

## 7 Everyday English

**a** Find the expressions in the story.

**o** Who says them?

- 1 Yes, please.
- 2 No thanks.
- 3 Oh, right.
- 4 Don't worry.

**b** How do you say each of the expressions in your language?

**c** **▶ CD1 T64** Read the dialogue and put the sentences in the correct order. Then listen and check your answers.

- Andy: Yes, it's blue, but don't worry. It's really delicious!
- 6**  Andy: Yes, please! I love chips!
- Andy: It's cheese. It's called Gorgonzola. Would you like some?
- Samantha: No thanks. I don't like cheese very much. And that cheese is blue!
- 7**  Samantha: What's that? In your sandwich.
- Samantha: Oh, right. But I think I'll just eat my chips. Do you want one?

**d** Complete the dialogues with the expressions from Exercise 7a.

- o**
- 1 A: James – would you like some pizza?  
B: No thanks, Sandy – I don't like pizza very much.
  - 2 A: Come on, Alex. It's 8.30. We're late!  
B: \_\_\_\_\_ . Sorry Gill. OK, I'm ready now – let's go!
  - 3 A: Is the homework difficult, Jane? Do you want some help?  
B: \_\_\_\_\_ , Mum. Help me with question three!
  - 4 A: I really want a hamburger. But I haven't got any money.  
B: \_\_\_\_\_ , Mike. I've got some money. I can buy some hamburgers.

## 8 Improvisation

Work in groups of four. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 7a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Kate, Izzie, Mark and Darren

Situation: At school during lunch break

Basic idea: The four friends are hungry. They open their lunch boxes and tell each other what they have got. They are not very happy. But then Darren has an idea: they can swap what they've got.

## 9 Free Time **▶ DVD Episode 3**



**a** Who are they? Where are they? What are they doing? Write a short dialogue between the people in the picture.

**b** Tick (✓) the statements that are true for you. Put a cross (x) to say 'Not true for me'.

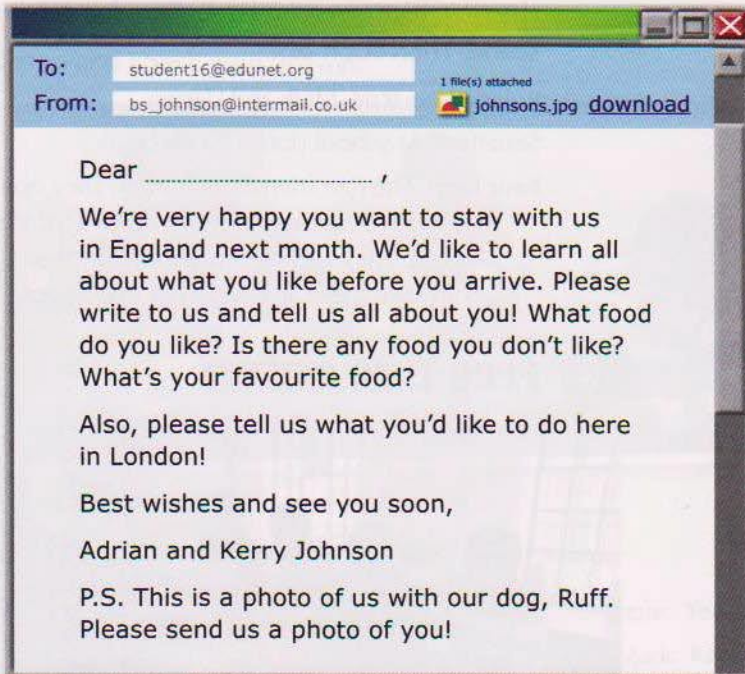
- 1 I love chips.
- 2 Goat's cheese and mushrooms – yuck!
- 3 I really don't like fruit.
- 4 Chicken is delicious.
- 5 It's good to try new things.

**c** Watch Episode 3 of the DVD.

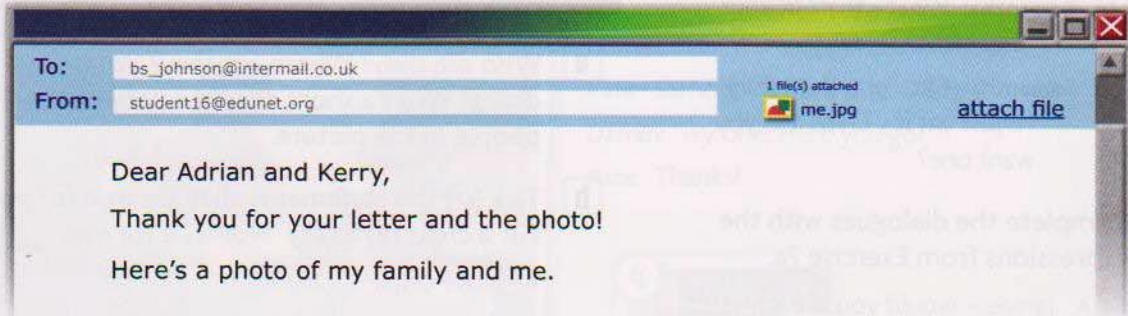


## 10 Write

- a** You are going to Britain next month to stay with an English family. Read the email from them. Where do they live? What do they want to know?



- b** Write your reply to the email. Start like this:



## 11 Last but not least: more speaking

Work in groups of four.

- 1 Each of you writes a list of four things to eat on a piece of paper. Make sure the others do not see what you are writing.
- 2 Fold the lists, and put them in a bag or a box.
- 3 Each of you takes out one of the lists. Unfold it, and read it.
- 4 One of you starts. He/She talks about the food on the list, saying two sentences that are true and two sentences that are not true. The others listen.
- 5 In the end each of you says what you think is true/false.

Example:

*I love tomatoes. I never eat lamb, I don't like it.  
Carrots are my favourite vegetable.  
My mum likes goat's cheese.*

I think it isn't true that you like tomatoes.  
And I think it isn't true that your mum likes goat's cheese.



# Check your progress

## 1 Grammar

**a** Complete the sentences with *has got* / *hasn't got* / *have got* and *haven't got*.

- 1 My mother *'s got* fair hair. (+)
- 2 Jim and Ashley ..... the same colour eyes. (-)
- 3 Sandra and Kate ..... five cousins. (+)
- 4 I ..... a new bicycle, but I hate it. (+)
- 5 I ..... any sisters. (-)

4

**b** Complete the dialogue with the words in the box.

a an some

- A: Hello, what would you like?  
 B: Hi. I'd like a kilo of rice and <sup>1</sup> ..... sugar, please.  
 A: Anything else?  
 B: Yes, and <sup>2</sup> ..... eggs, please.  
 A: OK, that's six Euros, please.  
 B: Oh, and I'd like <sup>3</sup> ..... apple, and <sup>4</sup> ..... banana, please.

4

**c** Match the questions and answers.

- |  |                                      |
|--|--------------------------------------|
| 1 Why are chimpanzees and people similar?            | a Because I don't like sugar.        |
| 2 Why don't you eat chocolate?                       | b Because it's wavy.                 |
| 3 Why wouldn't you like a fighting cricket as a pet? | c Because I like animals.            |
| 4 Why doesn't she like her hair?                     | d Because their DNA is 98% the same. |
| 5 Why do you want to work in a dogs home?            | e Because they are very noisy.       |

4

**d** Complete the sentences with the words in the box.

this that these those



1 I'd like this apple.



2 I'd like ..... bananas.



3 I'd like ..... carrots.



4 I'd like ..... sandwich.

3

## 2 Vocabulary

Write the words from the box in three lists.

arm kangaroo butter cheese  
 cockroach finger sugar fish  
 mouth seal tomatoes foot

parts of the body

foot

animals

fish

food

tomatoes

9

## How did you do?

Check your score.

Total score	😊	😐	😞
<input type="text"/> 24	Very good	OK	Not very good
Grammar	11 - 15	7 - 10	less than 7
Vocabulary	7 - 9	4 - 6	less than 4



# 7

# I sometimes watch TV

- \* Present simple with adverbs of frequency
- \* Vocabulary: days of the week, TV programmes, telling the time

## 1 Read and listen

**a** Look at the pictures of Calvin and Mawar. What can you say about them? Put a tick (✓) or a cross (✗) in the correct places. Then read the article and check.

	Calvin	Mawar
1 lives on a very small island	✓	
2 has a father who is a fisherman		
3 goes to school		
4 lives in a place where it sometimes rains a lot		
5 watches TV		

**b** ▶ **CD 165** Read the article again and listen. Answer the questions.

- 1 Where is Calvin from? Where is Mawar from?
- 2 Does Mawar watch TV? Why / Why not?
- 3 Does Calvin go to school? Why / Why not?
- 4 What does Calvin's father do? What does his mother do?

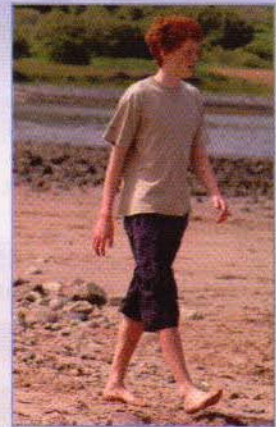
## Different places — different lives

### Calvin

Calvin lives on Vatersay, an island in the Outer Hebrides, Scotland. The island is very, very small. It is five kilometres long and five kilometres wide, and there are fewer than 100 people on the island.

Calvin's father works as a fisherman. He usually leaves the house before six o'clock in the morning. His mum always spends the day at home. She often does the housework, but that isn't the only thing she does. She teaches Calvin and his three sisters too. Vatersay hasn't got a school, so the children learn at home.

Calvin and his family sometimes watch TV in the evenings, but not very often, because the picture is hardly ever very good.



### Mawar

Mawar lives in the village of Kertajaya, West Java. It is 80 kilometres to the city from Mawar's home. And it is a seven kilometre walk to a real school. But Mawar never goes to that school. There is a temporary school in Mawar's village, and that's where she and 100 other pupils have their lessons every day. 'I can't walk seven kilometres to school and back again every day. There are often storms and there is a lot of rain,' Mawar says. 'The school in our village is great. The building is old and it isn't very good. But it means I can always go to school.' Mawar and her family never watch television – they haven't got a TV.





## 2 Vocabulary

### \* Days of the week

▶ CD1 T66 Listen and repeat.

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

c You can also talk about frequency like this.

every	day	week	morning	month	year			
once	twice	three times	five days	a	day	week	month	year

## 3 Grammar

### \* Adverbs of frequency

100%	always
	usually
	often
	sometimes
	hardly ever
0%	never

a Complete the sentences about Calvin and Mawar with the words in the box.

- Calvin's dad usually leaves the house before six o'clock.
- Calvin's mum ..... spends the day at home.
- Calvin's mum ..... does the housework.
- Calvin and his family ..... watch television.
- Mawar ..... goes to the school that's seven kilometres away.
- There are ..... storms and heavy rains.

b Complete the rule. Write *before* or *after* in the spaces.

**RULE:** Adverbs of frequency usually come ..... the verb *be*, but ..... other verbs.

d ▶ CD2 T2 Complete the sentences with expressions from Exercise 3c. Then listen and check your answers.

1



2



3



4



- 1 My mum checks her email at 8 am and 8 pm.

*My mum checks her email twice a day.*

- 2 Tom eats fruit on Monday, Tuesday, Wednesday, Thursday, Friday, Saturday and Sunday.

*Tom*

- 3 Susan goes shopping on Monday, Wednesday and Saturday.

*Susan*

- 4 Harry plays football on Saturday.

*Harry*

**Get it right!** Turn to page 120.

## 4 Speak

Work with a partner. Tell him/her about you and when you do things. Use the words in the box.

play football go swimming watch TV go shopping  
do homework go to the cinema eat bananas  
check email wear black ..... (your ideas)

A: *I check my email once a day.*

B: *I don't. I only check my email two or three times a week.*


B: *I never eat bananas because I don't like them.*

A: *Really? I often eat bananas.*



## 5 Vocabulary

### \* TV programmes

- a** How often do you watch TV? What channel do you usually watch? Are there interesting TV programmes for teenagers in your country?
- b**  Look at the pictures. Listen and repeat the names. Then think of an example for each type of programme from your country.

①



soap operas

②



documentaries

③



sports programmes

④



the news

⑤



chat shows

⑥



comedies

⑦



cartoons

⑧



game shows

## 6 Pronunciation

### \* Compound nouns

 Turn to page 110.



## 7 Listen and speak

- a** ▶ **CD2 T5** Listen to the two dialogues. Complete the table with information about how often the two people watch TV.

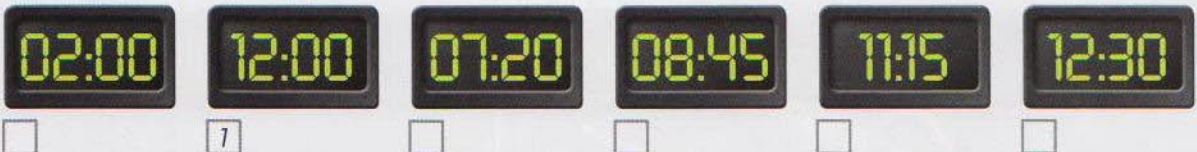
How often?	Dialogue 1	Dialogue 2	Me	My partner
TV	<i>every day</i>	<i>usually at the weekend</i>	.....	.....
chat shows	.....	.....	.....	.....
films	<i>usually</i>	.....	.....	.....
comedies	.....	.....	.....	.....
documentaries	.....	.....	.....	.....
the news	.....	.....	.....	.....
soap operas	.....	.....	.....	.....
drama series	.....	.....	.....	.....
game shows	.....	.....	.....	.....
cartoons	.....	.....	.....	.....
sports programmes	.....	.....	.....	.....

- b** What do you watch? Complete the *Me* column in Exercise 7a.
- c** Work with a partner. Ask and answer questions to complete the *My partner* column in Exercise 7a.
- A: *Do you like chat shows?*  
 B: *Yes, I do.*  
 A: *How often do you watch them?*

## 8 Vocabulary

\* *What's the time?*

- a** ▶ **CD2 T6** Listen. What times do you hear? Write the numbers in the boxes. Then listen again and repeat.



- b** ▶ **CD2 T7** Listen to these times. Then listen again and repeat.



- c** ▶ **CD2 T8** Listen to four conversations. Write the times you hear.

1 ..... 2 ..... 3 ..... 4 .....

## 9 Speak

- a** Look at the table. Write the times for you under *Me*.

- b** Work with a partner. Ask and answer questions and write the times under *My partner*.

A: *What time do you usually get up in the morning?*

B: *At half past six. What time do you get up?*

A: *I usually get up at seven o'clock.*

	Me	My partner
get up in the morning	<i>7.00</i>	<i>6.30</i>
have breakfast	.....	.....
arrive at school	.....	.....
have lunch	.....	.....
do your homework	.....	.....
have dinner	.....	.....



## 10 Read and listen

- a Look at the pictures of Claire and Paul. What kinds of TV programmes do they like, do you think? Read Claire's profile and complete the information in the table in Exercise 10b.

## What British teenagers watch

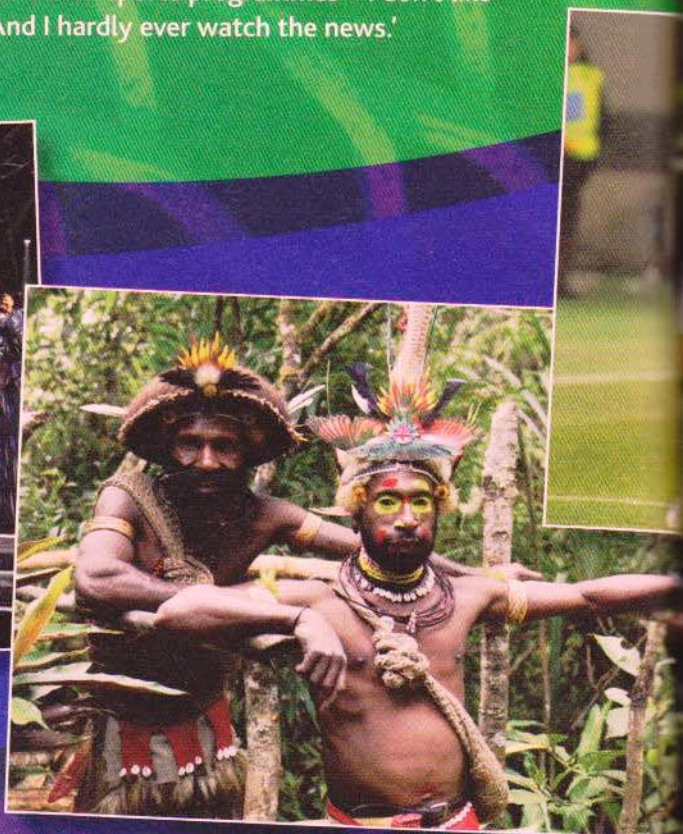


Claire Woods

### Claire Woods

Claire is 16. She lives in Godalming in the south of England. She doesn't watch TV every day. She's selective – she chooses which programmes to watch. This is what she says about TV.

'No, I don't watch TV every day. I think it can be a waste of time. My favourite programmes are competitions – like *Britain's Got Talent*. I always watch that. The people do great things. And that's why I like it a lot. I also watch documentaries – especially about life in other countries, because I really like geography. I sometimes watch cartoons at the weekend. I watch about eight hours of TV a week, I guess. I never watch sports programmes – I don't like them at all. And I hardly ever watch the news.'





**b** ▶ CD1 T9 Listen to Paul and complete the missing information in the table.

	age	programme(s) he/she doesn't like	favourite programmes	number of hours a week he/she watches TV
Claire			<i>Britain's Got Talent</i>	
Paul				



Paul Evans



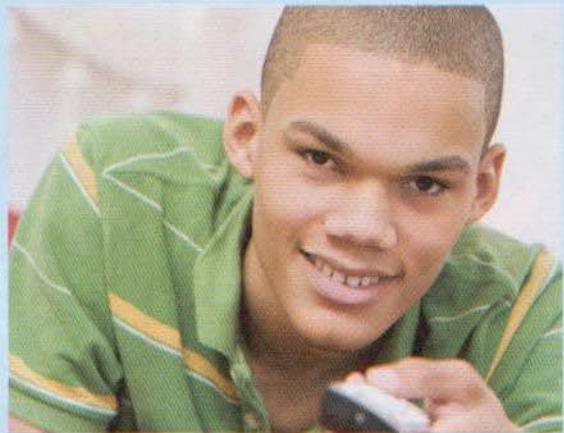
**c** ▶ CD1 T9 Listen to the interview with Paul again. Underline the correct words.

- 1 Paul lives in *Northfield* / Sheffield.
- 2 Some of Paul's favourite programmes are *comedies* / *drama* series.
- 3 Paul watches *football* / *basketball* on TV.
- 4 He usually watches *10* / *12* hours of TV each week.
- 5 Paul usually watches more TV *at the weekend* / *on weekdays*.

**d** Do you think that teenagers in your country are similar to Claire and Paul, or different? Why?

## 11 Write

**a** There's a TV survey in your school magazine. Read Pavel's paragraph about what programmes he watches and how often.



I watch TV every weekend and sometimes after school. I like game shows, and my favourite programme is *The Jackpot*. I like it because it's interesting and funny. I usually watch it once a week. I never watch soap operas because I think they're boring, and I don't like cartoons at all because my brother always watches them!

**b** Write a paragraph for your school magazine about the TV programmes you like. Use Pavel's paragraph to help you.



- \* Negative imperatives
- \* Vocabulary: adjectives to describe feelings

## 1 Listen

- a** Work with a partner. Look at the pictures. They tell a story. Put the pictures in the order you think is correct.



- b** ▶ CD1 T10 Listen and check your ideas. Write 1–6 in the boxes.



## 2 Grammar

### \* Negative imperatives

**a** ▶ **CD 1 T10** Look at these sentences from the story on page 60. Who says them, Julie or Steve? Write *J* for Julie or *S* for Steve in the boxes. Then listen to the story again and check your answers.

- |                     |                                |                  |                      |
|---------------------|--------------------------------|------------------|----------------------|
| 1 Stay here.        | <input type="text" value="S"/> | 2 Don't go away. | <input type="text"/> |
| 3 Come back!        | <input type="text"/>           | 4 Don't do that. | <input type="text"/> |
| 5 Don't go outside. | <input type="text"/>           | 6 Don't worry.   | <input type="text"/> |

**b** Complete the rule.

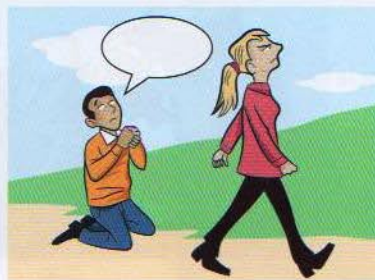
**RULE:** Negative imperatives use ..... + verb (base form without to).

**c** Look at the drawings. Write what the people are saying. Use the verbs from the box.

go away    laugh    touch it    cry    shout    open



1 ..... *Don't shout* !



2 ..... !



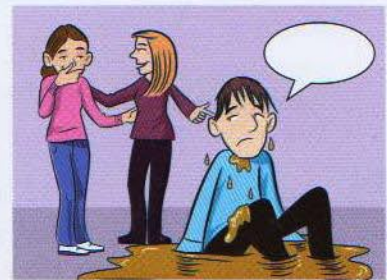
3 ..... !



4 ..... the window!



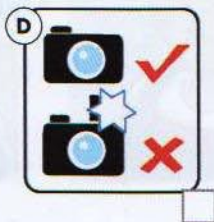
5 ..... !



6 ..... !

**d** Match the two parts to make sentences 1–6, then match with signs A–F. Write 1–6 in the boxes.

- |               |                             |
|---------------|-----------------------------|
| 1 Don't use   | a this door.                |
| 2 Don't park  | b this water.               |
| 3 Don't walk  | c your mobile phone.        |
| 4 Don't open  | d the flash on your camera. |
| 5 Don't drink | e your car here.            |
| 6 Don't use   | f on the grass.             |





### 3 Pronunciation

#### \* Linking sounds

▶ CD2 T11 and T12 Turn to page 110.

### 4 Vocabulary

#### \* How do you feel?

a ▶ CD2 T13 Write the words from the box under the pictures. Then listen, check and repeat.

confused scared  
bored worried excited  
sad happy angry

b ▶ CD2 T14 Listen to these six people. How do they feel?

- 1 ..... *angry* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**Vocabulary bank** Turn to page 114.

### 5 Speak

Work with a partner. How do you feel?

- 1 You have a test tomorrow morning.  
A: *How do you feel?*  
B: *I'm worried!*
- 2 It's the first day of the summer holidays.
- 3 You can't do your English homework.
- 4 You hear strange noises late at night.
- 5 Your team is in the final match!
- 6 Your friend says something bad about you.



1 ..... *confused* .....



2 .....



3 .....



4 .....



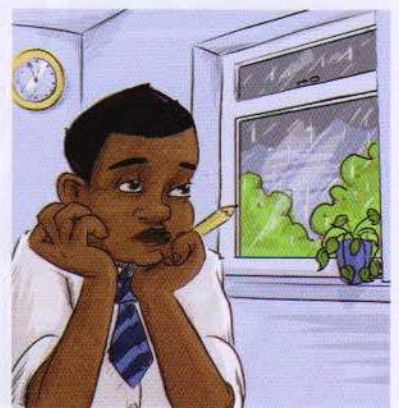
5 .....



6 .....



7 .....

