).

- 1 travelling round a place to see interesting things \_\_\_\_  
 2 to put things in a bag to take with you \_\_\_\_  
 3 the act of going somewhere for a time and then returning \_\_\_\_  
 4 the acts of travelling from one place to another \_\_\_\_  
 5 weather with lots of rain and strong wind \_\_\_\_  
 6 the opposite of dry \_\_\_\_  
 7 a journey through the air in a plane \_\_\_\_  
 8 lots of films, music, etc. happening in one place \_\_\_\_

EXAM SKILL

Deciding the general message

- Decide the general message, e.g. does the sign/notice tell you what (not) to do?  
 Often the sentence will say the same thing but in the opposite way.

**4** Read the signs and notices A–H and decide which tell you to do something (✓), which tell you NOT to do something (✗) and which give information only (i).

OPTIMISE YOUR EXAM

Matching

- Don't worry about words you don't know.
- Try to understand the general message of the sign or notice.

**5** Which sign or notice (A–H) says this (1–5)? There are some extra letters you do not need.

**Example:** Close your tents to keep your food safe. **C**

- 1 You need to wait longer to travel. \_\_\_\_  
 2 You mustn't drive here. \_\_\_\_  
 3 Don't use your phone on this plane. \_\_\_\_  
 4 You must stay on the left. \_\_\_\_  
 5 This is the way to the trains. \_\_\_\_

**A** Please turn off mobile phones during flight ✓

**B** No driving on the right! \_\_\_\_

Do not leave tents open. Animals may steal your food! \_\_\_\_

Please turn off your car engine. \_\_\_\_

No concert tonight. \_\_\_\_

Flights delayed by six hours. \_\_\_\_

Come sightseeing. Bus every 30 minutes. Last bus leaves 5 pm. \_\_\_\_

Walk across the bridge to Platforms 4 and 5. \_\_\_\_

**4 GRAMMAR 1** | Past continuous, linking words

**Grammar in context**

Choose the correct verb form to complete each sentence. Then find them in the texts on page 27 and check your answers.

- 1 We were waiting there for five hours, but I was reading / read an exciting story. ... (paragraph A)
- 2 I made some new friends and when I wasn't studying / didn't study, we spent time together. (paragraph B)
- 3 What did my friends do / were my friends doing while I was in the hotel? (paragraph C)

**REMEMBER**

- We use the past continuous to talk about something that was happening over a period of time in the past:  
*I was watching TV all yesterday afternoon.*

► See Grammar reference, Unit 4, page 153

**1 Complete the conversation using the past continuous form of the verbs in brackets.**

- Ben:** I think I saw you yesterday when I (1) \_\_\_\_\_ (walk) into town. Were you in a black car with your dad and your brother?
- Joe:** Yes, I was.
- Ben:** I'm sure there were bikes in the car, too. Where (2) \_\_\_\_\_ (you go)?
- Joe:** Dad (3) \_\_\_\_\_ (drive) to Sanders Hill. We've both got new mud bikes and Dad (4) \_\_\_\_\_ (take) us out to ride them on a hill for the first time.
- Ben:** Great! How was it?
- Joe:** I (5) \_\_\_\_\_ (do) well until my bike went over a stone.
- Ben:** Were you riding too fast?
- Joe:** Well, we (6) \_\_\_\_\_ (both cycle) quite fast but we (7) \_\_\_\_\_ (be) careful. Anyway, I (8) \_\_\_\_\_ (not look) in the right place so I didn't see the stone. I hit it and fell off my bike.
- Ben:** So that's why you've got a bandage on your arm today, then.
- Joe:** Exactly!

**2 Use the prompts in brackets to answer the questions.**

- 1 What were you doing yesterday? (ride bike)  
*I was riding my bike yesterday.*
- 2 When was she playing music? (last night)
- 3 Who was studying in London last year? (James)
- 4 Were you studying in Scotland last summer? (no / sightseeing)

**Grammar in context**

Complete the sentences with a linking word in the box. Then find them in the texts on page 37 and check your answers.

- because | but | when
- 1 ... our flight was delayed \_\_\_\_\_ there was a terrible storm.
  - 2 I made some new friends and \_\_\_\_\_ I wasn't studying, we spent time together.
  - 3 It was raining all day \_\_\_\_\_ we had a lot of fun.

**REMEMBER**

- We use linking words (*and, because, but, or, when*) to connect one phrase, clause or sentence with another.
- We can use the linking word at the beginning or the middle of the sentence:  
*When we arrived at the airport, there was a terrible storm.*

► See Grammar reference, Unit 4, page 153

**3 Complete the text using the past continuous of the verbs in brackets or a word from the box.**

- and | because | but | when

**AROUND THE WORLD IN 80 WAYS**

Posts from teen travellers, telling us their experiences.

I love going to South America. Last year I went to Peru with my parents. One day, my dad (1) \_\_\_\_\_ (feel) tired, so he stayed in the hotel, (2) \_\_\_\_\_ Mum and I decided to go on a bus trip to Lake Titicaca. We left the city and we (3) \_\_\_\_\_ (travel) through the countryside (4) \_\_\_\_\_ the bus suddenly stopped. The driver told us there was a problem with the engine. Luckily there was a café nearby where we could wait. Mum (5) \_\_\_\_\_ (speak) to Dad on the phone when a mechanic arrived. While he (6) \_\_\_\_\_ (work) on the engine, I talked to his son, Roberto. He's a football fan, and I am too, so we had lots to talk about!

I gave him my contact details (7) \_\_\_\_\_ I really liked him. The mechanic fixed the engine, so we all got back on the bus. As we (8) \_\_\_\_\_ (leave), I waved goodbye to Roberto. When I got home, Roberto messaged me straight away. A year later and we're still in touch.

Jordan

**SAY IT RIGHT**

Resource centre: Unit 4  
/a/

**VOCABULARY** | Topic vocabulary | Word patterns | Phrasal verbs

**Words connected with travel**

**1** 1.25 Complete Jo's message about how to get to school with the words in the box. Listen and check.

bridge | bus stop | delayed | miss  
railway station | roundabout | traffic  
traffic lights

Hi Amelie,

Here is the information about getting to school tomorrow. We can catch the bus at the (1) \_\_\_\_\_ outside my house at 7.40 am.

We arrive at school at about 8.15, unless the bus is (2) \_\_\_\_\_ or we (3) \_\_\_\_\_ it.

⊗ We don't need tickets because we have student ID cards. We cross the (4) \_\_\_\_\_ over the river, then Kelly gets on the bus in town. We go through three (5) \_\_\_\_\_, then arrive at Jamie's stop. Then we go past the (6) \_\_\_\_\_, where we pick up passengers from the train – so, Yasmin and Leo get on the bus there. Next, the bus goes round a (7) \_\_\_\_\_ and then after a few more stops we arrive at school. Sometimes there's a lot of (8) \_\_\_\_\_ and the journey's slow – but then we get more time to chat! ⊗

**2 Read the travel and transport descriptions and complete the words.**

- 1 A big circle where roads meet and cars go around: r \_\_\_\_\_
- 2 The cars and other vehicles that use a road: t \_\_\_\_\_
- 3 A way over a river, road or railway, to help people cross: b \_\_\_\_\_
- 4 The place to wait for a bus: b \_\_\_\_\_ s \_\_\_\_\_
- 5 Lights used to make cars and other vehicles stop and start: t \_\_\_\_\_ l \_\_\_\_\_

**Compound nouns**

**3** 1.26 Match the words (a–h) to (1–8) to make compound nouns. Listen and check.

- |                    |            |
|--------------------|------------|
| 1 car _____        | a) ride    |
| 2 driving _____    | b) boat    |
| 3 helicopter _____ | c) station |
| 4 petrol _____     | d) park    |
| 5 sailing _____    | e) licence |
| 6 ticket _____     | f) guide   |
| 7 tour _____       | g) machine |
| 8 traffic _____    | h) news    |

**4 Complete the sentences with the compound nouns from Exercise 3.**

- 1 We checked the \_\_\_\_\_ online before starting our journey.
- 2 We looked round the city centre with a \_\_\_\_\_ and she showed us the sights.
- 3 When we were in New Zealand, we went on a \_\_\_\_\_ over the mountains. It was incredible!
- 4 We wanted to hire a car, but nobody had a \_\_\_\_\_.
- 5 You can book your train journey online or use a \_\_\_\_\_ at the station.
- 6 When we arrived at the concert hall, the \_\_\_\_\_ was full, so we had to leave the car somewhere else.
- 7 Before going on a long journey, you should fill up the car at a \_\_\_\_\_.
- 8 I'd love to go around the Mediterranean islands on a \_\_\_\_\_.

**Phrasal verbs**

**5** 1.27 Complete the definitions with the phrasal verbs in the box. Listen and check.

- come in | go in | pick up | set off  
take off | turn off
- 1 to enter a place \_\_\_\_\_
  - 2 to leave the ground and go into the sky \_\_\_\_\_
  - 3 to start a journey \_\_\_\_\_
  - 4 what somebody says to invite you into a place \_\_\_\_\_
  - 5 to collect something or somebody, often in a car \_\_\_\_\_
  - 6 to leave a main road \_\_\_\_\_

**6 Complete the message with the phrasal verbs from Exercise 5. There is one phrasal verb you do not need.**

Posts Comments

**School Skiing trip – update...**

Dear parents,

As you know, the weather in Geneva is very bad and the plane did not (1) \_\_\_\_\_ at 10:30. It is going to be two hours late. The bus that is going to (2) \_\_\_\_\_ the children will (3) \_\_\_\_\_ to the airport this afternoon. You are welcome to (4) \_\_\_\_\_ to school this evening and wait for the bus to arrive. Don't forget you need to leave your car behind the school – you need to (5) \_\_\_\_\_ the road after the petrol station to get into the car park.

**4 LISTENING** | Gap fill

**1** In pairs or as a group, look at the photo and plan a holiday together. Think about:

- what kind of holiday you will go on (beach, walking, adventure, etc.).
- how you will travel.
- what you need to take with you.



**EXAM SKILL**

**Listening for important information**

- In this part of the exam you often need to listen for prices, numbers, times and dates.
- Listen carefully because you might hear more than one of them.
- Also listen for words that can sound like numbers: *free – three, for – four, ate – eight.*

**2** Listen to the conversations. Write the numbers. Compare your answers with a partner.

- 1 Where the boy lives \_\_\_\_\_
- 2 Biscuits eaten \_\_\_\_\_
- 3 The phone number the caller wanted \_\_\_\_\_
- 4 The birthday \_\_\_\_\_
- 5 The train time \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Gap fill**

- Sometimes the answer is a name. The speaker often spells this out.
- Write each letter carefully as the speaker says it.
- Remember that speakers sometimes make mistakes and change the spelling. Listen for phrases like *No, it's ...*

**3** Listen and write the words the speakers spell out.

- 1 *Jeremiah Gayle*
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_

**4** Listen to the phone conversation between a customer and a travel company and complete questions 1–5. Listen and check.

Flight Time

Name:

Booking reference number:

Travelling to:

Will leave on:

Cost of change to flights:

**5** You will hear some information about a sailing trip. Listen and complete questions 1–5.

SAILING TRIP

Meet in front of the building:

Meet:

Return:

Lunch:

Take

**6** Listen again and check your answers.

THINK | RESEARCH | CULTURE | **LEARN** | ME

Work in pairs. Discuss the question.

- What different ways can you think of for checking the spelling of new vocabulary in listening texts?

**GRAMMAR 2** | Past simple and past continuous

**Grammar in context**

Look at this sentence from the audio in the listening lesson and answer the questions.

*Last week when we were sailing, one person fell into the water.*

- What are the two action verbs in the sentence? \_\_\_\_\_ and \_\_\_\_\_
- Which action was the longest? \_\_\_\_\_
- Which action happened in the middle of another action? \_\_\_\_\_

**REMEMBER**

- We use the past simple to say what we did and when:  
*I played a video game last night.*
- We use the past continuous to describe continuous actions that were happening before and after a particular time in the past:  
*What were you doing at 8 o'clock last night? I was watching a film.*
- We use the past continuous to talk about what was happening when another action happened. We use the past simple for the other action:  
*I was listening to music when my mobile phone rang.*
- In stories, we use the past continuous to describe the situation and the past simple for the main things that happened:  
*The sun was shining, so we decided to go for a long walk.*

▶ See Grammar reference, Unit 4, page 154

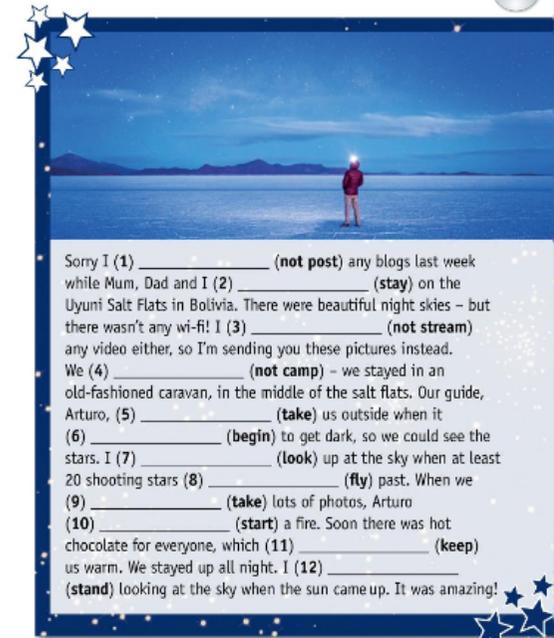
**1** Choose the correct verb form to complete each sentence.

- When I arrived / was arriving at the barbecue, everyone had / was having a good time.
- I was listening / listened to my favourite song when you called / were calling.
- How did you break / were you breaking your arm? Were you running / Did you run at the time?
- I rode / was riding my bike very fast and I fell / was falling off.
- Last week the police stopped / were stopping a man because he was driving / drove his car at 135 kilometres an hour.
- While I shopped / was shopping this afternoon, I lost / was losing my backpack.

**2** Complete the sentences using the past simple or past continuous form of the verbs in brackets.

- I \_\_\_\_\_ (say) hello to the tourists, but they didn't answer me because they \_\_\_\_\_ (look) at the sights.
- When we \_\_\_\_\_ (walk), we \_\_\_\_\_ (see) Maria. She \_\_\_\_\_ (shop).
- I \_\_\_\_\_ (not want) to get up today. It \_\_\_\_\_ (rain) outside.
- They \_\_\_\_\_ (drive) through the countryside when the car suddenly \_\_\_\_\_ (stop).
- The traffic lights \_\_\_\_\_ (change) when we \_\_\_\_\_ (chat) to each other.

**3** Complete the travel blog using the past simple or past continuous of the verbs in brackets.



Sorry I (1) \_\_\_\_\_ (not post) any blogs last week while Mum, Dad and I (2) \_\_\_\_\_ (stay) on the Uyuni Salt Flats in Bolivia. There were beautiful night skies – but there wasn't any wi-fi! I (3) \_\_\_\_\_ (not stream) any video either, so I'm sending you these pictures instead. We (4) \_\_\_\_\_ (not camp) – we stayed in an old-fashioned caravan, in the middle of the salt flats. Our guide, Arturo, (5) \_\_\_\_\_ (take) us outside when it (6) \_\_\_\_\_ (begin) to get dark, so we could see the stars. I (7) \_\_\_\_\_ (look) up at the sky when at least 20 shooting stars (8) \_\_\_\_\_ (fly) past. When we (9) \_\_\_\_\_ (take) lots of photos, Arturo (10) \_\_\_\_\_ (start) a fire. Soon there was hot chocolate for everyone, which (11) \_\_\_\_\_ (keep) us warm. We stayed up all night. I (12) \_\_\_\_\_ (stand) looking at the sky when the sun came up. It was amazing!

THINK | RESEARCH | CULTURE | LEARN | ME

Work with a partner. Take turns to tell each other about the things you and your family were doing:

- last Friday evening / Saturday morning / Sunday

**4 SPEAKING** | Collaborative task

**Flipped classroom**

**1** Watch the Talk2Me video and answer the questions.

- 1 What does Evie think about running?
- 2 Why does Jojo think it's a good idea to buy bikes?
- 3 Where did they get the bikes from?

**2** Watch the video again. Underline the questions in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

Did you say ...? | I'm sorry, could you repeat that? | Pardon? | Please could you say that again?

**3** In pairs or as a group, answer the questions.

- 1 What is your favourite form of transport? Why?
- 2 What's the best way to travel around the place where you live? Why?

**4** Work in pairs. Look at the information about the car museum and discuss what questions you may ask and answer.

CAR MUSEUM



More than 50 classic cars to look at

Open daily 10 am - 6 pm

Gift shop with books, poster and models

Large car park - free parking

Entrance £12 adults £8 children/students

**5** Listen and check. Write the questions you hear.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_



**6** Listen again. Correct any answers which are incorrect.

\_\_\_\_\_

\_\_\_\_\_

**EXAM SKILL**

**Asking someone to repeat**

- Sometimes you might not clearly hear or understand what your partner says.
- Use phrases like *I'm sorry, could you repeat that?* or *Did you say ...?* to hear the question again or to check what was said.

**7** Listen to another student answering three more questions. Write the phrases that ask the speaker to repeat.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Collaborative task**

- In the collaborative task, you need to answer your partner's questions about information you have.
- Read the information quickly and use it to predict the kind of question you might hear, e.g. if your information has dates, you might be asked *When is ... on?*
- Remember you need to put the information you have into full sentences.

**8** In pairs (Student A and Student B), do the exam task.

**Student A:** turn to page 136 and look at the information about a *Travel Photography Competition*. Answer Student B's questions about it.

**Student B:** look at the question prompts on page 139. Ask Student A your questions.

**Student B:** turn to page 139 and look at the information about the *Arden Motor Show*. Answer Student A's questions about it.

**Student A:** look at the question prompts on page 136. Ask Student B your questions.

**LANGUAGE IN USE** | Multiple choice

**1** Choose the best answer.

- 1 We were on a \_\_\_\_\_ of the city when it started to rain.  
A tour      B journey      C explore
- 2 Excuse me. I think that's my \_\_\_\_\_.  
My ticket says 17B.  
A engine      B seat      C luggage
- 3 While we were checking in our \_\_\_\_\_, we remembered our passports were in the car!  
A luggage      B tickets      C seat
- 4 Our train stopped but the \_\_\_\_\_ came and fixed it.  
A tourist      B explorer      C mechanic
- 5 The \_\_\_\_\_ from London to Paris took 3 hours by train.  
A travel      B sailing      C journey
- 6 We took three \_\_\_\_\_ with us when we went on holiday last summer.  
A suitcases      B luggage      C tickets
- 7 We want to see all the famous sights, so we plan to \_\_\_\_\_ the city with a tour guide.  
A trip      B travel      C explore
- 8 There are lots of things for \_\_\_\_\_ to see in this city.  
A tourists      B journeys      C transport

**EXAM SKILL**

**Using linking words**

- We use *and, or* and *but* to join two parts of a sentence together.
- We use *before, after, when* and *until* to say when something happens.
- We use *because* to say why something happens.

**2** Complete the sentences with a linking word from the box.

because | before | but | until | when

- 1 I feel ill when I travel by car, so I never have a big meal \_\_\_\_\_ I go on a long car journey.
- 2 We waited at the railway station \_\_\_\_\_ Aunt Ruby's train arrived.
- 3 Mum loves beach holidays \_\_\_\_\_ Dad prefers going to the mountains.
- 4 What time was it \_\_\_\_\_ you arrived at your hotel?
- 5 We aren't going on holiday this year \_\_\_\_\_ I'm working all summer.

**OPTIMISE YOUR EXAM**

**Multiple choice**

- Read each sentence carefully and look at the words before and after the gap.
- Think about the different meanings of the possible answers.
- Read the sentences with each possible answer to make sure you choose the correct one.

**3** Read the article about travel writer Réka Kaponay. For questions 1–8, choose the best answer (A, B or C) to fill each gap.



In 2012 Australian teenager Réka Kaponay was **Example: B** in Melbourne and doing the things most ten-year-old girls do. (1) \_\_\_\_\_ parents enjoyed travelling all over Australia, and they (2) \_\_\_\_\_ Réka a lot of famous sights. Then (3) \_\_\_\_\_ day they decided to sell everything. They went on a long journey (4) \_\_\_\_\_ only two suitcases. Their journey started in America, then in the (5) \_\_\_\_\_ four years they travelled to 32 countries and six continents.

Réka posts pictures of her travel experiences (6) \_\_\_\_\_ days on her blog. (7) \_\_\_\_\_ she travels, she studies and finds out about the people and places she visits. In 2016, she (8) \_\_\_\_\_ a book about her travels.

**Example:**

- |             |                 |          |
|-------------|-----------------|----------|
| A lives     | <b>B</b> living | C lived  |
| 1 A She     | B Hers          | C Her    |
| 2 A showing | B showed        | C show   |
| 3 A the     | B one           | C a      |
| 4 A with    | B for           | C and    |
| 5 A more    | B after         | C next   |
| 6 A every   | B all           | C most   |
| 7 A During  | B While         | C Where  |
| 8 A wrote   | B writing       | C writes |

4

WRITING | A postcard

1 In pairs or groups, answer the questions.

- When did you last buy, send or receive a postcard? Where was it from? What was the picture on it?
- What do you think is the best picture for a postcard showing where you come from? Why?

2 Read the exam task below and answer the questions.

- What does Agnes want you to send?
- What are the three questions Agnes asks?

Read this postcard from your friend, Agnes.

Post Card

Here is a postcard of my town.  
Please send me a postcard of yours.  
Why do people visit your town?  
How do people get to your town?  
What's the best way to get around it?



Write a postcard to Agnes and answer her questions. Write 25–35 words.

**EXAM SKILL**

**Punctuation and spelling**

- The examiners will look for correct punctuation and spelling in your answer. Check your postcard for capital letters, commas and full stops.
- Check the spelling of topic vocabulary and remember spelling patterns with past tense verbs, e.g. *travel* → *travelled*.

3 Read the example below. There are five mistakes. Correct them.

Dear Agnes,  
My town is near the sea. most visitors come by ship. Their are lots of ships arriving every day. A taxi can take you to the hotel, because you can walk. Its not far.  
Maria

4 Work in pairs or groups. Decide which answer to Agnes's postcard is better, A or B. Use the questions below to help you.

- Are the three questions answered clearly?
- Is it easy to understand what the writer means?
- Does the answer start and end in a good way?
- Does the writer use interesting words and phrases?

**A** Hello Agnes,  
We get lots of visitors to my town because it's interesting. There is a castle and a museum. People usually use the bus or the tram to get around.  
Julia

**B** Dear Agnes,  
People visit my town to see the beautiful old buildings. Most people come here by plane. The airport is large and very busy. The best way to get around is by walking.  
Jordi

4

OPTIMISE YOUR EXAM

**A postcard**

- In this exam task, you may need to write a postcard in reply to a friend.
- Read your friend's postcard carefully and underline the three questions before you start writing.
- Your postcard should be friendly and interesting to read.

5 Look at this writing task and make notes to answer questions 1–6.

Read the postcard from your friend, Felix.

Post Card

I'm on holiday. We're travelling on a ship. Yesterday I visited Barcelona. We went sightseeing. We used the underground, buses and taxis. Where did you last travel to? What did you see? How did you travel?  
Felix

Write a postcard to Felix and answer the questions. Write 25–35 words.

- Who are you writing to? \_\_\_\_\_
- How many words should you write? \_\_\_\_\_
- How many questions should you answer? \_\_\_\_\_
- What information are you going to tell Felix? \_\_\_\_\_
- Which tenses should you use? \_\_\_\_\_
- Which words or phrases from this unit could you use? \_\_\_\_\_

6 Plan Plan your postcard. Use the chart to help you.

	Detail	Useful language	My notes
First line			
Question 1			
Question 2			
Question 3			
Last line			

7 Write Write your postcard in an appropriate style. Write 25–35 words.

8 Check Before you hand in your postcard, complete this checklist.

**Checklist** ✓

- |   |  |
|---|--|
| <input type="checkbox"/> I've followed my writing plan.     | <input type="checkbox"/> I've used a good range of vocabulary. |
| <input type="checkbox"/> I've answered the three questions. | <input type="checkbox"/> I've written 25–35 words.             |
| <input type="checkbox"/> I've used the correct tenses.      | <input type="checkbox"/> I've checked my spelling and grammar. |

PROGRESS CHECK

UNITS 3-4

GRAMMAR AND VOCABULARY

1 Complete the sentences with the words in the box.

in | near | off | on | outside | ride | stop | there

- Where's the bus \_\_\_\_\_ for the number 22 bus?
- Excuse me, is the station \_\_\_\_\_ here?
- That restaurant looks nice. Let's go \_\_\_\_\_ and have something to eat.
- We can sit \_\_\_\_\_ the grass and wait for the bus.
- Come in and get warm - but leave your wet boots \_\_\_\_\_, please
- They all went on a helicopter \_\_\_\_\_ over the city.
- To get to the park, turn \_\_\_\_\_ this road at the traffic lights.
- That Turkish restaurant is very good. Shall we go \_\_\_\_\_ tomorrow?

\_\_\_/8

2 Choose the correct word to complete each sentence.

- Clare phoned earlier. She'll pick me **off** / **up** at 8 o'clock.
- Don't stand outside in the cold. Come **in** / **on** and get warm.
- We were waiting for ages before the plane took **on** / **off**.
- This place looks nice. Shall we go **in** / **out** and order something to eat?
- We're going the wrong way. Let's turn **over** / **off** this road, park the car and look at the map.
- Did you **do** / **bake** this bread? It's delicious.
- Let's ask the waiter to **make** / **take** our photo.
- What time do you usually **have** / **take** lunch?

\_\_\_/8

3 Choose the correct word to fill each gap.

Last month, Jessica (1) \_\_\_\_\_ everything she had because she (2) \_\_\_\_\_ to travel around the world. But (3) \_\_\_\_\_ not just a tourist. In 2016, Jessica (4) \_\_\_\_\_ a food blog where people can share information (5) \_\_\_\_\_ their favourite meals. She (6) \_\_\_\_\_ a lot of time in Greece, taking photos of local food, and learning family recipes. While she was (7) \_\_\_\_\_ there, she (8) \_\_\_\_\_ an article about eating in Athens.

- |                 |           |              |
|-----------------|-----------|--------------|
| 1 A sell        | B sells   | C sold       |
| 2 A wanted      | B wants   | C 's wanting |
| 3 A she's       | B she     | C her        |
| 4 A starts      | B started | C starting   |
| 5 A about       | B of      | C in         |
| 6 A spend       | B spends  | C spent      |
| 7 A stay        | B staying | C stayed     |
| 8 A was posting | B posted  | C post       |

\_\_\_/8

4 Complete the sentences using the correct form of the verbs in brackets.

- I \_\_\_\_\_ (ask) the waiter for some water, but he didn't hear because the chef \_\_\_\_\_ (shout).
- While I \_\_\_\_\_ (travel) in Vietnam, I \_\_\_\_\_ (eat) some amazing street food.
- We \_\_\_\_\_ (decide) to have a picnic because the sun \_\_\_\_\_ (shine) this morning.
- Last weekend, I \_\_\_\_\_ (buy) some Chinese food from the supermarket because we \_\_\_\_\_ (cook) a special meal for Mum's birthday.

\_\_\_/8

5 Complete the email with the words in the box.

did | was | weren't | what | when | where | which | who | whose | why

Hi Lily,  
 How was your weekend? (1) \_\_\_\_\_ did you do? (2) \_\_\_\_\_ you go out at all? I had a great time at the school disco, and do you know (3) \_\_\_\_\_ was there? The boy (4) \_\_\_\_\_ mother works in the school library! He's really nice. I (5) \_\_\_\_\_ talking to him for a long time. He asked me (6) \_\_\_\_\_ you weren't there, so I think he likes you!  
 (7) \_\_\_\_\_ were you yesterday morning? I didn't see you at the football game. I hope you (8) \_\_\_\_\_ feeling ill.  
 I want to ask you about homework. Do you know (9) \_\_\_\_\_ maths exercises we've got to do? And, (10) \_\_\_\_\_ does the teacher want us to give her our projects? Does she want them tomorrow?  
 Thanks.  
 Kirsty

\_\_\_/10

6 Read the descriptions. What is the word for each one? The first letter is given.

- Instructions on how to make different dishes are r\_\_\_\_\_.
- When food is cooked in oil or hot fat, it is f\_\_\_\_\_.
- To make food ready to eat, is to pr\_\_\_\_\_ it.
- A long trip somewhere is sometimes called a j\_\_\_\_\_.
- Cars must stop when there is a red t\_\_\_\_\_ l\_\_\_\_\_.
- People fill up their car at the p\_\_\_\_\_ s\_\_\_\_\_.
- The place where you get on and off trains is the r\_\_\_\_\_ s\_\_\_\_\_.
- The person who gives you information about a place you visit is a t\_\_\_\_\_ g\_\_\_\_\_.

\_\_\_/8

Total score \_\_\_/50

EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...	Unit/page
<input type="checkbox"/> identify <i>when</i> something happens and <i>who</i> is doing it.	Unit 3 p26
<input type="checkbox"/> predict what the speaker will say.	Unit 3 p30
<input type="checkbox"/> answer about likes, dislikes and daily life.	Unit 3 p32
<input type="checkbox"/> think about grammar.	Unit 3 p33
<input type="checkbox"/> use my vocabulary.	Unit 3 p34
<input type="checkbox"/> decide what the general message is.	Unit 4 p36
<input type="checkbox"/> listen for important information.	Unit 4 p40
<input type="checkbox"/> respond to questions.	Unit 4 p42
<input type="checkbox"/> focus on vocabulary.	Unit 4 p43
<input type="checkbox"/> use correct punctuation and spelling.	Unit 4 p44

# TECHNOLOGY HABITS AROUND THE WORLD



- How much time do people spend on social networking sites? How many people take selfies? What do most people use their smartphones for? The answers to these questions are different in every country. Here are a few interesting facts about the use of technology around the world.
- Does your family shop online? Many people around the world do. It's now very popular with lots of people in China, where 52% of the population regularly do their shopping online. There are now some important online stores in China, such as Alibaba and Baidu.
- What do people usually use their smartphones for? A lot of young people like streaming music, chatting on social networks and taking selfies. In fact, 60% of Chileans, Argentinians and Brazilians regularly take photos with their phones. However, mobile photography is most popular in Venezuela, where 88% of Venezuelans often use their mobiles to take photos, sometimes with a little help from a selfie stick.

- 52% of the population regularly shop online in China
- 60% of Chileans, Argentinians and Brazilians regularly take photos with their phones
- 88% of Venezuelans take photos with their phones
- 70% of Filipinos chat online about music and films
- 50% of Filipinos chat about sport online
- 90% of Nigerians own a mobile phone

- In the Philippines, people spend about 37 hours a week using social networking sites. That's more hours than in the USA, where the people spend 17 hours a week. What do they chat online about? Well, 70% of Filipinos talk about music and films, and over 50% chat about sport.
- In Nigeria, a lot of people own a mobile phone – nearly 90% of the population. They almost never use a landline phone because only 1% of Nigerians have them in their homes. Things are different in the UK. Only 15% of the British population live in a 'mobile-only' home.

### OPTIMISE YOUR EXAM

#### Right/Wrong/Doesn't say

- Read the text quickly first. Remember that the questions are in the same order as the text.
- Look for the answer to question 1 at the start of the text and look for the answer to question 7 near the end of the text.

#### 5 2.01 Read the article again. Are sentences 1–7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

- Example:** Technology is the same in every country.  
A Right B Wrong C Doesn't say
- Online shopping is popular in many countries.  
A Right B Wrong C Doesn't say
  - Many people from the UK shop online at Alibaba.  
A Right B Wrong C Doesn't say
  - Less than 50% of people in Brazil take photos with their mobiles.  
A Right B Wrong C Doesn't say
  - People spend more time on social networking sites in the USA than in the Philippines.  
A Right B Wrong C Doesn't say
  - Filipinos never chat online about video games.  
A Right B Wrong C Doesn't say
  - Mobile phones are very popular in Nigeria.  
A Right B Wrong C Doesn't say
  - Only 15% of the people in Britain have a landline phone.  
A Right B Wrong C Doesn't say

#### 6 Match the highlighted words in the article to a definition (1–8).

- buying things over the internet \_\_\_\_\_
- all the people who live in a particular place \_\_\_\_\_
- the American word for 'shops' \_\_\_\_\_
- to do something for a period of time \_\_\_\_\_
- pieces of true information \_\_\_\_\_
- photos you take of yourself \_\_\_\_\_
- another word for 'talk' \_\_\_\_\_
- places on the internet with information about different subjects \_\_\_\_\_

**THINK** | RESEARCH | CULTURE | LEARN | ME

Work in pairs or in groups and answer the question.

- What are the good and bad things about owning a mobile phone?

## 5 Technology talks



### READING | Right/Wrong/Doesn't say | An online article

- In pairs or as a group, answer the questions.
  - Do you think most people have a mobile phone or a landline phone or both in your country?
  - What do people use their landline/mobile phones for? Why?
  - Do you think people spend too much time on their landline/mobile phones? Why / Why not?
- Read sentences 1–3 and select the sentence with the same meaning, A or B. Then read the online article on page 49 quickly to check your answers.
  - People in China often shop online.  
A It is unusual for people in China to shop online.  
B People in China shop online regularly.
  - Venezuelans use their mobile phones to take photos a lot, but not always.  
A Venezuelans often use their mobiles to take photos.  
B Venezuelans almost never take photos with their mobiles.
  - It is unusual for people in Nigeria to use a landline phone.  
A People in Nigeria usually use a landline phone.  
B People in Nigeria almost never use a landline phone.

### EXAM SKILL

**Understanding how often**

- It is sometimes important to understand how often something happens.
- Remember that adverbs like *always*, *often* and *usually* can change the meaning of sentences.

- Read the article quickly again and find out what the following numbers are about.
  - 37 \_\_\_\_\_
  - 17 \_\_\_\_\_
  - 1% \_\_\_\_\_
- Work in pairs. Compare your answers. Say which number(s) you found most surprising, and why.

### SAY IT RIGHT

Resource centre: Unit 5  
Missing vowel sounds in questions

## Grammar in context

Choose the correct word or phrase to complete the sentence. Then find them in the text on page 49 and check your answers.

- How **much** / **many** time do people spend on social networking sites? (paragraph 1)
- How **lot** / **many** people take selfies? (paragraph 1)
- Here are **a few** / **a little** interesting facts ... (paragraph 1)
- There are now **lots** / **some** important online stores in China. ... (paragraph 2)
- ... with **many** / **a little** help from a selfie stick. (paragraph 3)
- In Nigeria, a **lot** / **many** of people own a mobile phone ... (paragraph 5)

## REMEMBER

We use quantifiers to talk about quantities and amounts.

- We use **some** with countable and uncountable nouns, in positive sentences:  
*I have **some** photos from the trip.*
- We use **any** with countable and uncountable nouns, in negative sentences and questions:  
*There **isn't any** information on this site. Are there **any** apps you use every day?*
- We use **(not) much** with uncountable nouns and **(not) many** with countable nouns, in negative sentences and questions:  
*I **don't** listen to **much** music online. Are there **many** landlines in your country?*
- We use **a lot of** / **lots of** to talk about a large quantity:  
*I have **a lot of** apps on my phone.*
- We also use **a few** or **a little** to talk about a small number or quantity:

*We have **a few** computers in our classroom. (= not many)*

*She has **a little** free time later. (= not much)*

▶ See Grammar reference, Unit 5, page 154

## 1 Choose the correct words to complete each sentence.

- I think I need **much** / **a little** help with my IT project.
- I downloaded **a lot of** / **many** songs. I don't have time to listen to them all!
- A lot** / **A few** people in my town don't own a mobile phone.
- Do you need **any** / **many** help downloading the information?
- There are **a little** / **a lot of** people here today.
- I don't know how to use this app, and there's not **a few** / **much** information about it online.

## 2 Complete the text about a school project. Choose the best answer (A, B or C).



(1) \_\_\_ of teachers think that speaking to students in different countries is important, so (2) \_\_\_ young people have pen friends in other countries. It's a great way to learn about how other people live. Our teacher wanted our class to speak online to children in Ghana. (3) \_\_\_ of students said 'yes' to the idea. We don't know (4) \_\_\_ children in Africa, so it's very interesting.

Now we regularly speak to students in Ghana online. Once every two weeks, we turn on the screen in our classroom and have a video chat with a school in Accra.

At first, it was a bit difficult because (5) \_\_\_ students were speaking at the same time. But after (6) \_\_\_ conversations, we decided to write down (7) \_\_\_ questions in class before chatting. Now different students ask (8) \_\_\_ questions every week and everyone can hear them. It's interesting talking to our friends in Accra, and it's (9) \_\_\_ fun, too.

- |              |            |            |
|--------------|------------|------------|
| 1 A Many     | B Lots     | C Little   |
| 2 A some     | B few      | C any      |
| 3 A Lot      | B A lot    | C A little |
| 4 A much     | B many     | C few      |
| 5 A much     | B few      | C a lot of |
| 6 A a little | B a lot    | C a few    |
| 7 A few      | B some     | C much     |
| 8 A a little | B lot      | C a few    |
| 9 A a lot of | B a little | C many     |

## 3 Use the words in the box to write six sentences about modern technology. Use a quantifier in every sentence.

emails | mobile phone | music | photos  
social networking | video games

Example: *I don't send **many** emails.*

## Words connected with communication and technology

## 1 Complete the names for the things in the picture with the words in the box. Listen and check.

camera | keyboard | laptop  
mouse | printer | screen



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

## 2 Complete the text with the words in the box. Listen and check.

blogging | camera | download | graphics  
keyboard | laptop | mouse | online  
printer | screen | software | stream

**Hi** everyone! Sorry I've been quiet! I've just moved house. It's good to get (1) online again - I missed (2) \_\_\_\_\_. I have a lovely big desk for my (3) \_\_\_\_\_ in the new house. So, I can use that when I'm at home. It's got a really big (4) \_\_\_\_\_, which is perfect for watching videos. I decided to get a (5) \_\_\_\_\_ as well, so I can print the photos I like. The laptop is good for gaming too. The (6) \_\_\_\_\_ in the games look much better. The (7) \_\_\_\_\_ is a bit different from my last one, so sorry if I make any spelling mistakes! The wireless (8) \_\_\_\_\_ is great and isn't noisy when you click it. I still need to (9) \_\_\_\_\_ my files from the old computer. And I need some new (10) \_\_\_\_\_ so that I can (11) \_\_\_\_\_ music faster. Tomorrow, I'll use the (12) \_\_\_\_\_ and upload some photos of me at my new desk!

Share Like Comment

## Compound nouns

## 3 Write the words in the box on the correct line to make technology words. Listen and check.

computer | phone | player | web

- CD / DVD / MP3 (1) \_\_\_\_\_  
camera / cell / mobile (2) \_\_\_\_\_  
(3) \_\_\_\_\_ address / page / site  
laptop / personal / (4) \_\_\_\_\_ /  
(4) \_\_\_\_\_ file / software

## 4 Choose the correct word to complete each sentence.

- Let's listen to music on the **DVD** / **MP3** player.
- This **website** / **address** is full of adverts.
- The new information is on their web **address** / **page**.
- I bought some computer **files** / **software** to help me change the way photographs look.

## Collocations with verbs

## 5 Complete the phrases with the words in the box. Sometimes there may be more than one answer. Listen and check.

download | make | open  
send | start | take

- \_\_\_\_\_ a phone call
- \_\_\_\_\_ a piece of software
- \_\_\_\_\_ a file
- \_\_\_\_\_ a photograph
- \_\_\_\_\_ a text message
- \_\_\_\_\_ a conversation

## 6 Complete the sentences using the correct form of the collocations from Exercise 5.

- I met her on the train and she \_\_\_\_\_ with me. We talked about social networking sites.
- Lola can't come out because she's \_\_\_\_\_ to her brother in Canada. They talk every week.
- Can I use your laptop? I need to \_\_\_\_\_ that has my school project in it.
- You need to \_\_\_\_\_ so your computer works faster. It's getting old.
- Would you \_\_\_\_\_ of me and my cat, please? I want to post it on Instagram.
- If you can't come to the barbecue, \_\_\_\_\_ to Mum so she knows.

**5 LISTENING** | Picture multiple choice

- 1** In pairs or as a group, look at the photo and answer the questions.
- What is happening in the picture?
  - Have you ever made anything like this? If so, where and when? If not, would you like to, and why?
  - How do you think we will use robots in the future?



**EXAM SKILL**

**Understanding when things happen**

- It is important to understand if someone is talking about the past, the present or the future.
- The tense and words like *first*, *next* and *later* can help you decide when different things happen.

- 2** Read the conversation. Match the underlined phrases to the tenses.

Boy: Oh, no! My new printer doesn't work.  
 Girl: Look at this information. There's a number to phone for help. Why not call it?  
 Boy: No, I looked on their website. It says to send them an email, so I'm writing one now.  
 Girl: It might be quicker to phone ...

- past simple \_\_\_\_\_
- present continuous \_\_\_\_\_
- present simple \_\_\_\_\_

- 3** Put the events (a-d) in the order they happened (1-4) in Exercise 2.

- The girl read the information. \_\_\_\_\_
- The boy wrote an email. \_\_\_\_\_
- The boy looked at the website. \_\_\_\_\_
- The boy tried the printer. \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Picture multiple choice**

- In short conversations, you often hear someone asking for and giving opinions.
- Listen carefully to the questions. *What's it like?* and *Do you like it?* don't mean the same thing.
- Listen carefully to the opinions. *I don't really like it.* and *It's not what I like.* means the speaker doesn't like something.

- 4** 2.06 You will hear people talking in five different situations. For each question, choose the right answer (A, B or C). Listen and check.

**Example:** What is the boy having a problem with?



- A  B  C

- 1** How does Sarah contact her pen friends in other countries?



- A  B  C

- 2** What are Kirsty and her brother doing later?



- A  B  C

- 3** What is the man going to buy his son?



- A  B  C

- 4** How many people were in the chat room?



- A  B  C

- 5** Which app is Mum going to download?



- A  B  C

**GRAMMAR 2** | Comparatives and superlatives

**Grammar in context**

Look at these sentences from the audio in the listening lesson. Choose the correct word to complete each sentence.

- Dan says it's **the best / better** game he's ever played.
- ... I hope it's **good / better** than the football game we played!
- It's **most / more** exciting than the football game.

**REMEMBER**

- We use the comparative form of adjectives + *than* to compare two people/things: *My laptop is **bigger** than yours. Maths is **more difficult** than English.*
- We use the + the superlative form of adjectives to compare more than two people/things: *Vikki is **the oldest** girl in the class. This is **the most interesting** website of all.*

▶ See Grammar reference, Unit 5, page 155

- 1** Write sentences using the comparative form of the adjectives in the box + *than*.

big | expensive | interesting | long  
 modern | old | popular | strange

- I bought the football game in 2012. I bought the adventure game in 2010.  
*The adventure game is older than the football game.*
- The PC is £499 and the laptop is £359.
- Lots of my friends like rock music, but more of my friends like rap.
- Your blog has lots of good things to read. Her blog has more good things to read.
- The video of the skateboarder is a bit unusual. The video of the surfer is very unusual!
- There are 30 people in my computing class, and 10 in the photography class.
- Her email was 150 words. His email was 250 words.
- The design of the PC is not new. The design of the laptop is very new.

- 2** Choose the correct comparative or superlative form to complete each sentence.

- My smartphone is **the newest / newer** than my laptop.
- Her new laptop is **the biggest / bigger** than her old one.
- Phones in this shop are **more expensive / most expensive** than ones anywhere else.
- Ida's technology project was **the best / better** than in the class.
- His idea is **more / the most** interesting than the one we heard yesterday.
- This old phone is **the heaviest / heavier** than my new one.
- Online gaming is **the most popular / more popular** than hobby for teenage boys.

- 3** Complete the extract from a blog using the comparative or superlative form of the adjectives in brackets.