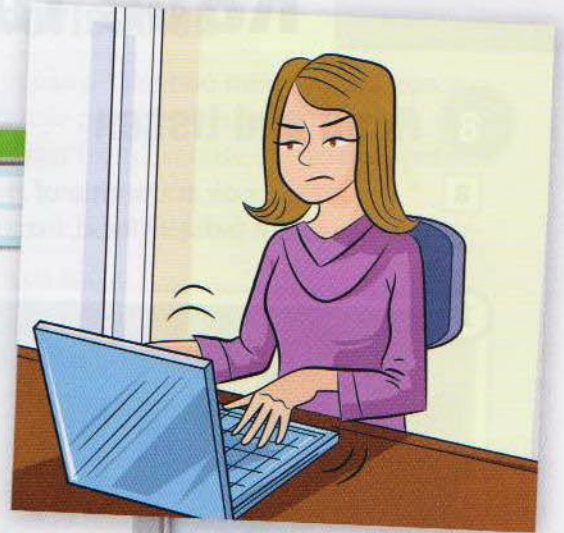
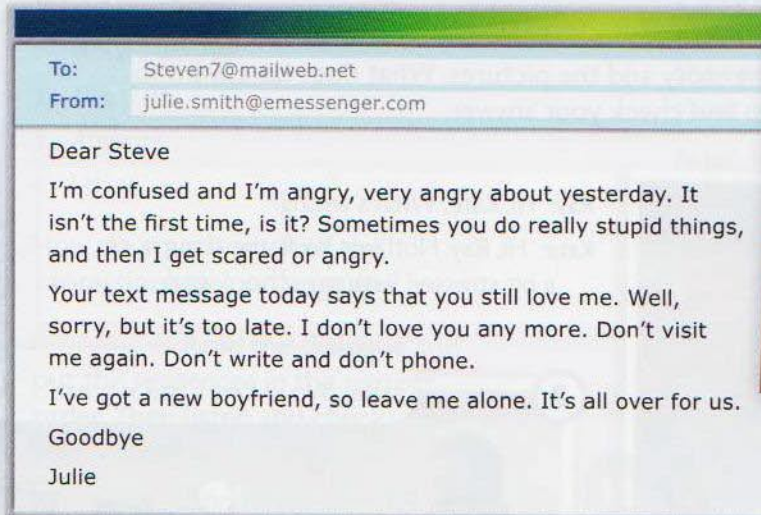


8 .....



## 6 Read

**a** Read Julie's email. Does she still love Steve?



**b** Read the email again. Write *T* (true) or *F* (false). Correct the false statements.

- 1 Julie is angry and bored.  *F*
- 2 Steve says he still loves her.
- 3 Julie doesn't love Steve.
- 4 Julie wants Steve to contact her.
- 5 Julie has another boyfriend now.

## 7 Listen

**a** **CD2 T15** Listen to the song and read the words. Choose the best answer.

- 1 The song says 'Think about yesterday'.
- 2 The song says 'Think about today'.
- 3 The song says 'Think about tomorrow'.

**b** Look at the underlined phrases in the song. Match them with the meanings a–f.

- |  |                                       |
|--|---------------------------------------|
| a tomorrow and the days after tomorrow | <input checked="" type="checkbox"/> 4 |
| b not a long time                      | <input type="checkbox"/>              |
| c I never wanted to hurt you           | <input type="checkbox"/>              |
| d you aren't happy in the morning      | <input type="checkbox"/>              |
| e I want you to be happy               | <input type="checkbox"/>              |
| f Yesterday isn't here any more        | <input type="checkbox"/>              |

**c** Listen to the song again. Is it a happy song or a sad song, do you think?

### Don't stop by Fleetwood Mac

If 1you wake up and don't want to smile,  
If it takes 2just a little while,  
Open your eyes and look at the day,  
You'll see things in a different way.

[chorus] Don't stop thinking about tomorrow,  
Don't stop, it'll soon be here,  
It'll be here, better than before,  
3Yesterday's gone, yesterday's gone.

Why not think about 4times to come,  
And not about the things that you've done?  
If your life was bad to you,  
Just think what tomorrow will do.  
[chorus]

5All I want is to see you smile,  
If it takes just a little while,  
I know you don't believe that it's true,  
6I never meant any harm to you.  
[chorus]



# Kate looks great!

## 8 Read and listen

- a** ▶ CD2 T16 Look at the title of the story and the pictures. What does Izzie want to change about herself? Read, listen and check your answer.



Ray: Hi, Kate. What's wrong?

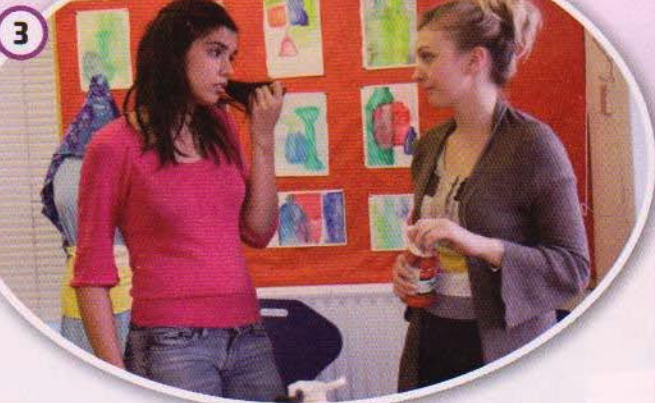
Kate: Hi, Ray. Nothing. Well, the thing is, I'm a bit stressed with my school work.

Ray: Don't worry about it, Kate. It's only school work! Anyway, I've got work to do, too. Bye.

Kate: OK. See you, Ray.



Izzie: Wow! Kate's hair is great!



Izzie: I hate my hair. I want to change it completely.

Jo: What for? Don't change it! I think you've got nice hair!

Izzie: I don't know. I want hair like Kate's. Everybody thinks her hair's really nice.



Jo: Why do you want to be like Kate, Izzie? I think it's important to be yourself. People like you because you're YOU. Not because of your hair!

- b** Read the story again. Circle the correct answers, a or b.

- |  |   |
|--|---|
| 1 What is Kate worried about?<br>a Her school work.      b Ray.      | 4 Who does Izzie talk to about her hair?<br>a Jo.      b Kate.                              |
| 2 Who has got work to do?<br>a Jo.      b Ray.                       | 5 Why do people like Izzie?<br>a Because she's got nice hair.      b Because she's herself. |
| 3 What does Izzie want to change?<br>a Her hair.      b Kate's hair. |   |



## 9 Everyday English

- a** Find the expressions in the story.  
**o** Who says them?

- 1 What's wrong?
- 2 The thing is, ...
- 3 Anyway, ...
- 4 I think ...

- b** How do you say each of the expressions in your language?  
**o**

- c** ▶ **CD2 T17** Read the dialogue and put the sentences in the correct order. Then listen and check your answers.

- Kevin: I'm fine thanks, Polly. But what about you? I think you're sad. What's wrong?
- 6** Kevin: Oh, you're right – it *is* late. Let's go!
- Kevin: Oh, that's sad. But don't worry. I'm sure she'll be OK.
- 7** Polly: Hi Kevin. How are you?
- Polly: Nothing really. Well, the thing is, my cat's ill. She's old too, and I'm a bit worried.
- Polly: Yes, perhaps. Anyway, let's go – I don't want to be late for school.

- d** Complete the dialogues with the expressions from Exercise 9a.  
**o**

- 1 A: Where's Tom?  
 B: I'm not sure, but *I think* he's in his bedroom.
- 2 A: Hi Joanna. Can I talk to you? I've got a problem.  
 B: Sure, Caroline. ....
- 3 A: Go on, Ben – buy that shirt. It's great!  
 B: No, it's very expensive, and *.....*, I don't really like it.
- 4 A: Why don't you want to come with me to the football match?  
 B: Well, *.....*, I've got lots of work to do – and anyway, football's boring!

## 10 Improvisation

Work in pairs. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Izzie and Jo

Situation: At the youth centre

Basic idea: Kate has a new hair style. Her hair looks like Izzie's. Jo doesn't like this.

Start like this:

Izzie: Look, Jo. Do you like my new hair?

Jo: Do you really want to know?

## 11 Free Time **DVD Episode 4**



- a** Who are the people? Where are they? Write a short dialogue between the people in the picture.

- b** Work in pairs. Read the questions. Think of answers and write a story of about 80 words. Then read it out.


- Someone (Mark, Darren, Izzie or Kate) is babysitting. Who?
- He/She isn't happy about babysitting. Why (not)?
- Then something happens. What?
- In the end, another person has an idea. Who is it? What's the idea?

- c** Watch Episode 4 of the DVD.



## 12 Write

- a** You get an email from an old friend. Who is new in her school? What questions does she ask?

From: [aj\\_berg@mailme.org](mailto:aj_berg@mailme.org) 1 file(s) attached  
 Subject: Hi from SF!  [download](#)

Hi!

Hello from San Francisco! I'm in a good class, so I'm really happy. There's a new boy in our class called Brad. He's very small, he's got dark hair and green eyes. He's really funny and his mom is a famous film director.

There's also a new English teacher, Mr Allan.


No, he hasn't got dark hair and green eyes. And he isn't really funny!

What about you? I've got lots of questions. How are you? How are things at your school? Are your friends fun? Are your teachers interesting? Are you happy there?

Mail me soon!

PS Here's a photo of me with my friends.

Jessica



- b** Write to your old friend about these things:

- your friends (hair, eyes, etc. / funny, nice, etc.)
- one thing you like about your school or teachers
- one thing you don't like

## 13 Last but not least: more speaking

### ★ A game: Simon says

Work in groups of four. One of you is the game master. You tell the others what (not) to do. They must be careful. When you say 'Simon says ...' they must do what you tell them. When you don't say 'Simon says' they must not do it. If they do, they get a black point. A student who gets 3 black points is 'out' and cannot play any more.

Simon says 'Jump!'



Correct!

Touch your book.



Not correct – one black point!

Remember: you can make the game more difficult by using sentences that begin with 'Don't ...'!



# Check your progress

## 1 Grammar

**a** Complete the sentences with the correct form of the verbs in the box.

ask read go watch play eat

- 1 My Mum watches the news on TV at nine.
- 2 Tom ..... swimming every weekend.
- 3 Paul ..... football with his cousin every Sunday.
- 4 We ..... fish on Fridays.
- 5 My friend ..... a lot of questions in our English lessons.
- 6 My parents ..... three newspapers on Sundays!

5

**b** Put the words in the correct order.

- 1 She / late / always / is  
She is always late.
- 2 chicken / We / usually / on Mondays / eat  
.....
- 3 at the weekend / I / shopping / go / always  
.....
- 4 I / in the morning / tired / usually / am  
.....
- 5 at us / smiles / often / teacher / The  
.....
- 6 hardly / I / eat / ever / fruit  
.....

5

**c** Underline the correct words.

- 1 The phone's ringing! Don't answer / Answer it for me, please!
- 2 Great to see you! Don't come / Come again!
- 3 Don't watch / Watch the football tonight! I want to see a film.
- 4 Don't write / Write to her soon! She misses you.
- 5 This food is awful. Don't eat / Eat it!

4

## 2 Vocabulary

**a** Write the days of the week.

- 1 Thursday
- 2 S .....
- 3 M .....
- 4 W .....
- 5 T .....
- 6 S .....
- 7 F .....

6

**b** Write the times.



1 12 o'clock



2 .....



3 .....



4 .....



5 .....

4

**c** Underline the correct word.

- 1 I'm excited / confused. I don't understand this homework.
- 2 Don't shout at me! Why are you so angry / bored?
- 3 She's really worried / excited – it's her birthday today!
- 4 He's scared / bored because it's a really long lesson.
- 5 She's crying. Why is she so happy / unhappy?

4

## How did you do?

Check your score.

Total score			
<input type="text"/> 28	Very good	OK	Not very good
Grammar	10 – 14	7 – 9	less than 7
Vocabulary	10 – 14	7 – 9	less than 7



- \* can/can't (ability)
- \* like / don't like + -ing
- \* Vocabulary: sports

## 1 Read and listen

- a** Look at the pictures. Who are the two men, do you think? What sport event are they doing? Read the article and check your ideas.



## 'We never win, but we always win.'

Rick Hoyt is American. He is in a wheelchair because he's got cerebral palsy. He can't talk so he uses a computer to communicate with people. Rick is a happy and successful man; he has a job at the University of Boston, and he works in computer studies. Rick loves sport too, and he takes part in marathons and triathlons.

Triathlons? In the triathlon, people swim four kilometres, cycle 180 kilometres and then run a marathon, 42 kilometres. Rick can't run, cycle or swim because he's in a wheelchair. So how can he take part in a triathlon?

Rick can take part because he does it with his father, Dick Hoyt. In the running, his father pushes him in his wheelchair. In the swimming, Rick lies in a small boat and Dick swims and pulls him. And in the cycling, Rick sits in a special seat on the front of Dick's bike. Together, they are 'Team Hoyt'.

Of course, Team Hoyt never wins the race. The winner of a triathlon usually finishes in about nine hours. The Hoyts usually take about 14 or 15 hours. 'That's right,' says Dick. 'Rick and I never win. But we think that we always win.'

- b** ▶ CD2 T18 Read the article again and listen. Answer the questions.

- 1 How does Rick talk to people?
- 2 What do people do in a triathlon?
- 3 How does Dick help Rick in a triathlon event?
- 4 What name do Rick and Dick have when they do a triathlon?
- 5 How long do they take to finish a triathlon?
- 6 Dick says: 'We think that we always win'. Why does he say that, do you think?

### Did you know ...?

Team Hoyt's best marathon time is 2 hours and 40 minutes. (The best runners in the world usually run a marathon in about 2 hours and 5 minutes.)



## 2 Grammar

### \* can/can't (ability)

- a** Look at the examples. How do you say these sentences in your language?

Rick *can't* talk.

How *can* Rick take part in a triathlon?

- b** Look at the text on page 68 again. Underline other examples with *can* or *can't*.

- c** Complete the table.

Positive	Negative	Question	Short answer
I/you/we/they/he/she/it <i>can</i> swim.	I/you/we/they/he/she/it ..... ( <i>cannot</i> ) swim.	..... I/you/we/they/ he/she/it swim?	Yes, I/you/we/they/he/ she/it <i>can</i> . No, I/you/we/they/he/ she/it ..... ( <i>cannot</i> ).

- d** Write sentences.

- 1 John + read Russian / – write it

*John can read Russian but he can't write it.*

- 2 Claire + ride a bike / – swim

*Claire* .....

- 3 Chimpanzees + learn to count / – learn to speak English

*They* .....

- 4 I + use a computer / – draw pictures with it

*I* .....

- 5 She + play the guitar / – play the violin

*She* .....

- 6 My sister + play the piano / – sing

*My sister* .....

- 7 Uncle Jim + fly a plane / – ride a bike!

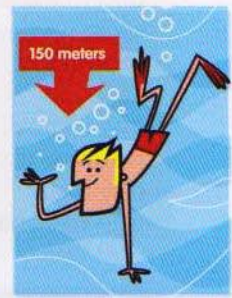
*Uncle Jim* .....

- 8 My Mum + sing / – play the guitar

*My Mum* .....

## 3 Listen

▶ CD2 T19 Listen and write *T* (true) or *F* (false). Correct the false statements.



- Camels can live without water for 16 months.
- People can see 1 million different colours.
- Kangaroos can hop 100 metres.
- A man from the USA can eat 94 worms in 30 seconds.
- A man from Cuba can go 162 metres under water without oxygen.

## 4 Pronunciation

### \* can/can't

▶ CD2 T20 and T21 Turn to page 111.



## 5 Speak

# Yes, I can

Work with a partner. Ask and answer questions using the words in the box. Add two more questions.

A: Can you swim?

B: Yes, I can, but not very well. Can you play the piano?

A: No, I can't.



### LOOK!

A: Can you swim?

B: Yes, but not very well.

= Yes, but I'm not very good.

swim play the piano juggle walk on your hands use a computer sing .....



## 6 Vocabulary

### \* Sports

▶ CD2 T22 Match the words from the box with the pictures. Write the words in the spaces. Then listen, check and repeat.

play tennis  
ride a horse  
rollerblade  
play basketball  
do gymnastics  
cycle  
snowboard  
ski  
play football  
skateboard  
play rugby  
play volleyball



1 play volleyball



2 .....



3 .....



4 .....



5 .....



6 .....



7 .....



8 .....



9 .....



10 .....



11 .....



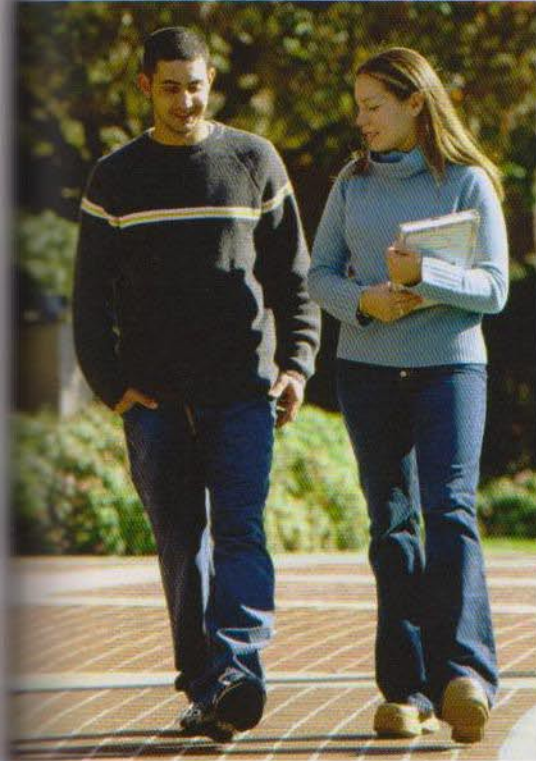
12 .....

**Vocabulary bank** Turn to page 115.



## 7 Listen

- a** ▶ **CD1 T23** Hannah is from New York and Sam is from England. Listen to their conversation about sport. Tick (✓) the sports they talk about.



- 1 volleyball
- 2 American football
- 3 swimming
- 4 tennis
- 5 basketball
- 6 football (soccer)
- 7 rollerblading
- 8 gymnastics

- b** ▶ **CD2 T23** Listen again. Write *T* (true) or *F* (false). Correct the false statements.

- 1 Hannah goes rollerblading every day.
- 2 Sam likes playing tennis, but he doesn't like watching it on TV.
- 3 Hannah likes watching American football games.
- 4 Sam plays football in his school team.

## 8 Grammar

\* *like / don't like + -ing*

- a** Look at the examples and the table. Then complete the rule.

*I like watching tennis on TV.*

*I don't like playing it.*

*I love going to the games.*

Positive	Negative	Question	Short answer
I really like swimming.	I don't like cycling.	Do you like playing games?	Yes, I do. No, I don't.
I love watching tennis on TV.			
I hate playing football.			

**RULE:** When you talk about activities, use the *-ing* form of the verb, after the verbs ..... and .....

- b** Put the words in the correct order.

1 like / tennis / We / playing / don't

*We don't like playing tennis.*

2 going / the / like / to / cinema / She / doesn't

3 like / your / Do / on / going / parents / holiday?

4 really / soccer / brother / likes / watching / His

5 swimming / hate / in / I / sea / the

- c** Complete the questions with the correct form of the verbs.

1 Do you like watching sport on TV? (watch)

2 Do you ..... sport every weekend? (watch)

3 Do you ..... early at the weekend? (get up)

4 Do you like ..... early? (get up)

5 Do you often ..... to the cinema? (go)

6 Do you like ..... to the cinema? (go)

**Get it right!** Turn to page 120.

## 9 Speak

- a** Work with a partner. Ask each other the questions in Exercise 8c. Write down your partner's answers.

- b** Work with another partner. Tell him/her about your first partner's answers.

*Claudia likes swimming but she doesn't like watching sport on TV. She gets up early every day but ...*



## 10 Read and listen

**a** Match the names of the sports with the pictures. Write 1–6 in the boxes.

- 1 cricket
- 2 rowing
- 3 netball
- 4 orienteering
- 5 rugby
- 6 gymnastics

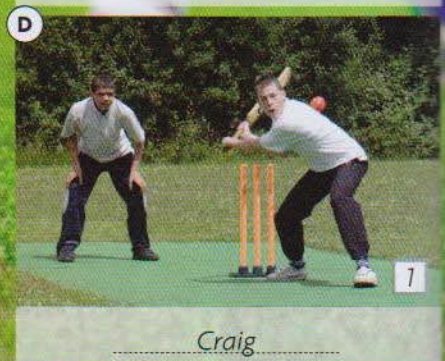
**b** Read about Craig and Julia. Write their names under the photos of the sports they do.

**c** ▶ **CD2 T24** Read the article again and listen. Complete the sentences with *Craig* or *Julia*.

- 1 Julia likes netball.
- 2 \_\_\_\_\_ is in a school team.
- 3 \_\_\_\_\_ does his/her favourite sport once a week.
- 4 \_\_\_\_\_ likes a sport where you have to do a lot of running.
- 5 \_\_\_\_\_ loves cricket.
- 6 \_\_\_\_\_ enjoys doing a sport in the rain.

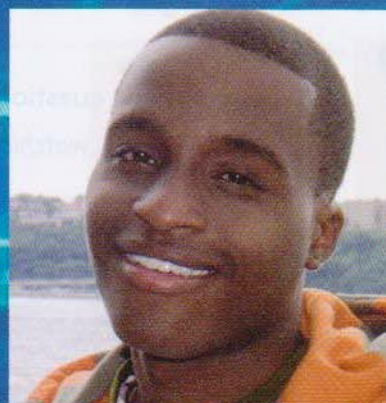
**d** Look at the 'Fact box' and answer the questions.

- 1 In how many schools can children do two hours or more of sport every week?
- 2 Is it easier to do rowing or orienteering in British schools?



## Not only football and

Kids in British schools can do a lot of sport. Lots of teenagers do swimming or play football – but these days, there are other things they can do, too!



**Craig Hopkins** is 15 and he is in Year 11 at St Mary's School in Oakham. He loves playing rugby and cricket. But his favourite sport is rowing. 'There is a big lake near my school and we go there once a week to row,' says Craig. 'I'm in the school team, and two or three times a year we row against teams from schools in other parts of the country.'

### Fact box

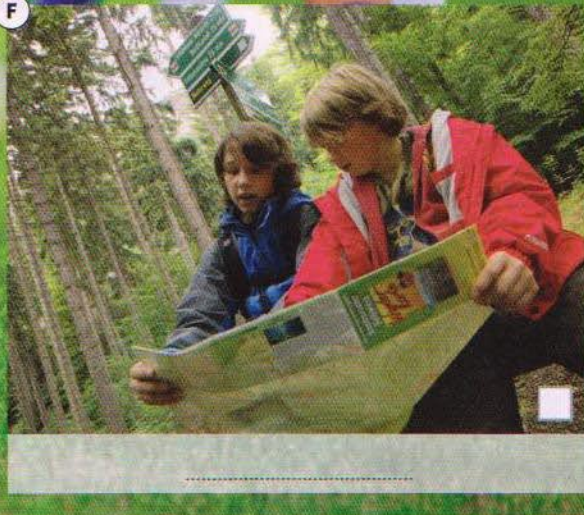
In 90% of British schools, children can do dance, gymnastics and athletics, and play football and cricket.

In 90% of British schools, children do two hours or more of sport every week.

In most schools in Britain, children can choose from between 15 and 20 different sports.

You can do orienteering in 60% of British schools, but you can only do rowing in 9% of schools.



**E****F**

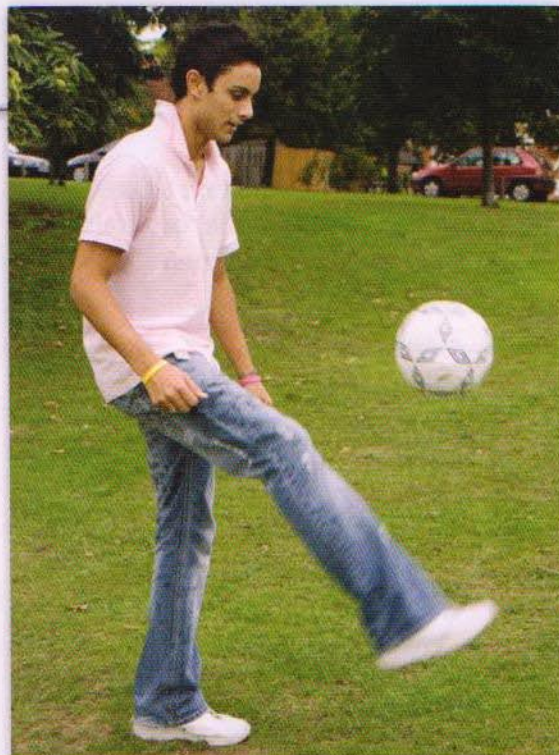
# swimming!