Last month, my class did a project on technology. It was a (1) \_\_\_\_\_ (**exciting**) project than the one we did last year. The teacher said it was for a competition. He told us, 'The group with (2) \_\_\_\_\_ (**interesting**) idea will go to London!'

We had to think of a (3) \_\_\_\_\_ (**good**) idea. One group tried to build a 3-D printer, but it didn't work. Lots of students worked quickly but we were (4) \_\_\_\_\_ (**careful**) than them. We talked about it a lot and decided to make an electronic drum machine. It was (5) \_\_\_\_\_ (**difficult**) than we thought, and the others finished before us. But we didn't care because we knew our project was (6) \_\_\_\_\_ (**good**) in the class!

We won a school prize for our project ... and we went to the competition in London. London is very big and it's (7) \_\_\_\_\_ (**busy**) than my town, but I loved it.

The judges really liked our drum machine and said it was (8) \_\_\_\_\_ (**unusual**) project. We didn't win first prize, but we had a great time in London.

THINK | RESEARCH | CULTURE | LEARN | ME

In your opinion, what's the most useful piece of technology? Why? Discuss your ideas with a partner.

## 5 SPEAKING | Interview

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Why does Evie like shopping online?
- Name four things that they buy online.
- What did the cat do?

2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

I like ... more than anything else/the best.  
... is better than ... | It's better to (go) ...  
It's better for (shopping) ... | It's my favourite way to (relax). | The best thing is ...  
The most difficult thing is ...



3 In pairs or as a group, look at the photos and answer the questions.

- Which way of communicating is the best? Why?
- How do you usually talk to your family and friends?



## EXAM SKILL

## Making comparisons

- In Speaking exams, you are often asked about daily experiences, the past and future plans.
- When you talk about these details, you can compare more than one.
- Using phrases which compare things shows the examiner your range of vocabulary and grammar.

4 Listen to four students answering personal questions. Choose the correct answer.

- What do you like doing in your free time?  
*hanging out with friends / chatting online*
- What did you do yesterday?  
*watched a film / relaxed on the beach*
- What are you doing on Saturday?  
*shopping with friends / sightseeing in London*
- What do you like doing on your computer?  
*chatting online / playing games online*

5 Listen again and number the comparison phrases (A–D) in the order that you hear them.

- A more than anything else \_\_\_\_  
B it's better for shopping \_\_\_\_  
C It's my favourite way to relax \_\_\_\_  
D I like ... the best. \_\_\_\_

## OPTIMISE YOUR EXAM

## Interview

- During the Speaking test, the examiner will ask personal questions.
- Be ready to talk in the present, the past and the future tense.
- Listen carefully to the question so you know what tense to use.

6 Work in pairs. Take turns asking and answering the questions from Exercise 4. Use phrases from the *Phrase expert* box in your answers.

## LANGUAGE IN USE | Multiple-choice dialogue

1 Listen to the teenagers talking about technology. Match the ways of communicating (A–C) to the speakers.

- A instant messaging  
B video chat  
C video sharing

## It's good to talk

How do you keep in touch with people?

- 1 Peter 2 Chloe 3 Sam



2 In pairs or as a group, answer the questions.

- Which ways of communicating in Exercise 1 do you use?
- Which way do you think is best? Why?
- Do you communicate with different people in different ways? Why? How?

## EXAM SKILL

## Pronouns

- Pronouns are words like *it, you, them, these, something, anything*.
- Make sure the pronoun in the answer matches the subject or object in the first sentence.
- However, don't just choose the answer because the pronoun matches, it must be the correct response to the sentence.

3 Choose the correct pronoun to complete each conversation.

- A: This is my new laptop.  
B: **It's** / **He's** got a really big screen.
- A: Do you like this website?  
B: Yes, **they** / **I** do.
- A: Is your brother going to call later?  
B: Yes, **he** / **she** is.
- A: Can you all hear me?  
B: Yes, **I** / **we** can.
- A: They are my favourite band.  
B: I've never heard of **them** / **her**.
- A: Who took these pictures?  
B: John took **him** / **them** with his digital camera.

## OPTIMISE YOUR EXAM

## Multiple-choice dialogue

- Read each question and think of an answer of your own before you look at the three answer options.
- Check your answers by reading the question and answer together to make sure they make sense.

4 Complete the sentences with one pronoun in each gap.

- 'Do you enjoy taking photos, Jade?' 'Yes, \_\_\_\_\_ do.'
- 'What are they doing?' '\_\_\_\_\_ 're instant messaging their friends.'
- 'Alex, can you help me find my phone?' 'Yes, of course \_\_\_\_\_ can.'
- 'Why are you and Milly laughing?' 'Because Izabel told \_\_\_\_\_ a joke.'

5 Complete the five conversations. For questions 1–5, choose the best answer (A, B or C).

## Example:

Who are you talking to?

A They are on the desk.

B I'm talking to my cousin.

C She's speaking English.

- What are you downloading? A Fine, thanks.  
B It's a new film.  
C On the internet.
- Which website is it on? A The new music one.  
B There are too many.  
C It's really busy.
- Did you talk to them on the phone? A Yes, please.  
B No, I sent a text.  
C She's on the phone.
- Please could you answer the phone? A Why did she call?  
B Why can't I?  
C Why can't you?
- Who called just now? A It's Kate speaking.  
B I forgot to ask.  
C I know his name.

## THINK | RESEARCH | CULTURE | LEARN | ME

Work in groups and answer the questions.

- Why do you think it is important to communicate with people from other countries?
- What are the best ways to communicate with people?

- 1** In pairs or groups, answer the questions.
- How do you use technology at home?
  - How do you use technology at school?

**EXAM SKILL**

**Making notes: when and where**

- Remember that there are different ways to talk about time, e.g. *am/pm*, *in the morning*, etc.
- Look for times in the texts and think of different ways to say them.
- Sometimes there are prepositions in the notes. Always read them carefully. You may need to write a time or place after *at*. After *in* you usually write a place, and *on* usually comes before a day or date.

- 2** Read the texts A and B, below. Underline the times in text A. Match the words or phrases in text B that also talk about time.

**A WANT TO MEET NEW FRIENDS FROM AROUND THE WORLD?**

Come to our international club and chat online with students from four other countries.

Every Wednesday (Room 11a)  
2.30–4.30pm

Special online games activities!  
Saturday morning  
10.00am–12.00pm

**B**

Hi Toni,  
I might go to the international group this week. I'm busy until half past three on Wednesday, but I could go for the last hour. Will you be able to stay at school until half past four? Saturday morning looks OK. But I need to leave before twelve to get my bus home.

Adele

- 3** Match the sentences (a–f) to the notes (1–6) with the same meaning.

- Online chat starts at 2:30pm. \_\_\_\_\_
  - She can stay until half past four. \_\_\_\_\_
  - The club ends at 4:30pm. \_\_\_\_\_
  - The online gaming ends at 12. \_\_\_\_\_
  - The bus leaves at 11:55am. \_\_\_\_\_
  - She's busy until 3:30pm. \_\_\_\_\_
- It ends at noon.
  - She's doing something until half past three.
  - She doesn't need to go before 4:30pm.
  - It starts at half past two.
  - It finishes at half past four in the afternoon.
  - It goes just before 12.

- 4** Read Toni's notes below. Then look at the texts in Exercise 2 again and choose the correct answers.

**TONI'S NOTES – INTERNATIONAL CLUB**

Go with: *Adele*

Meet in: **1** *Wednesday / Room 11a*

Chat with students from: **2** *4 / 5 countries*

Start times

Wednesday: **3** *3.30 pm / 4.30 pm*

Saturday: **4** *10 am / 10 pm*

Game activity ends: **5** *11.55 / 12*

- 5** Work in pairs and do the following:

- Compare your answers in Exercise 4 and say where you found the answers in the texts in Exercise 2.  
*Text A says the group meets in Room 11a.*
- Find the wrong answers in the texts in Exercise 4 and say why they are wrong.  
*Wednesday is in Text A but it is the wrong answer. It's wrong because the notes say 'Meet in' so the answer is a place, not a day.*

**OPTIMISE YOUR EXAM**

**Information transfer**

- Remember to read both texts carefully.
- You will need to use information from both texts to complete the notes.

- 6 Plan** You are going to complete Ollie's notes. Complete these steps:

- Read both texts carefully.
- Underline the prepositions in the booking form so you know what you are looking for (a time, a day/date or a place).
- Look through both texts for the information.

Read the poster and the message. Fill in the information in Ollie's notes.

**Online Gaming Club**

**All-day gaming event (9:30–17:30)**

25 October under 12s • 26 October 12+

The event starts at 9.30 in the school hall.  
Arrive 9.15.  
Contact club secretary (931844) by 10 October to enter.  
Each game lasts one hour. Eight games played.  
Bring your own food.

*All welcome*

Hi Ollie,

My new mobile number is 079226. What's yours? We're too old for the event on the 25th, but the other one is OK. You bring the snacks. Is that OK? It's only a 10-minute cycle to the school hall, so I'm going by bike. Can you meet me outside main door at 9 am?

Serge

**OLLIE'S NOTES**

Online Gaming Club – all-day event

Event on: **1** \_\_\_\_\_

Meet Serge at: **2** \_\_\_\_\_ am

Number of games: **3** \_\_\_\_\_

Take: **4** \_\_\_\_\_

OGC phone number: **5** \_\_\_\_\_

- 7 Write** Write the information to complete Ollie's notes. Check your spelling and the use of capital letters.

- 8 Check** Before you hand in your booking form, complete this checklist.

**Checklist** ✓

- I've carefully read both texts.
- I've looked carefully at prepositions to see what word can follow them.
- I've completed all the answers on the form.
- I've checked my spelling.
- I've checked my use of capital letters.

**Extra writing**

- 9** You are going to reply to Serge's message from Exercise 6. Read the message again and answer questions 1–4.

- What style should you write in?  
\_\_\_\_\_
- What three questions does Serge ask?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
- Which words or phrases from this unit could you use?  
\_\_\_\_\_

Now write your message in 25–35 words.

# 6 Teen fashion



# fashion changes



1 Online shopping has changed the world **Example: B** fashion. We can buy clothes from all over the world, compare **prices** and find the best places to shop. What other things have changed the fashion world?

2 There are a (1) \_\_\_ of new people starting new trends, especially teenagers. Some of them are famous, like Romeo Beckham, but many are **normal** teenagers who use social media (2) \_\_\_ show people how to dress well. A lot of people **follow** them on social media, so clothing **companies** now look at their ideas. These teens (3) \_\_\_ just follow fashion, they make it. To them, it (4) \_\_\_ matter if something is old or new. The most important thing is that it looks good.

3 Clothes are made from different things these days, too. Have you ever worn (5) \_\_\_ T-shirt made from old plastic bottles? Many people are interested (6) \_\_\_ looking after the world, and some customers think carefully about this when buying fashion. They choose clothes made of different plants, like bamboo, coconut and banana, or from recycled materials like bottles, tyres and coffee. And now you can even buy shoes that make electricity (7) \_\_\_ you walk. They're amazing!

4 Many people buy (8) \_\_\_ clothes online, but shopping centres are still very **busy**. There are lots of clothes shops to choose from. Some shops use **unusual** ideas to try and get more customers. For example, many shoppers have been to visit Johnny Cupcakes ... and it's an experience they won't forget. It's a clothes shop that smells of cakes and sugar! The **shop assistant** puts your clothes in cake boxes, not bags. I've never visited the store, but it must make you **hungry**!



## READING | Multiple-choice cloze | An online article

### 1 In pairs or as a group, answer the questions.

- 1 What kind of clothes do you usually wear / do you like wearing?
- 2 Where do you buy your clothes?
- 3 Do you wear different clothes on school days and at the weekend?

### EXAM SKILL

#### Choosing between similar answers

- The possible answers often look similar, e.g. auxiliary verbs (*be, do, have*) or prepositions (*in, on, at*).
- Choose the best answer, then read the whole sentence again to check it fits.

### 2 Choose the correct preposition to complete each sentence.

- 1 Did you see Olga **for** / **at** school today?
- 2 The designer is **from** / **to** Italy.
- 3 She bought her new jacket **on** / **in** Saturday.
- 4 Laurel is studying fashion **to** / **in** France.

### 3 Complete the sentences with the auxiliary verbs in the box.

are | did | do | does | is | was

- 1 She \_\_\_\_\_ buying some new clothes now.
- 2 \_\_\_\_\_ students at your school wear school uniforms?
- 3 Zara and I \_\_\_\_\_ shopping in town at the moment.
- 4 The jumper \_\_\_\_\_ too small so I took it back to the shop.
- 5 \_\_\_\_\_ you buy that T-shirt when you were on holiday?
- 6 \_\_\_\_\_ she spend a lot of money on clothes?

### OPTIMISE YOUR EXAM

#### Multiple-choice cloze

Before you read the text, ask yourself these questions:

- What is it about? Is it about people or places?
- Does it tell a story or give information?
- Remember that the title and pictures can give you more information about a text.

### 4 Work in pairs. Read the online article above quickly and find six 'different' materials that clothes can be made of.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### 5 2.09 Read the online article about fashion. For questions 1–8, choose the best answer (A, B or C) to fill each gap.

- Example:**
- A in            **B** of            C at
- 1 A much      B lot            C many
  - 2 A to          B and            C for
  - 3 A not        B are            C don't
  - 4 A hasn't    B doesn't      C isn't
  - 5 A any        B the            C a
  - 6 A in         B at             C from
  - 7 A why        B what          C when
  - 8 A your      B their          C our

### 6 Match the highlighted words in the article to a definition (1–8).

- 1 feeling that you want food
- 2 not unusual or special in any way
- 3 the cost of different things
- 4 to be interested in someone online and regularly look at their social media sites
- 5 full of people
- 6 a person who works in a shop
- 7 not normal
- 8 another word for 'businesses'

### THINK | RESEARCH | CULTURE | LEARN | ME

Work in pairs or groups and answer the questions.

- What kinds of clothes are in fashion at the moment?
- Look at the list below. Who changes fashion the most, and how?
  - newspapers and magazines
  - celebrities (actors, sports stars, etc.)
  - vloggers and bloggers

**6 GRAMMAR 1** | Present perfect simple with *ever* and *never*

**Grammar in context**

Find these sentences in the text on page 59 and fill in the missing words.

- 1 Online shopping \_\_\_\_\_ changed the world of fashion. (paragraph 1)
- 2 What other things have \_\_\_\_\_ the fashion world? (paragraph 1)
- 3 \_\_\_\_\_ you ever worn a T-shirt made from old plastic bottles? (paragraph 3)
- 4 I've \_\_\_\_\_ visited the store, ... (paragraph 4)

**REMEMBER**

- We use the present perfect simple to talk about past actions when the time they happened isn't important or isn't known:  
*I've bought lots of pairs of shoes.*
- We use the present perfect to talk about experiences: *He's been to lots of fashion shows.*
- *Ever* and *never* are often used with the present perfect simple, in questions and negative sentences: *Have you ever seen one of these? I've never worn a tie.*

▶ See Grammar reference, Unit 6, page 155

**1 Use the prompts to write questions using *Have you ever ...?***

- 1 have you / make / a meal for your family d  
*Have you ever made a meal for your family?*
- 2 you / travel / by train alone \_\_\_\_\_
- 3 you / see / the Eiffel Tower \_\_\_\_\_
- 4 you / wear / socks in bed \_\_\_\_\_
- 5 you and your friends / eat together in a restaurant \_\_\_\_\_
- 6 you and your family / move / house \_\_\_\_\_

**2 Match the answers (a-f) to the questions in Exercise 1.**

- a No, we haven't. We've always lived in the same house.
- b Yes, we have. We've been to all the fast-food restaurants in our city together.
- c No, I haven't. But I have worn a hat!
- d Yes, I have. I've made pizza and salad for my mum a few times.
- e Yes, I have. I've travelled to Wales alone to visit my grandparents.
- f No, I haven't. I've never been to Paris.

**3 Work in pairs. Take turns asking and answering your questions from Exercise 1.**

Have you ever made a meal for your family?

No, I haven't. But I help Mum make meals sometimes.

**4 Complete the conversation.**

- A: Have you ever (1) \_\_\_\_\_ to France?  
B: No, I (2) \_\_\_\_\_, but my sister has.  
A: Really. Which cities (3) \_\_\_\_\_ she been to?  
B: Only Paris, I think. She loves fashion and art.  
A: Right. Has she (4) \_\_\_\_\_ visited London?  
There are so many great shops and galleries there.  
B: No, she (5) \_\_\_\_\_. But she's planning to go there for a short holiday.  
A: (6) \_\_\_\_\_ you been to the UK?  
B: No, I've (7) \_\_\_\_\_ been there. Have you?  
A: Yes, I (8) \_\_\_\_\_. I've been to Cambridge.  
I went to a summer language school there.

**5 Complete the text using the present perfect form of the verbs in brackets.**

Hi guys! Well, I (1) \_\_\_\_\_ (have) a great week! We've been in the UAE – sightseeing and shopping. Today we went to the most amazing place. (2) \_\_\_\_\_ (you / ever / hear) of Mall of the Emirates? I think it's the coolest place to shop in Dubai. I (3) \_\_\_\_\_ (never / see) such a huge building! There are more than 700 different stores, and over 100 different places to eat. This week, my parents and I (4) \_\_\_\_\_ (eat) a lot of delicious food. Inside the mall is a theme park called Magic Planet. It has got a 4-D cinema and a huge roller coaster, which I (5) \_\_\_\_\_ (ride) on three times so far. It's fantastic! But the best thing is the ski slope. I (6) \_\_\_\_\_ (never / try) skiing, but Dad and I are going tomorrow!

Sorry that I (7) \_\_\_\_\_ (not / write) to some of you who sent comments and messages last month. And I (8) \_\_\_\_\_ (not / forget) that I promised to post some new photos – I'll post some soon!

**SAY IT RIGHT**

Resource centre: Unit 6  
Pronunciation of *have*



**VOCABULARY** | Topic vocabulary | Word patterns | Collocations

**Words connected with *fashion, clothes and shopping***

**1** Complete the lists with the words in the box. Listen and check.

bill | buy | cash | change (x2) | cheque  
cost | credit card | customer  
department store | market | receipt  
shop assistant | shopper | shopping centre  
spend | supermarket

people	places	money (verbs)	money (nouns)
<i>customer</i>			

**2 Complete the sentences using the correct form of the words from Exercise 1.**

- 1 People often don't carry a lot of \_\_\_\_\_ these days because they prefer using their \_\_\_\_\_ to pay for things.
- 2 Take a list when you go shopping, so that you only \_\_\_\_\_ the things you need and don't \_\_\_\_\_ too much.
- 3 In \_\_\_\_\_ you can find everything you need in one big shop. But \_\_\_\_\_ are still popular, because all the different shops are in the same place.
- 4 There are lots of \_\_\_\_\_ out on the streets today but the book shop doesn't look very popular – there aren't many \_\_\_\_\_ inside.
- 5 After the meal, we paid the \_\_\_\_\_ and the waiter brought our \_\_\_\_\_.
- 6 In most shops, you get a \_\_\_\_\_ for the things you bought – it shows how much everything \_\_\_\_\_.



**Verbs + prepositions**

**3** Choose the correct word to complete the phrases in bold in each sentence. Listen and check.

- 1 When I go shopping, I always **pay for** / in cash.
- 2 **Write up** / down what you want and I'll go to the supermarket for you.
- 3 Please **take on** / off your wet boots before you go into the house.
- 4 It's raining so **put on** / back your raincoat before you go out.
- 5 Did you **pay back** / for the online shopping by credit card?
- 6 Most shops give you 30 days to **take on** / back anything you don't want.

**4 Complete the sentences with some of the phrases you made in Exercise 3.**

- 1 Excuse me, did you \_\_\_\_\_ that drink? Can you show me your receipt?
- 2 I need to \_\_\_\_\_ these shoes. They are hurting my feet.
- 3 Here's the bill. Would you like to \_\_\_\_\_ cash or by credit card?
- 4 I always \_\_\_\_\_ what I want to buy before I go to the supermarket.

**Collocations with verbs**

**5** Complete the sentences with the words in the box. Listen and check.

do | catch | for | go | keep | save

- 1 Do you prefer to \_\_\_\_\_ shopping with your friends or with your mum?
- 2 You can \_\_\_\_\_ money for a new computer game if you stop buying chocolate and cakes!
- 3 We usually \_\_\_\_\_ the bus when we want to go to the shopping centre.
- 4 The bill was nine pounds and 20 pence, so Dad gave the waiter £10 and told him to \_\_\_\_\_ the change.
- 5 'Mum, there's no milk left.' It's OK – I'm going to \_\_\_\_\_ the shopping later.'
- 6 There are some lovely clothes \_\_\_\_\_ sale in that shop.

6 LISTENING | Multiple matching



1 In pairs or as a group, look at the photo above and answer the questions.

- 1 Have you got any clothes that are really important to you? Why are they important?
- 2 Who usually pays for your clothes, you or your parents?
- 3 Have you ever saved your money to buy something special? What was it?
- 4 What kind of things have you bought in the last month? Where? Why?

EXAM SKILL

Choosing the right answer

- In this part of the exam you often hear all the words or phrases in A-H.
- Be careful. Just because you hear one of the words, it doesn't mean it is a correct answer.

2 2.13 Listen to four people talking about shopping and choose the correct answers.

- 1 This week, the speaker has been to ...  
A the market. B the shopping centre.
- 2 The speaker's friend contacted her ...  
A at the shops. B at home.
- 3 The speaker watched the football match ...  
A in his house. B at the stadium.
- 4 The person who pays for the clothes now is ...  
A the speaker. B the speaker's mother.

OPTIMISE YOUR EXAM

Multiple matching

- Listen carefully to all the information before you choose an answer.
- Put a line through each answer you choose so that you know you can't use it again.

3 2.14 Listen to Hannah talking to a friend about some of her clothes. For each item of clothing (1-5), choose the place she got it from (A-H). There are some extra letters you do not need.

Clothes	Places
<b>Example:</b> jeans <u>E</u>	A the airport
1 T-shirt _____	B summer school
2 necklace _____	C department store
3 sunglasses _____	D museum shop
4 cap _____	E London
5 trainers _____	F supermarket
	G music festival
	H the beach

4 2.14 Listen again and check your answers.

THINK RESEARCH | CULTURE | LEARN | ME

Work in pairs or groups and answer the questions.

- Do you think people buy more or less than in the past?
- Is this a good or bad thing? Why?

GRAMMAR 2 | Present perfect simple and past simple

Grammar in context

Read these sentences from the audio in the listening lesson. Then answer the questions.

- 1 I've had these for years.
  - 2 I found them on the beach.
- a) Which sentence tells us about a past action that is linked to the present? \_\_\_\_\_
- b) Which tells us about a completed action in the past? \_\_\_\_\_

REMEMBER

- We use the present perfect to talk about an action which happened in the past and is linked to the present:  
Katie **has put** her clothes in the suitcase. (Her clothes are in the suitcase now. We don't know when she put them in.)
- We use the past simple to talk about a finished action:  
Katie **put** her clothes in her suitcase last night. (We know when she did it.)
- We use the present perfect to report information or news:  
I've **bought** some new shoes.
- We use the past simple to give details or explanations:  
I **bought** some shoes at the new department store last Saturday.

▶ See Grammar reference, Unit 6, page 156

1 Choose the correct verb form to complete each sentence.

- 1 You don't need to buy anything for the barbecue. I've **done** / **did** all the shopping already.
- 2 I'm sorry, we don't have that necklace anymore. A customer **has bought** / **bought** the last one this morning.
- 3 Oh, no! I've **lost** / **lost** my credit card. I can't find it anywhere.
- 4 The department store sale **has started** / **started** last week. It's been really popular with shoppers.
- 5 **Have you sold** / **Did you sell** many of those bags yesterday?
- 6 'Is that jacket new?' 'No, I **had** / **'ve had** it for years!'

2 Write pairs of sentences using the prompts. Use the present perfect in one sentence and the past simple in the other sentence.

- 1 I / spend / my money. I / buy / a pair of shoes.  
*I've spent my money. I bought a pair of shoes.*
- 2 The boys / walk / into town. They / leave / at 2 o'clock.
- 3 I / get / Mum / a present for her birthday. I / pay / 10 euros for it.
- 4 He / not like / his old flat. He / live / in three different flats this year.
- 5 She / lose / an earring. She / drop / it in the street.
- 6 I / not wear / these boots before. My / old ones / be / very comfortable.

3 Complete the text using the correct form of the verbs in brackets.

YOUNG DESIGNER



I (1) \_\_\_\_\_ (you ever / make) your own clothes – perhaps with your mum, grandma or at school?  
I (2) \_\_\_\_\_ (start) to design my own clothes when I was 13. At first, I (3) \_\_\_\_\_ (look) at lots of different fashion magazines to see what people were wearing. But quite quickly I (4) \_\_\_\_\_ (decide) to try to make my own designs. When I (5) \_\_\_\_\_ (tell) my parents that I (6) \_\_\_\_\_ (want) to be a designer, they (7) \_\_\_\_\_ (think) it was a great idea, and they (8) \_\_\_\_\_ (help) me to make my dream come true.  
I (9) \_\_\_\_\_ (begin) making my own clothes in 2015, and I (10) \_\_\_\_\_ (learn) a lot in the last few years. Last year, I (11) \_\_\_\_\_ (meet) some other young clothes designers. We (12) \_\_\_\_\_ (share) a lot of ideas together online, and now we are planning to have a pop-up shop near the beach next summer.

THINK | RESEARCH | CULTURE | LEARN | ME

Work in pairs. Take turns to give your partner some news about something that has happened to you recently. Ask for some extra information about your partner's news.

*I've bought some new jeans. Where did you get them?*

**6 SPEAKING | Collaborative task**

**Flipped classroom**

**1** Watch the *Talk2Me* video and answer the questions.

- 1 What do Evie and Jojo decide to do to get some money?
- 2 What does Jojo learn when she calls the community centre?
- 3 How much money do they make? Why?

**2** Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

It's at (465 Main Street). | The address is ... | The (presentation) is in (room 12). | The (sale) is on (day) at (time). | The web page / email address is ... | You can call (020 667 5858) for more information.

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

- 1 How often do you go shopping?
- 2 Where do you usually go shopping?
- 3 Who do you usually go shopping with?

**EXAM SKILL**

**Giving details**

- Learn how to say addresses, phone numbers, webpages, dates and times.
- Use prepositions and determiners (the sixth of February); learn how to say unusual characters (/ = forward slash, @ = at, . = dot) and numbers (0 = zero or oh, 77 = double seven).

**4** Listen, repeat and write down what you hear.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_



**5** Listen 2.16 Listen to two students discussing the new shopping centre and complete the details.

**BLUELAKE SHOPPING CENTRE**

Grand Opening (1) \_\_\_\_\_ October (2) \_\_\_\_\_

Visit new shops, restaurants and cinemas

Wi-Fi and free parking

Address: (3) \_\_\_\_\_ North Gate (4) \_\_\_\_\_

Phone number: 024 771 (5) \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Collaborative task**

- It is important to show that you are interested in the conversation.
- As well as looking at your partner and nodding your head when you agree with them, use phrases like *thanks, I see, great* and *OK* to show that you are really listening to your partner.

**6** In pairs (Student A and Student B), do the exam task.

**Student A:** turn to page 137 and look at the information about *A Book for All Bookshop*. Answer Student B's questions about it.

**Student B:** look at the question prompts on page 140. Ask Student A your questions.

**Student B:** turn to page 140 and look at the information about *A1 Fashion Store*. Answer Student A's questions about it.

**Student A:** look at the question prompts on page 137. Ask Student B your questions.

**THINK RESEARCH CULTURE | LEARN | ME**

Work in pairs or groups.

- 1 Go online and find out the name of an interesting place to shop where you live, or in a place that you know well.
- 2 Note down the opening hours, address, phone number and website details. Find an interesting fact about the shop or what they sell.
- 3 Report back to the class.

**LANGUAGE IN USE | Multiple-matching dialogue**

**1** Work in pairs. Read each sentence and decide together who said it, and where they said it.

- 1 That's £9.99, please.
- 2 Did you understand what the teacher said in that lesson?
- 3 Can I try this jacket on, please?
- 4 I'm sorry I'm late for dinner, Mum. I missed my bus.

**EXAM SKILL**

**Understanding functional language**

- It is important to understand *why* someone says something as well as *what* they say.
- Think about what the speakers are doing. For example, are they describing something, explaining something or inviting someone?

**2** Read the questions (1–6) and choose the best word to describe the function. Underline the words that helped you identify the function each time.

- 1 Do you like this T-shirt? d  
This question is asking for an **opinion** / a **description**.
- 2 Hi Jade. How are you? \_\_\_\_  
This question is a **choice** / a **greeting**.
- 3 I don't understand this – can you help me please? \_\_\_\_  
This question is asking for a **description** / an **explanation**.
- 4 Would you like to come to my party? \_\_\_\_  
This question is **inviting** / **explaining**.
- 5 What's your new jacket like? \_\_\_\_  
This question is asking for a **choice** / a **description**.
- 6 What are you doing tomorrow? \_\_\_\_  
This is a question about **future plans** / **opinions**.

**3** Match the responses (a–f) to the questions in Exercise 2.

- a) Hi. I'm fine thanks. And you?
- b) I'm meeting Ben and Anna in town.
- c) It's black with a guitar on the front.
- d) Yes, I like it a lot.
- e) Yes, of course I can.
- f) Yes, please.

**OPTIMISE YOUR EXAM**

**Multiple-matching dialogue**

- Read the dialogue carefully so you understand what it is about.
- Read all the options before choosing an answer.
- Think about the function of each sentence. For example, do they show agreement or disagreement?

**4** Complete the conversation about plans with sentences A–H. There are some extra letters you do not need.

**Robbie:** Hi, it's Robbie. How are you?  
**Fiona:** Example: E  
**Robbie:** Yes, I'm OK thanks.  
**Fiona:** What are your plans today?  
**Robbie:** I was going to stay at home today, but I've changed my mind.  
**Fiona:** (1) \_\_\_\_  
**Robbie:** Well how about going to the new shopping centre in town together?  
**Fiona:** (2) \_\_\_\_  
**Robbie:** Ah, maybe that's not a good idea, then. Can you think of anything we can do?  
**Fiona:** (3) \_\_\_\_  
**Robbie:** That sounds interesting. When is it open?  
**Fiona:** (4) \_\_\_\_  
**Robbie:** OK. Do you want to meet at the café and get something to eat first?  
**Fiona:** (5) \_\_\_\_  
**Robbie:** OK, see you soon!

A Well, I've seen an advert for a fashion exhibition.  
B Only on Friday.  
C I'm not very thirsty.  
D All day today. We could go this afternoon.  
E Oh, hi! I'm fine, thanks. How about you?  
F Yes, OK. Let's meet there at 12.  
G I've heard it's really busy, and very expensive.  
H Really? Where would you like to go?

**THINK RESEARCH CULTURE | LEARN | ME**

Work with a partner. Make a list of the people you usually speak to each day. Take turns to ask your partner what they usually talk to the people about.  
*What do you talk to your mum about?*  
*I talk to her about food. I tell her what time I'll be home. I ask her ...*

**1** In pairs or groups, answer the questions.

- 1 What kind of things do people buy online?
- 2 When you buy things online, do you read or write reviews? Why / Why not?

**OPTIMISE YOUR EXAM**

**An online review**

- Use your own experiences to help you to complete the writing task.
- Before writing:
  - decide what product you want to review.
  - remember what makes a good review (giving opinions and reasons).
  - think about the order of information you give.



**2** Read the exam task below, and the students' answers. Which is better, A or B? Why?

You recently went shopping and bought something, but there is a problem with it.

**Write an online review. Say:**

- what you bought.
- why you bought it.
- what the problem is.

Write 25–35 words.

**A**

*I bought a pair of these trainers last week. They are really bad. There is a problem with them. I want my money back.*

**B**

*I've bought shoes like these before. Unfortunately, this pair has a problem. When I run in them, they hurt my feet. They don't fit. I think they've put the wrong size on them.*

**3** Work in pairs. Compare your answers to Exercise 2. Decide if the texts in A and B answer all the points in the exam task.

**4** Match the texts (A–B) in Exercise 2 to the examiner's comments below.

1

This is quite a good answer. The writer doesn't use a variety of tenses. Two points are answered, but one point is not answered. The reason why the student bought the item is not included.

2

This is not a good answer. The writer uses a variety of tenses, including the present perfect. There is not enough information. The student has not said why they bought the item and what the problem is. The answer is not long enough – it needs to be 25–35 words.

**EXAM SKILL**

**Giving your opinion**

- Some exam writing tasks ask you to give your opinion.
- Think of different ways to express your opinion. Use words and phrases like *In my opinion, I think that, I believe ...*

**5** Read another student's answer to the task in Exercise 2. Choose the best words or phrases to complete the text.

(1) *The last week / A week ago, I bought some new trainers* (2) *because / when I've had my old ones a long time.* (3) *However / Because they aren't very comfortable.* (4) *In my opinion / My opinion the size is wrong. They say size 39, but I* (5) *believe / sure they are 38.*

**6** Look at this writing task and make notes to answer questions 1–6.

You went shopping last week and bought something you really like.

**Write an online review. Say:**

- what you bought.
- why you bought it.
- why you like it.

Write your online review. Make sure you write about the three points in the task.

Write 25–35 words.

- 1 What product did you buy? \_\_\_\_\_
- 2 How many points should you answer? \_\_\_\_\_
- 3 What other information or opinions can you include? \_\_\_\_\_
- 4 Which tenses should you use? \_\_\_\_\_
- 5 Which words or phrases from this unit could you use? \_\_\_\_\_
- 6 How many words should you write? \_\_\_\_\_

**7 Plan** Plan your review. Use the chart to help you.

	Detail	Useful language	My notes
Point 1	<i>The thing I bought</i>		
Point 2			
Point 3			

**8 Write** Write your review in an appropriate style. Write 25–35 words.

**9 Check** Before you hand in your review, complete this checklist.

**Checklist** ✓

- |   |   |
|---|---|
| <input type="radio"/> I've followed my writing plan.  | <input type="radio"/> I've used the correct tenses.         |
| <input type="radio"/> I've explained what I bought.   | <input type="radio"/> I've used a good range of vocabulary. |
| <input type="radio"/> I've explained why I bought it. | <input type="radio"/> I've written 25–35 words.             |
| <input type="radio"/> I've said why I like it.        | <input type="radio"/> I've checked my spelling and grammar. |

PROGRESS CHECK

UNITS 5-6

GRAMMAR AND VOCABULARY

1 Complete the sentences using the correct form of the verbs in brackets.

- Pria \_\_\_\_\_ (walk) to school yesterday. She's never done that before!
- \_\_\_\_\_ you \_\_\_\_\_ (work) in a shop before or is this the first time?
- I \_\_\_\_\_ (buy) a few things there last week, but there isn't much choice.
- \_\_\_\_\_ you \_\_\_\_\_ (wear) a school uniform when you were younger?
- I think I \_\_\_\_\_ (lose) my watch. I can't find it anywhere.
- We \_\_\_\_\_ (never shop) in any of the big clothes shops in London.
- Are those new jeans? I \_\_\_\_\_ (not see) them before.
- Alfie \_\_\_\_\_ (not like) his birthday present so Mum took it back to the shop.

\_\_\_/8

2 Choose the correct word to complete each sentence.

- I sometimes find it difficult to say / start a conversation with new people.
- Can you help me download this new mouse / software, please.
- Do you want to try out / on this shirt? It's a really nice colour.
- I couldn't open / start the file you sent me. Was there a problem with it?
- How much did you pay for / with those trainers? I think they are cheaper online.
- We haven't decided where to go this weekend. I'll make / send a text when I know the plan.
- I'm sorry, we don't take credit cards. We only take cash / change.
- Their new laptop has a really big camera / screen - it's great for online gaming.

\_\_\_/8

3 Choose the correct word or phrase to fill each gap.

Fashion designer Dhillan Bhardwaj (1) \_\_\_ his first shop at the age of 18. A few months later he was a millionaire. He (2) \_\_\_ making clothes at home after he left school. (3) \_\_\_ friends saw his first designs and they asked him to make clothes for them. He put photos on social media and suddenly lots of people (4) \_\_\_ him to make (5) \_\_\_ clothes. The clothes were (6) \_\_\_ popular than he expected and (7) \_\_\_ of people bought them. Dhillan soon needed help making the clothes. Now his brand, Ratchet, is the (8) \_\_\_ independent clothing company in the UK.

- |            |          |               |
|------------|----------|---------------|
| 1 A opened | B opens  | C has opened  |
| 2 A begin  | B began  | C has begun   |
| 3 A Much   | B Few    | C Some        |
| 4 A wanted | B want   | C have wanted |
| 5 A their  | B your   | C her         |
| 6 A more   | B many   | C most        |
| 7 A lots   | B any    | C many        |
| 8 A large  | B larger | C largest     |

\_\_\_/8

4 Complete the paragraph with the words in the box.

biggest | ever | has | in | lots | much | never | older | some | than

How are you? School (1) \_\_\_\_\_ finished here for the holidays. We're visiting my cousin (2) \_\_\_\_\_ Denmark. Have you (3) \_\_\_\_\_ been there? I don't know (4) \_\_\_\_\_ about the place, but I've looked at (5) \_\_\_\_\_ of pictures online. They live in Copenhagen, which is bigger (6) \_\_\_\_\_ my town. I think it's the (7) \_\_\_\_\_ city in Denmark. My cousin is (8) \_\_\_\_\_ than me. I've (9) \_\_\_\_\_ met her. I'll send you (10) \_\_\_\_\_ photos.

\_\_\_/10

5 Choose the correct word or phrase to complete each sentence.

- I didn't work very hard today. I sent a few / much emails, then read a magazine.
- Not much / many people buy things in that shop - it's very expensive.
- I'm going on holiday next week. I need to get lots / any of new clothes before I go.
- There were too many / much people in the shopping centre, so we left.
- Some / A little people say that this is the best computer game ever.
- I could only understand a few / little of what he was saying. He speaks really quickly.
- How many / much money do you usually spend on clothes in a year?
- Excuse me, do you have any / much of these trainers in a size 10?

\_\_\_/8

6 Read the descriptions. What is the word for each one? The first letter is given.

- A large shop where people buy food is a s\_\_\_\_\_.
- A program that makes computers do different things is a piece of s\_\_\_\_\_.
- When you use the internet you are o\_\_\_\_\_.
- The people who buy things in a shop are called c\_\_\_\_\_.
- You can use this to pay for things you buy: c\_\_\_\_\_ c\_\_\_\_\_.
- Pictures made by computers are called g\_\_\_\_\_.
- When you write on a computer, you use a k\_\_\_\_\_.
- You do this when you copy programs or music from the internet: d\_\_\_\_\_.

\_\_\_/8

Total score \_\_\_/50

EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- understand how often something happens.
- understand when things happen.
- compare things.
- identify pronouns and people.
- note down important information about when and where.
- choose between similar answers.
- choose the right answer.
- exchange information.
- understand functional language.
- give my opinion.

Unit/page

- Unit 5 p48
- Unit 5 p52
- Unit 5 p54
- Unit 5 p55
- Unit 5 p56
- Unit 6 p58
- Unit 6 p62
- Unit 6 p64
- Unit 6 p65
- Unit 6 p66

# 7 The future of learning



## READING | Multiple-choice cloze | A news article

**1** In pairs or as a group, answer the questions.

- 1 Do you use technology in your classroom? What do you use it for?
- 2 What do you think the students in the pictures on page 71 are using the laptops for?

**2** Choose the correct word to complete each sentence.

- 1 We have technology lessons in my new school. We didn't have it / **them** in my old school.
- 2 My laptop has stopped working. I'm going to ask our technology teacher to look at **this** / it.
- 3 The maths teacher isn't well today. **These** / **That** means we won't have a lesson this afternoon.
- 4 Our technology lessons are really interesting. I think I learn more in **these** / **them** lessons than in any others.
- 5 The gaming café is closed today. My friends aren't happy about **them** / **this**.

### EXAM SKILL

#### Understanding *this, that, these, it, them*

- We use words like *this, that, these, it* and *them* to talk about things we mentioned earlier. We use these words so we don't need to repeat something.
- We can use them to talk about a word, a phrase or even a sentence.

**3** Read the news article on page 71 quickly and answer the questions.

- 1 How many cars carry the mobile computer classroom equipment?
- 2 How many people a day can have lessons from the mobile computer classrooms?
- 3 How many schools in Uganda are going to have computer classrooms?

### OPTIMISE YOUR EXAM

#### Multiple-choice cloze

- Think about the different meanings of the possible answers.
- After choosing your answers, read the whole sentence with the two answers you didn't choose, to check they don't fit.

# TECHNOLOGY FOR ALL



- 1 In classrooms around the world, **Example: B** students now have computers or **tablets** (1) \_\_\_\_\_ their desks instead of books. Technology is helping young people to learn about the world, and preparing (2) \_\_\_\_\_ for work. But in poorer countries, there (3) \_\_\_\_\_ any computers available for students.
- 2 That was a problem for schools in the **country** in Uganda, in East Africa. But since 2007, the Mobile Solar Computer Classroom (4) \_\_\_\_\_ helped many classes of children and **adults** at schools and **libraries** to use computers. There are two mobile computer classrooms, and they travel all over the country in two large cars, going to schools to (5) \_\_\_\_\_ computer lessons. Later today, one of them is going to visit a village in the west

of the country. It's a long way down a difficult road, but the **drivers** are **lucky** because it isn't going to rain, and that helps. (6) \_\_\_\_\_ the car, there are 15 laptop computers, desks and chairs, two ICT teachers and a large **battery**. This produces solar energy for the computers. (7) \_\_\_\_\_ many of the villages don't have electricity.

- 3 More than 200 people a day can have computer lessons from the two mobile classrooms. This means over 5,000 people have these lessons each year! What are they going to do next? Well, over the next few years, they are going to build computer classrooms in 55 Ugandan schools. Teachers and students know how important computers will be in the future and (8) \_\_\_\_\_ classrooms will really help students prepare for a **job** in tomorrow's world.



**5** Match the highlighted words in the article to a definition (1-8).

- 1 older people, not children \_\_\_\_\_
- 2 an object in a car, radio, etc. that gives it electricity \_\_\_\_\_
- 3 small, mobile computers that are bigger than mobile phones but smaller than laptops \_\_\_\_\_
- 4 work that you do to make money \_\_\_\_\_
- 5 places where you can borrow books \_\_\_\_\_
- 6 when something good happens as a result of good luck \_\_\_\_\_
- 7 the people who drive vehicles like trains, buses and cars \_\_\_\_\_
- 8 the area outside towns and cities \_\_\_\_\_

**4** 2.17 Read the article about mobile classrooms. For questions 1-8, choose the best answer (A, B or C) to fill each gap.

- Example:**  
 A much                      B many                      C lot  
 1 A on                        B over                        C inside  
 2 A their                    B they                        C them  
 3 A isn't                    B aren't                      C are  
 4 A has                      B have                        C is  
 5 A giving                  B give                        C gives  
 6 A On                        B To                            C In  
 7 A because                B but                         C so  
 8 A this                      B these                        C its

### THINK RESEARCH | CULTURE | LEARN | ME

Work in pairs. Make a list of the different ways you can use computers to help you learn.

**7 GRAMMAR 1** | going to

**Grammar in context**

Find these sentences in the text on page 71 then answer the question.

- Later today, one of them *is going to visit* a village in the west of the country. (paragraph 2)
- ... but the drivers are lucky because it *isn't going to rain*, and that helps. (paragraph 2)
- What *are they going to do* next? (paragraph 3)

What are these sentences about? Choose the correct answer.