**Julia Ho** is 16 and is in Year 11 at Sandown School, Derby. 'Netball is cool,' says Julia. 'But I love orienteering! In orienteering, you have to run and run – but you have to find out where to go, too! You have a map and a compass, and you have to get to a place as fast as possible. It's great fun – even when it's raining!'

## 11 Write

- a** Read this email from Javed. What's his favourite football team?



- b** Write your reply to Javed's email. Write about:

- popular sports in your country
- sports you do at school
- sports you like / sports you don't like
- your favourite football team or your favourite sports star

For your portfolio



- \* Present continuous
- \* Vocabulary: house and furniture



## 1 Read and listen

**a** Read the text quickly. What is the man's job? What is he doing now?



## ROUND THE WORLD - ALONE

John White is a bus driver. He likes his job, but he *loves* his boat. Once a year, John goes on a short journey in the boat. His wife Pauline and son Andy often go with him.

This year is different. John is taking a year off from his job and is sailing around the world. And

he's doing it alone. An exciting journey? Yes and no. 'Sometimes, dolphins and whales swim along with the boat, and sometimes I sail past beautiful tropical islands,' says John. 'But sometimes the weather gets bad and then I have problems.' John wants to ...

**b** ▶ CD2 T25 Read the text again and listen. Write *T* (true) or *F* (false). Correct the false statements.

- 1 John sails around the world every year.  **F**
- 2 John is sailing around the world now.
- 3 Pauline is with him on his boat.
- 4 Everything on his journey is good.

Pauline: Oh, <sup>2</sup>..... breakfast in the kitchen. Andy's upstairs in the bathroom - <sup>3</sup>..... a shower. So, are you OK?

John: Yes, I'm making good progress. And <sup>4</sup>..... very close to South Africa.

Pauline: Great!

John: Yes, and guess what? I can see dolphins outside! <sup>5</sup>..... next to the boat.

Pauline: Oh, how lovely!

John: It is! But I'm worried. The weather's changing. There's a strong wind now and <sup>6</sup>..... to rain. A bad storm's coming, I think. Sorry Pauline, I can't talk any more. I have to go outside.

Pauline: John? Can you hear me, John?

## 2 Listen

**a** ▶ CD2 T26 Here is a telephone conversation between John and Pauline. Complete the conversation with the words from the box. Then listen and check your answers.

- a it's starting    b They're swimming  
c are you doing    d I'm eating  
e I'm getting    f he's having

Pauline: Hi, John. How are you?

John: Fine, yeah, I'm fine. How are you? What <sup>1</sup>..... <sup>c</sup>.....?

**b** Match the beginnings and endings of the sentences.

- |                    |                              |
|--------------------|------------------------------|
| 1 John is          | a swimming.                  |
| 2 Pauline is       | b changing.                  |
| 3 Andy is          | c looking out of the window. |
| 4 The dolphins are | d having a shower.           |
| 5 The weather is   | e having breakfast.          |



### 3 Grammar

#### \* Present continuous

**a** Look at the examples. Underline other examples of the present continuous in the conversation on page 74. Then complete the rule and the table.

*I'm making good progress.*

*The weather's changing.*

Positive	Negative	Question	Short answer
I'm (am) working.	I'm not work.....	..... I work.....?	Yes, I ..... No, I .....
You/we/they ..... (are) working.	You/we/they ..... (are not) work .....	..... you/we/they work.....?	Yes, you/we/they ..... No, you/we/they .....
He/she/(it) ..... (is) working.	He/she/(it) ..... (is not) work.....	..... he/she/(it) work.....?	Yes, he/she ..... No, he/she .....

**LOOK!**  
Spelling  
have – having  
make – making  
shop – shopping

**RULE:** We use the ..... to talk about things that are happening now. We use the present tense of the verb ..... + the *-ing* form of the main verb.

**b** Complete the dialogues with the present continuous form of the verbs.

- A: Where's Caroline?  
B: She's in her bedroom. She 's writing a letter. (write)
- A: Mum, where's Dad?  
B: He's in the bathroom. He ..... a shower. (have)
- A: Where's Dan?  
B: He's in the park. He ..... football with his friends. (play)
- A: Can you help me?  
B: Not right now. I ..... my lunch. (have)
- A: Where are you?  
B: I'm in a bookshop in town. I ..... my sister a book. (buy)

**c** Write questions and answers with the present continuous.



- he / go to school? / no / come home  
*Is he going to school? No, he isn't. He's coming home.*



- they / eat ice creams? / no / drink milkshakes  
.....



- she / read a book? / no / listen to a CD  
.....



- your father / work today? / no / have a day off  
.....



4

## Listen

▶ CD2 T27 Listen to six sounds. What are the people doing?

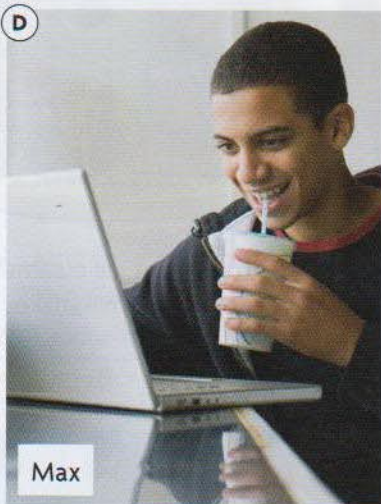
- |   |              |
|---|--------------|
| 1 She <i>'s cleaning her teeth.</i> ..... | 4 She .....  |
| 2 He .....                                | 5 He .....   |
| 3 They .....                              | 6 They ..... |

5

## Speak and write

- a** Look at the pictures, and write sentences about the people. Then work with a partner and read your sentences aloud.

*Katie's reading and listening to music.*



- b** Work with a partner. Cover your sentences and ask and answer questions about the people in the pictures.

- A: *Is Katie playing football?*  
 B: *No, she isn't, she's reading. Are Ben and Liz ... ?*

- c** Work with a partner. Say where your friends and family are now, and what they are doing.

- A: *My brother's at work. I think he's working on his computer.*  
 B: *My mum and dad are going to work and my sister's at school. I think she's studying Maths now.*

6

## Pronunciation

\* /h/ have

▶ CD2 T28 Turn to page 111.



## 7 Vocabulary

### \* House and furniture

▶ CD1 T29 Match the words in the boxes with the numbers and letters in the picture. Write the letters and numbers next to the words. Then listen, check and repeat.

kitchen 7 garden ..... hall .....  
 living room ..... bathroom .....  
 bedroom ..... garage .....

door ..... sofa ..... armchair .....  
 cooker ..... chairs ..... fridge .....  
 window a table ..... bed .....  
 bath ..... shower ..... toilet .....

**Vocabulary bank** Turn to page 115.



## 8 Speak

Work with a partner. Talk about your house or flat.

*There's a fridge and a cooker in the kitchen.  
 The TV's on a table in the living room. We haven't  
 got a garden.*

**LOOK!**  
 Prepositions

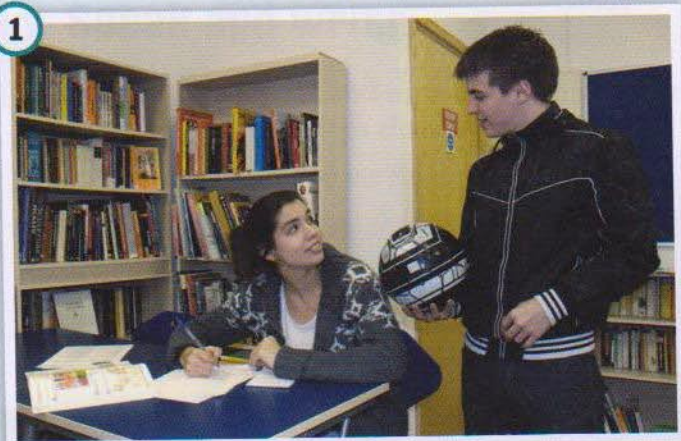
in                  on                  under



# A kickabout

## 9 Read and listen

- a** ▶ CD2 T30 Look at the title of the story and the pictures. What does Darren want to do? Read, listen and check your answer.



Darren: Hi Izzie.  
Izzie: Hey Darren. What's up?  
Darren: Nothing. But I'm bored. How about a bit of football?  
Izzie: Sorry, Darren. Not now. I'm working.



Darren: Mark – my friend!  
Mark: Hey Darren. What are you doing?  
Darren: Looking for someone to play ... football!  
Mark: Sorry – I'm busy. I'm finishing this. Why don't you ask Ray?



Ray: I don't know, Darren. I've got lots of things to do.  
Darren: Oh, Ray. Just five minutes!  
Ray: Oh – all right, then. Five minutes – no more!



Ray: Goal! Goal! Arsenal 1, Liverpool 0! Yes!  
Darren: Oh no! Let's stop, Ray. I'm tired!  
Ray: Come on Darren – another five minutes! OK?

- b** Read the story again. Answer the questions.

- 1 What's Izzie doing in picture 1?
- 2 What's Mark doing in picture 2?
- 3 What's Ray doing in picture 3?
- 4 In picture 4, why does Darren want to stop playing football?



## 10 Everyday English

**a** Find these expressions in the story.

**👁** Who says them?

- 1 ... a bit of ...
- 2 Why don't you ... ?
- 3 ... lots of ...
- 4 ... all right ...

**b** How do you say each of the expressions in your language?

**c** **▶ CD2 T31** Read the dialogue and put the sentences in the correct order. Then listen and check your answers.

- Millie: Oh, all right Dad. Maybe you're right.
- 7** Millie: Dad? I'm going out now, OK?
- Millie: But I'm almost finished, Dad. I can finish tomorrow morning. I've got a bit of time before the English lesson.
- Dad: Well, Millie – why don't you finish it now? Then you can go out and have fun, and not worry about it any more.
- 6** Dad: Good girl.
- Dad: What? But Millie, you've got lots of homework.

**d** Complete the dialogues with the expressions from Exercise 10a.

- 👁**
- 1 A: I feel really tired every morning.  
B: Well, why don't you go to bed at 11 o'clock, and not 12 o'clock?
  - 2 A: Why don't we go to the cinema tonight?  
B: Oh, ..... – let's go and see the new Lindsay Lohan film.
  - 3 A: Adam? Can I have ..... your ice cream?  
B: No you can't! Go and buy your own ice cream!
  - 4 A: Do you like Sandy?  
B: No, not really. .... people think he's nice, but I don't like him.

## 11 Improvisation

Work in groups of four. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Darren, Mark, Izzie and Ray

Situation: At the youth centre

Basic idea: Ray needs help from the kids, but whatever he says, they find an excuse ('Sorry, I'm studying!', 'Sorry, I'm ...'). Ray asks them again and again, but they always find different excuses. In the end, Ray has an idea ...

## 12 Free Time

**👁 DVD Episode 5**



**a** It is someone's birthday. Who? What are the others doing? What is the surprise?

**b** Complete the sentences:

- 3 things you can do on a friend's birthday are ...
- 3 things you normally do on your birthday are ...
- 3 things you would like to do on your birthday are ...
- 3 things that you would not want to do on your birthday are ...

**c** Watch Episode 5 of the DVD.



### 13 Write

**a** Lucy is on holiday in Portugal with her family. Read her postcard to Alex, and then answer the questions.

- 1 Where is the hotel?
- 2 Why does Lucy like the hotel?
- 3 Where are Lucy's parents?
- 4 What is Lucy doing?
- 5 What's the weather like?

Dear Alex,

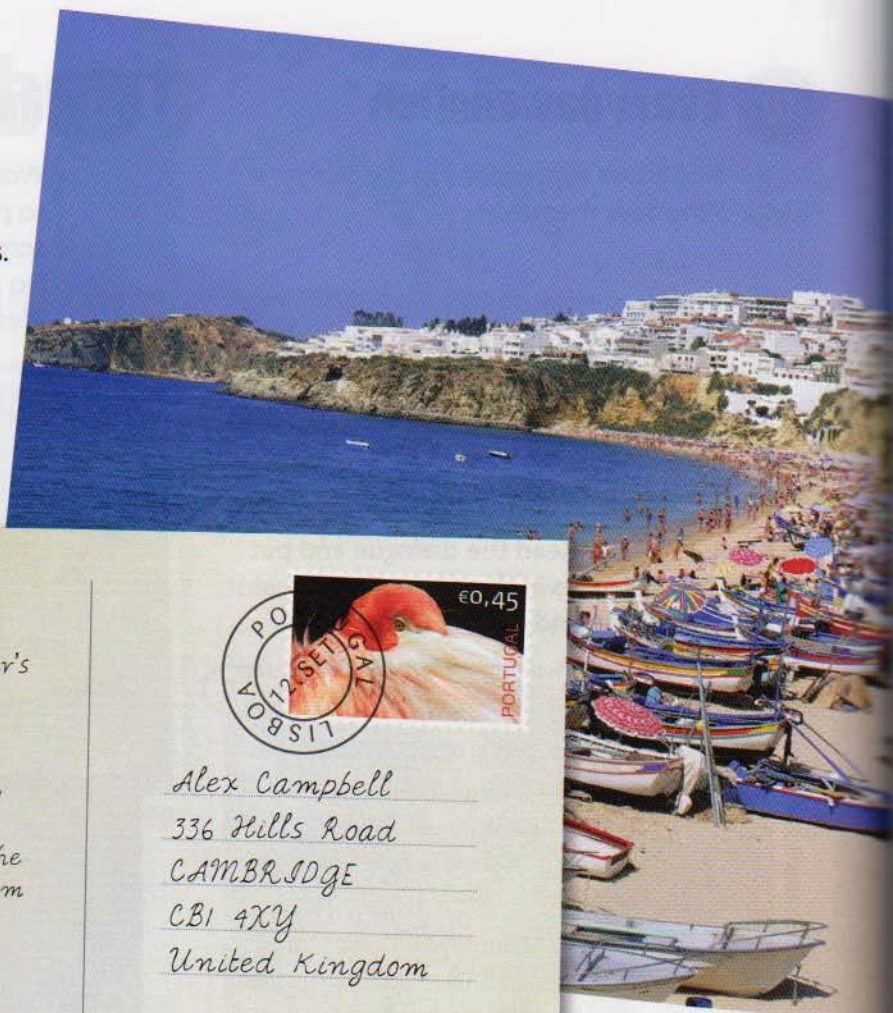
Here I am in Portugal! I'm having a great time. The weather's fantastic - really sunny and warm. We're staying in a small hotel near the beach. The hotel's got a swimming pool - great! My parents aren't here right now - they're doing some shopping in the town. So I'm here alone, and I'm having breakfast - in the sun! Hope you're OK - see you soon.

Love

Lucy



Alex Campbell  
336 Hills Road  
CAMBRIDGE  
CB1 4XY  
United Kingdom



**b** You are on holiday with your family. Write a postcard to your English-speaking friend. Use Lucy's postcard and the questions to help you.

- Where's the hotel?
- What are you doing?
- What's the weather like?



**LOOK!**

What's the weather like?



It's raining.



It's cloudy.



It's sunny.

### 14 Last but not least: more speaking

**a** Work in pairs. Imagine you are on holiday somewhere. Take two minutes to answer the following questions. Make notes of your answers.

- Where are you?
- What are you doing right now? (sitting in a café? eating ice cream? skiing? swimming? ...?)
- Who is with you?
- What are you enjoying about your holiday?
- What are you not enjoying?

**b** Sit back to back with your partner. Make a phone call to each other and ask and answer questions about your holidays.

A: Hi, ...! Where are you?

B: Oh, hi ...! I'm on holiday right now.

A: Really? Where are you?

B: I'm in ...

A: What are you doing?

B: I'm ...



# Check your progress

## 1 Grammar

**a** Write the words in the correct order.

- don't / playing / like / I / tennis  
*I don't like playing tennis.*
- on / soap operas / watching / you / Do / TV / like  
.....?
- My / swimming / sea / in / brother / likes / the  
.....
- cat / Her / milk / doesn't / drinking / like  
.....

3

**b** Write sentences about what the people can and can't do.

- I can juggle (+ juggle) but I can't swim (- swim).
- My Dad ..... (+ stand on his head) and he ..... (+ walk on his hands).
- Tessa ..... (+ play football) but she ..... (- rollerblade).
- Kylie and Annie ..... (- sing) but they ..... (+ dance).

6

**c** Complete the dialogues with the present continuous form of the verbs.

- A: Hi, Liz. What are you doing? (do)  
B: I ..... (read a book)
- A: Can I talk to Claudia, please?  
B: No, sorry. She ..... (have a shower)
- A: Are Peter and Angela here?  
B: Yes. They're in the living room. They ..... (watch TV)
- A: Where's Rick?  
B: He's in Emma's room. He ..... (look for a CD)
- A: Which girl is Caroline?  
B: That's her, over there. See? She ..... with Jack. (dance)

5

## 2 Vocabulary

**a** Put the letters in order and write the names of the sports.

- entsin ..... tennis
- lovelblyal .....
- ygrub .....
- looflabt .....
- askalbetbl .....
- ycelc .....
- ynagsmstic .....  6




**b** Write the names of rooms and furniture in a house.

- k i t c h e n
- f \_ \_ d \_ e
- l \_ \_ i \_ g \_ \_ o \_ m
- t \_ \_ l e
- b a \_ \_ r \_ \_ \_
- \_ h \_ w \_ \_
- \_ \_ f \_
- \_ e \_ \_ \_ \_ m
- \_ o \_ \_ e \_

8

## How did you do?

Check your score.

Total score			
<input type="text"/> 28	Very good	OK	Not very good
Grammar	10 - 14	7 - 9	less than 7
Vocabulary	10 - 14	7 - 9	less than 7



- \* *can/can't* (asking for permission)
- \* Prepositions: *at, in, on*
- \* *one/ones*
- \* Vocabulary: months of the year and seasons, clothes

## 1 Read and listen

- a Look at the pictures. Say what you can see in each one.
- b Read the article and match the pictures with the special days. Write 1–3 in the boxes.



## Scotland – a land of traditions

Scotland has lots of beautiful places to visit – and there are some special days there, too. Here are three of them.

### 1 Burns Night

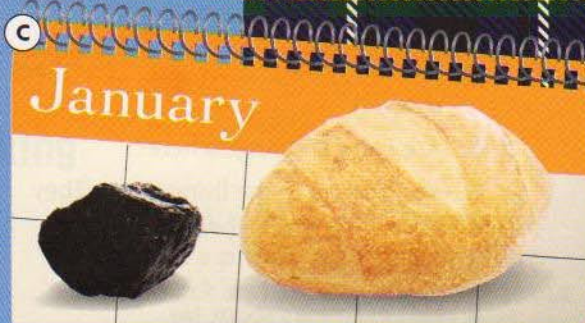
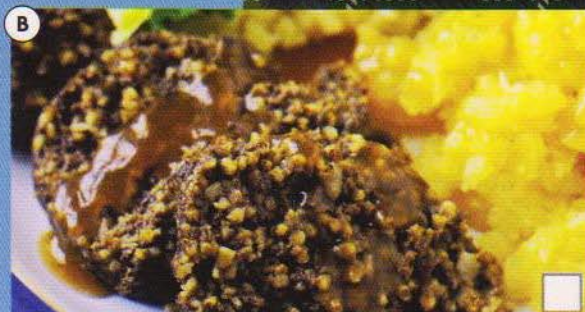
Every year on 25 January, the Scots remember a famous poet called Robert Burns. Usually there is a special dinner, and people eat haggis (which is made from different bits of a sheep!). People play music and they read Burns' poems aloud.

### 2 Hogmanay

Hogmanay is an important holiday for the Scottish people. It is on 31 December – New Year's Eve. Like everywhere in the world, Scottish people celebrate the New Year with a party. Then, early in the morning of 1 January, they put on warm coats and go 'first footing' – they visit the homes of their friends and take a piece of bread and a piece of coal, to bring their friends food and warmth all year.

### 3 Highland Games

In the summer, there are Highland Games days all over Scotland. The men wear kilts (a type of skirt) and socks made from a special material called 'tartan'. Women wear beautiful skirts, blouses and scarves. There is dancing and the bands play music. There are lots of athletic events too – a famous one is 'tossing the caber': men try to throw a six-metre tree trunk (the 'caber').



**C** ▶ **CD2 T11** Read the article again and listen. Write the names of the special days.

- 1 People go to friends' houses .....
- 2 People eat special food .....
- 3 People dance and do athletics .....



## 2 Vocabulary

### \* Months of the year and seasons

- a** ▶ CD2 T33 Listen and underline the syllables with the main stress. Then listen, check and repeat.

January

February

March

April

May

June

July

August

September

October

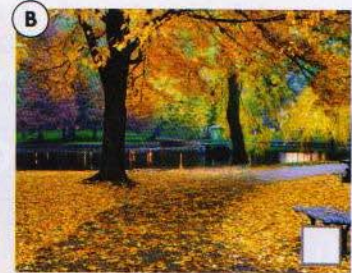
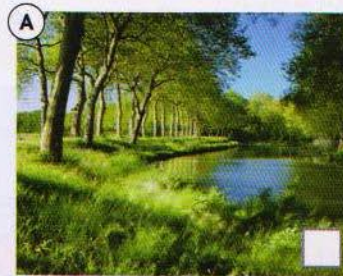
November

December

- b** Find examples of the months in the texts on page 82 and underline them.

- c** ▶ CD2 T34 Match the names of the seasons with the pictures. Write 1–4 in the boxes. Then listen, check and repeat.

1 summer 2 winter 3 spring 4 autumn



- d** Which season goes with which months? What's your favourite season? Why?

## 3 Grammar and speaking

### \* Prepositions

- a** Study the examples in the table.

at	in	on
seven o'clock	June	Monday
9.30	March	Tuesday
	summer	
	winter	

- b** Complete the sentences with the words in the box.

on in at

- The film starts ..... 8.30 tonight.
- I have English lessons ..... Monday, Wednesday and Friday.
- My mother's birthday is ..... June.
- We usually go to my grandparents' house ..... spring.

- c** Work with a partner. Tell each other true things about you. Use the prepositions from the box in Exercise 3b.

*My birthday is in June.*

*My best friend's birthday is in April.*

*I usually get up at 7.30, but on Sunday I get up at 10.*

*I always go to the cinema on Saturday.*

**Get it right!** Turn to page 121.

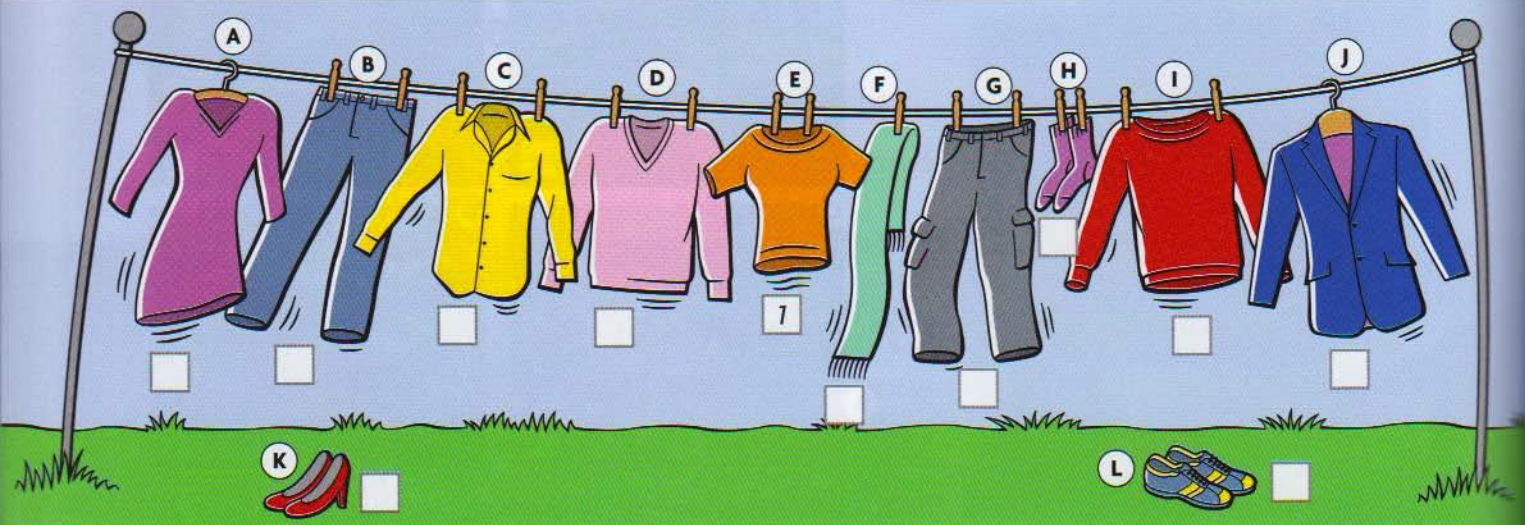


## 4 Vocabulary

### \* Clothes

- a** ▶ CD2 T35 Match the names of the clothes with the picture. Write 1–12 in the boxes. Then listen, check and repeat.