- the present
- the past
- the future

**REMEMBER**

- We use *going to* to talk about future plans: *I'm going to buy a new bike next week.*
- We also use *going to* when we predict something because of what we see now: *She's playing very well. I think she's going to win.*

▶ See Grammar reference, Unit 7, page 156

**1 Complete the conversation with the correct form of going to.**

**Teacher:** You need to finish your project about the town by Friday. What are your plans?

**Alicia:** Well, I (1) am going to write the introduction today and then Demir (2) \_\_\_\_\_ check it tomorrow.

**Demir:** After I've checked it, Alicia and I (3) \_\_\_\_\_ take some pictures for the cover.

**Teacher:** But you can't do that tomorrow, because Alicia (4) \_\_\_\_\_ be at school. She (5) \_\_\_\_\_ go on a school trip.

**Demir:** Yes, I know. We (6) \_\_\_\_\_ do it on Wednesday.

**Alicia:** Then on Thursday, Demir (7) \_\_\_\_\_ write about the history of the town.

**Teacher:** (8) \_\_\_\_\_ use the internet, Demir?

**Demir:** Yes, I am, because I need to get some more information.

**Alicia:** I (9) \_\_\_\_\_ use the internet. I don't need it for my part of the project.

**Teacher:** Well, you seem to have everything organised. I think your project (10) \_\_\_\_\_ be really good!

**2 Complete the sentences using the correct form of going to and the verbs in brackets.**

- Giulio \_\_\_\_\_ (study) English in London next summer. He's very excited.
- Maria and Marco \_\_\_\_\_ (not win) the race - they're right at the back.
- What \_\_\_\_\_ she \_\_\_\_\_ (do) next year?
- I \_\_\_\_\_ (not go) to school tomorrow because it's a holiday.
- My sister \_\_\_\_\_ (be) a doctor when she finishes university.
- It's very cold today. I think it \_\_\_\_\_ (snow).

**3 Complete the text with the verbs in the box and the correct form of going to.**

be (x 3) | have | meet  
not go | not use | study

**BIG School**

I'm a student at City Montessori School in Lucknow, the largest school in the world. There are over 50,000 students at the school. At the moment, there are 45 students in my class, but next term there (1) \_\_\_\_\_ more because it's very popular. This morning we have maths. We often use computers in class, but today we (2) \_\_\_\_\_ them because we (3) \_\_\_\_\_ a test. After that, I (4) \_\_\_\_\_ in one of the libraries. I love the libraries here. They're always quiet and there are thousands of books to read.

There are also lots of events at my school. Next month, there (5) \_\_\_\_\_ a children's film festival here. Unfortunately, I have exams so I (6) \_\_\_\_\_, but my friends are. They (7) \_\_\_\_\_ children from all over the world at the festival. It (8) \_\_\_\_\_ great.

**SAY IT RIGHT**

Resource centre: Unit 7  
Pronunciation of *going to*

**VOCABULARY** | Topic vocabulary | Word patterns | Collocations

**Words connected with school and studying**

**1** Put the words in the box into the correct category. Listen and check.

biology | board | bookshelf | desk  
dictionary | eraser | geography | history  
learn | maths | music | physics  
practise | remember | study | teach

things in the classroom	school subjects	verbs for things people do at school
board		



**2 Read the sentences. Which subject from Exercise 1 is each one about?**

- Today we're going to learn about the kings and queens of France.
- The longest river in Europe is the Volga.
- All animals need water to live.
- What is 12 x 6?
- In today's lesson, we're going to look at how aeroplanes fly.
- Now, let's sing that again.

**Words + prepositions**

**3** Choose the best word (A, B or C) for each gap. Listen and check.

- You can learn a lot \_\_\_\_\_ books.  
A on B for C from
- You need to use technology when you study or are \_\_\_\_\_ work.  
A at B to C for
- Today we're going to learn \_\_\_\_\_ how the stomach works.  
A for B on C about
- Do you need any help \_\_\_\_\_ your homework?  
A to B with C at
- I usually arrive \_\_\_\_\_ school just before 9am.  
A to B for C at
- You can borrow three books \_\_\_\_\_ the library at one time.  
A from B to C for

**Collocations with verbs**

**4** Match the nouns (a-f) to the verbs (1-6) to make phrases. Listen and check.

- |               |                       |
|---------------|-----------------------|
| 1 do <u>d</u> | a) a course           |
| 2 draw _____  | b) to university      |
| 3 take _____  | c) school             |
| 4 leave _____ | d) homework           |
| 5 go _____    | e) a foreign language |
| 6 learn _____ | f) a picture          |

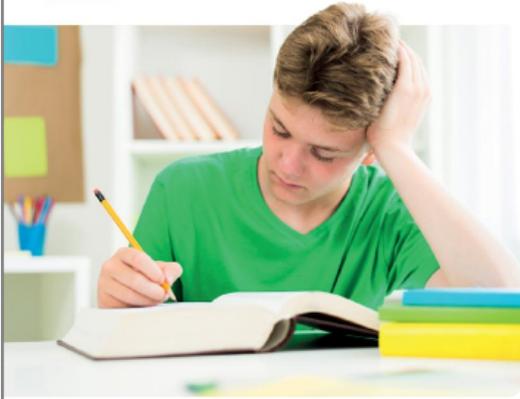
**5 Complete the sentences using phrases from Exercise 4.**

- In our art lesson today we're going to \_\_\_\_\_ of these flowers.
- Jess is going to live in a different country for the summer so that she can \_\_\_\_\_.
- I'm going to \_\_\_\_\_ in photography.
- Would you like to \_\_\_\_\_ when you finish school?
- The students have to \_\_\_\_\_ every evening.
- Most students in the UK \_\_\_\_\_ when they're 18.

THINK | RESEARCH | CULTURE | LEARN | ME

Work in pairs and answer the questions.

- What do you like most about school? Why?
- What are your favourite subjects? Why?
- How much time do you spend doing homework every day?



**1 Work in pairs and answer the questions.**

- Who do you ask when you need help with your homework?
- Would you like to have someone to talk to about it online? Why / Why not?

**EXAM SKILL**

**Thinking about the missing information**

- Look carefully at the words before the gaps.
- If there is a preposition before the gap, think about which words can and can't follow it.
- For example, in Exercise 4, question 3, you need to listen for a period of time – probably a month or year.

**2 Complete the table with the words in the box.**

afternoon | Amsterdam | Halloween  
March | night | Paris | Wednesday  
2018 | 3:20

<b>in</b>	months and years, e.g. in September, in 2012, _____
	towns and countries, e.g. in Manchester, Spain, _____
	time of the day, e.g. in the morning, in the _____
<b>on</b>	days of the week, e.g. on Tuesday, on your birthday, _____
<b>at</b>	time of the day, e.g. at 10:30am, at midday, _____
	holiday time, e.g. at New Year, at half term, _____

**3 Delete the word or phrase that CANNOT complete the sentence.**

- Alice lives in:  
Scotland | a city | a village | a computer
- She teaches on Mondays and:  
Tuesdays | Thursdays | evenings | Fridays
- She started teaching online in:  
April | Monday | 2017 | London
- The subjects she helps with are:  
maths | geography | study | English
- She has photos of:  
online | flowers | the countryside | her family

**OPTIMISE YOUR EXAM**

**Gap fill**

- Before you listen, read the information carefully and decide what sort of word you need to write for each answer.
- Don't worry if you don't hear all the answers the first time you listen.
- When you listen again, write any answers you missed and check that your spelling is correct.

**4** **2.21 Listen to an interview with a woman who teaches schoolchildren over the internet. Complete the information.**

ALICE	
Lives in:	England
Works as:	1 cloud .....
Teaches:	2 Mondays and .....
Started in:	3 .....
Helps with:	4 English and .....
Photos of:	5 .....

**THINK** RESEARCH | CULTURE | LEARN | ME

Write down five questions you would like to ask someone your age who lives in India.

**Grammar in context**

Look at these sentences from the audio in the listening lesson. Match the descriptions (a-e) to the sentences (1-5).

- What are you going to talk about? \_\_\_\_\_
  - They'll probably ask me lots of questions. \_\_\_\_\_
  - I know! I'll talk about this interview. \_\_\_\_\_
  - I'm not working this afternoon, so I'm going to have some free time. \_\_\_\_\_
  - I'll join you and we can talk to the children together. \_\_\_\_\_
- offering to do something
  - asking about a plan that has already been made
  - saying/predicting what you think will happen
  - deciding to do something
  - saying what you know is going to happen

**REMEMBER**

- We use *will* when we decide to do something at that moment: *It's cold. I'll close the window.*
- We use *will* when we make offers: *I'll go and buy the bread and milk.*
- We use *will* when we say/predict what we think will happen: *The lesson will be interesting. We won't be bored.*
- We use *going to* when we already have a plan: *I'm not going to be at home on Saturday morning. I'm going to play tennis with Ali.*
- We use *going to* when it is something we can see or know about: *It says on the radio that there's been an accident. He's going to be late.*

► See Grammar reference, Unit 7, page 156

**1 Choose the correct answer to complete each sentence.**

- I'll / 'm going to study English at summer school in July. I've got my plane tickets already.
- The teacher has just given us lots of homework. I know! I'll / 'm going to stay at home tonight and study.
- I'm new here. Will you / Are you going to show me where the library is, please?
- 'Are you going to be away in July?' 'No. We aren't going to go / won't go on holiday until August this year.'
- 'Who wants to read the first sentence?' 'I'll / 'm going to do it.'
- We've got tickets for the school concert on Friday so we aren't going to / won't go to the party.

**2 Complete the conversation using will or going to and the verbs in brackets.**

- Daniel:** So, we need a plan for the end-of-term garden party on Friday.
- Casilda:** The teacher said we (1) \_\_\_\_\_ (make) the posters in art class tomorrow.
- Pete:** And everyone knows I (2) \_\_\_\_\_ (sell) the tickets.
- Magda:** What can I do?
- Daniel:** Hmm, let me think ... (3) \_\_\_\_\_ you \_\_\_\_\_ (choose) the music, please?
- Magda:** Yes, of course. I (4) \_\_\_\_\_ (buy) the drinks as well.
- Daniel:** Good idea. Thanks. What about the food?
- Pete:** My mum (5) \_\_\_\_\_ (prepare) some pizzas. I asked her yesterday.
- Casilda:** Great. Everyone is talking about it so I think lots of people (6) \_\_\_\_\_ (come).
- Pete:** Oh, and (7) \_\_\_\_\_ you \_\_\_\_\_ (check) the weather forecast for Friday, Daniel?
- Daniel:** I checked my phone earlier, Pete. It says it (8) \_\_\_\_\_ (be) sunny.

**3 Read the article about how children get to school in a village in China. Complete the text with one word in each gap.**

Some children don't like spending ten or twenty minutes on the bus to go to school. But for the children in Atuler in China, their journey to school is much worse than that.

**It's** Monday morning and 12-year-old Yi Feng Li is (1) \_\_\_\_\_ to go to school. But he isn't (2) \_\_\_\_\_ to walk or take a bus. He and the other children in Atuler (3) \_\_\_\_\_ going to climb 800 metres down the side of a mountain, using a ladder. It takes 90 minutes and it is one of the most dangerous journeys to school in the world.

However, some of the people in the village believe this (4) \_\_\_\_\_ change soon. A Chinese photographer visited the village and took some photos of the journey. 'We want people to see how dangerous it is for the children. And we think they (5) \_\_\_\_\_ help.'

Lots of important people have now seen the photos and have discussed what they can do to help. Next year, they are going (6) \_\_\_\_\_ build some new steps for the children to use. The journey (7) \_\_\_\_\_ still take a long time, but it (8) \_\_\_\_\_ be a lot safer.

## 7 SPEAKING | Interview

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Why do the twins look sad?
- How much will they earn a day?
- When do they start work?

2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

In (one year's) time / the future  
 One day, I plan to ... | Next week/month/year | tomorrow | tonight | When I (leave school) ...

3 Work in pairs and answer the questions.

- What are the best and worst things about going to school?
- How old are students when they leave school in your country?
- How will school prepare you for the future?

## EXAM SKILL

## Talking about the future

- Remember to use *going to* when talking about your plans for the future.
- Use *will* when you decide to do something while you're speaking.
- Use *going to* to make predictions based on something in the present.

4 2.22 Write the questions in the correct order. Listen and check.

- you / to / going / exams / term / Are / take / this / ?
- pass / classmates / Will / the / your / test / ?
- study / will / languages / you / What / year / next / ?
- study / summer holidays / Are / to / in / going / you / the / ?



5 2.22 Listen again and complete the responses.

- No, we're not going to take any exams until \_\_\_\_\_.
- Yes, they are studying really hard, so I think they \_\_\_\_\_ pass.
- I think I'll study French and English \_\_\_\_\_.
- No, when school finishes for the holidays, I \_\_\_\_\_ work at a summer camp.

## OPTIMISE YOUR EXAM

## Interview

- Listen carefully to the questions the examiner asks you.
- If you're unsure of your answer about the future, you can say *I think...* or *Perhaps...*
- There are no right or wrong answers in the interview, so you can make up an answer if necessary.

6 Work in pairs. Take turns asking and answering the questions below. Make notes of your partner's answers.

- What are your favourite subjects at school?
- What subjects are you going to study in the future?
- How many hours of homework are you going to do this week?
- What are you going to do when you finish school today?
- What do you think you will do when you leave school?



## THINK RESEARCH CULTURE LEARN ME

Talk to some students about what they are going to do when they finish school.

## LANGUAGE IN USE | Multiple-choice cloze

1 Work in pairs. Look at the photo in Exercise 5 and answer the questions.

- What do you think is happening?
- Can you do this in your school?

## EXAM SKILL

## Learning word phrases

- In this part of the exam, you may be asked to choose a preposition or a verb form.
- It will help if you learn words in phrases not individually (e.g. *a break for lunch*, *work from nine to five*, *enjoy singing*, *learn to ski*, etc.).

2 Choose the correct word to complete each sentence.

- I made some new friends **at / on** school.
- Do you usually **have / do** lunch at 2pm?
- The summer holidays last from June **to / at** September.
- Please **do / does** exercise 3 for homework.
- He doesn't want to **make / making** a mistake.
- It's a / **one** good idea to take notes in class.

3 Complete the sentences with the words in the box.

at | did | had | on | take

- How often do you do sport \_\_\_\_\_ school?
- I make my own lunch \_\_\_\_\_ Saturdays.
- Everyone \_\_\_\_\_ very well in yesterday's test.
- We \_\_\_\_\_ an English class at 9.30 this morning.
- Lots of students want to \_\_\_\_\_ the bus to school.

## OPTIMISE YOUR EXAM

## Multiple-choice cloze

- Remember that some words go together to make phrases.
- This part of the exam also tests pronouns, prepositions, linking words and words like *this*, *these* and *them*.
- When you have finished, read the text again with the answers you choose, to check it makes sense.

4 Work in pairs. Read the text in Exercise 5 quickly and answer the question.

How long do students play the game for?

- a) a term    b) a month    c) a year

5 Read the text. For questions 1–8, choose the best answer (A, B, or C) to fill each gap.



## Playing is learning

*Classcraft* is a computer game that students can play **Example: A** the classroom. Students work in teams of five or six and can get points (1) \_\_\_\_\_ their team when they do something good, like answering questions in lessons or helping classmates (2) \_\_\_\_\_ their homework. They can also lose points when they do something wrong. When they have a number (3) \_\_\_\_\_ points, they can do special things in the game and also in class. For example, they can ask questions in exams or have more time to do homework. When students do well in class, they can move up a level in the game.

Students play the game for the whole term and stay in (4) \_\_\_\_\_ same teams. This helps (5) \_\_\_\_\_ make friends with other students and work together. Parents can also go online and see how their children are doing in the game and in class. It (6) \_\_\_\_\_ now popular with many teachers and students, and (7) \_\_\_\_\_ of people think it is (8) \_\_\_\_\_ to become very popular all over the world.

## Example:

- |                  |                |                |
|------------------|----------------|----------------|
| <b>A</b> in      | <b>B</b> under | <b>C</b> next  |
| <b>1</b> A for   | <b>B</b> on    | <b>C</b> at    |
| <b>2</b> A with  | <b>B</b> after | <b>C</b> when  |
| <b>3</b> A in    | <b>B</b> at    | <b>C</b> of    |
| <b>4</b> A my    | <b>B</b> the   | <b>C</b> a     |
| <b>5</b> A him   | <b>B</b> they  | <b>C</b> them  |
| <b>6</b> A are   | <b>B</b> is    | <b>C</b> was   |
| <b>7</b> A lots  | <b>B</b> many  | <b>C</b> much  |
| <b>8</b> A going | <b>B</b> will  | <b>C</b> won't |

## THINK RESEARCH CULTURE LEARN ME

Work in groups. Imagine you are going to play *Classcraft* in your class. Think of three good things you can do to get points and two bad things you can do to lose points. Share your ideas with the class.

- In pairs or groups, answer the questions.
  - How often do you go on trips with your school?
  - What was the last school trip you went on?
  - What was the best school trip you've been on? Why?
- Read the notice and the email below about a school trip. Would you like to go on the trip? Why / Why not? Discuss your answers with a partner.



**SCHOOL TRIP**

(Meet by the school gates at 7.30 am.)

Tuesday, 5 May SCIENCE MUSEUM

- Would you like to go on the trip? Ask your parents to complete the form.
- Then tell your teacher before the end of school on Friday.
- Bring a bottle of water or juice, a notebook and pen.

From: Phil To: Olivia

Hi Olivia,  
Do you want to come on the school trip next week? I think it will be really interesting.  
You need to tell your teacher before the end of the week.  
We are meeting early outside the school on Tuesday, but my dad can take us. Call me after lunch on Saturday.  
See you soon,  
Phil

**EXAM SKILL**

**Understanding similar information**

- In this part of the exam, it is useful to understand different ways of giving the same information.
- Look for words in the texts that have the same or nearly the same meaning.

- Match the underlined words and phrases in Olivia's notes (1-5) to words and phrases with a similar meaning (a-e).

**Olivia's notes**

School trip to the Science Museum

Where: meet by the school gates

When: 1 7.30 am

What to do: 2 give form to my parents and 3 tell my teacher this week

What to take: 4 water or juice

Phone Phil: 5 after lunch on Saturday

- my mother and father \_\_\_\_\_
- in the afternoon \_\_\_\_\_
- a drink \_\_\_\_\_
- speak to my teacher \_\_\_\_\_
- in the morning \_\_\_\_\_

- Plan** You are going to complete Alex's notes. Tick the things you need to do before you start writing.
  - Read both texts. \_\_\_\_\_
  - Look for numbers, days and dates and find out what they mean. \_\_\_\_\_
  - Make sure I know exactly what information I need to complete the notes. \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Information transfer**

- Read both texts first, so that you understand the topic.
- Then read the notes and decide what sort of information you need to write, e.g. a word or a number.

Read the information and the email. Fill in the information in Alex's notes.

**EXAMS**

School exams start next week.

Monday – French  
Tuesday – maths  
Wednesday – geography  
Thursday/Friday – normal lessons

- All exams start at 10 am in the school hall.
- Please bring a pen, pencil, ruler and eraser with you.
- Leave bags and mobile phones in classroom 4A.

From: Rosie To: Alex

Hi Alex,  
How do you feel about the exams next week? I'm worried.  
Do you want to study together this weekend? I'm free after 6 pm on Sunday. Would you like to come for dinner too?  
Bye,  
Rosie

**Alex's notes – Exams**

Exams begin on: Monday

What time? 1 \_\_\_\_\_ in the morning

No exams on: 2 \_\_\_\_\_

Take: 3 pen, pencil, ruler and

Don't take: 4 \_\_\_\_\_ into the exam

Dinner at Rosie's house: 5 After on Sunday evening

- Write** Write the information to complete Alex's notes in Exercise 4. Check your spelling and use of capital letters.

**Extra writing**

- You're Alex. You're going to write a short reply to Rosie's email in Exercise 4. First answer questions 1-3.

- Who are you writing to? \_\_\_\_\_
- What style should you write in? \_\_\_\_\_
- What questions has Rosie asked? \_\_\_\_\_

Now write your email in 25-35 words.

- Check** Before you hand in your notes, complete this checklist.

**Checklist** ✓

- I've carefully read both texts.
- I've read everything and decided what type of information I need to write.
- I've completed all the answers on the form.
- I've checked my spelling.
- I've checked my use of capital letters.

8

# It's only a game



# THE WAY TO WIN



How long do you think it takes a sports person to become one of the best?

**1** Can you do any sport really well? Would you like to do it professionally? It may seem easy to you to **swim**, run or **throw** a ball for a job. However, to compete at a high level, you must start young and you have to **practise** for many hours every day for years before you'll be ready to enter important competitions. If you fall over, get **tired** or injure yourself, you mustn't give up. This might be why only a few people become professional. Garbiñe Muguruza made it. In 2016, when she was 22 years old, she **won** the French Open, one of the sport's most important competitions.

**2** Garbiñe was born in Venezuela in 1993. She could **hold** a **racket** when she was three, so she started playing tennis. When her family moved to Spain in 1999, she went to a special tennis school, and in 2012 she entered her first professional competition. Two years later, in 2014, she won a competition for the first time.

**3** Garbiñe loves playing tennis, but she thinks that tennis players needn't spend all their time thinking about tennis. 'I like to listen to music, hang out with family and friends, dance, sing.' She is sometimes **unhappy** that she can't live a normal life. Recently, she couldn't go on holiday with her friends because she needed to play tennis. So why does she do it? Garbiñe says that she is just a normal girl with a dream. And that is to be number one!



## READING | Right/Wrong/Doesn't say | An online article

**1** In pairs or as a group, answer the questions.

- 1 What's your favourite sport?
- 2 How often do you practise?
- 3 Tell your partner about any sports competitions you have entered.
- 4 Tell your partner about any prizes you have won.

**2** In pairs, think of different sports. Write the sports in the correct list below.

Team sports	Sports you play alone
_____	_____
_____	_____
_____	_____
_____	_____

**3** Read the online article on page 81 quickly and answer the questions.

- 1 What do the best sports people need to do?
- 2 Where was Garbiñe Muguruza born?
- 3 What is Garbiñe Muguruza's dream?

**4** Read the article again. Match the years (a-e) to the information (1-5).

- |   |       |         |
|---|-------|---------|
| 1 She played her first competition.     | _____ | a) 1993 |
| 2 She won her first competition.        | _____ | b) 1999 |
| 3 She was born.                         | _____ | c) 2012 |
| 4 She won a very important competition. | _____ | d) 2014 |
| 5 She moved to Spain with her family.   | _____ | e) 2016 |

**EXAM SKILL**

**Scanning**

- Scanning means reading a text quickly to find certain information.
- Look for important dates, numbers or names in the text and underline them.
- Remember that you don't need to understand every word, only the important information.

**OPTIMISE YOUR EXAM**

**Right/Wrong/Doesn't say**

- Be careful with the difference between 'Wrong' and 'Doesn't say'.
- 'Wrong' means that the sentence is not true according to the information given in the text.
- Choose 'Doesn't say' when there isn't enough information in the text to choose 'Right' or 'Wrong'.

**5** 2.23 Read the article about a famous tennis player. Are sentences 1-7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

**Example:** The writer says it takes a long time to become very good at a sport.

A) Right     B) Wrong     C) Doesn't say

- 1 Sports people practise alone for many hours a day.  A) Right     B) Wrong     C) Doesn't say
- 2 Garbiñe's family moved to Spain because there are a lot of tennis schools there.  A) Right     B) Wrong     C) Doesn't say
- 3 She learnt to play tennis at school in Spain.  A) Right     B) Wrong     C) Doesn't say
- 4 She won the first competition she entered.  A) Right     B) Wrong     C) Doesn't say
- 5 She likes rock music.  A) Right     B) Wrong     C) Doesn't say
- 6 She thinks it's a good idea for tennis players to spend time with other people.  A) Right     B) Wrong     C) Doesn't say
- 7 She has never been on holiday with her friends.  A) Right     B) Wrong     C) Doesn't say

**6** Match the highlighted words in the article to a definition (1-8).

- 1 finished first in a competition \_\_\_\_\_
- 2 an object used to hit a ball in tennis, badminton, etc. \_\_\_\_\_
- 3 use your hand to send an object through the air \_\_\_\_\_
- 4 to have something in your hands \_\_\_\_\_
- 5 needing rest or sleep \_\_\_\_\_
- 6 to do an activity very often so you become good at it \_\_\_\_\_
- 7 to move through water by moving your arms and legs \_\_\_\_\_
- 8 feeling sad or upset \_\_\_\_\_



THINK **RESEARCH** CULTURE | LEARN | ME

Find out about a famous sports person in your country. Make a poster about him or her.

**8 GRAMMAR 1** | Modals (1): ability, necessity, obligation, possibility

**Grammar in context**

Find these sentences in the text on page 81 then choose the correct words to complete sentences a to d.

- 1 *Can you do any sport really well?* (paragraph 1)
  - 2 *It may seem easy to you to swim, run or throw a ball for a job.* (paragraph 1)
  - 3 *... to compete at a high level, you must start young...* (paragraph 1)
  - 4 *... you have to practise for many hours every day for years before you'll be ready to enter important competitions.* (paragraph 1)
  - 5 *... tennis players needn't spend all their time thinking about tennis.* (paragraph 3)
  - 6 *Recently, she couldn't go on holiday with her friends because she needed to play tennis.* (paragraph 3)
- a) We use *can* to talk about **ability / necessity**.  
 b) We use *have* to talk about **possibility / obligation**.  
 c) We use *may* to talk about **possibility / ability**.  
 d) We use *must* to talk about **possibility / obligation**.  
 e) We use *need(n't)* to talk about **necessity / ability**.

**REMEMBER**

- Modal verbs do not change their form and are followed by the bare infinitive (without *to*) of another verb.
- We use *can/can't (cannot)* to talk about ability in the present and *could/couldn't* to talk about ability in the past.
- We can use *must/have to* for rules made by other people or when the person doing the action believes it is necessary. There is no past form of *must*, we use *had to*. The negative form is *don't have to*.

▶ See Grammar reference, Unit 8, page 157

**1 Choose the correct words.**

- 1 When my dad was at school, he **can't / couldn't** understand maths.
- 2 All football players **may / must** follow the rules of the game.
- 3 The weather forecast says it's going to snow tomorrow so we **might / needn't** go snowboarding.
- 4 Sports people **could / have to** train every day.
- 5 We **couldn't / needn't** go for a run today if you don't want to.
- 6 You **can't / must** tell the sports teacher if you don't feel well.

**2 Complete the conversation with the words in the box.**

can | can't | don't have  
have | might | needn't

- Robert:** (1) \_\_\_\_\_ you see who's got the ball?  
**Anna:** No, I (2) \_\_\_\_\_. I think it's number 10.  
**Robert:** Oh, that's Harry Kane. He's an amazing player. But dad says he (3) \_\_\_\_\_ move to a different team next year. I hope not.  
**Anna:** Oh, you (4) \_\_\_\_\_ worry. He loves this team so I don't think he'll want to leave.  
**Robert:** Look! He's scored a goal! That's 1-1.  
**Anna:** That's great! There's only a few more minutes left, so shall we go now?  
**Robert:** No way! We (5) \_\_\_\_\_ to stay until the end. There's still time for another goal.  
**Anna:** OK, then. We (6) \_\_\_\_\_ to hurry, anyway. We've got lots of time until the next bus.  
**Robert:** That's good. Now let's enjoy the end of the game!

**3 Complete the text with the correct form of the modals can('t), could(n't), had (to), have (to), may/might, need(n't).**



**Keep on running...!**

At 15, Emil Zátopek was a young Czech who worked in a shoe factory. When he was younger he (1) \_\_\_\_\_ do any sports particularly well, so he (2) \_\_\_\_\_ never have become a runner. However, one day, the factory sports coach told him he (3) \_\_\_\_\_ to run in a race. Everyone was surprised when he came second. Zátopek then started to think that he (4) \_\_\_\_\_ work in the factory forever. He thought maybe he could be a runner instead!

Everyone knows that to be the best at any sport you (5) \_\_\_\_\_ to train hard, and he did. Zátopek ran in the 1952 Olympic Games, and he won the 5,000- and 10,000-metre races. He also ran in the marathon, the longest race in the Games. It was his first marathon, but he ran the 42-kilometre race and won! Today most people still (6) \_\_\_\_\_ believe he did this ... but he did! Zátopek showed that if you really want something, you (7) \_\_\_\_\_ worry about what other people (8) \_\_\_\_\_ think. Just believe in yourself.

**VOCABULARY** | Topic vocabulary | Word formation | Collocations



**Words connected with sport**

**1** Write a word from the box to match each definition. There are two extra words you do not need. Listen and check.

badminton | cricket | kit | pool  
skiing | stadium | table tennis | winner

- 1 You need a small plastic ball to play this game. \_\_\_\_\_
- 2 You can go swimming here. \_\_\_\_\_
- 3 You can do this sport on snow in the mountains. \_\_\_\_\_
- 4 You can watch a football game here. \_\_\_\_\_
- 5 This is the person who is first in a competition or race. \_\_\_\_\_
- 6 You need a racket to play this game. \_\_\_\_\_

**2** Choose the best word to complete each sentence. Listen and check.

- 1 The \_\_\_\_\_ told us what exercises to do and helped us play better.  
A team    B coach    C member
- 2 Can you \_\_\_\_\_ a horse?  
A play    B skate    C ride
- 3 You need a \_\_\_\_\_ to go to the basketball game tonight.  
A ticket    B bat    C club
- 4 I can't go swimming because I haven't got my \_\_\_\_\_.  
A swimsuit    B beach    C pool
- 5 Ed was the winner of the 800-metre \_\_\_\_\_.  
A race    B bat    C club
- 6 They played in a rugby \_\_\_\_\_ yesterday, and won 35-3!  
A club    B goal    C match

**Verbs/nouns**

**3** Complete the table. Listen and check.

verb	noun
win	winner
(1) _____	surfer
swim	(2) _____
(3) _____	runner
play	(4) _____

**4** Complete the sentences with the correct form of some of the words from Exercise 3.

- 1 There are over 50 \_\_\_\_\_ in the pool today!
- 2 Novak Djokovic \_\_\_\_\_ the tennis match.
- 3 The eight best \_\_\_\_\_ waited in the stadium to start the 500-metre race.
- 4 Who do you think is the best football \_\_\_\_\_ in the world this year?
- 5 If you want to learn to \_\_\_\_\_, it's important that you can swim.

**Collocations with verbs**

**5** Complete the sentences with the correct form of the verbs in the box. Listen and check.

climb | enter | go | play | throw | win

- 1 Greg \_\_\_\_\_ the ball into the road.
- 2 My class \_\_\_\_\_ swimming at the city pool every Wednesday.
- 3 Everyone can \_\_\_\_\_ the competition but only one person can win.
- 4 In the summer, lots of people in England \_\_\_\_\_ cricket.
- 5 Do I need to practise a lot before I \_\_\_\_\_ a mountain?
- 6 Emil Zátopek was very happy when he \_\_\_\_\_ the 5,000-metre race at the Olympic Games.



**1** Work in pairs. Look at the poster for a summer camp and answer the questions.

- What sports are the young people doing?
- Would you like to do the sports in the poster? Why / Why not?
- What other sports would you like to do at a summer camp?

**EXAM SKILL**

**Listening for important information**

- You don't need to understand every word to answer the questions.
- The first time you listen, think about the important words.
- When you listen again, think carefully about what the speakers mean.

**2** **2.28** Listen to five people talking about sports. Match each speaker to a sport.

- Speaker 1 \_\_\_ a) running  
 Speaker 2 \_\_\_ b) windsurfing  
 Speaker 3 \_\_\_ c) badminton  
 Speaker 4 \_\_\_ d) cycling  
 Speaker 5 \_\_\_ e) table tennis

**3** **2.28** Listen again and write the names of the other sports the people talk about in each conversation.

- Conversation 1 football  
 Conversation 2 \_\_\_\_\_  
 Conversation 3 \_\_\_\_\_  
 Conversation 4 \_\_\_\_\_  
 Conversation 5 \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Multiple matching**

- Read the question and all the possible answers carefully.
- Remember that there are three possible answers that you don't need.
- When you listen again, check the three possible answers you didn't choose, to make sure they aren't correct.

**4** **2.29** Listen to Bea talking to her dad about her summer camp. What sport did she do on each day? Write a letter A-H next to each day. There are some extra letters you do not need.

**Example:**

- |                    |          |              |
|--------------------|----------|--------------|
| Monday morning     | <u>H</u> |              |
| 1 Monday afternoon | ___      | A swimming   |
| 2 Tuesday          | ___      | B badminton  |
| 3 Wednesday        | ___      | C volleyball |
| 4 Thursday         | ___      | D tennis     |
| 5 Friday           | ___      | E sailing    |
|                    |          | F football   |
|                    |          | G cricket    |
|                    |          | H running    |

THINK | RESEARCH | **CULTURE** | LEARN | ME

- Work in pairs and answer the questions.
- How popular are summer camps in your country?
  - What sports and other activities can you do there?

**Grammar in context**

Look at these sentences from the audio in the listening lesson then match them to the descriptions (a-e).

- You **should** start playing again, Dad - it's good exercise ...
  - Camp rules say we **mustn't** swim if there's a strong wind ...
  - ... **could** you take some photos of the boats, please?
  - You **shouldn't** be out all day in the sun if it's very hot.
  - The camp leader says we **can** go to the pool today instead.
- a) something is not allowed \_\_\_  
 b) we have permission \_\_\_  
 c) someone is making a request \_\_\_  
 d) something is a good idea \_\_\_  
 e) something isn't a good idea \_\_\_

**REMEMBER**

- We use modals to:
  - ask for / give advice: *should/shouldn't*
  - ask for / give permission: *can/could*
  - refuse permission: *can't/couldn't*
  - make a polite request: *could*
  - say something is prohibited: *mustn't*
- To make the negative form, you add 'not' after the modal verb and this is usually contracted, e.g. *need not = needn't*.
- Sometimes the negative form changes the modal's meaning: *In the UK, you **must** drive on the left.* (obligation) *In the UK, you **mustn't** drive on the right.* (prohibition)
- To make a question, the subject and modal swap position: **Could you pass me my racket, please?**

▶ See Grammar reference, Unit 8, page 158

**1** Choose the correct words.

- We're very happy because the teacher says we **shouldn't** / **can** all watch a video for the last half hour this afternoon.
- 'Amber, come back and get your helmet! You **could** / **mustn't** ever go out on your bike without it.'
- Ed, **should** / **could** you help me with my school project, please?
- Please turn the computer off. You **shouldn't** / **can** play video games all evening. It's not a good thing to do!
- You look very tired. You **mustn't** / **should** go to bed earlier.

**2** Choose the correct words (a, b or c) to complete each sentence.

- I'm not sure how to do this. \_\_\_ you help me, please?  
 a) Could    b) Should    c) Shouldn't
- You \_\_\_ eat for 30 minutes before you go swimming.  
 a) could    b) can    c) shouldn't
- I think you \_\_\_ try learning a new sport. It's fun!  
 a) mustn't    b) couldn't    c) should
- The teacher says we \_\_\_ use her tennis rackets. That's kind of her.  
 a) can    b) shouldn't    c) couldn't
- The boys \_\_\_ go to the match last night because their dad said no.  
 a) shouldn't    b) couldn't    c) mustn't
- The rule here is that you \_\_\_ do any water sports if you \_\_\_ swim 500 metres.  
 a) should, can    b) mustn't, can't    c) could, mustn't

**3** Complete the text about a summer camp with the phrases from the word box.

- can use | can't do | could you ask  
 could you bring | mustn't leave  
 should bring (x2) | should have  
 shouldn't arrive

**A WELCOME**  
 from our Camp Manager

We're really excited about meeting everyone at Super Sports Summer Camp next month. Before you come, I want to give you some important information.



- What to bring** First of all, everyone (1) \_\_\_\_\_ these things to camp: a pair of trainers, shorts or leggings and a T-shirt. You (2) \_\_\_\_\_ sports without them. Secondly, don't bring your best clothes, because we don't want them to get dirty. So (3) \_\_\_\_\_ some old clothes for art activities, please? People often ask us if they (4) \_\_\_\_\_ their own rackets, bats or balls. The answer is no. We have all the equipment here and you (5) \_\_\_\_\_ it whenever you want.
- When to arrive** The camp starts at 11:30 am on Saturday 7th July. You (6) \_\_\_\_\_ too early, as the leaders won't all be here until 10, so please try and arrive at about 10:30 if possible.
- And finally ...** When you arrive, (7) \_\_\_\_\_ your parents to park in the Rees Lane car park. There's plenty of room there for everyone. And, one last thing ... always remember the camp rule while you're here - you (8) \_\_\_\_\_ the camp at any time without permission. See you on Saturday!

## 8 SPEAKING | Collaborative task

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- 1 What can the twins' new phones do?
- 2 What question does Jojo ask her phone?
- 3 What surprising thing do the phones do at the end?

2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

Can I buy ...? | Do I need ...? |  
How much is/are ...? | What's the ...? |  
What time ...? | Where is the ...?

## EXAM SKILL

## Asking questions

- In this part of the test, you ask and answer questions to exchange information.
- Remember that the order of the words is different in questions from the order in positive sentences.

3 Work in pairs and answer the questions.

- 1 Are there any sports shops where you live?
- 2 How often do you go to them?
- 3 What have you bought from them?

4 Write the questions in the correct order.

- 1 does / start / it / what time / ?  
\_\_\_\_\_
- 2 a ticket / can / buy / online / I / ?  
\_\_\_\_\_
- 3 a website / they / have / got / ?  
\_\_\_\_\_
- 4 it / how much / cost / does / ?  
\_\_\_\_\_
- 5 open / school / is / after / it / ?  
\_\_\_\_\_
- 6 have to / a racket / I / take / do / ?  
\_\_\_\_\_

## Talk2Me

Can I buy ...?

5 2.30 Match each question from Exercise 4 to the answers below. Listen and check.

- a)  Yes, you can.
- b)  It's £8 for teenagers.
- c)  No, it isn't.
- d)  At 5:30pm.
- e)  No, you don't.
- f)  Yes, they have.

## OPTIMISE YOUR EXAM

## Collaborative task

- Listen carefully to your partner's questions, so you know exactly what information you are being asked for.
- All the answers can be found in the information given to you.

6 In pairs (Student A and Student B), do the exam task.

**Student A:** turn to page 137 and look at the information about a new sports shop. Answer Student B's questions about it.

**Student B:** look at the question prompts on page 140. Ask Student A your questions.

**Student B:** turn to page 140 and look at the information about cricket lessons. Answer Student A's questions about them.

**Student A:** look at the question prompts on page 137. Ask Student B your questions.

## SAY IT RIGHT

Resource centre: Unit 8  
Intonation in questions

THINK | RESEARCH | CULTURE | LEARN | ME

Do you like learning new sports? Are there any sports you would like to learn? Which ones?

## LANGUAGE IN USE | Multiple-choice cloze

1 In pairs or as a group, answer the questions below.

- 1 What different places can you do sports in?
- 2 Do you prefer to do sports inside or outside?

## EXAM SKILL

## Modal verbs

- Modal verbs add meaning to the main verb to express ability, possibility, permission or obligation.
- They usually change to express the present, past or future tense and are mostly followed by the infinitive without 'to'.
- You need to understand the meaning and time period (present, past, etc.) of the text in order to select the correct modal verb.

2 Complete the sentences with a modal verb from the box.

can | could | may | must | shouldn't

- 1 You \_\_\_\_\_ do sport after eating a big meal.
- 2 Running is popular because you \_\_\_\_\_ do it everywhere.
- 3 We \_\_\_\_\_ go swimming later today if we have time.
- 4 The whole class \_\_\_\_\_ run round the field twice for being late.
- 5 \_\_\_\_\_ you pass me the ball, please?

## OPTIMISE YOUR EXAM

## Multiple-choice cloze

- Read the text carefully so you understand what it is about.
- Try to think of possible answers for each gap before you look at the answer options.
- Read each sentence again to check that your answers fit the grammar and meaning.

3 In pairs, read the text in Exercise 4 quickly and answer the questions.

- 1 What does *StreetGames* do?
  - A It organises football competitions.
  - B It gives money to young people.
  - C It helps poor young people do sport.
- 2 Where do most games happen?
  - A inside
  - B outside
  - C inside and outside

4 Choose the correct word to fill each gap.



## Changing lives with sport

*StreetGames* is an organisation **Example: B** the UK which wants more children and young people to get fit and do sport. The idea began in 2005, (1) \_\_\_\_\_ a number of local sports organisations met at a football competition. Two years later, *StreetGames* started (2) \_\_\_\_\_ it has now helped more than 50,000 young people take part in sport. *StreetGames* organises sports events in areas where people (3) \_\_\_\_\_ go to a sports centre or join a club because of money. These events are called 'Doorstep sports' (4) \_\_\_\_\_ they often happen in the streets where the young people live. So young people (5) \_\_\_\_\_ can't usually play sports get the chance to play them. Sports like basketball, football, tennis and cricket have (6) \_\_\_\_\_ become popular with lots of the young people.

*StreetGames* believes that all young people (7) \_\_\_\_\_ be able to play sports, because children who do sport are healthier, happier and (8) \_\_\_\_\_ live longer than children who don't.

## Example:

- |             |             |            |
|-------------|-------------|------------|
| A of        | <b>B</b> in | C to       |
| 1 A after   | B while     | C until    |
| 2 A but     | B and       | C until    |
| 3 A would   | B mustn't   | C can't    |
| 4 A because | B after     | C before   |
| 5 A what    | B where     | C who      |
| 6 A quick   | B quickly   | C quickest |
| 7 A should  | B can       | C need     |
| 8 A mustn't | B couldn't  | C can      |

THINK | RESEARCH | CULTURE | LEARN | ME

Find out about the sports that young people played in the streets in your country in the past. Are they similar to the sports of today?



**1** In pairs, answer the questions.

- What sports do you do at your school?
  - in the winter?
  - in the summer?
- Do boys and girls do sports together or separately?
- How many hours a week do you do sport?

**EXAM SKILL**

**Writing in an informal style**

- When you write an email to a friend, use informal language, e.g. *Hi, See you soon, Write soon, Bye.*
- Use contractions, e.g. *I'm, he can't, we've got.*
- We often use phrasal verbs in informal writing, e.g. *go out, put on.*
- We use more exclamation marks than we do in formal writing.

**2** Write the contractions of the words in bold in each sentence.

- I would** like to learn how to play golf next year.  
*I'd*
- Sally has** got a new pair of trainers.
- They will** start playing baseball in May.
- Those two teams **were not** good enough to win the competition.
- He **did not** score any goals in the match.
- Who is** the new player in the cricket team?
- I am** excited because my team is winning!
- We have** trained really hard this winter.

**3** Write the words/phrases in the correct column to complete the table.

Hi! | How about ...  
I am looking forward to ...  
Love, | Thanks a lot for ...

formal	informal
<i>Dear ...</i>	
<i>I suggest we ...</i>	<i>Can't wait to ...</i>
<i>I would like to thank you for ...</i>	
<i>Yours sincerely,</i>	

**4** Read the email. Then tick the three questions that the email answers.

From: Chris To: Sam  
Hi Sam,  
We play football, cricket, hockey and basketball and do athletics at school. Yes, everyone's got to do one sport! We have to go to the park to do sports.  
Write soon,  
Chris

- What sports do you do at school?
- Do all the students have to do sport?
- How many students play cricket?
- When do you do sport at school?
- Where do you do sport?

**5** Find examples of informal style in the email in Exercise 4. Write them in the correct place below.

- informal words or phrases  
\_\_\_\_\_
- a contraction \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**An email**

- The exam task may ask you to write an email to a friend.
- Read their email carefully so you know what you need to write.
- Make sure you answer the three questions in your friend's email.

**6** Look at this writing task. What information do you need to give Lee? Choose the correct answers.

- the amount of time / the places where they practise
- the person who teaches / the students who play tennis
- the training you need to do / the clothes you need to wear

Read the email from your English friend, Lee.

From: Lee  
I'm happy that we'll be at the same tennis club this summer. I'd like some information. How many hours a day do we practise? Who's the coach? What special kit do you have to have?

Write an email to Lee and answer his questions. Write 25–35 words.

**7 Plan** Plan your email. Use the chart to help you.

	Purpose	Useful language	My notes
First line	use informal language to greet the person you are writing to	<i>Hello ... Hi ... Dear ...</i>	
Question 1	answer the first question: How many hours a day do we practise?	<i>We practise ... once a month / once a week / two or three times a week / every day</i>	
Question 2	answer the second question: Who's the coach?	<i>The coach is called ... The coach's name is ...</i>	
Question 3	answer the third question: What special kit do you have to have?	<i>You have to / don't have to have ... shorts / a T-shirt / trainers / a racket</i>	
Last line	use informal language to say goodbye	<i>See you soon, Write soon, Love, Bye.</i>	

**8 Write** Write your email to Lee in an appropriate style. Write 25–35 words.

**9 Check** Before you hand in your email, complete this checklist.

**Checklist** ✓

- |  |  |
|--|--|
| <input type="checkbox"/> I've followed my writing plan.                    | <input type="checkbox"/> I've used an informal style.          |
| <input type="checkbox"/> I've started and ended my email in the right way. | <input type="checkbox"/> I've written about 25–35 words.       |
| <input type="checkbox"/> I've answered the three questions.                | <input type="checkbox"/> I've checked my spelling and grammar. |
| <input type="checkbox"/> I've used a good range of vocabulary.             |  |

PROGRESS CHECK

UNITS 7-8

GRAMMAR AND VOCABULARY

1 Complete the conversation using the correct form of *will* or *going to*.

**Simona:** What (1) \_\_\_\_\_ you \_\_\_\_\_ do in the summer holidays?  
**Martin:** I (2) \_\_\_\_\_ stay with my cousins in France for two weeks. After that, I (3) \_\_\_\_\_ visit my grandparents. (4) \_\_\_\_\_ you \_\_\_\_\_ go on holiday?  
**Simona:** No, I'm not. I (5) \_\_\_\_\_ study English at a summer school in London. But I need to pass an exam first.  
**Martin:** You're one of the best students in the class. I'm sure you (6) \_\_\_\_\_ pass.  
**Simona:** I hope so. I have to go now. I (7) \_\_\_\_\_ do my history homework in the library.  
**Martin:** I'm really bad at history. (8) \_\_\_\_\_ you help me?  
**Simona:** OK. I (9) \_\_\_\_\_ help you find the information you need, but I (10) \_\_\_\_\_ tell you the answers.  
**Martin:** That's great. Thanks a lot.

/10

2 Choose the correct answers (A, B or C).

- |  |  |
|--|--|
| 1 What do I need to play tennis?<br>A It's a good idea.<br>B A racket and some trainers.<br>C Don't forget your bat and ball.                  | 4 Who won the race?<br>A Not at the moment.<br>B It doesn't take long.<br>C I don't know. They're still running.     |
| 2 I want to take an English course in September.<br>A You should speak to my teacher. He's great.<br>B I don't think so.<br>C Can you help me? | 5 I'm going to enter this competition.<br>A I hope you win.<br>B You don't have to run.<br>C Wait until it finishes. |
| 3 Have you seen my dictionary?<br>A I have to go.<br>B It's on the bookshelf.<br>C It's after lunch.   |  |

/5

3 Choose the correct modal verb to complete each sentence.

- My sister **could** / **may** / **should** play tennis when she was five.
- My cousin **can't** / **couldn't** / **shouldn't** read or write until he was eight.
- I **can** / **have to** / **may** need your help with my homework, but I'm not sure yet.
- You **can't** / **needn't** / **couldn't** use your mobile phone during the exam. Leave it in your bag.
- You **don't have to** / **should** / **may** wear a coat to school because it might be cold later on.
- In football, only the goalkeeper **doesn't have to** / **has to** / **can** touch the ball with his hands.
- You **have to** / **shouldn't** / **couldn't** eat too much before you do sport.
- The runners **don't have to** / **can** / **shouldn't** stop for water, but it is a good idea.
- You **can** / **needn't** / **have to** use a dictionary during French lessons if you want to find a word.
- Everyone **could** / **may** / **has to** wear a swimsuit in the pool.
- You **can** / **may** / **don't have to** go to school in the holidays.
- I **may** / **couldn't** / **can't** come to the match on Saturday, but at the moment I don't know. I'll tell you tomorrow.

/12

4 Complete the blog post by a Spanish teenager with one word in each gap.

I'm Paz Nevado, I'm 14 years old, I'm from Spain (1) \_\_\_\_\_ I love sport. I (2) \_\_\_\_\_ tennis three times a week and I'm also in the school team. Every year, we enter a big competition (3) \_\_\_\_\_ May. This year, it's (4) \_\_\_\_\_ to be in Madrid. We have (5) \_\_\_\_\_ practise a lot (6) \_\_\_\_\_ we go to the competition. We've never won it, (7) \_\_\_\_\_ last year we came second. It's great fun and I always (8) \_\_\_\_\_ lots of new friends there. I also love swimming. I can't swim very often (9) \_\_\_\_\_ there isn't a pool in my town. Every summer, we (10) \_\_\_\_\_ to the beach and I swim in the sea. I love it!

/10

5 Complete the sentences with the verbs in the box.

climb | do | go | make | ride | take | throw | win

- When you're at school, you need to \_\_\_\_\_ homework every night.
- It's really useful to \_\_\_\_\_ notes when the teacher is talking.
- Cora wants to \_\_\_\_\_ a really high mountain when she is older.
- Who do you think will \_\_\_\_\_ the 10,000-metre race at the Olympics?
- Lots of young people \_\_\_\_\_ to university when they're 18.
- Don't \_\_\_\_\_ the ball into the road. It's dangerous.
- It's OK to \_\_\_\_\_ mistakes when you're learning something new.
- I'd really like to learn how to \_\_\_\_\_ a horse next year.

/8

6 Read the descriptions about sports. What is the word for each one? The first letter is already there.

- |  |         |
|--|---------|
| 1 Two or four people play this game with a ball and rackets. | t _____ |
| 2 You hit a ball with a bat in this English summer game.     | c _____ |
| 3 Moving through water.                                      | s _____ |
| 4 You hit a ball with your hands in this team game.          | v _____ |
| 5 Riding a board on the sea.                                 | s _____ |

/5

Total score /50

EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...	Unit/page
<input type="checkbox"/> understand <i>this, that, these, it</i> and <i>them</i> in a text.	Unit 7 p70
<input type="checkbox"/> think about the missing information I need to listen for.	Unit 7 p74
<input type="checkbox"/> talk about the future and make predictions.	Unit 7 p76
<input type="checkbox"/> make collocations with <i>make, do, have</i> and <i>take</i> .	Unit 7 p77
<input type="checkbox"/> understand similar information.	Unit 7 p78
<input type="checkbox"/> scan a text to find certain information.	Unit 8 p80
<input type="checkbox"/> listen for important information.	Unit 8 p84
<input type="checkbox"/> ask and answer questions.	Unit 8 p86
<input type="checkbox"/> use modal verbs.	Unit 8 p87
<input type="checkbox"/> write emails using an informal style.	Unit 8 p88


**READING | Multiple-choice cloze | A magazine article**
**1** In pairs or as a group, answer the questions.

- 1 What is the weather like today?
- 2 What is the weather like in January, April, July and October in your country?
- 3 What is your favourite time of the year? Why?


**EXAM SKILL**
**Skimming**

- Skimming means reading a text very quickly to understand the general idea.
- You don't read every word when you skim a text.
- Skimming can help you understand where the text is from and who it is for.

**2** Read the magazine article on page 93 quickly and choose the correct answers (A, B or C).

- 1 What is it about?  
A the weather this week  
B unusual weather  
C the weather in one year
- 2 How many different places does the text talk about?  
A three  
B four  
C five
- 3 Who is the text for?  
A scientists  
B children  
C adults and teenagers

**3** Read the article quickly again and tick the stories that it talks about.

- 1 a very hot day in a cold country
- 2 coloured rain
- 3 a very bad snowstorm
- 4 an amazing lightning storm
- 5 raining fish
- 6 moving ice

**THE WORLD'S  
Strangest  
WEATHER**


1 If it rains a lot in England, some people **Example: A** it is raining cats and dogs. Of course, it doesn't really mean that pets are falling (1) the sky. However, one day (2) did actually happen in Sri Lanka, when a different type of animal fell like rain.

2 In May 2014, people in a **village** in Sri Lanka were **surprised** when it started raining fish. Over 50 kg of fish fell on the roads, gardens and **roofs**, and in a local forest. Fortunately, the local people liked fish very much and (3) many of them. But (4) often do strange things like this happen? Scientists think that if strong winds move over water, such as large rivers or the sea, they can take small animals like fish up into the **clouds**. Then if it rains, the fish fall on the ground.

3 Sometimes the colour of the rain (5) also surprise people. In southern India, in the summer of 2001, red rain fell from the sky. It turned houses, animals and people's clothes **pink** and (6) a long time no-one knew what it was. Scientists found that there were very small parts of a red plant in the rain. So if red rain falls from the sky again in India, people will know what it is.

4 Fish rain and red rain aren't **dangerous**. But if **ice** starts moving towards your house, it probably will be. This is what happened (7) the winter of 2014 in Lake Winnebago, USA. Strong winds pushed the ice that was on top of the **lake** onto the beaches and slowly towards the local town. Nothing (8) stop it. The ice went into people's houses, covered the roads and moved their cars. People were afraid, but luckily nobody was badly hurt.

**OPTIMISE YOUR EXAM**
**Multiple-choice cloze**

- If you aren't sure of the answer, cross out the possible answers that you **know** are wrong.
- Then choose the word that sounds right from the other possible answers.

4 **3.01** Read the magazine article about unusual weather. For questions 1–8, choose the best answer (A, B or C) to fill each gap.

**Example:**

- |           |          |           |
|-----------|----------|-----------|
| A say     | B says   | C saying  |
| 1 A to    | B on     | C from    |
| 2 A they  | B these  | C this    |
| 3 A ate   | B eat    | C eaten   |
| 4 A when  | B how    | C what    |
| 5 A must  | B need   | C can     |
| 6 A since | B for    | C during  |
| 7 A at    | B on     | C in      |
| 8 A could | B should | C have to |

**5** Match the definitions (a–h) to the highlighted words in the article (1–8).

- |             |   |
|-------------|---|
| 1 village   | a water that is below 0 °C                                |
| 2 surprised | b the things that cover the tops of buildings             |
| 3 roofs     | c a very small town in the countryside                    |
| 4 clouds    | d white or grey things in the sky which are made of water |
| 5 pink      | e how you feel when something unusual happens             |
| 6 dangerous | f the opposite of safe                                    |
| 7 ice       | g a large area of water                                   |
| 8 lake      | h the name for the colour that is pale red                |

**THINK | RESEARCH | CULTURE | LEARN | ME**

Find out about some unusual weather that has happened in your country. Make a poster about it.

**9 GRAMMAR 1 | Zero conditional, first conditional**

**Grammar in context**

Find the sentences in the text on page 93 then answer the questions

- 1 If it **rains** a lot in England, some people **say** it is raining cats and dogs. (paragraph 1)
- 2 So if red rain **falls** from the sky again in India, people **will know** what it is. (paragraph 3)

Which sentence talks about:

- a) something that is a fact or is always true? \_\_\_\_\_
- b) something that is possible in the future? \_\_\_\_\_

**REMEMBER**

**Zero conditional**

- We use present tenses in both parts of the sentence: *If the weather is bad, he stays at home.*
- We use the zero conditional to talk about things that are true and scientific facts: *If you heat water to 100° Celsius, it boils.*

**First conditional**

- We use **If +** the present simple in one part of the sentence and **will** in the other: *If the weather is good tomorrow, we'll have a barbecue.*
- We use the first conditional to talk about real, likely or possible situations in the future: *If the weather is bad tomorrow, he'll stay at home.*

**Note:** in zero conditional sentences, *If* can be changed to *When* with no change in meaning.

▶ See Grammar reference, Unit 9, page 158

**1 Choose the correct words to complete the zero conditional sentences.**

- 1 If the temperature **is / will be** below 0 °C, water **changes / will change** to ice.
- 2 When it **is / will be** very windy, trees sometimes **will fall / fall** down.
- 3 I always **will feel / feel** better when the sun **shines / will shine**.
- 4 If plants **don't / won't** have enough air and water, they **don't / won't** grow.
- 5 **Do / Will** you usually go out for long walks in the forest when it **will snow / snows**?
- 6 When I **will have / have** a bad cold, I **won't / don't** go to school.

**2 Choose the correct words to complete the first conditional sentences.**

- 1 If it **rains / will rain** this afternoon, I **don't / won't** go and play football in the park.
- 2 If the weather **gets / will get** very cold tonight, some of the flowers in our garden **will die / die**.
- 3 There **isn't / won't be** any cars on the road if it **snows / will snow** a lot later.
- 4 **Will / Do** you come with me if I **will go / go** out to make a snowman?
- 5 If you **go / will go** out in this cold weather, you **need / will need** a warm jacket.
- 6 We are **not / won't** go out if there **is / will be** a storm tonight.

**3 Complete the article using the correct form (present simple or will) of the verbs in brackets.**

**Using plants in science**

When you (1) \_\_\_\_\_ (go) to bed tonight, will you take your mobile phone with you? And if you (2) \_\_\_\_\_ (keep) it with you, will it be near your bed? If your phone (3) \_\_\_\_\_ (be) usually near your head during the night, how do you feel in the morning? If you (4) \_\_\_\_\_ (feel) tired and don't do well at school, this (5) \_\_\_\_\_ (not be) unusual.

Five teenagers from Denmark found that on nights when they (6) \_\_\_\_\_ (sleep) with their phones near their heads, they can't (7) \_\_\_\_\_ (think) very well at school the next day. They wanted to know why, so they did an experiment with plants. They grew plants in two rooms. In one room there was a wi-fi router and in the other room there wasn't. Before they started, the girls thought, "If wi-fi and mobile phones (8) \_\_\_\_\_ (be) totally safe, then the plants (9) \_\_\_\_\_ (grow) normally."

After 12 days, they were surprised. The plants near the router didn't grow, and many of them died. But the plants in the other room were healthy and grew well. So, if wi-fi (10) \_\_\_\_\_ (stop) plants from growing, what does it do to us? Because of what these girls did at school, scientists now want to find out.

THINK | RESEARCH | CULTURE | LEARN **ME**

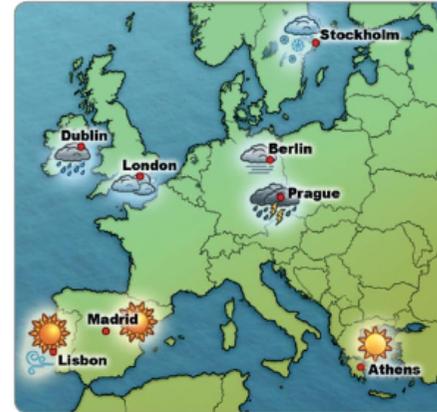
Work in pairs and discuss the questions.

- What will you do if ...
- it rains all weekend?
  - it is sunny tomorrow?
  - it snows on a Sunday?

**VOCABULARY | Topic vocabulary | Word patterns | Word formation**

**Words connected with weather and nature**

**1** **3.02** Look at the weather map of Europe and choose the correct word to complete each sentence. Listen and check.



- 1 It is warm and foggy / sunny in Madrid.
- 2 There is snow / sun in Stockholm.
- 3 It is rainy / sunny in Dublin.
- 4 It is rainy and windy / sunny and windy in Lisbon.
- 5 There is ice / fog in Berlin.
- 6 There is ice / are thunderstorms in Prague.
- 7 It's foggy / cloudy in London.

**2** **3.03** Complete the descriptions with the words in the box. Listen and check.

beach | forest | hill  
mountain | river | sky

- 1 A large area of trees and other plants. \_\_\_\_\_
- 2 It is very tall and sometimes there is snow on the top. \_\_\_\_\_
- 3 It takes water from the mountains to the sea. \_\_\_\_\_
- 4 It's by the sea and people go there in the summer. \_\_\_\_\_
- 5 The space above you that you see when you look up into the air. \_\_\_\_\_
- 6 It is smaller than a mountain. \_\_\_\_\_

**Words + prepositions**

**3** **3.04** Match to make sentences. Listen and check.

- 1 The students did experiments \_\_\_\_\_
  - 2 It is important \_\_\_\_\_
  - 3 The students were good at \_\_\_\_\_
  - 4 Scientists want to \_\_\_\_\_
  - 5 Summer is the best time \_\_\_\_\_
  - 6 They learnt about animals by \_\_\_\_\_
- a) to visit the beach, because it's sunny.  
b) to protect our forests and rivers.  
c) to see if wi-fi was dangerous.  
d) visiting the zoo.  
e) thinking of new science experiments.  
f) find out why things happen.

**Nouns/adjectives**

**4** **3.05** Complete the table with a noun or adjective. Listen and check.

noun	adjective
cloud	cloudy _____
fog	(1) _____
(2) _____	icy _____
rain	(3) _____
(4) _____	snowy _____
sun	(5) _____

**5 Complete the sentences using the correct form of some of the words from Exercise 4.**

- 1 There are lots of \_\_\_\_\_ in the sky. I think it's going to rain.
- 2 It was very cold and wet and the path was very \_\_\_\_\_. Lots of people fell down.
- 3 If it's \_\_\_\_\_ tomorrow, we will go to the beach.
- 4 When there is lots of \_\_\_\_\_, you can't see very far.
- 5 A lot of \_\_\_\_\_ fell in the night and now everything outside is white.
- 6 It was a \_\_\_\_\_ day and everyone at the volleyball game got wet.

**SAY IT RIGHT**

Resource centre: Unit 9  
/əʊ/ and /aʊ/

**9 LISTENING** | Picture multiple choice

- 1 Work in pairs and answer the questions.**
- 1 What do you like doing in your free time in the summer?
  - 2 What are you going to do in the next summer holiday?

**EXAM SKILL**

**Understanding the speakers' questions**

- It is important to understand exactly what the speakers mean when they answer a question.
- When the speakers agree or disagree with someone, they don't always say *yes* or *no*.
- Listen carefully to the words the speakers use and try to decide exactly what they mean.

- 2** **3.06** Listen to five short conversations. Are the answers *yes*, *no* or *don't know*? Tick the correct box for each conversation (1-5).

	yes	no	don't know
1			
2			
3			
4			
5			

- 3 Complete the conversations with the words in the box.**

idea | maybe | really | sure

- 1 A: Do you want to go skiing next winter?  
B: Good \_\_\_\_\_! I love skiing.
- 2 A: I'm going to the lake on Sunday. Can you come?  
B: I'm not \_\_\_\_\_. I think my cousins are coming to visit me.
- 3 A: Do you want to go horse-riding in the forest?  
B: Not \_\_\_\_\_. It's too cold today.
- 4 A: Would you like to go to the countryside on Saturday?  
B: \_\_\_\_\_. But I need to ask my mum first.

**OPTIMISE YOUR EXAM**

**Picture multiple choice**

- When you choose the correct picture, you may need to listen for numbers, descriptions or the correct word for something.
- Be careful. Sometimes you will hear more than one possible answer.
- When you listen again, check that the picture you chose is correct.

- 4** **3.07** You will hear people talking in five different situations. For each question, choose the best answer (A, B or C).

**Example:** Where will both boys be later?



- A  B  C

- 1 Where does Sophie want to go at the weekend if the weather is good?



- A  B  C

- 2 What's the weather like today?



- A  B  C

- 3 Which place is the boy NOT going to visit this summer?



- A  B  C

- 4 What's the weather going to be like here tomorrow afternoon?



- A  B  C

- 5 Which season does the girl like the best?



- A  B  C

THINK | RESEARCH | **CULTURE** | LEARN | ME

What are the most popular free-time activities for young people in the winter in your country?

**GRAMMAR 2** | Second conditional

**Grammar in context**

Look at these sentences from the audio in the listening lesson and answer the questions.

- 1 If it was sunny, I would go to the beach today.
  - a) Is it sunny? \_\_\_\_\_
  - b) Is the speaker going to the beach today? \_\_\_\_\_
- 2 We'd go to the beach in Spain if we had more money.
  - a) Is the speaker going to the beach in Spain? \_\_\_\_\_
  - b) Does the speaker have a lot of money? \_\_\_\_\_
- 3 If I didn't have a guitar lesson at 1 o'clock, I'd come with you.
  - a) Does the speaker have a guitar lesson at 1 o'clock? \_\_\_\_\_
  - b) Can the speaker go with his friends at 1 o'clock? \_\_\_\_\_

**REMEMBER**

- We use **If + past simple** in one part of the second conditional, and **would** in the other part: **If my brother were here right now, he would know what to do.**
- We use the second conditional to talk about unlikely or impossible situations now, generally or in the future: **If I lived in England, I'd eat fish and chips every day.**

**Note:** we use *were* for the first and third person singular in second conditional sentences using the verb *to be*: **If I were you, I'd stay at home until the rain stops.**

► See Grammar reference, Unit 9, page 159

- 1 Choose the correct word to complete the sentences.**

- 1 If there **is / was** lots of snow outside, we would go skiing in the mountains.
- 2 If there were no rivers, we **won't / wouldn't** have fresh water to drink.
- 3 If the grass **won't / didn't** grow in spring, the cows in the field wouldn't have any food.
- 4 If it wasn't warm and sunny in the summer, **will / would** the fruit grow on the trees?
- 5 If there **are / were** no people, what would the world be like?

- 2 Complete the second conditional sentences using the correct form of the verbs in brackets.**

- 1 If he \_\_\_\_\_ (can) travel into space, he \_\_\_\_\_ (visit) the moon.
- 2 If Harry \_\_\_\_\_ (not own) a bike, he \_\_\_\_\_ (not cycle) to school and back every day.
- 3 Would you \_\_\_\_\_ (go) swimming every day if you \_\_\_\_\_ (live) by the beach?
- 4 If they \_\_\_\_\_ (have) a lot of money, they \_\_\_\_\_ (buy) a big house.
- 5 If everyone \_\_\_\_\_ (stop) driving cars, the air \_\_\_\_\_ (be) cleaner.

- 3 Work in pairs. Complete the second conditional sentences using your own ideas.**

- 1 If I owned a plane, I \_\_\_\_\_.
- 2 If I were famous, I \_\_\_\_\_.
- 3 If I lived in a forest, I \_\_\_\_\_.
- 4 If I were good at singing, I \_\_\_\_\_.
- 5 If I could live anywhere, I \_\_\_\_\_.

- 4 Complete the text by making second conditional sentences using the correct form of the verbs in the box.**

be | be able to | can | do | not have | wash

**LIVING WITH NATURE**

When you wake up in the morning, what do you usually do? Perhaps you turn on the light and have a warm shower. But what do you think you would (1) \_\_\_\_\_ if you didn't have electricity? How would you (2) \_\_\_\_\_ if you (3) \_\_\_\_\_ hot water to use? Well, if you wanted to know, you (4) \_\_\_\_\_ always ask 16-year-old Zeki Basan. Zeki lives by himself in a forest on the island of Skye, near Scotland.

Zeki is a student at the School of Adventure Studies on Skye and he decided to live in a tent in the forest to learn more about life in the countryside. He gets up at six every morning and lights the fire. If he didn't have a fire, he wouldn't (5) \_\_\_\_\_ cook food or keep warm. He washes his clothes in the river. He doesn't use the internet and can't watch TV.

If he lived in a normal house, his life (6) \_\_\_\_\_ a lot easier. But out here in the forest, Zeki loves the fresh air, the highland cows and living close to nature.



THINK | RESEARCH | CULTURE | LEARN | ME

If you lived in a forest by yourself, what would you eat and drink? Do you think you would be happy?

**9 SPEAKING | Interview**

**Flipped classroom**

**1** Watch the *Talk2Me* video and answer the questions.

- Who has a French exchange partner?
- Where does Anouk live?
- Why are the twins excited at the end?

**2** Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

**PHRASE EXPERT**

I live in a village/town/city. | In my ... there is/are ... | It's a (beautiful/fun/quiet) place to live. The thing I like the most/least about ... is ...

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

- What's your favourite time of year for the weather? Why?
- Do you travel more in the summer or the winter? Why?
- What do you enjoy eating on a hot day? Why?



**EXAM SKILL**

**Talking about a topic**

- During the Speaking test, the examiner will ask personal questions and then ask about a topic.
- The examiner often does this by saying *Tell me something about ...*
- Be ready to give examples about the main topics of the exam, e.g. daily life, interests, likes.
- To give examples, you can use words and phrases like *For example, Let me give an example, One example is ...*

**4** Listen to four students and match each one to a topic. There is one extra topic you do not need.

city where you live | family and friends  
hobbies | places you go on holiday | technology



**5** Listen again and write down the examples each student gives.

Student 1 \_\_\_\_\_  
Student 2 \_\_\_\_\_  
Student 3 \_\_\_\_\_  
Student 4 \_\_\_\_\_

**6** Listen to another student. Write down the topic, the examples given and the phrase used to correct a mistake.

Topic: \_\_\_\_\_  
Examples: \_\_\_\_\_  
Correction phrase: \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Interview**

- Sometimes you might make a mistake when you are speaking.
- Use phrases like *Sorry, I mean ..., Sorry, I'll do that again., or No, that's wrong. I mean ...* to show that you know you made a mistake and want to correct it.
- These phrases show the examiner your understanding of language and give you another chance to get it right.

**7** Spend one minute planning your answers for the topics (1-3) below. Then, in pairs, take turns to talk about the topics.

- Tell me something about the place where you live.
- Tell me something about your friends.
- Tell me something about your family.



**THINK RESEARCH CULTURE | LEARN | ME**

Find out what the weather is like today in the following cities:  
Bangkok, Buenos Aires, London, Melbourne, Oslo and Tokyo.

**LANGUAGE IN USE | Multiple-choice dialogue**



**1** Work in pairs and answer the questions.

- Would you like to live in the mountains? Why / Why not?
- Do you like going to the countryside? Why / Why not?

**EXAM SKILL**

**Identifying key words**

- Look for key words in the sentence that help you choose the correct answer.
- Key words include functional phrases (a greeting, an apology, a request, an opinion, etc.), question words (*Who, How long, Where, etc.*) or a subject/object and pronoun.

**2** Match the two sentences. The important key words are underlined.

- Are the students in class now? \_\_\_\_\_
  - I'm sorry. There isn't enough snow to go skiing. \_\_\_\_\_
  - Jo lives near me. \_\_\_\_\_
  - Can I borrow a pen? \_\_\_\_\_
  - How long have you been in the sun? \_\_\_\_\_
- a) Her house is over there.  
b) Yes, of course.  
c) For half an hour.  
d) No, they are outside.  
e) What a shame!

**3** Underline the key phrases in the conversations.

- A: Have you seen Peter today?  
B: Yes, he's here.
- A: See you at the weekend.  
B: I'll be a bit late.
- A: Can you see that bird?  
B: Do you mean the one in the tree?
- A: I don't like the snow.  
B: Stay inside then.

**4** Work in pairs and compare your answers. Are the key phrases you underlined the same? Explain how the answer matches the first line in each conversation.

**OPTIMISE YOUR EXAM**

**Multiple-choice dialogue**

- Remember, in this part of the exam you will read five short, everyday conversations.
- There is no connection between the conversations, so answer the easy questions first.
- Always write down an answer for each conversation.

**5** Work in pairs. Read the example conversation in Exercise 6. Why is the answer B?

**6** Complete the five conversations. For questions 1-5, choose the best answer (A, B or C).

**Example:**

Is it raining at the moment?

A Yes, it's late.

B No, it's sunny.

C We can go skiing.

- Have you been to this beach before?  
A No, thanks.  
B Yes, it's here.  
C Yes, it's really beautiful.
- There was a thunderstorm last night.  
A I didn't hear it.  
B I'm very busy.  
C I hope so.
- What are you going to do tomorrow?  
A I don't like this weather.  
B I'm going now.  
C I'm going to the beach.
- There's a lot of snow in the mountains.  
A Let's go skiing.  
B We're very early.  
C It's over there.
- Look out! It's going to fall.  
A It's by the lake.  
B That was close!  
C Great idea.

**THINK RESEARCH CULTURE | LEARN | ME**

What is the worst weather you have ever been in? Write a few sentences then tell your partner.





**1** In pairs or as a group, answer the questions.

- 1 Have you been on a holiday or trip with your friends? Did you enjoy it? Why / Why not?
- 2 Would you prefer a holiday in a city, in the mountains or near the beach? Why?

**EXAM SKILL**

**Giving advice and instructions**

- We often use the first conditional to explain what you'll need in certain conditions, e.g. *If it's sunny, you'll need a hat.* and the second conditional or *should* to give advice, e.g. *If I were you, I'd ...*, *You should ...*
- Remember, when we want to give short, clear instructions, we can use the imperative, e.g. *Meet me in the café.* or *Don't be late!*

**2** Complete the sentences with the correct form of the verbs in the box.

be | bring | need | not go  
not stay | wait

- 1 \_\_\_\_\_ a coat. It's going to be cold tonight.
- 2 If I were you, I \_\_\_\_\_ in the mountains in this weather.
- 3 \_\_\_\_\_ into the forest. It's dangerous.
- 4 If I were you, I \_\_\_\_\_ until it stops raining.
- 5 \_\_\_\_\_ careful. The river is very deep.
- 6 You \_\_\_\_\_ sun cream if it's very sunny.

**3** Read the note. What three things does Amelia want Rosie to bring?

*Hi Rosie,  
Are you ready for our summer camp?  
If it's wet, we'll need raincoats. Have you got one?  
Don't forget a hat! And if I were you, I'd bring some food.  
What time shall we meet?  
See you soon,  
Amelia*

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_

**4** Read the email in Exercise 3 again and find examples of:

- 1 giving an instruction.  
\_\_\_\_\_
- 2 giving advice.  
\_\_\_\_\_

**OPTIMISE YOUR EXAM**

**A note**

- Remember to use informal language when you write a note.
- Check your answer for correct spelling and grammar.
- Make sure your note answers all three questions.

**5** Look at the writing task below. Tick the three things that Tom asks about.

Read the note from your English friend, Tom.

*Hi Jessica,  
I'm excited about summer camp! Do you think it will be cold at night?  
What should I bring to eat? I've forgotten where we're meeting.  
Can you tell me?  
See you on Saturday,  
Tom*

- the place to meet \_\_\_\_\_
- the time to meet \_\_\_\_\_
- the weather \_\_\_\_\_
- what they'll do \_\_\_\_\_
- what to take \_\_\_\_\_
- where they'll stay \_\_\_\_\_

Write a note to Tom and answer the questions.  
Write 25–35 words.

**6 Plan** Plan your note. Use the chart to help you.

	Detail	Useful language	My notes
First line		<i>Hello ... Hi ...</i>	
Question 1		<i>I think ... I don't think ... I'm not sure ...</i>	
Question 2		<i>If I were you, I'd ... You should ...</i>	
Question 3		<i>Meet me at ... Let's meet at ...</i>	
Last line		<i>See you soon, Love,</i>	

**7 Write** Write your note to Tom in an appropriate style. Write 25–35 words.

**8 Check** Before you hand in your note, complete this checklist.

**Checklist** ✓

- |  |  |
|--|--|
| <input type="checkbox"/> I've followed my writing plan.                        | <input type="checkbox"/> I've used a good range of vocabulary. |
| <input type="checkbox"/> I've started and ended my note in the right way.      | <input type="checkbox"/> I've used informal language.          |
| <input type="checkbox"/> I've answered the three questions.                    | <input type="checkbox"/> I've written 25–35 words.             |
| <input type="checkbox"/> I've used phrases for giving advice and instructions. | <input type="checkbox"/> I've checked my spelling and grammar. |

## 10

## Looking after yourself



## READING | Matching | Signs and notices

## 1 In pairs or as a group, answer the questions.

- When was the last time you felt ill?
- What did you do?
- Do you usually take medicine when you're ill? Do you do anything else?

## 2 3.10 Read the online article on page 103 and answer the questions T (True) or F (False).

- The writer started working as a doctor 10 years ago. T / F
- Many ill people don't live near a hospital. T / F
- Abbey was 15 last month. T / F
- Abbey didn't get a birthday cake on her birthday. T / F

## EXAM SKILL

## Guessing the meaning of new words

- If you don't understand a new word, read the whole sentence and try to guess what it means.
- Remember to think about where the signs and notices are from, and who they are for and what their function is. This will help you understand the meaning of new words.

## 3 Match the highlighted words in the article to a definition (1-8).

- arrangements to meet people like doctors or dentists at agreed times \_\_\_\_\_
- an aeroplane that takes people to hospital \_\_\_\_\_
- people trained to care for sick and injured people \_\_\_\_\_
- facts and information \_\_\_\_\_
- a journey by plane \_\_\_\_\_
- to examine someone or something to make sure everything is as it should be \_\_\_\_\_
- very sad or worried about something \_\_\_\_\_
- areas of land used for growing plants or keeping animals \_\_\_\_\_

## OPTIMISE YOUR EXAM

## Matching

- Remember to underline the important words in the questions first, then to look for words that mean the same in the signs and notices.
- Decide if each sign is positive (telling you to do something) or negative (telling you not to do something).



## Doctors in the air

- I have been a doctor for 10 years, but I don't work in a normal hospital. I work for the Royal Flying Doctor Service of Australia. Australia is a very big country and some people live thousands of kilometres from the nearest city. When they get ill or have an accident, they can't get to a hospital easily because they're so far away, so they call us. We can get to them fast.
- Flying doctors have worked in Australia since 1928. It has become a really important service for people who live in the Australian countryside.
- When someone calls us, our staff need to find out about the person and the **details** of their illness or the accident that has just happened. If it's very serious, we might send an **air ambulance** to take them to hospital.
- Doctors and **nurses** also fly to different villages and **farms** in the outback, which is what we call the countryside in Australia. We see people who have already made **appointments** and we also visit people we haven't met yet, to **check** on their health. I love meeting different people every day.
- Last month I flew out to Abbey, after she fell and broke her arm while she was playing with her sister. To make things worse, it was Abbey's 14th birthday, so she missed her own birthday party. Abbey was in pain, but she looked happy as we flew to the hospital. It was her first ever **flight** and she said that she loved being high in the sky looking down at the little houses and trees below. When we arrived, the nurses gave Abbey a birthday cake and sang 'Happy birthday' to her. Abbey was **upset** about her arm, but she told us, 'The flying doctor service made my birthday special.'



## 4 Read the signs and notices (A-H) in Exercise 5 and choose the correct meaning for each word.

- enter – go out of / go into
- emergency – a serious / normal situation
- parking – stopping and leaving / driving a car
- 4 hours – start and end time of working / appointments
- patient – a person being cared for / working in a hospital

## 5 Which sign or notice (A-H) says this (1-5)? There are some extra letters you do not need.

## Example:

You cannot see people here for two hours at lunchtime. H

- You can't leave your car here. \_\_\_\_\_
- This is not for normal calls. \_\_\_\_\_
- You can't see this person in the evening. \_\_\_\_\_
- You can't eat your sandwiches here. \_\_\_\_\_
- Speak to someone before you go. \_\_\_\_\_

**A** WASH YOUR HANDS BEFORE YOU ENTER THE HOSPITAL.

**B** No food allowed in the waiting room.

**C** See your doctor before leaving the hospital.

**D** USE THIS PHONE ONLY IN AN EMERGENCY.

**E** NO PARKING. AMBULANCES ONLY.

**F** The nurse's hours are 9:00 and 17:00 every day.

**G** DANGEROUS: Do not enter this room when the red light is on.

**H** No visiting patients between 12:00 and 14:00.

**10 GRAMMAR 1** | Present perfect simple: *for, since, already, just, yet*

**Grammar in context**

Find the sentences in the text on page 103 then answer the questions.

- 1 I **have been** a doctor for 10 years. ... (paragraph 1)
- 2 Flying doctors **have worked** in Australia since 1928. (paragraph 2)
- 3 ... the details of their illness or the accident that **has just happened**. (paragraph 3)
- 4 We see people who **have already made** appointments ... (paragraph 4)
- 5 ... we also visit people we **haven't met yet**, ... (paragraph 4)

Which sentence (1-5) talks about

- a) when something started? \_\_\_\_\_
- b) a length of time? \_\_\_\_\_
- c) something arranged earlier? \_\_\_\_\_
- d) something that has not happened up to now? \_\_\_\_\_
- e) something that happened a short time before? \_\_\_\_\_

**REMEMBER**

- We use *for* to talk about a period of time.
- We use *since* to talk about when something started in the past.
- We use *already* to talk about something that has happened earlier. *Already* can go between *have/has* and the main verb, or at the end of the sentence.
- We use *just* to talk about something that happened a short time ago. *Just* goes between *have/has* and the main verb.
- We use *yet* with negative sentences and questions, to talk/ask about 'any time up to now'. *Yet* usually goes at the end of the sentence.

► See Grammar reference, Unit 10, page 159

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

already | for | just | since | yet (x 2)

- 1 Can you help me, please? I've \_\_\_\_\_ hurt my hand.
- 2 Have you seen the doctor \_\_\_\_\_ ?
- 3 Sara's had a headache \_\_\_\_\_ last night.
- 4 I've \_\_\_\_\_ taken some medicine today so I don't need any more until tomorrow.
- 5 Max hasn't been to the doctor \_\_\_\_\_ over a year.
- 6 Where's the ambulance? It hasn't arrived \_\_\_\_\_.

**2 Complete the sentences using the present perfect simple form of the verbs in brackets and choose the correct word.**

- 1 I \_\_\_\_\_ (not / see) the doctor about the pain in my legs **since** / **yet**.
- 2 How long \_\_\_\_\_ you \_\_\_\_\_ (have) toothache **for** / **since**?
- 3 Dad \_\_\_\_\_ **just** / **yet** \_\_\_\_\_ (hurt) his back.
- 4 The children \_\_\_\_\_ (not eat) anything **for** / **since** 7 o'clock this morning.
- 5 The nurse \_\_\_\_\_ **already** / **yet** \_\_\_\_\_ (check) my temperature.

**3 Complete the article with the correct present perfect form of the verbs in brackets. If there is no verb, use *already, for, just, since* or *yet*.**



**Lessons for life**

Imagine this – you've been on a bike ride with your friends, but one of them (1) \_\_\_\_\_ (fall) and hit their head. You (2) \_\_\_\_\_ (phone) for an ambulance (3) \_\_\_\_\_, but it (4) \_\_\_\_\_ (not arrive) (5) \_\_\_\_\_. Would you know what to do next?

Something like this happened to Lily Kent a few weeks ago when she was out cycling. Her friend, Annie, fell and hurt her leg, but Lily (6) \_\_\_\_\_ (be) on a first aid course, so she knew exactly what to do. She phoned the ambulance then sat with Annie and held her hand while they waited for help to arrive. Annie felt safe knowing Lily was there.

Annie is fine now, but the accident (7) \_\_\_\_\_ (change) her views about first aid. 'I've wanted to learn about first aid (8) \_\_\_\_\_ a long time, but (9) \_\_\_\_\_ the accident, I've been even more interested,' said Annie. 'So I've (10) \_\_\_\_\_ started a first aid course – and it's really interesting!'

THINK | RESEARCH | CULTURE | LEARN | **ME**

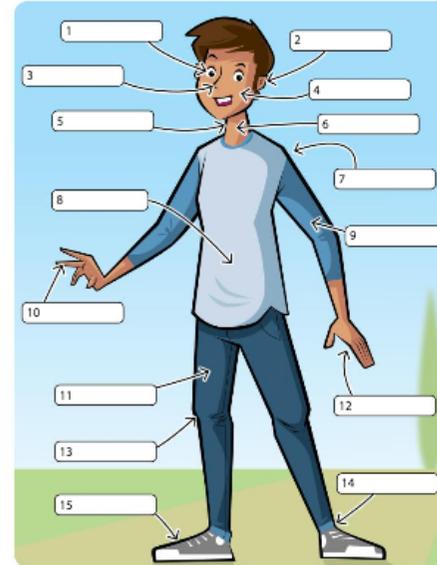
Write a sentence about a time when you've hurt yourself and needed help.

**VOCABULARY** | Topic vocabulary | Word patterns | Collocations

**Words connected with health**

**1** 3.11 Write the names for the different parts of the body. Use the words in the box. Listen and check.

ankle | arm | back | ear | eye | face  
finger | foot | hand | knee | leg  
neck | nose | stomach | throat



**2 Choose the correct word or phrase to complete each sentence.**

- 1 If I eat too quickly, I usually get **neck** / **stomach** ache.
- 2 Sarah has hurt her **ankle** / **eye** and now she can't walk.
- 3 I hurt my **face** / **foot** when I kicked the ball during the football match.
- 4 Alex can't talk because he has a problem with his **finger** / **throat**.
- 5 My mum has hurt her **neck** / **nose** and she can't move her head very well.
- 6 If you can't read the board, maybe you should get your **ears** / **eyes** checked.
- 7 I've run 10 kilometres and now my **fingers** / **knees** hurt.
- 8 Arthur threw the ball so fast that it hurt Dan's **foot** / **hand** when he caught it.

**Words + prepositions**

**3** 3.12 Complete the sentences. Choose the best word (A, B or C) for each gap. Listen and check.

- 1 I had a bad pain \_\_\_\_\_ my foot this morning.  
A with    B for    C in
- 2 Ashley has a problem \_\_\_\_\_ his stomach so he can't eat bread.  
A for    B with    C to
- 3 This is a hospital \_\_\_\_\_ children and babies.  
A with    B for    C to
- 4 Sitting down all day can be a danger \_\_\_\_\_ your health.  
A to    B in    C with
- 5 I'd like an appointment \_\_\_\_\_ the doctor, please.  
A for    B with    C to
- 6 Have you got any medicine \_\_\_\_\_ a bad cold?  
A with    B in    C for
- 7 What's the matter \_\_\_\_\_ you?  
A with    B in    C for
- 8 I hope to do a course \_\_\_\_\_ nursing.  
A of    B in    C at

**Collocations with verbs**

**4** 3.13 Match the nouns (a-f) to the verbs (1-6) to make expressions about health. Listen and check.

- |               |                     |
|---------------|---------------------|
| 1 take _____  | a) your leg         |
| 2 make _____  | b) ill/better       |
| 3 break _____ | c) a cold           |
| 4 brush _____ | d) an appointment   |
| 5 catch _____ | e) your temperature |
| 6 feel _____  | f) your teeth       |

**5 Complete the sentences using the correct form of the expressions from Exercise 4.**

- 1 I \_\_\_\_\_ from one of my friends at school and had to stay in bed for two days.
- 2 Jack couldn't walk for eight weeks after he \_\_\_\_\_ during a skiing holiday last year.
- 3 Have you \_\_\_\_\_ to see the doctor yet?
- 4 Your head feels very warm. I think I need to \_\_\_\_\_ to see if you are ill.
- 5 It's important to \_\_\_\_\_ every morning and evening so they are clean and healthy.
- 6 If you \_\_\_\_\_ at school, you should tell the school nurse.

**10 LISTENING** | Multiple matching



**1 Work in pairs and do the following:**

- 1 Make a list of all the health problems you can think of.
- 2 Look at the list together and decide which health problems you should go to hospital with.

**EXAM SKILL**

**Understanding when something happened**

- Listen carefully to the tenses the speakers use.
- Speakers may use the present simple with adverbs like *usually* and *often* to talk about things generally or routine events.
- Speakers use the past simple to talk about actions that happened at a known time in the past and are finished. They use the present perfect when the exact time of the action is not important or not known, or for unfinished actions that started in the past but are connected to the present.

**2 Complete the sentences using the present simple, present perfect or past simple of the verbs in brackets.**

- 1 Mike \_\_\_\_\_ (just / break) his arm and needs to go to hospital.
- 2 The doctor \_\_\_\_\_ (check) her temperature two hours ago and it was normal.
- 3 We usually \_\_\_\_\_ (see) more people on Monday morning.
- 4 Mrs Richards \_\_\_\_\_ (have) a bad stomach ache on Wednesday afternoon.
- 5 I \_\_\_\_\_ (have) this earache for four days already.