1 T-shirt 2 scarf 3 shirt 4 dress 5 trousers 6 jumper 7 socks 8 jacket 9 top  
10 jeans 11 shoes 12 trainers

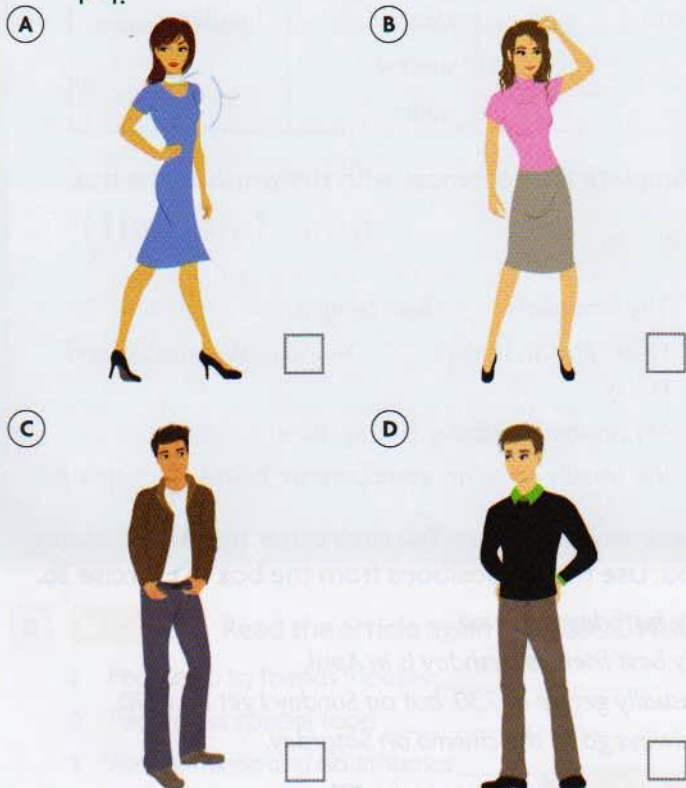


- b** Read the texts in Exercise 1 on page 82 again. Underline all the words for clothes.

**Vocabulary bank** Turn to page 116.

## 5 Listen

▶ CD2 T36 Listen and number the pictures 1–4.



## 6 Speak

- a** Work with a partner. Find a picture of a person in this book. Say what the person is wearing, but don't say the person's name! Can your partner find the same picture?

A: *She's wearing a green top.*

B: *It's Kate, on page 50.*

- b** Work with a partner. Ask and answer the questions.

- How often do you go shopping for clothes?
- What kinds of clothes do you like?
- Do you like shopping for clothes? Why / Why not?
- What are your favourite shops?
- Do you like shopping alone, or with your friends?

## 7 Pronunciation

\* /æ/ and /e/

▶ CD2 T37 and T38 Turn to page 111.



## 8 Grammar

### \* can/can't (asking for permission)

**a** Read the two dialogues. What do the people want to buy?

1

Man: Hi. You've got some trainers in the window. Can I try them on?

Assistant: The black ones? Yes, of course you can. What size?

Man: 42.

Assistant: OK. Just a moment.

2

Woman: Hello. Can I have that green shirt please?

Assistant: What size?

Woman: Er, large I think.

Assistant: Sorry, we haven't got the green one in large.

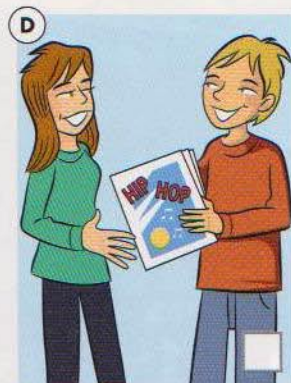
Woman: OK. Can I try on a medium?

**b** Look at the example. When do we use *Can I ...?*

*Can I try them on?*

**c** Underline other examples of *Can I ...?* in the dialogues in Exercise 8a.

**d** ▶ CD2 T39 Listen to the dialogues and number the pictures 1–4.



**e** ▶ CD2 T40 Listen again and complete the dialogues with the missing words. Then listen again and repeat.

1 Boy: ..... I use your MP4 player?

Girl: No, sorry James, .....  
I'm using it.

Boy: OK.

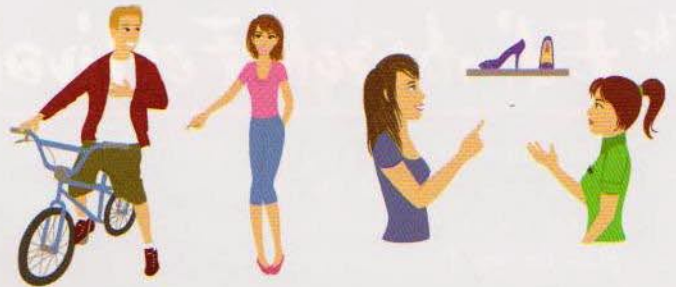
2 Girl: Is that magazine good?

Boy: Yes, it's great.

Girl: ..... I read it?

Boy: Yes, of course .....!  
Here you are!

**f** Work with a partner. Use the pictures to make conversations.



### \* one/ones

**g** Look at these examples from the dialogues in Exercise 8a. When do we use *one* and *ones*?

*You've got some trainers in the window.*

*The black ones? (ones = trainers)*

*Can I have that green shirt, please?*

*Sorry, we haven't got the green one. (one = shirt)*

**h** Complete the dialogues *one* or *ones* with to replace the words which are crossed out.

1 A: I like those trousers in the window.

B: Which trousers ~~ones~~ ?

A: The black trousers ..... – over there, in the corner.

2 A: Can I see the shirt in the window please?

B: Sorry, which shirt .....? The green shirt .....

A: No, the red shirt .....



## 9 Read and listen

**a** Look at the pictures and the title of the article. Then read the sentences and write *T* (true) or *F* (false) – say what you think! Read the article and check your ideas.

- 1 Edinburgh is the capital of Scotland.
- 2 There is a festival in Edinburgh every four years.
- 3 The Edinburgh Festival is only about music.
- 4 Only people from Scotland perform at the festival.
- 5 There is a famous music and dancing event at night in the castle.

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>



## The Edinburgh Festival

Every summer there is a big festival in Edinburgh, the capital city of Scotland. Do you love dancing? Laughing? Films? Theatre? Well, the Edinburgh Festival is the place for you. There's something for everyone!

The 'Edinburgh International Festival' started in 1947. Artists and actors come from around the world, and there are many exhibitions and performances.

People talk about 'The Edinburgh Festival', but there are really several festivals that all happen in August. There is a film festival, a theatre festival, a jazz festival, a book festival, and many others.

A famous event is the Edinburgh Tattoo – army bands from Scotland and other countries play music inside Edinburgh Castle at night. There is dancing too, especially Scottish country dancing. Every year, over 200,000 people watch the Tattoo and listen to the famous Scottish bagpipes.

People come from all over the world to see the events in Edinburgh. Hotels and guesthouses are always full, so if you want to see the festival, it's important to plan early. Do you want to go? Start planning now!





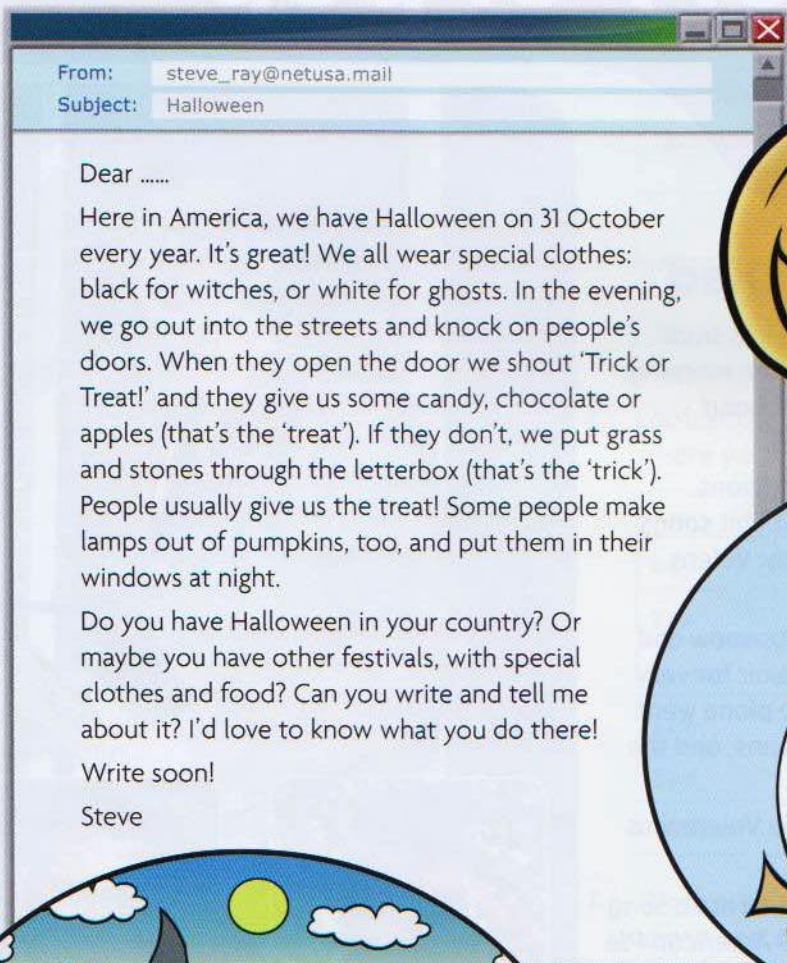
**b** ▶ CD2 T41 Read the text on page 86 again and listen. Answer the questions.

- 1 When did the Edinburgh Festival start?
- 2 Is the Edinburgh Festival just one event, or is it many events?
- 3 What happens at the Edinburgh Tattoo?
- 4 How many people go to the Tattoo each year?
- 5 Why is it important to organise yourself for a trip to the Edinburgh Festival?

**c** Are there any festivals in your country? What can you say about them?

## 10 Write

**a** Read this email from Steve in the USA. What do young people do at Halloween in the USA?



**b** Write an email to Steve about a special festival in your country. Use the questions to make notes first.

- What's the festival called?
- When is it?
- What do people do? (music, clothes, food, parades)

Use your notes and Steve's email to help you.



\* Past simple: *was/wasn't; were/weren't*

\* Vocabulary: time expressions; ordinal numbers and dates

### 1 Read and listen

- a** Look at the pictures and the title of the article. What do you think the text is about? Who were the three men? Read the article quickly and check your ideas.

# The history of pop

*This week:*

**Buddy Holly and the Day the Music Died**

## The Day the Music Died

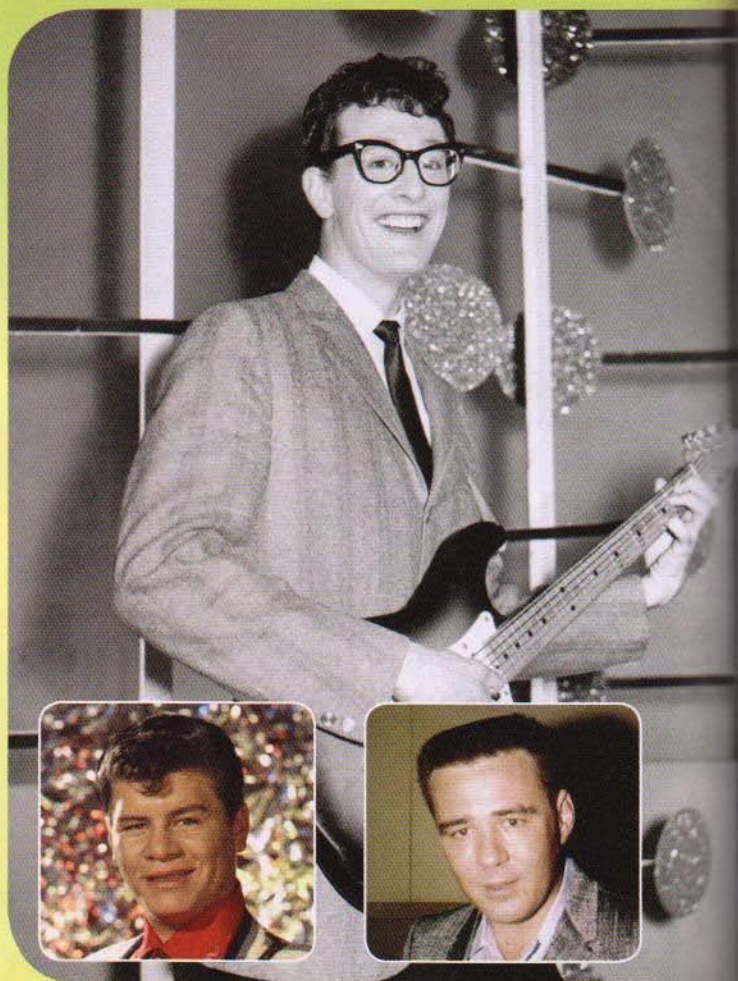
On 3 February 1959, three men were in a small plane in Iowa, USA, at one o'clock in the morning. They were Buddy Holly, Ritchie Valens and J. P. Richardson (or 'The Big Bopper').

The three men were singers and musicians. Buddy Holly was very successful, with hit songs like *Peggy Sue* and *That'll be the Day*. Valens and The Big Bopper were stars too.

It was a very cold night and there was snow and a lot of wind. The plane wasn't in the air for very long when there was a problem. The plane went down and crashed. The three musicians, and the pilot, were all dead.

Buddy Holly was only 22, and Ritchie Valens was only 17. The Big Bopper was 28.

In 1971, another singer, Don McLean, wrote a song about that terrible day. It was called *American Pie* and was about 'the day the music died'.



*Next week: the Beatles' last concert*

- b** ▶ CD2 T42 Read the text again and listen. Write T (true) or F (false). Correct the false statements.

- The men were in a small car.
- Buddy Holly's real name was J. P. Richardson.
- The plane was in the air for a long time.
- Four men died in the crash.
- Buddy Holly had a hit called *American Pie*.





## 2 Grammar

\* Past simple: *was/wasn't; were/weren't*

- a** Look at these examples from the article on page 88 and complete the table.

Three men *were* in a small plane.

Buddy Holly *was* only 22.

The plane *wasn't* in the air for very long.

Positive	Negative	Question	Short answer
I/he/she/it ..... late yesterday.	I/he/she/it <b>wasn't</b> .....	<b>Was</b> I/he/ she/it late yesterday?	Yes, I/he/she <b>was</b> . No, I/he/she .....
We/you/they <b>were</b> late yesterday.	We/you/they ..... ( <b>were not</b> ) late yesterday.	..... we/ you/they late yesterday?	Yes, we/you/they <b>were</b> . No, we/you/they <b>weren't</b> .

- b** Underline other examples of sentences with the past simple of the verb *be* on page 88.

- c** Circle the correct words.



- I was / *were* at home yesterday evening.
- My brother *was* / *were* at home too.
- There *was* / *were* a football match on TV.
- The England players *wasn't* / *weren't* very good.
- My brother and I *wasn't* / *weren't* happy.
- But our mother isn't English, she's from Scotland, so she *was* / *were* happy!

- d** Complete the questions with *Was* or *Were*.

- ..... *Were* the three men in New York?
- ..... they on a bus?
- ..... the three men stars?
- ..... it a warm night?
- ..... there a problem on the plane?
- ..... the three singers dead?
- ..... Buddy Holly 25 years old?

## 3 Pronunciation

\* *was/wasn't and were/weren't*

▶ CD2 T43 and T44 Turn to page 111.

## 4 Vocabulary and speaking

\* Time expressions

- a** Complete the table with the words in the box.

evening afternoon month weekend

Last	night week	Yesterday	morning night
	.....		.....
	.....		.....

- b** Look at the table. Think about yesterday. Write where you were at the different times.

	Me	My partner
6 am	..... <i>in bed</i> .....	.....
9 am	.....	.....
1.30 pm	.....	.....
5 pm	.....	.....
8 pm	.....	.....
11.30 pm	.....	.....

- c** Work with a partner. Ask and answer questions about yesterday. Use the times in the table and the expressions in Exercise 4a. Write your partner's answers.

A: *Where were you at six o'clock yesterday morning?*

B: *I was in bed. What about you?*

A: *Me too.*

B: *Where were you at ... ?*

- d** Tell the class about your partner's day.

*Marcia was in bed at six o'clock last Saturday morning. At eight o'clock in the evening she was at the cinema with her friends.*



## 5 Read and listen

**a** Read the text quickly and then answer the questions.

- 1 Which pop group is the text about?
- 2 Why was this concert important?

### A rooftop concert

On 30 January 1969, people in a street in London were surprised – there was music on the roof of an office building. It was live music – and it was the Beatles! They played five songs – it was a free concert, and all the songs were new.

The Beatles weren't very happy together and it was their last concert. In 1970, they stopped playing as a group.



**b** What do you know about the Beatles? Answer the questions.

- 1 Where were the Beatles from?
- 2 How many men were there in the group?
- 3 What were their names?

**c** ▶ CD2 T45 Listen to Alan talking to his Gran about the Beatles. Check your answers to Exercise 5b.



**d** ▶ CD2 T45 Listen again and write *T* (true) or *F* (false). Correct the false statements.

- 1 The Beatles were Gran's favourite group.
- 2 You never hear Beatles songs on the radio now.
- 3 *Miss You* was a famous Beatles song.
- 4 The Beatles were still together in 1969.
- 5 John Lennon was 50 when he died.

T



## 6 Vocabulary

### \* Ordinal numbers and dates

**a** ▶ CD2 T46 Listen and repeat.

1st (first)	2nd (second)
3rd (third)	4th (fourth)
5th (fifth)	6th (sixth)
7th (seventh)	8th (eighth)
9th (ninth)	10th (tenth)
12th (twelfth)	13th (thirteenth)
20th (twentieth)	30th (thirtieth)

**b** ▶ CD2 T47 Listen and write the numbers.

1 <u>3rd</u>	2 .....
3 .....	4 .....
5 .....	6 .....
7 .....	8 .....

**c** Work with a partner. Ask and answer questions.

A: *What's the first month?*

B: *January. What's the seventh month?*

**d** ▶ CD2 T48 Listen to four conversations and tick (✓) the dates you hear.

1 a 5 December	<input type="checkbox"/>	b 6 December	<input type="checkbox"/>
2 a 13 June	<input type="checkbox"/>	b 30 June	<input type="checkbox"/>
3 a 4 January	<input type="checkbox"/>	b 14 January	<input type="checkbox"/>
4 a 21 April	<input type="checkbox"/>	b 23 April	<input type="checkbox"/>

**e** How do you say these dates?

27/12/1968 = *the twenty-seventh of December nineteen sixty-eight*

**f** Work with a partner. Ask and answer the questions.



- 1 When's your birthday?
- 2 When's your teacher's birthday?
- 3 When's your neighbour's birthday?
- 4 When's your best friend's birthday?

**LOOK!**

We write: (On) 8 December 1980 or 8/12/1980.

We say: (On) the eighth of December, nineteen eighty or (On) December the eighth nineteen eighty.





# An accident in the park

## 7 Read and listen

- a** ▶ CD2 T49 Look at the title of the story and the pictures. How did Izzie hurt her head? Read, listen and check your answer.

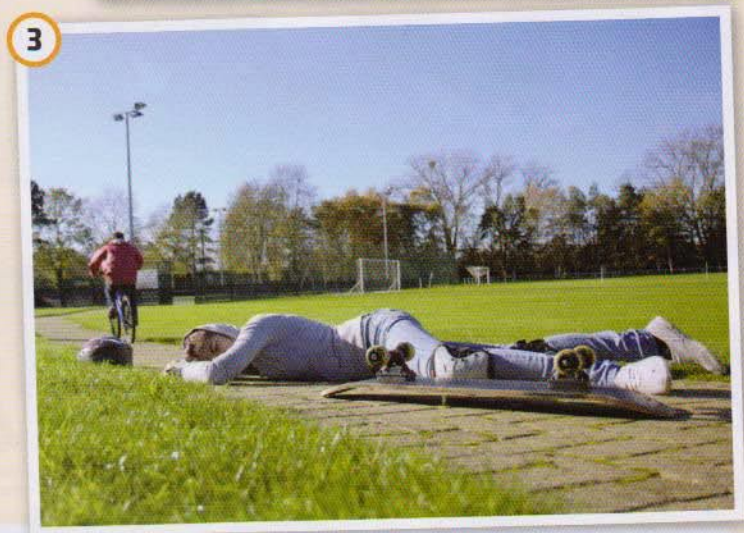
Izzie: Hi, you two. Do you like my new hat?

Mark: Poor you!

Kate: Izzie, what happened?



Izzie: Well, this morning I was in the park, you know, skateboarding...



... and suddenly, there was a boy on a bike. A minute later, I was on the ground. My head hurt and the boy was gone!



Mark: So it was the boy's fault. How silly of him!

Izzie: No, Mark. It was my fault, not his. My helmet was on my *arm*, not on my head!

Kate: Well, anyway, who was the boy? We have to find him.

- b** Read the story again. Look at the sentences. Find one thing that is wrong in every sentence and correct it.

- 1 This morning, Izzie was in the park, running.
- 2 There was a boy on a skateboard.
- 3 Izzie was on the ground and her leg hurt.
- 4 Izzie's helmet was on her head.
- 5 Izzie thinks it was the boy's fault.
- 6 Mark wants to find the boy.



## 8 Everyday English

**a** Find these expressions in the story.

**1** Who says them?

- 1 Poor [you]!                      3 ... suddenly ...  
2 ... you know ...              4 [It was] my fault

**b** How do you say each of the expressions in your language?

**c** ▶ **CD2 T50** Read the dialogue and put the sentences in the correct order. Then listen and check your answers.



- 6**  Dave: I know. But I feel terrible now. Poor Jenny – she's only seven!
- Dave: Well, I opened the door of our living room. She was on the floor, you know, playing with her toys. The door hit her arm. It was awful! And it was my fault!
- Dave: No, I'm not. My little sister's in hospital. Her arm's broken.
- Liz: Oh, Dave, come on. It's not really your fault, you know. Accidents happen – especially at home.
- 7**  Liz: Hey Dave. Are you OK?
- Liz: Oh no! Poor her! What happened?

**d** Complete the dialogues with the expressions from Exercise 8a.

- 1** A: Julia was strange last night.  
B: I know. At first, everything was fine – then suddenly, she was really angry with me!
- 2** A: Look – my MP4 player's broken.  
B: I know. It's ..... I'm really sorry.
- 3** A: Alan's at home today. He's got a terrible cold.  
B: Oh, no. .... Alan! I hope he's OK soon.
- 4** A: Where are you going?  
B: To Steve's house, ....., to play computer games.

## 9 Improvisation

Work in groups of four. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 8a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Darren, Mark, Izzie, Kate

Situation: In the youth centre

Basic idea: One of the four has a broken laptop. The others ask what happened. The person with the laptop tells the story: the laptop was on a chair, a little sister (or brother) was in the room, and ...

## 10 Free Time DVD Episode 6

**a** Work in pairs or small groups. Look at the four pictures. For each thing, imagine a possible accident. Mime your accidents.