**3** **3.14 Listen to six speakers talking about events. When do/did the events happen? Tick the correct box.**

	a routine event or habit (present simple)	a time in the past (past simple)	an unknown time in the past (present perfect)
1			
2			
3			
4			
5			
6			

**OPTIMISE YOUR EXAM**

**Multiple matching**

- Try to understand exactly what the speakers are saying if they talk about any of the possible answers.
- Be careful. Sometimes speakers will say something negative about one of the answers or use a different tense to talk about it, so it might not be a correct answer.

**4** **3.15 Listen to two school nurses talking about who they have seen this week. For each person (1–5), choose a problem (A–H). There are some extra letters you do not need.**

Wesley	<u>D</u>	
1 Evan	_____	A a broken arm
2 Rosie	_____	B a high temperature
3 Amber Mistry	_____	C a stomach ache
4 Ben Sharp	_____	D -baekaehe
5 Oliver	_____	E a cold
		F had a fall
		G a broken leg
		H an ear problem

THINK | RESEARCH | CULTURE | **LEARN** | ME

Cover Exercise 4. Complete the words to make health problems from the audio.

- 1 a h \_ \_ h t \_ \_ \_ \_ \_ \_ \_ \_
- 2 b \_ \_ \_ \_ \_ \_ \_ \_
- 3 a s \_ \_ \_ \_ \_ \_ \_ a \_ \_ \_
- 4 a b \_ \_ \_ \_ \_ l \_ \_ \_

**GRAMMAR 2** | Verb patterns: verb + infinitive / -ing

**Grammar in context**

Look at these sentences from the audio in the listening lesson and answer the questions.

- 1 I offered to give him some medicine, ...
  - 2 ... he hates taking it.
  - 3 She decided to climb a tree, but she fell.
  - 4 ... I told him to drink lots of water ...
  - 5 ... he keeps coming to see me.
- a) Which verbs are followed by the infinitive?  
\_\_\_\_\_
- b) Which verbs are followed by the -ing form?  
\_\_\_\_\_

**REMEMBER**

- When we use two verbs in a sentence, there isn't a rule about whether the second verb is in the infinitive or ends in -ing. You have to learn the verb patterns.
- Common verbs followed by the infinitive are: *agree, choose, decide, help, hope, try* and *want*.
- Common verbs followed by the -ing form are: *don't mind, enjoy, keep, spend time* and *stop*.

► See Grammar reference, Unit 10, page 159

**1 Choose the correct verb to complete each sentence.**

- 1 My dad **decided** / **enjoyed** to do more exercise.
- 2 The nurses wanted **helping** / **to help** my grandmother when she was in hospital.
- 3 My brother **didn't mind** / **agreed** taking the medicine.
- 4 Paul **hoped** / **kept** to visit his best friend in hospital.
- 5 Pippa **chose** / **stopped** eating unhealthy food when she felt ill.
- 6 Yasmin **wanted** / **kept** getting stomach aches when she ate bread.

**2 Complete the sentences using the correct form of the verbs in brackets.**

- 1 Leo decided \_\_\_\_\_ (make) an appointment to see the doctor.
- 2 Laura stopped \_\_\_\_\_ (take) the medicine after she felt better.
- 3 The students enjoyed \_\_\_\_\_ (hear) about what the nurses did at work.
- 4 They wanted \_\_\_\_\_ (eat) healthier food and do more exercise.
- 5 My grandfather didn't mind \_\_\_\_\_ (take) the medicine for his stomach problem.
- 6 The nurse spent time \_\_\_\_\_ (put on) a new bandage for me.

**3 Complete the article using the infinitive or -ing form of the verbs in brackets.**



**Everyday solutions for everyday problems**

**W**hen we feel ill or have a health problem most of us decide (1) \_\_\_\_\_ (visit) a chemist or doctor. But sometimes the things we have at home can help us too.

Do you get sick when you travel by car or bus? It happens to a lot of people. Many hope (2) \_\_\_\_\_ (feel) better after taking expensive medicines, while other people just stop (3) \_\_\_\_\_ (travel) in cars and buses. Before you do that, you might want (4) \_\_\_\_\_ (try) this. Scientists have found that the smell of fresh lemon can stop you feeling sick. So the next time you travel by car, just cut a lemon in half and put it under your nose. It will help you (5) \_\_\_\_\_ (enjoy) the journey.

We all know that it's important to exercise regularly. A lot of people try (6) \_\_\_\_\_ (get) fit by running or going to the gym once or twice a week. This is usually a good thing. However, it can sometimes be a problem. One surprising thing happens to a few people when they stop (7) \_\_\_\_\_ (run) and take off their shoes. Smelly feet! If this happens to you, the solution is to put your feet in a bowl of warm black tea. There is something in the tea that stops the smell. If you keep (8) \_\_\_\_\_ (do) this every day for a few weeks, your feet will smell much nicer!

**SAY IT RIGHT**

Resource centre: Unit 10  
/I/ and /i:/

THINK | RESEARCH | CULTURE | LEARN | **ME**

Write sentences about things ...

- you enjoy doing now to get fit.
- you would like to do to be healthier.

## 10 SPEAKING | Collaborative task

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- How much are the tickets for students?
- What time is it when their call is answered?
- How many tickets do they buy?

2 Watch the video again. Underline the words and phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

Just a minute, please. | Let's have a look at ...  
| Let me think ... | Let's see ... | Looking at  
the information, it says ... | OK. | Well ...

3 Work in pairs and answer the questions.

- What do you do to stay healthy?
- What do you do when you feel ill?

4 Write full questions from these prompts. Listen and check.

- open / evenings ? \_\_\_\_\_
- big / small ? \_\_\_\_\_
- swimming pool ? \_\_\_\_\_
- telephone number ? \_\_\_\_\_
- address ? \_\_\_\_\_

5 Now listen to the answers and complete the advert.

## JUMP! Sports Club

## NEW! Come and try for free!

Open daily 6am – 10am

(1) \_\_\_\_\_ but there's something for everyone  
gym, sports hall (2) \_\_\_\_\_

Tel: (3) \_\_\_\_\_

(4) \_\_\_\_\_ George (5) \_\_\_\_\_



## EXAM SKILL

## Giving yourself time to think

- In the collaborative task, you may need a little time to find the information you are looking for.
- Learn useful phrases such as: *just a minute, please* or *let me think* to give you time to find the answer.

6 Listen again and note down the phrases you hear that give the speaker time to think.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## OPTIMISE YOUR EXAM

## Collaborative task

- This task is about working with your partner.
- Give them time to think and say their answers. Listen carefully and respond with phrases like *'That's interesting.'* or simply *'Thank you.'*
- If there is a long pause before a question, you could ask *'Do you have another question?'*

7 In pairs (Student A and Student B), do the exam task.

**Student A:** turn to page 138 and look at the information about some *Health and wellbeing* lessons. Answer Student B's questions about it.

**Student B:** look at the question prompts on page 141. Ask Student A your questions.

**Student B:** turn to page 141 and look at the information about the *Health Food Shop*. Answer Student A's questions about it.

**Student A:** look at the question prompts on page 138. Ask Student B your questions.

THINK | RESEARCH | CULTURE | LEARN | ME

Keep a diary in English for a day. Note down everything you eat and the physical activities you take part during that day.

## LANGUAGE IN USE | Multiple-matching dialogue

1 Work in pairs. Look at the photos and answer the questions.

- What do you think about the food in these two photos?
- Which food would you rather eat? Why?
- Do you usually eat a healthy diet?
- Have you ever had stomach ache?



## EXAM SKILL

## Giving short answers

- When someone answers a question, they often give a short answer.
- The verb in the short answer matches the verb at the beginning of the question, e.g. *Do you like it?* Yes, I **do**. / No, I **don't**.
- The pronoun in the short answer often matches the pronoun in the question, e.g. *Is he here?* Yes, **he** is. If the question includes 'you', the pronoun may change, e.g. *'Do you like it?'* Yes / **I** **do**.

2 Match the short answers (a-f) to the questions (1-6).

- |  |                       |
|--|-----------------------|
| 1 Do you think this will help? _____             | a) Yes, he has.       |
| 2 Has Matthew got a headache? _____              | b) Yes, we would.     |
| 3 Would you like to have a rest? _____           | c) No, they won't.    |
| 4 Are there many nurses in the hospital? _____   | d) No, you shouldn't. |
| 5 Should I take this medicine? _____             | e) No, I don't.       |
| 6 Will the children get to school on time? _____ | f) Yes, there are.    |

3 Complete the questions and short answers.

- Did you call an ambulance? \_\_\_\_\_, I did.
- Have you got a stomach ache? No, I \_\_\_\_\_.
- \_\_\_\_\_ he going to see a doctor? No, he isn't.
- Does this medicine work? No, \_\_\_\_\_.
- \_\_\_\_\_ you had back pain? Yes, I have.
- Would they like to come in? \_\_\_\_\_, \_\_\_\_\_ wouldn't.

## OPTIMISE YOUR EXAM

## Multiple-matching dialogue

- When you choose an answer, put a line through it.
- Read the complete dialogue with the answers you chose, to check it makes sense.
- Look at the three answers you didn't choose. Make sure they don't fit in any of the gaps.

4 Complete the conversation at the doctor's with sentences A-H. There are some extra letters which you do not need.

Doctor: What's the problem?

Sarah: **Example:** *D*

Doctor: Yes, there is. How often are you having them?

Sarah: (1) \_\_\_\_\_

Doctor: That's interesting. What do you usually eat?

Sarah: (2) \_\_\_\_\_

Doctor: OK. How long does the pain last for?

Sarah: (3) \_\_\_\_\_

Doctor: I think you should stop eating fried food. Can you do that?

Sarah: (4) \_\_\_\_\_

Doctor: Yes, I'd like you to eat at least five types of fruit and vegetables every day.

Sarah: (5) \_\_\_\_\_

Doctor: OK, goodbye Sarah.

A Fried chicken and chips or pasta with cheese sauce.

B Yes, I can. Is there anything else I should do?

C OK, I'll do that, too. Thank you, doctor.

~~D I get a lot of bad stomach aches. Is there anything you can do?~~

E About six months ago.

F Two or three hours.

G About three times a week. They usually start after I've eaten dinner.

H Yes, I do. But it isn't a problem.



THINK | RESEARCH | CULTURE | LEARN | ME

Find out about which types of food are the best and worst for you:

a) stomach, b) throat, c) eyes.



**1 In pairs or groups, answer the questions.**

- 1 What do you think has happened to the young person in the picture?
- 2 Do you ever use the internet to get health advice? Why / Why not?

**EXAM SKILL**

**Giving advice**

- We use *should* to give advice or say something is a good idea, e.g. *You should drink more water.*
- We use *must* to give strong advice or to say something is necessary, e.g. *You must see a doctor.*
- We use *mustn't* to say something is not allowed, usually because someone else has said so, e.g. *You mustn't eat too much fried food.*
- We use *don't have to* to say something isn't necessary, e.g. *You don't have to go to hospital.*

**2 Choose the correct word or phrase to complete each sentence.**

- 1 You **should** / **mustn't** drink milk after taking this medicine because it stops the medicine working properly.
- 2 You **mustn't** / **don't have to** take this medicine in the morning. You can take it at whatever time you prefer.
- 3 I **shouldn't** / **don't have to** eat unhealthy food. It isn't good for me and it makes me feel ill.
- 4 We **mustn't** / **should** drink lots of water today because it's a very hot day.
- 5 If you have a bad pain in your chest, you **must** / **don't have to** see a doctor as soon as you can.

**3 Read the internet forum posts. Then tick the problem below that each one answers.**

**LET'S GET HEALTHY**  
The best forum for healthy bodies

**Maxy2020** 18:34, Thursday, 10 May

Don't worry, I often get a pain there too. You should have an ice bath after you run. That helps my legs feel better. And you must have a rest after a big race. Good luck!

- 1 I have back pain when I do exercise.
- 2 My legs hurt after I do exercise.
- 3 I'd like to do more exercise.

**LET'S GET HEALTHY**  
The best forum for healthy bodies

**Maxy2020** 15:28, Sunday, 1 June

I sometimes eat the wrong food, too, JoJO33. You must try to plan what you're going to eat each day. Then, when you're hungry, you should eat a healthy snack. You mustn't eat burgers every day!

- 1 I'd like to learn to cook.
- 2 I get stomach ache if I exercise.
- 3 I want to stop eating unhealthy food.

**OPTIMISE YOUR EXAM**

**An online post**

- Read the internet forum post carefully.
- Underline the three questions or problems.
- Plan your answer before you start writing. Make sure you include all the information in the exam task.

**4 Look at this writing task and answer the questions.**

Read the blog post from Arno95.

**LET'S GET HEALTHY**  
The best blog for healthy bodies

**Arno95** 15:28, Sunday, 1 June

Hi, I get headaches and I can't sleep after I play video games. Is this bad? I play for three hours every night. Should I stop playing? It's my favourite hobby. What else can I do?

Write a reply to Arno95 and answer the questions. Write 25–35 words.

1 What is Arno95's problem?

\_\_\_\_\_

2 What three questions does he ask?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5 Plan Plan your reply. Use the chart to help you.**

	Detail	Useful language	My notes
First line		Hello ... Hi ...	
Question 1		I think ... I don't think ... I'm not sure ...	
Question 2		I think you should ... You shouldn't/mustn't / don't have to ...	
Question 3		You should/must ... What about ...	
Last line		Good luck! Bye!	

**6 Write Write your reply to Arno95 in an appropriate style. Write 25–35 words.**

**7 Check Before you hand in your internet forum post, complete this checklist.**

**Checklist** ✓

- |   |  |
|---|--|
| <input type="checkbox"/> I've followed my writing plan.                   | <input type="checkbox"/> I've used phrases for giving advice.  |
| <input type="checkbox"/> I've started and ended my post in the right way. | <input type="checkbox"/> I've written 25–35 words.             |
| <input type="checkbox"/> I've answered the three questions.               | <input type="checkbox"/> I've checked my spelling and grammar. |

## PROGRESS CHECK

## UNITS 9-10

## GRAMMAR AND VOCABULARY

## 1 Complete the zero, first and second conditional sentences using the correct form of the verbs in brackets.

- If we \_\_\_\_\_ (live) in a warmer country, we could go to the beach every day.
- When I have a headache, I \_\_\_\_\_ (lie) on my bed and rest.
- My mum always \_\_\_\_\_ (give) me lots to drink if I have a temperature.
- If my legs were longer, I \_\_\_\_\_ (be) really good at volleyball.
- If they get up early tomorrow, they \_\_\_\_\_ (go) to the mountains.
- How would you feel if you \_\_\_\_\_ (win) a race at the Olympics?
- If I \_\_\_\_\_ (pass) all my exams, I'll become a dentist.
- They \_\_\_\_\_ (enjoy) their holiday in India more if they learn about the culture.
- She \_\_\_\_\_ (feel) a lot better if she stopped watching so much TV.
- If you brush your teeth twice a day, you \_\_\_\_\_ (not need) to see the dentist so much.

\_\_\_/10

## 2 Choose the correct word to complete each sentence.

- Afonso Mendes works in a hospital **for / of / to** children in Liverpool.
- This morning, he is **giving / having / taking** the temperature of Eddie, a 10-year-old boy.
- Eddie has a problem **on / with / for** his ears.
- He **feels / catches / takes** pain when he opens his mouth.
- Afonso spends a long time **tries / try / trying** to help Eddie feel better.

\_\_\_/5

## 3 Read the descriptions. What is the word for each one? The first letter is given.

- It is between the eyes and the mouth. n \_\_\_\_\_
- You listen with these. e \_\_\_\_\_
- Food goes here. s \_\_\_\_\_
- You walk on these. f \_\_\_\_\_
- This joins your head to your body. n \_\_\_\_\_
- You hold your pen with this. h \_\_\_\_\_
- You move these fast when you run. l \_\_\_\_\_
- The person who checks your teeth. d \_\_\_\_\_
- It's behind you. b \_\_\_\_\_
- You can put this round your knee if you hurt it. b \_\_\_\_\_

\_\_\_/10

## 4 Choose the correct word or phrase to complete each sentence.

- Mark has been a doctor **since / for** ten years.
- Charlotte hopes **to work / working** in a children's hospital when she finishes university.
- Jack wants to be a nurse, but he hasn't left school **yet / already**.
- It's **just / since** stopped raining, so we can go outside now.
- Mrs Oliver keeps **to go / going** to see the doctor with her back pain.
- I've **already / just** been swimming and done my homework this morning.
- My dad has just stopped **to eat / eating** unhealthy food. I'm really happy about it.
- Tim didn't enjoy **to take / taking** the medicine, but he knew it would make him feel better.
- I haven't been to the doctor **since / for** last January.
- My sister has always been interested in **to learn / learning** about animals and birds.

\_\_\_/10

## 5 Complete the dialogue between two friends. Choose from the list (A-H) what Fiona says to Jake. Use the letters only once. There are three extra letters you do not need.

Jake: I've just heard some news about Sophie.

Fiona: (1) \_\_\_\_\_

Jake: She's got a problem with her leg. She's in hospital now.

Fiona: (2) \_\_\_\_\_

Jake: If it is, I don't think she'll be able to go anywhere.

Fiona: (3) \_\_\_\_\_

Jake: I don't know what they said. I haven't spoken to her yet.

Fiona: (4) \_\_\_\_\_

Jake: She fell off her bike.

Fiona: (5) \_\_\_\_\_

Jake: Good idea. Me too.

A I think I'll go and see her tonight.

B Where did she go?

C I think she'll be fine. It's nothing serious.

D What have the doctors said?

E How did it happen?

F She's going skiing on Saturday. I hope it isn't broken.

G What is it?

H Can I borrow your phone?

\_\_\_/5

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

clouds | foggy | forest | hill | ice | river | snow | sunny | thunderstorm | wet

- I prefer to go to the beach when it's warm and \_\_\_\_\_.
- The Thames is a \_\_\_\_\_ that takes water through London to the sea.
- There is lots of \_\_\_\_\_ on the mountains. We can go skiing.
- Did you hear the \_\_\_\_\_ last night? It woke me up.
- There are lots of \_\_\_\_\_ in the sky. I think it's going to rain.
- You shouldn't drive when there is \_\_\_\_\_ on the road. It's dangerous.
- It is so \_\_\_\_\_ today I can't see anything outside.
- If you walk to the top of that \_\_\_\_\_ you can see the whole of the city.
- You'll need an umbrella because it's very \_\_\_\_\_ today.
- Take your jacket when you go for a walk in the \_\_\_\_\_. It can be cold under the trees.

\_\_\_/10

Total score \_\_\_/50

## EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- skim a text to understand the general idea.
- understand a speaker's questions.
- talk about the weather.
- identify key words.
- give advice and instructions.
- guess the meaning of new words.
- understand when something happened.
- talk about health problems.
- give short answers to questions.
- give advice using *should*, *must*, *mustn't* and *don't have to*.

Unit/page

Unit 9 p92

Unit 9 p96

Unit 9 p98

Unit 9 p99

Unit 9 p100

Unit 10 p102

Unit 10 p106

Unit 10 p108

Unit 10 p109

Unit 10 p110

11

# The world of work



## READING | Right/Wrong/Doesn't say | A magazine article

1 In pairs or as a group, answer the questions.

- 1 What job did you want to do when you were six years old?
- 2 What do you want to do now? Why?

**EXAM SKILL**

### Understanding the reason for / purpose of a text

- It is important to understand the reason for / purpose of a text.
- Texts can give descriptions and opinions, or advice and instructions.
- Look carefully at the writer's language to work out what kind of text it is.

2 Read the sentences (1-5). Then match the purposes (a-e) to the sentences.

- a) to describe
- b) to give a personal message
- c) to give advice
- d) to give an instruction
- e) to give an opinion

- 1 The museums are open until 5pm, but go early. \_\_\_\_
- 2 Do not use the machine before cleaning it. \_\_\_\_
- 3 Good luck in your new job! \_\_\_\_
- 4 Mr Lee was tall with dark hair and a beard. \_\_\_\_
- 5 They're the funniest animals I've ever seen. \_\_\_\_

3 Read the sentences in Exercise 2 again and match them to the text types a-e.

- a) a story \_\_\_\_
- b) a tourist guide \_\_\_\_
- c) a magazine article \_\_\_\_
- d) a card \_\_\_\_
- e) some instructions \_\_\_\_

4 Read the magazine article on page 115 quickly. Which purpose from the list in Exercise 2 best explains why the article was written?

**OPTIMISE YOUR EXAM**

**Right/Wrong/Doesn't say**

- Remember to read the text quickly to understand what it is about.
- Underline the important information in the sentences.
- If you choose 'Doesn't say', make sure there isn't any information in the text.

## ALL ABOARD THE CHILDREN'S RAILWAY

Are you interested in trains? Have you ever thought about all the jobs people do on a railway? It isn't easy. All the trains have to be **clean**, the engineers need to check everything is working, someone needs to sell the tickets and take the money, and the trains mustn't be **late**. The trains must leave and arrive on time and this must match the **timetable**. And, very importantly – the trains must be **safe**. Almost everywhere in the world, railway **staff** are adults. But in Budapest, there is a special railway and nearly everyone who works there is a child.



The Gyermekvasút, or Children's Railway, in Hungary, first opened to customers in 1948. And it is still taking passengers on journeys from a few hundred metres to 11 kilometres, through the hills in the west of the city. The train drivers and engineers are adults, but all the other staff, from the **ticket** sellers to the station managers, are between 10 and 14 years old. All the workers have to wear a smart **uniform**, and they are all volunteers, which means they don't get paid. Every year, lots of children want to work on the railway, but they don't give jobs to everyone. Anyone who doesn't get good marks at school won't get a job. The children who get jobs have two days off school every month to work on the railway.

The Children's Railway isn't a toy or a model railway. It is part of the national railway system of Hungary and an important part of Budapest's **transport** system. Each year over 300,000 customers use the Railway to get to work, visit friends or just to see how well the children do their jobs!



5 **3.18** Read the magazine article about a children's railway. Are sentences 1-7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

**Example:** The trains are never late.

A Right B Wrong C Doesn't say

- 1 Everyone who works at the special railway in Budapest is a child.  
A Right B Wrong C Doesn't say
- 2 The longest journey you can take on the Children's Railway is 11 kilometres.  
A Right B Wrong C Doesn't say
- 3 Children sometimes drive the trains.  
A Right B Wrong C Doesn't say
- 4 Staff can wear their own clothes when they work on the railway.  
A Right B Wrong C Doesn't say
- 5 The children get a little bit of money each month for working there.  
A Right B Wrong C Doesn't say
- 6 More than 300,000 people use the Children's Railway each year.  
A Right B Wrong C Doesn't say
- 7 Some people use the railway to go on holiday.  
A Right B Wrong C Doesn't say

6 Match the highlighted words in the article to a definition (1-8).

- 1 clothes that all people who work or study at the same organisation wear \_\_\_\_\_
- 2 the opposite of 'dirty' \_\_\_\_\_
- 3 the ways of moving people or things from one place to another \_\_\_\_\_
- 4 a piece of paper or online text that allows you to enter a place, travel on a bus or train, etc. \_\_\_\_\_
- 5 the opposite of 'early' \_\_\_\_\_
- 6 the people who work somewhere \_\_\_\_\_
- 7 a list of times that says when all buses, trains, etc. arrive or leave \_\_\_\_\_
- 8 the opposite of 'dangerous' \_\_\_\_\_

**THINK** RESEARCH | CULTURE | LEARN | ME

Why do you think young people want to work on the Children's Railway?  
Would you like to work there? Why / Why not?

**11 GRAMMAR 1** | Indefinite pronouns

**Grammar in context**

Find the sentences in the text on page 115 then do the task below.

- ... the engineers need to check **everything** is working. ... (paragraph 1)
- ... **someone** needs to sell the tickets and take the money. ... (paragraph 1)
- Almost **everywhere** in the world, railway staff are adults. (paragraph 1)
- ... but they don't give jobs to **everyone**. (paragraph 2)
- Anyone** who doesn't get good marks at school won't get a job. (paragraph 2)

Complete the sentences with *-one*, *-thing* or *-where*.

- We use \_\_\_\_\_ to talk about objects and actions.
- We use \_\_\_\_\_ to talk about people.
- We use \_\_\_\_\_ to talk about places.

**REMEMBER**

- We use indefinite pronouns to talk about people or things without saying exactly who or what they are.
- We use *every-* to talk about all of the things, places or people:  
**Everyone** in my family likes trains.
- We use *some-* in positive sentences:  
I want **something** to eat, but I'm not sure what.
- We use *any-* in negative sentences and questions: Does **anyone** in your family like trains? / I don't want **anything** to eat.

► See Grammar reference, Unit 11, page 160

**1 Choose the correct word to complete each sentence.**

- We've looked **everywhere** / **everything** but we can't find the car keys.
- Is there **everything** / **anything** about the job that you don't like?
- I didn't listen to **everything** / **everywhere** the manager said.
- They are looking for **anyone** / **someone** who can cook and clean.
- My mum's new office is **somewhere** / **anywhere** in the city centre.
- There's **something** / **anything** I need to ask my boss today.

**2 Complete the sentences with the words in the box.**

anything | anywhere | everyone  
everywhere | someone | something

- \_\_\_\_\_ who visits the office must speak to the receptionist.
- Is there \_\_\_\_\_ I can do to help?
- They have customers \_\_\_\_\_ in the country, in all the towns and cities.
- \_\_\_\_\_ in the office is going to be the next manager.
- I can't find my mobile phone and diary \_\_\_\_\_.
- There's \_\_\_\_\_ I need to do before I leave today, so don't wait for me.

**3 Complete the text. Choose the best word (A, B or C) for each gap.**

**PLAN ahead**

In all schools and colleges, students (1) \_\_\_\_\_ in the UK, have a chance to do work experience before they finish school. This means they spend one or two weeks working to learn what it's like to have a job. Of course, (2) \_\_\_\_\_ has different experiences, and two weeks isn't long enough to learn (3) \_\_\_\_\_ there is to know about a job. But most students say they definitely learnt (4) \_\_\_\_\_ while they were on work experience, and there was always (5) \_\_\_\_\_ there to help them.

However, there is a school in London that wants to make work experience even better for its students. Lister Community School uses technology called the *Life Skills Pod* to help students choose work experience. Inside the pod (a room with a large screen), students choose (6) \_\_\_\_\_ they want to work, for example a factory or a hotel. Then they have to answer questions, which could be about (7) \_\_\_\_\_ that's connected to the place and job they've chosen. Students who use the *Life Skills Pod* usually find it helps them to decide where to work and it also helps to make sure they don't go (8) \_\_\_\_\_ they won't enjoy.

- |                |              |             |
|----------------|--------------|-------------|
| 1 A everything | B everywhere | C everyone  |
| 2 A everyone   | B anyone     | C someone   |
| 3 A anything   | B everything | C something |
| 4 A somewhere  | B something  | C someone   |
| 5 A anyone     | B someone    | C everyone  |
| 6 A something  | B somewhere  | C someone   |
| 7 A somewhere  | B everyone   | C anything  |
| 8 A anywhere   | B something  | C everyone  |

**SAY IT RIGHT**

Resource centre: Unit 11  
/B/

THINK | RESEARCH | **CULTURE** | LEARN | ME

How do young people in your country learn about and get ready for the world of work?

**VOCABULARY** | Topic vocabulary | Word formation | Word patterns

**Words connected with work and jobs**

**1** 3.19 Match the jobs in the box to the descriptions. Listen and check.

actor | cleaner | engineer | firefighter  
journalist | pilot | police officer  
shop assistant

- someone who writes articles for a newspaper \_\_\_\_\_
- someone who flies planes \_\_\_\_\_
- someone who cleans an office or a home \_\_\_\_\_
- someone who is a member of the police \_\_\_\_\_
- someone who works in a theatre or in films \_\_\_\_\_
- someone who helps you in a shop \_\_\_\_\_
- someone who stops fires \_\_\_\_\_
- someone who designs or builds things such as roads, bridges or machines \_\_\_\_\_

**2** 3.20 Complete the text with the words in the box. Listen and check.

career | companies | customer | earn  
managers | meetings | social media officer  
staff | worker

Thousands of us love using social networking. But have you ever thought of it as a (1) \_\_\_\_\_? There are jobs for young people in most of the big social media (2) \_\_\_\_\_. As a new (3) \_\_\_\_\_, you might be a (4) \_\_\_\_\_, for example – working with some of the social media (5) \_\_\_\_\_, working on the website and going to (6) \_\_\_\_\_. And if you're good at what you do, you'll get the chance to do different jobs and (7) \_\_\_\_\_ more money. So instead of being a social media (8) \_\_\_\_\_, why not think about becoming a member of (9) \_\_\_\_\_?



**Words with -ian / -ress / -ist / -er / -r**

**3** 3.21 Write the word stems in the correct column to make the names of jobs. Some words can go in more than one column.

art | chem | clean | dent | drive  
engine | explore | farm | football  
journal | manage | music | photograph  
reception | wait | write

-ian	-ress	-ist	-er	-r

**4 Complete the sentences using the jobs from Exercise 3.**

- Jo's a \_\_\_\_\_. She looks after animals and grows vegetables.
- Phil's an excellent \_\_\_\_\_. He plays the piano, guitar and violin.
- The \_\_\_\_\_ answers the phone and helps visitors when they arrive at the office.
- The \_\_\_\_\_ made a mistake. I didn't order a chicken salad.
- When I have toothache, I usually visit my \_\_\_\_\_.
- If you are late to work, the \_\_\_\_\_ won't be happy.

**Words + prepositions**

**5** 3.22 Complete the sentences. Choose the correct preposition (A, B or C) for each gap. Listen and check.

- Alex is the manager \_\_\_\_\_ a clothes shop in the city centre.  
A of B on C with
- Charlie hopes to get a diploma \_\_\_\_\_ music from a college in London.  
A from B in C to
- Steph is a receptionist and she works \_\_\_\_\_ a company that makes computers.  
A with B for C to
- Judy is the singer \_\_\_\_\_ a local rock band.  
A at B on C in
- Michael is a writer \_\_\_\_\_ children's books.  
A in B to C of
- We have an important meeting today \_\_\_\_\_ the manager.  
A of B with C to

**11 LISTENING** | Gap fill



**1 Work in pairs and answer the questions.**

- 1 Think about things you like doing in your free time. Could you start a business doing any of these things?
- 2 If you could start a business, what would you do?

**EXAM SKILL**

**Taking notes**

- Don't write down everything you hear, just write the important words.
- Be careful with spelling, especially when the word is spelled out for you.

**2** 3.23 Listen to the names of people and places being spelled out and write them down.

- |         |         |
|---------|---------|
| 1 _____ | 4 _____ |
| 2 _____ | 5 _____ |
| 3 _____ |         |

**3** 3.24 Listen to Ed talking about his business idea and correct the notes.

**The concert**

- |                   |   |
|-------------------|---|
| When?             | 1 in <u>June</u>                        |
| Where?            | 2 in Dan's large <u>house</u>           |
| Number of people: | 3 <u>18 people and six bands played</u> |
| Best band:        | 4 <u>Jaybeeland</u>                     |
| Earned:           | 5 <u>£220</u>                           |

**OPTIMISE YOUR EXAM**

**Gap fill**

- Sometimes you need to write more than one word as the answer.
- Remember to write the exact words you hear. You don't need to change them.

**4** 3.25 Listen to an interview with a teenager who has started a business. Complete the information.

**Zi Yang's Business**

Name: Our Daily *Fruit*

Sells to: 1 local factories .....

Works with: 2 his .....

Place: 3 ....., in Bolton

Number of customers: 4 .....

Won: 5 BusinessTeen of .....

THINK **RESEARCH** CULTURE | LEARN | ME

Find out about a young business person from your country who has earned a lot of money. What was their idea? How did they make money?

**GRAMMAR 2** | Relative clauses: *who, which, that*

**Grammar in context**

Look at these sentences from the audio in the listening lesson and do the task below.

- 1 This afternoon I'm talking to someone who studies hard at ...
- 2 So, my dad works in a big factory which is in the city centre.
- 3 And you've just won a competition that was for young business people.

Choose the correct word.

- a) In sentence 1, who is about the person *talking / studying hard*.
- b) In sentence 2, which is about *dad / the factory*.
- c) In sentence 3, that is about *people / a competition*.

**REMEMBER**

- Relative clauses give us more information about someone or something we have already mentioned earlier in a sentence.
- We use relative pronouns (*who, which, that*) at the beginning of relative clauses.
- We use the relative pronoun *who* to talk about a person or people, and *that* or *which* to talk about a thing or things: *Henry's the man who works in the new offices in town. Reading is something that/which I like doing in my spare time.*

▶ See Grammar reference, Unit 11, page 160

**2 Make one sentence from these two sentences using *who, which* or *that* to replace the underlined words.**

- 1 Alex is a manager. He works in my dad's office.  
*Alex is a manager who works in my dad's office.*
- 2 There is a factory near here. It makes cars.  
\_\_\_\_\_
- 3 Fred is the waiter. He took our order.  
\_\_\_\_\_
- 4 I would like a desk. It is near the window.  
\_\_\_\_\_
- 5 They had a meeting. It was with the new manager.  
\_\_\_\_\_

**3 Complete the article with *who, which* or *that*.**



I'm a firefighter (1) \_\_\_\_\_ works in a large city in the north-east of England. I love my job, but it's really hard work. We work in teams (2) \_\_\_\_\_ are called watches, and there are eight of us in each team. I've known the people (3) \_\_\_\_\_ are in my team for a long time.

The hours (4) \_\_\_\_\_ I work are not the same every day. Today I started work at 8 am and will finish at 6 pm, but next week I will work through the night. Every day, we need to check everything at the fire station is working. It's an important job (5) \_\_\_\_\_ usually takes about an hour.

At any time, we can get a call from someone (6) \_\_\_\_\_ needs help. This morning we went to a hotel (7) \_\_\_\_\_ was on fire. There were over 100 guests there and a lot of them were very afraid. Inside the hotel, there was fire everywhere. It was really hot and very dangerous, but we helped all the people (8) \_\_\_\_\_ were there to get outside safely. It's all in a day's work!

**1 Choose the correct words to complete the sentences.**

- 1 It's a question which / who no-one has the answer to.
- 2 The secretary who / which works in our office is away today.
- 3 Kelly has got a job that / who she is enjoying a lot.
- 4 The message who / which you sent yesterday hasn't arrived yet.
- 5 I want to get a job in the new office building who / which has just been built.
- 6 Is that the mechanic who / which repaired your car last week?
- 7 One of the men which / who works in our London office is coming to visit us today.
- 8 Where's the shop assistant which / who works in the food department?

11 SPEAKING | Interview

Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- Whose birthday is it soon?
- Where is the party going to be?
- How many people can go to the party?

2 Watch the video again. Match the phrases in the *Phrase expert* box to who said them.

PHRASE EXPERT

I have (two) brothers and (two) sisters.  
I'm an only child, but I have three (cousins).  
In my family there are (five) people.  
My dad/mum is a (job) ...



3 Work in pairs. Follow the instructions.

- Write down as many jobs as you can in one minute.
- Write down as many family members as you can in one minute.
- Tell your partner about the jobs people in your family do.  
*Example: My uncle is a builder.*

4 Listen to a student talking about her family. Are the sentences true (T) or false (F)? Correct the false ones.

- She's got two brothers and a sister. T / F
- Her older brother is an actor. T / F
- Matthew works in an office. T / F
- Her dad works in Manchester. T / F
- Her mum is a lawyer. T / F



EXAM SKILL

Talking about jobs

- We say *I work for* + company; *I work as* / *a/an* + occupation; *I work in* + place.
- Remember to use the present simple to talk about someone's daily routines, e.g. *She checks her emails in the morning.*
- When we talk about situations that last for a short time, we also use the present continuous, e.g. *He usually works in London, but this week he's working in Bristol.*

5 Choose the correct form to complete each sentence. Listen and check.

- Marta **works / is working** in a theatre. She's worked there for ten years.
- Matthew often **meets / is meeting** his manager in the morning.
- Anna **cooks / is cooking** lunch at the moment.
- Jane usually works in an office, but this month she **visits / 's visiting** customers.

OPTIMISE YOUR EXAM

Interview

- In this part of the test, the examiner may ask you about your family.
- Practise talking about your family and learn how to describe your parents' jobs.
- Answer the questions in full sentences, or use short answers and then add more information.

6 Work in pairs. Take turns asking and answering the questions. Make notes of your partner's answers.

- What jobs do people in your family do?
- Where do they work?
- What job would you like to do when you finish school or university?
- Would you prefer to work in a big or small company? Why?
- What is more important to you – earning lots of money or helping people? Why?

LANGUAGE IN USE | Open cloze

1 Work in pairs. Look at the photo in Exercise 4 and answer the questions.

- What job do you think the woman in the photo opposite is doing?
- What do you think are the good and bad things about doing a job like this? Make a list then discuss with your partner.

EXAM SKILL

Understanding the type of word that is missing

- It is important in the open cloze exercise that you understand what type of word is missing.
- Possible words that might be missing are a noun, a pronoun, a determiner, a preposition, a linking word, a verb or auxiliary verb.

2 Read the sentences and choose the type of word (a, b or c) that goes in each gap.

- Linda \_\_\_ like working at weekends.  
a) noun    b) adjective    c) auxiliary verb
- My cousin works \_\_\_ a company in Paris.  
a) preposition    b) verb    c) adverb
- He is the journalist \_\_\_ asked me a lot of questions.  
a) noun    b) preposition    c) pronoun
- Ethan is looking for a new \_\_\_ because he wants to work with animals.  
a) verb    b) noun    c) adjective
- I would like \_\_\_ job that is exciting and interesting.  
a) article    b) pronoun    c) preposition

3 Now choose the correct words below to complete the sentences in Exercise 2.

- a) is    b) not    c) doesn't
- a) to    b) on    c) for
- a) which    b) where    c) who
- a) work    b) job    c) staff
- a) the    b) some    c) a

OPTIMISE YOUR EXAM

Open cloze

- Remember to read the whole text first.
- When you write the words, check you have spelled the words correctly.
- Read through each sentence and check the word you have written makes sense.

11

4 Complete the article about the explorer. Write one word in each gap.



The world at my feet

I'm Sara. I'm 38 years old, and I'm **Example: an** explorer. I work (1) \_\_\_\_\_ an international travel magazine. I write stories and articles about places (2) \_\_\_\_\_ most people don't visit. I have travelled to some of (3) \_\_\_\_\_ most beautiful countries in the world. My job is exciting and I love it, (4) \_\_\_\_\_ it isn't easy.

First of all, I (5) \_\_\_\_\_ lots of research about different places in the world before I choose where to go. Then I think (6) \_\_\_\_\_ how I'm going to get there, how I'm going to travel when I'm there, and how safe it is. As an explorer, I often go to places (7) \_\_\_\_\_ are dangerous and far away from our safe modern world.

Last year, I went to Borneo, (8) \_\_\_\_\_ large island in south-east Asia. I wanted to visit the people (9) \_\_\_\_\_ live in the forests and learn about their natural medicine. I was there for six months. It was amazing.

Being an explorer isn't a job for everyone. You don't earn (10) \_\_\_\_\_ money you are away from home for a long time, you have to be very fit, brave and also a little bit crazy!

THINK | RESEARCH | CULTURE | LEARN



Which country in the world would you most like to work in? Why?

**1** In pairs or as a group, look at the adverts below. What do you think you have to do in each job? Which job would you prefer to do? Why?

*Dog walkers needed!*  
We're looking for people who love dogs ... and exercise!  
Interested? Call us on 06295 332131

**DELIVER NEWSPAPERS IN DUNSTON**

Minimum age 14  
Two mornings a week  
Email p.morton@myemail.com

*Babysitter wanted*  
Tuesday and Friday 5pm - 7pm  
£8 per hour  
Phone for details: 022 435 8181

**EXAM SKILL**

**Negative phrases and opposites**

- In this part of the exam, look for negative phrases that have the same or nearly the same meaning as positive phrases. For example, *We usually finish work early*, and *We don't often finish work late*.
- Learn opposite adjectives and adverbs to help you.

**2** Match the words (a-f) to the words with the opposite meaning (1-6).

- |               |       |              |
|---------------|-------|--------------|
| 1 difficult   | _____ | a) boring    |
| 2 alone       | _____ | b) dangerous |
| 3 safe        | _____ | c) open      |
| 4 last        | _____ | d) first     |
| 5 interesting | _____ | e) easy      |
| 6 closed      | _____ | f) together  |

**3** Complete the sentences using words from Exercise 2.

- Our staff never work alone. They always work \_\_\_\_\_ in teams.
- The meeting was really boring. No-one said anything \_\_\_\_\_.
- Please don't leave the office door open. Keep it \_\_\_\_\_ so it doesn't get cold inside.
- It can sometimes be dangerous. It isn't very \_\_\_\_\_.
- It's a difficult place to work. It isn't \_\_\_\_\_ working here.
- We weren't the first company to do this and we won't be the \_\_\_\_\_.

**4** Read texts 1 and 2 below. Then correct Simon's notes.

**1**

**Cosmos supermarket**  
Temporary shop assistants needed  
Over 16 years old

Hours: Monday-Saturday 8:00 to 16:00  
Pay: £8.50 per hour (16-18-year-olds)  
£9.50 per hour (18+ year-olds)  
Come in now and be the first to apply!

**2**

**From:** Daniela    **To:** Simon

Good news! We can apply for holiday jobs as shop assistants now.

The pay is good and it's really close to your house. It may be boring, so it would be better to do it together.

It's your birthday soon then we'll both be 16.

Can you pick up some forms and give one to me at school? We can fill them in together.

**3**

**Simon's notes**  
Holiday Job

Place: *Cosmos Supermarket*

Job: **1** *cleaner*

Pay: **2** *£ 9.50 per hour*

Hours: **3** *Monday to Saturday 9:00 - 17:00*

Where: **4** *near my school*

Need to: **5** *get a book*

**OPTIMISE YOUR EXAM**

**Information transfer**

- This part of the exam tests reading and writing.
- You may need to write a word or a phrase to complete the notes.
- Check that you spell your answers correctly.

**5 Plan** You are going to complete Hannah's notes. Tick the things you need to do before you start writing.

- Read both texts. \_\_\_\_\_
- Find the mistakes in Tim's email. \_\_\_\_\_
- Make sure I know exactly what information I need to complete Hannah's notes. \_\_\_\_\_

**JOB INFORMATION DAY**

At Queen's Road Library  
Friday 16 June

9.30 am-11.00 am  
(science and computer companies)

11.00 am-12.30 pm  
(banks and finance companies)

No entry without a ticket

**Hannah's notes**

**Job Information Day - 16th June**

Where: **1** \_\_\_\_\_

Start?: **2** \_\_\_\_\_

Remember: **3** *Need a* \_\_\_\_\_ to get in

Tim wants: **4** \_\_\_\_\_ about work experience

Later: **5** *Lunch at* \_\_\_\_\_ at 1 pm

**From:** Tim    **To:** Hannah

Hi Hannah,

Are you going to the Job Information Day at the library next Friday? Lots of local companies are going to be there.

I can't go, so can you get me some information about work experience with HiCCo, the computer company, please?

Can we meet for lunch at Palace Café at 1 pm?

**6 Write** Write the information to complete Hannah's notes. Check your spelling and use of capital letters.

**7 Check** Before you hand in your notes, complete this checklist.

**Checklist** ✓

- |  |  |
|--|--|
| <input type="checkbox"/> I've carefully read both texts.                           | <input type="checkbox"/> I've completed all the answers on the form. |
| <input type="checkbox"/> I've looked carefully for negative phrases and opposites. | <input type="checkbox"/> I've checked my spelling.                   |
|  | <input type="checkbox"/> I've checked my use of capital letters.     |

**Extra writing**

**8** You're Hannah. You're going to write a short reply to Tim's email in Exercise 5. First answer questions 1-3.

- What is happening at the library next Friday? \_\_\_\_\_
- What does Tim want you to get? \_\_\_\_\_
- Where is Tim suggesting you meet? \_\_\_\_\_

Now write your email in 25-35 words.