A stepladder



A tube of paint



A tray of drinks



A cardboard box

**b** Think how the accidents could happen in this situation.




**c** Watch Episode 6 of the DVD.



## 11 Write

- a Read the email from Harry to Maggie. Where was Harry on holiday? Was it a good holiday?



To: maggie.buxton@mailnet.com  
From: harryadams@notepad.net

1 file(s) attached  
hotelpool.jpg download

Hi Maggie,

We were on holiday in Spain last month, and it was wonderful! The weather was fantastic – it was sunny every day. There was a swimming pool in the hotel and there was a great beach too.

The food in the hotel wasn't very good, but there were lots of good cafés and restaurants in the town.

I hope we go there again next year!

Love,  
Harry



- b Write an email to a friend about a holiday. Use these questions and Harry's email to help you.

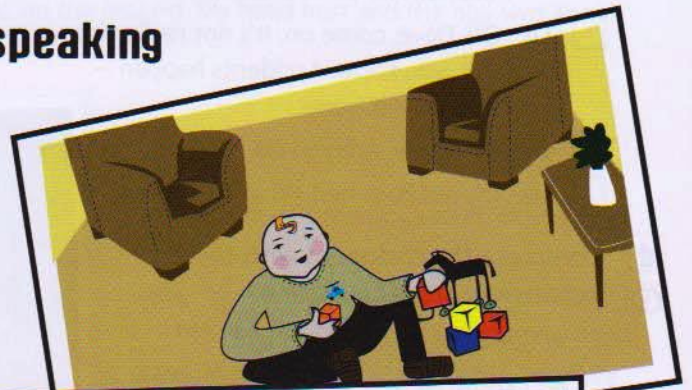
- when? last year / summer / month
- weather? not good / OK / wonderful
- swimming pool or beach? great / not very nice
- hotel or restaurants? good food / not very good food

## 12 Last but not least: more speaking

### ★ When I was very young...

- a Talk to someone in your family and try to find out as much as you can about the time when you were very young. Use the questions to help you. Also, try to get a photo of you as a very young child.

- What was your first word as a baby?
- How big were you when you were born? (*I was ... kilos.*)
- Where was your first school?
- Who were your first friends?
- Who was your first teacher?
- What was your favourite food as a six-year-old?
- What food didn't you like?
- What was your favourite TV programme when you were ten?



- b In groups, show your photos. Then ask and answer questions.



# Check your progress

## 1 Grammar

**a** Complete the sentences with the verbs from the box and *Can*.

borrow close open play  
try on

- I'm cold! *Can* I close the door, please?
- ..... I ..... this shirt, please?
- It's so hot in here. .... we ..... the window, please?
- ..... they ..... their new CD now? It's really good!
- Jack, you've got two pencils. .... I ..... one, please?

4

**b** Complete the sentences with *in*, *on* or *at*.

- The shop opens ..... *at* ..... nine o'clock.
- We never go to school ..... Saturday.
- My grandmother is coming to see us ..... the weekend.
- They like going skiing ..... winter.

3

**c** Complete the dialogue with the past simple form of *be*.

- A: You weren't at school last week. Where <sup>1</sup> ..... you?
- B: I <sup>2</sup> ..... at home, in bed.
- A: Oh, what <sup>3</sup> ..... the matter with you? <sup>4</sup> ..... you tired?
- B: No, I <sup>5</sup> ..... very well. My parents <sup>6</sup> ..... worried.
- A: I'm sure they <sup>7</sup> ..... ! Well, the lessons <sup>8</sup> ..... very interesting.
- B: Oh good.

8

## 2 Vocabulary

**a** Write the words in the lists.

June summer spring August  
December winter autumn April

months

December

.....

.....

seasons

spring

.....

.....

6

**b** Put the letters in order to find six more words for clothes.

- hitrs ..... shirt
- rssruote .....
- sserd .....
- rempuj .....
- ocssk .....
- airestrn .....
- ajkect .....

6




**c** Match the dates with the numbers.

- |                                |              |
|--------------------------------|--------------|
| 1 the seventeenth of September | a 14.11.2003 |
| 1951                           |              |
| 2 the third of August          | b 03.02.1999 |
| nineteen ninety-eight          |              |
| 3 the third of February        | c 02.05.2006 |
| nineteen ninety-nine           |              |
| 4 the fourteenth of November   | d 17.09.1951 |
| two thousand and three         |              |
| 5 the second of May            | e 03.08.1998 |
| two thousand and six           |              |

4

## How did you do?

Check your score.

Total score			
<input type="text"/> 31	Very good	OK	Not very good
Grammar	12 - 15	8 - 11	less than 8
Vocabulary	12 - 16	8 - 11	less than 8



- \* Past simple: regular and irregular verbs (questions and negatives)
- \* Vocabulary: verb and noun pairs

## 1 Read and listen

- a** Look at the pictures and the title of the article. What is the story about? Read the text quickly and check your ideas.



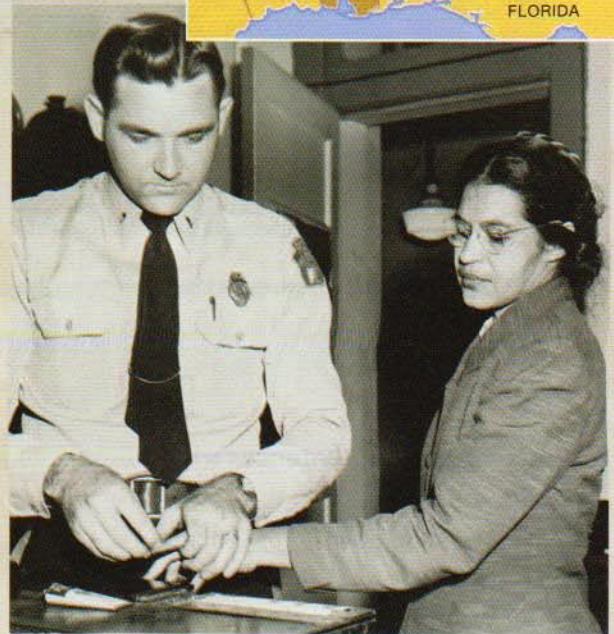
### SHE SAID 'NO'

One day in December 1955, Rosa Parks left work in Alabama, USA, got on a bus and sat down. More people got on the bus, and soon it was full. One man didn't have a seat. The bus driver said to Rosa: 'Stand up! Give this man your seat!'

Rosa was tired after a long day at work. So, she quietly said: 'No.' This started something that changed the USA for ever – because Rosa Parks was a 42-year-old black woman, and the man on the bus was white.

When Rosa was a little girl, she walked to school, but the white children took a bus. Rosa saw their bus every day when it went past. 'In those days,' she said, 'there was a white world and a black world. I lived in the black world.' She went to a black school and studied with black children.

When Rosa said 'No', she broke the law. The law said a black person had to give their seat to



a white person. The police came and took her to prison. Many black people in Alabama were very angry, and they stopped using the buses for a year. Then the law changed, and slowly, things started to change all over the USA.

For the rest of her life, Rosa worked to help black people in the USA. She died on 25 October 2005, at the age of 92.

- b** ▶ CD2 T51 Read the text again and listen. Answer the questions.

- 1 Why did the bus driver say to Rosa: 'Stand up!'?
- 2 Why did Rosa say 'No'?
- 3 What was Rosa's world when she was a little girl?
- 4 Why did the police take Rosa to prison?
- 5 Why did black people stop using the buses in Alabama?





## 2 Grammar

### \* Past simple: regular verbs

- a** Look at the examples from the text on page 96, then complete the rule.

*She started something that changed the USA for ever.*

*She walked to school.*

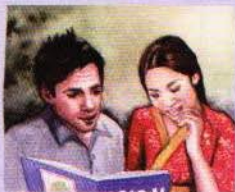
*She studied with black children.*

**RULE:** To form the past simple of regular verbs, add ..... If the verb ends in -y, change y to ..... and add -ed.

- b** Read the text. Complete the sentences with the past simple form of the verbs in the box.

like watch ask want start like  
die listen study

I watched a good film on TV last night. It was about the war in Korea in about 1952. In the war, an American soldier called Tom Granger almost 1..... A Korean soldier, Mun-hee Park, saved his life. Park's daughter, Jin, was a nurse. She looked after Tom and she 2..... him a lot. Tom really 3..... Jin, too. But there was a problem – the language. Jin didn't speak English, and Tom didn't speak Korean. Tom really 4..... to understand Jin, so he 5..... to learn Korean. He 6..... to Jin a lot, he 7..... Korean grammar and he 8..... her a lot of questions. And after three years, his Korean was very good. Tom and Jin were very happy.



## 3 Pronunciation

### \* -ed endings

▶ CD2 T52 and T53 Turn to page 111.

## 4 Grammar

### \* Past simple: irregular verbs

- a** Look at these examples. Underline other examples of past simple irregular verbs in the article on page 96. Then complete the table. Use the irregular verb list on page 126 to help you.

*She left work, got on a bus and sat down.*

*The police came and took her to prison.*

become	<u>became</u>
break	.....
get	.....
go	.....
have	.....
know	.....
say	.....
see	.....
speak	.....
take	.....
think	.....
write	.....

- b** Complete the sentences with the correct forms of the verb.

- I wrote a thank-you letter to my aunt yesterday. (write)
- I ..... my friend Charlie at the party last night. (see)
- The train to Scotland is slow, so we ..... by plane. (go)
- I ..... a new bike from my parents for my birthday! (get)
- Look, there's Sally. I ..... she was in New York! (think)

- c** Put the verbs in the box in the past simple. Then complete the text about Agatha Christie.

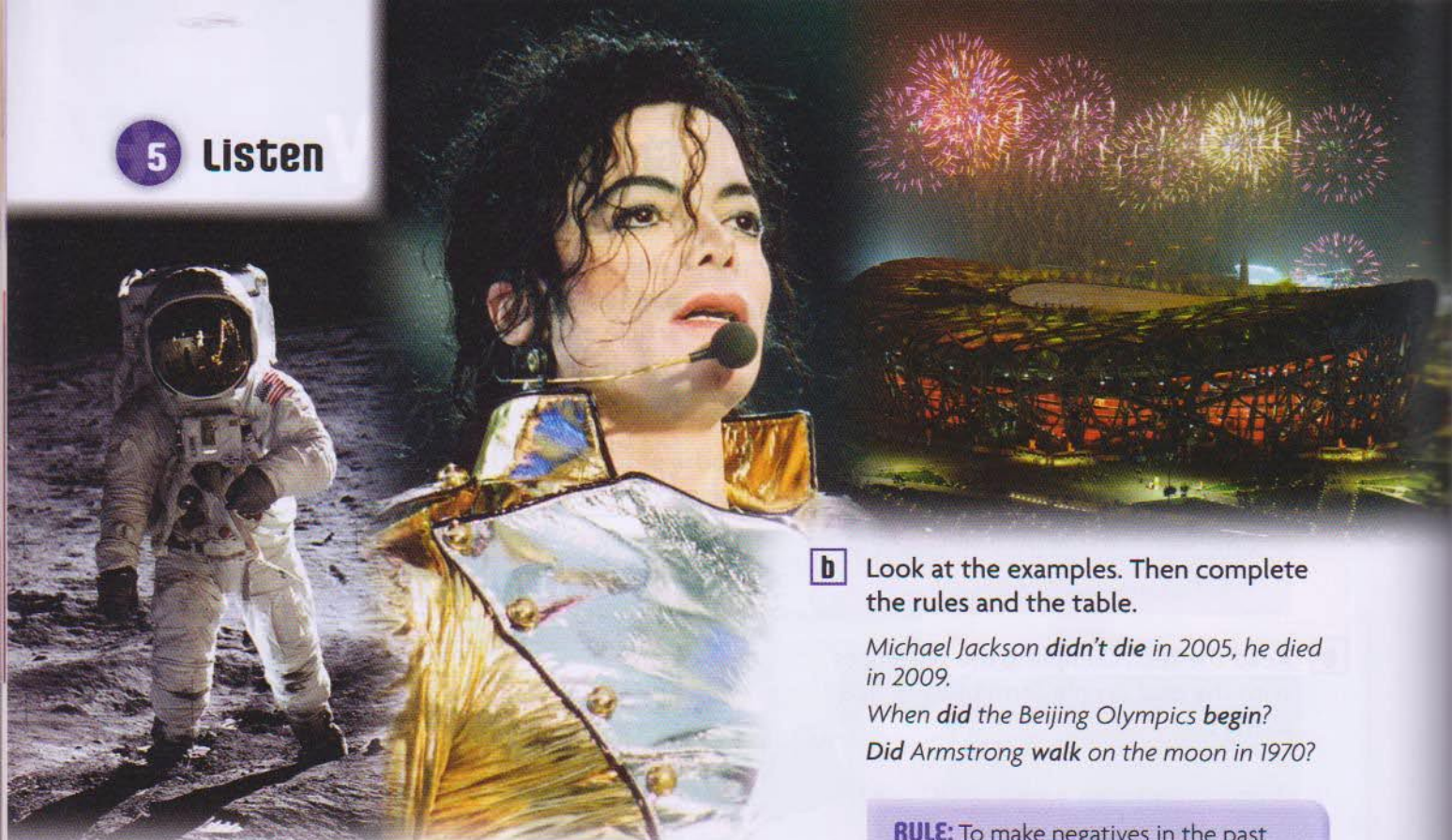
be have know speak write go become

Agatha Christie was born in Devon in 1890. She 1..... over sixty detective novels, and 2..... very famous.

Her books are still popular today. She got married in 1914 and 3..... a daughter, Rosalind. In 1926, Agatha disappeared for ten days. No one 4..... where she 5..... She died in 1976, but she never 6..... about her mysterious disappearance.



## 5 Listen



**a** Work with a partner. Match the questions and answers.

What happened on ...

- |                    |  |
|--------------------|--|
| 1 1 December 1955? | a The first man walked on the moon.                |
| 2 20 July 1969?    | b The Olympic Games in Beijing ended.              |
| 3 8 August 2008?   | c Rosa Parks did not give her seat to a white man. |
| 4 24 August 2008?  | d Michael Jackson died.                            |
| 5 25 June 2009?    | e The Olympic Games in Beijing started.            |

**b** ▶ CD2 T54 Listen to a radio quiz show. Check your answers to Exercise 5a.

## 6 Grammar

★ Past simple: questions and negatives

**a** Here are three things that the people in the quiz show said. Complete the sentences with the words in the box.

walk did die didn't did walk

- When ..... Michael Jackson .....
- When ..... the first man ..... on the moon?
- Neil Armstrong ..... on the moon in 1979, it was 1969.

**b** Look at the examples. Then complete the rules and the table.

*Michael Jackson didn't die in 2005, he died in 2009.*

*When did the Beijing Olympics begin?*

*Did Armstrong walk on the moon in 1970?*

**RULE:** To make negatives in the past simple we use *did not* (.....) + the base form of the verb. To make questions in the past simple we use ..... + the base form.

Negative	Question	Short answer
I/you/he/she/we/they <b>didn't</b> (did not) like the film.	..... I/you/he/she/we/they like the film?	Yes, I/you/he/she/we/they <b>did</b> . No, I/you/he/she/we/they .....

**c** Write the negative sentences.

- I arrived late. I didn't arrive late.
- You used my computer. You ..... my computer.
- We watched the film. We .....
- She saw a lot of interesting things. She .....
- They got a new computer. They .....

**d** Write the questions.

- She watched the soap opera. What did she watch ?
- It happened in New York. Where .....
- They studied Latin. What .....
- I had a pizza on Saturday. When .....
- We went to Italy. Where .....



## 7 Speak

**a** Complete the questionnaire. Put a tick (✓) for *yes* or a cross (✗) for *no* in the *Me* column.

	Me	My partner
<b>1 This morning, did you</b>		
<b>a</b> have a shower?	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> have coffee for breakfast?	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> go to school by car?	<input type="checkbox"/>	<input type="checkbox"/>
<b>2 Last night, did you</b>		
<b>a</b> watch TV?	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> go to bed before 11 o'clock?	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> study?	<input type="checkbox"/>	<input type="checkbox"/>
<b>3 Last weekend, did you</b>		
<b>a</b> help your parents?	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> go to the cinema?	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> play any sports?	<input type="checkbox"/>	<input type="checkbox"/>
<b>4 Yesterday, did you</b>		
<b>a</b> have an ice cream?	<input type="checkbox"/>	<input type="checkbox"/>
<b>b</b> listen to music?	<input type="checkbox"/>	<input type="checkbox"/>
<b>c</b> practise English?	<input type="checkbox"/>	<input type="checkbox"/>

**b** Work with a partner. Ask and answer the questions from Exercise 7a and fill in the *My partner* column.

A: *Did you have a shower this morning?*

B: *Yes, I did. Did you?*

**c** Work with a partner. Use question words *what, when* and *where* to ask and answer questions.

A: *What did you do last night?*

B: *I studied English.*

A: *Did you? I watched a film on TV. Where did you ... ?*

## 8 Vocabulary

### \* Verb and noun pairs

**a** Match the verbs and the nouns. Write the nouns in four lists. Use the questionnaire in Exercise 7a to help you.

a shower bed a coffee an ice cream  
school sports the cinema English

have	practise	play	go to
<i>a shower</i>	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

**b** Now add these nouns to the four lists in Exercise 8a.

the piano (x2) work breakfast/lunch/dinner  
a party (x2) a bath

**Get it right!** Turn to page 121.

**Vocabulary bank** Turn to page 116.



## 9 Read and listen

- a** Look at the pictures. What century did these people live in? Which country were they from? Read the article and check your ideas.

### The daughter of a lion

*Perhaps I am not a lion – but I am the daughter of a lion, and I have a lion’s heart.*

These are the words of Queen Elizabeth I, daughter of King Henry VIII, and queen of England from 1558 to 1603.

Elizabeth’s father wanted a son very badly. He married six times, and he had a son, Edward, but Edward died in 1553. After that, Henry’s other daughter, Mary, was queen for a few years, and then it was her sister’s turn. Elizabeth I, aged 25, became a great queen.

In 1558, England was in a bad state. People were hungry, and France and Spain wanted to control England. Elizabeth had a good education and was very good at languages. This helped her when she talked to the ambassadors from other countries.

She was a very clever woman. She made good decisions, and made England a great country. Her period as queen is called ‘The Elizabethan Age’. It was a great time for adventure and for literature – Sir Francis Drake sailed around the world, and Shakespeare wrote many famous plays and became one of the great writers in history.

Elizabeth never married. When she died in 1603, her cousin James VI of Scotland became king. The next Queen Elizabeth became queen in 1953 – 350 years later.



Elizabeth I



Shakespeare



Henry VIII, father of Elizabeth I



**b** ▶ **CD2 T55** Read the article again and listen. Write *T* (true) or *F* (false). Correct the false statements.

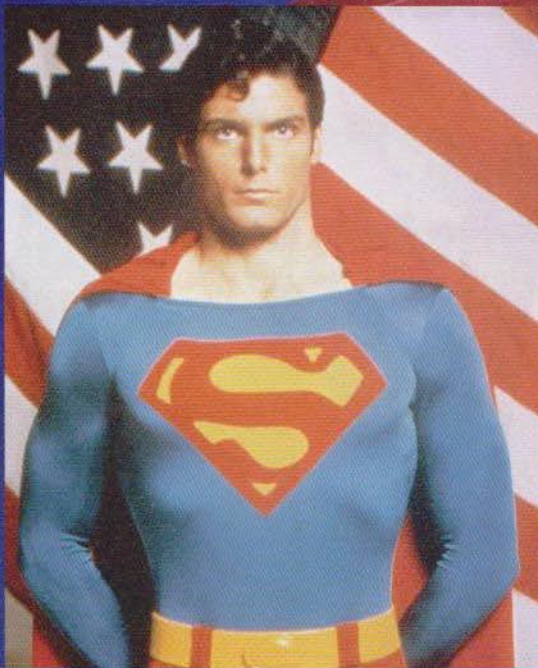
- |   |                                     |   |                          |
|---|-------------------------------------|---|--------------------------|
| 1 Elizabeth was queen for fifty years.      | <input checked="" type="checkbox"/> | 5 Everything was good in England in 1558.         | <input type="checkbox"/> |
| 2 Her father really wanted a son.           | <input type="checkbox"/>            | 6 Elizabeth was intelligent and educated.         | <input type="checkbox"/> |
| 3 Her father had six different wives.       | <input type="checkbox"/>            | 7 England became strong when Elizabeth was queen. | <input type="checkbox"/> |
| 4 When Edward died, Elizabeth became queen. | <input type="checkbox"/>            | 8 When she died, her son became king.             | <input type="checkbox"/> |

## 10 Write

**a** Read this article from a school magazine.

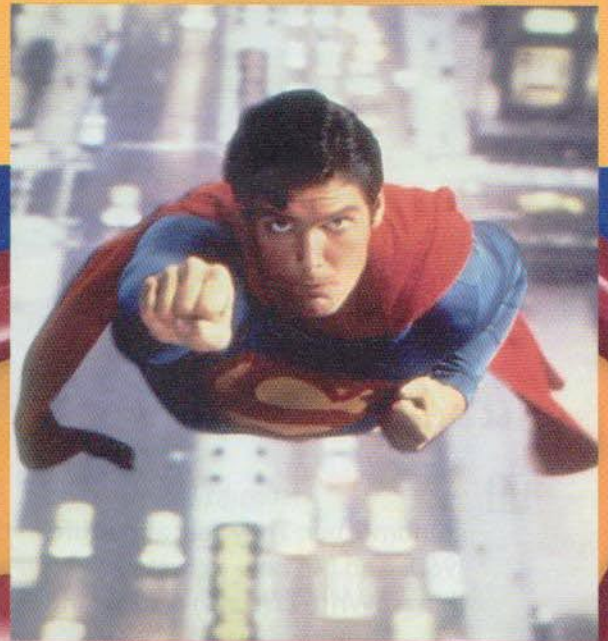
# Christopher Reeve

Christopher Reeve was from the USA. He was born in 1952 and was an actor. He became very famous when he played Superman in four films in the 1970s and 80s.



Reeve loved riding horses. In 1995 he fell off a horse and broke his back. He was in a wheelchair for the rest of his life.

He worked hard for people with the same problems. He was very ill and he died in 2004 when he was 52 years old.



For your portfolio

**b** Write a paragraph for your school magazine about a famous person from the past. Use the texts about Elizabeth I and Christopher Reeve to help you.



- \* Comparison of adjectives
- \* *than*
- \* Vocabulary: adjectives and opposites

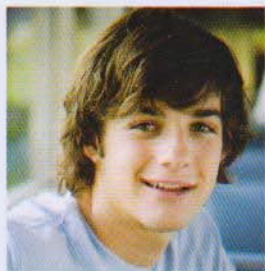
## 1 Listen

**a** Look at the pictures. What things are different and what things are the same?



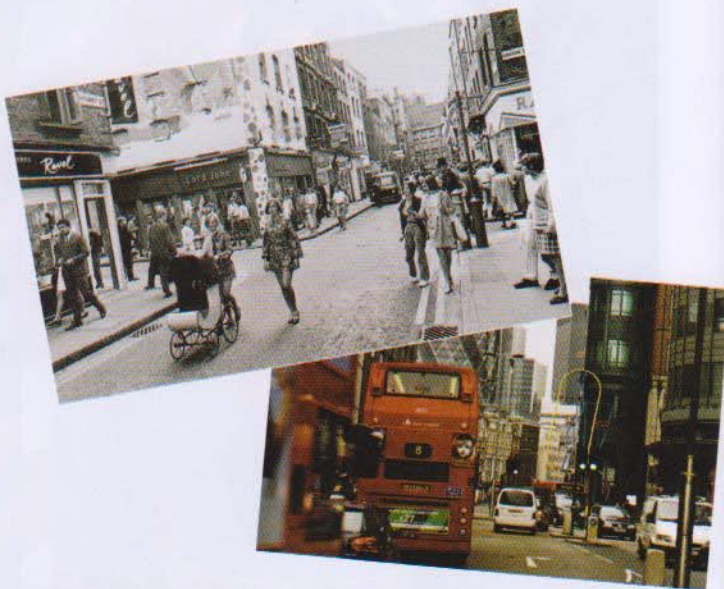
## Is life better now?

**b** ▶ **CD2 TS6** Listen to Dave and his grandmother. They talk about life in the 1960s and life now. Who talks about these things? Write *D* (Dave) or *G* (grandmother).



- 1 the streets in a town
- 2 school life
- 3 DVDs
- 4 the shops
- 5 television
- 6 mobile phones

D



**c** ▶ **CD2 TS6** Listen again. Write *T* (true) or *F* (false). Correct the false statements.

- 1 Dave's grandmother thinks life is better now than in the 1960s.
- 2 She didn't watch television when she was young.
- 3 She thinks Dave's life at school is easy.
- 4 Dave says it's easy for his grandmother to walk in the streets.
- 5 Dave says his grandmother is a happy woman.



## 2 Grammar

### \* Comparison of adjectives

**a** ▶ CD2 T56 Who said these sentences in the conversation? Write *G* (grandmother) or *D* (Dave) in the boxes. Then listen again and check your answers.

- 1 Now, life is faster than in the 1960s.
- 2 Now she's older.
- 3 Some things are easier now.
- 4 School life is more difficult now.
- 5 People were friendlier in the 1960s.
- 6 Life is more interesting now.
- 7 Is it better now?
- 8 Perhaps life is worse for her now.

D

**b** Complete the table and the rule. Use the sentences in Exercise 2a to help you.

adjective	comparative adjective
old	<i>older</i> .....
big	bigger
young	.....
easy	<i>easier</i> .....
happy	.....
difficult	..... difficult
interesting	..... interesting
good	.....
bad	.....

**RULE:** short adjectives: we usually add *-er*.  
 If the adjective ends in *y*, change the *y* to .....  
 If it ends in vowel + consonant, double the consonant (e.g. *big* → *bigger*)  
 longer adjectives: add the word .....  
 before the adjective.  
 irregular adjectives: use a different word:  
 good – *better*; bad – .....

**c** Write the comparative adjectives for these adjectives.

- 1 near ..... *nearer*.....
- 2 tall .....
- 3 cheap .....
- 4 funny .....
- 5 important .....
- 6 fast .....
- 7 expensive .....
- 8 hot .....

**d** Complete the sentences with the correct forms of the adjectives.

- 1 Rio's *hot* but Delhi's *hotter*.....  
(hot)
- 2 Trains are ....., but planes are .....  
(fast)
- 3 Mike's joke was ....., but Annie's joke was .....  
(funny)
- 4 Haytown's ....., but Moreton's .....  
(near)
- 5 The Grand Hotel's very ....., but the Plaza Hotel's .....  
(expensive)
- 6 Matt's really ....., but Andy's even .....!  
(tall)

### \* than

**e** Look at the examples from Exercise 1 on page 102.

*I was freer than him.*

*Life is faster than in the 1960s.*

**f** Rewrite the sentences in Exercise 2d using *than*.

*Delhi's hotter than Rio.*

## 3 Pronunciation

### \* /ðən/ than

▶ CD2 T57 Turn to page 111.

## 4 Speak



Compare some things and people in your classroom.

*I'm older than Juan. Sandra's taller than me.*

*My desk's closer to the door than Mandy's desk.*

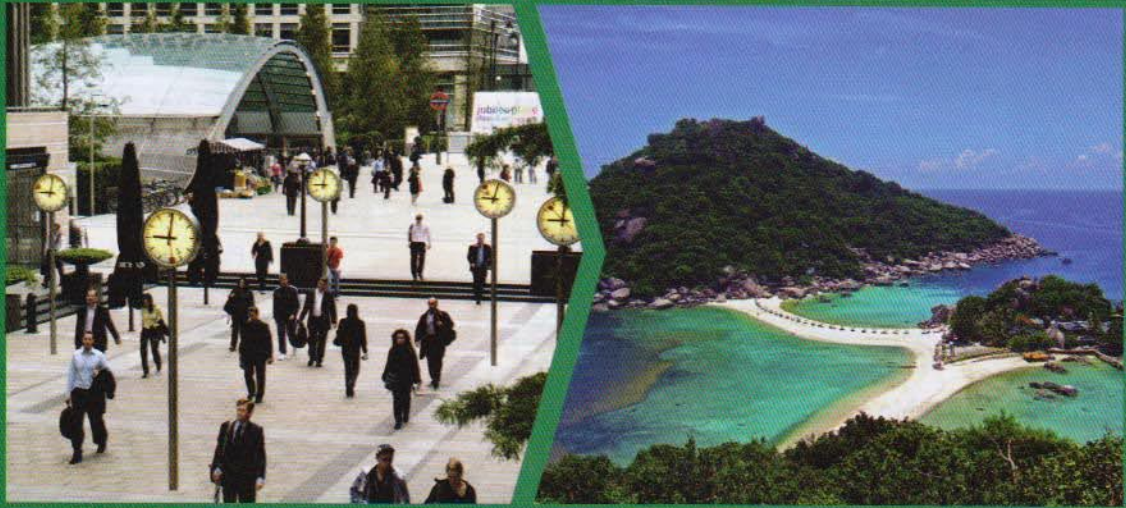


5

## Read

## Things change

- a Look at the pictures and the title of the newspaper article. What does the man do? Where is he from? Read the article and check your ideas.



## From London bank to Thailand hotel

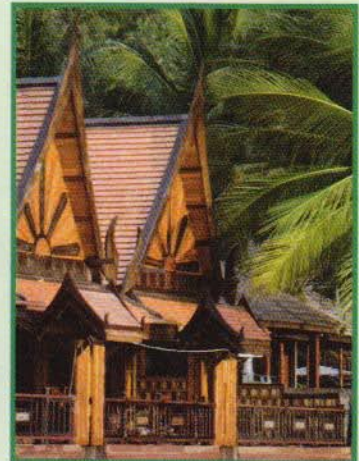
Harley Smith is 28 and he comes from London. He left school when he was 17 and went to work for a bank in London. He worked long hours, did well and made a lot of money. And now ... he's the owner of a small hotel on the island of Koh Tao in Thailand.

'I opened my hotel six months ago,' says Harley. 'There are six bedrooms here and a small restaurant – and I do almost everything. It's seven days a week here!'

So – why did he go there?

'Well,' he says, 'life in London was great – you know, it's a very modern and exciting city. But it's noisy and very busy, and sometimes it's a little dangerous, too. And three years ago, I came here to Koh Tao on a diving holiday, and I fell in love with the island. So – here I am! It's safer, it's quieter – and it's more relaxing.'

Does he miss London? 'No, not really,' says Harley. 'Well,



sometimes! It's great here but London's my home town. I was born there and I've got friends there, too. I miss them sometimes. But the thing is, life here is much better – I go to bed at night and the only thing I hear is the sea. It's wonderful!'

- b Answer the questions.

- 1 What was Harley's first job?
- 2 What has his hotel got?
- 3 Is the hotel hard work for Harley? How do you know?
- 4 When did Harley first go to Koh Tao?
- 5 What does Harley miss about London?
- 6 What does Harley like in Koh Tao at night?




## 6 Vocabulary

### \* Adjectives and opposites

**a** Look at the sentences from the article on page 104. Which one is about Koh Tao?

- 1 It's a very modern and exciting city.
- 2 It's noisy and very busy.
- 3 It's safer, it's quieter and it's more relaxing.

**b**  **CD2 T58** Write the words from the box under the pictures. Then listen and check your answers.

dangerous boring exciting modern  
noisy old-fashioned quiet safe



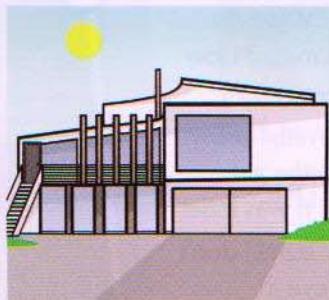
1 a dangerous street



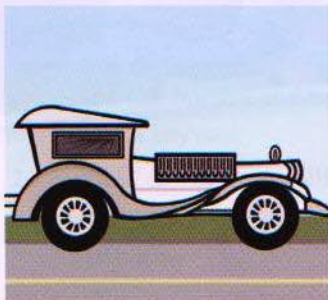
2 a ..... place



3 a ..... club



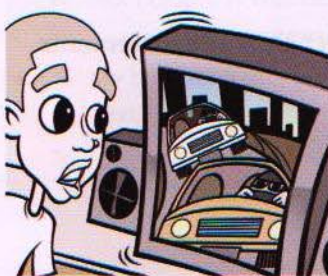
4 a ..... house



5 an ..... car



6 a ..... game



7 an ..... film



8 a ..... garden

**c** Write the opposites of the adjectives. Use adjectives from Exercise 6b.

- 1 exciting ..... boring
- 2 dangerous .....
- 3 noisy .....
- 4 modern .....

**Get it right!** Turn to page 121.

**Vocabulary bank** Turn to page 117.

## 7 Speak

**a** Work with a partner. Talk about things in your life. Use the adjectives in Exercise 6.

- A: *Our house is modern, but I like old-fashioned houses.*  
 B: *Really? I like modern houses.*  
 A: *Our town is boring. There aren't any ...*

**b** Work with a partner. Use the topics in the box to make comparisons.

- A: *Do you think that skiing is more dangerous than snowboarding?*  
 B: *No, I think that snowboarding is more dangerous than skiing.*


a sport  
 a film  
 a school subject  
 a place in your town  
 a text in this book  
 a television programme  
 a city in your country  
 a type of transport (car, train, etc.)



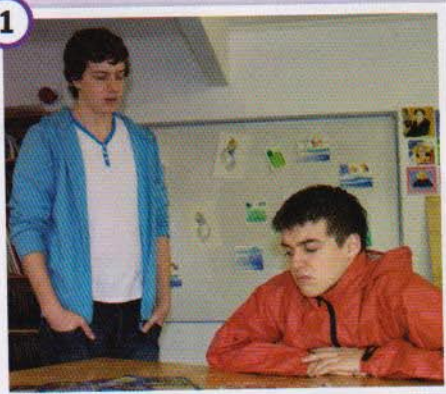


# So sorry

## 8 Read and listen

**a**  **CD2 T59** Look at the title of the story and the pictures. Is Izzie angry with Darren? Read, listen and check your answer.

1



Mark: Hey, Darren.  
What's the matter?

Darren: Hi, Mark. I feel awful. You see, ... this morning I was on my bike in the park and I was in a hurry...

2



Darren: And there was a girl, skateboarding. I think she fell over, but I didn't stop. And now I feel terrible. You know, maybe she ...

Mark: Don't worry, Darren. She hurt her head a bit, but she's alright.

3



Darren: What do you mean? How do you know?

Mark: Well, I know who the girl was! It was Izzie!

Darren: Izzie! I don't believe it!

4



Darren: I'm so sorry about what happened, Izzie. I had no idea it was you.

Izzie: That's OK, Darren. It was sort of my fault, really. Next time I go skateboarding, I'm going to put my helmet on my head!

Darren: Thanks, Izzie.

Izzie: That's OK, Darren! Now – you can buy me an ice cream!!

**b** Read the story again. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 Darren doesn't feel good.  T
- 2 The girl fell over and Darren stopped.
- 3 Darren is surprised when Mark says the girl was Izzie.
- 4 Darren says 'sorry' to Izzie.
- 5 Izzie is angry with Darren.
- 6 Izzie wants Mark to buy her an ice cream.



## 9 Everyday English

**a** Find these expressions in the story. Who says them?

- 1 What's the matter?
- 2 You see, ...
- 3 I don't believe it!
- 4 ... sort of ...

**b** How do you say each of the expressions in your language?

**c** ▶ CD2 T60 Read the dialogue and put the sentences in the correct order. Then listen and check your answers.

- Maggie: No. I'm sort of unhappy. I only got 80% in French. I wanted 90%.
- Phil: Hi Maggie. Did you see the exam results? They came out today.
- Phil: Oh, French? You know, Tom Black got 93% in French.
- Phil: Well, you see, he studied really hard this year. How about you, Maggie?
- Maggie: Yes, I saw them – unfortunately.
- Maggie: What? I don't believe it! He was always terrible at French.
- Phil: Oh dear. What's the matter? Not good news?

**d** Complete the dialogues with the expressions from Exercise 9a.

- 1 A: Come and have pizza with us.  
B: Erm, well, no thanks. *You see*, I'm not hungry and I don't really like pizza anyway.
- 2 A: Paul, can I talk to you for a minute?  
B: Of course, Carrie. Wow, you look unhappy. \_\_\_\_\_?
- 3 A: Did you buy the computer we saw last weekend?  
B: No, I didn't. It was nice, but it was \_\_\_\_\_ expensive.
- 4 A: My brother Sam's going to university next year.  
B: \_\_\_\_\_! University? But he was always terrible at school.

## 10 Improvisation

Work in pairs. Take two minutes to prepare a short role play. Try to use some of the expressions from Exercise 9a. Do not write the text, just agree on your ideas for a short scene. Then act it out.

Roles: Mark and Izzie

Situation: At school

Basic idea: Mark is unhappy. Izzie talks to him. Mark tells her about something bad that happened to him yesterday – for example, he heard that his grandmother was ill. Izzie thinks of something nice to do to help Mark to forget his problem.

## 11 Free Time

DVD Episode 7



**a** Who are the people? Where are they? Write a short dialogue between the people in the photo.

**b** Work in small groups. Imagine you are going to have an event at your school – the idea is to raise money to help poor or sick people. Write down 4–5 things that you (the people in your group) could do for visitors to have fun.

**c** Tell your ideas to other groups. Then watch Episode 7.



## 12 Write

- a** Look at the advertisement for a competition. How much money can you win? How many words must you write?



**COMPETITION** **WINNER**

Do you want the chance to **win 1000 Euros** for your school?

**Enter our competition!**

**Either:** **A Write a short text to compare your life now to your life six years ago.**

**Or:** **B Write a short text to compare life as it was 100 years ago to life as it is now.**

**Write no more than 120 words!**

- b** Read Claudia's entry. Which option did she write about, A or B?

*I think my life is better now. I've got more friends than I had six years ago. And I'm older, so I can do more interesting things. I can go to the cinema, I can go out with friends, and I can go to bed later in the evenings. I've got my own room now, and lots of DVDs and books. Six years ago, I didn't have my own phone or a laptop.*

*What are the things about my life now that I don't like? Well, I've got more things to do at home and at school. School is more difficult, and I think my life is busier.*

- c** Write your entry for the competition. Choose option A or B. Use Claudia's model to help you organise your answer.

## 13 Last but not least: more speaking

Work in small groups.

- a** Imagine life 50 years ago in your country. Make a list of some differences between now and then (5–10 things).
- b** Look at the things you have written down. Which things do you think are better now? Which things do you think were better 50 years ago?
- c** Prepare to give a presentation of your ideas to your class. Look again at what you did in 13a and 13b. Decide who is going to say what.
- d** Give your presentation to the other students in your class.





# Check your progress

## 1 Grammar

**a** Complete the sentences with the past simple form of the verbs.

Last night we watched (watch) a programme on TV. It <sup>1</sup>..... (tell) the story of a famous man from India called Mahatma Gandhi. Gandhi <sup>2</sup>..... (live) in South Africa when he was young, but in 1914 he <sup>3</sup>..... (go) back to India. Gandhi <sup>4</sup>..... (become) very famous there because he <sup>5</sup>..... (think) fighting was bad. In 1947, the British <sup>6</sup>..... (leave) India, but Gandhi <sup>7</sup>..... (die) the next year. We <sup>8</sup>..... (find) the programme very interesting and I <sup>9</sup>..... (learn) a lot.

9

**b** Complete the sentences with the past simple forms of the verbs.

- We went (go) to the cinema last week, but we didn't go (not go) shopping.
- I ..... (write) six emails yesterday, but I ..... (not write) any letters.
- Alan ..... (come) to the party, but Peter ..... (not come).
- I ..... (eat) the chips, but I ..... (not eat) the carrots!

3

**c** Write comparative sentences.

- this test / difficult / the Maths test  
This test is more difficult than the Maths test.
- Spanish / easy / Portuguese  
.....
- my uncle's car / expensive / my father's  
.....
- your homework / important / that computer game  
.....
- her History teacher / good / my teacher  
.....

4

## 2 Vocabulary

**a** Write the nouns in the box in the lists.

a bath work a look the piano  
tennis bed the cinema an ice cream  
football cards school a cup of tea

have

a bath

.....

.....

.....

play

tennis

.....

.....

.....

go to

school

.....

.....

.....

9




**b** Write the opposites of the adjectives.

- boring exciting
- dangerous safe
- old-fashioned modern
- noisy quiet

3

## How did you do?

Check your score.

Total score			
<input type="text" value="28"/>	Very good	OK	Not very good
Grammar	13 – 16	9 – 12	less than 9
Vocabulary	10 – 12	6 – 9	less than 6



### Unit 1 from

**a** ▶ CD1 T25 Listen again to the sentences from Exercise 4b. Listen to the word *from*. Is it the same in all of the sentences?

- 1 I'm from Poland.
- 2 Where are you from?
- 3 He's from England.

**b** ▶ CD1 T25 Listen again and repeat.

### Unit 2 /ɪ/ and /i:/

**a** ▶ CD1 T31 Listen to the two words.

big three

**b** Write the words from the box in the table.

six he we it city  
cheap video fourteen

big /ɪ/

three /i:/

.....	.....
.....	.....
.....	.....
.....	.....

**c** ▶ CD1 T32 Listen, check and repeat.

**d** ▶ CD1 T33 Listen and repeat as fast as you can.

He's in a video clip with six fit kids.

### Unit 3 /s/, /z/ and /ɪz/

**a** ▶ CD1 T39 Listen and write the verbs in the lists.

goes watches stops reads likes  
studies works learns gives finishes

/s/

/z/

/ɪz/

stops

goes

watches

.....	.....	.....
.....	.....	.....
.....	.....	.....

**b** ▶ CD1 T39 Listen again and repeat.

### Unit 4 /ð/ and /θ/

▶ CD1 T45 Listen and repeat.

/ð/

/θ/

there the thousand think  
mother father thirty three

### Unit 5 /v/ they've

**a** ▶ CD1 T51 Listen and repeat.

- |           |        |              |
|-----------|--------|--------------|
| 1 they've | 4 I've | 7 verb       |
| 2 we've   | 5 very | 8 video      |
| 3 you've  | 6 five | 9 volleyball |

**b** Say the sentences.

- 1 We've got five very long videos.
- 2 You've got the wrong verb.
- 3 I've got volleyball practice today.

**c** ▶ CD1 T52 Listen, check and repeat.

### Unit 6 /w/ would

▶ CD1 T61 Listen and repeat.

- 1 Would you like a sandwich?
- 2 Are you the new waiter?
- 3 What do you want to eat?
- 4 Where in the world are you from?

### Unit 7 Compound nouns

**a** ▶ CD2 T4 Listen. Is the stress on the first word, or on the second word?

chat shows                      game shows  
sports programmes          soap operas

**b** ▶ CD2 T4 Listen again and repeat.

### Unit 8 Linking sounds

**a** ▶ CD2 T11 Listen to the four sentences. Can you hear the *t* in *don't*? Listen again and repeat.

- Don't laugh.  
Don't cry.  
Don't shout.  
I don't like hamburgers.

**b** ▶ CD2 T12 Listen to these sentences. Can you hear the *t* in *don't*? Listen again and repeat.

- Don't open the door.  
Don't eat that.  
I don't understand.  
Don't ask me.



## Unit 9 *can/can't*

**a** ▶ CD2 T20 Listen to the sentences. What's the difference between the sounds in *can* /ə/ and *can't* /ɑː/?

- 1 He can write on a computer, but he can't walk.
- 2 She can ride a bike, but she can't swim.
- 3 They can learn to count, but they can't learn to talk.
- 4 I can use a computer, but I can't draw pictures with it.

**b** ▶ CD2 T20 Listen again and repeat.

**c** ▶ CD2 T21 Listen to the short conversations. Then listen again and repeat.

- 1 A: Can you swim?  
B: No, I can't.
- 2 A: Can you sing?  
B: Yes, but not very well!

## Unit 10 */h/ have*

▶ CD2 T28 Listen and repeat the sentences.

- 1 Hi! Can I help you?
- 2 He can walk on his hands.
- 3 Are you hungry? Have a hamburger.
- 4 Henry's having a holiday in Holland.

## Unit 11 */æ/ and /e/*

**a** ▶ CD2 T37 Listen and repeat the words.

/æ/ black jacket hamburger thanks January  
/e/ yes red dress yellow September

**b** Say the sentences.

- 1 I like the black jacket in the window.
- 2 I wear red in January and yellow in September.
- 3 She's wearing a black and red dress.

**c** ▶ CD2 T38 Listen and repeat.

## Unit 12 *was/wasn't and were/weren't*

**a** ▶ CD2 T43 Listen and repeat the sentences.

- 1 He was only 22.
- 2 They were in Iowa.
- 3 It wasn't a warm night.
- 4 They weren't in New York.

**b** ▶ CD2 T44 Listen and repeat the sentences.

- 1 'Was he only 22?' – 'Yes, he was.'
- 2 'Were they in New York?' – 'No, they weren't.'

**c** Work with a partner. Ask and answer the questions from Exercise 2d on page 89.

A: *Were the three men in New York?*

B: *No, they weren't, they were in Iowa.*

## Unit 13 *-ed endings*

**a** ▶ CD2 T52 Listen and repeat the sentences.

- 1 /t/ We watched a film.
- 2 /d/ I called a friend
- 3 /ɪd/ He wanted an ice cream.

**b** ▶ CD2 T53 Listen and repeat the sentences.

- 1 I phoned a friend.
- 2 I phoned my friend.
- 3 He talked a lot.
- 4 He talked to the teacher.
- 5 We visited a friend.
- 6 We visited the museum.

**c** Listen to 3a and 3b again. Write these verbs in the table.

watch	call	want
phone	talk	visit

/t/	/d/	/ɪd/
.....	.....	.....
.....	.....	.....

## Unit 14 */ðən/ than*

**a** ▶ CD2 T57 Listen. How is *than* pronounced?

- 1 She's taller than me.
- 2 I'm older than him.
- 3 It's hotter than yesterday.
- 4 Our dog's bigger than yours.
- 5 This is more expensive than that one.

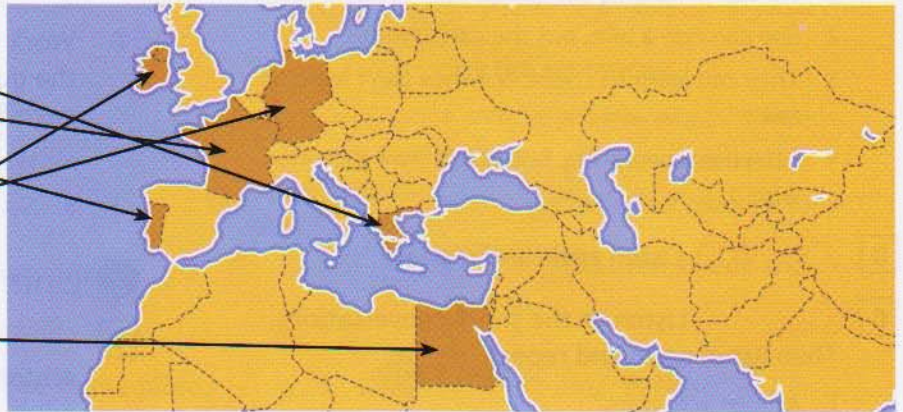
**b** ▶ CD2 T57 Listen again and repeat.