# 12 Home time



## READING | Multiple-choice cloze | An online article

### 1 In pairs or as a group, answer the questions.

- 1 What do you like most about the area where you live?
- 2 Is there anything in your home that you couldn't live without?

### 2 Read the online article on page 125 quickly and find out who Joe Durling lives with.

\_\_\_\_\_

### 3 Read the article on page 125 quickly again and answer the questions.

- 1 What is Tinker's Bubble?  
\_\_\_\_\_
- 2 When did Tinker's Bubble start?  
\_\_\_\_\_
- 3 How many people live at Tinker's Bubble?  
\_\_\_\_\_
- 4 What have the houses at Tinker's Bubble **not** got?  
\_\_\_\_\_
- 5 Which rooms are shared?  
\_\_\_\_\_
- 6 Where do most of the people at Tinker's Bubble work?  
\_\_\_\_\_

### EXAM SKILL

#### Possessive adjectives

- We use *my, your, his, her, our* and *their* before a noun to talk about the person who owns it, e.g. *His book is on the table.*
- We usually use *them* for people we talked about earlier in the text.

### 4 Find these sentences in the article. Write down who or what the underlined words refer to.

- 1 Their houses are made from wood ... (paragraph 2) \_\_\_\_\_
- 2 The cooking and the washing-up is also shared between them. (paragraph 2) \_\_\_\_\_
- 3 He lives with his mum, Mary. (paragraph 3) \_\_\_\_\_
- 4 And the light from the sun is used to make electricity for their radio ... (paragraph 3) \_\_\_\_\_
- 5 Most of the people at Tinker's Bubble work on its small farm. (paragraph 4) \_\_\_\_\_

## Living with Nature

Have you ever wanted to live somewhere far away from the town or city? Would you like to wake up to the sounds of birds and the wind in the trees?

- 1 Well, if you could also live without your own bathroom and **Example: C** all your meals outside, then you might be interested in living in a place called Tinker's Bubble.
- 2 Tinker's Bubble is a small village in the **middle** of a forest in the south-west of England. It was started in 1994 by a group of people (1) \_\_\_\_\_ didn't want to live in towns or cities anymore. It is home to 10 adults and two young children. Their houses are made from **wood**. They (2) \_\_\_\_\_ quite small and they haven't got bathrooms. There is a bathroom and kitchen which is **shared** by everyone who (3) \_\_\_\_\_ there. The cooking and the washing-up is also shared between them.
- 3 Joe Durling has grown up in Tinker's Bubble. He lives with his mum, Mary. (4) \_\_\_\_\_ house only has one room, but it has everything they need. There isn't a **sofa**, but there is a table, some **shelves**, some chairs and beds with lots of **blankets**. (5) \_\_\_\_\_ it's cold, the house is **heated** by a **fire** and stays nice and warm in the winter. And the light from the sun is used to make electricity for their radio and lamp.

- 4 Most of the people at Tinker's Bubble work on its small farm. They work on the land with horses and they grow (6) \_\_\_\_\_ of fruit and vegetables. Some of the fruit is sold in the local market. The money they earn is shared between everyone.

- 5 Life in Tinker's Bubble isn't for everyone. (7) \_\_\_\_\_ if you want to live close to nature and don't need to turn on the TV or use a laptop every time you're bored, it might be for you.



### OPTIMISE YOUR EXAM

#### Multiple-choice cloze

- Remember to read the text quickly first and look carefully at the words before and after each gap.
- Answer every question. You won't lose marks for wrong answers.

### 5 3.27 Read the article about people who live in a forest. For questions 1–7, choose the best answer (A, B or C) to fill each gap.

#### Example:

- |            |          |                |
|------------|----------|----------------|
| A cooks    | B cooked | <b>C) cook</b> |
| 1 A who    | B which  | C they         |
| 2 A be     | B are    | C is           |
| 3 A lived  | B lives  | C live         |
| 4 A Theirs | B Their  | C Our          |
| 5 A What   | B Why    | C When         |
| 6 A much   | B many   | C lots         |
| 7 A And    | B But    | C For          |

### 6 The underlined words are highlighted in the article above. Find them and choose the correct word or phrase to complete each sentence.

- 1 There are a lot of / few shops and offices in the middle of a city.
- 2 Wood comes from trees / flowers.
- 3 We shared the cake so everyone / no-one got a piece.
- 4 We usually put the sofa in the garden / living room.
- 5 I keep my farms / books on shelves.
- 6 If you're hot / cold, you can have some blankets.
- 7 Our living room is heated by a fire / the refrigerator.
- 8 Many years ago, people cooked / slept on a fire.

### THINK RESEARCH CULTURE | LEARN | ME

Find out about a group of people who choose to live somewhere different in your country. Make a poster about them which answers these questions:

- Where do they live and who lives there?
- Where do they get their food?

12 GRAMMAR 1 | Present simple passive

Grammar in context

Look at these three passive sentences from the text on page 125 then answer the question.

- Their houses **are made** from wood. (paragraph 2)
- ... the house **is heated** by a fire ... (paragraph 3)
- And the light from the sun **is used** to make electricity for their radio ... (paragraph 3)
- Some of the fruit **is sold** in the local market. (paragraph 4)

Are these sentences right (R) or wrong (W)?

- We can only use the passive if we know who does the action. \_\_\_\_\_
- In passive sentences, we don't have to say who does the action. \_\_\_\_\_
- We can use the passive when it is not important who does the action. \_\_\_\_\_

REMEMBER

- We use the present simple form of the verb **be** and the past participle of the main verb to make the present simple passive.
- We use the passive when the action is more important than who does the action.

▶ See Grammar reference, Unit 12, page 161

1 Choose the correct verb form to complete these active and passive sentences.

- We **grow / are grown** lots of flowers in the garden.
- These carpets **make / are made** in Turkey.
- The rooms **clean / are cleaned** by the hotel staff.
- The children sometimes **stay / are stayed** at their grandparents' house.

2 Put these words into the correct order to make present simple passive sentences.

- is / month / The / cut / grass / every \_\_\_\_\_
- made / houses / from / are / wood / The \_\_\_\_\_
- every / This / week / is / kitchen / cleaned \_\_\_\_\_

3 Complete the present simple passive sentences about a house using the correct form of the verbs in brackets.

- Meals \_\_\_\_\_ (cook) in the kitchen.
- The car \_\_\_\_\_ (keep) in the garage.
- The front door \_\_\_\_\_ (open) with a key.
- The garden \_\_\_\_\_ (not use) very often in the winter.
- These fridges \_\_\_\_\_ (make) in Germany.
- The heating \_\_\_\_\_ (not turn on) in the summer.

4 Complete the article using the present simple passive form of the verbs in brackets.

MOVING HOUSES



Have you ever moved house? It can be very tiring. Before the move, all your things (1) \_\_\_\_\_ (pack) into boxes. Next, everything (2) \_\_\_\_\_ (carry) out of your house and put into a big lorry. Then someone drives everything to your new home.

But in some countries, when people say they are going to move house, they mean it. Their whole house (3) \_\_\_\_\_ (move) to a different place!

In the villages in Indonesia, the houses (4) \_\_\_\_\_ (make) from wood. Sometimes there is a lot of rain, which makes it difficult to live in some areas. When this happens, the houses (5) \_\_\_\_\_ (pick up) and moved away from the rainy areas.

In the USA, people usually leave one house to go and live in another one. But sometimes 'old' houses (6) \_\_\_\_\_ (take) to new places. If the people who want to do this are Amish and they don't believe in using modern technology, they might do it by hand. This (7) \_\_\_\_\_ (not do) very often, because it is very difficult and can be dangerous. But it is amazing to watch when it does happen.



THINK | RESEARCH | CULTURE | LEARN | ME

Find out how many people in your class have moved house. Ask ...

- where did they move from and to?
- how did they move?
- how long did it take?

VOCABULARY | Topic vocabulary | Phrasal verbs | Collocations

Words connected with houses and homes

1 Write the words on the correct lines. Some words can go on more than one line. Listen and check.

- armchair | bath | bed | blanket  
bookcase | chair | cooker | fridge  
lamp | pillow | shower | sink  
sofa | table | toilet | towel

- kitchen: \_\_\_\_\_  
living room: \_\_\_\_\_  
bathroom: \_\_\_\_\_  
bedroom: \_\_\_\_\_

2 Work in pairs. Decide which is the odd one out in each group (1-5) and why.

- bath | sink | sofa | towel \_\_\_\_\_
- pillow | lamp | blanket | fridge \_\_\_\_\_
- sofa | bookcase | cooker | armchair \_\_\_\_\_
- sink | table | chair | bed \_\_\_\_\_
- blanket | cooker | fridge | sink \_\_\_\_\_

Phrasal verbs

3 Complete the sentences. Choose the best word (A, B, or C) for each gap. Listen and check.

- My dad grew \_\_\_\_\_ in a small wooden house in a village.  
A up    B out    C down
- In the evenings, I often lie \_\_\_\_\_ on my bed and read a book.  
A in    B down    C to
- If you go \_\_\_\_\_ tonight, take a front door key.  
A in    B out    C up
- My bed is really comfortable so I find it very difficult to get \_\_\_\_\_ in the morning.  
A on    B up    C in
- Please tidy the dining room and wash \_\_\_\_\_ your things in the sink before you leave.  
A off    B in    C up
- Can you find \_\_\_\_\_ how much those new flats cost?  
A of    B for    C out



4 Complete the text about Albert Parker with the correct form of some of the phrasal verbs you completed in Exercise 3.

I (1) \_\_\_\_\_ in Liverpool in the 1930s. Our family didn't have much money. My mum worked in the kitchen of a restaurant. She had to (2) \_\_\_\_\_ hundreds of dishes every day. My dad (3) \_\_\_\_\_ early every morning and sold newspapers. I went to school and studied hard. After doing my homework, I used to (4) \_\_\_\_\_ on my bed for a rest. I often fell asleep and so never (5) \_\_\_\_\_ with my friends during the week as I was always tired.

Collocations with verbs

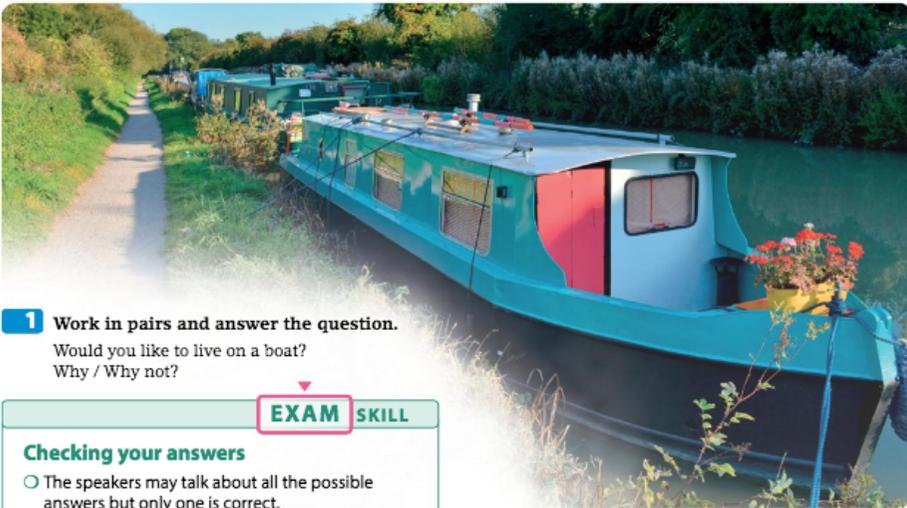
5 Match the nouns (a-f) to the verbs (1-6) to make things you do at home. Listen and check.

- |              |                   |
|--------------|-------------------|
| 1 wash _____ | a) house          |
| 2 tidy _____ | b) my bed         |
| 3 make _____ | c) the washing-up |
| 4 do _____   | d) your room      |
| 5 have _____ | e) the floor      |
| 6 move _____ | f) a shower       |

6 Complete the sentences with the correct form of the collocations from Exercise 5.

- My mum doesn't like leaving dirty dishes around so we always \_\_\_\_\_ after dinner.
- My sister always listens to music in the bathroom when she \_\_\_\_\_ in the morning.
- Can you \_\_\_\_\_ before you go out? There are clothes and books everywhere.
- If you go into the kitchen with dirty shoes on, you'll have to \_\_\_\_\_.
- Next year, we're going to \_\_\_\_\_ because we want to live somewhere bigger.
- Mum sometimes \_\_\_\_\_ for me.

## 12 LISTENING | Multiple choice



## 1 Work in pairs and answer the question.

Would you like to live on a boat?  
Why / Why not?

## EXAM SKILL

## Checking your answers

- The speakers may talk about all the possible answers but only one is correct.
- When you listen the second time, check that the possible answers you didn't choose aren't correct.

## 2 3.31 Read the question and possible answers. Then listen and choose the best answer. Listen and check.

Where does Gabriel live now?

- a) on a boat b) in an apartment c) in a house

## 3 3.31 Work in pairs and discuss the following question: What does Gabriel say about the other answers in Exercise 2? Listen again and check.

## 4 Read the questions (1–5) in Exercise 5 and match them to the ideas below (a–e).

- a) the room that isn't on the boat \_\_\_\_  
b) the thing that Heidi doesn't like on the boat \_\_\_\_  
c) the type of people who like living on a boat \_\_\_\_  
d) something Heidi really likes on the boat \_\_\_\_  
e) how long Heidi has lived on a boat \_\_\_\_

## OPTIMISE YOUR EXAM

## Multiple choice

- Read the questions and all the possible answers carefully.
- The first time you listen, make a note of the words you hear that are in the possible answers.
- When you listen again, think carefully about what the speakers are saying about those words.

## 5 3.32 Listen to Heidi talking to her friend Jed about living on a boat and choose the correct answers.

- 1 Heidi has lived on a boat  
A for two years.  
B for four years.  
C all her life.
- 2 On the boat, there isn't  
A a kitchen.  
B a bathroom.  
C a dining room.
- 3 Heidi's favourite thing about the boat  
A is the fire.  
B is her bedroom.  
C are the views.
- 4 She doesn't like  
A the heating.  
B that there isn't a washing machine.  
C where the boat is.
- 5 She says that life on a boat is for  
A people who don't like noise.  
B everyone.  
C people who want lots of space.

## SAY IT RIGHT

Resource centre: Unit 12  
/b/ and /v/

## GRAMMAR 2 | Past simple passive and by

## Grammar in context

Look at these sentences from the audio in the listening lesson and answer the questions.

*But four years ago, when I was ten, my parents were given a boat by their cousins. It was built about 30 years ago, but it wasn't finished. ...*

- a) Did Heidi's parents buy the boat? \_\_\_\_  
b) Do we know who gave her parents the boat? \_\_\_\_  
c) Do we know who built the boat? \_\_\_\_

## REMEMBER

- We use the past simple form of the verb *be* and the past participle of the main verb to make the past simple passive.
- When we want to say who did something, we use *by*: *The house was built by my grandfather.*

▶ See Grammar reference, Unit 12, page 161

## 1 Underline who did the action in these past simple passive sentences.

- 1 The pictures were given to me by my grandmother.
- 2 The man was interviewed for the waiter's job by the manager.
- 3 The essays were written by the pupils in Year 8.
- 4 The children were taught English by my mother.
- 5 The furniture was made by a man from Scotland.
- 6 The house was moved by a team of 30 men.

## 2 Look at the sentences in Exercise 1 again and circle the passive verbs.

## 3 Put these words into the correct order to make past simple passive sentences.

- 1 bought / my father / The fruit trees / by / were
- 2 driven / a taxi driver / home / were / My parents / by
- 3 made / The / were / by / every / beds / morning / the hotel staff
- 4 designed / a man called Jasper / was / new house / Our / by
- 5 weren't / The English tests / teacher / our / by / marked

## 4 Complete the article about a teenager who built a house, using the correct past or present passive form of the verbs in brackets.

## BUILD YOUR OWN HOME

When he was 15, and most of his friends were playing video games, Austin Hay was building his own house!

Austin first became interested in house building at school, but he (1) \_\_\_\_\_ (not give) the chance to build a house there, so he decided to build one at home. He wanted to build a tree house, but when he (2) \_\_\_\_\_ (tell) that he could build a house on wheels, that seemed like a better idea. He bought a trailer, which is a metal floor on wheels, for \$2,000 and started building.

Austin (3) \_\_\_\_\_ (help) by his dad and his friends. Lots of pieces of wood and glass (4) \_\_\_\_\_ (give) to him by friends and family, and they (5) \_\_\_\_\_ (use) for different parts of the house.

Inside the house there is a kitchen, shower and toilet, a very small living room, and a bed. There is also electricity. A total of about \$12,000 (6) \_\_\_\_\_ (spend) on the house. After the house (7) \_\_\_\_\_ (finish), Austin became quite famous and a documentary (8) \_\_\_\_\_ (make) about him by the journalist, Kirsten Dirksen. Quite often, Austin (9) \_\_\_\_\_ (ask) by local schools to help with their building projects, and in his town the house (10) \_\_\_\_\_ (know) as the house built by a boy.

5 Look at the highlighted examples of *by* in the text and answer the questions.

- 1 Who helped Austin build his house?
- 2 Who gave him some glass and wood?
- 3 Who made the documentary about him?
- 4 Who does Austin help with their building projects today?

THINK | RESEARCH | CULTURE | LEARN



Design your own small home on wheels. Draw a plan of your home and include different rooms.

12

## SPEAKING | Collaborative task

## Flipped classroom

- 1 Watch the *Talk2Me* video and answer the questions.
- 1 What is Evie asked to buy?
  - 2 Who was the picture in Jojo's room painted by?
  - 3 Who was the lemon cake made by?
- 2 Watch the video again. Underline the phrases in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

(Adult) tickets are ... and (student) tickets are ...  
 | How much is (it / a ticket)? | It costs ...  
 It's free. | There's a free car park.  
 There's no charge.

- 3 Work in pairs and answer the questions.

- 1 What is your favourite room in your house? Why?
- 2 Look at the photo. What do you think the person who owns this bedroom is like?



## EXAM SKILL

## Talking about money

- This part of the exam will often include information about money.
- Practise asking and answering questions about how much things cost: *How much is ...? What does ... cost? It's fifteen pounds. A student ticket costs five pounds.*

- 4 Listen to the question prompts and number them in the order you hear the questions.

- time / open ? \_\_\_\_
- what / see ? \_\_\_\_
- what / buy ? \_\_\_\_
- student ticket ? £ ? \_\_\_\_
- car park ? £ ? \_\_\_\_

Talk 2 Me

How much is ...?

- 5 Listen to the questions and answers again and correct the mistakes in the advert below.

Saturday and Sunday 9am – 4pm  
 More than 50 room designs  
 Furniture and decoration for sale  
 Large free car park  
 Tickets: Adults £10.00  
 Students £5.00

**FAMILY HOME SHOW**

## OPTIMISE YOUR EXAM

## Collaborative task

- You can ask the questions in any order. Sometimes it is useful to ask simple questions first, to give you time to think of the vocabulary or grammar to ask other questions.
- Before you finish, check you have asked all five questions.

- 6 Listen to five speakers. Complete the sentences with one word in each gap.

- 1 I'm \_\_\_\_\_, I didn't understand. Can you say that again, please?
- 2 Was \_\_\_\_\_ 429 or 492?
- 3 I'm sorry, I didn't hear that. Can you speak a bit \_\_\_\_\_, please?
- 4 Can you \_\_\_\_\_ that, please?
- 5 Sorry, did you \_\_\_\_\_ 16 or 60?

- 7 In pairs (Student A and Student B), do the exam task.

**Student A:** turn to page 138 and look at the information about a furniture shop. Answer Student B's questions about it.

**Student B:** look at the question prompts on page 141. Ask Student A your questions.

**Student B:** turn to page 141 and look at the information about the Flat for Sale. Answer Student A's questions about it.

**Student A:** look at the question prompts on page 138. Ask Student B your questions.

## LANGUAGE IN USE | Multiple-choice sentences

12

- 1 Work in pairs. Tell your partner about all the different homes you know, e.g. your house, your grandparents' house, your friend's house, etc.

## EXAM SKILL

## Learning vocabulary

- In this part of the test you read and identify appropriate vocabulary.
- It is important to know the difference in meaning and use between similar words.
- Learn collocations and phrases rather than individual words, e.g. verb + infinitive / -ing form; verb + noun; adjective + noun; adjective + preposition.

- 2 Choose the correct words to complete the sentences.

- 1 Does Ellie **want** / **like** to go to France on holiday next year?
- 2 I think I **made** / **did** a mistake when I painted the kitchen purple.
- 3 It's nice and warm inside the house but there's a **strong** / **large** wind outside.
- 4 Harry doesn't **want** / **mind** living in a small village.
- 5 Mum hasn't **made** / **done** the shopping yet.
- 6 Are you **worried** / **interested** in moving to a new place and starting a new school?

- 3 Complete the sentences with the words in the box. There are two extra words you do not need.

arrived | came | corner | good  
 opposite | tired | went

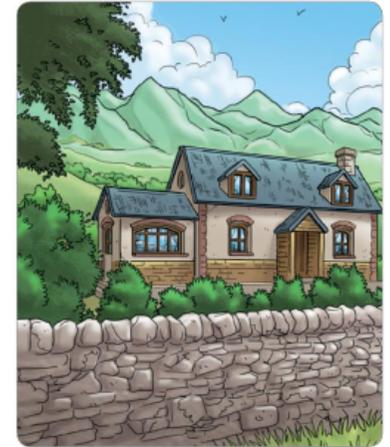
- 1 Moving house has been really \_\_\_\_\_ for us. We're much happier in our new home.
- 2 They are very interested in old museums, so they \_\_\_\_\_ to visit Italy.
- 3 My grandad was \_\_\_\_\_ of living in the city centre, so he moved to a village.
- 4 They were hungry and ready for dinner when they \_\_\_\_\_ at the hotel.
- 5 They bought a new house on the \_\_\_\_\_ of my street.

## OPTIMISE YOUR EXAM

## Multiple-choice sentences

- There are five sentences about the same subject.
- Read each sentence carefully and look at the words before and after the gap.
- If you don't know the answer, read the sentence with each possible answer in it and choose the one that sounds best.

- 4 Read the sentences about Emily's home. For questions 1–5, choose the best answer (A, B or C) to fill each gap.



## Example:

I B up in a small house by a river in the south of England.

A lived      B grew      C came

- 1 Last year, my family \_\_\_\_\_ house and now we live near the Scottish mountains.  
 A changed      B left      C moved
- 2 My dad is really \_\_\_\_\_ in climbing, which is one reason why we came here.  
 A interested      B keen      C good
- 3 There are four bedrooms, a large garden and the house has a \_\_\_\_\_ of the mountains.  
 A look      B view      C picture
- 4 I love my new bedroom and I \_\_\_\_\_ it every Saturday so it always looks nice.  
 A move      B wash      C tidy
- 5 In the kitchen, there's a large table, a \_\_\_\_\_ for washing-up and a very old cooker.  
 A towel      B sink      C curtain



THINK | RESEARCH | CULTURE | **LEARN** | ME

Writing your own sentences is a great way to learn vocabulary. Try writing six sentences describing your own house, using some of the words and ideas from this lesson.

12 WRITING | A postcard



1 In pairs or as a group, look at the photo and answer the questions.

- 1 Would you like to live in a place like this?
- 2 What would be the good and bad things about living in this village?
- 3 Would you prefer to live in a village or a city? Why?

EXAM SKILL

Using adjectives

- When you write a postcard, you often need to describe a feeling, place or an event.
- Use adjectives ending in *-ed* to describe how you feel, and adjectives ending in *-ing* to describe what something is like.

2 Write the adjectives in the correct list.

attractive | awful | boring | comfortable  
exciting | horrible | popular | terrible

- 1 Positive adjectives: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_
- 2 Negative adjectives: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

3 Choose the correct adjective to complete each sentence.

- 1 It was an **amazed** / **amazing** day. I won't forget it for a long time.
- 2 I was really **bored** / **boring** because I had nothing to do at home all day.
- 3 Joe is very **interested** / **interesting** in old furniture.
- 4 There are lots of **excited** / **exciting** things to do near my house in the holidays.
- 5 They were **tired** / **tiring** after cleaning the house.

4 Read the postcard from George. What three questions does he ask? Write them below.



\_\_\_\_\_

\_\_\_\_\_

5 Work in pairs. Read the two replies to George, below. Which reply is better? Why?



6 Read the exam task and underline the three questions Frazer asks.

Read the postcard from your English friend, Frazer.



Write a postcard to Frazer and answer the questions. Write 25–35 words.

OPTIMISE YOUR EXAM

A postcard

- The three questions in your friend's postcard will help you plan your answer.
- You also need to add detail and description to make your writing more interesting.
- Remember to check the spelling and punctuation in your answer.

7 Plan Plan your postcard. Use the chart to help you.

	Detail	Useful language	My notes and answers
First line		Hello ..., Hi ..., Dear ...	
Question 1		We live ... It's ...	
Question 2		I've lived here for/since ...	
Question 3		There's / There are ... At the end of the road, ... About 50 metres away, ...	
Last line		See you soon, Love, Best wishes,	

8 Write Write your postcard to Frazer in an appropriate style. Write 25–35 words.

9 Check Before you hand in your postcard, complete this checklist.

Checklist ✓

- |   |   |
|---|---|
| <input type="checkbox"/> I've followed my writing plan.                       | <input type="checkbox"/> I've used a good range of adjectives.              |
| <input type="checkbox"/> I've started and ended my postcard in the right way. | <input type="checkbox"/> I've written 25–35 words.                          |
| <input type="checkbox"/> I've answered the three questions.                   | <input type="checkbox"/> I've checked my spelling, punctuation and grammar. |

## PROGRESS CHECK

## UNITS 11-12

## GRAMMAR AND VOCABULARY

## 1 Write the job each person does.

- I fly planes all over the world. I'm a \_\_\_\_\_.
- I write articles for a local newspaper. I'm a \_\_\_\_\_.
- I grow vegetables and keep cows and pigs. I'm a \_\_\_\_\_.
- I serve customers in a shop. I'm a \_\_\_\_\_.
- I repair engines and machines. I'm an \_\_\_\_\_.
- I look after people's teeth. I'm a \_\_\_\_\_.
- I help when there is a fire. I'm a \_\_\_\_\_.
- I serve people meals in a restaurant. I'm a \_\_\_\_\_.
- I clean the floors in an office. I'm a \_\_\_\_\_.
- I talk to people when they come into the office, and answer the phone. I'm a \_\_\_\_\_.

\_\_\_/10

## 2 Read the descriptions. What is the word for each one? The first letter is given.

- We can bake cakes in this. c \_\_\_\_\_
- We keep food and drink cold in this. f \_\_\_\_\_
- We do the washing-up in this. s \_\_\_\_\_
- We can use this to read in the dark. l \_\_\_\_\_
- We put our heads on this in bed. p \_\_\_\_\_
- We eat dinner sitting around it. t \_\_\_\_\_
- We sit and relax on this. a \_\_\_\_\_
- We can fill this with water and sit in it. b \_\_\_\_\_
- We keep dishes, cups and food in this. c \_\_\_\_\_
- We can put this on our bed to keep warm. b \_\_\_\_\_

\_\_\_/10

## 3 Choose the correct word to fill each gap.

I'm the manager (1) \_\_\_\_\_ a famous pop group. I travel (2) \_\_\_\_\_ with them. It's a job (3) \_\_\_\_\_ I've done for years. The main thing I do is to make sure that they have (4) \_\_\_\_\_ they need. I work with boys (5) \_\_\_\_\_ are great singers. But they don't enjoy talking on TV, so I talk for them. When (6) \_\_\_\_\_ goes wrong, I have to help. Once there wasn't (7) \_\_\_\_\_ to eat after a concert. So I had to cook dinner for (8) \_\_\_\_\_. It's all in a day's work!

- A of B in C to
- A somewhere B everything C everywhere
- A what B where C which
- A something B everything C everywhere
- A who B that C where
- A everything B something C someone
- A anything B everything C something
- A someone B anyone C everyone

\_\_\_/8

## 4 Complete the sentences using the correct passive or active form of the verbs in brackets.

- The swimming pool \_\_\_\_\_ (close) by the manager last week.
- Last year, Camilla \_\_\_\_\_ (give) a job in a large company that makes computers.
- My parents \_\_\_\_\_ (buy) the house when they first moved to England.
- Teenagers \_\_\_\_\_ (not teach) enough about healthy eating.
- The engineer \_\_\_\_\_ (not repair) the fridge very well and it stopped working again.
- The woman's bag \_\_\_\_\_ (take) while she was talking to the receptionist.
- The workers \_\_\_\_\_ (not tell) that the factory was closed.
- Everyone \_\_\_\_\_ (move) their picnic tables and chairs closer to the river.
- Uniforms \_\_\_\_\_ (wear) by all the staff while they are working.
- Everyone \_\_\_\_\_ (pay) more money after the company did very well.
- He \_\_\_\_\_ (write) the book while living in France for a year.
- Most of the clothes we buy \_\_\_\_\_ (make) in Asia.

\_\_\_/12

## 5 Complete the blog post about Domenico's home with one word in each gap.

I live in a small town (1) \_\_\_\_\_ is about 20 km from Naples. We have a large house and a garden (2) \_\_\_\_\_ is full of flowers. I share a bedroom with my brother, (3) \_\_\_\_\_ is two years older than me. My parents work in Naples. My dad is the manager (4) \_\_\_\_\_ a shoe shop and my mum works (5) \_\_\_\_\_ a company that sells holiday apartments. My grandparents help around the house. My grandmother is always cooking and my grandfather does the gardening. My brother and I have (6) \_\_\_\_\_, make our beds each morning and wash (7) \_\_\_\_\_ after dinner every night.

I grew up (8) \_\_\_\_\_ the town. I often go out to a café (9) \_\_\_\_\_ my two best friends. My favourite café has the best ice cream. It (10) \_\_\_\_\_ made with fresh fruit and tastes amazing!

\_\_\_/10

Total score \_\_\_/50

## EXAM SKILLS

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- |   |              |
|---|--------------|
| <input type="checkbox"/> understand the reason for / purpose of a text.                               | Unit 11 p114 |
| <input type="checkbox"/> take notes when I listen.  | Unit 11 p118 |
| <input type="checkbox"/> talk about jobs people do.   | Unit 11 p120 |
| <input type="checkbox"/> understand the type of word that is missing from a text.                     | Unit 11 p121 |
| <input type="checkbox"/> understand negative phrases and opposites.                                   | Unit 11 p122 |
| <input type="checkbox"/> understand who owns something from words like <i>my</i> , <i>your</i> , etc. | Unit 12 p124 |
| <input type="checkbox"/> check my answers.  | Unit 12 p128 |
| <input type="checkbox"/> check that I understand what I need to know.                                 | Unit 12 p130 |
| <input type="checkbox"/> use the correct adjectives and prepositions.                                 | Unit 12 p131 |
| <input type="checkbox"/> use different adjectives in my writing.                                      | Unit 12 p132 |

## PROMPT CARDS

### Unit 2 page 20

#### Student A – your answers

Answer Student B's questions using the information below.



#### Hip hop, rock and dance music

Weekly on Fridays @ 7–10 pm  
Brilliant music, friendly people  
Over 14s only  
Student tickets €5  
Free wi-fi

### Unit 4 page 42

#### Student A – your answers

Answer Student B's questions using the information below.



Photographs by teenage travellers

14 Market Street

Come and meet these young adventurers

5 pm–10 pm Friday–Sunday

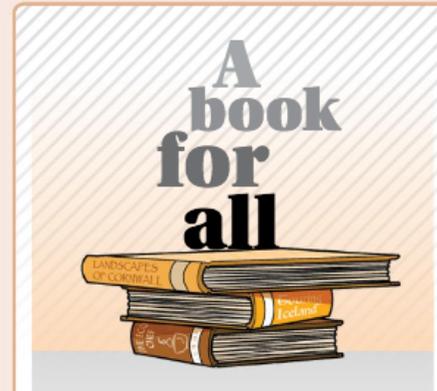
£3 entry

Visit our website for more information

### Unit 6 page 64

#### Student A – your answers

Answer Student B's questions using the information below.



332 High Street

#### Best local bookshop

Get your art, photography, music, baking and travel books here

Monday–Saturday 10 am – 7 pm

Sunday 11 am – 3 pm

01965 883321

Free car park

### Unit 8 page 86

#### Student A – your answers

Answer Student B's questions using the information below.



We have everything you need for football, cricket, tennis, badminton and golf!

Monday to Saturday 9.30 am – 8.00 pm

Sunday 10.00 am – 4.00 pm

Visit our shop in the Mega Shopping Centre or buy from home at our new online shop.

### Unit 2 page 20

#### Student A – your questions

Ask Student B your questions using the prompts below.

#### FILM FESTIVAL

- what / see?
- open / Mondays?
- student ticket? £?
- buy / drink?
- telephone number?

### Unit 4 page 42

#### Student A – your questions

Ask Student B your questions using the prompts below.

#### MOTOR SHOW

- what / see?
- open / weekend?
- student ticket? £?
- buy / cars?
- buy / food?

### Unit 6 page 64

#### Student A – your questions

Ask Student B your questions using the prompts below.

#### FASHION STORE

- what / buy?
- address?
- closed / Mondays?
- cheap / expensive?
- telephone number?

### Unit 8 page 86

#### Student A – your questions

Ask Student B your questions using the prompts below.

#### CRICKET LESSONS

- when?
- for children?
- price?
- need a bat?
- telephone number?

# PROMPT CARDS

## Unit 10 page 108

### Student A – your questions

Answer Student B's questions using the information below.



Learn how to keep healthy through sensible eating and regular exercise

### Classes

14–16 year olds Mondays and Thursdays 7–8 pm  
16+ Mondays and Thursdays 8–9 pm

£4 per class

Contact Mrs Jones on 01856 449720

## Unit 12 page 130

### Student A – your answers

Answer Student B's questions using the information below.

# BEAUTIFUL FURNITURE



### Small but special

Beautiful selection of tables, chairs and sofas to see in shop

Tel: 0203 667 5434

Monday – Sunday 10.00 am – 6.00 pm

## Unit 2 page 20

### Student B – your questions

Ask Student A your questions using the prompts below.

### DISCO

- what / music?
- time / start?
- on / Saturdays?
- student ticket? £?
- wi-fi?

## Unit 4 page 42

### Student B – your questions

Ask Student A your questions using the prompts below.

### PHOTOGRAPHY EXHIBITION

- what / see?
- address?
- open / Wednesdays?
- ticket? £?
- more information?

## Unit 2 page 20

### Student B – your answers

Answer Student A's questions using the information below.

# Student Film Festival



Come and watch amazing short films on a big screen before the makers become famous!

Saturday & Sunday 1–6 pm

Tickets: €10 / €8 for students

Café open for snacks and drinks between films

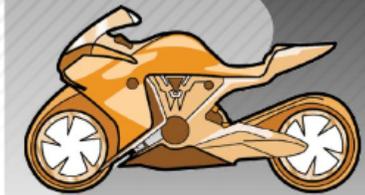
Tel: 881390

## Unit 4 page 42

### Student B – your answers

Answer Student A's questions using the information below.

# ARDEN MOTOR SHOW



Come and see these incredible new cars and motorbikes

Saturday & Sunday 8 am–10 pm

Tickets: €30 adults / €20 for students

Cars and motorbikes not for sale

Snacks and drinks available all day

## Unit 10 page 108

### Student A – your answers

Ask Student B your questions using the prompts below.

### FOOD SHOP

- address?
- what / sell?
- big / small?
- closed / Sundays?
- telephone number?

## Unit 12 page 130

### Student A – your questions

Ask Student B your questions using the prompts below.

### FOR SALE

- what / sale?
- big / small?
- have / dining room?
- when / see?
- email?

# PROMPT CARDS

## Unit 6 page 64

### Student B – your questions

Ask Student A your questions using the prompts below.

#### BOOK SHOP

- address?
- sell / music books?
- closed / Sundays?
- telephone number?
- car park?

## Unit 8 page 86

### Student B – your questions

Ask Student A your questions using the prompts below.

#### SPORTS SHOP

- name?
- where?
- open Sunday evening?
- sell / tennis rackets?
- buy online?

## Unit 6 page 64

### Student B – your answers

Answer Student A's questions using the information below.

**A1**  
FASHION  
STORE



16 North Bridge Street

Buy the latest fashions at the lowest prices

New shop opens 10 am–6 pm, Monday–Saturday

Closed Sundays

021 789 6533

## Unit 8 page 86

### Student B – your answers

Answer Student A's questions using the information below.

## Cricket lessons

Learn to play cricket this summer



Lessons for 8–18 years old

Only £6 a lesson

We have everything you need to start playing!

Every Wednesday evening 6–8 pm

Call 0723 8971 for more information.

## Unit 10 page 108

### Student B – your questions

Ask Student A your questions using the prompts below.

#### HEALTH AND WELLBEING

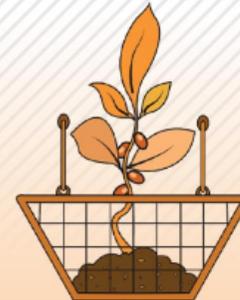
- what / learn?
- when / classes for 14 year olds?
- class / £?
- telephone number?
- who / contact?

## Unit 10 page 108

### Student B – your answers

Answer Student A's questions using the information below.

## Health Food shop



54 Green Street

For all your health food needs

Largest health food shop in the area

Monday – Saturday 8.00 am – 5.00 pm

Sunday 11.00 am – 4.00 pm

Tel: 0102 4567882

## Unit 12 page 130

### Student B – your questions

Ask Student A your questions using the prompts below.

#### FURNITURE SHOP

- what / see?
- big or small?
- bookshelves?
- telephone number?
- closed / Sundays?

## Unit 12 page 130

### Student B – your answers

Answer Student A's questions using the information below.



Large flat with amazing views

Lounge, dining room, kitchen, 2 bedrooms and 2 bathrooms

Come to see – Thursday 2.00 – 4.00 pm

Email: flatforsale@sellme.com

## OPTIMISE YOUR EXAMS | Reading and Writing

In **Part 1**, you read five sentences and match them to eight signs and notices. **OPTIMISE**  
Read the example and cross out the notice it matches, so you don't choose it again.  
Underline the important words in the sentences and then find words in the notices that mean the same.  
To help you do this, think where you may see the notices and who they are from.

**1** Read sentences 1–5 and underline the important words. Match the sentences to the signs and notices on page 5 of the Student's Book.

- This place is closed this afternoon. \_\_\_\_
- You can try this activity tomorrow morning. \_\_\_\_
- You can't go through this door. \_\_\_\_
- This place is never closed. \_\_\_\_
- You can't use your mobile phone here. \_\_\_\_

In **Part 2**, you read five sentences about the same topic and choose the correct word for the gap in each sentence. There is an example to help you. **OPTIMISE**

Look carefully at the words before and after the gap. Read the sentences with all three answers so you can choose the correct one.  
This part of the exam often tests topic vocabulary and collocations.

**2** Read the sentences, looking carefully at the words before and after each gap. Choose the correct word to complete each sentence. Then look at Exercise 4 on page 131 to check your answers.

- Last year, my family moved house and now we \_\_\_\_\_ near the Scottish mountains.  
A lived      B living      C live
- My dad is really interested \_\_\_\_\_ climbing, which is one reason why we came here.  
A in      B at      C from
- There \_\_\_\_\_ four bedrooms, a large garden and the house has a view of the mountains.  
A have      B are      C got
- I love my new bedroom and I tidy it \_\_\_\_\_ Saturday so it always looks nice.  
A once      B every      C often
- In the kitchen, \_\_\_\_\_ a large table, a sink for washing-up and a very old cooker.  
A it's      B they're      C there's

In the first part of **Part 3**, you read five short conversations and choose the best response (A, B or C) for each one. There is an example to help you. **OPTIMISE**  
First think of your own ideas for the second speaker's responses. Then read the answer options.  
If an option is like yours, it may be the correct answer.

**3** Read questions 1–5 and write what you think the answers might be. Then look at Exercise 5 on page 55 to see how similar your answers are.

- What are you downloading?  
\_\_\_\_\_
- Which website is it on?  
\_\_\_\_\_
- Did you talk to them on the phone?  
\_\_\_\_\_
- Please could you answer the phone?  
\_\_\_\_\_
- Who called just now?  
\_\_\_\_\_

In the second part of **Part 3**, you read a longer conversation between two speakers, with five of the second speaker's responses missing. You choose the missing answers from eight options. **OPTIMISE**  
Read the example and cross out the option it uses, so you don't choose it again.  
Read the conversation and all the options carefully. Think about the function of each sentence (e.g. Is it inviting someone to go somewhere?) before you choose the best answer.

**4** Read the conversation again in Exercise 4 on page 65 and cover the answers (A–H) with a piece of paper. Complete the conversation. Then look to see how similar your answers are to the ones in your Student's Book.



In **Part 4**, you read a text and answer seven questions. The questions may be multiple-choice comprehension questions or you may be asked if the sentences are right or wrong, or if it doesn't say in the text. There is an example to help you. **OPTIMISE**  
Read the text quickly then read the questions. The questions are in the same order as the text.  
Remember that 'Wrong' means that the sentence isn't true according to the information in the text. Choose 'Doesn't say' when there isn't enough information in the text to choose 'Right' or 'Wrong'.

**5** Read the text about a teenage snowboarder. Are sentences 1–7 'Right' (A) or 'Wrong' (B)? If there is not enough information to answer 'Right' (A) or 'Wrong' (B), choose 'Doesn't say' (C).

Chloe Kim is a 16-year-old snowboarder who lives in California, USA. She has already won three gold medals at the X-Games and she dreams of winning gold at the Winter Olympics in Pyeongchang in 2018. She was too young to take part in the 2014 games in Sochi, but she is as good as some Olympic gold winners.



Her parents Jong and Boran came from Korea, but Chloe is American. Her dad first took her snowboarding when she was four. At first, she wasn't keen on doing it, but she soon became very good at it. She can now do the most difficult jumps and has taken part in competitions since she was six years old.

She speaks French as well as English because she lived with her aunt in Switzerland for two years when she was at primary school. Her parents visited her in the school breaks and took her snowboarding in France.

Chloe is well known in the USA, both for her snowboarding talent and also for her hair. She often changes her hair colour, and she likes to colour it pink for competitions.

- Chloe is a teenage snowboarder.  
A Right      B Wrong      C Doesn't say
- She has never won a silver medal.  
A Right      B Wrong      C Doesn't say
- She won a gold medal at the 2014 Olympics.  
A Right      B Wrong      C Doesn't say
- She is Korean.  
A Right      B Wrong      C Doesn't say
- She learnt to snowboard when she was four.  
A Right      B Wrong      C Doesn't say
- She speaks two languages.  
A Right      B Wrong      C Doesn't say
- She wants to become a hairdresser.  
A Right      B Wrong      C Doesn't say

In **Part 5**, you read a short text with eight gaps. You choose the correct word (A, B or C) for each gap. There is an example to help you. **OPTIMISE**  
As you read the text, ask yourself what it is about. This part of the exam tests you on grammar.  
After choosing your answers, read the whole sentence with the two options you didn't choose, to check they don't fit.

**6** Read the article about a famous stone circle. For questions 1–8, choose the best answer (A, B or C) to fill each gap.

### A famous stone circle

Stonehenge is **B** the south of England. It is the **(1)** famous stone circle in Europe. Historians think **(2)** is between five thousand and three-and-a-half thousand years old. They think that people used machines **(3)** move the stones.

No-one **(4)** 100% sure why Stone Age people built Stonehenge. Some people think it was a type of clock **(5)** people used to tell the longest and shortest days of the year. The shortest day is called **(6)** winter solstice and it takes place on the 21st of December each year.

Some of the stones came **(7)** Wales. Historians think that it **(8)** 31 million man hours to build the stone circle we can see today!