# Vocabulary bank

## Unit 1 countries and nationalities

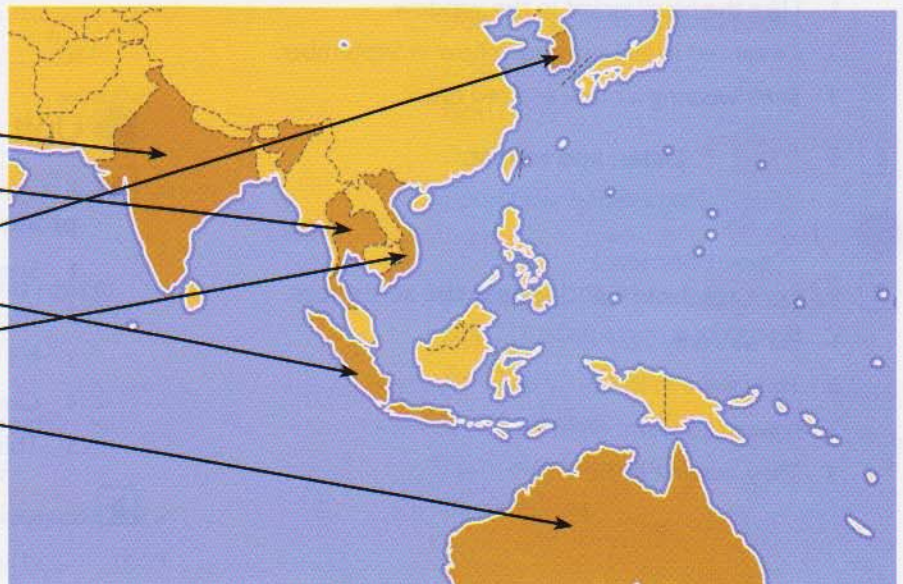
- 1 Greece (Greek)
- 2 France (French)
- 3 Portugal (Portuguese)
- 4 Germany (German)
- 5 Ireland (Irish)
- 6 Egypt (Egyptian)



- 7 Argentina (Argentinean)
- 8 Paraguay (Paraguayan)
- 9 Chile (Chilean)
- 10 Peru (Peruvian)
- 11 Ecuador (Ecuadorean)
- 12 Colombia (Colombian)



- 13 India (Indian)
- 14 Thailand (Thai)
- 15 South Korea (South Korean)
- 16 Indonesia (Indonesian)
- 17 Vietnam (Vietnamese)
- 18 Australia (Australian)





## Unit 2 positive and negative adjectives

### Positive

1 It's a wonderful party.



2 This food is delicious.



3 She's a brilliant singer.



### Negative

4 It's a dreadful party.



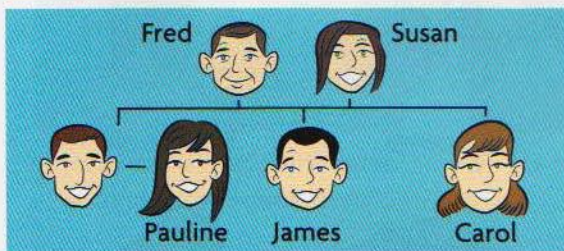
5 This food is disgusting



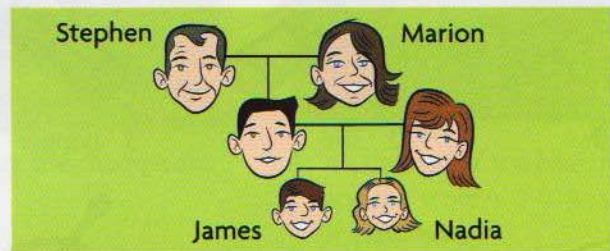
6 He's a useless singer.



## Unit 3 family



Fred is Pauline's **father-in-law**.  
 Susan is Pauline's **mother-in-law**.  
 James is Pauline's **brother-in-law**.  
 Carol is Pauline's **sister-in-law**.



James is Stephen and Marion's **grandson**.  
 Nadia is Stephen and Marion's **granddaughter**.  
 James and Nadia are Stephen and Marion's **grandchildren**.  
 Stephen and Marion are James and Nadia's **grandparents**.

## Unit 4 places in towns



1 a police station



2 a bus station



3 a primary school



4 a secondary school



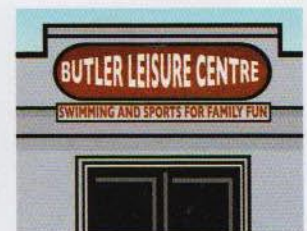
5 a shopping centre



6 a car park



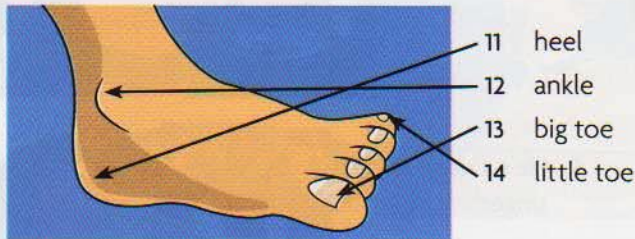
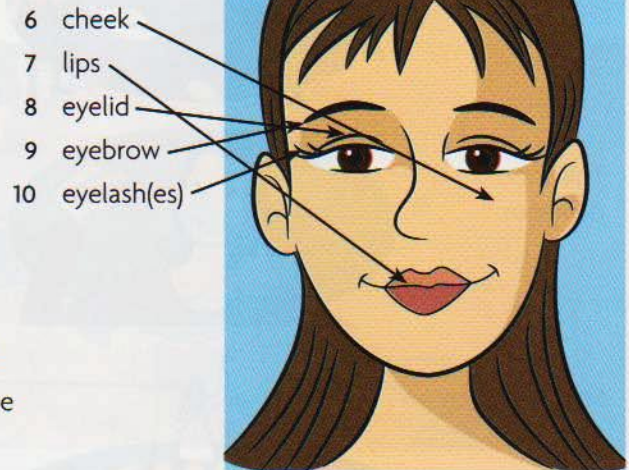
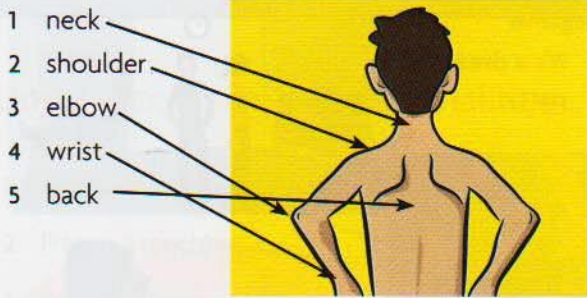
7 a department store



8 a leisure centre



## Unit 5 parts of the body



## Unit 6 food



1 fish



2 salt



3 pepper



4 cereal



5 olive oil



6 garlic



7 beans



8 yoghurt



9 mushrooms



10 chocolate

## Unit 8 adjectives to describe feelings



1 Mary feels very **stressed**.



2 James feels very **relaxed**.



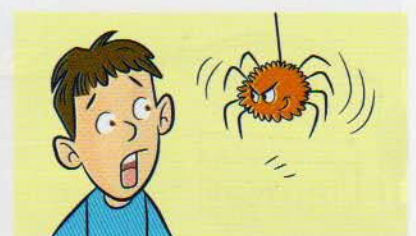
3 Alex feels **sleepy**.



4 Sandra is very **upset**.



5 Gail is **amused**.



6 George is **frightened**.



## Unit 9 sports



1 The score is two-all. It's a draw.



2 The fans are very happy!



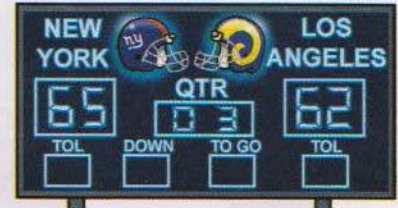
3 The referee starts and ends the match.



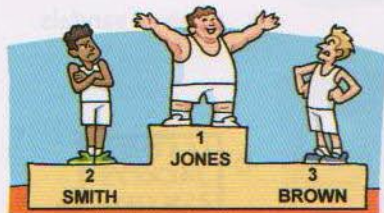
4 It's the end of the first half, and the score is nil-nil.



5 It's the end of the second half, and the score is one-nil.



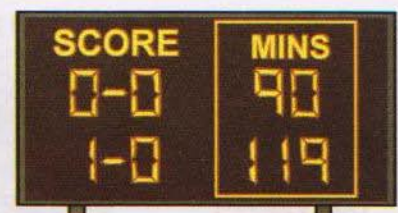
6 It's the end of the third quarter. New York are winning. Los Angeles are losing.



7 Jones came first. Smith came second. Brown came third.



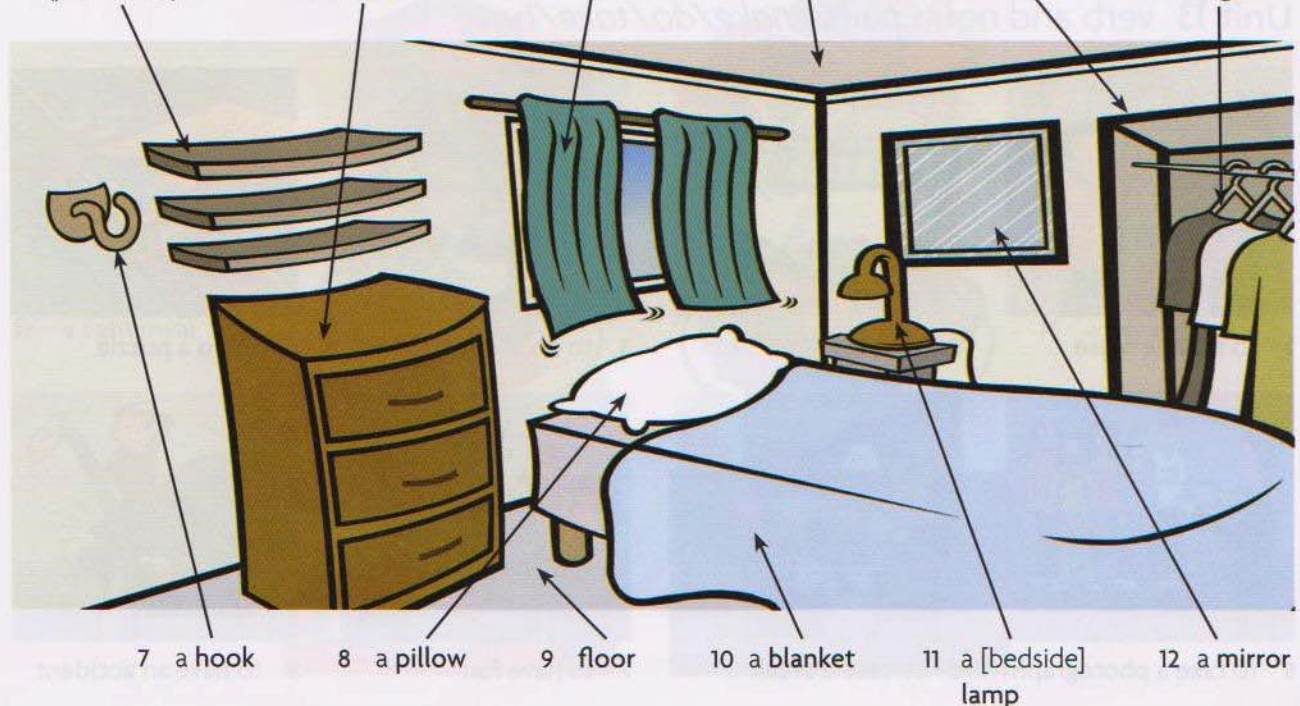
8 My team are the champions!



9 It's the end of the final match, and the score is 0-0. So there is extra-time.

## Unit 10 house and furniture

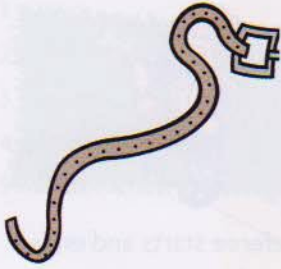
- 1 a shelf (pl. shelves)      2 a [chest of] drawers      3 curtains      4 ceiling      5 a wardrobe      6 a [clothes] hanger



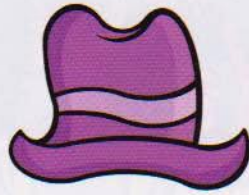
- 7 a hook      8 a pillow      9 floor      10 a blanket      11 a [bedside] lamp      12 a mirror



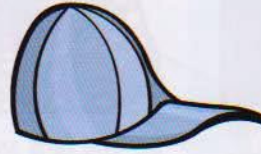
## Unit 11 clothes



1 a belt



2 a hat



3 a cap



4 a vest



5 a suit



6 a pair of shorts



7 a pair of boots



8 a pair of sandals

## materials



9



10



11

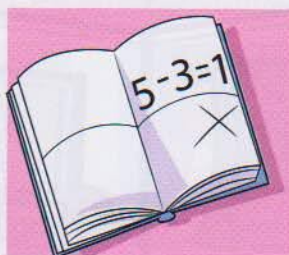


12

## Unit 13 verb and noun pairs: *make/do/take/have*



1 to make a noise



2 to make a mistake



3 to do the housework



4 to do a puzzle



5 to take a photograph



6 to take a break



7 to have fun



8 to have an accident



## Unit 14 adjectives and opposites

1 a young woman



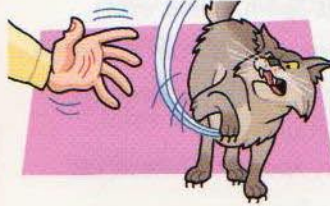
2 an old woman



3 a friendly cat



4 an unfriendly cat



5 a clean car



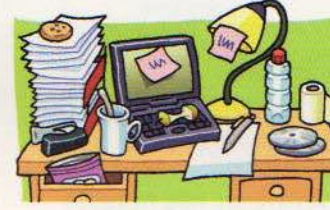
6 a dirty car



7 a tidy desk



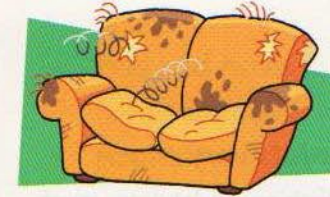
8 an untidy desk



9 a comfortable sofa



10 an uncomfortable sofa



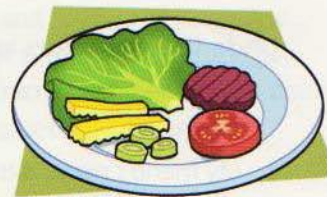
11 a light suitcase



12 a heavy suitcase



13 a light meal



14 a heavy meal



15 a light room



16 a dark room





# Get it right!



## Unit 1

### Countries and nationalities

We use these words to talk about countries:  
*England, France, America, Spain, China, etc*  
**Brad is from America** Not *Brad is from American.*

We use these words to talk about the language, people or things from a country:  
*English, French, American, Spanish, Chinese, etc*  
**French food** Not *France food*  
*an English book an American teacher*

#### Underline the correct word.

- 1 The Taj Mahal is in India / *Indian*.
- 2 Magda is *Poland/Polish* – she's from Warsaw.
- 3 Sony is a *Japan/Japanese* company.
- 4 Rio de Janeiro is a city in *Brazil/Brazilian*.
- 5 'Pizza' is an *Italy/Italian* word.
- 6 His car is a BMW – it's from *German/Germany*.
- 7 Is it a *France/French* restaurant?
- 8 Shane isn't *America/American*, he's from *Australia/Australian*.

## Unit 2

### (don't) like + sth + a lot/very much

We use *(don't) like + something + a lot/very much*.  
*I like pop music a lot.* Not *I like a lot pop music*  
*I don't like sport very much.* Not *I don't like very much sport.*

#### Tick (✓) the correct sentence.

- 1 a I don't like very much classical music  
b I don't like classical music very much. ✓
- 2 a I like football a lot.  
b I like a lot football.
- 3 a Chinese food is fantastic – I like it a lot.  
b Chinese food is fantastic – I like a lot it.
- 4 a I don't like very much museums – they're boring.  
b I don't like museums very much – they're boring.
- 5 a He's not my boyfriend, but I like him a lot.  
b He's not my boyfriend, but I like a lot him.

## Unit 3

### Present simple

We add *s* to verbs with *he, she* or *it*.

*My brother (he) likes rap music.*  
Not *My brother like rap music.*  
*The hotel (it) looks fantastic.* Not *The hotel look fantastic.*

We add *-es* to some verbs (*watch, finish, go, do*) and *-ies* to some verbs (*study*).

*The bus (it) goes to the airport.* Not *The bus go to the airport.*

### Complete the text with the correct form of the verb in brackets.

I ..... *go* ..... (go) to an English class on Tuesday evenings. It <sup>1</sup> ..... (start) at 5 and <sup>2</sup> ..... (finish) at 6.30. The teacher, Lucy, <sup>3</sup> ..... (come) from Australia She <sup>4</sup> ..... (speak) with an Australian accent. I really <sup>5</sup> ..... (like) the classes. We <sup>6</sup> ..... (listen) to English songs and <sup>7</sup> ..... (play) games with words. Lucy <sup>8</sup> ..... (teach) us lots of new words.

### Pronouns

In English, we only use *he/him/his* and *she/her* to talk about people.

*André is a student. He lives with his family in Montreal.*

We use *it/its* to talk about all other things.

*I have a computer. It's 2 years old.* Not *He's 2 years old.*

*My new mobile phone is small and its camera is very good.* Not *his camera is very good.*

### Underline the errors and correct them.

- 1 My sister works in an office. He's in the city centre. *It's*
- 2 My friend's name is Issei. He's French, but its mother is Japanese.
- 3 Football is my favourite sport. I really love him.
- 4 My new computer is quite good, but I don't like his screen.
- 5 Maria and its family live in Geneva



### its or it's

*its* is a possessive pronoun (like *my, your, his, her, etc.*)

*I really love Italy and its food. Not it's food*

*it's = it is*

*Clive lives in Penang. It's (it is) a city in Malaysia.*

#### Write *its* or *it's*.

- 1 I really like his new film. *It's* fantastic.
- 2 The new internet café is great. ....  
computers are really fast.
- 3 The Grand Hotel is very good, but  
..... very expensive.
- 4 My grandparents' house is quite big and  
..... very old.
- 5 I like my new mobile phone, but .....  
screen is quite small.

## Unit 4

### there, their or they're

These three words are all pronounced the same.

We use *there* in the phrase *there's/there are*.

*There's a café on the corner of the street.*

We also use *there* to say where something is.

*The exit is over there.*

*their* is a possessive pronoun (like *my, your, his, her*)

*This is a photo of my grandparents and their dog.*

*they're = they are*

*That's Ester and Zak. They're (they are) my cousins.*

#### Write *there, their* or *they're*.

*There* are seven students in my English class.  
1 ..... 's Zhao and Zhang – 2 ..... from  
China. They are very nice and 3 ..... writing  
is very good. 4 ..... 's Ayshen and Kamil –  
5 ..... Turkish and 6 ..... English is  
very good. They talk a lot. And 7 ..... are  
two new students from South Korea, but I don't  
know 8 ..... names.

### There's and There are

We use *There's* + singular noun.

*There's a bookshop on the High Street.*

**Remember!** We also use *There's* + singular noun  
+ singular noun.

*There's a post office, a bank and a small  
supermarket.*

**Not** *There are a post office a bank and a small  
supermarket.*

We use *There are* + plural noun.

**There are** lots of *cafés* by the river. **Not** *There's*  
lots of *cafés*.

#### Underline the correct phrase.

- 1 There's / *There are* a bus stop in front of the  
airport.
- 2 *There's* / *There are* a TV and a phone in every  
room.
- 3 *There's* / *There are* lots of things to do at the  
weekend.
- 4 *There's* / *There are* eleven players in each team.
- 5 On the desk, *there's* / *there are* a computer,  
a phone and a notebook.

## Unit 5

### has and have

*have* is an irregular verb in English.

you + have: **Have you** got any brothers  
or sisters?

I + have: **I've** got two brothers, Tim  
and Dan.

They + have: **They've** both got dark hair,  
like me.

He/She/It + has: **But Tim's** got blue eyes.

**Remember!** x and y + have

*Tim and Dan (they) have* got dark hair.

**Not** *Tim and Dan has* got dark hair.

#### Underline the correct verb.

- 1 Have / *Has* you got a mobile phone?
- 2 Nowadays, most people *have* / *has* got a  
mobile phone.
- 3 My phone *have* / *has* got a camera, but it  
*haven't* / *hasn't* got an MP3 player.
- 4 Even my grandparents *have* / *has* got mobile  
phones now.
- 5 My dad *haven't* / *hasn't* got one. He says  
they're too small!



## Unit 6

### Countable and uncountable nouns

With singular countable nouns, we use *a* or *an*.

*a newspaper*    *a sandwich*  
*an apple*      *an exercise*

With plural nouns and uncountable nouns, we use *some/lots of*.

*some paper*    *some sandwiches*  
*some cheese*    *lots of homework*

**Remember!** We don't add *s* to uncountable nouns.

*You need some paper and a pencil.*

**Not** *You need some papers ...*

### Underline the errors and correct them.

- 1 Would you like a salt on your food? *some salt*
- 2 On the bus, I listen to some musics on my MP3 player.
- 3 There are some apple in the kitchen if you want one.
- 4 I've got lots of shoppings in my bag.
- 5 We've got some homeworks to do.
- 6 There's exercise about countable and uncountable nouns.

## Unit 7

### Spelling – time words

When you check your writing, ask these questions:

Is it a one letter or a double letter?

*always* **Not** *allways*

Are there any silent letters?

*Wednesday* **Not** *Wensday*

Is it one word or two?

*sometimes* **Not** *some times*

Does it need a capital letter?

*Friday* **Not** *friday*

**Remember!** Days of the week always have a capital letter.

Does it need punctuation?

*six o'clock* **Not** *six o'clock*

### Underline the errors and correct them.

- 1 I love sport, I do some exercise everyday. *every day*
- 2 I go running at six oclock every morning.
- 3 I usualy run for about 45 minutes.
- 4 I play football on tuesday and thursday.
- 5 We some times have a match at the week end.
- 6 And I often go swimming on Saterdag too.

## Unit 9

### fun or funny?

Something **funny** makes you laugh.

*a funny story*

*The film's a comedy and it's really funny.*

If something is **fun**, you enjoy it.

*Skateboarding is great fun.*

**Not** *Skateboarding is very funny.*

*We usually have fun at the park.*

### Write fun or funny.

- 1 I love skiing, it's really good *fun*.
- 2 We often go to the beach and have .....
- 3 Sam is very ....., we laugh a lot together.
- 4 His jokes are terrible. They're not .....
- 5 Cricket is great ..... I often play with my friends.

### Verb + verb

*can/can't* + infinitive without *to*

*My mobile can take photos.* **Not** *My mobile can takes photos.*

*You can go swimming.* **Not** *You can to go swimming.*

*like/love/hate/enjoy* + *-ing*

*I like playing basketball.* **Not** *I like play basketball.*

*I enjoy watching sport.* **Not** *I enjoy to watch sport.*

### Complete the text with the correct form of the verbs in brackets.

At our school, you can *do* (do) lots of different sports. There's a swimming pool, so you can <sup>1</sup> ..... (swim). We all like <sup>2</sup> ..... (play) football and basketball too. Some students enjoy <sup>3</sup> ..... (play) tennis, but I'm terrible, I can't <sup>4</sup> ..... (hit) the ball! Some students don't like <sup>5</sup> ..... (do) sport, but they can <sup>6</sup> ..... (take) part in other activities like dancing or orienteering.



## Unit 11

### Time prepositions: *in, on* and *at*

*at* + time

The film starts **at** 5.30. **Not** The film starts on 5.30.

*on* + date/day

The party is **on** 8 April. **Not** The party is at 8 April.

We play football **on** Tuesdays.

*in* + month/season

Lots of people visit **in** July. **Not** Lots of people visit on July.

It's very cold **in** the winter.

Write *in, on* or *at*.

- 1 The class is on Wednesdays at 6 o'clock.
- 2 The school year starts in the autumn, usually in September.
- 3 In the winter, it gets dark at 4 o'clock in the afternoon.
- 4 Americans celebrate Independence Day on 4 July.
- 5 Some people finish work early on Fridays.

### Plural nouns: clothes

Some nouns are always plural.

Wear warm **clothes**. **Not** Wear warm *cloth*.

Some things that come in pairs are usually plural.

a new pair of **shoes** **Not** a new pair of *shoe*

Underline the errors and correct them.