### Example:

- |          |             |          |
|----------|-------------|----------|
| A on     | B <u>in</u> | C at     |
| 1 A much | B many      | C most   |
| 2 A it   | B they      | C he     |
| 3 A for  | B to        | C off    |
| 4 A is   | B isn't     | C aren't |
| 5 A who  | B what      | C which  |
| 6 A a    | B some      | C the    |
| 7 A from | B of        | C to     |
| 8 A take | B taking    | C took   |



In **Part 6**, you have to produce five words about a topic and spell them correctly. There is an example to help you. The first letter and the number of letters in the words are given. Check your spelling carefully.

OPTIMISE

**7** Read the descriptions of some words about jobs and work. Complete the words. Then ask your teacher to check your answers.

This person uses a camera to do their job. *photographer*

- 1 This job involves looking after animals and growing food.  
f \_\_\_\_\_
- 2 A person who writes for a newspaper or magazine.  
j \_\_\_\_\_
- 3 All the people who work for a company are called this.  
s \_\_\_\_\_
- 4 If you buy something in a shop or online, you are this.  
c \_\_\_\_\_
- 5 In hotels and offices, this is the person who welcomes you.  
r \_\_\_\_\_

In **Part 7**, you complete a text that has ten gaps by writing one word in each gap. There is an example to help you. First read the whole text to make sure you understand it. Complete the gaps that you find easy first, then look again at the more difficult ones. Check your spelling and read everything to check that the words you have written make sense.

OPTIMISE

**8** Complete the article about a TV cookery programme with one word in each gap.

Junior Masterchef is **Example:** *a* TV cookery competition for children. You can watch it (1) \_\_\_\_\_ the children's channel of the BBC, CBBC. The competition is (2) \_\_\_\_\_ nine- to twelve-year-olds. In the UK, the programme was on television for five years (3) \_\_\_\_\_ the 1990s and then it started again in 2010. (4) \_\_\_\_\_ were over 2,000 children who applied to be in the first competition. From these, 30 children (5) \_\_\_\_\_ successful and competed in the 'heats', (6) \_\_\_\_\_ were the first stage of the competition. The winner of each heat went to the quarter-final, then (7) \_\_\_\_\_ best two cooks from each quarter-final went to the semi-final. In the semi-final, the children (8) \_\_\_\_\_ to cook food for people from a TV programme and then for a famous boy band, JLS. In the final, four children took (9) \_\_\_\_\_ in the competition. They made a meal for the presenters and then the presenters (10) \_\_\_\_\_ the winner - Georgia Bradford.

In **Part 8**, you use information from two short texts to complete five missing pieces of information in some notes. There is an example to help you. Remember to read both texts carefully. You may need to write a word or a phrase to complete the notes. Check that you spell your answers correctly.

OPTIMISE

**9** Read the texts A and B, below. Underline the times in text A. Match the words or phrases in text B that say the same thing.

**A**

### LEARN TO DANCE SALSA

Join us to learn salsa in these free weekly classes at Green's Leisure Centre

Thursday 3:45–5.45 pm  
Room 16B

Extra beginners' classes  
Saturday 2–4 pm  
Room 24

**B**

**To:** Sam,

Would you like to come along to salsa classes with me?

We haven't done it before, so let's try the beginners' classes.

Shall we meet at 1.30 so we can travel together?

We don't have to pay for the classes, so we don't need any money, but I'm going to take something to drink.

Gina

**10** Read Sam's notes below. Then look at the texts in Exercise 9 again and write the answers.

SAM'S NOTES – SALSA CLASSES

Place: *Green's Leisure Centre*

Class:

Day:

Meeting time:

Room number:

Take:

In **Part 9**, you read a short text from a friend (email, note or postcard) then write a reply (25–35 words). Underline the important words and think of different ways to say the same things. Use the questions in your friend's text to plan your answer.

OPTIMISE

**11** Read the exam task below. How many questions does Tom ask? Underline the important word(s) in each one.



Read the note from your brother, Tom.

Post C

*Mum said you want to go the cinema tonight.  
What film do you want to watch?  
What time is it on?  
Can my friend come?  
Tom*

Write a note to Tom. Answer his questions.

Write 25–35 words

**OPTIMISE YOUR EXAMS | Listening**



**1** 3.35 Listen to the five conversations. There is one question for each conversation. For each conversation, choose the correct answer (A, B or C).

1 Where is Kara's bag?



A  B  C

2 What time does the film start?



A  B  C

3 Where are Kevin and his sister going at the weekend?



A  B  C

4 What is Dad going to buy Mum for her birthday?



A  B  C

5 What's the weather going to be like tomorrow?



A  B  C

In **Part 1**, you listen to five short conversations. Each one has a question and you choose the correct picture (A, B or C) to answer the question. There is an example to help you.

**OPTIMISE**

Read the questions first and underline the important words. When you listen to the audio, listen for words with a similar meaning to your underlined words.

In **Part 2**, you listen to a conversation and match two lists of items, using key information from the audio. There is an example to help you.

**OPTIMISE**

Read the example and cross out the answer it matches, so you don't choose it again.

Cross out other answers as you hear them.

Check that the answers you didn't use are not needed.

Focus on meaning. Just hearing one of the answer words on the audio doesn't mean it is a correct answer.

**2** 3.36 Listen to Fiona talking about what she did on her holiday last week. For each day, choose a place she went to (A-H). There are three extra letters which you do not need to use.

- |                                     |                 |
|-------------------------------------|-----------------|
| 1 Monday <input type="checkbox"/>   | A the beach     |
| 2 Tuesday <input type="checkbox"/>  | B the park      |
| 3 Thursday <input type="checkbox"/> | C a farm        |
| 4 Friday <input type="checkbox"/>   | D the mountains |
| 5 Saturday <input type="checkbox"/> | E the river     |
|                                     | F a waterfall   |
|                                     | G the forest    |
|                                     | H the cinema    |



In **Part 3**, you listen to a conversation and answer five multiple-choice (A, B or C) questions. There is an example to help you. Make notes of words in the possible answers the first time you listen. Check the answer options you didn't choose.

**OPTIMISE**

**3** Read the sentences and options A-C in Exercise 4. Underline the important words. Write short notes predicting what you will hear.

**4** 3.37 Listen to Matt talking to his friend Joe about going to a concert and choose the correct answers.

- |  |                            |                          |
|--|----------------------------|--------------------------|
| 1 Matt and Joe are going to the concert with | A Tim.                     | <input type="checkbox"/> |
|  | B Peter.                   | <input type="checkbox"/> |
|  | C Jill.                    | <input type="checkbox"/> |
| 2 What time does the concert start?          | A 6.30                     | <input type="checkbox"/> |
|  | B 7.15                     | <input type="checkbox"/> |
|  | C 7.30                     | <input type="checkbox"/> |
| 3 The Birds' latest song is                  | A <i>Time After Time</i> . | <input type="checkbox"/> |
|  | B <i>Time to Dance</i> .   | <input type="checkbox"/> |
|  | C <i>Time to Sing</i> .    | <input type="checkbox"/> |
| 4 Matt and Joe are going to the concert      | A by bus.                  | <input type="checkbox"/> |
|  | B by train.                | <input type="checkbox"/> |
|  | C by car.                  | <input type="checkbox"/> |
| 5 How much did the tickets cost each?        | A £15                      | <input type="checkbox"/> |
|  | B £25                      | <input type="checkbox"/> |
|  | C £45                      | <input type="checkbox"/> |

In **Parts 4 and 5**, you identify specific information (e.g. days, dates, numbers) and use the information to complete notes. There is an example in each part to help you.

**OPTIMISE**

Read the questions and think about what sort of words you might hear. Sometimes the answers are more than one word.

Think about what the missing information might be (days, dates, numbers, prices, etc).

**5** 3.38 Listen to a boy, Adam, telling his mum about a school trip to the theatre. Complete the information.

**SCHOOL TRIP - THEATRE**

Student's name: *Adam Field*

Day: **1** \_\_\_\_\_

Bus leaves at: **2** \_\_\_\_\_

Play: **3** \_\_\_\_\_

Theatre: **4** \_\_\_\_\_

Price of tickets: **5** £.....

**6** 3.38 Listen again and check your answers.

**7** 3.39 Listen to Kay talking about a charity event she organised. Complete the information.

Brother's name: *Ben*

Charity: **1** ..... for the blind

Brother's dog: **2** \_\_\_\_\_

Kay organised: **3** ..... morning

Money made: **4** \_\_\_\_\_

Phone number: **5** *01926*.....



# OPTIMISE YOUR EXAMS | Speaking

## The Speaking test

OPTIMISE

You are going to see a video of two students, Oscar and Giovanni, doing the Cambridge Key English for Schools Speaking test.

To prepare for this test, practise asking and answering questions about yourself and about a situation your teacher gives you.

In Part 1, the examiner asks you personal questions.

OPTIMISE

Be ready to talk about things like your family, your hobbies and your likes and dislikes (giving reasons).

Ask the examiner to repeat the question if you don't understand it and give full answers. Try to avoid answering with only 'Yes' or 'No'.

**1** Read the statements about the Speaking test and decide if they are true (T) or false (F). Write the correct answers then watch the video and check.

**Example:**

There are three examiners. *F - There are two examiners.*

- One examiner just listens. \_\_\_\_\_
- Candidates hand over their mark sheets at the end of the test. \_\_\_\_\_
- The examiner asks the candidates exactly the same personal questions. \_\_\_\_\_
- It is better to say nothing than say something grammatically incorrect. \_\_\_\_\_
- You should give full answers in Part 2 of the test. \_\_\_\_\_

**2** Watch Part 1 of the video and tick the questions you hear. Then watch the video again and make notes on Oscar and Giovanni's answers. Compare your answers with a partner.

What's your name? <input type="checkbox"/>	What sports do you like doing? <input type="checkbox"/>
What's your surname? <input type="checkbox"/>	What other things do you do in your free time? <input type="checkbox"/>
How do you spell it? <input type="checkbox"/>	How often do you go to the cinema with friends? <input type="checkbox"/>
Where do you live? <input type="checkbox"/>	When's your birthday? <input type="checkbox"/>
Do you study maths at school? <input type="checkbox"/>	What will you do on your next birthday? <input type="checkbox"/>
What other subjects do you study? <input type="checkbox"/>	What presents did you get for your last birthday? <input type="checkbox"/>
Tell me something about where you live. <input type="checkbox"/>	Tell me about the food your mother cooks. <input type="checkbox"/>
Do you live in a city or a town? <input type="checkbox"/>	Do you like the food in this country? <input type="checkbox"/>

**3** Work in pairs. Use the prompts, and then take turns asking and answering the questions.

What / name?	What / usually / at weekend?
How spell / surname?	How / people / family?
Where / come from?	Who / best / friend?
What / hobbies?	What / do / together?
What / things / like / do?	What / subjects / study?



In Part 2, you ask and answer questions with a partner, using prompt cards.

OPTIMISE

Make sure you know the correct word order for questions.

It's OK to say things like 'Let me think.' while you think of your answer.

It's OK to correct yourself if you make a mistake.

**4** Watch the first half of Part 2 and circle each question you hear Oscar ask. Tick the questions that are correct English.

- |  |   |
|--|---|
| 1 When the school party starts? <input type="checkbox"/>         | When does the school party start? <input type="checkbox"/>        |
| 2 Is the school party for all students? <input type="checkbox"/> | The party is for all students? <input type="checkbox"/>           |
| 3 Where is the school party? <input type="checkbox"/>            | What is the address of the school party? <input type="checkbox"/> |
| 4 What are we going to do there? <input type="checkbox"/>        | What we are going to do there? <input type="checkbox"/>           |
| 5 Do you have any more information? <input type="checkbox"/>     | There is more information? <input type="checkbox"/>               |

**5** Look at the prompts and make questions. Watch the second half of Part 2. Does Giovanni ask the same questions?

1	What / see? ____
2	When / open? ____
3	How much / ticket for a student? ____
4	car park? ____
5	What / website? ____

**6** Work in pairs – Student A and B. Student A, look at the information below. Student B, look at the list of prompts below.

<p><b>Student A</b></p> <div style="border: 1px solid black; padding: 10px; text-align: center;"> <p><b>Radley school party</b>  <i>All students welcome!</i></p> <p>at City Hall                  77 Western Street                  25th June                  7.00 pm–10.00 pm</p> <p><b>Dance, sing and have fun!</b>  <i>Contact Mrs Cook, science teacher for more information</i></p> </div>	<p><b>Student B</b></p> <div style="border: 1px solid black; padding: 10px;"> <p style="text-align: center;"><b>School party</b></p>  <ul style="list-style-type: none"> <li>• when/school party?</li> <li>• for all students?</li> <li>• address?</li> <li>• what/do?</li> <li>• more information?</li> </ul> </div>
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Student B, look at the information below. Student A, look at the list of prompts below.

<p><b>Student B</b></p> <div style="border: 1px dashed black; padding: 10px;"> <p><b>Natural Science Museum</b></p> <p>OPEN WEEKDAYS AND SATURDAYS                  9.30am–6.30pm                  Sundays closed</p> <p>See more than 50 different types of dinosaurs!                  Visit our shop for souvenirs and presents.                  Free parking before 10.30am                  Tickets: Adults £10 Students £8                  Website: www.sciencemuseum.com</p> </div>	<p><b>Student A</b></p> <div style="border: 1px dashed black; padding: 10px;"> <p style="text-align: center;"><b>Science Museum</b></p>  <ul style="list-style-type: none"> <li>• what/see?</li> <li>• when/open?</li> <li>• student ticket? £?</li> <li>• car park?</li> <li>• website?</li> </ul> </div>
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# GRAMMAR REFERENCE

## GRAMMAR REFERENCE | Unit 1 | Present simple, adverbs of frequency, imperatives

### Present simple

#### FORM:

Positive
I/You/We/They <b>live</b> here.
He/She/It <b>lives</b> here.
Negative
I/You/We/They <b>do not live / don't live</b> here.
He/She/It <b>does not live / doesn't live</b> here.
Questions
<b>Do</b> I/you/we/they <b>live</b> here?
<b>Does</b> he/she/it <b>live</b> here?
Short answers
Yes, I/you/we/they <b>do</b> .
No, I/you/we/they <b>don't</b> .
Yes, he/she/it <b>does</b> .
No, he/she/it <b>doesn't</b> .

### Spelling patterns for the present simple after he, she or it

- We add -s to most verbs: **I wear** → **he wears**
- We add -es to verbs that end with o: **they go** → **she goes**, **I do** → **he does**
- If the verb ends in -s, -sh, -ch, -x or -z we add -es: **you finish** → **it finishes**
- If the verb ends in a consonant + -y, the -y changes to -ies: **we study** → **he studies**
- If the verb ends in a vowel + -y, the -y does not change: **I play** → **she plays**

### Common irregular verbs

- Have is irregular: **I/you/we/they have** → **he/she/it has**
- Be is irregular: **I am** → **you/we/they are** → **he/she/it is**

**USE:** to talk about: 1 habits or things we do often, and 2 things that are usually or always true:

1	I <b>walk</b> to school.
2	She <b>lives</b> in Spain. It <b>rains</b> in winter.

### Adverbs of frequency

We use adverbs of frequency to say how often something happens:

never	sometimes	often	usually	always
0%				100%

**FORM:** Adverbs of frequency usually come before the main verb:

*I usually play tennis on Saturday.*

*I don't often eat pizza.*

*She never listens to the radio.*

**!** Adverbs of frequency come after *be* when it is used as a main verb:

*It is usually very hot in August.*

*I am never late for school.*

Sometimes can also come at the beginning or end of a sentence:

*Sometimes I make dinner. / I make dinner sometimes.*

### Time expressions

*every day*  
*every week*  
*twice a week*  
*three times a week*

We use time expressions to show when we do things:

*He rides his bike every day.*

*She plays tennis twice a week.*

### Imperatives

**FORM:** Imperatives use the bare infinitive of a verb. The verb doesn't change when you are talking to one person or more than one person:

*Find a club to join. Wait there children!*

For negative imperatives, we use *don't*:

*Don't do that! Don't worry.*

**USE:** to give instructions or orders, or to make a strong suggestion:

*Open your book. Write your name.*

*Try a new sport ...*

**!** We don't have to use the subject (e.g. *you*) with imperatives:

*Come here! Look at that!*

**!** We can use *please* with imperatives to be more polite:

*Please be quiet. / Be quiet, please.*

**!** We can also use *never* and *always* with imperatives for general instructions or orders:

*Never eat or drink in class.*

*Always listen to your teacher.*

## GRAMMAR REFERENCE | Unit 1 | Possessive 's, prepositions of time and place

### Possessive 's

**FORM:** Add 's to a singular noun:

*I like to play games on Paul's computer.*

*I sometimes ride my friend's bike.*

Add 's to irregular plural nouns:

*Children's toys are expensive here.*

*Are these men's shoes?*

Add ' to plural nouns ending in -s:

*This is my parents' car.*

*Those are girls' clothes.*

**USE:** to show possession (who something belongs to / who owns something):

*Jack has a football. It's Jack's football.*

*The book belongs to Ellie. It's Ellie's book.*

**!** If we use possessive 's in an answer, we don't have to repeat the noun:

*Whose bike is this? It's Jan's bike. / It's Jan's.*

*Whose phone is this? It's my brother's phone. / It's my brother's.*

### Prepositions of time and place

**FORM:** Prepositions of time or place go before nouns or pronouns:

*at 7 pm / in summer / on the floor / in her garden*

**USE:** to tell us when something happens, or where something or someone is:

*When do you ride your bike? I ride it at the weekend.*

*Where's Kim? She's in the house.*

## GRAMMAR REFERENCE | Unit 2 | Present simple and present continuous

### Present simple

See Grammar reference, Unit 1, page 150 for information about the form and use of the present simple.

### Present continuous

#### FORM:

*am/is/are + verb + -ing*

Positive
<b>I am/'m playing.</b>
He/She/It <b>is/'s playing.</b>
You/We/They <b>are/'re playing.</b>
Negative
<b>I am/'m not playing.</b>
He/She/It <b>is not / isn't playing.</b>
You/We/They <b>are not / aren't playing.</b>
Questions
<b>Am I playing?</b>
<b>Is he/she/it playing?</b>
<b>Are you/we/they playing?</b>
Short answers
Yes, I <b>am</b> .
No, I'm <b>not</b> .
Yes, he/she/it <b>is</b> .
No, he/she/it <b>isn't</b> .
Yes, you/we/they <b>are</b> .
No, you/we/they <b>aren't</b> .

**USE:** to talk about: 1 things that are happening at the moment, 2 actions happening around now, 3 temporary or changing situations, and 4 descriptions of pictures:

1	<i>I'm enjoying this food.</i>
2	<i>Where are you living these days?</i>
3	<i>I'm staying at my aunt's house this week.</i>
4	<i>All the people in the picture are looking at their phones.</i>

### Spelling patterns for the present continuous

- We add -ing to the bare infinitive of most verbs: **start** → **starting**
- If the verb ends in -e, we take away the -e before adding -ing: **make** → **making**
- If the verb ends in -ie, we change the -ie to -y before adding -ing: **lie** → **lying**
- If the verb has one or two syllables and ends in a vowel + a consonant, we double the consonant before adding -ing: **stop** → **stopping**, **begin** → **beginning**, **travel** → **travelling**

**!** There are some verbs, called stative verbs, which we usually only use in the present simple form. These include:

- verbs about thinking, e.g. *know*, *believe*, *understand*

✓ *I understand this book.*

✗ *I'm understanding this book.*

- verbs connected with likes/dislikes, e.g. *like*, *love*, *hate*

✓ *I love that film.*

✗ *I'm loving that film.*

- verbs connected with possession, e.g. *belong to*, *have*, *own*, *possess*

✓ *I have shoes like that.*

✗ *I'm having shoes like that.*

! We don't use contracted forms (*I'm, they're, she's, etc.*) in positive short answers:

Are you reading a book?

✓ Yes, I am.

✗ Yes, I'm.

## GRAMMAR REFERENCE | Unit 2 | Present continuous for future use

**USE:** to talk about future plans and arrangements:

We're watching a new film later.

I'm meeting Jess at the library tomorrow morning.

! We usually use the present continuous to talk about future plans and arrangements that are already agreed/planned. We usually give a time, day, etc. in present continuous sentences that talk about the future:

## Present simple and present continuous

- It is possible to have verbs in both the present simple and the present continuous in the same sentence. The present simple talks about a habit or something we do often, and the present continuous talks about an action happening now or around now, or a temporary situation:

I usually walk to school but this week I'm going by bus.

They're travelling to London tomorrow.

Mum isn't working next weekend.

! We can also use the present simple to talk about the future, when we're talking about timetables or programmed events:

The exam starts at 10:30 am.

## GRAMMAR REFERENCE | Unit 3 | Past simple: regular verbs, Wh- words

### Past simple, regular verbs (positive)

**FORM:** verb + -ed

Positive
I/You/He/She/It/We/They <b>worked</b> yesterday.

See Grammar reference, Unit 3, page 153, for information about the negative, question and short answer forms of the past simple.

**USE:** to talk about: 1 something that happened once in the past, 2 something that happened again and again in the past, and 3 something that was true for some time in the past:

1	I <b>played</b> basketball at the weekend.
2	She always <b>visited</b> her grandmother in the summer holidays.
3	Katy <b>helped</b> her mum prepare all the family meals.

### Spelling patterns for the past simple of regular verbs

- We add -ed to the bare infinitive of most verbs: *work* → **worked**, *start* → **started**
- If the verb ends in -e, we add -d: *live* → **lived**, *love* → **loved**
- If the verb has one syllable and ends in a vowel and a consonant, we double the consonant: *stop* → **stopped**, *plan* → **planned**, *travel* → **travelled**
- With verbs that end in a consonant + -y, we change the -y to -ied: *try* → **tried**, *study* → **studied**

! We often use time expressions with the past simple:

*in:* in 2027, in the 1990s, in winter/summer, in the morning/afternoon/evening, in October

*last:* last week/month/year, last December, last night

*this:* this morning, this week

*on:* on Saturday, on Monday night, on 29th March

*at:* at eight o'clock, at weekends, at night

### Wh- words

**FORM:**

Wh-question word + verb + subject

*What is your name?*

**USE:** to start many questions. Wh- words are used to get more information than yes/no questions, e.g. *Did you live abroad?* Yes, I did.

*Where did you live?* I lived in Oxford, a city in England.

! *What, which, and whose* can be followed by a noun:

*What music do you like? Which bag is yours? Whose phone is this?*

*What* can be used if there are many possible answers:

*What do you want to eat?*

*Which* can be used if there are a few possible answers:

*Which do you prefer, apples or pears?*

*How* can be followed by an adjective or adverb:

*How old is your brother? How fast is the internet connection?*

*How* can also be followed by *much* and *many*:

*How many times have you played this game?*

*How much cheese do you want?*

## GRAMMAR REFERENCE | Unit 3 | Past simple: irregular verbs

**FORM:**

Negative
I/You/He/She/It/We/They <b>did not / didn't come</b> yesterday.
Questions
<i>Did I/you/he/she/it/we/they come</i> yesterday?
Short answers
Yes, I/you/he/she/it/we/they <b>did</b> .
No, I/you/he/she/it/we/they <b>didn't</b> .

! Both regular and irregular verbs follow the same pattern in the past simple for negatives, questions and answers. However, irregular verbs do not follow a pattern for the positive form in the past simple. You need to learn the past simple positive form of irregular verbs.

### Some common irregular verbs

<i>be</i>	→	<i>was/were</i>
<i>buy</i>	→	<i>bought</i>
<i>choose</i>	→	<i>chose</i>
<i>come</i>	→	<i>came</i>
<i>do</i>	→	<i>did</i>
<i>drink</i>	→	<i>drank</i>
<i>eat</i>	→	<i>ate</i>
<i>get</i>	→	<i>got</i>
<i>go</i>	→	<i>went</i>
<i>have</i>	→	<i>had</i>
<i>meet</i>	→	<i>met</i>
<i>see</i>	→	<i>saw</i>
<i>teach</i>	→	<i>taught</i>
<i>think</i>	→	<i>thought</i>

See the *Irregular verbs reference*, page 175, for a full list of irregular verbs used in the A2 Student's Book.

## GRAMMAR REFERENCE | Unit 4 | Past continuous, linking words

### Past continuous

**FORM:**

*was/were* + verb + -ing

Positive
I/He/She/It <b>was eating</b> . You/We/They <b>were eating</b> .
Negative
I/He/She/It <b>was not / wasn't eating</b> . You/We/They <b>were not / weren't eating</b> .
Questions
<i>Was I/he/she/it eating?</i> <i>Were you/we/they eating?</i>
Short answers
Yes, I/he/she/it <b>was</b> . No, I/he/she/it <b>wasn't</b> .
Yes, you/we/they <b>were</b> . No, you/we/they <b>weren't</b> .

**USE:** to talk about: 1 something that was happening over a period of time at a specific time in the past, 2 background information or description in a story, 3 an action in progress in the past when another thing happened (possibly interrupting it or stopping it), 4 two actions in progress at the same time, and 5 a temporary situation in the past:

1	At four o'clock yesterday afternoon, I <b>was playing</b> online games.
2	I looked out of the window. Rain <b>was falling</b> heavily.
3	He <b>was watching</b> TV when his phone rang.
4	When I arrived, Katy <b>was reading</b> and Ellie <b>was sleeping</b> .
5	I <b>was using</b> his phone because I couldn't find mine.

! The past continuous is not used to talk about repeated actions in the past:

✓ I checked my emails ten times yesterday.

✗ I was checking my emails ten times yesterday.

### Linking words

**USE:** we use linking words (*and, because, but, or, when*) to link phrases, clauses and sentences.

We use *and* to link phrases and clauses:

*She swims in the mornings and she goes jogging in the evenings.*

We use *because* for a reason:

*We walked because it was a sunny day.*

We use *but* to link two different ideas:

*I like apples but I hate oranges.*

We use *or* to link alternatives:

*Would you like a hot or cold drink?*

We use *when* to link clauses with time:

*I liked school when I was eight.*

! We can use *because* and *when* at the beginning and in the middle of a sentence:

*I went to bed because I was feeling tired.*

*Because I was feeling tired, I went to bed.*

## GRAMMAR REFERENCE | Unit 4 | Past simple and past continuous

### Past simple

See Grammar reference, Unit 3, pages 152 and 153 for information about the form and use of the past simple.

### Past continuous

See Grammar reference, Unit 4, page 153, for information about the form and use of the past continuous.

It is possible to have verbs in both the past simple and the past continuous in the same sentence. The past continuous talks about what was happening when another shorter action happened. We use the past simple for the shorter action that happened:

*I was listening to music in my room when Mum walked in.*

In stories or descriptions, we use the past continuous to describe the situation or to give background information, and we use the past simple to talk about events and actions:

*It was raining outside so we stayed in and played a game.*

In questions, we can use the past continuous to ask about what was happening before an action or event, and we can use the past simple to ask about what happened after an action or event:

*What were you doing when it started to snow? We were walking in the woods.*

*What did you do when it started to snow? We went home.*

## GRAMMAR REFERENCE | Unit 5 | Quantifiers with countable and uncountable nouns

### Countable and uncountable nouns

**Countable nouns** can be counted and have a singular and plural form, e.g. *one book, three books, one child, five children*.

**Uncountable nouns** are often ideas (e.g. *information*), materials (e.g. *water, wood*) or groups of similar things (*furniture, luggage, money*, etc.). After uncountable nouns, we use a verb in the singular, even if we are talking about more than one object:

*All the furniture was old.*

*Their luggage is heavy.*

To talk about one part of something that we usually refer to as a group of things, we can use words like *piece, slice, glass*, etc. We usually use *of* after these words, and we can use plural verbs with these words, where appropriate:

*Are two pieces of cake enough?*

*There are two slices of meat left on the plate.*

Some nouns are both countable and uncountable, e.g.

**Uncountable:** *The glass in the window is broken.*

**Countable:** *Put the glasses of juice on the table.* (glasses = things to drink from)

**Uncountable:** *I need more paper to write on.*

**Countable:** *Dad reads the papers every morning.* (papers = newspapers)

**Uncountable:** *I love chocolate!*

**Countable:** *Let's buy Mum some chocolates.* (chocolates = small sweets in a box/bag)

### Quantifiers

#### USE:

*much/many*

We use *much* with uncountable nouns in questions and negatives:

*How much water do you drink every day?*

*He doesn't want much cake.*

We use *many* with countable nouns in questions and negatives:

*How many books have you got?*

*There weren't many people at the party.*

*Too much* and *too many* have a negative meaning. We use them to mean *more than the right amount*:

*There are too many people here. Let's go somewhere quieter.*

*some/any*

We use *some* when we don't know, or don't want to say, the exact number of something:

*I think some people are coming.* (I don't know how many.)

We use *some* in positive sentences and in questions when we think the answer will be yes:

*Do you want some milk to drink?*

We use *any* before countable and uncountable nouns in negative sentences to mean a zero amount:

*There isn't any time to call her now.*

*There aren't any free apps that I like.*

We use *any* in questions when we don't know if the answer will be yes or no:

*Do you need any help?*

*No* means the same as *not any*:

*There isn't any money in my bag. /*

*There's no money in my bag.*

*a few / a lot of*

*A few* means a *small number of*. We use it in positive sentences with countable nouns:

*I bought a few T-shirts.*

We use *few* in sentences with a negative meaning:

*There are few shops open today.*

Both *a lot of* and *lots of* mean a *large number or quantity*. We use both phrases with countable and uncountable nouns:

*Lots of / A lot of people play computer games every day.*

*A little* means a *small number or quantity*. We use it in positive sentences with uncountable nouns:

*I ate a little soup and felt better.*

We use *little* in sentences with a negative meaning:

*There's little point in phoning him. He never answers.*

## GRAMMAR REFERENCE | Unit 5 | Comparatives and superlatives

### FORM:

Type of adjective	Adjective	Comparative	Superlative
Adjective (one syllable)	old	+ -er <b>older</b>	+ -est <b>oldest</b>
Adjective (one/two syllables) ending in -e	wide	+ -r <b>wider</b>	+ -st <b>widest</b>
Adjective (one syllable) ending in a vowel + consonant	big	double the final letter + -er <b>bigger</b>	double the final letter + -est <b>biggest</b>
Adjective (two syllables) ending in -y	happy	replace -y with -ier <b>happier</b>	replace -y with -iest <b>happiest</b>
Other adjective (two or more syllables)	beautiful	more + adjective <b>more beautiful</b>	most + adjective <b>most beautiful</b>
Irregular adjectives	good bad far  little many/much	better worse farther/ further less more	best worst farthest/ furthest least most

**USE:** we use the comparative form of adjectives + *than* to compare two people, things, etc.:

*This game is newer than the others.*

we use *the* + the superlative form of adjectives to compare more than two people, things, etc.:

*This is the most interesting website ever!*

We don't always use *than* with comparatives when we are comparing something which is obvious:

*This is my older sister. (= older than me)*

*In the winter, the weather is usually worse. (= worse than at other times)*

We don't always use *the* with superlatives. We replace *the* with a possessive adjective:

*This is my best score so far.*

We can use *even* and *much* with comparatives to make them stronger:

*My design is good, but Sasha's design is even/much better!*

## GRAMMAR REFERENCE | Unit 6 | Present perfect simple with ever and never

### FORM:

*have/has* + the past participle of the main verb

<b>Positive</b>
<i>I/You/We/They have/ve played</i> football.
<i>He/She/It has/s played</i> football.
<b>Negative</b>
<i>I/You/We/They have not / haven't played</i> football.
<i>He/She/It has not / hasn't played</i> football.
<b>Questions</b>
<i>Have I/you/we/they (ever) played</i> football?
<i>Has he/she/it (ever) played</i> football?
<b>Short answers</b>
<i>Yes, I/you/we/they have.</i>
<i>No, I/you/we/they haven't.</i>
<i>Yes, he/she/it has.</i>
<i>No, he/she/it hasn't.</i>

The past participles of regular verbs end in *-ed*.

See the *Irregular verbs reference*, page 175, for the past participle of irregular verbs.

We don't use contracted forms (*I've, they've, she's*, etc.) in positive short answers:

*Have you lived here long?*

✓ *Yes, I have.*

✗ *Yes, I've.*

**USE:** to talk about: 1 past actions when the time they happened isn't important or isn't known, 2 to talk about experiences, 3 with *ever*, in questions asking about experiences up to now, and 4 with *never*, in sentences to talk about experiences that have not happened up to now:

1 *I've bought* lots of pairs of shoes.

2 *They've lived* all over the world.

3 *Have you ever seen* one of these?

4 *I've never eaten* food like this before.

## GRAMMAR REFERENCE | Unit 6 | Present perfect simple and past simple

### Present perfect simple and past simple

**USE:** we use the present perfect simple: **1** to talk about a finished action in the past that is still linked to the present, **2** to report information or news, and **3** for a situation which has gone on up to the present:

1	Anna <b>has bought</b> her train ticket.
2	I <b>'ve bought</b> a new phone.
3	We <b>'ve lived</b> here for four years.

We use the past simple: **1** to talk about finished actions

in the past; we usually know when the action happened, **2** to give details or explanations, and **3** for a situation in the past which has now finished:

1	Anna <b>bought</b> her train ticket last week.
2	I <b>bought</b> a new phone at the shopping centre last week.
3	We <b>studied</b> there for four years.

## GRAMMAR REFERENCE | Unit 7 | going to

### FORM:

be + going to + bare infinitive

<b>Positive</b>
I am/'m going to play.
You/We/They are/'re going to play.
He/She/It is/'s going to play.
<b>Negative</b>
I am/'m not going to play.
You/ We/They are/'re not going to play.
He/She/It is not / isn't going to play.
<b>Questions</b>
Am I going to play?
Are you/we/they going to play?
Is he/she/it going to play?

### Short answers

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

**USE:** we use *going to*: **1** to talk about future plans, and **2** to predict something because of what we see or know now:

1	We're going to visit my grandparents next month. What are you going to do at the weekend?
2	He's very near the goal. I think he's going to score. Who is going to win the race?

! When we have already made an arrangement with someone else, we can also use the present continuous:

*I'm playing tennis with Nina this evening.*

## GRAMMAR REFERENCE | Unit 7 | will and going to

See Grammar reference, Unit 7, above, for information about the form and use of *going to*.

### FORM:

will + bare infinitive

<b>Positive</b>
I/You/ He/She/It/We/They will play.
<b>Negative</b>
I/You/He/She/It/We/They will not / won't play.
<b>Questions</b>
Will I/you/he/she/it/we/they play?
<b>Short answers</b>
Yes, I/you/he/she/it/we/they will.
No, I/you/he/she/it/we/they won't.

**USE:** we use *will*: **1** when we decide to do something at that moment, **2** to say what we think or guess what will happen, and **3** to make offers or requests:

1	I'm cold. I'll close the window.
2	I don't think the test will be difficult. Do you think everyone in the class will pass? Yes, I think they will.
3	Will you help me with my homework? I'll get you a drink if you're thirsty.

! Sometimes *will* and *going to* are both correct. We usually use *going to* when we speak:

*Do you think the teacher will give us any homework?*  
*Do you think the teacher is going to give us any homework?'*

## GRAMMAR REFERENCE | Unit 8 | Modals (1): ability, necessity, obligation, possibility

### FORM:

Modals have only one form and are usually followed by the bare infinitive of the main verb.

<b>Positive</b>
I/You/He/She/It/We/They may/can/must, etc. go.
<b>Negative</b>
I/You/He/She/It/We/They may not / can't/mustn't, etc. go.
<b>Questions</b>
May/Can/Must, etc. I/you/he/she/it/we/they go?
<b>Short answers</b>
Yes, I/you/he/she/it/we/they may/can/must, etc.
No, I/you/he/she/it/we/they may not / can't/mustn't, etc.

! *Need* and *have* to change form like a regular verb:

- ✓ *She needs to go.*
- ✗ *She need to go.*
- ✓ *It has to go.*
- ✗ *It have to go.*

! We use *don't need* to or *needn't* with the bare infinitive.

*We don't need to finish our homework tonight.*  
*We needn't finish our homework tonight.*

! We don't use *can* as an infinitive. We use *be able to*:

- ✓ *I'd like to be able to run a marathon.*
- ✗ *I'd like to can run a marathon.*

**USE:** to talk about ability, possibility, and obligation.

### Ability – can/could

To talk about ability in the present, we use *can*:

*Tom can speak three languages.*  
*Linda can't swim.*

! We don't use *can* to talk about ability in the future. We use *will be able to*:

- ✓ *I'll be able to speak Spanish well in a few years' time.*
- ✗ *I can speak Spanish well in a few years' time.*

To talk about general ability in the past, we use *could*:

*Andrea could play the piano when she was six.*  
*Sam couldn't read when he was four.*

! We don't use *could* for specific ability in the past. We use *was/were able to*:

- ✓ *I was able to finish my homework in one hour last night.*
- ✗ *I could finish my homework in one hour last night.*

### Necessity – need/needn't

To say that something is necessary in order to achieve something else, we use *need*:

*I need to pass the exam to go to university.*

*You need to go to bed early because you've got an exam tomorrow.*

To say that something isn't necessary, we use *needn't*:

*You needn't shout. I can hear you!*

*You needn't answer both questions. You can just choose one.*

### Obligation – have to / must

When something is necessary, we use *have to*:

*I have to arrive at school before 9:00 every morning.*

*My dad has to go to work on Saturdays.*

When something isn't necessary, we use *don't have to*:

*We don't have to go to school on Sundays.*

*My sister doesn't have to wear a uniform to school.*

! We often use *have to* to talk about something that someone else says is necessary:

*We have to stand up when our teacher comes in the classroom.*

! To talk about obligation in the past, we usually use *had to*:

- ✓ *I had to go to school yesterday.*
- ✗ *I must go to school yesterday.*

To talk about things that are essential or necessary to do, because other people say so or because the person doing the action believes so, we use *must/mustn't*:

*You must go to school.*  
*We mustn't be late.*

! *Must* is not common in the question form. We usually use *have to*:

*Do you have to wear a school uniform?*

### Possibility – may/might

To say that something is possibly true or not true, or will possibly happen or not happen, we use *may/might*:

*I may need some help to finish my homework.*  
*It might not be the correct answer. I'm not sure.*

## GRAMMAR REFERENCE | Unit 8 | Modals (2): advice, permission, polite requests, prohibition

**FORM:** modal verb + bare infinitive

<b>Positive</b>
I/You/He/She/It/We/They <b>(should)</b> leave.
<b>Negative</b>
I/You/He/She/It/We/They <b>(should not / shouldn't)</b> leave.
<b>Questions</b>
<b>(Should)</b> I/you/he/she/it/we/they leave?
<b>Short answers</b>
Yes, I/you/he/she/it/we/they <b>(should)</b> .
No, I/you/he/she/it/we/they <b>(shouldn't)</b> .

**USE:** to talk about advice, permission, polite requests, prohibition.

### Advice – should

We also use *should* when we want to ask for and give advice:

*Should I buy this shirt?*

*You should eat a lot of fruit and vegetables.*

When we want to say something is a good or bad idea but not necessary, we use *should* or *shouldn't*:

*Everyone should learn how to swim.*

*You shouldn't play video games late at night.*

### Permission – can

To ask for, give and refuse permission now, in the future, or generally, we use *can*:

*Can I watch TV?*

*I can go out with my friends at the weekend.* (Mum has already given me permission.)

*We can't eat or drink in class.* (The teacher never gives us permission to do this.)

! To talk about permission in the past, we don't use *could*. We often use *be allowed to*:

✓ *I wasn't allowed to play video games when I was young.*

✗ *I couldn't watch video games when I was young.*

### Polite requests – could

To make a polite request, we use *could*:

*Could you open the window, please?*

*Could I ask a question?*

### Prohibition – mustn't

To talk about something that is not allowed, we use *mustn't*:

*You mustn't copy your friend's homework.*

*You mustn't use your phone in class.*

## GRAMMAR REFERENCE | Unit 9 | Zero conditional, first conditional

### Zero conditional

**FORM:**

If + present simple, present simple

*If you push the button, the door opens.*

! The *if* clause can be at the beginning or the end of the sentence. If it is at the beginning, it has a comma after it:

*If the weather is good, we play in the park.*

*We play in the park if the weather is good.*

*If you have a headache, what do you do?*

*What do you do if you have a headache?*

**USE:** to talk about things that are always or usually true, and facts:

*If it's sunny, our cat usually spends the day in the garden.*

*Water turns to ice if the temperature falls to zero degrees.*

! We can use *when* or *if*. The meaning is the same:

*If I don't feel well, I usually stay at home.*

*When I don't feel well, I usually stay at home.*

### First conditional

**FORM:**

If + present simple, *will/won't* + bare infinitive

*If it's cold this evening, I'll turn on the heating.*

*If it rains this afternoon, I won't go outside.*

**USE:** to talk about possible events/actions now or in the future, and the results of those events/actions:

*If the internet doesn't work, we'll play some board games.*

*If it doesn't snow this winter, we won't go skiing.*

*You'll get wet if you don't take an umbrella.*

## GRAMMAR REFERENCE | Unit 9 | Second conditional

### Second conditional

**FORM:**

If + past simple, *would/wouldn't* + bare infinitive

*If I had a helicopter, I would fly to school every day.*

! The contracted form of *would* is 'd:

*If I had a helicopter, I'd fly to school every day.*

**USE:** to talk about events/actions that are impossible or unlikely now or in the future, and what the results of the events/actions would be if they did happen:

*If you were much taller, you'd be the best basketball player at school.*

*You wouldn't speak Spanish if you lived in France.*

! We can also use other modal verbs.

*If my sister spoke English, she could help me with my homework.*

! We can use both *was* and *were* with *I*, *he*, *she* and *it*, in second conditional sentences.

*If I was a scientist, I'd help to protect plants and animals.*

*If I were a scientist, I'd help to protect plants and animals.*

## GRAMMAR REFERENCE | Unit 10 | Present perfect simple: for, since, already, just, yet

See Grammar reference, Unit 6, pages 155 and 156, for information about the form and use of the present perfect simple.

**USE:**

There are some words we can use with the present perfect simple tense which help to tell us more about when something happened.

### for and since

When we use the present perfect simple tense to talk about something that began in the past and is still true, we can use *for* and *since* to give more information.

We use *for* to talk about a period of time and *since* to talk about the time something started:

*I've been a waiter for eight years.*

*I've been a waiter since 2010.*

### already, just and yet

When we use the present perfect simple tense to talk about a finished action in the past that is still linked to the present, we can use *already*, *just* or *yet* to give more information.

We use *already* when something happened before now:

*I've already brushed my teeth.* (I did it earlier.)

We use *just* when we want to say something happened a very short time ago:

*The match has just finished.* (The players are still on the field.)

We use *yet* with negative sentences and questions:

*The doctor hasn't arrived yet.* (We are waiting for him/her.)

*Has the doctor arrived yet?* (Is the doctor here now?)

## GRAMMAR REFERENCE | Unit 10 | Verb patterns: verb + infinitive / -ing

### Verb + infinitive / -ing

**FORM:**

Sometimes we use one verb followed by another verb. The second verb can be in the infinitive or the *-ing* form:

verb + infinitive form of the second verb

verb + *-ing* form of the second verb

*She wants to give me a present.*

*He enjoys reading about animals.*

**Verbs or phrases usually followed by the full infinitive (+ to)**

*be able, agree, ask, choose, decide, forget, hope, learn, need, offer, plan, prepare, promise, tell, wait, want, would like*  
*Gemma decided to go skateboarding.*  
*We didn't wait to see the end of the film.*

**Verb or phrases usually followed by the -ing form of a verb**

*dislike, enjoy, finish, hate, keep, like, love, (don't) mind, miss, practise, understand*  
*He enjoyed playing the new video game.*  
*They practised speaking in English.*

**Verb followed by the full infinitive or -ing form of the verb, with no change in meaning**

*begin, continue, hate, love, start*  
*They began to watch a film. / They began watching a film.*  
*Ethan loves to go climbing. / Ethan loves going climbing.*

**Verb followed by the full infinitive or -ing form of the verb, with a change in meaning**

*forget, go on, like, mean, remember, stop, try*  
*I remember buying this book for Mum. (I remember when I bought it.)*  
*I remembered to buy a book for Mum. (I didn't forget to buy the book I wanted to get for Mum.)*

## GRAMMAR REFERENCE | Unit 11 | Indefinite pronouns

### FORM:

	People	Places	Things
<b>every-</b>	everyone	everywhere	everything
<b>some-</b>	someone	somewhere	something
<b>any-</b>	anyone	anywhere	anything

**USE:** to talk about people, places or things without saying exactly who or what they are.

We use pronouns ending in *-body* or *-one* for people, pronouns ending in *-thing* for things and pronouns ending in *-where* for places:

*I think there is **someone** in the garden.*

(We don't know who it is.)

*I like **everything** about this house.*

(the bedrooms, the kitchen, the garden, the view, etc.)

*Is there **anywhere** you'd like to go?*

(This could be any place.)

**!** We use the *he/she/it* form of a verb after indefinite pronouns:

*Everyone **wants** to go to the party.*

*Tell me when something **happens**.*

When we want to talk about all of the people, places or things without saying exactly what they are, we use *everyone*, *everywhere* or *everything*:

*Everyone I know likes this TV programme.*

*I've looked **everywhere** for my keys, but I can't find them.*

*Everything he said to me is true.*

When we want to talk about a person, place or thing that we don't know or that isn't important, we use *someone*, *somewhere* or *something*:

*Someone phoned earlier but they didn't leave a message.*

*I left my bicycle **somewhere** near here.*

*I'm sure I have forgotten **something** important.*

**!** We don't usually use *someone*, *somewhere* or *something* in negative sentences:

**✓** *I haven't got **anything** in my bag.*

**✗** *I haven't got **something** in my bag.*

In questions and negative sentences, we use *anyone*, *anything* and *anywhere*:

*Did **anyone** visit while I was at the shops?*

*Is there **anything** we need to do before we go on holiday?*

*We didn't go **anywhere** at the weekend.*

**!** We can also use *anyone*, *anything* and *anywhere* in positive sentences:

*You can have **anything** you'd like in the shop.*

*We can go **anywhere** you want on holiday.*

**!** We can add possessive 's to indefinite pronouns:

*We found **somebody's** phone in the park.*

*Is this **anybody's** bag?*

## GRAMMAR REFERENCE | Unit 11 | Relative clauses: *who, which, that*

### FORM:

Pronoun	Use	Example
<i>who</i> or <i>that</i>	for people	<i>He's the man <b>who</b> lives next door.</i>
<i>that</i> or <i>which</i>	for things	<i>I work for a company <b>that</b> sells computers. Dad works in a factory <b>which</b> makes cars.</i>

**USE:** we use **relative clauses** to say exactly who or what we are talking about:

*Mr Ackmann is the man **who** checks the money.*  
(It tells us exactly who Mr Ackmann is.)

*This is the card **that** opens the office door.*  
(It tells us what the card does.)

We use *who* to talk about people (and sometimes animals):

*I think he's the boy **who** broke my phone!*

We use *which* to talk about things (and sometimes animals):

*Is this the book **which** the teacher was talking about yesterday?*

We use *that* for people or animals and things:

*Is she the girl **that** you were telling me about?*

**!** We can use *that* instead of *who* or *which*.

*I think he's the boy **that** broke my phone!*

*Is this the book **that** the teacher was talking about yesterday?*

## GRAMMAR REFERENCE | Unit 12 | Present simple passive

### FORM: *be* + past participle

#### Positive

*I **am/m** taught English every day.*

*You/We/They **are/re** taught English every day.*

*He/She/It **is/s** taught English every day.*

#### Negative

*I **am/m** not taught English every day.*

*You/We/They **are not / aren't** taught English every day.*

*He/She/It **is not / isn't** taught English every day.*

#### Questions

***Am** I taught English every day?*

***Are** you/we/they taught English every day?*

***Is** he/she/it taught English every day?*

#### Short answers

Yes, I **am**.

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

Yes, you/we/they **are**.

No, you/we/they **are not / aren't**.

Yes, he/she/it **is**.

No, he/she/it **is not / isn't**.

**USE:** we use the present simple passive when: **1** we don't know who does the action, **2** it isn't important who does the action, and **3** when everyone knows who does the action:

- 1** *The window **is broken**.* (We don't know who broke the window.)  
*Bicycles **are** often **stolen** outside the railway station.* (We don't know who steals them.)
- 2** *The best tomatoes **are grown** in Romania.* (We aren't interested in the person who grows them.)  
*The building **is painted** once a year.* (It isn't important who paints the building.)
- 3** *We **are given** homework every day.* (Everyone knows the teacher gives us homework.)  
*Lunch **is served** every day from 12–2 pm in the restaurant.* (We know that the waiters serve lunch.)

## GRAMMAR REFERENCE | Unit 12 | Past simple passive and *by*

### FORM: *was/were* + past participle

#### Positive

*I/He/She/It **was** hurt during the game.*

*You/We/They **were** hurt during the game.*

#### Negative

*I/He/She/It **was not / wasn't** hurt during the game.*

*You/We/They **were not / weren't** hurt during the game.*

#### Questions

***Was** I/he/she/it hurt during the game?*

***Were** you/we/they hurt during the game?*

#### Short answers

Yes, I/he/she/it **was**.

No, I/he/she/it **was not / wasn't**.

Yes, you/we/they **were**.

No, you/we/they **were not / weren't**.

**USE:** we use the past simple passive when: **1** we don't know who did the action, **2** it isn't important who did the action, and **3** when everyone knows who did the action:

- 1** *This car **was made** in Spain.* (We don't know which people made the car.)
- 2** *The dogs **weren't taken** for a walk last night.* (The person who didn't take the dog for a walk is not important.)
- 3** ***Were** the students **given** a test yesterday.* (We know tests are given by teachers.)

**!** When we want to say who or what does the action, we can use *by*:

*The garden is looked after **by** my father.*

*Dinner is usually cooked **by** my grandmother.*

We use *by* when it is important to say who or what did the action:

*We were given this picture **by** a local artist.*

*This book was written **by** Roald Dahl.*

**!** We always put *by* before the person or thing that did the action:

**✓** *They were sent this postcard **by** their friends in Brazil.*

**✗** *They were sent **by** this postcard their friends in Brazil.*

**!** We don't use *by* when we don't know who did the action or it isn't important:

*This fridge was made **by** people in a factory in Germany.*

*The lights were turned on **by** someone before we arrived.*

# VOCABULARY REFERENCE

## Introduction

This *Vocabulary reference* contains all the target vocabulary from *Optimise A2 Student's Book*. The words and phrases are grouped in unit order, so you can look at them as you work on the vocabulary lessons throughout the book. You can also use these pages for revision when you're preparing for a test or an exam.

The target vocabulary has been divided into five groups:

### Topic vocabulary

The **Topic vocabulary** sections focus on words connected to the unit topic. Learning these words and being able to use them correctly will help you in your exams. Having a wide vocabulary is important for Reading and Writing and Speaking exams.

### Word formation

The **Word formation** sections give you all the different parts of speech – verbs, adjectives, nouns and adverbs – that come from root words that appear in *Optimise A2 Student's Book*. Exams often test you on word formation, so learning all the forms of a word is a good way to make sure you are prepared for your exam.

### Collocations

**Collocations** are phrases with two or more words which go together in English. Learning collocations will help you in some exam tasks. It will also improve your English in Speaking and Writing exams.

### Word patterns

**Word patterns** are phrases which use a range of grammatical structures, for example, phrases with prepositions (*good at*, *interested in*) or nouns that go together (*car park*, *petrol station*).

### Phrasal verbs

**Phrasal verbs** are made of a verb (*take*, *come*, *look*, etc.) plus a word called a particle. The particle can be an adverb (*up*, *down*, etc.) or a preposition (*in*, *on*, etc.). Remember that some phrasal verbs have more than one meaning; in the tables, the meaning given for the phrasal verb always matches the one used in the unit.

These are the main types of phrasal verbs:

**Type 1: the verb is transitive (has an object).**

When the object is a noun, we can put the particle before or after the noun:

*I'll pick Jo up at six. / I'll pick up Joe at six.*

**When the object is a pronoun, the pronoun must separate the two parts of the phrasal verb:**

✓ *I'll pick her up.*

✗ *I'll pick up her.*

**Type 2: the verb is intransitive (does not have an object) and you cannot separate the two parts of the verb:**

✓ *Please come in and get warm.*

✗ *Please come and get warm in.*

! Some phrasal verbs may have different meanings when they are used transitively or intransitively:

*The plane took off at ten thirty. (= leave the ground and go into the sky) I'll take my jacket off when I feel warmer. (= remove clothing)*

**Type 3: the verb is transitive (has an object) but you cannot separate the two parts of the verb:**

✓ *Can you look after the cat while I'm away?*

✗ *Can you look my cat after while I'm away?*

Throughout the *Vocabulary reference*, you will see different abbreviations. This key explains what they all mean.

**KEY:** adj = adjective; adv = adverb; n = noun; sth = something; v = verb

## UNIT 1

### TOPIC VOCABULARY | Words connected with hobbies

Word	Example sentence
cycling (n)	My history teacher goes cycling every summer.
horse-riding (n)	Elly sometimes goes horse-riding in Wales with her school.
painting (n)	I don't enjoy drawing with a pencil, but I like painting.
playing computer games (n)	Mark loves playing his favourite computer games at the weekend.
reading (n)	Liam loves reading, so he buys lots of books.
rock climbing (n)	Helen often hurts her knee when she goes rock climbing.
skateboarding (n)	I never go skateboarding! It looks dangerous.
swimming (n)	She says that swimming is her favourite sport.
barbecue (n)	We sometimes have a barbecue in our garden during the summer.
beach (n)	Do you ever play volleyball on the beach?
collect (v)	Jamie collects old comics – he's got more than two hundred!
magazine (n)	His picture looks great in the magazine.
photograph (n)	Lizzie has about 200 photographs for her school project.
tent (n)	I don't like sleeping in a tent because I get cold.

### WORD FORMATION | Nouns/verbs

Core word	Derivatives
guitar (n)	guitarist (n), play the guitar (v)
music (n)	musician (n), musical (adj), make/play music (v)
paint (n)	painting (n), painter (n), paint (v)
photograph (n)	photographer (n), photography (n), photograph / take photographs (v)
video (n)	video (v), video gamer (n), play video games (v)

### PHRASAL VERBS

Phrasal verb	Meaning	Example sentence
come in (type 2)	enter	It's cold outside! Come in and get warm.
come round (type 2)	visit	Rebecca comes round for dinner on Fridays.
get back (type 2)	return after going somewhere	When did you get back from Ireland?
get off (type 2)	leave a bus or train	We get off the train at Hallwood station then walk home.
look after (type 3)	take care of something	Tom always looks after our dog when we go on holiday.
turn off (type 1)	stop a machine	Turn off the alarm clock! It's Sunday!
turn on (type 1)	start a machine	Turn on the TV please, the news is on.

## UNIT 2

### TOPIC VOCABULARY | Words connected with entertainment

Word	Example sentence
art gallery (n)	Mary loves the paintings of famous people in the art gallery.
concert hall (n)	My aunt plays the piano in a concert hall once a month.
gaming café (n)	I enjoy going to the gaming café to meet my friends.
museum (n)	Bridget's looking at the old cars in the museum.
opera house (n)	I sometimes go to the opera house with my class and listen to famous singers.
theatre (n)	Do you like going to see plays at the theatre?

### WORD PATTERNS | Words + prepositions

Core word	Example sentence
act in	Matt sometimes acts in school plays.
dance with	Amber danced with her sister at the concert in the park.
go out	Do you usually go out with your friends on Saturdays?
listen to	Please listen to me when I'm talking to you.
look at (sth)	What are you looking at?
play with	Do you play with your classmates after school?
stay in	We usually stay in when there is a bad storm.
try (sth) on	I always try shoes on before I buy them.

### COLLOCATIONS | Collocations with nouns

Collocation	Example sentence
board game	This board game is boring – can we play Cluedo instead?
cinema screen	Dan doesn't wear his glasses when he watches films on a cinema screen.
DVD player	We watch films on the computer, so we don't use our DVD player now.
newspaper article	She reads newspaper articles about sport every morning.
TV programme	What is your favourite TV programme? I think <i>Friends</i> is great!

## UNIT 3

## TOPIC VOCABULARY | Words connected with food

Word	Example sentence
<b>apple</b> (n), <b>banana</b> (n)	Apples and bananas are my favourite fruits.
<b>beans</b> (n)	Dad grows beans in the garden, so we often eat them with our meals.
<b>beef</b> (n)	We're having beef for dinner.
<b>bread</b> (n)	My mum bakes very nice bread. I love it with honey on it.
<b>carrots</b> (n), <b>cereal</b> (n)	My favourite food is carrots, but Ellie's is cereal.
<b>cheese</b> (n)	I am having a cheese sandwich for lunch.
<b>chicken</b> (n)	We often have chicken salad for dinner.
<b>honey</b> (n)	Do you like honey with yoghurt?
<b>lettuce</b> (n)	Ryan doesn't like salad, so he never eats lettuce!
<b>milk</b> (n)	My dad buys milk every week from the supermarket.
<b>oil</b> (n)	Mum usually cooks the potatoes in the oven – she puts oil on them.
<b>onions</b> (n)	Do you usually eat onions with your steak?
<b>oranges</b> (n)	We always have oranges in the house. Mum likes us to eat an apple or an orange every day.
<b>pasta</b> (n)	You can make a nice meal with pasta and tomatoes.
<b>potatoes</b> (n), <b>rice</b> (n)	Do you prefer potatoes or rice with your beef?
<b>salt</b> (n)	Tim never puts salt on his food, but I do.
<b>steak</b> (n)	I never eat meat, but my brother's favourite meat is steak.
<b>strawberries</b> (n)	We love eating strawberries and ice cream in the summer.
<b>tomatoes</b> (n)	Mum prepared a tomato salad for us to have with the chicken.
<b>vinegar</b> (n)	Do you put vinegar on fish and chips?
<b>yoghurt</b> (n)	Adam eats yoghurt on his cereal for breakfast.

## WORD FORMATION | Verbs/adjectives

Core word	Derivatives
<b>bake</b> (v)	baked (adj), baker (n)
<b>boil</b> (v)	boiled (adj), boiler (n)
<b>fry</b> (v)	fried (adj), fryer (n)
<b>grill</b> (v)	grilled (adj), grill (n)
<b>roast</b> (v)	roasted (adj), roast (n)

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>bake bread</b>	Collin learnt to bake bread because he wants to be a baker one day.
<b>do homework</b>	Do you prefer doing homework at home or in the library?
<b>have lunch</b>	Can we have lunch in a restaurant on my birthday?
<b>make breakfast</b>	Who makes breakfast in your house?
<b>take an exam</b>	All the students are taking an exam at the moment.

## UNIT 4

## TOPIC VOCABULARY | Words connected with travel

Word	Example sentence
<b>bridge</b> (n)	The Golden Gate Bridge in San Francisco is very big!
<b>bus stop</b> (n)	Matt is waiting for you at the bus stop.
<b>delayed</b> (adj)	Flights are often delayed at Christmas time.
<b>miss</b> (v)	Be quick! I don't want to miss the bus.
<b>railway station</b> (n)	The railway station is near my house.
<b>roundabout</b> (n)	You need to stop at the roundabout!
<b>traffic</b> (n)	There's always a lot of traffic in the city centre.
<b>traffic lights</b> (n)	Cars stop when the traffic lights are red.

## WORD PATTERNS | Compound nouns

Core word	Example sentence
<b>car park</b>	He is trying to find a space in the car park.
<b>driving licence</b>	You can get a driving licence in England when you're 17.
<b>helicopter ride</b>	She is going on a helicopter ride and she's very excited about it.
<b>petrol station</b>	There is a petrol station at the end of my road.
<b>sailing boat</b>	Dad is planning a holiday on a sailing boat next summer.
<b>ticket machine</b>	The ticket machine isn't working so we can't buy our train tickets here.
<b>tour guide</b>	Ed wants to be a tour guide when he's older.
<b>traffic news</b>	My grandpa always checks the traffic news before he leaves the house.

## PHRASAL VERBS

Phrasal verb	Meaning	Example sentence
<b>come in</b> (type 2)	what somebody says to invite you into a place	Come in and have a drink of juice.
<b>go in</b> (type 3)	to enter a place	Let's go in the house – it's snowing!
<b>pick up</b> (type 1)	to collect something or somebody, often in a car	Rachel is picking me up at three o'clock.
<b>set off</b> (type 2)	to start a journey	Henry is setting off now to go to the skateboarding competition.
<b>take off</b> (type 2)	to leave the ground and go into the sky	How do you feel when the plane takes off?
<b>turn off</b> (type 1)	to leave a main road	Turn off at the next exit. That's the road to Edinburgh.

## UNIT 5

## TOPIC VOCABULARY | Words connected with communication and technology

Word	Example sentence
<b>camera</b> (n)	Harry often uses his dad's new camera to take pictures at the weekend.
<b>keyboard</b> (n)	My grandma can use a keyboard, but she's a bit slow.
<b>laptop</b> (n)	Danielle sometimes takes her laptop to school.
<b>mouse</b> (n)	My computer works well, but the mouse isn't very good, so I want a new one.
<b>printer</b> (n)	This printer only prints in black and white!
<b>screen</b> (n)	That screen is broken, so I can't see the picture.
<b>blogging</b> (v)	Vespa's new hobby is blogging about school. She often posts photos as well.
<b>download</b> (v)	I want to download Rihanna's song onto my phone.
<b>graphics</b> (n)	The graphics in his last film are amazing!
<b>online</b> (adj)	Did you find all the information for your project online?
<b>software</b> (n)	It's important to have good computer software because it means you can do more things.
<b>stream</b> (v)	I am thinking of streaming the Harry Potter films on my computer.

## WORD PATTERNS | Compound nouns

Core word	Example sentence
<b>CD player</b>	Not many people use CD players these days.
<b>cell phone</b>	In America, they call mobile phones cell phones.
<b>computer software</b>	Some people spend a lot of money on new computer software.
<b>laptop computer</b>	Do the pupils in your school use laptop computers in class?
<b>web page</b>	Our school has its own web page.

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>download a piece of software</b>	Do you want me to download that piece of software for you?
<b>make a phone call</b>	I need to make a phone call to my grandma now.
<b>open a file</b>	Did you open the correct file?
<b>send a text message</b>	Jed sent me a text message to say what time he wanted to meet.
<b>start a conversation</b>	He started a conversation with me about blogs and blogging.
<b>take a photograph</b>	Lisa says she wants to take a photograph of our school from a helicopter!
<b>watch a DVD</b>	Darren wanted to watch a DVD, but he decided to read a book instead.

## UNIT 6

## TOPIC VOCABULARY | Words connected with fashion, clothes and shopping

Word	Example sentence
<b>bill</b> (n)	Don't forget to ask the waiter for the bill.
<b>buy</b> (v)	Are you buying those shoes?
<b>cash</b> (n)	Robert lost his backpack, but luckily he keeps his cash in his pocket.
<b>change</b> (n)	Here's your £2 change.
<b>cheque</b> (n)	I never pay for anything by cheque.
<b>cost</b> (v)	How much does that jacket cost?
<b>credit card</b> (n)	I'm going to use my credit card to pay to join the gym.
<b>customer</b> (n)	It's my job to ask customers what they want.
<b>department store</b> (n)	They sell lots of different things in that department store.
<b>market</b> (n)	All the fruit in the market looks lovely.
<b>receipt</b> (n)	Liz got a receipt for the clothes she bought.
<b>shop assistant</b> (n)	Let's ask the shop assistant if he has these shoes in a bigger size.
<b>shopper</b> (n)	There aren't many shoppers here today because the weather is so bad.
<b>shopping centre</b> (n)	There are always a lot of people in the shopping centre on Saturdays.
<b>spend</b> (v)	Do you spend a lot of money going horse-riding every month?
<b>supermarket</b> (n)	Grant, will you go to the supermarket and get some bread, please?

## WORD PATTERNS | Verbs + prepositions

Core word	Example sentence
<b>pay for</b>	I will pay for your new tennis racket.
<b>pay in</b>	Is Sam paying in cash for the cinema tickets?
<b>put on</b>	Put your coat on – it's cold outside.
<b>take back</b>	Seth didn't like the jeans so he took them back to the shop and changed them.
<b>take off</b>	Please take your dirty trainers off before you come in.
<b>write down</b>	Mum always writes down what she wants before she goes shopping for food.

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>catch a/the bus</b>	Do you catch the bus to school or do you walk?
<b>do the shopping</b>	Mum does the shopping every Saturday.
<b>for sale</b>	There are some trainers for sale in Sporty Shoes today.
<b>go shopping</b>	My friend and I go shopping together.
<b>keep the change</b>	That's nine pounds, fifty, please. Here's ten pounds – keep the change.
<b>save money</b>	Bez is saving money because he wants to buy a new laptop.

## UNIT 7

## TOPIC VOCABULARY | Words connected with school and studying

Word	Example sentence
<b>biology</b> (n)	I'm not going to study biology at university. I'm not interested in plants and animals.
<b>board</b> (n)	My English teacher writes new words on the board.
<b>bookshelf</b> (n)	Did you have a bookshelf in your old room?
<b>desk</b> (n)	Ellnor has got a lot of books on her desk.
<b>dictionary</b> (n)	We can use our dictionaries in English lessons.
<b>eraser</b> (n)	Can I borrow your eraser, please?
<b>geography</b> (n)	I enjoy geography because I like learning about different countries.
<b>history</b> (n)	We learnt about Henry VIII in history today.
<b>learn</b> (v)	Nadine thought she would learn a lot during her acting course.
<b>maths</b> (n)	I heard that Albert Einstein wasn't good at maths when he was at school.
<b>music</b> (n)	Do you sing in your music lessons, or do you just play the piano?
<b>physics</b> (n)	We did an experiment in physics today.
<b>practise</b> (v)	It's good to practise speaking English every day.
<b>remember</b> (v)	Did you remember to do your homework?
<b>study</b> (v)	Hugo is studying very hard because he wants to become a doctor.
<b>teach</b> (v)	Can you teach me how to play the violin?

## WORD PATTERNS | Words + prepositions

Core word	Example sentence
<b>arrive at</b>	We need to arrive at the airport by 12:00 a.m.
<b>at work</b>	What did you do at work today?
<b>borrow (sth) from</b>	Can I borrow a pencil from you, Harriet?
<b>help with</b>	She said she needed help with preparing dinner.
<b>learn about</b>	We learn about pronunciation in English lessons.
<b>learn from</b>	I learnt a lot from the teachers in my old school.

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>do homework</b>	I need to do homework before we go out.
<b>draw a picture</b>	Can you draw a picture of me with my cat?
<b>go to university</b>	My brother is going to go to university in September.
<b>learn a foreign language</b>	My mum wants to learn a foreign language – French.
<b>leave school</b>	He left school early because he didn't feel well.
<b>take a course</b>	I'm going to take a photography course.

## UNIT 8

## TOPIC VOCABULARY | Words connected with sport

Word	Example sentence
<b>badminton</b> (n)	Badminton is the best sport I have ever played!
<b>cricket</b> (n)	My grandpa is very good at cricket and plays every weekend in the summer.
<b>kit</b> (n)	Mum, where's my kit? I'm going to play football.
<b>pool</b> (n)	The pool near my school is busy on Saturdays because lots of children go swimming at the weekend.
<b>skiing</b> (n)	She loves skiing, but it doesn't snow very often where she lives.
<b>stadium</b> (n)	We enjoyed going to the stadium to watch the rugby match.
<b>table tennis</b> (n)	Will you teach me to play table tennis?
<b>winner</b> (n)	And Will is the winner of the competition!

## WORD FORMATION | Verbs/nouns

Core word	Derivatives
<b>play</b> (v)	player (n)
<b>run</b> (v)	running (n), runner (n)
<b>surf</b> (v)	surfing (n), surfer (n)
<b>swim</b> (v)	swimming (n), swimmer (n)
<b>win</b> (v)	winning (n), winner (n)

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>climb a mountain</b>	She is going to climb a mountain in March.
<b>enter a competition</b>	He entered the competition, but he hasn't started training yet.
<b>go swimming</b>	I am going to go swimming every week next term.
<b>play cricket</b>	Playing cricket looks easy, but it's not.
<b>throw a ball</b>	Are you going to throw the ball to me or not?
<b>win a race</b>	And Bolt wins the race again!

## UNIT 9

## TOPIC VOCABULARY | Words connected with weather and nature

Word	Example sentence
<b>cloudy</b> (adj)	It's cloudy, but the planes are still taking off.
<b>fog</b> (n)	We couldn't see the lake because of all the fog.
<b>foggy</b> (adj)	It is dangerous to drive when it's foggy.
<b>ice</b> (n)	There was ice on the road so we decided to go back to the hotel.
<b>rainy</b> (adj)	We don't go camping when it's very rainy.
<b>snow</b> (n)	When I woke up and looked outside, the garden was covered in snow.
<b>sun</b> (n)	Let's go out and play – the sun's shining now.
<b>sunny</b> (adj)	It's so sunny today! I am going to stay inside.
<b>thunderstorm</b> (n)	We aren't taking the dog for a walk in this thunderstorm!
<b>windy</b> (adj)	Don't wear a hat – it's too windy!
<b>beach</b> (n)	He could go to the beach if he is bored.
<b>forest</b> (n)	Can we take the dog for a walk in the forest?
<b>hill</b> (n)	You can see our house from the top of that hill.
<b>mountain</b> (n)	Look! There's snow on the top of the mountain.
<b>river</b> (n)	Can we go for a boat trip on the river?
<b>sky</b> (n)	It isn't cloudy so we can see a lot of stars in the sky tonight!

## WORD PATTERNS | Words + prepositions

Core word	Example sentence
<b>do experiments</b>	It's interesting to do experiments and learn about why things happen.
<b>good at</b>	Suzi is good at singing and playing the guitar.
<b>important to</b>	It's important to study hard for your exams.
<b>learn about (sth) by</b>	I learnt about cooking by watching a video on YouTube!
<b>the best time for/to</b>	What is the best time of the year to visit your country?
<b>want to</b>	We all want to do well in the English test.

## WORD FORMATION | Nouns/adjectives

Core word	Derivatives
<b>cloud</b> (n)	cloudy (adj)
<b>fog</b> (n)	foggy (adj)
<b>ice</b> (n)	icy (adj)
<b>rain</b> (n)	rainy (adj), rain (v)
<b>snow</b> (n)	snowy (adj), snow (v)
<b>sun</b> (n)	sunny (adj)

## UNIT 10

## TOPIC VOCABULARY | Words connected with health

Word	Example sentence
<b>ankle</b> (n)	When did you hurt your ankle? Were you running at the time?
<b>arm</b> (n)	I broke my arm so I can't write at the moment.
<b>back</b> (n)	You can get back problems if you sit at the computer for too long.
<b>brain</b> (n)	Is it true that your brain remembers everything you've ever done?
<b>ear</b> (n)	My grandma had her ears checked last month because she can't hear well.
<b>eye</b> (n)	Some people have one blue eye and one green eye.
<b>face</b> (n)	He looked at his face in the mirror and then brushed his hair.
<b>finger</b> (n)	My finger hurts because my brother shut the door on it!
<b>foot</b> (n)	These trainers don't fit well – I think I've got one foot bigger than the other.
<b>hand</b> (n)	Luke held his mum's hand while they walked across the busy road.
<b>heart</b> (n)	Running makes your heart go faster.
<b>knee</b> (n)	Lots of people hurt their ankles or their knees when they try skateboarding for the first time.
<b>leg</b> (n)	Jack had never been in an ambulance before he broke his leg.
<b>neck</b> (n)	She had a beautiful scarf round her neck.
<b>nose</b> (n)	The football hit Fred on the nose and broke it!
<b>stomach</b> (n)	Cows have four stomachs!
<b>throat</b> (n)	Your throat's going to hurt if you keep singing!

## WORD PATTERNS | Words + prepositions

Core word	Example sentence
<b>appointment with</b>	I need to make an appointment with Doctor Jones, please.
<b>course in</b>	I took that course in English last year.
<b>danger to</b>	If you eat too much fast food, it could be a danger to your health.
<b>hospital for</b>	This is a hospital for people with back problems.
<b>matter with</b>	What is the matter with Dan? He looks worried.
<b>medicine for</b>	Keri has to take medicine for her sore throat.
<b>pain in</b>	I've got a pain in my leg. I hurt it climbing.
<b>problem with</b>	Sophie's got a problem with her ear, so she's seeing the doctor later.

## COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>break your leg</b>	Amy broke her leg when she went skiing last year.
<b>brush your teeth</b>	Do you brush your teeth twice a day?
<b>catch a cold</b>	I think I've caught a cold. I feel hot and my throat hurts.
<b>feel ill/better</b>	Fed is feeling much better since he took his medicine.
<b>make an appointment</b>	Millie is feeling ill so we need to make an appointment with the doctor.
<b>take your temperature</b>	Does your mum take your temperature when you're not feeling well?

## UNIT 11

### TOPIC VOCABULARY | Words connected with work and jobs

Word	Example sentence
<b>actor</b> (n)	She's wanted to be an actor since she was five years old.
<b>cleaner</b> (n)	Have you seen the cleaner who looks after our offices?
<b>engineer</b> (n)	You have to go to study if you want to be an engineer.
<b>firefighter</b> (n)	The firefighters helped everyone to leave the building before the fire got too big.
<b>journalist</b> (n)	Ned is a journalist and he writes for a car magazine.
<b>pilot</b> (n)	The pilot managed to land the plane safely on a river!
<b>police officer</b> (n)	The police officer asked us questions about the robbery.
<b>shop assistant</b> (n)	The shop assistant helped me to find the right shoes.
<b>career</b> (n)	Mari has a good career as an actress in a new TV programme.
<b>company</b> (n)	Some young people have started their own companies.
<b>customer</b> (n)	All the customers love the new pizza restaurant.
<b>earn</b> (v)	Vicky is saving the money she earns to buy a new car.
<b>manager</b> (n)	If there's a problem, we speak to the manager.
<b>meeting</b> (n)	I have meetings all day today! I hope I have time for lunch.
<b>social media officer</b> (n)	Why do you want to work as a social media officer?
<b>staff</b> (n)	The manager is meeting the new staff today.
<b>worker</b> (n)	All the workers enjoy working for this company.

### WORD FORMATION | Words with *-ian / -ress / -ist* / *-er / -r*

Core word	Derivatives
<b>art</b> (n)	artist (n), artistic (adj)
<b>chemist</b> (n)	chemistry (n)
<b>clean</b> (n/v)	cleaner (n)
<b>dentist</b> (n)	dentistry (n)
<b>drive</b> (v)	driving (n), driver (n)
<b>engine</b> (n)	engineer (n), engineering (n)
<b>explore</b> (v)	explorer (n)
<b>farm</b> (n)	farmer (n)
<b>football</b> (n)	footballer (n)
<b>journal</b> (n)	journalist (n)
<b>manage</b> (v)	manager (n)
<b>music</b> (n)	musical (adj), musician (n)
<b>photograph</b> (n)	photographer (n), photography (n)
<b>reception</b> (n)	receptionist (n)
<b>wait</b> (v)	waiter/waitress (n)
<b>write</b> (v)	writing (n), written (adj), writer (n)

### WORD PATTERNS | Words + prepositions

Core word	Example sentence
<b>diploma in</b>	She just got a diploma in engineering.
<b>manager of</b>	He is the manager of a famous football team.
<b>meeting with</b>	I have an important meeting with my manager later today.
<b>singer in</b>	Sanjay is a singer in a local rock band.
<b>works for</b>	Beth works for a big company.
<b>writer of</b>	She is famous as a writer of children's stories.

## UNIT 12

### TOPIC VOCABULARY | Words connected with houses and homes

Word	Example sentence
<b>armchair</b> (n)	My grandma loves sitting in her comfortable armchair.
<b>bath</b> (n)	I usually have a shower in the mornings, but sometimes I lie in the bath and listen to music.
<b>bed</b> (n)	The bed in the hotel wasn't comfortable.
<b>blanket</b> (n)	Can you give me a blanket please? I'm a bit cold.
<b>bookcase</b> (n)	Seb's bought a new bookcase for all his books.
<b>chair</b> (n)	Let's take the chairs outside and sit in the sun.
<b>cooker</b> (n)	Mum's standing by the cooker, preparing dinner.
<b>fridge</b> (n)	Can you get the cheese out of the fridge, please?
<b>lamp</b> (n)	I have a lamp so I can read in bed.
<b>pillow</b> (n)	I put my head on the pillow and fell asleep immediately.
<b>shower</b> (n)	It takes me five minutes to have a shower.
<b>sink</b> (n)	Please wash those dishes in the sink before you leave.
<b>sofa</b> (n)	Let's sit together on the sofa and watch TV.
<b>table</b> (n)	Put the food on the table please while I bring the water.
<b>toilet</b> (n)	Please may I go to the toilet?
<b>towel</b> (n)	You're wet! Here's a towel for you.

### PHRASAL VERBS

Phrasal verb	Meaning	Example sentence
<b>find out</b> (type 3)	to discover	She finally found out who the present was from.
<b>get up</b> (type 2)	to get out of bed after sleeping	Please get up! You'll be late for school.
<b>go out</b> (type 2)	leave home and go somewhere else	Can we go out somewhere tomorrow, Dad?
<b>grow up</b> (type 2)	to become older	Where did you grow up?
<b>lie down</b> (type 2)	to place your body in a flat position, e.g. on a bed	I need to lie down for a minute because I'm so tired!
<b>wash up</b> (type 1)	to wash plates, spoons, etc. after a meal	Can you start washing up for me, please?

### COLLOCATIONS | Collocations with verbs

Collocation	Example sentence
<b>do the washing-up</b>	She does the washing-up to help her mum.
<b>have a shower</b>	I want to have a shower before we go out.
<b>make my bed</b>	I make my bed every morning, as soon as I get up.
<b>move house</b>	Have you and your family ever moved house or have you always lived here?
<b>tidy your room</b>	I tidy my room every Saturday morning before I go out to meet my friends.
<b>wash the floor</b>	Harry walked in with dirty trainers on so Mum had to wash the floor.

# WRITING REFERENCE

## AN INFORMAL EMAIL | Example task

Read the email from your English friend, Ethan.

Hi Jake!

Thanks for your email. I went to the cinema at the weekend with my friends and played tennis with my brother. Do you play tennis?

What are your hobbies? Do you have the same hobbies as your friends and family?

Email soon!

Ethan

Write an email to Ethan and answer his questions.

Write 100 words.

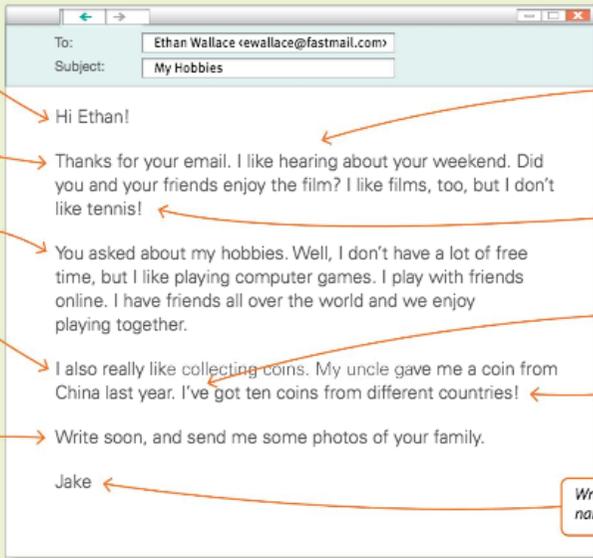
Use Hi or Hello and your friend's first name.

Thank your friend for their email.

Answer your friend's second question.

Answer your friend's third question.

At the end of the email say Write soon, Write back, Email back. You can also use Take care, Love or I look forward to hearing from you to end an informal email.



Respond to what your friend said in their email. Ask some questions about what they said.

Answer your friend's first question.

Use short forms.

Use exclamation marks to show excitement or surprise.

Write your first name at the end.

Read the email from your English friend, Ella.

Hi!

Thanks for your email. I went out with my friends for dinner at the weekend. We ate Chinese food.

What food do you like eating? What was the last meal you cooked? Do you have any interesting food in your country?

Write back soon!

Ella

Write an email to Ella and answer her questions.

Write 100 words.

## A STORY | Example task

Your English teacher wants you to write a story with the title 'A cat - and my cousin - in a tree!'.

Write your story in 100 words.

Give your story an interesting title.

In the first paragraph, answer the questions When?/Where?/Who?/What were you/they (doing/playing/eating, etc.)?

Use the past simple for main events in a story.

Use the past continuous to show a situation in progress when something else happened.

In paragraph 2, say what happened next.

Use quote marks to show the exact words people say.

If different people speak, start each person's speech on a new line.

Adverbs such as loudly and adjectives such as difficult make the story more interesting.

Say what happened next. Use words/phrases such as then, after that and next.

In the last paragraph, say what happened at the end of the story. Use phrases such as in the end, finally or at last.

### A CAT - AND MY COUSIN - IN A TREE!

Last summer, my cousin Ed came to stay. One Saturday morning, we were playing in the garden when we heard someone shout 'Help!' in the street.

We ran into the street and saw Mrs Taylor, our neighbour. She was pointing at the top of a big tree. 'What's the problem, Mrs Taylor?' I asked.

'My cat, Fluffy, is in the tree and she can't get down.'

'Don't worry, Mrs Taylor,' said Ed. 'I'm good at climbing trees. I'll get her.'

Ed climbed the tree. It was difficult but after twenty minutes, he shouted, 'I'm at the top! And I can see Fluffy! She's fine!'

Then, a minute later, he shouted loudly, 'Oh, no! I can't move! Help!'

I went to find Dad.

In the end, Fluffy climbed down the tree. She was fine and Mrs Taylor was very happy. My dad climbed the tree and helped Ed. He finally came down with a red face. We thought it was really funny!

Your English teacher wants you to write a story.

The story must begin with the sentence 'I was surprised when I heard a knock at the door ...'.

Write 100 words.

### A LETTER GIVING ADVICE | Example task

Read the letter from your friend, Rupert. Write a letter to him giving advice.

Hi Joanne.  
 How are you? I passed my cycling test last week. I'm so happy!  
 But now I have to do a project and it's really difficult. I have to write about an English king or queen from history. I don't know who to write about! Can you help me with some ideas?  
 Write back soon,  
 Rupert

Write 100 words.

*Write Dear or Hi, + first name only. Remember to put a comma or exclamation mark after the name.*

*Thank your friend for their letter. Talk about something in their letter (but not the project yet).*

*Some short forms are acceptable in an informal letter.*

*Talk about the project. Make your first suggestion.*

*Make another suggestion.*

*Make another suggestion.*

*Use exclamation marks to show excitement or surprise.*

*We can use should, why don't you, how about, why not and what about to make suggestions.*

*You don't need to write complete sentences in an informal letter.*

*Say goodbye (and express your love if you want to). You can use other phrases such as Cheers, Thanks a lot, Write back soon to end an informal letter.*

*Write your first name.*

This is a part of a letter you receive from an English friend.

I'm visiting your city in the summer! Can you give me some advice on things to do? What places should I visit? What things should I bring with me?

Write a letter answering your friend's questions. Write 100 words.

### A MAGAZINE ARTICLE | Example task

Write an article for a magazine about how school life is different now from in the past. Write 100 words.

*Give your article an interesting title.*

*Introduce the topic and say a few general things.*

*Ask questions to attract your readers' attention.*

*Make your first main point, e.g. describe what things were like in the past.*

*Make your next main point, e.g. describe what things are like now.*

*Summarise your opinion and conclude. Use words and phrases such as In summary ..., So ..., So you can see ...*

*Use we, us and our to get close to your reader.*

*Use however and but to make contrasting points.*

#### School life then and now

Everyone goes to school when they are young. But have you ever thought about how schools have changed? In the past, school life was very different from today.

When our parents were at school, they didn't have so much technology. There was no internet, no mobile phones and very few computers. They did all their work on paper.

Today, we have computers and the internet to find things out. We still have books, but they often have a link to download more material.

So in summary, school life today is very different from our parents' school life. However, education is just as important today as it was then.

You have been asked by the editor of your school magazine to write an article on the following topic.

Today's television programmes are worse than programmes ten years ago.

Write 100 words.

**AN ESSAY | Example task**

Your teacher has asked you to write an essay on the following question.

**Has technology made our lives better or worse?**

Write 100–140 words.

Technology makes our lives better and easier in many ways, but I believe it has made our lives worse and more complicated in more ways.

Firstly, we don't spend as much time speaking to our friends and family. Talking to people is important and sometimes you can misunderstand things that are written in an email or online. Before technology, people talked to each other more and I think they were less lonely.

Technology has made some things much faster. However, it has also made life more complicated in other ways. For example, if your computer breaks, you need time and money to fix it. In addition, it can be expensive to buy and repair computers and smartphones.

Finally, technology has made it possible for us to travel more quickly and cheaply than before, but this isn't necessarily a good thing as it is bad for the environment.

In conclusion, there are lots of positive effects of technology, but I think there have been more negative consequences.

Use words such as firstly and first to introduce your first point.

Write a strong first sentence, stating your opinion.

Write about the opposite view. Then say why you disagree.

Use phrases such as for example and for instance to introduce examples.

Use words such as however, and but to make contrasting points.

Use phrases such as in addition to give extra information.

Write your final point.

Write a short conclusion. Use phrases such as In conclusion, To sum up, In summary or To conclude.

Your teacher has asked you to write an essay on the following topic.

**Big cities have lots of environmental problems. How do you think these problems can be solved?**

Write 100–140 words.

**A FORMAL LETTER OF COMPLAINT | Example task**

You recently had a bad experience in a restaurant. Write a formal letter of complaint to the restaurant manager, explaining the problems and what you want him/her to do.

Write 100–140 words.

Start formal letters with Dear. Use Sir/Madam if you don't know the name of the person you're writing to. Use Mr/Mrs + surname if you know the name of the person you are writing to.

Give basic details of your complaint.

Use the first sentence to say why you are writing. Use phrases such as I'm writing to complain about ...

Dear Sir/Madam,

I am writing to complain about a recent experience at your restaurant. I visited the restaurant with a friend on 5th December in the evening.

Give further details of your complaint.

When we arrived it took a long time for the waiter to notice us. He then said we needed to wait for another half an hour. We booked a table for 7:30 pm, but we didn't sit at our table until 8:30 pm. Then, when our food finally came, some of it was cold and some of it was very spicy. I couldn't eat any of it. I told the waiter but he didn't apologise, so we left.

Say specifically what you want from the recipient of the letter. Use phrases such as I would like a refund / a free meal / an apology.

I would like you to refund us 30 euros for the meal or to offer us a free meal at your restaurant.

Use a phrase such as I look forward to hearing from you / your reply to end the letter.

I look forward to your reply.

Yours faithfully,

Jamie Morris

Sign off with your full name.

End formal letters with Yours faithfully, if you don't know the name of the person you're writing to and Yours sincerely, if you know the name.

You bought some boots online, but when they arrived they were the wrong colour and style.

Write a formal letter of complaint to the seller.

Write 100–140 words.

# IRREGULAR VERBS REFERENCE

Bare infinitive	Past simple	Past participle
be	was/were	been
become	became	become
begin	began	begun
break	broke	broken
bring	brought	brought
build	built	built
buy	bought	bought
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
draw	drew	drawn
do	did	done
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feel	felt	felt
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	been/gone
grow	grew	grown
have	had	had
hear	heard	heard
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known
leave	left	left
let	let	let
lie	lay	lain

Bare infinitive	Past simple	Past participle
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shine	shone	shone
show	showed	shown
sing	sang	sung
sit	sat	sat
sleep	slept	slept
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
throw	threw	thrown
try	tried	tried
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written