- 1 I usually wear jean and a T-shirt. *jeans*
- 2 The players wear blue short and a white top.
- 3 You need warm sock to go inside your ski boots.
- 4 Most men wear black trouser and a white shirt.
- 5 Bring walking shoe or trainer.

## Unit 13

### Noun and verb pairs

Many nouns and verbs are always used together in English.

I **had a party** for my birthday. **Not** I made a party for my birthday.

We **played a lot of games**. **Not** We did a lot of games.

Use the table on page 99 to help you learn which nouns go with *have, go, play* and *practise*.

Write the correct verb to complete the text.

In the morning, I have breakfast at about 7. I <sup>1</sup> have a coffee and some bread. Then I <sup>2</sup> take a shower and get dressed. I <sup>3</sup> go to school by bike. At lunchtime, I usually <sup>4</sup> eat a sandwich. After school, I sometimes <sup>5</sup> go to a café with my friends or sometimes, we <sup>6</sup> play football in the park. But I always <sup>7</sup> go home by 7 o'clock to <sup>8</sup> have dinner with my family, then I do my homework.

## Unit 14

### Adjectives

Check the adjectives in your writing.

Adjectives ending in *-ful*

a **wonderful** holiday **Not** a *wonderfull* holiday

Comparative adjectives

a **bigger** house **Not** a *biger* house

People were **friendlier** **Not** People were *friendlyer*

The bus is **cheaper** **Not** The bus is *more cheap*

**Be careful** sometimes there is a noun, a verb and an adjective form.

*Don't worry* (verb).

I was **worried** (adjective). **Not** I was *worry*.

Underline the errors and correct them.

- 1 The train is much more fast than the bus. *faster*
- 2 The weather was fantastic and the beaches were beautifull.
- 3 I was surprise because the food wasn't very expensive.
- 4 My new bedroom is more big than in the old house.
- 5 Bangkok is a really busy city, with lots of interest places.
- 6 I think snowboarding is more easier than skiing.

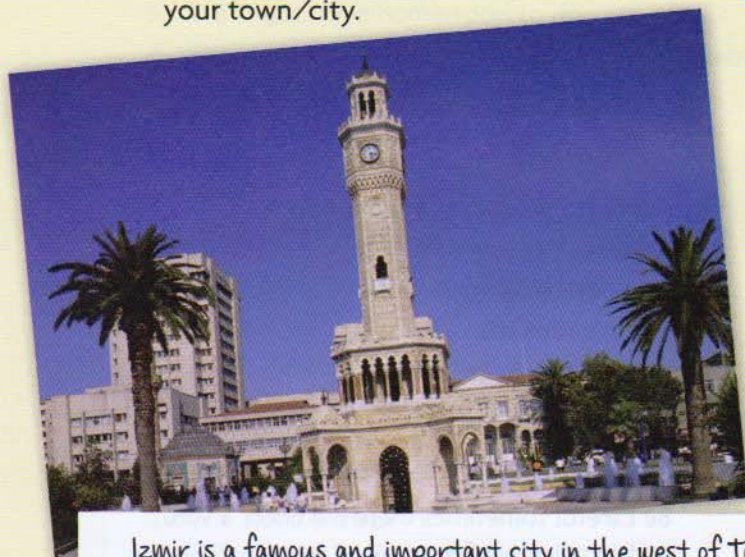


# Project 1

## A tourist leaflet

### 1 Research

- a** Work in groups of three or four. Choose a town or city. Find some facts about the town or city and write notes. Use these questions and the example to help you:
- What kinds of shops are there in your town/city?
  - What interesting places are there for tourists? (For example, museums, markets, cafés/restaurants.)
  - Are there any interesting places near the town/city?
  - Why is the town/city special?
- b** Collect photos or draw pictures of your town/city.



Izmir is a famous and important city in the west of Turkey. It is beside the sea and it's very beautiful. There are a lot of things to do and see in Izmir! Try these.

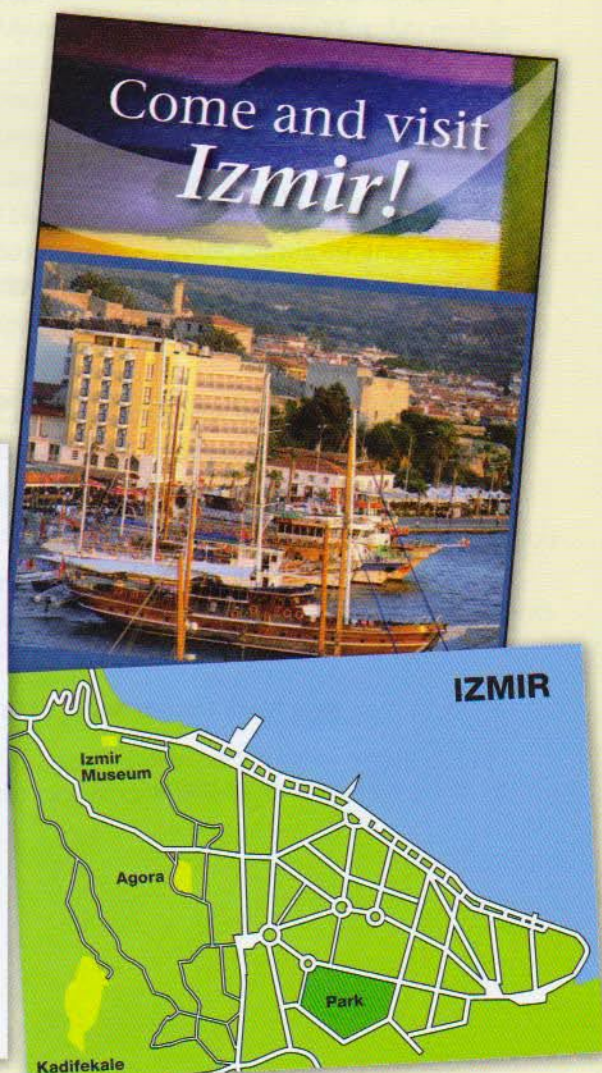
Visit the famous 100-year-old Clock Tower. Walk around the Agora, a very old market place from the time when Izmir was called Smyrna.

Do you like shopping? Kemeraltı is a great market – you can buy lots of Turkish crafts to take home with you, but you can also buy food, like fish (fish in Turkey is fantastic!). Have a look at Havra Street, too.

At the end of the day, walk along the seafront where there are a lot of cafés – you can sit and have a drink, and watch the sunset. It's beautiful!

### 2 Make the leaflet

- a** Get a large piece of paper. Your teacher will show you how to fold it.
- b** Write your information. Use these ideas and the example to help you:
- On the front cover page, write *Come and visit* and add the name of the town or city. Add a picture of an interesting place in your town/city.
  - On pages 1 and 2, draw a map of the town/city or a part of it. Write the names of the places and streets.
  - On pages 3–6, add pictures of places in the town/city and write your information.
- c** If you have time, write a quiz about the town/city.





# Project 2

## A class survey



### 1 Prepare the survey

**a** Work in groups of three or four. Choose one topic about free time. Use these ideas to help you:

- music
- sports
- TV
- shopping
- food

**b** Together, write four or five questions to ask other students in the class. Use the example to help you.

#### Sports

Name *Barbara*

- 1 What kinds of sports do you like?
- 2 How often do you play sports?
- 3 Who's your favourite football team?
- 4 Do you like watching sports on TV?
- 5 Do you ..... ?

*Tennis and football*.....  
.....  
.....  
.....  
.....

**c** Each student in your group asks two or three students from another group and takes notes.

### 2 Write the report

**a** Work in your group. Tell the other students your information. Write the results on one piece of paper.

*Barbara likes tennis and football. She doesn't play football, but she watches it on TV. Her favourite team is ...*

**b** In your group, write a report and present your work to the class.

*Three people in our class play football after school (two boys and one girl). All the boys in our survey like watching sports on TV, but only three girls like watching sports on TV ...*



# Project 3

## A poster presentation about a band or singer

### 1 Research

**a** Work in groups of three or four. Choose a singer or a band your group likes. Collect information about the singer or band. Use these questions to help you:

- What's the singer's or band's name?
- Where is he/she from? Where are they from?
- How old are they?
- What instruments do they play?
- What are your favourite songs or albums?

**b** Write a short text about the singer or band. Use the example and the questions in Exercise 1a to help you.

**c** Collect pictures. Get a large piece of paper or card for your poster. Stick the pictures on poster paper and add your texts.

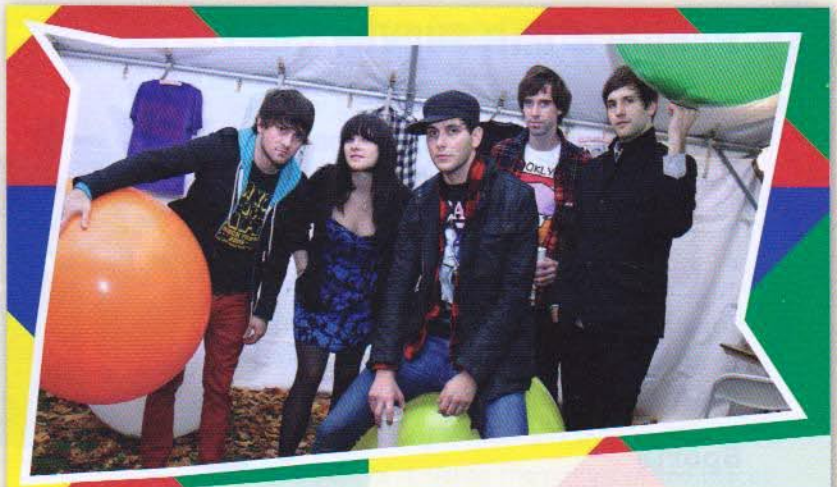
**d** Get a song by the singer or band that you like.

### 2 Prepare the presentation

Practise presenting your poster. Read your texts aloud.

### 3 Presentation

Present your poster to another group or the class. At the end of your presentation, play a song by the singer or band.



## COBRA STARSHIP

**Cobra Starship** are an American band. There are five people in the band: Gabe Saporta (who is the band leader), Ryland Blackinton, Alex Suarez, Nate Novarro and Victoria Asher.

Gabe Saporta is from New York and he sings – he's the lead vocalist. Ryland Blackinton comes from Massachusetts and he plays lead guitar and synthesizer. Alex Suarez plays bass guitar and Nate Novarro plays the drums. Victoria Asher is American but some of her family are from Britain (her father was also a singer in the 1960s). They are all about 25–30 years old.

Cobra Starship started in 2005 and they are becoming more and more successful. They have three albums – *While the city sleeps, we rule the streets* (2006), *Viva la Cobra* (2007) and *Hot Mess* (2009).

We think their music is fantastic! Our favourite songs are *Snakes on a Plane* and *The City is at War* – great songs! Check out their music – we're sure you'll like Cobra Starship!





# Project 4

## A presentation on changes in your country

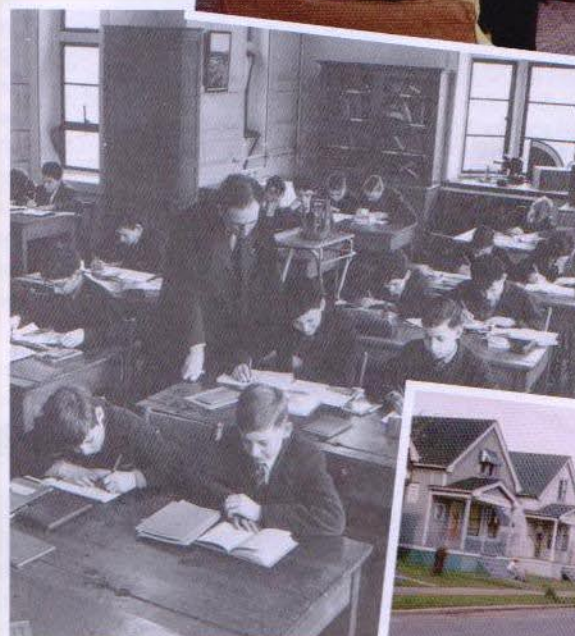


### 1 Research

**a** Work in groups of three or four. In your group, choose one or two topics you would like to focus on. Look at these ideas to help you:

- town/city life (shopping, streets, buildings, roads and transport)
- school life
- free time activities (sports, cinema, theatre, TV, etc.)
- food and eating out
- family and home life

**b** What do you want to find out about the past? How are things different now? Write some questions to help you get information. Look at these example questions:



#### **Family and home life**

- Were families bigger or smaller in your country 50 years ago?
- Did young people get married and leave home later or earlier than they do now?
- Did old people usually live with their families?
- Were houses smaller than they are now? Did children share their bedrooms?

**c** Talk to older people you know, from your country, for example, your grandparents. Ask them how things were 50 years ago, and how things are different now. Write down their answers, or record them.

**d** Find more information about your country as it was 50 years ago. Look on the internet, or in a library or museum. Try to get some photos of your country 50 years ago.

### 2 Presentation

**a** In your group, organise your information. You can present your information on a large piece of paper or card. Write your information and add any photos you have.

**b** Take it in turns to present your information. If you can, use photos to illustrate your presentation. First, tell your class what your presentation is about.

This presentation is about family and home life in our country 50 years ago, compared to today. In the 1980s, families in ... were ... than today ...



# Irregular verbs

## Irregular verbs

### Base form

be  
become  
begin  
break  
bring  
build  
buy  
can  
catch  
choose  
come  
cut  
do  
drink  
drive  
eat  
fall  
feel  
find  
fly  
forget  
get  
give  
go  
grow  
have  
hear  
hit  
hurt  
keep  
know  
leave  
let  
lose  
make  
meet  
pay  
put  
read  
ride  
run  
say  
see  
sell  
send  
shut  
sing  
sink  
sit

### Past simple

was/were  
became  
began  
broke  
brought  
built  
bought  
could  
caught  
chose  
came  
cut  
did  
drank  
drove  
ate  
fell  
felt  
found  
flew  
forgot  
got  
gave  
went  
grew  
had  
heard  
hit  
hurt  
kept  
knew  
left  
let  
lost  
made  
met  
paid  
put  
read  
rode  
ran  
said  
saw  
sold  
sent  
shut  
sang  
sank  
sat

### Base form

sleep  
speak  
spend  
swim  
take  
teach  
tell  
think  
understand  
wake  
wear  
win  
write

### Past simple

slept  
spoke  
spent  
swam  
took  
taught  
told  
thought  
understood  
woke  
wore  
won  
wrote

## Phonetic symbols

### Consonants

/p/ pen  
/b/ be  
/t/ two  
/d/ do  
/k/ can  
/g/ good  
/f/ five  
/v/ very  
/m/ make  
/n/ nice  
/ŋ/ sing  
/s/ see  
/z/ trousers  
/w/ we  
/l/ listen  
/r/ right  
/j/ you  
/h/ he  
/θ/ thing  
/ð/ this  
/ʃ/ she  
/tʃ/ cheese  
/ʒ/ usually  
/dʒ/ German

### Vowels

/æ/ man  
/ɑ:/ father  
/e/ ten  
/ɜ:/ thirteen  
/ə/ mother  
/ɪ/ sit  
/i:/ see  
/ʊ/ book  
/u:/ food  
/ʌ/ up  
/ɒ/ hot  
/ɔ:/ four

### Diphthongs

/eɪ/ great  
/aɪ/ fine  
/ɔɪ/ boy  
/ɪə/ hear  
/eə/ chair  
/aʊ/ town  
/əʊ/ go  
/ʊə/ pure



# Thanks and acknowledgements

The authors would like to thank a number of people whose support has proved invaluable during the planning, writing and production process of the second edition of *English in Mind*:

The numerous teachers and students in many countries of the world who have used the first edition of *English in Mind*. Their enthusiasm for the course, and the detailed feedback and valuable suggestions we got from many of them, have been an important source of inspiration and guidance for us in the development and creation of the second edition. We would also like to thank those teachers who gave up their valuable time for interviews and focus groups.

Our editorial and production team for their cooperative spirit, their many excellent suggestions and their dedication, which have been characteristic of the entire editorial process: Stephanie Collins, Charlotte Aldis, Hannah Thacker, Flavia Lamborghini, Sophie Clarke, Michael Stubblefield, Angela Page, Laura Clyde, Helen Kenyon, Michelle Simpson and last but not least, James Dingle.

The team at Pentacor for giving the book its design; Anne Rosenfeld for the audio recordings; Caroline Jeffries and Sophie Finston at Lightning Pictures for the DVD; Sheila Dignen, Eoin Higgins, Vanessa Manhire, Hazel Meek, for their excellent editorial support; and all the other people involved in this course.

The teams of educational consultants, representatives and managers working for Cambridge University Press in various countries around the world.

The leadership team at Cambridge University Press for the spirit of innovation that they have managed to instil in the Press, and for a constructive dialogue over the years: Ron Ragsdale, David Harrison, Hanri Pieterse and Stephen Bourne.

Last but not least, we would like to thank our partners, Mares and Adriana, for their support.

The authors and publishers acknowledge the following sources of copyright material and are grateful for the permissions granted. While every effort has been made, it has not always been possible to identify the sources of all the material used, or to trace all copyright holders. If any omissions are brought to our notice, we will be happy to include the appropriate acknowledgements on reprinting.

*Are We Alone* on p.21. Words and music by Steve Hall. Copyright © Bell Voice Recordings, licensed to Cambridge University Press. Bell Voice recordings for the recording.

*Don't Stop* on p.63. Words & Music by Christine McVie © Copyright 1976 Fleetwood Mac Music, USA. Universal Music Publishing MGB Limited and Universal Music – Careers. Copyright renewed. All Rights Reserved. International Copyright Secured. Used by permission of Music Sales Limited and Hal Leonard Corporation. Bell Voice Recordings for the sound-a-like recording by Fleetwood Mac.

The publishers are grateful to the following for permission to reproduce copyright photographs and material:

Key: l = left, c = centre, r = right, t = top, b = bottom, u = upper, lo = lower, f = far

akg-images p90©; Alamy pp6(11), 6(15), 11(b), 11(t), 14(5), 19(bc), 19(b), 26(b), 30(b), 30(c), 31(1), 31(2), 31(5), 32(br), 32(t), 33(b), 33(t), 38, 40(r), 42(b), 44(bc), 44(c), 45(bc), 52, 54(c), 54(t), 58(br), 66, 72(b), 73(bl), 73(br), 73(F), 74, 74(br), 74(t), 76(A), 76(B), 76(C), 76(F), 80, 82(t), 83(A), 83(C), 83(D), 86(t), 91, 93(cl), 93(cr), 94, 96(c), 101(l), 102(bl), 102(br), 102(cl), 102(tl), 102(tr), 104(b), 104(tl), 104(tr), 108(b), 122(r), 123(bl), 123(t); Bridgeman Art Library p100(bl); Chessington World of Adventures & Zoo p19(bl); Corbis UK Ltd. pp12(bc), 26(c), 31(3), 31(4), 31(6), 58(t), 76(D), 76(E), 86(br), 86(cr), 96(b), 98(r), 100(t), 101(br), 102(bc), 123(br), 125(b); educationphotos.co.uk pp72(A), 72(C), 72(D); Frank Lane Picture Agency pp40(l), 45(b), 45(t), 46(2), 46(3); Fremantle Archive Stills p58(bl); Getty Images pp6(9), 19(br), 30(t), 44(tl), 59(bl), 88(b), 88(cl), 88(cr), 90(t), 93(tr), 108(t), 125(c), 125(t); Image State p44(bl); iStockphoto pp14(2), 44(br), 44(tc), 44(tr), 46(4), 82(bl), 82(br), 102(c); Linographic p46(l); Mary Evans Picture Library p102(tc); NASA p98(l); Nokia p6(16); Patrick McGuire p54(b); Photolibrary Group pp14(1), 14(4), 59(t), 71, 72(B), 73(E), 82(c), 100(br), 122(l); Press Association Images pp9(bc), 16(bl), 16(cl), 16(cr), 21(br), 21(cr), 21(tl), 24, 26(cl), 32(bl), 42(t), 42(tc), 88(t); Rex Features pp9(bcl), 9(l), 9(r), 9(tc), 9(tcl), 12(bl), 12(br), 12(t), 13(1), 13(2), 13(3), 13(4), 14(6), 16(br), 16(tl), 16(tr), 16(tr), 19(t), 19(tc), 21(bc), 21(bl), 21(c), 21(cl), 21(tr), 26(cr), 26(t), 42(bc), 90(b), 96(t), 98(c), 101(tr), 124(b), 124(t); Scottish Viewpoint p86(bl); Shutterstock pp6(1), 6(10), 6(12), 6(13), 6(14), 6(17), 6(18), 6(2), 6(3), 6(4), 6(5), 6(7), 6(8), 14(3), 17, 45(tc), 59, 83(B), 93(tl); www.teamhoyt.com pp68(b), 68(t); Zooid Pictures p66.

The publishers are grateful to the following illustrators:

Graham Kennedy, Tracey Knight (Lemonade), Rob McClurkan, Red Jelly Illustration, David Semple, Mark Watkinson (Illustration)

The publishers are grateful to the following contributors:

Pentacor: text design, layouts and cover design

Zooid Pictures Ltd: photo research

Anne Rosenfeld and Dave Morrirt: audio recordings

Julie Moore: Get it Right! section

Commissioned photography (photo stories and cover):

Alex Medeville



## DVD-ROM Instructions

### START THE DVD-ROM

#### Windows PC

- Insert the *English in Mind* DVD-ROM into your DVD-ROM drive.
- If Autorun is enabled, the DVD-ROM will start automatically.
- If Autorun is not enabled, open **My Computer** and then **D:** (where D is the letter of your DVD-ROM drive). Then double-click on the *Run English in Mind Starter from the DVD* icon.

#### Mac OS X

- Insert the *English in Mind* DVD-ROM into your DVD-ROM drive.
- Double-click on the DVD-ROM icon on your desktop to open it.
- Double-click on the *English in Mind Starter Mac OS X* icon.

### INSTALL THE DVD-ROM TO YOUR HARD DISK (RECOMMENDED)

#### Windows PC

- Go to **My Computer** and then **D:** (where D is the letter of your DVD-ROM drive).
- Right-click and select *Explore*.
- Double-click on *setup*.
- Follow the installation instructions on your screen.

#### Mac OS X

- Double-click on the DVD-ROM icon on your desktop to open it.
- Create a folder on your computer.
- Copy the content of the DVD-ROM into this folder.
- Double-click on the *English in Mind Starter Mac OS X* icon.

### WHAT'S ON THE DVD-ROM?

#### • Workbook audio

Your DVD-ROM contains all the audio files that accompany the *English in Mind Workbook*. To access these files double click on the *Run English in Mind Starter from the DVD* icon. On the menu screen that then appears, select *Workbook Audio*.

#### • Interactive practise activities

Practise your grammar, vocabulary, pronunciation, writing, speaking and listening skills. Click on one of the unit pairs at the top of the screen. Choose an exercise from the skills menu and click on it to start. Click on the *Progress* tab on the left of the screen to see the exercises you have completed and your score.

#### • Games

Click on the *Games* icon in the top-right of the screen to test your English skills and play the exciting 'World on Wheels' game.



#### • Wordlist

Click on the *Wordlist* tab on the left of the screen to review vocabulary, see word definitions and listen to correct pronunciations.

#### • Tests

Create your own tests to practise your grammar and vocabulary. Click on the *Test* tab on the left of the screen, select the units and number of questions you would like for your test and then click *Start*.

### SYSTEM REQUIREMENTS

- 512MB of RAM (1GB recommended for video)
- 1.7GB free hard disk space (if installing to hard disk)
- 800 x 600 resolution or higher
- speakers or headphones
- a microphone if you wish to record yourself speaking

#### For PC

- Windows® XP, Vista or 7

#### For Mac

- Mac OS® 10.4, 10.5 or 10.6
- 1.2 GHz G4 processor or higher

### SUPPORT

If you experience difficulties with this DVD-ROM, please visit:  
[www.cambridge.org/elt/multimedia/help](http://www.cambridge.org/elt/multimedia/help)

### ONLINE GAMES

Register on our website for access to more free games and activities:  
[www.cambridge.org/elt/englishinmind](http://www.cambridge.org/elt/englishinmind)

